Listening and speaking

10 Work in pairs. Look at the advertisements and discuss the questions.

1 What are these advertisements for? Do you think they work? Why/Why not?
2 Do you like watching advertisements on TV? Why/Why not?
3 Are there any advertisements which you particularly like/dislike? Describe them to your partner and explain why.

11 **a** 1.36 What do you think 'behavioural advertising' might be? Listen to a radio programme and check your ideas.

b Look at the statements below. Then listen again and write true (T) or false (F) according to the speakers.

1 It is easier to avoid watching ads on TV nowadays. ☐
2 Companies who use behavioural advertising know what websites you have visited. ☐
3 Companies who use behavioural advertising know where you live and work. ☐
4 Ninety-five percent of people in a recent poll liked the idea of behavioural advertising. ☐
5 Sixty percent of people in the same poll would rather have adverts than pay for online content. ☐

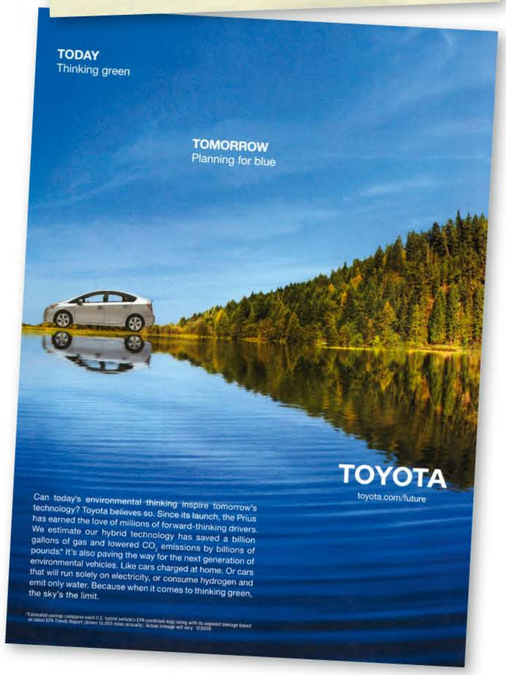
c Work in pairs and discuss the questions.

1 How do you feel about behavioural advertising?
2 Would you rather have adverts or pay for online content? Why?

12 **a** Read the How to... box. Then listen again and tick (✓) the phrases you hear.

How to... ask for clarification

Asking for clarification	*I'm sorry, I didn't quite get that ...* *Could you explain that again?* *Sorry, I'm not with you.*
Checking that you have understood	*Are you saying that ... ?* *So what you're saying is that ... ?* *Do you mean ... ?*



b Choose a topic from the list below and make notes about an object or activity you know about.

- how to make something (e.g. a cake)
- how something works (e.g. a mobile phone)
- how to do something (e.g. play a sport)

c Work in pairs. Take it in turns to explain your object or activity. Ask your partner for clarification.

4 Vocabulary | confusing words

1 Work in pairs. Discuss the difference in meaning between each pair of words.

1 debit card/credit card
2 receipt/bill
3 coin/note
4 fare/fine
5 price/fee
6 reduction/refund
7 change/cash

2 Choose the correct word in *italics*.

1 a Hurry up. We're going to *lose/miss* the bus.
  b I have *lost/missed* my wallet. I can't find it anywhere.
2 a Did you have a good *travel/trip*?
  b My job involves a lot of *travel/trip*.
3 a Yes, I enjoyed the picnic. It was good *fun/funny*.
  b Charlie Chaplin films are so *fun/funny* that I laugh out loud.
4 a He *said/told* me to come at 11:00.
  b He *said/told* the train was late.
5 a She found a good *work/job* in a bank.
  b She is lazy and doesn't like *work/job*.
6 a She is going to *lend/borrow* me another book.
  b Can I *borrow/lend* your pen?
7 a Can you *remember/remind* me to call Giovanni tomorrow?
  b I can never *remember/remind* his name!
8 a The National Bank was *robbed/stolen* last week.
  b $200 million was *robbed/stolen*.

3 Read the Lifelong learning box. Then write similar notes for the other words in *italics* in exercise 2.

Lifelong learning

Personalising vocabulary

! Write notes to help you remember how to **use** new vocabulary. A good dictionary will help you. For example:

rob/steal

You *steal* something from someone/somewhere but you *rob* a place, e.g. a bank.

travel/trip

Travel is a general word for talking about moving from one place to another. *Trip* refers to a specific journey and the time you spend there, e.g. business trip.

fun/funny

Use *fun* to talk about activities you enjoy doing. *Funny* describes something that makes you laugh.

say/tell

You *say* something (to someone) but you *tell* someone something, or *tell* someone to do something.

4 Complete the sentences with words from exercises 1 and 2.

1 Am I too early? You _____ me the shop opens at 8:00 a.m.
2 I can _____ you €10. Can you pay me back soon?
3 'Waiter! Could we have the _____ , please?'
4 I have come to report a crime. My bag was _____ last night.
5 Do you have any _____ for the bus? I only have a £5 note and I need the exact money.
6 On my last holiday I went on a _____ to India.
7 I parked my car in a no-parking area and had to pay a _____ .
8 That's great! Jenny got the new _____ she applied for.
9 Do you think the Mr Bean films are _____ ? I always laugh when I watch them.
10 I'm sorry I'm late. I _____ the train.
11 I prefer to use a _____ card so I can pay later.
12 I'm sorry but this jumper doesn't fit. Can I have a _____ , please?
13 The museum charges an entrance _____ .

5 Choose ten words on this page you find particularly difficult to remember. Write sentences which are true for you using these words.

When I buy something I always put the receipt in my bag.

4 Communication

Can do give reasons for opinions

1 **a** Work in pairs and look at the photos. What does each one show? How much money do you think was spent on each thing? Match the numbers (1–3) to the photos (A–C).

1 $4.6 billion 2 $140 million 3 $85.00

b Read the article to check your answers.

2 **a** 1.37 Listen to Polly and Jonathon discussing the article. Which thing(s) ...

1 does only Jonathon think is a waste of money?
2 do they both think is a good use of money?
3 do they both think is a waste of money?

b Listen again. What reasons do they give for their opinions?

3 **a** Work in two groups.

Group A: choose three facts from the article. Think of reasons why they are/were a waste of money. Use *as*, *if* and *because*.

Spending $13.4 million on an advert is a complete waste of money because/as most people don't watch them anyway.

If you've got money to spare, why spend it on a sandwich? You could have a great meal for that!

Group B: choose three facts from the article. Think of reasons why they are/were a good use of money. Use *as*, *if* and *because*.

The Large Hadron Collider is worth the money if it tells us how the Universe started.

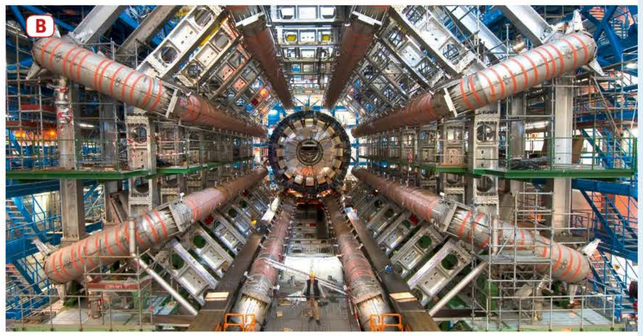
I think Superman 3 was good value for money as/because it was such a popular film.

b Work with a student from the other group. Discuss your facts and why you think they were a waste of money/worth spending money on.

4 **a** Work in pairs and choose one of the statements below that you both agree or disagree with. Think of three good reasons for your opinions.

1 Taxes should be quite high to make society a better place.
2 All money should be lent interest-free.
3 Lottery prizes should be no higher than $1 million.
4 People should not be allowed to leave their money to their children.
5 No one should be starving when there is enough money in the world to go round.

b Find new partners and discuss your statements, giving reasons for your opinions.



Film: *Superman 3* cost $258 million, the most ever spent on making a film. However, if you take inflation into account, *Cleopatra* (1963), which cost $44 million, beats it, at $295 million in today's money. The film, starring Elizabeth Taylor, nearly bankrupted the film company. However, the Soviet-produced *War and Peace* cost $100 million in 1968, which is over $500 million in today's money.

Man on the moon: it cost the US approximately $2.2 billion (which is around $40–50 billion in today's money) to send a man to the moon.

Painting: Jackson Pollock's painting, *Number 5, 1948*, sold for $140 million in 2006.

Science: the Large Hadron Collider in Geneva, Switzerland has been created to try and discover how the Universe began. The cost so far – $4.6 billion.

Advertising: a British insurance company spent $13.4 million in 2008 on an ad starring Bruce Willis and Elle McPherson. The point of the ad? To let the public know the company had changed its name.

Sandwich: the most expensive sandwich in the world was created in 2006 for $85. The cost was due to the beef used, which came from Japanese Wagyu cows, raised on a special diet and regularly massaged.

Phone number: The phone number 8888 8888 was bought by Sichuan Airlines Co. Ltd (China) for $280, 723. Why? The number eight is a lucky number in China.

4 Reference

Question tags

Affirmative statements use a negative tag.

*They **are** French, **aren't** they?*

We use this structure when you think the answer is *yes*.

Negative statements use an affirmative tag.

*I **won't** be needed, **will** I?*

We use this structure when we think the answer is *no*.

If there is no auxiliary verb, use *do*, *does* or *did*, or their negatives.

*She **went** home, **didn't** she?*

For short answers, we also use the auxiliary verb.

*She **doesn't** eat meat, **does** she?*

*No, she **doesn't**.*

To ask a 'real' question, where we want to check information, the intonation of the question tag goes down, then up.

When we expect the other person to agree with us, the intonation of the question tag goes up, then down.

Modals of obligation and prohibition

Obligation

Have to is often used for rules/regulations.

*You **have to** show your passport at Customs.* (It's a law.)

Must is often used when the obligation comes from the speaker. *Must* is never followed by *to*.

*I **must** stop smoking.* (I think this.)

Both *have to* and *must* can also be used to advise someone strongly to do something.

*You **must** start looking after yourself better!*

Prohibition

Mustn't means *it is prohibited/not allowed*.

*You **mustn't** eat in the classroom.*

No obligation

Don't have to means you have a choice.

*You **don't have to** wear a suit to work.* (It's not necessary but you can if you want to.)

Recommendation

*You **should** go.* (It's a good idea.)

*You **shouldn't** smoke.* (It isn't a good idea.)

Zero and First Conditional with *if/when/unless/as soon as*

Zero Conditional

To talk about real or possible situations which are always true we can use *if* + present tense + present tense (or a modal verb).

*If it **rains** (generally), I **stay** at home.*

First Conditional

To talk about real possibilities in the future we can use *if* + Present Simple + *will/can/should/may* (and other modal verbs).

*If it **rains** (on a specific future occasion), **I'll** stay at home.*

when/as soon as/unless

Unless means *if not*.

Unless it rains, I'll go out.

We use *when* to show the situation is certain.

When you visit, I'll cook dinner. (It's certain that you will visit)

We use *as soon as* to emphasise that an event happens immediately.

As soon as I see him, I'll tell him.

! We don't usually use *if* + *will* in conditional sentences.

We can reverse the clauses and remove the comma.

If it rains, I stay at home. *I stay at home if it rains.*

Key vocabulary

Time and money verbs

earn good value for have got ... to spare inherit invest in it's not worth the lend make not have enough run out of steal use your ... wisely waste

Phrasal verbs

break up with catch up with drop out of end up grow up make up pick up run out of work out

Personal qualities (1)

ambitious charming confident determined egotistical extravagant flexible generous good with figures good with people have a sense of humour know your strengths and weaknesses mean tolerant work long hours

Shopping

afford bargain big ticket item cash cheap checkout credit card debit card expensive impulse buy price comparison websites purchase receipt reduced refund save spend shop around the sales

Easily confused words

coin/note fare/fine fun/funny lend/borrow miss/lose receipt/bill change/cash remember/remind rob/steal say/tell travel/trip work/job

ACTIVEBOOK

Listen to the explanations and vocabulary.

see Writing bank page 156

4 Review and practice

1 Complete the questions with the correct question tags.

1 I can't park here, _____ ?
2 I need to phone him, _____ ?
3 The guests will be here soon, _____ ?
4 She had a headache, _____ ?
5 This match is boring, _____ ?
6 I'm a genius, _____ ?
7 We're going out later, _____ ?
8 They haven't called yet, _____ ?
9 I shouldn't give her the money, _____ ?
10 You woke up early this morning, _____ ?

2 Match the questions (1–10) in exercise 1 with the answers (a–j).

a No, they haven't.
b Yes, we are.
c No, you can't.
d No, you shouldn't.
e Yes, it is.
f No, you're not.
g Yes, you do.
h Yes, I did.
i Yes, they will.
j Yes, she did.

3 Read the text. Some lines have one extra, incorrect word. Write the extra word in the space or tick (✓) if there is no extra word.

Memo to: all staff **From:** management

At the meeting we agreed on some rules.	✓
All staff should look smart to	*to*
at all times but workers don't never have	_____
to wear a suit unless requested. Staff	_____
must to go outside to smoke and should	_____
try not to blow smoke in through the	_____
windows. Workers mustn't not leave dirty	_____
cups in the workspaces and food must not	_____
to be consumed in the office. Staff do	_____
not have to be eat in the canteen, but	_____
lunch breaks must not have exceed one hour.	_____

4 Choose the correct words in *italics*.

1 People under eighteen *don't have to/mustn't* smoke in England. It's illegal.
2 You *don't have to/mustn't* eat if you don't want to. It's your choice.
3 You *don't have to/mustn't* be late for work.
4 Ken's so rich he *doesn't have to/mustn't* work.
5 We *don't have to/mustn't* miss the last bus.
6 Markus *doesn't have to/mustn't* work on Sundays, but he often goes into the office.

5 Complete the sentences with *if*, *when* or *unless*.

1 _____ you want to make a lot of money, you'll have to work hard.
2 You won't be successful _____ you're very determined.
3 _____ you are good with figures, don't do your own business accounts.
4 You should leave your desk tidy _____ you finish work each day.
5 No one else will believe in you _____ you don't believe in yourself.
6 _____ you have a good business idea you could make a lot of money.

6 Correct the mistake in each sentence.

1 If I will see you tomorrow, I will give you the book.
2 She won't act in the film unless that she receives her normal salary.
3 We'll go as soon the taxi arrives.
4 If I drink another cup of coffee, I will be not able to sleep tonight.
5 I can't hear you unless you don't shout.
6 When I next go shopping, I'll to buy some milk.
7 Unless you drive carefully, you won't crash.
8 As soon as you will see him, call me.

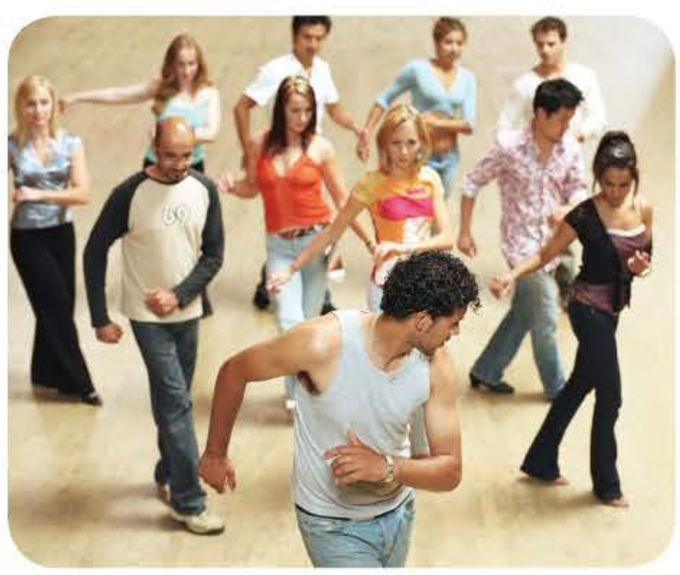
7 Complete the sentences with the words in the box.

advert	around	figures	lend	picked
refund	run	trip	up	value

1 I can't even buy you a coffee because I've _____ out of money.
2 This computer only cost me $400. Do you think that is good _____ for money?
3 **A:** What's wrong with Joe?
B: He's just broken _____ with his girlfriend.
4 **A:** I didn't know you could speak Russian.
B: Yes, I _____ it up when I was living there.
5 My wife deals with the money for the business, because I'm not very good with _____ .
6 Before I buy anything big, I always shop _____ to try and get the best price.
7 We need to find a new flatmate, so we're putting an _____ in the local paper.
8 **A:** I'm flying to Paris in the morning.
B: Have a good _____ !
9 The MP3 player I bought didn't work, so I took it back for a _____ .
10 Can you _____ me some money until the end of the month?

