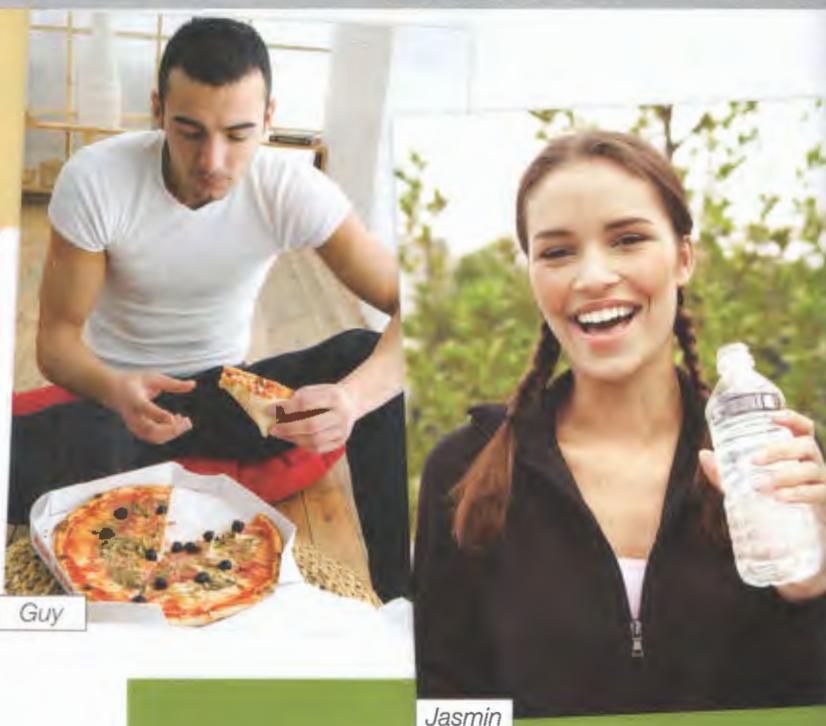


QUICK REVIEW Keeping a conversation going

Work in pairs. Take turns to tell each other what you did last weekend. Ask each other short questions and try to keep each conversation going for a minute.
A I went camping. **B Did you? Who with?**

Speaking, Reading and Listening

- 1**
 - a** Write a list of six types of food that are good for you and six that aren't. Then work in pairs and compare lists.
 - b** Answer these questions.
 - 1 Why do you think your items of food are good or bad for you?
 - 2 In your opinion, is your national diet generally healthy? Give reasons.
 - 3 Do you think governments should give nutritional advice? Why?/Why not?
- 2** Read the introduction to an article about nutritional advice. Answer these questions.
 - 1 Why are people confused about which types of food are and aren't good for them?
 - 2 Why do you think the writer mentions organically grown food?
- 3**
 - a** Look at the photos of Guy and Jasmin, two people who took part in a survey about eating habits. Who do you think says sentences 1–3 and who do you think says sentences 4–6?
 - 1 I think I'm pretty healthy and I just **eat** what I like.
 - 2 Most mornings I'll **have** toast with a lot of peanut butter and jam.
 - 3 My mom's **always complaining** about my diet.
 - 4 But I **used to be** so unfit and I **used to eat** burgers and fries all the time.
 - 5 And I'd **get** an ice cream or something on the way home from school every day.
 - 6 And then I **read** a lot of stuff about healthy eating and I **knew** my diet had to change.
 - b** **CD1 14 Listen and check.**
 - c** Listen again. Answer these questions.
 - 1 What does Guy think of government advice on food?
 - 2 Has Guy's attitude to food ever changed?
 - 3 Who is healthier, Guy or his mother?
 - 4 Does Jasmin ever eat things that are unhealthy?
 - 5 Why did she decide to get fit?
 - 6 What does she say about Japanese and American eating habits?
 - d** Work in pairs. Compare answers. Whose attitude to food is most like yours, Guy's or Jasmin's?



Guy

Jasmin

Should I eat it or not?

Eating should be one of life's pleasures, but we are constantly bombarded with contradictory information about which foods are healthy and which aren't. It can be difficult to know what a nutritious meal consists of these days. One minute milk and red meat are good for us, the next they're not! And when you have sorted that out, then comes the question of whether we should only eat organically grown food or whether industrially farmed food is just as healthy. Government agencies are quick to advise us about what and what not to eat, but how much notice do we really take?



HELP WITH GRAMMAR Present and past habits, repeated actions and states

- 4 a Look at the verb forms in bold in sentences 1–3 in 3a. Complete these rules with Present Simple, *will* + infinitive or Present Continuous.

- We use the _____ to talk about present habits, repeated actions and states.
- We often use the _____ with *always* to talk about present habits and repeated actions that annoy us or happen more than usual.
- We can use _____ to talk about repeated and typical behaviour in the present. We don't usually use this verb form with state verbs for this meaning.

- b Look at these sentences. Which talks about repeated and typical behaviour? Which talks about a future action?

- 1 Sometimes I'll eat junk food if I'm with friends.
- 2 Tonight I'll probably have a pizza.

- c Look at the verb forms in bold in sentences 4–6 in 3a. Complete these rules with Past Simple, *would* + infinitive or *used to* + infinitive.

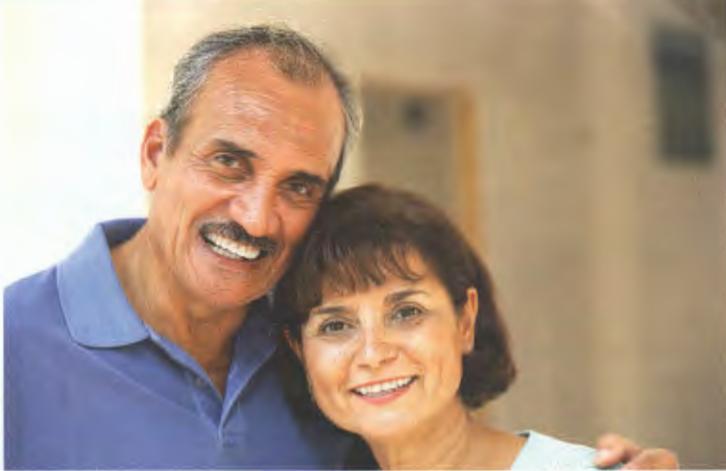
- We use the _____ and _____ to talk about past habits, repeated actions and states.
- We can use _____ to talk about past habits and repeated actions. We **don't** usually use this verb form with state verbs.

TIP • We don't use *used to* or *would* + infinitive for something that only happened once: *I gave up smoking in May*, not *I used to give up smoking in May*.

d Check in **GRAMMAR 2.1** p130.

- 5 Look at these sentences. Are both verb forms possible? If not, choose the correct one.

- 1 Last night I'd have/I had two burgers for dinner and I used to feel/I felt a bit sick afterwards.
- 2 I hardly ever drink coffee now, but at one time it'd be/it used to be my favourite drink.
- 3 I don't usually pay attention to government reports about food because they'd change/they're always changing their advice.
- 4 I walk/I'll walk to work just for the exercise and I frequently go/am going to the gym.
- 5 I eat/I'll eat vegetables occasionally, but only because I'll know/I know they're good for me.
- 6 I always worry/I'm always worrying about my diet.
- 7 Once I used to try/I tried not adding salt to my food. It tasted awful!
- 8 When I was younger, I didn't use to like/I wouldn't like coffee.



- 6 a Read about Guy's parents, Bernie and Ellen. Fill in the gaps with the correct form of the verbs in brackets. Sometimes there is more than one possible answer.

Bernie and I ¹ (want) to buy a place before we ² (start) a family so **most days** we ³ (work) 12 hours a day to earn extra money. **More often than not** when we ⁴ (get) home from work, we ⁵ (be) so tired that we ⁶ (just have) a sandwich. We ⁷ (seldom) watch TV in the evening and we ⁸ (rarely) go to bed later than 10 p.m. However, **once in a while** Bernie ⁹ (take) me to a local café for a treat. Bernie ¹⁰ (always tell) Guy how hard life ¹¹ (be) back then, and it's true, but **most of the time** Bernie and I ¹² (be) happy, though **every now and again** I ¹³ (get) upset because we ¹⁴ (not have) much money. Then in 1981 we ¹⁵ (buy) a small apartment and ten months later we ¹⁶ (have) Guy. Now that we have more money we ¹⁷ (eat out) quite often. And **every so often** we ¹⁸ (go) to a restaurant we ¹⁹ (love), called Sam's, even though Bernie ²⁰ (always say) we can't afford it!

- b Work in pairs. Compare answers.

Vocabulary and Speaking Expressing frequency

- 7 a Put the words/phrases in bold in 6a into these groups. Check in **VOCABULARY 2.1** p130.

lower frequency
seldom

higher frequency
most days

- b Write four true and four false sentences about your eating habits. Use words/phrases from 6a.

- c Work in pairs. Tell each other your sentences. Guess which of your partner's sentences are true.

Get ready ... Get it right!

- 8 Make notes on the differences between your life five years ago and your life now. Use these ideas or your own.

- sleeping habits
- free time activities
- sport and exercise
- annoying habits
- taste in music/films/TV/books
- time with friends and family
- work or study
- places you have lived

- 9 Work in groups. Discuss how your life now is different from your life five years ago. Use the language from 4 and 7.

QUICK REVIEW Present and past habits

Choose three friends. Write a sentence about each friend's present or past habits or routines. Take turns to tell your partner about your friends. Ask follow-up questions if possible.

A My friend Lara is always worrying about work.
 B Oh, why's that?

Vocabulary and Speaking

Feelings and opinions

- 1** a Look at the adjectives in bold. Then choose the correct prepositions. Check in **VOCABULARY 2.2** p130.

- 1 I'm **terrified** *for/of* flying.
- 2 I'm **fascinated** *by/for* other cultures.
- 3 I always get **excited** *of/about* travelling to new places.
- 4 I'm usually **satisfied** *for/with* the service I get on planes.
- 5 I'm **shocked** *by/with* how little some people know about my country.
- 6 I was quite **disappointed** *in/of* the last place I went to on holiday.
- 7 I was **impressed** *of/by* the facilities at the last hotel I stayed in.
- 8 I'm not **aware** *to/of* any dangers for travellers in my country.
- 9 My country is **famous** *for/about* its historical buildings.
- 10 I grew very **fond** *with/of* the people I met on holiday.
- 11 I'm not **sure** *for/about* the need for so many security checks at airports.
- 12 I'm **sick** *of/at* wasting time at airports because of delays or cancellations.

- b Tick the sentences in **1a** that are true for you.
 c Work in pairs. Take turns to say the sentences you ticked. Ask follow-up questions.

I'm terrified of flying.

Really? Why's that?

Speaking and Reading

- 2** a Look at the photos of Mongolia. What do you know about this country's geography, sports, food and weather?
 b Read the article. What does the writer think are the hardest things to deal with in Mongolia?

Letter from abroad

by Lottie Clarkson



I've always been fascinated by exotic countries, so imagine how excited I was about having the opportunity to work as a volunteer nurse in Mongolia. Before I came here, all I knew about the country was that it was full of wide open spaces and nomadic people moving from place to place, tending their animals and living in tents, known as

gers. My work mainly takes me to the rural parts of Mongolia and although sleeping in a ger seemed very strange to me at first, I'm used to staying in these wonderful tents now.

The one thing I really wasn't prepared for was how different Mongolian food is, but I'm slowly getting used to it. The diet is mainly milk-based in summer (yoghurt, cheese etc.) with a shift to meat in winter. It took me a while to get used to eating so much meat, especially as it's usually served without vegetables. And I certainly wasn't used to the lumps of fat my Mongolian friends ate with such pleasure. But this amount of fat in the diet is necessary because Mongolians have to withstand viciously cold winters, it can go as low as -40°C. I'll never get used to being outside in those temperatures!

The highlight of my stay in Mongolia so far has been the Naadam festival, which happens every year in July. All over the country you'll see people in their spectacular traditional dress, taking part in wrestling, archery and horse racing. It's a fantastic event, particularly the horse races which are 15 to 30 kilometres long. The jockeys riding these horses are fearless children – boys and girls, aged between 5 and 13!

Oh, one more thing about Mongolia – I still haven't got used to Airag, which is made from fermented horse's milk. It's been the Mongolian traditional alcoholic drink for 5000 years. I'm told it's an acquired taste!



- 3** **a** Read the article again. What does Lottie Clarkson say about these things?
- a the way of life outside the cities
 - b seasonal changes in the diet
 - c why fat is important in the diet
 - d the Naadam
 - e horse races
 - f Airag
- b** Work in groups. Discuss these questions.
- 1 In what ways is Mongolia different from your country?
 - 2 What festivals do you have in your country? What happens at these festivals?
 - 3 Think of other countries with very different cultures from yours. Which would you most like to visit and why?

HELP WITH GRAMMAR

be used to, get used to

- 4** **a** Look at phrase 1 in bold in the article. Answer these questions.
- 1 When Lottie first stayed in a Mongolian tent, did it feel strange to her?
 - 2 Does it feel strange to her now?
- b** Look at phrases 1 and 2 in the article. Complete these rules with *get used to* and *be used to*.
- We use _____ to talk about things that are familiar and no longer strange or difficult for us.
 - We use _____ to talk about things that become familiar, less strange or less difficult over a period of time.
- c** Look at phrases 1–6 in the article. Choose the correct words/phrases in these rules.
- After *be used to* and *get used to* we use the *infinitive/verb+ing*.
 - After *be used to* and *get used to* we *can/can't* use a noun or a pronoun.
- d** Match phrases 1–6 in the article to these forms of *be used to* or *get used to*.

- a Present Simple
- b Present Continuous
- c Present Perfect Simple
- d Past Simple
- e *will + infinitive*
- f *infinitive with to*

e What is the difference in meaning between these two sentences?

- 1 I used to live in Mongolia.
- 2 I'm used to living in Mongolia.

f Check in **GRAMMAR 2.2 > p131.**

- 5** **CD1 > 15 PRONUNCIATION** Listen and practise. Copy the stress.

I'm used to /ju:stə/ staying in these wönderful tents now.



- 6** **a** Look at the photos of Japan and Iceland. Then fill in the gaps with the correct positive or negative form of *be used to* or *get used to*. Sometimes there is more than one possible answer.

- 1 I _____ all the customs yet – like it's rude to blow your nose in public.
- 2 It was hard to _____ just eating rice for breakfast.
- 3 I _____ sleeping in daylight, so I find it difficult in the summer when it never gets dark.
- 4 I don't think I'll ever _____ the written language – it has three alphabets.
- 5 The summers here aren't very warm and I _____ temperatures of about 35°C in the summer.
- 6 I _____ finding my way around new places using a map, but I can't read the street signs here.

- b** Work in pairs. Compare answers. Which sentences in **6a** refer to Japan? Which refer to Iceland?

Get ready ... Get it right!

- 7** Write five of these things on a piece of paper. Don't write them in this order.

Something that you:

- are used to doing during the week
- don't think you'll ever get used to
- will have to get used to in the future
- would find it impossible to get used to
- are getting used to at the moment
- weren't used to doing at one time, but you are now

- 8** Work in pairs. Swap papers. Take turns to ask your partner about the things he/she has written. Ask follow-up questions if possible.

QUICK REVIEW Feelings and opinions

Write two true and two false sentences about yourself using these adjectives: *terrified, fascinated, excited, disappointed, impressed, sick*. Work in pairs. Swap papers. Guess which of your partner's sentences are true. Ask follow-up questions about the ones that are true: *Why are you so terrified of spiders?*

Speaking and Listening

1 Work in pairs. Discuss these questions.

- Can you think of anyone you've met that you instantly liked or disliked? Do you generally trust your instincts?
- Have you ever changed your initial opinion of someone? If so, why?
- Do you believe in love at first sight? Why?/Why not?



2 a CD1 16 Listen to Tracy, Hal and Ann. Which of these things do they not talk about?

a job interview a divorce
 a wedding anniversary
 first impressions salaries

b Listen again. Then work in pairs and answer these questions.

- Which job was advertised?
- What did Hal think of the first person he saw? Why?
- Why does Malcolm Gladwell's book, *Blink*, come up in the conversation?
- Does Gladwell believe we follow our instincts too often?
- Do you think Ann believes in love at first sight? Why?/Why not?

3 Match the beginning of sentences in A to the end of sentences in B. Then check your answers in Audio Script **CD1 16** p158.

Talking about first impressions

A	B
I made my I just had There was just Can't put We should go with	something about him. my finger on it, really. mind up in about 10 seconds. our gut feelings. a hunch.

HELP WITH LISTENING

Linking (1): consonant–vowel links; linking /r/ sounds

- We usually link words that end in a consonant sound with words that start with a vowel sound. In British English, when a word ends in -r or -re, we only say the /r/ sound when the next word begins with a vowel sound.

4 a CD1 17 Listen to these words/phrases. Notice the linking /r/ sounds.

- | | | | |
|----------|------------------------|-----------|-------------------------|
| 1 later | later <i>/r/</i> on | 4 more | more <i>/r/</i> often |
| 2 far | far <i>/r/</i> away | 5 another | another <i>/r/</i> hour |
| 3 better | better <i>/r/</i> idea | 6 sure | sure <i>/r/</i> about |

b CD1 18 Listen again to the beginning of the conversation in 2a. Notice the consonant–vowel links and linking /r/ sounds.

TRACY Are you still advertising for another accountant?
 HAL Yes, and we've started interviewing. Peter /r/ and I saw a couple of people this morning.

c Work in pairs. Look at what Hal says next. Draw the consonant–vowel links and linking /r/ sounds.

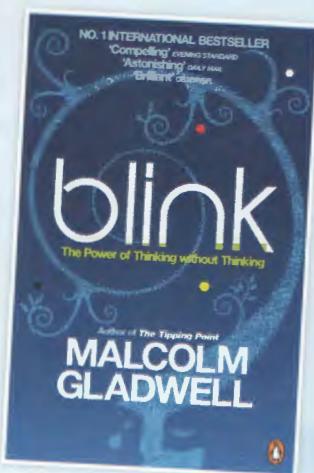
And there are a few more applicants on the list. I'm seeing another two later on this afternoon, actually.

d Look at Audio Script **CD1 16** p158. Check your answers. Then listen again to the conversation. Notice the linking.

Trust your instincts ••

Gladwell's book, *Blink*, is all about first impressions and what he calls 'rapid cognition'. In his own words, "It's a book about the kind of thinking that happens in a blink of an eye. When you meet someone for the first time or walk into a house you are thinking of buying or read the first few sentences of a book, your mind takes about two seconds to jump to a series of **conclusions**."

Gladwell's **critics** point out that most scientific tradition is based on a great deal more than two seconds



Reading, Vocabulary and Speaking

- 5** a Read the article about Gladwell's book, *Blink*. Which paragraph 1–4 talks about:

- a positive example of first impressions
- the aim of the book
- a negative example of first impressions
- the content of the book

- b Read the article again. Choose the correct answer.

- 1 Gladwell says rapid cognition happens
 - a all the time b in lots of situations c only when you meet people
 - 2 He _____ what his critics say.
 - a totally accepts b ignores c partially agrees with
 - 3 He believes there are _____ reasons why height should influence the choices we make when we employ people.
 - a valid b no obvious c understandable
 - 4 He says doctors _____ when making a diagnosis,
 - a don't always need lots of information b take too long c need lots of information
 - 5 He hopes his book will convince people that rapid cognition is _____.
 - a usually correct b worth studying c more reliable than deliberate thought
- c Work in pairs. Compare answers. If you disagree, explain why you chose your answer.

thought. But he would argue that years of scientific study can **originate** from an instant observation – such as Archimedes' 'eureka' moment. However, Gladwell himself is **realistic** about rapid cognition and he does **recognise** there is a basic **weakness** – some first impressions don't seem to be based on anything. For example, he noticed that Americans show a strong **preference** for the taller candidates in their presidential elections. In fact, since 1900, only four candidates have beaten men who are taller than themselves. With this in mind Gladwell contacted 500 companies in the US and found that almost all of their directors were tall. Gladwell commented,

HELP WITH VOCABULARY

Word building (1): suffixes

- 6** a Complete the table with words in bold in the article.

verb	noun	adjective	adverb
conclude	1	conclusive	conclusively
criticise	criticism 2	critical	critically
3	originality origin	original	originally
	realism reality	4 real	realistically really
5	recognition	recognisable	recognisably
weaken	6	weak	weakly
prefer	7	preferable	preferably
judge	judge 8	judgemental	judgementally
	responsibility	9	responsibly
10	conviction	convinced convincing	convincingly

- b Look at the table again. Do we use these suffixes for verbs (V), nouns (N), adjectives (Adj) or adverbs (Adv)?

-ion N -able Adj -ence -ly -ive -ate -ity -al -ism
-ic -ally -ed -ing -ility -ible -en -ness -ment -ise

- c Check in **VOCABULARY 2.3** p130.

- 7** **CD1 > 19 PRONUNCIATION** Listen and practise. Notice how the stress changes on the words.

originate originality origin original originally

- 8** Work in pairs. Look at p110.

