NEW

Total English

INTERMEDIATE

Students' Book with ActiveBook
plus Vocabulary Trainer

PEARSON Longman

eBOOK

VOCAB TRAINER

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B1-B1+

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Do you know...?

1 **a** Do you know these tenses? Match the sentences (1–7) with the tenses (a–g).

1 I've lived here since I was a child.
2 She's studying French at the Sorbonne.
3 We left the office at about 7:00 p.m.
4 I'd already eaten lunch so I wasn't hungry.
5 He was playing his guitar when the string broke.
6 I'm leaving the company in July.
7 I write about fifteen emails a day.

a Present Simple
b Present Continuous (for ongoing actions)
c Present Continuous (for future actions)
d Present Perfect
e Past Simple
f Past Continuous
g Past Perfect

b Complete the sentences with the tenses (a–g) from exercise 1a.

1 We use the _____ to describe something that started and finished in the past.
2 We use the _____ to describe a future plan.
3 We use the _____ to describe something that started in the past and continues in the present.
4 We use the _____ to describe something that is a state, habit or general truth.
5 We use the _____ to describe a temporary situation that is happening around now.
6 We use the _____ to describe something that happened before another event in the past.
7 We use the _____ to describe something temporary that was in progress at a time in the past.

2 Can you recognise the underlined parts of the sentences? Label them with the headings in the box.

idiom (x2) phrasal verb (x2) prefix (x2) suffix (x2)

1 The story was unbelievable!
2 Can you give me a hand with this?
3 She grew up in Ecuador.
4 I've given up eating chocolate!
5 This meat is overcooked.
6 Happiness is the most important thing.
7 This is the poem that I learned by heart.
8 I was always useless at Maths.

3 **a** Complete the mind maps with words from the box.

beach coffee colleague daughter doorbell hall husband island potato roof sightseeing stepmother tourist vacuum cleaner vegetable yoghurt

travel | food and drink | home | relationships

b Underline any /ə/ sounds in the words in exercise 3a.

c Add some more words to each mind map.

4 **a** Complete the table with the correct verbs, nouns and adjectives.

verb	noun	adjective
educate	(1) _____	*educated*
(2) _____	*improvement*	*improved*
televise	(3) _____	xxx
govern	(4) _____	xxx
xxx	*expense*	(5) _____
xxx	*beauty*	(6) _____
attract	*attraction*	(7) _____
(8) _____	*application*	xxx

b Mark the main stress in the words in the table in exercise 4a. How many syllables are there in each word?

5 Put the words in the correct order to make useful phrases for the classroom.

1 could/a/little,/speak/you/please/up ?
2 dictionary,/I/could/your/borrow ?
3 you/paper,/give/some/could/please/me ?
4 these/down/words/write .
5 in/do/English/say/you/how/'X' ?
6 mean/does/'X'/what ?
7 and/the/between/what's/'X'/'Y'/difference ?
8 you/again/say/can/that ?
9 are/page/on/we/what ?

Friends

1

Lead-in

1 Work in pairs and look at the photos. What relationship do you think the people in each photo might have?

2 Put the words in the box under these headings: (a) work/school, (b) family, (c) friends, (d) other. Can you add any more words under each heading?

acquaintance best friend boss classmate close friend colleague ex-girlfriend father-in-law friend of a friend husband stepmother stranger old friend team-mate

3 Match the phrases in **bold** from A with the correct definition from B.

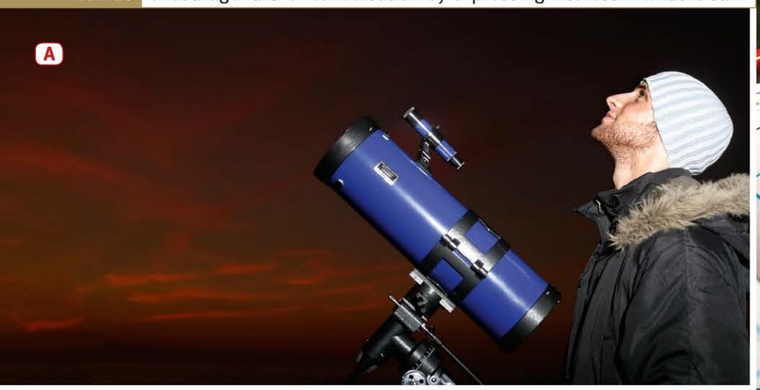
A	B
1 I'm sorry you're leaving. Let's **keep in touch**.	a not stay in contact
2 We **have the same sense of humour** and like the same jokes.	b like to be with him/her
3 We're both sporty. In fact, we **have a lot in common**.	c know him/her better
4 I hope we don't **lose touch** when you move away.	d find the same things funny
5 He's really nice when you **get to know him**.	e like/enjoy the same things
6 I really **enjoy her company**.	f stop being friends
7 They **fell out** over money and didn't speak to each other for years.	g understand each other well
8 We're really **on the same wavelength**.	h stay in contact

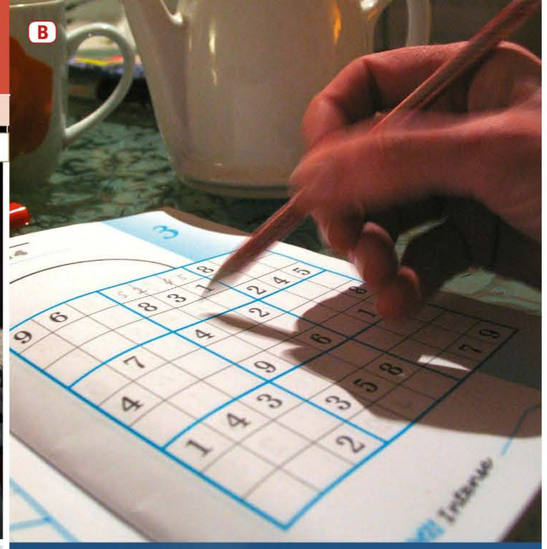
4 Look at the words from the box in exercise 2 and think of four people you know. Work in pairs and describe your relationship with the people you chose.

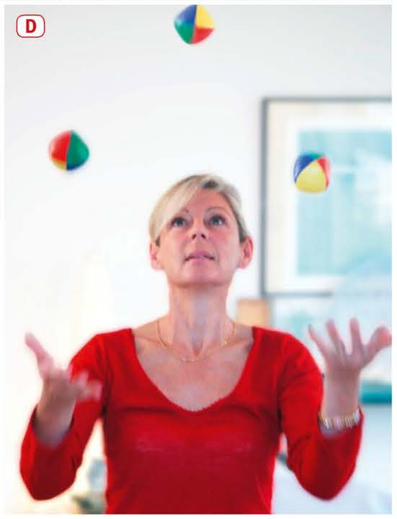
1.1 A lot in common?

Grammar auxiliary verbs (*do*, *be*, *have*)

Can do encourage further conversation by expressing interest in what is said







Speaking and listening

1 Work in pairs. Match the hobbies (1–5) with the photos (A–E).

1 snowkiting
2 t'ai chi
3 juggling
4 astronomy
5 sudoku

2 **a** Complete the phrases in **bold** with the prepositions from the box.

about (x3) at for on (x2) in (x2) to

1 What subjects do you like **reading** _____ ?
2 What do you **use** the Internet _____ ?
3 What activities and hobbies are you **good** _____ ?
4 What do you **spend** too much time _____ ?
5 What do you **worry** _____ ?
6 What types of exercise are you **keen** _____ ?
7 What do you usually **talk** _____ with friends?
8 What cultures are you **interested** _____ ?
9 What clubs do you **belong** _____ ?
10 How many languages are you **fluent** _____ ?

b Work in pairs. Choose five questions from exercise 2a and write down what you think your partner's answers will be.

c Ask your partner your questions. Were your ideas correct?

3 **a** 1.2 Listen to five dialogues about the hobbies in the photos. Which questions from exercise 2a do the speakers answer?

b What were their answers? Write one key word for each speaker.

c Listen again and make notes about the different hobbies. Then work in pairs and compare your notes.

4 Work in pairs. Do you do any of the activities in the photos? Do you have any other unusual hobbies?

Grammar | auxiliary verbs (*do*, *be*, *have*)

5 **a** Look at the Active grammar box. Complete the example sentences with an auxiliary verb. Make sure you use the correct tense.

b 1.3 Listen and check your answers.

Active grammar

A *Wh-* questions
1 A: *How* _____ *you learn to do that?*
B: *Well, I started off ...*

B *Yes/No* questions
2 _____ *she have a telescope then?*
3 _____ *you been there?*

C Echo questions (to check understanding or show interest)
4 A: *I'm quite good at juggling.*
B: _____ *you?*

D Negatives
5 A: *Can you juggle with plates?*
B: *No, I* _____ *think I could do that!*
6 *I* _____ *even been skiing!*

E Short answers
7 A: *Do you do it regularly?*
B: *No, I* _____ .
8 A: *Have you been there?*
B: *Yes, I* _____ .
9 A: *Isn't it terrifying?*
B: *Yes, it* _____ . *That's the whole point!*

see Reference page 19

6 Find and correct two mistakes in each dialogue.

1 A: What subjects do you likes reading about?
B: Oh, I'm quite interested in sport.
A: Are you? What sports you like?
B: Tennis and football, mainly.

2 A: What do you worry about?
B: I not worry much. I guess sometimes I worry about money.
A: Does you? I do too.

3 A: Use you the Internet a lot?
B: No, not really. I not have time. Do you?
A: Yes, all the time.

4 A: Have you seen that film yet?
B: No, I didn't. What about you?
A: Yes. I saw it last week.
B: Was it any good?
A: Yes, it were.

Pronunciation | intonation in echo questions

7 **a** Write echo questions for these sentences.

I grew up in Peru.
Did you?

1 I live in a seven-bedroom house.
2 My boyfriend has travelled round South America.
3 Next year I'm going to university.
4 Last year I won a medal for swimming.
5 I'm learning to drive at the moment.
6 We both hate spaghetti.
7 They've just moved to Egypt.
8 He eats six eggs a day.

b 1.4 Listen and check your answers.

c Listen again, and notice if the person asking the echo questions sounds interested or not. What happens to the intonation when he sounds interested?

d Work in pairs. Practise the dialogues in exercise 7a. Try to show that you are interested and encourage your partner to say more.

A: *I grew up in Peru.*
B: *Did you?*
A: *Yes, my father was the ambassador to Peru.*

see Pronunciation bank page 164

Speaking

8 **a** You are going to try to find something in common with someone in the class you don't know very well. First, complete the following sentence in different ways.

I'd like to find someone who ...

- *writes poetry.*
- *is a really good cook.*

b Ask your classmates questions to try and find someone for each of your sentences. Show your interest through echo questions.

A: *Do you write poetry?*
B: *No, I don't, but I do write novels.*
A: *Do you? Have you had anything published?*

Reading and speaking

9 Work in pairs and discuss the questions.

1 Look at the photos. What aspects of culture do they represent?
2 What are some typical features of your culture?
3 How is your culture different from other cultures you know about? How is it similar?

10 **a** Work in pairs. You are each going to read about a cultural misunderstanding.

Student A: read the text on this page and answer the questions below.

1 What did Kyle's father-in-law keep doing?
2 How did she usually react?
3 What happened when she got angry?
4 What did her husband explain?

Student B: read the text and answer the questions on page 147.

b Tell your partner about the story you read and listen to your partner's story. Ask questions about anything you don't understand.

c Have you ever had a cultural misunderstanding? Tell your partner what happened.

Not in my culture…

'Ah, Kyle, gordita, como estas?' (translation: 'Ah, Kyle, fatty, how are you?').'

This is how my father-in-law would greet me every time we went over to his house. At first, I thought I needed to be on my best behaviour for my husband's parents, so I would just smile and nod, when really I felt furious as he insulted me about my weight over and over again.

Finally, one day I'd had enough. When my father-in-law mentioned my weight at the dinner table once again, in front of everybody, telling me I looked 'even fatter than normal', I lost my temper, 'Well, you look older and more wrinkly than normal.' Silence. I turned bright red as I realised I'd just said something truly offensive. Eventually someone coughed politely and changed the subject. But, after dinner my husband took me aside. 'Why in the world would you insult my dad like that?!' he asked. I told him, 'I've had enough of the weight comments, tell him to stop insulting me.' And then my husband told me that in Chile, 'gordita' is a term of endearment and is only used lovingly. He also explained that it's not at all impolite to bring up other people's weight loss/weight gain and that if people do, that just means they care about you enough to notice.

So I explained to my husband that telling someone they look fat/fatter is one of the rudest things you can possibly do in my culture. Well, my husband had a little chat with my father-in-law and my size was never mentioned again.

1.2 How many friends?

Grammar Present Simple and Present Continuous

Can do start a conversation with a stranger

Listening

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

1 Who do you consider to be your best friend?
2 Where and when did you meet them?
3 What do you like about them?
4 How are they different from you?

b 1.5 Listen to Pete answering the same questions about his best friend, and note down his answers.

Vocabulary | personality

2 **a** Work in pairs. Complete the definitions (1–10) with the adjectives from the box.

dependable encouraging generous jealous kind-hearted mean pleasant selfish sulky upbeat

A/An _____ person …

1 is friendly and well-behaved.
2 cares about you and wants to help you.
3 always does what you need them to.
4 is unhappy if you have something they'd like themselves.
5 happily gives you whatever you need.
6 has a positive, optimistic attitude.
7 tries to give you the confidence to succeed.
8 is angry and unhappy for long periods.
9 thinks of themselves first.
10 doesn't like giving anything away.

b Choose three adjectives in exercise 2a which you think are most important in a good friend. Explain why.

c Work in pairs. Tell your partner about a friend who one of the adjectives in exercise 2 describes. Explain why.

When I lost my job last year, my friend Lucia was really encouraging. She kept telling me I would get a better job soon, and I have!

Pronunciation | sounds and spelling: *ea*

3 **a** 1.6 Listen to the four ways in which 'ea' can be pronounced. Then put the adjectives from the box in the correct column.

fearful jealous kind-hearted mean pleasant upbeat

/iː/	/e/	/ɪə/	/aː/

b 1.7 Listen and check your answers.

c Put more words that you know with 'ea' into the correct column.

see Pronunciation bank page 163

Speaking

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

1 When was the last time you made a new friend?
2 How did you meet?

b Complete the How to… box with the headings below.

• at a bus stop • at a party • on public transport

How to… start a conversation with a stranger

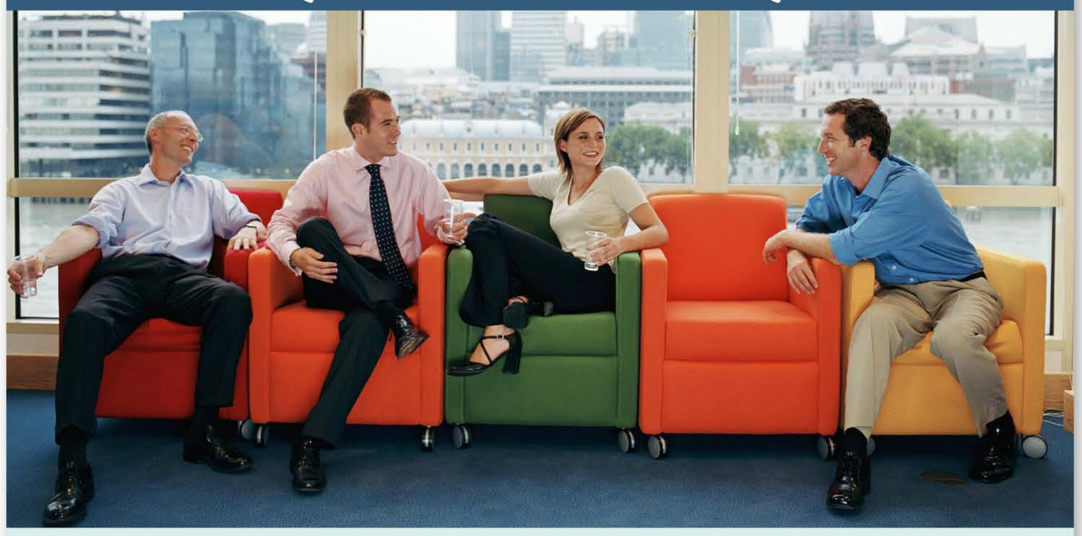
A _____	*Cold today, isn't it?* *Excuse me, could you tell me the time?*
B _____	*Excuse me, is anyone sitting here?* *Is it always this crowded?*
C _____	*So how do you know Jason?* (the host) *Have you tried this chicken? It's delicious!*

c Respond to each conversation starter in the table in exercise 4b.

d Work in pairs. Choose a conversation starter and write a short conversation.

A: *Have you tried this chicken? It's delicious!*
B: *No, it looks good though. You should try some of the fish. I think Mary made it herself.*

How many friends should you have?



People often say that while money may bring wealth, friends bring riches. New research, however, shows that friends may bring both kinds of riches. An American study asked eighteen-year-olds to list their three best friends. Years later, it was discovered that those named most often tended to be earning the most. In fact, every extra friend added two percent to their salary. The researchers believed that this is because people with better social skills do better in the workplace. So, the more friends the better?

