

B C

Can do express and respond to feelings



- 1** Work in pairs. If you could change one thing in your life, what would you like to change? Why?

I'd like to have a bigger flat so that I could invite my friends to stay.

- 2** **a** Listen to the people in the photos answering the questions above. Which question does each person answer? Write the number (1–5) next to each photo (A–E).

1 Your house is too small for your needs. Would you ...

- A** put up with it for as long as possible because you hate moving?
- B** be anxious about it, as it is a big decision to make and you might get it wrong?
- C** draw up a checklist of things to do and plan the move for the future?
- D** love the idea of moving and rush off to the estate agent during your lunch break?

2 Someone you know suggests that you should change your image. Would you ...

- A** make an appointment at the hairdresser's and arrange to go shopping with a friend?
- B** feel very offended as the way you look has suited you for a long time?
- C** feel you would like to change, but what to? You'll probably go back to how you always look anyway.
- D** look through magazines for a few days before making any decisions?

3 At an interview, you are offered promotion. It means moving to another city. Would you ...

- A** say no immediately as you'd never leave the city where you grew up?
- B** ask for time to think about it and start researching the new city?
- C** feel you should accept the offer because it is a better job, but be a bit worried that you might regret it later?
- D** say yes immediately as you are always up for a new challenge?

4 You get on well with one of your friend's guests at a party. Would you ...

- A** take the plunge and suggest meeting for a coffee later that week?
- B** ask colleagues and friends about them before starting a friendship?
- C** know you have too many friends already, so you really don't want another?
- D** worry that they might not find you interesting enough for a further meeting?

- b** Listen again and make notes about what each person says. Then work in pairs and compare your notes.

Second Conditional

To talk about an unreal/imaginary/hypothetical situation and its consequences, we use:

If + Past Simple + would('d)/wouldn't

If I had a car, I'd drive to work.

We can use *would*, *could* or *might* in the result clause.

I'd live in Jamaica if I could live anywhere.

The 'if clause' can come first or second in the sentence. If it is first, there is a comma before the result clause.

If I could live anywhere, I'd live in Jamaica.

When the subject is *I* and the verb is *to be*, we often say *If I were*.

If I were you, I wouldn't wear that dress again!

Third Conditional

We use this form to talk about imaginary or hypothetical past situations, and imagine different consequences.

If there hadn't been so much traffic on the motorway, I would have got to the meeting on time.

Form: *If + past perfect + would have + past participle*

To indicate possibility, rather than certainty, we can use *might have/could have* instead of *would have*.

If she'd studied harder, she might have passed her exams.

These unreal past situations have unreal past results.

If I'd studied Art I would have been happier.

Sometimes the hypothetical past situation has a present result.

If I'd finished my university degree, I'd be an architect now.
(*If + Past Perfect + would + verb*)

Key vocabulary

Expressions with *change*

career change climate change image change
political change change an arrangement/direction/places/
the subject/your mind/your address/your clothes/
your hairstyle/your name/your password/your tune

The law

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

Cities

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

Global issues

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

Life decisions

be promoted/be offered a promotion
have no real alternative quit regret something
take the plunge take unpaid leave volunteer



Listen to the explanations and vocabulary.



see Writing bank page 160

There is usually a comma after a sentence adverb.

! Some adjectives look like adverbs because they end in *-ly*, but they are not, e.g. *silly, lovely, lively*.

8 Review and practice

1 Make Second Conditional sentences beginning with the words in brackets

I am too old. I can't learn to play rugby. (If)

If I was/were younger, I would learn to play rugby.

- 1 She doesn't have Dave's number. She wants to call him. (If)
- 2 I can't go out. I have an exam tomorrow. (I'dc)
- 3 We want to buy a new car. We don't have enough money at the moment. (If)
- 4 There isn't time. They can't see the show. (They'd)
- 5 I don't have a choice. I want to live in the city. (If)
- 6 We want to go swimming. The sea is polluted. (We'd)
- 7 It's raining heavily. We want to go for a walk. (If)

2 Complete the First and Second Conditional sentences with the correct form of the verbs in brackets.

- 1 She's coming tomorrow so when she arrive, I pick her up.
- 2 If I win a million euros, I buy an enormous house.
- 3 I leave my job if I have enough money. Sadly, I don't.
- 4 If you cook dinner, I do the washing-up. Thanks for the offer.
- 5 If he study, he pass the test. But he's very lazy.
- 6 If he study, he pass the test and we can have a big party to celebrate.
- 7 If you live nearer, I give you a lift, but it's just too far.

3 Make adverbs from the words in brackets. Write the adverb in the correct space to complete the sentences.

 we will see them at the party. (*hopeful*)

Hopefully we will see them at the party.

- 1 I go to the supermarket on Saturdays. (*usual*)
- 2 Susana is so busy that I ever see her any more. (*hard*)
- 3 Steve drives when we go on long journeys. (*normal*)
- 4 I exercise in the gym. (*regular*)
- 5 We don't want to damage the relationship. (*certain*)
- 6 , I can't see how we can do it any other way. (*personal*)
- 7 He did a very poor interview. , he got the job. (*surprising*)

4 Complete the sentences with the phrases in the box.

had decided had gone dancing hadn't gone
had known hadn't listened to the radio
wouldn't have heard wouldn't have met
wouldn't have woken up wouldn't have gone
wouldn't have worked

If I had gone dancing all night, I wouldn't have woken up this morning.

- 1 If I to university, I Sam.
- 2 If I that England was so cold in the summer, I there.
- 3 If I to study medicine, I in an office all my life.
- 4 If I this morning, I the news.

5 Complete the Third Conditional sentences using the verbs in brackets.

- 1 If she ask me to help her, we finish the job yesterday.
- 2 If I know you were coming, I cook some more supper.
- 3 If Ken leave five minutes earlier this morning, he miss the train.
- 4 If you tell me you needed to get up early, I wake you.
- 5 If she see the mess, she be angry.
- 6 If I not/drink that coffee, I fall asleep during the film.
- 7 If I not/lose my camera last week, I take some photos of the children.

6 Complete the sentences with the words and phrases from the box.

banned cure environment fine mind
password pollution standard subject

I planned to study Art, but I changed my mind and studied French.

- 1 He didn't want to talk about politics so he changed the .
- 2 Smoking in the office is .
- 3 All the traffic in the city causes .
- 4 Waste from industries is bad for the .
- 5 We haven't found a for AIDS yet.
- 6 You should change your computer every month.
- 7 Most African countries have a very low of living.
- 8 If you park your car in the wrong place, you may face a .

Topics

9



Lead-in

1 Work in pairs and discuss the questions.

- 1 Describe the working environments in the photos.
- 2 What are the pros and cons of working in each place?
- 3 What would be your ideal working environment? Why?

2 a Listen to someone answering the following questions.

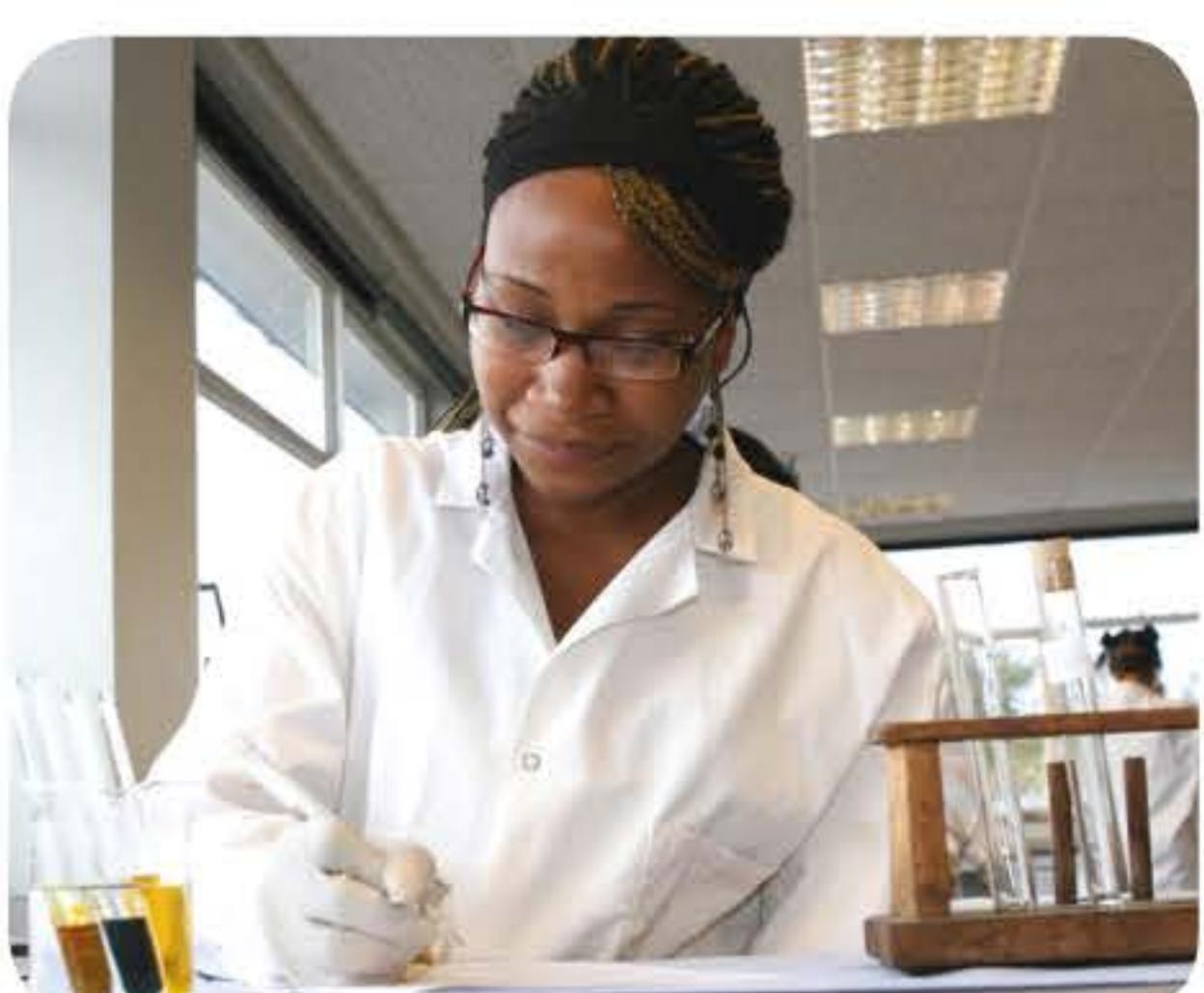
Number the questions in the order you hear them.

- a When you **apply for** a job, do you normally **send** a CV? Do you need to include **references**?
- b Do you do a **nine to five** job then?
- c Would you like to **work flexitime**?
- d What are the **perks** of your job?
- e How do you hear about **job vacancies** in your profession?
- f How often do you **work overtime**?
- g Would you like to be **self-employed** or **work freelance**? Why/Why not?
- h Are you **employed** or **self-employed**?
- i How often do you expect to **get a pay rise** in your job? Is it easy to **get promoted**?



b Work in pairs. Discuss the meaning of the words and phrases in **bold** in exercise 2a.

c Listen again and check your answers.



3 Work in pairs. Think about your job or a job you would like to have, and discuss the questions.

Grammar *make, let, allow*

Can do ask for clarification

Speaking and listening

- 1** **a** Read the quotes. Write *A* (agree), *D* (disagree), or *N* (not sure).

'People who work sitting down get paid more than people who work standing up.' (Ogden Nash)

'The longer the title, the less important the job.' (George McGovern)

'Most workplaces have too many rules. Employees aren't children, and the office isn't a junior school.' (Araba Green)

'Most managers spend their time making it difficult for workers to work.' (Paul Shorter)

- b** Work in pairs and compare your ideas.

- c** Listen to James, Carol and Verity discussing the quotes in exercise 1a. Tick (✓) the opinions (1–7) that you hear.

- 1 Teachers work standing up and don't get paid that much.
 - 2 Some people, such as admin staff, work sitting down but are not well paid.
 - 3 Companies like to give people longer job titles instead of raising their pay.
 - 4 Some bosses just enjoy making up more and more rules.
 - 5 Some people abuse rules at work and everyone else suffers.
 - 6 The person who does the job usually knows more about it than their manager.
 - 7 Managers are usually too busy to make things difficult for other people.
- d** Work in pairs. Which of the opinions (1–7) do you agree with?

Reading

- 2** Which workers (e.g. managers, receptionists, secretaries, ...) normally do the things below? Write answers, then compare in pairs.

- decide start/finish times/working hours
- do the photocopying
- meet guests in reception
- set salaries
- type emails
- wear uniforms

- 3** **a** Read the introduction to the article. Who is Ricardo Semler? What problem did he have?

- b** Work in groups. What changes do you think Semler made? Write a list. Then read the rest of the article to check your ideas.

Semco

At twenty-one, Ricardo Semler became the boss of his father's business in Brazil, Semco, which sold parts for ships. Knowing his son was still young, Semler senior told him, 'Better make your mistakes while I'm still alive.'

Semler junior worked like a madman, from 7:30 a.m. until midnight every day. One afternoon, while touring a factory in New York, he collapsed. The doctor who treated him said, 'There's nothing wrong with you. Yet. But if you continue like this, you'll find a new home in our hospital.' Semler got the message. He changed the way he worked. In fact, he changed the way his employees worked too.

He let his workers take more responsibility so that they would be the ones worrying when things went wrong. He allowed them to set their own salaries, and he cut all the jobs he thought were unnecessary, like receptionists and secretaries. This saved money and brought more equality to the company. 'Everyone at Semco, even top managers, meets guests in reception, does the photocopying, sends faxes, types letters and dials the phone.'

He completely reorganised the office: instead of walls, they have plants at Semco, so bosses can't shut themselves away from everyone else. And the workers are free to decorate their workspace as they want. As for uniforms, some people wear suits and others wear T-shirts.

Semler says, 'We have an employee named Rubin Agater who sits there reading the newspaper hour after hour. He doesn't even pretend to be busy. But when a Semco pump on the other side of the world fails and millions of gallons of oil are about to spill into the sea, Rubin springs into action. He knows everything there is to know about our pumps and how to fix them. That's when he earns his salary. No one cares if he doesn't look busy the rest of the time.'

Semco has flexible working hours: the employees decide when they need to arrive at work. The employees also evaluate their bosses twice a year. Also, Semco lets its workers use the company's machines for their own projects, and makes them take holidays for at least thirty days a year.

It sounds perfect, but does it work? The answer is in the numbers: in the last six years, Semco's revenues have gone from \$35 million to \$212 million. The company has grown from eight hundred employees to 3,000. Why?

Semler says it's because of 'peer pressure'. Peer pressure makes everyone work hard for everyone else. If someone isn't doing his job well, the other workers will not allow the situation to continue. In other words, Ricardo Semler treats his workers like adults and expects them to act like adults. And they do.



- 4** Read the article again and answer the questions.

- 1 What do employees at Semco do that they probably wouldn't do in other companies?
- 2 How does Semco and its staff look different from other companies?
- 3 Who is Rubin Agater and why is he important at Semco?
- 4 How does Semco show that it trusts its workers?
- 5 Do Semco's methods work? How do we know?
- 6 What is 'peer pressure' and why is it important at Semco?

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

- 1 What do you think of Semco's policies?
- 2 Would you like to work in a company with these policies?
- 3 Would any of the 'rules' at Semco be possible where you work/in your country? Why/Why not?

Grammar | make, let, allow

- 6** Read the Active grammar box. Then complete the sentences/phrases in A and B with the correct form of *make*, *let* or *allow*.

Active grammar

Semco lets its workers use the company's machines ...

Semco makes the workers take holidays. The workers are made to take holidays.

Semler allowed the workers to set their own salaries.

The workers are allowed to set their own salaries.

A Meaning

_____ and _____ mean *give permission to do something*.

_____ means *force to do something*.

B Form

_____ someone do something

Passive: be _____ to do something

_____ someone to do something

Passive: be _____ to do something

_____ someone do something

_____ cannot be used in the passive.

see Reference page 131

- 7** Rewrite each sentence, using *make*, *let* or *allow* so the meaning stays the same.

He allowed his workers to take more responsibility.

He let *his workers take more responsibility*.

1 The managers have to do the photocopying. Semler makes _____.

2 Semler doesn't let the bosses shut themselves away. The bosses aren't _____.

3 The workers are free to decorate the workspace as they want. The workers are _____.

4 The workers don't have to wear suits. Semler doesn't _____ the workers _____.

5 The workers can use the company's machines for their own projects. Semler _____ the workers use the company's machines for their own projects.

- 8** Complete the sentences with a suitable ending.

1 Our boss is very relaxed. She lets _____.

2 The employees have great holidays. They're allowed _____.

3 He was wearing dirty clothes in the office. So the boss made _____.

4 It wasn't a very good job. The workers were made _____.

5 It's my favourite airline. They allow _____.

6 Don't go near the computer! You're not allowed _____.

Speaking

- 9** **a** Work in pairs. Do you agree with the following statements? Why/Why not?

1 Companies should allow people to work flexitime.

2 Businesses shouldn't let people smoke in the workplace.

3 Businesses should allow workers to set their own salaries.

4 Companies shouldn't make workers retire at sixty-five.

b How would you improve your current place of work/study? Complete the sentence beginnings below.

I'd let ...

I'd allow ...

I'd make ...

Listening

- 10** a ^{2.32} Listen to a talk about a new business and answer the questions.

- 1 What type of business is it?
- 2 What is special about this business?
- 3 What will the chefs be allowed to do?
- 4 How many people will they employ?
- 5 What perk will employees get?
- 6 What is the name of the business?

- b Listen again. Note down phrases the speaker uses to ...

- 1 greet people.
- 2 introduce the topic.
- 3 emphasise the key points.
- 4 conclude.
- 5 say that the talk is finished.

- 11** ^{2.33} Listen to three questions the speaker is asked at the end of the talk. What are the questions and answers? Make notes.

Pronunciation | intonation for pausing

- 12** a Look at the extracts from the listening (1–3). Divide each of them into three sections, showing where the speaker pauses.

- 1 We'll allow the chefs to choose the dishes / and the menu will be very big, with something for everybody.
- 2 We won't make the waiters wear a uniform, and they will have one special perk: we'll let them eat free at our restaurant.
- 3 To sum up, our restaurant will be small and friendly but with a great international menu.

- b ^{2.34} Listen and check your ideas.

- c Listen again and mark where the speaker's intonation goes up or down. How do we know when the speaker has finished his point, or is going to continue?

see Pronunciation bank page 164

- 13** Read the How to... box and listen again to the questions and answers in exercise 11. Tick (✓) the phrases you hear.

