

Holidays

6



Lead-in

- 1 a** Work in pairs and look at the photos. What type of holidays do they show? Describe them using words and phrases from the box.

adventure holiday beach holiday camping holiday
(river) cruise package holiday safari sailing holiday
sightseeing tour



- b** Which of these holidays are romantic/convenient/dangerous/expensive/relaxing?

- 2** Cross out one adjective which does not collocate with the noun.

- 1 rocky/pebbly/snow-capped/scenic mountains
- 2 dramatic/sandy/scenic waterfall
- 3 snow-capped/green/lush/scenic valley
- 4 unspoilt/scenic/pebbly/rocky coastline
- 5 sandy/pebbly/tropical/rocky/lush beach
- 6 tropical/snow-capped/desert island
- 7 sandy/unspoilt/dramatic scenery

- 3** Work in pairs and discuss the questions.

- 1 Could any of the places in the photos be in your country? What kind of places do tourists visit in your country?
- 2 Have you ever been to any of the types of places in exercise 2?
- 3 Do you prefer holidays somewhere remote, or in a busy city? Why?



Grammar Past Perfect Simple

Can do describe a memorable photo

TRAVELS ACROSS AFRICA

For six hours we shot through the barren landscape of the Karoo desert in South Africa. Just rocks and sand and baking sun. Knowing our journey was ending, Daniel and I just wanted to remember all we had seen and done. He used a camera. I used words. I had already finished three notebooks and was into the fourth, a beautiful leather notebook I'd bought in a market in Mozambique. Southern Africa was full of stories. And visions. We were almost drunk on sensations. The roaring of the water at Victoria Falls, the impossible silence of the Okavango Delta in Botswana. And then the other things: dogs in the streets, whole families in Soweto living in one room, a kilometre from clean water.

As we drove towards the setting sun, a quietness fell over us. The road was empty – we hadn't seen another car for hours. And as I drove, something caught my eye, something moving next to me. I glanced in the mirror of the car; I glanced sideways to the right, and that was when

I saw them. Next to us, by the side of the road, thirty, forty wild horses were racing the car, a cloud of dust rising behind them – brown, muscular horses almost close enough to touch them, to smell their hot breath. I didn't know how long they had been there next to us.

I shouted to Dan: 'Look!' but he was in a deep sleep, his camera lying useless by his feet. They raced the car for a few seconds then disappeared far behind us, a memory of heroic forms in the red landscape. When Daniel woke up an hour later I told him what had happened.

'Wild horses?' he said. 'Why didn't you wake me up?'

'I tried. But they were gone after a few seconds.'

'Typical,' he said. 'The best photos are the ones we never take.'

We checked into a dusty hotel and slept the sleep of the dead.



Reading

- 1** **a** Complete the phrases with the words from the box.

diary emails home photos souvenirs

phone home

- 1 keep a _____
- 2 take _____
- 3 buy _____
- 4 send postcards/letters/_____

b Do you do any of the things in exercise 1a when you travel?

- 2** Work in pairs and discuss the questions.

- 1 Have you been/Would you like to go to Africa?
- 2 What would you expect to see/experience there?

- 3** Read the extract from *Travels Across Africa* by Sophie Van Ranst, and answer the questions.

- 1 Where are Sophie and Daniel?
- 2 Do they experience the things you talked about in exercise 2?
- 3 How do they like to remember their travels?

- 4** Read the extract again. Write true (T), false (F) or not given (NG).

- 1 They drove slowly through the busy desert.
- 2 Sophie wrote about her experiences in a notebook.
- 3 Daniel took photos of the Victoria Falls.
- 4 They had seen a lot of things, and heard many stories.
- 5 Daniel was driving when they saw the horses.
- 6 They had seen other animals, but they hadn't seen wild horses before.
- 7 The horses didn't come near the car.
- 8 Sophie woke Daniel so that he could take photos.

Vocabulary | descriptive language

- 5** Look at the descriptive language from the extract. Choose the correct words in *italics* and answer the questions.

We shot through the barren landscape (line 1)

This means we moved very fast. Normally we use the word 'shoot' when guns are involved – 'He shot someone!'

- 1 *drunk on sensations* (line 9)

This means that you have seen and heard so much that you feel *incredible/bored*.

What normally makes people drunk?

- 2 *roaring of the water* (line 9)

This means the water *makes a loud noise/is quiet*.

What animal normally roars?

- 3 *quietness fell over us* (lines 14–15)

This means that as they drove *they had a small accident/it became silent*.

Give some more everyday examples of things that fall.

- 4 *caught my eye* (line 16)

This means that she had *something in her eye/noticed something and looked at it*.

What else can you catch?

- 5 *slept the sleep of the dead* (lines 34–35)

This means that they slept *very well/very badly*.



Grammar | Past Perfect Simple

- 6** **a** Look at the Active grammar box and answer the questions. Then choose the correct underlined words.
- b** Find other examples of the Past Perfect Simple in the extract on page 78.

Active grammar

(Past Simple)

(Past Perfect Simple)

We wanted to remember all we had seen ...

Which action happened first?

1 We saw things ...

2 We wanted to remember ... (the experience)

We use the *Past Perfect/Past Simple* to make it clear that one event happened before another one in the past.

We make the Past Perfect Simple with *had/hadn't + past participle/infinite*.

see Reference page 89

- 7** Read the text and put the verbs in brackets into the Past Simple or the Past Perfect.

I had been warned about the dangers in Peru, but no one (1) tell me how incredibly beautiful it was. The mountains (2) be all shades of green and purple and as we arrived at Machu Picchu early in the morning, I was glad we (3) decide to walk there rather than take the tourist train. The sun had only just come up and the air (4) smell very fresh and sweet.

Machu Picchu (5) be built in around 1450 but archeologists think it (6) be abandoned by the time the Spanish (7) arrive in the area a hundred years later.

- 8** **a** Complete the sentences using the Past Perfect and your own ideas.

- 1 I got lost in the city because ...
- 2 My first evening on holiday went well because ...
- 3 I missed the flight because ...
- 4 I decided to travel overland because ...
- 5 There was a traffic jam because ...

- b** Have you ever been in any of the situations in exercise 8a? Work in pairs and discuss.



Listening and speaking

9 Work in pairs. Look at the photos and answer the questions.

- 1 What can you see in the photos?
- 2 Where do you think the photos might have been taken?
- 3 What do you think the people who took the photos had done earlier that day?
- 4 How do you think they are feeling?

