OXFORD

5th edition

Headway

Pre-intermediate Student's Book e-book

Liz & John Soars • Paul Hancock

5th edition

Headway

Pre-intermediate Student's Book e-book

Liz & John Soars • Paul Hancock

OXFORD
UNIVERSITY PRESS

Contents

Unit	Grammar	Vocabulary
1 Getting to know you p9	**Tenses and questions** p10 • Asking questions • *Who's* or *Whose*?	**Right word, wrong word** p16 • *do homework/make a mistake* • *a high mountain/a tall man* • *be crazy about/interested in* • *to train hard/to catch a train*
2 Let's get together p19	**Present tenses** p20 • State verbs • *have/have got*	**My perfect day** p23 • *have a lie-in* • *listen to music* • *shop for clothes*
3 Good news, bad news! p29	**Narrative tenses** p30 • Past Simple and Past Continuous	**Adverbs** p36 • *drive carefully* • *speak Spanish fluently* • *work hard*
4 Food for thought p39	**Expressions of quantity** p40 **Articles** p42	**A piece of cake** p46 • *a bag of crisps* • *a slice of bread* • *a pair of socks*
5 The future's in your hands p49	**Verb patterns** p50 ***going to, will* & Present Continuous for future** p52	**Phrasal verbs** p56 • Literal and idiomatic *pick up some rubbish/pick up some Spanish*
6 History repeats itself p59	**Present Perfect** p60 • *for* and *since* • *always*, *ever* and *never* • Present Perfect or Past Simple?	**Word endings and word stress** p63 • *photograph/photographer* • *economy/economist* • *account/accountant*

Reading	Listening	Speaking	Writing
A blind date p14 • A magazine feature where two readers go on a date	**The *three* types of friends we all need** p13 • Jess describes three friends	• Talking about you p11 & p12 • What do you think? p13 • What happened next? p14 **Everyday English** p17 • Social expressions	**Filling in forms** p18 • Filling in a personal form
The independence quiz p24 • A quiz that tells you how dependent or independent you are	**Getting on with the neighbours** p26 • Two neighbours gossip about each other	• Talking about you p22 & p23 • What do you think? p21 & p25 • Roleplay p26 **Everyday English** p27 • Making conversation	**An email** p28 • Linking words
A spy story p34 • The James Bond story, *The Man with the Golden Gun*	**A spy story** p34 • *The Man with the Golden Gun*	• Talking about you p32 • In your own words p32 & p35 • Project p33 • What do you think? p35 **Everyday English** p37 • Saying when	**Narrative writing** p38 • Position of adjectives and adverbs
Recipes for success p44 • How three popular foods were discovered by accident	**At the shops** p46 • In a café, clothes shop, newsagent's, off-licence, delicatessen and chemist's	• Talking about you p41 & p45 **Everyday English** p47 • Can you come for dinner?	**A postcard** p48 • Style and synonyms
He was only 16 p54 • The possible futures of two teenagers, Joel Kioko and Adam Mudd	**Different generations** p53 • Three people from the same family discuss what they can look forward to	• Talking about you p51, p52 & p56 • What do you think? p53 & p55 • Roleplay p55 **Everyday English** p57 • Expressing doubt and certainty	**Writing for talking** p58 • 'My dreams for the future …'
The not so distant past p64 • How the present can be a reminder of ancient history	**Family history** p66 • David Taylor Bews researches his family history with his grandmother	• Talking about you p61 & p63 • What do you think? p65 & p66 • Project p65 **Everyday English** p67 • Agree with me!	**A biography** p68 • Ordering paragraphs

Unit	Grammar	Vocabulary
7 Simply the best p69	What's it like? p70 Comparatives and superlatives p71	Synonyms and antonyms p76 • *scared/frightened* • *boring/not very interesting*
8 Living dangerously p79	*have to/don't have to* p80 *should/must* p82	Not a thing to wear! p86 • Parts of the body *neck/wrist/toes* • Things to wear *belt/jumper/leggings*
9 What a story! p89	Past Perfect and narrative tenses p90 • Joining words	Feelings p96 • *nervous/upset/homesick*
10 All-time greats p99	Passives p100 • All tenses	Words that go together p103 • Noun + noun *business card* • Adverb + past participle *well-known*
11 People with a passion p109	Present Perfect Simple and Continuous p110 • Tense review	Life's big moments! p116 • Birth • Marriage • Death
12 You never know … p119	First Conditional p120 Second Conditional p122	*bring* and *take*, *come* and *go* p126 • *Take some suncream on holiday.* • *Bring an umbrella with you.*

Audioscript p129 Grammar reference p142 Extra material p154

Reading	Listening	Speaking	Writing
Favourite pictures p74 • A magazine article where readers describe their favourite picture	**The best things in life are free** p73 • Five people talk about the best things in their lives which don't cost anything	• In your own words p71 • General knowledge quiz p72 • Who gets the job? p73 • What do you think? p74 **Everyday English** p77 • What's on?	**Describing my hometown** p78 • Relative pronouns *which, that, who, where*
Two stuntwomen and a stunt man p84 • The tough world of two Hollywood stuntwomen	**A health and fitness quiz** p83 • What should you do to keep fit and stay healthy? **A stuntman's story** p85	• Talking about sports p81 • What do you think? p83 & p85 • Talking about you p83 & p86 • Roleplay p87 **Everyday English** p87 • At the doctor's	**Writing emails** p88 • Comparing formal and informal
The train journey p94 • The Storyteller – a short story by Saki	**Young adult literature** p93 • An interview with a publisher of books for young adults **The story on the train** p95	• In your own words p92 • Talking about you p93 • What do you think? p93 • Telling a story p95 **Everyday English** p97 • Exclamations with *so* and *such*	**Reviewing a book or film** p98 • Referring back in a text
The world's most loved football team! p104 • Manchester United – a football team that has become a world brand	**The world's number one habit!** p106 • A radio programme about chewing gum	• Inventions that changed the world p102 • Project p102 • Talking about you p103 & p104 • What do you think? p106 • Roleplay p107 **Everyday English** p107 • On the phone	**Discussing pros and cons** p108 • Social media sites
The collectors p114 • Three people and their surprising collections	**My kind of thing!** p113 • Three people describe things they love **My life in a nutshell** p116 • Alison talks about her life	• Talking about you p111 • What do you think? p113 & p115 **Everyday English** p117 • Finding the right words!	**Note-taking** p118 • My vision for the 21st century
Risk and chance p124 • An article about the strange world of chance, risk, and probability	**At a crossroads in life** p123 • Three people talk about a big decision they have to make	• What do you think? p123 & p125 **Everyday English** p127 • Thank you and goodbye!	**Correcting common mistakes** p128 • Language review

Go to **headwayonline.com** to download the Wordlist and full Audioscript.

Course overview

5th edition
Headway

Welcome to **Headway 5th edition**. Here's how the blended syllabus helps you link learning in the classroom with meaningful practice outside.

Student's Book

All the language and skills you need to improve your English, with grammar, vocabulary and skills work in every unit. Also available as an e-book.

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

Workbook

Exclusive practice to match your Student's Book, unit by unit.

Use your Workbook for homework or for self-study to give you new input and practice.

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

ACTIVITIES AUDIO VIDEO WORDLISTS

AT HOME

LOOK AGAIN

- Review the language from every lesson
- Watch the videos and listen to all the class audio again

PRACTICE

- Develop your skills with extra Reading, Writing, Listening and Speaking practice

CHECK YOUR PROGRESS

- Test yourself on the main language from the unit and get instant feedback
- Try an extra challenge

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 at home to extend your learning and get instant feedback on your progress.

headwayonline.com

Videos

Go to **headwayonline.com** to find a video to use with each unit.

1 Another country

A look at the reasons why people decide to move to another country and what life is like away from home.

2 Twins

A look at why twins are special and important for science, and what life as a twin is like.

3 The Titanic

A tragic story that still fascinates people today, and the little-known facts about where the ship came from and the people who built it.

4 What's good for you?

A look at healthy and unhealthy foods, and how they are made.

5 Inspirational young people

A description of the issues and challenges young people are facing today, and what they can do to turn their lives around.

6 The Romans in Britain

A look at the impact the Roman invasion had on life in Britain and the changes it brought.

7 Scotland

A profile of Scotland and the people who live there.

8 Under water

Tom Daguerre, an underwater photographer, tells us about his job.

9 Roald Dahl

A profile of the life and stories of the children's author, Roald Dahl.

10 The Homeless World Cup

A description of the power of football and how it can change people's lives.

11 Passion for parkrun

A profile of parkrun – a 5 km race held all across the world for people of all ages and abilities.

12 What if … ?

People describe how their life would be different if they had more free time, more money, or if they could do any job in the world.

Getting to know you

1

- **Grammar** Tenses and questions
- **Vocabulary** Right word, wrong word
- **Everyday English** Social expressions
- **Reading** A blind date
- **Listening** The *three* types of friends we all need
- **Writing** Filling in forms

1 Do the boy and girl know each other? How do you think the conversation began?

2 What do you think they're talking about now?

3 What do you think is going to happen next?

Watch the video introduction

Use your **Workbook** for self study

Go online for more practice and to *Check your Progress*

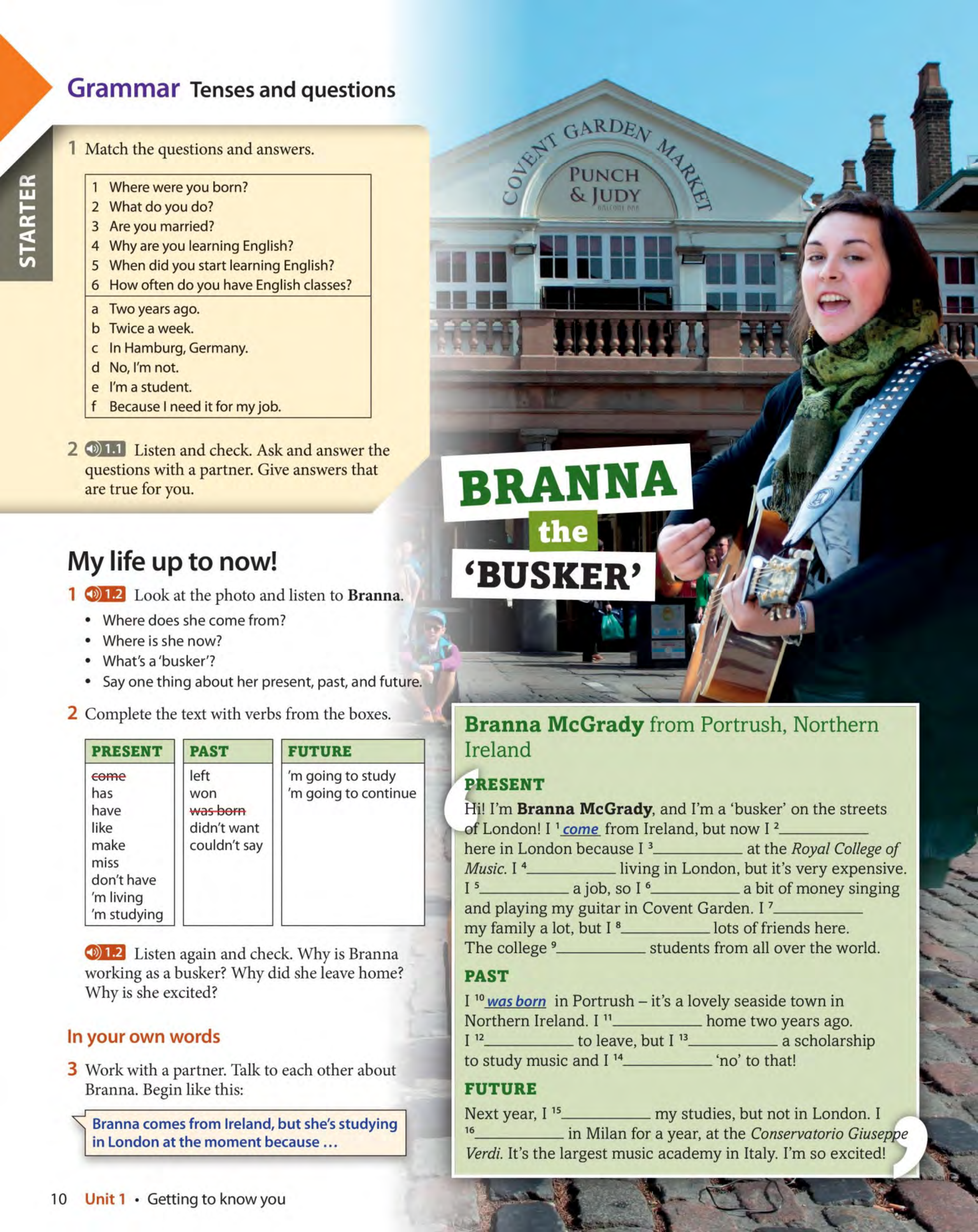
STARTER

Grammar Tenses and questions

1 Match the questions and answers.

1 Where were you born?	
2 What do you do?	
3 Are you married?	
4 Why are you learning English?	
5 When did you start learning English?	
6 How often do you have English classes?	
a Two years ago.	
b Twice a week.	
c In Hamburg, Germany.	
d No, I'm not.	
e I'm a student.	
f Because I need it for my job.	

2 1.1 Listen and check. Ask and answer the questions with a partner. Give answers that are true for you.



BRANNA the 'BUSKER'

My life up to now!

1 1.2 Look at the photo and listen to **Branna**.

- Where does she come from?
- Where is she now?
- What's a 'busker'?
- Say one thing about her present, past, and future.

2 Complete the text with verbs from the boxes.

PRESENT	PAST	FUTURE
~~come~~	left	'm going to study
has	won	'm going to continue
have	~~was born~~	
like	didn't want	
make	couldn't say	
miss		
don't have		
'm living		
'm studying		

1.2 Listen again and check. Why is Branna working as a busker? Why did she leave home? Why is she excited?

In your own words

3 Work with a partner. Talk to each other about Branna. Begin like this:

> Branna comes from Ireland, but she's studying in London at the moment because …

Branna McGrady from Portrush, Northern Ireland

PRESENT

Hi! I'm **Branna McGrady**, and I'm a 'busker' on the streets of London! I [1] *come* from Ireland, but now I [2]_____ here in London because I [3]_____ at the *Royal College of Music*. I [4]_____ living in London, but it's very expensive. I [5]_____ a job, so I [6]_____ a bit of money singing and playing my guitar in Covent Garden. I [7]_____ my family a lot, but I [8]_____ lots of friends here. The college [9]_____ students from all over the world.

PAST

I [10] *was born* in Portrush – it's a lovely seaside town in Northern Ireland. I [11]_____ home two years ago. I [12]_____ to leave, but I [13]_____ a scholarship to study music and I [14]_____ 'no' to that!

FUTURE

Next year, I [15]_____ my studies, but not in London. I [16]_____ in Milan for a year, at the *Conservatorio Giuseppe Verdi*. It's the largest music academy in Italy. I'm so excited!

Branna's parents

CONOR & KAREN MCGRADY

Retired teachers, '**empty-nesters**', and global travellers.

4 Look at the photos and read about **Conor and Karen**.

- Who are they?
- Do they both work?
- What do you think an 'empty-nester' is?
- What are they doing now?

5 1.3 Listen to Conor and Karen. Who is **Brady**? Say one thing you can remember about their **past**, **present** and **future**.

6 Complete the questions about them. Ask and answer them with a partner.

1 How old *are* they?
2 How many children _____ they _____?
3 When _____ their children leave home?
4 What _____ Branna and Brady _____ at the moment?
5 Why _____ Conor and Karen _____ teaching any more?
6 How much money _____ they _____ for the camper van?
7 What _____ they _____ last year?
8 Who _____ they _____ to visit next year?

1.4 Listen and check. Practise again with your partner.

Talking about you

7 Write two sentences each about your **present**, **past**, and **future**. One is *true* and one is *false*!

Read them aloud to the class. Can they spot the false ones?

I live in a house in the centre of town.

No, you don't – you live in a flat.

GRAMMAR SPOT

1 Find examples of present, past, and future tenses in audioscript **1.3** on p129.

2 Name the two tenses in these sentences. What is the difference between them?

She **comes** from Ireland.
She**'s living** in London at the moment.

3 Match the question words and answers.

What … ?	Because I wanted to.
Who … ?	Last night.
Where … ?	€10.
When … ?	A guitar.
Why … ?	For two weeks.
How many … ?	In a seaside town.
How much … ?	My brother.
How long … ?	The blue one.
Whose … ?	It's mine.
Which … ?	Four.

Grammar reference 1.1–1.3 p142

Practice

A student in Canada – asking questions

1 Read the interview with **Mehmet**, a Turkish student in **Toronto**, Canada. Complete the questions with question words from the box.

what where who why which
how often how much how many

I Hi, nice to meet you Mehmet. Can I ask you one or two questions?

M Yes, of course.

I First of all. [1]_____ do you come from?

M I'm from Istanbul, in Turkey.

I And [2]_____ are you here in Toronto?

M Well, I'm here mainly because I want to improve my English.

I [3]_____ English did you know before you came?

M Not a lot. I studied English at school for two years, but I didn't learn much. Now I'm studying in a language school here.

I [4]_____ school?

M *The Global Village English Centre.*

I Oh, *Global Village* – I know it! Your English is very good now. [5]_____'s your teacher?

M My teacher's called Andy. He's good.

I And [6]_____ did you do back in Turkey?

M Well, actually, I was a teacher – a secondary school teacher. I taught children from 14 to 18.

I [7]_____ children were in your classes?

M Sometimes as many as 40.

I Goodness! That's a lot. [8]_____ do you go back home?

M Usually, I go back every two months, but this month my brother is coming here. I'm very excited. I'm going to show him round.

I Well, I hope your brother has a great visit. Thank you for talking to me.

2 1.5 Listen and check. Find examples of present, past, and future tenses in the interview. Then practise the interview with a partner.

Watch a video and learn more about what life is like when you move to another country.

Who's or *Whose*?

Who's = who is
Whose … ? asks about possession.

1 'Who's calling?' 'It's my brother.'
2 'Whose phone is ringing?' 'It's mine.'

3 Choose the correct word. Compare your answers with a partner.

1 '*Who's* / *Whose* brother is coming to stay?' 'Mehmet's brother.'
2 '*Who's* / *Whose* talking to Mehmet?' 'I think it's a reporter.'
3 '*Who's* / *Whose* dictionary is this?' 'It's Mehmet's.'
4 '*Who's* / *Whose* going to Bob's party tonight?' 'I'm not.'
5 '*Who's* / *Whose* is that expensive black car?' 'It's my neighbour's.'
6 'Do you know *who's* / *whose* bag this is?' 'It's mine.'

4 1.6 Listen to the sentences.

If the word is *Whose?*, shout **1**!
If the word is *Who's?*, shout **2**!

Talking about you

5 Each of these questions has *one* word missing. Write it in.

1 What do you like doing in your free time?
2 Do you like listening music?
3 What sort music do you like?
4 What did you last weekend?
5 What you doing tonight?
6 What are you going do after this lesson?
7 How many languages your teacher speak?
8 What your teacher wearing today?

1.7 Listen, check and repeat. Pay attention to the stress and intonation.

6 1.8 Ask and answer the questions with your partner. Listen and compare.

Go online for more **grammar** practice

Listening and speaking

The *three* types of friends we all need

1 Write the names of some of your friends. Talk to a partner about them.

- Why do you like them?
- Who is your oldest friend?

2 1.9 According to a magazine article, we all need three types of friends:

1 a 'forever friend'
2 a 'new friend'
3 a 'reunited friend'

Look at the photo and listen to **Jess**, 27, talking about her three friends. Which type of friend is each one? Write their names in the chart below.

3 1.9 Listen again. After each person, complete the chart.

Jess's three friends

	The forever friend _____	The new friend _____	The reunited friend _____
How did they meet?			
How long ago?			
What do you learn about the friend's life?			
Why does Jess like her/him?			

4 Answer the questions about the friends.

1 Whose grandparents would like to meet the friends?
2 Whose mums became good friends?
3 Who went to Newcastle University?
4 Who's working near Jess?
5 Who had a nickname at school? Why?
6 Which friends make Jess laugh?
7 Which friend lived abroad? Where?
8 Who is the 'wild' friend? Why?

What do you think?

Discuss in small groups.

- Which friend do you think is most important to Jess?
- Do you have these three types of friends in your life? Tell the other students about them.
- How many *real* friends can a person have? Is it OK for someone to have just one or two friends?
- Do social media sites make people feel they need more friends? How and why?

Reading and speaking A blind date

1 In a survey, 10,000 couples were asked how and where they first met. How do you think most couples meet? Discuss with a partner. Match a line with a percentage.

How did they meet?	%
at school or university	3%
at work	5%
at a bar or club	6%
online dating	7%
social media	12%
through friends	11%
through family	13%
a blind date	18%
none of these	25%

1.10 Listen and check. Did anything surprise you? How did couples that you know meet?

2 Look at the photos and read the introduction to the magazine article.

- What is a blind date?
- Who are the people? How old are they?
- What are their jobs?
- Where did they meet?

3 Work in two groups.

Group A Read what **Kitty** says about **Ross**.

Group B Read what **Ross** says about **Kitty**.

Answer the questions about your person. Which *one* question can't you answer?

1 Why did they laugh as soon as they met?
2 How does he/she describe her/him?
3 Who is a 'veggie' (vegetarian)? Who isn't?
4 What did she/he say about travel?
5 Why did Kitty go red?
6 What did Ross teach Kitty?
7 Who is Mark? Is Kitty going to meet him?
8 How did the evening end? What did they do?

4 Compare answers with someone from the other group. What do Kitty and Ross have in common? What don't they have in common?

What happened next?

5 Do you think Kitty and Ross will become boyfriend and girlfriend? Why? Can you see any problems? Discuss.

6 1.11 Listen to Kitty and Ross. What happened? What do you think is going to happen next?

Blind Date

Each week we organize a blind date between two of our readers. Then they answer questions about how it went.

This week:
Kitty Ferry, 22, festival organizer meets **Ross Mayo**, 31, carpenter.

They met in the **Oyster Shack** restaurant in Bigbury-on-Sea, Devon.

Will they ever meet again?

Kitty talking about Ross

First impressions He had a kind face with a beard … of course! Every guy has a beard these days! He laughed out loud when he saw me on my bike.

What did you talk about? Music, travel, jobs. I love my job – I get to travel a lot, but only in the UK. I'd love to see more of the world. I love that Ross left a well-paid job in London to be a carpenter. Oh, and me being a 'veggie' – he was surprised that I still eat fish.

Any difficult moments? It was really hot in the restaurant, and I had a big woolly jumper on. I was worried that I looked red!

Best thing about him? He was chatty and funny. He tried to teach me how to wink! We laughed so much people were looking at us! He enjoys life and his work to the full.

Would your friends like him? Oh yes! They would love him.

Describe him in three words. Funny, kind, intelligent.

Did you go on somewhere? Yes, we went for a walk by the sea … in the rain. I love rain – I ran into the sea and fell over. Ross rescued me.

Did you kiss? Well, he rescued me, didn't he? So, what do you think?!

Marks out of 10? The more we talked, the more I liked him. 8.

Would you like to meet again? We are going to meet again. He's going to make a wardrobe for my new flat.

Bigbury Bay

Ross talking about Kitty

First impressions We both arrived on bikes. I liked that – I couldn't help laughing. And I loved her big smile and crazy clothes. She was so 'bubbly',

What did you talk about? Music, our jobs – why I left my city job as a journalist and moved here. Kitty wants to travel the world. I did that when I was 21. I'm happy now, living and working by the sea. She's 'veggie' – bad news, but ... she eats fish – surprising! We were in a great fish restaurant.

Any difficult moments? I think I said something that embarrassed her – she went very red. I don't know what it was.

Best thing about her? Her laugh! We both laughed a lot. I loved hearing about her job. She doesn't earn much, but money doesn't matter to Kitty. I'm the same.

Would your friends like her? Very much. My flatmate, Mark, would really love her.

Describe her in three words. Funny, interesting, very pretty – sorry, that's four!

Did you go on somewhere? Well, we didn't go far, just down to the beach. I rescued Kitty when a wave knocked her over.

Did you kiss? Well, when I picked her up from the water, she said, 'Are you going to kiss me?' So I did.

Marks out of 10? She can't wink, but I like her. 9

Would you like to meet again? Definitely – but I'm not going to introduce her to Mark!

Vocabulary

7 Some adjectives can end in both *-ed* and *-ing*. Match the lines.

Kitty was interest**ed**	because she was funny and 'bubbly'.
Kitty was interest**ing**	in Ross's job.

8 Complete the adjectives with *-ed* or *-ing*.

1 It's my birthday tomorrow, so I'm very excit____.
2 I was surpris____ when my team won. It's usually rubbish!
3 I don't like her new boyfriend. He's so bor____.
4 Don't be embarrass____. Everybody cries sometimes.
5 Thank you. That lesson was really interest____.

Vocabulary Right word, wrong word

Work with a partner. Use a dictionary to do these exercises.

Verbs of similar meaning

1 Choose the correct verb for each line.

1 **play** **go**
I want to _____ travelling next year.
They _____ a lot of ice-hockey in Canada.

2 **do** **make**
I _____ a lot of mistakes in English.
I never forget to _____ my homework.

3 **speak** **say**
She can _____ three languages.
Pardon? What did you _____?

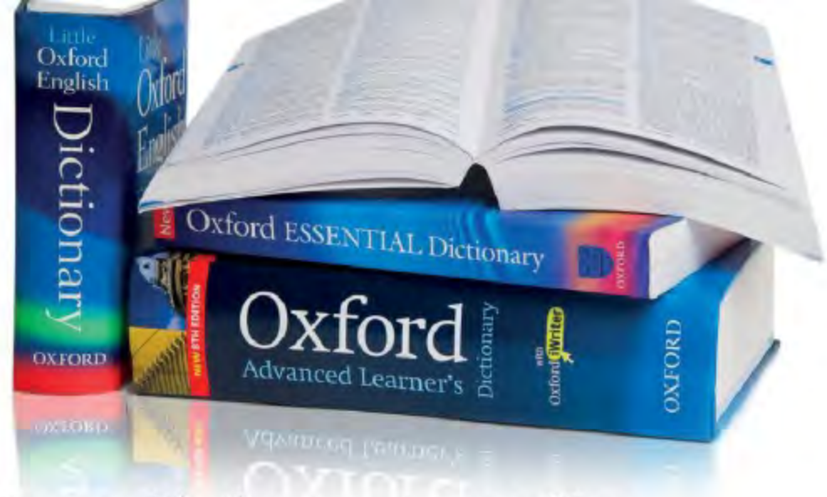
4 **teach** **learn**
Can you _____ me how to drive?
Do you want to _____ to speak Spanish?

5 **lend** **borrow**
Can I _____ your phone charger?
Can you _____ me £20?

Adjectives and nouns that go together

2 Underline two nouns that go with each adjective.

1 **important**	person / meeting / price
2 **delicious**	holiday / cake / meal
3 **high**	price / mountain / man
4 **long**	tree / journey / time
5 **heavy**	bag / sunshine / rain
6 **busy**	street / person / party



Prepositions

3 Complete the sentences with the correct preposition.

to	from	at	about	of	on	in	with	for

1 He comes *from* Istanbul, *in* Turkey.
2 He's crazy _____ football, but I'm not interested _____ it at all.
3 I am married _____ John. I met him _____ university _____ 2007.
4 I live _____ my parents _____ a flat _____ the first floor.
5 She's very good _____ playing the guitar.
6 I'm going _____ a run _____ the park. I'm training _____ a big race.
7 This is a photo _____ me _____ holiday _____ Spain.
8 I got this laptop _____ my parents _____ my birthday.

Words with two meanings

4 What are the two meanings of *date* in these sentences?

I met my husband on a blind **date**.

Dates and raisins are good for you.

5 Write two sentences that show two different meanings for the words in the chart.

left		
kind		
train		
mean		

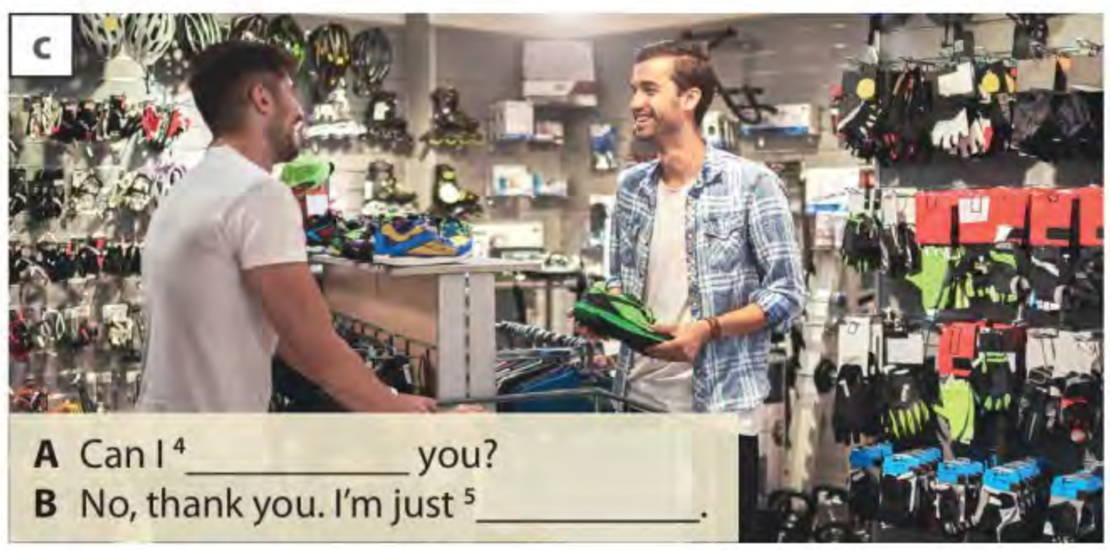
1.12 Listen to some example answers.

Go online for more **vocabulary** practice

Everyday English Social expressions

1 In everyday situations we use a lot of social expressions. Look at the photos. What are the situations? Complete the conversations with the words below.

afraid	help	looking	much	seat	thanks	trouble



2 1.13 Listen and check. Practise with a partner. Pay attention to stress and intonation.

3 Make more conversations with lines from **A** and **B**. Which expressions are more formal?

A	B
1 Good morning!	a Bye! See you later.
2 See you tomorrow!	b Of course. What's the problem?
3 How do you do?	c Never mind. Perhaps another time.
4 Thank you very much indeed.	d Thanks! Same to you.
5 I'm so sorry. I can't come tonight.	e Good morning! Lovely day again.
6 Can you help me with this exercise?	f Yeah! About 9.00, in the coffee bar.
7 Bye!	g It doesn't matter. You're here now.
8 Bye! Have a good weekend.	h You're welcome. It's no trouble at all.
9 Sorry I'm late.	i How do you do. Pleased to meet you.
10 Cheers!	j Cheers! Here's to your new job!

1.14 Listen and check. Pay attention to the stress and intonation. Practise the conversations with a partner.

4 Test your partner. Say an expression from **A**. Can your partner give the correct response from **B**?

5 These are possible next lines in the conversations. Match them with **A** and **B** in **3**.

a I don't know what this word means.
b Yes, it's really warm for the time of year.
c Pleased to meet you, too.
d Thanks. I'm really excited about it, but a bit nervous.
e But it was so kind of you to pay!
f I'm free tomorrow night. What about that?
g Fine. Nine is good for me, too.
h Yes, let's meet after class.
i Thanks. Are you doing anything special?
j Yeah, I missed the bus.

1.15 Listen and check.

6 With your partner, choose one of the conversations and continue it.

Good morning!
Good morning! Lovely day again.

Yes, it's really warm for the time of year.
They say it's going to rain again tomorrow! Enjoy it while it lasts!

Go online for more **speaking** practice

Writing Filling in forms

1 When do you fill in forms? Give some examples.

2 Match the headings and questions.

1 **First name**	a Are you married or single?
2 **Surname**	b What do you do in your free time?
3 **Date of birth**	c What are your home and mobile phone numbers?
4 **Place of birth**	d What's your first name?
5 **Permanent address**	e What do you do?
6 **Marital status**	f Where were you born?
7 **Occupation**	g When were you born?
8 **Qualifications**	h What's your family name?
9 **Hobbies/Interests**	i What degrees, diplomas, certificates, etc. do you have?
10 **Email address**	j Where do you live?
11 **Tel. nos.**	k What's your email address?

3 Follow these instructions. Write about *you*.

1 Write your name in capital letters.

_____

2 Gender. Circle **F** or **M**

3 Delete where not applicable. **(Mr / Mrs / Miss / Ms)**

4 Date of birth. (*dd/mm/yyyy*)

_____

5 Phone no., including country code.

_____

6 Write your postcode.

_____

7 Write your signature.

_____

4 Complete the application form for *The Global School of English*.

The Global School *of* English

Please write in **CAPITAL LETTERS**

Mr / Mrs / Miss / Ms*

Gender

Family name

Date of birth

First name

Nationality

First language

Level of English

Address in your country

Occupation

Email address

Emergency contact & relationship to student

Type of accommodation required:
homestay / hostel / student residence / other*
(if other, please specify)

Dietary requirements (if any)

Any medical conditions we should be aware of

Where did you hear about the school?

Date of arrival

Date of departure

Reason for learning English:
business / pleasure / exams / other* (if other, please specify)

How many hours do you want to study?

Signature

** Delete where not applicable.*

Go online for more **writing** practice

Let's get together 2

- **Grammar** Present tenses, *have/have got*
- **Vocabulary** My perfect day
- **Everyday English** Making conversation
- **Reading** The independence quiz
- **Listening** Getting on with the neighbours
- **Writing** An email – linking words

1. What are the man and woman doing? What do you think their relationship is?
2. What adjectives describe them?
3. What other things do you think they like doing?

Watch the video introduction

Use your **Workbook** for self study

Go online for more practice and to *Check your Progress*

Grammar Present tenses and *have/have got*

STARTER

Work in groups and discuss the questions.

- How many brothers and sisters have you got?
- Who do you get on with best in your family? Why?
- Do you spend a lot of your free time with members of your family? Why/Why not?
- Are there any twins in your family?

Being a twin

1 Look at the photos of **Chloe** and **Leah** and **Liam** and **Dylan**. Do you think they like being identical twins?

2 2.1 Read and listen to Chloe and Leah. Which girl wants to spend less time together? Why?

Chloe and Leah Taylor

Chloe and Leah are identical twins, aged 9. They have an older brother and sister, Luke, 11, and Jessica, 13.

Chloe We've got similar personalities, and we're very different from Luke and Jessica. We're both shy on our own, but we feel much braver when we're together, don't we, Leah?

Leah Yeah. I always want to be with Chloe. I never feel sad when I'm with her – well, not really sad. I feel so lucky that I've got a best friend who is always there. We usually wear the same clothes – I love it when we look identical! People say we're starting to look more different now, and I hate that.

Chloe I don't like it when I'm not with Leah, but I think it's a good idea to spend a *bit* more time apart now. We're getting older, and we can't live together when we're grown-ups!

Leah Why not?!

3 2.2 Read and listen to **Liam** and **Dylan**. Why don't they spend a lot of time together?

Liam and Dylan Clark

Liam and Dylan are 20. They don't have any other brothers or sisters.

Dylan I don't really like being a twin. People see identical twins as special, but they don't see what's different and special about you, on your own. I find I often try to be different from Liam. I sometimes want the same thing as him in a restaurant, but I never order it!

Liam I think we are different from most twins because we spend more time apart. We were in different classes at school, and now we're at different universities – Dylan's studying drama in Manchester, and I'm doing physics in Leeds. We don't feel so competitive now that we're living very different lives. But I still really want to beat him at sports!

Dylan I'm happy we're more independent now. I've got a lovely girlfriend in Manchester, and I don't talk to Liam about her – I think he's jealous!

GRAMMAR SPOT

1 Which two present tenses are used in the texts? Find examples of both.

2 Look at the sentences. Which refers to all time? Which refers to now?

They **wear** the same clothes. They **live** in the UK.
They'**re wearing** jeans and T-shirts. Dylan'**s living** in Manchester.

3 Find examples of *have* and *have got* in the texts. Is *have got* more formal or informal? More spoken or written?

Grammar reference 2.1–2.4 p142–3

4 Work with a partner. Use the prompts to ask and answer questions about the twins.

Chloe and Leah

1 How do / feel when they're together?
2 Why / Leah always want to be with Chloe?
3 Do they always / the same clothes?
4 Are they / to look different now?
5 How / Leah feel about that?
6 Why / Chloe think it's good to spend more time apart?

Liam and Dylan

7 Why / not / Dylan like being a twin?
8 What / Dylan never order in a restaurant?
9 Where / Liam and Dylan living?
10 What / they studying?
11 Why / not / they feel so competitive now?
12 Which twin / got / girlfriend?

2.3 Listen and check.

5 2.4 Listen to an interview with Chloe and Leah. What does Chloe find scary? Complete the sentences.

1 We _____ for a school play at the moment.
2 _____ you both sometimes _____ how the other person _____ _____?
3 And I see you _____ the same clothes today.
4 Leah _____ wearing dresses, but sometimes I _____ to wear jeans!

6 2.5 Listen to Liam and Dylan. Why were they in different classes at school? Complete the sentences.

1 I often _____ people only _____ me as a twin.
2 And we _____ in different cities, so we _____ different friends.
3 Well, I always _____ to do things better than Liam!
4 But you can't be competitive when you _____ completely different things.

What do you think?

7 Would you like to have an identical twin? Make a list of pros and cons.

Watch a video and learn more about why being a twin is special and what it's like bringing up twins.

Practice

Talking about you

1 Look at the examples of *have* and *have got* in questions, negatives, and short answers in the speech bubbles. How are the forms different?

Do you have a car?
Yes, I do. / No, I don't.

Have you got a big flat?
Yes, I have. / No, I haven't.

I don't have a camera.

I haven't got an iPhone.

2.6 Listen and repeat.

2 Work with a partner. Ask and answer questions about these things.

- any pets
- a big family
- a camera
- a credit card
- any tattoos
- a garden
- a dictionary
- any plans for this evening
- we/any homework
- your parents/many friends

Speaking

3 With a partner, take turns to ask and answer questions about the people in the photos.

Student A Look at p154.

Student B Look at p157.

State verbs

There are some verbs that we don't often use in the **Present Continuous**. These are called **state verbs**.

4 Complete the sentences with a verb in the **Present Simple** in the correct form.

think ~~not know~~ not believe look
not agree love mean not matter
need own not understand

1 'Is this the way to the bus station?'
'I *don't know*. Sorry.'
2 I _____ your dress! Where did you get it?
3 I'm not good at being on my own. I _____ to be with people.
4 'I _____ grammar is really boring.'
'I _____. I find it interesting.'
5 I'm sorry, I _____. I don't speak French.
6 He's very rich. He _____ three houses in London.
7 You _____ sad! What's wrong?
8 'Sorry, I'm late.'
'Don't worry. It _____.'
9 'It's my 70th birthday tomorrow.'
'I _____ you! You don't look a day over 60!'
10 I don't know that word, *solitary*. What _____ it _____?

2.7 Listen and check.

Check it

5 Tick (✓) the correct sentence.

1 ☐ Karina live with her parents.
☐ Karina lives with her parents.
2 ☐ Who do you go walking with?
☐ Who you go walking with?
3 ☐ He doesn't see his brother often.
☐ He no sees his brother often.
4 ☐ I'm at Don's house. I wait for a taxi.
☐ I'm at Don's house. I'm waiting for a taxi.
5 ☐ She's liking black coffee.
☐ She likes black coffee.
6 ☐ They don't have got a dog.
☐ They haven't got a dog.

Go online for more **grammar** practice

Vocabulary and speaking

My perfect day

1 Work with a partner. Match the verbs and phrases.

Things I like doing

A

Verb	Phrase
play	to the gym
do	a lie-in
go	games on my phone
have	puzzles

B

Verb	Phrase
meet	on the phone
watch	for a meal
chat	friends for a drink
go out	dramas on TV

C

Verb	Phrase
listen to	nothing
do	magazines
take	music
read	photos

D

Verb	Phrase
have	other cities
go	for clothes
visit	for a long walk
shop	a barbecue

2.8 Listen and check.

2 Which things in **1** do you like doing?

- Which do you do on your own?
- Which do you do with other people?

3 Complete the sentences with the phrases from **1**.

1 I don't feel like cooking tonight. Shall we _____?
2 I always _____ on headphones when I'm on the train to work.
3 I never _____ online – I like to try things on first.
4 I sometimes _____ all day on Sundays – I'm so busy the rest of the week!
5 On Saturdays, I _____ – I stay in bed till 11.00 sometimes!
6 It's a lovely day! Let's invite some friends round and _____ _____ in the garden.
7 I often _____ in the pub near my office after work.
8 Let's _____ in the countryside this afternoon!
9 You _____ really good _____. Do you use a camera, or just your phone?
10 I like _____ crossword _____ with my wife – I try to get the answers first!

2.9 Listen and check.

Talking about you

4 What is your idea of a perfect Saturday or Sunday? Make notes.

have a lie-in … go out for breakfast and read a magazine … meet friends for a drink

5 Work in groups. Talk about your perfect Saturday or Sunday.

> **For me, a perfect Saturday is when I have a lie-in, go out for breakfast and read a magazine, and then meet …**

Go online for more **vocabulary** practice

My perfect day

Reading and speaking

The independence quiz

1 Look at the photos and answer the questions.

1 How do you think the bird and ladybird on their own are feeling? Why?
2 What kind of character is the man doing the handstand?
3 Do you see yourself as the bird/ladybird on its own, or with all the others? Where would you like to be?

2 Read the introduction to the quiz. How independent do you think you are on a scale of 1–10 (1 = very dependent on other people, 10 = very independent)? Discuss with a partner.

3 Do the quiz and add up your score.

4 Read what your score means on p154. Do you agree? Are you happy with how independent you are? If not, how would you like to change? Discuss with a partner.

Vocabulary

5 Work in pairs. Look at phrases 1–8 from the quiz and match them with their meanings a–h.

1 to enjoy your own company
2 What's the point of it?
3 to have a go at something
4 to suit you
5 to keep something to yourself
6 to feel confident
7 to go round to someone's
8 to think again

a *to change your mind about something*
b *to look good on you*
c *to visit someone in their home*
d *to feel sure of yourself*
e *to be happy when you're alone*
f *How is it useful?*
g *to try to do something that might not work*
h *to not tell anyone something*

6 Work in pairs. Use the phrases in **5** to talk about yourself.

I'm good at keeping things to myself.

Are you? I'm hopeless at keeping secrets!

How INDEPENDENT are you?

It's good to have family, friends, and a partner. But you can't always be in the company of others, so it helps if you can really enjoy your own company and feel confident on your own.

So, where are you on the scale of dependence and independence? This quiz will help you find out!

Quiz

1 Do you wear whatever you want or do you worry about what other people think?

a I wear things more often when people say they like them.
b I know what I look good in, and I don't need anyone else to tell me.
c I always go clothes shopping with a friend who knows what suits me.

2 You're doing a course in a foreign city you don't know. You have the chance to spend a couple of days extra there on your own. Do you say ... ?

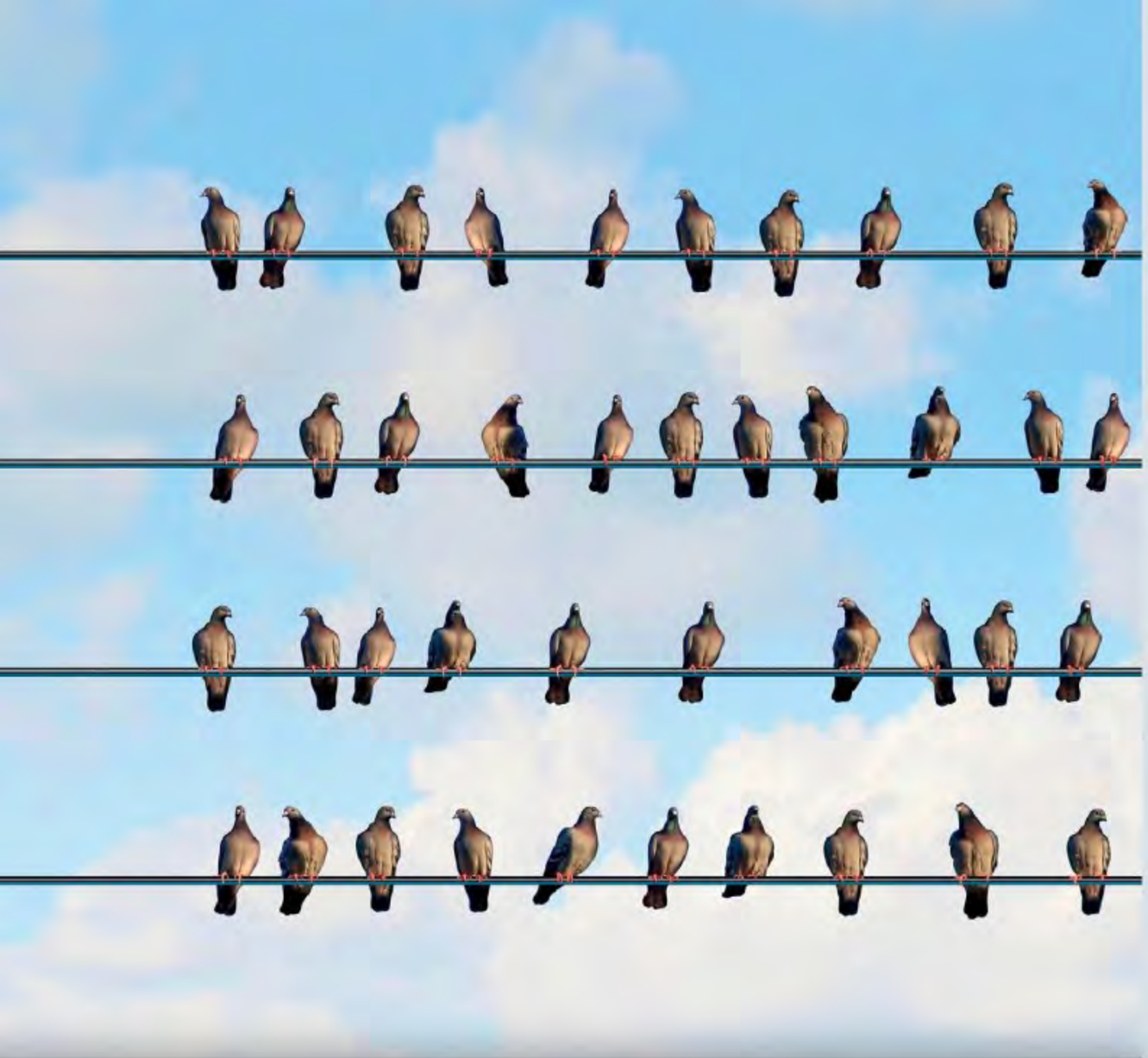
a Yes. It's not so much fun seeing new places on my own, but it'll still be interesting.
b No. What's the point of seeing a new city on my own?
c Yes! I love exploring new places on my own. I can see the things I really want to see.

3 Your parents see the flat you're thinking of renting and really don't like it. Do you ... ?

a Pay no attention to what they think – you have to live there, not them.
b Think again about whether it's a good idea.
c Forget it and look for another flat.

4 Do you ever feel the need to be alone?

a Yes, often. I love spending time alone.
b No, never. I hate being alone.
c Yes, sometimes. I prefer to be with people most of the time, but I need *some* time on my own.



5 In a group, can you express an opinion that all the others disagree with strongly?

a No, because I don't like feeling that I'm not part of the group.

b Yes. I enjoy being the one with a completely different view on things.

c Yes. I find it difficult to do, but I can't say nothing.

6 You're cooking something from a recipe and don't have one of the ingredients. What do you do?

a Think of something else to use in its place. It might be better than the recipe!

b Go round to a neighbour's and ask if they have the ingredient.

c Make something different. You can't change things in a recipe.

7 You feel like going for a meal in a restaurant, but your friend can't go out. Do you ... ?

a Have a takeaway at your friend's house.

b Eat something quick and simple at home and go to bed early.

c Go to a nice restaurant on your own and take a book to read.

8 Which student are you in class?

a The one who waits for someone else to answer all the questions.

b The one who tries to answer all the questions first.

c The one who has a go at answering questions when no-one else answers.

Your scores

1	a = 2	b = 1	c = 3	**5**	a = 1	b = 3	c = 2
2	a = 1	b = 3	c = 2	**6**	a = 3	b = 2	c = 1
3	a = 2	b = 3	c = 1	**7**	a = 1	b = 2	c = 3
4	a = 3	b = 1	c = 2	**8**	a = 3	b = 2	c = 1

Turn to **p154** to see what your score means.

What do you think?

Work in small groups and discuss the questions.

- Do you think young people these days are more dependent on their parents than in the past?
- In what ways can people be *too* dependent?
- Have smartphones made it easier for people to be without other people? If so, how?
- Can you think of any other questions to add to the quiz?

How much of your free time do you spend on your own?

Listening and speaking

Getting on with the neighbours

1 What do you know about your neighbours?

They're called … **He's a …** **They've got …**

How well do you know them?

Really well. We … **Just to say hello to.** **Not at all. We …**

2 There's a saying in English: 'Good fences make good neighbours.' What do you think it means?

3 What do you think makes a good neighbour? Read the ideas and discuss in groups. Add your own ideas.

A good neighbour is someone who …

- always says hello
- doesn't make much noise
- tells me all their problems
- I never see
- invites me to parties
- I know I can ask for help when I need it
- is polite and friendly but minds his/her own business
- often comes round for a chat

4 You are going to listen to two neighbours, **Mrs Crumble** and **Alfie**, talking about each other. Read the questions.

1 Where is Alfie's flat?
2 Do Alfie and Mrs Crumble speak to each other?
3 What does Alfie wear? What *doesn't* he wear?
4 Has he got a job?
5 What time does he go to bed and get up?
6 How many people are staying in Alfie's flat?
7 Has he got a girlfriend? Where does she live?
8 Why does he make so much noise? What's he doing right now?
9 What does Alfie think of Mrs Crumble?

4 2.10 Work in small groups. First listen to Mrs Crumble and discuss the answers to questions 1–9.

5 2.11 Now listen to Alfie and discuss the answers to questions 1–9 again. What differences are there? What do you think the truth is?

Roleplay

Work with a partner. Roleplay the conversation when Alfie and Mrs Crumble finally get to know each other.

Alfie Hello! I'm Alfie, your neighbour. You're Mrs Crumble, aren't you?

Mrs C Oh, hello, Alfie. You know my name! I don't usually see you in the mornings …

Mrs Crumble and Alfie

Everyday English

Making conversation

1 2.12 It's the first day of term in a UK language school. Listen to two conversations between the teachers and students in the photos. Which conversation is more successful? Why?

2 When you are having a conversation, it helps if you …

- don't just answer *yes* or *no*
- ask questions
- add a comment
- say things to show you're interested

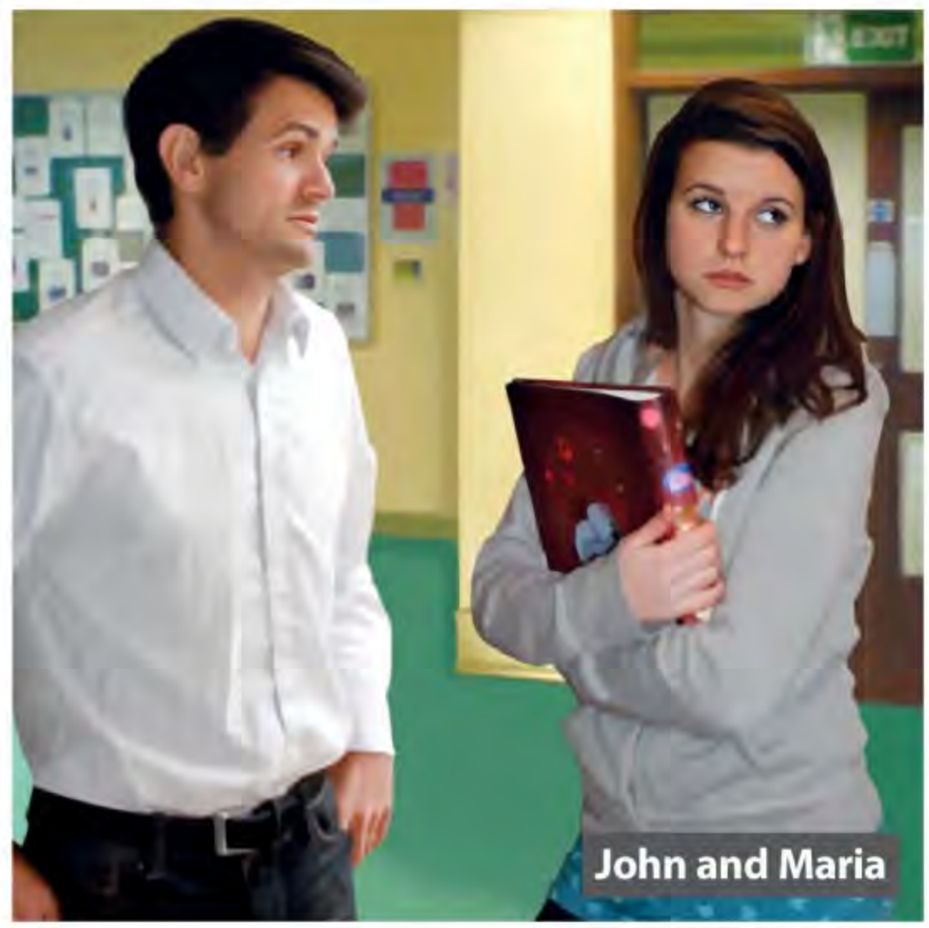
Underline examples of these in conversation 2 on p130.

3 Match a line in **A** with a reply in **B**. Do you think any of **B**'s replies are too short?

A	B
1 What a lovely day it is today!	☐ a No I didn't. I was out.
2 Are you having a good time in Edinburgh?	1 b Yes, beautiful, isn't it!
3 Have a good weekend!	☐ c Thanks, that's very kind of you. I will.
4 Did you have a nice weekend?	☐ d Thank you! They're new!
5 What are you doing tonight?	☐ e She's OK, thanks.
6 How's your mother these days?	☐ f Yes, I am.
7 Did you watch that new crime drama last night?	☐ g Yes, I did – despite the weather!
8 I like your shoes!	☐ h Thanks. You too!
9 If you have any problems, just ask.	☐ i Nothing special.

2.13 Listen and check. What does **B** say after each reply to keep the conversation going?

4 Practise the conversations with a partner. Try to remember the extra lines.


John and Maria

Maggie and Jean-Jacques

Keeping a conversation going

5 Work with a partner. Begin a conversation with one of these lines. Keep the conversation going as long as possible.

'I'm off work today.'

'Skiing is my favourite sport.'

'I go to Paris a lot on business.'

'We're getting a cat!'

'I'm looking for a new job at the moment.'

'I was on holiday last month.'

Go online for more **speaking** practice

Writing An email – linking words

1 You receive an email from an old friend you haven't heard from for many years. What will you tell them about your life when you reply? Make some notes.

but, although, however

2 These three sentences all mean the same. How are the linking words used differently?

1 I don't like Facebook, **but** I use it to keep in touch with friends.
2 **Although** I don't like Facebook, I use it to keep in touch with friends.
3 I don't like Facebook. **However**, I use it to keep in touch with friends.

3 Join these pairs of sentences in different ways using *but*, *although*, and *however*.

1 I love ice cream. I try not to eat it too often.
2 Alex is a good friend. We don't have a lot in common.
3 I live near Zoe. I don't see her very often.
4 It rained a lot. We had a really good holiday.

so, because

4 Look at these sentences.

1 John lived in France for many years, **so** he speaks French well.

2 John speaks French well **because** he lived in France for many years.

Which sentence is: Result → Cause ?
Which sentence is: Cause → Result ?

5 Join these pairs of sentences in different ways using *so* and *because*.

1 I don't eat broccoli. I don't like it.
2 She went home. She was tired.
3 The train was very expensive. We went by bus.
4 It started to rain. We had to stop the tennis match.
5 My grandmother's ill. I'm going to visit her.
6 I enjoy history lessons. I really like the teacher.

6 Read the email. Who is writing to who? Why? What news does she give? Complete the email with the linking words.

but	although	however	so	because

7 Write an email to your old friend, telling them how you are, and what you're doing these days. Use your notes from **1**, the highlighted phrases in Amber's email, and some of the linking words.

Date: October 28 20:07:36 + (0100 (BST)
From: Amber Davis <amber231@donmail.com>
To: Grace Turner <gracetn@fsnet.co.uk>
Subject: RE: Do you remember me?!

Hi Grace!

How wonderful to hear from you! How did you find my email address? Of course I remember you, [1]_____ I realize it's nearly seven years now since you were my neighbour. Time flies!

You told me quite a lot about you and your family, [2]_____ I'd like to know more. And you asked how I am these days, [3]_____ here's my news.

First things first, Alan and I are now divorced! I know you never liked him much, [4]_____ you're probably not too surprised. [5]_____, I still see a lot of him of course [6]_____ the twins go and stay with him every week. They're nine now! They're lovely girls, [7]_____ Jessica is a bit of a handful sometimes! And we don't live in Birmingham any more – we moved [8]_____ I didn't want them to grow up in the city. We live in a village called Clent. It's lovely, and [9]_____ it's only ten miles south of Birmingham, it's in the middle of some wonderful countryside. I'm really enjoying village life. We have a huge garden, [10]_____ I'm growing my own vegetables now. I'm thinking of getting some chickens, [11]_____ I'm not sure that the neighbours will be happy about that!

Come and see us some time! I'm afraid I can't invite you to stay [12]_____ the house is small, and we don't have a spare room. [13]_____, there's a lovely pub in the village with rooms, so you could stay there.

Let's keep in touch. I can't wait to hear more of your news, [14]_____ please write soon.

Love,

Amber x

Go online for more **writing** practice

Good news, bad news!