How to... ask for clarification and deal with difficult questions

- | | |
|--|---|
| Asking for clarification or more information | <ul style="list-style-type: none"> • <i>What I'd like to know is ... ?</i> • <i>Could you say that again?</i> • <i>I wonder if you could explain ...</i> • <i>Could you tell me a bit more about ... ?</i> • <i>I didn't quite follow what you said about ...</i> • <i>Are you saying ... ?</i> • <i>Would it be true to say you agree ... ?</i> |
| Dealing with difficult questions | <ul style="list-style-type: none"> • <i>Well, let me think about that ...</i> • <i>That's a very interesting question ...</i> • <i>I'm not really sure ...</i> • <i>I'll have to get back to you on that.</i> |

Speaking

- 14** a Imagine you are going to set up a new company. Work in groups and complete the company profile.

COMPANY PROFILE

Name: _____
Location: _____
Type of business: _____
Number of employees: _____
Future plans: _____
Holidays: _____

- b Think about how you will treat your employees. Will you ...

- 1 let them work flexitime?
- 2 make them work long hours/overtime?
- 3 allow them perks? Give examples.
- 4 let them take lots of responsibility? How?
- 5 make them wear uniforms?

- c Present your ideas to the rest of the class. Listen to the other groups' ideas and make notes and ask questions. Which company would you want to work for? Why?

9.2 Skills and experience

Grammar reported speech

Can do take notes while listening

Listening and speaking

- 1** a Look at the picture. What kind of boss do you think this is? Have you ever known a boss like this?



- b ^{2.35} Listen to descriptions of the different management styles (1–3) below. Which style do you think the boss in the picture has?

- 1 autocratic 2 democratic 3 laissez faire

- c Listen again and complete the notes.

Autocratic

- What it means: _____
How the speaker feels about it: _____
When it works well: _____

Democratic

- What it means: _____
How the speaker feels about it: _____
A disadvantage: _____

Laissez faire

- What it means: _____
When it works well: _____
A disadvantage: _____

- 2** Think about a boss or a teacher you have had. Then work in pairs and discuss the questions.

- 1 Was he/she more autocratic or democratic?
- 2 Do you think his/her style worked well in the circumstances? Why/Why not?
- 3 What kind of boss or teacher would you like to be? Why?

Vocabulary | -ed and -ing adjectives

- 3** Look at the examples and choose the correct words in *italics*.

I find that style of management annoying.

I'm much more motivated.

1 We use -ed adjectives to talk about *feelings/situations that cause the feelings*.

2 We use -ing adjectives to talk about *feelings/situations that cause the feelings*.

- 4** Choose the correct adjective in *italics* to complete the sentences.

1 I'm going to watch the World Cup final tonight. I'm so *excited/exciting*!

2 I'm *exhausted/exhausting*. I've just been for a long run.

3 Can we stop talking about politics? It's very *bored/boring*.

4 I'm not watching that horror film. It's too *frightened/frightening*.

5 I hate getting up early every day. It's so *tired/tiring*.

6 I don't watch the news on television, because I find it too *depressed/depressing*.

7 I don't walk on my own at night. I'm too *frightened/frightening*.

8 I love sitting in a café and reading the newspaper in the morning. I find it very *relaxed/relaxing*.

9 I find English grammar a bit *confused/confusing*.



- 5** a Read the questions below and note down your answers. Think about when you are working/studying and your free time.

- 1 What do you find interesting?

- 2 What do you find confusing?

- 3 What makes you motivated?

- 4 What do you do when you are bored?

- 5 What do you find relaxing?

- b Work in pairs and discuss the questions.

Reading

- 6** **a** Work in pairs. Look at the words in the box from the story below. What do you think the story is about?

come down engineer hot air balloon lost
manager problem promise

- b** Read the story and check your ideas.

- c** Work in pairs. Do you agree with what the story says about managers and technicians/engineers? Why/Why not?

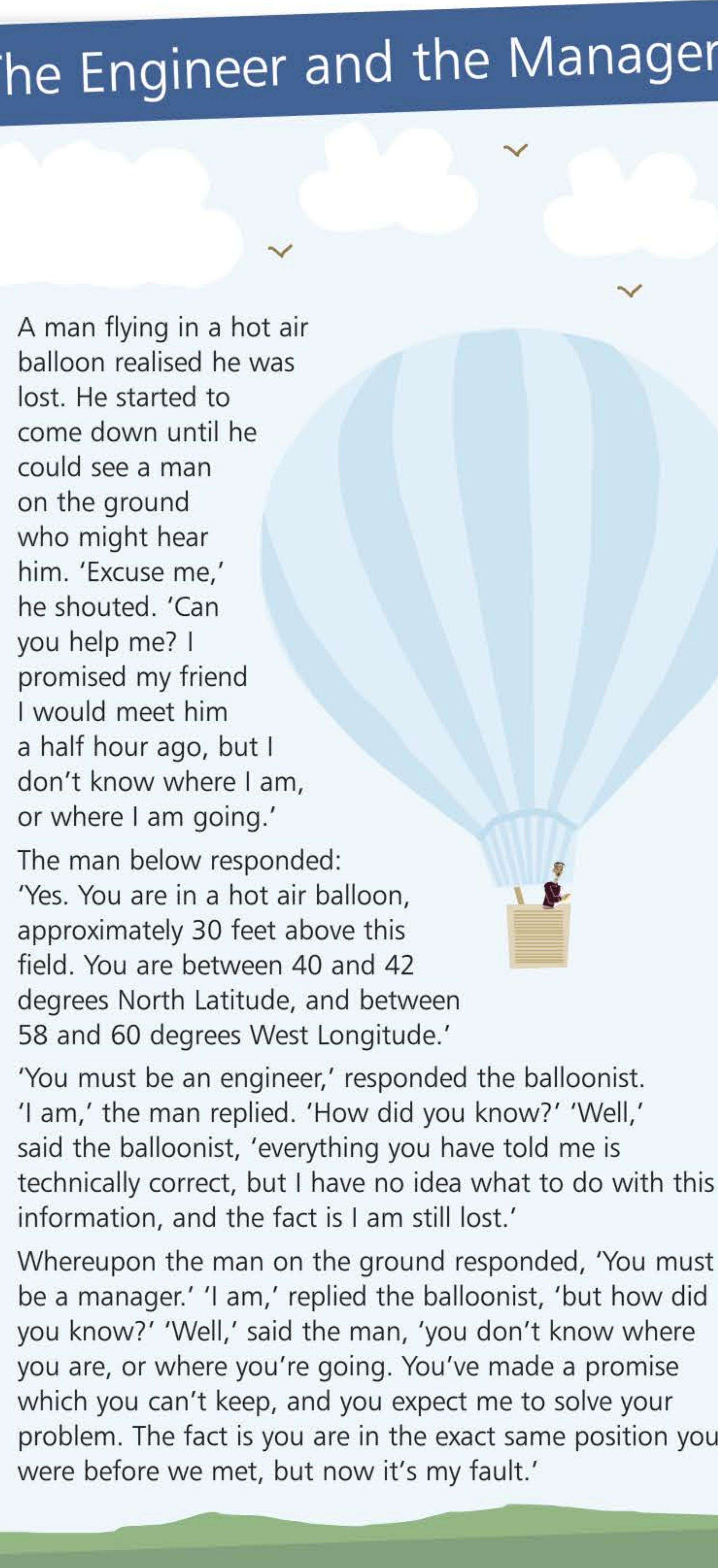
The Engineer and the Manager

A man flying in a hot air balloon realised he was lost. He started to come down until he could see a man on the ground who might hear him. 'Excuse me,' he shouted. 'Can you help me? I promised my friend I would meet him a half hour ago, but I don't know where I am, or where I am going.'

The man below responded: 'Yes. You are in a hot air balloon, approximately 30 feet above this field. You are between 40 and 42 degrees North Latitude, and between 58 and 60 degrees West Longitude.'

'You must be an engineer,' responded the balloonist. 'I am,' the man replied. 'How did you know?' 'Well,' said the balloonist, 'everything you have told me is technically correct, but I have no idea what to do with this information, and the fact is I am still lost.'

Whereupon the man on the ground responded, 'You must be a manager.' 'I am,' replied the balloonist, 'but how did you know?' 'Well,' said the man, 'you don't know where you are, or where you're going. You've made a promise which you can't keep, and you expect me to solve your problem. The fact is you are in the exact same position you were before we met, but now it's my fault.'



Grammar | reported speech

- 7** Look at the sentences (1–4) and write what the people actually said.

- 1 The manager asked if the engineer could help him.
'_____.'
- 2 The manager said (that) he didn't know where he was going.
'_____.'
- 3 The manager told the engineer that everything he had said was technically correct but that he was still lost.
'_____.'
- 4 The engineer told the manager that he had made a promise which he couldn't keep and that he expected him to solve his problem.
'_____.'

- 8** Read the Active grammar box and complete the examples (1–5).

Active grammar

With reported speech we usually use *say* or *tell*. Note that *say* cannot have a person as its object.

He said (that) he was lost./He told me (that) he was lost.

When you report speech, you usually change the tense one step back to show that the words were said in the past.

I'm going for a job interview.

She said she was going for a job interview.

Present Simple

Carly is in a meeting.

Past Simple

1 She told me Carly _____.

Present Continuous

I am going to meet Marc.

Past Continuous

2 He said _____.

Present Perfect/
Past Simple

Tom has been late every day.

Past Perfect

3 He told me _____.

He didn't buy it yesterday.

4 She told me he _____ the day before.

will/can

I'll help you.

would/could

5 He said he _____ help me.

- 9** Complete the sentences with the correct form of *say* or *tell*.

- 1 Please _____ Jenny I'll call tomorrow.
- 2 Excuse me. Can you _____ me the time?
- 3 The guide _____ that the museum was closed.
- 4 I _____ you that we'd be late.
- 5 I didn't hear you. Can you _____ that again?
- 6 _____ me what the interviewer _____.
- 7 She _____ that we should wait here.
- 8 They _____ me not to go to Moscow.

- 10** Write the sentences in reported speech.

- 1 'I'm the new technician.' He said ...
- 2 'I'll be back tomorrow.' Mum said ...
- 3 'I've been stuck in traffic.' Mara told us ...
- 4 'He won't be away for long.' She said ...
- 5 'I'll carry your bag for you.' He said ...
- 6 'We're going on holiday next week.' He told me ...
- 7 'I went shopping yesterday.' He told us ...
- 8 'I'm feeling better.' She told him ...

Listening

- 11** **a** Work in pairs. What questions might you be asked in a job interview? Make a list.

- b** Look at the job profile below. What is the difference between 'essential' and 'desirable'?

- c** Put the headings in the box in the correct section (1–4) of the profile.

Experience and knowledge	Personal qualities
Qualifications and training	Skills

Job profile: Marketing Assistant

	Essential	Desirable
1 _____	A degree	A degree in marketing
2 _____	An understanding of marketing	Experience of working in marketing
3 _____	Excellent communication skills Organisation skills	Ability to negotiate
4 _____	Self-motivated Good team member	Creative

- d** 2.36 Listen to two people being interviewed for this position. Which things listed in the job profile do they each have? Who would you choose, and why?

I think he would be good because he had a degree in marketing.

- 12** **a** Put the words in the correct order to make questions from the interviews.

- 1 you/do/want/why/this/job ?
- 2 work/experience/have/do/any/you ?
- 3 good/communicating/people/with/at/are/you ?
- 4 weakness/biggest/is/what/your ?
- 5 skills/have/do/what/you ?
- 6 work/others/with/do/well/you ?

- b** Read the Active grammar box and complete the direct questions.

Active grammar

'What are your strengths?'

She asked what his strengths were.

'Are you good at listening to people?'

She asked if he was good at listening to people.

We use the verb *ask* to report questions.

We use *if* or *whether* to report Yes/No questions/*Wh*-questions and drop the question word (*why*, *who*, etc.).

Direct question **Reported question**

'_____ you like working in an office?'	I asked her if/whether she liked working in an office.
'_____ is your name?'	I asked her what her name was.

- c** Write the questions (1–6) from exercise 12a in reported speech.

She asked him ...

Speaking

- 13** **a** Work in pairs. Write five questions to ask your partner to find out if he/she would suit the job of marketing assistant.

Do you like ... ?

Are you good at ... ?

What ... ?

Can you ... ?

Do you ... ?

- b** Interview your partner and make notes. Would he/she suit the job of marketing assistant? Why/Why not?

- c** Report what your partner said in the interview to the class.

9.3 New on the job

Grammar past obligation/permission

Can do describe job skills

Reading

1 Work in pairs and discuss the questions.

- 1 What do you think are the best and worst things about being famous?
- 2 Would you like to be famous? What for?

2 Read the article and answer the questions.

- 1 What was Jane and Denise's dream job?
- 2 How did they achieve it?
- 3 What problems did they have?



Operatunity

A

Operatunity is a TV talent show for amateur opera singers. The winners get the chance to sing with the English National Opera. When two housewives, Denise Leigh and Jane Gilchrist won in 2002, their lives changed forever. As they sang Verdi's *Rigoletto* at the Coliseum in Rome, they were transformed from working mothers into opera celebrities.

B

'I live in the village I was born in,' says Denise, who is blind and was a full-time mother. 'Lots of my neighbours are family, and my life revolved around my three children.' Jane, who worked as a cleaner and a shop assistant, was in a similar situation. She says, 'All I had to look forward to was seeing my four children grow up, and I love that, but ... you think "there must be more to life". Winning *Operatunity* has opened up avenues I never knew existed.'

C

'This last year has been amazing,' Denise continues. 'Last month was Paris, before that we were recording at Abbey Road, in London, and recently we had our album launch at the Royal Opera House.' 'We've been treated like princesses,' laughs Jane. '... champagne, chocolates, five-star hotels ...'

3 **a** Match the headings (1–5) with the paragraphs (A–E) in the article. Underline the phrases in the article that helped you.

- 1 The difficult parts
- 2 Living the new life
- 3 The competition
- 4 Their lives before
- 5 Advice

b Summarise each paragraph in just one sentence.

4 Read the summary. Find nine mistakes and correct them.

Jane and Denise won a pop singing competition on the radio, even though Denise is blind. The competition gave them the opportunity to sing a famous Beatles' song at Wembley Stadium, and it changed their lives forever. Although they are both housewives with families – Denise has three children, and Jane has two – they now get the chance to travel and see the world, singing. Their new lives have not been very exciting, and they have been treated very well. They found the travelling easy because their children were grown-up. They would recommend the experience to other singers, and say that if your dream is to sing, you should keep it as a hobby.

5 Work in pairs. Would you ever enter/consider entering a competition like *Operatunity*? Why/Why not?

6 Look at the Lifelong learning box and find the related words in each paragraph in the article.

Lexical cohesion

! Vocabulary can be used to make a text 'stick together', using synonyms, antonyms or lexical sets.

- 1 Paragraph A: find another word which means the same as 'changed' (synonym).
- 2 Paragraph B: find three words or phrases which describe occupations (lexical set).
- 3 Paragraph C/D: find another word which means the same as 'princesses' (synonym).
- 4 Paragraph D: find three adjectives to describe something negative (lexical set).
- 5 Paragraph D: find two examples of media (lexical set).
- 6 Paragraph E: find a word which means the opposite of 'profession' (antonym).

Lifelong learning

Grammar | past obligation/permission

7 Look at the example sentences (1–6) in the Active grammar box and complete the sections (A–G) with the appropriate verbs in **bold**. Some verbs are used more than once.

Active grammar

- 1 *They had to organise childcare.*
- 2 *We didn't have to worry about that.*
- 3 *They were allowed to tell their close family.*
- 4 *They weren't allowed to tell anyone else.*
- 5 *They couldn't take their children with them.*
- 6 *They could stay up to watch us on TV.*

	: Present	: Past
Obligation	: have to/must	: A _____
No obligation	: don't have to	: B _____
Permission	: be allowed to	: C _____
	: can	: D _____
No permission	: not be allowed to	: E _____
	: can't	: F _____
	: mustn't	: G _____

Form

have/had + verb with *to*
allowed + verb with *to*
could (*n't*) + verb without *to*

see Reference page 131

8 Complete the sentences with modal verbs from the Active grammar box. More than one answer may be possible.

- 1 Martin wasn't in the office, so I _____ phone him on his mobile. (I was obliged to.)
- 2 When I was at school, we _____ run inside the building. (It was not permitted.)
- 3 In my last job, we _____ work from home for two days a week. (It was permitted.)
- 4 Luckily, we had our passports with us, so we _____ go back to the hotel. (It wasn't necessary.)
- 5 We _____ smoke in the restaurant, so we _____ go outside. (It was not permitted/It was necessary.)
- 6 I stayed up all night, because I _____ finish my assignment by today. (It was necessary.)
- 7 As a young child, I was _____ travel alone on buses. (It was permitted.)
- 8 The flight was delayed, but we _____ wait very long before take-off. (It wasn't necessary.)

9 **a** Correct the mistakes in the sentences.

- 1 I wasn't be allowed to stay out late.
- 2 We could to eat chocolate all day long.
- 3 Did you were allowed to buy new clothes?
- 4 We didn't allowed to watch television.
- 5 I couldn't to use the telephone because it was too expensive.
- 6 We didn't had to help with the housework.
- 7 We had to studying very hard.

b Work in pairs. Are the sentences in exercise 9a true for you when you were a child? Tell your partner.

Speaking

10 Work in groups and discuss the questions.

- 1 Are there more rules for children now, or when you were a child? Give examples.
- 2 Do schools and universities give students more or less freedom than in the past? Give examples.
- 3 What are some of the rules where you work/study?

Vocabulary | job requirements

11 Match the activities in the box with the definitions (1–8).

controlling budgets delegating explaining things clearly
making decisions persuading people prioritising
solving problems working in a team

- 1 giving jobs to others to do
- 2 deciding which jobs are more/less important
- 3 getting people to do things they don't want to do
- 4 working with others
- 5 finding answers to problems
- 6 saying what will happen
- 7 giving good explanations
- 8 managing money

12 **a** Match the qualities in the box with the definitions (1–9).

creative fit flexible formal qualifications
good communication skills methodical
positive and encouraging stamina

- 1 able to change easily
- 2 able to continue doing something for a long time
- 3 careful and well-organised
- 4 good at talking to people
- 5 good at thinking of new ideas
- 6 healthy and strong
- 7 something to show you have passed an examination or course
- 8 wanting and helping others to succeed

b Complete the sentences with appropriate words from the box in exercise 12a.

- 1 In our company we work very long hours, so you need _____.
- 2 Supply teachers work in a lot of different schools, so they need to be _____.
- 3 You don't need _____ to be a good salesperson.
- 4 My boss is great to be around – he's very _____.
- 5 Postal delivery workers have to walk a lot and carry heavy bags, so they must be _____.
- 6 _____ are important in most jobs.
- 7 Accountancy is a job where it's important to be _____.
- 8 I'd like to be a designer or an architect – I'm very _____.

c Think of students in the class who you think have the qualities in exercise 12a. Write a name next to each quality. Then ask them questions to find out if you are right.

Magda, are you creative?

Yes, my job involves solving problems, which I really enjoy.

Listening

13 **a** 2.37–2.39 Listen to three people talking about jobs. What job does each speaker talk about?

b Listen again and make notes in the table.