11 Think of a favourite photo, or choose a photo from page 148. Work in pairs and describe the photo to your partner, using the phrases in the How to... box.



6.2 Down under

Grammar uses of like

Can do get around a new place

Vocabulary | places in a city

1 **a** Work in pairs. Discuss the differences in meaning between each pair of words.

- 1 a castle/a palace
- 2 a museum/an art gallery
- 3 a pub/a café
- 4 a park/a garden
- 5 a lake/a fountain
- 6 a bookshop/a library
- 7 a shop/a market
- 8 a square/a roundabout
- 9 a hostel/a hotel
- 10 a canal/a river

A palace is a large building where a king or queen lives (or lived), but a castle is an old building, built to defend people from attack.

b Tell your partner your top three choices of things to do when you visit a new city.

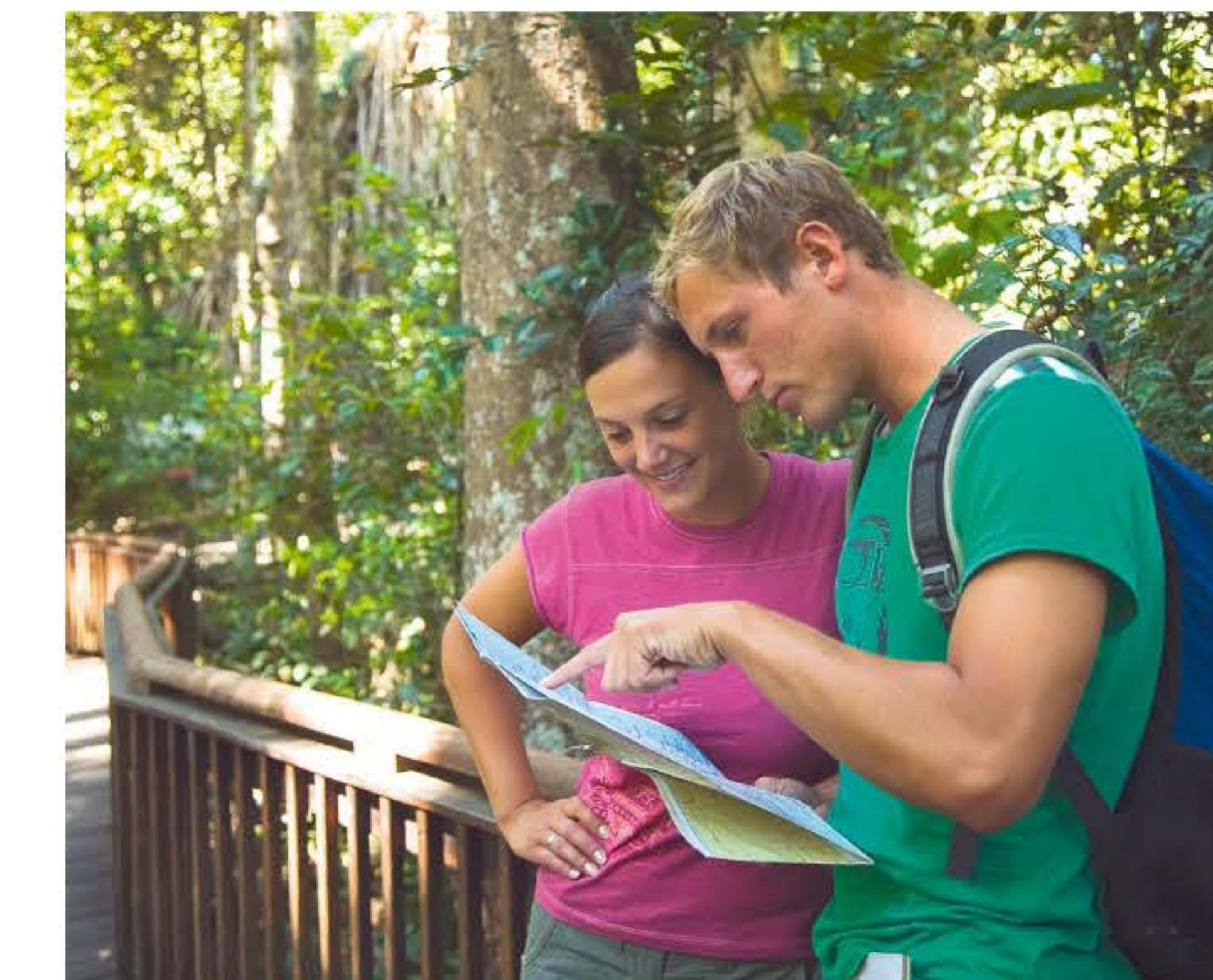
Number one for me is visiting markets, because the atmosphere is usually very friendly. You can meet local people and buy presents too.

Listening

2 **2.2** Mark and Kate are travelling around Australia. Listen to their dialogues (1–5). Where do you think they are in each instance?

3 Listen again and answer the questions for each dialogue.

- 1 What do they want or need?
- 2 What is the problem?



4 **2.3** Listen and complete the sentences in the How to... box.

How to... get around a new place

Ask about places in a town : *What time does the museum ____? Is there a ____ near here? Can you recommend a good restaurant?*

Ask for travel information : *How much is a ____ to the city centre? ____ this bus go to the airport?*

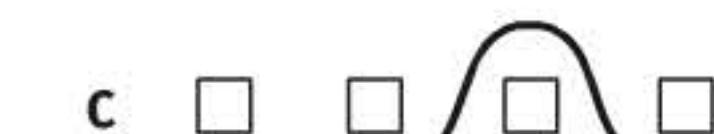
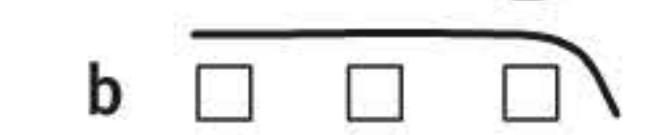
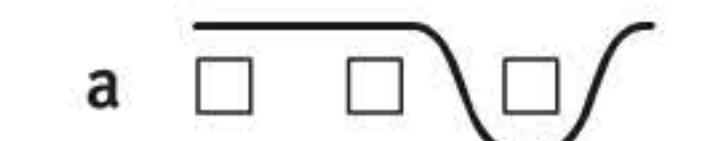
Sound polite : *Excuse me. Could you tell me what time the train ____? Excuse me. Do you know where ____ is?*

Ask/Give directions : *Can you tell me the way to the ____? Just go straight on. It's on your ____.*

Pronunciation | intonation in questions

5 **a** **2.4** Listen to the questions (1–3) and match them with the intonation patterns (a–c).