Free time

5



Lead-in

1 Work in pairs and look at the photos. Do you do any of the activities in your free time? What kind of person likes these activities?

2 **a** Put the activities/equipment in the box into the correct columns.

~~aerobics~~ a musical instrument athletics cards climbing computer games cooking cycling dancing drawing exercise football horse riding jogging karate painting photography reading sailing skiing snowboarding socialising squash surfing swimming volleyball

Play	Go	Do	No verb
		aerobics	

b 1.38 Listen and check your answers. Mark the word stress.

3 Think of three activities you enjoy. What equipment do you need for them? Use the words in the box to help you.

belt board boots brush canvas costume goggles helmet net poles racquet rope saddle trainers

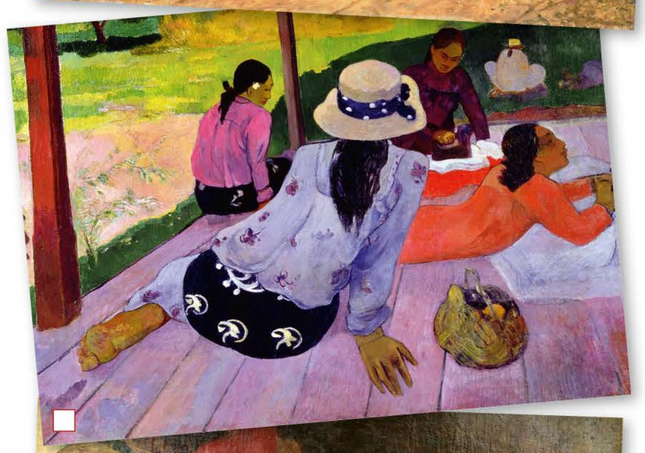
4 Work in pairs and discuss the questions.

1 Which activities do you do now/did you do when you were younger?
2 Which activities are/were you good at/hopeless at?
3 When/Why did you start (or stop) doing these activities?

5.1 Are you creative?

Grammar Present Perfect Continuous and Present Perfect Simple

Can do describe your response to a picture



Speaking and listening

1 Work in pairs and look at the paintings. Which do you like/dislike? Why?

2 **a** 1.39 Listen to three people talking about the paintings at an exhibition. Number the pictures in the order they talk about them.

b Look at the How to... box. Then listen again and tick (✓) the phrases you hear.

How to... describe your response to a picture

It makes me feel ...
It reminds me of ...
I think it's meant to show ...
I like the way ...
It looks (as if) ...

c Look at the adjectives in the box. Which adjectives do the speakers use to describe each poster? Listen again and check.

colourful depressing disturbing
intriguing odd sad striking
unusual vivid

3 Work in pairs. Choose one of the paintings on this page or another painting you know and describe it using the phrases in the How to... box.

4 **a** Work in pairs. Which of these activities do you think is creative? Why/Why not?

- painting
- learning a language
- writing poems or stories
- housework
- discovering a new scientific theory
- cooking
- solving a problem at work

b Which of these definitions of creativity do you agree with?

Being creative is about creating works of art: painting; music; poems and so on.

Being creative is about using your imagination to do anything. Everyone is creative in different ways.

To be truly creative you have to be original; to do something in a completely new way.

5 **a** 1.40 Listen to Mike, Tom and Ruth talking about creativity and answer the questions.

1 Which definition in exercise 4b does each speaker agree with?
2 What does each speaker do that is creative?

b Listen again. Who says these phrases? Write *Mike*, *Tom* or *Ruth*.

1 I've been trying to open my own restaurant for ages ...
2 I've given some away as birthday presents ...
3 I've been playing with my three children this morning and the room is a complete mess ...
4 I've made up lots of my own recipes.
5 I've been taking classes ... for three months.

c Work in pairs. What do you do that is creative? Tell your partner.

Grammar | Present Perfect Continuous and Present Perfect Simple

6 **a** Look at the sentences in exercise 5b. Which use the Present Perfect Simple and which use the Present Perfect Continuous?

b Read the Active grammar box. Then match the example sentences (1–3) with the rules (A–C).

1 I've been trying to phone you.
2 I've been studying Chinese since last year.
3 I've been trying to lose weight for the summer.

Active grammar

We use both the Present Perfect Simple and Continuous to talk about actions/states or activities which have some connection to now.

We use the Present Perfect Continuous (*have/has + been + ing*) ...

A to emphasise how long something has taken.
I've been trying *to start my own business for ages.*
e.g. sentence ____

B to indicate that an activity or a situation is temporary or incomplete.
I've been staying *here while I try to buy a flat.*
e.g. sentence ____

C to emphasise the repetition of an activity.
I've been going *jogging every night.*
e.g. sentence ____

see Reference page 75

7 The sentences below use the wrong verb tenses. Work in pairs and say why the underlined tenses are wrong.

1 A: How long have you waited?
B: Hours!
2 I've cleaned this morning. I've almost finished.
3 A: I've been giving up smoking!
B: That's great. Do you feel healthier?
4 A: How long have you been knowing Jim?
B: About two months.
5 Sorry I haven't seen much of you lately, I've played tennis every weekend.

Pronunciation | weak forms

8 **a** 1.41 Listen to the following sentences. What happens to the pronunciation of *have* and *been*?

1 I've been swimming.
2 I've been learning Chinese.
3 We've been living abroad.
4 They've been looking after me.

b Listen again and repeat.

see Pronunciation bank page 164

9 **a** Read the blog and complete it with the Present Perfect Simple or Present Perfect Continuous form of the verb in brackets. Sometimes both may be possible.

What I've been doing lately ...

This morning is the first time for a while I *have been able to* (be able to) to write my blog. The last few weeks (1) ____ (be) very busy. I (2) ____ (work) hard on a new painting. When it's finished, it's going to be part of an exhibition at Newport Gallery. I (3) ____ (never/exhibit) there before but it is a lovely space.

Jon (4) ____ (start) his new job. He seems to be enjoying it and he (5) ____ (make) a lot of new friends.

And we (6) ____ (look) at houses. We (7) ____ (stay) with my parents while we try to find the perfect place. It isn't that easy. I (8) ____ (see) one I liked but Jon wasn't very keen.

b Write your own blog about what you have been doing lately.

c Work in pairs. Show your partner your blog and answer their questions about it.

Reading

10 Work in pairs and discuss the questions.

1 Is everyone imaginative?
2 Which is more important for artists: hard work or inspiration?
3 Are there any techniques which can help us to develop our imagination?
4 Are children more creative than adults?

11 **a** Read the first paragraph of the article. Which of the questions in exercise 10 does it discuss?

b Read the rest of the article and put the paragraph headings (a–c) in the correct places 1–3.

a No limits!
b Be someone else!
c Making connections

12 Read the article again and answer the questions.

1 Which statement is true?
   a Most people aren't imaginative.
   b Only children are imaginative.
   c We are all imaginative.
2 How does the first technique work?
   a You link your problem with an image or word.
   b You link your problem with the word 'match'.
   c You have to think of a present for a friend.
3 In the second technique, what must you imagine?
   a That you are rich.
   b That you aren't limited in any way.
   c That you can ski.
4 What do you do in the third technique?
   a Imagine you are a negotiator.
   b Imagine you are a different person.
   c Imagine you are a fiction writer.
5 In the third technique, what type of questions should you ask?
   a Questions about other people's shoes.
   b Questions about business techniques.
   c Questions about motivation and making changes.

Speaking

13 **a** Work in groups. Look at the problems on page 147 and discuss how to solve them.

b Tell another group what you discussed, what creativity techniques you used, and what solutions you found.

c Read the solutions to the problems on page 148. Are they similar to your ideas?

3 ways to become more creative

Most people believe they don't have much imagination. They are wrong. Everyone has imagination, but most of us, once we become adults, forget how to access it. Creativity isn't always connected with great works of art or ideas. People at work and in their free time routinely think of creative ways to solve problems. Maybe you have a goal to achieve, a tricky question to answer or you just want to expand your mind! Here are three techniques to help you.

1 _____

This technique involves taking unrelated ideas and trying to find links between them. First, think about the problem you have to solve or the job you need to do. Then find an image, word, idea or object, for example, a candle. Write down all the ideas/words associated with candles: light, fire, matches, wax, night, silence, etc. Think of as many as you can. The next stage is to relate the ideas to the job you have to do. So imagine you want to buy a friend an original present; you could buy him tickets to a match or take him out for the night.

2 _____

Imagine that normal limitations don't exist. You have as much time/space/money, etc. as you want. Think about your goal and the new possibilities. If, for example, your goal is to learn to ski, you can now practise skiing every day of your life (because you have the time and the money). Now adapt this to reality. Maybe you can practise skiing every day in December, or every Monday in January.

3 _____

Look at the situation from a different point of view. Good negotiators use this technique in business, and so do writers. Fiction writers often imagine they are the characters in their books. They ask questions: what does this character want? Why can't she get it? What changes must she make to get what she wants? What does she dream about? If your goal involves other people, put yourself 'in their shoes'. The best fishermen think like fish!

5.2 Time well spent?

Grammar verb patterns with *-ing* and infinitive

Can do describe a pastime

Listening

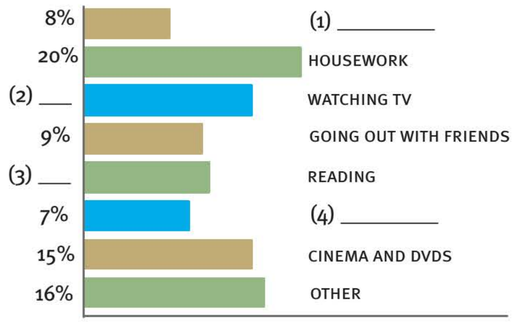
1 **a** Look at the activities in the box. How much time do you think you spend doing these things each day?

playing computer games reading
sport and exercise watching TV and DVDs
working or studying shopping housework
sleeping eating anything else

b Work in pairs and compare your answers.

2 1.42 Read the information about Hannah Cheung. Then listen to an interview with Hannah and complete the information in the diagram below.

Hannah Cheung is a film-maker. Recently she timed everything she did for one month for a film she is planning to make. The diagram below shows how she spends her free time.



3 **a** Listen again and complete the notes.

Hannah says:
I didn't **expect** to see these results ...
I **can't stand** (1) _____ .
I **don't mind** (2) _____ the housework but it's not very interesting ...
I'd **prefer** (3) _____ less of that kind of thing.
I **enjoy** reading ...
I always **look forward to** (4) _____ a new book.
I **love** cooking ...
I **try** (5) _____ a proper meal at least four nights a week.
I often **invite** (6) _____ over to have dinner ...
I never **manage** (7) _____ much exercise.
I never **seem** to find the time.
That's one thing I'd **like** (8) _____ .

b Look at the audioscript for track 1.42 on page 170 to check your answers.

Grammar | *-ing* and infinitive

4 **a** Read the Active grammar box and put the words in **bold** from exercise 3a under the correct headings (A–D).

b Now put the verbs in the box under the headings (A–D).

adore advise agree allow decide hate
refuse remember remind stop

Active grammar

When one verb follows another, the second verb is either an *-ing* form (e.g. *going*) or an infinitive (e.g. *to go*).

A Verbs followed by an *-ing* form
can't stand, mind, ...

B Verbs followed by the infinitive
expect, prefer, ...

C Verbs followed by object + infinitive
told, tell, invite, ...

D Verbs followed by *-ing* or infinitive (usually with a change in meaning)
*I tried **to call** him but he was out.*
(make an attempt)
*Have you tried **calling** him?*
(do something to see what will happen)
try, ...

see Reference page 75

5 Choose the correct words in *italics*.

1 What hobbies do you enjoy *doing/to do* in a big group/alone?
2 What do you expect *doing/to do* in your free time when you are old?
3 Is there any housework that you can't stand *doing/to do*?
4 What should you stop *to do/doing* if you want to be healthier?
5 Is there anything you stop *to do/doing* on your way home from class?
6 Who would you most like to invite *to go/going* out for dinner?

Speaking

6 Work in groups. Ask and answer the questions in exercise 5. Tell other students what you found out.

Reading

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

1 Do you prefer books, films or plays? Why?
2 Do you usually read reviews before going to see a film or play, or buying a book? Why/ Why not?
3 Have you ever liked something that had a lot of bad reviews, or not liked something that everyone else loved?

b If a book has been made into a film, which do you usually prefer, the book or the film? Which of the following opinions do you agree or disagree with? Why?

The book is always better than the film because the film always cuts bits out and changes too much.

The film has to be seen as a separate thing – why should it be just like the book?

You should always see the film first, then read the book.

I prefer books because you can imagine the characters in your mind. The film just spoils that.

8 **a** Read the reviews. Which appeals to you the most? Why?

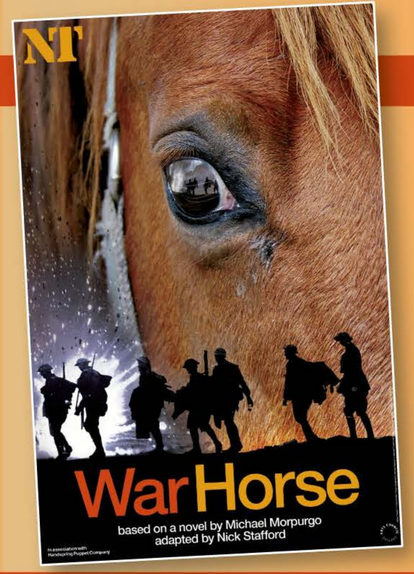
b Read the reviews again. Are the sentences true (T) or false (F)?

1 The reviewer thinks that the puppets in *War Horse* are better than the actors. ☐
2 The reviewer preferred the film of *War Horse* to the play. ☐
3 The reviewer thinks the play is realistic. ☐
4 The audience were very enthusiastic about *War Horse*. ☐
5 *The Shadow of the Wind* has sold a lot of copies. ☐
6 The reviewer thinks the story in *The Shadow of the Wind* moves slowly. ☐
7 The book Daniel chooses is very rare. ☐
8 The reviewer liked everything about the book. ☐
9 *New Moon* is the second in a series of films. ☐
10 The reviewer thinks that the acting in the film is very good. ☐
11 The reviewer doesn't say anything positive about the film. ☐
12 There are some similarities between the film and a Shakespeare play. ☐

Theatre

War Horse

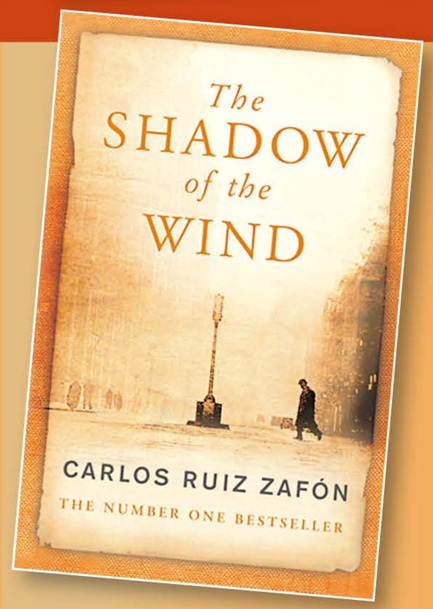
War Horse, **adapted from** the book by Michael Morpurgo, **tells the story of** a horse in the First World War. Before seeing the play I couldn't imagine how this story could work **on stage** – but it does. Joey and the other horses in the play are astonishingly life-like **puppets** and they **steal the show**. Very quickly, you come to completely believe in them and the unfolding story. In fact they are so good that the human characters seem less **well-rounded** in comparison. The **sound effects** are also incredible and with the **dramatic lighting** create the terrifying sensation of being right in the middle of battle. Although *War Horse* is not a musical, the **musical score** is a highlight, with simple but beautiful **melodies** and **lyrics**. The play is altogether **an amazing spectacle** and I was unsurprised when the **applause** from the **audience** lasted for more than five minutes at the end. Now I can't wait to see Spielberg's film version!



