

B2
WORKBOOK

BEYOND



MACMILLAN

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CONTENTS

Unit 1 What's in a name?

pages 4–13

Review Unit 1

pages 14–15

Unit 2 The whole story

pages 16–25

Review Units 1&2

pages 26–27

Unit 3 Life goals

pages 28–37

Review Units 1–3

pages 38–39

Unit 4 Learning from the past

pages 40–49

Review Units 1–4

pages 50–51

Unit 5 Curiouser and curiouser

pages 52–61

Review Units 1–5

pages 62–63

Unit 6 The way we are

pages 64–73

Review Units 1–6

pages 74–75

Unit 7 On screen

pages 76–85

Review Units 1–7

pages 86–87

Unit 8 Buy, sell, trade

pages 88–97

Review Units 1–8

pages 98–99

Unit 9 My generation

pages 100–109

Review Units 1–9

pages 110–111

Unit 10 Watch your language

pages 112–121

Review Units 1–10

pages 122–123

pages 124–128

Extra Reading

WHAT'S IN A NAME?

VOCABULARY 1 >>> Talk about names and naming traditions

1 a Match the words (A–D) to their meanings (1–4).

- | | | |
|---------------|---|--------------|
| 1 pen name | D | A first name |
| 2 single name | | B surname |
| 3 given name | | C mononym |
| 4 family name | | D pseudonym |

b Now match the types of names (A–D) in Exercise 1a to the famous names in bold (1–4).

- | | | |
|--------------------|------------------------|---|
| 1 Robert Galbraith | (JK Rowling) | D |
| 2 Barack | Obama | |
| 3 Rafael | Nadal | |
| 4 Zorro | (Don Diego de la Vega) | |

2 Complete the paragraph with the words in the box.

alias given initials pseudonym
stage surname title

Most people know that Spider-Man is the (1) alias of Peter Parker, but did you know that Lady Gaga's real first or (2) stage name is Stefani and her (3) given is Germanotta? The (4) initials name of performer Shawn Corey Carter is Jay-Z and Eric Blair, the writer of the book 1984, is better known by his (5) pseudonym George Orwell. Harry Potter author Joanne Rowling often writes using the (6) stage of her first two names – JK. The rapper, producer and entrepreneur Andre Young uses a(n) (7) alias in his stage name of Dr Dre.

3 Choose the correct option.

- She booked into the hotel under an *alias* / assumed name.
- The most common *family* / *title* name in the UK is Smith.
- Before I got married, my *maiden* / *middle* name was Grey.
- Google is one of the few *title* / *brand* names to become a verb.
- You can't access your account without your *username* / *pen name*.
- An example of a *title* / *domain name* is macmillanbeyond.com.

4 For questions 1–5, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (1).

- Apple is the best-known brand in the world today according to *Forbes* magazine.
A brand B title C alias D maiden
- My parents named me after my grandfather on my mother's side.
A from B after C because of D of
- It's not good to call people names.
A tell B say C call D shout
- Ram's mother's a big name in the fashion industry.
A tall B large C big D common
- Your behaviour is a bad name! our school.
A giving B taking C doing D making

5 Complete the word in each sentence connected with names.

- When I was at school, my *nickname* was Shorty because I was so tall!
- Since the great success of his TV show, he's become a big name.
- A lot of people decide to shorten their given name – so Edward is Ed, for example.
- Some first names are also common surnames. For example, the actor Owen Wilson shares his with ex-footballer Michael Owen.
- Do you often get confused about your username and password?
- You don't need to know if I'm married or not. Please use the title Ms when you write to me.

6 a Complete the text with the correct form of the phrases in the box.

big name call names
give (sb/sth) a bad name name after



My given name's Kate. My parents (1) named me after Kate Winslet. At school, I was sometimes (2) called because I was always being silly and trying to make people laugh. I didn't usually mind, though. My friends were laughing *with* me, not laughing at me. Nowadays I'm a (3) big name in the acting business and when I'm looking for inspiration for a role, sometimes I think about how being teased felt. But I'd never want to (4) give (sb/sth) a bad name my old school. I loved my time there and had fun growing up.

b Kate is short for Katherine. Look at these other famous first names in bold. Match the full names (A–D) to the shortened first names (1–4).

- | | | |
|--------------|---|-------------|
| 1 Liz Hurley | B | A Robert |
| 2 Bill Gates | | B Elizabeth |
| 3 Bella Swan | | C Isabella |
| 4 Bob Dylan | | D William |

Find information efficiently

1 Complete the tips with the words in the box.

heading information (x2) section structure type

REMEMBER HOW TO ...

find information efficiently

- Identify the text (1) type. Look at (2) structures, images, layout and other types of text (links, footnotes, etc).
- Think about the (3) section. How is (4) information usually organised in this text type?
- Identify (5) words that might have the information you need.
- Don't read every word. Look for words connected to the (6) type you need.



'What's in a name? That which we call a rose by any other name would smell as sweet.' William Shakespeare

- A** Shakespeare here says names are unimportant forms of identification. It doesn't matter what you're called; you're still you. I suppose you could say that, but names are important. They're a means by which others identify us and can also contribute to giving us our 'sense of self'. Of course, we're all unique and if you're one of the not inconsiderable 38,000 or so males in the US with the name James Smith, that doesn't mean you're particularly similar to others bearing that name.
- B** Many Western last names, such as Baker, obviously refer to jobs. So does Smith – a metal worker. They may also be patronymic (Johnson) or geographical (Hill). The most common surname in the world is claimed by some to be Chang, of Chinese origin. It's a sort of nickname and can be translated in various ways to mean, for example, *constant*, *mountain* or *open*.
- C** As far as first names are concerned, Mohammed is thought to be the most common worldwide, and it's

2 Read the quote in *italics* at the start of the text. What do you think the text is about? Choose A, B, C or D.

A poetry B flowers C names D smells

3 Read the text quickly and match the paragraphs (A–E) to the headings (1–5).

Heading		Paragraph
1 Surnames	<u>B</u>	A
2 Identity	<u> </u>	B
3 Celebrities' baby names	<u> </u>	C
4 First names	<u> </u>	D
5 Choice	<u> </u>	E

4 Where's the text probably from? Choose the best option, A, B, C or D.

A an encyclopaedia B an email to a friend
C a magazine article D a status update

also said to have been the most popular name for newborn boys in London in 2012. For baby girls, Olivia was in the top two in both the US and the UK in 2013. In the US there seems to be a tradition of giving boys first names that in the UK would be considered last names. In the first few months of 2014 the top name there was Bentley, and in 2013 it was Riley. Jack is consistently one of the top choices in the UK.

- D** In some cultures parents may have little choice in naming their babies. In Greece, for example, the majority are named after a grandparent. Modern names are most common, but you will also find names from ancient mythology such as Heracles (Hercules) for boys, together with Aphrodite (Venus) for girls.
- E** When it comes to Western trends for baby naming, we can always look to celebrities for guidance as celebrity baby names seem, invariably, to dictate what's in and what's out. David and Victoria Beckham have named their boys Brooklyn and Romeo – the first after a place and the second after a fictitious character. What about naming your child after an animal as the actress Kate Winslet did? Her son's name is Bear. Well, her husband is Ned Rocknroll ... !

5 Do the following statements agree with the information in the text? In gaps 1–7 below write:

True	if the statement agrees with the information
False	if the statement contradicts the information
Not given	if there is no information on this

- 1 The writer agrees with Shakespeare about the value of names.
- 2 James Smith is a very rare name in the US.
- 3 A lot of Western given names are nicknames.

False

- 4 London was a popular given name in 2012.
- 5 Bentley was a popular given name in the US recently.
- 6 Greeks mostly name their babies after heroes from olden times.
- 7 In the Western world, naming trends are often started by famous people.

GO BEYOND

Research the three most common first and last names in your country. In your notebook, make notes about what all the names mean.



GRAMMAR 1 Present tenses review

»»» Talk about things in or connected to the present

1 Complete the grammar table with the words in the box.

always changing completed continuous facts now past temporary

Present tenses review

Present simple

Use: For habits, routines and (1) *facts*.

Present continuous

Use (1): For things in progress now or around now.

Use (2): For (2) _____ or (3) _____ situations.

Use (3): With (4) _____ to criticise someone's habits.

Present perfect simple

Use (1): For (5) _____ actions when you don't say an exact time (with *ever*, *never*, etc.).

Use (2): For recently (6) _____ actions (with *just*, *already*, *so far*, *yet*, etc.).

Use (3): For actions in a period that started in the past and continues to (7) _____ (with *for* or *since*).

Present perfect continuous

Use (1): For actions in progress recently (with *recently*, *lately*, *all day*, etc.).

Use (2): For actions in progress from a time in the past until now (with *for* or *since*).

State verbs

You can use a (8) _____ form with a state verb if it describes an action: *thinking* (= considering), *having* (= eating), *being* (= behaving), etc.

2 Write the verbs in the box next to the correct category of state verbs.

hear look own understand want

1 mental states and opinions, eg *know*, *believe*, *understand*

2 preferences, eg *like*, *need*, _____

3 appearance, eg *seem*, *appear*, _____

4 possessions, eg *belong*, *include*, _____

5 senses, eg *taste*, *smell*, _____

3 » Complete the paragraph with the correct form of the verbs in the box.

do feel go play study train
try work

Sue (1) *plays* wheelchair basketball on Sunday mornings with Jo. Their coach (2) _____ them for an hour and then they have a game. Sue's 18 and currently (3) _____ maths at college, and Jo's 19 and (4) _____ in a call centre at the moment. She regularly (5) _____ skydiving and never (6) _____ better than when she's up in the clear blue sky. She (7) _____ hard at everything she (8) _____. That's true for Sue too.

4 » For questions 1–8, read the text below and decide which answer (A, B or C) best fits each gap. There is an example at the beginning (1).

He (1) _____ if (2) _____ to start the game. He usually (3) _____ on as a sub in the second half and he often (4) _____ a goal in the final minutes. He (5) _____ that he can add that something extra and when we (6) _____ and there are 10 minutes left to the final whistle, he (7) _____ to get that adrenaline rush and just (8) _____ the ball to show what he can do. I guess he's our secret weapon – Super-sub Sully!

- | | | |
|-------------------------|-------------------|-------------------|
| 1 A <u>doesn't care</u> | B 's not caring | C 's not cared |
| 2 A he's not picking | B he doesn't pick | C he isn't picked |
| 3 A comes | B is coming | C come |
| 4 A is scoring | B is scored | C scores |
| 5 A knows | B 's known | C 's knowing |
| 6 A lose | B 're losing | C 're lost |
| 7 A 's seemed | B seems | C 's seeming |
| 8 A is wanting | B is wanted | C wants |



5 » Rearrange the words to make questions.

- go / often / snowboarding / you / do / ?
Do you often go snowboarding?
- team / these days / is / doing well / your / ?
- the players / he / told / in the team / who's / has / ?
- sports wheelchair / does / every / the same / look / ?
- currently / you / are / for any / training / particular competition / ?
- you / running / recently / been / have / ?

6 » For questions 1–8, read the sentences below. Use the word given in capitals at the end of each line to form a word that fits in the gap in the same line. There is an example at the beginning (1).

- | | |
|--|--------|
| 1 I've never been <i>beaten</i> in an online game. | BEAT |
| 2 You've _____ my USB! | BREAK |
| 3 They've _____ the person who hacked into my account. | CATCH |
| 4 Oh, no! I've _____ to close down the program. | FORGET |
| 5 You've _____ it down and I haven't written the conclusion. | SHUT |
| 6 My parents have only just _____ how to swipe their card. | LEARN |
| 7 I've _____ you three times already today. | RING |
| 8 I've just _____ my old phone on eBay. | SELL |

7 » Choose the correct options to complete the conversation.

- Luiza:** Hi! I (1) haven't seen / *don't see* you for so long. How long (2) *is it being* / *has it been* ?
- Antri:** I'm not sure – (3) *for* / *since* last March some time. I've still (4) *got* / *been getting* the photos on my phone. Look.
- Luiza:** Let's see them. (5) *We're having* / *We've had* a great time here in this one. (6) *We're* / *We're being* at the beach in La Gomera. (7) *I remember* / *I'm remembering* that day well.
- Antri:** So, what (8) *have you been doing* / *do you do* since then?
- Luiza:** I've (9) *been* / *been moving* in London for an English course. I've just (10) *got back* / *been getting back* , actually.
- Antri:** Wow. Let's see the photos.

8 » Complete the sentences using *just*, *yet* or *already*.

- I've just finished doing it this minute.
- Haven't you finished that _____ ?
- How many photos have you downloaded _____ ?
- Give me a chance. I've only _____ switched it on!
- The file's quite big. It hasn't uploaded _____ .
- I've _____ done the first part. I did that the other day.
- It's too late. She's _____ posted it online now.
- Have you eaten lunch _____ ?

9 » Complete the sentences with the words in brackets. Use the present perfect simple or continuous form of the verb.

- We've already prepared (prepare / already) the presentation. Here it is – all finished.
- I _____ (work) on it all morning and I still have more to do, but I'm really tired now.
- How long _____ (you / wait) here?
- I _____ (only / read) the first 10 pages of this book so far.
- I _____ (send) 50 texts so far today.
- She _____ (not finish) it yet.
- Can you help? I _____ (try) to do this all morning with no success.
- He loves it. He _____ (study) politics for two years so far. He says it's great.



LISTENING

>>> Take clear notes

1 Choose the correct options to complete the tips.

REMEMBER HOW TO ...

take clear notes

- Know (1) why / where you need your notes. Focus on (2) only names, dates and places / relevant information.
- Decide how to (3) underline / organise your notes: headings and bullet points or a network or a mind map.
- Leave (4) pages / space to add further information.
- Only write words and (5) long sentences / short phrases. Use abbreviations: ie, eg, >, =, etc. Check your (6) spelling / notes while your memory's fresh.

2 a ▶01 Copy the table below onto a separate sheet of paper. Close your Workbook, listen to the radio interview with Professor Anna Klein, who talks about memory, and take clear notes. Open your Workbook when you've finished.

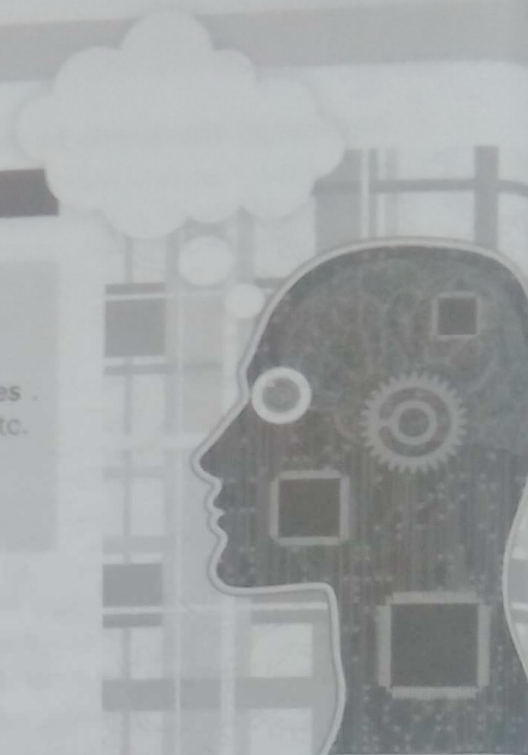
False memory – definitions:	
Examples of suggestion:	
Who has false memories?	Possible consequences:
Are there people with false memories?	
Example:	
What happened to Lonni?	Did Lonni lose her identity?

b ▶01 Now use your notes to complete the table below. Listen again if you need help.

False memory – definitions:	
(1) People remember things that didn't <u>happen</u> .	(2) Your mind changes what happened and you remember it in a _____.
Examples of suggestion:	
(3) When you're shown a list of words and you think a related word that wasn't _____ in the list was there.	(4) When you're shown pictures of something which you _____ with a certain colour and you think you saw that colour.
What people have false memories?	Possible consequence of false memories:
(5) Everyone can have them, no matter how good their is.	(6) You come to _____ you were at an event you never went to.
What happened to Lonni?	Did Lonni lose her identity?
(7) She suffered brain _____ . She lost almost all memories of her past	(8) No. Identity is _____ from memory. She's the same person she always was.

3 ▶01 Listen to the interview again. Complete the sentences with a word or short phrase that you hear.

- A false memory can be of something that didn't happen or that happened but in a different way.
- Some false memories are brought into being by _____.
- For example, in a word list people think they saw a word which wasn't there but which was _____ to other words in the list.
- Because people associate roses with the _____ red, they might think they remember red roses.
- Even people with _____ memories can have false ones.
- People may not _____ to tell lies in court, but sometimes they do because of false memories.
- As well as being an artist, Lonni Sue Johnson also worked as a(n) _____ and musician.
- Learning about her earlier life was _____ for the recovering Lonni.
- Professor Klein says that _____ is distinct from memory.
- She says that even if you lose your memory, you keep your _____.



GET IT RIGHT ...

Nouns:

verb + -tion / -ance / -ment / -y / -ing
adjective + -ness

Adjectives:

noun + -al / -ful / -ive / -able / -y
verb + -ed

Verbs:

noun + -ise / -en

- 1 Complete the paragraph with the correct form of the words in the box. Use the *Get it right* box to help you.

appear forget improve sleep train

Joe's (1) *appearance* is terrible. He always looks very (2) _____ during lessons and at breaks. He's incredibly (3) _____ too and always has to ask me what the homework is. I think the problem is that he's football mad. If he spends less time (4) _____ for football and watching it on the TV and more time sleeping and studying, he'll definitely see a(n) (5) _____ in his performance at school. Sure, he wants to be a professional footballer, but he must concentrate on his schoolwork too. He's actually really smart – well, when he's awake ...

- 2 For questions 1–8, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example (6).

You don't need to be amazingly clever to be a (1) _____ student. However, a good memory comes in handy. It's no (2) _____ to say that if you can't remember things well, you're not likely to do well in your exams. Just as you can (3) _____ your muscles by exercise, so too can your ability to (4) _____ information be improved. It's all a question of acquiring good habits and thinking in the right way. Use your (5) _____ to make connections between things with words and images. When you later recall the word or picture in your mind, it will trigger what you wanted to remember. These (6) *associations* don't have to be particularly logical, but as long as they are (7) _____ for you, they will work. And remember the old saying – (8) _____ makes perfect.

SUCCEED
EXAGGERATE

STRONG
MEMORY
IMAGINE

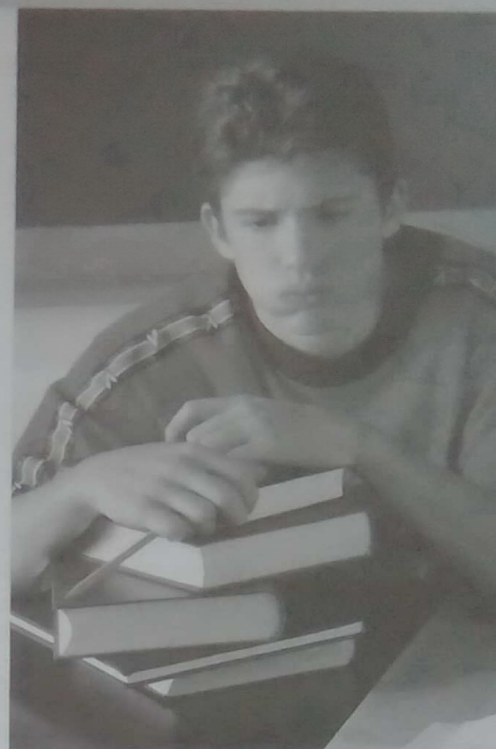
ASSOCIATE
MEANING
PRACTICE

WORDS & BEYOND

- 3 Complete the text with the words in the box.

impact indigenous landfall perspective surge sustained typhoon vast vulnerable

This (1) *typhoon* is proving so severe that the entire island is in danger. (2) _____ winds of up to 130mph have already been registered. The storm made (3) _____ this morning right at high tide. That's a big problem because the storm (4) _____ is very bad and much of the island is now under water. Many of the animal species (5) _____ to the island are thought to be (6) _____. Yesterday, I was upset about getting a D in my maths exam, but now I've learned to keep things in (7) _____. At least I'm alive and safe. The (8) _____ majority of the people who live here are too, thank goodness. No deaths or injuries have been reported yet. It's the helpless animals we have to worry about now. I hope the (9) _____ won't be too negative. We'll just have to wait and see what the damage is like tomorrow when the storm has passed.



GRAMMAR 2 Articles and other determiners

» Show what thing you're talking about

- 1 Complete the grammar table with the examples in the box.

an apple happiness Roman Road the first winner
the poor the Sahara Desert the sky

Articles	
Use: To show if you're referring to something specific or general.	
Form:	
a(n) +	one example of a thing: (1) <i>an apple</i>
the +	a specific thing: <i>the next question</i> , (2) _____ a unique thing: <i>the moon</i> , (3) _____ plural names of people and places rivers, oceans, seas, deserts: (4) _____ a group or type: <i>the car</i> , <i>the English</i> , (5) _____
no article +	plural and uncountable nouns with a general reference abstract ideas: <i>love</i> , <i>privacy</i> , (6) _____ singular place names, streets, parks: (7) _____
Other determiners	
Use: To show which things you're referring to.	
Form:	
Before plural and uncountable nouns: <i>all</i> , <i>most</i> , <i>some</i> , <i>no</i>	
Before plural nouns: <i>both</i> , <i>many</i> , <i>a few</i> , <i>few</i> (= a very small number)	
Before singular countable nouns: <i>no</i> , <i>either</i> , <i>neither</i>	
<i>each</i> (= two or more things separately)	
<i>every</i> (= three or more things together)	

Get it right

determiner + of + the/our/us

- 2 a » Complete the quiz questions with a/an, the or - .

- Who's *the* president of your country?
- What's _____ capital city?
- Do you have _____ national symbol such as an animal or flower?
- What's _____ most popular type of music?
- Do your pop singers often sing in _____ English?
- Do all kids learn _____ foreign language at school?
- What's the most important date in _____ history of your country?
- Is there _____ ocean near where you live?

b Now answer the questions for you. Write your answers in your notebook.

- 3 » Choose the correct options to complete the text.

Amy: I like (1) *some* / *each* Indian food, but I can't eat (2) *the* / *every* very hot dishes. What about you?

Kylie: Well, (3) - / *an* Indian food is tasty and when you go to (4) *the* / *an* Indian restaurant, there's always a lot to choose from on (5) *either* / *the* menu!

Amy: Yes. It's best to go with (6) *a* / - lot of people and order (7) - / *few* different things. Then, you'll always find (8) *a* / - something you like.

- 4 a » Jack and John moved to a new town. Who's happier?

Jack: I have few friends and there are few interesting places to go.

John: I have a few friends and there are a few interesting places to go.

- b » Choose the correct options to complete the text.

Bill: Have you got (1) *a few* / *few* minutes? I want your advice on something.

Tom: Yes OK, but make it quick. I've got quite (2) *a few* / *few* things to do.

Bill: Right. So, here's the thing. Very (3) *few* / *a few* people know this, but I'm really a superhero. I can fly. Should I tell people this?

Tom: Haha, well I know (4) *a few* / *few* people who think they have special powers, but (5) *few* / *a few* people believe them. Listen, Bill. Just because you've been in an aeroplane (6) *few* / *a few* times doesn't mean you can fly. Stop joking around!

- 5 » For questions 1-6, read the text below and think of the word which best fits in each gap. Use only one word in each gap. There is an example at the beginning (1).

'One of us has to go to get the shopping.

It's (1) *either* you or me. Now, I've got (2) _____ homework to do and I'm cooking this evening, so I think we

(3) _____ know who should go out now.'

'We have this argument (4) _____ time there's no food in the house, but I'm sure it's your turn to go shopping today. It's raining hard and (5) _____ of us wants to go out, but, come on - I know (6) _____

students live on takeaway food, but we haven't got the money to do that.'

'OK, calm down! I'll go, I don't mind really. Let's not fight about it.'

Make conversation

1 Tick (✓) the questions you think are appropriate to start a conversation in a social situation with a person you don't know. Put a cross (X) next to the inappropriate ones.

- 1 How much money do you earn? ☒
- 2 Do you come here often? ☐
- 3 Do you live near here? ☐
- 4 Have you got many friends? ☐
- 5 What do you do? ☐
- 6 It's rather cold today, isn't it? ☐
- 7 Do you always wear designer clothes? ☐
- 8 Are you interested in politics? ☐

2 ▶02 You will hear people talking in a social situation. Listen and answer the questions.

- 1 Where are the people? Choose A, B, C or D.
A in a restaurant B in a café
C in a bar D in a concert hall
- 2 What do they talk about? Tick (✓) the correct answers.
A music ☐ B art ☐
C names ☐ D a place ☐

3 a ▶03 You will hear part of a conversation between Paul and Annie on their first day at university. For questions 1–11, complete what the speakers say with a word or short phrase.

- Paul: You're Annie, (1) aren't you? I'm Paul. I'm a (2) _____ of Yuna's.
- Annie: Nice to (3) _____ you. What was your (4) _____ again?
- Paul: Paul. I'm starting today too.
- Annie: (5) _____.
- Paul: I'm a bit nervous though.
- Annie: (6) _____?
- Paul: Yeah, well, you know ... I don't know anyone yet.
- Annie: Well, now you know me! How do you know Yuna by the way?
- Paul: We play in a band together.
- Annie: That's (7) _____. Tell me (8) _____.
- Paul: We have our own rock band – The Doolallies. But we haven't got a singer yet.
- Annie: I, em ... oh, never mind.
- Paul: No, please. (9) _____ on.
- Annie: Well, I was just going to say I used to sing a bit. Maybe I ...
- Paul: Hey, maybe you ... sorry. (10) _____ you. What were you going to (11) _____?
- Annie: Well, maybe I could join. What do you think?
- Paul: Yeah, let's give it a go. That'd be great!
- Annie: Cool.

b Now write the sentences in *italics* in Exercise 3a in the right place in the Phrasebook.

PHRASEBOOK

Make conversation

Introductions

*You're Annie,
aren't you?
I'm Paul. I'm a
friend of Yuna's.*

Invite someone to talk

Show interest

4 a Read these phrases and underline the main stressed words in each one.

- 1 You're Annie, aren't you? (3 words)
- 2 I'm Paul. I'm a friend of Yuna's. (3 words)
- 3 Nice to meet you. (2 words)
- 4 What was your name again? (2 words)

b ▶04 Listen and check.

c ▶04 Listen again and repeat.

5 a ▶05 Listen and repeat the expressions, paying special attention to intonation and stress.

- | | |
|-----------------------------|---------------------|
| Go on. | Oh, right. |
| After you. | Really? |
| What were you going to say? | Tell me more. |
| | That's interesting. |

b Record yourself if you can and compare what you say with the recording. Do you sound similar? If not, don't worry. Try again.

6 a You're standing at a bus stop. There's one other person there. The bus is very late. Write a conversation including phrases from the *Phrasebook*.

- A: Talk about the time, lateness of the bus or weather. _____
- B: Respond. _____
- A: Make an introduction. _____
- B: Respond. _____
- A: Talk about a relevant subject. _____
- B: Show interest and invite A to talk more. _____
- A: Continue. _____
- B: Show interest. _____

b Practise saying the lines of the conversation. Record yourself if you can.

WRITING

>>> Present statistical information

1 Complete the tips with the words in the box.

40% (of) a third (of) approximately
(vast) majority (of) one in 10 people (just) over

REMEMBER HOW TO ...

present statistical information

- ☐ Use percentages – (1) 40% (of) .
- ☐ Use fractions – (2) _____ .
- ☐ Use expressions like (3) _____ .
- ☐ Use adjectives/adverbs: (4) _____ and prepositions: (5) _____ with the expressions above.
- ☐ Use *the* (6) _____ and *a/the minority* (of).

2 a Match the percentages (A–F) to the definitions (1–6).

- | | | |
|----------------------------|----------|-------|
| 1 half | <u>C</u> | A 73% |
| 2 a quarter | _____ | B 40% |
| 3 a (significant) minority | _____ | C 50% |
| 4 one in three people | _____ | D 25% |
| 5 about three quarters | _____ | E 33% |
| 6 the vast majority | _____ | F 93% |

b For questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given. There is an example at the beginning (1).

- Almost 50% of the people we surveyed wanted to change the name of the park. **half**
About half of the people who took part in the survey wanted the name of the park changed.
- Over 25% of those surveyed wanted the park named after a famous local person. **quarter**
More than _____ the people surveyed wanted to name the park after a famous local person.
- Just 5% of people wanted the name to remain the same. **minority**
Only _____ people didn't want the name to be changed.
- 74% of those surveyed said they wanted money to be spent improving the park. **quarters**
About _____ the people we surveyed wanted money spent to improve the park.
- 33% of people admitted they never used the park. **three**
_____ said they never used the park.
- 94% of those surveyed said they would use the park if the facilities were better. **vast**
_____ people said better facilities would make them more inclined to use the park.

3 Read the report. Decide whether the statements are true (T) or false (F).

To: The Euro Space Project
From: Hill School, Reading, UK
Subject: Naming a new planet



Introduction

Schools around the world have been asked to enter a competition to name a new planet. Our school has been chosen to represent the UK.

Our survey

We have carried out a survey at our school amongst students of all ages to discover how many of us are interested in giving a name to this new planet and to gather the top ideas for the name.

The results

The vast majority of us – over 80% – wanted to take part in the survey and help come up with a name. We asked for suggestions from each class and then asked everybody to vote on the 20 names we had. Almost two thirds of us (about 63%) wanted it named after an ancient Greek or Roman god or goddess. A minority – approximately one in five – voted for the Scandinavian gods Thor or Odin. One in 10 preferred either an abstract name such as Harmony or a made-up name.

Conclusion

Given the overwhelming support for naming the planet after an ancient god, our suggestion is that we name the planet Apollo.

- The competition is only for UK schools. T/F
- The survey was carried out only in the top classes. T/F
- Most students participated in the survey. T/F
- Some students want a name that they invented. T/F
- The conclusion suggests a name different to the results of the survey. T/F

4 Match the information (A–D) to the sections of the report (1–4). Refer to the report in Exercise 3 to help you.

- | | | |
|----------------|----------|--|
| 1 Introduction | <u>B</u> | A your recommendation |
| 2 Our survey | _____ | B why you are writing the report |
| 3 The results | _____ | C about your survey – who you asked, etc |
| 4 Conclusion | _____ | D what you found out |

- 5 NASA has asked school students to help pick the name of its first manned mission to Mars. You're going to write a report based on the information below. Read the table and make notes. Use the *Writing plan* to help you.

WRITING PLAN

Survey group:	Students of [YOUR SCHOOL]
Participation:	76% of students (from all classes)
Results of a survey into possible names for the first NASA manned mission to the planet Mars:	
Name	% of people who liked the name
Lift-off	5%
Far out	10%
Up and away	28%
Infinity	39%
Red Rover	18%

- | | |
|----------------|--------------------------|
| 1 Introduction | <input type="checkbox"/> |
| 2 Our survey | <input type="checkbox"/> |
| 3 The results | <input type="checkbox"/> |
| 4 Conclusion | <input type="checkbox"/> |

WRITE AND CHECK

- 6 Write a report and make your recommendation. Use the tips from the *Remember how to box* to help present the statistical information in different ways. Write 150–180 words. Then tick (✓) the stages in the *Writing plan*.

Work on your weaknesses

- 1 Match the weaknesses (A–G) to what the people say (1–7).

- | | |
|--|-----------------------------------|
| 1 Stop telling me I'm doing things wrong! <u>C</u> | A finds it hard to make decisions |
| 2 What? You want me to ski down this! _____ | B pessimistic |
| 3 Should I stay or should I go now? _____ | C can't accept criticism |
| 4 You forgot to buy milk. Not again – you idiot! _____ | D bad-tempered |
| 5 I came second again. What's the point in racing anymore? _____ | E dislikes taking risks |
| 6 I'm much better when I work alone. _____ | F a perfectionist |
| 7 Everything has to be just right. _____ | G a bad team player |

- 2 Match the weaknesses from Exercise 1 (A–G) to the advice (1–7).

- | |
|--|
| 1 Before you get angry and shout at somebody, count to ten silently. <u>D</u> |
| 2 When not everything goes to plan, try to find and focus on the positives. _____ |
| 3 A person who tells you what you did wrong might just want to help you improve. _____ |
| 4 Do your best and be satisfied with that – don't spend forever trying to make things exactly right. _____ |
| 5 It's OK to be confused about what to do – ask someone you trust for advice. _____ |
| 6 Recognise that we all have different strengths and respect the people you work with. _____ |
| 7 Sometimes it's good to push yourself and do things you're not comfortable with. _____ |

- 3 a Sometimes weaknesses can be strengths. Which weaknesses (A–F) could be strengths in these jobs (1–4)? (You decide – there's no one correct answer.)

- | | | |
|---------------------------------|-----------------------|----------------------|
| 1 a shop assistant _____ | A takes lots of risks | D very talkative |
| 2 a magazine editor _____ | B doesn't take risks | E very shy and quiet |
| 3 a wildlife photographer _____ | C a perfectionist | F not a team player |
| 4 a pilot _____ | | |

- b Explain your answers to Exercise 3a in your notebook.

1 Complete the text with the words in the box.

initials maiden nickname pen stage surname

When we're at school, many of us have to put up with being given a funny (1) nickname, like Shorty, for example, if we're tall. When women marry, they have a choice in some countries of keeping their (2) _____ name rather than taking their husband's (3) _____. Writers may adopt a(n) (4) _____ name and actors a(n) (5) _____ name. Some people, such as the singer PJ Harvey, don't use their first name(s), but like to be known by their (6) _____.

2 Match the sentence endings (A-F) to the sentence beginnings (1-6).

- | | |
|-------------------------------------|--|
| 1 Are you only famous when <u>A</u> | A you become a household name? |
| 2 Do I type a password or a _____ | B named after? |
| 3 Do you know who you were _____ | C the most well-known brand name in the world? |
| 4 Who's the _____ | D domain name on the internet? |
| 5 Do you think Coca-Cola is _____ | E username here? |
| 6 How do you claim a _____ | F biggest name on TV? |

3 Read the definitions and complete the adjectives.

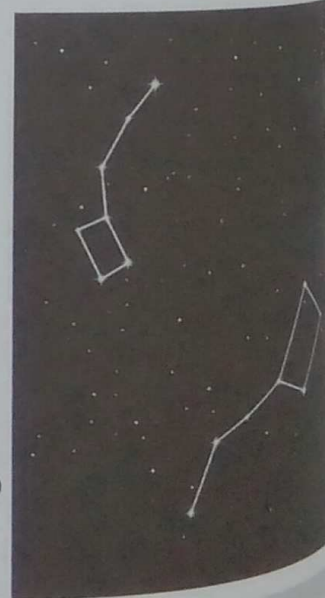
- 1 Somebody who doesn't remember things is forgetful.
- 2 When you're tired, you feel sl_____.
- 3 A person who can do useful things is pr_____.
- 4 If you've completed your studies and practical lessons in something (eg medicine), you're t_____.
- 5 A winner is su_____.
- 6 A creative person is im_____.
- 7 An event that you'll never forget is me_____.
- 8 If something is clear, it's ap_____.

4 a Write *im* or *un* at the start of each word to give it the opposite meaning.

- 1 unforgettable
- 2 _____ practical
- 3 _____ trained
- 4 _____ imaginative

b For questions 1-4, read the text and choose a word from Exercise 4a which best fits each gap. Use only one word in each gap.

I love looking at the night sky, and I've recently been learning how to identify stars and constellations. It's quite difficult for the (1) untrained eye, but I'm slowly getting better at it. For example, I can now find the Little Bear and Orion the Hunter. Call me (2) _____, but I can't see why they got their names! I don't see the shapes. My Dad has a computerised telescope. I never use it though, because it's so complicated to use and it takes ages to set up. I think it's completely (3) _____. Why waste time when you can see around 2,500 stars with the naked eye? Looking at the stars on a clear night, away from the bright city lights, is an (4) _____ experience. Have you ever tried it?



ALL ABOUT ME

- 1 What's your strongest subject?
- 2 Which adjectives would you use to describe yourself? Why?
- 3 What would you most like to improve about yourself? Why?

For questions 1–10, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (1).

- Bob: Tell me about (1) *this* course you're doing.
 Gillian: Well, I want to be (2) _____ TV weather presenter and this course is great. Our teacher Simon has (3) _____ training us to be confident in front of the camera. It's all about practice, so I've been (4) _____ every evening with my webcam. Most of the people on the course (5) _____ already worked as presenters. I'm new to this, though.
 Bob: (6) _____ you know how to read those weather maps?
 Gillian: Read them? That's easy. We're (7) _____ how to computer-generate them!
 Bob: I'm impressed. So, you're enjoying it?
 Gillian: I've never (8) _____ such a good time in my life!
 Bob: So what's the weather forecast?
 Gillian: Wet and windy here, and there's (9) _____ enormous amount of moist air in the atmosphere over the South Pacific. I think a cyclone (10) _____ forming there.
 Bob: Impressive!



2 Complete the conversation with the words and phrases in the box.

already at the moment ever for lately never recently yet

1 What have you been doing *lately* ?

2 I've been working on the Africa project _____ weeks.

3 Have you completed it _____ ?

4 I've _____ done over half of it.

5 Have you _____ been to Africa?

6 No, I've _____ been there. Have you?

7 Yes, I've been on holiday in South Africa _____ . Perhaps I can help you.

8 Great. I'm sitting here feeling really stuck _____ .

3 a Complete the questions. Write one or two words.

- 1 *Where do* you live?
- 2 _____ you do for a job?
- 3 _____ the nearest train station?
- 4 _____ that person there?
- 5 _____ do I get to the station?
- 6 _____ you have much free time?
- 7 _____ your last name?
- 8 _____ you from near here?

b Match the questions (1–8) in Exercise 3a to the answers (A–H).

- | | | |
|---|---|-------|
| A | Three miles from here. | 1 |
| B | No, I was born abroad. | _____ |
| C | I'm an engineer. | _____ |
| D | It's straight ahead on the left-hand side. | _____ |
| E | Middleton, but call me Cathy, please. | _____ |
| F | There isn't one near here – take the bus. | _____ |
| G | Not a lot – between work and family I'm quite busy. | _____ |
| H | I have no idea. | _____ |

- 1 Read the clues and complete the words for the types of story. Then find the words in the word search.

- | | | |
|---|-----------|--|
| 1 | E P I C | long narrative poem / serious |
| 2 | M _ _ H | ancient story / gods / symbolic / timeless |
| 3 | L _ _ _ D | old story / famous people in the past |
| 4 | F _ _ _ E | talking animals / a moral story |
| 5 | N _ _ _ L | modern book / different characters |
| 6 | S _ _ _ A | long story / group of characters / long period of time |
| 7 | T _ _ _ E | for children or originally spoken |

A	M	Y	T	H	I	F	O
G	O	Q	M	Q	N	T	U
A	U	N	O	V	E	L	D
S	F	E	L	A	T	S	Z
O	A	M	D	C	J	C	Y
B	B	W	L	C	I	P	E
R	L	D	N	E	G	E	L
K	E	H	W	A	G	Q	R

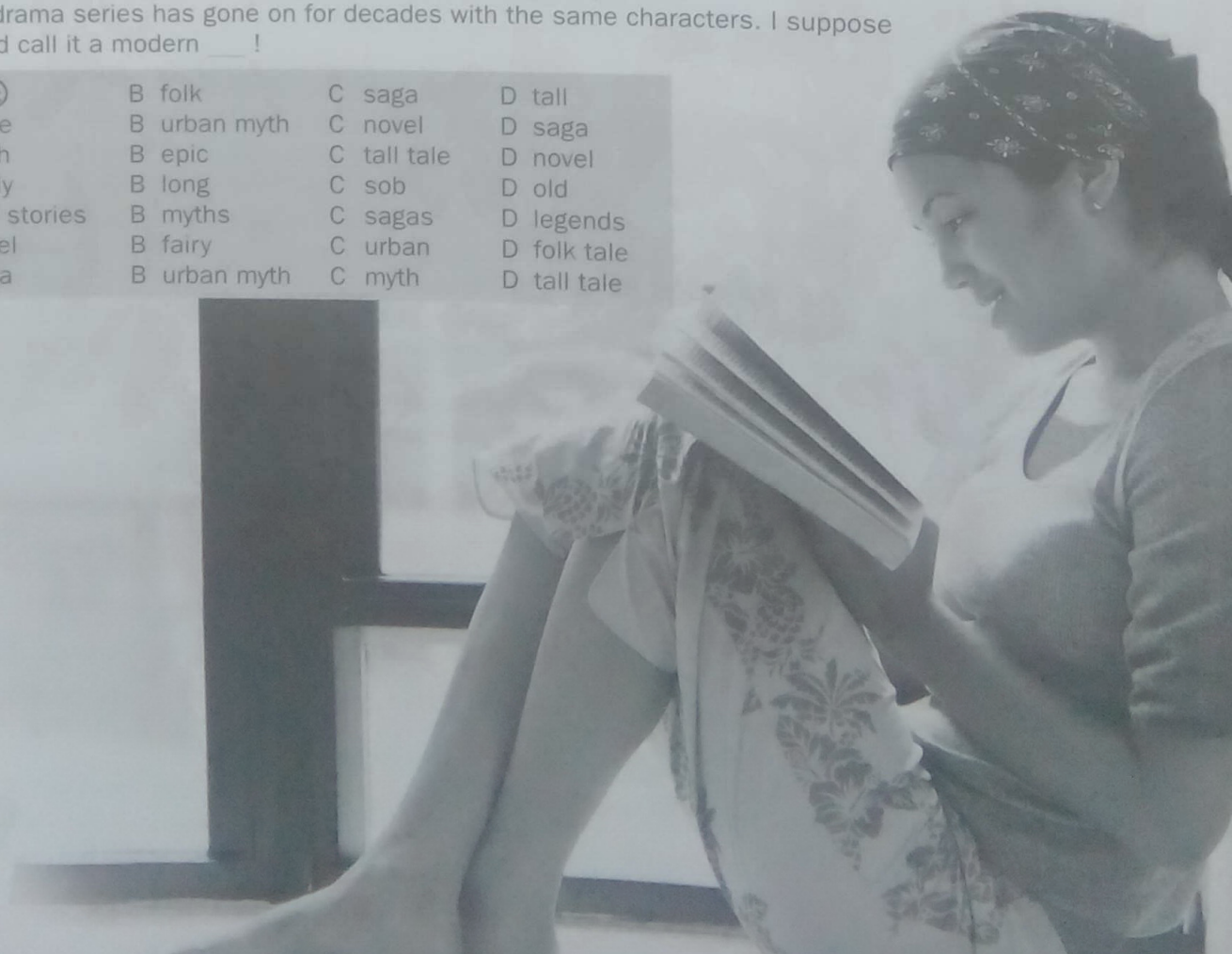
- 2 Match the sentences (A–F) to the types of story (1–6).

- | | | |
|--------------|-----|---|
| 1 epic | A | A And Beowulf the hero went in search of Grendel's mother. He thought he'd get her in the end – one way or another. |
| 2 novel | ___ | B Once upon a time there was a young girl who lived in a castle with a handsome prince. |
| 3 fable | ___ | C Donna opened the window and looked out in amazement. It hadn't snowed in Warmton since the 1980s, yet now all was blanketed in white. |
| 4 myth | ___ | D The fox couldn't reach the grapes, so he said, 'I didn't want them anyway.' |
| 5 fairy tale | ___ | E They say Robin Hood was a real person who stole from the rich to give to the poor. |
| 6 legend | ___ | F The gods looked down on Earth and decided to give it a new leader, half-god, half-man. |

- 3 For questions 1–7, read the text below and decide which word (A, B, C or D) best fits each gap. There is an example at the beginning (1).

- Have you seen the ___ film about a gladiator starring Russell Crowe?
- The belief that the Great Wall of China is the only man-made object on Earth visible from the moon is a(n) ___.
- Right. So you killed the lion with your bare hands. That's a bit of a(n) ___.
- How did I come to live on this island so far from home? It's a(n) ___ story.
- You missed school last Monday because your dog died and yesterday because your cat died. Not another one of your ___, please.
- My grandmother has a great ___ collection – she recorded them from old people in her village who'd been told them by their parents and grandparents.
- This TV drama series has gone on for decades with the same characters. I suppose you could call it a modern ___!

- | | | | |
|-----------------|--------------|-------------|-------------|
| 1 A <u>epic</u> | B folk | C saga | D tall |
| 2 A fable | B urban myth | C novel | D saga |
| 3 A myth | B epic | C tall tale | D novel |
| 4 A likely | B long | C sob | D old |
| 5 A sob stories | B myths | C sagas | D legends |
| 6 A novel | B fairy | C urban | D folk tale |
| 7 A saga | B urban myth | C myth | D tall tale |



READING

Deal with new vocabulary when you read

1 Choose the correct option to complete the tips in the box.

REMEMBER HOW TO ...

deal with new vocabulary when you read

- ☐ Use the immediate and general (1) *style* / *context* to try and work out meaning.
- ☐ Look at a word's (2) *letters* / *parts*. Is it the verb, noun or adjective form of a word you (3) *know* / *don't know*?
- ☐ Identify (4) *tenses* / *similes*: comparisons with *as ... as* and *like*. Think about the qualities the two things share.
- ☐ Identify (5) *idioms* / *sayings*: expressions whose meaning isn't obvious. Think about the image they create.
- ☐ If necessary, use a (6) *thesaurus* / *dictionary*.

2 You're going to read about the myth of Pandora. For questions 1-6, choose the answer (A, B or C) which you think fits best according to the text.

- 1 Who created Pandora?
A Zeus B Hephaestus C Athena
- 2 Who was Zeus angry with?
A Pandora B Epimetheus C Prometheus
- 3 How many versions of the myth are there?
A at least two B only one C only two
- 4 Who wanted to open the box/jar?
A Pandora B Epimetheus C Pandora and Epimetheus
- 5 How many times was the box opened?
A once B twice C three times
- 6 Who probably put Hope in the box?
A Pandora B Elpis C Zeus

3 Complete the sentences with the words in bold in the reading text in Exercise 2.

- 1 Another word for safety or security is **safekeeping**.
- 2 Two types of container are a box and a _____.
- 3 If you're hurt by an insect, maybe it's because you were _____.
- 4 If you have an accident, a doctor can help you _____.
- 5 A stronger word than 'asked' is _____.
- 6 If you think something might be wrong, you're _____.
- 7 A person who wants to find out things has _____.
- 8 Things that make you sad are _____.
- 9 If you steal and they find you, you might be _____.

4 Which tips in the Remember how to box did you use for help with Exercise 3? Tick (✓) them.

GO BEYOND

Use the internet to find out more about a myth or legend in your country.