They told them to ignore the patient's age, weight and medical history etc. and to concentrate only on a few really significant pieces of information, e.g. blood pressure and heart rate. And what happened? Cook County is now one of the best places in the United States for diagnosing chest pain. It's **responsible** for saving the lives of thousands of people.

Overall, Gladwell believes the power of first impressions should be investigated further. "The first task of *Blink* is to **convince** you of a simple fact: decisions made very quickly can be every bit as good as decisions made cautiously and deliberately."

"Now that's weird. There is no correlation between height and intelligence or height and **judgement** ... But for some reason corporations overwhelmingly choose tall people for leadership roles. I think that's an example of bad rapid cognition."

As an example of good rapid cognition, Gladwell talks about the ability to make a quick decision with a small amount of data and says "A little bit of knowledge goes a long way." He tells the story of the Emergency Room doctors at Cook County Hospital in Chicago. A few years ago, the hospital changed the way they diagnosed heart attacks. They instructed their doctors to gather less information on their patients.

QUICK REVIEW Word building Write three verbs that can be made into nouns, adjectives and adverbs. Work in pairs. Take turns to ask your partner what the nouns, adjectives and adverbs are for your verbs. A prefer B preference, preferable, preferably.



1 Work in groups. Discuss these questions.

- 1 Were your parents strict about food and meal times when you were a child? If so, in what way?
- 2 Were you a fussy eater as a child? If so, what food would/wouldn't you eat?
- 3 Do you think children naturally have a preference for food that tastes sweet or savoury? If so, give examples of the types of food.
- 4 What kind of things do children in your country eat these days? What don't they eat? Has this changed over the years?

2 a **VIDEO 2** **CD1 ▶ 20** Look at the people in the photo and watch or listen to their conversation. What are the two main topics they discuss?

b Work in pairs. Fill in the gaps with *Colin*, *Val* or *Amanda*.

- 1 _____ seems worried about how much his/her child has eaten.
- 2 _____ believes the way to encourage children to eat is to make meal times fun.
- 3 _____ and _____ don't let the children help them prepare food.
- 4 _____ and _____ agree that if you let children help you, it probably slows things down.
- 5 _____ doesn't think boys would want to help in the kitchen.
- 6 _____ says boys should learn to cook.

c Watch or listen again. Check your answers. Who do you agree with most, *Colin*, *Val* or *Amanda*?

REAL WORLD

Discussion language (1):
agreeing and disagreeing politely

3 a Look at these sentences. Are they ways of agreeing (A) or disagreeing (D)?

- 1 I don't know about that. **D**
- 2 I can't really see the point of (forcing kids to eat).
- 3 Oh, do you think so?
- 4 I see what you mean.
- 5 Oh, I wouldn't say that.
- 6 I see your point.
- 7 I suppose that's true, actually.
- 8 That's a good point.
- 9 You might be right there.
- 10 Well, I'm still not convinced.
- 11 Well, I can't argue with that.
- 12 I suppose you've got a point there.

TIP • We often follow an agreement phrase with *but* to challenge the other person's opinion: *I see what you mean, but I think it's much better to let them eat when they want*.

b Check in **REAL WORLD 2.1 ▶ p131**.

4 a Fill in the gaps in this conversation between Colin, Amanda and Val with words from 3a.

VAL I wasn't strict about many things, but I was strict about bedtime. I think children under eight should go to bed at seven.

AMANDA Oh,¹ you think? Why not let them go to bed when they're tired?

COLIN I don't² about. Kids never admit they're tired.

V That's a³. And kids like routines.

C You⁴ be there.

A Well, I⁵ really the of forcing kids to go to bed.

C But if you don't, parents never have any time on their own.

A I⁶ what you. But I'm not. As a working mum, I'd hardly ever see my kids if they went to bed at seven.

V But if they're up late, they get bad-tempered.

C Yes, you can't⁸ with.

A Yes, I⁹ that's actually. But anyway it's too late to change now.

V Oh, I¹⁰ say. It's never too late.

b Work in pairs. Compare answers.

5 a Fill in the gaps with a phrase from 3a. There is more than one answer.

1 AMANDA School holidays are much too long.

COLIN . They're certainly difficult for working parents.

VAL . Kids need a break from studying!

2 C Holidays are always better abroad.

V . They're more interesting.

A . You spend too much of your holiday travelling.

3 C Travelling by train is more relaxing than driving.

V . You can sit and read a book.

A . You don't always get a seat.

4 A It's better for kids to read books than watch TV.

V . They have to use their imagination more.

C . It takes too long to finish a book.

b Work in pairs. Compare answers. Who do you agree with in each conversation?

6 a Look at these sentences. Think of at least two reasons why you agree or disagree with them.

- 1 TV and video games make children violent.
- 2 Children under ten shouldn't be allowed to have mobiles.
- 3 20 is a good age to get married.
- 4 Friends give the best advice.

b Work in groups. Discuss the sentences in 6a.

HELP WITH PRONUNCIATION

Word stress (1): suffixes

1 a **CD1** **21** Listen to these words. Mark the stress. Then listen again and practise.

responsible responsibility	imagine imagination
courage courageous	danger dangerous
disappoint disappointment	foolish foolishness
Japan Japanese	interview interviewee
mountain mountaineer	industry industrious
meaning meaningful meaningful	economy economical

b Look again at the words in 1a. Then match suffixes a–c to rules 1–3.

a -ous	-ment	-ness	-ful	-less
b -ity	-ion	-eous	-ious	-ical
c -ese	-ee	-eer		

1 The stress is often on these suffixes.

2 These suffixes don't usually change the word stress.

3 The stress is usually on the syllable before these suffixes.

2 **CD1** **22** Work in pairs. Where is the stress on these words? Listen and check. Then listen again and practise.

creativity	adventurous	geographical	trainee
development	advantageous	volunteer	
Vietnamese	refugee	cleverness	familiarity
mysterious	humourless	forgetful	

continue2learn

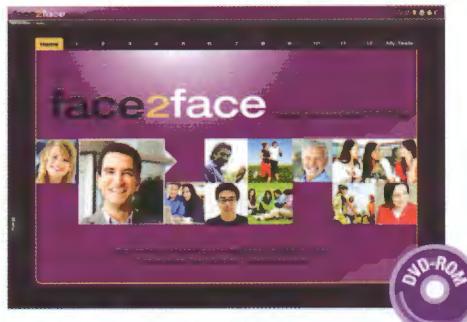
Vocabulary, Grammar and Real World

■ Extra Practice 2 and Progress Portfolio 2 p116

■ Language Summary 2 p130

■ 2A–D Workbook p10

■ Self-study DVD-ROM 2 with Review Video



Reading and Writing

■ Portfolio 2 Letters to a newspaper Workbook p66
Reading two letters to a newspaper
Writing giving emphasis

QUICK REVIEW Agreeing and disagreeing What is your opinion of: social networking sites, graffiti, mobile phones, reality TV? Work in pairs. Take turns to give your opinions. Agree or disagree with your partner and give your reasons.

Vocabulary and Speaking

Crime

- 1 a Work in pairs. Which of these words do you know? Check new words in **VOCABULARY 3.1** p132.

robbery theft burglary mugging
 shoplifting smuggling kidnapping
 fraud bribery murder arson
 vandalism looting terrorism

- b Write the criminals and the verbs for the crimes in 1a if possible. Check in **VOCABULARY 3.2** p132.

robbery → *robber, rob*

- c Work in groups. Discuss these questions.

- In your opinion which five of the crimes in 1a are the most serious? Give reasons.
- Which crimes are common in your country? Which aren't very common?
- Which crimes are currently in the news?

Reading and Speaking

- 2 Read the opening paragraph of the article. Answer these questions.

- What rules and laws are often ignored in the UK?
- Do you have the same rules and laws in your country? If so, do you think a similar questionnaire would produce the same results?

- 3 a Read the questionnaire. Choose the best answers for you.
 b Work in pairs. Compare answers. Check on p114. How law-abiding are you and your partner?

MR AVERAGE BREAKS THE LAW EVERY DAY

THE AVERAGE PERSON breaks the law at least once a day. Many may not know they have done anything wrong, while others simply may not care. Speeding, eating or using mobiles whilst driving, not wearing seatbelts, illegally downloading music or films, smoking in no-smoking areas, dropping litter, cycling on pavements – these are just a few of the rules and regulations constantly flouted in the UK. Even though some of these crimes can have fatal consequences, according to a recent survey, 58% of people say they are not important. Only 5% say they never break the law.

How law-abiding are you?

If someone asked you if you were law-abiding, you'd probably say yes. But are you really? Answer these questions and find out!

- 1 Imagine you were driving and you were late for an appointment, would you exceed the speed limit?
- No way. It's irresponsible and dangerous.
 - I'd go over the speed limit if there weren't any speed cameras around.
 - I'd definitely break the speed limit. Everyone would, wouldn't they?



- 2 Suppose a cash machine gave you twice as much money as you asked for, would you keep it?
- Yes, I would. If the bank found out, I could say I didn't count it.
 - No, I wouldn't. That would be theft.
 - If I really needed it, I might keep it.



- 3 Imagine you saw a ten-year-old boy shoplifting, would you tell a security guard?
- Yes, I certainly would. It might stop the boy doing it again.
 - I'd tell a security guard as long as he/she agreed not to call the police.
 - If no one else saw the boy, I'd just tell him to return the things he'd stolen.

HELP WITH GRAMMAR

Second conditional; alternatives for *if*

SECOND CONDITIONAL

- 4** a Look at the sentences in bold in the questionnaire. Answer these questions.

- 1 Are these sentences about real or imaginary situations?
- 2 Are they about: a) the past? b) the present/the future?
- 3 How do we make second conditionals?
- 4 Which modal verbs can we use instead of *would* in the main clause?

TIP • Even *if* = it doesn't matter whether the situation in the *if* clause exists or not: *No, I wouldn't, even if he/she got angry with me.*

ALTERNATIVES FOR *IF*

- b Look at the alternatives for *if* in blue in the questionnaire.

Fill in these gaps with *provided*, *assuming* and *as long as*.

- 1 _____ and _____ mean 'only if (this happens)'.
- 2 _____ means 'accepting that something is true'.

- c Choose the correct words in these rules.

- *Imagine* and *suppose* have the **same meaning/different meanings**.
- We can use *imagine* and *suppose* as an alternative for *if* in **questions/positive sentences**.

TIP • We can say *provided* or *providing* and *suppose* or *supposing*.

- d Check in **GRAMMAR 3.1 p133.**

4 Supposing your friend asked you to download a film illegally for him/her, would you do it?

a **Assuming** I didn't want to see it, I'd say no.

b No, I wouldn't, even if he/she got angry with me. I wouldn't even do it for myself.

c Yes, I would. It's not up to me to judge others.

- 5** If you were driving and your mobile phone rang, would you answer it?

- a I'd answer it, but then I'd pull over and stop the car.
- b **Provided** there weren't any police cars around, of course I would.
- c No, I wouldn't. Too many accidents are caused by drivers talking on their mobiles.



- 5** a Fill in the gaps with the correct form of the verbs in brackets.

- 1 If someone _____ (offer) you a job in the USA, _____ you _____ (accept) it?
- 2 I _____ (not take) the job if my family _____ (not want) me to.
- 3 If the pay _____ (be) really good, I _____ probably _____ (accept) the job.
- 4 I _____ (might go) even if the money _____ (not be) very good.
- 5 If they _____ (not offer) me full medical insurance, I _____ (not take) the job.
- 6 If I _____ (get) there and I _____ (not like) it, I _____ (come) straight home.

- b Work in pairs. Compare answers.

- 6** a Read these questions and answers. Are both words/phrases possible? If not, choose the correct one.

- 1 A Suppose/Provided you found a lottery ticket and it had the winning number, would you collect the money?
B Yes, I would, *imagine/assuming* I couldn't find the owner.
- 2 A *Imagine/As long as* you saw a man being attacked in the street, would you try to help him?
B Yes, I might, *suppose/provided* I wasn't alone.
- 3 A *If/Suppose* some friends asked you to look after their four cats for a month, would you agree to do it?
B No, I wouldn't, *even if/provided* they offered to pay me!
- 4 A *Imagine/If* your best friend had nowhere to live, would you let him/her come and live with you?
B I'd let him/her stay with me *as long as/provided* it wasn't for too long.

- b Work in pairs. Compare answers. Then take turns to ask each other the questions. Answer for yourself.

Get ready ... Get it right!

- 7** Work in groups. Group A p104. Group B p107.

QUICK REVIEW Alternatives for if Answer these questions. Assuming you had enough money, which three countries would you visit and why? Imagine you had all the time in the world, what three new hobbies or sports would you choose? Work in pairs. Tell your partner your answers. Ask follow-up questions.

Vocabulary

Crime and punishment collocations

- 1 a Work in pairs. Match a verb in A to a word/phrase in B. Check in **VOCABULARY 3.3 p132**.

A	B
commit arrest charge take give	someone to court evidence someone for a crime a crime someone with a crime
find acquit/convict send sentence fine	someone (£500) someone to prison (for 10 years) someone (not) guilty someone of a crime someone to (10 years) in prison

- b Work in pairs. Who normally does the things in 1a: a criminal, the police, the judge, the jury or a witness?

A criminal commits a crime.

Listening and Speaking

- 2 a Look at pictures A and B. What do you think is happening in each picture?

- b **CD1 23** Listen to three friends discussing what happened. Check your answers.

- 3 a Work in pairs. Student A, retell story A. Student B, retell story B. Use these words/phrases to help you. Include as much detail as you can remember.

Story A

shopping four men wrong car not charged

Story B

car alarm tyres arrested charged a fine

- b **CD1 23** Listen again and check. Were your versions of the stories correct?



- 4 Work in groups. Discuss these questions.

- 1 Is gun crime a problem in your country?
- 2 Are people allowed to own guns to protect themselves and their property? Do you think they should? Why?/Why not?
- 3 Are people allowed to own guns for hunting? Do you think they should? Why?/Why not?
- 4 Do police officers carry guns? What are the reasons for/against this?

HELP WITH GRAMMAR

Third conditional

- 5 a Look at this sentence from the conversation. Answer these questions. Then choose the correct words in the rule.

If she'd shot the men, she'd have been in serious trouble.

- 1 Did the woman shoot the men?
- 2 Did she get into serious trouble?
- We use the third conditional to talk about *real/imaginary* situations in the *present/past*.
- b Look again at the sentence in 5a. Which verb form is in the *if* clause? Which verb form is in the main clause?
- c Look at sentences a-d from the conversation. Then answer the questions.
 - If the men hadn't run away, she could have killed them.
 - I wouldn't have been too happy if the alarm had woken me up.
 - If it had been me, I might have left a note on the car.
 - What would he have done if he'd actually seen the owner of the car?
- 1 Which modal verb can we use in the main clause to mean:
a) 'would perhaps'? b) 'would be possible'?
- 2 Is the *if* clause always first in the sentence?
- 3 How do we make questions in the third conditional?
- d Check in **GRAMMAR 3.2 p133**.



- 9** **a** Read about an unsuccessful robbery. Answer the questions.

NEWS

Unsuccessful robbery

Some years ago in Poulsbo, Washington, two men tried to rob a gas station. They told the salesgirl to empty all the money from the cash register into a bag, but they didn't realise that there were only eight dollars in it. They drove away with the money, but soon got lost because they weren't from that town and they didn't have a map. They finally drove into a gas station to get directions. Unfortunately for them they'd driven back into the same gas station. The salesgirl had already called the police, who were interviewing her when the robbers returned.

HELP WITH LISTENING

Third conditional

- 6** **a** **CD1** **24** Listen to these sentences. Notice the contractions (*I'd*, *you'd*, etc.) and the weak forms of *have* and *had*.

- 1 If I'd known about it, I'd have /əv/ come.
- 2 If you'd told me, I could have /əv/ helped you.
- 3 She wouldn't have /əv/ been upset if you'd called her.
- 4 If Fred had /əd/ studied harder, he might have /əv/ passed.

- b** **CD1** **25** Listen and write five sentences. You will hear each sentence twice.

- 7** **CD1** **26** **PRONUNCIATION** Listen and practise. Copy the contractions and weak forms.

I wouldn't have /əv/ met her.

→ *If I hadn't gone to the party, I wouldn't have /əv/ met her.*

- 8** **a** Read about Jim's terrible evening. Fill in the gaps with the correct form of the verbs in brackets.

- 1 It _____ (might be) better if I _____ (take) the bus to Juliet's party last night.
- 2 If Mary _____ (tell) me she was going, I _____ (could ask) her for a lift.
- 3 I _____ (not park) in the street if I _____ (know) there were car thieves in the area.
- 4 If I _____ (not leave) my car unlocked, the thieves _____ (might not steal) it.
- 5 If Mary _____ (not give) me a lift home, I don't know where I _____ (stay).
- 6 My parents _____ (be) very worried if I _____ (not come) home last night.

- b** Work in pairs. Compare answers. What happened to Jim last night? How did he get home?

1 How much money did the robbers steal?

2 Why did they get lost?

3 Where did they end up?

4 Why had they gone there?

5 What do you think happened to the robbers?

- b** Look at the text in **9a** again. Write four sentences about what would, could or might have happened if things had turned out differently.

If the salesgirl hadn't opened the cash register, the robbers might have hurt her.

- c** Work in pairs. Compare sentences. Are your partner's sentences correct?

Get ready ... Get it right!

- 10** **a** Make notes on six interesting things that have happened in your life. Write them in the order they happened.

2011 – passed my law exams

2012 – met Marek when I was on holiday

- b** Make third conditional sentences to describe how life would have been different if these things hadn't happened.

If I'd failed my law exams, I might have become a teacher.

- 11** Work in pairs. Take turns to tell each other about the things you wrote in **10a**. Ask follow-up questions if possible.

QUICK REVIEW Third conditional Think of one thing that you did: last year, last month, last weekend, yesterday. Decide what would have happened if you hadn't done these things. Work in pairs. Take turns to tell each other your sentences: *I sold my car last year. If I hadn't, I couldn't have gone away on holiday.*

Speaking and Listening

1 Work in groups. Discuss these questions.

- 1 What do you know about the prison system in your country?
- 2 When criminals leave prison, do they often re-offend? If so, why do you think this happens?
- 3 For which crimes do you think a prison sentence is an effective deterrent?

2 **a** **CD1** **27** Listen to a discussion from a news programme about the prison population in the UK. Answer the questions.

- 1 What are Margaret Bolton's and David Gilbert's jobs?
 - 2 What do they agree on? What don't they agree on?
 - 3 What is the 'three strikes law' and where did it originate?
- b** Work in pairs. Listen again. Student A, what do the numbers in A refer to? Student B, what do the numbers in B refer to?

A **B**

£40,000	£3.8 billion	95,000	60,000
£4,000	2.3 million	60%	\$68 billion

c Tell your partner what the numbers refer to.

HELP WITH LISTENING

Weak forms

3 **a** Work in pairs. How do you say the strong and weak forms of these words?

can was were has have are do you at
 the a (an) for of to from as and that
 them your but

b **CD1** **28** Listen and check. The strong form of each word is said first. Notice the schwa /ə/ in the weak forms.

c Work in pairs. Look at the first part of the radio programme. Which words do we hear as weak forms?

Government figures out today show that the cost of keeping a person in prison for one year has risen to £40,000 and all our prisons are overcrowded. So what can we do to reduce the prison population?

d Look at Audio Script **CD1** **27** p160. Check your answers.

e Read and listen to the conversation again. Notice how the weak forms and sentence stress give English its natural rhythm.

Reading and Speaking

4 Read the answers for the frequently asked questions (FAQ). Then choose the best questions from a–e for paragraphs 1–3.

- a Does the three strikes law work as a deterrent?
- b In which state has this law been the least effective deterrent?
- c Where does the term 'three strikes law' come from?
- d Is this law always interpreted in the same way?
- e Why are prisoners encouraged to play baseball?



LAW > Definitions > Three strikes



Three strikes and you're out!

FAQ

1 ?

They **named** the law after the three strikes rule in baseball where the person batting is allowed two strikes (he can miss two balls), but on the third strike he is out. The three strikes law is **based** on the same principle – three convictions and you're taken out of society.

2 ?

Twenty-six states in the USA have the three strikes law, but each state has its own interpretation of what it means. Some states say the three convictions must all involve violent crimes for the three strikes to apply. However, California is different from most other states – they **insist** on giving life sentences for any third conviction.

3 ?

Some studies found that nationally there has been very little difference in the number of re-offenders since the laws were first used in the early 90s. Other studies suggest that it does stop criminals from re-offending. The number of murders in Los Angeles, California, fell from 1,000 in 1992 to 297 in 2010. But these figures do not **convince** everyone of the law's effectiveness.

- 5** **a** Work in groups of three. Student A read about Leandro Andrade. Student B read about Jerry Williams. Student C read about Santos Reyes. Answer these questions.

- 1 In which US state did the crimes happen?
- 2 What was the criminal's third conviction for?
- 3 Did the crime involve any violence?
- 4 What previous crimes had the person committed?
- 5 Is the person still in prison?

b Work in your groups. Ask and answer the questions in **5a**. Give more information if possible. Then discuss these questions.

- 1 Whose sentence do you think was the most unfair and why?
- 2 Do you think the three strikes law is a good deterrent? Why?/Why not?

