OXFORD

fourth edition

English File

Intermediate

Student's e-book

Christina Latham-Koenig
Clive Oxenden
Jerry Lambert

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Paul Seligson and Clive Oxenden
are the original co-authors of
English File 1 and *English File 2*

e-book interactive features

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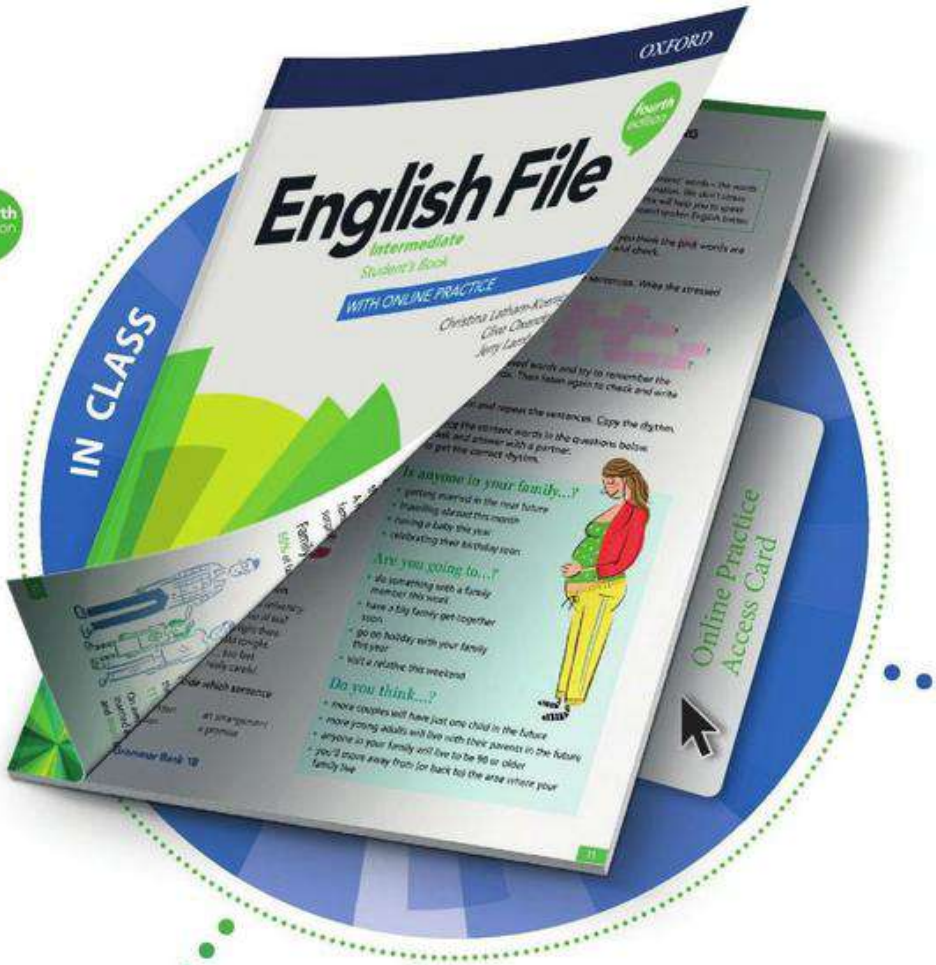
Course overview

English File fourth edition

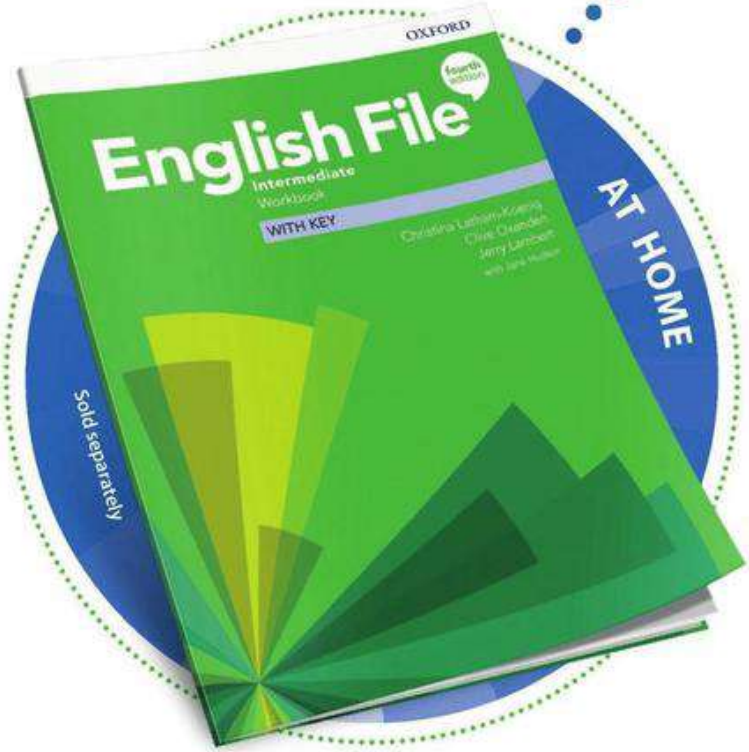
Welcome to **English File fourth edition**. This is how to use the Student's Book, Online Practice, and the Workbook in and out of class.



Student's Book

All the language and skills you need to improve your English, with Grammar, Vocabulary, Pronunciation, and skills work in every File. Also available as an eBook.

Use your Student's Book in class with your teacher.



Workbook

Grammar, Vocabulary, and Pronunciation practice for every lesson.

Use your Workbook for homework or for self-study to practise language and to check your progress.

Go to **englishfileonline.com** and use the code on your Access Card to log into the Online Practice.

ACTIVITIES AUDIO VIDEO RESOURCES

ONLINE

LOOK AGAIN

- Review the language from every lesson.
- Watch the videos and listen to all the class audio as many times as you like.

PRACTICE

- Improve your skills with extra Reading, Writing, Listening and Speaking practice.
- Use the interactive video to practise Practical English.

CHECK YOUR PROGRESS

- Test yourself on the language from the File and get instant feedback.
- Try an extra Challenge.

SOUND BANK

- Use the Sound Bank videos to practise and improve your pronunciation of English sounds.

Online Practice

Look again at Student's Book language you want to review or that you missed in class, do extra ***Practice*** activities, and ***Check your progress*** on what you've learnt so far.

Use the Online Practice to learn outside the classroom and get instant feedback on your progress.

englishfileonline.com

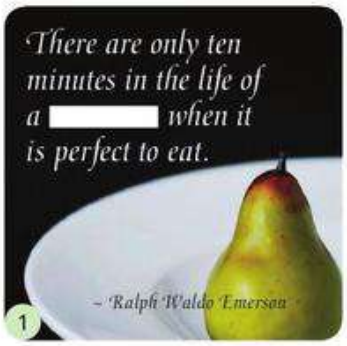
1A Eating in…and out

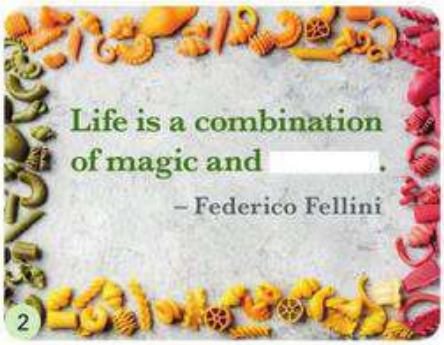
G present simple and continuous, action and non-action verbs | V food and cooking | P short and long vowel sounds

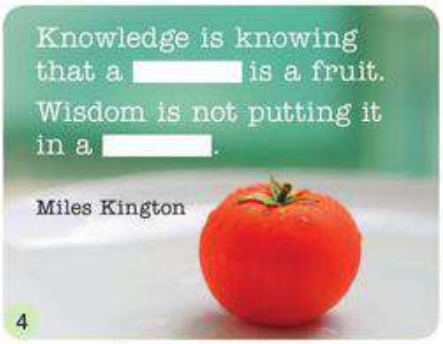
1 VOCABULARY food and cooking

a Look at some quotes about food from Pinterest. Complete the gaps with a word or phrase from the list.

cake cookie fruit salad onions pasta pear tomato







b Which quote do you like best? Compare with a partner.

c V p.152 Vocabulary Bank Food and cooking

d Look at some common adjectives to describe food. What kind of food do we often use them with?

fresh /freʃ/ frozen /ˈfrəʊzn/ hot / spicy /ˈspaɪsi/
low-fat /ləʊ ˈfæt/ raw /rɔː/ tinned /tɪnd/

e 1.5 Listen to six conversations. Write the food phrase you hear for each adjective in **d**.

1 *raw beetroot*

2 PRONUNCIATION short and long vowel sounds

a Look at the eight sound pictures. What are the words and sounds? What part of the symbol tells you that a sound is long?

b 1.6 Match a phrase to each sound. Then listen and check.

crab salad	a good cook
grilled squid	hot sausages
a jar of raspberry jam	raw pork
steamed green beans	tuna with beetroot

3 LISTENING & SPEAKING

a Read the *Your food profile* questionnaire. What do you think the **bold** words and phrases mean?

Your food profile

1 What's your favourite…?
a snack b pizza **topping**
c sandwich **filling**

2 Do you ever have…?
a **ready-made** food
b **takeaway** food
c very hot / spicy food
Give examples.

3 Are you **allergic** or **intolerant** to any food? How long have you had the problem?

4 What food do you usually eat…?
a to **cheer yourself up** when you're feeling sad
b when you're tired and don't want to cook

5 When you're away from home, is there any food or drink that you really **miss**?

6 Is there any food or drink that you couldn't live without? How often do you eat / drink it?

b 1.7 Listen to six people each answering one question from *Your food profile*. Match each speaker to the question he or she is answering.

5 Emma	Rob
Sarah	James
John	Sean

c Listen again and write their answers. Compare with a partner.

d Ask and answer the questions with a partner. What do you have in common?

4 READING

a Talk to a partner. What time do you usually...?

get up	have lunch
have breakfast	have dinner
do exercise	go to bed
have a coffee	

b Read the article once. Do you or your partner do any of the things in **a** at the times the article recommends?

c Read the article again. Answer the questions with a partner.

1 Why is it important to have breakfast every day when you're a teenager?
2 What effect does caffeine have on us if we drink it between 2.00 and 5.00 p.m.?
3 What's the difference between having steak and chips for lunch and having it for dinner?
4 Why should an early evening meal be 'delicious'?
5 What's the best physical activity to do a) early in the morning, b) in the afternoon?
6 Why does the body produce melatonin?

d Search the text and find six parts of the body. Which do we a) have one of, b) two of, c) more than two of?

1 he_____	4 br_____
2 st_____	5 mu_____
3 li_____	6 lu_____

e Answer the questions with a partner.

1 Do you believe all the information in this article? Why (not)? Give examples from your own experience.
2 Would you consider changing any of your habits based on this information?

Eat and drink – but at the right time!

In our super-busy 21st-century lives, most of us try to do as much as we can in 24 hours. However, we usually do things whenever it suits us, and experts say that this is disrupting our body's natural cycle, making us feel tired at times when we should feel awake, and vice versa. Science shows that by doing things at the right time, we can be happier and healthier.

Have breakfast at 8.00 a.m.
In a recent study, researchers found having breakfast at this time is good for our blood sugar levels, so the food you eat now will give you the energy you need. It's also important not to skip breakfast. Another research team, from Sweden, suggested that people who ate a regular breakfast as teenagers were 32% less likely to be at risk of heart disease as adults.

Don't drink coffee in the morning. Have one at 3.00 p.m.
Most coffee drinkers make a cup as soon as they wake up. However, researchers have suggested that early morning is the worst time to drink coffee, because it stops the body from producing the stress hormone cortisol, which we need at this time to help us to wake up. The best time to drink coffee – or caffeine in general – is between 2.00 p.m. and 5.00 p.m., when it can make us more mentally alert, according to a study carried out by the University of Sheffield a few years ago.

Have lunch between 12.00 and 2.00
This is when our body digests food best, because this is when the stomach produces most acid. So it's the ideal time to have your main meal of the day. An experiment by nutritionists at the University of Surrey found that blood glucose levels after an evening meal were much higher than when people had the same meal earlier in the day, and high levels of glucose can cause diabetes.

Have dinner at 7.00 p.m.
Have your evening meal early. It should be delicious – our sense of smell and taste are at their best at this time – but light. And if you want a small glass of wine, have it before dinner, as 6.30 is when the liver is most efficient at dealing with alcohol.

More good times for your body

- Ideally, you should get up when the sun rises. When we see daylight, we stop producing the sleep hormone melatonin and start getting ready for the day ahead.
- Do yoga or go for a walk before breakfast.
- Do important tasks at 11.00 a.m., when your brain is working best.
- Weightlifting sessions are best done at midday – that's when your muscles are strongest.
- The best time to run or cycle is 5.00 p.m., when your lung capacity – important for endurance sports – is at its greatest.
- Go to bed between 9.00 p.m. and 11.00 p.m. This is when your body temperature starts to go down and the brain begins producing melatonin.

Adapted from The Times

5 LISTENING

a Read the text about Marianna. Then look at the five photos and extracts from an interview with her. With a partner, say how you think she finishes each sentence.

b 1.8 Listen to Part 1 of an interview with Marianna and check your answers to **a**.

c Listen again. With a partner, say anything else you can remember about each photo.

d 1.9 Now listen to Part 2 and answer the questions.

1 What three things did Marianna do before becoming a chef in London?
2 What was her first connection with the restaurant Moro? Why did she go back to it later?
3 What happened seven years later?
4 How is her restaurant, Morito, different from Moro?
5 How often does she go back to Crete? What happens when she has lunch with her old friends there?

e What about you? Answer the questions with a partner.

1 What was your favourite food when you were a child?
2 What kind of things did your mother or father cook? Do you still eat them?
3 Do you have a favourite restaurant? What do you like most about it – the food, the atmosphere, the service, or the price?

6 GRAMMAR present simple and continuous, action and non-action verbs

a Look at three sentences from the interview. Circle the correct verb form.

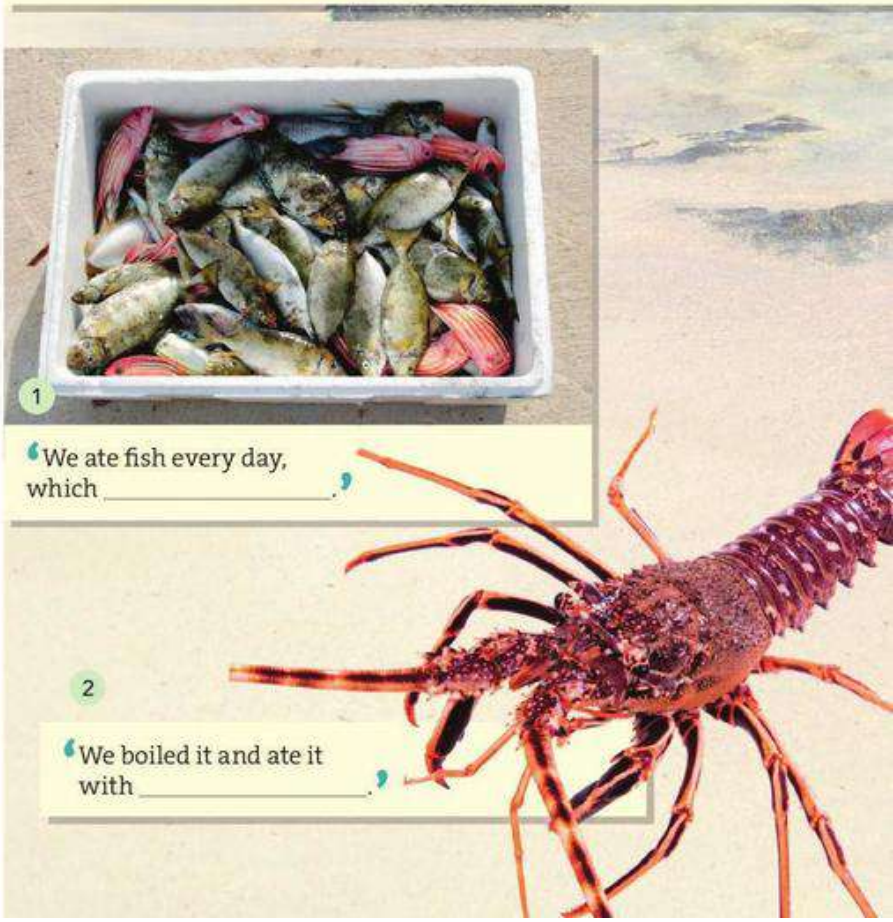
1 You *don't need / aren't needing* anything except lemon and olive oil when fish and seafood is really fresh.
2 This week, for example, *I make / I'm making* 'ntakos', a Cretan salad...
3 *I go / I'm going* to Crete maybe four or five times a year.

b 1.10 Listen and check. With a partner, say why you think she uses each form.

c G p.132 Grammar Bank 1A

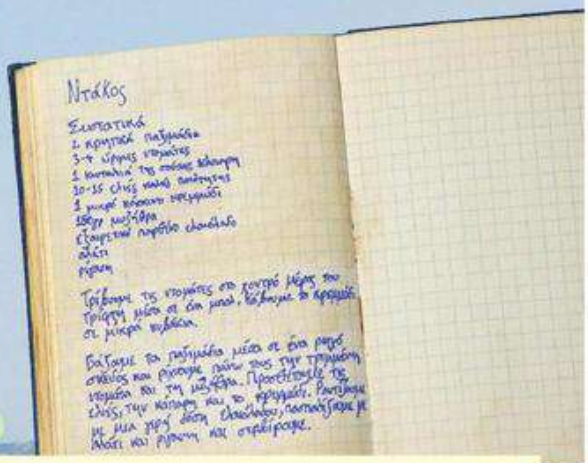
Marianna Leivaditaki

is the head chef at Morito, a very popular restaurant on Hackney Road, in London. She was born on the island of Crete, in Greece. Her father was a Cretan fisherman and her mother was Scottish. Together they ran a seafood restaurant, which is where Marianna spent most of her childhood.



1 'We ate fish every day, which _____.'

2 'We boiled it and ate it with _____.'



3

'I wrote down recipes which I wanted to cook for the family in _____.'

4

'My aunt, Thia Koula, had _____.'

5

'Occasionally, my mum used to buy me and my brother souvlaki for lunch, a sort of _____.'

d Make questions to ask your partner with the present simple or continuous. Ask for more information.

On a typical day

- What / usually have for breakfast?
- / drink fizzy drinks, e.g. Coke? How many glasses / drink a day?
- Where / normally have lunch?
- What / usually have for lunch during the week?
- / ever cook? What / make?
- / prefer eating at home or eating out?

At the moment / Nowadays

- / take vitamins or food supplements at the moment?
- / try to cut down on anything at the moment?
- / need to buy any food today?
- / want anything to eat right now?
- / the diet in your country / get better or worse?

7 SPEAKING

a Read statements 1–6 and decide if you agree or disagree. Think of reasons and examples.

Do you **agree**?

1. Good service is more important than good food.
2. The best chefs are usually men.
3. Everybody should learn to cook at school.
4. Cheap restaurants always serve bad food.
5. Waiters should earn a good salary and tips should be banned.
6. Italian food is the best in the world.

b In pairs or groups, discuss each statement for at least two minutes. Say if you agree with the statements or not, and why. Use the language from the **Agreeing and disagreeing** box.

Agreeing and disagreeing

I agree *I don't agree* *I disagree*	*with that.* *with you.*
I think *I don't think*	*that's true.* *you're right.*

I think it depends.

1B Modern families

Are you seeing your grandparents this weekend?

No, but I'll probably see them next week.

G future forms: present continuous, *be going to, will / won't* **V** family, adjectives of personality **P** sentence stress, word stress

1 VOCABULARY & SPEAKING family

a Talk to a partner. What's the difference between...?

1 *a father* and *a parent*
2 *a mother* and *a stepmother*
3 *a brother* and *a brother-in-law*
4 *a stepsister* and *a half-sister*
5 *a grandfather* and *a great-grandfather*
6 *an adopted child* and *an only child*
7 *brothers and sisters* and *siblings*
8 *your immediate family* and *your extended family*

b Read the article about modern British family life. In pairs, try to complete the gaps with the numbers from the list.

2 10% 14% 17% 30 32 40% 45%

c 1.14 Listen and check. Are there any statistics in the article which you think would be very different in your country? Why?

d Read the questions and think about your answers. Then ask and answer in pairs or small groups.

Do you have a big family? Who do you live with?

How often do you...?

- have a meal with your family
- go out for a meal or to the cinema, etc. with a family member
- see your extended family

Do you spend more of your free time with family or friends? Why?

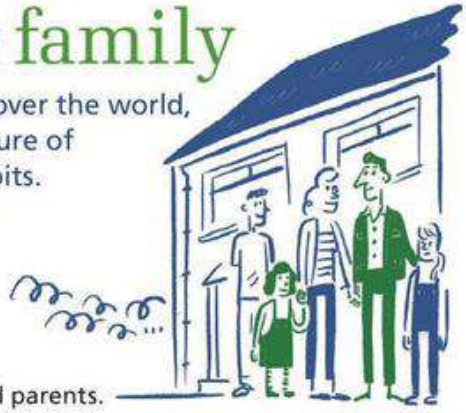
Are there any members of your family who you have very little contact with? Why?

What do you and your family mainly argue about? Do you ever argue about phones or tablets?

Politely refusing to talk about something
Occasionally, you may be asked a question that you feel uncomfortable answering. Respond politely with *I'm sorry, I'd rather not talk about that.*

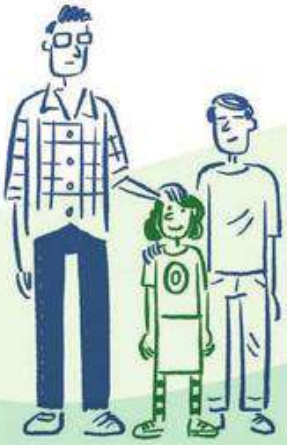
The modern family

Family life is changing all over the world, and it's not just the structure of the family, but also its habits. A recent survey of British family life showed some surprising statistics.



Family structure

60% of families have married parents.



22% are single-parent families. Only [1]_____ of the single parents are men.

[2]_____ of families have **one** child, [3]_____ have **two**, and **15%** have three or more.

11% of families have stepchildren.

On average **women** get married at [4]_____, and **men** at [5]_____.

Family habits

20% of families only eat together once or twice a week, and [6]_____ never eat at the same time.

They visit friends or extended family **twice** a month.

[7]_____ of people have family members who they **never speak to** or contact.

75% of people are happiest with their families, and **17%** with their friends.

The average family has [8]_____ **rows** each day, and the most common cause is children or teenagers refusing to put down their phones or tablets.

2 GRAMMAR future forms

a 1.15 Listen to three conversations between different family members. Match them to cartoons A–C. What are the people talking about?

b Listen again and complete two sentences from each conversation.

1 a I'm not _____ to university.
  b _____ you a cup of tea?
2 c I _____ the night there.
  d It _____ cold tonight.
3 e You _____ too fast.
  f I _____ really careful.

c With a partner, decide which sentence (a–f) is...

- a plan or intention
- an arrangement
- a prediction
- a promise
- an offer

d G p.133 Grammar Bank 1B

3 PRONUNCIATION & SPEAKING sentence stress

Sentence stress
In spoken English, we stress the 'content' words – the words in a sentence which carry the information. We don't stress the other words. Being aware of this will help you to speak with a natural rhythm and understand spoken English better.

a 1.20 Read the sentence. Do you think the pink words are stressed or unstressed? Listen and check.

I'm going to look for a job.

b 1.21 Listen to four more sentences. Write the stressed words in the pink boxes.

1 _____.
2 _____?
3 _____?
4 _____?

c Look at the stressed words and try to remember the unstressed words. Then listen again to check and write them in.

d Listen again and repeat the sentences. Copy the rhythm.

e Ask and answer the questions with a partner. Try to get the correct rhythm.

Is anyone in your family...?

- getting married in the near future
- travelling abroad this month
- having a baby this year
- celebrating their birthday soon

Are you going to...?

- do something with a family member this week
- have a big family get-together soon
- go on holiday with your family this year
- visit a relative this weekend

Do you think...?

- more couples will have just one child in the future
- more young adults will live with their parents in the future
- anyone in your family will live to be 90 or older
- you'll move away from (or back to) the area where your family live

4 VOCABULARY adjectives of personality

a Complete the opposite adjectives in sentences 1–5.

Opposites attract

1 She's extroverted, but he's sh ___.
2 She's generous, but he's m ___.
3 She's hard-working, but he's l ___.
4 She's talkative, but he's q ___.
5 She's funny, but he's se ___.

b V p.153 **Vocabulary Bank** Personality

5 PRONUNCIATION word stress

a Underline the stressed syllable in the multi-syllable adjectives.

1 an|xious am|bi|tious ge|ne|rous re|be|lli|ous
2 so|cia|ble re|li|a|ble
3 re|spon|si|ble sen|si|ble
4 com|pe|ti|tive tal|ka|tive sen|si|tive
5 un|friend|ly in|se|cure im|pa|tient im|ma|ture

b 1.24 Listen and check. Then listen again and repeat. Are prefixes (e.g. *un-*, *in-*) and suffixes (e.g. *-ous*, *-ble*, *-tive*) stressed?

6 READING

a What's your position in your family? Are you the oldest child, a middle child, the youngest child, or an only child?

b Look at four groups of adjectives. Which group do you think goes with each position in the family (e.g. the oldest)?

1 outgoing, charming, and disorganized
2 responsible, ambitious, and anxious
3 self-confident, independent, and spoilt
4 sociable, sensitive, and unambitious

c Read the article and check your answers.

How **birth order** influences your personality

Nowadays, it is an accepted fact that our position in the family – that is, whether we're an oldest child, a middle child, a youngest child, or an only child – is possibly the strongest influence there is on our character and personality. So what influence does it have?

The oldest child

Firstborn children often have to look after their younger brothers and sisters, so they're usually sensible and responsible as adults. They also tend to be ambitious and they make good leaders. On the negative side, oldest children can be insecure and anxious. This is because [1] *H*.

The middle child

Middle children are more relaxed than the oldest children, probably because [2] ___. They're usually very sociable – the kind of people who get on with everybody. They are also usually sensitive to what other people need, because [3] ___. For the same reason, they're often quite good at sorting out arguments, and they're always sympathetic to the ones on the losing side, or in general, to people who are having problems. On the other hand, middle children can sometimes be unambitious, and they can lack direction in life.

The youngest child

Youngest children are often very outgoing and charming. This is the way they try to get the attention of both their parents and their older brothers and sisters. They are often more rebellious, and this is probably because [4] ___. They can also be immature and disorganized, and they often depend too much on other people, because [5] ___.

The only child

Only children usually do very well at school, because they have a lot of contact with adults. They get a lot of love and attention from their parents, so they're typically self-confident. They're also independent, as they spend so much time by themselves. And because [6] ___, they're often very organized. Only children can sometimes be spoilt, because [7] ___ by their parents. They can also be quite selfish and get impatient, especially when things go wrong. This is because [8] ___.

Adapted from Birth Order, by Linda Blair

d Read the article again and complete it with reasons A–H.

A they grew up between older and younger brothers and sisters

B it's easier for them to break the rules – by the time they were born, their parents were more relaxed about discipline

C their parents were more relaxed themselves by the time the second child arrived

D they are given everything they ask for

E they have always been the baby of the family

F they spend a lot of time with adults

G they've never had to sort out problems with other brothers and sisters

H when the second child was born, they lost some of their parents' attention, and maybe they felt rejected

e Re-read the paragraph that applies to you. Do you think the description of personality is true for you? Are any of the other descriptions true for people you know, e.g. your brothers and sisters, or friends?

7 LISTENING & SPEAKING

a You're going to hear two people talking about a time when they or one of their siblings behaved badly. Look at some words from each story. With a partner, try to predict what happened.

James's story

brother teenagers fighting stabbed finger penknife accident horrified blood mum angry hospital

Marilyn's story

sister parrot cage let out fly bedroom looked everywhere cried window hidden cupboard frightened horrible

b 1.25 Listen to the stories. Were your predictions correct?

c Listen again and answer the questions for James and Marilyn. Who do you think behaved worse, James or Marilyn's sister?

1 How old were they?
2 Where were they?
3 What bad thing did they or their sibling do?
4 What happened in the end?
5 How do James's brother and Marilyn show that they've never forgotten what happened?

d Work in pairs. **A**, you are James's brother. **B**, you are Marilyn's sister. Retell the two stories from your point of view.

I have a twin brother called James, and we used to fight a lot when we were teenagers. One day,...

e Can you remember a time when you were young and you behaved very badly to a sibling or a friend, or they did to you? Tell the story, answering the questions in **c**.

8 WRITING

a Read Alice's 'self-portrait' poem. Then write your own poem using the instructions below.

1 Alice
2 affectionate, honest, imaginative, moody
3 oldest daughter of Richard and Billie
4 likes music, Diet Coke, and sunny days
5 afraid of lifts and other small spaces
6 would like to see elephants in the wild
7 Williams

Instructions

line 1 – your first name
line 2 – four adjectives that describe you
line 3 – where you are in your family, and your parents' names
line 4 – three things you like
line 5 – something you are afraid of
line 6 – something you would like to do
line 7 – your last name

b p.115 **Writing** A description of a person Write an email describing a friend.

EPISODE 1

Practical English Meeting the parents

reacting to what people say

1 INTRODUCTION

a Look at the photos. Describe Jenny and Rob.

b 1.26 Watch or listen to Jenny and Rob talking. Complete the gaps.

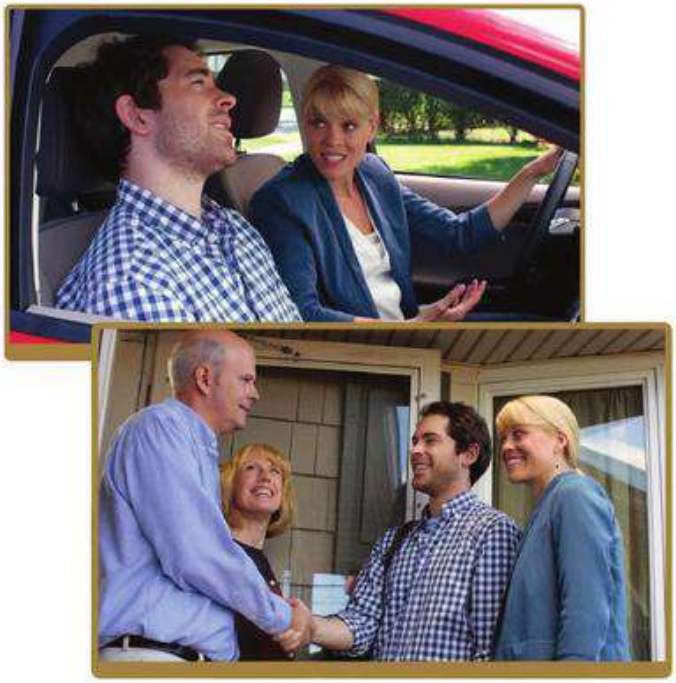
Jenny Zielinski and Rob Walker work for a [1]_____ called *NewYork 24seven*. She's American and he's [2]_____. Rob came to New York a few [3]_____ ago. He had met Jenny when she went to [4]_____ on a work trip. They got on very well and he was offered a job for a month in [5]_____. Later, he was offered a [6]_____ job. Jenny helped Rob [7]_____ an apartment and they are enjoying life in the USA, although Rob misses his friends and [8]_____.

> **British and American English**
> *apartment* = American English *flat* = British English

2 REACTING TO WHAT PEOPLE SAY

a 1.27 Watch or listen to Jenny introducing Rob to her parents. What bad news does Rob have for Jenny? What good news does Jenny have for her parents?

> **British and American English**
> *mom* = American English *mum* = British English



b Watch or listen again and mark the sentences **T** (true) or **F** (false). Correct the **F** sentences.

1 Rob left the chocolates at the office.
2 Rob's desk is usually very tidy.
3 It's the second time that Rob has met Jenny's parents.
4 Sally has prepared a big dinner.
5 Jenny's new job is Managing Director.
6 Jenny is going to be Rob's manager.

c 1.28 Look at some extracts from the conversation. Can you remember any of the missing words? Watch or listen and check.

1 **Jenny** Don't forget the chocolates.
Rob OK. Oh _____!
Jenny I don't _____ it. Don't tell me you forgot them?
Rob I think they're still on my desk.
Jenny _____ kidding.

2 **Jenny** Mom, I'm really sorry – we bought you some chocolates, but we left them at the office.
Sally What a _____. _____ mind.

3 **Jenny** But I also have some good news.
Sally _____? What's that?

4 **Sally** So you've got a promotion? _____ fantastic!
Harry That's great _____!

5 **Sally** Let's go and have dinner.
Jenny What a _____ idea!

d 1.29 Watch or listen and repeat the phrases in the chart below. Copy the rhythm and intonation.

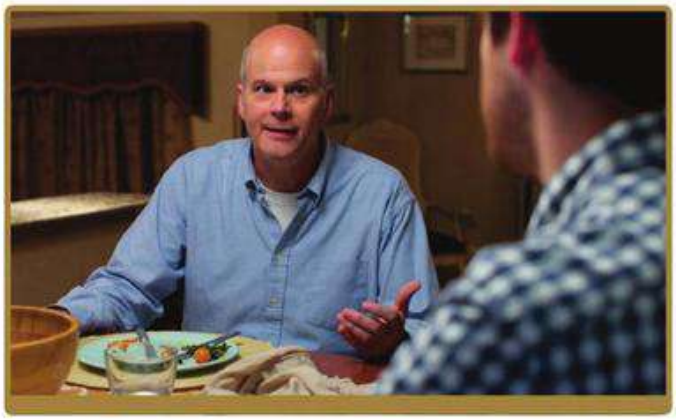
REACTING TO WHAT PEOPLE SAY	
What you say when you hear...	
something surprising	You're kidding. I don't believe it.
something interesting	Really?
some good news	How fantastic! That's great news! What a great idea!
some bad news	Oh no! What a pity. Never mind.

> *How + adjective, What + noun*
> We often use *How* + adjective or *What* + noun to respond to what people say.
> *How interesting! How awful! How amazing!*
> *What a pity! What a good idea! What terrible news!*

e Practise the conversations in **c** with a partner.

f **Communication** How awful! How fantastic! A p.106 B p.111 Practise reacting.

3 HARRY FINDS OUT MORE ABOUT ROB



a 1.30 Watch or listen to the conversation after dinner. Does the evening end well or badly?

b Watch or listen again and answer the questions.

1 What university did Jenny go to?
2 Is Harry impressed by Rob's job? Why (not)?
3 What does Harry like doing in his free time?
4 Who are most of the photos in the dining room of?
5 Who are Miles Davis, John Coltrane, and Wynton Marsalis?
6 What surprises Harry about Rob?

c Look at the **Social English** phrases. Can you remember any of the missing words?

Social English

1 **Harry** How do you _____ your career?
2 **Rob** Not _____. I'm more of a writer.
3 **Rob** Oh, you know, interviews, reviews, _____ like that...
4 **Rob** I _____, I like photography.
5 **Harry** That's _____ most of them are of Jenny.
6 **Harry** How _____!
7 **Rob** Well, he's a really nice _____.
8 **Harry** Go _____, son!

d 1.31 Watch or listen and complete the phrases. Then watch or listen again and repeat.

e Complete conversations A–G with **Social English** phrases 1–8. Then practise them with a partner.

A	Excuse me, do you mind if I sit here?	Of course not. ___.
B	Those sandwiches don't look very nice.	___ I bought them two days ago!
C	Did you like the film?	___ It was much too long.
D	What do you keep in that file?	Bills, bank statements, ___
E	___ your future after university?	I'm not sure. I might try and work abroad for a year.
F	You won't believe it, but we've just won a week's holiday in Paris!	___ Lucky you!
G	What's your new boss like?	He's OK. ___, he seems like ___.

CAN YOU...?

- ☐ react to good news, bad news, surprising news, and interesting news
- ☐ introduce yourself and other people
- ☐ use phrases which give you time to think, e.g. *you know, I mean*, etc.

2A Spending money

G present perfect and past simple | V money | P o and or

Have you paid the phone bill yet?

Yes, I paid it yesterday.

1 VOCABULARY money

a Do *The money quiz* in teams.

The money quiz

1 Match the coins to eight of the countries below. What currency are they? What currency do the other two countries use?

- Brazil
- China
- France
- Hungary
- Japan
- Mexico
- Poland
- Russia
- Switzerland
- Turkey

2 True or false?

a The first coins were made by the Romans.
b The largest English note is worth £50.
c Bank notes are always made of paper.
d All the countries in the EU have the euro as their currency.
e The British pound is the world's oldest currency still in use.

b V p.154 **Vocabulary Bank** Money

2 PRONUNCIATION & SPEAKING *o* and *or*

a Can you think of three words that rhyme with *money*?

1 The weekend is going to be hot and s_____.
2 Somebody who makes you laugh is f_____.
3 Would you like jam or h_____ on your toast?

b Look at some words with the letter *o*. Put them in the correct column.

borrow clothes cost dollar done honest loan money note nothing owe promise shopping some sold won worry

A	B	C
	borrow	

c 2.5 Listen and check.

d Look at some words with the letters *or*. How is *or* normally pronounced when it's stressed? Which two words are different?

afford mortgage order work organized store worth

e 2.6 Listen and check.

f 2.7 Listen and write six sentences. Practise saying them.

g C **Communication** Money Q&A **A** p.106 **B** p.111
Ask and answer about your spending habits.

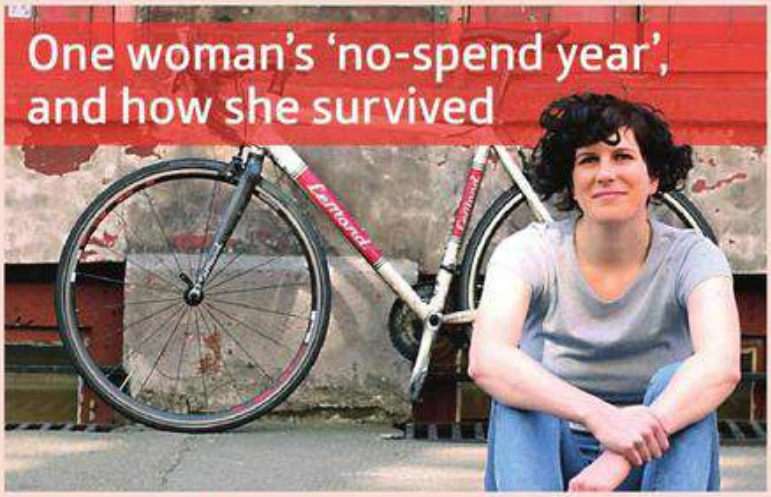
3 READING

a Read the title of the article. Why do you think someone might decide to have a 'no-spend year'?

b Read the article and match paragraphs A–G to topics 1–7. Use the words in **bold** to help you.

1 ☐ where she went **on holiday**
2 ☐ **why** she decided to save money
3 ☐ how often she saw her **friends**
4 ☐ what she **achieved**
5 ☐ her **advice** for other people
6 ☐ how she saved money **at home**
7 ☐ what she **discovered**

One woman's 'no-spend year', and how she survived



She cycled 120 miles to a wedding, and her lunch budget was just 51p a day.

A Michelle McGagh, a 34-year-old journalist, had a mortgage of £230,000 which she wanted to reduce. Last November, she looked at her finances and she discovered that every year she spent a lot of money unnecessarily – for example, £1,570 in the pub, £1,110 in restaurants, and £400 on coffees. So she made a radical plan – to stop spending money for a year. She continued to pay her broadband, gas, and electricity bills, and allowed herself £30 a week to buy food and household essentials. But she couldn't spend money on anything else – no clothes, no buses or flights, no meals out, no drinks, and no cosmetics.

B She cooked large quantities of curry and bolognese sauce, which lasted her a week, and which she ate with rice or pasta. It was cheap and healthy, but also 'really boring'. She also experimented with home-made cleaning products and beauty treatments, like using vinegar for cleaning or olive oil as moisturiser, but she decided that most of them didn't really work.

C At first, she tried to see her friends as often as before. She cycled 120 miles to be at a friend's wedding, and camped in their garden to avoid paying for accommodation. The following weekend, she rode 60 miles to Brighton to meet friends. But she couldn't join them for dinner in a restaurant, and when they went to the pub, she drank tap water. In the end, she simply went out less, which made her feel more isolated.

D Of course, she couldn't afford to go abroad, so she missed a trip to Ibiza with friends. Her only holiday was a cycling trip to East Anglia, where again she camped. Here, for the first and only time in the year, she bought food that she had not cooked herself – a bag of chips for £1.95.

E At the end of the year, she had saved £23,000. She was much slimmer and fitter – over the year, she had cycled 6,500 miles. She says she now feels freer and happier, because she appreciates the simple things in life. She also gained confidence and a sense of adventure.

F But she learned the hard way that you can't really socialize if you don't want to spend money. The evening after her year-long challenge ended, she bought all her friends a drink in the pub. But she has not gone back to her past spending habits. She occasionally pays to socialize and go on holiday. She has even taken a taxi. But after buying a few new clothes and some perfume, she insists, 'I have absolutely no interest in buying anything else.'

G So what's her key tip for those who want to save? 'Whenever you open your wallet, think about whether what you are buying is something you need or something you want. We all say, 'I need to buy this.' Most of the time, we want to buy it. Maybe we don't know the difference between needing something and wanting something any more.'

Adapted from The Times

c Read the article again. Mark the sentences **T** (true) or **F** (false).

1 Michelle could use public transport during her 'no-spend year'.
2 She was often hungry because she couldn't afford to buy food.
3 At her friend's wedding, she slept in a tent.
4 She never had ready-made food or takeaways.
5 She didn't lose any weight during the year.
6 Nowadays, she spends less than she used to.
7 She thinks that when we buy something, we should ask ourselves why.

d Do you agree with the last sentence of the article? Why (not)?

e Read the information about compound nouns. Then search the text. Underline six compound nouns that begin with the words in the circle.

olive
electricity
cleaning
cycling
beauty
tap

Compound nouns
Compound nouns are two nouns together, where the first noun describes the second one, e.g. *cash machine*. The stress is usually on the first noun.

f Could you do what Michelle did?

What would you spend less on?
What would you eat?
How would you get around?
How would you socialize cheaply?

***would* for imaginary situations**
We use *would* to talk about imaginary situations, e.g. *To save money, I'd spend less on clothes and I'd cook for myself at home.*

4 GRAMMAR present perfect and past simple

a Read the conversation. What are they arguing about?

David I [1] *haven't seen* (see) those shoes before. Are they new?
Kate Yes. I [2] _____ (just buy) them. Do you like them?
D They're OK. How much [3] _____ they _____ (cost)?
K Oh, not much. They [4] _____ (be) a bargain. Under £100.

D You mean £99.99. That isn't cheap for a pair of shoes. Anyway, we can't afford to buy new clothes at the moment.
K Why not?
D [5] _____ you _____ (see) this?
K No. What is it?
D Our phone bill. It [6] _____ (arrive) this morning. And we [7] _____ (not pay) the house insurance yet.
K Well, what about the iPad you [8] _____ (buy) last week?
D What about it?
K You [9] _____ (not need) a new one. The old one [10] _____ (work) perfectly well.
D But I [11] _____ (need) the new model.
K Well, I [12] _____ (need) some new shoes.

b 2.8 Read the conversation again and put the verbs in the present perfect or the past simple. Then listen and check.

c Do we use the present perfect (**PP**) or past simple (**PS**)...?

1 for a completed action in the past _____
2 for recent actions when we don't ask / say exactly when _____
3 in sentences with *just*, *yet*, and *already* _____

d G p.134 Grammar Bank 2A

5 SPEAKING

a Read the *Have you ever...?* questions and complete them with the past participle of the **bold** verbs.

b In pairs, interview each other with the questions. Ask for more information.

Have you ever saved for something for a long time?
Yes, I saved for six months to pay the deposit on my car.
How much was the deposit?
Have you ever lent money to somebody who didn't pay you back?
No, I haven't. But my brother lent me some money last week and I haven't paid him back yet.

6 LISTENING

a Read the definition of a *scam*. What kind of scams have you heard of?

> **scam** /skæm/ *n.* a dishonest and illegal way of making money by tricking people, e.g. selling a product online that doesn't exist

b Read the email. What would you do if you got an email like this? Why?

> **Subject:** Businness opportunity
>
> Dear Friend,
>
> I know this message will be a surprise. I am Naomi Cooper and I work at the International Bank in Lagos, Nigeria. My parents have died last month and left 4.6 million US dollars in there account. I would like to transfer this money out of Nigeria and I am needing your help.
>
> I can to transfer all the money to you in the UK, and you can then keep 20% of the money for yourself (920,000 US dolars) and transfer the rest to an acount in Switzerland. It will be very quick and easy. I would be very grateful if you can do this for me – it's my parents' money and I want to keep him safe for my family.
>
> Please reply to this email as fast as you can – I want organize everything in the next two days.
>
> Thank you in advance for you help.
>
> Naomi Cooper

c Emails like this often have lots of mistakes, especially grammar and spelling. Correct the ten highlighted mistakes.

d 2.12 Listen to a radio programme about scams. How much money did Heather, Carl, and Paul each lose? What's the most important advice the programme gives?

e Listen again. Complete the gaps in the summary of each scam with one or two words.

> Heather got an [1]_____ from a friend who was in Berlin. He said he'd lost his [2]_____ and needed money to get home. He asked her to send him her [3]_____ details.
>
> Carl got an email which said he'd won a lot of [4]_____ in the Spanish lottery. He [5]_____ it because he had been on holiday in Spain. They told him to send his [6]_____ details so they could send him the money.
>
> Paul got a [7]_____ from a woman who said she was from his [8]_____. She said there was a problem with his [9]_____. She told him to transfer his money into a [10]_____.

f Have you, or has anybody you know, ever been the victim of a scam? Explain what happened.

2B Changing lives

How long have you been working with Adelante Africa?

For over ten years now.

G present perfect + *for / since*, present perfect continuous | **V** strong adjectives: *exhausted, amazed*, etc. | **P** sentence stress

1 LISTENING

ADELANTE ÁFRICA

a 2.13 Listen to Part 1 of a programme about the charity Adelante Africa. Answer the questions.

1 When was Adelante Africa started?
2 Why were the tourists in Uganda?
3 What happened to their lorry in Igayaza?
4 What was the building where the tourists took shelter?
5 What condition was the building in?
6 What did one of the tourists do with the children?
7 What did the head teacher tell them they needed?
8 What did the tourists decide to do when they got home?
9 When did the new school open?

b 2.14 Listen to Part 2, an interview with Jane Cadwallader, the secretary of Adelante Africa. Number the photos 1–8 in the order she mentions them.

c Listen again and correct the information.

1 There are 47 children living in the children's home.
2 People in Uganda eat a lot of vegetables.
3 They are building tanks to store petrol.
4 In the factory, they make palm oil.
5 In the FAL groups, children learn to read and write.
6 They have just built another primary school.
7 Most of the volunteers are from Europe.
8 John Muzzei is now studying to be a teacher.
9 When Rose first arrived at the children's home, she never spoke.

d Do you know anybody like Jane who does voluntary work for a charity? What do they do?

Glossary

orphan a child without a mother or father
malnutrition not having enough to eat
seeds the small, hard part of a plant, from which a new plant can grow
FAL Functional Adult Literacy
AIDS an illness which attacks the body's immune system

2 GRAMMAR present perfect + *for* / *since*, present perfect continuous

a Look at six sentences from the interview. Complete them with a past participle or an *-ing* form from the list.

building changed doing running
started working

1 Jane, how long have you been *working* with Adelante Africa?
2 Tell us what Adelante Africa has been _____ since 2010.
3 The children's home has been _____ since 2012.
4 We've also been _____ water tanks to collect rainwater.
5 Since then, we've _____ eleven more FAL groups.
6 Since she came here, she's _____ completely.

b 2.15 Listen and check. Then with a partner, look at the highlighted phrases in **a** and answer the questions.

1 Are the sentences about...?
   a a period of time in the past
   b a period of time from the past until now
   c a period of time in the present
2 What's the difference in form between the verbs in 1–4 and in 5 and 6?

c G p.135 **Grammar Bank 2B**

3 PRONUNCIATION sentence stress

a 2.18 Listen to four sentences. Try to write the stressed words in the pink boxes.

1 *How long* ?
2 .
3 ?
4 .

b Look at the stressed words and try to remember the unstressed words. Then listen again to check and write them in.

c Listen again and repeat the sentences. Copy the rhythm.

d 2.19 Listen and make questions.

1 *It's snowing.* *How long has it been snowing?*

4 SPEAKING

a Look at the squares and write something in as many as you can.

b Compare with a partner. Ask your partner at least three questions about the things they've written. The first question must be *How long have you...?*

***How long have you** been supporting Adelante Africa?*
Have you ever been to Uganda?
***How long have you** known Irina?*
How often do you see her?

5 WRITING

W p.116 **Writing** An informal email Write an email to say thank you.

6 READING

a In your country, are there charity events to raise money for a good cause? Have you ever taken part in one? What did you do? How much money did you raise?

b You're going to read a blog by TV presenter Helen Skelton, who has taken part in several charity challenges. First, read the introduction and answer the questions.

1 What has Helen done for charity before?
2 What is her most recent challenge, and how is it different?

c Read Helen's blog entries and number them in order, 1–9. Use the highlighted phrases to help you.

The polar challenge

TV presenter **Helen Skelton** has never been afraid of a charity challenge. She has run the 78-mile Ultra Marathon in Namibia, and she has kayaked 3,200 kilometres down the Amazon, from Nauta, in Peru, to Almeirim, in Brazil, for the charity Sport Relief, which helps poor and disadvantaged people. Now she has decided to leave the heat of Africa and South America to take part in a polar challenge, a 500-mile ski, kite-ski, and bike journey to the South Pole, the bottom of the world. During the challenge, Helen is writing a blog.

A

It's over a month since we arrived in Antarctica, and if everything goes to plan, we should reach the South Pole late tonight. We've been here for so long it's almost become a routine. We camp, get up, ski, camp, get up, ski. I'm wearing a face mask because of the wind and sun. I may look like Darth Vader, but it will help me get there.

B 1

My first night in Antarctica. It's summer here, and the 24-hour daylight is weird. The plan, until 3rd January, is to train before starting our trek. Today was my first full day on cross-country skis, pulling a sledge full of my food, tent, and supplies. It was a nightmare! Still, the scenery was incredible. I'm now going to try out the ice bike for the first time, and we're also going to practise kite-skiing.

C

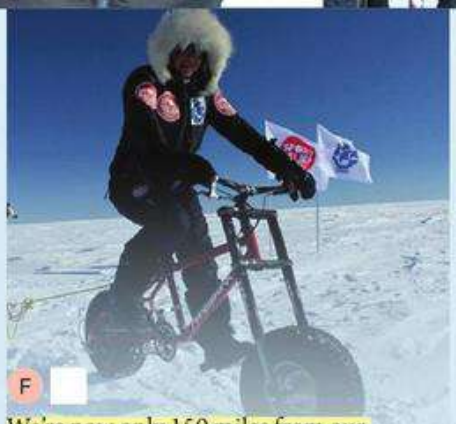
The first day of the trek is over! We managed to make the bikes work! But we need to do a minimum of 25 miles a day, and we only managed 15 miles today. After nine hours of cycling (and a lot of pushing), we had to stop, because I was completely exhausted.

D

We've only been in Antarctica for four days, but there's been a huge snowstorm for the past 48 hours. It's freezing outside, so we can't train – we've had to stay in the tent. The winds are 70 miles per hour, with a temperature of –15°C and lots of snow. The visibility is terrible, too. However, we're staying warm and morale is still good.

E

This morning, the second day of our trek, we set off on the kite-skis, and straight away we were travelling fast. In the first hour, we'd gone eight miles. I thought we could do 60 miles today, but late this afternoon the wind dropped, so we decided to stop and put up camp. But we'd travelled 41 miles – I'm very proud of that. I've only kited a few times before. But I'm trying to complete my challenge in 20 days, and there's still a long way to go...



F

We're now only 150 miles from our destination. For the last few days, we've only been using bikes and cross-country skis, not kite-skis. We had a ten-hour day yesterday with the bikes. The morning went well, but then we hit some soft snow and we ended up pushing the bikes for the last six miles. Today, we decided to use skis, but progress has been slow.

G

We've completed our 500-mile journey in 18 days! When I talked to Dad on the phone, saying we've done it, I cried. This is the biggest thing I have ever been part of.

H

We're on our way to the halfway checkpoint today, where we can have a rest...and I've been promised lots of hot water so I can have a good wash – my second one since arriving in Antarctica. I have to admit it, I smell awful...and my hair is absolutely filthy.

I

The training is over and we're starting our 500-mile journey today! We've been cycling, walking, and kiting for ten days. I washed and changed my clothes. I'm not going to get clean clothes again for three weeks!

Adapted from Helen's blog in the Daily Telegraph

d Read the blog again. In which entry does she mention…?

- feeling very emotional
- how beautiful Antarctica is
- looking forward to a wash
- looking like a science fiction character
- not being able to go outside
- stopping cycling because she was very tired
- stopping using one method of transport
- having to wear the same clothes every day
- travelling quickly for the first time

e Tell your partner about an adventure sport you've done, or an exciting experience you've had. Was it a positive experience? Why (not)? How did you feel?

7 VOCABULARY & SPEAKING strong adjectives

a Complete three sentences from Helen's blog with an adjective. What do you think they mean?

1 After nine hours of cycling, I was completely _____.
2 It's _____ outside…–15°C and lots of snow.
3 I smell awful...and my hair is absolutely _____.

> **Strong adjectives**
> With strong adjectives like *exhausted*, you can use *absolutely*, *completely*, *really*, or *totally*, but not *very* (**NOT** ~~*very exhausted*~~). We often give strong adjectives extra stress.

b Complete the sentences with a normal adjective.

1 A Was Lisa's father angry about the car accident?
B Yes, he was **furious**!
2 A Is Oliver's flat _____?
B Yes, it's really **tiny** – just a bedroom and a sitting room.
3 A Are you _____ of flying?
B Yes, I'm **terrified**! I never fly anywhere.
4 A There was an _____ documentary about whales on TV last night.
B Yes, I thought it was **fascinating**.
5 A Are you very _____?
B I'm **starving**! I haven't eaten all day.
6 A Is your parents' house _____?
B It's **huge** (or **enormous**). It has seven bedrooms.
7 A Was it _____ in Dubai?
B It was **boiling**! 45 degrees.
8 A Was Jack's kitchen _____?
B It was **filthy**. It took us three hours to clean it.
9 A Are your parents _____ about the wedding?
B They're **delighted**. In fact, they want to pay for everything!
10 A Was the film _____?
B It was **hilarious**. We laughed the whole way through.
11 A Are you _____ you locked the door?
B I'm **positive**. I remember turning the key.
12 A Were you _____ to hear that Ted and Sonia have broken up?
B I was absolutely **amazed**! I never thought it would happen.

c 2.20 Listen and check. Practise the conversations with a partner.

d **Communication** Are you hungry? A p.106 B p.111 Practise strong adjectives.

e Ask and answer with a partner. Use a strong adjective in your answer.

1 Have you ever been swimming in a place where the water was very cold?
2 Is there anything that makes you angry about drivers or cyclists in your country?
3 Are you afraid of any animals or insects?
4 What's the hottest place you've been to?
5 Is there a comedy series on TV in your country that you think is really funny?

8 VIDEO LISTENING

a Watch the documentary *The Great OUP Bake Sale*. Which cake 1–5 was the winner? Do you agree that it looks the best?

b Watch the documentary again. Why are the following mentioned?

1 the New York Marathon
2 *The Great British Bake Off*
3 Macmillan Cancer Support and Adelante Africa
4 Daisy Watt
5 Viennese Whirls
6 a stress-reliever
7 a sponge cake with blueberries
8 baking with kids
9 the decoration
10 £270

1&2 Revise and Check

GRAMMAR

Circle a, b, or c.

1 My sister ____ fish or seafood.
a doesn't like b don't like
c doesn't likes

2 I have a quick breakfast because ____ in a hurry.
a I usually b I usually am c I'm usually

3 I ____ TV when I'm having a meal.
a never watch b don't never watch
c am never watching

4 ____ hard for my exams at the moment.
a I study b I'm studying c I'm studing

5 ____ any brothers or sisters?
a Are you having b Are you have
c Do you have

6 What ____ when you leave school?
a you are going to do b are you going do
c are you going to do

7 I can't see you this evening because ____ some friends.
a I'm meeting b I meet c I'll meet

8 A Would you like something to drink?
B Yes, ____ an orange juice, please.
a I have b I'm having c I'll have

9 A I can't open this jar.
B ____ help you?
a Shall I b Will I c Do I

10 That's a lovely dress. Where ____ it?
a have you bought b did you buy
c did you bought

11 ____ good at saving money.
a I've never been b I haven't never been
c I've never

12 I got £50 for my birthday, but I ____.
a didn't spend it yet
b haven't spent it yet
c yet haven't spent it

13 I've had this phone ____.
a for about three years
b since about three years
c for about three years ago

14 A How long ____ in Paris?
B Since last March.
a is he living b has he living
c has he been living

15 ____ the same gym for five years.
a I'm going to b I've been going to
c I go to

VOCABULARY

a Circle the word that is different.

1 prawns mussels duck squid
2 lamb crab beef pork
3 cherry pear peach beetroot
4 raspberry cucumber pepper cabbage
5 fried baked chicken roast

b Write the opposite adjective using a prefix.

1 honest _____
2 friendly _____
3 responsible _____
4 mature _____
5 sensitive _____

c Write verbs for the definitions.

1 to spend money on sth that is not necessary _____
2 to receive money from sb who has died _____
3 to get money by working _____
4 to get money from sb that you will pay back _____
5 to keep money so that you can use it later _____

d Write the strong adjectives.

1 tired _____
2 hungry _____
3 cold _____
4 dirty _____
5 angry _____

e Complete the phrasal verbs.

1 Shall we eat _____ tonight? I don't feel like cooking.
2 I'm allergic to milk, so I have to cut _____ dairy products from my diet.
3 We live _____ my salary. My wife is unemployed.
4 I'll lend you the money if you promise to pay me _____.
5 I took _____ €350 from my bank account.

PRONUNCIATION

a Practise the words and sounds.

Vowel sounds Consonant sounds

fish tree cat car bag parrot house monkey

b P p.166–7 Sound Bank Say more words for each sound.

c What sound in **a** do the pink letters have in these words?

1 chicken 2 charge 3 inherit 4 salary 5 steamed

d Underline the stressed syllable.

1 sen|si|ble
2 te|rri|fied
3 un|sel|fish
4 mort|gage
5 ex|haus|ted

CAN YOU understand this text?

a Read the article once. Choose the correct option.

The sandwich chain Pret A Manger *only does / is now doing / used to do* charity work in the Exeter area.

LEFTOVER PRET A MANGER BAGUETTES GO TO HOMELESS

Exeter's new High Street Pret A Manger store set up contracts with Devon and Cornwall Food Association and Exeter Cathedral to donate leftover food at the end of each day.

Pret A Manger, often known as 'Pret', is an international sandwich shop chain, which has stores all over the UK. It has been [1]_____ food to homeless communities since it began in 1986. 88% of their stores currently donate their unsold sandwiches, salads, baguettes, and wraps to hundreds of charities supporting the homeless.

Exeter store manager Drahoslav Balog said, 'It makes us [2]_____ to know that the surplus food will go to two very worthwhile places each evening.'

Nicki Fisher, head of the Pret Foundation Trust which organizes their charity work, said, 'Whenever we open a new store, our teams work hard to find charities in the local area that could [3]_____ from food donations. It means a huge amount to us that we can connect with our local communities and help to solve an important problem at the same time.'

'The sandwiches and wraps we are collecting from Pret A Manger are ideal for giving to homeless people who [4]_____ not have the facilities to prepare meals themselves,' said Rory Matthews, from Devon and Cornwall Food Association. 'We are delighted that the food is not being [5]_____.'

Anna Norman-Walker from Exeter Cathedral added, 'We have been running a café for the homeless and other vulnerable people in Exeter for four years. We often serve dinner to 50 people or more. Having Pret surplus sandwiches and salads has been a huge blessing and a definite [6]_____ on the usual bread and butter! Pret have made the process really simple. They invite us in at [7]_____ time and let us take away any of the leftover sandwiches and salads. It is such a good initiative and we are delighted.'

Glossary

wrap a type of sandwich made with a cold pancake rolled around meat or vegetables

Adapted from a news website

b Read the article again. Complete the gaps with the best word for the context.

1 giving / selling
2 angry / proud
3 benefit / suffer
4 might / should
5 saved / wasted
6 improvement / investment
7 opening / closing

CAN YOU understand these people?

2.21 Watch or listen and choose a, b, or c.

1 Philomena 2 Mark 3 Ross 4 Coleen 5 Richard

1 Philomena says that ____ potatoes cheer her up.
   a roast or baked
   b fried or roast
   c boiled or baked
2 One kind of food Mark likes when he eats out is ____.
   a Spanish b Italian c French
3 Ross has got on well with his stepbrothers and sisters ____.
   a all his life
   b since they grew up
   c since they were teenagers
4 When Coleen won some money in the lottery, she spent it on ____.
   a a long holiday
   b a holiday abroad
   c a short holiday
5 Richard raised ____ for Cancer Research.
   a £6,000 b £6,500 c £6,050

CAN YOU say this in English?

Tick (✓) the box if you can do these things.

Can you...?

1 ☐ describe your diet, and the typical diet in your country, and say how it's changing
2 ☐ describe members of your family and say what they are like
3 ☐ describe some of your plans and predictions for the future (e.g. your studies, your family life)
4 ☐ ask and answer the questions below
   - *Have you ever won any money? How much did you win? What did you do with it?*
   - *How long have you been learning English? Where did you first start learning?*

3A Survive the drive

What's the best way to get around London?

Probably the Tube, although buses are cheaper.

G choosing between comparatives and superlatives | V transport | P /ʃ/, /dʒ/, and /tʃ/, linking

1 VOCABULARY & SPEAKING
transport

a 3.1 Listen. What forms of transport can you hear? Write 1–8 in the boxes.

bike bus car lorry
motorbike scooter train
the Underground

b V p.155 Vocabulary Bank Transport

c C Communication I'm a tourist – can you help me? A p.106 B p.111 Role-play being a tourist.

2 PRONUNCIATION /ʃ/, /dʒ/, and /tʃ/

a 3.5 Look at the sound pictures. What are the words and sounds? Listen and repeat.

b Write three words from the list in each column.

adventure bridge catch coach crash
journey rush station traffic jam

c 3.6 Listen and check. Practise saying the words.

d 3.7 Listen to the pairs of words. Can you hear the difference? Practise saying them.

/tʃ/ and /dʒ/		/ʃ/ and /tʃ/	
1 a cheap	b jeep	4 a ship	b chip
2 a chain	b Jane	5 a shoes	b choose
3 a choke	b joke	6 a wash	b watch

e 3.8 Listen and circle the word you hear.

f 3.9 Listen and write five short sentences or questions.

3 READING & LISTENING

a You are going to read about a race across London. Read the introduction. Where do they have to go from? Where to? What are the four forms of transport?

b Talk to a partner.
1 Which one do you think will be the fastest? Why?
2 In what order do you think the other three will arrive? Why?

c Now read about the journeys by boat, bike, and car. Do you still think your predictions in **b** are correct?

TopGear challenge

What's the fastest way to get across London?