Speaker	Job	Activities	Abilities/ skills
1 Jonathan			
2 Polly			
3 Rachel			

c Work in pairs and compare your notes. Which job would you most like to do? Why?

Speaking

14 **a** Think about your job, or a job you would like to do in the future. Make notes about the following:

- the activities involved
- place of work
- main tasks
- skills/abilities needed
- experience/qualifications needed
- good and bad things about the job

b Work in pairs and describe your jobs. Do you think you would be good at your partner's job? Why/Why not?



9 Vocabulary | UK and US English

1 **a** 2.40 Listen to an American living and working in the UK. What does she say about the things in the photos?



b Listen again and answer the questions.

- 1 What other difference did she notice about the way in which the Americans and the British communicate?
- 2 What did she misunderstand about a colleague?

c Work in pairs and discuss the questions.

- 1 In which other countries is English spoken?
- 2 What other languages are used in more than one country? Do you know about any cultural or language differences?

2 Match the US English words in the box with the UK English words in **bold** in the sentences (1–15) below.

apartment cell check freeway fries
gas mail mall movie restroom resumé
round trip soccer subway vacation

- 1 Can I use your **mobile** phone?
- 2 Can we have the **bill**, please?
- 3 Do you want **chips** or a baked potato?
- 4 Was there any **post** today?
- 5 We need to stop for **petrol**.
- 6 Turn left to get onto the **motorway**.
- 7 See you in the **shopping centre** at 4:30.
- 8 When did you buy your **flat**?
- 9 I sent in my **CV** with the application form.
- 10 How much is a **return ticket**?
- 11 The **underground** is so expensive.
- 12 We like watching **football**.
- 13 Let's see a **film**.
- 14 I'm on **holiday**!
- 15 Where's the **toilet**?

3 **a** Is the speaker using UK or US English in the sentences below? Complete the sentences with a word from exercise 2.

- 1 Getting fired did not look very good on his _____.
- 2 A: How are you getting to the mall?
B: On the _____.
- 3 For my holiday I bought a _____ to Paris.
- 4 There's a place on the _____ where we can stop and buy gas.
- 5 If you want to use the toilet, we can go to my _____. I live close to here.
- 6 I never get any mail, only stupid text messages on my _____.
- 7 Let's get some burgers and fries and go watch a _____.
- 8 We went to a restaurant near the shopping centre. As usual, I paid the _____.
- 9 Excuse me. I'd like the check, and could you show me where the _____ is, please?

b 2.41 Listen and check your answers.

4 **a** Look at the table showing differences in spelling between UK and US English. Can you add any more examples?

UK	US	Explanation
centre	center	UK words ending in -tre are usually spelled -ter in US English
organise	organize	Where UK English uses -ise at the end of some verbs, US English generally uses -ize. There are some exceptions, e.g. <i>advertise</i> uses -ise even in US English.
colour	color	UK nouns (with two syllables) often lose the -u in US English.

b Change the spelling of the words in the box to US English.

criticise flavour humour metre neighbour
prioritise summarised theatre realised

Pronunciation | UK and US English

5 2.42 Listen to the following words said first by a British person and then by an American person. What differences can you hear?

- 1 new tune
- 2 bath laugh
- 3 caught saw
- 4 butter letter

see *Pronunciation bank page 164*

Can do answer interview questions



- 1** **a** Look at the photos. What do you think is happening in each one?

b Work in pairs. Which of these things do you think would be a good idea to do before, or at a job interview? Why/Why not?

- 1 Look the company up online.
- 2 Practise some possible answers to interview questions.
- 3 Dress in comfortable, casual clothing.
- 4 Try to arrive on time.
- 5 Don't leave any silences during the interview.
- 6 Be honest about why you left your last job.
- 7 Prepare some questions to ask about the company.

c Read the text and check your ideas.

A successful job interview starts long before you walk in the interview room. The first thing to do is to research the company. Have a look at their website and find out as much as you can. Then practise some common interview questions, and most importantly, think of examples to back up what you say.

On the day of the interview, dress smartly and try to arrive at least 10–15 minutes early. This shows you are punctual and gives you time to calm down.

During the interview, make sure you listen carefully to the questions. It's OK to think for a few seconds before you answer. If you are asked about why you are leaving your current job, think of a positive reason even if the truth is that you hate your boss.

Finally, when they ask you if you have any questions about the job make sure you have prepared something intelligent to ask about the company.



- 2** **a** Read the common interview questions (1–8) and think about your answers.

- 1 What has been your greatest achievement?
- 2 How do you deal with stress?
- 3 What is the most difficult situation you have had to face and how did you deal with it?
- 4 What are your ambitions for the next five years?
- 5 Describe a situation where you worked in a team.
- 6 What are your strengths?
- 7 What kind of people do you find it difficult to work with?
- 8 What are your weaknesses?

- 3** **a** Read some advice from top managers about the best answers to the questions in exercise 2.

Student A: turn to page 148 and read about questions 1–4.

Student B: turn to page 150 and read about questions 5–8.

b Work in pairs. Tell your partner what you learned about successful job interviews.

c Interview each other using the questions in exercise 2a. Try to follow the advice from exercise 3a.

make, let, allow

We use **make** + object + verb (without *to*) to talk about obligation imposed by another person or set of rules.

My father makes me clean my room. (She doesn't want to clean the room, but she has to clean it.)

She didn't make/never made us work very hard.

Passive form: **be + made + verb with to.**

We were made to clean the whole house.

We use **let** + object + verb (without *to*) to talk about permission.

Mum lets/doesn't let me drive. (She says it's OK/not OK.)

It is not possible to use **let** in the passive form.

We use **allow** + object + verb with *to* to talk about permission. The meaning is similar to **let**.

My parents allow me to stay out late.

Passive form: **be + allowed + verb with to.**

They weren't allowed to borrow the money.

Reported speech

When we report what someone said, we usually change the tense one step back to show that the words were said in the past.

Present Simple → Past Simple

'I live in São Paulo.' She said she **lived** in São Paulo.

Present Continuous → Past Continuous

'I'm working for a fashion company.'

He said he **was working** for a fashion company.

Present Perfect/Past Simple → Past Perfect

'I've been here for three months.'

She told me she **had been** there for three months.

will → **would**

'I'll go tomorrow.' He said he **would** go the next day.

Time references can also change in reported speech.

'Call me later today or tomorrow.'

She told me to call her **later that day or the next day**.

Pronouns can also change in reported speech.

'I'll see you soon.' He said he **would see** us soon.

If what the person said is still true, we can keep the present tense.

'I still love you.' She said she **still loves** me.

Look at the verb patterns for **say** and **tell**.

Say cannot have a person as its object.

She said (that) it was late. NOT: She said me ...

Tell must be followed by a person.

He told me I was special. NOT: He told that ...

He told me to lock the door. NOT: He told to me ...

Reported questions

'What time is it?' He asked me **what time it was**.

'Do you understand Spanish?' She asked me **if/whether I understood Spanish**.

In reported questions the word order is the same as in affirmative statements because they are not actually questions.

The auxiliary verb (*do/does/did*) is not used.

'What do you do?' He asked me **what I did/I do**.

NOT: He asked me **what do I do**.

In Yes/No questions we use **if/whether**.

'Do you live in Italy?' She asked **if I lived in Italy**.

Tenses may shift back, as for reported statements.

'What time is it?' She asked **what time it was**.

Pronouns and time/place references may change.

'Will you still be here tomorrow?'

He asked if I would still be there the next day.

Past obligation/permission

To talk about obligation in the past, we use **had to + verb**.

We cannot use **must** in the past.

We had to be smart, but we didn't have to wear suits.

To talk about permission in the past, we use:

allow (see above) and **could + verb**.

We could watch TV, but we couldn't stay up late.

Key vocabulary

Work

apply for do a nine to five job employed
get a pay rise get promoted job vacancies
overtime perks references self-employed
send a CV work flexitime/freelance/overtime

-ed and -ing adjectives

annoyed/-ing bored/-ing confused/-ing
depressed/-ing excited/-ing exhausted/-ing
frightened/-ing interested/-ing motivated/-ing
relaxed/-ing tired/-ing

Job requirements

controlling budgets creative persuading people
delegating explaining things clearly fit flexible
formal qualifications good communication skills
making decisions methodical organising/prioritising
positive and encouraging solving problems stamina
working in a team

UK and US English

bill/check chips/fries CV/resumé film/movie
flat/apartment football/soccer holiday/vacation
mobile phone/cell phone motorway/freeway
petrol/gas post/mail return ticket/round trip
shopping centre/mall toilet/restroom
underground/subway



Listen to the explanations and vocabulary.



see Writing bank page 161

9 Review and practice

- 1** Complete the text with the correct form of the verbs in brackets.

What makes a great employer?

A great employer allows their employees
(1) _____ (work) flexible hours and
doesn't make them (2) _____ (do)
too many hours over the week. In fact,
the employer shouldn't let the employee
(3) _____ (do) too much overtime.
Employees should be made (4) _____
(take) proper holidays and allowed
(5) _____ (take) time off sick when it is
needed.

- 2** Complete the second sentence so it has the same meaning as the first.

- 1 In my last job I wasn't allowed to make personal phone calls.
My boss didn't let ...
- 2 My boss also made me work weekends.
I was ...
- 3 I wasn't allowed to use the Internet
My boss didn't allow ...
- 4 But when I was sick she allowed me to have as much time off as I needed.
But when I was sick she let ...
- 5 And she let me take my holiday when I wanted too.
And she allowed ...

- 3** Report what Jim said yesterday.

- 1 'I've just started at Manchester University.'
Jim said he ...
- 2 'I'm studying Engineering.'
Jim told me ...
- 3 'I've made lots of new friends.'
Jim told me ...
- 4 'We went to a fantastic concert last weekend.'
Jim told me that they ...
- 5 'We're going to the Lake District at the weekend.'
Jim told me that ...
- 6 'I'll call you tomorrow.'
Jim said ...
- 7 'I went to a brilliant lecture this morning.'
Jim said ...
- 8 'I live in a flat with three other students.'
Jim told me ...
- 9 'We're having a party tonight.'
Jim said ...

- 4** Report the questions.

- 1 'Do you know where the post office is?'
She asked ...
- 2 'Where can I change some money?'
He asked ...
- 3 'Have you been here before?'
She asked ...
- 4 'What time did the meeting finish this morning?'
He asked me ...
- 5 'Will you look after the plants for me?'
She asked ...
- 6 'Did you go to the cinema last night?'
They asked if we ...
- 7 'What time did you arrive?'
She asked ...
- 8 'Are you meeting anyone here?'
He asked ...

- 5** Complete the text using *had to*, *didn't have to*, *could*, *couldn't*, *were allowed* and *weren't allowed*.

Working from home has changed my life. Before, I
(1) _____ be in my office by 9:00 a.m., but now I
work when I want to. And I can wear whatever I like. I
(2) _____ wear pyjamas in the office! In fact, we
(3) _____ wear a suit, which I hated. Another good
thing is that I don't have to travel. Before, I didn't use to
get home before 8:00 p.m. because we (4) _____
to leave the office before 6:00 p.m. and I (5) _____
spend two hours a day travelling. Working at home is a
bit lonely. In the past I used to talk to my colleagues in
the office. Also, now I have to pay for computer software.
Before, I (6) _____ buy anything. And if my
computer goes wrong, I have to fix it. Before, I
(7) _____ ask the IT technician to do it. And the
Internet is very expensive too. In the office I didn't pay
anything and we (8) _____ to use the Internet as
much as we wanted. Now I have to pay for every minute!

- 6** Choose the correct words in *italics*.

- 1 The workers are *confused/confusing* about the company's new rules.
- 2 When I'm busy I always *delegate/persuade* some of the work to my colleagues.
- 3 My job can be very *tired/tiring*.
- 4 Eventually we *prioritised/persuaded* the boss to give us a pay rise.
- 5 It was very *annoyed/annoying* when my computer stopped working.
- 6 Accountancy is a job where you need to be very *creative/methodical*.
- 7 A successful business executive doesn't necessarily need *good communication skills/formal qualifications*.
- 8 I find swimming very *relaxed/relaxing*.

Memories



10



Lead-in

- 1 a Complete the sentences with words and phrases from the box.

in memory to commemorate remind us remember
homesick nostalgia memento memorial

- 1 The Princess Diana _____ was built _____ Princess Diana and her work.
- 2 People wear poppies each November to _____ the soldiers who died in the First World War.
- 3 This bench was placed here to _____ of a local person.
- 4 People who live abroad can sometimes feel _____ .
- 5 Childhood is a time that most of us look back on with _____ .
- 6 The Taj Mahal was built by Emperor Shah Jahan _____ of his wife.
- 7 People often take photos to keep as a _____ of a special day or trip.

b Which sentences (1–7) in exercise 1a can you match with the photos?

- 2 a 2.43 Listen to Sean talking about the Princess Diana Memorial and complete the summary below.

The Princess Diana Memorial, in Hyde (1) ____, London, was opened in (2) ____, seven years after Princess Diana (3) _____. The Memorial is a (4) ____ in the shape of a large ring. The design is very (5) ____ and not at all traditional. It is very popular, especially with families with (6) _____.

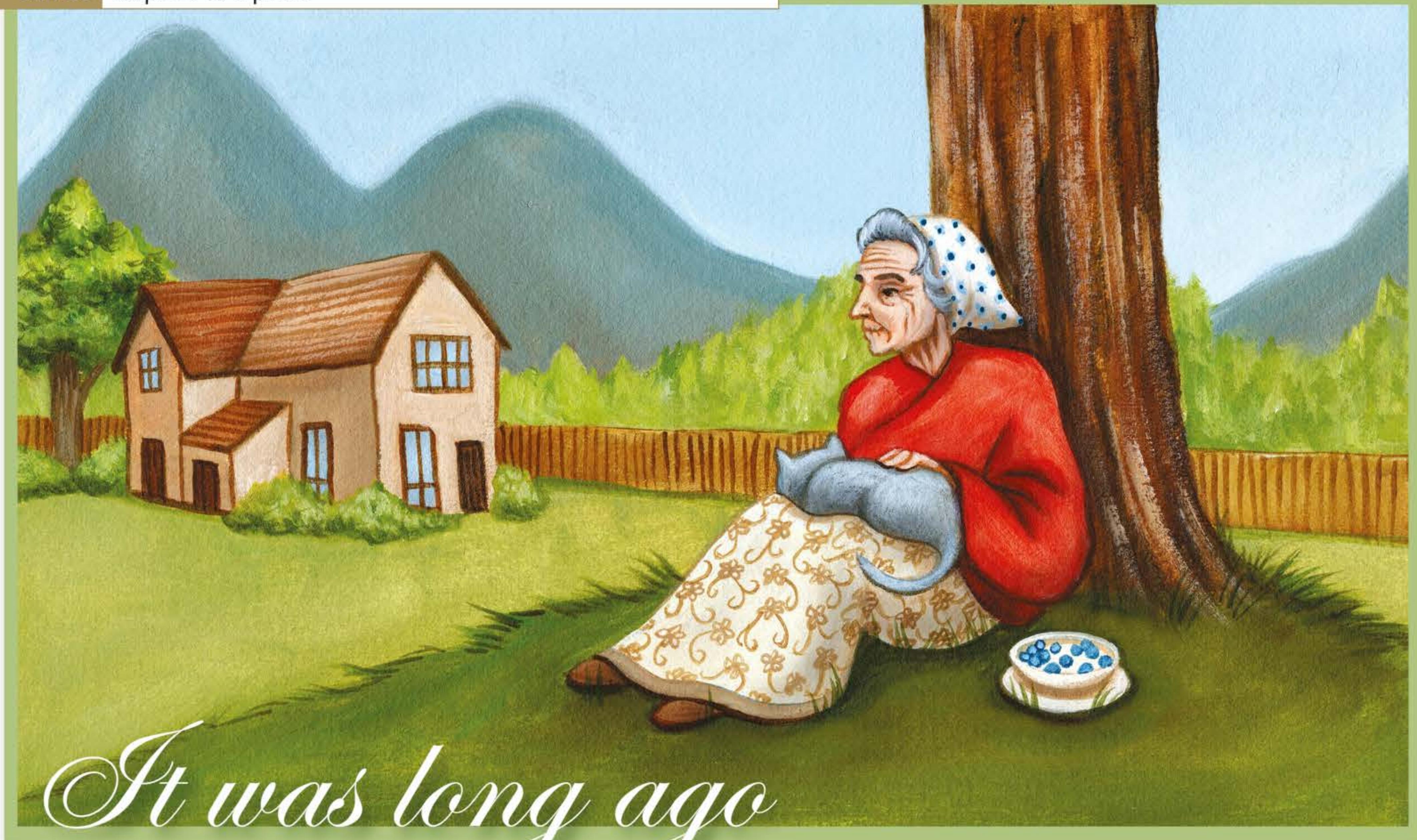
b Listen again. Why would Princess Diana have liked the fact that the fountain is popular with families?

c Work in pairs and discuss the questions.

- 1 What kind of memorial would you choose for someone you admire? Why?
- 2 Where would you build the memorial? Why?

Grammar *I wish / If only*

Can do respond to a poem



It was long ago

I'll tell you, shall I, something I remember?
Something that still means a great deal to me.
It was long ago.

A dusty road in summer I remember,
A mountain, and an old house, and a tree
That stood, you know,

Behind the house. An old woman I remember
In a red shawl with a grey cat on her knee.
Humming under a tree.

She seemed the oldest thing I can remember,
But then perhaps I was not more than three.
It was long ago.

I dragged on the dusty road, and I remember
How the old woman looked over the fence at me
And seemed to know

How it felt to be three, and called out, I remember
'Do you like bilberries and cream for tea?'
I went under the tree

And while she hummed, and the cat purred, I remember
How she filled a saucer with berries and cream for me
So long ago

Such berries and such cream as I remember
I never had seen before, and never see
Today, you know.

And that is almost all I can remember
The house, the mountain, the grey cat on her knee,
Her red shawl, and the tree.

And the taste of the berries, the feel of the sun I remember,
And the smell of everything that used to be
So long ago.

Till the heat on the road outside again I remember,
And how the long dusty road seemed to have for me
No end, you know.

That is the farthest thing I can remember.
It won't mean much to you. It does to me.
Then I grew up, you see.

Reading

- 1 a Look at the picture and describe the old woman. What is she wearing and doing?

b Read the poem and answer the questions.

- 1 Who is the narrator of the poem?
 - 2 What happened between her and the old lady?
 - 3 What is the effect of the poet using the words 'you know' and 'you see'?
 - 4 How does the poem make you feel?
- c Read the poem again and make notes. What can the narrator see, hear, smell, taste and feel?

- 2 Read the Lifelong learning box and answer the question.

Make it rhyme!

! When a word is difficult to pronounce, e.g. *though*, think of other words that have a similar pronunciation, e.g. *ago/know*. This will help you to remember.

Which words in the poem rhyme with *me*?

Lifelong learning

Listening and speaking

- 3 a Think about one of your earliest memories and make notes about what you could see, hear, smell, taste and feel.
- b Work in pairs and describe your memories.