PANDORA'S BOX

In classical Greek mythology, Pandora was the first woman on Earth. Zeus, the father of the gods, ordered Hephaestus to create her and this he did, using water and earth. The gods gave her many gifts: Athena clothed her, Aphrodite gave her beauty and from Hermes she received her ability to speak.

When Prometheus (who was a Titan – and so not exactly human) stole fire from heaven, Zeus **punished** him and then offered him Pandora as a gift from heaven. Prometheus was **suspicious** and refused her, but she was accepted by his brother Epimetheus. For a while they lived together very happily on Earth.

According to one version of the myth, Pandora brought with her a beautiful **jar**, with instructions not to open it under any circumstances. In another, Hermes – the messenger of Zeus – took a heavy box to Earth and left it with the loving couple for **safekeeping** and promised to return for it later.

Now, amongst the gifts of the gods, Pandora had received that of **curiosity** and although Epimetheus had warned her not to, she decided to open the jar (or mysterious box) from the gods to see what was inside. As soon as she opened it, all the evil, diseases, crimes and **sorrows** that Zeus had put inside flew out in the form of flying insects and spread over the earth. She tried to close the container and did, but not before the whole contents had escaped, except for one thing that lay at the bottom. Epimetheus and Pandora had never before experienced pain or anger, but after being **stung** by the evil insects they began to cry and argued for the first time.

In the middle of their argument, they heard a little voice coming from the box. 'Open, open and I will **heal** your wounds! Please let me out!' it **pleaded**.

Pandora opened the box and the Spirit of Hope, named Elpis, flew out. It was the only kind spirit in the box and so, since that time, although there is evil and suffering in the world, Hope is always there to help us and point to a happier future.



GRAMMAR 1 Narrative tenses review

>>> To describe events in the past

1 Choose the correct options to complete the grammar table.

Narrative tenses review	
Past simple	
Use: For (1) <u>completed actions</u> / actions in progress in the past.	
Past continuous	
Use: For (2) actions in progress / completed actions in the past, often interrupted by events in the past	
(3) simple / perfect .	
Past perfect simple	
Use (1): For an action that happened (4) after / before another action or time in the past. Use the past simple for the other action.	
Expressions: before, after, by the time; just, yet, already, etc	
Use (2): With (5) because / for to give an explanation.	
Form: had/hadn't + past participle	
Past perfect continuous	
Use: For actions (6) completed / in progress up to a time in the past.	
Expressions: all morning/day; for, since	
Form: had/hadn't been + verb + -ing	
Irregular past simple and participles: went/gone, put/put	
Note 1: You don't need to use the past perfect when it is clear which of two actions happened first or when the two actions happen very close together. Then we can put both verbs in the past simple. I turned off the light and went to sleep. She stopped and listened carefully.	
Note 2: Sometimes either form can be used without much difference in meaning. She'd been working / worked there for 30 years and decided it was time to stop.	

2 Complete the table with the past simple and past participle forms of these irregular verbs.

	Past simple	Past participle
1 beat	beat	beat/beaten
2 become		
3 begin		
4 blow		
5 break		
6 buy		
7 cost		
8 cut		
9 fall		
10 feel		
11 find		
12 fly		

3 Choose the correct options to complete the text.

Up, up and away

In September 2013, Jonathan Trappe (1) attempted / was attempting to fly across the Atlantic solo sitting in a small lifeboat hanging under 370 balloons. He (2) was / had already crossed the English Channel from England to France a few years earlier, in 2010, and he had previously (3) broken / broke the world record for the longest helium-filled-balloon flight.

The trip from America to Europe didn't (4) begin / begun well and after only 12 hours he (5) had / was having to end the trip because of technical problems. The winds (6) were / had blowing him up and down and he couldn't achieve the steady height of around 25,000 feet he (7) needed / was needed .

Eventually he (8) had landed / landed safely in the sea only 350 miles from where he (9) was taken / had taken off. Europe (10) was / had been still over two thousand miles away.

a > Complete the sentences about the past with the correct form of the verbs in the box.

be (x2) cross do (x2) fly (x2)
give have make start tell

- 1 Did you ever feel afraid while you were over the sea in your balloon?
- 2 you the first person who with helium balloons?
- 3 While you were the Channel, what you thinking about?
- 4 Were you by experts about the risks before you your journey?
- 5 How far you got before you up and quit your record attempt?
- 6 What you want to it?

b >> Match the questions (1–6) in Exercise 4a to the answers (A–F).

- | | |
|---|---|
| A I felt it was so beautiful to be in the silence up there. | 3 |
| B Not really because I had a support and rescue team. | |
| C I knew that it was dangerous, yes. | |
| D I hadn't got anywhere near where I wanted to be. | |
| E Well, nobody had ever done it before. | |
| F I was told that I was, yes. | |

>> Which sentence in each group is correct? Choose A, B or C.

- 1 A I hadn't heard about the book until you mentioned it.
B I hadn't been hearing about the book until you mentioned it.
C I didn't hear about the book until you had mentioned it.
- 2 A She hadn't been realising before just how beautiful the view was.
B She hadn't realised before just how beautiful the view was.
C She didn't realise before just how beautiful the view had been.
- 3 A He knew that he had been there before.
B He had been knowing that he was there before.
C He had known that he was there before.
- 4 A I tried to contact him for ages, but he had never replied.
B I'd tried to contact him for ages, but he never replies.
C I'd been trying to contact him for ages, but he never replied.
- 5 A She didn't see him since they had been at school.
B She hadn't seen him since they were at school.
C She didn't see him since they were at school.
- 6 A I already survived one disaster so I had been prepared.
B I'd already survived one disaster so I was prepared.
C I'd already been surviving one disaster so I was prepared.

6 >> Choose the correct option to complete these first lines of novels.

- 1 Finally I discovered / had been discovering what I had been looking for / looked for for all these years.
- 2 Unfortunately the worst was / had been yet to come and I wasn't / hadn't prepared myself at all.
- 3 While I had been / was out walking with my dog in the park, suddenly a strange thing was happening / happened .
- 4 I had just got / been getting in and decided to make a cup of tea. Then the bell had rung / rang .
- 5 The light was leaving and the dark had been / was descending. Who was knowing / knew what horrors would visit me this night?

7 >>> For questions 1–19, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (1).

It (1) was a dark and stormy night. We had (2) driving for hours and we (3) got completely lost on the mountain tracks. We were (4) about to give up and sleep in the car (5) we saw a light off to the right. We (6) out of the car and ran towards it. It was an old house and we (7) on the door. It seemed like ages (8) someone opened it and a figure dressed in black with very white skin (9) us in. Both Dad and I (10) scared. It looked like no-one (11) lived in the house for many years. Yet the strange figure in black said he had been (12) there for some time. Apparently, the home had (13) in his family since the 1800s. The figure in black took us to a large dining room. He offered us food. We (14) very hungry so we (15) a lot. I was just about to relax and get comfortable when I (16) the sound of a wolf howling – but there are no wolves in England, are there? The figure in black said it was just a wild dog. He (17) smiling when he said this – a really terrifying smile. At that moment, I knew something (18) terribly wrong. Dad and I (19) in big trouble ... And that's how the movie starts – sounds good, right?



LISTENING

Follow the speaker's argument

1 Match the examples (A-E) to the tips (1-5).

REMEMBER HOW TO ...

follow the speaker's argument

Listen for words and phrases that:

- 1 express the speaker's opinion. B
- 2 add similar or contrasting ideas.
- 3 add emphasis or give examples.
- 4 show reasons and results.
- 5 list or summarise ideas.

- A firstly, to summarise
- B I think, personally, in my opinion
- C similarly, in the same way; however, on the other hand
- D in fact, especially; for example/instance
- E because, on account of; so, therefore

2 a 06 Listen to the talk and choose the correct answer, A, B or C.

The talk is about ...

- A the history of fairy tales.
- B common myths about storytelling.
- C different styles of story.

b 07 You will now hear the talk again in parts.

Listen and choose the best option, A or B.

Part 1: The speaker talks about the story of the hare and the tortoise as ...

- A an example
- B to add emphasis.

Part 2: After telling the Zen story she ...

- A expresses her opinion.
- B gives a summary of the story.

Part 3: When she first mentions fairy tales, the speaker ...

- A adds a contrasting idea.
- B emphasises a point.

Part 4: The speaker ...

- A lists reasons to support an idea.
- B adds a contrasting idea.

Part 5: The speaker ...

- A gives a result of the use of ordinary names in fairy tales.
- B gives reasons why ordinary names are used in fairy tales.

Part 6: When talking about myths, the speaker ...

- A gives a possible result of the hero's return.
- B lists ideas about the ways for a hero to return.

Part 7: At the end the speaker ...

- A contrasts two different messages/pieces of advice.
- B gives a reason for her message/advice.

3 07 Listen again and choose the best answer, A, B or C.

1 Which stories does the speaker say tell us about beginnings (how things started)?

- A fables
- B myths
- C Zen stories

2 Which story has a message about keeping going?

- A the Zen story
- B the myth
- C the fable

3 Why does the speaker tell the Zen story?

- A to show the importance of the weather
- B to show how your mind can control the weather
- C to show that we should accept some things

4 According to the writer, which stories are most suitable for children?

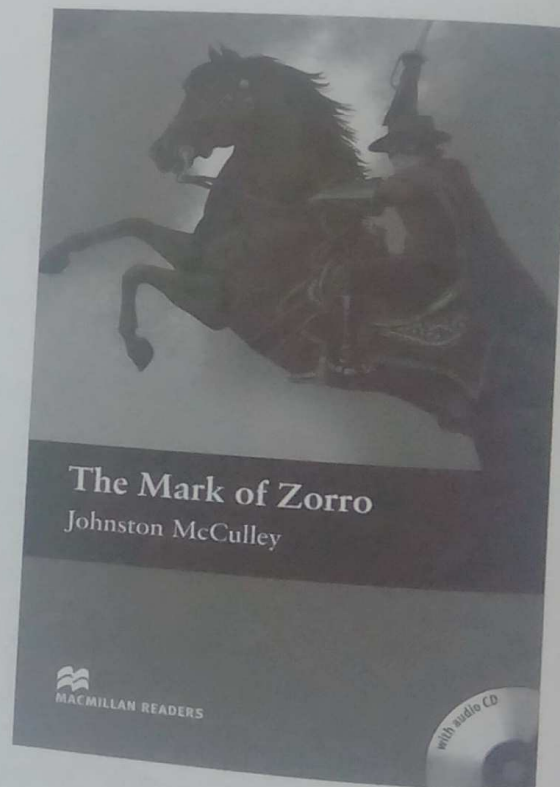
- A fairy tales
- B Zen stories
- C fables

5 What is true about fairy tales?

- A They are usually about fairies.
- B They are about gods and heroes.
- C They are about ordinary young people.

6 How are fairy tales like myths?

- A The storyline is similar.
- B They have the same characters.
- C The hero has superpowers.



VOCABULARY 2

Character adjectives

- 1 For questions 1–8, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (1).

Nia and Hara

Me and my sister have always been quite different even though we're twins. She's a fashion designer and comes up with amazingly (1) creative ideas for her collections. CREATE
She's (2) _____ too. She's recently been working with scientists on a new type INVENT
of waterproof fabric. She's very open and (3) _____ and knows hundreds of GO
people. The thing is, though, you have to be a bit (4) _____ with her because TACT
she's rather (5) _____ and easily gets upset. She takes any criticism personally. TEMPERAMENT
On the other hand, I'm much more (6) _____ and am quite happy in my own RESERVE
company. I think I'm a (7) _____, down-to-earth sort of person and I'm good at SENSE
finding (8) _____ solutions to problems, which is maybe why I'm a car mechanic. PRACTICE

- 2 Read the conversation and write the words that describe Ellen and Blair's highlighted characteristics.

Ellen: I'm the loud one in our family. (1) I'm always talking to people – even complete strangers. I love seeing new faces! I think that part of the reason I love to chat is that I can bounce my ideas off different people. (2) I have ideas for new ways of doing things, you see, and it's good to see if other people think they're good or bad. One thing I don't like about myself is that (3) my mood changes a lot. Because I get angry easily, I can go from happy to annoyed really quickly. That's bad, I guess, but I try to express my anger in a good way – (4) through my own original works of art and poetry.

Blair: I'm so different from Ellen that sometimes it's difficult to believe we're brother and sister! (5) I'm easy to hurt emotionally and I don't take criticism well. I get easily upset by it. I guess (6) I'm not very friendly towards strangers. I'm shy and only my best friends get to know me. I never do anything really silly or thoughtless though, which is good. (7) I think about things carefully and usually make wise decisions. And because I'm easily upset by what people say, (8) I've learned to be careful about what I say to other people, too. After all, I don't want to hurt their feelings.

1 outgoing 2 _____ 3 _____ 4 _____
5 _____ 6 _____ 7 _____ 8 _____

WORDS & BEYOND

- 3 Complete the text with the words in the box.

amazement beyond bumped flea frame kidding memorabilia seashore

On Saturday morning I was walking in the (1) flea market looking for an old (2) _____ for a painting I'd bought and I (3) _____ into my old friend Kiki, who I hadn't seen for years. She'd moved to the back of (4) _____ and we'd lost touch. I asked her what she was doing there and she said she was interested in collecting 1960s (5) _____ and had come up to the city to see what she could find. Things had changed a lot in her life. She no longer lived in London; she lived in a beautiful cottage right on the (6) _____ in Cornwall. I thought she was (7) _____ when she told me that – the Kiki I knew all those years ago loved city life; she was always at the centre of the action. Much to my (8) _____, I learned that she is an artist now. Kiki, an artist? She always wanted to be an investment banker at school. It just goes to show: time really does change people ...

- 4 Match the definitions (A–I) to the words (1–9).

1 clay	B	A written with round letters that are joined together
2 depict	_____	B thick, heavy earth
3 coral	_____	C something you learn from a story about how to behave
4 savages	_____	D people who came before you and are now dead
5 moral (n)	_____	E wild people
6 reward (v)	_____	F to be angled – not flat, straight or level
7 ancestors	_____	G rock-like substance formed in the sea by little animals
8 cursive (letters)	_____	H show
9 slope (v)	_____	I give someone something for what they have done

GRAMMAR 2 *Used to and would*

»»» Talk about habits and states in the past

1 Complete the grammar table with the words in the box.

habits past present
simple states written

Used to
Use: To talk about habits and states in the (1) <i>past</i> .
Form: Positive and negative <i>used / didn't use to + infinitive</i>
Questions and short answers <i>did + I/you, etc + use to + infinitive</i> <i>Yes, I did. / No, they didn't.</i> Note: <i>used to</i> doesn't have a (2) _____ form. For present habits, use the present (3) _____.
Would
Use: To talk about (4) _____ (NOT (5) _____) in the past.
Form: <i>would/wouldn't + infinitive (without to)</i>
Note: <i>would</i> is more common in (6) _____ descriptions than in speech.

Get it right

There *used to* be a post office here.

NOT There ~~would be~~ a post office here.

2 » Choose the correct options to complete the conversation.

Lia: What did people (1) *used / (use) to* do before the internet, Gran?

Gran: I don't know about most people, but I (2) *use / used to* read a lot of books. I didn't (3) *use / used to* buy many, but I (4) *would / used to* go to the library once a week and take out three or four. I suppose young people now read books on their tablets. Of course I (5) *also used / used also to* watch television, but we (6) *wouldn't / didn't use to* have many channels – just two or three – when I was a child.

Lia: Did you (7) *use / used to* play computer games?

Gran: No, I (8) *usen't / didn't*. We didn't have computers in those days.

3 » Complete the text with *would* where you can. If you can't use *would*, use *used to*.

When I was in primary school, I (1) _____ think I wanted to be a doctor. I (2) _____ even put on a white coat and play 'hospital' with my friends. We (3) _____ play it all the time. I (4) _____ always be the doctor, of course! I (5) _____ go from patient to patient giving them pretend medicine and making them better. My friends (6) _____ get tired of playing the game eventually, but not me. I (7) _____ love playing 'hospital'. Now that I'm a little older, I still want to be a doctor! Next year, I'm going to university to study medicine.

4 a »» Write questions with *used to*. Then write short answers.

1 you / school / Hermione? ✓
Did you use to go to school with Hermione?
Yes, I did.

2 a red-headed boy / help you? ✓

3 you / play Quidditch? ✓

4 Hermione / do magic? ✓

b Who is the person answering the questions? (You can check your answer at the bottom of the page!)

5 »» For questions 1–5, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

1 Did you often go fishing with your dad when you were younger? *use*

Did you use to go _____ fishing with your dad often when you were a kid?

2 I hardly ever went fishing with him. *use*

I _____ fishing with him very

3 What did you do when you spent time together then? *use*

_____ do when the two of you

4 We used to shoot hoops a lot – you know, play *would*

_____ basketball most of

5 I never played ball with my dad growing up. *use*

I _____ ball with my dad as

SPEAKING

>>> Describe an experience

1 Match the endings (A–G) to the beginnings (1–7) to make phrases for telling a story.

- | | | |
|--------------------|----------|-----------------------|
| 1 Do you know what | <u>E</u> | A best part. |
| 2 Hang | _____ | B was I saying? |
| 3 I don't know | _____ | C how to describe it. |
| 4 This is the | _____ | D on. |
| 5 It was really | _____ | E I mean? |
| 6 What | _____ | F scary. |
| 7 I felt | _____ | G scared. |

2 Choose the correct option to make phrases for reacting to a story.

- Go on / after .
- Wow. That's *interested* / *interesting* .
- You're *joking* / *joke* .
- Really?* / *Real?*
- That's an *interesting* / *interested* story.
- You *were* / *was* lucky.

3 a Now write the completed phrases from exercises 1 and 2 in the correct section of the Phrasebook.

b 08 Listen and check your answers. Then listen and repeat.

4 a 09 You will hear a conversation between two friends, Paloma and Chloe.

For questions 1–2, listen and choose the best answer, A, B or C.

- Yesterday, Paloma met her aunt _____. A in studio B in the street C at home
- Chloe thinks Paloma should feel ____ about the offer. A terrified B excited C embarrassed

b Complete the conversation with phrases from the Phrasebook. (There may be more than one possible answer.)

Paloma: Chloe, you'll never guess what happened yesterday afternoon as I was walking home from school.

Chloe: I'm not even going to try! (1) Go on , Paloma. Tell me.

Paloma: Well, I bumped into my Aunt Kay. You know – the one who owns the recording studio. She started asking me about my singing; she said she heard me singing in my room last time she was over to visit Mum and that I've got a lovely voice.

Chloe: (2) _____ ? So ... (3) _____ ?

Paloma: I wasn't sure how to react – (4) _____ ? I was a bit embarrassed by the compliment. Anyway, (5) _____ ?

Chloe: Your aunt said you'd got a lovely voice.

Paloma: Right ... yeah. Well, then she asked me if I wanted to come down to the studio and do some recording.

Chloe: Wow. (6) _____ . How did you feel?

Paloma: Um ... (7) _____ , you know? I've never sung with people watching me before.

Chloe: (8) _____ ! I'd be really excited.

Paloma: Well, I was excited but also ... (9) _____ – a little terrified, I guess! Anyway, I said yes in the end. I'm going in with Mum tomorrow. Wish me luck!

Chloe: Wow! That's so cool. Good luck!

c 09 Now listen again and compare your answers with the recording.

5 a Something unusual happened to you. In your notebook, write a conversation you have with your friend about it. Use phrases from the Phrasebook.

A: Say what happened – Where and when was it? Who was involved? How did you feel about it?

B: Ask questions and react to the story while A is speaking.

b Practise reading your conversation. Pay special attention to stress and intonation. Record yourself if you can.

PHRASEBOOK

Tell a story

Where was I?

Ask questions about the story

What happened?

How did it happen / you feel / you react?

So what did you do/say/think?

React to a story

Wow. That's incredible.

WRITING

>>> Avoid repetition

1 Complete the tips with the examples in the box. Write the correct letter in each gap.

- A (he, her, there ...)
- B (and, but, so ...)
- C (recognition)
- D (notice, spot)
- E (when, while, as, as soon as ...)
- F (eg recognise, identify, know)

REMEMBER HOW TO ...

avoid repetition

- Use pronouns and adverbs to avoid repeating nouns and names (1) A.
- Use synonyms (2) _____, similar words (3) _____ or different forms of the same word (4) _____. Use a thesaurus to help you.
- Use a variety of time conjunctions (5) _____.
- Join short sentences with conjunctions to avoid repeating the subject (6) _____.

2 Join the sentences. Use conjunctions and pronouns where possible.

- 1 I like my teacher Mr Hardcastle. The reason is that Mr Hardcastle is funny and interesting.
- 2 The lesson ended. I asked my friends if they had understood everything. All of my friends said they hadn't.
- 3 I met Anna, in the park. I forgot to ask for her new number.
- 4 Anna was skating at the ice rink. I met her.
- 5 I think I'll go and watch my little brother play basketball in the park. He often plays there with his friends after school.
- 6 I might meet Anna there again. Maybe I'll remember to get her phone number this time.

3 Read the story and decide whether the statements are true (T) or false (F).

The writer ...

- 1 was an experienced film actress.
- 2 had doubts about her ability while the film was being made.
- 3 had an emotional reaction to the announcement of the result.

T/F

T/F

T/F

4 Read the story again and answer the questions. Choose A, B or C.

- 1 Who does 'us' refer to in line 6?
A people in the crowd
B all Hollywood stars
C actors on the red carpet
- 2 What does 'this' refer to in line 7?
A a special night
B being on a red carpet
C a camera
- 3 Who does 'they' refer to in line 15?
A people who wanted the part
B people on the film set
C the director and producer
- 4 Find three time conjunctions (eg *before*).

- 5 How many times is 'and' used to join sentences?

- 6 Match the words and phrases in *italics* in the text to the words and phrases (A–E) below.
A suddenly started
B asking loudly
C unsafe
D chatting to
E surprisingly

It was the biggest night of my life. I'd been nominated for an Oscar for my first ever screen role and there I was on the red carpet *mixing with* all these Hollywood superstars. The cameras were flashing and people were *screaming out* questions at *us*. It was very confusing for me as I'd never experienced anything like *this* before. I was just 18 and I wasn't even a trained actor. There had been an open casting session a year earlier and *amazingly* the director and producer chose me over hundreds of other hopefuls. While we were filming I often thought 'What am I doing? I just can't do this.' But when I felt *insecure*, everybody was really helpful. It's just amazing how *they* believed in me. So – back to Oscar night. We moved into the theatre, took our seats and the presentations began. I was shaking when the category of Best Supporting Actress came up. 'The winner is ...' I couldn't breathe. 'Lili Harvey!' As soon as I heard my name, I couldn't think or even stand. I just *burst out* crying. I couldn't help myself. Unbelievable. I'd won!

- 5 You're going to write an extract from your own fantasy story. You're famous and you're telling a story about something interesting that happened to you. Make notes. Use the *Writing plan* to help you prepare.

WRITING PLAN

- 1 Who are you? Why are you famous? ☐
- 2 Where do you live? ☐
- 3 What happened? ☐
- 4 Why did it happen? ☐
- 5 Who was with you? ☐
- 6 How did you feel? ☐

WRITE AND CHECK

- 6 Write your story. Write about 150–180 words. Make sure you use the tips in the *Remember how to box* to help you avoid repetition. Then, tick (✓) the stages in the *Writing plan*.

Consider the consequences of your actions

- 1 Read the situation and decide on the best thing to do, A, B, C, D or E. (There is no correct answer. Answer for YOU.)

You promise a close friend, George, that you'll go to the cinema with him on Saturday. After you make the promise, Josh – a new friend of yours – invites you to watch films at his house with other kids from school. The invitation is for the same day. You're thrilled to be invited and really want to go to Josh's house. But your friend George didn't receive an invitation.


- A You call George on Saturday afternoon and say you're ill. Then you go to Josh's house. ☐
- B You refuse the invitation, saying you have a previous commitment to go to the cinema. ☐
- C You ask George if you can go to the cinema on Friday or Saturday instead. ☐
- D You ask Josh if you can bring your friend George to his house. ☐
- E You decide to go to Josh's house and take your friend along with you. ☐

- 2 Match the choices (A–E) to what happens next (1–5).

- 1 Josh says no. He's already invited too many people. You tell George that you prefer to go to Josh's. ____
- 2 George phones later to see how you are. Your mum tells him you've gone to Josh's house. ____
- 3 Josh is upset you brought someone who wasn't invited to his house. ____
- 4 George says he's busy on those evenings. You decide to go with him on Saturday. ____
- 5 Josh tells you to forget your previous arrangement. It'll be much more fun at his house. ____

- 3 Match the situations (1–5) in Exercise 2 to the consequences of the actions (A–E)

- A George and your parents know you lied to him. ____
- B You can't enjoy the evening because you keep thinking about what you're missing at Josh's. ____
- C George feels let down by you and a little angry. ____
- D You aren't invited to Josh's house again. ____
- E You explain that you would love to come, but it's important to keep your promises. ____

- 4 a  Listen to this situation and write three possible consequences of 'telling' and three of 'not telling' in your notebook.

- b What would you do? Write your answer in your notebook.

- 1 For questions 1–6, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (1).

What's the point of printed books when you can download them to a tablet and store hundreds of them? Surely it's much more (1) practical than going around bookstores and having to find space to store them at home. It must be a great (2) to have all your favourite books at your fingertips wherever you are. And, indeed, ebooks are a great (3) .

However, real books have a (4) association for many with where or when they bought them or who they got them from. I'm sure we all have (5) of some of the first books we had as children and I think it's (6) that we don't want to be reading to our children today from a screen.

PRACTICE
IMPROVE

SUCCEED
STRENGTH

MEMORY
APPEAR



- 2 Read the clues and complete the words. Then find the words in the word search.

- 1 false name
- 2 the sound a car horn makes
- 3 where you were born
- 4 hit (or meet by accident)
- 5 move slowly and quietly
- 6 a very strong wind
- 7 effect
- 8 native; found in or from a specific country
- 9 long car
- 10 a little wet
- 11 a formal way to refer to someone
- 12 very large (in amount or size)

A L I AS
B P
B T P E
B P (into)
C E P
H R C NE
I P CT
I D G N S
L O
M ST
T LE
V T

E	N	A	C	I	R	R	U	H	I
O	C	V	F	Q	Z	C	T	N	K
C	Q	A	G	E	L	C	D	Y	R
Q	E	S	L	S	A	I	L	A	N
A	R	T	G	P	G	E	M	X	X
E	I	S	M	E	H	T	N	O	I
T	L	I	N	E	U	T	A	Z	P
Y	Q	O	H	R	A	Z	R	T	E
B	U	M	P	C	V	F	D	I	E
S	D	E	O	Y	M	K	N	I	B

- 3 Complete the sentences with the answer words from Exercise 2.

- 1 He hid his identity by using a(n) alias .
- 2 The criticism had a negative on her self-confidence.
- 3 You must feel important travelling around in a stretch .
- 4 The population tell traditional tales going back centuries.
- 5 The majority of people are kind-hearted and not at all cruel.
- 6 Get inside. Close all the doors and windows. There's a on the way.
- 7 Don't up on me like that. You scared me.
- 8 I like warm air on my face.
- 9 On forms now they usually offer the option of three s to tick – Mr, Mrs or Ms.
- 10 I hate it when drivers me at the traffic lights.
- 11 I hope I into Janice at the supermarket because I want to ask her what happened at the party last night.
- 12 Shakespeare's is a town called Stratford-upon-Avon.

ALL ABOUT ME

- 1 What's the best story you've ever read?
- 2 Why did you like it?
- 3 Which fictional character would you most like to be? Why?

- 1 For questions 1–11, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (1).

Getting the knowledge

When I was young, (1) every family I knew always used to have (2) _____ particular type of book on their shelves – even if they had (3) _____ others – and that was (4) _____ encyclopaedia. They were (5) _____ bought from salespeople who'd knock on your door and try to sell you (6) _____ single volumes or, more likely, they'd try to get you to sign up for (7) _____ series of encyclopaedias that you'd pay for over a period of time. They used to (8) _____ delivered weekly or monthly, so you gradually built up (9) _____ huge fund of knowledge. When (10) _____ new one arrived at my house, I'd eagerly look up things that interested me and then find my eyes straying all over (11) _____ pages finding out loads of new stuff.

- 2 For questions 1–6, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (1).

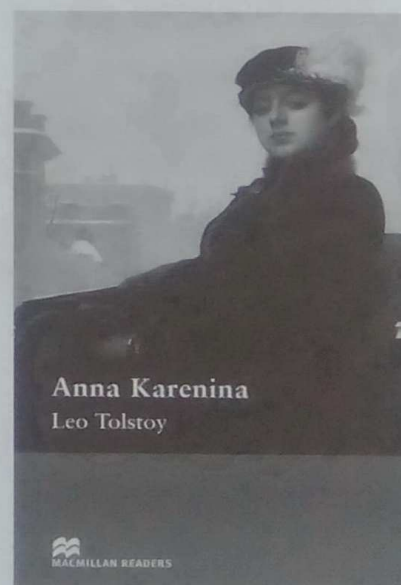
The other side

One day a young man who (1) _____ on a long journey home (2) _____ to the banks of a wide river. Staring hopelessly at the great obstacle in front of him, he (3) _____ for hours about just how to cross such a wide barrier. Just as he was about to give up and try to find another route, he (4) _____ a great teacher on the other side of the river. The young man called over to the teacher, 'Oh, wise one, (5) _____ you tell me how to get to the other side of this river?' The teacher considered for a moment, (6) _____ up and down the river and called back, 'Young man, you are on the other side.'

- | | | | |
|---------------------------|---------------------|---------------|--------------------|
| 1 A <u>was travelling</u> | B travelled | C did travel | D had travelled |
| 2 A was coming | B was come | C came | D had been coming |
| 3 A had thought | B had been thinking | C was thought | D thought |
| 4 A saw | B was seeing | C had seen | D had been seeing |
| 5 A did | B was | C have | D can |
| 6 A was looking | B looked | C has looked | D has been looking |

- 3 Choose the correct options to complete the conversation.

- Rob:** (1) Have / Do you read any good books recently?
- Ben:** Yes, in fact I've (2) just / yet finished *Animal Farm*.
- Rob:** I (3) haven't / wasn't read it, but I've heard about it. Wasn't it by the guy who (4) was writing / wrote 1984?
- Ben:** Yes, it's by George Orwell. *Animal Farm*'s a bit like a fairy tale or a fable and it's easy to read. (5) Would / Do you like to borrow it? But please (6) not / don't write in it or underline anything.
- Rob:** Sure, that sounds great, thanks. Lately I (7) 've been reading / 'd read *Anna Karenina*. That's a difficult one – I'm still only halfway through ...
- Ben:** (8) Did / Do you read a lot these days then?
- Rob:** Not really. I used (9) reading / to read loads, but I don't have the time anymore.
- Ben:** Same here. I (10) would / use to always read a book before bedtime when I was younger, but now I just don't know where the day goes.
- Rob:** That's so true. I (11) had been reading / had read *Anna Karenina* on my sofa until the phone rang a few moments ago – first time I've had a chance all week.
- Ben:** Sorry! It's just I (12) was speaking / haven't spoken to you in about three months, so I just wanted to call to see how you were.
- Rob:** No worries. It's great to hear from you. Besides, like I said, I (13) 'd found / 'm finding it tough to finish this book. I think I preferred the last one I (14) read / 'd read – *Jurassic Park*.



1 Choose the correct options to complete the text.

I always dreamed (1) *to start* / *of starting* my own company and I believe that if you aim (2) *doing* / *to do* things with a clear plan, you'll succeed (3) *in making* / *to make* the business work. The important thing is to set realistic (4) *goals* / *dreams*. Then, step by step, you can look back on what you've (5) *succeeded* / *achieved* in doing and move on to the next level.

2 Complete the conversation with the prepositions in the box.

off on (x2) out to up (x2) with

Ariel: So, have you come up (1) *with* any good ideas for the name of our company?
Lili: Sorry, I haven't got round (2) *to* it yet. My mind's been on other things.
Ariel: Come on. You know we can't miss out (3) *on* the funding for new companies from the EU. We can't put it (4) *off* any longer. We have to have a name!
Lili: You're right. We can't carry (5) *on* without a name.
Ariel: So let's concentrate and work (6) *on* a name. We've got the ideas – a name can't be that difficult. We mustn't give (7) *up* now – how about Helipizza?
Lili: That doesn't sound too bad. If we get the money, we can start (8) *on* our business and get going really soon. Let's think about how that could look on the website now.

3 a Tick (✓) the correct form(s), A or A and B.

- | | |
|---------------------------------------|--|
| 1 A <i>start up</i> a company | B <i>start</i> a company <i>up</i> |
| 2 A <i>come up with</i> an idea | B <i>come up</i> an idea <i>with</i> |
| 3 A <i>give back</i> the money | B <i>give</i> the money <i>back</i> |
| 4 A <i>put off</i> doing the shopping | B <i>put</i> doing the shopping <i>off</i> |
| 5 A <i>miss out on</i> the chance | B <i>miss out</i> the chance <i>on</i> |
| 6 A <i>sign up for</i> gym class | B <i>sign</i> gym class <i>up for</i> |
| 7 A <i>take over</i> the company | B <i>take</i> the company <i>over</i> |
| 8 A <i>work out</i> the issue | B <i>work</i> the issue <i>out</i> |

A	A and B
<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

b Now match the phrasal verbs in *italics* in Exercise 3a to their meanings.

- | | |
|------------------------|-----------------|
| A solve | <i>work out</i> |
| B think of | |
| C join | |
| D get control of | |
| E lose the opportunity | |
| F postpone | |
| G create | |
| H return | |

5 For questions 1–6, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (1).

Summer holidays

In the short term I have to (1) *come* up with some ideas for the summer holidays. We usually go to our grandparents' village, but it's boring to spend weeks there. I don't want to (2) _____ on doing the same old thing year after year. I need to (3) _____ out how to earn some money so I can go on holiday with my friends. They're planning to go camping in August high up in the mountains and I don't want to (4) _____ out on going with them. It'll be fun. If I can work for a month, I won't mind (5) _____ up the first part of my holiday – we have nearly three months after all! When I'm older, my dad wants me to (6) _____ over the family business, so perhaps I can get some paid work experience with him.

4 Choose the correct options to complete the text.

I've got to get round to (1) *do* / *doing* some exercise. I keep (2) *put* / *putting* it off, but now the summer's coming, I think I could sign up for (3) *having* / *have* some tennis lessons. I've always wanted to take up (4) *play* / *playing* tennis again. I got injured a few years ago so I gave up (5) *playing* / *to play* when it hurt too much to keep training. They're offering free lessons at the sports centre, so I have to work out how to (6) *fit* / *fitting* them into my busy schedule. I seem to be either (7) *work* / *working* on school projects or in my dad's shop all the time. I've got to get out and do something healthy and get fitter.

READING

Assess a text

1 Complete the tips with the words in the box.

detail first images start type what why

REMEMBER HOW TO ...

assess a text

- Identify the text (1) type (leaflet, article ...). Look at headings, (2) _____, layout, etc.
- Read the (3) _____ few lines. Identify who the text was written for and (4) _____.
- Read the 'topic sentence' at or near the (5) _____ of each section/paragraph. It tells you (6) _____ it's about.
- Decide which parts of the text to read in (7) _____.

2 Look at the image and title of the text. What do you think the text is about?



3 Read the text quickly and answer the questions. Choose A, B, C or D.

- 1 What is the text type?
A a leaflet
B a blog
C a magazine article
D a review
- 2 Who is it for?
A car experts
B general readers
C sci-fi fans
D pilots

4 The text has five paragraphs, 1–5. Choose the correct heading for each paragraph from the headings (A–G). You do not need all the headings.

- | | |
|--------------------------------|-----------------------|
| A Flying cars in the past | Paragraph 1: <u>A</u> |
| B A third option | Paragraph 2: _____ |
| C A good choice for non-pilots | Paragraph 3: _____ |
| D Comparing the two models | Paragraph 4: _____ |
| E The near future | Paragraph 5: _____ |
| F Flying boats and cars | |
| G The clear winner – PAL-V ONE | |

5 Read the sentences and decide whether they are true (T) or false (F).

- 1 Flying cars have never been a reality until now. T/F
- 2 It will be very many years before we can buy a flying car. T/F
- 3 The Transition and PAL-V ONE are the same size. T/F
- 4 The Aeromobile won't be able to take off on a road. T/F
- 5 The TF-X will have advantages over the other flying cars. T/F

Moving on up

- 1 I'm sure we've all seen films in which cars fly. One I loved as a child was *Chitty-Chitty-Bang-Bang* – made a long time ago in the 1960s – and the car featuring in that was a boat as well. But despite the fact that the first flying car was actually made in the 1930s, we still tend to think of them as science fiction.
- 2 Well, it might not be very long before we regularly see flying cars in our skies as there are several projects at an advanced stage of development and which are well on the way to getting fully certified by the relevant air and road traffic authorities. Two of the most likely to be first on the market are said to be the Transition, by the US company Terrafugia, and the Dutch PAL-V ONE.
- 3 These two models look very different and will fly in different ways. The Transition will have four wheels and wings that fold down when it's on the road. It will be small enough to fit into an average garage or park on the road. The PAL-V ONE is even smaller – more like a three-wheeled motorbike than a car – and it uses gyrocopter technology when flying, making it rather more like a helicopter than a traditional plane. It has a relatively short take-off distance by comparison and, therefore, unlike the Transition, will not need to use an airfield. Both of them fly at similar speeds and are expected to cost a similar amount.
- 4 Further competition is likely to come from Slovakia, where the Aeromobile is being developed. To fly this you'll need a driving licence and a pilot's licence and, as with the Transition, you'll have to drive to the nearest airport to take off. So, none of these inventions will help you if you're stuck in a traffic jam.
- 5 But what if, like most of us, you don't have a pilot's licence, don't live near an airport or have a long flat traffic-free road to take off from and land on? You might want to wait for the TF-X, Terrafugia's next project. It will apparently be able to take off vertically – no runway required – and you won't need a pilot's licence as the technology on board will basically fly the plane for you! Is science fiction becoming science fact?

GO BEYOND

Use the internet to find out about three other unusual/futuristic vehicles (cars, trains, aeroplanes, etc) that are being developed. Make some notes in your notebook.

GRAMMAR 1 Futures review

»»» Talk about the future in different ways

1 Complete the grammar table with the words and phrases in the box.

ability arrangements plans probably promises timetables very soon

Futures review	
Form:	Use:
Present simple	schedules, (1) <i>timetables</i>
Present continuous	(2) _____, intentions, predictions based on present evidence
<i>be going to</i>	(3) _____, immediate decisions
<i>will</i>	facts, predictions, often with <i>probably/definitely</i> , (4) _____
<i>be likely to</i>	things that will (5) _____ happen
<i>be about to</i>	things that will happen (6) _____
<i>will be able to</i>	future (7) _____

2 Read the responses and decide why *will* is used. Write whether it is for a promise, a fact, an immediate decision or a prediction.

1 A: Can I trust you to keep a secret?
B: Yes, I'll never tell anyone.
a promise

2 A: We haven't got any coffee.
B: OK. I'll go out and get some now.

3 A: What's the weather forecast?
B: They say it'll probably rain later.

4 A: How old are you?
B: Sixteen – I'll be 17 next week.

5 A: I can't get my computer to work.
B: I'll come straight round and see if I can help.

6 A: What did your teacher say?
B: She said I'll definitely fail the project if I don't get my essay in by tomorrow.

7 A: Are we all living longer?
B: Yes. According to scientists, most babies born now in this country will live into their 90s.

8 A: Will you pay for both of us?
B: Yes, I will. I said I would, didn't I?

3 » For questions 1–8, read the text below and decide which answer (A, B or C) best fits each gap. There is an example at the beginning (1).

Will you (1) get some food to bring to the barbecue on your way home? I'm going (2) getting ready now and I don't have time. Remember the taxi (3) at eight – that's a couple of hours from now and we have to be ready on time. Ami's (4) to be there, so we'll (5) remember to congratulate her on getting into university. She's (6) in two days. She's 17 and about to (7) on the biggest adventure of her life. Actually, will you (8) pick up some flowers for her while you're at the shops, please?

- | | | |
|--------------|--------------------|------------------|
| 1 A to get | B getting | C <u>get</u> |
| 2 A starting | B to start | C start |
| 3 A arrives | B likely to arrive | C is about to |
| 4 A likes | B liking | C likely |
| 5 A going to | B having to | C have to |
| 6 A leave | B leaving | C likely leaving |
| 7 A start | B starting | C started |
| 8 A able | B able to | C be able to |

4 » Complete the conversation with *likely*, *about* or *able*.

Cat: Wow, the food smells fantastic. Will you be (1) able to manage on your own? Can I help you? Oh, and is Ami here yet?
Neil: No, don't worry, I'm fine. ... Ami is (2) to be a bit late, I think, but she's coming – don't worry! I'm so glad it's sunny today, and we'll definitely be (3) to stay outside. It's not (4) to rain. We'll be (5) to eat out in the garden as planned. Oops, the vegetables are (6) to burn. Yikes!



5 a » Rearrange the words to make questions.

- you / to / going / today / what / do / are / ?
What are you going to do today?
- does / plane / what / leave / the / time / ?
- able / be / we / will / to / meet / then / before / ?
- that / be / big / enough / will / suitcase / ?
- going / you / what / do / to / there / are / ?
- taking / are / chess set / you / with / your / ?

b » Match the questions (1–6) in Exercise 5a to the responses (A–F).

- | | |
|---|---|
| A I'm getting things ready to go on holiday. | 1 |
| B Yes, because I want to play against my Dad. | — |
| C Sorry, I won't have time. | — |
| D It goes early tomorrow morning. | — |
| E I think so. I'm not going to take much. | — |
| F I'll probably swim a lot and play tennis. | — |

6 » Choose the best options to complete the conversation. (Use the grammar table to help you.)

Jed: Sorry, I won't be (1) able / *likely* upload all those photos this afternoon. I forgot (2) I *meet* / *I'm meeting* Alex at four.

Sam: That's OK. (3) *I'll* / *I'm going to* do it – no problem.

Jed: Oh, by the way, (4) *we will go* / *we're going* snorkelling at the beach tomorrow, if you're free?

Sam: Oh, then (5) *I'll need* / *I'm needing* my goggles and stuff. (6) *I'm going to* / *I'll* pack them right now, before I forget! Thanks for telling me!

7 » Complete the email with the correct future form of the verb in brackets. Use contractions where possible.

Hi Cath,

It's great to hear your drama group is putting on a play next weekend. Thank you so much for the invitation to see it. I'm sure it (1) 'll be (be) an amazing success! Unfortunately I (2) _____ (not able / go). At the moment I'm staying at the beach with my cousins so I'm (3) _____ (not be) in town on Saturday. I (4) _____ (definitely / call) you when I get back to see how things went. It's all good here. This afternoon we (5) _____ (take) a boat out to an island where we (6) _____ (be able) snorkel.

Then this evening we (7) _____ (have) a barbecue on the beach. It (8) _____ (likely / be) fun, because my two cousins have their guitars with them and they're really good. And they have big plans. They (9) _____ (form) a group with some friends and want to release an album before the end of the year! Right, I need to go. The boat (10) _____ (leave) at 5 o'clock. I don't want to miss it!

Jed

8 » Complete Cath's reply using the correct form of the words in brackets.

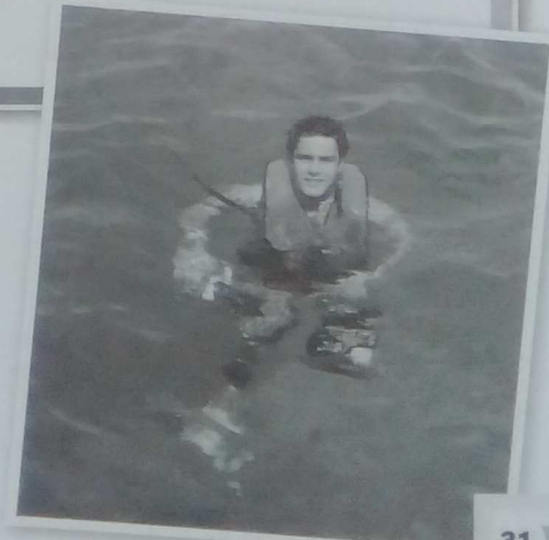
Hi Jed,

I expect you're back from the beach now. I hope the rest of your holiday was good. I've got some news for you. You (1) _____ (probably / able / come) and see our play after all. It was so successful we (2) _____ (do) it again every weekend until the end of the month! The performances (3) _____ (start) at 7.30 in the evening. Promise me you (4) _____ (come)! 😊

But that's not the best news. You (5) _____ (not believe) it! I've been asked to join a group of comedians who do summer theatre! I'm (6) _____ (about / go) to London sign my contract and meet everyone. So I (7) _____ (likely / be) very busy for the next few months! The comedy show (8) _____ (open) next month. In August, we're (9) _____ (go) on tour in the North. I can't believe my luck!

Talking about plans, do you remember Julia from our tae kwon do class? She (10) _____ (write) to you soon. She (11) _____ (ask) you to sponsor her in the 25-kilometre charity run she's signed up for. I'm sure you (12) _____ (support) her! The run (13) _____ (take) place in three weeks' time. I think two thousand people (14) _____ (take) part in it. It's a shame I won't have time to join her.

Talk soon, Cath



LISTENING

Understand referring words

1 Complete the text with the words in the box.

he it more one so them there this who

If you look to your right, over (1) there, you'll see the famous old Leithvale College. Parts of (2) it were built well over 500 years ago and many people (3) who would later become famous politicians studied in (4) that place of learning. (5) There of (6) it was our present Prime Minister, in fact. (7) He used to go to this particular tea shop in front of us and now we'll do (8) that too. I hope I've answered all your questions, but if you have any (9) them, I'll be delighted to answer them over a nice cup of tea.



2 You will hear a speech. Listen and answer the questions.

- What's the job of the speaker? _____
- Who's he speaking to? _____
- How many famous people does the speaker mention? _____

3 Listen again. For questions 1–6, choose the correct answer (A, B or C).

- Ben ...
A liked his old school.
B didn't like some teachers.
C has lost contact with all his old school friends.
- Ben thinks that all the students ...
A will go to university.
B are prepared for their future.
C will start work soon.
- Who was criticised for their lack of ambition?
A John Lennon
B Winston Churchill
C Albert Einstein
- Ben suggests that success comes from ...
A a mixture of luck and hard work.
B only luck.
C only hard work.
- Ben has ...
A always had work.
B not worked for some periods.
C been confused about which acting roles to take.
- Ben's advice is that you should ...
A always aim for the best.
B complain about what is offered if it's not good.
C accept and deal with whatever life brings you.