- 1 Wh- question:
What time does the museum open?
- 2 Indirect question:
Could you tell me what time the train leaves?
- 3 Yes/No question:
Is there a bank near here?



b Which type (Wh-, Yes/No or Indirect) is each question in the How to... box? Practise asking the questions with the correct intonation.

see Pronunciation bank page 164

Speaking

6 Work in pairs.

Student A: turn to page 148.

Student B: turn to page 152.

Ask and answer questions to find out the information you/your partner needs. Try to use expressions from the How to... box in exercise 4.



Reading and speaking

7 **a** What country do you think is shown in the photos? Why?

b If you went to this country, which of these things would you like to do?

- 1 eat food from many different cultures
- 2 visit a rainforest
- 3 go to the beach
- 4 see wildlife
- 5 go deep-sea diving
- 6 visit a vineyard

c Read the article. Which of the things above did Dannii do on her trip?

Dannii Minogue loves travelling the world as much as her sister Kylie, but after working away she says there's no place like home ...

Melbourne is where I grew up so it obviously means a lot to me. It's a city that is constantly evolving. Melbourne people, like all Australians, enjoy travelling and their increasing experience of other countries means local tastes have changed. The city has become much more cosmopolitan.

One of the best places to visit is the Crown Casino, which features more than forty eating places all under one roof. Someone told me that in Melbourne you can sample the cuisines of seventy-five different countries; I haven't managed to eat my way through them all, but it's a wonderful challenge. And besides the top-class restaurants, you mustn't miss Melbourne's vibrant cafe culture, with wonderful beachside places at St Kilda.

If you enjoy your food, you will love exploring local produce markets. One I really like is the Queen Victoria Market on the corner of Queen and Elizabeth streets, which is open five days a week and sells a huge variety of fruit and vegetables.

My boyfriend joined me for my most recent trip home. It was fun showing him all the familiar landmarks, but also going to places I've never been before. From Melbourne, we took the Great Ocean

Road, a 150-mile highway that is a scenic delight. You pass through an area that includes the world-famous Twelve Apostles rock formations, the Otways rainforest and Bells Beach along with resort towns such as Torquay and Apollo Bay. We loved spending time on the beach, as well as visiting vineyards and taking in jazz music. It really was an amazing summer.

That said, we've still got a pretty extensive 'to do' list, including a trip to Queensland and the Barrier Reef. And although I've been to Hayman Island a couple of times, I'd like to get to know some of the more exclusive resort islands that can be reached only by private boat or helicopter.

The flight to Australia is a long one but perfectly comfortable if you follow a routine like mine. I get on board and immediately change into my flight pyjamas – one day I'm going to work out how to accessorise them with fashion items, but until then I just look like someone wearing pyjamas!

I just love to travel. It's an Aussie thing: as a people we are up for jumping on a plane and going off to explore. I can't wait to see where I'll go next.

8 Read the article again and answer the following questions.

- 1 Why does Dannii think Melbourne has become more cosmopolitan?
- 2 What does Dannii think is 'a wonderful challenge'?
- 3 What is St Kilda well known for?
- 4 What does the Queen Victoria Market sell?
- 5 What can you see as you drive along the Great Ocean Road?
- 6 What area of Australia does Dannii still hope to visit?
- 7 Why is it quite difficult to visit some of the resort islands?
- 8 What is Dannii's tip for making the long flight to Australia more comfortable?



10 Complete the dialogues using expressions with *like*.

1 A: I have never been to Paris.
What _____?

B: Oh, it is a wonderful city.

2 A: What _____ do today?
B: I don't mind. You decide.

3 I love old buildings _____ castles and churches.

4 A: What _____ most about Krakow?
B: I love the market square with all the cafés and restaurants.

5 A: I am not sure if I will recognise Mr Williams. What _____ he _____?
B: He is tall, with dark hair.

6 A: Why didn't you like the food?
B: Because it was horrible! It _____ rubber.

7 A: I _____ really _____ modern art.
B: Neither do I. The paintings often _____ the work of children.

8 A: Shall we go out tonight?
B: We can _____.

Grammar | uses of *like*

9 **a** Do these extracts from the article use *like* as a verb or as a preposition?

Do you like it? (verb) **What's it like?** (preposition)

- 1 There's no place *like* home.
- 2 Melbourne people, *like* all Australians ...
- 3 One I really *like* is the Queen Victoria Market ...
- 4 I'd like to get to know some of the more exclusive resort islands ...
- 5 ... if you follow a routine *like* mine.
- 6 ... I just look *like* someone wearing pyjamas!

b Complete the Active grammar box with the example sentences (1–6) in exercise 9a.

Active grammar

The word *like* can be used as a verb or a preposition.

As a verb

A To enjoy something or to think that something is nice, good or right.

e.g. sentence 3

B To say what you want or to ask someone what they want.

e.g. sentence

C To suggest or offer something.

We could go to the art gallery if you like.

As a preposition

D Similar to something else or happening in the same way.

e.g. sentence and

We often use look with this meaning.

e.g. sentence

We also use sound/feel/taste.

What's that noise? It sounds like an aeroplane.

What does papaya taste like?

It's so warm, it feels like summer.

E Used to give an example of something, instead of using *such as*.

e.g. sentence

F Used to ask someone to describe or give their opinion of something.

What is it like? It's very cosmopolitan.

Speaking and writing

11 **a** Work in pairs. Tell your partner about your home town or a place you know well. Answer the following questions.

1 What is it like?

2 What are the people like?

3 Why do you like/dislike it?

4 What do you like doing there?

5 What would you like to change about it?

6 Does it look like any other cities/places that you know?

b Write a short article about a city or place you know well, recommending things a visitor should do. Use expressions from the article on page 82.

One of the best places to visit is ...
You mustn't miss ...

If you enjoy ..., you will love ...

One I really like is ...

c Read other students' articles. Which city/places would you like to visit? Why?

Change

8



Lead-in

- 1 a Work in pairs. What different kinds of change do the photos illustrate? Use ideas from the box.

career change climate change image change
political change

- b Have you experienced any of these changes? Which ones?
How did they make you feel?

- 2 Underline the words and phrases in the box which go with the verb *change*.

an arrangement direction places talking time the subject
your address your clothes your hairstyle your happiness your head
your mind your name your password your tune

- 3 a 2.21 Listen to Stig and Carol talking about when they changed some of the things in exercise 2. What did they each change?