- 4 a 2.44 Listen to Sarah talking about a childhood memory and answer the questions.

- 1 Where did the event take place?
- 2 Who was she with?
- 3 How old was she?
- 4 How did she feel at the time? Why?
- 5 What did she realise when she grew up?

- b Put the sentences (a–j) from the story in the correct order. Then listen again and check.

- a Later I realised that they were probably cows at the end of the shed and they were completely harmless.
 - b And there was a very, very strong smell coming from the sheds and I could hear scuffling, hear noises at the end of the sheds.
 - c There was a dark doorway up some steps into some sheds and I really wanted to go up there, and I went to the doorway, and it was very dark.
 - d And my cousin told me there were monsters there.
 - e I have a very vivid memory of being a child and visiting a farm with my cousins.
 - f It was a very, very strong memory.
 - g But for a long time I thought there were monsters there.
 - h I was probably four at the time.
 - i I was terrified and I remembered it for many years.
 - j You couldn't see anything.
- c Which sentences in exercise 4b are part of ...
- a the introduction?
 - b the main sequence of events?
 - c the big or surprising event?
 - d the conclusion?



- 5 a From whose viewpoint is the following version of Sarah's story?

I was in the kitchen, making some tea. It was a lovely sunny day and the kids were playing happily outside in the yard. Suddenly I heard Sarah scream. I dropped what I was doing and ran outside. What would I tell my sister if anything had happened to Sarah when I should have been watching her?! I ran over to her. She was standing by the cowshed, crying and shaking. It turned out that the kids had told her there were monsters in there. Little devils! They were always teasing her like that.

- b Write another version of Sarah's story from the viewpoint of her cousin. Use the structure in exercise 4c to guide you. Think about what the cousin could see, hear, smell, taste or feel.

Listening

- 6** a Erma Bombeck was an American columnist who wrote humorously about everyday life. Read this extract from one of her most famous columns. Do you agree with any of the points she makes?

Someone asked me the other day if I had my life to live over, would I change anything. My answer was no, but then I thought about it and I changed my mind. If I had my life to live over, I would have talked less and listened more. I would have invited friends over to dinner, even if the carpet was stained and the sofa faded. I would have taken the time to listen to my grandfather ramble about his youth. I would have sat cross-legged on the lawn with my children and never worried about grass stains. I would have cried and laughed less while watching television ... and more while watching real life. I would have eaten less cottage cheese and more ice cream. There would have been more I love yous ... more I'm sorrys ... more I'm listenings ... but mostly, given another shot at life, I would seize every minute of it ... look at it and really see it ... try it on ... live it ... exhaust it ... and never give that minute back until there was nothing left of it.

- b 2.45 Listen to Matt and Claire talking about Bombeck's column. Make notes in the table of some things they would like to change about their lives.

	Present	Past
Claire		
Matt		

Grammar | *I wish/I f only*

- 7** Read the Active grammar box. Then choose the correct underlined words to complete the rules.

Active grammar

Wish	: Actual situation
<i>'I wish I was better at listening.'</i>	: He isn't good at listening. : ...
<i>'I wish I had eaten more healthily.'</i>	: She didn't eat very healthily.
<i>'I wish I could sing.'</i>	: He can't sing.

We use *wish* + Past Simple to talk about imaginary things we would like in the *past/present*.

We use *wish* + Past Perfect to talk about imaginary things we would like in the *past/present*.

We use *wish* + could to talk about ability in the *past/present*.

We use *wish* + someone/something + would when you want someone or something to change.

I wish they would be quiet! (They refuse to be quiet.)

You can't say: *I wish I would* (Because you can control what you do.)

We can also use *If only* instead of *I wish*. The meaning is a little bit stronger than *I wish*.

If only I could dance! (I can't dance.)

If only you hadn't left your bag on the bus! (You did leave it on the bus.)

see Reference page 145

- 8** Rewrite the sentences using *wish* so that they have a similar meaning. Different answers are possible.

I'm hungry. I didn't eat earlier.

I wish I had eaten earlier/I wish I had some food.

- 1 I'm bad at Maths. I want to be better.
- 2 You're late again.
- 3 We went to a boring museum.
- 4 I'd love to be a good dancer, but I can't do it.
- 5 You always leave your dirty plate on the table!
- 6 I'm lonely. I'd like to have more friends.
- 7 I don't want to smoke any more, but I can't quit.

- 9** Write down three wishes about your life (past or present). Then work in pairs and compare your ideas.

10.2 Memorable people

Grammar review of past tenses

Can do briefly describe a famous person



Marie Curie

Marie Skłodowska Curie's family had lost all their money so Marie worked as a governess so her sister could go to (1) _____. Marie fell in love with her employer's (2) _____, but they were not allowed to (3) _____. She paid for her education in Paris by (4) _____ in the evenings. She married Pierre Curie in (5) _____ and they discovered radium together. She won the Nobel Prize in 1903 and (6) _____.



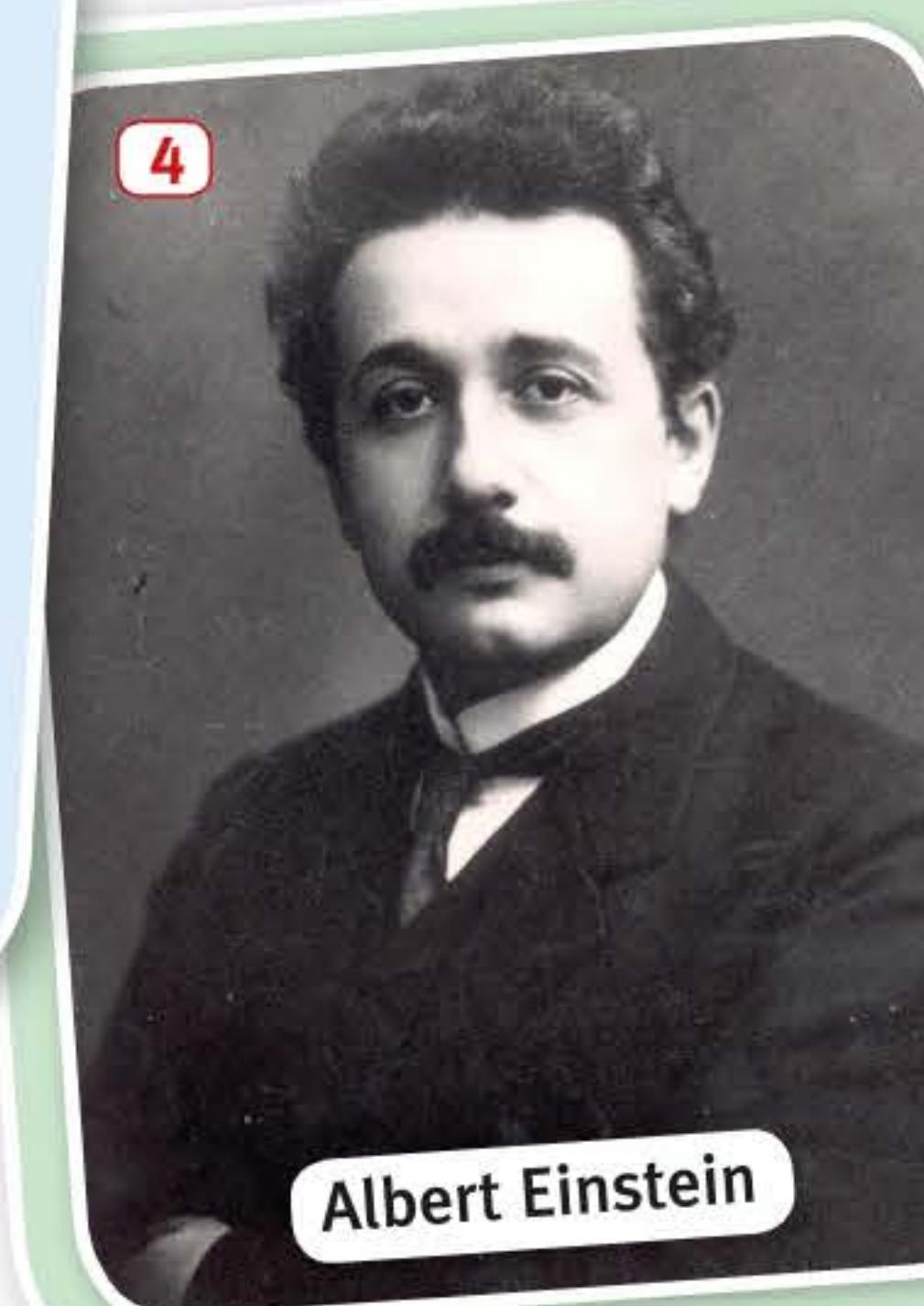
Tanni Grey Thompson

As a child, Baroness Tanni Grey Thompson enjoyed a variety of sports, including swimming, archery and horse-riding. She entered her first wheelchair race aged (1) _____. Two years later she won a national event. She won her first Paralympic medal in (2) _____ but had to stop racing because she needed surgery on (3) _____. She returned to racing and won eleven (4) _____.



Pelé

Pelé was born into (1) _____ in Minas Gerais, Brazil. He started work aged (2) _____, as a shoe shine boy. He was so poor that he (3) _____ a proper football. Nevertheless, he became one of the greatest footballers of all time.



Albert Einstein

Albert Einstein did not speak well until (1) _____ and one of his teachers thought that he would never be (2) _____. Despite this, Einstein went on to publish more than (3) _____ scientific works, including his theories of relativity.

Listening

- 1** a Do you know anything about the people in the photos? What memorable things do you think they did?

b 2.46 Listen and check your ideas.

c Listen again and complete the texts above about each person.

Vocabulary | biographies

- 2** Match the phrases (1–6) from the listening with the meanings (a–f).

- | |
|--|
| 1 a difficult start in life |
| 2 one of the greatest ... of all times |
| 3 against the odds |
| 4 from an early age |
| 5 is widely considered to be |
| 6 is best known for |
| a although it seemed very unlikely |
| b most people agree this person is |
| c one of the best ... ever |
| d problems in childhood |
| e from childhood or youth |
| f is famous because of |

- 3** Complete the sentences with a suitable word or phrase (1–6) from exercise 2.

- 1 Tanni Grey Thompson was interested in sport _____.
- 2 Marie Curie _____ discovering radium.
- 3 Pelé had _____ because he was born into a very poor family.
- 4 Einstein _____ the father of modern physics.
- 5 Pelé is _____ footballers _____.
- 6 Despite some problems, all four people succeeded _____.

- 4** a Think of another famous person, or someone you know who succeeded against the odds. Make notes about what they did, using words and phrases from exercise 2.

- b Work in groups. Tell each other about the person you chose and why.

THE MAKING OF

1 She was born in a home for poor people in Saumur, France, on 19 August 1883, and christened Gabrielle. Her mother died when she was just six years old. This left her father with Gabrielle and four other young children. What happened next?
 a) The father brought them up alone.
 b) The children became film stars.
 c) The father sent them away.

Read 5 to find out →

4 She was still working up until her death on 10 January, 1971, when her fashion empire brought in over \$160 million a year. Before that, in 1969, Katharine Hepburn had starred in a Broadway musical about her life. She is considered one of the most influential fashion designers of the twentieth century.

THE END

6 She began to design clothes for women. She said, 'Most women dress for men and want to be admired. But they must also be able to move, to get into a car. Clothes must have a natural shape.' What was her other famous product?
 a) Shoes.
 b) Perfume.
 c) Furniture.

Read 2 to find out →



Reading and listening

5 a Work in pairs. Read about another person who succeeded against the odds. Stop at each question and guess the answer. Then follow the instruction to the next stage of the story.

b When you know who the famous person is, complete the title with her name.

6 a ^{2.47} Listen to a summary of the woman's life. Which three facts does the speaker get wrong?

b Work in pairs. Retell the woman's life story using the numbers/dates in the box.

19 August, 1883 six years old two men
 1913 31 rue Cambon No.5 1920s and 1930s
 1939 1953 1969 10 January, 1971
 twentieth century \$160 million



7 She had worked for a short time as a nurse in World War I, but during World War II she went to Switzerland. She returned to France in 1953 and dressed many Hollywood stars, such as Liz Taylor and Katharine Hepburn. What happened next?
 a) She acted in a film about her life.
 b) She died in the 1970s.
 c) She moved to the West Indies.

Read 4 to find out →

3 With the men's money and contacts, she opened a hat shop in 1913. She soon expanded her business to include clothes, and opened a fashion shop at 31 rue Cambon, Paris. What happened next?
 a) They shot each other because they loved her.
 b) They helped her start a clothes business.
 c) They paid for her to travel around the world.

Read 6 to find out →



2 In the early 1920s she introduced Chanel No. 5, which became one of the world's favourite perfumes. Throughout the 1920s and 30s her clothes were becoming more and more popular. But then, in 1939, World War II began. What happened to her?
 a) She moved to Switzerland.
 b) She designed uniforms for soldiers.
 c) She worked as a nurse.

Read 7 to find out →

Read 3 to find out →

Reading and listening

5 a Work in pairs. Read about another person who succeeded against the odds. Stop at each question and guess the answer. Then follow the instruction to the next stage of the story.

b When you know who the famous person is, complete the title with her name.

6 a ^{2.47} Listen to a summary of the woman's life. Which three facts does the speaker get wrong?

b Work in pairs. Retell the woman's life story using the numbers/dates in the box.

19 August, 1883 six years old two men
 1913 31 rue Cambon No.5 1920s and 1930s
 1939 1953 1969 10 January, 1971
 twentieth century \$160 million

Grammar | review of past tenses

7 a Underline the different tenses that are used to describe the woman's life in the article on page 138.

b Read the Active grammar box and complete the rules with *Past Perfect*, *Past Continuous* and/or *Past Simple*.

Active grammar

We use the _____ to describe the main events of a story.

We use the _____ to make it clear that something happened before the main events in the past.

I felt ill because I had eaten bad food.

We use the _____ to describe actions that were already in progress when the main events happened.

We often use the _____ and _____ together when one action was in progress and the other action happened suddenly.

He was sleeping when the storm began.

see Reference page 145

8 a Read about Gianni Versace. Put the verbs in brackets into the correct tense. There is one passive.

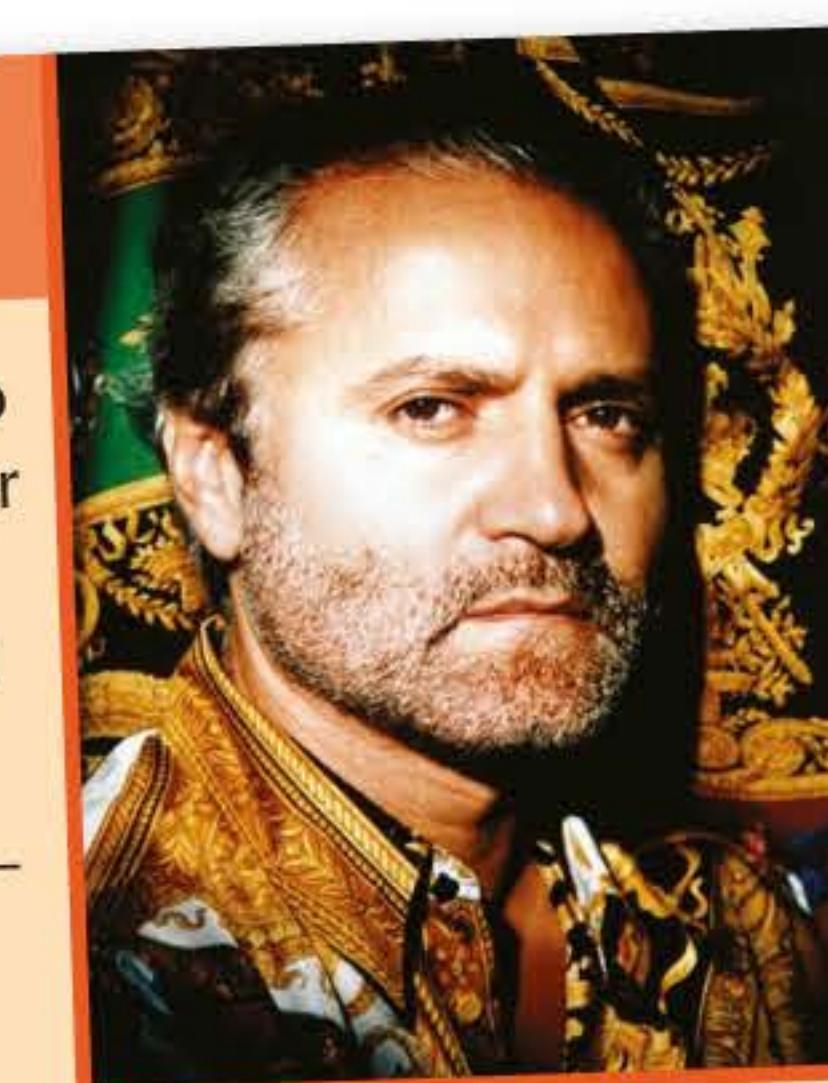
b Find three things Versace had in common with the woman in the article on page 138.

GIANNI VERSACE

Gianni Versace was born in Reggio Calabria, Italy, in 1946. His mother had a clothes shop, and it was while he (1) _____ (grow up) that he learned about making clothes. In 1972 he (2) _____ (move) to Milan to become a fashion designer, and in 1978 he (3) _____ (open) his first shop. In the same year, he (4) _____ (present) his first collection for women. He (5) _____ (already/design) a leather collection for a company called Complice, but now, he worked for himself.

His designs (6) _____ (be) brightly coloured and sexy, and he used celebrities like Madonna, Tina Turner and Bon Jovi as models. In 1984 he (7) _____ (bring out) his own fragrance for men, Versace l'Homme.

On 16th July 1997, while he (8) _____ (walk) outside his apartment in South Beach, Miami, he (9) _____ (shoot) dead by an unknown killer.



During his life, his fashion empire (10) _____ (become) so successful that it was worth over \$800 million.

Pronunciation | pronouncing numbers

9 a Read the information in the How to... box. Then look back at the numbers/dates in the box in exercise 6b and say them aloud.

How to... say numbers

	Written	Spoken
Dates	02/12/03	The second of December, two thousand and three
	1750s	The seventeen fifties
	C19th	The nineteenth century
Percentages	21.2%	Twenty-one point two percent
Money	£78.32	Seventy-eight pounds, thirty-two pence
Big numbers	1,265	One thousand, two hundred and sixty-five
	1,000,000	A million/One million
Fractions	1 ½	One and a half
	¾	Three-quarters

b Say the numbers.

- 1 54½ 4 2010 7 €1,300,000 10 6.2%
 2 4,076 5 \$4,375 8 7¾ 11 1920s
 3 9.3% 6 12/04/13 9 21st May

c Listen and check. When do we use *and*? When do we use *the*?

see Pronunciation bank page 164

10 Work in pairs.

Student A: turn to page 151.

Student B: turn to page 152.