REMEMBER HOW TO ...

understand referring words

- ☐ Pronouns, relative pronouns, *one/ones* and *there* refer back to people, things or places.
- ☐ *Not many, none, more*, etc can also refer back to something: *We invited 100 people, but not many came.*
- ☐ *This/that* and *which* can refer back to part or the whole of the previous sentence.
- ☐ *Do/did* and *so* can refer back to a verb phrase: *We did the same. I hope so.*
- ☐ *Here/there* and *this/that*, etc can refer to what speakers see around them.

4 Listen to the first part of the speech again. What do the words in bold refer to? Write one or two words for each answer.

- they might just be remembering the good experiences older people
- forgetting **those** that weren't so positive
- some of **whom** remain close to me to this day
- though **they** were sometimes strict
- and experiences **here**
- One of **those** is what to do if your exam results turn out to be not as good as you'd hoped.
- if **that** happens, don't give up
- who** I think you will agree went on to achieve a certain amount of success

5 Now listen to the second part of the speech again. Listen for the phrases below (1–8). What or who do the words in bold refer to? Choose A or B.

- 'huge success for him'
A a teacher B a musician
- 'but **this** isn't always true'
A what you'd think B Nobel Prize winners doing well at school
- 'It was this ...'
A something heard B something written
- Who was **this** person ... ?
A Einstein B Churchill
- 'Can you **do** the same ...'
A prove your teachers wrong B get bad grades
- 'maybe you feel **they're** not essential'
A plans B exams
- 'You may feel like **this** ...'
A leaving school B confused
- 'after all, I **did**'
A feel confused B find your way

6 Which tips in the Remember how to box did you use for help with exercises 4 and 5? Tick (✓) them.

VOCABULARY 2

>>> Adjective + preposition, Verb + noun + preposition



1 For questions 1–10, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (1).

I'm proud (1) of what I've achieved here, especially since Mr Banks has taken charge (2) _____ the swimming programme. The school's famous (3) _____ its sports facilities and coaches, and they've really helped me get ready (4) _____ the National Championships this summer. I'm responsible (5) _____ eating correctly and finding time for training, but Mr Banks takes responsibility (6) _____ what I actually do in the training sessions. He keeps an eye (7) _____ me in the pool and he's aware (8) _____ when I'm being a bit lazy. He can sometimes get a little annoyed (9) _____ me if I give up too easily, but I know he takes pride (10) _____ me when I do well.

2 Complete each gap in the conversation with a positive or negative verb form or a preposition.

Jim: I can't come out tonight. I have to pack and (1) get ready (2) for the school trip tomorrow.

Ava: Really? I (3) _____ aware (4) _____ any school trip. Why did no-one tell me?

Jim: Well, it's just for the debating team. We're going to Birmingham and I (5) _____ responsible (6) _____ giving the first speech. I have to practise what I'm going to say. I want to make the school really (7) _____ (8) _____ me – um, well, not just me; the whole team, I mean. I'm (9) _____ charge (10) _____ the other two speakers as well – checking what they say and so on. I hope it all goes OK.

Ava: Well, good luck – break a leg! Is a teacher going with you?

Jim: Thanks! Yeah, Ms Harris is coming – she'll be (11) _____ an eye (12) _____ us and to give us moral support and encouragement.

WORDS & BEYOND

3 a Read the clues and complete the crossword.

Across

3 power or influence

5 talent / natural ability

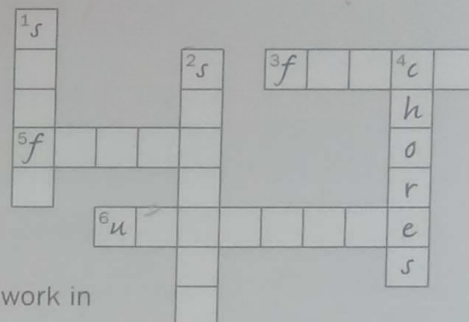
6 the final or last thing

Down

1 the people who work in a place

2 start from the beginning; start from ...

4 jobs around the house



b Complete the text with the answer words from Exercise 3a.

When I was a kid, I had to do (1) chores such as taking out the rubbish and tidying the garden. I liked the gardening part and I had a(n) (2) _____ for it. 'Green fingers' they call it. Anyway, I decided to go to college to learn all about plants and my (3) _____ goal was to become a landscape gardener.



After college, I started my own business from (4) _____, which was difficult at first, but I had my mum, who was the creative (5) _____ behind getting my services advertised – she designed my adverts and website. And now I'm a success and employ a(n) (6) _____ of 10 other people.

4 Complete the sentences with the words and phrases in the box.

creative force foolish investor panel pitch spread start-up

- I needed some money to get my company going, so I had a meeting with a panel of investors.
- I'm going to _____ an idea for a new product to my boss – I hope he likes it.
- The marketing team suggested I _____ the word about my company on social media sites.
- My ex-boss agreed to be a(n) _____ and offered me enough money to set up my own business.
- I think it's fair to say that my business partner is the _____ behind the project, whereas my role is planning and managing the finances.
- It's extremely _____ not to plan for the unexpected when you set up a business – something always goes wrong.
- I had invested in _____ companies before so I knew when to interfere and when not to.

GRAMMAR 2 Future continuous and future perfect

Talk about what will be happening and what will have happened

- 1 Complete the grammar table with the example sentences in the box. Write the correct letter in each gap.

- A I'll be working late tonight on my project.
B If I finish at midnight, I'll have been working for six hours non-stop.
C I hope I'll have finished by midnight.

Future continuous and future perfect	
Future continuous	
Use:	For actions in progress at a time in the future.
Form:	will + be + verb + -ing
(1)	A
Future perfect simple	
Use:	For actions completed before a time in the future, often with by.
Form:	will + have + past participle
(2)	
Future perfect continuous	
Use:	For actions in progress before a time in the future, often with for and since.
Form:	will + have + been + verb + -ing
(3)	

- 2 Choose the correct answer, A, B or C.

- Don't come round tonight. I'll _____ on my project.
A have worked B be working
C have been working
- I hope I'll _____ by 11 though, as there's a TV programme I want to watch.
A have finished
B have been finishing
C be finishing
- I'll _____ a break around eight for some food, so call me then if you want.
A be having B have had
C have been having
- It's so great to know that at last, by tomorrow morning, I'll _____ a piece of work in on time. My teacher's going to be so happy.
A be getting
B have been getting
C have got
- At least, she'd better be! I'll _____ on this project for exactly two weeks by tonight.
A be working
B have been working
C have been worked

- 3 Choose the correct options to complete the conversation.

- Kat: Who will you (1) be / have been supporting in the Cup Final on Saturday?
Nic: Liverpool. They're not my team, but I love the way they play. If their captain scores, he'll have (2) got / been getting 40 goals in all competitions so far this season.
Kat: That's amazing. It's more than my whole team will (3) have scored / be scoring if it continues like this until May.
Nic: Yes, it looks like your team will (4) be going / have gone down to the second division. But if they do, at least they'll (5) be / have been playing worse teams next year and they'll manage to win more games.
Kat: Yeah, but it's sad for my dad. He told me the other day that he saw his first United game when he was six and next year he's 46, so he'll (6) be / have been supporting them for 40 years by then. He'd love to see them actually win a trophy – it's been a pretty tough season so far for all the fans to be honest.

- 4 For questions 1–5, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given. There is an example at the beginning (1).

- Next Monday is the exact date when Jeff first started his job at Exco – 10 years ago to the day. **working**
Jeff will have been working at Exco for exactly 10 years next Monday.
- His team are going to get him a new office chair at the weekend to present on Monday. **got**
Jeff's _____ a new office chair for him by Monday.
- Jeff still has to finish that big project that began just under three months ago. **working**
Jeff _____ on that big project for three months this Friday.
- He also has a Spanish test on Monday – he started Spanish lessons a year ago. **been**
He _____ for a year on Monday and he has a test to do that day as well.
- It's his dream to live and work in Spain – he's moving to our branch there next April. **moved**
He _____ Spain by next May as it's always been his dream to live and work there.

- 5 Complete the message with the future continuous, future perfect continuous or future perfect form of the verbs in brackets. Use contractions where possible.

Hi Kat,
I (1) 'll be arriving (arrive) at Central Station at around six thirty – see you then. I expect I'll be tired as I (2) _____ (travel) for 10 hours altogether and I (3) _____ (not / eat) much as they only serve snacks on the train. But the trip (4) _____ (be) worth it if United wins. After the game, we (5) _____ (celebrate) even if we lose as just getting this far is a great achievement. See you soon. ☺
Love,
Jeff

SPEAKING

Express certainty, probability and doubt

- 1 a For questions 1–5, read the conversation and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (1).


Tod: Where are my keys? I (1) *definitely* had them when I left the house because I locked the door.

Carl: Are you (2) _____?


Tod: Of (3) _____ I am. I always lock the door behind me.

Carl: Perhaps you left them in the café on the table when you took everything out of your pockets looking for your wallet.

Tod: I (4) _____ it. We would have seen them. It's more (5) _____ that they fell out of my pocket in the park. Let's look there.

- b  14 Listen and check.

- c Complete the *Phrasebook* with the answer words from Exercise 1a.

- 2  15 Listen to the conversation and choose the correct option to complete the sentences.

- At the start, Carl says he *probably* / *definitely* won't go to the dance class.
- Carl thinks the class is *likely* / *unlikely* to be fun.
- Tod thinks there'll *probably* / *definitely* be some new people to meet.
- At the end, Carl says he's *likely* / *unlikely* to come.
- Craig *is likely to be* / *definitely won't be* at the dance class.

- 3 a Rearrange the words to make sentences. Ignore the information in brackets for now.

- I'm / sure / not / really / . (2 words)
I'm not really sure.
- it / I / doubt / . (1 word)
- it's / not / definitely / and / boring / . (2 words)
- probably / I'll / then / come, / . (2 words)
- quite / possible / it's / they'll / there / be / . (3 words)

- b Read the sentences in Exercise 3a and highlight the main stressed words in each one. Contractions, eg *I'll*, count as two words. The number of words you should highlight is given in brackets.

- c  16 Listen and check. Then listen and repeat.

- 4 a Jack and Oli are planning a holiday. Read their conversation.

Jack: What about the south of Spain? The weather will definitely be good.

Oli: I'm not sure, Jack. It's very likely to be too hot in August. How about Bergen in Norway instead?

Jack: Hmm. It probably won't be too hot for us – even in August. Not a bad idea.

Oli: I'm certain it won't. Great – Bergen it is!

- b You're planning a party with a friend. Write a conversation. Use Oli and Jack's conversation for help.

A: Suggest a venue (place) for the party. _____

B: Express a doubt about the place. Give another option with a reason. _____

A: Express a probability about that place. _____

B: Express certainty. _____

- c Practise reading your conversation. Pay special attention to stress and intonation. Record yourself if you can.

PHRASEBOOK

Express certainty

Absolutely.

(1) *Definitely* .

Of (2) _____ .

I'm (3) _____ /
certain/positive.

Express probability

Probably.

It's (very) (4) _____ /

unlikely.

It's possible/impossible.

Express doubt

I (5) _____ it.

I doubt ...

I'm not sure.



WRITING

Write a formal letter or email

1 Read the email to a bank and answer the questions with yes or no.

- Does it start and end in an appropriate way? no
- Does it use formal language? _____
- Does it use contractions? _____
- Does it begin by stating a reason for writing? _____
- Does it finish by saying what you hope will happen next? _____
- Does it clearly explain the purpose of the message in the subject line in as few words as possible? _____
- Does it have spelling and grammar mistakes? _____

Subject: Why I want some money to start up my business with my friends

Hi Sir or Madam,
How you are today?

Now, what we want to talk to you about is giving us some money to start up our business. We've got this great idea for exchanging things online. You know – things you don't need anymore – clothes, books, presents you never wanted – that sort of thing. Hey, people could even swap skills. We need the money to pay someone to set up a website for us and also to buy some good computers and other stuff. We're going to start off small, but who knows how big we could get! Look, we know you probably get asked for loans every day, but we think our idea will really take off. We hope you know how much this means to us. Please think about it and tell us how much you can give us.

Be good,
Messrs Flip & Jams 😊

2 Choose the correct option to complete the tips.

REMEMBER HOW TO ...

write a formal letter or email

- ☐ Write (1) full forms / *contractions*. Use (2) *informal* / *formal* words and phrases whenever possible.
- ☐ If it is a(n) (3) *letter* / *email*, write your address at the top right with the date (4) *underneath* / *above*. Write the name and address of the person you are writing to underneath on the (5) *right* / *left*.
- ☐ Start with *Dear Mr/Mrs/Ms* [+ surname], if you (6) *know* / *don't know* the person's name, or *Dear Sir or Madam*, if you (7) *don't* / *do*.
- ☐ (8) *Begin* / *Finish* by stating your reason for writing. (9) *Begin* / *Finish* by saying what you hope will happen next.
- ☐ At the end write 'Yours sincerely' if you (10) *know* / *don't know* the name of the person or 'Yours faithfully' if you (11) *don't* / *do* and type or sign your name (12) *above* / *underneath*.

3 Complete the email with the phrases in the box. Write the correct letter in each gap.

- A We are writing
- B We are very aware
- C We hope to receive a reply from you soon.
- D Secondly,
- E To begin with,
- F Initially,

Subject: Request for small business start-up loan

Dear Sir or Madam,

(1) A to request a meeting with you to discuss a loan for our start-up internet business, which aims to provide a place for people to exchange goods and possibly services online.

We believe that there is a market for such a business for two main reasons. (2) _____ the financial difficulties many people face these days mean that they cannot afford to buy new things. (3) _____ we believe that people will be willing to offer their skills in exchange for those of others.

(4) _____ we would need funds to employ a web designer to set up our site and to purchase the hardware and software to get the site up and running.

(5) _____ that, in the current economic climate, many start-ups fail, but we can assure you that, based on our research, there is a gap in the market that we can fill.

We have great confidence in our business plan and ourselves as entrepreneurs, and we hope you will consider our request.

(6) _____
Yours faithfully,
Phillip Marks and Florence Price

4 Match the phrases (A-F) in Exercise 3 to the phrases (1-6) below.

- The purpose of this message is to _____
- Firstly, _____
- We appreciate _____
- We look forward to hearing from you. _____
- Furthermore, _____
- At first, _____

- 5 You're going to write an email to an international organisation that helps young people set up businesses, because you think you have a really good business idea. Make notes. Use the *Writing plan* to help you prepare.

WRITING PLAN

Paragraph 1

Say why you're writing and what your idea is. ☐

Paragraph 2

Say why your idea is good – think of two or more reasons. ☐

Paragraph 3

Say what you would do with the money (what you would spend it on). ☐

Paragraph 4

Say what assurances you can make. ☐

Paragraph 5

Say what you want to happen next. ☐

WRITE AND CHECK

- 6 Write your email. Write about 150–180 words. Then, tick (✓) the stages in the *Writing plan* and the *Remember how to box*.

Set achievable goals

- 1 Match the qualities needed (A–E) to the goals (1–5). Use a dictionary to look up any words or phrases you don't know.

Goals

- 1 start an internet company D
 2 be a professional musician —
 3 work with a children's charity —
 4 be a journalist —
 5 be a professional basketball player —

Qualities

- A be able to write well
 B be interested in helping people
 C have good hand-to-eye coordination
 D be good with technology
 E have the discipline to practise alone

- 2 Match the paragraph to one of the goals (1–5) in Exercise 1.



I've started a school magazine and I interview people on different subjects. I write to important people in my town and invite them to come and give talks at my school. I like watching current affairs programmes on TV and enjoy talking about them with my family. I'm studying two foreign languages, which I hope will help me in my future job.

Goal: _____

- 3 For which two goals from Exercise 1 would these be useful steps to take?

After school I plan to take a year off and travel. I've got in touch with some voluntary organisations which place you in different countries and give you free accommodation and enough money to live. You work on projects with the local communities, usually with young people. After that I plan to go to university to study something like media and cultural studies. I'll try and get work experience during the holidays with a local newspaper or radio station, especially working on topics connected with kids because they are our future and we have to do all we can to give them the best start in life.

Goals: _____ and _____

1 Match the definitions (A-H) to the terms (1-8).

- | | | |
|------------------|----------|---|
| 1 maiden name | <u>E</u> | A famous person or product |
| 2 pen name | --- | B name used by a writer |
| 3 stage name | --- | C name used by a writer |
| 4 pseudonym | --- | D name you need to get onto a website |
| 5 username | --- | E surname of a woman before she married |
| 6 household name | --- | F name chosen by an actor |
| 7 nickname | --- | G name of a company or product |
| 8 brand name | --- | H often funny name given to a person |

2 For questions 1-9, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (1).

Getting better

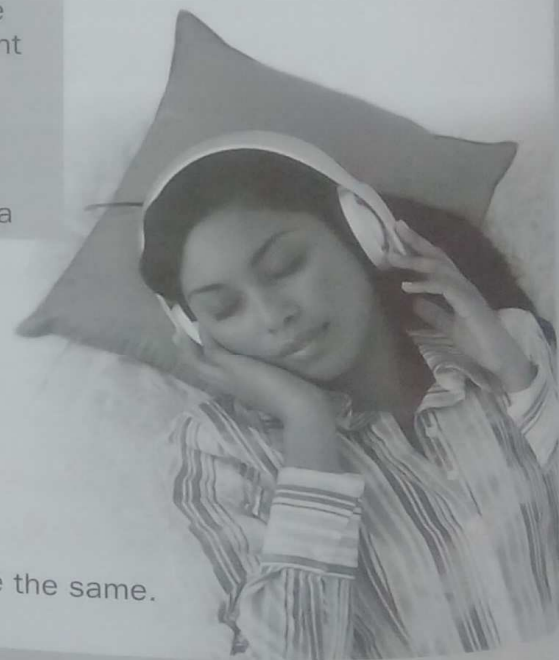
When I took charge (1) of the company three years ago, it was not in good condition. It was clear to me that it couldn't (2) on in the same way, so I had to establish (3) a and make sure there was a great (4) in performance. It may seem a small thing, but first I asked the (5) people in the advertising department to change the logo slightly and come up (6) a new strapline. I thought *We mean business* was a (7) one and that's now under our name in all our advertising. Being a(n) (8) isn't just about having good ideas yourself; it's also about having the people around you to help put those into (9) .

- | | | | |
|---------------|----------------|--------------|---------------|
| 1 A from | B <u>of</u> | C to | D over |
| 2 A live | B give | C carry | D take |
| 3 A practice | B meaning | C priorities | D appearance |
| 4 A strength | B exaggeration | C success | D improvement |
| 5 A creative | B meaningful | C trained | D improved |
| 6 A for | B to | C with | D from |
| 7 A forgetful | B practical | C apparent | D memorable |
| 8 A roommate | B entrepreneur | C worker | D colleague |
| 9 A practice | B strength | C training | D memorabilia |

3 Complete the sentences with the words in the box.

addictive ancestor famous initials legend perspective

- Do you know what the initials stand for in PJ Harvey?
- For me, she's a music legend.
- She's famous for her interesting lyrics and her voice.
- She has an unusual perspective on life.
- I listen to her records over and over again. They're addictive.
- We might have the same ancestors because our last names are the same.



ALL ABOUT ME

- What's your favourite name? Why?
- What does your name mean?
- Which famous people have the same first or last name as you?

1 For questions 1–10, read the text below and decide which answer (A, B or C) best fits each gap. There is an example at the beginning (1).

A change of routine

I (1) haven't done anything interesting recently, so (2) _____ to change my routine. I'm going to (3) _____ a club at school and also (4) _____ running three times a week. There's a great park near my house and I can go with Nuala, the girl who (5) _____ next door. I (6) _____ she wants to get fitter just as I do. It (7) _____ a great start to the day. We'll be (8) _____ to run for about half an hour, then have a shower, eat breakfast and (9) _____ ready for school. We'll (10) _____ more awake than anybody else.

- | | | |
|------------------|-----------------------|---------------------------|
| 1 A didn't do | B <u>haven't done</u> | C won't do |
| 2 A I've decided | B I've been deciding | C I'll have been deciding |
| 3 A join | B have joined | C joining |
| 4 A going | B gone | C go |
| 5 A lives | B will have lived | C will have been living |
| 6 A 'm knowing | B know | C have known |
| 7 A will be | B has been | C had been |
| 8 A likely | B able | C about |
| 9 A get | B got | C have got |
| 10 A have been | B be being | C be |



2 Complete the paragraph with the words in brackets. Use the correct form of the verbs. One gap needs a question word (eg Where).

When she was 13, she (1) joined (join) City of Sheffield Athletics Club. She probably (2) _____ (not realise) how important a part of her future athletics would be at the time, though. Since 2000, her development as an athlete (3) _____ (be) amazing. She (4) _____ (win) bronze in the World University Games in 2005, but her biggest moment came when she (5) _____ (claim) gold at the London Olympics in the Heptathlon event. She also somehow (6) _____ (manage) to find time to get a degree in Psychology in between all that training. She (7) _____ (have) her first child two years after the London Games – a baby boy called Reggie. And now she (8) _____ (be) back in training again. (9) _____ (do) with the rest of her life? Who knows – but she's done a lot already! Can you guess who this amazing woman is? (The answer's at the bottom of the page.)

3 Choose the correct options to complete the text.

Tea time

I (1) (like) / am liking a nice cup of (2) – / the tea in the morning just to start (3) one / the day right and I'm not (4) the / an only one. Tea is (5) – / the second most popular drink in the world. Many people (6) are thinking / think that the English drink the most tea, but in fact that's not so. The top spot apparently goes to (7) the / – Turkey, where in (8) a / the last century or so it's said that tea has overtaken coffee in popularity. There, people usually (9) are drinking / drink it in small glasses, so you can see the colour of the tea. It's (10) – / a lovely at any time of the day.

Write the sentences out in full using the correct verb forms.

- I / going / go / hiking in the Rockies with my little brother, Nate, this weekend.
I'm going to go hiking in the Rockies with my little brother, Nate, this weekend.
- I / not / hiking / since last summer.

- I / used / go / hiking all the time.

- Nate / never be / hiking, though.

- He / likely / get / really excited.

- Will / weather / be / OK? I hope so.

- I / be / about / check / the forecast now.



Jessica Ennis-Hill

LEARNING FROM THE PAST

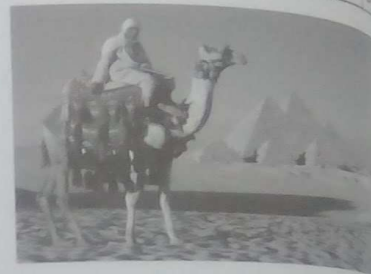
VOCABULARY 1

Talk about buildings and architecture

1 Complete the words for buildings. Then find them in the word search.

- A large, strong building with thick walls built to protect people is called a castle.
- A building where people can go to see interesting or important objects is called a museum.
- A very large building where a president or royalty might live is called a palace.
- A large, stone structure with a square base, walls on three sides and a pointed top is called a pyramid.
- A very tall building of offices or flats is called a skyscraper.
- A large building where people play and watch sports is called a stadium.
- A building used for worship is called a temple.
- A building where performances of plays take place is called a theatre.
- A tall, narrow building that stands on its own is called a tower.

S	K	Y	S	C	R	A	P	E
T	I	Y	Q	G	M	Y	C	R
A	L	A	T	U	R	A	A	T
D	U	O	E	A	L	H	S	A
I	F	S	M	A	E	T	T	E
U	U	I	P	B	U	C	L	H
M	D	C	L	B	G	V	E	T
U	X	R	E	W	O	T	K	D

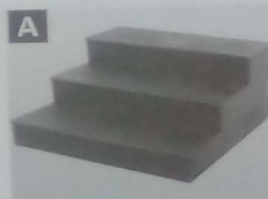


2 Which building(s) in Exercise 1 ...

- are probably the tallest? tower and skyscraper
- might be used for prayer or religious events? temple
- might a big crowd watch teams play in? stadium
- might you see a performance of Shakespeare's *Romeo and Juliet* in? theatre
- might you see old dinosaur bones (or fossils) in? museum
- might be a king or queen's home? palace
- might have guards on its walls and be built mainly for protection? castle
- is probably the oldest? pyramid

3 Match A-E to 1-5 to make words and phrases related to buildings.

- | | | |
|-----------|----------|-----------|
| 1 office | <u>D</u> | A block |
| 2 art | _____ | B rise |
| 3 tower | _____ | C gallery |
| 4 high- | _____ | D block |
| 5 concert | _____ | E hall |



4 Match the photos (A-F) to the parts of the buildings (1-6).

- | | |
|----------|----------|
| 1 spire | <u>D</u> |
| 2 arch | _____ |
| 3 column | _____ |
| 4 dome | _____ |
| 5 steps | _____ |
| 6 façade | _____ |



5 Choose the correct options.

To get to the top of this 15th-century tower we'll have to climb 333 (1) steps / columns, but it's worth it for the view. From up there, we'll be able to see the many wonderful spires and (2) temples / domes on top of the old buildings in the city, which you can't really appreciate at ground level. But before we go in, I'd like you to note the superb decoration here. On the (3) façade / spire of the bell tower above the door, we have a most beautiful (4) palace / arch with animal and plant designs. This was for centuries the tallest building in the city, but we'll be able to see the futuristic and much taller office (5) halls / blocks in the financial district, some of which are very impressive, later. The Winter Palace, which is now a (6) spire / museum, and which we'll be visiting later, will also be visible on a hill to your right.

6 For questions 1-4, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given. There is an example at the beginning (1).

- | | |
|---|-------|
| 1 She's a star of the movie industry.
She's <u>a big name</u> in the movie industry. | name |
| 2 We get on really well together.
We get on like _____. | house |
| 3 She pretends to be happy, but she's not. | happy |
| 4 Your dad will be very angry.
Your dad's going to _____. | angry |

Understand opinions

1 Complete the tips with the words and phrases in the box.

apparently believe I'd have preferred worth doing

REMEMBER HOW TO ...

understand opinions

Look for words/phrases that:

- ☐ introduce opinions: *think*, (1) believe, *find*; *personally*.
- ☐ evaluate something: *fascinating*; (2) _____.
- ☐ make comparisons: *more*, *less*; (3) _____.
- ☐ introduce other people's opinions: *claim*, *argue*; *according to*; (4) _____.

2 Read the text quickly. How many individual buildings are named? Choose A, B, C or D.

A two B three C four D five

School trip report: the architecture of Barcelona

By Tara White

Barcelona is a fascinating city with a great diversity of architectural styles, ranging from the medieval to the modern. So, if you're at all interested in architecture, it's a great place to wander around. We spent three days there, but, frankly, it would be better to give yourself a whole week as there's so much to see.

We were fortunate in that we stayed in the Barri Gòtic, which, according to my guidebook, is one of the most extensive medieval city centres in Europe with many buildings dating from the 14th century. You can also see remains from when the Romans were there around 2,000 years ago. Barcelona also claims to have the most Modernist buildings of any city in Europe.

Modernism is the distinctive architectural style that developed towards the end of the 19th century in Catalonia. In my opinion, there is no greater originator or master of this art than Antoni Gaudí. He designed the amazing apartment building Casa Milà. Unusually, there are no straight walls anywhere in the building. Another awe-inspiring Modernist building is the 1908 Palau de la Música Catalana, a real palace of music with an impressive façade and multicoloured columns outside and a marvellous stained glass dome inside. But I think the most fantastic structure in Barcelona is also by Gaudí; the enormous Temple Expiatori de la Sagrada Família. It's emblematic of this individualistic city. He started work on it in around 1914 and continued until his death in 1926. In my view, it's his masterpiece, although it's still in the process

of being completed using his original designs. It will eventually have 12 spires and the central tower will have a lift so people will be able to have majestic views across the city.

If you want a panoramic view now, it's well worth going up to the hill of Montjuïc with its 17th-century castle or to Park Güell. Here you'll find a fairy-tale house and wonderfully colourful ceramics on the benches curving round the square, where you'll be sure to be entertained by street performers. I can't think of a city I'd prefer to live in – and it's got tapas bars and beaches too! The problem with Barcelona is that it's just too interesting!



3 Look at the information (1–5) and the list of places (A–F) below. Match the places (A–F) to the pieces of information (1–5). You do not need all the places.

- 1 a modernist building with walls built in an unusual way (at unusual angles) B
- 2 a huge building and a symbol of how original Barcelona is _____
- 3 there is a wonderful view all around from the high position of this stone building _____
- 4 part of the city centre which has some old buildings from a specific period _____
- 5 a building with a very interesting and colourful front (viewed from outside) _____

- A Barri Gòtic
- B Casa Milà
- C Palau de la Música
- D Temple Sagrada Família
- E Montjuïc Castle
- F Park Güell

4 Decide whether these statements are true (T) or false (F).

Tara says/believes that ...

- 1 you can see everything in Barcelona in a few days. T/F
- 2 Barcelona has one architectural style. T/F
- 3 Gaudí was a great architect. T/F
- 4 the Temple Sagrada Família is Gaudí's best work. T/F
- 5 soon two places will offer a very good view of the city. T/F

5 Which tips in the Remember how to box did you use for help with Exercise 4? Tick (✓) them.

GO BEYOND

Research a city in your country and take notes about the six best things to see and do there and why they're worth seeing or doing.

GRAMMAR 1 Conditionals

Talk about the consequences of possible or imaginary situations

1 Complete the grammar table with the examples in the box.

Conditionals

In conditional sentences an *if* clause describes a situation and a second clause describes its results.

If I'd had money, I'd have lent you some.
If I had money, I'd lend you some.
~~If I have money, I'll lend you some.~~
If I were rich, I'd have lent you money.

Conditionals
First conditional
Use: For possible future situations.
Form: present + <i>will</i> (1) <i>If I have money, I'll lend you some.</i>
Note (1): Other modals (<i>might, must</i> , etc), other future forms (<i>going to</i> , etc) and imperatives can replace <i>will</i> .
Note (2): <i>unless, as/so long as, providing/provided (that)</i> can replace <i>if</i> .
Second conditional
Use: For unlikely or imaginary situations in the present or future.
Form: past + <i>would</i> (2)
Third conditional
Use: For imaginary situations in the past.
Form: past perfect + <i>would have</i> (3)
Note: Other modals can replace <i>would</i> .
Mixed conditionals
Use: Mix second and third conditionals to connect the past with the present. (4)

2 Choose the correct answer, Yes or No.

- If I go to Barcelona, I'll send you a postcard.
A Is this about a possible future situation? **Yes** / No
B Has the speaker sent a postcard? Yes / No
- If I was in Barcelona, I'd definitely go to Camp Nou.
A Am I in Barcelona now? Yes / No
B Is this an imaginary situation? Yes / No
- If I had the money, I'd go to Barcelona.
A Is this about a likely event? Yes / No
B Do I expect to go to Barcelona soon? Yes / No
- If I'd gone to Barcelona, I'd have been able to see Raul.
A Did I go to Barcelona? Yes / No
B Did I see Raul? Yes / No
- I'd live in Barcelona if I could.
A Do I think I will live in Barcelona? Yes / No
B Is this about an imaginary situation? Yes / No
- If I spoke Catalan, I'd have applied for a job in Barcelona.
A Did I apply for a job in Barcelona? Yes / No
B Do I speak Catalan? Yes / No

3 Match the sentence endings (A-F) to the sentence beginnings (1-6).

- If you go to the Catalonia region in Spain, **B**
 - If you take the Archaeological Walk, **A**
 - If you go to the Dalí Museum in Figueres, **C**
 - If Barcelona wasn't situated by the sea, **D**
 - If I'd known about the Cinema Museum, **E**
 - If I was going to Catalonia, **F**
- A you'll be able to see the old city.
B you should visit the town of Girona.
C I'd have visited it.
D I'd ask you to come with me.
E I promise you'll be amazed at the art inside.
F it wouldn't have had such a rich history.

4 >> For questions 1–6, read the text below and decide which answer (A, B or C) best fits each gap. There is an example at the beginning (1).

If I'd had more time, I (1) _____ visited the Picasso Museum, but three days just isn't long enough. You can't really appreciate a city (2) _____ you give yourself time to wander around and get the feeling of a place. If I (3) _____ planned the trip better, I'd have gone to fewer places and spent more time in each. And I don't like guided tours of places because you can't stop (4) _____ you want to; you're rushed through museums and galleries and taken off to the next place. I'm sure you'll learn more if you (5) _____ a good guide, but I prefer to go at my own pace. Anyway, I don't mean to sound negative. If I (6) _____ on the guided tours, I wouldn't have met my best friend, Nate.



Best mates!

- | | | |
|---------------|---------------|---------------------|
| 1 A had | B will | C <u>would have</u> |
| 2 A if | B as long as | C unless |
| 3 A had | B have | C would have |
| 4 A provided | B if | C unless |
| 5 A have | B 'll have | C had |
| 6 A didn't go | B hadn't gone | C don't go |

5 >> Choose the correct options.

Mischa: I'll go on this 'crazy' holiday Mary suggested (1) provided / unless you come too.

Paddy: I (2) will / would go, Mischa, but I don't have the money.

Mischa: Will you go if I (3) lent / lend you some?

Paddy: Maybe, but if I took your money, you (4) would have to / have to let me pay you back. I can't accept freebies.

Mischa: Of course – but whenever you can will be fine. You (5) 've done / 'd do the same for me if I were in your shoes.

Paddy: If I (6) 'd got / got that job I went for, money wouldn't be a problem.

Mischa: You'll never get a job (7) unless / if you're more confident in yourself.

Paddy: You're right; so long as I've got a confidence problem, I (8) didn't / won't get hired.

Mischa: If you weren't so talented, I (9) might understand / understood it, but you've got lots of skills, Paddy.

Paddy: You would still say that even if it (10) isn't / weren't true!

Mischa: No. I mean it. If I (11) 'd had / had half your talent, I'd be happy. What's wrong with you?!

Paddy: If I (12) was / 'm less hard on myself, maybe my confidence will improve. But I'm a perfectionist, Mischa. What am I supposed to do?

Mischa: I know, Paddy, but if everything were exactly the way we wanted it all the time, we (13) won't / wouldn't be human. Humans make mistakes – and you've got to learn to accept yours and not take everything so seriously.

Paddy: I guess you're right, Mischa. Maybe I should cheer up!

6 >>> Rearrange the words to make questions.

- you / go / if / could / in the world / you / anywhere / would / where / go / ?
Where would you go if you could go anywhere in the world?
- if / went / you / there / what / see / you / would / ?
- had / enough holiday time / you'd / have / would / gone to Mexico sooner / if / you / ?
- travelled more / if / the money / had / have / you'd / would / you / ?
- you / do / learn / when / going to / you / are / some phrases / travel abroad / ?
- try / will / if / to Spain / you / you / go / the local food / ?

7 >>> For questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given. There is an example at the beginning (1).

- I don't have a map, so I don't know where I am. **would**
If I had a map, I would know where I am.
- I don't have a smartphone, so I don't have GPS. **had**
If I _____ have GPS.
- You won't get lost if you keep close to your tour guide. **as**
You'll be OK _____ tour guide is near you.
- You'll feel safe in the streets at night if you're with other people you know. **provided**
Safety at night won't be a problem _____ friends.
- It's important to remember the name of your hotel so you can get back in the evening. **unless**
You won't be able to return to your hotel _____ name.
- The coach leaves at eight, so don't be late. **will**
If anybody _____ miss the coach.

LISTENING

>>> Recognise imaginary situations

1 Complete the tips with the words in the box.

future imagine past wish would

REMEMBER HOW TO ...

recognise imaginary situations

Listen for:

- ☐ words like *if, unless*, (1) wish and *if only*.
- ☐ sentences starting with *Supposing* or (2) _____ : *If the world were going to end ...*
- ☐ past tenses to talk about the present or (3) _____ : *If I'd been in your position, ...*
- ☐ the past perfect to talk about the (4) _____
- ☐ (5) _____ to talk about the results of imaginary situations.

2 ▶17 Listen to the first part of a celebrity panel game show. Answer the questions.



- 1 What's the name of the show? _____
- 2 What do the celebrities have to do on the show? _____
- 3 How many guests are there on the show? _____

3 ▶18 Listen to the rest of the show. Complete the sentences. Only write words you hear.

- 1 Abby would like inner cities to have no cars.
- 2 Mitch thinks there would be a problem with Abby's idea because of traffic and _____.
- 3 Abby thinks cycling would make people _____.
- 4 Mitch gives an example of when a bicycle was _____.
- 5 Abby suggests getting a(n) _____ so you know where your bike is.
- 6 Toby wants there to be a _____ giving everyone more time off.
- 7 Toby thinks kids need more free time to get involved in new _____.

4 ▶18 Listen again. Decide whether the following sentences are true (T) or false (F).

- 1 Mitch says he often arrives at work wet because of the weather. T/F
- 2 Mitch doesn't have a bicycle. T/F
- 3 Mitch's brother had an app that told him where his bike was. T/F
- 4 Mitch didn't know about the app. T/F
- 5 Abby believes the app could have solved Mitch's brother's problems. T/F
- 6 Mitch suggests that Toby's idea is a practical one. T/F
- 7 Toby changes some small details of his plan in response to Mitch's comments. T/F
- 8 We know who Mitch thinks would make the best ruler out of the two celebrities. T/F

5 Which tips in the Remember how to box did you use for help with Exercise 4? Tick (✓) them.

VOCABULARY 2

>>> Abstract nouns

- 1 For questions 1–5, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (1).

Surfing is my favourite sport. Why do I love it? Well, first there's that feeling of complete (1) *freedom* I have as I ride the wave. It makes me feel other (2) _____ emotions too, as the water carries me forward: like complete happiness and excitement. And also I value the (3) _____ I've developed with other surfers who live in my town. We're like family. Sometimes it's frustrating when you don't catch a wave, but (4) _____ is all part of the learning process. Well, that's what my aunt Zara says, anyway, and she was a champion surfer in her (5) _____.

FREE
POWER
FRIEND
FAIL
YOUNG



- 2 Complete the story with the words in the box.

fame fear freedom power youth

Everyone seems to want (1) *fame* until they get it! Famous people often complain that they need more privacy – that their (2) _____ is affected by their power. They can't walk down the street without the paparazzi trying to take their picture or (3) _____ s asking for their autograph. I can't imagine living in (4) _____ of people's reactions – you know, being afraid to say the wrong thing in front of 'the public'. I really admire celebrities who use the (5) _____ that comes with their position to do good. They raise money for charity and raise awareness of problems in the world. What would you do if you were famous?

- 3 The words in bold *italics* are in the wrong place in the text. Write them in the correct place to complete the story.

I was very lucky in my (1) *regret* *youth* . I don't remember any (2) *friendship* – I had a very happy childhood. I guess the one thing I (3) *fame* is not appreciating how hard my Mum and Dad worked and all the things they did for me. I realise now that they did everything in their (4) *sadness* to support me when I decided to work on my music full time. They showed me the meaning of family and true (5) *power* because they're so kind to each other. Recently, I've been able to make up for my (6) *youth* to appreciate them enough when I was little. My (7) *failure* as a pop musician has given me riches and opportunities I could never have imagined. It also means I can look after my family the way they looked after me when I was a kid. They travel all around the world with me now, and we're closer than ever.

- 4 Match the words in bold *italics* in the text to their opposites. Use a dictionary if you need help.

Best friends – a rescue mission!

It was an emergency! My family was out, so I phoned my friend Josie. Luckily she was close by and rushed to my house to help me. You see, I'm terrified of spiders. I know it's a *weakness*, but I can't help it. But would Josie manage to remove the big, fat hairy spider from the bath tub? Yes! *Success*! Josie calmly removed the spider and released it in the garden. Her *bravery* in the face of danger was awe-inspiring! And oh the *delight* I felt when it was gone! I've just texted her again to thank her. They say self-control comes with *maturity*, but I'm sure I'll always behave like a baby when I see a spider!

- | | |
|------------------|-----------------|
| 1 youth | <i>maturity</i> |
| 2 failure | _____ |
| 3 power | _____ |
| 4 fear | _____ |
| 5 disappointment | _____ |

WORDS & BEYOND

- 5 Choose the correct options to complete the text.

This building has been called one of the seven (1) *wonders* / *barriers* of the modern world. Its (2) *awe-inspiring* / *barren* towers and spires mix (3) *cutting-edge* / *iconic* technology with traditional features to make it a (4) *minimalist* / *contemporary* masterpiece. Although still incomplete after a century of construction, it's a working place of (5) *settlers* / *worship* and is visited not just by the religious, but by millions of tourists each year. No expense has been spared in using the best materials and skilled workers on this massive project, which is already (6) *emblematic* / *majestic* of a city with a unique architectural heritage.

GRAMMAR 2 Wishes and regrets: *I wish / If only*

»»» Talk about wishes and regrets

1 Choose the correct options to complete the grammar table.

Wishes and regrets: *I wish / If only*

Use: To express unhappiness with a situation in the present or past or with a future plan.

Form:

For present situations, use a verb in the past:

I can't go to the party. » If only I (1) could / would go.

I have to go to a wedding. » I wish I (2) wouldn't / didn't have to go.

For past situations, use the past perfect:

I gave up those lessons. » I wish I (3) had / hadn't given them up.

I didn't have a choice. » If only I (4) 'd had / had a choice.

Complaints: *I wish / If only + would*

Use: To complain about annoying behaviour.

Form: *I wish / If only + would + infinitive (without to)*

You're not listening to me. It's annoying. » I wish you (5) would / wouldn't listen to me.

2 » Choose the correct option.

- 1 I wish he wouldn't / couldn't keep bothering me.
- 2 If only you told / 'd told me earlier.
- 3 I wish I would / could sing like that.
- 4 If only he doesn't / didn't get so angry.
- 5 I wish you would / have let me give my opinion.
- 6 If only writing 's been / were as easy as speaking.
- 7 I wish I had / have your talents.
- 8 If only I haven't / didn't have to work this weekend.
- 9 I wish I were / am better at languages.

3 » Match the statements (1–9) in Exercise 2 to the responses (A–I) below.

- | | |
|-------------------------|-------------------------|
| A But he does. <u>1</u> | F But you didn't. _____ |
| B But I'm not. _____ | G But he does. _____ |
| C But I don't. _____ | H But you won't. _____ |
| D But I can't. _____ | I But it isn't. _____ |
| E But I do. _____ | |

4 » Complete the email with the correct form of the verbs in brackets. Use *would* or *could* if necessary.

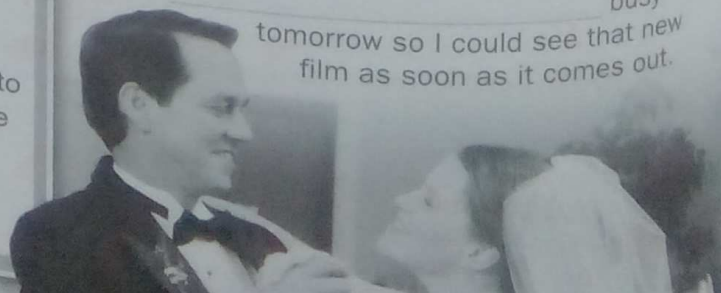
Hi Jane,

Thanks so much for the invitation to your birthday party. I really wish I (1) could come (come), but that's not possible I'm afraid, as I've got to go to a family wedding. If only I (2) _____ (do) both! The wedding's in the afternoon, but it's hundreds of kilometres away and we're booked into a hotel to stay overnight. I wish it (3) _____ (be) so far away. Then I'd be able to get back to see you on your birthday. If only I (4) _____ (know) about your party earlier; perhaps I could have talked to my parents about not going to the wedding. I wish I (5) _____ (talk) to them now, but it's too late and they expect me to go with them. They think family celebrations are important. If only they (6) _____ (understand) that it's boring for me to meet a load of older people I don't know. Anyway – you have fun and happy birthday!

Love,
Hugh

5 »» For questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given. There is an example at the beginning (1).

- 1 I don't have any idea what Jane would like for a birthday present. **knew**
I wish I knew what present to get her.
- 2 The wedding was OK, although it was a shame that it rained. **weather**
I quite enjoyed the wedding, but if only _____ better it would have been a perfect day.
- 3 The live band they had after the wedding was awful. **had**
If only _____ better.
- 4 I'm embarrassed whenever my dad tries to dance. **try**
I wish _____ to dance.
- 5 We regret staying in that terrible hotel. **such**
If only we _____ a bad hotel.
- 6 It's a pity I'm busy tomorrow – I want to see that new film as soon as it comes out. **wish**
I _____ busy tomorrow so I could see that new film as soon as it comes out.



Express and react to opinions

- 1 **▶▶▶** Listen to the conversation and decide who likes the building most, Anna or Marie.
- 2 a For questions 1–9, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (1).

Anna: Marie. So what do you (1) *think* about that, then? It's called the dancing house, but (2) _____ far as I'm concerned, it's more like a falling-over house.

Marie: Well, I (3) _____ what you mean, Anna, but it's funny, isn't it? To be quite (4) _____, if you can make architecture fun and impressive, that's fine by me.

Anna: But in my (5) _____, new buildings should fit in with the style of the older ones around them and this one doesn't.

Marie: Do you really think (6) _____? Come on, Anna. I (7) _____ disagree with you. If you had these rules, it would mean there was no room for new types of buildings in inner cities and that would be boring.

Anna: No. The way I (8) _____ it, city centres should keep their character. If you want to build a huge office block or something, do it outside the centre.

Marie: OK, Anna. That's (9) _____ up to a point. Not huge new modern towers in a city centre of small medieval buildings, but the dancing building just adds a bit of individualism to the city. Seeing something like that brightens up your day.



b **▶▶▶** Now listen and check your answers.

- 3 Match the endings (A–E) to the beginnings (1–5) to make phrases.

1 As far as I'm	<i>B</i>	A honest, ...
2 If you want	_____	B concerned, ...
3 If you ask	_____	C see it, ...
4 The way I	_____	D my opinion, ...
5 To be quite	_____	E me, ...

- 4 Choose the correct option for disagreeing but recognising the other opinion.

1 I'm not sure I *mean* / *agree*.

2 Do you *totally* / *really* think so?

3 I see what you *think* / *mean*, but ...

4 I think that's true up to a *reason* / *point*, but ...

- 5 Rearrange the words to make questions to ask for an opinion.

1 make / what / you / do / it / of / ?

2 reckon / you / do / what / ?

- 6 a Complete the *Phrasebook* with your answers to exercises 3, 4 and 5.

b **▶▶▶** Now listen to the phrases and repeat. Practise your stress and intonation.

- 7 a You're looking at this piece of art. Write a conversation including phrases from the *Phrasebook*.

