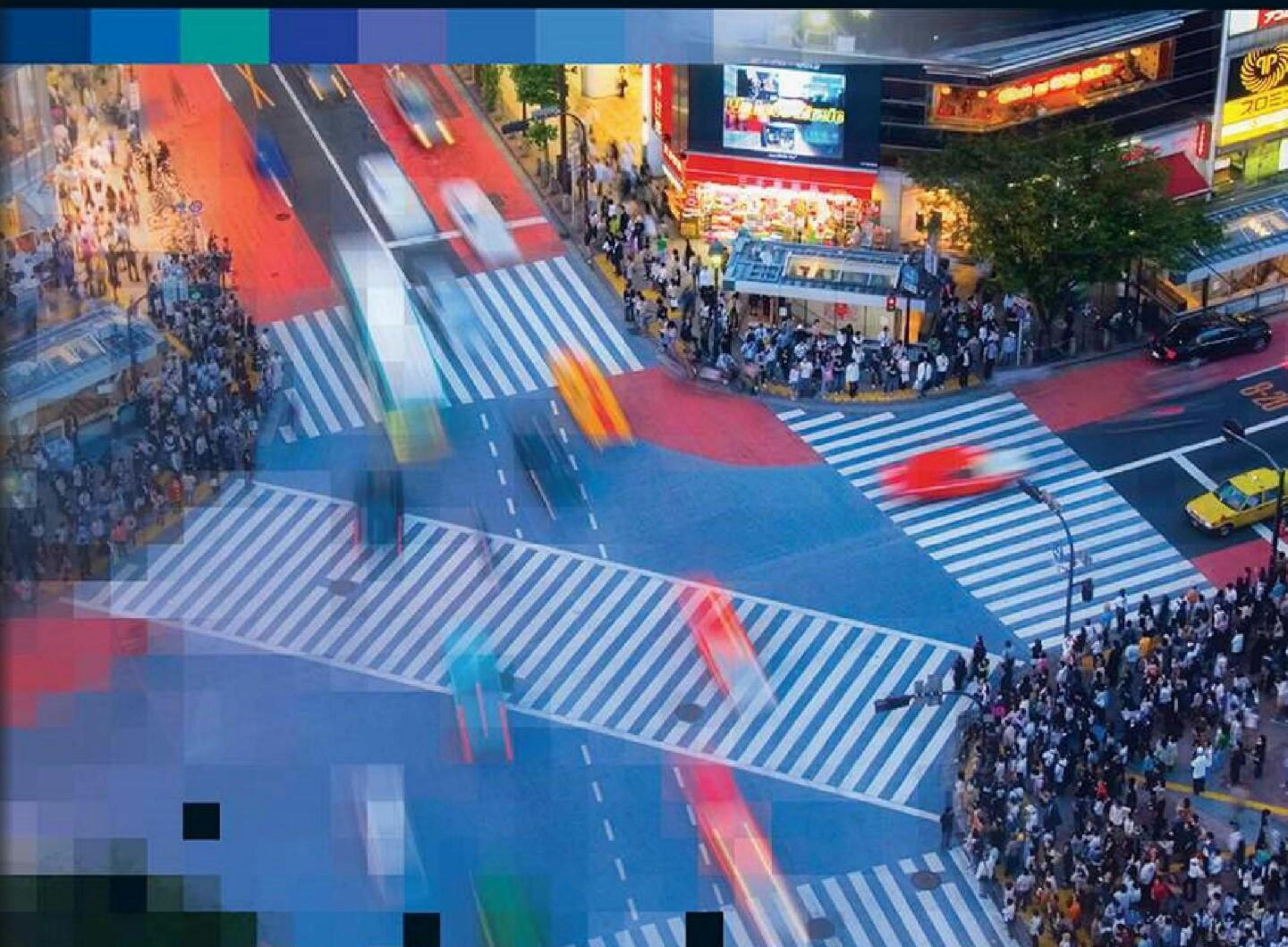




INSTITUTO CULTURAL PERUANO NORTEAMERICANO

AMERICAN  
**BIG PICTURE**



BEN GOLDSTEIN



## WELCOME UNIT INTERMEDIATE 8

Congratulations! When you finish this book, you will be able to understand the main ideas of complex text on both concrete and abstract topics. You will also be able to interact with a degree of fluency and spontaneity that makes regular interaction with native speakers possible in an effortless way and produce clear, detailed texts on a wide range of subjects.

### Strategies to move from B1+ to B2: Reading

When you read, you learn language naturally just like in your native language. Reading practice outside the classroom should focus on both extensive reading for pleasure such as novels and intensive reading for detailed understanding. There is a huge variety of things to read: novels, short stories, blogs and articles.

Reading a **popular teenage novel** can help you achieve fluency faster. It's a fun and relaxing experience. It's a great way to expand your vocabulary knowledge and general understanding and get exposure to authentic language without memorization. You get to move at your own pace and you can reread if necessary. Use a notebook to write down some new interesting vocabulary, discover the meaning from context and check the dictionary if necessary.

Read novels that have been made into movies, read the plot summary online to determine if the novel will interest you. And when you've finished reading the novel, celebrate your achievement and enjoy the movie.

#### Part 1

##### 1. Skim the article and choose the best title.

- a. How reliable are eyewitnesses?
- b. University psychologist accused in court.
- c. Study suggests women are more observant than men.

### EYEWITNESSES

**People are more likely to remember faces of their own race, age group or gender than other faces, suggests recent research from University of California.**

Cognitive psychologist Dr. Dan Wright found that both men and women are less likely to accurately recall faces of the opposite sex. These findings support previous research into own-race bias in facial recognition. Earlier studies had demonstrated that most individuals recognize people of their own race more correctly than people of different races.

Why such bias exists is still open to question. According to Dr. Wright, 'The contact hypothesis suggests that we remember the faces we associate with the most, and as people tend to mix with others of their own race or age, this could explain the results. However, this might not be the whole truth. It could be that really we just remember people who look like us, as we are so used to seeing our own faces.' A further explanation of why facial recognition is not so accurate across the sexual divide is the revolutionary idea that we are more likely to remember the faces of those with whom we are competing for mates.

The study also showed that hair was a critical factor in identifying faces. Both the men and women were better able to recall and identify faces of their own gender if the person's hair was uncovered.

The research may explain why people who are convinced they have correctly identified the culprit in a crime make mistakes, and why innocent people are wrongly convicted. 'A jury places a lot of importance on eyewitness accounts,' says Dr. Wright. 'You'll often hear a witness insist that they remember something clearly, when, in fact, their recollection is not accurate at all.' This seems most apparent in cases where a witness and suspect are of different races. Research, such as this study from the University of California, may prompt us to question the use of eyewitness accounts in criminal trials in the future.

## **Part 2**

### **2. Are the sentences true or false? Find evidence in the text to support your answers.**

- a. Women find it easier to remember the faces of other women.
- b. Experts agree about why own-gender bias in recognizing faces exists.
- c. Men are better at remembering faces than women when the hair is not covered.
- d. Juries are often persuaded by eyewitness accounts.
- e. Witnesses are more likely to make mistakes when the suspect is of a different race.

#### **Reading Tip: Choosing the correct summary.**

Use this technique to choose the correct summary of the text.

- \* Identify the main point of each paragraph included in the topic sentences.
- \* Read the different summaries carefully.
- \* Choose the summary which contains the main points of the text and does not contain irrelevant information.

### **3. Choose the five main points from the text.**

- 1 People remember faces of their own kind more accurately than others.
- 2 Research suggests we are less likely to remember faces of the opposite sex.
- 3 There is no agreement as to why bias exists.
- 4 The contact hypothesis suggests that we remember the faces we associate with most.
- 5 We mix more with those of our own race or age.
- 6 Tests showed that hair was a critical factor in recognition.
- 7 Innocent people are convicted because of inaccurate witness statements.
- 8 Witnesses insist that they remember accurately when, in fact, they don't.
- 9 Research supports the use of DNA to change wrong convictions.

### **4. Choose the most complete summary of the text. Explain your choice.**

- a. According to the text, the contact hypothesis suggests that we remember the faces we associate with the most. The text also claims that we remember them because we mix more with people of our own race, age and sex. It concludes that witnesses insist they remember people when actually they don't.
- b. According to the text, we remember better the faces of people of the same sex and race as ourselves, although there is no agreement as to why this bias exists. Tests showed that hair was a critical factor. The text concludes that innocent people are sometimes convicted incorrectly on mistaken identity.

### **5. Answer the questions in your own words.**

- a. What did studies about race bias in recognizing faces find?
- b. What theories do experts give to explain own-race and gender bias?
- c. Why is this research important for the legal system?

### **6. Find the words in the text to match the definitions.**

- |  |   |
|--|---|
| 1 probable (paragraph 1) _____           | 6 spouses, partners (paragraph 3) _____ |
| 2 sex (paragraph 1) _____                | 7 remember (paragraph 4) _____          |
| 3 different attitude (paragraph 2) _____ | 8 found guilty (paragraph 5) _____      |
| 4 theory (paragraph 3) _____             | 9 correct, precise (paragraph 5) _____  |
| 5 resemble (paragraph 3) _____           | 10 encourage (paragraph 5) _____        |

## GRAMMAR

## VOCABULARY

## READING &amp; LISTENING

## PRONUNCIATION

**10** INSIGHTS AND INNOVATIONS  
page 2

- Passives
- Who, that

- Ideas & solutions
- Phrasal verbs (1)
- Footwear
- Metaphorical language

- R** A blog post about bikes  
**L** My Epiphany Moment  
**L** A conversation  
 • Audio messages

- Sentence stress
- Intonation: Saying thanks

page 10 **FUNCTIONAL LANGUAGE:** GETTING THINGS DONE page 11 **WRITING TASK:** DESCRIBING A PROCESS

**11** A SENSE OF IDENTITY  
page 12

- Imaginary situations: present or future
- If only/I wish

- Identity
- Gaming
- Personality adjectives

- R** A book review  
**L** Positive Visualization  
**L** Discussing video games  
 • Discussing imagined futures

- I'd, it'd, wouldn't
- Intonation

page 20 **FUNCTIONAL LANGUAGE:** GIVING ADVICE page 21 **SPEAKING TASK:** MAKING A GOOD IMPRESSION  
 page 39 **WRITING BANK:** AN ONLINE PROFILE

**12** MEMORIES  
page 22

- Imaginary situations: past
- Review

- Remembering
- Phrasal verbs (2)
- Review

- R** Thanks, Grandpa!  
**L** What's New?  
**L** Describing photographs

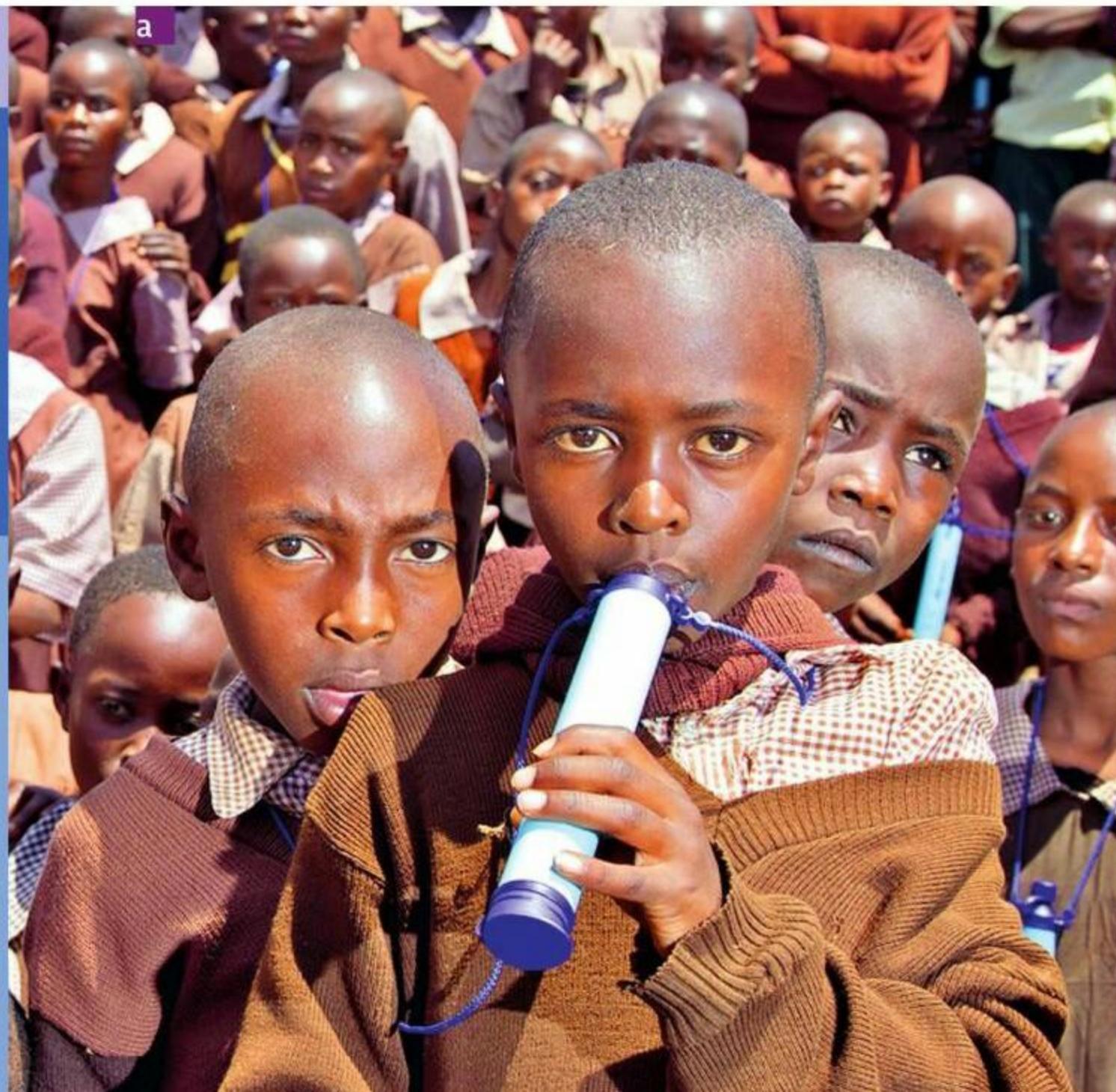
- Contractions with had/would have
- Intonation

page 30 **FUNCTIONAL LANGUAGE:** APOLOGIZING page 31 **WRITING TASK:** CHILDHOOD MEMORIES

page 32 **REVIEW D, UNITS 10–12** page 35 **BRING IT TOGETHER** 10, 11 & 12

page 36 <b>GRAMMAR REFERENCE</b>	page 39 <b>WRITING BANK</b>	page 40 <b>COMMUNICATION BANK</b>	page 41 <b>SELECTED TRANSCRIPTS</b>
page 43 <b>IRREGULAR VERBS</b>	44 <b>PHONETIC CHART</b>	Appendix: <b>INTERNATIONAL EXAM PRACTICE</b>	page 47 <b>WORKBOOK</b>
page 66 <b>WORKBOOK PROGRESS TEST</b>	page 68 <b>WORKBOOK TRANSCRIPTS</b>	page 70 <b>Vodcast Series</b>	page 71 <b>SKILLS BOOST</b>

# 10 INSIGHTS AND INNOVATIONS

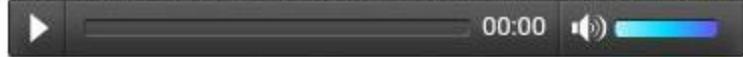


1 a Work in pairs. Look at the images of three innovations. They feature in an exhibition called *Design for the Other 90%*.

- What do you think the title of the exhibition means?
- Match the images to the names of the innovations in the box.

LifeStraw   Portable Light Bag   Pedal Cell Charger

b What do you think each innovation is for?



00:00



3 a Complete A in the KEY VOCABULARY PANEL .

b Read Transcript 10.1 on page 41. Find adjectives used to describe...

- |                                    |                          |
|------------------------------------|--------------------------|
| a all three                        | c the LifeStraw          |
| b the Flexible Light and Power Bag | d the Pedal Cell Charger |

## NOTICE LIGHT

What other meanings of *light* can you think of?

2 a Listen to the descriptions of the innovations and check your answers to 1b.

b Listen again and answer the questions.

- 1 What three basic things are needed by "the 90%"?
- 2 Which two of these do the above innovations help with?
- 3 What does the Flexible Light and Power Bag include?
- 4 How can it help support local industries?
- 5 What kinds of water can people drink from using the LifeStraw?
- 6 How can the LifeStraw save time?
- 7 How long do you have to ride to get 30 minutes' talking time on the phone?
- 8 Which countries is it particularly useful for?

4 Choose the best options with words from B in the KEY VOCABULARY PANEL .

- More than one answer may be possible.
- 1 Here are three unique ideas that we hope will *help / support* people to live happier lives.
  - 2 The bags are of great *beneficial / benefit* to local industries.
  - 3 The LifeStraw will be *help / helpful* to rural communities.
  - 4 ... *enabling / benefitting* people to access drinking water without having to walk kilometers to find it.
  - 5 The exhibition explores these low-cost, innovative solutions to *enable / support* the other 90%.
  - 6 A lot of people *can't afford / affordable* much new technology.



5 a Work in pairs. Discuss which you think is the most interesting/worthwhile/important invention in 1a. Why?

b Do you think any of the solutions in the images could be useful in your community or in other communities in your country? Why/Why not? What solutions does your country offer in the area of energy, water or shelter?

We use a lot of wind and solar power. This is good because it's a very green, low-cost option.

## KEY VOCABULARY

### Ideas & solutions

#### A Describing ideas & solutions

- Match the adjectives below to their meanings 1–8.

affordable	beneficial	essential
innovative	personal	portable
temporary	unique	

- for individual use
- economically priced
- new, original and advanced
- easy to carry around
- very special and/or unusual
- not for permanent use
- of great help
- really necessary

- Can you use all the adjectives to describe all the innovations in the images?

*I think they're all affordable and beneficial. I'm not so sure they're all essential.*

#### B Describing help & benefits

- Adjectives & nouns

We can use adjectives and nouns to talk about helping others.

We can say these inventions are *beneficial* / are of *benefit to*... and they are *helpful* / are a great *help to*... We can also say people can *benefit from* these inventions.

- Verbs

We also use verbs.

*benefit somebody*

*help someone do something*

*enable someone to do something*

*allow someone to do something*

*support someone*

*These inventions benefit people.*

*The LifeStraw enables people to drink fresh water safely.*

#### NOTICE AFFORD

The verb *afford* is often used with *can't* and in questions with *can*.

*I can't afford a new bike.*

*They can't afford to spend money on expensive chargers.*

*Can we afford the expense?*



## SPEAKING

- 1 a Work in pairs. What are the bikes in the photos being used for? Match photos a–d to the words in the box. More than one answer is possible.

to earn a living    to get to work    to have fun    to stay in shape

b Discuss the questions.

- Do you have a bike? If so, what kind of bike is it? What do you use it for?
- If not, would you like one? Why/Why not?

## READING

- 1 Read the opening paragraph of a blog post. Why has this blog post been dedicated to bikes?

In a recent poll, the bicycle **was voted** the number one invention of the last 200 years. It was chosen for its simplicity of design and enormous versatility. Throughout their history, bikes have been used for much more than just transportation. Here are some links to recent blog posts about how bikes are used **to create jobs, to save energy, to save lives.**

- 2 a Read texts A–C. Match them to the links in the blogpost in 1 and to three of images a–d.

b Read the texts again. Which text

- 1 talks about how the idea came about? \_\_\_\_\_
- 2 compares the bike service with another similar service? \_\_\_\_\_
- 3 explains how using a bike saves energy? \_\_\_\_\_
- 4 explains how using a bike is faster and more efficient? \_\_\_\_\_
- 5 describes how a bike can be transformed into something else?  
\_\_\_\_\_
- 6 talks about how the bike is being used to spread a message?  
\_\_\_\_\_

- 3 Work in pairs. Which idea do you think is the most interesting? Why? Do you know of any other interesting uses for bikes?

**A The Cycle Response Unit**

Ambulances on two wheels are on the increase. Throughout London and other cities in the UK more and more emergency calls **are being answered by bicycling paramedics**. Their specially outfitted mountain bikes are like mini ambulances, carrying all the medical equipment needed to save lives. Bikes can get through heavy city traffic and down narrow streets much faster than ambulances. The fully trained paramedics can assess injuries and administer emergency first aid. Patients who need further treatment **will be taken to the hospital by conventional ambulances**. The cycle response unit is saving time, saving lives and saving money. And as it also helps the ambulance service reduce exhaust fumes, it may be helping save the planet!

**B Coffee to go**

Coffee-to-go has taken on a new meaning on the streets of New York where bikes are being used to run a portable coffee stand. Two friends recently discovered that their bicycles **could be used** for more than just riding to work. Inspired by their love of coffee and of bike riding, they combined the two and created Kickstand—a portable, foldaway coffee bar completely powered by bicycles. Two carts are attached to the back of their bikes. When they want to set up the bar, the carts are unfolded and linked together to create a three-meter long bar. The coffee **is ground by hand**, each cup is made with freshly ground coffee, just enough for one cup. A great taste and no waste!

**C An e-bike adventure**

What is an e-bike? It's an electric bike, a conventional pedal bike that also has a small engine. Most e-bikes run on rechargeable batteries, but Catalan Guim Valls's e-bike is charged by solar power. And the solar power is supplied by a panel on a trailer that's attached to the back of the bike. Clean, green, sustainable energy wherever you go! And Guim has decided to go a long way—all the way around the world in fact! He wants to persuade people all over the world that there's an alternative to fossil fuels. More than 120 million e-bikes **have been sold** in China. Now if Guim can persuade them all to convert to solar power, that's a lot of energy saved!



## GRAMMAR

- 1 **a** Look at the verbs in **bold** in the texts in READING 1 and 2. What is the subject of each verb? Who is responsible for the action?
  - b** Underline the verb *to be* in each of the expressions. What tense is it in? Complete **A** in the GRAMMAR PANEL with the correct form of *to be*.
  - 2 Look again at the expressions. Underline the expressions with *by*. Complete **B** in the GRAMMAR PANEL with these expressions.
  - 3 **a** Rewrite the sentences using a passive verb form. Do not use *by*. Start each sentence with the words that are underlined.
- 1 Somebody stole my bike. My bike was stolen.  
 2 The police have arrested the thief.  
 3 Thieves steal thousands of bikes from the downtown area every year.  
 4 The local authorities are introducing a bike registration plan.  
 5 They will give each bike an electronic registration number.  
 6 That way the police can track and find the stolen bike.
- b** Listen and check. Are your answers the same?
- 4 Look again at the sentences you wrote in 3a. Match them to the uses in **C** in the GRAMMAR PANEL .
  - 5 **a** Choose the correct options to complete the text.

The first Brompton folding bikes <sup>(1)</sup>*made / were manufactured* in their inventor's bedroom. Andrew Ritchie, an engineering graduate, <sup>(2)</sup>*built / were built* the bikes for his friends. These first prototypes <sup>(3)</sup>*made / were made* by hand and were fairly heavy. But the concept was good and the bikes <sup>(4)</sup>*folded / were folded* cleanly and easily into the size of a small backpack. Selling the first 30 bikes <sup>(5)</sup>*gave / was given* Ritchie enough money to start a small production line. And now more than 200,000 bikes <sup>(6)</sup>*sell / are sold* each year.

- b** What are the advantages of a folding bike? Do you know anyone who has one?

## PASSIVES

### A Be + past participle

Present simple: *The solar power* <sup>(1)</sup>supplied by a panel.  
 Past simple: *It* <sup>(2)</sup>chosen for its simple design.  
 Present continuous: *Bikes* <sup>(3)</sup>used to create jobs.  
 Present perfect: *Coffee to go* <sup>(4)</sup>given a new twist.  
 With modals: *More e-bikes* will <sup>(5)</sup>sold.  
*More lives* could <sup>(6)</sup>saved.

The object of an active verb becomes the subject of the passive verb.

Active: *A panel supplies the solar power*.  
 Passive: *The solar power is supplied by a panel*.

### B By

We use *by* + noun...

- to emphasize who or what is responsible for an action.  
 (7) \_\_\_\_\_
- to emphasize how an action is performed.  
 (8) \_\_\_\_\_

### C Without by

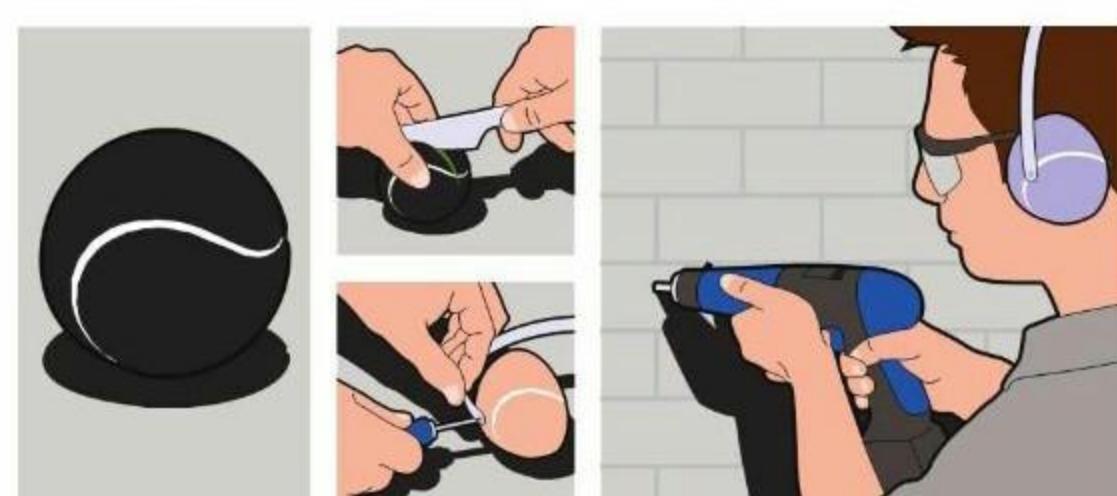
We use the passive without *by*...

- when we don't know who/what is responsible for an action. *The police were informed*.
- when it's obvious who/what is responsible for an action. *The stolen bikes were sold to secondhand bike stores*.
- Note: We often use the passive to describe a process. *Stolen bikes are returned to their owners*.

See page 36 for grammar reference and more practice.

## SPEAKING

- 1 **a** Look at the pictures. What are the tennis balls being used for?



- b** Work in pairs. Look at the items in the box. Think of alternative uses for at least three of the objects.

a fork    a loaf of bread    a cell phone  
 a pair of gloves    a plastic bag    a potato  
 a sheet of paper    an umbrella

- 2** Share your ideas with the class. Who came up with the most original idea?



### SPEAKING & LISTENING

**1 a** Look at images a-d. What do they show? Which do you see most often where you live?

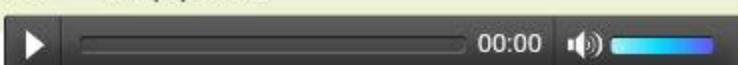
**b** Work in pairs. Discuss the questions.

- Is running a popular sport in your town?
- Where do people usually go running?
- Do you like running? If so, where do you go? How far and how often do you run?
- If you don't like running, why not? Do you do something else to relax and stay in shape?

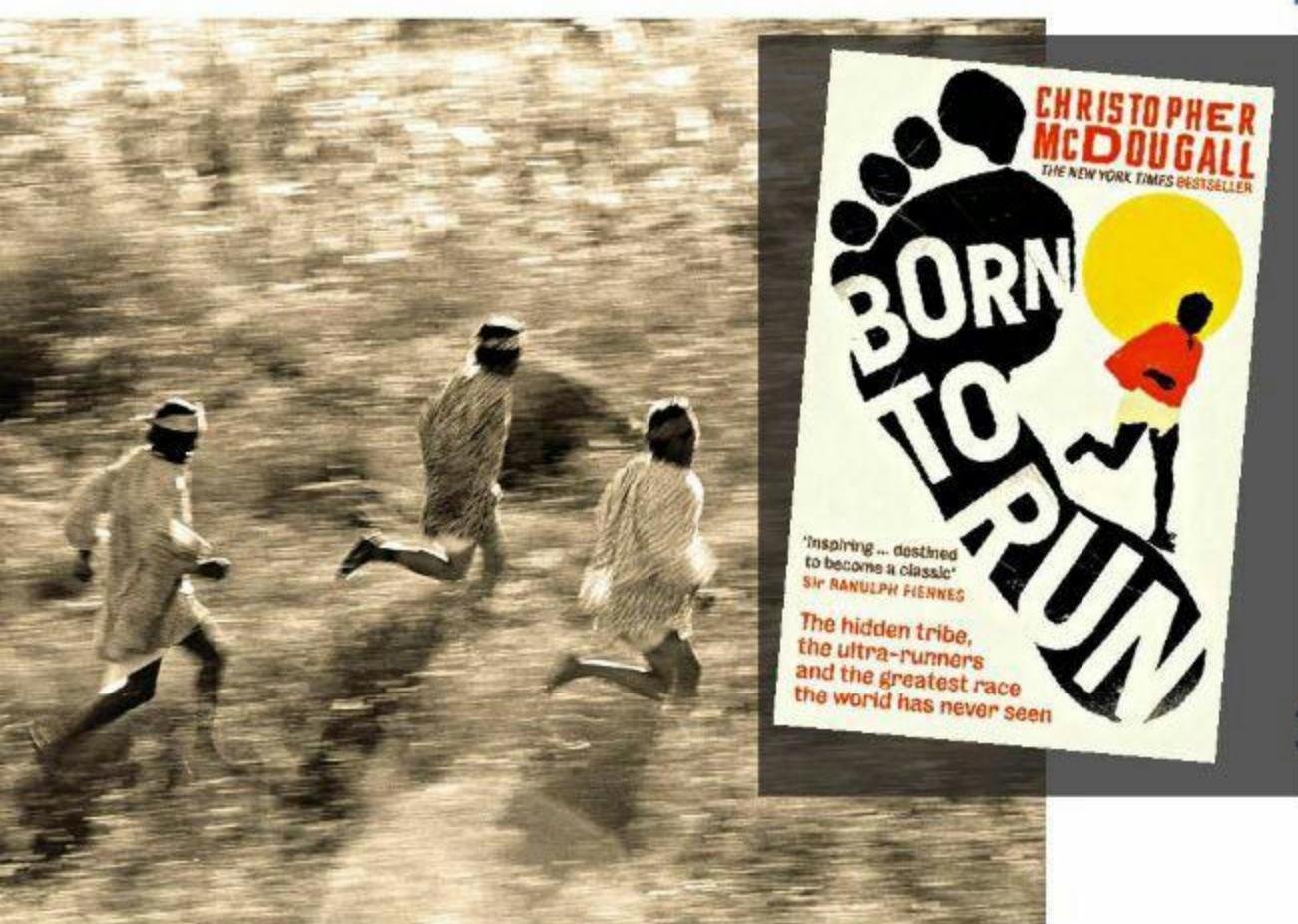
**2 a** Look again at images a-d. What do you think might be the advantages and disadvantages of running in each way?

**b** What relationship could the words in the box have with the topic?

barefoot glove ground impact  
injuries support



**3 a** Listen to a conversation between two friends and check your answers in 2. What is the significance of the book and the photo of the men?



**b** Listen again and choose the correct answer.

- 1 What most surprised Chris McDougall was that the runner...
  - a) wasn't injured. b) was over 50 years old.
- 2 Running for the Tarahumara is...
  - a) a fun activity. b) integral to their lives.
- 3 Most people think that conventional running shoes give you
  - a) more support. b) less support.
- 4 The local people inspired Chris to...
  - a) learn a whole new way of running. b) hate normal running shoes.
- 5 Anyone can run barefoot
  - a) almost immediately. b) after a few attempts.
- 6 Bill thinks that running is...
  - a) an art form. b) hard work.

**4** Work in pairs. What do you consider the best footwear for running? Why?

### VOCABULARY: Phrasal verbs (1)

**1** Look at phrasal verbs 1-6. Find them in Transcript 10.3 on page 41 and match them to meanings a-f.

- |            |   |
|------------|---|
| 1 try out  | a continue  |
| 2 keep up  | b stop doing something                              |
| 3 burn out | c start an activity                                 |
| 4 give up  | d experiment doing                                  |
| 5 carry on | e move at the same speed                            |
| 6 take up  | f stop because you have done too much and are tired |

**2** Complete the sentences with the correct form of the phrasal verbs in 1.

- 1 I'd like to \_\_\_\_\_ barefoot running; it sounds like fun.
- 2 When you start running, the problem is \_\_\_\_\_ with everybody else.
- 3 I \_\_\_\_\_ running because I thought it was boring.
- 4 If you \_\_\_\_\_ a new hobby like running, it can make you feel better.
- 5 Be careful if you train too hard, you can \_\_\_\_\_ and never want to run again.
- 6 I believe in "No pain, no gain." It means you have to \_\_\_\_\_ even if you are tired and suffering.