One theory states that we all have about 150 friends. This may sound like a lot, but only about five of those are really close friends, the kind you can ring at 4:00 a.m. About another ten are part of an inner group, and these can include family members. Then there are about thirty-five not so close friends, and the other 100 are really just acquaintances. Susie, a market researcher, agrees: 'I have loads of friends, but I'm studying as well as working at the moment, so I only see a few friends once a week or so.'

Have social networking websites changed this? Facebook™, one of the most popular social networking sites, has more than 300 million active users worldwide, all making new friends online. The average number of Facebook friends is 130, but many people have hundreds or even thousands of online friends. Paulo, a graphic designer, thinks he is fairly typical of his generation: 'I have more than 700 Facebook friends, many of them from other countries. It is as easy nowadays to have a friend on the other side of the world as one round the corner.' However, research indicates that while some people may have more than 150 friends, the number of close friends remains exactly the same – about five.

It appears that whatever technology may make possible, human beings can only manage a small number of 'true' friends.

Reading

5 **a** Work in pairs. Do you think that the following statements are true (T) or false (F)?

1 People who have more friends usually earn more money.
2 Most people have about 150 friends.
3 The average number of online friends on Facebook is 700.
4 Most people only have one or two close friends.

b Read the article above and check your answers.

6 Read the article again and answer the questions.

1 According to the American study, how much was each friend 'worth'?
2 Why did the researchers believe that more popular children earned more as adults?
3 How many of the 150 friends mentioned are really acquaintances?
4 How many people use Facebook worldwide?
5 What is the writer's opinion about the effect of technology on how many close friends we have?

7 Read the comments below from a website. Then work in pairs and discuss which opinions you agree or disagree with.

> I would never accept an online 'friend' who I didn't already know. How can you be friends with someone you've never met?
> *Sylwia, UK*

> I'm reading this at work – it's my lunchbreak – and I wanted to comment about the fact that most companies won't let you go on Facebook while you're at work, even in your own time. I don't think it's fair because this is the main way I communicate with my friends.
> *Jon, UK*

> I think people who have hundreds of friends online must just be really self-obsessed and looking for attention.
> *Rui, Portugal*

8 Work in pairs. How many friends do you think is the 'right' number to have? Why?

Grammar | Present Simple and Present Continuous

9 **a** Look at the Active grammar box. Match the example sentences (1–5) with the rules (A–E).

b Complete the table in the Active grammar box with the verbs in the box.

Active grammar

1 *People with better social skills **do** better in the workplace.*
2 *I **have** more than 700 Facebook friends.*
3 *I'm **studying** as well as working.*
4 *I **see** them once a week.*
5 *I'm **reading** this at work.*

We use the Present Simple for ...

A habits/routines, e.g. sentence _____ .
B things that are always true/permanent, e.g. sentence _____ .
C describing a state, e.g. sentence _____ .

We use the Present Continuous for ...

D things that are happening now at this precise moment, e.g. sentence _____ .
E temporary situations that are happening around now, e.g. sentence _____ .

~~believe~~ do eat ~~go~~ have like ~~live~~ need play think understand want

Action verbs	State verbs	Both
go, ...	*believe, ...*	*live, ...*

We do not usually use state verbs in continuous tenses.

see Reference page 19

10 Put the verbs in brackets into the correct form of the Present Simple or Present Continuous.

1 _____ (you/read) that book? Can I see it?
2 Sasha _____ (not/work) on Tuesdays, so she's at home now.
3 I'm so tired. I _____ (need) a holiday!
4 That looks hard. _____ (you/want) any help?
5 I'm afraid we _____ (not/have) any tea because I always drink coffee.
6 Where _____ (you/live) at the moment?
7 _____ (you/understand) this computer manual?
8 You look very happy! Who _____ (you/think) about?
9 I _____ (not/want) to leave too late because I _____ (hate) driving in the dark.
10 What horrible weather! I _____ (stay) inside until the rain stops.

11 Make questions from the prompts using the Present Simple or Present Continuous.

1 What/you/do? (job/occupation)
2 What/you/do/at work (or school)/at the moment?
3 How often/you/go out with friends?
4 What/you/like/do?
5 What films/you/like/watch?
6 What/you/usually/do/at the weekends?
7 You/read/a good book/at the moment?
8 You/play (or watch)/any sports/these days?
9 Why/you/study/English/this year?
10 You/do/any other courses/at the moment?

12 Work in pairs. Ask your partner the questions in exercise 11. Tell the class anything interesting you learned.

1.3 Brotherly love?

Grammar Present Perfect Simple and Past Simple

Can do retell a simple narrative in your own words

Listening and speaking

1 **a** 1.8 Listen to three people talking about someone who they fell out with. Match the speakers (1–3) with the photos (A–C).

b Listen again and complete the notes in the table.

	Speaker 1	Speaker 2	Speaker 3
Who do they talk about?		*Romina – best friend*	
How long have they known/did they know each other?			*one year*
Why/When did they fall out?			
How is their relationship now?			

c Work in pairs and check your answers.

Vocabulary | arguing

2 Listen to the three people in exercise 1a again and complete the table with phrases which have a similar meaning.

get angry	have an argument
lose your _____	have a _____
see _____	_____ over something

3 Work in pairs and discuss the questions.

1 Do you ever have arguments with your friends?
2 Have you ever fallen out with a close friend? What happened?
3 What do friends/family usually argue about?

Reading

4 **a** You are going to read a true story about two brothers. Work in pairs and look at the photos on page 15. How could the items in the box be significant?

an argument a business
a nickname a shoemaker a wild cat
the 1932 Olympic games

b Now read the article on page 15 and check your ideas.

5 Read the article again. Write true (T) or false (F).

1 The Dasslers' father was a sportsman. ☐
2 The brothers first made sports shoes at home. ☐
3 They argued about the shoes. ☐
4 They decided to start their own companies. ☐
5 Puma sells more shoes than Adidas. ☐
6 People in the town have now forgotten the argument. ☐

6 Read the Lifelong learning box. Then practise the skill by finding words in the story which mean the following:

1 provided a product (paragraph 1)
2 created (an institution/company, etc.) (paragraph 4)
3 moved permanently to a different place (paragraph 5)
4 one or more of the most successful companies (paragraph 6)

Lifelong learning

Guessing from context

! When you are reading, it is often better to try to guess the meaning of a new word rather than stopping to use a dictionary. It will help you to read more fluently.

7 Work in pairs. Take it in turns to retell the story using the words/phrases from exercise 2 and the verbs from exercise 6.

Brotherly Love?

Adidas® and Puma® have been two of the biggest names in sports shoe manufacturing for over half a century.

Since 1928 they have supplied shoes for Olympic athletes, World Cup-winning football heroes, Muhammad Ali, hip hop stars and rock musicians famous all over the world. But the story of these two companies begins in one house in the town of Herzogenaurach, Germany.

Adolph and Rudolph Dassler were the sons of a shoemaker. They loved sport but complained that they could never find comfortable shoes to play in. Rudolph always said, 'You cannot play sports wearing shoes that you'd walk around town with.' So they started making their own. In 1920 Adolph made the first pair of athletics shoes with spikes, produced on the Dasslers' kitchen table.

On 1st July 1924 they formed a shoe company, Dassler Brothers Ltd and they worked together for many years. The company became successful and it provided the shoes for Germany's athletes at the 1928 and 1932 Olympic Games.

But in 1948 the brothers argued. No one knows exactly what happened, but family members have suggested that the argument was about money or women. The result was that Adolph left the company. His nickname was Adi, and using this and the first three letters of the family name, Dassler, he founded Adidas.

Rudolph relocated across the River Aurach and founded his own company too. At first he wanted to call it Ruda, but eventually he called it Puma, after the wild cat. The famous Puma logo of the jumping cat has hardly changed since.

After the big split of 1948 Adolph and Rudolph never spoke to each other again and their companies have now been in competition for over sixty years. Both companies were for many years the market leaders, though Adidas has always been more successful than Puma. A hip hop group, Run DMC, has even written a song called *My Adidas* and in 2005 Adidas bought Reebok®, another big sports shoe company.

The terrible family argument should really be forgotten, but ever since it happened, over sixty years ago, the town has been split into two. Even now, some Adidas employees and Puma employees don't talk to each other.

Grammar | Present Perfect Simple and Past Simple

8 **a** Work in pairs. Look at the extracts (1-8) from the story on page 15. Does each one use the Present Perfect Simple or the Past Simple?

1 Since 1928 they have supplied shoes for Olympic athletes.
2 Adidas has always been more successful than Puma.
3 On 1st July 1924 they formed a shoe company, Dassler Brothers Ltd.
4 Run DMC has even written a song called *My Adidas*.
5 They worked together for many years.
6 The family argument happened ... over sixty years ago.
7 The companies have now been in competition for over sixty years.
8 Ever since it happened ... the town has been split into two.

b Read the Active grammar box and choose the correct underlined words to complete the rules. Use the sentences from exercise 8a and the examples to help you.

Active grammar

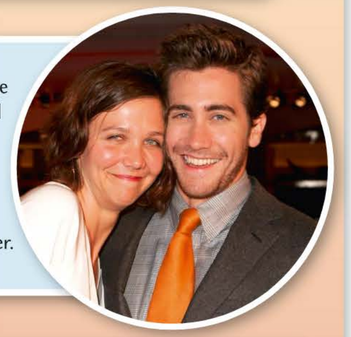
1 We use the *Past Simple*/*Present Perfect Simple* to talk about actions or states which happened in a finished period of time in the past. There is no connection to now.
2 We use *ago*/*for* with the Past Simple to say when something happened and *ago*/*for* to talk about the period when something happened.
3 We use the *Past Simple*/*Present Perfect Simple* to talk about actions or states which happened in a period of time that is connected to now.
4 We often use *for* and *since* with the Present Perfect. We use *for* + a point/period of time and *since* + a point/period of time.
5 We use *just* with the *Present Perfect Simple*/*Past Simple* to show that an action is very recent.
*I've **just** bought some new shoes.*
6 We use *not yet*/*already* with the Present Perfect Simple to emphasise that a situation has not started. We use *not yet*/*already* to emphasise that a situation has started or an action has finished.
*I haven't done the shopping **yet**.*
*I've **already** finished cooking.*

see Reference page 19

9 Read the texts below about other famous brothers and sisters and choose the correct words in *italics*.

Venus and Serena Williams are both famous tennis stars. They (1) *have played*/*played* each other professionally more than twenty times.

In 2001, the actors Jake and Maggie Gyllenhaal (2) *starred*/*have starred* together in the film *Donnie Darko*, where they (3) *played*/*have played* brother and sister.



Penelope Cruz is a world famous actor, but her siblings, Eduardo and Monica are also quite famous. Eduardo (4) *had*/*has had* several international hits and Monica is a well-known Spanish actor. She would like to star internationally but she (5) *didn't learn*/*hasn't learnt* English yet.

10 Complete the sentences with the time expressions from the box.

ago already for just since yet

1 Kylie and Dannii Minogue have been professional performers _____ they were children.
2 Kylie's first performance on television took place over thirty years _____ .
3 Kylie has _____ achieved a lot in her career, but she still seems to have plenty more to offer.
4 Kylie hasn't _____ had as much success in America.
5 Dannii has been a judge on a TV talent show _____ a few years now.
6 Dannii has _____ started a family. She had her first baby last year.

Speaking

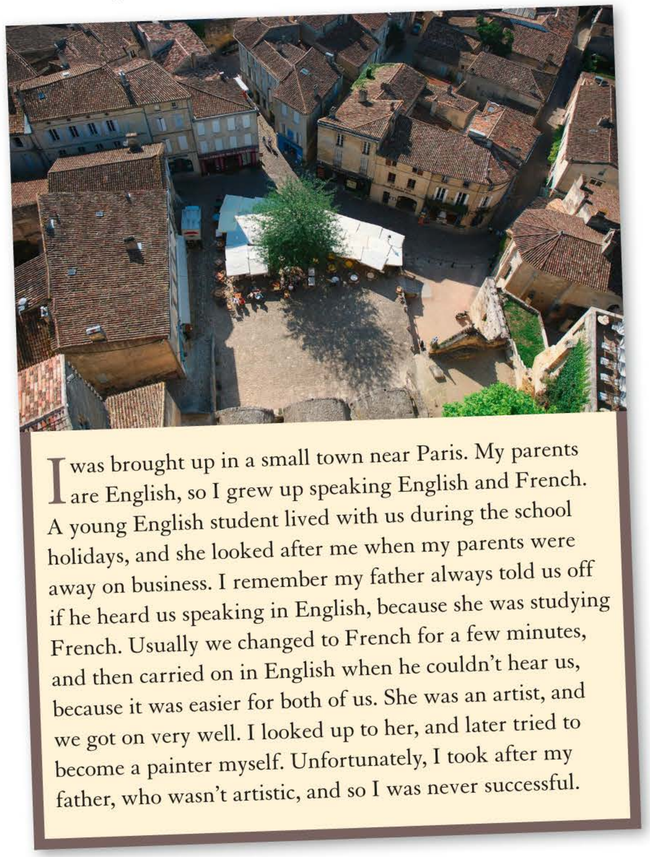
11 Work in pairs. Do you think it's a good idea to go into business with your friends and family? Why/Why not?

1 Vocabulary | phrasal verbs

1 **a** Read the text below and answer the questions.

1 What languages did the author speak? Why?
2 What language did her father tell her off for using? Why?
3 Why did the author want to become a painter? Why was she not successful?

b *Brought up* is a phrasal verb. Which other phrasal verbs can you find in the text?



I was brought up in a small town near Paris. My parents are English, so I grew up speaking English and French. A young English student lived with us during the school holidays, and she looked after me when my parents were away on business. I remember my father always told us off if he heard us speaking in English, because she was studying French. Usually we changed to French for a few minutes, and then carried on in English when he couldn't hear us, because it was easier for both of us. She was an artist, and we got on very well. I looked up to her, and later tried to become a painter myself. Unfortunately, I took after my father, who wasn't artistic, and so I was never successful.

2 Use the text in exercise 1 to help you match the phrasal verbs from A with the definitions from B.

A	B
1 grow up	a admire and respect someone
2 bring up	b continue (doing something)
3 tell (someone) off	c develop from being a child to being an adult
4 take after (someone)	d take care of (someone or something)
5 look after (someone or something)	e talk angrily to someone because they have done something wrong
6 get on (with) (someone)	f have a friendly relationship with someone
7 look up to (someone)	g look or behave like another member of your family
8 carry on (doing something)	h care for children until they are adults

3 Complete the sentences with a phrasal verb from exercise 2 in the correct form. Use each verb once.

1 You really _____ your father. You look just like him!
2 I don't _____ very well with my mother; we argue a lot.
3 I _____ in Brazil. It was a happy childhood.
4 We _____ arguing, even though Dad had told us to stop.
5 My brother always _____ for borrowing his records because I always scratched them!
6 After their mother died, the children were _____ by their aunt.
7 I still _____ my older brother, and ask him for advice.
8 My sister _____ me when I was ill.

4 Work in groups and answer the questions.

1 Where did you grow up?
2 When you bring up a child, what do you think is the most important thing to teach him/her?
3 As a child, did anyone tell you off? Why? Did this make you stop or did you carry on anyway?
4 Which member of your family do you get on with best?
5 Who in your family do you take after?
6 Who looks after you when you are ill?
7 As a child, who did you look up to?

5 Read the Lifelong learning box and follow the instructions.

Personalising vocabulary

Lifelong learning

! One of the best ways to remember vocabulary is to make it mean something to *you*.

Using the ideas from exercise 4, write one sentence for each phrasal verb that is true for you.

I grew up in a small country town.

1 Communication

Can do describe a friend

1 **a** Which of the following are the best ways to meet a new partner? Why?

- through friends
- at a party
- at the gym
- on holiday
- while studying
- on an Internet dating site

b 1.9 Listen to a short talk about Internet dating and answer the questions.

1. How many people used an Internet dating site in the UK last year?
2. What specialist dating websites does the speaker mention?
3. How is the website *Canlintroduceyou.com* different from the others?

2 Read the profiles of Nadia and Sam, which were written by their friends. Answer the questions below for each profile.

1. How did they meet?
2. What does each friend say about their friend's personality?
3. What does each friend say about their friend's interests?

3 Work in pairs and look at the qualities below. Which five qualities do you think are most attractive in a partner?

- gets on with everyone
- has a great sense of humour
- has an opinion on everything
- is a really good listener
- is genuine, loyal and honest
- is great fun to be around
- is one of the funniest people I know
- is really thoughtful and caring
- is the life and soul of the party
- would do anything for his/her friends
- you will never have a dull moment in his/her company

4 Write a similar profile about a friend of yours. Include the following paragraphs:

1. How you met
2. Personality
3. Interests
4. Conclusion

Key facts:

Name: Nadia Rees
Occupation: Teacher
Age: 25
Location: Bath

I've known Nadia for years. In fact we went to school together and we're still best friends.

Nadia is genuine, loyal and honest. She would do anything for her friends, and is really thoughtful and caring. She is also one of the funniest people I know, and always the life and soul of the party!

She is a fabulous cook and her dinner parties are famous! She enjoys socialising and has lots of friends – she just hasn't met that special person yet.

So what are you waiting for? Get in touch with her!