On *Top Gear*, a classic BBC series about cars and driving, they decided to organize a race across London to find the quickest way to cross a busy city.

The idea was to start from Kew Bridge, in the south-west of London, and to finish the race at the check-in desk at London City Airport, in the east – a journey of approximately 15 miles. Four forms of transport were chosen: a bike, a car, a motorboat, and public transport. The show's presenter, **Jeremy Clarkson**, took the **boat**, and his colleague **James May** went by **car** (a large Mercedes). **Richard Hammond** went by **bike**, and **The Stig** took **public transport** (a bus, the Tube, and a train).

They set off on a Monday morning in the rush hour…

Jeremy in the motorboat

His journey was along the River Thames. For the first few miles, there was a speed limit of nine miles an hour, because there are so many ducks and other birds in that part of the river. The river was confusing, and at one point, he realized that he was going in the wrong direction. But he turned round and got back onto the right route. Soon, he was going past Fulham Football Club. He phoned Richard and asked him where he was. Good news for Jeremy! He was ahead of the bike! He got to Wandsworth Bridge. The speed limit finished there and he could now go as fast as he liked. Jeremy felt like the fastest-moving man in all of London. He was flying, coming close to 50 miles an hour! How could he lose now? He could see Tower Bridge ahead. His journey was seven miles longer than the others', but he was now going at 70 miles an hour. Not far to the airport now!

Richard on the bike

Richard could use bus lanes, which was great, but of course he had to be careful not to crash into the buses. He hated buses! Horrible things! When the traffic lights turned red, he thought of cycling through them, but then he remembered that he was on TV, so he had to stop! When he got to Piccadilly, he was delighted to see that there was a terrible traffic jam – he could go through the traffic, but James, in his Mercedes, would get stuck. He got to Trafalgar Square and then went into a cycle lane. From now on, it was going to be easier…

James in the car

He started off OK. He wasn't going fast, but at a steady speed – until he was stopped by the police! They only wanted to check the permit for the cameraman in the back of the car, but it meant that he lost three or four valuable minutes! The traffic was getting worse. Now he was going really slowly. 25 miles an hour, 23…, 20…, 18… It was so frustrating!

d **Speed challenge!** In three minutes, read about the three journeys again and answer the questions with **Je** (Jeremy), **R** (Richard), or **Ja** (James).

Who…?

1 ☐ was asked to show a piece of paper
2 ☐ went much faster in the later part of his journey
3 ☐ decided not to do something illegal
4 ☐ went more slowly in the later part of his journey
5 ☐ was happy to see that there was a lot of traffic
6 ☐ got slightly lost
7 ☐ had the most exciting journey

e Look at the highlighted verb phrases related to travel and transport. With a partner, work out their meaning from the context.

The Stig on the Underground

f 3.10 Now listen to what happened to The Stig and look at the map. What route did he take? What information or warning do you hear when you are travelling on the Tube?

g 3.11 With a partner, write down the order in which you now think the four people arrived. Then listen to what happened. What order did they arrive in? Why do you think that Jeremy Clarkson was annoyed?

h Think of your nearest big city. What kind of public transport is there? If a race was organized there between a bike, a car, and public transport, what order do you think they would arrive in?

Glossary

1 mile the unit of distance used in the UK and the USA (= 1.6 kilometres); 15 miles = approximately 25 kilometres
The Stig the nickname of one of the members of the *Top Gear* team
Oyster card a travel card which you use on public transport in London

4 GRAMMAR choosing between comparatives and superlatives

a Read the sentences. Are the highlighted phrases right (✓) or wrong (✗)? Correct the wrong phrases.

1 ☐ What's the quicker way to get across London?
2 ☐ Driving is more boring than going by train.
3 ☐ The boat was nearly as fast than the bike.
4 ☐ Oxford is about the same distance from London as Brighton.
5 ☐ There aren't as much trains as there were before on this line.
6 ☐ It was the more exciting journey I've ever had.
7 ☐ The worst time of day to travel in London is between 7.30 a.m. and 9.30 a.m.
8 ☐ Women drive more careful than men.

b G p.136 Grammar Bank 3A

c Talk to a partner. Compare the three things in each group using the **bold** adjective, e.g. for 1, decide which is the most dangerous, and then compare the other two. Say why.

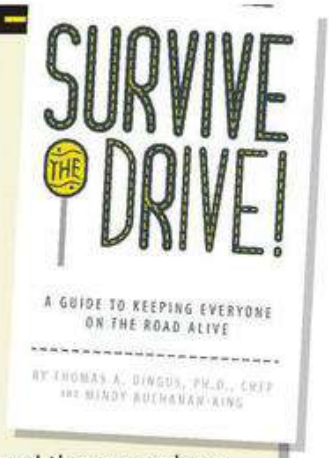
1 **dangerous**	cycling driving riding a motorbike
2 **easy**	learning to drive learning to ride a bike learning to ride a horse
3 **relaxing**	driving flying travelling by train
4 **difficult**	sleeping on a coach sleeping on a plane sleeping on a train
5 **boring**	being stuck in a traffic jam waiting at an airport waiting for a bus

I think cycling is the most dangerous because sometimes drivers don't see cyclists. Riding a motorbike is more dangerous than driving.

5 LISTENING & PRONUNCIATION linking

a Read the text about research into the causes of car accidents. Then talk to a partner.

1 Do you think the research process was reliable? Why (not)?
2 Which three things do you think are the most dangerous? Number them 1–3 (1 = the most dangerous).
3 Which one do you think is the least dangerous?



Two scientists at Virginia State University, in the USA, have published a book called *Survive the Drive.* In it, they describe their research into the most distracting things you can do when you are driving. They fitted video cameras and other devices to the cars of more than 3,500 drivers who were aged between 16 and 98. They then recorded their driving for three years and they got millions of hours of video. During this time, the drivers had more than 900 accidents, and the researchers used the video to analyse exactly why they happened.

These are some of the things that drivers do or feel when they're driving, which are the main causes of accidents.

☐ adjusting the radio or music system ☐ adjusting the satnav

☐ eating or drinking ☐ feeling emotional

☐ feeling tired ☐ looking at something by the road

☐ reaching for something in the car ☐ talking to a passenger

Linking

We often link words together in English, especially when we speak fast. Being familiar with when we link words will help you understand the individual words in fast speech. We link words:

1 when a word ends in a consonant sound and the next word begins with a vowel sound, e.g. *the most interesting.*

2 when a word ends in a consonant sound and the next word begins with the same consonant sound, e.g. *the worst time.*

3 when a word ends in /t/ or /d/ and the next word begins with /t/ or /d/, e.g. *the biggest danger.*

b 3.15 You're going to listen to an interview with a traffic safety expert. First, read the information box above. Then listen and complete some extracts with linked words from the interview.

1 What's the _____ thing you can do while you're driving?

2 ...you'll probably make _____...

3 ...people slow down to _____ _____...

4 ...this is a really common _____ _____ motorways.

5 This makes you _____ likely to _____.

6 _____ you find _____?

7 ...always keep _____ the road!

likely

likely is an adjective. We use it to talk about probability, e.g. *This is very distracting and makes you **more likely** to lose control of the car.*

c 3.16 Now listen to the interview. Number the activities in **a** 1–8. Were your top three correct?

d Listen again. Note down a number or fact about each dangerous activity.

1 feeling emotional *ten times more likely to have an accident*

e Are you surprised by any of this research? Which of the things are you (or drivers you know) most likely to do when driving?

6 SPEAKING

a Look at the statements below. Tick (✓) the ones you agree with and cross (✗) the ones you disagree with. Think about your reasons.

People who drink and drive should lose their driving licence for life, even if they did not cause an accident.

Slow drivers cause more accidents than fast drivers.

Speed cameras do not stop accidents, they just make money for the government.

Drivers who are over 70 are as dangerous as young drivers.

Cyclists in cities should only be allowed in cycle lanes, not where cars and other vehicles drive.

It should be illegal to eat or drink when you're driving.

The minimum age for riding a motorbike should be 25.

The speed limit on motorways should be lower.

b In groups, take turns to give your opinions on a statement in **a**. Do the others in the group agree or disagree with you? Use the language from the **Giving your opinion** box.

Giving your opinion

***Personally**, I don't think it **should be illegal** to eat and drink while you're driving, because...*

***In my opinion**, cyclists **should be allowed** to cycle on all roads...*

We often use *should* + verb to say what we think is the right thing or a good thing (to do).

7 WRITING

W p.117 **Writing** An article for a website Write an article about transport in your town or city.

3B Men, women, and children

Do women talk more than men?

Yes, in general they probably do.

G articles: a / an, the, no article | V collocation: verbs / adjectives + prepositions | P /ə/, two pronunciations of *the*

1 SPEAKING & READING

a 3.17 Listen to three people talking about men and women and complete the highlighted expressions. Do you agree with their opinions?

> **Generalizing**
>
> 1 ***Generally*** _____, *I think it's true that women worry more about their appearance than men. They spend longer choosing what to wear, doing their hair, and things like that.*
>
> 2 *I don't think it's true that men are more interested in sport than women. However,* _____ ***the whole****, I think women* _____ ***to*** *have fewer opportunities to actively participate in sport.*
>
> 3 *I think that* ***in*** _____*, men worry about their health more than women. Hypochondriacs* ***are*** _____ *men, not women.*

b In small groups, discuss the statements below. Say if you think they are a) completely true, b) partly true, or c) completely untrue. Try to use the highlighted expressions from **a**.

> **Do you think it's true?**
>
> - Men make better bosses than women.
> - Women are more caring than men.
> - Men are better at telling jokes than women.
> - Women talk more than men.
> - Men are better at navigating than women.
> - Women are worse at maths than men.
> - Men are more competitive than women.
> - Women panic more than men in stressful situations.
> - Men are better at assembling IKEA furniture than women.
> - Women can multitask better than men.

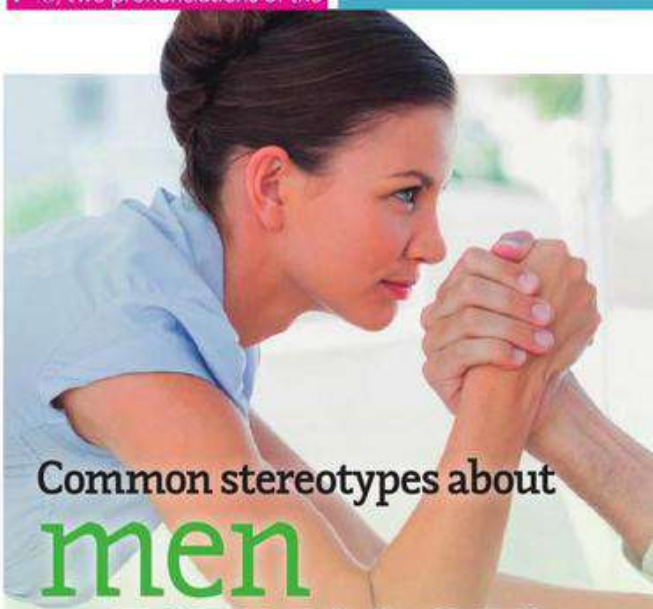
c Read the article about stereotypes. Complete headings 1–5 with statements from **b**.

d Read the article again. Which of the stereotypes 1–5 has been verified by research done...?

a with animals
b by giving participants questionnaires
c through practical experiments with men and women

e Look at the highlighted verbs related to research in the article and answer the questions.

1 Which verb is a synonym for *prove*? _____
2 Which verb is a synonym for *find*? _____
3 Which verb means 'to give reasons why you think something is true'? _____
4 Which verb means 'to become clear that'? _____



Common stereotypes about men and women – but are they really true?

Scientists and psychologists say that there are certain gender stereotypes which they have proved are true, for example, a recent academic study found that men are better at assembling IKEA furniture than women! But can we *really* believe the results of these studies? Here are five more stereotypes which researchers claim are true.

1 _____

Scientists in Norway asked 18 men and 18 women to find their way through a virtual maze, completing various tasks along the way. Men were able to solve 50% more of the problems than women in the same time. 'Men's sense of direction was more effective. They simply got to their destination faster,' said Dr Carl Pintzka of the Norwegian University of Science and Technology.

2 _____

Researchers from the University of Maryland separated baby rats from their mothers and discovered that baby rats with more Foxp2, a kind of protein necessary for the development of speech and language, made more noise and called to their mothers more often. Moving on to humans, scientists then discovered that women have 30% more Foxp2 than men.

3

Australian researchers gave 20,000 men and women a list of questions to answer, to discover how they feel if their partner has a problem. Women said they were very affected, but men showed no change. 'It is not that men are unemotional, but they simply are not very emotional when it comes to the feelings of their partner,' said the study's author, Dr Cindy Mervin.

4

Psychologists at the University of Herefordshire gave 50 male and 50 female students eight minutes to perform three tasks at the same time: maths problems, finding restaurants on a map, and drawing a plan for finding a lost key in a field. To make it more difficult, they were asked some general knowledge questions while they worked. The women, it turned out, easily did all four things at once, but not the men – so it seems that this old cliché is true.

5

Professor Laura Mickes and a team of psychologists from the University of California asked men and women to write captions for cartoons in The New Yorker magazine. Without knowing the author, a group of male and female judges preferred the men's jokes. The psychologists argued that men use humour to attract women, who in turn are attracted to men with a good sense of humour.

And some that aren't true...

For every stereotype verified by science, many others turn out not to be true. Recent research shows, for example, that women are just as competitive and aggressive as men, better at driving, and no worse at mathematics. Men, on the other hand, are more insecure in relationships, make worse bosses, and are more likely to panic in stressful conditions.

Adapted from the Daily Telegraph

f Many people would disagree that these five stereotypes are true, in spite of the research. What do you think? With a partner, think of more stereotypes about men and women and discuss if you think they're true or not.

2 GRAMMAR articles

a Complete four jokes with *a / an, the,* or – (no article).

1 **Girl** Daddy, did you know that [1]_____ girls are cleverer than [2]_____ boys?
Father No, I didn't know that.
Girl You see!

2 [3]_____ man goes to see [4]_____ lawyer.
Man Excuse me. What do you charge?
Lawyer $1,000 for three questions.
Man Wow! Isn't that [5]_____ bit expensive?
Lawyer Yes. What's your third question?

3 **Doctor** Hello, did you come to see me with [6]_____ eye problem?
Patient Yes! How did you know?
Doctor Because you came in through [7]_____ window instead of [8]_____ door.

4 **Mother** What did you do at [9]_____ school today, Patrick?
Boy It was [10]_____ great day! We made explosives!
Mother And what are you going to do at [11]_____ school tomorrow?
Boy What school?

b 3.18 Listen and check. Do you think any of the jokes are funny?

c p.137 Grammar Bank 3B

3 PRONUNCIATION /ə/, two pronunciations of *the*

a 3.22 Listen to the words and sound. Then listen and repeat.

a about accident future internet
important person question

b 3.23 Listen and underline five phrases where *the* is pronounced /ðiː/ (**NOT** /ðə/). Why does the pronunciation change? Which phrase in the list is an exception?

the cinema the office the Underground the universe the moon
the internet the sea the accident the evening the dark

c Practise saying some common phrases where *the* is pronounced /ðiː/.

the other day the only way the end of the world
the average person the aim of the exercise
the immediate future the important thing

Tess and her pink and purple things

The Pink and Blue Project

Jimin and his blue things

4 LISTENING & SPEAKING

a Look at the list of toys below. Which ones do you think a) girls play with more than boys, b) boys play with more than girls, c) boys and girls play with equally?

construction toys dolls
dressing-up clothes jigsaws soft toys
toy vehicles toy weapons

b Look at two photos from *The Pink and Blue Project* by South Korean artist JeongMee Yoon. What do you think she is saying with these images?

c 3.24 Listen to a programme about children and stereotypes. What is surprising about dressing children in pink or blue? Do Alison and Natasha agree about the colour of children's toys?

d Listen again. Choose a, b, or c.

1 A century ago, pink was considered to be a _____ colour than blue.
   a more attractive
   b more delicate
   c stronger
2 After World War II, people started dressing girls in pink _____.
   a because people had started to believe in gender equality
   b because advertisers encouraged them to do so
   c because they thought that pink suited girls better
3 Girls' toys today are _____.
   a very similar to boys' toys
   b very different from boys' toys
   c more similar to boys' toys than they used to be
4 Alison Carr thinks that the toys children play with influence _____.
   a their future education
   b their future relationships
   c their future personalities
5 Natasha Crookes thinks girls are more likely to choose scientific toys if _____.
   a their parents tell them to
   b they are allowed to choose for themselves
   c they are packaged in a pink box

e Talk to a partner.

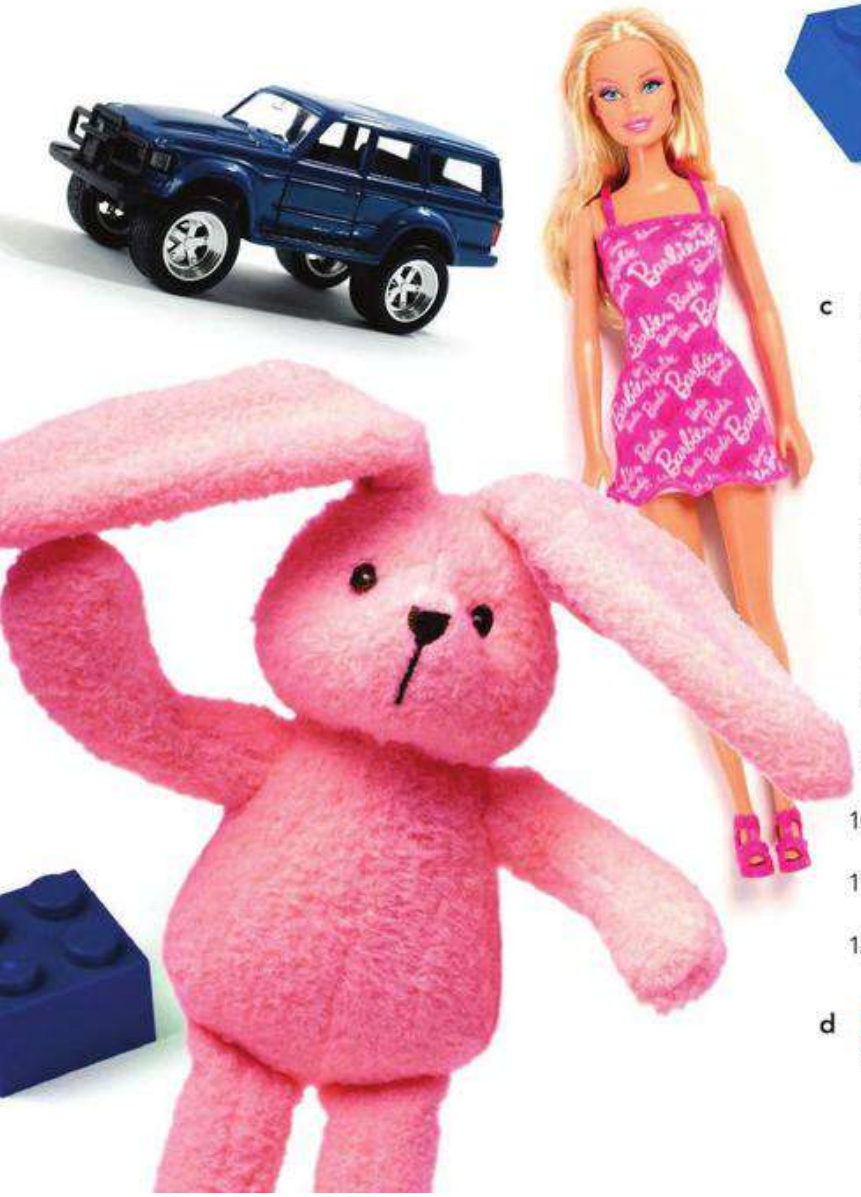
1 Do you agree with Alison and Natasha's opinions? What do you think about dividing toys into 'girls' toys' and 'boys' toys'?
2 What kind of toys did you play with? Do you think they were 'girls' toys' or 'boys' toys'?
3 When you were a child, what kind of clothes did you prefer? Did your parents ever make you wear clothes that you didn't like?

5 VOCABULARY collocation

a Look at three statements from the listening. Can you remember the missing prepositions?

1 But is this something we really need to worry _____?
2 Alison Carr says yes. 'When we are choosing _____ one toy or another...'
3 'If we want girls to get interested _____ maths and science...'

b V p.156 **Vocabulary Bank** Dependent prepositions



c Complete the questions with a preposition.

1 When you're with friends of the same sex, what do you usually talk _____?
2 Are there any sports or games that you're good _____?
3 Is there anything you're really looking forward _____?
4 Who in your family are you closest _____?
5 What kind of films are you keen _____?
6 Are there any animals or insects that you're afraid _____?
7 What's your town or region famous _____?
8 Are there any superstitions that you believe _____?
9 Is there a story in the news at the moment that you're really tired _____?
10 Who's the last person you were really angry _____? What _____?
11 Have you bought anything recently that you're very pleased _____?
12 What do you think success in an exam depends _____?

d 3.27 Listen and check. Then ask and answer the questions with a partner.

EPISODE 2

Practical English A difficult celebrity

giving opinions

1 ROB'S INTERVIEW

a 3.28 Watch or listen to Rob interviewing Kerri. What is she happy and not happy to talk about?

b Watch or listen again and mark the sentences **T** (true) or **F** (false). Correct the **F** sentences.

1 Kerri's song is about love.
2 Kerri plays in a band.
3 She used to go out with a member of the band.
4 Only one of her parents was a musician.
5 Kerri started playing the guitar when she was six.
6 Her new album is very different from the previous ones.
7 She's been recording and touring recently.
8 She's going to give a big concert in New York.

2 GIVING OPINIONS

a 3.29 Watch or listen to the conversation at lunch. What do they disagree about?

b Watch or listen again and answer the questions.

1 What does Kerri think about...?
   a the waiters in New York compared to London
   b people in New York compared to London
2 Who agrees with Kerri? Who disagrees? What do they think?
3 Who phones Rob? What about?

c 3.30 Look at some extracts from the conversation. Can you remember any of the missing words? Watch or listen and check.

1 **Kerri** _____, I think people in London are a lot more easy-going. London's just not as hectic as New York.
Don Sure, we all like peace and quiet. But in my _____, New York is possibly...well, no, is definitely the greatest city in the world. Don't you _____?
Kerri To be _____, I definitely prefer London.
Don Come on, Rob. You've lived in both. What do you _____?

2 **Don** OK, I _____. London has its own peculiar charm. But if you _____ me, nothing compares with a city like New York. The whole world is here!
Kerri But that's the problem. It's too big. There are too many people. Everybody's so stressed out. And nobody has any time for you.
Jenny I don't think that's _____, Kerri. New Yorkers are very friendly.
Kerri Oh _____, they can sound friendly with all that 'Have a nice day' stuff.

d 3.31 Watch or listen and repeat the highlighted phrases. Copy the rhythm and intonation.

e Practise the conversations in **c** with a partner.

f In small groups, practise giving opinions. Discuss the following sentences.

The best place to live is in a big city.

Cycling is the most practical way to get around big cities.

You only get good service in expensive restaurants.

It's irritating when people in shops or restaurants say *Have a nice day!*

3 A SURPRISE FOR KERRI

a 3.32 Watch or listen to the end of the lunch. Why is Kerri surprised?

> **British and American English**
> *cell phone* = American English
> *mobile phone* = British English

b Watch or listen again and complete the information.

1 Kerri thinks the waitress is friendly when they leave because Don...
2 Jenny is worried because she thinks Rob...
3 Kerri thinks that the taxi driver is very...

c Look at the **Social English** phrases. Can you remember any of the missing words?

Social English

1 **Jenny** Did you _____ what you said in the restaurant, Rob?
2 **Jenny** It's _____ that you seemed so homesick in there.
3 **Rob** Oh, _____ on a minute.
4 **Rob** Our taxi's come _____.
5 **Kerri** That was so _____ of him!

d 3.33 Watch or listen and complete the phrases. Then watch or listen again and repeat.

e Complete conversations A–E with **Social English** phrases 1–5. Then practise them with a partner.

A	Are you ready? The taxi's waiting.	I think so. Oh, ___. I've left my charger upstairs.
B	Are you sure you don't want to come on holiday with us?	I'd like to come. ___ I'm not sure if I can afford it.
C	Did Mark drive you all the way home?	Yes, it was ___.
D	How long are you going to be in Prague?	Just three days. I ___ on Sunday night.
E	___ about paying for the tickets?	Yes, absolutely. It's my birthday present to you!

CAN YOU...?

- interview someone or be interviewed
- give your opinion about something
- agree or disagree with other people's opinions

4A Bad manners?

Do I have to switch my phone off?

You don't have to, but you probably should.

G obligation and prohibition: *have to, must, should* | V phone language | P silent consonants

1 VOCABULARY phone language

a 4.1 Listen and match what you hear to the sentences.

- A He's **dialling** a number.
- B She's **texting** (**messaging**) a friend.
- C He's just **hung up**.
- D She's choosing a new **ringtone**.
- E He's **calling back**.
- F She's **left a message** on his **voicemail**.
- G The line's **engaged** (**busy**).
- H She's **swiping** through photos.
- I His phone **went off** in the middle of a meeting.
- J She needs to talk to a helpline, but they've **put** her **on hold**.
- K He was **cut off** in the middle of a conversation.

b 4.2 Listen and check. Practise saying the sentences.

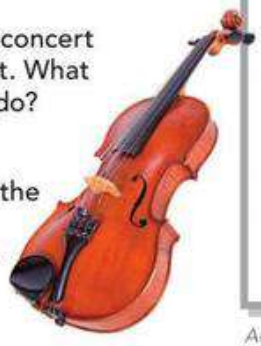
c Ask and answer the questions with a partner.

1. What **phone network** do you use? Are you happy with them?
2. Do you have **a monthly contract**, or are you '**pay as you go**'?
3. Have you ever **sent a text message** to the wrong person?
4. Have you ever **hung up on** someone?
5. What do you do if you're **put on hold** for a long time?
6. Do you **make many calls**, or do you prefer **messaging**?
7. Has your phone ever **gone off** at a bad moment, e.g. in the cinema or at a concert?

2 GRAMMAR obligation and prohibition

a 4.3 Listen to part of a concert by viola player Lukáš Kmit. What happened? What did he do?

b Read an article about an incident in a concert and the comments that people sent in. Which comments do you agree with?



Conductor throws out audience member whose phone went off

At the National Music Auditorium in Madrid, Wednesday's performance of Handel's *Messiah* was interrupted by a mobile phone going off in a row close to the stage, during the aria *He was despised*. Conductor William Christie stopped the performance, turned, pointed at the phone owner, and shouted, 'Out! You have just ruined one of the most beautiful passages of one of the most beautiful works ever written.' The phone owner got up and quickly left the hall.

Comments

danny 23 December 14.50
Good for him. It's time people protested against this kind of behaviour. If people can't live without their phones for two hours, [1]they shouldn't go to concerts. We need a new rule for concert halls and theatres: [2]you have to leave your phone, or any other device, in the cloakroom, similar to the way you have to check in most bags and backpacks in museums. And the same for the cinema!

REPLY cassie 23 December 17.30
Great idea. I would also add another rule: if you are caught with a mobile device in the auditorium, [3]you must immediately pay a fine!

REPLY anton 23 December 19.43
If you ban mobile phones from concerts, you'll lose a lot of the audience. There are people who have work phones, and their companies tell them [4]they mustn't give their phones to anyone, because of company IT policies.

REPLY kasia 24 December 01.16
I think all concert halls [5]should block mobile phone reception. Reception could be available until right before the concert begins, during the interval, and immediately after it finishes.

REPLY marcel 24 December 07.08
Blocking reception wouldn't solve the problem. Often when mobiles go off, it's an alarm that the owner has forgotten was on, which [6]doesn't have to have reception to go off.

Adapted from slippeddisc.com, a classical music website

c Read the comments again. Match the highlighted phrases to their meaning.

A ☐ This isn't necessary.
B ☐ Don't do this. It isn't allowed / permitted.
C ☐ ☐ It's necessary or compulsory to do this.
D ☐ It's a good idea to do this.
E ☐ It's a bad idea to do this.

d G p.138 Grammar Bank 4A

e Can you think of a situation when...?

- you have to switch off your phone
- you shouldn't use your phone
- you mustn't use your phone, but you don't have to switch it off

3 PRONUNCIATION
silent consonants

a Look at the words in the list. They all have a silent consonant or consonants. With a partner, cross out the silent letters.

calm design dishonest doubt foreign half hour island knowledge listen mustn't ought rhythm should talk walk whole wrong

b 4.8 Listen and check.

c Practise saying the sentences.

1 We walked round the whole island.
2 You mustn't talk – just listen.
3 Everyone should learn a foreign language.
4 The taxi ought to be here in half an hour.

4 SPEAKING

Look at the list of annoying things people do with their phones. Work in small groups. For each thing, answer questions 1–3.

1 Do you know people who do this? Do you ever do it?
2 Does it annoy you, or do you think it's OK?
3 If it annoys you, what do you think these people should / shouldn't do?

13 annoying things people do with their phones

- take selfies all the time and post them online
- talk loudly on their phones on public transport
- put their phones on the table in front of them in a restaurant, in a café, or in your house
- play noisy games on their phones
- send or receive messages in the cinema
- text while they're doing other things, e.g. talking to someone else, or walking in the street
- tweet about everything, from what they had for breakfast to what time they went to bed
- keep posting photos of their babies and small children
- listen to music with headphones, but with the volume so loud that other people can hear it
- take photos of everything they eat
- video or photograph every single event they go to and every minute of their holiday
- post a message to you on your birthday, but never get in touch during the rest of the year
- swipe through all your other photos when you are showing them just one

5 READING

a In pairs, answer the questions.

1 When shouldn't you greet someone with a kiss?
2 What shouldn't you do on public transport?
3 Should you recline your seat on an aeroplane?
4 When should you give up your seat on public transport?
5 Should you ever start eating before everyone is served?

b Read the article once. Were your answers the same as the advice Debrett's gives?

c Read the article again and look at the highlighted phrases. Try to explain them in your own words.

d Do you agree with the advice? Do you think Debrett's reasons are good ones?

DEBRETT'S

GUIDE TO MODERN DILEMMAS

Debrett's is a British publisher which specializes in books about modern manners. For nearly 100 years, *Debrett's Handbook* has advised the British public on social etiquette, that is, how to behave in social situations. The *Handbook* receives more than 10,000 enquiries a year. Jo Bryant, editor of the *Handbook*, said, 'The number of enquiries we receive demonstrates that manners are still hugely important to people. The key is to always consider those around you.'

The most frequently asked questions have changed a lot over the years. In 1994, one of the most common questions was 'What should you do if you meet the Queen?', and in 2004, people asked, 'Is it acceptable to ask for money as a wedding present?'

Debrett's has given us a preview of its latest guide to good manners, which answers some of the questions that most trouble the British public today.

SOCIAL GREETING: KISSING

Many people are unclear on the subject of social kissing. Debrett's advice is that kissing is not appropriate in many professional situations. On the whole, it should only be used among friends, but not on a first meeting. An air kiss, without contact, may seem rude or impersonal, so very slight contact is best, but no sound effects are needed.

EATING AND PUTTING ON MAKE-UP ON PUBLIC TRANSPORT

According to Debrett's, you should avoid both. It's inconsiderate to eat smelly food in a closed environment, and applying make-up on public transport makes you appear disorganized.

RECLINING YOUR SEAT ON AEROPLANES

This is a common problem. Debrett's says that it's selfish to recline your seat during short daytime flights. When travelling by plane, always stay within your own space and don't monopolize the armrest. Also avoid kicking the back of the seat in front of you, or using it to help you stand up.

GIVING UP YOUR SEAT ON PUBLIC TRANSPORT

In a recent experiment, only 20% of London Tube passengers offered to give up their seat to a visibly pregnant woman. According to Debrett's, passengers should always offer to give up their seat to any individual who is pregnant, elderly, or clearly in need. It is important to remember, however, that it is also rude to aggressively decline the offer of a seat.

EATING BEFORE EVERYONE IS SERVED

The final question is one that we've all asked ourselves: is it rude to start eating at the table before everyone else has been served? Debrett's says that the simple answer is yes, unless the host or hostess (or in a restaurant, the other diners) gives their permission for people to start.

Adapted from the Daily Telegraph

e Ask and answer the questions with a partner.

1 How do you think it's appropriate to greet a male or female friend?
2 What else do you think people shouldn't do on public transport?
3 What do you think passengers ought not to do on planes?
4 How else do you think it's appropriate to help elderly people?
5 What else do you think you should ask your host or hostess for permission to do?
6 Do you think manners are important? Why (not)?

6 LISTENING

a 4.9 You're going to listen to a radio phone-in programme about manners. First, listen and make notes about the three people's problems with rude relatives.

1 Belinda's problem with her mother-in-law	
2 Damien's problem with his brother	
3 Miranda's problem with her nephew	

b With a partner, decide what advice you would give the three callers.

c 4.10 Listen and complete some extracts from the advice that Sarah gives.

Advice for Belinda

1 I think you ought to be the one _____ _____ _____.
2 You shouldn't _____ _____ _____, because she won't change her opinion.

Advice for Damien

3 I think you should politely but directly _____ _____ _____ _____.
4 To be honest, you don't really have to _____ _____ _____.

Advice for Miranda

5 You must _____ _____ _____ _____ before their next visit.
6 Explain that he has to _____ _____ a bit when he's visiting.
7 'You mustn't _____ _____ _____ _____.'

d 4.11 Now listen to the whole programme. Do you agree with Sarah's advice? Is there anything else you would suggest?

7 SPEAKING

a Read the questionnaire. What do you think? Mark each thing **GM** (good manners), **BM** (bad manners), or **NI** (not important).

Good manners? Bad manners? Not important?

When greeting people...

- use more formal language when speaking to an older person.
- kiss somebody on both cheeks when you meet them for the first time.
- use your partner's parents' first names.

Men and women – a man should...

- pay for the meal on a first date.
- hold the door open for a woman, or wait for her to go through the door first.
- accompany a woman home.

When you're invited to somebody's house for a meal...

- take a present.
- take your shoes off when you arrive.
- criticize the food (e.g. if it's too cold, salty, etc.).
- send a message the next day to say thank you.

When you're having a meal with friends in a restaurant...

- complain that the food isn't very good.
- insist on only paying for exactly what you ate or drank when the bill is being divided up.
- be very affectionate with your partner.

On social networking sites...

- post a photo or video clip of a friend without asking their permission.
- make a negative comment about somebody's photo.
- post a private message or conversation.

b In groups, compare your opinions for each thing, and say why.

Saying what you think is right

I don't think people should...

I think it's	*rude* *selfish* *inappropriate* *bad manners*	*to...*
I don't think	*it's important to...* *you have to...*	
I hate it *I don't mind it* *It really annoys me*	*when...*	

4B Yes, I can!

Can you play the piano?

No, but I'd love to be able to.

G ability and possibility: *can, could, be able to* | V *-ed / -ing* adjectives | P sentence stress

1 GRAMMAR ability and possibility

a Look at the list of skills. With a partner, find…

- two that you *can* do.
- two that you *can't* do.
- two that you *could* do when you were ten years old.
- two that you *couldn't* do when you were ten years old.

change a car wheel | do yoga | dance salsa | play tennis | knit or sew | play a musical instrument | ride a bike | run 5 km | sing well | ski | swim | take good photos | type fast | use an Excel spreadsheet

b 4.12 Look at the photos. Listen and complete the conversations.

c Look at conversations 1 and 2 in **b** again. Complete the sentences.

1 You can't use _____ in the infinitive or present perfect.
2 *Be able to* means the same as _____.

d G p.139 Grammar Bank 4B

e Look at the topics. Choose two or three and think about what you could say about them.

- something that you would like to be able to do
- something you've tried to learn, but have never been able to do well
- something you learned to do after a lot of effort
- something you can do, but you'd like to be able to do better
- something you think all young people should be able to do before they leave school

f Work with a partner. Tell him or her about the things you chose in **e**. Give reasons or explanations for each one.

I'd like to be able to ski, but I don't think I'll ever learn, because I don't live near the mountains.

2 PRONUNCIATION sentence stress

a 4.15 Listen to four sentences. Write the stressed words in the pink boxes.

1 ▢ ▢ ▢ ▢ ▢ ▢.
2 ▢ ▢ ▢ ▢ ▢ ▢.
3 ▢ ▢ ▢ ▢ ▢ ▢ ▢.
4 ▢ ▢ ▢ ▢ ▢ ▢ ▢.

b Look at the stressed words and try to remember the unstressed words. Then listen again to check and write them in.

c Listen again and repeat the sentences. Copy the rhythm.

d 4.16 Listen and make new sentences with the verbs or verb phrases you hear.

1 *I'd love to be able to ski.*
ride a horse *I'd love to be able to ride a horse.*

2 *We won't be able to come.*
park *We won't be able to park.*

3 LISTENING

a Read the text. Do you believe Malcolm Gladwell or Josh Kaufman?

Learn a new skill in 20 hours

It was Malcolm Gladwell, the popular writer on modern psychology, who popularized the idea that it takes 10,000 hours of practice to really master a new skill, such as playing the piano. But in this non-stop world, who has that kind of time? In his book *The First 20 Hours*, Josh Kaufman tells you how to learn any new skill really quickly. By completing just 20 hours of focused practice, you'll be able to go from knowing absolutely nothing to performing well. But is it really possible? Matt Rudd, a *Sunday Times* journalist, decided to give it a try.

b Read about Matt's past experience of learning the trumpet. Why do you think he gave up so fast?

Matt Rudd learns the trumpet

I haven't played a musical instrument for years. Five years ago, I got a trumpet for my birthday and I tried to learn it, but I gave up after seven minutes, and it ended up in the garage. So here I am, a beginner again.

c 4.17 Listen and match the sounds with the music words in **bold**.

- three different **musical instruments** playing together
- five **notes** from C to G
- a **high note** and a **low note**
- an **octave**
- a **tune**
- somebody **busking**

d 4.18 Now listen to Matt talking about his experience. Choose the best summary.

1 He didn't learn anything at all.
2 He learned something, but not enough.
3 He learned a lot.

e Listen again. For each stage, circle the correct word or phrase.

1 hour
He feels *optimistic / pessimistic.*

2 hours
He feels *pleased / unhappy* with his progress.

5 hours
He thinks the online trumpet teacher is *annoying / great.*

9 hours
He's frustrated by how little he can play / He's happy because he can play simple tunes.

14 hours
He's really enjoying himself / He's depressed and wants to give up.

15 hours
Matilda Lloyd tells him he's doing *well / badly.*

17 hours
He feels *optimistic again / disappointed.*

20 hours
He thinks he'll probably give up / He thinks he'll be able to improve.

f Do you think Matt will continue learning the trumpet. Why (not)?

4 SPEAKING

Work in small groups. Answer the question below for the different skills.

How well do you think you'd be able to do these things after learning for 20 hours?

play a musical instrument
speak a new language
draw a portrait
drive
design and build a website
take professional-quality photos
cook a three-course meal
dance the tango
ski or windsurf
give first aid

5 VOCABULARY
-ed / -ing adjectives

a Complete the sentences with *annoyed* or *annoying*.

1 Matt thought the online trumpet teacher was _____.
2 Matt was _____ because he could only play simple tunes.

-ed and -ing adjectives

Many adjectives for feelings have two possible forms, ending in *-ed* or *-ing*, e.g. *annoyed* and *annoying*.

We use the adjective ending in *-ed* for the person who has the feeling, e.g. Matt. We use the adjective ending in *-ing* for the person or situation that produces the feeling, e.g. the trumpet teacher.

b Read the information box. Then complete the adjectives with *-ed* or *-ing*.

1 What music do you listen to if you feel **depress**_____?
2 What do you think is the most **excit**_____ sport to watch?
3 What's the most **amaz**_____ scenery you've ever seen?
4 Have you ever been **disappoint**_____ by a birthday present?
5 Which do you find more **tir**_____, clothes shopping or food shopping?
6 What's the most **embarrass**_____ thing that's ever happened to you?
7 Are you **frighten**_____ of heights?
8 Do you usually feel very **tir**_____ in the morning?
9 What's the most **bor**_____ film you've ever seen?
10 Do you ever get **frustrat**_____ by technology?

c 4.19 Listen and check. Underline the stressed syllable in the adjectives.

d Ask and answer the questions in **b** with a partner. Ask for more information.

6 READING & SPEAKING

a How long have you been learning English? Has anyone ever given you a useful tip which has helped you learn?

b Read some tips on a forum for learning English outside class. Do you do any of these things?

Does anyone have any good tips for practising English outside class? I'm a B1 level (I think – I hope!) and I'm studying in Colombia...
Nelson, Medellín

Comments

1

One very easy thing you can do is to change the language to English on your phone, laptop, or tablet. That way, you're reading English every day and you learn a lot of vocabulary without really noticing – for example, the things you see on your screen. I've found it really helpful. ***Sara, Brazil***

2

My tip is to do things that you already like doing, but in English. So, for example, if you're interested in a sport or in photography, read about it in English. If you like the cinema, watch films in English with subtitles. I'm interested in jazz, so I read magazines and articles online in English. For me, it's better than reading books. ***Marc, Switzerland***

3

The thing that really helped me to improve my English was having an Australian boyfriend. He didn't speak any Hungarian, so we spoke English all the time, and I improved really quickly. So my tip is: try to find an English-speaking boyfriend or girlfriend! ***Ágnes, Hungary***

4

I think that learning vocabulary is very important, so I got a vocabulary app for my phone. It has a lot of useful words, all in categories, but it also lets me add my own words and phrases, too. The best thing is that I can test myself whenever I get a quiet moment, like on the bus, and it just takes a couple of minutes. ***Vasily, Russia***

5

My tip is to learn to sing songs in English. First, I find the words online and try to understand them. Then I go to YouTube and sing along with the singer and try to copy the way he or she sings – fantastic for your pronunciation. Then, when I can do it well, I get a karaoke version of the song and I sing it. It's fun, and my English has improved. ***Sandra, Italy***

6

Practise saying things in your head. It could be anything – you could describe your job or your holiday plans, or talk about yourself or your family, or what's happening in the news. Then, when you really need to speak English, it's easier, because you've done it in your head. (I do this on the way to my English class every week.) ***Marta, Mexico***

c Read the tips again and match them to something that you think the person has learned to say in English.

All you need is love, love. Love is all you need.

Are you sure you want to shut down your computer now?

Why don't we stay in and watch a movie tonight, honey?

I work for Samsung. I'm a computer programmer. I've been working there for three years.

outgoing – shy generous – mean friendly – unfriendly

Saxophonist Tim Garland will reunite with his former partner in Celtic jazz group Lammas.

d Look at two sentences with reflexive pronouns from the tips in **b**. How do you say them in your language? Then read the information box.

1 I can test myself whenever I get a quiet moment.
2 ...talk about yourself or your family...

Reflexive pronouns

We use reflexive pronouns (*myself, yourself*, etc.) when the object of a verb is the same as the subject. We can also use reflexive pronouns to emphasize the subject of an action, e.g. *I painted the kitchen myself.*

e Which subject pronouns do these words go with?

themselves herself ourselves yourselves
himself itself

f 4.20 Listen and say the sentences with different pronouns.

1 *She's cut herself. You...* *You've cut yourself.*

g Talk to a partner.

- Which of the tips in **b** do you think are the best for learning English? Are there any you don't think would work for you?
- Are there any tips that you could easily put into practice?
- What other things do you do to improve your English outside class (e.g. visit chat websites, listen to audiobooks)?

7 VIDEO LISTENING

a Do you know anybody who speaks two or more languages well? Which languages do they speak? How did they learn them?

b You're going to watch an interview with Alex Rawlings, who speaks 11 languages. Match greetings 1–11 to the languages. Then watch Part 1 and check.

1 Afrikaans	French	Italian
Catalan	German	Russian
Dutch	Greek	Spanish
English	Hebrew	

c Now watch Part 2. Why does Alex mention...?

1 a completely new adventure
2 Greek and German
3 Chinese and Slovene
4 British and Irish languages, a recent trip to Wales
5 Russian
6 YouTube; vocabulary and grammar

d Watch Part 3 and answer the questions.

1 Why do people sometimes fail to learn a language?
2 Why did Alex find Afrikaans easy to learn?
3 Why do the British and Americans find it difficult to learn foreign languages?
4 Complete Alex's tips:
You never _____ learning a language.
Try to spend _____ a day on the language you are learning.

3&4 Revise and Check

GRAMMAR

Circle a, b, or c.

1 I walk to work. It's ____ than going by car.
a more healthy b as healthy c healthier
2 Cycling isn't ____ people think.
a as dangerous as b as dangerous than
c so dangerous than
3 This is ____ time of day for traffic jams.
a the most bad b the worse c the worst
4 My wife is a much safer driver than ____.
a I b me c my
5 What ____ beautiful day!
a a b – c an
6 I never drink coffee after ____ dinner.
a – b the c an
7 ____ are usually good language learners.
a The women b Women c Woman
8 We've decided to visit the UK ____.
a the next summer b next summer
c the summer next
9 Entrance is free. You ____ pay anything.
a don't have to b mustn't c should
10 I'll ____ work harder if I want to pass.
a must b should c have to
11 I don't think I ____ have a dessert. I've already eaten too much!
a must b should c have to
12 You ____ switch on your phone until the plane has landed.
a don't have to b mustn't c must
13 We won't ____ come to the party.
a can b be able c be able to
14 When he was five he ____ already swim.
a can b could c was able
15 My mother has never ____ cook well.
a been able to b could c be able to

VOCABULARY

a Complete the compound nouns with a singular or plural noun.

1 Slow down! The speed _____ is 100.
2 I won't start the car until you've all put on your seat _____.
3 It's not a very good town for cyclists – there are very few cycle _____.
4 Try to avoid using the Tube between 8.00 and 9.30 a.m. – it's the _____ hour.
5 There's a taxi _____ at the station.

b Complete with a preposition.

1 We arrived _____ Prague at 5.30.
2 I apologized _____ being late.
3 I'm not very keen _____ horror films.
4 My son is good _____ speaking languages.
5 This song reminds me _____ my holiday.

c Complete with the correct word.

1 We were late because we got stuck in a terrible tr_____ jam.
2 I've hired a v_____ to take my things to my new flat.
3 We're going to drive to Dover and get the f_____ to France.
4 We're going to s_____ off early, before it gets dark.
5 How long does it t_____ to get from here to the airport?

d Circle the correct adjective.

1 The match ended 0–0. It was really *bored / boring*.
2 It was the most *frightened / frightening* experience I've ever had.
3 We're very *excited / exciting* about our holiday!
4 I'm a bit *disappointed / disappointing* with my exam results.
5 This news programme is too *depressed / depressing*. Turn it off.

e Complete the words.

1 I'm not in at the moment. Please l_____ a message.
2 The line's eng_____. Please hold.
3 I was in the middle of talking to him and he just h_____ up!
4 We sw_____ through hundreds of their holiday photos.
5 I hate it when people have really loud r_____ on their mobiles!

PRONUNCIATION

a Practise the words and sounds.

Vowel sounds

computer ear boy bike

Consonant sounds

chess jazz thumb mother girl

b p.166–7 Sound Bank Say more words for each sound.

c What sound in **a** do the pink letters have in these words?

1 arrive 2 engaged 3 message 4 Underground 5 with

d Underline the stressed syllable.

1 mo|tor|way
2 di|sa|ppoin|ted
3 pe|des|tri|an
4 voice|mail
5 em|ba|rra|ssing

CAN YOU understand this text?

a Read the article once. Choose the correct heading for each paragraph A–F.

1 Don't be a selfish DJ
2 Don't tolerate dangerous driving
3 Be a good co-pilot
4 Don't distract the driver
5 Wear your seatbelt
6 Don't be rude

b Read the article again with the headings. Are you a good passenger? How many of the things do you sometimes do or not do?

CAN YOU understand these people?

4.21 Watch or listen and choose a, b, or c.

1 Nick 2 Butterfly 3 Coleen 4 Jenny 5 Linwood

1 Nick thinks the most enjoyable way to travel in London is ____.
   a by Tube b by bus c by bike
2 Butterfly thinks that ____ at looking after small children.
   a men are better than women
   b women are better than men
   c men and women are equally good
3 Coleen thinks that women are more interested in ____ than men.
   a sport b fashion c gossip
4 Jenny speaks ____ languages.
   a one b two c three
5 What Linwood finds really annoying is people who use their phones ____.
   a on public transport
   b in the street
   c in restaurants

CAN YOU say this in English?

Tick (✓) the box if you can do these things.

Can you...?

1 ☐ compare different types of public transport in your town / country
2 ☐ talk about typical stereotypes of men and women and say if you think they are true
3 ☐ talk about things which are / aren't good manners in your country
4 ☐ describe something you would like to be able to do, but have never been able to

How to be the perfect car passenger

With the holidays just about to start and millions of cars hitting the roads at once, now's the time to consider how car passengers can help drivers. Think about how you would like your passengers to behave if you were the driver – this will make you more conscious of your actions while being a passenger yourself.

A

Don't wait for the driver to tell you to put it on, or refuse to put it on when asked to.

B

Advise the driver on the best route to take. However, don't shout or advise them too close to a turning, as this can make the driver panic or turn suddenly, leading to a possible accident.

C

You can always comment on someone's driving, as long as it's a friendly suggestion. But don't attack the driver about their driving, especially if they're inexperienced. Let them take their time and drive the way that is most comfortable for them, not you.

D

Talking to the driver helps to pass the time and stops them from falling asleep. However, talking too loudly or singing along to the radio can distract the driver and possibly cause an accident.

E

Listening to the radio while driving makes the journey more enjoyable. However, don't assume that the driver wants to listen to everything that you want to listen to. It's better to allow the driver to choose the style of music. If the driver needs to concentrate, help them by turning the volume down, and don't have the radio on too loud in general.

F

You deserve to feel safe and be treated with consideration. If you notice that the driver is going above the speed limit, don't immediately shout at them, as they might not be aware of it themselves. However, if you can see that the driver is speeding and not driving safely, you should tell them to slow down and drive more carefully.

Adapted from a driving blog

5A Sporting superstitions

Why do you think he lost the match?

Because he wasn't feeling very well.

G past tenses: simple, continuous, perfect | V sport | P /ɔː/ and /ɜː/

1 VOCABULARY sport

a In teams, race to answer all the questions. Shout when you cross the finish line!

In which sport...?

1 can you do the *butterfly*
2 is there a shot called a *slam dunk*
3 is the person who throws the ball called the *pitcher*
4 are there two teams of 15 people and a ball that isn't round
5 do you hit the ball over a net on a table
6 do players walk about 8 km during a game, and never run
7 are there two teams of six, who play on ice
8 are there four main tournaments: in Melbourne, Paris, London, and New York
9 can you do different activities, e.g. running, high jump, javelin, etc.
10 have Brazil won more World Cups than any other country

b 5.1 Listen and check. Who got the most questions correct?

c V p.157 **Vocabulary Bank** Sport

2 PRONUNCIATION /ɔː/ and /ɜː/

a Write the words from the list in the correct row. Be careful with *or* (there are two possible pronunciations).

ball caught circuit course court draw fought hurt score serve shirt sport warm up work out world worse

b 5.7 Listen and check.

c 5.8 Listen and write six sentences. Practise saying them.

3 SPEAKING

In pairs, interview your partner about sport using the questionnaire. Ask for more information.

Do you like sport?

Yes

- What sport(s) do you do?
- How often do you do sport?
- Have you ever won a cup or a trophy?
- Have you ever been injured doing sport?
- Do you prefer doing sport or watching sport?
- How many hours do you spend a week watching sport on TV, or following it online?
- Do you go to watch a local sports team?
- What's the most exciting sports event you have been to?

No

- What sports do / did you have to do at school?
- Do / Did you enjoy them?
- Do you do any kind of exercise?
- Do you think you're fit? Would you like to get fitter?
- Do your family and friends like sport?
- Are there any sports you don't mind watching on TV?
- What sport(s) do you hate watching on TV?
- Have you ever found a sporting event exciting?

↓

- Do you think that there are good sports facilities in your town?
- Do you think physical education should be optional or compulsory at school?
- Do you think there is too much (or not enough) sport on TV?

4 READING

a Do you do any of these things when you want to have good luck or avoid bad luck?

cross your fingers

touch wood

wear lucky clothes

carry a lucky charm

b Read the article about superstitions in sport. What's the answer to the question in the title?

c Match paragraphs 1–4 to topics A–D.

A ☐ the physical effects of superstitions
B ☐ examples of sporting superstitions
C ☐ the disadvantages of superstitions
D ☐ the psychological effects of superstitions

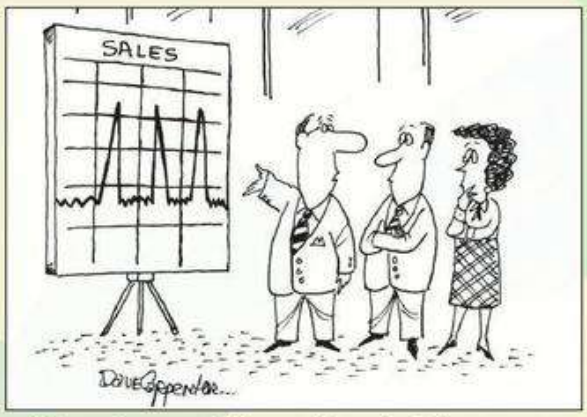
d Read the article again. With a partner, explain why the following examples are mentioned.

Paragraph 1:
Cristiano Ronaldo's right foot and Serena Williams's ball
Paragraph 2:
lucky golf balls and lucky charms
Paragraph 3:
adrenaline and other chemicals
Paragraph 4:
two players with the same superstition

e Talk to a partner.

- Do you know of any other sports players who are superstitious? What do they do?
- Do you have any superstitions, e.g. when you are playing or watching sport, or when you do an exam, or when you travel?

Do 'lucky socks' really work?



"I'm not superstitious either, but those were the days Harris wore his lucky socks."

1 **Sport has always been full of superstitions, even for the best athletes in the world.** Long-distance runner Mo Farah always shaves his head before a race. Judo star Kayla Harrison always wears the lucky socks that were a gift from her grandmother. Footballer Cristiano Ronaldo always steps onto the pitch with his right foot first. And tennis legend Serena Williams always bounces the ball five times before a first serve, and twice before a second serve.

2 **Do actions like this have any real effect on sports results?** According to a study at the University of Cologne, it seems that they can increase confidence and a sense of control, which might help athletes. The study showed that people who were given a golf ball that they were told was 'lucky' played better than those who used a 'normal' ball. And it isn't just sports. In another experiment, people who were allowed to carry their lucky charm performed better at memory tests than people without one. The researchers concluded that superstitions make people feel more confident, which makes them perform better.

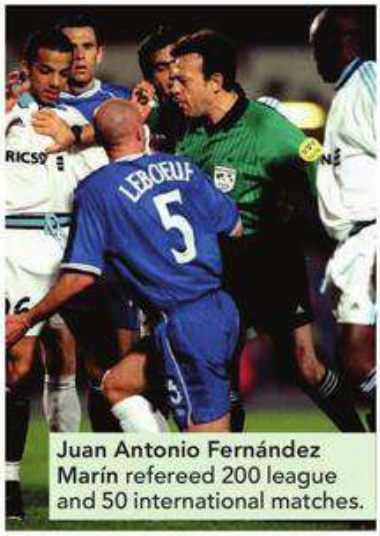
3 **Superstitions may also have a positive physical effect.** Dan Abrahams, a sports psychologist, says that sporting rituals can cause the release of adrenaline and other chemicals which help the athlete to focus better.

4 **Most psychologists, however, say that superstitions can be bad as well as good.** Abrahams tells the story of a professional football club where two players had the same superstition – they both had to be the last person to leave the changing room before the game. They couldn't agree how to solve the problem, and it had a really negative effect on them and on the team. And what happens if you sit down to take an exam and realize you've forgotten your lucky pen?

Adapted from the Daily Telegraph

5 LISTENING

a Do you think being a football referee is a difficult job? Why (not)?


Juan Antonio Fernández Marín refereed 200 league and 50 international matches.

b 5.9 You're going to listen to an interview with an ex-Champions League football referee from Spain. Listen to Part 1 and choose a, b, or c.

1 Why did he want to become a referee?
   a His father was a referee.
   b He liked sport, but wasn't good at it.
   c He always liked the idea.
2 What was the most exciting match he ever refereed?
   a His first professional match.
   b He can't choose just one.
   c Real Madrid against Barcelona.
3 The worst experience he ever had as a referee was when _____ attacked him.
   a a player b a woman c a child
4 Why does he think there is more cheating in football today?
   a Because football is big business.
   b Because the referees are worse.
   c Because footballers are better at cheating.
5 How does he say footballers often cheat?
   a They fall over when no one has touched them.
   b They accept money to lose matches.
   c They touch the ball with their hands.

c Read sentences 1–6. With a partner, predict what the referee is going to say.

1 The most difficult thing for him about being a referee is to make the _____ _____ during a match.
2 One of the reasons it's difficult is because football today is very _____.
3 Making correct decisions often depends on the referee's interpretation of the _____.
4 He thinks that players who cheat are the _____.
5 A study that was done on Leo Messi shows that he could run exceptionally fast _____ _____ _____.
6 He thinks Messi isn't a _____ _____ footballer.

d 5.10 Listen to Part 2 and check your answers.

e Ask and answer the questions in small groups.

1 Do you agree with the referee when he says, 'I think fair play does exist – the players who cheat are the exceptions.' Is it also true of other sports?
2 Are there any sportspeople in your country who are well known for cheating? What kind of things do they do?
3 Do you think new technology makes a referee's job easier or more difficult? Why?
4 Would you like to be a sports referee (or umpire)? Why (not)?

6 GRAMMAR past tenses

a Read the article about Alistair Brownlee. What did he do?

b Paragraph 2 tells the story of what happened. Most of the verbs are past simple, but there are two examples of the past continuous, and four of the past perfect. Can you find them? Why are they used?

Alistair sacrifices gold... to help his brother

Nobody will remember who won the world triathlon in Cozumel, Mexico, in 2016. Instead, they will remember the sacrifice of Alistair Brownlee, who stopped to help his brother, Jonny, instead of winning the gold medal himself.

As Jonny, 26, entered the last kilometre of the 10 km run, he was winning by a long way – he'd gone very fast in the swimming and cycling stages. But then he began to feel ill, because he hadn't drunk enough in the hot conditions, and he stopped at the side of the road. His brother, Alistair, was running behind him, but when he saw that Jonny had stopped, he didn't run past him to win the race. Instead, in a wonderful act of brotherly love, he took his brother's arm and helped him to run the final few hundred metres. Seconds before they reached the finishing line, South African Henri Schoeman, who had been behind them until then, ran past them both and won the gold medal.

Alistair said, 'It was a natural human reaction to my brother, but for anyone, I would have done the same thing.'

c G p.140 Grammar Bank 5A

d Read the article about Anton Gafarov. Complete it with the verbs in the correct tense.

Canada to the rescue

Russian cross-country skier Anton Gafarov [1] was competing (compete) at the Sochi Winter Olympics in 2014. He [2] _____ (do) well in the race when he [3] _____ (fall) and [4] _____ (damage) his left ski. Soon after that, he [5] _____ (fall) again. He realized that his ski [6] _____ (break) into two pieces. He [7] _____ (try) to continue on one ski when suddenly the Canadian ski coach, Justin Wadsworth, [8] _____ (run) out of the crowd and [9] _____ (replace) Gafarov's broken ski with a spare one that he [10] _____ (bring) for his own team. Gafarov [11] _____ (finish) the race in front of his home crowd.

e G Communication Good sportsmanship A p.107 B p.112 Practise telling a story.

f Which of the four stories you've read do you think is the most heroic?

7 SPEAKING

a You're going to tell your partner two anecdotes. Choose two of the topics below and plan what you are going to say. Ask your teacher for any words you need.

Tell your partner about...

- **a really exciting sports event you saw**
  When and where was it? Who was playing? What happened? Why was it so exciting?
- **a time you had an accident or got a sports injury**
  When and where did it happen? What were you doing? What part of your body did you hurt? What happened next? How long did it take you to recover?
- **a time you saw or met someone famous**
  When was it? Where were you? Who were you with? What was the celebrity doing? What was he / she wearing? Did you speak to him / her? What happened in the end?
- **a time you got lost**
  Where were you going? How were you travelling? Why did you get lost? What happened in the end?
- **a time you missed or nearly missed something important (e.g. a flight, an exam, a date, etc.)**
  What did you miss or nearly miss? Why? How did you feel? What happened in the end?

b Work with a partner. Tell each other your two stories. Give as much detail as you can. Use the language from the **Telling an anecdote** box.

Telling an anecdote

Starting an anecdote
I'm going to tell you about a time when...
This happened a few years ago...
When I was younger,...

Listening to an anecdote
Wow! Really?
That sounds terrible / awful.
How amazing!
What happened next / after that / in the end?

8 WRITING

W p.118 Writing Telling a story Write a story about a journey where you had a problem.

5B #thewaywemet

How did you meet your partner?

We used to work for the same company.

G past and present habits and states **V** relationships **P** the letter *s*, *used to*

1 READING & LISTENING

a How do you think people usually meet friends and partners nowadays? Number the phrases 1–5 (1 = the most popular). Then compare with a partner. Do you agree?

A ☐ at work
B ☐ at school or university
C ☐ online (e.g. on forums, social networking sites, etc.)
D ☐ in a bar, club, etc.
E ☐ through friends

b Read the beginning of two stories which appeared on Instagram #thewaywemet. Where did Tiffany and Kristina meet their partners for the first time?

c Read the stories again. Write **T** (Tiffany) or **K** (Kristina).

The first time she met her partner, she…

1 ☐ saw him from a distance.
2 ☐ felt a bit frightened.
3 ☐ had moved away from her hometown.
4 ☐ had a problem with her health.
5 ☐ was immediately attracted to him.
6 ☐ felt that he didn't understand her.

d What do you think happened to the two couples next? Go to **Communication** The way we met **A** p.107, **B** p.112. Find out what happened.

e Think of a couple you know well, e.g. your parents or friends. How did they meet? Do you know any couples who met in unusual circumstances?

Tiffany's story ♡THE WAY WE MET

Three years ago, I stopped at the supermarket on my way home from work to get some food. After checking out, I walked out of the store and pressed the unlock button on my car keys to open my white Jeep Cherokee. But as I got nearer, I noticed the rear door on the passenger's side was already open and there was a guy standing beside it. At first, I thought he was trying to steal my car, or rob me. But when I got a little nearer, I noticed he was actually unloading his shopping into the car. I was scared. I went up to him nervously and said, 'Um, hi.' He said, 'Hi,' and looked at me in surprise while he continued to unload his shopping. Then I said, 'Um, this is my car.' He laughed at me as if I was crazy and replied, 'No, it isn't, it's mine.' So I pressed the lock button on my car keys to show him that it was definitely my car. His face turned white.

Kristina's story ♡THE WAY WE MET

I came to New York to do a Master's degree in Creative Writing. Matt was a personal trainer, and he was studying for his doctorate in Chinese medicine at another university in New York. At the time, I used to do a lot of running – I'd run two marathons – and I started to get really bad back pain. I saw lots of doctors, and they all said different things, like 'do yoga' and 'maybe you need an operation'. None of them knew what was wrong. The final one suggested acupuncture, so I thought I'd try it as a last resort. When I walked into the clinic for the session, I saw Matt. He was the acupuncturist. The moment we looked into each other's eyes, we connected. But he didn't ask me out; he was very professional. On my last session, I asked him how old he was. He said he'd be 29 the following week, but that he wasn't going to celebrate, because he had to study.