**3** Work in pairs. Which of the sentences in 2 do you agree with? What was the last sport or hobby you took up or gave up? Why?

d



## GRAMMAR

- 1 a Remember the information in Transcript 10.3. Match 1–6 to a–f to make sentences.

- 1 There are people
  - 2 There are races
  - 3 There are lots of runners
  - 4 They have thin, flexible soles
  - 5 This was a runner
  - 6 There are companies
- a *that* won a 160-kilometer race through the mountains wearing only a pair of sandals.  
 b *who* have gotten rid of their shoes.  
 c *that* require special preparation and equipment.  
 d *that* make a lot of money from running products.  
 e *that* are really comfortable.  
 f *who* say that shoes give you more support.

b Look at the words in *italics*. Which is used to refer back to a) people? b) things? c) both people and things?

- 2 Complete 1–3 in the GRAMMAR PANEL

- 3 a Complete the sentences with *who* or *that*.

- 1 Only use shoes \_\_\_\_\_ I recommend.
- 2 I don't understand people \_\_\_\_\_ run marathons.
- 3 It was the Tarahumara people \_\_\_\_\_ influenced Chris.
- 4 There are many things \_\_\_\_\_ you can do barefoot.
- 5 It's the FiveFingers shoes \_\_\_\_\_ resemble feet.
- 6 Runners \_\_\_\_\_ I know don't like being barefoot.

b Read B in the GRAMMAR PANEL . Look again at the sentences in 3a. In which sentences can you omit *who* or *that*?



- 4 10.4 Listen and check.

- 5 Complete the sentences with *who* or *that* so that they are true for you.

- 1 I really like sports... 3 I can't stand people...
- 2 I don't understand people... 4 I only watch sports...

*I really like sports that you can play with other people—I don't like practicing sports by myself.*

## WHO, THAT

### A Relative clauses

We use relative clauses to give more information about a person or thing.

He was the person who told me about barefoot running.

These are the sandals that he ran in.

He read about a runner who/that won a race barefoot.

We use *who* and *that* to introduce the relative clause.

We use *who* to refer to <sup>(1)</sup> \_\_\_\_\_.

We use *that* to refer to <sup>(2)</sup> \_\_\_\_\_ or <sup>(3)</sup> \_\_\_\_\_.

### B Omitting *who* and *that*

We can only omit *who* and *that* if it is not the subject of the verb that follows.

*The shoes (that) I want are like gloves for your feet.*

(*I* is the subject of the verb, so we can omit *that*)

*I want shoes that fit me like a glove.*

(*shoes* is the subject of the verb so we can't omit *that*)

*See page 36 for grammar reference and more practice.*

## SPEAKING & VOCABULARY: Footwear

- 1 a Look at the images of footwear on page 40 and label them with the words in the box. Use a dictionary to help you.

boots flip-flops high heels sandals slippers  
sneakers walking boots work shoes

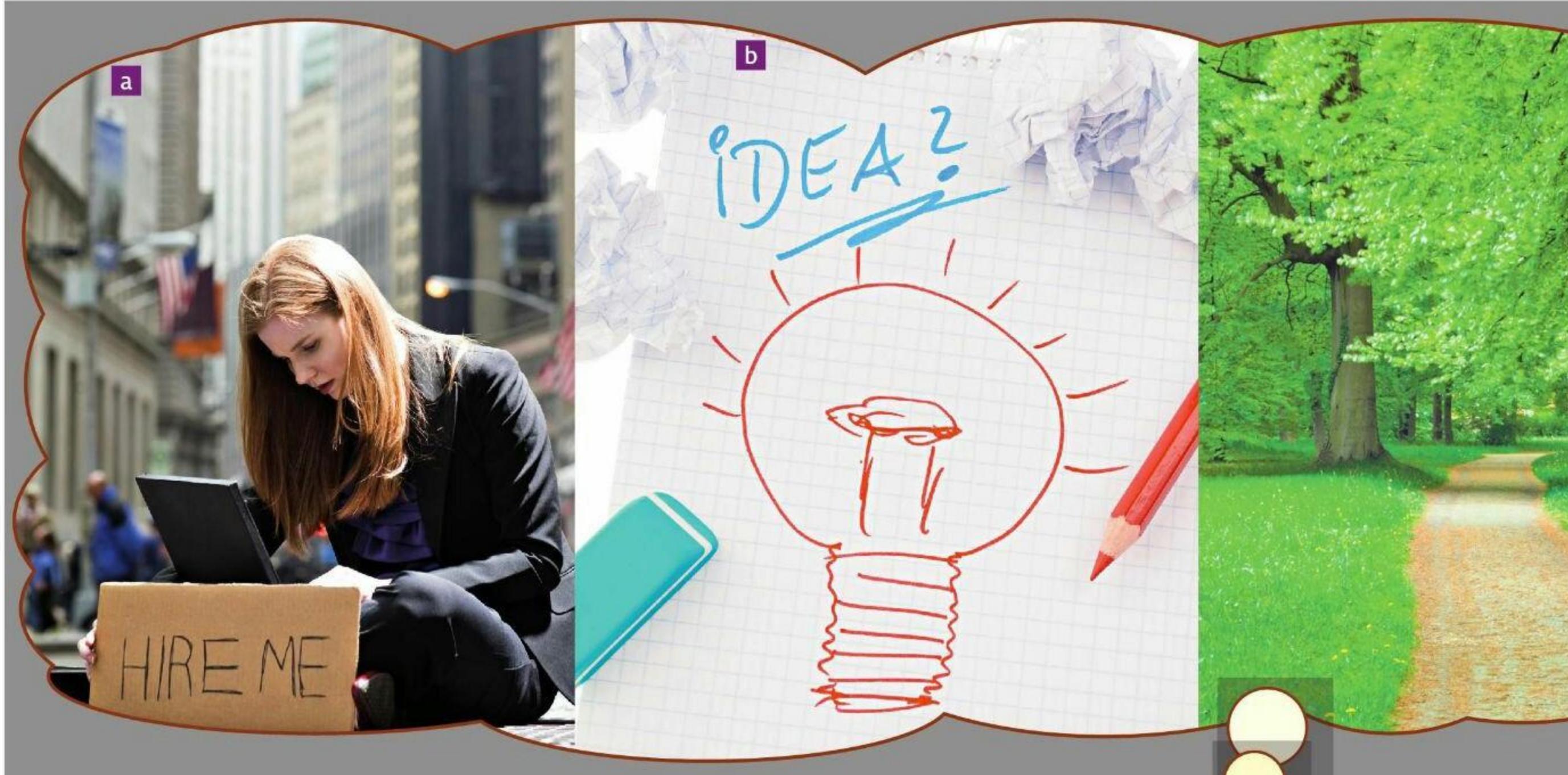
- b Work in pairs. Which footwear do you consider to be...

- |                  |                       |
|------------------|-----------------------|
| a more formal?   | c more comfortable?   |
| b more informal? | d more uncomfortable? |

- 2 a Work in pairs. Discuss the questions.

- What kind of shoes are you wearing at the moment? Have you had them for a long time? Do you remember where you bought them?
- Do you have a favorite pair of shoes? Do you like shopping for shoes? Why/Why not?
- What do you like to wear on your feet when at home? Do you prefer to go barefoot or wear slippers? Why?
- Do you take your shoes off when you visit friends' homes? What is the attitude toward bare feet where you live?

- b Share your answers with the class.



## READING

- a** Work in pairs. Look at images a–c. What do you think they show? Can you think of a story about them? Share your answers with the class.
- b** Read the first paragraph of the blog post and check your answers to the questions in 1. Underline the three sentences that best match the images.
  - Describing the moment of change
  - Summing up
  - Flashback to a past event
  - Addressing the reader
  - The present situation
- Read the post again. Mark the sentences true (T) or false (F)? Correct the false sentences.
  - Mariam thought she might lose her job.
  - Mariam says that the decision to leave her job was easy to make.
  - She thinks that the company will help others, but not her.
  - The company has helped her meet some creative people.
- Find expressions in paragraphs 1 and 2 that mean...
  - a time of economic difficulty
  - going up quickly
  - repeating again and again
  - at a decisive moment
  - a time when an important change takes place

### My Epiphany Moment by Mariam Khan

- Let's go back to about a year ago. We're in the middle of a recession, there are salary cuts, and unemployment is rocketing. It dawns on me—what if something happens to me? To my job? I work in an employment agency specializing in the arts. But what if I'm left with no way to pay my bills or buy groceries? This scenario kept playing over and over in my head. Would I have to move back in with my parents? What would I do? How could I stay healthy, happy and secure without a job or the means to live my life the way I want and like to? It was like I was at a crossroads and somehow I had to choose a new direction.
- It wasn't easy, but then I suddenly had a flash of inspiration—and that moment would be my turning point... my epiphany moment, if you like. I saw the light! I understood what I had to do, and I decided to set up my own company. Yes, I set up *Creative Consulting*. I realized that there were many other well-qualified professionals who might be out of work and need help finding an opening. So I decided to set up my own agency and help these people find jobs that satisfy them. It's called *Creative Consulting* because I want to help people who work in the arts—movies, dance, music, painting—you name it!
- I've come to find that my work can offer so much. It also allows me to meet really talented people and develop a network of contacts I could not have imagined. Suddenly, I feel I have a role in the community. I'm not only helping myself, but also others. And every day, I feel I understand people better, both their personal and professional needs. My job is to find them a creative solution, an outlet for them to be what they want to be.
- So, that was my epiphany moment. Not everyone's had one, but I'm glad I have. Starting my own company was the best decision I've ever made because for the first time I am in charge, I'm my own boss.
- Has there been a moment in your life when it all clicked? Where it all came together and everything made sense? When you overcame a great obstacle? A defining moment when everything changed? If the answer is yes, I want to hear your story! Please take a moment to share your "Epiphany Moment" by leaving a post on my website.

**LISTENING**

- 1** 10.5 Jenny and Marco sent audio messages to Mariam about their epiphany moments. Listen and take notes about what they discovered about their lives.
- 2** Listen again. Choose J (Jenny) or M (Marco) to complete the sentences.
  - 1 J / M describes how hard the decision was to make.
  - 2 J / M realized he/she didn't enjoy a particular part of their work/studies.
  - 3 J / M felt a sense of liberation.
  - 4 J / M described what his/her father thought of the change.
  - 5 J's / M's moment is related to a childhood hobby.
- 3** What do Jenny and Marco's stories have in common?
- 4** What are these stories all about? Whose story do you find the most interesting—Mariam, Marco or Jenny's? Why? Can you identify with any of their moments?

**VOCABULARY: Metaphorical language**

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

crossroads direction flash light

- 1 Suddenly, I saw the \_\_\_\_\_.
- 2 I had a \_\_\_\_\_ of inspiration.
- 3 I was at a \_\_\_\_\_ and didn't know which way to go.
- 4 I had to choose a new \_\_\_\_\_.

- b** Check your answers in the blog post in **READING 2**.

- 2 a** Look again at the sentences in **1a**. Which sentences...
  - a compare life to a journey?
  - b compare understanding with seeing a light?

What does *light* symbolize in these sentences?

**NOTICE THE BIG PICTURE**

*Suddenly I was aware of the big picture.*

We use the expression to refer to the whole situation, not just part of it.

- b** Do you use similar metaphors in your language?

**PRONUNCIATION: Sentence stress**

- 1** 10.6 Listen to the sentences in **VOCABULARY 1a** and mark the stressed syllable.

1 *Suddenly, I saw the light.*

- 2 a** Look at the sentences and mark the main stress.

- 1 Suddenly everything clicked—I realized what I wanted to do.
- 2 Then, at that moment, it dawned on me that that was the right decision.
- 3 Then I realized I was at a crossroads; I had to make a choice.

**b** 10.7 Listen and check.

- 3** Listen again and repeat.

**SPEAKING**

- 1 a** Work in pairs. Look at difficult decisions 1–3. Think of reasons for making these decisions. Add some of your own.

- 1 leaving your job
- 2 moving to a new town or country
- 3 changing course/career/degree

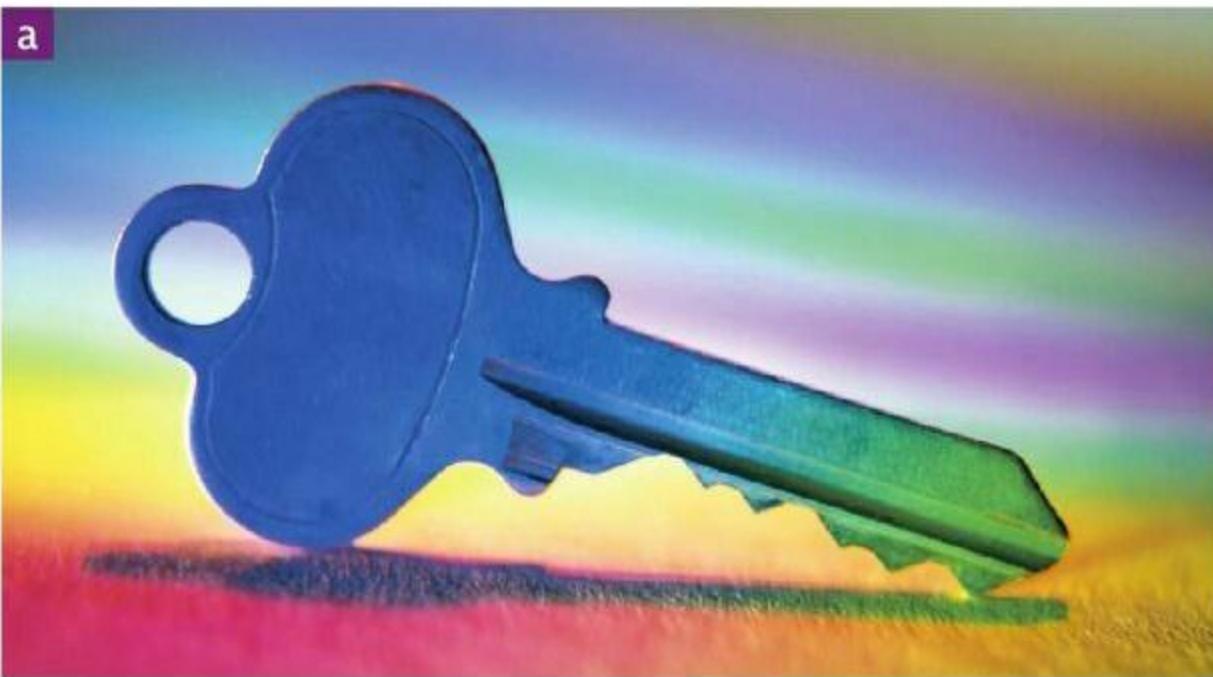
- b** Do you know of anyone who has had to make one of the decisions in **1a**? Tell your partner about him/her and the decision.

- 2** Think of a difficult decision that you have had to make. Answer the questions.

- What was the decision?
- What caused you to make the decision?
- Do you think it was the right decision? Why/Why not?

- 3** Work in pairs. Listen to your partner's story and report back to the class. What are the stories mainly about? Which story is the most surprising?

## 10.4 FUNCTIONAL LANGUAGE: GETTING THINGS DONE



### TUNE IN

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

- What is the problem?
- Where would you go to get it fixed?

2 10.8 Listen to six short conversations. Match conversations 1–6 to images a–c. There are two conversations for each image.

b Listen again. Which conversations are...

- a) asking where the problems can be solved?
- b) asking someone to solve the problem?
- c) both?

### FOCUS ON LANGUAGE

3 Look at the extracts from 2. Match extracts 1–8 to functions a–c.

- a asking for information
- b giving information
- c asking someone to do something

- 1 Is there anywhere near here where I can get my bike fixed?
- 2 There's a new bike shop on West Street across from the station. I think they do repairs.
- 3 Do you know where I can get a key made?
- 4 There's a shoe hospital on the ground floor—you can get it fixed there.
- 5 I'd like two copies of this key, please.
- 6 Hi, can you fix this for me, please?
- 7 How long will it take?
- 8 We can have it for you by tomorrow morning.

### NOTICE GET SOMETHING DONE

Notice how we use **get + noun + past participle**.

*I need to get my bike fixed.*

*Where can I get a key made?*

Are we saying a) I'm going to do it? b) I'm going to ask someone else to do it for me?

How do you say this in your language?

4 a Complete the conversations with the verbs in the box.

cleaned cut polished printed renewed taken

- 1 A Can I make an appointment to get my hair \_\_\_\_\_ tomorrow?  
B I'm sorry, we're completely booked. Can you come on Thursday?
- 2 A Can I get this document \_\_\_\_\_?  
B Of course, how many copies would you like?
- 3 A Can you get my coat \_\_\_\_\_ by this evening?  
B Sorry, the Express Service is only until 4 p.m.
- 4 A I'd like to get my nails \_\_\_\_\_, please.  
B Let me see... yes, we have a free slot in half an hour.
- 5 A I really need to get my passport \_\_\_\_\_.  
B I think you can get the form online.
- 6 A I have to get some photos \_\_\_\_\_ for my driver's license.  
B There's a machine over there.

b When did you last get any of these things done?  
Where did you go?

**“Saying thanks”**

10.9 Listen to the extracts and notice how the speakers stress the word *thanks*.  
*That's great. Thanks!*  
*OK, thanks. I'll give that a try.*  
*Yeah, that'll be fine, thanks!*  
Listen and repeat, paying special attention to the stress.

### OVER TO YOU

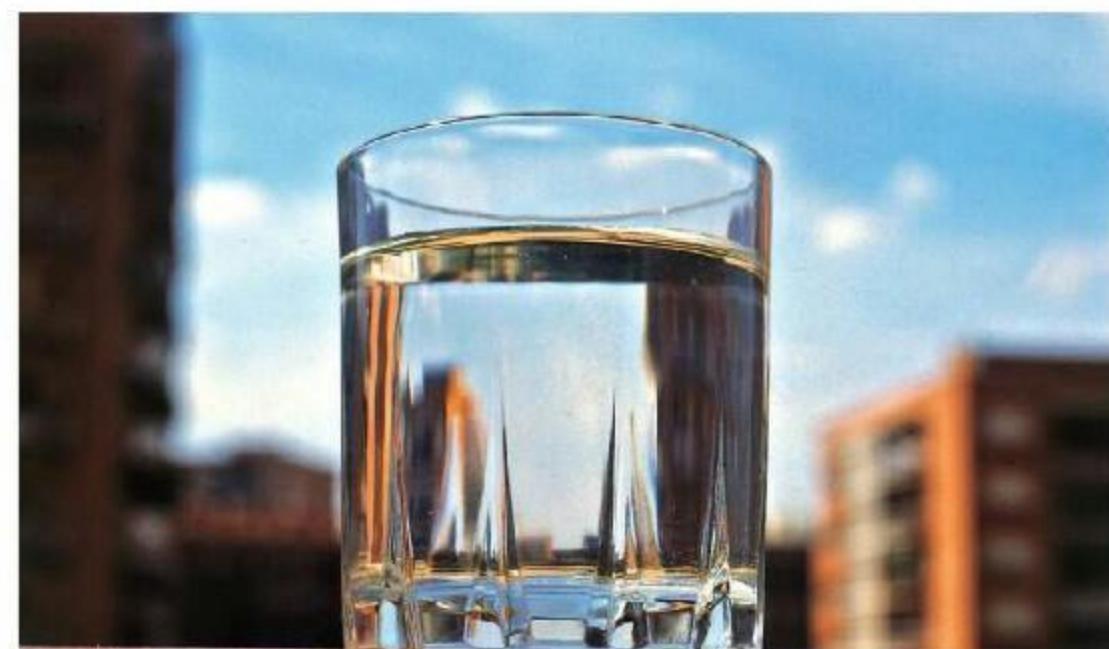
5 a Work in pairs. Choose one of the places in the box. Student A, think about the service you need. Student B, think about what problems or delays there might be.

beauty salon cybercafé dry cleaner's garage  
bank shoe hospital gas station photo studio

b Act out a situation.

6 Choose another situation and switch roles.

7 Report back to the class. Which service was the most difficult? Why?



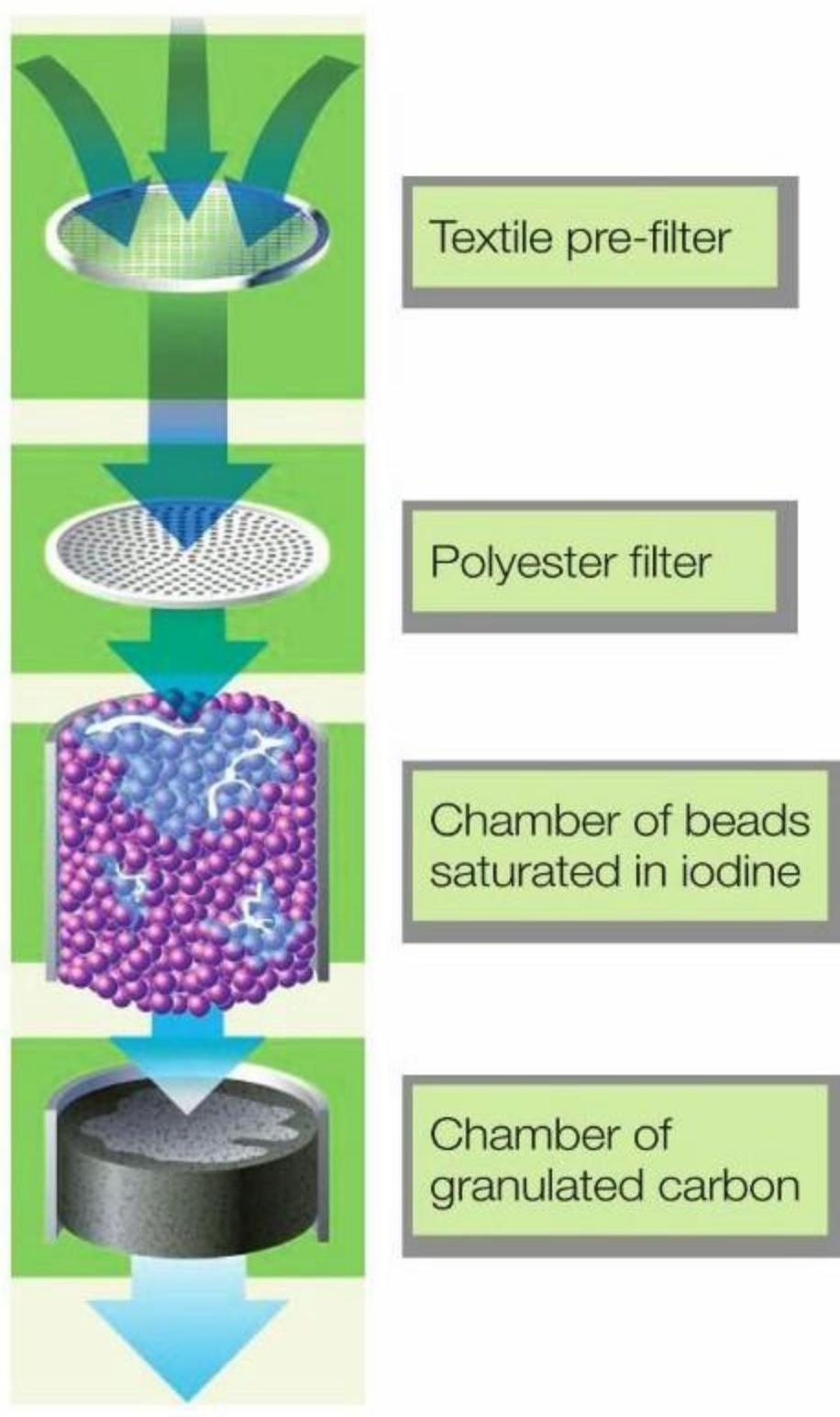
## TUNE IN

1 Look at the images and answer the questions.

- Do you drink bottled water or tap water? Why?
- Where does your drinking water come from?

## PREPARE FOR TASK

2 Look at the infographic explaining how a LifeStraw works. What can you remember about the LifeStraw from page 2? What do you think happens to the water as it passes through the straw?



3 a Listen and check your answers. At what stage are these things filtered from the water?

bacteria    dirt    parasites    sediment    viruses

b Listen again and complete the text.

First, the water passes through a filter and the big pieces of dirt and sediment are removed. The holes in the filter are about <sup>(1)</sup> \_\_\_\_\_ microns in diameter. Next, the water passes through another filter; this time the holes are much smaller, only <sup>(2)</sup> \_\_\_\_\_ microns in diameter. That's really small; each hole is just a tenth of the size of a human <sup>(3)</sup> \_\_\_\_\_. This catches the bacteria that can spread diseases. In the next stage, the water is sent through a chamber of beads that are covered with iodine. Parasites and over <sup>(4)</sup> \_\_\_\_\_ % of bacteria and viruses are killed by the iodine. Finally, the water passes through a chamber of carbon filter. This improves the <sup>(5)</sup> \_\_\_\_\_ and <sup>(6)</sup> \_\_\_\_\_ of the water and should kill any remaining parasites.

4 Look again at the text in 3b. What do you notice about the tenses? Underline four linking words or expressions.

5 a Read the text describing how something else works. Can you guess what the process is? Check your answer on page 40.

First, put some water in the bottom half of the machine. Fill it up to the valve and no further. Then place the grains in the filter. Next, place the filter carefully on top of the bottom half of the machine. It should not touch the water. Close the top tightly before putting it on the stove. The stove heats the water in the bottom of the machine. The water is pushed up through the filter and the grains into the top of the machine. Finally, when the top half of the machine is full of liquid, it is ready to drink.

b Underline the verbs and link words.

## TASK

6 Work in pairs or small groups. Choose an everyday process and write an explanation of how it works for the *How Stuff Works* website. Write the steps in a short paragraph like the models in 3b and 5a.

## REPORT BACK

7 Read your text out loud. Can the other students guess what the object or process is?

# 11 A SENSE OF IDENTITY



1 a Work in pairs. Look at the image collage. What do you think is the connection with the unit title?

b The collage was put together by one person to show the people and things that are most important to him. Discuss the questions.

- What can you guess about this person by looking at these images?
- What do you think are his interests or likes?

2 Match descriptions 1–9 to images a–i.

- 1 I enjoy feeling part of a group, going out and having fun.
- 2 I think of my identity in terms of my family and friends—I like to support them.
- 3 Food plays an important role in my life—I like to entertain!
- 4 I like to compete—I always want to be the first! I like to think of myself as a winner.
- 5 I like spending time with my cat. I definitely see myself as a cat lover.
- 6 Soccer is my passion... I don't know what I'd do without it! My whole life is centered on it.
- 7 My life is based a lot on computers. I like to think of myself as someone who can help with problems.
- 8 I think what defines me most is my love of music, and I love to have an audience!
- 9 Sometimes I need to get away from the stress and noise of the city and feel close to nature.



**3 a** Complete **A** in the KEY VOCABULARY PANEL

**b** Do you identify with any of the roles in 3a? Which and why?

**4 a** Underline the different ways of describing identity in 2. Check your answers in **B** in the KEY VOCABULARY PANEL

**b** Work in pairs. What roles do you play with different people? Decide on six different roles and explain why you chose them.

**5** Work in pairs. Think of six images to create your own identity collage. Describe the images.

*I'm a dog lover, so I'd definitely include an image of my dog.*

## KEY VOCABULARY

### Identity

#### **A Roles**

**1** Match the roles to images a-i.

cat lover competitor  
computer whizz follower/fan  
good listener/friend/colleague  
host nature lover  
partygoer performer

**2** Match the roles in 1 to the verbs. There may be more than one.

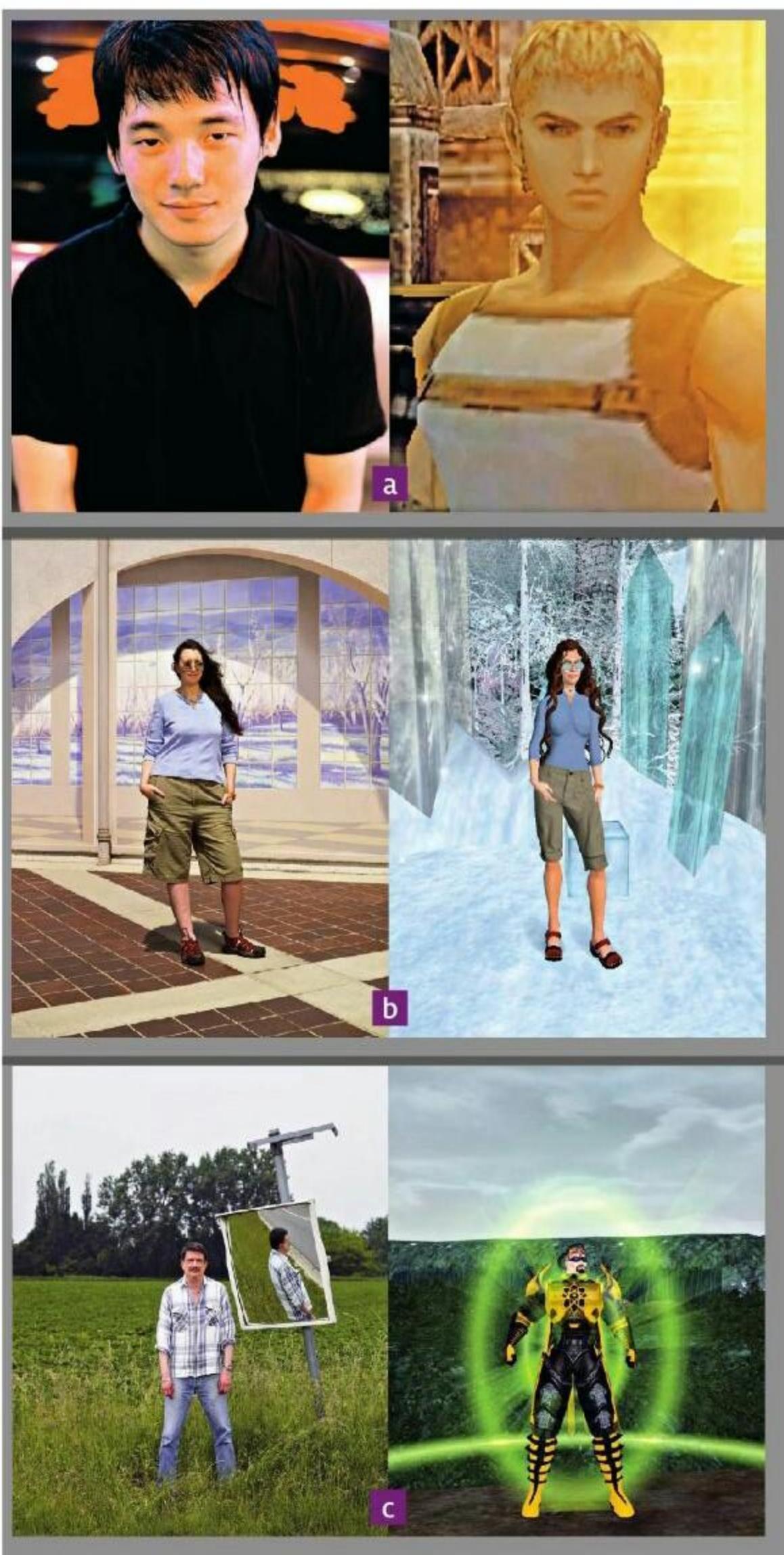
care enjoy entertain escape fix  
play relax support win

**3** Which of the phrasal verbs have meanings similar to the verbs in 2? Use a dictionary to help you.

calm down get ahead get away  
take care of stand by

#### **B Describing identity**

I think of my identity in terms of...  
I enjoy feeling...  
My life is based a lot on...  
My whole life is centered on...  
What defines me most is...  
I like to think of myself as...  
I definitely see/view myself as...  
X plays an important role in my life...



## READING

- 1 Look at the images of people and their avatars. What do you think they use them for?
- 2 Read the review of the book *Alter Ego: Avatars and Their Creators* and check your answer to 1. Which avatar looks most like its creator?
- 3 a Read the review again and change the sentences so that they are true.
  - 1 The blogger likes the book because it's attractive to look at.
  - 2 She likes the fact that the double identities of the people are on separate pages.
  - 3 Most people don't change their real selves much when they create their avatars.
  - 4 The people created the avatars for fun, but they don't symbolize anything.

PRACTICE PRESENT OR FUTURE IMAGINARY SITUATIONS  
TALK ABOUT VIDEO GAMES & VIRTUAL WORLDS

- b Match statements 1–6 to people K (Kimberly), Y (Young), S (Serge), R (Rainbow), C (Camilia), P (Petros).

