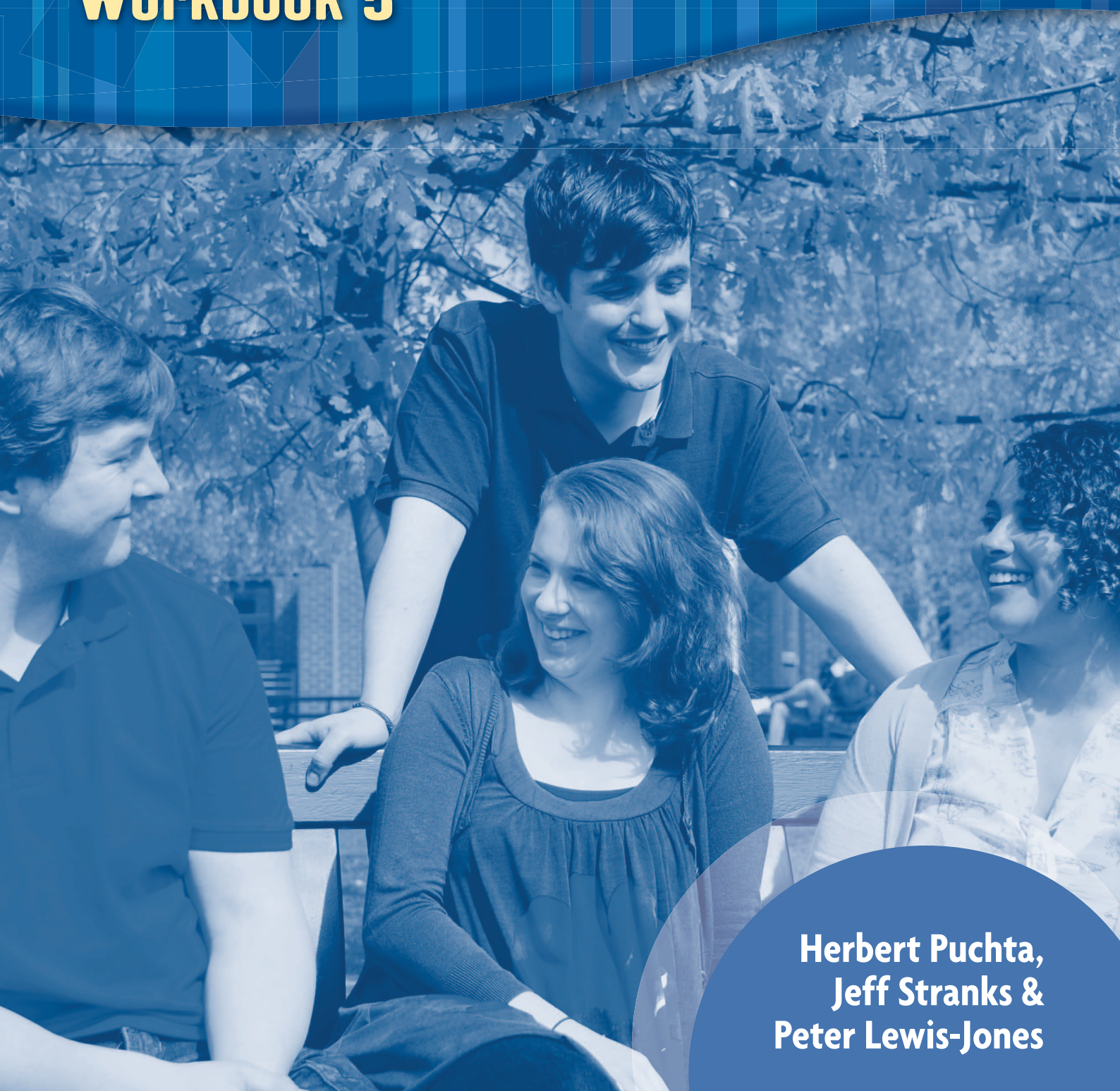


English in Mind

Second edition

Workbook 5



Herbert Puchta,
Jeff Stranks &
Peter Lewis-Jones

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CAMBRIDGE
UNIVERSITY PRESS

Welcome section

A

1 What clauses

Complete the second sentence so that it has a similar meaning to the first one.

- This is an important day for me, but my parents don't realise it.
What my parents *don't realise is that today is an important day for me.*
- Alex doesn't like me, and I don't understand why.
What I
- My family always want to go on holiday together, and I don't like it.
What I
- I'm going to university, but I have to decide which one.
What I
- Brian always wants to watch football on TV, and Sally is fed up about it.
What Sally

2 So / such

Underline the correct words.

- He was so / *such* tired that he could hardly walk.
- I was having *so* / such a bad time that I left early.
- She was *so* / such cold that she couldn't stop shivering.
- I don't think I've ever been *so* / such happy in my life.
- It was *so* / such an expensive restaurant that I don't think we'll ever go back there!
- He got there half an hour late to meet me – I was *so* / such angry!
- This is really hard – the teacher's never given us *so* / such a difficult test before.
- We've never seen *so* / such bad weather before at this time of year.

3 Personality

Complete the words.

- My granddad's always full of fun – he's a really bubbly person.
- Oh yes, that was a good joke! Very clever, very witty!
- Every time he wins, he gets that horrible, smug look on his face.
- He only got to the top by being really posh.
- My cat's died, but you're not being at all sympathetic.
- He said nice things to my parents, so they think he's really charming.
- She thinks she's really clever, but in fact she's just very pretentious.
- He criticised me for something he does every day – he's so hypocritical.

4 Making an effort

Complete the coach's talk with the words in the box.

find half lengths properly
struggle trial wrong lot

'Now, we've got another 45 minutes to put things right, OK? So let's try to play ¹ properly in the second half. This is the final, and we've had to go to great ² to get here. Nothing was easy, we had to ³ sometimes, but we got here. We've learned a lot, sometimes by ⁴ and error, but we've learned. The other team didn't ⁵ it easy to score against us, and that's why they only got one goal. It was just one moment when we got it ⁶ Now, if we only play ⁷-heartedly in the next 45 minutes, we'll lose – right? Put a lot into the second half, and I'm sure you'll get a ⁸ out of it. Now come on – let's get out there and win the cup!'

B

1 Adverbial phrases

Rewrite the sentences using an adverbial phrase.



- When I told him, he looked at me – he was surprised.
When I told him, he looked at me with surprise.
- I finished the work – but it was difficult to finish.
.....
- She smiled at me, and it was a friendly smile.
.....
- I jumped up and down – I was excited!
.....
- He said yes – he was enthusiastic.
.....
- He explained it all to us – and it was fun.
.....

2 Which referring back to a clause

Underline the correct words.

- They eat a lot of fruit, *what* / *which* is important for a healthy diet.
- He doesn't like any sports at all, *what* / *which* is something I really don't understand.
- She's very unhappy, and *what* / *which* I don't understand is why.
- There's always a lot of rain in January, *what* / *which* means that many places get flooded.
- They said some horrible things, *what* / *which* I didn't like at all.
- I don't like being too hot, but *what* / *which* I really hate is being too cold.
- He never listens to what I'm saying, *what* / *which* makes me so angry.
- There are so many different kinds of food, but *what* / *which* I always like best is French cooking.

3 Fame

Complete each word. The first letter is given to you.

I look around at so many of my friends. They dream of becoming ¹*famous* some day. It's as if that's the only important thing for them – making a ²n for themselves and becoming a ³h name. I don't understand it – can't they see that you can only enjoy ⁴s for a short time, and then it becomes a problem? Look at how many people made it ⁵b and then disappeared from the public eye? I really don't want that kind of thing – one minute you're a TV ⁶s and the next minute, you're sitting alone in a small flat. No thanks!

4 The environment

Circle the correct answer: a, b or c.

- Temperatures have gone several degrees recently – and now it's just too hot!
a up b out c down
- Many species of animals might die in the next fifty years.
a up b down c out
- Supplies of fossil fuels have just about been used
a through b out c up
- How can we bring an end to our dependence on oil?
a up b about c out
- A major problem is how we get rid waste materials.
a out b up c of

C

1 Participle clauses

Join the sentences using a participle clause.

- 1 He opened the book. He started to read.
Opening the book, he started to read.
- 2 He read the book. Then he got up and made some tea.
.....
- 3 He drank his tea. He started to get an idea for a novel.
.....
- 4 He sat down at his computer. Then he typed non-stop for twelve hours.
.....
- 5 He printed his work. Then he put it in a large envelope.
.....
- 6 He walked to the post office. He wondered how many million copies his story would sell.
.....
- 7 He posted his book. Then he went home to wait.
.....