- b Listen again and answer the questions.

- 1 Why did Carol want to take her husband's name?
- 2 Why did she then decide against changing her name?
- 3 What three things did Stig not like about his new apartment?
- 4 How long did he stay there?

- 4 Work in pairs. Think about when you changed one of the things in exercise 2 and tell your partner about it.

Grammar

Second Conditional

Can do discuss problems and suggest changes

Reading

- 1** **a** Work in pairs. Decide if the following facts about New York are true (T) or false (F).

- 1 More than 8 million people live in New York City.
- 2 More than half the population of New York was born outside the US.
- 3 People often refer to New York as the Big Banana.
- 4 New York is the capital of the US.
- 5 New York is the most dangerous city in the US.

- b** Read the first paragraph of the article and check your answers.

The Forbidden Apple



Home to 8.2 million people, 36 percent of whom were born outside the United States, New York, known as the Big Apple, is the biggest city in America. Nearly twenty times bigger than the capital, Washington DC, you might expect New York to be twenty times more dangerous. Actually, it's safer. Recent figures show that New York now has fewer crimes per 100,000 people than 193 other US cities. It's also healthier than it used to be. For example, the smoking rate has gone down from 21.5 percent a few years ago, to 16.9 percent today.

New Yorkers should be delighted, shouldn't they? In fact, many feel that New York is losing its identity. It used to be the city that never sleeps. These days it's the city that never smokes, drinks or does anything naughty (at least, not in public). The Big Apple is quickly turning into the Forbidden Apple.

If you decided to have a picnic in Central Park, you'd need to be careful – if you decided to feed the birds with the last crumbs of your sandwich, you could be arrested. It's banned. Even riding your bike with your feet off the pedals is now against the law. And you'd better have a bell on your handlebars too, or face a fine.

In many countries a mobile phone going off in the cinema is irritating. In New York it's illegal. So is putting your bag on an empty seat in the subway.

If you went to a bar for a drink and a cigarette, that would be OK, wouldn't it? Er ... no. You can't smoke in public in New York City. In fact, you can't smoke outdoors on the street or in parks either.

Some of the laws are not actually new, but have never been enforced before now, so most people are not actually aware that they are breaking the law.

The result is a lot of fines for minor offences. An elderly woman, advised by her doctor to keep her leg elevated to avoid a blood clot, was given a \$50 fine for resting a foot on the subway chair opposite her. Her appeal, backed by her doctor, was turned down. Elle and Serge Schroitman were fined for blocking a driveway with their car. It was their own driveway.

The angry editor of *Vanity Fair* magazine, Graydon Carter, says, 'Under New York City law it is acceptable to keep a gun in your place of work, but not an empty ashtray.' He should know. The police came to his office and took away his ashtray.

But not all of New York's inhabitants are complaining. Marcia Dugarry, seventy-two, said, 'The city has changed for the better. If more cities had these laws, America would be a better place to live.' Nixon Patotkis, thirty-eight, a barman, said, 'I like the new laws. If people smoked in here, we'd go home smelling of cigarettes.'

The new laws have helped turn the city into one of the healthiest and most pleasant places to live in America – very different from its old image of a dirty and dangerous city. Its pavements are almost litter-free, its bars clean and its streets among America's safest. Not putting your feet on subway seats might be a small price to pay.

- 2** **a** Which of the following things are illegal in your country or city?

- 1 Feeding wild birds.
- 2 Riding a bicycle without a bell.
- 3 Letting your mobile ring at the cinema.
- 4 Putting your bag on a spare seat on public transport.
- 5 Putting your feet on the seat on public transport.
- 6 Smoking in bars and restaurants.
- 7 Smoking in parks and on the street.
- 8 Keeping a gun at work.
- 9 Keeping an ashtray on your desk at work.

- b** Read the rest of the article and find out which of the things in exercise 2a are illegal in New York.

Vocabulary and speaking

- 3** **a** Work in pairs and discuss the questions.

- 1 What does the writer think about the new laws in New York? Is the article 100 percent serious? How do you know?
- 2 Do you think the laws in the article are 'stupid'? Why/Why not?
- 3 Would these laws be popular in your country? Why/Why not?

- b** Check the meaning of the following words and phrases from the article on page 106.

against the law an appeal banned be arrested
break the law face a fine give someone a fine illegal
a minor offence

- c** Work in pairs. Discuss the questions using the vocabulary in the box in exercise 3b.

- 1 What would happen if you did some of the things in exercise 2a in your country? Do you agree with the punishment?
- 2 Should smoking be banned in all public places? Even outside?
- 3 Which is more important – individual freedom, or health and safety for everyone?

Grammar | Second Conditional

- 4** Read the Active grammar box and choose the correct underlined words.

Active grammar

We use the Second Conditional to describe *an imaginary/a real situation* in the present or future and its result.

If more cities had these laws, America would be a better place to live.

In the *if* clause, use the *Present Simple/Past Simple*.

In the result clause, *would* (or '*d*') is used because the situation is *in the past/imaginary (hypothetical)*.

If people smoked in here, we'd go home smelling of cigarettes.

It is possible to use a modal verb such as *could* or *might* instead of *would*, if you are *certain/not sure* of the result.

If you decided to feed the birds with the last crumbs of your sandwich, you could be arrested.

First and Second Conditional:

In a real/possible situation we use the *First Conditional/Second Conditional*.

In an imaginary situation we use the *First Conditional/Second Conditional*.

The *First Conditional/Second Conditional* uses the Present Simple + *will*.

The *First Conditional/Second Conditional* uses the Past Simple + *would*.

see Reference page 117



- 5** Make Second Conditional sentences using the verbs in brackets.

1 If you _____ (be) a New York police officer, _____ (arrest) someone for feeding birds?

2 I _____ (not/like) the new laws if I _____ (live) in New York.

3 Where _____ (go) if you _____ (want) a cigarette at work?

4 I _____ (not/be) very happy if I _____ (have to) pay a fine for putting my bag on a seat.

5 If New York _____ (not/have) these laws, tourists _____ (find) it dangerous and dirty.

6 If these laws _____ (exist) in your country, _____ (be) popular?

7 There _____ (be) less crime if the police _____ (have) more power in my country.

- 6** Work in pairs. Are the situations below real/possible situations in your life or imaginary? In what circumstances would/will you ...

- lie to a police officer?
- miss my English lesson?
- live in another country?
- go away next weekend?
- stay in bed until 12:00 p.m.?
- take a taxi?
- make a long distance phone call?
- write to the government?
- sing in public?
- run a marathon/five km?

