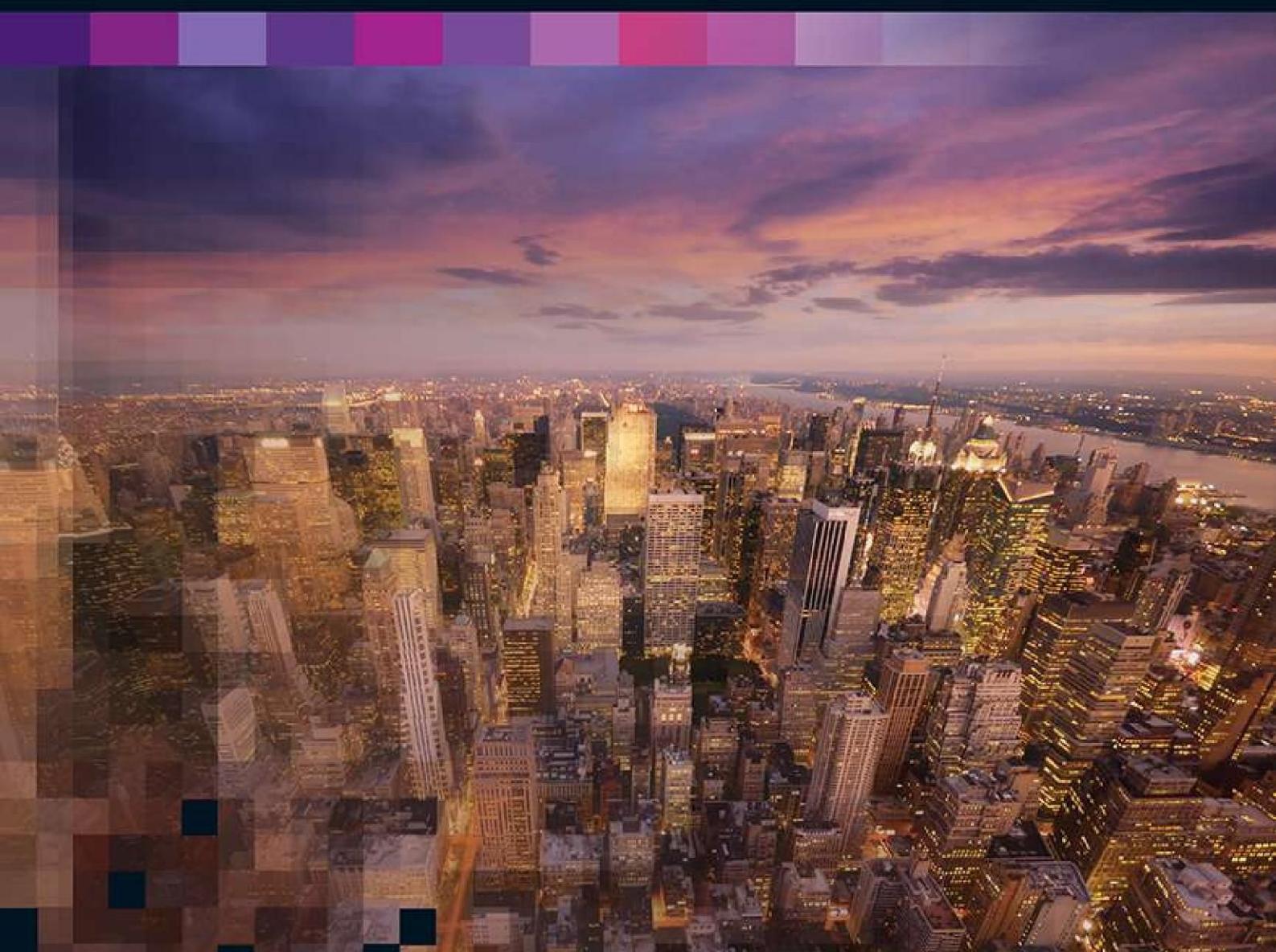




INSTITUTO CULTURAL PERUANO NORTEAMERICANO

AMERICAN
BIG PICTURE



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Series editor: Ben Goldstein



WELCOME UNIT INTERMEDIATE 11

Learning strategies for moving from B2 to C1:

Speaking: To become a good oral communicator, you need to know the right vocabulary, use the correct grammar and pronounce the language correctly. Always involve the listener and remember to say how you felt at the moment, this will help you to personalize the story in a meaningful way.

Reading: Before you read a text, predict as much information as you can

- Read the title of the text. Can you guess what it means?
- Look at the pictures. What people, places and things do they show?
- Read the headings of the different sections. What do you think they are about?

House the world

Grammar: Quantifiers, countable / uncountable

Vocabulary: Houses, homes, furniture

Speaking & Reading

1. Look at the pictures and answer the questions.

- Which is the most similar to houses in your country?
- Which countries do you think the houses are in? Why?

2. Match the texts (a – d) to the houses (1 – 6). Two of the houses are not mentioned.

a) A round hut in Cameroon made of mud and straw. It has a steep thatched roof, one door and no windows. It is very dark inside.

b) A small house in a southern Spanish town. It has whitewashed walls and a small balcony with flowers. There are wooden blinds to keep the house cool in summer. It is in a quiet backstreet and is very peaceful.

c) An apartment in Hong Kong city centre. It is on the 57th floor of a high-rise building. It is very cramped. The windows are tiny and the ceilings very low.



d) A traditional English semi-detached house in the suburbs, made of red brick. It is spacious and comfortable and has a large garden. It has five bedrooms, two bathrooms and a loft with a skylight.

Vocabulary & Speaking Homes

1. Find words in the texts and put them into these categories.

| types of houses | rooms in a house | materials | parts of a house |
|-----------------|------------------|-----------|------------------|
| hut | loft | mud | roof |

2. Put these words into the categories. Add some more of your own.

chalet cellar lounge terrace staircase chimney tin cottage concrete houseboat study

3. Underline any adjectives in the texts. Are they positive, negative or neutral?

| positive | negative | neutral |
|----------|----------|---------|
| spacious | cramped | steep |

4. Work in pairs. Take turns describing a house you know well using the vocabulary above.

Reading

1. Answer the questions.

- 1 What do you know about IKEA?
- 2 Do you have any IKEA furniture at home?
- 3 Why do you think IKEA is so popular?

2. Read the article and check if any of your ideas are mentioned.

The gospel according to IKEA

It started as a young man's dream in rural Sweden. Now IKEA is the world's largest furniture retailer with 283 stores in 36 countries and an annual turnover of billions of euros. How do they do it? Daniel Monk went to a superstore to investigate.

1 Firstly, IKEA stores are not really stores at all: in a traditional shop you enter and search for a particular product. At IKEA, you have to do a tour of the whole store until you arrive at the products you're looking for. This is a brilliant trick to get you to spend more money!

2 At IKEA the customer does the work: you shop with little help from the staff, take your furniture home and assemble it yourself. All this helps to keep costs down. That's great in theory, but don't you just hate flat-pack furniture when you get home and find a few important parts are missing?

3 The IKEA philosophy is optimistic. It encourages you to take control and that's incredibly clever – you just need a little imagination. With IKEA's help you can fight the chaos in your home. There are dozens of bookcases, shelving and multi-purpose cupboards, because everything must have its home. Order and classification are at the heart of the IKEA ideology.

4 Judging by their sales figures, that ideology is spreading. Few households in Europe these days contain nothing from IKEA. In some ways, it's great: IKEA have made stylish furniture affordable. The danger, of course, is that our homes are all starting to look alike.

5 On the positive side, IKEA is pretty classless. Almost everybody has enough money to shop there, and it's popular with one-parent families and single people. So, while traditional British institutions – the Crown, Parliament, Marks and Spencer – have become less popular, there's plenty of evidence that IKEA will keep going strong.

3. Read the article again. Match the headings to the paragraphs (1-5).

- a) IKEA for all
- b) Getting around the shop
- c) Lookalike homes
- d) Ordering your mess
- e) You're on your own

4. Decide whether each of the following statements is true (T) or false (F). Correct the false statements.

- 1 At IKEA...
 - a) you have to follow a certain route. **T**
 - b) you can wander around the store as you like. **F**
 - c) you have to see the whole of the store.
- 2 Prices are kept low at IKEA because...
 - a) the staff don't give you a lot of help.
 - b) you have to assemble the furniture yourself.
 - c) you have to design the furniture yourself.
- 3 IKEA specialises in...
 - a) cheap quality furniture that looks stylish.
 - b) containers and boxes for storing things.
 - c) items that help you organise your life.
- 4 The author likes the fact that...
 - a) IKEA has become so popular.
 - b) all kinds of people shop there.
 - c) you assemble your own furniture.
- 5 In general, the author...
 - a) is very positive about IKEA and its ideology.
 - b) is quite impressed by IKEA's success.
 - c) likes some things about IKEA and is sceptical about others.

| GRAMMAR | VOCABULARY | READING & LISTENING | PRONUNCIATION |
|---------|------------|---------------------|---------------|
|---------|------------|---------------------|---------------|

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7 SOCIETY AND YOU



a



b

- 1 Work in pairs. Look at the images and answer the questions.

- What rules about dress codes do the signs in a and b show?
- In what situations would you follow these dress codes?

- 2 a Listen to three people talking about dress codes. Match speakers 1–3 to images a–c.

- b How did the speakers feel in each situation?

- 3 a Answer the questions.

Who...

- 1 wasn't in a different country?
- 2 obeyed the local rules?
- 3 felt he/she had been given bad advice?

- b Do you have any similar rules in your country? In what situations do they apply?

- 4 Work in pairs. Complete A and B in the KEY VOCABULARY PANEL.

- 5 a Choose an adjective from A or B in the KEY VOCABULARY PANEL to describe behaviors 1–6. More than one answer may be correct.

- 1 stealing money from the collection tray in church
- 2 showing a violent movie to a class of 11-year-olds
- 3 talking in class at the same time as the teacher
- 4 being someone people can always depend on
- 5 insisting that a friend of yours go on vacation with you and your boyfriend/girlfriend
- 6 forgetting to lock the front door at night

- b Which adjectives could you use to describe the people in the audio and their attitudes toward dress codes?



6 Work in groups. Read the text and discuss the questions.

In 2010, the Swiss bank UBS sent a 44-page dress code to its employees. The document told employees what to wear when doing business; it even included rules for underwear.

- Why do you think UBS did this?
- Do you think it was a good idea? Why/Why not?
- How do you think UBS employees felt when they received this document?
- Does your workplace/college have a dress code? What does it include? Do you agree with it?

KEY VOCABULARY

Rules & behavior

A Prefixes

- Use the prefixes in the box to make words 1–10 negative.

dis- il- im- in- ir- un-

| | |
|------------------------|-------------------|
| 1 <u>un</u> acceptable | 6 ____ reasonable |
| 2 ____ appropriate | 7 ____ accurate |
| 3 ____ honest | 8 ____ respectful |
| 4 ____ moral | 9 ____ legal |
| 5 ____ responsible | 10 ____ polite |

- Check your answers in Transcript 7.1 on page 43. Can you think of any more words with these prefixes?

B Suffixes

- Match suffixes 1–5 to meanings a–e.

| | |
|--------------------|-------------|
| 1 ____ -able/-ible | flexible |
| 2 ____ -ish | childish |
| 3 ____ -less | useless |
| 4 ____ -ful | helpful |
| 5 ____ -worthy | trustworthy |

- a like/similar to this
- b deserving this thing
- c full of/very
- d can do this
- e without

- Use suffixes 1–5 to make adjective forms of the words in the box. Are the adjectives positive or negative? Write them in the chart above.

rely note fool care (x2)

- Check your answers in Transcript 7.1 on page 43. Which word has a spelling change?



a



b



c

READING

1 a Work in pairs. Look at the images and discuss the questions.

- Where do you think the photos were taken?
- What rules do you think people have to follow in each photo?

b Read the online forum. Check your answers in 1a.

2 a Work in pairs. What is the significance of 1–4 in the forum?

- | | |
|------------------|-----------------------------|
| 1 an art exhibit | 3 a short-term parking zone |
| 2 a stranger | 4 dirty puddles |

b Read the online forum again and check.

Search: 🔍

Post ● Messages ● Status ● Photos ● Videos ● Links

Xi-feng, China

I was in Yantai Park recently and finally found a free bench to sit down on. Suddenly I heard a very strange sound and felt spikes shooting into my pants. I jumped off the bench and looked down in horror at rows of metal spikes. It turns out that the bench was originally designed as an art exhibit by a German sculptor, but the park authorities in Yantai adapted the idea for its benches! I now know that **I should have put money in a meter** to operate the bench. When your money runs out, an alarm sounds and the spikes return. They're harmless but very uncomfortable to sit on. The authorities introduced the idea because the park suffers from severe overcrowding on weekends when everyone escapes the busy cities. This idea helps share facilities more fairly and prevents people grabbing a bench and staying there all day. This is the most bizarre way I've ever heard of for controlling behavior! Has anyone out there heard of anything similar?

Like | Post a comment

[Showing first 10 comments](#) | [View all comments](#) | [Go to latest comments](#)

Joo-eun, Seoul

Here in South Korea—and in Japan, too—it's a legal requirement that every cell phone make a distinctive noise when taking a picture. The noise is a warning to prevent people from being photographed in inappropriate situations. I was in New York last year when the wind blew my skirt up. A complete stranger took a photo with his phone, and it probably ended up on the Internet!

He couldn't have done this in South Korea. I think more countries should adopt this law.

comment #1 posted 20:49

3 Match the people to questions 1–5: Xi-feng (X), Joo-eun (J), Charles (C) or Elvira (E). More than one answer may be correct.

Who...

- 1 approves of the rule/law?
- 2 doesn't approve of the rule/law?
- 3 had a lucky escape?
- 4 was alerted to a problem by a noise?
- 5 had a problem because there wasn't a noise?

4 Work in groups. Answer the questions.

- 1 What is your opinion of the rules discussed in the forum?
- 2 Which is the strangest?
- 3 What kinds of rules are there in public spaces in your country? Do you think they're good ones?

Showing first 10 comments | View all comments

Charles, Senegal

I'm taking a language course in the UK, and I came across this sign at a train station. The idea is to prevent long, romantic farewells in front of the station because apparently they cause traffic jams and delays. If couples want to kiss good-bye, they have to go to the designated "Kissing Zone" in the short-term parking area, where they can stay for up to 20 minutes! Some people think **they shouldn't have put the sign up**, but I think it's romantic and kind of fun.

comment #2 posted 20:53

Elvira, Moscow

If there's one place you're likely to be stopped by the police, it's behind the wheel of a car. Here in Moscow, this is even more likely now that it's illegal to drive a dirty car! Unfortunately, there are no clear specifications to explain how dirty is "dirty." Recently I was stopped by the police. I hadn't washed my car for three months, but they just gave me a warning. **They could have fined me up to \$100!** This law is completely insane!

So watch out for muddy puddles if you're driving in Moscow.

comment #3 posted 21:04

GRAMMAR

- 1 Read the phrases in bold in the online forum and answer the questions.
 - 1 Do the sentences talk about a) the present, b) the past, c) the future?
 - 2 Did the police fine Elvira? Was it a possibility?
 - 3 Did Xi-feng put money in the meter?
 - 4 Did they put the sign up at the station? Do some people think it was the wrong thing to do?
 - 5 Did someone take an inappropriate photo of Joo-eun in New York? Would this be possible in South Korea?
- 2 Choose the correct option or complete 1–5 in the GRAMMAR PANEL .

- 3** Complete conversations 1–4 with a form of *should/could have* and an appropriate verb.

- 1 A We finally took the ferry to Venice.
B You _____ the train, too.
That was another possibility.
- 2 A Oh no, it's raining! We're going to get wet.
B I told you we _____ an umbrella.
You never listen!
- 2 A My leg hurts. I think I've pulled a muscle.
B You _____ so long in the gym. It's not good for you.
- 4 A She never took a driving test; she just bought a license!
B She _____ that in my country. It's illegal!

- 4 a** Think of something in the last year that you...

- 1 shouldn't have done.
- 2 didn't do, but should have.
- 3 could have done, but decided not to.
- 4 couldn't have done in different circumstances.

- b**  Work in pairs. Compare your answers. Ask follow-up questions to find out more information.

PAST MODALS: SHOULD HAVE/COULD HAVE

We use *should + have + past participle* to express regret or ⁽¹⁾praise / criticize a past action:

I should ⁽²⁾ _____ visited my grandmother yesterday.

(= I didn't do it, but it was the right thing to do)

I ⁽³⁾ _____ have left my job.

(= I did it, but it was the wrong thing to do)

We use *could + have + past participle* to talk about...

⁽⁴⁾possibility / obligation in the past:

We could have gone to Dubai, but we went to Florida instead.
(= we had the possibility, but we didn't do it)

We couldn't have ⁽⁵⁾ _____ to Florida without my raise.