A: Ask for an opinion. _____

B: Give an opinion. _____

A: Express strong disagreement. _____

B: Disagree but recognise the other opinion. _____

b Practise saying the lines of the conversation. Record yourself if you can.

PHRASEBOOK

Ask for an opinion

Give an opinion

As far as I'm concerned, ...

Express strong agreement and disagreement

I completely/totally agree/disagree.

Disagree but recognise the other opinion



WRITING

>>> Contrast ideas

1 Complete the tips with the words in the box.

despite fact nevertheless subject
though whereas

REMEMBER HOW TO ...

contrast ideas

- Linking word + (1) subject + verb
– *Although, though, even though* (strong contrast)

Position: start or middle; (2) _____
can go at the end

– *While/(3) _____* (contrast two things)

Position: start or middle

– *However/(4) _____* (in a second sentence)

Position: start, middle or end

- *In spite of / (5) _____* + noun/
pronoun/gerund

Position: start or middle

- *In spite of / Despite + the (6) _____*
that + subject + verb

2 Complete the conversation with the words in the box.

although despite however though
whereas

Emil: I think graffiti is art, (1) although you don't think so.

Ally: That's not true. It depends on how good it is. Writing words on walls isn't art, (2) _____ drawing pictures is.

Emil: Can't words be art, (3) _____?

Ally: Well, poetry and novels are a type of art, I suppose. (4) _____, I think you need more than words to make a wall painting art.

Emil: What if I wrote 'Wake up' on walls around a city in a distinctive way? Wouldn't that be art and give people a message?

Ally: Now, (5) _____ what I said earlier, that would be art because of the way you wrote it. I'm getting confused here about what art is.

3 Choose the correct options.

(1) Although / *However* I'd seen photos, I wasn't prepared for actually seeing the Mona Lisa up close when I visited the Louvre in Paris. (2) *Nevertheless* / *Despite* being so famous, the painting is surprisingly small and the colours are not very bright, so it's difficult to see details.

The Mona Lisa has a strange history. (3) *While* / *In spite of* we know it was painted by Leonardo da Vinci in about 1505, we don't know for sure who the woman was. Most experts think she was the wife of a rich merchant. (4) *Although* / *However*, some suggest it might actually be a self-portrait. Maybe this is what the artist Marcel Duchamp was suggesting when he drew a moustache and beard on a postcard reproduction in 1919.

The biggest mystery is the smile. To some people she seems to be smiling, (5) *though* / *despite* others disagree. Then there's the question of her eyebrows. Leonardo was a great painter of detail. (6) *Whereas* / *Nevertheless*, he did give her any. Why is that?

(7) *In spite of the fact that* / *However* it has been damaged and badly cleaned over the years, it remains one of the most iconic images in the world.



4 For questions 1–4, read the text below and think of the word which best fits in each gap. Use only one word in each gap. There is an example at the beginning (1).

(1) Even though most people say the Eiffel Tower is a thing of beauty, I think it's just a big, old metal tower when viewed during the daytime.

(2) _____, it's true that at night it becomes something very special indeed. In (3) _____ of it being an 'ugly' building by day, when it is all lit up in the dark, it's truly magical.

(4) _____ Paris at night is beautiful viewed from any quarter, nothing compares with the view from the top of La Tour Eiffel, as the locals call it. So would I recommend a visit? Very much – but only once darkness falls.



- 5 You're going to write a review of a work of art you've seen or a place you've visited. It doesn't have to be a famous work of art or place. Make notes. Use the *Writing plan* to help you prepare.

WRITING PLAN

Give your review a title: _____ ☐

Paragraph 1

Say what you're reviewing (name, location, history, etc). _____ ☐

Paragraph 2

Describe the place / work of art. _____ ☐

Paragraph 3

Say what your impressions of the place / work of art were (good and bad). _____ ☐

Paragraph 4

Give your recommendation. (Should other people visit or not?) _____ ☐

WRITE AND CHECK

- 6 Write your review. Remember to use linking words to contrast ideas. Write about 150–180 words. Then, tick (✓) the stages in the *Writing plan*.

Learn from your mistakes

- 1 Read the mistakes and order them in terms of how serious they were. It's YOUR decision – there's no right answer.

- 1 I fell off my bike because I was going too fast down a hill in the rain. _____
- 2 I left my mobile on a table in a café. _____
- 3 I didn't close the windows when I left the house. _____
- 4 I sent a message saying bad things when I was angry with my friend. _____
- 5 I dropped the pizza on the floor. _____
- 6 I didn't read the composition question correctly. _____

- 2 Match the mistakes (1–6) in Exercise 1 to the consequences (A–F).

- | | |
|-------------------------------|--------------------------------------|
| A It was stolen. _____ | D Someone stole my laptop. _____ |
| B She won't talk to me. _____ | E I got a bad grade. _____ |
| C I broke my arm. <u>1</u> | F We had to order another one. _____ |

- 3 Match the continuations (A–F) to the sentences (1–6).

When (not if) you make a mistake ...

- 1 don't lie or give excuses. C
- 2 don't hide your feelings or problems from your parents. _____
- 3 accept your mistakes because you can't change them. _____
- 4 don't feel stupid or guilty. _____
- 5 look back at your mistakes with a sense of humour. _____
- 6 it's easy to make new mistakes by thinking of earlier ones. _____

- A They only want to help you.
- B Remember this saying: 'A man fears the tiger that bit him last, instead of the tiger that will bite him next.'
- C The truth always comes out in the end.
- D When friends tell you stories of their mistakes, it makes you laugh, doesn't it?
- E Think of what you could have done differently and try to do better in the future.
- F That doesn't help.

- 1 For questions 1–10, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (1).

Daley James is one of the youngest best-selling authors in the US. He's just 15 and his wildly (1) *successful* book *On the Horizon*, has sold over 10 million copies. What are the book's (2) _____? Well, it's very funny. The dialogue is (3) _____. The main character is (4) _____. And the message is (5) _____ – how kids can do big things by just being themselves. We interviewed Daley about his success – he expressed (6) _____ at his new-found fame, but he's very happy about it. The only thing he doesn't like is that he is recognised a lot. 'It's no (7) _____ to say that I can't go out without people constantly asking for my autograph!' he says. So he sometimes changes his (8) _____ to avoid the problem. Now he's busily writing his second novel. What's it about? 'It's about an (9) _____ boy who's a bit (10) _____. That's all I can say at the moment.'

SUCCESS
STRONG
IMAGINE
MEMORY
MEANING

AMAZE

EXAGGERATE

APPEAR

GO

FORGET



- 2 For questions 1–10, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (1).

Miranda Cousins, who's 17, is an entrepreneur. Two years ago, she started her business designing and selling shoes. When she came up (1) *with* the idea, her father taught her about financial planning. He still keeps an eye (2) _____ finances while Miranda is responsible (3) _____ the more creative side of the business 'It's hard work, but I'm very proud (4) _____ what I've achieved so far. Most of my friends aren't aware (5) _____ how much work it involves. And sometimes I feel I'm missing out (6) _____ enjoying free time with them at weekends. But I'm so busy! At the moment I'm getting ready (7) _____ the launch of my winter collection. I'm pleased that my brand name is becoming famous (8) _____ its good quality and cool design. I'm really making a name (9) _____ myself and I'm going to carry (10) _____ working as hard as I can.

- 3 Complete the text with the words in the box.

ultimate expense fairy tale office blocks disappointed
skyscraper seashore jewel awe-inspiring diversity

If your (1) *ultimate* goal in life is to be an architect, check out these memorable, (2) _____ buildings on the internet. The Capital Gate in Abu Dhabi is a (3) _____. It's 160 metres tall, and it leans 18 degrees – four times more than the Leaning Tower of Pisa! No (4) _____ was spared in its cutting-edge construction. The Peles Castle in Romania is like a building from a (5) _____. The Nautilus house in Mexico is shaped like a shell you can find on the (6) _____. The Taj Mahal is a (7) _____ of 17th century art in India. Look and you'll find a (8) _____ of interesting designs. You'll find everything from (9) _____ to palaces. Start looking now. You won't be (10) _____.

ALL ABOUT ME

- What one thing about your life would you most like to change if you could? Why?
- What's your biggest regret? Why?
- What goal would you most like to achieve before the end of the year? Why?

1 Choose the correct options to complete the text.

I was always (1) read / reading books about Ancient Egypt when I (2) was / were in primary school. I still think it (3) was / is a very interesting subject today, but back then I was obsessed! I (4) had read / had been reading at least 30 books on the topic by the time I was 12. I was a virtual encyclopaedia of knowledge – (5) few / a few 12-year-olds can say that! I would never (6) get / getting tired of reading about the pharaohs, the pyramids, the chariot races and so on. I (7) had / 'd had such a deep interest that I (8) use to / used to sit in my room for hours reading with my lamp on. Every class project in history class I (9) 'd want / was wanting to do on Egypt. I think Ms Baines thought I was a (10) little / lot crazy! But she appreciated my enthusiasm for the subject.

2 For questions 1–9, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (1).

History was my favourite class and Ms Baines was, of course, my favourite teacher. I was really sad on my last day in primary school as it meant (1) no more lessons with her. I thought it was (2) _____ end of the world! But then, in secondary school, I met Mr Carthy. He was my new history teacher and he opened my eyes up to (3) _____ of the other great civilisations, like the Greeks, the Romans (4) _____ the Persians. (5) _____ of his lessons were boring because he loved what he did and had a (6) _____ of enthusiasm for it. This enthusiasm caught on and all (7) _____ class started to love history. Even (8) _____ a student was very sick, they never missed (9) _____ day in the timetable with history on it.

3 For questions 1–5, read the text below and decide which answer (A, B or C) best fits each gap. There is an example at the beginning (1).

I (1) _____ studying at university for two years in May – that's only a few months away. What (2) _____ studying? Well, history, of course! (Actually, archaeology ...) I (3) _____ what I wanted to do from a very young age, so the final decision when it came to choosing my course (4) _____ easy. I wanted to be like my hero, Howard Carter, who discovered the tomb of Tutankhamun. Some day I (5) _____ to discover treasures of the ancient world too, you know? I want to bring history to life.

- | | | |
|-------------------------|--------------------|---------------|
| 1 A <u>Il have been</u> | B have been | C had been |
| 2 A was I | B am I | C will I |
| 3 A was always knowing | B had always known | C always know |
| 4 A is | B was | C will be |
| 5 A want | B am wanting | C wanted |

4 Complete the text with the correct form of the words in brackets.

I (1) want (want) to go to Egypt some day, of course, but my first period of work experience (2) _____ (likely, be) a field trip to Machu Picchu in Peru. I won a prize of a trip there because my last project got the highest mark of any in my year. I'm really pleased with myself. I (3) _____ (never, work) harder on anything in my entire life and I still (4) _____ (not believe) I won! Unfortunately, I'm (5) _____ (not take part) in the actual archaeological dig for treasures, though. I'm just (6) _____ (go) there to watch and observe. The dig site is in the jungle near the actual ruins of Machu Picchu. I have a free day on the first Friday and I hope (7) _____ (take) a tour of this famous site. It (8) _____ (be) a dream come true when I see it.



CURIOUSER AND CURIOUSER

VOCABULARY 1

Talk about unusual collections

- 1 a Match the prefixes in the box to 1–8 to make new words.

alter bar common extra non off over un

- | | | |
|---------------------------|---|----------|
| 1 non descript | 5 | ordinary |
| 2 predictable | 6 | beat |
| 3 place | 7 | priced |
| 4 gain | 8 | native |

- b For questions 1–7, read the text below and write the word which best fits each gap from Exercise 1a. Use only one word in each gap. There is an example at the beginning (1).

I love going to street markets and craft fairs because you never know what you might find. In other words, they're (1) unpredictable places where you can pick up quirky, (2) _____ objects like this absolutely (3) _____ lamp. Have you ever seen anything like it? And it was a real (4) _____ at only €20. Some things are (5) _____, but with a bit of humour you can usually get the price down. It's good to have a(n) (6) _____ to the (7) _____ stuff you find in the normal high street shops, which all looks the same to me – so dull.



- 2 Choose the correct options to complete the text. Note: some of the options are from *Extend your vocabulary* on page 134 of the Student's Book. If you don't know a word or phrase, use your dictionary to help.

As a student at university in another country, I have to be careful with money, so I always book my flights home well in advance with a (1) low-cost / low-priced airline. Even with these companies, though, flights, especially in the summer, can cost (2) exorbitant / an arm and a leg if you book last minute. They're a total (3) rip-off / bargain in my opinion. There should always be (4) tacky / affordable flights available for people who have to travel unexpectedly as I did recently. I had to pay the (5) exorbitant / unique price of €500 and found myself sitting next to someone who had paid just €150 for the same return flight! Needless to say, I was pretty annoyed about that, though the passenger in question's (6) off-the-wall / run-of-the-mill sense of humour did help cheer me up a bit and help me see the funny side of things.

- 3 Complete the conversation with the words in the box.

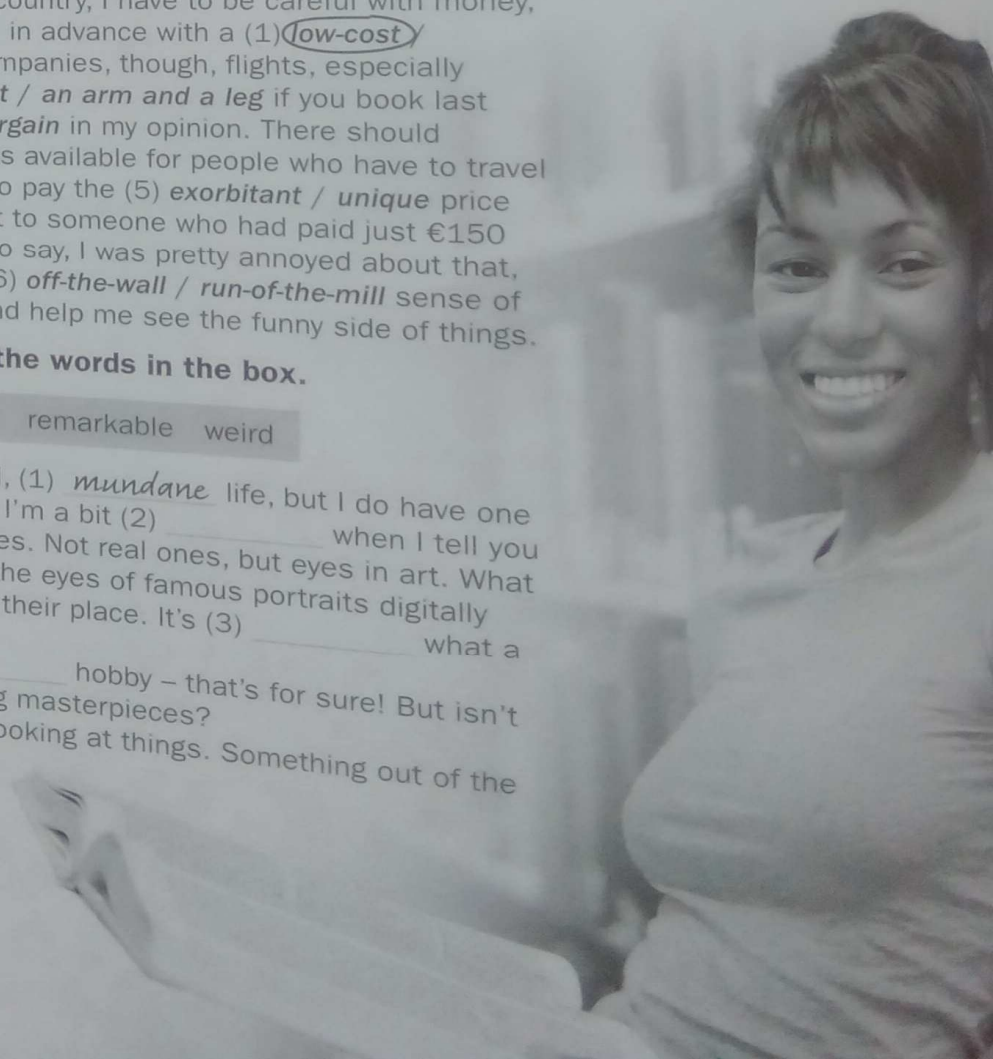
commonplace ~~mundane~~ ordinary remarkable weird

Rav: I suppose I live a pretty normal, (1) mundane life, but I do have one claim to fame. You might think I'm a bit (2) _____ when I tell you I've got a huge collection of eyes. Not real ones, but eyes in art. What I've done is that I've changed the eyes of famous portraits digitally and put other people's eyes in their place. It's (3) _____ what a difference it makes.

Van: Interesting! Not a(n) (4) _____ hobby – that's for sure! But isn't that a little bit tacky – changing masterpieces?

Rav: No. It gives you a new way of looking at things. Something out of the (5) _____.

Van: It certainly makes you think.



Understand the writer's purpose

1 Complete the tips with the words in the box.

action circumstance facts inform persuading purpose

REMEMBER HOW TO ...

understand the writer's purpose

- Identify the text type. Think about its typical (1) purpose : to (2) _____, give instructions, sell something, etc.
- As you read, consider the purpose of individual sections/paragraphs. Ask yourself:
 - Do my (3) _____s (age, location, occupation ...) make me a target reader?
 - Is the writer presenting (4) _____ or opinions (see Student's Book page 40)? Do I need to double-check facts?
 - Do I need to take (5) _____ (follow advice, make a decision, get in contact ...)?
 - Is the writer (6) _____ me to do something? If so, should I do it?

2 Read the five texts (A–E) and match them to where they are from (1–5).

A Imagine swimming in crystal clear waters just metres from your beachside wooden chalet or stone villa. This can be your dream come true. Choose from locations all over the Caribbean islands from quiet, dreamy Tobago to vibrant, lively Jamaica. We have the highest quality accommodation and specialise in catering for couples. Family packages are not available. Check out our website for video tours of all our destinations. Book early to get the best bargains.

B A good way for visitors to save money is with the all-in-one travel card. You can take any means of public transport: bus, metro or tram for a day, three days or a whole week with no restrictions on the time of day you can travel. Cards are available from all bus and rail ticket offices and many high street shops.

Further discounts are available to under-18s.

C If you are thinking of borrowing for a specific purpose, we are at your service to give you the best advice on the types of loans available. We compare a variety of short- and long-term loans to help you choose the one that best fits your needs. Book an appointment with one of our experts now for free, independent advice. The Credit Advice Bureau – open Monday to Friday, 9am to 5pm. Find us at local council offices across the UK.

D I awoke to the sound of birdsong and opened the shutters to reveal another bright, sunny Caribbean morning. But way out over the sea clouds were gathering on the horizon and heading this way. I could feel the wind on my face bringing them closer. It was not going to be a run-of-the-mill day, especially as Jack was to arrive from Iceland in a few hours. We hadn't seen each other in three years. I was both excited and, strangely, scared.

E *What if my computer freezes?* If your computer freezes and you can't use the keyboard or mouse, one simple thing you can try is to turn the device off and unplug it. Wait for 10 seconds, then reconnect and turn it on again. If that doesn't work and the screen is still blank or you can't connect to the internet, contact the vendor for further assistance. Note: if you are under 15, please ask your parent or guardian to contact the vendor on your behalf.

- 1 a novel
- 2 an information leaflet
- 3 a holiday brochure

D

- 4 a manual
- 5 a tourist information booklet

D

3 For questions 1–7, write the letter of the text (A–E) from Exercise 2. For some questions, there is more than one answer.

Which text(s) ...

- 1 is about a meeting between old friends?
- 2 provide only factual information?
- 3 gives practical advice to solve a technical problem?
- 4 tries to persuade you to buy something?
- 5 is about a useful face-to-face information service?
- 6 mentions specific holiday locations?
- 7 would definitely not be targeting young teens?

GO BEYOND

Research a holiday site page and note down the adjectives it uses in your notebook to describe a place and try and persuade you to go there.

GRAMMAR 1 Verbs followed by *-ing* and/or infinitives

>>> Use gerunds and infinitives

1 Complete the grammar table with the verbs in the box.

enjoy forget love manage would

Verbs followed by <i>-ing</i> or infinitive	
▪ (1) <i>enjoy</i> , keep, mind, practise, admit, deny, suggest, succeed in, dream about	doing
▪ choose, hope, (2) _____, ask (me), help (me), want (me), advise me, encourage me, invite me, teach me, tell me, warn me, would like/love/hate/prefer (me)	to do
▪ can, could, should, will, (3) _____, used to, make me, let me	do
Verbs followed by <i>-ing</i> and infinitive	
same/similar meaning verb + <i>doing</i> / <i>to do</i> :	
▪ like, (4) _____, hate, prefer, begin, continue, start	
different meaning verb + <i>doing</i> / <i>to do</i> :	
▪ stop, (5) _____, remember, try, mean	
<i>I stopped thinking</i> = <i>I didn't think anymore</i>	
<i>I stopped to think</i> = <i>I stopped doing something and started thinking</i>	

2 > For questions 1–7, read the text below and decide which answer (A, B or C) best fits each gap. There is an example at the beginning (1).

Amil: Why are you late?

Zane: Because I stopped (1) _____ what's on at the arts centre.

Amil: I remember (2) _____ there with my school once. They told me not (3) _____ things.

Zane: Well, this is different. They encourage you (4) _____ things. It's about textiles and clothes, so you have (5) _____ them to get the whole experience. Oh, I forgot (6) _____ you that I met Mo there. He succeeded in (7) _____ into his first choice university. Isn't that great?

- | | | |
|--------------|-----------------|------------|
| 1 A seeing | B <u>to see</u> | C see |
| 2 A to go | B go | C going |
| 3 A touch | B to touch | C touching |
| 4 A to touch | B touching | C touch |
| 5 A feeling | B feel | C to feel |
| 6 A to tell | B telling | C tell |
| 7 A getting | B get | C to get |

3 > Choose the correct options to complete the text.

The defendant admitted (1) breaking / *to break* the vase on exhibition in the City Gallery, but denied (2) *to be* / *being* a criminal as he was an artist and he was trying (3) *to make* / *making* a political statement about the value of art. He wanted art galleries to start (4) *show* / *showing* the work of local artists and not the overpriced objects of celebrities. He refused (5) *apologising* / *to apologise* and said that as he could not (6) *pay* / *to* pay for the damage to be repaired, he would therefore (7) *accepting* / *accept* a prison sentence if that was the punishment the judge saw fit to give him.

4 >> Complete the paragraph with the correct form of the verbs in the box.

ask be (x2) relate share speak take work

When I first started (1) working here as a security guard, I thought I'd get really bored because I'd just have to sit down in the same room every day and stop people (2) _____ photos. But actually, we have responsibility for different rooms each day and that means (3) _____ surrounded by a constantly changing view of incredible works of art that I'm paid to look at. And people keep (4) _____ you questions about the paintings and I enjoy (5) _____ what I know with them. I don't mind (6) _____ better to people – and I've also learned a lot about art. I also practise learned (7) _____ English with the tourists. (8) _____ here at all and I've



»» Complete the conversation with the correct infinitive or -ing form of the verbs in brackets.

- Jamie:** Do you remember me
(1) telling (tell) you that I found an unusual coin in the garden a couple of months ago?
- Dave:** Yeah. And I advised you
(2) _____ (take) it to the local history museum to find out what it was.
- Jamie:** Exactly. Well, last weekend I finally took it.
- Dave:** And what happened?
- Jamie:** Actually they were very interested in it! The museum curator said he couldn't remember (3) _____ (see) anything like it before and that he thought it was quite remarkable. He asked if I would let him (4) _____ (keep) it for a while. He wanted (5) _____ (send) it to a coin expert, you see. He said it could (6) _____ (be) worth a lot of money.
- Dave:** Wow! And ... ?
- Jamie:** Well, I spent a few days dreaming about (7) _____ (become) rich, and trying (8) _____ (be) patient. Now, finally, they've phoned me and asked me (9) _____ (come) and see them! Would you mind (10) _____ (come) with me? I'm so nervous! I can't stop (11) _____ (think) it might very old – and valuable!
- Dave:** Of course I'll come! But I'm warning you (12) _____ (keep) calm until we speak to them. You might be very disappointed.

»» Write the sentences out in full to complete the conversation.

- Pam:** (1) you / like / have / a cup of tea?
Would you like to have a cup of tea?
- Elsa:** (2) that / be / very nice.
- Pam:** (3) where / you / like / go?
- Elsa:** (4) right now, / I / prefer / go / somewhere warm.
- Pam:** (5) you / want / me / show you / the new museum café?
- Elsa:** (6) Lovely. I'll / need / stop / and get some money on the way, though.

7 »» For questions 1–10, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given. There is an example at the beginning (1).

- I was bored, so my mum came up with the idea of a visit to the special Tutankhamen exhibition in London. (SUGGESTED)
I was bored, so my mum suggested going to the special Tutankhamen exhibition in London.
- I got my friend Alice to agree to come with me. (PERSUADED)
I _____ come with me.
- It was difficult to get tickets, but we finally managed to get two for Tuesday afternoon. (SUCCEEDED)
It was difficult to get tickets but we finally _____ two for Tuesday afternoon.
- My expectation was that we would be at the museum by three in the afternoon at the latest. (HOPED)
I _____ at the museum by three in the afternoon at the latest.
- We caught a train to London. At first it was interesting to watch the other people on the train. (ENJOYED)
We caught a train to London. At first I _____ other people on the train.
- But after an hour I really didn't want to travel anymore. (STOPPED)
But after an hour it _____ interesting.
- Then the train stopped between stations and an official told us there would be a short delay. (WARNED)
Then the train stopped between stations and an official _____ expect a delay.
- I recall I wasn't worried at first. But after a while, I was. (REMEMBER)
I _____ worried at first. But after a while, I was.
- We arrived the museum very late and we weren't allowed in. (LET)
We arrived at the museum very late and they _____ in.
- We still were able to see the exhibition – we did the tour online the next day! (MANAGED)
We still _____ the exhibition – we did the tour online the next day!



LISTENING

Deal with new vocabulary when you listen

1 Complete the tips with the words in the box.

attention context general note picture speak topic

REMEMBER HOW TO ...

deal with new vocabulary when you listen

- ☐ Predict the (1) topic and (2) context. Read the task and questions carefully and look at any (3) picture s.
- ☐ Use your (4) general understanding of the topic to help you predict what might be said.
- ☐ Keep your (5) note on understanding the main ideas. They provide the context to help you guess what new words mean.
- ☐ Note *how* people (6) speak. Are they angry? Excited? Predict what they might want to say.
- ☐ If listening twice, make a (7) picture of things to listen for the second time.

2 Read the title of this talk. What do you think the topic is? Choose A, B, C or D.

Title: It's not easy seeing green.

- A the environment
- B frogs
- C plants
- D colour blindness

3 Listen to the talk. Check your answer to Exercise 2 and put the topics in the order you hear them from 1 to 6.

- A food
- B daily activities
- C the two types of colour blindness
- D numbers of people affected
- E what science has discovered 1
- F jobs

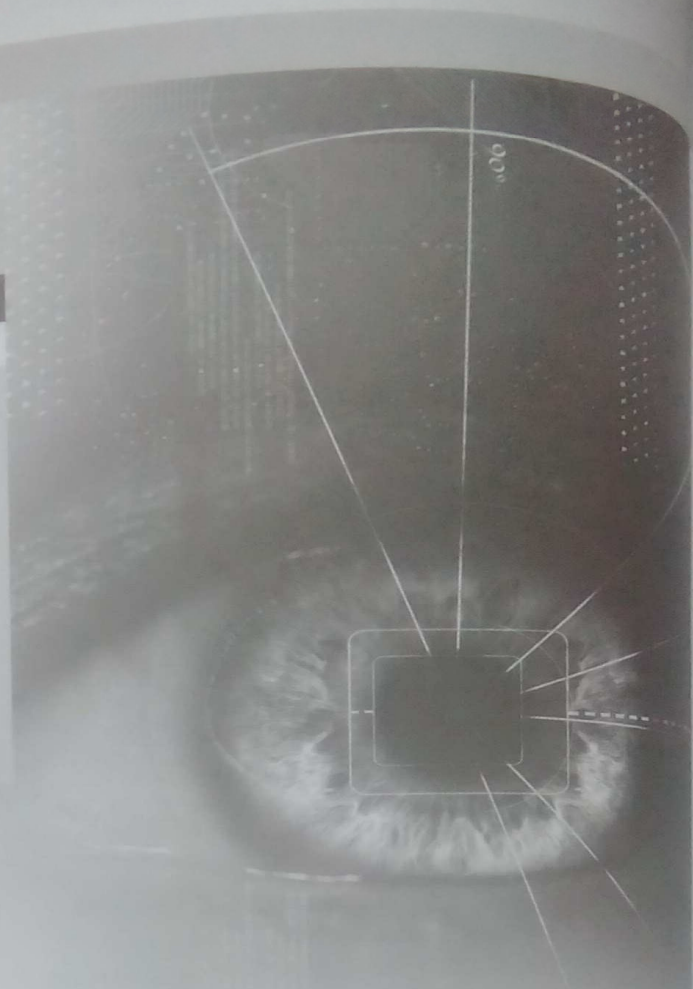
4 How does the speaker sound? Choose A, B, C or D.

- A upset
- B excited
- C serious
- D light-hearted

5 You will hear the recording again. For questions 1-6, listen and choose the best answer, A, B or C.

- 1 The speaker has a problem with his ...
 - A mother.
 - ☒ B eyesight.
 - C father.
- 2 The last chromosome pair (23) decides ...
 - ☒ A whether a person is male or female.
 - B whether or not a person is colour blind.
 - C how bad a person's colour blindness is.
- 3 The speaker says that colour blindness affects ...
 - ☒ A more boys than girls.
 - B millions of women in the world.
 - C about 8% of people globally.
- 4 Colour blind people ...
 - A see blacks and whites clearer than other people.
 - ☒ B aren't allowed to do some jobs.
 - C should avoid all creative jobs.
- 5 The speaker has more problems with ...
 - ☒ A LED lights.
 - B red traffic lights.
 - C green traffic lights.
- 6 When talking about his red/green colour blindness, the speaker mentions food to make the point that ...
 - A he can't cook at all.
 - B bananas are different colours.
 - ☒ C he also has trouble with other colours.

6 Which tips in the Remember how to box did you use for help with exercises 2, 3, 4 and 5? Tick (✓) them.



Verbs to describe change

- 1 Complete the paragraph with the words in the box. There may be more than one correct answer.

decreasing growing increasing leading resulting rising

House prices have been (1) *increasing* for the last 15 years, (2) _____ in the present situation where an average house costs twice as much as it did in 2000. House ownership, especially amongst the young, has been (3) _____ dramatically as (4) _____ prices have made homes unaffordable in many parts of the country. This is (5) _____ to (6) _____ numbers of the young staying with parents much longer into their thirties.

- 2 For questions 1–7, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (1).

When I was a student, I rented an old house with friends. It was in a bad condition, but we (1) *transformed* it by painting it in bright colours and we (2) _____ our own vegetables in the garden to (3) _____ our food bills. This gardening hobby (4) _____ into an interest in becoming as self-sufficient as possible. We got some chickens so we didn't have to buy eggs, and cycling everywhere (5) _____ in a huge saving in transport costs. I also noticed a (6) _____ in my fitness, which hadn't been very good. But the biggest and most beneficial change was undoubtedly a huge (7) _____ in my stress levels – I felt so much more relaxed.

- | | | | |
|-----------------|---------------|---------------|-----------------|
| 1 A transformed | B turned into | C increased | D resulted into |
| 2 A raised | B grew | C transformed | D shrank |
| 3 A fall | B shrink | C result in | D grow |
| 4 A shrank | B led | C resulted | D turned |
| 5 A resulted | B turned | C shrank | D lead |
| 6 A fall | B result | C rise | D shrink |
| 7 A transform | B rise | C lead | D fall |



WORDS & BEYOND

- 3 Complete the conversation with the words in the box.

affordability bags boundaries marble origin outsiders

- Will:** I don't think collecting shopping (1) *bags* is right for me as I don't really like shopping, so I was wondering what I could collect.
- Rob:** Well, (2) _____ is an important factor. You don't want to spend too much. What about stamps or (3) _____ s? They're small and colourful.
- Will:** Maybe stamps are more interesting. I could join a stamp club and organise them by country of (4) _____.
- Rob:** Or by themes, such as birds or famous people. There are no (5) _____ – just use your imagination. You know, I might join you. Do you ever feel we're (6) _____ a little bit? Maybe joining a club might help us to fit in more.



- 4 Complete the text with the words in the box.

blast consent hands-on ideological juxtaposition quirkiness

I got on well with Ed on a personal level – he's a nice guy. On a(n) (1) *ideological* level, we were very different people, though. I'm an environmental campaigner, and having a green conscience was something he couldn't care less about not too long ago. But I thought if he got some (2) _____ experience, he might come over to my way of thinking, so I invited him to come on a volunteer holiday with me to the Antarctic. He liked the (3) _____ of the idea so he said yes – well, after getting his parents' (4) _____ to come, of course. And we had an absolute (5) _____ – it was the best experience ever. It opened his eyes to the seriousness of the situation with global warming. His attitude towards environmental issues today is in complete (6) _____ with the one he had before our Antarctic adventure.

GRAMMAR 2 Comparisons

>>> Compare people, things and actions

1 Complete the grammar table with the words and phrases in the box.

as much as brighter far fewer less the happier the most

Comparison
Comparatives, superlatives, (not) as ... as ... Use: With adjectives and adverbs to compare things. Green is a (1) <u>brighter</u> colour than brown. Yellow is (2) <u>less</u> popular colour for taxis. Girls don't suffer from colour blindness (3) <u>far</u> boys.
Comparing nouns Use: To compare the quantity or number of things. Form: more/less/fewer + noun Dogs can see (4) <u>more</u> colours than humans.
Intensifiers Use: To make a contrast stronger (a lot, far, much) or weaker (a bit, a little, slightly). We can see (5) <u>much</u> more colours than dogs can.
Repeated comparatives Use (1): For things that are changing. Form: comparative + and + comparative It's less and (6) <u>more</u> common to see black taxis. Use (2): To show how one action affects another. Form: the + comparative ... the + comparative The brighter the colours are, (7) <u>happier</u> I feel.

2 > Complete the sentences with the comparative or superlative form of the adjectives in brackets.

School buses are yellow in many countries and that's because it's probably (1) the safest (safe) colour on the road. We notice yellow (2) (fast) than other colours and it's (3) (easy) to see in bad weather conditions. Apparently, yellow is also a colour that makes you feel (4) (hungry) than usual, which is why it's said to be (5) (popular) colour of all in the spectrum, yellow is often associated with happiness. However, most people think yellow teeth are (7) (not attractive) as white ones.

3 >> Complete the second sentence in each pair with a repeated comparative so that it has a similar meaning to the first.

- If you spend a lot, you don't have so much money.
The more you spend, the less money you have.
- If you have a big house, you have to spend a long time cleaning it.
house, cleaning it.
- If you travel, you learn things.
travel, you learn.
- If you wear bright clothes, you might feel a little happier.
clothes you wear, feel.

4 >> Choose the correct option.

- More and more / most people are living in cities.
- Fewer and fewer / Less and less people are in villages.
- Far / Much more tall buildings are being built.
- Slightly / A bit more cars are on the roads.
- I spend slightly less / fewer time getting to work since I moved.
- Much / Many more needs to be done to improve public transport.

5 >>> For questions 1–8, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (1).

I was thinking about painting my room bright yellow and I was (1) slightly surprised to read that perhaps it would affect my ability to sleep. Then I thought that was a (2) little silly as you can't see the walls with your eyes shut. There are (3) fewer more things that can stop you sleeping (4) just your wall colour. I then read that pink is the (5) most peaceful colour and calms you down (6) more than others. That sounded nice at first, but I'm not as sure (7) as I was about pink anymore, though. I now think it's a much (8) better idea to go for a light blue to remind me of summer skies.



SPEAKING

Interact with other people in a conversation

1 Listen to the conversation and answer the questions.

- 1 Why does Joe call Amina?
- 2 Does Amina change her mind? Yes / No

2 a For questions 1–6, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (1).

Joe: Hi, Amina. It's Joe here. I was wondering if you're doing anything ...

Amina: (1) *Just* a minute. I'm on the other line. Look. I'll call you back in a minute, OK?

Joe: Oh, alright.

Amina: Joe, hi. Sorry about that. How are you?

Joe: Not too bad, thanks. I just wondered if you'd ...

Amina: (2) a second – that's the doorbell – let me just answer it. Don't hang up ... Hello? Sorry. My brother forgot his keys again. So what were you (3) ?

Joe: It's just that Alice and Priya and I are going to the cinema on Saturday and we thought you might like to join us ...

Amina: I'm (4) , but I've already got something arranged for Saturday and ...

Joe: Hang (5) . It's the premiere of *Howling Wolf* and the stars are going to be there on the red carpet. I know you collect autographs and you might be able to get theirs. Are you sure you can't change your plans?

Amina: (6) , now that I think about it, my plan's for Sunday, so I could come. What time?

b Listen again and check your answers.

3 a Write the words and phrases in bold *italics* from Exercise 2a in the correct place in the *Phrasebook*.

b Now complete the *Phrasebook* with the phrases in the box. Write each phrase under the correct heading.

As I was saying ... By the way, ... So ... Yes, but ...

c Listen and repeat the phrases, paying special attention to intonation and stress. Record yourself if you can and compare what you say with the recording.

4 a Write a conversation between two friends including phrases from the *Phrasebook*.

A: Call a friend (B) about a problem/suggestion.

B: Interrupt A and give a reason.

A: Return to the topic.

B: Interrupt again and change the topic.

A: Interrupt and say you'll call back.

b Practise saying the lines of the conversation. Record yourself if you can.



PHRASEBOOK

Interrupt

Change topic

Return to a topic

WRITING

>>> Write an article

- 1 Read the tips about how to write an article. Three sentences have been removed. Choose the sentence (A–D) that best fits each gap (1–3). There is one sentence which you do not need to use.

REMEMBER HOW TO ...

write an article

- Give your article an interesting title.
(1) D
- Start with a short introduction.
(2) Encourage the reader to continue.
- Use two or three paragraphs to develop the topic.
(3)
- Conclude with a personal opinion or comment.

- A Include questions if appropriate.
- B Do not use contractions (*I'd*, *You're*, etc).
- C Include any background information the reader needs.
- D It should make people curious to read the article.

- 2 Read the paragraphs quickly. Match the things they relate to (A–C) to the numbers (1–3).

- | | |
|--------------------|-------------------|
| 1 33 <u>C</u> | A death of Ripley |
| 2 1949 <u> </u> | B cars |
| 3 100 <u> </u> | C museums |

- (A) If you go to one of the *Ripley's Believe It or Not!* museums, you'll be amazed by not just what you can see but also by what you can do. You'll find out just how off-the-wall the world can be.
- (B) Do you want to see a dinosaur's egg or measure yourself against the world's tallest man? Well, you can if you visit one of the 33 museums around the world named after an American cartoonist, adventurer and collector who died in 1949. Let's find out about him.
- (C) His name was Robert Ripley and he was interested in the weird and the wonderful. On his extensive travels around the globe he collected unusual objects and wrote about the unbelievable things he saw and experiences he had. He became very rich through his books, talks and exhibitions, and the modern *Ripley's Believe It or Not!* TV series, inspired by Ripley himself, is very popular today.
- (D) He was in some ways an odd man. He owned over a hundred cars, but never learned to drive and he refused to use a telephone, thinking it would kill him.

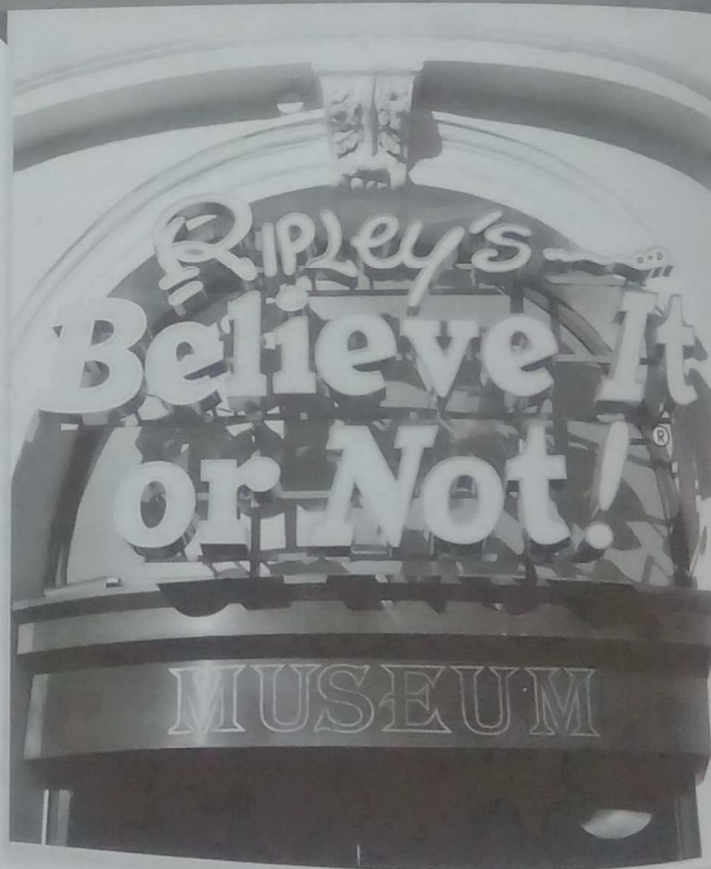
- 3 Read the paragraphs again. For questions 1–6, write the letter of the correct paragraph (A–D). The paragraphs may be chosen more than once.

Which paragraph ...

- 1 invites the reader to read more?
- 2 gives a favourable personal opinion?
- 3 asks the reader a question?
- 4 gives basic information about a person?
- 5 gives extra information about a person?
- 6 links background information to the present?

- 4 The paragraphs in Exercise 2 make up an article about *Ripley's Believe It or Not!* but are in the wrong order. Put them in the correct order. Write each paragraph letter (A–D) in the correct place.

Believe It or Not!



First paragraph: B

Second paragraph:

Third paragraph:

Fourth paragraph:

- 5 You're going to write an article for a teen magazine about a strange or unique experience you had. It doesn't have to be real. Make notes. Use the *Writing plan* to help you prepare.

WRITING PLAN

Give your article a title:

Paragraph 1

Write a short introduction – ask questions to encourage the reader to continue.

Paragraph 2

Give any relevant background information.

Paragraph 3

Give extra information and develop your article.

Paragraph 4

Give your opinion or comment (on what you learned, for example).

WRITE AND CHECK

- 6 Write your article. Remember to use linking words to contrast ideas. Write about 150–180 words. Then, tick (✓) the stages in the *Writing plan*.

>>> Understand how adverts try to sell to you

- 1 Match what the adverts are for (A–E) to five of the adverts (1–7). You don't need to use two of the adverts.

- 1 In May for every call you make we will give one cent to A Smile for a Child Charity.



- 2 **1,000 lucky winners every week!**

- 3 **NEW** longer-lasting mango flavour

- 4 *Because you want to look your best.*

- 5 **Register online now for more special offers.**

- 6 Use your unique voice to activate. It understands you and you alone.

- 7 **More salad, more sauce, more taste for you – and, best of all, now HALF-PRICE**

- A a hair product
B a mobile phone
C a phone service provider
D a burger restaurant
E a chewing gum

C

- 2 Which method does each advert in Exercise 1 use to sell to you? Write the number of the advert (1–7).

It ...

- A offers prizes.
B wants your data to give you extras.
C makes you feel special.
D appeals to your philanthropic side.

2

- E pretends it knows your feelings.
F highlights one product improvement.
G is cheaper.

- 1 For questions 1–8, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (1).

Museums can be quite (1) *remarkable* and scary places at night, especially ones which exhibit statues. You don't need much (2) _____ to think of them coming to life in the dark. I once worked as a security guard at a museum and had one (3) _____ night when I could hear noises, but I couldn't work out where they were coming from. I'm usually a (4) _____ guy and I look for (5) _____ explanations for things. However, on this occasion, I went all around the building but couldn't find the source of the (6) _____ noise, which seemed to be coming from everywhere and nowhere. Then I realised that it was coming from the ventilation shafts that bring fresh air into the building. We investigated in the morning and then it became (7) _____ what had happened. Bats had got in and what I was hearing was the noise of them moving around up there, trying desperately to get out. I felt rather (8) _____ thinking that the exhibits were after me, when it was just a few harmless bats.

REMARK
IMAGINE

MEMORY
SENSE
REASON

MYSTERY

APPEAR

FOOL

- 2 Complete the text with the words in the box.

architecture building expense extraordinary
façade fame iconic memorable pride
quirkiness result rise structure transform



The Sydney Opera House is a(n) (1) *building* residents of the city take great (2) _____ in. One of its most unique and famous features is of course the sail-shaped roof. It's a truly (3) _____ piece of (4) _____. The government spared absolutely no (5) _____ in the building of the (6) _____ and the final cost was about £60 million – 15 times the original estimate. But few would argue that it wasn't money well spent. Each year, after all, over 200,000 people take a guided tour of the House, which (7) _____ in a huge (8) _____ in the amount of revenue generated for the local economy. The venue hosts about 3,000 events annually, and these (9) _____ shows are seen by an audience of around two million people. The (10) _____ of the building's (11) _____ is certainly one of the main reasons for its (12) _____, but another is surely the fact that the building features heavily in Australia's annual New Year celebration, which is screened on televisions across the globe. This leads to a huge amount of publicity. For the 2000 Summer Olympics, it was (13) _____ ed into the venue for the triathlon events, which also raised its profile. The Opera House has had many (14) _____ visitors over the years, not least the Queen, who has visited on four separate occasions.

- 3 a Look up the following words and phrases in your dictionary to make sure you understand them.

- | | | |
|--------------|----------------------------------|---------------|
| 1 impressive | 3 destiny | 5 present-day |
| 2 obstacle | 4 destroy something (completely) | 6 symbolic |

- b Match each word or phrase from Exercise 3a (1–6) to a word with a similar meaning (A–F).

- | | | | | | |
|----------------|---|--------------|--|-----------|--|
| A contemporary | 5 | C wipe out | | E barrier | |
| B majestic | | D emblematic | | F fate | |

- c Now use the words from Exercise 3b to complete the sentences.

- The stone eagle is *emblematic* of this city.
- It's on the top of the _____ Town Hall in the central square – a simply stunning building.
- We can't go to see it now because there's a _____ across the road blocking our path into town.
- We can go to the _____ art gallery instead.
- Oh, no. It's closed while they _____ the rats they found in the basement.
- I think it's our _____ not to go sightseeing today.