Controversial 'Three Strikes' cases

CASE 1

Leandro Andrade stole five children's video tapes from a K-Mart store in Ontario, California. Two weeks later he was caught stealing four more video tapes from a different store. Such offences would normally be seen as quite minor, but because Andrade had previous convictions for theft and burglary he was sentenced to 25 years to life, twice! Each theft of video tapes counted as a separate 'strike'. His family have protested against his punishment and worry about how he'll cope with his sentence. To date Andrade has lost every appeal he's made.

Jerry Williams and a friend stole a slice of pepperoni pizza from a group of children on the Redondo Beach pier, Los Angeles. The friend got away but Williams was arrested after the pizza shop owner called the police.

Because Williams had previous convictions for robbery and car theft he was sentenced to 25 years to life. Williams's lawyers complained to the State Supreme Court about the severity of the sentence and succeeded in persuading the judges to reduce the sentence to six years, which he served.

CASE 3

Santos Reyes was sentenced to 26 years to life for taking the written part of a Californian driving test for his cousin, who could drive but couldn't read. Reyes's cousin desperately needed the licence to help him find work. When Reyes apologised to the court for falsifying the name on the test, he had no idea the judge was about to sentence him to life. Reyes had two previous strikes – a juvenile burglary charge for stealing a radio and later a robbery charge. Reyes's lawyer applied to the court for a retrial. Reyes lost this appeal.

HELP WITH VOCABULARY

Verbs and prepositions

- 6** **a** Look at the verbs in pink in both articles. Fill in the gaps with the correct prepositions.

- 1 name sb/sth after sb/sth
- 2 base sth sth
- 3 insist sth
- 4 convince sb sth
- 5 protest sth
- 6 worry sb/sth
- 7 cope sb/sth
- 8 complain sb sb/sth
- 9 succeed sth
- 10 reduce sth sth
- 11 apologise sb sth
- 12 apply sb/sth sth

- b** Look at the verbs in **6a** again. Which have an object before the preposition? Which have two prepositions?

- c** Check in **VOCABULARY 3.4** p132.

- 7** **a** Fill in the gaps with the correct form of the verbs in brackets and the correct prepositions.

- 1 Have you ever something in a public demonstration? (protest)
- 2 Have you a new job in the last six months? (apply)
- 3 Have you anyone recently? If so, what did you ? (apologise)
- 4 How do you usually people who annoy you? (cope)
- 5 When was the last time you something? Who did you ? (complain)
- 6 Are you a relative? (name)
- 7 What was the last thing you doing that you're proud of? (succeed)
- 8 Do you usually paying when you and a friend go out for a meal? (insist)
- 9 What was the last thing you read or watched that was a true story? (base)
- 10 Have you ever bought something that was half price? (reduce)
- 11 In discussions are you usually able to people your ideas? (convince)

- b** Work in pairs. Choose six questions from **7a** to ask your partner. Ask follow-up questions if possible.

- 8** Work in groups of four. Student A p104. Student B p107. Student C p110. Student D p111.

QUICK REVIEW Verbs and prepositions

Write four verbs that are often followed by prepositions. Don't write the prepositions. Work in pairs. Swap papers. Take turns to make a sentence with each of your partner's verbs and a preposition. Are your partner's prepositions correct? **A name B / was named after my grandfather.**

- 1** Work in groups. Discuss these questions.

- 1 If you have a problem, who do you usually ask for help?
- 2 When was the last time you offered to help someone? What was the problem? Did the person accept your help?

- 2** **a** **VIDEO ▶ 3 CD1 ▶ 29** Watch or listen to Tina talking to her friend, Chloe. Then put these topics in the order in which they are first talked about.

- a pet
- the police
- a computer
- Prague
- fingerprints
- home security

- b** Watch or listen again. Make notes on the topics in **2a**.

- c** Work in pairs. Compare notes.



REAL WORLD Making, refusing and accepting offers

- 3** **a** Fill in the gaps with the words in the boxes.

What Let Would like don't help

better manage easier offering

mind be don't could

MAKING OFFERS

- 1 you like me to (come round)?
I'll (get those for you), if you ² .
- 3 me (sort that out for you).
Would it ⁴ if I (did that for you)?
- Why ⁵ I (do that for you)?
⁶ if I (picked up the keys on Thursday)?

REFUSING OFFERS

- No, it's OK, but thanks for ⁷ .
- No, thanks. I'd ⁸ (get them myself).
- No, that's OK. I can ⁹ .
- No, don't worry. It'd be ¹⁰ if (I brought them to you).

ACCEPTING OFFERS

- Thanks. That'd ¹¹ a great help.
- Are you sure you wouldn't ¹² ?
- Well, it'd be wonderful if you ¹³ .
- As long as you ¹⁴ mind.

- b** Look at the sentences in **3a** again. Which verb forms follow these phrases: *Let me ...*, *Would it help if I ... ?*, *Why don't I ... ?*, *What if I ... ?*, *Thanks for ...*, *I'd better ...* and *It'd be easier if I ... ?*

- c** Check in **REAL WORLD 3.1 ▶ p133**.



- 4 CD1 30 PRONUNCIATION Listen and practise. Copy the stress and polite intonation.

Would you like me to come round?

- 5 a Because of the burglary Chloe has decided to move house. Her colleague Mark offers to help. Work in pairs. Write conversations using these prompts. Use language from 3a.

PHONE CALL

1

M MARK / like me / help / move tomorrow?

Would you like me to help you move tomorrow?

C CHLOE / sure / not / mind?

M No, of course not.

C Thanks. That / great help.

M Why / I come over this evening and help you pack?

C It / wonderful / could.

M What / I / come / about seven?

C Yeah. That's good for me.

M I've got some old packing cases. / like me / bring some round / you?

C No, / OK, I've got plenty. / thanks / offering.

AT CHLOE'S PLACE

2

M Let / help / pack those files.

C No, / worry. I / better do those myself.

M Well, what if / carry / these heavy things downstairs for you?

C / long / you / mind.

M Not at all. Then I / pack up the computer and printer, if / like.

C Great. Then let's have something to eat and a cup of coffee.

M Good idea. I / help / make something / like.

C No, it's OK. I've packed up all my kitchen stuff already. It / easy / I / get / a takeaway from the café.

- b Work in pairs. Compare answers. Then practise the conversation.

- 6 Work in pairs. Student A p104. Student B p107.

HELP WITH PRONUNCIATION

Stress and rhythm (1): conditionals

- 1 CD1 31 Listen and practise these sentences. Copy the stress, weak forms and any contractions.

- 1 Suppose you won the lottery, what would you /wudʒə/ do with the money?
- 2 Imagine you could meet a famous person, who would you /wudʒə/ choose?
- 3 If you could have /kudəv/ chosen your first name, what would it have /wuditəv/ been?
- 4 If you hadn't come to class today, where would you have /wudʒu:wəv/ gone instead?

- 2 a CD1 32 Listen and write the answers to questions 1–4 in 1. You will hear each answer twice.

1

2

3

4

- b Work in pairs. Compare answers. Then decide which words are stressed in the answers. Check in Audio Script CD1 32 p160.

- c Listen again and practise.

- 3 Work in pairs. Practise the questions and answers in 1 and 2a.

continue2learn

Vocabulary, Grammar and Real World

- Extra Practice 3 and Progress Portfolio 3 p117
- Language Summary 3 p132
- 3A–D Workbook p15
- Self-study DVD-ROM 3 with Review Video



Reading and Writing

- Portfolio 3 Advice leaflets Workbook p68
Reading a police leaflet about personal safety
Writing leaflets: giving advice

QUICK REVIEW Problems on the phone Write four phrases you can use to describe problems on the phone: *Sorry, it's a bad line*, etc. Work in pairs. Have a phone conversation about arranging to meet up next week. Include your four phrases in the conversation.

Vocabulary

Dealing with money

- 1 a Match the phrases in A to their opposites in B.
Check in **VOCABULARY 8.1** p145.

A	B
invest money in something	get out of debt
be in credit	pay cash for something
get into debt	be overdrawn
buy/get something on credit	repay a loan
get a loan	spend money on something
have a good credit rating	be short (of money)
get a high interest rate	have a savings account
have a current account	get a low interest rate
be well off	put money into an account
take/get money out of an account	have a bad credit rating

- b Work in pairs. Test each other on the opposites in 1a.

Speaking and Listening

- 2 Work in pairs. What are the advantages and disadvantages of borrowing money from: family members, friends, banks, credit card companies?

- 3 a **CD2** 27 Look at the photo of Briony and her father. Listen to their conversation and answer these questions.

- 1 What does Briony want?
- 2 Why does she want it?
- 3 Does she get exactly what she wants?

- b Listen again. Tick the correct sentences. Correct the false ones.

- 1 Briony wants her father to stop talking about her car accident.
- 2 She's put petrol in the car.
- 3 Briony thinks her band is getting more popular.
- 4 Briony's mother wouldn't approve of her husband lending Briony the money.
- 5 Briony's father has just had dinner.
- 6 He's expecting his wife to come home any minute.

HELP WITH GRAMMAR

Wishes (1); I hope ... ; It's time ...

- 4 a Look at sentences a-d. Then answer questions 1 and 2.

- a I wish you'd stop talking about that accident.
- b I wish I knew where she was.
- c I wish you were coming to the gig.
- d I just wish we could get a recording contract.

- 1 Do these sentences talk about:
a) imaginary situations in the present or the future
b) things that happened in the past?
- 2 Which verb form follows *I wish* ... in each sentence?

TIP • We can say *I wish* ... or *If only* ... : *I wish I knew where she was.* = *If only I knew where she was.*

- b Look again at sentence a in 4a. Answer these questions.

- 1 What does Briony want her father to do?
- 2 Does she think he will do this?
- 3 Is she annoyed?

- c Match sentences 1 and 2 to meanings a and b. Which verb form comes after *I hope*?

- | | |
|-----------------------------------|-----------------------------------|
| 1 I hope she comes home. | a I don't think she will do this. |
| 2 I wish she'd (would) come home. | b I think she might do this. |

- d Look at these sentences. Fill in the gaps in the rules with Past Simple or infinitive with *to*.

It's about time you looked for some real work.

It's time you learned how to cook.

It's time to go.

- We often use *It's (about) time* + subject + _____ to say that we are frustrated or annoyed that something hasn't happened yet.

- We use *It's time* + _____ to say that something should happen now.

- e Check in **GRAMMAR 8.1** p146.



5 **a** Fill in the gaps with the correct form of the verbs in brackets.

- 1 I hope you (pay) me back soon.
- 2 I wish we (have) a better drummer.
- 3 It's time you (think) about the future.
- 4 I wish someone from the music business (come) and listen to us.
- 5 If only we (can) afford some time in a recording studio.
- 6 It's time you (find) a cheaper place to live.
- 7 I wish I (not have to) work at the restaurant.
- 8 I wish we (not rehearse) this evening. I'm tired.

b Match sentences 1–8 in **5a** to these responses.

- a If I moved back in with you and Mum, I wouldn't have to pay any rent!
 - b But doesn't that cost a fortune?
 - c Do those kind of people come to pub gigs?
 - d Why? What's wrong with the one you've got?
 - e Well, can't you put it off until tomorrow?
 - f Well, how much do I owe you altogether?
 - g Music is my future.
 - h If you didn't have that job, you'd just get into even more debt.
- c** Work in pairs. Compare answers. Who do you think said sentences 1–8 and responses a–h, Briony or her dad?

6 **a** Write six wishes about your life now or in the future.

I wish I could take a year off work.

b Work in pairs. Tell each other your wishes. Give reasons for your wishes. Ask follow-up questions.

I wish I could take a year off work because I really want to go travelling.

Where do you want to go?

Get ready ... Get it right!

7 Think of five things that annoy you. Use these ideas or your own.

- junk mail
- mobile phones
- TV adverts
- call centres
- people's habits
- other drivers
- background music
- rubbish

8 Work in groups. Tell each other about the things that annoy you. Ask follow-up questions if possible. Do you all get annoyed by the same things?

I wish companies would stop sending me so much junk mail.

Yes, it's really annoying, isn't it? What kind of junk mail do you get?

QUICK REVIEW *I wish ... , I hope ... , It's time ...*

Complete these sentences about your country: *I wish ... , I hope ... , It's time ...*. Work in pairs. Tell each other your sentences. If you're from the same country, do you agree? If you're from different countries, ask follow-up questions.

Vocabulary Phrasal verbs (3): money

- 1** a Which two words/phrases go with the verbs in bold? Check new words/phrases in VOCABULARY 8.2 p145.
- 1 I paid the account/the money/my brother back.
 - 2 She paid off her mortgage/money/student loan.
 - 3 I took out a mortgage/loan/bank account.
 - 4 Mortgage rates/The banks/House prices have gone down.
 - 5 The bill/meal/bank account came to £35.
 - 6 I've put down a deposit/£25,000/a debt on a new house.
 - 7 She came into some money/some property/a credit card.
 - 8 The shop took £20/15%/everything off the price.
 - 9 I'm saving up for a new bike/holiday/debt.
 - 10 The hotel/shopkeeper/price ripped her off.
- b Work in pairs. Test your partner. Use the infinitive form of the verbs.

pay off

pay off a mortgage,
pay off a student loan

Speaking and Reading

- 2** a Work in pairs. Make a list of at least five things you could do in your country to earn some extra money.
 b Read the article and look at the pictures. Which do you think is the best way to earn some extra money? Which is the worst?
- 3** a Try to match these rates of pay in the UK to money-making schemes 1–6 in the article.
- a The usual rate for a session is £8–£12 an hour.
 - b On average you can make £10–£15 an hour.
 - c £8–£10 a visit, but could be as high as £100 a day.
 - d £25 a night.
 - e Up to £450 a month.
 - f It depends on the production but on average about £1,000 a day.
- b Work in pairs. Compare answers. Then check on p114. Would you like to do any of these things? Why? Why not?

How to make some extra cash

Who couldn't do with a little extra money?
 Maybe you need to pay off a loan or perhaps you just want to save up for a holiday. Whatever your reasons, these simple money-making schemes could make all the difference.

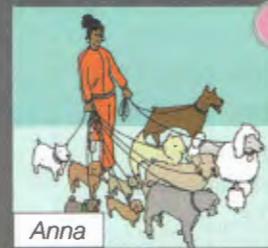


1 Pose as a live model.

You don't have to be young or beautiful to pose for an art class. You just need to be able to sit still for a long time.



2 Be a mystery shopper. These are people who are paid to go shopping, eat in restaurants or stay in hotels. All you have to do is write a report on how you were treated as a customer.



3

Do some dog walking. Busy dog owners are always looking for someone to walk their pets when they can't or don't want to! So if you love animals, this could be just the job for you.

- 4** Six people tried these money-making schemes. Match speech bubbles A–F to the people in the pictures.

A *I wish I hadn't taken five at the same time.* They got into a terrible fight.

B *I should have started doing this years ago.* You're allowed to keep most of what you buy.

C *I wish I'd known he was a musician.* He spent hours practising. It drove us mad.

D *I shouldn't have moved so often.* But it was impossible to keep still.

E *I wish they hadn't put wires all over my head.* They were really uncomfortable.

F *I shouldn't have worried about anything.* They put it all back they way they found it.

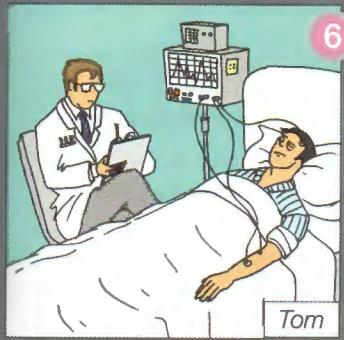


4 Rent out a room.

If you don't mind the idea of strangers living in your home, there are lots of people looking for accommodation, from students to business people who work away from home. This can provide a regular monthly income.

5 Let out your home for film and TV shoots.

This is a big earner if you can deal with dozens of people invading your home. However, you get a full guarantee that they will repair any damage.



6 Sleep! There's nothing better than being paid to sleep and there are many university research projects that study sleep patterns. They usually only want people who are good sleepers, but the research is generally done in your own home.

HELP WITH GRAMMAR

Wishes (2); should have

5 a Look at speech bubbles A–F in 4. Are the people talking about the present or the past?

b Look at the sentences in bold in speech bubbles A and B. Then choose the correct words/phrases.

- Anna **took/didn't take** five dogs for a walk at the same time. She **regrets/doesn't regret** that.
- Louise **started/didn't start** doing this work years ago. She **regrets/doesn't regret** that.

c Look at the sentences in bold in speech bubbles A–F. Answer these questions.

- Which verb form follows *wish*?
- Which verb form follows *should/shouldn't have*?

TIP • We can also use the third conditional for regrets:
If I'd known about this before, I'd have done it years ago.

d Check in **GRAMMAR 8.2 p146.**

HELP WITH LISTENING Wishes

6 a **CD2 28** Listen to these sentences. Notice the difference between the verb forms.

- I wish I had more time.
I wish I'd had more time.
- I wish he talked more slowly.
I wish he'd talk more slowly.

b **CD2 29** Listen and write six sentences. You will hear each sentence twice.

7 **CD2 30 PRONUNCIATION** Listen and practise. Copy the weak forms and contractions.

I wish I hadn't looked after them in my home.

I should have /əv/ started doing this years ago.

8 a Correct the mistakes in these sentences.

- I wish I didn't put him in the room next to ours.
- I wish I met the actors and actresses.
- I shouldn't have go to bed so early.
- I should insisted on a break after an hour so I could move around.
- I loved the jewellery I bought. I wish I hadn't have to give it back.
- The owner should told me Sammy liked to chew everything.

b Work in pairs. Compare answers. Guess which of the people in the pictures said each sentence.

9 Rewrite these sentences using the words in brackets.

1 I didn't pay off my student loan last year. (*wish*)

I wish I'd paid off my student loan last year.

2 You didn't tell me your brother was on TV last night. (*wish*)

3 I stayed out too late last night. (*shouldn't*)

4 I ate too much at lunch. (*wish*)

5 My sister didn't pay me back the money she owed me. (*should*)

6 The interest rate didn't go down last month. (*wish*)

7 You didn't tell me you needed a lift this morning. (*should*)

Get ready ... Get it right!

10 Make notes on five things that you did or didn't do in the last six months that you now regret.
bought mobile

11 Work in pairs. Tell your partner about the things you regret. Ask follow-up questions if possible. What does your partner regret most?

I wish I hadn't bought this mobile phone.

Why? Don't you like it?

QUICK REVIEW Phrasal verbs connected to money Write five phrasal verbs connected to money: *save up for*, etc. Work in pairs. Take turns to say a phrasal verb. Your partner uses it in a sentence. Is the sentence correct?

Speaking and Reading

1 Work in groups. Discuss these questions.

- 1 Who do people usually give tips to in your country?
- 2 How much do people tip them?
- 3 Why might people decide not to tip someone?

2 a Read sentences 1–6 about tipping customs. Guess the correct words/phrases.

- 1 Tipping customs round the world are *fairly similar/quite different*.
- 2 People from the same country *usually agree/often disagree* about who and how much they should tip.
- 3 In most countries people *give/don't give* taxi drivers a 10% tip.
- 4 Most hotel porters round the world receive the equivalent of US 50c/\$1 per bag.
- 5 When the service charge is included in a restaurant bill, people *sometimes/never* leave an additional tip.
- 6 People tip waiters and waitresses in *every country/most countries*.

b Read the article. Check your answers to 2a.

c Read the article again. Answer these questions. Then work in groups. Compare answers.

- 1 If your country is mentioned in the article, do you agree with what it says? Why?/Why not?
- 2 If your country isn't mentioned, which countries in the article have similar tipping habits to yours?

HELP WITH VOCABULARY Synonyms

- We often use synonyms to avoid repeating words or phrases when we are speaking or writing.

- 3 a Look at the words/phrases in pink in the article. Check any words you don't know with your teacher or in a dictionary.
- b Look at the words/phrases in blue in the article. Match them to these synonyms from the article. Write the infinitive form of the verbs.

work out	<i>figure out</i>	certainly	
exact		insulted	
problem		chase	
appropriate		discover	
compulsory		simply	

- c Look at words a–j. Match them to the synonyms in bold in the article.

- | | | |
|---------------------------------|-----------|---------------|
| a simple <i>straightforward</i> | e strange | h differ |
| b especially | f watch | i difficult |
| c usually | g extra | j for example |
| d normal | | |

- d Check **VOCABULARY 8.3** p145.

- 4 Work in pairs. Take turns to test each other on the synonyms in 3b and 3c.

What's the synonym of 'work out'?

figure out

A TIPPING NIGHTMARE!

WHEN YOU'RE ABROAD, trying to **find out** who to tip is never **straightforward** and neither is trying to **work out** the **exact** amount. To make things even more **complicated**, the rules for tipping **vary** greatly from country to country. Even people from the same country can't agree on how much to tip. Also, within each country the rules can change, so what was **appropriate** last time you visited your favourite country may be completely **inappropriate** the next time you go. However, here are some general guidelines which might help you on your travels.

You face your first **dilemma** as soon as you land at the airport – the taxi ride. Taxi drivers **generally** do expect tips, but rather than there being a **precise** amount, people round up the fare or **just** tell the driver to keep the change.