Richard

Key facts:

Name: Sam Walker
Occupation: Engineer
Age: 26
Location: Liverpool

Sam and I have been friends since we shared a house together at university. We have kept in touch ever since as we were always on the same wavelength.

He has a great sense of humour and you will never have a dull moment in his company. He has an opinion on everything, but is also a very good listener. He's kind, gets on with everyone and is great fun to be around.

He's quite a sporty person, and often spends his weekends mountain climbing or surfing. I think you'd need to be pretty active too – just to keep up with him.

Sam is well worth getting to know, so why not send him an email?

Jenna

1 Reference

Auxiliary verbs: *do, be, have*

Questions

Invert the subject and the auxiliary verb. If there is no auxiliary verb, use *do/does* or *did*.

Yes/No questions

__Are you__ Polish?

Wh- questions

Where __are you__ going? How __did you__ learn to do that?

Echo questions

'He __lives__ in the country.' '__Does he?__'

Negatives

We use *not* or add *n't* to the auxiliary. If there is no auxiliary verb use *doesn't, don't, didn't*.

__I'm not__ afraid.

Short answers

Repeat the auxiliary verb used in the question.

'__Have__ you finished yet?' 'Yes, I __have__.'

Present Simple and Present Continuous

We use the Present Simple for habits/routines, things that are always true/permanent and describing a state.

Seung-Ah __starts__ work at eight o'clock.

Spain __is__ a hot country.

Dimitri __is__ really happy about his new job.

We use the Present Continuous for things that are happening now, at this moment and temporary situations that are happening around now (but not at this exact moment).

Jade__'s having__ a shower. __I'm learning__ Spanish for my job.

Main verbs can describe actions or states.

Some verbs have an action meaning as well as a state meaning, so can be used in continuous tenses.

We__'re having__ a wonderful holiday. (have = action/experience – **can** be used in the continuous)

We __have__ a lovely room by the sea. (have = possess – **can't** be used in the continuous)

Present Perfect Simple and Past Simple

We use the Past Simple to talk about completed actions or states which happened in a **finished** period of time in the past. There is no connection to now.

I __went__ to Disneyland last year.

We use *ago* with the Past Simple to say when something happened and *for* to talk about the period of time.

They met ten years __ago__ and worked together __for__ two years.

We use the Present Perfect Simple to talk about completed actions which happened in an unfinished period of time that is connected to now.

I've __eaten__ out twice this week. (this week is not yet finished)

I've __been__ to Disneyland. (some time in my life up to now)

We often use *for* and *since* with the Present Perfect.

We use *for* + a period of time and *since* + a point in time.

I've __known__ her for two months/since April.

We use *just* with the Present Perfect Simple to show that an action is very recent.

I've __just__ bought some new trainers.

We use *not yet* with the Present Perfect Simple to emphasise that a situation has not started, and *already* to emphasise that a situation has started or an action has finished.

I haven__'t__ done the shopping __yet__.

I've __already__ finished cooking.

Phrasal verbs

Form: verb + one or two prepositions (or adverb)

He __grew up__ in France. I __got on__ well __with__ her.

One phrasal verb can have more than one meaning.

Take off: *The plane __took off__ at 6:00. I __took off__ my coat.*

The meaning often has no connection with the verb.

We __ran out__ of money. (= there is none left)

Phrasal verbs are often informal/spoken English. Often there is a more formal word which means the same.

She __looks up__ to him. (= she respects him)

Key vocabulary

Relationships and arguing

acquaintance be on the same wavelength boss classmate close/old/best friend colleague enjoy his/her company ex-girlfriend fall out (about/over sthg) father-in-law friend of a friend get angry get on well get to know him/her have a lot in common have an argument/row have the same sense of humour husband keep in touch lose touch lose your temper see red stepmother stranger team-mate

Verbs/Adjectives + prepositions

belong to fluent in good at keen on read about spend money on talk about interested in use (something) for worry about

Personality

dependable encouraging generous kind-hearted jealous mean pleasant selfish sulky upbeat

Phrasal verbs

bring up carry on get on with grow up look after look up to take after tell off

ACTIVEBOOK

Listen to the explanations and vocabulary.

see Writing bank page 153

1 Review and practice

1 Choose the correct words in *italics*.

1 Mary *is*/*has* taking a shower.
2 *Does*/*Has* the postman delivered the post yet?
3 They *are*/*do* writing in their journals now.
4 *Had*/*Have* your friends spoken to you today?
5 I *don't*/*haven't* understand this question.
6 *Do*/*Are* we going to the theatre tonight?
7 She *has*/*is* never been to Hawaii before.
8 *Doesn't*/*Don't* his mother live here?
9 *Haven't*/*Didn't* we seen this film already?

2 Complete the dialogues with auxiliary verbs.

1 **A:** Hi. _____ you know many people here?
B: Yes, a few. Some of us _____ doing an English course together.
2 **A:** _____ you live near here?
B: No, we _____ . We live in Italy.
3 **A:** _____ you staying in a nice hotel?
B: Actually, we _____ like it very much.
4 **A:** _____ you know this area well?
B: No, we _____ . We _____ never been here before.
5 **A:** _____ you like the city?
B: Yes, we _____ enjoying our stay here.
6 **A:** _____ you worked here long?
B: No, I _____ . Only one year.
7 **A:** Liz! What _____ you doing here in Rio?!
B: I _____ travelling around South America!
8 **A:** _____ we met before?
B: Yes, we _____ . We met in Jakarta.

3 Complete the telephone conversation with the Present Simple or Present Continuous form of the verbs in brackets.

Sara: Hi, It's me. I'm just ringing for a chat. How are you?
Lucy: Oh, fine, you know. How are things?
Sara: Well, I (1) _____ (not/feel) very well, actually.
Lucy: Oh no, what's the matter?
Sara: I (2) _____ (not/know) exactly. Probably just a cold. What about you?
Lucy: Well, I (3) _____ (work) in a different office this week.
Sara: Why's that?
Lucy: I (4) _____ (help out) at another branch because there are a lot of people away. Actually, I (5) _____ (enjoy) the change this week. I (6) _____ (like) meeting new people.
Sara: (7) _____ (do) the same job?
Lucy: More or less, but I (8) _____ (deal) with clients more here. I (9) _____ (think) I might try and do more of that when I go back to my own office.
Sara: Well, it sounds great.
Lucy: Yes, mmm. I'm a bit tired though. I usually (10) _____ (get up) at about 7:30, but this week I (11) _____ (get up) at about six! You know I (12) _____ (hate) getting up that early.

4 Complete the email with the Past Simple or Present Perfect Simple form of the verbs in brackets.

Hi Mateus,

It's amazing to get in touch with you again on Facebook. You asked for my news. Well, since I (1) _____ (leave) university three years ago, I (2) _____ (do) a Master's degree in Portuguese literature. I'm now teaching at London University – I (3) _____ (be) here for nearly a year now. It's hard work, but the students are great! Last year I (4) _____ (get) married – to Sheila, remember her? She (5) _____ (work) in Portugal for a year, but (6) _____ (come) back to the UK last year so we could be together. What else? We (7) _____ (buy) a house and we (8) _____ (be) very busy re-decorating it. It's nearly finished now. Why don't you come and stay?

Hope to hear from you again soon,

Chris

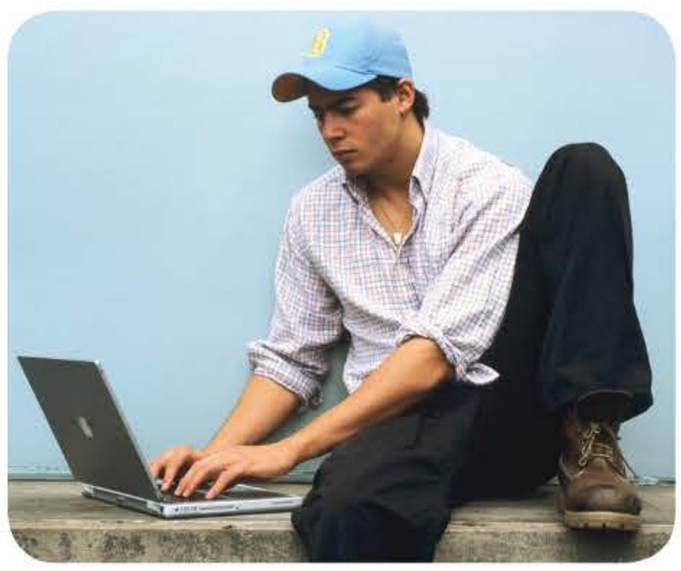
5 Complete the sentences with a word or phrase which means the same as the words or phrases in brackets.

Let me introduce you to my *colleague* Gustav. (someone you work with)

1 He was a complete _____ . (someone you don't know)
2 We get on well because we have a lot _____ . (share similar interests)
3 Barbara is _____ Spanish. (speaks very well)
4 When she told me what she'd done, I really _____ . (lost my temper)
5 Are you sure? That's very _____ of you! (happily give you whatever you need)
6 I told my boss I was having problems at work, but he wasn't very _____ . (positive towards me)
7 Sophie really _____ her big brother. (admires and tries to be like)
8 Mike _____ smoking even when he felt ill. (continue)
9 I'm not very _____ watching TV. (like/interested in)
10 When we left school, I _____ with him. (stopped being in contact)

Media

2



Lead-in

1 Work in pairs and discuss the questions.

1 Which of the different forms of media shown in the photos do you use most?
2 Has this changed in recent years? Why?

2 Read the article. Are your habits similar to those described? Work in pairs and compare your habits with your partner's.

Recent research has shown that young people now spend more time on the Internet than watching TV. This is partly explained by the fact that the average person surveyed does five other things at the same time as watching TV, including going online to look at websites or to IM (instant message) their friends.

Television remains popular, however, particularly reality shows and soaps. Young people are less likely to watch documentaries or chat shows and tend to get their news online. If they do read a newspaper, their favourite sections are the sports pages, gossip and human interest stories, rather than current affairs or the business section.

Film is also still very popular, particularly comedies and horror films. In recent years, the docu-drama, such as Morgan Spurlock's *Super-size Me*, about McDonald's, has also become fashionable.

3 **a** What vocabulary can you find in the article in exercise 2 connected with different media? Complete the table.

Computers	Television	Film	Newspapers
Internet			

b Add any other words you know to each category in exercise 3a. Then work in pairs and compare your ideas.

2.1 Silver screen

Grammar defining relative clauses

Can do give opinions and agree/disagree

Speaking and reading

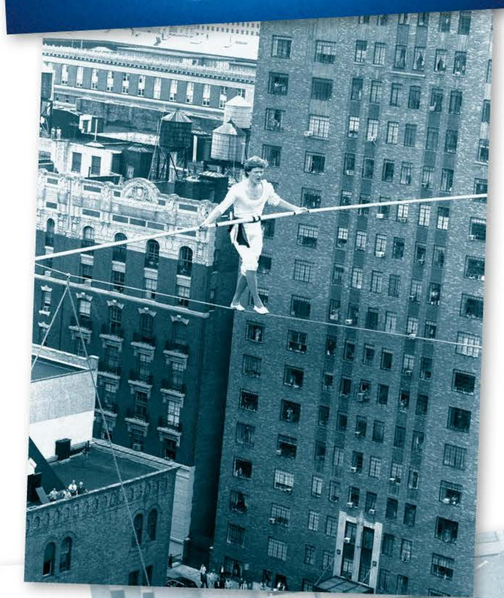
1 Work in pairs. Look at the photos from the film *Man on Wire*. What do you think the film is about?

2 **a** Read the film review and answer the questions.

1 What type of film is it?
2 What is the film about?
3 Did the critic like the film? Why/Why not?
4 Do you think you would enjoy it? Why/Why not?

b Read the review again and write true (T) or false (F).

1 The World Trade Center had just been completed when Petit decided to do his high wire walk. ☐
2 He finally made his walk between the twin towers six years later. ☐
3 He was already an experienced high wire walker when he made the crossing at the twin towers. ☐
4 Petit and his team managed to get permission to walk between the towers. ☐
5 They used a bow and arrow to get the wire across from one tower to the other. ☐
6 Petit's team filmed him as he crossed the wire. ☐
7 As soon as he saw the policemen waiting he came off the wire and let them arrest him. ☐



MAN ON WIRE

A film to make you feel alive ...

In 1968 a young Frenchman, Philippe Petit, saw a picture in a newspaper which would change his life. He was sitting in a dentist's waiting room when he saw an artist's impression of the soon-to-be-built World Trade Center and decided that one day he would walk on a high wire between the twin towers.

Man on Wire is the gripping story of a man who made his dream happen. The film starts on Tuesday August 7th, 1974, the day when Petit finally achieved his goal. We see him heading for the twin towers and then, through interviews and flashbacks, we see everything that led up to that day.

The film first shows us how Petit made his earlier high wire walks at Notre Dame and Sydney Harbour Bridge, using film and photos taken from the time.

Then the film almost becomes a crime thriller as we see how Petit and his team forged documents, got past security guards and somehow managed to set up the wire between the towers without anyone seeing them or hearing anything.

There were hundreds of unforeseen difficulties; not least how to get the wire from the tower where they stood across to the other tower. They finally solved this by shooting it across with a bow and arrow!

Finally Petit makes his great walk between the towers. There is no film of the original walk, so the whole thing is shown using photos that were taken at the time, a poignant reminder of how the towers used to look. He stayed 1,350 feet above the ground, apparently quite relaxed, for 45 minutes. The policemen whose job it was to arrest Petit, could only stand and watch while he smiled and laughed at them.

What Petit did was, of course, actually a crime, but that doesn't seem as important as the fact that it was a fascinating and inspiring adventure. A film to make you feel alive.

Grammar | defining relative clauses

3 **a** Complete the extracts from the review with the words in the box.

that when where which who whose

1 In 1968 a young Frenchman, Philippe Petit, saw a picture in a newspaper _____ would change his life.
2 *Man on Wire* is the gripping story of a man _____ made his dream happen.
3 The film starts on Tuesday August 7th 1974, the day _____ Petit finally achieved his goal.
4 There were hundreds of unforeseen difficulties; not least how to get the wire from the tower _____ they stood, across to the other tower.
5 The whole thing is shown using photos _____ were taken at the time.
6 The policemen _____ job it was to arrest Petit, could only stand and watch while he smiled and laughed.

b Complete the Active grammar box with the relative pronouns in the box in exercise 3a.

Active grammar

Man on Wire is the gripping story of a man ***who made his dream happen.***

'who made his dream happen' is an example of a defining relative clause; it defines exactly who or what we are talking about. This is essential information about a person, a place or a thing.

We use *that* or _____ for people.

We use _____ or _____ for things or animals.

We use _____ for places.

We use _____ for possessions.

We use _____ for time.

In spoken English we often use *that* instead of *who* or *which*.

The actress ***that*** *stars in that film has beautiful eyes ...*

We can leave out the pronouns *who*, *which* or *that* if they are the object of the relative clause.

The director was able to use film (which) Petit took in the 70s.

see Reference page 33

4 Add *who*, *which* or *where* to each sentence.

1 That's the studio the last Bond film was made.
2 Goldeneye is the name of the house Ian Fleming wrote the original stories.
3 *Dr No* is the first Bond book was made into a film.
4 George Lazenby is the man only played Bond once.
5 Daniel Craig is another actor took the role.
6 Derby County is the football team Bond actor Timothy Dalton supports.

5 Rewrite the sentences using a relative pronoun. Make any necessary changes.

Daniel Radcliffe stars in the Harry Potter films.

Daniel Radcliffe is the actor who stars in the Harry Potter films.

1 The first Harry Potter film was made in 2001.
2001 is the year ...
2 Joanne Rowling's books were turned into the Harry Potter films.
Joanne Rowling is the author ...
3 Most of the outdoor scenes were filmed in Scotland.
Scotland is the country ...
4 Warner Brothers produced the films.
Warner Brothers is the company ...
5 Richard Harris and Michael Gambon have taken the role of Dumbledore.
Richard Harris and Michael Gambon are the actors ...
6 The first three films made $1.3 billion.
$1.3 billion is the amount of money ...

Speaking

6 Work in pairs. Tell your partner about a film you have seen. Describe ...

- the type of film.
- the main characters.
- what happens in the film.
- some scenes you remember.

Speaking and listening

7 Work in pairs. Look at the posters and discuss the questions.

1 Do you ever watch foreign language films? Why/Why not?
2 What kind of foreign language films do you like/dislike?

8 **a** Work in pairs. When you watch a foreign language film, do you prefer dubbing or subtitling? Why?

b 1.10 Listen to three people discussing the same question and compare their ideas to yours.

c Listen again and answer the questions. Write *Sue*, *Ekaterina* or *Ben*.

1 Who doesn't like the original actors' voices being replaced?
2 Who thinks subtitles are too short to carry all the meaning of the original?
3 Who thinks that subtitles can be quite inaccurately translated?
4 Who thinks it's difficult to concentrate on watching and reading subtitles?
5 Who thinks it may be confusing to have one voice translating the lines of every character?
6 Who thinks that it depends on what you're used to?