Speaking and listening

7 **a** Work in groups. If you could propose five new laws for the town where you are studying, what would they be?

b Tell the class about your laws/proposals and together, choose the five best.

If we could propose one new law, we'd stop cars from entering the city centre.

Vocabulary | cities

8 Complete the table with words and expressions from the box.

building work construction drilling
exhaust fumes heatwave horns honking
roads being blocked rush hour terribly cold
tower blocks traffic jams

Noise	
Congestion	
Pollution	
Weather	

9 **a** Listen to Emma and Kirsten talking about things they would like to change about their cities (Madrid and Edinburgh). Tick (✓) the problems they mention.

	Madrid	Edinburgh
Noise	✓	
Construction		
Congestion		
Pollution		
Weather		
Architecture		

b Listen again and make notes about each problem they mention.

c What do they like about each city?

10 **a** Think about your town or city and use the language in the How to... box to make notes under the following headings.

- a** What I like about my town/city
- b** What I would like to change
- c** How I feel about the town/city overall

How to... discuss problems and suggest changes

Talking about what you'd like to change	<ul style="list-style-type: none"> • There are just a few things that I'd like to change ... • I suppose I'd like to change ... • There always seems to be a lot of ... • It would be nicer perhaps if ...
Accepting what you can't change	<ul style="list-style-type: none"> • ... but there's not much I can do about that. • But apart from that, ...
Concluding	<ul style="list-style-type: none"> • I don't think I'd want to live anywhere else. • I'd rather live in ...

b Work in pairs. Use your notes to tell your partner about your town or city.



8.2 Change the world

Grammar

adverbs

Can do express and respond to opinions



Comic marathon man raises £200,000

To the cheering of taxi drivers and the honking of horns, the comedian and actor Eddie Izzard ran into London yesterday to complete his 43rd marathon in 52 days. In total he had covered 1,100 miles.

Fighting blisters that have caused the nails on his smaller toes to fall off and his larger toes to swell into 'alien monsters', he ran up The Mall and into Trafalgar Square where he had started 7½ weeks ago.

In finishing he proved what many thought was an impossible task: that a 47-year-old comedian with no sporting experience could do something a top athlete might find difficult.

His 43 marathons were in aid of the charity *Sports Relief*, which raises money for the poor all over the world. So far Izzard has raised more than £200,000.

After only six weeks' training he started out on a journey that would take him to every corner of the British Isles. 'The first three weeks were the hardest,' he said. The non-stop pressure on his body led to sleepless nights and he would wake exhausted with 'blisters on top of blisters'.

But the people he met along the way cheered him up. 'People stopped their cars and cheered, they gave me money and food.'

More than 500,000 people 'followed' the comedian, in a different sense, on Twitter. Running into London he looked lean and muscular. 'Everyone says my legs look very good but I thought they looked quite good beforehand,' he said.

Simon Bleasie, 51, a sports doctor and mountain runner who has been following his progress, was waiting on Tower Bridge. 'I didn't think he could do it,' he said. 'Like a lot of people I thought he would have a good try, but his body would break down. Someone with so little training, I find it extraordinary that he has done it.'

Asked what he had gained, Izzard said: 'I know now I can do that. Sport is one of those words that stopped being part of my life when I was about 14. Sporting success was not something I ever associated myself with.' He now plans to continue jogging and hopes to inspire others into sport.

He then excused himself – to take an ice bath. 'I'm going to have a party somewhere that is dry and then I'm going to sleep for a week,' he said.

Reading

1 **a** Work in pairs. Read the newspaper headline and look at the photo. Before you read the article think of some questions you would like to ask about the story.

b Read the article. Does it answer your questions?

2 Read the article again and answer the questions.

- 1 What is Izzard's age and usual job?
- 2 What was his marathon-running in aid of?
- 3 How much training did he do for the marathon?
- 4 What effect did the run have on his body?
- 5 How did it change his view of himself?

3 Work in pairs and discuss the questions.

- 1 Do you think his run is likely to inspire others? Why/Why not?
- 2 What other big charity events do you know about/have you participated in?
- 3 Do you think that raising money for charity can make a real difference to people's lives? Why/Why not?



Vocabulary | global issues

4 Work in pairs and discuss the questions.

- 1 What can you see in the photo?
- 2 Do you think this is an effective way to make things change?

5 Put the words and phrases in the box under the following headings. More than one answer may be possible.

- Environment
- Global economic issues
- Global political issues
- Health

climate change conflict cure debt(s)
disease fair trade global warming
intensive farming mortality rate
organic farming peace pollution
poverty recycling solar power
standard of living war wealth

6 **a** Complete the sentences with words and phrases from exercise 5.

- 1 _____ caused by cars and factories contributes to _____. What do you think can or should be done about it?
- 2 People argue that _____ is better for the environment and healthier, but _____ produces more food. Which do you think is better?
- 3 Are you happy to pay a bit extra to buy goods which are _____? Why/Why not?
- 4 Do you think that doctors will find the _____ for many _____, such as cancer?
- 5 Do you think that poorer countries should be forced to pay their _____? Why/Why not?

b Work in pairs and discuss the questions in exercise 6a.

Pronunciation | sounds and spelling: 'o'

7 **a** 2.23 Listen to the words in the box. How is the letter 'o' pronounced in each one? Put the words in the correct column.

conflict global mortality organic poverty solar

/ɒ/	/ɔ:/	/əʊ/

b 2.24 Now put the words in the box below in the correct column in exercise 7a, according to the pronunciation of 'o'. Then listen to the words to check.

coast cold floor hot open own phone
pocket road short throw your

c 'O' is often pronounced /ɔ:/ when there is an 'r' after the 'o'. The spelling patterns below can also make the sound /ɔ:/. Try to think of an example word for each one.

ou au al aw ar oo

see Pronunciation bank page 163

Listening and speaking

8 2.25 Listen to two people discussing how the world has changed since they were children. Which issues in exercise 5 do they talk about?

9 Look at the How to... box. Listen again and tick (✓) the phrases you hear.

How to... express attitude and respond to opinions

Express your attitude

- Luckily, ...
- Unfortunately, ...
- (Not) surprisingly, ...
- Interestingly, ...

Respond to an opinion

- Positive
- *Too right!* (informal)
- *I completely agree with you.*
- *That's certainly true.*
- *You have a point there.* (informal)
- Neutral
- *Well, that's your opinion.*
- *Perhaps, perhaps not.*
- Negative
- *I can't agree with you there.*
- *I don't know about that.*
- *Oh, come on!* (informal)

Speaking

10 **a** Work in two groups.