2 Passive report structures

Rewrite the sentences using passive report structures.

In 1974, a man called Lord Lucan disappeared in Britain.

- 1 He was very rich – people knew that.
He was known to be very rich.
- 2 He was unhappy – people thought that.
.....
- 3 He owed a lot of money – people said that.
.....
- 4 He killed a woman – the police think that.
.....
- 5 He went to a foreign country – many people believe that.
.....
- 6 He isn't alive any more – people think that.
.....

3 Getting involved

Underline the correct words.

- 1 There were people in town today handing out *petitions* / *leaflets*.
- 2 We're asking people to make a small *donation* / *demonstration* – even if it's only a pound.
- 3 My brother's in South East Asia doing *voluntary* / *sponsored* work as an engineer.
- 4 More than 500 people went on the *donation* / *demonstration* last weekend.
- 5 Last weekend we went on a *voluntary* / *sponsored* walk to raise money for charity.
- 6 Excuse me – would you like to sign our *petition* / *demonstration* against racism?

4 Reporting verbs

Report each of the things said with the verbs in the box.

advise deny encourage
recommend refuse warn

- 1 'Try going for a walk every day,' the doctor said.
The doctor recommended going for a walk every day.
- 2 'I didn't cheat in the exam,' she said.
.....
- 3 'Go on – go and talk to him!' she said to me.
.....
- 4 'Don't go near that dog!' they said to him.
.....
- 5 'If I were you, I'd apologise to her,' Graham told me.
.....
- 6 'No – I won't help you!' she said to us.
.....

D

1 **Dummy it**

Rewrite the sentences starting with *It*.

- Spending a day on the beach? Great fun!
It's great fun to spend a day on the beach.
- Eating well on \$10 dollars a day? Absolutely possible!
.....
- Travelling alone at night? Not advisable.
.....
- Being kind to total strangers – nice.
.....
- Imagining life 100 years from now – fascinating!
.....
- Not knowing the history of your own country? Ridiculous!
.....

2 **Didn't need to / needn't have**

Complete the sentences with the phrases in the box.

didn't need to buy ~~didn't need to go~~
didn't need to revise needn't have bought
needn't have gone needn't have revised

- I thought about going to the supermarket, but then I looked in the fridge – loads of food, so I *didn't need to go*.
- My new camera already had batteries in it, so I any.
- I studied all night, but then I heard the exam was cancelled – so I for it after all!
- She'd studied all through the term, so she for the exam.
- I went to the talk, but I because I didn't learn anything new.
- We got two pizzas to take to the party, but we them because there was loads of food.

3 **Conflicts and solutions**

Underline the correct words.

- It's not easy if a friend *takes* / *falls* out with you and you don't know why.
- Look, it's just a misunderstanding – I'm sure we can *sort* / *make* it out.
- I can help you if you *stick* / *get stuck*.
- They're not talking to each other, but I'm sure they'll *get* / *make* up soon and everything will be OK.
- It turned out to be a conflict that no one could *resolve* / *sort*.
- We have to try to *resolve* / *reach* a compromise, or this disagreement will never end.
- Look, this is an argument between you and Sandy – I'm not going to *get* / *take* sides, OK?
- It's important that the referee in a match should *stay* / *make* 100% neutral.

4 **Expressing opinions**

Circle the correct answer: a, b or c.

- In my, there's too much sport on TV.
a opinion b thought c mind
- If you me, footballers are paid far too much money.
a mind b tell c ask
- The I see it, sport's only about money these days.
a thing b way c view
- I'd have people had better things to do than run around chasing a ball!
a thought b asked c believed
- To my, beach volleyball is incredibly boring to watch.
a thought b mind c view
- As as I'm concerned, sport is a waste of time and energy.
a long b far c for

1

Legend or truth?

1 Vocabulary

* Words in context

a Unscramble the letters to make expressions. Then match them with the definitions.

expression	definition
1 drow fo homut <i>word of mouth</i>	a an excellent instance
2 porc pu	b an atmosphere in which people are generally afraid
3 argyell revilanter	c generally not important
4 ractde cbka	d including many different topics or subjects
5 metalic fo rafe	e to appear suddenly and unexpectedly
6 scaclis axpleem	f one example
7 diwe anger	g followed to find the origins
8 ginles sace	h a means by which a story can be spread from person to person

b Read the letter to a newspaper and complete it with the expressions from Exercise 1a.

LETTERS

Dear Sir,

The latest 'sightings' of the Manchester beast are another ¹ *classic example* of British newspapers not having enough real news to fill their pages. Well, that's not completely true, there are a ² of important issues that you should be discussing, you just choose to go with one about an imaginary animal hiding in the shadows of the UK's second city. The story, which originally spread by ³, was quickly picked up by the national media. Now you can hardly walk around our city without walking into a journalist.

Everyone knows that these mystery monster stories are nothing new. Every year or two, another one ⁴, creating

a ⁵ among local communities, and causing residents to lock their doors and go to bed. It is a sad state of affairs when fear among people can be ⁶ to bad or lazy journalism.

But the Manchester beast is different. It's the first one in this age of mobile phone photography and this has led to hundreds of photos being sent in by amateur photographers. Few of them actually look like a monster. And nor has there been one ⁷ of anyone being attacked by the beast. But details like these are ⁸ when you're trying to sell newspapers.

Yours faithfully

P Goodall

2 Grammar

* Deduction and probability

a Read the sentences. Do the underlined verbs refer to the *past, present or future*?

- 1 I'll call around tomorrow and let you know. *future*
- 2 Just imagine. This time tomorrow you'll be lying on the beach. You're so lucky!
- 3 He'll be at the pool. His swimming lesson starts in five minutes.
- 4 Don't call her now. She'll be watching *EastEnders*.
- 5 She'll fail her driving test, I know. She's too confident.
- 6 She won't have opened your card yet. It's not her birthday until tomorrow.



IMITS

now see
rmous cost
public of the
ations great
s of big

b Complete the sentences with the words in the box.can't will have will might ~~must have~~ can't have must have may have

- 1 'What? You were swimming and you saw a great white shark? You must have been terrified.'
- 2 There be many people in the UK who don't have a mobile phone.
- 3 Robert's a professional chef, he cooked us something delicious, I'm sure.
- 4 I try and catch an earlier train. I'm not sure yet.
- 5 She be very disappointed when she finds out you're not going to her party.
- 6 You heard of Robbie Williams. He's really famous.
- 7 Police say he left the country using his brother's passport.
- 8 She been serious. Sue would never say something like that.

c Read the dialogue and underline the correct words.

Marco: I heard an amazing story the other day.

Carol: Yeah, what was it about?

Marco: Well, it's about a friend of a friend's mother.

Carol: So it ¹ will / can't be an urban legend then.

Marco: What do you mean?

Carol: Any story that involves a friend of a friend is usually an urban legend.

Marco: Well, it isn't. This story's so incredible it ² must / can't have been made up.

Carol: Go on, then. Tell me.

Marco: OK, so this friend of a friend's mother works at a hospital. She's a nurse. One morning she walks into the intensive care unit, you know, the place where they put really ill people, and the man in the bed there has died.

Carol: So he ³ must / may have been really ill.

Marco: Well, that's what the doctors think too. But the next morning, the same nurse finds another dead patient in the bed, and the morning after, another one.

Carol: Wow, it ⁴ might / can't be a very good hospital.

Marco: It's one of the best in the country, actually.

Carol: So what was the problem?

Marco: At first they thought it ⁵ can't / may have been one of those hospital bugs, you know, one of those diseases that you can get in hospitals.

Carol: They ⁶ must / might have been really worried. That sort of thing can get a hospital closed.

Marco: Well, they did all sorts of tests and found no trace of any disease. They were really puzzled. And all the time more patients were dying in the same bed.

Carol: It ⁷ might / can't have been a good idea to close the room down.

Marco: No, what they did was to put a CCTV camera in the room to see what was happening.

Carol: And what did they find?

Marco: Well, during the night everything was OK. The patients were sleeping fine and then ...

Carol: And then what?

Marco: The door opened. Who do you think came in?

Carol: I suppose it ⁸ can't / might have been a doctor or a nurse, maybe.

Marco: No. The first person to come in was the cleaner.

Carol: The cleaner. So she ⁹ might / must be the murderer. Case solved.

Marco: Not exactly.

Carol: What do you mean?