9 Complete the How to... box by putting the headings in the box in the correct places (A–E).

Agreeing Asking for an opinion
Disagreeing Giving an opinion
Saying it may change (according to what happens)

How to... give opinions and agree/disagree

A _____	*I think ...* *I guess ...*
B _____	*What do you think?* *What's your opinion?*
C _____	*I agree actually.* *That makes sense.*
D _____	*That's true, but ...* *I'm not sure about that.*
E _____	*Well, maybe it just depends (on/who/when) ...*

10 **a** 1.11 Listen to five statements. Decide if you agree or disagree with them.

b Listen again and write a response using a phrase from the How to... box in exercise 9.

c Work in pairs and discuss your opinions.

11 Read the Lifelong learning box and follow the instructions.

Using the media!

Lifelong learning

1 A great way to improve your English is to interact with the language outside the classroom. Make a list of ...
- the magazines that you read in English.
- the books that you have read and enjoyed in English.
- the websites that you read in English.
- the TV programmes that you watch in English.

2 Work in pairs and exchange lists. Ask your partner about their list.

A: *What's Australianetwork.com?*
B: *It's a website where you can download short videos in English.*
A: *What's this book about?*
B: *It's about a man who ...*

2.2 Built to last

Grammar the passive
Can do describe an object

Listening

1 **a** Look at the gadgets (A–D). They all have something in common. What do you think it might be?

b 1.12 Listen to a radio programme about the gadgets (A–D). Match a gadget to each speaker (1–4).

1 Julian
2 Anna
3 Chris
4 Joe

c What do all the gadgets have in common?

2 Listen again and make a list of the good and bad points of each gadget (A–D). Work in pairs and compare your lists.

3 Work in pairs. Decide which gadget you would most like/least like to have. Explain why.

Speaking

4 Complete the How to... box with the prepositions *of*, *for*, *by* and *to*.

How to... describe an object

Comparing it to something else	*It's a kind _____ music player.* *It's similar _____ an mp3.* *It looks like an mp3 player.*
Describing its function	*It's used _____ playing music.* *It's used _____ joggers.* *It's a thing _____ playing music.*
Describing its features	*It's made _____ plastic.* *It's rectangular/square/circular etc.*

5 **a** Think of a gadget you or someone you know owns. Think about how to describe it using the language in the How to... box in exercise 4.

b Work in pairs and tell your partner about the gadget.

Vocabulary | television

6 a Work in pairs. The words in the box collocate with *television*. Does each word go before or after *television*?

channel	commercials	digital	live	on (the)	presenter	producer	programme
satellite	screen	set	viewers				

b Put the word in brackets in the correct place. Then complete the sentences with your own ideas.

1 The best _____ television _____ (channel) is ...
2 My favourite _____ television _____ (presenter) is ...
3 ... is the worst thing _____ television _____ (on).
4 _____ television _____ (digital) is better because ...
5 ... is the most exciting _____ television _____ (programme) I've ever seen.

c Divide the adjectives in the box below into *positive* and *negative*.

annoying	boring	entertaining
exciting	gripping	incredible
inspiring	moving	nauseating
nonsense	unrealistic	unwatchable

Pronunciation | /n/ and /ŋ/

7 a 1.13 Look at the word *entertaining*. How many letter 'n's are there? Listen to the word being pronounced. How is the last 'n' pronounced?

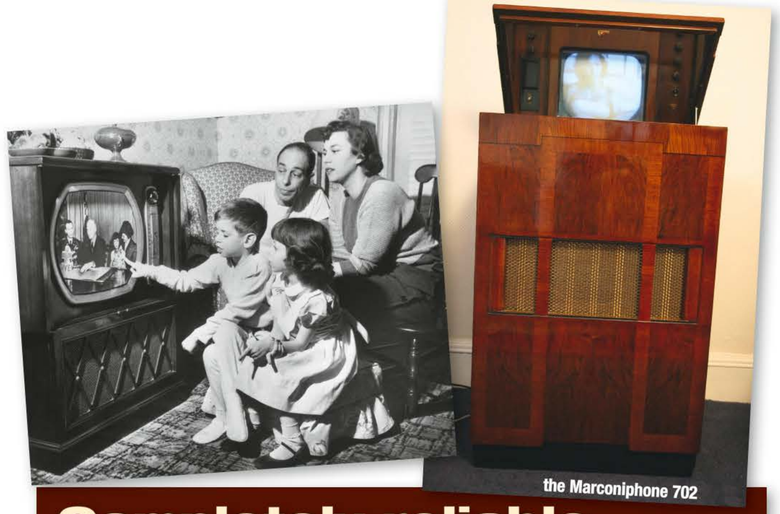
b Underline the 'n's in all the words in exercise 6c. Which ones are pronounced /n/ and which /ŋ/?

c 1.14 Listen and check your answers. Repeat the words.

d Work in pairs. Think of programmes you have seen which you could describe using the adjectives in exercise 6c.

I thought it was ...

I found it ...



the Marconiphone 702

Completely reliable ... and built to last

It was made over seven decades ago – and unlike modern gadgets it is completely reliable: it was built to last.

A television that was around for King George VI's 1937 Coronation and survived the Second World War is now thought to be Britain's oldest working set.

The black-and-white Marconiphone 702 dates back to 1936 and is still in its original condition. It has a 12-inch screen and was manufactured around November 1936, the same month as the BBC television service from Alexandra Palace was first broadcast.

The set is likely to have screened landmark occasions including George VI's Coronation Procession, the 1948 London Olympic Games and the Queen's Coronation in 1953. When new, it cost 60 Guineas – the equivalent of around £11,000 today.

The set has been converted from analogue to digital, bringing it firmly into the twenty-first century. Jeffrey Borinsky, a consultant engineer from North London, entered a competition to find the country's oldest TV. He has owned the set for ten years. He said: 'I still enjoy watching my Marconiphone occasionally, especially cartoons from the 1930s, which the original owner might also have seen on the set. Now it is digital, it can be used for many years to come.'

The competition was set up in May by Iain Logie Baird, television curator at the National Media Museum in Bradford and grandson of the inventor of TV, John Logie Baird. He said: 'A small fraction of pre-War televisions still exist – many stopped working or were simply thrown out when a newer set arrived, and we know about 3,000 were lost in the London bombings.'

The set will join a display of televisions from across the ages at the National Media Museum.

Reading

8 Work in pairs. Look at the photos of televisions and discuss the questions.

1 When do you think they were made?
2 How are they similar or different from televisions today?

9 Read the article. What do the numbers in the box refer to?

1948	3,000	1936	11,000	12

10 Read the article again and write true (T), false (F) or not given (NG).

1 The television is in excellent working order. ☐
2 It was removed from London during the Second World War. ☐
3 It is possible to use the television to watch digital TV. ☐
4 Jeffrey Borinsky has owned the television since it was made. ☐
5 Jeffrey particularly likes watching old programmes on the set. ☐
6 Iain Logie Baird is an inventor. ☐
7 The majority of pre-War TVs were destroyed during the War. ☐
8 The television will now go to a museum. ☐

Grammar | the passive

11 Look at the Active grammar box. Complete the example sentences using the article on page 26 to help you. Then match the rules (A–C) with the sentences (1–3).

Active grammar

Present Simple	*It _____ thought to be Britain's oldest working set.*
Past Simple	*It _____ made over seven decades ago.*
Present Perfect Simple	*The set _____ converted from analogue to digital.*
Modal verbs	*It can _____ used for many years to come.*

A We use the active to describe what someone/something does.
B We use the passive to describe what happens to someone or something.

We often use the passive to describe processes:

*Then the glass **is heated** ...*

and in more formal or written contexts:

*It **is thought** to be ...*

and to avoid saying who is responsible:

*The washing-up **hasn't been done** yet!*

C If we want to say who or what does the action in a passive sentence we often use *by*.

1 *The competition was set up in May **by Iain Logie Baird**.*
2 *Iain Logie Baird **set up** the competition in May.*
3 *The competition **was set up** in May.*

see Reference page 33

12 Complete the second sentence so it means the same as the first.

1 In 1939 people could only receive one channel – the BBC.
In 1939 only one channel _____ – the BBC.
2 In the 1930s a television was owned for ten to fifteen years.
In the 1930s people _____ a television for ten to fifteen years.
3 Nowadays people replace their television every two to three years.
Nowadays a television _____ every two to three years.
4 All pre-War televisions were made in Britain.
The British _____ all pre-War televisions.
5 The Chinese make ninety percent of televisions now.
Ninety percent of televisions _____ the Chinese now.
6 In 1936 people could watch the BBC for just two hours a day.
In 1936 the BBC _____ for just two hours a day.

13 a Add one missing word to each sentence.

1 A father and son who made millions of pounds from fake DVDs have jailed for six years.
2 Hundreds of thousands of DVDs were produced workers hired by the gang.
3 The DVDs sold cheaply in pubs and markets.
4 It is estimated the police that the criminals made around £43,000 a day from the operation.
5 The gang members lived a life of luxury until they caught.
6 However, police believe that most of the money the gang made been taken out of the country.
7 Is estimated that criminal gangs in the UK make about £300 million a year from fake DVDs.
8 Police dogs have now trained to find hidden DVDs.

b 1.15 Listen and check your answers to exercise 13a.

2.3 Stories in the news

Grammar Past Simple and Past Continuous

Can do describe an important event from your life

Speaking and listening

1 a Work in pairs and discuss the questions.

1 Do you believe everything you read in the news? Why/Why not?

2 Read the opinions below. Do you agree with them?

Different newspapers report the same story in different ways.

Newspapers sometimes try to make news stories sound worse than they are.

Newspapers have to make stories sound exciting in order to sell.

b 1.16 Listen to Eben and Rachel discussing question 1 in exercise 1a. Look at the opinions in exercise 1a and note down who agrees with them – *Eben*, *Rachel* or *both*.

2 a Complete the newspaper headlines (1–6) with the words in the box.

delivers escapes inherits saves survives takes

1 Traffic police officer in Bangkok _____ baby in car

2 Lost driver _____ a wrong turn for 5,000 miles

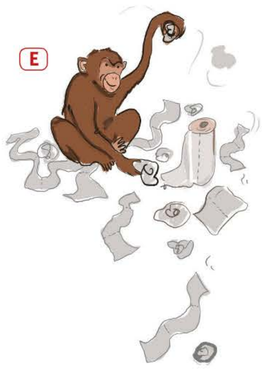
3 Circus monkey _____ and destroys a restaurant

4 Top chef _____ giant lobster from cooking pot

5 Sailor _____ four months at sea

6 Cat _____ £350,000 house and £100,000 from owner

b Match the headlines (1–6) in exercise 2a with the pictures (A–F). Then work in pairs and describe what you think happened in each situation.



Reading

3 a Read the news stories (A–F) quickly. Match the headlines (1–6) from exercise 2a with the stories.

b Write the letter(s) of the news story/stories next to the topics (1–7) below.

1 restaurants: *B, D*

2 travel

3 animals

4 people getting lost

5 food or drink

6 babies or pets

7 survival

c Work in pairs and compare your answers.

A

_____

A nervous driver who went on a day-trip to Calais ended up in Gibraltar after a five-day mystery tour. Mrs Bright, a recent divorcee, was planning to go to France to buy some wine for a party to celebrate her divorce. However, as she was driving around Calais looking for the supermarket, she took a wrong turn and lost her way. Without a map, and unable to speak French, she was too embarrassed to ask for directions and eventually she found herself in Gibraltar.

B

_____

A giant lobster, saved from the cooking pot by a top chef, has been returned to the sea. Chef Anton Gretzky said he was planning to serve the lobster at his expensive restaurant, but decided he couldn't boil such a fine creature. An employee from the Aquarium Restaurant in Victoria, Australia, took the lobster, named Billy, to the coast to free him. Gretzky said: 'He has been on this Earth much longer than I have.'

C

_____

Pooker, a grey and white cat, has become Britain's most famous pet. The eight-year-old cat inherited a £350,000 house and £100,000 after its owner, Mrs Rafaella Barese, died. Mrs Barese's neighbours will use the £100,000 to buy food for the lucky cat. The rich and famous always seem to make new friends easily. After just one day, two local cats were trying to move in with Pooker.

D

_____

A monkey, who escaped from a local circus, caused €10,000 of damage to a pizzeria after the owner of the restaurant tried to feed it bread and salad. The monkey, named Lala, was sitting in the restaurant bathroom when the owner found her. The escapee dropped a vase, then started throwing paper towels around, and finally turned on the water taps and flooded the restaurant in Lehre, Germany.

E

_____

'He was eating a seagull when we found him,' said a member of the South African navy team that rescued Vietnamese refugee, Parn Hung Kuk from the Atlantic Ocean. Kuk took a day-trip from Cape Town in his boat. After getting lost in a storm, he was rescued four months later. 'He was living on seagulls, a turtle and rain water. It's a miracle he's still alive,' said the rescue ship's captain.

F

_____

Bangkok traffic police helped to deliver another baby yesterday. Sergeant Sakchai Kodayan is one of 130 members of the city traffic police whose special skills include giving first aid to motorists and helping mothers as they give birth. 'I was drinking a coffee and having a cigarette in a café by the road when a taxi driver shouted for help,' said Sakchai. 'His passenger was having a baby. It was a boy. The woman said she would call it Sakchai as a way to say thank you.' Sakchai has so far assisted with the birth of twenty-eight babies in his career.

4 Read the news stories again. Answer the questions.

1 a Where did Mrs Bright want to go?
  b Why didn't she ask for directions?

2 a Why didn't the chef cook the lobster?
  b What did the chef do with the lobster?

3 Who will look after Pooker the cat now?

4 What damage did Lala the monkey do?

5 What did Parn Hung Kuk eat for four months?

6 a What special skills does Sergeant Sakchai Kodayan have?
  b Why did the taxi driver ask for help?

5 a Look at the table. Complete the collocations (1–7) from the news stories with the words in the box. Then match them to the correct definitions (a–g).

cause get give return move take (x2)

Collocation	Definition
1 _____ a wrong turn (story A)	a stop working for a short time
2 _____ lost (story E)	b go to live in the same house
3 _____ in with someone (story C)	c go/give back to
4 _____ damage (story D)	d help someone when they have an injury
5 _____ to the sea (story B)	e not know where you are
6 _____ first aid (story F)	f drive in the wrong direction
7 _____ a break (story F)	g break something by physically attacking it

b Work in pairs. Use the phrases (1–7) in the table in exercise 5a to retell the stories.

c Work in pairs and discuss the questions.

1 Which stories did you find most interesting/unbelievable/funny?

2 What interesting stories have you heard/seen/read about recently?

Pronunciation | word stress on word endings

6 a Look back at the news stories and complete the table with words ending with the following letters.

-ee	*-eer*	*-ese*	*-ette*
divorcee			

b 1.17 Listen to the words from exercise 6a. What do you notice about the stress pattern? There is one exception – what is it?

c Can you add any other words to the columns in exercise 6a?

see Pronunciation bank page 163

Grammar | Past Simple and Past Continuous

7 **a** Read the Active grammar box and answer question 1.

b Read rules A and B and find more examples of the Past Continuous in the news stories on pages 28–29. Then answer question 2.

Active grammar

Mrs Bright was planning to go to France ...
She was driving around Calais ...

1 Do the underlined verbs describe something complete or something temporary and in progress?

A We use the Past Continuous and Past Simple together to say that something happened in the middle of a longer action.
*I **was taking a break** in a café by the road when a taxi driver **shouted** for help.*

B The Past Continuous is often used to set the scene at the beginning of an article or story.
*This happened about eight years ago when I **was studying** for my degree. I **was feeling** a bit tired and ...*

2 Which verbs are not normally used in the continuous form?

see Reference page 33

8 Complete the sentences with the Past Simple or Past Continuous form of the verbs in brackets.

They *were watching* (watch) a film in the cinema so they *didn't realise* (not/realise) it *was snowing* (snow) outside.

1 I _____ (work) in a school in Prague when I _____ (meet) my boyfriend.
2 When I _____ (be) a child, I _____ (like) swimming.
3 My sister _____ (arrive) just as I _____ (cook) some lunch.
4 I _____ (know) I wanted to marry him the first time I _____ (meet) him.
5 He _____ (not/break) his arm while he _____ (play) rugby. He _____ (fall) down the stairs.
6 I _____ (check) on the children and both of them _____ (sleep).
7 The phone rang while I _____ (listen) to my mp3 player and I _____ (not/hear) it.
8 I think I _____ (see) you yesterday in the station. _____ (wear) a blue shirt?

9 Complete the story by putting the verbs/verb phrases from the box in the correct place.

didn't know fell hoping visited was
was expecting was having ~~was staying~~

I remember when my little sister was born. I was ten years old, and I **was staying** in London with my parents. I knew my mother a baby, but I how soon it would arrive. I was really for a girl. It happened when I at a friend's house. It was her birthday and so she a party. My grandmother came to collect me, but when she told me the news I was so excited that I ran down the stairs, and I and broke my arm. I my mother and sister in hospital, and I had to spend the night there with my arm in plaster too.

Speaking and writing

10 Look at the stages for organising a story below. Then identify the four stages in the story in exercise 9.

1 Setting the scene: who? when? what? where?
2 The main sequence of events: what happened?
3 The big event: usually something unexpected.
4 Result: what happened in the end.