Group 1: you are optimists. Write five things that have made the world better in the last twenty-five years.

Group 2: you are pessimists. Write five things that have made the world worse in the last twenty-five years.

b Take it in turns to read your sentences. Respond to the other group's sentences in a positive, negative or neutral way. Use the How to... box on page 110 to help you.

Grammar | adverbs

11 **a** Read the Active grammar box and match the example sentences (1–4) with the rules (A–D).

- 1 The situation has really improved.
- 2 Luckily, doctors and surgeons can cure so many diseases now.
- 3 In the future, disease probably won't be such a big problem.
- 4 The number of cars on the roads is growing quickly.

b Choose the correct underlined words.

Active grammar

To make an adverb we usually add *-ly* to the adjective.

quiet – quietly; clear – clearly

A Adverbs of manner modify verbs. They describe the way in which something happens.

She talked quietly.

e.g. sentence _____

These adverbs usually come before/after the main verb.

B Adverbs of frequency/probability describe how often something happens or how probable it is.

She usually comes to my house on Fridays.

e.g. sentence _____

These usually come before/after the main verb.

C Adverbs of degree make an adjective or a verb weaker or stronger. They may be used for emphasis.

I'm completely confused.

The temperature has slightly increased.

e.g. sentence _____

D Attitude adverbs may be used as discourse markers to describe your attitude.

Interestingly, she didn't phone back.

e.g. sentence _____

These usually come at the beginning/end of the sentence because they modify the whole sentence (or clause).

see Reference page 117

12 Match the adverbs in the box with their uses (1–6).

basically fortunately
hopefully obviously
personally surprisingly

- 1 when something good or lucky happens
- 2 when something is not as you would expect
- 3 when you say what you hope will happen
- 4 when you give your opinion
- 5 to emphasise the most important fact about something
- 6 when describing something you can understand easily

Speaking

13 **a** Work in groups and guess the answers to the questions.

- 1 Which continent has the most people?
- 2 What percentage of the world's people don't have enough food to eat?
- 3 What percentage live in houses without running water?
- 4 What percentage of people can read/have been to university/own a computer?

b Look at page 150. Check your answers and complete the sentences.

c Compare your sentences with your group and discuss your reactions.



8.3 Making the right decisions

8.3

Grammar

Third Conditional

Can do describe the effect of important decisions

Your life, your decisions

This week's problems

1

After leaving university, Linda got a well-paid job with a big city bank. She has now worked there for eight years and has been **promoted** twice. However, she isn't really happy in her work. She hates having to commute through the rush hour, doesn't enjoy office politics or the stress and long hours.

She has been considering quitting her job and going to work as a **volunteer** overseas. She would like to be doing a job where she is really making a difference to other people's lives. But should she **take the plunge**?

It depends what other responsibilities she has. If she doesn't have a family to support, then why not? You only live once.
Jack, UK

If she is so unhappy then I think she has **no real alternative**. She should leave – if she doesn't, she'll **regret** it.
Vikram, India

I think she has a number of different options. She could, for example, ask for a year's **unpaid leave** so that she could try out her new lifestyle and still come back to her job if it doesn't work out.

Chiara, Italy

2

Jack and his girlfriend Suzie have been together for six years. They were planning to get married and **start a family** in the near future, but Jack has just been offered a **once-in-a-lifetime opportunity** abroad. His employers want him to spend two years at the New York office. Suzie doesn't want to follow him to New York as she has just **landed her dream job** in London. Can they realistically maintain a **long distance relationship**? What should Jack do **for the best**?

If they want to make the relationship work long distance, then it's certainly possible. But maybe Jack secretly wants to put some distance between them. Is he ready for marriage?
Beata, Poland

I don't think long distance relationships ever work. Maybe for a while at the beginning of a relationship, but not like this. If he wants to stay with Suzie, he shouldn't go.
Ana, Brazil

I don't see the problem. They can talk to each other every day if they want to – it's cheap enough now online. Flights aren't that expensive either, and presumably the salary will be good. Jack should **go for it!**
Katie, Ireland

Reading and vocabulary

1 Read the problems and advice from a website. Do you agree with any of the advice? Do you have any different ideas?

2 Match the words and phrases in **bold** in the texts with the definitions below.

Problem 1

- 1 decide to do something important and risky, after thinking about it carefully
- 2 time off work with no salary
- 3 someone who does work without being paid
- 4 given a better job, usually with more money
- 5 no choice
- 6 feel sorry about something that has happened

Problem 2

- 1 a relationship when the two people live very far apart
- 2 try to get or do something you want
- 3 a chance to do something that may never come again
- 4 have your first child
- 5 to have the best result
- 6 got the perfect job for her

Speaking

3 **a** Work in pairs and discuss the questions.

- 1 Are you good or bad at making decisions?
- 2 If you have an important decision to make, who do you talk to about it? Why?