Marco: Well, she was responsible for the deaths but it wasn't exactly murder. The cleaner needed to vacuum the room so she unplugged the life support machine next to the bed to plug her vacuum cleaner in.

Carol: What?! The machine that keeps the patient alive? She ¹⁰ can't / will be very intelligent.

Marco: No, I don't think she is. And when she finished, she unplugged the vacuum cleaner and plugged the life support back in. But it was too late because the patient had already died.

Carol: And she ¹¹ won't / must have heard them cry for help because of the noise of the cleaner.

Marco: Exactly.

Carol: And you think this is a true story?

Marco: Of course not! I looked it up on the Internet – it's all nonsense!

3

Vocabulary

* Expressions with story

a Put the words in order to make expressions.

1 story / of / end

end of story

2 story / likely / a / that's

3 up / made / that / she / story

4 my / the / of / story / it's / life

5 story / to / long / short / a / cut

6 story / me / sob / a / real / she / told

7 hear / let's / the / story / of / your / side

8 with / story / the / it's / always / same / old / you

VOCABULARY TIP

Translation and idiomatic language

- Look at the expressions in Exercise 3a. Translate each one, word for word, into your language. Do the expressions make sense? The answer is probably not. It is often difficult to translate idiomatic expressions. Sometimes, however, there may be a similar idiom in your own language. Can you think of any that are similar to the expressions in Exercise 3a?
- If there is no similar expression in your own language, then it's best to record the phrase in English using a clear context to highlight its meaning.

b

Complete the dialogues. Use the expressions in Exercise 3a.



1 **Teacher:** So you say your dog ate your homework. *That's a likely story.*

Student: I know but it's true. Honestly.

2 **Mother:** So you gave her the money to buy it.

Father: about being the only one at the party with an old dress. I couldn't say no.

3 **Father:** So Fred says it was your idea to have a party while we were away.

Lucy: Sure. It was all Fred's idea.

4 **Dawn:** Please, Dad. Please let me borrow the car tonight.

Father: I've told you ten times already, no! Now leave me alone.

5 **Woman:** So you've left your wallet at home again.

Man: I know. I'll pay next time. I promise.

6 **Jackie:** Did Kylie tell you that she sat next to Orlando Bloom on the train?

Britney: You didn't believe her, did you?

4 Culture in mind

a Read the text. Put these phrases into the correct places. There are two phrases you won't use.

- | | |
|---|--|
| a then came midnight | e since they are very dependent on computers |
| b other people questioned whether | f it also seemed to be possible that |
| c had not made sure that the numbers were right | g instead of to 2000 |
| d that made the computers run | |

Climates of fear – Y2K

In our ongoing series about moments when the world got scared, we offer you – Y2K.

The letters Y and K separated by the number 2 made a very interesting word just before the year 2000. Y2K was really a shorthand term that created quite a climate of fear back in the 1990s.

The abbreviation Y2K stands for the 'Year 2000'. It was most often used when talking about potential computer problems that were anticipated with the world moving into the 21st century. When computers were first built, the designers of the programs ¹ used only two numbers instead of four to indicate the year: for example, 1998 was 98. This was done as a cost-saving measure. In the 1990s, many computer programmers continued using the two numbers instead of four.

As the world moved toward the year 2000, it was realised that a massive computer problem could occur, because all computer processors and software using the two-digit feature were going to stop moving forward and revert back to 00 as in 1900, ² Fears were that all computer-operated equipment manufactured with a computer processor, like televisions and microwave ovens, would fail because the computer memory would not recognize the date 00.

Many people were uncertain how to react. Was this potential threat a reality? There was a lot in the media about the world going dark at midnight

on 1 January, 2000, since electrical systems were operated by computers. People feared planes would fall out of the sky if they were in the air at midnight, ³ , too. All financial systems would crash, leaving the world in economic chaos.

And ⁴ on 31st December 1999, and what happened was ... basically, nothing. Stock markets didn't crash, neither did airplanes, the lights were still on all over the world.

While no globally significant computer failures occurred when the clocks rolled over into 2000, preparation for the Y2K problem had a significant effect on the computer industry, which grew considerably during the 90s. There were plenty of Y2K problems, and the fact that none of them caused major incidents is seen by some as a justification of the Y2K preparation. However, ⁵ the absence of computer failures was the result of the preparation undertaken or simply because the potential problem had been hugely exaggerated.

Was there anything really to be scared about? Or was Y2K just another example of media hype?



b Read the text again. Mark the statements *T* (true) or *F* (false).

- Two numbers were used for years, not four, in order to save money.
- The fear was that computers would think 00 meant 2000.
- There was concern that airplanes would not be able to take off at midnight on December 31st.
- Not very much went wrong at midnight on December 31st, 1999.
- Y2K meant that the number of computer companies in the 1990s increased.
- Everyone agrees that Y2K was exaggerated by the media.

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

Skills in mind

5 Write

a Read the newspaper articles, A and B, quickly and answer the questions.

- Which one is from a tabloid (a sensational paper)? ☐
- Which one is from a broadsheet (a more serious paper)? ☐

A Police warn against ship theft

Hundreds of people are continuing to search the beaches of Branscombe for cargo from the sinking ship *MSC Napoli*, despite being told by police that their actions could lead to arrest. Over the last two days people have been descending onto the north Devon beach, and helping themselves to goods from the containers that have been washed ashore. So far, the finds have included anything from disposable nappies to barrels of wine and even BMW motorbikes. Now police have closed down the beaches to try and prevent any more items being taken and to allow contractors to start cleaning up the beach. They have also warned that anyone found taking goods from the beach could face legal action. The local coastguards have been quick to condemn the looters and have described their actions as 'sheer greed', a view shared by one Swedish woman who watched in horror as people walked off with clothes and family heirlooms from a container transporting her personal belongings to her new home in South Africa.



B Greedy looters could face arrest

Vultures who amazingly made off with BMW superbikes, nappies and other booty washed ashore from a cargo ship sinking off the north Devon coast could face prison, police said today.

Police condemned the 'abysmal behaviour' of more than 1,000 people who travelled from all over the country to loot wreckage along Branscombe beach in Devon, saying they were no

more than scavengers. Local residents looked on in fear and horror as gangs of yobs turned the idyllic beach into a rubbish tip in their disgusting greed for freebies.

Police have now dramatically blocked public access to the beach to stop anyone else from picking over the containers and barrels washed ashore from the *MSC Napoli*. But as one local commented, 'It's too late, there's nothing left.'



c Find these words in text B. Check their meanings in a dictionary. When is it appropriate to use them?

- | | | |
|------------|--------------|--------|
| 1 vultures | 2 booty | 3 yobs |
| 4 freebies | 5 scavengers | |

-
-
-
-
-

b Read the texts again. Which one:

- contains more factual information?
- makes its opinion of the situation clear?
- contains more adjectives and adverbs?
- contains more slang (informal language)?
- is easier to understand?

d Choose a recent news story and write two articles about it, one for a broadsheet, one for a tabloid. Each should be 100–125 words.

Unit check

1 Fill in the spaces

Complete the text with the words in the box.

tell getting classic largely cut
can't lead wide might argue

There ¹ *can't* be many people who don't like to ² a good story. But why? Psychologists will ³ that storytelling is a ⁴ example of our need to be accepted. They say we have an inner desire to share our ⁵ range of experiences with others. We hope that they ⁶ be able to understand what we are saying and that this will ⁷ them to a better understanding of who we are. Some psychologists argue that what we actually say is ⁸ irrelevant. What is important is ⁹ the attention of other people, so that they acknowledge that we exist. To ¹⁰ a long story short, we tell stories because we want to feel that we are important enough to be listened to.

9

2 Choose the correct answers

Circle the correct answer: a, b or c.

- Stories like this get around by of mouth.
a word b letter c sentence
- The only information I could give to the police was largely to the case.
a irrelevant b irregular c irreverent
- He's a liar. You believe a word he says.
a must b can't c might
- Your name cropped in conversation with Harry.
a above b over c up
- Many psychological disorders in adults can be back to problems in childhood.
a found b turned c traced
- If it's 5pm, they be watching the news. They always do.
a will b might c may
- Many people are living in a of fear after the robberies.
a environment b climate c atmosphere
- I can't think of case of someone stealing at our school.
a an only b a single c a one
- It's snowing. It be cold outside.
a might b can't c must

8

3 Vocabulary

Complete each sentence with one word.