Books

The Shadow of the Wind

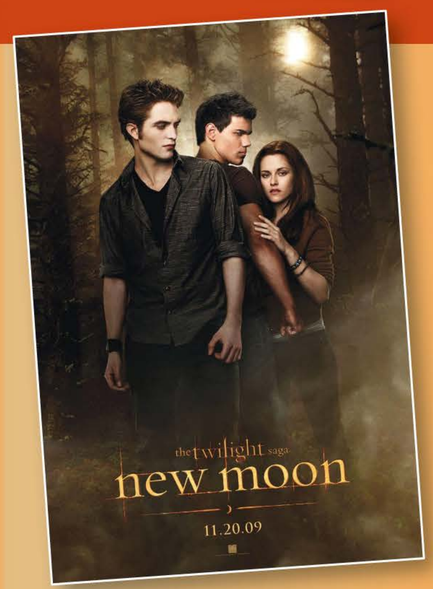
A worldwide **best-seller** from the Spanish **author**, Carlos Ruiz Zafón, *The Shadow of the Wind* is an unusual and moving book which will undoubtedly become **a modern classic**. **The book is set in** Barcelona where there is an old bookshop, called the Cemetery of Forgotten Books, right in the centre of the old city. As its name suggests, the bookshop sells only forgotten and **out of print** books. **The main character**, Daniel, visits the bookshop as a child and is allowed to choose a book to keep and look after. The book he chooses is called *The Shadow of the Wind*. As he grows up several people seem very interested in this book, which is the only copy left in the world. Gradually, he discovers that he is in great danger from a mysterious man who has the same name as one of the characters in the book. *The Shadow of the Wind* is **full of atmosphere** and is part thriller, part love story. Both the **descriptions** and **dialogue** are **beautifully written** and **the plot** is **a real page-turner**. The **first chapter** in particular **took my breath away**. If I have one complaint, it is that the ending feels rather sudden, but perhaps that's just because I **couldn't put it down**.



Film

The Twilight Saga: New Moon

The Twilight Saga, based on the books by Stephenie Meyer, tells the story of a young girl whose boyfriend is a vampire. Robert Pattinson **plays the role of** the vampire, Edward Cullen, and Kristen Stewart **stars as** the heroine, Bella. In this **sequel** to the first film, *Twilight*, Bella is abandoned by Edward and starts a relationship with Jacob, a werewolf. Robert Pattinson is a well-established **heart throb**, and the film seems to be aimed very much at teenage girls, with plenty of romantic scenes. **Fans** of the books will love it, of course, but in my opinion the **performances** are rather dull, and the film failed to make me care about any of the **leading characters**. Some people have compared elements of the story to Shakespeare's play *Romeo and Juliet*, suggesting that the vampires and werewolves in the film are like the rival families the Montagues and the Capulets in the play. However, I don't think Shakespeare would approve of the **plot** – it's completely absurd. In fact the only thing I would recommend about the film is the **soundtrack**, which includes songs from The Killers and Editors, and makes a great **album**.



Vocabulary | describing pastimes

9 Look at the Lifelong learning box and read the tip. Then complete the table with the words and phrases in **bold** from the reviews.

Lifelong learning

Noticing vocabulary

! When you read a text about a particular topic, you will often find words and phrases that you could use yourself to speak or write about this topic.

	Noun or noun phrase	Verb or verb phrase	Adjective or adjectival phrase
Books	*best-seller* *author*	*The book is set in ...*	*beautifully written*
Theatre/ Musicals			
Film			

Pronunciation | sounds and spelling: *'a'*

10 **a** 1.43 Listen to the words in the box. Decide if the underlined letter 'a' is pronounced /æ/ or /eɪ/, and put the words in the correct column.

abandoned album based chapter character
classic danger page soundtrack vampire

/æ/	/eɪ/

b 'a' is often pronounced /eɪ/, when the pattern is 'a' + consonant + 'e'. What other spelling patterns with 'a' make the sound /eɪ/?

see Pronunciation bank page 163

Speaking

11 **a** Think about a book you have read or a play or film you have seen. Then make notes about the topics below. Try to use some of the words and phrases in the Lifelong learning box.

- when/why you read or saw it
- the plot
- the characters
- why you enjoyed it

b Work in pairs and describe your book, film or play to your partner. Use your notes to help you. Answer your partner's questions.

5.3 Memorable meals

Grammar countable and uncountable nouns

Can do describe a restaurant

Vocabulary | food

1 **a** Do you know anything about food in Argentina? If not, what do you think the food is like?

b 1.44 Listen to Julia talking about some typical Argentinian dishes. Complete the notes.

'Asado' is *grilled* (1) _____ , on a kind of barbecue.
'Chimichurri' is *a kind of* marinade, *made with* (2) _____ .
(3) _____ are a kind of pie, baked in the oven. They are *stuffed with* (4) _____ and *can be served* (5) _____ .
'Dulce de leche' is a kind of (6) _____ . It's *made by* (7) _____ . It is usually *served with* (8) _____ .

c Work in pairs. Use the words in *italics* in exercise 1a to describe some typical dishes from your country.

Reading

2 **a** You are going to read about a strange restaurant experience. First, try to match these words from the story.

1	long	a	café
2	roadside	b	existed
3	delicious	c	road
4	hungry	d	soup
5	never	e	imagination
6	wonderful	f	and tired

b Work in pairs. What do you think happens in the story? Use the phrases in exercise 2a and the photos to help you.

3 Read the story to check your ideas. Why do you think the man never found the café again?

4 Read the summary of the story below. Find eight mistakes and correct them.

While two engineers, who were hungry, were driving through a busy area in Iran, they stopped in a small city. They found a little café. The owner of the café, who spoke a little English, offered to serve the men a meal. The meal, which was delicious, was surprisingly expensive. After they had finished eating, the restaurant owner asked the engineers to recommend his restaurant to their friends. They did this, but the engineer's friends didn't believe it was possible to find such a poor restaurant in such a remote area. In the end, the engineer returned to the village with his wife. However, when they arrived, they couldn't find the train station. Eventually, they asked a local man about the restaurant. He said he had never heard of it, and he had been there for thirty years.

The world's best restaurant

When I was working as a civil engineer in Iran I had to visit a factory in Marinjab – the centre of a recent earthquake. Marinjab is about 150 miles from Tehran and is a quiet and isolated place. As we drove back along the long road, my colleague and I were both hungry and tired. We didn't have much hope of finding anything to eat, however, as the next town was 80 km ahead. Our only hope was of finding a small roadside café, where you are unlikely to get more than some weak tea and a little sugar to eat.

Just then we came to a village made of small huts with flat roofs. Outside one of the many huts was a sign, 'ghahvehkhaneh' (café) so we went in. It was cool inside, and there were men sitting around smoking pipes. The owner, a proud man, came in from the back and greeted us. 'Good afternoon,' he said, in perfect English. 'My name is Hosseini. My wife is Russian. We do not usually get any foreigners here. It will be a pleasure and an honour to prepare a meal for you.'

A pale-faced lady appeared with a tablecloth, and some knives and forks, shortly followed by Mr H himself, carrying a couple of bowls of soup. Made with spinach and yoghurt, and served hot, it was the most delicious soup I have ever eaten. Soon, the next course arrived – dolmas, stuffed vine leaves. These were so delicious I asked Mr H for the recipe. He replied, 'vine leaves and rice'. It is not an Iranian dish.

The next course was a chelo kebab – the national dish of Iran. The meat was marinated in yoghurt and spices. We ate in silence, and finished with Turkish coffee. There was something almost unreal about the atmosphere of the place. When it was time to go, we asked Mr H how much it cost, and I can tell you the price was astonishingly cheap. It was a fantastic meal – the best I have ever had, and I told him so. Mr H blushed. 'I am glad,' he said. 'As I told you, we do not see many foreigners here. Do come again, and tell your friends.'

I told a lot of friends about the meal I had, yet no one believed me. 'How could you get such a meal in such a remote place?' an English engineer friend asked me.

A few months later, I returned on exactly the same route with this engineer friend and was determined to show him my special restaurant. We reached the village – I recognised the flat roofs – but there was no sign of the café. It was as if the building had never existed. I asked a villager. 'Ghahvehkhaneh?' he said. 'There has never been one here in all the time I have been here. And that is forty years.' We drove away disappointed. Naturally, my companion laughed at me. 'You have a wonderful imagination,' he said. I don't have any explanation. I only know that I definitely had a meal in this village, in a café which, ever since, I have called 'the world's best restaurant'.

Grammar | countable and uncountable nouns

5 **a** Read the Active grammar box. Then complete part A with the words in the box.

and countable counted restaurant rice uncountable

b Complete part B of the Active grammar box using the underlined examples in the story on page 70.

Active grammar

A Separate objects which we can count are usually (1) _____ nouns. (2) _____ nouns are often liquids, substances or abstract qualities, but some just need to be learnt.

Examples:

Countable	Uncountable
village café meal (3) _____	*sugar water money* (4) _____ *coffee soup luggage travel information news advice furniture weather hair bread*

Some nouns can be countable (5) _____ uncountable. This is either because we understand how much someone is talking about:
Can I have a (cup of) coffee please?
Sure. Do you take one (spoonful of) sugar or two?

Or it might be because we can look at the noun both as something that can be (6) _____ and as a substance.
chocolate (a bar) *a chocolate* (in a box)
ice cream (in a bowl) *an ice cream* (in a cone)

B Quantifiers

	None	A small amount	A large amount
Countable		*A _____ months later ...* *A _____ of bowls of soup ...*	*Outside one of the _____ huts ...*
Uncountable		*We didn't have _____ hope ...* *a _____ sugar ...*	
Countable and uncountable	*We do not ... get _____ foreigners here.*	*_____ weak tea ...*	*I told _____ friends about the meal ...*

Note that *any*, *much* and *many* are usually used in negatives and questions.

see Reference page 75

6 Some of the following sentences are incorrect. Decide which ones and correct them.

1 How many money do you have?
2 We need to buy a new furniture.
3 Sam ate almost all the chocolates in the box.
4 She has a beautiful long blonde hair.
5 I don't have some luggage.
6 Would you like some rice with that?

7 Complete the questions with a suitable quantifier from the Active grammar box.

1 Do you drink more than a _____ of cups of coffee a day?
2 How _____ vegetables can you name? Which ones do you eat most often?
3 Do you eat _____ meat? Why/Why not?
4 Some people only eat _____ meat. Do you think this is a good idea?
5 How _____ portions of fruit and vegetables should you eat a day?
6 Some people only eat _____ different kinds of fruit. Do you think it's better to eat a larger variety?

Speaking

8 Work in pairs and discuss the questions in exercise 7.

Listening

9 1.45 Listen to Helen describing a restaurant. Tick (✓) the correct summary.

1 The food was good, but it was much too expensive. ☐
2 The service wasn't very good but the food and the atmosphere were great. ☐
3 The atmosphere was good but there was no vegetarian food. ☐
4 The food was very good but the live music made it very noisy in the restaurant. ☐

10 Listen again and complete each sentence with between one and three words.

1 The speaker went to Bruges to celebrate _____ .
2 The restaurant they chose used to be _____ .
3 It was summertime, so they decided to _____ .
4 She had vegetarian lasagne and her boyfriend chose _____ .
5 The restaurant was famous for _____ .

11 Look at the How to... box. Then listen again and tick (✓) the expressions the speaker uses.

How to... describe a restaurant

Location	*It's on the river/on the main square/on a small street/in the centre of ...* *It's near ...*
Atmosphere	*Very lively/busy/noisy/romantic/peaceful/relaxing ...* *It has a bar/live music ...*
Menu	*It specialises in ...* *It's famous for ...* *The menu is varied/traditional. The (food) is fresh/good-quality/beautifully-prepared.*
Service	*The service is quite slow.* *The waiters are very friendly/efficient.*
Prices	*The prices are reasonable.* *It's quite expensive.*

Speaking

12 **a** You are going to talk about a restaurant you like. Plan what you want to say using the phrases in the How to... box.

b Work in groups. Take it in turns to describe your restaurants. Which would you most like to visit?

5 Vocabulary | explaining what you mean

1 **a** Think of situations in which you need to explain something ...

1 to visitors.
2 to family/friends.
3 to colleagues.
4 to other students.

b Work in pairs and compare your ideas.

In a restaurant, I sometimes have to explain the local dishes to visitors to my country.

2 **a** 1.46 Listen to five descriptions and guess what the speakers are describing. Then check your answers on page 148.

b Read the Lifelong learning box. Then listen to the descriptions again and complete the sentences (1–5).

Lifelong learning

Paraphrasing

! You will not always know the words you need in English. But you can communicate your meaning by using alternative words to explain what you mean.

1 It's a type of ...
2 It's a kind of ...
3 It's the stuff you ...
4 It's something you use for ...
5 They're usually made of .../They're a useful thing to ...

c Which word, *thing* or *stuff*, do we use for countable nouns and which do we use for uncountable nouns?

3 Put the words in the correct order. Then match the descriptions (1–6) to the pictures (A–F).

1 in/windows/something/find/of/you/front/it's .
2 you/a/pasta/it's/type/cheese/which/on/of/put .
3 you/opening/wine/use/bottles/it's/something/for .
4 Spain/it's/kind/a/dish/of/from/rice .
5 your/for/use/stuff/you/hair/it's/washing/the .
6 large/made/stone/figure/it's/of/a .

4 **a** Work in groups. Complete the notes below. Which group can finish first?

SHAPE – draw something that's ...
rectangular
oval
round
square

WEIGHT – name an animal that's ...
heavy
light

SIZE – name something that's ...
enormous/huge – The Grand Canyon,
tiny
wide
narrow

TEXTURE – name a type of material or a thing that's ...
smooth – soap
rough
sticky
soft
hard

b 1.47 Listen to the sentences. Do they mention the same things as you?

c 1.48 Listen and repeat the adjectives in exercise 4a.

5 Work in pairs.

Student A: turn to page 149.

Student B: turn to page 152.

You have the same crosswords but with different words completed. Take it in turns to describe your words and complete the crossword.

5 Communication

Can do make a short presentation

1 **a** What are the people in the photo doing?

b 1.49 Listen to Paul talking about Capoeira. Put the sections below in the right order (number 1–5) as you hear them.

2 Listen again and complete the phrases in each section.

3 Choose a skill (it could be anything you enjoy or are good at) and prepare to tell other students about it. Use the phrases in **bold** below to help you plan your ideas.

4 Work in groups and describe your skills. As you listen to the other students, think of one or two questions to ask them when they finish.

Capoeira

1 Background information/History

Capoeira **is a kind of** _____ .

It was started by _____ .

The music **is important because** _____ .

☐ Afterwards

You can relax and _____ .

We often spend _____ .

☐ Other information/Future plans

I have been doing Capoeira for _____ .

I have improved a lot since _____ .

I would like to become _____ .

☐ Personal qualities necessary

You need to be _____ .

You have to _____ .

You should _____ .

☐ Main actions/Activity

Everyone _____ , singing and playing music. Two people fight in the centre.

As soon as _____ , you have to move away quickly.

You **must** be careful the other person _____ .

If the other person kicks you, **then** _____ .

If the white costume is still clean at the end of the game, **that shows** _____ .

5 Reference

Present Perfect Continuous and Present Perfect Simple

We use both the Present Perfect Simple and Present Perfect Continuous to talk about actions, states or activities which happened in an unfinished period of time and have some connection to now.

I've been to Paris. (some time before now)

I've lost my keys. (it happened some time before now and they are still lost)

I've been waiting for him. (I started in the past and I'm still waiting)

We use the Present Perfect Continuous ...

1 to emphasise how long something has taken.
I've been waiting for ages.

2 to indicate that an activity or situation is temporary.
I've been living here for a few months now.
Compare with
I've lived here all my life.

3 to emphasise the repetition of an activity.
I've been ringing and ringing you!

Verb patterns with *-ing* and infinitive

1 Verbs followed by *-ing*: verbs of feeling, e.g. *can't stand*, *like*, *love*, *enjoy*, *don't mind*, *hate*, *adore*

2 Verbs followed by the infinitive: verbs about future plans, e.g. *agree*, *promise*, *want*, *choose*, *decide*, *hope*, *expect*, *plan*, *would like*, *refuse*, *prefer*

3 Many verbs can use the pattern: verb + *somebody* + *to* + infinitive, e.g. *allow*, *help*, *want*, *remind*, *would like*, *advise*, *invite*, *tell*

4 Some verbs can be followed by both forms but the meaning may change.

Countable and uncountable nouns

Countable

A countable noun can be singular or plural. We can count countable nouns (one apple, two apples, etc.).

*She eats **an apple** a day. I love eating **apples**.*

Uncountable

Uncountable nouns have only one form, no singular or plural. We cannot count uncountable nouns.

*In Asia, people eat **rice** with every meal.*

We cannot say *a rice*, so we specify *a ... of ...*

a bowl of rice, a bottle of water ...

Uncountable nouns are generally not used in the plural, e.g. *information*, *advice*, *furniture*, *equipment*, *travel*.

Can I have some information? NOT: ~~informations~~

Some uncountable nouns are used only in plural form, e.g. *scissors*, *jeans*, *news*.

I bought some jeans/a pair of jeans. NOT: ~~a jeans~~

Some uncountable nouns can be used as both countable and uncountable. Sometimes this is because we understand a certain quantity is meant.

Can I have a (cup of) coffee?

Sometimes the meaning changes, e.g. *chocolate*, *ice cream*, *hair*, *noise*, *room*, *time*, *chicken*, *lamb*, *potato*.