(= we did it, but it was only possible because of my raise)

See page 36 for grammar reference and more practice.

SPEAKING

- 1  Work in groups. Think of a time when you or someone you know broke a rule. Discuss the questions.
 - What rule did the person break? Why?
 - Is it a rule that often gets broken in your country?
 - Do you think the person should have broken the rule? Why/Why not?
 - What finally happened?



SPEAKING & VOCABULARY:

Bureaucracy

- a** Look at images a–c. Where do you think the people are? What is happening? How do they feel? Why?
- a** Work in pairs. Read the definition and answer the questions.

red tape the documents and procedures associated with bureaucratic systems such as applying for a passport, a bank account or registering a complaint

- What's the connection between the definition and image c?
- What do you think the people are lining up for? Choose from the options in the box. Use a dictionary to help you.

application for a driver's license
 enrollment form formal complaint form
 job application tax return
 visa or passport application

- b** What documents might be necessary for the procedures in 2a? Can you add any more to the list in the box?

a birth certificate an ID card a medical certificate
 a passport proof of address a resident's certificate

- a** Work in groups. Discuss the questions.
 - Have you had to fill out any official forms recently?
 - Was it a complicated procedure? Did you have to provide any extra documents? If so, which ones?
 - Do you often have to deal with paperwork like this?
 - What problems do people usually face when dealing with bureaucracy, in your experience?

LISTENING

- a** Listen to a talk about how to deal with bureaucracy. Answer the questions.
 - What does the acronym RACE stand for?
 - Which two images a–c are referred to as examples?
- a** Listen again and take notes on what Sanjay says about each word in the acronym in 1.
- b** Work in pairs. Compare your notes. What mistakes did the people make in the two situations?
- Do you disagree with any of Sanjay's tips? Which ones? Why? Are there any suggestions you would add?

GRAMMAR

- a** Look at sentences a–e from Transcript 7.2. Underline the modal verbs.
 - He might have forgotten an important document.
 - He could have made a mistake on his form.
 - He couldn't have read the form carefully.
 - He must have found something suspicious in his case.
 - He may not have fulfilled all the requirements.
- b** Answer the questions about sentences a–e in 1a.
 - Are they talking about the past or the present?
 - Is the speaker certain that what he says is true/not true?
- Complete 1–5 in the GRAMMAR PANE with sentences a–e from 1a.

3 Rewrite bold phrases 1–6 using past modals.

I'm writing about a package that was sent from Australia a month ago. ⁽¹⁾**I'm sure something has gone wrong** because it still hasn't arrived. ⁽²⁾**There's no way I missed the mailman** because there's always someone in the house. ⁽³⁾**It's impossible that it got lost** because packages are tracked electronically. ⁽⁴⁾**Perhaps the mailman delivered** it to the wrong address. Or ⁽⁵⁾**it's possible he left** it with a neighbor. I reported the problem a week ago, but ⁽⁶⁾**it's possible you haven't tracked** down the package yet.

4  Work in pairs. Look at the image of the car. What do you think has happened? Use the ideas in the box and your own ideas.

break down have an accident park illegally pay a parking fine have a valid license

The driver might have had an accident.



PAST MODALS: SPECULATION & DEDUCTION

We use *must/could/might/may/couldn't + have + past participle* to speculate and make deductions about the past.

Uses

A speculation about a past event or situation we...

| | |
|---------------------------------|--|
| 1 are sure happened. | (1) _____ |
| 2 think possibly happened. | (2) _____ <i>He may have brought the wrong form.</i> (3) _____ |
| 3 think possibly didn't happen. | (4) _____ <i>He might not have known about the law.</i> |
| 4 are sure didn't happen. | (5) _____ |

See page 36 for grammar reference and more practice.

PRONUNCIATION: Past modals

1  ^{7.3} Listen and circle the words you hear.

- 1 I suppose I could put / have put my keys in your bag.
- 2 Her parents might not let / have let her come!
- 3 Careful! You could hurt / have hurt yourself!
- 4 Don't worry, he may not have come / come.
- 5 They couldn't have closed / closed the pool.
Lots of people go there!

b How is *have* pronounced in the sentences in 1a?

2  Work in pairs. Take turns reading out loud one of the options for the sentences in 1a. Listen and identify the option you hear.

SPEAKING

1 Think of a time you had a problem or misunderstanding in one of the situations in the box.

with a gas / water / electric company
at the bank / post office
at a passport office / embassy / tax office

Prepare notes about...

- what happened
- why you think it happened
- how you felt
- how you resolved the situation.

2  Work in groups of three. Talk about each problem, using your notes from 1.

b Share ideas about why each situation happened.

- For your problem, do you agree with your group's ideas about your situation?
- For other people's problems, do you think they resolved the situation well? Why/Why not?

SPEAKING

- 1 a** Work in pairs. Rank statements a–d according to how strongly you agree with them.

1 = strongly agree 2 = agree 3 = not sure
4 = disagree 5 = strongly disagree

- a _____ I hate crowds. I usually avoid going to busy shopping malls, large concerts or sporting events.
- b _____ I love big cities. I love the buzz and excitement of a crowd.
- c _____ I could never live alone or work from home. I like being surrounded by people; I feel miserable by myself.
- d _____ We always go out in a large group. It's important to invite everyone; you can't leave anyone out.

- b** Work with another pair. Compare your responses in **1a**. Then answer the questions about the last time you were in a crowd.

- 1 Where were you?
- 2 What were you doing?
- 3 How did you feel?
- 4 Did you enjoy the experience? Why/Why not?



READING

- 1** Read the definitions and answer the questions.

- 1 What's the connection between the definitions?
- 2 How do you think they relate to images a–d?

herd a group of animals of the same species that travel or are kept together

herd mentality the way that large numbers of people behave in the same way at the same time

- 2 a** Read the article. What is the connection to images a–d?

- b** Match headings a–f to paragraphs 1–6.

- | | | | |
|--------------------------|-------|--------------------------|-------|
| a Safety in Numbers | _____ | d Anything for a Bargain | _____ |
| b Machines to the Rescue | _____ | e Follow your Neighbors | _____ |
| c The End of Mob Rule? | _____ | f The Smell of Success | _____ |

- 3 a** Complete statements 1–6 using your own words.

- 1 The writer didn't go into the department store because...
- 2 Starlings don't collide when they move in formation because...
- 3 Animals are safer in groups because...
- 4 A trucking company saved thousands of dollars by...
- 5 Robots can help people in disaster areas by...
- 6 Crowds are often unruly because people... rather than...

- b** Read the article again and check.

4 Work in pairs. Discuss the questions.

- Do you agree that people have a herd mentality? Why/Why not?
- In what situations do people behave badly in groups?
- Have you had a similar experience to the one in the department store? What happened? How did you feel?

VOCABULARY: Collective nouns

- 1** **a** Find the collective nouns in the box in the article in READING
2a. What do they describe?

crew flock gang herd horde mob pack swarm

b Work in pairs. Answer the questions.

- 1 Which nouns in **1a** usually describe a) people? b) birds? c) insects? d) mammals?
- 2 Which words can have a negative meaning? Why?

- 2** **a** Which of the words in **1a** can you use to describe 1–8?

- | | | |
|---------------|--------------|-----------|
| 1 cows | 4 seagulls | 7 dogs |
| 2 soccer fans | 5 criminals | 8 sailors |
| 3 bees | 6 protestors | |

- b** What is the largest group (of animals or people) you have seen? How did it make you feel?

SPEAKING

- 1** **a** Work in groups of four. Your team members in the company where you work are unhappy and do not work well together. You have decided to do a team-building activity.

Student A, turn to page 41.

Student B, turn to page 42.

Student C, turn to page 42.

Student D, turn to page 41.

- b** Work with a partner with the same role card from a different group. Discuss the advantages and disadvantages of your activity.

- 2** **a** Explain your activity to your group. Decide together which activity will be best for bringing the team together.

- b** Report back. Which activity did you choose? Why?

NOTICE BODY VERBS

We can also use these parts-of-the-body nouns as verbs:

elbow: Everyone was elbowing one another out of the way.

eye: He eyed my dessert greedily.

mouth: She mouthed the words slowly.

Herd Mentality

1

Last year I was standing outside a New York department store the day the sales started. As soon as the doors opened, a mob of shoppers rushed in. Everyone was elbowing one another out of the way. A gang of teenage girls started fighting over T-shirts. Even though I had waited over an hour, I couldn't bear to go in. I was disgusted to see people acting like animals. But recently I've realized that they weren't behaving like animals—quite the opposite, in fact.

3

Staying in large groups keeps animals safe. Take a herd of reindeer. If there is a pack of wolves following the herd, it will be in danger. Wolves can hide from one reindeer, but if hundreds of reindeer are watching at the same time, one is bound to spot the predators. Alone, the reindeer are helpless, but together they are strong.

5

Scientists have also developed search-and-rescue robots that work in the same way as ants. The robots work in disaster areas to map an affected area and transmit reliable information to rescue crews.

2

Think of birds. In autumn, you see enormous flocks of starlings in an astonishing, natural display of formation flying. Thousands fly together, but they never collide. They move as a single organism. How does this happen? Peter Miller discusses it in his best-seller *The Smart Swarm*. He explains that each starling only watches the six birds closest to it. It tracks those birds at all times and copies their movements. This way, the birds keep moving as one large flock.

4

Miller describes how scientists are applying some of the principles of swarms to solve human problems. For example, a trucking company was inspired by a swarm of ants. When ants look for food, they leave chemicals called pheromones to record the most successful routes for finding food. The company created a computer model for routing its trucks inspired by the ants' behavior. This saved the company thousands of dollars.

6

Miller also shows how we can learn to manage groups of people by studying animal behavior. In certain situations, such as at an airport, people develop a herd mentality. They all do the same thing, following the leader. Crowds are only intelligent if individual members act responsibly and make their own decisions. By observing animal movements, it may be possible to organize public spaces better and prevent crazy situations like the rush during sales. So next time you're fighting with hordes of shoppers, you'd better grab a copy of this book, alongside those designer sunglasses!

7.4 FUNCTIONAL LANGUAGE: CRITICIZING



TUNE IN

1 Work in groups. Discuss the questions.

- Have you ever had a bus/flight/train canceled or seriously delayed? Why? What happened?
- What usually happens when a flight is delayed or canceled?
- What does the airline do for passengers?

2 a Listen to a man complaining about a canceled flight. What three pieces of advice is he given?

b Listen again and correct false statements 1–6.

- 1 The man is at the airport information desk.
- 2 His flight will leave later this afternoon.
- 3 He's traveling alone.
- 4 He's booked another flight on his iPad.
- 5 He's traveling on business.
- 6 He'll have to pay for dinner.

FOCUS ON LANGUAGE

3 a Match sentence halves 1–8 to a–h to make expressions from the audio.

- 1 I want to know _____
- 2 The problem is _____
- 3 What are we supposed _____
- 4 Do you have any idea _____
- 5 I'm afraid that _____
- 6 All I'm asking _____
- 7 You should have _____
- 8 This isn't the _____

- a to do now?
- b for is a flight home.
- c better plans in place.
- d what's going on.
- e how difficult that is?
- f just isn't good enough!
- g first time it's happened.
- h no one's telling us anything.

b Check your answers in Transcript 7.4 on page 43.

4 Work in pairs. Choose two appropriate expressions from 3a to use in each situation 1–3.

Situation 1

Your bank has made several administrative errors with your personal information. When they correct one mistake, another one appears.

Situation 2

The service in a restaurant was terrible. You waited over an hour for your main course. The management says you don't have to pay the service charge, but you think they should discount more from the bill.

Situation 3

The train you are waiting for has been canceled due to bad weather. It was the last train of the day to your destination and now you are stranded.

“SOUNDING FRUSTRATED”

7.5 Listen to five sentences. How does the speaker sound? How do you know?

Look at Transcript 7.5 on page 43. Underline the words that the speaker says slowly and loudly.

Practice saying the sentences with the same intonation.

OVER TO YOU

5 a Work in pairs. Choose one of the situations in 4 to act out.

Student A

You are the customer. You are not happy with the help you are being offered.

Student B

You work for the company. You are trying to help the customer and offer suggestions.

b Switch roles and act out a different situation.

6 Report back to the class. Which situation was more successful? Did the company respond to your criticism? Why/Why not?

TUNE IN

- 1 a** Work in groups. What signs do the images show? What problems are they trying to prevent? Do you think they will be effective?
- b** Do you have any of these problems in your local community? What other social problems are common?
- 2** Listen to two people discussing the issues in images a–d. Number the images in the order they are mentioned.
- 3** Listen again and answer the questions.
- 1 Where do the speakers work?
 - 2 What idea do they have?
 - 3 What are their opinions on graffiti?
 - 4 What is a problem for people with children?
 - 5 Why are noise, graffiti and dog waste not at the top of the list?

PREPARE FOR TASK

- 4** Work in pairs. Complete sentences 1–7. Then listen again and check.
- 1 What concerns me most is _____.
 - 2 Surely the top priority has to be _____.
 - 3 Something else that really bothers me is _____.
 - 4 We should focus on _____ more than _____.
 - 5 Another thing people feel strongly about is _____.
 - 6 I think it should go at the _____ of the list.
 - 7 So speeding is _____ of the list, followed by _____, then _____ and dog waste last.
- 5** Look again at the phrases in 4.
- 1 Which three phrases can you use to say that something is most important?
 - 2 Which two phrases can you use to say that something is less important?
- 6** Do you agree with the order the speakers decide on? Why/Why not?



TASK

- 7 a** Work in pairs. List the social problems in your community. How do they affect people?
- b** Choose four problems. Work together to rank them in order of priority. Use the expressions in 4.
- 8** Work with another pair. Agree together on the top four problems and on a final ranking.

REPORT BACK

- 9 a** In your groups of four, present your top four problems and their final ranking to the class.
The issue we feel most strongly about is vandalism...
- b** Discuss as a class.
- Did any group agree on the same four problems?
 - Which problem was at the top of the most lists?
 - What are the best suggestions for dealing with this problem?

8 CRIME AND PUNISHMENT



a



b



c

1 Work in pairs. Look at the images and answer the questions.

- 1 What crime does each one show?
- 2 Are these crimes common where you live?
- 3 Why do you think people commit these crimes?

2 a Work in pairs. Complete A in the KEY VOCABULARY PANEL . Use a dictionary to help you.

b Listen to two conversations. Which two images do they relate to?

3 a Listen again and answer the questions.

- 1 What did Sarah see in the store?
- 2 Why do schoolchildren shoplift according to Sarah?
- 3 What's Jim's attitude toward shoplifting?
- 4 What's Alex doing?
- 5 Why is the woman annoyed with him?
- 6 What's the problem for the music industry?

b Which opinion in conversations 1 and 2 in the audio do you agree with most? Why?



4 a Work in pairs. Complete **B** and **C** in the KEY VOCABULARY PANEL. Use a dictionary to help you.

b Complete sentences 1–6 with the correct form of words from **B** or **C**.

- 1 Tim had to pay a huge _____ for speeding.
- 2 Someone _____ \$200,000 from the bank.
- 3 One of my colleagues was _____ with tax evasion, but he insisted it was a mistake.
- 4 She got _____ for disorderly conduct on Friday night.
- 5 I think the penalty for murder should be life _____.
- 6 Our managing director has been _____ of fraud.

5 Work in groups. Discuss the questions.

- Which crimes are common in your country?
- What penalties are usually given? Do you agree with them?
- Has anyone you know been a victim of crime? If so, what happened?

KEY VOCABULARY

Crime

A Types of crime

- Put the words in the box in the correct column.

arson burglary fraud illegal file sharing
kidnapping looting mugging murder
rioting robbing shoplifting tax evasion
terrorism trespassing vandalism

Against property

arson

Against a person

kidnapping

B Penalties

- Which crimes would the punishments in the box be appropriate for? Are there any that you think should not be used at all?

capital punishment community service
corporal punishment a fine
life in prison a prison sentence

C Collocations

- Complete collocations 1–6 with the words in the box.

arrested a bank a crime (not) guilty
money murder

- 1 steal _____
- 2 rob _____
- 3 commit _____
- 4 get _____ for (trespassing)
- 5 charge someone with _____
- 6 find someone _____ of (arson)

- Think of two other words you can use with the verbs in 1–3.

NOTICE STEAL/ROB

We use *steal* + the thing that is taken. We use

rob + the person or place it is taken from:

She stole my bag. They stole \$1,000.

She robbed me. They robbed the bank.

SPEAKING & READING

1 Work in pairs. Look at the images. They both show public humiliation being used as a form of punishment. Do you think this kind of punishment can be effective? Why/Why not?