- The shop had a wide *range* of phones for sale.
- No! You can't go out tonight! OK? of story!
- He gave me some story about how his sister was ill.
- Now I'm going to tell you my of the story.
- When he didn't give me the book back, he up a story about needing it for a project.
- Bottom of the class! Again! It's the story of my
- Anyway, to a long story short, I missed the last bus.
- Late again? It's always the old story, isn't it?
- Someone stole it? That's a story!

8

How did you do?

Total: 25



Very good
20 – 25



OK
14 – 19



Review Unit 1 again
0 – 13

2

Snap judgements

1 Grammar

★ Words in context

a Replace the words in *italics* with words from the box.

rapid instant analyse theories audition revealed withdraw capitalise correlation

This week's horoscope

**Pisces**

It's possible that you'll notice some very *quick* ¹ *rapid* changes in your social life this week – some new friends are just around the corner for you!

**Aries**

This is your week! If you have an interview or a/a(n) *small acting test* ² you'll pass with flying colours!

**Taurus**

Today you'll find yourself thinking that there's no *relationship* ³ between your ability and your success. But calm down – greater success will come your way soon!

**Cancer**

Remember that it isn't necessary to *study* ⁴ everything that happens to you. Take life as it comes and you could find that it's better than you think.

**Gemini**

Don't think so much! Be prepared to make *immediate* ⁵ decisions and you'll find it makes life easier.

**Leo**

You need to put your feet back on the ground! Forget your *ideas* ⁶ and start to look at the reality of what is happening around you.

**Virgo**

Believe in yourself! An interesting opportunity will be *shown* ⁷ today – take it!

**Libra**

Be a good friend! Someone you know is going to need your support today. When they ask for your help, give it – don't *take away* ⁸ your friendship.

**Scorpio**

Today will be a day of big opportunities – you need to *make the most* ⁹ on them. You never know, chances like this may not come again!

b Complete the sentences with a form of the words from Exercise 1a.

- Studies have *revealed* that snap judgements can often be good judgements.
- At first he didn't understand a word of Spanish, but he improved and now he speaks it well.
- We need someone to give us a full of what went wrong last week.
- It happened so fast! Johnson got the ball and in an , he put it in the net.
- I had an for a part in the film – but I didn't get it.
- I went to the cash machine outside the bank and all the money I had in my account.
- We have known for a long time that there is a strong between smoking and lung cancer.

2

Grammar

★ Future in the past

a Read the following sentences. Are they examples of future in the past (FP) or past habit (PH)? Write FP or PH next to the sentences.

- 1 She knew he'd forget to call her.FP....
- 2 When she was a child she'd help her mother make bread.
- 3 They reckoned they'd arrive before midnight.
- 4 He didn't think she'd remember him.
- 5 Cathy would sit by the window and sew while she waited for him to arrive.
- 6 We wouldn't dare talk like that to our parents when we were little.
- 7 He would read them stories until they fell asleep.
- 8 I was sure you'd enjoy the film.

b Rewrite the sentences using *was/were going to*.

- 1 We didn't spend the day at the Science Museum because Roland wasn't well.
We were going to spend the day at the Science Museum, but we didn't because Roland wasn't well.
- 2 The professor didn't hand out the information sheets on lateral thinking because he forgot them.
.....
.....
- 3 I didn't plan to join the debating society, but I changed my mind.
.....
.....
- 4 We planned to have snowboarding lessons, but our parents didn't let us.
.....
.....
- 5 Martha didn't buy a replacement MP3 player because she couldn't afford it.
.....
.....
- 6 I intended to start my new exercise regime last weekend, but I twisted my ankle on Friday.
.....
.....

c Circle the correct answer: a, b or c.

- 1 Although he thought that the family saloon the most sensible buy, he opted for the soft top.
a going to be
b has been
c would be
- 2 They said the new games console released in early spring, but design problems have led to delays.
a was going to be
b would
c were going to be
- 3 Celine knew in an instant that this was the man she marry.
a would be to
b were to
c was going to
- 4 I think you should go for it! It a shame to miss such a great opportunity.
a was going to be
b would be
c wasn't going to be
- 5 We knew it be easy to rebuild our lives after a loss like that, but we were determined to try.
a wasn't going
b going to
c wasn't going to
- 6 He found it difficult to make a decision because making the wrong choice disastrous.
a would to
b would have
c would be

3 Vocabulary

★ Making decisions

a Match the phrases with the definitions.

- | | |
|------------------------|---|
| 1 a snap decision | a hesitate and change your mind a lot |
| 2 dither | b decide |
| 3 mull over | c a decision that is based on factual information |
| 4 jump to conclusions | d a quick decision |
| 5 make your mind up | e think things over carefully |
| 6 an informed decision | f make quick but often wrong decisions |

b Complete the sentences with phrases from Exercise 3a. You may need to change the verb forms.

- I thought she would never buy those shoes. She dithered so long over them!
- Don't about her! You can't judge people by their appearance.
- Don't expect him to let you know immediately. He always things
- Let me know when you and we'll take it from there.
- If you're buying a new camera, then check out this magazine. It'll help you make
- Sometimes it's better to make than to spend too long thinking over things.

c Vocabulary bank Complete the sentences with the words in the box.

compromise crunch determined dilemma indecisive two minds wavering verdict

- Well, I wanted it high and they wanted it low, so we reached a compromise !
- I don't know whether to get a job or go to college – I'm really in about it.
- Jeff never makes quick decisions – he's the most person I know.
- I read three reviews about this film, and the overall is that it's useless!
- I can only afford one CD, and I'm between these two.
- I should tell her the truth – but if I tell her, she'll be furious with me. So, can you see my ?
- I have to decide whether to study law or medicine and I have to do it now! This is the for me.
- Where people live is, of course, partly by how much money they've got.



VOCABULARY TIP

Building up your vocabulary

A wide vocabulary is the key to learning a language successfully and effectively but don't try to learn too much at once.

- It's easier to learn vocabulary in groups as you will automatically create a set of links between the items, which makes them easier to recall. Vocabulary can be organised in topics (for example, food/drink, sports),

in groups which have similar meanings (for example, decision-making words), or groups which have similar functions (adverbs, adjectives, verbs).

- Choose a maximum of six to ten vocabulary items and concentrate on them.
- Always learn the words in context, putting them into sentences that are meaningful to you.

4 Listen

- a** ▶ **CD4 T2** Listen to the interviews. What sort of interview are they? Match them with a, b or c.

- a TV chat show
b street
c job interview

☐
☐
☐

- b** ▶ **CD4 T2** Listen again and look at the pictures. For each interview, tick the correct picture.



Interview 1



Interview 2



Interview 3

- c** Put the words in order to make some of the expressions you heard in the interviews. Look at Exercise 7c in Unit 2 of the Student's Book to help you.

1 us / could / you / perhaps / tell

Perhaps you could tell us

2 a / let / moment / me / think

3 long / a / story / it's / of / bit / a

4 I / think / say / I'd / have / to

5 what / don't / know / I / to / really / you / tell

6 us / about / yourself / tell / a / bit

7 we / a / bit / let's / if / may / talk

8 you / asked / if / would / mind / I / you

5 Pronunciation

* Sounding polite or angry

- a** ▶ **CD4 T3** Listen and look at the comments 1–5. Choose the correct response (a–e).

- | | |
|--|--|
| 1 I can't imagine what came over you. | a Of course. No problem. |
| 2 Could you wait for a moment? | b I couldn't agree more! |
| 3 I wonder if you could explain what this is. | c Yes, of course there is! |
| 4 Is there some problem you're not telling me about? | d I know. I'm really sorry. |
| 5 I really think this is the end of our friendship. | e I'm sorry, I can't ... because I don't know. |

- b** ▶ **CD4 T3** Listen again and check.

- c** ▶ **CD4 T3** Listen and repeat.

Skills in mind

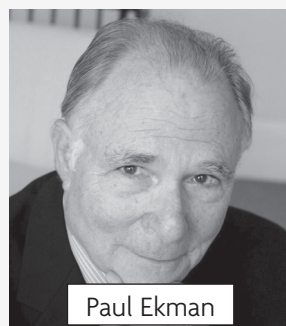
6 Read and write

a Match the titles with the paragraphs. Write A–F in the spaces.