ALL ABOUT ME

- What's your favourite building?
- Why do you like it?
- What type of building would you like to live in? Why?

- 1 For questions 1–10, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (1).

When I was younger, I (1) *used* to think that being a museum curator was just about the (2) boring job in the world. All you do is sit around all day – you dream about (3) anywhere else while your exhibits just gather dust. (4) , then I met the curator of the Museum of Modern Art and she opened my eyes to how exciting it could (5) . She invited me (6) come and do some work experience at her workplace and soon I realised that, actually, there's always something new happening in galleries and museums – they're exciting places. I soon stopped (7) about museums as dull and dusty old slices of the past and succeeded (8) finding a new appreciation for them. They have their own permanent collections, but they're always looking to put on something new to attract (9) public through their doors. There are (10) places more exciting, in fact. Now, as you can see, I've changed my mind completely and, to be honest, I wouldn't mind her job!

- 2 For questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given. There is an example at the beginning (1).

- | | |
|---|-----------------|
| 1 Why did you give up chess? | stop |
| What made you <i>stop playing</i> chess? | |
| 2 I don't have a talent for music, unfortunately. | only |
| If _____ musically talented. | |
| 3 The last day of school is Friday. | finished |
| We _____ by the weekend. | |
| 4 Did you come first? | succeed |
| Did you _____ the race? | |
| 5 I'm useless at remembering names. | forget |
| I wish _____ names so much. | |
| 6 I'll be outside the cinema at eight. | waiting |
| I _____ for you outside the cinema at eight. | |

- 3 Choose the correct options to complete the conversation.

- Mac:** Where are Betty and Sam? I wish they (1) *'re here* / *were here*! We (2) *'ve been waiting* / *waited* for them for ages! I can't understand it. They're not often late.
- Dan:** I expect they (3) *left* / *'d left* a little late. They (4) *were* / *'d be* here by now if they'd left on time. It's probably the traffic. Be patient. They'll (5) *definitely* / *likely* be here soon.
- Mac:** I'd call them if I (6) *had* / *have* my phone with me, but I left it at home. And your battery's down, isn't it? Oh no, have you (7) *seen* / *been seeing* the time? It's 3.15. Let's go.
- Dan:** Let's wait till four o'clock.
- Mac:** No. We'll (8) *have been standing* / *we'll have stood* here on the corner for 40 minutes by then. Our Italian class (9) *will start* / *will have started* by the time we arrive. Hurry up or (10) *we'll arrive late* / *we'll be arriving* late!



1 Read the clues and write the missing words.
Use the pictures to help you.

- 1 It's educational.
maths class
- 2 You wear it on your head.
baseball cap
- 3 The name of the building where you play this game. bowling
- 4 A type of musical instrument.
acoustic guitar
- 5 You hit the ball with this piece of equipment.
tennis racket
- 6 You throw this into the hoop to score.
basket ball
- 7 You move the pieces around on this.
chess board
- 8 The place where you play this game is a big, green area. golf



2 Match the words (A-H) to the words (1-8) to make compound adjectives to describe people.

- | | | |
|---------|----------|-------------|
| 1 easy | <u>G</u> | A behaved |
| 2 well- | _____ | B handed |
| 3 bad- | _____ | C working |
| 4 hard- | _____ | D tempered |
| 5 self- | _____ | E minded |
| 6 long- | _____ | F confident |
| 7 open- | _____ | G going |
| 8 left- | _____ | H haired |

3 Use six of the compound adjectives in Exercise 2 to complete the sentences.

- 1 Johan often doesn't get home from the office until after eight. He's so hard-working.
- 2 I don't know why Greg's been so angry lately. He's become really bad-tempered.
- 3 Nothing seems to bother or worry Tara. She's a(n) easy-going type of girl.
- 4 Paula's always very polite and respectful and she never gets into trouble. She's very well-behaved.
- 5 Rafa's always willing to see the other point of view. He's a(n) open-minded man.
- 6 Li believes she can succeed at anything she tries. She's highly confident.

4 For questions 1-8, read the text below and decide which word, A, B, C or D, best fits each gap. There is an example at the beginning (1).

Changing

Some things in life you can change, others you can't, such as being (1) left-handed. What you can try to work on, though, are negative character traits you notice in yourself (or that others notice in you). If you're sometimes a bit (2) overconfident, or you're a little (3) forgetful and forget to do things you should, you can try and do something about it. You see, I don't think your (4) genes has much to do with your personality. It's not determined at or before birth. It's more a question of (5) upbringing, although there is some debate about this. They say a leopard can't change its spots, but I believe we have a(n) (6) capacity for change – we can do just about anything we put our minds to. I used to be lazy, but now I'm very (7) hard-working and I believe I'm also much more (8) open-minded than I was and prepared to consider new ideas and ways of doing things.

- | | | | |
|-------------------|----------------------|------------------|-----------------|
| 1 A long-haired | B <u>left-handed</u> | C never-ending | D awe-inspiring |
| 2 A big-headed | B short-sighted | C far-reaching | D cutting-edge |
| 3 A cutting edge | B absent-minded | C groundbreaking | D open-minded |
| 4 A gene therapy | B breakthrough | C genetic code | D left-handed |
| 5 A upbringing | B undertaking | C overtaking | D gene therapy |
| 6 A thick-skinned | B play-off | C awe-inspiring | D bad-tempered |
| 7 A bad-tempered | B handmade | C far-reaching | D hard-working |
| 8 A acoustic | B never-ending | C left-handed | D open-minded |

Recognise the main ideas and supporting details

1 Choose the correct options and complete the words to complete the tips.

REMEMBER HOW TO ...

recognise the main ideas and supporting details

- Read the title and (1) *last* / *first* paragraph to establish the (2) *topic* / *tone*.
- Look for the main (3) *detail* / *idea* in each (4) *sentence* / *paragraph*, usually in the first, second or last (5) *paragraph* / *sentence*.
- Other sentences (6) *support* / *develop* the main idea. Look for:
 - (8) *facts* or (9) *imagery* that
 - (10) *examples* or details.
 - (11) *explanations*.
 - (12) *more information*.
 - (13) *opinions*.
 - (14) *a conclusion*.

2 Look at the picture. Then read the title and the first paragraph. What do you think the article is about? Choose A, B or C.

- A keeping things B proportion C strange facts

Keeping things in *proportion*

1 Look down at your feet and then at your forearm (from the elbow to the wrist). It may not look so, but they are about the same length. Also, if you stretch your arms out either side of your body and measure the distance from fingertip to fingertip, you'll find that it's approximately the same as your height. The human body may not be completely symmetrical, but it is finely proportioned.

2 Someone who understood the proportions of the human body very well was Leonardo da Vinci. In his famous sketch *Vitruvian Man* of 1490, he shows how the various parts are related to the whole body. He based it on his own numerous observations and measurements, but was inspired by a far earlier writer.

3 This was the first century CE architect Vitruvius, who believed that the principles of proportion and symmetry found in the human body were used in ancient temple building and knew that Heraclitus, centuries earlier, had written, 'Man is the measure of all things.' Leonardo similarly wrote in one of his

notebooks, 'Man is the model of the world.' So, *Vitruvian Man* is more than a study in human proportions.

4 Leonardo was constantly looking for links between human structure and other structures in nature. He saw the way the body worked as a microcosm of how the universe worked and thought architecture in particular should reflect human proportions.

5 This was why he positioned the figure in the sketch with four arms and four legs, illustrating Vitruvius' observation that a human with outstretched limbs can touch, with his fingers and feet, the edges of both a circle and a square. Some argue that the circle also represents the divine or holy and the square represents the Earth and that, in fact, there is a so-called Divine Proportion otherwise known as The Golden Section, which is a relationship of balance, harmony and symmetry that can be found in all sorts of things in art, nature and science.

6 Proportion turns out to be a fascinating subject and this was recognised thousands of years ago in the words written on the Oracle at Delphi, 'Man, know yourself in true proportion.'



3 Choose the main idea of each paragraph, A or B.

Paragraph 1

- (A) The human body is finely proportioned.
B Your feet are as long as your forearm.

Paragraph 2

- A Leonardo understood human proportions well.
B *Vitruvian Man* is a sketch by Leonardo.

Paragraph 3

- A Heraclitus said man is the measure of all things.
B *Vitruvian Man* is more than a study in human proportions.

Paragraph 4

- A Leonardo was always trying to find out new things.
B Leonardo saw the body as a microcosm of the universe.

Paragraph 5

- A The figure *Vitruvian Man* illustrates Vitruvius' observation.
B The Divine Proportion is also known as The Golden Section.

Paragraph 6

- A Proportion is a fascinating subject.
B Proportion was recognised many years ago.

4 Write the number of the correct paragraph (1-6) next to each question (A-F).

Which paragraph gives ...

- A an initial explanation of *Vitruvian Man*? 2
B more information about Leonardo's ideas?
C a positive opinion and a conclusion about why something was written a long time ago?
D simple examples of the human body's natural symmetry?
E information about several past ideas and people who may have influenced Leonardo?
F an explanation of why Leonardo drew his sketch, *Vitruvian Man*, in a certain way?

GO BEYOND

Find out more about Leonardo's achievements online or in an encyclopaedia.

GRAMMAR 1 Relative clauses

Define and describe things

- 1 Complete the grammar table with the words and phrases in the box.

extra object places relative pronoun that

Relative clauses	
Defining relative clauses	
Use:	To identify people, things and (1) <u>places</u> .
Form:	
who/that	people
which/that	things
whose	possession
where	places
when	times
what	'the thing(s) that'
whom	the object of who
Note (1): The pronoun is optional if it's the (2) _____ of the following verb.	
Note (2): Use <i>which</i> or <i>whom</i> after a preposition.	
Non-defining relative clauses	
Use:	To add (3) _____ information.
Form:	
Don't use (4) _____.	
Use a comma before the (5) _____.	
You can use <i>all/some</i> , etc + <i>of</i> + <i>which/whom</i> .	

- 2 Tick (✓) the correct sentence in each pair, A or B.

- A The human brain which has two hemispheres is larger than most other mammals'. ☐

B The human brain, which has two hemispheres, is larger than most other mammals'. ☒
- A People who are good at sport have good spatial awareness. ☐

B People, who are good at sport, have good spatial awareness. ☐
- A Caffeine which is the active ingredient in coffee stimulates the brain. ☐

B Caffeine, which is the active ingredient in coffee, stimulates the brain. ☐
- A A lot of the food which we eat goes to feed the brain. ☐

B A lot of the food, which we eat, goes to feed the brain. ☐
- A There are some foods which are better for the brain than others. ☐

B There are some foods, which are better for the brain than others. ☐
- A People who exercise regularly usually live longer. ☐

B People, who exercise regularly, usually live longer. ☐

- 3 a Read the text. Tick (✓) the sentences that need commas and put a cross (X) next to the ones that don't.

PsychLabz Inc.

Post: Research assistant

Please be informed of the following:

- Applications which must be received by May 1 will be processed in the following two weeks. ☒
- Please include a sample of your own handwriting which should be in pencil by copying this sentence: ☐
'Positive anything is better than negative nothing.'
- Applications which arrive after that date will not be considered. ☐
- Applicants whose first language is not English may be asked to provide evidence of proficiency. ☐
- Applicants who are selected for interview should be available during the third week of June. ☐
- Travel expenses which can be up to £150 will be repaid on the day of the interview. ☐

- b Rewrite the sentences you ticked, with the commas added.

- 4 » For questions 1–6, combine sentences A and B into one sentence, as in the example. If you do not need to use a relative pronoun (eg *that*), leave it out.

- A I'm in a team.

B I like it.

I'm in a team which I like.

- A I do experiments.

B They're interesting.

- A I got the job.

B I wanted it.

- A I'm working on a project.

B It's about colour.

- A I'm doing my maths homework.

B It's easy.

- A I have to work weekends.

B That's not so good.

5 » Choose the correct options to complete the conversation.

- Ben: Tell me about the place (1) that where you live in.
 Tilda: Oh, it's great. It's part of the campus (2) where / which I study. It's a block
 (3) that / whom the university owns, so I'm not charged too much rent,
 (4) that / which is nice. It's just a small room and a bathroom, but I like the view
 (5) that / what I have over the lake. I also love (6) that / what I'm studying
 Ben: You're so lucky to be at a university (7) where / that the facilities are world class.
 There are times (8) where / when I can't wait to finish school and start university,
 just like you. I hope (9) that / what I get offered a place there. Tell me more about
 your course; I'm really interested in (10) what / that you're studying.

6 For questions 1–11, read about the TV programme and think of a word which best fits each gap. Use only one word in each gap. There is an example at the beginning (1).

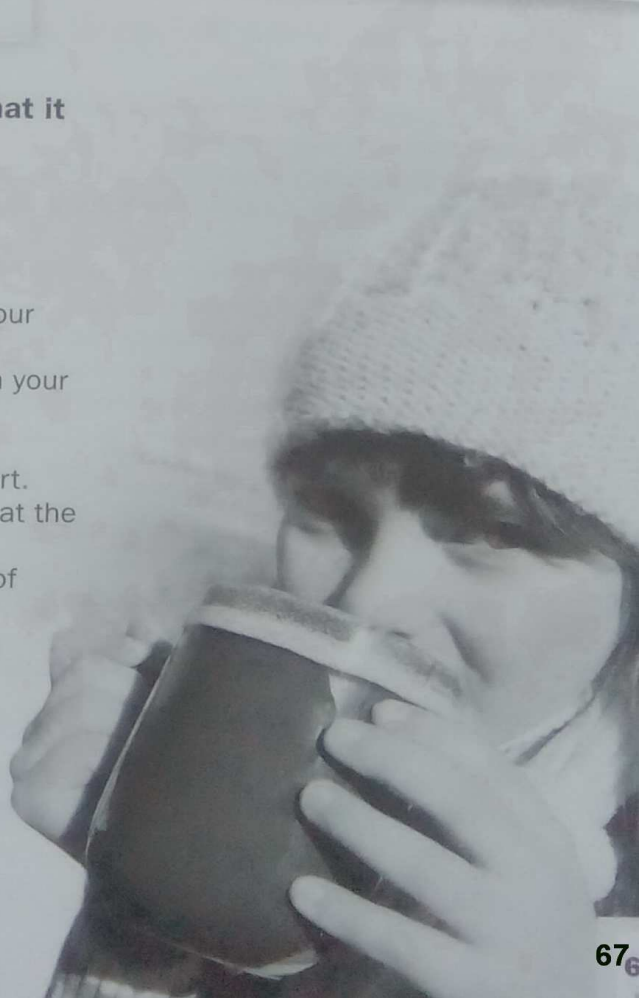
Upward Manor is a historical drama series about a group of people (1) that live and work in a large country house. The action follows the fortunes of the Kent family, (2) country house it is. The drama also features a dozen or more other characters, most of (3) work for the Kents. The time period is the 1920s, (4) people were recovering from the First World War. The show, (5) is filmed in Scotland, is regularly watched by 15 million people from around the world.

Meredith Grey, (6) plays Lady Sarah, the character (7) everybody loves to hate, has been working on the show for three years. I caught up with Meredith at NBB Studios, (8) she and the rest of the cast were shooting the fifth series, (9) comes to our screens in November this year. I asked her why she thought the programme was so successful. 'I think people are romantic about the past. They imagine a past (10) things were less complicated. Perhaps it's also thanks to Mary Pinner, (11) writing is so good. Our scripts are really fantastic.'



7 » For questions 1–6, complete the second sentence so that it has a similar meaning to the first.

- The hypothalamus is a part of the brain. It controls instinctive processes such as shaking when you're cold.
 The hypothalamus is the part of the brain which controls instinctive processes such as shaking when you're cold.
- There is an idea that you lose most of your body heat through your head. This notion is wrong.
most of your body heat through your head is wrong.
- Hot drinks are thought to keep you warm. They don't, in fact.
 Hot drinks do nothing of the sort.
- Professor Davis is an expert on cold-weather survival. He works at the University of Maelstrom.
 Professor Davis the University of Maelstrom.
- According to him, blowing on your hands to keep them warm is a bad idea. Many people do that.
 According to the professor, many people do, is a bad idea.
- Your internal temperature must be kept up. It should be 35 degrees Celsius.
 Your must be kept up.



LISTENING

Follow a conversation


- 1 Complete the tips with the examples in the box. Write the correct letter in each gap.

- A well, you know, kind of, um, etc.
- B Anyway
- C So you ... , And then you ...
- D I mean
- E I was going to say ... , etc.
- F Can I just say that ... , etc.
- G Basically

REMEMBER HOW TO ...

follow a conversation


- ☐ Recognise phrases that give speakers time to think: (1) A
- ☐ Notice turn taking:
 - Inviting someone to speak with questions and statements you want them to confirm: (2) _____
 - Interrupting: (3) _____
 - Returning to a topic: (4) _____
- ☐ Listen for why the speaker's saying something:
 - (5) _____ changes the subject.
 - (6) _____ introduces a summary.
 - (7) _____ introduces a reason or explanation.

- 2  24 You will hear a conversation between two friends. Listen and put the events in the order you hear them from 1 to 6.

- A Two teens publish a book about how teens talk.
- B Adults write to Zach and Talia to express thanks.
- C Kyle asks Wes about his evening.
- D Wes explains why he is tired.
- E Kyle describes listening to a radio show.
- F Wes interrupts Kyle.

- 3 a Choose the correct answers to complete the summary sentences.

- 1 Kyle explains about a new book that *he / someone else* has written.
- 2 Wes *is / isn't* very interested in Kyle's story at first.
- 3 Wes is *surprised / angry* about the adults' reaction to the blog.
- 4 The book contains a *fun / serious* explanation of teens' language.
- 5 Wes *asks / doesn't ask* Kyle to explain what happened after Zach and Talia wrote their blog.
- 6 Wes is *very / a little* disappointed that he didn't hear the *Skool Show* story on the radio.
- 7 Kyle *does / doesn't* ask whether Wes did anything interesting the night before.
- 8 Wes rented three more films *on purpose / by accident*.
- 9 Kyle suggests that Kyle needs to *watch different films / get more sleep*.
- 10 Wes wants to talk *more / less* about dance films.

- b  24 Listen again and check your answers.

- 4 Which tips in the Remember how to box did you use for help with exercises 2 and 3? Tick (✓) them.



Three-word phrasal verbs

1 For questions 1–7, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (1).

I'm not sure people grow out (1) of their bad habits by themselves. I think they need a bit of a push or they'll continue to get (2) _____ to their old tricks. Maybe they need a good role model – someone they can (3) _____ up to. But I suppose you can't keep checking up (4) _____ people and what they're (5) _____ to. You can't get (6) _____ to them that you only want to help. They think you're criticising them for not living (7) _____ to your expectations. In the end people have to learn by themselves what's good for them.

2 Complete the sentences with the phrases in the box.

are not up to check up on get through to
get up to ~~grow out of~~ live up to look up to

- I'm sure he'll grow out of biting his nails eventually.
- Some parents have expectations which are very hard to _____.
- I don't trust you – you _____ some sort of mischief every time I go away.
- You don't need to _____ me all the time; I said I'd do my homework and not watch TV – trust me for once.
- It's hard to _____ some people – my son, Anders, for example, never listens to a word I say.
- I _____ my grandmother very much – the way she brought up Mum and Uncle Tony all on her own is remarkable.
- Have you seen my sisters? I hope they _____ mischief again!

3 a Match the definitions (A–H) to the verbs (1–8).

- | | | |
|------------------|----------|-------------------------|
| 1 get away with | <u>C</u> | A defend |
| 2 stand up for | _____ | B do |
| 3 grow out of | _____ | C escape punishment |
| 4 live up to | _____ | D have a low opinion of |
| 5 look down on | _____ | E stop doing in time |
| 6 get up to | _____ | F make understand |
| 7 get through to | _____ | G respect and admire |
| 8 look up to | _____ | H be as good as |

b Complete the text with three of the phrasal verbs from Exercise 3a.

You have to (1) _____ what you believe in. If you feel strongly enough about something, it's worth fighting for. Take, for example, my local council's plan to build a car park over the only green area left in our town. I'm not going to let them (2) _____ it. But I can't stop the project going ahead on my own. I need help – I need to (3) _____ other local people and make them understand how important an issue this is. Together we can stop the council before it's too late.



WORDS & BEYOND

4 Choose the best options to complete the paragraph.



Never (1) compromise / *transplant* your safety when skiing – ALWAYS wear a helmet. Falls on the slopes can (2) *filter* / *pose* a significant threat to your mental as well as physical health. There are countless instances where skiers have, even in small tumbles, caused serious damage to one or both (3) *hemispheres* / *molecules* of the brain by landing on a rock or hard surface. The helmet is the simplest, safest way to look after your brain when skiing. I'm sure none of you need to be reminded that, as much as science has evolved, scientists have not yet created a (4) *gene* / *cure* for brain damage. Therefore, you will appreciate that my concern for your well-being is only too (5) *symmetrical* / *valid*. From my (6) *perspective* / *subconscious*, your helmet is the most important piece of safety equipment you can carry or, to be more precise, wear.

5 a Complete the words.

- s u b c o n s c i o u s happening at a level you're not aware of
- g _ n _ t _ c connected with genes
- b _ _ s (towards) feeling that one thing is better than another or preferring it
- r g _ n _ s m s living things

b Complete the sentences with the words (1–4) in Exercise 5a.

- Colour blindness has a _____ cause related to the X chromosome.
- You have shown consistent _____ towards your sister and you should not be refereeing this contest.
- All _____ that depend on the reef for food and shelter will be severely impacted by its destruction.
- We often send *subconscious* messages about our moods through our posture and facial expressions.

GRAMMAR 2 -ing and -ed clauses

Use clauses that start with -ing or -ed

1 Complete the grammar table with the uses in the box. Write the correct letter in each gap.

- A Two actions at the same time:
B After when, while, before and after:
C After by to say how to do something:

- D To explain something:
E As a reduced form of a relative clause.

-ing and -ed clauses

-ing clauses

Use: To replace the subject + verb in one clause if a second clause has the same subject.

(1) A

I was online looking for information.

I'd forgotten how I felt growing up.

(2)

Not knowing who to ask for advice, I went online.

(3)

After reading the blog I felt really positive.

(4)

You can only solve problems by talking.

-ing and -ed as relative clauses

Use: (5)

-ing clauses have an active meaning:

The people writing the blog are all teenagers. (= who write)

-ed clauses have a passive meaning:

The advice given is really practical. (= that is given)

2 Choose the correct options.

(1) Talking / Talked to my friend Sarah always makes me feel better. After (2) chatted / chatting for just a few minutes, my problems seem less serious. I'm sure that by (3) shared / sharing your troubles, you halve them. (4) Not being / been a psychologist, I don't know why this is, but perhaps (5) kept / keeping your problems to yourself means you get more and more stuck on them. You sit in your room (6) wondered / wondering what to do. (7) Having / Had another person's perspective is like shining a light on something. But when you've (8) speaking / spoken to a trusted friend you find yourself seeing things more clearly and from a different angle.

3 Write the -ing or -ed form of the verb to shorten the underlined relative clauses.

Teen Helpline

- 1 Those who call us are people of all ages.
- 2 Every call that we receive is taken seriously.
- 3 No calls that you make will cost you anything.
- 4 Anything that you say is confidential.
- 5 Everybody who answers your call is a trained counsellor.
- 6 Anyone who wants to can drop into one of our local centres.
- 7 People who call us don't have to give their real names.
- 8 Anyone who wants some advice can ask us for contacts.



calling

4 Complete the paragraph with the correct form of the verbs in the box.

call give keep listen make reassure speak tell

Advice for helpline volunteers

You can help by (1) speaking fairly slowly and by (2) speaking your voice soft. People (3) who are us may be scared or unsure of what they want to say. If they're silent, give them time by (4) listening them with encouraging phrases such as 'I'm still here', 'I'm listening' or 'take your time, I'm here for you'. While (5) listening to us may make us want to tell the caller what we would do in their situation, but (6) remember that any advice (7) must not be about what you would do. You can help them see options, but any decision (8) must be theirs and theirs alone.

b For questions 1–8, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given. There is an example at the beginning (1).

- beginning (1).
- | | | | |
|---|---------------------------|-------------------------|-----------------------|
| 1 | May I leave now? | | |
| | Could _____ | <i>I possibly leave</i> | possibly |
| 2 | Why did you do that? | | |
| | Could you _____ | | tell |
| 3 | Would she be happy there? | | |
| | Do you know _____ | | if |
| 4 | Why is she laughing? | | |
| | Do you _____ | | happy there? |
| | | | know |
| 5 | Can I ask you something? | | |
| | Do you _____ | | mind |
| | | | you something? |
| 6 | Can I sit there? | | |
| | Would you _____ | | if |
| | | | there? |
| 7 | Please shut the door. | | |
| | Would you _____ | | shutting |
| | | | door? |
| 8 | Can I have a word? | | |
| | I _____ | | wondering |
| | | | have a word. |

2 a Complete the questions.

- | | | |
|---|-----------|----------------------------------|
| 1 | <i>Do</i> | you know where seat 59C is? |
| 2 | | you mind if I put my case there? |
| 3 | | you mind if I sat here? |
| 4 | | we possibly change seats? |
| 5 | | you mind if I read your paper? |
| 6 | | you know when we should arrive? |
| 7 | | you mind if I opened the window? |

b Match the questions (1–7) in Exercise 2a to the answers (A–G).

- A It's here, opposite me.
- B Please do.
- C Oh, in about an hour.
- D No, not at all.
- E Not at all. It's free.
- F Of course. You like to face forwards, I see.
- G Please go ahead.

c **25** Listen to the conversation to check your answers.

▶26 Listen and repeat the phrases in the *Phrasebook*.

26 Listen and repeat the phrases.

a Write a conversation between two people in a fast-food restaurant who don't know each other. Use different polite questions from the *Phrasebook*.

- A:** Ask B if you can sit at their table.
B: Respond.
A: Ask B for the salt and pepper.
B: Respond and ask A a question.
A: Respond and ask B a question.
B: Respond.
- Conversation. Record yourself if you can.**

b Practise saying the lines of the conversation. Record yourself if you can.

Polite direct questions

- (1) Could I possibly do/go ... ?

Indirect questions

- (2) Could you _____ me why/where
you ... ?
- (3) Do you _____ if she'd be/want
... ?
- (4) Do you _____ when/why she's
... ?
- (5) Do you _____ if I ask/talk ... ?
- (6) Would you _____ if I changed/
spoke ... ?
- (7) Would you _____ telling me
when/what you ... ?
- (8) I was _____ if I could ...



WRITING

>>> Give impressions in a description

- 1 a Look at the photos and tick (✓) the sentences you agree with.

An android ...

- 1 looks like a human. ☐
- 2 sounds like a human. ☐
- 3 behaves like a human. ☐
- 4 has feelings like a human. ☐

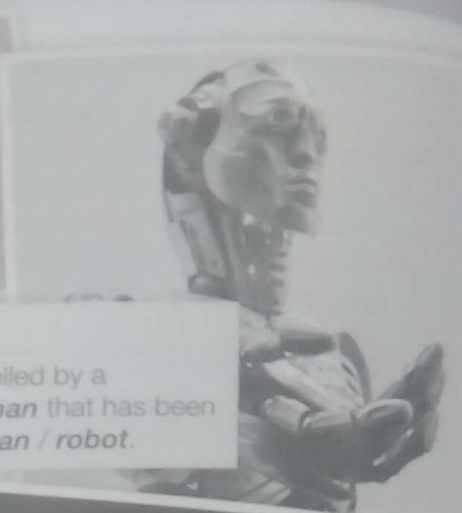
- b Choose the correct options to complete the definition of an android.

- 2 Choose the correct option to complete the examples (1-14).



android

An android is a machine controlled by a computer, eg a (1) *robot* / *human* that has been designed to look like a (2) *human* / *robot*.



REMEMBER HOW TO ...

give impressions in a description

- For things you can see:
 - (1) He looks tired / *tiring*.
 - (2) He looks like a *model* / *modelling*.
 - (3) He looks *as* / *as if* he's had no sleep.
 - (4) She appears *being* / *to be* ready to leave.
- For things you can hear:
 - (5) He sounds *like* / *as* he's got a bad cold.
 - It sounds *as if* the storm is getting worse.
- For a more general impression:
 - (6) He behaves *as if* / *as* he were special.
 - (7) She is *seeming* / *seems* like a really nice person.
 - (8) She gives the impression *as if* / *that* she doesn't care.
 - (9) He comes across *like* / *as* being rather shy.

Extra!

Here are some more useful phrases. Guess the answers. Then check them at the bottom of the page. Ignore (A) for now.

Contrasting impressions with reality:

- (10) *In fact* / *In the fact*, she's ...
- (11) *The* / *A truth* is, he's ...
- (12) *Actually* / *In actually*, ...
- (13) *Despite he appears* / *appearing to be* ...
- (14) *In the reality* / *reality*, ...
- (A) _____



- 3 a Complete the description of an android called Marvin with the words in the box.

actually behave comes fact honest impression looks reality seems sound

Outside looking in

From the outside Marvin (1) looks human. The trouble with him is that although he (2) _____ like a human, there's something wrong. He (3) _____ across as not being interested in you. His answers all give the (4) _____ that they've been pre-programmed so he never says anything original.

All he can do is respond with phrases you've heard before. His voice doesn't (5) _____ as if there's any emotional feeling behind it. And the look in his eyes ... well, in (6) _____ there's nothing there. It's like a waxwork's eyes. The lights may be on, but, **to be** (7) _____, there's nobody home.

The (8) _____ is that androids are not the same as us. They don't (9) _____ like us in social situations. They may look the part and play the part, but (10) _____ that's all it is - a role. It's what's inside that counts and though our brain is like a computer, we have something special that an android can never have - a soul.

- b Check your answer to question 7 in Exercise 3a at the bottom of the page. Then add the phrase in bold *italics* to the Remember how to box. Write it on line (A).

- 4 Imagine you're an android. You're going to write a description of human beings from the point of view of an android. Make notes. Use the *Writing plan* to help you prepare.

WRITING PLAN

Think about what an android would say about:

Paragraph 1

how we look (eg different shapes, sizes, colours) ☐

Paragraph 2

how we behave (what's strange and interesting about us) ☐

Paragraph 3

how we're different to androids ☐

And remember to give your description a title: ☐

WRITE AND CHECK

- 5 Write your description. Write about 150–180 words. Then, tick (✓) the stages in the *Writing plan*.

See things from another person's perspective

1 Read the conversation. Choose the correct option.

- 1 Ellie wants to invite a *friend* to stay / *stay with a friend*.
- 2 Ellie's dad has a *positive* / *negative* reaction to her first request.
- 3 Ellie's mum *agrees* / *doesn't agree* with Ellie's dad's decision.
- 4 Her parents *explain* / *don't explain* the reasons for their decision.
- 5 Ellie *is* / *isn't* able to put herself in her parents' shoes.

2 Decide whether the statements are true (T) or false (F).

- 1 Ellie's dad is concerned about how long she wants to stay for. T/F
- 2 Ellie's mum is concerned about an arrangement they've made already. T/F
- 3 Ellie's dad suggests an alternative method of transport. T/F
- 4 Ellie's questions how she responds to her parents. T/F

3 Answer the questions. Write reasons for your answers.

- 1 Do you think Ellie is being reasonable in her reaction?
- 2 Do you think her parents could have handled the situation better?
- 3 What do you think Ellie and her parents could have done differently?
- 4 Put yourself in Ellie's shoes. Do you think you would have reacted in the same way?



Father: [*slightly annoyed*] Three days? No. We don't know her – or her family.

Ellie: [*crossly*] But I've known her for months and I want to go!

Mother: [*trying to be calm*] And anyway, we agreed that the whole family would visit your grandparents this Saturday. They haven't seen you for ages.

Ellie: [*angrily*] It's not fair. You never let me do anything. Can you at least give me a lift into town now then? I want to meet up with some friends.

Father: [*firmly*] No, not right now. It's not convenient. Why don't you get the bus?

- 1 For questions 1–7, read the text below and decide which word, A, B, C or D, best fits each gap. There is an example at the beginning (1).

Top dog

It's a hotly (1) debated subject whether our ability to use language has made humans the (2) most species we are. Other animals, such as whales and dolphins, also exhibit (3) advanced communication skills. Some say that it might be our hands, because we have opposable thumbs which (4) enable us to become the predominant animal on the planet because, as a (5) vulnerable group, without much natural protection from predators, we needed to be able to make things to defend ourselves.

Perhaps it's both, but I think it's language which is the most important. Other animals can let each other know what's going on now, but we can be aware (6) of what went on before and (7) be ready for what might happen in the future.

- | | | | |
|--------------------|-------------|--------------|----------------|
| 1 A <u>debated</u> | B sustained | C wondered | D fated |
| 2 A exaggerated | B apparent | C remarkable | D contemporary |
| 3 A indigenous | B inventive | C strong | D exaggerated |
| 4 A depicted | B enabled | C biased | D assured |
| 5 A vulnerable | B long-term | C reserved | D start-up |
| 6 A from | B to | C about | D of |
| 7 A do | B get | C have | D set |



2 Complete the words.

- A name that's not your own but which you take temporarily is an assumed name.
- A person who you're related to but who lived before you is your ancestor.
- If you have the money to buy something, it is affordable.
- If something is different from the typical or usual style or way of behaving, it's atypical.
- Something you do that you want to do again and again is addicted.
- If you know something, you are aware of it.
- If you're a little bit angry with someone, you're annoyed with them.
- If I promise you that something is true, I assure you it is.

3 Read the clues (1–8) and write the abstract nouns. Then find the words in the word search.

- the opposite of success
- you achieve this when you're well known
- the emotion you feel when very scared
- we all have a right to this – a right to be free
- telling the truth
- the ability to find things funny
- the ability to control people or events
- feeling sorry for past actions

FAILURE

F

F

F

H

H

P

R

F	R	E	E	D	O	M	H
A	M	U	P	L	Z	F	O
I	Z	F	O	X	A	V	N
L	T	C	W	M	A	Q	E
U	F	C	E	U	U	U	S
R	E	G	R	E	T	H	T
E	A	F	G	D	Q	Y	Y
M	R	K	C	B	R	K	P

ALL ABOUT ME

1 What's the funniest joke you know?

2 What's your greatest strength?

3 Would you like to be famous? Why?/Why not?

- 1 For questions 1–8, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (1).

Neanderthals

There (1) are no Neanderthals now. There haven't (2) any for about 30,000 years, but they (3) once our closest cousins. We lived together for at least 12,000 years. They had bigger brains (4) modern humans, but they couldn't run (5) fast as us.

They could probably talk because they (6) a gene for language as we do. We don't (7) why they died out, but the (8) likely explanation, some say, is that humans were better able to adapt to the last Ice Age.



- 2 For questions 1–10, read the text below and decide which word, A, B, C or D, best fits each gap.

How to publish an ebook – a digital book that you read on a computer, tablet or phone.

So you enjoy (1) stories and you think other people will pay to read them? Then publish an ebook! Need a (2) tips? Then this website is the (3) place to be. The first thing people will notice is the cover image, (4) create something extraordinary. Next, what should you charge? An epubublishing company has recently done a study, according to (5) you should not price your book over £5 or people (6) likely to buy it. Also, people won't buy your book (7) they know it exists, so use social media to promote it. Don't forget, you can (8) someone a few hundred pounds to format your book for you, if you (9) want to do it yourself. Finally, perhaps the (10) rule of all: make sure your story is truly exceptional!

- | | | | |
|-------------|------------|-------------|----------------|
| 1 A write | B to write | C writing | D have written |
| 2 A few | B a few | C little | D a lot |
| 3 A well | B good | C better | D best |
| 4 A because | B due to | C so | D why |
| 5 A who | B which | C it | D that |
| 6 A will | B won't | C aren't | D don't |
| 7 A if | B provided | C unless | D when |
| 8 A paying | B to pay | C to paying | D pay |
| 9 A don't | B aren't | C haven't | D won't |
| 10 A simple | B simpler | C simplest | D most |

- 3 Choose the correct options to complete the conversation.

Max: I wish I (1) would / could remember names.

Clare: If you want to remember names, you (2) shall / should immediately repeat them after you first hear them. The more you do this, the (3) better / more your memory will become. When (4) introduced / introducing to a new person, I always try to use their name in the conversation. That also makes them (5) feel / to feel that I'm interested in them. If you did that, I'm sure it (6) would / would have help you in future.

Max: Thanks. (7) I'm starting / I'll start doing that from now on. By the way, what was your name again?

1 a Match the words or phrases (A-I) to the film genres (1-9) they are associated with.

- | | | |
|--------------------|----------|-------------------------------|
| 1 western | <u>E</u> | A songs/dance |
| 2 musical | _____ | B the future/technology |
| 3 thriller | _____ | C facts/reality |
| 4 horror | _____ | D laughs/funny |
| 5 action/adventure | _____ | E cowboys/guns |
| 6 documentary | _____ | F scary/monster |
| 7 cartoon | _____ | G suspense/psychological |
| 8 comedy | _____ | H hero/disaster |
| 9 science fiction | _____ | I talking animals/fairy story |

b For questions 1-7, read the conversation below and think of a film genre which best fits each gap. Use only one word in each gap. There is an example at the beginning (1).

- Stu:** What's on at the Multiplex this week?
Lara: Let's see ... There's *Hammer 5* – the latest in the series. But I don't want to see that; if it's like the others, it'll be full of scary stuff. Some crazy guy running around terrifying people in a forest or something like that.
Stu: Yeah. I've had enough of that type of (1) horror film. And I don't want to see another mindless (2) _____ film with car chases and the hero saving the world James-Bond-like.
Lara: What about this? I suppose it's (3) _____ as it's set on Mars, where aliens attack the humans there. Doesn't sound very original, does it? Oh. *Analyse What?* is out this week. Did you see the other two? I thought they were really funny (4) _____.
Stu: That sounds more like it. I could do with a laugh. Anything else worth seeing?
Lara: What's this? A new Disney/Pixar (5) _____. It says 'Even better than *WALL-E*' so it's not just for little kids. I loved that. And it's voiced by famous stars.
Stu: OK. As long as there are no silly songs. I hate (6) _____ when people or – even worse – animals burst into song for no apparent reason.
Lara: And there's also a wildlife (7) _____ about whales. That must have great photography.
Stu: But a bit boring. Let's go for the *Analyse* film.

2 Label the parts of a cinema with the words in the box.

aisle auditorium box office foyer row screen

3 Complete each sentence with a word in the box that can fit both gaps. You may need to change the word form to plural. You do not need all the words. (If you need help, use your dictionary.)

aisle credit dubbed remake row
screen title trailer

- Two people in the back row were having a blazing row and everyone turned round to see what was happening.
- I don't like watching _____ films but I had to see this one to find out if the actor _____ the new Jack Nicholson really is that good.
- We all gathered in my _____ to watch the _____ for my last film.
- It was only as the _____ were rolling that I realised I'd left my _____ card at the box office when I'd paid.

4 Write the missing letters to complete the text.

I love old independent cinemas which often used to be theatres. The experience for the (1) c i n e m a g o e r is quite different to that in a modern multiplex. My local, *the Petit Palace*, has a wonderful (2) f _____ r where you can sit and have a drink before the film starts. The (3) a _____ it _____ m itself has two balconies and 50 (4) r _____ s of seats downstairs. Foreign language films are never (5) d _____ d, but you can understand what's going on by reading the (6) s _____ it _____ s. On Fridays they have a midnight (7) s _____ s _____ n in which they show a classic cult film and people go dressed up as one of the characters. It's great fun. I went last week and before the film they showed a (8) t _____ l _____ r for the new Jim Kuerton film, which comes out here next month. It's a (9) r _____ k _____ of a Spanish 60s film. I've already read a review which contained a (10) s _____ er so I know the ending, but I still think I'll go and watch it, though.



1 Complete the tips with the words in the box.

REMEMBER HOW TO ...



1 The text is ...
A an advert. B a review. C a story. D a notice.

2 You would probably see the text ...
A in a magazine. B on a wall. C in a book. D in a diary.

3 The purpose of the text is to ...
A make you laugh. B persuade you. C inform you. D share an opinion.

- 1 What does Brad think about the question mark in the movie title?
 - A It was a good idea and completes an excellent movie title.
 - B It's appropriate for a movie that asks deep questions.
 - C It reveals something unintended about the film.
- 2 Why does Brad use the word *masterpiece* in paragraph 2?
 - A to say how good the film is
 - B to say it's like a painting
 - C to be ironic
- 3 Brad thinks the film would have been better with ...
 - A more characters.
 - B fewer directors.
 - C a specific setting.
- 4 *Laughable* in paragraph 4 has a ...
 - A positive meaning.
 - B negative meaning.
 - C neutral meaning.
- 5 The actors were ...
 - A experienced.
 - B not professional.
 - C well paid.
- 6 In paragraph 5, what does Brad do?
 - A He changes his opinion.
 - B He uses irony.
 - C He uses a humorous tone.

Frank meets Drac?

The acting is amateurish – which is perhaps what you'd expect from a cast of unknowns – and the special effects are neither special nor effective. It's a low-budget movie, but if you're going to go in for special effects, you really don't need to spend that much. It's all about creating a believable atmosphere and nothing in this film is believable apart from the fact that it was made at all, which, though curious, there can be no disputing. I couldn't stop laughing, but for all the wrong reasons, unfortunately. This band of jokers should be banned from getting anywhere near a camera ever again. Although, in a way, it's almost so bad it's good – almost ...



GO BEYOND

What's your least favourite film?
Research it on the internet to see
what reviews it received and make
some notes in your notebook.

GRAMMAR 1 Modals of obligation, prohibition and advice

Use modal verbs to say what is and isn't necessary or recommended

1 Complete the grammar table with the correct past forms.

Modals of obligation, prohibition and advice	
Obligation	
Present	Past
must, have to	(1) <i>had to</i>
Formal contexts: must and have to mean the same. Less formal contexts: use <i>must</i> for personal decisions and <i>have to</i> when there's no choice.	
No obligation	
don't have to needn't	didn't have to (2) _____
Prohibition/no permission	
mustn't can't	(3) _____ couldn't
Advice	
should(n't) ought (not) to had better (not)	(4) _____ ought (not) to have done
Only use <i>had better (not)</i> for advice in a particular situation.	
Form: modal + infinitive (without <i>to</i>) except where indicated	

2 Choose the correct answer, Yes or No.

- You *shouldn't* have done that.
Did you do it? Yes / No
- You *needn't* have done that.
Did you do it? Yes / No
- You *didn't* need to do that.
Did you do it? Yes / No
- You *ought* to have done that.
Did you do it? Yes / No
- You *ought not* to have done that.
Did you do it? Yes / No
- I *wasn't* allowed to do that.
Did I do it? Yes / No
- I *didn't* have to do that. It was already done.
Did I do it? Yes / No
- You *should* have done that.
Did you do it? Yes / No

3 For questions 1–6, read the conversation below and decide which answer (A, B or C) best fits each gap. There is an example at the beginning (1).



Eva

What (1) _____ to enter the film competition?

You (2) _____ a film lasting just one minute or under.

(3) _____ be on a particular theme?

Yes. The title's *Oddity* and it (4) _____ more than a minute long.

(5) _____ use professional equipment?

No, you (6) _____ have anything apart from a smartphone and some ideas.



Zac

- | | |
|--------------------|----------------------|
| 1 A do you must do | B <u>must you do</u> |
| C must you to do | |
| 2 A have to make | B must to make |
| C must making | |
| 3 A Does it has to | B Does it must |
| C Does it have to | |
| 4 A can't | B needn't |
| C had better | |
| 5 A Had you better | B Do you have to |
| C Must you to | |
| 6 A shouldn't | B have to |
| C don't have to | |

4 Complete Eva's diary entry with the correct past or present form of the words and phrases in the box

have have must not need not need to should

Wed 13 June

Dear Diary,

So ... I made the film. I (1) had to do it several times because I don't know how to edit videos. I really (2) _____ find out how to do that. Thinking back, I (3) _____ asked my uncle - he's a cameraman. How did I forget that! Anyway, it (4) _____ to be in one continuous take. I (5) _____ look far to find oddities. I just got some of my friends together. I wondered if they'd do anything weird enough to be in the video, but I (6) _____ worried. They all had something fast and odd they could do. I added the song 'People are strange' to go with it as the soundtrack. I hope they like it.

5 » Complete the text using the words in brackets to make rules for a concert hall.

6 » For questions 1–8, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given. There is an example at the beginning (1).

1 It was a bad idea to go to see that film. **ought**
We ought not to have gone to see that film.

2 We waited for half an hour in the queue in the rain. **had**
We _____ for half an hour queuing in the rain.

3 It wasn't necessary to queue because we could have booked online. **need**
We _____ if we'd used the online booking service.

4 It would have been better to go on a weekday. **should**
We _____ at the weekend.

5 I wanted to take in a hot chocolate to warm me up, but they didn't let me. **allowed**
I _____ a hot chocolate into the auditorium.

6 It's a good idea to get home now and change into some dry clothes. **better**
I'd _____ and change into some dry clothes as quickly as possible.

7 Would you advise me to get a taxi now? **ought**
Do you think _____ take a taxi if I can find one?

8 That's not necessary – I can give you a lift. **have**
You _____ that – I can take you home.



Attention!

Please remember

- Photography (1) 's not allowed (be / not / allow) during performances.
- All mobiles (2) _____ (must / turn off).
- Late arrivals will (3) _____ (have / wait) until a suitable break in the performance to take their seat.
- Any interval drinks (4) _____ (should / order) before the performance to avoid queues.
- Drinks and snacks (5) _____ (can / not / take) into the auditorium.
- Opera glasses (6) _____ (must / not / remove) from the auditorium.
- Children under the age of 14 (7) _____ (must / accompany) by an adult.
- Bags larger than handbags (8) _____ (have / leave) in the cloakroom.

7 » Write complete sentences from the prompts, using the correct positive or negative form of the verbs.

Zac: Remind me. (1) *what / you / have / do / last night?*

What did you have to do last night?

Ella: (2) *I / have / go / awards ceremony.*

Zac: Were you nervous?

Ella: (3) *yes, but I / need / be.*

Zac: So ... you won? Who did you go with?

Ella: Yes. I did. (4) *I / can / take / more than one person. I went with Kate.*

Zac: (5) *but you should / take / mother.*

Ella: I know. (6) *I ought / consider / her first.*



LISTENING

Understand purpose and intention

1 Complete the tips with the words in the box.

entertain intention interview phrases reaction tone topic

REMEMBER HOW TO ...

understand purpose and intention

- To understand its purpose:
 - ☐ identify the type of audio: (1) interview, talk, etc.
 - ☐ identify the (2) _____
 - ☐ listen to the general (3) _____ – is it serious or humorous?
 - ☐ think why it was recorded: to inform, (4) _____
- To understand a speaker's (5) _____:
 - ☐ think how they want you to react: to agree, laugh, take action ...
 - ☐ listen for (6) _____ like *I think you'll agree* that ask for a particular (7) _____

2 ▶27 You will hear five short extracts in which people are speaking about acting. Listen and choose what each speaker talks about (A–H). Use the letters only once. There are three extra letters that you do not need to use.