2 a Read the online article about "shame punishment" and the comments that follow. How does the writer of the article feel about public humiliation? How do the writers of the two comments feel about it?

b Read the article and comments again. Match sections 1–6 to topics/questions a–f.

- a In favor of "shame punishment" _____
- b A fairer type of punishment? _____
- c The return of "shame punishment" _____
- d Are things better than in the Middle Ages? _____
- e Arguments against "shame punishment" _____
- f Punishment in the past _____



a

3 Work in pairs. Compare your answers in 2b. Then answer the questions.

- 1 What three arguments are given in support of "shame punishment"?
- 2 What three arguments are given against it?

4 Work in groups. Discuss the questions.

- Do you think Andrew Perry's actions were fair? Why/Why not?
- Which of the comments (5 and 6) do you agree with more? Why?



b

News | Sport | Comment | Culture | Business | Money | Life & style | Travel | Environment | TV | Blogs | Data | Mobile | Offers | Jobs

Local | World | Health ► Crime | Education

Let the Punishment Fit the Crime

- 1 In medieval times, people accused of a minor crime such as theft, trespassing or even drunkenness were often locked in a wooden frame called "stocks" in the town square. Passersby could throw garbage and rotten food at them while they served their sentence. The aim of the punishment was to cause public humiliation and warn other people that crime doesn't pay.
- 2 But this kind of punishment disappeared with the Middle Ages, didn't it? Not so. It would seem that "shame punishments" are making a comeback in some parts of the USA. If you had driven through Charlottesville, Virginia last week, you would have seen a strange sight. A young man dressed as the character Bert from children's show *Sesame Street* was standing outside a store holding up a sign. It wasn't an ad but a form of punishment—for a teenage shoplifter.
- 3 Store owner Andrew Perry caught the 18-year-old stealing from his store and offered him a choice: either he called the police or the boy could stand outside the store for two days holding a sign saying "I got caught shoplifting at Halloween Express." Mr. Perry says that he was trying to be generous. If he had reported the crime, the boy would have ended up with a criminal record, which could have affected him for the rest of his life. No one wants to employ someone with a criminal record.
- 4 This is one of many recent cases of offenders being given the choice between a short-term prison sentence or carrying a sign advertising their crime. But is this any different from putting people in stocks? It seems distasteful in this day and age to use public humiliation as punishment.

Comments in chronological order (Total 2 comments)

Post a comment

5 We need more of this kind of thing! Public humiliation really works, as many people can't imagine anything worse. Offenders accept responsibility and think twice about committing another crime. Others are deterred from committing the same crime as they don't want to experience this embarrassment. And society is given the satisfaction of seeing that criminals are being punished. If this type of punishment were more common, we might not need so many prisons.

Spongebob | Posted 09 October 6:26 p.m.

6 Why don't we go one step further and bring back the stocks? Public humiliation is an attack on human dignity. And it is counterproductive—it wouldn't reduce crime if we used this form of punishment more. On the contrary, it would trigger anger and antisocial behavior. It would just be a form of entertainment for the masses and could even encourage mob justice.

DustyDan | Posted 10 October 10:04 a.m.

GRAMMAR

1 a Choose the correct options to complete the extracts.

- a It *would / wouldn't* reduce crime if we used this type of punishment more.
- b If this type of punishment were more common, we *might / might not* need so many prisons.
- c If he had reported the crime, the boy *would / wouldn't* have ended up with a criminal record, which *could / couldn't* have affected him for the rest of his life.

b Check your answers in the text in SPEAKING & READING.

2 a Look at the sentences in 1a and answer the questions.

- 1 Which sentences talk about a) the present or the future? b) the past?
- 2 Are the situations real or imagined?
- 3 Look at the verbs in italics. Which describe a) a definite consequence? b) a possible consequence?

b Underline the verbs that follow *if* in 1a. Then complete 1–8 in the GRAMMAR PANEL with the words in the box.

could have + past participle infinitive
future might past present would

3 a Rewrite sentences 1–4 so the meaning is the same. Use *might/could* where appropriate.

1 I don't use the subway after 10 p.m. because it's too dangerous.
I would _____ if it wasn't _____.

2 I left my laptop in the car and someone broke into the car and stole it.
If I _____, the thief _____.

3 I got a parking ticket because I stayed five minutes longer than I paid for.
If I _____ five minutes earlier, I _____.

4 There's a lot of crime in my neighborhood because unemployment is high.
There _____ so much crime in my neighborhood if _____.

b Are any of the sentences in 3a true for you or the area where you live?

4 a Complete sentences 1–4 so they are true for you.

- 1 If I had more... I would...
- 2 If I ever..., the first person I would tell is...
- 3 If I hadn't..., I might not have...
- 4 I might not have... if... hadn't helped me.

b Compare your answers with a partner's. Ask follow-up questions to find out more information.

IF SENTENCES: IMAGINED SITUATIONS (1)

We can use *if* + past simple or past perfect to describe imagined situations.

a) Use *if* + past simple to describe situations in the (1) _____ or (2) _____.

If we used this punishment more frequently... (but we don't)

b) Use *if* + past perfect to describe situations in the (3) _____.

If he had reported the boy to the police... (but he didn't)

NOTE: Some people prefer to use *were* instead of *was* with *I/he/she/it* to describe an imagined situation in the present or future. *Were* is more formal than *was*:

If he were older, he would get a prison sentence.

Describing imagined consequences

To describe the consequence of the imagined situation, we use the modal verbs *would*, *could* or *might*.

a) To talk about an imagined consequence in the present or future, we use *would/could*, etc., + (4) _____.

b) To talk about an imagined consequence in the past, we use *would/could*, etc., + (5) _____.

Would, could or might?

We use (6) _____ to say that this is the definite consequence of the imagined situation.

We use (7) _____ or (8) _____ to say that the consequence is possible, but not definite:

He would have ended up with a criminal record, which could have affected him for the rest of his life.

See page 37 for grammar reference and more practice.

SPEAKING

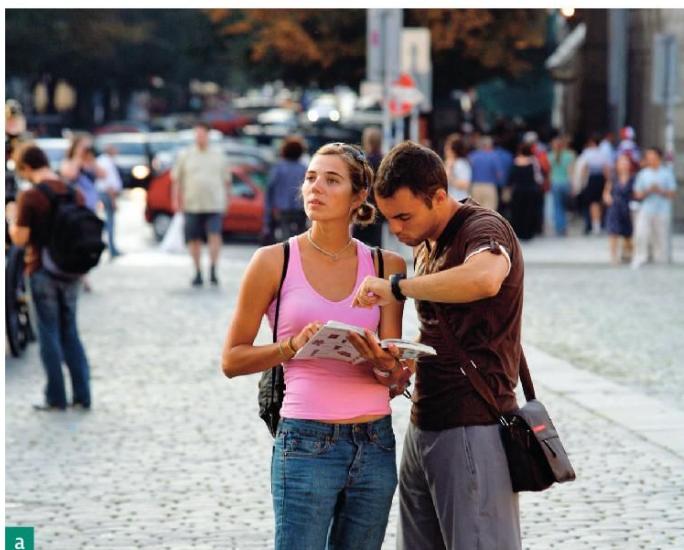


1 a Work in groups of four. Turn to page 41.

Read about the crimes and rank them 1–4 in order of how serious you think they are (1 = the most serious, 4 = the least serious).

b Imagine you are judges. Discuss the crimes and choose an appropriate punishment. Choose a different punishment for each crime.

2 Share your ideas with the class. Which punishment is the most common/unusual/severe?



a



b

LISTENING & VOCABULARY: Scams

- 1 a** Work in pairs. Read the definition. The people in the images are about to become victims of a scam. What kind of scam do you think is going to take place?

scam (n) a dishonest way to obtain money from people by tricking or deceiving them, for example, using a false identity (see also **confidence trick**)

- b** Listen and check your ideas. What happened in each situation? What was stolen?

- 2** Listen again. Why were the scams so successful? Mark the correct options a–c for each person.

Nicky

- a The person who approached her was a friend. _____
b The person only took \$10. _____
c The person pretended to help her. _____

Andy

- a He had lost his passport. _____
b The people were wearing uniforms. _____
c The people showed false ID cards. _____

- 3 a** Complete the extracts with the words in the box.

argue camera city passport police situation uniform

- Almost everyone will have been **taken in** by a scam of some kind at some time, especially if we live in, or travel to, a big _____.
- While you're trying to make sense of the _____, you don't notice what the **thief** is doing.
- They grabbed my wallet and _____ and my wife's _____ and ran off. I can't believe how **naive** we were!
- Well, the **bogus** tourist _____ trick is very common.
- You'd be amazed what most **law-abiding** citizens will hand over to a person in _____!
- I don't think I'd _____ with an **authority figure** either!

- b** Match the words in bold in **3a** to definitions a–f.

- a a person in a position of power, such as a police officer or government official
- b showing lack of experience, childlike
- c someone who steals something
- d following society's rules
- e fake, not genuine
- f tricked

- 4 a** Complete the text with the words in bold in **3a**.

We're often very ⁽¹⁾ _____ and complain that "they didn't look like criminals" after being ⁽²⁾ _____ by a scam. Most ⁽³⁾ _____ members of society usually trust an ⁽⁴⁾ _____ and are easily tricked by a ⁽⁵⁾ _____ who pretends to be a lawyer, banker or other official. If you are not sure if someone is genuine, always ask for ID. If they can't produce proof of identity, you can be pretty sure they're ⁽⁶⁾ _____.

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

- Do you think you would have been taken in by the scams described by Nicky and Andy? Why/Why not?
- Do you know of any other scams or confidence tricks? Tell the class.

GRAMMAR

- 1 a** What is the difference in meaning between a and b in sentences 1 and 2?

- 1 a If only I **covered** my PIN number, but I never remember to do that.
- b If only I'd **covered** my PIN number, but I forgot.
- 2 a I wish there **had been** some real police officers around to stop them.
- b I wish there **were** more police officers around here.

- b** What are the verb forms in bold in 1a? Do they refer to the past or present?

- 2** Choose the correct option or complete 1–6 in the **GRAMMAR PANEL**.

- 3** Complete sentences 1–6 with an appropriate form of the verbs in parentheses.

- 1 I wish I _____ (can) dance, but I have two left feet!
- 2 If only there _____ (not be) so many dishonest people in the world.
- 3 If only I _____ (learn) another language when I was a child, I'd be bilingual now.
- 4 My parents wish they _____ (live) in a country with a better climate—they hate the cold.
- 5 Pierre wishes he _____ (not drop out) of college before graduating.
- 6 I wish I _____ (not work) from home every day. I get really lonely.

- 4 a** Make a list of five regrets about your present and past.
I didn't learn to speak Japanese when I lived in Japan.

- b** Work in groups. Discuss your regrets and say why you wish things were different.

I wish I could speak some Japanese. I'm sure it would help me find a job.

WISHES & REGRETS

I wish.../If only...

We use *I wish/If only* + the past simple to talk about a ⁽¹⁾present / past situation that we want to be different:

Nicky doesn't cover her PIN number.

She says: If only I ⁽²⁾ _____ my PIN number.

A present fact with *can/can't* changes to ⁽³⁾could(n't) / would(n't) when we want things to be different:

Nicky can't turn back the clock.

She says: I wish I ⁽⁴⁾ _____ turn back the clock.

We use *I wish/If only* + the past perfect to talk about wishes and regrets about ⁽⁵⁾present / past situations:

Andy didn't leave his valuables in the hotel safe.

He says: If only I ⁽⁶⁾ _____ my valuables in the hotel safe.

See page 37 for grammar reference and more practice.

PRONUNCIATION: Wish & if only

- 1 a** Listen to sentences 1–4. Underline the words that are stressed most.

- 1 I wish the world were a safer place.
- 2 He really wishes he had listened to your advice.
- 3 If only I could help you.
- 4 Sam wishes she hadn't told him the truth now.

- b** Listen again. Why are these words stressed?

- 2** Work in pairs. Practice saying the sentences in 1.

SPEAKING

- 1 a** Work in pairs. Imagine you have both been the victims of a scam. Student A, turn to page 41. Student B, turn to page 42. Then act out two conversations.



Student A

Tell your partner about the scam. Where were you? What happened? How did you feel afterward?

Student B

Listen to your partner talking about a scam. Do you think he/she was naive, or was the scam very clever? Respond to what your partner says.

- b** Switch roles and act out the other conversation.

- 2** Decide which scam was the worst. Share your ideas with the class. How many people agree with you?

NOTICE GRAB

The verb *grab* means "to take something very quickly with your hand":

As soon as we opened our bags, they grabbed my wallet.

We also use *grab* to mean "to get something quickly":

Is the meeting starting now? I'll just grab a cup of coffee and join you there.

VOCABULARY: On trial

1 a Work in pairs. Look at the images. What do they show? Who are the people? What are their roles?

b Read the information about courtrooms. Check your answers in **1a**. Then put the words in bold in the correct column.

Article

Discussion

Trial

A trial normally takes place in a **courtroom**. A criminal is considered innocent until **proven guilty**, so during the trial, this person is called the **defendant**. The lawyer and legal advisers who represent him/her are called **the defense**. The defendant **pleads guilty or not guilty**. The lawyers who accuse the defendant are **the prosecution**. Both sets of lawyers interview **witnesses**—people who saw the crime or have specialized information. The defendant and witnesses **give evidence**. A **jury** of 12 members of the public decides if the defendant is innocent or guilty. A **judge** oversees the trial. When the jury **delivers a verdict**, the judge **passes sentence**—he/she decides whether the defendant goes to prison, pays a fine, does community service or goes free.



2 Work in pairs. Discuss the questions.

- Is the information in the text in **1b** the same in your country? If it's different, explain how.
- Do you enjoy watching courtroom dramas? Why/Why not? Do you think they give a realistic picture of real-life courtrooms?

| Places | People | Actions |
|--------|--------|---------|
| | | |

**LISTENING**

1 a 8.4 Listen to the story of a real-life courtroom drama. What is the link to the image on the left? Answer the questions.

- Who is the defendant?
- Is he guilty?
- What do you think will happen to him?

b Listen again. Number events a–h in the order they happened, 1–8.

- Marvin's mother called the police.
- Marvin's favorite teacher left his job.
- Marvin started spray painting graffiti.
- He vandalized the railroad track.
- He said he was guilty.
- He became friendly with the wrong crowd.
- His grandmother lied to protect him.
- Marvin's mother read his text messages.

2 a  Work in pairs. Answer the questions.

- 1 What kind of relationship did Marvin have with his mother? How do you know?
- 2 How did his mother know he was vandalizing the railroad tracks?
- 3 What evidence was there to connect Marvin to the crime?
- 4 Why didn't the police believe his grandmother?
- 5 Do we know the result of the trial? Why/Why not?

b Check your answers in Transcript 8.4 on page 43.

3 a  Work in groups. What do you think of the actions of these people?

- Marvin ● his friends
- his mother ● his grandmother

b What punishment (if any) do you think Marvin should receive for his crime?

GRAMMAR

1 a Match the sentence halves from the audio.

- 1 If Mrs. Duthie hadn't contacted the police,
 - 2 If Marvin and his friends had stuck to graffiti,
 - 3 If it wasn't so common for family members to lie to protect each other,
- a the police might have believed her.
 b things might not have turned out so badly.
 c Marvin wouldn't be on trial here today.

b Answer the questions in pairs. Then complete 1–4 in the GRAMMAR PANEL .

- 1 Look at sentence parts 1–3 in 1a. Which describe a) an imagined situation in the present? b) an imagined situation in the past? What verb forms are used?
- 2 Look at sentence parts a–c in 1a. Which describe a) an imagined consequence in the present? b) an imagined consequence in the past? What verb forms are used?

2 Complete sentences 1–5 with the correct form of the verbs in parentheses. Use *could/might* where appropriate.

- 1 If Marvin had more respect for his mother, he _____ (*not get*) into trouble with the police.
- 2 I would have gone to the party last night if I _____ (*not have*) so much work at the moment.
- 3 If I spoke Spanish, I _____ (*help*) you translate that letter yesterday.
- 4 If we hadn't missed the bus, we _____ (*be*) there by now.
- 5 I wouldn't feel so upset if they _____ (*destroy*) my favorite painting when they broke in last night.

3 a Write notes on how your life would be different if...

- the Internet hadn't been invented
- you didn't speak English
- you lived in a different country.

b  Work in groups. Compare your ideas. Share the most interesting ideas with the class.

 **IF SENTENCES: IMAGINED SITUATIONS (2), MIXED TIME FRAMES**

If sentences can contain more than one time frame.

Past & Present

An imagined situation in the past can have an imagined consequence in the present:

(1) _____

Present & Past

An imagined situation in the present can have an imagined consequence in the past:

(2) _____

Notice the verb forms that we use:

Imagined situation in the present: past simple

Imagined situation in the past: (3) _____

Imagined consequence in the present: *would/could/might + infinitive*

Imagined consequence in the past: *would/could/might + have + (4) _____*

See page 37 for grammar reference and more practice.