- | | |
|------------------------|--|
| A Ekman's journeys | D Who is Tomkins? |
| B A tale of two tribes | E The search to understand the human brain |
| C A meeting of minds | F Animal emotions |

Face to face with our emotions

- ☐ Psychologists and philosophers have always tried to understand the mysteries of the human brain. And, in this quest, there are two men who have had a significant impact through their work: Silvan Tomkins, a philosopher and teacher, and Paul Ekman.
- ☐ Tomkins, born in 1911 in Philadelphia, left the University of Pennsylvania in 1934 with a doctorate in philosophy. Although unquestionably a genius, Tomkins was never quite able to write in a way that made him easy to understand; consequently, his major work, *Affect Imagery Consciousness*, wasn't widely accessible. However, the work, a four-volume study, was acknowledged as brilliant, even by those unable to understand everything he put forward.
- ☐ The key to Tomkins' theories was the idea of emotion (which he called 'affect') as a motivating force and a crucial factor in personality formation. Tomkins while out of work during the Great Depression, spent two years applying some of his theories to horses. He studied the faces of race horses and was able to predict how a horse would race based on the emotional relationship to the horses on either side of it in a race. Tomkins believed that the face reflects our inner feelings and motivations – even the face of a horse.
- ☐ The meeting between Tomkins and Ekman was accidental. They had both sent papers to the same publisher and the editor contacted them both to suggest they meet each other. Ekman, then a young psychologist interested in studying faces, found Tomkins' ideas exciting and influential.



- ☐ The thinking at the time was that facial expressions were controlled by culture and that we simply learned a set of social conventions that determined how our faces responded. Ekman, searching for clarification, travelled widely. He visited remote jungle tribes that had not been in any way influenced by the media, showing and photographing facial expressions. Amazingly, everyone who looked at the many different pictures agreed on what the facial expressions meant every single time.
- ☐ As a further check, Ekman showed Tomkins a film made by a scientist, Gajdusek, in remote Papua New Guinea, featuring tribesmen from two separate tribes – the South Fore (friendly and peaceful) and the Kukukuku (violent and hostile). Ekman had spent months scrutinising the faces of the different tribesmen. Tomkins had no prior knowledge about the contents of the film, so watched with interest. At the end of the film, he was able to say quite categorically that members of the South Fore tribe were sweet and gentle people and the others were aggressive. Ekman was then convinced that emotions, as Tomkins had said, were indeed responsible for universal facial expressions.

b Read the text again and answer the following questions.

- 1 What was the problem with much of Tomkins' writing?
- 2 Why did Tomkins become involved with horses?
- 3 What was Ekman's initial impression of Tomkins' theories?
- 4 How did Ekman try to disprove the theory that there was a set of rules that governed the expressions we make?

c Do you think you can predict what a person is like by their face and expressions? Write a paragraph explaining why / why not.

Unit check

1 Fill in the spaces

Complete the text with the words in the box.

decisions over jump mulls conclusion
minds ~~making~~ dither informed snap

I've always been hopeless at ¹ making decisions. I ² _____ over things endlessly until eventually I'm forced to make a choice. I've always admired people who can make up their ³ _____ quickly. I think it's important to be able to make ⁴ _____ decisions, you need to act quickly and not hesitate. My mum has a tendency to ⁵ _____ to conclusions. Once she thought the new neighbours were behaving suspiciously when they were just preparing a surprise party. My dad, on the other hand, ⁶ _____ things over. If he's thinking of getting a new computer he reads every magazine he can to make an ⁷ _____ decision. And then he always comes to the same ⁸ _____ : not to buy anything for the time being. So much for thinking things ⁹ _____. Oh, decisions, ¹⁰ _____.

9

2 Choose the correct answers

Circle the correct answer: a, b or c.

- I was sure I _____ lose, so I gave up.
a am going b would c will
- Ashley _____ talk to Anna, but he did.
a wasn't going to b would c was going
- They knew it _____ a tough decision to make.
a would be b was going to c were going to
- Ekman believed that showing Tomkins the pictures _____ his theory.
a is proving b will prove c would prove
- Scientists have found a _____ between global warming and human activity.
a correlation b capitalise c theory
- They decided to _____ all the evidence to try to reach a conclusion.
a audition b capitalise c analyse
- At first he said that I was the criminal, but then he _____ the accusation.
a revealed b capitalised c withdrew
- Last week, I met the girl Steve _____ marry before he met me.
a was going to b would c is going to
- I thought it _____ a bad decision not to invite my relatives to the party.
a is going to be b was going to c would be

8

3 Vocabulary

Underline the correct words.

- What you eat helps to determine / reveal your overall health.
- Come on! Don't be so wavering / indecisive! Make a decision now!
- My father always mulls / dithers for ages before deciding anything.
- He didn't know what the right thing to do was – it was a real dilemma / compromise for him.
- If you don't have all the facts, how can you make a(n) informed / snap decision?
- Don't make a decision now. Mull / Dither it over for a day or two, then decide.
- I'm in two heads / minds about going to her party.
- I hate making snap / crunch decisions – I like having more time to think.
- It took the jury twelve hours to reach their conclusion / verdict – it was 'not guilty'.

8

How did you do?

Total: 25



Very good
20 – 25



OK
14 – 19



Review Unit 2 again
0 – 13

3

Other worlds

1 Vocabulary

★ Money

a Complete the table according to the definitions.

b Complete the leaflet with the words in Exercise 1a.

World Wide Banking Services



Putting young people first

Life's not always easy when you're young, especially when it comes to money. That's why we've developed a bank account specially designed to cater for the ¹ needs of today's teenagers.

Whether you're a student or just starting to ² in the world, you are the future of our nation's ³ That's why we believe in investing in you now.

All our Teenage Plus current accounts come with a ⁴ making it easier for you to access your money and make ⁵ in all high street shops.

And when you ⁶ with us, we will put the first £50 in it for you.

⁷ a Young People's Loan with us and we'll offer you an ⁸ that is 0.5% lower than our competitors'.

We're also the only bank that won't charge you commission when you want to buy foreign ⁹ , and with free travel insurance for your first six months with us, you'll find getting away has never been easier.

¹ open an <i>account</i>	start keeping your money with a bank
²	something that you buy
³ earn a	make money
⁴	the monetary and business system of a country
⁵ out a loan	borrow money from a bank or money lender
⁶ card	piece of plastic that you use to access your money
⁷	to do with money
⁸ rate	the percentage of extra money you pay back if you borrow
⁹	the money that a country uses

C **Vocabulary bank** Underline the correct words.

Hi Mum, hi Dad

Yes, it's me again and yes, I'm going to ask you again to lend me some money. Life here at university isn't easy and it's hard to make ends ¹ meet / reach. I'm doing my best to ² economy / economise but there are some things I just have to buy, like books, which cost ³ a fortune / an income. The last one I had to buy was over £45.00 – I thought the shop was trying to ⁴ rip / tear me off but it was the real price. You know, I thought about asking the bank to lend me some money but they charge very high ⁵ income / interest, so I can't do that. So – can you let me have some more money, please? But only if you can afford it – I really don't want you to have to ⁶ strengthen / tighten your belts at all, just to help me. I know you don't have an especially high ⁷ income / economy, so please don't put yourself into any difficulty on my behalf.

If you can, I'll be really grateful and when I'm rich and famous (haha!!) I'll pay you back – honestly! – and with ⁸ interest / income.

Promise I'll write again soon – and with news next time, too! Must rush.
Love you. Eric

2

Grammar

★ Cleft sentences with *what***a** Read what these people say about Lovely. Rewrite the comments.

- I don't understand how anyone can just start their own country.
What I don't *understand is how anyone can just start their own country.*
- Lovely has a bigger population than some 'real' countries. It's amazing.
What's
- Wallace's visit to Death Row sounds weird.
What I find
- The first thing I'd do with a new country is make myself president.
What I'd
- He wasn't accepted into the United Nations. That's the disappointing thing.
What's
- I think people should stop inventing new countries and concentrate on making things better in the real ones.
What I think

b Put the words in order to make replies.

- A: So you're saying you don't believe the government.
B: that / government / I'm / what / is / No / I / trust / saying / the / don't
No, what I'm saying is that I don't trust the government.
- A: Did Donna tell you?
B: it / Jim / was / told / No / us / who
.....
- A: So you were confused by the film.
B: film / what / of / confused / the / No / was / ending / the / me
.....
- A: And then she said some things that upset you?
B: upset / were / No / didn't / me / things / the / what / she / say
.....
- A: Didn't Jim fail his driving test?
B: No / failed / it / his / who / brother / was / it
.....
- A: Did you find the listening test difficult?
B: I / what / exam / difficult / found / was / No / written / the
.....

c Complete the dialogue.

Woman: Do you remember when we first met?

Man: How could I forget? 1948.

Woman: No, it ¹ *was 1949 when we first met.*

Man: That's right – 1949. I took you to the dance hall.