- 1 Their avatar is similar to their real selves.
- 2 They wouldn't create an avatar.
- 3 Their avatar is an image of their ideal self.
- 4 They'd like to maintain a part of their real selves.
- 5 Their virtual self represents a sense of liberation.
- 6 They'd enjoy being a well-known person.

- 4 a Work in small groups. Discuss the questions at the end of the review.

- b Read the comments at the end of the review. Whose answer is most similar to yours?

I've just come across this book called *Alter Ego* with these incredible images of real people and their avatars. It looks at the whole issue of identity and how we present ourselves in video games, how anonymous **users** create new identities to inhabit these alternative worlds. It's fascinating!

I love the format of the book. You see photos of **gamers** and Second Lifers in real life next to their **avatars**, with a short text about what their avatar means. Some are replicas of their creators, but most have no relation to their real-life appearance: people can change their height, gender, even species! And each person relates to their avatar differently:

**Young Ki-Jang:** "I designed my avatar for the Lineage II game. His name is Knight Lummis. I enjoy the game because it's a place where I can control my own destiny. My off-line self has to conform to the expectations of my parents, teachers and peers."

**Kimberly:** "Most of the time my avatar, Kim Anibus, looks like my real self only 20 years younger. I'm jealous of some of her clothes. I wish I could export them into real life. She doesn't have a separate persona; she's just an extension of myself in this **virtual** space. Although I did once give her a tail!"

**Serge:** "My avatar is Megatox. Megatox is all that I would like to be: strong, famous, respected, daring, feared by some... My avatar and I complement each other."

And what about me? I don't have an avatar. I'm not really that interested in **role-playing games**! But if I decided to create an avatar one day, I wouldn't create an extension of myself. I'd choose somebody that I liked looking at—maybe I'd prefer to be a guy in fact. What about you? Do you have an avatar? If not, would you like one, and what would it be like? Let me know.

**Rainbow says:**  
I wouldn't design an avatar—I'm happy enough with myself in the real world.

**Camilia says:**  
I'd like to be a hero, save people's lives, be important for other people. Yes, I'd really enjoy that.

**Petros says:**  
I'd try to be myself on the inside but more attractive on the outside. ☺

## VOCABULARY: Gaming

- 1 a** Look at the words in **bold** in the text in READING 2 that have a connection with online games. Match them to definitions 1–5.
- 1 someone who plays computer games in which you often pretend to be a character
  - 2 a type of game in which you adopt a different persona
  - 3 existing in cyberspace or on a computer
  - 4 a picture that represents a person
  - 5 a person who uses/plays with a piece of equipment
- b** What other words can combine with *virtual* or *online*? Underline examples in the text in READING 2. Use a dictionary to help you.  
*virtual/online – world, community, character...*
- 2** Work in pairs. Discuss a game you know using as many of the words in 1 as you can.

## GRAMMAR

- 1 a** Work in pairs. Look at the sentences.

*I'd choose somebody that I liked looking at— maybe I'd prefer to be a guy in fact.*

*If I decided to create an avatar one day, I wouldn't create an extension of myself.*

- 1 Look at the verbs in **bold**. Do they refer to a) real actions? b) imaginary actions?
  - 2 Underline the verb that follows *if*. What tense is it? Does it refer to the past, present or future?
- b** Check your answers in the GRAMMAR PANEL .

### NOTICE WOULD + VERBS OF LIKE/DISLIKE

We often use *would* with verbs of like/dislike: *prefer, like, love, hate, enjoy*.

*I'd prefer to be a guy = I'd rather be a guy*

*I'd rather = I'd prefer, but doesn't take to + verb.*

- 2** Write sentences for the situations, using *would* and *if + past simple*.
- 1 I don't have much money, so I can't buy that game. If I had...
  - 2 I don't understand anything about virtual worlds, so I don't take part in them. If I understood...
  - 3 I am very busy, so I can't always do what I want to do. If I weren't so busy...
  - 4 I don't have many friends, so I don't go out that often. If I had...

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

- 1 Tonight, I'd prefer to...
- 2 If I could take a vacation now, I'd...
- 3 It'd be nice if...
- 4 I'd never...
- 5 I wouldn't like to...

- b** Work in pairs. Compare your answers. Do you agree with each other's sentences?

### IMAGINARY SITUATIONS: PRESENT OR FUTURE

#### A Would

We use **would** to talk about an imaginary action or response.  
*I'd enjoy that...*  
*I wouldn't design an avatar.*

#### B Sentences with *if + past simple*

We can use ***if + past simple*** to introduce an imaginary situation.

*If I decided to create an avatar, I'd...*

The past simple here does not refer to the past—it refers to the present or the future.

Notice when we use the verb *to be* with *if + past simple*, we can use both *was* and *were* with *I, he, she* and *it*.

*If I was/were... If he was/were... If she was/were...*

*See page 37 for grammar reference and more practice.*



00:00

### PRONUNCIATION: *I'd, it'd, wouldn't*

- 1** 11.1 Listen to the sentences in GRAMMAR 3a. Prepare notes of the endings. Are any of them similar to yours?

- 2 a** Listen again. Notice the pronunciation of *I'd, it'd* and *wouldn't*. Listen again and repeat.

- b** Read the sentences you wrote in GRAMMAR 3a out loud, focusing on the pronunciation of '*'d*' and '*wouldn't*'.



00:00

### LISTENING & SPEAKING

- 1** 11.2 Listen to different parents giving their opinions about video games and virtual worlds. Who is in favor of them and who is against them?

- 2 a** Work in pairs. Which of the people do you agree with? What do you think of video games? Have you ever played them? When do you think children should be allowed to play them?

- b** Report back on the main points to the class.



## VOCABULARY & LISTENING:

### Personality adjectives

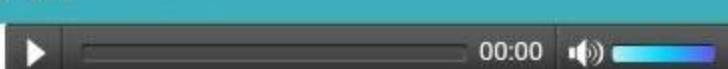
- Look at the images. What do you think each person is doing? Can you identify with any of them? If so, in what way?
- a Which personality traits do you think the images express?  
  
b Find four pairs of adjectives in the box with similar meanings. Which adjective is not a pair? Match the adjectives to the images. Use a dictionary to help you.

absentminded    careless    clumsy    distracted  
extroverted    indecisive    introverted    outgoing  
shy    unsure

### NOTICE ADVERBS AS QUANTIFIERS/INTENSIFIERS

We often use adverbs as quantifiers/intensifiers when we describe someone. The stars indicate a scale from *very much* (\*\*\*\*) to *a little* (\*).

*She's incredibly shy.* \*\*\*\*  
really               \*\*\*  
fairly               \*\*  
*a little bit*       \*



- Listen to an expert, Nancy Toteva, talking about a survey on the personality traits that people most dislike in themselves. Put some of the personality traits in 2b in the order that they are mentioned.

- Listen again and answer the questions according to Nancy.

- Why are people more distracted these days?
- Which are the two opposites that Nancy describes?
- Where did the survey take place and why is this important?
- Why is being clumsy different from the others?

- Work in pairs. Discuss the questions.  
1 What examples does Nancy give of people being indecisive?  
2 Where do some people find they can be less shy?  
3 What makes people more clumsy?

- Read the statements made by people who took the survey. Which of the personality traits are they talking about?

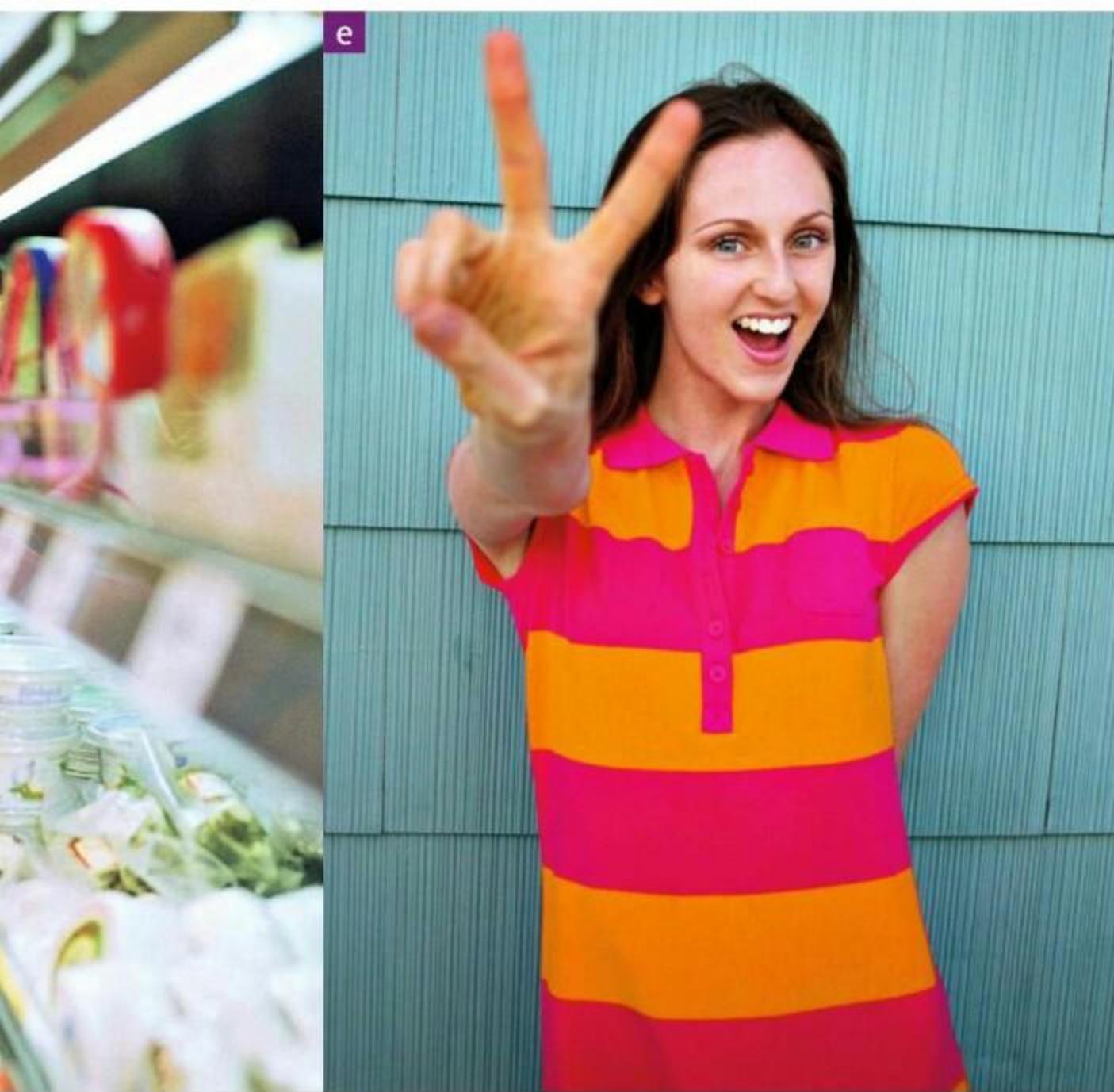
Gabriel:  
*I find it difficult to talk to people I don't know; if only people made it easier for me...*

Kaya:  
*At the office, sometimes it's hard to keep your mind on things. If only there wasn't so much noise here... I find it's really hard to concentrate, and I often forget things.*

Alina:  
*I love going out with my coworkers for a drink at the end of the day. I wish more people came with us; some quieter people just go straight home.*

Salim:  
*I usually make a decision, and then I change my mind and decide something different. I wish I wasn't like that; it drives me crazy.*

Bruno:  
*I'm accident prone when I'm distracted... I can't do anything about it. It's a shame that happens sometimes...*



e

- 3 a Complete the poem with the nouns in the box. Use a dictionary to help you.

wishes grass nap summer  
teeth time wand weekends

\*six-pack abs: a set of well-developed abdominal muscles

I wish I had three-day <sup>(1)</sup> \_\_\_\_\_.  
I wish I had a <sup>(2)</sup> \_\_\_\_\_ at noon.  
I wish I had more <sup>(3)</sup> \_\_\_\_\_ to play.  
I wish I had greener <sup>(4)</sup> \_\_\_\_\_.  
I wish I had whiter <sup>(5)</sup> \_\_\_\_\_.  
I wish I had <sup>(6)</sup> \_\_\_\_\_ all year around.  
I wish I had six-pack abs\*.  
I wish I had a magic <sup>(7)</sup> \_\_\_\_\_  
to make all my <sup>(8)</sup> \_\_\_\_\_ come true.

b 11.4 Listen and check your answers.

- 4 a Work in pairs. Make a list of your wishes. Choose six to eight wishes that would work well in a poem. Write your own poem.

- b Check with another pair. Were any of your wishes similar?

### IF ONLY / I WISH

We use *I wish* or *if only* to talk about how you would like a situation to be <sup>(1)</sup> \_\_\_\_\_ from reality.

*I'm shy* → *I wish I* <sup>(2)</sup> \_\_\_\_\_ *like that.\**

*People make it difficult* → *If only they* <sup>(3)</sup> \_\_\_\_\_ *it easier.*

We use the <sup>(4)</sup> \_\_\_\_\_ simple to describe the imaginary situation. This tense does not refer to the past—it refers to <sup>(5)</sup> \_\_\_\_\_ or the future.

\* We can say *I wish I was* and *I wish I were*. *I wish I was* is more informal.

See page 37 for grammar reference and more practice.

### SPEAKING

- 1 a Work in pairs. Look at your poems from GRAMMAR 4 again. Which things seem to be most frustrating for people in the class? Summarize the points.

*Some people complain about having too much work.*  
*A lot of us wish that we had more free time.*

- 2 b Discuss what you can do to try and make your wishes reality.

*A three-day weekend is not possible, but we could work a half day on Fridays!*



## READING

- Look at the photos. Who do you think took each one? Why? What success could they be celebrating?
  - Read the first paragraph of the online article. What is positive visualization?
  - Read the rest of the article and match headings a–e to paragraphs 1–5.
- |                     |                       |
|---------------------|-----------------------|
| a Do it on the move | d What is it exactly? |
| b Brain training    | e Mental pictures     |
| c How is it used?   |                       |
- Without looking at the article, match the words to make collocations.

concentration	outlook
confidence	power
optimum	building
positive	method/tool/technique
training	performance

**b** Check your answers in the article.

- Complete the definitions with the collocations in 4a.

Positive visualization...

- can lead to optimum performance in sports
- is a \_\_\_\_\_ that we can apply to other skills outside sports.
- works when combined with a \_\_\_\_\_
- can help in \_\_\_\_\_ for athletes.
- can help increase \_\_\_\_\_

- Work in pairs. Discuss the question.

- Think of a skill that you have had to learn. Do you think positive visualization could have helped you do it better?

## Positive Visualization

1

Positive visualization is a training technique that has been used in fields as diverse as medicine, management and sports psychology. There is a powerful relationship between mental and physical performance in sports. For athletes, visualization is used primarily to improve the quality of athletic movement, increase concentration power and reduce the pressures of competition through confidence building.

2

Visualization occurs when athletes create an image or a series of images, such as a diver imagining himself at the point he enters the water. Without any external prompts or stimulation, the images are mentally generated by the athlete alone. Visual images are only one part of the technique; sounds, sensations, muscle movements and emotions also play an important part.

3

Visualization is a skill that needs practice. When familiar with the technique the athlete can immediately access an image that conveys a representation of perfection. The brain is directing the muscles to work in a desired way creating a neural pattern in the brain, a pattern identical to the one created by the actual physical performance of the movements.

4

During organized athletic training, psychologists and athletes will practice and perfect the visualization techniques in a quiet area to eliminate distractions. The technique can be used as a mental rehearsal or practice of the specific techniques required in a sport (e.g., the footwork of a high jumper before takeoff).

5

It can be used during the athletes' off hours, during training, rehabilitation or just before their performance. These visualizations, when combined with a positive outlook, assist in athletes' reaching optimum performance. Now this technique is being applied to other skills, such as language learning, giving presentations and live performing, too.

**LISTENING**

a



b



c



d



e



f



- 1** 11.5 Listen to two people talking about using English in the future. Match images a–f to their future visions. More than one answer may be correct. What is the difference between their visions?

- 2** Listen again and answer the questions.

- 1 What problems do the speakers imagine? What's the reason for this?
- 2 What kinds of positive visualization do you think might help them with these problems?

- 3** **a** Read Transcript 11.5 on page 41 and complete the sentences. What expressions do Rashid and Louise use to talk about this imagined future?

- 1 I hope to \_\_\_\_\_
- 2 I like the idea of meeting \_\_\_\_\_
- 3 I can see myself \_\_\_\_\_
- 4 \_\_\_\_\_ really appeals to me.
- 5 I'd like to live \_\_\_\_\_
- 6 It'd be great to \_\_\_\_\_

- b** Rewrite the answers in 3a so that they are true for you.

**SPEAKING**

- 1** Read the example of another student's vision. What is the difference between this vision and those in LISTENING 1? How does the speaker make it more effective?



"I close my eyes, and I imagine my life three or four years from now. I speak in English as well as I speak in Spanish now. In my dream I live in New York. I work in a hospital taking care of my patients. I talk with them fluently, and I understand everything that they tell me. I am very self-confident. I'm aware of the importance of language in my job because a nurse works with people. I have to talk with my patients to know how they are, and I should be sensitive to their needs. I have to talk to the doctors, too, in order to understand the treatment and diagnosis. A small mistake can have enormous and terrible consequences, so I am always very careful."

- 2** What specific images from Emilia's vision in 1 come into your mind as you read the text?

*I can imagine her standing next to a bed in a hospital ward.*

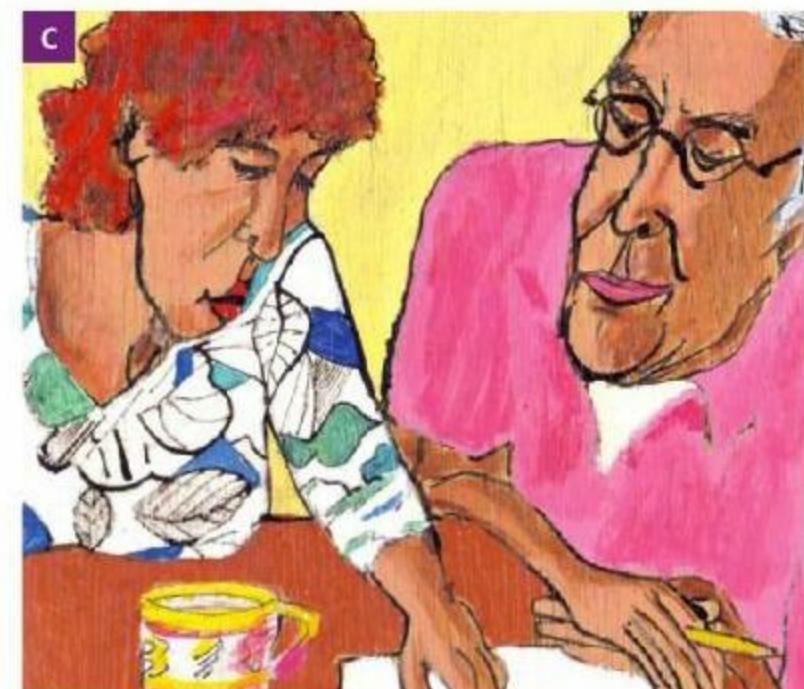
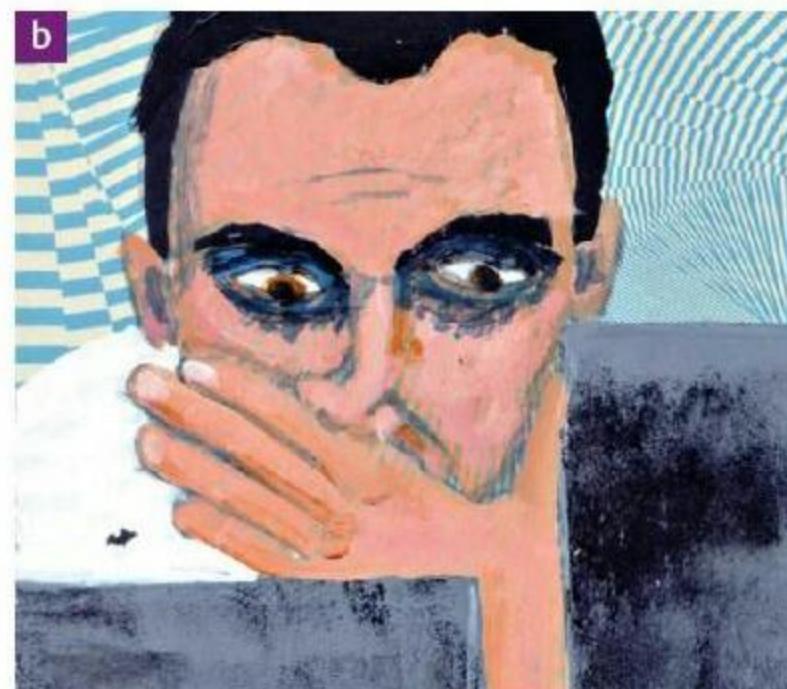
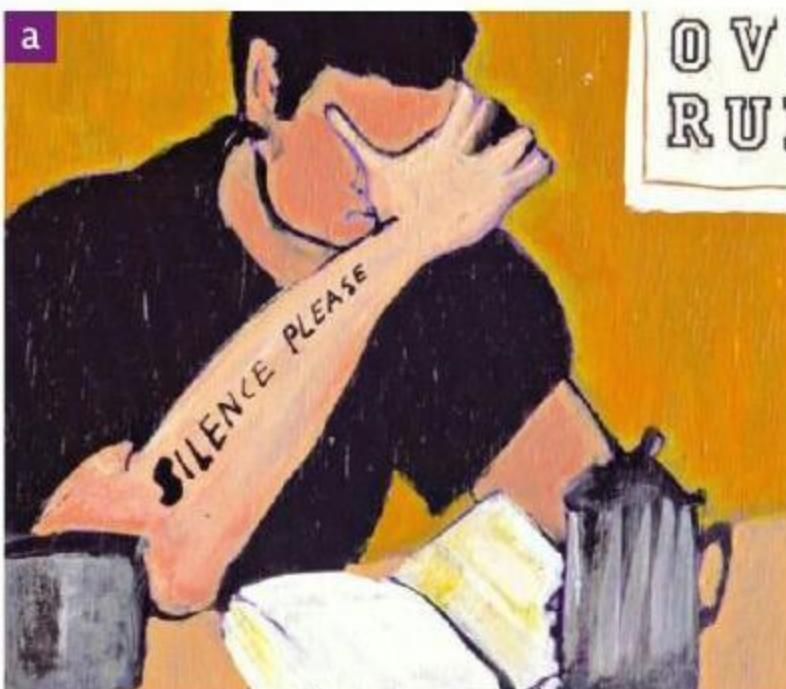
- 3** Imagine yourself speaking English as vividly as possible. Try to imagine particular details. Use the questions to help you.

- Where are you? Who are you with?
- Is it a place related to work or pleasure?
- What exactly are you saying? How long do you speak for?
- What is the reaction of the people around you? How do they respond? Are there any sounds or movements that you are aware of?
- Is there any moment when things go wrong? If so, what do you do to straighten things out?
- Does the vision end? Is it a one-time scene or one that is repeated?

- 4** Work in pairs. Once you have "captured" your vision, tell it to your partner and discuss similarities and differences.

- 5** Listen to other students' visions. Are there any recurring ones? Which are the most vivid and memorable?

## 11.4 FUNCTIONAL LANGUAGE: GIVING ADVICE



### TUNE IN

- 1 a** Look at the images. What problems do you think the people are having? Use the words in the box to help you guess.

attention span computer concentrate  
contract crash distracted erase noise  
schedule

- b** Look at the problems on page 40 and check your answers.

- 2 a** Look at statements 1–3. Which of the problems in images a–c do you think they are addressing?

- 1 You should always save a copy of your files.
- 2 If I were you, I'd read the small print first before you sign.
- 3 In your shoes, I'd set myself deadlines.

- b** Underline the different expressions for giving advice.

### FOCUS ON LANGUAGE

- 3** Listen to three people giving advice about the problems in 1. Which of images a–c are they talking about? Mark the words in 1a that you hear.

- 4 a** Listen again. Which speaker talks about

- 1 setting an objective?
- 2 focusing on one thing at a time?
- 3 doing something different?
- 4 isolating yourself?
- 5 taking a break?

- b** Which person do you think gives the best advice?

- 5** Look at some ways of responding to advice. Which accept the advice and which reject it?

- 1 That's a good idea.
- 2 That doesn't normally work for me.
- 3 OK, I'll try that.
- 4 You know, I'd prefer not to.
- 5 Yes, that could work, thanks.

### “Intonation”

11.7 Listen to the responses in 5. Mark the words that are stressed. What is the difference between the intonation in the positive responses and the negative responses?  
*That's a good idea.* (voice rises)

Listen and repeat, paying special attention to the intonation.

- 6** Look at some more pieces of advice. What do you think could be the problem in each case?

- 1 Have you thought about getting a new look?
- 2 If I were you, I'd end the relationship.
- 3 In your situation/position/shoes, I'd move.
- 4 You could always change jobs.
- 5 You should/ought to start saving some money.

- 7 a** Work in pairs. Student A, choose a problem on this page and ask Student B for advice. Student B, give advice. Student A, respond by either accepting or rejecting the advice.

- b** Switch roles.

- 8** Act out the conversation with other students. Can they guess which problem you are talking about?

### NOTICE REGISTER

It is possible to give advice using an imperative, but using this direct form means you may know the person well.

*If I were you/in your situation* is more formal and indirect.

Compare:

*Just end the relationship!* and *If I were you, I'd end the relationship.*

### OVER TO YOU

- 9** Think of your own problem. Go around the classroom, explain your problem and ask other students to give advice. Listen, decide on the best advice and accept it. Reject the other pieces of advice.

- 10** Report back on your decision to the rest of the class.



## TUNE IN

1 Look at images a–c. In what different contexts do you think these people are introducing themselves or being introduced?

2 a Match the pieces of advice 1–3 to images a–c. More than one answer may be possible.

- 1 After the first few minutes you won't be nervous, so remember to stay calm.
- 2 You should offer the card when you say hello.
- 3 A firm handshake is a good start.

b 11.8 Listen to three people in different situations. What do you think they are doing wrong? Match mistakes i–iii to situations 1–3.

- i The tone is too informal and familiar.
- ii The person shouldn't make a joke.
- iii The speaker shouldn't say how he/she is feeling.

3 In which of the situations in Transcript 11.8 would sentences 1–6 fit well?

- 1 Well, I feel I'm well qualified for the position because of my previous work experience.
- 2 Please don't hesitate to contact me if you need any additional information.
- 3 I'd like to thank X for inviting me to speak to you all today.
- 4 I'm going to speak about the field of...
- 5 I look forward to hearing from you when it's convenient.
- 6 Pleased to meet you, too. Many thanks for giving me this opportunity.

4 11.9 Listen to the improved versions of the situations in 11.8 and check your answers. What other differences did you notice? Listen to Transcript 11.9. In what ways is formality expressed?

## PREPARE FOR TASK

5 Work in pairs. Have you ever been in one of the situations in the images? How did you handle it? What went wrong or right?

6 Choose one of the situations, and plan other ways in which you could present yourself in a positive light (not necessarily through language). Rank the suggestions in order of importance. Is it all good advice?

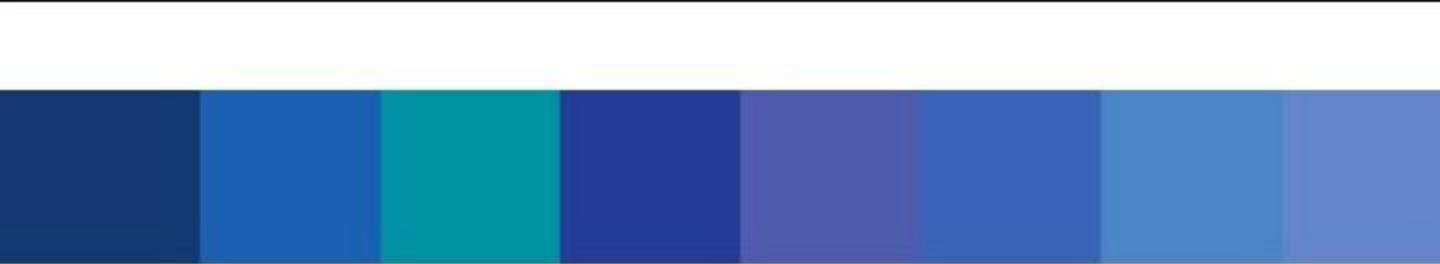
- 1 Appear confident.
- 2 Establish eye contact with audience/interlocutor.
- 3 Dress conservatively.
- 4 Smile in a friendly way.
- 5 Be in control of your topic.
- 6 Answer a question even if you don't know the answer.

## TASK

7 Work in pairs. Act out one of the situations in the images. Practice it in a formal and an informal way. Remember to use body language.

## REPORT BACK

8 Listen to other students' conversations. Which was the best formal and informal conversation? Why?



# 12 MEMORIES



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

- Who wrote the message?
- Who was it written for?
- What do you think he/she forgot?
- What do you think happened next?

**b** Share your ideas with the class. When was the last time you said *Sorry, I forgot?* Who did you say it to and why?  00:00

- 2 a**  12.1 Listen to three people answering the question in **1b**. What did they forget? Are any of the answers similar to yours?

**b** Listen again and complete the sentences.

- 1 I **forgot** to buy \_\_\_\_\_ yesterday... on the way home from \_\_\_\_\_.
- 2 He even \_\_\_\_\_ me up to **remind** me to bring it with me.
- 3 But I did **remember** to \_\_\_\_\_ it to him today!
- 4 I completely **forgot** Sunday was \_\_\_\_\_.
- 5 ... I just didn't **remember** to \_\_\_\_\_.
- 6 I've set my \_\_\_\_\_ to **remind** me!

- 3** Look again at the sentences in **2b** and complete **A** in the **KEY VOCABULARY PANEL**.

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

- 1 Do you ever forget any of the things in the list?
  - people's names
  - important dates (birthdays, anniversaries, Mother's Day)
  - appointments (doctor's/dentist's/beauty salon)
  - your phone, your sunglasses, your umbrella
  - online passwords and PIN numbers
- 2 What methods do you use to help you remember? Think about the ideas in the box and add your own.

calendar diary lists cell phone Post-its

- 3 Do you think you have a good memory?  00:00

- 5**  12.2 Listen to three people answering the questions in **4**. Which question is each person answering?

- 1 Ana 2 Pete 3 Eli

- 6 a** Look at the sentences. Which person from **5** is speaking?

- 1 I have a photographic memory. I found it really easy to memorize things in school.
- 2 Sometimes I think I have a really bad short-term memory!
- 3 I have a really bad memory for names!
- 4 I usually ask someone else to remind me.
- 5 I forget other things too, like umbrellas, sunglasses.
- 6 And when it comes to distant memories, childhood memories and things like that... they become really vague.

**b**  Work in pairs. Are any of the answers similar to yours?

## KEY VOCABULARY

### Remembering

#### A Verbs

We use...

**remember, forget, remind + to + verb** (NOT verb + -ing) when there is something important that you need (or needed) to do.

Use <sup>(1)</sup>remember / remind + to followed by the thing you need to do.

Use <sup>(2)</sup>remember / remind followed by the person who needs to do it.

*I remembered to call her.*

*Please remind me to call her.*

We use...

**remember, forget + -ing** (NOT to + verb) when we are thinking about actions, events and feelings in the past.

*I remember **hearing** that music at a party recently.*

- Complete the sentences so that they are true for you.

*I always forget to <sup>(3)</sup> \_\_\_\_\_.*

*I'll never forget <sup>(4)</sup> \_\_\_\_\_ <sup>(5)</sup> \_\_\_\_\_.*

#### NOTICE

We usually use **forget + verb + -ing**.