3

- **Grammar** Narrative tenses
- **Vocabulary** Adverbs
- **Everyday English** Saying when
- **Reading** A spy story
- **Listening** James Bond – *The Man with the Golden Gun*
- **Writing** Picture stories – narrative writing

1 Who are these people?

2 Think of as many reasons as possible why they are taking photographs.

3 Which of the reasons are 'good news' stories? Which are 'bad news'?

Watch the video introduction

Use your **Workbook** for self study

Go online for more practice and to *Check your Progress*

Grammar Narrative tenses – Past Simple and Past Continuous

STARTER

1 What is the **Past Simple** of these verbs? Which are regular? Which are irregular?

become clean die feed feel find give go
grow hope hear pass stay take try want

2 Practise saying them around the class.

become/became

3.1 Listen and check. Irregular verbs p158

A good news story

1 Look at the photos, title, and map. Why is this a good news story?

2 Read the article quickly.

- Who is João Pereira de Souza? Who is Dindim?
- Where did João find Dindim?
- Where does Dindim swim to every year?

3 Read and complete the article with ten verbs from the Starter in the Past Simple.

4 These lines are from the text. Read it again and work with a partner to decide where they go. What is the tense of the verbs in **bold**?

- the poor bird **was dying**
- because he **was enjoying** the company of his new friend.
- when he **was fishing**,
- João **was walking** sadly home from the beach,

3.2 Listen to the complete article and check.

5 Make the questions. Then ask and answer them with your partner.

1 What / João find?
2 What / João doing when / found it?
3 Where / take / the penguin?
4 What / feed it?
5 How long / Dindim stay?
6 Why / João happy?
7 Which month / Dindim disappear?
8 Which month / return?

What did João find?

A tiny, sick penguin.

3.3 Listen and check.

PENGUIN SWIMS 5,000 MILES EVERY YEAR

TO VISIT THE MAN WHO SAVED HIS LIFE!

João says, 'I love the penguin like he's my own child, and I believe the penguin loves me.'

João Pereira de Souza, 71, lives on an island near **Rio de Janeiro, Brazil**. He is a retired bricklayer but still works as a part-time fisherman. One day, about five years ago, ❖ he [1] *found* a tiny, sick penguin on the beach near his home. The penguin's feathers were covered in oil, ❖. João [2]_____ sorry for the sick, little bird, and so he [3]_____ him back to his home. He cleaned him and [4]_____ him sardines, and he [5]_____ him the name **Dindim**. The penguin soon [6]_____ strong and healthy again.

After a week or two, João [7]_____ down to the seashore and [8]_____ to put Dindim back into the water. The penguin didn't want to go. He stayed with João, getting bigger and bigger – beautiful new feathers [9]_____ on his back. Eight months passed. João was very happy ❖. Then suddenly, one day in February, Dindim disappeared. João was sad to lose him, but hoped that the bird just wanted to return to his penguin family. Four more months passed, ❖ when suddenly he [10]_____ a familiar 'honking' sound – Dindim was back.

João and Dindim

So it was, and so it is!

Every year since then, Dindim spends eight months with João and then disappears for four months. Where does he go? It is thought that he swims 2,500 miles to the coast of Argentina or Chile to start a penguin family and then swims 2,500 miles back to João. That's 5,000 miles a year to be with the man who saved his life.

GRAMMAR SPOT

1 The **Past Simple** expresses a completed **action** in the past.
Five years ago, João **found** a sick penguin on the beach.
He **cleaned** him and **fed** him sardines.

2 Complete the question and negative.
Where _____ he take the penguin?
The penguin _____ want to go.

3 The **Past Continuous** expresses an activity in progress in the past.
He **was fishing** when he found the penguin.

Compare these sentences.
I **had** a bath last night. (= completed action)
I **was having** a bath when my phone rang. (= interrupted action)

Grammar reference 3.1–3.3 p144

Spelling

6 Write the Past Simple of these regular verbs, then answer the questions.

a work _____ stay _____ want _____	**c** arrive _____ live _____ hope _____
b try _____ study _____	**d** stop _____ plan _____

1 How is the regular past tense formed?
2 How is the past tense formed when the verb ends in a consonant + *-y*?
3 When do we double the final consonant? Think of more examples.

Pronunciation

7 Say the past of these regular verbs to a partner. How do you pronounce the *-ed* ending? Write them on the correct line.

~~look~~	~~visit~~	~~stay~~	work	clean	play
pass	phone	want	hope	answer	enjoy

/t/ *looked,* _____
/d/ *stayed,* _____
/ɪd/ *visited,* _____

3.4 Listen, check and repeat.

8 3.5 Look at the pronunciation of *was* and *were*. Listen and practise the sentences.

Notice stressed and unstressed words.

1 /wəz/ — He was walking home.
/wəz/ — What was he doing?

2 /wə/ — They were playing football.
/wə/ — What were they doing?

3 /wɒznt/ — He wasn't listening.
/wɜːnt/ — They weren't enjoying the party.

Practice

Discussing grammar

1 What's the difference between these pairs of sentences?

1 When we arrived, she **was making** coffee.
When we arrived, she **made** coffee.

2 What **were** you **doing** when you saw the accident?
What **did** you **do** when you saw the accident?

2 Choose the correct verb form.

1 I *saw* / *was seeing* a good film yesterday.
2 While I *shopped* / *was shopping* this morning, I *lost* / *was losing* my wallet.
3 The police *stopped* / *were stopping* me on the motorway because I *drove* / *was driving* too fast.
4 'How *did you break* / *were you breaking* your leg?'
'I *was skiing* / *skied* and I *hit* / *was hitting* a tree.'
5 I *was cutting* / *cut* my finger while I *was cooking* / *cooked* dinner.
6 *Did you have* / *were you having* a good holiday?

Talking about you – truth or lies?

3 Write two sentences about where you were, and what you were doing at these times. Write one that is a lie, and one that is the truth. Tell a partner.

- at 7.15 this morning
- at 9.00 this morning
- at 1.00 p.m. yesterday
- at 3.00 yesterday afternoon
- at 10.00 last night
- at 10.00 last Sunday morning

At 7.15 this morning, …

I was running in the park.

I was coming home in a taxi after an all-night party.

Can your partner guess which sentence is true?

Go online for more **grammar** practice

In your own words

4 Work in small groups. Look at these news headlines. What do you think the articles are about?

Woman injured while texting

Rat's tail found in sandwich

Teenage party ends in tears

BOY, 5, STOPS ROBBERS

Vase bought for £5 – sold for £50 million!

5 3.6 Listen to two people talking about two of the articles. Which two are they talking about? What happened? Tell the story in your own words.

6 In your group choose *one* of the other headings and make up a story about what happened.

Tell it to the rest of the class. They can ask questions about it.

Whose party was it?

What were the boy's parents doing?

Who bought the vase?

Good news or bad news?

7 Read the two stories quickly. Are they good news or bad news?

8 Work with a partner.

Student A Read about **Alistair** and **Jonny Brownlee**. Complete your text with these verbs in the Past Simple.

go ~~begin~~ fall feel run see put think

Student B Read about **Nate Williams**. Complete your text with these verbs in the Past Simple.

buy ~~cost~~ fall feel find tell see write

9 Go through your article again with your partner and discuss your answers.

What regular Past Simple verbs can you find in both articles? Underline them.

10 These lines come from the articles. Which article? Where exactly do they go?

- ❖ they were watching the race on TV
- ❖ they were nearing the finishing line
- ❖ he was finding it difficult to walk

- ❖ when we were leaving the shop
- ❖ while they were doing their shopping
- ❖ when she was paying

3.7 Listen and check.

11 Make some questions about your story. Ask and answer them with your partner.

- What • Where • Why
- When • Who • How + old/much

When did the brothers begin racing?

They began racing ...

How much did Nate's panda cost?

It cost ...

Project

- Find a news story that interests you. Do some research.
- In the next lesson, bring in pictures and articles. Tell the class about the story.
- Be prepared to answer questions.

BROTHERLY LOVE – HE DID IT FOR MUM!

Brothers **ALISTAIR AND JONNY BROWNLEE** were just six and eight years old when they [1] *began* doing triathlons. Two years ago, they [2]_____ to London to compete in the Triathlon World Series. It was a hot day, but the boys were doing well – ❖, Alistair was running behind his younger brother. He [3]_____ to himself, 'This is perfect – Jonny's going to win, and I'm going to come second or third.'

Suddenly, with only 700 metres to go, Alistair [4]_____ that Jonny was in trouble. He wasn't running, ❖ and he couldn't breathe. Alistair [5]_____ up to his brother. He [6]_____ his arm round him and started to run with him to the finishing line. Their worried parents, Keith and Kathy, were at home in Yorkshire – ❖ when Alistair finally pushed his brother over the line and Jonny [7]_____ to the ground. Fortunately, Jonny was soon well and running again. Their parents [8]_____ very proud of both their sons.

'Sorry Nate! Not until Payday!'

Nate Williams, ten, was shopping with his mum, Tracey, in an ASDA supermarket in Liverpool when he spotted a huge toy panda – it [1] *cost* £15. Nate immediately [2]_____ in love with it – he picked it up and carried it ❖. But at the checkout, ❖, his mum [3]_____ her sad little boy that she couldn't afford the panda until her next payday.

Nate didn't want to say goodbye to his new friend, 'Pandy'. So he [4]_____ a cardboard box and [5]_____ a message on it for other shoppers to read. It said:

My mum didn't have enough money to buy me Pandy today, So She's buying me Pandy on the 15th June – so please don't buy him as it will make me cry. Thank you so much, from hopeful future owner.

Some shop workers noticed Nate's message. They [6]_____ sorry for the boy, and so they clubbed together and [7]_____ the toy for him. They posted a message on Facebook to try and find him. Tracey [8]_____ the post, and they returned to the shop to get 'Pandy'. She couldn't believe how kind the staff were. She said: '❖, Nate turned to me and said that it was the best day of his life.'

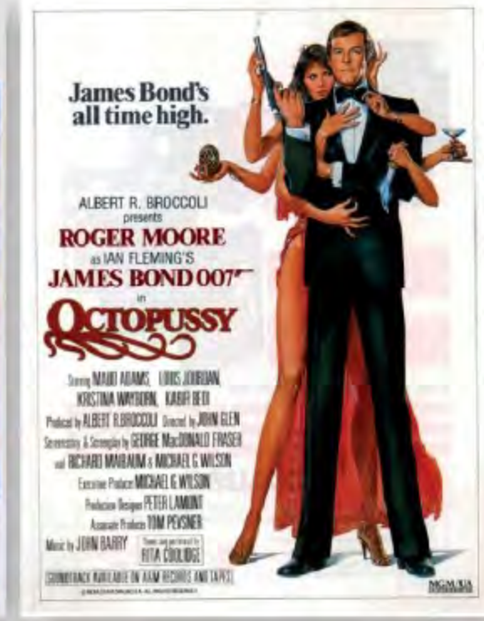
Reading and listening

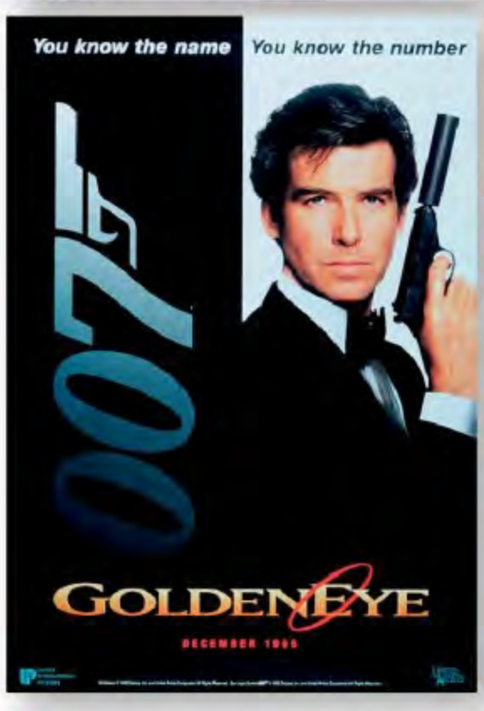
A spy story

1 Who is **James Bond**? What do you know about him? Share your ideas with the class.

2 These are all posters for James Bond films. Have you seen any?

- Do you know any more James Bond films? What was the most recent Bond film?
- Do you know the translation of any of the titles in your language?





3 You are going to listen to an extract from the *The Man with the Golden Gun*. Cover the story and look at the pictures. What can you guess about the story?

3.8 Listen and check.

4 3.8 Listen again, then answer the questions.

1 Name the people in the pictures. Where are they?
2 How did Mary Goodnight get into the room?
3 Why did she come to find James Bond?
4 Where did they go to talk?
5 What did Scaramanga say? What did he do?

5 Read the story. Find the lines in the text that go with each picture.

THE MAN WITH THE GOLDEN GUN

James Bond got back to his hotel room at midnight. The windows were closed and the air-conditioning was on. Bond switched it off and opened the windows. His heart was still thumping in his chest. He breathed in the air with relief, then he had a shower and went to bed.

At 3.30 he was dreaming, not very peacefully, of three black-coated men with red eyes and angry white teeth. Suddenly, he woke up. He listened. There was a noise. It was coming from the window. Someone was moving behind the curtain. James Bond took his gun from under his pillow, got quietly out of bed, and crept slowly along the wall towards the window. Someone was breathing heavily behind the curtain. Bond pulled it back with one quick movement … golden hair shone in the moonlight.

'Mary Goodnight!' Bond cursed. 'What the hell are you doing here?'

'Quick, James! Help me in!', Mary whispered urgently.

Bond put down his gun and tried to pull her through the open window. At the last moment, the window banged shut with a noise like a gunshot. Bond cursed again.

Mary Goodnight whispered, 'I'm terribly sorry, James!'

'Sh! Sh!' said Bond. He quickly led her across the room to the bathroom. First, he turned on the light then the shower. They sat down together on the side of the bath.

Bond asked again, 'What the hell are you doing here? What's the matter?'

'James, I was so worried. A "Most Immediate" message came from HQ this evening. A top KGB man, using the name Hendriks, is staying in this hotel. He knows you're here. He's looking for you!'

'I know,' said Bond. 'Hendriks is here all right. So is a gunman called Scaramanga. Mary, did HQ say if they have a description of me?'

'No, they don't. They just have your name, Secret Agent James Bond.'

'Thanks, Mary. Now, I must get you out of here. Don't worry about me, just tell HQ that you gave me the message, OK?'

'OK, James.' Mary Goodnight stood up and looked into his eyes, 'Please take care, James.'

'Sure, sure.' Bond turned off the shower and opened the bathroom door. 'Now, come on!'

Suddenly, a voice came from the darkness of the bedroom: 'This is not your lucky day, Mr Bond. Come here both of you and put your hands up!'

Scaramanga walked to the door and turned on the lights. His golden gun was pointing directly at James Bond.

6 Are the sentences true (✓) or false (✗)? Correct the false sentences.

1 James Bond felt happy to be back in his hotel room.
2 Bond was dreaming about Mary Goodnight.
3 A man with a gun woke Bond at 3.30 a.m.
4 Bond was very pleased to see Mary Goodnight.
5 Bond's gun went off while he was pulling Mary through the window.
6 They talked while the shower was going.
7 Bond knew that Hendriks was looking for him.
8 Bond was trying to help Mary get out of the hotel.

Language work

7 Write the past form of these verbs from the story. Which are irregular?

1	get	*got*	5	creep	____	9	try	____
2	breathe	____	6	shine	____	10	lead	____
3	wake up	____	7	whisper	____	11	give	____
4	take	____	8	put	____	12	stand up	____

In your own words

8 Use the pictures to tell the story to a partner.

> James Bond got back to his hotel room at midnight ...

What do you think?

Work in groups. Discuss these questions and try to work out the rest of the story.

1 Who is Scaramanga? Is he ... ?
- an assassin hired to kill James Bond
- the leader of a terrorist group
- a poker player who lost his money to James Bond

2 Who is Mary Goodnight? Is she ... ?
- James Bond's girlfriend
- in fact working for Scaramanga
- a secret agent like James Bond

3 What happens next in the story? Does Scaramanga ... ?
- kill James Bond and Mary
- capture James Bond and Mary
- capture Mary and take her to a secret island

4 What happens in the end?
- James Bond escapes but Mary is killed.
- Scaramanga is hurt but escapes with Mary.
- James Bond saves the world and gets the girl.

Read the summary on page 155. Were your ideas right?

Watch a video about another story which was turned into a famous film, *Titanic*.

Vocabulary and speaking

Adverbs

1 Many regular adverbs end in *-ly*. Match a verb in **A** with an adverb in **B**. You can find them in the text about James Bond on p34. Some match with more than one.

A	B
dream	quietly
wake up	peacefully
whisper	suddenly
creep	heavily
get out of bed	urgently
breathe	slowly

2 What is the adverb form of these adjectives? *One* is irregular.

clear	noisy	careful	easy
complete	good	bad	fluent

3 Write an adverb from **2** to go with these words.

1 play a game _____ and lose
2 play a game _____ and win
3 explain the rules _____
4 eat something _____
5 forget something _____
6 drive _____
7 speak Spanish _____
8 pass an exam _____

3.9 Listen and check. Work with a partner. Try to remember some of the conversations. Practise them.

4 Look at the pairs of sentences. Which words in **bold** are adverbs and which are adjectives? What do you notice about them?

Is this a **fast** train to London?	Slow down! You drive too **fast**!
I work **hard** and play **hard**.	She's a very **hard** worker.
I got up **early** this morning.	We caught the **early** train.

Word order

5 Put the adverbs in the correct place in the sentence. Sometimes there is more than one possibility.

1 I was dreaming when a loud noise woke me up. (*peacefully*, *suddenly*)
2 I got up in the morning and worked all day. (*early*, *hard*)
3 My grandma is 80, and she goes swimming. (*nearly*, *still*, *regularly*)
4 I was relaxing with a good book when someone knocked on the door. (*just*, *really*, *loudly*)
5 My sister is three, but she can read and write. (*only*, *already*, *well*)
6 Some of my friends are on Facebook. My dad's on Facebook. (*continually*, *even*)
7 'Do you love me?' 'I do. I love you.' (*really*, *of course*, *passionately*)

A sad poem with adverbs!

6 3.10 Listen to and read the poem. What do you think happened? Which of these titles suits it best? Can you think of a better one?

'Happily ever after' 'Eternal love'
'Love's a Cruel Game!'

I ran into your arms so **happily**,
You looked at me **guiltily**,
You spoke to me quite **softly**,
I turned and walked away **sadly**,
Gradually, I learned to smile again

7 Read the poem aloud to a partner, with feeling! Write a similar poem together using adverbs. Read it to the class … with feeling!

Go online for more **vocabulary** practice

Everyday English Saying when

1 Answer the questions.

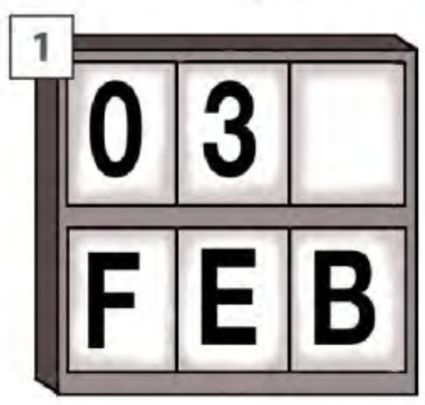
- What's the date today/tomorrow/the day after tomorrow?
- When's your birthday?
- What year were you born?
- What's your date of birth? Do you know what time you were born?

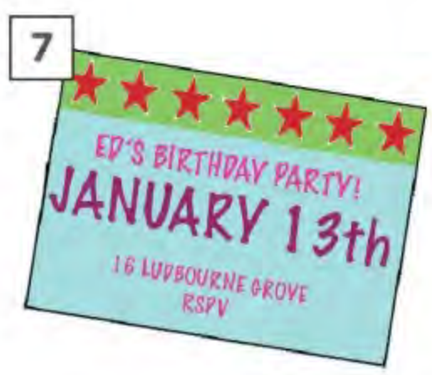
3.11 Listen and compare. What dates do you hear?

2 Look at the two ways of saying the date.

A What's the date today?
B It's March the twenty-second.
C It's the twenty-second of March.

Practise saying the dates below in two ways.





3.12 Listen and check.

3 3.13 Listen to how Americans say the dates. What's the difference between British and American English?

4 Practise saying the years.

2012 2002 2018 2025
1980 1969 1994 1848

5 3.14 Write the dates you hear.

1 _____ 3 _____ 5 _____
2 _____ 4 _____

Time expressions

6 Complete the time expressions with *in*, *at*, *on*, or no preposition.

1 _____ six o'clock
2 _____ last night
3 _____ the evening
4 _____ the 1960s
5 _____ Saturday
6 _____ April
7 _____ summer
8 _____ this morning
9 _____ 2015
10 _____ the weekend
11 _____ January 18
12 _____ the other day
13 _____ Monday morning
14 _____ yesterday evening
15 _____ two weeks ago
16 _____ midnight

Grammar reference 3.4 p144

Talking about you

7 What days are national holidays in your country? Tell a partner.

8 Write down three dates that are important to you. Tell the class.
September the 15th – it's my wedding anniversary.

9 Work in small groups. Ask and answer questions.

When did you last ... ?

- see a film
- send a text
- play a sport
- do an exam
- have a holiday
- get a present
- buy some clothes
- go out for a meal

I went to the cinema two weeks ago.

What did you see? Did you enjoy it?

Go online for more **speaking** practice

Writing

Picture stories – narrative writing

Position of adjectives and adverbs

1 Complete the sentences with the adjectives and adverbs in the correct place.

1 A dog jumped up at me. (*large*, *suddenly*)
2 Thank you for your invitation. I can't come. (*kind*, *unfortunately*)
3 I got out of bed and went to make a cup of tea. (*downstairs*, *nice*)
4 We had a meal and we went to the theatre. (*lovely*, *then*)
5 I was sitting at home when something happened. (*last Thursday evening*, *very strange*)
6 He's got three sisters, and I've got three older sisters. (*older*, *too*)
7 There's a programme on TV tonight that I want to see. (*interesting*, *very much*)
8 I worked all week. (*really hard*, *last*)

2 Work with a partner. Look at the pictures. What do you think the story is about? Use the words below to write the story of **Aunt Camilla's** portrait. Then read your story aloud to the class.

Picture 1
My Aunt Camilla … old and very … One day … in the mirror … suddenly decided that … a portrait of herself … Immediately, she … the world-famous portrait painter, Rolf Unwin.

Picture 2
Twice a week she … his studio. Rolf … painted her … He didn't want … see the picture until …

Picture 3
Finally … the portrait … ready. My aunt … excited and hurried … The portrait … exactly like my aunt. Unfortunately she … and refused … She ordered him to …

Picture 4
This time … didn't visit … the studio … After another … months the portrait … ready and my aunt … see it. The face … a beautiful, … girl. It didn't … like my aunt at all … she … loved it. She paid Rolf …

3 Turn to page 154 and compare your stories. What are the differences?

4 Turn to p155 and look at another picture story. It's a true story, called 'The Burglar who fell asleep!'

Go online for more **writing** practice

AUNT CAMILLA'S PORTRAIT

Food for thought 4

- **Grammar** Expressions of quantity, articles
- **Vocabulary** A piece of cake
- **Everyday English** Can you come for dinner?
- **Listening** At the shops
- **Reading** Recipes for success
- **Writing** Writing a postcard

1. Are the foods in the photo healthy or unhealthy?
2. Which ones do/don't you like?
3. What is the connection between the photo and the unit title?

Watch the video introduction

Use your **Workbook** for self study

Go online for more practice and to *Check your Progress*

Grammar Expressions of quantity

STARTER

1 What did you eat and drink yesterday? Make a list.

2 Share your list with the class.

> For breakfast yesterday, I had a cup of coffee, some toast, and a …

Who has the healthiest diet? Who likes sweet things? Who likes strong flavours and spicy foods?

She's a supertaster

1 What do you think a *supertaster* is? Read about **Abbie Johnson** and answer the questions.

1 What's her job?
2 Why is she good at it?
3 What is difficult for her to eat and drink?

2 Look at the nouns in the boxes below and find them in photos **A–R**.

Which things can you count? Which can't you count? Label the groups of nouns *Countable* or *Uncountable*.

_____		_____	
vegetables	sweets	spinach	chocolate
spices	chillies	sugar	coffee
peas	olives	broccoli	water
taste buds	sprouts	milk	red wine
a glass of white wine		baby food	

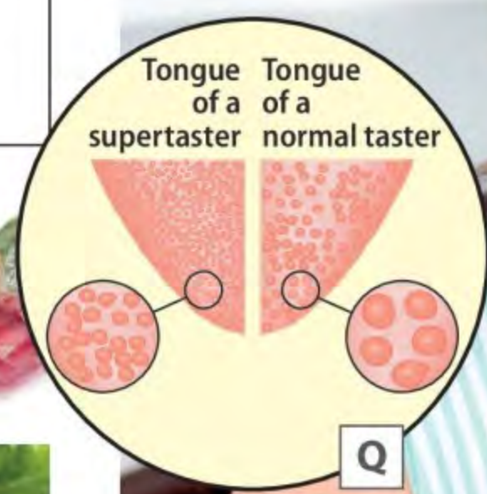
"I eat baby food at work!"

Abbie Johnson – supertaster

Abbie eats a lot of baby food at work, but she never has any for lunch. She's a baby food taster, so eating baby food is her job.

Abbie is a 'supertaster', someone with more taste buds on her tongue than most people. Babies and small children have three times as many taste buds as adults – most of us lose a lot of of them as we grow older. That's why children often don't like things with very strong flavours, and it's usually adults who love olives and hot spicy curries. Abbie can taste things like babies do, so she helps her baby food company to make the food just right for them.

When Abbie's not at work, being a supertaster can be a problem. It's not easy for her to eat or drink things with very strong flavours. That includes alcohol, too!



Q

3 Work with a partner. Read and complete the interview with **Abbie** with nouns from **2**.

1 **I** How much *baby food* do you eat in a day?
A Quite a lot! About 500 spoonfuls. But they're small spoons!

2 **I** How many *taste buds* do you have?
A A lot! About 10–15,000 – the same as most babies.

3 **I** At home, do you eat **a lot of** _____?
A Yes, I love *peas*! But I only eat **a little** _____ and _____, and I can only eat **a few** _____.

4 **I** Do you drink **any** _____?
A No, I drink tea and **lots of** _____ to clean my taste buds.

5 **I** And do you drink **much** _____?
A I can only drink **a little** milk – it tastes like cream to me!

6 **I** Did you eat **many** _____ as a child?
A No. I don't like many sweet things, but I enjoy **a little** _____, if there **isn't much** _____ in it.

7 **I** Do you use **any** hot _____ in your cooking?
A No, I don't, and obviously, I don't eat any _____ – they're too hot for a lot of people!

8 **I** And do you drink **any** alcohol?
A Yes, I drink **some**. I don't drink **any** red _____, but I have **a** _____ of _____ wine sometimes. But definitely **no** beer! Bleurgh!

4.1 Listen and check. Practise the questions and answers with a partner.

GRAMMAR SPOT

1 Look at the expressions of quantity in **A**, **B**, and **C**. Which group goes with plural countable nouns? Which goes with uncountable nouns? Which goes with both?

A	B	C
How much … ?	How many … ?	some/any
not much	not many	not any/no
a little	a few	a lot of/lots of

Find examples of the expressions in **3**.

2 *Much* and *many* are not usually used in positive (+) statements. Correct these sentences in two different ways.
There are **many** books in my bag. ✗
There's **much** homework tonight. ✗

3 Which of these sentences is a request?
Do we have **any** orange juice?
Can I have **some** orange juice?

Grammar reference 4.1 p145

Talking about you

4 Write things that you do/don't eat and drink under the headings. You can use some of the things in **2**.

I eat/drink	I don't eat/drink
a lot of/lots of …	*any/many*
a few … sometimes	*much/a lot of …*

5 Work in small groups and ask each other questions.

Do you eat much broccoli?
No, I don't eat *any* broccoli. I don't like it at all.
Do you drink a lot of …?

6 Discuss the following questions in your groups.
- Do you think any of you are supertasters?
- Supertasters are often healthier than other people. Why do you think this is?
- Would you like to be a supertaster? Why/Why not?

Practice

Discussing grammar

1 Work with a partner. Complete the sentences.

some / any

1 Have we got _____ olives?
2 We need _____ olive oil.
3 Can you lend me _____ money?
4 Is there _____ petrol in the car?
5 Can I have _____ cake, please?

much / many

6 Have you got _____ homework tonight?
7 We don't need _____ eggs. Six is enough.
8 Is there _____ traffic in your town?
9 I don't know _____ of the students in this class.
10 How _____ time have you got?

a little / a few / a lot of

11 I have _____ close friends. Two or three.
12 Daddy has _____ work to do, Emma. Go and play!
13 'Would you like some ice-cream?' 'Just _____ please.
14 She'll be ready in _____ minutes.
15 He speaks good French, but only _____ Spanish.

something/someone/somewhere

2 Complete the lines with the correct word.

some any every no + thing one/body where

1 **A** Did you meet _____ nice at the party?
B Yes. I met _____ who knows you!
2 **A** Ooh! I think I've got _____ in my eye!
B Let me look. No, I can't see _____.
3 **A** Let's go _____ hot for our holidays!
B Fine. But we can't afford to go _____ too expensive.
4 **A** Where are my glasses? I can't find them _____!
B What are those on top of your head?
5 **A** What a wonderful party! _____ had a great time.
B I know – _____ wanted to go home!
6 **A** Did you buy _____ nice in the sales?
B No, _____. I couldn't find _____ I liked.

4.2 Listen and check. Practise with a partner.

4.3 Listen to the sentences. There is one word missing in each one. Say the complete sentence. Then listen and repeat.

Do you know … famous?

Do you know anyone famous?

The secret to a long life

Articles – *a/an, the*

1 Do you know anybody who lived to be a great age? How old were they? Why do you think they lived so long?

2 4.4 Read and listen to the text. Answer the questions.

1 How long did the grandfather live?
2 Where did he live?
3 What kind of shop did he have?
4 How many children did he have?
5 Why did everybody love him?
6 When did he stop work?
7 What was his secret to a long life?

My grandfather's

My grandfather lived until he was **101** years old. He was a shopkeeper. He had a fish and chip shop in an old village near a big, industrial town in the North of England. He had a son and a daughter. The daughter is my mother. The family lived above the shop.

In those days, fish and chips was the most popular dish in the whole country. My grandfather made the best fish and chips in the area. People came to the village by bus especially to get them.

Everybody loved my grandfather because he was such a happy and contented man. He worked hard, but once a week he closed the shop and went to have lunch (not fish and chips!) with friends in the local pub. He didn't retire until he was 78 years old. He said that the secret to a long life was a glass of whisky before going to bed and lots of fish and chips.

GRAMMAR SPOT

Articles

1 Find examples of the definite article (*the*) and the indefinite article (*a/an*) in the text.

2 What do you notice about these phrases?

… came **by bus**
… went to **have lunch**
… before going **to bed**

3 Read the rules in Grammar Reference 4.2 p146. Find some examples of these rules in the text.

Grammar reference 4.2 p145

Practice

the
an a
no article (–)

Reading aloud

1 Complete the lines about the grandfather with *the*, *a/an*, or no article.

My grandfather was _____	shopkeeper.
He lived in _____	North of England.
He had a fish and chip shop in _____	old village.
His family lived above _____	shop.
He made _____	best fish and chips in the area.
Some people came by _____	bus to the shop.
He closed the shop once _____	week.
He went to have _____	lunch with friends.
He liked to have _____	little whisky before bed.

4.5 Listen and check. Read the lines aloud to a partner.

2 Work with a partner. Complete the sentences with *a/an*, *the*, or no article.

1 We have two children, _____ boy and _____ girl. _____ boy is one and _____ girl is nine.
2 I'm _____ student. I'm studying to be _____ engineer.
3 Dan always has _____ cheese sandwiches for _____ dinner.
4 I don't go out to _____ work. I work at _____ home.
5 _____ few people came by _____ taxi to _____ party at Joe's.
6 It was _____ wonderful holiday. We had _____ best time ever.
7 I had _____ great Sunday. All _____ family came for _____ lunch.
8 I do a lot of shopping on _____ Internet. It's _____ great way to shop!

Check it

3 Find one mistake in each sentence and correct it.

1 He's postman, so he has breakfast at 5.00 a.m.
2 The love is more important than money.
3 I come to school by the bike.
4 I'm reading one good book at the moment.
5 'Where are the children?' 'They're in a garden.'
6 I live in centre of town, near the hospital.
7 My parents bought the lovely house in the country.
8 I don't eat cake because I don't like the sweet things.

Go online for more **grammar** practice

Reading and speaking

Recipes for success

1 Look at the photos in the texts.

- What do you call these foods in your country?
- Do you like them?
- How often do you eat them? When?
- Which are your favourite ones?

2 Work in pairs. Read the title and introduction. Can you guess what the accident was for each of these foods?

> Perhaps someone forgot to …

> Or perhaps they accidentally dropped …

3 Work in three groups.

Group A Read about **Ice Lollies**.

Group B Read about **Crisps**.

Group C Read about **Chocolate Chip Cookies**.

Answer the questions about your food.

1 What are they called in the US and in the UK?
2 Who invented them? When and where?
3 How did the accident happen?
4 Who were the first people to try the result?
5 What did they think of them?
6 When did the food become a big success?
7 Did the person make a lot of money from them? Why/Why not? Which company is successful as a result of it?
8 How many are sold each year in the US?

DELICIOUS ACCIDENTS!

Ice Lollies

In the UK, they're 'ice lollies' but the original US name for them is 'popsicles'. And the wonderful truth is that this children's treat was actually invented by a child!

It was a cold winter's afternoon in 1905. Eleven-year-old **Frank Epperson** was playing with friends on the front porch of his house in San Francisco, and made drinks for them by mixing flavoured powder with water. It got really cold, so the boys went inside. Frank left a glass of the drink outside, with the mixing stick standing in it.

It was a bitterly cold night. In the morning, when Frank went out, he found the drink frozen in the glass, with the stick still inside it. He ran hot water over the glass, and pulled the frozen drink out with the stick. It looked good,

Crisps

They're called 'crisps' in the UK and 'potato chips' in the US, and you can find them everywhere. But there weren't any crisps around in 1853 when **George Crum** worked as a chef in Saratoga Springs, New York State. 'French-fried potatoes' were popular in restaurants, but they weren't like today's French fries. They were circles of potato, sliced and fried in oil, and you ate them with a fork.

One day, a customer in George's restaurant thought his French-fried potatoes were sliced too thickly, and sent them back to the kitchen. George made some nice thin ones, but the customer sent those back too and asked for even thinner ones. George decided to teach the fussy customer a lesson. He cut some very thin slices of potato, which became hard and crisp when he fried them – impossible to eat with a fork. He waited for an angry complaint, but … the customer loved them! He ordered more, and other

Chocolate Chip Cookies

What Americans call 'cookies' are usually called 'biscuits' in the UK, but even the British say 'chocolate chip cookie'. It's the most famous cookie, and it was first made by accident.

In the 1930s, **Mary Wakefield** ran a hotel called 'The Toll House Inn' in Massachusetts, US. She was a great cook, and her guests loved her cookies. One day, she was making chocolate cookies when she discovered she didn't have any baking chocolate. She had some ordinary Nestlé's chocolate, so she used that instead. She broke it into small pieces, and mixed it into the cookie dough as usual – the chocolate always melted in the oven to produce dark brown cookies. But the Nestlé's chocolate didn't melt enough – there were pieces of it in the cookies when they came out of the oven.

SOME OF THE MOST POPULAR FOODS WE EAT ARE ONLY WITH US BECAUSE OF A HAPPY ACCIDENT. SO WHAT'S THE UNEXPECTED STORY BEHIND THE CREATION OF ICE LOLLIES, CRISPS, AND CHOCOLATE CHIP COOKIES?

so he licked it with his tongue … it *was* good! He made more for his friends, and they liked them too. Frank called them 'Eppsicles' but it wasn't until 17 years later, when Frank was making them for his own children, that he wondered if he could sell them. His children called them 'Popsicles', and when he began selling them in a nearby park, they were hugely popular. They were soon selling in their thousands. Two years later, in 1924, Frank got a patent for his Popsicles©.

Frank Epperson

He later sold the patent because he needed the money. That was a mistake – the Popsicle company now sells two billion ice lollies a year in the US.

customers also asked for them. George called them 'Saratoga Chips', and when he opened his own restaurant a few years later, one of the main attractions was a bowl of crisps on every table.

George Crum

George never got a patent for his potato crisps – but others saw the opportunity to make a lot of money. In 1926, someone had the idea of putting crisps into wax paper bags, and gave us the 'bag of crisps'. The first big successful brand of crisps was *Lays*, started by Hermann Lay in Nashville in 1932. Today, *Lays* sells over 1.5 billion dollars worth of crisps every year in the US.

Mary tried one of the cookies and … it was delicious! Her guests agreed, and Mary's 'Toll House Crunch Cookies' became a popular treat. After Mary published the recipe in a local newspaper, Nestlé's noticed something strange – there was a huge increase in sales of their chocolate bars, but only in Massachusetts! They discovered that Mary's recipe was the reason, and asked if they could put it on all their chocolate bars. Mary agreed and received a lifetime's supply of chocolate in return! Nestlé's later made bags of chocolate chips for people to bake with, and so the chocolate chip cookie became a favourite in America (3.5 billion are sold there every year), and around the world.

Mary Wakefield

4 Work with someone from the other two groups and compare your answers to the questions. Which of the stories is your favourite?

5 Complete the sentences with *a/an*, *the*, no article, *some* or *any*.

1 Frank left *a* drink outside with _____ stick in it. In _____ morning, _____ drink was frozen with _____ stick in the middle of it. It was _____ ice lolly!

2 A customer in _____ George's restaurant ordered _____ French fries. He sent _____ fries back and asked for _____ thinner ones.

3 Mary wanted to make _____ chocolate cookies, but she didn't have _____ baking chocolate. _____ chocolate she used didn't melt, and _____ result was _____ chocolate chip cookies.

Talking about you

6 Think of when something went wrong when you were cooking at home or eating in a restaurant. Make some notes.

7 Work in groups and tell each other your stories. Ask and answer questions about them.

> **I was making omelettes, so I took some eggs out of the fridge, and …**

Watch a video about other delicious foods, and learn more about how healthy they are and how they are made.

Vocabulary and listening A piece of cake

1 Work in pairs. Match the amounts in **A** with the things in **B**. How many phrases can you make?

A		B
a bag		bananas
a bottle		beer
a box		bread
a bunch		cake
a can		chewing gum
a loaf	**of**	crisps
a packet		Coke
a pair		flowers
a piece		ham
a slice		jeans
		milk
		matches
		paper
		socks
		sweets
		tissues
		tuna
		wine

4.6 Listen and check.

2 How much are some of the things in **1** in your country?
A large loaf of bread costs about £1, I think.

3 Work in teams. Your teacher will say a word in **A**.

- Score **1** point if someone in your team is first to shout the word with something that goes with it.
- Score **2** points if it isn't in the list in **1**.

a packet — A packet of crisps! (1 point)
A packet of biscuits! (2 points)

At the shops

4 4.7 Listen to six conversations. Where is each conversation taking place? Is it in ... ?

- a café
- a clothes shop
- a newsagent's
- an off-licence
- a delicatessen
- a chemist's

5 4.7 Listen again and complete the chart for each place.

	What the customer wants to buy	How much they pay
1	*The Times* newspaper, a box of ...	
2		
3		
4		
5		
6		

6 Where did the people say these lines? What are they talking about?

1 Have you got any in blue?
2 I'll try the brown pair on, then.
3 To have here, or take away?
4 It looks good.
5 Do you want a bottle or packet?
6 Have you got any ID?
7 It'll go well with this lovely white loaf.

Check audioscript 4.7 on p132.

7 Work with a partner. Choose one of the conversations on p132, learn it by heart, and act it out together. When you're ready, act it out to the class.

Go online for more **vocabulary** practice

Everyday English Can you come for dinner?

1 What's happening in the photo? What are the people eating and drinking?

2 Match a question in **A** with a reply in **B**.

A	B
1 Mm! This soup's lovely! Would you mind giving me the recipe?	___ a Not at all. I found it online – I'll email you a link to it.
2 Could you pass the salt, please?	___ b Well, I have! It looks fantastic! Did you make it yourself?
3 Anyone for seconds?	___ c Yes, please! I'd love another spoonful of the strawberry.
4 Can I have some water, please?	___ d Just a drop, please. I'm driving.
5 Has everyone got room for dessert?	___ e Sure. Do you want still or sparkling?
6 Would anyone like some more ice cream?	___ f Yes, of course. Do you want the pepper, too?
7 How would you like your coffee?	___ g Black with no sugar, please. Do you have any decaf?
8 Can I get you some more wine?	___ h No, thanks. It's delicious, but I couldn't eat another thing.

4.8 Listen and check. What is the next line? Practise the conversations with a partner.

3 Complete the requests with *Can/Could I … ?* or *Can/Could you … ?*

1 _____ have some apple juice, please?
2 _____ tell me where the toilets are?
3 _____ see the menu?
4 _____ use your phone to make a call, please?
5 _____ lend me an umbrella, please?
6 _____ take me to the station?
7 _____ help me with this homework, please?
8 _____ give me a lift to the airport?
9 _____ explain that again, please?

Practise the requests with a partner. Reply to each request.

Can I have some apple juice, please?

Sorry, we … .

Yes, of course. Would you like … ?

4.9 Listen and compare.

4 Make requests **4–9** in **3** more polite, using *Could I/you possibly …?* and *Would you mind + -ing?*

4.10 Listen and compare. Practise with a partner, giving replies.

5 Request things from other people in the class and your teacher.

Can I borrow your … ?

Could you possibly lend me your … ?

Would you mind helping me with … ?

Go online for more **speaking** practice

Writing Writing a postcard

Style and synonyms

1 Read the postcard. Where are **Ruby** and **Lucas**? What kind of holiday are they having? Why are they sending a postcard? What is wrong with the style of the writing?

Hi Joshua!

Greetings from France! We're having a nice time in the Alps, near Mont Blanc. We're not skiing, obviously, we're hiking. The mountains are nice at this time of year. There are lots of nice wild flowers.

Hope you enjoy getting a postcard! We had lunch in this nice restaurant today, and we wanted to send this postcard because the picture on it is so nice. The weather is nice, so the view really was nice! The food was really nice too – Lucas had steak and said the French fries were nice – worth climbing a mountain for! My 'Grandmother's roast chicken', was nice, but the chocolate 'Dôme' with spiced caramel sauce was truly nice! Sorry – I'm obviously hungry again after an afternoon hiking!

See you soon,

Love,

Ruby and Lucas

2 Ruby uses *nice* 11 times. Complete these sentences with other adjectives from the box. Sometimes more than one is possible, but try to use each adjective only once.

excellent	fabulous	amazing	wonderful	clear and sunny	
delicious	beautiful	out of this world	lovely	spectacular	good

1 We're having a/an _____ time in the Alps, near Mont Blanc.
2 The mountains are _____ at this time of year.
3 There are lots of _____ wild flowers.
4 We had lunch in this _____ restaurant today.
5 We wanted to send this postcard because the picture on it is so _____.
6 The weather was _____, so the view really was _____!
7 The food was really _____, too.
8 Lucas said the French fries were _____.
9 My 'Grandmother's roast chicken' was _____.
10 The chocolate 'Dôme' with spiced caramel sauce was truly _____.

3 Work with a partner. Read the postcard aloud, using a variety of adjectives.

4 Think of a holiday place you visited where they had beautiful postcards. Write a postcard from there to your English class. Use the adjective *nice* only once!

You can write about:

- the journey
- the weather
- the accommodation
- the food
- some things you did yesterday and earlier today
- some things you are going to do later today and tomorrow

Swap postcards with someone in the class and read them aloud.

I've just got an amazing postcard from Xavier. He's in Rotterdam. He says, … *Hi everyone, I'm having a wonderful time in …*

Go online for more **writing** practice

The future's in your hands

5

- **Grammar** Verb patterns, future forms
- **Vocabulary** Phrasal verbs – literal and idiomatic
- **Everyday English** Expressing doubt and certainty
- **Reading** He was only 16 …
- **Listening** Different generations
- **Writing** Writing for talking

1 What is the little girl doing? Is she enjoying it?

2 What do you think she wants to be when she grows up?

3 Do you think she will be successful?

Watch the video introduction

Use your **Workbook** for self study

Go online for more practice and to *Check your Progress*

Grammar Verb patterns

STARTER

Complete these sentences with ideas about you. Tell the class.

- One day I want to …
- Right now, I'd like to …
- Tonight I'm …
- This weekend I'm going to …

Hopes and plans

1 Look at the photos and what the people say.

- What do they do?
- What are their problems?
- What do you think they want for their future?

Discuss as a class.

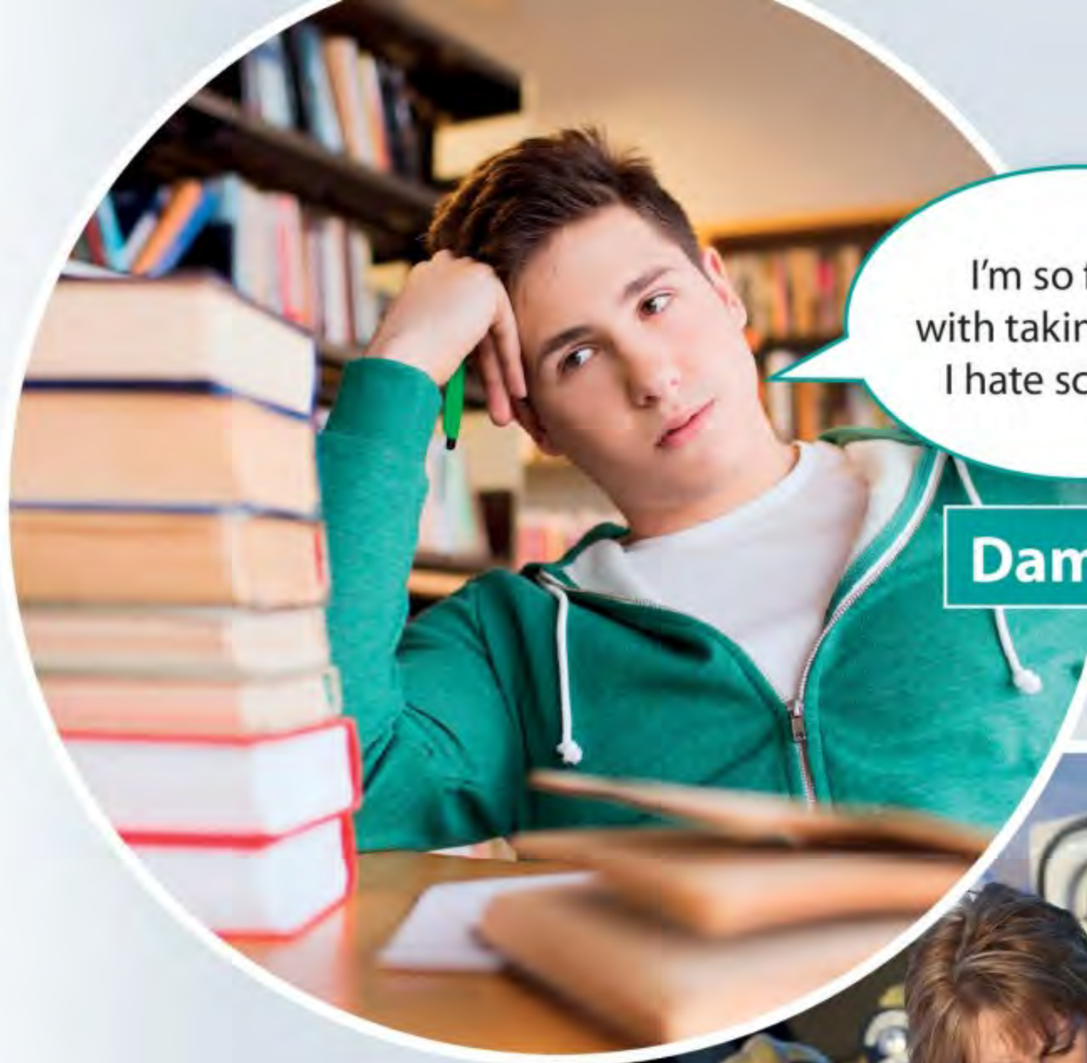
2 Work with a partner. Read the sentences and decide which goes with which person.

1 I'm thinking of applying for a job with a big company in New York.
2 I'm looking forward to returning to my job when the baby's older.
3 I'd like to leave now and get a job, any job. I want to earn some money.
4 I try to go fishing every day, but my wife sometimes asks me to help in the house.
5 Fortunately, I'm going on holiday next month. We love going to Spain.
6 I'm going to study really hard for my exams because I hope to get a well-paid job.

5.1 Listen and check. What else does each person say?

3 5.1 Listen again. Complete the lines. Who says them?

1 I'd love _____ there for a couple of years.
2 I'm planning _____ nothing but read and sunbathe.
3 I _____ owing so much money.
4 I get fed up with _____ at home all day.
5 She _____ us to go travelling, but I'm just happy _____ all day by the river.
6 My mum and dad say that I _____ leave school.



GRAMMAR SPOT

1 Find examples in exercises 1, 2 and 3 of:
- verb + infinitive (with *to*)
- verb + infinitive (without *to*)
- verb + *-ing*
- prepositions *of*, *with* and *to* + *-ing*

2 What's the difference between these sentences?
I **like working** in New York.
I'**d like to work** in New York.

3 Complete the sentences with the words *work in New York*. Put the verb *work* in the correct form.
I want … *to work in New York.*
I hope …
I'd love …
I'm thinking of …
I enjoy …
I'm looking forward to …
I'm fed up with …
I can't …

Grammar reference 5.1 p146

Verb patterns p158

Practice

Discussing grammar

1 In these sentences, one or two answers are correct, but not all three. Work with a partner. Tick (✓) the correct answers.

1 I ____ to work in Paris.
a ☑ want b ☐ enjoy c ☑ 'd like

2 I ____ doing housework.
a ☐ 'm fed up with b ☐ hate c ☐ don't want

3 She ____ leave work early tonight.
a ☐ wants b ☐ 'd like c ☐ can't

4 I ____ to see you again soon.
a ☐ hope b ☐ 'd like c ☐ 'm looking forward

5 He often ____ playing computer games with his friends.
a ☐ wants b ☐ asks c ☐ enjoys

6 We ____ going to Italy for our holidays.
a ☐'re hoping b ☐'re thinking of c ☐ like

7 We ____ having a few days off soon.
a ☐'re going b ☐'d love c ☐'re looking forward to

8 Are you ____ learning foreign languages?
a ☐ want b ☐ like c ☐ good at

5.2 Listen and check.

2 Now make sentences with the answers which *weren't* correct in **1**. Read them aloud to the class.

5.3 Listen and check.

I enjoy working in Paris.

Asking for more information

3 Complete the questions. Practise with a partner.

1 **A** I hope to go to university. **B** (*What / want / study*?)
What do you want to study?

2 **A** My favourite hobby is cooking. **B** (*What / like / make*?)

3 **A** I'm bored. **B** (*What would / like / do*?)

4 **A** I'm looking forward to the party. **B** (*Who / hope / see / there*?)

5 **A** We're planning our summer holidays. **B** (*Where / think / go*?)

5.4 Listen and check. How do the conversations continue? Practise them with a partner.

Talking about you

4 Ask and answer the questions with a partner.
- Do you like learning English?
- Are you thinking of learning any other languages? Which?
- Where would you like to be right now?
- What are you looking forward to?

Go online for more **grammar** practice

Have you got any plans? *going to, will,* and Present Continuous for future

1 Match questions **1–4** with an answer from **Pete** and and an answer from **Daisy**. Who has got definite future plans? Who hasn't?

1 What are you doing this evening?
2 Are you doing anything interesting this weekend?
3 Are you going to have a party for your next birthday?
4 Where are you going on holiday?

Positive Pete (nearly 21)

a Of course I am! I'm going to invite all my friends as usual.
b I'm going to have a winter holiday this year. I'm going skiing for ten days in the Swiss Alps.
c Yes, I am. I'm going to my cousin's wedding in the country.
d I'm meeting Tom for a drink after work.

Doubtful Daisy (nearly 19)

e I don't think so. Maybe I will, but maybe I won't. I had a big one last year for my eighteenth.
f I'll probably just go to Scotland with my family as usual.
g No, I'm not. Perhaps we can do something together? I'll call or text you on Friday.
h Not much. I think I'll just stay at home. Perhaps I'll call Ella and catch up with her news.

2 5.5 **Ben** is calling his friend, **Pete**. **Ella** is calling **Daisy**. Listen and check your answers in **1**.

3 5.5 Listen again and answer the questions.

1 Why is Ben calling Pete?
2 Who is Tom? Who is Karen?
3 Why can't Ben go out with Pete and Tom?
4 What does Ben say at the end of the conversation?
5 Why can't Ella see Daisy at the weekend?
6 Where's Ella going on holiday?
7 Where would Daisy like to go on holiday?
8 What does Ella say when Daisy invites her for the evening?

Talking about you

4 With your partner ask and answer the four questions in **1** about you.

GRAMMAR SPOT

1 ***Will*, *going to*** and the **Present Continuous** can all refer to future time.
- *Going to* can express a plan decided *before* the time of speaking.
  I'm going to invite my friends.
- The Present Continuous can express a future arrangement.
  What **are** you **doing** this evening?
- *Will* can express an intention decided *at the time of speaking*.
  I'll call or **text** you.

2 A plan and an arrangement are often the same.
I'm going to stay/I'm staying with a friend at the weekend.

Grammar reference 5.2 p146

Practice

Discussing grammar

1 Work with a partner. Choose the correct verb form.

1 **A** Have you decided which university to apply for?
  B Oh yes, *I'll / I'm going to* apply for Oxford.
2 **A** I haven't got your mobile number.
  B Really? *I'll / I'm going to* text it to you right now.
3 **A** We don't have any fruit in the house.
  B *I'll go / I'm going* shopping soon. *I'll / I'm going to* get some apples.
4 **A** My bag is really heavy.
  B Give it to me. *I'll / I'm going to* carry it for you.
5 **A** Tony's back from holiday.
  B Is he? *I'll / I'm going to* give him a call.
6 **A** What *will we have / are we having* for supper?
  B I'*m going to / I'll* make Spaghetti Bolognese and salad.
7 **A** I promised not to tell anyone.
  B You can tell me. *I won't / I'm not going to* tell a soul.

5.6 Listen and check.

What can you say?

2 5.7 Close your books. Listen to the first line of six conversations. Respond to each one with a suitable reply.

> **Why are you looking forward to the weekend?**

> **Because I'm going to stay with an old school friend.**

3 5.8 Listen and compare.

Will you, won't you?

4 Use the words in **A** to make sentences with *I think … will …* . Match them with a sentence in **B**.

> **I think you'll enjoy this film. You won't be disappointed.**

A
1 ~~you / enjoy this film~~
2 I / call Laura
3 you / pass your driving test
4 my team / win
5 it / be warm today
6 I / join a gym
7 they / get divorced
8 I / go by train
B
a You won't fail again.
b I won't go on a diet.
c You won't need your jumper.
d I won't text her.
e I won't fly.
f ~~You won't be disappointed.~~
g They won't stay together.
h They won't lose this time.

5.9 Listen and check. What is the final line?

Pronunciation – *want* or *won't*?

5 5.10 Listen and repeat.

1 /ɒ/ /wɒnt/
I **want** to fly
We **want** to go.

2 /əʊ/ /wəʊnt/
I **won't** fly
We **won't** go.

5.11 Listen to more sentences. After each one say '**1**' if you hear *want*, and '**2**' if you hear *won't*. Practise saying them.

Go online for more **grammar** practice

Listening and speaking

Different generations – what can we look forward to?

1 Brainstorm family vocabulary in small groups – *father*, *mother*, etc.
- What are 'in-laws', 'half-brothers or sisters', 'stepchildren' and 'great grandparents'? Do you have any of these?
- What do children call their grandparents in your country?

2 Think of three people in your family of different ages.
- Write notes – *name, age, relationship to you, job, interests.*
- Do you know any of their hopes and plans for the future? Talk to your group about them.

3 5.12 Listen to the conversation between three members of one family, **Emma**, **Richard**, and **Harry**. What is the relationship between them? Complete the sentences and answer the questions.

1 Emma is Harry's _____ and Richard's _____.
How old is she?
2 Harry is Emma's _____ and Richard's _____.
How old is he?
3 Richard is Harry's _____ and Emma's _____.
How old is he?

4 5.12 Listen again and answer the questions.

1 What is special about their birthdays?
2 Who is looking forward to their birthday? Who isn't? Why / Why not?
3 What is Harry's good idea? What do Richard and Emma think about it?
4 What are Emma's parents' jobs?
5 Who is Zac? What are Harry and Zac planning to do?
6 Who went to the Galapagos Islands. Who would like to go?
7 How are David and Rosie related to Richard and Emma?
8 What things in the future is Emma *not* sure about?
9 Who is John? What is Emma thinking of doing before she settles down?

What do you think?

- Do think this is a happy family? How do you know?
- What's your opinion of Emma? Do you understand how she feels? Why/Why not?
- What do you think Emma should do now?

Reading and speaking

He was only 16 …

1 Look at the photos and the headings. Which of these two boys do you think is most likely to succeed in their future career? Why? Discuss with the class.

2 Divide into two groups.

Group A Read about **Adam Mudd**.

Group B Read about **Joel Kioko**.

Discuss statements 1–7. Are they true (✓) or false (✗) for your boy?

1 His family are quite well off.
2 His special talent could lead to a successful future.
3 After three years of hard work he became rich.
4 He is going to travel abroad.
5 He used his talent to help the students in his school.
6 He developed his talent alone without help from others.
7 For the next few years, his life will be very different. How?