Your next encounter is with the hotel porter and you know he's expecting a tip, but the **problem** is trying to **figure out** how much. It seems that in many countries round the world \$1 per bag would be an **appropriate** amount.



Listening and Speaking

- 5 a What do you know about tipping in the UK and the USA?



- b CD2 31 Listen to Graham, an Englishman, and Ruth, an American, having a conversation in a restaurant. Answer these questions.

- 1 Which country are Graham and Ruth in?
 - 2 Why do restaurant staff in this country often introduce themselves?
 - 3 Which other people who get tips do they discuss?
 - 4 In which country do people tip more?
- c Work in pairs. Listen again. Student A, make notes about tipping in the UK. Student B, make notes about tipping in the USA.
- d Work with your partner. Take turns to tell each other the information you heard.

HELP WITH LISTENING

British and American accents

- 6 a CD2 32 Listen to these sentences said with a British accent and an American accent. The British accent is first.

*Do you want another glass of wine?
Just a glass of water, please.*

- b CD2 33 British and American people usually say the letters in blue differently. Listen to the differences. The British accent is always first.

- | | |
|---------------------------|------------------------|
| 1 bigger, later, morning | 4 dollar, coffee, want |
| 2 waiter, British, better | 5 bought, fall, water |
| 3 staff, glass, half | |

- c CD2 34 Listen to four sentences said twice. Which do you hear first, a British or an American accent?

- d Look at Audio Script CD2 31 p167. Listen again and notice the difference between the two people's accents.

- 7 a Work in pairs. Make a list of five groups of people that you think deserve tips (apart from waiters/waitresses and taxi drivers).

- b Compare lists with another pair. Choose the five groups of people who deserve tips the most. Give reasons.

- c Work in groups or with the whole class. Agree on a final list of five groups of people.



was particularly good, but it certainly isn't obligatory. However, in some countries it may seem strange if you do leave a tip. In Japan, for example, the waitress might be insulted if you tipped her. In Thailand, if you left a tip, the restaurant staff probably wouldn't be offended, but you might be pursued down the street by someone thinking you'd forgotten to take your change.



Then, of course, you have to eat. In some countries such as Ireland, Brazil, Poland and Portugal, the customary tip in restaurants is 10–15% unless a service charge is included, so the first rule of thumb is always check the bill. In other countries such as France, Italy, Germany, Australia and Spain, where a 10–15% service charge is either very common or compulsory, you may want to leave an additional tip if you think the service



In New Zealand, although it's unlikely anyone would chase after you, you'd definitely get some odd looks if you left a tip.

And your problem with tipping isn't over when you leave the restaurant. Next you discover the tour guide, the hairdresser and the toilet

attendant are all expecting a tip as well, but again, how much? Perhaps the best option in these cases is to ask the local people what is acceptable or observe what others do. Of course, you could simply play safe and tip everyone you meet!



QUICK REVIEW Synonyms Write six words/phrases and their synonyms (*observe/watch*, etc.). Work in pairs. Take turns to say one word/phrase from each pair. Your partner says a synonym. Is it the same as yours?

- 1** **a** Work in pairs. Make a list of reasons why you might need to apologise to someone.

turning up late losing your temper

- b** Work with a new partner. Compare ideas. Which of the things on your list have you had to apologise for recently?

- 2** **a** **VIDEO 8 CD2 35** Watch or listen to three conversations, 1, 2 and 3. Then answer these questions. In which conversation(s):

- a** is Eddy surprised to see someone?
b does Eddy find out there's an audition that day?
c does Eddy apologise to someone?

- b** Watch or listen again. Then tick the true sentences. Decide why the other sentences are false.

- 1 Eddy forgot about the audition.
- 2 Eddy was auditioning for the part of a policeman.
- 3 Eddy has had some boxing lessons.
- 4 Eddy had met Roger before.
- 5 Roger played the part of the nightclub bouncer.
- 6 Eddy broke Roger's nose.
- 7 Eddy didn't get the part in the TV drama.
- 8 Eddy lost his wallet.
- 9 Eddy shouted at his mother last Saturday.

- c** Work in pairs. Compare answers.

REAL WORLD Apologising

3

- a** Match sentences 1–16 to meanings a–c.

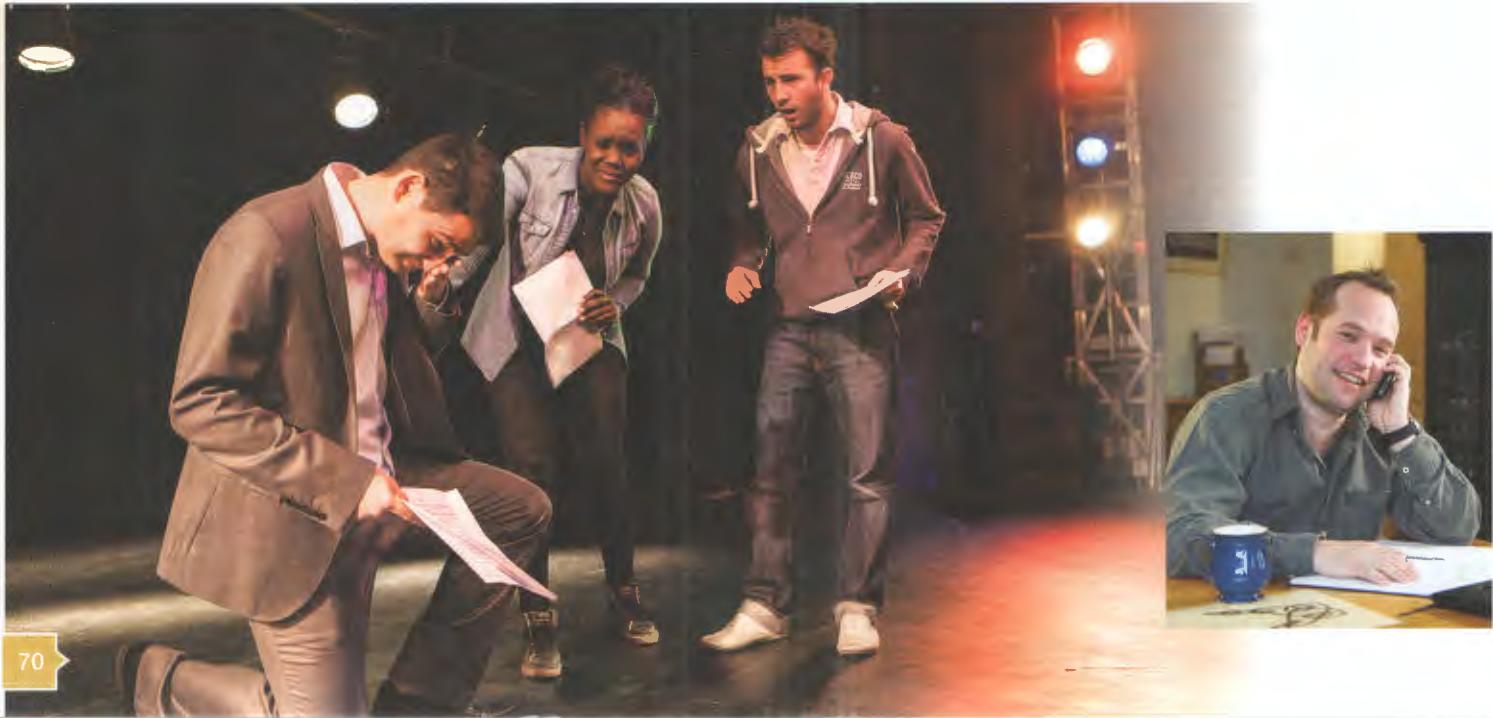
- a** apologising
- b** giving reasons for your actions or being self-critical
- c** responding to an apology

- 1 I'm **sorry that** this is such short notice. **a**
- 2 I didn't realise (it was today).
- 3 Don't worry about it.
- 4 I had no idea (the other actor would be this late).
- 5 No need to apologise.
- 6 I thought (you knew each other) for some reason.
- 7 Oh, that's alright.
- 8 Never mind.
- 9 I didn't mean to (hit you).
- 10 I'm really sorry. I'm afraid (I forgot to collect your dry cleaning).
- 11 It doesn't matter.
- 12 I'm **sorry about** (last Saturday).
- 13 I shouldn't have (lost my temper).
- 14 I can't believe (I shouted at you).
- 15 Forget about it.
- 16 I'm **sorry for** (not being more sympathetic).

- b** Look at the phrases in bold in **3a**. Complete these rules with a noun, a clause or verb+ing.

- After **I'm sorry (that)** we use _____.
- After **I'm sorry about** we usually use _____.
- After **I'm sorry for** we usually use (not) _____.

- c** Check in **REAL WORLD 8.1 p146**.



- 4** a Fill in the gaps in these conversations with one word. Use language from 3a.

- 1 A I'm sorry ¹ **that** I called you an idiot. I can't ² _____ I said that.
 B Forget ³ _____ it. You're under a lot of pressure.
 A I didn't ⁴ _____ to upset you.
- 2 A I'm really sorry ⁵ _____ last night. I ⁶ _____ have phoned so late.
 B No ⁷ _____ to apologise. I went straight back to sleep anyway.
 A I had no ⁸ _____ it was that late. I thought it was much earlier for some reason.
- 3 A Sorry ⁹ _____ losing my temper with you the other day.
 B Don't ¹⁰ _____ about it.
 A I'd only had about two hours' sleep.
 B Really, it doesn't ¹¹ _____. I could tell you were absolutely exhausted.

b Work in pairs. Compare answers.

- 5** a Work in pairs. Choose situation 1 or 2. Then write a conversation between the people. Use language from 3a.

SITUATION 1

Eddy and Martin were playing doubles in a tennis tournament yesterday. They lost the match. Martin was extremely angry afterwards and said it was Eddy's fault that they lost. Now Martin is phoning Eddy to apologise and to try and arrange another match.

SITUATION 2

Sophie and Eddy went to the cinema last night. Eddy loved the film, but Sophie hated it. They had a big argument about it, then Sophie got very upset and went home. Now Eddy is phoning Sophie to apologise and to suggest going to another film together.

- b Swap papers with another pair. Read their conversation and correct any mistakes you find.
 c Practise the conversation with your partner.
 d Work in groups of four. Take turns to role-play the conversation for the students who wrote it.



HELP WITH PRONUNCIATION

Sounds (3): same stress, different sound

- 1** **CD2** 36 Listen to these pairs of words. Notice how the sounds in pink change in the stressed syllable.

1 oblige	obligatory	3 produce	production
/ə/	/ɪ/	/u:/	/ʌ/
2 know	knowledge	4 compete	competitive
/əʊ/	/ɒ/	/i:/	/e/

b Listen again and practise.

- c** **CD2** 37 Listen to these pairs of words. Are the sounds in pink the same (S) or different (D)?

secure security offend offensive precise precision

- 2** a Work in pairs. How do you say these pairs of words? Which sounds in pink are the same (S)? Which are different (D)?

1 advert	advertise	S	7 introduce	introduction
2 type	typical		8 sign	signature
3 definite	definitely		9 accept	acceptable
4 assume	assumption		10 provide	provision
5 compare	comparatively		11 simple	simplify
6 decide	decision		12 wise	wisdom

- b** **CD2** 38 Listen and check. Then listen again and practise.

continue2learn

Vocabulary, Grammar and Real World

- Extra Practice 8 and Progress Portfolio 8 p122
- Language Summary 8 p145
- 8A-D Workbook p40
- Self-study DVD-ROM 8 with Review Video



Reading and Writing

- Portfolio 8 Reporting facts Workbook p78
- Reading an article reporting on consumer spending
- Writing generalising; giving examples

QUICK REVIEW Apologising Write two things that you think people should apologise for. Work in pairs. Swap papers. Imagine you did the things on your partner's paper. Think of reasons why you did them. Take turns to apologise, give reasons and respond to your partner's apology.

Vocabulary and Speaking The cinema

- 1** Work in pairs. Which words/phrases in bold do you know? Check new words/phrases in **VOCABULARY 9.1 p147**. Then ask and answer these questions.

- 1 Can you name a film that has been **released** this month? What did the **critics** think of it?
- 2 Can you think of a film that you didn't like, but which got **rave reviews**?
- 3 Do you prefer foreign films to be **subtitled** or **dubbed**?
- 4 What was the last **remake** or **sequel** you saw?
- 5 Can you name any films that **are set in** the future or have amazing **special effects**?
- 6 Which is more important for a film to be successful – a strong **cast** or a good **plot**?
- 7 Do you watch the **trailers** for films on DVDs or do you fast-forward past them?
- 8 Do you know where your favourite film **was shot**?
- 9 Have you ever bought the **soundtrack** of a film? If so, which one(s)?
- 10 Which of the films you've seen had the best **costumes**?

Speaking and Reading

- 2** **a** Work in groups. Discuss these questions.

- 1 Do you watch the Academy Awards® ceremony on TV? Why?/Why not?
- 2 Can you name any films, actors or actresses that have won an Oscar®?
- 3 Which films, actors or actresses would you nominate for an award? Why?

- b** Work in pairs. Predict the correct answers in these sentences about the Academy Awards.

- 1 The Academy Awards are usually held in *March/May*.
- 2 They began *before/after* 1940.
- 3 They have *sometimes/never* been postponed.
- 4 Newspapers *are/aren't* given the winners' names before the ceremony.
- 5 No woman had won an Oscar for best director before *2007/2010*.
- 6 Those who win *are/aren't* allowed to sell their Oscar statues.

- c** Read the article on p73. Check your answers to **2b**.

- 3** Read the article again. What does it say about these numbers and dates?

1953	1969	180
1981	1939	2010
52	400	



HELP WITH GRAMMAR

The passive

4 **PASSIVE VERB FORMS**

- a** Look at the phrases in **pink** in the article. Then choose the correct words in these rules.
- In the passive/active sentence, the focus is on what happens to someone or something rather than on who or what does the action.
 - We often use the passive when we *know/don't know* who or what does the action.
 - To make the passive we use: subject + *be/have* + past participle.
- b** Match the phrases in **pink** to these passive verb forms.
- 1 Present Simple Passive *is held*
 - 2 Present Continuous Passive
 - 3 Past Simple Passive
 - 4 Past Continuous Passive
 - 5 Present Perfect Simple Passive
 - 6 Past Perfect Simple Passive
 - 7 Passive form of *be going to*
- OTHER PASSIVE STRUCTURES**
- c** Look at the phrases in **blue** in the article. Then complete these rules with *be + past participle*, *to be + past participle* or *being + past participle*.
- After certain verbs (e.g. *enjoy*) we use ... **being + past participle**
 - After certain verbs (e.g. *want*) we use ...
 - After prepositions we use ...
 - After *the first/second/last (+ noun)* we use ...
 - After *have to* and *used to* we use ...
 - After modal verbs we use ...
- d** Check in **GRAMMAR 9.1 p148**.

And the Oscar goes to ...

Everyone enjoys being told they are good at what they do and most of us want to be rewarded in some way. But few of us get the same publicity as those working in the film industry and every actor dreams of being nominated for an Oscar. The Academy Awards ceremony is held in Hollywood once a year, usually in March, and is being shown in more and more countries each year. Over 40 million people in the USA watch the ceremony on TV, wondering if their favourite stars are going to be awarded an Oscar.

Take a look at these Oscar facts:

The first Academy Awards ceremony was held in 1929 and the first to be televised was in 1953. Since 1969, the Oscar show has been broadcast internationally and now reaches movie fans in more than 180 countries.

Since the Academy Awards began, they have only been postponed three times. The ceremony had to be postponed in 1938 because of a flood, in 1968 for Martin Luther King's funeral and again in 1981 after the assassination attempt on President Reagan.

Newspapers used to be given the winners' names in advance of the ceremony, provided that the names wouldn't be published until afterwards. However, in 1939 the *Los Angeles Times* printed the names before the ceremony, so since then, they have been kept secret.

In 2010, Kathryn Bigelow was given an Oscar for best director, for her film, *The Hurt Locker*. She was the first woman ever to win this award. Before 2010 only three other women had even been nominated for best director.

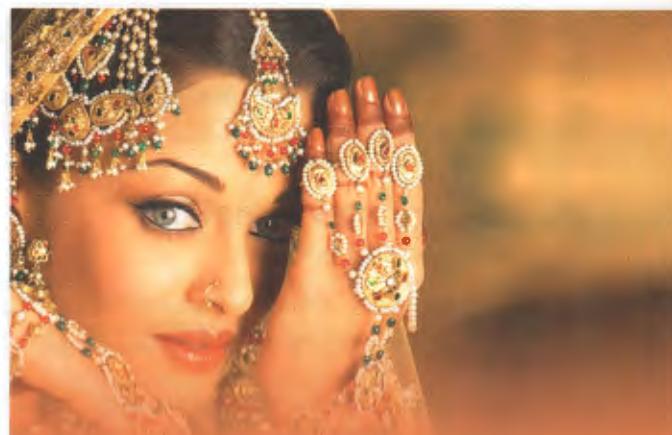
A few days before the ceremony in 2000, 55 Oscars mysteriously vanished while they were being driven from Chicago to Los Angeles. 52 of the Oscars were found in some rubbish by a man called Willie Fulgear, who was invited to the Oscar ceremony as a special guest in recognition of his honesty.



It seems that the true origin of the name 'Oscar' has never been confirmed. However, one story claims that Academy librarian, Margaret Herrick, said the statue looked like her uncle Oscar and the name stuck.

An Oscar costs around \$400 to make, but it can't be sold. The recipient has to sign an agreement stating they will not sell the statue without first offering it back to the Academy for \$1. The Academy introduced this rule to ensure the awards do not end up in the hands of private collectors. If a winner refuses to sign the agreement, the Academy keeps the award.

- 5 Read about the Indian film industry. Choose the correct verb forms.



Bollywood ¹is/is being the biggest film industry in the world and its films ²watch/are watched by 15 million people in cinemas across India every day. The films always ³include/are included music, spectacular dancing and romance, and usually ⁴last/are lasted over three hours. The first Bollywood film ⁵to be produced/being produced was in 1908 and by 1930 over 200 films ⁶were making/were being made every year. Now studios in Mumbai ⁷produce/are produced over 800 films a year, which ⁸can see/can be seen all over the world. Bollywood ⁹spends/is spent far less on production than Hollywood, but now the industry ¹⁰is forcing/is being forced to spend more to compete with big-budget American films. So if you enjoy ¹¹transporting/being transported to another world, you ¹²should go/should be gone and see a Bollywood film!

- 6 Rewrite these sentences using a passive verb form. Begin each sentence with the words in brackets.

- 1 I hate it when people interrupt me.
(I ...) **I hate being interrupted.**
- 2 You should take the pills with food. (The pills ...)
The pills should be taken with food.
- 3 She doesn't like people telling her what to do. (She doesn't like ...)
People aren't liked telling her what to do.
- 4 I hope they promote me next year. (I hope ...)
I am hoped to be promoted next year.
- 5 They invited him first. (He was the first ...)
He was invited first.
- 6 They had to take her to hospital. (She ...)
She had to be taken to hospital.
- 7 They'll deliver the parcel to me tomorrow. (The parcel ...)
The parcel will be delivered to me tomorrow.
- 8 Someone needs to tell the boss immediately. (The boss ...)
The boss needs to be told immediately.

Get ready ... Get it right!

- 7 Work in groups. Group A p106.
Group B p109.

QUICK REVIEW The cinema Write five words/phrases connected to the cinema. Work in pairs. Take turns to say your words/phrases. Your partner explains what each word/phrase means and gives an example sentence. Are your partner's explanations and examples correct?

Vocabulary and Speaking

Entertainment adjectives

- 1 a Work in pairs. Which of these adjectives do you know? Check new words in **VOCABULARY 9.2** p147.

far-fetched believable outstanding predictable
moving sentimental gripping memorable
overrated underrated realistic scary
weird hilarious

- b Choose six adjectives from 1a. Write the name of one film, play or TV drama for each adjective. Don't write the adjectives.

- c Work in pairs. Swap papers. Take turns to ask your partner why he/she chose the films, plays or TV dramas.

Why did you choose
The Girl with the Dragon Tattoo?

It was really gripping from beginning to end.

Listening and Speaking

- 2 a **CD3 1** Look at the photo. Listen to Ritika and Gloria talking to their friend Nathan. Answer these questions.

- 1 What have Gloria and Ritika just been to see?
- 2 Did they enjoy it? Why?/Why not?

- b Listen again. Choose the correct words/phrases in these sentences.

- 1 It really was more **like** a bad/wonderful dream.
- 2 Actors/Critics **such as** James Pearson loved it.
- 3 I quite like/don't mind James Pearson **as** a critic.
- 4 Even though it has musicians/actors in it **like** Peter Harris and Maddy Benson?
- 5 Peter Harris was **OK/great**, **like** he always is.
- 6 They just had these boxes on the stage which were used **as** furniture/train compartments.
- 7 It had **such** a good cast/ending.
- 8 The plot was **so** boring/far-fetched.
- 9 **So many** critics disliked/loved it.
- 10 I can't understand why it's getting **so much** attention/criticism.