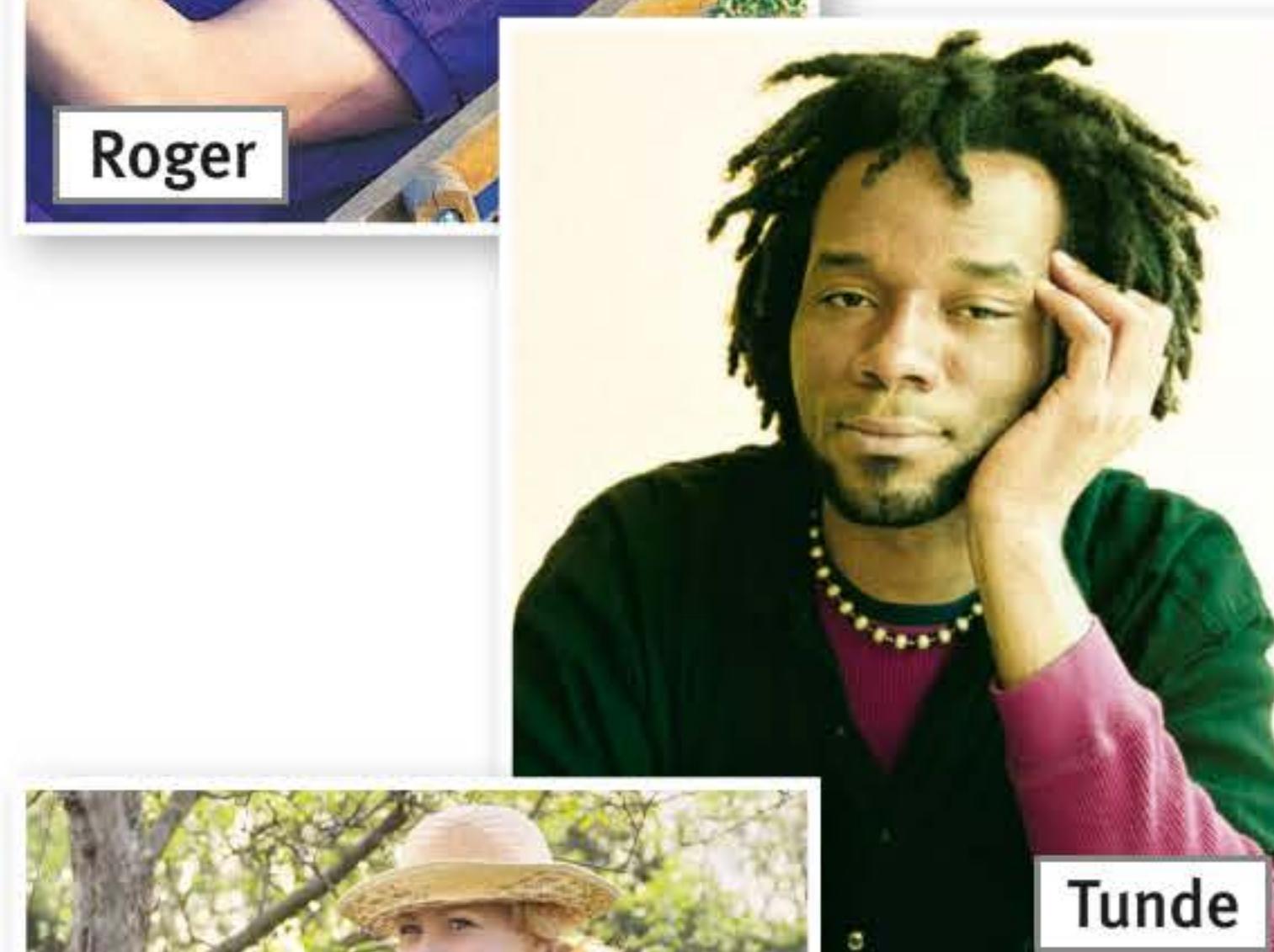
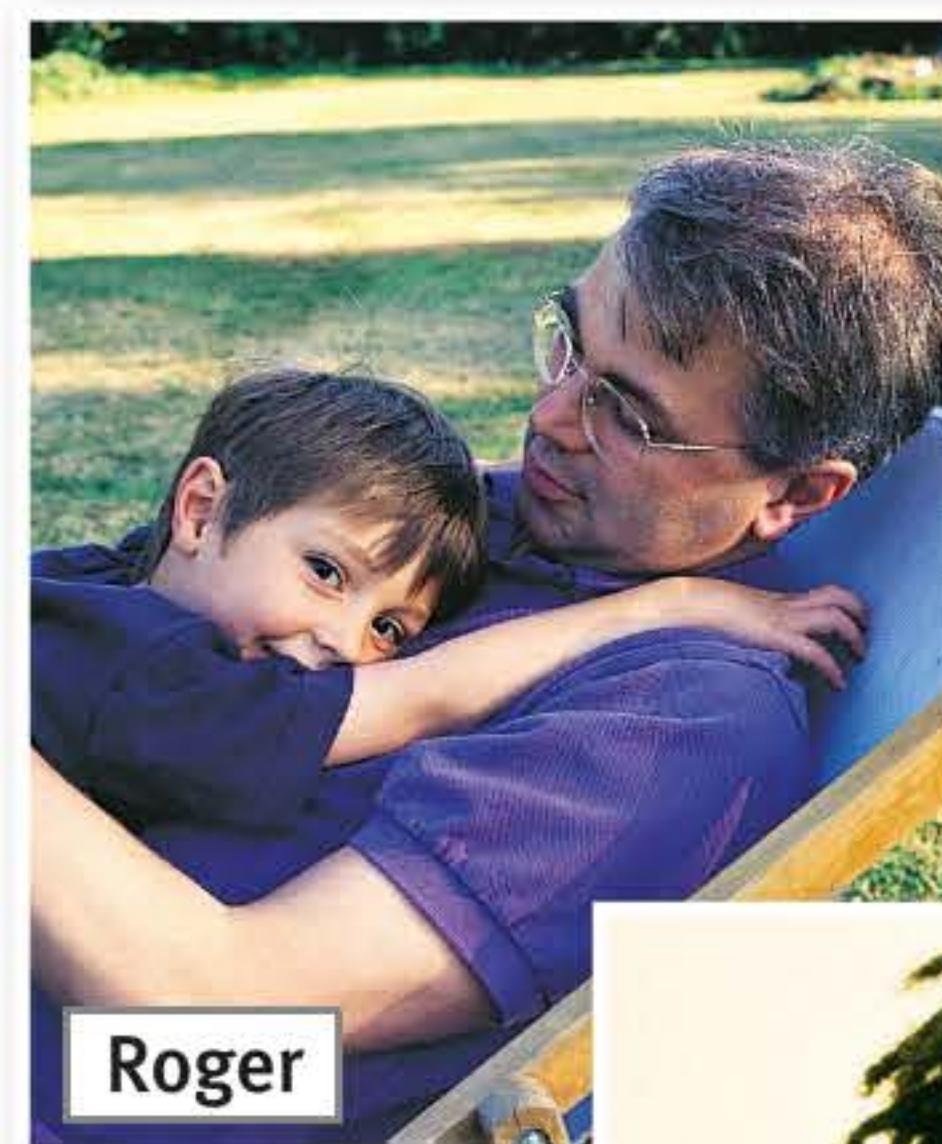
b Choose three or four decisions you have made from the list below, or use your own ideas. Make notes about the decisions you made and how you decided.

- which subjects to study at school/university
- to leave school
- to go to university
- to buy or sell a house/flat
- to get married
- to start or change your career
- to start your own business
- to leave a job
- to take up or give up a hobby/sport
- to retire or give up work

c Work in pairs. Tell your partner about the decisions you made and why.

Listening

4 **a** 2.26 Listen to these people talking about important decisions they have taken. Which decisions from exercise 3 does each person talk about?