3 Find someone from the other group and compare your answers. Tell each other about your person.

4 Read the sentences. Who do you think said each one? Why?

1 'I didn't do it for the money.'
2 'This court does not believe that you didn't know what you were doing.'
3 'Thank you! We love coming to your lessons.'
4 'We had no idea what he was doing. We'll help him all we can now.'
5 'I'm a bit worried about being so far from home.'
6 'You're going to be a big star one day!'
7 'We tried to make friends with him. We didn't bully him.'
8 'I'm going to use my experience to help others.'

Adam Mudd

FROM schoolboy TO cyber hacker!

He was just 16 when, working alone in his bedroom at home, **Adam Mudd** created a computer program – a virus called *Titanium Stresser*. At 18, he started selling the program to cyber criminals worldwide and earned nearly £400,000. He caused chaos – websites crashed 'from Greenland to New Zealand, from Russia to Chile'. All in all, because of Mudd there were 1.7 million attacks on more than 650,000 victims. These included users of *Xbox Live*, *Minecraft*, *Runescape*, *TeamSpeak* and *Microsoft*.

What went wrong?

Mudd comes from a comfortable home in the pretty village of Kings Langley, Hertfordshire, England. This is where he was living with his parents when he created the software. As well as selling the virus, he carried out nearly 600 attacks with it himself, with the user name **themuddfamily**. Many of these attacks were on West Herts College, where he was a student. One attack was so large that it not only crashed the network in his college, it also hit 70 other schools and colleges, including Cambridge University. Mudd explained these attacks by saying he was bullied at college and nobody helped him.

When finally arrested, aged 19, Mudd was working on his computer in his bedroom. At first, he denied doing anything wrong. Then he said the money was not important to him – it was all about status, and he wanted to make friends in the gaming community online. Mudd found it difficult to make friends outside his family. His parents were in court to support their son. However, the judge at his trial refused to free him – he said that he must be a lesson to others. Mudd will probably spend the next two years in prison.

Mudd is one of many teenage hackers. The average age of a hacker is just 17, and teenagers are behind some of the world's most notorious cyber attacks. Often the best teenage hackers get really good IT jobs in the end.

Joel Kioko

FROM Kenyan slum TO the world stage!

Sixteen-year-old **Joel Kioko** comes from Kenya, East Africa. He was born in Kuwinda, a slum in the capital, Nairobi. He says, 'It's dirty, obviously, but it's a good place. It's home.' But Joel is very different from the other teenagers in Kawinda – he's going to leave home because he's won a dance scholarship. He is going to train to be a ballet dancer at the English National Ballet School in London.

How did this happen?

Amazingly, Joel took up dancing only three years ago. He went with a female cousin to her ballet class. 'I thought, what is this strange dance? It's not like Kenyan dancing.'

But then when he saw the men dancing, and they were leaping and jumping, he thought 'I knew this is what I wanted to do with my life.'

Luck was on his side. An American dance teacher, **Cooper Rust**, from the School of American Ballet in New York, saw him dance. She comes to Kenya every year to teach ballet classes to poor children, and when she saw Joel she couldn't believe how beautifully he moved, and with no training at all. She invited him to train with her, and he began working in her studio three or four times a week. He was shy at first, but Rust liked the way he learnt so quickly and worked so hard. He even started teaching children just a few years younger than himself. That was three years ago, and now Joel is moving to London.

Joel says his dream is to become a principal dancer, but he'd also like to run a dance studio in Nairobi, 'and just take kids from the street, like they found me.' He wants to show them that dance can be a way to a better future. He would also like to move his family out of Kuwinda. There was a terrible fire there last year – 2,000 people lost their homes, including his family.

Roleplay

Work with a partner. Think of questions to ask either Joel or Adam in an interview. Act out the interview to the class. Begin like this.

Nice to meet you Joel/ Adam. I'd like to ask you some questions, is that OK?

Yes, of course.

So, can you tell me a bit about when you were a child?

What do you think?

Work in small groups and discuss these questions.

- Which boy do you think will be most successful in the future? Why?
- Imagine an **un**successful future for both boys.
  Perhaps Joel will feel homesick, and he'll decide to …
  Perhaps Adam will …
- Imagine a successful future.
  Joel will be …
  I think Adam will …
  I don't think …
- How can each teenager influence their own future? Who needs more help? Why?

Language work

Have a competition! How many examples of verb patterns you can find in the articles?

Watch a video about young people who have turned their lives around and have become an inspiration to others.

Vocabulary and speaking

Phrasal verbs – literal

1 Phrasal verbs consist of a verb + adverb/preposition. They can be **literal** or **idiomatic**. Look at these sentences. Which are literal? Which are idiomatic?

carry out	*take up*
a He **carried out** nearly 600 virus attacks.	a He **took up** dancing three years ago.
b I **carried out** the rubbish to the bin.	b She **took** the baby **up** to the bedroom.

2 Complete these literal phrasal verbs with a word from the box.

up	at	down	on	back	off

1 Come in and take _____ your coat!
2 Put _____ something warm. It's cold today.
3 That was our family home. I grew _____ there.
4 If you don't feel well, go and lie _____.
5 Look _____ the countryside. Isn't it beautiful?
6 I'll lend you £20. Pay me _____ when you can.

3 Do or mime these actions with a partner. Guess the phrasal verb.

- throw something away
- try something on
- look for something
- turn something off
- turn round
- pick something up

4 Complete the sentences with a phrasal verb from **3**.

1 I'm _____ _____ my glasses. I can't find them anywhere.
2 I like these jeans. Can I _____ them _____?
3 That dress looks great on you. _____ _____ so I can see the back!
4 Don't drop litter on the floor! _____ it _____!
5 Don't _____ that newspaper _____. I want to read it.
6 Why are all these lights on? _____ them _____.

Phrasal verbs – idiomatic

5 Replace the idiomatic phrasal verbs with a phrase from the box.

get up-to-date	became successful
stop	learnt bit by bit

1 He will **give up** dancing if he is homesick.
2 She **picked up** Spanish when she worked in Madrid.
3 Their new business **took off** very quickly.
4 I'm just calling to **catch up** with your news.

6 Match the phrases with the pictures and make sentences.

look after a baby	look up a word	run out of petrol
fall out with someone	get on well with somebody	

7 Complete the sentences with a phrasal verb from **6**.

1 'What does this word mean?' 'I don't know. I'll _____ it _____.'
2 My boss is a great guy. I _____ very well _____ him.
3 Leave little Evie with me. I'll _____ _____ her while you're out.
4 It was a terrible journey – traffic jams all the way, and we nearly _____ petrol.
5 I feel miserable because I _____ my best friend last week.

Talking about you

8 Complete the sentences with a phrasal verb in the correct form.

1 Do you use a dictionary to _____ new words?
2 How do you usually _____ with your friends' news? Do you text or call?
3 Do you always _____ with your parents or do you sometimes argue?
4 Do you ever _____ with friends and stop speaking to them?
5 Are you good at _____ foreign languages?
6 Where did you _____? Do you still live there?

5.13 Listen and check. Ask and answer the questions about you with a partner.

Go online for more **vocabulary** practice

Everyday English Expressing doubt and certainty

1 Read the questions and the possible answers.

- Which agree 100%?
- Which disagree 100%?
- Which are not certain?

1 **Q Do you think Damian will pass his exams?**

A ▶Of course he **will**.
▶He **might** do.
▶Mmm … **maybe**.
▶I **doubt** it.
▶**No chance**.

2 **Q Does Marek earn a lot of money?**

A ▶Yes, **absolutely**.
▶**I think so**.
▶Mmm … **I'm not sure**.
▶**I don't think so**.
▶**Definitely not**.

3 **Q Is England going to win the World Cup?**

A ▶**Definitely**!
▶**Perhaps**.
▶They **might** do.
▶**Anything's possible**.
▶**Not a chance**.

2 5.14 Listen to the conversations. Underline the answers the two people give. Do they agree?

3 5.14 Listen again. Pay attention to the stress and intonation. Practise the conversations in groups of three. Choose your own replies.

4 Work with a partner. Complete these conversations with a word or phrase from **1**.

1 **A** Paula's job is really stressful, isn't it?
B _____. She's a paramedic.
A Is she having a holiday soon?
B I _____ so. She says she _____ go to Spain.

2 **A** Isn't it Emma's birthday next week?
B Yes, _____. It's on the 21st.
A So she's a Capricorn.
B No, I _____. I think she's an Aquarius.

3 **A** Do you think Anita and Paul are in love?
B _____. They're going to get married next June in Hawaii.
A Hawaii! Are you going to the wedding?
B _____. I can't afford it.

5.15 Listen, compare and practise.

5 Work in groups. Discuss these questions.

1 Did Mark Zuckerberg invent Facebook?
2 Was David Bowie American?
3 Was Sherlock Holmes a real person?
4 Is the population of China more than two billion?
5 Do some vegetarians eat fish?
6 Is the weather going to be nice this weekend?
7 Are you going to be rich and famous one day?
8 Is your school the best in town?

5.16 Listen and compare.

Go online for more **speaking** practice

Writing

Writing for talking

'My dreams for the future … '

1 Think about your future. How do you see your life … ?

- next year
- in five years' time
- in ten years' time
- when you're 40 or 50

Write some notes about your hopes and ambitions at each of these times. Tell the class.

2 5.17 Read and listen to **Susannah** talking about her future. What are her definite plans? What is she not sure about? What are her hopes, ambitions, and dreams?

3 Read Susannah's talk again carefully. There are six paragraphs. In each one underline any words or phrases that would be useful when you write a talk about your future. Compare with your partner.

4 Rewrite the first paragraph about you. Read it aloud to your partner.

5 Write a talk about your future plans and dreams. Mark pauses and words you want to stress. Practise reading it aloud. Give your talk to the class. Answer any questions.

MY DREAMS FOR THE FUTURE

Hello everyone. My name's Susannah – Susie for short. I'm 20 years old. At the moment, I'm in my second year at art school, and I often dream about my future. I have big plans, and I'd like to tell you a bit about them.

My most immediate plans are holiday plans. I'm going to visit my brother who's working in Australia. My mother and I are going to spend Christmas with him in the summer sun. I'm very excited about that.

When I return I need to make a final decision about which course to study next year. I'm still not sure – I'm thinking of doing either fashion design or landscape design. It's difficult because I'm interested in both clothes and gardens. If I choose landscape, I'd like to work with my friend Jasper. He's brilliant with gardens, and we've already worked on two together. It was great fun, and we get on really well.

In five or ten years' time, I would like to have my own business and work for myself like my father. He has his own building business. Perhaps I'll do a business course after I finish art school.

Of course, one day I hope to marry and have children. Ideally before I'm 30, but I can't plan when I'll meet the right person, and I haven't got a boyfriend at the moment.

In my dreams, I see myself at 40 running a successful gardening company with about 20 employees. I'll design beautiful gardens for beautiful people. I'll have a beautiful house, two beautiful children, and of course a husband who's as successful as I am. Who knows … it could even be Jasper!

Go online for more **writing** practice

History repeats itself

6

- **Grammar** Present Perfect and Past Simple
- **Vocabulary** Word endings and word stress
- **Everyday English** Agree with me!
- **Reading** The not so distant past
- **Listening** Family history
- **Writing** A biography

1. What period in history are the people roleplaying?
2. Why do you think they are doing this?
3. Which periods in history do you find interesting? Why?

Watch the video introduction

Use your **Workbook** for self study

Go online for more practice and to *Check your Progress*

Grammar

Present Perfect, *for/since*

STARTER

1 What are the Past Simple and past participle of these verbs?

live	have	be	sing	go	eat
know	wear	move	work	write	

2 Which are regular? Which are irregular?

In famous footsteps

1 Look at the photographs. How are the people related? Which pairs are connected with … ?

- music
- wildlife
- charity work

2 Work in pairs. Which people in the photos do you think these sentences refer to? Write the names.

1 _____ **wrote** the famous song, *Imagine*.
2 _____ **has been** Patron of the *HALO* Trust since 2013.
3 _____ always **wore** a khaki shirt and shorts.
4 _____ **has sung** with *The Crocmen* and *The Jungle Girls*.
5 _____ **married** Prince Charles in 1981.
6 _____ **has written** a children's book.

6.1 Listen and check.

3 6.2 Put the verbs in the texts in the **Past Simple** or **Present Perfect**. Then listen and check.

4 Write questions with the prompts, using the Past Simple or Present Perfect. Ask and answer them with a partner.

1 Where / Steve Irwin / grow up?

Where did Steve Irwin grow up?

He grew up on his parents' wildlife park in Australia.

2 When / he / die?
3 How many films / Bindi Irwin / star / in?
4 How many albums / she / make with *The Jungle Girls*?
5 Where / Princess Diana / walk / through a minefield?
6 Where / Prince Harry / visit / minefields?
7 What / Harry / ask / governments to do in 2017?
8 Who / John Lennon / write / songs with?
9 When / Julian Lennon / begin / playing the guitar?
10 How many solo albums / Julian / make?

6.3 Listen and check.

Steve Irwin 1962–2006

Steve *grew* (*grow*) up on his parents' wildlife park in Australia and became a popular TV personality with his TV series, *The Crocodile Hunter*. He _____ (*die*) in 2006 while filming a programme about stingrays.

Princess Diana 1961–1997

Diana _____ (*do*) a lot of work with charities in Africa, and she once _____ (*walk*) through a minefield in Angola to bring attention to the work of *HALO*. Since 1988, this organisation _____ (*find*) and destroyed over 1.6 million landmines around the world.

John Lennon 1940–1980

John _____ (*write*) most of *The Beatles*' songs with Paul McCartney. After *The Beatles*, John _____ (*become*) a solo artist and also _____ (*do*) a lot of work for the peace movement with his wife, Yoko Ono.

Bindi Irwin 1998–

Bindi _____ (*be*) a TV personality since she was two! Since her father died, she _____ (*make*) many wildlife TV programmes of her own. She _____ (*star*) in the film *Free Willy 4* in 2010, and also *Return to Nim's Island* in 2013. Bindi sings too, and _____ (*make*) five albums with *Bindi and the Jungle Girls*.

Prince Harry 1984–

Harry _____ (*do*) charity work for many years and _____ (continue) his mother's work with *HALO* in Africa. He _____ (*visit*) minefields in Mozambique and Angola, and in 2017 he _____ (*ask*) all governments to stop using landmines by the year 2025.

Julian Lennon 1963–

Julian _____ (*begin*) playing guitar and drums when he was ten, and _____ (*make*) six solo albums. In 2006, he _____ (*produce*) a film about the environment, called *Whaledreamers* and he _____ recently _____ (write) a children's book called *Touch the Earth*.

GRAMMAR SPOT

1 Find examples of the Past Simple and the Present Perfect in **2**.

2 Why are the different tenses used in these sentences?

Steve Irwin **made** a lot of wildlife TV programmes.
Bindi Irwin **has made** a lot of wildlife TV programmes.

Why is this sentence wrong?

John Lennon has played with *The Beatles* for 12 years.

3 Look at the examples. When do we use *for*? When do we use *since*?

for two hours/six weeks/ten years/a long time
since eight o'clock/yesterday/last week/2010/she was two

Grammar reference 6.1 p147

Practice *How long ...?*

1 Complete the time expressions with *for* or *since*.

1 _____ half an hour	4 _____ a long time	7 _____ October
2 _____ 2001	5 _____ ten o'clock	8 _____ last Tuesday
3 _____ I was 14	6 _____ three months	9 _____ two weeks

2 Match the lines in **A** and **B**, and then match them with a sentence in **C**. There is more than one possible answer. Read them aloud to a partner.

A	B	C
1 I've known John	from 2017 to 2019.	We went to Spain.
2 I last went to the cinema	for over an hour.	We met at university.
3 I've had this watch	a month ago.	I really need a coffee.
4 I lived in New York	since 2015.	My grandad gave it to me.
5 I've lived in this house	since I was a child.	I had a great time there.
6 We last had a holiday	for ages.	What have you been up to?
7 I haven't seen you	for many years.	The film was really boring.
8 We haven't had a break	two years ago.	It's got a beautiful garden.

6.4 Listen, compare, and practise. Make similar sentences about you.

3 Complete the interview with Vicki. What tense is used in each question?

Questions	Answers
1 '**Where** do you live, Vicki?'	'In a flat near the town centre.'
2 '**How long** _____ there?'	'_____ three years.'
3 'So **why** _____ move there?'	'Because I wanted to walk to work.'
4 'And, **what** _____ you _____?'	'I work for a pharmaceutical firm.'
5 '**How long** _____ there?'	'_____ 2015.'
6 'So, **what** _____ do before that?'	'I was a student in Edinburgh.'

6.5 Listen and check.

Talking about you

4 With your partner, make similar conversations about you.

How long have you lived/worked/had/known/been ... ?
Where/Why/ When/What did you ... ?

Go online for more **grammar** practice

Digging up the past

Present Perfect – *always, ever* and *never*

1 Look at the photos of the archaeologist, **Frieda Hoffmann**, and read the introduction. What's her nationality? Which countries has she been to? What are her passions?

2 Read the interview with Frieda and write the questions on the correct line.

- Have you always been interested ...
- When did you first travel abroad?
- Why did you move there?
- Have you ever made an important discovery?
- How many times have you been to Egypt?
- ~~Which countries have you been to?~~
- How many books have you written?
- ... have you ever been in any dangerous situations?
- How did you travel?

6.6 Listen and check.

3 Work with a partner. Ask and answer questions about Frieda.

- Which countries … been to?

Which countries has she been to?

She's been to Egypt, South Africa, Algeria, Kenya, and China.

- … ever / South America?
- When / move / England?
- Where / her father get a job?
- When / see / the Tutankhamun Exhibition?
- How many times / to Egypt?
- How many books …?

GRAMMAR SPOT

1 What are the tenses in these sentences?

You'**ve travelled** a lot in your lifetime.
Which countries **have** you **been** to?
When I **was** six, my family **moved** to England.

Which tense refers to a *definite* time in the past? Which tense refers to an experience *some* time in your life?

2 The adverbs *always, ever, and never* are often used with the Present Perfect.

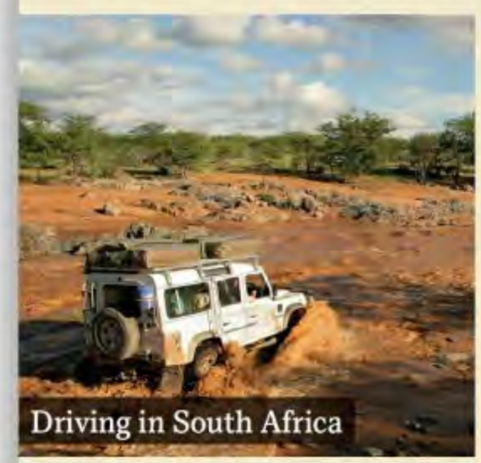
I've **always** been interested in archaeology.
Have you **ever** been in danger?
I've **never** been to South America.

Grammar reference 6.2 p147

Frieda Hoffmann

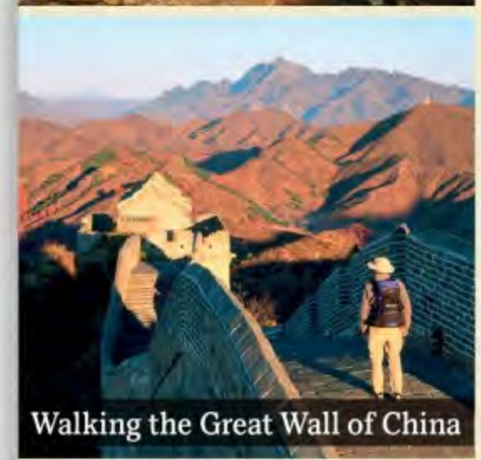
Archaeologist and writer

Frieda Hoffmann grew up in Germany, but has lived most of her life abroad. Her passion is ancient history and she has written several books about ancient Egypt.


Driving in South Africa

Crossing the Sahara, Algeria

The River Nile, Kenya


Walking the Great Wall of China

Archaeological site, Egypt

I Frieda, you've travelled a lot in your lifetime.
[1] *Which countries have you been to?*

F Well, I've been to a lot of countries in Africa, and I've been to China and Nepal. I've never been to South America, but I'm planning a trip there soon.

I [2]_____?

F When I was six. My family moved to England.

I [3]_____

F Because my father got a job as Professor of History at Cambridge University.

I [4]_____ in archaeology?

F Yes, I have. When I was ten, there was an exhibition about Tutankhamun, the Egyptian king, in London. My father took me to see it, and I was fascinated! After that, I knew I wanted to be an archaeologist and work in Egypt.

I [5]_____

F Oh, ... I've been there 30 times at least! I go as often as I can.

I [6]_____

F Yes, I've made some very important discoveries, including some important ancient tombs near Cairo.

I And you've written books about Egypt, too, haven't you?
[7]_____

F I've written three about the pharaohs. And I've written a book about a journey I made from Cairo to Cape Town.

I [8]_____ By train? Or by car?

F By Land Rover, of course!

I Ah, yes. And in all your travels, [9]_____

F Oh my goodness, yes! I've often been in danger. But I've learnt to look after myself!

Practice

Present Perfect or Past Simple?

1 6.7 Listen and complete some other lines from the interview with Frieda.

1 **I** Do you go back to Germany much?
F No, I don't. I _____ back a few times to visit relatives, but I _____ there again.

2 **I** What _____ you _____ at university?
F I _____ Ancient History at Cambridge.

3 **I** _____ you ever _____ any other jobs, apart from being an archaeologist?
F Yes, I _____. I _____ all sorts of jobs – I even _____ as a waitress when I was at university.

4 **I** What's the most dangerous situation you _____ in?
F Well, I _____ a very difficult time in Egypt during the revolution in 2011. I _____ two weeks inside my friend's house – it was too dangerous to go out!

2 6.7 Listen again. What extra information did you hear?

3 Use the prompts to ask and answer more questions about Frieda.

Has she ever … ? | Yes, she has.

When did she do that? | When she …

- work / in a restaurant? (at university)
- cross / the Sahara? (in her early thirties)
- travel / up the Nile (in 2002)
- walk / Great Wall of China? (in 2010)

Talking about you

4 Work with a partner. Ask each other the questions. If the answer is *Yes*, ask more questions.

Have you ever … ?

a been to America
b slept in a tent
c broken an arm or a leg
d won a competition
e stayed awake all night
f sung karaoke
g locked yourself out of your house
h written a poem

Have you ever sung karaoke? | Yes, I have.

When/What/How/Why/Where did … ?

Go online for more **grammar** practice

Vocabulary and pronunciation

Word endings and word stress

1 What are the endings of the words in *italics*?

Frieda Hoffmann is an *archaeolog**ist**,* a *writ**er**,* and a *histo**rian**.*

2 Use these endings to make jobs from words in the box.

-er ***-or*** ***-ist*** ***-ian*** ***-ant***

art	photograph	act	politics	build
account	economy	music	interpret	translate
invent	electric	farm	assist	reception

6.8 Listen, check, and repeat the jobs. Pay attention to changes in word stress.

3 Word endings show what part of speech a word is. Look at the endings in the box and complete the chart.

nouns	*-tion -ment -ness -ility -sion -ence*
adjective	*-ful -y -al -ous -ive*

Noun	Verb	Noun	Adjective
reservation	reserve	fame	_____
_____	explain	_____	different
behaviour	_____	expense	_____
_____	invite	_____	dangerous
decision	_____	success	_____
student	_____	music	_____
_____	collect	_____	kind
_____	argue	_____	possible
discussion	_____	health	_____

6.9 Listen and check. Repeat each pair, and underline the main stress in both words.

reservation reserve

4 6.10 Listen to some sentences with words from the chart. Say the same thing with the word in the other form. Then listen, compare, and repeat.

I collect postcards. 'I have a collection of postcards.'

5 6.11 Listen and repeat the words. Where is the stress?

Two-syllable nouns and adjectives

Nouns	danger kindness critic artist difference
Adjectives	healthy friendly famous different

Two-syllable verbs

invite explain discuss employ decide compete

Nouns ending in *-tion* and *-sion*

invitation explanation competition ambition decision

Can you think of any other words to go in each group?

Go online for more **vocabulary** practice

Reading and speaking

The not so distant past

1 There is a saying that *history repeats itself*. What does this mean? Can you think of any examples?

2 6.12 Read and listen to **Breaking news!** Answer the questions.

1 What are the three news bulletins about? When did you last hear about these problems? Who were the people involved?
2 Does your country have any of these problems?

3 Read **Same old problems** and **The Romans in Britain**. What is often surprising about ancient history? Answer the questions.

1 What was modern Iraq called two thousand years ago?
2 Why were Goth refugees trying to get into the Roman Empire?
3 Which Roman Emperor built a wall to try and keep foreigners out?
4 Why were taxes so high in ancient Rome? How did rich people avoid them?
5 Why do many things in modern Britain come from the ancient Romans?

4 Read the rest of the text: **What good have the Romans done for us?** Correct these false statements.

1 There are 9,600 km of modern roads in Britain.
2 The British have never used a global currency.
3 There was only one copy of the first Roman newspapers.
4 The Romans needed to wear lots of pairs of socks in their villas.
5 Roman aqueducts in the cities were better than the old British ones.
6 The British used their own recipes to make food for the Romans.
7 We have added an extra day to the Roman year.

Vocabulary

5 Match these words from the text with their definitions.

A	B
1 to capture	a something that makes you remember
2 to execute	b cut into very small pieces
3 to announce	c to kill a prisoner
4 to avoid	d what comes out of toilets
5 to invade	e to catch and take prisoner
6 taxes	f to enter as an enemy
7 a reminder	g to say something publicly
8 to rule	h money you pay to the government
9 minced	i to find a way not to do something
10 sewage	j to control a country

THE PAST IN THE PRESENT

BREAKING NEWS!

1 THE WEST HAS SENT MORE SOLDIERS TO IRAQ.

Enemy fighters there have captured and executed the leader of the Western army.

2 MORE REFUGEES HAVE TRIED TO ENTER THE COUNTRY, AFTER THE GOVERNMENT ANNOUNCED THAT NO MORE WILL BE ALLOWED IN.

One leader has already built a wall to try and keep foreigners out.

3 THERE HAVE BEEN MORE PROTESTS AGAINST HIGH GOVERNMENT TAXES.

Protestors say that ordinary people are paying too much tax because the rich have found ways to avoid paying theirs.

SAME OLD PROBLEMS

Surprisingly, these are not recent news stories – they're ancient history! *This was all happening 2,000 years ago!*

- The 'West' was the Roman Empire and 'Iraq' was Mesopotamia.
- The refugees were the Goths, escaping the Huns who were invading their land. The wall was Hadrian's Wall, in the North of England, built to stop the early Scots coming into Roman Britain.
- Taxes were high to pay for Roman wars and unemployment, but rich people knew how to move their money to places where the government couldn't tax it.

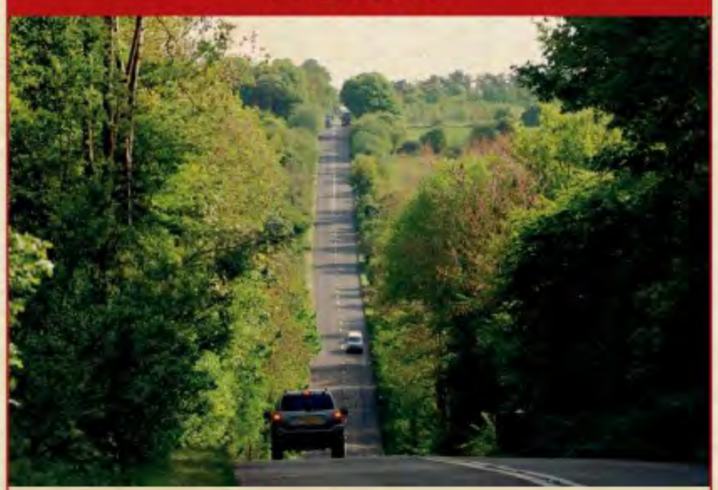
So, perhaps it's true that history repeats itself!

THE ROMANS IN BRITAIN

However, many of the good things in our lives are also reminders of our ancient past. People often don't realize this, because they've forgotten how much of their culture has come from foreign peoples. This is certainly true in Britain, where the Romans ruled for nearly 400 years.

So what good have the Romans done for us?

Roads

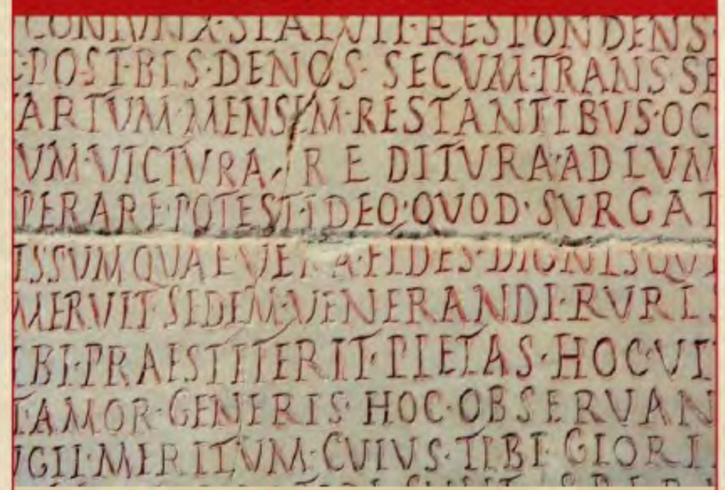


Romans built the first super highways for their armies to move along quickly. It's easy to see which modern British roads have followed the 9,600 km of old Roman roads. They are long, wide, and incredibly straight!

Global currency

The British said no to the Euro in 1992, but they have had a global currency before. People could spend Roman coins all over Europe, and in Turkey and North Africa, too!

Newspapers



The first newspaper was created in 53 BC, on the orders of Julius Caesar. It was actually a 'newsstone', and people could read copies of it in public places.

Central heating

The Romans didn't enjoy British winters – a soldier's letter sent home from Hadrian's Wall asked for more socks and underpants to keep the cold out! However, life inside their villas was lovely and warm, and we've taken the idea of underfloor central heating from them!

Flushing toilets

Roman aqueducts brought fresh water into towns and cities. This was completely new in Britain. There was the amazing luxury of public baths, even hot ones in the city of Bath. And we've certainly learnt the importance of another use for this water system – to flush away the sewage from toilets.

Fast food

The Romans created large towns, and the soldiers passing through them wanted quick and easy food to eat on the move. The British began selling food from street stalls, using new foods and recipes the Romans brought with them. The minced meat 'patties' with bread and lettuce sound very like our modern hamburgers!

Calendars

We've continued to use the Roman year, with 365 days and a leap year every four years. The months of July and August are a living reminder of the Roman Emperors Julius and Augustus.

What do you think?

- Why don't we learn from the mistakes of history?
- What could we do to help us stop repeating history's problems?
- What periods of history would you *like* to see repeated?

Project

What has your country taken from other cultures in the past? Research some examples and prepare a talk on one of them to give to the class.

Watch a video and learn more about the impact the Romans had on life in Britain.

Listening and speaking

Family history

1 Is researching your family history popular in your country? What do you know about the lives of your grandparents and great-grandparents?

Tell each other in small groups, and ask questions.

2 6.13 Listen to **David Taylor Bews**. He comes from England but now lives in Perth, Australia. David has become interested in his family history and is researching it.

Answer the questions.

1 How long has David lived in Perth?
2 Who are the two 'Alices' in his life?
3 Where does his grandmother live?
4 Where were her brothers and sisters born?
5 What did her father do for a living?
6 What did her ancestors do in the 9th century?
7 What does she say is the result of this?
8 Why did the family leave the Orkney islands?

3 6.14 Listen to David talking to his grandmother on Skype about his family history.

Answer the questions.

1 '… *she* got married when she was only 17.' **Who is *she*?**
2 '… I can't really remember *him at all*.' **Who is *him*?**
3 'She had *two jobs*, and all *those children*!' **What were the *two jobs*? How many *children* were there?**
4 '… *they* got work in the shipyards.' **Who were *they*?**
5 '*That* wasn't unusual in those days?' **What was *that*?**
6 '*They* live all over the world.' **Who are *they*? *Where* do they live?**
7 '… *he*'s helped me to keep in touch with you all …' **Who is *he*?**
8 '… *it*'s *all* really wonderful, isn't it?' **What is *it all*?**

4 In your groups, tell the story of David's family. Use the maps to help.

David's ancestors came over to Scotland from …

David's great-grandfather was …

The Bews family

Alice Bews

David Bews
Russell
Alice

What do you think?

- Why are people interested in their family history?
- How far back can you go in your family history?
- Would you like to know more? Why/Why not?
- How could you find out more?

Everyday English Agree with me!

1 6.15 Read and listen to these sentences. Does the intonation go up or down at the end?

Listen again and repeat them.

Skype is great, **isn't it?**

You come from Scotland, **don't you?**

Life wasn't easy then, **was it?**

You've lived here for years, **haven't you?**

GRAMMAR SPOT

Question tags

The words in **bold** above are *question tags*. They aren't really questions – they mean *I want you to agree with me*.

Grammar reference 6.3 p148

2 6.16 Read these conversations and look at the words in **bold**. How are the question tags formed? Listen and note the intonation. Practise with a partner after each one.

1 **A** The weather **is** lovely today, **isn't it**?
B Yes, it is. Beautiful!
A And we all **love** days like this, **don't we**?
B We certainly do!

2 **A** Mummy, our new cat **isn't** very big, **is she**?
B No, she isn't. She's just a kitten.
A But she **will** grow bigger, **won't she**?
B Yes, of course she will. She'll be as big as our old cat soon.

3 **A** We **had** such a good holiday, **didn't we**?
B Yes, we did. I really enjoyed it!
A And it **wasn't** too expensive, **was it**?
B No, it wasn't! It wasn't expensive at all.

4 **A** The baby **looks** just like her mum, **doesn't she**?
B Mmm, she does. Same blue eyes, same nose.
A But she **has** got her dad's blonde hair, **hasn't she**?
B Yes, she's very fair.

6.16 Listen and check. Pay attention to the intonation in the question tags. Practise with a partner after each one.

3 Complete the sentences with a question tag.

1 Dominic's party was brilliant, _____?
2 Karen knows a lot about gardens, _____?
3 You went to school with my brother, _____?
4 Learning a language isn't easy, _____?
5 My English has improved a lot, _____?
6 You won't forget to call me, _____?

4 We need to say more than just *Yes* or *No* in reply to question tags. Match these replies with the sentences in **3**.

a Yes, I did. We've been good friends ever since.
b Yes, it was. I had a great time on the dance floor!
c No, of course not. I'll call as soon as I get home.
d No, it isn't. It takes time and lots of practice.
e Yes, she does. She's helped me a lot with mine.
f Yes, it has. You sound much more natural now.

6.17 Listen and check. Practise the conversations with your partner.

5 Work with a partner. Look at p156 and choose two of the conversations. Add some question tags, and say more in the replies after them. Act them out to the class.

Go online for more **speaking** practice

Writing A biography

Ordering paragraphs

1 What do you know about **Princess Diana**'s and **Prince Harry**'s charity work?

2 Read the seven paragraphs about Princess Diana. Work with a partner to put them in the correct order. What helped you to decide the order?

3 How many of Diana's charitable activities did you learn about from this text? What were they?

THE PEOPLE'S PRINCESS

☐ After her divorce from Prince Charles in 1996, Diana appeared less often in public and did less charity work. However, she continued to be a patron of some charities, including Centrepoint, for homeless people. She visited the charity's shelters regularly up until she died.

☐ It was after her death that Diana became known as 'the People's Princess'. Many people wanted to give money to the charities which she supported, and the Princess Diana Memorial Fund managed the £34 million that was collected.

☐ Diana did the same for leprosy. The fear of catching it from sufferers is centuries old, and when Diana visited a leprosy hospital in Indonesia, her advisers suggested she shouldn't touch them. Diana sat on their beds and held their hands, showing that you can't catch leprosy through physical contact.

1 When Diana Spencer married Prince Charles and became Princess Diana, she also became one of the biggest celebrities of the 80s and 90s. She wasn't a typical British royal, however. She had an informal style and a special ability to connect with ordinary people.

☐ In the same year as her death, 1997, she visited Angola to bring attention to the problem of landmines. The photograph of her walking through a recently cleared minefield is as famous as the one with the AIDS victim.

☐ Two other hospitals that Diana often visited were the Great Ormond Street Hospital for Children and The Royal Marsden. Both are in London and have many child cancer patients. Diana spent many hours with them, saying, 'Some of them will live and some will die, but they all need to be loved while they are here.'

☐ In the 1980s, people lived in fear of the newly discovered AIDS virus, and were afraid of contact with people suffering from it. In 1987, Diana opened Britain's first AIDS hospital ward. The photograph of her shaking hands with AIDS patients, without wearing gloves, completely changed people's ideas about the illness.

4 Read the notes about Prince Harry. What are the similarities with Diana's life?

5 Use the notes to write Harry's biography, in five paragraphs. Decide which notes go in each paragraph.

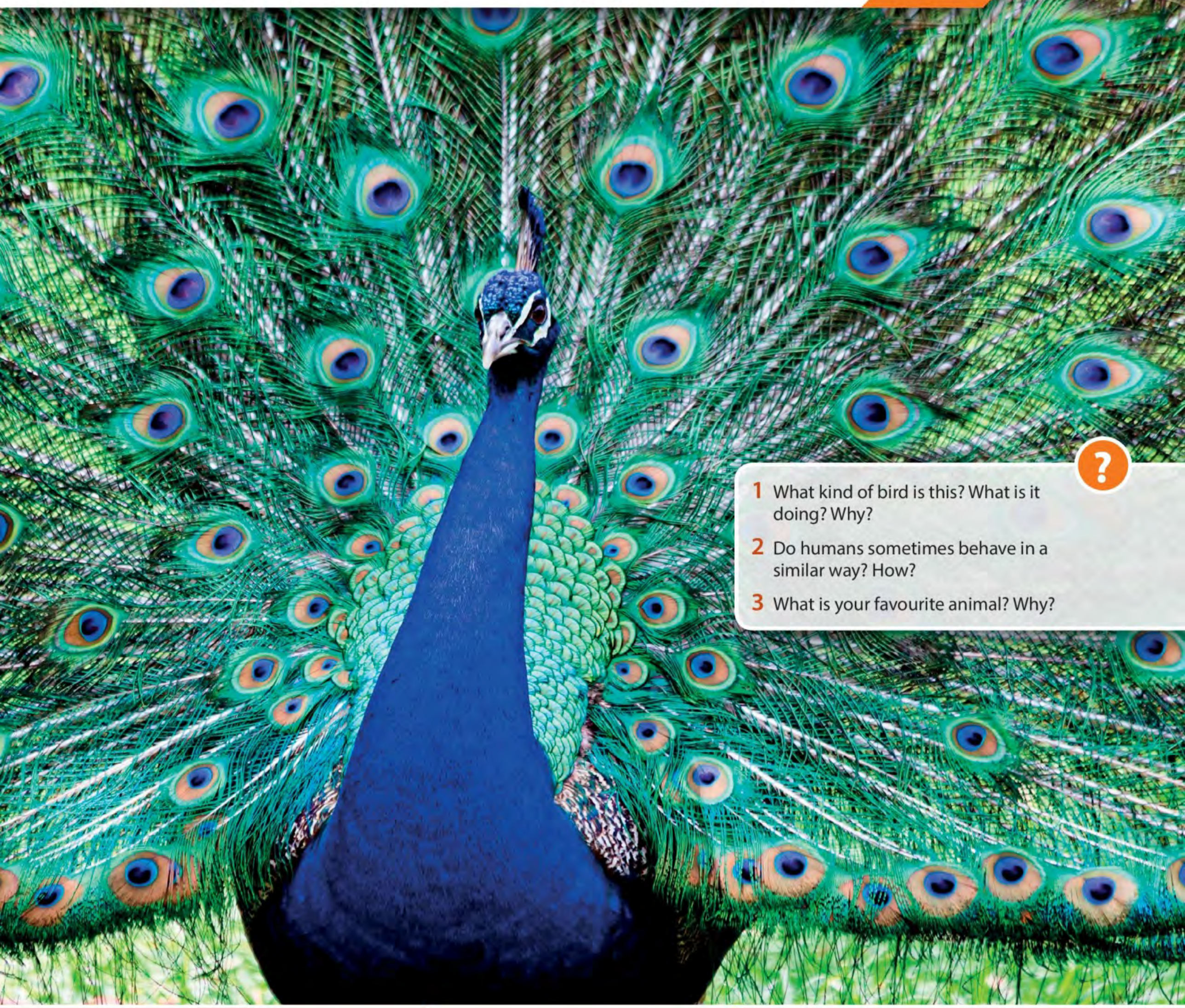
THE PEOPLE'S PRINCE

- Prince Henry, Duke of Sussex, born London September 15, 1984
- second son of Princess Diana and Prince Charles, brother Prince William
- very popular, not typical royal – informal style, usually known as Prince Harry
- parents divorced 1996
- mother died in car accident, Paris 1997
- difficult childhood, left school 2003, gap year travelling in Australia
- worked in Lesotho in southern Africa at a home for AIDS orphans
- 2005 trained at Royal Military Academy, joined Army in 2006
- 2006 returned Lesotho, set up charity for AIDS orphans, Sentebale ('forget-me-not')
- shown similar personality to mother, very good with people
- 2007 patron of Centrepoint, charity for homeless people in UK
- 2009–2012 trained as Apache helicopter pilot
- 2013 Patron of Halo Trust, visited minefields in Angola
- left Army 2015
- 2016 dating American actress Meghan Markle
- married 2018 – do a lot of charity work together

Go online for more **writing** practice

Simply the best 7

- **Grammar** What's it like?, comparatives and superlatives
- **Vocabulary** Synonyms and antonyms
- **Everyday English** What's on?
- **Reading** Favourite pictures
- **Listening** The best things in life are free
- **Writing** Describing my hometown



?

1 What kind of bird is this? What is it doing? Why?

2 Do humans sometimes behave in a similar way? How?

3 What is your favourite animal? Why?

Watch the video introduction

Use your **Workbook** for self study

Go online for more practice and to *Check your Progress*

Grammar What's it like?

STARTER

What is your favourite ... ?

- town/city • film/TV programme • sport
- song/piece of music • meal • building

Work with a partner and compare your answers.

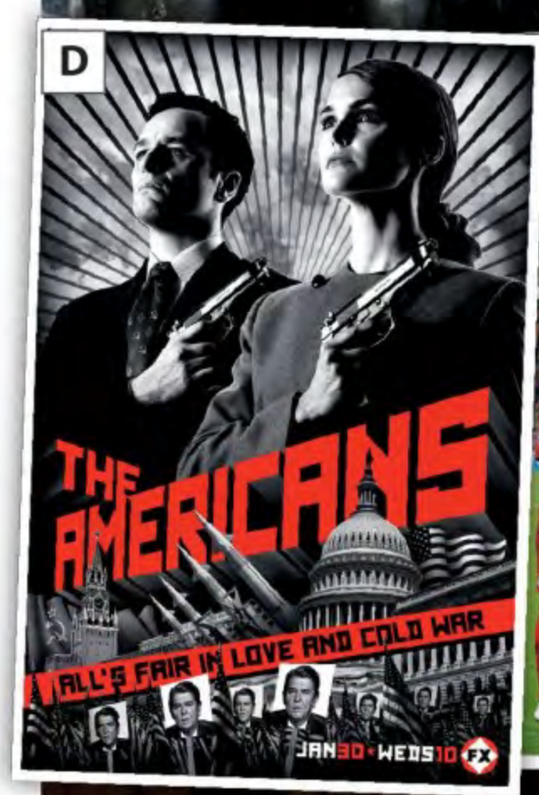
I just love ... | I really like ...

My favourite things

1 Read about **Mat Hennek** and look at the pictures of some of his favourite things. What are they?

Photographer **Mat Hennek**

Mat Hennek is a German photographer who has photographed musicians in the rock and classical world. He now specializes in art photography.



2 7.1 Listen to an interview with Mat. Tick the adjectives he uses to describe his favourite things.

talented	spicy	shocking	amazing	fantastic
salty	exciting	cool	delicious	reliable
unique	brilliant	funny	sad	fascinating

3 7.1 Work in pairs. Can you remember which adjectives go with which things? Listen again and check.

GRAMMAR SPOT

Match the questions and answers. Which question means *Tell me about Cormac McCarthy's books*?

	Yes, I do.
Do you like Cormac McCarthy's books?	They're sad in some ways.
What are his books like?	No, I don't.
	They're full of hope.

Grammar reference 7.1 p148

Practice

What's Berlin like?

1 **Mat**'s favourite German city is **Berlin**. Complete the questions about it with *is* or *are* and the correct words from the box.

Berlin	the restaurants	the people	the buildings	the nightlife	the weather

I What [1]*'s Berlin* like?

M It's a really exciting city. There's so much going on all the time.

I What [2]_____ like there?

M It's OK. It gets hot in summer and very cold in winter, and we do get quite a lot of rain, but people don't go there for the sunshine!

I What [3]_____ like?

M Berliners are great – they're a very interesting mix. It's a very cosmopolitan city, and it attracts unusual people!

I And what [4]_____ like?

M Amazing! Lots of them are famous and historical, but there are some fantastic modern ones, too.

I What [5]_____ like?

M They're brilliant! You can find food from every country in the world, and some great traditional German food, too!

I What [6]_____ like?

M It's fantastic! There are lots of really good bars and clubs, and some wonderful theatres and concert halls. It's the best thing about Berlin!

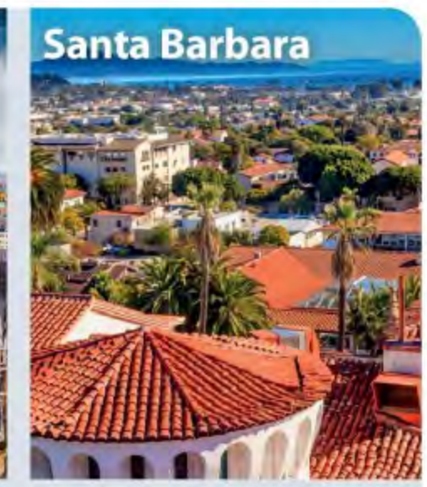
7.2 Listen and check.

2 Work with a partner. Ask and answer the same questions about the town or city where you are now.

Good, better, best!

Comparatives and superlatives

1 7.3 Read and listen to Mat talking about some more cities, and and complete the sentences. Which is Mat's favourite city? Why?



I Do you travel a lot, Mat?

M Oh, yes! I often go with Hélène on tour – we've been to Tokyo, Munich, and Santa Barbara recently.

I And what are they [1]_____?

M Well, they're very different cities! Tokyo is obviously the biggest, and the [2]_____. It's [3]_____ bigger [4]_____ Munich, and much [5]_____ modern.

I And is it more interesting?

M Er, in some ways, yes, but I think they're all interesting cities. And, in fact, for me, the best and [6]_____ interesting is Santa Barbara.

I Really? Why?

M Well, it's much smaller [7]_____ the other two cities, and it isn't [8]_____ exciting – it doesn't have Tokyo's skyscrapers or Munich's history. But it's unusual to find a city that's so beautiful and calm, and so green.

I Santa Barbara sounds like the best city for relaxing. And what about food – which is the [9]_____ city for food?

M Oh, for me, Tokyo has the [10]_____ delicious food – simple and fresh. I just love Japanese food!

I So is it better [11]_____ sausages and sauerkraut?

M Mmm, I don't know about that!

GRAMMAR SPOT

1 What are the comparative and superlative forms of these adjectives? What are the rules?

a **old**	c **busy**	e **small**	g **noisy**
b **big**	d **interesting**	f **wet**	h **delicious**

2 What are the comparative and superlative forms of these irregular adjectives?
good **bad**

3 You can also compare with *as … as*. Which of these cities is the smallest?
'Is Munich **as big as** Berlin?' 'No, it isn't. And Berlin isn't **as big as** Tokyo.'

Grammar reference 7.2 p148

In your own words

2 Work with a partner. Compare some towns or cities in your country.

Practice

Pronunciation

1 7.4 Listen and repeat the sentences. Notice the /ə/ sound.

/bɪgə ðən/	/əz bɪg əz/
Tokyo's bigger than Berlin.	**Berlin isn't as big as Tokyo.**

2 7.5 Listen and practise the conversation with a partner.

> **A** WHO's **cleverer**, you or Ben?
> **B** ME, of course! I'm MUCH **cleverer** than Ben! He isn't NEARLY **as clever as** ME!

Practise the conversation again, using *interesting*, *funny*, and *cool*.

3 7.6 Listen to this poem and say it as a class. Do you agree with it? Learn it by heart.

> Good, better, best
> Never, never rest,
> Till your good is better,
> And your better best!

General knowledge quiz

4 Work in teams. Compare the things in **1–5**. Use the comparative and superlative form of the adjectives, and *as … as*. Share your answers with the class.

> **Monaco is much smaller than Malta, but Vatican City is the smallest country.**

1 **small**	Monaco	Vatican City	Malta
2 **tall**	Burj Khalifa	Eiffel Tower	Empire State Building
3 **big**	Atlantic Ocean	Pacific Ocean	Arctic Ocean
4 **fast**	Japanese Bullet Train	Italian AGV Italo	Shanghai Maglev
5 **dangerous**	lion	shark	hippopotamus

7.7 Listen and check. Which team had the most correct answers? What extra information did you hear?

Best for the job?

5 Your international IT company is looking for a new marketing assistant. The person you're looking for is:

- experienced and qualified
- happy to travel
- good at team work
- confident
- friendly

The salary is £28–32,000.

6 The Human Resources (HR) department have interviewed candidates and made a shortlist of three. Look at their profiles and interview scores on p73, and complete the HR summary.

7.8 Listen and check.

Interview summary

Age

Adam Bates is the [1] oldest. He's 32. Jasmine Wyland is the [2]_____ – she's only 26. Rachel Slater is a bit [3]_____ _____ Adam. She's 30.

Present salary

Adam earns the [4]_____ – he has the [5]_____ salary by far, £32,000. Jasmine doesn't earn nearly [6]_____ _____ _____ Adam, only £25,000, and Rachel earns quite a lot [7]_____ _____ Jasmine, £28,000.

Experience

Adam has [8]_____ _____ experience, but he doesn't have much [9]_____ _____ Rachel. They both have a lot [10]_____ experience [11]_____ Jasmine.

Qualifications

Rachel is [12]_____ _____ qualified. She isn't much [13]_____ qualified than Adam, but she's [14]_____ _____ _____ qualified than Jasmine.

Happy to travel

Adam is [15]_____ to travel, and Rachel is a lot [16]_____ to travel than Jasmine.

Who gets the job?

7 Work with a partner. Compare how friendly, confident, and good at teamwork the three candidates are.

Jasmine is friendlier than … and …

8 Work in groups. Discuss which candidate you are going to employ and give your reasons.

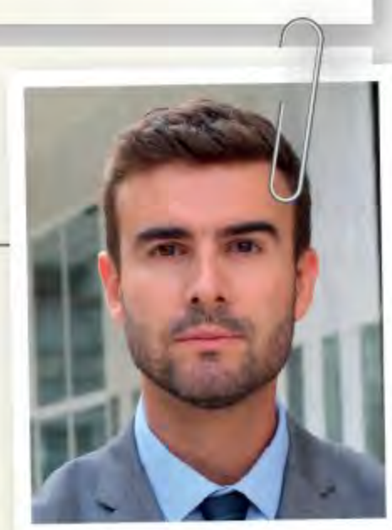
I think we should choose Adam because he's the most … but Rachel is much …

Tell the class your decision.

Name Jasmine Wyland
Age 26
Present salary £25,000

HR interview scores (out of 5★)

Experience	★
Qualifications	★★
Happy to travel	★★
Friendly	★★
Confident	★★
Good at teamwork	★★★★



Name Adam Bates
Age 32
Present salary £32,000

HR interview scores (out of 5★)

Experience	★★★★
Qualifications	★★★★
Happy to travel	★★★★★
Friendly	★
Confident	★★★★★
Good at teamwork	★★★

Name Rachel Slater
Age 30
Present salary £28,000

HR interview scores (out of 5★)

Experience	★★★
Qualifications	★★★★★
Happy to travel	★★★★
Friendly	★★★
Confident	★★★
Good at teamwork	★★★

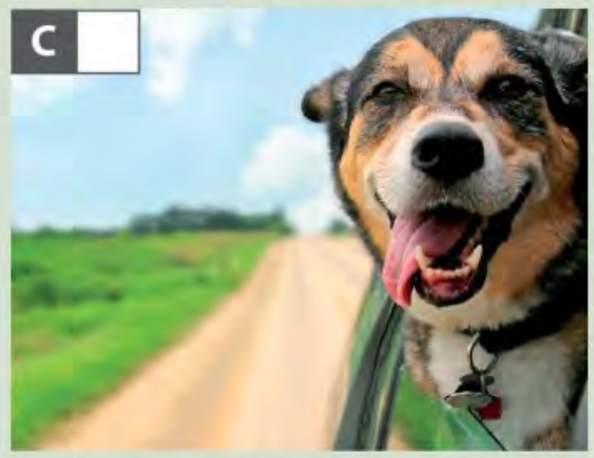
Go online for more **grammar** practice

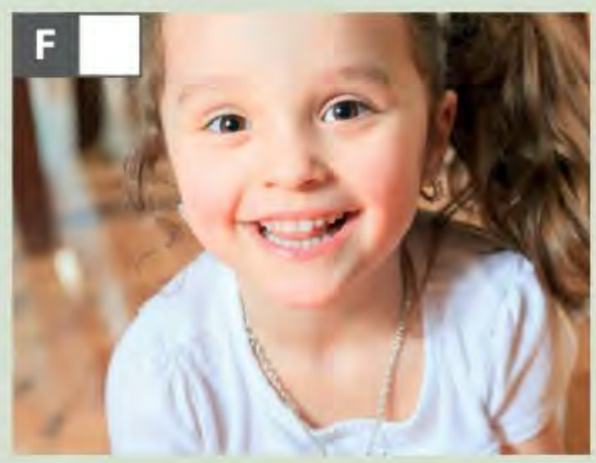
Listening and speaking

The best things in life are free

1 Think of three things you love which don't cost anything. Compare ideas with a partner, then make a list as a class.

2 7.9 Listen to some people talking about the best things in their lives that are free. Put the photos in the order that you hear them. Are any of the things the same as the ones in your list?





3 7.9 Listen again and complete the chart. Compare your answers with a partner.

	What do they love that's free?	Why?	What isn't free?
Jane			
Robin			
Charlotte			
Ella			
Oliver			

4 Choose one of your the free things from your list in **1**. Make notes about why you like it. Talk about it to a partner for one minute. Tell the class about your partner's free thing.

Reading and speaking

Favourite pictures

1 Look at the pictures and read the title and subtitle of the article from an art magazine. Which picture is your favourite? Why?

2 Work in three groups, **A**, **B**, and **C**. Read about Lucy's, Greg's, and Sandra's pictures. Answer the questions.

- Where did they get the picture?
- Where is it in their home?
- Why do they like it?
- What negative feeling do they talk about?

3 Work with someone from the other two groups. Ask and answer the questions about your pictures.

Lucy bought *Tiger in a Tropical Storm* in … . It's in her … . She loves the … in it and also the … . She says …

4 Read the other two texts and work as a group to answer these questions.

When they describe their pictures, which people talk about … ?

1 the time of day **Greg and Sandra**
2 the time of year
3 the weather
4 the colours
5 the shapes
6 the sounds they imagine
7 something frightening
8 something that makes them sad

Vocabulary

5 Look at the highlighted words in the text.

Write them next to the words with a similar meaning below.

- like (*v*) **adore, enjoy, …**
- light (*adj*)
- difficult (*adj*)
- wonderful (*adj*)
- afraid (*adj*)
- see (*v*)
- terrible (*adj*)
- interesting (*adj*)
- not very clear (*adj*)

What do you think?

- Have you changed your mind about which picture is your favourite? If so, why?
- Which picture in your home is your favourite? Take a photo of it and bring it to class. Tell the class about it and why you like it.

Watch a video and find out why Scotland is a lot of people's favourite country.

My favourite

Tiger in a Tropical Storm (Surprised!) by **Henri Rousseau**

A **This picture is in my bedroom, on the wall opposite my bed. I bought it from the National Gallery in London, where you can see the original painting.**

I adore the colours in it – there are beautiful light and dark greens, and some lovely rich, rich reds. The leaves and plants have great shapes too. You can see that the wind is blowing very hard – I feel like I can almost hear it, and the sound of the raindrops falling on the leaves. It really gives you the feeling of what it's like to be in a storm in the jungle.

And of course, I love the tiger! You almost don't notice him at first – he's hiding among the plants. There's just been a bolt of lightning, so there's probably thunder too, and the tiger is absolutely terrified! His face is wonderful – he looks nearly as frightened as my cat when there's a big storm!

I like having this picture in my bedroom. My life is hard at the moment, and I often wake up in the middle of the night and worry about things. I tell myself I'm stupid, and that I shouldn't be so afraid of life. But sometimes it's difficult to go back to sleep again and I put the light on, and I see the tiger. And then I think 'Well, if even a big fierce tiger is scared sometimes, it's OK for me to feel like that too!'

Lucy Davidson

picture

We asked readers to send us their favourite pictures and tell us about them. Here are the ones we liked the most.

Kliffküste by **Mat Hennek**

B **This photograph is on the wall above the fireplace in my living room. I bought it in an art gallery in Berlin.**

I think it's the most amazing photo I've ever seen. It's hard to believe it's a photograph – it looks like a painting.

It's of a wood in northern Germany. I love the light in it. It seems like an early morning in spring – the sunlight is coming in from the left, making long shadows. It's very bright in the left of the picture – it looks beautiful, and I'd like to go for a walk in that part of the wood. On the right, the light doesn't reach into the back of the wood – it's much darker and more mysterious. It makes me think of fairy tales, like Hansel and Gretel, where children get lost in the woods. I don't want to go for a walk in that part of the wood – I start to feel scared just looking at it!

I really like the shapes of the trees – they're fascinating. They're very straight and simple on the right, and then the shapes get much more interesting as you go to the left. The ones at the edge of the picture are crazy!

I look at this photo every day, but I never get tired of it. I sometimes stand in front of it and notice what mood I'm in. Do I feel like I'm in the bright part of the wood, or in the darker part, or somewhere in between?