HELP WITH GRAMMAR

as, like, such as, so, such

3 AS, LIKE, SUCH AS

- a Look at sentences 1–6 in 2b. Match the sentences to these rules.
- We use *like* + clause to say that things happen in a similar way.
 - We use *like* + noun (or pronoun) to say that something is similar to something else.
 - We use *as* + noun to say that someone has a particular job.
 - We use *such as* or *like* to introduce examples.
 - We also use *as* + noun to say what something is used for.

SO, SUCH

- b Look at sentences 7–10 in 2b. We use *so* and *such* to give nouns, adjectives and adverbs more emphasis. Complete these rules with *so* or *such*.

- We use _____ + adjective
- We use _____ (+ adjective) + noun
- We use _____ + *much* or *many* + noun

TIP • With *so* and *such* we often use '(that) + clause' to say what the consequence is:
The play was so slow (that) I actually fell asleep.

c Check in GRAMMAR 9.2 p148.

4 a Choose the correct words/phrases.

- Have you ever been to see classic films *such as/as* *Gone with the Wind* or *Casablanca*?
- Do you know anyone who has worked *as/like* an extra in a film?
- Have you ever been to see a film that was *such/so* bad that you walked out?
- Do you enjoy watching reality TV programmes *as/like* *X-Factor*?
- Have you ever seen a film with *such/so* a sad ending that you cried?
- Do you ever use TV *as/like* a way of getting to sleep?
- Has anyone ever said you look *as/like* someone famous?
- Why do you think *so/such* many people still go to the cinema?

- b Work in pairs. Ask and answer the questions in 4a. Ask follow-up questions if possible.

- 5 a Fill in the gaps with *as*, *like*, *such as*, *so* or *such*. Sometimes there is more than one possible answer.

1

- A Sorry I'm ¹ late. It took ² a long time to get here.
B Don't worry. Brad's late too, ³ he usually is. Anyway, I'm ⁴ pleased we got tickets.
A Me too. It's had ⁵ much good publicity that I didn't think we would.
B Yes, I've read ⁶ many great reviews.

2

- A Adela looks gorgeous, ⁷ she always does. She's got ⁸ beautiful eyes.
B Yes, she could easily find work ⁹ a model.
A Apparently, she's already had offers from agencies ¹⁰ Now and Models Too.
B And she's ¹¹ tall. I feel ¹² a little kid when I'm standing next to her.

3

- A Have you got anything I can use ¹³ a vase for these flowers?
B Oh, they're ¹⁴ lovely. Who are they from?
A My son. It was ¹⁵ a surprise. He's never done anything ¹⁶ that before.

- b Work in pairs. Compare answers. If your answers are different, are they both possible?

Get ready ... Get it right!

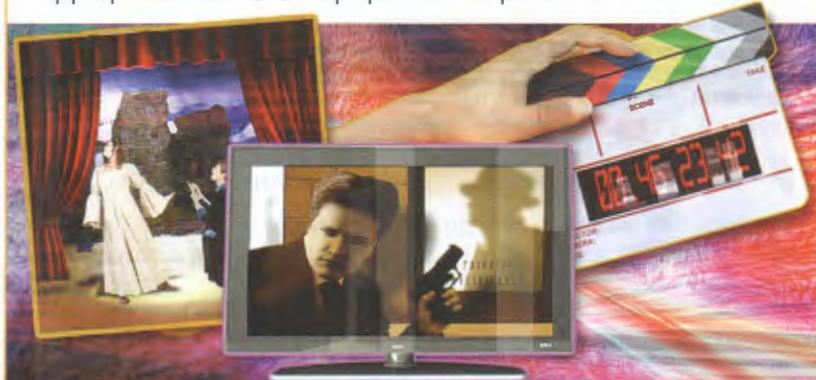
- 6 a Work in new pairs. Choose a film, play or a TV drama you've seen recently that your partner hasn't seen.

- b Work on your own. Write five sentences with *as*, *like*, *such as*, *so* or *such* about your film, play or TV drama. Use these ideas or your own.

- the cast
- the main characters
- good/bad performances
- the ending
- the soundtrack
- special effects
- the plot
- your opinion

I thought 'The Awakening' was such a scary film.

- 7 Work with your partner. Take turns to tell him/her about your film, play or TV drama. Include your sentences from 6b where appropriate. Ask follow-up questions if possible.



QUICK REVIEW *as, like, such as, so, such*

Complete these sentences for yourself: *I love visiting places such as ... , I wouldn't like to work as a ... , I look a bit like my ... , I've got so many ... that I ... , I enjoy TV programmes like Work in pairs. Take turns to tell your partner your sentences. Ask follow-up questions.*



B



C

Speaking and Listening

1 Work in pairs. Discuss these questions.

- 1 Do you like art? If so, do you prefer traditional or modern art? Why?
- 2 Look at pictures A and C. Do you like them? Why?/Why not?
- 3 Look at picture B. Do they have performance artists like this in the streets of your town/city? If so, what kinds of things do people do? Are they popular?

2 a **CD3** Listen to two friends, Graham and Hannah, talking about art. Which of the art in pictures A–C did each person see? Who doesn't like modern art?

- b Listen again. Then work in pairs. How much can you remember? Use these prompts to help you.

WHAT GRAHAM SAID ABOUT:

- Salcedo's art at Tate Modern
- *Tiger in a Tropical Storm*
- The price of Rousseau's work
- Actually doing what Hazel did himself

WHAT HANNAH SAID ABOUT:

- The meaning of Salcedo's art
- What people used to think of Rousseau's work
- The 4th plinth
- Hazel's performance

HELP WITH LISTENING

Missing words, reduced infinitives

- In informal spoken English we often miss out words when the meaning is clear.

3 a Read the beginning of Graham and Hannah's conversation. Notice the missing words. What types of word do we often miss out?

GRAHAM (Are you) Still enjoying being an art teacher?

HANNAH Yeah. And how's your work? Have you still got problems with the boss?

G No. (I've) Got a new manager now.

H Why didn't you apply for that job?

G I was going to, but (I) decided I didn't want to. (It's) Too much responsibility.

H (That was) A very wise decision.

b Look at the reduced infinitives in bold in 3a. What do they refer back to?

c Look at Audio Script **CD3** p168. Listen again and notice the missing words. What do the reduced infinitives in bold refer back to?

Speaking, Reading and Vocabulary

4 Work in groups. Discuss these questions.

- 1 How many possessions do you think you own?
- 2 Which do you really need? Which don't you need?
- 3 If you were only allowed to keep three of your possessions, which would you choose and why?



Artist Michael Landy once destroyed all his possessions in a work he called *Break Down*. The exhibition, which was held in an empty department store in central London, cost £100,000 to put on and lasted for two weeks. Landy had spent three years cataloguing the 7,226 separate items. More than 45,000 people came to watch him and his ten helpers destroy everything he'd ever owned, right down to his last sock, his passport and even his beloved car.

Many of those who came to the exhibition applauded and encouraged Landy in his two weeks of destruction, but his mother wasn't one of them. "I had to throw my mum out," said Landy. "She started crying and I couldn't handle those emotions. She had to go."

Many other people were equally upset, especially those in the art world who thought it was unacceptable to destroy famous artists' work. Landy destroyed pieces of art given to him by people such as Tracey Emin and Damien Hirst. But on that point Landy said he felt no guilt. After all, he had destroyed all his own work – a collection that spanned 15 years. "After we finished," Landy said, "someone came up to me and handed me a Paul Weller record. I must have been the owner of absolutely nothing for about ten minutes. Some things I had to go straight out and buy again – a toothbrush, for example. I hated having to do that. The *last* thing I wanted to do is go into shops and buy things."

Landy said that *Break Down* was an *examination* of consumerism, buying more than we need. Others said it was a *case* of madness. However, Landy's description of his *state* of *mind* at that time was very different. "When I finished I did feel an incredible *sense* of freedom," he said, "the possibility that I could do anything."

Landy was supposed to give the remains of his possessions (sacks of crushed metal, plastic and paper) to the people who had given him financial backing for the project and each *sack* would have been worth £4,000. But he had a *change* of heart at the last minute and ended up burying it all. And since the exhibition his destruction of possessions hasn't stopped. "I've started to get rid of (my girlfriend) Gillian's things secretly too. She's got no idea!"

5 a Read the article about Michael Landy. Write a title for the article. Then work with a partner and tell each other your title and why you chose it.

b Read the article again. Tick the true sentences. Correct the false ones.

- 1 It took Landy most of his adult life to plan the *Break Down* exhibition.
- 2 The exhibition was well attended.
- 3 He decided to keep a few possessions as souvenirs.
- 4 There was a mixed reaction to the exhibition.
- 5 At the end of the exhibition he regretted what he'd done.
- 6 Landy kept his agreement with his financial backers.
- 7 His girlfriend doesn't know he's destroying her things.

HELP WITH VOCABULARY Homonyms

● Homonyms are words with the same spelling and pronunciation, but different meanings (*light*, *last*, etc.).

6 a Look at the words in pink in the article. Then fill in the gaps in these pairs of sentences with the same word. The first sentence in each pair shows the meaning of the word as it is used in the article.

- 1 a He's in no _____ to go to work. He's very ill.
b Which US _____ is Hollywood in?
- 2 a He can _____ most problems on his own.
b I broke the _____ on the window.
- 3 a It was a typical _____ of food poisoning.
b Have you seen my camera _____?
- 4 a That was an interesting _____ John made.
b At that _____ I left the meeting.
- 5 a He was the _____ person I wanted to see. I really don't like him.
b I went to see Landy's new exhibition _____ week.

b Work in pairs. Compare answers. Explain the different meanings of each word.

c Work with your partner. Look at the words in blue in the article. Discuss what these words mean in this context. Then think of another meaning for each word.

d Check in **VOCABULARY 9.3 p147.**

7 Fill in the gaps with the words in blue in the article.

- 1 Have you got _____ for a pound?
- 2 This magazine article doesn't make any _____.
- 3 The doctor gave him a complete _____ and he was fine.
- 4 Would you _____ opening the window, please?
- 5 We'll have to _____ him. He's always being rude to customers.

8 Work in pairs. Turn to p112.

QUICK REVIEW Homonyms Write four homonyms (state, etc.). Work in pairs. Swap lists. Take turns to say two sentences for each of your partner's words to show different meanings: *Which state is Miami in? My garden's in a terrible state.* Are your partner's sentences correct?



1 Work in groups. Discuss these questions.

- 1 When did you last go out with friends?
- 2 Where did you go and whose idea was it to go there?
- 3 Did you enjoy yourself? Why?/Why not?

2 **a** Look at pictures A–D. What are they advertising? Would you like to go to any of these? Why?/Why not?

- b** **VIDEO** 9 **CD3** 3 Watch or listen to Chloe and Tina discussing what to do. Then put pictures A–D in the order they talk about them. What do they decide to do in the end?

c Watch or listen again. Then complete the sentences.

- 1 Chloe doesn't want to go to the new club because ...
- 2 Tina doesn't want to see *The Matrix* because ...
- 3 Chloe doesn't want to have an Indian meal because ...
- 4 Tina doesn't want to walk to the restaurant because ...
- 5 Chloe can't go out on Saturday because ...
- 6 Tina suggests going to The Rocket because ...



FEATURING CLUB DJ ICE BLUE

REAL WORLD

Making and responding to suggestions

3 **a** Write these headings in the correct places a–d.

MAKING A SUGGESTION
SAYING YOU HAVE NO PREFERENCE
ASKING IF THE PERSON IS FREE
POLITELY REFUSING A SUGGESTION

- a** _____
Are you doing anything (this evening)?
Have you got anything on (this Saturday)?
What are you up to (on Sunday)?
- b** _____
I thought we could give (that new club) a try.
I wouldn't mind (going to that). How about you?
Do you feel like (going for an Indian meal)?
Do you fancy (going to hear them play)?
- c** _____
I'm sorry, but I don't feel up to (going to a club).
Some other time, perhaps.
I'd rather give (that) a miss, if you don't mind.
- d** _____
I'm easy. Whatever you like.
I really don't mind. It's up to you.
I'm not bothered either way.
It's all the same to me.
- b** Which of these words/phrases can't be followed by verb+ing: *wouldn't mind, feel like, fancy, feel up to, I'd rather?*
- c** Check in **REAL WORLD 9.1 ➔ p148.**



- 4** **a** Tina's brother, Ben, wants his friend Penny to come to his gig at The Rocket. Write Ben's half of the conversation from the prompts. Use language from **3a**.

BEN Look, / you got anything / this Sunday?
Look, have you got anything on this Sunday?
 B / you fancy / come / to see my new band?
 B It starts at 8.
 B Don't worry, that's OK.
 B Well, we're playing there again later in the month.
 B Great. So what / you up / today?
 B Well, I / not mind / go / see *The Matrix*. How / you?
 B It's on at 5.00 and 8.20.
 B I / mind which one we go to. It's / you.
 B OK. 8.20's fine. / feel like / have / something to eat first?
 B / easy. / you like.

- b** Work in pairs. Write Penny's half of the conversation in **4a**.

BEN Look, have you got anything on this Sunday?
 PENNY Not much. Why?

- c** **CD3 > 4** Listen to Ben and Penny's conversation. How similar is it to yours?

- 5** **a** Make a list of some good places to go and things to do in the town/city you're in now.

- b** Work in groups of three. Agree on some things to do and when to do them. Use the language from **3a** in your conversation.

HELP WITH PRONUNCIATION

Sounds (4): the letters *ie*

- 1** **a** **CD3 > 5** Listen to the words. How do you say the letters in **pink**? Write them in the table.

twentieth	diet	accessories	niece
efficient	die		

/i:/	/ɪ/	/ə/
/ɪə/	/aɪ/	/aə/

- b** Listen again and practise.

- 2** **a** Work in pairs. How do we say *ie* in these words? Match the words to the sounds in **1a**.

relief series ancient pie accompanied
 apologies conscience anxiety science
 impatient convenient fierce society
 achieve experience piece lie field

- b** **CD3 > 6** Listen and check. Listen again and practise.

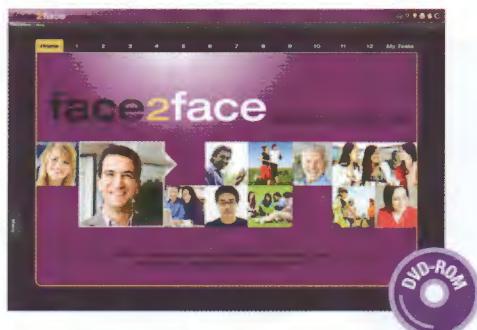
- c** Work in pairs. Take turns to say these sentences.

- I sat in a field and ate a piece of pie.
- The series was about ancient societies.
- My apologies. I've had a bad conscience ever since I lied to you.
- Many people are overachievers and experience anxiety.
- My niece was accompanied by a fierce, impatient scientist.

continue2learn

Vocabulary, Grammar and Real World

- Extra Practice 9 and Progress Portfolio 9 p123
- Language Summary 9 p147
- 9A-D Workbook p45
- Self-study DVD-ROM 9 with Review Video



Reading and Writing

- Portfolio 9 Website reviews Workbook p80
- Reading a review of two websites
- Writing reviews: beginning reviews, useful phrases

QUICK REVIEW Suggestions Work in groups. Imagine you are planning to spend tomorrow evening together. Take turns to make and respond to suggestions. Decide where you're going to eat and what else you're going to do.

Vocabulary and Speaking

Household jobs

- 1 a Which word/phrase doesn't go with the verb? Check new words/phrases in **VOCABULARY 10.1** p149.

- 1 change a battery/a leak/a light bulb
- 2 put up shelves/a lock/some tiles
- 3 put in new lighting/a burglar alarm/a duvet
- 4 fix a leak/the roof/a key
- 5 check DIY/the tyres/the oil
- 6 decorate a flat/a room/a bath
- 7 replace a lock/a flat/a window
- 8 dry-clean the floor/a suit/a duvet
- 9 cut wood/a window/a key
- 10 service a car/clothes/a boiler

- b Work in pairs. Think of one more word/phrase for each verb in 1a.

- 2 a Which of the things in 1a do the women in your family usually do and which do the men usually do?
 b Work in pairs. Compare ideas. Are any the same?

Listening

- 3 a **CD3 ▶ 7** Listen and circle the things each person can do, if any. Who is: very practical, quite practical, not very practical, not at all practical?

Charlotte: decorate a flat replace a window put new tiles up

Rick: fix leaks service a washing machine do a basic car service

Jason: fix a leak service a boiler put up a shelf

Pam: decorate the house change light bulbs and batteries check tyres

- b Work in pairs. Who said these sentences, Charlotte, Rick, Jason or Pam?

- a Most of the time I **get** things **done** by professionals. **Jason**
- b I **get** my husband **to do** most jobs round the house.
- c I usually **have** the decorating **done** professionally.
- d I **do** a lot of things **myself**.
- e I've **had** lots of things **done** recently.
- f There was a leak in the bathroom so I **got** that **fixed**.
- g Now I'm **having** the kitchen **painted**.
- h I'd never **had** my washing machine **serviced** before.
- i I'll **get** the glass **replaced** sometime this week.
- c Listen again and check.



HELP WITH GRAMMAR

have/get something done, get someone to do something, do something yourself

- 4 a Look at sentences a-d in 3b. Match them to meanings 1-3.

- 1 The speaker pays someone else to do the job.
a. _____
 - 2 The speaker asks someone they know to do the job. If it's a friend or family member, he/she probably doesn't pay them.
b. _____
 - 3 The speaker does the job without any help from other people.
c. _____
- b Look again at sentences a-c in 3b. Complete these rules with *past participle* or *infinitive with to*.
- subject + *have* or *get* + something + _____
 - subject + *get* + someone + _____ + something
- c Look at the phrases in bold in sentences e-i in 3b. Match the sentences to these verb forms.

- 1 Present Continuous g
- 2 Present Perfect Simple
- 3 Past Simple
- 4 Past Perfect Simple
- 5 *will* + infinitive

- d Make negatives and yes/no questions for these sentences.

- 1 Rick has his car serviced at a garage.
- 2 Jason had his bathroom painted last week.
- 3 Charlotte's getting her boiler replaced.

- e What are the reflexive pronouns for *I, you* (singular), *he, she, it, our, you* (plural) and *them*?

- f Check in **GRAMMAR 10.1** p150.

- 5 CD3 ▶ 8 PRONUNCIATION Listen and practise the sentences in 3b. Copy the stress.

Most of the time I get things done by professionals.

- 6 Make questions and answers with these words.

- 1 A your duvet / do / How much / to / dry-cleaned / get / pay / you / ?
B I'm not sure. / it / for ages / had / I / haven't / cleaned / .
- 2 A do / yourself / Did / the decorating / you / ?
B Yes, but / me / I / to / my sister / got / help / .
- 3 A yourself / your hair / you / Did / dye / ?
B No, / for / my friend / I / to / got / do / it / me / .
- 4 A some / round the pool / in / had / Have / you / new lights / put / ?
B Actually, / them / myself / I / in / put / .
- 5 A you / get / did / When / serviced / your car / last / ?
B done / haven't / it / I / recently / had / .



7

- a Read about Lucy. Fill in the gaps with the correct form of *have* or *get* and the correct form of the verb in brackets. Sometimes there is more than one possible answer.

When my husband and I moved in we ¹ had the house redecorated. But since then we ² many things not do by professionals because a few years ago, to save money, I decided ³ my family help us do things. Last year my husband wanted ⁴ the outside of the house paint. So, as a surprise, when he was away, I thought I'd ⁵ my dad come and help me do it. Disaster! Dad fell off the ladder and hurt his leg. He had to ⁶ it X-ray. Luckily, it wasn't broken. But somehow the ladder broke three windows so we had to ⁷ those mend, that cost a fortune. And the paint flew everywhere and covered the neighbour's car – we had to pay a lot ⁸ it respray. Since then I have become very good at DIY. But I hate heights so we're going to ⁹ someone else repair the roof. And the outside of the house needs painting again, but we're definitely ¹⁰ that do by professionals!

- b Work in pairs. Compare answers. If your answers are different, are they both possible?

Get ready ... Get it right!

8

- Make three lists: things you have done for you, things you get other people to do for you, things you do yourself. Use these prompts, the phrases in 1a and your own ideas.

cut/hair	dye/hair	clean/car	print/photos
do/gardening	clean/windows	mend/clothes	
clean/house	wash/clothes	iron/clothes	
deliver/food	do/nails	paint/house	change/tyre

9

- Work in groups. Tell each other about the things on your lists. Ask follow-up questions if possible. Who is the most practical person in the group?

I have my hair cut about once a month.

Oh, I get my sister to do mine. She's really good.

QUICK REVIEW Household jobs Write two nouns that can follow these verbs: *change, put up, fix, replace, dry-clean, service*. Work in pairs. Take turns to say two nouns. Your partner guesses the verb: A *a battery, a light bulb*. B *change*.

Vocabulary and Speaking

Adjectives for views and behaviour

- 1 a Work in pairs. Which of the words in bold do you know? Which adjectives are positive, which are negative? Check in **VOCABULARY 10.2** p149.