11 **a** Choose one of the events below. Make notes on what you were doing, where you were living and what you were hoping for at the time.

- someone was born
- you received some good news
- you received your exam results
- something important happened in your country
- an important/interesting event in your life

b Plan the sequence of your story using the four stages in exercise 10.

c Work in groups. Take it in turns to talk about your events.

2 Vocabulary | In the news

1 **a** Find the odd one out in these phrases.

go on (a) strike ✓ (b) holiday ✓ (c) work ✗
You can go to work, but not go on work.

1	make	(a) a job	(b) a discovery	(c) a profit
2	come into	(a) fashion	(b) money	(c) movement
3	win	(a) a team	(b) a race	(c) a match
4	commit	(a) a crime	(b) business	(c) suicide
5	develop	(a) news	(b) an idea	(c) a product
6	have	(a) a baby	(b) death	(c) plastic surgery
7	perform	(a) a match	(b) a song	(c) a play
8	cause	(a) trouble	(b) an accident	(c) time
9	break	(a) a price	(b) a record	(c) up with someone

b Which collocations from exercise 1a can you use to describe the photos (A–D)?

2 Which collocations use 'a' and which use no article? Make two lists.

3 On which newspaper pages might you find the collocations from exercise 1? Choose from the words and phrases in the box.

go on strike, go on holiday = from news and current affairs

arts section business section current affairs news and gossip
science section sports pages

4 Complete the sentences with expressions from exercise 1. Use the correct tense.

1 Yesterday The Rolling Stones _____ that did the most to make them famous: *I Can't Get No Satisfaction*.
2 When his father died, Paul Getty _____ billions of dollars.
3 Marie Curie _____ that changed the world: she found radium.
4 When a food or drinks company _____ for the international market, it takes years to test it.
5 Many ageing celebrities _____ in order to look young, but it doesn't guarantee everlasting beauty!
6 In the UK there is a 45 percent possibility that criminals will _____ after their release from prison.
7 Ice on the roads _____ yesterday, but luckily no one was hurt.

5 **a** Write the name of a famous person who ...

1 has had plastic surgery.
2 won a race recently.
3 performs songs on TV.
4 committed a crime.
5 causes trouble regularly.
6 has broken a record.

b Work in pairs and compare your answers.

6 **a** Work in pairs. Do you enjoy reading or hearing gossip about famous people? Why/Why not?

b Work in groups. Take it in turns to tell your group a piece of gossip about a famous person (you can make it up if you like!). End by giving your opinion on their behaviour.

I can't believe anyone could do that!
That's a terrible way to behave, don't you think?
I feel quite sorry for her...

c Take it in turns to give your opinion about each piece of gossip. Look at the How to... box on page 24 to help you.

2 Communication

Can do describe a film

1 Work in pairs and discuss the questions.

1 Which of the following makes you want to go and see a film?
- advertising
- what your friends say about it
- who is starring in it
- who directed it
- reviews

2 Look at the film posters (A–C). Which film would you prefer to see? Why?

2 **a** 1.18 Listen to a description of a film. Which film (A–C) is it about?

b Listen again and complete the notes.

Type of film	*It's a _____ film.*
Summary of plot	*It's about _____ who buys the house where _____ as a child. Her son starts to see _____ in the house and then he suddenly _____ .*
Characters	*The main characters are _____ . There is also a rather spooky _____ .*

3 1.19 Listen to more information about the film in exercise 2 and make notes. Work in pairs and compare.

4 **a** Work in pairs. Choose a well-known film you have both seen and prepare to describe it. Make notes using the headings in exercise 2b.

b Work with another pair and tell them about your film. Can they guess which film you are describing?

2 Reference

Defining relative clauses

A 'clause' is part of a sentence. A defining relative clause makes it clear who or what we are talking about in a sentence. It gives essential information.

*The man **who lives next door** had an accident.*

Relative clauses begin with relative pronouns:

who for people; *which* for things and animals, and *whose* for possessions.

After place, area, room, etc. we use *where*.

After time, day, year, etc. we use *when*.

We don't use *what* as a relative pronoun.

*The vase **that** I broke was very expensive.* (NOT: ~~*The vase what I broke was very expensive.*~~)

In less formal and spoken English we often use *that* instead of *who* or *which*.

*The police caught the man **that** robbed the bank.*

We can leave out the pronouns *who*, *which* or *that* if they are the object of the relative clause.

The film which I saw was called Heroes.

The film I saw was called Heroes.

The boy who she met was nice.

The boy she met was nice.

The passive

We make the passive with the verb *to be* + past participle.

*James **is paid** a lot of money.*

*Are you **being followed**?*

*We **were given** a new car to drive.*

*She **has been told** this before.*

In **active sentences**, the person (or thing) who does the action comes first.

The man kissed the baby.

In **passive sentences**, the person (or thing) affected by the action comes first and is the main focus.

The baby was kissed by the man.

The person (or thing) who did the action is often not known or not the main focus.

The programme has been shown since 1959. (The focus is on the programme, not who has shown it.)

We use *by* to include the person (or thing) who did the action in a passive sentence.

*The book was written **by** Faulks.*

The passive often sounds 'impersonal'. It is used in formal English and often in the news.

*The President **was asked** to resign.* (It isn't important who asked him to resign.)

Past Simple and Past Continuous

The Past Continuous form: *was/were + -ing*

We use the **Past Continuous** to talk about what was happening at a particular moment in the past.

*What **were** you **doing** at 10 o'clock last night?*

We use the **Past Simple** for complete, finished actions in the past.

When the Past Simple and Past Continuous are used together, the Past Continuous refers to the longer, background action or situation. The Past Simple refers to the shorter action or main event that happened to interrupt it.

*I **was walking** through the park when the storm **began**.*

We use the **Past Continuous** for temporary actions and situations.

*I **was living** in Barcelona last summer.*

We use the **Past Simple** for longer or permanent situations.

*I **lived** in Berlin for ten years when I was a child.*

We do not usually use the continuous form with 'state' verbs such as *like*, *want*, *know* and *understand*.

Key vocabulary

Internet
IM (instant messaging) online website

Film
comedy docu-drama horror film romantic film thriller

Television
channel commercial digital documentary reality/chat show live presenter producer programme satellite screen soap (television) set viewers

Describing films and TV
annoying boring entertaining exciting gripping incredible inspiring moving nauseating nonsense unrealistic unwatchable

Newspapers
arts/business section current affairs gossip human interest story sports pages

News collocations
go on strike/on holiday make a discovery/a profit come into fashion/into money win a race/a competition commit a crime/suicide develop an idea/a product have a duty/plastic surgery cause trouble/an accident perform a song/a play break a record/a promise

ACTIVEBOOK Listen to the explanations and vocabulary.

see Writing bank page 154

2 Review and practice

1 Complete the news stories with the active or passive form of the verbs from the box. Change the tense as necessary. You may use some verbs more than once.

announce call discover find kill sell start

A new service which will *find* anyone's mobile phone number *has been announced*.

One thousand people (1) _____ by a freak storm in South Africa. The storm (2) _____ in the early hours of the morning.

Zac Efron (3) _____ as the star of a new film, the most expensive ever made.

A cure for cancer (4) _____. Scientists (5) _____ the breakthrough at a conference yesterday.

The film director Richard Attenborough (6) _____ much of his art collection after claiming that there was no more room on his walls.

Yesterday a three-year-old boy successfully (7) _____ an ambulance after he (8)_____ that his mother had fallen down the stairs.

A ring which once belonged to the opera singer Maria Callas (9) _____ in an attic. The new owner (10) _____ it online, with a reserve price of nearly £100,000.

2 Complete the television guide with the relative pronouns from the box. In which sentences can you use *that*?

when where which who whose

7.30 **Brothers in Arms:** Marlon is a lawyer (1) _____ brother works with ex-criminals. Now he wants Marlon to help him. Has Marlon reached a time in his career (2) _____ he can take a risk?

8.00 **Home Questions:** the quiz show (3) _____ asks contestants questions about the place (4) _____ they were born.

8.30 **The Year** (5) _____ **I Made History:** Roy Johns speaks to the people (6) _____ have been in the news this year. Guests include Milly Cheiz, a doctor (7) _____ anti-cancer treatment is being tested in Australia, and Moses Kenui, an athlete (8) _____ shocked the world when he broke four athletics records in one year.

9.30 **News**

10.00 **Restaurant:** follows the progress of two restaurants (9) _____ famous chefs have visited. They both opened last year – one in Clydehead, a town (10) _____ there is 60 percent unemployment, and one in Tindell, a city (11) _____ the rich are happy to pay €350 for dinner.

11.00 **Fright Kids:** comedy horror film about a woman (12) _____ has twins.

3 Choose the correct words in *italics*.

1 I *was/was being* at school when I *started/was starting* learning French.
2 We *watched/were watching* TV when we *heard/were hearing* about the accident.
3 **A:** What *did you do/were you doing* this time yesterday?
B: I *read/was reading* a novel.
4 When I last *saw/was seeing* my sister, she *looked/was looking* for a flat in Madrid.
5 I *crashed/was crashing* into the car because I wasn't looking where I *went/was going*.
6 **A:** *Did they win/Were they winning* when you left the match?
B: No. They *lost/were losing* 2 – 1, but there were still twenty minutes left.
7 While I *studied/was studying* yesterday I *found/was finding* this great website.
8 **A:** *Did you see/Were you seeing* our new boss at the conference?
B: Yes. He *wore/was wearing* a white suit. *Didn't you notice/Weren't you noticing* him?
9 **A:** What *did you do/were you doing* under the table?
B: I *just looked/was just looking* for something I dropped.
10 I'm quite good at acting because I *studied/was studying* drama at university.

4 Complete the sentences with suitable words or phrases from the unit.

1 Did you read about the play? It was in the _____ section of the paper.
2 I saw an interesting _____ about Ancient Egypt on TV yesterday.
3 I'm sure that actor's had _____ . He looks twenty years younger!
4 Which _____ of the paper do you read? I like the sports pages.
5 The company made a _____ of €50,000 this year.
6 Speeding drivers cause a lot of _____ .
7 Asafa Powell broke the _____ for the 100 metres. He ran it in 9.77 seconds.
8 There's an _____ about immigration in the newspaper today.
9 Platform shoes are back! The shoes from the 70s have _____ fashion once again.
10 American actor Anne Hathaway is going to _____ on the London stage in a new play by John Miller.
11 My husband threw his shoe at the television and broke the _____ into a thousand pieces.
12 The _____ announced the winner of the game show.

Lifestyle

3

Lead-in

1 **a** What does *home* mean to you? Write notes about your favourite rooms, smells, views, special objects and your feelings about home.

b Work in groups and compare your answers.

2 **a** Decide in which section of the table (A, B, C or D) the words and phrases in the box belong.

an apartment a cellar a commercial district a fireplace a garden
a garage a gate a park and a playground a studio flat the suburbs

House	Area/neighbourhood
A I live in ... a (semi) detached/terraced house a block of flats a cottage	**C I live in ...** a residential area the centre/outskirts of town
B It's got ... a lift an attic a balcony a good view high ceilings a drive wooden floors stairs	**D It's got ...** lots of green spaces shops and restaurants cinemas and theatres

b Make a list of any other words you know for each section of the table.

3 **a** Work in pairs. Take it in turns to describe the houses in the photos using the expressions from exercise 2a.

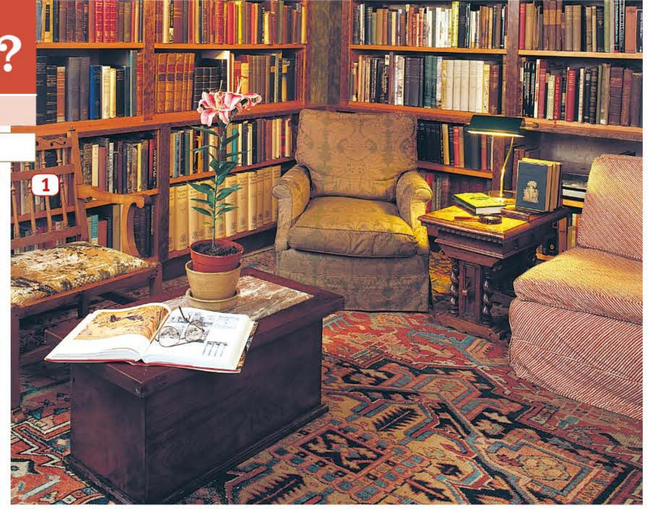
b Describe the place where you live.

I live in a block of flats. It's quite modern. It has a ...

3.1 Your place or mine?

Grammar future plans

Can do make a complaint



Reading and speaking

1 Look at the photos. Try to match the outside of the properties (A–B) to the insides (1–2). How are they similar to, or different from where you live?

2 Read the texts below and match the property descriptions with the photos. Were your answers to exercise 1 correct?

Your home – My home

We help families to exchange homes with other families, so both can experience a fantastic break in another country without it costing a fortune!

Property 1

Bright and comfortable apartment in the centre of Seville, in a quiet street with no heavy traffic around; in fact, the only noise you can hear during the day is the bells of the cathedral nearby.

The apartment is decorated in a very traditional Sevillian style, with plenty of plants and sunlight. The property is on the third floor (there is a lift) and covers an area of 60 square meters. There are two bedrooms, one with a single bed and one with a double bed.

The apartment has recently been completely refurbished and opens onto the balcony with a beautiful view of the cathedral.

The area

The apartment is in the historical centre of Seville. It is a very beautiful area, with narrow bustling streets and little gardens behind iron gates. There are plenty of local bars and restaurants serving 'tapas' (typical Spanish dishes).

Your home – My home

Property 2

Ideal for a family holiday, this is a beautiful four-bedroomed Victorian house, situated on a quiet residential road. This charming property has a large living area and a separate dining room and well-equipped kitchen. Upstairs there are four bedrooms, all doubles, and two ensuite bathrooms, one with a shower and one with a bath. There is a large garden, with a patio area where you may enjoy a typical English afternoon tea!

The area

The property is located close to Wimbledon Park, with a children's playground. The nearest tube station, just five minutes walk away, will take you straight into central London, where you will find all the museums, shops, theatres and restaurants you could wish for!

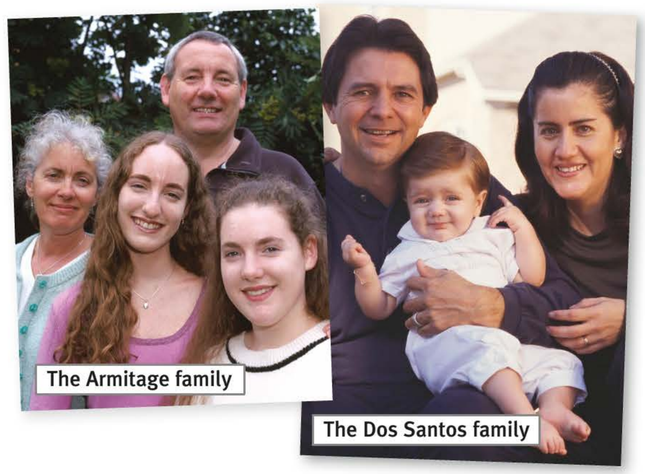
3 **a** Read the property descriptions again and write *property 1* or *property 2* next to each question.

Which property ...

1 is near the centre of the city?
2 has outside space?
3 has more than one bathroom?
4 is near public transport?
5 is near places where children can play?
6 has a balcony?
7 has been redecorated?

b Work in pairs. Which of the two properties would you prefer to live in for a month? Why?

Listening



4 **a** 1.20 Listen to two couples talk about their plans for a home exchange. Write *D* (Dos Santos) or *A* (Armitage) next to the activities they mention.

1 visit museums
2 see cathedrals
3 enjoy the local cuisine
4 go shopping
5 visit friends
6 go to the beach

b Look at the extracts from the listening. Then listen again and choose the correct words in *italics*.

Miriam: ... we (1) *'ll spend/'re spending* more than one month in London. We've never been there before.

Miriam: And I'm (2) *going to do/doing* lots and lots of shopping.

Interviewer: Great. There are some wonderful shops in London. I (3) *'ll give/'m giving* you the address of a great shoe shop.

Jeremy: Spain has such a rich culture ... We (4) *'ll go/'re going* to see the cathedrals.

Jeremy: We're (5) *going to try/trying* all the local dishes.

Jeremy: We (6) *won't/aren't going to* go to McDonald's. Forget it!

Grammar | future plans

5 Match the sentences (1–6) in exercise 4b with the rules (A–C) in the Active grammar box.

Active grammar

We can use the Present Continuous, *be going to* or *will* to talk about future plans.

A We use *be going to* to talk about something you've decided to do.
e.g. sentences _____

B We use *will* for a decision made at the time of speaking, or an offer.
e.g. sentences _____

C We use the Present Continuous to talk about arrangements (plans that you have already organised, i.e. you have arranged the dates).
e.g. sentence _____

see Reference page 47

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

is going to (x2) 're going to (x2) 'll (x2)
's moving 'm starting

Sarah and Jeremy

I (1) _____ a new job in June and it's in Oxford, so we (2) _____ need to move house. We'd like to buy somewhere in the countryside, so we (3) _____ to look at some of the small villages outside the city. Jeremy says he (4) _____ take a day off next week to go and look.