You have the same ideas but with different information missing. Ask and answer questions to complete your information.

Speaking

11 a Write down five numbers that are important to you. They could be dates, years, code numbers, prices, etc.

b Work in pairs and show your partner your numbers. Ask your partner questions to find out why each number is important. Then ask follow-up questions.

A: *Why did you write July 1997?*

B: *I graduated in July 1997.*

A: *What did you study?*

10.3 Saying goodbye

10.3

Grammar

Phrasal verbs

Can do understand cultural differences



Reading and speaking

1 **a** What types of goodbye are shown in the photos (A–E)?

b What do you think are the best and worst ways to say goodbye? Think about the situations shown in the photos.

2 **a** Work in pairs.

Student A: read the article on this page.

Student B: read the article on page 151.

Answer the questions below.

- 1 What type of goodbye is described in your article?
- 2 How did the companies/people say goodbye?
- 3 What is the conclusion at the end of the article?
- 4 What do you think of the behaviour described in the article?
- 5 Is there a 'good' way to say goodbye in these situations?

b Explain your article to your partner. Use your answers to exercise 2a to help you. Then quickly read your partner's article.

3 Work in pairs. Match the phrasal verbs in bold in the article on this page and on page 151 with the meanings in the box.

arriving became continue cancelled discover
experienced (something bad) finished a relationship
happening tolerate think of/invent recover from
returned

We're letting you go.

One company text-messaged its employees, asking them to check their email to see if they had been retained. Those who had lost their jobs were not contacted at all. It's probably not the nicest way to **find out** that you are now unemployed. But it's maybe better than some. A recent survey in New Zealand found that several people claimed to have been fired by post-it note.

Or, using a newer technology, an employee in the North of England was recently fired for **turning up** late. Fair enough, you might think, but was it really acceptable to sack her by sending her a message on Facebook?

A receptionist for a certain company was asked to train up a new assistant. One day she **came back** from lunch and found that her security card didn't work. 'What's **going on**?' she asked. The reply? She had been replaced by her new 'assistant'.

It is impossible to **come up with** a 'nice' way to fire someone, but managers should at least do it in private and show respect for the employee. The problem is that bosses often panic. They are worried that the fired employees will steal important information. And they are sometimes right: in one company, the fired staff stole computers and other equipment and nearly destroyed the company's offices as an argument **turned into** a riot.

Grammar | phrasal verbs

4 Read the Active grammar box. Match the phrasal verbs in **bold** from the articles on pages 140 and 151 with the phrasal verb types (A–D).

Active grammar

There are four different types of phrasal verb:

A The verb takes no object (intransitive). *I turned up late.*

B The verb takes an object (transitive) and the verb and particle can split.* *I called off the wedding.*

I called the wedding off.
I called it off.

*When the object is a pronoun (he/she/it, etc.) the verb and particle must split. NOT: *I called-off it.*

C The verb takes an object but the verb and particle cannot split (transitive, inseparable). *He's going through a difficult time.*

NOT: *He's going a difficult time through.*

D The verb has two particles and doesn't split (transitive, inseparable). *We came up with a new idea.*

NOT: *We came up a new idea with.*

6 Use words from boxes A and B to complete each sentence below. Change the tense if necessary.

A

carry come go (x2) put split turn (x2)

B

into on (x2) up (x4) through with (x2)

- 1 I won't _____ this noise! If it continues, I'll call the police!
- 2 The book was _____ a film.
- 3 I don't need a break. I'm going to _____.
- 4 It was a quiet party. There were only six of us, though later more people _____.
- 5 Can someone explain? I have no idea what's _____.
- 6 She _____ a difficult period when she lost her job, but she's OK now.
- 7 Couples usually _____ because of jealousy or boredom, or because they find other partners!
- 8 You need to _____ a plan to improve your business, because you are losing money.

Pronunciation | word stress in phrasal verbs

7 **a** Listen to the sentences from exercise 6. Which part of the phrasal verb is the main stress on?

b Which phrasal verbs in exercise 6 have the main stress on the verb? Which type (A–D) are they?

see *Pronunciation bank page 163*

8 Work in pairs. Make a sentence about a picture (A–F) using a phrasal verb. Can your partner guess which picture it is?



Listening

- 9** **a** 2.50 Listen to four goodbyes. Number the situations below in the order you hear them.

a father and daughter before she goes away
 friends at the end of a party
 a speaker at the end of a conference
 two colleagues at the end of the day

- b** Listen again. In which situation (1–4) in exercise 9a ...

a might some people meet again the following weekend?
 b will someone wait for an email?
 c is someone in a hurry?
 d will someone wait for a phone call?

- c** Look at the How to... box. Then listen again and tick (✓) the phrases you hear. Which phrases are more formal?

How to... say goodbye (in person)

Signalling that you're going	Right then, it's time I made a move. ... I'm off. (Is that the time?) Sorry, I've got to dash.
Thanking (if appropriate)	Thank you very much for coming. Thank you and goodbye. Thanks for everything. I really enjoyed it.
Pre-closing	We'll see you in a couple of weeks. Maybe see you next weekend. Have a safe trip/nice weekend.
Saying goodbye	Take care. See you. Catch you later.



- 10** **a** You are going to listen to two friends saying goodbye. First try to complete B's part of the dialogue using the phrases in the box.

Yes, that sounds good. See you then.
Yes, me too. I've got loads to do.
Yeah, bye. You too.

- A: Right well, I'd better be going.
B: _____.
A: Maybe see you next Wednesday then?
B: _____.
A: Have a good weekend.
B: _____.
A: See you.
B: _____.

- b** 2.51 Listen and check your answers. Which phrases do they use ...

- 1 to signal they are going?
2 just before they say goodbye?
3 to say goodbye?

c British and American speakers tend to take a long time to say goodbye, to make sure that the other person has definitely finished. Is it the same in your country or different?

- 11** Work in pairs. Look at the role cards and roleplay each situation. Then swap roles and repeat.

Situation 1

Student A: You have been to a friend's house for dinner. You have just realised that you need to go or you will be late for the babysitter. Say goodbye appropriately.

Student B: You are hosting a dinner party. Say goodbye appropriately to your guest.

Situation 2

Student A: You have been speaking on the telephone to your best friend for an hour. Now you need to go. Say goodbye appropriately.

Student B: You have been talking to your best friend on the phone for an hour. Now they need to go. Say goodbye appropriately.

10 Vocabulary | the senses

- 1** **a** Which senses – sight, sound, smell, touch or taste – do you associate with the photos (A–E)?

- b** Which senses do you first associate with the words in the box?

a cold wind a cotton shirt a mountain stream
a stone floor drums fish fresh bread
olives petrol red roses sunshine the sea

- c** Complete the phrases below with words/phrases from the box in exercise 1b.

- 1 The look/sight of ... 4 The smell of ...
2 The sound of ... 5 The taste of ...
3 The feel of ...

- d** Work in pairs. Tell your partner which things in exercise 1b you like/dislike.

I love the taste of olive oil and fresh coffee.

- 2** **a** Look at the table below. Then match sentences from A and B to make dialogues.

It looks	+ adjective	It looks beautiful. It tastes delicious.
feels	+ like + noun phrase	It sounds like a mechanical problem. It looks like a nice day.

A	B
1 I love this dress.	a Yes, he looked terrible.
2 Shall we go to the cinema?	b Yes, the roses smell beautiful.
3 I cooked the soup myself.	c Yes, touch it. It feels very soft.
4 Can you hear the birds singing?	d Yes, it looks great on you.
5 Miguel went home early.	e That sounds like a great idea.
6 Have you been in the garden?	f Yes, they sound lovely.
7 Are you sure this fish is fresh?	g It tastes delicious.
8 Is the skirt made of silk?	h No, it smells a bit strange.

- b** Work in pairs and practise the dialogues.

- c** 2.52 Listen to someone reacting to five different situations. What do you think has just happened in each instance? Which sense is she using?

- 3** **a** Work in pairs. Discuss the difference in meaning between the following verbs.

- 1 see/look at/watch
2 listen to/hear
3 touch/hold



- b** Complete the sentences with the verbs from exercise 3a.

- 1 Can you _____ this bag for me? It's very heavy.
2 Have you _____ Jo's car? It's very fast.
3 Can you speak up, please? I can't _____ you.
4 Don't _____ that wire! It looks dangerous.
5 I was just _____ these beautiful photos.
6 Shall we _____ some music on the radio?
7 Did you _____ that TV programme last night?

- 4** **a** Read the poem below. Then write your own version by changing the words in *italics*.

I love the look of *mountains with snow on top*,
I love the smell of *fresh coffee beans*,
I love the taste of *pasta with garlic*,
I love the sound of *a young boy singing*,
But most of all I love the feel of *a warm wind on my face*,
It reminds me of *walking by the sea*.

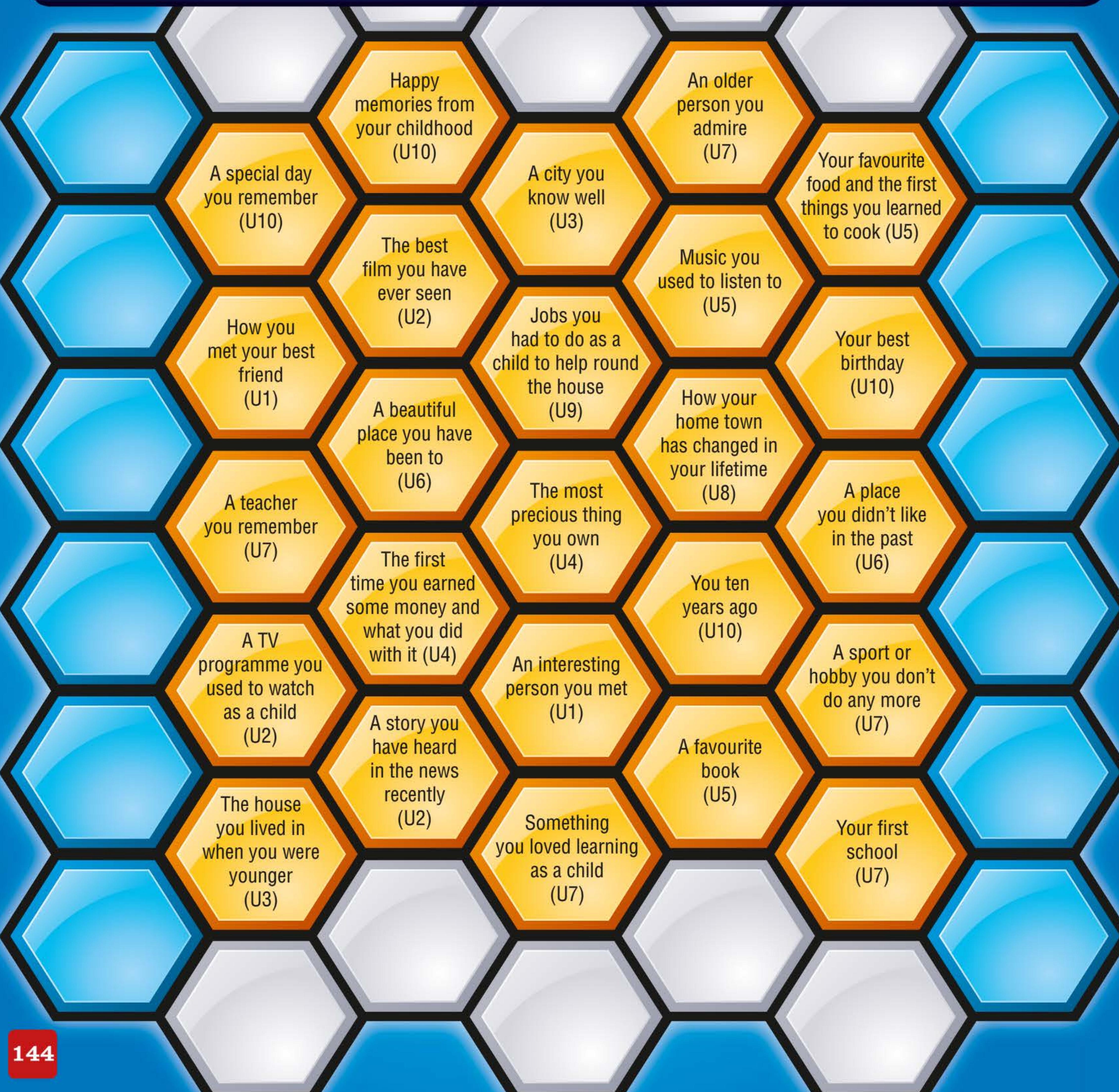
- b** Work in groups. Take it in turns to read your poems.

Can do talking about memories

1 Spend a few minutes thinking about the topics in the game below. Then read the instructions on how to play the game.

2 Work in groups and play Memory Blockbusters.

MEMORY BLOCKBUSTERS



How to play...

- Play in two teams: A and B. Teams can have one or more members.
- The teams take it in turns to choose a block. When a team has chosen a block, one of the team members must try to talk about the topic in the block for one minute. If they succeed they win the block.
- The aim of the game is to win a line of blocks from top to bottom (team A) or side to side (team B). When a block has been won, it cannot be used by the other team.
- The first team to make a line of blocks is the winner.

I wish/If only

We use *wish* to say we would like something to be different from the reality.

To talk about a wish in the present, or a permanent wish, use *wish + Past Simple*. The most common verbs are *wish + was/were* and *wish + had*.

She wishes she was taller.

I wish I had a pen.

With the verb *to be* you can also say *I wish I were/she wishes she were*.

She wishes she were taller.

To talk about a wish in the past, use *wish + past perfect*.

He wishes he had gone to the exhibition yesterday.

I wish I hadn't eaten that sandwich.

We use *wish + object + would* to show you want something to change. We often use this structure to show anger or annoyance.

I wish she would come on time.

I wish you wouldn't make that noise.

! We can't say: *I wish I would*.

We use *wish + could* to talk about an ability that you want but don't have.

I wish I could play chess as well as you.

I wish I could fly.

! We don't usually use *wish + couldn't*.

We can also use *if only* instead of *I wish*. The meaning is a little bit stronger than *I wish*.

If only we could go home!

If only they hadn't taken the money!

Review of past tenses

We often use the Past Simple, Past Perfect and Past Continuous for narratives.

The Past Simple is used for the main completed events of a story.

I took the money and ran.

The Past Perfect is used to make it clear that one action happened before another action.

I knew I'd seen him before.

The Past Continuous is used for an action in progress when the main events happened. It's often a background action in the narrative.

When I got outside, it was raining hard.

I was living in Paris when I married Lily. I'd met her in Austria.

Phrasal verbs

There are four main types of phrasal verbs:

1 Intransitive

The verb takes no object.

I grew up.

2 Transitive – separable

The verb takes an object and the verb and particle can split.

I turned off the light.

I turned the light off.

I turned it off.

When the object is a pronoun (*he/she/it*, etc.) the verb and particle must split.

NOT: *I turned off it.*

3 Transitive – inseparable

The verb takes an object, but the verb and particle cannot split.

He got on the bus.

NOT: *He got the bus on.*

4 Three-part

The verb has two particles and doesn't split (transitive, inseparable).

We're looking forward to seeing you.

NOT: *We're looking forward seeing you to.*

Key vocabulary

Memory

commemorate homesick in memory of memento
memorial nostalgia remember remind us of

Biographies

a difficult start in life against the odds
from an early age is best known for
is widely considered to be
one of the greatest ... of all times

Phrasal verbs

call off carry on come back come up with
get over go on go through find out
put up with split up turn into turn up

The senses

feel hear hold listen to look look at see
smell sound taste touch watch



Listen to the explanations and vocabulary.



see Writing bank page 162

10 Review and practice

- 1** Complete the sentences using the verbs in brackets. You may need to use some extra words.
- He has to wash all the dishes. He probably wishes he _____ (have) a dishwasher.

He has to wash all the dishes. He probably wishes he had a dishwasher.

- 1 I have to read so many books! I wish I _____ (be) such a slow reader.
- 2 She's so full she can't sleep. She probably wishes she _____ (eat) so much.
- 3 I loved Disneyland! I wish I _____ (go) there the last time I was in the US.
- 4 He hates taking trains. He wishes he _____ (have) a car.
- 5 There are some job vacancies in the Bahamas. Don't you wish you _____ (can/work) there?
- 6 My favourite film was on TV yesterday, but at 1:00 a.m. I wish they _____ (show) it earlier.
- 7 Those children have been inside all day. They probably wish they _____ (can/play) outside.
- 8 It is such beautiful weather! Do you wish you _____ (be) on holiday?

- 2** Complete the dialogues using the correct form of the verbs in the box.

not answer do listen not hear

- A: I knocked on the door last night but you (1) _____. What (2) _____?
- B: Oh, sorry. I (3) _____ to music and I (4) _____ you.

go have stop

- A: (5) _____ a good weekend?
- B: Yes, we (6) _____ for a picnic.
- A: In the rain?
- B: No! The rain (7) _____ by the time we got to the park.

get back not go visit

- A: Why (8) _____ to the New Year party? We missed you.
- B: I was exhausted because I (9) _____ from Australia that morning.
- A: Really? What were you doing there?
- B: I (10) _____ my cousins.

- 3** Write sentences in the Past Perfect or Past Continuous using the words in brackets.

We tried to call her. (She/switch off her phone)

She had switched off her phone.

- 1 I saw a friend after many years. She looked very different.
(She/change/a lot) _____.
- 2 The book was completely new to me.
(I/never/read/before) _____.
- 3 Tom was in the pool from 6:15 a.m. to 6:45 a.m.
(At 6:30 a.m. he/swim) _____.
- 4 Javed didn't break the window at midnight.
(He/sleep/in his room/at midnight) _____.
- 5 I couldn't cross the border into Mexico.
(I/lose/my passport) _____.
- 6 Lola went to an interview every day.
(She/look for/a job) _____.

- 4** Replace the underlined verbs with the correct form of the phrasal verbs in the box.

call off carry on come up with find out
go on put up with split up turn up

- 1 My husband and I separated last year.
- 2 She arrived nearly an hour late!
- 3 What's happening?
- 4 I can't tolerate your behaviour any longer.
- 5 They cancelled the wedding at the last minute.
- 6 I'll probably need to continue working until I'm seventy.
- 7 Don't worry. He won't discover what we did with the money!
- 8 He thought of a brilliant new idea.

- 5** Complete the text with the words and phrases in the box.

against the odds best known for
from an early age is widely considered to be
of all time remembered

Luciano Pavarotti came from a very poor family but, (1) _____, he became rich and famous. He (2) _____ one of the most commercially successful singers (3) _____. Pavarotti enjoyed singing (4) _____ but originally dreamed of being a football goalkeeper. He is perhaps (5) _____ his version of *Nessun Dorma*, sung for the 1990 World Cup in Italy. He died in 2007 and will be (6) _____ for a long time to come.

Communication activities

Unit 1 Lesson 1.1 Exercise 10a

Student B

Read the text below and answer the questions.