Quantifiers

Before countable nouns, we use *a few*, *a couple*, *some*, *a lot of* and *many* in positive sentences.

Before uncountable nouns, we use *a little*, *some* and *a lot of* in positive sentences.

Any, *much* and *many* are usually used in negative sentences and questions.

Key vocabulary

Leisure activities
aerobics a musical instrument athletics camping cards climbing computer games dancing drawing exercise jogging karate painting photography sailing skiing snowboarding socialising squash surfing volleyball

Equipment
belt board boots brush canvas costume goggles helmet net poles racquet rope saddle trainers

Responding to a picture
colourful depressing disturbing intriguing odd sad striking unusual vivid

Describing pastimes
Theatre: adapted from amazing spectacle applause audience lighting lyrics melody on stage puppet score sound effect steal the show tell the story of well-rounded
Books: a classic atmosphere author beautifully written best-seller chapter character couldn't put it down description dialogue is set in out of print page turner plot take your breath away
Film: album fan heart throb leading character performance play the role of plot sequel soundtrack star as

Describing food
It's ... grilled/baked/boiled/fried/made with .../made by + verb + *-ing*/stuffed with .../served with .../hot/cold.

ACTIVEBOOK Listen to the explanations and vocabulary.

see Writing bank page 157

5 Review and practice

1 Choose the correct words in *italics*.

1 I haven't bought your present yet because I've *worked/been working* all morning.
2 How long have you *known/been knowing* Sally?
3 **A:** Why are you looking so happy?!
B: I've *danced/been dancing*.
4 Hi. I don't think we've *met/been meeting*. I'm Tim.
5 Have you *finished/been finishing* the report yet?
6 How long have you *learned/been learning* to play golf?
7 How many matches have you *played/been playing* this season?
8 Molly hasn't done her homework. She's *watched/been watching* TV all afternoon.

2 Complete the dialogues with the correct form of the verbs in brackets.

1 **A:** You look exhausted. What _____ you _____ (do)?
B: I _____ (play) squash.
2 **A:** You're late! I _____ (wait) for nearly an hour.
B: I'm sorry. I _____ (work) late in the office.
3 **A:** I'm really hungry. I _____ (not/eat) all day.
B: Sit down. I _____ just _____ (finish) making dinner.
4 **A:** I haven't seen you for hours. What _____ (do)?
B: I _____ (play) with the dog.
5 **A:** _____ you _____ (leave) any messages for him?
B: Yes, I _____ (leave) four messages.
6 **A:** There's paint on your clothes! _____ you _____ (decorate)?
B: Yes, I _____ (paint) the living room. It's nearly finished.

3 Complete the email with the correct form of the verbs in brackets.

Hi Virginia,

I'd like to (1) _____ (check) a few things with you about next week. I am really looking forward to (2) _____ (see) you here in New York. The good news is that my flatmate, Matt, has agreed (3) _____(give) you his room for the week. He said he would prefer (4) _____ (stay) at his girlfriend's place because he can't stand (5) _____ (listen) to us talking about university all night!

The other thing is that on Thursday I have been invited (6) _____ (go) to dinner with a new colleague from work. I am sure you can manage (7) _____ (entertain) yourself for one night. There is a lot you can do around here if you don't mind (8) _____ (go out) on your own. Remember (9) _____ (bring) your mobile phone, so you can contact me if you get lost. I forgot (10) _____ (ask) you what time your train arrives. Let me know and I'll try (11) _____ (leave) work early so I can meet you.

Speak soon,

Love Felipa

P.S. I need to warn you (12) _____(bring) some warm clothes with you because it is freezing here!

4 Complete the following pairs of sentences using the countable and uncountable form of each noun. Add an article or plural ending if necessary.

chocolate
I'm trying to give up *chocolate*, it isn't good for me.
He bought her a huge box of *chocolates* .

1 coffee
_____ is produced in Kenya.
Would you like _____ ?
2 hair
Waiter! There's _____ in my soup!
He has short spiky brown _____ .
3 noise
I jumped when I heard _____ coming from the bathroom.
There's a lot of _____ in this street.
4 room
The hotel has 100 _____ .
Is there _____ for me at the table?
5 chicken
Susie keeps _____ in her garden.
I had _____ for dinner.

5 Correct the mistake in each sentence. There may be more than one mistake and more than one way to correct it.

We went to buy a furniture
We went to buy some furniture.

1 In the evening I love listening to a music.
2 We went out to lovely restaurant.
3 Hurry up! We don't have many time.
4 I don't think I can come to the theatre, because I only have a few money.
5 Would you like a milk in your coffee?
6 I've got a bad news – the show has been cancelled.
7 I'm going to the market to buy some breads.

6 Choose the correct words in *italics*.

1 The first film was a great success, so they're making the *sequel/chapter/performance*.
2 To play volleyball you need *a racquet/a net/goggles*.
3 The film is *starred/set/played* in Paris in 2001.
4 I love going *aerobics/cooking/climbing*.
5 I don't understand this song because the *melody/lyrics/album* are in German.
6 The *dialogue/plot/description* is really good – they say such funny things!
7 Flour is the *stuff/thing/type* you use to make bread.
8 Pierogi is *made by/made with/served* potato flour.

Holidays

6

Lead-in

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

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

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

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

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

3 Work in pairs and discuss the questions.

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

6.1 Across Africa

Grammar Past Perfect Simple

Can do describe a memorable photo

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

As we drove towards the setting sun, a quietness fell over us. The road was empty – we hadn't seen another car for hours. And as I drove, something caught my eye, something moving next to me. I glanced in the mirror of the car; I glanced sideways to the right, and that was when I saw them. Next to us, by the side of the road, thirty, forty wild horses were racing the car, a cloud of dust rising behind them – brown, muscular horses almost close enough to touch them, to smell their hot breath. I didn't know how long they had been there next to us.

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

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

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

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

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

Reading

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

diary emails ~~home~~ photos souvenirs

phone *home*

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

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

2 Work in pairs and discuss the questions.

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

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

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

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

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

Vocabulary | descriptive language

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

We shot through the barren landscape (line 1)

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

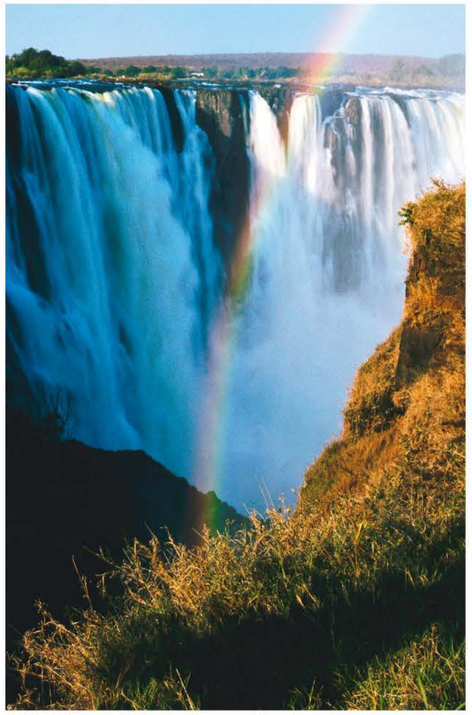
1 *drunk on sensations* (line 9)
This means that you have seen and heard so much that you feel *incredible/bored*.
What normally makes people drunk?

2 *roaring of the water* (line 9)
This means the water *makes a loud noise/is quiet*.
What animal normally roars?

3 *quietness fell over us* (lines 14–15)
This means that as they drove *they had a small accident/it became silent*.
Give some more everyday examples of things that fall.

4 *caught my eye* (line 16)
This means that she had *something in her eye/noticed something and looked at it*.
What else can you catch?

5 *slept the sleep of the dead* (lines 34–35)
This means that they slept *very well/very badly*.



Grammar | Past Perfect Simple

6 **a** Look at the Active grammar box and answer the questions. Then choose the correct underlined words.

b Find other examples of the Past Perfect Simple in the extract on page 78.

Active grammar

(Past Simple) (Past Perfect Simple)
*We **wanted** to remember all we **had seen** ...*

Which action happened first?
1 *We saw things ...*
2 *We wanted to remember ...* (the experience)

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

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

see Reference page 89

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

I had been warned about the dangers in Peru, but no one (1) _____ (tell) me how incredibly beautiful it was. The mountains (2) _____ (be) all shades of green and purple and as we arrived at Machu Picchu early in the morning, I was glad we (3) _____ (decide) to walk there rather than take the tourist train. The sun had only just come up and the air (4) _____ (smell) very fresh and sweet.
Machu Picchu (5) _____ (be) built in around 1450 but archeologists think it (6) _____ (be) abandoned by the time the Spanish (7) _____ (arrive) in the area a hundred years later.

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

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

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

Listening and speaking

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

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

10 **a** 2.1 Listen to three people describing the photos. Match the speakers, Helen, Matthew and Tracy with the photos (A–C).

b Listen again. For each speaker make notes about ...

- where they took the photo.
- what the weather was like.
- what else they had done that day.

c Look at the How to... box. Then listen again and tick (✓) the phrases you hear.

How to... describe a memorable photo

Say when and where the photo was taken	*This photo shows ...* *This is a photo I took in ...*
Describe what you can see in the photo	*In the background/foreground, you can see ...* *On the left-hand side/right you can see ...* *I think this is ...*
Give background information/talk about the people in the photo	*I/We had been (there) for ...* *I was staying ...* *We suddenly stumbled upon ...* *Afterwards, we ...* *We had always wanted to see ...* *We had a really amazing day.*

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

6.2 Down under

Grammar uses of *like*

Can do get around a new place

Vocabulary | places in a city

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

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

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

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

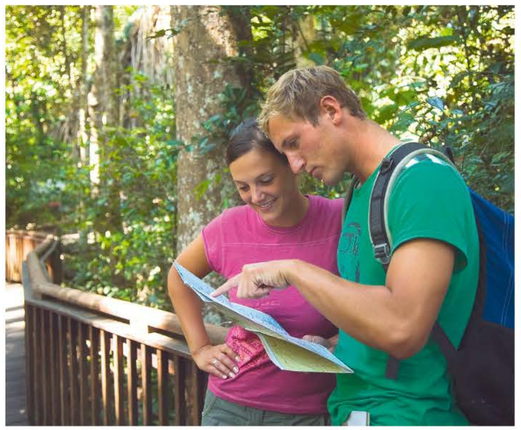
Number one for me is visiting markets, because the atmosphere is usually very friendly. You can meet local people and buy presents too.

Listening

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

3 Listen again and answer the questions for each dialogue.

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



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

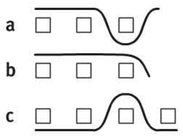
How to... get around a new place

Ask about places in a town	*What time does the museum ____ ?* *Is there a ____ near here?* *Can you recommend a good restaurant?*
Ask for travel information	*How much is a ____ to the city centre?* *____ this bus go to the airport?*
Sound polite	*Excuse me. Could you tell me what time the train ____ ?* *Excuse me. Do you know where ____ is?*
Ask/Give directions	*Can you tell me the way to the ____ ?* *Just go straight on. It's on your ____ .*

Pronunciation | intonation in questions

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

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



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

see Pronunciation bank page 164

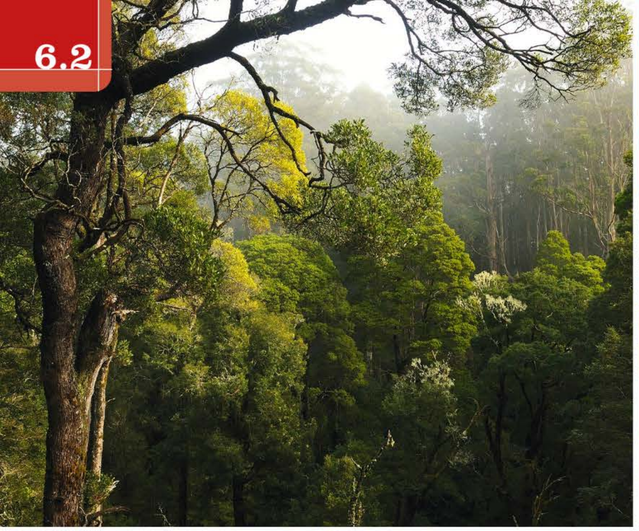
Speaking

6 Work in pairs.

Student A: turn to page 148.

Student B: turn to page 152.

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



Reading and speaking

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

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

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

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

8 Read the article again and answer the following questions.

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

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

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

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

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

My boyfriend joined me for my most recent trip home. It was fun showing him all the familiar landmarks, but also going to places I've never been before. From Melbourne, we took the Great Ocean Road, a 150-mile highway that is a scenic delight. You pass through an area that includes the world-famous Twelve Apostles rock formations, the Otways rainforest and Bells Beach along with resort towns such as Torquay and Apollo Bay. We loved spending time on the beach, as well as visiting vineyards and taking in jazz music. It really was an amazing summer.

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

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

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

Grammar | uses of *like*

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

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

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

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

Active grammar

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

As a verb

A To enjoy something or to think that something is nice, good or right.
e.g. sentence __3__

B To say what you want or to ask someone what they want.
e.g. sentence _____

C To suggest or offer something.
*We could go to the art gallery if you **like**.*

As a preposition

D Similar to something else or happening in the same way.
e.g. sentence _____ and _____
We often use *look* with this meaning.
e.g. sentence _____
We also use *sound/feel/taste*.
*What's that noise? It **sounds like** an aeroplane.*
*What does papaya **taste like**?*
*It's so warm, it **feels like** summer.*

E Used to give an example of something, instead of using *such as*.
e.g. sentence _____

F Used to ask someone to describe or give their opinion of something.
*What is it **like**? It's very cosmopolitan.*

see Reference page 89

10 Complete the dialogues using expressions with *like*.

1 **A:** I have never been to Paris. What _____ ?
B: Oh, it is a wonderful city.
2 **A:** What _____ do today?
B: I don't mind. You decide.
3 I love old buildings _____ castles and churches.
4 **A:** What _____ most about Krakow?
B: I love the market square with all the cafés and restaurants.
5 **A:** I am not sure if I will recognise Mr Williams. What _____ he _____ ?
B: He is tall, with dark hair.
6 **A:** Why didn't you like the food?
B: Because it was horrible! It _____ rubber.
7 **A:** I _____ really _____ modern art.
B: Neither do I. The paintings often _____ the work of children.
8 **A:** Shall we go out tonight?
B: We can _____ .

Speaking and writing

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

1 What is it like?
2 What are the people like?
3 Why do you like/dislike it?
4 What do you like doing there?
5 What would you like to change about it?
6 Does it look like any other cities/places that you know?

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

One of the best places to visit is ...
You mustn't miss ...
If you enjoy ..., you will love ...
One I really like is ...

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

6.3 Travellers' tales

Grammar articles

Can do talk about unexpected events

Vocabulary | travelling

1 a Complete the texts with the adjectives in the box.

barren cultural famous independent local new package sandy unforgettable tropical

A

Tourists ... are not so interested in (1) _____ experiences and sensations. When they go abroad, they either go sightseeing to see (2) _____ landmarks like St Mark's Square in Venice, or to (3) _____ beaches where they do nothing but sunbathe. Many tourists prefer (4) _____ holidays, which include travel, accommodation, and sometimes even food. Tourists just want to have fun and relax.

B

Travellers ... go to the (1) _____ capitals, just like tourists. However, travellers also explore (2) _____ rainforests, (3) _____ deserts and other places where tourists never go. Travellers try to experience the (4) _____ culture and meet the people who live there. They prefer (5) _____ travel to package tours and hope to experience an (6) _____ journey.

b Work in pairs. Read the texts in exercise 1a again. Do you agree with the definitions of *traveller* and *tourist*? Why/Why not?

2 Work in pairs and discuss the questions. Try to use the vocabulary from exercise 1.

1 Do you prefer to be a tourist or a traveller? Why?
2 What are the advantages and disadvantages of being a traveller rather than a tourist?

Listening and vocabulary

3 a Work in pairs. Look at the painting of Lady Mary Wortley Montagu and discuss the questions.

1 When do you think she lived?
2 Where do you think she lived?
3 What do you think she was like? Describe her using words from the box.

adventurous aggressive arrogant beautiful brave clever confident intelligent open-minded well-off

b 2.5 Listen to a radio programme about Lady Mary and check your ideas.

4 a Listen again and complete the notes using between one and three words or a number in each gap.

Joanne Bright is the author of a book about (1) _____ in the eighteenth and nineteenth centuries.

Lady Mary Wortley Montagu went to Istanbul, with (2) _____ in (3) _____ . She wrote a series of (4) _____ which were published (5) _____ .