Miriam and Carlos

My mother (5) _____ in with us next year, because she's old and doesn't want to stay on her own. She (6) _____ to sell her house. Carlos isn't too happy about this plan, but he says he (7) _____ put up with it to please me. It (8) _____ be great because I'll have some help looking after the baby.

Speaking

7 **a** Imagine you are going to live abroad for a month. Decide on ten things you will need to do before you go.

get a passport, buy some suntan lotion

b Work in pairs. Try to guess what is on your partner's list by asking questions.

A: *Are you going to get a passport?*

B: *No, I've already got one.*

c When you have guessed all you can, look at your partner's list and offer to help them.

I'll get you some suntan lotion, I'm going into town later.

8 **a** Write three or four questions to ask other students about their plans for ...

- their education/career.
- their (family's) future.
- their home.
- their next holiday.
- this evening.
- this weekend.

b In groups, ask and answer the questions about your future plans.

A: *Katia, what are you planning for the weekend?*

B: *I'm going to visit my aunt. She's having a party to celebrate her ...*

Listening

9 Work in pairs. Look at the pictures of the Armitage and Dos Santos families during their home exchange. What do you think the problems were?

10 **a** 1.21 Listen to interviews with Miriam and Jeremy and check your ideas for exercise 9.

b Listen again and make notes. List four problems Miriam and Jeremy each had.

c 1.22 Listen to Miriam phoning the company to complain. Answer the questions.

1 How long did it take to get to the centre?
2 What was wrong with the bathroom?
3 Why was the house in such a mess?
4 What did Miriam have to buy and why?
5 What was the problem with the heating and hot water?
6 What compensation did the representative offer Miriam?

11 Look at the How to... box. Listen again and write *M* next to the phrases Miriam says and *R* next to those the company representative says.

How to... complain politely

Stating a complaint	*I don't like to complain, but ...* *I'm sorry, but ...* *I'm sorry but it just isn't good enough.*
Disagreeing politely	*Well, ...* *Actually, ...*
Asking for what you want	*I'd like you to ...* *I think you should ...*
Apologising/ sympathising	*I'm sorry to hear that.* *We must apologise about/for that.* *I do apologise for the inconvenience.*

Speaking

12 **a** Look at your notes from exercise 10b. What four problems did Jeremy's family have? What compensation do you think he should ask for?

b Work in pairs.

Student A: You are Jeremy. Ring the company to complain and say what you would like them to do about the problems.

Student B: You are the company representative. Talk to Jeremy, try to explain and apologise.

3.2 City life

Grammar comparatives and superlatives

Can do compare cities

Reading

1 **a** 1.23 Listen to some sounds. Are you in the city or the country? Tick (✓) the sounds in the box you hear.

bees buzzing birdsong
car horns engines
people talking sirens
waves crashing

b Think about where you live. What sounds can you hear ...

- in the morning?
- in the evening?
- in the afternoon?
- at night?

c Do you enjoy these sounds? Work in pairs and compare your answers.

2 **a** 1.24 Listen and read the poem. Match the photos (A–D) with the verses (1–4).

b What can the poet hear and see in each verse? Does he enjoy the sounds and sights of the city?

3 **a** What examples can you find in the poem of words which rhyme?

sputters – gutters

b Some words, such as *bang*, *crash*, *pop*, *click* sound like the sound they describe. What examples of words like this can you find in the poem?

swish

c What examples can you find of words close together which begin with the same sound?

swish – swash
pulse – people

4 Work in pairs. Do you enjoy city life, or do you prefer a smaller town or the country? Why?

City I love

A

1 In the city
I live in
city I love
mornings wake
to
swishes, swashes,
sputters
of sweepers
swooshing litter
from gutters

B

2 In the city
I live in
city I love –
afternoons pulse
with
people hurrying,
scurrying
races of faces
pacing to
must-get-there
places.

C

3 In the city
I live in –
city I love –
nights shimmer
with lights
competing
with stars
above unknown heights.

D

4 In the city
I live in –
city I love –
as dreams
start to creep
my city
of senses
lulls me to sleep.

Glossary

swish	(*noun*)	– the sound of something moving quickly and quietly through the air
swash	(*noun*)	– the sound of water hitting a surface
sputter	(*noun*)	– a noise like a small explosion
swoosh	(*verb*)	– making the sound of air or water moving quickly
scurrying	(*verb*)	– moving quickly with short steps
pacing	(*verb*)	– walking with regular steps
shimmer	(*verb*)	– to shine with a soft light
lull	(*verb*)	– to make someone feel calm and ready to sleep

Vocabulary | adjectives describing places

5 **a** Look at the adjectives in the box. Find pairs of words that mean the opposite.

bustling	clean	dull	enormous
friendly	lively	modern	picturesque
polluted	quiet	tiny	~~touristy~~
traditional	ugly	~~unspoilt~~	unwelcoming

unspoilt – touristy

b Think of a town or city for each adjective.

Tokyo is enormous.

Listening

6 **a** 1.25 Listen to Heather talking about Kyoto in Japan. Which of the adjectives in exercise 5a does she use?

b Listen again. Which of these things did she like or not like about Kyoto?

- old buildings
- shops
- temples
- people
- restaurants
- nightlife
- climate

7 **a** Write a list of what you think makes a city good or bad to live in.

Good: beautiful views Bad: dirty

b Work in pairs and compare your lists. Which cities do you think are good to live in?

Reading

8 Read the article on page 41. Does it mention any of the cities you thought of in exercise 7?

9 Read the article again and find which city or cities ...

1 has/have a very old university.
2 is/are good for skiing.
3 has/have a very good subway system.
4 has/have thirty-seven beaches.
5 is/are quite polluted.
6 has/have a series of gardens round the old city.
7 has/have beaches within easy reach.

10 Work in pairs. Would you ever move to these cities? Why/Why not?

WHY NOT MOVE TO...?

Fed up with where you're living, or just fancy a change? We take a look at some of the best cities in the world to live in. So, why not move to ...

Santiago, Chile?

Santiago has one of the most attractive settings of any city in the world, circled by snow-topped mountains. Unfortunately, the mountains hold in the pollution, so it isn't one of the world's cleanest cities. Despite that, life expectancy is higher than the global average and the quality of life is very good.

The city is fast becoming a major economic centre, with one of the most efficient subway systems in the world. It also has a lively arts scene and leafy urban parks. Outside the city, an hour will take you to the mountains, for skiing, hiking or snowboarding, or to the coast for surfing or scuba diving.

Sydney, Australia?

If you're an outdoors type, you won't find anywhere better to live than Sydney. Hot summers and mild winters mean that you can be outside most of the time, swimming or surfing at the city's thirty-seven beaches, walking in the bush … the list is endless. Sydney was also recently voted the friendliest city in the world. It is the world's fifteenth most expensive city, though, so you'd better be prepared to work hard as well as play hard!

Vancouver, Canada?

Vancouver has been named the world's most liveable city on several occasions over the last decade. Although the weather is not as good as in some cities, it's at least very mild. The city is clean and, perhaps most importantly, it's very beautiful. The city lies with the Strait of Georgia on one side and the Coast Mountains on the other, providing some of the finest skiing in the world. Vancouver has a reputation for being more relaxed than other cities and, certainly, the Vancouverites have the longest lifespans of any city in Canada, with an average life expectancy of 81.1 years.

Krakow, Poland?

With more than forty public parks, Krakow is one of Europe's leafiest cities. Perhaps the most famous park, the Planty, is a collection of about thirty gardens which go all the way around the Old Town. Krakow also has one of the best preserved medieval city centres in Europe, with churches around every corner and the second oldest university in Central Europe. It also offers hundreds of restaurants and bars, hidden away in narrow streets and cellars. It is also sunnier than you might imagine, with average temperatures of 24 degrees in summer.

Grammar | comparatives and superlatives

11 Match the rules (A–I) in the Active grammar box with the underlined examples in the article.

Active grammar

	Comparatives	Superlatives
One-syllable adjectives	A + *-er than*	F + *the -est*
Two (or more) syllable adjectives	B *more* + adjective + *than*	G *the most* + adjective
Two-syllable adjectives ending in *-y*	C remove *-y* and add *-ier than*	H *the -iest*
Irregular adjectives: e.g. *bad*	D *worse than*	I *the worst*
For negative comparatives	E *not as* + adjective + *as*	

see Reference page 47

12 Complete the text with the comparative or superlative forms of the adjectives in brackets. Add *than* where necessary.

Just finished my tour of Russia, which is (1) _____ (big) country in the world and one of (2) _____ (interesting) too. My flight was much (3) _____ (comfortable) this time – big seats! Also, the service was (4) _____ (good) last time – free food and drink! When I arrived in Warsaw, the people at Customs were (5) _____ (friendly) before (on my first trip I waited an hour while they checked my passport!). Fortunately, Poland isn't (6) _____ (cold) Moscow, which was freezing! This afternoon I had (7) _____ (delicious) lunch of my trip so far: a Polish speciality called *bigos* in a great restaurant in (8) _____ (old) part of the city.

13 **a** Complete the comparative sentences about cities that you know.

1 You won't find anywhere _____ than _____ .
2 The _____ is/are not as _____ in some cities.
3 _____ has a reputation for being _____ than other cities.

b Now use the phrases in the box to write five superlative sentences about cities that you know.

probably the ... in ...
... of any city in ...
one of the most ...
one of the world's ...
some of the best ... the ...

Speaking

14 **a** Work in groups. Decide together on the three best places to live in your country (or the country where you are studying).

b Tell the other groups which places you chose and explain why.

3.3 Eco-homes

Grammar future possibility

Can do take notes while listening

Reading

eco-friendly /ˈiːkəʊˌfrendli/ *adj* not harmful to the environment

1 Work in pairs. Look at the definition above and discuss the questions.

1 Have you made any changes to the way you live in order to be more eco-friendly?
2 If so, explain what you have done and why.

2 **a** Read the title and introduction to the article below and look at the words in the box. How do you think each word is significant in the article?

adaptable climate flooding fuel household waste
insulated recycling self-sufficient sound waves

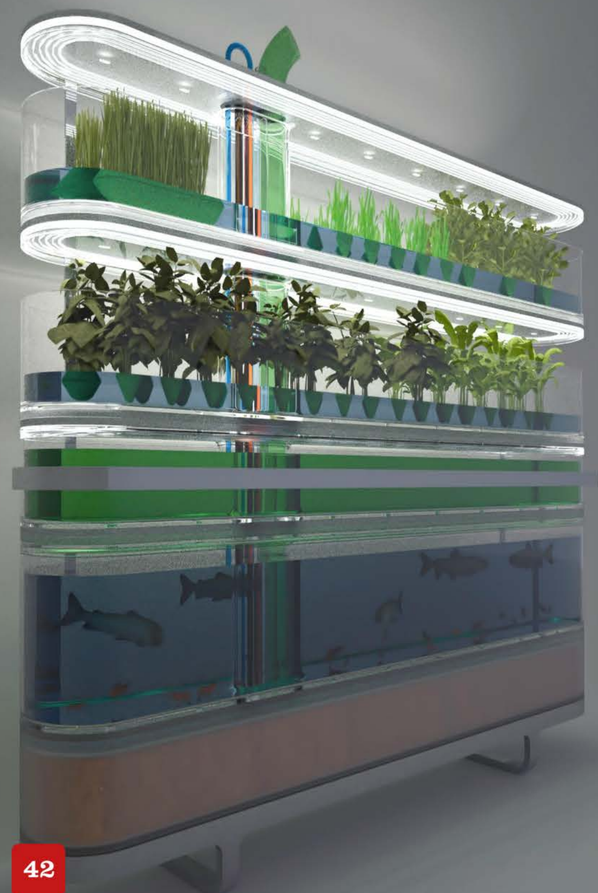
b Read the article and check your predictions.

3 **a** Read the article again and answer the questions.

1 How is a 'passive house' mainly heated?
2 What is the advantage of moveable walls?
3 How will the plants in the fish tank help the fish?
4 What can the energy created by the fish tanks be used for?
5 Why will there be no more private swimming pools?
6 What two things will 'clever' fridges be able to do?

b Work in pairs. Which of the predictions in the article do you think are likely to happen? Why?

What does the future hold?



We spoke to Professor John Williams, futurologist, for his expert predictions on life in the next few decades.

'Well, the first thing to say is that I don't believe we're all going to be living in treehouses and walking or cycling everywhere. We are going to have to make changes though.

Unfortunately, it looks quite likely that the climate may change significantly, with hotter summers, colder winters and more flooding. At the same time, fuel for heating or air conditioning will probably become much more expensive. For these reasons, our houses will definitely have to become much better insulated. People are already building so-called 'passive houses', which have little or no central heating at all, relying on the bodyheat of the people who live there.

Homes probably won't be as big, and so we will need more adaptable furniture, such as sofa-beds, and when we are not using our furniture we will be able to fold it away into wall cabinets. Houses could have moveable walls so that the same space can be arranged in different ways. Tabletops may double as computer screens or DVD players.

New technology will make us more self-sufficient. Kitchens may have fish tanks which, as well as providing fish to eat, also produce fresh vegetables (see photo). The plants will provide oxygen for the fish. These tanks will be powered by household waste and create energy, which can then be used to run the family car – though we might not all have cars!

Water will definitely be more expensive and the home of the future will probably be designed to use much less. Washing machines and dishwashers might use sound waves to shake dirt off. We may even take showers using sound waves. What water we do use will be recycled and used again round the house and private swimming pools will become a thing of the past.

We will also certainly have more robots in our houses, though they won't look like the ones in films. There will probably be small robots designed to clean the fridge or open the curtains. Clever fridges will tell us when food is about to go out of date and even suggest recipes, and we will be able to communicate with our homes by mobile phone wherever we are.'

Listening

4 1.26 Listen to Tracy and Stig discussing the predictions in the article. Tick (✓) the predictions they think are likely and cross (✗) those they think are unlikely.

	Tracy	Stig
1 Homes will be smaller.		
2 People will stop using cars.		
3 People will keep fish to eat.		
4 Fridges will be intelligent.		
5 Robots will be more common.		

Grammar | future possibility

5 Complete the Active grammar box using the underlined words and phrases from the article. Then answer the questions.

Active grammar

Certain

+ *Our houses _____/**certainly** have to become much better insulated.*
*We **definitely** won't waste so much.*

Probable

+ *Fuel _____ become much more expensive.*
Homes _____ be as big.

Possible

+ *The climate _____/**might**/**could** change significantly.*
*We **may**/_____ all have cars.*

1 How does the position of the adverb (*probably*, *definitely*, *certainly*) change in positive and negative sentences?
2 Which modal verb can't be used in the negative to talk about possibility?

see Reference page 47

6 Choose the correct words in *italics*.

1 Technology *probably will/will probably* become less expensive.
2 We *definitely will/will definitely* be able to do more and more online.
3 We *probably won't/won't probably* use so much water.
4 We *might not/couldn't* all have our own cars.

7 Look at the sentences about twenty-five years ago and change them to make predictions about the next twenty-five years.

Twenty-five years ago ...

most people had cars.

In the next twenty-five years there will probably be fewer cars because of the price of fuel.

1 People wrote more letters.
2 Most people didn't have the Internet.
3 People watched videos rather than DVDs.
4 People didn't worry about wasting water.
5 Most people didn't have mobile phones.
6 People didn't buy organic food.

8 **a** Write seven predictions for people in your class. Don't write their names.

She'll probably move to the USA.

He might become a famous musician.

b Exchange your predictions with other students. Guess who the predictions are about.

Vocabulary | compound nouns

9 Read the descriptions (1–4) of different types of home and match them to the photos (A–D). What would it be like to live in each of them?

1. This treehouse has two floors, with a beautiful wooden staircase, a full kitchen, bedroom, bathroom and even a fireplace.
2. A motorhome with a difference – instead of being pulled by a car, it's powered by a bike. Inside there is a bed, shelves and even pictures on the walls.
3. Dug into the hillside, a skylight in the roof provides natural light and solar panels provide electricity.
4. This yurt, a kind of tent, is compact but well-equipped. To save space there are bunk-beds on the left and a sofabed on the right.

10 **a** *Motorhome* is a compound noun (a noun made from two smaller words put together). Can you find other compound nouns in the descriptions in exercise 9?

b Match words in box A with words in box B to make compound nouns.

A

washing central sofa wall computer DVD mobile air fish swimming bunk

B

heating cabinets conditioning phone machine pool player screen bed tank bed

Pronunciation | word stress in compound nouns

11 **a** Look at your answers to exercise 10b. Which are *noun + noun* and which *adjective + noun*?

b 1.27 Listen to the compound nouns from exercise 10b and mark which word is stressed.

c What type of compound noun has the stress on the second word – noun + noun or adjective + noun?

see Pronunciation bank page 163

Speaking

12 Work in pairs and discuss the questions.

1. Which of the items from exercise 10b have you got?
2. Would life be easier with/without any of these items? Why?
3. Which are the most important to you? Why?

3 Vocabulary | prefixes and suffixes

1 **a** Which parts of the words in the box are prefixes? Which are suffixes? What do you think the prefixes and suffixes mean?

endless forgetful successful unfair unspoilt

b Add some more examples to the prefix table below. Use a dictionary or ask your teacher to help you.