Adapted from #thewaywemet

2 GRAMMAR past and present habits and states

a 5.15 Listen to John talking about how he met his partner. Where did they meet? Was it a romantic meeting?

b Listen again. Mark the sentences **T** (true) or **F** (false). Correct the **F** sentences.

1 John was teaching English in Indonesia.
2 His future wife was one of his students.
3 She usually arrived for her classes on time.
4 John was carrying a lot of things to class.
5 She made him drop them.
6 She helped him to pick them up.
7 They were friends for a long time before going out together.
8 They've been married for ten years.

c Look at three extracts from the listening. Answer the questions with a partner.

> I used to be a teacher...
>
> She didn't use to be very punctual...
>
> We sometimes used to have tea or a beer together...

1 When do we use *used to*? How do we make questions?
2 Are these things probably true now?

d G p.141 Grammar Bank 5B

3 PRONUNCIATION & SPEAKING
the letter *s*, *used to*

a 5.17 Listen to the sounds and the words in the list. How is *s* (or *se*) pronounced? Write the words in the correct columns.

used to usually use (*verb*) busy decision friends holidays lose music occasion parents practise singer sport sugar summer supermarket sure unusual

/s/	/z/	/ʃ/	/ʒ/

b 5.18 Listen and check.

c Answer with a partner.

1 How is *s* usually pronounced at the beginning of a word? What are the two exceptions?
2 What two ways can *s* be pronounced at the end of a word?
3 How is *s* pronounced in vowel + *-sion*?

> **used to**
> Remember that *used to* and (*didn't*) *use to* are normally linked, and are both pronounced /ˈjuːstə/.

d 5.19 Listen and write five sentences. Then practise saying them.

e In pairs, tell each other about **TWO** of the following. Give as much information as you can.

Past and present habits

When you were young,...

- what did you use to have for breakfast? What do you usually have now?
- what music did you use to listen to a lot? What do you usually listen to nowadays?
- what books or comics did you use to read? What do you usually read now?
- where did you use to spend your summer holidays? What do you usually do now in the summer?

Is there...

- a friend you used to be really close to, but don't see any more?
- a TV programme you used to be addicted to? What kind of programmes do you usually watch now?
- a machine or device you used to use a lot, but don't use any more? What apps or devices do you usually use now to communicate with your friends?
- a sport or game you used to play a lot, but which you've given up? What exercise do you do nowadays?

4 VOCABULARY relationships

a Match the words and photos.

- a colleague
- a friend
- argue with somebody
- discuss something with somebody
- meet somebody (for the first time)
- know somebody (for a long time)

b V p.158 **Vocabulary Bank** Relationships

c Think of one of your close friends. Ask and answer the questions with a partner.

- How long have you known him / her?
- Where did you meet?
- Why do you get on well?
- What do you have in common?
- Do you ever argue? What about?
- How often do you see each other?
- How do you keep in touch?
- Have you ever lost touch? Why? When?
- Do you think you'll stay friends?

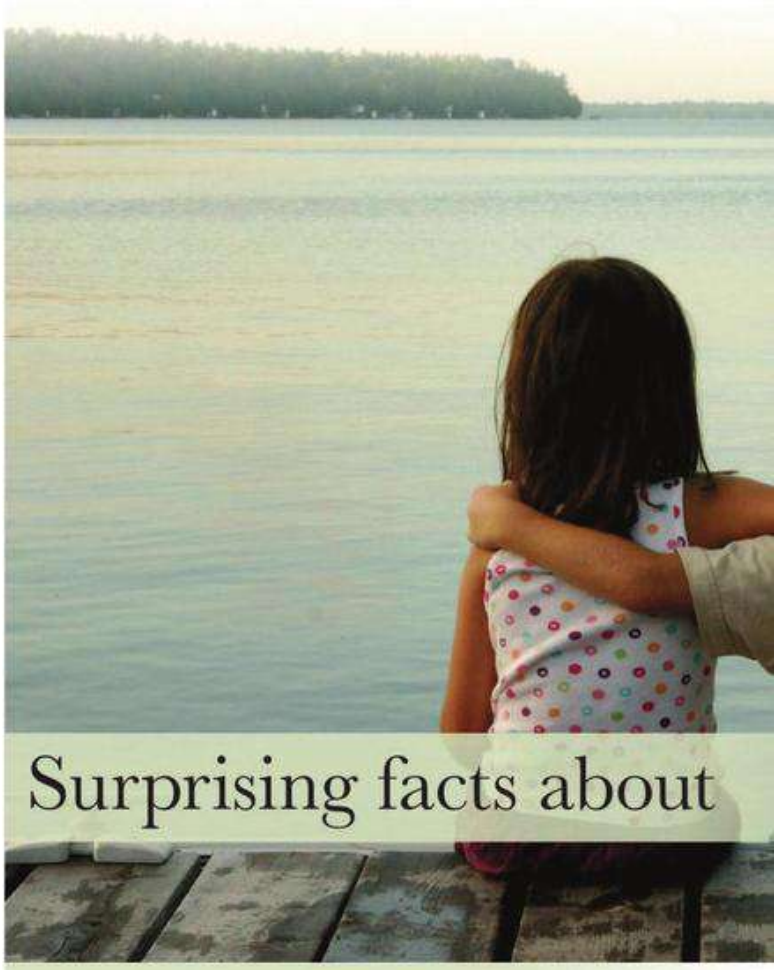
d What four letters can you put after these 'people' words to form an abstract noun?

friend leader member partner relation

e Complete the sentences with an abstract noun from **d**.

1 My sister and I have a very good _____. We get on really well.
2 My gym _____ expires at the end of the month. I'll need to renew it.
3 One of the qualities a boss needs the most is good _____ skills.
4 Marriage should be an equal _____.
5 Elena Ferrante's Neapolitan Novels are about the _____ between two young girls, Lila and Elena.

5 LISTENING

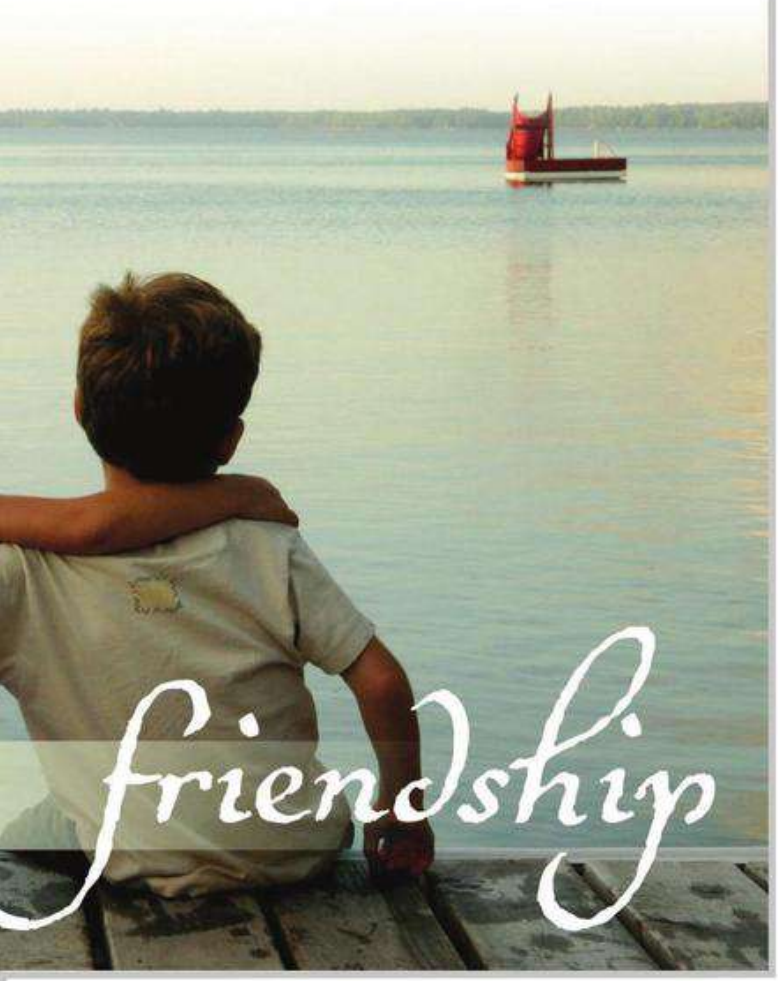


Surprising facts about

1 _____ have friends too!
2 We have more real friends thanks to _____ _____!
3 Having friends at work makes you more _____.
4 _____ can make you lose two friends.
5 Friendship is good for your _____.

a You're going to listen to part of a radio programme where the presenters are talking about friendship. With a partner, guess the missing words in the five facts.

b 5.22 Listen to the programme and check. Were you correct?



c Listen again and complete the chart.

Fact 1 some examples	
Fact 2 the reason	
Fact 3 the reason, and the exception	
Fact 4 the reason	
Fact 5 the reason, and a statistic	

d From your experience, do you think these facts are true?

6 SPEAKING

a Read sentences A–G. Tick (✓) the ones you agree with and cross (✗) the ones you don't agree with. Think about your reasons.

A ☐ You can only have two or three close friends.

B ☐ Going on holiday with friends can end the friendship.

C ☐ Men keep their friends longer than women.

D ☐ You should never criticize your friends' partners.

E ☐ It's impossible to stay good friends with an ex-partner.

F ☐ It's impossible to be real friends with someone who's much older or much younger than you.

G ☐ Parents should never try to be friends with their children.

b In groups of three or four, each choose one topic you're going to talk about. Prepare what you're going to say, using the plan below.

Topic:
Do you (strongly) agree, (strongly) disagree, or both agree and disagree?
Reasons and examples (from your own experience or of people you know):

c Take turns to present your opinion. Use the language from the **Presenting an opinion** box. Listen to the other members of your group and then say if you agree or disagree, and why.

Presenting an opinion

Introducing the topic
I'm going to talk about…

Giving reasons
I think the main (most important) reason is because / that…
Another reason is…

Giving examples
***For example**, I have a friend who I've known since I was five years old…*
***For instance**, when I broke up with my ex-boyfriend,…*

EPISODE 3

Practical English Old friends

permission and requests

1 JENNY HAS COFFEE WITH A FRIEND

a 5.23 Watch or listen to Jenny and Monica. What's Monica's news?

b Watch or listen again and answer the questions.

1 Who's Scott?
2 When did they get engaged?
3 Who has Monica told the news to?
4 What did she use to do a lot at night? What does she do now?
5 Who's going to organize the wedding?
6 What does Jenny tell Monica about her relationship with Rob?
7 What does Monica think about Rob being British?

2 PERMISSION AND REQUESTS

a 5.24 Watch or listen. What favour does Rob ask Jenny?

b Watch or listen again and mark the sentences **T** (true) or **F** (false). Correct the **F** sentences.

1 Rob orders a cappuccino.
2 Rob says Monica looks different from her photos.
3 Monica gets a good impression of Rob.
4 Monica leaves because she has to go to work.
5 Jenny says that most of their friends aren't in serious relationships.
6 Paul is going to stay for a fortnight.
7 Paul used to be very quiet when they were younger.
8 Jenny is keen to meet Paul.

c 5.25 Look at some extracts from the conversation. Can you remember any of the missing words? Watch or listen and check.

Asking permission

1 **Rob** Do you _____ if I join you?
Monica Of _____ not. Come on, sit down.
2 **Rob** Is it _____ if we change our plans a bit this week?
Jenny Er...sure.

Requests: asking someone to do something

3 **Rob** _____ you pass the sugar?
Jenny _____.
4 **Rob** Could you do me a big _____? I have to work late this evening, so...would you mind _____ him at the airport?
Jenny _____ at all. I'd like to meet him.
5 **Rob** And do you think you _____ take him to my flat? I'll give you the keys.
Jenny No _____, Rob.

d Look at the highlighted phrases in **c** and answer the questions.

1 How do you respond to *Do you mind if...?* and *Would you mind...?* when you mean *OK, no problem*?
2 Which two forms of request should you use if you want to be very polite or are asking a very big favour?

e 5.26 Watch or listen and repeat the highlighted phrases. Copy the rhythm and intonation.

f Practise the conversations in **c** with a partner.

g **Communication** Could you do me a favour? p.107 Practise requests.

3 PAUL ARRIVES

a 5.27 Watch or listen. How do Rob and Jenny feel about Paul's arrival?

b Watch or listen again and circle the correct answer.

1 Paul's appearance has *changed a lot / hasn't changed much.*
2 His flight was *on time / late.*
3 On the journey from the airport, Paul *talked a lot about himself / asked Jenny a lot of personal questions.*
4 Rob suggests *eating in / eating out.*
5 Paul feels *exhausted / full of energy.*
6 Jenny *feels like / doesn't feel like* going out.

c Look at the **Social English** phrases. Can you remember any of the missing words?

Social English

1 **Paul** It's great to see you, _____.
2 **Rob** How _____ you're so late?
3 **Paul** No _____, man!
4 **Jenny** Rob, I think I'll go home if you don't _____.
5 **Rob** Just like the old _____!
6 **Paul** Rob, we've got a lot to talk _____!

d 5.28 Watch or listen and complete the phrases. Then watch or listen again and repeat.

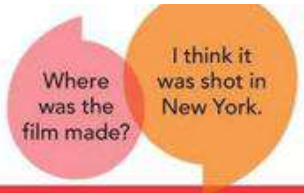
e Complete conversations A–F with **Social English** phrases 1–6. Then practise them with a partner.

A	Are there any good films on tonight?	Actually, I might go to bed early ___. I'm exhausted.
B	I've rung you at least five times. ___ you never called me back?	I'm really sorry. I left my phone at home and I've only just got back.
C	I can't believe it's so long since we last met!	Yes, at least two years. ___. To start with, I've got a new job!
D	Hey Josh! ___.	Yeah, good to see you too!
E	Shall we have dinner at that Indian restaurant we used to go to?	Good idea! It'll be ___.
F	OK, so you can clean the bathrooms and I'll tidy the living room.	___! I hate cleaning bathrooms.

CAN YOU...?

- use different expressions to ask permission to do something and respond
- use different expressions to ask another person to do something and respond
- greet someone you haven't seen for a long time

6A Behind the scenes



G passive (all tenses) | V cinema | P regular and irregular past participles

1 READING

a Look at the definition of an *extra* and the photos in the article. In pairs, can you think of three negative things about being an extra?

> **extra** /ˈekstrə/ *n.* a person who is employed to play a very small part in a film, usually as a member of a crowd

b Read the article. Are your ideas mentioned?

c Read the article again. Complete the paragraph headings with words from the list.

expensive **miming** **ordinary** **patient** **real** **secrets** **weather**

The world of extras

Without extras, most film and TV scenes would be empty and unrealistic. But while we're obsessed with movie stars, we never hear much about the extras, because, of course, that's their job – not to be noticed. So what is the world of extras really like?

On the set of Bollywood film *Nayak*

1 They have to be _____.

Days on set can be very long, sometimes lasting more than 15 hours. A lot of that time is spent just sitting around, waiting to be used in a scene, or repeating a single shot a dozen times. Extras usually spend their 'waiting time' reading or playing cards. 'There are days you get to the set and you wait and wait, but you aren't used,' says Amy Rogers, a regular extra in TV shows, including *Homeland*.

2 They need to be good at _____.

Extras often need to make a scene appear alive and busy, while at the same time remaining totally silent so as not to interfere with the actors' dialogue. This means they have to pretend to have a conversation without actually making any noise. Also, dance scenes are often filmed in silence and the music is added in later. When a crowd scene was being filmed for the movie *Jersey Girl*, the extras had to pretend to clap and cheer. But it was all done in silence, and when they clapped, their hands never touched.

3 They have to put up with all kinds of _____.

Sometimes, when a winter scene is being filmed, and all the extras are wearing thick jackets and hats and gloves, it's actually 30 degrees and the snow is fake. You can tell whether it's really cold if you can see the breath coming out of people's mouths. Also, when scenes are being filmed inside during the summer, the air conditioning has to be turned off because of the noise.

4 They have to be able to keep _____.

Phones aren't allowed on set, and photos are strictly forbidden. While the film *Insurgent* was being made, one extra took a photo of the set and posted it online. Since then, she has never been employed as an extra again.

On the set of *Ripper Street*

d Work in pairs. Can you answer these questions from memory? Then quickly look back at the article to check.

1 What do extras often do while they're waiting?
2 What did the extras have to do in the crowd scene in *Jersey Girls*?
3 How do you know if the snow is real or not in winter scenes?
4 What did an extra do during the filming of *Insurgent*, and what happened as a result?
5 Why are a lot of British films made in Eastern Europe?
6 Why are inflatable extras popular nowadays?
7 What happens when extras watch TV?

e Do you know anybody who's been an extra? What in? Why do you think some people enjoy being extras? Would you like to be one? Why (not)?

5 They are extremely _____.

Although extras aren't individually very well paid, a film with a lot of extras needs a big production budget, especially in Britain. The cost of extras is one of the reasons why epics such as *Ben-Hur* are largely a thing of the past. *Gandhi* was the last one – the funeral scene alone needed 300,000 extras. This is why now a lot of British films are being shot in countries where extras are paid less, for example, in Eastern Europe.

6 Sometimes they are not _____.

Nowadays, where possible, crowds are digitized. In *Gladiator*, they used 2,000 live actors to create a digital crowd of about 35,000 people. For some of the crowd scenes, in addition to the real-life extras and the digital ones, they also used cut-outs made of cardboard. But digital extras can look fake, and cardboard extras can look very two-dimensional, particularly if the camera moves. The latest thing is inflatable extras, which look more real. They can be deflated, stored – a crowd of 10,000 can fit into one large truck – and reused.

'Inflatable crowd' dolls

7 They can't watch films like _____ people.

Once you know how a movie has been filmed, it's hard to just watch it like any other person. 'I can't watch TV any more without looking at the extras to see who's doing it right and who's doing it wrong,' said one extra.

2 GRAMMAR passive (all tenses)

a Look at six extracts from the text. What tense or form of the passive are the verbs?

1 You wait and wait, but you aren't used.
2 When a crowd scene was being filmed,...
3 But it was all done in silence...
4 Sometimes, when a winter scene is being filmed,...
5 ...the air conditioning has to be turned off...
6 Since then, she has never been employed...

b G p.142 Grammar Bank 6A

3 PRONUNCIATION regular and irregular past participles

a Look at the sound groups and the past participles. Tick (✓) the groups where the sounds of the pink letters are all the same. If they aren't the same, circle the word that is different.

1	d	filmed	used	recorded	owned
2	t	finished	directed	released	booked
3	ɔː	bought	caught	worn	drawn
4	ɒ	shot	gone	lost	done
5	əʊ	forgotten	spoken	stolen	known
6	e	spent	said	meant	read
7	eɪ	made	paid	taken	fallen
8	ʌ	won	put	sung	drunk
9	ɪ	built	written	driven	given

b 6.2 Listen and check. What are the sounds in the circled participles? Practise saying the groups of words.

c 6.3 Listen and change the sentences into the present or past passive.

1 *They shot the film in Poland. The film...*

The film was shot in Poland.

4 VOCABULARY cinema

a Look at some extracts from the text in **1**. What do you think the highlighted words mean?

1 A lot of that time is spent just sitting around, waiting to be used in a scene.
2 Phones aren't allowed on set.
3 This is why now a lot of British films are being shot in Eastern Europe.
4 The cost of extras is one of the reasons why epics such as *Ben-Hur* are largely a thing of the past.

b **p.159 Vocabulary Bank** Cinema

c Explain the difference between these pairs of words and phrases.

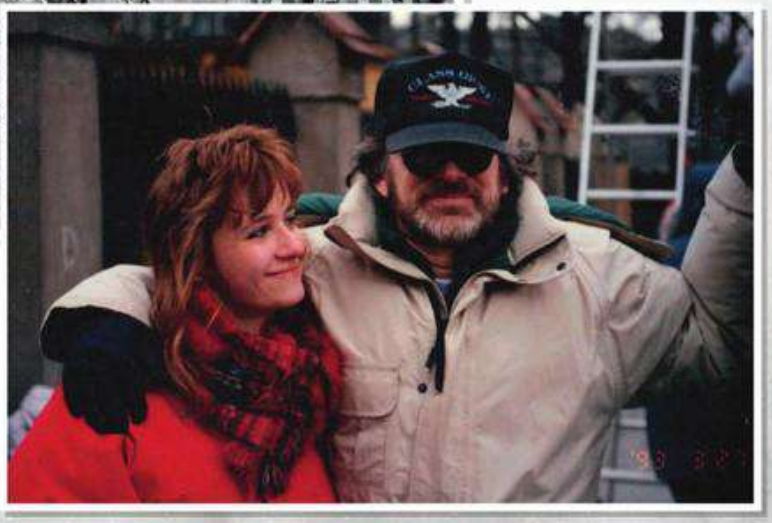
1 *a plot* and *a script*
2 *a horror film* and *a thriller*
3 *a musical* and *a soundtrack*
4 *the cast* and *the stars*
5 *a dubbed film* and *a film with subtitles*
6 *the set of a film* and *the film was set in...*
7 *a critic* and *a review*

5 LISTENING

a Read about the film *Schindler's List*. Have you seen it? If yes, did you like it? If no, would you like to see it? What other Spielberg films have you seen and enjoyed?

Schindler's List is a 1993 historical epic directed by Steven Spielberg. The film is based on the true story of Oskar Schindler, a Czech businessman, who saved the lives of more than a thousand Polish-Jewish refugees during the Second World War. The film was shot in black and white. It stars Liam Neeson, Ralph Fiennes, and Ben Kingsley. It is often listed among the greatest films ever made, and it won seven Oscars, including Best Picture and Best Director.

b 6.7 Look at the photos of Dagmara Walkowicz and Spielberg. Where were they and what do you think Dagmara was doing in the black-and-white photo? Listen to Part 1 of an interview with Dagmara and check.



c Listen again and mark the sentences **T** (true) or **F** (false). Correct the **F** sentences.

1 When the film company came to Krakow, Dagmara was working as a teacher.
2 She got a job doing translations for them.
3 There was a party at the hotel to celebrate Spielberg's birthday.
4 Spielberg's interpreter was late.
5 Dagmara was very nervous, so she drank a bottle of champagne to give herself courage.
6 Spielberg was very pleased with the way she did her job.

Making notes
When we make notes, we only write down key words, e.g. we write *film set every day* **NOT** ~~*She had to go to the film set every day.*~~

d 6.8 Now listen to three extracts from Part 2 of the interview. Complete the gaps with the key words.

1 I had to go to the _____ and _____ Spielberg's _____ to the Polish _____, and also to the _____.
2 It was _____, and I often felt as if I was a _____.
3 The _____ was when we had to _____ a _____ and _____ because Spielberg thought it _____ exactly _____.

e 6.9 You're now going to listen to the whole of Part 2. Read the questions. Then listen and write down some of the key words.

1 How many times were some scenes repeated? How did that make Dagmara feel?
2 Why did Spielberg start shouting at her? What happened after that?
3 In general, how did Spielberg treat her? What example does she give?
4 What scenes was she going to appear in as an extra? Why did she not appear in the final version of the film?
5 Did she ever work with Spielberg again?
6 What offer did Spielberg make to Dagmara? Does she regret not accepting it?

f Compare your key words with a partner. Then listen again and try to add more.

g Now, with a partner, answer the questions in **e**. Use your key words.

h Would you like to have done Dagmara's job? Do you think she made the right decision in the end?

6 SPEAKING

a Read the cinema interview. Think about your answers and reasons.

THE ★★ CINEMA ★★ INTERVIEW

1 Can you think of a film you've seen which...?
★ was incredibly funny
★ made you feel good
★ had a very sad ending
★ you've seen several times
★ sent you to sleep
★ had a memorable soundtrack

2 Do you prefer...?
★ seeing films at home or in the cinema
★ seeing **a** American films
b other foreign films
c films from your country
★ seeing foreign films dubbed or with subtitles

3 Tell me about a really good film you've seen in the last year.
★ What kind of film is it?
★ Is it based on a book or on a real event?
★ Where and when is it set?
★ Who stars in it? Who is it directed by?
★ Does it have a good plot?
★ Does it have a good soundtrack?
★ Why do you like it?

b In pairs, interview each other. Ask for and give as much information as you can. Do you have similar tastes?

7 WRITING

W p.119 **Writing** A film review
Write a description of a film you would recommend.

6B Every picture tells a story

She can't be his mother.

She is his mother. She looks very young for her age.

G modals of deduction: *might, can't, must* | V the body | P diphthongs

1 READING & SPEAKING

a Do you have a profile photo or photos that you use on social media? Show any that you can to your partner. Why did you choose them? How often do you change them?

b Read the article about choosing profile photos. Tick (✓) two true statements.

1 The writer only likes certain types of profile photos.
2 The writer jokes about why people choose common types of photos.
3 The article is funny because the writer is rude about common types of profile photos.

What your profile photo says about you

Choosing a profile photo is a serious business. It will be the first thing old school friends, jealous exes, and even potential bosses see when they search for you online. Your image depends entirely on your choice of photo. Here are the most common types of profile photo on social media. Is yours one of them? And if so, what does it say about you?

A

The portrait

A clear, close-up photo.

What it says about you You are quite boring. If it's a selfie, you are quite annoying.

B

The childhood photo

A cute picture of you as a baby.

What it says about you You are the type of person who thinks that everything used to be better than it is now. You still listen to the same music, wear the same clothes, and love the same things you did at school, and you'll probably never change.

C

The pet

Your pet looking adorable.

What it says about you It depends on what kind of animal it is. Cat: You are a woman without a boyfriend. Dog: You are a man without a girlfriend. Snake: You are a teenage boy or death metal fan.

D

The wedding photo

Man, woman, dress, suit – you know, the usual.

What it says about you You want everyone to think that you are a grown-up. You don't go out and have a good time any more. No, you are married! Also, you don't feel you exist as an individual any more, and don't have any friends of your own.

E

The family photo

A photo of your children / baby.

What it says about you The main thing you have accomplished in your adult life is having children. You used to be fun and fabulous and have a lot of friends, but now all you talk about is nappies and children's TV.

F

The popular culture reference

A picture of a cartoon character, a movie poster, a book cover, a musical act, a celebrity, etc.

What it says about you You have no personality of your own. Your identity depends on your entertainment choices – television, music, sci-fi, literary, or other. You own at least two T-shirts with stupid slogans on them.

G

The party photo

You, often with other people, enjoying yourself at a party.

What it says about you You are young and stupid, and will be fired from at least one job for something you posted on Facebook. One day, you might regret this picture and replace it with a wedding picture, and then photos of your children.

H

No photo at all

An icon, not a photo.

What it says about you You are technologically incompetent and don't know what a jpeg is; or you think you're too busy to find a photo; or you think not having a photo is 'cool'. Having no profile photo is annoying for everybody else. Get a photo.

Adapted from a website

c Now read a positive interpretation of each type of profile photo and match it to A–H.

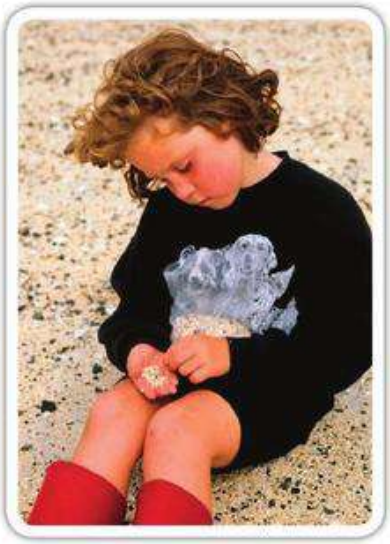
1 ___ You adore animals – in fact, in many ways, you prefer them to people.
2 ___ You are a normal person and are happy with your appearance.
3 ___ You're a dedicated parent and your children always come first.
4 ___ You're a very private person. You prefer to talk to people face to face rather than use social media.
5 ___ You're very up to date – you know everything about the latest films, TV, and books.
6 ___ Your friends and your social life are what matter most to you.
7 ___ The day you got married was the happiest day of your life.
8 ___ You had a wonderful childhood.

d Talk to a partner.

- Is your profile photo type included? If yes, do you agree with any of the positive or negative interpretations of your profile photo(s)? If not, what is your interpretation of your photo?
- Can you think of any friends or family members whose photos fit with the interpretations in the article?

2 GRAMMAR modals of deduction

a 6.10 Listen to two people talking about a photo. Complete the sentences.



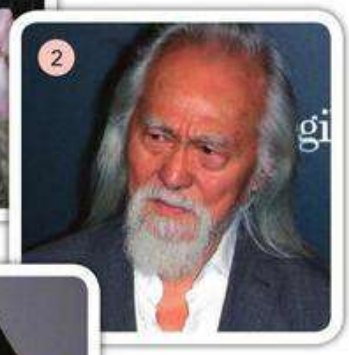
A I love your profile picture. How old are you in the photo?
B I [1] _____ be about five or six. Definitely not more than that.
A Where are you?
B Do you know, I can't remember. It [2] _____ be the south of France. My grandmother had a house near Montpellier, so we sometimes spent the summer there.
A It [3] _____ be the south of France – not in summer. You're wearing boots and a sweater! And it doesn't look like a Mediterranean beach.
B No, you're right. It [4] _____ be Scotland, then. We sometimes went there.

b Look at the highlighted modal verbs and answer the questions.

1 Which modal verbs mean *it's possible*? might, _____
2 Which modal verb means *it's very probable*? _____
3 Which modal verb means *it's impossible*? _____

c G p.143 Grammar Bank 6B

d Look at the photos of four people. Make four deductions about each person, one with *must*, one with *might / could / may*, and one with *can't* + the phrases in the list. You can use the phrases more than once.



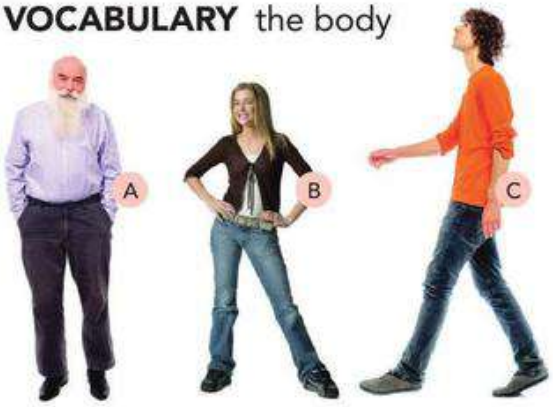
- be American
  be Asian
  be English
  be Mexican
  be Spanish
- be a criminal
  be a millionaire
  be a model
  be a politician
  be a sportsperson
- have a degree
  have a fashion business
  have a good job
  have a grandchild
  have an Olympic medal
- be in his / her 20s
  be in his / her 30s
  be in his / her 50s
  be in his / her 80s

(I think) he might be English.

True, but he could be American, too.

e C **Communication** Judging by appearances p.107 Find out who the four people are. Were you surprised?

3 VOCABULARY the body



a Look at the three photos. What do the people look like?

Who...?

1 ☐ is tall and thin
2 ☐ has straight blonde hair
3 ☐ is bald and slightly overweight
4 ☐ has dark curly hair
5 ☐ has a beard
6 ☐ is quite short and slim

b V p.160 **Vocabulary Bank** The body

c 6.16 Listen and follow the instructions.

4 PRONUNCIATION diphthongs

> **Diphthongs**
> Diphthongs are a combination of two short vowel sounds, e.g. the /e/ sound and the /ə/ sound said together make the longer /eə/ sound.

a 6.17 Read the information box. Then listen and repeat the words and sounds below.

1	2	3	4	5

b Write the words from the list in the correct columns.

bite eyes face hair mouth nose shoulders
smile stare taste throw toes

c 6.18 Listen and check. Then practise saying the phrases below.

fair hair narrow shoulders a wide mouth
brown eyes a Roman nose a round face

d Do the quiz with a partner. Answer with *your* / *their* + a part of the body.

Which part(s) of the body...?

1 do you wear a ring on / gloves on / socks on / a cap on
2 do ballet dancers stand on
3 do footballers often injure
4 do women put make-up on
5 do people brush
6 do people carry a rucksack on

5 READING & LISTENING

a Read the definition of *charisma*. Can you name any public figures who you think have charisma?

> **charisma** /kəˈrɪzmə/ *n.* the powerful personal quality that some people have which attracts and impresses other people

b Look at the photo on p.63. One of the men is a journalist and one is a charisma coach. Who do you think is who? Why?

c Read the beginning of the journalist's article and check your answer to **b**. Answer the questions.

1 What experience does Danish Sheikh have?
2 Is he successful?
3 What did he do yesterday? Why?
4 What problems does Colin have?

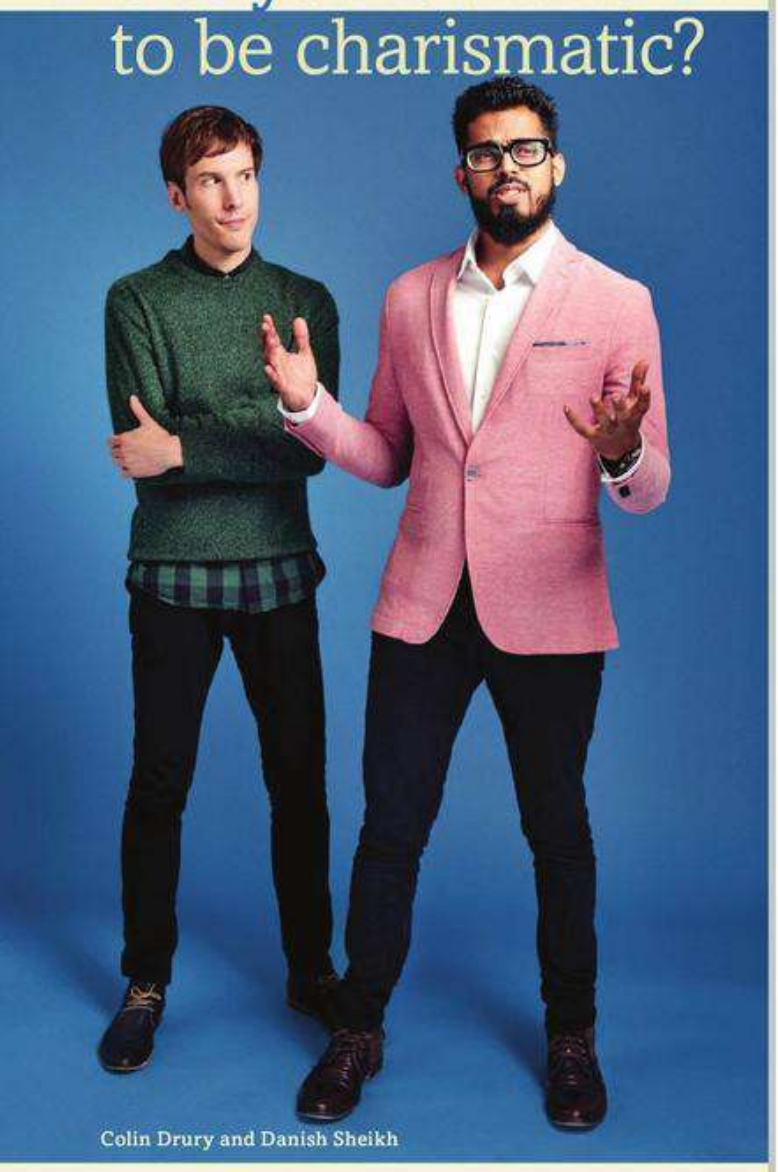
d With a partner, tick (✓) any of the things in the list that you think a person with charisma does.

A person with charisma...

1 ☐ shows other people what he / she is like
2 ☐ makes other people feel important
3 ☐ talks a lot about himself / herself
4 ☐ never says anything about himself / herself
5 ☐ is self-confident
6 ☐ stands with his / her feet apart and arms wide
7 ☐ makes eye contact, but doesn't stare
8 ☐ uses a lot of hand gestures
9 ☐ speaks very slowly
10 ☐ listens to people carefully

e 6.19 Listen to Colin talking about what he learns. Check your answers to **d**.

Can you learn how to be charismatic?



Colin Drury and Danish Sheikh

In the 21st century, *charisma* is the quality that people in all fields of life, from business to politics, would most like to have. But can you learn it? The man I have just met thinks so. His name is Danish Sheikh, and he is a charisma coach. He has worked with Microsoft, Yahoo, and the BBC, and he thinks he can turn anyone into George Clooney. He charges £150 an hour, and plenty of people are paying. And for two days, I'm going to be his student.

Yesterday, he followed me everywhere and watched how I behaved with people – in shops, in the hairdresser's, and in work meetings. His impressions of me are not good – for example, I can't make conversation, I have negative body language, and I don't smile enough. I also seem bored when I'm talking to people.

'But don't worry!' Sheikh says, cheerfully. 'We're going to fix all this.'

f Listen again. What does Colin say about...?

1 talking about yourself
2 remembering a past success
3 how to enter a room
4 what happens if you aren't really listening

g 6.20 At the end of the two days, Colin has a practical test. Listen and summarize.

1 In the pub, Colin has to...
2 Sheikh helps him by...
3 In the end, Colin thinks that charisma is about...

h Look at these 'body' phrases from the listening. Can you demonstrate them?

stand with your feet apart
have your chin up and your shoulders back
make eye contact use hand gestures
cross your arms shake hands give a thumbs up

i Do you think it's possible to teach people to have charisma? Would you ever do a course like this? Why (not)?

6 VIDEO LISTENING

a Watch Part 1 of *A day with a personal stylist* and pause when Sam has tried on four outfits. Which do you like best?

b Watch the rest of Part 1. Which outfit did Sam like best? Why?

c Put the events in the correct order. Then watch Part 1 again and check.

- Sam goes shopping with Elin.
- Elin asks Sam questions about his lifestyle.
- Sam tries on four outfits.
- Sam meets Elin at the Fashion Lounge.
- Sam fills in a questionnaire.

d Watch Part 2 and complete Elin's golden rules for dressing well.

1 Look at _____ before you go shopping.
2 Stay _____ when you go shopping.
3 It doesn't matter _____ you've got – you can look good.
4 Everyone should have _____ in their wardrobe.

e Do you agree with Elin's rules?

5&6 Revise and Check

GRAMMAR

Circle a, b, or c.

1 Elliot served, but the ball ____ into the net.
a went b was going c had gone

2 The athlete fell when she ____ towards the finishing line.
a run b was running c had run

3 I didn't realize that you two ____ before.
a didn't meet b weren't meeting c hadn't met

4 A I can't find my glasses anywhere.
B ____ them when you left home this morning?
a Did you wear b Were you wearing c Had you worn

5 ____ walk to work, or do you drive?
a Do you use to b Do you usually c Use you to

6 When I was a child, I ____ like vegetables.
a don't used to b didn't used to c didn't use to

7 ____ do any sport at university?
a Did you use to b Use you to c Did you used to

8 Lots of famous films ____ in San Francisco.
a have shot b have been shot c has been shot

9 He hates ____ about his private life.
a asking b being asking c being asked

10 Why ____ in New Zealand?
a is the film being made b is the film making c is making the film

11 Many people believe that Columbus ____ America.
a didn't really discover b wasn't really discovered c weren't really discovered

12 A I've just rung the doorbell, but there's no answer.
B They ____ in the garden. Have a look.
a can't be b might be c can be

13 I'm 29 and he's a bit older than me, so he ____ in his thirties now.
a must be b may be c can't be

14 A Ann and Simon have broken up!
B That ____ true! I saw them together just now.
a mustn't be b might be c can't be

15 A Does your sister know Liam?
B She ____ him. I'm not sure.
a can't know b may know c can know

VOCABULARY

a Write the parts of the body that you use to do these actions.

1 smile _____ 3 smell _____ 5 bite _____
2 stare _____ 4 clap _____

b Circle the correct word or phrase.

1 Arsenal *won / beat* Chelsea 2–0.
2 Can you book a tennis *course / court* on Friday?
3 Sports players are very careful not to *get injured / get fit*.
4 Real Madrid *scored / kicked* a goal just before half-time.
5 I *do / go* swimming every morning during the week.

c Complete the words.

1 Luke is a very cl_____ friend. I've known him all my life.
2 My wife and I have a lot in c_____.
3 Gina and I lost t_____ after we both changed jobs.
4 We g_____ to know each other very quickly.
5 Linda is getting married next month. Her f_____ is Italian.

d Write words beginning with *s* for the definitions.

1 _____ the music of a film
2 _____ the translation of the dialogue of a film on screen
3 _____ _____ images often created by a computer
4 _____ the most important actor in a film
5 _____ a part of a film which happens in one place

e Complete the sentences with one word.

1 I love working _____ at the gym. I go every evening.
2 The player was sent _____ for insulting the referee.
3 My sister and her boyfriend have split _____.
4 Did you know Jane is going _____ with Jessie's brother?
5 Is there anything good _____ TV tonight?

PRONUNCIATION

a Practise the words and sounds.

Vowel sounds

bird

phone

egg

owl

Consonant sounds

television

zebra

dog

tie

b p.166–7 Sound Bank Say more words for each sound.

c What sound in **a** do the pink letters have in these words?

1 booked 2 crowd 3 eyes 4 shoulders 5 world

d Underline the stressed syllable.

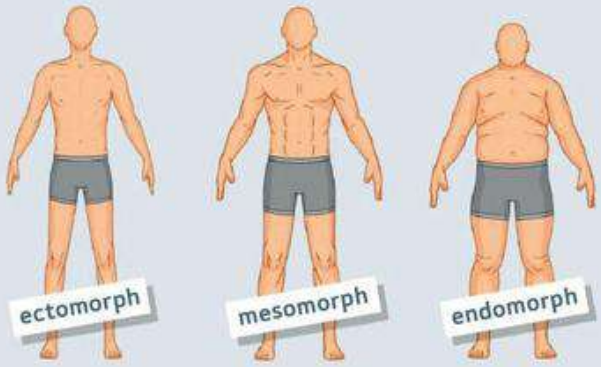
1 re|fe|ree 3 spec|ta|tors 5 co|lleague
2 re|view 4 di|rec|tor

CAN YOU understand this text?

a Read the article once. What does the article say is the best exercise for all body types?

What is the best sport for your body type?

Just because someone has dreamt of playing football from childhood does not mean it is the best sport for him or her. Finding the sport your body is best suited to can make a big difference to how much you enjoy it and how good at it you are.



A person with an **ectomorph** body type is tall and slim with little fat or muscle. This person has narrow shoulders, chest, and hips, and thin arms and legs. Ectomorphs have difficulty putting on weight because of a fast metabolism. [1] . What suits ectomorphs is endurance sports. Marathon running, swimming, and football are excellent choices for them. [2] , basketball may also be a great option. Ectomorphs also generally do well in gymnastics.

Mesomorph body types are the stereotypical image of an athlete. [3] . Mesomorphs can put on or lose weight easily and build muscle quickly. [4] . Possibilities range from weightlifting and boxing to athletic sprinting and cycling for shorter distances.

A person who is an **endomorph** naturally carries more body fat. [5] . They are often short, with a high waist, and well developed upper arms and thighs. While it may seem that an endomorph will not be very athletic, they can be very good at power sports because of their larger mass. [6] , but strength activities like wrestling, discus-throwing, or power-lifting can be a great fit.

A few extra considerations

It is important to note that the three body types are extremes. No one is 100% ectomorph or completely endomorph. [7] . Another key point is that diet and environment also contribute to athletic ability and genetics plays a large part. And the most important thing is to choose a sport you enjoy. The best exercise of all is the one that you will do!

Adapted from a fitness website

b Read the article again. Complete the gaps with A–G.

A A person with this body type has more choice of sports
B For the same reason, it takes them longer to build muscle
C Their arms and legs are muscular and they have broad shoulders and narrow hips
D Everyone is a bit of a mix
E If a person with this body type is very tall
F It is difficult for them to lose weight, but they gain muscle rapidly
G This body type is not suited for agility and speed

CAN YOU understand these people?

6.21 Watch or listen and choose a, b, or c.

1 Philomena enjoys ____.
a watching tennis b doing gymnastics
c watching diving

2 Rachel says that most people she knows who have been out with someone they met online ____.
a are still with the other person
b married the person they met
c broke up with the person they met

3 Aileen kept a tissue with answers to the exam in ____.
a her pocket b the bathroom c her backpack

4 Coleen ____.
a prefers the *Lord of the Rings* films to the books
b loves the books and the films
c prefers the books to the films

5 Miranda chose a picture for her profile photo because ____.
a she liked how she looked in it
b it was taken in Las Vegas
c it was taken on her wedding anniversary

CAN YOU say this in English?

Tick (✓) the box if you can do these things.

Can you...?

1 ☐ tell an anecdote about something that happened to you using the past simple, past continuous, and past perfect
2 ☐ talk about three past and three present habits of yours
3 ☐ describe a film, saying where it was set, what it is based on, who it was directed by, and what you thought of it
4 ☐ make deductions about a photo on a friend's phone using *might be, must be,* and *can't be*

7A Live and learn

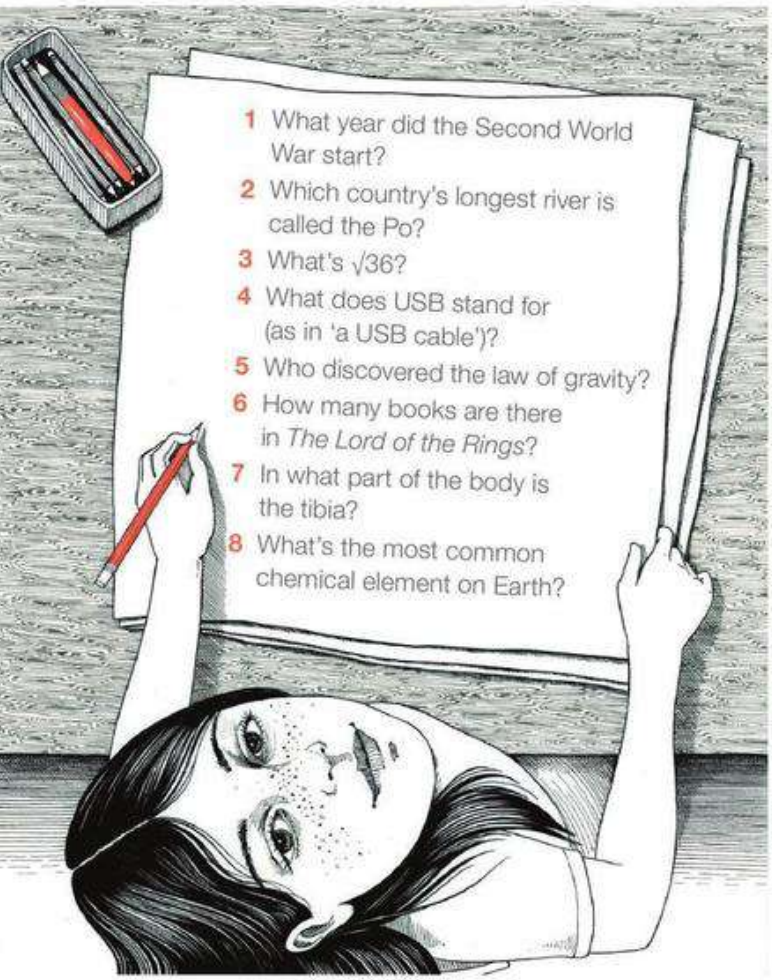
What will you do if you don't pass your exams?

I'll probably retake them.

G first conditional and future time clauses + *when, until*, etc. | V education | P the letter *u*

1 VOCABULARY education

a Answer as many of questions 1–8 as you can in two minutes. How many did you get right?



b Complete the school subjects.

- bio_____
- chem_____
- geo_____
- his_____
- infor_____ tech_____ (IT)
- liter_____
- mat_____
- phy_____

c 7.1 Match the questions in **a** to the subjects in **b**. Then listen and check. Underline the stressed syllable(s).

d V p.161 **Vocabulary Bank** Education

2 PRONUNCIATION the letter *u*

The letter *u*
The letter *u* is usually pronounced /juː/, e.g. *uniform*, or /ʌ/, e.g. *lunch*, and sometimes /uː/, e.g. *blue*, or /ʊ/, e.g. *put*.

a Put the words from the list in the correct column.

education full lunch music pupil put result rude rules student study subject true university

/juː/	ʌ	uː	ʊ

b 7.5 Listen and check. Practise saying the words.

c 7.6 Listen and write four sentences.

3 SPEAKING

Interview your partner using the questionnaire. Ask for more information.

What kind of secondary school did (do) you go to?

YOUR EDUCATION

Your school
- What kind of secondary school / you go to? / it a mixed school or single-sex?
- / you like it?
- How many students / there in each class? Do you think it / the right number?
- What time / your school day start and finish?

Subjects and homework
- Which subjects / you good and bad at?
- Which / your favourite subject?
- How often / you do PE or play sports?
- How much homework / you usually get? / you think it / too much?

Rules and discipline
- / you have to wear a uniform? / you like it? Why (not)?
- / your teachers too strict, or not strict enough? Why? What kind of punishments / they use?
- / pupils behave well, or / they misbehave?

4 LISTENING

a Read the description of a BBC programme and answer the questions.

1 Why is the Asian education system considered superior?
2 What experiment is a British school setting up?
3 What do you think the result will be?

b 7.7 Listen to Week 1. Why are these times and numbers a shock for the students?

7.00 a.m.	30 minutes a day	50	
11.30 a.m.	5.00 p.m.	7.00 p.m.	12 hours

c 7.8 Listen to Weeks 2 and 3. Tick (✓) the things which are true about the Chinese teachers in the experiment.

1 They teach very quickly.
2 They make students copy from the board.
3 They let students do experiments on their own.
4 They're not surprised by the students' attitude to learning.
5 They try punishing students to make them pay attention.
6 They have problems with disciplining the British students.
7 They expel several students from the class.
8 When they see their method isn't working, they change their approach.
9 They make the children do t'ai chi.
10 They make a good impression on the parents.

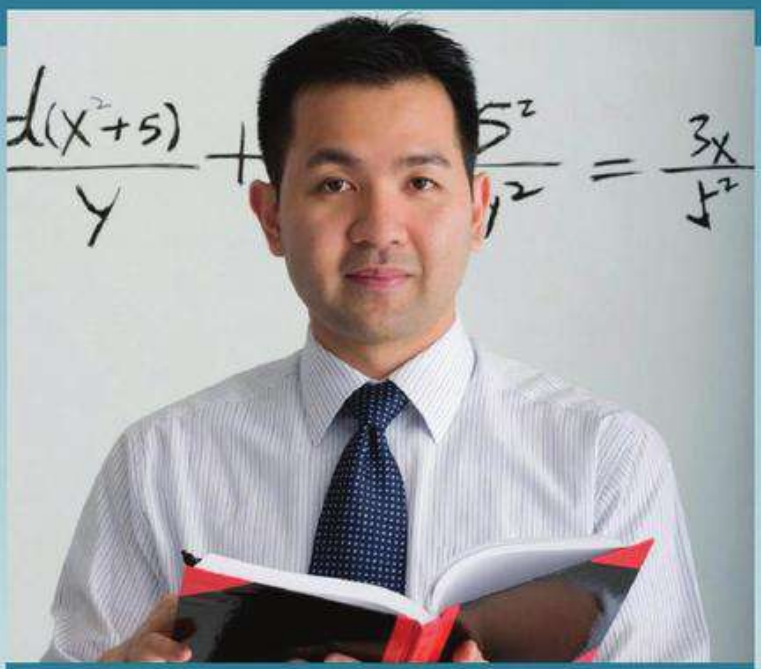
d 7.9 Listen to Week 4 and complete the numbers in the chart. What did the British and Chinese teachers learn?

Test results	Students with British teachers	Students with Chinese teachers
maths	_____%	_____%
science	_____%	_____%
Mandarin	_____%	_____%

e Answer the questions in small groups.

1 What do you think is good or bad about the Chinese system?
2 Would secondary school students in your country be shocked by the Chinese education system? Why (not)?
3 Would you prefer to study in a British school or a Chinese one? Where would you prefer to work as a teacher?

Chinese v British – which education system is better?



According to the latest studies, Asian countries have better education systems than most Western countries, and in some subjects, Asian students are three years ahead of Western students of the same age.

In this unique experiment, five teachers from China come to a British school for four weeks to teach maths, science, and Mandarin to half of the Year 9 students, aged 13 and 14. The rest of the students in Year 9 will have their normal British teachers. After four weeks, the two groups will take tests to see which teaching style gets better results.

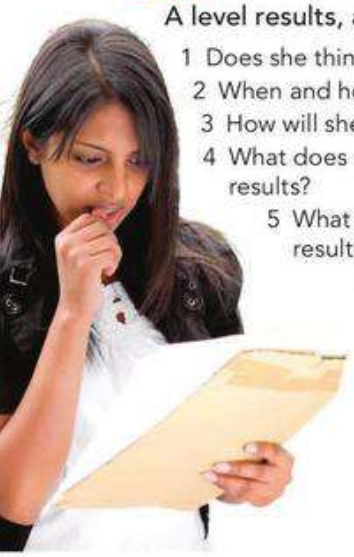
So, can British schools learn from the highly successful Chinese education system? Will the 12-hour days and strict discipline produce better results? Week 1 of the experiment is a shock for the students…

5 GRAMMAR first conditional and future time clauses + *when, until,* etc.

a In pairs, answer the questions.

1 When was the last time you did an exam? Did you pass or fail?
2 What's the next exam you are going to do? How do you feel about it?
3 What do you usually do the night before an exam?
4 How do you usually feel just before you do an exam?
5 Have you ever failed an important exam you thought you had passed (or vice versa)?

b 7.10 Listen to Olivia, who is waiting for her A level results, and answer the questions.



1 Does she think she's passed?
2 When and how will she get her exam results?
3 How will she celebrate if she gets good results?
4 What does she want to do if she gets good results?
5 What will she do if she doesn't get the results that she needs?

Exam results
Exam results can be given as *marks* (usually out of 10 or 100), or as *grades* (A, B, C, etc.). A level marks are given as grades. The top grade is A* (A star), which is better than an A.

c 7.11 Listen to Olivia after she got her results. What grades did she get? What's she going to do?

d 7.12 Can you remember what Olivia said? Try to complete the sentences. Then listen and check.

1 They won't give me a place **unless** _____ at least two A*s and an A.
2 **As soon as** _____, I'll go to school and pick up the envelope.
3 I don't want to plan any celebrations **until** _____ the results.
4 **If** I don't get into Cambridge, _____.
5 **When** _____ a bit more positive, I'll try to get a place at another university.

e G p.144 Grammar Bank 7A

f Ask and answer with a partner. Make full sentences.

What will you do...?

- as soon as you get home
- if you don't get a good mark in your next test
- when this course finishes
- if it rains at the weekend

6 READING & SPEAKING

a In pairs, answer the questions that match your situation.

Are you at university now?
What are you studying? Are you enjoying it? Is there anything you don't like? What are you planning to do when you graduate?

Have you been to university?
Yes What did you study? Did you enjoy it? Was there anything you didn't enjoy?
No Are you happy you didn't go? What are you doing now?

Do you want to go to university?
Yes What would you like to study? Why? Do you think you'll enjoy it?
No Why not? What would you like to do instead?

b Look at the question on a UK student website. What do you think *Is it really worth...?* means?

c Now read the comments and mark them ✓ (= yes, it's worth it), ✗ (= no, it isn't worth it), or **S** (= it's sometimes worth it).

d Which of the comments do you think are true about university education in your country?

e Look at the photos of Jack Turner and Emily-Fleur Sizmur. Which of them do you think is happier?

Jack Turner, 23, has a degree and is unemployed.

Emily-Fleur Sizmur didn't go to university and runs her own business.

f C Communication University or not? A p.108 B p.112 Ask and answer about Jack and Emily-Fleur.

g In your opinion, who made a better decision about university, Emily-Fleur or Jack? Why?

The UK student site

Home | Forum | Schools | University | Careers

Is it really worth going to uni?

Comments

1 It depends what you want to do. Some degrees are worth it, like medicine or dentistry. But I think media studies, and things like that, are a waste of time.

2 Uni gives you the time and space to find out what you really want to do in life. And it has a lot of social benefits, like friends, clubs – that sort of thing.

3 There are so many better alternatives out there, in my opinion. I got a place at uni to do accountancy, but I chose to do an apprenticeship. All my friends are now at uni and in debt. I'm 20 and I'm earning money and learning on the job.

4 It still amazes me how everyone thinks that uni is the only solution to their future. Trust me, it isn't. Some people are just not made for uni.

5 I'm a software engineer at a global tech company. A degree is preferred, but not essential. The recruitment team always say if they have two people, and one is self-taught and has experience, and the other has just finished uni with no experience, they'll choose the first. But often they ask for a degree AND experience.

7 SPEAKING

a In small groups, each choose a different topic from the list. Decide if you agree or disagree and write down at least three reasons.

School

- School doesn't prepare students for life. They should be taught practical things, like childcare, and how to cook healthy food.
- Physical education should be optional, and boys and girls should be taught PE separately.
- Primary pupils shouldn't get any homework, and secondary students not more than one hour a night during the week.
- Schools should spend most of the time on maths, science, and IT, and less on arts subjects like history and literature.

University

- University courses are too long. They should be a maximum of two years.
- University students shouldn't be allowed to have jobs during term-time.
- Students should choose to study a subject they love, not necessarily one that will get them a good job.
- University students should live independently, not with their parents.

b Explain to the rest of your group what you think about your topic. The others in the group should listen. At the end, they can vote for whether they agree or disagree with you, and say why.

Organizing and presenting your opinions

The topic I've chosen is...

I | *completely agree* / *partly agree* / *completely disagree* | *that...*

First of all, (I think that...)

My second point is that...

Another important point is that...

Finally,...

7B The hotel of Mum and Dad

I like living with my parents.

I don't. If I could afford it, I'd move out.

G second conditional, choosing between conditionals **V** houses **P** sentence stress, the letter *c*

1 READING & SPEAKING

a With a partner, look at the photos and answer the questions.

1 Where do you think these young people are living? Which do you think is the most comfortable place to live? Why?
2 Which place would you prefer to live in? Why?
3 Where do you live? How comfortable is it? Who do you live with? Do you get on well? Do you argue about anything? What?

b Look at the title of the article. With a partner, think of one advantage and one disadvantage of living with your parents when you're an adult.

c Read the article. Were your ideas in the list?

Things you know if you still live with your parents

In the UK, 25% of young adults aged 20–34 still live at home with their parents. This has gone up by 20% in the last 20 years. So what are the pros and cons?

The downside

- It doesn't [1]_____ how old you are, you'll always be a child to them. They'll tell you to put a coat on every time you leave the house.
- It's really [2]_____ when you meet new people to admit you're still sleeping in your childhood bedroom.
- You have to [3]_____ them know all your movements and text them to say you're going to be home late.
- 99% of the time after a night out, your parents will be [4]_____, waiting for you – even if it's 4.00 a.m.
- Every day of your life, you [5]_____,'You treat this house like a hotel.'
- You become the household IT technician. If anything goes [6]_____ in the house to do with phones, broadband, or TV, you're called to the rescue.

But on the other hand...

- At weekends, you wake up with the smell of bacon and eggs.
- The fridge and cupboards always have something in them, and generally a lot better than you could [7]_____.
- There's nothing better than home-cooked food, and you've [8]_____ that you'll never be able to cook as well as your parents.
- You've also realized that your mum has magical laundry powers that [9]_____ all the stains from your washing and make it super clean.
- You had no idea how much [10]_____ cost. In fact, you didn't even know until recently that you had to pay for water!

So, despite how much you complain about still living with your parents, you know perfectly well that they've allowed you to save money, you have somewhere (nice) to live for far less than the cost of renting elsewhere, and they fill your stomachs with good food. And for that, you're eternally grateful.

Adapted from Metro

d Read the article again and choose the correct word to complete the gaps.

1 matter / mind
2 embarrassing / embarrassed
3 leave / let
4 wake / awake
5 hear / listen
6 bad / wrong
7 afford / pay
8 realized / known
9 remove / retire
10 notes / bills

e Cover the text and, in pairs, try to remember all the pros and cons of living with your parents.

f Talk to a partner.

- What percentage of young people aged 20–34 do you think live with their parents in your country?
- Are the pros and cons similar in your country?
- Which two advantages and two disadvantages do you think are the most important?
- How do you think parents feel about having their adult children living at home?

2 GRAMMAR second conditional, choosing between conditionals

a Read some comments posted in response to the article in **1**. Do they want to leave their parents' home? Why (not)?

Vivienne@Montreal, Canada
I know there's a good side, but all I want is somewhere that's my own, where I can do what I want, where I can have my own furniture and pictures, where no one can tell me what to do. If I had the money, I'd move out immediately.

Marco@Naples, Italy
I'm perfectly happy living with my parents. If I lived on my own, I'd have to pay rent and do the housework and the cooking. Here, somebody else cooks and cleans, I have a nice room... Why would I want to leave? Even if I could afford it, I wouldn't move out. Not until I get married...

Andrea@Melbourne, Australia
It isn't that my parents aren't good to me – they are. If they weren't, I wouldn't live with them. But I'm 29 and I just don't feel independent.

Carlos@Valencia, Spain
I'd love to move out. I get on well with my parents, but I think I'd get on with them even better if I didn't live at home. My mum drives me mad – it isn't her fault, but she does. And I'd really like to have a dog, but my mum is allergic to them.

b Now answer the questions with a partner.

1 In the highlighted phrases, what tense is the verb after *if*?
2 What form is the other verb?
3 Do the phrases refer to a) a situation that will probably happen soon, or b) a situation they are imagining?

c G p.145 Grammar Bank 7B

d C Communication Guess the sentence A p.108 B p.113 Practise first and second conditionals.

3 PRONUNCIATION & SPEAKING sentence stress

a 7.16 Listen and repeat the sentences. Copy the rhythm.

1 If I **lived** on my **own**, I'd **have** to **pay rent**.
2 If we **get** a **mortgage**, we'll **buy** the **house**.
3 Would you **leave home** if you **got** a **job**?
4 I **won't move out** if I **can't afford** it.
5 If it were **my flat**, I'd be **happy** to **do** the **cleaning**.

b Choose six sentence beginnings and complete them so they are true for you.

If I...

could live anywhere in my town or city, I'd...
have some free time this weekend, I'll...
won a 'dream holiday' in a competition, I...
could choose any car I liked, I...
get a new phone this year, I...
could choose my ideal job, I...
don't have time to do the homework tonight, I...
was asked to work abroad for a year, I...
couldn't use the internet for a week, I...
feel like going out tonight, I...

c Work with a partner. **A**, say your first sentence. Try to get the correct rhythm. **B**, ask for more information. Then **B**, say your first sentence.

If I could live anywhere in my city, I'd live in the old part.
Why the old part?

4 VOCABULARY houses

a With a partner, write three more words in each column.

living room	kitchen	bedroom
table	*washing machine*	*lamp*

b V p.162 **Vocabulary Bank** Houses

c Answer the questions with a partner.

What's the difference between...?

1 *the outskirts* and *a suburb*
2 *a village* and *a town*
3 *a roof* and *a ceiling*
4 *a balcony* and *a terrace*
5 *a chimney* and *a fireplace*
6 *the ground floor* and *the first floor*
7 *wood* and *wooden*

5 PRONUNCIATION the letter *c*

a With a partner, practise saying the words in groups 1–5.

1 carpet castle location cosy country balcony cooker cupboard cushion curtains
2 city cinema decide centre entrance ceiling terrace cycle agency icy
3 spacious special musician
4 occasion accommodation accuse
5 accent success accident

b Complete the pronunciation rules with /s/, /ʃ/, /k/, or /ks/.