*I'll never forget **winning** the championship.*

#### B Adjectives

childhood clear distant early  
happy long-term photographic  
precious selective short-term  
vague visual vivid

- Look at the adjectives above. Which can be used to describe

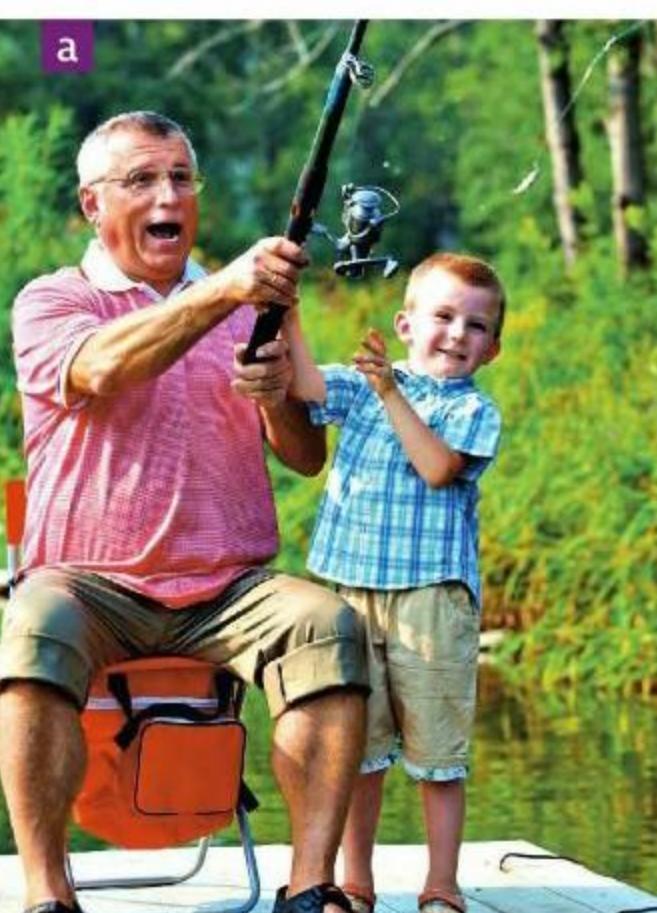
a) memory (ability to remember things)?  
*long-term*

b) memories (things we remember about the past)?  
*childhood*

- 7 a** Complete **B** in the **KEY VOCABULARY PANEL**.

**b**  Work in pairs. Discuss the questions.

- Do you think you have a selective memory? Give examples.
- Which do you think is more important: short-term memory or long-term memory? Why?



## READING

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

- What do the images have in common?
- What are the people doing in each of the images?
- Can you remember doing any of these things when you were a child? If so, who did you do them with?

2 a Work in pairs. Read the blog post. Which of the images best matches the blog post? Why? Think of a title for the blog post.

b Read the blog post again. Answer the questions.

- 1 Why did the writer write this blog post?
- 2 The writer imagines her grandfather's reaction. Does she think it would have been positive or negative?
- 3 The writer speaks about changes that have taken place since her grandfather died. What changes does she mention?
- 4 The writer doesn't tell us why she chose the photo at the end. Do you know what this photo is about? Why do you think the writer likes this photo?

3 Find words in the text that mean...

- 1 to make a mental connection between two separate things or ideas
- 2 started (a business)
- 3 perfect
- 4 told someone they had done something wrong
- 5 someone who is very enthusiastic about new things
- 6 progress

4 Work in groups. Discuss the questions.

- How do the writer's childhood memories compare to yours?
- Which people influenced you most as a young child? Why?

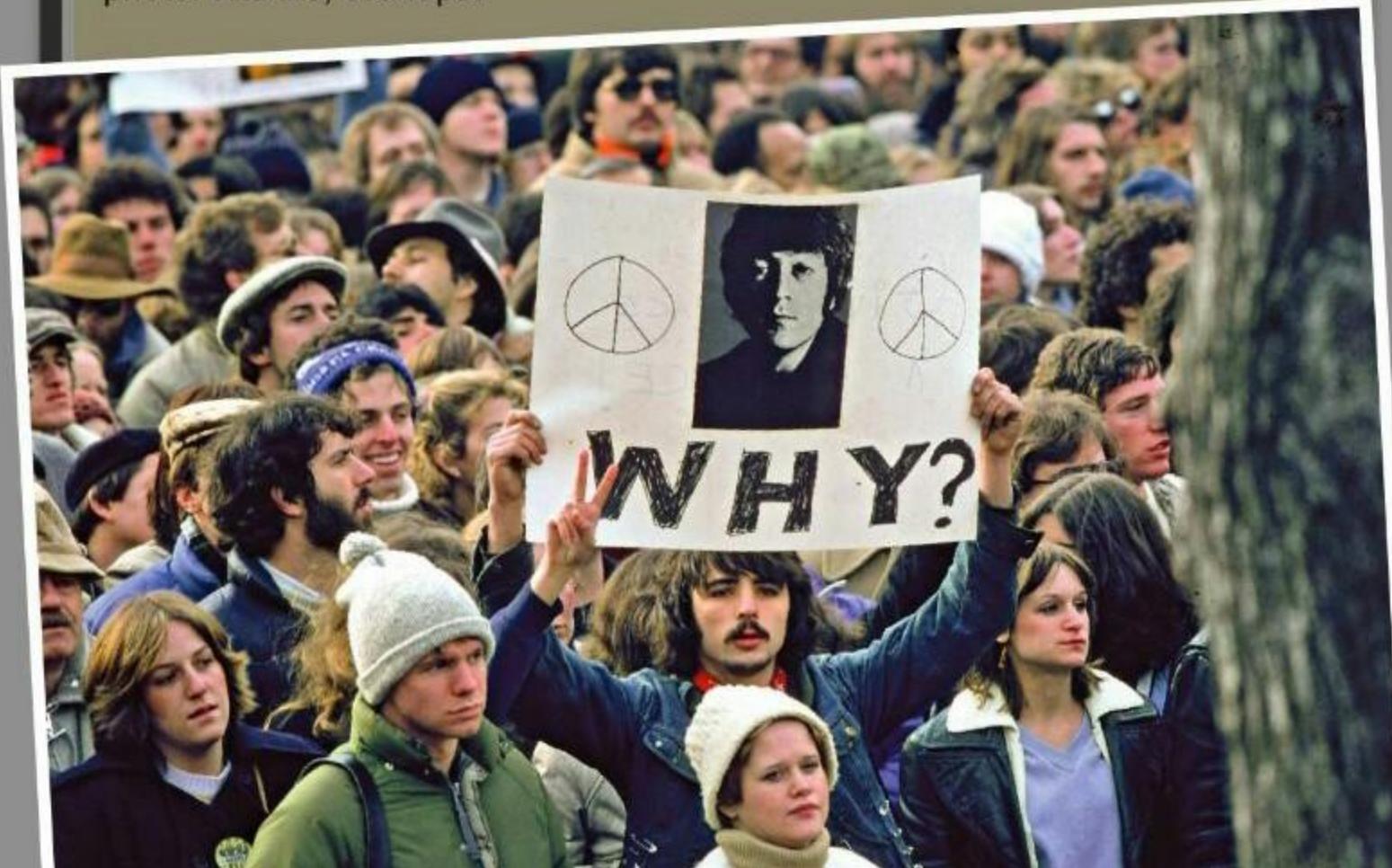
**Thanks, Grandpa!**

Today is the birthday of the great Internet search engine, [Google](#). It's also the anniversary of the death of my grandfather. It may seem strange to associate the two things, but I've just found out that my grandpa died on the very day Google was first launched. This got me thinking about all the things that have changed in the world since then. And it's made me wonder what my grandpa would have thought of it all.

When I was a kid, we used to spend summer vacations at my grandparents'. It was lots of fun. They lived in the country, and those vacations are full of idyllic childhood memories. We used to go fishing, we'd help out with the hens and the pigs, we'd swim in the river and eat the strawberries as we picked them in the yard. And Grandma always scolded us!

And we also spent hours in front of my grandpa's computer. He was an early computer buff; he was fascinated by all technical things. He'd worked as a news photographer, and he loved digital photography and all its potential. I wonder what he'd have thought of the advances in digital photography today. What would he have said about the "age of the image"? Would he have approved? I like to think he would. He was always one for sharing, and I think if he'd been alive today, he'd have appreciated the way Google and the Internet and sites like Flickr and YouTube have made it so easy to find and to share images across the world.

So, in loving memory of a great man who filled me with enthusiasm for everything that's new and exciting, I'd like to share my all-time favorite photo. Thanks, Grandpa!



## GRAMMAR

- 1 a** Complete the extract from the text in READING 2a using *approved*, *said* and *thought*. Check your answers in the text.

I wonder what **he'd have** <sup>(1)</sup> \_\_\_\_\_ of the advances in digital photography. What **would he have** <sup>(2)</sup> \_\_\_\_\_ about the "age of the image"? **Would he have** <sup>(3)</sup> \_\_\_\_\_? I like to think he would.

- b** Look again at the extract in 1a and answer the questions.

- 1 Who is "he"?
- 2 Is the writer asking about something that really happened, or is she imagining it?

- 2** Complete 1–7 in the GRAMMAR PANEL .

- 3 a** Put the words in *italics* in the correct order. Check your answer in READING 2a.

I think <sup>(1)</sup>*he alive if been* <sup>(2)</sup>*'d today appreciated* have <sup>(3)</sup>*'d he* the way Google and the Internet have made it so easy to find and to share, images across the world.

- b** Look at the sentence in 3a and answer the questions.

- 1 What does '*d*' stand for in <sup>(1)</sup>? And in <sup>(2)</sup>?
- 2 Which verb phrase, <sup>(1)</sup> or <sup>(2)</sup>, describes...
  - a) the imaginary reaction or result?
  - b) the imaginary situation?

- 4** Complete 8–10 in the GRAMMAR PANEL .

- 5 a** Complete the sentences using the past perfect or *would have + past participle*.

- 1 If I \_\_\_\_\_ (*go*) to bed earlier last night, I \_\_\_\_\_ (*not be*) so tired this morning.
- 2 If I \_\_\_\_\_ (*not be*) so tired this morning, I \_\_\_\_\_ (*get*) out of bed earlier.
- 3 If I \_\_\_\_\_ (*not get*) up late, I \_\_\_\_\_ (*not miss*) the bus.
- 4 If I \_\_\_\_\_ (*not miss*) the bus, I \_\_\_\_\_ (*get*) here on time.
- 5 If I \_\_\_\_\_ (*get*) here on time, you \_\_\_\_\_ (*not be*) so angry with me!

- b**  When was the last time you were late for something? Why were you late? Write three sentences using *if + past perfect + would have* to explain the situation. Then share it with the class.

## IMAGINARY SITUATIONS: PAST

### A Would have

We use *would have + <sup>(1)</sup> infinitive / past participle* to talk about <sup>(2)</sup> *imaginary / real situations in the past*.

*My grandfather would have approved of the advances in digital photography.* (The writer imagines her grandfather's reactions and uses *would have* to show this.)

Complete the chart below using '*d*', *would* or *wouldn't*.

Contracted forms	+ He <sup>(3)</sup> _____ have approved. - He <sup>(4)</sup> _____ have approved.
Questions	(5) _____ he have approved?
Yes/no answers	Yes, he <sup>(6)</sup> _____. No, he <sup>(7)</sup> _____.

### B If + past perfect

We use *if + past perfect* to describe an imaginary situation in the past. Complete the examples using '*d*', *had* or *hadn't*.

- + If my grandfather <sup>(8)</sup> \_\_\_\_\_ been alive...
- If he <sup>(9)</sup> \_\_\_\_\_ lived longer...
- If he <sup>(10)</sup> \_\_\_\_\_ died...

See page 38 for grammar reference and more practice.

## PRONUNCIATION: Contractions with had/would have

- 1 a**  12.3 Listen and notice how the words in **bold** are contracted in speech.

*If he **had** been there, he **would have** done the same thing.*

- b** Listen and repeat.

- 2 a** Write out sentences 1–3 with their full forms. Practice reading them out loud with the contracted forms.

- 1 If they'd asked me, I'd've said no.
- 2 I'd've paid less if I'd waited.
- 3 If she'd known, she'd've done something about it.

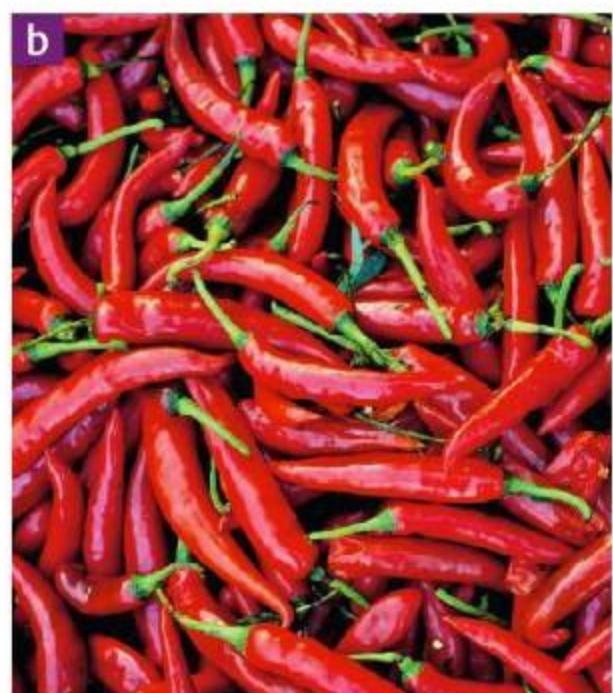
- b**  Work in pairs. Think of a context for each of the sentences in 2a. Share your ideas with the class.

## SPEAKING

- 1 a**  Work in small groups. Discuss this question.

- If you had been born 20 years earlier, how would your life have been different?

- b** Compare your answers with the rest of the class. Which difference would have been the most important? Why?



## SPEAKING & LISTENING

- a** Work in pairs. Look at the photos. Discuss the questions.
  - What sense or senses does each image appeal to? *coffee: the sense of smell, the sense of taste*
  - What sensations do they evoke? *coffee: waking up in the morning...*
  - Do any of them trigger any memories for you? If so, what?
  - Which image do you prefer? Why?
- b** Listen to three people talking about one or more of the photos. Which photos a–e do they talk about? What memories do they describe?
- a** Listen again. Answer the questions. There may be more than one answer. Who talks about
  - a place where they lived in the past? \_\_\_\_\_
  - a place they visited? \_\_\_\_\_
  - seeing something for the first time? \_\_\_\_\_
  - sounds they associate with their memories? \_\_\_\_\_
  - the thing that triggers their memory? \_\_\_\_\_
- b** Work in pairs. Compare your answers and make a list of the sights, smells and sounds that are mentioned by the three people. Read Transcript 12.4 on page 42 and check your answers.
- Which sense is the strongest in triggering memories for you? Give examples.

## VOCABULARY: Phrasal verbs (2)

- a** Work in pairs. Complete the extracts without looking at the transcript.
  - I love the smell of fresh \_\_\_\_\_. It really **takes me back**.
  - I had just started working for a \_\_\_\_\_, **taking care of** their three \_\_\_\_\_.
  - I just stood there and looked at the \_\_\_\_\_, trying to **take it all in**.
  - Once I actually got in the \_\_\_\_\_, they just couldn't **tear me away!**
  - I love this \_\_\_\_\_. It **brings back** great memories of our \_\_\_\_\_.
  - It's a great place to just **soak up** the \_\_\_\_\_.
- b** Listen and check.
- Look at the phrasal verbs in **bold** in 1a. Match them to definitions a–f.
  - absorb and understand information
  - being responsible for someone or something
  - to trigger feelings or memories
  - remind somebody of the past
  - spend time enjoying an experience
  - take someone from a place using force
- a** Complete the questions with the verbs in 1a.
  - Can you think of any special sights or sounds that \_\_\_\_\_ you \_\_\_\_\_ to your childhood?
  - Was there any special game or activity you loved so much as a child that your parents had to \_\_\_\_\_ you \_\_\_\_\_ from it?
  - Have you ever had to \_\_\_\_\_ young children? If yes, what are your main memories?
  - Do you have any favorite songs or music that \_\_\_\_\_ particular memories?
  - When was the last time you sat back and \_\_\_\_\_ the sun? Where were you? Who were you with? What else can you remember about the moment?
  - Do you find that we are offered too much information these days? Do you sometimes find it difficult to \_\_\_\_\_ it all \_\_\_\_\_ and remember it?
- b** Work in pairs. Ask and answer the questions in 3a. Share your answers with the class.

## GRAMMAR

### 1 a Match 1–9 to a–i to make sentences.

- 1 The café had only just
- 2 I've always
- 3 I had never
- 4 I had just
- 5 They had
- 6 They were
- 7 We'd just
- 8 It's
- 9 I've

- a associated the smell of coffee with the clatter of cups.
- b been to visit the antique market in San Telmo.
- c held once a week.
- d opened when I moved in.
- e planned a vacation in Spain.
- f seen the ocean before.
- g started working for a family.
- h seen the tango so many times.
- i lulled to sleep by the waves.

**b** Look at the verbs in the completed sentences in 1a. Which verbs are in a) the present perfect? b) the past perfect? c) the passive? What do the three forms have in common?

### 2 Look at the GRAMMAR PANEL . Read the list of uses for the three verb forms. Which uses can you find in the sentences in 1a?

### 3 a Complete the sentences so that they are true for you. Use past participles at the beginning of each blank. Use the verbs in the box to help you.

award build choose fly forget give go  
locate love meet pass play sail study  
try visit want

- 1 I've never \_\_\_\_\_.
- 2 I've always \_\_\_\_\_.
- 3 I've \_\_\_\_\_ three times this week.
- 4 If I'd \_\_\_\_\_, I'd have been a very different person.
- 5 I'd never \_\_\_\_\_ before this year.
- 6 My elementary school was \_\_\_\_\_.
- 7 One of my favorite TV shows was \_\_\_\_\_.
- 8 I was really happy when my teachers told me that I had \_\_\_\_\_.
- 9 I wasn't very happy when my friends told me that they had \_\_\_\_\_.

**b**  Work in pairs. Compare your answers. Were any of them the same?

### 4 Choose two of your answers in 3a and read the words you wrote in the blanks out loud. Can the class guess which sentences you are reading from?

## REVIEW

### Past participles

The past participle is used to form...

- perfect tenses (*have + past participle*)
- the passive voice (*be + past participle*)

### Uses of the present perfect

- to talk about an action or situation that started in the past and continues in the present
- to talk about an action that happened at some time in the past, but we don't focus on when it happened exactly
- to talk about experiences in general

### Uses of the past perfect

- to show that one action happened before another
- to report speech
- with *if* to describe an imaginary or hypothetical situation in the past

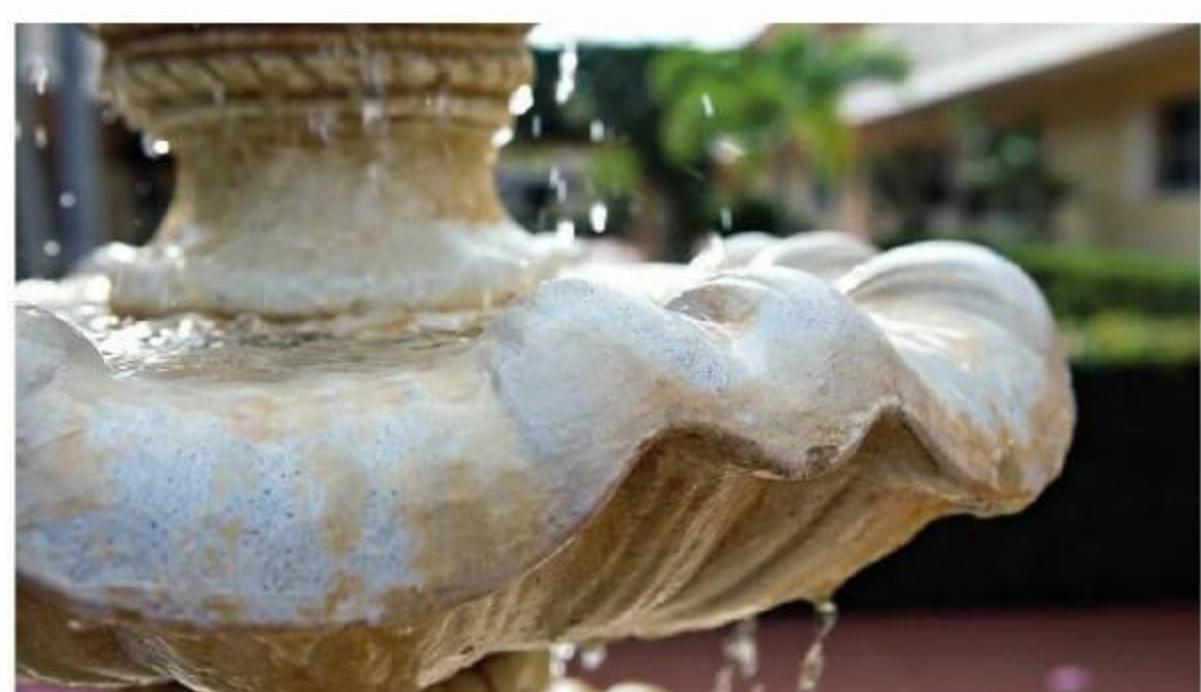
### Uses of the passive voice

- to emphasize who is responsible for an action using *by*
- when we don't know who or what is responsible for an action
- when it's obvious who or what is responsible for an action
- to describe a process

*See page 38 for grammar reference and more practice.*

## SPEAKING

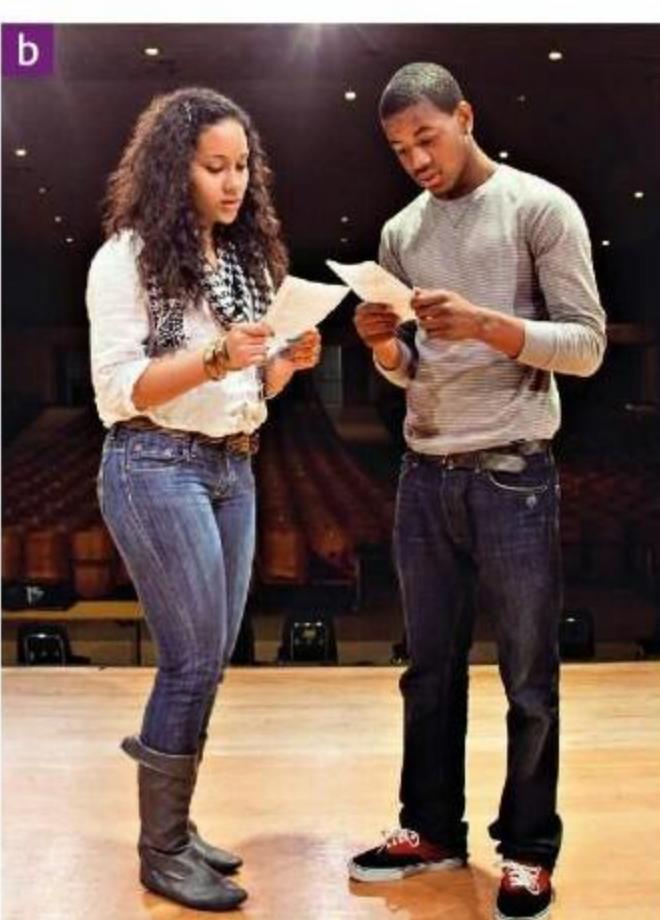
### 1 a Work in pairs. Look at the photo. Where do you think it was taken? What time of day is it? What is the weather like?



**b** Imagine the rest of the scene. What do you think is happening around the fountain? Imagine the sounds, smells and sensations. If you were there, what would you be doing?

### 2 a Work in pairs or small groups. Imagine that there are some people in the scene in 1b. Two (or more) of the people are having a conversation. What do you think they are talking about? Act out their conversation.

**b** Repeat the conversation for the class. Can the class guess the relationship between the people?



## SPEAKING

- 1 Work in pairs. Look at the images. What do you think the people are trying to learn? Which do you think is the most difficult to learn by heart?\* Why?

\* **to learn something by heart**—to memorize something so that you can repeat it perfectly without having to read from a book or a piece of paper

- 2 Work in pairs. Look at the list. Discuss the questions.

multiplication tables	math and science equations
poems	periodic table
lines in a play	verb lists
the words to a song	notes for an exam
pieces of music	

- Did you learn any of these things by heart when you were at school? Which was the easiest? And the most difficult? Can you still remember them now?
- Have you ever had to memorize anything else? If yes, what? How long did it take you? Can you still remember it today?

# What's New?

The website that keeps you in touch

**A** Rote learning, it seems, is back in the news... and for a whole host of different reasons. From memory championships to learning a new language, from school exams to becoming a cab driver, everyone's talking about rote learning, the pros and the cons. Here's a quick digest of the basics. Click on the links to find out more.

- So what exactly is rote learning?
- Why are so many people against it?
- Why do so many people swear by it?

## READING

- a Read the introduction to a web page about rote learning. What information do you think the texts in links 1–3 will give about rote learning?
  - Read texts B–D and check your answers to 1a. Match texts B–D to links 1–3.
- a Look at the symbols and their meaning. Read texts B–D again and write the symbols alongside the texts to show your reactions.
 

! = I didn't know that/that's really interesting  
  ✓ = yes, I agree or I knew that already  
  ? = I'm not sure I agree/understand  
  X = I disagree

  - Work in pairs. Compare your notes. Explain why you wrote the symbols where you did. Did you write any symbols in the same places and for the same reasons? Share your answers with the class.
- a Look at texts A–D again. Which text tells us the following information?
  - a lot of people are talking about rote learning
  - a lot of different people use rote learning in their day-to-day lives
  - rote learning is good for you
  - rote learning is no longer a relevant skill
  - rote learning is a valid and important skill in some professions
  - rote learning does not encourage critical thinking
  - Has your attitude to rote learning changed at all after reading the information web page? Why/Why not?

**B** Memorization, and rote learning in particular, is still a very important skill in a number of fields. Actors need to perfect memorization techniques in order to learn their lines. Cab drivers need to memorize routes across the city in order to get their taxi driver's license. Professional musicians memorize whole symphonies, professional dancers memorize whole choreographies. And recent research suggests that exercising our memories in this way can help keep our brains healthy and fit, and prevent the early onset of senility. For those of us who don't need to memorize things as part of our jobs, doctors advise taking up pastimes like chess or dance classes (square dancing or Bollywood, for example), activities that involve memorizing complex sequences in order to keep our brains young and flexible well into old age.

**C** Rote learning is a memorization technique that basically involves repeating something over and over until we have committed it to memory. Schoolchildren use it as a way to learn poems, actors use it as a way to learn their lines, politicians use it to help them remember their speeches. We also use it when we need to remember a phone number or key names and dates for a history exam or the street address someone's just given us. Facts, figures and texts that are committed to memory in this way can be stored for a minute or for the rest of our life. The key is in the number of repetitions.

**D** Rote learning has gone out of fashion in some circles. People criticize it for being "mindless," that we don't concentrate on the content or the message when we're learning by rote, we are merely "parroting," repeating the sounds with no sense. Educationalists are calling for deep understanding and critical thinking. They believe that knowledge is best stored when it has been processed and understood. They criticize the practice of rote learning in schools, saying that it is no longer a necessary skill. In the age of the Internet it is much more important to know how to access information and how to analyze, evaluate and use it.

## VOCABULARY: Review

- 1 Look at the words in the box. You have exactly two minutes to memorize them. When you have finished, close your books and write down as many of the words as you can remember.

ranch sign language poster speech  
browse crops graffiti disturbing earthquake  
exhibition gesture newspaper

- 2 Repeat the exercise with the words in the box. This time notice that the words are in alphabetical order.

barrier dump join junk link mask myth  
parade stuff tale vacation version

- 3 Repeat the exercise again with the words in the box. But before you do, work in pairs, decide if the words are nouns, verbs or adjectives and match them to the four unit topics. Some words can be more than one.

### Topics

- |                              |            |
|------------------------------|------------|
| 1 Permission and prohibition | 3 Identity |
| 2 Ideas and solutions        | 4 Memory   |

access benefit childhood clumsy compulsory  
confidence enable innovative remind  
short-term trespassing vague virtual

- 4 a Work in pairs. Which memory test did you find the easiest to do? Why?

- b Read the short commentary on the memory tests. Do you agree?

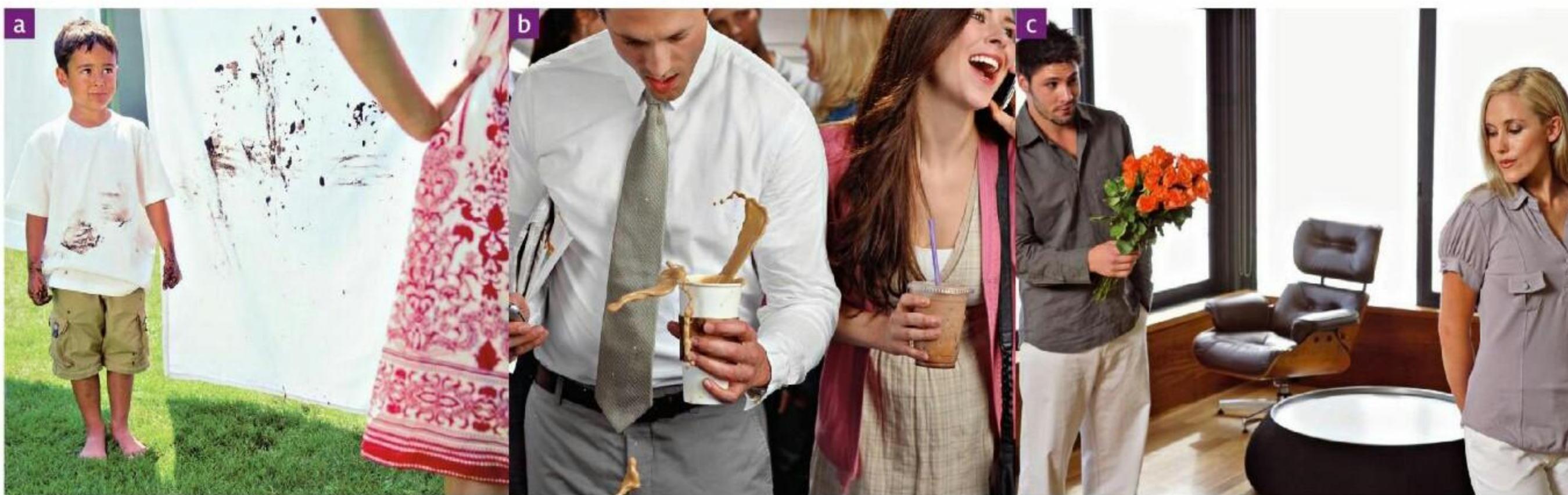
Most people find that it is easier to remember the list of 12 words when they have processed them in some way. Categorizing or grouping usually works well, as does trying to create or remember a context for a word. Words that are presented in some kind of order, e.g., alphabetical, are usually easier to remember than ones that don't seem to have any order at all. Most language experts agree that one of the best ways to learn and remember vocabulary is to read as much and as widely as you can, encountering the new words again and again in a variety of contexts.

- 5 Choose five of the words from 2 and 3. Write a definition for each one. Close your books and read your definitions to the class. Can your classmates remember the words?

- 6 a Listen to three people talking about how they learn vocabulary. Prepare notes on the main techniques they use.

- b Work in pairs. Compare your notes. Which technique do you think is the most effective? Why? Do you know of any other techniques for learning vocabulary?

## 12.4 FUNCTIONAL LANGUAGE: APOLOGIZING



### TUNE IN

- 1** Look at the images. What do you think each person is apologizing for? What do you think they are saying or are going to say? Whose apology do you think is most heartfelt?

- 2** **a** 12.7 Listen to four short conversations. Match conversations 1–4 to images a–c. Which conversation does not match an image?

**b** Work in pairs. Compare your answers. What image does the fourth conversation create in your mind?

### FOCUS ON LANGUAGE

- 3** **a** Look at the extracts from 2a. Which conversations do they come from?

- a I'm sorry, I'll do it for the next class.
- b I really am very sorry. There was no excuse.
- c I'm so sorry! That was so clumsy.
- d I'm really sorry. I promise it won't happen again!

- b** Match extracts a–d in 3a to responses i–iv.

- i It's OK. Just don't let it happen again!
- ii Yeah... until the next time!
- iii Well, I suppose that'll have to do!
- iv Don't worry; I'll get a cloth.

- 4** Listen again and decide which apology sounds a) the most sincere, b) the least sincere.



#### “ Intonation ”

- 12.8** Listen to three people saying *sorry*.

Who is...

- a) apologizing?
- b) asking someone to repeat what they said?
- c) being sarcastic?

Listen again and repeat with the correct intonation.

- 5** **a** Work in pairs. Write short apologies for situations 1–4.

- 1 you bump into someone in a bar and spill their drink
- 2 you arrive late at a meeting
- 3 you forgot your best friend's birthday
- 4 you forgot to bring your wallet and can't pay for something in a store

- b** Think of appropriate responses for each apology. Act out the situations with your partner.

- 6** **a** 12.9 Listen to three more apologies and answer the questions.

- 1 Where are they?
- 2 What are they apologizing for?

- b** Work in pairs. Compare your answers.

- 7** **a** Put the words in the correct order to make formal apologies.

- 1 announce regret we to
- 2 inconvenience for apologize we any
- 3 phone we're answer afraid can't the we

- b** Match apologies 1–3 in 7a to their informal equivalents a–c.

- a We're sorry if we've caused you any problems.
- b We're really sorry, but we can't answer the phone.
- c We're sorry to say...

### OVER TO YOU

- 8** **a** Look at the situations. Decide

- a) if you think a formal or informal apology would be better.
- b) if it would be better to apologize in person, on the phone, by e-mail or by text.