Prefixes	Examples	Your examples
un = not	*uninteresting* *unusual*	*un*_____
re = again	*rearrange* *review*	*re*_____
ex = former/previous	*ex-boyfriend* *ex-Prime Minister*	*ex-*_____
mis = wrong	*mispronounced* *misheard*	*mis*_____
dis = not	*dislike* *disappear*	*dis*_____

2 **a** What are the noun and/or verb forms of the adjectives in the suffix table below?

b Add some more examples to the table.

Suffixes	Example adjectives	Your examples
ive	*creative, attractive, ...*	_____ *ive*
(l)y	*dirty, friendly, ...*	_____ *y/ly*
ful	*careful, helpful, ...*	_____ *ful*
less	*useless, careless, ...*	_____ *less*
able/ible	*enjoyable, comprehensible, ...*	_____ *able* _____ *ible*

3 Read the Lifelong learning box. Can you think of any other words you have learned recently which use prefixes or suffixes? Use a dictionary to help you.

Lifelong learning

Word building

! When you learn a new word, find out if it uses prefixes and suffixes, and if it has other forms (for example, the noun can change to a verb). This will help you to increase your vocabulary.

4 Read the advertisements below. Then complete them with the correct form of the words in **bold**.

5 Write a short advertisement for one of the things below, or use your own ideas. Try to include at least three words with prefixes or suffixes.

- a flat to rent
- a flatmate
- a new person for a team or club

FLAT TO RENT

Airy flat (60 square metres) in _____ area of London. Two bedrooms, sitting room, bathroom. _____ neighbours. _____ rent – £680.

air
peace
friend
week

Call **Mr Johnson** on 0207 931674

Home needed!

_____ cat, Musa soon to be _____ needs _____ owner with large, _____ garden.

love
home
response
sun

Please call Luke on **01823 273305**

Flatmate wanted

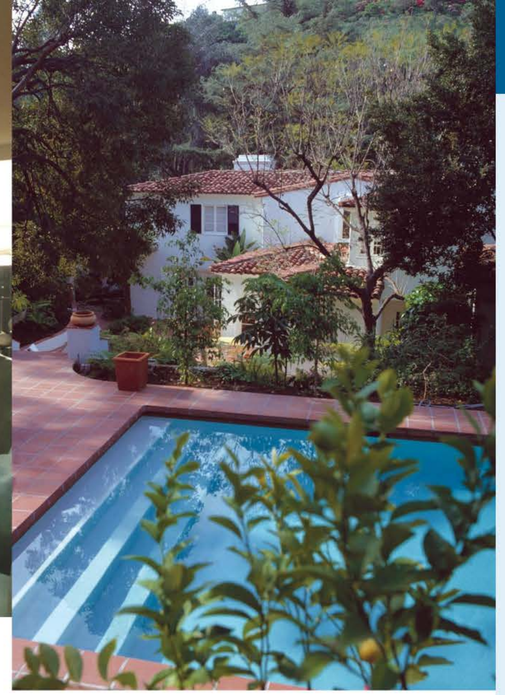
Very _____ flatmate is wanted to share home full of _____, _____ antiques. No _____ people, please.

care
expense
break
mess

Call Miss Crabbins – **393 3321**

3 Communication

Can do describe hopes, dreams and ambitions



1 Read the advertisement looking for people to be on a TV programme. What happens in the programme? How can you apply to appear on it?

Country or City?

Ian Brown and Chiara Woods help people find their dream home, whether they want to move from the city to the country, or vice versa.

In each programme we find out where the person lives, why they want to move and what exactly they're looking for. Then we take them to the area they've chosen and show them round some dream properties. We also let them try out their new lifestyle, be it raising animals or clubbing all night!

If you want to change your lifestyle for the one you've always dreamed of, then please apply.

Prepare a short speech explaining …
- why you dream of moving to the country or city.
- what you plan to do when you move.

Interviews will be held in London.

2 a 1.28 Listen to two people giving their speeches to the TV production team and complete the notes in the table.

	Speaker 1	Speaker 2
Where do you live now?	In the suburbs of the city.	In a _____ .
What type of lifestyle do you have?	It's very _____ .	It's quite healthy but a bit dull.
Why do you want to move?	I hope to _____ .	My dream is to _____ .
What are your plans for your new home?	I'm going to _____ . I'll probably _____ . I might _____ .	I'm going to _____ . I'll definitely _____ . I could _____ .

b Listen again and check.

c Work in groups. Should Speaker 1 or Speaker 2 be chosen for the programme? Why?

3 Complete the sentences in the How to… box so they are true for you.

How to… talk about hopes, dreams and ambitions

I hope to …
My hope is to …
I dream of …
My dream is to …
I have a lifelong dream of …
My ambition is to …

4 a You are going to apply to be on *Country or City?* Make notes answering the questions in exercise 2a. Use the Reference page to help you with grammar and vocabulary.

b Work in groups of four: two speakers and two judges.

Speakers: take it in turns to make your speeches.

Judges: ask questions to find out more information.

c Change roles and repeat. Then decide who should be chosen for the programme. Tell the class and explain why.

3 Reference

Future plans

We use ***be going to*** to talk about plans for the future or intentions (things you have already decided to do).

*I'm **going to** take a holiday in March.*
*Sue **isn't going to** buy that car.*

With the verbs *go* and *come* we often use the Present Continuous.

We use the Present Continuous to talk about fixed future arrangements (usually involving another person).

*I'm **meeting** Sam at 2p.m.* (I called him this morning to arrange it)
***Are** you **coming** to the party this evening?* (You have been invited)

In many cases you can use either *be going to* or the Present Continuous.

*I **am playing** rugby tomorrow.*
*I **am going to play** rugby.*

We use *will* for unplanned decisions (made at the time of speaking), offers or promises.

*I'll/**won't** tell her I saw you.*
***Will** you carry this box for me?*

For general predictions you can use *will* or *be going to*.

*I think Brazil **will/are going to** win the next World Cup.*

Comparatives and superlatives

One-syllable adjectives, or two-syllable adjectives ending in *-y*

Adjective	Comparative	Superlative	Notes
old	*older (than)*	*(the) oldest*	Add *-er, -est*
big	*bigger (than)*	*(the) biggest*	With short vowels (/ɪ/, /e/, /ɒ/,/æ/), double the consonant.
friendly	*friendlier (than)*	*(the) friendliest*	If the adjective ends in *-y*, change it to *-i* and add *-er, est.*

Two-syllable, and longer adjectives

Adjective	Comparative	Superlative	Notes
useful	*more/less useful (than)*	*(the) most/least useful*	Add *more* (+), or *less* (–),
dangerous	*more/less dangerous (than)*	*(the) most/least dangerous*	(*the*) *most* (++), or (*the*) *least* (– –)

Irregular adjectives

good – better (than) – (the) best *bad – worse (than) – (the) worst*
far – further (than) – (the) furthest or *far – farther (than) – (the) farthest*

(*not*) *as* + adjective + *as*

*The train is **as expensive as** flying.* (the same)
*It's **not as warm as** last week.* (different)

Future possibility

We use *will/won't* + adverb to say how likely something is in the future. *Will* comes before the adverb in affirmative sentences and after the adverb in negative sentences.

*I'll **definitely** go.* (you are certain)
*I **certainly won't** go.* (you are certain)
*I'll **probably** stay.* (quite certain)
*I **probably won't** stay.* (quite certain)

We use *may/might/could* when you are not certain.

Do not use *could* in the negative to talk about possibility.

***Alice may** meet us later for a drink.*
*The shop **might not** be open.*

With modal verbs (*will, may, might, could*) we use the infinitive without *to*.

Key vocabulary

Home
apartment attic balcony
block of flats ceiling cellar
centre of town commercial district
cottage (semi-) detached house
drive fireplace floor gate
green spaces lift neighbourhood
outskirts of town residential area
park playground stairs studio flat
suburbs terraced house view

Adjectives describing places
bustling clean dull enormous
friendly lively modern picturesque
polluted quiet tiny touristy
traditional ugly unspoilt
unwelcoming

Compound nouns
air conditioning bunk bed(s)
central heating computer screen
DVD player mobile phone sofa bed
swimming pool wall cabinets
washing machine

Environment
adaptable climate flooding fuel
household waste insulated
recycling self-sufficient soundwaves

ACTIVEBOOK

Listen to the explanations and vocabulary.

see Writing bank page 155

3 Review and practice

1 Choose the correct words in *italics*.

1 I'*m thinking/will think* of moving house soon.
2 *Will you go/Are you going* out tonight?
3 We would love to come and see you at the weekend, but Lorenzo *is working/will work*.
4 **A:** Who is that at the door?
B: I'*ll go/'m going to go* and see.
5 What *will/are* you going to wear to the theatre tonight?
6 I can't see you on Sunday because I'*m playing/will play* football with some friends.
7 I am too tired to finish the washing up now. I think I'*ll do/'m doing* it in the morning.
8 What *are you doing/will you do* after class?

2 Rewrite the sentences using the phrases in brackets so that the meaning stays the same.

I don't know if I'll find a flat I like.
(might not) *I might not find a flat I like.*

1 I think I'll go and look at flats tomorrow.
(probably) _____
2 I don't think I will be able to afford one right in the centre.
(probably won't) _____
3 But I have a good chance of finding one in the outskirts of town.
(might) _____
4 I don't have a lot of time, so it's possible that I won't be able to see very many flats tomorrow.
(might not) _____
5 But I'm almost certain I'll find one if I keep looking.
(probably) _____
6 Maybe I'll find a flatmate to help with the bills.
(could) _____

3 Complete the second sentence so it has the same meaning as the first.

The blue sofa and the green sofa both cost €200.
The blue sofa is *as cheap as* the green sofa.

1 The white cabinet is 96 cm tall, the blue one is 78 cm tall.
The white cabinet is _____ the blue one.
2 No rooms in the house are bigger than the sitting room.
The sitting room is _____ in the house.
3 I thought the curtains were very beautiful, but not the rug.
The curtains were _____ the rug.
4 The sofa was more comfortable when it was new.
The sofa is not _____ it was when it was new.
5 The bedroom and the bathroom are the warmest rooms in the house.
The bedroom is one _____ rooms in the house.

4 Complete the sentences with comparative forms of the words in the box. Use *than* if necessary.

cold	crowded	easy	far
old-fashioned	picturesque	polluted	
~~quick~~	quiet		

It takes such a long time to drive to Scotland. We usually fly because it's *quicker*.

1 Bangkok is such a noisy city. I'd prefer to live somewhere _____ .
2 There were so many people on the train. It was _____ usual.
3 We saw them a lot when they lived in Paris, but now they have moved _____ away.
4 Our old apartment was much _____ our new one, which is really modern.
5 Look at all the snow! It's much _____ today _____ it was yesterday.
6 Cities are so ugly. I prefer living in the countryside where the views are _____ .
7 Some parts of the city are _____ others because of all the traffic.
8 It's _____ to find your way around New York streets _____ in London because in New York the streets have numbers.

5 Rewrite the letter using the opposite of the underlined words.

Dear Juliana,

I'm here in El Paso for six months. I'm staying in a house in the modern (historical) part of town. The part of town where I'm staying is really (1) clean, (2) picturesque and (3) unspoilt. The house is (4) enormous. During the day it's very (5) quiet. The city centre is very (6) lively at night and I go for a walk with friends most evenings. My landlady is quite (7) unwelcoming.

Speak to you soon.

Clara

Wealth

4

Lead-in

1 **a** Work in pairs. If you won a lot of money, would you ...

1 spend it on yourself?
2 spend it on family and friends?
3 give it away to a good cause?
4 put it in a bank and not tell anyone about it?

b Is it possible to have too much money? Why/Why not?

2 **a** Complete the table with the verbs and phrases from the box.

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

Money	Money and time
	spend

b Can you add any more words or phrases to the table in exercise 2a?

3 **a** Write down one thing that ...

1 is a waste of money/good value for money.
2 you'd like to do but you don't have enough time to do.
3 you do to use your time wisely.
4 you spend a lot of money on.
5 you would do today if you had lots of money to spare.
6 you'd like to invest money or time in.

b Work in groups and compare your ideas.

4.1 Catch me if you can

Grammar question tags

Can do use intonation to check and confirm information

Reading and listening

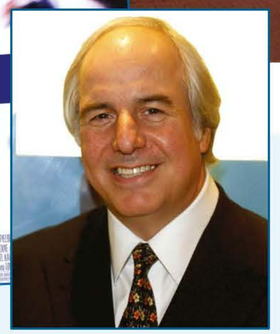
1 **a** Look at the photos and film poster. How do you think they are connected?

b Work in pairs. Look at the words in the box from the article below. What do you think the article is about?

charm cheated consultant egotistical good-looking illegally mystery pretended prison $3 million trickster

c Read the article. Match the headings (1–5) to the paragraphs (A–E).

1 Childhood and tricks
2 Frank today
3 Wanted all over the world
4 The FBI's opinion of Frank
5 Three top jobs and five happy years



The true story of a real fake

A _____

Frank Abagnale, a good-looking American boy with more dreams than money, pretended to be first a pilot, then a doctor and then a lawyer.

For five years he travelled the world for free, stayed in expensive hotels and had relationships with beautiful women. By the age of twenty-one he had tricked and cheated his way to $2.5 million.

B _____

In the golden age of James Bond, Abagnale really was an international man of mystery. He was wanted by the FBI and Interpol (International Police) in twenty-six countries. His good looks and greying hair helped him, but his charm was his most important tool. He dressed well and everybody believed the stories he made up. Leonardo DiCaprio, who plays Frank Abagnale in the film *Catch me if you can* said, 'Frank Abagnale is one of the greatest actors who has walked the Earth.'

C _____

Abagnale was a lonely child. When his mother, who was French, broke up with his father, a New York shopkeeper, Abagnale had to choose which parent to live with. Instead, aged sixteen, he dropped out of school, ran away from home and began his life as an international trickster. He used magnetic ink to change bank code numbers illegally. He managed to steal $40,000 of other customers' money before the banks worked out what he was doing. He also got a Pan Am pilot's uniform by saying that his was lost at the dry cleaner's and that he had an urgent flight. This allowed him to stay in any hotel he wanted: Pan Am always paid the bill. He even pretended to be a doctor and worked as a hospital administrator for a year. With no formal training, he picked up the skills by reading medical books and watching other doctors at work.

D _____

Abagnale broke the law repeatedly. He ran out of luck in France, where he spent time in prison, before the FBI finally caught up with him in the US. Despite his crimes, Abagnale never had any enemies. Joseph Shea, the FBI man who arrested him and later became his friend, said, 'I think Frank is close to genius. What he did as a teenager is incredible. His crimes weren't physical. There were no guns, no knives, he just used his brain. He's charming and I admire him. I think he's a good man and a moral character, but, like anybody, he wants to better himself and in this country, money is the way to do it. He makes $3 million a year and that's a lot more than I ever made.'

E _____

These days Abagnale doesn't need to trick anybody: he is a successful consultant. He advises companies on security, and he also lectures – for free – at the FBI Academy. It is ironic that he has ended up working for the people who were trying to catch him for so long! He wrote his autobiography in the 1970s and sold the film rights for $250,000. Abagnale says, 'When I was twenty-eight I thought it would be great to have a movie about my life, but when I was twenty-eight, like when I was sixteen, I was egotistical and self-centred. We all grow up.' That's true. But not many people grow up like Frank Abagnale.

2 **a** Read the article again and answer the questions.

1 How old was Frank when he left home?
2 What did he look like?
3 How did he get his first $40,000?
4 How did he get a pilot's uniform?
5 Who was Joseph Shea? What type of person do you think he was?
6 What does Frank do now?
7 How does Frank feel about his past?

b 1.29 Close your books and listen to a summary of Frank's story. Write down seven mistakes in the summary and correct them.

Frank Abagnale wasn't English. He was American.

3 Work in pairs and discuss the questions.

1 Joseph Shea said, 'I think he's a good man and a moral character.' What do you think of Frank?
2 Frank says, 'I thought it would be great to have a movie about my life.' Would you like a movie about your life? Why/Why not? Which actor would you choose to act as you?

Vocabulary | phrasal verbs

4 Find nine phrasal verbs in the article and put them in the correct place in the mind maps.

up

a _____ learn without formal study
b _____ invent (a story, a song, a joke)
c _____ be in a particular situation after a series of events
d _____ reach someone after a period of following/chasing
e _____ stop being together as a couple
f _____ become an adult

out

a _____ calculate
b _____ have none left, (it's finished)
c _____ stop going to school without finishing your studies

5 One of the sentence endings is not possible. Which one?

He dropped out of (a) ~~*his exams*~~ (b) *school* (c) *university*.

You can drop out of school and university but not exams.

1 I broke up with (a) my girlfriend (b) my relationship (c) my husband.
2 They made up (a) stories (b) an excuse (c) acting.
3 We worked out (a) what the problem was (b) the answer (c) wrong.
4 She picked up (a) Spanish very quickly (b) some information (c) a new haircut.
5 We ran out of (a) enough milk (b) money (c) things to do.
6 I caught up with (a) my studies (b) myself (c) you easily.
7 She ended up (a) living with me (b) work as a doctor (c) in Warsaw.