Woman: No. It ²

Man: The cinema. Yes. We saw *Gone with the Wind*.

Woman: No, what ³

Man: *The Wizard of Oz*. Now I remember. Then we went to the café. I bought you a coffee.

Woman: No, it ⁴

Man: *You* bought *me* a coffee. Sure. And then we went for a walk in the park.

Woman: No, what ⁵

Man: That's right. I went to meet your parents. Your dad really liked me.

Woman: No, he didn't. It ⁶

Man: Your mum, of course. She knitted me a jumper.

Woman: No, ⁷

Man: A hat, that's right. I've still got it. Great days, eh? It seems like it was only yesterday.

3 Vocabulary

★ Word building

Circle the correct words to complete the newspaper article.

COMPUTER GAME THEFT

LI HONGCHEN spent two years and more than \$1,210 buying ¹ *virtual* / *virtually* money and weapons in the online game 'Red Moon'. Last February he found his ² *possess* / *possessions* had been stolen by a hacker who had gained ³ *access* / *accessible* through the game's server.

Now a court in China has found that the computer games company is legally ⁴ *responsible* / *responsibility* for the ⁵ *theft* / *thief*, and has ordered it to pay ⁶ *compensation* / *compensate*.

The ⁷ *creativity* / *creators* of the game, *Beijing Arctic Ice*

Technology, responded with the ⁸ *argumentative* / *argument* that the items had no real-world ⁹ *value* / *valuable* and were really only 'piles of data'. However, the court ruled that the company was ¹⁰ *liable* / *liability* because it was their ¹¹ *faulty* / *fault* server that had allowed the hacker to enter the ¹² *system* / *systematic*.

4 Study help

★ Learning words with suffixes

- Suffixes are letters (or words) that can be added to the end of a root word to change one part of speech into another, for example, a verb into a noun, or a noun into an adjective, or an adjective into an adverb. It can be quite confusing at times to remember which suffixes you use with which words. Therefore, it is useful to record vocabulary in tables like the one below. Each time you come across a new word with a suffix, record it in the table.

a Complete the table with words from Exercise 3 above.

Making adjectives			
-ible	-able	-ive	-al
sensible horrible	comfortable acceptable	sensitive creative	political economical

- We can also use suffixes to change the meaning of a root word.
 employer – someone who employs
 employee – someone who is employed
 employable – someone who is able to be employed

b Here are some more examples. Match each suffix with its meaning.

- | | |
|--|--------------------------------|
| 1 She's a <i>chocoholic</i> . She can't stop eating chocolate. | a increase the quantity of |
| 2 This coffee needs more sugar to <i>sweeten</i> it. | b without |
| 3 Let's meet around <i>sevenish</i> . | c protected against |
| 4 The situation is <i>hopeless</i> . We have to give up. | d prepared so it won't do harm |
| 5 The jacket is <i>waterproof</i> , so you shouldn't get wet. | e addicted to |
| 6 This fish is <i>dolphin-friendly</i> . | f the field of study |
| 7 She's <i>trustworthy</i> . You can tell her anything. | g approximately |
| 8 I'm studying <i>politics</i> at university. | h worthy of being/having |

5 Literature in mind

a Read another extract from *Alice in Wonderland*. What is 'the sea' that Alice falls into?

Alice is in the hall where she arrived after falling down the rabbit hole. She has grown very big.

1 Just then her head struck against the roof of the hall: in fact she was now more than nine feet* high, and she at once took the little golden key and hurried off to the garden door.

2 Poor Alice! It was as much as she could do, lying down on one side, to look through into the garden with one eye; but to get through was more hopeless than ever: she sat down and began to cry again.

'You ought to be ashamed of yourself,' said Alice, 'a big girl like you, crying like this! Stop this moment, I tell you!' But she went on all the same, crying gallons of tears, until there was a large pool all round her, about four inches** deep and reaching halfway down the hall.

3 After a time she heard a little pattering of feet in the distance, and she hastily dried her eyes to see what was coming. It was the White Rabbit returning, splendidly dressed, with a pair of white gloves in one hand and a large fan in the other: he came trotting along in a great hurry, muttering to himself as he came, 'Oh! the Duchess, the Duchess! Oh, won't she be furious if I've kept her waiting!' Alice felt so desperate that she was ready to ask for help from anyone; so, when the Rabbit came near her, she began, in a low, timid voice, 'If you please, sir ...' The

Rabbit started violently, dropped the white gloves and the fan, and hurried away into the darkness as fast as he could go.

4 Alice picked up the fan and gloves, and, as the hall was very hot, she kept fanning herself all the time she went on talking: 'Dear, dear! How queer everything is today! And yesterday things went on just as usual. I wonder if I've been changed in the night? Let me think: was I the same when I got up this morning? I almost think I can remember feeling a little different. But if I'm not the same, the next question is: Who in the world am I? Ah, *that's* the great puzzle!' [...]

5 As she said this, she looked down at her hands, and was surprised to see that she had put on one of the Rabbit's little white gloves while she was talking. 'How *can* I have done that?' she thought. 'I must be growing small again.' [...]

6 As she said these words her foot slipped, and in another moment, splash! she was up to her chin in salt water. Her first idea was that she had somehow fallen into the sea. [...] However, she soon made out that she was in the pool of tears which she had wept when she was nine feet high.

* about 3 metres ** about 10 cm

b Read the text again and find the following words or phrases. What do they refer to in the text?

- 1 hopeless (paragraph 2)
- 2 pattering (paragraph 3)
- 3 violently (paragraph 3)
- 4 the great puzzle (paragraph 4)

c Complete the sentences in your own words.

- 1 Alice started crying because
- 2 Alice talked to herself and said
- 3 The White Rabbit ran away because
- 4 When Alice saw that she was wearing a glove, she realised



d Write a paragraph saying what you think happens next. Write 100–150 words.

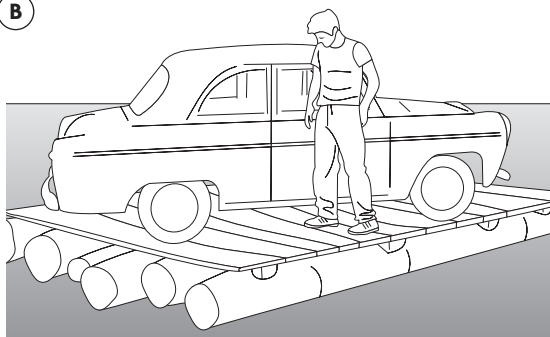
Skills in mind

6 Listen

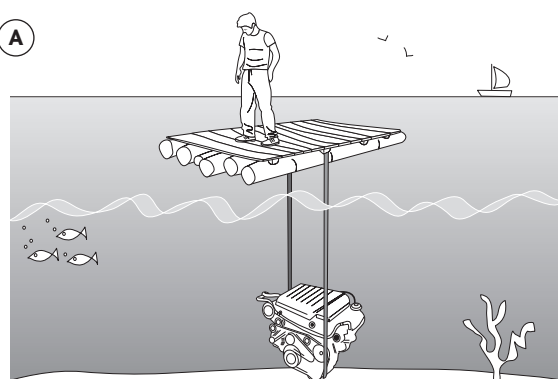
★ New Atlantis

- a** ▶ **CD4 T4** You are going to listen to a lecturer who is talking about 'starting your own country'. He is talking about a country called 'New Atlantis'. Listen and decide which drawing shows what New Atlantis looked like.

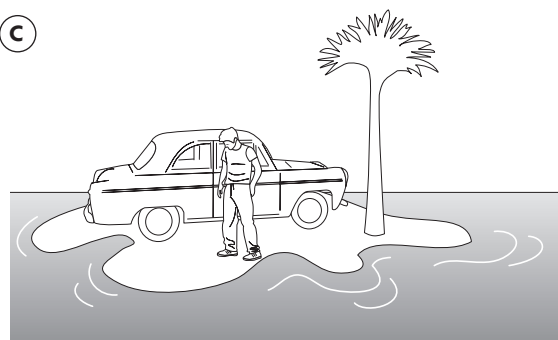
B



A



C



- b** ▶ **CD4 T4** Listen again and complete the sentences.

- The man who started New Atlantis had a very famous surname.
- New Atlantis was founded on 4th , 1964.
- New Atlantis was very close to .
- Half of the 'island' belonged to .
- Hemingway told a newspaper that his country was a one, and his neighbours didn't have to worry.
- was not allowed in New Atlantis.
- The of New Atlantis was called the 'scruple'.
- New Atlantis disappeared in .
- Hemingway started the country to and to .