- 1 You are on your way to meet a friend, you're running late and will probably arrive about half an hour after the time you'd agreed.
- 2 You will not be able to attend a work meeting tomorrow because of an unexpected personal problem.
- 3 You borrowed your friend's bike and it was damaged in an accident.
- 4 You don't think you'll be able to attend a distant relative's wedding party because of work commitments.

- b** Work in pairs. Act out one of the face-to-face or phone apologies to the class.

- 9** Do you generally prefer to apologize face to face or in writing? Why?

## TUNE IN



This particular story has grown into a kind of family legend, the myth of the monster mushroom. I was four when it happened. We were on a camping trip in the North of Scotland. I can remember my bed in the camper. I can remember wearing red boots and splashing in puddles in the rain. And I think I remember the story of the giant mushroom, but then again it's been told so many times that I'm not sure anymore what's a real memory and what isn't!

But back to the story. We had stopped for the night in a field near a river. In the morning I got up and put on my favorite boots. Dad was already up and looking for mushrooms. I was just playing around, apparently, when I came across this enormous mushroom. According to the story I've heard so many times, I picked the mushroom up, and it filled my little four-year-old arms. There was lots of cheering and clapping, and the mushroom went into the frying pan. Now that's something I remember really clearly. I remember that the mushroom almost completely filled the pan. There are no photos of that. I think those really are my memories, but they may just be images I created to illustrate the story in my mind. Can a mushroom really be as big as a frying pan? And apparently the mushroom was one of the most delicious mushrooms ever, or so the story goes. Of course I can't remember that part. Everyone knows four-year-olds hate mushrooms!

- 1 a** Look at the two images, read the story and explain the connection.
- b** Read the story again. How much of the story does the writer actually remember, and how much of it has he been told later in life?
- 2** Work in small groups. Discuss the questions. Share your answers with the class.
  - What are your earliest childhood memories? How old were you?
  - How do you know they are real memories and not images that have been created by other people's stories?
  - Can we ever trust our early memories to be 100% accurate? Why/Why not?

**NOTICE FOUR-YEAR-OLD**

When we use *four-year-old* as an adjective or a noun, *year* is not in the plural.

... *my four-year-old arms*  
... *four-year-olds hate mushrooms*

When we talk about how old someone is, we use *years*.  
*He was four years old.*

## PREPARE FOR TASK

- 3 a** Look at the text in **1a**. Underline the sections that explain what actually happened in the story. Identify...
  - 1 the main event.
  - 2 an action that happened the day before.
  - 3 an action in progress when the main event took place.
- b** Which verb form is used to describe each action, the past simple, past continuous or past perfect?
- 4** Write a short paragraph describing what you think happened after the mushroom was cooked. Use a variety of verb forms.
- 5** Find the words and phrases in the box in the text in **1a**. What function are they performing? What do they tell us about the story?

according to the story      apparently  
or so the story goes

## TASK

- 6 a** Think of a story from your childhood. Prepare notes about...
  - how old you were, where you were and what you were doing there.
  - who was with you and their part in the story.
  - the main events.
  - how it ended.
- b** You are going to write the story as an entry to an online competition. Write the story as you remember it.

## REPORT BACK

- 7 a** Work in pairs. Exchange stories from **6b**. Read your partner's story, and write two or three questions you would like to ask to find out more about the story.
- b** Ask and answer.

## VOCABULARY

## Ideas &amp; solutions

## 1 a Change the sentences using the word in parentheses.

- 1 This invention really helps people who live a long way from each other. (*benefit*)
- 2 It means that they can communicate with each other cheaply. (*enable*)
- 3 And it really helps people who live alone. (*a great help*)

b  R21 Listen and check.

What invention do you think the sentences are describing?

## 2 a Look at the image of the bicycle. Write a similar text to 1a about its benefits.

b  Work in pairs. Talk about an invention that has really helped you.

*My cell phone allows me to do so many things...*



## Phrasal verbs (1)

## 3 a Choose the correct phrasal verb to complete the questions.

- 1 Have you *taken up* / *burned out* a new sport or free-time activity recently?
- 2 Have you ever had to *give up* / *keep up* something because you didn't have enough time to do it?
- 3 Do you sometimes find it difficult to *keep up* / *take up* with your workload?
- 4 Do you know anyone who has worked so hard they've *burned out* / *carried on*?

b  Work in pairs. Ask and answer the questions.

## Metaphorical language

4 a  R22 Listen to four people. What insight is each person talking about in each case?

b Listen again and fill in the blanks. The first letter of each word is given.

- 1 Suddenly, I s\_\_\_\_\_ the l\_\_\_\_\_; I knew had to...
- 2 Then it just c\_\_\_\_\_; I r\_\_\_\_\_ I had to...
- 3 I was at a c\_\_\_\_\_; I could go one w\_\_\_\_\_ or the other...
- 4 Then I had a f\_\_\_\_\_ of i\_\_\_\_\_; the way forward was to open my own business...

## GRAMMAR

## Passives

## 1 a Complete the sentences using an appropriate form of the passive and the verbs in parentheses.

- 1 I \_\_\_\_\_ never \_\_\_\_\_ to a wedding. (*invite*)
- 2 I \_\_\_\_\_ once \_\_\_\_\_ to represent my school in track and field. (*choose*)
- 3 Our house \_\_\_\_\_ this week. (*redecorate*)
- 4 English \_\_\_\_\_ in most of the stores and restaurants downtown. (*speak*)
- 5 My hometown \_\_\_\_\_ by the Phoenicians over 3,000 years ago. (*found*)

b  Work in pairs. Are the sentences true for you or your town? If not, change them so that they are.

## Who, that

2 a Join the sentences using a relative pronoun (*who/that*). In which cases is the pronoun NOT necessary?

- 1 That's the test. I failed it.
- 2 I love movies. They scare me.
- 3 I like people. They make me laugh.
- 4 I bought a watch. It cost 100 dollars.
- 5 I don't understand people. They are impolite.
- 6 Marlene's the woman. I was talking about her yesterday.

b  Work in pairs. Change the sentences so that they are meaningful to you. Compare with your partner's.

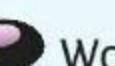
## FUNCTIONAL LANGUAGE

## Getting things done

1 a  R23 Listen to two conversations. Where is each taking place? What does each person want to do?

b Listen again. Mark the expressions that you hear.

- 1 A I need to *have* / *get* my driver's license renewed.  
B Your new license will be *renewed* / *sent* within ten days.
- 2 A Can you get this suit *cleaned* / *washed* by the end of the day?  
B We can get it *done* / *ready* by seven tonight.

2  Work in pairs. Think of a service that you need done. Act out the conversations. LOOKING BACK

- Think of five gadgets or machines that you have used today. Which do you think is the most useful and why?
- Think of five common turning points in people's lives.
- Think of five useful expressions that you have learned in this unit. In which situations could you use them?

## VOCABULARY

## Identity

- 1 a Fill in the blanks with an appropriate role and a verb from the list.

Roles	Verbs
fan loner lover performer	care entertain escape support

- 1 She's a big \_\_\_\_\_ of the Yankees; she \_\_\_\_\_ them even when they lose.  
 2 She's a real animal \_\_\_\_\_; she really \_\_\_\_\_ for them.  
 3 He's a natural \_\_\_\_\_; he likes an audience and he was born to \_\_\_\_\_.  
 4 She's kind of a \_\_\_\_\_; she likes to \_\_\_\_\_ and get away from other people.

b  R24 Work in pairs. Listen and check. Do you know someone who could match the roles?



## Gaming

- 2  Work in pairs. Which two of these words cannot be preceded by "virtual" or "online"?

community self identity shopping  
world age computer space

## Personality adjectives

- 3 a Think of an adjective to match these descriptions.

- 1 He's always losing things and forgetting appointments.  
 2 She's always tripping over or spilling things; it's terrible.  
 3 He's really sociable and likes meeting new people.  
 4 He can never make up his mind.  
 5 She's a very private person; she keeps things to herself.

b Which of the descriptions in 3a could apply to somebody you know?

## GRAMMAR

## Imaginary situations

- 1 a Write consequences for these imaginary situations.

What would happen if...  
 everyone drove a car?  
 everyone spoke English?  
 nobody needed to work?  
 there were no borders between countries?  
*If everyone drove a car, the cities would be even more polluted.*

b  Work in pairs. Compare your ideas. Then think of an imaginary situation of your own.

## If only/I wish

- 2 a Look at the picture. What does this person wish? Make sentences with *if only* and *I wish*.



b  Work in pairs. Think of some things that you would like to change about yourself and your world.

## FUNCTIONAL LANGUAGE

## Giving advice

- 1 a  R25 Listen to someone giving advice to a friend and complete the chart.

## Problem

## Suggested solutions

b Listen again and complete the advice.

*If I were you, I'd...*  
*You could always...*  
*Have you thought about...*

- 2 a  Work in pairs. Look at the three situations. Choose one and write three pieces of advice using the structures in 1b.

- your friend wants to sign up for a language course abroad
- your mom wants to buy a new computer
- your teacher wants to do something different in class

b Compare your advice with the rest of the class. Who gives the best advice?

## LOOKING BACK

- Think of five different ways of describing your identity.
- Think of five pieces of advice that you have given or have been given recently. Was the advice followed?
- Which vocabulary would you most like to remember from this unit? How are you going to remember it?

**VOCABULARY****Remembering (verbs)**

- 1** Match 1–6 to a–f to make sentences. There may be more than one answer.

- |                           |                                  |
|---------------------------|----------------------------------|
| 1 I'll never forget       | a that smoking is not permitted. |
| 2 Please remind me        | b meeting the president.         |
| 3 I can't remember        | c saying that, I'm really sorry! |
| 4 If I remember correctly | d to set the alarm, OK?          |
| 5 I mustn't forget        | e the keys this time!            |
| 6 I must remind you       | f we're meeting on the 16th.     |

- 2 a** Use prompts 1–6 in 1 to make your own sentences.

*I'll never forget when Spain won the World Cup.*

- b** Work in pairs. Compare and discuss your sentences in 2a with your partner.

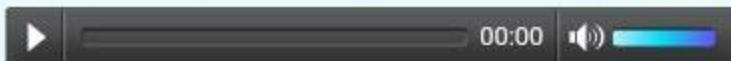
**Remembering (adjectives)**

- 3 a** Rewrite the underlined sections in the sentences using terms in the box, and make any other changes necessary. Two do not apply.

early long-term photographic precious  
selective short-term vivid memory

- Like most people, I can remember things that I have heard recently.
- I have a clear idea of my first few years, it's all very detailed.
- One of the first things I remember is going to the fair with my parents and riding on a merry-go-round.
- I don't forget a place easily, the image stays in my mind.
- I think it's true that sometimes people remember just what they want to remember about a situation.

- b** Listen and compare. Make the sentences true for you.

**Phrasal verbs (2)**

- 4 a** Think about 1–5 and prepare notes.

- A kind of taste or sound or smell that takes you back to childhood or brings back special memories.
- A time when you took care of something or someone.
- A place you went to that was so interesting you had to tear yourself away.
- A time when you just sat back, watched the scene and took it all in without actually doing anything.
- Your favorite place for soaking up the sun.

- b** Work in pairs. Compare your notes and discuss.

*The smell of freshly cut grass reminds me of when my dad mowed the lawn.*

**GRAMMAR****Imaginary situations: Past**

- 1 a** Look at the situations. Write sentences about them using *would have + if + past perfect*.

**Regrets**

- I didn't study abroad when I had the chance.
- I gave up music lessons when I was a child.
- I didn't have any children.

**Things I'm happy about**

- I went to college.
- I got married.
- I continued playing soccer.

- b** Work in pairs. Compare your ideas and then create your own situations.

**Review**

- 2 a** Complete the sentences in any way you like to make true sentences about you and your life.

- I've always \_\_\_\_\_ to \_\_\_\_\_
- Yesterday, X told me that he/she had \_\_\_\_\_
- I had just \_\_\_\_\_ when \_\_\_\_\_
- I had never \_\_\_\_\_ until recently.
- I have \_\_\_\_\_ for \_\_\_\_\_
- My favorite \_\_\_\_\_ was \_\_\_\_\_
- The \_\_\_\_\_ is going to be \_\_\_\_\_

- b** Listen to somebody doing the same exercise. Were their answers similar to yours?

**FUNCTIONAL LANGUAGE****Apologizing**

- 1 a** Listen to three people apologizing. What are they sorry about? Does the other person accept the apology?

- b** Listen again and fill in the blanks.

A I'm <sup>(1)</sup> \_\_\_\_\_ <sup>(2)</sup> \_\_\_\_\_. I forgot your birthday...

B Don't <sup>(3)</sup> \_\_\_\_\_. I don't celebrate it anymore...

C I <sup>(4)</sup> \_\_\_\_\_ <sup>(5)</sup> \_\_\_\_\_. <sup>(6)</sup> \_\_\_\_\_ that I haven't had time to do that work you asked me for... I've just...

D Well, that's <sup>(7)</sup> \_\_\_\_\_ <sup>(8)</sup> \_\_\_\_\_. <sup>(9)</sup> \_\_\_\_\_.

E I'm <sup>(10)</sup> \_\_\_\_\_ <sup>(11)</sup> \_\_\_\_\_. I don't know how it <sup>(12)</sup> \_\_\_\_\_.

F Well, I do actually... Just don't <sup>(13)</sup> \_\_\_\_\_. <sup>(14)</sup> \_\_\_\_\_. <sup>(15)</sup> \_\_\_\_\_ again, OK?

**LOOKING BACK**

- Think about what aspects of English you have improved most during the course.
- What has been the most useful thing about this final unit?

## LISTENING

- 1 a** Work in small groups. Look at the word cloud showing different language and skills that people might need more practice in. Which of these could be a priority for you?

slang/colloquial expression  
pronunciation  
grammatical accuracy  
formal/polite tone  
listening practice  
fluency practice

00:00 |

- b** Listen to two people talking about the areas they need to work on. Mark the words they mention in 1a.

- 2** Listen again and answer the questions.

- 1 Why was the interview such a key moment for the speaker?  
2 Which of the things in 1a does he consider to be a priority and which not?  
3 What are his plans for the future?
- 2 Why is the speaker still not fluent?  
5 What does she think would help her?  
6 What are her aims? What is she looking forward to in particular?

- 3** Choose the correct options to complete the text.

## SPEAKING

- 4** Work in pairs. Who do you feel more similar to, Didac or Juliana? Why?

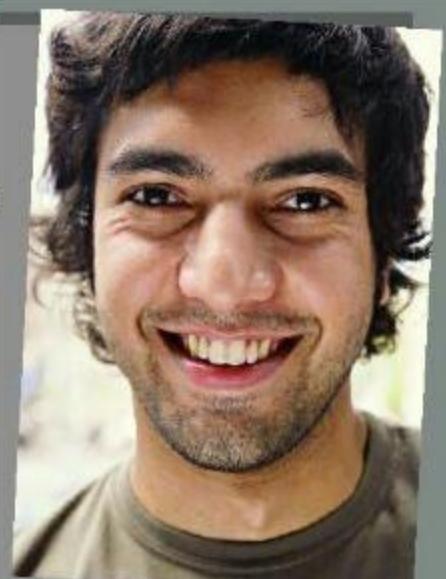
- 5 a** Work in groups. Look back at the word cloud in 1a and discuss the questions.

- What are your general aims and priorities after finishing this course?
- What specific areas of English do you think you need to work on?
- How are you going to do this?

- b** Report back on your discussion to the rest of the class. Make a list of your priorities and plans.

## Didac

Well, I had an interview the other day, and after that I realized that I had to prioritize different things in my English studies. I want to be a doctor and study in the U.S. Anyway, the interview didn't go very well. I <sup>(1)</sup>am / was asked lots of different questions, and sometimes I didn't understand them the first time. So I think I <sup>(2)</sup>will / would benefit from more listening practice. I wish I <sup>(3)</sup>have / had done some of that before the interview; it was embarrassing to ask them to repeat. Also, the man <sup>(4)</sup>who / which interviewed me spoke very formally. That wouldn't <sup>(5)</sup>be / have been a problem if <sup>(6)</sup>I had / I'd had been familiar with that kind of language, but I wasn't. So, I think I <sup>(7)</sup>will / would find learning more formal expressions very useful as well. The good thing was that the interviewer understood me, and the person <sup>(8)</sup>who / which I spoke to at the end said I sounded very American.



## Juliana

The thing <sup>(9)</sup>that / who I still find really difficult is sounding fluent. I still speak in short sentences. I have to think about what I'm going to say next. I really need to work on that. If I <sup>(10)</sup>had / have more time, I <sup>(11)</sup>could / can do a language exchange. That's where I could get some more practice. I <sup>(12)</sup>have been / will be told that just chatting a little bit every day should help. I think that <sup>(13)</sup>will / would be worth doing. I don't really need English for work. And I don't want to sound like a native speaker <sup>(14)</sup>which / who says everything perfectly. I just want to sound like myself, with the same confidence I have in my mother tongue. I wish teachers <sup>(15)</sup>would tell / had told me that when I was studying. Next week, I'm seeing an Australian friend <sup>(16)</sup>who / which is going to teach me all the slang and street language from Australia. That'll be great!



## QUICK CHECK

Complete the checklist below.

Can you...	Yes, I can.	Yes, more or less.	I need to look again.
1 describe a process and/or how something works?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 talk about solutions and innovations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 inquire about certain services you want done?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 talk about your identity?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 explain problems and give advice?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 give a good impression when introducing yourself?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 talk about changes and their consequences?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 recount a childhood memory?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compare your answers with a partner's.

- What else do you know now after studying units 10–12?
- Do you need to look again at any of the sections?
- Do you need any extra help from your teacher?

## UNIT 10 GRAMMAR REFERENCE

### 10.1 PASSIVES

In a sentence with a passive verb, the object of the action (the thing or person affected by the action) becomes the subject of the verb.

Active: *They have installed 10,000 new solar panels.* (object)

Passive: *10,000 new solar panels have been installed.* (subject)

To form the passive voice of a verb use an appropriate form of *be* + the past participle.

*More and more money is being invested in alternative energy.*

*Wind farms were introduced in Denmark in the early 1900s.*

*Fossil fuels will be replaced by alternative energy sources.*

When we want to include the person or thing responsible for the action, we use *by* + noun.

Active: *Alternative energy sources will replace fossil fuels.*

Passive: *Fossil fuels will be replaced by alternative energy sources.*

We can also use *by* to describe the means by which an action is performed:

*The books were written out by hand.*

*The information was sent by e-mail.*

We don't use *by* when:

it's obvious who/what is responsible for the action	<i>The food was brought to our table.</i> (a waiter or other member of the restaurant staff brought it, we don't need to know exactly who)
we don't know who/what is responsible for an action	<i>The cake had been eaten.</i> (we don't know who ate it)
to describe a process	<i>The coffee is harvested, processed and sent to the main plant.</i>

### 10.2 WHO OR THAT

#### Relative clauses

We use *who* and *that* to introduce a relative clause. Relative clauses add information about a person or thing.

<b>Who</b>	person	<i>He was the one who won the race.</i>
<b>That</b>	person or thing	<i>There's the runner that won the race. There's the runner who won the race.</i>

#### Omitting *who* or *that*

Sometimes we omit the relative pronoun. We can omit *who* or *that* when it is not the subject of the verb that follows (when there is another subject or subject pronoun):

*The photos (that) we took that day are hanging on the kitchen wall.*

(*we* is the subject of the verb, so we can omit *that*)

We cannot omit *who* or *that* when it is the subject of the verb that follows:

*It was a special moment that will stay with me forever.*

(there is no subject after *that* so we cannot omit it)

### 10.1

a Rewrite the sentences using the passive voice.

- 1 You attach the cell charger to your bike.  
The cell charger \_\_\_\_\_ to your bike.
- 2 As the wheels turn, they charge the dynamo.  
As the wheels turn, the dynamo \_\_\_\_\_.
- 3 The company sold thousands of chargers in the first few months.  
Thousands of chargers \_\_\_\_\_ in the first few months.
- 4 People in rural areas where there is no electricity are buying the chargers.  
The chargers \_\_\_\_\_ by people \_\_\_\_\_.
- 5 Environmentalists have praised the invention.  
The invention \_\_\_\_\_ by \_\_\_\_\_.
- 6 They hope that more and more people will adopt them over the next few years.  
They hope that they \_\_\_\_\_ by \_\_\_\_\_ over the next few years.

b Look at the photo of a traditional use of bicycles in many parts of the world. Write three sentences about it, using a passive verb in each.



### 10.2

a Fill in the blanks with *who* or *that*.

- 1 an object \_\_\_\_\_ is very important to me
- 2 a movie or TV show \_\_\_\_\_ I have seen recently
- 3 a friend \_\_\_\_\_ I have spoken to today
- 4 a person \_\_\_\_\_ taught me how to do something
- 5 a thing \_\_\_\_\_ I have to do today
- 6 a member of my family \_\_\_\_\_ lives far away

b Look again at the relative clauses in a. When can you omit *that* or *who*?

c Write a sentence about 1–6 in a using *who* or *that*.

*My cell phone is the object that is most important to me.*

## 11.1 IMAGINARY SITUATIONS: PRESENT OR FUTURE

Imaginary situation in the present or future	Imaginary action/response in the present or future	Real situation in the present or future
<i>if + simple past</i>	<i>would/wouldn't + verb</i>	
<i>If I had a car,</i>	<i>I'd drive/I wouldn't drive to work.</i>	I don't have a car, and I don't have any plans to buy one.

Notice that although we use a past verb form, we are NOT talking about a past situation:

*If I had the chance to study abroad... (at the moment I don't have that opportunity and it is unlikely that I will have a chance in the foreseeable future)*

In common usage we use either *was* or *were* with *if + I, he, she* and *it*:

*If I was/were super rich... (but I'm not)*

*If she was/were just a little bit more sure of herself... (but she isn't)*

## 11.2 IF ONLY / I WISH

Use *if only / I wish + past simple* to say how you would like reality to be different. Notice that although we use a past verb form, we are NOT talking about a past situation:

*I wish I had more time to study English. (reality: I don't have enough time)*

*If only I didn't have to work so hard. (reality: I have to work really hard)*

We can say *I wish I/he/she/it was* or *I wish I/he/she/it were*. *I wish I/he/she/it was* is more informal.



## 11.1

a Answer the questions with *would* or *wouldn't*.

- 1 What would you do if you saw someone shoplifting? Would you try and stop them?
- 

- 2 Where would you go if you won two free airline tickets to the destination of your choice?  
Who would you take with you?
- 

- 3 Who would you go to if you needed advice about a personal problem? Why?
- 

b Complete the sentences with the verbs in parentheses and *would* or the past simple.

A Can I ask you a question?

B Yes, sure, go ahead.

A What <sup>(1)</sup> \_\_\_\_\_ (you/do) if they <sup>(2)</sup> \_\_\_\_\_ (offer) you a free English course for a month?

B I'd take it, of course!

A Yes, but what if you <sup>(3)</sup> \_\_\_\_\_ (have) plans to go on vacation at the same time?

B Well, I <sup>(4)</sup> \_\_\_\_\_ (try) and combine the two things, I guess.

A Yes, that's what I <sup>(5)</sup> \_\_\_\_\_ (like) to do.

B So, have you been offered a course?

A Yes. I can choose to take it in Toronto, San Francisco or Dallas.

B Toronto? That's definitely where I <sup>(6)</sup> \_\_\_\_\_ (go)!

## 11.2

a Complete the sentences with an appropriate form of the verbs in parentheses.

- 1 I wish I \_\_\_\_\_ (can) speak Japanese.  
2 If only I \_\_\_\_\_ (know) how to play the guitar.  
3 I wish I \_\_\_\_\_ (be) taller.  
4 If only I \_\_\_\_\_ (have) a car.  
5 I wish it \_\_\_\_\_ (be) warm and sunny.

b Look again at the sentences in a. What is the real situation in each case? Why do you think the speaker wants to change the situation? Write two sentences explaining your answers for each situation.

- 1 The speaker can't speak Japanese. Maybe he or she would like to travel to Japan.

## UNIT 12 GRAMMAR REFERENCE

### 12.1 IMAGINARY SITUATIONS: PAST

We use sentences with *if* + past perfect (*had* + past participle) + *would/wouldn't have* + past participle to talk about imagined situations in the past and their imagined results.

Imaginary situation in the past	Imaginary action/response in the past	Real situation in the past
<i>if + had + past participle</i>	<i>would/wouldn't have + past participle</i>	
<i>If I had known about the accident,</i>	<i>I'd have said something/I wouldn't have said anything.</i>	I didn't know about the accident.

### 12.2 REVIEW

#### Past participles

We can use the past participle to form perfect tenses (with *have*) and the passive voice (with *be*).

Perfect tenses	Passive voice
<i>have + past participle</i>	<i>be + past participle</i>
present perfect: <i>I've never been to New York.</i>	present simple passive: <i>It's made by hand.</i>
past perfect: <i>I had just finished work for the day.</i>	past simple passive: <i>It was built in 1996.</i>
	present perfect passive: <i>The house has been sold.</i>
	modal + passive voice: <i>It can be used several times.</i>

#### Present perfect: basic uses

We can use the present perfect to talk about:

- an action or situation that started in the past and continues in the present:  
*I've known him most of my life.*
- an action that happened at some time in the past, but we don't focus on when exactly it happened: *He's left the office, he'll be home soon.* (we don't know when; we just know that he left)
- experiences in general: *He's starred in a number of movies. I've been to Mexico a few times.*

#### Past perfect: basic uses

We can use the past perfect to show:

- that one action happened before another in the past: *I had just finished work when I heard a knock at my door.*
- to report speech: *She told me she had passed her exam.*
- with *if* to describe an imaginary situation in the past: *If I'd arrived on time, I'd have seen him.*

#### The passive voice: basic uses

We use the passive voice

- to emphasize/clarify who is responsible for an action using *by*: *Laws are passed by the Senate.*
- when we don't know who or what is responsible for an action: *The window had been broken.* (we don't know who broke it)
- when it's obvious who or what is responsible for an action: *The law was finally passed.* (it's obvious that the Senate passed the law)
- to describe a process: *The books are printed in China, and then they are shipped to the USA.*

### 12.1

- a Choose the correct forms to complete the text.



If I <sup>(1)</sup> *had / would have* been born 100 years ago, my life <sup>(2)</sup> *had / would have* been very different. I probably <sup>(3)</sup> *hadn't / wouldn't have* gone to college. I <sup>(4)</sup> *had / would have* stayed at home and taken care of my children. If I <sup>(5)</sup> *had / would have* had the luck to be born into a rich family, I <sup>(6)</sup> *had / would have* had maids and other people to take care of me. If I <sup>(7)</sup> *had / would have* come from a poor background, I <sup>(8)</sup> *had / would have* been a maid myself.

- b Complete this sentence so that it is true for you and where you live. Use *would have* and the past perfect.

*If I had been born 50 years earlier...*

### 12.2

- a Complete the conversations using the past participle form of the verbs in the box.

build buy decide invite leave  
pay take

- 1 A We'd just <sup>(1)</sup> \_\_\_\_\_ the restaurant when the waiter ran after us.  
B Really? Why?  
A He said we hadn't <sup>(2)</sup> \_\_\_\_\_ the bill... he was really angry.
- 2 A Have you been <sup>(3)</sup> \_\_\_\_\_ to Paula's birthday party?  
B Yes, I have, but I haven't <sup>(4)</sup> \_\_\_\_\_ if I'm going yet. I've <sup>(5)</sup> \_\_\_\_\_ tickets for a concert on the same day, and I'm trying to sell them.
- 3 A The bridge was <sup>(6)</sup> \_\_\_\_\_ in 1855. It was the first bridge to span the Mississippi.  
B How did people cross the river before that?  
A Passengers, animals and heavy loads were <sup>(7)</sup> \_\_\_\_\_ across by boat.

- b Look again at the past participles you added in exercise a). Which form part of a) a perfect tense? b) a passive form?

## 6 AN ONLINE PROFILE

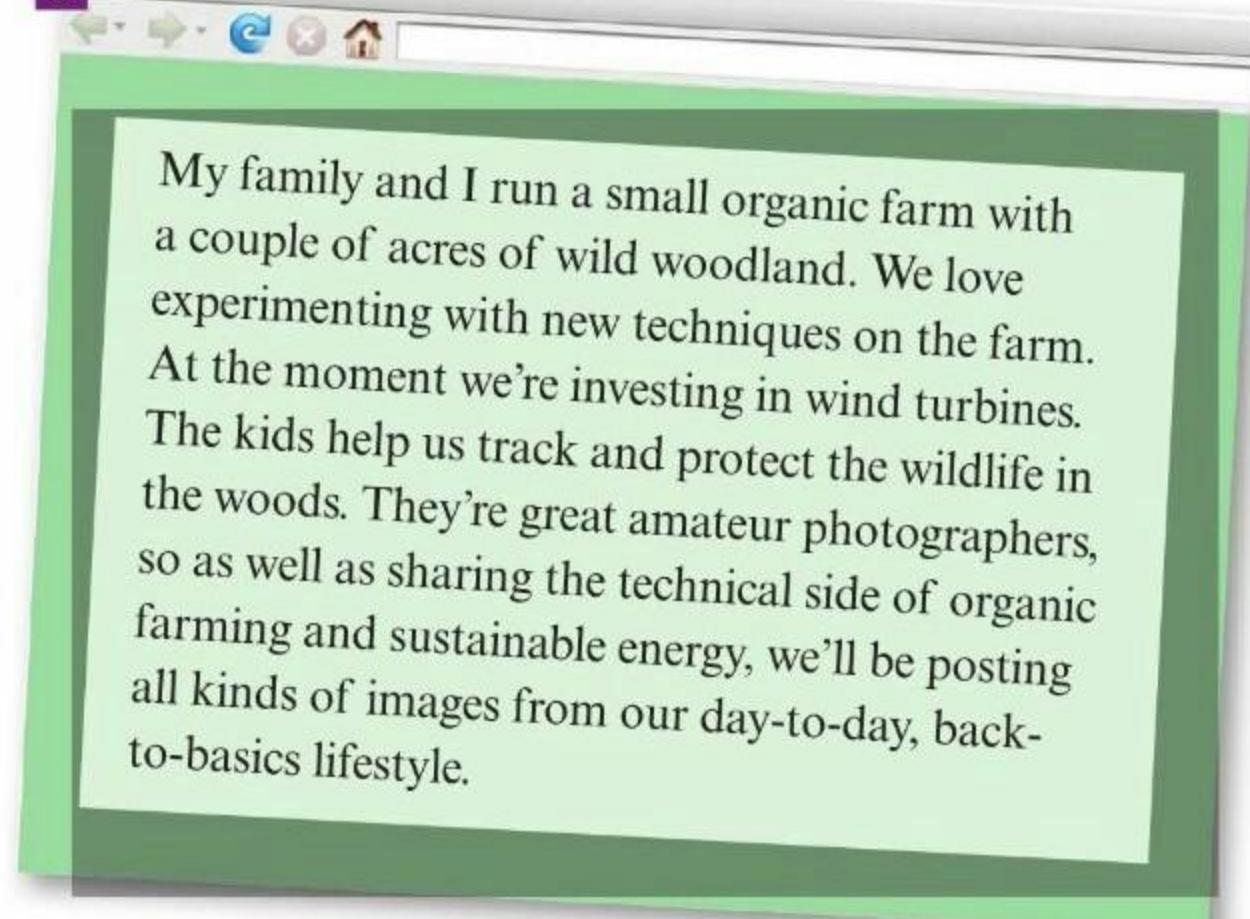
An online profile is a short introduction to you. It gives people a quick first impression of who you are and what you do. It also helps them decide if they are interested in finding out more. Profiles are used in a number of different ways and in a number of different places.

- 1 a** Read the three profiles and match them to images a–c.

1

Life is good! I've just left home and am studying Information Systems in college. Studying hard but, above all, enjoying the bright lights and the nightlife. Don't tell my mom! Follow me to share photos, stories and experiences of life away from home.

2



3

Melissa Okonedo studied writing and movies at the MET Film School. She works as both a screenwriter and Internet marketer and has great passion for both disciplines. Her screenplays have received numerous awards and glowing reviews from top agencies. Her recent script, *A beginning and an End*, has received considerable attention.



- b** Work in pairs. Look again at the three profiles and answer the questions.

- 1 Which do you think was posted on...  
a) a company website? b) a blog? c) a social network?
  - 2 What differences can you see in...  
a) the content? b) the style?
  - 3 Which person would you like to know more about?  
Why?
- 2 a** You are going to write two "about me" pages: one for professional use and one for social use. Follow the steps below.
- 1 Decide what information you want to include in each profile.
  - 2 Decide what kind of style you want to use.
  - 3 Check the advice in the *Tip* box at the bottom of the page.
- b** Write your profiles in a maximum of 120 words each.
- 3 a** Show your profiles to a partner. Suggest two more pieces of information your partner could include in his/her profile.
- b** Change the profiles to include the suggestions.
- 4** **c** Read all the profiles in the class. Which do you think is the most interesting/funny/useful?