Lady Mary was unusually open to the new (6) _____ . She thought the Turkish ladies were much more (7) _____ than English ladies. She also copied the Turkish women in having her (8) _____ inoculated against smallpox and brought the idea back to England.

b Listen again and correct the following sentences.

1 Most women travellers went abroad to accompany their children.
2 Lady Mary didn't enjoy living in Turkey.
3 She wore English clothes.
4 She caught smallpox as a child.
5 She had her son inoculated against smallpox in England.
6 She helped to introduce inoculation to Turkey.

Pronunciation | sentence stress

5 a 2.6 Listen to the answers to exercise 4b and write down which word is most stressed in each sentence.

*Most women travellers went abroad to accompany their **husbands**.*

b Why are these words stressed? Practise saying the sentences in exercise 4b with this stress pattern.

6 a Turn to page 148 and read about another traveller. Write four sentences about them. Include an incorrect fact in each sentence.

b Work in pairs. Take it in turns to read your sentences. Try to correct your partner's mistakes, paying attention to your intonation.

see Pronunciation bank page 164

Reading and speaking

7 a Work in pairs. Describe what is happening in the pictures (A–C).

b Read the article. What strange event does each picture (A–C) show?

8 Work in pairs. Read the article again and answer the questions.

1 Is the article very serious, semi-serious or not serious? How do you know?
2 In your opinion, which are the most amazing events/coincidences in the article? Which are lucky? Which could have logical explanations?
3 Have you experienced a strange event/coincidence? What happened?

9 Work in pairs. Retell the stories from the article using the key words below to help. Try to use some of the words and phrases in the box.

amazingly ... ... didn't expect to ... Luckily, ... turned out ... unbelievably, ...

1 family/Australian coast/whale/boat
2 Roger/drowning/saved/beach/Alice/beach/husband
3 dog/Indiana/3,000 miles/Rocky Mountains
4 Karen/beach/ring

Strange things happen when you travel ...

The Johnson family expected to see some whales when they chartered a boat to sail around the Australian coast. But they didn't expect a 30-foot humpback whale to leap out of the ocean onto their boat. Amazingly, no one was seriously hurt, not even the whale.

If you think that's unbelievable, how about the story of Roger Lausier? Aged four, he had wandered away from his mother on Salem beach, Massachusetts and was saved from drowning by a woman called Alice Blaise. Nine years later, the thirteen-year-old Roger was on the same beach when he saw a man fall overboard. Roger saved his life. The man turned out to be Alice Blaise's husband.

Some of the most incredible travel stories, it seems, are about a pet. In August 1923 the Brazier family, holidaying in Indiana, lost their dog, Bobbie, and had to return home to Oregon, 3,000 miles away, without him. Unbelievably, Bobbie travelled across icy rivers, climbed the Rocky Mountains and, six months later, arrived back home in Oregon.

Or more recently, Charlie, a cat who decided to take a nap inside the engine of his neighbour's car and ended up being driven 160 miles away. Luckily for him, he was completely unhurt.

What about the things people lose and find when they are travelling? Rings are top of the list. In Hawaii, Ken Da Vico, who is a professional diver, claims to find about fifteen wedding rings a year in the sea. He returns many of them to their owners. Even if a fish eats the ring, there is still hope. There are many cases of rings being found years later inside the stomachs of sharks, mussels and other kinds of fish. Less common is when the loser finds the lost ring, as happened when Karen Goode went to a beach in Wales and found a ring she had lost there ten years before.

Grammar | articles

10 Look at the Active grammar box and match the example phrases/sentences (1–8) below with the rules (A–H).

1 Ken de Vico, who is **a** professional diver, says ...
2 In Hawaii, ...
3 Some of **the** most incredible travel stories ...
4 **Rings** are top of ...
5 They didn't expect **a** 30-foot humpback whale to leap out of the ocean ...
6 They didn't expect a 30-foot humpback whale to leap out of **the** ocean.
7 No one was seriously hurt, not even **the** whale.
8 Some of the most incredible travel stories are about **a** pet.

Active grammar

A We use *a/an* when something is one of many. e.g. sentence _____

B We use *a/an* when it's the first time something has been mentioned. e.g. sentence _____

C We use *a/an* with jobs. e.g. sentence _____

D We use *the* when something is the only one. e.g. sentence _____

E We use *the* when something has been mentioned before. e.g. sentence _____

F We use *the* with superlatives. e.g. sentence _____

G We use no article (–) when we make generalisations with plural or uncountable nouns. e.g. sentence _____

H We use no article (–) with most names of people and places. e.g. sentence _____

We use *the* in names if the title includes *States*, *Kingdom* and *Republic*: ***the** United States, **the** United Kingdom, **the** Republic of China.*

We use *the* if the name is a plural: ***the** Netherlands, **the** Andes, **the** Falkland Islands.*

We say ***the** south of Spain*, but *southern Spain* and ***the** north of Africa*, but *North Africa*.

We use *the* with rivers, seas, oceans and deserts: ***the** Pacific Ocean, **the** River Thames.*

see Reference page 89

11 Find and correct the mistake in each sentence.

1 The travellers should always respect other people's culture.
2 The Europe is not most beautiful continent.
3 The good way to see a country is to go by train.
4 It'd be really relaxing to go on trip along a river, like River Nile, for example.
5 The delayed flights are one of greatest problems travellers face these days.
6 Before going abroad, you should learn a few words of a local language.
7 The travel is a bit boring for me.
8 I hate travelling in the aeroplanes.

12 Complete the stories with *a/an/the* or – (no article).

Alvaro Cortez met his girlfriend, (1) _____ musician called Pilar, at college in Madrid, and she showed him her favourite guitar. (2) _____ guitar was (3) _____ same instrument that Alvaro's grandfather had played fifty years earlier. It had been lost when his grandfather moved to (4) _____ new house in (5) _____ Valencia, Spain.

Michael and Tamara Weisch went on (6) _____ two-week holiday to Warsaw. One evening, in (7) _____ restaurant of (8) _____ small hotel where they were staying, they started talking to another couple, who, they soon realised, were also called Michael and Tamara Weisch, also from (9) _____ New York City. But (10) _____ best coincidence of all: both couples had been to (11) _____ same hotel in Prague exactly a year before.

Speaking

13 Read the corrected sentences in exercise 11 again. Write *yes* (Y) if you agree completely, *no* (N) if you disagree, or *don't know* (DK). Then work in groups and discuss your answers.

I agree with sentence 1 because ... What do you think?

6 Vocabulary | expressions with *get*

1 Look at the mind map and tick (✓) the expressions with *get* that you know. Can you add any more expressions to the map?

GET

1 buy/receive/obtain:
*Shall we **get** some drinks for our journey?*
*She **got** the tickets through the post.*

2 *get* + past participle:
*Luckily, the cat didn't **get** burnt or scalded.*
*I don't know how we **got** lost.*

3 Phrasal verbs:
*I **get on** board and immediately change into my pyjamas.*
*I'll call her as soon as I **get back** from holiday.*
*You might have to wait over an hour to **get in**.*

4 travel/go/arrive:
*Can you tell me how to **get** to the airport?*
*What time did you **get** here?*

5 have the opportunity to do something:
*I'd like to **get to** know some of the more exclusive resorts.*
*I hope I **get** the chance **to** travel next year.*

6 become: (often used with the present continuous for describing changes)
*I'm **getting** hungry.*
*It's **getting** dark.*

7 fetch/collect:
*He's gone to **get** Janice from the station.*

2 Read the Lifelong learning box. Then match each phrase (a–e) to a section of the mind-map (1–7).

Maps for the mind

! Don't always write new vocabulary in a list. Use maps like the one above to put related words together. This will help you to remember them.

a How did you **get away with** that? *(section 3)*
b I forgot my umbrella so I **got** really wet.
c I **got** some directions to the hotel in an email.
d It's quite easy to **get around** the city.
e I **got** really **lost** in the old part of town.

Lifelong learning

3 Complete the story with the words/phrases in the box.

get away with get it into get off get on getting on
got got out of

The funniest thing that ever happened to me on an airplane was about twenty years ago, in Brazil. My boyfriend and I were (1) _____ a flight from Recife to Brasilia. In front of us in the queue to (2) _____ board was a woman carrying a large cardboard box. She tried to (3) _____ the overhead locker, but it was too big, so she sat down directly behind us with the box on her lap.

Before we could take off, there was a squawking noise and all of a sudden a parrot landed on my boyfriend's head! Honestly! It had (4) _____ the cardboard box and the cabin crew had to chase it round the plane for quite some time before they caught it. The lady and the parrot both had to (5) _____ the plane. She (6) _____very angry, but I don't know how she thought she would (7) _____ it!

4 **a** Work in groups. Write a story using the phrases from the box, and other *get* phrases you know.

get a taxi get back get bored
get married get cold
get directions get divorced
get home get ill get lost
get on (with) get to the airport late
get to the hotel get someone a drink
get wet

b Write your story for other students to read. Leave spaces where there is an expression with *get*. Can the other students guess which word/phrase is missing?

Jim was planning to get _____ but on the way to the church ...

6 Communication

Can do suggest and respond to ideas

1 Work in groups. When you visit another city, what do you like/not like doing? Tell your group.

2 You are going to plan a day trip for your group in London. Look at the *What's on in London* leaflet and find ...

1 a tour which lasts for half a day.
2 the time it takes to go round the London Eye.
3 a musical you could see.
4 where the piano concert is playing.
5 two museums you could visit.
6 an exclusive shop to buy souvenirs.

3 **a** 2.7 Listen to three people planning a day trip. What do they decide to do ...

1 during the day? 2 in the evening? 3 if it rains?

b Look at the audioscript for track 2.7 on page 171. Underline the phrases the speakers use to make suggestions and respond to ideas. Then work in pairs and compare.

4 **a** Work in groups. Plan your day in London, using the leaflet.

- You can spend £100 each.
- Plan activities for the morning, the afternoon and the evening.
- Try to include activities for everyone in your group.

b Tell the class about your plans.

What's on in LONDON

General

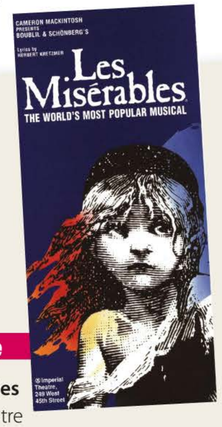
Tour around London on a Big Red Bus. Enjoy the views from the top of this famous London bus, as you learn about the sights from one of our friendly guides. Half-day tour, £25 per person.

London walks – Experience London on foot with one of our specialised walking tours. £5 per two-hour walk.

Camden market – the perfect place to walk around and visit shops, eat in a local café, buy some arts and crafts and just sit with a coffee and watch London go by. Colourful, fun and cheap – this is real London.

Buckingham Palace – Entrance ticket: £12 per person. Watch the Changing of the Guard outside Buckingham Palace at 2 p.m. every afternoon.

The London Eye – the Giant Observation Wheel became operational in January 2000. The Wheel is the largest of its kind ever to be built and visitors to London from abroad are delighted by this new way of seeing the city. Tickets £12.50, duration 30 minutes.



Theatre

Les Misérables – Palace Theatre 020 7494 5555. 'This musical has been playing for eighteen years, and it is still like going to a first night'. Eves 7:30, Mats Thu and Sat 2.30. Tickets from £40.

Music

Philharmonic Orchestra
Hear Rachmaninoff's first piano concerto (with Michael Pletnev) accompanied by the Philharmonic Orchestra. Free. The Royal Festival Hall.

Museums and Galleries

Madame Tussaud's – Visit the museum to see their world-famous wax models of famous stars, past and present. A very popular attraction, you might have to wait over an hour to get in. £24.50.

The British Museum – has outstanding collections that cover world cultures from pre-history to the present day. Free.

The National Gallery – The National Gallery, London, houses one of the greatest collections of European painting in the world, with over 2,300 paintings covering the period from about 1250 to 1900. Free.

Shopping

Shop at Harrods – the most famous department store in the world. Buy exclusive souvenirs for family and friends, and enjoy afternoon tea and wonderful views across London in our sky-view café.

6 Reference

Past Perfect Simple

We use the Past Simple to talk about something that happened in the past, e.g. *I **was** ill.*

We use the Past Perfect Simple to talk about what happened before that, e.g. *I **had eaten** something bad.*

We use it to make the order of events clear.
*I **was** ill because **I'd eaten** something bad.*

We don't need to use the Past Perfect Simple when the sequence of events in the past is clear:
*I **came** home and **turned** on my computer.*

The Past Perfect uses many of the same expressions as the Present Perfect (*since*, *for*, *already*).

Uses of *like*

As a verb

1 To enjoy something or think that something is nice, good or right.
*I **like** fresh coffee. Harry **doesn't like** swimming.*
2 To say what you want or ask someone what they want.
*I'd **like** a non-smoking room please.*
3 To suggest or offer something.
*I'll help you, **if you like**.*

As a preposition

1 Similar to something or happening in the same way.
*He eats **like** a horse.*
We often use *look*, *sound*, *feel*, *taste* with this meaning.
*Sam **looks like** a popstar.*
We can also use *look like* and *feel like* with a more idiomatic meaning.
*It **looks like** Rachel is going to be late again!*
*I don't **feel like** going.*

! When *like* is a preposition and is followed by a verb we use *-ing*.

2 Used to give an example (instead of *such as*).
*Big cities **like** London can be expensive.*
3 Used to ask someone to describe or give their opinion.
*What's London **like**? It's enormous.*

Articles

a/an is used ...

1 when something is one of many.
*I went to **an** island in the Pacific.*
2 when it's the first time we've mentioned the subject.
*I went to **an** island in the Pacific. The island was completely isolated.*
3 with jobs.
*She's **a** doctor, he's **a** cook.*

the is used ...

1 when the subject is unique (there's only one).
***The** President of the US*
2 when we already know which one we are talking about.
*I went to an island in the Pacific. **The** island was completely isolated.*
3 with superlatives: *It's **the** best holiday I've ever had ...*

No article

We use no article when we make generalisations with ...
plural nouns: *Trousers are warmer than skirts.*
uncountable nouns: *Progress is possible.*

Articles in place names

We use no article with ...
1 most place names: *Warsaw, Spain*
2 names with South/East, etc. *South America*

We use *the* for ...
1 countries with the word *State*, *Kingdom* or *Republic*: ***the** United States, **the** United Kingdom.*
2 plural names: ***the** West Indies.*
3 rivers, seas, oceans, deserts: ***the** River Seine.*
4 describing where in a country: ***the** south of France, **the** west coast of Scotland.*

Key vocabulary

Holidays and travelling
(river) cruise cultural and historical capitals barren deserts famous landmarks go abroad go sightseeing have fun and relax independent travel adventure/package/beach/camping/sailing holiday local culture safari sightseeing tour unforgettable journey

Describing landscape
beach coastline desert dramatic green island lush mountains pebbly rocky sandy scenery scenic snow-capped tropical unspoilt valley waterfall

Places in a city
bookshop/library canal/river castle/palace hostel/hotel museum/art gallery lake/fountain park/garden pub/café shop/market square/roundabout

Expressions with *get*
get a letter/an email/a distinction/a job/directions
get a newspaper/a drink get away with something
get hungry/dark/worse/cold/wet/ill/bored
get home/to the airport
get someone from the station/a taxi
get on/get back/get on (with)
get married/dressed/lost get (the chance) to + infinitive

ACTIVEBOOK Listen to the explanations and vocabulary.

see Writing bank page 158

6 Review and practice

1 Choose the correct words in *italics*.

1 When I got to the restaurant I realised that I *left/had left* her phone number at home.
2 By the time she was eighteen she *lived/had lived* in six cities.
3 On my birthday, when I *got/had got* home I found that my husband *had cooked/cooked* dinner.
4 That morning, she got up, had breakfast and *went/had gone* to work, as normal.
5 Tibet was incredible. I *never saw/had never seen* such a beautiful country before.
6 He called twice but no one answered. They *all went/had all gone* to bed.
7 When I arrived in France, my cousins *kissed/had kissed* me on the cheek.
8 When I returned a month later, I found that the weather *grew/had grown* cold and I *had/had had* to buy a new jacket.
9 It was Max! I *hadn't seen/didn't see* him for twenty-five years.

2 Correct the mistakes in the sentences. Four of the sentences are correct.

1 I don't feel like to go tonight.
2 **A:** What's he like?
B: He's like really nice.
3 It tastes like coffee.
4 Would you like having a drink?
5 What Madrid like?
6 We could eat out tonight, if you like.
7 I like going to restaurants.
8 Can you hear that noise? It sound likes Joe's car.
9 I'll come round tomorrow and help clear up, if you're liking.
10 I like two tickets please.