- 1 How did François behave at the restaurant?
- 2 What did his parents-in-law think?
- 3 Why did he behave that way?
- 4 How did he feel afterwards?

Not in my culture...

The first time they met François, my parents insisted on taking him to the nicest Persian restaurant in Los Angeles. My father ordered some starters, which François ate enthusiastically while questioning my mother about the ingredients:

'Are these Persian cucumbers?'

'Is the cheese made with sheep's milk?'

Once the starters were finished, François selected the biggest dish on the menu, the *sultani*, a combination of lamb, beef, and chicken on an enormous pile of rice. His order arrived, looking as if someone had just cooked an entire zoo. François ate and ate and ate. My father asked me, in Persian, whether he always ate like this. My mother said, in Persian, that she hoped he wasn't going to get sick. Meanwhile, François kept eating.

By the time he was finished, there was not a grain of rice left on his plate. My mother told him how lucky he was that he could eat enough food for three people and not be fat.

Unbelievably, he ordered dessert, explaining that he couldn't possibly not have the rose water and pistachio ice cream. By then, I was just hoping that if he did throw up, it wouldn't happen in my father's car.

Once we arrived at my house, I asked François why he had eaten so much. 'I know that Middle Easterners love to feed people and I wanted to make a good impression on your parents,' he said. 'But now I need to go and lie down.'

Unit 4 Lesson 4.2 Exercise 11b

Words and phrases connected with shopping:

Verbs	Nouns	Adjectives
spend	money	cheap(er)
afford	impulse buy	reduced
buy ... cheaply	the sales	
pay (hundreds of pounds)	(what a) bargain	
shop around	checkout	
get the best deal	shopping list	
	big ticket item	
	price comparison	
	websites	
	an expensive mistake	
	receipt	
	refund	

Unit 4 Lesson 4.3 Exercise 3

Student B

How you are persuaded to spend more by ...

supermarkets.

We spend more time in them than we want to, we buy seventy-five percent of our food from them and we buy a lot of products that we don't even need.

Supermarkets always have good marketing ideas. When shopping baskets were introduced in the 1950s' stores, they were an immediate success. Now shoppers could walk around and pick up items they previously didn't even look at. Soon came trolleys, and the bigger the trolley, the more people buy. Customers think, 'If I buy lots now, I won't need to come back later.'

Supermarkets help us enjoy shopping by making the environment pleasant. They play music to help us relax and blow air from the in-store bakery around the shop.

Some stores have 'greeters' to welcome you. This gives the illusion of community – the notion that shopping in a giant store isn't so different from visiting a village shop.

Warning signs:

- Two-for-one deals: supermarkets usually offer these when a fruit or vegetable is in season, and so there is a lot of it, and it's cheap.
- Music: if the experience is relaxing, you will stay in the shop longer. The longer you stay, the more you buy.
- The influence of smell: as soon as you walk into the shop, you can smell the bread and coffee. Pleasant aromas can make you buy more.

Unit 5 Lesson 5.1 Exercise 13a

Problems

- 1 Your hotel has been receiving complaints from the customers because the lifts are too slow. They are very old, expensive lifts with material on the walls. The cost of buying new lifts is extremely high, and the hotel doesn't have enough money. Think of a solution.
- 2 You work in a university hospital. You want to persuade the students to get an injection against tetanus. You have been sending brochures to the students for one year, but only three percent of the students have come for an injection. Another university hospital has been doing the same thing, but twenty-eight percent of their students have had injections. They've been sending out one extra piece of paper with the brochure. What is on this piece of paper?

Unit 5 Lesson 5.1 Exercise 13c**Solutions**

- 1** The hotel manager put mirrors in the lifts. The complaints stopped immediately. When people have something interesting to look at, they don't mind a delay!
- 2** The piece of paper contained a map of the university area showing exactly where the hospital was, and the times it was open for students to have their injection. The students knew the dangers of tetanus but wanted to know how to 'fit' the injections into their lives.

Unit 5 Vocabulary Exercise 2a

- | | |
|-------------|-------------------------|
| 1 surfing | 4 vacuum cleaner/Hoover |
| 2 curry | 5 bookshelves |
| 3 mud/earth | |

Unit 6 Lesson 6.1 Exercise 11**Unit 9 Communication Exercise 3a****Student A****Questions 1–4****1 What has been your greatest achievement?**

Think of a specific example and explain exactly how you made it happen. If possible, make sure that it is related to the job you are applying for now.

2 How do you deal with stress?

It is important to say that you enjoy working under pressure and give an example of how you handle stress.

3 What is the most difficult situation you have had to face and how did you deal with it?

Think of a specific example and describe what happened and exactly how you dealt with it. This is something you can prepare in advance.

4 What are your ambitions for the next five years?

Don't say that you would like to have your interviewer's job!

Unit 5 Lesson 6.2 Exercise 6**Student A**

Situation 1: In a train station:
You work in the ticket office.

Trains from Sydney to Canberra.
Dep. 06:58 – Arr. 11:21 (Mon–Sat)
Dep. 12:10 – Arr. 16:29, Tues, Thurs, Sat, Sun.
Dep. 18:15 – Arr. 22:31, Mon, Wed, Fri, Sun

One-way tickets cost:
Economy \$57, 1st class \$80

Situation 2: In a tourist office:
You would like to see the Dreamers exhibition of aboriginal art at the Art Gallery of New South Wales in Sydney next Wednesday.

Find out ...

- how to get to the art gallery.
- what time it opens/closes.
- how much the exhibition costs.

Unit 6 Lesson 6.3 Exercise 6a**Marco Polo**

Marco Polo was born in around 1254 into a wealthy family of merchants in Venice. At the age of sixteen or seventeen he travelled to the court of Kublai Khan in China with his father and uncle. They stayed in China for seventeen years, and Marco travelled round the country on various diplomatic missions for Khan. In 1292 the Polos left China to accompany a Mongol Princess to Iran, from where they finally returned to Venice in 1295. On his return the stories of Marco's travels were turned into a very popular book which was translated into many languages.

Unit 7 Lesson 7.1 Exercise 12a**Student A****Quiz A**

- 1** Who painted Guernica in 1937? **Picasso.**
- 2** When did Mozart start composing music? **When he was four years old. / 1760.**
- 3** Who discovered penicillin in 1928? **Sir Alexander Fleming.**
- 4** Which of the world's greatest scientists lived from 1879–1955? **Albert Einstein.**
- 5** Which famous city is nicknamed *The Big Apple*? **New York.**
- 6** What invention is Guglielmo Marconi responsible for? **The radio.**
- 7** Which is the largest desert in the world? **The Sahara.**
- 8** Who wrote the best-sellers *The Da Vinci Code* and *The Lost Symbol*? **Dan Brown.**
- 9** Which country is the oldest surviving republic in the world? **San Marino.**
- 10** When did Tom Daley become Britain's youngest ever male Olympics competitor? **In 2008 in Beijing.**

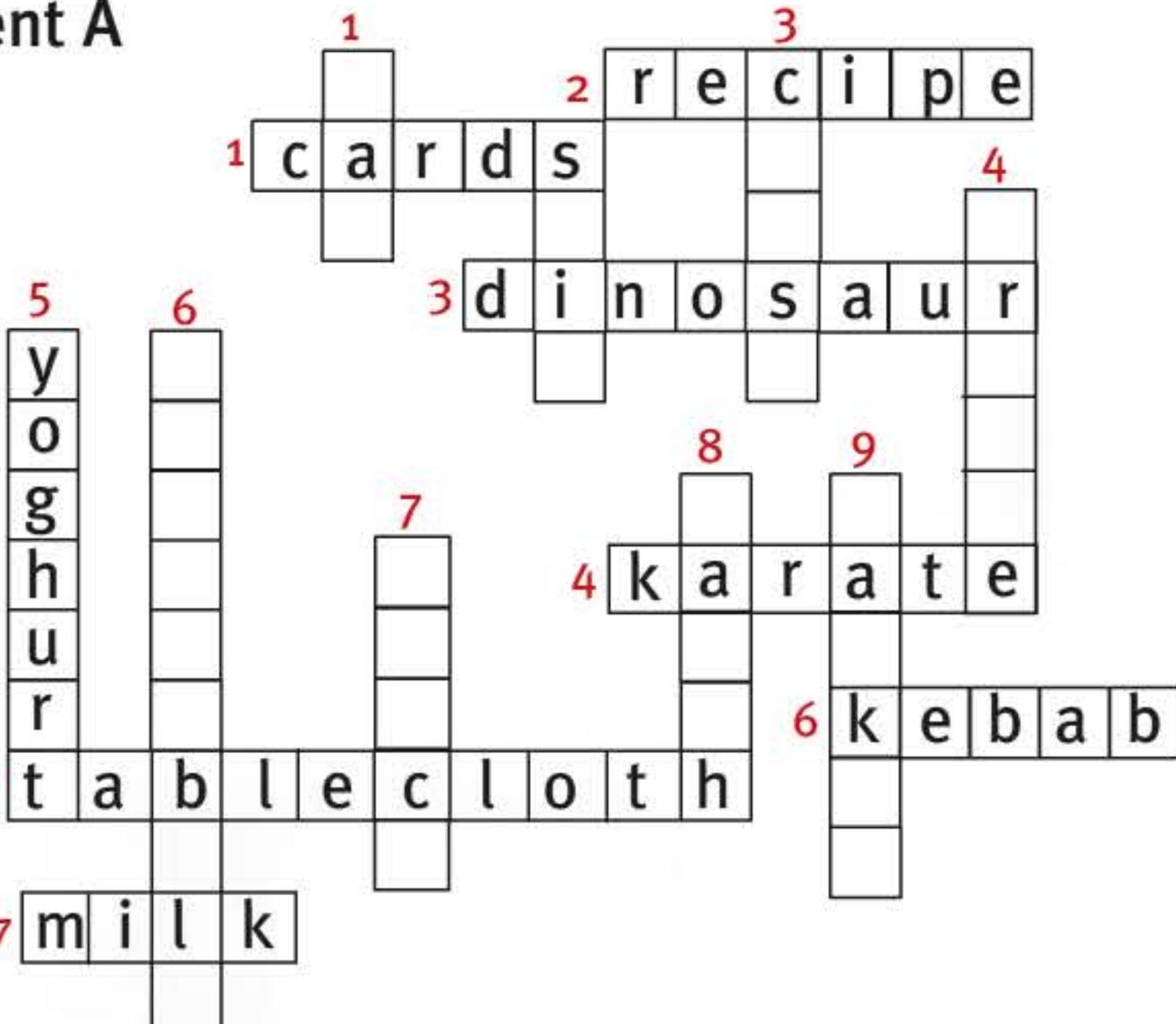
Unit 7 Lesson 7.3 Exercise 3a**Student B**

Buster Martin retired at ninety-seven, but three years later he decided to go back to work because he was getting bored. He was told to take the day off for his 100th birthday, but turned up to work anyway.

Buster, born in 1906, started work at fifteen and has worked hard ever since. Somehow he and his wife also managed to have seventeen children. He doesn't believe in healthy eating and refuses to drink water.

**Unit 5 Vocabulary Exercise 5**

Communication activities

Student A**Unit 7 Vocabulary Exercise 3****Student A**

- 1** *Learn by heart* comes from the Ancient Greek belief that the heart was where intelligence and memory were found, not the brain.
- 2** *A piece of cake* – this means that something is as easy as eating a piece of cake, not making one!
- 3** *Haven't got a clue* – a clue was originally a ball of string which could be used to mark your path in a maze so you could find your way out safely.

Unit 7 Communication Exercise 4a

The words and phrases to memorise are:
correct, manage, exam, mistake, older, every,
learn by heart, teacher, children, in at the deep end.

► When her husband died in 1970, Mary Wesley found she couldn't survive on her very small pension, so she decided to try and make a living as an author. Her first novel for adults was published when she was seventy-one years old and over the next twenty years before her death, she went on to write ten best-sellers, selling over three million copies. One of her books, *The Camomile Lawn*, was made into a television series and she suddenly found herself rich and even quite famous.



Unit 7 Vocabulary Exercise 3**Student B**

- Pass with flying colours* – the ‘colours’ are actually flags, like a fleet of ships sailing into harbour with their flags flying after winning a battle.
- A *bookworm* is a kind of insect which eats paper, particularly old books, so someone who is a bookworm ‘eats up’ books.
- Teacher’s pet* – this meaning of ‘pet’ actually means ‘favourite’. You can also have a ‘pet project’ – something you particularly like to work on or a ‘pet hate’ – something you love to hate.

Unit 8 Lesson 8.2 Exercise 13b

- Asia isn’t the biggest continent, but actually it has the most people.
- Rich countries regularly throw away food, but fifty percent of the world’s population don’t have enough.
- Sadly, less than twenty percent of the world’s population has running water.
- Perhaps surprisingly, almost eighty percent of the world’s population can read, but only one percent go to university. About five percent of the world’s population now owns a computer, up from less than one percent five years ago.

Complete the sentences with your reactions to the facts above.

- Personally, I was most surprised by the fact that ...
- Actually, I wasn’t surprised by the fact that ... because ...
- Obviously, ...
- I was really shocked/surprised/interested to find out that ...

Unit 9 Communication Exercise 3a**Student B****Questions 5–8**

- 5 **Describe a situation where you worked in a team.**

Companies usually want people who work well as part of a team, so this is an important question.

- 6 **What are your strengths?**

Before the interview think of three key strengths that are relevant to the job and an example for each of them.

- 7 **What kind of people do you find it difficult to work with?**

You should say that you get on with most people, but sometimes find it hard when other people don’t do their job properly.

- 8 **What are your weaknesses?**

This is a difficult question because you don’t really want to tell the interviewer this! Either choose something which is not really a weakness at all – like working too hard – or describe something which used to be a weakness, but that you have now improved.

Unit 8 Communication Exercise 2b

Look at your answers to the quiz on page 116 and write down the letter (LHWP) for each one. Then read your results below.

1	2	3	4
A = H	A = L	A = H	A = L
B = W	B = H	B = P	B = P
C = P	C = W	C = W	C = H
D = L	D = P	D = L	D = W

Mostly L**You love change**

You find it difficult to understand why others find change a problem because you really enjoy it. People who love change can be exciting people to be with, but don’t forget to explain your ideas to friends, colleagues and family.

Mostly P**You like to plan for change**

You think that change is necessary but you like to have a careful plan. This usually works very well, but be careful that you don’t miss a good opportunity because you want more time to plan.

Mostly H**You hate change and will do anything to avoid it**

Change can be difficult, but we all need to make changes sometimes. If you don’t change, then others around you will, and leave you behind. With a little planning and small steps you can feel more comfortable about change.

Mostly W**You worry a lot about change**

People who worry about change always think that the outcome will be negative, but it usually isn’t. Instead of worrying about what is ahead, think about good change, with positive outcomes.

Unit 10 Lesson 10.2 Exercise 10**Student A**

The Stone Angels,

Madison Hall. Date: _____

Economic report:

- We made a _____ percent profit during the fiscal year of 2010, making that year the most successful in the company’s long history.

¾ of all accidents take place in the home.
BE CAREFUL!

Second-hand car.

In good condition. \$_____

From London Terminals
To Chelmsford
Ticket type Cheap day rtn
valid on 05/02/11 only

SERVICE STATION
— KILOMETRES

As stated in legislation
Section 1(d) of the
Code of Amsterry
Sports Club, 1962, the
carrying of firearms is
strictly forbidden on
these premises.

You can save up to £1,999
on household furnishings
if you buy our Millennium
package.

Unit 4 Lesson 4.3 Exercise 3**Student C****How you are persuaded to spend more by ...****advertising.**

Adverts focus either on what products do, or how the products make us feel. Our emotional response to a product is very important. If the advertisement makes us feel good, i.e. it has images which we enjoy and remember, then we start to associate good feelings with the product.

We respond well to adverts which demonstrate a lifestyle we would like to have. Famous people are often used in adverts because of their successful lifestyle. Footballers advertise sports drinks. We buy the drink, and sense the success. A survey of 4,000 adverts found that adverts with celebrities were ten percent more effective than adverts without.

Humour is also used, as funny adverts are remembered for longer. In addition, advertisers appeal to our senses. Unless your mouth waters, a chocolate advert is probably a failure. They want you to want their product.

Warning signs:

- High price: if a product costs a lot of money, it won’t necessarily be good quality. It might be just part of its image.
- Famous people: advertisers want you to believe that if you buy their product, you can start to live the lifestyle of the celebrity who advertises it.
- Reward and punishment: ‘If you buy this, you will stay young’ (the reward), also means ‘Unless you buy this, you will look old’ (the punishment).

Unit 10 Lesson 10.3 Exercise 2**Student B****How not to split up with your partner**

OK, so the rich and famous always say ‘It was an amicable break-up’ or ‘We split up because of work pressures’. Don’t believe a word of it. They may carry on smiling for the cameras, but behind the smiles there are some angry people. Here are some examples why.

One famous actress was expecting a baby when her long-term partner, and the father of the child, sent her a fax to inform her that he was leaving her.

But maybe that’s not as bad as what one famous actor did. He split up with his celebrity girlfriend on a chat show, live, in front of the US public. How do you get over that?!