1 *c* before *a*, *o*, or *u* is pronounced ____.
2 *c* before *i*, *e*, or *y* is pronounced ____.
3 *ci* before a vowel is pronounced ____.
4 *cc* before *a*, *o*, or *u* is pronounced ____.
5 *cc* before *e* or *i* is pronounced ____.

c 7.20 Now listen to the words in **a** and check your answers to **b**.

6 LISTENING

a Look at the pictures of George Frideric Handel and Jimi Hendrix. What do you know about them?

b Look at the poster and read the information about a London museum. Check your answers to **a**. Which bedroom do you like best? Why?

c You're going to listen to an audio guide to the *Handel & Hendrix in London* museum. Before you listen, look at extracts 1–8. Who do you think each extract is about, Handel or Hendrix? Write **Han** or **Hen**.

1 ____ However, after becoming a British citizen five years later, he decided to continue renting the house.

2 ____ He moved in briefly in July, before returning to the United States for an extensive tour.

3 ____ There was a basement containing the kitchens, and on the ground floor, there was a room at the front for receiving visitors.

4 ____ In the largest room, he kept his instruments (a harpsichord and a little house organ), and he occasionally rehearsed there.

5 ____ He bought curtains and cushions from the nearby John Lewis department store, as well as ornaments from Portobello Road market and elsewhere.

6 ____ In January the following year, he gave a series of press and media interviews and photo shoots in the flat.

7 ____ Over the years, his flat was used as an office, until it was taken over in 2000 by the Handel House Trust.

8 ____ He was buried in Westminster Abbey, and more than 3,000 people attended his funeral.

Glossary

Surrey a county in the south-east of England
the *Messiah* Handel's most famous choral work
Westminster Abbey one of London's great churches
the Royal Albert Hall a concert hall in south-west London

d 7.21 Listen and check.

Handel & Hendrix in London

Two successful and innovative musicians left their countries and came to live in London, the city where music was happening. One came in the early 18th century, when London was the centre for opera, and one came in the swinging 1960s, when the Beatles and the Rolling Stones were revolutionizing pop music. Where did they choose to live? In the same building, 23–25 Brook Street…

Buy your tickets now

NOW OPEN

Hendrix Flat

Find out more about Hendrix's flat

Read more ›

HANDEL'S HOME FOR 36 YEARS

Handel House

The history of Handel House

Read more ›

e **Listen again and answer the questions.**

1 Who lived in 25 Brook Street before Handel?
2 Why was he not allowed to buy the house?
3 What did Handel use the rooms on the first floor for?
4 What rooms were there on the second floor?
5 Who lived in the attic?
6 How long did Hendrix's career last?
7 Who was Kathy Etchingham?
8 When did Hendrix leave the flat?
9 Where did he die?
10 What was the flat used for before it became a museum?

f **7.22 Read some extracts from the listening and try to complete the missing words. What do they mean? Then listen and check.**

1 Handel decided to s_____ permanently in England…
2 After living in Surrey for some years, he m_____ to London…
3 He was the first o_____ of the house…
4 The flat on the u_____ floors of 23 Brook Street was found by…
5 He spent some time d_____ the flat to his own taste.
6 The whole house is now a museum and a concert v_____…

g **Have you ever visited a house where a famous person lived? Where was it? What was it like? What do you especially remember about it?**

7 SPEAKING & WRITING

a **Think for a few minutes about what your dream home would be like and make brief notes. Use** **p.162 Vocabulary Bank Houses** **to help you.**

- Where would it be?
- What kind of house or flat would it be?
- How many rooms would it have?
- What special features would it have?
- What would the decoration be like?

b **In groups, describe your dream homes. Give as much detail as possible. Whose do you like best?**

c **p.120 Writing** Describing a house or flat **Write a description of your house or flat.**

EPISODE 4

Practical English Boys' night out

making suggestions

1 ROB AND PAUL CATCH UP

a 7.23 Watch or listen to Rob and Paul. What does Paul think of Jenny?

b Watch or listen again and mark the sentences **T** (true) or **F** (false). Correct the **F** sentences.

1 Rob used to play pool when he was younger.
2 Rob has a lot of free time.
3 Rob had fair hair the last time Paul saw him.
4 Paul thinks Rob has changed a lot.
5 Jenny's parents gave Rob the shirt he's wearing.
6 Rob doesn't want to keep Jenny waiting.

2 MAKING SUGGESTIONS

a 7.24 Watch or listen to Paul, Rob, and Jenny talking about what to do after dinner. What do Paul and Rob decide to do? What excuse does Jenny give? What does she do in the end?

b Watch or listen again. Answer with **P**aul, **R**ob, or **J**enny.

Who suggests...?

1 ☐ going dancing
2 ☐ doing some exercise
3 ☐ going to a club
4 ☐ going to an art gallery
5 ☐ staying at home
6 ☐ going to a gig
7 ☐ meeting Kerri

c 7.25 Look at some extracts from the conversation. Can you remember any of the missing words? Watch or listen and check.

1 **Paul** What shall we _____ now?
Rob What do you want to do?
Paul Well...I haven't been on a dance floor for weeks now. I've got to move my body. _____ go dancing!
2 **Jenny** I'm going running in the morning. Why _____ you join me?
Paul No thanks. I'm not very _____ on running. But I've read about this place called Deep Space, where they play great music. We _____ go there.
3 **Jenny** _____ about going to the late show at MOMA?
Paul MOMA? What's that?
4 **Jenny** _____ about staying in and watching a movie on TV?
Paul I'm in New York. I can watch TV anywhere.
5 **Paul** I didn't think so. So _____ we go there?
Rob _____ not?
6 **Rob** We _____ meet her outside and go together.
Paul That's a great _____!

Verb forms

Remember to use the infinitive without *to* after:
Shall we... We could... Why don't you / we... Let's...

Remember to use the gerund after:
What about...? How about...?

d Look at the highlighted expressions for making and responding to suggestions. Which expression is the most emphatic, *What about...?*, *Let's...*, or *We could...*?

e 7.26 Watch or listen and repeat the highlighted phrases. Copy the rhythm and intonation.

f Practise the conversations in **c** with a partner.

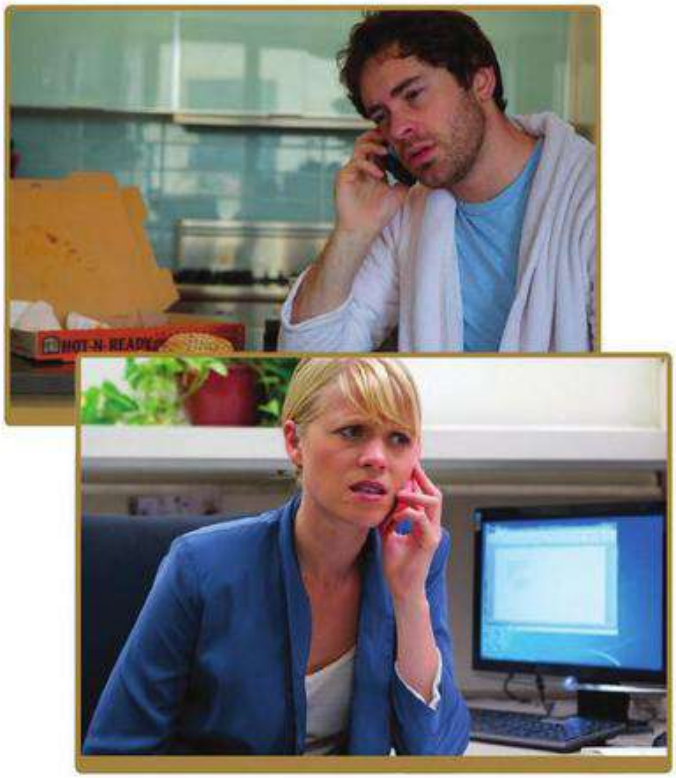
g In small groups, practise making suggestions and responding.

You are going to have an end-of-term class party. You need to decide...

- when to have it.
- where to have it.
- what time to have it.
- what food and drink to have.

3 THE MORNING AFTER THE NIGHT BEFORE

a 7.27 Watch or listen to Rob and Jenny talking on the phone. What's the problem?



b Watch or listen again and complete the sentences with 1–3 words.

1 Rob says that he's feeling _____.
2 Kerri invited Rob and Paul to _____.
3 Rob says that he can't make _____.
4 Jenny is upset because it's an _____.
5 Rob promises that _____ again.
6 Rob also says that Paul _____ that afternoon.
7 Jenny tells Don that Rob is such _____.

c Look at the **Social English** phrases. Can you remember any of the missing words?

Social English

1 **Jenny** Where are you, _____?
2 **Rob** That's _____ I'm calling. I'm not going to make it.
3 **Rob** It won't _____ again.
4 **Rob** He's _____ to Boston this afternoon.
5 **Jenny** I mean, it's not _____ I don't like Paul, but...
6 **Don** I wanted to have a _____ with him before the meeting.
7 **Jenny** He's _____ a professional.

d 7.28 Watch or listen and complete the phrases. Then watch or listen again and repeat.

e Complete conversations A–G with **Social English** phrases 1–7. Then practise them with a partner.

A	Your mum's ___ darling! She's just mended my jeans!	That's so typical. She's always trying to be useful.
B	Have we got anything for supper tonight?	No, nothing. ___ I'm ordering takeaway.
C	Is your brother around? I need to ___.	I think he's in his room. Shall I call him?
D	You don't like my new shirt, do you?	___ I don't like it, it's just that the colour doesn't suit you.
E	That's the third time this week you've come home late.	___, I promise. This week's been really busy.
F	Is Jason coming tonight?	No, he can't. ___ Manchester really early tomorrow morning.
G	Aren't you going to finish your vegetables?	They're cold. And ___, I don't like cabbage.

CAN YOU...?

- ___ use different ways of making suggestions
- ___ respond to suggestions
- ___ apologize and make an excuse

8A The right job for you

What would you like to do after university?

I'd like to be an accountant. I enjoy working with numbers.

G choosing between gerunds and infinitives | V work | P word stress

1 VOCABULARY work

a Look at the picture story. Match sentences A–I to pictures 1–9.

A ☐ She decided to **set up** an online business selling birthday cakes.
B ☐ Her business is **doing very well**. Clare is a success!
C ☐ She was **unemployed**, and had to **look for a job**.
D ☐ They had an argument, and Clare **was sacked**.
E 1 Clare **worked for** a marketing company.
F ☐ She **applied for** a lot of jobs, and sent in CVs.
G ☐ She had a **good salary**, but she didn't like **her boss**.
H ☐ She had some interviews, but didn't **get the jobs**.
I ☐ She had to work very long hours and **do overtime**.

b 8.1 Listen and check. Then cover the sentences and look at the pictures. Tell the story from memory.

c V p.163 **Vocabulary Bank** Work

Words with different meanings

Sometimes the same word can have two completely different meanings, e.g.

*She has a **degree** in economics.*
(= a university qualification)

*It was only four **degrees** this morning.*
(= temperature)

d With a partner, explain the difference in meaning between the pairs of sentences.

1 a He's **running** a business.
  b He's **running** a marathon.
2 a Marion **was fired** last week.
  b When the man **fired** the gun, everyone screamed.
3 a I **work** in a shop.
  b My laptop **doesn't work**.
4 a There's a **market** for this product.
  b There's a **market** where you can buy vegetables.
5 a Steve has set up a **company**.
  b Steve is very **good company**.

2 PRONUNCIATION & SPEAKING word stress

a Underline the stressed syllable in each word. Use the phonetics to help you.

1 a|pply /ə'plaɪ/
2 sa|la|ry /'sæləri/
3 re|dun|dant /rɪ'dʌndənt/
4 ex|pe|ri|ence /ɪk'spɪəriəns/
5 o|ver|time /'əʊvətaɪm/
6 per|ma|nent /'pɜːmənənt/
7 qua|li|fi|ca|tions /kwɒlɪfɪ'keɪʃnz/
8 re|sign /rɪ'zaɪn/
9 re|spon|si|ble /rɪ'spɒnsəbl/
10 tem|pora|ry /'temprəri/

b 8.5 Listen and check. Practise saying the words.

c Think of someone you know who has a job. Prepare answers to the questions below.

- What does he / she do?
- What qualifications does he / she have?
- Is his / her job...?
  full time or part time
  temporary or permanent
- Where does he / she work (in an office, at home, etc.)?
- What hours does he / she work?
- Does he / she have to do overtime?
- Does he / she get a good salary?
- Does he / she like the job? Why (not)?
- Would you like to do his / her job? Why (not)?

d Work in pairs. **A**, interview **B** about his or her person's job. Ask more questions if you can. Then swap.

I'm going to tell you about my cousin. Her name's Corinne.

What does she do?

3 GRAMMAR choosing between gerunds and infinitives

a Complete the questionnaire by putting the verbs in the correct form: the gerund (e.g. *working*) or *to* + infinitive (e.g. *to work*).

Match your personality to the job

1 I'd like to work as part of a team. *work*
2 I enjoy _____ people with their problems. *help*
3 I don't mind _____ a very large salary. *not earn*
4 I'm good at _____ to people. *listen*

5 I'm good at _____ quick decisions. *make*
6 _____ risks doesn't worry me. *take*
7 I'm happy _____ by myself. *work*
8 I'm not afraid of _____ large amounts of money. *manage*

9 I'm good at _____ myself. *express*
10 I always try _____ my instincts. *follow*
11 It's important for me _____ creative. *be*
12 I enjoy _____. *improvise*

13 _____ complex calculations is not difficult for me. *do*
14 I enjoy _____ logical problems. *solve*
15 I find it easy _____ theoretical principles. *understand*
16 I am able _____ space and distance. *calculate*

b Read the questionnaire and tick (✓) **ONLY** the sentences that you strongly agree with. Discuss your answers with a partner.

c **C Communication** Match your personality to the job p.108 Find out the results. Do you agree?

d Look at the sentences in the questionnaire. Complete the rules with the gerund or *to* + infinitive.

1 After some verbs, e.g. *enjoy* and *don't mind*, use _____.
2 After some verbs, e.g. *would like*, use _____.
3 After adjectives, use _____.
4 After prepositions, use _____.
5 As the subject of a phrase or sentence, use _____.

e **G p.146 Grammar Bank 8A**

f Write something for **FIVE** of the things in the list.

- something you are **planning to do** in the summer
- a country **you'd like to visit** in the future
- somebody you **wouldn't like to go** on holiday with
- a job **you'd love to do**
- a job you **hate doing** in the house
- somebody you find very **easy to talk** to
- something you're **afraid of doing**
- a sport, activity, or hobby you **love doing**
- something you **enjoy doing** on Sunday mornings
- something you **must do** or **buy** urgently

g Work in groups. Tell the others about what you have written and answer any questions they have.

I'd love to be an architect.

Why?

Because I think it would be great to...

4 WRITING

W p.121 Writing A covering email
Write an email to send with your CV to apply for a job.

5 READING

a Read the first part of an article about the TV programme *Dragons' Den*. Answer the questions.

1 Who are the 'Dragons'?
2 Where do the contestants meet them?
3 How does the programme work?
4 Is there a similar TV programme in your country?

b Look at the photos and read about three products that were presented on the show. Answer the questions and say why.

Which product do you think...?

1 the Dragons invested in and has been successful
2 the Dragons didn't invest in and has been a failure
3 the Dragons didn't invest in, but has been very successful

In the DRAGONS' DEN

From left to right: Duncan Bannatyne, Nick Jenkins, Deborah Meaden, Kelly Hoppen, Peter Jones

Dragons' Den is a UK TV series, with similar versions in many different countries, which has been on TV every year since the original show in 2005. In the UK programme, contestants have three minutes to present their ideas for a product or service to five very successful business people. These people are nicknamed 'the Dragons', and the intimidating room where they meet the contestants is 'the Den'. The Dragons, who are multi-millionaires, are prepared to invest money in any business that they believe might be a success. In return, they take a share in the profits. The contestants are usually young entrepreneurs, product designers, or people with a new idea for a product or a service. They have three minutes to make their pitch, then the Dragons ask them questions about it and its possible market. Finally, the Dragons say if they are prepared to invest or not. If they are not convinced by the presentation, they say the dreaded words, 'I'm out'. So far, the Dragons have agreed to invest in more than 250 businesses.

Glossary

den the hidden home of some types of wild animal
entrepreneur a person who makes money by starting or running businesses
make a pitch present something you're trying to sell

Tingatang

Gill and Clare, from Leeds, in the north of England, designed Tingatang, a range of silver jewellery for men and women to show that they're single, in the same way that a wedding ring shows that you're married. The pair asked the Dragons to invest £500,000 in their business.

Slappie watches

David, from Birmingham, asked the Dragons for £50,000 in exchange for 25% of his watch company, Slappie. The watches, which cost under £20, are on straps of many different colours, and the watch faces are also available in different designs. The straps and watch faces can be bought separately and are interchangeable, so you can create your own watch.

Tangle Teezer

Shaun, a hairdresser from London, set up a company to produce brightly-coloured plastic hairbrushes which were especially good at untangling hair. He demonstrated the brushes on the show and asked for an £80,000 investment in exchange for 15% of his company.

c **Communication** Dragons' Den **A** p.109 **B** p.113 **C** p.114
Work in groups of three. Find out what happened.

d Which (if any) of the three products would you be interested / definitely not interested in buying? Why? Do you think they are, or could be, successful in your country? Why (not)?

6 LISTENING

a Look at the photo of two more *Dragons' Den* contestants and their product. Do you think they were successful?

Jake and Joe asked for £60,000 in exchange for 20% of their online photo-framing business Frame Again.

b 8.9 Listen to Part 1 of an interview with Joe about his experience. Mark the sentences **T** (true) or **F** (false).

1 Joe and Jake applied to be on *Dragons' Den* together.
2 They prepared their pitch very quickly.
3 The show was filmed in Manchester.
4 They didn't do any preparation the night before.
5 They only slept for a few hours the night before the programme.
6 They were the third contestants on that programme.
7 Other contestants waited for up to 12 hours for their turn.
8 They met one of the Dragons while they were waiting to go on.

c Listen again. Correct the **F** sentences.

d 8.10 Listen to Part 2. What was different about Joe and Jake's experience compared to other contestants?

e Listen again and make notes. What does Joe say about...?

1 smiling at Deborah Meaden
2 Jake's first words
3 'I'm out.'
4 Peter's appearance
5 Jessops
6 the job offer

f 8.11 Listen to the end of the interview. What did Joe and Jake decide to do? Why? Did they think it was the right decision?

7 SPEAKING

a 8.12 Listen to Joe and Jake giving their *Dragons' Den* pitch for Frame Again. Number the questions 1–5 in the order they answer them.

A ☐ How much will it cost?
B ☐ What is the product? Give a detailed description.
C ☐ Who are you? What's the name of your product?
D ☐ Do you have an advertising slogan for the product?
E ☐ Who is the product for?

b Work with a partner. Imagine you are going to appear on the programme. Choose one of the products below, or invent your own, and think about your answers to the questions in **a**.

an app a chair a dessert a drink
a gadget a lamp a pen a phone
a sandwich

c Present your product to the class together. Spend a few minutes preparing your pitch. Take turns to give the information. Use the language from the **Presenting a product** box.

Presenting a product

Good morning. I'm _____, and this is _____, and we're here to tell you about our new product...
It's a..., and it's called...
This product is for...
We think it will be very popular because...
It will cost...
Our slogan is...

d You also have money to invest in one of the products your classmates present. Listen to their presentations and decide which one to vote for.

8B Have a nice day! ☺

She said that she was going to complain. | Did they give her a refund?

G reported speech: sentences and questions | V shopping, making nouns from verbs | P the letters *ai*

1 READING & SPEAKING

a Look at these phrases. Who usually says them? Mark them **C** (customer) or **SA** (sales assistant).

1 ___ Do you need any help?
2 ___ What size are you?
3 ___ Do you have this in blue?
4 ___ Have a nice day!
5 ___ No, thanks, I'm just looking.
6 ___ Are you looking for anything in particular?
7 ___ It's a bit big – have you got a smaller size?
8 ___ Can I try these on?
9 ___ Shall I put your receipt in the bag?
10 ___ The changing rooms are over there.

b Read the article. Did the writer find the sales assistants helpful? Why (not)?

c Read the article again. Underline the questions that the second sales assistant asks. Which questions do you think aren't appropriate in this situation?

d Think of some shops that you go to frequently. Are the sales assistants helpful or unhelpful? In what way?

2 GRAMMAR reported speech

a Cover the article and look at the sentences. Can you remember what the second sales assistant asked and what the customer said?

1 He asked me if I needed any help. I said that I was just looking.

Do you need any help?) (*I'm just looking.*

2 He asked me where I worked. I said I worked in an office round the corner.
3 He asked me if I liked football. I said it was OK.
4 He asked me if I was going to watch the England match. I said that I wasn't.
5 He asked me what I was doing after work. I told him I was having dinner with a friend.

b G p.147 Grammar Bank 8B

c 8.15 Listen. Change the conversations into reported speech.

1 *'Where do you live?'* (*He asked her where she lived.*
'I live in the city centre.' (*She said that she lived in the city centre.*

When 'happy to help' becomes a problem

Jonathan Haynes

It's my lunch break. I work near King's Cross, a major London train station, and I've gone to the shopping mall there to buy a new wallet. It's a very simple shopping trip. At least, I think it's simple, but five minutes later, I'm not so sure.

As I enter the shop, a sales assistant at the far end shouts at me:

'Hi, how are you doing today? Do you need any help?'

I answer:

'I'm fine. I'm just looking, thanks.'

That should be the end of the conversation, and I go to look at the wallets.

'Hello, do you need any help?'

Here is another sales assistant, who I will call SA2.

Me: **'I'm fine, thanks. I'm just looking.'**

I don't know why he needed to ask me this, as I'm certain he heard me tell his colleague.

SA2: **'Are you going anywhere nice?'**

This seems a strange question. I expected, 'Are you looking for anything in particular today?' As I don't answer, he repeats the question.

SA2: **'Are you going anywhere nice?'**

I remember that I'm in a shop in a train station and I now understand his question.

Me: **'No. I work near here. I just came in to look for a new wallet.'**

SA2: **'Where do you work?'**

Me: **'Oh, er, I work in an office round the corner.'**

I try to look at wallets, and hope he goes away.

SA2: **'Do you like football?'**

It's a simple question, but I know that if I say yes, he will ask me questions about 'your team'. I'm not sure how this helps me to buy a wallet.

Me: **'Er, it's OK.'**

SA2: **'Are you going to watch the England match?'**

I want him to stop.

Me: **'No, I'm not.'**

I walk to another part of the shop. The sales assistant follows me.

SA2: **'What are you doing after work?'**

Me: **'I'm having dinner with a friend.'**

SA2: **'Are you doing anything for the rest of the day?'**

Me: **'Um, thank you for your help!'**

I run away without a wallet. His never-ending questions lost him the sale. Shopping didn't use to be like this. In the USA, perhaps, but not in the UK. It is a big improvement that sales assistants nowadays acknowledge your existence and are sometimes actually helpful. But there's a difference between being helpful and trying to pretend you're a shopper's best friend.

Adapted from The Guardian

3 VOCABULARY & SPEAKING shopping

a In pairs, explain the difference between...

1 *a basket* and *a trolley.*
2 *a credit card* and *a debit card.*
3 *a receipt* and *a refund.*
4 *a discount* and *a bargain.*
5 *a chain store* and *a department store.*
6 *a library* and *a bookshop.*
7 *put on a shirt* and *try on a shirt.*
8 *It fits you* and *It suits you.*

b Look at the questions together and answer them. Ask for and give as many details as you can.

1 How often do you shop...? What do you buy?
- ○ in street markets
- ○ in supermarkets
- ○ in shopping centres or malls
- ○ online

2 What's your favourite shop or website to buy...?
- ○ clothes
- ○ shoes
- ○ books and music
- ○ presents
- ○ food

3 What...? Why?
- ○ do you enjoy buying
- ○ do you hate buying
- ○ would you never buy online

4 Do you prefer shopping for clothes...?
- ○ by yourself or with somebody
- ○ at the beginning of the season or in the sales
- ○ in small shops or in department stores

5 What do you think are the advantages and disadvantages of buying these things online?
- ○ clothes
- ○ groceries
- ○ electronic items
- ○ books

6 Do you ever look at things in shops and then buy them online? Why do you think people do this?

4 READING

a Read the introduction to the article. Why is good customer service more important than it used to be?

b Read the five stories. In pairs, try to guess how the last sentence of each story ends.

c **Communication** Going the extra mile p.109 Read and check. Were you correct?

d Read the stories again. In which stories...?

1 ___ does someone get what they wanted to buy without paying
2 ___ does someone get something in the post
3 ___ is someone hungry
4 ___ is the problem solved on the same day

e Which example A–E do you think...?

- is the funniest
- cost the company most money
- took the company most time
- was the most difficult to organize
- is the best customer service

5 PRONUNCIATION the letters *ai*

a 8.16 Listen and underline the stressed syllable. Then write the words in the correct column.

airline bargain certain claim complain contain email explain paid repair waiter

b 8.17 Listen and check. Then answer the questions.

1 How is *ai* usually pronounced a) when it's stressed, b) when it's unstressed? Which word is an exception?
2 How is *air* usually pronounced?
3 Is *said* pronounced /seɪd/ or /sed/?

Going the extra mile

In the age of social media, a story about a good (or bad) customer service experience is not limited to you and your friends. The best stories can go viral on social networks very quickly, bringing good or bad publicity to companies overnight. Here are five heart-warming true stories that reached millions of people because of the power of the internet.

A Nordstrom

One day, a member of the security staff in a Nordstrom department store noticed a woman crawling around on her hands and knees in the clothes department. She said she was looking for a diamond that had fallen out of her wedding ring while she was trying on clothes earlier that day. The man got down on the floor and searched with her. Then he asked a group of cleaners to help, and they searched, too. Finally, they looked through _____!

B Morton's, The Steakhouse

Peter Shankman was boarding a flight to Newark Airport, near New York. It was dinnertime, and he knew he would be starving when the plane arrived. There's a Morton's near the airport, one of Peter's favourite restaurants, so he tweeted, 'Hey, @Morton's – can you meet me at Newark Airport with a steak when I land in two hours? Thanks. ☺'. He was joking, but amazingly, when he got off the plane, in the Arrivals area there was _____.

C Ritz-Carlton Hotels

Chris Hurn's family spent their holiday at the Ritz-Carlton Hotel in Florida. Unfortunately, when they got home, they realized that they had left Chris's young son's favourite toy, Joshie the giraffe, at the hotel. The child was very upset, so Chris told him that Joshie was staying at the hotel for a bit of extra holiday. That evening, the hotel phoned to say that they had found Joshie. Chris thanked them and explained that he'd told his son that Joshie was having an extra holiday. Two days later, a parcel arrived. In it was Joshie, a present of a Frisbee and a football, and a photograph of _____.

D Trader Joe's

At Christmas a few years ago, in Pennsylvania, USA, it snowed so hard that an 89-year-old man couldn't leave his home. His daughter was worried that he didn't have enough food. She called several stores and asked if they would deliver food to her father's home, but they all said no. Eventually, she spoke to someone at a store called Trader Joe's. They also told her that they didn't deliver – normally. But because she was so worried, they said that they would make an exception. The employee then wished her a Merry Christmas. Half an hour later, the food arrived at her father's house, with _____!

E Apple

A man bought the latest iPad online, but when his wife saw it, she thought it was too expensive, so he immediately sent it back to Apple. He put a Post-it note on the screen that said, 'Wife said no'. Apple employees thought this was very funny, and the story reached two senior managers, who decided to do something about it. They refunded his money, but they also sent the iPad back to him with another Post-it note saying, '_____'.

6 LISTENING

a Have you ever had a problem with luggage when you were travelling, e.g. on a train or flight? What happened?

b 8.18 You're going to listen to a story about bad customer service. First, listen to six extracts and complete the gaps with the verbs in the list.

claim complained contacted dropped offered produced reported throwing

1 My God! They're _____ guitars out there!
2 They immediately _____ to United Airlines.
3 For nine months, he tried to _____ compensation.
4 Dave wrote a song about his experience, and _____ a video to go with it.
5 United Airlines _____ Dave and _____ him a payment.
6 The BBC _____ that United Airlines' share price had _____ by 10%.

c 8.19 Now listen to the whole story. Answer the questions.

1 Why did Dave Carroll write a song?
2 Why did it have such a dramatic effect?

d Try to put the events in the correct order 1–10. Then listen again and check.

1 Dave and his band flew from Halifax to Chicago.
- He wrote a song about his experience.
- United Airlines contacted him and offered him money.
- They got their connecting flight to Omaha, Nebraska.
- Dave discovered that his guitar was broken.
- He complained again to United Airlines by phone and email, but they didn't help him.
- He did lots of media interviews.
- They saw the baggage handlers throwing their guitars, and complained to airline staff.
- He put a video of the song on YouTube.
10 United Airlines lost a lot of money.

e Have you ever experienced very good or very bad customer service? What happened?

7 VOCABULARY making nouns from verbs

a Look at some nouns from the guitar story. What verbs do they come from?

compensation complaint payment

b V p.164 **Vocabulary Bank** Word-building
Do Part 1.

8 VIDEO LISTENING

a Have you ever complained about something in a hotel, restaurant, or shop? What happened?

b Work in pairs. What do you think are the top five things that people complain about in hotels?

c Watch Part 1 of a short programme about how to complain and check your answers to **b**.

d Now watch Part 2. Phil, a hotel guest, complains in three situations. What does he do wrong each time? How does he do it better the second time?

e C **Communication** I want to speak to the manager **A** p.109 **B** p.113 Role-play two conversations.

9 WRITING

W p.122 **Writing** An email of complaint Write an email of complaint about something you bought online.

7&8 Revise and Check

GRAMMAR

Circle a, b, or c.

1 We'll miss the train if we ____.
a don't hurry b won't hurry
c didn't hurry

2 If you help me with the washing-up, ____ in five minutes.
a we'll finish b we finish c we finished

3 I won't get into university unless ____ good grades.
a I'll get b I get c I don't get

4 If we moved to a bigger house, we ____ a dog.
a can have b could have c will have

5 I'd be sad if my brother and his wife ____.
a break up b 'll break up c broke up

6 If I had a job, I ____ live with my parents.
a won't b wouldn't c didn't

7 If I won a lot of money, ____ a big house.
a I'd buy b I'll buy c I buy

8 Tom's really good at ____ problems.
a solve b solving c to solve

9 ____ clothes online saves a lot of time.
a Buying b To buy c Buy

10 I wouldn't ____ that car if I were you.
a get b getting c to get

11 It's really important ____ the receipt.
a keep b to keep c keeping

12 He said he ____ to his lawyer tomorrow.
a will speak b spoke c would speak

13 I asked Sally if ____ coming to the party.
a she is b she was c was she

14 The little girl ____ that she was lost.
a told b said us c told us

15 Sandra asked me where ____.
a did I work b I was work c I worked

VOCABULARY

a Complete with one word.

1 The UK school year has three _____.
2 Children under five can go to _____ school.
3 UK high schools are called _____ schools.
4 Children who _____ very badly at school may be expelled.
5 A school where you study, eat, and sleep is called a _____ school.

b Circle the correct word.

1 We live in a residential area *in / on* the outskirts of Cambridge.
2 The *roof / ceiling* in our flat is very low, so don't hit your head!
3 Close the garden *gate / door* or the dog might get out.
4 Our flat is *in / on* the fifth floor of a large block of flats.
5 On the shelf above the *chimney / fireplace* there are some photos.

c Complete the words.

1 I did a lot of ov_____ last week – two hours extra every day.
2 He works night sh_____ at the local factory.
3 It's only a t_____ job, from March to September.
4 I'd like to s_____ up a small business, making children's clothes.
5 Lewis loves being s_____-_____ – it means he's his own boss.

d Complete the sentences with a noun formed from the **bold** word.

1 I don't like shopping in supermarkets because there is too much _____. **choose**
2 My flatmates and I have an _____ about who does what in the house. **agree**
3 I'm sure the new company will be a _____. **succeed**
4 I made a _____ about the service in the hotel. **complain**
5 We went on a _____ to support the unemployed. **demonstrate**
6 The new staff restaurant is a great _____ on the old one. **improve**
7 If you want to get a job, you need good _____. **qualify**
8 My sister has been working as a _____ for the EU. **translate**
9 Some _____ say that drinking coffee may be good for us. **science**
10 I want an _____ for what happened yesterday. **explain**

PRONUNCIATION

a Practise the words and sounds.

Vowel sounds

boot

bull

chair

train

Consonant sounds

key

snake

shower

nose

b P p.166–7 Sound Bank Say more words for each sound.

c What sound in **a** do the pink letters have in these words?

1 ceiling 2 email 3 repair 4 roof 5 spacious

d Underline the stressed syllable.

1 se|con|dary
2 un|em|ployed
3 de|li|ve|ry
4 a|pply
5 a|chieve|ment

CAN YOU understand this text?

a Read the article once. Choose the best title.

1 **IT'S GOOD TO...** 2 **LOOK, BUT DON'T...**
3 **PAY LESS IF YOU DON'T...**

b Read the article again. Complete the gaps with the best word or phrase for the context.

1 break / create / obey
2 value / weight / cost
3 able / interested / prepared
4 choosing between / depending on / thinking of
5 less / longer / shorter
6 encourage / tell / don't allow
7 buying / finding / losing
8 colleagues / shoppers / sales assistants

CAN YOU understand these people?

8.22 Watch or listen and choose a, b, or c.

1 Philomena 2 Adina 3 Daniel 4 Scott 5 Coleen

1 Philomena's maths teachers ____.
   a made her want to become a teacher herself
   b were very inspiring
   c weren't as good as her history teacher
2 Adina is happy to buy ____ online.
   a anything b most things c food and clothes
3 Daniel remembers being annoyed with a waiter who ____.
   a didn't want to serve his table b complained about the tip
   c wasn't polite
4 Scott currently ____.
   a only has a small garden b doesn't have a garden
   c has a lot of plants in his garden
5 At the start of her career, Coleen thought that a good salary was ____ an enjoyable job.
   a more important than b less important than
   c as important as

CAN YOU say this in English?

Tick (✓) the box if you can do these things.

Can you...?

1 ☐ describe the schools you went to (or have been to) and say what you liked or didn't like about them
2 ☐ describe your ideal holiday house
3 ☐ say a) what will you do if you don't pass your English exam at the end of the course, b) what would you do if you won a lot of money
4 ☐ report three questions that somebody has asked you today and say what you answered

IF YOU want to save money when shopping, [1]_____ the simple rule that you've probably shouted at the kids 100 times: don't touch anything! Touching anything, from a banana to a Ferrari, makes your brain automatically place more [2]_____ on an item.

This has been revealed in a study from Ohio and Illinois state universities, which investigated how much people were [3]_____ to pay for an item before and after touching it. The item was a cheap coffee mug, but just a few seconds of contact made people want to pay more for it than those who had looked but not touched.

The study, published in the journal *Judgment and Decision-Making*, tested 144 people and examined how much they were prepared to pay in an auction for the mug, [4]_____ how long they had held it. The [5]_____ people held the mug, the more they were prepared to pay, with those holding it for ten seconds valuing it at $2.44 and those who held it for 30 seconds valuing it at $3.91.

Some kinds of stores have been using these tactics for years; for example, car showrooms [6]_____ customers to test drive new cars and pet shops give people animals to hold. But Waleed Muhanna, the author of the study, was surprised how quickly people felt that, once they had touched something, it was theirs. 'People become attached and are prepared to pay more to avoid [7]_____ the object,' he said. He hopes that understanding how quickly they can get attached to something may help [8]_____ to make better decisions about what to buy.

Adapted from The Times

9A Lucky encounters

You were really lucky!

Yes. If he hadn't helped me, I would have missed my train!

G third conditional | V making adjectives and adverbs | P sentence rhythm, weak pronunciation of have

1 LISTENING & SPEAKING

a Answer the questions with a partner. Say what you would do and why.

What would you do if...?

1 somebody in the street asked you for money on your way home tonight
2 you were driving home at night and you saw somebody who had run out of petrol
3 you saw an old man being attacked in the street by a couple of teenagers
4 you were in a queue at a station or airport and someone asked to go in front of you because he / she was in a hurry
5 you were driving to work and you saw someone by the road, hitchhiking
6 you saw someone on a bus or train, looking really upset

b 9.1 Read and listen to writer Bernard Hare on a radio programme talking about something that happened to him when he was a student. Then in pairs, summarize what happened. Use the words and phrases below.

the police a phone box ill
the last train hitchhike from Peterborough
the ticket inspector upset

c 9.2 Decide what you think happened next. Then listen. Were you correct?

The ticket inspector

I was living in a student flat in North London when the police knocked on my door one night. I thought it was because I hadn't paid the rent for a few months, so I didn't open the door. But then I wondered if it was something to do with my mother, who I knew wasn't very well. There was no phone in the flat, and this was before the days of mobile phones, so I ran down to the nearest phone box and phoned my dad in Leeds, in the north of England. He told me that my mum was very ill in hospital and that I should go home as soon as I could.

When I got to the station, I found that I'd missed the last train to Leeds. There was a train to Peterborough, from where some local trains went to Leeds, but I would miss the connection by about 20 minutes. I decided to get the Peterborough train – I was so desperate to get home that I thought maybe I could hitchhike from Peterborough.

'Tickets, please.' I looked up and saw the ticket inspector. He could see from my eyes that I'd been crying. 'Are you OK?', he asked. 'Of course I'm OK,' I said. 'You look awful,' he continued. 'Is there anything I can do?' 'You could go away,' I said rudely.

But he didn't. He sat down and said, 'If there's a problem, I'm here to help.' The only thing I could think of was to tell him my story. When I finished, I said, 'So now you know. I'm a bit upset, and I don't feel like talking any more, OK?' 'OK,' he said, finally getting up. 'I'm sorry to hear that, son. I hope you make it home.'

I continued to look out of the window at the dark countryside. Ten minutes later, the ticket inspector came back.

d Listen to the second part of the story again and answer the questions.

1 What did the ticket inspector do for Bernard?
2 How did Bernard react?
3 What did the ticket inspector then ask Bernard to do?
4 How did this experience change him?

e 9.3 Listen to three people who phoned in with their stories about being helped by strangers. Which one(s) happened when the people were travelling?

f Listen again and match three sentences to each story.

A ☐ The problem happened at airport security.
B ☐ The problem happened when the speaker was shopping for food.
C ☐ The speaker had forgotten an important rule.
D ☐ The speaker was travelling with his / her family when something happened.
E ☐ The speaker didn't have enough money to pay for something.
F ☐ The speaker lost something that was really important for him / her.
G ☐ A week later, the man returned the items which had been taken away.
H ☐ The stranger was very scary.
I ☐ One of the strangers who helped him / her was a child.

g Which of the four stories do you think is a) the most surprising, b) the most moving? Why?

h Have you ever helped a stranger, or been helped by a stranger? What happened?

2 GRAMMAR third conditional

a Match the sentence halves about the stories in **1**.

1 ☐ If the inspector hadn't stopped the train to Leeds,...
2 ☐ If the biker hadn't found the little girl's blanket...
3 ☐ If the girl and her mother hadn't bought the groceries,...
4 ☐ If the security man had thrown the woman's paints away,...

A the man and his wife wouldn't have had anything to eat.
B she wouldn't have been able to sleep.
C Bernard would have missed his connection.
D she wouldn't have got them back.

b Now read the sentences about Bernard's story. Which one describes what happened? Which one describes an imaginary situation?

1 If the inspector hadn't stopped the train, he would have missed his connection.
2 The inspector stopped the train, so he didn't miss his connection.

c G p.148 Grammar Bank 9A

d Complete the sentences in your own words to make third conditional sentences.

If the dog hadn't barked,...
We wouldn't have missed the bus if...
If I had listened to my friend's advice,...
I would have won the race if...
If I hadn't got up so late,...
I would have been really annoyed if...

e Compare sentences with a partner. Check that they are all correct.

3 PRONUNCIATION sentence rhythm, weak pronunciation of *have*

a 9.5 Listen and repeat the sentences. Copy the rhythm. How is *have* pronounced after *would*?

1 If I'd **known** you were **ill**,
I would have **come** to **see** you.
If I'd **known** you were **ill**, I would have **come** to **see** you.
2 If the **weather** had been **better**,
we would have **stayed longer**.
If the **weather** had been **better**, we would have **stayed longer**.
3 If I **hadn't stopped** to **get petrol**,
I **wouldn't** have been **late**.
If I **hadn't stopped** to **get petrol**, I **wouldn't** have been **late**.
4 We would have **missed** our **flight**
if it **hadn't** been **delayed**.
We would have **missed** our **flight** if it **hadn't** been **delayed**.

b 9.6 Listen and write five third conditional sentences.

c **Communication** Guess the conditional A p.109 B p.113
Practise third conditionals.

4 READING & SPEAKING

a Do you consider yourself in general to be a lucky person? Why (not)?

> **Topic sentences**
> In a text, paragraphs usually begin with a *topic sentence*. This sentence tells you what the paragraph is going to be about.

b You are going to read an article about luck. Read the information box about topic sentences, and sentences A–E. Then read the article and complete the paragraphs with A–E. Use the highlighted words and phrases to help you.

A But is it possible to use these techniques to win the lottery?

B A few years ago, I led a large research project about luck.

C Eventually, we uncovered four key psychological principles.

D In a second phase of the project, I wanted to discover whether it was possible to change people's luck.

E The results revealed that luck is not a magical ability, or the result of random chance.

c Read the article again. Choose a, b, or c.

1 In his first research project into luck, the author asked the volunteers to ____.
   a record what happened to them every day
   b answer questions about their jobs
   c live together for a few months

2 In one experiment, the unlucky people ____.
   a didn't count the photographs correctly
   b didn't notice something important in the newspaper
   c were not able to finish the task

3 The researchers concluded that lucky people are generally ____.
   a optimistic b hard-working c ambitious

4 In a second phase of the project, Wiseman asked his volunteers to ____.
   a change their jobs
   b change their attitude
   c change their lifestyle

5 Wiseman believes that ____.
   a being lucky in your personal life is more important than being lucky at work
   b winning the lottery is as important as being lucky in your personal life
   c winning the lottery is less important than being lucky in your personal life

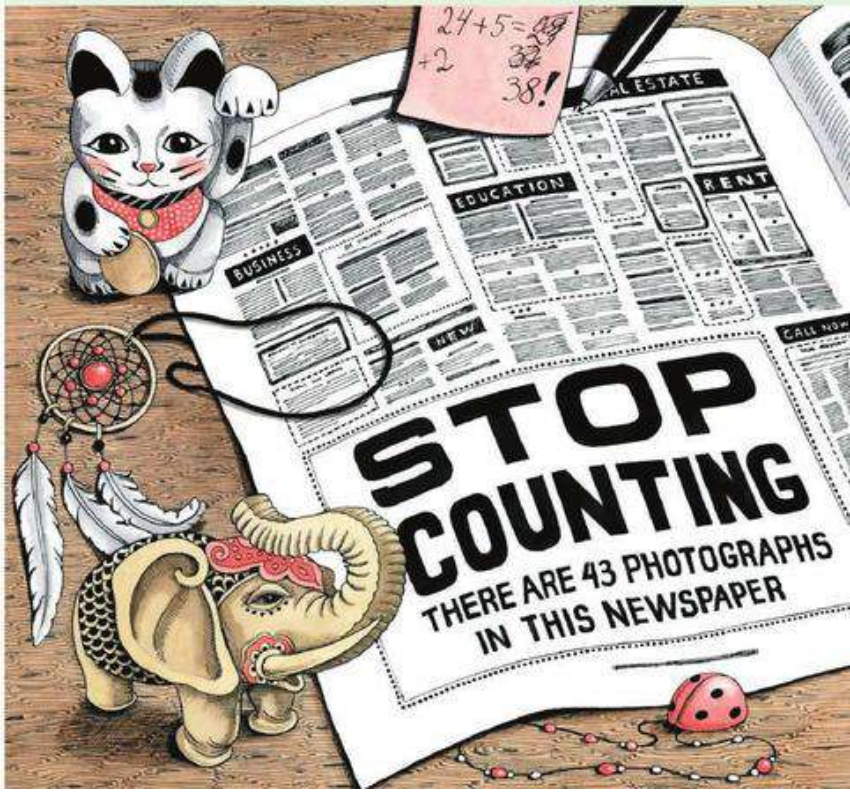
How to improve your **luck** and win the lottery **twice** (possibly)

Richard Wiseman

A British couple have just won £1m in the EuroMillions lottery for a remarkable second time. The chances of this happening are more than 283 billion to one. They are clearly incredibly lucky – but is there anything we can all do to increase the chances of being lucky ourselves?

1 _____ I studied the lives of more than 400 people who considered themselves either very lucky or very unlucky. I asked everyone to keep diaries, complete personality tests, and take part in experiments.

2 _____ Nor are people born lucky or unlucky. Instead, lucky and unlucky people create much of their good and bad luck by the way they think and behave. For example, in one experiment, we asked our volunteers to look through a newspaper and count the number of photographs in it. However, we didn't tell them that we had placed two opportunities in the newspaper. The first was a half-page advert clearly stating, 'STOP COUNTING. THERE ARE 43 PHOTOGRAPHS IN THIS NEWSPAPER.' A second advert later on said, 'TELL THE EXPERIMENTER YOU'VE SEEN THIS AND WIN £150.' The lucky people quickly spotted these opportunities, partly because they tended to be very relaxed. In contrast, the unlucky people focused anxiously on the task of counting the photos and so tended not to see the advertisements. Without realizing it, both groups had created their own good and bad luck.



3 _____

- Lucky people create and notice opportunities by developing a relaxed attitude to life and being open to change.
- Lucky people tend to listen to their intuition and act quickly. Unlucky people tend to analyse situations too much, and are afraid to act.
- Lucky people are confident that the future will be positive, and this motivates them to try, even when they have little chance of success. Unlucky people are sure that they will fail, and so they often give up before they have begun.
- Lucky people keep going, even when they are likely to fail, and they learn from their mistakes. Unlucky people get depressed by the smallest problem, and think that the problems are their fault, even when they aren't.

4 _____ I asked a group of 200 volunteers to use the four key principles and to think and behave like a lucky person. The results were remarkable. In a few months, about two-thirds of the group became happier, healthier, and more successful in their careers.

5 _____ Unfortunately not. Lotteries are purely chance events, and nothing can really influence your chances of success. However, the good news is that being lucky in your personal life and career is far more important than winning the lottery.

Adapted from The Guardian

d Ask and answer the questions with a partner.

1 Do you agree with Richard Wiseman that people are not born lucky or unlucky, but can learn to make their own luck?
2 Can you remember a time when you were either very lucky or very unlucky? What happened?
3 Do you know anyone who you think is particularly lucky or unlucky? Why?
4 Think of a time when you were successful at something. Do you think it was because you worked hard at it, or because you were lucky and in the right place at the right time?

5 VOCABULARY making adjectives and adverbs

A few years ago, I led a large research project about **luck**. I studied the lives of more than 400 people who considered themselves either very **lucky** or very **unlucky**.

a Look at the **bold** words in the sentences above. Which is a noun and which are adjectives? Using the word *luck*, can you make...?

1 a positive adverb
2 a negative adverb

b V p.164 **Vocabulary Bank** Word-building
Do Part 2.

c Read the rules for the sentence game.

The sentence game

1. You must write correct sentences with the exact number of words given (contractions count as one word).
2. The sentences must make sense.
3. You must include a form of the given word (e.g. if the word is *luck*, you can use *lucky*, *luckily*, *unlucky*, etc.).

d Work in teams of three or four. Play the sentence game. You have five minutes to write the following sentences.

1 **fortune** (11 words)
2 **comfort** (9 words)
3 **luck** (7 words)
4 **care** (6 words)
5 **patience** (12 words)

e Your teacher will tell you if your sentences are correct. The team with the most correct sentences is the winner.

9B Digital detox

G quantifiers | V electronic devices | P linking, *ough* and *augh*

1 VOCABULARY & PRONUNCIATION
electronic devices; linking

a How many devices do you have with screens? Which one do you use the most?

b Match the words and photos.

- an adaptor /ə'dæptə/
- a charger /'tʃɑːdʒə/
- a keyboard /'kiːbɔːd/
- 1 a memory stick /'meməri stɪk/
- a mouse /maʊs/
- a plug /plʌg/
- a printer /'prɪntə/
- a remote control /rɪˌməʊt kən'trəʊl/
- a router /'ruːtə/
- a socket /'sɒkɪt/
- a speaker /'spiːkə/
- a switch /swɪtʃ/
- a USB cable /ˌjuː es 'biː keɪbl/

c 9.9 Listen and check. Then cover the words and test each other.

d Match the sentences to phrasal verbs A–J.

1. I changed the heating from 20° to 18°.
2. I disconnected my printer from the computer.
3. I made the volume on the TV louder.
4. I pressed the 'off' button on the TV.
5. I programmed the alarm on my phone for 7.30.
6. I put my phone charger into a socket.
7. I pressed the 'on' button on my laptop.
8. I got the latest version of an app.
9. I put antivirus software on my computer.
10. I removed a photo I didn't like.

A I **switched** it **off**.
B I **deleted** it.
C I **updated** it.
D I **turned** it **up**.
E I **installed** it.
F I **unplugged** it.
G I **set** it.
H I **turned** it **down**.
I I **plugged** it **in**.
J I **switched** it **on**.

e 9.10 Listen and check.

f 9.11 Listen and repeat A–J. Try to link the words. Now cover A–J and look at sentences 1–10. Say A–J from memory.

> **Separable phrasal verbs**
> Remember that many phrasal verbs are separable, i.e. the object can go between the verb and particle, e.g. ***switch** the TV **on***, or after the particle, e.g. ***switch on** the TV*. However, if the object is a pronoun, it must go between the verb and particle, e.g. *switch **it** on* **NOT** ~~*switch on it*~~.

g Answer the questions with a partner. Give reasons.

1. Do you prefer to use a keyboard with or without a mouse? Do you prefer a wireless mouse?
2. Do you normally listen to music with headphones or with a speaker?
3. How many remote controls do you have? Do you think you have too many?
4. How many pins do plugs in your country have? Do you need a travel adaptor if you go abroad?
5. In your house, do you usually agree about what the temperature should be, or is someone always turning the heating or air conditioning up and down?

2 LISTENING & SPEAKING

a Do you think you're addicted to your phone? How many times an hour do you look at it? What for?

b Read the article about digital detox. Then answer the questions with a partner.

1 What does *digital detox* mean?
2 Do you think phone stacking is a good idea? Do you and your friends ever do it?
3 What does *unplug* mean in the third paragraph? Do you have periods in the day or during the week when you 'unplug'? Do you enjoy life more when you're 'unplugged'?

Less time online: millions of Britons take digital detox

Taking a break from technology is on the rise. According to a recent study by Ofcom, the UK Office of Communications:

- More and more young people are 'phone stacking' when they go out for a coffee or a meal, putting their phones in the middle of the table and agreeing not to look at them. The first person who looks at their phone pays the bill!

- 34% of internet users have taken a break from their devices in the last 12 months. This break was usually for no more than a day, though some people took a break of a week, or even a month.
- The under-25s are most likely to 'unplug'. Feedback from these 'digital detoxers' is very positive – 33% said they got more done in their lives when they weren't online, and 21% said they enjoyed life more. Only 8% found the experience 'stressful'.

c 9.12 Australian journalist Anna Magee went on a three-day digital detox course run by the organization Time to Log Off. Listen to five things she said about the course. Are they positive or negative?

d 9.13 Now listen to her talking about it on a radio programme. On the whole, did she feel it was a positive or negative experience?

e Listen again and mark the sentences **T** (true) or **F** (false). Correct the **F** sentences.

1 A quarter of UK adults check their phones in the middle of the night.
2 When Anna arrived at the house in Dorset, she felt very nervous.
3 The activities were not exactly what she was expecting.
4 The second day of the detox was easier than the first.
5 By the third day, her ability to concentrate had improved.
6 On her train journey home, she spent the time checking her phone.
7 Since the detox, her weekends and evenings are technology-free.
8 She enjoys her friends' company more than she used to.

f Discuss the questions with a partner.

1 If you went on a digital detox course, what do you think you would miss the most? How would you feel?
2 Do you think digital detoxes are a good idea or a stupid idea? Do you think it's really necessary to take a break from technology?
3 Have you been without the internet (or phone coverage) recently? Why? Did you miss it?

3 GRAMMAR quantifiers

a With a partner, read sentences 1–6 and think about what the missing words could be. Don't write them in yet.

1 I used to have _____ _____ of different gadgets, but now I use my phone for almost everything.
2 I'd like to have a better computer, but I don't have _____ _____ to buy one right now.
3 I spend _____ _____ time online. I think I need a digital detox.
4 I have a lot of friends on Facebook, but only _____ _____ of them are close friends.
5 I never watch TV or films on my phone, because the screen isn't _____ _____.
6 I like Apple products, but I can't afford them – I think they're _____ _____.

b 9.14 Now listen and complete the sentences in **a**. Did you guess correctly?

c G p.149 Grammar Bank 9B

d Talk to a partner. Are the sentences in **a** true for you? Say why (not).

4 PRONUNCIATION *ough* and *augh*

> *ough and augh*
> Be careful with the letters *ough* and *augh*. There are several different pronunciations. Try to remember how to pronounce the most common words which have this combination of letters, e.g. *although*, *daughter*.

a Write the words from the list in the correct column.

although bought brought caught cough daughter
enough laugh thought through tough

/ɔː/	/ʌ/	/əʊ/	/ɑː/	/uː/	/ɒ/

b 9.19 Listen and check. Which is the most common sound? Which four words finish with the sound /f/?

c 9.20 Listen to sentences 1–5. Practise saying them.

1 I bought a new iPhone, although I thought it was very expensive.
2 My daughter's caught a bad cold.
3 We've been through some tough times.
4 I didn't laugh! It was a cough.
5 You haven't brought enough wine!

5 READING & SPEAKING

a Work with a partner and answer the questions. Who has a more organized digital life?

- How many **photos** do you have on your phone? Are they organized into albums? How quickly could you find a photo you wanted to show someone?
- Do you have any **apps** on your phone that you never use?
- How many **email accounts** do you have? Approximately how many emails do you have in your inbox?
- How many **songs** do you have on your phone or MP3 player? How many of them do you listen to regularly?
- How many **friends** do you have on Facebook? How many of them are real friends?
- How many people in your '**contacts**' have you not contacted in the last year?
- How many different **passwords** do you have? How do you remember them?
- What's the **wallpaper** on your phone or computer screen? Is it one of your photos, or did it come with the phone or device?
- How many digital **devices** do you have that you never use, e.g. old phones / cameras / MP3 players, etc.?

b Look at the title of the article and the 11 headings. Tick (✓) the areas of your digital life that you think you need to tidy up.

11 WAYS TO TIDY UP YOUR DIGITAL LIFE

A clean, tidy room makes you feel better about your home. In the same way, a tidy phone, tablet, or computer makes you feel better about your digital life. So if your digital life is a mess, try these tips – the benefits are huge.

1 INBOX MESSAGES
Most people have too many emails in their inbox. You don't have hundreds of unopened or unanswered letters in your house, so why should you have hundreds of unopened or unanswered emails? If you can _____ an email in less than two minutes, do it right away. If it will take longer, don't leave it in your inbox – move it into a 'work in progress' folder and reply later.

2 OLD SOFTWARE OR APPS
Uninstall software or apps that you don't use. This will _____ a lot more space on your hard drive or phone.

3 PHOTOS
You wouldn't put bad photos in a physical photo album, so don't keep bad photographs (or videos) on your phone – just delete them. Having poor-quality photos just makes it more difficult to _____ a good photo when you need one.

4 MUSIC AND MOVIES
One of the best things about digital media is that you have every song and movie at your fingertips. Unfortunately, one of the worst things about digital media is that you have every song and movie at your fingertips. _____ any music or movie files that you're never going to listen to or watch again.

5 FACEBOOK FRIENDS
Having too many friends on Facebook makes it more difficult to _____ in touch with the ones you really care about. You can 'unfollow' Facebook friends without them knowing, so you won't hurt their feelings.

6 OLD CONTACT INFORMATION
_____ contact information regularly and delete contacts you no longer need. Most people don't do this often enough.

7 PASSWORDS
Use a password manager app, like 1password. This gives you as many different passwords as you need and remembers them for you. You'll never _____ a password again.

8 EMAIL MARKETING
If you get too many emails from companies and organizations, don't just delete them – unsubscribe. It should only take a few seconds. Just _____ on the 'unsubscribe' link at the bottom of the email.

9 EMAIL ACCOUNTS
Never _____ more than two email accounts (work and personal). For most people, one should be enough.

10 DESKTOP BACKGROUND OR WALLPAPER
_____ a simple background or wallpaper for your screens. This will improve your productivity and attention span more than you think.

11 OLD DIGITAL DEVICES
If you've been using technology for any length of time, you probably have a small collection of devices that you no longer use – cameras, memory sticks, MP3 players, and mobiles. If you can't give them to somebody who would use them, _____ old devices properly.

Adapted from a website

c Read the article and complete the gaps with a verb from the list.

answer choose click delete find forget keep make recycle set up update

d Search the text. Find five words with the prefix *un-* to complete the tips.

Tip 1 Why should you have hundreds of un_____ or un_____ emails?
Tip 2 Un_____ software or apps that you don't use.
Tip 5 You can 'un_____' Facebook friends without them knowing...
Tip 8 Click on the 'un_____' link at the bottom of the email.

e Complete the sentences with *un-* and the words from the list.

clear comfortable do friend helpful known lock read

1 Why do you have over 100 _____ emails?
2 If you want to _____ what you've done, press Ctrl+Z.
3 What's the difference between *to unfollow* and *to* _____ somebody on Facebook?
4 I can't _____ my phone – I've forgotten the password.
5 The IT Support person was very _____. I still can't print anything.
6 I didn't answer the phone, because it said 'caller _____'.
7 I can't set up the new router – the instructions are really _____.
8 I hate earphones – I find them really _____.

f Which of the tips in the article would be most useful for you? Choose your top three. Then discuss your choices in small groups and say why.

6 WRITING

W p.123 **Writing** An article – advantages and disadvantages Write an article about the advantages and disadvantages of smartphones.

EPISODE 5

Practical English Unexpected events

indirect questions

1 JENNY GETS A SURPRISE

a 9.21 Watch or listen. How do you think Jenny and Rob feel at the end?

b Watch or listen again and mark the sentences **T** (true) or **F** (false). Correct the **F** sentences.

1 Jenny didn't expect Paul to be there.
2 Paul tells Jenny that Rob is planning to stay in New York.
3 Rob arrives with croissants for breakfast.
4 Paul lies to Jenny about Rob's plans.
5 Rob insists that he's serious about Jenny.
6 Rob says he will drive Paul to Boston.

2 INDIRECT QUESTIONS

a 9.22 Watch or listen to Rob and Jenny talking in the office. Do they resolve their problems?

b Watch or listen again and answer the questions.

1 What reason does Rob give for Paul being in his flat?
2 How does Rob know that Paul is really leaving?
3 Why doesn't Jenny believe that Rob wants to stay in New York?
4 According to Jenny, how did Rob behave when he was with Paul?
5 What does Jenny think about their relationship?

c 9.23 Look at some extracts from the conversation. Can you remember any of the missing words? Watch or listen and check.

1 **Jenny** Could you _____ me why Paul is still in your apartment?
Rob Well, he couldn't get a ticket to Boston...
2 **Jenny** Do you _____ if he's got one now?
Rob I bought it! He's leaving this evening.
3 **Jenny** Look Rob, I'd _____ to know what you really want.
Rob What do you mean?
4 **Jenny** I _____ if you really want to be here. I wonder if...
Rob Jenny, what is it?
5 **Don** I need a word. _____ you tell me what you decided at the last meeting?
Jenny Right away, Don. Rob was just leaving.

d 9.24 Watch or listen and repeat the highlighted phrases. Copy the rhythm and intonation.

e Practise the conversations in **c** with a partner.

Indirect questions

We often put *Can / Could you tell me...?, Do you know...?, I'd like to know..., I wonder...* before a question to make it less direct and more polite. When we do this, the direct question changes to a positive sentence, i.e. the word order is (question word / *if* / *whether*) + subject + verb and we don't use *do* / *did* in the present and the past.

Compare:

Why is Paul *in your apartment?*
Could you tell me ***why Paul is*** *still in your apartment?*

Has he got *one now?*
Do you know ***if*** (or ***whether***) ***he's got*** *one now?*

What ***do you really want****?*
I'd like to know ***what you really want****.*

Do you really want *to be here?*
I wonder ***if*** (or ***whether***) ***you really want*** *to be here.*

What did you decide *at the last meeting?*
Can you tell me ***what you decided*** *at the last meeting?*

f Read the information about indirect questions. Then make questions 1–5 more indirect by using the beginnings given.

1 Where's the station?
Excuse me, can you tell me _____?
2 What did he say?
I'd like to know _____.
3 Does she like me?
I wonder _____.
4 Is your brother coming tonight?
Do you know _____?
5 What time does the shop close?
Could you tell me _____?

g **Communication** Asking politely for information **A p.110 B p.114** Practise indirect questions.

3 ROB GETS SERIOUS

a 9.25 Do you think there's going to be a happy ending? Watch or listen to Rob and Jenny and check.

b Watch or listen again and complete the sentences with no more than four words.

1 Rob is trying to convince Jenny that he _____.
2 Jenny says that she's sure that Rob wants to _____.
3 Rob says that he loves his _____.
4 Jenny and Rob are going to visit _____.
5 Rob promises not to forget _____.
6 Rob asks Jenny to _____.

c Look at the **Social English** phrases. Can you remember any of the missing words?

Social English

1 **Jenny** It's _____ you want to go back.
2 **Rob** Of _____ I miss London, but I love my life here.
3 **Rob** And I won't forget the chocolates this time _____.
4 **Jenny** Well, that's a start, I _____.
5 **Rob** _____ if I proposed to you?
6 **Jenny** Rob, _____ it. It's embarrassing.

d 9.26 Watch or listen and complete the phrases. Then watch or listen again and repeat.

e Complete conversations A–F with **Social English** phrases 1–6. Then practise them with a partner.

A	Are you sure you want to come out with me tonight?	___ I want to come. I'm looking forward to it.
B	Ten times one is ten, ten times two is twenty, ten times three is...	Please ___. You're really annoying me.
C	What shall I get, spinach or cauliflower?	Actually, I don't like spinach and I don't really like cauliflower ___. How about broccoli?
D	When's the best day for us to meet?	Tomorrow or Thursday, ___. You decide.
E	I still can't decide which restaurant to book.	___ we stayed at home and got a takeaway?
F	Do you think we could leave now? I'm really tired.	OK. ___ you're really not enjoying the party.

CAN YOU...?

- ___ make indirect questions, e.g. beginning with *Can you tell me...?*
- ___ discuss a problem

10A Idols and icons

Who is she?

She's the author who wrote *To Kill a Mockingbird*.

G relative clauses: defining and non-defining | V compound nouns | P word stress

1 READING

a Look at the nine photos and read the introduction. How many people can you name? Go to **Communication p.110** and check. Then write their names next to 1–9 in the texts.

The year our heroes died

Many people think that 2016 was one of the worst years in history for deaths of influential people. They were people who entertained us and educated us, people we loved and people we hated, but all of them were icons…

b Now read about the people. Which ones did you already know most about?

1 _____ Died 10 January 2016 aged 69

His death came as a shock to many, including his friends, and in the hour after his death was made public, 20,000 tweets a minute were posted about him. He had released his album *Blackstar* only two days before he died. It went on to win five Grammys in 2017.