- | | |
|--------------------|---|
| Speaker 1 <u>D</u> | A how other people sometimes recognise our strengths before we do |
| Speaker 2 _____ | B a time they departed from the script |
| Speaker 3 _____ | C a different perspective on female actors |
| Speaker 4 _____ | D theatre and screen acting |
| Speaker 5 _____ | E roles for older actors |
| | F the belief that acting is about being yourself |
| | G learning from a costly mistake |
| | H a time when they forgot their lines |

3 a ▶27 Listen again and match the phrases (A–F) to the speakers (1–5). There is one phrase that you do not need to use.

- | | |
|--------------------|---|
| Speaker 1 <u>B</u> | A I think you'll agree with me when I say ... |
| Speaker 2 _____ | B It might surprise you to know ... |
| Speaker 3 _____ | C You might know who I'm referring to ... |
| Speaker 4 _____ | D As you can imagine ... |
| Speaker 5 _____ | E When you think about it ... |
| | F Believe me when I say ... |

b Read the questions and write the number of the correct speaker.

Which speaker ...

- | | |
|---|------------------|
| 1 complains? | Speaker <u>4</u> |
| 2 tells a funny anecdote (short story)? | Speaker _____ |
| 3 reflects on a long career? | Speaker _____ |
| 4 is probably going to introduce a guest? | Speaker _____ |
| 5 had an unexpected success? | Speaker _____ |

c ▶27 Listen again and check your answers to Exercise 3b.

4 Which tips in the Remember how to box did you use for help with Exercise 3? Tick (✓) them.

- 1 For questions 1–6, read the text below and decide which word (A, B, C or D) best fits each gap. There is an example at the beginning (1).

It begins like this.

Luke is walking down a city street in (1) rain. He doesn't know where he is. We hear people speaking English but with a (2) accent. He hears a car speeding behind him, turns and has to jump out of



the way to avoid being hit. There's a (3) accident as the car crashes into a wall. As people rush to the scene, Luke and the viewer are left to wonder if this was a complete mistake or whether someone did it on purpose – the circumstances are certainly (4) and, just for a moment, this film has you on the edge of your seat. But not for long – the people I saw the film with came to the (5) decision that by the end we don't really care what's going on. The plot is so confusing that we never find out who's after Luke or why. In my view, *Walk On* is a (6) waste of time. I should have walked out.

- | | |
|---------------|----------------|
| 1 A serious | B <u>heavy</u> |
| C complete | D fatal |
| 2 A serious | B strong |
| C final | D unanimous |
| 3 A heavy | B normal |
| C serious | D special |
| 4 A unanimous | B long |
| C strong | D mysterious |
| 5 A fatal | B unanimous |
| C heavy | D complete |
| 6 A final | B strong |
| C complete | D wrong |

- 2 Choose the best options to complete the text.

Under (1) *mysterious* / *normal* circumstances the director makes the (2) *final* / *unanimous* decision on the version that gets played in cinemas, but it can come as a (3) *complete* / *strong* surprise to him or her to find that film studios sometimes cut scenes and shorten the end product. In the case of Ali Grey, though, the studio had to get involved as she discovered before the end of shooting that she had a (4) *long* / *serious* illness and couldn't continue working to make the final cuts. Apparently she thought she just had a (5) *strong* / *heavy* cold, but it turned out to be double pneumonia, an illness which can be (6) *fatal* / *final*. Fortunately she recovered, but too late to save this film from being a (7) *heavy* / *complete* disaster, I'm afraid. A (8) *unanimous* / *strong* contender for worst film of the year.

WORDS & BEYOND

- 3 a Read the clues and complete the words.

- | | |
|-----------------------------------|-----------------------------------|
| 1 p a t r o n | 4 m s s v |
| customer (usually a frequent one) | huge |
| 2 s c r n g | 5 c n t n s |
| a showing of a film | without stopping |
| 3 s n g l n g | 6 w r p p r s |
| join in with another singer | coverings |
| | 7 t e |
| | the filming of a scene of a movie |

- b Complete the sentences with the words (1–7) in Exercise 3a.

As a regular (1) patron of my local cinema, I consider myself a bit of a movie buff. The latest (2) showing



I attended was for a new musical called *Glee*, which was a lovely film – good innocent fun and a (3) strong flow of feel-good tunes. I left the theatre feeling very cheery. I think the most impressive thing about the movie was the fact that the closing scene – a huge (4) showing all the members of the cast joined in on – was done in only one (5) take. There was a (6) strong cheer from the audience when the closing credits rolled. Unfortunately though, my high spirits didn't last very long. When I left the cinema, I couldn't help but notice there was litter everywhere on the street directly outside – sweet (7) wrappings, crisp packets – the place was a mess. It was as if everyone had just taken their rubbish and dumped it. I wish people had more respect for where they live. But I won't let that upset me too much – Mum, little sister Jackie and I had a really lovely time.

- 4 Chose the correct option.

- If someone is humble / *irritating*, they aren't overly proud or arrogant.
- If you *unwrap* / humble a present, you take off the paper covering it.
- If you rattle something, it *makes* / *doesn't make* a noise.
- If something is *ruined* / *irritating*, it's very annoying.
- If you slurp, you make a noise while *drinking* / *eating*.
- If something is *ruined* / *irritating*, it is destroyed.
- If you lip-sync, you *sing* / *pretend to sing* along with a song.
- If you're out of line, your behaviour is *acceptable* / *not acceptable*.

GRAMMAR 2 Future in the past

»»» Talk about future events seen from the past

1 Complete the grammar table with the correct past forms.

Future in the past
Use: To talk about future events seen from the past.
Form: The past form of different future forms. 'It will be massive.' They said it (1) <u>would</u> be massive. 'We're going to win an Oscar.' They believed they (2) <u>were</u> going to win an Oscar.
Other forms: 'It's about/supposed/meant/expected to open soon in a cinema near you.' They announced that it (3) <u>was</u> about/supposed/meant/expected to open in a cinema near us.

2 » Read the quotes (1–8) and complete the text.

1 It won't be a great success.

2 It's not going to make much money.

3 It's unlikely to appeal to modern audiences.

4 It's not expected to be shown worldwide.

5 Who will want to see a silent movie?

8 It's about to become the first multiple Oscar-winner since talkies began.

6/7 The producers are hoping it gets good reviews.

When *Silent Movie* came out, even people involved in the production thought it (1) wouldn't be a great success. They didn't believe it (2) was going to make much money as it (3) was unlikely to appeal to modern audiences. It (4) was not expected to be shown worldwide and they wondered who (5) would want to see a silent movie in this age of 'talkies'. However, the producers (6) were hoping it (7) would get good reviews, and their hopes were answered – everybody loved it and who could predict that it (8) was about to become the first multiple Oscar-winning silent film since 'talkies' began.

3 » Complete the conversation. Write the verbs in brackets in the correct form of the future in the past.

- Liam: Fred! What a surprise. You didn't tell me you (1) were going to (go) be here.
- Fred: Well, I (2) was (about / tell) you when the phone got cut off.
- Liam: Oh, yes – I ran out of battery. I (3) was (mean) recharge it, but then I forgot. Too busy.
- Fred: I (4) was (expect) you to call back. But anyway, it doesn't matter. I'm just going to get a juice. Do you fancy one?
- Liam: That (5) was (be) great. We've got time before the movie starts. Oh, I (6) was (mean) to ask you ... How did you get on in your exam last week?
- Fred: I thought you (7) would (ask) that. Everybody has. It went OK, I think. I'll find out if I passed in a couple of weeks. I worked really hard this time, so I'm sure it'll be fine.
- Liam: Ah, OK.

4 »» For questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given. There is an example at the beginning (1).

- 1 *Talking Movies* was due to be released a few weeks later. **about**
Talking Movies was about to be released within a matter of weeks.
- 2 Many of the same actors from *Silent Movie* agreed to take part. **supposed**
A number of members of the original cast of *Silent Movie* were supposed to star.
- 3 The plan was to start filming in July. **expected**
Filming was expected to start in July.
- 4 Then the director refused to work with the male star. **would**
The director then said she wouldn't be able to cooperate with the male lead.
- 5 A decision was made that a new director needed to be found. **going**
The producer was going to search for another director to take over.
- 6 Maybe the movie was fated not to be. **meant**
Perhaps the movie just wasn't meant to happen.



Express likes and dislikes

- Choose the correct options in the *Phrasebook* for expressing likes (1–6).
- Complete the phrases for expressing dislikes (7–16) in the *Phrasebook* with the words and phrases in the box.

anything for me crazy about criticise something
cup of tea disappointed disappointment huge fan of
stand up to my expectations waste of time

- Use the words below to make two sentences for expressing uncertainty. Write them under the correct heading in the *Phrasebook*.

don't I how feel mind I make my up I really know can't about it

- ▶23 Listen to a conversation about a video art exhibition. Read the questions and write the number of the correct speaker (1, 2 or 3).

Which speaker ...

- | | |
|--------------------------------|------------------|
| 1 strongly dislikes something? | Speaker <u>3</u> |
| 2 likes something a lot? | Speaker _____ |
| 3 isn't sure about something? | Speaker _____ |
| 4 dislikes something a little? | Speaker _____ |

- a For questions 1–9, read the audio script and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (1).

Speaker 1: To tell you the truth, it didn't (1) do anything for me. I have no idea what the artists were trying to do. Well, modern art isn't my (2) _____ of tea anyway. I thought I might get converted, but for me it was all a bit of a (3) _____.

Speaker 2: Well, I thought some of it was awesome. I particularly (4) _____ the one where different views became one. I'm a huge (5) _____ of Ni La's work, and I have to say her new work really lived (6) _____ to my expectations.

Speaker 3: I can't make up my (7) _____ about Ni La. I wasn't crazy (8) _____ it, but it was more interesting than most of the other stuff. I couldn't (9) _____ that piece where the screen just went from black to white again and again, though – just terrible ... What was that supposed to be about?

- ▶28 Now listen again and check your answers to Exercise 5a.

- Read the completed audio script and check your answers to Exercise 4.

- Write a conversation about an exhibition you and your friends went to. Include phrases from the *Phrasebook*.

A: Say whether you liked or disliked the exhibition and why.

B: Give the opposite opinion to A and explain.

C: Express uncertainty about something in the exhibition and explain.

- Practise saying the lines of the conversation. Record yourself if you can.

PHRASEBOOK

Express likes

I'm a (1) huge / large fan of his work.

It was (2) awesome / awful.

It lived up (3) for / to my expectations.

I (4) peculiarly / particularly liked the special effects.

It was (5) amazed / amazing.

I wasn't (6) disappointed / disappointing.

Express dislikes

It was a bit of a (7) disappointment.

It was a complete (8) _____.

I couldn't (9) _____.

It didn't do (10) _____.

I wasn't (11) _____.

If I had to (12) _____.

It didn't live (13) _____.

I was (14) _____.

I'm not a (15) _____.

It's not my (16) _____.

Express uncertainty

(17) _____

(18) _____

WRITING

>>> Make suggestions and express preferences

1 a Choose the correct option.

- 1 I'd rather not go / going to the cinema tonight.
- 2 I prefer / I'd rather comedy to all other movie genres.
- 3 Have you considered to become / becoming a film director?
- 4 Why don't we starting / start a film club?
- 5 I suggest you study / to study film.
- 6 I'd prefer to watch / watching a comedy this time.
- 7 What about to try / trying the new Multiplex?
- 8 I'd rather / prefer the local cinema instead.
- 9 I / I'd prefer going to independent cinemas.

b Now complete the tips. Write the sentences from Exercise 1a in the correct place in the Remember how to box.

2 For questions 1-11, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (1).

REMEMBER HOW TO ...

make suggestions and express preferences

■ To make suggestions:

■ To express preferences in general:

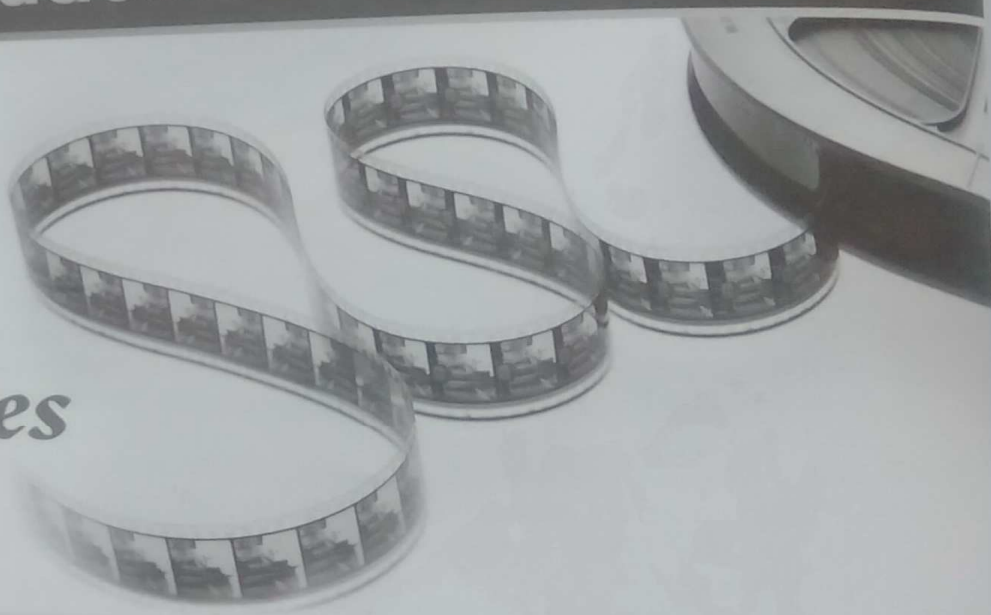
■ To express preferences in a specific situation:

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Students' Website

Film and TV Studies Group



For anybody interested in this field, I (1) suggest you make a start by watching classic films from the early days of cinema, beginning with silent films. You (2) _____ research their importance and influence and then watch films following their lead. If you (3) _____ a particular genre, say science fiction, perhaps you'd (4) _____ concentrate on that and see how it has developed. (Fritz Lang's *Metropolis* would be a good one to start with here.) Maybe you'd (5) _____ to concentrate on TV instead. If so, what (6) _____ looking at the history of comedy series and how humour may have changed or developed over the years? I expect we'd all (7) _____ watch films in our own language, but don't be afraid of foreign language films. I (8) _____ watching subtitled ones (9) _____ than dubbed ones. Cinema is a world media and you'd be missing out if you didn't find out about it. Have you (10) _____ starting a school film club? (11) _____ don't some of you get together and think about it? I'd be willing to help.

Ms Thomas

- 3 You're going to write a response to this post on a school website:

Hi. I think it would be great to have a film club at school. Can anyone suggest how we can start and run this club? Thanks.

Make notes. Use the *Writing plan* to help you prepare.

WRITING PLAN

Paragraph 1

Say why it's a good idea.

☐

Paragraph 2

Say where and when to show the films.

☐

Paragraph 3

Say what type of films to see.

☐

Paragraph 4

Say if there should be talks and discussions about the films.

☐

WRITE AND CHECK

- 4 Write your response. Write about 150–180 words. Then, tick (✓) the stages in the *Writing plan*.

Respect rules and social boundaries

There are different customs in different parts of the world. It's important to try to respect social rules and boundaries wherever you are – even if the rules do sound a bit strange. Try to think about why the rules might exist.

- 1 Match the rules on the right (1–10) to the possible reasons (A–J).

- | | |
|--|---|
| A You shouldn't get too close physically. | 4 |
| B Some numbers are connected with death. | |
| C Some (hand) gestures are rude. | |
| D It's considered an insult to the chef. | |
| E These are considered a dirty part of the body. | |
| F You would be considered a bad worker. | |
| G It's too personal. | |
| H Work and leisure should be kept separate. | |
| I The home is different to the street. | |
| J Clean hands are better for eating. | |

In some parts of the world it's best not to ...

- 1 show the bottom (soles) of your feet to people.
- 2 ask for salt in a restaurant.
- 3 eat with a knife and fork.
- 4 touch someone's head.
- 5 ask about someone's family.
- 6 talk about work over dinner.
- 7 show the number five by putting five fingers palm-up.
- 8 go into a house with your shoes on.
- 9 give two or 10 flowers to a friend on their birthday.
- 10 be more than a minute late for a meeting.

- 3 **29** Listen to five short conversations. For each conversation, tick (✓) speakers who respect social conventions (rules). Put a cross (X) beside speakers who don't.

- | | |
|----------------|---|
| Conversation 1 | |
| Speaker 1 | ✓ |
| Speaker 2 | |
| Conversation 2 | |
| Speaker 1 | |
| Speaker 2 | |
| Conversation 3 | |
| Speaker 1 | |
| Speaker 2 | |

- | | |
|----------------|--|
| Conversation 4 | |
| Speaker 1 | |
| Speaker 2 | |
| Conversation 5 | |
| Speaker 1 | |
| Speaker 2 | |

He's five minutes late. How rude!



1 For questions 1-6, read the text below and decide which word, A, B, C or D, best fits each gap. There is an example at the beginning (1).

Everybody knows that we each have a (1) unique fingerprint. But our tongues and eyes are also completely different from anyone else's. Apart from identical twins, no two people look exactly the same. Every person is one of a kind and we should take great (2) pride in our individuality. By and large, genetics and our (3) organism make us what we are. But then there's that special something that (4) transforms us into who we are. Nobody knows what it is, but it's that which makes each of us a(n) (5) extraordinary individual in our own right. You should take great comfort from the fact that the only thing you can ever be a (6) mirror image of is yourself.

- | | | | |
|----------------|------------|-----------------|-----------------|
| 1 A genuine | B fake | C <u>unique</u> | D assumed |
| 2 A flair | B fate | C shape | D pride |
| 3 A upbringing | B start-up | C fate | D organism |
| 4 A abolishes | B humbles | C transforms | D transfers |
| 5 A mundane | B typical | C predictable | D extraordinary |
| 6 A mirror | B pigment | C fake | D long-term |

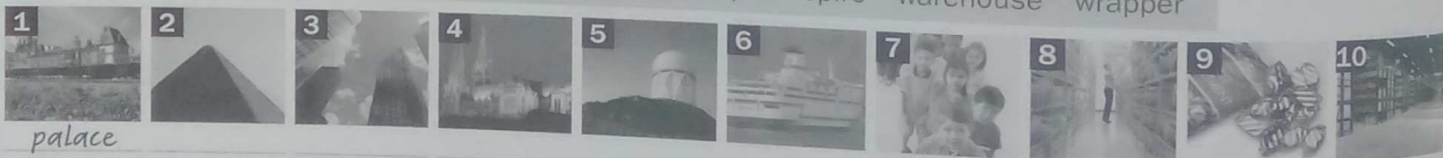
2 Complete the sentences with the words in the box.

affordable competitive fake groundbreaking never-ending quirkiness rude valid

- It's rude to talk with your mouth full. Eat and then speak.
- You can see her smile is valid. She puts it on for the cameras.
- This new discovery is truly groundbreaking. It will revolutionise the way we think.
- Having to do this project is a never-ending nightmare. When will I ever finish it?
- He's very competitive and always wants to win.
- It's more and more difficult to find affordable housing. Rents are so high.
- I can't think of a fake reason for being offensive. It's always wrong.
- I like quirkiness in a person – it makes them interesting.

3 Label the photos with the words in the box.

aisle dome palace pyramid queue ship skyscraper spire warehouse wrapper



4 Match the words and phrases (A-G) to the words with a similar meaning (1-7).

- | | | |
|---------------|---|-------------------------|
| 1 offbeat | C | A silly |
| 2 saga | — | B the edge of something |
| 3 exceptional | — | C unusual |
| 4 boundary | — | D show visually |
| 5 moral | — | E the right thing to do |
| 6 depict | — | F very very good |
| 7 foolish | — | G long story |

ALL ABOUT ME

- What do you think makes you different to others?
- What special talent do you have?
- What are you good at in the way you deal with people?

- 1 For questions 1–10, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (1).



Greetings from Mexico! We (1) 've just arrived. Lupita (2) _____ invited us to her house later today to try tacos. So, soon, we (2) _____ finally find out what real Mexican tacos taste like! After we've (3) _____, we're going to a craft market. It'll (4) _____ fun to walk around and see what there is to buy. I'll get you something if I (6) _____ something nice. ☺ In the evening, in the local square, there's (7) _____ performance of Mexican folk dance, (8) _____ of course we're going to watch. Tomorrow it's museums. There's so little time and so (9) _____ to see! If (10) _____ we could stay for a month longer ...

- 2 Choose the correct options to complete the text.

The film (1) which / *where* we saw was about a boy (2) *what* / *who* looked after sheep up in the mountains for many years. He (3) *had* / *'ll have* a lonely life, and sometimes he thought he was going crazy. If he hadn't (4) *known* / *know* better, he (5) *would have* / *had* said the sheep talked to each other – and even to him. He enjoyed (6) *to read* / *reading* books – this prevented him from going completely mad. His uncle used to (7) *send* / *sending* them to him from the city. Basically, he (8) *educated* / *was educated* himself and managed (9) *getting* / *to get* into university to study literature at the age of 22. It's about (10) *him* / *his* adventures when he gets there. At (11) *a* / *the* start he didn't (12) *feeling* / *feel* great, but he met a mysterious person ... and (13) *that* / *which* was something that changed his life forever.

- 3 For questions 1–8, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given. There is an example at the beginning (1).

- 1 We didn't get to the screening because of the heavy traffic. missed
We wouldn't have missed the film if there hadn't been so much traffic.
- 2 By Sunday the work will be complete. have
I _____ finished the job by Sunday.
- 3 I'll only go if you come with me. unless
I _____ you accompany me.
- 4 Tom didn't tell me he was leaving. without
Tom _____ me.
- 5 It's a shame I couldn't be there. could
If _____ been there.
- 6 I'm not rich, so I can't afford a new car. able
If I had the money, I _____ buy a new car.
- 7 It was a shame that you didn't tell me. only
If _____ me.
- 8 If you're a giving person, you generally get more back in return. more
The more you give, _____ get.

1 Match the words (A-F) to the verbs or nouns (1-6) they define.

- | | | |
|-------------------|---|---|
| 1 transport (v) | E | A keep |
| 2 manufacture (v) | — | B business |
| 3 commerce (n) | — | C goods (things sent by ship, plane, etc) |
| 4 cargo (n) | — | D make |
| 5 retailer (n) | — | E send/move |
| 6 store (v) | — | F seller |

2 Complete the text with the words in the box.

freight goods industry manufacture motorway
railway ship storage store transport warehouse

We (1) *manufacture* pens. The humble pen, you might think – pretty boring stuff. Well, actually, there's a lot more to our business than you'd think. For a start, this (2) _____ is very competitive, so we have to produce a quality product that beats our competitors' ones. And did I mention we're a global company? We (3) _____ pens to nearly every corner of the world. (4) _____ is, therefore, a big headache – we keep a massive amount of stock. This is all (5) _____ d in a huge (6) _____ in Devon. Local orders are (7) _____ ed by road – the (8) _____ s in Britain are pretty good, and we sometimes use the (9) _____ for orders from Europe, but the real difficulty is with orders from further away. We find shipping the cheapest and most reliable method, but when we need to get pens somewhere fast, the only way to do it is by (10) _____ plane. What's my job? Well, I'm the logistics manager – that means I'm the guy who has to deal with all the headaches around getting (11) _____ from A to B. It's a tough job, but I love it – and I love my pens!

3 For questions 1–9, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (1).

Tip: your dictionary can often help you to find the right word form, eg *manufacture* → *manufacturing*.

While heavy industry and (1) *manufacturing* in general has declined, the e-commerce (2) _____ is booming and companies providing financial and other services are also growing fast. The rise in internet shopping has meant that while there may be less of a demand for high street shops, there has been a need for new (3) _____ to be built for the (4) _____ of the goods people are ordering online.

(5) _____ are increasingly moving out of city centres to greenfield sites near airports where (6) _____ costs are lower and there are good road and rail links to all parts of the country so (7) _____ can be delivered quickly. And despite the obvious problems with noise levels, there are hopes that zones around airports can also be developed in a way that doesn't upset (8) _____ in these areas. We strongly believe that such (9) _____ country.

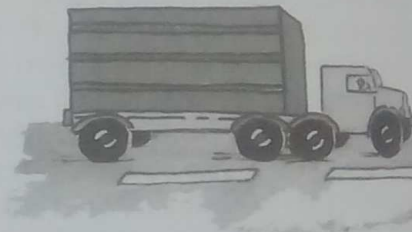
_____ are the future of commerce in this

MANUFACTURE
INDUSTRIAL

HOUSE
STORE

RETAIL
TRANSPORT
GOOD

RESIDE
LOCATE



Understand references

1 Complete the tips with the words in the box.

below later reference there thing

REMEMBER HOW TO ...

understand references

- Identify what these words refer to. The (1) *reference* may come later.
 - Pronouns, possessives and determiners.
 - Adverbs: *here*, (2) _____, *now*, etc.
 - Synonyms, the general word (3) _____.
- Note that *it* can also:
 - refer to a (4) _____ clause: *It took weeks to unload big ships.*
 - add emphasis: *It isn't the ships that have changed our world, it's ...*
- Identify phrases that tell you where to look: *above*, (5) _____, *on the right*, *the following/previous*, etc.

2 Read the first two paragraphs of the text. Tick (✓) the words and phrases in bold *italics* that refer to coffee.

- | | | | |
|--------------------|-------------------------------------|-------------|--------------------------|
| 1 the brown liquid | <input checked="" type="checkbox"/> | 4 this bean | <input type="checkbox"/> |
| 2 it | <input type="checkbox"/> | 5 its | <input type="checkbox"/> |
| 3 which | <input type="checkbox"/> | 6 this | <input type="checkbox"/> |

3 Read the rest of the text. Match the things that are referred to (A–L) to their referents in bold in the text (1–12).

Paragraph 2

1 they I

2 those _____

Paragraph 3

3 the person _____

4 which _____

5 it _____

Paragraph 4

6 it _____

7 here _____

8 they _____

Paragraph 5

9 such places _____

10 one _____

Paragraph 6

11 it _____

12 there _____

- A Johann Sebastian Bach
- B Italy
- C espresso machine
- D coffee
- E tonnes
- F the growing and drinking of coffee
- G Venetian coffee house
- H plants
- I Brazilians
- J East Africa
- K the 'Coffee Cantata'
- L coffee houses

Fancy a coffee?



- Coffee is the most popular drink in the world today; an estimated 500 billion cups of **the brown liquid** being drunk every year. In terms of dollars traded, coffee comes second only to petrol. **It's** a massive global industry **which** employs hundreds of millions of people in the cultivation, processing, trading, transportation and marketing of **this bean**. Around 70 countries produce coffee, and for the African country of Burundi, coffee accounts for over 50% of all **its** export earnings.
- In Brazil alone over 5 million people are employed growing more than 3 billion coffee plants. **They** are the largest producer of coffee in the world. Coffee drinking is a huge part of Brazilian culture, too. Around 50 million tonnes of coffee are grown in Brazil every year, and about 40% of **those** do not leave the country. In recent years, lack of rain and a disease called 'rust' have affected the Brazilian coffee harvest. Although the price of coffee has gone up, this is still very worrying.
- Beautiful music has been used to sing the praises of coffee. Johann Sebastian Bach is **the person** who, in the 1730s, composed the 'Coffee Cantata', **which** includes these words (translated from the original German):
'Coffee, coffee, I've got to have **it**,
And if someone wants to perk me up,
Oh, just give me a cup of coffee!'
- There are several stories about how and where coffee was first grown and drunk, but it's generally accepted that **it** began in East Africa. It was **here** that the plants probably originated and **they** were then definitely being cultivated in Yemen by the 15th century.
- One of the first coffee houses, *Kiva Han*, was opened in Istanbul in 1475 and **such places** became popular around the Arab world as centres of social and business life. In Europe the earliest of these establishments opened in Venice in 1683 and the most famous **one**, *Caffe Florian*, is still in business after almost 300 years. The largest insurance company in the world, Lloyd's of London, began as a coffee house in 1688, as later did the New York Stock Exchange on Wall Street.
- Although the espresso machine was a French invention, it was the Italians who are said to have first manufactured **it**. In Italy there are now over 200,000 espresso bars, so **there** you will never be far from our favourite drink.

GO BEYOND

Research the history of tea.

Where was it first grown? _____

Which country produces the most? _____

Which country drinks the most? _____

GRAMMAR 1 Passive forms

»» Talk about things that are done by other people

1 Choose the correct options to complete the grammar table.

Passive forms
Use: To focus on the action, not who/what does it.
Different tenses
Form: be + (1) <i>present</i> / <i>past</i> participle (+ by + agent)
Note: Verbs with two objects have (2) <i>one</i> / <i>two</i> passive forms: Goods are sent to us by ship. We are sent goods by ship.
Passive infinitives and gerunds
Forms: modal + be done / have been done want/choose, etc + to be done enjoy/keep, etc + being done have/get something done
Use: For things you pay or ask someone to do.
Form: have/get + thing + (3) <i>past</i> / <i>present</i> participle believe, know, say, think
Use: For general opinions.
Form: It + passive: It is believed that ...

2 Choose the correct options to complete the text.

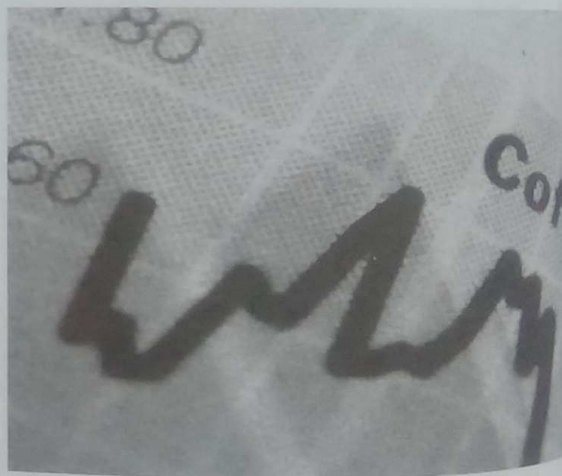
The cost of a coffee

It (1) *is estimated* / *estimated* that approximately 1.36 billion cups of coffee (2) *are consumed* / *consumed* in the world each day, but the price of a cup varies greatly from country to country if (3) *it's bought* / *it buys* in a café. The cheapest cup of coffee can (4) *find* / *be found* in Vietnam apparently – at around 50 cents. In Argentina you'll probably (5) *be charged* / *be charging* just over \$2.00 and in New York City the average price is around \$3.75. Moscow is one of the more expensive places to buy a coffee. Here, (6) *it sold* / *it's sold* at over \$10.00 a cup. But that's nothing compared to a rather special coffee that's (7) *produced* / *producing* in Indonesia. You'll (8) *be expected* / *be expect* to pay up to \$50.00 for a cup of this!

3 Complete the text with the active or passive form of the verbs in brackets.

Watermelons

If you (1) *want* (want) to keep up your supply of liquids, eating watermelon is a good option. It's 92% water and is really tasty. We know it (2) _____ (grow) by Egyptians 5,000 years ago and cultivation of watermelons has since (3) _____ (spread) right round the world. Usually, three things (4) _____ (need) for a watermelon to grow: sun, water and bees, so they (5) _____ (find) in warmer climates, typically. China (6) _____ (produce) more than any other country with the US fifth. Watermelons can grow to enormous sizes and a world record (7) _____ (break) in 2005 when one (8) _____ (present) at a show in Arkansas. When they (9) _____ (weigh) it, they found it to be almost 122 kilos. That's about twice my weight!



4 » For questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given. There is an example at the beginning (1).

- 1 Don't bring food or drinks (except water) into the classroom.
Food and drinks (except water) mustn't be brought into the classroom. **mustn't**
- 2 No running in the corridors.
You are not allowed to run in the corridors. **allowed**
- 3 Respect teachers and fellow students in the corridors.
Teachers and fellow students must respect teachers and fellow students at all times. **must**
- 4 We will not tolerate bad language under any circumstances.
Bad language is not tolerated under any circumstances. **tolerated**
- 5 We do not accept excuses for being late.
Excuses for lateness are not accepted under any circumstances. **not**
- 6 Teachers and students decide on all rules together.
All rules are decided by teachers and students together. **by**

5 » Complete the text with the correct passive infinitive (eg *be grown*) or gerund (eg *being asked*) form of the verbs in brackets.

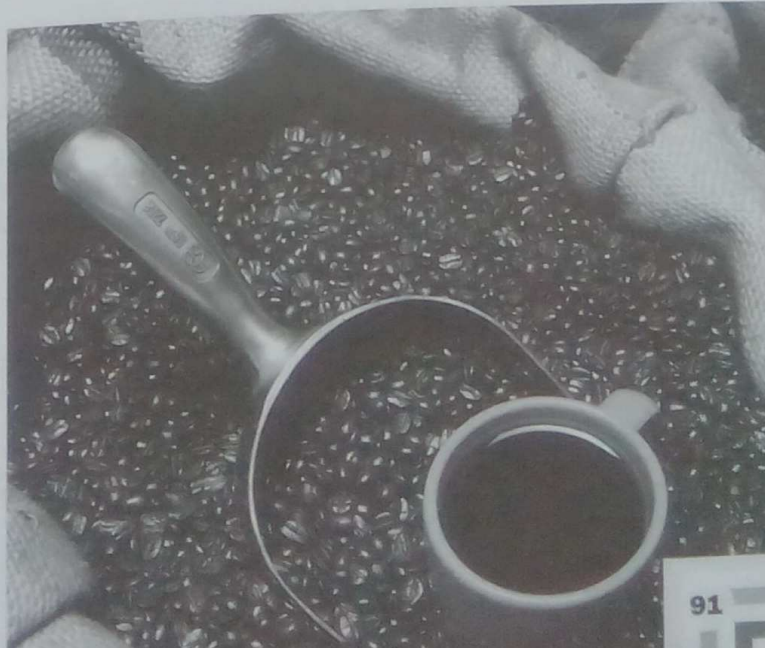
It (1) is known (know) that coffee naturally contains caffeine and you can (2) be made (make) to feel more lively by having a cup due to its stimulating effect on the brain. It (3) is believed (believe) that drinking three cups a day can be beneficial to your health, and if you enjoy (4) waking up (wake up) by a nice cup or two in the morning, that's fine, but it (5) should not be drunk (should not / drink) all day long if you want to avoid having problems sleeping at night. Hot chocolate or warm milk is probably best in the evening. You have to stop your body from (6) being excited (excite) in order to have a good rest.

» Write full sentences using the prompts.

- 1 we / always / have / our coffee / import / from Brazil.
We always have our coffee imported from Brazil.
- 2 I / get / hair / cut / yesterday.
I got my hair cut yesterday.
- 3 we / be / have / house / paint / on Tuesday next week.
We are going to have our house painted on Tuesday next week.
- 4 we / always / get / food / deliver / by the supermarket.
We always get our food delivered by the supermarket.
- 5 John / have / a tooth / take out / later today.
John is going to have a tooth taken out later today.
- 6 I / have / special cake / make / for my birthday next Saturday.
I am going to have a special cake made for my birthday next Saturday.

» Complete the second sentence so that it has a similar meaning to the first sentence. Use passive forms.

- 1 People first drank coffee in Africa.
Coffee was first drunk in Africa.
- 2 People transported it to Yemen before the 15th century.
It was transported to Yemen before the 15th century.
- 3 The authorities banned coffee in some places.
Coffee was banned in some places.
- 4 Some people thought it was too strong.
It was thought by some people that it was too strong.
- 5 The Dutch started mass production in Central America.
Mass production was started in Central America.
- 6 Jamaican growers produce some of the best coffee.
Some of the best coffee is produced by Jamaican growers.



LISTENING

➤➤➤ Recognise a speaker's attitude and feelings

- 1 ▶30 Listen to four people saying 'hello'. For each question, write the number of the speaker.

Which speaker ...

1 is probably talking to a baby?

Speaker 2

2 is bored?

Speaker _____

3 is answering a phone in an office?

Speaker _____

4 is enthusiastic about receiving a call?

Speaker _____

- 2 Choose the correct option to complete the tips.

REMEMBER HOW TO ...

recognise a speaker's attitude and feelings

- ☐ Listen to how people speak. Do they sound polite, happy, upset ... ? If they shout, are they (1) *shy* / *angry* or excited?
- ☐ If the speaker (2) *does* / *doesn't* directly say how they feel, (3) *try* / *don't try* and guess. Ask yourself: 'Why did they say that?'
- ☐ Listen for signs of a (4) *positive* / *negative* attitude: respecting turn-taking, use of polite language, showing interest, respecting feelings, etc. Someone with a negative attitude (5) *will* / *won't* do these things.

- 3 ▶31 Listen to five short extracts. Match the places (A-E) to the correct extracts (1-5).

Extract 1 D

A pet shop

Extract 2 _____

B phone company call centre

Extract 3 _____

C supermarket

Extract 4 _____

D bank call centre

Extract 5 _____

E foreign country

- 4 ▶31 Listen again to the five extracts. Match the attitude or feeling shown by the speaker (A-F) to the extracts (1-5). There are two sentences that you do not need to use.

Extract 1 B

A a customer is upset at the end

Extract 2 _____

B a customer is angry at first

Extract 3 _____

C a person is very polite and friendly

Extract 4 _____

D a customer is apologetic

Extract 5 _____

E someone is irritated and rude to a customer

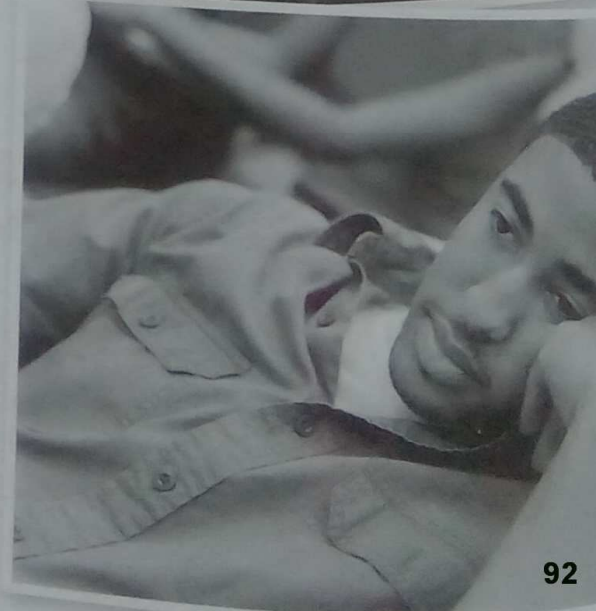
F a customer is worried

G a customer is arrogant and rude throughout

- 5 In which extracts is a person calm and polite throughout?

Extracts _____ and _____

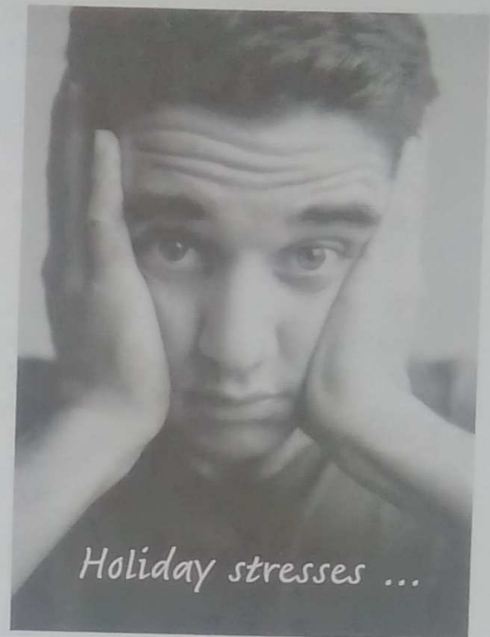
- 6 Which tips in the Remember how to box did you use for help with exercises 3, 4 and 5? Tick (✓) them.



- 1 For questions 1–7, read the text below and decide which word, A, B, C or D, best fits each gap. There is an example at the beginning (1).

Using your phone when abroad can be expensive even if you have the same provider. The (1) charges for roaming can make your (2) ____, when you receive it, much higher than you expected. And different countries have different (3) ____ which you may have to pay on top of the (4) ____ of the call. Also, be careful at the bureau de change when you want to (5) ____ your money for the local (6) _____. Check the rates to make sure you get the best one. Finally, bear in mind that (7) ____ are higher in some countries, which can further increase the cost of your stay.

- | | | | |
|--------------------|--------------|--------------|------------|
| 1 A <u>charges</u> | B bill | C import | D delivery |
| 2 A cost | B currency | C bill | D rate |
| 3 A purchases | B charges | C currencies | D imports |
| 4 A tax | B delivery | C bill | D cost |
| 5 A import | B exchange | C export | D rate |
| 6 A currency | B charge | C price | D delivery |
| 7 A imports | B currencies | C bills | D taxes |



- 2 a Match the meanings (A–F) to the words and phrases (1–6).

- | | | |
|-----------------|---|---|
| 1 export | A | A send goods out of a country |
| 2 import | — | B buy (a product or service) |
| 3 purchase | — | C the money used by a country |
| 4 exchange rate | — | D bring goods into a country |
| 5 currency | — | E what your money is worth in another currency |
| 6 delivery | — | F bringing or sending something to a specific place |

- b Complete the text with the words and phrases (1–6) in Exercise 2a.

We (1) import all our cars because we don't make them here, but we (2) _____ a lot of fruit and vegetables. The (3) _____ changes frequently – our (4) _____ isn't the same as yours – so the price that you (5) _____ at might also change slightly from day to day. But be assured that (6) _____ to you will be made on time.

WORDS & BEYOND

- 3 a Read the clues and complete the words.

- the process of things becoming international
- large meeting of people with something in common to discuss
- buying things
- an event organised to advertise and sell products
- stop or ban something
- happening very quickly
- take goods off a vehicle (eg truck or car)
- a type of strong metal

g l o b a l i s a t i o n
c _ n v _ n t _ n
c _ n s _ m _ r _ s m
t r _ d _ f _ r
_ b _ l _ s h
s p _ _ d y
_ n l _ _ d
s t _ _ l

- b Complete the paragraph with the words in Exercise 3a.

The transport and communications revolution has enabled the (1) globalisation of the economy and this would be helped further if import taxes were (2) _____ ed. The (3) _____ transfer of goods between ports has been made possible by (4) _____ containers, which can be (5) _____ ed using giant cranes. Video conferencing means that businesses don't have to spend money sending people to (6) _____ s, although (7) _____ s are still necessary to display and showcase products. Whatever you think about (8) _____, the desire for things drives the economy.



- 4 Choose the correct option.

- As a tribute / exhibition to the great man, ships' horns / hubs rang out around the world.
- Do you know how big your carbon income / footprint is?
- My income / expenses went up this year and I now earn a salary of £38,000 per annum.
- If your expenses / savings are very high, it's harder to increase your expenses / savings.
- From the top of the crane you have a(n) overnight / breathtaking view.

GRAMMAR 2 Modal verbs of speculation and expectation

Give possible explanations for things

- 1 a Choose the correct option to complete 1–5 in the grammar table. (Ignore A–D for now.)

Modals of speculation and expectation	
Use: To give possible explanations for things based on (1) <u>fact</u> / <u>evidence</u> , or say what you expect to happen.	
will/won't, must	I (2) 'm sure / expect this .
should(n't)	I (3) 'm sure / expect this .
could, may/might (not)	It's (4) possible / impossible .
can't, couldn't	It's impossible.
Form: present/future modal + infinitive (without to) / be + -ing (A) Note: Don't use <i>must</i> for (5) future / past events.	
Form: past modal + have + past participle / been + -ing (B) Note: You can use <i>could/might have</i> to criticise someone's behaviour: (C) _____ (Why didn't you?) (D) _____ (Why didn't you think about that?)	

b Now write the example sentences in the box in the correct place (A–D) in the table.

He might be angry.
She could have gone out.
You could have caused an accident.
You might have asked first.

- 2 ▶ 32 Listen to the sentences and decide if they express doubt about what happened (D) or express criticism (C). Write D or C.

- You might have told me. D
- You might have told me. _____
- You could have phoned me. _____
- You could have phoned me. _____
- You might have replied. _____
- You might have replied. _____

- 3 > Choose the correct options to complete the conversation.

Amy: Why doesn't she answer her phone?
Paul: Who knows? She (1) may / can have left it behind. Anyway, she (2) can't / should be here soon. She said she was going to leave at four.
Amy: But the point was to go shopping together. She (3) can / could have let me know if she was going to be late. And the shops close soon.
Paul: Well, something (4) can / must have happened to delay her. She (5) might / can be stuck in traffic. You know what it's like on Fridays. Look, she (6) mustn't / won't have forgotten. She knows it's important to buy my birthday present!

- 4 >> Complete the conversation with the verbs in the box.

can't (x2) might (x2) must must will

Mum: There were only the two of them there so if it wasn't Jim, then it (1) must have been Ben who did it. They didn't have enough money to buy it, so they (2) _____ have bought it. They (3) _____ have taken it without paying – I'm sure.
Dad: No, Ben (4) _____ have done it. He's a good boy. He (5) _____ be a bit naughty sometimes, but he would never steal from a shop.
Mum: He (6) _____ definitely be back in five minutes, so we can ask him. We just (7) _____ have got the wrong end of the stick – it's a possibility.

- 5 >>> For questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given. There is an example at the beginning (1).



- It's possible that somebody stole your wallet. Your wallet could have been stolen. could
- I'm sure it was in my bag – at the bottom. It _____ at the bottom of my bag. been
- There's no way anybody got into my bag. Nobody _____ into my bag. have
- Perhaps you left it on the table in the café. You _____ to pick it up off the table in the café. forgotten
- There's a chance it's still in the café. It _____ in the café. might
- I'm sure the waitress would have noticed it and put it in a safe place. I'm sure _____ seen it there and put it in a safe place. will

1 Listen to a debate and answer the questions.

- 1 How many people speak?
- 2 How many things do they decide to have?

2 Listen again and complete the conversation with the words that you hear.

Matt: So, look. We've decided to hold a fundraising event at the school for our end-of-year trip. We've been given the job of organising it, so we need to discuss what to do. Who'd (1) like to begin?

Donna: (2) I start? It seems to me that we need to use our talents to put on a show that we can charge people to come to. We could do a play or ...

Jim: But that would take ages to get ready. There'd be all the rehearsals and stuff, and we've only got a few weeks.