Greg Hayman

Girls under trees by **August Macke**

C **A friend gave me this picture as a present. I have it in my kitchen, and it's also the screen saver on my computer.**

It's the colours in it that I enjoy the most – the mix of bright blues, reds, greens, and yellows, with the white in between them. It's so gorgeous! And I like the fact that you can't see the faces of the people, and things aren't very clear. It's like a photo that's a bit out of focus, but in a way that makes it more beautiful.

The girls are wearing their best clothes, and enjoying being outside on a bright and sunny summer's day. I imagine it's a Sunday afternoon, I don't know why. And it's nice that they're all girls – it seems like they're having a good time without any boys around! It's so full of life and happiness, and it makes me feel good when I look at it.

But I can also feel sad sometimes when I see it, because of what I've learnt about the painter. August Macke was one of the most talented German artists of the early 20th century. He was young, and he was experimenting with new styles of painting. He painted this in 1914, not long before going to fight in the First World War, where he died in September of that year, aged 27. That's awful, and this painting shows better than anything what a terrible waste of life war is.

Sandra Richard

Vocabulary Synonyms and antonyms

1 Look at the adjectives in these lines.

> I adore the colours in the painting – there are **beautiful light** and **dark** greens, and some **lovely bright** reds.

Which are synonyms? Which are antonyms?

2 We use synonyms and antonyms because we don't want to repeat words.

7.10 What's wrong with this conversation?

A It's a nice day, isn't it?
B Yes, it's *nice*.
A But it wasn't very *nice* yesterday, was it?
B No, it wasn't *nice*.

Have the conversation with a partner, using the words *lovely*, *beautiful*, *nice*, and *horrible*.

7.11 Listen and compare.

Synonyms

3 Complete the conversations with the synonyms in the box.

difficult	frightened	intelligent
unusual	correct	pleased

1 **A** I'm scared of spiders.
  B Well, a lot of people are _____ of big ones!
2 **A** Let's check the answer key to see if it's right.
  B Yes, it's _____!
3 **A** It's strange that Dave left without saying goodbye.
  B Yes, that is _____.
4 **A** I think I'll find it hard to drive on the left when I'm in the UK!
  B It'll be _____ at first, but after a while you'll be fine.
5 **A** Are you happy with your new phone?
  B Yes, I'm very _____ with it. The camera's fantastic!
6 **A** Tommy's a clever boy, isn't he?
  B Yes, he's very _____ for a ten-year-old.

7.12 Listen and check. What's the extra line in each conversation?

4 Work in pairs. Think of a synonym for these adjectives and write sentences using the synonyms.

good-looking	amazing	crazy	glad
large	awful	well-known	normal

5 Swap partners. Read the sentences you wrote to your new partner. They must reply using a synonym.

> James is very handsome, isn't he?

> Yes, I think he's very good-looking!

Antonyms

6 We can agree with people by using *not very* + an antonym.

7 Think of an opposite for each of these adjectives.

boring	_____	dirty	_____
noisy	_____	miserable	_____
rude	_____	slow	_____
stupid	_____	cold	_____

8 Work in pairs. Read these lines aloud and agree with them using antonyms.

> Mmm, it isn't very interesting, is it?

1 This film is so boring!
2 It's so noisy in this restaurant!
3 That man was really rude!
4 That was so stupid of you!
5 These plates are dirty.
6 Pat always seems so miserable.
7 This computer is so slow!
8 It's really cold in here!

7.13 Listen and compare. Practise the conversations.

Go online for more **vocabulary** practice

Everyday English What's on?

1 Read the listings for what's on in London. Find the answers to these questions.

- Who can go into Tate Modern without paying?
- How much does it cost a 14-year-old to go to the British Museum exhibition?
- Which days is *School of Rock: The Musical* **not** on?
- How many nights is the concert on at the Royal Albert Hall?
- How do people hear the music at the Silent Disco?
- Which film is suitable for young children?

2 7.14 Listen and complete the conversation.

A What shall we do today?
B I'm not sure. Let's have a look. How about [1]_____?
A Er, no, I don't [2]_____ seeing a film.
B OK … What about an exhibition?
A Maybe. [3]_____?
B There's Modigliani at the Tate Modern.
A Mmm … not my [4]_____. What else?
B There's an exhibition called *Living with gods* about beliefs in different cultures.
A That sounds interesting! [5]_____?
B The British Museum.
A Oh good, the British Museum's free.
B Yeah, but this is a special exhibition, and it's £15.
A OK. [6]_____ to Russell Square. What time is it open?
B They're open ten till six. And, [7]_____ a Silent Disco at the London Aquarium afterwards.
A Oh, I'd love to! Come on, [8]_____!

Practise the conversation in pairs.

3 Have similar conversations about other things to do in the listings.

4 What's on where you live? Find out and talk with a partner about what you want to do.

Go online for more **speaking** practice

What's On

Listings

BRITISH MUSEUM
Great Russell St WC1B 3DG
Russell Square
Monday to Saturday 10.00–18.00

Living with gods
A special exhibition on the history of different beliefs around the world.
£15.00 FREE for Members
Under 16s FREE

TATE MODERN
Bankside, London SE1 9TG
Southwark
Sunday to Thursday 10.00–18.00
Friday to Saturday 10.00–22.00

Modigliani
A collection of the Italian painter and sculptor's works, plus a virtual reality experience of his Paris studio!
£19.70 FREE for Members
Under 12s FREE

SEA LIFE LONDON AQUARIUM
Westminster Bridge Road SE1 7PB
Westminster

Silent disco
See the sharks, turtles, and hundreds of fish and dance the night away wearing special headphones!
7.45–11.45p.m.
£30 including welcome drink.
Adults only

ROYAL ALBERT HALL
Kensington Gore SW7 2AP
South Kensington

The Music of Hans Zimmer vs John Williams
The *London Concert Orchestra* perform music from two of the greatest composers for films, including *E.T.*, *Harry Potter*, *Star Wars*, and *Superman*.
Saturday 9th only: 7.30p.m.
£20 – £64.50

NEW LONDON THEATRE
166 Drury Lane WC2B 5PW
Covent Garden

School of Rock – The Musical
Based on the hit film, Andrew Lloyd Webber's musical about a failed rock star who pretends to be a teacher.
Monday & Wednesday–Saturday 7.30, Thursday & Saturday Matinee 2.30
£15 – £129.50

ODEON CINEMA
Camden Town NW1 7AA
Camden Town

Mary Poppins Returns (U)
12.20pm, 3.00, 5.40, 8.20
Mary Poppins re-enters the lives of Michael and Jane Banks, now grown up, and helps them rediscover joy and wonder.

Fantastic Beasts and Where to Find Them 2 (12A) 12.00pm, 2.20, 4.40, 7.00
Set in 1920s Paris, following Newt Scamander's capture of Grindelwald at the end of the first film.

The Girl in the Spider's Web (18) 2.00pm, 5.15, 8.30
Superhacker Lisbeth Salander and journalist Mikael Blomkvist are caught in a web of spies and cybercriminals.

Writing Describing my hometown

Relative pronouns *which, that, who, where*

1 Complete this sentence about your hometown.

The town where I was born is/has …

GRAMMAR SPOT

1 We use *which, that, who* and *where* to join sentences when the second sentence gives us important information.

a We bought a house. It cost £300,000.
We bought a house **which/that** cost £300,000.

b I met a man. He was from my hometown.
I met a man **who** was from my hometown.

c The hotel was wonderful. We stayed there.
The hotel **where** we stayed was wonderful.

2 *Which, that, who* and *where* are relative pronouns. Complete the rules with one of them.

- _____ is for people.
- _____ is for places.
- _____ or _____ is for things.

Grammar reference 7.3 p148

2 Join the sentences with the correct relative pronoun.

1 That's the man. He helped me start my car.
2 That's the restaurant. We ate there last night.
3 These are the children. They need a lift home.
4 We found a wallet. It had a lot of money in it.
5 This is the parcel. It arrived this morning.
6 That's the hospital. I was born in it.

3 Look at the pictures of Pittsburgh. What do you learn about the town from them?

4 Read the text and complete it with relative pronouns. Answer the questions.

1 Where is Pittsburgh?
2 How many bridges are there?
3 Who is the city named after?
4 What was it like 50 years ago?
5 What is it like now?
6 Which artists come from Pittsburgh?
7 What are the people like?

5 Write a similar description (about 200 words) of your hometown. First write some notes about it:

- Where is it?
- What's the population?
- What's its history?
- What's it like now?
- What do you like about it?
- What don't you like?

6 Read your description aloud and compare your towns.

Go online for more **writing** practice

The town where I was born

I was born in Pittsburgh, the second largest city in Pennsylvania, USA, with a population of about 2.4 million. The city is named after William Pitt, [1] who was the Prime Minister of Britain in the 1700s. Pittsburgh lies on the banks of three rivers, [2]_____ are crossed by over 400 bridges. It is sometimes called 'The City of Bridges'.

Fifty years ago, Pittsburgh was a busy industrial town. It had many factories, [3]_____ produced iron and steel. However, in the 1970s and 80s the steel mills closed, and the city suffered badly. The streets [4]_____ people once hurried to work became empty and dangerous. Today, a lot of these streets are full of life again, filled with shops, restaurants, and theatres.

All around Pittsburgh, there are hills from [5]_____ you can enjoy great views of the city, views [6]_____ many artists have painted. One local artist is Linda Barnicott, [7]_____ painted *My Home Town*. Pittsburgh is also home to the Andy Warhol Museum, [8]_____ you can find a huge collection of pictures by this famous local artist.

Linda Barnicott's *My Home Town*

The city is now named one of the 'World's Most Liveable Cities'. I moved away ten years ago, but I often return to visit. Pittsburgh is full of people [9]_____ have lived through good times and bad, and I miss their tough but friendly character. They make me proud to call Pittsburgh my hometown.

Living dangerously 8

- **Grammar** *have to/don't have to, should/must*
- **Vocabulary** Parts of the body, things to wear
- **Everyday English** At the doctor's
- **Reading** Two stuntwomen and a stuntman
- **Listening** A health and fitness quiz
- **Writing** Writing emails

1. What is the man doing? Would you like to do it?
2. Why do some people like doing dangerous things?
3. Give some examples of things people do that are dangerous.

Watch the video introduction

Use your **Workbook** for self study

Go online for more practice and to *Check your Progress*

Grammar *have to/don't have to*

STARTER

Which of these activities do you think are the most dangerous and which least? Discuss as a class.

boxing	horse-riding	motor racing
cycling	gymnastics	mountaineering
skateboarding	skiing	surfing	yoga

The big wave surfer!

1 8.1 **Kurt Weiner** is a big wave surfer from the island of Oahu, Hawaii. Listen and answer the questions.

1 Why does Kurt do yoga?
2 How long can he hold his breath?
3 When did he start surfing?
4 What does he do at Three Tables Caves?
5 Has he travelled a lot to surf? Where?
6 What is the Banzai Pipeline?

2 8.1 Listen again and complete the lines from the interview with the words in the box.

have to (x2)	don't have to (x2)	do you have to (x2)
had to	did you have to	can't

1 Kurt, *do you have to* be very fit and strong to be a big wave surfer?
2 You _____ be strong in mind and body.
3 You _____ learn to hold your breath.
4 That was one of the first things I _____ learn.
5 Kurt, _____ start surfing when you were very young to be as good as you are today?
6 I _____ remember when I didn't surf.
7 So, _____ start young if you want to be a good surfer?
8 You _____, but it helps!'
9 I _____ train every day, but I do most days.

8.2 Listen and check.

3 Complete the questions and answers with a form of *have to*.

1 '*Does* Kurt *have to* train hard?'
'Yes, he _____. He _____ train very hard.'

2 'Why does Kurt do yoga?'
'Because surfers _____ hold their breath for a long time.'

3 '_____ all surfers _____ start young?'
'No, they _____, but it helps.'

8.3 Listen and check. Practise the questions and answers with your partner.

GRAMMAR SPOT

1 ***have to*** + infinitive expresses obligation.
He **has to train** hard.
Do you **have to train** hard?
I **don't have to**.

2 Write the **question** and **negative** and **past tense** of ***have to***.
_____ you _____ work at the weekends?
No, I _____ work at the weekends.
But I _____ work last weekend.

3 Write ***have to, don't have to, can***, or ***can't***.
It's possible *can* It's not possible _____
It's necessary _____ It's not necessary _____

Grammar reference 8.1–8.2 p149

Practice

Pronunciation

1 8.4 Listen to these sentences. What are the different pronunciations of *have/has/had*?

1 I have /hæv/ a good job.
I have /hæf/ to work hard.

2 He has /hæz/ a new surfboard.
He has /hæs/ to train a lot.

3 We had /hæd/ a good time.
We had /hæt/ to get up early.

8.4 Listen again and repeat.

have to – forms and tenses

2 Complete the sentences with *have to* in the correct tense and form.

1 What time *do* we *have to* be at the match?
2 My sister _____ wear a uniform because she's a flight attendant.
3 My grandfather is 68. He _____ work, but he wants to.
4 You _____ say anything if you don't want to.
5 Why _____ you _____ get up so early yesterday?
6 Our plane left at 8 a.m., so we _____ be at the airport at 6 a.m.
7 _____ we _____ do this exercise? It's really boring.

Talking about sports

3 Work in small groups. Choose a sport from the Starter on p80. Don't tell the others. Ask and answer *Yes/No* questions to find out what each person's sport is. Use the questions to help you.

Do you ... ?
- do it inside/ outside
- play it with a ball
- play in a team
- do it on water

Do you have to ... ?
- wear special clothes
- use special equipment
- train hard for it
- be very strong
- have a special place to do it

Can you ... ?
- do it anywhere
- do it with friends
- do it on your own
- earn a lot of money
- win a lot of money

Do you have to wear special clothes?
Yes, you do.

Do you play it with a ball?
Yes, you do.

Can you earn a lot of money?
Yes, some people do.

Is it football?

4 Which sports do you do? Describe one to a partner. Use the ideas in **3**.

Go online for more **grammar** practice

What should I do?

should/must

1 Do you think you have a healthy lifestyle? How do you keep fit? Do you play sports or do exercises? How often – regularly, sometimes, never? Talk to a partner.

2 Read the problems sent to **Dr Drew**. Explain the headings. What advice would *you* give?

GRAMMAR SPOT

1 Look at these sentences. Which sentence expresses stronger advice?

You **must see** a doctor.
You **should do** gentle exercises at first.

2 *Should* and *must* are modal verbs.

What **should** I do?
He **shouldn't** sit at his desk all day.
He **must** get help.

How do we make the question and negative?

Do we add *-s* with *he/she/it*?

Grammar reference 8.3–8.4 p149–50

3 Match Dr Drew's advice with a problem. Write the names.

4 Complete more advice from Dr Drew using the words in the box. Who is each one to?

should (x2)	shouldn't	must	mustn't
don't think you should	don't have to		

1 When you travel, you _____ stay in hotels that have a gym or a spa. And if you want to lose weight, you _____ have too many big business dinners in expensive restaurants.

2 I _____ believe all your friends say about having fun. Maybe they're jealous of your special talent.

3 One of the best exercises is walking, and you _____ do this alone. You _____ ask a friend to go with you, and then you can chat and exercise at the same time.

4 And you _____ walk before you run again – you absolutely _____ run until it has completely healed.

8.5 Listen and check.

Ask Dr Drew!

DR DINAH DREW: drddrew@fitforum.com

'I can help you keep fit and well.'

Problems

1 Too busy to exercise!
My wife says I'm putting on weight and I should do more exercise (She's super fit – she's just done the Marathon!), but I just don't have the time. I have a very stressful job, and I have to travel a lot. How can I possibly find time to have a fitness routine? What should I do? ***James***

2 I get bored doing exercises!
I do exercise – I understand how important it is, but I get so bored. I tried swimming, but just going up and down a pool is so boring! I tried going to the gym – but walking on the spot so depressing! I bought an exercise DVD, but I only used it once. What should I do? ***Cheryl***

3 I sprained my ankle badly
I'm a keen 'keep-fitter', but this morning when I was out running I fell and hurt my ankle. I think it's just a sprain, but quite a bad one. I want some advice about what kind of exercises I should do while I'm injured. I can't even walk very well at the moment. ***Adam***

4 No time for fun!
I'm 15, and I do gymnastics. I have to train 30 hours a week because my coach wants me to try for the next Olympics. I love gymnastics, but I have no time for anything else in my life. My school friends tell me that I'm missing all the fun. What should I do? ***Millie***

Advice from Dr Drew

a Dear _____
Before you do any more exercise you must see a doctor! You must find out how serious your injury is. If it's not too bad, then you should do gentle exercises at first, perhaps some exercises in water, a little swimming perhaps, or join a yoga class.

b Dear _____
The fact is, that to get to the top in sport you have to train very hard and keep very fit. This could be the chance of a lifetime. I don't think you should talk to just your friends. You must talk to someone else about how you feel, and this should be your parents or your coach.

c Dear _____
You should make exercise a part of your daily life – you shouldn't sit at your desk all day. Perhaps there is a gym near where you work – keep some sports clothes at work and go there for just 15 minutes in your lunch break when you can. You don't have to exercise for long periods, just ten minutes every now and then helps.

d Dear _____
Oh dear! I think you should try a different kind of exercise. I don't think you should exercise alone. It can help if you do it with other people – what about a sport, such as tennis, or perhaps dancing? There are all kinds of dance classes – you're sure to find one you like.

Practice Giving advice

1 Give advice to people with these problems.

- I'm hopeless at all sports.

> **You shouldn't worry about it. Lots of people aren't sporty, but you should make some exercise part of your daily routine – walking more quickly can help.**

- I can't sleep at night.
- I don't like my brother's new girlfriend.
- I've got an important exam tomorrow, and I'm really nervous.
- A boy in my class is bullying me.
- I fell off my bike and banged my head – now I've got a bad headache.
- My computer's behaving very strangely.
- My car's making a funny noise.

8.6 Listen and compare your answers.

What do you think?

2 Work with a partner. Make sentences from the chart to express your opinion. Do you agree with each other?

If you want to …		
… keep fit, **… learn English,** **… be successful,**	you have to you don't have to you should you shouldn't you must you mustn't	work hard. do some sport. learn the grammar. go to university. spend time in England. smoke. speak your language in class.

A trip to your country

3 Someone wants to come for a holiday to your country.

What advice can you give about ... ?

- when to come
- where to stay
- places to visit
- things to do/not to do
- clothes to bring
- food to eat … etc.

> **You should come in May or June when it's not too hot.**

> **You don't have to …**

> **You must try …**

Go online for more **grammar** practice

Listening and speaking

A health and fitness quiz

1 Read the statements about health. Are they true (✓) or false (✗)? Discuss them with a partner and then as a class.

A health quiz

1. You shouldn't skip breakfast.
2. You should weigh yourself regularly.
3. You must always warm up before hard exercise and cool down after.
4. Swimming is one of the best forms of exercise you can do.
5. You should do 30 minutes continuous activity rather than 10 minutes 3 times a day.
6. You should always exercise until it hurts – no pain no gain!
7. If you want to lose weight, you should drink water after a meal.
8. If you don't feel full after a meal, you should wait 15 minutes and see how you feel then.
9. You should always choose water over other drinks to rehydrate after exercising.
10. It's better to exercise in the morning rather than the afternoon or night.

2 8.7 Listen to the answers. Whose ideas were correct? Do you agree with all the advice? If not, why not?

Talking about you

3 Work in small groups. Which health advice do you follow? Talk to each other about a typical day in your life.

- What do you eat and drink? When? Do you think you have a healthy diet?
- Do you sleep well? How many hours a night? Enough? Too much/little?
- Do you fit any exercise into your day? What? When?
- How much 'screen time' fills your day? What exactly?

Who do you think has the healthiest lifestyle?

Reading and speaking

Two stuntwomen and a stuntman

1 Look at the photo. What is the job of a stunt man or woman? What kind of things do they have to do?

2 Think of some films you've seen. Which do you think have used stunt doubles? Why?

3 Look at these adjectives. Which qualities are necessary to be a stunt double?

athletic	brave	competitive	crazy
easy-going	fit	healthy	sensitive
strong	sporty	slim	thin

4 Read the introduction and the **Fact Files** about the two stuntwomen.

- Where are they from? Are they married?
- Where do stuntwomen earn more than stuntmen? Why?
- Which films have they worked in? Do you know any of them?

THE TOUGH WORLD OF TWO HOLLYWOOD STUNTWOMEN

FACT FILE AMANDA FOSTER

From: Essex, England

Years in the business: 25

Family: three children (single mum)

Credits include:
James Bond 007: Die Another Day (**Halle Berry**)
A Knight in Camelot (**Whoopi Goldberg**)
World War Z (with **Brad Pitt**)
The *Harry Potter* series
Ninja Assassin (**Naomie Harris**)

How did she become a stuntwoman?

Amanda had a difficult childhood, but she was always sporty. For a while she worked as a PE teacher and a film extra. Then, in her late 20s, while working as an extra on the film *Patriot Games* with Harrison Ford, she heard someone say that there were no British black stunt actresses. She thought, 'Great! I'll be the first!'

Which celebrities has she worked with?

She has doubled for some of the world's greatest stars. Her first major role was 20 years ago, doubling for Whoopi Goldberg in *A Knight in Camelot*. 'I was sword-fighting, jumping over tables,' she remembers. 'It was good fun.' Then she worked with Halle Berry in the Bond film *Die Another Day* – one of her favourites. She won an award for it. More recently she did The *Edge of Tomorrow* with Tom Cruise and *World War Z* with Brad Pitt. She loved that – she had to jump on top of Brad and bite his face!

How do stunt doubles prepare for a film?

Obviously, most stunts are dangerous one way or another, so they have to do a lot of preparation – both mental and physical – but they also have to learn special skills. Amanda's skills include: gymnastics, trampolining, motorcycle racing and martial arts. Also, you have to develop a good relationship with the star. Amanda says: 'I watch to see how they move. The viewer has to believe that you are the star.'

Has she been injured much?

'Many times! We don't talk about that stuff,' says Amanda. 'It's a seriously risky job to do.' She doesn't like to talk about her worst injury. 'All I can say is that as long as I leave a day's work in my own car, and I don't have to leave in an ambulance, it's been a good day!'

FINAL WORD

Amanda is doing very well for someone who spent their childhood in children's homes and had three children by the age of 21. They are grown up now and very proud of their mother.

She says about the job, 'I'll keep going until my body won't allow me to.'

Being a stunt double is a risky job for both men and women. Jumping through glass, crashing into cars, and falling down stairs is no easy day's work, but for stuntwomen it is even more dangerous – they often have to do these stunts wearing high heels and a mini skirt. Men and women usually earn the same money, but in New Zealand stuntwomen earn more than stuntmen – they recognize that women can't wear as much protective clothing.

FACT FILE DAYNA GRANT

From: Auckland, New Zealand

Years in the business: 22

Family: Husband, Dane Grant (stuntman)
One son

Credits include:
Mad Max: Fury Road (**Charlize Theron**)
The Chronicles of Narnia (**Tilda Swinton**)
Xena: Warrior Princess (**Lucy Lawless**)

How did she become a stuntwoman?

Dayna grew up in New Zealand and was always a keen gymnast and horse rider. She was 18 when two friends, who were working as stuntmen, asked her to audition to be a stuntwoman on a TV show called, *Xena: Warrior Princess*. She didn't know anything about the profession and didn't expect to get the job. But they liked her, and she started the next day!

Which celebrities has she worked with?

She has doubled for many famous stars, including Charlize Theron, Gwyneth Paltrow, and Tilda Swinton. For the action film *Mad Max: Fury Road*, as Theron's double, she had to shave her head and spend nine months in the Namibian desert. 'I lived and breathed that film,' she says. She had to run alongside a moving truck and fall under its wheels – all in a day's work. She met her stuntman husband, Dane, on that film.

How do stunt doubles prepare for a film?

Obviously, they have to keep fit. They often train in martial arts, such as judo and karate, but as Dayna says, you have to learn different skills for different films. For the adventure film *Hercules*, she had to learn archery and chariot driving! Another part of the preparation for the stunt double is to train the actor. Sometimes they work together 12 hours a day. The preparation for a role can be difficult if there's not a lot of time, and they have to 'crash' diet!

Has she been injured much?

Dayna did once have a very serious accident – this was because of the shoes she was wearing: 'They were very slippery, feminine shoes.' She slipped and her head fell on a dagger. 'I was a bit of a mess,' she says bravely.

FINAL WORD

Dayna knows it's an unusual career, but she loves it. Her son came back from school one day and said: 'I've just realized you're not a normal mum. Most mums drink tea and sit on the couch. You jump off buildings and set yourself on fire!'

5 Work in two groups. Answer the questions about your stuntwoman.

Group A Read about **Amanda Foster**.

Group B Read about **Dayna Grant**.

1 What in her background makes her suitable for the job?
2 How did she get the idea for becoming a stuntwoman?
3 Which film stars has she worked with?
4 What kinds of things has she had to do in the films?
5 What skills has she had to learn?
6 Why is it important that stunt doubles get on well with the stars?
7 Has she been seriously injured? What does she say?
8 What does her family think of her job?

6 Find a partner from the other group. Go through the questions in **5** together and compare the two women.

Listening – a stuntman's story

7 8.8 Listen to stuntman **Andy Lambert** talking to his friend, **Justin**, about being a stuntman. What are his answers to the questions in the articles?

What do you think?

- Do *all* actors use stunt doubles for dangerous actions?
- Stunt doubles' acting skills are usually not noticed. Some of them are annoyed that the stars take the credit for their stunts. What do you think about this?
- Stunt doubles are paid more for the most dangerous stunts, but they aren't paid as much as the stars. Is this fair?

Watch a video and find out more about the exciting and dangerous life of an underwater photographer.

Vocabulary and speaking

Not a thing to wear!

1 8.9 Listen to a children's song. Which parts of the body can you hear? Do you have similar songs in your language?

2 Work with a partner. Read the list **Parts of the body** and find them on Person X.

> **Parts of the body**
>
> head neck eyes shoulders arms hands fingers wrist waist knees legs ankles feet toes

3 Match the items below with pictures **a–z**.

> **Things to wear**
>
> a belt boots a cap a dress a jacket jeans a jumper gloves sandals a scarf a shirt and tie a suit shorts socks a skirt a watch sunglasses trainers a T-shirt leggings a track suit a helmet goggles a swimsuit a sports vest a hoodie

Where do they go on Person X?

A belt goes round the waist.

Yes, and boots go on the feet.

Dress Person X

4 With your partner, decide if **Person X** is male or female. Give them a name. Choose the clothes to dress him/her for one of the situations below. Tell the class who your person is and which clothes you chose.

- going to the gym
- a skiing holiday
- a beach holiday
- a job interview
- a party
- a wedding

Talking about you

5 Discuss the questions with a partner.

- What was the last item of clothing you bought?
- Which clothes do you usually wear in winter?
- Which in summer?
- Which clothes do you always/often/never wear?

Go online for more **vocabulary** practice

Everyday English At the doctor's

1 Match the pictures with a word f or phrase rom the box.

a sore throat	a cold	diarrhoea /ˌdaɪəˈriːə/	flu
an allergy	a sprained ankle	food poisoning	

2 Read the symptoms and complete the doctor's diagnosis with the words from **1**.

Patient's symptoms	Doctor's diagnosis
1 I can't stop coughing and blowing my nose.	You've got _____
2 I've got a fever, my whole body aches, and I feel awful.	You've got _____
3 It hurts when I walk on it.	You've got _____
4 I keep going to the toilet.	You've got _____
5 My glands are swollen, and it hurts when I swallow.	You've got _____
6 I keep being sick, and I've got terrible diarrhoea.	You've got _____
7 I start sneezing when I'm near a cat.	You've got _____

8.10 Listen and check. What else does the doctor say? Practise with a partner.

3 8.11 Listen to a conversation between **Edsom** (**E**), a student from Brazil, and **a doctor** (**D**). Answer the questions.

1 What are Edsom's symptoms?
2 What questions does the doctor ask?
3 What does the doctor think is the matter with Edsom?
4 What does she prescribe?
5 What advice does she give him?
6 Does he have to pay for anything?

4 Complete the conversation.

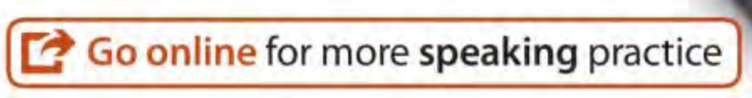
8.11 Listen again and check. Practise the conversation with a partner.

Seeing the doctor

D Hello. Come and sit down. What seems to be the [1]_____?
E Well, I haven't felt [2]_____ for a few days. I've had a bad [3]_____, and now I've got a [4]_____.
D Any sickness or diarrhoea?
D No, I haven't been [5]_____ or had any diarrhoea.
D Do you feel hot?
E Yes, especially at night. I can't sleep because I feel hot, and I start [6]_____ when I lie down.
D OK, I'll just [7]_____ your temperature. Can I just pop this in your mouth?
E Aaargh!
D Ah, yes. You do have a bit of a [8]_____. Now, let me see your throat. Open your [9]_____ wide, please.
E *'ot can u see?*
D Pardon?
E Can you see anything?
D Yes, your throat looks very red. Does this [10]_____?
E Ouch!
D And your glands are [11]_____.
E Is it serious?
D No, not at all. You just have a bit of a [12]_____ infection. You should have antibiotics. Are you allergic to penicillin?
E No, I'm not.
D Good. Now, you [13]_____ go to work for a couple of days, and you [14]_____ drink plenty of liquids. Just take things easy for a while. I'll write you a prescription.
E Thank you. Do I have to pay you?
D No, no. Seeing me is free, but you'll have to pay for the [15]_____. It's £8.80.
E Right. Thanks very much. Goodbye.

Roleplay

5 Work with your partner. Act out a similar scene at the doctor's with different problems.



Writing Writing emails

Comparing formal and informal

1 Work with a partner. Discuss which beginnings can go with which endings.

More than one is sometimes possible. Which are formal? Which are informal?

Beginnings
1 Dear Peter
2 Dear Mr Smith
3 Hello Cathy
4 Dear Sir or Madam
5 Dear mum
6 Hi Rob
Endings
a Lots and lots of love, Harry xxx
b Love, Concetta
c Yours, George
d Bye for now, Sammy
e Yours faithfully, Daniel Miles
f Yours sincerely, Kay Macey
g Best wishes, Dave

2 Look at the online advertisement for an English school. Where is it? What can you study? Who do you contact?

YORK HOUSE

One of the UK's most successful English language schools

We welcome students from over 100 countries to one of Britain's most beautiful cities.

We offer quality English courses, including General English, Business English, and Examination preparation.

Our contact details

Harriet Lombard
Principal

York House School of English
55–57 Harrogate Road
York, YO1 5NU,
United Kingdom.
Phone: +44 (0) 1904 973694
info@houseofyork.co.uk

We look forward to hearing from you.

A formal email

3 Read the **formal email** to the school. Complete it with the words or phrases from the box.

frequently	advertisement	However	interested in	to hearing
to improve	some information	application form	sincerely	

4 Look at the different parts of the email. What are the greetings and endings for formal and informal emails in your language?

To: info@house of York.co.uk
Subject: York House School

Greeting — Dear Ms Lombard,

Introduction — I saw your [1]_____ for English classes in this month's *English Today* magazine, and I am [2]_____ coming to your school this summer.

Main part — I studied English for six years at school, and I have to use English [3]_____ in my job. [4]_____, I now feel that it is necessary to study further. I would especially like [5]_____ my pronunciation.

Please could you send me more information about your courses, and an [6]_____? I would also like [7]_____ about accommodation.

Conclusion — I look forward [8]_____ from you as soon as possible.

Yours [9]_____,

Ending — Concetta Francanero

An informal email

5 Read Concetta's email to her English friend, Rob. Compare it with the formal email.

1 How does she express the highlighted lines in the formal email?
2 What other informal words and phrases are in this email?

To: Robbie.jo@gpost.com
Subject: Visiting England

Hi Rob,

Just to let you know that I'm thinking of coming to England this summer. You know I have to use English a lot in my new job, so I want (need!) some extra lessons, especially for my pronunciation – as you are always telling me I should try to improve this! Anyway, I saw an interesting ad in a magazine for a school in York. Isn't that quite near you? I'd love to visit you while I'm there.

Can't wait to hear from you. See you soon I hope.

Love,

Concetta

6 Write a formal email about yourself to the school in York. Then write to an English friend about your plan.

Go online for more **writing** practice

What a story! 9

- **Grammar** Past Perfect, narrative tenses, joining words
- **Vocabulary** Feelings
- **Everyday English** Exclamations with *so* and *such*
- **Reading** The train journey
- **Listening** Young adult literature
- **Writing** Reviewing a book or film

1 What is the girl in the middle doing?

2 Do you think she's good at it? How do you know?

3 What kind of story do you think it is? Scary? Funny? Exciting? Shocking? Why?

Watch the video introduction

Use your **Workbook** for self study

Go online for more practice and to *Check your Progress*

Grammar Past Perfect and narrative tenses

STARTER

Match the pictures with the books and their opening lines.

Peter Pan Pinocchio Mary Poppins

1 'All children, except one, grow up.'
2 'Once upon a time there was a piece of wood.'
3 'If you want to find Cherry Tree Lane, all you have to do is ask a policeman at the crossroads.'

A folk tale

1 Look at the picture and title of the story. What can you see? Which man is Mula?

The Story of Mula and the Miserable Man

A wise old man called Mula was walking along the road through the woods, when he saw a man walking towards him.

The man was carrying a dirty, old sack. He looked very unhappy, and when Mula asked him why, the man told him his story.

He was all alone, ([1]...) and he was also poor and homeless ([2]...).

'Everything I own is in this old sack', he said. 'My life is miserable.' And he walked off.

([3]...) Mula ran past him, took his sack, and ran into the woods. The man was afraid to follow ([4]...).

'Now my life is even more miserable!' he said. And he sat down and cried.

Meanwhile, further down the road, Mula came out of the woods and put the man's sack in the middle of the road. Finally, ([5]...) the man set off again, walking slowly and sadly. Suddenly, he saw his sack. 'My sack!' he shouted. He picked it up – everything was still inside it! He was overjoyed, and walked happily on towards the city, singing as he went.

'Well', said Mula. 'That's one way to make someone happy.'

The moral of the story is ...

2 Read the story. What is the moral?

Never trust strangers!

Take care with your possessions!

Appreciate what you have, however little!

3 Complete the questions.

1 Where *was* Mula *walking* when he saw the man?
Along the road through the woods.

2 What _____ the man _____?
A dirty, old sack.

3 What _____ the man _____ when Mula took his sack?
He sat down and cried.

4 Where _____ Mula _____ the man's sack?
In the middle of the road.

5 How _____ the man _____ when he got his sack back?
Very happy.

9.1 Listen and check.

4 Put these lines in the correct places (…) in the story.

After the man had gone a few yards,

because his wife had left him,

when he had stopped crying,

because he had lost his job, and his house

– he had heard it was easy to get lost in these woods.

9.2 Listen to the complete story and check your answers. Do you agree with the moral?

GRAMMAR SPOT

1 What tense are the verbs in **bold**?
The man **was carrying** a sack. He **told** Mula his story. He **had lost** his job.

2 *His wife left him. He was all alone.* How is this expressed in the story?

3 The Past Perfect expresses an action *before* another time in the past.
We form the Past Perfect with *had* + the _____ _____ of the verb.

Grammar reference 9.1 p150

5 Ask and answer the questions with a partner. Use the Past Perfect.

1 Why was the man all alone?
2 Why was he poor and homeless?
3 Why was he afraid to follow Mula into the woods?
4 Why was his sack in the middle of the road?
5 Why was he so happy?

9.3 Listen and check. Practise them again.

Practice

Pronunciation

1 9.4 The contraction *'d* (= *had*) can be difficult to hear. Listen to six pairs of sentences. Which sentence in each pair is **Past Perfect**, the first (1) or the second (2)?

1 [2] 2 [ ] 3 [ ] 4 [ ] 5 [ ] 6 [ ]

2 Match a line in **A** with a line in **B**.

A	
1 I got a fabulous view of the Alps	
2 I felt tired all day yesterday	
3 Just as I was falling asleep,	
4 Tom's new girlfriend seemed familiar.	
5 I was nervous before the flight	
6 My brother rang me	
B	
[ ] a because I'd never flown before.	
[ ] b while I was out shopping.	
[ ] c I was sure I'd seen her somewhere before.	
[ ] d as we were flying over them.	
[ ] e because I hadn't slept much the night before.	
[ ] f the neighbour's dog started barking.	

9.5 Listen and check.

Discussing grammar

3 What's the difference in meaning between these sentences?

1 **When I arrived, …**
she cooked dinner.
she was cooking dinner.
she'd cooked dinner.

2 **He spoke good French because …**
he was living in France.
he had lived in France.

3 **I listened to music …**
while I did my homework.
when I'd done my homework.

4 **She gave me a book, …**
and I read it.
but I'd read it.

5 **When I got home, …**
the children were going to bed.
the children had gone to bed.

Go online for more **grammar** practice

The role-swap Joining words

1 Work with partner. Look at the title and pictures of a story. Tell each other what you think the story is.

2 9.6 Read the story. Choose the correct joining words/ phrases. How do you think the story ends? Listen and check.

3 Ask and answer the questions with your partner.

1 Why did the professor travel by car? *Because …*
2 When did they have the idea of swapping roles? *As …*
3 When did they swap their clothes? *As soon as …*
4 How long did Harry wait before he started to leave the stage? *Until …*

GRAMMAR SPOT

1 Joining words are called **conjunctions**.
Higgs didn't like flying, **so** he travelled by car.
He had his own driver **because** he was too tired to drive.
Although it seems a difficult question, the answer is simple.

2 ***When***, ***while***, ***before***, ***after***, ***as***, ***until*** and ***as soon as*** are conjunctions of time.
As soon as they arrived at the university, they swapped clothes.
He sat at the back of the hall **while** Harry gave his lecture.

Grammar reference 9.2 p150

4 Complete the sentences with *although*, *while*, or *so*.

1 The professor liked the idea of swapping roles, _____ he decided to try it.
2 _____ Harry wasn't a physicist, he gave the lecture perfectly.
3 The audience listened quietly _____ Harry was giving his lecture.

In your own words

5 Tell the story again with your partner. Use these prompts:

Professor Higgs was … and … six-month … Europe.

One morning … driving … lecture, his driver Harry said, '
… always sit … know … so well … give … myself.'
Professor Higgs … Harry … clever man … test the idea.

As soon as … university, … clothes. Professor … back of the theatre … Harry … lecture.

Harry … fantastic memory … lecture perfectly. … waited … finished clapping … started … leave the stage. … someone stood up … asked … question.

Harry said … '… seems difficult … answer … simple.
… so simple … driver … answer …

The professor & his driver

Professor Higgs, one of the world's top astrophysicists, was giving a six-month lecture tour of universities around Europe. He only had one more lecture to give [1]*before / after* the tour ended.

Higgs didn't like flying, [2]*but / so* he travelled by car. He had his own driver [3]*but / because* he was too tired to drive [4]*after / before* he'd finished his lectures.

One morning, [5]*until / as* they were driving to the last lecture, his driver, Harry, said, 'You know, Professor, I always sit in the hall [6]*when / after* you give your lecture, and I know it so well by now, I think I could give it myself!' Of course, Harry was only joking, [7]*but / so* Professor Higgs knew Harry was a clever man, and he wanted to test the idea.

[8]*Until / As soon as* they arrived at the university, the professor and Harry swapped clothes. The professor then sat quietly at the back of the hall [9]*before / while* Harry gave the lecture.

Harry had a fantastic memory and gave the lecture perfectly! He waited [10]*until / as soon as* the audience had finished clapping and started to leave the stage. Suddenly, someone stood up and said they wanted to ask a question. Harry listened to the long, complicated question, and then he spoke:

'Mmm, that's a very good question. And [11]*because / although* it seems a difficult one, the answer is actually very simple. In fact, it's so simple that … '

Practice

Discussing grammar

1 Choose the correct words to join the sentences.

1 *When / While* the plane had landed, I switched my phone on.
2 I cut myself *as soon as / while* I was shaving.
3 He worked for IBM *until / as* he retired.
4 I got out of bed *while / as soon as* I woke up.
5 She listened to music *as / until* she drove home.
6 *After / Before* I went to bed, I locked all the doors.
7 *After / Before* I left school, I lived abroad for a year.
8 We had a lovely picnic, *although / so* the weather wasn't great.

2 Join the sentences using the conjunction. Put one sentence in each pair in the Past Perfect.

I went to bed when I'd done my homework.

1 I did my homework. I went to bed.	**WHEN**
2 I drove two hundred miles. I stopped for coffee.	**AFTER**
3 She passed her driving test. She bought a car.	**AS SOON AS**
4 I didn't go to live in Italy. I learnt Italian.	**UNTIL**
5 I enjoyed reading the book. I didn't like the film.	**ALTHOUGH**
6 His mother sent him to bed. He was naughty.	**BECAUSE**
7 I burnt the chicken. We went out to eat.	**SO**
8 Jill invited me to stay for lunch. I arranged to have lunch with Jo.	**BUT**

9.7 Listen and compare.

Talking about you

3 Complete the sentences with your own ideas.

1 Before the class started, I …
2 I enjoy learning English, although …
3 I'm going to keep learning English until …
4 After we finished the last English class, I …
5 As soon as this is class is over, I …
6 My phone rang just as I …
7 When I went shopping recently, I …
8 I first met my best friend while I …

Compare with a partner. Ask each other questions.

Go online for more **grammar** practice

Listening and speaking

Young adult literature

1 Look at the book covers. Which books do you think are *children's literature*? Which are *young adult literature?* What's the difference? Can you think of more examples?

2 9.8 Listen to an interview with **Liz Davis,** a publisher of books for young adults. Answer the questions.

1 Liz says there is a golden age of children's literature right now. When were the other two golden ages?
2 Which of these stories does she talk about?

- Gulliver's Travels
- Alice in Wonderland
- Peter Pan
- Treasure Island
- The Storyteller
- The Lord of the Rings
- The Hobbit
- The Lion, the Witch & the Wardrobe
- The Harry Potter series
- The Hunger Games

3 9.8 Listen again answer the questions.

1 For which age range are young adult books most different from children's books? How are they different?
2 What was different and new about *Alice in Wonderland* and *Peter Pan*? What were children's novels like before that?
3 What had happened to make children's literature more serious in the 1950s?
4 What was unusual about the first *Harry Potter* books?
5 Which of the *Harry Potter* books are more like young adult literature? Why are they still not typical of most modern examples?
6 Why did people often complain about young people's literature in the past?
7 Why do many parents not like books for young adults now? Does Liz agree with them?
8 What doesn't Liz like about some young adult novels?

What do you think?

- Should young adult novels show *all* the real problems that teenagers have in their personal lives? Why/Why not?
- Should children's stories teach them to behave well?
- Should they always have happy endings? Why/Why not?
- Did any book have a big effect on you when you were young? What was it? How did it affect you?

Reading and speaking

The train journey

1 Can you remember what Liz Davis (p93) said about a story by a writer called **Saki**?

Read the fact file about him.

- When did he write?
- What are his stories often about?

FACT FILE

Pen name Saki
Real name Hector Munro
Born 1870
Nationality British
Famous for short stories that made fun of the self-important upper classes in Edwardian society in Britain in the early 1900s
Died 1916, aged 45, fighting in the First World War.

2 Look at the first picture in the story, *The Storyteller*. Who do you think the people are? Do they know each other? How do you think they are feeling?

3 9.9 Read and listen to the first part of the story. Answer the questions.

1 How long was the train journey?
2 Who are the people on the train?
3 Why were the children behaving badly?
4 What was the man thinking?
5 What kind of questions did the children ask?
6 Why did the aunt decide to tell them a story?
7 Do you think the children will enjoy the aunt's story? Why/Why not?

4 9.10 Read and listen to the second part of the story. Match the lines to make sentences about it.

A	B
1 The children had heard the aunt's stories before,	a people still try to save them.
2 The aunt said that the people saved the girl	b while the aunt was telling her story.
3 The girl said that although some people are bad,	c so they weren't interested in this one.
4 The younger girl didn't listen	d as soon as the aunt suggested it.
5 When the aunt had finished her story,	e because she was so good.
6 The young man agreed to tell a story	f the man said she wasn't a good storyteller.

The Storyteller

It was a hot afternoon, and the hour-long train journey had only just begun. There were five people in the railway carriage – two young girls and their brother, sitting with their aunt, and a young man, who was sitting alone in the corner. The young man had already begun to think he'd chosen the wrong carriage to sit in.

The children were hot, tired, and bored, and behaving badly. The youngest girl was singing the first line of a song, over and over again. Everything the aunt said began with 'Don't!' and everything the children said began with 'Why?'

'Don't put your feet on the seat, Cyril!'

'Why not?'

'Because you'll make it dirty. And don't stare at the man. Oh, look at those sheep in that field!'

Nearly every field the train had travelled past had had sheep in it, so the aunt's surprise was difficult to explain.

'Why is that man taking the sheep into the other field?' asked the younger girl.

'Perhaps there's more grass in that field,' replied the aunt.

'But there's lots of grass in both fields.'

'Well, perhaps the grass is better in the other field.'

'Why is it better?' came the immediate question from Cyril.

The young man was looking annoyed. 'I imagine he doesn't like children,' the aunt thought.

'Come and sit over here, all of you, and I'll tell you a story', she said.

The children did not look at all excited by the aunt's offer. They'd obviously heard her stories before, and this one was very boring indeed. It was about a beautiful young girl who worked very hard and behaved perfectly. Everyone in the village loved her. One day she fell into a lake, and of course, everybody ran to save her immediately.

'So they saved her because she was so good?' asked the bigger girl.

'Exactly so,' said the aunt.

'But that's silly', said the girl. 'When people are in danger, you always try to save them – you don't ask whether they're good or not.'

'Well, perhaps they ran a little faster to save her because she was so good,' the aunt replied.

'Oh, how stupid!' said the girl.

'It's definitely the most stupid story I've ever heard,' said Cyril.

'It was so stupid I didn't even listen to it,' the younger girl said, and began singing the first line of her song again.

'You're not a great success as a storyteller,' said the young man suddenly from the corner.

'Well, it's not easy to tell stories that young people can understand and enjoy,' the aunt replied, sounding stressed.

'I don't agree,' said the young man.

'Well, perhaps you would like to tell them a story then?' she suggested.

'OK,' said the young man. And he began.

5 The man tells a story about a little girl called Bertha. Work with a partner. Look at the pictures and say what you think happens.

Listening

6 9.11 Listen to the man's story. Were your ideas correct? Answer the questions.

1 Why were the children disappointed at first?
2 In what ways was Bertha well-behaved?
3 Why did the children like the phrase *horribly good*?
4 How many medals did Bertha have? What did it say on them?
5 Why did the wolf see Bertha quickly?
6 What could the wolf hear when she was shaking with fear?

7 9.12 Read and listen to the last part of the story.

'What a terrible story to tell young children!' the aunt complained.

'No, it's not! It's the most beautiful story I've ever heard!' said the smaller girl.

'It's the *only* beautiful story I've ever heard!' said Cyril.

'Well, at least I did manage to keep them quiet for a while,' said the young man as he got up to leave the train. 'Goodbye!'

Do you think the man's story was a good one to tell children? What was definitely good about it in this situation?

Watch a video and learn about the famous children's author Roald Dahl.

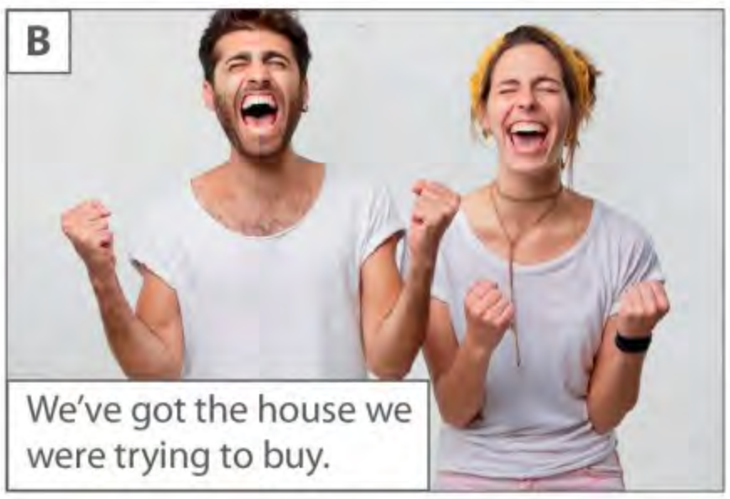
Vocabulary and speaking Feelings

1 Which of these feelings are positive? Which are negative?

angry	nervous	delighted	stressed	disappointed	upset
homesick	jealous	proud	scared	amazed	lonely

2 Which of the feelings in **1** describe how the people feel in situations A–J? Sometimes more than one is possible.

I don't like staying with my aunty. I miss my mum.



We've got the house we were trying to buy.

I haven't prepared this presentation very well.

I've got the kids on my own for the weekend.

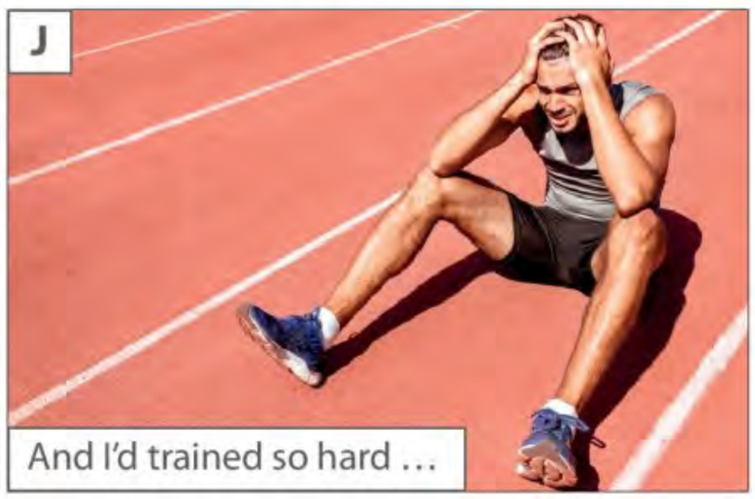
What?! Annabel is getting married?!!

Our eldest son has just graduated from university.

My Wi-fi has stopped working again!!

My boyfriend is always texting his female colleague.

My favourite doll is broken.



And I'd trained so hard …

3 Complete the sentences with your own ideas. Tell a partner.

1 I was scared because *the lights had gone out*.
2 I was jealous because _____.
3 I was nervous because _____.
4 I was upset because _____.
5 I was disappointed because _____.
6 I was proud because _____.

9.13 Listen and compare.

Go online for more **vocabulary** practice

4 Match a line in **A** with a line in **B**.

A	B
1 Sometimes I feel really homesick.	a It's normal! I was nervous when I took mine.
2 I've got too much work to do!	b Oh, that's fabulous! I'm delighted for you both!
3 I'm worried about my driving test.	c Well, remember that people can be really nice, too!
4 We're going to have a baby!	d I'm sure you do. What do you miss the most?
5 I get upset when people are so horrible.	e You'll manage. You're just stressed right now.

9.14 Listen and check. Practise the conversations. Continue some of them.

Everyday English

Exclamations with *so* and *such*

1 9.15 Read and listen to the sentences.

That was such an amazing film!

I was so scared!

Which word has the most stress?

2 9.16 Listen and repeat the sentences. Copy the stress and intonation.

I was so surprised! It was such a shock!

I've had such an awful day! You have such crazy ideas!

We had such terrible weather!

There were so many people in town!

She sings so beautifully! I've got so much work!

3 Look at the sentences again. When do we use … ?

- so
- such
- such a/an
- so many
- so much

Grammar reference 9.3 p150

4 Complete the sentences with the words in the box.

so	such	such a/an	so many	so much

1 This is _____ good novel! You must read it!
2 Don't watch that film on your own! It's _____ scary!
3 Susie and John are _____ nice people!
4 There are _____ pizzas to choose from!
5 Why are you driving _____ fast?!
6 Oh! You've made _____ mess in the kitchen!
7 I've spent _____ money this week!
8 That was _____ amazing experience!

5 Match the sentences with the lines in **4**.

_____ Come and clean it up now!
_____ I should leave my credit card at home!
_____ It's the first time I've been to an IMAX cinema!
_____ I had my eyes closed for a lot of it!
_____ We're not in any hurry!
_____ Do you want to borrow it now?
_____ I can't decide which one to order!
_____ They're always so friendly and helpful.

9.17 Listen and check. Work in pairs. Cover **4** and try to remember the lines. Then cover **5** and do the same.

6 Write a conversation with your partner on one or two of these topics. Include some exclamations.

- a great party
- computer problems
- a big problem you're having
- a scary experience
- an awful meal
- an amazing flat or house
- a very annoying person
- a long and tiring journey

Go online for more **speaking** practice

Writing Reviewing a book or film

Referring back in a text

1 What films are popular at the moment? Which have you seen? Are any of them based on books? Tell a partner.

- The last film I saw was …
- It's got … in it – one of my favourite actors.
- It's about …
- It's based on a book by …
- I really enjoyed/didn't enjoy it because …

2 Read the paragraph below. What do the words in **bold** refer to?

> I saw a really good film last week. **It** was a horror film. I went with two friends. **They** didn't enjoy **it** at all because they didn't like the acting, **which** they thought was terrible. **That** surprised me because I thought **it** was excellent. I think **this** is the best film I've seen all year.

3 Have you heard of *Frankenstein*? Discuss the questions as a class.

1 Is *Frankenstein* a book, a film, or both?
2 What kind of story is it?
- a detective story
- a science fiction story
- a horror story
- a romance

3 Who or what is Frankenstein?
- a doctor
- a monster
- a scientist
- a student

4 What happens in the story?
5 Does it have a happy ending?

4 Read the review of the novel, *Frankenstein*. Check your answers to **3**.

5 Read the review again. What do the words in **bold** refer to?

6 Look at these headings. Find the information for each in the review of *Frankenstein*.

- title and author
- characters
- type of book/film
- the plot
- the period or date
- people's reaction

7 Make some notes using the headings from **6** about a book or film you've read or seen recently. Then write a short review. Read it aloud to the class and answer any questions on it.

Go online for more **writing** practice

Frankenstein

The story of Frankenstein is famous all over the world. **It** was written in 1818 by Mary Shelley, and was immediately a big success. It's a horror story which some people also see as the first science-fiction novel. And although it's a very well-known story, most people have the wrong idea about who Frankenstein is. **They** think it's the name of the monster in the story, but in fact it's the name of the scientist who created **it**.

The book begins with the letters of an English explorer, Captain Robert Walton. **He** tells us about Victor Frankenstein, a scientist from Geneva, who he meets in the Arctic. Frankenstein has discovered the secret of creating life, and he decides to make a human being. He visits graveyards at night, and collects bodies. Using different parts of **these**, he creates and brings to life a being, which is both man and monster.

The monster is huge and ugly, but also intelligent and sensitive. Of course, when people see it, they are terrified, so the poor monster has no friends and feels lonely and depressed. Finally, it asks Frankenstein to make **it** a wife. **This** he refuses to do, and the angry monster kills Frankenstein's bride, Elizabeth, and **his** brother and best friend. Frankenstein is heartbroken and wants to kill the monster, which runs away. Frankenstein chases it across the world and dies when they meet in the Arctic. The monster then kills **itself**.

There are over 40 films that tell the story of Frankenstein. **The first** was made as long ago as 1910. It's a fascinating tale because of the complex character of the monster, **which** is both frightening and sad at the same time.

All-time greats! 10

- **Grammar** Passives – all tenses
- **Vocabulary** Words that go together
- **Everyday English** On the phone
- **Reading** The world's most loved football team!
- **Listening** The world's number one habit!
- **Writing** Discussing pros and cons

1 What do you know about this man? Why is he an 'all-time great'?

2 Can you find a brand logo in the photo? Why do brands want to be associated with people like this?

3 Which famous brands do you think could be called 'all-time greats'?

Watch the video introduction

Use your **Workbook** for self study

Go online for more practice and to *Check your Progress*

Grammar Passives – all tenses

STARTER

Make true sentences from the chart.

Toshiba cars			Brazil
Champagne	is		China
Coffee	isn't	made in	France
Rolex watches	are	grown in	Japan
Rice	aren't		Scotland
Whisky			Switzerland

The best video game ever!