### TIP

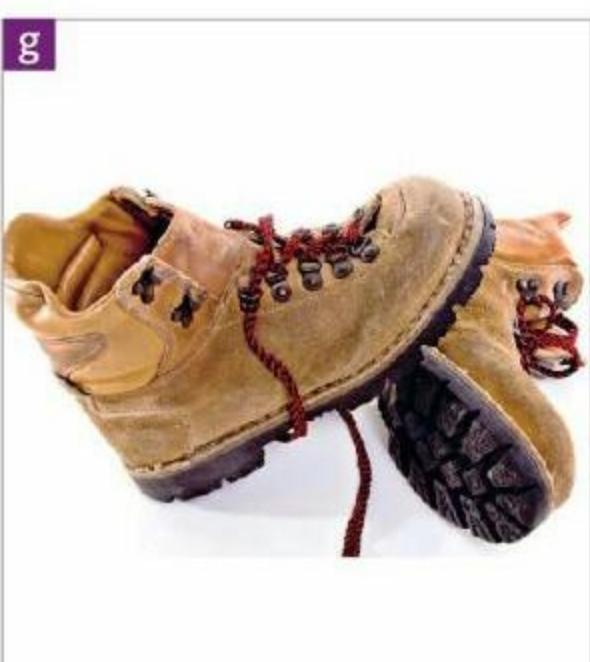
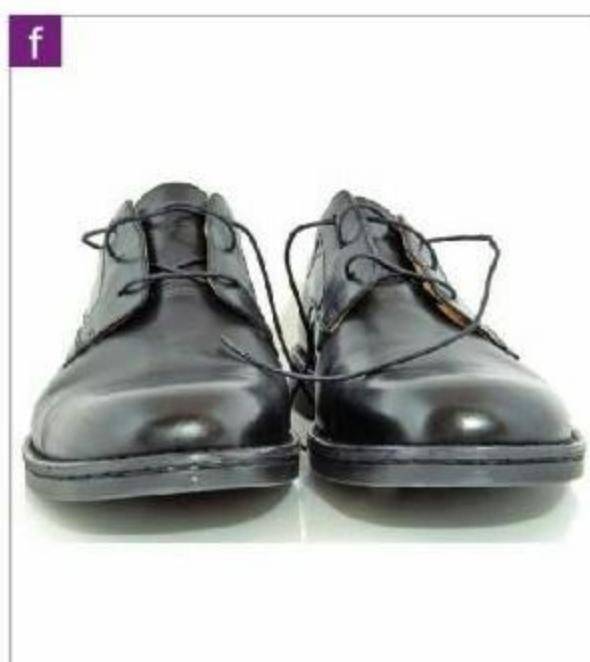
When you're writing a personal profile, remember to think about who is going to read it. Think about the impression you want to make. Keep the profile concise.

## COMMUNICATION BANK

### 10.2 Speaking & Vocabulary, page 7, Exercise 1a

Label the footwear with the words in the box. Use a dictionary when necessary.

boots flip-flops high heels sandals slippers  
sneakers walking boots work shoes



### 10.5 Prepare for Task, page 11, Exercise 5a

Making coffee

### 11.4 Tune In, page 20, Exercise 1b

**PROBLEM 1:** I'm so distracted at home. I just can't concentrate on anything, and I don't get my work done; my attention span is just terrible. Noise doesn't help either.

**PROBLEM 2:** Sometimes I lose my work, I forget to save it on the computer or my computer crashes or I erase a file or something like that, and I have to do it all over again. What a waste of time! It normally happens when I am on a tight schedule as well.

**PROBLEM 3:** I didn't read that part of the contract; I think I'll have problems now. You should read things more carefully, or you just end up getting into trouble with the law.



### 10.1, p. 2, Ex 2a

Of the world's total population of 6.5 billion, 5.8 billion people, or ninety percent don't have access to electricity, clean water or shelter—a simple roof over their heads. The exhibition *Design for the Other 90%* explores low-cost, innovative solutions to support this majority. Here are three unique ways that we hope will enable people to live their lives more happily:

First is the FLAP (Flexible Light and Power) Bag, a portable solar bag designed for those people who have no electricity. It includes a solar panel, a reading light and a mini-USB port for recharging the batteries on small devices. These portable light bags are made by local workers in Mexico's Sierra Madre from a material that absorbs the heat from the sun during the day and gives off light at night. FLAP is a light, personalized bag that can be carried to provide temporary or permanent access to light and power depending on the situation. It is of great benefit to local industries and has become an essential tool for leading a happier, more prosperous life in communities without a reliable power supply.

Then we have the LifeStraw, which has become absolutely essential in parts of the developing world. It's a personal, mobile water tool designed to turn any water into drinking water. The straw is effective against diseases such as cholera and typhoid. It removes particles as small as 15 microns, enabling people to drink from puddles in the road! The LifeStraw will be highly beneficial to rural communities, allowing people to access drinking water without having to walk kilometers to find it.

Finally, this bike cell charger works using an innovative dynamo to convert your cycling into power. The phone is held to the bars of the bike with a big rubber band. The charger will first be available in Kenya at an affordable price and will go on sale worldwide by the end of this year. Pedaling at 9.5 kilometers per hour for just ten minutes gives almost half an hour of talk time or thirty-seven hours of standby. The minimum speed required to charge a phone is 6.5 kilometers per hour, or walking speed, so even a short trip should be enough to keep a cell phone going for a whole day. This affordable invention will prove a great help to communities without a reliable supply of electricity and where people exploit cell phones for far more than just chatting.

### 10.3, p. 6, Ex 3a

N = Ned B = Bill

N: How's the running going, Bill? Still out every morning before breakfast?

B: Yes, absolutely. But things have changed recently.

N: What? You're training for a marathon or something?

B: No, no... not that. I've started running in a different way.

N: In a different way? I thought there was only one way of running.

B: You won't believe this, but I've taken up barefoot running... it's the latest thing!

N: Barefoot running? Are you nuts? That must be really hard on your feet!

B: No, listen, before you start, just let me tell you how I heard about it. I read this book called *Born to Run* by this guy named Chris McDougall. His whole argument is that it is healthier to run barefoot.

N: Because?

B: Well, he first read about this runner that won a 160-kilometer race through the mountains wearing only a pair of sandals, at the age of fifty-five! And McDougall wondered how he could run like that without being injured.

N: Well, he must have been pretty unusual, that's for sure!

B: Apparently he was a member of this tribe, the Tarahumara, who all run like that—barefoot or with sandals. It's a way of life for them. They do it in a very natural way.

N: And so?

B: Well, that was his inspiration, and the book talks about a whole new way of looking at running. For example, there are people who say that conventional running shoes give you more support and protect your feet from the impact when you're running on hard ground. But when you read *Born to Run*, you realize it's just the opposite. In fact, sports shoes cause injuries. They put pressure on your feet and...

N: I'm not sure I believe that. It seems more comfortable to me to run in sneakers, there's no comparison. To go running barefoot? I can't imagine the pain!

B: No, it's not like that. Well, at first, it's not easy, but you get used to it after a while.

N: I'm not sure I could, you know.

B: Well, if you don't like that idea, you can try out these sports shoes that

make you feel like you're barefoot. They're called FiveFingers and they're incredible. They have thin, flexible soles that are really comfortable, and they look amazing, like having gloves on your feet.

N: Now I've heard everything—hi-tech shoes that make you feel like you're running barefoot. That just doesn't make sense.

B: There are lots of runners who have gotten rid of their shoes, and they've gotten rid of their stress and injuries as well. They've changed their habits, and they're having a lot more fun running.

N: What does that have to do with stress?

B: Well, the book says that the way we run is all wrong. First, there are races that require special preparation and equipment, and there are companies that make a lot of money from running products. It's big business. And there are people who run marathons. They are obsessed with beating their time and keeping up with others. When they don't reach their goal, they just burn out or give up. There are people who say you have to suffer, that running has to hurt. I think that's all wrong. For the Tarahumara, running isn't work, it's an art, and I believe that, too.

N: Well, good for you, but I think your barefoot running's crazy, honestly I do.

### 11.5, p. 19, Ex 1

Rashid

How will I be using English in the future? Well, I hope to have a successful career in which English plays a part, sure. Maybe in some big global organization where I have to give presentations or something like that. But I don't see my relationship with English stopping there. I like the idea of meeting new people through work, people from other cultures. That's very attractive for me—socializing and getting to know other cultures. I can see myself having trouble at first because I'm not a very confident speaker. Sometimes I get very nervous, but I guess people will help me out. What else? Well, traveling for work really appeals to me, sure, and English can allow me to do that. I can imagine myself in airports, speaking in English, that kind of thing... chatting with new friends in bars and restaurants, having fun.

Louise

How will I be using English in the future? Well, to start with, I'd like to live in an

## SELECTED TRANSCRIPTS

English-speaking country, to feel part of a community, to talk to the neighbors, you know... to get to know another way of life through the language. That would be important to me. Some things will be easy to achieve, I suppose, the day-to-day stuff like asking directions or going shopping, but I'd like to think that I could talk about more profound things as well. I mean, it'd be great to have a conversation about politics sometime. I just don't really know how achievable that is. It might never happen, but I can still imagine it! Well, anyway, English is essentially a very useful language. I can see it helping me out in lots of tricky situations in the world because it's the world's common language.

### 11.9, p. 21, Ex 4

1

Well, thank you, everybody, for coming. I'd like to thank Logic Systems for inviting me to speak to you all today. My name's Ralph Sharma, and I'm going to speak about the field of industrial design. I'd like to start by explaining the outline of my talk.

2

**A:** Good morning, pleased to meet you, Jonathan, come in.

**B:** Pleased to meet you, too. Thank you for giving me this opportunity.

**A:** Now, tell me why are you interested in this position?

**B:** Well, I feel I'm well qualified for the position because of my previous work experience... as you can probably see from my CV.

**A:** Yes, I was going to ask you about that. Are you experienced at organizing teams?

3

**C:** Good-bye. It was nice to meet you. We'll be in touch by e-mail.

**D:** Yes, likewise. I look forward to hearing from you when it's convenient.

**C:** That's great. You should hear from us within a week.

**D:** Excellent, thanks very much. Please don't hesitate to contact me if you need any additional information.

used to fill the apartment in the morning. The café had only just opened when I moved in, and it was really popular. I only lived there for six months, and ever since I've always associated the smell of coffee with the clatter of cups and the chatter of voices.

2

I grew up in the Czech Republic. I'll never forget the first time I saw the ocean. I was nineteen. I had never seen the ocean before. I had just started working for a family, taking care of their three kids. They had planned a vacation in Spain, and they took me with them. Seeing the ocean for the first time was incredible! It was such an amazing sight. So big, so open. I just stood there and looked at it, trying to take it all in. And once I actually got in the water, they just couldn't tear me away! I loved the waves, the sound they made on the sand. We could hear them from our hotel room. The kids slept so well; they were so tired. It made my job really easy, as they were lulled to sleep by the waves.

3

I love this photo. We took it while on vacation last year in Buenos Aires. It brings back great memories of our trip; this was one of the highlights. We'd just been to visit the antique market in San Telmo—it's great. It's held once a week on Sunday; it's a great place to just soak up the atmosphere. Anyway, we were just sitting down for coffee when this couple started dancing in the square in front of us. It was amazing... they were so good. I've seen the tango so many times in dance halls and theaters, but nothing beats seeing it live on the streets of downtown BA. Whenever I look at this photo, the scene just comes flooding back, and I can hear the music playing in my mind.

### 12.4, p. 26, Ex 2

1

I love the smell of fresh coffee. It really takes me back. It reminds me of the time when I lived in an apartment over a café. I always woke up to the smell of coffee. It

## IRREGULAR VERBS

INFINITIVE	PAST SIMPLE	PAST PARTICIPLE
be	was, were	been
beat	beat	beaten
become	became	become
begin	began	begun
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
dream	dreamed/dreamt	dreamed/dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forbid	forbade	forbidden
forget	forgot	forgotten
forgive	forgave	forgiven
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
leave	left	left
lend	lent	lent
let	let	let

INFINITIVE	PAST SIMPLE	PAST PARTICIPLE
lie	lay	lain
lose	lost	lost
make	made	made
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
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
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
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
/i/	beat, see, machine	/u/	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	/a/	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	/r/	run, car
/d/	dog, bed	/ð/	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) (Most speakers of both American and British do not use /hw/ as a separate phoneme. They use /w/ instead)
/k/	cat, kit, back	/dʒ/	joy, giant, budge		
/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 EXAMS PRACTICE: GRAMMAR

Choose the correct word(s) to complete the gap.

1. The criminal \_\_\_\_\_ doing anything illegal.
  - predicted
  - denied
  - said
2. I wouldn't have passed the test \_\_\_\_\_ you had helped me.
  - if
  - unless
  - provided
3. It \_\_\_\_\_ easy to build the Egyptian pyramids without modern machinery.
  - couldn't have been
  - couldn't be
  - may be
4. When I was in grade school, I \_\_\_\_\_ to swim.
  - couldn't
  - didn't manage to
  - wasn't able
5. I was wondering \_\_\_\_\_ know Lisa.
  - do you
  - if you
  - you
6. If you had bought me a bike for my birthday, I \_\_\_\_\_ able to ride to school.
  - would be
  - wouldn't have been
  - had been
7. \_\_\_\_\_ was John who borrowed your cell phone.
  - I
  - He
  - It
8. I wish this test \_\_\_\_\_ over so that I could go home.
  - is
  - were
  - will be
9. \_\_\_\_\_ I like about Jo is her sense of humor.
  - Do
  - That
  - What
10. Her parents got Jane \_\_\_\_\_ what she had done.
  - admit
  - to admit
  - admitting
11. We wouldn't have won if we \_\_\_\_\_ hard.
  - wouldn't train
  - didn't train
  - hadn't trained
12. If only I \_\_\_\_\_ listened to my parents!
  - would have
  - had
  - have
13. The Ancient Egyptians \_\_\_\_\_ thousands of slaves to build the pyramids.
  - might need
  - could have needed
  - must have needed
14. The book \_\_\_\_\_ we're reading in English class is really boring.
  - that
  - what
  - is
15. This time next week, I \_\_\_\_\_ on a beach in the Caribbean.
  - will sunbathe
  - will be sunbathing
  - am sunbathing
16. Scientists \_\_\_\_\_ a cure for cancer by the end of this century.
  - will have been found
  - will be finding
  - will have found
17. \_\_\_\_\_ your nails is a sign of nerves.
  - Bite
  - Biting
  - To bite
18. If \_\_\_\_\_ I you, I'd work a lot harder.
  - was
  - were
  - am
19. Some people learn English \_\_\_\_\_ to get a good job.
  - for
  - so that
  - in order
20. Do you know \_\_\_\_\_ dog this is?
  - whose
  - who
  - whom

## Reading

Read the following passage and answer the questions below. There is only one correct answer for each question.

A new sensor on the interior of cars will revolutionize the driving experience. With the implementation of 2D and 3D technologies along with motion analysis, safety guarantees are enhanced. Scans distinguish between passengers and objects including the detection of heartbeats. This analysis works in conjunction with already implemented safety measures such as airbags, seatbelts and other built-in safety features. Sensors are also able to detect whether or not objects and passengers have a direct line of sight.

- 1.** Which sentence best concludes the passage above?
  - a. Sensor technology is already implemented in cars.
  - b. Future cars will contain new interior safety features.
  - c. Cars are equipped with safety technology.
  - d. Safety features will be improved by the use of interior sensor technology
  
- 2.** The word **enhanced** (in bold)
  - a. enforced
  - b. banned
  - c. distinguished
  - d. strengthened
  
- 3.** According to the passage where will the sensors operate?
  - a. On the interior of the car
  - b. On the exterior of the car
  - c. Both on the interior and exterior of the car
  - d. In the front seats only
  
- 4.** How many types of technologies will be used in the new sensor system?
  - a. 1
  - b. 2
  - c. 3
  - d. 4

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AMERICAN

# BIG PICTURE

**B1+** [INTERMEDIATE 8]  
Workbook

Series editors: Ben Goldstein & Ceri Jones

 **Richmond**  
[www.americanbigpicture.net](http://www.americanbigpicture.net)

# 10 INSIGHTS AND INNOVATIONS

## VOCABULARY

### Ideas & solutions

- 1 Use definitions 1–8 to help you complete the text with words from the box.

affordable beneficial essential innovative personal portable temporary unique

- 1 new and original    3 economical    5 not for permanent use    7 individual  
2 helpful                4 really necessary    6 special and unusual    8 easy to carry around

### Innovations: Improving Lives around the World



a This <sup>(1)</sup> *innovative* refrigerator requires no electricity! This product will be extremely <sup>(2)</sup> \_\_\_\_\_ to people living in hot countries like Nigeria, where it is very difficult to keep food cool.



b This tough drum is an easy and <sup>(3)</sup> \_\_\_\_\_ way for people to transport water—<sup>(4)</sup> \_\_\_\_\_ in places where people don't have running water at home. It also makes a great <sup>(5)</sup> \_\_\_\_\_ water storage facility.



c This hearing aid has a very <sup>(6)</sup> \_\_\_\_\_ feature—it's operated by solar power. Designed for <sup>(7)</sup> \_\_\_\_\_ use, it's <sup>(8)</sup> \_\_\_\_\_ and user-friendly.

- 2 a Complete the sentences. Use the correct form of the words in parentheses. Add any other necessary words, such as prepositions.

- 1 This will be extremely beneficial to people who live a long way from a river. (*benefit*)  
2 This is currently enabling people to liquids quickly and easily. (*enable/transport*)  
3 This is going to allow deaf people to communicate better. (*allow/communicate*)  
4 People who live in the desert will benefit from having fresh food. (*benefit*)  
5 The invention will be a great help to people who can't afford to replace batteries. (*help*)  
6 This will support people who don't have any cool storage facilities. (*support/not have*)

- b Match sentences 1–6 to inventions a–c in 1.

1 b    2 \_\_\_\_\_    3 \_\_\_\_\_    4 \_\_\_\_\_    5 \_\_\_\_\_    6 \_\_\_\_\_

### Phrasal verbs

- 3 Choose the correct words. Then complete the sentences with your ideas.

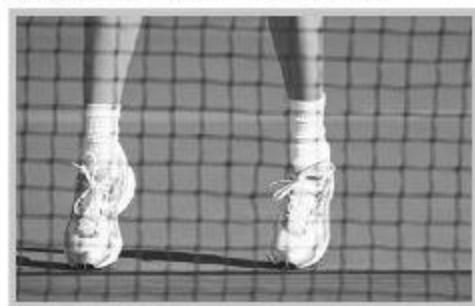
- 1 If you feel exhausted (**a feeling**) when you're playing sports, you shouldn't carry out / on.  
2 I'd like to take on / up swimming (**a sport**). It'll help me get into better shape.  
3 I can't keep on / up with my friend Sam (**name**) when (s)he's running, because (s)he's really fast!  
4 I really regret giving up / out volleyball (**a sport or activity**).  
5 My friend Sam (**name**) used to enjoy skiing (**an activity**), but (s)he did too much and (s)he burned out / up.  
6 I'd like to try out / up paragliding (**an adventurous activity**). I think it would be exciting!

## Footwear

- 4 What are the people wearing? Complete the words.



1 w \_ a l k i n g b o o t s



2 s \_\_\_\_\_



3 s \_\_\_\_\_



4 f \_\_\_\_\_ - f \_\_\_\_\_



5 h \_\_\_\_\_ h \_\_\_\_\_



6 s \_\_\_\_\_

## VOCABULARY EXTENSION

Expressions with *do* & *make*

- 6 a 10.1 Listen to a quiz about famous scientists. How many questions did you get right?

- b Match the words and phrases from the box to *do* or *make* to complete the expressions from the audio.

damage	a discovery	an experiment
good	a mistake	money
sense of something	research	a speech
		a job

**do**

*damage*

**make**

## Metaphorical language

- 5 Choose the correct options. Which “inspiration” do you find the most interesting?

### Inspirations

- It's said that **Newton** first became <sup>(1)</sup>*aware* / *clear* of gravity when he saw an apple fall from a tree.
- The scientist **Archimedes** is said to have been bathing when he had a <sup>(2)</sup>*flash* / *light* of inspiration.
- After losing an eye, musician **Sammy Davis, Jr.** was <sup>(3)</sup>*at* / *on* a crossroads in his life. He chose to be positive—and became famous.
- The crucial idea behind **Jules Henri Poincaré's** mathematical theory <sup>(4)</sup>*dawned* / *came* on him while he was getting on a bus.
- Many different influences, including bird song, all <sup>(5)</sup>*came* / *clicked* together in **Sibelius'** masterpiece, the *Fifth Symphony*.
- An innovative way to catch criminals <sup>(6)</sup>*discovered* / *came* to **Sir Alec Jeffreys** while he was looking at DNA X-rays.
- The Filipino artist **Sunshine Plata** was inspired by a coffee stain! She saw the <sup>(7)</sup>*light* / *direction* and chose a new <sup>(8)</sup>*path* / *dawn* for her art—deciding from then on to paint only with coffee.

## BRING IT TOGETHER

- 7 Complete the ad. Write one word in each blank.

### Team-Building Day – option 1 (water package)

<sup>(1)</sup> *Enable* your team to reach its full potential! Everyone will benefit <sup>(2)</sup> this action-packed day.

Work together to build your own temporary raft—then sail across a river! Why not make <sup>(3)</sup> for charity, too, by raising sponsorship? That way you'll <sup>(4)</sup> some good while building team spirit and having fun, too!

In the evening, put on your stylish shoes or high <sup>(5)</sup> and dance your cares away...

Here's how a team-building day could give you inspiration:

*“We'd been working on a difficult project for months—we were getting nowhere, and we felt like giving <sup>(6)</sup>... However, after trying <sup>(7)</sup> a different way of working on a team-building day everything suddenly <sup>(8)</sup> together. It just clicked!”*

– Rita Walterschied, office manager

## GRAMMAR

### Passives

**1 a** Are the sentences active (A) or passive (P)?

- a 1 Most official soccer balls are made in Pakistan. P
- 2 People make most official soccer balls in Pakistan. A
- b 3 Soccer ball makers sew 32 panels of material together to make one soccer ball. \_\_\_\_\_
- 4 32 panels of material are sewn together to make one soccer ball. \_\_\_\_\_
- c 5 Someone has discovered the oldest soccer ball in the world in Scotland. \_\_\_\_\_
- 6 The oldest soccer ball in the world has been discovered in Scotland. \_\_\_\_\_
- d 7 "I could kick that soccer ball over the roof —no problem!" \_\_\_\_\_
- 8 "That soccer ball could be kicked over the roof— no problem!" \_\_\_\_\_
- e 9 In 1314, Edward II of England complained about badly behaved soccer players. \_\_\_\_\_
- 10 In 1314, badly behaved soccer players were complained about by Edward II of England. \_\_\_\_\_

**b** Underline the sentence in each pair that sounds more natural.

**2** Complete the text. Write the correct passive form of the verbs.

Denim <sup>(1)</sup>is named (name) after the French town of Nîmes. It is a hard-wearing material that <sup>(2)</sup>make (make) out of cotton. Originally, denim <sup>(3)</sup>dye (dye) blue with indigo, and blue is still the traditional color for denim today. Famously, denim is the most popular material for jeans. Some of the earliest American denim jeans <sup>(4)</sup>design (design) by Jacob Davis, Calvin Rogers and Levi Strauss in 1873. At this very moment, denim jeans <sup>(5)</sup>wear (wear) by millions of people across the globe. Since denim became one of the world's most iconic materials, the fabric <sup>(6)</sup>use (use) by other manufacturers anxious to cash in on its popularity. For example, in the 1970s some Volkswagen Beetle cars <sup>(7)</sup>sell (sell) with denim seats! Old denim <sup>(8)</sup>can/recycle (can/recycle) to make "green" building insulation. It's hoped that in the future more and more homes <sup>(9)</sup>keep (keep) warm with this eco-friendly product.



**3** Circle the **bold** word or phrase that is the main object of the verb in each sentence.

- 1 **Experts** have discovered **31,000-year-old works of art**.
- 2 **Someone** invented **the first eyeglasses** in the thirteenth century.
- 3 **Chinese businesspeople** have accepted **paper money** since the seventh century.
- 4 **Scientists** could discover **a cure** for cancer very soon.
- 5 **We** now use **the number "0"** worldwide. However, **we** didn't use **it** before the ninth century.
- 6 **More than 2 billion people** are accessing **the Internet** right now.
- 7 **Argentinian scientists** will celebrate **Inventors' Day** on the birthday of László József Bíró.

**4** Rewrite the sentences in **3** in the passive, starting with the nouns you circled above. Use *by + noun* only if necessary.

- 1 31,000-year-old works of art have been discovered.  
\_\_\_\_\_
- 2 \_\_\_\_\_  
\_\_\_\_\_
- 3 \_\_\_\_\_  
\_\_\_\_\_
- 4 \_\_\_\_\_  
\_\_\_\_\_
- 5 \_\_\_\_\_  
\_\_\_\_\_
- However, \_\_\_\_\_  
\_\_\_\_\_
- 6 \_\_\_\_\_  
\_\_\_\_\_
- 7 On the birthday of László József Bíró \_\_\_\_\_  
\_\_\_\_\_

## Who or that

- 5 a Complete the definitions. Use a relative pronoun and an idea from the box. Use each of the following pronouns at least twice: *who* or *that*.

invents new things    is 42,195 kilometers long  
you're treated by in an emergency  
many people wear for running  
~~people do without shoes~~    we get from the sun

- 1 This is a type of running  
*that people do without shoes.*
- 2 These are a kind of footwear
- 3 This is an innovative person
- 4 This is a long-distance race
- 5 This is the person
- 6 This is a form of energy

- b Match the words from the box to definitions 1–6 in 5a.

barefoot running    inventor    marathon  
paramedic    solar power    sneakers

- |   |                                |   |       |
|---|--------------------------------|---|-------|
| 1 | <u><i>barefoot running</i></u> | 4 | _____ |
| 2 | _____                          | 5 | _____ |
| 3 | _____                          | 6 | _____ |

- 6 Look at the definitions in 5a again. In which sentences can we omit *who* or *that*? Rewrite these sentences without the relative pronoun.

*This is a type of running people do without shoes.*

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## BRING IT TOGETHER

- 7 a Write the correct active or passive form of the verbs in parentheses 1–8.

What are the most useful pieces of sports equipment that <sup>(1)</sup> *have ever been invented* (ever/invent)?  
Here are some of the suggestions <sup>(a)</sup> *that* <sup>(2)</sup> \_\_\_\_\_ (send) to us so far.

### The vulcanized rubber ball

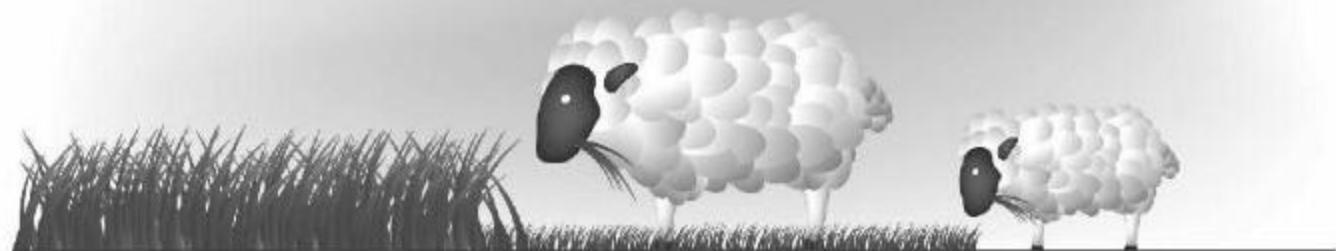
The man <sup>(b)</sup> \_\_\_\_\_ first  
<sup>(3)</sup> \_\_\_\_\_ (develop)  
vulcanized rubber was Charles Goodyear. Most of the rubber <sup>(c)</sup> \_\_\_\_\_ is used in sports balls today <sup>(4)</sup> \_\_\_\_\_ (base) on Goodyear's 1843 invention.

### Left and right shoes

Amazingly, before the late nineteenth century, left and right boots <sup>(5)</sup> \_\_\_\_\_ (make) in exactly the same way! Students at Loretto School in Scotland <sup>(d)</sup> \_\_\_\_\_ tried playing in special "left" and "right" boots found that it significantly <sup>(6)</sup> \_\_\_\_\_ (improve) their performance.

### The lawn mower

Today, there are many popular sports <sup>(e)</sup> \_\_\_\_\_ we play outdoors. Right now, several thousand games of soccer, rugby and tennis <sup>(7)</sup> \_\_\_\_\_ (probably/play) on grass somewhere in the world. Before next year's international games and matches, the grass on fields and courts <sup>(8)</sup> \_\_\_\_\_ (cut) very short by special mowers. In the past, this was a job <sup>(f)</sup> \_\_\_\_\_ men had to do by hand—or used sheep!



- b Fill in blanks (a–f) with a relative pronoun only when necessary. Which piece of sports equipment would you suggest?

## FUNCTIONAL LANGUAGE Getting things done

- 1 10.2 Listen to four conversations. Match them to photos a-d.



a



b



c



d

- 2 a Complete the sentences from the audio. Use *get* and the correct form of the verbs.

- 1 Do you think you could get it cleaned by lunchtime? (*it/clean*)
- 2 I think you need to \_\_\_\_\_ again. (*it/test*)
- 3 You might need to \_\_\_\_\_. (*some new ones/make*)
- 4 I think you should \_\_\_\_\_. (*that/check*)
- 5 Is there anywhere near here where I can \_\_\_\_\_?  (*it/fix*)

- b What do the pronouns in **bold** refer to?

- 1 the jacket
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

## LISTENING Using repetition

- 1 a Complete the labels for the photos.

1 s \_\_\_\_\_ shirts



2 p \_\_\_\_\_ bottles



3 s \_\_\_\_\_ ing clothes



- b 10.3 Listen to part of a lecture. Which two of the nouns above did you hear the most?

- 2 What is the connection between the two photos you chose in 1b?

The \_\_\_\_\_ have been used to make \_\_\_\_\_.

**STRATEGY** When we're speaking, we often repeat ourselves. If you hear certain words or phrases more than once, this is often a clue that they are important topics for the speaker.

## Completing sentences

- 3 Listen again and complete the sentences. Write one word in each blank.

- 1 The most popular sport in the world is soccer.
- 2 According to official statistics, the last World Cup was watched by over \_\_\_\_\_ million viewers.
- 3 At the World Cup, players from the USA, Portugal and \_\_\_\_\_ wore special clothing.
- 4 There are \_\_\_\_\_ or more bottles in each shirt.
- 5 The material in each shirt is strong and \_\_\_\_\_.
- 6 Making material out of recycled bottles uses \_\_\_\_\_ % less energy than making ordinary material.
- 7 People in California have been making clothes out of recycled bottles since \_\_\_\_\_.
- 8 After the lecture, the speaker will be in the \_\_\_\_\_.

**STRATEGY** When you have to complete sentences, follow the instructions exactly. Don't write too many words. Read your completed sentences afterward. Do they make sense?

**WRITING** Time & sequence

- 1 a Quickly read the texts. Which recipe is faster to make? \_\_\_\_\_
- b Do you enjoy either of these drinks? Do you make them in the same way? \_\_\_\_\_

**The Way I Like It**

How are your favorite drinks and snacks made in your favorite cafés?

**Mint Tea – by Kamal**

In my opinion, the perfect mint tea is made with mint leaves, water and lots of sugar. That's the way it's served in my favorite Moroccan café. First of all, water is mixed with mint. Next, the water is boiled. After the water has boiled for three minutes, the heat is turned off. Then the mint leaves are thrown away, and lots of sugar is added. In my opinion, mint tea should be really sweet. Finally, the tea is served in a beautiful glass by a friendly waiter who always smiles when he's working. That's it. Absolutely perfect!

**Iced Tea – by Madison**

My local diner serves the best iced tea. First, water is boiled in a pan. As soon as the water has boiled, the pan is removed from the heat. Next, two or more tea bags are added to the water. The tea bags are left there for exactly five minutes. After that, the water is poured into a pitcher. Sugar and cold water are added. Then the tea goes into the refrigerator for a couple of hours. While the tea is cooling, a lemon is cut into slices. After the tea has cooled, the slices are added. Last of all, the tea is served in a tall glass. It's delicious on a hot day!