2 _____ Died 14 January 2016 aged 69

From Shakespeare to Severus Snape in the Harry Potter films, his voice was memorable in every role he played. He was 41 when he made his breakthrough film performance, playing opposite Bruce Willis in *Die Hard*. When he died, J.K. Rowling tweeted, 'There are no words to express how shocked and devastated I am to hear of his death. He was a magnificent actor & a wonderful man.'

3 _____ Died 19 February 2016 aged 89

She wrote one of the United States' best-loved novels, *To Kill a Mockingbird*, which is considered a classic of modern literature and has sold more than 40 million copies worldwide. After its publication in 1960, she retreated from public life and became an object of curiosity in the modern media age. Her only other novel, *Go Set a Watchman*, was written before *To Kill a Mockingbird*, but not published until July 2014, 54 years later.

4 _____ Died 24 March 2016 aged 68

A football legend who made his name as a forward with Ajax and Barcelona, he was European Footballer of the Year three times and later became a successful coach. The Dutch FA described him as the 'greatest Dutch footballer of all time and one of the world's best ever'.

5 _____ Died 31 March 2016 aged 65

Born in Iraq, she was a world-famous architect, whose Aquatic Centre at the 2012 London Olympics was probably her best-known work in the UK. Her buildings were modern and futuristic, with sensuous lines, and she was the first woman to receive the Royal Institute of British Architects Gold Medal.

6 _____ Died 21 April 2016 aged 57

Born in Minneapolis, USA, he was a child prodigy and a self-taught multi-instrumentalist, best known for hits including *Purple Rain*, *When Doves Cry*, and *Alphabet St.* In addition to making 39 studio albums himself, he also wrote many songs for other artists.

c Read questions 1–9 and find the answers in the texts. Write the initials of the person.

According to the texts, who...?

1 ____ was the youngest when he / she died
2 ____ changed jobs but did equally well in both
3 ____ was child, friend, and partner of famous singers
4 ____ had a connection with the Olympic Games
5 ____ changed his / her name completely, and had a famous nickname
6 ____ became famous for the first time when he / she was middle-aged
7 ____ did not want any publicity or recognition in later life
8 ____ spent time following a particular religion
9 ____ was awarded prizes for something he / she did shortly before dying

d Do you particularly admire any of these people? What other famous people do you admire?

7 _____ **Died 3 June 2016 aged 74**

Born Cassius Clay and nicknamed 'The Greatest', he was widely considered to be the best heavyweight boxer of all time. He was famous for his comments both before and after matches almost as much as for his boxing skills. He also became a prominent civil rights figure, who campaigned for black equality and refused to fight in the Vietnam War.

8 _____ **Died 7 November 2016 aged 82**

A Canadian singer-songwriter, poet, and novelist, his most famous song was probably *Hallelujah*, recorded by more than 300 different artists. At the age of 60, he moved to California, where he lived as a Buddhist monk for five years. One of his muses was Marianne Jensen, the Norwegian woman who he lived with on the Greek island of Hydra and for whom he wrote the song *So Long, Marianne*. Her death in early 2016 inspired his final album, *You want it darker*.

9 _____ **Died 27 December 2016 aged 60**

She was the daughter of actress Debbie Reynolds and singer Eddie Fisher and it was the role of Princess Leia in the first Star Wars film which made her famous. From 1977 to 1983, she dated musician Paul Simon, who she met on the set of Star Wars, and she was later very close friends with the singer James Blunt.

2 GRAMMAR relative clauses

a Cover the text. Complete the **relative clauses** with *who, whose, which,* or *where*. Who are the extracts about?

1 She wrote *To Kill a Mockingbird*, _____ is considered a classic of modern literature.
2 At the age of 60, he moved to California, _____ he lived as a Buddhist monk for five years. One of his muses was Marianne Jensen, the Norwegian woman _____ he lived with on the Greek island of Hydra.
3 It was the role of Princess Leia in the first Star Wars film _____ made her famous.
4 He also became a prominent civil rights figure, _____ campaigned for black equality.
5 She was a world-famous architect, _____ Aquatic Centre at the 2012 London Olympics was probably her best-known work in the UK.

b G p.150 **Grammar Bank 10A**

c In pairs, look at the photos in **1** again. Cover the texts.

A Say a sentence about each person beginning *He / She is the actor / writer*, etc. *who / that / whose...*
B Try to add some more information.

3 SPEAKING

a Look at the quiz questions. How many can you answer?

What do you call...?

1 a person who appears in crowd scenes in films
2 the place with black and white stripes where you cross the road
3 the part of the body you use to taste
4 the thing which covers the top of a house
5 a man who a woman is going to marry

b C **Communication** Relative clauses quiz **A** p.110 **B** p.114 Write and ask quiz questions.

4 WRITING

W p.124 **Writing** A biography Write a biography of an interesting or successful person.

5 LISTENING

a 10.3 Look at four famous examples of British design which featured on stamps. Do you have, or have you seen, any of these things? In which decade do you think they were created? Listen and check.

b 10.4 Now listen to an audio guide for an exhibition about British design. Make notes about the following things.

1 **The red phone box**
- the Post Office
- Liverpool Cathedral and Tate Modern
- red, silver, and blue
- the Royal Academy of Arts in Piccadilly
- libraries and art galleries

2 **The Anglepoise lamp**
- suspension systems for cars
- Carwardine's company going bankrupt
- the human arm
- the Anglepoise model 1227
- hospital theatres and military aeroplanes

3 **The Penguin book covers**
- Allen Lane and a railway platform in 1935
- his secretary
- Edward Young and London Zoo
- Agatha Christie and Ernest Hemingway
- orange, blue, and green covers

4 **The miniskirt**
- the Beatles and the first man on the moon
- 'Bazaar' in the King's Road
- Mary Quant's school uniform
- tap dancers and the Mini
- Coco Chanel

c Compare your answers with a partner. Then listen again and add more information.

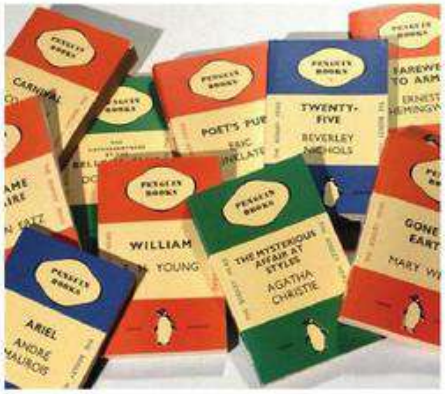
d Cover the notes and look at the design icons. What facts can you remember about them?

e Which of the four do you think has the most attractive design? What would you consider to be examples of iconic design in your country?

The red phone box, designed by Giles Gilbert Scott

The Anglepoise lamp, designed by George Carwardine

British Design Classics



The Penguin book covers, designed by Edward Young

The miniskirt, designed by Mary Quant

Glossary
a spring

6 SPEAKING

a Write the names of people, things, or places in as many of the rectangles as you can.

a famous dead person (who) you admire

Captain R. Scott, polar explorer

a famous living person (that) you admire

Malala Yousafzai, activist for women's education

an iconic landmark (that) you really like

St Paul's cathedral, London

a company whose design you love

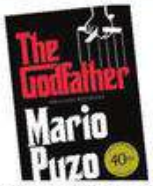
Apple logo

an everyday object (that) you own that you think has a beautiful design

Aalto vase

an object (which) you would like to own whose design you love

Eames lounge chair



a DVD cover, film poster, or book cover (that) you think has a great design

The Godfather book cover

b In groups, talk about your people, things, and places. Explain why you admire them.

7 VOCABULARY & PRONUNCIATION

compound nouns; word stress

a Match a noun from column A to a noun from column B to make compound nouns.

A	B
paper	manufacturer
book	lamp
child	box
car	cover
desk	writer
song	back
phone	prodigy

b 10.5 Listen and check. Which two are written as one word? Is the first or second noun usually stressed? Practise saying the compound nouns in **a** with the correct stress.

c In pairs, try to answer all the questions in **three minutes** with compound nouns from Files 1–10.

Compound nouns race

1 What do you call part of a road that only bicycles can use?

2 What do you call the busy time of day when many people are going to work or going home?

3 What might you have to pay if you park in a place where you shouldn't?

4 What do you need to book if you want to play tennis with someone?

5 What do you call a long line of cars that can't move?

6 What should you put on when you get into a car?

7 What do you call the person who is in charge of a school?

8 What do you call the music in a film?

9 What kind of books or films are about the future, often outer space?

10 What can you use to transfer files from one computer to another if the internet isn't working?

11 If you are in a lift and you press G, where do you want to go?

12 What do you call a school which is paid for by the government?

10B And the murderer is…

You were a detective with Scotland Yard, weren't you?

Yes, I was.

G question tags | V crime | P intonation in question tags

1 VOCABULARY & READING
crime

a Have you heard of Jack the Ripper? Do you know anything about him?

b Match the words in the list to definitions 1–9.

detectives /dɪˈtektɪvz/ evidence /ˈevɪdəns/
murder /ˈmɜːdə/ murderer /ˈmɜːdərə/
prove /pruːv/ solve /sɒlv/ suspects /ˈsʌspekts/
victims /ˈvɪktɪmz/ witnesses /ˈwɪtnəsɪz/

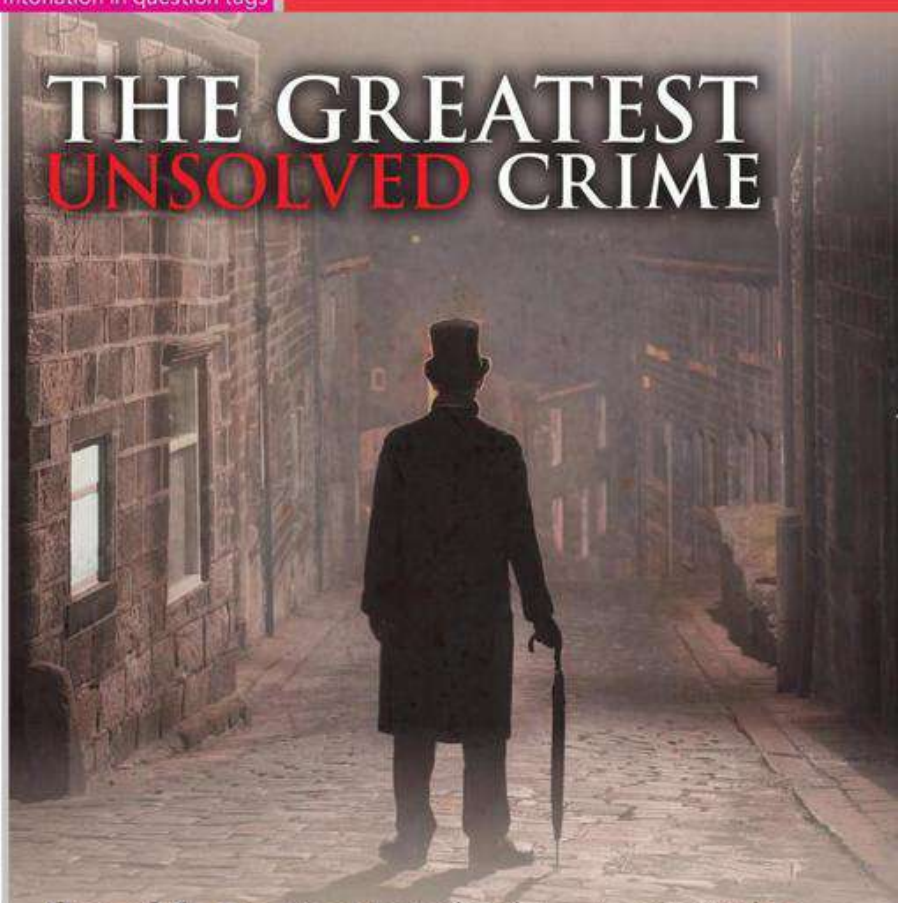
1 _____ *noun* police officers who investigate crimes
2 _____ *noun* people who see something which has happened and then tell others (e.g. the police) about it
3 _____ *noun* people who are hurt or killed by somebody in a crime
4 _____ *noun* a person who kills another person deliberately
5 _____ *noun* the crime of killing a person illegally and deliberately
6 _____ *noun* the facts, signs, etc. which tell you who committed a crime
7 _____ *noun* people who are thought to be guilty of a crime
8 _____ (a mystery) *verb* to find the correct answer to why something happened
9 _____ (sth) *verb* to use facts and evidence to show something is true

c 10.6 Listen and check. Practise saying the words.

d Read the article about an unsolved crime and complete the gaps with words from **b**.

e Read the article again and find the answer to these questions.

1 Where and when did the murders take place?
2 How many murders were there?
3 How long did the murders go on for?
4 What kind of people have been suspects?



THE GREATEST UNSOLVED CRIME

One of the greatest unsolved [1] *murder* mysteries of all time is that of Jack the Ripper.

In the autumn of 1888, a brutal [2]_____ walked the dark, foggy streets of Whitechapel, in east London, terrorizing the inhabitants of the city. The [3]_____ were all women and the police seemed powerless to stop the murders. There were no [4]_____ to the crimes, so the police had no idea what the murderer looked like. Panic and fear among Londoners was increased by a letter sent to Scotland Yard by the murderer. In the letter, he made fun of the police's attempts to catch him and promised to kill again. It finished, 'Yours truly, Jack the Ripper'. This was the first of many letters sent to the police. The murders continued – five in total. But in November, they suddenly stopped, three months after they had first begun.

Jack the Ripper was never caught, and for more than a century, historians, writers, and [5]_____ have examined the [6]_____ and tried to discover and [7]_____ his identity. Hundreds of articles and books have been written and many films made about the murders. But the question, 'Who was Jack the Ripper?' has remained unanswered. There have been plenty of [8]_____, including a doctor, a businessman, a painter, a sailor, a singer, and even a member of the royal family, and all sorts of people over the years have tried to [9]_____ this real-life murder mystery.

2 LISTENING

a 10.7 Listen to Part 1 of an interview with a retired police inspector, who is an expert on Jack the Ripper. Who is Jan Bondeson's suspect? Write 1 in the box and complete his occupation.

1 Jan Bondeson | 2 Bruce Robinson | 3 Patricia Cornwell

☐ Walter Sickert, a _____ | ☐ Hendrik de Jong, a _____ | ☐ Michael Maybrick, a _____

Glossary
the Freemasons a secret society whose members help each other and communicate using secret signs
Isle of Wight an island off the south coast of England
DNA the chemical in the cells of animals and plants that carries genetic information

b Listen again and make notes about Jan Bondeson's theory in the chart.

	1 Jan	2 Bruce	3 Patricia
what evidence there is			
what Inspector Morton thinks			

c 10.8, 10.9 Repeat for Part 2 (Bruce Robinson's theory) and Part 3 (Patricia Cornwell's theory).

d Which of the three suspects do you think is the most / least credible? Do you know of any famous unsolved crimes in your country?

3 GRAMMAR question tags

a Look at four questions from the interview and complete the gaps.

1 'You were a detective with Scotland Yard, _____ _____?'
2 'It's incredible, _____ _____?'
3 'But he was never arrested, _____ _____?'
4 'But you don't think she's right, _____ _____?'

b 10.10 Listen and check. Now make the direct questions for 1–4. What's the difference between the two types of question?

c G p.151 Grammar Bank 10B

4 PRONUNCIATION & SPEAKING intonation in question tags

a 10.12 Listen and complete the conversation between a policeman and a suspect.

P Your surname's Jones, [1]_____?
S Yes, it is.
P And you're 27, [2]_____?
S Yes, that's right.
P You weren't at home last night at 8.00, [3]_____?
S No, I wasn't. I was at the theatre.
P But you don't have any witnesses, [4]_____?
S Yes, I do. My wife was with me.
P Your wife wasn't with you, [5]_____?
S How do you know?
P Because she was with me. At the police station. We arrested her yesterday.

b 10.13 Listen and repeat the statements and question tags. Copy the rhythm and intonation.

c C Communication Just checking A p.110 B p.114 Role-play a police interview.

d Which TV detective series or murder mystery films are popular in your country at the moment? Do you enjoy watching these kinds of programmes?

5 READING & LISTENING

a Do you enjoy reading crime novels? If yes, do you have a favourite author?

b 10.14 Read and listen to Part 1 of a short story. Then with a partner, explain what the highlighted phrases refer to.

1 June, however, was both, and her sunny personality brought her many admirers. *l.05*
2 During that time, May almost became beautiful, but the intensity of her passion frightened Mrs Thrace. *l.09*
3 It was all very unfortunate, Mrs Thrace said over and over again. *l.15*
4 'She's ruined my life.' *l.21*
5 This thought was the only thing that comforted her. *l.31*

c 10.15 Now read and listen to Part 2. Then answer the questions with a partner.

1 How did May react to her sister at a) her father's funeral, b) her brother-in-law's funeral?
2 Why did June invite May to live with her?
3 Why do you think June didn't want to talk about her life with Walter?
4 Why did May search the house for letters or presents from Walter?
5 Why do you think May started wearing her engagement ring again?

d Search the text. In Part 1, find...

1 two adjectives: from *change* (v), *wealth* (n)
2 two negative adjectives: from *fortunate* (adj), *known* (adj)
3 two adverbs: from *extreme* (adj), *passion* (n)

In Part 2, find...

4 two nouns: from *die* (v), *marry* (v)
5 two compound nouns with *ring* (n)

May and June By

Part 1

Mr and Mrs Thrace called their daughters May and June because of the months when they were born.

May was the oldest. She was changeable like the month, sometimes warm, sometimes cold, and neither pretty nor clever. June, however, was both, and her sunny personality brought her many admirers. When May was twenty, she met a young lawyer called Walter. He was extremely good-looking and his father was wealthy. May fell passionately in love with him. He asked her to marry him and of course she accepted. During that time, May almost became beautiful, but the intensity of her passion frightened Mrs Thrace.

June was away from home studying to be a teacher when May and Walter got engaged, so Walter had never met her. But a month before the wedding, June came home for the summer holidays. It was all very unfortunate, Mrs Thrace said, over and over again. If Walter had left May for some unknown girl, they would have been furious. But what could they say or do when he had fallen in love with their younger daughter?

May became violent and tried to attack June with a knife. 'We're all terribly sorry for you, darling,' said Mrs Thrace. 'I shall never marry now,' said May. 'She's ruined my life. She stole my husband.' 'He wasn't your husband, May,' her mother replied.

When June and Walter came to visit, May always went out, but she knew about them because she always read June's letters to her mother. She knew that they had a big house, that they collected furniture and pictures, and that they didn't have any children. She knew where they went for their holidays and who their friends were. But she could never discover if Walter loved June or not. She thought that perhaps he was sorry that he had married June and not her. This thought was the only thing that comforted her.

Ruth Rendell

Part 2

May never married and she continued to live at home for over 30 years, until her parents died. Mrs Thrace died in March and her husband, six months later. At her father's funeral, May saw Walter and June again. Walter was still good-looking and May wanted to die when she saw him. 'Please come and speak to your sister,' he said to her. But May refused.

It was only at another funeral that they were reconciled. May learnt of Walter's death from the newspaper and the pain was as great as when her mother had told her that Walter wanted to marry June. Inside the church, her sister came up to May and asked her to forget about the past. 'Now you know what it's like to lose him,' May said.

Two days later May got a letter from June. June asked her to come and live with her, now that they were both alone. 'Now that you've retired and haven't got very much money, I'd like to share my beautiful house with you,' she wrote. 'Perhaps this way I can give you something in return for what I took away from you.'

May decided to accept. She thought it was right. During their first evening together, she asked June to talk about her marriage, about her life with Walter. But June didn't want to talk. May looked in the house for letters or presents from Walter, jewellery, or pictures. She couldn't find anything. Even June's wedding ring wasn't as beautiful as the engagement ring Walter had given May all those years ago. 'He never really loved her,' she thought. 'All these years, he loved me.' She decided to start wearing her engagement ring again – on her little finger, which was the only one it now fitted.

e Do you think May and June are going to live happily together? How do you think the story is going to end?

f 10.16 Listen to Part 3. Were you right?

g Listen again. Answer the questions.

1 Why did May forgive June?
2 What did May think had happened when she heard the noise and looked out of the window?
3 What was the living room like when she went in?
4 What had June done?
5 What effect did the letter have on May?
6 What did she do?
7 What excuse did May give for touching the gun?

h Do you feel sorry for May or June?

6 VIDEO LISTENING

a Watch the documentary *Queens of Crime*. Who do you think had a more interesting life? Who do you think had a happier life?

b Complete the chart with notes on what you remember about the two writers' lives and books.

	Ruth Rendell	Agatha Christie
her life • born • parents • marriages • other things		
her books • first novel • detectives • pseudonyms • films • approach to crime writing		

c Compare your notes with a partner. Then watch the documentary again. Are there any facts that you both missed?

d Have you read any books by Ruth Rendell or Agatha Christie? Did you like them? Are there any other crime novelists whose books you enjoy?

9&10 Revise and Check

GRAMMAR

Circle a, b, or c.

1 If you ____ on time, we wouldn't have missed the start of the film.
a arrived b 'd arrived
c would have arrived

2 What ____ if that man hadn't helped you?
a you would do
b you would have done
c would you have done

3 If she ____ me that she was arriving this morning, I would have gone to the airport to pick her up.
a told b would tell c had told

4 I would have finished the exam if I ____ about another ten minutes.
a would have had b had had
c would have

5 I'm afraid there's ____ time left.
a no b none c any

6 There are ____ good programmes on tonight. I don't know what to watch.
a lots of b a lot c plenty

7 Is there ____ in the car for me, too?
a room enough b enough room
c too much room

8 Most people have ____ close friends.
a very little b very few c not much

9 Is he the man ____ you met at the party?
a – b whose c which

10 Is that the woman ____ husband is a famous writer?
a who b that c whose

11 *The Starry Night*, ____ was painted in 1889, is by Vincent van Gogh.
a which b what c that

12 I'm very fond of Susan, ____ I used to share a flat with at university.
a who b – c that

13 They're very rich, ____?
a are they b aren't they c isn't it

14 Your brother's been to New Zealand, ____?
a wasn't he b isn't he c hasn't he

15 You won't be late, ____?
a will you b won't you c are you

VOCABULARY

a Complete the sentences with a word formed from the **bold** word.

1 I left home late, but _____ I got to work on time. **luck**
2 He's _____ with his work. It's always full of mistakes. **care**
3 This sofa is really _____. It's much too hard. **comfort**
4 I love this jacket, but _____ it's too expensive. **fortunate**
5 Don't be so _____! The bus will be here soon. **patience**

b Complete with a verb.

1 It was too hot in the room, so I _____ the heating down.
2 I need to _____ my alarm for 5.30, as I have an early flight.
3 It's a good idea to _____ your computer during a storm.
4 Could you _____ up the volume? I can't hear very well.
5 If you're not watching the TV, please _____ it off.

c Complete the words from the definitions.

1 you use this to change the TV channel r_____ c_____
2 you use this on a computer to write k_____
3 you use this to convert a European plug to a British one a_____
4 it's the place on the wall where you plug things in s_____
5 you use this to move the cursor on a computer m_____

d Complete the compound nouns.

1 b_____ cover
2 ch_____ prodigy
3 desk l_____
4 s_____ writer
5 phone b_____

e Complete the words.

1 The d_____ was convinced that the man's alibi was false.
2 I'm sure he's guilty, but I can't pr_____ it.
3 Jack the Ripper's v_____ were all women.
4 They are sure they will be able to s_____ the mystery.
5 Walter Sickert is a s_____ in the Jack the Ripper case.

PRONUNCIATION

a Practise the words and sounds.

Vowel sounds

up horse clock tourist

Consonant sounds

flower witch yacht vase

b P p.166-7 Sound Bank Say more words for each sound.

c What sound in **a** do the pink letters have in these words?

1 caught 2 cough 3 enough 4 solve 5 tough

d Underline the stressed syllable.

1 comfor|ta|ble
2 a|dap|tor
3 ca|ble
4 wit|ness
5 e|vi|dence

CAN YOU understand this text?

a Read the article once. Complete headings 1–4.

the London Dungeon

1 _____ **IS THE LONDON DUNGEON?**

The London Dungeon brings together amazing actors, special effects, stage performances, scenes, and rides in a truly unique and exciting experience that you see, hear, touch, smell, and feel. It's dark, atmospheric, hilarious, and sometimes a bit scary.

2 _____ **DOES IT WORK?**

We've been entertaining audiences at The London Dungeon for over 40 years and it's one of the capital's 'must-see' attractions. We take you on a 110-minute journey through 1,000 years of London's unpleasant past. You and your companions walk through the Dungeon, moving from show to show, guided by our professional actors.

The shows are based on real London history and legends, without the boring bits! You'll get up close and personal with scary characters including Jack the Ripper and the infamous barber of Fleet Street, Sweeney Todd.

It's a theatrical experience. That means authentic sets and theatrical storytelling. On your journey, you'll pass through foggy East London streets and houses and the horrific torture chamber. Believe us, it's better than a sightseeing trip or boring museum tour of London.

3 _____ **'S IT FOR?**

The London Dungeon is scary fun for everyone except very young guests and very sensitive adults! Our recommended age is 12 years old and above, and guests who are under 16 years of age must be accompanied by an adult over 18 years of age.

4 _____ **AHEAD!**

The London Dungeon is particularly brilliant for people who can plan ahead and book online! Not only will you save money, you won't have to wait on the day. We get busy, so make things easy on yourself and book in advance!

Adapted from the website

b Read the article again. Mark the sentences **T** (true), **F** (false), or **DS** (doesn't say).

1 The London Dungeon is both funny and frightening.
2 The Dungeon isn't very popular.
3 You're not allowed to talk to the actors.
4 You can spend as long as you like at the Dungeon.
5 The characters and stories are all historically accurate.
6 The Dungeon is suitable for very young children.
7 Tickets for children under 16 cost half the adult price.
8 Booking online is cheaper than paying on the day.

CAN YOU understand these people?

10.17 Watch or listen and choose a, b, or c.

1 Sean 2 Adrian 3 Nick 4 Emma 5 Coleen

1 Sean helped a little girl who had ____.
   a left her toy panda on a train
   b dropped her toy panda in the station
   c lost her toy panda in the car park
2 Because of Google maps, Adrian no longer ____.
   a uses his car's satnav b plans his route in advance
   c buys maps
3 Nick's favourite detective is ____.
   a a female detective in *The Killing*
   b a male detective in *The Bridge*
   c a female detective in *The Bridge*
4 Emma is going to buy a dress by Maggie Sottero ____.
   a because she's getting married
   b although they're very expensive
   c because she saw some in a magazine
5 Coleen considers she has been lucky ____.
   a because she has never had a car accident
   b on many occasions
   c because she recently survived a car accident

CAN YOU say this in English?

Tick (✓) the box if you can do these things.

Can you...?

1 ☐ complete these three sentences:
If you'd told me about the party earlier,...
I would have bought those shoes if...
I wouldn't have been so angry if...
2 ☐ describe something that you do too much and something that you don't do enough
3 ☐ describe a person that you admire, saying who they are, what you know about them, and why you admire them
4 ☐ check five things you think you know about somebody using question tags

Communication

PE1 HOW AWFUL! HOW FANTASTIC! Student A

a Read your sentences 1–9 to **B**. **B** must react with a phrase, e.g. *You're kidding*, *Oh no!*, etc.

1 I collect old English tea cups.
2 I spilled some coffee on my laptop last night and now it doesn't work.
3 I'm going to New York next weekend.
4 Someone stole my bike yesterday.
5 My dog can open the kitchen door by himself.
6 My father's going to be interviewed on TV tomorrow.
7 My grandmother's just bought a sports car.
8 My parents met when they were only 15.
9 I've just won €2,000 in the lottery!

b Listen to **B**'s sentences and react with a phrase.

c Tell **B** some real (or invented) news about you for **B** to react.

React to **B**'s news.

2A MONEY Q&A Student A

a Ask **B** your first question. Ask for more information if you can.

What do you spend your money on apart from food, rent, etc.?
I go out a lot at weekends and...

b Then answer **B**'s first question. Continue with questions 2–7. If you don't want to answer a question, say, *I'm sorry, I'd rather not talk about that.*

1 What do you spend your money on apart from food, rent, etc.?
2 What kind of things do you normally buy online? Why don't you buy them in a shop?
3 Have you bought anything nice this week?
4 What's the most expensive thing you've ever bought? Was it worth it?
5 Is there anything you'd love to buy but can't afford at the moment?
6 How much pocket money did you get when you were a child? Did you use to save it or spend it?
7 Do you know someone who has raised money for charity? Which one?

2B ARE YOU HUNGRY? Student A

a Ask **B** your questions. He / she must respond with the phrase in brackets.

1 Is the water cold? (Yes, it's **freezing**.)
2 Was the film good? (Yes, it was **fantastic**.)
3 Were you tired after the exam? (Yes, I was **exhausted**.)
4 Was the flat dirty? (Yes, it was **filthy**.)
5 Is your suitcase big? (Yes, it's **enormous**.)
6 Were you surprised that she passed her test? (Yes, I was **amazed**.)
7 Are you sure that he's coming? (Yes, I'm **positive**.)

b Respond to **B**'s questions. Say *Yes, it's... / I'm...*, etc. + the strong form of the adjective which **B** used in the question. Remember to stress the strong adjective.

Is the soup hot? *Yes, it's boiling.*

c Repeat the exercise. Try to respond as quickly as possible. Use *absolutely*, *really*, etc.

3A I'M A TOURIST – CAN YOU HELP ME? Student A

a Imagine you are an English-speaking tourist in your town / city (or the nearest big town). **B** lives in the town. You are planning to **get around using public transport**. Ask **B** questions 1–5. Get as much information from **B** as you can.

1 What kind of public transport is there?
2 What's the best way for me to get around the city?
3 Can I hire a bike? Are there any cycle lanes?
4 Is it easy to find taxis? How expensive are they?
5 What's the best way to get to the airport from the town centre? How long does it take?

b Then change roles. **B** is an English-speaking tourist in your town / city, and has **hired a car**. Answer **B**'s questions and give as much information as you can.

5A GOOD SPORTSMANSHIP
Student A

a Read your story and underline any verbs in the past continuous or past perfect.

A Kenyan runner called Abel Mutai was competing in a cross-country race in Spain in 2012. He was winning the race easily, but he stopped running about 30 metres before the finishing line. He thought he'd won the race. The crowd were shouting at him – they were telling him to carry on, but he didn't understand them because he didn't speak any Spanish. A Spanish runner, Iván Fernández, was second in the race behind Mutai and he slowed down and told Mutai to keep running. Mutai started running again and crossed the line first. 'I did what I had to do,' said Fernández. 'He was the rightful winner.'

b Cover your story and tell it to **B** using the verb prompts in the list in the correct tenses.

- Abel Mutai compete cross-country race
- win easily stop running think win
- the crowd shout tell him carry on
- Mutai not understand not speak Spanish
- Ivan Fernandez be second
- slow down tell Mutai keep running
- Mutai start running cross the line first

A Kenyan runner called Abel Mutai was competing in a cross-country race in Spain. He...

c Listen to **B**'s story.

5B THE WAY WE MET Student A

a Read the end of Tiffany's story. Then tell it to **B**.

Tiffany's story
...His face turned white. He apologized and explained that he had exactly the same white Jeep Cherokee. Then he clicked the lock button on his own keys. He realized that his car was parked right next to mine and he had opened the wrong car door by mistake. We both just started laughing. I said, 'You can leave your food though, I'll be happy to take it home.' He answered, 'Only if you'll make dinner for me with it.' A few days later, I made him dinner at my place and the rest is history. People don't always believe us when we tell them our story, but nobody could make this story up.

b Listen to the end of Kristina's story. Were you right?

c What coincidence does each story involve?

PE3 COULD YOU DO ME A FAVOUR?
Students A+B

a Look at the verb phrases below. Choose two things you would like somebody to do for you. Think about any details, e.g. what kind of dog it is, how much money you need, etc.

- **look after** (your children, your dog for the weekend, your flat while you're away, etc.)
- **lend you** (some money, their car, etc.)
- **give you a lift** (home, to the town centre, etc.)
- **help you** (with a problem, with your homework, to paint your flat, to choose some new clothes, etc.)

b Ask as many other students as possible. Be polite (*Could you do me a big favour? Would you mind...? Do you think you could...?*) and explain why you want the favour. How many people agree to help you?

6B JUDGING BY APPEARANCES
Students A+B

1 **Dominic McVey** is a British entrepreneur. He was born in London. At the age of 13, he set up a business importing micro-scooters from the US, and he was a millionaire by the age of 15 (in this photo he's 25). His business interests now include fashion, music, media, and cosmetics.

2 **Deshun Wang** is a model, also known as 'the world's hottest grandpa'. He was born in 1936 in Shenyang, China. He's only been modelling since he was 79 years old – before that he was an actor. He has two children and a granddaughter.

3 **Luz Acosta** is a Mexican weightlifter. She was born in 1980. She competed in the Olympics in Beijing in 2008 and in London in 2012. She won a bronze medal from London in 2017, five years after the Games, when a competitor was disqualified for taking drugs.

4 **Ilhan Omar** is a politician. She was born in 1982 in Somalia. Her family emigrated to the United States in 1995. She studied political science and international studies at university, and in 2016 she was elected to the Minnesota House of Representatives. She is the first Somali-American politician in the United States.

7A UNIVERSITY OR NOT? Student A

a Read about Jack.

Jack Turner, 23, studied Fine Art in London.

When I was at university, my friends and I were free to do what we wanted from the first day of the first year to the last day of the third year. We painted ten hours a day, we partied with our tutors, we shared ideas. I loved it.

After graduating, I moved to Manchester with my girlfriend. She had a good job and I was flexible. I planned to get any job that paid the bills and spend my free time painting. Since then, I've applied for at least 100 jobs and most of them never got in touch. I realize now that I spent too much time at uni focusing on art and not enough getting real-world experience.

Now I'm unemployed. I admit that I sometimes ask myself the question, 'Why did I study Fine Art?' But I'm still applying for jobs and I'm optimistic. As soon as I get one that gives me some financial security, I'll start making art again. I just want to be able to enjoy Manchester with my girlfriend and to paint. It's difficult at the moment, but I'm very happy I studied Fine Art. It was a once-in-a-lifetime experience and it will always be a big part of who I am.

b Ask **B** your questions about Emily-Fleur.

When did Emily-Fleur leave school?

When she was...

Questions about Emily-Fleur

1 When did Emily-Fleur leave school?
2 Why didn't she go to university?
3 Where did she get her idea for her business?
4 What was the first wedding she photographed?
5 How did she get more bookings?
6 When did she buy her equipment?
7 Why does she think it was good to start a business young?
8 Why doesn't she envy her friends at university?

c Now answer **B**'s questions about Jack.

7B GUESS THE SENTENCE Student A

a Look at sentences 1–6 and think of the missing verb phrase (⊞ = positive, ⊟ = negative). **Don't write anything yet!**

1 I'd cook dinner every day if I _____ earlier from work. ⊞
2 If we _____ this summer, maybe we can afford to get a new car. ⊟
3 I think you _____ more if you see it in 3D. ⊞
4 I'd see my grandparents more often if they _____. ⊞
5 I _____ the fish if I were you. It isn't usually very good here. ⊟
6 I _____ if the water was a bit warmer. ⊞

b Read sentence 1 to **B**. If it isn't right, try again until **B** tells you, 'That's right'. Then write it in. Continue with 2–6.

c Now listen to **B** say sentence 7. If it's the same as your sentence 7 below, say, 'That's right'. If not, say 'Try again', until **B** gets it right. Continue with 8–12.

7 I'll **never be able to** buy a house unless my parents help me.
8 If I met my ex in the street, **I wouldn't say hello** to him.
9 If it **wasn't so late**, I'd stay a bit longer.
10 The flight **will be more comfortable** if we go in business class.
11 I wouldn't mind the winter so much if it **didn't get dark** so early.
12 If I had more money, **I'd buy a house** with a beautiful garden.

8A MATCH YOUR PERSONALITY TO THE JOB Students A+B

In which group(s) do you have most ticks (✓)? Read the appropriate paragraph to find out which jobs would suit you. Would you like to do any of them?

If you have most ticks in 1–4, the best job for you would be in the 'caring professions'. If you are good at science, you could consider a career in medicine, for example, becoming a doctor or nurse. Alternatively, teaching or social work are areas which would suit your personality.

If you have most ticks in 5–8, you should consider a job involving numbers, for example, becoming an accountant, or working in the stock market. The world of business would also probably appeal to you, especially sales or marketing.

If you have most ticks in 9–12, you need a creative job. Depending on your specific talents, you might enjoy a job in the world of music, art, or literature. Areas that would suit you include publishing, journalism, graphic design, fashion, or the music industry.

If you have most ticks in 13–16, you have an analytical mind. You would suit a job in computer science or engineering. You also have good spatial sense, which would make architecture and related jobs another possibility.

8A DRAGONS' DEN Student A

Read what happened. Think about the questions below. Then tell your group.

- Did any of the Dragons like the product?
- Did they decide to invest?
- Was the product successful in the end?

Tingatang

The Dragons quickly decided that they didn't like the idea. Comments included, 'I immediately don't like it.' and 'The best place for you to start is by giving up this ridiculous idea.' So they didn't invest anything. Gill and Sarah didn't give up and carried on selling their pendants and rings at singles clubs and on dating websites, but the idea never really took off and the jewellery is no longer available.

8B GOING THE EXTRA MILE Students A+B

A **Nordstrom**

Finally, they looked through **all the dirt in their vacuum cleaners and found the woman's diamond**!

B **Morton's, The Steakhouse**

He was joking, but amazingly, when he got off the plane, in the Arrivals area there was **a Morton's waiter with a bag that contained a steak, potatoes, bread, napkins, and a knife and fork, and it was all free**.

C **Ritz-Carlton Hotels**

In it was Joshie, a present of a Frisbee and a football, and a photograph of **Joshie by the hotel pool**.

D **Trader Joe's**

Half an hour later, the food arrived at her father's house, with **a note saying that it was free**!

E **Apple**

They refunded his money, but they also sent the iPad back to him with another Post-it note saying, **'Apple said yes'**.

8B I WANT TO SPEAK TO THE MANAGER Student A

Look at the situations and spend a few minutes preparing what you are going to say. Then role-play the conversations.

1 **You're a customer.** You bought something in a clothes shop in the sales yesterday (decide what) and there's a problem (decide what).
Go back to the shop. **B** is the shop assistant. You'd like to change it for another identical one. If you can't, you'd like a refund.
You start.

Excuse me. I bought...

2 **You're the manager of a restaurant.** Your normal chef is off this week and you have a temporary chef who is not very good. One of the waiters has had a problem with a customer, who would like to speak to you. **B** is the customer. When customers complain, you usually offer them a free drink or a coffee. If it's absolutely necessary, you might give a 10% discount on their bill, but you would prefer not to.
B will start.

9A GUESS THE CONDITIONAL Student A

a Look at sentences 1–6 and think of the missing verb phrase (⊞ = positive, ⊟ = negative). **Don't write anything yet!**

1 We _____ the hotel if we hadn't had satnav. ⊟
2 If I _____ that it was your birthday, I would have bought you something. ⊞
3 If I _____ about the concert earlier, I would have been able to get a ticket. ⊞
4 The burglar wouldn't have got in if you _____ the window open. ⊟
5 If our best player hadn't been sent off, we _____ the match. ⊞
6 I wouldn't have recognized her if you _____ me who she was. ⊟

b Read sentence 1 to **B**. If it isn't right, try again until **B** tells you, 'That's right'. Then write it in. Continue with 2–6.

c Now listen to **B** say sentence 7. If it's the same as your sentence 7 below, say, 'That's right'. If not, say, 'Try again' until **B** gets it right. Continue with 8–12.

7 If we hadn't taken a taxi, we **would have missed** the train.
8 If I hadn't gone to the party that night, I **wouldn't have met** my wife.
9 If I'd known that programme was on last night, I **would have watched** it.
10 If I**'d listened** to my friends, I would never have married James.
11 I **would have gone out** with you last night if I hadn't had to work late.
12 I **wouldn't have been** so angry if you had told me the truth right from the start.

PE5 ASKING POLITELY FOR INFORMATION Student A

a You are a tourist in **B**'s town. You are going to stop **B** in the street. You want to ask questions 1–5 and you want to be very polite. Rewrite 2–5 as indirect questions.

1 Do shops open on Sundays?
Could you tell me *if shops open on Sundays*?
2 Is there a post office near here?
Do you know _____?
3 What time do banks close here?
Could you tell me _____?
4 Where's the railway station?
Do you know _____?
5 Does the number 21 bus go to the city centre?
Can you tell me _____?

b Ask **B** your indirect questions 1–5. Always begin *Excuse me*.

c Now **B** is a tourist in your town. **B** stops you in the street and asks you some questions. Answer politely with the necessary information.

10A THE YEAR OUR HEROES DIED Students A+B

10A RELATIVE CLAUSES QUIZ Student A

a Complete the questions with a relative clause to describe the **bold** words. Start the clause with *who*, *which*, *that*, *whose*, or *where*, or no relative pronoun when there is a new subject.

1 **a pedestrian** What do you call somebody...?
2 **a loan** What do you call some money...?
3 **fans** What do you call people...?
4 **a boarding school** What do you call a place...?
5 **a coach** What do you call the person...?
6 **traffic lights** What do you call the things...?
7 **golf course** What do you call the place...?
8 **selfish** What do you call somebody...?
9 **a router** What do you call the thing...?

b Ask **B** your question 1.

c Now answer **B**'s question 1.

d Continue with 2–9.

10B JUST CHECKING Student A

a You are a police inspector. **B** is a suspect in a crime. Ask **B** the questions below, but **don't write anything down**. Try to remember **B**'s answers.

- What's your name?
- Where do you live?
- How old are you?
- Where were you born?
- Are you married?
- What do you do?
- What car do you drive?
- How long have you lived in this town?
- What did you do last night?
- Where were you at 7.00 this morning?

b Now check the information with **B** using a question tag.

Your name's Ivan Horváth, isn't it?
You live in Bratislava, don't you?

c Change roles. Now you are the suspect and **B** is the police inspector. Answer **B**'s questions. You can invent the information if you want to.

d **B** will now check the information he / she has. Say, 'Yes, that's right', or 'No, that's wrong' and correct the wrong information.

PE1 HOW AWFUL! HOW FANTASTIC! Student B

a Listen to **A**'s sentences and react with a phrase, e.g. *You're kidding, Oh no!* etc.

b Read your sentences 1–9 for **A** to react.

1 I failed my driving test yesterday.
2 I lost my wallet on the way to class.
3 I met George Clooney at a party last week.
4 I think I saw a ghost last night.
5 I won a salsa competition last weekend.
6 I'm going to be on a new edition of *Big Brother*.
7 My dog died yesterday.
8 My grandfather has a black belt in karate.
9 My uncle is 104.

c Tell **A** some real (or invented) news about you for **A** to react.

React to **A**'s news.

2A MONEY Q&A Student B

a Answer **A**'s first question. If you don't want to answer a question, say, *I'm sorry, I'd rather not talk about that.*

What do you spend your money on apart from food, rent, etc.?
I go out a lot at weekends and...

b Then ask **A** your first question. Ask for more information if you can. Continue with questions 2–7.

1 How much do you spend on food and drink each week?
2 Are you good at finding bargains in the sales?
3 When do you prefer to pay with cash and when do you prefer to pay by card?
4 Do you spend much money on travelling? What was the last trip you went on? Was it expensive?
5 Do you ever give money to charity?
6 Have you ever lent money to anyone? Why (not)? Have you ever borrowed money from your parents? What for?
7 Is the cost of living going up in your country? What kinds of things are getting more expensive?

2B ARE YOU HUNGRY? Student B

a Respond to **A**'s questions. Say *Yes, it's... / it was...*, etc. + the strong form of the adjective which **A** used in the question. Remember to stress the strong adjective.

Is the water cold? *Yes, it's freezing.*

b Ask **A** your questions. He / she must respond with the phrase in brackets.

1 Is the soup hot? (Yes, it's **boiling**.)
2 Are you afraid of snakes? (Yes, I'm **terrified**.)
3 Was the teacher angry? (Yes, he / she was **furious**.)
4 Is the bedroom small? (Yes, it's **tiny**.)
5 Are the children hungry? (Yes, they're **starving**.)
6 Is the book interesting? (Yes, it's **fascinating**.)
7 Was she happy with the present? (Yes, she was **delighted**.)

c Repeat the exercise. Try to respond as quickly as possible. Use *absolutely, really*, etc.

3A I'M A TOURIST – CAN YOU HELP ME? Student B

a Think of the town / city where you are, or the nearest big town. **A** is a foreign tourist who is planning to **get around using public transport**. You live in the town. Answer **A**'s questions and give as much information as you can.

b Then change roles. You are an English-speaking tourist in your town / city. **A** lives in the town. You have **hired a car**. Ask **A** questions 1–5. Get as much information from **A** as you can.

1 What time is the rush hour in this town?
2 Where are there often traffic jams?
3 What's the speed limit? Are there speed cameras anywhere?
4 What will happen if I park somewhere illegal?
5 Where's the nearest tourist attraction outside the city? How long does it take to drive there?

5A GOOD SPORTSMANSHIP Student B

a Read your story and underline any verbs in the past continuous or past perfect.

A Canadian sailor called Lawrence Lemieux was competing in the Seoul Olympics in 1988. During his race the weather was terrible – the wind was blowing hard and the waves were high. Lemieux was in second place in the race when he saw that two sailors from Singapore had fallen out of their boat and couldn't get back in. He went to help them, pulled them from the water, and waited for another boat to come and help them. Then he continued the race. He didn't win a silver medal – in the end he came 22nd. But as Lemieux said, 'The first rule of sailing is, if you see someone in trouble, you help him.'

b Now listen to **A**'s story.

c Cover your story and tell it to **A** using the verb prompts in the list in the correct tenses.

- Lawrence Lemieux compete Seoul Olympics
- weather terrible wind blow
- Lemieux in second place see two sailors fall out
- go to help pull from water wait for another boat
- continue race not win come 22nd

A Canadian sailor called Lawrence Lemieux was competing in the Seoul Olympics. The weather...

5B THE WAY WE MET Student B

a Read the end of Kristina's story. Then listen to the end of Tiffany's story. Were you right?

Kristina's story

...he wasn't going to celebrate because he had to study. I sent Matt an email. 'You should come to dinner with me on your birthday.' He didn't answer for two days. Then I got a message. 'I'd love to come to dinner with you.' And that's how it all started. Now we've both finished studying – we're travelling to China to celebrate our graduations and this summer we're planning to rent a flat together. And you remember I was studying Creative Writing? Well, Matt's surname is Tolstoy! He was obviously the man for me.

b Tell **A** the end of Kristina's story.

c What coincidence does each story involve?

7A UNIVERSITY OR NOT? Student B

a Read about Emily-Fleur.

Emily-Fleur Sizmur, 17, runs her own photography business.

I left school at 16. I've never been very interested in school or academic achievement. I still don't know my GCSE results – a friend went to school to pick them up for me, but I've never opened the envelope!

When I left school, I was ready to start a business. Three of my sisters were getting married and I saw a gap in the market for wedding photographers in our area. I'd always loved taking photos and I saw an opportunity to make money doing something I liked. One of my science teachers was getting married and I asked her if I could take some pictures. She agreed and I put up my photos on Facebook the following day. Within a week, I had bookings for two more weddings. When I'd done six weddings, I spent £3,000 on better equipment.

I don't think my age was a disadvantage, in fact, I think starting out young has been a huge help. People are more prepared to give someone young a chance. If I was 30 and starting out in this business with no experience, I think it would be much more difficult. A lot of my friends are going to university soon, but I don't envy them. They'll have to get out into the real world one day and I'm already here.

Glossary

GCSEs national exams taken by English and Welsh schoolchildren at the age of 16

b Answer **A**'s questions about Emily-Fleur.

c Now ask **A** your questions about Jack.

What did Jack study at university?

He studied...

Questions about Jack

1 What did Jack study at university?
2 What did he do on a typical day?
3 What did he do after he graduated?
4 What did he plan to do in Manchester?
5 How many jobs has he applied for?
6 What's he doing at the moment?
7 Is he enjoying life?
8 Does he regret studying Fine Art?

7B GUESS THE SENTENCE Student B

a Look at sentences 7–12 and think of the missing verb phrase (⊞ = positive, ⊟ = negative). **Don't write anything yet!**

7 I'll _____ buy a house unless my parents help me. ⊟
8 If I met my ex in the street, I _____ to him. ⊟
9 If it _____, I'd stay a bit longer. ⊟
10 The flight _____ if we go in business class. ⊞
11 I wouldn't mind the winter so much if it _____ so early. ⊟
12 If I had more money, I _____ with a beautiful garden. ⊞

b Listen to **A** say sentence 1. If it's the same as your sentence 1 below, say, 'That's right'. If not, say 'Try again', until **A** gets it right. Continue with 2–6.

1 I'd cook dinner every day if I **got home** earlier from work.
2 If we **don't go on holiday** this summer, maybe we can afford to get a new car.
3 I think you**'ll enjoy the film** more if you see it in 3D.
4 I'd see my grandparents more often if they **lived nearer**.
5 I **wouldn't have** the fish if I were you. It isn't usually very good here.
6 I**'d go swimming** if the water was a bit warmer.

c Now read sentence 7 to **A**. If it isn't right, try again until **A** tells you, 'That's right'. Then write it in. Continue with 8–12.

8A DRAGON'S DEN Student B

Read what happened. Think about the questions below. Then tell your group.

– Did any of the Dragons like the product?
– Did they decide to invest?
– Was the product successful in the end?

Slappie watches

Two of the Dragons were prepared to give David the money he wanted, although only in exchange for 45% of the company. David decided to accept Dragon Nick Jenkins's offer. Minutes after the programme was broadcast, Slappie's website crashed because it was unable to cope with the 'insane' numbers of people trying to buy watches. Since then, the company has grown and Slappie watches are now available on many different websites, including Amazon.

8B I WANT TO SPEAK TO THE MANAGER Student B

Look at the situations and spend a few minutes preparing what you are going to say. Then role-play the conversations.

1 **You're a shop assistant in a clothes shop. A** is a customer and is going to come to you with a problem with something he / she bought in the sales yesterday. You can't change it for an identical one because there are no more in his / her size. Try to persuade **A** to change it for something else, because you don't usually give refunds during the sales.
A will start.

2 **You're a customer in a restaurant.** You have just finished your meal and you didn't enjoy it at all (decide what was wrong with it). You complained to the waiter, but the waiter didn't solve the problem. You have asked the waiter to call the manager. **A** is the manager. Try to get at least a 50% discount on your meal.
You start.

Good evening. Are you the manager?

9A GUESS THE CONDITIONAL Student B

a Look at sentences 7–12 and think of the missing verb phrase (⊞ = positive, ⊟ = negative). **Don't write anything yet!**

7 If we hadn't taken a taxi, we _____ the train. ⊞
8 If I hadn't gone to the party that night, I _____ my wife. ⊟
9 If I'd known that programme was on last night, I _____ it. ⊞
10 If I _____ to my friends, I would never have married James. ⊞
11 I _____ with you last night if I hadn't had to work late. ⊞
12 I _____ so angry if you had told me the truth right from the start. ⊟

b Listen to **A** say sentence 1. If it's the same as your sentence 1 below, say 'That's right'. If not, say 'Try again' until **A** gets it right. Continue with 2–6.

1 We **wouldn't have found** the hotel if we hadn't had satnav.
2 If I **had remembered** that it was your birthday, I would have bought you something.
3 If I**'d known** about the concert earlier, I would have been able to get a ticket.
4 The burglar wouldn't have got in if you **hadn't left** the window open.
5 If our best player hadn't been sent off, we **would have won** the match.
6 I wouldn't have recognized her if you **hadn't told me** who she was.

c Now read sentence 7 to **A**. If it isn't right, try again until **A** tells you 'That's right'. Then write it in. Continue with 8–12.

PE5 ASKING POLITELY FOR INFORMATION Student B

a You are a tourist in **A**'s town. You are going to stop **A** in the street. You want to ask questions 1–5 and you want to be very polite. Rewrite 2–5 as indirect questions.

1 Do shops close at lunchtime?
Could you tell me *if shops close at lunchtime*?
2 Is there a cash machine near here?
Do you know _____?
3 Where's the nearest chemist's?
Can you tell me _____?
4 What time do buses stop running at night?
Do you know _____?
5 Do banks open on Saturday mornings?
Could you tell me _____?

b **A** is a tourist in your town. **A** stops you in the street and asks you some questions. Answer politely with the necessary information.

c Now ask **A** your indirect questions 1–5. Always begin *Excuse me*.

10A RELATIVE CLAUSES QUIZ Student B

a Complete the questions with a relative clause to describe the **bold** words. Start the clause with *who*, *which*, *that*, *whose*, or *where*, or no relative pronoun when there is a new subject.

1 **shy** What do you call somebody...?
2 **a remote control** What do you call the thing...?
3 **a referee** What do you call the person...?
4 **a cycle lane** What do you call the place...?
5 **a thriller** What do you call a film...?
6 **a receipt** What do you call the piece of paper...?
7 **a taxi rank** What do you call the place...?
8 **a colleague** What do you call a person...?
9 **a scooter** What do you call a thing...?

b Answer **A**'s question 1.

c Now ask **A** your question 1.

d Continue with 2–9.

10B JUST CHECKING Student B

a You are a suspect in a crime. **A** is a police inspector. Answer **A**'s questions. You can invent the information if you want to.

b **A** will now check the information he / she has. Say, 'Yes, that's right', or 'No, that's wrong' and correct the wrong information.

c Change roles. Now you are a police inspector and **A** is a suspect. Ask **A** the questions below, but **don't write anything down**. Try to remember **A**'s answers.

- What's your name?
- Where do you live?
- How old are you?
- Where were you born?
- Are you married?
- What do you do?
- What car do you drive?
- How long have you lived in this town?
- What did you do last night?
- Where were you at 7.00 this morning?

d Now check the information with **A** using a question tag.

Your name's John Hatton, isn't it?
You live in New York, don't you?

8A DRAGON'S DEN Student C

Read what happened. Think about the questions below. Then tell your group.

– Did any of the Dragons like the product?
– Did they decide to invest?
– Was the product successful in the end?

Tangle Teezer

The Dragons listened patiently to Shaun's pitch, but when it came to investing in his business, they responded unanimously, 'I'm out!' One Dragon called it 'a waste of time' and Deborah Meaden said it was like a 'horse brush'. However, they were wrong. The brushes are now sold all over the world and have revolutionized the hairdressing industry. A few years after his Dragons' Den appearance, Shaun sold the company for over £100 million. And as he owned it entirely himself, he was the one who enjoyed the profits.

Writing

1 A DESCRIPTION OF A PERSON

a Read the two emails once and answer the questions.

1 Why has Angela written to Sofia?
2 Does Sofia recommend her friend to Angela?

Inbox

From: Angela Vernon
To: Sofia Lugo

Hi Sofia,

I hope you're well. I'm looking for an au pair to look after Mike and Sally and I remembered your Polish friend Kasia, who I met last summer. She said she might be interested in working in England as an au pair, so I thought I would write and ask her. The thing is, I don't really know her, so before I write and suggest it, could you tell me a bit about her (age, personality, etc., and what she likes doing) so that I can see if she would fit in with the family? Please be honest!

Angela

From: Sofia Lugo
To: Angela Vernon

Hi Angela,

Kasia is one of my best friends, so of course I know her very well. She's 22 and she's just finished economics at university, but she doesn't have a job yet and I'm sure she would be interrested in going to the UK. Her parents both work and she has two younger brothers. She gets on very well with all of them and they are a very close family.

Kasia's an intelligent girl and very hard-working. She's good with children – she often looks after her brothers, so she has a lot of experience – and she's also very mature and responsable. She can be quite shy at first, but when she gets to know you she's incredibly friendly. The only problem with Kasia is that she's a bit forgetfull… she sometimes loses things, like her keys, or her phone. Also, to be honest, her English isn't fantastic, but I'm sure she'll improve very quickly.

In her free time, she likes going to the cinema, listening to music, and she's also very good at fotography – she always has her camera with her. She's really independant and happy to do things on her own, so you won't have to worry about taking her to places.

I think Mike and Sally will love her. Let me know if you need to know anything else. I hope this helps!

Love,

Sofia

b The computer has found five spelling mistakes in Sofia's email. Can you correct them?

c Read Sofia's email again and answer the questions.

1 What six [+] adjectives describe Kasia's personality?
2 What does she like doing in her free time?
3 What negative things does Sofia say about Kasia?
4 Does Sofia think Kasia will get on with Angela's family?

d Look at the highlighted expressions we use to modify adjectives and adverbs. Put them in the correct place in the chart.

Kasia is _____ _____ very _____ _____ forgetful.

Describing a person

He's quite / very, etc. + adjective (e.g. *friendly, outgoing*, etc.).

She's a bit + negative adjective (e.g. *untidy, shy*, etc.).

He likes / loves / doesn't mind + verb + *-ing*.

She's happy to + infinitive.

He's good **with** *children.* / **at** *making new friends.*

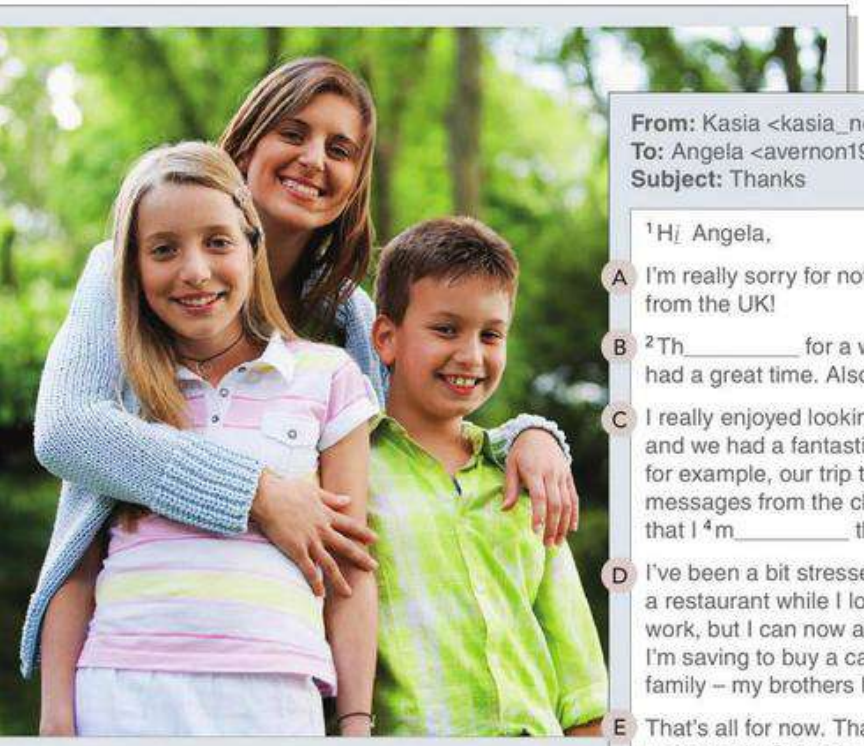
e Imagine you received Angela's email asking about a friend of yours. **Write** an email to answer it. **Plan** what you're going to write using the paragraph notes below. Use the language from the **Describing a person** box and **Vocabulary Bank** Personality p.153 to help you.

Paragraph 1	age / work / study / family background
Paragraph 2	personality – good side, any negative things
Paragraph 3	more information, e.g. hobbies and interests
Paragraph 4	your recommendation

f **Check** your email for mistakes (grammar, vocabulary, punctuation, and spelling).

p.13

2 AN INFORMAL EMAIL



From: Kasia <kasia_new@redmail.com>
To: Angela <avernon1970@yahoo.com>
Subject: Thanks

[1] Hi Angela,

A I'm really sorry for not writing earlier, but I've been very busy since I got back from the UK!

B [2] Th_____ for a wonderful six months. I loved being in Chichester and I had a great time. Also, my English got a bit better…don't you think?

C I really enjoyed looking after Mike and Sally. I thought they were adorable and we had a fantastic [3] t_____ together. I have really good memories, for example, our trip to the Isle of Wight and the zoo there! I've had several messages from the children since I've been back! Please tell them from me that I [4] m_____ them.

D I've been a bit stressed for the last few weeks, because I've been working at a restaurant while I look for a permanent job. Being a waitress is very hard work, but I can now afford to rent a flat with Sofia and two other friends and I'm saving to buy a car! I've also been [5] sp_____ a lot of time with my family – my brothers have changed so much over the past six months!

E That's all for now. Thanks again for everything. And I hope you know you're welcome in Gdansk at any time – my family would love to meet you. Summer here is usually lovely.

F Give my regards to Matt and [6] h_____ to hear from you soon.

Best [7] w_____,

Kasia

PS I [8] a_____ a photo I took of me with the kids. I hope you like it!

a Kasia went to Britain and stayed for six months with a couple, Angela and Matt, working as an au pair. After going back to Poland, she sent them an email. Read the email and match what she says to paragraphs A–F.

- She sends greetings to another member of the family.
- She thanks Angela for her stay.
- She talks about what she's been doing recently.
- She apologizes for not writing before.
- She thanks them again and invites them to stay.
- She talks about the nice things they did together when she was with them.

b Read the email again and complete gaps 1–8.

c Imagine you have some British friends in the UK, and you stayed with them for a week last month. **Write** an email to say thank you. **Plan** what you're going to say. Use A–F in **a** and the language from the **Informal emails** box to help you.

d **Check** your email for mistakes (grammar, vocabulary, punctuation, and spelling).

Informal emails

Beginnings:

Hi + name (or *Dear* + name if you want to be a bit more formal).

(I'm really) sorry for not writing earlier, but…

Thank you / Thanks (so much) for (your letter, having me to stay, etc.)…

It was great to hear from you.

Endings:

That's all for now.

Hope to hear from you soon. / Looking forward to hearing from you soon.

(Give my) regards / love to…

Best wishes / Love (from)

PS (when you want to add a short message at the end)

p.21

3 AN ARTICLE FOR A WEBSITE

TRANSPORT IN LONDON

The Underground (the Tube)

This is the quickest way to get [1] *around* the city and there are many stations all over London. The cheapest way to use the Underground is to get an Oyster card. You put money on it and then top it up when you need to. Then you use it every time you get [2]_____ or [3]_____ the Tube. You can buy Oyster cards at Tube stations and online. You can also use a contactless bank card to pay, or your smartphone (if you have a mobile payment app). Some Tube lines operate 24 hours a day at the weekend.

Bikes

Bikes are now more popular than ever in London, especially [5]_____ tourists and commuters. It's a good way to get some exercise. There are quite a lot of cycle lanes and there's a good bike-hire programme. You pay at a docking station with a credit or debit card and it costs £2 to access bikes for the next 24 hours. During this time you can use as many bikes as you like. The first 30 minutes for any bike is free. If you want to use a bike for a longer journey, you have to pay more – each extra 30 minutes costs £2.

Buses

Buses can be quicker than the Underground if there isn't too much traffic. The easiest way to use them, like the Underground, is with an Oyster card, contactless card, or smartphone. Some buses operate 24 hours a day, so you can use them late at night. Travelling [4]_____ the top deck of a double-decker bus is also a very good way to get to know London and see some of its famous buildings.

Taxis and minicabs

London's black taxis (black cabs) are expensive, but they are comfortable and the taxi drivers know London very well. You normally tell the driver where you want to go before you get [6]_____ the taxi. Minicabs are normal cars which work for a company and most people book them with an app. They are usually much cheaper than black taxis. Taxis or minicabs are probably the safest way to travel late [7]_____ night.

a Look at the four forms of public transport in London. Which one do you think is probably...?