SPEAKING

1 a Think of a situation where you made a major decision. Answer the questions.

- 1 What was the decision?
- 2 Why did you have to make it?
- 3 Who was involved?
- 4 What happened?
- 5 How did you feel?
- 6 How did your life change afterward?

b  Work in groups. Explain your decisions. Then discuss the questions.

- Do you think it was a good decision?
- How would your life be different if you had made a different decision?

8.4 FUNCTIONAL LANGUAGE: CHANGING THE SUBJECT

TUNE IN

1 a Work in pairs. Look at the images. What is happening in each one? Have you, or has anyone you know, experienced any of these things? If so, what happened?

b 8.5 Listen and match conversations 1–3 to images a–c.

2 Listen again. How many different topics are there in each conversation?

3 a Match topics a–j to conversations 1–3.

- | | |
|--------------------------------|----------------------------|
| a a TV show | 3 <input type="checkbox"/> |
| b a crime at a soccer game | <input type="checkbox"/> |
| c a new model of phone | <input type="checkbox"/> |
| d a car crime | <input type="checkbox"/> |
| e writing a report | <input type="checkbox"/> |
| f a meeting | <input type="checkbox"/> |
| g the weekend | 1 <input type="checkbox"/> |
| h ID cards and office security | <input type="checkbox"/> |
| i a crime in the office | <input type="checkbox"/> |
| j borrowing something | <input type="checkbox"/> |

b Listen again and check. Number the topics in the order they are mentioned.

FOCUS ON LANGUAGE

4 a Complete the extracts from the audio.

- 1 **Before I** _____, have you e-mailed Shane about the finance meeting?
- 2 **By the** _____, have you heard about the new ID cards we're getting?
- 3 _____ **about** security, did you hear that Anita had her iPhone stolen yesterday?
- 4 **That** _____ **me**, have you seen the new Blackberry touchscreen phone?
- 5 _____ **the subject**, did you hear about Marcela's car?
- 6 _____, she borrowed my GPS the other day.
- 7 _____ **then**, I have to catch the bus in five minutes.

b 8.6 Listen and check. Why do the speakers use these expressions?

“CHANGING TOPIC”

Listen again to sentences 1–7 in 4a. Underline the main stress in the expressions for changing the subject.

1 Before I forget...

Listen again and repeat with the correct stress.



OVER TO YOU

5 a Choose five different topics from the box. Prepare notes on what you could say about each topic.

- a trip you've just returned from
- a trip you're going on soon
- good news at work
- good news about your family
- a movie you've seen recently
- a book you're reading
- some music you bought last week
- a concert you went to
- the weather
- gossip about a mutual friend
- some local news
- an important sporting event

b Work in pairs. Act out a conversation about several topics. Continue until you have talked about all your topics.

Student A

Start a conversation with your first topic.

Student B

Discuss the topic with your partner. Then change the subject and talk about one of your topics, etc.

TUNE IN

- 1 Look at the image and read the blog post. What happened exactly?

Status update | [View all comments \(1\)](#) | [Go to latest comment](#)



I've invested months of time in the virtual world NewUniverse. Yesterday a gang of animated characters invaded my virtual home and stole all my virtual belongings, which took me months of work and a lot of money to obtain. These things can now be sold to other people. Isn't it time the police were called in to investigate this kind of crime? 😡

posted by Francesca at 20:36



- 2 Read Margarita's reply to the blog post. Are sentences 1–4 true or false according to her reply?

- 1 Margarita can't understand why Francesca is upset.
- 2 Virtual property should be treated the same as property in the real world.
- 3 Psychologists say that virtual crime does not affect victims as much as real-life crime.
- 4 Real people don't commit a crime, only their avatars.

Comments | [View status update](#)

I'm really sorry to hear about this, Francesca! I couldn't agree with you more! You've invested time, emotion and real money in your virtual home and belongings, so I'm not surprised you're upset. There's now a full range of crimes taking place in virtual worlds, and the consequences can be very real. In fact, psychologists have found that for people who invest hours a day in their online characters, these crimes can be just as difficult to deal with as the real-world version.

And, of course, virtual items often have a real-world value. Criminals can make thousands of dollars by stealing online identities and belongings, and then selling them to other people. There's no question that virtual property should enjoy the same protection as tangible property! In addition, the people who create avatars to commit these crimes have stolen users' passwords to access their accounts. So there are actually two crimes being committed here! I strongly believe that these criminals need to be punished.

posted by Margarita at 22:47

PREPARE FOR TASK

- 4 Find phrases in Margarita's reply that...

- 1 express agreement. (1 phrase)
- 2 express absolute certainty. (2 phrases)
- 3 add an extra point to an argument. (1 phrase)
- 4 refer to official research. (1 phrase)

- 5 Work in pairs. Choose one of the posted comments. Do you agree with it? Prepare notes on why/why not.

Comments | [View status update](#)

We need CCTV cameras everywhere. They're a very successful crime deterrent. Preventing crime and catching criminals is all that matters.

File sharing is not a crime. People just want to share and experience more, and now we have the technology to do this.

TASK

- 6 Write a blog post reply giving your opinion on the comment you chose in 5. Use the reply in 2 as a model. Include some expressions from 4.

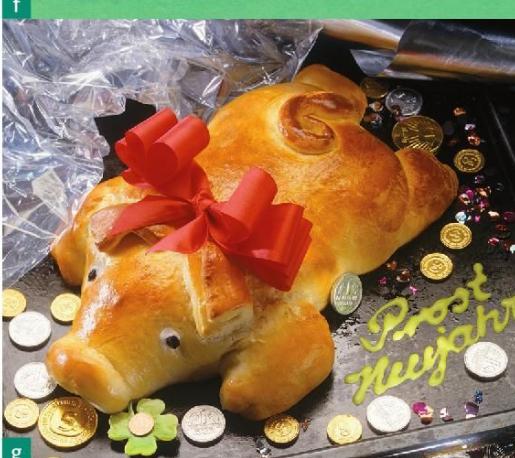
REPORT BACK

- 7 Read each other's replies. Did anyone have similar arguments? Who had the most convincing arguments?

- 3 Work in groups. Discuss the questions.

- Do you disagree with any of Margarita's arguments? Which ones? Why?
- What do you think should be the penalty for crimes like this?

9 LUCK AND FORTUNE



1 Look at the images. They show lucky charms from around the world. What countries do you think they come from?

2 a Work in groups of three. Student A, turn to page 41–42. Student B, turn to page 42. Student C, turn to page 42. Read about the lucky symbols. Complete the chart for your symbols.

| Image | Name | Country/ Countries | Meaning or origin | Where you find it/Use |
|-------|------------------|-----------------------|-----------------------------|------------------------------|
| a | | | | temples – rub heads for luck |
| b | terracotta bulls | | | |
| d | | | | entrance to house/business |
| e | | | protect you from bad energy | |
| f | | worldwide | | |
| g | | Germany | | |

b Exchange information about your symbols to complete the rest of the chart. What lucky charms are common in your country?



3 Work in pairs. Complete **A** in the **KEY VOCABULARY PANEL**.

- 1 "The difference between _____ and _____ is doing a thing nearly right and doing a thing exactly right."
(Edward Simmons)
- 2 "We create our _____ every day—most of the ills we suffer from are directly traceable to our own behavior."
(Henry Miller)
- 3 "A wise man turns _____ into good _____."
(Thomas Fuller)
- 4 "_____ in the form of _____ works exactly the same as everything else. You will see it coming into your life when you are unattached to needing it."
(Wayne Dyer)
- 5 "_____ is not a matter of _____. It is a matter of choice. It is not a thing to be waited for, it is a thing to be achieved."
(William Jennings Bryan)

KEY VOCABULARY

Luck

A Nouns related to luck

- 9.1 Try to complete the quotes in **3** with the words in the box. Use one word twice. Then listen and check.

chance destiny failure fate
fortune prosperity success wealth

- Answer the questions.

- 1 What do the quotes in **3** mean?
- 2 Do you agree with each quote? Why/Why not?

B Expressions with luck

- Match expressions 1–6 to meanings a–f.

- | | |
|--------------------|--|
| 1 with any luck | a unfortunately not |
| 2 a stroke of luck | b have no more luck |
| 3 run out of luck | c try too hard to get something and risk losing what you've achieved |
| 4 wish me luck | d if things go well |
| 5 push your luck | e say that you hope things go well |
| 6 no such luck | f something fortunate and unexpected |

- Do you use similar expressions in your own language?

4 Work in pairs. Complete **B** in the **VOCABULARY PANEL**. Use a dictionary to help you.

b Complete sentences 1–6 with the expressions from **B**.

- 1 I have my driving test this afternoon. Wish me luck!
- 2 A: Did you get tickets to the concert?
B: _____ They were all sold out!
- 3 I was given an upgrade on my flight to Buenos Aires. That was _____!
- 4 He usually wins the tennis match, but he didn't this month. I think he's _____.
- 5 The interview went well, so _____ they'll offer me the job!
- 6 I think you should accept the offer. Don't _____ and ask for more.

5 Work in groups. Discuss the questions.

- Do you consider yourself lucky? Are some people born lucky?
- To what extent do you think we make our own luck in life?
- Do you believe that lucky charms work? Have you or has anyone you know experienced this?

SPEAKING

1 Work in pairs. Discuss the questions.

- Look at the images. What reasons might the people have for feeling nervous?
- Which situation would make you feel most nervous? Why?

2 a Match statements 1–4 to images a–d.

- “It’s hard trying to imagine what they’re going to ask you.” _____
- “My mind goes blank as soon as I start reading the questions.” _____
- “I’m always worried I’ve forgotten something important.” _____
- “Just before the performance starts, I get butterflies in my stomach.” _____

b Have you been in one of these situations recently? How did you feel?



LISTENING

1 9.2 Listen to a radio program about lucky rituals. Number the images in the order the situations are mentioned.

2 a Listen again. Take notes on each part of the program.

| | | | | | | |
|--|--|--|--|--|--|--|
| | | | | | | |
| Part 1 | | | | | | |
| 1 What is a lucky ritual? 2 Why do we develop lucky rituals? 3 How can they help us? | | | | | | |
| Part 2 | | | | | | |
| 4 What ritual(s) does Teresa mention for each situation? | | | | | | |
| Traveling Job interviews Exams Performing on stage | | | | | | |
| Part 3 | | | | | | |
| 5 How does Teresa believe lucky rituals work? | | | | | | |

b Compare your notes with a partner’s. Listen again to check or add information.

3 Work in groups. Discuss the questions.

- Which of the rituals in the audio do you think is the strangest? Why?
- Has a lucky ritual ever helped you or anyone you know? How did it help?

GRAMMAR

1 9.3 Look at the pairs of sentences. Which sentence in each pair was used in the radio program? Listen and check.

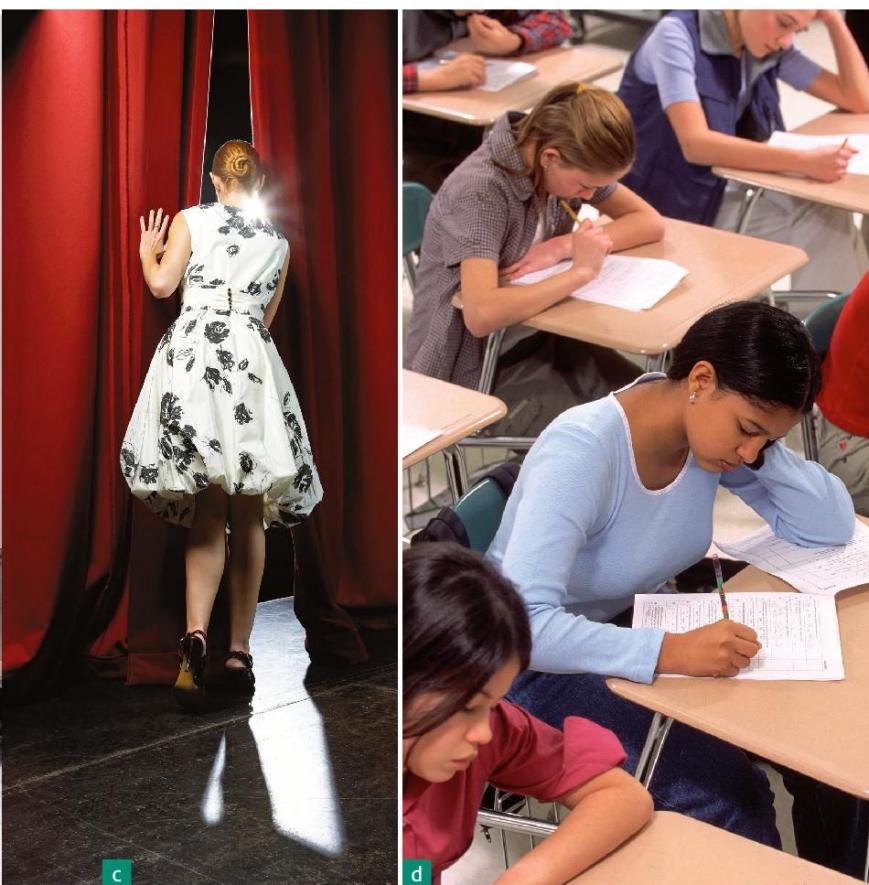
- Fear of the unknown makes us develop lucky rituals.
It's fear of the unknown **that** makes us develop lucky rituals.
- Performing on stage causes me the most anxiety.
What causes me the most anxiety **is** performing on stage.
- Exams cause the greatest stress.
The thing that causes the greatest stress **is** exams.
- Job interviews also stress people out.
Another situation that stresses people out **is** a job interview.

2 a Look at the pairs of sentences in 1. Underline the main topic in each sentence.

b Notice the position of the main topic in the b sentences in 1. Which word comes directly before the main topic? Complete a–d in the GRAMMAR PANEL with sentences 1b–4b.

3 a Put the words in order to make cleft sentences.

- the most / speaking in public / is / anxious / what / makes me
- prepares you / not / that / exams / for / it's / lucky rituals / studying
- interviews / about / hate / is / I / what / unexpected questions / most
- is / most / the / I / Judi Dench / admire / stage actor / who
- stressed / why / the / I'm / can't / reason / I / is / that / at work / smoke



b Do you agree with sentences 1–5 in 3a? If not, change them so they are true for you. Compare your sentences with a partner's.

4 Complete the conversation using cleft sentences with the words in parentheses.

- A Are you ready for your trip to Asia? I bet you're looking forward to visiting all those countries!
- B Actually, ⁽¹⁾ what... (*lying on a beach*)
- A But it'll be great to visit Thailand!
- B Well, ⁽²⁾ the place I really want... (*Vietnam*)
- A Are you nervous about the flight? I know flying makes you anxious!
- B Not really. ⁽³⁾ It's only... (*turbulence*)
- A And crowded airports are stressful.
- B I know, but ⁽⁴⁾ what I find... (*going through security*)
- A I suppose it'll be challenging using local transportation.
- B Yes, but ⁽⁵⁾ it's... (*trying to speak the local languages*)

5 **a** Work in pairs. Rewrite the conversation in 4 about another situation, e.g., a job interview or exam.

b Act out your conversations with a partner from another pair.

ADDING EMPHASIS: CLEFT SENTENCES WITH *Is*

We use cleft sentences to emphasize the topic of a sentence. The normal word order in the sentence changes.

We can form cleft sentences using:

1 *It's... that...*

Use *it's* to introduce the main topic. Add information about the topic after *that*:

(a) _____

2 *The thing that / The reason why... is...*

The main topic comes at the end of the sentence. We use *is* to introduce the main topic:

(b) _____

We can also use other words instead of *thing*, e.g., *situation*, *place*, *person*:

(c) _____

3 *What... is...*

The main topic comes at the end of the sentence. Use *is* to introduce the main topic:

(d) _____

See page 38 for grammar reference and more practice.

NOTICE WHAT I REALLY...

We often use *really* + a state verb (e.g., *like*, *love*, *hate*, *enjoy*, *want*, *need*) with *What* clauses in cleft sentences:

What I really love is exploring new places.

What I really need is a good night's sleep.

SPEAKING

1 **a** Work in pairs. Make a list of other situations that commonly cause anxiety.

b Choose one situation from 1a or images a–d. Write notes on how you can prepare for the situation in order to reduce anxiety.

What I find helpful before an interview is...

2 Work with a pair who chose a different situation. Listen to their advice. Do you think they gave good advice? Why/Why not?

SPEAKING & VOCABULARY:

Sports

1 Work in pairs. Discuss the questions.

- Who is the greatest athlete in your country?
- Why do you think he/she is so successful?