LISTENING TIP

Preparing yourself to listen

- Always use the time you have to read through the questions before you listen. Try to predict the sorts of things you might expect to hear based on your knowledge and experience of the topic. Think about the ideas, information, opinions that you might hear. Think about any vocabulary that might be used. All this will help you prepare better.
- If the exercise requires you to complete sentences or notes, then read the sentences carefully to work out what type of information is missing. These questions are usually looking for specific information (Is it a name? A number? A date?). They usually can be completed by one or two (maximum three) words.
- Don't worry if you find you don't pick up on something. You're not meant to understand every word. If you do feel you have 'got lost', clear your mind and try to enter back into the listening. Don't panic. Even if you've missed one answer, there's still a chance to get the rest. The questions will be in the same order as their answers in the listening. Use this to help guide you and find your place again if you do get lost.

Unit check

1 Fill in the spaces

Complete the text with the words in the box.

what it principality currency independence
Prince independent ~~purchase~~ earn economic

Are you looking to ¹ purchase something for the person who has everything? How about the world's smallest country? It's for sale. The ² of Sealand consists of two concrete towers in the North Sea of Scotland. It has its own flag, stamps and ³ of silver and gold coins. ⁴ was nearly forty years ago when Paddy Bates took his family to the wartime fort and declared its ⁵ These days it's run by his son, ⁶ Michael. It might be hard to get to and a bit cold at times but ⁷ it does have is great views and neighbours who will give you no trouble at all. Potential investors could be interested for ⁸ reasons. As Sealand is ⁹ of any laws but its own, future owners could ¹⁰ their living in offshore banking or gambling.

9

2 Choose the correct answers

Circle the correct answer: a, b or c.

- The banks won't lower their interest
a rates b index c lines
- I owe so much money I've had to take
a loan with the bank.
a out b up c on
- It's a really show about cars.
a information b inform c informative
- I'll pay with my card.
a cash b money c currency
- It was Dave told me.
a what b who c which
- The will only start improving next year.
a economic b economy c interest
- He's really I don't understand why he hasn't got a job.
a employment b employee c employable
- For many people, earning a is getting more and more difficult.
a life b live c living
- What I liked most about the concert the light show.
a is b was c were

8

3 Vocabulary

Underline the correct words.

- I want to open an account / economy but I don't know which bank is best.
- The film is set in an imagine / imaginary world, on a planet far away from Earth.
- He's a constructing / construction worker on a building site.
- The bank didn't lend me the money because my income / incoming isn't high enough.
- What? The Internet connection costs £25 an hour? That's a complete rip-off / rip-up.
- There isn't much money to buy food, so we all have to tighten our trousers / belts.
- What / It I don't understand is what the story is about.
- The real / reality is that no one actually knows the answer to this question.
- Be careful with my camera, OK? It cost me a small price / fortune.

8

How did you do?

Total: 25



Very good
20 – 25



OK
14 – 19



Review Unit 3 again
0 – 13

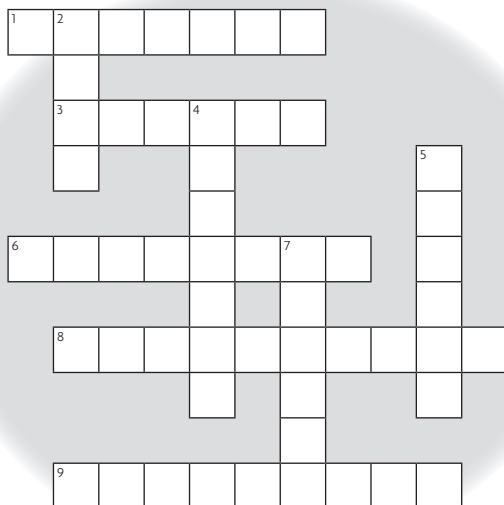
4

Is it sport?

1 Vocabulary

★ Words in context

Complete the crossword. All the answers are words in the texts in the Student Book, pages 32 and 33.



Across

- 1 If she took drugs, that means she and she shouldn't be given the winner's medal.
- 3 He helped me because I'd helped him. It's what they say: 'What goes, comes'.
- 6 She did everything perfectly, not one single mistake – it was a performance.
- 8 Ten people planned this attack – it was a to cause terror in the city.
- 9 I thought she was horrible at first, but now I can see that I her – she's really very nice!

Down

- 2 He didn't mean that. He was angry and he said it in the of the moment.
- 4 Usually I'm a good player, but yesterday I was – I couldn't do anything right!
- 5 A spectator threw a bottle of water and it the player on the head
- 7 The leader started to get tired, so the second runner the opportunity and overtook him.

2 Grammar

★ *could* / *managed to* / *be able to*

- a** Circle the correct option.



- 1 The fire engine arrived immediately and they put the fire out quickly.
a could b managed to c were able
- 2 That's a new record for the 100m breaststroke. Not bad for a man who swim until he was 14.
a didn't manage to b could c couldn't
- 3 It was too dark in the cinema and we weren't find our seats.
a able to b managed to c could
- 4 The party starts at nine. I do hope you be able to come.
a will b can c manage to
- 5 They were identical twins and I just tell them apart.
a couldn't b not able c not managed
- 6 It's a bit expensive but we might just afford it if we work harder.
a manage b can c be able to
- 7 The test was so easy that I finish an hour before the end.
a can b could c managed to
- 8 The fog was so thick that we see where we were going.
a managed to b couldn't c didn't able to

- b** Read the extracts from Kevin's World Cup blog. Look at the words in *italics*. Cross out the ones which are wrong. In some cases, both options are possible.

http://www.cambridge.org
— □ ×

My sport blog

June 16th
We arrived in South Africa today. Things aren't looking too good for England. We only drew the first game, 1–1. The question now is: will we ¹ *be able to* / *manage to* qualify for the next round? Well, our next two games are against Algeria and Slovenia, so our chances must be good.


I'm really enjoying being here. We hadn't booked a hotel before we came but we ² *could* / *managed to* find quite a nice one, not too expensive. Now, the football!

June 18th England vs. Algeria
We almost missed the beginning of the game because we ³ *couldn't* / *weren't able to* find a taxi to get us to the stadium. The game was awful! Our great hope, Rooney, didn't do much. Sometimes I think he'll never ⁴ *be able to* / *can* score for England again! Well, perhaps he'll be better in the next game. Hope so.

June 23rd England vs. Slovenia
We didn't see this live as we ⁵ *couldn't* / *didn't to* get tickets. So we watched it on a big screen in the city centre. It was great there, the atmosphere was fantastic. There were people from all over the world and you ⁶ *could* / *managed to* hear loads of different languages. We met some people from Slovenia. It's Germany next.

June 26th
We ⁷ *managed to* / *could* get tickets for the round of 16 game tomorrow. England vs. Germany. Just don't ask how much the tickets cost. We spent the rest of the day doing a bit of sightseeing. It was great but I ⁸ *couldn't* / *wasn't able to* stop thinking about the big game. I'm so excited.

June 27th England vs. Germany
Disaster! England lost to Germany – again! 4–1. Actually England scored another goal but the linesman didn't see the ball cross the line. Unbelievable! In the second half, the Germans scored twice and England ⁹ *didn't manage to* / *couldn't* score at all. Anyway, it's the end of the dream. I don't think England will ever ¹⁰ *manage* / *be able to* win the World Cup again.



- c** Rewrite the sentences using the correct form of the verb in brackets.

- 1 We were right at the back of the concert hall and we couldn't see a thing. (be able)
We were right at the back of the concert hall and we weren't able to see a thing.
- 2 The pilot managed to make an emergency landing and the disaster was avoided. (be able)
.....
.....
.....
- 3 The party next door was so loud that I wasn't able to get to sleep all night. (manage)
.....
.....
.....
- 4 I was able to do things like that when I was younger but I'm too old now. (can)
.....
.....
.....
- 5 I was so scared I wasn't able to move. (can)
.....
.....
.....
- 6 Did you manage to speak to him? (be able)
.....
.....
.....
- 7 Living off fish and rain-water, they were able to survive for three weeks at sea. (manage)
.....
.....
.....
- 8 Can you borrow the car tomorrow? (be able)
.....
.....
.....

3 Vocabulary

★ Success and failure

- a** Do the sentences refer to success or failure? Write S (success) or F (failure) next to each one.

- 1 It was a bit of a problem but we overcame it eventually.S.....
- 2 I feel like I've fulfilled an ambition.
- 3 The sale of our house fell through.
- 4 I really messed up this time.
- 5 I don't know how but we pulled it off.
- 6 I made it!
- 7 Everything's gone wrong.
- 8 You've blown it.