- the most expensive
- the healthiest
- the best for sightseeing
- the safest late at night

the Tube

a double-decker bus

hire a cycle

a black cab

b Read the article from a website about public transport in London and check your answers to **a**. Then answer these questions from memory.

1 What can you use an Oyster card for?
2 How much does it cost to hire a bike?
3 What's the difference between a black cab and a minicab?

c Read the article again and complete the gaps with a preposition from the list.

around at in off on (x2) with

> **Transport in your town**
> *you* = people in general:
> *You can buy Oyster cards at Tube stations.*
> *You must have a ticket or card before you get on a bus.*
> Comparatives and superlatives:
> *Buses aren't as quick as trams.*
> *Cycling is the cheapest way to get around.*

d **Write** an article about transport in your nearest big town or city. **Plan** what headings you're going to use and what to say about each form of transport. Use the language from the **Transport in your town** box and **Vocabulary Bank** Transport p.155 to help you.

e **Check** your article for mistakes (grammar, vocabulary, punctuation, and spelling).

p.29

4 TELLING A STORY

a A magazine asked its readers to send in stories about a time they had a problem when travelling. Read the story once. Why did Begoña and her husband get lost? What else went wrong?

b Read the story again and complete the gaps with a connecting word or phrase from the list.

although as soon as because but
however instead of so then when

A bad journey
This happened last... / a few months / years ago.
The first part of the journey was...
After a while,...
It was only when...
We realized that...
Luckily,...
In the end,...
It was an awful / terrible journey.

c **Write** about a journey where you had a problem (or invent one) to send to the magazine. **Plan** what you're going to write using the paragraph notes below. Use the language from the **A bad journey** box to help you.

Paragraph 1	When was the journey? Where were you going? Who with? Why?
Paragraph 2	What problem did you have? What happened?
Paragraph 3	What happened in the end?

d **Check** your story for mistakes (grammar, vocabulary, punctuation, and spelling).

p.49

Disastrous journeys!

We asked you to tell us about a time you had a problem when travelling. Begoña from Spain wrote to us...

This happened a few years ago. I live in Alicante, in Spain, and my husband and I had rented a house in Galicia for the summer holiday. We were going to drive first to Tarragona to stay for a few days with some friends and [1] *then* drive from Tarragona to Galicia.

The first part of the journey was fine. We were using our new satnav for the first time and it took us right to the door of our friends' house. Three days later, [2]_____ we continued our journey, we put in the name of the small town in Galicia, Nigrán, which was our final destination. We started off, obediently following the instructions. [3]_____, after a while we realized that [4]_____ driving west towards Lleida, we were going north. In fact, soon we were quite near Andorra, right on the border with France. I was sure we were going in the wrong direction, [5]_____ my husband wanted to do what the satnav was telling us – it was his new toy! It was only when we started seeing mountains that even he admitted this couldn't be the right way. [6]_____ we stopped, got out an old map, and then turned round. We had wasted nearly two hours going in the wrong direction!

It was an awful journey, [7]_____ as well as getting lost, we had another problem. When we were nearly at our destination, we stopped for a coffee at a little bar, but [8]_____ we got back onto the motorway we realized that we had left our dog under the table in the café! For the second time that day, we had to turn round and go back. Luckily, the dog was still there! And luckily, [9]_____ the beginning of our trip was a disaster, we had a wonderful holiday!

CLASSIC FILMS YOU MUST SEE

PLEASE POST YOUR SUGGESTIONS

The Force Awakens (2015)

1 *The Force Awakens* is the seventh film in the Star Wars saga, created by George Lucas. The film was [1]_____ by J.J. Abrams. It [2]_____ John Boyega as Finn, Daisy Ridley as Rey, and Harrison Ford as Han Solo. It was [3]_____ for five Oscars in 2016, but it didn't win any.

2 The film is [4]_____ a long time ago in a galaxy far, far away. It was [5]_____ in the UK, Ireland, and Abu Dhabi.

3 The story begins 30 years after the events of *Star Wars: Episode VI Return of the Jedi*. Finn, a stormtrooper, leaves the evil organization called the First Order. He follows a little robot, BB-8, who has information about how to find Luke Skywalker, a Jedi who can use a special energy called the Force. Finn and BB-8 are helped by a young woman called Rey, and together they escape and find Han Solo, a space pilot, and his alien friend, Chewbacca. They help Finn and Rey in their search for Skywalker and their mission to destroy the First Order's new superweapon.

4 I strongly [6]_____ *The Force Awakens*. It has [7]_____, drama, a great [8]_____, and a good plot, but above all, amazing [9]_____. I think I will always prefer the classic Star Wars films, because I watched them when I was young, but I loved this film, too.

a Read the description of a film and complete the gaps with a word from the list.

action directed filmed nominated
recommend set soundtrack
special effects stars

b Read the description again and number the paragraphs in order 1–4.

Paragraph ☐	the plot
Paragraph ☐	the name of the film, the director, the stars, and any prizes it won
Paragraph ☐	why you recommend the film
Paragraph ☐	where and when it is set, where it was filmed

c Look at paragraph 3 again. What tense do we use to tell the story of a film or book?

d Have you seen *The Force Awakens*? If yes, do you agree with the review? If no, does the review make you want to see it?

Describing a film

It was directed / written by...
It is based on a true story / the book...
It stars...
It is set in...
It was filmed in...
The film is about...
In the end...
I strongly recommend (the film) because...

e **Write** a description of a film you would recommend to people. **Plan** what you are going to write in the four paragraphs, using the paragraph notes in **b**. Use the language from the **Describing a film** box and **Vocabulary Bank** Cinema p.159 to help you.

f **Check** your description for mistakes (grammar, vocabulary, punctuation, and spelling).

p.59

6 DESCRIBING A HOUSE OR FLAT

a The website HomeRent.com is for people who want to rent out their houses for holidays. Read two posts from the website. Which description makes you want to rent the house / flat? Why?

b Read about the flat in Florence again. Underline any adjectives which help to 'sell' the flat? What do they mean?

c Now read about the villa in Turkey again. Improve the description by replacing the word *nice* with one of the underlined adjectives. Often there is more than one possibility.

> **Describing location**
> *It is perfectly situated in...*
> *walking distance from...*
> *a (15-minute) walk from...*
> *a short drive from...*
>
> *The neighbourhood is (safe, friendly, etc.)...*
>
> *It's a (beautiful) area...*

d **Write** a description of your house or flat for the website. **Plan** what you're going to write using the paragraph notes below. Use the language in the **Describing location** box and **Vocabulary Bank** Houses p.162 to help you.

Paragraph 1	A brief introduction. What kind of house / flat is it? Where is it exactly?
Paragraph 2	Describe the house / flat. What rooms does it have? Does it have any special features?
Paragraph 3	Describe the neighbourhood. How far is it from places of interest? What public transport is there?
Paragraph 4	Who is the house / flat suitable for? Are there any restrictions?

e **Check** your description for mistakes (grammar, vocabulary, punctuation, and spelling).

p.73

HomeRent.com

Viewed 15 times in the last 48 hours

Beautiful one-bedroom flat in Florence

#12900152

This flat is perfectly situated with a stunning view of the Palazzo Vecchio and Piazza della Signoria. It is on the second floor of a lovely old building.

This attractive flat has a spacious double bedroom, a sunny living room, a fully-equipped kitchen with a dining area, and a large bathroom with shower. There is a flat-screen TV in the living room and there is also wi-fi and air conditioning.

The neighbourhood, San Giovanni district, is in the centre of the city. The area is mainly pedestrian and the Uffizi Gallery, Piazza della Repubblica, and Piazza del Duomo are just a short walk away.

The flat is ideal for a couple who would like to go sightseeing in this beautiful city. It is a no-smoking house and no pets are allowed.

Viewed 21 times in the last 48 hours

Beach villa in Kusadası, Turkey

#36499011

beautiful

Kusadası is a ~~nice~~ holiday resort on the west coast of Turkey, about 80 km south of Izmir.

The house has three double bedrooms, a living room, a *nice* kitchen, and two bathrooms. All the rooms have air conditioning and the bedrooms have their own balconies. There is a *nice* terrace with table and chairs, so you can eat outside. There are *nice* views of the beach and the mountains. There is a *nice* garden and a communal swimming pool, which we share with the other nearby houses.

The house is walking distance from several *nice* beaches, where you can do lots of water sports. It's also a short drive from the mountains, where you can go hiking.

This house is *nice* for a family with children or for three couples. The house is not suitable for pets.

7 A COVERING EMAIL

We are looking for dedicated, enthusiastic, and energetic people to work at the forthcoming World Athletics Championships.

There are vacancies in the following areas:

- Administration
- Hospitality and catering
- Translation and language services
- Medical support

All applicants must be appropriately qualified and a B1 level of English is a minimum requirement.

Send your CV and a covering email (in English) to:
recruitment@wac.com

a Look at the job advertisement. Which job could you apply for?

b Ricardo Suarez wants to apply for a job and is submitting his CV. Read the covering email to go with it. Circle the best phrase in 1–6.

From: Ricardo Suarez <suarezr@chatchat.com>
To: recruitment@wac.com
Subject: Job application

Dear Sir / Madam,

[1] *I am writing / I'm writing* to apply for a job in Medical support at the forthcoming World Athletics Championships.

I am a qualified physiotherapist and [2] *I've been working / I have been working* at a rehabilitation centre in Bristol since January 2016. [3] *My English is great / I speak English very well (level C1).*

[4] I *enclose / attach* my CV.

[5] *Hope to hear from you soon! / I look forward to hearing from you.*

[6] *Yours sincerely, / Yours faithfully,*

Ricardo Suarez

c **Write** a covering email (to send with your CV) to apply for a job at the next World Athletics Championships. **Plan** what you're going to write. Use the language in the **A formal email** box to help you.

A formal email

You don't know the person's name:
- start *Dear Sir / Madam,*
- finish *Yours faithfully,*

You know the person's name:
- start *Dear + Mr / Ms / Mrs (Garcia),*
- finish *Yours sincerely,*

Style:
- Don't use contractions.
- Use formal language.

d **Check** your email for mistakes (grammar, vocabulary, punctuation, and spelling).

p.77

8 AN EMAIL OF COMPLAINT

From: Chris Mason <chrismason.1952@fastmail.com>
To: sandra.adams@johnleavis.com
Subject: Complaint

Sandra Adams
Head of Department
John Leavis Customer Service
PO Box 908
Swindon

May 19th 2018*

[1]_____ Ms Adams,

A Last month, on 25 April, I ordered a coffee machine from your website (order [2]_____, #CE437184). Before placing the order, I read the conditions carefully and the item was [3]_____. Your website says that items in stock are [4]_____ in 48 hours.

B Two weeks passed and nothing arrived. [5]_____, I noticed that payment had been taken from my credit card. I phoned your customer service line and the person that I spoke to, Becky, was rude and [6]_____. She said that the item was not in stock and that she didn't know when it would arrive. She could not explain why the money had been taken from my card.

C I have bought many things from you over the years, both from your London shop and your website, and I have always had good [7]_____. I can only imagine that this is a departure from your usual high standards and I am sure you will be able to resolve the situation in a satisfactory way.

I look [8]_____ to hearing from you.

[9]_____ sincerely,

Chris Mason

* **Note** A formal email and a formal letter are exactly the same. We always include the address and the date in a formal letter.

a Read the email of complaint. Then answer the questions.

1 Who is Chris Mason complaining to?
2 What item is he complaining about? Why?
3 Who did he contact first?
4 What problem did he have when he phoned to complain?

b Match paragraphs A, B, and C in the email to what they say.

Paragraph ☐	something positive about the company (if possible), and that you expect them to do something
Paragraph ☐	an introduction that gives the context of the problem
Paragraph ☐	a detailed explanation of the problem

c Read the email again and complete the gaps with a word from the list.

Dear delivered forward However in stock
reference service unhelpful Yours

d **Write** an email of complaint about something you bought online. **Plan** what you're going to write. Write three main paragraphs. Use the paragraph notes in **b** and the language in the **A formal email** box on p.121 to help you.

e **Check** your email for mistakes (grammar, vocabulary, punctuation, and spelling).

p.83

9 AN ARTICLE – ADVANTAGES AND DISADVANTAGES

Wikipedia, for and against

Wikipedia is [1]a online encyclopaedia. It has become the main information source for [2]milions of people every day. It is a wonderful resource, but it has both advantages and disadvantages.

The first advantage of Wikipedia is that it has information about more or less everything and the information is easy to find. Secondly, Wikipedia [3]usualy gives a good basic introduction to a topic. Thirdly, it gives links and references to other sources, so it's easy to find out more if you want to.

[4]In the other hand, there [5]is also disadvantages. For example, the information on Wikipedia is sometimes inaccurate, which is a problem if [6]its your only information source. Also, you don't know who has [7]writen the articles. It may be an expert, but it may be an amateur, and sometimes there is a personal or political bias.

[8]To conclusion, if [9]your looking for information, Wikipedia is an excellent place to start. But it shouldn't be your only source – it's important [10]get your information from other places too.

a Read the article about the advantages and disadvantages of Wikipedia. Then cover it and answer the questions from memory.

1 What are the three advantages of Wikipedia?
2 What are the two disadvantages?
3 In general, is the writer for or against Wikipedia?

b Read the article again. There are ten mistakes (grammar, vocabulary, punctuation, and spelling). Can you correct them?

c You are going to write a similar article about smartphones. Make a list of the advantages and disadvantages.

Advantages	Disadvantages

d Now decide which are the three biggest advantages and number them 1–3 (1 = the biggest). Do the same with the disadvantages.

> **Writing about advantages and disadvantages**
>
> Listing advantages:
> *First / Firstly,… Secondly,… Thirdly,…*
>
> Listing disadvantages:
> *On the other hand, there are also (some) disadvantages…*
>
> *For instance / For example…*
>
> *Also,…*
>
> Conclusion:
> *In conclusion / To sum up, I think…*

e **Write** an article called 'Smartphones – essential for modern life?' Start the article with this introduction.

> Most people today have a smartphone. But are they really essential for modern life? I think there are both advantages and disadvantages.

Write three more paragraphs. **Plan** what you're going to write using the paragraph notes below. Use the language in the **Writing about advantages and disadvantages** box to help you.

Paragraph 2	two or three advantages
Paragraph 3	two or three disadvantages
Paragraph 4	conclusion – say if you think smartphones are essential for modern life or not

f **Check** your article for mistakes (grammar, vocabulary, punctuation, and spelling).

p.93

UMBERTO ECO

(1932–2016)

Umberto Eco was a novelist, critic, and academic. When he was young, he loved reading everything from comics to classic novels. His father wanted him to be a lawyer, but he decided to study philosophy and literature at the University of Turin.

After he graduated, he worked for Radiotelevisione Italiana. During this time he wrote his first book.

In September 1962, he married Renate Ramge. They had a son and a daughter. They lived in an apartment in Milan. During the 1980s and 1990s Eco was a visiting professor at Harvard and Columbia Universities in the USA.

Eco is best known for his novel *The Name of the Rose*. The book is a murder mystery, set in a 14th-century Italian monastery.

Eco died in Milan in 2016.

a Read the short biography of Umberto Eco. Do you know anything else about him?

b Rewrite sentences 1–7 from the biography with the extra information below. Use non-defining relative clauses.

1 Umberto Eco was a novelist, critic, and academic.
He was born in Italy in 1932.
Umberto Eco, who was born in Italy in 1932, was a novelist, critic, and academic.

2 After he graduated, he worked for Radiotelevisione Italiana.
At Radiotelevisione Italiana he became friends with artists, painters, musicians, and writers.

_____

_____

3 In September 1962, he married Renate Ramge.
Renate Ramge was a German art teacher.

_____

_____

4 They lived in an apartment in Milan.
Eco had a library of 30,000 books in the apartment.

_____

_____

5 Eco is best known for his novel *The Name of the Rose*.
It was published in 1980 and made into a film six years later.

_____

_____

6 The book is a murder mystery set in a 14th-century Italian monastery.
It sold 15 million copies and made him an international literary star.

_____

_____

7 Eco died in Milan in 2016.
He had been diagnosed with cancer.

_____

_____

c **Write** a short biography of an interesting or successful person you know about. **Plan** what you're going to write and try to use some relative clauses.

d **Check** your biography for mistakes (grammar, vocabulary, punctuation, and spelling).

p.97

Listening

1.8

Part 1

Interviewer With me today I have Marianna Leivaditaki, head chef of the Morito restaurant in Hackney…Marianna, what was your favourite food when you were a child?

Marianna At home we ate a funny mixture, because of my parents. Fresh fish, bacon and eggs for breakfast on Sundays, and traditional apple pies. But my favourite was fish. We ate fish every day, which my dad caught. In fact my dad still goes fishing every night!

Interviewer Wow!

Marianna Yes, we were very lucky because not all families could do that – could eat fish every day. Even on an island fish is expensive unfortunately.

Interviewer Did your dad catch fish for the family or for the restaurant?

Marianna For both. Except for lobsters. When he caught a lobster he never sold it, it was always for us. We boiled it and ate it with lemon and olive oil. You don't need anything except lemon and olive oil when fish or seafood is really fresh. That's how I cook lobsters nowadays in the restaurant, in Morito.

Interviewer Were you interested in cooking when you were a child?

Marianna Oh yes. I spent every evening in our restaurant, and instead of playing with the other children I usually helped in the kitchen. I wrote down recipes which I wanted to cook for the family in a blue notebook.

Interviewer So your love of food and cooking came from your parents?

Marianna From my parents and also from my aunt, and from many inspiring ladies who surrounded me when I was growing up. My aunt, Thia Koula, had animals, a garden, olive trees and grapes. In the summer I often spent all day with her. She knew everything about wild food in Crete. She only ate what she had grown or found or made herself. It's such a beautiful way to eat.

Interviewer Did you ever eat out as a child?

Marianna Never in the evening, because our restaurant was open for dinner seven days a week, but occasionally my mum used to buy me and my brother souvlaki for lunch, a sort of Greek sandwich with pitta bread. Inside it has pork, tomato, red onion and lots of thick yoghurt.

1.9

Part 2

Interviewer So did you always want to be a chef, to have your own restaurant?

Marianna No, not at all. I wanted to be a psychologist, and when I was 18 I came to the UK to study at Kent University. Then I decided I didn't want to be a psychologist after all and I went travelling for a bit – I'd saved some money at university because I worked in the evenings. I went all around southern Europe and also to South America, to Ecuador. I tried all sorts of different dishes and fell in love with food again, so I went back to Crete and worked in our family restaurant for two years.

Interviewer Why did you come back to the UK?

Marianna Well I wanted to continue working as a chef, but I needed a bigger challenge. And when I was a student in the UK and I missed good food, I used to save money and go to London to have dinner in the restaurant called Moro. It wasn't Greek food, but it was Mediterranean, Spanish and North African, and I loved it. So when I came back to London I went to Moro and I said 'I want a job' – and they gave me one.

Interviewer And what happened then?

Marianna Well, really slowly, through hard work, and after seven years, I became head chef. It was magic. And then the owners of Moro, Samantha and Samuel Clark, suggested that I help them open Morito.

Interviewer How is Morito different from Moro?

Marianna It's the same inspiration, and many of the dishes are similar, but because I run the kitchen I have been able to have more Cretan dishes on the menu, dishes from my childhood. This week, for example, I'm making *ntakos*, a Cretan salad made with fresh goat's cheese, tomato and bread.

Interviewer Do you go back to Crete much?

Marianna Yes, I go to Crete maybe four or five times a year. My family's restaurant is closed now, but I go out for lunch with my friends, the people I miss when I'm in London. Food comes, and we share everything. We always order too much, and by the end of it we feel incredibly full.

Interviewer Well, Marianna it's been great chatting to you, and thanks for coming in.

Marianna Thank you very much for having me.

1.15

1 A So what are you going to do next year, dear? Are you going to go to university? Adam? Can you hear me?
B Sorry, Gran. What did you say?
A I said, are you going to go to university next year?
B No, Gran. I've already told you loads of times. I'm not going to go to university. I'm going to look for a job. I need to earn some money.
A All right dear, you don't need to shout. I can hear perfectly well, thank you. What's the time now?
B Ten to four. Shall I make you a cup of tea?
A Yes, please, dear. That'd be very nice.

2 A Bye. See you tomorrow.
B Bye. Hey, what do you mean tomorrow? Aren't you coming back tonight?
A No, I told you about it yesterday. I'm going to a party at Katie's. I'm staying the night there.
B Who else is going?
A Oh, just the usual crowd. You don't know any of them.
B Well, make sure you don't go to bed too late. And don't forget to...
A Bye.
B Where's your coat? You can't go out like that. It's going to be cold tonight!
A Bye!

3 A Can I use your car tonight?
B No, you can't.
A You said you didn't need it. Why can't I borrow it?
B Because you won't look after it. You'll drive too fast.
A I won't, I promise, I'll drive really slowly. I'll be really careful.
B Oh, all right then.
A Thanks. See you.

1.25

James Well, I can remember one terrible thing I did to my brother when we were teenagers – I have a twin brother. Um, so we used to fight and argue a lot, as, as kids and teenagers. And one time, when we were about 15, we were fighting, arguing, we shared a bedroom, so we were in our room, um, fighting each other, and I accidentally stabbed him in the finger with a penknife that I was holding in my hand. And it was, it was a total accident, and I was holding it and I was kind of threatening him, but I didn't really mean to, to stab him, obviously, um, but I did, and I was absolutely horrified at what I'd done. And of course he, my brother, he looked down at his finger, with this blood coming out from where I'd stabbed him, and he looked up at me, and he said 'I'm going to tell Mum!' Which sort of made me laugh because you know we were both 15 at the time, and it was a very childish thing to say. And he ran downstairs to tell our mum, and I was absolutely terrified that she was going to be really angry with me. Which she was, of course. But, um, he was fine, by the way, it was a very small cut. He didn't have to go to hospital or anything, it was absolutely fine, but, um, he still, now and this is, you know, we're in our late forties now, so this is 30 years ago, but he still sometimes tells people, when we meet them, about when I stabbed him. But yeah, it wasn't a very nice thing to do to him!

Marilyn Well, my sister was four years older than me. She still is, actually. Um, I remember once when I was about ten years old, I had a pet, a bird. Um, it was a small green parrot called Charlie, and I really loved him. He lived in a cage but I sometimes let him out to fly around the house, you know so, so he could have some freedom. And one day, I was in my bedroom and I let him out, but then something happened – I can't remember what and I forgot about him for a, for a while, and then suddenly I couldn't see him anymore. And, well, I looked everywhere for him, I looked all over the house and I couldn't find him anywhere, oh I cried and I cried because I was sure that he had flown out of the window. And my parents started to help me because they felt awful about it as well. And just when I was completely hysterical my sister admitted that, in reality, she had hidden him, she had shut him inside a cupboard, can you believe. Well, she opened the cupboard and poor Charlie was there, he was so frightened, but we were all really relieved to find him. My sister was so horrible that day. Of course now we get on really well, but I still remember what she did to poor Charlie and sometimes when she comes to see me I hide her car keys or her purse or something just to remind her of it. Is that bad?

2.12

Presenter Hello, and welcome to Five-Minute Money. Today we're talking about scams and scammers. Over 3,000,000 people a year are victims of scams in the UK, and they lose an average of £1,200 each, so we all need to know what to look out for. We're going to hear three listeners' stories, and for each scam we'll explain how to stay safe.

Our first story is from Heather in Edinburgh.

Heather A few months ago I got an email from a friend who was away in Berlin. He said he'd lost his wallet and needed money to get home. He asked me for my credit card details, and I thought well, he needs my help, so I sent him a reply with my card number and everything. But there was no reply, and I got suspicious, and I checked my credit card, and somebody had stolen over £2,000. And of course I never got it back.

Presenter Ah, the friend abroad who needs help. But it isn't really a friend, it's a scammer who is using this friend's email account. Often this scam is obvious, either because you know your friend isn't abroad, or because the email has grammar and spelling mistakes. So always be suspicious of any strange emails from friends.

The next story is from Carl in Hastings.

Carl I got an email saying that I'd won quite a lot of money in the lottery in Spain. It looked official, and some of it was in Spanish, and last year I was on a holiday in Spain and I did buy a lottery ticket, so I believed it. So I emailed back and they replied and said the easiest thing was for me to send them my bank account details, and they'd pay the money direct into my bank. So I did – and I feel so stupid saying this now – and of course the next day my account was completely empty. Luckily it was the day before payday, and I only had about £200 in there. But I learnt my lesson.

Presenter Yes, so again, never believe an email or message saying you've won a lottery, especially if you never bought a ticket.

Our last story is from Paul in Bristol.

Paul I'd just got back from work, it was about 6.00, and the phone rang and a very polite woman said it was Barclay's Bank Security Division, and that there was a problem with my account. She said that somebody had tried to use my password online, and that my account wasn't safe. I was in the middle of buying a flat, and I thought 'Oh no! This sounds bad!' because I had quite a lot of money in the account. She said the best solution was to transfer all the money into a new account to make sure it was safe. So she gave me an account number and an account name – it was my name, it was called 'Paul Kay new account' – and I thanked her. And immediately after the call I went online and transferred all my money to this new account. And that was the last time I saw it. It was a real disaster, I lost £20,000 and I couldn't buy my flat.

Presenter It's natural to co-operate if you think your bank is phoning you, but your bank will never ask you on the phone to transfer money to another account. If you get suspicious, just hang up, wait ten minutes, then phone your bank to check if it really was them.

So, what's the most important thing to remember if you don't want to be the victim of a scam? Be very suspicious of strange emails from friends or from someone saying that you've won a prize, and the same for phone calls from your bank. And above all, never, never give your bank account or credit card details to anybody, either in an email or on the phone, unless you are 100% sure who they really are.

2.13

Part 1

Interviewer The charity Adelante Africa was started in 2008. That summer a group of Spanish and British tourists had travelled to Uganda on safari to see the mountain gorillas. Halfway through the trip, in a small rural village called Igayaza, the lorry they were travelling in broke down. While a mechanic repaired the lorry, the group took shelter in a nearby building. It was a primary school for orphans, children without parents, but it was in a terrible condition. The walls were falling down, the blackboards were broken, and there weren't many desks. But the children were wonderful, very bright and friendly. One of the tourists was a primary school teacher, and she started teaching them English songs. She was amazed at how quickly they learned. When they left they asked the head teacher how they could help, and he said, 'What we need is a new school'. When the tourists arrived home from their holiday, they decided to set up a charity to raise money to rebuild the school. Two years later, on the 14th of March 2010, the new school opened with 75 children – and since then Adelante Africa hasn't stopped.

2.14

Part 2

Interviewer I'm with Jane Cadwallader, the secretary of Adelante Africa.

Jane Hello.

Interviewer Hi Jane, how long have you been working with Adelante Africa?

Jane Well, over ten years now. Since the beginning. I was the teacher who sang songs with the children back in 2008 when the lorry broke down.

Interviewer Jane, tell us what Adelante Africa has been doing since 2010, since the primary school was finished.

Jane Well, we've done a lot. Our next major project was to build a children's home for the orphans who don't have anybody in their extended family who can look after them. The children's home has been running since 2012 and now we have 57 children there. But we also realised that if we wanted to help the local children, we really needed to help their parents, too. Our primary school was beautiful but many of the children were sick, they had malaria or malnutrition.

So we started several small community projects, for example we tried to help people to improve their diet by giving them seeds to plant a variety of vegetables. Most people in rural Uganda, you see, erm, don't eat fruit and vegetables, except what they can find growing wild. We've also been building water tanks to collect rainwater so that they have cleaner water to drink, and they don't have to walk the long distances to the nearest river. And we've started a small factory to make sunflower oil, which has helped local farmers, and also given some jobs to local people. Sunflower oil is much healthier than the palm oil that most people were using before, so really we've helped the whole community with this.

IInterviewer And are any of your new projects related to education?

Jane Absolutely. In 2011 we started a FAL group in Igayaza – FAL stands for Functional Adult Literacy, so these are classes to teach adults – mainly women – to read and write, and to speak English, which is the official language in Uganda. Since then we've started 11 more FAL groups in other nearby villages. And our other big project is that we've just built a secondary school, so that children from our primary school and the other local children can get a good secondary education. We're very proud of it – it's not quite finished yet, though. We need to raise more money in order to finish all the buildings.

Interviewer And are all the volunteers, the people who work with you, from Britain and Spain?

Jane No, not at all. There are a few of us from Europe who visit regularly, but the people who make it all possible are the Ugandan volunteers. Without them we couldn't do anything! In the future we hope that all the projects will be run by them.

Interviewer And can you tell me about some of the children, some individual cases?

Jane Hmm, let me think. I know a good example. John Muzzei. He's a boy, an orphan, who was at the primary school when the lorry broke down. He was very bright, and when he finished primary in the new school, he got very good grades and we sponsored him to go to secondary school. He worked very hard there as well and did very well, and now he's in the last year of nursing at a good nursing college. And I also have to tell you about Baby Rose. She was brought to our children's home with her brother. They were living alone in a hut with their mother, who was dying of AIDS. When they arrived Rose was a year old. She was suffering from malnutrition and weighed only five kilos. Her little legs were so thin that we thought she'd never walk. And she never ever smiled. Now, one year later, she's running around laughing and smiling. Since she came here she's changed completely into a healthy happy child.

Interviewer So Adelante Africa has really changed their lives?

Jane Yes, it's changed their lives, but it's also changed the lives of the people who work for Adelante Africa. Most of us feel it's the most satisfying thing we've ever done. Have a look at the photos and videos on our website – it's www.adelanteafrica.org. Maybe it will change your life too.

3.16

Host Hello and welcome. On today's programme we're talking about how to drive safely. A new book called *Survive the Drive* has just been published, and we asked Tom, our transport and travel correspondent, to take a look. Welcome, Tom.

Tom Thank you.

Host So, tell us – what's the most dangerous thing you can do while you're driving? Obviously we're not talking about drinking alcohol, taking drugs, or using a handheld phone to make calls or text, which everyone knows you must never do.

Tom Well, this is really surprising, top of the list is driving when you're feeling emotional. The researchers found that you're nearly ten times more likely to have an accident if you're feeling very sad or angry or stressed. If you're emotional then you can't concentrate on the road, and you'll probably make bad decisions if you find yourself in a dangerous situation. In fact if you're feeling very emotional it'd be better not to drive at all!

Host Wow, OK. I'll try to remember that next time I have a bad day at work! What's the second most dangerous thing?

Tom This one's less surprising – it's reaching for something in your car. It might be your phone, or a map, or some sweets. If you're reaching down, or trying to get something from the back seat, then you aren't looking at the road, and you're nine times more likely to have an accident.

Host And number three?

Tom Number three is looking at something interesting or something that's happening by the road. A really common example of this is when people slow down to look at an accident – they don't realise that by looking at the accident and not at the road, the chance of having an accident themselves goes up over seven times. In fact this is a really common cause of accidents on motorways.

Host So the message is, don't be distracted.

Tom Yes, exactly. If you're driving fast, you can travel over 100 metres in less than three seconds. And a lot can happen in three seconds.

Host So that's the top three – what about other things to avoid?

Tom Well, at number four is adjusting your satnav, which can be very distracting, and makes you nearly five times more likely to have an accident. At number five is driving when you're tired. 60% of drivers say they've driven when tired in the last year, so it's a big problem – and you can lose control of your car completely. And at number six is adjusting your radio or music system. This makes you twice as likely to have an accident. Again, it's the distraction from the road that's the problem, and only having one hand on the wheel.

Host And the last two?

Tom The seventh is eating or drinking, because again you normally take one hand off the wheel, and the eighth is talking to a passenger, which can be distracting because the driver often turns to look at the passenger.

Host So how would you summarize the research? What did you find most interesting?

Tom I think for me the most interesting thing is that some of these things don't seem very dangerous and good drivers often do them – but the research shows that they are. So next time you get in your car to drive somewhere, think about what you're doing, and always, always keep your eyes on the road!

3.24

Presenter 'Pink is for girls, blue is for boys.' How many times have we heard that? And if you walk down the aisles of children's clothes shops you'll see rows and rows of clothes in these two colours. But where does this rule come from exactly? Are little girls genetically attracted to pink, and little boys to blue?

It seems not. You may be surprised to hear that 100 years ago, it was the exact opposite. In a popular magazine of the time, an article said 'The generally accepted rule is pink for boys and blue for girls. The reason is that pink, being a stronger colour, is more suitable for a boy, while blue, which is more delicate, is prettier for a girl.' The change to pink for girls and blue for boys happened only after World War II. The idea of women being equal to men emerged and, as a result, people started dressing little girls in pink. Soon advertisers got hold of the idea, and made blue the colour for boys. Since then the pink and blue stereotype has never gone away. And it is not only clothes, but all sorts of other things as well. Girls' rooms and furniture are painted pink, girls' accessories are made in pink, girls' toys are packaged in pink. South Korean photographer JeongMee Yoon was so struck by this that she created a series of photographs called *The Pink and Blue Project*, where children were photographed in their rooms with all the things they possessed in either pink or blue.

But is this something we really need to worry about? Alison Carr, from the Institute of Engineering and Technology, says yes.

Alison When we're choosing between one toy or another to buy as a present for a child, we're influenced by stereotypes, and if the child is a girl we'll probably choose something pink. And this is a problem, because not only are 89% of girls' toys pink, but also only a very few of them are connected with science or maths. Most girls' toys are still based on dolls and dressing up, while boys' toys are more likely to be related to building and cars. And the problem is that the toys we play with influence our interests, and even the jobs that we end up getting. If girls don't have access to as many construction toys, or mechanical and scientific toys as boys, they'll think that science and technology is 'not for them' so they'll be less likely to choose to study it at school and later at university. I think that if they were allowed to choose for themselves, girls and boys would choose the same sort of toys, and that parents need to forget about the stereotypes, about pink and blue. Toys should be the same colour for all children, red, yellow, green, whatever.

Presenter However Natasha Crookes, from the British Toy & Hobby Association doesn't agree.

Natasha I think that instead of abandoning the pink and blue thing we should use it. If we want girls to get interested in maths and science, we should package science and engineering toys in a pink box. Then maybe girls – or their parents – will start buying them.

Presenter And now we're moving on to…

4.11

Presenter Good afternoon to all. In today's modern manners programme, the subject is family, and what to do with rude relatives. Our etiquette expert Sarah is here to take your calls, so if you have a family member who behaves badly and you don't know what to do about it, just call us here on 0207 946 0671.

And our first caller is Belinda from Salisbury. Hi Belinda, tell us about your rude relatives.

Belinda Well, I hate to say it because it's such a cliché, but it's my mother-in-law. She's a nice woman, don't get me wrong, and on the whole we get on well, but one thing she does which I think is really rude is that whenever she comes for a meal she criticises my cooking. I'm not a professional, obviously, but I think I'm a pretty good cook and it really annoys me, especially after I've spent hours making something really nice.

Presenter OK so Sarah, over to you. How should Belinda deal with her mother-in-law?

Sarah Hi Belinda. I know this won't be easy, but when she does this I think you ought to be the one who behaves well. Stay calm, thank her as politely as possible for her advice, and change the subject. You shouldn't argue with her, because she won't change her opinion – and it won't make you feel better either. Instead, encourage your husband or another relative to say how great your cooking is in front of your mother-in-law. When she sees that her criticisms aren't having any effect, and that everybody else loves your food, she'll either stop criticizing or she'll start paying compliments herself.

Presenter Thanks very much for that, Sarah. And our next caller is Damien from Sheffield. Hi Damien, I think you're going to tell us about a problem with your brother, is that right?

Damien Yes, that's right.

Presenter So what's the issue?

Damien Well, he lives in London and he likes coming up to stay from time to time, which is great. But he's just phoned me saying he's coming next month and he's bringing his new dog. I know he's just got this dog and he's very keen on it, and doesn't like leaving it alone, but it's still a puppy and my girlfriend and I aren't very into dogs. Also we've just redecorated our house, and we've done a lot of work on the garden, and I'm pretty sure the dog's going to destroy them both.

Presenter Sarah, what do you think Damien should do with his brother and his dog? Do you think it's rude to arrive at someone's house with a dog?

Sarah Yes, I have to say I do. It's bad manners for a guest to bring an uninvited pet, even to a relative's home. This is true even if you have one of your own and your house is already animal-friendly. I think you should politely but directly say how you feel. You can add a reason like, as you say, you've just redecorated, but to be honest, you don't really have to give a reason.

Presenter Well, that's very clear advice, thanks Sarah. And finally, Miranda from Stirling. Hi Miranda. Tell us about your problem.

Miranda Hi there. My problem's with my nephew, my sister's son. He's eight years old and his parents don't give him any rules. So he's really wild, and whenever they come to our house he just shouts all the time, jumps on the furniture, makes a mess in the kitchen. He even writes on the walls! It's really exhausting, but my sister's very sensitive about me criticizing her son, so generally I don't say anything. But I've reached the point where I'd almost prefer it if they didn't come round.

Presenter Sarah, what should Miranda do with her nightmare nephew?

Sarah You must speak to his parents before their next visit, or at least to your sister. But instead of being critical, say how great it is that their son has so much energy, and how much you love him, but then explain that he has to calm down a bit when he's visiting. And at the beginning of his next visit, welcome him but give him some rules for your house. Say 'Hi. It's great to see you again! But just a couple of house rules: no jumping on the furniture, and if you want to draw, please use a piece of paper – you mustn't write on the walls.' He won't mind, and in the long run your sister will be grateful.

4.18

I haven't played a musical instrument for years. Five years ago I got a trumpet for my birthday, and I tried to learn it, but I gave up after seven minutes and it ended up in the garage. So here I am, a beginner again.

ONE HOUR

I have everything I need: a trumpet, YouTube trumpet lessons, and a book called *Trumpet for Beginners*. I plan to practise for 20 minutes a day, three times a week. I want to be able to play the trumpet, and I want to do it fast!

TWO HOURS

Well, that was optimistic. Playing the trumpet is more difficult than it looks! I can only play for ten minutes before I start seeing stars and my mouth hurts. I can get from C to G, but I can't get any higher. It's depressing.

FIVE HOURS

I'm now practising for ten minutes at a time. I can play a whole octave, from C to C. I've watched a lot of trumpet lessons on YouTube. The teacher has a beard and wears very colourful shirts. He's beginning to annoy me, so I'm going to stop watching videos and use books instead.

NINE HOURS

I still can't play high notes. I can play some very simple tunes, but nothing I actually want to play. It's not Rimsky-Korsakov.

FOURTEEN HOURS

I've been practising three times a week, but I'm not getting any better. I've put the trumpet in the wardrobe.

FIFTEEN HOURS

One evening, I'm at a school concert and I meet Matilda Lloyd, one of Britain's best trumpet players – she was a winner in the BBC Young Musician competition in 2014. I ask her for help, and the following week she gives me a trumpet lesson. I'm doing everything wrong. I need to forget everything I learnt from the man with the beard and the colourful shirts. I need to start again.

SEVENTEEN HOURS

I'm getting better! My trumpet is starting to sound more like a musical instrument. I'm practising for half an hour every day. I'm enjoying myself. And the neighbour's dogs have stopped barking.

TWENTY HOURS

I was planning to finish my 20 hours of practice by busking in the Underground for an afternoon, but I can't do it. 20 hours is too little. But give me 100 hours, and you'll see me playing the trumpet on a street near you…

5.9

Part 1

Interviewer What made you want to become a referee?

Juan My father was a referee but that didn't influence me – in fact the opposite because I saw all the problems that he had as a referee. But as a child I was always attracted by the idea and at school I used to referee all kinds of sports, basketball, handball, volleyball and of course football. I was invited to join the Referee's Federation when I was only 14 years old.

Interviewer Were you good at sport yourself?

Juan Yes, I was a very good handball player. People often think that referees become referees because they're frustrated sportsmen, but this is just not true in most cases in my experience.

Interviewer What was the most exciting match you ever refereed?

Juan It's difficult to choose one match as the most exciting. But I remember some of the Real Madrid–Barcelona matches, for example, the first one I ever refereed. The atmosphere was incredible in the stadium. But really it's impossible to pick just one – there have been so many.

Interviewer What was the worst experience you ever had as a referee?

Juan The worst? Well, that was something that happened very early in my career. I was only 16 and I was refereeing a match in a town in Spain and the home team lost. After the match, I was attacked and injured by the players of the home team and by the spectators. After all these years I can still remember a mother, who had a little baby in her arms, who was trying to hit me. She

was so angry with me that she nearly dropped her baby. That was my worst moment, and it nearly made me stop being a referee.

Interviewer Do you think that there's more cheating in football than in the past?

Juan Yes, I think so.

Interviewer Why?

Juan I think it's because there's so much money in football today that it's become much more important to win. Also football is much faster than it used to be, so it's much more difficult for referees to detect cheating.

Interviewer How do footballers cheat?

Juan Oh, there are many ways, but for me the worst thing in football today is what we call 'simulation'. Simulation is when a player pretends to have been fouled when in fact he hasn't. For example, sometimes a player falls over in the penalty area when, in fact, nobody has touched him and this can result in the referee giving a penalty when it wasn't a penalty. In my opinion, when a player does this he's cheating not only the referee, not only the players of the other team, but also the spectators, because spectators pay money to see a fair contest.

5.10

Part 2

Interviewer What's the most difficult thing about being a referee?

Juan The most difficult thing is to make the right decisions during a match. It's difficult because you have to make decisions when everything's happening so quickly – football today is very fast. You must remember that everything is happening at 100 kilometres an hour. Also important decisions often depend on the referee's interpretation of the rules. Things aren't black and white. And of course making decisions would be much easier if players didn't cheat.

Interviewer Do you think that the idea of fair play doesn't exist any more?

Juan Not at all. On the contrary, I think fair play does exist – the players who cheat are the exceptions.

Interviewer Finally, who was the best player you ever saw in your career as a referee?

Juan I have to say Leo Messi.

Interviewer Why is he special for you?

Juan Well, a study was done on him which showed that Messi could run faster with the ball than many footballers can do without the ball. But apart from his great ability, what I've always admired about him is that he isn't a typical superstar footballer. In public and in his personal life his behaviour has always been very normal. That's unusual for such a famous player.

5.22

Rickie You're listening to Radio Oxford and I'm Rickie Hammond.

Joanna And I'm Joanna Keys.

Rickie Now, I wonder how many of you know what today is? Well, it's Friendship Day! All over the world today people are celebrating those wonderful people called friends.

We've been doing some research this morning about friends and we've discovered five fascinating facts about friends for you. Just listen to these. Joanna?

Joanna FRIENDS FACT NUMBER 1

Animals have friends too! Yes, apparently, we humans aren't the only ones who have friends. There's strong evidence that animals like chimpanzees, horses, elephants, dolphins and even bats can form friendships for life. And they even make friends with animals that aren't from their species!

Rickie FRIENDS FACT NUMBER 2

We have more real friends thanks to social media! You may find this hard to believe, but since the invention of the internet, and especially since social media came on the scene, we actually have more real-world friends than before. People always say we're so busy with all our online friends that we don't have time for our real friends, don't they? But in fact the opposite is true. A doctor in Psychology at Sheffield Hallam University has done some research that shows that the internet actually helps us to keep up friendships. And why is that? Because with social media it's easier to stay in touch. In the past we used to lose touch with friends because of distance or lack of time. So now you know...

Joanna FRIENDS FACT NUMBER 3

Having friends at work makes you more productive. Now, you probably think that if you have lots of friends at work you waste a lot of time gossiping with them. Well, listen to this. According to various studies, having friends at work makes you more productive and more creative. And I can believe that, because you know, if you have friends at work you're going to be happier, which in turn probably makes you work better. Just one thing though – don't be friends with your boss! That might make your colleagues trust you less, and they might think you got your job because of your friendship.

Rickie FRIENDS FACT NUMBER 4

Love can make you lose two friends. Yes, it's a sad fact that you can lose two friends when you fall in love. According to the anthropologist Robin Dunbar, who's studied the effect that love has on friendship, when a new person comes into your life, he – or she, of course – displaces two other people in your circle of friends. He says that when you're in love, you spend less time with your friends, and this means that friendships deteriorate. And you know something, from my experience that's true.

Joanna FRIENDS FACT NUMBER 5

So this is the last one, and it's good news! Friendship is good for your health. It doesn't matter if you're a man or a woman. People who have a lot of friends are less stressed and live longer. Research shows that you are 50% more likely to have a long life if you have a good social network.

So now we're asking you to choose a song for a special friend. Call us or text us on 08001 570 892. The lines are open now, and our first caller is Mandy from Didcot.

Caller Hi, Joanna! Can you play *I'll be there for you* for my best friend? Her name's Annie and I love her to bits...

6.7

Part 1

Interviewer So tell me, how did you get involved in the film, Dagmara?

Dagmara Well, as you probably know, *Schindler's List* was shot in Krakow, in Poland, which is where I live. I was a university student at the time, studying English. And the film company set up their production office here three months before they started shooting the film and I got a job there as a production assistant, preparing and translating documents and the script.

Interviewer But how did you get the job as Steven Spielberg's interpreter?

Dagmara Well, it was a complete coincidence. Just before the shooting started, there was a big party in one of the hotels in Krakow for all the actors and the film crew, and I was invited too. When I arrived at the party the Polish producer of the film came up to me and said, 'The woman who was going to interpret for Steven Spielberg can't come, so we need you to interpret his opening speech.'

Interviewer How did you feel about that?

Dagmara I couldn't believe it! I was just a student – I had no experience of interpreting – and now I was going to speak in front of hundreds of people. I was so nervous that I drank a couple of glasses of champagne to give myself courage. I must have done a pretty good job though, because soon afterwards Spielberg came up to me to say thank you and then he said, 'I'd like you to be my interpreter for the whole film.' I was so stunned I had to pinch myself to believe that this was happening to me.

6.9

Part 2

Interviewer So what exactly did you have to do?

Dagmara I had to go to the film set every day and translate Spielberg's instructions to the Polish actors, and also to the extras. I had to make them understand what he wanted them to do. It was really exciting, and I often felt as if I was a director myself.

Interviewer So, was it a difficult job?

Dagmara Sometimes it was really hard. The worst thing was when we had to shoot a scene again and again because Spielberg thought it wasn't exactly right. Some scenes were repeated as many as 16 times – and then sometimes I would think that maybe it was my fault – that I hadn't translated properly what he wanted, so I'd get really nervous. I remember one scene with lots of actors in it which we just couldn't get right and Spielberg started shouting at me because he was stressed. Eventually we got it right and then he apologized, and I cried a little, because I was also very stressed – and after that it was all right again.

Interviewer So, was Spielberg difficult to work with?

Dagmara Not at all. I mean he was very demanding, I had to do my best every day, but he was really nice to me. I felt he treated me like a daughter. For instance, he was always making sure that I wasn't cold – it was freezing on the set most of the time – and he would make sure that I had a warm coat and gloves and things.

Interviewer Did you ever get to be an extra?

Dagmara Yes, twice! I was going to be in two party scenes, and I got to wear beautiful long dresses and high heels. Unfortunately, one scene didn't make it to the final cut of the film, and before we started shooting the other one I tripped walking down some stairs and twisted my ankle really badly. I was in so much pain that I couldn't take part in the filming. And that was the end of my 'acting career'. I still have the photos of me looking like a girl from the 40s, though!

Interviewer Have you ever worked with Spielberg again?

Dagmara Yes. A year later he invited me to interpret for him again, this time during the premiere of *Schindler's List* in Poland, which was broadcast live on national television! Before that, he had also asked me to come to work as a production assistant on his next movie in Hollywood. I was very tempted and thought really hard about it, but I hadn't finished my studies yet, and all my family and friends were in Poland – so in the end I decided not to go.

Interviewer Do you regret it?

Dagmara Not at all. I had my moment, and it was unforgettable, but that was it!

6.19

Danish Sheikh tells me that people with charisma do two basic things. They project their own personality but at the same time they also make other people feel important. Sheikh's lessons are designed to help me to do both of these things, and in the next 48 hours I learn a lot.

Projecting your own personality is difficult to learn. Nobody likes people who talk about how fantastic they are, but nobody remembers people who don't say anything about themselves. Sheikh says the solution is to talk about yourself enough, but not too much.

People with charisma also feel confident. Sheikh gives me advice to help me feel more confident for example, when I walk into a meeting or a party. He tells me to remember a time in the past when I was successful. This positive memory will stop me from feeling afraid or anxious.

Body language is also important. We practise it together, including how to stand like a gorilla, with your feet apart and your arms wide – this shows that you're an important person. Sheikh also tells me how to enter a room. You have to have your chin up and your shoulders back. He tells me to make eye contact with the people I'm talking to, but not for too long – maximum four seconds – it's important not to stare. We also study hand gestures – you shouldn't use them too much.

Finally, conversation. I learn that it's important not to speak too fast or too slowly. You need to vary your speed to keep your listener's attention. But the most important thing of all is listening carefully. If you show interest in people, it makes them feel special. But if you're not really listening, the person you're talking to notices very quickly, so you need to make sure you really concentrate on what they're saying.

At the end of the two days, I have a practical test…

6.20

At the end of the two days, I have a practical test. I go to a pub with Sheikh, and I have to talk to strangers. I start talking to people and it goes OK. I don't think English people really like it when a stranger starts speaking to them, but we laugh and I have some interesting conversations. Occasionally, Sheikh gives me advice. He reminds me to make eye contact with everyone I'm talking to, and tells me not to cross my arms, that kind of thing.

As we leave the pub, we shake hands. He says that the course has been good for me, and he gives me a thumbs up. So have I changed? Am I more charismatic? Not exactly – I'm never going to stand like a gorilla again, for example. But perhaps charisma is simpler than that anyway; it's about understanding who you are better, and showing the best version of yourself.

7.7

Week 1

On the first day of week 1 students change their normal school uniforms for Chinese-style tracksuits. They start the day much earlier than usual, at 7.00 in the morning, with 30 minutes of physical exercise. In Britain, PE is usually fun, and students only have two hours a week, but in the Chinese system, students do PE every day. Then lessons begin, and students get another shock – all 50 of them are together in one class. In Britain, the maximum is usually 30. In China it's common to have 50 kids in one room. They stop for lunch early, at 11.30. Classes finish at 5.00 but they're not allowed to go home. They have dinner at school, and after dinner they still have a lot of homework and self-study. When they finish, at 7.00, they have to clean the classroom. The school day is 12 hours long. British students find this exhausting!

7.8

Weeks 2 and 3

There are big differences between Chinese and British teaching styles. The Chinese teachers teach very fast. Everything is done in books and on paper, and there is a lot of copying from the board. In Britain, for example, in science, the approach is to let students do experiments and discover things by themselves, with less help from the teacher.

Discipline is also very different in British and Chinese schools. In China, the teachers have complete authority, but in Britain, the same teachers are having problems. They're surprised that the students don't take school seriously. When her students don't pay attention, Miss Yang, the science teacher, makes them stand and look at the wall, but it doesn't seem to work very well. As Rosie, one of the students, says, 'It probably works in China, because everybody does what their teacher says. But here we don't care. We think it's funny.'

By week three there is a serious problem with discipline. Some students like the Chinese system, but a lot of others are behaving badly in class, and some students stop coming to class completely.

The Chinese teachers are losing control, and realize they need to change the way they are teaching or their students will fail the tests in week four. They start to teach the children about Chinese culture and food, and they add Chinese face-massage to their daily lessons. They also try to teach patience and concentration using traditional Chinese games.

During a meeting with the parents, the Chinese teachers try to get them to help and to encourage their children to work hard. The parents are impressed, and the Chinese teachers are filled with new energy and confidence.

7.9

Week 4

During the last week of the experiment the children in the Chinese class are behaving better. At the end of the week all the students from the classes with Chinese teachers and the classes with British ones take tests in maths, science, and Mandarin. These tests will decide which style of teaching has worked better. So what do the results show?

In the maths test, the children taught by British teachers get an average of 54%, and the class taught by Chinese teachers gets…68%. In science, British-taught students get 50% and Chinese-taught students get…58%. And in Mandarin, British-taught students get 37%, and Chinese-taught students get…46%. The Chinese teachers are delighted and their students are really grateful and happy.

So the Chinese teachers get better results, but does that mean their teaching methods are better? Neil Strowger, the head teacher at the school, says, 'It clearly gets good results, but the discipline is too strict for some students.' The Chinese teachers agree that their method doesn't help to develop personality or creativity. Perhaps the last word should go to Miss Li, the Mandarin teacher. As she says, 'It's very hard to say which system is better… but I think we both learnt from each other.'

7.21

Welcome to the Handel Hendrix house.

Handel's House

In 1712, the German composer Georg Frideric Handel decided to settle permanently in England, where he was employed as musician to the English court. After living in Surrey for some years, he moved to London and during the summer of 1723, he rented a house at 25 Brook Street. He was the first occupant of the house, but as a foreigner, he was not allowed to buy it. However, after becoming a British citizen five years later, he decided to continue renting the house. In 1742, his annual rent for Brook Street was £50.

The plan of the house in Brook Street was usual for a modest London townhouse of the period. There was a basement containing the kitchens and on the ground floor there was a room at the front for receiving visitors. On the first floor there were bigger rooms where Handel entertained and worked. In the largest room, he kept his instruments (a harpsichord and a little house organ) and he occasionally rehearsed there. The room next to it is where he composed many of his most famous works, including the *Messiah*.

The second floor contained the bedroom at the front, with a dressing room at the back where he kept his clothes. In the attic at the top of the house, the servants had their rooms.

During the last decade of his life, Handel's eyesight got worse and by 1754 he was completely blind. He died at his Brook Street house on 14th April 1759. He was buried in Westminster Abbey and more than 3,000 people attended his funeral.

Hendrix's Flat

Although Jimi Hendrix's career only lasted four years, he is widely regarded as one of the most influential electric guitarists in the history of rock music.

The flat on the upper floors of 23 Brook Street was found by Jimi's girlfriend Kathy Etchingham, when she saw an advert in one of the London evening newspapers in June 1968, while he was in New York. He moved in briefly in July before returning to the United States for an extensive tour. He spent some time decorating the flat to his own taste. He bought curtains and cushions from the nearby John Lewis department store, as well as ornaments from Portobello Road market and elsewhere. He told Kathy that this was 'my first real home of my own'.

In January the following year, he gave a series of press and media interviews and photo shoots in the flat. He also appeared on the BBC and gave two concerts in February at the Royal Albert Hall.

In March 1969, he went back to New York again and although Kathy stayed at Brook Street for a while longer, Jimi did not live there again. He died in London in 1970, at the age of 27, but in a hotel, not in the Brook Street flat.

Over the years, his flat was used as an office until it was taken over in 2000 by the Handel House Trust. It opened to the public on Wednesday 10th February 2016.

The whole house is now a museum and a concert venue where both men's music can be heard in live performances.

8.9

Part 1

Interviewer Whose idea was it to go on the programme?

Joe It was my idea. I applied without telling my business partner Jake. Of course, I never really expected to get on it. But then they phoned me from the BBC and said 'you're on the programme', so that's when I told him.

I Did you spend a long time preparing your pitch?

J Yes. We worked really hard, and we practised a lot so that we knew the pitch word for word. The evening before the show we actually went for a run – up in Manchester, where it's filmed – and we went running together just repeating the pitch over and over again.

I How did you feel when you arrived at the Den?

J Erm, well, we were told to get to the set at about 11.00 the night before, because you had to prepare everything in advance, like any furniture you need, things like that. It was freezing cold, and we were exhausted – we didn't get back to our hotel until the middle of the night – and a car came to pick us up a few hours later, at half five in the morning.

I What time did you actually do your pitch?

J Erm, 11.30. So we were lucky because we were the first in that particular programme.

I Why lucky?

J Because we didn't have to wait too long. The other contestants spent ages just waiting around. Some of them – the ones who are on last – had to wait 12 hours!

I Did you meet the Dragons before you went in to do the pitch?

J No. You're not allowed to. Like, if you go to the toilet before you go on, someone has to escort you in case you meet a Dragon. So the first time you see them is when you go into the Den.

8.10

Part 2

I What were the Dragons like?

J Well, they're obviously told by the producers to be really unfriendly and aggressive. So I remember thinking, when the doors opened and we walked in, what I wanted to do was just to smile at one of them. That was my way of making myself relaxed. And I looked at Deborah Meaden, because she was in the middle, and I smiled at her, but she just, you know, stared at me, stony-faced, to make me feel nervous. And it worked.

I Did you think you did a good presentation?

J Yeah, we did. But Jake, who usually never gets anything wrong, he forgot his first words, and he just never does that. So we both thought, when

he got the introduction wrong, that it was going to go badly, but it didn't.

I So what happened after you'd done your pitch?

J Yeah, well, four of the Dragons said 'I'm out', they said they weren't interested. So we were feeling pretty depressed, pretty negative.

I And then?

J The last Dragon was Peter. And he's quite scary – he's incredibly tall – over two metres. And at first he really criticized us. But then he told us he had a big chain of camera shops called Jessops and they were starting online printing and photo framing as part of their business. And then he said 'I've got 15 guys in Hong Kong trying to do what you guys are doing, but you guys are doing it better. I'm going to offer you both a job.'

I Were you very surprised?

J Totally, because it had never happened on *Dragons' Den* before. In ten years they'd never offered someone a job.

I So he offered you jobs just like that?

J Well, his offer was that he wanted to have our business, and for us to work with him at Jessops.

I With a good salary?

J Very.

I So what did you do?

8.11

Part 3

J It was very stressful because we knew we had to make a decision immediately. So Jake said 'Yes, let's take the jobs', but I said, 'You don't want to work for Jessops'. And he stayed silent and I said, 'I don't want to work for Jessops.' I mean neither of us were in a position where we could have dropped everything and gone and worked for Jessops full-time. It was completely…it was ridiculous.

I So you said no?

J That's right.

I Have you ever regretted saying no?

J No, not for a second. It was still early days for us then, so we were still kind of having fun and enjoying running our own business. And things worked out well for us. Frame Again was successful, and eventually we sold the business this year.

I But not to one of the Dragons?

J No, but that would have been perfect!

8.12

Jake Good morning. I'm Joe and this is Jake. Oh no, sorry, I'm Jake and this is Joe, and we're here to tell you about our new product, Frame Again.

Joe Frame Again is an online service for printing and framing your photos. At the moment it's easy to take a photo, but it's difficult to print and frame it attractively. With Frame Again it couldn't be simpler. First you upload your photo to the Frame Again website, straight from your phone, tablet, or computer. Then you choose the colours of your frame. Then we print, frame, and deliver your photo to you the very next day. It's quick and it's easy. The product's great, and the service is great.

Jake Frame Again is for today's smartphone photographers and Instagram users. That's why we designed a modern frame which is square – perfect for framing Instagram photos. We think it will be very popular, because the frames look great in any home or office.

Joe One photo, printed, framed, and delivered to your door, will cost £12.99.

Jake Our slogan is 'Printed, framed, and delivered in 24 hours.'

8.19

Hello and welcome to *How's Business?* Today we're going to look at how social media can affect businesses. And I'd like to start with the story of Dave Carroll, an American singer-songwriter, who had a very bad experience with United Airlines. Dave and his band were flying with United Airlines from Halifax, in Nova Scotia, to Omaha, in Nebraska, with a stopover in Chicago. As they were waiting to get off the plane in Chicago, they heard another passenger say, 'My God! They're throwing guitars out there!'

As Dave and the other band members looked out of the plane window, they were horrified to see that the baggage handlers, who were taking the luggage off the plane, were throwing the band's guitars to each other. They couldn't believe what they were seeing. They immediately complained to United Airlines employees in Chicago, but nobody listened to them.

When they arrived in Omaha, Dave discovered that the neck of his very expensive Taylor guitar had been broken. It cost him $1,200 to get it repaired. For nine months he tried to claim compensation from United Airlines. He phoned and emailed their offices in Halifax, Chicago, and New York without success. In the end he even suggested that instead of money, they could give him $1,200 of flight tickets. But after all his complaints and suggestions, United simply said 'No'.

So, what else could a singer-songwriter do? Dave wrote a song about his experience, and produced a music video to go with it. The song was called *United Breaks Guitars*. He posted it on YouTube and it was a huge hit. The song reached number 1 on the iTunes music store within a week, and the video has had over 16 million views.

After 150,000 views, United Airlines contacted Dave and offered him a payment if he agreed to take the video off YouTube. He refused, and suggested they gave the money to charity. Of course, the impact of Dave's song went far beyond YouTube. Soon newspapers, websites, TV and radio stations all over North America were doing stories about the song. Dave was interviewed on many radio and TV shows where, of course, he retold the story of how *United Breaks Guitars*. He did over 200 interviews in the first three months!

Dave Carroll's favourite guitar was broken, but in the end United Airlines were the bigger losers. After the video had gone viral, the BBC reported that United Airlines' share price had dropped by 10% within four weeks of the release of the video, which means that the company lost an incredible $180 million. It would have been much cheaper to repair Dave's guitar!

9.2

The ticket inspector touched my arm. 'Listen,' he said, 'when we get to Peterborough station, run as fast as you can to Platform 1. The Leeds train will be there.'

I looked at him, without really understanding what he had said. 'What do you mean?' I said. 'Is the train late or something?' 'No, it's not late,' the ticket inspector said. 'I've just radioed Peterborough station. The train is going to wait for you. As soon as you get on, it'll leave. The passengers will complain, but let's not worry about that. You'll get home, and that's the main thing.' And he walked away.

I suddenly realised what an amazing thing he had done. I got up and went after him. I wanted to give him everything I had, all the money in my wallet – but I knew he would be offended. I grabbed his arm. 'I, er, just wanted to…' but I couldn't continue. 'It's OK,' he said. 'No problem.'

'I wish I had a way to say thank you,' I said. 'I really appreciate what you've done.'

'No problem,' he said again. 'Listen, if you want to thank me, the next time you see someone in trouble, help them. That will pay me back. And tell them to do the same to someone else. It'll make the world a better place.'

When the train stopped, I rushed to Platform 1 and sure enough the Leeds train was there waiting, and a few hours later I was with my mum in hospital. Even now, years later, whenever I think of her, I remember the Good Ticket Inspector on that late-night train to Peterborough. It changed me from a young man who was nearly a criminal into a decent human being. I've been trying to pay him back ever since then.

9.3

Story 1

When I was seven, my family were on holiday in the USA and one day we drove to the Grand Canyon. The car window was open, and at one point, my favourite blanket flew out the window and was gone. I was devastated. It was my security blanket and I couldn't sleep without it. Soon after, we stopped for petrol at a service station. I was sitting in the car feeling miserable eating a sandwich when a biker gang, you know, a group of guys on motorbikes in leather jackets, drove into the petrol station. A huge frightening man with a grey-and-black beard got off his bike and came to the car. He knocked on the window and then pulled my blanket from his jacket pocket and handed it to my mum. He then went back to his motorbike. I was so happy I ran up to him and gave him my sandwich.

Story 2

This happened about 20 years ago, but the memory is still really vivid. I was recently married, my wife was pregnant, and we had very little money because I only had a part-time job. It was a few days before payday and I went to a food store to get only what we absolutely needed. In all, I bought about $10 worth of stuff. At the checkout, I swiped my debit card. The cashier said, 'Sorry. It says 'Declined'. Try again.' I asked her to take one item out of the basket, and then I swiped again. There was now a line of customers behind me. The cashier, said, 'Sorry. Declined again.' I went on taking things out until the only thing I had left was a loaf of bread, and then the card was accepted. I took my bread and left – I was feeling absolutely humiliated. A few seconds later I heard the voice of a little girl behind me, a girl who was standing with her mother right behind me in the line. She gave me a grocery bag full of all the things I'd put back. Her mother had bought them for me. I still cry when I remember that moment and think how such a small act can mean so much for a person in need.