3 Complete the names with *the* or – (no article).

the Black Sea
1 ___ Canary Islands
2 ___ Africa
3 ___ Czech Republic
4 ___ Andes (mountains)
5 ___ River Nile
6 ___ Canada
7 ___ United Arab Emirates
8 ___ northern Europe
9 ___ Atlantic Ocean
10 ___ Mount Kilimanjaro
11 ___ Sahara Desert
12 ___ Mediterranean Sea

4 Choose the correct words in *italics*.

1 **A:** Why do you like this hotel so much?
B: It's *a hotel/the hotel* where I met Dave.
2 **A:** How was the restaurant?
B: *The food/Food* was wonderful.
3 **A:** Why don't you go to Australia for your holiday?
B: I don't like *the aeroplanes/aeroplanes*.
4 **A:** Who was Alexander Fleming?
B: He's *a/the* man who discovered penicillin.
5 **A:** Why didn't you buy a dog?
B: *The cats/Cats* are easier to look after.
6 **A:** What happened yesterday?
B: *The/A* strange man knocked on our door and asked for water.
7 **A:** Why does Mariana always win prizes?
B: Because she is *the most/most* intelligent person in the class.
8 **A:** What did you do last night?
B: I went to *a/the* club.
A: Oh really, which one?

5 Complete the advertisement with the words from the box. Some words may be used more than once.

get getting go sandy travel tropical unforgettable

Would you like to (1) _____ abroad? Would you like to (2) _____ the world? If you are only interested in (3) _____ a tan and lying on a (4) _____ beach with all the other tourists, then AMAZ Tours are not for you. We organise trips to the (5) _____ rainforest in Brazil. We offer a truly (6) _____ journey where you (7) _____ the chance to experience something truly different. The Amazon is (8) _____ smaller and smaller. See it before it disappears. We fly every Saturday. It takes fifteen hours to (9) _____ there and a whole lifetime to leave! (10) _____ your ticket before 12th July and we will give you a fifteen percent discount!

6 Choose the correct words in *italics*.

1 It was a lovely day so I decided to do some digging in the *park/garden*.
2 George took a boat out on the *lake/fountain*.
3 I bought a new paperback at the *library/bookshop*.
4 *Hostels/Hotels* are good places to stay if you're on a budget.
5 There's a market in the *square/roundabout* every Friday.

Learning

7

Lead-in

1 Work in pairs and discuss the questions.

1 Which of the learning situations in the photos have you experienced? When and where did you experience them?
2 Do you prefer learning alone or with others? Why?

2 Make as many verb/noun collocations as possible using the nouns in the box and the verbs in the table below.

~~a course~~ a decision a degree an exam from university good marks
a mistake notes progress some research
a subject (History, Law, Architecture, etc.) a suggestion to a lecture
to class your best well at something

Get	Take	Do	Pass	Fail	Revise	Go	Make	Graduate
	a course							

3 **a** Complete the sentences with verbs from exercise 2.

1 Before exams do you usually _____ alone or with friends? Which is better?
2 Do you think that to learn anything you have to be willing to _____ mistakes? Why/Why not?
3 What other courses have you _____/done in the past? What was good/bad about them?
4 If you _____ to a lecture, do you make lots of notes or just listen?
5 How can you _____ good marks in your English test?
6 What is more important? To _____ well at something or to _____ your best?

b Work in pairs and discuss the questions in exercise 3a.

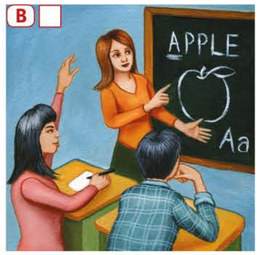
7.1 Learning from experience

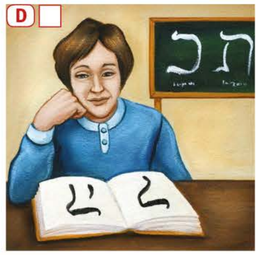
Grammar subject and object questions

Can do describe a learning experience

Listening

1 2.8–2.12 Listen to five speakers describing a learning experience. Match the speakers (1–5) with the pictures (A–E). What are they doing in each picture?





2 **a** Listen again and complete the sentences with between one and three words.

1 Natalie started playing the drums when she was _____ . When she was _____ she was given her first drum kit.
2 Philip started learning Yiddish about _____ ago. He found it quite easy because he had studied _____ at school.
3 When Rachel got a job at a kids' camp she was surprised that she had no _____ herself.
4 Sean asked for a parachute jump for his _____ birthday. He went on a one-day course with _____ other students and made his jump at the end of the day.
5 Yvette went to work in Indonesia about _____ years ago. The job was challenging because she had to manage _____ as well as teach classes.

b Which learning experience do you think was the most interesting/difficult/exciting?

Vocabulary | learning

3 **a** Complete the phrases with the words in the box.

crash heart picking steep thrown

1 That was one thing that I had to **learn by** _____ .
2 I was amazed how quickly I started _____ **it up.**
3 An occasion where I **had a really** _____ **learning curve** was ...
4 I **was just** _____ **into** everything.
5 I took a one-day _____ **course** in parachuting.

b Match the phrases in **bold** in exercise 3a with the definitions (a–e).

a a short learning programme in which you study a subject very quickly
b to memorise something so you can do or say it without referring to anything written down
c made to deal with something difficult without being prepared for it. We also say 'someone was _____ in at the deep end'.
d when you had to learn something really quickly to succeed
e learning something without really trying

4 Look at the How to... box. Then listen again to the speakers from exercise 1 and tick (✓) the expressions you hear.

How to... describe a learning experience

What you did/learnt

- *About a year ago I took an interest in ...*
- *I was studying (for) ...*
- *I was training for ...*
- *I needed to learn the basics of ...*
- *I had to revise for ...*
- *I took a one-day crash course in ...*
- *I used to practise ... over and over ...*

How you felt about it

- *I was amazed how quickly I started picking it up.*
- *It was important/difficult/easy/useful/a waste of time.*
- *What surprised me was ...*
- *I'm not sure I'd want to do it again.*
- *It was a great experience, even though it was hard work.*
- *I really didn't know what to expect ...*

5 **a** Think about a good (or bad) learning experience you have had. Make questions from the prompts below.

1 What/you/learning? Why?
2 Why/experience/good(or bad)?
3 How/you/learn?
4 Learn/in a group/on your own?
5 It/easy/difficult to learn?
6 How/you/make progress?
7 You/learn/useful techniques?

b Answer the questions in exercise 5a. Make notes.

c Work in pairs and tell each other about the experience. Use the How to... box in exercise 4 and give as much detail as possible.

Reading

6 What do you think is the connection between light bulbs, crisps, bread and post-it notes? Read the article to find out.

Mistakes that work ...

People who don't make mistakes are unlikely to learn anything.

The best way to learn something is to make mistakes first. Thomas Edison, who invented the light bulb, told his colleagues: 'Of the 200 light bulbs that didn't work, every failure told me something I was able to incorporate into the next attempt.' Benjamin Franklin, the US statesman and scientist once said: 'I haven't failed, I have had 10,000 ideas that didn't work.'

Both these people understood that failures and false starts are the condition of success. In fact, a surprising number of everyday objects had their beginnings in a mistake or a misunderstanding. Post-it notes, packets of crisps and even bread are all unexpected inventions. In 2600 BC, a tired Egyptian slave invented bread when the dough rose during his sleep. And crisps were first cooked by a chef in the USA when a customer complained that his fried potatoes were not thin enough.

In 1968 Spencer Silver was trying to develop a strong adhesive when he accidentally invented a very weak glue instead. His colleague, Art Fry, decided to use it six years later, in 1974, to hold his bookmarks in his books and the post-it note was invented.

Successful businesspeople have often made big, expensive mistakes in their past. When an employee of IBM made a mistake that cost the company $600,000, Thomas Watson, the chairman, was asked if he would fire the man. 'Of course not,' he replied. 'I have just spent $600,000 training him. I am not going to let another company benefit from his experience.'

The important thing to remember is that you need to learn from your mistakes. If you don't, then there is no sense in making them.

7 Write the questions for the following answers.

200

How many of Edison's lightbulbs didn't work?

1 10,000
2 2600
3 1968
4 1974
5 600,000

8 Work in pairs and discuss the questions.

1 Do you agree with what the article says about mistakes?
2 Give an example of a time when you did/didn't learn from your mistakes.

9 Read the Lifelong learning box and complete the exercise.

Lifelong learning

Using a correction code

! Sometimes you can learn by correcting your own mistakes. Your teacher could use a correction code to help you.

WW – wrong word
WT – wrong tense
WF – wrong form
WO – wrong order
Sp – spelling
P – punctuation
M – something is missing

Use the correction code in the text below. Then correct the mistakes.

I started learning drive (WF) when I am seventeen. I very nervous. My father tort me in his car to drive and everyctime I did a mistake he shouted to me it took me long time to learn.

Grammar | subject/object questions

10 Work in pairs and discuss the questions.

1 What is the main purpose of education? To learn facts or to learn how to learn?
2 Do you think you learn more useful things through experience or through classroom learning?
3 Do you think it is important to have good general knowledge now that facts can be easily looked up online? Why/Why not?

11 You are going to test your general knowledge by writing and answering some questions. First look at the Active grammar box and choose the correct underlined words.

Active grammar

Object questions

Thomas Edison invented the ***light bulb.***
What *did Thomas Edison invent?*

The light bulb is the *subject/object* of the question.

Subject questions

Thomas Edison *invented the light bulb.*
Who *invented the light bulb?*

Thomas Edison is the *subject/object* of the question.

When a *Wh-* word refers to the subject in a question we do not use an auxiliary verb. The word order is the same as the affirmative.

Subject + verb + object
Who wrote The Lord of the Rings?

see Reference page 103

12 **a** Work in pairs.

Student A: write questions for the statements in quiz A. Then look at the answers on page 149.

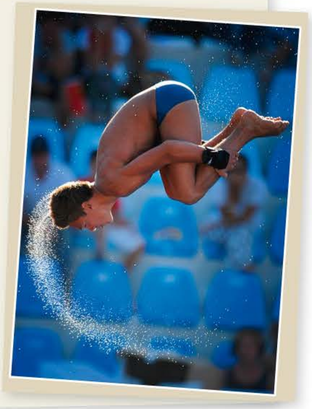
Student B: write questions for the statements in quiz B. Then look at the answers on page 152

b Ask each other your quiz questions. Give one point for each correct answer.

13 Work in pairs and write your own quiz questions. Ask and answer the questions in groups.

Quiz A

1 A famous artist painted *Guernica* in 1937. (Who?)
2 Mozart started composing music. (When?)
3 A scientist discovered penicillin in 1928. (Who?)
4 One of the world's greatest scientists lived from 1879–1955. (Which?)
5 A famous city is nicknamed *The Big Apple*. (Which?)
6 Guglielmo Marconi is responsible for an invention. (What invention?)
7 This is the largest desert in the world. (Which?)
8 This man wrote the best-sellers *The Da Vinci Code* and *The Lost Symbol*. (Who?)
9 This country is the oldest surviving republic in the world. (Which?)
10 Tom Daley became Britain's youngest ever male Olympics competitor. (When?)



Quiz B

1 Christopher Columbus discovered these islands in 1492, before he discovered America. (Which?)
2 An Italian artist painted the Sistine Chapel. (Who?)
3 This song about London was a huge hit for Lily Allen in 2006. (What?)
4 This country has the smallest area of all European countries. (Which?)
5 This team bought Cristiano Ronaldo for $163 million. (Which?)
6 A famous Beatle wrote the song *Imagine* in 1971. (Who?)
7 Laszlo Biro invented something. (What?)
8 This is the world's longest river. (Which?)
9 One of the world's most famous writers lived from 1564–1616. (Which?)
10 Hong Kong became part of China again. (When?)

7.2 Great teachers

Grammar *used to* and *would*

Can do describe a teacher from your past

Reading and speaking

1 What can you remember about your first day at school? How did you feel? What did you do? What did you think of the teachers?

2 **a** Look at the picture below. What do you think this teacher is like?

b Now read the extract from *Matilda* by Roald Dahl. Were you right about Miss Trunchbull?

1 After the usual business of going through all the names of the children, Miss Honey handed out a brand-new exercise book to each pupil.

'You have all brought your own pencils, I hope,' she said.

5 'Yes, Miss Honey,' they chanted.

'Good. Now this is the very first day of school for each one of you. It is the beginning of at least eleven long years of schooling that all of you are going to have to go through. And six of those years will be spent right 10 here at Crunchem Hall, where, as you know, your headmistress is Miss Trunchbull. Let me for your own good tell you something about Miss Trunchbull. She insists upon strict discipline throughout the school, and if you take my advice you will do your very best to behave 15 yourselves in her presence. Never argue with her. Never answer her back. Always do as she says. If you get on the wrong side of Miss Trunchbull she can liquidise you like a carrot in a kitchen blender. It's nothing to laugh about, Lavender. Take that grin off your face. All of you 20 will be wise to remember that Miss Trunchbull deals very severely with anyone who gets out of line in this school. Have you got the 'message?'

'Yes, Miss Honey,' chirruped eighteen eager little voices.

From *Matilda* by Roald Dahl

3 Read the text again and write true (T) or false (F).

1 Miss Honey reads the names of all the children. ☐
2 The school provides pencils for the children. ☐
3 All the children are new to the school. ☐
4 They will stay at the school for eleven years. ☐
5 Miss Trunchbull is the class teacher. ☐
6 Miss Honey tells the children how to behave in front of the headmistress. ☐
7 Miss Honey advises the children not to argue with each other. ☐
8 The children are happy about being at school. ☐

4 Look at the words/phrases from the extract and underline the correct definition.

1 strict discipline (line 13): *making people obey rules/have fun*
2 take my advice (line 14): *do what I suggest/give me a suggestion*
3 behave yourselves (lines 14–15): *act like a good/bad child*
4 argue (line 15): *agree/disagree* with someone by talking or shouting
5 answer back (line 16): *reply politely/rudely* (especially for children)
6 deals severely with (lines 20–21): *punishes/rewards*

5 **a** Complete the sentences using some of the words and phrases in exercise 4.

1 I didn't _____ myself when I was at school.
2 I believe that _____ is important when you are bringing up children.
3 I think you should _____ your father's _____. He is usually right.
4 My brother and I _____ a lot, but we still get on well.
5 My teacher _____ with anyone who arrives late at school.

b Change three of the sentences in exercise 5a so that they are true for you. Work in pairs and compare.

Vocabulary | personal qualities

6 **a** Check you understand the meaning of the words in the box. Is each one the quality of a good or a bad teacher?

boring calm clear encouraging
enthusiastic frightening imaginative
inspiring interesting knowledgeable
patient strict tolerant understanding

b Choose the correct words in *italics*.

1 Her classes were so *boring/inspiring* that everyone fell asleep.
2 My teacher is very *patient/knowledgeable*. He explains things many times.
3 When students have problems, our teacher helps them. He is very *understanding/calm*.
4 The students know everything about the topic. They are extremely *patient/knowledgeable*.
5 My teacher is rather *strict/interesting*. No one dares to break the rules.
6 Our teacher is very *encouraging/boring* when we find things difficult, so we don't give up.

Listening

7 **a** 2.13 Listen to two people discussing their teachers. Write the subjects the teachers taught.

Mr Halsworth _____
Miss Matthews _____
Mrs Sharp _____
Mr Ford _____

b Listen again. Make notes about each teacher's good/bad qualities. Add any further information.

Vocabulary | word building

8 **a** Complete the table with the missing words.

Verb	Noun	Adjective
1 _____	*imagination*	_____
2 *know*	_____	_____
3 _____	*fright*	_____
4 *encourage*	_____	_____
5 _____	_____	*inspiring*
6 _____	*tolerance*	_____
7 *bore*	_____	*boring*
8 *clarify*	_____	*clear*

b Do these endings usually indicate a noun or an adjective? Write *N* for noun and *A* for adjective.

1 *-tion/sion/cian* *N*
2 *-ment*
3 *-ing*
4 *-dom*
5 *-ance/ence*
6 *-ive*
7 *-able*

Pronunciation | word stress in word building

9 **a** 2.14 Listen to these pairs of words and mark the stress.

1 bored – boring
2 inspire – inspiration
3 encourage – encouragement
4 enthusiasm – enthusiastic
5 fright – frightening
6 imagine – imagination
7 knowledge – knowledgeable

b In most cases adding a suffix to a word does not change the stress. Tick (✓) the suffixes in exercise 9a which change the stress.

c 2.15 Practise saying these pairs of words. Then listen and check.

1 electric – electrician
2 scientist – scientific
3 educate – education
4 decide – decision
5 artist – artistic

see Pronunciation bank page 163

Grammar | *used to* and *would*

10 **a** Complete the sentences (1–5) in the Active grammar box by looking at the audioscript for track 2.13 on page 172. Then choose the correct underlined words to complete rules (A–D).

b Underline other examples of *used to* and *would* in the audioscript.