- 2 a Underline examples of these words in the texts.

after (x 2) after that as soon as finally  
first first of all last of all next (x 2)  
then (x 2) when while

- 3 Which of the words in 2 do we use with a comma (,)?
- 

- 4 a Choose a simple food or drink recipe to write about for the website. You can choose one of the ideas from the box, or use your own.

coffee hot chocolate milkshake pasta  
ham and eggs a sandwich tea

- b Complete the chart with the words from 2a.

**Sequences of actions (one thing after another)**

- 1 Start: first of all,  
\_\_\_\_\_,  
\_\_\_\_\_,  
\_\_\_\_\_,  
\_\_\_\_\_,  
\_\_\_\_\_,  
\_\_\_\_\_,  
\_\_\_\_\_

**Things that happen immediately after something else (without a break)**

as soon as

**Things that happen at the same time**

- when  
4 \_\_\_\_\_

- 5 Write your description. Use a range of different time and sequencing expressions.

**STRATEGY** When you're describing a process, it's important to organize your ideas clearly. Write about each stage of the process in order, and use time and sequencing expressions to link your ideas. Use the passive form when you want to emphasize the action, rather than the person doing it.

# 11 A SENSE OF IDENTITY

## VOCABULARY

### Identity

1 a Read the descriptions and write the names next to the notes.

Which two people might make a good couple?

- 1 \_\_\_\_\_ – likes relaxing
- 2 \_\_\_\_\_ – believes in supporting others
- 3 \_\_\_\_\_ – dreams of escaping
- 4 \_\_\_\_\_ – is into winning!
- 5 \_\_\_\_\_ – spends work and free time caring for animals

**Emily**

Family and friends are the most important things in my life. I'm a good listener and very loyal—I <sup>(1)</sup> stand by the people who matter to me. I don't like sports or pets, but I do love parties!



**Hugo**

I'm an extreme sports instructor—I teach mountain-biking, climbing and canoeing! I try to <sup>(2)</sup> get away from to the countryside whenever I can. Looking for someone who loves the outdoors, too.



**Mariam**

I'm an ambitious, successful city trader who's anxious to <sup>(3)</sup> get ahead in life and be the best I can be. Looking for someone who shares similar goals!



**James**

Work to live, don't live to work! After a day at the office I like to <sup>(4)</sup> get away from it all and unwind in the sauna or chat with friends over a long, leisurely meal. Do you like to take life slowly, too?



**Soobin**

I'm a nurse who's also passionate about nature. In my free time I <sup>(5)</sup> get involved with injured birds and mammals in a wildlife shelter near the beautiful Peak District. I'm also an enthusiastic walker and bike rider.



b Complete the profiles with phrasal verbs.

Use a word from box A and a word or phrase from box B.

A calm get get take stand

B care of ahead away by down

2 Choose the correct words. Which of the people in 1 do you think would say these things?

1 I see / think of my identity in terms of targets and achievements. Mariam

2 My life bases / is based a lot on my volunteer work.

3 I look / view myself as a good daughter, sister and friend.

4 My leisure time plays / works a more important role for me than my job.

5 I like to think of me / myself as an adventurous person.

6 What defines / means me the most is my competitive nature.

### Gaming

3 a Read the statements. Write the letters in parentheses in the correct order.

1 "Most gamers (emsrag) are addicts who need help," argues Sasha.

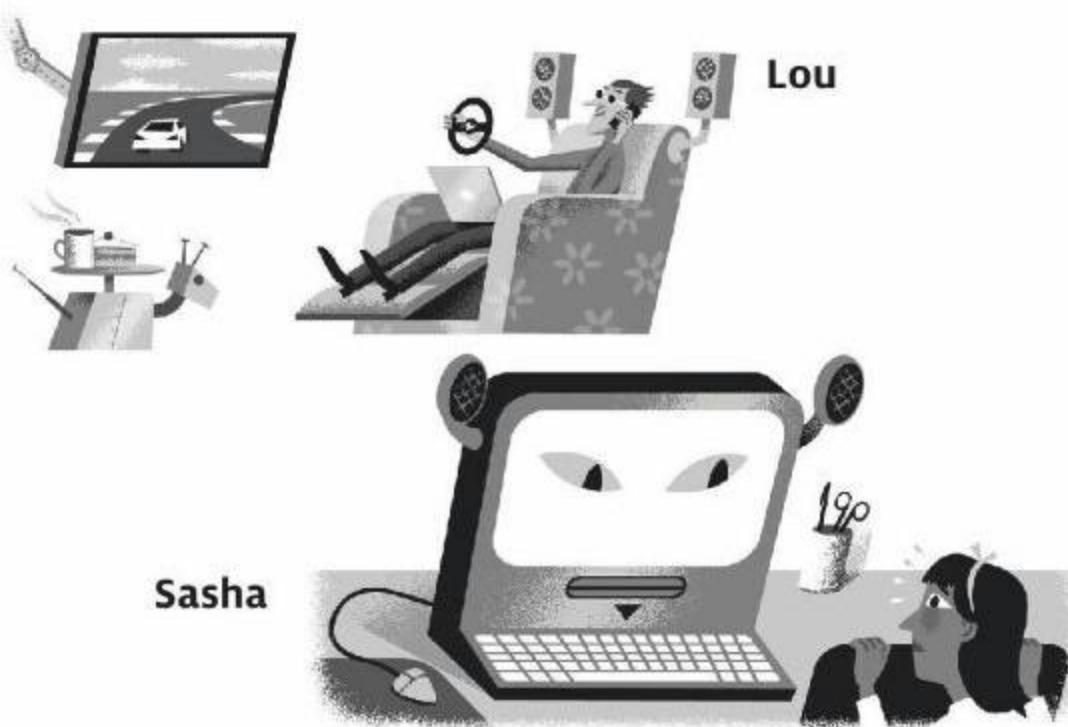
2 "I'm an enthusiastic user (resu) of all the latest software," Sasha tells us.

3 "I represent myself with different avatars (arsaatv) in different games," Sasha explains.

4 "I prefer the real world to the virtual world," says Sasha.

5 "People who pretend to be stunningly beautiful in video games (lero-inplagy) are making fools of themselves," believes Sasha.

- b** Look at the pictures. Match each statement in **3a** to *Sasha* or *Lou*. Which statements do you agree with?



## Personality adjectives

- 4** Match 1–7 to a–g.

- |                              |                         |
|------------------------------|-------------------------|
| 1 Some people say I have*    | a my own private world. |
| 2 I find it hard to make     | b out of my shell more. |
| 3 Friends say I need to come | c in thought.           |
| 4 I'm often lost             | d a big mouth!          |
| 5 I'm not afraid to speak    | e over things.          |
| 6 I'm often in               | f up my mind.           |
| 7 I often trip               | g my mind.              |

- 5** Match the descriptions to the sentences from **4**. Sometimes more than one correct answer is possible.

- 1 I'm very clumsy. \_\_\_\_\_
- 2 I'm very absentminded. \_\_\_\_\_
- 3 I'm really an extrovert. \_\_\_\_\_
- 4 I'm a little bit indecisive. \_\_\_\_\_
- 5 I'm fairly shy. \_\_\_\_\_

## VOCABULARY EXTENSION

### Personality adjectives: Opposites

- 6** Look at the **bold** adjectives. Are they positive or negative?

Nadia was a very <sup>(1)</sup>**unpleasant** roommate. No one liked her! She was really <sup>(2)</sup>**unkind**, and she was very <sup>(3)</sup>**impatient** when listening to other people's problems. She was <sup>(4)</sup>**insensitive**, and she often upset people with her comments. She had a big mouth! Unfortunately, Nadia caused a lot of problems in our house. She was <sup>(5)</sup>**unreliable** when it came to paying the bills—she rarely paid on time. She was very <sup>(6)</sup>**dishonest**, too, and she often lied. All in all, Nadia was a very <sup>(7)</sup>**unfriendly** person. She didn't like to spend time with me or my other roommates. Maybe she was just very shy, but her behavior seemed really <sup>(8)</sup>**unsociable**.

- 7** **a** Write the opposites of the words in **bold** in **6**. Remove the prefix.

1	<u>pleasant</u>	5	_____
2	_____	6	_____
3	_____	7	_____
4	_____	8	_____

- b** 11.1 Listen to a description of another roommate, Eric, and check your answers. What is the speaker's general opinion of Eric?



## BRING IT TOGETHER

- 8** Choose the correct options to complete the text.

Pedro, 22

In real life I'm fairly <sup>(1)</sup>**introverted** / **extroverted** and quiet, but online I'm much more <sup>(2)</sup>**outgoing** / **careless**. I think of my online identity in <sup>(3)</sup>**nature** / **terms** of a "secret self"! I've made lots of friends online—I might be a geek, but I'm definitely not a <sup>(4)</sup>**loner** / **performer**. My friend helped me to choose and customize my avatar—she's kind of a computer <sup>(5)</sup>**follower** / **whizz**. I didn't want to have the usual handsome warrior figure—I think that would be a little bit <sup>(6)</sup>**dishonest** / **unreliable**. But I didn't want it to be too realistic either. Where's the fun in that? I think this design is strong and confident. I don't think this character <sup>(7)</sup>**agonizes** / **worries** over things or feels <sup>(8)</sup>**careless** / **unsure** and indecisive! It's also a design with a sense of humor. I should explain, away from the <sup>(9)</sup>**unreal** / **virtual** world, I'm something of a cat <sup>(10)</sup>**liker** / **lover**...



## GRAMMAR

### Imaginary situations

- 1 a** Complete the sentences with *would* and the verbs from the box.

be enjoy love  
not/have want

1 You \_\_\_\_\_ much time to spend with your family.

2 I \_\_\_\_\_ never \_\_\_\_\_ to work in the movie industry. It's so superficial.

3 Who on Earth \_\_\_\_\_ being in the media spotlight every day?

4 I \_\_\_\_\_ going to all the parties and movie premieres!

5 I'm sure it's a hard job, but I think it \_\_\_\_\_ really exciting!

- b** What job are the people talking about? Do you agree with any of the opinions?

- 2** Choose *will* or *would*. What do you think about situations 1–8?

- 1 Do you think that your teacher *will* / *would* make a good TV host?
- 2 I 'll / 'd like to live in Hollywood one day.
- 3 I think I 'll / 'd do pretty well on my next English exam. I've worked really hard.
- 4 I 'll / 'd prefer to be poor but happy rather than rich but lonely.
- 5 I think I 'll / 'd do some exercise this weekend. It's important to stay in shape.
- 6 I 'll / 'd probably start my own charity with my lottery winnings. But I don't think I'll ever win the lottery!
- 7 *Will* / *Would* you ever want to rule the country?
- 8 When *will* / *would* you have your next day off?

- 3 a** Write the correct form of the verbs in parentheses.

If I <sup>(1)</sup> stayed (stay) at the magazine, I think I'd eventually get sick due to stress. I think the editor <sup>(2)</sup> \_\_\_\_\_ (be) surprised if she heard me talking this way—at work I always try to project an image of calm!

If I could do anything I liked, I <sup>(3)</sup> \_\_\_\_\_ (*not do*) a desk job. I'd like to have a job that allowed me to use my design skills if that <sup>(4)</sup> \_\_\_\_\_ (be) possible. I saw this course advertised in the garden center, and I thought, why not? Flowers, rocks and ponds would make a complete change from pictures. If I <sup>(5)</sup> \_\_\_\_\_ (*make*) a success of it, I <sup>(6)</sup> \_\_\_\_\_ (*set*) up my own business. I <sup>(7)</sup> \_\_\_\_\_ (*practice*) on my friends' gardens first if they let me!

Perhaps if I <sup>(8)</sup> \_\_\_\_\_ (*ask*) my journalist colleagues nicely, they'd write some publicity material for me.



- b** What job a) does the writer do now, b) would she like to do in the future?

- 4** How would life be different? Write sentences with *if* using an idea from box A and an idea from box B. Which two of these situations would you like to happen the most?

**A** ~~It's sunny all year around.~~ Cars are banned. I don't have to work or study for three months. I meet my hero. I can go back in time. Sports centers are free.

**B** I ask lots of questions. I do a lot more exercise. I really make the most of my free time. Downtown areas are much quieter, greener. ~~The days feel brighter and longer.~~ I make lots of changes to my past.

1 *If it were sunny all year around, the days would feel brighter and longer.*

2 If \_\_\_\_\_

3 If \_\_\_\_\_

4 If \_\_\_\_\_

5 If \_\_\_\_\_

6 If \_\_\_\_\_

## If only/I wish

- 5 Complete the sentences with the correct form of the verbs from the box. Which of the statements about appearance do you agree with the most/least?

agree be can look not be not cost

- 1 If only I were three years younger!
- 2 I wish that fashion models \_\_\_\_\_ so thin.
- 3 If only I \_\_\_\_\_ as good as my avatar.
- 4 I wish that cosmetic surgery \_\_\_\_\_ so much.
- 5 If only everyone \_\_\_\_\_ to use their *real* photos online.
- 6 I wish everyone \_\_\_\_\_ understand that beauty comes from within.

- 6 Complete the wishes for the situation. Then match the wishes to the people in photos a and b.

No such thing as a "perfect job"?



a



b

- 1 I don't earn a regular salary.  
If only I earned a regular salary. b
- 2 I have to commute to work every day.  
I wish \_\_\_\_\_
- 3 I have to wear a suit.  
If only \_\_\_\_\_
- 4 I can't keep the children out of the office.  
I wish \_\_\_\_\_
- 5 I'd like to have a more sociable job.  
If only \_\_\_\_\_
- 6 I'm not able to discuss my ideas with my coworkers.  
I wish \_\_\_\_\_

## BRING IT TOGETHER

- 7 a Complete the application form with the correct form of the words in parentheses. You might need to add the correct form of *would*.



### Application Form

Name: Tatiana

Age: 43

What do you hope to get out of the "Turn Your Life Around" counseling program?

I wish I <sup>(1)</sup> were (be) more successful. If I <sup>(2)</sup> \_\_\_\_\_ (be) more confident, maybe I <sup>(3)</sup> \_\_\_\_\_ (be) able to get a better job. But right now I feel trapped. If I earned more money, I <sup>(4)</sup> \_\_\_\_\_ (not have) to work such long hours to pay the bills. If I <sup>(5)</sup> \_\_\_\_\_ (work) less, maybe I <sup>(6)</sup> \_\_\_\_\_ (have) more time for job hunting—but right now "time off" feels like just a dream! I <sup>(7)</sup> \_\_\_\_\_ (also / like) to make new friends, but I'm not sure how. If only I <sup>(8)</sup> \_\_\_\_\_ (not feel) so shy all the time! What else... Oh, yes, I wish I <sup>(9)</sup> \_\_\_\_\_ (be) in better shape, too. I used to enjoy walking, but now I sit all day in a store. If I <sup>(10)</sup> \_\_\_\_\_ (can / make) a new start, then I <sup>(11)</sup> \_\_\_\_\_ (probably / get) more out of life. Please help!

- b Can you think of one piece of advice to give to Tatiana?

## FUNCTIONAL LANGUAGE Giving advice

- 1** Complete the pieces of advice. You do not need to use all of the words from the box.

always am clothes considered  
ever ought shoes should  
that thought were

- 1 If that were me, I'd think about getting another job.
- 2 Have you            about seeing a counselor?
- 3 In your           , I'd think about getting a cat.
- 4 If I            you, I'd stop talking to her.
- 5 You            to take up Pilates or yoga. It'd really help your back.
- 6 You could            try going to bed an hour earlier.

- 2 a** Match pieces of advice 1–6 in **1** to replies a–f.

- a OK, I'll try that. It might help me to feel I'm in better shape, too.
- b Yes, that could work, thanks. Anything to get rid of these mice!
- c That doesn't normally work for me. It just means I spend even longer staring at the ceiling!
- d I'm not sure that's a good idea. She *is* my sister.
- e That's a good idea. It could be helpful to talk to somebody who isn't involved.
- f You know, I'd prefer not to. Apart from my boss, this is a great place to work.

- b** Which of the replies a–f are...

- 1 positive?       ,       ,         
2 negative?       ,       ,

## LISTENING Listening carefully

- 1 a** Complete the job ad with appropriate ideas.

We're looking for an assistant manager to help us run our busy international           . We have a lot of American and Australian customers, so you must speak good           .



- b** 11.2 Listen to four people talking about their experiences of being interviewed for the job. Check your answers.

- 2** Can you remember who said these things? Write 1–4. There is one number that you don't need.

- "I was really nervous! I wish I wasn't so shy."
- "The interview was slightly scary, and sometimes I was unsure what to say."
- "These kinds of situations don't worry me. However, now I wonder if I was too relaxed."

- 3 a** Listen again and match sentences a–h to speakers 1–4.

Who...

- a wasn't nervous?
- b has had a similar job before?
- c regrets something they said?
- d finds it difficult to concentrate sometimes?
- e speaks three languages?
- f wants to work part-time?
- g is American?
- h mentions that the salary is important?

- b** Listen again and check your answers.

- 4** Who do you think should get the job?  
\_\_\_\_\_

**STRATEGY** Remember, different speakers might talk about similar information in different ways, so you need to listen carefully. Don't choose an answer based on a single word or phrase you hear—you need to listen to the whole audio before you choose your final answer. Always check your answers when you play the audio again.

## READING Finding connections

- 1 Read the whole article, ignoring the blanks. Which of the following best describes the author's argument?
- a You need to work hard in order to be happy.
  - b It's a myth that you can be happy all the time.
  - c It's impossible to be happy in modern society.
  - d Happy people are more successful than unhappy people.

### It's Hard Work Being Happy

**H**ave you ever wished that life were different? <sup>(1)</sup>You're not alone! Your friends and family probably feel exactly the same way.

Today, unhappiness seems to be a common problem. Surveys suggest that growing numbers of us feel dissatisfied with our lives and unsure what to do about it. <sup>(2)</sup>... We hope that they'll have the answers.

Many self-help "gurus" tell followers that they can leave unhappiness behind forever. According to them, everyone on the planet would be happy if we all tried hard enough. <sup>(3)</sup>... Often it seems that the more we try to be happy, the more depressed we become!

A long, long time ago, life was very difficult. Men and women had less time to agonize over decisions because they were too busy. <sup>(4)</sup>... And it seems that modern men and women are still looking for "more." The problem is that we already have most of the



things we need. Instead, we try to get ahead at work, we wish that we were rich, or we dream of escaping on luxury vacations. But stop and think. <sup>(5)</sup>... Of course not.

The truth is that happiness often happens by accident. For example, we experience it when we're chatting with friends or enjoying a hobby. It isn't something you can "work on," like learning a language. Furthermore, being unhappy sometimes is actually good for us, too! <sup>(6)</sup>...

The truth is that sometimes life is good, and sometimes it isn't. Nobody is happy all the time. <sup>(7)</sup>... So why try to follow the celebrity example? Maybe if we were more relaxed about happiness, we'd enjoy life more!

- 2 a Match sentences a-g to blanks 1-7. Use the clues to help you.

- a If you went on that "perfect" trip, would you be happy to spend the rest of your life at home?  
(clue: can you find any words relating to *trip* in the text?) \_\_\_\_\_
- b You're not alone!  
(clue: this sounds like the answer to a question) \_\_\_\_\_
- c It teaches us important things about ourselves and the world.  
(clues: what is "It"? what does "it" teach?) \_\_\_\_\_
- d That's why we spend millions on self-help books.  
(clue: we use *that's why* to give a reason for something) \_\_\_\_\_
- e They built bigger communities, explored more countries and invented more things.  
(clue: who are "They") \_\_\_\_\_
- f And that includes the rich and famous!  
(clue: can you find any words relating to *famous* in the text?) \_\_\_\_\_
- g However, following this teaching sometimes seems to have the opposite effect.  
(clues: we use *however* to contrast ideas; what does "this" refer to?) \_\_\_\_\_

- b Do you agree with the writer?  
What makes you happy?

#### STRATEGY Good writers connect their ideas together:

- To work out the writer's general attitude or opinion, read the whole text. You probably won't find the answer in just one sentence.
- To complete an incomplete text, think about how the sentences relate to each other. Look for:
  - a) vocabulary or topic connections.
  - b) pronouns (e.g., *he*, *which*, *this*) or linking words (e.g., *but*, *so*) that refer to other ideas in the text.

# 12 MEMORIES

## VOCABULARY

### Remembering

- 1 Write the correct form of the verbs in parentheses. Which sentences are true for you?

**Memory test**

1 Do you think you'll remember _____ (do) this exercise next week?	✓      ✗
2 Have you ever forgotten _____ (do) your English homework?	✓      ✗
3 Do you always remember _____ (send) relatives a birthday card?	✓      ✗
4 "I'll never forget _____ (go) to school on my first day." True?	✓      ✗
5 Do you remember _____ (eat) dinner last Sunday? Can you remember what you had?	✓      ✗
6 Do(es) your parents/partner often need to remind you _____ (attend) classes?	✓      ✗

- 2 Choose the correct words. Change the **bold** words so that the sentences are true for you.

- 1 My short-term memory is **good**, but my *early / long-term* memory is **bad**.
- 2 **My dad** has a *photographic / selective* memory. **He** can often remember things exactly as **he** saw them.
- 3 I have a *precious / vivid* memory of a nightmare. I was **falling from the Eiffel Tower!** It felt very realistic.
- 4 My *earliest / most distant* childhood memory is **going to the zoo with my parents**.
- 5 I have a *vague / vivid* memory of **meeting my great-uncle John** when I was little. I don't remember the event very clearly now.
- 6 **Hearing Nelson Mandela speak at a rally** is one of my *most precious / vaguest* memories. It was an unforgettable day.

### Phrasal verbs

- 3 Complete the quotations with the correct form of the verbs (there is one verb that you do not need). Then match the people to memories a-f.

bring get take (x 3) tear soak

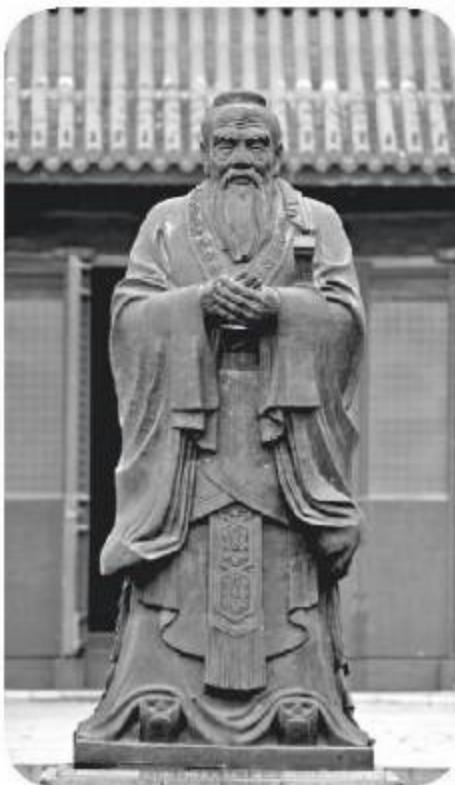
- 1 Daisy: "I remember taking care of it for a friend while she was on vacation."
- 2 Fernando: "I love the noise and the smell of hot dogs and cotton candy. It really brings me back to my childhood."
- 3 Jayden: "I remember feeling astonished, staring at all the happy faces and trying to get it all in."
- 4 Marcelo: "I was terrified, but once I actually made my first ascent, my friends just couldn't tear me away!"
- 5 Jerry: "I love this smell. It brings back memories of my grandmother's herb garden."
- 6 Carol: "We used to come here when we were students and soak up the atmosphere over coffee."



## Vocabulary review

- 4 a Complete sentences 1–6. Then label pictures 7–12.

- 1 An e\_\_\_\_\_ is a person who sees a news event themselves.
- 2 the noun form of *wise*: \_\_\_\_\_
- 3 If you take \_\_\_\_\_ a sport, you start doing it.
- 4 News that is happening right now is \_\_\_\_\_ news.
- 5 the noun form of *strong*: \_\_\_\_\_
- 6 If you burn \_\_\_\_\_, you stop because you've done too much.



7 \_\_\_\_\_

8 \_\_\_\_\_

- b Cover the definitions and pictures in 4a. Write down all the words and expressions you can remember.

### VOCABULARY EXTENSION

Extending topic sets

- 5 Complete the chart with the nouns from 4.

News and media	eyewitness
Reading	
Personal attributes	
Landscapes	
Art	

- 6 Quickly read the guest book in 7 and find words and expressions which match definitions 1–5. Write them on the chart in 5. Can you add any more words to the chart?

- 1 a tree-like plant
- 2 something that surrounds a photo or picture
- 3 a traditional story with a happy ending
- 4 the noun form of *generous*
- 5 the work of writing about the news



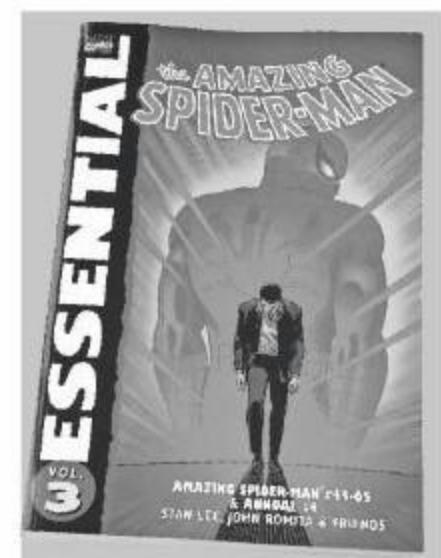
10 \_\_\_\_\_



9 \_\_\_\_\_



11 \_\_\_\_\_



12 \_\_\_\_\_

### BRING IT TOGETHER

- 7 Complete the guest book using the correct form of the words from the box. What is the special occasion?

bring    burn    distant    forget/give    forget/see  
take    precious    remind/send

### Guest Book

Ilsa, you looked absolutely beautiful, and Matt, you didn't look bad either—have you been working out?!<sup>(1)</sup> Take care of each other. You make a great couple. ☺ – Sanjit

A<sup>(2)</sup> memory for us all to treasure. Please<sup>(3)</sup> me you the photo I took of the pair of you in front of the rose bush. You can display it in the frame I bought you—hope you like it! – Uncle Ray

I'll never<sup>(4)</sup> you walk down the aisle—you took my breath away. x – Phyllis Marple

What a beautiful day – like something from a fairytale! Have a wonderful future together! Don't<sup>(5)</sup> us a call after the honeymoon. Juanita xx

Thank you for your generosity—what a wonderful feast! A beautiful day. It<sup>(6)</sup> back memories of our own "special day"—a vague,<sup>(7)</sup> memory now for us oldies!

P.S. Best of luck with the new career in journalism, Matt. Try not to<sup>(8)</sup> out from working too hard! – Clara and Zoli

## GRAMMAR

### Imaginary situations: Past

- 1 Complete the anecdote. Use the correct form of *would(n't)* + past participle.

I have terrible memories of my first job. I had an awful boss who criticized everything I did!  
 I said, "Could I ask you to explain this task?" He said, "At your age, I <sup>(1)</sup>would have known (know) what to do."  
 I said, "I've finished the accounts". He said, "Oh dear. I <sup>(2)</sup> \_\_\_\_\_ (not present) them like that."  
 I asked, "What did you think of my report?" He said, "A child <sup>(3)</sup> \_\_\_\_\_ (do) it better."  
 I said, "<sup>(4)</sup> \_\_\_\_\_ using PowerPoint <sup>(help)</sup> my presentation?" He said, "No, it <sup>(5)</sup> \_\_\_\_\_. Nothing <sup>(6)</sup> \_\_\_\_\_ (improve) it—apart from starting again!"  
 I asked, "What's wrong with this suit?" He said, "I <sup>(7)</sup> \_\_\_\_\_ (choose) something more elegant."  
 He said, "I was very upset to hear that you've resigned."  
 I said, "Why? I thought you <sup>(8)</sup> \_\_\_\_\_ (be) delighted!"

- 3 How would life have been different? Write sentences with *if* using an idea from box A and an idea from box B.

**A** The government banned smoking in 1950.  
 Shakespeare wasn't born.  
 No one invented the Internet.  
 Christopher Columbus didn't go traveling.  
 There wasn't a natural disaster millions of years ago.  
 Air travel didn't become cheap and easy.

**B** Package vacations never became popular.  
 Mark Zuckerberg didn't create Facebook.  
*Romeo and Juliet* wasn't written.  
 Fewer people died from lung cancer.  
 He didn't discover America.  
 Dinosaurs survived.

- 1 If the government had banned smoking in 1950, fewer people would have died from lung cancer .  
 2 If \_\_\_\_\_ ,  
 3 \_\_\_\_\_ if  
 4 If \_\_\_\_\_ ,  
 5 \_\_\_\_\_ if  
 6 If \_\_\_\_\_ ,

- 2 Complete the memories using the past perfect or *would have* + past participle. Then put the events in order, 1–6.

\_\_\_\_\_ If we \_\_\_\_\_ along with each other so well, we \_\_\_\_\_ on a date. (*not get/not go*)  
 \_\_\_\_\_ If we \_\_\_\_\_ chatting, I \_\_\_\_\_ we had so much in common. (*not start/never guess*)  
 \_\_\_\_\_ I \_\_\_\_\_ Marek's drink at the party if I \_\_\_\_\_ a better dancer. (*not spill/be*)  
 \_\_\_\_\_ I \_\_\_\_\_ to Marek if I \_\_\_\_\_ to apologize for my mistake. (*never speak/not have*)  
 \_\_\_\_\_ If we \_\_\_\_\_ in love—well, you and your sister \_\_\_\_\_ born!  
 1 If I 'd gone to lessons, I 'd have learned how to dance. (*go/learn*)

### Review

- 4 a Write the past participle form of the verbs from the box. Then use them to complete the sentences. Which of these things happened to you this week?

attack bite broke keep  
 know wake wear

- 1 I was kept waiting for a long time by a salesperson.  
 2 I've \_\_\_\_\_ sneakers at least once this week.  
 3 I went out with a friend who I've \_\_\_\_\_ for a long time.  
 4 I fixed something that I'd \_\_\_\_\_.  
 5 I went back to sleep after my alarm clock had \_\_\_\_\_ me up.  
 6 I was \_\_\_\_\_ or \_\_\_\_\_ by an insect or animal.

- b Which sentences include verbs in:

- a the present perfect form? \_\_\_\_\_ , \_\_\_\_\_  
 b the past perfect form? \_\_\_\_\_ , \_\_\_\_\_  
 c the passive form? \_\_\_\_\_ , \_\_\_\_\_

- 5 Write the correct present perfect, past perfect or past passive form of the verbs.

I remember this photo. It (1) \_\_\_\_\_

(take) by my grandfather when I was fairly little. I was very happy because I (2) \_\_\_\_\_

(be) at the beach all day. I (3) \_\_\_\_\_

(not see) the ocean before, so it was very exciting! I (4) \_\_\_\_\_

(be) back there many times since then, of course, but I'll never forget my first visit. As a special treat, I (5) \_\_\_\_\_

(allow) to have an ice cream. As you know, I (6) \_\_\_\_\_ (always/love) strawberry ice cream! Unfortunately, just a few seconds later, I dropped it! I don't think Grandma was very happy because I (7) \_\_\_\_\_ (cover) in ice cream! But I was so upset that I (8) \_\_\_\_\_ (forgive) really quickly. I think they even bought me a new, bigger one to cheer me up...



- 6 Rewrite the sentences using the present perfect, past perfect or passive form. Include the word in bold in your sentence, and add your own ideas.

1 I left class. Then I went... (where?).

As soon as I had left class, I went home.  
**had**

2 I sat down at the table. Then I ate... (what?).

After I sat.

3 ... (Who?) wrote my favorite childhood book.  
My favorite childhood book

. by

4 My English studies began in... (which year?).  
I since

. studied

5 When I started elementary school, my first teacher was... (who?).

When I started elementary school, I

**taught**

6 I moved here... (how many?) years ago.  
I for

. lived

## BRING IT TOGETHER

- 7 a Complete the tips. Choose one of the verbs in parentheses, and write the correct form of it.

If only I'd known! Students from last year's course share their study tips.



### 1 Focus! – Bruno, 18

If I (1) 'd spent (take/spend) more time studying alone, I think I (2) \_\_\_\_\_ (believe/find) it easier to concentrate. Turn off the radio and TV!



### 3 Write – Ahmed, 52

I (6) \_\_\_\_\_ (teach/learn) this tip by my favorite teacher last year. I followed it after every lesson. After I (7) \_\_\_\_\_ (copy/learn) ten words, I wrote them down in sentences. This helped make studying more "active" for me. I think that if I hadn't done this, I (8) \_\_\_\_\_ (not remember/not remind) nearly as many words.



### 2 Study little and often – Carla, 21

Here's something I (3) \_\_\_\_\_ (learn/teach) this year: study a little bit every day. If I'd done that, I don't think I (4) \_\_\_\_\_ (forget/lose) so much. I'm sure I (5) \_\_\_\_\_ (get/make) much better grades on my exams, too. I had to retake them! ☹



### 4 Be artistic – Thalia, 37

Our teachers gave us some great ideas last year. For example, we (9) \_\_\_\_\_ (say/tell) that using pictures, graphs and colors in our notebooks could help us to "see" key information in our minds. I (10) \_\_\_\_\_ (did/use) this method a lot recently—it really does help!