2 a Match the words in the box to images a–e. Use a dictionary to help you. Which four items are *not* shown in the images?

bat cap club course court field
goggles helmet knee pads racket
skates stadium track

b Put the words in 2a in the correct column. Then add three more words to each column.

| Equipment | Places |
|-----------|--------|
| bat | |

3 a Work in pairs. Match sports to some of the words in 2a to make collocations.

baseball bat swimming/baseball cap

b What sports do you play? What equipment do you use?

READING

1 Read the article. Which athletes...

- 1 are successful due to a physical advantage over competitors according to the media?
- 2 are successful due to the amount of practice they put in according to the writer?

2 Correct these false statements.

- 1 Journalists claim that Phelps is faster than other swimmers because he has longer legs.
- 2 In the past, successful sprinters were usually tall.
- 3 Natural ability is the most important quality for a successful athlete.
- 4 Ochoa's success was due mainly to talent.
- 5 Successful athletes only need to train physically to perform at their best.

3 Find words in the article that mean...

- 1 having unusually flexible joints (*adj*) (para. 1).
- 2 the processes and functions of an organism (*n*) (para. 1).
- 3 having a short, solid build (*adj*) (para. 2).
- 4 getting more of (*v*) (para. 3).
- 5 to continue trying to do something despite difficulties (*v*) (para. 5).

4 Work in pairs. Do you agree with the article? What do you think makes a successful athlete?



**"The more I practice,
the luckier I get!"**

1 Can we make our own luck, or are some people just born lucky? This question is particularly relevant in sports. Whenever a new star athlete appears, journalists try to explain their success by describing their physical characteristics. Swimmer Michael Phelps is a classic example. He's already the greatest swimmer in Olympic history and one of the most successful Olympians of all time. However, writers explain his abilities by saying that he is double-jointed, so he is more flexible than other swimmers; he has bigger feet to give him extra power in the water; none of his competitors have arms as long as his. Phelps's physiology seems to indicate that he was born lucky.

2 Similar explanations have been given for Jamaican sprinter Usain Bolt's success. At 1.95 meters tall, Bolt has changed the world of running. Many believe he is the finest sprinter the world has ever seen. He has broken the world record for the 100 meters three times and for the 200 meters twice. Although, historically, most successful sprinters have been short and stocky, the press has often put Bolt's success down to being a breed of superhuman giant.

3 But sports stars are made, not born. In sports, dedication is as important as natural ability. When people praised golfer Gary Player's luck, he said,

GRAMMAR

- 1 Read sentences a–c from the article. Match them to 1–3 in the GRAMMAR PANEL.

- a Many believe he is the finest sprinter the world has ever seen.
- b The more determined and motivated you are, the more successful you will be.
- c Ochoa spent hours practicing to become more and more accurate.

- 2 Complete the text. Use the correct form of the adjectives in parentheses where given.

Boxer **JOE WALCOTT** was born in British Guyana in 1873. Some experts say he was ⁽¹⁾ _____ (*great*) fighter of his weight that the boxing ring ⁽²⁾ _____ ever known. Walcott coined the phrase, “The ⁽³⁾ _____ (*big*) they are, ⁽⁴⁾ _____ (*hard*) they fall.” Despite his short stature he went on to beat ⁽⁵⁾ _____ and ⁽⁶⁾ _____ (*large*) opponents, whose punches usually landed on his shoulders. Between 1901 and 1904 he became ⁽⁶⁾ _____ and ⁽⁷⁾ _____ (*powerful*), until he accidentally shot himself in the hand. ⁽⁷⁾ _____ (*weak*) his hand got, the ⁽⁸⁾ _____ (*successful*) he became, until he finally retired from boxing in 1911.



“The more I practice, the luckier I get.” This is very true. Along with a commitment to hard work, the more determined and motivated you are, the more successful you will be. Bolt does three hours of intensive training every day. It’s also a lesson well learned by Mexican golfer Lorena Ochoa, who is one of the most successful female golfers ever. While piling up trophies, Ochoa spent hours practicing to become more and more accurate. Discipline and structure were the key to her success. The style, flair and creativity she showed on the course were a direct result of her strict adherence to a training and practice regime.

- 4 In addition, athletes repeatedly visualize themselves being successful in order to get into the right frame of mind. Mental preparation is essential for producing maximum performance.

- 5 All these athletes have risen above the crowd simply because their teammates are less dedicated than they are. No one comes into the world able to use a baseball bat or kick a football or soccer ball. The true secret to being lucky is to see yourself as you would like to be, to visualize the result you really want and to work hard and persevere until you achieve it.

- 3 a Complete the sentences so they are true for you.

- 1 ... is the ... athlete I’ve ever watched. He/She gets ...er and ...er every year.
- 2 ... is becoming more and more ... all over the world.
- 3 The older I get, the less ... I become.
- 4 Whenever I think of ..., I get ...er and ...er.
- 5 The farthest I’ve ever ... is ...

- b Compare your answers in groups. Ask follow-up questions to find out more information.

MAKING COMPARISONS

Comparatives with *and*

We link two comparatives with *and* to show that something becomes progressively greater in quality or quantity:

(1) _____

We use *more and more...* / *less and less...* or *-(i)er and -(i)er*:

more and more difficult / less and less energetic / happier and happier

Comparatives with *the... the...*

We use *the + two comparatives with more/less or -(i)er* to show that the second part of the sentence is the result of the first:

(2) _____

Superlative + present perfect

We use the superlative + present perfect to compare a person/event to our experience up to now:

(3) _____

See page 38 for grammar reference and more practice.

SPEAKING

- 1 a Work in pairs. Choose an outstanding athlete. Write notes under these headings. Use the article to help you.

Name, age, nationality, sport
Achievements
Physical characteristics
Mental characteristics

b Work with a different partner. Discuss your athletes. Compare their achievements and characteristics.

- 2 Report back to the class. Which athlete is the most successful/ determined/powerful? Why?



a



b

SPEAKING & LISTENING

- 1 a** Work in pairs. What jobs are the people in the images doing?
- b** How would you usually get each job? What qualities do you need to do each one?
- 2** 9.4 Read the summary. Then listen to a podcast. What is the link between images a–b and the podcast?

Today we discuss working in the television and movie industry. Most people think this profession is impossible to get into unless you have the right family or connections. "Good luck with that," your friends say with a smirk when you tell them of your intentions. "It's not **what** you know; it's **who** you know."



- 3 a** Which two reasons for getting a job in the television and movie industry are not mentioned in the podcast?

- 1 knowing the right people
- 2 having relevant work experience
- 3 having a rich family
- 4 being the best candidate for the job
- 5 having the right skills and training
- 6 going to a good school
- 7 applying for hundreds of jobs
- 8 being in the right place at the right time

- b** Listen again and check.

- 4** Work in pairs. Take notes on what the podcast says about the reasons in 3a. Listen again to check or add information.
- 5** Work in groups. Do you think the reasons in the podcast apply to other industries as well? If so, which ones?

GRAMMAR

- 1 a** Read the sentences. Underline the words that modify the comparisons.
- 1 This month's podcast topic isn't quite as serious as the last one.
 - 2 Living costs are far higher than in other parts of the country.
 - 3 It's slightly easier if your parents help you.
 - 4 Creative industries are nowhere near as open as other professions.
 - 5 Training is just as important as contacts.
 - 6 Bollywood isn't any less competitive than Hollywood.
- b** For 1–6 in 1a, do the underlined words show...
- a big difference?
 - a small difference?
 - no difference?
- 2** Complete 1–6 in the GRAMMAR PANEL with modifying words in 1a.

- 3 a** Complete the text with the words in the box. Some can go in more than one blank.

a little bit far just much nowhere near slightly

I really enjoyed the podcast! It was ⁽¹⁾ _____ more interesting than last week's. The program was about getting into the best universities in England. Apparently, it's really hard—it's ⁽²⁾ _____ as difficult as working in movies or TV. It's ⁽³⁾ _____ easier to get into a top university if you go to an expensive school first. Students from state schools are ⁽⁴⁾ _____ as likely to go to top universities as those from private schools. Five elite private schools send more students to Oxford and Cambridge than 2,000 other schools combined! The situation is ⁽⁵⁾ _____ better than in the past, though not much. The universities now accept students from state schools who show promise in the interview, even if their grades are ⁽⁶⁾ _____ lower than those of private school students.



- b** Work in pairs. Is the situation similar in your country? Why/Why not?

MODIFYING COMPARISONS

We modify comparative adjectives to show there is...

- 1 a big difference between two things. Use *much*, *a lot* or ⁽¹⁾ _____ + comparative adjective + *than*:

Tokyo is a lot more expensive than Mumbai.

Use ⁽²⁾ _____ *near* or *not nearly* + *as* + adjective + *as*:

My university isn't nearly as exclusive as people think.

- 2 a small difference between two things. Use *a little bit* or ⁽³⁾ _____ + comparative adjective:

My sister is a little shorter than me.

Use *not* ⁽⁴⁾ _____ + *as* + adjective + *as*:

The exam wasn't quite as difficult as last year.

- 3 no difference—one thing is equal to another.

Use ⁽⁵⁾ _____ + *as* + adjective + *as*:

I'm just as angry about it as you are!

- Use ⁽⁶⁾ _____ in questions/negatives + comparative adjective:

Is the train any cheaper than flying?

See page 38 for grammar reference and more practice.

PRONUNCIATION: Modifying comparisons

- 1** 9.5 Listen and underline the words that are stressed most in each sentence.

- 1 Life is much easier if you have rich parents.
- 2 Living costs in capital cities are far higher than in other parts of the country.
- 3 The media is nowhere near as open as other professions.
- 4 The right training is just as important as contacts.
- 5 It's a little easier to get into a top university than it used to be.

- 2** Practice saying the sentences in 1 with the correct stress.

VOCABULARY: Verb collocations

- 1 a** Complete the sentences with the words in the box.

care low mind rid sight touch

- 1 **Bear in** _____ that you may need to work without pay for a year or more to get work experience.
- 2 You could always take out a bank loan if you're **running** _____ on cash.
- 3 If you have a relative in the industry and you want a job, they'll **take** _____ of it for you.
- 4 I **lost** _____ with him for a while, but I got an e-mail from him last week.
- 5 A photographer was taking pictures... when he **caught** _____ of one of the workers.
- 6 She **got** _____ of her factory job and became a very successful model.

- b** Check your answers in Transcript 9.4 on pages 43–44.

- 2 a** Replace the words in bold with the correct form of a verb collocation from 1a.

- 1 Is there a school friend or family member that you **haven't spoken to for a long time** and would like to see again?
- 2 What should people **remember to do** when they write a CV in your country?
- 3 Have you ever **briefly seen** an ad that changed your life (e.g., for a job or apartment)?
- 4 What do you usually do if your energy is **almost used up**?
- 5 Have you ever **thrown** something **away** and then discovered that you needed it?
- 6 Who usually **organizes** paying the bills in your home?

- b** Work in pairs. Ask and answer the questions in 2a. Find out as much information as you can.

SPEAKING

- 1** Work in groups. Discuss how you've been lucky or unlucky in life. Do you think your successes are due to

- belief? ● hard work? ● timing? ● good fortune?
- determination? ● other reasons?

9.4 FUNCTIONAL LANGUAGE: ARGUING AND MAKING CONCESSIONS



TUNE IN

- 1 a Work in pairs. Look at the images and discuss the questions.

- Where are the people? What's happening?
- What do you think they're arguing about?
- What kinds of things usually cause arguments a) at home?
b) at work/school/college? Make a list.

- b Compare your list with another pair's. How many topics do you have in common?

- 2 a Match sentences 1–5 to image a or b.

- 1 It's still not quite what we're looking for. _____
- 2 No wonder you lose everything! _____
- 3 Just because I work from home doesn't mean I watch TV all day! _____
- 4 We've been working to a very tight schedule. _____
- 5 Can I ask everyone to send their final comments by Friday? _____

- b 9.6 Listen to two conversations and check your answers in 2a.

- 3 Listen again. Are the statements true or false? Correct the false statements.

Conversation 1

- 1 The woman hasn't been working in the garden recently.
- 2 The man is happy to do more housework because he works from home.
- 3 The man thinks the woman works harder than him.

Conversation 2

- 4 The woman isn't satisfied with the revised website.
- 5 She thinks there are too many photos on the site.
- 6 The man doesn't agree that the site should be more colorful.

FOCUS ON LANGUAGE

- 4 Complete the sentences with the words in the box.

case come exaggerate joking
point suppose there understand

- 1 Oh, _____ on!
- 2 Don't _____!
- 3 You must be _____!
- 4 I _____ what you're saying.
- 5 That may be the _____ but...
- 6 I'm not sure I agree with you _____.
- 7 I get your _____ but...
- 8 I _____ you're right.

- 5 Which expressions in 4...

- 1 show disagreement?
- 2 concede a point in an argument?
- 3 are appropriate for a formal situation?

“CONTRADICTING”

- 9.7 Listen to phrases a–d.

- a Oh, come on! c You must be joking!
b Don't exaggerate! d You can't be serious!

Answer the questions.

- 1 How does the speaker sound?
- 2 Which word in each sentence is long and drawn out? How does this affect the meaning?
- 3 Does the intonation go up or down at the end of the phrases?

Practice saying the phrases with the correct stress and intonation.

OVER TO YOU

- 6 Work in pairs. Read the role cards. Discuss what you think the two people would say to each other. Then act out the situation using appropriate phrases from 4.

Student A

You've been waiting for a friend for over half an hour. You've tried texting and phoning to find out where he/she is, but there's no answer. This isn't the first time this has happened. You're not happy!

Student B

You got held up at home when a friend called you. Then the battery in your phone ran out. You know you're late, but you don't really think it's a problem. You know your friend will wait for you, as he/she always does.

- 7 a Look back at the list of topics you made in 1a. Choose one of the situations and write two role cards for it.

- b Exchange your role cards with another pair. Act out the new situation.

TUNE IN

1 Look at the images. What are the people doing? What are the similarities between the two situations? What are the differences?

2 **a** Listen to a short talk. Who is giving the talk, the speaker in image a or b?

b Choose the best option 1–3 to reflect the speaker's opinion.

- 1 She doesn't believe in luck.
- 2 She thinks luck plays an important role in life.
- 3 She thinks luck exists, but other factors are more important.

3 **a** Listen again. Number the three main points of the talk, a–c, in the order you hear them.

Lucky people...

- a learn from bad experiences.
- b are optimists; they deal with failure until they experience success.
- c get involved in lots of different situations to increase their opportunities.



b Work in pairs. What other factors do you think influence success in life?

PREPARE FOR TASK

4 Quickly read Transcript 9.8 on page 44. Choose the best option a–c to describe the style of the talk.

- a informal and friendly
- b semiformal and concise
- c formal and complex

5 Look at the main sections of a talk a–c. Match phrases 1–8 to the sections.

| | | |
|---|---|---------------------------|
| a | to begin a talk and introduce the topic | _____ , _____ , _____ |
| b | to introduce or discuss the main points | 1 , _____ , _____ , _____ |
| c | to end a talk | _____ |

- 1 Another important point is that...
- 2 Let me start by saying that...
- 3 In this talk I'm going to argue that...
- 4 In conclusion,...
- 5 My final point is that...
- 6 The first of these is...
- 7 Today I'm going to discuss the question:...
- 8 It's important to remember that...

6 **a** Number the stages of preparing a talk a–g in a logical order.

- a Practice the talk to check that it flows easily.
- b Research your subject.
- c Write an outline.
- d Choose your topic.
- e Write key points on separate cards as prompts.
- f Choose two or three main ideas.
- g Decide on the purpose (to inform, persuade, entertain).

b Compare your answers to **6a** with a partner's. Were there any differences in the order you decided on?

TASK

7 **a** Work in pairs. Choose one of the topic questions. Prepare a short talk. Follow main sections a–c in **5** and stages a–g in **6**. Use some of expressions 1–8 in **5**.

Is playing the lottery a waste of money?

Do the hardest workers get the best jobs?

What is the key to a happy life?

b Work in groups. Take turns giving your talks. Take notes on the main points of each talk as you listen.

REPORT BACK

8 Discuss the questions with your group.

- What improvements would you suggest for each talk?
- Who gave the best talk? Why?

VOCABULARY

Rules & behavior

- 1 Work in pairs. How many adjectives can you think of for each negative prefix?

dis- il- im- in- ir- un-

dishonest, disrespectful...

- 2 a Add a suffix to each root word in the box to make an adjective.

care help flex fool self trust

- b  Compare your answers in pairs. Think of someone/something that each adjective describes.

My sister is the most trustworthy person I know—you can tell her anything.

Collective nouns

- 3 a Work in pairs. How many things can you describe with the words in the box? Make a list.

flock herd horde mob pack swarm

- b Compare your list with another pair's. How many different answers did they have?