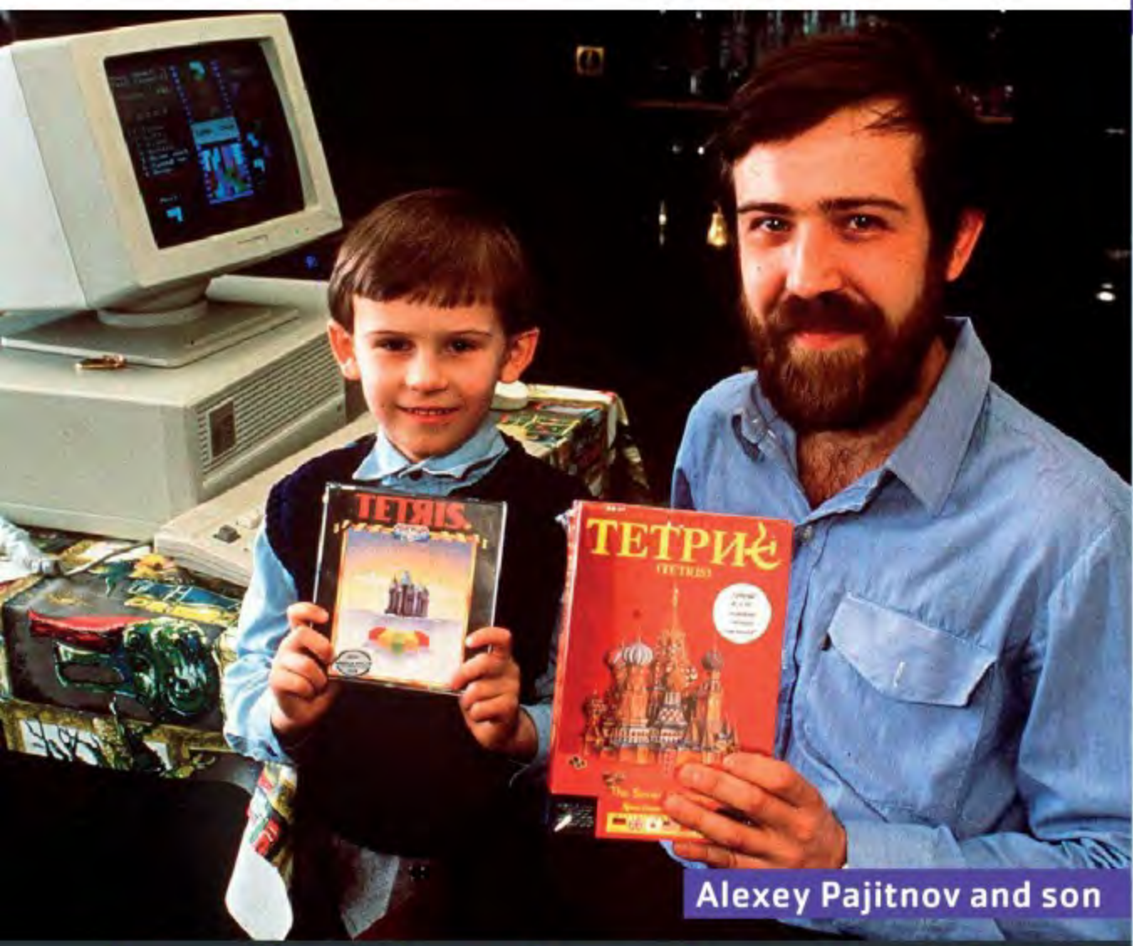
1 Do you play any computer games? Which? How often? Have you heard of **Tetris**?

2 Read the first part of the article about Tetris. Answer the questions.

- How old is the game?
- Who created it? Where did he work?
- Where did the game spread to after Moscow?

TETRIS

"The best-selling video game ever!"



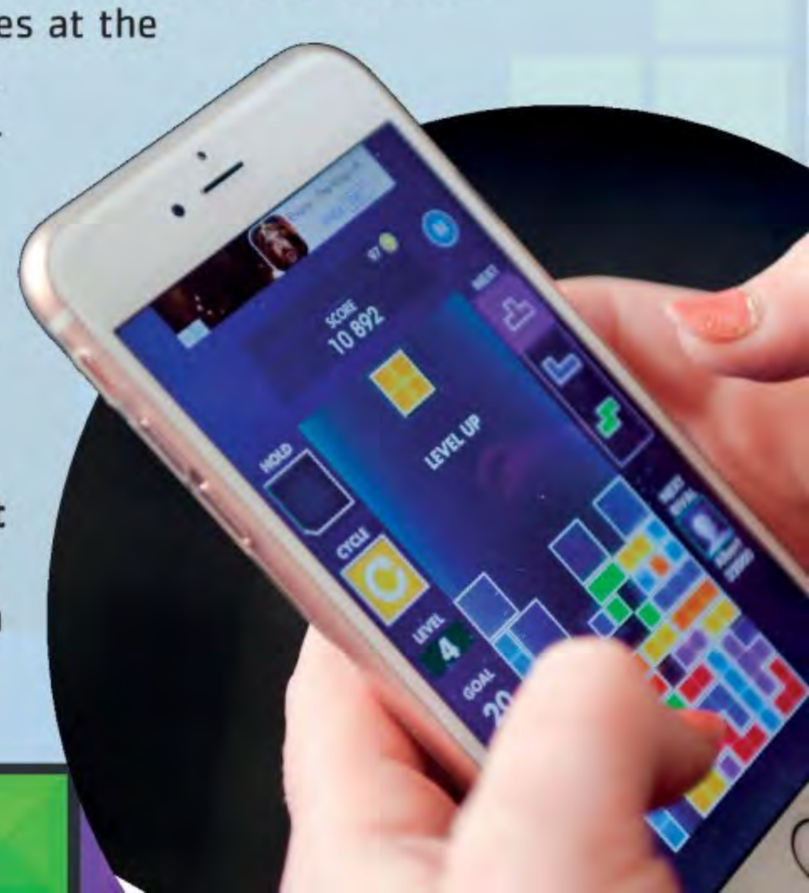
Alexey Pajitnov and son

Over 35 years old and it is still played all over the world.

It is said that it's difficult to find a video-game player who has never heard of Tetris – over 495 million have been sold worldwide and it's still selling!

The game has a long and unusual history

- It was created in Russia, in 1984, by Alexey Pajitnov, an Artificial Intelligence researcher at the Russian Academy of Science in Moscow.
- Pajitnov invented games as a hobby and many of them were enjoyed by his colleagues at the academy – Tetris most of all.
- The game became so popular it spread from Moscow to Budapest, and in 1989 it was discovered by a British software publisher and then exported to the US.
- **Tetris** is the biggest-selling video game by far. **Minecraft** is the only other video game to have sold over 100 million units.



Why has it remained so popular for so many years?

There are a great many classic video games – so what is it about Tetris that has made it so universally popular?

- It is an easy puzzle game to play. It's made up of coloured squares – simple enough to be played by everyone, young and old, but ... it is mastered by only a few.
- It can be played on any computer – you don't need the latest model and people in every country can play.
- Its simplicity means you can play as you go, anywhere, any time – you don't have to sit and play for long periods of time.
- In 1989, the Nintendo Game Boy was launched in Japan, and Tetris was the perfect game for this, the first handheld computer – as, of course, it is today with the smartphone.

- It is played by generations of people, on tablets, laptops, smartphones and game consoles. There is little doubt that years from now it will be downloaded by our children and grandchildren – the latest and new version of **the most important video game in history**.

3 10.1 Read and listen to the whole article. Correct the false information in these sentences.

1 Nearly 495 million games have been sold worldwide.
2 It was discovered by a Russian publisher.
3 Tetris was the only game enjoyed by his colleagues.
4 The game is made up of coloured circles.
5 It is too difficult to be played by children.
6 It can't be played in many countries.
7 The smartphone was the first hand-held computer.
8 There is some doubt that Tetris will be downloaded in the future.

GRAMMAR SPOT

1 Many of the verb forms in the text are in the passive.
It **is played** all over the world.
495 million **have been sold** worldwide.
It **was created** in 1984 in Russia.
How do we make passive forms?

2 Read the text again. Write the passive verb forms in the chart.

Present Simple	Past Simple	Present Perfect	*will* future
is played		have been sold	

Grammar reference 10.1 p151

Active to passive

4 Look again at the text. How are these sentences expressed in the passive?

1 They play Tetris all over the world.
2 They say that it's difficult to find a video game player who has never heard of Tetris.
3 They have sold 495 million worldwide.
4 Alexey Patjinov created it in Russia in1984.
5 Patjinov's colleagues enjoyed many of the games.
6 You can play it on any computer.
7 They launched Nintendo Game Boy in Japan in 1989.
8 Our children and grandchildren will download it many years from now.

Check it

5 Underline the correct word or words in each sentence.

1 Where *was / were* these shoes made?
2 I was given this watch *by / from* my aunt.
3 My bag *has stolen / has been stolen*!
4 Our newsagent *sells / is sold* stamps.
5 British police officers *don't carry / aren't carried* guns.
6 All the beer was *drank / drunk* by nine o'clock.
7 Have all the sandwiches *eaten / been eaten*?

Practice

1 Work with a partner. Look at the list of inventions. Which is the oldest? Which is the newest? Match them with a person and a date.

I think the telephone was invented in 1901.

What do you think?

the telephone	T'sai Lun	1938
the Apple PC	Johannes Gutenberg	1924
the ballpoint pen	Alexander Graham Bell	105 AD
television	Guglielmo Marconi	1895
radio	John Logie Baird	1976
paper	Laszlo Biro	1876
the printing press	Steve Jobs & Steve Wozniak	1440

10.2 Listen and check. What nationality are the people? What were their jobs?

Discussion

2 Which inventions do you think are most important? Why? Order them 1–7 (1 is most important). Discuss your ideas as a class.

Forming the passive

3 Work with a partner. Complete the statistics with the passive form of the verb in the correct tense. Which numbers and dates do you think are correct?

10.3 Listen and check.

4 Make questions about the information in **3**. Ask and answer them with a partner.

1 How many video games / men, and women?
How many video games are bought by … ?
2 How many emails / every year?
3 How many / by Google / every second?
4 When / eBay invented?
5 How many / Facebook / translated into?
6 When / the first twitter message / sent? Who / sent by?
7 Where / when / Airbnb invented?
8 When / Amazon.com / founded?

10.4 Listen and check. What extra information do you hear?

Project

5 Statistics change so quickly in our fast-moving, technological world. Research and check the statistics from exercise 3 on the Internet. If necessary, bring them up-to-date!

Go online for more **grammar** practice

Statistics worldwide

1 *60% / 80%* of **video games** _____ (buy) by men, *40% / 20%* by women.

2 Nearly *750 billion / 75 trillion* **emails** _____ _____ (send) every year.

3 Over 40 *thousand / million* questions _____ _____ (answer) by **Google** every second.

4 **eBay** _____ (invent) in *1995 / 2005*.

5 **Facebook** _____ (translate) into *56 / 76* different languages since it began.

6 The first **Twitter** message _____ (send) in *2006 / 2009*.

7 **Airbnb** _____ (found) in San Francisco in *2008 / 2012*.

8 **Amazon.com**, _____ (found) in *1989 / 1994*.

Vocabulary and speaking

Words that go together

Noun + noun

Two nouns can go together to make a compound noun.
Look at these examples.
video + game = **video game** text + message = **text message**
Face + book = **Facebook** lap + top = **laptop**

1 10.5 Listen and repeat. Which word is stressed? The first or the second?

2 Work with a partner. How many compound nouns can you make from these lists? Use your dictionary to help.

10.6 Listen and check. Read the words aloud to your partner.

Verb + noun

3 In each box below, *one* noun does not go with the verb. Which one?

1	**send**	a text message an email ~~a phone call~~ a present your love
2	**take**	notes a photo a long time a pill a big breakfast
3	**make**	a complaint a discovery an invention a phone call a lot of money
4	**do**	research the shopping a photo exercises the housework
5	**play**	cards the piano yoga a part baseball
6	**win**	a competition a match a game a trophy a team

4 Choose a noun from each group and write a sentence using the verb. Read your sentences to the class.

I've just sent you a text message.
Are you taking notes in this lesson?

Adverb + past participle

The adverbs *well-* and *badly-* can sometimes combine with past participles to form adjectives.
well-known **well-paid** **badly-behaved**

5 Complete these sentences with an adjective formed with *well-* or *badly-* and one of these past participles.

done **paid** **written** **equipped**
behaved **dressed** **known**

1 She has a wonderful job. She's very _____.
2 I didn't enjoy that novel. It was really _____.
3 You don't need to spend a lot of money on clothes to look _____.
4 Our office is really _____. We have all the latest machines.

5 I hope they don't bring their dogs. They're so _____.
6 Can I have my steak very _____ please? I don't like it rare.
7 Surely you've heard of Ed Sheeran? He's a really _____ singer.

10.7 Listen and check. Where is the stress on the compound adjectives?

Talking about you

6 Ask and answer these questions with your partner.

1 Do you ever play computer games? Which?
2 Do you send a lot of text messages? Who to?
3 Do you take a lot of photos on your phone?
4 Who does the most housework in your home?
5 How do you like your steak?
6 Is your school well-equipped?
7 What do you think is the most important discovery ever made?

10.8 Listen and compare.

Go online for more **vocabulary** practice

Reading and speaking

The world's most loved football team!

1 Football is the world's most popular game. Talk to a partner. Are you at all interested in it? Can you name the most famous football teams worldwide? Share your ideas with the class.

2 Look at the photos and headings. Do you agree that most people have heard of **Manchester United**?

3 Read the first part of the article. Complete these sentences with the correct information.

1 Of the 1.6 billion football fans worldwide, _____ are fans of Manchester United.
2 Manchester United is known by two nicknames: _____ and _____.
3 When _____ travel abroad, they are often asked questions about the club.

4 Read *Man. U – a brief history*. Answer the questions.

1 Who were the first players for the club?
2 What happened 24 years after the club was first founded?
3 What is the 'Theatre of dreams'?
4 How did Matt Busby make the team more successful?
5 Why did Matt have to create another team?
6 Who was also a successful manager? Why?
7 Why is Man. U the most valuable football brand worldwide?
8 How do famous companies use Man. U to advertise themselves?

5 Work with your partner. Read *Why is the club so popular?* What are the four reasons given for the club's popularity?

Talking about you

6 Look at the chart. Are you an **A** or a **B**? How many **A**s and **B**s are there in your class? Form mixed groups.

Answer the questions and discuss them together.

A I like sport
What sports do you do like? *When? Where? How often? Who with?* Do you watch sport? *What? Where?* Do others in your family like sport? *Who? What?*
B I don't like sport
Why? Have you always disliked it? Do you ever watch sport? *What?* Do you do any form of exercise? *What?* Do people in your family like sport? *Who? What?*

Watch and learn more about about how football can change people's lives.

Love football or hate football – most people round the world have heard of Manchester United.

Football (or *soccer*, as it is called in the US) is the world's most popular sport, with 1.6 billion global fans. Recently, 54,000 of these fans, from 39 countries, were surveyed about their favourite football team, and **Manchester United** (or 'Man. U') was named the most popular club ever.

The club, nicknamed the 'Red Devils', has 659 million fans worldwide and their games are broadcast to over 1.15 billion homes. Barcelona, Real Madrid, and Bayern Munich were the next most popular.

Man. U fans can be found anywhere and everywhere, but the club is particularly popular throughout Asia, especially in India and China. Taxi drivers from Mauritius to Vietnam, learning that they have an English person in their cab, often respond with, 'Ah, English! Manchester United! Can you tell me … ?' It's quite difficult to continue the conversation if you're not a football fan and know nothing about their favourite team.

'Glory, glory Man. United!'

MANCHESTER UNITED

'Number one club in the world's number one sport!'

MAN. U – A BRIEF HISTORY

- It was founded in 1878, and is one of the oldest football teams in the world. The first players all worked for a local railway company. It wasn't named Manchester United until 1902.
- In 1910, it moved to its now famous football ground, Old Trafford. The ground is often now nicknamed the 'Theatre of dreams'.
- In 1945, **Matt Busby** became manager and brought a lot of young players (known as 'Busby's Babes') into the team. This was a very successful move.

Busby's Babes

- 1958 was a dark year for the club. The plane bringing the team home from the European Cup crashed in the snow at Munich airport. Eight players were killed. Matt Busby survived, and eventually he created another great team.
- **Alex Ferguson** was another very successful manager. During his 20 years at the club, from 1986, the club won 25 major trophies.
- Since 2015, Man. U has been considered the world's most valuable football brand. The team sells about 2 million shirts a year – more than Real Madrid and FC Barcelona put together. *Adidas*, *DHL*, *Uber*, and *Toshiba* are just a few of the companies that have made business deals with the club. Their logos often appear on the players' shirts.

WHY IS THE CLUB SO POPULAR?

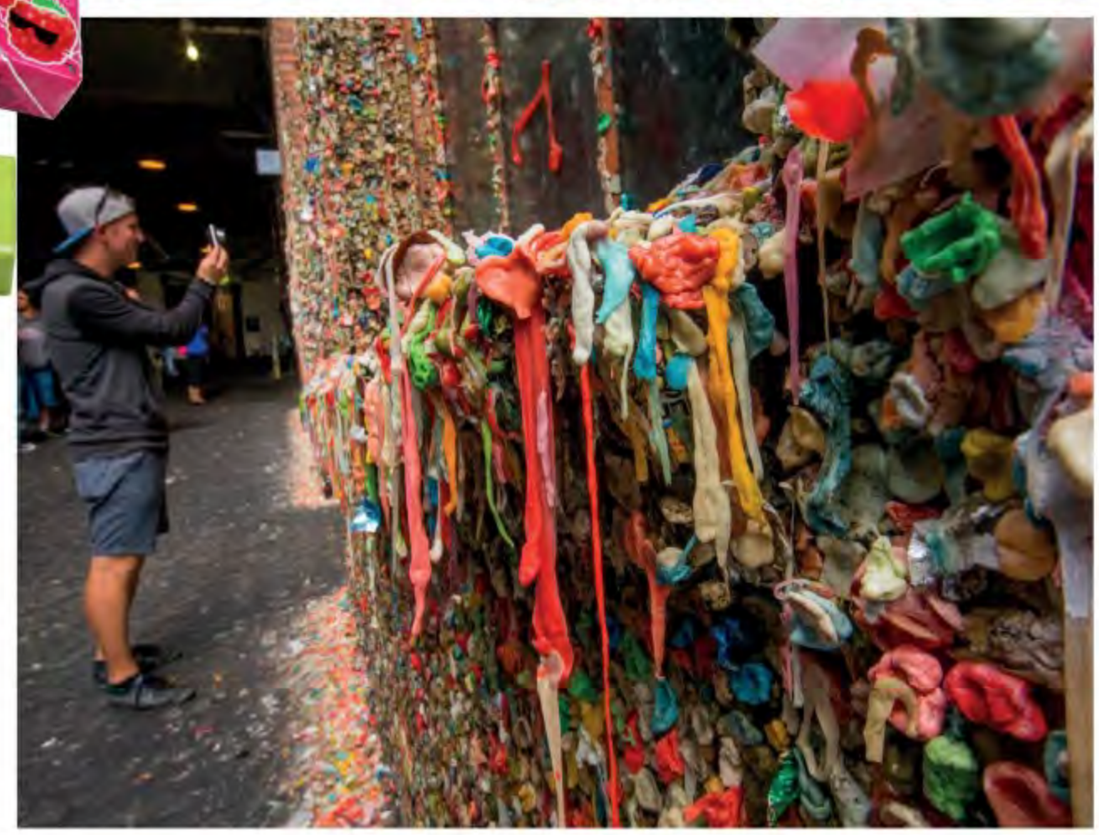
Perhaps it's because, despite many ups and downs over the years, they've won a great many trophies, both national and international. Perhaps it's the number of talented players who have played for the team. These include, George Best, Eric Cantona, David Beckham, Rio Ferdinand, Cristiano Ronaldo, and Wayne Rooney. Perhaps it's because they have some very famous fans including Usain Bolt, Justin Timberlake, and Enrique Iglesias. Maybe it is because Old Trafford really is a theatre of dreams where players and fans can find fairy-tale glory and make dreams come true.

George Best

Listening and speaking

The world's number one habit!

1 Did you know that chewing gum is the most common habit round the world? Do you chew gum? How often? Which flavour do you like? Stand up and ask the other students.



2 What did you find out?

- How many of you often chew gum?
- Who never chews it?
- When do you chew it?
- What do you do with it when the flavour has gone?

3 You are going to listen to a radio programme about the habit. Read the statements below. Do you think they are true (✓) or false (✗)?

1 Over 300 trillion sticks of gum are made every year.
2 It's made of a type of rubber.
3 The habit of chewing gum goes back two thousand years.
4 The earliest example of gum was found in a skeleton in Sweden.
5 The first chewing gum was made of tree sap and sugar.
6 The Greeks chewed gum because it freshened their breath.
7 The Mayan Indians wrapped their gum, called *chiclay*, in paper.

4 10.9 Listen to **Part One** of the programme. Check your answers and correct the false statements. Do any facts surprise you?

5 10.10 Listen to **Part Two**. Answer the questions.

1 Who were Thomas Adams and William Wrigley?
2 Why was Wrigley a business genius?
3 How did he advertise his products?
4 When did chewing gum become popular outside of the US?
5 Where did *all* the gum produced in 1944 go to?
6 Who said, 'Got any gum, chum?' Who were they talking to?
7 What is gum made of today?
8 How much does it cost to clean the gum off the streets of London?

What do you think?

- Is chewing gum a popular habit in your country?
- Is it a bad habit or a good habit? Why?
- What other worldwide habits can you think of?

Everyday English On the phone

1 10.11 Listen and practise saying these telephone numbers.

07700 900333 0049 021 37474 0115 496 0499 0800 142 2466

How were these numbers expressed?

0 00 99 0800

2 In your country, what are the numbers for these?

- Your landline (house phone)
- Your mobile
- The emergency services
- Your country code

How many telephone numbers can you remember? Whose are they? What are they?

3 10.12 Listen to four phone conversations. Complete the chart after each one.

	Conversation 1	Conversation 2	Conversation 3	Conversation 4
Who is speaking to who?				
Are they on a landline or mobile?				
Where are they?				
What are they talking about?				
How well do they know each other?				

4 10.12 Listen again and complete the expressions from the conversations. Practise them with a partner.

1
J Sorry, you're _____ up. I couldn't hear that.
P I know, it's not a good _____. But, *listen*, I'm calling because I can't _____ it on Thursday.
P Are you free on Friday _____?
J Friday? I'm not sure. Can I get _____ to you?
P Sure. That's fine. Oh there's my train! Speak _____!

2
J Hello, Emma? It's John. I'm trying to get _____ of Patrick.
E I'm afraid he's not in. Have you _____ his mobile?
J Yeah. I tried that first but he's not _____.
E It's probably _____ off.
J Oh, OK. Can you give him a _____ then?
E Of course.

3
C I'm afraid his line's _____. Would you like to _____?
H Yes, please.
C It's _____ for you now.
T Hello. Patrick Doyle's office. Teresa _____.
H _____ is Harriet Smith from Digby and Moss Associates.
T Oh, good morning, Ms Smith. I'll put you _____ immediately.

4
E Can I speak to Patrick, please?
T Oh, I'm _____ he has _____ with him at the moment. Is it _____?
E Just tell him I _____, and I'll see him this evening at home.
T Will _____. I hope there isn't a problem.

Roleplay

Work in pairs. You are going to make phone call to each other.

Student A Go to page 156.

Student B Go to page 157.

Hi, Marie. I'm calling because I can't make it on Tuesday.

Sorry, you're breaking up ...

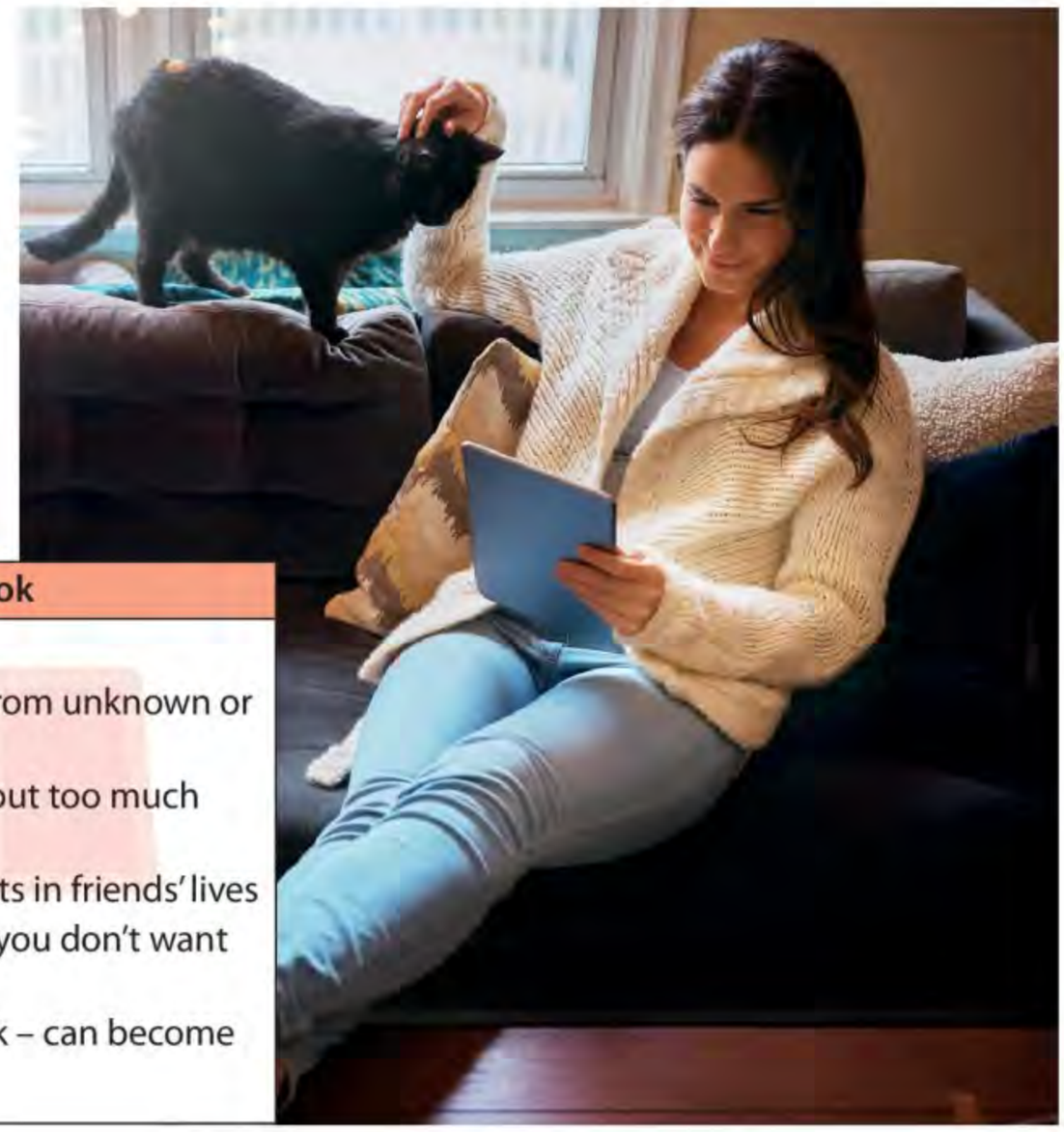
Go online for more **speaking** practice

Writing Discussing pros and cons

Social media sites

1 Do you use any social media sites such as Facebook? Write down three things you *like* and three things you *don't like* about them. Compare your ideas with the class.

2 Read these notes. How many of your ideas are included? How many can you add? What do you think are the most important pros and cons?



Advantages of Facebook	Disadvantages of Facebook
You can: – keep in touch with friends – keep family up-to-date – find old friends – communicate with them at any time you want – share photos – share favourite music and videos – join groups that interest you – advertise yourself and your work	– flooded with requests from unknown or unwanted 'friends'. – friends and family find out too much about your private life – hear about boring events in friends' lives – tagged in pictures that you don't want others to see – waste time on Facebook – can become addicted

3 Now read the text. What is the purpose of each paragraph?

clearly, First of all,
both,
and, Also
for example
Another advantage is that
such as,

However, also, Firstly,
Secondly,
What is more
Also,
Finally, perhaps
even

Despite the disadvantages,
The fact is that

THE PROS AND CONS OF SOCIAL MEDIA SITES

Social media sites, such as Facebook, have many advantages. They are an excellent way of keeping in touch with people in your life, friends and family. They are a great way of finding old friends. You can communicate with these people at any time you want and in many ways, you can share your photos or your favourite music and videos with them. You can join groups with similar interests to yourself, sports, hobbies and your work.

Social media sites have many disadvantages. You are often flooded with requests from unknown or unwanted 'friends'. Friends and family may find out too much about your private life, and you may hear about boring events in their lives. You can be tagged in pictures that you don't want others to see. The biggest problem is that you can waste too much time on Facebook. Some people can become addicted to it.

Social media sites are definitely here to stay. They are now one of the main means of communication worldwide. We can't imagine our lives without them.

4 Put the linking words on the left into the correct place in the lines of each paragraph. Sometimes you will need to change the punctuation.

5 What ideas can you add to the text? Work with your partner to fit them in.

6 Make notes about the advantages and disadvantages of one of these topics. Then write a text similar to the one above.

- smartphones
- Google (or another search engine)
- Twitter

Go online for more **writing** practice

People with a passion

11

- **Grammar** Present Perfect Simple and Continuous, tense review
- **Vocabulary** Life's big moments
- **Everyday English** Finding the right words
- **Reading** The collectors
- **Listening** My kind of thing!
- **Writing** Note-taking

1 Look at the photo. Why do you think the man has so many gnomes (/nəʊmz/)?

2 Would you like to have him as a neighbour? Why/Why not?

3 Is it important to have a passion in life? Do you have one?

Watch the video introduction

Use your **Workbook** for self study

Go online for more practice and to *Check your Progress*

Grammar

Present Perfect Simple and Continuous

STARTER

1 Ask and answer the questions with other students.
- How long have you been learning English?
- When did you start?

2 Ask your teacher the same questions about *teaching* English.

A passion for music and science

1 Look at the photos of **Professor Brian Cox** and read the introduction. Do you think he looks more like a scientist or a pop star? What does he want us to understand?

2 Look quickly through the chart about his life. What *three* jobs has he had in his life so far?

3 Work with a partner. Study the chart more closely and answer the questions.

1 When and where was Brian born?
2 How old was he when men first landed on the moon?
3 How did Carl Sagan influence him?
4 Why did he fail his exams?
5 How many bands did he play with? Which bands?
6 How long has he been married? Has he got any children?
7 Has he won any awards?
8 What is he doing now?

4 Match a question about Brian in **A** with an answer in **B**.

A	B
1 When did he start being interested in the stars?	
2 How long has he been interested in the stars?	_____ A great many.
3 When did he start doing research at CERN?	_____ All over Europe and Australia.
4 How long has he been doing research at CERN?	_____ When he was three.
5 When did he make his first TV programme?	_____ Since he was three.
6 How long has he been making TV programmes?	_____ When he was 29.
7 How many programmes has he made?	_____ For over 20 years.
8 Where has he been touring recently?	_____ In 2005.
	_____ Since 2005.

11.1 Listen and check. Ask and answer the questions with a partner.

Physicist, astronomer and TV Presenter, Brian Cox is passionate about teaching his subject so that we can all understand our universe more easily.

Age	Life Event
0	Born in Oldham, North of England, 1968.
3	Became interested in rockets, the moon landings and the stars at night.
12	Wanted to become a physicist and astronomer after reading Carl Sagan's *Cosmos*.
16–22	Discovered music and so failed his exams. Joined the rock band, *DARE*, playing keyboards.
23–24	Left *DARE*. Went to Manchester University to study physics. At the same time joined another band, *D:ream*.
24	*D:ream* were nominated for MTV Europe music award and had a hit song, *Things Can Only Get Better*. Cox also continued his studies.
29	Left the band and completed his Doctor of Philosophy degree in particle physics.
29–now	Started work at the CERN research centre near Geneva, Switzerland, on the Large Hadron Collider – called the biggest scientific experiment ever.
35	Married Gia Milinovich, a US TV science presenter. Gia already had a son, Moki. Six years later their son, George, was born.
37–now	Started working as a TV presenter, making science programmes for the BBC. Has made over 40 programmes, including *Wonders of the Solar System*, *A Night with the Stars* and *In Search of Science*.
38	Won the Lord Kelvin award for his science work. Has won many more awards since then, including an OBE from the Queen in 2010.
46–now	Has been making a BBC TV series about the universe – *Human Universe*, *The Entire Universe*, *Life of a Universe*.
now	Recently has been touring Europe and Australia with Brian Cox Live – a series of lectures on *Space and Time*.

GRAMMAR SPOT

1 Read the sentences.

He **made** his first TV programme in 2005.
He**'s been** making programmes since 2005.
He**'s made** over 40 programmes so far.

What are the three tenses used? Which expresses … ?

- a quantity
- a past action
- an activity over time

2 Complete the questions.

When _____ he _____ his first TV programme?
How long _____ he _____ _____ TV programmes?
How many programmes _____ he _____ so far?

Grammar reference 11.1 p151

Practice

Discussing grammar

1 Choose the correct tense.

1 How long *have you been waiting / are you waiting*?
2 Jo's *been looking / looked* for a new job for ages.
3 Pete and I *have gone out / have been going out* for a year.
4 I *bought / have bought* a new flat a few months ago.
5 How long *have you had / have you been having* that car?
6 Tom *worked / has been working* as a waiter since April.
7 Sue *has been talking / has talked* on her phone for ages.
8 She's *been speaking / has spoken* to at least six friends.

Questions with *How long … ?*

2 Work with a partner. Read the sentences aloud and reply using a question with *How long … ?* Think of an answer.

1 My sister's working in New York.
How long has she been working there?
Only a couple of months.

2 I'm training to run the marathon.
3 My boss is on holiday.
4 I'm learning how to drive.
5 I know Maria very well.
6 I have the new iPhone.

11.2 Listen and compare.

Talking about you

3 Put the verbs in the correct tense. Then ask and answer the questions with your partner.

1 How long _____ you _____ (come) to this school?
2 How long _____ you _____ (use) this book?
3 Which book _____ you _____ (use) before this one?
4 How long _____ you _____ (know) your teacher?

What have they been doing?

4 Work with a partner. Ask questions with *Why*? about the people in the pictures. Reply with *because* and a reason.

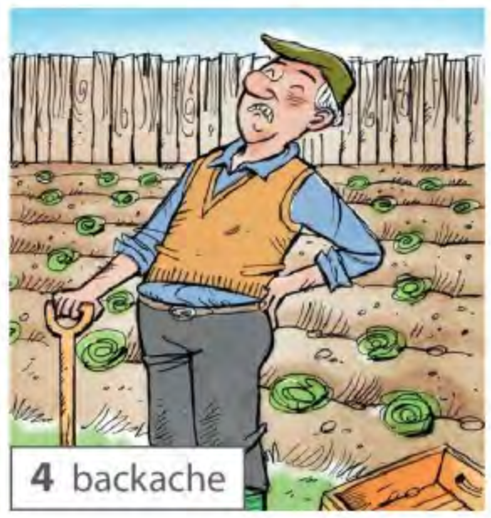
Why are the students bored?

Because the professor's been talking for hours.

1 bored

2 tired and dirty

3 hot and tired


4 backache

5 covered in paint

6 no money left

5 Complete these sentences in the Present Perfect Simple about the people in **4**.

1 They *haven't understood* (not understand) a word.
2 They're happy because they _____ (win) the match.
3 She _____ (make) two huge chocolate cakes for the party.
4 He _____ (plant) six rows of cabbages.
5 She _____ (paint) two walls already.
6 They _____ (spend) over £200!

11.3 Listen and check.

Tense review – simple and continuous

Who is Martha Lane Fox?

6 Look at the photo and read the introduction. Why is she called 'The golden girl'? What is she passionate about? What do you think her tragedy was?

7 Work with a partner. Read the rest of the article about Martha and choose the correct tense for 1–10.

8 Use the prompts to make questions about Martha. Ask and answer them with a partner.

1 Where / study?
2 How long / work / in digital technology?
3 Who / meet while / at Spectrum?
4 How much / sell *lastminute.com* for?
5 Where / drive / when / crash?
6 Has / fully recover / the accident?
7 What / do / since 2007?
8 How long / director of Twitter? How many followers?

11.4 Listen and check.

Go online for more **grammar** practice

The golden girl of Martha Lane Fox –

She has been named one of the 20 most powerful people in technology today. She's a dotcom multi-millionaire who believes passionately that Internet access should be for everyone, young and old. She has had amazing success but has also known tragedy.

She was born in Oxford, England, in 1973 and [1]*studied / was studying* at Oxford University. After university, in 1994, she joined an IT company, 'Spectrum', and she [2]*is working / has been working* in digital technology since then. While she [3]*was working / has worked* at 'Spectrum' she met Brent Hoberman, and in 1998 these two entrepreneurs founded an online travel company called **lastminute.com**. It was hugely successful, making them millionaires. Eventually, in 2005, they [4]*sold / have sold* it for £577 million!

However, in 2004, tragedy struck. Martha [5]*drove / was driving* with friends in Morocco when they had a terrible car crash. She was flown back to England, where she

the digital age

co-founder of lastminute.com

spent six months in hospital and had 28 operations. She [6]*recovered / has never fully recovered* from the accident, and still walks with a stick. However, she hasn't stopped work. Since 2007, she [7]*is doing / has been doing* a lot of work for charities, and in 2012, she founded a digital skills charity, *Go On UK*.

Overall, she [8]*has had / has been having* an amazing career. In 2013, she was made a life peer in the House of Lords – the youngest female peer ever. She [9]*is / has been* chancellor of the Open University since 2014 and director of Twitter since 2016 – she [10]*has / is having* over 186,000 followers on Twitter.

She now lives in London with her partner, Chris Gorell Barnes. In 2016, they had twin boys, Milo and Felix. Martha couldn't have children herself because of the crash, so they were born to a surrogate mother in the US.

Listening and speaking

My kind of thing!

1 You are going to listen to three people talking about things they love. Read these lines from what they say. Can you work out what they are talking about?

1 **Paula**
'They're so big and powerful but so beautiful when you see them racing round a field or a track.'
'Of course, I have fallen off a few times, but the more you fall the less it hurts.'

2 **Andrew**
'I felt the power of the words – the thing that I like so much about it is that you can say so much with just a few words.'
'It's all about saying what often goes unsaid and with passion.'

3 **James**
'I know everyone always complains about it, but I love it.'
'I think if you live somewhere like California and there are 365 days of sunshine, it's boring.'

2 11.5 Listen and check if your ideas were correct. Make notes to complete the chart.

	What is their passion?	Why do they like it so much?
PAULA		
ANDREW		
JAMES		

3 11.5 Listen again and answer these questions after each one.

1 How long have they had their passion?
2 What was it that first created their interest?

What do you think?

- Which of the people's passions most interest you? Why?
- Which interest you least?
- Is there anything in your life that you feel passionate about? Share your ideas with the class.

Reading and speaking The collectors

1 Many people like collecting things, such as coins or baseball cards. Have you ever collected anything? Tell the class.

I collect trainers! I have about 20 pairs!

Trainers! Why?

I don't collect anything – it's a waste of time and money!

2 Look at the photos. What do the people collect? Which do you think are most surprising?

3 Work in three groups. Read about your collector/s and answer the questions.

Group A: Read **The Royal Memorabilia Collector**.

Group B: Read **The Coca-Cola Can Collector**.

Group C: Read **Two Barbie Collectors**.

1 How long have they been collecting?
2 How many have they collected?
3 When and how did their passion start?
4 Where do they keep their collections?
5 Do they have a favourite? What?
6 What do you learn about their families or friends?
7 In what way is their collection more than just a hobby?
8 Which of these numbers and dates relate to your people? In what way?

2	4	5	10	90	400	5,000	5,800
100,000		300,000		1959	1979	2013	

4 Find a student from each of the other groups. Go through the questions together and find out about the other collectors. Which did you find most interesting? Why?

Vocabulary

5 These sentences are similar to some in the articles, but the highlighted words are expressed differently. Find the words used in the articles.

1 Jan's passion started accidentally.
2 Visitors complain if the images aren't realistic enough.
3 The royal family is an everlasting story.
4 He uses his website to exchange cans and search for the most unusual.
5 Bettina mends Barbie dolls in her hospital.
6 ... including one of the first from 1959.
7 Jian Yang was forbidden to have a Barbie doll when he was a little boy.

SURPRISING

A THE ROYAL MEMORABILIA COLLECTOR

57-year-old Jan Hugo's passion is the British royal family. Jan, from **Hunter Valley, Australia**, has been collecting royal memorabilia since 1981 and has now collected over 10,000 pieces. The collection fills four rooms in her home, where she lives with her husband David (who calls himself her royal servant!). Jan says her passion started by chance when they were given a

B THE COCA-COLA CAN COLLECTOR

Davide Andreani, **44**, from **Pesaro in Italy**, is a world-famous collector of Coca-Cola cans. In his house and garage he has the largest collection of Coca-Cola cans in the world. He's been collecting the cans since he was 15, but his passion for them started when he was just five, and he was given his first can of Coke. He has now collected over 20,000 cans, and amazingly,

C TWO BARBIE DOLL COLLECTORS

There are over 100,000 Barbie doll collectors worldwide, but **Bettina Dorfman**, **58**, from **Düsseldorf, Germany** has the world's largest collection – over 17,000 dolls, worth nearly $300,000! She has been collecting them since she was ten, when she was given a Barbie during a stay in hospital. She has Barbies all over her house and has a special room, called

PASSIONS!

commemorative coin for Prince Charles and Diana's engagement. They have now spent over £100,000 on the collection and turned their house into a museum. David, (who has a passion of his own – he collects beer cans and has 5,800 of them!), has started a business taking tour groups round their home. Jan and David sometimes laugh themselves, unlike many of the royal fans who visit the museum – these fans are often very serious about the Royals and complain if the images of the Queen, Charles, Camilla, Diana, William, Kate, etc. aren't lifelike enough. Jan's favourite piece is a doll of the newborn Prince George in 2013. There has been renewed interest in her collection since the latest royal weddings and births – as she says, the royal family is a never-ending story and this is good for business!

each one is different. In 2013, Davide received the Guinness World Record award for the 'Largest Collection of Soft Drink Cans' and he still holds the title. His cans come from about 90 countries – but not Cuba and North Korea – the only two countries where Coca-Cola isn't sold.

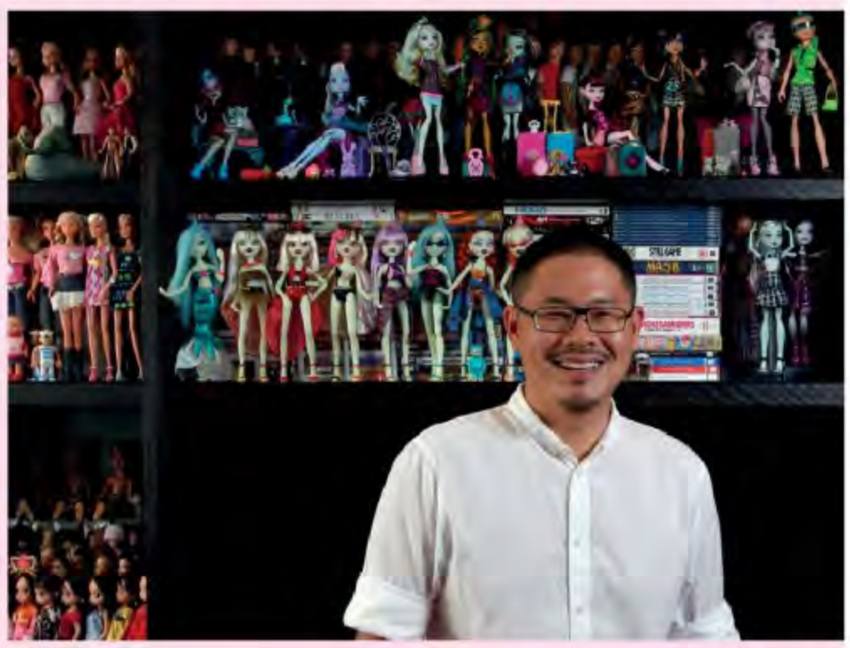
His father travelled on business, and often brought unusual cans home from his trips. The first one was from Germany, in 1979, with the word 'Coca-Cola' translated into various languages. Davide has got many duplicates – this is useful when he wants to swap cans with other collectors. He uses his website to swap them and to search worldwide for the rarest, such as those made of gold and silver, often produced for special anniversaries. These are possibly his favourites and worth between $400 and $500 each!

'Barbie's Kingdom' for her favourite Barbies, including an original one from 1959 – the year Barbie was 'born' at the International Toy Fair in New York. She is now worth a possible $5,000!

Bettina doesn't just collect the dolls, she's also a Barbie doctor. She runs a Barbie hospital in her kitchen and repairs broken dolls from all over the world. Bettina wanted her daughter, Melissa, to share her passion, but Melissa is more interested in table tennis.

And Barbie collectors aren't all girls. **Jian Yang, 33**, from **Singapore**, has over 6,000 dolls. His interest began when he was a little boy and wasn't allowed to have one. His passion grew as he grew, and he started to collect them. However, the Barbies have not been good for his love life – he believes that girlfriends worry about not being as beautiful as the dolls!

Amazingly, there's a National Barbie Day on March 9th!



What do you think?

- Do you think collecting things is a good idea? Why/Why not?
- What things do you think are worth collecting? What are not?
- Work in groups and make a list of pros and cons of collecting. Share your ideas with the class.

PROS (+)	CONS (–)

Watch a video and learn more about parkrun – a 5km race for people with a passion for running.

Vocabulary and listening Life's big moments

Birth

1 When were you born? Do you know the exact time of your birth?

> I was born on March 21st, 1991 at 2.40 in the morning.

> I have no idea of the time. I'll have to ask my mum.

2 Complete the sentences with a word from the box.

birth	pregnant	expecting
weighed	born	due

Laura is [1] *pregnant*. She's [2] _____ a baby. The baby is [3] _____ in two weeks.

She gave [4] _____ to a healthy baby boy. He was [5] _____ at 4.20 a.m. this morning. He [6] _____ 3.8 kilos.

Marriage

3 Do you like going to weddings? Why/Why not? Complete the sentences with a word from the box.

divorced	engaged	married	widowed	single

1 He's _____.

3 They're _____.

4 They're _____.

2 They're _____.

5 She's _____.

4 Work with a partner. The sentences describe the events in Harry's life. Put them in the right order. What is Harry's age now? What is a 'honeymoon'? Read his story aloud.

When Harry met Nina and Laura!

_____ They got married a year later in 2007.
_____ They split up. **Nina** left **Harry**.
_____ They got engaged when they were 19.
__1__ **Harry** met **Nina** at school when they were 16.
_____ They finally got divorced in 2012.
_____ After a few years, the marriage started to go wrong.
_____ **Harry** remarried in 2017. He married **Laura**, a colleague from work.
_____ They went to Venice on honeymoon.
_____ They couldn't afford a honeymoon.
__10__ It's their anniversary today! They've just had a baby boy.

Death

5 Complete the sentences with words from the box.

died	died of	dead	miss
alive	death	die	funeral

1 Flowers _____ if you don't water them.
2 'Are your grandparents still _____?'
'My grandmother is. My grandfather _____ before I was born.'
3 The _____ of his uncle came as a great shock. It was totally unexpected.
4 He _____ a heart attack. The _____ will take place at St Peter's Church next Thursday.
5 'Do you still have your dog?'
'No. He's been _____ a long time. I _____ him terribly.'

My life in a nutshell!

6 11.6 Listen to Alison talking about her life.

1 Who are Ben, Ellen, Tessa and Tom?
2 How old are Tessa and Tom now?
3 What do you learn about Alison's parents?
4 How is her life different from Harry's?

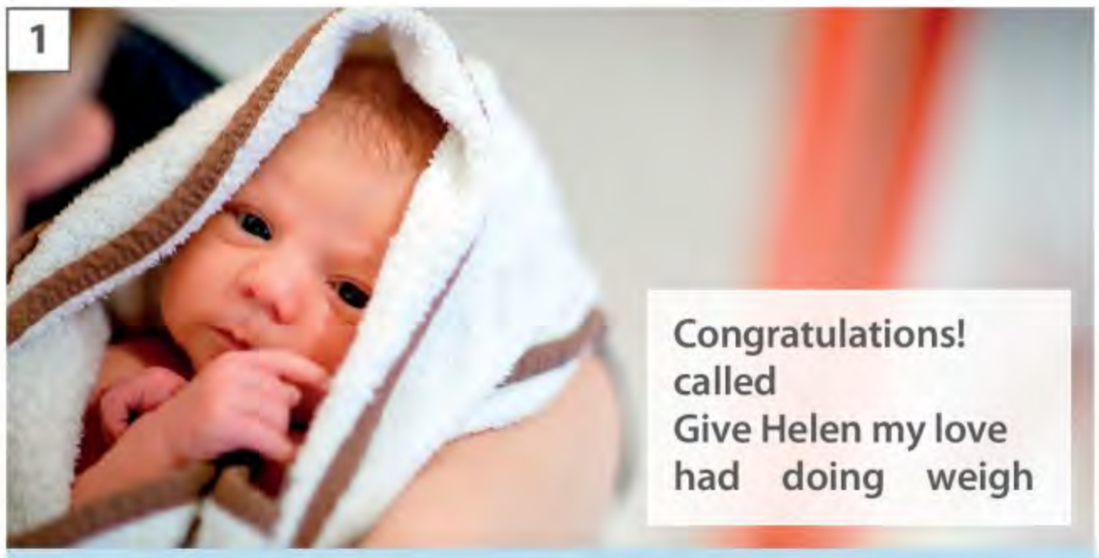
Go online for more **vocabulary** practice

Everyday English Finding the right words!

1 Look quickly at the conversations. Which give good news? Which give bad news?

2 11.7 Work with a partner. Complete the four conversations with the words in the boxes. After each one, listen and check.

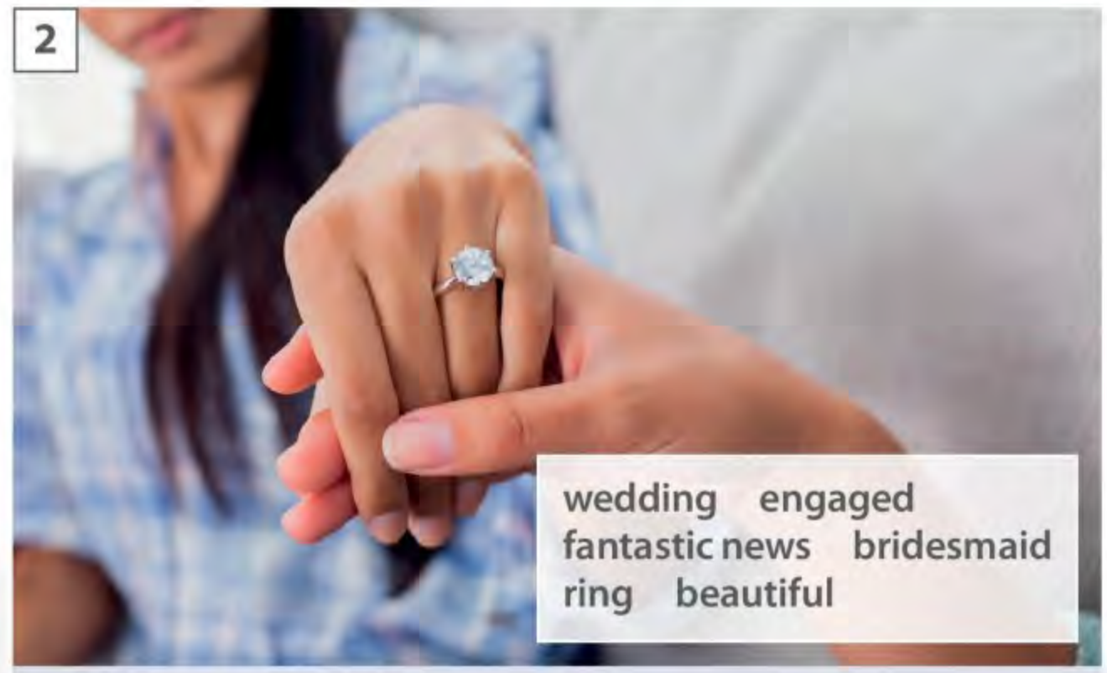
1



Congratulations! called
Give Helen my love
had doing weigh

A Helen [1]_____ the baby last night.
B Wow! [2]_____! Was it a boy or girl?
A A boy.
B How much did he [3]_____?
A 4.1 kilos.
B Ooh! A big boy. What's he [4]_____?
A William James, after both of our fathers.
B That's nice. How are mother and baby [5]_____?
A They're fine.
B That's wonderful. [6]_____ when you see her.
A I will do. Thanks.

2



wedding engaged
fantastic news bridesmaid
ring beautiful

A Alfie and I have got [1]_____.
B That's [2]_____! Congratulations!
A Do you like my [3]_____?
B Wow! Diamonds! It's [4]_____! When's the [5]_____?
A We're thinking of getting married next spring.
B I hope I'm invited.
A Of course you are. I want you to be a [6]_____.
B Really? I'd love that. I've never been one before.

3

tough time split up
What's happened sorry to hear
getting on well shame

A Have you heard about Bill and Josie?
B No! [1]_____?
A Well, they've been having a [2]_____ recently.
B I know – they haven't been [3]_____ at all.
A Mm. Well, they've finally decided to [4]_____.
B I'm so [5]_____ that. What a [6]_____!
A Yes, I always thought they were so good together.

4

lovely man memories
together coping
so sorry fond of him

A We lost Grandpa last week.
B I know. Your dad told me. I'm [1]_____. He was such a [2]_____. Everyone was really [3]_____.
A He and Grandma were [4]_____ over 60 years.
B That's incredible! How old was he?
A 88.
B And how's your Grandma [5]_____?
A She's OK. She's got her family around her.
B Well, I'm sure you all have wonderful [6]_____ of him.

3 Choose two of the conversations and practise them with your partner. Act them out to the class.

Go online for more **speaking** practice

Writing Note-taking

My vision for the 21st century

1 11.8 Listen to the first part of **Professor Ivan Gregor**'s talk about his vision of life in the future. What kind of person is he? Write down three things you remember from the talk. Tell the class.

2 Read the notes taken by two students during his talk. Work with a partner. Use the notes to help you remember more of the talk. Which style of note-taking do you prefer?

3 11.9 Listen to the second part of his talk. Complete **Student 1's** or **Student 2's** notes.

4 11.9 Compare your notes with a partner. Listen again and check.

5 Use the notes to write a short summary of Professor Gregor's talk.

Ivan Gregor

Student 1

Life in the future

OPTIMISTIC

serious problems
- always found ways to deal with problems – can do same in future
- life could become better – healthcare and technology

life expectancy
- already big improvements
- 50–80 US
- hundred in future
- grow new body parts
- fit and healthy

world population
- worry if people live longer
- educated and richer, don't need or want so many children
- use technology, educate better
- robots create wealth, share more equally

world government
- people demanding independence
- need other direction
- world government – problems and resources, managed at global level

PESSIMISTIC

_____

_____

_____

Student 2

Life in the future

serious problems
- always found ways to deal with problems – can do same in future
- life could become better – healthcare and technology

life expectancy
- already big improvements
- 50–80 USA
- 100 in future
- grow new body parts
- fit and healthy

OPTIMISTIC

world population
- worry if people live longer
- educated and richer, don't need or want so many children
- use technology, educate better
- robots create wealth, share more equally

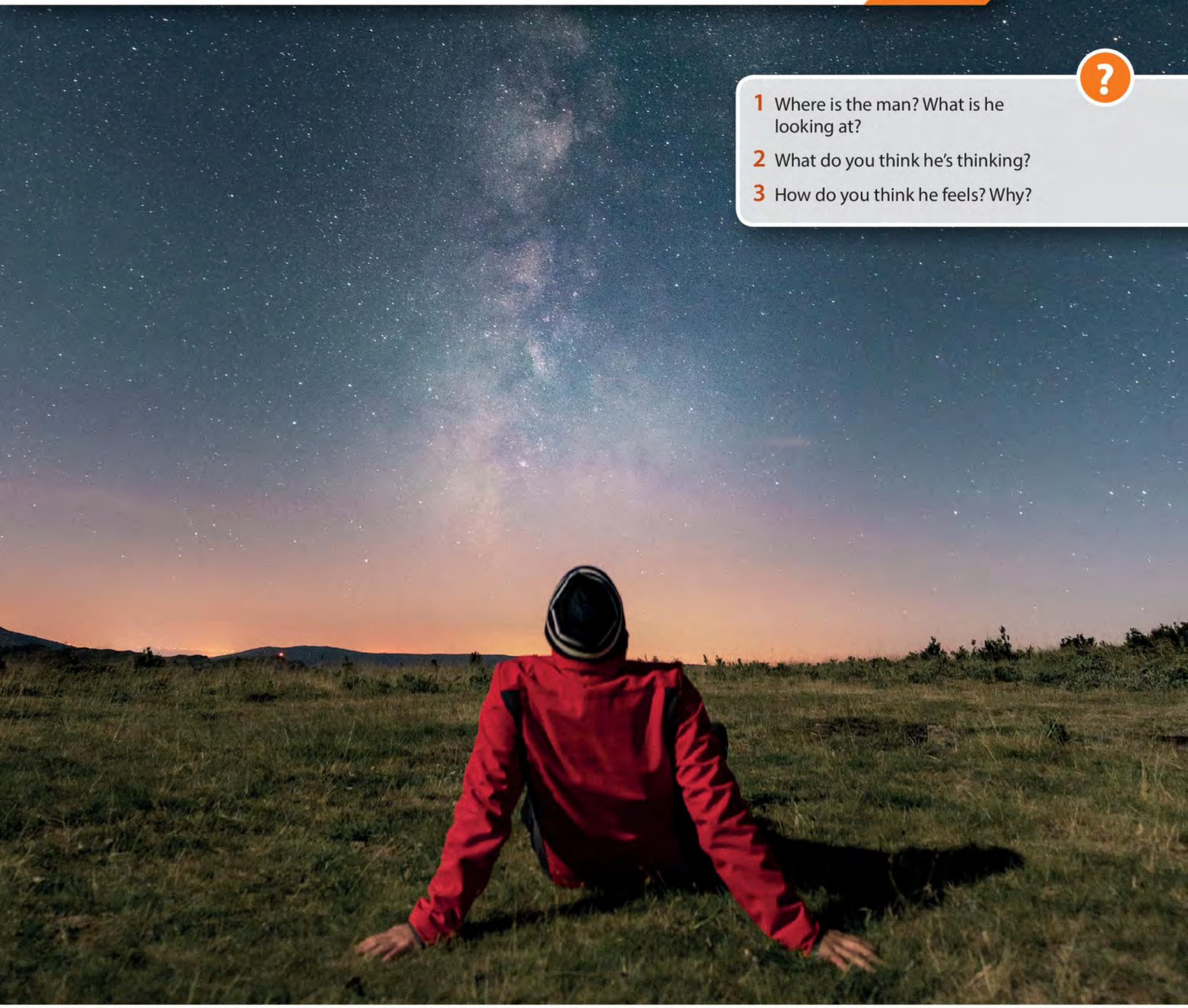
world government
- people demanding independence
- need other direction
- world government – problems and resources, managed at global level

PESSIMISTIC

Go online for more **writing** practice

You never know … 12

- **Grammar** First Conditional, Second Conditional
- **Vocabulary** *bring* and *take*, *come* and *go*
- **Everyday English** Thank you and goodbye!
- **Reading** Risk and chance
- **Listening** At a crossroads in life
- **Writing** Correcting common mistakes



1. Where is the man? What is he looking at?
2. What do you think he's thinking?
3. How do you think he feels? Why?

Watch the video introduction

Use your **Workbook** for self study

Go online for more practice and to *Check your Progress*

Grammar First Conditional: *if* + *will/might*

STARTER

Work in groups. Talk about some possible plans for next weekend. Choose things that you're not totally sure about. What do they depend on?