- b Which of these tips do you like the most? Can you think of any more good ideas?

## FUNCTIONAL LANGUAGE

### Apologizing

**1** Look at sentences a–j and...

- 1 circle the expressions that are formal, official apologies.
- 2 underline the expressions that are responses to an apology.

- a I really am very sorry. Please forgive me.
- b I'm so sorry! There's no excuse.
- c Don't worry, I'll straighten it out.
- d I promise it won't happen again.
- e Well, I suppose that'll have to do!
- f We regret to announce...
- g Yeah, until the next time!
- h I'm afraid I can't come to the phone right now.
- i It's OK, I understand.
- j We apologize for any inconvenience caused.

**2** a 12.1 Listen to four apologies. Match them to the photos a–d. 00:00



**b** Listen again. In which audio do you hear expressions a–j from 1?

- Audio 1 \_\_\_\_\_  
 Audio 2 \_\_\_\_\_  
 Audio 3 \_\_\_\_\_  
 Audio 4 \_\_\_\_\_

## LISTENING

### Listening in tests & exams

**1** Read the listening strategy. Add one more useful tip (you can use ideas from other listening strategies in this Workbook).

**2** 12.2 Follow the steps in the listening strategy to complete the task below. Remember to play the audio twice!

### Listening Test

**Time:** 15 minutes

2 points for each correct answer.

**Listen to Tom and Alice talking at home. Choose the correct answers.**

**1** What is the attic going to become?

- a a home gym
- b a guest bedroom
- c a playroom

**2** When did Tom give Alice the flower?

- a on their first date
- b on their second date
- c on their first anniversary

**3** Who is the photo of?

- a Tom's grandfather
- b Tom's great-uncle
- c Tom's first teacher

**4** Where was the photo taken?

- a on the farm
- b in Grandpa's garden
- c in the park

**5** Why doesn't Alice want to invite Kelvin in?

- a She doesn't like seeing him.
- b The house isn't neat.
- c They don't have any food to offer him.

**6** What does Alice wish Tom had done?

- a Reminded her about the visit.
- b Arranged a different time.
- c Written the event on the calendar.

**STRATEGY** To prepare for tests, practice listening activities like the ones in this book as often as you can:

- 1 First read any questions.
- 2 Listen once for gist. Stay calm, and don't stop listening!
- 3 Complete any questions you can answer.
- 4 Listen again to check your answers and complete any missing questions.
- 5 If you really don't know the answer, guess!

## WRITING Structuring your writing

- 1 Quickly read the profile of Sinita. In which paragraph does Amarinder

1 describe an important memory? \_\_\_\_\_  
2 say how Sinita influenced his life? \_\_\_\_\_

3 introduce Sinita? \_\_\_\_\_  
4 give extra information about an event? \_\_\_\_\_

### Bansal Family Memory Book Sinita Bansal

a Sinita Bansal was an incredible woman who (1) *'s inspired / was inspiring* me in many ways. Even though she faced many problems in her life, she never (2) *gave / give* up. Furthermore, she was always anxious to try new things. After she'd retired, she decided to take up running—at the age of 68!

b One of my most vivid memories of Grandma is her first marathon when she was in her 70s! If you'd seen her, you (3) *'d have been / 'd be* amazed. While she was running, she waved to her fans, including me! However, she didn't slow down. I (4) *'ll never forget / I never forget* seeing her cross the finish line. She (5) *'s been running / was running* much faster than all the other athletes in her age group. I've never seen anyone look so happy!

c This day was special for more than one reason. After the awards (6) *had been given / had given out*, Grandma told everyone that she wasn't going to keep the prize money. Instead, it (7) *donated / was donated* to a children's charity.

d Grandma's loving, generous nature taught me which path I wanted to follow in life. Last year I qualified as a teacher of children with special needs, so I can help others, too. I (8) *'m hoping / hope* I can make you proud of me, Grandma!  
Xx Amarinder



- 2 Read the profile again and choose the correct tenses.

- 3 Look at the **bold** forms of the verbs in sentences a–d from the profile. Which describes

- 1 an experience up to now? \_\_\_\_\_  
2 an action in progress when another action happened? \_\_\_\_\_  
3 a main action that happened at a specific time? \_\_\_\_\_  
4 an action that happened before another action? \_\_\_\_\_

- a After she'd **retired**, she decided to take up running.  
b While she **was running**, she waved to her fans.  
c I've **never seen** anyone look so happy!  
d Last year I **qualified** as a teacher.

- 4 Read the profile again and circle one example of each of the following grammatical structures:

- 1 a conditional form with *would have*  
2 the passive form  
3 reported speech  
4 a modal verb expressing ability

- 5 a Write a profile of a person who has inspired you for your own memory book. Use the paragraph plan from 1, and include a variety of tenses and grammatical structures.

- b Check your work and make any corrections.

### STRATEGY

- Draft a paragraph plan before you write. Use a new paragraph for each main idea.
- Use various tenses, linkers and time expressions to show how different events relate to each other.
- Consider including other grammatical structures, for example, modal verbs or reported speech.
- Finally, always read your work afterward. Don't just look for mistakes, but think about the text as a whole. Is it enjoyable and easy to read? Is it logically organized?

# PROGRESS TEST 4

## GRAMMAR & VOCABULARY (25 points)

### 1 Choose the correct options. (9 points)

I wish I <sup>(0)</sup>have / ~~had~~ a better memory. I've always <sup>(1)</sup>been / was a little absentminded. Once, I forgot a really important meeting after I <sup>(2)</sup>'d / 've lost my day planner. It was really embarrassing. After everyone had waited for nearly an hour, the meeting <sup>(3)</sup>canceled / was canceled.

But since I bought a smartphone, everything <sup>(4)</sup>has / had changed. I <sup>(5)</sup>haven't been told / haven't told off for missing any more meetings for a start! If I'd bought a smartphone earlier, I <sup>(6)</sup>wouldn't have forgotten / wouldn't forget that appointment. As a smartphone is a phone <sup>(7)</sup>that / who also has a calendar, Internet access and music, I only have to remember to take one gadget with me. I <sup>(8)</sup>'d / 'll recommend it to anyone <sup>(9)</sup>who's / which is as forgetful as me!

### 2 Complete the sentences using the correct form of the verbs. (5 points)

- 1 If only I \_\_\_\_\_ on vacation right now.  
(be)
- 2 If I had a million dollars, I \_\_\_\_\_ most of it to my family. (give)
- 3 I'd go to the gym every day if I \_\_\_\_\_.  
(have)
- 4 In my country, the typical main meal \_\_\_\_\_ at around 2 p.m. (eat)
- 5 I \_\_\_\_\_ this test yet. (not finish)

### 3 Find pairs of words or phrases that have similar meanings. (6 points)

allow based-on beneficial  
centered-on clear enable helpful  
in your own world indecisive  
lost in thought not forget remember  
unsure vivid

- 0 centered on - based on
- 1 \_\_\_\_\_ - \_\_\_\_\_
- 2 \_\_\_\_\_ - \_\_\_\_\_
- 3 \_\_\_\_\_ - \_\_\_\_\_
- 4 \_\_\_\_\_ - \_\_\_\_\_
- 5 \_\_\_\_\_ - \_\_\_\_\_
- 6 \_\_\_\_\_ - \_\_\_\_\_

### 4 Complete the sentences. There are two words that you don't need. (5 points)

away back for in on out up

Dear Marty,

I wish you were here! Mauritius is a great place to get <sup>(1)</sup> \_\_\_\_\_ from it all and soak <sup>(2)</sup> \_\_\_\_\_ the sun. It really takes me <sup>(3)</sup> \_\_\_\_\_ —do you remember the vacation we had here when we were teenagers? I'll never forget trying <sup>(4)</sup> \_\_\_\_\_ snorkeling and seeing all the fish. It's just dawned <sup>(5)</sup> \_\_\_\_\_ me—that was what inspired you to study marine biology, wasn't it? It seems so long ago.

Will write again soon, xxx

## READING (25 points)

### 1 Quickly read the web page. Which smells do these people describe? (4 points)

- 1 Amy \_\_\_\_\_ 3 Greta \_\_\_\_\_  
2 Daniel \_\_\_\_\_ 4 Susan \_\_\_\_\_

#### I remember when...

Smells can bring back strong memories. What are the smells that affect you the most?

##### Amy

Many things remind me of Mom, but this smell brings her back more vividly than all my photos. Mom was a busy, talented woman, but she always made her own bread. It's my favorite smell, even though it sometimes makes me cry. I had a flash of inspiration in a bakery a few years ago and decided to take it up professionally.

##### Daniel

I know it sounds strange, but I've always liked the artificial smell of gasoline. It reminds me of my grandpa; he was always fixing cars, bikes... Not like me at all, I'm far too clumsy. I don't collect photo albums—luckily for me I've got a photographic memory. When I smell gasoline, I can see my grandpa standing right here.

##### Greta

The smell of freshly cut grass makes me feel happy, like a child. Although I'm sure my childhood was probably sad sometimes! My dad, a gardener, was a practical man, and he mowed the grass weekly in the summer. I'm glad I remember that because I have forgotten so much. Thank goodness for cameras! Apparently the scent is now being manufactured by some innovative scientists. I'd love to try it out!

##### Susan

Really I prefer roses, but this evokes more memories. It's funny, I love it now, but I couldn't stand it when I was young! I suppose if you worked in a café all day it would lose its power, but the smell of coffee in the morning really cheers me up. It has to be fresh though—instant coffee is too artificial.

**2** Read the web page again. Answer the questions. (16 points)

Who...

- 1 didn't use to like a particular smell? \_\_\_\_\_
- 2 sometimes feels sad when they smell something? \_\_\_\_\_
- 3 mentions being different from a relative? \_\_\_\_\_
- 4 has another favorite smell (not the one they describe)? \_\_\_\_\_
- 5 started a career relating to the smell they describe? \_\_\_\_\_
- 6 doesn't have a very good memory? \_\_\_\_\_
- 7 doesn't have many photos? \_\_\_\_\_
- 8 wants to try a more artificial version of the smell? \_\_\_\_\_

**3** Find words or expressions in the web page that match the definitions. (5 points)

- 1 strongly (adverb): \_\_\_\_\_
- 2 although (linker): \_\_\_\_\_
- 3 careless, awkward (adjective): \_\_\_\_\_
- 4 test (verb): \_\_\_\_\_
- 5 effect, strength, influence (noun): \_\_\_\_\_

**LISTENING** (25 points)

**1** a Listen to a tour of a chocolate factory. Which five exhibits do visitors see? Number them in order, 1–5. (10 points)

- |                              |                          |                    |                          |
|------------------------------|--------------------------|--------------------|--------------------------|
| Tasting room                 | <input type="checkbox"/> | Exhibition hall    | <input type="checkbox"/> |
| International chocolate shop | <input type="checkbox"/> | Aztec room         | <input type="checkbox"/> |
| Garden room                  | <input type="checkbox"/> | Manufacturing room | <input type="checkbox"/> |

b Which exhibit is closed? (1 point)

**2** Listen again and complete the chocolate fact sheet. Write one word in each blank. (14 points)

**Chocolate Facts**

- 1 The Aztecs invented chocolate around \_\_\_\_\_ years ago.
- 2 Cocoa beans were originally used as \_\_\_\_\_ as well as in drinks.
- 3 Most of the world's cocoa is grown in \_\_\_\_\_.
- 4 To make chocolate, cocoa beans are roasted for between 30 minutes and \_\_\_\_\_ hours.
- 5 One out of \_\_\_\_\_ young people between 15 and 24 think they couldn't live without chocolate!
- 6 Chocolate isn't sold in \_\_\_\_\_ packaging in China, as it's considered unlucky.
- 7 Most environmentally friendly fair trade chocolate is grown in \_\_\_\_\_ and not in fields.

**WRITING** (25 points)

**1** Match the paragraphs to the topics. (3 points)

- 1 A memory of a particular family meal \_\_\_\_\_
- 2 Typical family mealtimes \_\_\_\_\_
- 3 A description of the family \_\_\_\_\_

**Family mealtimes**

a

Since Bella and Luca left home, family mealtimes <sup>(1)</sup>were / have been much quieter! There are three of us at home. I'm Tom. I like to think of myself as kind of a performer, although the others may disagree! My wife Camelia is an excellent chef. Her life <sup>(2)</sup>bases / is based a lot on food because she runs her own restaurant. Our youngest son Andrei is a computer whizz. He's always checking social networks on his phone at the table.

b

We usually eat dinner at around eight. It's almost always cooked by Camelia. First, we have a salad. <sup>(3)</sup>Then / When the main dish is brought in. It's always delicious! <sup>(4)</sup>Finally / After we've had dessert, there's always coffee. The table is cleared by Andrei. Well, usually!

c

Last summer, we had a very special barbecue. After my parents had celebrated their fiftieth wedding anniversary, we organized a huge family party for them. They <sup>(5)</sup>were / had been very surprised! If only I had some photos. Unfortunately, I'm very clumsy, and I dropped the camera in the soup <sup>(6)</sup>as soon as / while I was serving. If I <sup>(7)</sup>had been / have been less careless, I wouldn't have broken it!



**2** Choose the correct options to complete the text in 1. (7 points)

**3** Write your own description of family mealtimes like the one in 1. (15 points)

- Include the three paragraph topics you matched in 1.
- Structure your writing by using a range of tenses and time and sequencing expressions.

## TRANSCRIPTS

### 10.1, p. 49, Ex 6

- 1 This Austrian doctor was one of the first scientists to try to make sense of the human subconscious. He made money by analyzing his patients' dreams. Who was he?
- 2 This famous scientist did research on radioactivity. She made important discoveries and did a lot of good for people suffering from diseases like cancer. She made well-received speeches at two Nobel Prize awards ceremonies. Who was she?
- 3 This American physicist was called "the father of the atomic bomb." He first did experiments in a military laboratory, and then did a test of his invention in New Mexico. Later, many believed he had made a terrible mistake. When bombs were dropped on Hiroshima and Nagasaki in Japan, they did terrible damage, and a quarter of a million people died. Who was the physicist? Ready for the answers? The answer to Question One is Sigmund Freud. Question Two: Marie Curie. Question Three: J. Robert Oppenheimer. How many did you get right?

### 10.2, p. 52, Exs 1 & 2

- 1 A: Good morning. Uh, I need to get this jacket dry cleaned. I'm afraid I spilled tomato sauce on it!  
B: Certainly, no problem!  
A: Er, how long will it take to do the jacket? Do you think you could get it cleaned by lunchtime?  
B: Sure. We could have it by 1 o'clock.
- 2 C: I asked you to pass me the flour, Marie, not the sugar!  
D: Oops, sorry.  
C: Honestly, I worry about your eyesight. I think you need to get it tested again.  
D: Huh, thanks!  
C: I'm serious! You've had those glasses for years. You might need to get some new ones made.
- 3 E: Hi, Rosa. Uh, what's that noise? I think you should get that checked.  
F: Yes, the scooter hasn't been running well all week... Is there anywhere near here where I can get it fixed?  
E: Yes, there's a garage a few minutes away. I think they repair scooters.
- 4 G: Hey, not in the house! Those dogs are filthy! You'll have to go back and have them bathed.  
H: What?

G: Well, you shouldn't have let them get so muddy! Go back to the park. There's a woman who runs a dog grooming service near the East Road entrance.

H: OK. I'll go back there now.

### 10.3, p. 52, Exs 1, 2 & 3

As I'm sure most of you know, soccer is the most popular sport in the world. It's more popular than surfing, tennis or basketball, and more people watch the World Cup than any other sporting event in the world. Official figures show that more than 260 million people watched the last World Cup on TV, and some statistics say that the total number of viewers could be as high as 400 million! Unsurprisingly, soccer clothing is a huge industry. But what are our soccer shirts made of, and where were they made? It might surprise you to learn that some of the soccer shirts that were worn by top players at the World Cup were made out of plastic bottles. Yes, you heard that correctly. Teams including Brazil, Portugal and the USA wore shirts that started life as plastic bottles. Each shirt was made from at least eight bottles, from at least two countries—Japan and Taiwan in particular.

The recycled plastic is used to make a special material that's thin and strong, not thick and heavy. The thinner material helps players stay cool, and its manufacture uses less energy than normal polyester material. In fact, making this material uses 30% less energy. Amazingly, more than 86 million plastic bottles have already been used to make shirts, so that's two major reasons why this idea is so good for the planet!

Furthermore, this idea isn't new. Although 2006 was the first time we saw recycled bottle shirts in a World Cup, "bottle" clothes have been being made in California since 1993. There, a company called Patagonia makes surfing clothes, hiking clothes, all sorts. These innovative clothes are very affordable, too. Just search online, or I'll give you some company addresses after the lecture if you prefer. Come and find me in the café near the library.

Now, let's look more closely at the way these recycled fabrics are made. First of all, plastic bottles are collected from...

### 11.1, p. 55, Ex 7

Eric was a very pleasant roommate who we all liked. He was really kind and patient; he would help anyone! And he was a very sensitive person. Um... Eric was also really reliable when it came to paying the bills; he always paid in full and on time. He was extremely honest, too. The best thing about Eric was that he was so friendly. He was outgoing and sociable, so we often went out for a drink together.

### 11.2, p. 58, Exs 1, 2, 3 & 4

- 1 I've traveled to America a lot, so my English is good—my Spanish, too. I like to think of myself as someone who'd be a good manager, and I want to get ahead. Unfortunately I can only work four days a week, because I have children. But if I got the job, I'd work as hard as a full-time worker. I used to manage an Internet café when I was a student, so I have lots of experience.
- 2 In general, I think the interview went pretty well. I'm an extrovert and these kinds of situations don't worry me. However, now I wonder if I was too relaxed. I told them that if I got the job, I'd try to run the Internet café by myself within the year. Success is even more important to me than money. But maybe that's something I should have kept to myself. I have a big mouth sometimes!
- 3 I was really nervous! I wish I wasn't so shy. I'm happy with what I said, but I definitely should have said more, especially about my language skills. I forgot to say that I spoke French and Italian as well as English! I used to work in a factory, which shows that I have good concentration skills. I loved it, but the pay was terrible. I hope this role isn't part-time or poorly paid, as I'm saving up for a new car.
- 4 I don't speak three languages or anything impressive like that. But I'm a native English speaker, born in the USA, and a real computer whizz. The interview was slightly scary, and sometimes I was unsure what to say. They asked what my biggest weakness was! Of course I didn't tell the truth—that I have a short attention span sometimes! I've never worked in an Internet café before, but I imagine it's a busy place, so I'm sure that wouldn't be a problem.

 12.1, p. 64, Ex 2

- 1 A: Hello. You've reached the answering machine of John Legrain. I'm afraid I can't come to the phone right now, but please leave a message after the tone.
- B: Hi, John? This is Gracie. If you're there, please pick up... OK, I just want to say that I really am very sorry. Please forgive me. I was working late and I completely forgot. I hope you didn't wait too long for me! How can I make it up to you? I...
- A: Gracie, it's John. It's OK, I understand. Just don't stand me up again...
- 2 C: Ladies and gentleman. We regret to announce that the 8:35 to Atlanta has been cancelled. We apologize for any inconvenience caused.
- 3 D: Don't do that, Luke! It's disgusting. Use a glass.
- E: Sorry, sorry... I promise it won't happen again!
- D: Yeah, until the next time! It's so selfish. No one else can drink out of that now...
- E: Look, I'll get some more on my way back from work.
- D: Well, I suppose that'll have to do.
- 4 F: Stop that right now! I'm so sorry! There's no excuse for that kind of behavior.
- G: Don't worry, I'll straighten it out.
- F: Georgia, apologize right now.

 12.2, p. 64, Ex 2

- A = Alice    B = Tom**
- A Tom?
- B Yes?
- A I've finished cleaning out the attic.
- B Have you? Wow, that's great, Alice. If I'd known you were doing that, I would have helped you! I was going to throw out all the home gym equipment this weekend.
- A No need. I did it while you were away, so Gabriel and Lola will be able to stay here when they come to visit, and they won't have to sleep in the playroom anymore. Listen, I found a few things up there. Do you remember this?
- B Remember? How could I forget! I think I gave you that flower on our first date.
- A Ah, you have forgotten! It was our next date, at the restaurant... I remember I dried it at home, and I had it framed for our first anniversary. I found this photo, too. Is that Grandpa Jim?
- B Possibly... unless it's Great-Uncle Norman. He was my first teacher, you know—and he was very strict, too... No, I think you're right. Norman would never have worn those

awful shoes! Ah, look at that tree in the background. I have a vivid memory of that tree. But where from? It can't be the farm because the dates are wrong, and there weren't any trees in Grandpa's garden, so... it must be in the park. That takes me back. You couldn't tear me away from that place!

- A I wonder who that is.
- B It's probably Kelvin. I invited him over for coffee, don't you remember? I left a note about it.
- A Oh, Tom! I wish you'd told me. It isn't that I don't want to see him, but the house is a mess! Thank goodness I bought a cake earlier, or we wouldn't have had anything to offer him. Why didn't you remind me? Can you please do that next time you arrange a visit—I don't have time to read everything that's written on that calendar... I'll go and let him in...

 T4, p. 67, Exs 1 & 2

Ladies and gentleman, welcome to the chocolate factory! First, let's go to the Aztec room. Experts have recently discovered that chocolate was invented at least 3,100 years ago, in about 1,100 B.C. As well as being used in drinks, cocoa beans were used as a kind of money. But they weren't used in candy! In the garden room, you can see cocoa trees growing. Of course, these don't usually grow in this country—it's too cold! Around 75% of the world's cocoa beans are produced in West Africa, although the finest and most expensive cocoa beans are grown in Central and Southern America.

On your left is the manufacturing room, but this is closed to visitors. We roast the cocoa beans at high temperatures for between half an hour and two hours, no more. If you went in there, you'd get rather hot! Instead, please enjoy our tasting room. Apparently, one out of every seven 15- to 24-year-olds claim that life simply isn't worth living without chocolate. Do you agree?

Now we've reached our fantastic international chocolate shop. Here, you can find chocolate of all varieties in all kinds of packaging, yellow, green... but not blue because that's an unlucky color in China. Red, however, is very lucky!

We hope you enjoyed your trip. On your way out through the exhibition hall, do look at the many photos of our fair trade farmers. All our chocolate is grown by people earning fair wages, under the shady trees of a rain forest, rather than in hot fields, which damage the environment. We'd like you to enjoy our chocolate guilt-free...



# Worksheet 1

## Conditional questions

- 1 If you weren't in this lesson, would you be \_\_\_\_\_?
- 2 Would you \_\_\_\_\_ if you became a millionaire tomorrow?
- 3 What would you do if you found \_\_\_\_\_?
- 4 What would you do if you saw \_\_\_\_\_ in the street?
- 5 Could you \_\_\_\_\_ if your life depended on it?
- 6 Would you \_\_\_\_\_ for a million dollars?

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## Hotel receptionist

### Conversations

You are going to listen to five conversations between a hotel receptionist and five unhappy hotel guests.

**1 Listen to the conversations and choose the correct answers.**

#### CONVERSATION 1

**1 Why is the man upset?**

- A There is a mistake with his bill.
- B His bill is more expensive than he expected.

**2 Why does he think he should pay only half?**

- A He only ate half of his meal.
- B He only received half of the food he ordered.



#### CONVERSATION 2

**3 Why does the woman phone the hotel?**

- A She has lost her mobile phone.
- B She can't find her way back to the hotel.

**4 Why will it be difficult for Sandi to help her?**

- A The woman can't describe where she is.
- B The woman can't find her phone.

#### CONVERSATION 3

**5 Why is the man angry?**

- A Sandi can't find his reservation.
- B His golf tournament has been canceled.

**6 What mistake did the man make?**

- A He forgot to make the reservation.
- B He came to the wrong hotel.

#### CONVERSATION 4

**7 Why is the woman angry?**

- A She saw a ghost.
- B She didn't see a ghost.

**8 What is Sandi's explanation?**

- A The ghost is on vacation.
- B There is no ghost.

#### CONVERSATION 5

**9 Why does the man phone the reception desk?**

- A The rain is coming into his room.
- B The rain is making a noise on the window.

**10 What does Sandi offer to do?**

- A She offers to find the man another room.
- B She doesn't offer to do anything.

**2 Listen again. Complete the sentences with words from the box.**

bill	checking out	client	conference	credit card
directions	guest	reservation	room service	refund

#### CONVERSATION 1

1 The man's total \_\_\_\_\_ comes to US\$ 324.15.

2 The man ordered a pizza and a drink from \_\_\_\_\_.

#### CONVERSATION 2

3 The woman says she is a \_\_\_\_\_ at the hotel.

4 Sandi offers to give the woman \_\_\_\_\_.

#### CONVERSATION 3

5 Sandi can't find the man's \_\_\_\_\_ on the computer.

6 The man gave a \_\_\_\_\_ number to reserve the room.

#### CONVERSATION 4

7 The woman is \_\_\_\_\_ of the hotel.

8 The woman is not happy, and she wants a \_\_\_\_\_.

#### CONVERSATION 5

9 The man is in the hotel \_\_\_\_\_ room.

10 He is meeting a very important \_\_\_\_\_.

# Smart glasses

Imagine a complete stranger coming up to you, pulling off your glasses and throwing them on the ground. This is something which has happened to wearers of smart glasses.

Smart glasses are an example of wearable technology – an item of clothing or accessory incorporating advanced electronic technologies – in this case, a computer built into a pair of glasses. It sounds like the future, but in fact it is being trialed today. Users activate them by moving their heads. They can give voice commands to their smart glasses, such as 'Take a photo' to operate the built-in camera. Typical commands include 'Give me directions to ...' or 'Send a message to John.'

So, why are some people so angry about wearers of smart glasses? Primarily, they have concerns about privacy. Wearers might be secretly filming something, and then upload the video recording to the internet.

Smart glasses have certainly divided opinion among early users. Some love them. The biggest advantage is definitely the hands-free aspect. You can continue to do what you're doing and check information on a screen at the same time. This makes following directions easy when you are wearing smart glasses. However, some early users complain that they need to keep on charging their glasses during the day, and often have to re-set them.



In the area of wearable technology, things have come a long way since the calculator watch was first produced in the 1980s. This watch was an early example of electronics which must look fashionable, because they are worn as an item of clothing. The next wave of wearable devices expected to hit the market will be smart watches – and we can assume they will be as useful as their older brother the smart phone, and also look good! As the worlds of fashion and technology collide, companies are already working to make smart glasses more stylish. However, will we ever see the day when it's safe and normal to walk around with a computer on your face?

**1** Read the article. How does the writer feel about smart glasses?  
Choose the correct answer.

- A positive      B neutral      C negative

**2** Read the article again. Are these sentences true or false, or is the information not given in the text?

- 1 Smart glasses are the first example of a wearable technology.  
TRUE / FALSE / NOT GIVEN
- 2 Wearing smart glasses has been problematic for some people.  
TRUE / FALSE / NOT GIVEN
- 3 Some people are worried that you can use smart glasses to invade privacy.  
TRUE / FALSE / NOT GIVEN
- 4 There's an app for smart glasses which can help you sleep.  
TRUE / FALSE / NOT GIVEN
- 5 You can film with smart glasses.  
TRUE / FALSE / NOT GIVEN
- 6 You can only activate smart glasses with your voice.  
TRUE / FALSE / NOT GIVEN
- 7 The only important aspect of a wearable technology is how well it works.  
TRUE / FALSE / NOT GIVEN
- 8 Smart glasses will certainly succeed in the marketplace.  
TRUE / FALSE / NOT GIVEN

**3** Find words in the article to match these definitions.

- 1 tested to see if it works (paragraph 2)
- 2 worries (paragraph 3)
- 3 looking modern and up-to-date (paragraph 5)
- 4 pieces of equipment that do a particular thing (paragraph 5)
- 5 crash together (paragraph 5)

## Lake Louise

### A guided tour

You are going to listen to a tour guide showing a group of tourists around Lake Louise, Canada.



- 1** Listen to the guided tour and number the topics in the order you hear them.

- winter activities
- the location of Lake Louise
- how the lake gets its color
- summer activities
- how Lake Louise got its name

- 2** Listen again and choose the correct option to complete the sentences.

- 1 Lake Louise is one of the most famous sights in *Canada / Calgary*.
- 2 The village of Lake Louise was built in the *1890s / 1980s*.
- 3 The village was named after a *queen / princess*.
- 4 One risk if you go mountain climbing is being hurt by *rocks and snow / wild animals*.
- 5 The most famous sport at Lake Louise is *mountain climbing / skiing*.
- 6 The 1988 Winter Olympics were held in *Lake Louise / a city near Lake Louise*.
- 7 A popular winter activity at Lake Louise is *ice fishing / ice swimming*.
- 8 A popular summer activity at Lake Louise is *lake swimming / bird watching*.
- 9 The Hotel Lake Louise is popular with people *getting married / celebrating birthdays*.
- 10 The color of the lake is caused by very small *pieces of rock / plants* in the water.

# The world's 50 best restaurants

(1 ...) Perhaps a French restaurant? For over one hundred years, the *Michelin Guide*, first produced in France, has been used by those looking for a wonderful place to eat. It uses a system of stars. One star means 'very good', two stars is 'excellent' and three is truly 'exceptional'. All Michelin reviewers are anonymous. However, the Guide has been criticized for being biased towards French cuisine.

(2 ...) A list of the world's '50 best restaurants' was compiled by British magazine *Restaurant*. This list has been published annually ever since. Unlike the *Michelin Guide* system, this list is based on votes collected from chefs, restaurant owners and food critics.

(3 ...) This was a three-star Michelin restaurant in the town of Roses in Cataluña, Spain, famous for its modern style of cooking. The restaurant took the top place for five consecutive years, from 2002–2006. The restaurant only opened for a limited season, from June to December. In one season, it received over two million requests to eat there, although it could only accept 8,000 diners.

From 2010 to 2012, the crown for the 'World's best restaurant' passed to the Danish restaurant Noma, in Copenhagen. It topped the list again in 2014. The chef here tries to be experimental and innovative.

(4 ...) The main reason is that voting does not follow clear procedures so each member of the international voting panel votes for their own choice.



(5 ...) As the saying goes: 'one man's meat is another man's poison'. How can you compare Indian and French cuisine; Thai and Mexican; Turkish and Chinese? And just what makes a good restaurant? Can it only be the food – what about the atmosphere? Certainly, the chef plays a vital role.

(6 ...) One thing is sure: that the restaurants which appear in the list are not complaining. What could be better for business? Or being called 'The best restaurant in the world'?

**1** Read the article and match the sentences (A–F) to the gaps in the text (1–6).

- A It is difficult to see how such a personal thing as 'taste' can be made into a list.
- B In 2002, things in the world of fine dining changed.
- C So is this list just a 'marketing exercise'?
- D Which is the best restaurant in the world?
- E The first ever winner was el Bulli.
- F However, the '50 best restaurants' list has also been criticised.

**2** Read the article again and choose the correct option to complete the sentences.

- 1 The writer prefers
  - A the *Michelin Guide*.      B the *Restaurant* list.
  - C neither the *Michelin Guide* nor the *Restaurant* list.
- 2 Up to 2014, Noma was top of the '50 Best Restaurant' lists
  - A three times.      B four times.      C five times.
- 3 The cuisine in El Bulli and Noma is best described as
  - A traditional.      B pioneering.      C exotic.
- 4 The *Restaurant* list
  - A is controversial.      B is created by anonymous reviewers.
  - C follows clear voting procedures.

**3** Complete the sentences with the words in the box.

critical	criticized	critic
criticism	biased	unbiased

- 1 This chef has always been \_\_\_\_\_ towards Japanese cuisine.
- 2 My brother \_\_\_\_\_ the food in the restaurant and we were given a free meal.
- 3 Many people are \_\_\_\_\_ of the procedures used in compiling the list.
- 4 She's a writer and a food \_\_\_\_\_ for a Sunday newspaper.
- 5 It's almost impossible to give an \_\_\_\_\_ opinion about food.
- 6 He only wanted to hear positive \_\_\_\_\_ about his cooking.



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.

Real-life, relevant, international contexts combine with striking images to engage students, while the carefully graded activities give them the opportunities and support they need to express themselves with confidence.



- Thought-provoking images and texts work together in every lesson to introduce the topics and stimulate discussion
- A systematic vocabulary building strand encourages students to use new words and phrases in real-life contexts
- Grammar sections focus on authentic, useful language and high-frequency expressions, and are topic and context driven
- The Functional Language pages allow students to practice the target language in everyday situations
- The final Writing or Speaking Task in each unit requires students to apply the language they have learned in a practical, fun context