GRAMMAR

Past modals: *Should have/Could have*

- 1 a  Listen and answer the questions.

- What country are the people in?
- What's the animal on the sign?
- What does the sign say?
- What problems does this animal cause?

- b Complete the sentences with *could(n't) have* or *should(n't) have*. Listen again and check.

- I _____ brought you here last month when the cherry trees were in bloom.
- There were some outside our house last month. They _____ attacked someone.
- We _____ avoided it. My mother _____ left food out for the boar.
- She _____ done that if we lived in Kobe... because there's a law banning the feeding of wild boars.

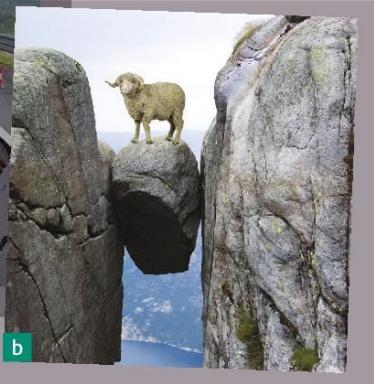
- 2  Work in groups. Have you, or has anyone you know, ever been in danger from an animal? What happened/could have happened? What should/shouldn't the person have done?



Past modals: Speculation & deduction

- 3 a Work in pairs. Write three sentences about what must/might/can't have happened in each image.

There may/might have been an earthquake.



- b Compare your sentences with another pair's. Who had the best ideas?

FUNCTIONAL LANGUAGE

Criticizing

- 1 a Complete the conversation with the words in the box.

supposed to any idea going on us anything

A The library's closed! It's always open at this time.
What's ⁽¹⁾ _____?

B I'm sorry, but it'll be closed for a while.

A But why? We've been waiting ages to go in. No one's telling ⁽²⁾ _____!

B There's a problem with the electricity.

A So what are we ⁽³⁾ _____ do now?

B I'm afraid you'll have to wait until the problem's straightened out.

A How long? I need to finish my final project. Do you have ⁽⁴⁾ _____ how annoying this is?

- b  Work in pairs. Student A, you left your car in a parking lot, but now it's closed. Student B, you work at the parking lot. Act out a similar conversation to the one in 1a.

■ LOOKING BACK

- Which phrases from this unit do you think are most useful? Why?
- Which reading/listening text did you find most interesting? Why?
- Tell a partner five different ways to talk about past regrets, possibilities and speculations.

VOCABULARY

Crime

- 1** Work in groups. Why do you think people commit these crimes? What other crimes can you add to the list?

- arson ● rioting ● shoplifting
- trespassing ● vandalism

- 2 a** Complete the news story with one word in each blank.

James Vernon is awaiting trial after he (1) _____ a bank and (2) _____ one dollar. He committed the (3) _____ last week. He (4) _____ arrested a few minutes later and was charged (5) _____ robbery. Mr. Vernon, 59, isn't too unhappy, though. He is very sick, but he's unemployed and has no medical insurance. In the USA, that means he can't be treated in a hospital. However, prisoners get free health care, so if he is found (6) _____ and given a prison (7) _____, he can get the medicine that he desperately needs.

- b** **R13** Listen and check. What do you think of James Vernon's actions?

On trial

- 3** Work in pairs. Explain the role of these people in a courtroom.

- defendant ● defense ● judge
- jury ● prosecution ● witness

The defendant is the person on trial...

- 4 a** Complete the questions with the correct form of an appropriate verb.

- 1 Do you think he'll _____ guilty or not guilty? Why?
- 2 What verdict do you think the jury will _____?
- 3 What sentence do you think the judge will _____?

- b** Work in pairs. Answer the questions about James Vernon in **2a**.

GRAMMAR

If sentences: Imagined situations (1)

- 1** Complete the sentences so they are true for you. Then compare them with a partner's.

- 1 If I could live anywhere in the world, _____.
- 2 If I didn't have to work/study, _____.
- 3 If I'd lived 100 years ago, _____.
- 4 If I'd received better advice when I was younger, _____.

- b** Add two more sentences about yourself using *if* + past simple or past perfect.

Wishes & regrets

- 2 a** Order the words to make sentences.

- 1 him / only / if / that / sent / I / hadn't / text message
- 2 late / only / show up / if / didn't / all the time / Josh
- 3 never / wish / I / come / here / we / had
- 4 names / I / remember / could / wish / more easily / I

- b** Work in pairs. Have you ever felt like the speakers in sentences 1–4? Tell your partner about it.

If sentences: Imagined situations (2)

- 3 a** Complete the sentences so they are true for you.

- 1 I'd be happier now if I had/hadn't...
- 2 If I could..., I might have been...
- 3 If I'd learned..., I might... now.
- 4 I would... really well now if I had/hadn't...

- b** Compare sentences with a partner's. Report his/her most interesting sentence to the class.

FUNCTIONAL LANGUAGE

Changing the subject

- 1 a** Complete the conversations with the phrases in the box.

by the way speaking of exercise
that reminds me changing the subject

- 1 **A** Bye then, have a nice evening.
B Bye! Oh, _____, are you going to Kim's party on Friday?
- 2 **A** I bought a new suit for the interview.
B _____, I need to pick my clothes up from the dry cleaner's later.
- 3 **A** I can't be bothered to go to the gym this evening.
B _____, did I tell you I've taken up Pilates?
- 4 **A** I'd recommend it, it's the best book I've read recently.
B Great, I'll read it! _____, did you hear that Yoli's house was broken into yesterday?

- b** Work in pairs. Begin a conversation with "What are you doing after class?" How many times can you change the subject using the phrases in **1a**?

LOOKING BACK

- What was the most surprising thing that you learned in this unit?
- Which listening activity did you find most difficult? Why?
- Use the images in the unit to remember as many words and phrases as you can in five minutes.

VOCABULARY

Luck

- 1 Complete the conversations with the words in the box.

any such stroke wish

- 1 A I got the last two seats to see the movie!
B That was a _____ of luck.
- 2 A What time does your meeting finish?
B With _____ luck it'll be finished by five.
- 3 A When's your interview?
B Tomorrow afternoon. _____ me luck!
- 4 A You didn't go to the party?
B No _____ luck—only Anna and Michaela were invited.

- 2 a Work in pairs. Choose two expressions with *luck* from 1. Write two short conversations that end with these expressions.

- b Work with a different partner. Read the first lines of your conversations from 2a. Your partner guesses the second line.

Sports

- 3 a R14 Label the sports equipment in the images. Then listen and check.



- b Work in pairs. Where would you use each object in 3a and for which sport(s)?

a golf club: on a golf course

GRAMMAR

Cleft sentences with *is*

- 1 a Circle an option and complete the sentences so they are true for you.

- 1 What I *love / hate* most...
- 2 A place that I really *like / don't like*...
- 3 The situation that makes me most *nervous / excited*...
- 4 It's... that really *annoys / bores* me...

- b Work in pairs. Tell your partner about the things in 1a. Do you have anything in common?

Making & modifying comparisons

- 2 a R15 Listen to three people arguing about sports. Which three sports do they talk about? Take notes on a) the good points and b) the bad points of each one.

- b Complete the sentences. Then listen again and check.

- 1 Soccer isn't _____ as exciting _____ a good _____.
- 2 Rugby's not _____ as _____ as soccer.
- 3 Soccer's _____ as physically demanding.
- 4 Soccer players are _____ as _____ as rugby players, if not more so.
- 5 Basically, _____ you are, _____ you play...

- 3 Work in pairs. Do you agree with the statements in 2b? Why/Why not?

- 4 Complete the sentences with your own ideas. Then discuss them with a partner.

- 1 Sports celebrities are becoming _____.
- 2 By far the most _____ sport is _____ because _____.
- 3 The _____ sport I've ever played is _____ because _____.

FUNCTIONAL LANGUAGE

Arguing & making concessions

- 1 a Look at the expressions in 4 on page 30. Read the conversation and add as many expressions as you can.

A Sorry I'm late, Natalie. I missed the bus.

B You're always late, Dan.

Oh, come on!

A It's only 10 minutes.

B We said we'd meet at 5:00 and it's 5:30 now.

A Well, I'm not *always* late.

B We've been friends for ages, and you never arrive on time for anything.

A OK. Can I buy you coffee?

B Oh, alright then.

- b Compare your conversation with a partner's. Choose the best one and act it out.

LOOKING BACK

- Which lesson did you enjoy most in this unit? Why?
- Think of five new expressions you have learned for comparing things.
- Compare your most and least favorite activities with a partner's.

LISTENING



1 Work in pairs. Ask and answer the questions about reading habits.

- Do you enjoy reading in your own language?
- What kind of materials do you normally read?
- Where and when do you read?
- Do you enjoy reading in English outside the classroom?
- Do you find it easy? Why/Why not?

2 R16 Listen to a radio interview with writer Jessica Perkin. Choose the best summary 1–3.

- 1 Reading can improve all your language skills.
- 2 Reading can help you improve your vocabulary.
- 3 Reading can help you communicate more accurately.

3 **a** Take notes on what Jessica says about...

- 1 why reading is a good way to improve language skills.
- 2 reading accessible texts.
- 3 dealing with difficult vocabulary.

b Compare your notes with a partner's. Then listen again to check or add information.

4 R17 Complete the extracts from the audio. Then listen and check.

- 1 After that, _____ more I read, the _____ it became.
- 2 This is _____ as effective for improving speaking accuracy _____ studying grammar is.
- 3 If you _____ read English, you _____ be able to read more than half of what's on the Internet.
- 4 I really want to read literature, but my English is _____ good enough.
- 5 You probably _____ started with an easier text.

SPEAKING

5 **a** Work in groups. Make a list of reading resources in English that are available to you.

*Newspaper articles (copies of *The Independent* at school)*

b Evaluate the texts in **5a** using these questions.

- Is the content of the texts interesting to you? Why/Why not?
- How much time would you need to read each one?
- Could you enjoy the texts without the frequent use of a dictionary?

READING

6 **a** Choose a text from **5a** to read this week. When you have finished, complete the chart.

| | |
|---|--|
| Title of text | |
| Type of text | |
| Reason for choosing it | |
| Level of language difficulty | |
| Would you recommend it? Why/Why not? | |

b Report back to the class. Which texts would you be most interested in reading next?

QUICK CHECK

Complete the checklist below.

| Can you... | Yes, I can. | Yes, more or less. | I need to look again. |
|---|--------------------------|--------------------------|--------------------------|
| 1 talk about rules and appropriate behavior? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 speculate about past events and possibilities? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 discuss different crimes and punishments? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 talk about imagined situations in the past, present and future? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 talk about wishes and regrets? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 discuss the influence of luck on success and achievement? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 compare things in different ways? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 make and concede points in an argument? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

c Compare your answers with a partner's.

- What else do you know now after studying units 7–9?
- Do you need to look again at any of the sections?
- Do you need any extra help from your teacher?

7.1 PAST MODALS:**SHOULD HAVE/COULD HAVE**

We form past modals with a modal verb + *have* + past participle.

We use *should(n't)* + *have* + past participle

1 to criticize a past action:

You shouldn't have complained to your boss.

2 to express regret about a past action, or suggest a better alternative:

We should have stayed at the Continental Hotel, not the Atlantic.

We use *could(n't)* + *have* + past participle to talk about possibility in the past:

I didn't know you were coming to the station, too. I could have given you a lift.

Nick couldn't have gone on the trip last week because he had the flu.

7.2 PAST MODALS:**SPECULATION & DEDUCTION**

We can use past modals to speculate or make guesses about past events or situations.

When we are sure something happened, we use *must* + *have* + past participle:

The streets are soaking wet. It must have rained last night.

When we think something possibly happened, we use *could/may/might* + *have* + past participle:

There's a broken cup on the floor. Someone could have dropped it. The cat might have knocked it over. It may have fallen off the shelf.

When we think something possibly didn't happen, we use *may/might not* + *have* + past participle:

Jim didn't come to the meeting. He may not have known about it. Leticia hasn't phoned me yet. She might not have read my e-mail.

Do not contract *may not have*:

NOT *He mayn't have had time to go.*

When we are sure something didn't happen, we use *can't* + *have* + past participle:

I just passed Bernie in the street. He can't have seen me because he didn't say hello.

We can also use *couldn't have* + past participle when we are sure something didn't happen:

Karen couldn't have been at the party last night. I was there all evening and I didn't see her.

7.1

Complete the sentences using *should(n't) have/could(n't) have* and the prompts.

1 I wanted to invite Tom to the party, but he was away on a trip.
_____ (*Tom / come / to the party*)

2 I argued with my sister yesterday. Now I regret it.
_____ (*I / argue / with her*)

3 I parked my car on the sidewalk, and now I have a parking ticket!
_____ (*I / park / in the parking lot*)

4 If you hadn't helped me study, I wouldn't have passed the exam.
_____ (*I / pass / the exam / without your help*)

5 If I'd known you needed to borrow \$20, I would have helped you.
_____ (*I / lend / you / \$20*)

7.2

Choose the correct options to complete the conversation.

| | | |
|-------|--|--|
| Marti | Hi Lola! |  |
| Lo99 | Hey! |  |
| Marti | How are you? I wanted to talk to you yesterday but you ⁽¹⁾ can't / might not have been online—I didn't see your name on the website. | |
| Lo99 | No, I had a crazy day! When I woke up, there was a strange smell in the house. I went into the kitchen and the gas was on. I thought Pete ⁽²⁾ must / may have forgotten to turn the stove off, but I wasn't sure. | |
| Marti | But that's really dangerous! | |
| Lo99 | I know! I was really angry! But he said it was my fault—that I ⁽³⁾ can't / must have left it on. | |
| Marti | You? Is that possible? | |
| Lo99 | No! I ⁽⁴⁾ couldn't / might not have done it because I didn't cook yesterday. | |
| Marti | There's another possibility—your stove ⁽⁵⁾ might / must have been broken. | |
| Lo99 | Well, finally we called the gas company... an hour later, someone came to repair it. It was all so quick—they ⁽⁶⁾ must / could have thought it was an emergency! | |
| Marti | Hmm... 😊 Sounds like you had a lucky escape! | |

8.1 IF SENTENCES: IMAGINED SITUATIONS (1)

Use *if* + past simple to describe imagined situations in the present or future. Use *would/could/might* + infinitive for the imagined consequence:

If unemployment wasn't so high, there might be less crime. (present)

If I found \$100 in the street, I'd (I would) hand it to the police. (future)

We can use *was* or *were* with *I/she/he/it* to talk about an imagined situation in the present or future. *Were* is usually used in more formal situations:

If I was you, I'd phone the police.

If he were older, he would receive a prison sentence.

Use *if* + past perfect to describe imagined situations in the past.

Use *would have/might have/could have* + infinitive for the imagined consequence:

If I hadn't left my wallet on the train, it wouldn't have been stolen.

They could have stolen more if they'd had more time.

8.2 WISHES & REGRETS

I wish.../If only...

Use *I wish/If only* +

| | |
|--------------------------------------|--|
| past simple to talk about | a situation in the present that we want to be different: <i>I wish/If only I had a car.</i> (= I don't have a car.) |
| past perfect to talk about | a situation in the past that we want to be different: <i>I wish/If only I hadn't forgotten my key.</i> (= I forgot my key.) |
| could to talk about | a present fact with <i>can/can't</i> that we want to be different: <i>I wish/If only I could go out tonight!</i> (= I can't go out tonight.) |

We can also use *I wish/If only* + *would* when we want something to change, or when we want someone to do something:

If only it would stop raining! I want to go out for a walk.

I wish Laura would turn the TV down. It's so loud!

8.3 IF SENTENCES: IMAGINED SITUATIONS (2), MIXED TIME FRAMES

If sentences can have mixed time frames. This means that the time in the *if* clause can be different from the time in the result clause.

Past & present

An imagined situation in the past (*if* + past perfect) can have an imagined consequence in the present (*would/could/might* + infinitive):

If he hadn't made friends with the wrong people, he wouldn't/might not be in court today.

Present & past

An imagined situation in the present (*if* + past simple) can have an imagined consequence in the past (*would/could/might* + *have* + past participle):

If he had more respect for authority, he wouldn't/might not have gone to prison.

8.1

a Match the two halves of the sentences.

- 1 If we _____ (remember) to lock the windows,
- 2 His life _____ (be) very different
- 3 Downtown _____ (look) much better
- 4 If I _____ (learn) some karate,
- 5 If someone _____ (see) the attack,
- 6 If she _____ (not/tell) so many lies,

 - a I _____ (feel) much safer walking home alone.
 - b we _____ (believe) her story about last night.
 - c if he _____ (not/join) that gang.
 - d the burglar _____ (not/get) into the house.
 - e if there _____ (not/be) so much graffiti.
 - f they _____ (catch) the mugger.