I'll probably go for a bike ride on Sunday. It depends on the weather.

I might go to the cinema on Saturday. It depends what's on.

It all depends …

1 12.1 Read and listen to **Holly** talking to her school friend, **Lewis**. Complete the conversation and answer the questions.

1 Is Lewis' brother coming home at the weekend?
2 Is Holly going to her uncle's barbecue?

GRAMMAR SPOT

1 Look at these First Conditional sentences. What tense comes after *if*? What is the other verb form?

If my brother **comes**, I'**ll go** to the football with him.
I won't go to the barbecue **if** it **rains**.

How likely is it that these things will happen?

2 Which of these sentences is more sure?

If it's nice, *I'**ll go** to the barbecue.*
If it's nice, *I **might go** to the barbecue.*

Grammar reference 12.1–12.2 p152

2 Have similar conversations to Holly and Lewis' with your partner. Use the prompts.

What are you doing this weekend?

1 If / weather / good / go / beach.
2 If / have time / meet / friends / coffee.
3 If / not rain / do some gardening.
4 If / rains / not go out. I / stay in / watch TV.
5 If / not have / work to do / spend a day in London.
6 If there / good film on / go to cinema.

12.2 Listen and compare.

3 Talk about the plans you discussed in the Starter again. Make First Conditional sentences with *will* and *might*.

If the weather's good on Sunday, I'll probably go for a bike ride.

I might go to the cinema on Saturday if …

H What are you doing this weekend?

L Er, I *think* my brother's coming home from university for the weekend, but he's not sure. If he [1]_____, I'll go to the football with him on Saturday. If he doesn't come, I [2]_____ probably [3]_____ video games with Oliver at his house. What about you?

H It depends on the weather. If it's nice on Sunday, I [4]_____ go to my uncle's with my parents. He's having a barbecue. But I [5]_____ if it rains – I might just stay at home. I don't like typical English barbecues – with umbrellas!

L Yeah, I know what you mean!

Practice

1 12.3 Listen to Holly talking to Lewis about her plans for when she leaves school. What is she sure about? What isn't she sure about?

2 Work with a partner. Make sentences about Holly's plans using *might* or *going to*.

- She / go / Liverpool University / or Manchester.
- She / definitely / have / a gap year.
- She / travel round South America.
- She / look for work.
- She / get a job picking fruit.
- She / teach English somewhere.

3 Work in groups of three. Take turns to be **L** (Lewis), **A**, or **B**. Students **A** and **B** use the prompts to give Lewis advice about going to university.

12.4 Listen and check.

1 **Lewis** I can't decide what to study at university – French or economics.

A If / French / have to spend a year in France.
B If / economics / it / be more useful in life.

If you study French, you'll have to spend a year in France.

If you study …

2 **L** I'm not sure where to go, Bristol or Edinburgh.

A If / Bristol / be nearer home.
B If / Edinburgh / it / be a new experience!

3 **L** I don't know whether to live on campus or in the city.

A get to know more people / if / on campus.
B learn more about real life / if / city.

4 **L** I don't know whether to get a part-time job or take out a big loan.

A If / part-time job / have less time to study.
B If / a big loan / it / take a long time to pay it back.

5 **L** I'm wondering whether to start next year or have a gap year.

A not forget what you've learned at school / if / next year.
B have a wonderful break from studying / if / gap year.

4 Work with a partner. Choose the correct answer.

1 If I see Jack, *I might tell* / *I'll tell* him I saw you.
2 I'll help you if *I have* / *I'll have* the time.
3 *I might go* / *I'll go* to Lewis's party. I'm not sure.
4 *I'll collect* / *I might collect* the kids from school if you want.
5 If *I'll get* / *I get* there before you, I'll wait outside.
6 If you tell me your secret, *I won't say* / *I'll say* a word to anyone.
7 You'll hurt yourself if *you might fall* / *you fall* off that chair!
8 If you don't decide soon, *I decide* / *I'll decide* for you!

Advice, warnings, offers, threats

5 Complete the First Conditional sentences with the verbs in brackets. Are they *advice*, *offers*, *warnings*, or *threats*?

1 If you _____ more exercise, you _____ a lot better. (do, feel)

2 If you _____ any more of that cake, you _____ sick. (eat, be)

3 If you _____ enough money, I _____ you some. (not have, lend)

4 If you _____ talking, I _____ you out! (not stop, send)

Go online for more **grammar** practice

But what if?

Second Conditional: *if* + *would*

1 12.5 Listen to two friends, **Robert** and **Scott**.

- Why is Robert worried?
- Why isn't Scott worried about his job?
- Why can't Robert get a job with Scott's company?

2 12.5 Listen again and complete the lines.

1 **R** If I _____ my job, what _____ I do?

2 **R** If you _____ your job, what _____ you _____?

3 **S** But if it _____, I _____ my own business.

4 **S** If I _____ you, I _____ retrain!

GRAMMAR SPOT

1 What verb forms do we use in Second Conditional sentences?
If you **lost** your job, what **would** you **do**?
If it **happened**, I'**d start** my own business.

2 Notice that *was* in the *if* clause can change to *were* with *I* and *he/she/it*.
If I **(was) were** you, I'd retrain.
But what if it **(was) were** you?

3 Look at what Robert says. How likely are each of these things to happen?
I don't know what **I'll** do if I **lose** my job.
What **would** you **do** if you **lost** your job, Scott?

Grammar reference 12.3 p152–3

3 12.6 Listen to **Charlie** and **Jessica**'s dreams. Complete their sentences.

Charlie's dream

I'd like to be bigger. I play rugby and if I [1] *were* bigger and stronger, I [2] _____ in the first team. And if I [3] _____ really well, I [4] _____ captain. And then if I [5] _____ really hard, maybe one day I [6] _____ for England and I [7] _____ my dad to meet the team. He [8] _____ so proud of me!

Jessica's dream

I love my kids, but I'd really like to have more time to myself. If I [9] _____ a weekend without kids, I [10] _____ a long lie-in. If there [11] _____ a good film on, I [12] _____ to the cinema in the afternoon, with a friend. On Sunday, if the weather [13] _____ nice, I [14] _____ a nice long walk somewhere, maybe on my own! Heaven!

4 What is the reality behind Charlie and Jessica's dreams? Tell a partner the reality and the dream.

> **Charlie isn't big and strong. If he were bigger and stronger, he'd …**

Talking about you

5 Write down three of your dreams. Work in small groups and tell each other what you would do if they were true?

I'd love to work less. If I worked three days a week, I'd …
I'd really like to be famous. If …

Practice

1 Work with a partner. How many sentences can you make from the chart? Read them aloud.

If I	were had knew didn't know	French, you, rich, the answer, the time,	**I'd** **I wouldn't**	tell you. ask someone. help you. live in Paris. stop working.

2 Choose the First or Second Conditional form in each sentence, depending on how likely they are (%).

1 If I *win* / *won* the lottery, *I'll give* / *I'd give* most of the money to charity. (0.000007%)
2 If you *go* / *went* out later, *will* / *would* you get me a newspaper? (70%)
3 If you *have* / *had* twins, imagine how much work that *will* / *would* be! (1.5%)
4 I'm 40 now. I wonder what I *will* / *would* look like if I *live* / *lived* to be 100? (15%)
5 We'*ll* / *would* be there at 12.30 if our flight *is* / *was* on time. (80%)
6 If someone *steals* / *stole* your phone, they *won't* / *wouldn't* be able to use it easily. (2.5%)
7 If it *doesn't rain* / *didn't rain* tomorrow, *we'll* / *we would* have a picnic in Hyde Park. (70%)
8 *Won't* / *Wouldn't* it be great if we never *have* / *had* problems connecting to Wi-fi! (0%)

3 12.7 Listen to **Dan**. He needs to make some lifestyle changes. Does he *want* to change? Do you think he will?

4 Work in pairs. Use the prompts to advise Dan.

1 If / do / more exercise / feel great
Dan, if you did more exercise, you'd …
2 If / cycle / to work / get fit and get there quicker!
3 If / drink / less coffee / not have so many headaches
4 If / eat / less junk food / have more energy
5 If / learn / to cook / eat / more fresh food
6 If / not watch / so much TV / find new hobbies
7 If / not go / bed so late / you / not feel / so tired in the morning
8 If / meditate / not feel so stressed

Go online for more **grammar** practice

Listening and speaking

At a crossroads in life

1 What does it mean if you are at a crossroads in life?

2 12.8 Listen to three people, **Jamie**, **Sylvia**, and **Donna**, talking about a crossroads in their lives. What are the big decisions that they have to make?

3 Answer the questions.

1 What has Jamie discovered about himself?
2 What could his band do with their songs if they recorded some?
3 Why does he think it might be stupid to drop out of university?
4 Why will Sylvia probably become a senior partner next year if she stays in the job?
5 Why hasn't she had children before now?
6 What wouldn't she want to do if she had a baby?
7 Why wasn't it a shock when Donna's husband died?
8 How does she think she'll feel if she lives somewhere smaller?
9 What would be the problem if she lived with her daughter?

What do you think?

4 Choose one of the three people. Say what you would do if you were them, and what the possible consequences might be.

If I were Jamie, I'd … | **I'd … if I were Donna.**

5 12.9 Listen to Sylvia, Jamie, and Donna talking a year later. Did they make the decision you thought was best for them?

6 Work in groups. Are you, or anyone you know, at a crossroads in life? Would you like to ask for some advice about it?

Reading and speaking

Risk and chance

1 Work in pairs and answer the questions about risks and chance. Then discuss them as a class.

A How likely do you think people are to die from these things? Put them in order, with 1 the most likely.

_____ transport accidents
_____ shark attack
_____ accident in the bath
_____ not eating fruit & vegetables
_____ terrorist attack
_____ lack of exercise
_____ alcohol
_____ being overweight
_____ murder

Which of the things do you feel are most dangerous?

B If you toss a coin nine times, and it lands on heads every time, what are the chances that it will land on tails on the next throw?

• 40% • 50% • 60%

C If there are 48 people in a room, what are the chances that two of them will have the same birthday?

• 25% • 55% • 95%

2 Read the text quickly. Which questions in **1** are answered? (See p157 for the full answers to the first question.)

What do these numbers in the text refer to?

• 1 in 5,000 • 1 in 300,000 • 1 in a million

3 Read the text again. Are the sentences true (✓) or false (✗)? Correct the false ones.

1 1,600 people died in the 9/11 plane attacks.
2 Reading the news isn't a good way to learn what's most dangerous in life.
3 Americans should worry more about shark attacks.
4 Gerolamo Cardano had personal reasons for studying probability.
5 A 100% increase in risk is always a big problem.
6 Friday 13th is a dangerous day to drive on one UK motorway.
7 A probability study needs to be big and long to have any real meaning.
8 You can always find someone with the same birthday as you in a group of 48 people.

What are the chances

Mathematician **Julia Gilroy** explains

How risky is it?

In the year following the 9/11 plane attacks, many Americans decided flying was too risky, and drove instead. About 1,600 people died as a result. That's because the chances of dying in a plane crash are 1 in 11 million, but for a car crash they're much higher – 1 in 5,000. The problem is that people feel something is dangerous, but don't understand the true risk.

Plane crashes, terrorist attacks, and murders are big news stories, so we remember them and feel afraid. If the news told us that thousands died that day from bad diet, lack of exercise, and car accidents, we wouldn't forget their dangers so easily. On average, one American dies every day in an accident in the bath. One American dies each *year* from a shark attack. So, if we were logical, we'd find having a bath more frightening than sharks!

Understanding risk

To understand risk, you need to understand probability. The first person to study it was a 16th century Italian mathematician, Gerolamo Cardano. A big gambler, Cardano wanted to know the chances of winning money at different games. He was the first to show probability as a fraction or percentage, e.g. 1 in 4 or 25%.

Unfortunately, these numbers can confuse us. If you hear that the chances of being killed by lightning are 1 in 300,000, you won't worry about it. If you heard that 24,000 people die from lightning strikes every year, you might be more careful in the next storm.

# of that happening?!

the world of probability.

Don't believe all you read in the papers

Again, newspapers don't help. '**40% increase in cancer risk from eating X!**' shouts the headline. That's a big increase, so should you stop eating X? Well, not if the risk of getting that cancer is very small before the increase, e.g. 1 in every 1000 people. Even if eating X doubled that risk to 2 in 1000, you'd still be very unlikely to get it.

So, don't believe everything you read about probabilities. In a study of one UK motorway over five months, traffic accidents on Friday 13th were 50% more likely to result in serious injuries than accidents on Friday 6th. How can that be true?! In fact, it's simply chance that it happened on that motorway during that period. If you did a bigger and longer study, there would be no difference.

What a coincidence!

At a party, two people have the same birthday – what a coincidence! Well, not really. If there are 48 people there, it's 95% likely to happen. And probability says that even very unlikely coincidences will happen sometimes. The Bulgarian lottery produced the same six numbers two weeks in a row in 2009. It seems unbelievable. But why? Those numbers were exactly as likely to come out as any others. If you flip a coin, it is possible for it to land heads 20 times in a row (but the chances of it happening are one in a million). And although it then feels like it's more likely to be tails on the 21st throw, it's not – the chances of a heads are always 50%! Probability does feel improbable sometimes!

Vocabulary

4 Which of the highlighted words or phrases in the text means … ?

1 one after the other
2 to become twice as much
3 not enough
4 dangerous
5 using thinking, not feelings
6 someone who plays games to win money
7 to throw something so that it turns over
8 things happening together by chance
9 generally, typically
10 make it difficult to understand

What do you think?

- Why do newspapers often try to make their headlines as frightening as possible?
- Which newspapers do this in your country? Can you think of any recent examples?
- Read these coincidences. Which do you find most surprising? Why?

> A British schoolboy taking the national final school exam saw that the number of his exam paper was 007. The student's name? James Bond.

> In Finland, a man was hit by a lorry while crossing a highway on his bicycle. Two hours later, 1.5 km away, another man was hit by a lorry while crossing a highway on his bicycle. They were identical twins.

> A parent and child both decided to write to each other after 37 years without contact. Their letters crossed in the post.

- What's the most amazing coincidence you've experienced? Do you believe there's more than just chance in some coincidences?

Watch a video and learn about the dreams people have for what their life could be like.

Vocabulary and speaking

bring and *take*, *come* and *go*

1 Look at the examples of *bring*, *take*, *come* and *go*.

- My brother's **coming** home for the weekend.
- I'll **go** to the football with him.
- I'd **take** my dad to meet the team.
- My daughter often **brings** the children to visit me.

Which verbs mean … ?

here, to me	away, to someone else

2 Underline the examples of the verbs in these questions. Ask and answer them with a partner.

1 How did you come to school today?
2 What did you bring with you?
3 Where will you go after this lesson?
4 When a friend invites you to their house, do you usually take something?
5 Who was the last relative to come to your house? Did they bring anything?

3 The choice between *bring/take* and *come/go* depends on where the speaker is. Look at the picture. Who is French? How do you know?

4 Complete the sentences with the correct form of *bring*, *take*, *come* and *go*.

1 **A** Bye everyone! I'm _____ on holiday tomorrow.
B Where are you _____?
A Australia. I'm _____ my kids to meet their cousins in Sydney.
B Lucky you! When you _____ back, will you _____ me a boomerang?

2 **A** OK class, it's nearly time to _____ home. Don't forget to _____ your money for the school trip tomorrow. We're _____ to the Natural History Museum.
B Oh, Miss Jones, can't you _____ us somewhere more exciting?

3 **A** Jake, you were very late last night. What time did you _____ home?
B It was before midnight, Mum, honest! Ryan _____ me home in his car.

4 **A** I've got a new flat. You must _____ and visit soon. And _____ Emma and Dan with you. I'll cook you a meal.
B Great! We'll _____ some champagne to toast your new home!

5 **A** I'm _____ to Ireland tomorrow. Deirdre's _____ round this evening – she's _____ a present she wants me to _____ to her sister in Dublin.
B Have a good trip! _____ me a bottle of Guinness back!

12.10 Listen and check.

Words that go together

5 Which verb goes with each pair of expressions: *bring*, *take*, *come* or *go*?

1	_____	away (food) something back to the shop
2	_____	people together peace to the world
3	_____	crazy to sleep
4	_____	first/last true

Write sentences using the expressions. Tell them to your partner.

It takes me a long time to go to sleep – I spend ages thinking about the day.
I usually order a takeaway …

12.11 Listen and compare.

Go online for more **vocabulary** practice

Everyday English Thank you and goodbye!

1 Where are the people in the photos? Complete the conversations with the words and phrases in the boxes.

A It's late! We must _____ now. Thank you _____ for a lovely evening.

B Our _____! Thank you for _____!

C The meal was fantastic!

B I'm _____ you liked it! Bye! Drive safely!

A I will. Bye! And thanks again!

A Thanks so much! It's so _____ of you.

B That's OK.

A I'm so _____ for all your help.

B Don't _____ it! It's been fun.

A Well, er, would you _____ helping me with just one more thing?

B Of course _____! No problem!

A I hope you have a good _____. Who's _____ you up?

B My sister, Lara.

A Well, _____ her my love.

B Will do. OK, I'd better go _____ security now. It takes ages. Bye!

A Goodbye! Look after _____!

A Thanks for _____ me. I've really enjoyed my stay.

B You're very _____! It's been a _____. Come back and see us again soon!

A That's very _____ of you. Maybe next year!

B That would be lovely!

A Have a safe _____!

B Thanks. I'll text you when I _____.

A And _____ hello to your parents from me.

B I will. OK, I'd better get on.

A OK. Bye! Take _____!

B And you! See you soon. Bye!

A Goodbye! Thanks for _____! It's been great _____!

B Thank *you*! I've really enjoyed being your teacher!

C Well, we've learned so much with you!

B I'm glad to hear it. Good _____ with your English in future! And _____ in touch!

A We _____! Bye!

2 12.12 Listen and check.

3 Work with partner. Learn one of the conversations by heart. Act it out to the class.

Go online for more **speaking** practice

Writing Correcting common mistakes

Language review

1 There is *one* mistake in each of the sentences below. Correct each mistake, and say what kind of mistake it is.

- spelling
- wrong word
- word order
- word missing
- tense
- punctuation

1 Autum is my favourite season. **autumn *(spelling)***
2 She's doctor.
3 They went in Italy on holiday.
4 I have two brothers younger.
5 The wine is of France.
6 He's arrived yesterday.
7 They've been eating two packets of biscuits.
8 The dog has lost it's collar.
9 Whose coming for dinner?

2 Work in two groups. In each of the sentences below, there is one mistake. What kind of mistake?

Group A Find the mistakes in **A**.

Group B Find the mistakes in **B**.

A 1 I like Rome because is a beautiful city.
2 She studied for three years psychology.
3 He's speaking French, German and Spanish.
4 I watched TV than I went to bed.
5 Did you by any bread at the supermarket?
6 I'll text you as soon as I'll arrive.

B 1 I lost my all money.
2 What did you last night?
3 He isn't believing a word I say.
4 My town is quite at the weekend.
5 I want that I pass the exam.
6 She's married with Peter.

3 Find a partner from the other group. Correct each other's sentences.

4 With your partner, read and correct the piece of student writing **My best man and best friend**.

5 Write about a friend or family member.

6 Swap with a partner and see if you can find any mistakes. Read some examples of your work aloud to the class.

Go online for more **writing** practice

MY BEST MAN AND BEST FRIEND

My best friend was my Best Man at my wedding when I get married two year ago. He's name is Flavio and we met in university in Bologna. In fact, we met on our very first day their. Flavio was first person I spoke with and we discovered that we were both studying Spanish and that we were both football fans. When we left university, we went together travelling during six months. We've had a fantastic time touring north and south america.

When we were in Mexico, we met two sisters of Chicago, Tamsin and Tanya. Now I'm married with Tanya, and next year Flavio and Tamsin going to get married.

I like Flavio because he very funny, and I'm never boring when we are together. I move to a different town soon, but I'm sure we will often text or email ourselves.

Audioscript

Unit 1

1.1 See p10

1.2 See p10

1.3 Conor and Karen McGrady, retired teachers, empty-nesters and global travellers

K I think we're typical 'empty-nesters'! We have two children, twins, Branna and Brady, they're 20 now … and when they both left home, just two years ago now, our house felt really big and …
C … and empty – it was just the two of us.
K Yes, it was too quiet. We missed all their noise, their music and their friends.
C Yeah, we even missed all the mess.
K I'm not so sure about that! Anyway, Branna went to London to study music, and Brady went to South America – he's travelling there with a friend.
C So … I said to Karen, 'Why don't we go travelling, too?'
K Yeah, we're both nearly 60, but we still feel young, and we didn't enjoy teaching any more, -er … -er teaching teenagers is really tiring …
C So … in just six months we retired from our teaching jobs, rented our house in Portrush.
K … to a nice young couple.
C … yeah – and we bought a second-hand camper van for £4,000 and set off for France.
K Last year we just toured Europe – we went from campsite to campsite, first in France, then in Spain and Portugal. We loved every minute.
C Yeah, we had a great time. Next year we're going to visit Branna in Italy – she's going to study in Milan. And then we're going to fly to Chile, hire a van there, and meet Brady. We're going to travel with him and his friend for a bit.
K We're really excited about that. We can't wait!

1.4 See p11

1.5 See p12

1.6 *Who's or whose*

1 Who's at the door? Is it the postman?
2 I'm going to the pub. Who's coming?
3 Whose coat is this? It's not mine.
4 Whose are these car keys? They're not ours.
5 Who's going to Tina's wedding?
6 Do you know whose umbrella this is?

1.7 Questions about you

1 What do you like doing in your free time?
2 Do you like listening to music?
3 What sort of music do you like?
4 What did you do last weekend?
5 What are you doing tonight?
6 What are you going to do after this lesson?
7 How many languages does your teacher speak?
8 What's your teacher wearing today?

1.8 Listen and compare

1 **A** What do you like doing in your free time?
B I like being with my friends or talking to them on Snapchat.
2 **A** Do you like listening to music?
B Yes, of course, especially when I'm doing my homework. It helps me work, but my mum doesn't believe me.
3 **A** What sort of music do you like?
B I like all sorts – rock, jazz, pop – I usually listen on Spotify, but I also like playing my dad's old albums. He's got an old-style record player – it's cool.
4 **A** What did you do last weekend?
B I went to a music festival in Wales – it was fantastic. I didn't sleep at all.
5 **A** What are you doing tonight?
B Nothing much. I want to get an early night before the weekend.
6 **A** What are you going to do after this lesson?
B I have a bit of shopping to do. Then I'm going home.
7 **A** How many languages does your teacher speak?
B I think she speaks three – French, German, and a bit of Spanish.
8 **A** What's your teacher wearing today?
B A very pink jumper and red trousers.

1.9 Jess's three friends

This is a very special photo for me. It's me with my three very best friends. Aren't they fabulous!
Jo, on the right, is my oldest friend, my absolutely forever friend. We were both born in the same hospital, on the same day, and Jo's mum and mine became good friends. So, Jo and I played together a lot when we were little kids and we went to the same schools. We had other friends of course, but she is the one I can talk to about anything and everything. She was the wild one. I wasn't so much, but I loved her crazy clothes and the way she changed her hair colour every week! After school, I went to university in Newcastle and she went to study fashion in London. There was no need to text and call daily, but we knew we were always there for each other – good times and bad times – and, of course, whenever we meet it's the same as ever. I love Jo.
Dukey is a new friend – a very new friend. We joined the same advertising company on the same day, just a couple of months ago, but already I feel as if he's a best friend. He's a great guy … great fun and very talented. Everyone loves Dukey because he makes us laugh. He's going to go far, I'm sure. His mum and dad are from Barbados, but he was born here. He talks about holidays there – we're all saving like mad so we can go too. He says his grandparents would love us all! This picture shows the first time Jo met Dukey. You can see how well they get on – two crazy, fun, kind, clever people.
Ah, and then there's Raff, short for Rafferty … 'red-haired Rafferty' we called him at school, but nobody calls him that now. Well Raff … he's not a new friend. In fact, he was my first boyfriend when I was 14. We were really sweet together, so everyone said. But then his family moved to Dubai, his dad got a job there. We emailed for a bit but then lost touch. Years later, I suddenly saw the name Rafferty Lucas on Facebook – it's an unusual name, so I 'friended' him saying 'are you the Rafferty Lucas who went to …?' etc. And of course he was. Jo was as surprised as I was. Anyway, he's now back in the UK, working near me. Isn't that amazing? He had a girlfriend when we first contacted, but … -er that's finished now. He's my 'friend reunited' and obviously it's different from when we were teenagers, but we still laugh at the same things … who knows? … maybe we'll get back together. You can see why I love this picture so much.

1.10 How did they meet? A survey

A survey of over 10,000 couples asked how they first met. The top three were: first, with 25%, 'through friends', second, 'at work', with 18%, and third, 'at school or university', with 13%. Next, 'online dating' is 12% and 'social media' 7% – this means that nowadays about 19% of couples don't actually meet face to face! 6% meet at a bar or club and only 5% through family – that seems surprising. Last of all, 3% meet on a blind date. That leaves 11% who didn't meet in any of these places.

1.11 What happened next?

Kitty
Ross texted the day after we met – I was really pleased! I texted him back immediately. We arranged to meet at his workshop to plan my wardrobe – that was a couple of months ago now, and the wardrobe's nearly finished. It's going to be beautiful. Ross is a wonderful carpenter. He came up to Bristol when I was working at a festival there, and we had a great time. All my mates loved him. Oh, and I met his flatmate, Mark. He was nice too, very nice, in fact – we talked a lot about music. I'm very happy with Ross, but it's early days and I still want to travel and perhaps work abroad – that's a bit of a problem.

Ross
I sent Kitty a text the next day, and she texted back immediately. I like that. She doesn't play games! Pretty soon after that I started work building her wardrobe. She has a really nice flat. She's often away working – she was at a festival in Bristol two weeks ago. I went up there to see it and to see her – it's not far from here. I met some of her friends, and we had a great time but I didn't like the music very much. I really hope this is the beginning of a special relationship – I can see a future together. Oh, and she finally met Mark. He liked her a lot – I just knew he would.

1.12 Words with two meanings

1 Turn left in the High Street and my house is first on the right.
She left hurriedly to catch her train.
2 What kind of computer games do you like playing?
How kind of you to bring me some flowers.
3 I love travelling by train.
He's going to train for the marathon.
4 What do you mean? I don't understand you.
He never even buys me a coffee. He's very mean.

1.13 See p17

1.14 See p17

1.15 See p17

Unit 2

2.1 See p20

2.2 See p21

2.3 Being a twin

Chloe and Leah

1 How do they feel when they're together?
Much braver.
2 Why does Leah always want to be with Chloe?
Because she never feels sad when she's with her.
3 Do they always wear the same clothes?
No, not always, but they usually do.
4 Are they starting to look different now?
Yes, they are.
5 How does Leah feel about that?
She hates it.
6 Why does Chloe think it's good to spend more time apart?
Because they're getting older.

Liam and Dylan

7 Why doesn't Dylan like being a twin?
Because people don't see what's special about you.
8 What does Dylan never order in a restaurant?
The same thing as Liam.
9 Where are Liam and Dylan living?
Liam is living in Leeds and Dylan is living in Manchester.
10 What are they studying?
Liam is studying Physics and Dylan is studying Drama.
11 Why don't they feel so competitive now?
Because they're living different lives.
12 Which twin has got a girlfriend?
Dylan.

2.4 Talking to Chloe and Leah

I So, you both say that having a twin sister stops you feeling nervous about things?
L Yes. We're practising for a school play at the moment, and I don't like speaking in front of lots of people, but when I see Chloe, I feel braver.
I Do you both sometimes know how the other person is feeling?
L Yes! Sometimes I'm going to say, 'Let's go to the park', but before I can say it, Chloe says, 'Shall we go to the park?'.
I And I see you're wearing the same clothes today. Do you like doing that, Chloe?
C Mmm, not all the time. Leah likes wearing dresses, but sometimes I want to wear jeans!

2.5 Talking to Liam and Dylan

I So, you don't like being a twin, Dylan?
D Well, sometimes it's good. But I often think people only see me as a twin – they don't see me as *me*.
I You say you're not as similar as other twins, Liam. Why is that?
L Well, we weren't always in the same class at school because we did different subjects. And we have very different interests now – I like science and Dylan prefers arts and drama. And we're living in different cities, so we have different friends.
I And do you think you're not so competitive now, Dylan?
D Well, I always want to do things better than Liam! But you can't be competitive when you're doing completely different things. I'm no good at science, and he's rubbish at acting!
L I'm not rubbish! I just don't like it!

2.6 See p22

2.7 See p22

2.8 See p23

2.9 See p23

2.10 Mrs Crumble

There's a young man living in the flat below me at the moment. I think his name's Alfie Smith – I once got one of his letters by mistake. I gave it back to the postman the next day. I don't talk to Alfie – he never says hello to me.
He hasn't got a job – well, he doesn't go out to work in the morning like most people, that's for sure! He doesn't get up till the afternoon! And he's never dressed for work – he never wears a suit or anything smart – he wears jeans and a T-shirt all the time. Goodness knows where he gets his money from, but he seems to go out every night. He goes to bed very late – I never see him come home. Tuh! It's all fun and no work for young people these days!
There are people coming in and out of his flat all day long. I've no idea how many people are staying there. Four? Five? Have none of them got jobs to go to?
He's got a girlfriend. She's very pretty. Blond hair, dyed. She's living with him. I know young people often live together nowadays, but I don't like it, living together and not married. It's not right.
And why does he make so much noise?! Mmm, it's because he doesn't think about me upstairs. Listen! There it goes, now – he's listening to loud music again! He listens to it all the time! Oh, young people these days, they live in their own world, and they just don't care about anyone else. They don't even notice old people like me. He probably doesn't even know who I am.

2.11 Alfie

Things are going well right now! I've got this great new flat – I love it! The only thing is, it's below an old lady, and that's a bit difficult. Her name's Mrs Crumble. I always say hello when I see her in her garden, 'Hello, Mrs Crumble, how are you?' or 'Nice day, Mrs Crumble!', but she never answers – I think she's a bit deaf.
She probably thinks I'm unemployed, 'cos I don't go out to work in the morning, and I don't wear a suit or anything, just jeans and a T-shirt usually. You see, I'm a musician. I play the saxophone, and at the moment I'm playing in a band in a jazz club. I don't start till 8.00 at night, and I don't finish till 2.00 in the morning, so I sleep from 3.00 till 11.00.
There's only me living here, but some of the other guys in the band are using my flat to keep their instruments in, so they come in and out a lot. I've got a lovely girlfriend – she's the singer in the band. She lives on the other side of town, but she comes here a lot, obviously.
I know I make quite a bit of noise, practising my saxophone. And I'm giving saxophone lessons here at the moment to make some more money. I'm sorry, but what can I do? You can't play the saxophone very quietly!
I know Mrs Crumble watches me all the time. It's sad really – she's got nothing else to do. I'd like to get to know her and maybe offer to help if she needs it, but she's so suspicious of young people. I'm sure she thinks we're all lazy and sit around taking drugs. Ha! I work really hard!

2.12 First days of school

1 John and Maria

J Hello. My name's John. I teach here. What's your name?
M Maria.
J Hi, Maria. Where are you from?
M Italy.
J Ah, OK. Where in Italy are you from?
M Florence.
J Ah, Florence. I love Florence. It's beautiful! So what do you do in Florence?
M I'm a student.
J Ah, I see. What are you studying?
M Psychology.
J That's interesting. And … er … are you enjoying being in London?
M Yes.
J Well, I've got some work to do before I teach my next class. So, nice to talk to you, Maria! See you around, I'm sure!
L Bye.

2 Maggie and Jean-Jacques

M Hello! My name's Maggie. I'm a teacher here. What's your name?
J Hi, I'm Jean-Jacques. Nice to meet you, Maggie!
M And you. Where are you from, Jean-Jacques?
J I'm French. I live in Paris – Paris as you say in English – but I'm from the south, from Provence. Do you know the south of France?
M Yes, I do. It's beautiful!
J It's true! It is! So Maggie, where are you from?
M I'm from Scotland.
J Oh, really! That's interesting! I want to go there while I'm here. Scotland's a beautiful country, too, isn't it?
M Oh, yes, very! Lots of mountains and lakes. And what do you do in France, Jean-Jacques?
J I'm an architect. I design very expensive houses for rich people.
M Wow! That's an interesting job! Are you enjoying being in London – lots of art galleries to look at here!
J Absolutely! I'm having a really good time. There's so much to see here in London – and I want to see more of the UK, too! So what do you do when you're not teaching, Maggie?
M I like going for long walks. There are some lovely ones around here – you should try them.
J I will! What class are you teaching?
M 4F.
J Oh, brilliant! That's my class. You're my teacher!
M Oh, that's nice! Well, it's nearly 9.30. Let's go to class.
J I'll follow you!

2.13 Keeping a conversation going

1 **A** What a lovely day it is today!
B Yes, beautiful, isn't it! It's certainly a lot nicer than yesterday!
2 **A** Are you having a good time in Edinburgh?
B Yes, I am. It's a really interesting city, and there's so much to do. I love the shops!
3 **A** Have a good weekend!
B Thanks. You too! Are you doing anything interesting?
4 **A** Did you have a nice weekend?
B Yes, I did – despite the weather! We stayed in and watched nearly all of Netflix! What did you do?
5 **A** What are you doing tonight?

B Nothing special. I'm a bit tired, so I think I'll have an early night. What about you?
6 A How's your mother these days?
B She's OK, thanks. She's feeling a lot better. Thanks for asking.
7 A Did you watch that new crime drama last night?
B No I didn't. I was out, but I've recorded it though. Was it good?
8 A I like your shoes!
B Thank you! They're new! I got them last week in a sale. I like your skirt, too!
9 A If you have any problems, just ask.
B Thanks, that's very kind of you. I will. I'm sure you're very busy though!

Unit 3

3.1

Regular verbs
clean/cleaned
die/died
hope/hoped
pass/passed
stay/stayed
try/tried
want/wanted

Irregular verbs
become/became
feed/fed
feel/felt
find/found
give/gave
go/went
grow/grew
hear/heard
take/took

3.2 See p30

3.3 Questions and answers

1 Q What did João find?
A A tiny, sick penguin.
2 Q What was doing when he found it?
A He was fishing.
3 Q Where did he take the penguin?
A He took it home.
4 Q What did he feed it?
A Sardines.
5 Q How long did Dindim stay?
A Eight months.
6 Q Why was João happy?
A Because he was enjoying the penguin's company.
7 Q Which month did Dindim disappear?
A February.
8 Q Which month did he return?
A June.

3.4 See p31

3.5 See p31

3.6 Talking about the news

A You get some really interesting stories on this Buzz News website.
B Let me see! … Oh … that's disgusting! How can you read about that? … -er does it say where the restaurant was?
A It wasn't a restaurant. He was shopping on the high street, and he bought it from a food and drink stall.
B So what did he do? He didn't actually eat it, did he?
A Well, he took a bite, and then he threw it in a rubbish bin.
B Ugh! Are there any nicer stories?
A Well, this one's quite funny.
B Why is it funny? The headline says she was injured!
A Yeah, but not badly – she was walking in the town square texting and chatting to her friend and …
B … and not looking where she was going!
A Exactly … when 'splash' – she fell headfirst into a fountain. But the funny thing is … someone was taking a video of the square at the time, so the whole thing is caught on camera, and now it's on YouTube with over a thousand views.
B Of course! I bet she feels silly. Who was she texting?
A I've got no idea, it doesn't say – but texting accidents are really common these days.

3.7 See p33

3.8 See p34

3.9 Adverbs

1 A My team played so badly. They lost 5 nil.
B No surprise there! They lose every time.
2 A Your team's rubbish. They never win!
B Actually, they played their last game really well. They won easily.
3 A Now, do you understand the rules of cricket?
B Well – you explained them really clearly, but I don't think I can remember them all.
4 A Can you try not to eat so noisily? It really does sound disgusting!
B Sorry – I'm just really hungry. I'll try to eat more quietly.
5 A I'm so sorry. I completely forgot that it was your birthday today. Let me buy you a drink.
B Never mind! I'm trying to forget how old I am!
6 A Thanks so much for having us. We've had a brilliant weekend.
B Our pleasure – we'll have to do it again soon. Drive carefully and text us when you get home.
7 A Her Spanish is excellent!
B Yes, I know, but she doesn't just speak Spanish fluently, she speaks French and German really well too.
8 A My brother's very bright – he always passes his exams easily.
B Lucky him! I'm always so nervous, I never do very well.

3.10 See p36

3.11 Saying dates

A What's the date today?
B It's April the twenty-third.
A So tomorrow's the twenty-fourth.
B Yeah, and the day after tomorrow's the twenty-fifth – my birthday! When's your birthday?
A Oh mine's not until October. What year were you born?
B 1999.
A We're the same age!
B But we're not twins! What's your exact date of birth?
A The seventeenth of the tenth, ninety nine.
B Sorry! What was that?
A I was born on the seventeenth of the tenth, nineteen ninety-nine.
B And do you know what time you were born?
A Yeah, just after midnight. What about you?
B I've got no idea what time I was born.

3.12 Days and months

1 the third of February
February the third
2 the sixth of July
July the sixth
3 the twelfth of June
June the twelfth
4 the twenty-fifth of December
December the twenty-fifth
5 the sixteenth of August
August the sixteenth
6 the first of May
May the first
7 the thirteenth of January
January the thirteenth
8 the thirty-first of October
October the thirty-first

3.13 American dates

February third
July sixth
June twelfth
December twenty-fifth
August sixteenth
May first
January thirteenth
October thirty-first

3.14 Important dates

1 When did man first land on the moon?
On July the twentieth, 1969.
2 When's your wedding anniversary?
November the eighth.
3 When did the Berlin Wall come down?
The ninth of November, 1989.
4 When was your son born?
December the nineteenth, 2014.
5 What's the expiry date on your credit card?
06 25

Unit 4

4.1 See p41

4.2 See p42

4.3 *something* and *nothing*

1 Do you know … famous? Do you know anyone famous?
2 The fridge is empty. There's … to eat! There's nothing to eat!
3 There are no lights on. There's … at home. There's nobody at home.
4 Cintia's a lovely girl. … likes her. Everyone likes her.
5 I don't like this café. Let's go … else. Let's go somewhere else.
6 We're bored! There's … to do! There's nothing to do!
7 Hello? Is … at home? Is anybody at home?
8 You're quiet. Haven't you got … to say? Haven't you got anything to say?
9 Aaargh! I can't find my keys ... ! I can't find my keys anywhere!
10 Help! Has … seen my keys? Has anyone seen my keys?

4.4 See p42

4.5 My grandfather

My grandfather was a shopkeeper.
He lived in the north of England.
He had a fish and chip shop in an old village.
His family lived above the shop.

He made the best fish and chips in the area.
Some people came by bus to the shop.
He closed the shop once a week.
He went to have lunch with friends.
He liked to have a little whisky before bed.

4.6 A piece of cake

a bag of crisps
a bag of sweets
a bottle of beer
a bottle of Coke
a bottle of milk
a bottle of wine
a box of matches
a box of tissues
a bunch of bananas
a bunch of flowers
a can of beer
a can of Coke
a can of tuna
a loaf of bread
a packet of chewing gum
a packet of crisps
a packet of sweets
a packet of tissues
a pair of jeans
a pair of socks
a piece of bread
a piece of cake
a piece of paper
a slice of bread
a slice of cake
a slice of ham

4.7 At the shops

1 **C** Can I have a copy of *The Times*, please.
S That's one pound sixty, please.
C And … can I have a box of matches, too, please? And I'll take a packet of this chewing gum.
S Sure. That's £2.90 altogether, then.
2 **C** Excuse me, how much are these shorts?
S Those are £19.99 a pair.
C Have you got any in blue?
S No, sorry, they only come in black and brown.
C OK. I'll try the brown pair on, then.
3 **C** Can I get two lattes and a bottle of sparkling water, please.
S To have here, or take away?
C To have here.
S What size lattes?
C Regular. And three slices of that chocolate cake, too, please. It looks good.
S It is! So, that's £16.10, please.
4 **C** Could I have some paracetamol, please?
S Do you want a bottle or a packet?
C Er, two packets, please. And a box of tissues.
S OK. That's £2.98, then.
5 **C** Four cans of beer and three packets of crisps, please.
S How old are you?
C 18.
S You don't look 18. Have you got any ID?
C Not on me, no.
S Then I can't sell you the beer.
C OK, I'll take the crisps then and four cans of Coke.
S Right. £5.30, please.
6 **C** Four slices of ham, please.
S Certainly, madam. There you go. Anything else?
C Er, a piece of that blue cheese, please? Is it Roquefort?
S No, it's Stilton. Very nice though. It'll go well with this lovely white loaf.
C OK, I'll take one.
S Lovely. That'll be £14.20 altogether.

4.8 Can you come for dinner?

1 **A** Could you pass the salt, please?
B Yes, of course. Do you want the pepper, too?
A No, thanks, just the salt.
2 **A** Anyone for seconds?
B No, thanks. It's delicious, but I couldn't eat another thing!
A Well, there's dessert to come, you know!
3 **A** Can I have some water, please?
B Sure. Do you want still or sparkling?
A Just tap water is fine, actually.
4 **A** Has everyone got room for dessert!
B Well, I have! It looks fantastic! Did you make it yourself?
A I did. It's my grandmother's recipe.
5 **A** Would anyone like some more ice cream?
B Yes, please! I'd love another spoonful of the strawberry.
A Here you are. Help yourself!
6 **A** How would you like your coffee?
B Black with no sugar, please. Do you have any decaf?
A Yes, I do. Would anyone else like decaf?
7 **A** Can I get you some more wine?
B Er … Just a drop, please. I'm driving.
A Ah, I'll let you pour it!
8 **A** Mm! This soup's lovely! Would you mind giving me the recipe?
B Not at all. I found it online – I'll email you a link to it.
A Oh, great. I think my kids will love it.

4.9 *Can I, could you?*

1 **A** Can I have some apple juice, please?
B Sorry, we haven't got any apple juice. Will orange juice do?
2 **A** Could you tell me where the toilets are?
B Yes, the gents are over there, first on the left.
3 **A** Can I see the menu?
B Here you are. Today's specials are on the board over there.
4 **A** Could I use your phone to make a call, please?
B Sure. Have you not got any signal again?
5 **A** Could you lend me an umbrella, please?
B Yes, of course. Keep it if you like – I've got lots of them!
6 **A** Can you take me to the station?
B Oh, yes, is that the time? Let's go or you'll be late.
7 **A** Could you help me with this homework, please?
B Well, I can try, but I'm not very good at maths!
8 **A** Can you give me a lift to the airport?
B Of course. What time's your flight?
9 **A** Could you explain that again, please?
B Of course. I know it isn't easy to understand.

4.10 Polite requests

4 Could I possibly use your phone to make a call?
5 Could you possibly lend me an umbrella?
6 Would you mind taking me to the station?
7 Would you mind helping me with this homework?
8 Could you possibly give me a lift to the aiport?
9 Would you mind explaining that again, please?

Unit 5

5.1 Hopes and plans

Damian
I'm so fed up with taking exams. I hate school. I'd like to leave now and get a job, any job. I want to earn some money but my mum and dad say that I can't leave school. They think I'll regret it later, but I don't think I will.

Paula
I'm a paramedic. I love my job, but it's very stressful and I need a break. Fortunately, I'm going on holiday next month. We love going to Spain – we go every year. I'm planning to do nothing but read and sunbathe on the beach for two whole weeks!

Marek
I work in advertising. I won an award for one of my ads, but now I need a change. I'm thinking of applying for a job with a big company in New York. I saw it advertised online, and it looks like the job for me. I'd love to work there for a couple of years.

Grace
I'm a student in my last year at university. I've got debts of over £35,000. I'm going to study really hard for my exams because I hope to get a well-paid job and pay my debts. I hate owing so much money. I'm going for an interview next Friday. Wish me luck!

Claire
I've got three kids under five. I love them dearly, but I'm so tired and I miss my work at the hospital. I'm looking forward to returning to my job when the baby's older. I get fed up with staying at home all day, especially in winter. My husband's great when he's at home, but he often works late.

Angus
I'm retired at last, and I can now enjoy doing my favourite things. I try to go fishing every day, but my wife sometimes asks me to help in the house. She wants us to go travelling now I'm retired, but I'm just happy spending all day by the river.

5.2 Verb patterns 1

1 I want to work in Paris.
I'd like to work in Paris.
2 I'm fed up with doing housework.
I hate doing housework.
3 She can't leave work early tonight.
4 I hope to see you again soon.
I'd like to see you again soon.
5 He often enjoys playing computer games with his friends.
6 We're thinking of going to Italy for our holidays.
We like going to Italy for our holidays.
7 We're looking forward to having a few days off soon.
8 Are you good at learning foreign languages?

5.3 Verb patterns 2

1 I enjoy working in Paris.
2 I don't want to do housework.
3 She wants to leave work early tonight.
She'd like to leave work early tonight.
4 I'm looking forward to seeing you again soon.
5 He often wants to play computer games with his friends.
He often asks to play computer games with his friends.
6 We're hoping to go to Italy for our holidays.
7 We're going to have a few days off soon.
We'd love to have a few days off soon.
8 Do you want to learn foreign languages?
Do you like learning foreign languages?

5.4 Asking for more information

1 **A** I hope to go to university.
B What do you want to study?
A I'm going to study philosophy and politics. I'd like to be prime minister.
B Really? I think that's the worst job in the world!
2 **A** My favourite hobby is cooking.
B What do you like making?
A Well, I love baking cakes, all kinds of cakes.
B OK, can you make me a huge chocolate one for my birthday!

3 **A** I'm bored.
B What would you like to do?
A Nothing. I'm happy being bored.
B Well, that's OK then!

4 **A** I'm looking forward to the party.
B Who are you hoping to see there?
A No one special. I just like parties.
B Me too!

5 **A** We're planning our summer holidays.
B Where are you thinking of going?
A We want to go camping this year.
B Ugh! Camping! I hate sleeping in tents.

5.5 Have you got any plans?

1 Pete and Ben

B Hi Pete! I'm just calling to catch up with your news! How are you? How's work?
P Hi Ben! I'm fine. Work's fine, but there's a lot happening as always. It's good to hear from you.
B Pete, isn't it your birthday soon?
P It is.
B Are you going to have a party?
P Of course I am! I'm going to invite all my friends as usual.
B Great! I'll look forward to that. So … what are you doing this evening?
P This evening? I'm meeting Tom for a drink after work. Do you remember Tom? He's an old school friend.
B Of course I remember Tom. Great guy!
P Yeah! Would you like to join us?
B Oh, sorry I can't. I'm working late this evening, but give him my best!
P I'll do that.
B But what about the weekend? Are you doing anything interesting this weekend?
P Yes, I am. I'm going to my cousin's wedding in the country. You know, my cousin Karen?
B Karen's getting married! That's great! I didn't know that. We're busy people, you and I.
P I know. I need a break.
B We all do. Where are you going on holiday this year?
P I'm going to have a winter holiday this year. I'm going skiing for ten days in the Swiss Alps. I'm really excited.
B Wow, that sounds fantastic. I love skiing. Let's meet before you go. I'll call or text you.

2 Daisy and Ella

E Hey Daisy! Where are you?
D Ella! I'm at home. I was thinking of calling *you* for a chat!
E Great! How are you? Are you doing anything interesting this weekend?
D No, I'm not. Perhaps we can do something together. I'll call or text you on Friday and we can …
E Sorry, Daisy. I can't see you this weekend – I'm going on holiday on Saturday.
D Oh, lucky you! Where are you going to?
E Greece, for a week. I can't wait! What about you? Where are you going on holiday this year?
D Well, I'd like to go to Spain with friends … but I'll probably just go to Scotland with my family as usual. Hey, are you back from Greece for my birthday on the 25th?
E Yes, I am. Are you going to have a party?
D I don't think so. Maybe I will, but maybe I won't. I had a big one last year for my eighteenth.
E Oh, of course! That was an amazing party – we all had the best time! Maybe we'll just meet for a drink this year. Anyway, I'd like to see you before I go away. What are you doing this evening?
D Not much! I just wanted to chat to you and catch up. Why don't you come over to my place!
E OK, I'll come now, but I won't stay late. I'm going to start packing.

5.6 See p52

5.7 What can you say?

1 Why are you looking forward to the weekend?
2 I haven't got your brother's phone number.
3 Tim can't come out with us on Saturday.
4 I can't find my phone!
5 Congratulations! I hear you've got a new job.
6 Are you going to come for a coffee with us after class?

5.8 What can you say?

1 **A** Why are you looking forward to the weekend?
B Because I'm going to stay with an old school friend.

2 **A** I haven't got your brother's phone number.
B Haven't you? I'll text it to you now.

3 **A** Tim can't come out with us on Saturday.
B That's a shame! What's he doing?
A He didn't say.

4 **A** I can't find my phone!
B Not again! I'll check in the kitchen for you! You check in your pockets!

5 **A** Congratulations! I hear you've got a new job.
B Yes, in Canada. I'm going to work in Toronto.

6 **A** Are you going to come for a coffee with us after class?
B I'd love to. Where are you going?

5.9 *will you, won't you?*

1 I think you'll enjoy this film. You won't be disappointed. It's really exciting.
2 I think I'll call Laura. I won't text her. I have too much to tell her.
3 I think you'll pass your driving test. You won't fail again. It's your fourth time!
4 I think my team will win. They won't lose this time. They've got a new manager.
5 I think it'll be warm today. You won't need your jumper – just take a T shirt.
6 I think I'll join a gym. I won't go on a diet. Diets never work for me.
7 I think they'll get divorced. They won't stay together. They argue all the time.
8 I think I'll go by train. I won't fly. I hate flying.

5.10 See p53

5.11 *want or won't?*

a We want to leave now.
b I won't be late.
c She won't marry him.
d They want to have a party.
e I won't know until tomorrow.
f Tell me what you want.

5.12 Different generations – *what can we look forward to?*

H = Harry, E = Emma, R = Richard

H Auntie Emma, are you having a party for your birthday?
E Oh, I don't know Harry – I really don't want to think about my birthday.
R Come on, Emma, it's a special birthday. We've all got special birthdays this year – Harry's going to be ten, I'm going to be 60, and you're going to be 30!
H Yeah – Granddad, that's really special! I can't wait to be ten. I'll be in double figures!
R Huh, you're growing up much too fast for my liking! Slow down!
H Grandad, I've got a really good idea … let's have a party for all three of us! We'll invite all our friends – it'll be huge! I love parties.
R OK, Harry, but careful … it's a nice idea but big parties are expensive – we'll have to talk to your Grandma.
E I'm not sure I want to have a party at all. It's all right for you two – you're looking forward to your birthdays – I'm not! I'm going to be 30! I can't believe it. It seems so old. Some people say 30 is the new 20 – but not for me. What have I got to look forward to now? A 9-to-5 job in the city!
R Just a minute – do you think I want to be sixty? You've got the rest of your life to look forward to.
E Yeah, but dad, you're happy with your life – you have your two children and your grandchildren … and you love your job and mum loves her job, too.
R OK, we like our jobs, but being a doctor isn't easy – it's very stressful and teaching teenagers is not easy for your mum either … we'd like to retire soon, but that's not possible for another few years.
E Well, I'd love to go travelling again … like I did when I was 23.
H I want to do that! Me and my friend, Zac, are going to travel the world together. We're planning it now. Where did you go Auntie Emma?
E I went with a friend from university and we went all over the world – Australia, New Zealand, South America. We even spent three weeks on the Galapagos Islands – that was amazing. We had a fantastic time. We were away for a whole year.
H Oh wow! The Galapagos Islands! Did you see the tortoises?
E Of course we did.
H Fantastic! I'll tell Zac. He won't believe it!
R Ah yes – wonderful … but then it was difficult when you came back.
E Yeah, it was difficult to start studying again. And dad, … you know, I'm still not sure I want to be a lawyer.
R Come on, you've nearly finished your studies. You're sure to get a good job, and then you and John can get married and …
E … and have babies and on and on … like you and mum. Dad, I'm not sure I'm ready for all this. I know both you and David were married at my age, but …
R Yes, and your brother's very happy with his life.
H Of course he is … Daddy's got me and Rosie -er … actually, Rosie's a bit of a pain sometimes – she cries a lot.
E Harry – she's only five! Oh, I don't know … maybe John and I will go travelling together before we finally grow up and settle down!
H Yeah! Can I come?
R Well, Emma, the future's in your hands! At your age your mum and I had two kids, two full-time jobs, and not a lot of money.
E Oh dad! I know – bring out the violins. I'm sorry – I know how lucky I am, it's just …

R … that's OK Emma. I understand more than you think. Now, what about this party?!
H Yeah!

5.13 See p56

5.14 Expressing doubt and certainty

1 A Do you think Damian will pass his exams?
B I doubt it. He's fed up with school.
C I know. He has no chance at all. He wants to leave and get a job.
2 A Does Marek earn a lot of money?
B Yes, absolutely. He earns a fortune
C Mmm … I'm not sure. I've heard he wants to change his job.
3 A Is England going to win the World Cup?
B Not a chance. They're not good enough.
C They might do. Anything's possible, but I think it's very unlikely.

5.15 Are you sure?

1 A Paula's job is really stressful, isn't it?
B Absolutely. She's a paramedic.
A Is she having a holiday soon?
B I think so. She says she might go to Spain.
2 A Isn't it Emma's birthday next week?
B Yes, definitely. It's on the 21st.
A So she's a Capricorn.
B No, I don't think so. I think she's an Aquarius.
3 A Do you think Anita and Paul are in love?
B Definitely. They're going to get married next June in Hawaii.
A Hawaii! Are you going to the wedding?
B Not a chance. I can't afford it.

5.16 What's your opinion?

1 A Did Mark Zuckerberg invent Facebook?
B Definitely. It was in 2003, when he was at Harvard University – but three other students helped him do it.
2 A Was David Bowie American?
B No, I don't think so. He died in America, in New York, in 2016, but I'm pretty sure he was English. I think he was born in London.
3 A Was Sherlock Holmes a real person?
B Absolutely not. He's from a book by a writer called Conan Doyle.
4 A Is the population of China more than 2 billion?
B It might be. I don't know. It's definitely more than one billion.
5 A Do some vegetarians eat fish?
B I'm not sure you can be vegetarian if you eat fish. But I have a friend who says she's vegetarian, and she eats fish.
6 A Is the weather going to be nice this weekend?
B I doubt it. It's cold and wet today.
7 A Are you going to be rich and famous one day?
B Not a chance. I'd like to be a bit richer than now, but I wouldn't like to be famous.
8 A Is your school the best in town?
B I'm not sure if it's the best, but it's definitely one of the best!

5.17 See p58

Unit 6

6.1 Famous people

1 John Lennon wrote the famous song *Imagine*.
2 Prince Harry has been Patron of the *HALO* Trust since 2013.
3 Steve Irwin always wore a khaki shirt and shorts.
4 Bindi Irwin has sung with *The Crocmen* and *The Jungle Girls*.
5 Princess Diana married Prince Charles in 1981.
6 Julian Lennon has written a children's book.

6.2 See p60

6.3 Questions and answers

1 Where did Steve Irwin grow up?
He grew up on his parents' wildlife park in Australia.
2 When did he die?
He died in 2006.
3 How many films has Bindi Irwin starred in?
She's starred in two films.
4 How many albums has she made with *The Jungle Girls*?
She's made five albums.
5 Where did Princess Diana walk through a minefield?
She walked through a minefield in Angola.
6 Where has Prince Harry visited minefields?
He's visited minefields in Mozambique and Angola.
7 What did Harry ask governments to do in 2017?
He asked them to stop using landmines.
8 Who did John Lennon write songs with?
He wrote songs with Paul McCartney for *The Beatles*.
9 When did Julian Lennon begin playing the guitar?
He began playing the guitar when he was ten.
10 How many solo albums has Julian made?
He's made six solo albums.

6.4 See p61

6.5 See p61

6.6 See p62

6.7 Frieda Hoffmann, Part 2

1 I Do you go back to Germany much?
F No, I don't. I've been back a few times to visit relatives, but I've never lived there again. I feel more English than German now, and I've forgotten a lot of my German.
2 I What did you study at university?
F I studied Ancient History at Cambridge.
I Did you enjoy it?
F Oh, yes, I had a wonderful time! The course was amazing, and Cambridge is a great place to live.
3 I Have you ever had any other jobs, apart from being an archaeologist?
F Yes, I have. I've done all sorts of jobs – I even worked as a waitress when I was at university.
I Really! What was that like?
F I loved it! I was a tour guide, too, in the holidays. I met some really interesting people!
4 I You said you've often been in danger. What's the most dangerous situation you've ever been in?
F Well, I had a very difficult time in Cairo during the revolution in 2011. I spent two weeks inside my friend's house – it was too dangerous to go out! Of course, I'm fortunate – I can leave a country when things get really dangerous. It was the local people I felt sorry for.

6.8 See p63

6.9 See p63

6.10 Different word forms

1 I collect postcards.
I have a collection of postcards.
2 I've never wanted fame.
I've never wanted to be famous.
3 Can we discuss your work?
Can we have a discussion about your work?
4 Is he behaving OK?
Is his behaviour OK?
5 Health is very important.
It's important to be healthy.
6 It's time for a decision.
It's time to decide.
7 I'm not very good at music.
I'm not very musical.
8 We often argue.
We often have arguments.