- 1 It's **fair** to say many articles written about young people are extremely **biased**.
- 2 Public transport employees often have to deal with **threatening** behaviour or **abusive** language from young people.
- 3 It's **unfair** to blame society's problems on young people.
- 4 No wonder young people feel **resentful** when all they get is bad press.
- 5 It's **reasonable** to be suspicious when groups of young people gather together.
- 6 Young people with a very **disciplined** home-life are less likely to get into trouble.
- 7 Many adults are **prejudiced** against young people and don't give them a chance.
- 8 Teachers are often unable to control **unruly** behaviour in class.
- 9 The media isn't **objective** when it reports about the youth of today.

- b Work in the same pairs. Which statements in 1a do you agree/disagree with? Give reasons.

Reading

- 2 a Read the article. What is Maggie Dawson's opinion about youth discrimination? Which statements in 1a do you think she would agree with?
- b Read the article again. Tick the correct sentences. Correct the false ones.
- 1 Maggie Dawson believes elderly people suffer more discrimination than young people.
 - 2 The CRAE survey showed that more than half of the young people interviewed thought they had experienced prejudice.
 - 3 Groups of young people are sometimes refused entry into shops.
 - 4 Bus drivers don't always stop if they see groups of young people at a bus stop.
 - 5 The police generally have a good relationship with groups of young people they come across in the street.
 - 6 Barbara Hearn doesn't feel young people deserve the same rights as everyone else.

YOUTH IN THE 21ST CENTURY

Maggie Dawson looks at how society and the media portray young people.



It seems that **everyone** is talking negatively about the 'youth of today'. Every **TV programme** on the subject **shows** threatening young people. **Each** new programme **suggests** that **no one** is safe from their abuse as we walk the streets of our cities and travel on public transport. It's hard to find **anything** that **shows** young people in a positive light. And **each time** I see biased reporting showing how selfish and unhelpful young people are, my blood boils!

In this country we think the elderly suffer the greatest discrimination, but read **any of the reports** written on youth discrimination and **anyone** can see that young people are probably the largest group in society to be

discriminated against. A recent survey undertaken by the Children's Rights Alliance for England (CRAE) shows that 49% of the 7 to 17-year-olds surveyed have experienced unfair treatment because of their age. Around a quarter of them say they are treated unfairly during everyday activities. Shopkeepers routinely follow them around the shop or exclude them, bus drivers won't stop for them and when they are in groups, the police order them to move on.

All of **the young people** I know are aware that modern society treats them unfairly. I've got two sons, aged 14 and 16, and **both of them** **have been stopped** from entering shops with their friends because there is a policy of only allowing two 'youths' in the shop at one time. **Neither of them** **have** a record of unruly behaviour and they resent the implication that



HELP WITH GRAMMAR

Quantifiers

- 3 a Look at the quantifiers in bold in the article. Answer these questions.

- Which quantifiers refer to two things or people?
- Which refer to more than two things or people?
- Which quantifier can refer to two or more things or people?

- b Look at the underlined quantifiers in the article, which all refer to a zero quantity. Answer these questions.

- Which quantifier refers to two things or people?
- Which refer to more than two things or people?

- c Look at the words/phrases in pink in the article. Then choose the correct words in these rules.

- Every* and *each* are followed by a singular/plural countable noun.
- Both of*, *neither of*, *either of*, *any of*, *all of* and *none of* are followed by: *the*, *my*, etc. + a singular/plural countable noun (or the pronouns *you*, *us* or *them*).
- No* is always followed by a noun/pronoun.

- d Look at the verbs in blue in the article. Then complete these rules with singular or plural.

- Everyone, every, no one, each and anything are followed by a verb form.
- All of, both of, neither of, either of and none of are followed by a verb form.

TIP • We can also use a singular verb form after either of, neither of and none of: *Neither of his parents has visited him this month.*

- e Check in **GRAMMAR 10.2** p151.



all young people are potential thieves. I don't think either of my boys deserve such treatment – and from what they say none of their friends do either.

There are more than 11 million under-18-year-olds in England and evidence shows that the vast majority positively participate within their communities, contributing to the arts, sports and achieving well at school. However, no TV programmes report that! Barbara Hearn, Deputy Chief Executive of the National Children's Bureau, rightly says, 'Equality is for everyone, including for our youngest citizens.'

- 4 a Choose the correct words.

- All of my friends have/has experienced age discrimination.
- No/None of my friends are over twenty-five.
- Every room/rooms in my home gets a lot of light.
- I've got none/no free time this week.
- I go to the gym all/every week.
- Both of/Each of my parents work.
- In this class every/all of the students have an English dictionary.
- No one is/are missing from class today.
- Everyone in this class travel/travels home by public transport.

- b Work in pairs. Compare answers. Then decide which of the sentences in 4a are true for you or your class.

- 5 a Read what Maggie says about her sons, Gavin and Bradley. Fill in the gaps with these words/phrases.

every (x2) no one anything all none of
all of either of neither everyone no both of

I think 1 children should help in the home, but 2 other parent I know complains that they get 3 help from their kids. 4 their kids will help with housework, but my two sons will do almost 5 I ask them to do! They even take our two dogs for a walk 6 evening and because 7 my husband nor I get home before 6 p.m. 8 the boys will make themselves something to eat. And if 9 them stay out late they always let us know so that we don't worry. I tell 10 how great the boys are, but 11 can quite believe just how much they do to help 12 my friends who have kids are extremely jealous.

- b CD3 9 Work in pairs. Compare answers. Then listen and check.

Get ready ... Get it right!

- 6 Write six sentences about young people in your country and young people you know. Think about their behaviour at school, at home, in shops, on public transport and in social situations. Use words or phrases from 3 and vocabulary from 1.

None of the young people I know behave badly at school.

Both of my brothers help at home.

- 7 Work in pairs. Take turns to tell each other your sentences in 6. Ask follow-up questions if possible.

QUICK REVIEW Quantifiers Work in pairs. Use these words/phrases to talk about the people in your class: *no one, all of, none of, every, everyone, anyone, each: No one is ill today.*

Reading and Speaking

- 1 a Look at the quiz. Write True (T) or False (F) next to statements 1–10.
- b Work in pairs. Compare answers. Give reasons for your choices.
- c Read what the psychologists and sociologists say and check your answers to 1a. Was any information particularly surprising?

Gender Quiz

How much do you know about men and women?

- 1 Women are more talkative than men.
- 2 Women get by on less sleep than men.
- 3 When faced with a major crisis, a woman is more likely to have a **breakdown** than a man.
- 4 Women tend to be more **self-obsessed** than men.
- 5 Men talk more about women than women talk about men.
- 6 Men are more easily bored than women and have a shorter **attention span**.
- 7 Women are more truthful than men.
- 8 Men complain more about minor and non-existent illnesses.
- 9 Women are better at **problem-solving** than men.
- 10 Men tend to be more optimistic and **good-humoured** than women.



Research shows ...

- 1 The widespread belief that women talk more than men is, in fact, true. According to Professor Leona Tyler, at the University of Oregon, the female begins to out-talk the male shortly after infancy. She talks more readily, longer and faster.
- 2 Studies found that the average woman requires more sleep than the average man. This is quite a **drawback** for **high-powered** working women.
- 3 Psychological studies show conclusively that, while minor emergencies tend to upset a woman more, in a really bad crisis she is likely to remain calmer than the average male.
- 4 Psychologists have found that women are more self-obsessed. They have fewer outside interests than men and are more preoccupied with personal concerns and problems.

HELP WITH VOCABULARY

Compound nouns and adjectives

- 2 a Look at the compound words in blue and pink in the quiz and the article. Answer these questions.
 - 1 Which of these compound words do you know?
 - 2 Can you guess the meaning of the other compound words from the context?
 - 3 Which are nouns and which are adjectives?
- b Fill in the gaps in these rules with **adjectives** or **nouns**.
 - Compound _____ are usually made from noun + noun or verb + preposition.
 - Compound _____ are usually written as one word or two words.
 - Compound _____ are usually spelt with hyphens.
- c Check in **VOCABULARY 10.3 p149.**
- 3 a Write five compound words from the article that are connected to your life in some way.
- b Work in pairs. Take turns to explain why you have chosen these words.

- 5** University of Minnesota investigators found that women discussed men far more often than men discussed women. Women talked about men more often than about any other subject – except other women. Men's conversations were more frequently devoted to business, the **workplace**, money, sport, other men and then women.
- 6** Studies show that men are more restless than women and much more easily bored by repetitive action. They lack women's capacity to adjust to monotonous conditions. Possibly one reason women are less bored by monotony is that they are more given to introspection and **daydreaming**.
- 7** Psychological tests at De Paul University showed that generally men told more lies and made up more **far-fetched** excuses for things.

8 We can hear the women's protests – "Hah! You should see my husband when he has a cold!" Nevertheless, in a study of over 5,000 men and women, it was found that women had a far greater tendency to exaggerate virtually all types of complaints and ailments.

9 A two-year study conducted at Stanford University demonstrated that generally men are as much as 50 percent more proficient than women in solving complicated problems.

10 Studies conducted by University of Southern California psychologists show that women are more subject to feeling depressed and **downhearted** than men.



Listening and Speaking

- 4** **a** **CD3** **10** Listen to Naomi, Polly and Matt discussing the roles of men and women. Put these things in the order they first talk about them.
- things men and women exaggerate
 - a book called *Why Men Lie and Women Cry*
 - being married
 - problem-solving
 - whether men or women talk more
- b** Listen again. Answer these questions.
- Who hasn't read *Why Men Lie and Women Cry*?
 - What did Matt think of the book?
 - In what way do men solve problems differently from women?
 - According to the book, do women use three or six times more words than men?
 - What sort of things do men exaggerate about?
 - What sort of things do women say when they exaggerate?



• HELP WITH LISTENING Contradicting

- 5** **a** **CD3** **11** Listen and notice the words that Matt stresses when he contradicts Polly and Naomi. Then choose the correct words in the rules.
- POLLY I bet you didn't agree with any of it.
MATT You're wrong, I **did** agree with it.
- POLLY Men do that all the time.
MATT No, we **don't**.
- NAOMI You can't say that, Matt.
MATT Yes, I **can**.
- When we want to contradict someone, we often stress the *main verb/auxiliary*.
 - We *always/sometimes* repeat the main verb.
- b** **CD3** **12** Listen to five pairs of sentences from the conversation. Write the auxiliary that the second speaker stresses when he/she contradicts the first speaker.

- 6** **a** Work in groups. In what ways do you think men and women behave differently? Think about their attitude to these things.

family	friends	work	money	free time
activities	housework	cooking	problems	
sport	driving	arguments	TV	holidays

- b** Tell the class two of the things your group disagreed about.

QUICK REVIEW Compounds Work in pairs. Student A, write the first word of four compound adjectives. Student B, write the first word of four compound nouns. Swap papers. Say what you think your partner's compound words are: *break* → *breakdown*.

- 1 Work in groups. Discuss these questions.

- 1 Do you prefer inviting friends around for a meal or meeting them in a café or restaurant? Why?
- 2 When was the last time people came to your home for a meal? Who came? What did you cook/eat?

- 2 a **VIDEO** 10 **CD3** 13 Watch or listen to Judy and Martin talking at home. Then tick the true sentences. Correct the false ones.

- 1 Judy wants Martin to tidy up the living room.
- 2 Judy's parents got lost on their way to the house.
- 3 Martin wants Judy to go and buy the salad.
- 4 Harry and Val used a map because their satnav broke.
- 5 Judy made the apple pie herself.
- 6 Val thinks the house is untidy.

- b Watch or listen again. Fill in the gaps with one or two words.

- 1 The thing I don't like about this house is there aren't enough places to _____.
- 2 One thing I love about you is you always laugh at _____.
- 3 The thing that amazes me about your mother is she still can't read _____.
- 4 One thing that annoys me about you is you never give me time to _____ a map.
- 5 What I like about the _____ is it's so cosy.
- 6 What worries me about the lack of storage space is I have to leave all my stuff _____.

- c Work in pairs. Compare answers. Who said the sentences in 2b: Judy, Martin, Val or Harry?



REAL WORLD

Adding emphasis

- We can use introductory phrases at the beginning of a sentence to emphasise what we are going to say next.

- 3 a Look at these two patterns for introductory phrases that add emphasis. Do sentences 1–6 in 2b match pattern A or B?

- b Check in **REAL WORLD 10.1** p151.

A

The thing	I	(don't) like		
One thing		love		
What		hate		
		admire		

B

The thing that	amazes		
One thing that	annoys		
What	worries		
	upsets		

- 4** **CD3 > 14 PRONUNCIATION** Listen and practise the sentences in **2b**. Copy the stress and intonation.
there aren't enough places to store things → The thing I don't like about this house is there aren't enough places to store things.

- 5** **a** Rewrite the sentences using the introductory phrases in **3a**. Begin the sentences with the words in brackets.

- 1 I admire Judy's patience. (What)
What I admire about Judy is her patience.
- 2 I like Judy's cooking because it's really healthy. (The thing)
- 3 Judy amazes me because she never gets angry. (One thing)
- 4 I worry about Martin because he drives so fast. (The thing)
- 5 I love Martin's sense of humour. (One thing)
- 6 I don't like the way Val interrupts me. (What)
- 7 Harry never remembers my birthday. That annoys me. (What)

b Work in pairs. Compare answers.

- 6** **a** Look at this conversation between Judy and Martin. Make introductory phrases with the words in bold. Then fill in the gaps with a positive or negative form of *be*, *have* or *do*.

JUDY **What / like / Sundays** is I ¹ got time to read the paper. Where ² it?

MARTIN I ³ seen it.

J Yes, you ⁴. You ⁵ reading it an hour ago.

M I ⁶. I ⁷ reading the TV guide.

J OK. Calm down.

M Well, **one thing / upset / me / you** is you contradict me all the time.

J No, I ⁸.

M You ⁹! You ¹⁰ doing it now.

J No, I ¹¹ not.

M You ¹²!

J And do you know what? **The thing / annoy / me / you** is you always have to ¹³ the last word.

M No, I ¹⁴.

b Work in pairs. Compare answers.

- 7** **a** Write five sentences about people you know. Use introductory phrases from **3a**.

What worries me about my sister is she works too hard.

b Work in pairs. Compare sentences. Ask follow-up questions.

HELP WITH PRONUNCIATION

Word stress (3): compound nouns

- 1** **CD3 > 15** Listen and mark the main stress on the words. Is it on the first or second part of the compound noun? Listen again and practise.

sightseeing	attention span	lost property
family doctor	loudspeaker	problem-solving

- 2** **a** Work in pairs. Match these compound nouns to stress patterns 1–4. Write them in the table.

hairdryer	car park	breakdown	coffee shop
motorbike	double room	public transport	
civil war	cotton wool	central heating	nightclub

1 ● ●	2 ● ● ●
-------	---------

bus stop	workplace	daydreaming
----------	-----------	-------------

3 ● ● ●	4 ● ● ● ●
---------	-----------

washing up	global warming
------------	----------------

- b** **CD3 > 16** Listen and check. Listen again and practise.

continue2learn

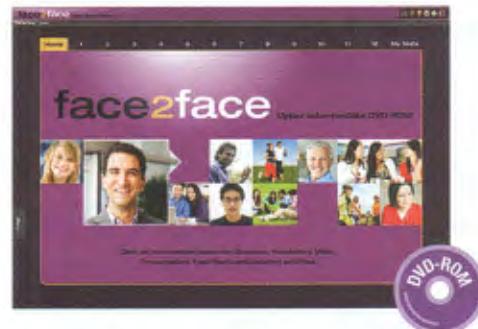
Vocabulary, Grammar and Real World

■ Extra Practice 10 and Progress Portfolio 10 p124

■ Language Summary 10 p149

■ 10A-D Workbook p50

■ Self-study DVD-ROM 10 with Review Video



Reading and Writing

■ Portfolio 10 A discursive article Workbook p82

Reading an article about combining parenthood and careers

Writing a discursive article: common connecting words

QUICK REVIEW Adding emphasis Complete these sentences for yourself: *What I like about ... is ... , One thing I admire about ... is ... , The thing that worries me about ... is ... , One thing that amazes me about ... is* Work in pairs. Take turns to say your sentences. Ask follow-up questions.

Vocabulary and Speaking

Work collocations

- 1** **a** Look at the words/phrases in bold. Then choose the correct verbs. Check in **VOCABULARY 11.1 ➤ p152**.

- 1 What do you think is the easiest way to **do/make a living**?
- 2 What does your best friend **do/make for a living**?
- 3 Do you know anyone who **works/has freelance**?
- 4 Has anyone you know ever **been made/done redundant**?
- 5 Do you know anyone who **is/has out of work** at the moment?
- 6 Do you **get/have a lot of work on** at the moment?
- 7 Are you the kind of person who **is/has on the go** all the time?
- 8 Do you find it difficult to **run/get down to work**?
- 9 Are you **working/studying on an interesting project** at the moment?
- 10 Have you ever **made/given a talk** to more than 30 people?

- b** Work in pairs. Take turns to ask each other the questions in **1a**. Ask follow-up questions if possible.

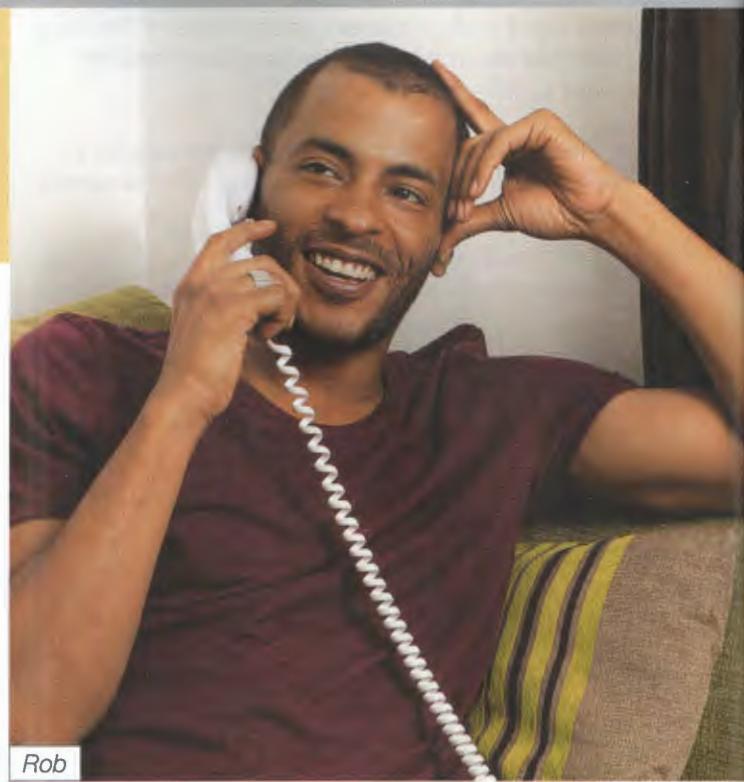
Listening

- 2** **a** **CD3 ➤ 17** Look at the photos. Rob is talking to his friend Mike, a management consultant. Listen to their conversation and answer these questions.

- 1 Do you think Mike is happy in his job? Why?/Why not?
- 2 Why is Rob calling him?
- 3 Why is Mike going to Southampton on Wednesday?
- 4 When do Mike and Rob arrange to meet up?

- b** Listen again. Correct one word in each of these sentences.

- 1 I'm **having** lunch with my colleague tomorrow.
- 2 Sorry, I'll **be interviewing** people for our management trainee programme then.
- 3 No, sorry, I'll **be in the middle of** a conference at four.
- 4 No, I'll **be on my way to** Southampton at ten.
- 5 Well, I'll **have arrived** by mid-afternoon.
- 6 I'll **have finished** giving the talk by five thirty.



Rob

HELP WITH GRAMMAR

Describing future events; Future Perfect

3 DESCRIBING FUTURE EVENTS

- a** Look at the verb forms in bold in sentences 1 and 2 in **2b**. Answer these questions.

- a Which sentence talks about an arrangement in the future?
 - b Which sentence talks about something that will be in progress at a point of time in the future?
 - c How do we make these two verb forms?
- b** Look at the phrases in bold in sentences 3 and 4 in **2b**. Match them to these meanings.
- a The person will be travelling at this time.
 - b The action will be in progress at this time.

FUTURE PERFECT

- c** Look at the verb forms in bold in sentences 5 and 6 in **2b**. Choose the correct word in this rule.

- We use the Future Perfect to talk about something that will be completed *before/after* a certain time in the future.

- d** Fill in the gaps for the Future Perfect with *past participle*, *have* or *will*. How do we make the negative and question forms of the Future Perfect?

- subject + _____ or 'll + _____ + _____

- e** Check in **GRAMMAR 11.1 ➤ p153**.



HELP WITH LISTENING

Future Perfect and Future Continuous

- 4** **a** CD3 → 18 Listen to these sentences. Notice the contractions (I'll, etc.) and the weak form of have.

- 1 I'll have /əv/ gone home by then.
- 2 We'll be waiting outside the cinema at seven.

- b** CD3 → 19 Listen and write six sentences. You will hear each sentence twice.

- 5** **CD3 → 19 PRONUNCIATION** Listen and practise. Copy the stress, the contractions and the weak form of have.

She'll have /əv/ moved out by the end of the week.

- 6** **a** Look at these pairs of sentences. Do they have the same meaning or different meanings?