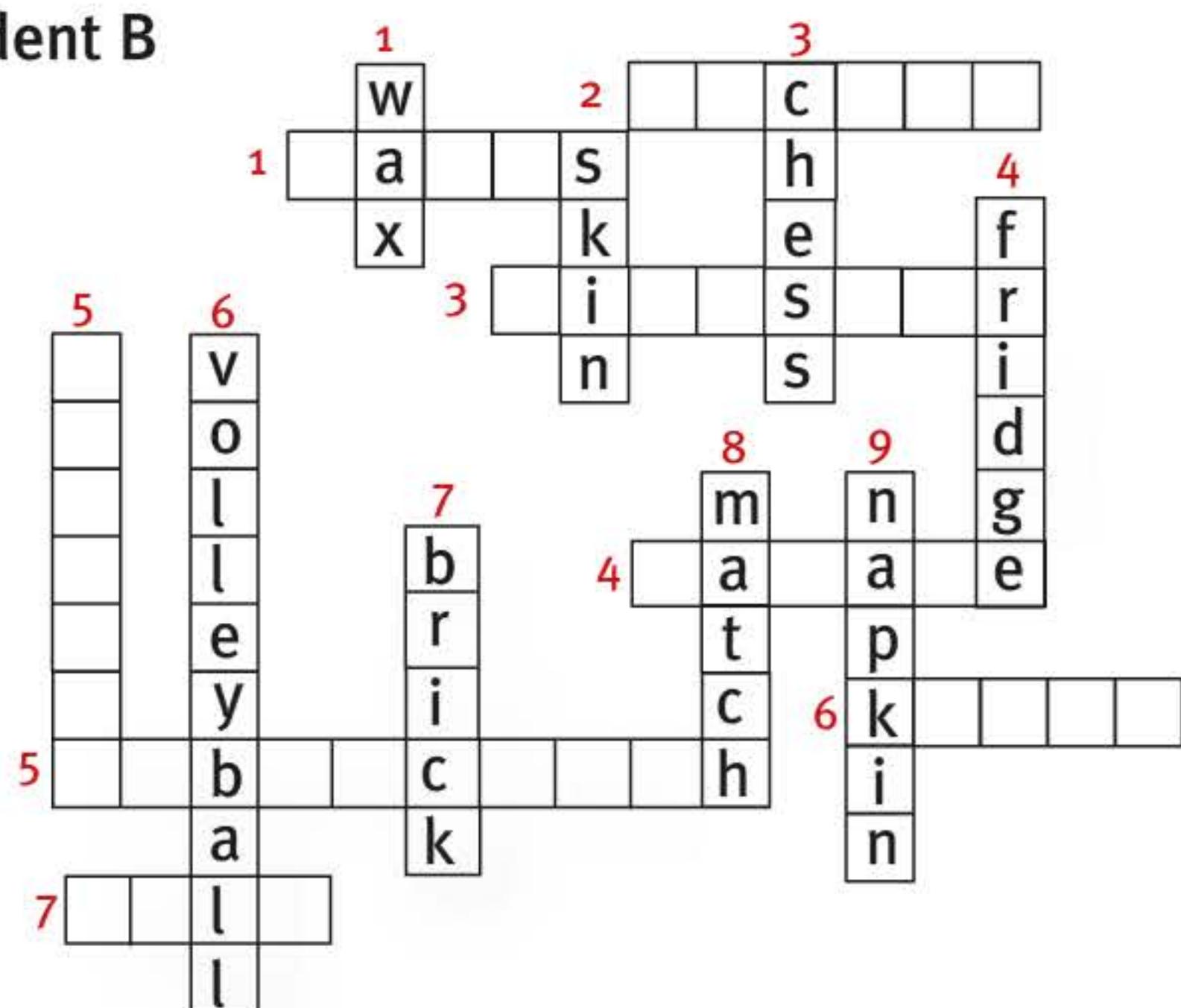
Or the fiancé of a famous supermodel, who called off their wedding by emailing all the guests – before he mentioned it to her.

But if you think they went through hell, times were even harder for women a few centuries ago. Take King Henry VIII’s wives. Out of his six wives, he divorced two and he had another couple executed. When it’s time to say the Big Goodbye, it seems that some unlucky people have always had to put up with a lot from their partners.

Communication activities

Unit 5 Vocabulary Exercise 5

Student B



Unit 6 Lesson 6.2 Exercise 6

Student B

Situation 1: In a train station:

You would like two one-way tickets to Canberra. Find out ...

- what time you can catch the train next Monday.
- how long the journey will take.
- how much the tickets will cost if you travel first class.

Situation 2: In a tourist office:

You work in the tourist office and have the following information about the Art Gallery of New South Wales:

Open every day (except Christmas) 10:00 a.m. – 5:00 p.m.
Late closing Wed at 9:00 p.m.

Free admission.

Nearest train stations are St James and Martin Place, both about 10 minutes walk.

The Gallery is also on the Sydney Explorer bus route – stop 6.

Unit 7 Lesson 7.1 Exercise 12a

Student B

Quiz answers

Quiz B

- 1 Which islands did Christopher Columbus discover in 1492, before he discovered America? **The Bahamas.**
- 2 Who painted the Sistine Chapel? **Michelangelo.**
- 3 What song about London was a huge hit for Lily Allen in 2006? **Smile.**
- 4 Which European country has the smallest area? **The Vatican City.**
- 5 Which team bought Cristiano Ronaldo for \$163 million? **Real Madrid in 2009.**
- 6 Who wrote the song *Imagine* in 1971? **John Lennon.**
- 7 What did Laszlo Biro invent? **The biro pen.**
- 8 Which is the world's longest river? **The Nile.**
- 9 Which famous writer lived from 1564–1616? **William Shakespeare.**
- 10 When did Hong Kong become part of China again? **1997.**

Unit 10 Lesson 10.2 Exercise 12

Student B

The Stone Angels,

Madison Hall. Date: 15th January 2010

Second-hand car.
In good condition.
\$2,500

Economic report:

- We made a 15.6 percent profit during the fiscal year of 2010, making that year the most successful in the company's long history.

**As stated in legislation
Section 1(d) of the
Code of Amsterry
Sports Club, 19____,
the carrying of firearms
is strictly forbidden on
these premises.**

**SERVICE STATION
1½ KILOMETRES**

_____ of all accidents take
place in the home.
BE CAREFUL!

You can save up to £_____
on household furnishings
if you buy our **Millennium
package.**

From London Terminals
To Chelmsford
Ticket type Cheap day rtn
valid on _____ /11 only



1 Informal and semi-formal email

Can do write a semi-formal email, introduce yourself

A Hi there,

Great that we're going to be e-pals. Well, what about me? I'm 22, work in an office (boring) and hobbies are snowboarding and skiing. I've attached a photo of me on my last skiing holiday – it was great! Do you get much snow? I LOVE it!!!

Also listen to a lot of music. What bands do you like? I love Lady Gaga. Cool.

Can't wait to find out all about you! :)

Cheers,

Tomas



Tomas

B Dear Sophie,

My name is Margarita and I will be your teacher this year. I thought that it would be nice if we could get to know each other a little before the term started, so I am emailing everyone.

First, something about me. I live quite near the school with my husband and two children. I've attached a photo of me and the girls in our garden. They are six and eight and I'm sure you can imagine that they keep me quite busy! However, when I do have some spare time, I like walking and cycling. It keeps me fit as well. I also enjoy watching films. What are your hobbies?

It would be great if you could write back and tell me a little about yourself.

Best wishes,

Margarita.



Margarita

1 Read the emails and make notes in the table.

	Tomas	Margarita
Job		
Interests		
Family		

2 Read the emails in exercise 1 again. Which one is informal and which is semi-formal?

3 **a** Look at the features of informal writing in the How to... box. Find one example of each feature in email A.

How to... write informal and semi-formal emails

Informal

1 Using capitals for emphasis

2 Missing out pronouns

3 Mostly short sentences

4 Emoticons e.g. :o

5 Using lots of exclamation marks

6 Greeting with *Hi*, or *Hi there*

7 Saying goodbye with *Cheers, Bye, Love*

Semi-formal

• *Not using capitals except to start a sentence or for a proper noun.*

• 2 _____ pronouns

• 3 Sentences are usually _____

• 4 _____ emoticons

• 5 _____ exclamation marks

• 6 Greeting with _____

• 7 Saying goodbye with _____

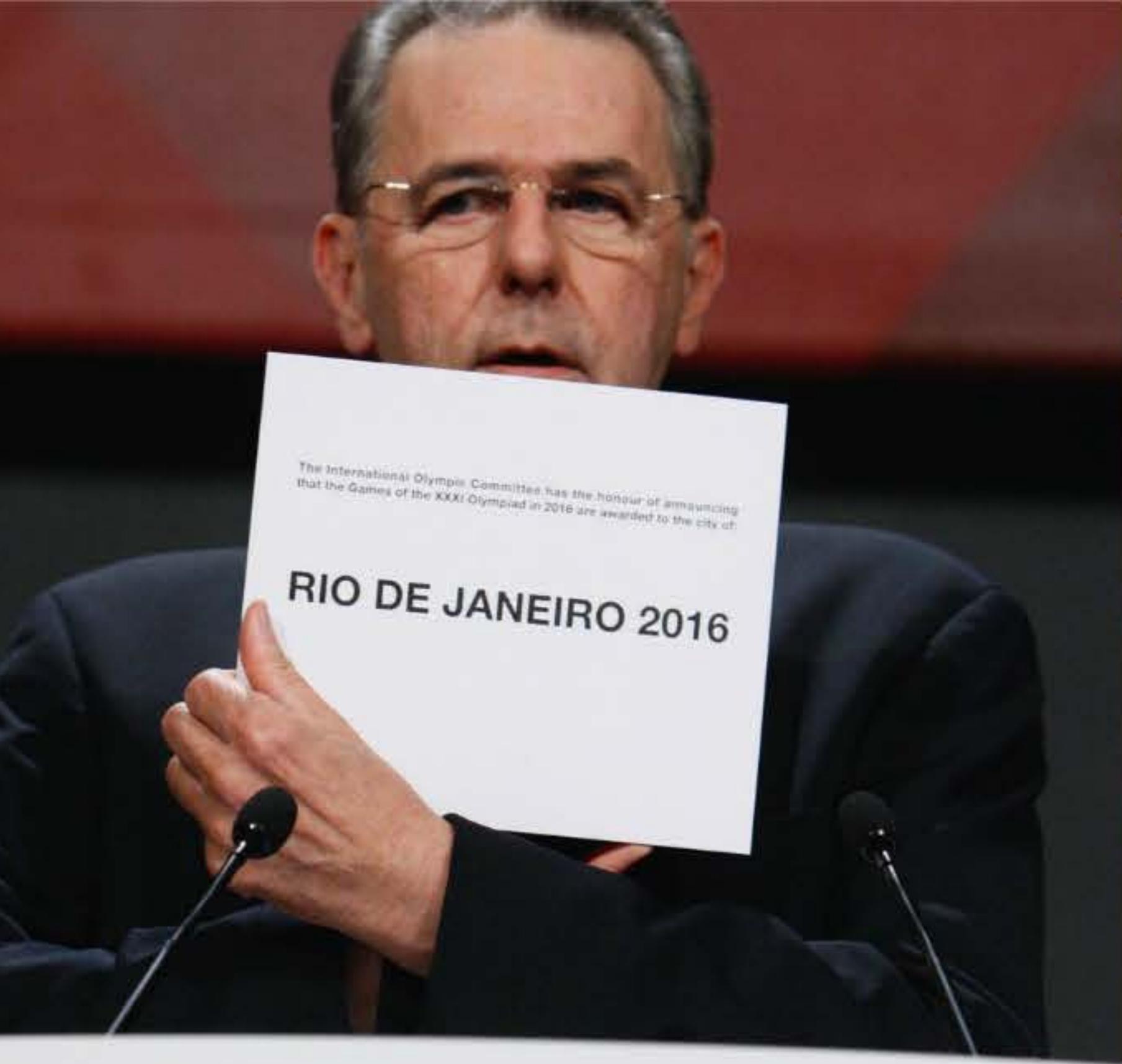
b Read email B again. Look at each feature of an informal email in the How to... box and complete the same points for semi-formal emails, noting how they are different.

4 **a** Prepare to write a reply to Margarita. Make notes about your job or studies, your family and your interests.

b Write your reply in a semi-formal style.

2 Narrative

Can do write a description of an event



- 1** **a** Work in pairs and look at the photos. How are they connected?

b Read the article and check your ideas.

I remember when we heard the news. We had been on the beach all day, waiting to hear. Luckily, it was a sunny day after a week of rain! There were thousands of people on the beach because it was a public holiday and everyone was in a party mood. We just hoped we were going to get what we wanted.

There were two big screens on the beach so we could see the results, and we were also listening to live music. One of my favourite singers was on in the morning and after that there was a samba band and everyone danced.

Suddenly, the news came through on the screens and there was a huge roar from the crowd. Brazil had won the bid to host the 2016 Olympics! A wave of emotion swept over me. Thousands of people were dancing and singing and the sand disappeared under a sea of yellow and green Brazilian flags. There was confetti everywhere. It was unbelievable.

In the end the party went on all night, and it was definitely one of the best days of my life.

- 2** Look at the How to... box. Tick (✓) the phrases used in each paragraph of the article.

How to... sequence a narrative

- | | |
|---|--|
| 1 Setting the scene | • I remember when ...
• This all happened when ...
• A few years ago ... |
| 2 The main sequence of events | • ... then ...
• next ... after that ... |
| 3 The big event (usually something unexpected) | • Suddenly ...
• To my surprise ...
• However, ... |
| 4 Result | • In the end ...
• ... and I've never forgotten that day.
• ... we never ... again.
• It was one of the best/worst days of my life. |

- 3** **a** Prepare to write about an important or interesting event in your own life. Make notes on what to say in each of the paragraphs below.

- 1 Setting the scene
- 2 The main sequence of events
- 3 The big event
- 4 The result

- b** Write about your event. Try to use some of the language in the How to... box.

3 Written complaint

Can do write an email of complaint

- 1** Work in pairs. Have you ever written to a company to complain about something? Why? What happened? Tell your partner.

- 2** **a** Read the emails of complaint below. Why is each person complaining?

- b** Read the emails again and match the topics (1–3) with the paragraphs (A–C) in each email.

- 1 What has happened since
- 2 The problem
- 3 What you want the company to do now

1

Dear Sir/Madam,

A On 27th April I emailed you to say that I had not received my latest rental DVD. You responded by saying that you would send out another copy immediately.

B It is now two weeks later and I have still not received this DVD. In the meantime, I have continued to pay my monthly subscription fee.

C I am very disappointed with the service and would like you to refund me this month's subscription and cancel any further payments.

I look forward to your reply,

Joe Clarkson

2

Dear Sir/Madam,

A I recently decided to start ordering my groceries online, as it seemed that this would be much more convenient for me. However, my very first delivery this week was nearly three hours late. I was not able to wait this long and, as a result, missed the delivery completely.

B Your company has, however, still charged me for the groceries.

C I consider this to be completely unacceptable and would like an immediate refund.

I hope to hear from you soon,

Emilia Padano



- 3** Look at the How to... box. Complete the useful phrases from the emails in exercise 2.

How to... complain

Details of the transaction

I recently purchased ...

What has happened since

I have still not _____ this DVD/the item.
Your company has still _____ me for the groceries/the items.

How you feel about it

I am very _____ with the service.
I consider this to be completely _____.

What you want the company to do now

I would like an immediate _____.
I would like a full refund.

Signing off

I look forward to your _____.
I hope to hear from you soon.

- 4** **a** Prepare to write an email of complaint. Look at the situation below and make notes to answer each question.

You bought an MP3 player and, after only a few weeks it has stopped working.

- 1 What did you buy and when?
- 2 What happened next?
- 3 How do you feel about it?
- 4 What do you want the company to do now?

- b** Write your email of complaint. Use your notes and the phrases in the How to... box to help you.

4 Report

Can do write a report on factual information



- 1** **a** Work in pairs. If you won the lottery, what would you spend the money on?

- b** Read the report below and compare the findings with your ideas.

The purpose of this report is to present the findings of a small survey into how people in our class would spend a large lottery win.

Most of the class said that they would share at least some of the money with their friends and family. However, fewer people said that they would give much of the money away to charity. In fact, just one person was willing to do this.

The next most popular choice was to buy a house. Nearly everyone we spoke to would invest their money in property. In addition, several people said that they would buy a boat or a car.

On the other hand, some people would prefer to spend their money on a luxury holiday or a trip round the world.

Relatively few people decided that they would save the money. Nevertheless, a few people claimed they would use some money to pay off existing debts.

In conclusion, it appears that most people would choose to share some money with family and friends. However, our survey also showed that they would spend most of it on themselves.

5 Description

Can do write a detailed description of an object

Family heirlooms

It's a kind of jug, though I'm not sure if it was used for tea or water. It's made of metal and beautifully decorated with blue and red painted flowers. The part of it that is used for pouring is very long and thin, and the handle is long and narrow too. It has a long neck and a rounded body, with an oval decorative panel.

It used to belong to my grandmother. She kept it on a shelf in the sitting room and whenever I visited her I used to admire it. So one day she asked me if I would like to have it for myself. I love it because it's so old and unusual and one day I hope I'll give it to my children.

Do you have a valuable or special object which has been in your family for a long time? Or perhaps you have something which you'd like to leave to your children or grandchildren to remember you by? Tell us about your family heirloom and send a picture. Email www.mymagazine.com



- 2** **a** Look at the How to... box and complete it with the underlined linkers in the report.

How to... use formal linkers

- | | |
|----------------------------|--|
| 1 Adding an idea | • <i>Moreover</i> ,
• <i>Furthermore</i> ,
_____ , |
| 2 Making a contrast | • <i>Nevertheless</i> ,
_____ ,
_____ ,
_____ , |
| 3 Concluding | • <i>Overall</i> ,
_____ , |

- b** Choose the correct words in *italics*.

- 1 Most people would choose to spend their winnings. *Furthermore*/*In conclusion*/*Nevertheless*, some people would save most of the money.
- 2 Nearly everyone we spoke to would buy a house. *However*/*Moreover*/*On the other hand*, some people would buy a holiday home as well.
- 3 A lot of people wanted to go abroad. *However*/*Furthermore*/*Overall*, some people wanted to emigrate.
- 4 Most people would not give much money to charity. *However*/*Furthermore*/*In conclusion*, they said they would give some money away to friends and family.
- 5 *Overall*/*In addition*/*Nevertheless*, our survey showed that most people would share some money with their friends and family and spend some on themselves.

- 3** Read the report again and underline ...

- 1 a phrase to introduce a report.
- 2 phrases to say how many people said something.
- 3 two phrases to conclude a report.

- 4** **a** Prepare to write a report. Look at your survey results from exercise 12 on page 55 and decide on the key points you want to present.

- b** Write a report on your findings using linkers from the How to... box and phrases from exercise 3.

- 1** Read the extract above from an online article about family heirlooms. Which object (A, B or C) is being described?

- 2** Read the How to... box and tick (✓) the words and phrases used in the extract.

How to... describe an object

- | | |
|--------------------------------------|--|
| Explaining | • <i>It's a kind of/type of ...</i>
• <i>It's made of ...</i>
• <i>It's used for ...</i>
• <i>It's something you use to ...</i> |
| Talking about how it looks | • <i>rectangular/oval/square/curved/</i>
• <i>triangular/diamond-shaped</i>
• <i>tiny/wide/narrow/long/short</i>
• <i>shiny/decorated/modern/</i>
• <i>old-fashioned</i> |
| Giving background information | • <i>It (used to) belong(s) to ...</i>
• <i>I/we keep it in/on ...</i>
• <i>I'm not sure if ...</i>
• <i>It's been in my family since ...</i>
• <i>I love it because ...</i> |

- 3** **a** Think of a family heirloom you have, or imagine you own one of the other objects on this page. Make notes about the object. Think about ...

- how to describe it.
- how long it has been in your family.
- who it belongs/belonged to and why/how they got it.
- why it is important to you or your family.
- how you feel about it.

- b** Write about your heirloom for the magazine. Use your notes and language from the How to... box.

6 Description/Competition entry

Can do write a detailed description of a place

- 1 Look at the photos and read the competition entry below. Which view (A, B or C) is being described?



Sara Inman is the latest winner in our weekly travel writing competition for her description of the view from her window.

The view from my window is so green and peaceful. It's a beautiful sunny day and the sky is a bright turquoise, with just a few white clouds.

On the left, there is a (1) _____ Swiss church, surrounded by trees. Nearby, there are a few houses, all set in a (2) _____ green valley, with a handful of trees dotted about.

In the distance I can see the (3) _____ mountains and, a little nearer, a mountain covered with trees. A little way off on the right there's a small road, which leads to the village.