Speaking

6 Work in pairs and retell Abagnale's story using the phrases below.

1 His mother **broke up with** ...
2 He **dropped out of** ...
3 He made $40,000 ... the banks **worked out** what he was doing ...
4 He pretended to be ... he **picked up** the skills by reading medical books ...
5 He **ran out of** luck in France ...
6 The FBI finally **caught up with** him ...
7 He **ended up** working for ...

Listening and speaking

7 **a** Read the text about the Ghosh test below and answer the questions.

1 What is the purpose of the Ghosh test?
2 Who or what was it named after?
3 Does it always work? Why/Why not?

The Ghosh test, named after a famous law case, is a way of judging what are the 'ordinary standards of most reasonable and honest people'. It is used in courts to help the jury decide if the person on trial knew they were being dishonest or not. A recent survey of 15,000 people in Britain, however, has shown that people do not always agree about what is wrong, and, as a result, the Ghosh test may have to be changed.

b Work in small groups. Look at the situations from the Ghosh test survey and try to order them from most (1) to least (6) dishonest.

- ☐ Taking stationery (pens, paperclips, etc.) home from work.
- ☐ Buying a dress for a special occasion, wearing it, and then returning it to the shop.
- ☐ Lying about your age on an Internet dating site.
- ☐ Switching price labels in a shop so you pay less.
- ☐ Copying a CD from a friend.
- ☐ Copying a piece of written work from the Internet.

c 1.30 Listen to two friends doing the same task. Do they agree with you?

Grammar | question tags

8 **a** 1.31 Look at these extracts from the listening in exercise 7c. Some words have been removed. Listen and add the missing words.

A: OK, so which of these do you think is the most dishonest thing to do?
B: Right, well, I think it would have to be copying work from the Internet.
A: I guess so. What about copying a CD from a friend? I do that a lot.
B: Er, yes, I suppose I shouldn't really. What about taking stationery home from work?
A: I think that depends what it is. I don't think the odd pen is a problem.

b Does the conversation sound more natural with or without the missing words?

c 1.32 Now listen to some other extracts (1–7) and decide if the person is really asking a question, or expecting agreement. How do you know?

9 Read the Active grammar box and choose the correct underlined words to complete the rules.

Active grammar

To make question tags, we repeat the *main verb/auxiliary verb*. *

If the question is positive, the question tag is *negative/positive*.

If the question is negative, the question tag is *negative/positive*.

If there is no auxiliary verb, the question tag uses *the main verb/do, does or did*.*

*The verb *to be* acts as an auxiliary verb in question tags.

see Reference page 61

10 Complete the questions with the correct question tags.

1 Stealing is wrong, _____ ?
2 You didn't cheat, _____ ?
3 It's illegal, _____ ?
4 You have never stolen anything, _____ ?
5 You don't do that, _____ ?
6 You're copying my answers, _____ ?
7 You will tell me the truth, _____ ?
8 I wouldn't lie to you, _____ ?

Pronunciation | intonation in question tags

11 **a** Listen again to the extracts (1–7) from exercise 8c and choose the correct options.

1 To ask a real question the intonation of the question tag is:
a ↗ b ↘
2 When we expect the other person to agree with us, the intonation of the question tag is:
a ↘ b ↗

b Work in pairs and practise asking the questions in exercise 10. Decide if your partner is asking a real question, or expecting agreement.

see Pronunciation bank page 164

12 Work in pairs and discuss how you feel about the following things. Use question tags.

- Telling white lies.
- Keeping money you find in the street.
- Copying someone's homework.
- Pretending you haven't got any change when someone asks you for money.
- Telling someone else's secret.

4.2 Getting rich quick

Grammar modal verbs of obligation and prohibition
Can do carry out a survey and present results

Speaking

1 **a** Work in pairs. Think of as many ways as possible to get rich quickly. Make a list and compare your ideas with another pair.

b Think of some famous multimillionaires. What type of reputation do they have? Do people like and admire them?

Vocabulary | personal qualities (1)

2 **a** Work in pairs. Check you understand the expressions in the box. Check any words you don't know with another pair.

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

b Work in pairs and discuss the questions.

1 For which jobs do you need the qualities in the box in exercise 2a?
2 Which qualities do you think you have? Which qualities would you like to have? Why?
3 Look at the definition of *entrepreneur* below. Which qualities and habits do you think are necessary to be a successful entrepreneur?

entrepreneur /ˌɑːntrəprəˈnɜːr/ someone who starts a company and arranges business deals

Reading

3 **a** Read the article about a British entrepreneur. Which of the qualities in exercise 2a do you think he has?

Duncan Bannatyne is a successful businessman with a chain of health clubs and hotels. He also appears on the BBC series *Dragons' Den*, where he judges new entrepreneurial ideas.

"The only thing I enjoyed at school was maths. I had the ability to add up, but my maths teacher didn't have much time for me because I couldn't write down how I got the answers. I hated things like English – I was slightly dyslexic. I was hopeless at sport, too, having no coordination. I could see that the kids who went to high school had better toys than me so I made it my mission to do as well as I could, so that I could pass the exam and get into the best school. I worked hard, and when I passed – I was the only one in the family who did – my parents were so proud of me.

I started delivering newspapers when my mother said I couldn't have an ice cream because we were too poor. When I went to the newsagent's, he told me that there was no need for a delivery boy. I said that my mother would like her paper delivered, but he told me, 'That's one person; I need 100.' I knocked on 150 doors. When the ice cream van came around again, I had enough money to buy ice creams for my whole family.

When I left school, I didn't use my entrepreneurial skills for fifteen years. I was in the Navy and then worked as a garage mechanic. It was always at the back of my mind, though. When I was twenty-nine, I was on a beach in the Channel Islands with my girlfriend and we decided to go back to the mainland and make money. Believe it or not, my first entrepreneurial venture was *Duncan's Super Ices*, which expanded from a single ice cream van to a small fleet."

Adapted from *The Independent*.

b Read the article again and write true (T) or false (F).

1 Bannatyne's favourite school subject was English. ☐
2 He wasn't very good at sports. ☐
3 He wanted to go to high school to make his parents proud. ☐
4 When he left school he worked as a mechanic before joining the navy. ☐
5 He was nearly thirty when he set up his first business. ☐

c Do you think Duncan Bannatyne has the qualities and habits of a typical entrepreneur? Why/Why not?

Listening

4 **a** 1.33 Listen to the first part of a seminar and answer the questions. Who is it for? What is the topic?

b 1.34 Listen to the rest of the seminar. What entrepreneurial qualities does the speaker mention?

c Listen again and complete the notes below.

How to be an entrepreneur

Be mean. You **shouldn't** (1) _____ . You **should** start (2) _____ . You **mustn't** (3) _____ your money. Bill Gates doesn't care about looking good because he **doesn't have to** (4) _____ . Be confident. You **must** (5) _____ in yourself. You **have to** work (6) _____ . Be ambitious.

Grammar | modals of obligation and prohibition

5 Match the modal verbs in **bold** in exercise 4c with the correct meaning (A–E) in the Active grammar box. Then answer the question.

Active grammar

A I strongly advise you to do it.
1 _____ 2 _____

B I strongly advise you not to do it.
4 _____

C It's the right thing to do, in my opinion.
3 _____

D It isn't the right thing to do in my opinion.
5 _____

E It is not necessary but you can do it if you want to.
6 _____

Look at these pairs of sentences. In each case do the modal verbs express advice (A) or obligation (O)?

1 *You **mustn't** smoke in here.*
*You **mustn't** waste your money.*
2 *You **have to** wear a suit to work.*
*You **have to** see that film!*
3 *You **must** believe in yourself.*
*You **must** have a passport if you want to enter the country.*

See Reference page 61

6 Complete this advice for people setting up their own business with a suitable modal verb from the Active grammar box in exercise 5. Use each modal verb once.

1 You _____ have a good idea.
2 It _____ be different from anything else on the market.
3 You _____ have financial skills as well as technical skills.
4 You _____ buy expensive equipment – try renting it.
5 You _____ give up easily.
6 You _____ start a business just because you can't find a job.

7 **a** Complete the second sentence so it means the same as the first, using a suitable modal verb. More than one answer may be possible.

1 It is essential not to give up.
You _____ give up.
2 It is not necessary to work twenty-four hours a day.
You _____ work twenty-four hours a day.
3 He can't go home until he has switched off all the lights.
He _____ switch off all the lights before he goes home.
4 Smoking is forbidden here.
You _____ smoke here.
5 I think it's a good idea to have a plan.
You _____ have a plan.
6 I strongly suggest you get an accountant.
You _____ get an accountant.

b Decide whether each sentence in exercise 7a is giving advice (*A*) or talking about obligation or prohibition (*O*).

Pronunciation | connected speech

8 **a** 1.35 Listen to these extracts from the seminar. What happens to the sounds in brackets?

1 You mus(t) believe in yourself.
2 You mus(t)n('t) waste your money.
3 Bill Gates doesn('t) wear a suit.
4 Don('t) spen(d) money on expensive holidays.
5 You shouldn('t) think about the limits of your business.

b Choose the correct rule.

1 /t/ and /d/ are often not sounded after a vowel sound.
2 /t/ and /d/ are often not sounded when they come before a consonant sound.
3 /t/ and /d/ are often not sounded when they are between two other consonants.

c Listen again and repeat.

See Pronunciation bank page 164

Reading

9 **a** Work in pairs. What advice would you give someone who wanted to be rich?

b Read the article. Does it mention any of your ideas?

10 **a** Read the article again and complete the following sentences, according to what the article says.

1 If you see a bargain in the sales you should ...
2 You should never go food shopping without ...
3 You should only buy high fashion if ...
4 If you are buying something expensive, make sure you ...

b Do you think the advice in the article is useful? Why/Why not?

Vocabulary | shopping

11 **a** Look at the article again and find words and phrases connected with shopping. Put them in the table below.

Verbs	Nouns	Adjectives
spend	*money*	*cheap(er)*

b Check your ideas on page 147.

Speaking

12 **a** You are going to carry out a survey to find out more about people's attitudes to money. Work in small groups. Look at the questions and write four more yes/no questions. Use ideas from the article, or your own ideas.

1 Do you often buy things on impulse?
2 Do you think it is a good idea to write a shopping list before you go food shopping? Why/Why not?

b Now interview other people in your class. Make sure you each interview different people.

c Tell people in your group what you found out and combine your information.

d Tell the class your results. Use the language in the How to... box.

How to... report survey results

Most (of)	*the class*	*said ...*
Three (of)	*the people*	*thought ...*
Quite a few (of)	*we interviewed*	*believed ...*
Hardly any (of)	*people*	

GOOD WITH MONEY

Most people think that being good with money is about saving it rather than spending it. However, what's most important is how and why you spend it. Ask yourself:

Do I need it, can I afford it, can I get it cheaper somewhere else?

Impulse buys

An impulse buy is when we buy something that we hadn't originally planned to. Often this is because we see something reduced in the sales. 'Oh look', we think, 'what a bargain, I can save £50 buying this'. But it isn't saving £50, it's spending £100 on something you don't actually need. If you are about to buy something like this, put it down and wait a day. It gives you time to decide if you really do need it.

Food shopping

Very often we end up throwing away part of what we've bought, or ending up with a lot more at the checkout than we planned. Don't go food shopping when you're hungry – you'll end up with a trolley full of junk food. And make a shopping list and stick to it.

Clothes shopping

Fashion is a way for businesses to make lots of money selling us things we don't need. A high fashion item can only be worn a few times before it's out of fashion. Can you really afford to pay hundreds of pounds for something you'll only wear a few times? If you want to follow high fashion, make sure you buy it really cheaply.

Shop around

Never buy any big ticket item without shopping around to see where you can get it most cheaply. The Internet can really help here, with lots of price comparison websites to make sure you're getting the best deal. Take a look at the reviews as well, to make sure you're not making an expensive mistake. Always keep the receipt in case you need a refund.

4.3 Spend more!

Grammar Zero and First Conditionals with *if/when/unless/as soon as*

Can do ask for and give clarification

Reading and speaking

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

1 How do supermarkets/salespeople/advertisements persuade people to spend money?
2 Have you ever bought something because you saw an advert, or bought something from a supermarket you didn't plan to buy? Why?

2 Decide what information could complete the sentences.

1 Good salespeople can sell _____ , to _____ , at _____ .
2 Most salespeople will get to know their client by asking questions about _____ , _____ and _____ .
3 Salespeople may try to 'mirror' the _____ of a buyer.
4 People in the UK buy _____ percent of their food in supermarkets.
5 Supermarkets often _____ to help us relax.
6 Supermarkets became very successful after introducing _____ in the 1950s.
7 Advertisements which use _____ are ten percent more effective.
8 Advertisements are more memorable if they are _____ .
9 Chocolate adverts should make your _____ .

3 Work in groups of three.

Student A: read about salespeople on this page.
Student B: read about supermarkets on page 147.
Student C: read about advertising on page 151.

Which sentences from exercise 2 are in your article?

4 Work in your groups and check your answers to exercise 2. Does any of the information surprise you?

5 Work in your groups and discuss the questions.

1 What are your favourite/least favourite advertisements? Why?
2 Do you prefer shopping at supermarkets or small, specialised shops? Why?
3 Have you ever bought something that you didn't really want because of a good salesperson? What happened?

How you are persuaded to spend more by ...

salespeople.

If you really believe in a product, this will help you sell it. But the best professional salespeople can sell anything, to anybody, at any time. They do this by using very simple psychological techniques. It is human nature to prefer to speak rather than to listen, and good salespeople use this. They ask buyers what they want before showing how their product is the best.

Most salespeople will get to know their client by asking questions about hobbies, family and lifestyle. If customers think of the salesperson as a friend, they will probably keep coming back to the same man or woman.

Salespeople will try to behave like the buyer. If the buyer makes jokes, the salesperson does too. If the buyer wants detail, the seller provides it. The salesperson may even try to 'mirror' the body language of the buyer. Lastly, salespeople will use careful language. They will not say 'if you buy ...', but 'when you buy', so that they cannot fail.

Warning signs:

- Body language: when the salesperson moves away from the desk, or towards the door, it gives the impression that the sale is complete.
- Appointment book open: it is hard to say 'no' when the salesperson is already making an appointment.
- Repetition: the salesperson repeats the last phrase you said. It gives the illusion of interest.

Grammar | Zero and First Conditionals with *if/when/unless/as soon as*

6 **a** Read the example sentences (1–6) in the Active grammar box. Use the rules A and B to decide if they are Zero Conditionals or First Conditionals.

b Look at the sentences (1–6) in the Active Grammar box again. Then complete the rules in C with the words in the box below.

c Underline six more examples of the First Conditional in the three articles on pages 56, 147 and 151.

Active grammar

1 ***If*** *customers think of the salesperson as a friend, they* ***will*** *probably keep coming back to the same man or woman.*
2 ***If*** *I buy lots now, I* ***won't*** *have to come back later.*
3 ***If*** *the advertisement makes us feel good, then we* ***start*** *to associate good feelings with the product.*
4 *Supermarkets usually* ***offer*** *these* ***when*** *a fruit and vegetable is in season.*
5 ***As soon as*** *you walk into the shop, you* ***can*** *smell bread and coffee.*
6 ***Unless*** *you buy this (face cream), you* ***will*** *look old.*

Zero and First Conditionals

A Zero Conditional sentences describe real or possible situations that are always true.
We use *if* + present tense + present tense or a modal verb.

B First Conditional sentences describe situations in the future which we see as a real possibility.
We use *if* + present tense + *will* or a modal verb.
The order of the clauses can be reversed.

C when unless as soon as

For Zero Conditionals, *if* and (1) _____ have the same meaning.
For First Conditionals, we use (2) _____ rather than *if* to show that something is 100 percent certain to happen.
We use (3) _____ instead of *if* to emphasise that an event happens immediately.
(4) _____ + positive verb means the same as *if ... not*.

see Reference page 61

7 Match the beginnings of the sentences in A with the endings in B.

A	B
1 I will miss everyone	a we might make fewer mistakes.
2 I will be home by six	b unless it rains.
3 If we study hard,	c when I leave my job.
4 I will show my friends around the city	d when they arrive.
5 I will buy a new suit	e as soon as I get paid.
6 I am going to have a barbecue	f unless the train is delayed.

8 **a** Rewrite the sentences below three times using the words a–c. How does the meaning change?

1 If they offer me the job, I will take it.
  a when
  b might
  c as soon as
2 When I see Tom, I'll tell him.
  a as soon as
  b If
  c can

b Rewrite the sentences below using *unless*. Make any other necessary changes.

1 If you don't pay the bill on time, you'll get a fine.
2 If there isn't something urgent to discuss, he won't phone us.
3 I will help you if you help me.
4 If Sandro doesn't find an apartment soon, he'll have to stay at home.
5 If you work hard, you'll do well in your exams.
6 It will be a great day out if it doesn't rain.

Speaking

9 **a** Complete the sentences so they are true for you.

I'll study tonight if I have time.

1 I'll buy a new ... as soon as ...
2 I'll ... next weekend if ...
3 If there is enough time ... , I'll ...
4 I'll go on holiday ... unless ...
5 I'll change my ... when ...

b Work in pairs and discuss your sentences.