Active grammar

A We use *used to* + verb and *would* + verb to talk about *single actions/repeated actions* in the past which don't happen now.
1 *We _____ throw paper at him.* (action)
2 *She _____ play us Mozart.* (action)

B We only use *used to* + verb/*would* + verb to talk about states in the past.
3 *She _____ live in Zimbabwe.*
4 *I _____ like her lessons at all.* (state)
NOT: ~~*She would live in Zimbabwe.*~~ or ~~*I wouldn't like her lessons at all.*~~

C *Used to/Would* is usually contracted to *'d* in spoken English.
5 *We' _____ learn about the stars.*

D The negative and question form is *use to/used to*.

see Reference page 103

11 Read the text and decide if one or both of the words in *italics* are correct in each case.

Going to school

I didn't (1) *use to/would* like the journey to school. I (2) *used to/would* go by bus, but I was afraid of the other children. They were bigger than me, and they (3) *used to/would* shout at me. I always sat at the back of the bus, even though it (4) *would/used to* be the hottest place, and I (5) *used to/would* hope that no one could see me. It's funny to think that those boys were probably only eight years old, but I (6) *would /used to* be so frightened.

12 Complete the sentences with *use to* or *used to* and a verb from the box.

be not behave do eat not go like live not watch

1 Did your life _____ very different when you were a child? How?
2 I _____ playing outside with my friends.
3 I _____ TV in the evenings.
4 We _____ in the countryside, but now I live in Vienna.
5 My family _____ to the seaside at the weekend.
6 Did you _____ ice cream every day?
7 My best friend at school was called Sam. We always _____ our homework together.
8 I _____ very well at school.

13 **a** Change the sentences in exercise 12 so that they are true for you and answer the questions.

b Work in pairs and compare your sentences.

Speaking

14 **a** Think about a good (or bad) teacher from your past. Use the questions to help you write notes.

1 What did he/she look like? What clothes did he she use to wear?
2 What subject did he/she use to teach?
3 What did he/she use to do that was so special/bad?
4 Did all the students particularly like/dislike this teacher? Why?
5 How did this teacher treat you personally? Was he/she very different from the other teachers you had?
6 Would you like to meet him/her again? What would you say to him/her now?

b Work in groups. Take it in turns to tell the group about your teacher.

Writing

15 Use your notes from exercise 14 to write an entry for the website below about a favourite teacher from your past.

GREAT TEACHERS

The College of Education is compiling stories of great teachers and the qualities that made them memorable. You can help by submitting a memory of your special teacher.

7.3 It's never too late

Grammar modals of ability, past and present

Can do carry out an interview

Vocabulary | education

1 Work in pairs. Read the sentences and check you understand the words in **bold**. Then answer the questions.

1 What different **courses** have you taken? Were they all **academic**? What were the **subjects**?
2 Do you prefer **formal assessment**, such as an **exam**, or **continuous assessment** by the teacher? Why?
3 What do you prefer: a **lecture** or a **seminar**? Why?
4 Have you ever tried a **distance learning** or **blended learning** course? What are the advantages/disadvantages?
5 Have you taken, or would you like to take a **degree** at a university? What **subject**?

Listening

2 **a** 2.16 Listen to a radio programme about a university. How is it different from other universities?

b Work in pairs. Listen again and answer one set of the questions below.

Student A

1 How many branches around the world does the U3A have?
2 What does the study coordinator do?
3 Give one reason why older people like to study.
4 What did the Prague branch do last year?
5 How do the U3A students in Valencia study?

Student B

1 How many students does the U3A have in the UK?
2 Name one of the more academic courses offered.
3 Give one reason why older people like to study.
4 What did the Cape Town branch do last year?
5 What do the U3A students in Montreal do as well as study?

c Tell your partner what you found out in exercise 2b.

d Listen again and underline the words in **bold** from exercise 1 that you hear. What is said about them?

Reading

3 **a** Work in pairs. You are going to read three articles about remarkable people.

Student A: read the articles below.

Student B: read the articles on page 149.

As you read, make notes about the following:

- name
- current age/age at death
- activity/achievement
- personal philosophy/attitude to being old

b Tell your partner about the people you read about.

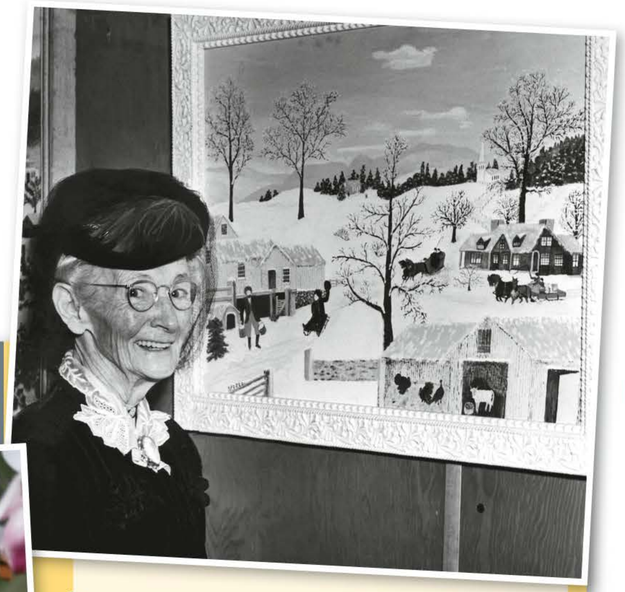
Speaking and listening

4 Work in pairs and discuss the questions.

1 At what age is someone 'old'?
2 Do you know any very active elderly people?
3 Are you inspired by them or by the people in the articles?
4 What would you like to do when you are old?

It's never too late

At the age of 100, Rose Hacker started a new career as a journalist after a newspaper editor heard her giving a speech. This career was just one of many she had in her lifetime. Her first job was as a clothes designer, buyer and model for her father's fashion business. She also managed to find the time to do charity work and teach in the evenings. Later she became a marriage counsellor and even a member of parliament. She said of old age, 'You need to keep as interested as you can.' She died at the age of 101.



Anna Moses, better known as 'Grandma Moses', began her career as a painter in her seventies after she gave up embroidery because she couldn't hold a needle anymore. She lived until 101 and became very famous in her own lifetime for her pictures of country scenes in America. At first she used to charge $2 for a small painting and $3 for a larger one, but one of her paintings was recently sold for $1.2 million.

Joan Collins can't believe she's seventy-seven – she certainly doesn't look it. She made her first films in the 1950s and is still one of Britain's best known actors. Probably most famous for her role in the 1980s classic soap, *Dynasty*, Joan has always been very glamorous.

She recently made a television programme, *Joan Does Glamour*, with the aim of showing younger women how they can dress with a bit more style.

Joan insists that she has never had plastic surgery and that she never will. She claims that her good looks are a result of good skincare and make-up.

5 2.17 Listen to Eben and Polly discussing the questions in exercise 4. Look at the statements and write Eben (*E*), Polly (*P*) or neither (*N*).

Who ...

1 thinks someone in their fifties or sixties is old?
2 knows someone in their seventies who regularly cycles eighty miles?
3 was particularly inspired by Mary Wesley?
4 is looking forward to being a grandparent?
5 plans to write a novel in their old age?

Grammar | modals of ability, past and present

6 **a** Complete the sentences with the words in the box. You will need to use some words more than once.

can can't couldn't managed to was able to

1 Rose Hacker also _____ find the time to do charity work and teach in the evenings.
2 Rose said of old age, 'You need to keep as interested as you _____.'
3 Joan Collins _____ believe she's seventy-six.
4 She aims to show younger women how they _____ dress with a bit more style.
5 Grandma Moses gave up embroidery because she _____ hold a needle anymore.
6 Somehow Buster Martin and his wife _____ have seventeen children.
7 Peter Oakley thinks it was lucky that he _____ stay on at school after the age of fourteen.
8 When her husband died, Mary Wesley _____ survive on her small pension.

b Now check your answers by looking at the articles on this page and pages 98 and 149.

7 Look at the Active grammar box and tick (✓) the correct boxes. Use the sentences in exercise 6a to help you.

Active grammar

	General ability	Succeed in actually doing something
can/can't	✓	
could/ couldn't		
be able to/ not be able to (or *be unable to*)		
manage to/not manage to		

In the present tense we usually use ***be able to*** after another verb.

*I'd like **to be able** to help you.*

We use *managed to* when the speaker believes that the action is difficult for the person doing it.

*Have you **managed to** finish that essay yet?*

see Reference page 103

8 Underline all the words in *italics* which are possible.

1 Amazingly, Rose Hacker *has been able to/managed to/could* become more active as she has got older.
2 Joan Collins *can't/isn't able to/doesn't manage to* believe she's seventy-six.
3 She would like to *could/can/be able to* help younger women be more stylish.
4 Grandma Moses gave up embroidery because she *wasn't able to/couldn't/didn't manage to* hold a needle anymore.
5 Peter Oakley thinks it was lucky that he *could/was able to/managed to* stay on at school after the age of fourteen.

9 Complete the sentences using *could* where possible, or *managed to* where *could* is not possible.

1 Sir Ranulph Fiennes, aged sixty-five, _____ climb Mount Everest on his third attempt.
2 In 2002, Hakan Sükür _____ score the fastest goal in World Cup history.
3 Usain Bolt _____ win both the 100 m and 200 m World and Olympic titles at the same time.
4 In 1954, Emil Zátopek, _____ break the world record for running 10 kilometres.
5 Mozart _____ compose piano music at the age of four.
6 Grandma Moses _____ paint more than 1,000 paintings.
7 People say that Pavarotti was the only singer who _____ sing better than Caruso.

Pronunciation | connected speech

10 **a** 2.18 Listen and tick (✓) the sentence you hear.

1 I **could do** it. ☐
I **couldn't do** it. ☐
2 He **was able** to stop. ☐
He **wasn't able** to stop. ☐
3 They **were able** to play. ☐
They **weren't able** to play. ☐
4 I **managed to** do it. ☐
I **manage to** do it. ☐

b 2.19 Listen to all the sentences in exercise 10a. Look at the words in **bold** and find examples of the following:

1 Where a consonant at the end of one word links to a vowel at the beginning of the next word.
2 Where /t/ and /d/ sounds are next to each other and become one sound.
3 When the letter 'r' in a word is pronounced to make linking words easier.

c Listen again. Practise saying all the sentences with connected speech.

see Pronunciation bank page 164

Speaking

11 **a** Make notes about ...

1 something unusual you can do.
2 two things that you can do now that you couldn't do ten years ago.
3 something that you could do when you were a child, but you can't now.
4 something difficult that you managed to do recently.

b 2.20 Listen to Jake being interviewed about his abilities. What does he say about the things in exercise 11a?

c You are going to interview your partner about their abilities. Use the How to... box to prepare some questions.

How to... carry out an interview

Initial questions	*Would you mind telling me ... ?*
	I wonder if you could tell me ... ?
	Can you give me an example of ... ?
Follow-up questions	*And how/why did you (learn to) do that?*
	That sounds interesting, tell me a bit more ...
	I'd love to hear a bit more about that.

d Work in pairs and interview each other. Try to find out as many details as possible.

7 Vocabulary | learning: idioms and phrasal verbs

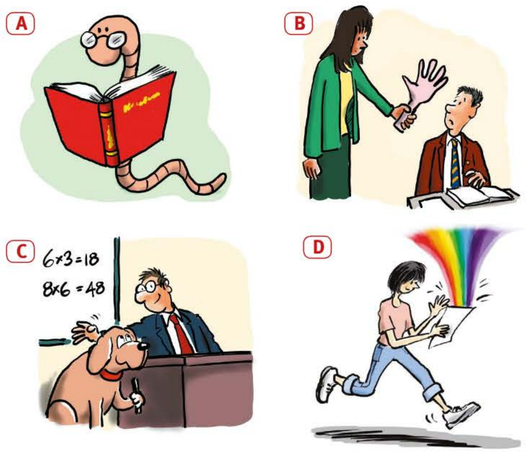
1 **a** Which subjects do you associate with the sentences below?

1 I read five novels a week. I'm a complete **bookworm**. *Literature*
2 I **haven't got a clue** about Algebra.
3 The question about bacteria was so difficult. I just **made a wild guess**.
4 I **know** Puccini's operas **inside out**.
5 Simon always gets good grades for his paintings. He's **the teacher's pet**.
6 My teacher **gave me a hand** with my essay about African deserts.
7 I **passed** the vocabulary test **with flying colours**.
8 Learning the table of elements was **a piece of cake!**

b Match the words and phrases in **bold** in the sentences (1–8) in exercise 1a with the definitions (a–h).

a helped someone
b very easy
c don't know anything about something
d the teacher's favourite student
e know a subject or topic very well
f a person who reads a lot of books
g gave an answer without thinking about it (the answer may be completely wrong)
h did very well indeed in an exam

2 Which idioms from exercise 1 do the pictures illustrate?



3 Look at the Lifelong learning box and follow the instructions.

The history of words

! Knowing the origin of an idiom can often help you remember it.

Work in pairs.

Student A: look at page 149.

Student B: look at page 150.

Read about the origin of some idioms. Then tell your partner about them.

Lifelong learning

4 **a** Match the phrasal verbs in **bold** in the sentences (1–5) with their definitions (a–e).

1 I **picked up** a lot of new words when I visited Poland last summer.
2 I need to **brush up on** the theories of Nietzsche and Sartre.
3 I always used to **mess around** in lessons. The teacher got really cross.
4 The exam is in a couple of weeks. I must **get down to** some work.
5 I found the course really difficult. Luckily I **got through** the exam.

a passed
b learned something without trying
c start doing something which needs time or energy
d do things which are silly or not useful
e practise something so you are as good at it as you used to be

b Complete the phrasal verbs with the correct particle(s).

1 I always find it hard to get _____ revising.
2 Stop messing _____ and get ready!
3 Joe watched how they did it to see if he could pick _____ any tips.
4 I must brush _____ my Polish before I go to Warsaw next month.
5 You'll never get _____ the exam if you don't work harder.

5 **a** Choose five of the sentences below and complete them so that they are true for you.

1 I know _____ inside out.
2 I haven't got a clue about _____ .
3 I picked up some _____ .
4 I sometimes make a wild guess if _____ .
5 I've learned _____ by heart.
6 _____ is a piece of cake!
7 I need to brush up on _____ .
8 The teacher's pet in my _____ class was _____ .
9 The last time I gave someone a hand was _____ .

b Work in pairs and discuss your sentences.

7 Communication

Can do discuss options and make a decision

1 **a** You have one minute to look at the photo above. Try to remember as many objects as possible.

b Now close your book and write down all the objects you can remember.

c What methods did you use to try and remember the items? Did you try to picture them, repeat their names or group them in some way?

2 Read the article about memorisation methods. Which of them ...

- do you already use?
- do you think might be useful in the future?

3 Work in small groups. You are going to memorise a list of ten words and phrases. Decide together which memorisation method to use. You must all agree to use the same method.

4 **a** Turn to page 149. You have three minutes to memorise the list of words and phrases.

b Now test yourselves. How many can you remember?

c Which group(s) did the best? Was it the result of using a particular method?

Some methods for memorisation

Finger Method

Just 'count' new words on your fingers to help you remember them. This technique is useful for things like lists, numbers and days of the week, though it doesn't always help you remember things long term.

Linking Method

To use this method, create sound or sight links between the new word or phrase and a word that actually has a different meaning, but sounds similar in your own language. For example, an English person trying to learn the Spanish word 'banco' (bench) could imagine themselves sitting on a bench outside a bank.

Pictorial Method

Imagine a scene or picture that really reminds you of that word. It doesn't have to mean the same, but it needs to be strongly connected in your mind. Draw the picture.

Mnemonics Method

Take the first letter of a series of words you want to learn and make a new word from the first letter of each one. For example:

Boring, **U**nderstanding, **C**alm, **K**nowledgeable, **E**ncouraging, **T**olerant → BUCKET

Or use the words to make a sentence. For example:

Collect, butterfly, exciting → Karen collects exciting butterflies.

Story Method

Make up a story using the new words in a setting or context that helps you remember them.

7 Reference

Subject and object questions

Object questions

When a *Wh-* question word is the object of the question, we use the normal question word order.

Form: question word + auxiliary + subject + verb

Who did you shout at?

What did you buy?

Most questions that we ask are object questions.

Subject questions

When a *Wh-* question word is the subject of the question, the word order is the same as an affirmative sentence (there is no 'inversion' and we don't use an auxiliary verb).