- b Complete the sentences with the correct form of the words in parentheses. Use *could (have)* and *might (have)* at least once. More than one answer may be possible.

8.2

Correct the mistakes in the sentences. One sentence is already correct.

- 1 If only we had know that our tour guide was a fraud!
- 2 I wish there aren't so many pickpockets working in the station.
- 3 I wish you weren't so naive sometimes.
- 4 I wish I can help you, but there's nothing I can do.
- 5 If only Jeff told us the truth last week.

8.3

Read the sentences. Rewrite them using a mixed conditional sentence.

- 1 I didn't sleep well last night, so I feel terrible today.
If I _____
- 2 Someone stole my wallet. Now I have to cancel my credit card.
If my _____
- 3 Fran didn't know the e-mail was a scam because she doesn't speak the local language.
If Fran _____

UNIT 9 GRAMMAR REFERENCE

9.1 ADDING EMPHASIS: CLEFT SENTENCES

We use cleft sentences to emphasize the main topic of a sentence. The normal word order of the sentence changes:

Public speaking makes me nervous.

It's public speaking that makes me nervous.

We can form cleft sentences using:

1 *It's + main topic + that + information about topic:*

I'm not afraid of spiders. It's snakes that really frighten me!

2 *The thing that / The reason why + information about topic + is + main topic:*

The thing that annoys me most is being interrupted.

The reason why I hate interviews is that I have to wear a suit.

We can replace *thing* with other words or phrases:

The part of the exam that I hate the most is getting started!

3 *What + information about topic + is + main topic:*

What makes me nervous is public speaking.

We can also use cleft sentences with *was*:

The worst interview that I've ever done was the one for my first job.

9.2 MAKING COMPARISONS

To make comparisons, we can use...

1 *comparative + and + comparative:*

Fatima works out every day. She's getting slimmer and slimmer.

2 *the + comparative... + the + comparative...*

We use this structure when one thing (in the second part of the sentence) is dependent on another thing (in the first part of the sentence):

The more I train, the faster I run. (= I can run faster because I have done more training.)

3 *superlative + present perfect*

We use this structure to compare a person or event with our experience up to now:

The furthest I've ever run is 25 kilometers. (= I have never run further than this.)

9.3 MODIFYING COMPARISONS

We can use modifiers like *a little*, *much*, etc. with comparative adjectives to show the level of difference between the things we are comparing.

If there is a big difference between the things, use *much*, *far more* or *a lot*:

Living in a big city is a lot more expensive than living in a small town.

We can also use *nowhere near/not nearly + as + adjective + as* to show a big difference:

Living here is nowhere near as expensive as living in New York. (= it's a lot cheaper to live here)

If there is a small difference between the things, use *a little bit*, *a little* or *slightly*:

My house a little bigger than the one next door.

We can also use *not quite as + adjective + as* to show a small difference:

My house isn't quite as big as the one next door. (= it's nearly the same size)

If there is no difference between the things, use *just as + adjective + as*:

My house is just as big as the one next door. (= they are the same size)

In questions and negatives, use *any + comparative adjective*:

Is this house any cheaper than that one?

This house isn't any cheaper than that one.

9.1

- a Read the paragraph about Jason's job interview. Put the words in the correct order to complete the sentences.

My Interview Nightmare!

Once, I was half an hour late for a job interview because my train was delayed. Unfortunately, my cell phone battery had gone dead, so I couldn't call the company to tell them! When I finally arrived, the interviewer was very understanding. I couldn't believe it when they told me I had gotten the job!

- 1 _____ (was / it / a / with transportation / that / problem) made Jason late.
2 _____ (reason / Jason / why / couldn't / was / the / call / that / company / the) his cell phone's battery had gone dead.
3 _____ (surprising / what / is / that / is) Jason got the job!

- b Write five sentences describing an interview nightmare. Include at least two cleft sentences.

9.2

Complete the dialogue using the correct comparative form of the adjectives in parentheses.

A Hi Carl. I didn't know you were a member of this gym.

B Well, I'm training for a charity marathon and it's the (1) _____ (good) gym I've found in the area.

A That's great. I'm just starting, but the (2) _____ (long) I exercise, the (3) _____ (tired) I get!

B OK, but you'll get used to it. You'll get (4) _____ (fit) and (5) _____ (fit) if you keep coming here.

A Before now, my only exercise was walking the dog.

B Well, the more you exercise, the (6) _____ (good) you'll feel!

9.3

- a Choose the correct option to complete the sentences.

I'm 22 and unemployed. I think having a degree means it's only (1) *slightly* / *much* easier to find a job. So is **what** you know (2) *as* / *any more* important than **who** you know?

Sandra Posted 11:14 a.m.

Personally, I think it's all about meeting the right people. Contacts are (3) *far* / *a little* more important than qualifications.

A college degree is nowhere (4) *near* / *nearly as* important as you might think. Employers are (5) *quite* / *just as* interested in relevant work experience.

Qualifications may not be (6) *any* / *quite* as important in the creative industries, but that's not true for doctors.

- b Write a reply to Sandra's question in a. Use comparative adjectives and modifiers.

4 A MESSAGE BOARD

1 Work in pairs. Answer the questions.

- Do you ever read or post messages on online message boards or forums? When? Why?
- Why do you think people use anonymous names on online forums? How do they choose these names?
- Are people nicer when they post messages online or when they talk face to face? Why?

2 a Work in pairs. Read BigED's posting to the message board. Discuss what you think people will write in reply.

b Read the replies. Did anyone mention your ideas in 2a?

3 a Answer the questions. Who...

- 1 feels positive about modern society?
- 2 criticizes another posting?
- 3 complains about an increase in crime?
- 4 complains that people are more unfriendly nowadays?
- 5 claims that young people are disrespectful?

b Whose opinions do you a) agree with? b) disagree with? Why?

4 Complete each sentence with one word from the message board.

- 1 You shouldn't _____ by saying that everyone is rude!
- 2 I _____ agree that salespeople are really rude these days!
- 3 Your comments about the unemployed are outrageous. You're _____ that everyone on benefits is lazy!
- 4 _____ on young people I know, I'd say that teenagers read all the time, mostly online.
- 5 We don't know if the people on the subway were young or old, but that's _____ the point. No one helped the pregnant woman!
- 6 I know graffiti is a crime, but I _____ to say that for me it's a kind of art form.

5 a Open a message thread about one of these topics, or about a topic of your choice.

- 1 The worst thing about working/studying is...
- 2 The stupidest rule I've come across is...
- 3 The best movie/book set in my country is...

b Pass your message to the student on your right. Write a reply to the message you receive.

6 a Repeat 5b until each message has six replies. Return the message and replies to the message writer.

b Read the replies to your message. Which is the best? Why? Tell the class.

Comments in chronological order (Total 6 comments)

Is Society Becoming More Antisocial?

BigED



Hi, guys. I thought I'd open up a new thread after my trip to work today. I was on a packed subway, and a pregnant woman got on. I was shocked because no one gave up their seat for her! What I want to know is: is society becoming more antisocial?

JohnStordy



I totally agree that people's behavior is getting worse. People eat fast food and play loud music on public transportation. Teenagers especially are to blame; they have no respect for anyone.

Lola



@JohnStordy I think your comment is really unfair. How can you generalize like that about teenagers? You're also assuming that the subway was full of young people! How do you know that?

Momoftwo



Based on people I know, I think people are *more* socially minded today. A lot of my friends are members of charities, and my kids try to raise money for endangered species. That's not antisocial. People never did things like that in the past.

KC



I think a lot of people here are missing the point. Society is getting worse and worse. You can't put your bag down for one minute these days. There were four burglaries in my town last week. For the same reason, many elderly people are afraid to leave their own homes. My grandmother never locked her front door. Imagine that today!

Ro99



Everyone is talking about bad behavior. But I have to say that for me, the biggest problem is that people don't talk to you. When I go to the mall these days, nobody chats or tries to help you. They're not interested in you as a person. That's antisocial to me.

TIP

Keep your message board posts short. If you want to reply to a specific message, you can use "@" and the poster's name. You can express strong opinions and disagree, but be careful that disagreement doesn't become a personal attack on another poster.

5 A FORMAL E-MAIL

1  Work in pairs. In what situations would you write a formal e-mail?
to apply for a job...

2 **a** Read Mariko's e-mail and answer the questions.

- 1 Who is she writing to?
- 2 Why is she writing to him/her?
- 3 How does she know him/her?
- 4 What does she want to know in particular?
- 5 Why does she want to work on a master's degree?



Dear Professor de Witt,

1 I am writing to ask for information about the Master's Degree in Sports Psychology at Southern University. I heard about the degree through your colleague Dr. Sourav Baksi at a university visitors' day last month. He advised me to contact you to find out more about the program and in particular the admissions requirements.

2 I am currently completing a four-year degree in biology at Osaka University and would like to move into the area of sports science. While studying here, I have represented Japan in lacrosse in under-21 category and have become very interested in the role of psychology in sports. I would like to work as a psychologist with athletes participating in team sports to improve their performance and team dynamics.

3 In addition to my sports training and academic studies, I am also fluent in English, having passed the CAE exam last year.

4 I would be very grateful if you could tell me whether my degree would be accepted as a relevant qualification for the master's program.

5 I look forward to your reply. Thank you in advance for your help.

Sincerely yours,
Mariko Sato

b Match a–e to paragraphs 1–5.

- a asking a specific question
- b ending an e-mail
- c outlining qualifications and reason for interest in the program
- d explaining the reason for writing
- e information about additional qualifications

3 Rewrite the informal sentences with formal equivalents from Mariko's e-mail.

- 1 Is my degree in the right subject for your master's program?
- 2 Someone you work with, Mike Jones, told me about the degree.
- 3 Right now, I'm just finishing a BS degree in biology.
- 4 Can you give me some information about the program?
- 5 I'll tell you something else, I also speak really good English.
- 6 Hope to hear from you soon. Thanks for everything!

4 **a** Think of a course you would like to take. Prepare notes on...

- 1 your relevant experience.
- 2 your reasons for wanting to do the course.
- 3 your qualifications.
- 4 what you would like to do after the course.

b Write a formal e-mail asking for information about the course. Use some of the phrases from Mariko's e-mail. Follow the paragraph headings in **2b**.

5 Exchange e-mails with a partner. Underline any mistakes and return the e-mail to your partner to correct.

TIP

Keep formal e-mails brief and to the point. Organize the different points you want to make logically and separate them into paragraphs. Use formal vocabulary (e.g., *advise*, *currently*) and avoid using contractions.

7.3 Speaking, page 9, Exercise 1a

Student A

You want to organize a competition. The whole department will form teams and take part. Team members have to work with two people they don't know very well. The competition could be anything, e.g., find two English words for every letter of the alphabet. The first team to finish is the winner.

8.1 Speaking, page 15, Exercise 1a

Crime 1

A group of young people had an illegal party in the park last night. They played loud music all night, and there was a lot of shouting and noise. The neighbors were unable to sleep.

Crime 2

A local politician was elected because he promised to address youth crime. Now he has been found guilty of tax evasion, with \$700,000 hidden in offshore bank accounts.

Crime 3

A burglar was targeting the homes of elderly people to steal TVs, money and jewelry. He didn't hurt anyone or carry a weapon, but people were terrified when they heard him in their house.

Crime 4

A fight started at a soccer stadium between two rival groups of fans. One fan pushed a rival, who fell from the top row in the stadium. He was seriously injured and is now recovering in the hospital.

9.0 page 22, Exercise 2a

Student A

Maneki Neko

Maneki neko figures are very popular in Japan and are believed to bring good luck to the owner. *Maneki neko* in Japanese means "beckoning cat." The cat always has one paw raised. Tradition says a raised right paw attracts good luck and money and a raised left paw attracts customers. For this reason, people usually display the figures at the entrance to their home or business.

7.3 Speaking, page 9, Exercise 1a

Student D

You want to organize a dinner for the whole department, but instead of going to a restaurant, you are going to hold it in the office cafeteria. Everyone has to prepare a dish, and they must cook it themselves (they cannot buy one). All the dishes are placed on the table anonymously, and people have to guess who cooked each one. Then everyone sits down to enjoy the meal together.

8.2 Speaking, page 17, Exercise 1a

Student A

You were visiting a city, admiring the architecture, when a man came toward you waving a piece of string. You were curious, so you stopped to see what he was doing. As soon as you slowed down, he insisted on tying the string around your finger. He started to twist it, making a friendship bracelet. When you tried to walk away, he got angry and asked you to pay for the bracelet. He wouldn't let you go until you had given him \$20.

9.0 page 22, Exercise 2a

Student A

The Evil Eye

This is a photo of a nazar or “evil eye” bead hanging on someone’s front door. These amulets are meant to protect you, your loved ones, your home or business against the “evil eye”—or bad energy. They are very common in Turkey, Greece and parts of the Middle East. They’re made of colored glass. You can find them in homes and offices, in jewelry, on cars or taxis, baby clothes and even cell phones.

7.3 Speaking, page 9, Exercise 1a

Student B

Get the whole department together in one big room. Invite people to walk around the room and talk to everyone to see if they can find one connection between them. The connection must be something that isn’t obvious (not e.g., “We both have blond hair.”). The people with the most unusual connection win.

9.0 page 22, Exercise 2a

Student B

Lucky Pigs

In Germany it is believed that pigs bring good fortune, financial prosperity and health. This dates back to hard times in the past when you were considered lucky if you had a pig to feed your family and survive the winter. People often make pigs out of marzipan and give them to friends between Christmas and New Year to bring good luck for the coming year.

Lucky Bulls

Not many people have heard of lucky bulls. But in the south of Peru, you often see pairs of terracotta bulls on the rooftops of houses. The bulls are considered to be symbols of luck and fertility for the whole household. The bull figures are often accompanied by a cross and a bunch of flowers.

7.3 Speaking, page 9, Exercise 1a

Student C

You want to set up an anonymous bulletin board at the entrance to the office. Everyone can write a message and put it on the board without their name. They can write about anything related to work, especially things that make them happy or unhappy about working on a team. At the end, people choose the best two messages.

8.2 Speaking, page 17, Exercise 1a

Student B

You were walking your dog in the park when a couple ran out of the bushes saying that a swan had attacked their child. The woman pointed to the lake, where what looked like a baby was floating face down in the water. They were very distressed and said they couldn’t swim. You took off your jacket and ran into the water. But when you got to the baby, you realized it wasn’t real—it was just a doll! You looked around, and the couple were taking your phone and money out of your jacket. They took \$70 and your cell phone, which was very expensive.

9.0 page 22, Exercise 2a

Student C

Ladybugs

Ladybugs are considered lucky in almost all cultures. In particular, it is thought to be bad luck to kill a ladybug. The superstition might have evolved as a way to protect ladybugs because they eat many pests that destroy farmers’ crops. It is widely believed that if you see a ladybug, or if one lands on you, you will have good fortune.

Elephants

Asian elephants are regarded as symbols of good fortune in Thailand, where they are a national symbol. They represent loyalty, wisdom, elegance and a long life. Some people even pay to walk under an elephant three times because they believe this will bring them good luck. Statues of elephants are found in many temples. People often rub their head for luck.

 7.1, p. 2, Ex 2a
Speaker 1

Oh, I read about this story in the newspaper... This woman tried to go shopping in her pajamas, but the supermarket staff told her that her clothes were unacceptable! It was very funny, really. She must have felt very foolish. The supermarket said that it wasn't illegal or immoral to shop in pajamas, they were just worried that allowing people to shop dressed like that might offend some customers. I think their decision was fair... I mean, dress codes in the USA are generally pretty flexible, but you have to draw the line somewhere! Otherwise people will just become more and more careless about things like this.

Speaker 2

We made a big mistake when we were on vacation in the Dominican Republic. We wanted to visit the famous Higüey Basilica, one of the most noteworthy cathedrals in Latin America. Unfortunately, the man at the door refused to let us in. He wasn't impolite or anything, but he explained that we were dressed inappropriately. We both had shorts on, and I had bare shoulders. Although they can give you a scarf to cover your shoulders, we couldn't cover our legs so we weren't allowed to go in. I was really disappointed. According to my guidebook it was OK to wear shorts anywhere in the country. It turned out to be full of inaccurate information, really kind of useless. I'll get a more reliable one next time.

Speaker 3

Last year, I was on vacation in Thailand. On my first day, I went to visit a Buddhist temple. The woman at the gate was really helpful, but just as I was about to go in, she asked me politely to take my shoes off. Wearing shoes in a Buddhist temple is considered disrespectful. I was a little embarrassed because I'm always really careful when I go abroad and read up on local customs and dress codes, things like that. I think it's irresponsible to arrive somewhere without doing any research. Anyway, my shoes were expensive, but I didn't worry about leaving them outside. I know there are dishonest people around, but most of the people I met while traveling were very trustworthy.