The whole scene is so perfect, it almost doesn't look real. It makes me feel glad to be alive.

To enter next month's competition and win £50, email your entry to www.viewfrommywindow.co.uk

7 Summary

Can do summarise a short article



From London to Bangladesh by mobile phone

by Sara Chamberlain

A Although I'm American, I've always considered South Asia my home. The minute I get off the plane I relax. I suppose this is because I grew up in India. When I was eighteen, I went back to America, to go to university. Leaving the vibrancy and exoticism of India behind for America was a little bit like going from technicolor to black and white.

B Since then I've always been a bit of a traveller, but I've always been looking for a chance to return to my roots.

C Two years ago I was finally given the opportunity. I was asked if I would like to do some research into the mobile telephone industry in Bangladesh, to help with the planning of an English language teaching project. Two weeks later I was on a plane.

D It was thirty-eight degrees and raining when I arrived in Dhaka. It took more than an hour to navigate through the cycle rickshaws, scooters, trucks and buses to our office in Kawran bazaar.

E Accompanied by a friend from our office, I began trying to gather information about mobile phone use in Bangladesh. My idea was to use basic technology to enable low-income people to access English language lessons using a simple voice call or text.

F What followed were fourteen months of very hard work developing the project. Eventually all six of Bangladesh's mobile phone operators agreed to offer English language lessons to their mobile subscribers at fifty percent less than the standard rate. We are now offering hundreds of three-minute English lessons on mobile phones across the country for less than four pence each.

G In less than two weeks we've already had half a million calls. I suspect Asia might continue to be my home for some time.

- 1 Read the article and answer the questions.

- 1 Why was Sara happy to be asked to go to Bangladesh?
- 2 What idea for using mobile phones did she have?
- 3 Was her idea a success? How do you know?

- 2 a Read the article again and match the summaries (1–7) with the paragraphs (A–G).

- 1 The weather and traffic in Dhaka were awful.
- 2 Sara is planning to stay in Bangladesh for a while longer.
- 3 Sara's idea was to use mobile phones to offer cheap English lessons.
- 4 Sara has travelled a lot.
- 5 Sara agreed to take part in some research in Bangladesh.
- 6 It took a long time but in the end the project was successful.
- 7 Sara grew up in India and missed it when she left.

- b Decide which three of the paragraph summaries in exercise 2a are not really main points of the article.

- 3 Read summaries A and B below. Which is the best summary of the whole article. Why?

A

Sara Chamberlain grew up in India and always wanted to return. One day she was asked to take part in an English language teaching project in Bangladesh. Her idea was to use mobile phones to teach English cheaply. Eventually she got all six mobile providers in Bangladesh to agree to offer the service and two weeks later they have had half a million calls.

B

Sara Chamberlain grew up in India until she went back to the United States to go to university. She missed India and always wanted to go back. She has lived in different cities in America and in the UK, but was delighted to be offered the opportunity to go to Bangladesh. In Bangladesh she set up a new project using mobile phones to teach English.

- 4 Read the How to... box. Choose the correct words in *italics*.

How to... write a summary

- 1 Find the *main idea/all the ideas* in each paragraph.
- 2 Cut out/Add any ideas which are not essential.
- 3 Use the main ideas you have found to make a *shorter text/longer text* than the original.

- 5 Look at the article on page 93. Write a summary of the text using the How to... box to help you.

8 Personal letter/email

Can do write about change

1 Work in pairs and discuss the questions.

- 1 Look at the photo of Dubai. What do you think it's like to live there?
- 2 How do you think Dubai might have changed over the past ten years?
- 3 What changes have happened where you live?

2 **a** Read the emails below and write true (T) or false (F).

- 1 Keith lives in Dubai.
- 2 Bradley lives in Dubai.
- 3 Keith's wife has a new job.
- 4 Keith and Bradley are old friends.
- 5 Bradley is unhappy about the new metro system.

b Read Bradley's reply again. What has changed in Dubai over the past ten years? Do you think the changes are positive or negative?

Hi Bradley,
Thanks for your email. Hope you and your family are all well.

I have some exciting news – I'm planning on coming back to live in Dubai! My wife has got a job at the British University, so we're all moving back.

It must be more than 10 years since I left. How has it changed since then? I'd be really interested to hear all about it.

Hope to hear from you soon,
All the best,
Keith.

Dear Keith,
Thanks for your email. We are all well, thanks. I was really pleased to hear that you're moving back here. It will be great to see you again.

You asked about what has changed in Dubai since you left. Well, there has been a lot of building, including the world's tallest building, the Burj Khalifa. It looks amazing. I suppose it's good that Dubai is expanding but I personally feel that the population is getting a bit too big these days – there are constant problems with parking and traffic! On the plus side, we have a new metro system, which should help a lot with these problems as more lines are opened.

Give my regards to your family. I look forward to meeting up soon.

Best wishes,
Bradley.



3 Read the How to... box and complete the examples from the emails in exercise 2.

How to... write a personal email

Beginning the email: _____ your email.
_____ all well.

Introducing the topic: _____ exciting news.
_____ what has changed in Dubai.

Giving your opinion: _____ it's good that Dubai is expanding.
_____ that the population is getting ...
_____, we have a new metro system.

Ending the email: _____ from you soon.
_____ to your family.
_____, meeting up soon/
hearing from you.

Signing off: All the _____ /Best

4 **a** Imagine that you have received an email from an old friend, asking about changes in the place where you live. Make notes about some changes and your opinion about them.

b Write an email replying to your friend. Use language from the How to... box.

9 Email/letter of application

Can do write a formal email/letter of application

1 Work in pairs. Read the letter of application and discuss the questions.

- 1 What relevant qualifications, skills and experience does Judith have for the job?
- 2 Do you think this is a good example of a letter of application? Why?

Dear Sir/Madam,

I would like to apply for the job of Tour Guide, which I saw advertised on your website.

As you can see from my curriculum vitae, I recently graduated with a good degree in Italian and I have visited Italy many times. I would be delighted to have the opportunity to live and work in the country.

I believe that I possess excellent communication skills and I very much enjoy working as part of a team. While at university, I set up a group which raised money for charity through sporting events.

Although I do not have any directly relevant experience, I understand that training would be given and I would come to the job with great enthusiasm and motivation.

I enclose my C.V. and look forward to hearing from you in the near future.

Yours faithfully,

Judith Brown

2 **a** Read the letter in exercise 1 again and underline the phrases which have the same meaning as the sentences (1–5) below.

- 1 I'd like to have a go at getting your tour guide job.
- 2 I really fancy working in Italy.
- 3 I'm brilliant at communicating with people.
- 4 I don't have any experience but you'd train me, wouldn't you?
- 5 Write back soon.

b What is the difference between the phrases in exercise 2a and those in the letter in exercise 1? Which phrases are more suitable in a formal letter?



3 Complete the How to... box with phrases from the letter in exercise 1.

How to... write a formal email/letter of application

Addressing the reader ...

Dear Mr Brown,

when you know their name.

Dear _____ ,

when you don't know their name.

Dear _____ ,

Starting the letter: I would _____

I attach my C.V. (for an email) and _____ .

I enclose my C.V. ... (for a letter)

Signing off ...

Yours sincerely,

when you don't know their name.

Yours _____ ,

4 **a** Look at the job advertisements below. Choose one, or think of a different job you'd like to apply for. Make notes about the qualifications, skills and experience needed.

Travel consultant

Do you have a passion for travel?

As a travel consultant you would work in a small, friendly team booking holidays and flights to destinations worldwide.

You should have sales experience and be excellent at customer relations.

Waiter/waitress

Brand new 5* hotel, looking for enthusiastic and experienced waiting staff.

40–50 hours per week, early and late shifts, some weekend work.

Uniform provided.

b Write a formal email/letter of application for the job you chose. Use phrases from the How to... box.



- 1** **a** Work in pairs and discuss the following statement.

Fashion is a waste of money.

- b** Read the essay below. Does the writer agree or disagree with your opinion?

Some people believe that fashion is a waste of money. However, I would like to argue that there are many positive aspects to fashion.

In the first place, I think that most people would agree that designers are wonderfully creative and that fashion can even be an art form. Designers such as Chanel or Versace are still famous long after their deaths for their beautiful designs.

Secondly, it is well-known that people have been interested in fashion for hundreds of years, perhaps even longer. It is natural for people to want to dress up and look their best. Fashion gives you an opportunity to express your own style.

Finally, fashion can be good for the economy. Italy's fashion industry, for example, is worth more than 60 billion euros a year.

To conclude, I do not believe that fashion can be said to be a waste of money when there are so many clear benefits.

- 2** **a** Read the essay again and underline the topic sentence (the sentence which has the main idea) in each paragraph.

- b** Now find a supporting idea or example for each main idea in the essay.

- 3** Look at the How to... box. Tick (✓) the phrases used in the essay.

How to... write a simple essay

Introduction : *I completely agree that ...*
In this essay I will set out my reasons.
Some people believe that ... However,
I would like to argue that ...

Organising your points : *In the first place, .../Firstly, ...*
Secondly, ...
Next, .../Thirdly, ...
Finally, ...

Conclusion : *To conclude, ...*
In conclusion, ...

- 4** **a** Look at the following statement. Do you agree or disagree?

Celebrities should act as good role models.

- b** Look at the opinions (1–6). Do they agree or disagree with the statement above?

- 1 Celebrities are just people and they make mistakes like we all do.
- 2 The most important thing is that celebrities are good at what they are famous for.
- 3 Celebrities can be an inspiration to us all.
- 4 People who are admired by young people should try to set a good example.
- 5 If newspapers didn't print stories about celebrities' bad behaviour, it wouldn't matter what famous people did.
- 6 Doctors, teachers and firefighters are more important role models for young people.

- c** Can you think of any other opinions to either agree or disagree with the statement in exercise 4a?

- d** Choose at least three opinions from exercise 4b that you agree with. For each one, think of a supporting idea or an example.

- 5** Write an essay giving your opinion on the statement in exercise 4a. Use language from the How to... box.

Pronunciation bank

English phonemes

Consonants

p	b	t	d	k	g	tʃ	dʒ
park	bath	tie	die	cat	give	church	judge
f	v	θ	ð	s	z	ʃ	ʒ
few	visit	throw	they	sell	zoo	fresh	measure

h	m	n	ŋ	l	r	j	w
hot	mine	not	sing	lot	road	yellow	warm

Vowels and diphthongs

i:	I	e	æ	a:	ɒ	ɔ:	ʊ	u:	ʌ
feet	fit	bed	bad	bath	bottle	bought	book	boot	but
ɜ:	ə	ɛɪ	əʊ	aɪ	aʊ	ɔɪ	ɪə	ɛə	ʊə

Sound-spelling correspondences

Sound	Spelling	Examples
/ɪ/	i y ui e	this listen gym typical build guitar pretty
/i:/	ee ie ea e ey ei i	green sleep niece believe read teacher these complete key money receipt receive police
/æ/	a	can pasta
/ɑ:/	a ar al au ea	can't dance* scarf bargain half aunt laugh heart
/ʌ/	u o ou	fun husband some mother cousin double
/ɒ/	o a	hot pocket watch want

Sound	Spelling	Examples
/ɔ:/	or ou au al aw ar oo	short sport your bought daughter taught small always draw jigsaw warden warm floor indoor
/aɪ/	i y ie igh ei ey uy	like time dry cycle fries tie light high height eyes buy
/eɪ/	a ai ay ey ei ea	lake hate wait train play say they grey eight weight break
/əʊ/	o ow oa ol	home open show own coat road cold told

Weak forms

Word	Strong form	Weak form
a, an	/æ/, /æn/	/ə/, /ən/
at	/æt/	/ət/
and	/ænd/	/ən/
are	/a:/	/ə/ (or /ər/ before vowels)
been	/bi:n/	/bɪn/
can	/kæn/	/kən/
do	/du:/	/də/
does	/dʌz/	/dəz/
has	/hæz/	/həz/, /əz/
have	/hæv/	/həv/, /əv/
than	/ðæn/	/ðən/
them	/ðem/	/ðəm/
to	/tu:/	/tə/ (before consonants)
was	/wɒz/	/wəz/

* In American English the sound in words like *can't* and *dance* is the shorter /æ/ sound, like *can* and *man*.

Sounds and Spelling

'ea' (Lesson 1.2); 'a' (Lesson 5.2); 'o' (Lesson 8.2)

See the sound-spelling correspondences chart above for the different ways these sounds (and others) can be spelt.

Word stress

Words ending **-ee**, **-eer**, **-ese** and **-ette** (Lesson 2.3)

Words with two or more syllables and these endings have the stress on the last syllable.

Compound nouns (Lesson 3.3)

With a few exceptions, noun + noun compounds are stressed on the first word and adjective + noun compounds are stressed on the second word.

Prefixes and suffixes (Unit 3 Vocabulary); (Lesson 7.2)

Word stress may change for different parts of speech.
inspire – inspiration

Prefixes are not stressed.

Phrasal verbs (Lesson 10.3)

The stress pattern of phrasal verbs varies depending on what type of phrasal verb it is.

Types A, B and D have two stresses, with the main stress on the particle.

I called him back.

Type C has just one stress on the main verb.

He's going through a difficult time.

Sentence stress

Weak forms (Lesson 5.1); (Lesson 8.3)

The most important words in a sentence (the content words) are stressed. This means that the other words (usually grammar words) are unstressed and reduced to their weak forms.

I've never been to Paris.

/əv/ /bɪn/

If I'd gone to bed earlier, I wouldn't have been so tired.

/tə/ /wudntəvbin/

Using sentence stress to correct (Lesson 6.3)

When we hear a mistake and we correct it, we give particular stress to the part of the sentence which is wrong.

A: *Is that your son?*

B: *No, he's my husband!*

Connected speech

(Lesson 4.2); (Lesson 7.3)

To help reduce unstressed words and make the sentence 'flow' there are certain ways that words are linked together.

A consonant at the end of one word links to a vowel at the beginning of another.

What are you doing?

If /t/ and /d/ are next to each other they can become one sound.

Can you start doing it now?

/t/ and /d/ are often not sounded when they are between two other consonants.

I mustn't forget

In many English accents the final 'r' in a word is not pronounced. But when a vowel comes next it is, to make the link easier.

Intonation

Echo questions (Lesson 1.1)

To use echo questions to show interest, our voice goes down and then up.

A: *I grew up in Peru.*

B: *Did you?*

Question tags (Lesson 4.1)

To ask a real question the intonation of the question tag is:

When we expect the other person to agree with us, the intonation of the question tag is:

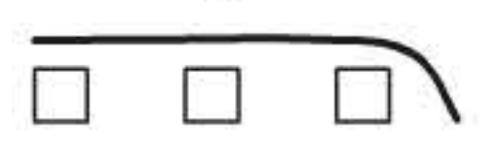
Questions: Yes/No, Wh- and indirect (Lesson 6.2)

Question intonation varies, depending on the type of question:

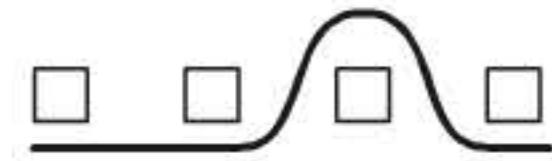
A Yes/No questions: *Is there a bank near here?*



B Wh- questions: *What time does the museum open?*



C Indirect questions: *Could you tell me what time the train leaves?*



Pausing (Lesson 9.1)

When pausing for emphasis the intonation should go up before the pause when you have not yet finished, and down when you have.

We'll allow the chefs to choose the dishes and the menu will be very big, with something for everybody.

Further pronunciation areas

UK and US English (Unit 9 Vocabulary)

Both British and American accents vary, but some common differences are:

1 Words where the sound /u:/ follows /t/ /d/ or /n/ we have an extra sound, /j/, in UK English.

tune /tju:n/ (UK) /tu:n/ (US)

2 Words with /a:/ in standard UK English can have /æ/ in US English.

grass bath laugh

3 Many words pronounced /ɔ:/ in the UK are pronounced /a:/ in the US.

caught saw bought talk

4 't' or 'tt' in the middle of a word tends to be pronounced /d/ in US English, or even disappear.

Butter sounds like *budder* and *twenty* like *twenny*.

Pronouncing numbers (Lesson 10.2)

Years up until this century are said in two sections:

1979 – nineteen seventy-nine

1802 – eighteen 'oh' two

For the years 2000–2009 we say:

2000 – two thousand

2002 – two thousand and two

However we can say the year 2010 and over in two ways:

2012 – two thousand and twelve or *twenty twelve*

Irregular verbs

Verb	Past Simple	Past Participle	Verb	Past Simple	Past Participle
be	was/were	been	leave	left	left
beat	beat	beaten	lend	lent	lent
become	became	become	let	let	let
begin	began	begun	lie	lay	lain
bend	bent	bent	light	lit	lit
bite	bit	bitten	lose	lost	lost
blow	blew	blown	make	made	made
break	broke	broken	mean	meant	meant
bring	brought	brought	meet	met	met
build	built	built	must	had to	had to
burn	burned/burnt	burned/burnt	pay	paid	paid
burst	burst	burst	put	put	put
buy	bought	bought	read/rɪ:d/	read/red/	read/red/
can	could	been able	ride	rode	ridden
catch	caught	caught	ring	rang	rung
choose	chose	chosen	rise	rose	risen
come	came	come	run	ran	run
cost	cost	cost	say	said	said
cut	cut	cut	see	saw	seen
dig	dug	dug	sell	sold	sold
do	did	done	send	sent	sent
draw	drew	drawn	set	set	set
dream	dreamed/dreamt	dreamed/dreamt	shake	shook	shaken
drink	drank	drunk	shine	shone	shone
drive	drove	driven	shoot	shot	shot
eat	ate	eaten	show	Showed	shown
fall	fell	fallen	shut	shut	shut
feed	fed	fed	sing	sang	sung
feel	felt	felt	sink	sank	sunk
fight	fought	fought	sit	sat	sat
find	found	found	sleep	slept	slept
fly	flew	flown	slide	slid	slid
forget	forgot	forgotten	smell	smelled/smelt	smelled/smelt
forgive	forgave	forgiven	speak	spoke	spoken
freeze	froze	frozen	spend	spent	spent
get	got	got	spill	spilled/spilt	spilled/spilt
give	gave	given	spoil	spoiled/spoilt	spoiled/spoilt
go	went	gone/been	stand	stood	stood
grow	grew	grown	steal	stole	stolen
hang	hung	hanged/hung	stick	stuck	stuck
have	had	had	swim	swam	swum
hear	heard	heard	take	took	taken
hide	hid	hidden	teach	taught	taught
hit	hit	hit	tear	tore	torn
hold	held	held	tell	told	told
hurt	hurt	hurt	think	thought	thought
keep	kept	kept	throw	threw	thrown
kneel	knelt	knelt	understand	understood	understood
know	knew	known	wake	woke	woken
lay	laid	laid	wear	wore	worn
lead	led	led	win	won	won
learn	learned/learnt	learned/learnt	write	wrote	written

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