Story 3

I'm a painter and a couple of years ago I was travelling by plane to see friends and I'd taken my painting things with me. I forgot about the rules about not being able to take liquids in carry-on luggage, so when I got to security at the airport, the man took away all my paints. I was really angry with myself for being so stupid. But when I came back a week later, the security man was there at the baggage reclaim area with my paints. Not only had he kept them for me, but he'd also looked up the date and time of my return flight so that he could be there to meet me.

9.13

Technology addiction is real, and it's creating mental health problems all over the world. According to a recent survey, one in three UK adults is so addicted to their phone that they regularly check it in the middle of the night. So it's no surprise that the idea of a 'digital detox' is growing in popularity. But what is it actually like to go on one?

Time to Log Off is an organization which runs three-day digital detoxes in an old country house in Dorset in the south-west of England. People who go on them are not allowed to use digital devices at all for three days.

Journalist Anna Magee felt she was addicted to her smartphone, so when she read about the detoxes, she decided to go on one.

'When I arrived, the first thing I discovered was that there was no mobile phone coverage so I couldn't cheat even if I wanted to! Suddenly I felt cut off and panicky. What if something happened to my husband? What if something terrible happened in the world?

There were eight other people on the detox with me. At 6 p.m. we met in the living room and handed in our devices, our phones or tablets or whatever.

People looked scared. I was worried there were going to be lots of lectures on psychology, things like that, but no. Instead, there was yoga, and walks through the countryside where we picked fruit and had lots of conversations with real-life humans. The first night I slept really well for the first time in months.

But it wasn't always easy. The second evening without my phone, I felt really disconnected and lonely. At yoga that night, I burst into tears, and I felt awful not being able to call a friend. But by the third and final day I had changed. When we went on our walk, I really noticed the beauty of the countryside. And I was able to sit still on the sofa, reading a book for nearly half an hour without losing concentration. I started colouring in pictures in books. I was even eating more slowly, in a more relaxed way.

At lunchtime the next day we got our devices back, and said goodbye. When I finally managed to get coverage, I hungrily checked my phone for messages, likes, comments, news. But nothing had really happened. I managed the whole two-hour train journey back without checking my phone again, just noticing the countryside instead.

It's now three weeks since I went on the detox and though I can't quite believe it, I have managed to control my use of technology. I have one full day unplugged each week, on Saturdays, and I feel incredibly rested on Sundays as a result. I don't do email after 8 p.m., and that really helps me to sleep. I know they're tiny steps, but I feel that I've changed. When I'm chatting to friends I feel that I'm much more present, I'm really focusing on them and not getting distracted by my phone. And I find that when I have a break, instead of wanting to scroll through Twitter or check WhatsApp, what I really want is real-life conversation.'

10.4

1 The red phone box

In 1924, the Post Office organized a competition to design a new phone box. The winner was the architect Giles Gilbert Scott, who also designed Liverpool Cathedral and the building that is now Tate Modern. The first phone box was built in London in 1926. It was painted red to make it easy to see at a distance, although Scott had originally suggested silver with a blue interior. With the arrival of mobile phones in the 21st century, people didn't need phone boxes any more, and most of them have now been removed. However, today they are considered design icons of historic importance, and several are now tourist attractions, including one of the original ones next to the Royal Academy of Arts in Piccadilly. Others have found new lives in local communities, as mini-libraries or art galleries, and a very few still survive as working phones.

2 The Anglepoise lamp

George Carwardine was an engineer who specialised in suspension systems for cars. He worked for car manufacturers for several years, but when the company he was working for went bankrupt, he decided to set up a small company on his own. He had a little workshop in his garden, and there he designed a lamp which could be moved in different directions, inspired by the human arm. He licensed his design to a company which made the springs for his lamps, and in 1935 they brought out the three-spring Anglepoise desk lamp. It was an instant success, and the exact same model, the Anglepoise 1227, is still made today. Carwardine later developed many variations on the original design, including lamps for hospital operating theatres and for military aeroplanes. But it is the classic ever-popular Anglepoise 1227 which is today considered an iconic British design.

3 The Penguin book covers

Penguin books was started in 1935, although the classic cover was not designed until eleven years later. In 1935 publisher Allen Lane was at a bookstall on a railway platform looking for something to read, but he could only find magazines. He decided that people needed to be able to buy books that were good quality fiction, but cheap, and not just in traditional bookshops but also on railway stations and in chain stores.

Lane wanted a dignified but amusing symbol for the new books and his secretary suggested a penguin, so graphic designer Edward Young was sent to London Zoo to make drawings of penguins. The first Penguin paperbacks appeared in the summer of 1935. They included the works of Agatha Christie and the American writer Ernest Hemingway. The classic book cover was designed by Young in 1946. The books were colour coded – orange for fiction, blue for biography, and green for crime. The way people thought about books had changed forever – the paperback revolution had begun.

The cover designs of Penguin books have changed a lot over the years, but the original 1946 cover, which is considered a design icon, was recently brought back, and is also used on mugs, notebooks, and other items.

4 The miniskirt

The 1960s was famous for many things from The Beatles to the first man on the moon, but the miniskirt remains one of the decade's most long-lasting icons. Mary Quant was a British fashion designer who had a boutique called Bazaar in the King's Road, the most fashionable shopping street of the time. As a girl, she had always tried to make her school uniform skirts shorter, 'to be more exciting-looking'. In 1966, she saw a group of tap dancers at a nearby school in very short skirts, with socks and dance shoes. This inspired her to create the miniskirt, which she named after her favourite car, the Mini. However, the miniskirt was not popular with everyone. Coco Chanel described it as 'just awful'. But Quant's customers loved it. Before the 1960s, young women had been expected to dress like their mothers, but this was about young people looking young. Although 1960s fashion soon changed to the long hippy clothes of the 1970s, the miniskirt

10.7

Part 1

Interviewer Good morning and thank you for coming, Mr Morton – or should it be Inspector Morton – you were a detective with Scotland Yard, weren't you?

Inspector Morton Yes, that's right. For 25 years. I retired last year.

Interviewer People today are still fascinated by the identity of Jack the Ripper, over 130 years after the crimes were committed. It's incredible, isn't it?

Inspector Morton Well, it's not really that surprising. People are always interested in unsolved murders – and Jack the Ripper has become a sort of cult horror figure.

Interviewer So what can you tell us about some of the new theories about his identity?

Inspector Morton Well, a recent new theory was put forward by a crime historian called Jan Bondeson. He thinks that Jack the Ripper was a Dutch sailor called Hendrik de Jong.

Interviewer What evidence does he have?

Inspector Morton Well, de Jong was definitely a murderer. He killed four women in Holland and Belgium, including two of his ex-wives. He also travelled to London a lot, and he was there when the Jack the Ripper murders took place. He also matches the descriptions we have of Jack the Ripper.

Interviewer How credible is his theory?

Inspector Morton Well, even Dr Bondeson says that it's impossible to know for certain if de Jong was Jack the Ripper. I would say it's possible, but there isn't really enough conclusive evidence.

10.8

Part 2

Interviewer The next recent theory I'm interested in comes from the film director Bruce Robinson, who wrote a book in 2016 called *They All Love Jack*. What can you tell us about it?

Inspector Morton Bruce Robinson is convinced that Jack the Ripper was in fact Michael Maybrick, the brother of one of the original suspects, James Maybrick. He thinks that the style of the murders indicates that there was a connection with the Freemasons - which both brothers were.

Interviewer What did Michael do?

Inspector Morton He was a popular singer and composer of songs at the time, and Robinson thinks that the Ripper's letters are similar in style to some of his songs, and the fact that they were posted from so many different parts of the UK makes sense because Michael was on tour at the time. Robinson thinks he was a psychopath, and was responsible for at least 16 more murders that took place in England later. He even thinks that Michael went on to murder his brother James.

Interviewer But he was never arrested, was he?

Inspector Morton No, he wasn't. However, Bruce thinks that by 1893 the police had begun to suspect him, but because many of the police themselves were Freemasons they allowed him to escape to the Isle of Wight, where he lived for the rest of his life.

Interviewer And what do you do think?

Inspector Morton I think the book is well researched, but I don't really believe his conspiracy theory, that the police knew it was Michael and let him get away. I think the reason the Ripper was never caught was because the police were incompetent, not corrupt.

10.9

Part 3

Interviewer Finally, let's talk about Patricia Cornwell's research. In her 2002 book *Jack the Ripper – Case Closed* she said that she had identified the murderer and that she was convinced that Jack the Ripper was in fact Walter Sickert, the painter. What evidence did she put forward to support this claim?

Inspector Morton Well, she mainly used DNA analysis. She actually spent over £2,000,000 buying 32 paintings by Sickert. She cut up one of them to get the DNA from it – people in the art world were furious.

Interviewer I can imagine.

Inspector Morton And then she compared the DNA from the painting with DNA taken from the letters that Jack the Ripper sent to the police. Patricia Cornwell said that she was 99% certain that Walter Sickert was Jack the Ripper.

Interviewer And now she's written a new book with more evidence.

Inspector Morton Yes, it's called *Ripper: the Secret Life of Walter Sickert*. She says she's found new evidence, including letters which were written by Jack the Ripper and by Walter Sickert on the same very unusual type of paper. She also points out that some of his paintings are very violent and frightening.

Interviewer But you don't think she's right, do you?

Inspector Morton Well, I think she might be right. She has a lot of evidence, although I don't think it's completely reliable. And a lot of people think she's wrong!

Interviewer So, who do you think the murderer was?

Inspector Morton I can't tell you because I don't know.

Interviewer Do you think we'll ever solve the mystery?

Inspector Morton Yes, I think one day the mystery will be solved. Some new evidence will appear that proves 100% who Jack the Ripper was, and we'll be able to say that the case is finally closed. But at the moment it's still a mystery, and people like a good mystery.

1A

GRAMMAR BANK

present simple and continuous, action and non-action verbs

present simple: *I live, he works*, etc.

1 I **live** in London. She **works** in a restaurant. 1.11
We **don't eat** meat. Jack **doesn't wear** glasses.
Where **do** you **live**? **Does** the supermarket **open** on Sundays?
2 She usually **has** cereal for breakfast.
I'm never late for work.
We only **eat out** about once a month.

1 We use the present simple for things that are always true, or happen regularly.
- Remember the spelling rules for third person singular, e.g. *lives, studies, watches*.
- Use **ASI** (**A**uxiliary, **S**ubject, **I**nfinitive) or **QuASI** (**Qu**estion word, **A**uxiliary, **S**ubject, **I**nfinitive) to help you with word order in questions. *Do you know David? What time does the film start?*

2 We often use the present simple with adverbs of frequency, e.g. *usually, never*, or expressions of frequency, e.g. *every day, once a week*.
- Adverbs of frequency go before the main verb and after *be*.
- Expressions of frequency usually go at the end of the sentence or verb phrase.

present continuous: *be* + verb + *-ing*

A **Is** your sister still **going out** with Adam? 1.12
B No, they broke up. She **isn't going out** with anyone now.
The phone's **ringing**. Can you answer it?
House prices **are going up** very fast at the moment.

- We use the present continuous (**NOT** the present simple) for actions in progress at the time of speaking, e.g. things that are happening now or around now. These are normally temporary, not habitual, actions.
- Remember the spelling rules, e.g. *living, studying, getting*.
- We also use the present continuous for future arrangements (see **1B**).

action and non-action verbs

A What **are** you **looking for**? 1.13
B My car keys.
A I'll help you in a moment.
B But I **need** them now!
A What **are** you **cooking**? It **smells** delicious.
B **I'm making** pasta.
A Great! I **love** pasta.

- Verbs which describe **actions**, e.g. *cook, make*, can be used in the present simple or continuous. ***I'm making** lunch. I usually **make** lunch at the weekend.*
- Verbs which describe **states** or **feelings** (**NOT** actions), e.g. *be, need, love*, are **non-action verbs**. They are not usually used in the present continuous, even if we mean 'now'.
- Common non-action verbs are *agree, be, believe, belong, depend, forget, hate, hear, know, like, love, matter, mean, need, prefer, realize, recognize, remember, seem, suppose, want*.
- Verbs of the senses are normally also non-action, e.g. *look, smell, taste*, and *sound*.

Verbs that can be both action and non-action
A few verbs have an action and a non-action meaning, e.g. *have* and *think*.
I can't talk now. I'm having lunch. = action (*have lunch*)
I have a cat now. = non-action (possession)
What are you thinking about? = action (*think about sth*)
I think this music's great. = non-action (opinion)

a Circle the correct form, present simple or continuous.

I don't believe / I'm not believing that you cooked this meal yourself.
1 Come on, let's order. The waiter *comes / is coming*.
2 Kate *doesn't want / isn't wanting* to have dinner now. She isn't hungry.
3 The head chef is ill, so he *doesn't work / isn't working* today.
4 The bill *seems / is seeming* very expensive to me.
5 We've had an argument and now we *don't speak / aren't speaking* to each other.
6 My mum *thinks / is thinking* my diet is awful these days.
7 *Do we need / Are we needing* to go shopping today?
8 Can I call you back? *I have / I'm having* lunch right now.
9 I didn't use to like oily fish, but now *I love / I'm loving* it!
10 Your cake is wonderful! It *tastes / is tasting* like one my mother used to make.

b Complete with the present simple or present continuous forms of the verbs in brackets.

We *don't go* to Chinese restaurants very often. (not go)
1 I _____ high cholesterol so I never _____ fried food. (have, eat)
2 _____ you _____ any vitamins at the moment? (take)
3 Don't eat the spinach if you _____ it. (not like)
4 _____ your boyfriend _____ how to cook fish? (know)
5 We _____ takeaway pizzas once a week. (order)
6 What _____ your mother _____? It _____ delicious! (make, smell)
7 You look sad. What _____ you _____ about? (think)
8 I _____ the diet in my country _____ worse. (think, get)
9 How often _____ you _____ seafood? (have)
10 I _____ usually _____ red meat. (not cook)

p.8

1B

GRAMMAR BANK

future forms: present continuous, *be going to*, *will* / *won't*

be going to + infinitive

future plans and intentions 1.16

My sister's **going to adopt** a child.
Are you **going to buy** a new car or a second-hand one?
I'm not going to go home for the holidays. It's too far.

predictions 1.17

Barcelona **are going to win**. They're playing really well.
Look at those black clouds. I think **it's going to rain**.

- We use *be going to* (**NOT** *will* / *won't*) when we have already decided to do something. **NOT** ~~*My sister will adopt a child.*~~
- We also use *be going to* to make a prediction about the future, especially when we have some evidence (e.g. *we can see black clouds*).

present continuous: *be* + verb + *-ing*

future arrangements 1.18

Lorna and Jamie **are getting** married in October.
We**'re meeting** at 10.00 tomorrow in Richard's office.
Jane**'s leaving** on Friday and **coming back** next Tuesday.

- We often use the present continuous for future arrangements.
- There is very little difference between the present continuous and *be going to* for future plans / arrangements and often you can use either.
  - *be going to* shows that you have made a decision.
    We're going to get married next year.
  - the present continuous emphasizes that you have made the arrangements.
    We're getting married on October 12th. (= we've booked the church)
- We often use the present continuous with verbs relating to travel arrangements, e.g. *go, come, arrive, leave*, etc.
  He's arriving tomorrow and leaving on Thursday.

will / *shall* + infinitive

instant decisions, promises, offers, predictions, future facts, suggestions 1.19

1 **I'll have** the steak. (instant decision)
I won't tell anybody where you are. (promise)
I'll carry that bag for you. (offer)
You**'ll love** New York! (prediction)
Next year Christmas Day **will be** on a Thursday. (future fact)
2 **Shall I help** you with your homework? (offer)
Shall we **eat** out tonight? (suggestion)

1 We use *will* / *won't* (**NOT** the present simple) for instant decisions, promises, and offers. **NOT** ~~*I carry that bag for you.*~~
- We can also use *will* / *won't* for predictions, e.g. *I think Barcelona will win*, and to talk about future facts, e.g. *The election will be on 1st March.*

2 We use *shall* (**NOT** *will*) with *I* and *we* for offers and suggestions when they are questions.

a Circle the correct form. Tick (✓) the sentence if both are possible.

The exam (*will be*) / *is being* on the last Friday of term.

1 *Will* / *Shall* we invite your parents for Sunday lunch?
2 **A** It's Alice's birthday tomorrow.
B Oh, really? I *'m making* / *'ll make* a cake.
3 I *'m not having* / *'m not going to have* dinner with my family tonight.
4 *Are you going to go* / *Will you go* to Jo's party next weekend?
5 You can trust me. I *'m not telling* / *won't tell* anyone what you told me.
6 **A** What are you doing on Sunday?
B We *'re visiting* / *'ll visit* my grandparents.
7 I think the birth rate *will go down* / *is going down* in my country in the next few years.
8 My grandfather is *going to retire* / *retiring* at the end of the month.
9 *Shall* / *Will* I help you with the washing-up?

b Complete **B**'s responses with a correct future form.

A What's your mother going to do about her car?
B She*'s going to buy* a second-hand one. (buy)
1 **A** I'm going to miss you. Please stay in touch.
B I promise I _____ every day. (phone)
2 **A** What are Alan's plans for the future?
B He _____ a degree in engineering. (do)
3 **A** Can I see you tonight?
B No, I _____ late. Maybe Saturday? (work)
4 **A** Are you ready to order?
B Yes, I _____ the prawns, please. (have)
5 **A** There's nothing in the fridge.
B OK. _____ we _____ a takeaway? (get)
6 **A** I don't have any money, so I can't go out.
B No problem, I _____ you some. (lend)
7 **A** Shall we have a barbecue tomorrow?
B No, the weather forecast says it _____. (rain)
8 **A** We land at about 8.00.
B _____ I _____ you up from the airport? (pick)

p.11

2A

GRAMMAR BANK

present perfect and past simple

present perfect simple: *have / has* + past participle (*worked, seen*, etc.)

1 **past experiences** 2.9
I've **inherited** some money but I **haven't spent** it.
Sally **has** never **met** Bill's ex-wife.
Have you ever **lost** your credit card?

2 **recent past actions**
I've **cut** my finger!
Too late! Our train **has** just **left**!

3 **with *yet* and *already* (for emphasis)**
I've already **seen** this film twice. Can't we watch another one?
My brother **hasn't found** a new job yet. He's still looking.
'**Have** you **finished** your homework yet?' 'No, not yet.'

1 We use the present perfect for past experiences when we don't say exactly when they happened.
- We often use *ever* and *never* when we talk or ask about past experiences. They go before the main verb.

2 We use the present perfect for recent past actions when we focus on the present result.
- In this context we often use *just* before the main verb.

3 We also use the present perfect with *yet* and *already*.
- We use *already* in [+] sentences. It goes before the main verb.
- We use *yet* with [−] sentences and [?]. It goes at the end of the phrase.
- For irregular past participles, see **Irregular verbs** p.165.

past simple (*worked, stopped, went, had*, etc.)

They **got** married last year. 2.10
I **didn't have** time to do my homework.
What time **did** you **wake up** this morning?

- We use the past simple for finished past actions (when we say, ask, or know when they happened).

present perfect or past simple?

I've **been** to Madrid twice. 2.11
(= in my life up to now)
I **went** there in 1998 and 2002. (= on two specific occasions)
I've **bought** a new computer. (= I don't say exactly when, where, etc.)
I **bought** it last Saturday. (= I say when)

- We use the present perfect (**NOT** the past simple) to talk about past experiences and recent past actions **when we don't specify a time**.
- We use the past simple (**NOT** the present perfect) to ask or talk about finished actions in the past, **when the time is mentioned or understood**. We often use a past time expression, e.g. *yesterday, last week*, etc.

a Complete the conversations with the present perfect form of the verb in brackets and an adverb from the list. You can use the adverbs more than once.

already ever just never yet

A Why are you smiling? **B** I've just found a €50 note! (find)

1 **A** _____ you _____ _____ a flight online? (book)
B Yes, of course. I've done it loads of times.

2 **A** When are you going to buy a motorbike?
B Soon. I _____ _____ _____ nearly €1,000. (save)

3 **A** _____ you _____ the phone bill _____? (pay)
B No, sorry. I forgot.

4 **A** _____ your parents _____ _____ you money? (lend)
B Yes, but I paid it back as soon as I could.

5 **A** How does eBay work?
B I don't know. I _____ _____ _____ it. (use)

6 **A** What are you celebrating?
B We _____ _____ _____ the lottery! (win)

7 **A** Why haven't you got any money?
B I _____ _____ _____ my salary. I bought a new phone last week. (spend)

8 **A** Would you like a coffee?
B No, thanks. I _____ _____ _____ one. (have)

b Are the **bold** phrases right or wrong? Tick (✓) or cross (✗) them. Correct the wrong phrases.

I've never been in debt. (✓)
How much **has your new camera cost**? (✗)
*How much **did your new camera cost**?*

1 Dean **has just inherited** €5,000 from a relative.
2 **Did your sister pay** you back yet?
3 **We booked our holiday** online a month ago.
4 **When have you bought** that leather jacket?
5 **They've finished paying back** the loan last month.
6 **We haven't paid** the gas bill yet.
7 **Have you ever wasted** a lot of money on something?
8 I'm sure **I haven't borrowed** any money from you last week.
9 **I spent my salary** really quickly last month.
10 **Have you seen** the Batman film on TV yesterday?

p.18

2B

GRAMMAR BANK

present perfect + *for* / *since*, present perfect continuous

present perfect + *for* / *since*

They've known each other for ten years. 2.16
Julia's had that bag since she was at university.
A How long have you worked here?
B Since 1996.
A How long has your brother had his motorbike?
B For about a year.

- We use the present perfect + *for* or *since* to talk about something which started in the past and is still true now. *They've known each other for ten years.* (= they met ten years ago and they still know each other today)
- We use *How long...?* + present perfect to ask about an unfinished period of time (from the past until now).
- We use *for* + a period of time, e.g. *for two weeks*, or *since* + a point of time, e.g. *since 2016*.
- Don't use the present simple with *for* / *since*. **NOT** ~~*They know each other for a long time.*~~

present perfect continuous: *have* / *has been* + verb + *-ing*

1 How long have you been learning English? 2.17
Nick has been working here since April.
They've been going out together for about three years.
2 **A** Your eyes are red. Have you been crying?
B No, I've been chopping onions.

1 We use the present perfect continuous with *for* and *since* with **action verbs** (e.g. *learn, work, go*, etc.) to talk about actions which started in the past and are still true now.
- With non-action verbs we use the present perfect simple (**NOT** continuous). **NOT** ~~*They've been knowing each other for ten years.*~~
- Don't use the present continuous with *for* / *since*. **NOT** ~~*I am working here for two years.*~~

2 We can also use the present perfect continuous for continuous or repeated actions which have been happening very recently. The actions have usually just finished or have visibly present results.

I've (I have) You've (You have) He / She / It's (He has) We've (We have) They've (They have)	been working here for two years.	
I haven't (I have not) You haven't He / She / It hasn't (He has not) We haven't They haven't	been working here for two years.	
Have you been working here for two years?	Yes, I have.	No, I haven't.
Has she been working here for two years?	Yes, she has.	No, she hasn't.

live and work
live and *work* are often used in either the present perfect simple or present perfect continuous with the same meaning.
I've lived *here since 2010.*
I've been living *here since 2010.*

a Write sentences in the present perfect continuous.

How long / you / work here?
How long have you been working here?
1 She / study English for three years.
2 How long / they / watching TV?
3 It / rain / since lunchtime.
4 I / not live / here for very long.
5 How long / you / learn to drive?

b Circle the correct form. Tick (✓) if both are possible.

Harry *is* / *has been* unemployed since last year.
1 We've had our new flat *for* / *since* six months.
2 Hi Jackie! How are you? I *haven't seen* / *haven't been seeing* you for ages!
3 How long *have you known* / *do you know* your husband?
4 I've *worked* / *been working* as a teacher for five years.
5 I'm exhausted! *I'm cleaning* / *I've been cleaning* the kitchen for two hours.

c Make present perfect sentences (with *for* / *since* if necessary). Use the continuous form if possible.

I / work for a charity / eight years
I've been working for a charity for eight years.
1 we / know each other / we were children
2 the children / play computer games / two hours
3 your sister / have that hairstyle / a long time?
4 I / love her / the first day we met
5 my internet connection / not work / yesterday
6 how long / you / wait?
7 I / be a teacher / three years
8 it / snow / 5.00 this morning
9 Sam / not study enough recently
10 you / live in London / a long time?

p.21

3A

GRAMMAR BANK

choosing between comparatives and superlatives

comparing two people, places, things, etc.

1 My car is a bit **older than** yours. 3.12
London is **more expensive than** Edinburgh.
This test is **less difficult than** the last one.
Olive oil is **better** for you **than** butter.
2 The new sofa isn't **as comfortable as** the old one.
I don't have **as many** books **as** I used to.

1 We use comparative **adjectives** + *than* to compare two people, places, things, etc.
- Regular comparative adjectives: spelling rules *old* → *older* *big* → *bigger* *easy* → *easier* *modern* → ***more*** *modern* *difficult* → *more difficult*
- Irregular comparative adjectives: *good* → *better* *bad* → *worse* *far* → *further / farther*
- One-syllable adjectives ending in *-ed*: *bored* → ***more*** *bored* *stressed* → ***more*** *stressed* *tired* → ***more*** *tired*

2 We can also use (*not*) *as* + adjective + *as* to make comparisons.

Object pronouns (*me, him*, etc.) after *than* and *as*
After *than* or *as* we can use an object pronoun (*me, him, her*, etc.) or a subject pronoun (*I, he, she*, etc.) + auxiliary verb.
She's taller than ***me***. **OR** *She's taller than* ***I am***. **NOT** ~~*She's taller than I*~~.
They're not as busy as ***us***. **OR** *They're not as busy as we are*. **NOT** ~~*They're not as busy as we*~~.

the same as
We use *the same as* to say that two people, places, things, etc. are identical.
Her dress is ***the same as*** *mine*.

comparing two actions

1 My father drives **faster than** me. 3.13
He walks **more slowly than** I do.
Liverpool played **worse** today **than** last week.
2 Max doesn't speak English **as well as** his wife.
I don't earn **as much as** my boss.

1 We use comparative **adverbs** to compare two actions.
- Regular comparative adverbs: spelling rules *fast* → *faster* *slowly* → ***more*** *slowly* *carefully* → ***more*** *carefully*
- Irregular comparatives: *well* → *better* *badly* → *worse*

2 We can also use (*not*) *as* + adverb + *as* to make comparisons.

superlatives

Kevin is **the tallest** player in the team. 3.14
Oslo is **the most expensive** capital city in Europe.
The small bag is **the least expensive**.
Lucy is **the best student** in the class.
Who dresses **the most stylishly** in your family?
That's **the worst** we've ever played.

- We use superlative **adjectives** and **adverbs** to compare people, things, or actions with all of their group.
- We form superlatives like comparatives, but we use *-est* instead of *-er* and *the most / least* instead of *more / less*.
- We normally use *the* before superlatives, but we can also use possessive adjectives, e.g. ***my*** *best friend*, ***their*** *most famous song*.
- We often use a superlative with the present perfect + *ever*. *It's the best book I've ever read*.

***in* after superlatives**
Use *in* (**NOT** *of*) before places after a superlative.
It's the longest bridge ***in*** *the world*. **NOT** ~~*of the world*~~
It's the best beach ***in*** *England*. **NOT** ~~*of England*~~

a Complete with the comparative or superlative of the **bold** word (and *than* if necessary).

What's the fastest way to get across London? **fast**
1 I think skiing is _____ horse-riding. **easy**
2 This is _____ train I've ever been on. **hot**
3 A motorbike is _____ a scooter. **powerful**
4 I drive _____ my partner. **slowly**
5 _____ time to travel is on holiday weekends. **bad**
6 _____ I've ever driven is from London to Edinburgh. **far**
7 The London Underground is _____ the subway in New York. **old**
8 I think that travelling by train is _____ form of transport. **relaxing**
9 Of all my family, my mum is _____ driver. **good**

b Complete with one word.

Going by motorboat is more exciting than travelling by ferry.
1 A coach isn't as comfortable _____ a train.
2 It's _____ most expensive car we've ever bought.
3 The traffic was worse _____ we expected.
4 This is the longest journey I've _____ been on.
5 He gets home late, but his wife arrives later than _____.
6 The _____ interesting place I've ever visited is Venice.
7 I leave home at the same time _____ my brother.
8 He drives _____ carefully than his girlfriend – he's never had an accident.
9 We don't go abroad _____ often as we used to.
10 What's the longest motorway _____ the UK?

p.28

3B

GRAMMAR BANK

articles: *a / an, the,* no article

a / an

1 It's **a nice house**. 3.19
She's **a lawyer**.
2 I saw **an old man** with **a dog**.
3 What **an awful day**!
4 I have classes three times **a week**.

- We use *a / an* with singular countable nouns:
  1 when we say what something is or what somebody does.
  2 the first time we mention a thing / person.
  3 in exclamations with *What…!*
  4 in expressions of frequency.

the

1 I saw an old man with a dog. **The dog** was barking. 3.20
2 **The bell** rang and my father opened **the door**.
The children are at school.
3 **The moon** goes round **the Earth**.
4 I'm going to **the cinema** tonight.
5 It's **the best** restaurant in town.

- We use *the*:
  1 when we talk about something we've already mentioned.
  2 when it's clear what we're referring to.
  3 when there's only one of something.
  4 with places in a town, e.g. *cinema, theatre*.
  5 with superlatives.

no article

1 **Girls** often learn to read earlier than **boys**. 3.21
Love is more important than **money**.
2 She's not **at home** today.
I get back **from work** at 5.30.
3 I never have **breakfast**.
I'm going to the theatre **on Tuesday**.
4 See you **next week**.

- We don't use an article:
  1 when we are speaking in general (with plural and uncountable nouns), e.g. *I love flowers*. Compare: *I love **the flowers** in my garden*. (= the specific flowers in that place)
  2 with some nouns, e.g. *home, work, school, church*, after *at / to / from*.
  3 before meals, days, and months.
  4 before *next / last* + day, week, etc.

a Circle the correct form.

I love *weddings / the weddings*!

1 Jess is *nurse / a nurse* in a hospital. *A hospital / The hospital* is a long way from her house.
2 What *a horrible day / horrible day*! We'll have to eat our picnic in *the car / a car*.
3 My wife likes *love stories / the love stories*, but I prefer *the war films / war films*.
4 We go to *theatre / the theatre* about *once a month / once the month*.
5 I'm having *dinner / the dinner* with some friends *the next Friday / next Friday*.
6 My boyfriend is *chef / a chef*. I think he's *the best cook / best cook* in the world.
7 I'm not sure if I closed *the windows / windows* before I left *the home / home* this morning.
8 In general, I like *dogs / the dogs*, but I don't like *dogs / the dogs* that live next door to me.
9 I got to *the school / school* late every day *the last week / last week*.
10 I think *happiness / the happiness* is more important than *money / the money*.

b Complete with *a / an, the,* or – (no article).

A What does *the* guidebook say about Pizzeria Marco?
B It says that it's *a* great restaurant.

1 **A** How often do you go to _____ gym?
B About three times _____ week. But I never go on _____ Fridays.
2 **A** What time does _____ train leave?
B In 40 minutes. Can you drop me off at _____ station on your way to _____ work?
3 **A** What _____ amazing dress!
B Thanks. I bought it in _____ sales _____ last month.
4 **A** What's _____ most interesting place to visit in your town?
B Probably _____ castle. It's _____ oldest building.
5 **A** What shall we do _____ next weekend?
B Let's invite Toni for _____ lunch. We could eat in _____ garden.
6 **A** Do you like _____ cats?
B Not really. I prefer _____ dogs. I think they're _____ best pets.
7 **A** Is your mum _____ housewife?
B No, she's _____ teacher. She's always tired when she finishes _____ work.
8 **A** Have you ever had _____ problem in your relationship?
B Yes, but we solved _____ problem and we got married.
9 **A** When is _____ meeting?
B They've changed _____ date. It's on _____ Tuesday now.

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4A

GRAMMAR BANK

obligation and prohibition: *have to, must, should*

have to / must + infinitive

1 You **have to** switch off your phone during take-off and landing. 4.4
You **must** be on time tomorrow because there's a test.
2 I love the Louvre! You **have to** go when you're in Paris.
You **must** see this film – it's amazing!
3 I **had to** wear a uniform at my primary school.
I hate **having to** get up early. My interview is at 9.00.
Do you **have to** work on Saturdays?
Must I switch my phone off now?

1 *have to* and *must* are normally used to talk about obligation, or something that it is necessary to do.
- *have to* and *must* have a very similar meaning and you can usually use either form. *have to* is more common for general, external obligations, for example, rules and laws. *must* is more common for specific (i.e. on one occasion) or personal obligations. Compare:
I have to wear a shirt and tie at work. (= it's the rule in this company)
I must buy a new shirt – this one is too old now. (= it's my own decision)

2 We can also use *have to* or *must* for strong recommendations.

3 *have to* is a normal verb and it exists in all tenses and forms, e.g. also as a gerund or infinitive.
must is a modal verb. It only exists in the present, but it can be used with a future meaning.

don't have to

You **don't have to** pay – this museum is free. 4.5
You **don't have to** go to the party if you don't want to.

mustn't

You **mustn't** park here. 4.6
You **mustn't** eat that cake – it's for the party.

- We use *don't have to* when there is no obligation to do something and *mustn't* when something is prohibited.
- *don't have to* and *mustn't* are completely different. Compare:
You don't have to drive – we can get a train. (= you can drive if you want to, but it isn't necessary / obligatory)
You mustn't drive along this street. (= it's prohibited, against the law) **NOT** ~~*You don't have to drive along this street*~~.
- We can often use *can't* or *not allowed to* instead of *mustn't*.
You ***mustn't / can't / 're not allowed to*** *park here.*

should / shouldn't + infinitive

1 You **should** take warm clothes with you to Dublin. It might be cold at night. 4.7
You **shouldn't** drink so much coffee. It isn't good for you.
2 I think the government **should** do something about unemployment.

1 We use *should* to give advice or an opinion. *should* is not as strong as *must / have to*.
- *should* is a modal verb. The only forms are *should / shouldn't*.
- We can use *ought to / ought not to* instead of *should / shouldn't*.
You ought to take warm clothes with you to Dublin.
You ought not to drink so much coffee.

2 We use *should* to give an opinion – to say if we think something is the right or wrong thing to do.

a Circle the correct form. Tick (✓) if both are possible.

You *don't have to / mustn't* use your phone in quiet zones.

1 Do you think we *should / ought to* text Dad to tell him we'll be late?
2 You *don't have to / mustn't* send text messages when you are driving.
3 A pilot *has to / must* wear a uniform when he's at work.
4 You *should / must* go to the Uffizi when you're in Florence.
5 I *have to / must* speak to my phone company. My last bill was wrong.
6 We *don't have to / mustn't* hurry. We have plenty of time.
7 When I was at school we *had to / must* wear a horrible uniform.
8 You *shouldn't / don't have to* walk on the grass. They've just planted flowers there.

b Complete with the correct form of the verb in brackets.

If the line's engaged, you'*'ll have to* call back later. (have to)

1 _____ do a lot of homework when you were at school? (you / have to)
2 _____ take my tablet out of my bag at Security? (I / must)
3 My sister is a nurse, so some weeks _____ work nights. (she / have to)
4 _____ ever _____ have an operation? (you / have to)
5 Saturdays are the best day of the week. I love _____ get up early. (not have to)
6 I don't think _____ wear boots inside their house. (we / should)
7 The exhibition was free, so I _____ pay. (not have to)

p.37

4B

GRAMMAR BANK

ability and possibility: *can, could, be able to*

can / could

Our daughter could play the violin when she was three.

I **can** speak three languages fluently. 4.13
Jenny **can't** come tonight. She's ill.
Our daughter **could** play the violin when she was three.
They **couldn't** wait because they were in a hurry.

- *can* is a modal verb. It only has a present form (which can be used with future meaning) and a past or conditional form (*could*).
- For all other tenses and forms, we use *be able to* + infinitive.

***be able to* + infinitive**

1 Luke **has been able to** swim since he was three. 4.14
I'd like **to be able to** ski.
I love **being able to** stay in bed late on Sunday morning.
You'**ll be able to** practise your English in London.
2 Fortunately, I **am able to** accept your invitation.
My colleagues **weren't able to come** to yesterday's meeting.

1 We use *be able to* + infinitive for ability and possibility, especially where there is no form of *can*, e.g. present perfect, infinitive, gerund, future, etc.

2 We sometimes use *be able to* in the present and past (instead of *can / could*), usually if we want to be more formal.

a Circle the correct form. Tick (✓) if both are possible.

I've always wanted to *can / be able to* dance salsa.

1 My little boy *couldn't / wasn't able to* speak until he was nearly two years old.
2 She's much better after her operation. She'll *can / be able to* walk again soon.
3 He hasn't *could / been able to* mend my bike yet. He'll do it tomorrow.
4 It's the weekend at last! I love *can / being able to* go out with my friends.
5 When we lived on the coast, we used to *can / be able to* go to the beach every day.
6 I *can't / 'm not able to* send any emails at the moment. My computer isn't working.
7 I *could / was able to* read before I started school.
8 We won't *can / be able to* go on holiday this year because we need a new car.
9 Linda's pleased because she's finally *could / been able to* find a part-time job.
10 Alex *can / is able to* speak Portuguese fluently after living in Lisbon for ten years.

b Complete with the correct form of *be able to* (+, −, or ?).

I've never been able to scuba dive.

1 Her mobile has been switched off all morning, so I _____ talk to her yet.
2 I don't like noisy bars. I like _____ have a conversation without shouting.
3 I _____ leave home when I get a job.
4 We're having a party next Saturday. _____ you _____ come?
5 You need _____ swim before you can go in a canoe.
6 I can speak five languages. I hate _____ communicate with people in their own language.
7 Fortunately, firefighters _____ rescue everybody from the burning house.
8 I'm very sorry, but we _____ come to your wedding next month. We'll be on holiday.
9 You're looking worse. _____ you _____ contact the doctor yet?
10 The manager _____ see you right now because she's in a meeting.

p.40

5A

GRAMMAR BANK

past tenses: simple, continuous, perfect

past simple: *worked, stopped, went, had,* etc.

They **were** in Mexico in 2016. 5.11
A South African **won** the race.
The plane **didn't arrive** on time.
What time **did** you **get up** this morning?
When I **lived** in Paris, I often **went** to watch Paris St-Germain.

- We use the past simple for finished actions in the past (when we say, ask, or know when they happened).
- We can also use it for repeated actions in the past.
- Remember **Irregular verbs** p.165.

past continuous: *was / were* + verb + *-ing*

1 What **were** you **doing** at six o'clock last night? 5.12
2 I **was driving** along the motorway when it started snowing.
3 While I **was doing** the housework, the children **were playing** in the garden.
4 It was a cold night and it **was raining**. I **was watching** TV in the living room.

1 We use the past continuous to talk about an action in progress at a specific time in the past.
- Remember, we don't use the past continuous with non-action verbs. **NOT** ~~*We stopped at a garage because we were needing petrol.*~~

2 We often use the past continuous to describe a past action in progress which was interrupted by another action (expressed in the past simple). The two actions are usually linked by *when* or *as*.

3 We often use the past continuous with *while* for two actions happening at the same time.

4 We often use the past continuous to describe what's happening at the beginning of a story or anecdote.

past perfect: *had* + past participle

When they turned on the TV, the match **had** already **finished**. 5.13
As soon as I shut the door, I realized that I'**d left** my keys on the table.
We couldn't get a table in the restaurant because we **hadn't booked**.

- We use the past perfect when we are talking about the past and we want to talk about an earlier past action. Compare:
  When John arrived, they ***went out****.* (= first John arrived and then they went out)
  When John arrived, they ***had gone out****.* (= they went out before John arrived)

using narrative tenses together

It was a cold night and it **was raining**. 5.14
I **was watching** TV in the living room. Suddenly I **heard** a knock at the door. I **got up** and **opened** the door. But there **was** nobody there. The person who **had knocked** on the door **had disappeared**.

- We use the past continuous (*was raining, was watching*) to set the scene.
- We use the past simple (*heard, got up,* etc.) to say what happened.
- We use the past perfect (*had knocked, had disappeared*) to say what happened before the previous past action.

a Circle the correct form.

When the teacher collected the exam papers he saw that Robbie *cheated / had cheated*.

1 They didn't play well in the match although they *were training / had trained* every evening.
2 Mike had an accident as he *cycled / was cycling* to work.
3 I left work early because I *wanted / was wanting* to watch the match.
4 There was a lot of traffic, and when we arrived, the match *already started / had already started*.
5 The captain *didn't score / hadn't scored* any goals when the referee sent him off.
6 My son got injured while he *played / was playing* basketball last Saturday.
7 When the snowstorm started, we *stopped / had stopped* skiing and went back to the hotel.
8 England *didn't lose / hadn't lost* any of their previous games when they played in the quarter-finals.
9 The referee suspended the match because it *was raining / rained* so hard.

b Complete with the past simple, past continuous, or past perfect.

The marathon runner *was sweating* when she *crossed* the finish line. (sweat, cross)

1 The accident _____ when they _____ home. (happen, drive)
2 The crowd _____ when the referee _____ the final whistle. (cheer, blow)
3 I _____ Jane at first because she _____ so much. (not recognize, change)
4 The police _____ my sister on the motorway because she _____ a seat belt. (stop, not wear)
5 Some of the players _____ while the coach _____ to them. (not listen, talk)
6 We _____ use the ski slope because it ____ enough. (not can, not snow)
7 They _____ play tennis because they ____ a court. (not able to, not book)
8 The player _____ a yellow card because he _____ his shirt after scoring a goal. (get, take off)

p.48

5B

GRAMMAR BANK

past and present habits and states

1 **I used to teach** English when I was living abroad. 5.16
He **didn't use to do** any exercise, but now he runs marathons.
I never used to like football, but I watch it every week now.
We **used to be** close friends, but we don't talk to each other any more.
That hotel **used to have** a swimming pool, but they closed it.
Did they **use to live** in the city centre?
Didn't you **use to have** long hair?

2 **I usually meet** my friends at weekends.
I don't normally go out during the week.
English houses **usually have** gardens.
Do you **normally walk** to work?

1 For past habits and states, we use *used to / didn't use to* + infinitive.

- *used to* does not exist in the present tense. **NOT** ~~*I use to get up at 8.00 during the week.*~~
- We use *used to* for things that were true over a period of time in the past. *used to* often refers to something which is not true now.
  I used to do a lot of sport. (= I did a lot of sport for a period of time in the past, but now I don't)
- We often use *never used to* instead of *didn't use to*.
- *used to / didn't use to* can be used with action verbs (e.g. *go, do*) and non-action verbs (e.g. *be, have*).
- We can also use the past simple to describe past habits (often with an adverb of frequency).
  We (often) went to France for our holidays when I was a child.

2 For present habits, we use a verb in the present simple, often with an adverb of frequency, e.g. *usually* or *normally*.

used to or past simple?

We can use *used to* or the past simple (often with an adverb of frequency) for repeated actions or states and the meaning is the same.

I used to live in Leeds as a child. I lived in Leeds as a child.

We used to go to the cinema on Saturdays. We often went to the cinema on Saturdays.

But we have to use the past simple if:

- we mention exact dates or number of times.
- the action happened only once.
  We went to the cinema on Saturday.

any more and any longer

We often use *not… any more / any longer* (= not now) with the present simple to contrast with *used to*.

I used to go to the gym, but I don't (go) any more / any longer.

be used to and get used to

Don't confuse *used to / didn't use to (do sth)* with *be used to* or *get used to (doing sth)*.

I am used to getting up *early every day.* (= I am accustomed to it – I always do it, so it is not a problem for me)

Lola ***can't get used to living*** *in the UK.* (= She can't get accustomed to it, it's a problem for her)

a Are the highlighted verb forms right (✓) or wrong (✗)? Correct the wrong ones.

When I was a teenager I use to have very short hair. ✗ *used to have*

1 I didn't used to like my maths teacher when I was at school.
2 Do you usually tell close friends about your problems?
3 My sister never didn't use to want children, but now she's got four!
4 How used you to keep in touch in the days before the internet?
5 They used to go on holiday together every winter because they all love skiing.
6 That couple have three kids, so they don't usually go out at night.
7 Did your parents use to meet each other at university?
8 My husband use to work for a bank, but now he's unemployed.
9 We love the theatre. Nowadays, we use to go to a play at least once a month.

b Complete with *used to* + infinitive or *usually* + present simple (+, −, or ?) and a verb from the list.

argue be eat eat out get on go have
play speak watch work

My brother *didn't use to eat* vegetables, but now he loves them.

1 We _____ a lot in common, but now we're completely different.
2 We _____ to bed early during the week because we have to get up at 6.00 a.m.
3 I _____ TV on my phone, but now I often do.
4 _____ you _____ football on Sunday mornings? Could I join you next weekend?
5 They love sushi so they _____ in Japanese restaurants.
6 Where _____ your husband _____ before he got the job in the bank?
7 My sister has lost a lot of weight. She never _____ so slim.
8 _____ you _____ a lot with your parents when you were a teenager?
9 Laura _____ really well with her flatmates, but they occasionally argue about housework.
10 My ex-boyfriend _____ to me, but now he calls me quite often.

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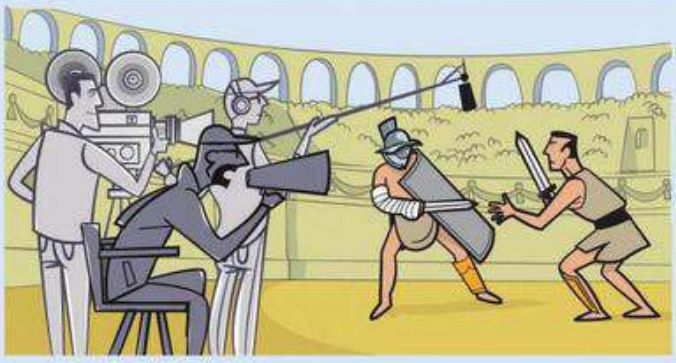
6A

GRAMMAR BANK

passive (all tenses)

1 A lot of films **are shot** on location. 6.1
When **is** our car **being repaired**?
Andy's bike **has been stolen**.
The director died when the film **was being made**.
You'**ll be picked up** at the airport by one of our staff.
This bill **must be paid** tomorrow.
I love **being given** a massage.
2 The new concert hall **will be opened by** the Queen.
Gladiator **was directed by** Ridley Scott.



1 We often use the passive (*be* + past participle) when it isn't said, known, or important who does an action.
Andy's bike has been stolen. (= somebody has stolen Andy's bike, but we don't know who). In passive sentences, the object of the verb becomes the new subject.
2 If we want to say who did the action, we use *by*.

- We can often say things in two ways, in the active or in the passive. Compare:
Gladiator *was directed by Ridley Scott.* (= we want to focus more on the film)
Ridley Scott directed Gladiator. (= we want to focus more on the director)
- We form negatives and questions in the same way as in active sentences.
Some films ***aren't shot*** *on location.*
Is your car ***being*** *repaired today?*
- We often use the passive to talk about processes, for example, scientific processes, and in formal language, such as news reports.
Then the water ***is heated*** *to 100 degrees...*
Many buildings in the city ***have been damaged*** *by the earthquake.*

a Circle the correct form, active or passive.

The college *built / was built* in the 16th century.
1 The costumes for the show *are making / are being made* by hand.
2 The story *inspired / was inspired* him to make a film.
3 This castle *hasn't inhabited / hasn't been inhabited* for nearly a century.
4 His latest film *set / is set* in France in the 1960s.
5 The film *will shoot / will be shot* in the autumn.
6 The actors *aren't recording / aren't being recorded* the dialogue until next week.
7 The house *wasn't using / wasn't being used* by the owners during the winter.
8 The make-up artist *has transformed / has been transformed* the actor into a monster.
9 They *hadn't owned / hadn't been owned* the company for very long before they went bankrupt.
10 The photo *took / was taken* by my husband on the balcony of our hotel.

b Complete with the passive so that the meaning is the same. Only use *by* if necessary.

People don't use this room very often. This room *isn't used very often*.
1 They subtitle a lot of foreign films.
A lot of foreign films _____.
2 García Márquez wrote *Love in the Time of Cholera* in 1985.
Love in the Time of Cholera _____ in 1985.
3 Someone is repairing my laptop at the moment.
My laptop _____ at the moment.
4 They haven't released the DVD of the film yet.
The DVD of the film _____.
5 They won't finish the film until the spring.
The film _____ until the spring.
6 You have to collect the tickets from the box office.
The tickets _____ from the box office.
7 They hadn't told the actor about the changes in the script.
The actor _____ about the changes in the script.
8 Damien Chazelle directed *La La Land*.
La La Land _____.
9 They've already recorded the soundtrack.
The soundtrack _____.
10 They were interviewing the director about the film.
The director _____ about the film.

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6B

GRAMMAR BANK

modals of deduction: *might, can't, must*

***might* (when you think something is possibly true)**

Tony's phone is switched off. He **might** be on the plane now, or just boarding. 6.11
Laura **might not** like that skirt. It's not really her style.

***can't* (when you are sure something is impossible / not true)**

Nigel **can't** earn much money in his job. He's still living with his parents. 6.12
That woman **can't** be Jack's wife. Jack's wife has dark hair.

***must* (when you are sure something is true)**

The neighbours **must** be out. There aren't any lights on in the house. 6.13
Your sister **must** have a lot of money if she drives a Porsche.

- We often use *might, can't,* or *must* to say how sure or certain we are about something (based on the information we have).
- In this context, the opposite of *must* is *can't*. Compare:
  The neighbours must be out. There aren't any lights on in the house.
  The neighbours can't be out. All the lights are on in the house. **NOT** ~~*The neighbours mustn't be out.*~~
- We can use *may* instead of *might* and we can use *could* in positive sentences.
  Jack could (or *may*) *be at the party – I'm not sure.*
- We don't use *can* instead of *might / may*. **NOT** ~~*He can be on the plane now.*~~
- We often use *be* + gerund after *might / must / can't*.
  They must be having a party – the music's very loud.

a Match the sentences.

He might be American. *D*
1 He can't be a university student.
2 He must be cold.
3 He might be going to the gym.
4 He could be lost.
5 He must be married.
6 He must be a tourist.
7 He can't be enjoying the party.
8 He may not have a job.
9 He can't be a businessman.

A He's carrying a sports bag.
B He's carrying a camera and a guide book.
C He's looking at a map.
~~D He's wearing a baseball cap.~~
E He's looking at job adverts in the newspaper.
F He isn't talking to anybody.
G He isn't wearing a suit.
H He's wearing a wedding ring.
I He's wearing school uniform.
J It's freezing and he isn't wearing a jumper.

b Complete with *must, might* (*not*), or *can't*.

A What does Pete's new girlfriend do?
B I'm not sure, but she *might* be a doctor. I think she works at the hospital.
1 **A** Do you know anyone who drives a Ferrari?
B Yes, my nephew. I don't know his salary, but he _____ earn a fortune!
2 **A** Why don't you buy this dress for your mum?
B I'm not sure. She _____ like it. It's a bit short for her.
3 **A** My sister works as an interpreter for the EU.
B She _____ speak a lot of languages to work there.
4 **A** Did you know that Andy's parents have split up?
B Poor Andy. He _____ be very happy about that.
5 **A** Are your neighbours away? All the curtains are closed.
B I'm not sure. I suppose they _____ be on holiday.
6 **A** Where's your colleague today?
B She _____ be ill. She called to say that she was going to the doctor's.
7 **A** I'm looking forward to seeing Jane! I haven't seen her for years.
B You _____ recognize her – she's lost a lot of weight.
8 **A** My daughter has failed all her exams again.
B She _____ be working very hard.
9 **A** Why is Tina so happy?
B I'm not sure, but she _____ have a new partner.
10 **A** Where does your boss live?
B I don't know, but he _____ live near the office because he commutes every day by train.

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7A

GRAMMAR BANK

first conditional and future time clauses + *when, until*, etc.

first conditional sentences: *if* + present simple, *will* / *won't* + infinitive

1 If you **work** hard, you'**ll pass** your exams. 7.13
The teacher **won't be** very pleased if we'**re** late for class.
2 **Come** and see us next week if you **have** time.
3 Alison **won't get** into university unless she **gets** good grades.
I **won't go** unless you **go** too.

- We use first conditional sentences to talk about a possible / probable future situation and its consequence.
  1 We use the present tense (**NOT** the future) after *if* in first conditional sentences. **NOT** ~~*If you'll work hard, you'll pass all your exams.*~~
  2 We can also use an imperative instead of the *will* clause.
  3 We can use *unless* + present simple ⊞ instead of *if…not* in conditional sentences. Compare: *Alison won't get into university* ***if*** *she* ***doesn't get*** *good grades.*

future time clauses

We'**ll have** dinner when your father **gets** home. 7.14
As soon as you **get** your exam results, **call** me.
I **won't go** to bed until you **come** home.
I'**ll have** a quick lunch before I **leave**.
After I **finish** university, I'**ll** probably **take** a year off and travel.

- We use the present tense (**NOT** the future) after *when, as soon as, until, before,* and *after* to talk about the future.

a Complete with the present simple or future with *will* and the verbs in brackets.

If I fail my exams, I'*ll take* them again next year. (take)
1 That girl _____ into trouble if she doesn't wear her uniform. (get)
2 If you give in your homework late, the teacher _____ it. (not mark)
3 Don't write anything unless you _____ sure of the answer. (be)
4 Gary will be expelled if his behaviour _____. (not improve)
5 They'll be late for school unless they _____. (hurry)
6 Ask me if you _____ what to do. (not know)
7 Johnny will be punished if he _____ at the teacher again. (shout)
8 My sister _____ university this year if she passes all her exams. (finish)
9 I _____ tonight unless I finish my homework quickly. (not go out)
10 Call me if you _____ some help with your project. (need)

b Circle the correct word or expression.

I won't go to university *if* / *unless* I don't get good results.
1 Don't turn over the exam paper *after* / *until* the teacher tells you to.
2 Please check the water's not too hot *before* / *after* the kids get in the bath.
3 Your parents will be really happy *when* / *unless* they hear your good news.
4 I'll look for a job in September *before* / *after* I come back from holiday.
5 The schools will close *unless* / *until* it stops snowing soon.
6 The job is very urgent, so please do it *after* / *as soon as* you can.
7 We'll stay in the library *as soon as* / *until* it closes. Then we'll go home.
8 Harry will probably learn to drive *when* / *until* he's 18.
9 You won't be able to speak to the head teacher *unless* / *if* you make an appointment.
10 Give Mummy a kiss *before* / *after* she goes to work.

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7B

GRAMMAR BANK

second conditional, choosing between conditionals

second conditional sentences: *if* + past simple, *would* / *wouldn't* + infinitive

1 If I **had** a job, I'**d get** my own flat. 7.15
If David **spoke** good English, he **could get** a job in that new hotel.
I **would get on** better with my parents if I **didn't live** with them.
I **wouldn't do** that job **unless** they **paid me** a really good salary.
2 If your sister **were** here, she'**d know** what to do.
If it **was** warmer, we **could have** a swim.
3 If I **were** you, I'**d buy** a new computer.

If I were you, I'd buy a new computer.

- We use the second conditional to talk about a hypothetical / imaginary present or future situation and its consequence. *If I had a job...* (= I don't have a job, I'm imagining it)

1 We use the past simple after *if* and *would* / *wouldn't* + infinitive in the other clause.

- We can also use *could* instead of *would* in the other clause.

2 After *if*, we can use *was* or *were* with *I*, *he*, and *she*.
3 We often use second conditionals beginning *If I were you, I'd...* to give advice. We don't normally use *If I was you...*

Choosing between the first or second conditional

Using a first or second conditional usually depends on how probable you think it is that something will happen.
If I have time, I'll help you. (= this is a real situation, it's possible that I'll have time – first conditional)
If I had time, I'd help you. (= this is a hypothetical / imaginary situation, I don't have time – second conditional)

***would* / *wouldn't* + infinitive**

We also often use *would* / *wouldn't* + infinitive (without an *if* clause) when we talk about imaginary situations.
My ideal holiday ***would be*** *a week in the Bahamas.*
*I'**d** never **buy** a car as big as yours.*

a Write second conditional sentences and questions.

I *wouldn't live* with my parents if I *didn't have to*. (not live, not have to)
Would you *have* a dog if you *didn't live* in a flat? (have, not live)

1 Nick _____ commute every day if he _____ from home. (not have to, work)
2 If they _____ such a noisy dog, they _____ better with their neighbours. (not have, get on)
3 I _____ that bike if I _____ you – it's too expensive. (not buy, be)
4 _____ we _____ our house if somebody _____ us enough money? (sell, offer)
5 If my mother-in-law _____ with us, we _____ divorced. (live, get)
6 _____ you _____ a flat with me if I _____ half the rent? (share, pay)
7 If my sister _____ her room more often, it _____ such a mess. (tidy, not be)
8 You _____ me like this if you really _____ me. (not treat, love)
9 If we _____ the kitchen white, _____ it _____ bigger? (paint, look)
10 I _____ a house with a garden if I _____ gardening so much. (not buy, not enjoy)

b First or second conditional? Complete with the correct form of the verb in brackets.

I'*ll stay* with my sister if I have to go to London for my job interview. (stay)
I'd buy my own flat if I *had* enough money. (have)

1 My kids _____ earlier if they didn't go to bed so late. (get up)
2 Where _____ you _____ if you go to university? (live)
3 If you _____ your exams, what will you do? (not pass)
4 I'd buy a bigger house if I _____ sure we could afford it. (be)
5 We couldn't have a dog if we _____ a garden. (not have)
6 How will you get to work if you _____ your car? (sell)
7 If we sit in the shade, we _____ sunburnt. (not get)
8 If you could change one thing in your life, what _____ it _____? (be)
9 He won't be able to pay next month's rent if he _____ a job soon. (not find)
10 If she made less noise, her neighbours _____ so often. (not complain)

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8A

GRAMMAR BANK

choosing between gerunds and infinitives

gerund (verb + *-ing*)

1 I'm not very **good at working** in a team. 8.6
Katie's **given up smoking**.
2 **Looking for** a job can be depressing.
Shopping is my favourite thing to do at weekends.
3 **I hate not being** on time for things.
I don't mind getting up early.

- We use the gerund (verb + *-ing*)
  1 after prepositions and phrasal verbs.
  2 as the subject of a sentence.
  3 after some verbs, e.g. *hate, don't mind.*
- Common verbs which take the gerund include: *admit, avoid, deny, dislike, enjoy, feel like, finish, hate, keep, like, love, mind, miss, practise, prefer, recommend, spend time, stop, suggest,* and some phrasal verbs, e.g. *give up, go on,* etc.
- The negative gerund = *not* + verb + *-ing.*

> **Like, love, and hate**
> In American English, *like, love,* and *hate* are followed by the infinitive with *to*. This is becoming more common in British English too, e.g. *I like to listen to music in the car.*

the infinitive with *to*

1 My flat is very **easy to find.** 8.7
2 Liam is saving money **to buy** a new car.
3 My sister has never **learned to drive.**
Try not to make a noise.

- We use the infinitive + *to*:
  1 after adjectives.
  2 to express a reason or purpose.
  3 after some verbs, e.g. *want, need, learn.*
- Common verbs which take the infinitive include: (*can't*) *afford, agree, decide, expect, forget, help, hope, learn, need, offer, plan, pretend, promise, refuse, remember, seem, try, want, would like.* More verbs take the infinitive than the gerund.
- The negative infinitive = *not to* + verb.
- These common verbs can take either the infinitive or gerund with no difference in meaning: *start, begin, continue.*
  It started to rain. It started raining.

> **Verb + person + infinitive with *to***
> We also use the infinitive with *to* after some verbs + person, e.g. *ask, tell, want, would like.*
> *Can you ask the manager* ***to come****?*
> *She told him not* ***to worry****.*
> *I want you* ***to do*** *this now.*
> *We'd really like you* ***to come****.*

the infinitive without *to*

1 I **can't drive.** 8.8
We **must hurry.**
2 She always **makes** me **laugh.**
My parents didn't **let** me **go** out last night.

- We use the infinitive without *to*:
  1 after most modal and auxiliary verbs.
  2 after *make* and *let.*

> **Verbs that can take a gerund or an infinitive, but the meaning is different**
> ***Try to be*** *on time.* (= make an effort to be on time)
> ***Try doing*** *yoga.* (= do it to see if you like it)
> ***Remember to phone*** *him.* (= don't forget to do it)
> *I* ***remember meeting*** *him years ago.* (= I have a memory of it)

a Circle the correct form.

I'm in charge of *recruiting / to recruit* new staff.
1 It's important for me *spending / to spend* time with my family.
2 *Applying / Apply* to go to university abroad can be complicated.
3 I want *to do / doing* my shopping this morning.
4 My boss wants *open / to open* a new office.
5 Be careful *not asking / not to ask* her about her boyfriend – they've split up.
6 We went on *working / to work* until we finished.
7 Dave is very good at *solving / to solve* problems.
8 The best thing about weekends is *not going / not to go* to work.
9 Layla gave up *modelling / to model* when she had a baby.
10 I went on a training course *to learning / to learn* about the new software.

b Complete with a verb from the list in the correct form.

not buy commute do leave lock not make retire
set up wear not worry

I'd like *to set up* my own company.
1 My parents are planning _____ before they are 65.
2 Rob spends three hours _____ to work and back every day.
3 Mark and his wife agreed _____ about the problems he had at work.
4 Did you remember _____ the door?
5 In the end I decided _____ the shoes because they were very expensive.
6 The manager lets us _____ work early on Fridays.
7 All employees must _____ a jacket and tie at work.
8 Please try _____ any more mistakes in the report.
9 I don't mind _____ overtime during the week.

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8B

GRAMMAR BANK

reported speech: sentences and questions

reported sentences

direct statements	reported statements 8.13
'I like shopping.'	She said (that) she liked shopping.
'I'm leaving tomorrow.'	He told her (that) he was leaving the next day.
'I'll always love you.'	He said (that) he would always love me.
'I passed the exam!'	She told me (that) she had passed the exam.
'I've forgotten my keys.'	He said (that) he had forgotten his keys.
'I can't come.'	She said (that) she couldn't come.
'I may be late.'	He said (that) he might be late.
'I must go.'	She said (that) she had to go.

- We use reported speech to report (i.e. to tell another person) what someone said.
- When the reporting verb (*said, told*, etc.) is in the past tense, the tenses in the sentence which is being reported usually change like this:
  present → past
  will → *would*
  past simple / present perfect → past perfect

When tenses don't change
When you report what someone said very soon after they said it, the tenses often stay the same as in the original sentence.
Adam *'I **can't come** tonight.'*
*I've just spoken to Adam and he said that he **can't come** tonight.*
Jack *'I **really enjoyed** my trip.'*
*Jack told me that he **really enjoyed** his trip.*

- Some modal verbs change, e.g. *can* → *could, may* → *might, must* → *had to*. Other modal verbs stay the same, e.g. *could, might, should*, etc.
  *'I might come back next week.' He said he **might** come back next week.*
- We usually have to change the pronouns.
  *'I like jazz.' Jane said that **she** liked jazz.*
- Using *that* after *said* and *told* is optional.

- If you report what someone said on a different day or in a different place, some other time and place words can change, e.g. *tomorrow* → *the next day, here* → *there, this* → *that*, etc.
  *'I'll meet you **here tomorrow**.' He said he'd meet me **there the next day**.*

say and tell
Be careful – after *said*, don't use a person or an object pronoun.
Sarah said that she was tired. **NOT** ~~*Sarah said me that she was tired.*~~
After *told*, you must use a person or object pronoun.
*Sarah told **me** that she was tired.* **NOT** ~~*Sarah told that she...*~~

reported questions

direct questions	reported questions 8.14
'Are you married?'	She asked him if he was married.
'Did Lucy phone?'	He asked me whether Lucy had phoned.
'What's your name?'	I asked him what his name was.
'Where do you live?'	She asked me where I lived.