6.11 See p63

6.12 See p64

6.13 David Taylor Bews

I come from Newcastle in England, but I live in Perth, Australia, now. I've been here nearly ten years. My wife, Jodie, is Australian, and our children, Russell and Alice, were born here. Alice is named after her great-grandmother – that's my grandmother – Alice Bews. She's 89 now and still lives in Newcastle, and she's in great shape for her age.
Now, there's a programme on TV, called *Who Do You Think You Are*, where famous people find out all about their family histories, going right back. I love it, and it's made me want to know more about my own family history. You can do a lot of research online, but even better, I've started finding out more from my grandmother – and she loves talking about it all! I knew that she was one of nine children, which is amazing, but I didn't know she was the youngest, and, the only one born in England. Her brothers and sisters were all born in Scotland, and that's where we all come from originally, from the Orkney Islands, which are in the very north of Scotland. My great-grandfather was a farmer there over a hundred years ago.
And, I love this, my grandmother told me that our family's ancestors were actually Norwegian – they came over to Scotland in the 9th century. She says that's why we all have blonde hair in our family – isn't that amazing?
Anyway, it became more and more difficult for my great-grandparents to make a living there as farmers, so they travelled south, and finally arrived in the north of England, in Newcastle, with their eight children. Alice was born not long after they arrived.

6.14 Talking to Grandma

D = David, A = Alice

D So, Grandma, your parents came from the Orkney Islands – is that right?
A Yes. My mother was called Jane. She grew up there, and she got married when she was only 17.
D And you were her ninth child, weren't you?
A Yes, and I was the only one born in England. Life was really hard for my mother – you see, my father died when I was only three.
D Oh, I didn't know you were that young when it happened! That's awful!
A Well, it means I can't really remember him at all.
D So what did your mother do?

A She worked as a cleaner, and a dressmaker.
D Wow, her life wasn't easy then, was it? She had two jobs, and all those children! That's …
A Oh, yes, she was an amazing lady. My two eldest brothers, Peter and William, they got work in the shipyards, so that helped a lot. Ah, … it's not easy being the youngest – all my brothers and sisters have died now – I'm the only one left.
D I know. So, did you marry young, Grandma?
A No, I didn't marry till I was 22.
D But that's young! Really young!
A Oh, that wasn't unusual in those days. And I only had three children.
D Only! Two's enough work for us! And, you've got lots of grandchildren and great-grandchildren, haven't you?
A Yes, I have. They live all over the world – it's not just you that's gone to live abroad.
D I know. I have cousins in New Zealand and America. But cousin Peter still lives near you, doesn't he?
A Oh yes, he does. And he's helped me to keep in touch with you all with this Skype thing.
D It's great, isn't it?
A Oh yes, I love it. I can talk to all my grandchildren, and I've seen all my great-grandchildren as soon as they were born. And I get emails and texts all the time – it's all really wonderful, isn't it?
D It is, grandma. Anyway, it's been great talking to you. I've got more questions but I'll save them till next time.
A OK. You will stay in touch, won't you?
D Of course, I will, Grandma. Bye for now!

6.15 See p67

6.16 See p67

6.17 Replying to tags

1 **A** Dominic's party was brilliant, wasn't it?
  B Yes, it was. I had a great time on the dance floor!
2 **A** Karen knows a lot about gardens, doesn't she?
  B Yes, she does. She's helped me a lot with mine.
3 **A** You went to school with my brother, didn't you?
  B Yes, I did. We've been good friends ever since.
4 **A** Learning a language isn't easy, is it?
  B No, it isn't. It takes time and lots of practice.
5 **A** My English has improved a lot, hasn't it?
  B Yes, it has. You sound much more natural now.
6 **A** You won't forget to call me, will you?
  B No, of course not. I'll call as soon as I get home.

Unit 7

7.1 My favourite things

I = Interviewer, M = Mat

I Hello, and welcome to *My Favourite Things*. Today I'm talking to the German photographer, Mat Hennek. Welcome, Mat.
M Hi.
I So, let's start with your favourite actor. You've chosen Daniel Day Lewis. Why do you like him so much?
M He's such a brilliant actor – I just love him in all his films. He's so talented, but he only does what he wants to do, and believes in, which I think is great.
I Yes, he certainly deserves his three Oscars. And what about the world of sport?
M Well, I'm a football fan, and Bayern Munich is my team – I'm crazy about them. I always find them exciting to watch, and for me, they're simply the best – even when they aren't!
I Ah, you're a real fan! Now, your choice in music is interesting.
M Yes, Bach. I think his music is very special, unique in fact, and it's never ever boring. And of course my favourite musician is my partner, the pianist Hélène Grimaud. She's the coolest. You're always in the best hands when she's playing for you.
I That's lovely. OK, now to food.
M Well, I really like simple, country food. And I'm German, so my favourite meal is probably Nuremberg sausages and sauerkraut.
I *Nuremberg* sausages? I've never heard of those. What are they like?
M They're quite small, … a little bit spicy, and … so delicious!
I Mmm, I must try them! And your favourite book?
M I'm a great fan of the American writer, Cormac McCarthy, and I've chosen his *Border Trilogy*.
I Ah, I've never read his writing. What's it like?
M It's amazing – it's almost like poetry. His books are sad in some ways, but always full of hope.
I Well, I'll put him on my reading list. So, finally, your favourite TV programme?
M Oh, I thought *The Americans* was fantastic! It's a series about Russian spies living in America in the 1980s. It's quite shocking sometimes, but it can also be very funny.

7.2 See p71

7.3 See p71

7.4 See p72

7.5 See p72

7.6 See p72

7.7 General knowledge quiz

1 Monaco is much smaller than Malta, but Vatican City is the smallest country – less than half a square kilometre.
2 The Eiffel Tower is nearly as tall as the Empire State Building, but the Burj Khalifa in Dubai is the tallest by far – 828m.
3 The Atlantic Ocean is bigger than the Arctic Ocean, but the Pacific Ocean is the biggest – it's twice as big as the Atlantic.
4 The Japanese Bullet Train isn't as fast as the Italian AGV Italo. The Shanghai Maglev is the fastest train, at 431 kph.
5 The lion is more dangerous than the shark, killing about 100 people every year compared to the shark's ten. The hippopotamus is the most dangerous – it kills about 500 people a year.

7.8 Best for the job?

Age
Adam Bates is the oldest. He's 32. Jasmine Wyland is the youngest – she's only 26. Rachel Slater is a bit younger than Adam. She's 30.
Present salary
Adam earns the most – he has the highest salary by far, £32,000. Jasmine doesn't earn nearly as much as Adam, only £25,000, and Rachel earns quite a lot more than Jasmine, £28,000.
Experience
Adam has the most experience, but he doesn't have much more than Rachel. They both have a lot more experience than Jasmine.
Qualifications
Rachel is the most qualified. She isn't much more qualified than Adam, but she's a lot more qualified than Jasmine.
Happy to travel
Adam is happiest to travel, and Rachel is a lot happier to travel than Jasmine.

7.9 The best things in life are free

Jane
Oooh, I think there are lots of things I like that don't cost anything. Let me think … sunsets. There's nothing more beautiful. My house is on a hill opposite some fields, and in the evening when I look out of the living room window, I see some amazing sunsets. And … well friends and family are the most important thing in my life. I've just become a grandmother to the most gorgeous baby boy! And hugs are free. I love hugs with all my grandchildren – they're something that money can't buy! But my youngest son still lives at home … , he certainly isn't free! He costs me a lot of money!
Robin
Well, I work in an office in the city, and for me, the best thing is being in the countryside. I don't mind what the weather is like – even if it's rainy and windy, it's great to be outside, in nature. I like to be on my own when I go walking – it's a great time to think. But I suppose I do spend money driving to the countryside, so … if you really want something that's free, then the park is the next best thing. There's a lovely park near my flat. It's got a small lake, and some wonderful trees, and I often go there for a quick walk after work – it's the easiest way to put the day's work behind me.
Charlotte
Erm, well, I don't have to pay for much in my life, just sweets, because I'm only eight, but … I think the best thing for me is playing with my little sister, Ava. She's only four, so I'm a lot older than her. I've also got a brother, Dominic. He's six, but he doesn't like the games I like, so he isn't as much fun to play with as Ava. She's always waiting for me when I come home from school. She thinks I'm the best person in the whole world! We usually play hospitals, or schools. I'm the doctor or teacher, of course, because I'm the biggest.
Ella
Definitely the best thing in my life is being with my boyfriend, Alex. Of course, we sometimes do things together that cost money, like going to the cinema, but we don't need to spend anything to have a good time – we often just go out for walks or sit around chatting. He makes me laugh so much – he's the funniest person I know – and he's also the nicest friend anyone could have. We've been together nearly a year now, so it feels like our relationship just gets better and better. I think I'm really lucky.
Oliver
The best thing that's free in my life is my dog, Fudge. My uncle gave him to me for my thirteenth birthday. He was a puppy, and he's 11 now, so we've grown up together. He was SO cute as a puppy, but I think he's even more beautiful now. What's he like? Well, he's very loving, and … he's also a bit crazy, and he's great fun to play with. He may be getting older, but he's still far more energetic than I am – I'm always more tired than him after a walk! And, I know it's

very lucky that I haven't had to take him to the vet's very often – because that definitely isn't free!

7.10 See p76

7.11 A lovely day!

A It's a lovely day, isn't it?
B Yes, it's beautiful.
A But it wasn't very nice yesterday, was it?
B No, it was horrible!

7.12 Synonyms

1 A I'm scared of spiders.
B Well, a lot of people are frightened of big ones!
A Yeah, but even the small ones are a problem for me.
2 A Let's check the answer key to see if it's right.
B Yes, it's correct!
A Oh good – I really wasn't sure about that one.
3 A It's strange that Dave left without saying goodbye.
B Yes, that is unusual.
A Maybe he was in a hurry today.
4 A I think I'll find it hard to drive on the left when I'm in the UK!
B It'll be difficult at first, but after a while you'll be fine.
A I can't imagine it – it's the wrong side of the road!
5 A Are you happy with your new phone?
B Yes, I'm very pleased with it. The camera's fantastic!
A I think I might get one of those myself then.
6 A Tommy's a clever boy, isn't he?
B Yes, he's very intelligent for a ten-year-old.
A I've had some very adult conversations with him.

7.13 Antonyms

1 A This film is so boring!
B Mmm, it isn't very interesting, is it?
2 A It's so noisy in this restaurant!
B Yes, it isn't very quiet, is it?
3 A That man was really rude!
B Yes, he wasn't very polite, was he?
4 A That was so stupid of you!
B Yes, it wasn't very clever of me, was it?
5 A These plates are dirty.
B Mmm, they're not very clean, are they?
6 A Pat always seems so miserable.
B Yes, she never seems very happy, does she?
7 A This computer is so slow!
B Mmm, it's not very fast, is it?
8 A It's really cold in here!
B Yes, it's not very warm, is it?

7.14 What's on?

A What shall we do today?
B I'm not sure. Let's have a look. How about going to the cinema?
A Er, no, I don't feel like seeing a film.
B OK … What about an exhibition?
A Maybe. What's on?
B There's Modigliani at the Tate Modern.
A Mmm … not my kind of thing. What else?
B There's an exhibition called *Living with gods* about beliefs in different cultures.
A That sounds interesting! Where's it on?
B The British Museum.
A Oh good, the British Museum's free.
B Yeah, but this is a special exhibition, and it's £15.
A Oh, OK. We can get the tube to Russell Square. What time is it open?
B They're open ten till six. And, we could go to a Silent Disco at the London Aquarium afterwards.
A Oh, I'd love to! Come on, let's go!

Unit 8

8.1 Kurt Weiner – big wave surfer

I = Interviewer, K = Kurt

I Kurt, do you have to be very fit and strong to be a big wave surfer?
K Yeah, you do. You have to be strong in mind and body. It's a fantastic sport but a dangerous one. I find doing Yoga helps me a lot.
I Yoga?!
K Yeah, a lot of surfers do yoga. You have to learn to hold your breath – and yoga helps with that and … of course it helps you keep calm when things get difficult.
I I can understand that.
K I've learnt to hold my breath for over four minutes. That was one of the first things I had to learn – the bigger the wave the longer you have to do it.
I Four minutes! Wow! Kurt, did you have to start surfing when you were very young to be as good as you are today?
K I can't remember when I didn't surf – my dad took me before I was two years old.
I So, do you have to start young if you want to be a good surfer?
K Well, you don't have to, but it helps and living here it's the natural thing to do – it's just part of life on Oahu.
I You say you have to keep fit, so how often do you train?
K Well, I don't have to train every day, but I do most days – I go swimming underwater. I go to Three Tables Caves near my home – it's great for breath-holding practice.
I And do you travel to surf?
K I do, a lot. I've been to surf spots all over the world, from Mexico to China … but right on my doorstep is one of the most famous waves in the world – the Banzai Pipeline. It's a fantastic ride!
I Kurt, you're a lucky guy. I hear you have a surf school, too. Can you teach me to surf?

8.2 See p80

8.3 See p81

8.4 See p81

8.5 See p82

8.6 Giving advice

1 A I'm hopeless at all sports.
B You shouldn't worry about it. Lots of people aren't sporty, but you should make some exercise part of you daily routine – walking more quickly can help.
2 A I can't sleep at night.
B You must do more exercise during the day. Why don't you walk to work? And you shouldn't drink so much coffee just before bedtime.
3 A I don't like my brother's new girlfriend.
B I don't think you should tell your brother. I think you should try to find some good things about her.
4 A I've got an important exam tomorrow, and I'm really nervous.
B I don't think you should study any more today. You must get a good night's sleep tonight. Don't worry. I'm sure you'll pass, and if you don't it's not the end of the world.
5 A A boy in my class is bullying me.
B You must tell your teacher or ask your mum to talk to the teacher.
6 A I fell off my bike and banged my head – now I've got a bad headache.
B Oooh that looks bad! You must go to A and E immediately and get an X-ray. I'll drive you, I don't think you should go alone.
7 A My computer's behaving very strangely.
B Mine does that all the time. You should do what I do – turn it off, wait a while, then turn it on again. It's the only thing that ever works for me.
8 A My car's making a funny noise.
B It sounds bad – you mustn't drive it. You should call the garage.

8.7 A health quiz – answers

1 You shouldn't skip breakfast.
This is not true. Skipping breakfast does not necessarily make you unhealthy. However, the fact is, that people who do have breakfast are more likely to look after their health generally – they eat healthily and exercise regularly, so they're more healthy anyway.
2 You should weigh yourself regularly.
This is true. Weighing yourself regularly helps you to keep a healthy weight. But you shouldn't do it too often – not every day, once a week is enough.
3 You must always warm up before hard exercise and cool down after. Yes, this is a good idea. Some fast walking to start and perhaps some yoga or Tai Chi afterwards.
4 Swimming is one of the best forms of exercise you can do. This is true. Some people say that swimming is the perfect exercise for the body. Tai Chi is also very good because it is both movement and relaxation. And don't forget walking! It's a simple but powerful way to keep healthy, as long as you do it in comfortable shoes!
5 You should do 30 minutes continuous activity rather than 10 minutes 3 times a day. This is not true. Best is short periods of 10 minutes, but it's fine to do both. You should try to do at least 150 minutes a week.
6 You should always exercise until it hurts – no pain, no gain! This is not true. You don't have to feel pain when you exercise to keep fit. Do it slowly at first. Little and often is better, and then build up to harder, longer exercises.
7 If you want to lose weight you should drink water after a meal. No, you should drink water before a meal. It helps you feel full, and you won't eat too much.
8 If you don't feel full after a meal you should wait 15 minutes and see how you feel then. This is a good idea. Sometimes you want to eat more just after a meal, but if you wait 15 to 20 minutes, your food fills your stomach and you start to feel full.
9 You should always choose water over other drinks to rehydrate after exercising.
Not true. It doesn't have to be water. Any non-alcoholic drink will rehydrate you.
10 It's better to exercise in the morning rather than the afternoon or night.
Not true. There is no best time. The important

thing is just to exercise – you can do morning afternoon or night!

8.8 Andy Lambert – a stuntman's story

A = Andy Lambert, J = Justin

J Andy, I've often wondered … and never asked – how did you become a stuntman?

A Well … I first thought about it when I was at school. I always loved sports – all sports – athletics, swimming, even pole vaulting – anything and everything – and I loved climbing trees too, so I thought … hmmm … I'd like to be a stuntman.

J Really? You actually had the idea at school? It's not a job many people think of.

A Well, I did … but then I thought that the people doing it had to be very special in some way – so it couldn't be me. But eventually when I was 29, I had the courage and got started. Twenty-nine is quite late for a stuntman.

J So what were the first jobs you did?

A Well, I worked as a film extra at first on some TV dramas – I was the person sat at the bar or just one of the crowd. But at the same time I worked at other skills – you have to do that – horse riding, high diving, and martial arts, of course. I did judo competitions, and I built a portfolio of photographs of myself.

J You really planned it carefully then.

A Yeah, I was keen … and finally I got my first job. It was on a film called *Onegin* – a Russian romantic drama with Ralph Fiennes – I was doubling for Toby Stephens, Maggie Smith's son.

J Oh yeah – then what?

A Well, after that I got work on a Bond film, one with Pierce Brosnan, when he comes crashing through a restaurant window in a speedboat. That was me!

J I saw the film – I didn't recognise you!

A That's good – you're not meant to!

J I know! So … how do you prepare for a film like that?

A First, you have to talk through the stunts with the director – so, for example, if you're going to fall out of a window you have to talk about how he, or she, wants you to move in the air and land – hit the ground, you know.

J Whoah, Andy! It sounds so dangerous. Have you ever been injured?

A Not too much. I'm lucky. Just a few bumps and bruises, but a lot of stuntmen and women do get injured – sprained ankles, broken arms and legs, and the like. If you think about it, if you have to fall off a horse say 10 or 12 times in one day, you are not going to feel great.

J I'm laughing but …

A Actually, there was another injury.

J What was that?

A Well, I was going to do a really big film, in Greece – it was *Captain Corelli's Mandolin* with Nicholas Cage, and then just before I had to leave I sprained my ankle.

J What a shame! How did you do that?

A Well, I was running in my local park and I fell – can you believe it?

J You're kidding! You don't do much stunt work now do you?

A No, I don't. I haven't done much since I married and had kids – my wife was pleased when I stopped, but my sons love to hear about when dad was a stuntman. I still love a bit of danger in my life.

J OK – how about a game of squash with me now? That's enough danger for me!

8.9 A children's song

Head and shoulders, knees and toes, knees and toes!
Head and shoulders, knees and toes, knees and toes!
And eyes and ears and mouth and nose!
Head and shoulders, knees and toes, knees and toes!

8.10 The doctor's diagnosis

P = Patient, D = Doctor

1 **P** I can't stop coughing and blowing my nose.
D You've got a cold. It's just a bad cold.

2 **P** I've got a fever, my whole body aches, and I feel awful.
D You've got flu – just go home and go to bed.

3 **P** It hurts when I walk on it.
D You've got a sprained ankle. It looks quite bad. You should go for an X-ray.

4 **P** I keep going to the toilet.
D You've got diarrhea. It's probably something you've eaten. You can get some pills from the Pharmacist.

5 **P** My glands are swollen, and it hurts when I swallow.
D You've got a sore throat – let me see! … Ah yes … it's tonsillitis.

6 **P** I keep being sick, and I've got terrible diarrhoea.
D You've got food poisoning. It will pass in a few hours – oh dear … the toilet's just over there!

7 **P** I start sneezing when I'm near a cat.
D You've got an allergy. Lots of people are allergic to cats. You can take antihistamine pills – you can get a packet from the chemist.

8.11 See p87

Unit 9

9.1 See p91

9.2 See p90

9.3 Questions about the story

1 **A** Why was the man all alone?
B Because his wife had left him.

2 **A** Why was he poor and homeless?
B Because he'd lost his job, and his house.

3 **A** Why was he afraid to follow Mula into the woods?
B Because he'd heard it was easy to get lost in them.

4 **A** Why was his sack in the middle of the road?
B Because Mula had put it there.

5 **A** Why was he so happy?
B Because he'd found his sack again with everything still inside it.

9.4

1 He lost his job.
He'd lost his job.

2 We'd missed the bus.
We missed the bus.

3 They'd all left.
They all left.

4 But you met him before!
But you'd met him before!

5 I'd checked the doors.
I checked the doors.

6 She'd asked everybody.
She asked everybody.

9.5 See p91

9.6 See p92

9.7 Discussing grammar

1 I went to bed when I'd done my homework.
2 After I'd driven two hundred miles, I stopped for coffee.
3 She bought a car as soon as she'd passed her driving test.
4 I didn't go to live in Italy until I'd learnt Italian.
5 Although I'd enjoyed reading the book, I didn't like the film.
6 His mother sent him to bed because he'd been naughty.
7 I'd burnt the chicken, so we went out to eat.
8 Jill invited me to stay for lunch, but I'd arranged to have lunch with Jo.

9.8 An interview with Liz Davis

I = Interviewer, L = Liz Davis

I Hello, and welcome to Bookworld. This week in the studio we have Liz Davis from YAP, Young Adult Publishers. Liz, many people get confused about the difference between children's literature and young adult literature. Are they sometimes the same thing?

L Yes, they can be. Some of our books are for children as young as 12 and they aren't very different from other children's books. But many of the novels we publish are for 15 to 18 year olds, and the stories and subjects in those are not what you usually find in children's literature. They're, well, more adult.

I Now, children's literature is very big business at the moment – is that because of the recent popularity of young adult fiction?

L No, not really. We're in a golden age of children's literature for all ages right now. And it isn't the first golden age – there have been three. The first came in the 19th century, with the earliest fantasy books for children. *Alice in Wonderland* and *Peter Pan* were the first novels where ordinary children had adventures in a magical world.

I And until then, children's books had been quite serious and educational, hadn't they?

L Oh, yes! People thought children's stories should teach them morals. They were about children getting into dangerous situations in life because they'd behaved badly, and only the well-behaved children managed to escape! There's a lovely story called *The Storyteller*, by a writer called Saki, which makes fun of this idea.

I And when was the second golden age?

L In the 1950s. There'd been the Second World War and the atomic bomb, and a lot of children's stories were now more serious about saving the world from evil. Tolkien's *Lord of the Rings* is a good example, and C.S. Lewis's *The Lion, the Witch, and the Wardrobe*. It's not just the children in the story that are in danger; it's everything.

I And isn't that true of a more recent example of young adult fiction, the *Harry Potter* series?

L Yes, although I'm not sure it's correct to call the *Harry Potter* books young adult fiction. They were the first children's books that people of all ages read – from the very young to the very old! It's only the later *Harry Potters*, when the children become teenagers, that are more like young adult literature, but they're still not typical examples because they're all about the problems of using magic. Modern young adult

novels are usually about the everyday personal problems that teenagers experience.

I So the stories aren't set in fantasy worlds any more?

L No, not so much. Some are, the *Hunger Games* books, for example. But most young adult literature is set in the very real world that teenagers live in.

I Too real for some parents!

L Yes, that's true. In the past, people often complained that young people's literature had never shown the reality of teenage life. Now, many parents aren't happy to find their children reading books that go into so much detail about relationships with the opposite sex, and about alcohol and drugs.

I And how do you feel about that?

L Well, these problems are part of life for teenagers today, and I think it helps if they see people learning to get through them. What I don't like is when young adult novels end miserably – I know most teenagers like to be miserable sometimes, but I think they're looking for a happy ending really!

9.9 See p94

9.10 See p94

9.11

'Once upon a time, a long time ago, there was a little girl called Bertha, who was very, very good.'
The children looked disappointed. They had hoped for a better story from him.
'She was always well-behaved, and worked hard at school because she wanted to please her parents and teachers. She was never late, never dirty or untidy, never rude, and she never told lies.'
'Was she pretty?' asked the small girl.
'Not as pretty as you', the young man said. 'But she was horribly good.'
The children were suddenly interested. Using the word 'horribly' with good was unusual, and they liked how true it sounded.
'Bertha was so good that she'd won three medals for it – one said 'Never late', one said 'Always polite', and the third said 'Best-behaved child in town'. She wore them every day as she walked around town, so that everyone knew how good she was.'
'Horribly good,' Cyril reminded him.
'Yes. Well, the King had heard how good this girl was, and he invited Bertha to tea at the Royal Palace. Bertha wore her best dress, which was very white and clean, put on her medals, and walked through the woods towards the King's palace. But in the woods, there lived a big hungry wolf. He quickly saw Bertha's clean white dress through the trees. 'Aha!' thought the wolf. 'Lunch!' He moved quickly and quietly through the trees towards Bertha. Bertha saw the wolf and ran, but it was difficult to run fast because of the medals. She hid in some bushes, but she was shaking with fear, and the wolf could hear the medals clinking together. He caught her, and ate every bit of her – except for the medals, of course.'

9.12 See p95

9.13 How did you feel?

1 I was scared because the lights had gone out.
2 I was jealous because my sister got the biggest bedroom.
3 I was nervous because I hadn't sung in public before.
4 I was upset because my best friend had forgotten my birthday.
5 I was disappointed because the restaurant wasn't very good.
6 I was proud because my photo won first prize.

9.14 See p96

9.15 See p97

9.16 See p97

9.17 See p97

Unit 10

10.1 See p100

10.2 Inventions that changed the world

1 Paper was invented by a Chinese government official, called T'sai Lun, in 105AD. The first paper was made from a mixture of plants and cloth. Since the 18th century paper has been made of wood because it is much stronger than cloth.
2 The printing press was invented in 1440 by a German printer called Johannes Gutenberg. Today, everything is done by computer and more words are printed every second than were printed every year in the 15th and 16th centuries.
3 Alexander Graham Bell invented the telephone in 1876. Bell was born in Scotland but he moved to America and became a scientist and teacher of the deaf. He worked with his assistant, Thomas Watson, and the first sentence he ever sent was 'Watson, come here; I want you.'
4 Guglielmo Marconi, was an Italian physicist. He invented the radio in 1895. In 1909 he was awarded the Nobel Prize for Physics. The company he founded, The Marconi Company Ltd., was bought by the Swedish firm, Ericsson, in 2006.
5 Television was invented by a Scottish engineer, John Logie Baird in 1924. The first BBC television broadcasts in 1929 were made with Baird's system. In 2006, Logie Baird was named one of the 10 greatest Scottish scientists in history.
6 The first ballpoint pen was invented by the Hungarian journalist, Laszlo Biro, in 1938. Many other ballpoint pens have been designed over the years but in the UK they are still called Biros.
7 The Apple PC was invented by two American computer engineers, Steve Jobs & Steve Wozniak in 1976. The name Apple was chosen because it was Jobs's favourite fruit. Apple computers have always been always highly praised for being both user-friendly and beautifully designed.

10.3 See p102

10.4 Questions and answers

1 **A** How many video games are bought by men and women?
B 60% are bought by men, 40% by women. And did you know the average age of a video game player is 38.
2 **A** How many emails are sent every year?
B Nearly 75 trillion. The average office worker receives 121 emails a day.
3 **A** How many questions are answered by Google every second?
B Over 40 thousand a second! About 15% of these have not been asked before.
4 **A** When was eBay invented?
B In 1995. Pierre Omidyar was 28 when he invented it – he was a billionaire by the time he was 31.
5 **A** How many languages has Facebook been translated into?
B 76. There are now over 2 billion Facebook users – of these 83 million are fake profiles.
6 **A** When was the first twitter message sent?
B In 2006 by Jack Dorsey. Now 500 million tweets are sent every day by 328 million users.
7 **A** Where and when was Airbnb invented?
B In San Francisco in 2008. It is now used by 150 million people in 191 countries.
8 **A** When was Amazon.com founded?
B In 1994. Jeff Bezos started it from his garage. It is now the world's greatest online shopping company with over 300 million customers.

10.5 See p103

10.6 See p103

10.7 See p103

10.8 Talking about you

1 **A** Do you ever play computer games?
B No, but my nephew does, all the time.
2 **A** Do you send a lot of text messages?
B Of course I do. Doesn't everybody? I text all the time.
3 **A** Do you take a lot of photos?
B I do. I have hundreds on my phone, too many really. I put them on Facebook sometimes.
4 **A** Who does the most housework in your home?
B Not me or my dad! My mum always says: 'Oh I'll do it, you're too slow.'
5 **A** How do you like your steak?
B Medium/rare. I don't like it well-done.
6 **A** Is your school well-equipped?
B It's OK – we have a lot of technical equipment – trouble is, it sometimes breaks down – the teacher can't fix it – but there's a tech genius in our class who usually can.
7 **A** What do you think is the most important discovery ever made?
B Mmmm! A difficult one. There are so many. The discovery of DNA is pretty important I think.

10.9 Part 1 – The world's number one habit – chewing gum!

P = Presenter, I = interviewer,
LW = Lilian Wood, A, = girl interviewee,
B = boy interviewee

Part 1

P This week on Worldly Wise we look at the world's most common habit .... chewing gum! Yes, chewing gum! Every year, 374 trillion sticks of chewing gum are made, and we chew 100,000 tons of it. So why do we do it and how many of us know what it's made of?
I Excuse me, I see you are chewing gum.
A Yeah.
I And -er do you have any idea what it's made of?
A Made of? Nah – I've never thought about it.
I What about you? Do you know?
B Er no idea – rubber maybe.
I And -er do you know who invented it?
A Erm, ... the Americans?
B Yeah – the Americans – I bet it was invented in the US.

I And finally, tell me – why do you chew it?
A and B Why?!
A -Er, I dunno – it's cool … it's cool to chew gum.
B It's something to do.
P Cool or not – chewing gum isn't made of rubber and it wasn't invented by the Americans. It was invented by the Swedes. The Swedes!? I hear you say. But listen to Lilian Wood a chewing gum expert. Lilian welcome!
LW Thank you. Well, the history of chewing gum goes back thousands of years. In Sweden in 1993 a skeleton of a teenage boy was found – this boy was 9,000 years old and in his mouth was some gum. It was made of tree sap and honey – and this is the first known chewing gum.
P That's amazing. Perhaps we've always needed to chew things. After all babies are born wanting to chew – they put everything into their mouths. So, Lilian, why do we chew gum?
LW We chew to clean our teeth and freshen our breath but also just because we like chewing – it keeps us calm.
P Yeah – 'Keep calm and chew gum!'
LW Yes – the ancient Greeks chewed a gum called mastica – it's a type of tree sap. The Greeks thought it was good for the health and it made the breath sweet-smelling. We also know that in the first century AD the Mayan Indians in South America enjoyed chewing gum – they chewed a tree sap called chiclay. They wrapped it in leaves and put it in their mouths …
P The first packet of chewing gum!
LW Yes indeed – the first packet of gum.

10.10 Part 2 – The history of modern chewing gum

P So, what's the history of modern chewing gum? Well, in 1871 Thomas Adams, an American inventor, introduced chewing gum from Mexico to the US … and it became popular very quickly with American kids.
LW Yes, but it was in 1892 when a very clever young man called William Wrigley decided chewing gum was the thing of the future. He was a business genius – he was the first to use advertising to help sell his products.
P Really? What did he do?
LW He hired hundreds of pretty young girls – he called them, 'The Wrigley girls', and they walked up and down the streets of New York and Chicago handing out free chewing gum. Millions of pieces were given away.
P Very clever, very modern!
LW Yes, he also had huge electric billboards made – one billboard was a mile long and ran along the side of a train track. So, of course, Wrigley's gum soon became very popular all over the US.
P But how did the rest of the world get to love chewing gum?
LW Well, during the Second World War, American soldiers were given Wrigley's gum to help them stay calm. In fact, in 1944 all chewing gum production went to the US Army and they took it overseas and gave it to children. Soon they were followed everywhere with the cry, 'Got any gum, chum?' So, of course, it spread worldwide.
P Yes, I believe it's even taken into space by the astronauts. So, Lilian what is it made of?
LW Well, the strangest thing about gum today is that nobody knows exactly what it's made of – the recipe is secret!
P Hah! Thank you Lilian. That's all fascinating … but there's a problem with gum. It's a favourite habit, but when the flavour has gone and we finish chewing, what do we do? We throw it away – chewing gum litter covers the streets of all our towns. Did you know that the cost of cleaning it from the streets of London is more than £10 million a year?! Now that's a fact worth chewing on!

10.11 See p107

10.12

1 Patrick and John
P Hi, John. It's Pat.
J Hi Pat! Where are you?
P I'm at the station on my way home from work.
J I thought I could hear a lot of noise in the background.
P I'll be quick 'cos my train's due.
J Sorry, you're breaking up. I couldn't hear that.
P I know, it's not a good signal. But, listen, I'm calling because I can't make it on Thursday.
J What's that?
P I said, I can't make Thursday.
J You can't make Thursday?
P Yeah. Are you free on Friday instead?
J Friday? I'm not sure. Can I get back to you?
P Sure. That's fine. Oh there's my train! Speak later!
J Yeah! Speak to you later, then. Bye!

2 John and Emma
E Hello.
J Hello, Emma. It's John. I'm trying to get hold of Patrick.
E I'm afraid he's not in. Have you tried his mobile?
J Yeah. I tried that first but he's not answering.
E It's probably switched off. He's at the cinema with Richard.
J Oh, OK. Can you give him a message then?
E Of course.
J Just tell him Friday's fine.
E OK, I'll tell him as soon as he's back.
J Thanks, Emma. Anyway, how are you? Why aren't you at the cinema?
E Oh, I was tired and I had to finish some work.
J Well, tell that husband of yours I'll see him Friday straight after work.
E I'll do that. Hope to see you soon, John.
J You too. Bye.
E Bye.

3 Chantal, Harriet, Patrick and Teresa
C Good morning. Wells and Marriot International. Chantal speaking. How can I help you?
H Hello, could I speak to Patrick Doyle, please?
C I'm afraid his line's busy. Would you like to hold?
H Yes, please.
C It's ringing for you now.
H Thank you.
T Hello. Patrick Doyle's office. Teresa speaking.
H Hello. Can I speak to Patrick Doyle, please?
T Who's speaking, please?
H This is Harriet Smith from Digby and Moss Associates.
T Oh, good morning Ms Smith. I'll put you through immediately.
H Thank you.
T It's Harriet Smith on the line for you, Patrick.
P Harriet! Good to hear from you! Are you back from that conference in New York?
H Yes, and I wondered …

4 Teresa and Emma
T Hello. Patrick Doyle's office.
E Hi Teresa, it's Emma
T Oh, hello Mrs Doyle.
E Can I speak to Patrick, please?
T Oh, I'm afraid he has someone with him at the moment, Mrs Doyle. Is it urgent? Do you want me to interrupt him?
E No, no, it's not urgent. It can wait until this evening. I've got a meeting myself in a few minutes. Just tell him I rang and I'll see him this evening at home.
T Will do. I hope there isn't a problem.
E No, no, not a problem. Good news actually. Bye Teresa.
T Ooh? Bye, Mrs Doyle.

Unit 11

11.1 See p110

11.2 Questions with *How long … ?*

1 A My sister's working in New York.
B How long has she been working there?
A Only a couple of months.
2 A I'm training to run the marathon.
B How long have you been training?
A Since Christmas. Wish me luck!
3 A My boss is on holiday.
B How long has been away?
A Two weeks. It's great without him!
4 A I'm learning how to drive.
B How long have you been learning?
A Nearly two years. I've failed my test three times already.
5 A I know Maria very well.
B How long have you known her?
A Since we were at school together.
6 A I have the new iPhone.
B How long have you had it?
A I only got it yesterday.

11.3 What have they been doing?

1 A Why are the students bored?
B Because the teacher's been talking for hours and they haven't understood a word.
2 A Why are they so tired and dirty?
B Because they've been playing rugby, but they're happy because they've won the match.
3 A Why is she hot and tired?
B Because she's been cooking all morning. She's made two huge chocolate cakes for the party.
4 A Why has he got backache?
B Because he's been digging the garden. He's planted six rows of cabbages.
5 A Why is she covered in paint?
B Because she's been decorating her flat. She's painted two walls already.
6 A Why have they got no money left?
B Because they've been shopping. They've spent over £200!

11.4 Martha Lane Fox – co-founder of lastminute.com

Tense review
1 Q Where did she study?
A At Oxford University.
2 Q How long has she been working in digital technology?

A Since 1994, when she joined an IT company called Spectrum.

3 Q Who did she meet while she was working at Spectrum?
A Brent Hoberman. She founded lastminute.com with him.

4 Q How much did they sell lastminute.com for?
A £577 million in 2005.

5 Q Where was she driving when she had a car crash?
A In Morocco.

6 Q Has she fully recovered from the accident?
A No, she hasn't. She still walks with a stick.

7 Q What has she been doing since 2007?
A She's been doing a lot of work for charities.

8 Q How long has she been director of Twitter? How many followers does she have?
A Since 2016. She has over 186,000 followers.

11.5 My kind of thing!

1 Paula

My passion at the moment is horse-riding – it's strange to hear myself say that 'cos I've only been doing it for about a year, and I never thought I'd love it so much. It all happened because I was talking to someone who rode horses, and I said that stupid thing people often say 'Oh, I've always wanted to do that', and she said 'Why don't you then?'. And I thought, 'why not?' I've always liked horses, they're so big and powerful, but so beautiful when you see them racing round a field or a track. Riding's very physically demanding – your body has to move with the horse, and, of course, I've fallen off a few times, but amazingly the more you fall the less it hurts. I've been learning how to give really clear instructions – you have to understand your horse – they have moods, you never know what a ride is going to be like – a horse you had a fantastic ride on one week, can be slow and miserable the next week. I like that about horses – they have personalities.

2 Andrew

I'm passionate about poetry. I studied English Literature at university, but it wasn't until after I graduated that I really saw the point of poetry and started writing it myself. I've been trying to write for about ten years now – I'm not sure it's any good, but I keep trying. I've met some other hopeful poets, like me, and I've heard them reading it aloud – it was amazing. I felt the power of the words. The thing that I like so much about it is that you can say so much with just a few words – a little means a lot. Each word, each noun, verb, adjective, preposition has to work hard. There's a poem by Simon Armitage called *To His Lost Lover* – it's a poem of regret, about not saying the things you wish you had said to a past lover. This poem really speaks to me – poetry's all about saying what often goes unsaid and with passion. It can be such a help in your life. If you feel tired or depressed, you can always find a poem that will help.

3 James

The thing I'm passionate about, and this may surprise many people, is –er British weather. I've been interested in it ever since I was a child. I loved all our rainy holidays by the English seaside. I know everyone complains about the weather, but I love it. It means there's always something to talk about and it's a great way of starting a conversation at a bus stop. Also, you know, it's the rain that gives us our green, green fields. I think if you live somewhere like California and there are 365 days of sunshine, it's boring. But here … perhaps it's been raining all morning, and then suddenly the sun comes out, and you really appreciate that sunshine. It's magic – raindrops are like diamonds in the sun. And it's not true that it rains all the time in Britain, it doesn't – it just rains quite a lot. You know that joke – 'if you don't like English weather – wait ten minutes' – that's why it's always interesting.

11.6 Alison's life

I didn't marry until quite late. I met my husband Ben when I was 30, and we didn't marry until I was 33 – that was in 2012. We got married in a church near where my mum lives. Ben and I had a great honeymoon, we toured America, we were away for three weeks. And soon after that I found I was pregnant. That was Ellen, our first baby. She was born the year after we got married, and two years after that, in 2015, we had the twins, Tessa and Tom. They've been keeping us busy ever since! I'm exhausted most of the time, but they're great fun. I'm really glad I married Ben – he's a great dad. I want it to be forever. My mum and dad divorced when I was just 13, and I don't want us to do that. My mum helps me with the kids, but my dad died last year – he had a heart attack. I miss him a lot.

11.7 See p117

11.8 My vision for the 21st century – Part 1: Reasons to be optimistic

Although the world is facing many serious problems at the moment, I am generally optimistic about the future. We've been worrying about the end of civilization for over a hundred years now, but we've always found ways to deal with the problems we face, and I believe we can do the same in the future. Life could actually become much better for us all with improvements in healthcare and technology. We've already made big improvements in life expectancy. People have been living longer and longer lives since the 1950s, when most Americans lived for about 50 years. Nowadays, life expectancy is nearly 80 years, and in future, most people will live to be a hundred. People often say that they don't want to live to be a hundred, but that's because they imagine living in an old and broken body. We've already discovered how to grow new cells to repair parts of the body, and when we can grow new hearts, kidneys, and livers outside of the body, we'll be able to use them like the spare parts of a car, keeping our bodies fit and healthy until we die. People worry about world population becoming an even bigger problem if people live longer. However, when people become more educated and richer, they don't need or want to have so many children. The challenge therefore is to use the technology we have to educate people better and to use robots to create wealth that we can share more equally.
In recent times, many people have been demanding independence and wanting more control of their own countries. I think we need to go the other way. I strongly believe that there will be a world government in future because our problems and resources will have to be managed at a global level.

11.9 My vision for the 21st century – Part 2: Reasons to be pessimistic

There are reasons to be pessimistic. There have always been selfish and greedy people, and there always will be. These people will refuse to accept that we need to look after our planet and use our resources carefully. They won't be interested in finding ways to live happily without spending money on more and more material things. These people will always want to fight wars to get what they want. We have the technology to make our lives better, but we need the wisdom to go with it. The big question is – how can we stop the most selfish and greedy people being in the positions of power in the world?

Unit 12

12.1 See p120

12.2 What are you doing this weekend?

1 What are you doing this weekend?
If the weather's good, I'll go to the beach.

2 What are you doing this weekend?
If I have time, I'll meet friends for coffee.

3 What are you doing this weekend?
If it doesn't rain, I'll do some gardening.

4 What are you doing this weekend?
If it rains, I won't go out. I'll stay in and watch TV.

5 What are you doing this weekend?
If I don't have any work to do, I'll spend a day in London.

6 What are you doing this weekend?
If there's a good film on, I'll go to the cinema.

12.3 Holly's plans

H = Holly, L = Lewis

L Have you decided which university you're going to yet?
H Mmm, I'm still not sure. I might go to Liverpool, or I might go to Manchester. I'm definitely going to have a gap year, though. I need a break from studying.
L Great! What are you going to do?
H I'm going to travel round South America.
L Sounds great! Is that just travelling, or working?
H I'd like to just travel, but I'm going to look for work, because I'll need the money! I might get a job picking fruit, or I might teach English somewhere.

12.4 Giving advice

1 L I can't decide what to study at university, French or Economics.
A If you study French, you'll have to spend a year in France!
B If you study economics, it might be more useful in life.

2 L I'm not sure where to go, Bristol or Edinburgh.
A If you go to Bristol, you'll be nearer home.
B If you go to Edinburgh, it'll be a new experience!

3 L I don't know whether to live on campus or in the city.
A You'll get to know more people if you live on campus.
B You might learn more about real life if you live in the city.

4 L I don't know whether to get a part-time job or take out a big loan.
A If you get a part-time job, you'll have less time to study.
B If you take out a big loan, it might take a long time to pay it back.

5 L I'm wondering whether to start next year or have a gap year.
A You won't forget what you've learned at school if you start next year.

B You'll have a wonderful break from studying if you have a gap year.

12.5 Why is Robert worried?

S = Scott, R = Robert

S Hi, Robert! How's it going?
R Not good, Scott. My company's losing money, and they're making a lot of cuts.
S Oh, no! Is your job safe?
R No, not at all. I'm really worried. If I lose my job, what will I do?
S Well, it's not always the end of the world, you know.
R Oh, easy for you to say – your company's doing really well. But what if it were you? If you lost your job, what would you do?
S Well, that's very unlikely – we're looking for new people at the moment! But if it happened, … I'd start my own business.
R Mmm. I can't do that. It's a shame – if I were in sales, your company would probably give me a job.
S Oh they would, for sure! If I were you, I'd retrain!

12.6 See p122

12.7

Dan

The doctor says I need to do more exercise. I hate doing exercise.
And I'm not interested in cycling to work – I like driving.
I can't drink less coffee. I need ten cups a day.
I don't want to eat less junk food. I like junk food.
I can't cook, and I don't want to learn.
Why should I watch less TV? It's my only hobby!
I like going to bed really late.
I am not going to meditate! It's really boring!

12.8 At a crossroads in life

Jamie

I'm in my second year at university. I'm doing Physics, and I like my course. But the thing is, I sing and play guitar, and I joined a local band in my first year. The other band members aren't students – I met one of them in a pub. And, I love playing in the band – I'm discovering I'm more of a musician than I thought I was, and … well, we're actually pretty good, and our last few concerts sold out completely. So, the other guys want to give up their jobs and try to make a living from it. It might not be much of a living, but if we were prepared to go on the road and travel, we'd get plenty of gigs in pubs and local halls. And if we recorded some of our songs, we could put them online and make some money from downloads. But obviously, I'd have to drop out of university, and … my parents would go crazy! I don't know how easy it would be to get back onto a course later, so… it feels like it would be a stupid thing to do really.

Sylvia

I'm a lawyer, and I've been with the same law firm for 11 years now. It's difficult work sometimes, but I love it, and I'm doing very well. Although I'm only 37, I'm one of the most senior people here. I know that if I continue in this job, when a certain person retires next year, I'll probably become one of the partners in the firm. That would be amazing. But … well, I've never been sure whether I really want to have children – it's never seemed the most important thing to me. That's probably because it would mean giving up work for a year or two – I wouldn't want to go back to work too soon and try and do this job, and deal with a baby. But now that the clock is ticking fast, it's time to make a final decision. If I left now to have a baby, I don't think I'd get the partnership in the firm. I think they'd give it to someone else next year. But if I decided not to have children, I wonder if I'd really regret it later.

Donna

My husband died three years ago. He'd been very ill for a long time, so it wasn't a shock, but it hasn't been easy. We were married for 41 years. I couldn't imagine life without him when it happened, but … here I am, and I need to decide what to do with my life now. I'm thinking of selling this house. It's nice that it's full of nice memories of our lives together, but I wouldn't lose those memories if I moved out. It's way too big for me really, and I think I'll feel happier and more relaxed if I live somewhere smaller. If I get a flat in the right area, in town, there'll be lots of people around, and I'd like that. But, my daughter really wants me to go and live with them – she says she could make part of their house a 'granny flat'. It's kind of them, and I love being around my grandchildren, but, oh, granny flat! That sounds so horrible! I'm still young – I'm only 68! And if I lived with them, I wouldn't feel independent any more.

12.9 What happened next?

Jamie

Well, I surprised myself! The scientist in me told me to continue with my course, but, the artist in me suddenly felt stronger, so I dropped out! I know I'll be able to get back onto a course somehow if I change my mind, and I felt I'd really regret it if I didn't try this weird and wonderful life I'm living. We're doing OK, just. And who knows, if we start selling a lot more downloads, we might make the big time!

Sylvia

It was an easy decision in the end. Nature is clever, and I started having really strong feelings about wanting to have a baby! I don't know how I'd live without little Oscar now – he's gorgeous! They've been great at work – they gave the partnership to someone else, but they say there'll be another one coming up in a few years, and I'll be first in line for that one.

Donna

I sold the house and decided to buy a flat. It's not in town, but it's not far away, so I can easily go there if I feel like I need to be among people. And it's not very far from my daughter's either, so she's happy that I'm close. She often comes round and brings the children to visit me. And I go to theirs for dinner a couple of times a week, but I still feel very independent.

12.10 See p126

12.11

1 I usually order a take-away on Friday evenings – I like the ones from my local Indian restaurant.
2 I had to take the jumper I bought back to the shop because it had a hole in it.
3 I sing in a choir, and I think music is a great way to bring people together.
4 I don't know if it's possible to bring peace to the world – some people seem to love fighting.
5 Colin went a bit crazy when his girlfriend left him.
6 I find it difficult to go to sleep if the room isn't completely dark.
7 I always came last in sports competitions at school.
8 When we took little Marc to Disneyland he thought his dreams had come true!

12.12 Thank you and goodbye

1 A It's late! We must be going now. Thank you so much for a lovely evening.
B Our pleasure! Thank you for coming.
C The meal was fantastic!
B I'm glad you liked it! Bye! Drive safely!
A I will. Bye! And thanks again!

2 A Thanks so much! It's so kind of you.
B That's OK.
A I'm so grateful for all your help.
B Don't mention it! It's been fun.
A Well, er, would you mind helping me with just one more thing?
B Of course not! No problem!

3 A I hope you have a good flight. Who's picking you up?
B My sister, Lara.
A Well give her my love.
B Will do. OK, I'd better go through security now. It takes ages. Bye!
A Goodbye! Look after yourself!

4 A Thanks for having me. I've really enjoyed my stay.
B You're very welcome! It's been a pleasure. Come back and see us again soon!
A That's very kind of you. Maybe next year!
B That would be lovely!

5 A Have a safe journey!
B Thanks. I'll text you when I arrive.
A And say hello to your parents from me.
B I will. OK, I'd better get on.
A OK. Bye! Take care!
B And you! See you soon. Bye!

6 A Goodbye! Thanks for everything! It's been great fun!
B Thank you! I've really enjoyed being your teacher!
C Well, we've learned so much with you!
B I'm glad to hear it. Good luck with your English in future! And keep in touch!
A We will! Bye!

Grammar reference

Unit 1

1.1 Tenses

This unit has examples of the Present Simple and Present Continuous, the Past Simple, and two future forms: *going to* and the Present Continuous for the future.

All these tenses are covered again in later units.

- **Present tenses** Unit 2
- **Past tenses** Units 3 and 9
- **Future forms** Unit 5

The aim in this unit is to revise what you already know.

Present tenses

*She **lives** in London.*
*I **earn** $100 a day.*
*I'**m saving** money for my education.*
*They'**re studying** in a language school.*

Past tense

*They **moved** to Canada 30 years ago.*
*I **had** a bad accident last month.*

Future forms

*I'**m going to** study for a Master's degree.*
*What **are you doing** tonight?*

1.2 Auxiliary verbs

The Present Continuous uses the auxiliary verb *to be* in all forms.

Positive

*She **is** reading.*
*They **are** watching a film.*

Question

***Is** she reading?*
*What **are** they watching?*

Negative

*He **isn't** learning French.*
*I'**m not** sleeping.*

Verb forms with no auxiliary verb

In the Present Simple and the Past Simple there is no auxiliary verb in the positive. We use the auxiliary verb *do* in the questions and negatives.

Positive

They live in Australia.
He arrived yesterday.

Question

***Do** they live in London?*
*Where **did** Bill go?*

Negative

*I **don't** work in New York.*
*We **didn't** watch TV.*

1.3 Questions

1 *Yes/No* questions have no question word.

Are you hot? — ***Yes**, I am./**No**, I'm not.*
Does he speak English? — ***Yes**, he does./**No**, he doesn't.*

2 Questions can begin with a question word.

what	where	which	how	who	when	why	whose

***Where**'s the station?*
***Why** are you laughing?*
***Whose** is this coat?*
***How** does she go to work?*

3 *What*, *which*, and *whose* can be followed by a noun.

***What** size do you take?*
***Which** coat is yours?*
***Whose** book is this?*

4 *Which* is generally used when there is a limited choice.

***Which** is your pen? The black one or the blue one?*

This rule is not always true.

***What** / **Which** | newspaper do you read?*

5 *How* can be followed by an adjective or an adverb.

***How big** is his new car?*
***How fast** does it go?*

How can also be followed by *much* or *many*.

***How much** is this sandwich?*
***How many** brothers and sisters have you got?*

Unit 2

2.1 Present Simple

Form

Positive and negative

I/You/We/They	live don't live	near here.
He/She/It	lives doesn't live	

Question

Where	do	I/you/we/they	live?
	does	he/she/it	

Short answer

Do you like Peter? — ***Yes**, I **do**.*
Does he speak French? — ***No**, he **doesn't**.*

Use

The Present Simple is used to express:

1 a habit.

*I **get up** at 7.30.*
*Jo **smokes** too much.*

2 a fact which is always true.

*Vegetarians **don't eat** meat.*
*We **come** from Spain.*

3 a fact which is true for a long time.

*I **live** in Oxford.*
*She **works** in a bank.*

2.2 Present Continuous

Form

am/is/are + -ing (present participle)

Positive and negative

I	'm (am) 'm not	working.
He/She/It	's (is) isn't	
You/We/They	're (are) aren't	

Question

What	am	I	wearing?
	is	he/she/it	
	are	you/we/they	

Short answer

Are you going? ***Yes****, I* ***am****./****No****, I****'m not****.* *NOT ~~Yes, I'm.~~*
Is Anna working? ***Yes****, she* ***is****./****No****, she* ***isn't****.* *NOT ~~Yes, she's.~~*

Use

The Present Continuous is used to express:

1 an activity happening now.

*They****'re playing*** *football in the garden.*
*She can't talk now because she****'s washing*** *her hair.*

2 an activity happening around now, but perhaps not at the moment of speaking.

*He****'s studying*** *maths at university.*
*I****'m reading*** *a good book at the moment.*

3 a planned future arrangement.

*I****'m seeing*** *the doctor at 10.00 tomorrow.*
What ***are*** *you* ***doing*** *this evening?*

2.3 Present Simple and Present Continuous

1 Read the right and wrong sentences.

Fraser ***comes*** *from Scotland.*
NOT ~~Fraser is coming from Scotland.~~
*I****'m reading*** *a good book at the moment.*
NOT ~~I read a good book at the moment.~~

2 Some verbs express a state, not an activity, and are usually used in the Present Simple only.

She ***likes*** *the Rolling Stones.*
NOT ~~She's liking the Rolling Stones.~~
I ***know*** *what you mean.*
NOT ~~I'm knowing what you mean.~~

Similar verbs are *think*, *agree*, *understand*, and *love*.

2.4 *have/have got*

Form

Positive

I/You/We/They	have 've got	two sisters.
He/She	has 's got	

Negative

I/You/We/They	don't have haven't got	any money.
He/She	doesn't have hasn't got	

Question

Do	I/you/we/they	have	a new car?
Does	he/she		
Have	I/you/we/they	got	a new car?
Has	he/she		

Short answer

Do you have an iPhone? ***Yes****, I* ***do****./****No****, I* ***don't****.*
Have you got an iPhone? ***Yes****, I* ***have****./****No****, I* ***haven't****.*

Note

We can use contractions (*'ve* and *'s*) with *have got*, but not with *have*.

*I****'ve got*** *a sister.*
I ***have*** *a sister.* *NOT ~~I've a sister.~~*

Use

1 *Have* and *have got* mean the same. *Have got* is more informal. We use it a lot when we speak, but not so much when we write.

Have *you* ***got*** *the time?*
The UK ***has*** *a population of 60 million.*

In American English, *have + do/does* is much more common.

2 *Have* and *have got* express possession.

I have I've got	a new car.
She has She's got	three children.
He has He's got	blond hair.

3 When *have* + noun expresses an activity or a habit, *have* (not *have got*) is used. Look at these sentences.

I ***have*** *a shower every day.*
NOT ~~I've got a shower every day.~~
What time do you ***have*** *lunch?*
NOT ~~What time have you got lunch?~~

4 In the past tense, we use *had* with *did* and *didn't*.

I ***had*** *a bicycle when I was young.*
Did *you* ***have*** *a nice weekend?*
I ***didn't have*** *any money when I was a student.*

Unit 3

3.1 Past Simple

Form

The form of the Past Simple is the same for all persons.

Positive

I He/She/It You We They	finished arrived went	yesterday.

Negative

The negative of the Past Simple is formed with *didn't*.

I He/She/It You We They	didn't (did not) arrive	yesterday.

Question

The question in the Past Simple is formed with *did*.

When	did	she/you/they/etc.	arrive?

Short answer

Did you go to work yesterday? ***Yes, I did.***
Did it rain last night? ***No, it didn't.***

Spelling of regular verbs

1 The normal rule is to add *-ed* or *-d*.

work/work**ed** start/start**ed** live/liv**ed** love/lov**ed**

2 Some short verbs with only one syllable double the consonant.

stop/sto**pp**ed plan/pla**nn**ed

3 Verbs ending in a consonant + *-y* , change the *-y* to *-ied*.

study/stud**ied** carry/carr**ied**

But …
play/play**ed** enjoy/enjoy**ed**

There are many common irregular verbs. See the list on p158.

Use

The Past Simple expresses a completed past action. Notice some of the time expressions.

*We **played** tennis last Sunday.*
*I **worked** in London in 2007.*
*John **left** two minutes ago.*

3.2 Past Continuous

Form

was/were + verb *-ing* (present participle)

Positive and negative

I/He/She/It	was wasn't (was not)	working.
You/We/They	were weren't (were not)	

Question

What	was	I he she it	doing?
	were	you we they	

Short answer

Were you working yesterday? ***Yes, I was./No, I wasn't.***

Use

1 The Past Continuous expresses a past activity that has duration.

*I had a good time while I **was living** in Paris.*
*You **were making** a lot of noise last night. **Were** you **having** a party?*

2 The activity was in progress *before*, and probably *after*, a time in the past.

*'What **were** you **doing** at 8.00 last night?' 'I **was watching** TV.'*
*When I woke up this morning, the sun **was shining**.*

3.3 Past Simple and Past Continuous

1 The Past Simple expresses completed past actions. The Past Continuous expresses activities in progress. Compare these sentences.

*I **washed** my hair last night.*
*I **was washing** my hair when you phoned.*
*'What **did** you **do** at the weekend?' 'I **played** tennis.'*
*We **were playing** tennis when it **started** to rain.*

2 A Past Simple action can interrupt a Past Continuous activity in progress.

*When I **phoned** Simon he **was having** a shower.*
*I **was doing** my homework when Jane **arrived**.*

3 In stories, the Past Continuous can describe the scene. The Past Simple tells the action.

*It **was** a beautiful day. The sun **was shining** and the birds **were singing**, so we **decided** to go for a picnic. We **put** everything in the car …*

3.4 Prepositions in time expressions

at	in	on
at six o'clock at midnight at Christmas at the weekend	in 2007 in the morning/ afternoon/evening in summer in two weeks' time	on Saturday on Monday morning on Christmas Day on January 18
no preposition		
two weeks ago next month yesterday evening tomorrow morning this afternoon tonight		

Unit 4

4.1 Expressions of quantity

Countable and Uncountable nouns

1 It is important to understand the difference between countable and uncountable nouns.

Countable nouns	Uncountable nouns
a cup	water
a girl	sugar
an apple	milk
an egg	music
a pound	money

We can say *three cups, two girls, ten pounds*. We can count them. We cannot say ~~*two waters*~~, ~~*three musics*~~, ~~*one money*~~. We cannot count them.