- 1 **a** I'll have done my homework by nine o'clock.
b I'll be doing my homework at nine o'clock.
 - 2 **a** This time next week she'll be travelling to Spain.
b This time next week she'll be on her way to Spain.
 - 3 **a** I'll still be writing the report at seven.
b I won't have finished the report by seven.
 - 4 **a** Jake's seeing the doctor on Thursday.
b Jake will have seen the doctor by Thursday.
 - 5 **a** At ten o'clock I'll be doing an exam.
b At ten o'clock I'll be in the middle of an exam.
- b** Work in pairs. Compare answers.



- 7** **a** Look at Mike's appointments for Thursday. Fill in the gaps with the correct form of these verbs. Use the Future Perfect or Future Continuous.

have	travel	leave	give
have	talk	finish	interview

- 1 At 10.00 Mike a meeting.
- 2 The meeting by 11.15.
- 3 By lunchtime he four people for a job.
- 4 He to Jack Wells on the phone at 2.30.
- 5 He his office by 3.20.
- 6 At half past three he to Redhouse plc.
- 7 At 4.30 he a presentation.
- 8 By the end of the day he two meetings.

- b** Work in pairs. Compare answers. In which sentences could we also use *in the middle of* or *on the way to*?

Get ready ... Get it right!

- 8** Complete these sentences for you. Use the Future Perfect or Future Continuous.

- By this time next week ...
- This time tomorrow ...
- By the time I'm (age) ...
- At midnight on New Year's Eve ...
- By the end of this course ...
- In a month's time ...
- At eight o'clock tomorrow evening ...
- By the end of the year ...

- 9** Work in pairs. Take turns to tell your partner your sentences. Ask follow-up questions if possible.

QUICK REVIEW Future Perfect; Future Continuous Write three things you'll have done by the end of the week and three things you'll be doing at the weekend: *I'll have finished the book I'm reading.* Work in groups. Take turns to tell each other your sentences.



Vocabulary and Speaking

Business collocations

- 1 Match the verbs in A to the words/phrases in B. Check in **VOCABULARY 11.2 p152**.

A close take over go out of	B business a company a branch
make expand go into	the business business with someone a profit or a loss
do set up go	a new company business with someone bankrupt
import export run	products to another country a chain of restaurants products from another country

Listening

- 3 a **CD3 20** Listen to Mike talking to his wife, Daisy. Answer these questions.

- What is Mike's friend Rob planning to do?
- What does Rob want Mike to do?
- How much would they each have to invest?
- How does Daisy feel about the idea?

- b Listen again. Fill in the gaps with two words.

- You said that you had _____ to tell me.
- Rob told me that he was planning to set up his _____.
- He said he'd been looking for a good location _____.
- Rob asked me if I wanted to go _____ with him.
- He wanted to know whether I could come up with the _____.
- I asked how long it would take for the business to make _____.
- He asked me to meet him in Brighton _____.
- Rob told me not to talk to _____ about it – except you, of course.

HELP WITH GRAMMAR

Reported speech

- 4 a Work in pairs. Look at reported sentences 1–3 in 3b. Answer these questions.
- What did the people say in the original conversations?
 - What usually happens to verb forms when we report what people say?
- b Look at the reported questions 4–6 in 3b. Answer these questions.
- What did Mike and Rob say in their original conversations?
 - How is the word order in the reported questions different from the original questions?
 - When do we use *if* or *whether* in reported questions?
 - Do we use the auxiliaries *do*, *does* and *did* in reported questions?
- c Look at sentences 7 and 8 in 3b. Answer these questions.
- Which sentence is reporting an imperative?
 - Which sentence is reporting a request?
 - Which verb form follows *told me* ... and *asked me* ... ?
- d Check in GRAMMAR 11.2 p153.

- 5 a It's Saturday afternoon. Mike is phoning Daisy to tell her about his meeting with Rob. Put what Rob and Mike said into reported speech. Use the words in brackets.

Rob said to Mike ...

- Say hello to Daisy. (tell)
- What do you think of my business plan? (ask)
- The plan has already been approved by the bank. (tell)
- I've been talking to an interior designer. (say)
- Will you help with the advertising? (want to know)

Mike said to Rob ...

- I can't say yes or no until I talk to Daisy. (tell)
- I'll be talking to the bank on Tuesday. (say)
- When do you need a decision by? (ask)
- Are you talking to any other investors? (ask)
- You must name the coffee shop after Daisy! (tell)

b Work in pairs. Compare answers.

- c CD2 21 Listen to Mike and Daisy's phone conversation. Tick the reported sentences when you hear them. What do Mike and Daisy decide to do?

- 6 a Tick the correct sentences. Change the incorrect ones. There is sometimes more than one possible answer.

- me
- She told *A* that he'd call later today.
 - I told her I hadn't been there before. ✓
 - He asked me what was my last job.
 - She asked if I did have any children.
 - He asked me to not tell anyone.
 - She said me that she wasn't coming.
 - I said that I couldn't go on Friday.
 - He asked his brother he could phone back later.
 - He told his cousin not be late.
 - I asked her to come to the theatre.

b Work in pairs. Compare answers.

Get ready ... Get it right!

- 7 a Write one interesting question that you can ask all the students in the class.

What do you really dislike doing?

- b Take turns to ask and answer the questions. Talk to as many students as you can. Try to remember all the questions you are asked. You can write one word to help you remember each question.

- 8 Work in pairs. Take turns to tell each other what each student asked you. Then tell your partner what your answer was.

Hasan asked me what I really disliked doing. I told him I hated getting up early.

I said that I couldn't stand people talking in cinemas.



QUICK REVIEW Business collocations Write three work and three business collocations: *work freelance*, *make a profit*. Work in pairs. Compare lists. Then take turns to make sentences about people you know with the collocations on both lists: *My friend Wayne wants to work freelance*.

Speaking, Reading and Vocabulary

1 Work in groups. Discuss these questions.

- 1 Where is your favourite coffee shop or café? Why do you like it?
- 2 When did you last go there? What did you have?
- 3 What do you think are the three most important things for a good coffee shop to have?

- 2**
- a Look at the photo. Rob and Mike's coffee shop has been open for a year. How well do you think it is doing?
 - b Read Mike's email to his wife, Daisy. What decision do they have to make?
 - c Read the email again. Tick the true sentences. Correct the false ones.
- 1 The coffee shop isn't making money at the moment.
 - 2 Rob doesn't want to work there any more.
 - 3 Rob has been talking to another company without telling Mike.
 - 4 Rob's bank thinks selling the coffee shop is a bad idea.
 - 5 If they sold the coffee shop, Rob and Mike would make £50,000 profit between them.
 - 6 Mike and Daisy have been invited to Rob's place this weekend.



from: mf_jackson@hotmail.com
 to: daisy371@burketandtomas.co.uk
 subject: coffee shop

Hi Daisy

Hope your day's going well. I've just phoned Rob and **reminded** him to sort out the staff wages and I'm afraid something's come up. The good news is that the coffee shop is still doing very well – Rob **mentioned** that the profits were up 20% last month. However, the bad news is that he wants to give up running the business. He **explained** that he found the work really exhausting and then he **blamed** me for not letting him hire enough staff. As you know, he **agreed** to run the shop on his own for the first year and I **pointed out** that we'd already taken on two extra waitresses to help him. Then he told me that Café Pronto – the big coffee shop chain – has **offered** to buy the business! I got really angry and **accused** him of talking to people behind my back – after all, we are partners. At first he **denied** doing anything wrong, but eventually he **admitted** that Café Pronto had contacted him a few weeks ago. He **apologised** for not telling me sooner and **promised** to be completely honest and open with me from now on. Apparently Rob's already talked to his bank and they've **advised** us to accept the offer immediately. They also **recommended** starting the paperwork as soon as possible. Rob **claimed** that we'd both make £25,000 profit from the deal – then he **threatened** to close the shop if I didn't accept the offer. At that point I was so angry I **refused** to discuss it any further and hung up. After I'd calmed down, I called Rob back and **persuaded** him not to talk to Café Pronto again without me being there. I've also **insisted** on seeing all the correspondence between him and Café Pronto and **warned** him not to try and hide anything from me again. He **suggested** meeting up this weekend and **invited** me to go round to his place on Saturday to try and sort this mess out. So you and I need to decide what to do – have a think about it and we'll talk when I get home.

Love

Mike

QUICK REVIEW Business collocations Write three work and three business collocations: *work freelance*, *make a profit*. Work in pairs. Compare lists. Then take turns to make sentences about people you know with the collocations on both lists: *My friend Wayne wants to work freelance*.

Speaking, Reading and Vocabulary

1 Work in groups. Discuss these questions.

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- 3 What do you think are the three most important things for a good coffee shop to have?

- 2**
- a Look at the photo. Rob and Mike's coffee shop has been open for a year. How well do you think it is doing?
 - b Read Mike's email to his wife, Daisy. What decision do they have to make?
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Love

Mike

HELP WITH VOCABULARY

Verb patterns (2): reporting verbs

- 3** **a** Look at the reporting verbs in pink in the email. Tick the verbs you know. Check the other verbs with your teacher or in a dictionary.

- b** Look again at the reporting verbs in pink and underline the verb form that follows them. Then write the infinitive form of the verbs in pink in the table.

mention	+ that + clause
agree	+ (not) + infinitive with to
remind	+ object + (not) + infinitive with to
deny	+ verb+ing
apologise	+ preposition + (not) + verb+ing
blame	+ object + preposition + (not) + verb+ing

c Check in **VOCABULARY 11.3** p152.

- 4** Look at what Mike and Rob said to each other on the phone. Put these sentences into reported speech. Use the phrases in brackets.

- 1 You've been keeping secrets from me. (Mike accused ...)
Mike accused Rob of keeping secrets from him.
- 2 I'm sorry I went behind your back. (Rob apologised ...)
- 3 I won't do it again. (Rob promised ...)
- 4 The coffee shop was my idea. (Rob pointed out ...)
- 5 You're only interested in the money. (Mike claimed ...)
- 6 I'll take you to court if you close the shop. (Mike threatened ...)
- 7 I'll work until the end of the month. (Rob agreed ...)
- 8 I want to be paid for every hour I've worked. (Rob insisted ...)
- 9 You should sell your half of the business. (Rob advised ...)
- 10 Don't talk to the people at Café Pronto again. (Mike warned ...)
- 11 We should see a lawyer. (Mike suggested ...)
- 12 Don't forget to bring your copy of the contract. (Rob reminded ...)

Listening

- 5** **a** Work in pairs. Discuss these questions.

- 1 What does Rob want Mike and Daisy to agree to?
- 2 What options do Mike and Daisy have?
- 3 What do you think they should do? Why?

- b** Compare ideas with the class.

- 6** **a** **CD3** 22 Listen to Mike and Daisy's conversation later that day. Which of the options you discussed in **5** do they talk about? What do they decide to do?

- b** Listen again. Answer these questions.

- 1 How did Daisy feel when she got Mike's email?
 - 2 Why doesn't Mike like option one?
 - 3 What's the problem with option two?
 - 4 Why does Daisy think Mike hates his job?
 - 5 How does Daisy suggest getting the money for option three?
 - 6 What do they think might happen in a few years?
- c** Do you think Mike and Daisy made the right decision? What would you have done in their situation?

HELP WITH LISTENING

Back referencing

- 7** **a** Work in pairs. Look at this part of Mike and Daisy's conversation. What do the words/phrases in bold refer to? Match the references.

MIKE I just don't want our coffee shop to become another branch of Café Pronto. They're all the same, aren't **they**?

DAISY That's true. I'm not keen on the idea either. You're very fond of **the place**, aren't you?

MIKE Of course. I know we don't go **there** very often, but think of all that work we did getting **it** ready.

DAISY How could I forget **it**?

- b** Look at Audio Script **CD3** 22 p171. Listen again and notice what the words/phrases in bold refer to.

- 8** **a** Work in pairs. Imagine you are going to open a coffee shop, café or restaurant together. Decide on these things.

- name
- interior decoration
- location
- opening hours
- theme
- entertainment/music
- the menu
- number of employees
- your own ideas

- b** Work in groups. Tell each other about your new business. Which of the areas in **8a** will be the most difficult to get right? Which will cost the most money?

QUICK REVIEW Reporting verbs Write five reporting verbs (*offer, deny, etc.*). Think of sentences about people you know using these verbs. Your sentences can be true or false. Work in pairs. Take turns to say your sentences: *My parents offered to buy me a car. Your partner guesses if they are true or false.*

- 1 a Which of these words/phrases do you know? Check new words/phrases in VOCABULARY 11.4 p152.

- 1 advertising, publicity
- 2 a slogan, a logo
- 3 an advertising campaign, an advertising budget
- 4 the press, the media
- 5 a leaflet, a free sample
- 6 design a new product, launch a new product
- 7 viral marketing, billboard

- b Work in pairs. Take turns to explain the difference between the pairs of words/phrases in 1a.

- 2 Work in groups. Discuss these questions.

- 1 Which famous brands have slogans that you remember?
- 2 Which advertising campaigns do you like at the moment? Why?
- 3 How many different ways to advertise a product can you think of?

- 3 a **VIDEO** 11 **CD3** 23 Look at the photo of a meeting at Target Advertising. Watch or listen to the people discussing the launch of a new product called Go!. What type of product is it?

- b Watch or listen again. Then answer these questions.

- 1 Which different types of advertising do they talk about?
- 2 What do they say are the disadvantages of using celebrities in ads?
- 3 Why do they discuss increasing the advertising budget?
- 4 Why is giving away a free sample of Go! a good idea?

REAL WORLD Discussion language (3)

- 4 a Fill in the gaps with the words in the boxes.

could about wonder know

PUTTING FORWARD NEW IDEAS

One thing we ¹ do is (use ...)
I ² if it'd be a good idea (to have ...)
I ³ ! Why don't we (give ...)?
I've got an idea. How ⁴ (giving ...)?

work try makes like

REACTING POSITIVELY TO IDEAS

That sounds ⁵ a good idea.
Well, it's worth a ⁶.
Yes, that ⁷ sense.
Yes, that could ⁸.

avoid such rather problem

REACTING NEGATIVELY TO IDEAS

Personally, I'd ⁹ we didn't (use a celebrity).
OK, maybe we should ¹⁰ (using celebrities).
The main ¹¹ with (TV ads) is that ...
I'm not sure that's ¹² a good idea.

right over what saying

SUMMARISING AND RECAPPING

So ¹³ you're saying is that ...
Am I ¹⁴ in thinking that ... ?
Are you ¹⁵ that ... ?
Can we just go ¹⁶ this again?

- b Check in REAL WORLD 11.1 p154.



- 5 a Write Amanda and Colin's conversation using these prompts.



AMANDA / know! Why / we use cartoon characters?

I know! Why don't we use cartoon characters?

COLIN I / not sure / such / idea. I think we need some real people.

A Yes, maybe you're right.

C / thing we / do / show someone drinking the product.

A Yes, / make / sense. / about / use / some attractive models?

C Personally / rather we / not use / models. They always look so false.

A So / you / say / is / you want ordinary-looking people.

C Yes, exactly. The kind of people who might actually go out and buy *Go!*.

A Well, it / worth / try.

C / wonder / be / good idea / show how much fruit is in it?

A Yes, that / work. OK, / we / go / this again?

b Work in pairs. Compare answers.

- 6 a Work in groups. You are going to design a campaign for a new product. Discuss these things. Use language from 4a and make notes on your decisions.

- What is the product?
- a name for the product
- a logo or a slogan
- who the product is aimed at
- what is different about it
- how you're going to advertise it

I know! Why don't we make a healthy snack for children.

That sounds like a good idea.

- b Work with students from other groups. Take turns to present your campaign.

HELP WITH PRONUNCIATION

Stress and rhythm (4): emphasis and meaning

- 1 a CD3 → 24 Listen to these sentences. Notice how the extra stress on one word affects the meaning.

- 1 I THOUGHT Ann would come.
(She's here. My prediction was right.)
- 2 I thought Ann would COME.
(She's not here. My prediction was wrong.)
- b Listen again and practise.

- 2 a Read the sentence in pink. Then match responses 1–5 to meanings a–e.

Susie owns a flat in Leeds.

- 1 I think she's RENTING it.
 - 2 I THOUGHT she owned that flat.
 - 3 JAMES owns that flat.
 - 4 I thought she owned a HOUSE there.
 - 5 I think the flat's in BRADFORD.
- a Tom said she didn't, but I knew I was right.
 - b I don't think she owns it.
 - c You're thinking of the wrong person.
 - d I don't think it's in Leeds.
 - e I don't think it's a flat.

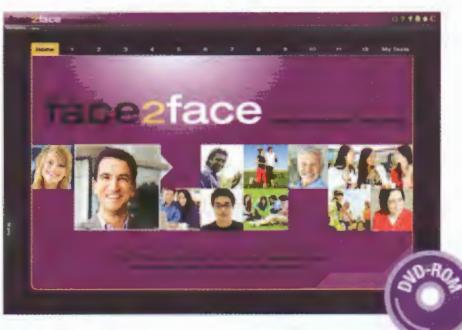
- b CD3 → 25 Listen and check.

- c Listen again. Take turns to say the sentence in pink in 2a and responses 1–5 and a–e.

continue2learn

Vocabulary, Grammar and Real World

- Extra Practice 11 and Progress Portfolio 11 p125
- Language Summary 11 p152
- 11A–D Workbook p55
- Self-study DVD-ROM 11 with Review Video



Reading and Writing

- Portfolio 11 Formal and informal emails Workbook p84
- Reading two emails asking for and giving information
- Writing making arrangements in informal and more formal emails

QUICK REVIEW Discussion language (3) Work in groups. Imagine that you are trying to raise money for charity. Take turns to put forward ideas about how you can do this. React positively or negatively to your partners' ideas: A *I know! Why don't we organise a concert?* B *That sounds like a good idea.*

Speaking and Vocabulary

Colloquial words/phrases

- 1** a Guess the meanings of the words/phrases in bold. Check in **VOCABULARY 12.1 ➤ p155.**

- 1 **What's up?** You look really **stressed out**.
- 2 It really **bugs** me when people talk loudly in restaurants.
- 3 Cycling at night without lights is a **crazy** thing to do.
- 4 That old lamp doesn't work. Let's **chuck it out**.
- 5 **Hang on a sec.** I'm just going to **pop into** the newsagent's.
- 6 I really **messed up** that interview. I'll never get the job now.
- 7 On Friday evenings I usually just **chill out** in front of the **telly**.
- 8 Can you lend me a few **quid**? I'm completely broke.
- 9 The **loo** is up the stairs and on your right.
- 10 Last night I went to a **trendy** bar with some **mates**. It was **pretty** expensive, actually.
- 11 I really **fancy** that **guy** sitting over there. He's very good-looking.
- 12 It's such a **hassle** getting there – you have to take three different buses.

- b Write six sentences about your life. Use words/phrases from 1a.

I chucked out my old computer last week.

I messed up my first driving test.

- c Work in pairs. Take turns to say your sentences. Ask follow-up questions if possible.

Listening

- 2** a Work in new pairs. Discuss these questions.

- 1 What do you always carry with you?
- 2 Do you often lose things? If so, what?
- 3 Do you usually find them again? If so, where?

- b **CD3 ➤ 26** Listen to Louise and Angie talking about what they did last night. Put photos A–D in the order they did them. What does Louise think happened to her mobile phone?



- 3** Listen again. Fill in the gaps in these sentences with one word.

- 1 It **might** be in the _____.
- 2 Yeah, of course, but it **must** be switched _____.
- 3 Or someone **could** have taken it from your _____.
- 4 But someone **might** be using it to phone _____!
- 5 And you didn't leave it in the _____.
- 6 Then we popped into that trendy new bar for a _____.
- 7 So you **may** have left it on the _____.
- 8 You **can't** have left it in the _____.
- 9 He **might** have been waiting for a chance to _____ my phone.
- 10 That guy in the _____ must have stolen it.

HELP WITH GRAMMAR Modal verbs (2): deduction in the present and the past

- 4** a Look at the sentences in **3**. Answer these questions.

- 1 In which sentences is the speaker making a deduction about: the present? the past?
- 2 In which two sentences does the speaker know that something is definitely true or definitely not true?

- b Fill in the gaps in these rules with *could*, *can't*, *must*, *might* or *may*.

- When we believe something is true, we use _____.
- When we think something is possibly true, we use _____, _____ or _____.
- When we believe something isn't true, we use _____.

- c Look at the verb forms in bold in the sentences in **3**. Match the sentences to these rules.

To make deductions about ...

- a state in the present we use: modal verb + infinitive. 1, _____
- something happening now we use: modal verb + be + verb+ing. _____
- a state or a completed action in the past we use: modal verb + have + past participle. _____, _____, _____
- a longer action in the past we use: modal verb + have + been + verb+ing. _____

TIP • We can also use *couldn't* to make deductions in the past: *You couldn't have left it in the bar.*

- d Check in **GRAMMAR 12.1** p156.

HELP WITH LISTENING Modal verbs in the past

- 5** a **CD3 > 27** Listen to these sentences. Notice the weak forms of *have* and *been*. Which words are stressed?