Grammar | Third Conditional

5 **a** Read the extracts from the listening and answer the questions.
If I had stayed at work, I wouldn't have spent time with Jack when he really needed me.

- 1 Did Roger stay at work?
- 2 Did he spend time with Jack?

I wouldn't have met Nancy if I hadn't come to France!

- 3 Did Tunde come to France?
- 4 Did he meet Nancy?

b Look at the Active grammar box and choose the correct underlined words.

Active grammar

We use the Third Conditional to talk about a real/imaginary situation in the present/past.

We make the Third Conditional with ...

if + subject + past perfect + would(n't) have/could(n't) have + past participle.

Past condition

Past result (hypothetical)

If I had stayed at work, I wouldn't have spent time with Jack.
or

Past result (hypothetical)

Past condition

I would have cooked dinner if I'd known you were coming.

In spoken English, *have* and *had* are usually contracted to 've and 'd.

For a hypothetical situation in the present or future we use the Second Conditional/Third Conditional.

For a hypothetical situation in the past we use the Second Conditional/Third Conditional.

see Reference page 117

6 Match the sentence beginnings (1–8) with the endings (a–h).

- | | |
|---|---|
| 1 | If I had known the test was today, |
| 2 | I wouldn't have missed the last train |
| 3 | If I'd known it was you on the phone, |
| 4 | If you'd asked me out to dinner, |
| 5 | I wouldn't have felt so tired this morning |
| 6 | If I hadn't gone on holiday to Greece, |
| 7 | I would have organised a party for you |
| 8 | I wouldn't have spent so much time with my children |
- | | |
|---|----------------------------------|
| a | if I'd gone to bed earlier. |
| b | I'd have said 'yes'. |
| c | I would have done some revision. |
| d | if I'd known you were coming. |
| e | I would've answered it. |
| f | if I hadn't stopped work. |
| g | if I had left home earlier. |
| h | I wouldn't have met my husband. |

- 7** Read the text and complete the sentences using the Third Conditional.

There was a lot of snow and Rosa's flight was delayed. She decided to go for a cup of coffee. There was a bag on the floor but she didn't see it and tripped over. She spilt her coffee on Paulo. They started talking and a year later they got married.

If it hadn't snowed, Rosa's flight wouldn't have been delayed.

- 1 If her flight hadn't been delayed, _____.
- 2 _____, she wouldn't have tripped over.
- 3 _____ tripped over, she _____ her coffee.
- 4 If _____, _____ talking to Paulo.
- 5 _____ talking, they _____.

Pronunciation | sentence stress in the Third Conditional

- 8** **a** Listen to this sentence. Which words are contracted?

If I had left home earlier, I wouldn't have missed the train.

- b** Listen again to the rhythm of the sentence in exercise 8a. Do the stressed words fall with a regular beat in the sentence? How many 'beats' are there in the sentence?

- 9** **a** Underline the stressed words in these sentences.

- 1 If I'd known the test was today, I'd have done some revision.
- 2 If I'd gone to bed earlier, I wouldn't have been so tired.
- 3 If you'd asked me out to dinner, I'd have said 'yes'.

- b** Listen and check. Practise saying the sentences using the same rhythm.

see Pronunciation bank page 164

Speaking

- 10** **a** Draw two large circles in your notebook and label one of them 'Now' and the other 'Ten years ago'. Read the questions and write short answers in the 'Now' circle.

- 1 Where are you living?
- 2 What do you do?
- 3 Who is your closest friend?
- 4 How do you spend your free time?
- 5 Do you spend much time with your family?
- 6 Are you studying anything?
- 7 Do you play any sports?
- 8 What music do you enjoy?
- 9 What are your dreams/ambitions?

- b** Change the questions in exercise 10a to make questions about the past. Write short answers for these questions anywhere in the 'Ten years ago' circle.

- 11** Work in pairs and show your circles to each other. Tell your partner about how your life has changed in the past ten years. Ask questions to find out as much information as possible.

- 12** Work in pairs and discuss the questions.

- 1 What have been the important turning points (important moments or events which have changed things) in your life?
- 2 How might your life have changed if these turning points had been different?
- 3 Do you think you have always made the right decisions?

Writing

- 13** Write a paragraph describing an important turning point in your life and the effect this had. Think about what happened before/after the event, and how things might have been different.



- 1** Look at the table and add your own example words.

Prefix	Meaning	Example	Your examples
over-	too much	overcook	
under-	not enough/below	underdeveloped	
dis-	used to make an opposite meaning	dishonest	
in-/im-	not or no	inhuman	

- 2** Complete the text with prefixes from exercise 1.

Life CHANGE

Many people dislike their job. Maybe they are (1) _____ worked or (2) _____ paid. Maybe they feel (3) _____ valued in the company or they (4) _____ agree with the company's methods. If you are one of these people, why not change things? LifeCHANGE workshops show you how to be (5) _____ dependent. You will see (6) _____ credible differences in your life as your problems (7) _____ appear. Change is never (8) _____ possible, but you have to make the first move.

Call us on 0879 997 5543 for an (9) _____ formal chat.

- 3** Look at the table and add your own example words.

Suffix	Example	Rules	Your examples
-tion/-ation	creation civilisation	If the verb ends in -e, cut the -e. If the verb ends in -se, the suffix is usually -isation.	
-ence/-ance	intelligence ignorance	There are no clear rules about which words end -ence or -ance. You have to learn them.	
-ment	movement	Add -ment to the verb.	
-ness	darkness	If the word ends in -y, change the -y to -i. <i>happy</i> → <i>happiness</i>	

- 4** Correct the sentences by changing the form of the words in bold. Use suffixes from exercise 3.

Vote for the Perfect Party



- 1 Our priority is **educate**.
- 2 We will increase **employ**.
- 3 We promise to give free **accommodate** to people over sixty-five.
- 4 There will be free hospital **treat** for everyone.
- 5 We promise proper **punish** for criminals.
- 6 We believe in the **important** of free speech.
- 7 Giving you, the voter, your **independent**.
- 8 A **govern** for the twenty-first century.
- 9 Taking the country in a new **direct**.
- 10 Your vote can make a **different**.

- 5** **a** Choose one of the topics below and make some notes about it.

- an inspiration
- new forms of entertainment
- globalisation
- a great achievement/my greatest achievement
- what happiness means to me
- cultural differences
- my development

- b** Work in small groups. Speak about your topic using your notes to help you.

- c** Change groups. Either speak about the same topic more fluently, or speak about a different topic. What new things did you learn about your classmates?