Vera: (3) I just say something here? I'm the singer in a band, as you know, and we can perform for free and ...

Donna: Well, yes, but would it appeal to everyone, I mean, of all ages?

Matt: Donna, please (4) finish her finish. That was a very generous offer, Vera.

Vera: Well, what I was going to say was we've got all the equipment and we can play about an hour-long set.

Jim: That sounds good to me, but we should also think about what we could sell at the event. Perhaps we can ... I don't know ... sell old books, toys and clothes we have at home that we don't need?

Matt: (5) a minute! That's a great idea Jim. Now, let's hear what Mo has to (6) say.

Mo: You know, guys, if we have the event outside in the sports field, I could attempt to break the school record for the hundred metres. I think I can do it and people would come to watch.

Matt: Great. So, what do we (7) have? A concert, a race and stalls selling second-hand things?

Donna: (8) I just add two things? One, now that I think about it, Vera's band *would* be a great idea and two, my mum and I can make cakes to sell.

Matt: Thanks, Donna. We'll do that too. I think we're going to have a fantastic event.

3 a Choose the correct options to complete the Phrasebook.

b Listen and repeat the phrases, paying special attention to intonation and stress.

c Record yourself if you can and compare what you say with the recording. Do you sound similar?

4 a Imagine you're Matt or Donna. Write a conversation about how successful the fundraising was or wasn't. Use phrases from the Phrasebook.

Matt: _____

Donna: _____

Matt: _____

Donna: _____

Matt: _____

Donna: _____

b Practise saying the lines of the conversation out loud. Pay special attention to stress and intonation. Record yourself if you can.

PHRASEBOOK

Ask someone to speak

Let's (1) hear / *listen* what ... has to say.

What do you (2) *know* / *think*, ... ?

Who'd (3) *want* / *like* to begin?

Take a turn

(4) *Can* / *Will* I just add something here?

Perhaps I can (5) *speak* / *say* something here.

(6) *Just* / *Shall* I start?

Keep or defend a turn

Can (7) *I just* / *just I* finish what I was saying?

Just a minute, ...

Let him/her (8) *complete* / *finish*.

Develop an argument

1 Complete the tips with the words or phrases in the box.

I wonder if moreover on balance since therefore

REMEMBER HOW TO ...

develop an argument

- ☐ Give your opinions: *My feeling is that*, (1) *I wonder if*, etc.
- ☐ Support your arguments in a clear and logical way.
 - Give reasons: *One/Another reason*, *That's why*, *because*, (2) _____, *because of*, *due to*, etc.
 - Show consequences: *As a result/consequence*, *so*, (3) _____, etc.
 - Add further arguments: *What's more*, *In addition*, (4) _____, etc.
 - Contrast your ideas with others.
- ☐ End with a conclusion: *To sum up*, *In conclusion*, *For all the reasons above*, (5) _____, etc.

2 Choose the correct options to complete the essay.

Is it better to go to a supermarket or to support local small shops?

Over the years supermarkets have grown in popularity. They provide a wide range of goods and therefore you can do your whole weekly shop in a short time. (1) Moreover / *Therefore*, they have special offers and their own-brand products, which can save you money. (2) *In addition* / *However*, despite these benefits, (3) *I think that* / *to sum up* going to local small shops is better. One reason for this view is that (4) *however* / *whereas* supermarkets are often located in sites outside town centres, your local shops are all within a convenient walking distance. (5) *Furthermore* / *Despite this*, by supporting local shops you are benefitting small businesses in your community. You (6) *also* / *however* get to know the shopkeepers, therefore developing community spirit. Supermarkets, (7) *in addition* / *on the other hand*, are often quite impersonal. (8) *What's more* / *Consequently*, small shops often sell local produce, so you're helping local farmers. A final point is that you know the food you buy is fresh (9) *due to* / *because* a local shopkeeper would never harm his or her business by selling bad quality produce. For all the reasons above, I feel that, (10) *on balance* / *since*, supporting small shops is preferable to going to supermarkets.

3 Match the parts of an essay plan (A–E) to the paragraphs (1–5) where they should go.

- | | |
|----------------------|---|
| Paragraph 1 <u>B</u> | A Start to explain your opinion – introduce and support your first argument. |
| Paragraph 2 _____ | B Introduce the topic and give your opinion. |
| Paragraph 3 _____ | C Sum up your arguments and restate your opinion. |
| Paragraph 4 _____ | D Introduce and support another argument. Start with a phrase like <i>Another thing ...</i> |
| Paragraph 5 _____ | E Introduce and support a final argument. Start with a phrase like <i>In addition ...</i> |

4 For questions 1–9, read the essay below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (1).

We are always encouraged to recycle and reuse things, but at what cost to industry? (1) *Despite* the obvious benefits to the environment, my (2) _____ is that this is a bad policy. One (3) _____ for this view is that the economy is doing very poorly at the moment and the best way to improve the situation is to buy more things from local businesses. On the other (4) _____, if we recycle and reuse products more often, local businesses will continue to struggle because we are not spending. (5) _____ reason for my holding this belief is (6) _____ to the speed at which products become dated these days. As a (7) _____ of the pace of change in the technology sector, for example, computers and smartphones quickly become obsolete. What's (8) _____, it is often impractical or unsafe to reuse products. It is a very bad idea to reuse some baby and health products, for example. For (9) _____ the reasons stated above, I feel strongly that people should be encouraged to purchase new products more often. I feel that the benefits to the local economy, health and safety and so on outweigh the damage done to the environment by increased consumer activity.



- 5 You're going to write an essay arguing that, on balance, it's better to mend, repair, recycle and reuse things for as long as possible before buying something new (the opposite view to the essay in Exercise 4). Make notes. Use the writing plan to help you prepare.

WRITING PLAN

Make a list of points to support your opinion. Why it's good to mend, repair, recycle and reuse:

- 1 _____
- 2 _____
- 3 _____

Organise your thoughts. Make some notes on what you want to say in each paragraph (use your essay plan from Exercise 3 to help you).

- Paragraph 1 ☐
- Paragraph 2 ☐
- Paragraph 3 ☐
- Paragraph 4 ☐
- Paragraph 5 ☐

WRITE AND CHECK

- 6 Write your essay. Write about 150–180 words. Then, tick (✓) the stages in the Writing plan and the Remember how to box.

Make a budget and stick to it

- 1 a Look at the budget. Write the number of each heading (1–4) in the correct place (A–D).

- 1 Savings
- 2 Fixed expenses
- 3 Income
- 4 Variable expenses

- b Match the headings (1–4) in Exercise 1a to the definitions (A–D).

- A these costs don't change 2
- B these costs change from month to month _____
- C this is how much money you get each month _____
- D this is how much money you have left after expenses _____

- 2 a Look at the budget in Exercise 1 again and imagine it's your budget. You want to buy a new phone cover this month. The phone cover costs £25.

- 1 Can you afford it? _____
- 2 If not, how much more money do you need? _____

- b What can you do to cut your costs or increase your income? Tick (✓) the possible option(s). Be careful! Don't do things that are unhealthy ...

- 1 Skip (don't eat) lunch. ☐
- 2 Don't get the bus to school (you live 10 miles away). ☐
- 3 Don't buy so many snacks. ☐

- c Think of another way to increase your income.



Monthly budget

(A) 3

Allowance £80

Babysitting £20

Total: £100

(B)

Transport £20

Phone £10

School meals £30

Total: £60

(C)

Going out £15

Snacks £5

Total: £20

(D)

$(A - (B + C))$ £20



- 1 For questions 1-11, read the text below. Use the word given in capitals at the end of some of the lines to form a word which fits in the gap in the same line. There is an example at the beginning (1).

Edible water bottles

Much to my (1) *amazement*, when I asked for money online to start my business there were so many offers that I couldn't cope. In the end, I chose two (2) _____ to partner me and because it wasn't (3) _____ to run the business on my own, I got my mum to help out too. It was a simple idea, but the simple ideas are always the best, so I had little fear of (4) _____. Everything happened with (5) _____ speed. First, I rented a building in the (6) _____ park. In one part of the building I would manufacture the goods and the other part would serve as a (7) _____ used for (8) _____. I went from being a humble uni student to an entrepreneur and businesswoman (9) _____. But I guess you want to know what my (10) _____ idea was and if my business was (11) _____, right? Well ... you'll have to wait and see!

AMAZE

INVEST
PRACTICE

FAIL
BREATH
INDUSTRY
HOUSE
STORE
NIGHT
INVENT
SUCCESS

- 2 Match the endings (A-J) to the beginnings (1-10) to make phrases.

- | | | |
|------------------------|-------|--------------------------|
| 1 get ready | D | A an idea |
| 2 pitch | _____ | B something |
| 3 get hands-on | _____ | C in an achievement |
| 4 be the creative | _____ | D for something |
| 5 start something from | _____ | E force behind something |
| 6 spread the | _____ | F experience |
| 7 have a flair for | _____ | G word |
| 8 take pride | _____ | H scratch |
| 9 jump | _____ | I expense |
| 10 spare no | _____ | J the queue |

- 3 Complete the text with the words in the box.

bringing ending free headed minded sighted skinned through

Nothing worth doing in life is (1) *risk-free*. Life is a (2) never-_____ process of decision-making, regrets and restarts. Our (3) up _____ can help us make good decisions, but it's always important to look for opportunities for yourself and to be (4) open-_____. I started my first company at the age of 16 and I hope I'm not being (5) big-_____ when I say that my success as an entrepreneur has been largely down to my hard work. I've also been (6) thick-_____ enough to cope with criticism over the years. Here's the most important lesson I've learned, though: NEVER give up. It's as simple as that. Before you make your (7) break _____, you'll probably experience failure, but that's OK – learn from your failures and don't repeat your mistakes. With a positive attitude, you WILL reach the summit. Also ... accept help. Don't be so (8) short-_____ as to think you don't need any help or guidance. Even the best of us sometimes need a hand to help us reach the top.



You can reach the summit, but remember we all need a helping hand sometimes.

ALL ABOUT ME

- 1 Would you like to start your own business or work for somebody else? Why?
- 2 What industry would you like to work in? Why?
- 3 Who is the most successful person you know? What do they do?

1 For questions 1-8, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (1).

Oranges

What colour (1) is an orange? You might think this a strange question, (2) but actually in many countries oranges are green. They (3) are first grown in South-East Asia, and Vietnamese oranges are bright green on (4) the outside and only orange inside. Oranges exported from Honduras are sprayed with ethylene gas, (5) which removes the natural outer green layer and allows the orange colour (6) to shine through. As well (7) as producing a lot of coffee, Brazil is also the world's largest producer of oranges, followed by the USA, (8) where fewer than half as many are grown.



What colour is an orange?

2 Choose the correct options to complete the text.

Marmalade

You (1) might / won't wonder why Dundee in Scotland is famous for orange marmalade when oranges don't grow there. Something (2) must / can't have happened to make this possible. What was it? Well, in the 18th century a Spanish ship (3) carried / carrying oranges from Seville took shelter from a storm in the port of Dundee. A local man (4) was bought / bought some, but as they were too bitter to be (5) eaten / eat, his wife decided (6) to boil / boiling them with sugar and made them into marmalade, which (7) had / has been a popular part of breakfast ever since. Seville oranges are still (8) used / using to make Dundee marmalade today.



3 For questions 1-6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given. There is an example at the beginning (1).

- China is the world's largest producer of glass. **than**
China produces more glass than any other country.
- Glass was probably invented by the Egyptians. **who**
It was invented by the Egyptians.
- The Chinese gave up making glass for 500 years. **in**
Glass was not made in China for 500 years.
- Murano in Italy has produced fine glass since around 1291. **been**
Fine glass has been produced in Murano for over 800 years.
- Glass windows only became common in Europe 400 years ago. **become**
Glass windows became common in Europe until the 17th century.
- I can't imagine how people lived without glass light bulbs. **must**
I can't imagine how people lived without glass light bulbs in the past.



1 Match the meanings (A-J) to the adjectives (1-10).

- | | | |
|-------------------|---|---|
| 1 unaware | — | A not thinking of others' needs |
| 2 illegal | — | B not skilful or able |
| 3 self-sufficient | — | C regularly doing what you say you'll do |
| 4 reliable | — | D not needing other people's help |
| 5 illogical | G | E wearing really nice/expensive clothes when it's not necessary |
| 6 self-centred | — | F against the law |
| 7 overdressed | — | G not reasonable; not making sense |
| 8 incapable | — | H not knowing something |
| 9 ultra-modern | — | I behaving in a way society finds very acceptable |
| 10 respectable | — | J very new |

2 For questions 1-7, read the text below. Use the word given in capitals at the end of some of the lines to form a word which fits in the gap in the same line. There is an example at the beginning (1).

People born between the mid-1940s and the mid-1960s are sometimes labelled 'baby boomers' to reflect the increasing birth rate. Some were revolutionary and had (1) *anti-establishment* ideas and were called 'hippies' because of the way they looked and because they (2) _____ with most government policy. They were (3) _____ and anti-war and looked forward to a future in which people would (4) _____ with each other peacefully and live in harmony. They had a lot of (5) _____ of the older generation who were in power and some began living and working together in communities where they (6) _____ to become as self-sufficient as possible by growing their own food, rejecting consumerism and (7) _____ things to avoid waste.

ESTABLISH
AGREE
FREE
ACT

TRUST

OPERATE

USE



3 Complete the words with prefixes. Use your dictionary if you need help.

It can be hard for a new teacher to deal with younger children. They can often (1) *mis* behave in class and the teacher must know how to (2) _____ act with them and, if control is lost, how to (3) _____ gain it. In a(n) (4) _____ national school like this there are quite a few children who don't speak English as a first language and that is where a(n) (5) _____ lingual teacher who speaks several of her students' languages is very useful. A good teacher also has to be able to (6) _____ task; to be aware of not only what she's teaching, but how the students are reacting and how to use classroom technology in the best way possible. Teaching is a(n) (7) _____-stop process of continuous learning.



4 a Read the clues and complete the words.

- involving people working together
- opinion you have about something before you really learn about it
- ask questions
- being peaceful
- a group with a different way of life to normal
- be better than

c o l l a b o r a t i v e
pr _ c _ nc _ pt _ n
_ nt _ rv _ w
n _ n-v _ l _ nc _
s _ bc _ lt _ r _
_ _ td _

b Complete the sentences with the words from Exercise 4a.

- Keep an open mind. Don't have *preconceptions* about people.
- Look smart when you go for a(n) _____ - make a good first impression.
- I may have won the award, but I dearly want to acknowledge the help of all my colleagues - this was a(n) _____ effort.
- We believe in _____ as war is never the answer.
- Are most teens fairly mainstream nowadays or is there a youth _____?
- He has to try to _____ me at everything - he's so competitive it's ridiculous, really.

Recognise emphasis

Look at the photos. What period do you think they're from, A, B or C?
(The answer's at the bottom of the page.)

A the 1960s

B the 1920s

C the 1990s

You're going to read a newspaper article about a decade of the 20th century. Six sentences have been removed from the article. Write the letter of the sentence (A-G) in each gap (1-6). There is one extra sentence which you do not need to use.

- A And what was shocking to some – they also wore make-up!
- B They try to look different, listen to different music and even develop their own vocabulary and ways of talking.
- C We do like the new, and in 1920s America, there was a lot that was.
- D Perhaps he is responsible more than anyone for the stereotypes of that age that we have in our minds.
- E Nobody knows what the truth is.
- F They lived a fast-paced life and enjoyed greater freedom than the older generation – they were ready to explore and discover the world.
- G But whatever rebellious modern youth might think themselves, it's absolutely certain that they're not the first generation to feel this way.



The Jazz Age

If there's one thing that young people have in common, it's that they think they're different from the older generation.

(1) B Increasingly in the digital age, new trends are started and then left behind at astonishing speed.

(2) ___ Back in the 1920s in the US, young people, especially college students, were questioning traditional values and looking for more freedom. Women wanted more independence and there was a sense of a restlessness developing among both genders, which had a significant influence on cultural trends of the time.

(3) ___ The mass production of cars meant that young people could get around and socialise away from their parents. They could listen to the radio and watch films with voices for the first time. Jazz music made black musicians very well-known and dance crazes such as the Charleston became very popular indeed. Even parents got enthusiastic about some of these things and joined in.

Emblematic of the age were the fashionable, fun-loving young women of the time, with their short hair and distinctive

style of clothing. (4) ___ They had an image and an attitude that was a world away from that of their parents. The writer F. Scott Fitzgerald described women of the day as young, confident and adventurous. (5) ___

Fitzgerald wrote extensively about the Jazz age, most famously in his terrific 1925 novel *The Great Gatsby*. (6) ___ In truth, though, whatever the stereotypes, the youth of the Jazz era were not unique in being rebellious. Indeed, in a sense, isn't rebelliousness just a characteristic of every young generation?



Read the tips in the **Remember how to box**. Underline examples of the six types of emphasis in the text.

REMEMBER HOW TO ...

Recognise emphasis

Look for:

- structures like *If there's one ... it's ... , It's ... that ... , What ... is ... , may ... but ...*
- *do/did* before a positive verb.
- reflexive pronouns: *myself, themselves*, etc.
- the addition of *-ever* to *what, who*, etc.
- comparisons: *it's as bad as ...*
- strong adjectives and adverbs: *at all* (with negatives), *terrified, speechless; repeatedly, absolutely, even, very ...*

GO BEYOND

Research youth subculture in another decade (period of 10 years) of the 1900s. What period did you choose?

What fashion, music and ideas were popular then?

GRAMMAR 1 Reported speech review

>>> Report what people say

1 Complete the grammar table with the words in the box.

admit forgive insist predict threaten warn

Reported speech review

Use: To report what people said in direct speech.

Reporting verbs

- 1 verb + that: claim, (1) *predict*, insist, refuse, persuade
- 2 verb + infinitive (with to): offer, promise, (2)
- 3 verb + somebody + infinitive (with to): encourage, remind, (3)
- 4 verb + -ing: (4), suggest, deny
- 5 verb + preposition + -ing: (5) on, apologise for somebody for,
- 6 verb + somebody + preposition + -ing: accuse somebody of, (6) blame somebody for

2 Choose the correct option to complete the sentences.

- 1 He *said* / *told* me that he had forgotten his password.
- 2 I *said* / *told* him to make up a new one.
- 3 He *asked* / *said* me if that was a problem.
- 4 I *told* / *said* him that it wasn't.
- 5 I *told* / *said* that the site would send him an email to confirm the new password.
- 6 He *asked* / *said* to think of a password for him.
- 7 I *persuaded* / *suggested* him to think of his own password.
- 8 He *accused* / *claimed* me of not wanting to help.
- 9 I *insisted on* / *insisted* that it was safer to use one no-one else knew.

3 Write what the people said in Exercise 2 in direct speech.

1 John: *I've forgotten my password.*

6 John:

2 Mary:

7 Mary:

3 John:

8 John:

4 Mary:

9 Mary:

5 Mary:

4 Read the conversation and rewrite the sentences (1-8) in reported speech with *said*, *asked* or *told*.

John: (1) *Can you come here a minute, Mary?*

Mary: (2) *What can I do for you?*

John: (3) *I can't get a WiFi connection.*

Mary: (4) *Have you got the right code?*

John: (5) *I don't know.*

Mary: (6) *Can I have a look at the options?*

John: (7) *Sure. There are these three.*

Mary: (8) *Have you tried the last one?
That worked for me.*

1 John *asked* Mary if she could go there for a minute.

2 Mary

3 John

4 Mary

5 John

6 Mary

7 John

8 Mary



5 a » Match the sentence types (A-I) to the sentences (1-8).

- | | | |
|--|-------|-----------------|
| 1 'I'm sorry I said that.' | G | A an accusation |
| 2 'It's all your fault.' | _____ | B a suggestion |
| 3 'Don't forget to wake me up early.' | _____ | C a warning |
| 4 'I'll call you later.' | _____ | E a reminder |
| 5 'Can you lend me some money?' | _____ | F a request |
| 6 'If you do that again, there'll be trouble.' | _____ | G an apology |
| 7 'Let's go out tonight.' | _____ | H a promise |
| 8 'I didn't do it.' | _____ | I a denial |

b » Choose the correct option.

- She apologised to say / for saying that.
- He warned her not do / to do that.
- She suggested to go / going out.
- He promised calling / to call.
- She asked me / asked me for some money.
- He accused her of / for being at fault.
- She reminded him to wake / for waking her up.
- He denied to do / doing it.

6 » Complete the conversation with the correct form of the verbs in the box and to or that if necessary.

admit (x2) advise explain insist invite promise refuse threaten

Jo: How was your lunch with Tina yesterday?
 Alex: It was good! I (1) advised her to apply for the art course as soon as possible. At first she (2) _____ believe she was good enough to get on it, but I (3) _____ she definitely was. I (4) _____ her that it would give her new skills and she (5) _____ a business course would be really useful too. Then I (6) _____ her to my show next week. Are you coming?
 Jo: Of course – I wouldn't miss it for the world. Your band is one of the best I've seen live. Besides, I (7) _____ go, didn't I? Jade wants to come too, but she (8) _____ make me go dancing with her sometime soon. She's always coming along to things with me, so I'm going to try it!

Alex: You? Dancing?!
 Jo: I know, I know. She's a brilliant dancer, but I must (9) _____ I've got two left feet ...
 Alex: Don't be like that. You love music, so maybe you have a secret talent for dancing.



7 » For questions 1-7, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given. There is an example at the beginning (1).

- | | | |
|---|--|---------------|
| 1 Mark said: 'I'll be there in the morning.' | Mark <u>promised to be there</u> the next morning. | promised |
| 2 Tim said: 'I can bring something to eat for lunch.' | Tim _____ food for lunch. | offered |
| 3 He asked: 'Can I bring a friend?' | He _____ bring a friend. | asked |
| 4 John warned Hannah: 'Don't be late.' | Hannah _____ arrive on time by John. | told |
| 5 Alan said: 'Let's go to the beach later.' | Alan _____ to the beach afterwards. | suggested |
| 6 Mum said to Owen: 'Don't forget your swimming things.' | Mum _____ his swimming things. | reminded |
| 7 Luca said to Keira: 'Oh, I forgot – well done for passing your driving test.' | Luca _____ her driving test. | congratulated |

LISTENING

>>> Infer meaning

1 ▶35 Listen to the three conversations and write the correct numbers.

Which of the conversations, 1, 2 or 3 ...

- 1 is between speakers of different generations?
- 2 is taking place in public?
- 3 is between two people of the same age?
- 4 is confrontational?
- 5 has a speaker who realises he's made a mistake?

☐
☐
☐
☐
☐

2 ▶35 Listen to the conversations again. Tick (✓) the line (1, 2, 3 or 4) with an example of irony and the line with an example of an idiom.

- 1 See you tonight, 'Mr Cool'.
- 2 Ben didn't cheat in biology.
- 3 There's a bigger issue.
- 4 Everyone's got their hands in their pockets.

irony

☐
☐
☐
☐

idiom

☐
☐
☐
☐

3 ▶35 Listen to the conversations again. For questions 1–7, choose the best answer, A, B or C.

- 1 Mark's dad ...
 - A thinks Mark bought the new top.
 - B bought the top for Mark.
 - C doesn't know who bought the top.
- 2 Mark's dad ...
 - A would like to borrow Mark's new top.
 - B is using language adults don't usually use.
 - C wants Mark to stay home with him in the evening.
- 3 Mark feels ...
 - A really annoyed by his dad.
 - B slightly amused by his dad.
 - C not very happy with his dad.
- 4 Alf ...
 - A thinks they've been wrong about their classmate.
 - B wants to tell the teacher that their classmate cheated.
 - C wants to have extra classes.
- 5 What does the idiom 'look on the bright side' mean?
 - A try to get help when you need it
 - B try to see something good in a bad situation
 - C be more positive about studying
- 6 Which of the statements is correct?
 - A Becky complains that people have lost their lives.
 - B Becky has no confidence in the minister's ability to deal with the problem.
 - C Henry is extremely confident he's done everything that needs to be done.
- 7 Which idiom means 'a suggestion of a much larger problem'?
 - A light at the end of the tunnel
 - B the tip of the iceberg
 - C at the end of the day

4 Which tips in the Remember how to box did you use for help with exercises 2 and 3?

Tick (✓) them.

REMEMBER HOW TO ...

infer meaning

- ☐ Identify the context and topic. Keep listening for clues if these aren't immediately obvious.
- ☐ Identify relationships. People say things less clearly or directly when they don't know or trust someone, or when they're unsure how they'll react.
- ☐ Listen to *how* people talk. Their tone of voice can often be a better indication of what they mean or feel than their words.
- ☐ Be aware of irony; saying the opposite of what you mean to make someone laugh or criticise them.
- ☐ Listen for idioms. Think about the image they create and use the context to work out their meaning.

VOCABULARY 2

Idioms

1 For questions 1–10, read the sentences below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (1).

- 1 You're barking up the wrong tree, I'm afraid.
- 2 In the heat of the _____, I said something I now regret.
- 3 It's all water under the _____ now.
- 4 It's best to get it off your _____ and talk about the problem.
- 5 It's just the tip of the _____, isn't it?
- 6 There's always light at the end of the _____ – things will improve.
- 7 Why don't you look on the _____ side of life?
- 8 At the _____ of the day, it's not so important.
- 9 You've got the wrong end of the _____ again.
- 10 Look, let's cross that _____ when we come to it, shall we?

Need help? You'll find the words you need in the box below.

bridge (x2) bright chest end
iceberg moment stick tree tunnel

2 Match the sentences from Exercise 1 to the sentences that have a similar meaning.

- | | |
|---|---|
| A You misunderstood me. | 9 |
| B What's done is done. | — |
| C Don't be so pessimistic. | — |
| D Why don't you tell me about it? | — |
| E There's much more to discover here, right? | — |
| F I acted without thinking. | — |
| G You're not going to find it there – you're wasting your time. | — |
| H Let's not worry about that issue until we actually have to face it. | — |
| I When all things are considered, it's not something to worry about. | — |
| J Look to the future – it can only get better. | — |

3 Write the number of the idiom (1–10) from Exercise 1 that someone might say in each situation (A–E).

- | | |
|--|---|
| A You want to reassure your friend that things will get better soon. | 6 |
| B You think your friend is very worried about something they haven't told you. | — |
| C You want to forgive somebody you had a big argument with. | — |
| D You think your friend has misunderstood something you said. | — |
| E You think that a mistake you found is only the first example of very many. | — |

WORDS & BEYOND

4 For questions 1–5, read the text below. Use the word given in capitals at the end of some of the lines to form a word which fits in the gap in the same line. There is an example at the beginning (1).



I just checked the weather (1) forecast CAST
and they're predicting the cold temperatures to continue for the (2) _____ future – SEE
and possibly right into early spring. I'm (3) _____ – lost for words; this has SPEECH
already been one of the coldest winters on record and there's no end in sight. I'm supposed to drive to Manchester tomorrow, but I think I'll have to put my car's winter tyres on (4) _____. I'm normally not (5) _____ to drive in these conditions, HAND
but I've little choice – it's my mother's 80th birthday and I can't justify missing that, no WILL
matter what the weather's like.

5 Complete the text with the words in the box.

assignment consultant indeed label quote
secure self-obsessed

Don't (1) quote me on this, but I have a feeling the forecasters have got it wrong. I think milder weather's on the way. I certainly hope so too – for all the older people's sakes. I think they'd feel a lot more (2) _____ knowing these freezing conditions were soon going to come to an end. It's all right for us young people, I guess; we love snow – especially, of course, as it means time off school. But don't (3) _____ us all (4) _____, though. So many people are too quick to do that, which isn't fair. I worry about my gran and how she's doing in this weather all the time. (5) _____, I've visited her every day since the cold spell started. I make her warm drinks, bring her the shopping and so on. In return Gran helps me with my homework (6) _____s, especially Business Studies as she used to be a business (7) _____. She knows loads about business. I hope I can be just like her some day.



GRAMMAR 2 Question tags

Ask questions and confirm ideas using question tags

- 1 Complete the grammar table with the words in the box.

auxiliary down negative positive subject up

Question tags
Use: At the end of sentences to make questions.
Form: auxiliary verb + (1) <u>subject</u>
Use a positive tag with a (2) _____ sentence. <i>You weren't in my class, were you?</i>
Use a negative tag with a (3) _____ sentence. <i>Your name's Ellie, isn't it?</i>
If the sentence doesn't have a(n) (4) _____ verb (be, have, do or a modal), use <i>do/does</i> or <i>did</i> . <i>You said you were from London, didn't you?</i>
The tag for <i>I'm</i> is <i>aren't</i> .
The tag for <i>Let's</i> is <i>shall</i> .
Pronunciation: The intonation goes (5) _____ when the speaker doesn't know the answer. It goes (6) _____ if the speaker wants confirmation or agreement.

- 2 a Choose the correct options to complete the conversation.

Mia: You're Will, (1) *don't / aren't* you?
Will: Yes. I think we've met before, (2) *have / haven't* we?
Mia: Yes. It was at Talia's place, (3) *was / wasn't* it?
Will: Yes, that's right. It was her birthday, (4) *was / wasn't* it?
Mia: That's right.
Will: Right. Let me try to remember. You're not Lia, (5) *are / do* you?
Mia: Nearly. I'm Mia.
Will: Oh, sorry. I should have remembered, (6) *didn't / shouldn't* I?
Mia: Don't worry. So what do you think of this exhibition then? It's pretty good, (7) *isn't / is* it?
Will: Yeah! Science has never been so cool! But some of the ideas are difficult to understand, (8) *are / aren't* they? Maybe I need to pay more attention in science class from now on. At least we both got here while it's not too busy, (9) *did / didn't* we? Let's go and try out the shuttle launch experience, (10) *do / shall* we?
Mia: Yeah – that sounds like fun. Just a moment. I'm going to boil, (11) *am / aren't* I? I forgot to take off my jacket. You don't know where I can leave it, (12) *can / do* you?

- b Now listen to the conversation in Exercise 2a and check your answers.

- c Listen again. For each question tag in Exercise 2a decide if Mia and Harry don't know the answer (X) or want confirmation/agreement (✓).

1 X	4	7	10
2	5	8	11
3	6	9	12

- 3 For questions 1–8, read the text below and think of the negative verb form or question tag which best fits each gap. There is an example at the beginning (1).

Harry: Did you read that article about digital security I showed you?
Harry's mum: Yes, it's a big problem, (1) *isn't it* ?
Harry: I bet you (2) _____ realise how much cybercrime there is around, did you?
Harry's mum: No, I certainly didn't.
Harry: So you've changed your password, (3) _____ ?
Harry's mum: No yet. It doesn't need numbers, letters and symbols, (4) _____ ?
Harry: Yes, it does. And you must remember to change it frequently.
Harry's mum: OK, but I don't need to change it every month, (5) _____ ?
Harry: No. I think three or four times a year is probably OK.
Harry's mum: And you'll help me install this program, (6) _____ ? You (7) _____ forget, will you?
Harry: Let's do it now, (8) _____ ?
Harry's mum: Thanks Harry. What would I do without you?

- 4 Complete the conversations with the correct question tags.

Child: We're nearly there now, (1) *aren't we* ?
Mum: Not quite.
Child: But we'll be there soon, (2) _____ ?
Mum: Oh, yes. Go back to sleep.
Child: I can't sleep, (3) _____ ? The radio's too loud.
Mum: Sorry. I like the music, but I'll turn it down a bit, (4) _____ ? Is that better?
Sam: This is where you used to live, (5) _____ ?
Ben: Yes. That's my old house over there.
Sam: You're not sad, (6) _____ ?
Ben: Well, just nostalgic, I suppose.
Sam: Come on. Let's go for a bite to eat, (7) _____ ?
Kat: It's great being up in the mountains, (8) _____ ?
Uma: It was the best idea, (9) _____ ?
Kat: It certainly was. Just to get out of the city.
Uma: It makes you feel more alive, (10) _____ ? Being in nature, I mean.

1 a For questions 1–12, read the short conversations below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (1).

- Dara: I'm not quite (1) sure how to tell you this, but your hair is falling out.
 Steve: Oh, I know! I look just like my dad. But I'm only 20 – I'm (2) _____ for words.
 Dara: I'm really sorry about that, mate. You must feel (3) _____
 Lorna: I'm (4) _____ I've got some bad news, Millie. It's (5) _____ that I can't come to the play after all. I'm really (6) _____, but my aunt is coming to visit from the States and, well, I haven't seen her for ages. It's not that I don't (7) _____ to come, but I have to see my aunt – she was like a mother to me when I was a kid.
 Millie: Hey, don't worry, Lorna. I understand – it's OK.
 Gloria: What do you (8) _____ ?
 Soren: I think you were fantastic in your audition. I really wish you better (9) _____ next time. Are you OK, though? They liked you, even though you didn't get the lead role.
 Gloria: I guess so. At least I have a part.
 Soren: Well, that's the (10) _____ thing. I like your new haircut by the way – it's ... um ... (11) _____. I haven't seen that style before.
 Gloria: Really? That's so kind of you to say – thanks.
 Soren: No worries – although ... I'm (12) _____ not the best person to ask about fashion, am I?! I mean, look how I dress!
 Gloria: Don't be silly – I love your style!

b Complete the **Phrasebook** with the words (1–12) from Exercise 1a. Ignore (A), (B) and (C) for now.

c ▶37 Now listen and check your answers to Exercise 1b.

2 Write these headings in the correct place, (A), (B) or (C), in the **Phrasebook**.

- 1 Express sympathy
 2 Bring up a difficult topic
 3 Give tactful responses

3 ▶38 Listen to six short conversations. Tick (✓) the conversations in which a speaker softens what they say.

- Conversation 1 ☐ Conversation 3 ☐ Conversation 5 ☐
 or
 Conversation 2 ☒ Conversation 4 ☐ Conversation 6 ☐

4 a Write a conversation between two friends. Use different phrases from the **Phrasebook**.

- A: You promised to go on a camping trip together. You know your friend was really looking forward to it and had bought camping equipment, but you can't go now. Bring up this difficult topic and explain why you have to change the plan.
 B: Respond, being tactful and/or expressing sympathy if it's appropriate.

A: _____
 B: _____
 A: _____
 B: _____

b Practise saying the lines of the conversation. Record yourself if you can.

PHRASEBOOK

- (A) _____
 I'm not quite (1) sure how to tell you this.
 I'm (2) _____ I've got some bad news.
 I'm really (3) _____ but ...
 It's (4) _____ that ...
 (B) _____
 It's (5) _____ /original/interesting ...
 What do you (6) _____ ?
 Well, that's the (7) _____ thing.
 I'm (8) _____ not the best person to ask.
 I'm (9) _____ for words.
 It's not that I don't (10) _____ to come.
 (C) _____
 I'm really sorry about ...
 Better (11) _____ next time.
 It's really bad luck.
 You must feel (12) _____

CANCELLED



WRITING

Write an informal email

1 Complete gaps 1–6 with the words and phrases in the box. Ignore gaps A–E for now.

close friends contraction direct don't know idea informal

REMEMBER HOW TO ...

write an informal email

- Think how well you know the other person. How (1) *informal* can you be? or family members: (A) _____, Hiya, Hey (US);
- To start/end emails to (2) _____, Bye, See you, Love ...
- To start/end emails to people you (3) _____ so well: Dear ... ; Best wishes, Yours ...
- Use (4) _____ s, informal expressions like (B) _____ and idioms like (instead of *I have to*), phrasal verbs like (C) _____
- Ask (5) _____ questions. Encourage a response from the other person.
- Emphasise your (6) _____ s with strong adverbs and adjectives like (E) _____ and *amazing*.

2 Read the two emails. Which one is more informal, A or B?

A

Hi Jerry,
How did the clean-up after the barbecue go? I guess there must have been quite a bit to do! Really enjoyed it! I haven't had such a good time for ages. Thanks for getting in touch out of the blue like that and asking me along. What a fantastic idea to give it a theme. You've got a totally fabulous place and the view from your balcony is just out of this world. Can you help me out with something? I saw an old friend at the barbie – Fred. You know who I mean, don't you? I forgot to get his number. Have you got it? I'd really like to keep in touch with him. He's great fun!
Something else. I've got to go to an interview on Friday to see if I can be part of the debating team that's going to Vienna. I told you about it, didn't I? Do you think I should wear the suit I wore at your party, or is that a bit over the top? I guess it might be. Anyway, I've got to go now.
See you,
David
PS You're the best host ever!

B

Dear Jerry,
I'd like to thank you for inviting me to your barbecue on Saturday. I had a wonderful time and you were an excellent host. I hope we didn't make too much of a mess. I must say I was highly impressed with not only your house, but also the view from your balcony.
I wonder if you could assist me with something. I got on very well with an old friend – Fred, but I forgot to ask him for his phone number. As I'd like to stay in touch, I wonder if you could forward it to me.
There is another matter I'd like your help with. I have to attend an interview on Friday for a place on the debating team which is going to Vienna. Would you advise me to wear the suit I wore to your party or do you think it would be too formal? In my view, it might be.
All the best,
David
PS Thank you again for being such a great host on Saturday.

3 Complete gaps A–E in Exercise 1 with examples from email A in Exercise 2.

4 For questions 1–5, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given. There is an example at the beginning (1).
Note: The first sentences in each pair are from email B above.

- | | |
|---|-----------|
| 1 I'd like to thank you for inviting me to your party.
Thanks for the _____ invite to the party. | thanks |
| 2 I must say I was highly impressed with your house.
I've got to tell you that your _____ | brilliant |
| 3 I wonder if you could assist me with something.
_____ me out with something? | can |
| 4 I wonder if you could forward it to me.
Can you _____ to me? | pass |
| 5 There is another matter I'd like your help with.
_____ can help me with. | else |

- 5 You're going to write an informal reply to David's email (email A) in Exercise 2. Make comments on what he says and answer his questions. Make notes. Use the *Writing plan* to help you prepare.

WRITING PLAN

Paragraph 1 (comment on barbecue, clean up after barbecue, house, view) ☐

Paragraph 2 (comment on Fred and on David's request) ☐

Paragraph 3 (advise on what to wear, wish good luck) ☐

WRITE AND CHECK

- 6 Write your informal email. Write between 150–180 words. Then, tick (✓) the stages in the *Writing plan*.

Prepare for an interview

- 1 a 39 Listen to four excerpts from interviews. For each question, write the number of the candidate (1–4).

- | | |
|--------------------------------|-----------------------|
| 1 Which candidate is negative? | Candidate <u>4</u> |
| 2 Which candidate is arrogant? | Candidate <u> </u> |
| 3 Which candidate is rude? | Candidate <u> </u> |
| 4 Which candidate is late? | Candidate <u> </u> |

- b Complete the advice for each of the candidates.

- | | |
|----------------------|--|
| 1 Be <u>positive</u> | not negative. |
| 2 Be c <u> </u> | but not overc <u> </u> or arrogant. |
| 3 Be p <u> </u> | not rude. |
| 4 Be p <u> </u> | – turn up on time, not late. |

- c Complete the words to add some more good general interview advice.

- Be ...
- | | |
|-------------------|---|
| 1 <u>prepared</u> | – do some research beforehand. |
| 2 fl <u> </u> | – be ready to answer questions you weren't expecting. |

- Dress ...
- | | |
|-----------------|------------------------|
| 3 s <u> </u> | – look clean and tidy. |
|-----------------|------------------------|

- 2 40 Listen to two people talking about their interview. Tick (✓) the person who helped their chances by doing the right thing.

Gillian ☐ Juno ☐

- 3 Write some advice for the person who didn't help their chances, to help them get it right next time.



VOCABULARY REVIEW

- 1 For questions 1-8, read the text below. Use the word given in capitals at the end of some of the lines to form a word which fits in the gap in the same line. There is an example at the beginning (1).

Going well

Although not a (1) *household* name yet, our company is becoming better known and we've had (2) _____ success over the last two years. We've definitely managed to (3) _____ our position in the marketplace and our latest product has been a (4) _____ seller. The reason we've done well is due to the young (5) _____ team we've assembled, the (6) _____ of whom are in their early twenties. They have the energy, drive and (7) _____ to come up with ideas and be able to realise them. They also know what young people want and our (8) _____ department has done a great job in getting us well-established with this target group.

HOUSE
ORDINARY
STRONG
MASS
CREATE
MAJOR
IMAGINE
BRAND



- 2 For questions 1-8, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (1).

Parents are responsible (1) *for* their children's upbringing and they try to give them chances to develop skills and hobbies which might lead (2) _____ a future career. As children become aware (3) _____ their strengths and interests, they can begin to work (4) _____ what they might want to do later in life. Taking (5) _____ a sport, a musical instrument or joining a club related to something you're interested in can introduce you to people to look up (6) _____ – like your coach, for example, and you can take pride (7) _____ your achievements. The important thing is not to miss out (8) _____ early opportunities.



- 3 Write the missing letters to complete the words.

- They're planning a new m *o* *t* *o* r w *a* y to the airport.
- A lot more data needs to be co *p* _____ d before they get permission.
- It wasn't very t _____ tf _____ I to say they didn't care how many people would be affected.
- It's im _____ al to give a low cost estimate for the project when you know the final cost will be much more.
- It's going to have the name of one of the gods in the ancient m _____ t _____ s – The Hercules Highway.
- They're testing various pi _____ nts to mix with the paint to make the signs easier to see at night.

- 4 Complete the text with the words in the box.

exceptional friendship humour mind name ordinary quirkiness temperamental

Bai's (1) *friendship* is really important to me. Even though I can be a bit (2) _____ at times and I'm always changing my (3) _____ about things, she just accepts me for who I am. As for Bai, she's someone out of the (4) _____. She has a brilliant sense of (5) _____ – we both do! We make each other laugh all the time. She also has a(n) (6) _____ talent for drawing and I'm sure that one day she'll be a big (7) _____ in that field. It's her originality and (8) _____ that I like the most, though. She's such an interesting person to be around. But, then, I hope she'd say the same about me! It's a great friendship, because we support each other.

ALL ABOUT ME

What makes a good friend? Write three things and say why these things are important.

-
-
-

- 1 For questions 1–7, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (1).

Who am I?

A famous singer, (1) who was 75 years old himself, went to perform (2) _____ songs at an old people's home to cheer up the residents. He thought he (3) _____ given a good performance, but none of the residents seemed to recognise (4) _____. Feeling a little (5) _____ disappointed, he went up to one old lady and said, 'Do you know who I am?' (6) _____ old lady whispered, 'Why? Don't (7) _____ know?'

- 2 For questions 1–8, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given. There is an example at the beginning (1).

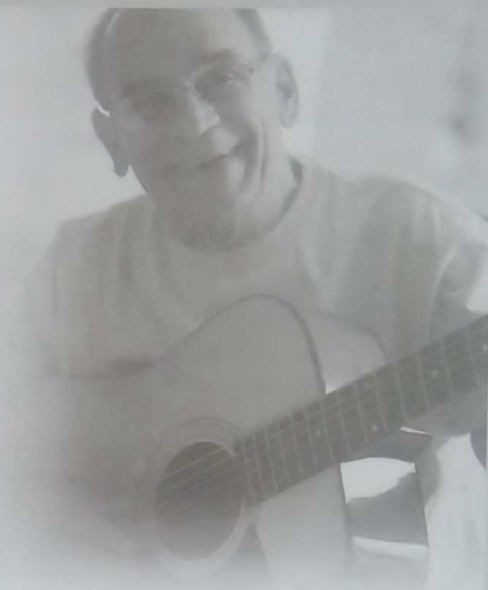
- 1 People who live in old people's homes generally receive a good level of care. **provided**
A good level of care is generally provided by old people's homes.
- 2 'Do you know who I am?' Tony asked Anna. **if**
Tony asked Anna _____ he was.
- 3 Everyone says he's still great. **said**
He _____ very good still.
- 4 His popularity is such that he has a sold-out tour. **so**
He _____ there are no tickets left for his concerts.
- 5 'My voice has got better with age,' he said. **claimed**
He _____ improved with age.
- 6 It's a good idea to listen to his early records. **should**
You _____ his first recordings.
- 7 I'm pretty sure he was very good-looking when he was younger. **must**
He _____ a handsome man in his youth.
- 8 My mother met him once and got his autograph. **who**
My mother _____ got his autograph.

- 3 Choose the correct options to complete the text.

Brain power

The more you keep your mind active, the (1) least / (less) chance there is of you developing memory loss or brain diseases associated (2) with / to old age. If you think of the brain as a muscle, it (3) has made / makes sense to exercise it as you would your body, (4) isn't / doesn't it?

One way to keep your mind in good shape is by (5) having done / doing crossword puzzles. Time (6) spending / spent working out the answers is a useful activity. Not only (7) you are / are you recalling words, but you (8) also are / 're also thinking creatively about how words work. I try to do one every day.



- 1 Complete the phrasal verbs with the prepositions in the box. Use the clues to help you.

across (x2) by down on out (x2) up (x5)

- | | | |
|----------------|----|---|
| 1 get _____ | by | manage |
| 2 die _____ | | become extinct |
| 3 catch _____ | | become popular |
| 4 keep _____ | | continue |
| 5 get _____ | | communicate |
| 6 try _____ | | experiment with |
| 7 come _____ | as | seem to be |
| 8 end _____ | | be in a situation after or because of doing something |
| 9 look _____ | | find information (eg in a book, etc) |
| 10 make _____ | | invent an excuse, story, etc |
| 11 pick _____ | | learn/do something new |
| 12 break _____ | | stop being successful |

- 2 For questions 1–7, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (1).

Children learning languages

Young children pick (1) up whichever language they are brought up with and they can get (2) _____ in their native language and get their messages (3) _____ without any actual lessons by the time they reach school age. They'll need years of learning, working (4) _____ the meaning of words and (5) _____ them up in dictionaries to get an adult's vocabulary, but by the age of five they'll have a pretty good grasp of the grammar without of course knowing grammatical terms and rules. Repeated hearing of words and structures and the encouragement to work them out for themselves results in rapid learning. They also experiment and (6) _____ up their own new words. Of course, they regularly (7) _____ up saying some quite strange-sounding and funny things because of this, but it does demonstrate the ways in which they make associations very well.

- 3 Choose the correct options to complete the conversation. Refer to *Extend your vocabulary* on page 139 for help.

Kim: When do you (1) *work off* / *work out* at the gym?

Brian: The car (2) *broke up* / *broke down*, so I'm not going today. As you know, I live in a small village, so I can't (3) *get across* / *get by* without it.

Kim: I can come and (4) *pick up you* / *pick you up* if you like. You really should (5) *keep up* / *catch up* your fitness programme. Sorry, I think I (6) *came up* / *came across* as a bit bossy then.

- 4 Complete the sentences with the correct form of phrasal verbs from Exercise 1.