 7.4, p. 10, Ex 2a

- A:** Good afternoon, Helpline, how can I help you?
- B:** Oh, finally, a human being! My flight's been delayed, but no one has given us any information. I want to know what's going on.
- A:** I'll do my best to help you, sir. I'm afraid a lot of our flights have been delayed today due to bad weather.

B: Yes, I can see it's due to bad weather. But the problem is, no one's telling us anything. There are enormous lines at all the information desks.

A: That's to be expected in this situation, sir. You need to wait for further announcements.

B: Look, I know it's not your fault, but this is really frustrating!

Flight AA234 to Chicago has been canceled due to poor weather conditions.

B: Oh great! First they said the flight was delayed, and now they're saying it's canceled.

A: I'm very sorry to hear that sir.

B: I'm waiting here with my wife and kids. What are we supposed to do now?

A: You should be able to book another flight online.

B: Book another flight online? Do you have any idea how difficult that is? I looked on my iPad, and there are no flights available for the next two days!

A: I'm very sorry sir, but that is the present situation regarding flights.

B: Well, I'm afraid that just isn't good enough! You need to add more flights! We don't live here. We're on vacation. All I'm asking for is a flight home.

A: If you are unable to fly, you should be able to get vouchers for a hotel for tonight.

B: Oh I see. We can get vouchers for a hotel, can we? We stay there for free? How do we go about that?

A: If you go to the information desk, you can get the vouchers.

B: And the hotel provides dinner?

A: Yes, the voucher covers the cost of your meal.

B: That's something, I suppose. But I really think you should have better plans in place. This isn't the first time it's happened.

A: I'm sorry, but that's the best we can do. The weather has surprised everyone.

B: Yes, I understand that. Thank you.

 7.5, p. 10, Sounding frustrated

- 1 Oh, finally, a human being!
- 2 Yes, I can see it's due to bad weather.
- 3 First they said the flight was delayed, and now they're saying it's canceled!
- 4 Do you have any idea how difficult that is?
- 5 That's something, I suppose.

 8.4, p. 18, Ex 1

Today a very real courtroom drama is playing out before our eyes. Sixteen-year-old Marvin Duthie is sitting in the dock at the county courthouse. He has been charged with vandalism and attempt to damage public property.

This morning Marvin's head hung low as his mother testified in the witness box. Her face was pale and her voice trembled. She

didn't dare catch Marvin's eye because they both knew that if she had not contacted the police, Marvin wouldn't be on trial here today.

Marvin had been having trouble at school. When his favorite teacher and mentor, Mr. Glasby, took early retirement and left the school, things got worse. Who knows, if Mr. Glasby had stayed on another year, Marvin might still be in school instead of in a courtroom. Marvin got involved with a gang at school. He started hanging out with his new friends and spraying graffiti around the town. When his mother found out, she tried to talk to him, but he just laughed at her. She wasn't happy with the situation, but she wasn't too worried either—after all, there are much worse crimes than painting graffiti. And if Marvin and his friends had stuck to graffiti, things might not have turned out so badly. But soon painting illicit messages on trains and railroad property lost its excitement. The boys had moved on to something new, something much more dangerous.

Mrs. Duthie told the court how she had started checking the messages on Marvin's phone and how she found out that the boys had been vandalizing the local railroad tracks. She was terrified. Not only was Marvin putting his own life in danger by wandering onto the tracks, but the damage they had caused could have resulted in a catastrophic accident. If a train had been derailed, Marvin and his friends could have been responsible for multiple deaths and injuries. She phoned the police in a panic and did something no mother ever wants to do: she reported her son. The police investigated and found some damaged tracks and a screwdriver with Marvin's fingerprints on it.

When Marvin was arrested, his grandmother claimed that he had been with her all day when the crime was committed. If it wasn't so common for family members to lie to protect each other, the police might have believed her, but her evidence was confused and contradictory. Marvin was put on trial along with three of his friends.

Today Marvin pleaded guilty and said that he truly regretted what he had done. The court has heard all the witnesses, including his former mentor, Mr. Glasby, and the jury is currently considering its verdict. Marvin could receive a fine of up to \$1,000 or even be sent to a reform school or juvenile detention center. But as it is his first offense, he is more likely to be sentenced to community service and given a second chance.

 9.4, p. 28, Ex 2

- A:** In our podcast last month we had a discussion about youth unemployment. This month's podcast topic isn't quite as serious as the last one. Today we'll

discuss working in the television and movie industry. Most people think this profession is impossible to get into unless you have the right family or connections. "Good luck with that," your friends say with a smirk when you tell them of your intentions. "It's not what you know, it's who you know." So how much of an advantage do the right contacts give you in this industry?

B: Well, it's certainly very competitive and jobs are always scarce. An important factor is having relevant industry experience. However, it's very difficult to find paid work experience. In addition, television and movie companies are usually in capital cities, where living costs are far higher than in other parts of the country. Bear in mind that you may have to work without pay for a year or more to get work experience... so who's going to pay your bills in the meantime? Wealthy parents might come in handy here.

A: But it's not the only way, surely? You could always take out a bank loan if you're running low on cash, or work part-time for pay?

B: Yes, of course, but it's slightly easier if your family or friends help you. And to continue, how do you get that important work experience placement in the first place? Creative industries are nowhere near as open as other professions. You need contacts. If you have a relative in the industry and you want a job, they'll take care of it for you.

A: But surely training is just as important as contacts? My cousin works in Bollywood in India. I lost touch with him for a while, but I got an e-mail last week saying he just got a job as an assistant director. He didn't have any industry contacts. He went to film school and got the right training.

B: But that's not the norm in Bollywood. He must have had a lucky break. The Indian movie industry runs along similar lines—it's about who you know more than your skills. Bollywood isn't any less competitive than Hollywood, and even talented people have a lot of trouble getting into the industry. And your cousin still had an advantage that many don't—he went to film school. How do you know the right college to go to and how to apply? I bet he went to a good school, so it was easier to get into college.

A: Yes, I think he did... So it all comes back to having the right connections?

B: Well, not always. There are plenty of examples of rags-to-riches stories, too. For example, in 1945, a photographer was taking pictures at a factory, when he caught sight of one of the workers. Her job was to spray plane parts and inspect parachutes. The photographer thought she had a very interesting look and encouraged her to contact a modeling agency. She took his advice. She got rid of her factory job and became a very successful model, which eventually led to a career as a movie actress. She changed her screen name to Marilyn Monroe.

A: From factory worker to star of the silver screen—talk about a lucky break!

B: Yes, luck can play an important part, too, though you might not become quite as famous as Marilyn Monroe!

9.8, p. 31, Ex 2a

Today I am going to discuss the question: How much does luck contribute to success in life? Let me start by saying that luck does play an important role in life. There's "big-scale" luck such as being born into a wealthy family or winning the lottery.

But there's also "small-scale" luck, such as a chance encounter with an influential person. In this talk I'm going to argue that success in life is not limited to luck. While there's little we can do to influence big-scale luck, it's ultimately our attitude and behavior that influence small-scale luck.

In my opinion, there are three main factors that influence our success in life. The first of these is being open to new ideas and experiences. Lucky people regularly expose themselves to new experiences and environments and build and maintain diverse networks. They are more likely to create, notice and act upon chance opportunities in life. Because of this, more opportunities come their way.

Another important point is that lucky people have a more positive outlook on life. Positive people can deal with setbacks and challenges better than negative or pessimistic people. They don't give up at the first obstacle and continue to persevere in the face of failure. They also expect their good luck to continue in the future, and because of this, they take more calculated risks in life.

My final point is that lucky people are able to change bad luck into good fortune by learning from past experiences. They change how they behave to reduce the chances of bad luck in the future. It's important to remember that lucky people are more likely to view a disaster as an opportunity for learning and growth, whereas unlucky people in the same situation would complain and blame someone or something else.

In conclusion, luck can affect us positively or negatively in life. However, in most cases there are other factors that are far more important in making a success of life.

| INFINITIVE | PAST SIMPLE | PAST PARTICIPLE |
|------------|-------------|-----------------|
| be | was, were | been |
| beat | beat | beaten |
| become | became | become |
| begin | began | begun |
| bend | bent | bent |
| bite | bit | bitten |
| bleed | bled | bled |
| blow | blew | blown |
| break | broke | broken |
| bring | brought | brought |
| build | built | built |
| buy | bought | bought |
| catch | caught | caught |
| choose | chose | chosen |
| come | came | come |
| cost | cost | cost |
| cut | cut | cut |
| do | did | done |
| dream | dreamed | dreamed |
| drink | drank | drunk |
| drive | drove | driven |
| eat | ate | eaten |
| fall | fell | fallen |
| feed | fed | fed |
| feel | felt | felt |
| fight | fought | fought |
| find | found | found |
| fly | flew | flown |
| forbid | forbade | forbidden |
| forget | forgot | forgotten |
| forgive | forgave | forgiven |
| freeze | froze | frozen |
| get | got | gotten |
| give | gave | given |
| go | went | gone, been |
| grow | grew | grown |
| have | had | had |
| hear | heard | heard |
| hide | hid | hidden |
| hold | held | held |
| keep | kept | kept |
| know | knew | known |
| learn | learned | learned |
| leave | left | left |
| lend | lent | lent |

| INFINITIVE | PAST SIMPLE | PAST PARTICIPLE |
|--------------|--------------|-----------------|
| let | let | let |
| lie | lay | lain |
| lose | lost | lost |
| make | made | made |
| mean | meant | meant |
| meet | met | met |
| pay | paid | paid |
| put | put | put |
| read / rid / | read / red / | read / red / |
| ride | rode | ridden |
| ring | rang | rung |
| rise | rose | risen |
| run | ran | run |
| say | said | said |
| see | saw | seen |
| sell | sold | sold |
| send | sent | sent |
| set | set | set |
| shake | shook | shaken |
| shine | shone | shone |
| shoot | shot | shot |
| show | showed | shown |
| shut | shut | shut |
| sing | sang | sung |
| sit | sat | sat |
| sleep | slept | slept |
| smell | smelled | smelled |
| speak | spoke | spoken |
| spend | spent | spent |
| split | split | split |
| stand | stood | stood |
| steal | stole | stolen |
| stick | stuck | stuck |
| swim | swam | swum |
| take | took | taken |
| teach | taught | taught |
| tear | tore | torn |
| tell | told | told |
| think | thought | thought |
| throw | threw | thrown |
| understand | understood | understood |
| upset | upset | upset |
| wake | woke | woken |
| wear | wore | worn |
| win | won | won |
| write | wrote | written |

PHONETIC CHART

The Vowels of North American English and Their Phonemic Symbols

| Phonemic symbol | Examples | Phonemic symbol | Examples |
|-----------------|----------------------|-----------------|-------------------|
| /iy/ | beat, see, machine | /uw/ | boot, blue, shoe |
| /ɪ/ | bit, him | /ʊ/ | book, full |
| /ey/ | bait, made, they | /ow/ | boat, home, blow. |
| /ɛ/ | bet, leg, head | /ɔ/ | bought, saw |
| /æ/ | bat, has, apple | /ɑ/ | box, car, father |
| /ʌ/ | but, mother | /ay/ | bite, sight |
| /ə/ | sofa, until, combine | /aw/ | about, cow |
| | | /oy/ | boy, noise |

The Consonants of North American English and Their Phonemic Symbols

| Phonemic symbol | Examples | Phonemic symbol | Examples | Phonemic symbol | Examples |
|-----------------|-------------------|-----------------|------------------------|-----------------|--|
| /b/ | boy, cab | /z/ | zoo, buzz, goes | /V/ | long, full |
| /p/ | pie, lip | /s/ | see, city, bus, thinks | /t/ | run, car |
| /d/ | dog, bed | /ʒ/ | leisure, beige | /w/ | win, swim, away |
| /t/ | toe, cat | /ʃ/ | shy, dish, special | /y/ | you, loyal |
| /g/ | go, beg | /h/ | his, ahead | (/hw/) | (which, what) |
| /k/ | cat, kit, back | /dʒ/ | jay, giant, budge | | (Most speakers of both American and British do not use /hw/ as a separate phoneme. They use /w/ instead) |
| /v/ | view, love | /f/ | cheek, watch, cello | | |
| /f/ | fill, phone, life | /m/ | me, seem | | |
| /ð/ | the, bathe | /n/ | no, sun | | |
| /θ/ | thin, bath | /ŋ/ | sing, singer, think | | |

INTERNATIONAL EXAM PREPARATION: WRITTEN STRUCTURE

Below each sentence you will see four words or phrases marked A, B, C, or D. Choose the one word or phrase that best completes the sentence.

1. Jenny told me to be precise when shopping for my mother-in-law because _____ are rare glass dolls.
 - a. what she knows
 - b. what she says
 - c. what she likes
 - d. what she hates
2. _____ Sandra nor Paul has any idea what the teacher is talking about.
 - a. Either
 - b. Neither
 - c. Both
 - d. Nor
3. He will have to wait before he can ride on the roller coaster because he _____ the minimum height level indicates he should be.
 - a. is not as tall as
 - b. is not as fast as
 - c. is as tall as
 - d. is not as old as
4. It is hard to stay motivated when there is _____ apathy throughout the office.
 - a. so
 - b. such
 - c. much
 - d. many
5. You better be _____ because punctuality is a sign of respect.
 - a. on time
 - b. in time
 - c. the time
 - d. a time
6. Mark _____ Daniel
 - a. is shorter
 - b. is shortest than
 - c. is shorts
 - d. is shorter than
7. Do you remember the lady's name _____ mother was a really popular model?
 - a. which
 - b. who
 - c. that
 - d. whose
8. I scored a 20 out of 20 on my exam but imagine if _____ only scored 15.
 - a. I have
 - b. I had
 - c. I had scored
 - d. I has
9. If the situation had been safer _____ to go by myself.
 - a. I ought to decide
 - b. I might decide
 - c. I may decide
 - d. I might have decided
10. He makes me so angry. I am _____ with his behavior.
 - a. lit up
 - b. torn up
 - c. fed up
 - d. sped up
11. To Kill a Mockingbird _____ by Harper Lee
 - a. was written
 - b. written
 - c. written by
 - d. has been written
12. Paula is _____ Jake when it comes to selling products. She will not take no for an answer.
 - a. as amiable as
 - b. as bad as
 - c. as persistent as
 - d. as aggressive as



INTERNATIONAL EXAM PREPARATION: WRITTEN EXPRESSION

Each sentence has four bolded words or phrases. The four bolded parts of the sentence are marked A, B, C, and D. Identify the one bolded word or phrase that must be changed in order for the sentence to be correct.

1. A. **In order to** synchronize the calendar year B. **and** how long it takes the Earth to rotate C. **around** the sun, an extra day D. **is** added every 4 years.
2. A. **According to** the most recent Peruvian census, B. **there are** 10,102,849 private homes C. **of that** 9,218,299 are occupied and 884,550 are D. **abandoned**.
3. The octopus A. **lays** 56,000 eggs at one time B. **after which** it spends six months so C. **devoted** to protecting them D. **but** it does not eat.
4. A kakapo, one of the A. **most** bizarre animals B. **founded** in New Zealand, C. **barks** like a dog, emits a distinct smell and D. **is nocturnal**.
5. A. **An** Dutch Post-impressionist painter Vincent Van Gogh B. **struggled with** mental health C. **problems** including psychotic episodes, depression and D. **delusions**.
6. A. **With** an unusual voice and B. **an** incredible 8-octave register, Peru's Yma Sumac C. **showcased** her talents in multiple Hollywood movies D. **on** the 1950s.
7. Tim Storms A. **uses** his vocal chords B. **that are** twice C. **as longer as** the average person's, to sing 8 octaves D. **below** the lowest G on a piano.
8. Tropical cyclone winds A. **have to** reach 74 kilometers B. **per** hour and be sustained for a minute C. **in order for to** be classified as a category 1 D. **hurricane**.
9. Cats A. **only** have 4 toes on B. **its** back paws C. **that are thought** to help D. **them** run faster.
10. A. **Despite** popular belief, peanuts do not B. **belong** to the nut family and instead C. **is considered** legumes D. **along with** alfalfa, chickpeas and lentils.
11. A. **Property rights** and taxation have B. **long had** talking points C. **for** republicans D. **in** the United States.
12. A. **To combatting** anemia B. **in children** under two years old, the government C. **has issued** free micronutrient packets to parents D. **who** desire them.
13. A. **During** hibernation B. **an** animal's body temperature C. **lessens** to match the temperature outside while its heart rate and respiration slow D. **too**.



American Big Picture is a highly visual, easy-to-use, six-level course for adult and young adult learners of English, offering 90 to 120 hours of core classroom material, complemented by a wealth of digital and print resources.

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- The final Writing or Speaking Task in each unit requires students to apply the language they have learned in a practical, fun context