2 Countable nouns can be singular or plural.

*This **cup** is full.*
*These **cups are** empty.*

Uncountable nouns can only be singular.

*The **water** is cold.*
*The **weather was** terrible.*

much and *many*

1 We use ***much*** with uncount nouns in questions and negatives.

*How **much money** have you got?*
*There isn't **much milk** left.*

2 We use ***many*** with count nouns in questions and negatives.

*How **many people** were at the party?*
*I didn't take **many photos** on holiday.*

some and *any*

1 *Some* is used in positive sentences.

*I'd like **some** sugar.*

2 *Any* is used in questions and negatives.

*Is there **any** sugar in this tea?*
*Have you got **any** brothers and sisters?*
*We don't have **any** washing-up liquid.*
*I didn't buy **any** apples.*

3 We use *some* in questions that are requests or offers.

*Can I have **some** cake?*
*Would you like **some** tea?*

4 The rules are the same for *someone, anything, anybody, somewhere*, etc.

*I've got **something** for you.*
*Hello? Is **anybody** here?*
*There isn't **anywhere** to go in my town.*

a few and *a little*

1 We use *a few* with countable nouns.

*There are **a few biscuits** left, but not many.*

2 We use *a little* with uncountable nouns.

*I only have **a little time**.*

a lot/lots of

1 We use *a lot/lots of* with both count and uncount nouns.

*There's **a lot of butter**.*
*I've got **lots of friends**.*

2 *A lot/lots of* can be used in questions and negatives.

*Are there **lots of tourists** in your country?*
*There isn't **a lot of butter**, but there's enough.*

4.2 Articles – *a/an, the*

1 The indefinite article *a* or *an* is used with singular, countable nouns to refer to a thing or an idea for the first time.

*We have **a cat** and **a dog**.*
*There's **a supermarket** in Adam Street.*

2 The definite article *the* is used with singular and plural, countable and uncountable nouns when both the speaker and the listener know the thing or idea already.

*We have a cat and a dog. **The cat** is old, but **the dog** is just a puppy.*
*I'm going to **the supermarket**. Do you want anything?* (We both know which supermarket.)

Indefinite article

The indefinite article is used:

1 with professions.

*I'm **a teacher**.*
*She's **an architect**.*

2 with some expressions of quantity.

a pair of ***a little*** ***a couple of*** ***a few***

3 with some expressions of frequency.

once a week ***three times a day***

4 in exclamations with *what* + a countable noun.

***What a** lovely **day**!*
***What a pity**!*

Definite article

The definite article is used:

1 before seas, rivers, hotels, pubs, theatres, museums, and newspapers.

the Atlantic ***the British Museum***
The Times ***the Ritz***

2 if there is only one of something.

the sun ***the Queen*** ***the government***

3 with superlative adjectives.

*He's **the richest man** in the world.*
*Jane's **the oldest** in the class.*

No article

There is no article:

1 before plural and uncountable nouns when talking about things in general.

I like potatoes.
Milk is good for you.

2 before countries, towns, streets, languages, magazines, meals, airports, stations, and mountains.

I had lunch with John.
I bought Cosmopolitan at Victoria Station.

3 before some places and with some forms of transport.

at home	in/to bed	at/to work
at/to school/university	by bus	by plane
by car	by train	on foot

*She goes to work **by bus**.*
*I was **at home** yesterday evening.*

4 in exclamations with *What* + an uncountable noun.

***What** beautiful **weather**!* ***What** loud **music**!*

Note

In the phrase *go home*, there is no article and no preposition.

*I went **home** early. NOT ~~I went to home.~~*

Unit 5

5.1 Verb patterns

Here are four verb patterns. There is a list of verb patterns on p158.

1 Verb + *to* + infinitive

*They **want to buy** a new car. I'd **like to go** abroad.*

2 Verb + *-ing*

*We **love going** to parties. I **enjoy travelling** abroad.*

3 Verb + *-ing* or + *to* + infinitive with no change in meaning

*It **started to rain/raining**.*
*I **continued to work/working** in the library.*

4 Verb + preposition + *-ing*

*We're **thinking of moving** house.*
*I'**m looking forward to having** more free time.*

like doing and *would like to do*

1 *Like doing* and *love doing* express a general enjoyment.

*I **like working** as a teacher. = I am a teacher and I enjoy it.*
*I **love dancing**. = This is one of my hobbies.*

2 *Would like to do* and *would love to do* express a preference now or at a specific time.

*I'**d like to be** a teacher. = When I grow up, I want to be a teacher.*
*Thanks. I'**d love to dance**. = At a party. I'm pleased you asked me.*

Question

Would you like to dance?
Would you like to come for a walk?

Short answer

Yes, I would./Yes, I'd love to.
Yes, I would./No, thank you.

Note

No, I wouldn't is not common because it is impolite.

5.2 Future forms

will

Form

will + infinitive without *to*

Will is a modal auxiliary verb. There is an introduction to modal auxiliary verbs on p150. The forms of *will* are the same for all persons.

Positive and negative

I/He/She/It/You/We/They	'll (will) won't	come. help you. invite Tom.

Question

*What time **will** he/you/they **be back**?*

Short answer

*'Will you help me?' '**Yes**, I **will**.'*

Note

No, I won't is impolite. It means 'I don't want to help you.'
A polite way of saying *no* here is *'I'm afraid I can't.'*

*'Will you give me a lift?' 'Sorry, **I'm afraid I can't**.'*

Use

Will is used:

1 to express a future intention made *at* the moment of speaking.

*'It's Jane's birthday.' 'Is it? I'**ll buy** her some flowers.'*
*I'**ll give** you my phone number.*
*'Do you want the blue or the red pen?' 'I'**ll take** the red one.'*

2 to express an offer.

*I'**ll carry** your suitcase. We'**ll do** the washing-up.*

3 to express a future fact. The speaker thinks it is sure to happen in the future.

*I'**ll be** 30 next week. **It will be** a nice day tomorrow.*

This use is called the Pure Future. The speaker is talking about the future without expressing an intention, plan, or personal opinion.

going to

Form

am/is/are + *going* + *to* + infinitive

Positive and negative

I	'm (am) 'm not	going to leave.
He/She/It	's (is) isn't	
You/We/They	're (are) aren't	

Question

When	am	I	going to arrive?
	is	he/she/it	
	are	you/we/they	

Short answer

*Are they going to get married? **Yes**, they **are**./**No**, they **aren't**.*

Use

Going to is used:

1 to express a future decision, intention, or plan made before the moment of speaking.

*How long **are** they **going to stay** in Rome?*
*She **isn't going to have** a birthday party.*

2 when we can see or feel now that something is certain to happen in the future.

*Look at these clouds! It's **going to rain**.*
*Watch out! You're **going to drop that vase**.*

will or *going to*?

Look at the use of *will* and *going to* in these sentences.

*I'm **going to make** a chicken casserole for dinner.*
(I decided this morning and bought everything for it.)
*What can I cook for dinner? Er … I know! I'**ll make** a chicken casserole!* (I decided at the moment of speaking.)

Present Continuous

The Present Continuous for the future is used:

1 to express a planned future arrangement.

***I'm meeting** my cousin for lunch.*
*What **are you doing** this weekend?*
***We're having** a party. Can you come?*

2 with the verbs *go* and *come*.

***She's coming** on Friday.*
***I'm going** home early tonight.*

Sometimes there is little or no difference between *going to* and the Present Continuous to express a future arrangement.

*We'**re seeing** a film this evening.*
*We're **going to** see a film this evening.*

Unit 6

6.1 Present Perfect

Form

have/has + -ed (past participle)

The past participle of regular verbs ends in *-ed*. There are many common irregular verbs. See the list on p158.

Positive and negative

I/You/We/They	've (have) haven't	won a competition.
He/She/It	's (has) hasn't	

Question

Have	I you/we/they	been to the United States?
Has	he/she/it	

Short answer

*Have you been to Las Vegas? **Yes**, I **have**./**No**, I **haven't**.*
*Has she ever written a novel? **Yes**, she **has**./**No**, she **hasn't**.*

Note

We cannot use *I've, they've, he's*, etc. in short answers.

Yes, I have. NOT ~~Yes, I've.~~ Yes, we have. NOT ~~Yes, we've.~~

Use

1 The Present Perfect expresses an action or state which began in the past and continues to the present.

***I've known** John for six years.*
*How long **have** you **worked** for The London Gazette?*

The time expressions *for* and *since* are common with this use.

We use *for* with a period of time, and *since* with a point in time.

*We've lived here **for** three years.* (a period of time)
*They've lived here **since** 2010.* (a point in time)

Note

In many languages, this use is expressed by a present tense. But in English, we say:

*Peter **has been** a teacher for ten years.*
NOT ~~Peter is a teacher for ten years.~~

2 The Present Perfect connects the present and the past. It expresses experiences in life before now.

*I'**ve met** a lot of famous people.* (before now)
*She **has won** a lot of awards.* (in her life)
*I'**ve travelled** a lot in Africa.* (in my life)
*She'**s written** three books.* (up to now)

The action can continue to the present, and probably into the future.

*He'**s made** six TV programmes.* (So far. He'll probably make more.)

Ever and *never* are common with this use.

*Have you **ever** been to Africa? I've **never** played poker.*

3 The Present Perfect expresses a past action with results in the present. It is often a recent past action.

*I'**ve lost** my wallet.* (I haven't got it now.)
*The taxi'**s arrived**.* (It's outside the door now.)
***Has** the postman **been**?* (Is there a parcel for me?)

The adverbs *just, already* and *yet* are common with this use. *Yet* is used in questions and negatives.

*She's **just** had some good news.*
*I've **already** had breakfast.*
*Has the postman been **yet**?*
*It's 11.00 and she hasn't got up **yet**.*

6.2 Present Perfect and Past Simple

1 Read and compare the use of the Past Simple and the Present Perfect in these sentences.

*I **lived** in Paris for two years, from 2007–2009.* (The action is finished.)
*I'**ve lived** in London since 2009.* (I still do. The action is not finished.)
*I'**ve been** to Scotland.* (This is an experience in my life.)
*I **went** with my husband two years ago.* (At a definite past time.)
*'**Have** you ever **flown** in a helicopter?' 'Yes, I **have**.'*
*'Where **did** you **fly**?' 'I **flew** over New York.'*
*'Oh dear, I'**ve broken** my glasses.'*
'What happened?'
*'I **dropped** them.'*

2 These are common time expressions used with the Past Simple and the Present Perfect.

Past Simple	Present Perfect
last week	since Monday
yesterday	ever
the day before yesterday	never
in 1999	just
on July 21st	already
three months ago	yet
for two weeks (but now ended)	for two weeks (and continues)

6.3 Question tags

1 Question tags are very common in spoken English. With falling intonation, they are not really questions. They help to keep a conversation going, and mean, '*say something to agree with me*'. The patterns for forming question tags are:

positive sentence – **negative** tag
*It**'s** great, **isn't it**?*

or

negative sentence – **positive** tag
*Life **wasn't** easy then, **was it**?*

2 We repeat the auxiliary verb in a question tag. If there is no auxiliary, use *do/does/did*.

*You**'ve** lived in Australia for years, **haven't you**?*
*You **will** stay in touch, **won't you**?*
*He **didn't** call last night, **did he**?*
*The post office **closes** at 5.30, **doesn't it**?*
*You **wanted** to be late, **didn't** you?*

Note

For negative question tags with *I'm …*, use *aren't*.

*I'**m** late, **aren't** I?* (but *I'**m not** late, **am I**?*)

Unit 7

7.1 *What … like?*

Form

What + *to be* + subject + *like*?

*'**What's** your teacher **like**?' 'She's very patient.'*
*'**What are** his parents **like**?' 'They're very kind.'*
*'**What** was your holiday **like**?' 'Wonderful. We swam a lot.'*
*'**What** were the beaches **like**?' 'OK, but some were dirty.'*

Note

1 We don't use *like* in the answer.

She's patient. NOT ~~She's like patient.~~

2 *Like* in this question is a preposition, not a verb:

*'What's Jim **like**?' 'He's intelligent and kind, and very good-looking.'*

3 In these sentences *like* is a verb:

*'What does Jim **like**?' 'He **likes** motorbikes and playing tennis.'*

Use

1 *What … like?* means 'Describe somebody or something. Tell me about it. I don't know anything about it.'

2 *How's your mother?* asks about health. It doesn't ask for a description.

'How's your mother?' 'She's very well, thank you.'

7.2 Comparative and superlative adjectives

Form

1 Look at the chart.

		Comparative	Superlative
Short adjectives	cheap small *big	cheaper smaller bigger	cheapest smallest biggest
Adjectives that end in -y	funny early heavy	funnier earlier heavier	funniest earliest heaviest
Adjectives with two syllables or more	careful boring expensive interesting	more careful more boring more expensive more interesting	most careful most boring most expensive most interesting
Irregular adjectives	far good bad	further better worse	furthest best worst

*For short adjectives with one vowel + one consonant, double the consonant: *hot/hotter/hottest; fat/fatter/fattest*.

2 *Than* is often used after a comparative adjective.

*I'm **younger than** Barbara.*
*Barbara's **more intelligent than** Sarah.*

Much can come before the comparative to give emphasis.

*She's **much nicer than** her sister.*
*Is Tokyo **much more modern than** London?*

3 *The* is used before superlative adjectives.

*He's **the funniest** boy in the class.*
*Which is **the tallest** building in the world?*

Use

1 Comparatives compare one thing, person, or action with another.

*She's **taller** than me.*
*London's **more expensive** than Rome.*

2 We use superlatives to compare somebody or something with the whole group.

*She's the **tallest** in the class.*
*It's the **most expensive** hotel in the world.*

3 *As … as* shows that something is the same or equal.

*Jim's **as tall as** Peter.*
*I'm **as worried as** you are.*

4 *Not as … as* shows that something isn't the same or equal.

*She is**n't as tall as** her mother.*
*He is**n't** nearly **as clever as** me!*

7.3 Relative pronouns

We use relative pronouns to join sentences, when the second sentence gives us important information. They tell us which thing or person we are talking about. We use *which* or *that* for things, *who* for people, and *where* for places.

The book is really good. (Which book?) *You gave me it.*
*The book **which/that** you gave me is really good.*
I saw the boy. (Which boy?) *He lives next door.*
*I saw the boy **who** lives next door.*
This is a photo of the church. (Which church?) *We got married there.*
*This is a photo of the church **where** we got married.*

Unit 8

8.1 *have to*

Form

has/have + to + infinitive

Positive and negative

I You/We/They	have don't have	to	work hard.
He/She It	has doesn't have		

Question

Do	I/you/we/they	have to	work hard?
Does	he/she/it		

Short answer

Do *you* ***have to*** *wear a uniform?*	***Yes****, I* ***do****.*
Does *he* ***have to*** *go now?*	***No****, he* ***doesn't****.*

Past of *have to*

The past tense of *have to* is *had to*, with *did* and *didn't* in the question and the negative.

I ***had to*** *get up early this morning.*
Why ***did*** *you* ***have to*** *work last weekend?*
I ***didn't have to*** *do any housework when I was a child.*

Use

1 *Have to* expresses strong obligation. The obligation comes from 'outside' – perhaps a law, a rule at school or work, or someone in authority.

You ***have to*** *pass a driving test if you want to drive a car.* (That's the law.)
I ***have to*** *start work at 8.00.* (My company says I must.)
The doctor says I ***have to*** *do more exercise.*

2 *Don't/Doesn't have to* expresses absence of obligation (it isn't necessary).

You ***don't have to*** *do the washing-up. I've got a dishwasher.*
She ***doesn't have to*** *work on Monday. It's her day off.*
I ***didn't have to*** *get up early this morning, but I did get up because it was such a lovely day.*

Note

Have got to is more informal. It usually expresses an obligation on one particular occasion.

*Look at the time! I****'ve got to go****.*
*I'm going to bed. I****'ve got to get up*** *early tomorrow.*
*She****'s got to work*** *hard. Her exams start next week.*

The forms of *have got to* + infinitive are the same as *have got* + noun. See p144.

8.2 Introduction to modal auxiliary verbs

Form

These are modal auxiliary verbs.

can	could	must	shall	should	will	would

They have certain things in common:

1 They go with another verb and add meaning.

He ***can*** *play the guitar.*
I ***must*** *wash my hair.*

2 There is no *s* in the third person singular. The form is the same for all persons.

She ***can dance*** *very well.*
He ***should try*** *harder.*
It ***will rain*** *soon.*
We ***must hurry****.*

3 There is no *do/does* in the question.

Can she sing*?*
Shall we go *now?*

4 There is no *don't/doesn't* in the negative.

*I would****n't*** *like to be a teacher.*
*They ca****n't*** *speak French.*

Note

will not = won't
It ***won't*** *rain tomorrow.*

5 Most modal verbs refer to the present and future. Only *can* has a past tense form, *could*.

I ***could*** *swim when I was three.*

8.3 *should*

Form

should + infinitive without *to*
The forms of *should* are the same for all persons.

Positive and negative

I You/We/They He/She	should shouldn't	do more exercise. tell lies.

Question

Should *I/she/they see a doctor?*
Do you think I/he/we ***should*** *see a doctor?*

Short answer

Should I phone home?	***Yes****, you* ***should****.*
Should I buy a motorbike?	***No****, you* ***shouldn't****.*

Use

1 *Should* is used to express what the speaker thinks is the best thing to do. It expresses mild obligation, or advice.

I ***should*** *do more work.* (This is my opinion.)
You ***should*** *do more work.* (This is my advice.)
Do you think we ***should*** *stop?* (I'm asking for your opinion.)

2 *Shouldn't* expresses negative advice.

You ***shouldn't*** *sit so close to the TV. It's bad for your eyes.*

3 *Should* expresses the opinion of the speaker, and it is often introduced by *I think* or *I don't think*.

I think *politicians* ***should*** *listen more.*
I don't think *people* ***should*** *get married until they're 21.*

8.4 *must*

Form

must + infinitive without *to*

The forms of *must* are the same for all persons.

Positive and negative

I You/We/They He/She	must mustn't	try harder. steal.

Note

Questions with *must* are possible, but *have to* is more common.

*What time **do we have to** leave?*

Use

1 *Must* expresses strong obligation. Generally, this obligation comes from 'inside' the speaker.

*I **must** have a shower.* (I think this is necessary.)
*We **must** get a new car.*

2 *You must* … can be used to give strong advice.

***You must** go for a walk at least once a week.*
***You mustn't** smoke if you want to be healthy.*

3 *You must* … can express a strong suggestion.

***You must** see the Monet exhibition. It's wonderful.*
***You must** give me a call when you're next in town.*

Unit 9

9.1 Past Perfect

Form

had + *-ed* past participle.

The past participle of regular verbs ends in *-ed*. There are many common irregular verbs. See the list on p158.

Positive and negative

I He/She/It You/We/They	'd (had) hadn't	arrived.

Question

Had	I he/she/it we/you/they	left already?

Short answer

***Yes**, I **had**.* ***No**, they **hadn't**.*

Use

1 We use the Past Perfect to express an action in the past which happened before another action in the past.

*When I arrived at the theatre, the play **had** already **started**.*

2 We use the Past Simple to express actions in the order they happened.

Look at these actions in the Past Simple.

Action 1	Action 2
*The bear **went**.*	*The man **came** down from the tree.*
*John **left** the party.*	*I **arrived**.*
*They **walked** a long way.*	*They **were** tired.*

Notice how they are expressed using the Past Perfect.

Action 2	Action 1
The man came down from the tree …	*after the bear **had gone**.*
When I arrived at the party …	*John **had left**.*
They were tired … because they	***'d walked** a long way.*

3 If it is clear that one action was completed before, it isn't necessary to use the Past Perfect.

*I tidied up after everyone **went** home.*
*I tidied up after everyone **had gone** home.*

9.2 Joining words

We use conjunctions to join sentences.

1 *When, while, as soon as, after, before, as* and *until*, are conjunctions of time. They can go in two places in the sentence.

***When** I arrived home, Tom was cooking the meal.*
*Tom was talking to me **while** he was cooking the meal.*
***As soon as** I arrived home, Tom started cooking the meal.*
*Tom cooked the meal **after** I arrived/I'd arrived home.*
*He had cooked the meal **before** I arrived home.*
***As** he was talking, I was thinking about the last time we'd met.*
*He didn't start cooking the meal **until** I arrived home.*

2 *So* is a conjunction of result.

*He was bored **so** he went for a walk.*

because is a conjunction of reason.

*He went for a walk **because** he was bored.*

3 *But* and *although* are conjunctions which join contrasting ideas.

*It was raining, **but** we played tennis.*
***Although** it was raining, we played tennis.*

9.3 *so, such (a), so many, so much*

Form

so + adjective/adverb

*I was **so** scared.*
*He always drives **so** fast.*

such a + adjective + singular noun

*She's **such a** nice person.*

such + adjective + plural/uncountable noun

*The Smiths are **such** friendly neighbours.*

so many + plural nouns

*Some children have **so many** toys.*

so much + uncountable nouns

*Footballers earn **so much** money these days.*

Use

So and *such* are used for emphasizing an adjective or noun. They are used more in spoken than written English. They are often exclamations, with an exclamation mark (!).

He works so hard! is stronger than *He works very hard.*

Unit 10

10.1 Passives

Form

am/is/are was/were has/have been will	past participle

The past participle of regular verbs ends in *-ed*. There are many common irregular past participles. See the list on p158.

Present

*English **is spoken** all over the world.*
*100 million mobile phones **are thrown away** every year.*
*Fiat cars **aren't made** in France.*
*Where is coffee **grown**?*

Past

*The first text message **was sent** in 1989.*
*They **weren't injured** in the accident.*
*When **was** television **invented**?*

Present Perfect

*A lot of new features **have been added**.*
*The bank**'s been robbed!***
*We **haven't been invited** to the wedding.*

will

*10,000 cars **will be produced** next year.*
*The cars **won't be sold** in the UK.*

Short answers

Are cars made in your country?	***Yes**, they **are**./**No**, they **aren't**.*
Has my car been repaired?	***Yes**, it **has**./**No**, it **hasn't**.*
Will landline phones be replaced by mobiles?	***Yes**, they **will**./**No**, they **won't**.*

Note

The passive infinitive (*to be + -ed*) is used after modal auxiliary verbs and other verbs which are followed by an infinitive.

*Driving should **be banned** in city centres.*
*The house is going **to be knocked down**.*

Use

1 The rules for tense usage in the passive are the same as in the active.

Present Simple to express habit:

*My car **is serviced** regularly.*

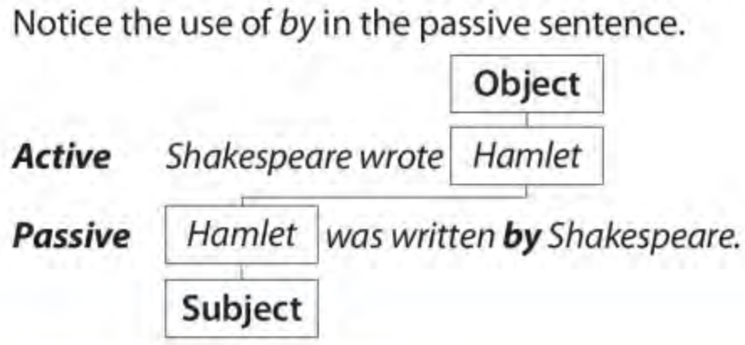
Past Simple to express a finished action in the past:

*America **was discovered** by Christopher Columbus.*

Present Perfect to express an action which began in the past and continues to the present:

*Smartphones **have been sold** since 2007.*

2 The object of an active verb becomes the subject of a passive verb. Notice the use of *by* in the passive sentence.



3 The passive is not just another way of expressing the same sentence in the active. We choose the active or the passive depending on what we are more interested in.

*Hamlet **was written** in 1600.* (We are more interested in *Hamlet*.)
*Shakespeare **wrote** Hamlet in 1600.* (We are more interested in who wrote it.)

Note

The subject of an active sentence is not mentioned in the passive sentence if it is not really important.

Active *People speak German in parts of Italy.*
Passive *German is spoken in parts of Italy.*
NOT ~~German is spoken in parts of Italy by people.~~

Unit 11

11.1 Present Perfect Simple and Continuous

Form

has/have + been + -ing (present participle)

Positive and negative

I You We They	've (have) haven't	been working.
He She It	's (has) hasn't	

Question

How long	have	I you we they	been working?
	has	he she it	

Short answer

Have you been running?	***Yes**, I **have**./**No**, I **haven't**.*

Use

The Present Perfect Continuous is used:

1 to express an activity which began in the past and continues to the present.

*He**'s been teaching** music for years.*
*It**'s been raining** for days.*

2 to refer to an activity with a result in the present.

*I'm hot because I**'ve been running**.*
*I haven't got any money because I**'ve been shopping**.*

Note

1 Sometimes there is little or no difference in meaning between the Present Perfect Simple and Continuous.

*How long **have you worked** here?*
*How long **have you been working** here?*

2 Some verbs have the idea of a long time – *wait, work, learn, travel, play*.

These verbs can often be found in the Present Perfect Continuous.

*I**'ve been waiting** for hours.*

Some verbs don't have the idea of a long time – *find, start, buy, die, lose, break, stop*. It is unusual to find these in the Present Perfect Continuous.

*I**'ve bought** a new dress.*
*My cat **has died**.*
*My radio**'s broken**.*

3 Verbs that express a state – *like, love, know, have* (for possession), are not found in the Present Perfect Continuous.

*We**'ve known** each other for a few weeks.*
NOT ~~We've been knowing each other for a few weeks.~~

4 If the sentence gives a number or a quantity, the Present Perfect Simple is used. The Continuous is not possible.

*I**'ve been writing** emails all morning. I**'ve written** twenty.*
NOT ~~I've been writing 20.~~

Unit 12

12.1 First Conditional

Form

If + Present Simple, *will* + infinitive without *to*

Positive and negative

***If** I **work** hard, I**'ll pass** my exams.*
***If** we **don't hurry** up, we**'ll be** late.*
***If** you**'re** late, I **won't wait** for you.*

Question

*What **will** you **do if** you **don't go** to university?*

Short answer

Will you go to university if you pass your exams?	***Yes**, I **will**.*
	***No**, I **won't**.*

Notes

1 English uses a present tense in the condition clause, not a future form.

*If it **rains**, I'll stay home. NOT ~~If it will rain …~~*
*If I **work** hard, I'll pass. NOT ~~If I'll work hard …~~*

2 The condition clause (*if*) can come at the beginning of the sentence or at the end. Notice the use of the comma.

***If** I work hard, I'll pass my exams.*
*I'll pass my exams **if** I work hard.*

Use

The first conditional is used to express a possible condition and a probable result in the future.

***If** it**'s** sunny, we**'ll go** for a picnic.*
*You**'ll get** wet **if** you **don't take** an umbrella.*

If and *when*

If expresses a possibility that something will happen.
When expresses what the speaker sees as certain to happen.

***When** I get home, I'll have a shower. NOT ~~If I get home~~*

12.2 *might*

Form

might + infinitive without *to*
Might is a modal auxiliary verb. For an introduction to modal auxiliary verbs, see p150.
The forms of *might* are the same for all persons.

Positive and negative

I		go to the party.
He	might	be late.
It	might not	rain tomorrow.
We		go out for a meal tonight.

Note

The negative is often expressed with *I don't think* + *will*.

*I **don't think** it**'ll** rain tomorrow.*

Question

The inverted question *Might you … ?* is unusual. It is very common to ask a question with *Do you think … + will … ?*

Do you think	it'll rain?
	they'll come to our party?

Short answer

*Do you **think** it'll rain?*	*It **might**.*

Use

Might is used to express a future possibility. It means *will perhaps*.
It contrasts with *will*, which expresses a future certainty.

*England **will** win the match.*
(I am sure they will.)
*England **might** win the match.*
(It's possible, but I'm not sure.)

12.3 Second Conditional

Form

If + Past Simple, *would* + infinitive without *to*
Would is a modal auxiliary verb. There is an introduction to modal auxiliary verbs on p150.
The forms of *would* are the same for all persons.

Positive and negative

***If** I **had** more money, I**'d** (would) **buy** a new computer.*
***If** she **knew** the answer, she**'d tell** us.*
***If** I **didn't like** you, I **wouldn't talk** to you.*

Question

*What **would** you **do if** you **had** a year off?*

Short answer

Would you travel round the world?	***Yes**, I **would**.*
	***No**, I **wouldn't**.*
If they had the money, would they buy a new car?	***Yes**, they **would**.*
	***No**, they **wouldn't**.*

Notes

1 As with the First Conditional, the condition clause can come at the beginning or the end of the sentence.

> ***If I had*** *more time, I'd help.*
> *I'd help* ***if I had*** *more time.*

2 *Were* is often used instead of *was* in the condition clause.

> *If I* ***were*** *you, I'd go to bed.*
> *If he* ***were*** *taller, he'd be a policeman.*

3 The use of the past tense (*If I had*) and *would* does not refer to past time. It expresses distance from the present and unreality because it is different from the facts we know.

> *If I had* … (but I don't have …)
> *I would* … (but I won't …)

Use

1 The Second Conditional is used to express an unreal or improbable condition and its result. The use of past forms show that it is not reality.

> ***If I were*** *the President,* ***I'd stop*** *all war.*
> (But I'm not the President. = reality)
> ***If I lived*** *in a big house,* ***I'd have*** *a party.* (But I live in a small flat.)

2 The phrase, *If I were you, I'd* … is often used to give advice.

> ***If I were*** *you,* ***I'd*** *call the doctor.*

First and Second Conditional

The First Conditional is possible and probable.

The Second Conditional is improbable and sometimes impossible.

> ***If*** *I* ***win*** *the tennis match, I****'ll be*** *so happy.* (I think it's possible.)
> ***If*** *I* ***won*** *the tennis match, I****'d be*** *so happy.* (But I don't think I will.)

Extra material

Unit 2 p22

Practice

Student A

3 Work with your partner. Answer questions about **Candela**.

Where / from?	Argentina
Where / live?	in a flat in Rosario
… a big family?	yes – two brothers and two sisters
What / do?	student – studying politics
What / like doing / free time?	going to football matches, dancing, chatting with friends
What / doing now?	watching her football team play

Ask questions about **Kim and Ethan**. Complete the chart.

Where / from?	
Where / live?	
… a big family?	
What / do?	
What / like doing / free time?	
What / doing now?	

Unit 2 p24

Reading and speaking

Quiz scores

10–15 You like being with others, but is it a choice for you or is it always a need? Try spending more time alone, perhaps for a short time at first – for some people it takes practice! You often do what others tell you to do, and you need to fight for yourself sometimes – and not just because this quiz told you to!

16–23 You know that friends are important in life, but you understand that other people can't solve all your problems. You're experimenting with 'doing your own thing' more and trying to be more independent, but you never forget that we all need other people sometimes.

24–30 You're very independent and probably don't care what this quiz tells you! You enjoy being with other people, but you're equally happy alone and don't need others to give you confidence. Do just check – are you possibly a bit scared of being dependent on anyone?!

Unit 3 p38

Writing

AUNT CAMILLA'S PORTRAIT

My Aunt Camilla is quite old and very rich indeed. One day she was looking in the mirror when she suddenly decided that she wanted a portrait of herself. Immediately, she booked an appointment with the world-famous portrait painter, Rolf Unwin.

Twice a week she went to his studio. Rolf worked extremely hard and painted her portrait very carefully and secretly. He didn't want my aunt to see the picture until it was completely finished.

Finally, after three months, the portrait was ready. My aunt was very excited and hurried to the studio to see it. The portrait was excellent – it looked exactly like my aunt. Unfortunately, she was absolutely furious and refused to pay Rolf. She ordered him to paint it again.

This time my aunt didn't visit the studio at all. After another three months the portrait was ready and my aunt went to see it. The face was that of a beautiful, young girl (in fact it was Rolf's girlfriend, Cassandra), and it didn't look like my aunt at all, but of course she absolutely loved it. She paid Rolf very generously indeed, so he and Cassandra had enough money to get married and they all lived happily ever after.

Unit 3 p35

Reading and listening

THE MAN WITH THE GOLDEN GUN

A summary

Francisco Scaramanga is an assassin or 'hit man' who charges $1 million a job. He is called 'the man with the golden gun' because of the golden gun he carries and the gold bullets he uses. He has already killed one British spy, 002, so when James Bond receives a gold bullet with 007 engraved on it, he knows he is next on Scaramanga's list. M, James Bond's boss, says James cannot do any more work as a secret agent until Scaramanga is caught and killed. The gold bullet was made in China, so James leaves for Hong Kong, where he meets a fellow secret agent, Mary Goodnight. Unfortunately, Scaramanga follows Mary to Bond's hotel and, after a fight, captures her and takes her to his secret island. James escapes and flies after them to the island. There, he not only saves Mary and shoots Scaramanga, but also finds the 'solar agitator' which Scaramanga was planning to use to rule the world. James and Mary sail away together on a slow boat back from China.

Unit 3 p38

Writing

The burglar who fell asleep

1 Look at the pictures of the burglar. It's a true story. Write the story, using the information for each picture. Use as many adverbs and adjectives as you can.

1 One … summer's evening last June, a French burglar broke into a … house in … Paris.

2 First he … living room which … and quietly … .

3 Next … kitchen to … . he saw … cheese. Also … two bottles of champagne.

4 … feeling hungry, so … feeling very thirsty, so he quickly … .

5 After that … upstairs, but suddenly … tired.

6 … asleep … Unfortunately the next morning when …

2 Compare your story with a partner's. Read some aloud to the class.

Then turn to page 156 and compare your stories. What are the differences?

Unit 6 p67

Everyday English

5 Choose two of the conversations. Add some question tags, and say more in the replies after them. Act them out to the class.

1
A It's a horrible day.
B Awful!
A All this rain makes you feel miserable.
B Yes.
A Still, I suppose we need the rain.
B Yes.

2
A It's so lovely here!
B Yes.
A We're lucky to have the sea so close to the hotel.
B Yes.
A I think I'll go for a swim before breakfast. I'll have time.
B Of course you will.

3
A You don't like Anne.
B She's alright.
A Well, you didn't speak to her once all night.
B But she was talking to Jim all the time.
A No, she wasn't! You never even tried to talk to her.
B Mmm, well, OK, no, I'm not keen on her.

4
A We've got a meeting at 2.00.
B Yes.
A But no-one's sent an agenda round.
B No.
A Well, I suppose we'll manage without one.
B Definitely.

5
A Matt Damon's a fantastic actor.
B Yes.
A He played the astronaut in *The Martian*.
B Yes.
A He wasn't great in *Interstellar*, though.
B Oh, I don't agree.

6
A That was a terrible match!
B Absolutely.
A Our defence were terrible!
B Shocking.
A And we won't win anything with that goalkeeper.
B No.

Unit 10 p107

Everyday English

Student A

Work in pairs. You are going to have three telephone conversations.

Call a friend's mobile.

You can't meet on Tuesday – suggest Thursday instead.

Agree what to do.

You are a receptionist at a marketing company. A client calls to speak to Amanda Langley (your manager).

Try to connect them.

Amanda is busy.

Make a suggestion.

You work at an IT company. You are on a business trip and need information from a colleague (Antonio).

You have tried Antonio's mobile, but he didn't answer.

Decide what to do.

Unit 3 p38

Writing

The burglar who fell asleep

One warm, summer's evening last June, a French burglar broke into a beautiful, luxurious house in the centre of Paris. First he went to the living room, which was full of expensive Chinese vases and silver plates, and he quickly and quietly put them into his large sack. Next he went to the kitchen and found some delicious cheese. There were also two bottles of the best champagne. He was feeling quite hungry so he ate the cheese. He was also feeling very thirsty because it was a warm night, so he quickly drank all the champagne. After that he decided to look upstairs, but suddenly he felt really tired. He saw a big, comfortable bed. He climbed onto it and fell fast asleep. He slept very well. Unfortunately the next morning when he woke up, three policemen were standing round his bed.

Unit 2 p22

Practice

Student B

3 Work with your partner. Ask questions about **Candela**. Complete the chart.

Where / from?	
Where / live?	
… a big family?	
What / do?	
What / like doing / free time?	
What / doing now?	

Answer questions about **Kim and Ethan**.

Where / from?	the United States
Where / live?	in a house in Connecticut
… a big family?	no, just one daughter
What / do?	Kim – teacher, Ethan – fireman
What / like doing / free time?	walking in the woods, going swimming, going to concerts
What / doing now?	having a meal in a restaurant

Unit 10 p107

Everyday English

Student B

Work in pairs. You are going to have three telephone conversations.

A friend will call your mobile.

The signal is bad – ask your friend to repeat what they said.

Agree what to do.

You are an important customer for a marketing company. Call the company and ask to speak to Amanda Langley.

You need to speak to her as soon as possible.

Decide what to do.

You work at an IT company. A colleague calls to speak to another colleague (Antonio).

Antonio is not there. He is visiting a customer. He has his mobile with him.

Make a suggestion.

Unit 12 p124

Reading and speaking

The size of the circles compares how likely you are to die from these things.

1 high blood pressure
2 smoking
3 being overweight
4 not eating fruit or vegetables
5 not enough exercise
6 alcohol
7 transport accidents
8 murder
9 terrorist attack

Irregular verbs

Base form	Past Simple	Past participle
be	was/were	been
become	became	become
begin	began	begun
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
can	could	been able
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown

Base form	Past Simple	Past participle
forget	forgot	forgotten
get	got	got
give	gave	given
go	went	gone/been
grow	grew	grown
have	had	had
hear	heard	heard
hit	hit	hit
keep	kept	kept
know	knew	known
learn	learnt/ learned	learnt/ learned
leave	left	left
lose	lost	lost
make	made	made
meet	met	met
pay	paid	paid
put	put	put
read /ri:d/	read /red/	read /red/
ride	rode	ridden
run	ran	run
say	said	said

Base form	Past Simple	Past participle
see	saw	seen
sell	sold	sold
send	sent	sent
shut	shut	shut
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
steal	stole	stolen
swim	swam	swum
take	took	taken
tell	told	told
think	thought	thought
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

Verb patterns

Verb + *-ing*	
like	
love	
enjoy	swimming
hate	cooking
finish	
stop	

Note

We often use the verb *go* + *-ing* for sports and activities.

I **go swimming** every day.
I **go shopping** at the weekend.

Verb + *to* + infinitive	
choose	
decide	
forget	
promise	
manage	
need	to go
help	to work
hope	
try	
want	
would like	
would love	

Verb + *-ing* or *to* + infinitive	
begin	raining/to rain
start	

Verb + preposition + *-ing*	
think of	going
look forward to	

Modal auxiliary verbs	
can	
could	
must	
had to	go
shall	arrive
should	
will	
would	

Phonetic symbols

Consonants			
1	/p/	as in	**pen** /pen/
2	/b/	as in	**big** /bɪg/
3	/t/	as in	**tea** /tiː/
4	/d/	as in	**do** /duː/
5	/k/	as in	**cat** /kæt/
6	/g/	as in	**go** /gəʊ/
7	/f/	as in	**four** /fɔː/
8	/v/	as in	**very** /ˈveri/
9	/s/	as in	**son** /sʌn/
10	/z/	as in	**zoo** /zuː/
11	/l/	as in	**live** /lɪv/
12	/m/	as in	**my** /maɪ/
13	/n/	as in	**now** /naʊ/
14	/h /	as in	**happy** /ˈhæpi/
15	/r/	as in	**red** /red/
16	/j/	as in	**yes** /jes/
17	/w/	as in	**want** /wɒnt/
18	/θ/	as in	**thanks** /θæŋks/
19	/ð/	as in	**the** /ðə/
20	/ʃ/	as in	**she** /ʃiː/
21	/ʒ/	as in	**television** /ˈtelɪvɪʒn/
22	/tʃ/	as in	**child** /tʃaɪld/
23	/dʒ/	as in	**German** /ˈdʒɜːmən/
24	/ŋ/	as in	**English** /ˈɪŋglɪʃ/
Vowels			
25	/iː/	as in	**see** /siː/
26	/ɪ/	as in	**his** /hɪz/
27	/i/	as in	**twenty** /ˈtwenti/
28	/e/	as in	**ten** /ten/
29	/æ/	as in	**bag** /bæg/
30	/ɑː/	as in	**father** /ˈfɑːðə/
31	/ɒ/	as in	**hot** /hɒt/
32	/ɔː/	as in	**morning** /ˈmɔːnɪŋ/
33	/ʊ/	as in	**football** /ˈfʊtbɔːl/
34	/uː/	as in	**you** /juː/
35	/ʌ/	as in	**sun** /sʌn/
36	/ɜː/	as in	**learn** /lɜːn/
37	/ə/	as in	**letter** /ˈletə/
Diphthongs (two vowels together)			
38	/eɪ/	as in	**name** /neɪm/
39	/əʊ/	as in	**no** /nəʊ/
40	/aɪ/	as in	**my** /maɪ/
41	/aʊ/	as in	**how** /haʊ/
42	/ɔɪ/	as in	**boy** /bɔɪ/
43	/ɪə/	as in	**hear** /hɪə/
44	/eə/	as in	**where** /weə/
45	/ʊə/	as in	**tour** /tʊə/

OXFORD
UNIVERSITY PRESS

Great Clarendon Street, Oxford, OX2 6DP,
United Kingdom

Oxford University Press is a department of the University of Oxford. It furthers the University's objective of excellence in research, scholarship, and education by publishing worldwide. Oxford is a registered trade mark of Oxford University Press in the UK and in certain other countries

© Oxford University Press 2019

The moral rights of the author have been asserted

e-Book Edition

ISBN: 978 0 19 452907 5

ISBN: 978 0 19 452903 7 IN-APP

First published in 2019

No copying or file sharing

This digital publication is protected by international copyright laws. No part of this digital publication may be reproduced, modified, adapted, stored in a retrieval system, or transmitted, in any form or by any means, to any other person or company without the prior permission in writing of Oxford University Press, or as expressly permitted by law. Enquiries concerning reproduction outside the scope of the above should be sent to the ELT Rights Department, Oxford University Press, at the address above

You must not modify, adapt, copy, store, transfer or circulate the contents of this publication under any other branding or as part of any other product. You may not print out material for any commercial purpose or resale

Any websites referred to in this publication are in the public domain and their addresses are provided by Oxford University Press for information only. Oxford University Press disclaims all and any responsibility for the content of such websites

ACKNOWLEDGEMENTS

Cover image: Getty Images (man on bicycle/Philipp Nemenz), (defocused street people/yavuzsariyildiz).

The authors and publisher are grateful to those who have given permission to reproduce the following extracts and adaptations of copyright material: pp.30–31 Adapted extract from 'Penguin swims 5,000 miles every year for reunion with the man who saved his life' by Alison Lynch, Metro, 9 March 2016. Reproduced by permission of Solo Syndication. pp.34–35 Reproduced with the permission of Ian Fleming Publications Ltd, London THE MAN WITH THE GOLDEN GUN. Copyright © Ian Fleming Publications Ltd 1965 www.ianfleming.com. pp.70–71 The interview with Mat Hennek is reproduced by permission of Mat Hennek. pp.94–95 Adapted extract from 'The Story-Teller' from Tooth and Claw (Oxford Bookworms Series) by Rosemary Border. Reproduced by permission of Rosemary Border. pp.114–115 Adapted extract from 'Meet the woman with the world's biggest Barbie collection' by Miranda Larbi, Metro, 6 August 2017. Reproduced by permission of Solo Syndication.

Illustrations by: Ian Baker p.87, 155 (Burglar who fell asleep); Ricardo Bessa/Folio Illustration Agency p.92; Emma Brownjohn/New Division pp.37, 56, 126; Peter Bull pp.40, 45 (Saratoga Chips box); Martin Cottam p.90; Tom Croft p.27 (John and Maria, Maggie and Jean Jacques); Andy Hammond/Illustration pp.155, 156; John Haslam pp.22, 103, 121; Joanna Kerr/New Division p.116; Mike McCarthy/Astound pp.90 (Mary Poppins, Pinocchio, Peter Pan), 94–5; Davide Ortu/Beehive Illustration pp.38, 154; Gavin Reece pp.34–5, 155 (Man with the Golden Gun); Vince Reid/The Organisation pp.76, 112; Martin Sanders p.66 (maps).

The publisher would like to thank the following for permission to reproduce photographs: 123RF pp.11 (nest/Anton Starikov), 12 (Canada flag/Amarosy), 21 (Twin men/Olena Kachmar), 24 (bird on wire/Lightwise), 28 (cottage/Geogphoto); Alamy Images pp.10 (Branna/KBimages, Covent Garden/Nicholas Stubbs), 17 (train/Cultura Creative), 22 (Candela/Richard Wareham Fotografie, Kim and Ethan/Radius Images), 30 (penguin/dpa picture alliance), 31 (Joao and Dindom/dpa picture alliance), 32 (dog/Mel Yates/The Image Bank), 41 (baby food/Helen Sessions), 42 (fish and chips/numb), 43 (chip shop man/Trinity Mirror/Mirrorpix), 45 (George Crum/UtCon Collection, Mary Wakefield/Interfoto), 48 (Hemis), 59 (Stephen Fleming), 62 (River Nile/TMI), 65 (road/Colin Underhill, coins/PjrStudio, writing/Fedor Selivanov, Roman re-enactment/Peter Lane, central heating/Alan Curtis), 66 (Alice/Ian Shaw), 69 (Taras Vyshnya), 70 (The Americans/AF Archive), 72 (Burj Khalifa/robertharding, Empire State/Gavin Hellier, lion/LOOK Die Bildagentur der Fotografen GmbH, shark/WaterFrame), 75 (Girls under trees', by August Macke/Peter Horree), 77 (School of Rock/Geraint Lewis), 84 (car stunt/AF Archive, Amanda Foster stunt/Mike Forster), 99 (Paul Cunningham), 100 (Tetris cover/JHPhoto), smartphone/kern bridges), 101 (Gameboy/dpa picture alliance), 102 (printing press/Chronicle, Apple computer/Interfoto), 110 (Brian Cox at Cern/Ersoy Emin), 113 (Andrew/Panther Media GmbH, James/Image Source), 115 (teapot/Mark Kerrison), 116 (couple with baby/Panther Media GmbH, Alison/Cultura RM), 118 (Reeldeal Images), 122 (boy/LightField Studios), 124 (playing cards/Zoonar GmbH), 154 and 157 (Argentina fan/Richard Wareham Fotografie, couple dinner/Radius Images); Linda Barnicott p.78 (My Home Town painting); Trudy Biernat p.115 (Jan Hugo royal collector); Getty Images pp.12 (Mehmet/Petar Chernaev/iStock, smartphone/Peopleimages/iStock), 15 (Bigbury Bay/Nicolamargaret/iStock), 17 (shop/Predrag Vuckovic/E+), 18 (Agnieszka Olek/Caiaimage), 19 (Jag Images/Cultura), 20 (Ishadows/Elva Etienne/Moment), 23 (Rasulovs/iStock), 24 (ladybirds/Anthony Lee/Caiaimage), 25 (handstand/JW Ltd/The Image Bank), 27 (couple at table/4x6/E+/iStock), 28 (mum and girls/DC Photo/Photodisc), 29 (suriya silsakom/iStock), 32 (man on sofa/g-stockstudio/iStock, boy/Bigandt_Photography/iStock), 33 (Brownlee brothers/Elizabeth Ruiz/Stringer/AFP), 39 (David Malan/Photographer's Choice), 40 (sweets/Stockcam/iStock, white wine/Veronika Roosimaa/iStock, water/Adavino/iStock, sugar/Stocksnapper/iStock, olives/Creativeye99/iStock), 45 (Frank Epperson/Bettmann, popsicle box/Gabriel Olsen/Stringer), 46 (Dave and Les Jacobs/Lloyd Dobbie/Blend Images), 47 (Robert Daly/Caiaimage), 52 (Pete/SolStock/iStock, Daisy/Sam Edwards/Hoxton), 57 (unsure girl/Britt Erianson/Cultura), 58 (Asiseeit/iStock), 60 (Steve Irwin/Justin Sullivan/Stringer, Princess Diana/Tim Graham Photo Library, John Lennon/George Stroud/Stringer), 61 (Prince Harry/Handout, Julian Lennon/Dave M. Benett), 62 (Frieda/Muntz/Photodisc, Driving/Michael Poliza, Great Wall China/Martin Puddy/Asia Images, Sahara/Patrice Hauser, Egypt/Khaled Desouki/AFP), 66 (Bews Family/Nigel Dobinson/SSPL), 66 (man and children/Mikael Vaisanen/Corbis), 67 (Ezra Bailey/Taxi), 68 (Princess Diana/Princess Diana Archive/Stringer, Prince Harry/Chris Jackson), 70 (Bayern Munich/Adam Petty/Bongarts, Hélène Grimaud/Frederique Toulet/Leemage/Corbis), 71 (Tokyo/Kazuhiro Nogi/AFP), 73 (Adam/Ajr_images/iStock, Rachel/Anilakkus/iStock, happy man walking/m-imagephotography/iStock), 74 (Tiger in a Tropical Storm (Surprised!) by Henri Rousseau, 1891. Oil on canvas. National Gallery, London. VCG Wilson/Corbis), 75 (Greg/Tempura/iStock), 78 (Pittsburgh today/HaizhanZheng/iStock, old industrial Pittsburgh/SuperStock), 80 (map/Pawel Gaul/iStock), 85 (Dayna Grant/AlbertL. Ortega), 86 (mannequin/Floortje/iStock, mannequin hands/Nattakorn Chiwcharoen/EyeEm, suit/Bonetta/iStock), 87 (doctor/LajosRepasi/E+/iStock), 88 (students/Rawpixel/iStock), 89 (Kali9/E+), 94 (Saki/Time Life Pictures), 96 (homesick child/Marc Dufresne/iStock), 96 (crying little girl/Ozgurdonmaz/iStock), 101 (girl in street/Geber86/E+/iStock), 102 (ballpoint pen/radio/TV/Science & Society Picture Library), 105 (Busby's Babes/Popperfoto, George Best/Bob Thomas Sports Photography), 106 (chewing gum packets/Samohin, chewing gum on wall/John & Lisa Merrill/Photolibrary, chewing gum bubble/Vagengeym_Elena/iStock, gum on pavement/Dan Kitwood), 108 (Gradyreese/E+/iStock), 109 (Bob Thomas/The Image Bank), 110 (Brian Cox moon and microphone/David Levenson, Brian Cox with drum kit/Andrew Benge/Redferns, 111 (Brian Cox and Stephen Hawking/Dav J Hogan/Stringer), 113 (Paula/Asiseeit/E+/iStock), 114 and 115 (Barbie/Skodonnell/Editorial RF/iStock), 117 (torn photo/Thaigo Santos/iStock, gravestone/Marako85), 119 (Carlos Fernandez/Moment), 122 (two men/Franckreproter/E+/iStock, mum/Creatista/iStock), 123 (Donna/Wavebreakmedia/iStock, Sylvia/Dubova), 124 (shark in bath/Alija/Vetta/iStock), 126 (boomerang/Baytunc/E+/iStock), 127 (airport couple/Chaay_Tee/iStock, goodbye at car/Ronnie Kaufman/Corbis, students and teacher/Asiseeit/E+/iStock), 128 (PeopleImages/E+); Guinness World Records p.115 (Davide Andreani); Harper Collins p.93 (The Lion, the Witch and the Wardrobe cover); Mat Hennek p.75 (Kliffküste by Mat Hennek); Oxford University Press pp.16 (Dictionaries), 40 (chocolate, spices/Shutterstock, chillies/Shutterstock), 44 (crisps/Shutterstock), 86 (belt/Shutterstock), 93 (Me and Mister P, Wolf,Tightrope/Oxford University Press Coverbank); The Oyster Shack p.15 (Oyster Shack sign); Picador p.70 (The Border Trilogy cover); Reuters Pictures p.115 (Jian Yang doll collector/Edgar Su); Rex Shutterstock pp.34 (Dr. No/Octopussy/Danjaq/EON/UA/Kobal, Goldeneye/Danjaq/EON/UA/Kobal, Spectre/Columbia/EON/Danjaq/MGM/Kobal), 36 (Drive carefully), 53 (Adam Mudd), 55 (Joel Kioko teaching and dancing/Ben Curtis/AP), 61 (Bindi Irwin/Startraks Photo), 84 (Amanda Foster portrait/S. Meddle/ITV), 98 (Universal/Kobal), 100 (Alexey Pajitnov/Sipa Press), 113 (Martha Lane/Can Nguyen), 114 (Bettina Dorfman/Action Press); Robert Schulte p.70 (Mat Hennek portrait); Shutterstock pp.9 (Bokan), 11 (couple campervan/Goodluz, beach/Rusian Guzov), 13 (View Apart), 15 (Kitty/Eugenio Marongiu, Ross/Syda productions), 17 (girl high five/Art_Photo, nurse/Photographee.eu), 20 (twin girls/Kitty), 31 (map/Ekier), 33 (boy and panda/Pavel L Photo and Video), 34 (007 background/Ostill), 36 (sad couple/Wk1003mike), 40 (food tester/Wavebreakmedia, coffee/Jiri Hera, sprouts/Oksana2010, milk/Studio Dagdagaz, spinach/HandmadePictures, red wine/Sama_ja, broccoli/Brent Hofacker, vegetables/Science photo, peas/Africa Studio), 43 (chip shop lamp/Electric Egg), 44 (ice lolly/Evgenly Agarkov, Toll House Cookies/Digitalreflections, cookies/Kellyreekolibry), 49 (Kiselev Andrey Valerevich), 50 (Damien/Syda Prodcutions, Paula/Sirtravelalot, Marek/Mangostock, Claire/Romrodphoto), 51 (Grace/Damir Khabirov, Angus/Monkey Business Images), 53 (Monkey Business Images), 54 (F8 studio), 57 (Are you sure?/Sam72), 65 (toilets/Benedictus, calendar/Abxyz), 70 (Daniel Day Lewis/Featureflash Photo Agency, Bach statue/Skunk Taxi, sausages/Karl Allgaeuer), 71 (Berlin/Canadastock, Santa Barbara/Bill Perry, Munich/ESB Professional), 72 (Vatican City/Cesc_assawin, Eiffel Tower/WDG Photo, hippo/Pina Suthaphan, paper clips/Zsschreiner), 73 (Jasmine/Monkey Business Images, sunset/Pavel_Klimenko, baby/Nadia Cruzova, dog/Christin Lola, park/Q77photo, little girl/Lopolo), 74 (Lucy/Janetieerhodes), 75 (Sandra/The Art of Pics), 77 (British Museum/Giovanni G, aquarium/i-m-a-g-e, dancers/Pio3), 79 (Photobac), 80 (surfer/Luis Louro, wave/EpicStockMedia), 81 (boxing gloves/Jocic, skateboard/Rawpixel.com), 82 (ESB Professional), 83 (woman with suitcase/Lightpoet, gym/Dotshock), 84 (flame background/Prasong'Takham), 85 (man on fire/Bildagentur Zoonar GmbH), 86 (boots/Nadiia Korol, cap/Etaphop photo, dress/Karkas, jacket/Peter Versnel, jeans/Bergamont, jumper/Elenovsky, gloves/Photolinc, sandals/Scott Alan Photo, scarf/Yury Gulakov, shirt and tie/Mukesh Kumar, shorts/Michael Kraus, socks/Khvost, skirt/Maffi, watch/AlexRoz, sunglasses/Onair, trainers/Arka38, t-shirt/Elenovsky, leggings/Evikka, tracksuit/BeautyofLife, helmet/Nyvit-art, goggles/Anton Tolmachev, swimsuit/Borislav Bajkic, sports vest/Polryaz, hoodie/Natan86), 87 (stethoscope/Production Perig), 96 (excited couple/Wayhome studio, man and microphone/Mike Focus, dad/O_shumilova, woman and computer/Antonio Guillem, graduate/Michaeljung, angry man/ESB Professional, suspicious girlfriend/Ditty_about_summer, athlete/Nestor Rizhniak), 90 (book background/heliopix), 97 (cinema couple/Dean Drobot, traffic jam/Bibiphoto), 100 (squares background/Wacomka, block background/Bobnevv), 101 (grandad and grandson/LightField Studios), 102 (telephone/Mike Flippo, globe background/Gradientik), 104 (Manchester United ball/Dean Bertoncelj, football fans/A_Lesik), 105 (Old Trafford/PhotoLondonUK), 107 (LDprod), 110 (starry background/Zakharchuk), 112 (sparkle background/Serg-DAV), 114 (Coke can/Focal point), 116 (pregnant woman/Dasha Petrenko, mum and baby/Lenetstan, couple with book/Halfpoint), 117 (baby/Romrodphoto, ring/Wavebreakmedia), 120 (Monkey Business Images), 121 (Monkey Business Images), 123 (junk food man/Dean Drobot, Jamie/BlueSkyImage), 124 (dice/Duncan Andison, roulette wheel/Nata789, skull and crossbones/Maksim M), 125 (hand and coin/Patpitchaya, lottery balls/Kmis, collage of paper/Picsfive, lightning/Sasa Prudkov), 127 (people at door/Monkey Business Images, moving boxes/Air Images, couple by train/Tetiana Iatsenko); Tate Images p.77 (The Little Peasant c.1918; Amedeo Modigliani 1884–1920).

Commissioned photos by: Gareth Boden pp.16 (close up of dictionary), 26.

Video stills/researched photos: Alamy pp.8 (Titanic), 35 (Titanic); Kiki Foster pp.8 (Roald Dahl; 95 (Roald Dahl); Homeless World cup pp.8 (footballer), 104 (footballer); Oxford University Press pp.8 (profile headshot, two women, woman in office, church, Scotland, fish, runners), 12 (profile headshot), 21 (two women), 55 (woman in office), 65 (church), 74 (Scotland), 85 (fish), 115 (runners); Pond5 pp.8 (cheese salad/MSFilm), (coins/winterling), 45 (cheese salad/MSFilm), 125 (coins/winterling).