- Many languages are expected to die out in the next century.
- You can _____ your basic meaning _____ by using sign language.
- Esperanto never really _____ in a big way.
- So you don't forget your English, you can _____ it _____ by listening to songs.
- Sometimes it's possible to _____ new words just by listening to conversations in the language you're learning.
- People may not _____ as sounding natural when trying to use a different accent.
- Communication may _____ if you can't see the person you're talking to.
- It's a good idea to _____ new words you learn in conversation as soon as you can.

Understand what a writer's really saying



REMEMBER HOW TO ...

understand what a writer's really saying

- ☐ Identify tone.
- ☐ Identify rude or respectful attitudes. Respectful writers:
 - accept ideas, feelings or success they don't share.
 - use polite language and avoid negative emotions.
 - avoid sarcasm (saying the opposite of what you think to criticise someone).
- ☐ Think about what the writer's words *imply* (suggest without saying something directly).

1 Read the article quickly and answer the question.

What is the most difficult thing about learning English according to the writer?

Some thoughts on English

English as a first or second (or third) language is the second-most spoken language in the world after Mandarin Chinese. International companies use it as a common language and scientific journals published around the world expect papers submitted to be in English.

It can't be escaped in the mass media and in many countries it's either an official or unofficial language. Young people around the world often text using English words and letters.

The problem with learning it isn't the grammar; it's the vocabulary. It's not just the number of words, it's the number of meanings of the same word, like ... well, take *like*, for example: it can mean *enjoy* and *similar to*. What are your thoughts on English?

2 a Read the tips in the Remember how to box.

b You're going to read some comments on the article. For questions 1–8, write the letter of the comment (A–I). One question has two comments.

Which comment(s) ...

- 1 responds rudely to another comment?
- 2 implies that there might be a mistake?
- 3 is rude about a language?
- 4 agrees with the article?
- 5 could come across as arrogant?
- 6 agree with part of another comment?
- 7 makes a claim about accents?
- 8 is critical of the article for not providing something?

D

Fanzo Where do you get your facts from? A few numbers to support your statements would be nice.

Rick23 Surely Spanish is more widely spoken as a first language than English?

Sunshine11 The word for a word having many meanings is *polyseme* and the winner here for the most uses is the word *set*. Apparently, it has 58 uses as a noun and 126 as a verb. That's why English is difficult.

n398 Oh. How knowledgeable of you. Do you spend all your time reading dictionaries or do you actually have a life?

Sleepy1 English isn't a language – it's just stolen words from other, older languages and mixed up. Do you know any words in English that don't come from German, Greek, Latin, etc?

gobbledegook I think it's great that hundreds of millions of people speak English as their second language. It means we can all communicate as a global community. And you don't have to sound at all English to speak good English.

Sunshine11 I forgot to mention the 10 uses as a participle adjective. And I really do have a rather good life as it happens.

tigger Yes, gobbledegook. It makes you sound so false if you put on an accent. I want people to hear that I'm Spanish when I speak English.

Cityguy234 How about *London*? That's a word from the Celts over 2,000 years ago. Admittedly, there are very few words in English that are that old. But which language didn't arrive in a place because of movements of people and ideas?

3 Which tips in the Remember how to box did you use for help with Exercise 2b? Tick (✓) them.

GO BEYOND

Research your language.

- 1 Where did it originally come from?
- 2 How many people speak it?
- 3 What other language(s) is/are closely related to it?

GRAMMAR 1 Intensifiers

>>> Emphasise qualities and quantities

- 1 Choose the correct options to complete the grammar table.

Intensifiers
Use: To emphasise qualities and quantities.
Adverbs of degree
rather/remarkably, etc + adjective/adverb I'm very (1) <u>tired</u> / exhausted.
totally/utterly, etc + extreme adjective/verb It was completely (2) <u>surprising</u> / amazing.
so/such ... (that)
so + adjective/adverb + few/many/little/much, etc + noun There was (3) <u>so</u> / <u>so</u> a little rehearsal time.
such + (a) noun / (a) adjective + noun + a lot of + noun You've got (4) <u>such</u> / <u>such</u> a nice voice.
Use (that) + clause to express consequences.
too/(not) enough ... (for/to)
slightly + too + adjective/adverb It was slightly too (5) <u>loudly</u> / <u>loud</u> .
way + too few/many/little/much + noun adjective/adverb + enough (not) enough + noun The concert hall wasn't (6) <u>enough big</u> / <u>big enough</u> to get all the people in.
Use an infinitive with to to express consequences.

- 2 a > Match the extreme adjectives (A–O) to the regular adjectives (1–15). Use your dictionary to look up any words you don't know.

A		B
1 bad	<u>K</u>	A furious
2 cold	___	B ancient
3 angry	___	C boiling
4 hungry	___	D freezing
5 pretty	___	E hilarious
6 scary	___	F gorgeous
7 tired	___	G terrifying
8 funny	___	H exhausted
9 small	___	I enormous
10 big	___	J tiny
11 hot	___	K awful
12 old	___	L starving
13 expensive	___	M fascinating
14 clever	___	N exorbitant
15 interesting	___	O brilliant

- b > Look at the intensifiers in the table. Which group of intensifiers (1 or 2) go in front of the adjectives 1–15 in Exercise 2a? Which go in front of adjectives A–O? Write A or B.

Group 1:	Group 2:
Group 1	Group 2
very	absolutely
particularly	completely
slightly	totally
rather	utterly
remarkably	exceptionally

- 3 > For questions 1–6, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (1).

'Your talk about people from around the north pole was (1) so fascinating. It was (2) so interesting to learn that these peoples don't call themselves 'Eskimo', like I thought, but by names like *Inuit*. The word 'Inuit' means 'the people' or 'the real people'. I was (3) so surprised to discover that they don't actually have a (4) so large number of words for snow. I'd thought that, in the (5) so freezing temperatures up there, they would have a(n) (6) so large vocabulary to describe the various types of the white stuff that falls from the sky, but according to you it's far fewer than the 50 I'd read about before. I don't mean to sound rude, but are you absolutely sure?'

1 A slightly	B <u>absolutely</u>
C too	D very
2 A such	B really
C far	D little
3 A rather	B enough
C nearly	D too
4 A many	B few
C totally	D particularly
5 A utterly	B very
C so	D slightly
6 A completely	B slightly
C very	D absolutely



4 » Complete the sentences with **so**, **such**, **too** or **enough**.

I'm (1) so tired. I've had (2) _____ a long day. I was at a meeting to discuss the apostrophe thing with London Underground. Should they put an apostrophe in *Barons Court* or not? They said it wasn't a serious (3) _____ matter to spend time on and it was (4) _____ silly for words to consider changing it after all these years. It would be way (5) _____ expensive to change all the signs and there wasn't (6) _____ public demand for it. There were (7) _____ many more important things to discuss. The Barons Court Hotel said it would also be (8) _____ a lot of trouble for local businesses to change their names that they wouldn't even consider it. I agree. Leave it as it is.



5 » Complete the sentences with the words in the box.

enough far little many much so such too

- Internet connections are far better now than they were ten years ago.
- It's _____ a nice day. Let's take a picnic to the lake.
- Cooking seems _____ easy when my Dad does it. He's a great cook.
- London is _____ bigger than Belfast.
- I'm leaving now so I have _____ time to buy my ticket at the station.
- Sometimes it's _____ hot to play football in the park.
- The new electric cars use relatively _____ energy.
- _____ people have shown an interest in our website. It's received thousands of hits.

6 » Choose the correct options to complete the text.

He's a(n) (1) remarkably / ~~utterly~~ good student of languages. Perhaps because he lived in (2) so / ~~such~~ a lot of countries when he was young. Most people I know are (3) pretty / ~~enough~~ proud of themselves if they can get by on holiday in one other language, but he's (4) slightly / ~~totally~~ fluent in five. Learning them seems to come (5) so / ~~such~~ easily to him. I'm (6) too / ~~really~~ happy he got a job as a translator. He's going to do (7) a bit / ~~incredibly~~ well, I'm sure.

7 » For questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. Use between two and five words, including the word given. There is an example at the beginning (1).

- We have to get road signs correct.
It's absolutely essential that road signs are correct. **absolutely**
- What a pity we left out the comma!
It's _____ that we forgot to put in the comma. **such**
- There's no time for us to change it now.
It's _____ change it now. **far**
- She wasn't very happy to get that message.
She was _____ when she received that text. **rather**
- We should have taken more care.
We _____ at all. **enough**
- I love her a lot and I'm going to organise a party for her birthday.
I _____ that I'm going to give her a special birthday party. **so**



LISTENING

>>> Be an active listener

1 Look at the photos and read the title and introduction of a talk. (Use a dictionary to look up any words you don't know.) Then tick (✓) the answers to the questions below.

- 1 Do you expect what you're going to listen to to be ...
 - A funny? ☐
 - B serious? ☐
 - C a discussion? ☐
 - D a talk? ☐
- 2 Do you expect to be ...
 - A told jokes? ☐
 - B given information? ☐
 - C asked to contribute? ☐
 - D asked to evaluate opinions? ☐
- 3 Do you expect to hear about ...
 - A tourism in different countries today? ☐
 - B the history of some English words? ☐
 - C differences in how people use language? ☐
 - D transportation systems? ☐
- 4 What would a student listening to this probably be expected to do?
 - A take notes ☐
 - B tick boxes ☐
 - C write down every word ☐
 - D ask questions after every point ☐

2 ▶41 Listen and check your predictions.

3 What do you remember? Answer the questions.

- 1 How many questions are asked? _____
- 2 What are they about? Write one word for each. _____
- 3 How many countries/nationalities are mentioned? _____

4 ▶41 Listen again and, for questions 1–4, choose the best answer, A, B or C.

- 1 The Japanese changed one colour on traffic lights ...
 - A because they didn't like the colour green.
 - B because there is no word for green in Japanese.
 - C to match the most common Japanese word for green.
- 2 What happened in the Russian experiment?
 - A Women chose different days to men.
 - B People associated days with gender.
 - C Men preferred some days to others.
- 3 In the study of German and Spanish speakers ...
 - A they all thought of bridges as feminine.
 - B they remembered masculine objects better.
 - C gender in their own language influenced their use of English.
- 4 What do we know about the native Australian group?
 - A They use geographic terms to say where things are.
 - B They don't know the difference between left and right.
 - C They live in rooms with no windows.

5 Which tips in the Remember how to box did you use for help with the exercises? Tick (✓) them.

'Culture and language' lecture series

Today we shall move around the world to look at a few examples of ways in which culture influences language.

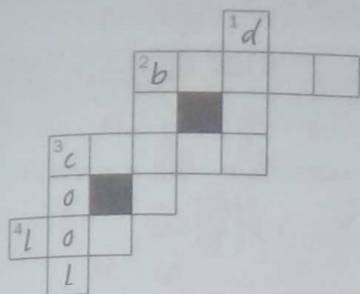
REMEMBER HOW TO ...

be an active listener

- ☐ Before listening, ask: What exactly am I going to listen to? What do I expect to hear (number of speakers, serious or humorous tone, information or anecdotes)?
- ☐ Decide on your goal: to get information, evaluate something, understand feelings or be entertained?
- ☐ Decide what action is required: taking notes, preparing questions, making decisions, understanding jokes?
- ☐ As you listen, be prepared to adapt your goals and actions if your predictions were wrong.



1 Complete the crossword with the slang word for each clue.



- Across
2 man/friend
3 go to bed
4 toilet
- Down
1 money
2 tired
3 good

2 Match the answer words from the crossword in Exercise 1 to the words that mean the same thing.

- | | | |
|----------------|-------------------|--------------|
| 1 awesome | <u>cool</u> | 4 men's room |
| 2 hit the sack | <u> </u> | 5 shattered |
| 3 dough | <u> </u> | 6 dude |

3 a For questions 1–10, read the text below and think of the **slang** word which best fits each gap. Use only one word in each gap. There is an example at the beginning (1). (You can check the words you need in the **HELP!** section below.)

- Brad: Dean – hey. What's up? You look (1) beat.
- Dean: Yeah, Brad. I feel I need to (2) . I didn't sleep all night.
- Brad: Why was that?
- Dean: I was (3) out 'cos I don't have the (4) to go to the music festival this year.
- Brad: (5) out, Dean. I can lend you whatever you need.
- Dean: That's a pretty (6) offer, (7) . Are you sure?
- Brad: No (8) .
- Dean: (9) Brad. Right, I'm (10) . I'll call you when I've got the ticket.

HELP! You'll find the words you need in the box below.

beat cheers chill cool crash
dosh mate off stressed worries

b **42** Now listen and check your answers.

c Answer the questions.

- Which person is probably British?
- Which person is probably American?



WORDS & BEYOND

4 For questions 1–8, read the text below and decide which answer (A, B or C) best fits each gap. There is an example at the beginning (1).

Saying the right thing

I really don't have time for people who make personal comments and (1) others online. It's different if you happen to hear criticism when you're (2) on someone's conversation on the bus, but writing it down for all to read is utterly (3) . Of course, you're free to express your disagreement with somebody's view, but that shouldn't turn into (4) comments about the person themselves. Even if you don't directly insult a person, it can be just as bad to use (5) to indirectly suggest something. It's also hurtful to have things (6) about you. In this case – a blog I read about a guy who could speak 13 different languages – if someone is a talented (7) , why should they be criticised for this? I say all credit to him for putting in the time and effort to (8) and learn so many languages.

- | | | |
|-------------------|-----------------|-------------------|
| 1 A <u>insult</u> | B upstage | C imply |
| 2 A appalling | B eavesdropping | C misrepresenting |
| 3 A colloquial | B appalling | C upstaging |
| 4 A offstage | B proficient | C derogatory |
| 5 A sarcasm | B polyglots | C colloquialisms |
| 6 A imposed | B imported | C implied |
| 7 A polyglot | B downstage | C convention |
| 8 A offend | B appal | C acquire |

GRAMMAR 2 Inversion

»» Add emphasis to what you write and say

1 Complete the grammar table with the examples in the box. Write the correct letter (A-F) in each gap (1-6).

- A In the corner was a mouse.
- B Never have I seen such a big one.
- C Not only was it huge, but it was also green.
- D No sooner had it seen us than it ran behind the sofa.
- E So scared was Jimmy that he screamed loudly.
- F Had I known he was so scared of mice, I wouldn't have invited him to the cottage.



Inversion
Use: To add emphasis to formal sentences.
Negative adverbials and so
Forms:
Never (again) / Rarely / Only then + auxiliary + subject
1 <u>B</u>
No sooner + auxiliary + subject ... than
2 _____
Not only + auxiliary + subject ... , but ... also
3 _____
So + adjective + be ... that
4 _____
Third conditional without if
Form: had + subject + past participle ... , would have + past participle
5 _____
After a prepositional phrase
Form: prepositional phrase + verb + subject
6 _____

2 » Choose the correct option.

- 1 Never I have / have I been to such a great place.
- 2 Only when I got there I did / did I realise I'd left my phrasebook at home.
- 3 No sooner had I got out of the car that / than it began to rain heavily.
- 4 So wet I was / was I that I had to change all my clothes.
- 5 There on the table was / it was a French-English dictionary.
- 6 I had / Had I continued with French, I would have been fluent by now.

3 » Complete the anecdote (short story) with the words in the box.

also but had only rarely so sooner than that

The cottage was just outside a village in the north of France. Not (1) only was the countryside absolutely stunning, (2) the village was (3) incredibly beautiful with buildings going back to the Middle Ages. In fact, (4) so have I been anywhere so lovely. No (5) had we arrived (6) that I decided to try out my French on the locals, so off down the road we went to a café. I ordered our *café au lait* and (7) but happy was I with my first successful attempt at communication (8) only I attempted to start up a conversation about the size of the mouse I'd seen. (9) had I known how truly awful my French was, I wouldn't have started. They thought my pronunciation of *mouse* was hilarious.

4 »» For questions 1-6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given. There is an example at the beginning (1). Use inversions to add emphasis.

- 1 I didn't tell Jane about the other mice because she would have gone crazy. had
Had I told Jane about
the other mice, she would have gone crazy.
- 2 It was only when we got there that we realised the truth. did
Only we
realise the truth.
- 3 These mice were both large and aggressive. only
large,
but they were also aggressive.
- 4 They were so big that I called them the elephants in the room. were
I called
them the elephants in the room.
- 5 We never talked about them again (well ... not for a very long time). did
them
again (well ... not for a very long time).
- 6 It was only much later that we could joke about the mouse in the house. could
joke about
the mouse in the house.

▶▶ Listen to Isabella talk about her holiday with Vera. For each part of the conversation, tick (✓) the photo (A or B) she's describing.



Isabella



Vera

Part 1



Part 2



Part 3



Part 4



a Complete the *Phrasebook*.

b ▶▶ Listen and check.

c ▶▶ Listen and repeat the phrases, paying special attention to stress and intonation.

a Find some of your holiday photos. Imagine you're describing two of them to a friend. Write the conversations below. Use phrases from the *Phrasebook*.

Photo 1

A: _____
B: _____
A: _____
B: _____
A: _____
B: _____

Photo 2

A: _____
B: _____
A: _____
B: _____
A: _____
B: _____

b Practise saying the lines of your conversations. Record yourself if you can.

PHRASEBOOK

Describe the position of things

- (1) in the top left-/right-hand c
- (2) in the b left-/right-hand c
- (3) in the f / (4) b
- (5) t the b
- (6) at the very b
- (7) on e s /
- (8) (on) both s
- (9) f one s to the o
- leading up to
- (10) the o on the left/right
- (11) r at the top/bottom

Express uncertainty

- (12) I can't q m it o
- (13) I'm not s w it is.
- (14) it l like ...
- (15) there's w l like ...

WRITING

Express strong views

- 1 Complete the tips with the words and phrases in the box.

Admittedly Apparently Frankly
On the contrary Unfortunately

REMEMBER HOW TO ...

express strong views

- Use formal language so that people will take your views seriously.
- Use intensifiers and inversion for emphasis.
- Use adverbs to emphasise what you think, eg:
 - (1) *Frankly* before your main view.
 - (2) _____ before an opinion you disagree with.
 - (3) _____ to partly accept another opinion.
 - (4) _____ before something disappointing.
 - (5) _____ before saying why something isn't true.
- Use the negative form of words: *unacceptable, unfair, injustice*, etc.
- State what action you think is needed: *It is about time* + past simple.

- 2 Complete Mike's letter to a newspaper with the words in the box.

admittedly appalling apparently contrary frankly
more never time unfortunately unnecessary

Dear Editor,

I am writing in response to your recent article about language learning in schools. (1) *Apparently*, only 9% of English school students are 'independent users' of a foreign language. Quite (2) _____, this statistic shows an utterly (3) _____ state of affairs when you consider that the figure in Sweden is 82%.
(4) _____, few people outside Scandinavia speak Swedish, so learning a foreign language is a priority there. But (5) _____ before has it been more important to be able to communicate globally. No (6) _____ should it be assumed that because English is widely spoken it is (7) _____ to learn foreign languages. If you're in competition with a Swedish company for a contract in China and the Swedes speak fluent Chinese and you don't know a word, who are the Chinese going to warm to most?

China has the world's biggest population and biggest economy. Are we therefore making the learning of Chinese compulsory in schools? (8) _____ not. In the US, even some primary school students do lessons in Chinese.

There used to be a view that knowing a foreign language was a luxury. On the (9) _____, it's essential. It's about (10) _____ that we faced up to modern realities and made foreign-language learning a basic subject in our schools.

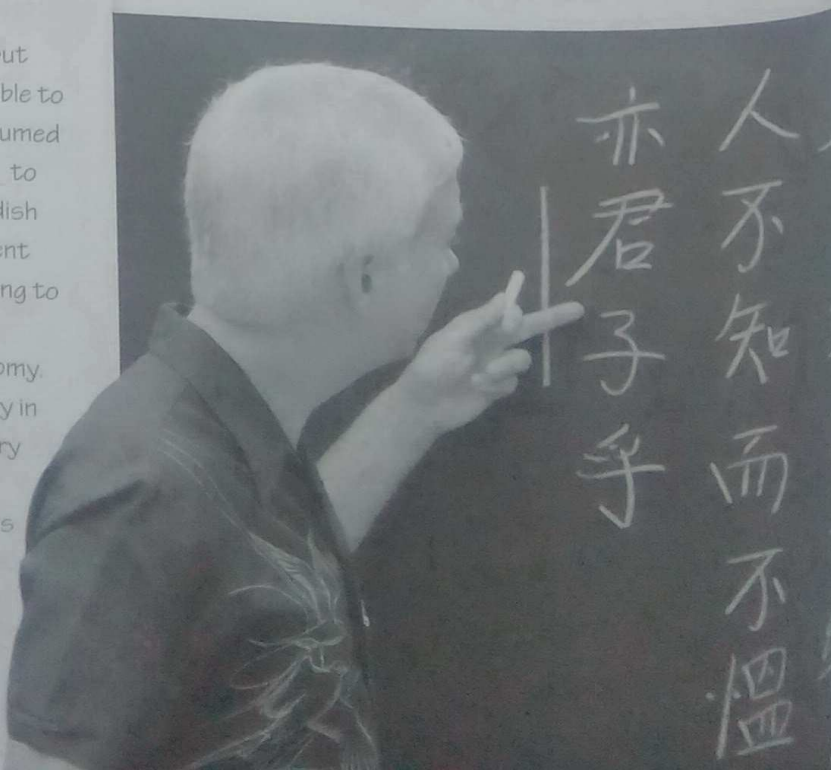
Mike Algove

- 3 Read the newspaper headline. Then, for questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given. There is an example at the beginning (1).

SCHOOL BANS SLANG

List of unacceptable words posted in classrooms.

- It's wrong to ban words (as long as they aren't rude). **totally**
This _____ *is a totally* unacceptable rule – to ban words (with the exception of insulting terms).
- It's the first time it's happened. **before**
Never _____ a thing like this occurred.
- It's sad that the school now bans creative teen expressions. **unfortunately**
_____ currently a ban on the creative use of language by teens.
- To tell you the truth, it just won't work. **frankly**
_____ quite unworkable.
- Adults have been attacking teens for their speech for too long. **about**
It's _____ teens for their speech.
- The whole thing is very silly. **utterly**
The matter is _____.



- 4 You're going to write an email to the editor of a newspaper about an article that suggests it would be good to have English as an official language in your country. Decide what you think and make notes. Use the *Writing plan* to help you prepare.

WRITING PLAN

Reasons why it is a good/bad idea:

1 _____

2 _____

3 _____

Paragraph 1

Say why you are writing. ☐

Paragraph 2

State your main point and add others with reasons. ☐

Paragraph 3

Say what action you want taken. ☐

WRITE AND CHECK

- 5 Write your email expressing your strong opinion. Write about 150–180 words. Use language from the *Remember how to* box to help you express strong views. Then, tick (✓) the stages in the *Writing plan*.

Be a successful non-native speaker

1 Match the advice (A–F) to the statements (1–6).

- 1 'I stick to what I know I can say correctly. I don't want people to laugh at me if I make mistakes.'
- 2 'I thought I was good at English, but I can't understand the local people in Glasgow – and they're native speakers.'
- 3 'Sometimes I say things that make my English friends laugh. I'm not trying to be funny. It's just that I sometimes translate Spanish expressions into English and they don't work.'
- 4 'We wait until we're spoken to before we speak to adults in my culture, so I find it hard to start a conversation with older people – even to ask for a train ticket.'
- 5 'My friends are always joking and I feel left out because I don't understand what's funny. I understand most of the words, but I don't know how to join in.'
- 6 'At school we didn't hear recordings of Chinese and other non-native speakers talking in English, so it's hard for me to understand them.'

- A Most people who speak English are not native speakers, so they're all going to sound different. Be patient and ask them to repeat themselves.
- B Native speakers use a lot of informal and idiomatic expressions which might be new to you. Their sense of humour may be different to yours. You'll pick these things up in time, but don't be shy – try.
- C People of all ages are generally understanding when you're trying to communicate in another language. They want to help you if they see you're having difficulties and will ask questions and give you time.
- D Even native speakers can have difficulty understanding each other. Listen carefully and don't be scared to ask them to speak more slowly.
- E Don't worry about making mistakes. Concentrate on what you can do with the language rather than the language itself.
- F Friends are laughing at what you say, not at you. The important thing is to communicate. If someone doesn't understand something you say, try saying it in another way.

2 Read the comment below and tick (✓) the best advice from A–F in Exercise 1. Then write your own advice for this person.

'I know I get the grammar wrong, but I can't help it. I say things like, "She go." I don't do that when I'm writing.'

E

☐

☐

☐

☐

☐

☐

1 For questions 1-8, read the text below. Use the word given in capitals at the end of some of the lines to form a word which fits in the gap in the same line. There is an example at the beginning (1).

I've just been told I have an (1) interview with that international company I told you about. I think one of the reasons they invited me was the fact that I speak two languages fluently. Being bilingual seems to be a great (2) _____ when applying for jobs these days. The (3) _____ for work is so great that having another language really helps ...

... The (4) _____ was extremely friendly, so I didn't feel nervous. She asked me a few questions in English, such as if I'd had any trouble finding the (5) _____, and then (6) _____ she continued in Spanish. I didn't expect that. But I suppose it was to see how good my Spanish really was. I hope she was (7) _____. At the end she asked if I'd be (8) _____ to work in South America.

VIEW

ADVANCE
COMPETE

INTERVIEW

LOCATE
SURPRISE

IMPRESS
WILL



2 Complete the sentences with a suitable idiom.

- We're nearly there now. There's light at _____ the _____ end _____ of _____ the _____ tunnel _____.
- I forgive you, OK? It's water u _____ t _____ b _____.
- There's more to this than meets the eye. It's just the tip o _____ t _____ i _____.
- That could be a problem, but we'll cross t _____ b _____ w _____ c _____ t _____ i _____.
- That's not what I meant at all. You've got the wrong e _____ o _____ t _____ s _____.
- I think we're not looking in the right place. We're barking u _____ t _____ w _____ t _____.
- Sorry I said that. I did it in the heat o _____ t _____ m _____.
- Look, we're family and that's what counts at the end o _____ t _____ d _____.

3 Read the clues and write the words. Check your answers by finding them in the word search.

- a place to walk between rows of seats
- a false name
- a round feature on the top of a building
- not real
- what you can't change about your future
- huge
- a person who lives in a place
- safe
- the people who work in a place
- strange

A I S L E
A _____ S
D _____
F _____ E
F _____ E
M _____ E
R _____ T
S _____ E
S _____ F
W _____ D

F	R	E	Y	R	F	A	T
X	S	R	W	D	I	N	F
C	A	U	T	S	E	F	A
D	I	C	L	D	A	D	T
O	L	E	I	T	R	C	E
M	A	S	S	I	V	E	F
E	E	W	E	K	A	F	T
R	L	W	K	S	W	G	T

ALL ABOUT ME

- Do you enjoy learning English? Why?/Why not?
- What other language would you like to learn? Why?
- Would you like to visit an English-speaking country? If yes, which one? If no, why not?

1 Choose the correct option.

- 1 Don't do to others what you don't want / haven't wanted done to you.
- 2 Speak when you're *speaking* / spoken to.
- 3 Live each day as if it *were* / had been your last.
- 4 Work to live, don't live *working* / to work.
- 5 You have two ears and one mouth, so listen *most* / more than you speak.
- 6 A trouble *sharing* / shared is a trouble halved.
- 7 Laugh and the whole world *laughs* / has been laughing with you.
- 8 If you can't stand the heat, you've got / get out of the kitchen.

2 For questions 1-9, decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (1).

The future of English

Nobody (1) ___ what English (2) ___ sound like in 100 years' time. But one thing is for sure; it (3) ___ sound the same as it does now. The globalisation of the language (4) ___ that most speakers of English won't (5) ___ native speakers and they will bring their own versions of the language into the mainstream. What we (6) ___ be sure of is that a version of English, (7) ___ is sometimes called 'Globlish', will further develop. In this version you won't have to worry (8) ___ getting all the idiomatic and colloquial English expressions right. Effective communication (9) ___ what matters.

- | | | | |
|-----------------|----------------|-------------|-------------------|
| 1 A is knowing | B <u>knows</u> | C has known | D knew |
| 2 A will | B does | C did | D is |
| 3 A didn't | B had | C won't | D didn't |
| 4 A means | B was meant | C had meant | D is meaning |
| 5 A probably be | B being | C to be | D be |
| 6 A do | B can | C have | D would have been |
| 7 A who | B that | C which | D what |
| 8 A for | B to | C that | D about |
| 9 A are | B had been | C will be | D has been |

3 Rearrange the words to make questions.

- 1 you / think / is / what / the problem / do / ?
What do you think the problem is?
- 2 you / there / a problem / is / do / why / think / ?
- 3 is / a problem, / there / always / there / isn't / ?
- 4 problems / better / isn't / solutions / than / it / think / to / rather / of / ?
- 5 I'm / don't / too / negative, / you / think / you / ?
- 6 side / bright / why / you / on / don't / look / the / of / life / ?

4 Complete the conversation with the correct form of the words in the box.

be (x4) could ~~do~~ do may shall should such think (x3)

- Andy:** You know why I call myself Andy and not Andrew, (1) don't you? I must have told you before.
- Lili:** Well, you (2) ___ have, but I don't remember. It's just a short form, (3) ___ it?
- Andy:** Yes, but the main reason is that when I tried to say 'Andrew' it sounded like 'Andwew', so I (4) ___ I would go with the name I could say instead. (5) ___ about it now, I realise that it was a problem in my head for me not being able to say my own name properly – you see, I can't even say 'properly' properly. It comes out as 'pwoperly', (6) ___ it?
- Lili:** Yes, but you hardly notice it. You (7) ___ worry about (8) ___ a small thing. Besides, I like the way you talk. It's what makes you 'you', Andy. Anyway, are you ready to go out now? Let's go to the cinema, (9) ___ we? There (10) ___ a good movie screening at the moment.
- Andy:** What's it called – is it a new one?
- Lili:** *Proper Tip Topper* – no, I think it (11) ___ out for a while already.
- Andy:** Or we (12) ___ go bowling if you prefer? It is our anniversary after all!
- Lili:** Haha! I (13) ___ you'd forgotten! Imagine: when school starts again on Monday we will (14) ___ best friends for ten years. ☺

EXTRA READING *Middlemarch*

BEFORE YOU READ

- 1 How much do you remember from the Student's Book? Complete the description with the words in the box.

governesses guardian guests neighbour nieces
orphans parents Reverend scholar uncle

Dorothea and Celia were (1) orphans who had lost their (2) more than seven years ago. Since then their (3) guardian, Mr Brooke, has been their legal (4) uncle. Mr Brooke had sent his (5) nieces to be educated abroad by (6) governesses to dinner – they were living with him. That evening Mr Brooke had invited two (7) guests, and Sir James the (8) Reverend Mr Casaubon of Lowick Manor, who was a (9) scholar, Chettam, a wealthy (10) neighbour who lived nearby at Freshitt Hall.

WHILE YOU READ

- 2 Read the extract from *Middlemarch* and check your answers to Exercise 1. Why does Dorothea think Mr Casaubon might need a secretary?

Dorothea and Celia had been orphans for more than seven years. Their uncle, Mr Brooke, who had never married, was their guardian. He had sent his nieces to live with good families in England and Switzerland. There they had been taught by governesses until their uncle decided that they were old enough to live with him at Tipton Manor. Mr Brooke was very fond of Dorothea and Celia and although he knew very little about women, he was happy to look after his nieces. Both girls had inherited a little money from their parents. As Dorothea was the elder sister, any future son she might have would inherit Mr Brooke's wealth too. Of course, the Brooke sisters were expected to make good marriages to rich men who owned land and had a big house and many servants. The girls' lives would be spent looking after their husbands and, later on, their children. Neither of the girls was well educated. Very few women received a good education in 1829. Yet everyone agreed that Dorothea was clever. She was beautiful too, with long dark hair and large dark eyes. She always dressed very plainly and she wore her hair in an old-fashioned way, but somehow that only made her look even more lovely. Dorothea had very strong opinions about many things and she sometimes had strange ideas too. She wanted to use her mind and think for herself, but she also tried to learn as much as she could from other people. She wanted to use her money to make the little world of Middlemarch a better place. Celia Brooke was very pretty, with light brown hair and brown eyes. She enjoyed wearing fashionable clothes and curling her hair. She was not as serious as her elder sister. But everyone said that Celia was more sensible than the beautiful Dorothea. Mr Brooke had invited two guests to dinner that

evening – the Reverend Mr Casaubon of Lowick Manor, who was a scholar, and Sir James Chettam, who lived at Freshitt Hall. Celia wore amethysts with a new white dress and she looked very pretty. Dorothea did not wear any jewellery and her dress, as usual, was very plain. But this made her look more beautiful than ever. Sir James was a handsome young man, who was often a guest at Tipton Grange. Like Mr Brooke, Sir James owned a large estate and a fine house. And, like Mr Brooke, Sir James was a very wealthy man. He had decided that he would ask Dorothea to marry him and he was sure that she would say yes. Mr Brooke was fond of his young neighbour and he hoped that Dorothea would agree. However, Dorothea was not at all interested in Sir James. She believed that he came to Tipton to see her sister, Celia. Dorothea did think of marriage, of course, but not to a young man. Her idea of a husband was an intelligent, older man who would guide her and teach her, like a father. Dorothea had never met Mr Casaubon before but she had immediately become interested in his serious conversation. By the side of Sir James, Mr Casaubon looked old and pale. His hair was partly grey and his eyes had deep shadows under them. But Dorothea, listening to the older man's slow careful voice, took no notice of these things. In answer to a question from Mr Brooke, Mr Casaubon was speaking about his own work. 'I am happy to tell you about it,' he said with a smile. 'I have been studying the subject for many years. In preparation, I have read all the Latin and Greek authors and others too, of course. My aim is to put together all the greatest thoughts on the myths and world religions. I plan to show that they are all part of the same knowledge – of one

great plan. My book will be called "The Key to All Mythologies".
 Then Mr Casaubon sighed. 'I still have a great deal of information to put in order before I start writing the book,' he added. 'My health is not always good and I sometimes think that I will die before my work is finished.'
 'That would be terrible!' Dorothea said quickly. 'Perhaps you need a secretary to help you arrange your notes. I try to put my uncle's papers in order sometimes, but he won't let me.'
 'Well, a woman's mind, you know,' Mr Brooke said with a laugh. 'Women are not trained to do these things, are they, Mr Casaubon?'
 When the two girls were alone, after dinner, Celia said:
 'How very ugly Mr Casaubon is with his pale face and thin grey hair! He must be at least 45 years old.'

He moves his head up and down when he speaks and his voice is so unpleasant.'
 'You mustn't talk about Mr Casaubon like that, Celia!' Dorothea cried. 'He is a scholar and he has a very fine mind. I wish that I could help him with his work!'
 'To do that, you would have to marry him. What would Sir James Chettam think about that?' Celia replied with a smile.
 'Sir James? What do you mean?' Dorothea asked quickly.
 'You know what I mean, Dorothea. Sir James wants to marry you,' her sister replied. 'Why do you think that he visits our uncle so often? And why is he so interested in your drawings for the new cottages in Freshitt village? I know that you are very clever, Dorothea, but you don't understand people at all.'

3 Look at the extract again and answer the questions in your own words.

- How did Mr Brooke feel about his nieces?
- What were the sisters expected to do in the future?
- What did Dorothea want to do with her money?
- How did Sir James Chettam think Dorothea would react to his marriage proposal?
- What is Mr Brooke's opinion of women secretaries?
- What is Celia referring to when she says 'You know what I mean, Dorothea.'?

HOW TO

understand opinions

See Student's Book, page 40.

AFTER YOU READ

4 What do the underlined words refer to?

- 'I am happy to tell you about it,' he said with a smile. (line 68)
- 'I plan to show that they are all part of the same knowledge – of one great plan.' (lines 73–75)
- 'To do that, you would have to marry him.' (line 99)

5 a ▶45 Listen to Ella and Jack talking about *Middlemarch*. Decide which sentences are correct. Tick (✓) the correct ones and correct the incorrect ones.

- Jack doesn't like the book much. He thought he wasn't going to like it but in fact he does.
- He describes the story as quite dark. _____
- Ella doesn't feel the book is still relevant today. _____
- She thinks attitudes to women authors have changed. _____
- They both feel that Dorothea's relationship with Mr Casaubon isn't very convincing. _____
- Jack's probably going to finish the book. _____

b What do you think? Answer the questions.

- Do you like the book cover? Give reasons for your answer.
- Do you agree that the book's issues are still relevant today? Why?/Why not?
- What do you think will happen to the sisters in *Middlemarch*?

HOW TO

understand referring words

See Student's Book, page 32.

HOW TO

recognise imaginary situations

See Student's Book, page 42.



EXTRA READING Middlemarch

6 Complete the Reading report. (There is a downloadable copy on the Resource Centre.)

Book title		Genre		Author			
Summary (max. 200 words)							
Verdict (What you like and don't like about the extract. Think about the characters and the story.)							
Did you find the extract easy (0) or difficult (5) to read?		0	1	2	3	4	5
Would you like to read the rest of the book? yes (5) no (0)		0	1	2	3	4	5
Would you recommend the book to a friend? yes (5) no (0)		0	1	2	3	4	5

EXTEND

7 Look at the picture from another chapter in *Middlemarch*.
Do one of the tasks.

Task A

What do you think is happening in the picture? Write an extract from the story describing the scene with Dorothea and Mr Casaubon. Use the same writing style as in the book extract.

Task B

Imagine you are going to write a story that has the title of your home town or city. In what period would you set the story? Who would be the main characters? Write a short description of the setting, characters and story.



EXTRA READING Moby Dick

BEFORE YOU READ

1 a How much do you remember from the Student's Book? Match the sentence endings (A–F) to the sentence beginnings (1–6).

- | | | |
|--------------------------------------|----------|-------------------------------------|
| 1 The narrator | <u>D</u> | A wanted to have his revenge. |
| 2 The only one he could find work on | ___ | B had been attacked by a whale. |
| 3 The ship's captain | ___ | C was called Captain Ahab. |
| 4 On a previous voyage he | ___ | D wanted to work on a whaling ship. |
| 5 Its name | ___ | E was called the Pequod. |
| 6 Now he | ___ | F was Moby Dick. |

b Which other names do you remember from the story?

WHILE YOU READ

2 Read the extract from *Moby Dick* and check your answers to Exercise 1. Who or what does Starbuck see at the end of the extract?

It was night time. I was on deck when I heard two sailors talking.

'Listen! Did you hear that noise?' said one man.

'What noise, Archie?' asked the other man.

'There it is again – below deck! Do you hear it? It's someone coughing,' said Archie.

'I don't hear anything,' said Cabaco.

'And again!' said Archie. 'Listen! It's the sound of two or three men moving in their beds. I think there are some other men hidden below deck, and we haven't seen them yet. And I suspect our captain knows something about it.'

After his talk with the crew, our captain had spent most of his nights studying charts and maps. He

15 knew about sperm whales' feeding habits and was able to make quite good guesses at the times and places where he might find Moby Dick. At the same time, his men told each other many stories about the great white whale. Some were
20 true, some imagined. To believe them all meant that Moby Dick must have been in ten places in the world at the same time.

Already, many men had died trying to catch Moby Dick. On one occasion, a whaling captain had
25 jumped on his back and attacked him with a knife. But the whale had simply turned his great head and bitten off the captain's leg. That man was Captain Ahab. His shipmates had pulled him from the water and he was screaming with pain. For weeks after
30 that, he was like a madman and the crew had to tie him to his bed.

Now this crazy gray-haired old man was chasing the same whale around the world. Would his hatred for Moby Dick drive us all to our deaths?

35 It was a cloudy, warm afternoon. Sailors were half asleep on the decks or staring out to sea. I was sitting with Queequeg. Suddenly, there was a shout from the top of the main mast.

'There she blows! Whales! Lots of them!' It was
40 Tashtego pointing out to sea with his left hand. Immediately, every man on the ship began to move. Tashtego came down from the mast and we helped the crew put the whaleboats over the side of the ship.

45 At that moment, we heard a sound behind us and turned around. Captain Ahab was standing there with five men. They stood like ghosts around Ahab. Then four of them went to one of the spare whaleboats and put it over the side of the ship. The
50 fifth man was the chief of the others. He wore black cotton trousers and a black cotton jacket. He had one white tooth, and his hair was fixed high on his head like a tall hat.

'Are you ready, Fedallah?' Ahab asked him.

55 'I'm ready,' was the whispered reply.

'Then lower the boats!' Ahab shouted.

The other men and I jumped into our three boats and they were lowered quickly into the sea. I was in Starbuck's boat. We were rowing away from the
60 ship when the fourth boat came from the other side of the ship. The five strangers were rowing it, and Captain Ahab stood behind them.

'Move out!' Ahab shouted to the three boats captained by Starbuck, Stubb and Flask. 'Spread
65 yourselves!'

'Captain Ahab – ?' began Starbuck, staring at the strange men.

'Flask, pull away to your left!' shouted Ahab.

70 'Yes – yes, sir!' shouted Flask. 'Don't worry about the captain's new crew,' he told his men. 'Row, boys, row! There she

75 blows! There she blows!'

Soon Stubb's and Starbuck's boats were passing each other and Stubb spoke to the first mate.

'Mr Starbuck, sir!'

'Yes, Stubb?' answered Starbuck.

80 'What do you think about those new men?'

'They came on board secretly before the ship left Nantucket,' replied Starbuck. 'I'm sure of it.'

'But why are they here?' asked Starbuck.

'It's all because of the white whale,' answered Stubb.

85 The arrival of these five strangers did not frighten the rest of the crew. Archie had already told them about what he had heard, so they were not as surprised as they might have been. But this did not stop them from wondering about them. Where had
90 Ahab found them? How had he persuaded them to come on the voyage? Wild stories would spread about the men, but nobody knew the truth.

I remembered the strange shadows in the mist the day that Queequeg and I had come aboard. 'These
95 strangers must be the men I saw,' I thought.

Then I remembered Elijah's mysterious warning. Captain Ahab's boat was far ahead of the others. Fedallah had thrown off his black jacket and now stood holding his harpoon. Suddenly, Ahab put
100 up his hand. It was a signal for every man to stop rowing.

'Queequeg, stand up and look out,' Starbuck ordered.

Queequeg stood up in the boat and looked around
105 for the whales. Across from us, Flask was also looking from his boat. For a moment everything had gone silent and still. Then Starbuck suddenly shouted, 'Row, boys, row!'

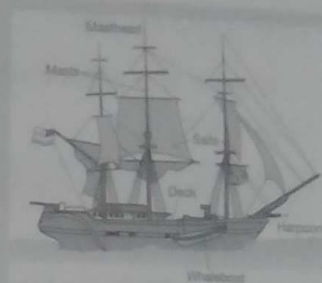
Great waves lifted us up, then threw us down again.

110 The boats separated, and our boat began to chase after three whales. Our sail was up and, with the strong wind, we rushed through the water.

'Pull, boys, pull!' said Starbuck. 'We must kill them before the wind gets too strong for us. Stand up,
115 Queequeg!'

Queequeg jumped up at the front of the boat. His harpoon was ready in his hand. We all waited. Then there was a sudden loud noise as one of the whales came up through the waves.

120 'That's him!' said Starbuck.



3 Rewrite the sentences from the extract, clarifying what the underlined words refer to.

- 1 To believe them all meant that Moby Dick must have been in ten places in the world at the same time. (lines 20–25)
- 2 Would his hatred for Moby Dick drive us all to our deaths? (lines 33–34)
- 3 Wild stories would spread about the men, but nobody knew the truth. (lines 91–92)

HOW TO

understand references

See Student's Book, page 84.

AFTER YOU READ


- 4 a Match the adjectives in the box to the characters. You can use the adjectives more than once.

dangerous mysterious observant obsessed secretive

- 1 Ishmael (the narrator) _____
- 2 Captain Ahab _____
- 3 Moby Dick _____

b Read about the narrator and answer the question.

Although the novel *Moby Dick* begins with the famous words 'Call me Ishmael', we don't learn much about Ishmael, the narrator of the story. What do you think is the reason for this?

- 5 a  46 Listen to Ella and Jack talking about *Moby Dick*. Choose the correct option.

- 1 They both / Ella / Jack like(s) action stories.
- 2 They both / Ella / Jack saw an old black and white film version.
- 3 They both / Ella / Jack know(s) what happens at the end of the story.
- 4 They both / Ella / Jack think(s) that film versions are not as good as the original books.
- 5 They both / Ella / Jack think(s) there are too many characters
- 6 They both / Ella / Jack think(s) the whale is a metaphor.

b Which of these statements do you agree with?

Give reasons for your answers.

- 1 Film versions of books are never as good as the original book.
- 2 The whale in *Moby Dick* is a metaphor.
- 3 It's fun to read books that can have different levels of interpretation.

- 6 Complete the Reading report. (There is a downloadable copy on the Resource Centre.)

Book title	Genre	Author
Summary (max. 200 words)		
Verdict (What you like and don't like about the extract. Think about the characters and the story.)		
Did you find the extract easy (0) or difficult (5) to read?	0 1 2 3 4 5	
Would you like to read the rest of the book? yes (5) no (0)	0 1 2 3 4 5	
Would you recommend the book to a friend? yes (5) no (0)	0 1 2 3 4 5	

HOW TO

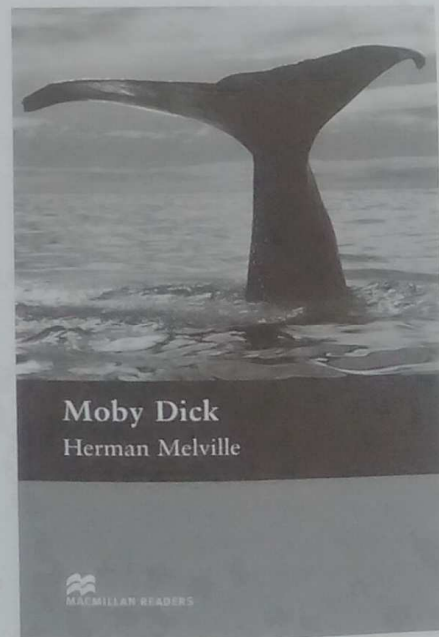
recognise a speaker's attitude and feelings

See Student's Book, page 86.

HOW TO

follow a conversation

See Student's Book, page 64.



EXTEND

- 7 Do one of the tasks.

Task A

Write a short review of a film that is based on a book. If you've read the book, compare the film version with the original book. In your opinion, which is better?

Task B

A new film version of *Moby Dick* is being planned. Give the film a different title, decide which actors you'd choose to play the parts of Ishmael and Captain Ahab, and write a one-sentence summary of the story to include on the poster for the film.