- 1 Someone could have /əv/ taken it from your bag.
- 2 He might have /əv/ been /bɪn/ waiting for a chance to steal my phone.

- b **CD3 > 28** Listen and write six sentences. You will hear each sentence twice.

- 6** **CD3 > 28 PRONUNCIATION** Listen again and practise. Copy the stress and weak forms.

I think I must have /əv/ left it at home.

- 7** a Read the next part of Louise and Angie's conversation. Choose the correct modal verbs and fill in the gaps with the correct form of the verbs in brackets.

LOUISE Now, what number do I call?

ANGIE Try the internet. The phone company

¹can't/might have (have) a number on their website.

L Good idea. Any interesting post?

A Yes, a postcard from my cousin. He's travelling around South America for a year.

L He ²must/can't (have) a good time.

A Yes, he is. Hey, look at this envelope. There's no name or address on it.

L Let me see. That's weird. Someone ³might/must (deliver) it by hand.

A Who do you think it ⁴could/can't (be) from?

L Well, it ⁵can't/might (be) from my parents, they're in France ... Wow, look, it's my mobile!

A Great! I guess someone ⁶must/can't (find) it.

Have a look inside the envelope again. Whoever found it ⁷might/couldn't (write) a note or something.

L Oh, yes. Oh, there is a note. It says ...

b Work in pairs. Compare answers. Who do you think the note is from?

- c **CD3 > 29** Listen and check.

- 8** Look at these sentences. Write deductions about the present or the past. There is more than one possible answer.

- 1 Louise phoned Patrick last night. He didn't answer the phone. *He might have been working late.*
- 2 Patrick rang back the next morning but Louise was out.
- 3 Angie didn't tell Louise that Patrick had rung.
- 4 Patrick phoned again. Louise was very happy.
- 5 Angie is trying on a bridesmaid's dress.
- 6 Patrick is booking a holiday in Jamaica.

Get ready ... Get it right!

- 9** Work in pairs. Look at p111.

QUICK REVIEW Colloquial words/phrases Make a list of six colloquial words/ phrases: *stressed out*, *a hassle*, etc. Work in pairs. Swap lists. Take turns to make sentences about people you know with words/phrases from your partner's list.

Vocabulary Vague language expressions

- 1 a Match the words/phrases/suffix in bold to meanings a or b. Check in **VOCABULARY 12.2** p155.

a approximately b a large amount

- 1 I've got **tons** of _____.
- 2 I spend **somewhere in the region of** _____ a month on public transport.
- 3 It's **roughly** _____ kilometres from home to here.
- 4 **Loads** of my friends _____.
- 5 There must have been _____ **odd** people at the last party I went to.
- 6 The **vast majority** of people in this country _____.
- 7 It takes me an hour to get to _____, give or take ten minutes.
- 8 I'm going to visit _____ in a week **or so**.
- 9 **A great deal** of my time is spent _____.
- 10 Some people I know spend **a huge amount** of money on _____.
- 11 After class I usually get home about _____ish.
- 12 I usually go to bed **around** _____ p.m.

b Choose six sentences from 1a. Then complete the sentences to make them true for you.

c Work in pairs. Take turns to tell each other your sentences. Ask follow-up questions if possible.

I've got tons of work to do next week.

What have you got to do?

Speaking and Reading

- 2 a Work in pairs. What are the advantages and disadvantages of getting a large inheritance? If you had a large fortune, who would you leave it to and why?
- b Read the article quickly. Complete these sentences.
- 1 The story about Leona Helmsley is different from the others because ...
 - 2 The stories about Bill Gates and Anita Roddick are similar because ...
 - 3 The stories about Bill Gates and Anita Roddick are different because ...

You can't take it with you

Who do the wealthy leave their money to?
 Millie Donaldson

It's not always easy for wealthy people to decide who (or what) to leave their money to when they die and quite a few of them make some very unusual choices.

Due to her vast wealth, New York hotelier **Leona Helmsley was able to leave \$12m to her dog**, Trouble. The money for the dog's welfare was left in the hands of Leona's brother, Alvin Rosenthal. He also inherited money from his sister, but amazingly he received \$2m less than the dog! Leona isn't an exception. According to the MailOnline newspaper, there are roughly 1.5 million people in the UK alone who plan to leave money to their pets. However, there are other extremely rich people who

have very different ideas about who they should leave their money to.

Bill Gates, co-founder of Microsoft, is rumoured to be worth in excess of \$54b and he's decided to leave the vast majority of this fortune to charitable causes. Of course, like most other parents, he could have chosen to leave his money to his children, but he hasn't. When talking about his children's inheritance he said, "It will be a minuscule portion of my wealth. It will mean they have to find their own way. They will be given an unbelievable education and that will be paid for. And certainly anything related to health issues we will take care of. But in terms of their income, they will have to pick a job they like and go to work."

- 3 a Read the article again. Underline the parts of the article that tell us these things.

- 1 Leona chose someone to take care of her dog.
 - 2 The writer was surprised by the amount Leona's brother inherited.
 - 3 Bill Gates will only leave a small amount of money to his children.
 - 4 He will financially help his children in certain areas of their lives.
 - 5 Even before Anita Roddick died, her children knew they wouldn't get any money.
 - 6 The writer has respect for how Anita Roddick's children reacted.
- b Work in groups. Discuss these questions.
- 1 Do you think Leona was right to leave so much to her dog? Why?/Why not?
 - 2 Do you think Bill and Anita's decisions about their children's inheritance were fair? Why?/Why not?
 - 3 In your country would it be acceptable to do what these people did?



Anita Roddick (1942–2007), founder of The Body Shop, also decided that **she didn't need to leave** her money to her two daughters because they would be fine without it. She felt there were too many people in the world who had nothing and who needed this money far more than they did. She once told reporters that she was enjoying her money because **whenever she wanted to, she could give away millions of pounds**

to human rights and environmental groups. Her fortune was said to be somewhere in the region of £50m. Some people thought **she should have left at least some of that money to her children – she needn't have given it all away**. But that's just what she did. "I told my kids they would not inherit one penny," she said, and to their great credit Anita's daughters supported their mother's decision. **Many people would have reacted very differently.**

HELP WITH GRAMMAR

Modal verbs (3): past forms and related verbs

4 WOULD HAVE, COULD HAVE, SHOULD HAVE

a Look at the phrases in blue in the article. Fill in the gaps in these rules with **could have**, **would have** or **should have**. How do we make these verb forms negative?

- We use **could have** + past participle to say something was possible in the past, but didn't happen.
- We use _____ + past participle to criticise people's behaviour in the past.
- We use _____ + past participle to imagine something in the past that didn't happen.

NEEDN'T HAVE, DIDN'T NEED TO

b Look at the phrases in pink in the article. Answer these questions.

- 1 In the first phrase, did Anita leave her daughters any money?
- 2 In the second phrase, did she give all her money away?
- 3 How do we make the verb form in each sentence?

COULD, WAS/WERE ABLE TO

c Look at the phrases in bold in the article. Fill in the gaps in these rules with **could** or **was/were able to**.

- We usually use _____ to talk about a general ability in the past.
- We usually use _____ to talk about ability at one specific time in the past.

TIP • We usually use **could** with verbs like *understand, see, hear, feel, remember* etc. *A few people could understand why Anita Roddick did that.*

d Check in **GRAMMAR 12.2 p156.**

5 **CD3 > 30 PRONUNCIATION** Listen and practise. Copy the stress and the weak form of **have**.

He could have /əv/ chosen to leave his money to his children.

6 Choose the correct words/phrases.

- 1 In your position I **would have/needn't have** done the same thing.
- 2 It's your fault. You **should have/would have** told him we were going to be late.
- 3 I **could have/needn't have** stayed longer, but I **would have/should have** missed the last bus.
- 4 We **should have/would have** gone to see that play instead of going to the cinema.
- 5 I **didn't need to go/needn't have** gone to work today, so I stayed in bed.
- 6 We **needn't have/couldn't have** bought all this milk. Look, we've got lots in the fridge.
- 7 I lost my house keys last night, but I **could/was able to** get in through a window.
- 8 He **shouldn't have/couldn't have** told her because now she's really upset.

Get ready ... Get it right!

7 Write six of these things on a piece of paper. Don't write them in this order.

Something that you ...

- should have done last week
- did recently that you needn't have done
- would have done last weekend if you'd had time
- could do well when you were a child
- could have done yesterday, but didn't
- didn't need to do this morning
- bought recently that you shouldn't have

8 Work in pairs. Swap papers. Take turns to ask your partner about the things he/she has written. Ask follow-up questions if possible.

QUICK REVIEW Past forms of modal verbs

Complete these sentences for you: *I needn't have ... , I could ... by the time I was ... , I should have ... , If I'd known about ... , I could have ... , I probably shouldn't have* Work in pairs. Take turns to say your sentences. Ask follow-up questions.

Speaking and Reading**1** Work in groups. Discuss these questions.

- 1 Have you seen any films or plays or read any books with ghosts in them? If so, which ones? Did you enjoy them?
- 2 Do you believe in ghosts? Have you, or has anyone you know, seen a ghost?

2 a Before you read, check these words with your teacher.

sceptical	haunted	spooky
werewolves	vānish	proof

b Read the article. Match headings a-f to paragraphs 1-5. There is an extra heading.

- a A weekend invitation
- b A good night's sleep
- c A nation of believers
- d Still a sceptic
- e How the weekend began
- f A spooky experience

c Read the article again. Tick the true sentences. Correct the false ones.

- 1 More than half the population of the UK say they have seen a ghost.
- 2 The writer didn't expect to see a ghost at Brockfield Castle.
- 3 The writer thought most of the other ghost-hunters were strange.
- 4 The ghosts who haunt the castle are Tom's brothers.
- 5 There had been a fire in the room where the writer saw the old man.
- 6 The writer has changed her mind about the existence of ghosts.

d Work in pairs. Discuss these questions.

- 1 What do you think really happened at Brockfield Castle that weekend?
- 2 Would you like to go on a ghost-hunting weekend? Why?/Why not?

Vocabulary idioms

Skills Reading: an article about a themed weekend;

Listening: a conversation about a haunted flat

LOOK BEHIND YOU!

Kathy Blake investigates the growing popularity of ghost-hunting weekends

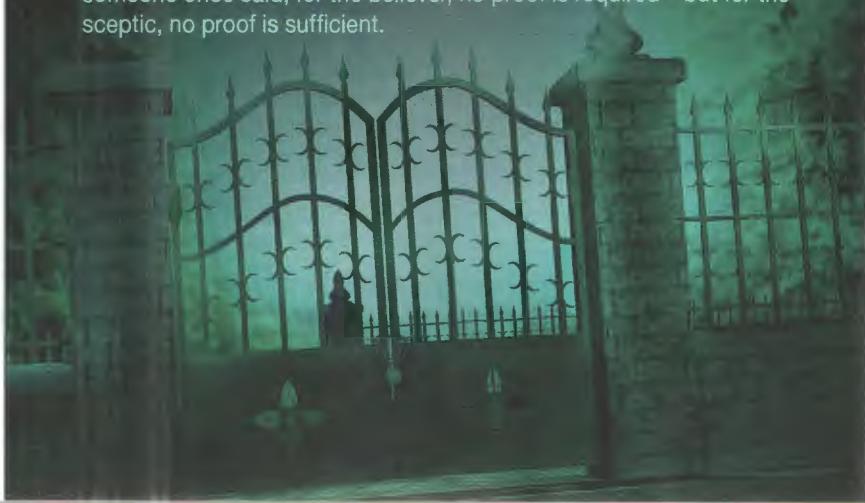
1 A recent survey revealed that 68% of people in the UK believe in ghosts and 1 in 10 people claim that they've actually seen a ghost. Being naturally sceptical about these kinds of surveys, I always **take them with a pinch of salt**, but it does seem that nowadays everyone wants to meet a real-life ghost.

2 So when my sister-in-law Pat suggested going on a ghost-hunting weekend, I didn't need to be asked twice. Pat was hoping to see her first ghost, while I just wanted a few days off to **recharge my batteries**. We were soon heading off to Brockfield Castle in Somerset, one of the UK's most haunted houses, to spend the weekend looking for ghosts – I thought it was going to **be a piece of cake**.

3 Brockfield Castle, a spooky old building **in the middle of nowhere**, certainly **was a far cry from** my modern London flat. There were eight other guests and we all had dinner together on the first evening to **break the ice**. Our fellow ghost-hunters seemed normal enough – apart from one strange old lady who kept telling us to **keep an eye out for werewolves** (she must have booked the wrong weekend break). After dinner Tom, our guide, gave us a talk on the history of the castle, which is apparently haunted by two brothers who died in a fire over 200 years ago. Then we were taken on a tour of the castle's 37 rooms. Sadly the brothers were nowhere to be seen – perhaps they'd gone away for the weekend!

4 That night I **slept like a log**, but on the second evening things started to get weird. Pat and I were walking in the gardens after dinner when **out of the blue** she shouted, "Look, there's a ghost!" I thought she **was pulling my leg**, but she pointed to one of the windows. An old man was standing there, arms outstretched. We watched him for about a minute and then he suddenly vanished. When we told Tom what we'd seen, he said we'd been looking up at the room where the brothers had died.

5 Of course, Pat's first ghostly encounter really **made her day** and I have to admit that the experience **gave me food for thought**. However, as someone once said, for the believer, no proof is required – but for the sceptic, no proof is sufficient.





HELP WITH VOCABULARY Idioms

- An idiom is an expression (usually informal) which has a meaning that is different from the meanings of the individual words. The words are in a fixed order.

3 a Look at the idioms in bold in the article. Match them to meanings 1–12. Write the infinitive forms of the verbs.

- be completely different from something
be a far cry from something
- watch for someone or something to appear
- not believe something to be accurate or true
- tell someone something that isn't true, as a joke
- be very easy to do
- do something to get new energy and enthusiasm
- a long way from any towns, villages or other houses
- completely unexpectedly
- make you think seriously about a topic
- make people more relaxed in a new situation
- make someone extremely happy
- sleep very well without waking

b Check in **VOCABULARY 12.3** p155.

4 Work in pairs. Student A p106. Student B p109.

Listening

5 a **CD3** 31 Listen to a conversation between three friends, Laura, Chris and Mark. What problem does Laura have? What do Chris and Mark think about her problem?

b Listen again. Make notes on the reasons why Laura thinks she has this problem.

c Work in pairs. Compare notes. What do you think Laura should do?

HELP WITH LISTENING

Natural rhythm: review

- Sentence stress, weak forms, linking and extra sounds all combine to give spoken English its natural rhythm.

6 a Look at this part of the conversation. Work in pairs. Student A, mark the stressed words and circle the weak forms. Student B, mark the linking and extra sounds (/w/, /j/, /r/).

LAURA Well, first of all, my old cat refuses to go into my bedroom. In my last flat she slept on the end of my bed every night, so I thought that was rather odd.

MARK Well, the previous owners' cat might have slept in that room. Or they could have had a dog.

LAURA They didn't have a cat or a dog.

b Work with your partner. Compare answers.

c Look at Audio Script **CD3** 31 p173. Check your answers.

d **CD3** 31 Listen to the conversation again. Notice how the sentence stress, weak forms, linking and extra sounds give English its natural rhythm.

7 a Do you believe in any of these things? Why?/Why not? Put a question mark if you're not sure.

- | | |
|-------------|----------------------------|
| ● telepathy | ● astrology and horoscopes |
| ● fate | ● fortune-telling |
| ● UFOs | ● life on other planets |

b Work in groups. Discuss your opinions on the things in 7a. Give reasons for your opinions.

HELP WITH PRONUNCIATION Word stress (4): word families

- Remember, some suffixes can change the stressed syllable in words.

1 a Work in pairs. Mark the stress on these word families.

- 1 astrology astrological astrologer
- 2 photography photographic photographer
- 3 economics economical economist
- 4 philosophy philosophical philosopher
- 5 environment environmental environmentalist
- 6 politics political politician
- 7 analysis analytical analyst
- 8 universe universal universally

b CD3 32 Listen and check. Listen again and practise.

2 a Work in pairs. Practise these conversations.

- 1 A What astrological sign are you?
B I don't know. I don't believe in astrology.
- 2 A Ann's studying politics, but she doesn't want to be a politician.
B No, I think she wants to be a political analyst.
- 3 A I want to take some really good photographs for an environmental campaign.
B Jon's a photographer. He'll know what photographic equipment to get.
- 4 A It's hard to be philosophical about the economic situation.
B There was an analysis in *The Economist* that said the problem was universal.

b CD3 33 Listen and check. Then swap roles and practise the conversations again.

continue2learn

Vocabulary, Grammar and Real World

- Extra Practice 12 and Progress Portfolio 12 p126
- Language Summary 12 p155
- 12A-C Workbook p60
- Self-study DVD-ROM 12 with Review Video



Reading and Writing

- Portfolio 12 A personal email Workbook p86
- Reading a personal email about a ghostly experience
- Writing a personal email about an experience: common mistakes

Work in groups of four. Read the rules. Then play the game!

Rules

You need: One counter for each student, one dice for each group.

How to play: Put your counters on **START**. Take turns to throw the dice, move your counter and read the instructions on the square. The first student to get to **FINISH** is the winner.

Grammar and Vocabulary squares:

The first student to land on a Grammar or Vocabulary square answers question 1. If the other students think your answer is correct, you can stay on the square. If the answer is wrong, you must move back to the last square you were on. The second student to land on the same square answers question 2. If a third or fourth student lands on the same square, he/she can stay on the square without answering a question.

Talk about squares: If you land on a Talk about square, talk about the topic for 40 seconds. Another student can check the time. If you can't talk for 40 seconds, you must move back to the last square you were on. If a second or third student lands on the same square, he/she also talks about the same topic for 40 seconds.

End of Course Review

START

1 Are both verb forms possible in the sentence?
1 When I was 10, I used to have/d have a pet rabbit.
2 He's always losing/always loses his keys.

2 Which prepositions do we use with these verbs?
1 convince, cope, succeed
2 insist, base, protest

3 Talk about the best or worst day you've had this year.

4 Correct the mistake in the sentence.
1 If he'd have a car, he'd drive to work.
2 I'd go out last night if I hadn't been so tired.

5 MOVE FORWARD TWO SQUARES

6 Say eight words/phrases connected to:
1 books and reading
2 phones

7 Talk about two interesting places you have visited.

8 Which prepositions do we use with these adjectives?
1 shocked, sick, sure, excited
2 fascinated, famous, fond, disappointed

9 Talk about things you used to do when you were a child.

10 Put this question into reported speech.
1 What do you think of my new coat?
2 Can you let me know by Sunday?

11 MOVE BACK TWO SQUARES

12 Choose the correct verb form in the sentence.
1 Tim's written/ 's been writing dozens of articles.
2 They played/ 've been playing golf since 1.30.

13 Talk about two friends who have very different characters.

14 What are the nouns and adjectives for these verbs?
1 criticise, originate, convince, judge
2 weaken, prefer, conclude, recognise

15 What's the difference between these sentences?
1 I've fixed my car. I've had my car fixed.
2 I could have gone. I should have gone.

16 Which verb pattern comes after these verbs?
1 persuade, refuse, let, finish
2 end up, manage, force, had better

17 Talk about your schooldays.

18 Correct two mistakes in the sentence.
1 It's twice as big than my car, but not any hard to drive.
2 The more old they are, more they cost.

19 MOVE FORWARD TWO SQUARES

20 Explain the meaning of these prefixes and give an example for each one.
1 pro-, multi-, re-, under-
2 anti-, pre-, mis-, ex-

21 Talk about your past and present wishes for work, studies or home life.

22 What are the crimes and criminals for these verbs?
1 steal, burgle, shoplift, rob
2 mug, smuggle, murder, vandalise

23 Choose the correct words.
1 I'm so/such close to Jo, she's as/like a sister.
2 I made so/such a lot of money working as/like a translator.

24 Talk about your plans for the future.

25 What's the difference between these sentences?
1 I stopped watching TV at six. I stopped to watch the news.
2 I remember buying milk. I remembered to buy milk.

26 Put the sentence into the passive.
1 Someone's interviewing Lee at the moment.
2 They might fix the computer tomorrow.

27 Talk about the last time you went to the cinema, the theatre or an art gallery.

28 Explain the meaning of these adjectives.
1 strong-willed, open-minded, bad-tempered
2 absent-minded, easy-going, self-assured

29 Talk about things in life that annoy you.

30 MOVE BACK THREE SQUARES

31 Talk about tipping and other social rules in your country.

32 MOVE FORWARD THREE SQUARES

33 Explain the meaning of these words/phrases.
1 a deposit, a mortgage, pay sb back, rip sb off
2 a hassle, mess sth up, chill out, chuck sth out

34 Correct the mistake in the sentence.
1 That's the shop I bought the food.
2 My dad, that is 50, is unemployed.

35 Talk about a book or film that you enjoyed.

36 Correct the mistake in the sentence.
1 He warned me not walking across the park.
2 They accused him for stealing the diamond.

37 Which verb pattern comes after these reporting verbs?
1 claim, warn, blame, agree
2 accuse, point out, deny, advise

38 Choose the correct verb form in the sentence.
1 This time tomorrow we'll drive/be driving home.
2 I'll be writing/have written it by the end of May.

FINISH