Form: question word + verb + object

Who shouted at you? (NOT: ~~Who did shout at you?~~)

What happened? (NOT: ~~What did happen?~~)

used to and *would*

*I **used to** live in Rome.*

*She **didn't use** to like olives.*

*She **wouldn't** return my phone calls.*

***Did** you **use to** live in Italy? Yes, I did./No, I didn't.*

***Would** your parents tell you off for shouting?*

! There is no 'd' in the spelling of *use to* in negatives and questions.

*We didn't **use to** like our teacher.*

*Did you **use to** study art?*

We use *used to* and *would* to talk about repeated actions in the past which don't happen now. We only use *used to* to talk about states in the past.

*They **used to**/**would** meet every day.* (action)

*I **used to** love him.* NOT: ~~I would love him.~~ (state)

We use the Past Simple, not *used to*, to describe how long something lasted.

*I **worked** in Italy for five years.* NOT: ~~I used to work in Italy for five years.~~

We use the Past Simple, NOT *used to*/*would*, to talk about a single event in the past.

*I **broke** my leg skiing.* NOT: ~~I used to break my leg skiing.~~

We use the Present Simple, not *used to*, to talk about habits which are true now.

*I usually **play** football three times a week.*

Modals of ability, past and present

We use *can*, *could* and *be able to* to describe general ability.

*I **can** swim but I **can't** dive.*

*I **could** speak French, but I **couldn't** speak German when I was at school.*

*I **was able to** run much faster when I was younger.*

We do not often use *be able to* in the present tense unless it is after another verb.

*I want to **be able to** help my kids with their homework.*

We use *be able to* to describe when someone actually succeeded in doing something, not *could*.

*She **was able to** visit him every week.*

*She **could** visit him every week.* – This means she had the ability, but NOT that she actually did it.

If we want to emphasise that the action is difficult, we can use *manage to* in the present or past.

*I usually **manage to** visit forty countries every year.*

*I **managed to** finish the book but it was very boring.*

In the negative we can use *couldn't*, *wasn't able to*, and *didn't manage to* for a specific action.

*I **couldn't** book the tickets.*

*I **wasn't able to** book the tickets.*

*I **didn't manage to** book the tickets.*

Key vocabulary

Learning and education

academic formal/continuous assessment
do a degree/an exam/a course/some research/a subject/your best/well at something
fail an exam/a subject get good marks/a degree
go to lectures/to class graduate from university
make a mistake/progress/notes/a decision/a suggestion pass an exam/a subject
revise notes/a subject seminar
distance/blended learning
take an exam/a course/notes/a subject

Personal qualities (2)

calm clear encouraging frightening inspiring
interesting knowledgeable patient strict
understanding

Learning idioms

bookworm crash course be thrown into something
steep learning curve give someone a hand
haven't got a clue know something inside out
learn by heart make a wild guess
pass with flying colours piece of cake
practice makes perfect teacher's pet
throw someone in at the deep end

Learning phrasal verbs

brush up on pick (something) up get down to (work)
get through (an exam) mess around

ACTIVEBOOK

Listen to the explanations and vocabulary.

see Writing bank page 159

7 Review and practice

1 Make questions using the words in brackets.

Something went wrong. (What?)

What went wrong?

1 Somebody phoned me last night. (Who?)
2 He gets the train at 18:00. (When?)
3 Maria taught her to play the piano. (Who?)
4 He failed the exam. (Why?)
5 Something fell on the floor. (What?)
6 An old man lives in that house. (Who?)
7 She ran into one of the offices. (Which?)
8 They met at a party. (How?)

2 Complete the sentences with *use to*, *used to* or *would* and a suitable verb from the box. Use *would* where possible.

dream get go out have live love read
~~wake up~~ spend stay (x2) study think

When I was a child, I *would wake up* at 5:30 in the morning, and want to get up. My mother (1) _____ very angry if we went into her bedroom before it was light. So we (2) _____ in bed and sing songs until she came to get us. We didn't (3) _____ much for breakfast, just a piece of toast and glass of milk.

I (4) _____ going to school, and playing with all my friends. We didn't (5) _____ very much, and our exam results were never very good. To be honest, I (6) _____ schoolwork was a waste of time.

We (7) _____ in a village and at weekends, I (8) _____ a lot of time at home. We didn't (9) _____ much, instead we (10) _____ at home and help my mother. My father (11) _____ the newspaper, and watch the sport on television. I (12) _____ of being a famous footballer.

3 Correct the mistakes in the sentences. Two sentences are correct.

1 Sam use to smoke but now he has given up.
2 He didn't use to go to the gym, but now he goes every week.
3 Tomas would to go to the market every day with his father.
4 Emil used love riding horses on the beach.
5 They'd leave the keys in the door so I could open it.
6 Tom didn't use have a girlfriend, but now he has lots!
7 Myra used to being a dancer when she was younger.
8 She would dance for me one time when I came to visit.

4 Underline all the words in *italics* which are possible.

1 I'm studying English because I want to *can/be able to/could* speak to overseas visitors.
2 How many languages *can/do you manage to/are you able to* speak?
3 When I was younger I *can/could/was able to* touch my toes easily.
4 The door was stuck but finally I *could/managed to/ was able to* open it.
5 I'd like to help you but I *couldn't/can't/don't manage to*.
6 Yesterday I *couldn't/can't/wasn't able to* drive home because my car broke down.

5 Complete the school reports by choosing the correct word below (*a*, *b*, *c* or *d*).

Megan Bradman **Form: 7BI**

Megan worked hard in History this term. She did very well in the final exam, and she knows the key events *inside out*. She just needs to (1) _____ up on her dates. Megan reads a lot – she is a real (2) _____! – and this has helped her pick (3) _____ a lot of information about the subject. An excellent term!

Dorothy Miller **Form: 7TG**

Dorothy got 5 percent in her final exam, and she clearly hasn't got a (4) _____ about Geography. In the exam, she made several (5) _____ guesses about fairly easy questions. Some of the facts are easy to (6) _____ by heart, and she needs to do this quickly. The other students and I can (7) _____ her a hand, but Dorothy must work harder.

(a) perfect (b) inside out (c) inside (d) up and down

1 (a) push (b) work (c) study (d) brush
2 (a) bookie (b) bookkeeper (c) bookworm (d) book reader
3 (a) up (b) on (c) to (d) over
4 (a) idea (b) hope (c) knowledge (d) clue
5 (a) errors (b) mad (c) wild (d) crazy
6 (a) study (b) memorise (c) know (d) learn
7 (a) give (b) take (c) help (d) get

Change

8

Lead-in

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

career change climate change image change
political change

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

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

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

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

b Listen again and answer the questions.

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

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

8.1 Changing the rules

Grammar Second Conditional

Can do discuss problems and suggest changes

Reading

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Vocabulary and speaking

3 a Work in pairs and discuss the questions.

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

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

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

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

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

Grammar | Second Conditional

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

Active grammar

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

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

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

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

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

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

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

First and Second Conditional:

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

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

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

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

see Reference page 117

5 Make Second Conditional sentences using the verbs in brackets.

1 If you _____ (be) a New York police officer, _____ (arrest) someone for feeding birds?
2 I _____ (not/like) the new laws if I _____ (live) in New York.
3 Where _____ (go) if you _____ (want) a cigarette at work?
4 I _____ (not/be) very happy if I _____ (have to) pay a fine for putting my bag on a seat.
5 If New York _____ (not/have) these laws, tourists _____ (find) it dangerous and dirty.
6 If these laws _____ (exist) in your country, _____ (be) popular?
7 There _____ (be) less crime if the police _____ (have) more power in my country.

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

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

Speaking and listening

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

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

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

Vocabulary | cities

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

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

Noise	
Congestion	
Pollution	
Weather	

9 **a** 2.22 Listen to Emma and Kirsten talking about things they would like to change about their cities (Madrid and Edinburgh). Tick (✓) the problems they mention.

	Madrid	Edinburgh
Noise	✓	
Construction		
Congestion		
Pollution		
Weather		
Architecture		

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

c What do they like about each city?

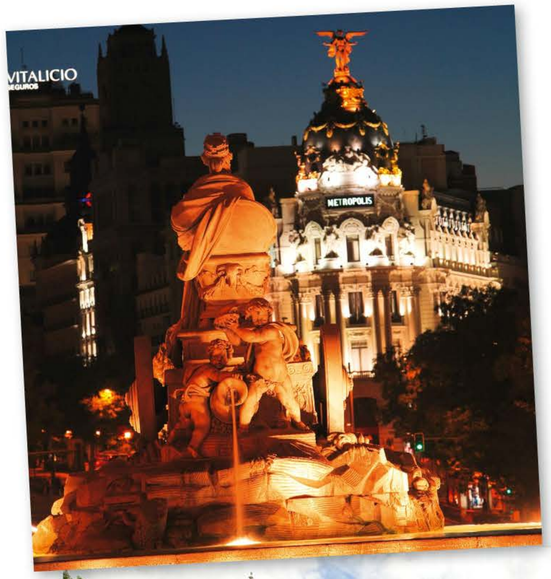
10 **a** Think about your town or city and use the language in the How to... box to make notes under the following headings.

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

How to... discuss problems and suggest changes

Talking about what you'd like to change	*There are just a few things that I'd like to change ...* *I suppose I'd like to change ...* *There always seems to be a lot of ...* *It would be nicer perhaps if ...*
Accepting what you can't change	*... but there's not much I can do about that.* *But apart from that, ...*
Concluding	*I don't think I'd want to live anywhere else.* *I'd rather live in ...*

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



8.2 Change the world

Grammar adverbs

Can do express and respond to opinions

Comic marathon man raises £200,000

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

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

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

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

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

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

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

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

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

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

Reading

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

b Read the article. Does it answer your questions?

2 Read the article again and answer the questions.

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

3 Work in pairs and discuss the questions.

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

Vocabulary | global issues

4 Work in pairs and discuss the questions.

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

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

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

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

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

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

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

Pronunciation | sounds and spelling: 'o'

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

conflict global mortality organic poverty solar

/ɒ/	/ɔː/	/əʊ/

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

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

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

ou	au	al	aw	ar	oo

see Pronunciation bank page 163

Listening and speaking

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

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

How to... express attitude and respond to opinions

Express your attitude
Luckily, ...
Unfortunately, ...
(Not) surprisingly, ...
Interestingly, ...

Respond to an opinion

Positive
Too right! (informal)
I completely agree with you.
That's certainly true.
You have a point there. (informal)

Neutral
Well, that's your opinion.
Perhaps, perhaps not.

Negative
I can't agree with you there.
I don't know about that.
Oh, come on! (informal)

Speaking

10 **a** Work in two groups.

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

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

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

Grammar | adverbs

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

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

b Choose the correct underlined words.

Active grammar

To make an adverb we usually add *-ly* to the adjective.
quiet – quietly; clear – clearly

A Adverbs of manner modify verbs. They describe the way in which something happens.
*She talked **quietly**.*
e.g. sentence _____
These adverbs usually come *before*/*after* the main verb.

B Adverbs of frequency/probability describe how often something happens or how probable it is.
*She **usually** comes to my house on Fridays.*
e.g. sentence _____
These usually come *before*/*after* the main verb.

C Adverbs of degree make an adjective or a verb weaker or stronger. They may be used for emphasis.
*I'm **completely** confused.*
*The temperature has **slightly** increased.*
e.g. sentence _____

D Attitude adverbs may be used as discourse markers to describe your attitude.
***Interestingly**, she didn't phone back.*
e.g. sentence _____
These usually come at the *beginning*/*end* of the sentence because they modify the whole sentence (or clause).

see Reference page 117

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

basically fortunately
hopefully obviously
personally surprisingly

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

Speaking

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

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

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

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

8.3 Making the right decisions

Grammar Third Conditional

Can do describe the effect of important decisions

Your life, your decisions

This week's problems

1

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

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

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

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

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

2

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

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

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

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

Reading and vocabulary

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

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

Problem 1

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

Problem 2

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

Speaking

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

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

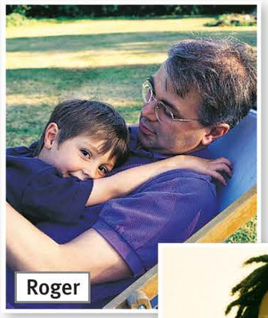
b Choose three or four decisions you have made from the list below, or use your own ideas. Make notes about the decisions you made and how you decided.

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

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

Listening

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


Roger

Tunde

Sarah

b Listen again and answer the questions. There may be more than one answer.

Who ...

1 didn't do what his/her family wanted?
2 went overseas?
3 has started their own business?
4 is planning to get married?
5 had a life-changing holiday?
6 wanted to spend more time with his/her family?
7 has bought a new house?

c Check your answers to exercise 4b in the audioscript for track 2.26 on page 173.

d Work in pairs. Which speaker do you think had the most difficult decision to make? Why?

Grammar | Third Conditional

5 **a** Read the extracts from the listening and answer the questions.

If I had stayed at work, I wouldn't have spent time with Jack when he really needed me.

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

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

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

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

Active grammar

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

We make the Third Conditional with ...

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

Past condition — Past result (hypothetical)
***If** I **had stayed** at work, I **wouldn't have spent** time with Jack.*

or

Past result (hypothetical) — Past condition
*I **would have cooked** dinner **if I'd known** you were coming.*

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

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

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

see Reference page 117

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

1 If I had known the test was today,
2 I wouldn't have missed the last train
3 If I'd known it was you on the phone,
4 If you'd asked me out to dinner,
5 I wouldn't have felt so tired this morning
6 If I hadn't gone on holiday to Greece,
7 I would have organised a party for you
8 I wouldn't have spent so much time with my children

a if I'd gone to bed earlier.
b I'd have said 'yes'.
c I would have done some revision.
d if I'd known you were coming.
e I would've answered it.
f if I hadn't stopped work.
g if I had left home earlier.
h I wouldn't have met my husband.

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

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

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

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

Pronunciation | sentence stress in the Third Conditional

8 **a** 2.27 Listen to this sentence. Which words are contracted?

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

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

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

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

b 2.28 Listen and check. Practise saying the sentences using the same rhythm.

see Pronunciation bank page 164

Speaking

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

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

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

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

12 Work in pairs and discuss the questions.

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

Writing

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

8 Vocabulary | word building

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

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

2 Complete the text with prefixes from exercise 1.

> **Life CHANGE**
>
> Many people dislike their job. Maybe they are (1) _____worked or (2) _____paid. Maybe they feel (3) _____valued in the company or they (4) _____agree with the company's methods. If you are one of these people, why not change things? LifeCHANGE workshops show you how to be (5) _____ dependent. You will see (6) _____credible differences in your life as your problems (7) _____appear. Change is never (8) _____possible, but you have to make the first move.
>
> Call us on **0879 997 5543** for an (9) _____formal chat.

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

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

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

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

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

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

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

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

8 Communication

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** 2.29 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.

c How would you respond to what each speaker says? Use the responses below or your own ideas.

That sounds fascinating!
I wish I could do that!
I know just what you mean.
I wouldn't want to do that.

d Work in groups. Take it in turns to answer the questions in exercise 3. Respond to what the people in your group say.

3 Read the questions below and note down your answers.

1. Does your job/lifestyle give you enough new, interesting experiences?
2. What changes do you think you might make in the future?
3. Has anything in your life changed for the better recently? Think about your friends/family/town/country.
4. Is it important for people to change their routine?
5. Do you think you like change?

4 **a** Complete the questionnaire below about how you deal with change.

b Look at page 150 to find out what your answers mean.

c Work in pairs and compare your results. Do you agree with them?

8 Reference

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!*

Adverbs

We usually make an adverb by adding *-ly* to the adjective.

*interesting – interesting**ly*** *quick – quick**ly***

Some adverbs are irregular.

good (adj) – *well* (adv) *hard* (adj) – *hard* (adv)

*Do you feel **well**?* *Natasha works **hard**.*

1. **Adverbs of manner** describe how something happens – they modify the verb. They usually come after the verb.
   *The news spread **quickly** around the office.*
   *Drive **carefully**!*
2. **Adverbs of frequency/probability** describe how often something happens or how probable it is. They usually come before the main verb.
   *Newspapers **rarely** report on these important issues.*
   *She'll **probably** arrive at six o'clock.*
3. **Adverbs of degree** modify an adjective or a verb. They make it weaker or stronger.
   *It was **totally** unexpected.*
   *He's **quite** late.*
4. **Attitude adverbs** describe the speaker's attitude towards the information in the clause.
   ***Luckily**, the money was still there when I returned.*
   ***Surprisingly**, he waited until the bus had left.*
   (These can come at the beginning/end of the sentence because they modify the whole sentence or clause.)

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*.

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

ACTIVEBOOK

Listen to the explanations and vocabulary.

see Writing bank page 160