- When we report a question, the tenses change as in reported statements.
- When a question doesn't begin with a question word, we add *if* (or *whether*).
  *'Do you want a drink?' He asked me **if / whether** I wanted a drink.*
- We also have to change the word order to subject + verb and not use *do / did*.

a Complete using reported speech.

'I'm in love with you.'
My boyfriend told me *he was in love with me*.

1 'I'm selling all my books.'
My friend Tim said _____.
2 'I've booked the flights.'
Emma told me _____.
3 'Your new dress doesn't suit you.'
My mother told me _____.
4 'I may not be able to go to the party.'
Matt said _____.
5 'I won't wear these shoes again.'
Jenny said _____.
6 'I didn't buy you a present.'
My brother told me _____.
7 'I can't find anywhere to park.'
Luke told me _____.

b Complete using reported speech.

'Why did you break up?'
My friend asked me *why we had broken up*.

1 'When are you leaving?'
My parents asked me _____.
2 'Have you ever been married?'
She asked him _____.
3 'Will you be home early?'
Anna asked Robert _____.
4 'Where do you usually buy your clothes?'
My sister asked me _____.
5 'Did you wear a suit to the job interview?'
We asked him _____.
6 'Do you ever go to the theatre?'
I asked Lisa _____.
7 'Can you help me?'
Sally asked the policeman _____.

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9A

GRAMMAR BANK

third conditional

If I'd **known** you had a problem, I **would have helped** you. 9.4
If Paul **hadn't gone** to Brazil, he **wouldn't have met** his wife.
Would you **have gone** to the party if you'd **known** Lisa was there?
You **wouldn't have lost** your job if you **hadn't been** late every day.

- We normally use third conditional sentences to talk about hypothetical / imaginary situations in the past, i.e. how things could have been different in the past. Compare:
  Yesterday I got up late and missed my train. (= the real situation)
  If I hadn't got up late yesterday, I wouldn't have missed my train. (= the hypothetical or imaginary past situation)
- To make a third conditional, we use *if* + past perfect and *would have* + past participle. **NOT** ~~*If I would have known you had a problem...*~~
- The contraction of both *had* and *would* is *'d*.
  If I'd have known you had a problem, I'd have helped you.
- We can use *might* or *could* instead of *would* to make the result less certain.
  If she'd studied harder, she might have passed the exam.

a Match the sentence halves.

	Billy wouldn't have injured his head	D	A if you'd gone to university?
1	If I hadn't seen the speed camera,		B you wouldn't have caught a cold.
2	Jon might have got the job		C if she'd told you the truth?
3	She would have hurt herself badly		~~D if he'd worn his helmet.~~
4	If Katy and Luke hadn't caught the same train,		E they wouldn't have met.
5	What would you have studied		F if he'd been on time for his interview.
6	How would you have got to the airport		G if they'd come with us.
7	If you'd worn a warmer coat,		H if she'd fallen down the stairs.
8	Your parents would have enjoyed the trip		I I wouldn't have slowed down.
9	Would you have been annoyed		J if the trains had been on strike?

b Complete the third conditional sentences with the correct form of the verbs in brackets.

If Tom *hadn't gone* to university, he *wouldn't have got* a job with that company. (not go, not get)
1 If you _____ me to the station, I _____ my train. (not take, miss)
2 We _____ the match if the referee _____ us a penalty. (not win, not give)
3 You _____ the weekend if you _____ with us. (enjoy, come)
4 If I _____ the theatre tickets online, they _____ more expensive. (not buy, be)
5 Mike _____ his wife's birthday if she _____ him. (forget, not remind)
6 If the police _____ five minutes later, they _____ the thief. (arrive, not catch)
7 If you _____ me the money, I _____ to go away for the weekend. (not lend, not be able)
8 That girl _____ in the river if you _____ her arm! (fall, not catch)
9 We _____ the hotel if we _____ the signpost. (not find, not seen)
10 If I _____ about the job, I _____ for it. (know, apply)

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9B

GRAMMAR BANK

quantifiers

large quantities

1 My daughter has **a lot of** apps on her phone. 9.15
Nina has **lots of** clothes.
I've been there **loads of** times.
2 James eats **a lot**.
3 There aren't **many** cafés near here.
Do you have **many** close friends?
Do you watch **much** TV?
I don't eat **much** chocolate.
4 Don't run. We have **plenty of** time.

1 We use *a lot of* or *lots of* in [+] sentences. We can also use *loads of*, but it's more informal.
2 We use *a lot* when there is no noun, e.g. *He talks a lot.*
NOT ~~*He talks a lot of.*~~
3 *much / many* are normally used in [−] sentences and [?], but *a lot of* can also be used.
4 We use *plenty of* in [+] sentences. (= more than enough)

small quantities

1 **A** Do you want some more ice cream? 9.16
B Just **a little**.
The town only has **a few cinemas**.
2 I'm so busy that I have **very little time** for myself.
Sarah isn't popular and she has **very few friends**.
3 I have **less free time** than I used to have.
There are **fewer flights** in the winter than in the summer.

1 We use *little* + uncountable nouns, *few* + plural countable nouns.
• *a little* and *a few* = some, but not a lot.
2 *very little* and *very few* = *not much / many.*
3 The comparative of *little* is *less* and the comparative of *few* is *fewer.*

more or less than you need or want

1 I don't like this city. It's **too big** and it's **too noisy**. 9.17
You're speaking **too quietly** – I can't hear you.
2 There's **too much** traffic and **too much** noise.
There are **too many** tourists and **too many** cars.
3 There aren't **enough parks** and there aren't **enough trees**.
The buses aren't **frequent enough**.
The buses don't **run frequently enough**.

1 We use *too* + adjective or adverb.
2 We use *too much* + uncountable nouns and *too many* + plural countable nouns.
3 We use *(not) enough* before a noun, e.g. *(not) enough eggs / milk*, and after an adjective, e.g. *It isn't big enough*, or an adverb, e.g. *You aren't walking fast enough.*

zero quantity

1 There **isn't any** milk in the fridge. 9.18
We **don't have any** eggs.
2 There's **no** milk in the fridge. We **have no** eggs.
3 **A** How many eggs do we have?
B **None**. I've used them all.

1 We use *any* + uncountable or plural noun for zero quantity with a [−] verb.
2 We use *no* + uncountable or plural noun with a [+] verb.
3 We use *none* (without a noun) in short answers.

a Circle the correct word or phrase. Tick (✓) if both are possible.

My husband has *too much / too many* gadgets.
1 I just have to reply to *a few / a little* emails.
2 Do you spend *much / many* time on social media?
3 My bedroom is a nice size. There's *enough room / plenty of room* for a desk.
4 I know *very few / very little* people who speak two foreign languages.
5 My brother has downloaded *a lot of / lots of* apps onto his new phone.
6 I have some cash on me, but not *a lot / a lot of.*
7 Their new TV is *too / too much* big. It hardly fits in the living room.
8 *There aren't any / There are no* potatoes. I forgot to buy some.
9 My niece isn't *old enough / enough old* to play with a games console.
10 I don't have *a lot of / many* close friends.

b Are the highlighted phrases right (✓) or wrong (✗)? Correct the wrong ones.

My nephew got lots of video games for his birthday. ✓
I don't post much photos online. *many photos*
1 'How many presents did you get?' 'A lot of!'
2 I buy fewer ebooks than I used to because I prefer physical books.
3 There isn't no time to walk there. We'll have to get a taxi.
4 Please turn that music down. It's too much loud!
5 There aren't many good programmes on TV tonight.
6 My broadband isn't enough fast for me to download films easily.
7 I get too much emails at work. It takes me ages to read them all!
8 **A** How much fruit do we have? **B** Any. Can you buy some?
9 There are only a little people that I can talk to about my problems.
10 Karen has plenty of money, so she always has the latest phone.

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10A

GRAMMAR BANK

relative clauses: defining and non-defining

defining relative clauses (giving essential information)

1 Harper Lee is the woman **who** (**that**) wrote *To Kill a Mockingbird*. 10.1
I'm looking for a book **which** (**that**) teaches you how to relax.
That's the house **where** I was born.
2 Is Frank the man **whose** brother plays for Manchester United?
It's a tree **whose** leaves change colour in autumn.
3 I've just had a text from the girl (**who** / **that**) I met on the flight to Paris.
This is the phone (**which** / **that**) I bought yesterday.

- We use a defining relative clause (= a relative pronoun + verb phrase) to give essential information about a person, place, or thing.

1 We use the relative pronoun *who* for people, *which* for things / animals, and *where* for places.

- We can use *that* instead of *who* or *which*.

2 We use *whose* to mean 'of who' or 'of which'.

3 In some relative clauses, the verb after *who*, *which*, or *that* has a different subject, e.g. *She's the girl who I met on the train* (the subject of *met* is *I*). In these clauses, *who*, *which*, or *that* can be omitted.
She's the girl I met on the train.

- *where* and *whose* can never be omitted. **NOT** ~~*Is that the woman dog barks?*~~
- We can't omit *who* / *which* / *that* / *where* if it's the same subject in both clauses. **NOT** ~~*Julia's the woman works in the office with me.*~~

non-defining relative clauses (giving extra non-essential information)

This painting, **which** was painted in 1860, is worth millions of pounds. 10.2
Last week I visited my aunt Jane, **who**'s nearly 90 years old.
Burford, **where** my grandfather was born, is a beautiful little town.
My neighbour, **whose** son goes to my son's school, has just remarried.

- We use a non-defining relative clause to give extra (often non-essential information) in a sentence. If this clause is omitted, the sentence still makes sense.
This painting~~, which was painted in 1860,~~ is worth millions of pounds.
- Non-defining relative clauses must go between commas (or a comma and a full stop).
- In these clauses, we can't leave out the relative pronoun (*who*, *which*, etc.).
- In these clauses, we can't use *that* instead of *who* / *which*. **NOT** ~~*This painting, that was painted in 1860, is worth millions of pounds.*~~

a Complete with *who*, *which*, *where*, or *whose*.

Minneapolis is the city *where* Prince was born.
1 Rob and Corinna, _____ have twins, often need a babysitter.
2 Downing Street, _____ the British Prime Minister lives, is in central London.
3 The sandwich _____ you made me for lunch was delicious.
4 The woman _____ lived here before us was a writer.
5 David Bowie, _____ songs inspired us for nearly 50 years, died in 2016.
6 My computer is a lot faster than the one _____ I used to have.
7 The *Mona Lisa*, _____ has been damaged several times, is now displayed behind glass.
8 Look! That's the woman _____ dog bit me last week.
9 On our last holiday we visited Stratford-upon-Avon, _____ Shakespeare was born.
10 We all went to the match except Angela, _____ doesn't like football.
11 That man _____ you saw at the party was my boyfriend!
12 That's the park _____ I learned to ride a bike.

b Look at the sentences in **a**. Tick (✓) the ones where you could use *that* instead of *who* / *which*. Circle the relative pronouns which could be left out.

c Add commas (,) where necessary.

Caroline, who lives next door to me, is beautiful.
1 This is the place where John crashed his car.
2 The castle that we visited yesterday was amazing.
3 Beijing which is one of the world's biggest cities has a population of over 25 million.
4 Adele's *25* which was released in 2015 is one of the best-selling albums of the last ten years.
5 These are the shoes which I'm wearing to the wedding tomorrow.
6 Sally and Joe who got married last year are expecting their first baby.

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10B

question tags

question tags

positive verb, negative tag	negative verb, positive tag
It's cold today, **isn't it?**	**She isn't** here today, **is she?**
You're Polish, **aren't you?**	**You aren't** angry, **are you?**
They live in London, **don't they?**	**They don't** eat meat, **do they?**
The match finishes at 8.00, **doesn't it?**	**Lucy doesn't** drive, **does she?**
Your sister worked in the USA, **didn't she?**	**You didn't** like the film, **did you?**
We've met before, **haven't we?**	**Mike hasn't** been to Rome before, **has he?**
You'll be OK, **won't you?**	**You won't** tell anyone, **will you?**
You'd lend me some money, **wouldn't you?**	**Sue wouldn't** resign, **would she?**

10.11

- Question tags (*is he?, aren't they?, do you?, did we?*, etc.) are often used to check something you already think is true.
  Your name's Maria, isn't it?
- To form a question tag, we use:
  - the correct auxiliary verb, e.g. *be / do / have / will / would*, etc. in the correct form, e.g. *do / don't*, etc. for the present, *did / didn't* for the past, *will / won't*, etc. for the future.
  - a pronoun, e.g. *he, it, they*, etc.
  - a negative auxiliary verb if the sentence is positive and a positive auxiliary verb if the sentence is negative or with *never*, e.g. *You never do the washing-up, do you?*

a Match the question halves.

You know that man,	G	A didn't you?
1 You're going out with him,		B will you?
2 You haven't told your family about him,		C did you?
3 You met him last month,		D won't you?
4 You were at the same party,		E have you?
5 You didn't know he was a criminal,		F weren't you?
6 You aren't happy in the relationship,		~~G don't you?~~
7 You never want to see him again,		H are you?
8 You'll tell us the truth,		I aren't you?
9 You won't tell any lies,		J don't you?
10 You understand what I'm saying,		K do you?

b Complete with a question tag (*are you?, isn't it?*, etc.).

Your name's Jack, *isn't it*?
1 Your brother works at the police station, _____?
2 They don't have any proof, _____?
3 That man isn't the murderer, _____?
4 You were a witness to the crime, _____?
5 The police have arrested someone, _____?
6 The woman wasn't dead, _____?
7 That girl took your handbag, _____?
8 He won't go to prison, _____?
9 You haven't seen the suspect, _____?
10 They couldn't find enough evidence, _____?

p.101

Food and cooking

1 FOOD

a Match the words and photos.

Fish and seafood

1 crab /kræb/
- lobster /ˈlɒbstə/
- mussels /ˈmʌslz/
- prawns /prɔːnz/
- salmon /ˈsæmən/
- squid /skwɪd/
- tuna /ˈtjuːnə/

Meat

- beef /biːf/
- chicken /ˈtʃɪkɪn/
- duck /dʌk/
- lamb /læm/
- pork /pɔːk/

Fruit and vegetables

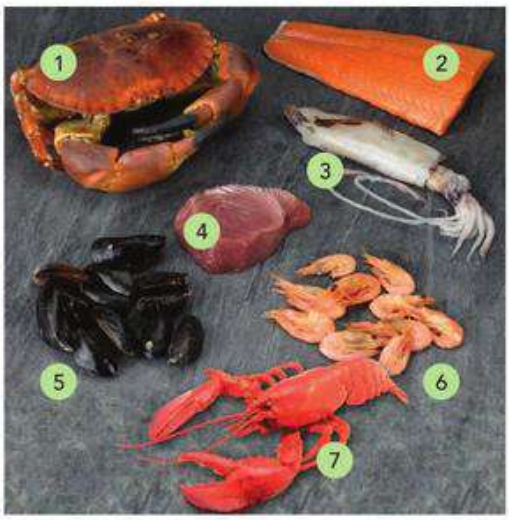
- aubergine /ˈəʊbəʒiːn/ (*AmE* eggplant)
- avocado /ˌævəˈkɑːdəʊ/
- beetroot /ˈbiːtruːt/
- cabbage /ˈkæbɪdʒ/
- cherries /ˈtʃeriz/
- courgette /kɔːˈʒet/ (*AmE* zucchini)
- cucumber /ˈkjuːkʌmbə/
- grapes /greɪps/
- green beans /griːn ˈbiːnz/
- lemon /ˈlemən/
- mango /ˈmæŋgəʊ/
- melon /ˈmelən/
- peach /piːtʃ/
- pear /peə/
- raspberries /ˈrɑːzbəriz/
- red pepper /red ˈpepə/

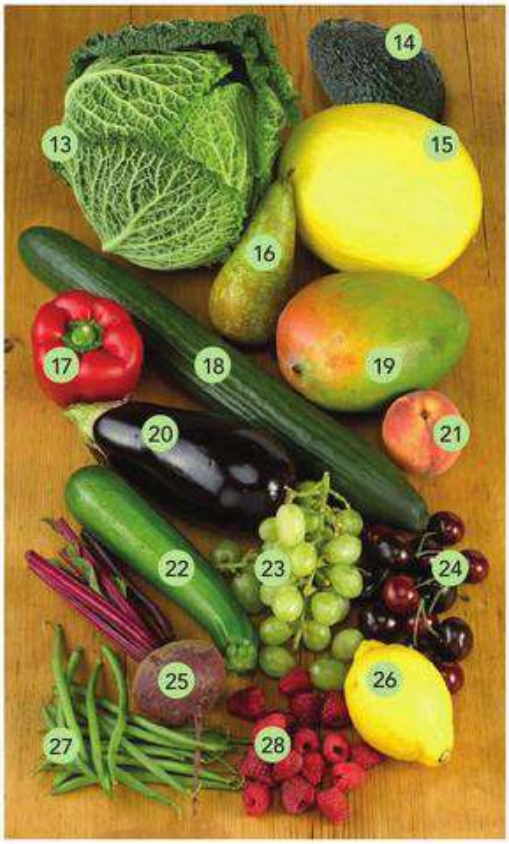
b 1.2 Listen and check.

ACTIVATION Talk to a partner. Are there any things in the list that you...?

a love
b hate
c have never eaten

Are there any other kinds of fish, meat, fruit, or vegetables that are very common in your country?





2 COOKING

a Match the words and photos.

- baked /beɪkt/
- boiled /bɔɪld/
1 fried /fraɪd/
- grilled /grɪld/
- roast /rəʊst/
- steamed /stiːmd/

b 1.3 Listen and check.

ACTIVATION Talk to a partner. How do you prefer these things to be cooked?

chicken eggs fish potatoes

3 PHRASAL VERBS

a Complete the phrasal verbs with a word from the list.

down on out (x2)

1 I **eat** _____ a lot because I often don't have time to cook. Luckily, there are lots of good restaurants near where I live.
2 I'm trying to **cut** _____ _____ coffee at the moment. I'm only having one cup at breakfast.
3 The doctor told me that I should completely **cut** _____ all cheese and dairy products from my diet.

b 1.4 Listen and check.

p.6

Personality

1 WHAT ARE THEY LIKE?

a Complete the sentences with adjectives from the list.

affectionate /ə'fekʃənət/ ambitious /æm'bɪʃəs/ anxious /'æŋkʃəs/ bossy /'bɒsi/ charming /'tʃɑːmɪŋ/ competitive /kəm'petətɪv/ honest /'ɒnɪst/ imaginative /ɪ'mædʒɪnətɪv/ independent /ɪndɪ'pendənt/ insecure /ɪnsɪ'kjʊə/ mature /mə'tʃʊə/ moody /'muːdi/ patient /'peɪʃnt/ rebellious /rɪ'beljəs/ reliable /rɪ'laɪəbl/ self-confident /ˌself 'kɒnfɪdənt/ selfish /'selfɪʃ/ sensible /'sensəbl/ sensitive /'sensətɪv/ sociable /'səʊʃəbl/ spoilt /spɔɪlt/ stubborn /'stʌbən/

1 *Selfish* people think about themselves and not about other people.
2 _____ children are rude and behave badly because they are given everything they want.
3 _____ people behave like adults.
4 _____ people always tell the truth and never steal or cheat.
5 _____ people have an attractive personality and people like them.
6 _____ people have common sense and are practical.
7 _____ people are friendly and enjoy being with other people. **SYN** *outgoing*
8 _____ people are often worried or stressed.
9 _____ people have a good imagination.
10 _____ people like doing things on their own, without help.
11 _____ people like telling other people what to do.
12 _____ people are not confident about themselves.
13 _____ people can be easily hurt or offended.
14 _____ people never change their opinion or attitude about something.
15 _____ people can wait for a long time or accept difficulties without getting angry.
16 _____ people want to be successful in life.
17 _____ people are ones who you can trust or depend on. **SYN** *responsible*
18 _____ people are sure of themselves and their abilities.
19 _____ people don't like obeying rules.
20 _____ people have moods that change quickly and often.
21 _____ people always want to win.
22 _____ people show that they love or like other people very much.

b 1.22 Listen and check.

ACTIVATION Which adjectives do you think are positive?

2 NEGATIVE PREFIXES

Negative prefixes
un-, *in-*, and *dis-* are common negative prefixes. *in-* changes to *im-* (before *b*, *m*, and *p*), *ir-* (before *r*), and *il-* (before *l*).

a Which prefix do you use with these adjectives? Put them in the correct column.

~~ambitious~~ friendly honest imaginative kind mature organized patient reliable responsible selfish sensitive sociable tidy

un- / dis-	*in- / im- / ir-*
unambitious	

b 1.23 Listen and check. Which adjective + prefix has a positive meaning?

ACTIVATION Cover the columns. Say the adjectives with prefixes.

False friends: *sensible, sensitive,* and *sympathetic*
Some words in English are very similar to words in other languages, but have different meanings. Be careful with these three adjectives, which may be false friends in your language.

sensible = practical (**NOT** ~~easily upset~~)

sensitive = easily hurt (**NOT** ~~practical~~)

sympathetic = kind to sb who is hurt or sad (**NOT** ~~nice, friendly~~)

p.12

Money

VOCABULARY BANK

1 VERBS

a Complete the sentences with a verb from the list in the correct form.

b 2.1 Listen and check.

be worth /bi wɜːθ/ borrow /ˈbɒrəʊ/ can't afford /kɑːnt əˈfɔːd/ charge /tʃɑːdʒ/ cost /kɒst/ earn /ɜːn/ inherit /ɪnˈherɪt/ invest /ɪnˈvest/ lend /lend/ owe /əʊ/ raise /reɪz/ save /seɪv/ waste /weɪst/

1	My uncle is going to leave me £2,000 when he dies.	I'm going to *inherit* £2,000.
2	I put some money aside every week for a holiday.	I _____ money every week.
3	Andy has promised to give me €50 until next week.	He has promised to _____ me €50.
4	I need to ask my mum to give me £20 until Friday.	I need to _____ £20 from my mum.
5	I often spend money on stupid things.	I often _____ money.
6	I don't have enough money to buy that car.	I _____ to buy that car.
7	I usually have to pay the mechanic £100 to service my car.	The mechanic _____ me £100.
8	These shoes are quite expensive. They are $200.	They _____ $200.
9	Jim gave me £100. I haven't paid it back yet.	I _____ Jim £100.
10	I want to buy some shares in a company because I want to make a profit.	I want to _____ some money.
11	I work in a supermarket. They pay me £1,000 a month.	I _____ £1,000 a month.
12	I could sell my house for about €200,000.	My house _____ about €200,000.
13	We need to get people to give money to build a new hospital.	We want to _____ money for the new hospital.

2 PREPOSITIONS

a Complete the **Preposition** column with a word from the list.

by for (x2) from in into on to

		Preposition
1	Would you like to **pay** cash or ___ credit card?	*by*
2	I **paid** ___ the dinner last night. It was my birthday.	_____
3	I **spent** £50 ___ books yesterday.	_____
4	My uncle **invested** all his money ___ property.	_____
5	I don't like **lending** money ___ friends.	_____
6	I **borrowed** a lot of money ___ the bank.	_____
7	They **charged** us €60 ___ a bottle of wine.	_____
8	I never **get** ___ debt. I hate owing people money.	_____

b 2.2 Listen and check.

ACTIVATION Cover the **Preposition** column. Say the sentences with the correct preposition(s).

3 NOUNS

a Match the nouns and definitions.

bill /bɪl/ budget /ˈbʌdʒɪt/ contactless payment /ˌkɒntæktləs ˈpeɪmənt/ insurance /ɪnˈʃʊərəns/ loan /ləʊn/ mortgage /ˈmɔːgɪdʒ/ salary /ˈsæləri/ tax /tæks/

1	*bill*	a piece of paper that shows how much money you have to pay for something
2	_____	the money you get for the work you do
3	_____	money that you pay to the government
4	_____	money that somebody (or a bank) lends you
5	_____	money that you have available and a plan of how to spend it, e.g. *a holiday ~*
6	_____	money that you borrow from a bank to buy a house
7	_____	a fast way of paying where you hold your card or phone over a reader and don't use your PIN
8	_____	money that you pay to a company and then they pay if you are ill, or if you lose or break something

b 2.3 Listen and check.

4 PHRASAL VERBS

a Complete the phrasal verbs with a word from the list.

back off on out

1 I took _____ €200 from a cash machine.
2 Can I pay you _____ the money you lent me next week?
3 I have to live _____ my parents while I'm at university.
4 It's difficult for me and my wife to live _____ only one salary.

b 2.4 Listen and check.

p.16

Transport

1 PUBLIC TRANSPORT AND VEHICLES

a Match the words and photos.

- coach* /kəʊtʃ/
- ferry /'feri/
- lorry /'lɒri/ (*AmE* truck)
- motorbike /'məʊtəbaɪk/
- motorway /'məʊtəweɪ/ (*AmE* freeway)
- scooter /'skuːtə/
- tram /træm/
- the Underground /'ʌndəgraʊnd/ (*AmE* subway)
- 1 van /væn/

* *coach* also means part of a train

b 3.2 Listen and check.

2 ON THE ROAD

a Complete the compound nouns.

belt /belt/ camera /'kæmərə/ crash /kræʃ/ crossing /'krɒsɪŋ/ fine /faɪn/ hour /aʊə/ jam /dʒæm/ lane /leɪn/ lights /laɪts/ limit /'lɪmɪt/ rank /ræŋk/ station /'steɪʃn/ works /wɜːks/ zone /zəʊn/

car crash / cycle _____ / parking _____

pedestrian _____ / petrol _____ / road _____

rush _____ / seat _____ / speed _____ / speed _____

taxi _____ / traffic _____ / traffic _____ / zebra _____

b 3.3 Listen and check.

ACTIVATION Cover the compound nouns and look at the photos. Remember the compound nouns.

3 HOW LONG DOES IT TAKE?

How long does it take?
We use *take* (+ person) + time + *to get* (*to / from*) to talk about the duration of a journey, etc.

*It **takes** about an hour to get from London to Oxford by train.*

*It **took** (**me**) more than an hour to get to work yesterday.*

***How long does it take** (**you**) to get to school?*

Read the information box. Then talk to a partner.

1 How do you get to work / school? How long does it take?
2 How long does it take to get from your house to the town centre?

4 PHRASAL VERBS

a Complete the phrasal verbs with a word from the list.

end look pick run set

1 We _____ **off** at 7.00 in the morning to try to avoid the traffic.
2 I arrive at 8.15. Do you think you could _____ me **up** at the station? (*opp* **drop off**)
3 Always check the address you put in your satnav or you may _____ **up** in the wrong place.
4 We're going to _____ **out of** petrol soon. Let's stop at the next petrol station.
5 _____ (or **Watch**) **out**! You're going to crash!

b 3.4 Listen and check. p.26

Dependent prepositions

VOCABULARY BANK

1 AFTER VERBS

a Complete the **Preposition** column with a word from the list. You can use some words more than once.

about at between for in of on to with

He apologized to the police officer for driving fast.

b 3.25 Listen and check.

ACTIVATION Cover the **Preposition** column. Say the sentences with the correct preposition(s).

		Preposition
1	He apologized ___ the police officer ___ driving fast.	to, for
2	I never argue ___ my husband ___ money.	___, ___
3	We're arriving ___ Milan on Sunday.	___
4	We're arriving ___ Malpensa airport at 3.45.	___
5	Could you ask the waiter ___ the bill?	___
6	Do you believe ___ stereotypes?	___
7	Who does this book belong ___?	___
8	I can't choose ___ these two bags.	___
9	We might go out. It depends ___ the weather.	___
10	I dreamt ___ my childhood last night.	___
11	Don't laugh ___ me! I'm doing my best!	___
12	I'm really looking forward ___ the party.	___
13	If I pay ___ the meal, can you get the drinks?	___
14	This music reminds me ___ our honeymoon in Italy.	___
15	I don't spend a lot of money ___ clothes.	___
16	We need to talk ___ Anita ___ her school report.	___, ___

2 AFTER ADJECTIVES

a Complete the **Preposition** column with a word from the list. You can use some words more than once.

about at for from in of on to with

My brother is afraid of bats.

Gerunds after prepositions
Remember that after a preposition, we use a verb in the gerund (+ -ing).
We're really excited ***about going*** *to Brazil.*
I'm tired of ***walking****.*

b 3.26 Listen and check.

ACTIVATION Cover the **Preposition** column. Say the sentences with the correct preposition(s).

		Preposition
1	My brother is afraid (scared / frightened) ___ bats.	of
2	She's really angry ___ her boyfriend ___ last night.	___, ___
3	I'm very close ___ my elder sister.	___
4	This exercise isn't very different ___ the last one.	___
5	We're really excited ___ going to Brazil.	___
6	Krakow is famous ___ its main square.	___
7	I'm fed up ___ sitting in this traffic jam.	___
8	I'm very fond ___ my little nephew. He's adorable.	___
9	I've never been good ___ sport.	___
10	Eat your vegetables. They're good ___ you.	___
11	My sister is very interested ___ astrology.	___
12	She's very keen ___ cycling. She does about 50 km every weekend.	___
13	I don't like people who aren't kind ___ animals.	___
14	She used to be married ___ a pop star.	___
15	I'm really pleased ___ my new scooter.	___
16	My dad was very proud ___ learning to ski.	___
17	Why are you always rude ___ waiters and shop assistants?	___
18	Rachel is worried ___ losing her job.	___
19	I'm tired ___ walking. Let's stop and have a rest.	___

p.33

Sport

1 PEOPLE AND PLACES

a Match the words and photos.

captain /ˈkæptɪn/
coach /kəʊtʃ/
1 fans /fænz/
players /ˈpleɪəz/
referee /refəˈriː/ / umpire /ˈʌmpaɪə/
spectators /spekˈteɪtəz/ / the crowd /kraʊd/
sports hall /ˈspɔːts hɔːl/
stadium /ˈsteɪdiəm/
team /tiːm/

b 5.2 Listen and check.

c Match the sports and places.

circuit /ˈsɜːkɪt/ course /kɔːs/ court /kɔːt/
pitch /pɪtʃ/ pool /puːl/ slope /sləʊp/ track /træk/

1 tennis / basketball court
2 football / rugby / hockey _____
3 swimming / diving _____
4 athletics _____
5 Formula 1 / motorcycling _____
6 golf _____
7 ski _____

d 5.3 Listen and check.

ACTIVATION Test a partner.

A (book open) Say a sport, e.g. *tennis*.
B (book closed) Say where you do it, e.g. *tennis court*.

2 VERBS

> **win and beat**
> You *win* a match, competition, medal, or trophy.
> You *beat* another team or person, e.g. *PSG beat Chelsea*.

a Complete with the past tense and past participles.

beat	beat	_____
win	_____	_____
lose	_____	_____
draw	_____	_____

b Complete the **Verb** column with the past tense of a verb from **a**.

	Verb
1 Spain with Brazil 2–2.	_____
2 Milan Chelsea 3–0.	_____
3 Milan the match 3–0.	_____
4 The Chicago Bulls 78–91 to the Boston Celtics.	_____

c 5.4 Listen and check **a** and **b**.

d Complete the **Verb** column with a word from the list.

do get fit get injured go kick score throw train

1 Professional sportspeople have to every day. train
2 Don't play tennis on a wet court. You might . _____
3 A footballer has to try to the ball into the goal. _____
4 I've started going to the gym because I want to . _____
5 Our new striker is going to a lot of goals. _____
6 Would you like to swimming this afternoon? _____
7 My brothers yoga and t'ai chi. _____
8 In basketball, players the ball to each other. _____

e 5.5 Listen and check.

3 PHRASAL VERBS

a Match the highlighted phrasal verbs to their meanings A–D.

1 It's important to warm up before you do any exercise.
2 My daughter works out every afternoon.
3 The player got a red card and was sent off.
4 My team was knocked out in the semi-finals.

A was eliminated
B do exercise, usually at a gym
C was told to leave the pitch, court, etc.
D do light exercise to get ready for a match, for example

b 5.6 Listen and check.

p.46

Relationships

VOCABULARY BANK

1 PEOPLE

a Match the words and definitions.

classmate /ˈklɑːsmeɪt/
close friend /kləʊs ˈfrend/ colleague /ˈkɒliːɡ/
couple /ˈkʌpl/ ex /eks/ fiancé /fiˈɒnseɪ/
(*female* fiancée) flatmate /ˈflætmeɪt/
partner /ˈpɑːtnə/

1 *couple* two people who are married or in a romantic relationship
2 _____ your husband, wife, boyfriend, or girlfriend
3 _____ the person that you are engaged to be married to
4 _____ a person that you share a flat with
5 _____ a person that you work with
6 _____ (*colloquial*) a person that you used to have a relationship with
7 _____ a very good friend that you can talk to about anything
8 _____ a person who is in the same class as you at school or college

b 5.20 Listen and check.

ACTIVATION Cover the definitions and look at the words. Remember the definitions.

2 VERB PHRASES

a Complete the sentences with a verb or verb phrase in the past tense.

be together become friends break up get in touch
get married get on get to know go out together
have (sth) in common lose touch ~~meet~~ propose

1 I *met* Mark when I was studying at York University.
2 We _____ each other quickly because we went to the same classes.
3 We soon _____ and we discovered that we _____ a lot _____. For example, we both liked art and music.
4 We _____ in our second term and we fell in love.
5 We _____ for two years, but we argued a lot and in our last term at university we _____ (or split up).
6 After we left university, we _____ because I moved to London and he stayed in York.
7 Five years later, we _____ again on Facebook. We were both still single and Mark had moved to London, too.
8 This time we _____ better than before, maybe because we were older.
9 After two months, Mark _____ and I accepted.
10 We _____ last summer. A lot of our old university friends came to the wedding!

b 5.21 Listen and check.

ACTIVATION Cover the sentences and look at the pictures. Remember the story.

p.52

Cinema

1 KINDS OF FILM

a Match the kinds of films and photos.

- an action film /ˈækʃn fɪlm/
- an animation /ænɪˈmeɪʃn/
- a comedy /ˈkɒmədi/
- 1 a drama /ˈdrɑːmə/
- a historical film /hɪˈstɒrɪkl fɪlm/
- a horror film /ˈhɒrə fɪlm/
- a musical /ˈmjuːzɪkl/
- a rom-com /ˈrɒm kɒm/ (romantic comedy)
- a science fiction film /ˌsaɪəns ˈfɪkʃn fɪlm/
- a thriller /ˈθrɪlə/
- a war film /ˈwɔː fɪlm/
- a western /ˈwestən/

b 6.4 Listen and check.

ACTIVATION Talk to a partner.

Think of a famous film for each kind of film in **a**.

What kind of films do you / don't you like? Why?

2 PEOPLE AND THINGS

a Match the nouns and definitions.

audience /ˈɔːdiəns/ cast /kɑːst/ critic /ˈkrɪtɪk/ extra /ˈekstrə/ plot /plɒt/ review /rɪˈvjuː/ scene /siːn/ script /skrɪpt/ sequel /ˈsiːkwəl/ set /set/ soundtrack /ˈsaʊndtræk/ special effects /ˈspeʃl ɪˈfekts/ star /stɑː/ subtitles /ˈsʌbtaɪtlz/ trailer /ˈtreɪlə/

1 cast — all the people who act in a film
2 _____ — (also *verb*) the most important actor in a film
3 _____ — the music of a film
4 _____ — the story of a film
5 _____ — a part of a film which happens in one place
6 _____ — the people who watch a film in a cinema
7 _____ — a film which continues the story of an earlier film
8 _____ — images often created by a computer
9 _____ — a series of short scenes from a film, shown in advance to advertise it
10 _____ — the words of a film
11 _____ — a person who is employed to play a very small part in a film, usually as a member of a crowd
12 _____ — the translation of the dialogue of a film on screen
13 _____ — an article which gives an opinion about a new film
14 _____ — the place where a film is being shot; the scenery used for a film or play
15 _____ — a person who writes films reviews for the press

b 6.5 Listen and check.

3 VERBS AND VERB PHRASES

a Match sentences 1–6 to sentences A–F.

1 The film **is based on** the story of opera singer Florence Foster Jenkins.
2 It **is set in** New York during the 1940s.
3 It **is directed by** Stephen Frears.
4 Hugh Grant **plays the part of** Florence's husband and manager.
5 It **was shot** (or **filmed**) **on location** in Liverpool.
6 It **is dubbed** into other languages.

A It is situated in that place at that time.
B He is the director.
C This is his role in the film.
D The words are spoken in a different language by foreign actors.
E The film is an adaptation of a true story.
F It was filmed outside the studio.

b 6.6 Listen and check.

ACTIVATION Cover 1–6 and look at A–F. Remember 1–6. Then think of another film you know well and say sentences 1–6 about the film.

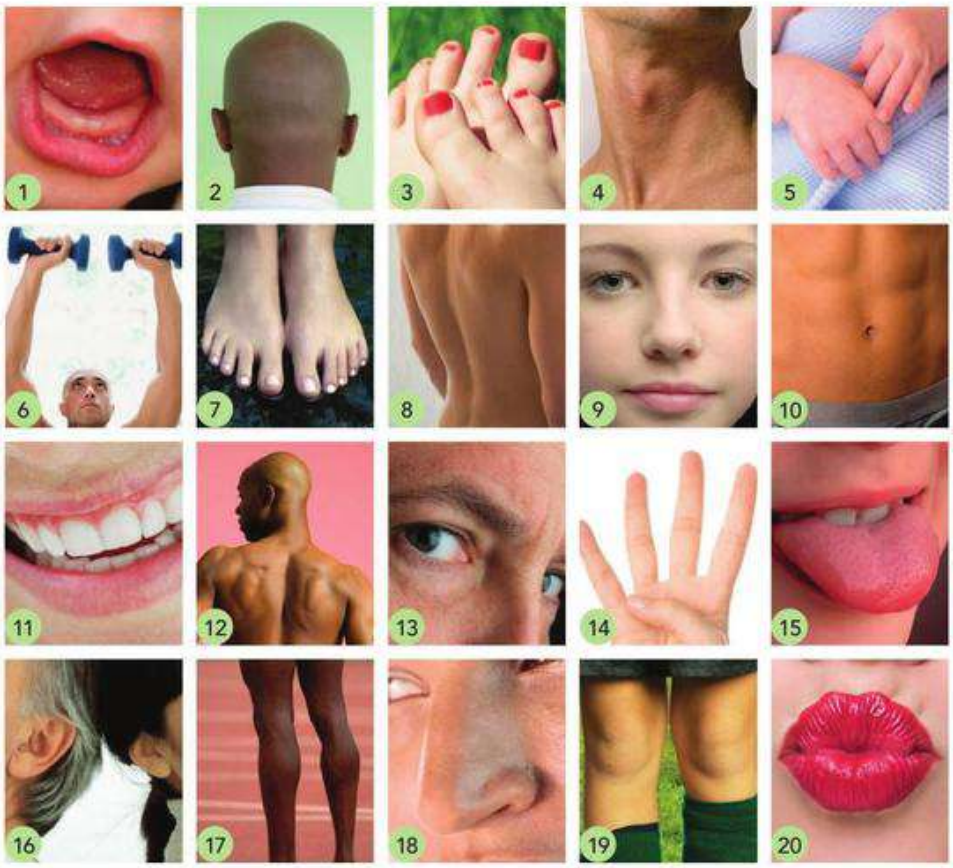
p.58

The body

1 PARTS OF THE BODY

a Match the words and photos.

- arms /ɑːmz/
- back /bæk/
- chin /tʃɪn/
- ears /ɪəz/
- eyes /aɪz/
- face /feɪs/
- feet /fiːt/ (*sing* foot /fʊt/)
- fingers /ˈfɪŋgəz/
- hands /hændz/
- head /hed/
- knees /niːz/
- legs /legz/
- lips /lɪps/
- 1 mouth /maʊθ/
- neck /nek/
- nose /nəʊz/
- shoulders /ˈʃəʊldəz/
- stomach /ˈstʌmək/
- teeth /tiːθ/ (*sing* tooth /tuːθ/)
- thumb /θʌm/
- toes /təʊz/
- tongue /tʌŋ/



b 6.14 Listen and check.

ACTIVATION In pairs, point to a part of the body for your partner to say the word.

Possessive pronouns with parts of the body
In English, we use possessive pronouns (*my, your,* etc.) with parts of the body.
Give me your hand. **NOT** ~~*Give me the hand.*~~

2 VERBS RELATED TO THE BODY

a Complete the sentences with a verb from the list in the correct tense.

bite /baɪt/ clap /klæp/ kick /kɪk/ nod /nɒd/
point /pɔɪnt/ smell /smel/ smile /smaɪl/ stare /steə/
taste /teɪst/ touch /tʌtʃ/ whistle /ˈwɪsl/

1 Don't be frightened of the dog. He won't *bite*.
2 Jason _____ the ball too hard and it went over the wall into the next garden.
3 Mmm! Something _____ delicious! Are you making a cake?
4 The stranger _____ at me for a long time, but he didn't say anything.
5 Can you _____ the sauce? I'm not sure if it needs more salt.
6 My dog always comes back when I _____.
7 Don't _____ the oven door! It's really hot.
8 The audience _____ when I finished singing.
9 The teacher suddenly _____ at me and said, 'What's the answer?' I hadn't even heard the question!
10 He's a very serious person – he never _____.
11 Everybody _____ in agreement when I explained my idea.

b 6.15 Listen and check. Which parts of the body do you use to do the things in **a**?

p.62

Education

1 THE SCHOOL SYSTEM IN THE UK AND THE US

a Complete the text about the UK with words from the list.

boarding /ˈbɔːdɪŋ/ degree /dɪˈgriː/ head /hed/ nursery /ˈnɜːsəri/ primary /ˈpraɪməri/ private /ˈpraɪvɪt/ pupils /ˈpjuːplz/ secondary /ˈsekəndri/ state /steɪt/ students /ˈstjuːdnts/ terms /tɜːmz/

In the UK

Children start [1] *primary* school when they're five. Before that, many children go to [2]_____ school, e.g. between the ages of two and four, but this is not compulsory. From 11–18, children go to [3]_____ school. The majority of schools in the UK (about 90%) are [4]_____ schools, which means that they are paid for by the government and education is free. The other 10% are [5]_____ schools, where parents have to pay. A few of these are [6]_____ schools, where children study, eat, and sleep. Children at primary school are often called [7]_____ and children at secondary school are usually called [8]_____, as are people who are studying at university. The person who is in charge of a school is called the [9]_____ teacher. The school year is divided into three [10]_____.

If you want to go to university, you have to take exams called A levels in your last year at school. If your results are good enough, you get a place. A person who has finished university and has a [11]_____ is called a graduate.

b 7.2 Listen and check.

c Complete the text about the US with words from the list.

college /ˈkɒlɪdʒ/ elementary /elɪˈmentəri/ grades /greɪdz/ high /haɪ/ kindergarten /ˈkɪndəgɑːtn/ semesters /sɪˈmestəz/ twelfth grade /ˈtwelfθ greɪd/

In the US

The school system is divided into three levels, [1] *elementary* school, middle school (sometimes called junior high school), and [2]_____ school. Schoolchildren are divided by age groups into [3]_____. The youngest children start in [4]_____ (followed by first grade) and continue until [5]_____, which is the final year of high school. The school year is divided into two [6]_____. Higher education in the US is often called [7]_____.

d 7.3 Listen and check.

ACTIVATION Cover the texts. With a partner, remember the different types of school (starting from the lowest level) in both countries.

2 DISCIPLINE AND EXAMS

a Complete the texts with a verb from the list in the right form.

~~not be allowed to~~ /nɒt biː əˈlaʊd tə/ be expelled /bi ɪkˈspeld/ be punished /bi ˈpʌnɪʃt/ cheat /tʃiːt/ let /let/ make /meɪk/ misbehave /misbɪˈheɪv/

A Discipline is very strict in our school. We [1] *aren't allowed to* take our phones to school and they don't [2]_____ us bring unhealthy food for lunch, like crisps or fizzy drinks. Most children behave well, but if you [3]_____, for example, talk too much in class, you'll [4]_____ and the teacher will probably [5]_____ you stay behind after class. If you do something more serious, like [6]_____ in an exam, you might even [7]_____.

fail /feɪl/ pass /pɑːs/ result /rɪˈzʌlt/ revise /rɪˈvaɪz/ take /teɪk/ (or do)

B Marc has to [1]_____ an important English exam next week. He hopes he'll [2]_____, but he hasn't had much time to [3]_____, so he's worried that he might [4]_____. He won't get the [5]_____ until July.

b 7.4 Listen and check.

ACTIVATION Cover the texts and look at the verbs. Explain what they mean.

make, let, and allow

My French teacher ***made me do*** *extra homework. Our IT teacher* ***lets us play*** *games every Friday. The head does****n't allow us to take*** *our phones to school.*

We use *make* and *let* with an object pronoun and the infinitive without *to*. We use *allow* with an object pronoun and the infinitive + *to*.

let and *allow* have a similar meaning. We often use *allow* in the passive, e.g. *We're allowed to play games every Friday*, but we can't use *let* in the passive **NOT** ~~*We're let play games...*~~

p.66

Houses

1 WHERE PEOPLE LIVE

a Complete the **Preposition** column with *in* or *on*.

		Preposition
1	I live ___ **the country**, surrounded by fields.	*in*
2	I live ___ **the outskirts** of Oxford, about three miles from the centre.	_____
3	I live ___ **a village** (**a town** / **a city**).	_____
4	I live in Cromer, a small town ___ **the east coast**.	_____
5	I live ___ **the second floor** of a large block of flats.	_____
6	I live ___ Croydon, **a suburb** of London about 15 miles from the city centre.	_____

b 7.17 Listen and check.

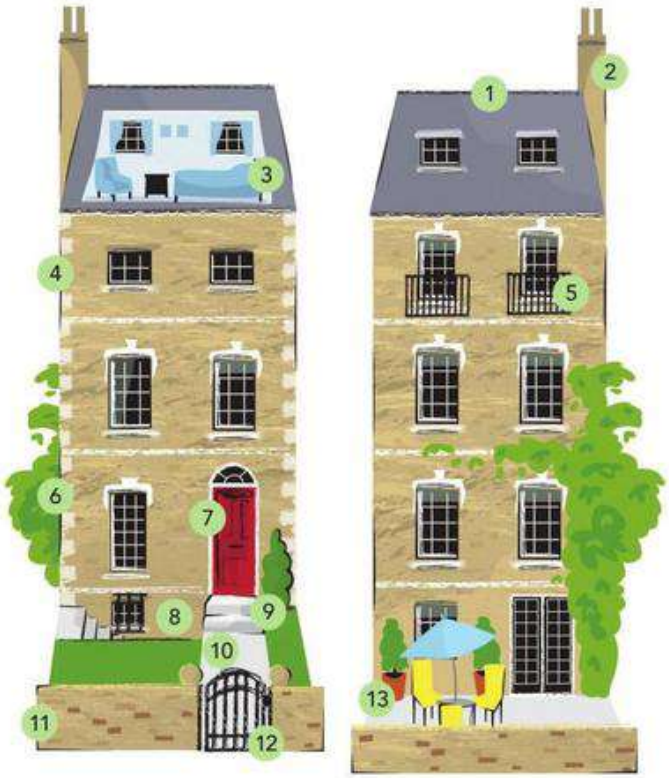
c Cover the **Preposition** column. Say the sentences with the correct preposition.

ACTIVATION Talk to a partner. Describe where you live.

2 PARTS OF A HOUSE

a Match the words and pictures.

- ___ attic /ˈætɪk/
- ___ balcony /ˈbælkəni/
- ___ basement /ˈbeɪsmənt/
- ___ chimney /ˈtʃɪmni/
- ___ entrance /ˈentrəns/
- ___ gate /geɪt/
- ___ ground floor /ɡraʊnd ˈflɔː/ (*AmE* first floor)
- ___ path /pɑːθ/
- 1 roof /ruːf/
- ___ steps /steps/
- ___ terrace /ˈterəs/ (patio /ˈpætɪəʊ/)
- ___ top floor /tɒp ˈflɔː/
- ___ wall /wɔːl/



b 7.18 Listen and check.

3 DESCRIBING A HOUSE OR FLAT

a Match the descriptions and photos.

___ I live in a cottage in the country. It's old and made of stone and the rooms have very low ceilings. There's an open fire in the living room and it's very cosy in the winter.

___ I live in a modern flat in the city centre. It's spacious and very light, with wooden floors and big windows.

b 7.19 Listen and check. Focus on how the highlighted phrases are pronounced.

ACTIVATION Cover the descriptions and look at the photos. Describe the rooms.

chimney or fireplace?
In English, *chimney* only refers to the structure on the roof of the house.

Fireplace is the place where you burn wood or coal. For some nationalities, *chimney* is a 'false friend'.

roof or ceiling?
Roof is the top part of a house. *Ceiling* is the top part of a room.

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Work

1 VERB PHRASES

a Complete the sentences with a verb or verb phrase from the list.

applied for /ə'plaɪd fɔː/ do /duː/ ~~do overtime~~ /duː 'əʊvətaɪm/ got promoted /gɒt prə'məʊtɪd/ resign /rɪ'zaɪn/ retire /rɪ'taɪə/ run /rʌn/ set up /set ʌp/ was made redundant /wəz meɪd rɪ'dʌndənt/ was sacked /wəz sækt/ work shifts /wɜːk ʃɪfts/

1 Dan has to *do overtime*.	He has to work extra hours.
2 Matt _____ last week.	He was given a more important job.
3 Most nurses have to _____.	Sometimes they work during the day and sometimes at night.
4 A man in our department _____ yesterday. (or be fired)	The boss told him to leave.
5 Colin _____.	He lost his job because the company didn't need him any more.
6 The director of the company is going to _____. (*AmE* quit)	He has decided to leave his job.
7 Lilian is going to _____ next month.	She's 65 and she's going to stop working.
8 Angela has _____ a business selling clothes online.	She had the idea and has started doing it.
9 Everyone in the office has to _____ a training course.	They need to learn how to use the new software.
10 Mandy _____ a job online.	She replied to an advert and sent in her CV.
11 My parents _____ a language school in Brighton.	They employ six teachers, who teach English to foreign students.

b 8.2 Listen and check. Cover the first sentence and look at the second. Can you remember the verb?

ACTIVATION Do you know anybody who has applied for a job / got promoted / been made redundant / resigned / been sacked (fired) / retired recently?

2 SAYING WHAT YOU DO

a Match the adjectives and definitions.

freelance /'friːlɑːns/ part-time /pɑːt taɪm/ self-employed /ˌself ɪm'plɔɪd/ temporary /'temprəri/ unemployed /ʌnɪm'plɔɪd/

talking about people

1 I'm _____.	without a job
2 He's _____.	working for himself
3 He's a _____ designer.	working for different companies

talking about a job or work

4 It's a _____ job.	(*opp* permanent) only a short contract, e.g. for six months
5 It's a _____ job.	(*opp* full-time) only a few hours a day

b Complete the sentences with *at, for, in,* or *of.*

1 I **work** *for* (in) a multinational company.
2 I'm _____ **charge** _____ the Marketing Department.
3 I'm **responsible** _____ customer loans.
4 I'm _____ school (university).
5 I'm _____ my third year at university.

c 8.3 Listen and check **a** and **b**.

3 WORD-BUILDING

a Make nouns from the verbs by adding *-ment, -ion,* or *-ation.* Make any other necessary changes.

	Noun		Noun
1 promote	*promotion*	4 employ	
2 apply		5 qualify	
3 retire		6 resign	

b Make nouns for the people who do the jobs by adding *-er, -or, -ian,* or *-ist.* Make any other necessary changes.

	Noun		Noun
1 science		4 pharmacy	
2 law		5 farm	
3 music		6 translate	

c 8.4 Listen and check **a** and **b**. Underline the stressed syllable in the new words.

ACTIVATION Cover the **Noun** columns and look at 1–6 in **a** and **b**. Remember the nouns. Then think of two more jobs ending in *-er, -or, -ian,* or *-ist.* p.76

Word-building

1 MAKING NOUNS FROM VERBS

a Make nouns from the verbs in the list and write them in the correct column.

achieve /ə'tʃiːv/ agree /ə'griː/ argue /'ɑːgjuː/ attach /ə'tætʃ/ choose /tʃuːz/ compensate /'kɒmpənseɪt/ complain /kəm'pleɪn/ consider /kən'sɪdə/ deliver /dɪ'lɪvə/ demonstrate /'demənstreɪt/ explain /ɪk'spleɪn/ fail /feɪl/ improve /ɪm'pruːv/ lose /luːz/ manage /'mænɪdʒ/ pay /peɪ/ respond /rɪ'spɒnd/ sell /sel/ serve /sɜːv/ succeed /sək'siːd/ tempt /tempt/ treat /triːt/ value /'væljuː/

+ ation	+ ment	new word
	achievement	

b 8.20 Listen and check. Underline the stressed syllable in the nouns.

ACTIVATION Test a partner. Then change roles.

A (book open) Say the verb. **B** (book closed) Say the noun.

c Complete the questions with a noun from **a** in the singular or plural.

1 Have you ever been on a *demonstration*? What were you protesting about?
2 Have you ever opened an email _____ that contained a virus?
3 Do you often have _____ with your family? What about?
4 Do you prefer reading grammar _____ in your own language, or do you think it's better to read them in English?
5 Have you ever made a _____ to a company and got _____?
6 Do you think that there's too much _____ when you're shopping, e.g. for a new phone?
7 In a restaurant, what's more important for you, the food or the _____?

d 8.21 Listen and check.

ACTIVATION With a partner, ask and answer the questions in **c**.

p.83

2 MAKING ADJECTIVES AND ADVERBS

Adjective prefixes and suffixes

We often make adjectives from nouns by adding a suffix. Some common suffixes are: *-y*, e.g. *sun – sunny*; *-ate*, e.g. *passion – passionate*; *-able / -ible*, e.g. *fashion – fashionable*; *-ful*, e.g. *use – useful*. Nouns which end in *-ence* often make the adjective with *-ent*, e.g. *violence – violent*.

To make a negative adjective, we usually add a prefix, e.g. *un-*, *im-*, etc. (See **Vocabulary Bank** Personality, p.153.) However, some adjectives that end in *-ful* make the negative by changing the suffix *-ful* to *-less*, e.g. *useful – useless*, *hopeful – hopeless*.

a Look at the adjectives and adverbs from the noun *luck* in the chart below. Complete the chart.

	adjectives		adverbs	
noun	+	−	+	−
luck	lucky	unlucky	luckily	unluckily
fortune	fortunate	unfortunate		
comfort				
patience				
care				

b 9.7 Listen and check.

c Complete the sentences with the correct form of the **bold** noun.

1 The beach was beautiful, but *unfortunately* it rained almost every day. **fortune**
2 My new shoes are very _____. I wore them all day yesterday and they didn't hurt at all. **comfort**
3 He did the exam quickly and _____ and so he made lots of mistakes. **care**
4 We were really _____. We missed the flight by just five minutes. **luck**
5 Jack is a very _____ driver! He can't stand being behind someone who is driving slowly. **patience**
6 It was a bad accident, but _____ nobody was seriously hurt. **luck**
7 It was raining, but fans waited _____ in the queue to buy tickets for tomorrow's concert. **patience**
8 The roads will be very icy tonight, so drive _____. **care**
9 The temperature dropped to minus 10 degrees, but _____, we were all wearing warm coats. **fortune**
10 The bed in the hotel was incredibly _____. I hardly slept at all. **comfort**

d 9.8 Listen and check.

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Irregular verbs

Infinitive	Past simple	Past participle
be /bi/	was /wɒz/ were /wɜː/	been /biːn/
beat /biːt/	beat	beaten /ˈbiːtn/
become /bɪˈkʌm/	became /bɪˈkeɪm/	become
begin /bɪˈgɪn/	began /bɪˈgæn/	begun /bɪˈgʌn/
bite /baɪt/	bit /bɪt/	bitten /ˈbɪtn/
break /breɪk/	broke /brəʊk/	broken /ˈbrəʊkən/
bring /brɪŋ/	brought /brɔːt/	brought
build /bɪld/	built /bɪlt/	built
buy /baɪ/	bought /bɔːt/	bought
can /kæn/	could /kʊd/	–
catch /kætʃ/	caught /kɔːt/	caught
choose /tʃuːz/	chose /tʃəʊz/	chosen /ˈtʃəʊzn/
come /kʌm/	came /keɪm/	come
cost /kɒst/	cost	cost
cut /kʌt/	cut	cut
do /duː/	did /dɪd/	done /dʌn/
draw /drɔː/	drew /druː/	drawn /drɔːn/
dream /driːm/	dreamt /dremt/ (also *dreamed*)	dreamt (also *dreamed*)
drink /drɪŋk/	drank /dræŋk/	drunk /drʌŋk/
drive /draɪv/	drove /drəʊv/	driven /ˈdrɪvn/
eat /iːt/	ate /eɪt/	eaten /ˈiːtn/
fall /fɔːl/	fell /fel/	fallen /ˈfɔːlən/
feel /fiːl/	felt /felt/	felt
find /faɪnd/	found /faʊnd/	found
fly /flaɪ/	flew /fluː/	flown /fləʊn/
forget /fəˈget/	forgot /fəˈgɒt/	forgotten /fəˈgɒtn/
get /get/	got /gɒt/	got
give /gɪv/	gave /geɪv/	given /ˈgɪvn/
go /gəʊ/	went /went/	gone /gɒn/
grow /grəʊ/	grew /gruː/	grown /grəʊn/
hang /hæŋ/	hung /hʌŋ/	hung
have /hæv/	had /hæd/	had
hear /hɪə/	heard /hɜːd/	heard
hit /hɪt/	hit	hit
hurt /hɜːt/	hurt	hurt
keep /kiːp/	kept /kept/	kept
know /nəʊ/	knew /njuː/	known /nəʊn/
learn /lɜːn/	learnt /lɜːnt/	learnt
leave /liːv/	left /left/	left

Infinitive	Past simple	Past participle
lend /lend/	lent /lent/	lent
let /let/	let	let
lie /laɪ/	lay /leɪ/	lain /leɪn/
lose /luːz/	lost /lɒst/	lost
make /meɪk/	made /meɪd/	made
mean /miːn/	meant /ment/	meant
meet /miːt/	met /met/	met
pay /peɪ/	paid /peɪd/	paid
put /pʊt/	put	put
read /riːd/	read /red/	read /red/
ride /raɪd/	rode /rəʊd/	ridden /ˈrɪdn/
ring /rɪŋ/	rang /ræŋ/	rung /rʌŋ/
run /rʌn/	ran /ræn/	run
say /seɪ/	said /sed/	said
see /siː/	saw /sɔː/	seen /siːn/
sell /sel/	sold /səʊld/	sold
send /send/	sent /sent/	sent
set /set/	set	set
shine /ʃaɪn/	shone /ʃɒn/	shone
shut /ʃʌt/	shut	shut
sing /sɪŋ/	sang /sæŋ/	sung /sʌŋ/
sit /sɪt/	sat /sæt/	sat
sleep /sliːp/	slept /slept/	slept
smell /smel/	smelt /smelt/ (also *smelled*)	smelt (also *smelled*)
speak /spiːk/	spoke /spəʊk/	spoken /ˈspəʊkən/
spend /spend/	spent /spent/	spent
stand /stænd/	stood /stʊd/	stood
steal /stiːl/	stole /stəʊl/	stolen /ˈstəʊlən/
swim /swɪm/	swam /swæm/	swum /swʌm/
take /teɪk/	took /tʊk/	taken /ˈteɪkən/
teach /tiːtʃ/	taught /tɔːt/	taught
tell /tel/	told /təʊld/	told
think /θɪŋk/	thought /θɔːt/	thought
throw /θrəʊ/	threw /θruː/	thrown /θrəʊn/
understand /ʌndəˈstænd/	understood /ʌndəˈstʊd/	understood
wake /weɪk/	woke /wəʊk/	woken /ˈwəʊkən/
wear /weə/	wore /wɔː/	worn /wɔːn/
win /wɪn/	won /wʌn/	won
write /raɪt/	wrote /rəʊt/	written /ˈrɪtn/

Vowel sounds

	usual spelling	! but also
fish	i bill dish fit pitch since ticket	pretty decided women busy village physics
tree	ee beef speed ea peach team e refund sequel	people magazine key niece receipt
cat	a mango tram tax bank carry crash	
car	ar garden charge starter a cast pass drama	aunt laugh heart
clock	o cost lorry bossy plot off on	watch want sausage because
horse	(o)or score floor al bald wall aw draw prawns	warm course thought caught audience board
bull	u full put oo cook look foot good	could should would woman
boot	oo food moody cartoon u* rude argue ew few flew	suitcase juice move shoe soup through queue
computer	Many different spellings. /ə/ is always unstressed. other nervous about complain information camera	
bird	er term prefer ir dirty circuit ur turn nursery	learn work world worse journey
egg	e lemon lend text spend plenty cent	friendly healthy jealous already many said
up	u public subject unlucky duck hurry rush	money tongue someone couple touch enough

* especially before consonant + e

	usual spelling	! but also
train	a* save gate ai fail brain ay may say	break steak great weight grey they
phone	o* broke stone frozen slope oa coach roast	owe elbow although shoulders aubergine
bike	i* bite retire y cycle shy igh lights flight	buy eyes height
owl	ou hour mouth proud ground ow town brown	
boy	oi boiled noisy coin spoilt oy enjoy unemployed	
ear	eer beer engineer ere here we're ear beard appearance	really idea serious
chair	air airport upstairs fair hair are stare careful	their there wear pear area
tourist	Not a very common sound. euro furious plural sure	
/i/	A sound between /ɪ/ and /iː/. Consonant + y at the end of words is pronounced /i/. happy angry hungry	
/u/	Not a very common sound. education usually situation	

short vowels long vowels diphthongs

Consonant sounds

	usual spelling	! but also
parrot	p propose pupil transport trip pp apply shopping	
bag	b beans bill probably crab bb dubbed stubborn	
key	c court script k kind kick ck track lucky	chemist's school stomach account squid
girl	g golf grilled forget colleague gg aggressive luggage	
flower	f food roof ph pharmacy nephew ff traffic affectionate	laugh enough
vase	v van vegetables travel invest private believe	of
tie	t taste tidy stadium strict tt attractive cottage	worked passed
dog	d director graduate comedy afford dd address middle	bored failed
snake	s steps likes ss boss assistant ce/ci ceiling cinema	scene science cycle
zebra	z lazy freezing s, se cosy loves toes lose nose	
shower	sh show punish cash selfish ti (+ vowel) ambitious explanation ci (+ vowel) spacious sociable	sugar sure chef machine
television	Not a very common sound. confusion decision revision usually courgette	

	usual spelling	! but also
thumb	th throw thriller healthy maths path teeth	
mother	th the that with further together	
chess	ch change cheat tch match pitch t (+ure) picture future	
jazz	j jealous just g generous manager dge fridge judge	
leg	l limit salary reliable until ll sell rebellious	
right	r result referee primary fried rr borrow terrace	written wrong
witch	w war waste western motorway wh whistle which	one once
yacht	y yet year yoghurt yourself before u university argue	
monkey	m mean romantic charming arm mm summer swimming	lamb
nose	n neck honest none chimney nn tennis winner	knee knew
singer	ng cooking going bring spring before g / k tongue think	
house	h hands helmet behave inherit unhappy perhaps	who whose whole

voiced unvoiced

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