- b** Complete the text with the words in the box.

overcame fulfilling blown
messed up pulled off made it
going wrong fallen through

UNDER 16s TEAM TRIUMPH

We'd ¹ *made it* to the final of the National Schools Championships! The final of the National Schools Championship. It doesn't get much bigger than this! But at half-time it looked like we'd ² it. Mr Young had told us to keep our defence tight but that plan had ³ We were losing 4-0! Our attack wasn't much better. We'd had about ten clear chances to score but each time we ⁴ We'd even missed a penalty. It seemed that everything was ⁵ for us.

I don't know what our coach, Mrs Raymond, put in our water at half-time but the second half couldn't have been more different. We ⁶ a series of terrible refereeing decisions and after half an hour the score was level at 4-4. Then, with the very last kick of the game, the ball came to me and I sent it high into the top of the net. 5-4. We'd done it! We'd ⁷ the greatest comeback in the history of the competition. As I held the cup high over my head, I couldn't have felt more proud. Now I know I'm one step closer to ⁸ my ambition – playing football for the England women's team.

- c** **Vocabulary bank** Complete each space with one word. The first letter is given for you.

My (very short) musical career

When I was at school, everyone told me that I could be a music star. All you have to do, they said, is not give up, you'll get there in the ¹ *end* Just ² *s* at it: don't give up! OK, I thought – perhaps they're right. I knew I didn't have much talent, but lots of other people have become very successful ³ *a* the odds, so why not me? I worked at it, and after a couple of years I ⁴ *c* through and got a recording contract. I was sure my first record was going to be a major ⁵ *t* , but for some reason that didn't happen. The record was a big ⁶ *f* All my hard work had come to ⁷ *n* I had tried my best, but in the end it was all in ⁸ *v* Well, never mind. Now I've got a small shop selling other peoples' records, and I'm as happy as can be!

VOCABULARY TIP

Recording collocations

- We use the term collocation to talk about words that normally go together.
make the bed
- There are no rules to determine which words collocate with others. This means it's always a good idea to record these collocations when you come across them.
- You can find common collocations in the examples in your dictionary.
- Use a dictionary to make a list of collocations for these words.

overcome expectation
blow plan (noun)

4

Read and listen

- a** Complete the text with the correct form of the words in the right-hand column.



Like it or not, there's no escaping the fact that music award ceremonies are a part of our modern ¹ *cultural* landscape. These glittering occasions, when members of the music industry turn up in their fanciest clothes to congratulate each other, are watched by TV audiences ²

1 CULTURE

2 WORLD

The most famous of all must be the Grammys, which have been handing out their silver gramophone statuettes since 1959. These awards are the Oscars of the music business and, like their film-based cousins, take place each year on the red carpets of Los Angeles when they reward the year's best

³ in musical genres ranging from jazz, country, rock and soul to ⁴

3 PERFORM

4 CLASSIC

⁵ towards their home-grown artists although the man who has received the most Grammys is the Hungarian/British ⁶ George Solti, who had 31 by the time of his death in 1997. And the band with the most statuettes are the Irish quartet, U2.

5 FAVOURITE

6 COMPOSE

Not to be ⁷, the Brits launched their own music award ceremony in 1977, which these days is known as the Brits. However, compared to the immaculate ⁸ of the Grammys, the Brits are more renowned for the haphazard way in which they seem to be organised and for ⁹ things that happen each year. For example, in 1998 indie band Chumbawamba threw a glass of iced water on the head of the then deputy prime minister John Prescott, in protest at the politician's invitation to the event. And who will ever forget Pulp's Jarvis Cocker invading the stage as the ¹⁰ singer Michael Jackson was singing *Earth Song* surrounded by dozens of children?

7 OUTDO

8 PROFESSIONAL

9 CONTROVERSY

10 LEGEND

- b** ▶ CD4 T5 Listen to Carla and Owen discussing the Brits. Choose the correct answers.

- 1 What is Carla's reaction to The Arcade Fire's awards?
 - a She thinks they deserved them.
 - b She's disappointed.
 - c She was very surprised.
 - d She hopes they'll go on to become really successful.
- 2 What does Owen think of her reaction?
 - a He feels she should be happier about it.
 - b He understands why she's not so excited.
 - c He thinks she's being unrealistic.
 - d He doesn't really have an opinion.
- 3 What's Carla's main objection to award ceremonies?
 - a They treat the arts as if they were the same as sport.
 - b They're too long and silly things happen.
 - c They don't really reflect what the public like.
 - d They're just an excuse for people to get dressed up.
- 4 What does she accuse the music industry of?
 - a She thinks they use the ceremonies to sell more records.
 - b She believes they don't support new artists enough.
 - c She thinks they don't know what real talent is.
 - d She says they don't listen to the public enough.
- 5 What does Owen think about the TV ceremonies?
 - a He thinks they're fun to watch but not to go to.
 - b He thinks they reward the right people.
 - c He agrees with Carla in principle.
 - d He thinks they shouldn't be taken so seriously.

Skills in mind

5 Read

a Read the text. Match the topics with the paragraphs in the text. Write A–D in the boxes.

Britain's best medal hope ☐

Obsessive preparations ☐

Athletes beaten by the heat ☐

Olympic dream ends in tears ☐

PAULA FLOPS OUT

A Whatever she mumbled to herself when she sat on that grass, with her Olympic dream over, it looked like 'help me.' Paula Radcliffe was a picture of desolation here yesterday when her gruesome journey down from the hills ended in tears and exhaustion on the streets of Athens. On the hottest day of the Games so far, 82 women set off in 35-degree temperatures down the route taken by Pheidippides, the messenger who lost his life to fatigue after telling the people of Athens that the battle with the Persians had been won.

B Team GB's travelling fans were expecting to see Radcliffe confirm her position as the odds-on favourite and the fastest woman marathon runner of all time. Instead they watched Mizuki Noguchi, of Japan, enter the stadium to become the Olympic champion in 2hr 26min 20sec. Paula's journey ended more than four miles from the end. Moments after being relegated to fourth place by the Ethiopian, Elfenesh Alemu, at the 35km mark, Radcliffe stopped. This time her despair was overwhelming. The contortions in her face spoke of a terrible realisation. At 30, she may already be too old to add an Olympic gold to those she won at 10,000 metres in the European Championships and Commonwealth Games.

C Radcliffe has made personal sacrifices to concentrate on her athletic career and these have taken her to the point of apparent invincibility. Since her fourth-placed finish in the 10,000m in Sydney four years ago, Radcliffe's attention had been fixed on winning an Olympic gold. To prepare, she ran 140 miles a week in the thin air of the French Pyrenees, and in Spain, where the sun and humidity provided conditions similar to those in Athens.



D But none of this was any good to her when the awful physical reality of the Athens marathon began to strike the contestants.

Down at the stadium, trolley beds and drips were being lined up in the tunnel. At the start some runners hid from the roasting sun under umbrellas.

There had been rumours that Radcliffe carried an injury into these Games – but there was no talk of any problem here last night. Rather the tank of an athlete's energy is finite, and Radcliffe, in conditions that didn't suit her, reached the bottom of hers. To run through a furnace over an undulating course in pursuit of an Olympic medal is about as brave as you can be in sport. Maybe it was right in these circumstances that the winner should come from the land of the rising sun.

b Read the text again. Mark the statements *T* (true) or *F* (false).

- 1 The marathon took place on the hottest day of the Games. ☐
- 2 Paula Radcliffe wasn't expected to win the race. ☐
- 3 The Gold medal was won by a Japanese athlete. ☐
- 4 Paula had been fully focused on her preparations for the Olympics. ☐
- 5 Paula was the only athlete affected by the heat. ☐
- 6 It was obvious that Paula had an injury. ☐

Unit check

1 Fill in the spaces

Complete the text with the words in the box.

suspended messed couldn't ovation on
inappropriate manage butt **stunned** wrong

I don't like football and I'm ¹ stunned by how people follow it so passionately. I've only ever played once. It was for the local youth club. They ² get eleven boys so my friend asked me to play. Things went ³ from the beginning. With my first kick I scored an own goal. Next I managed to head- ⁴ the goal post – that hurt! Ten minutes later I really ⁵ up when I was sent off for treading ⁶ the referee's foot. It was an accident but I didn't ⁷ to make the referee see it that way. I thought it was totally ⁸ Getting sent off was probably the best thing I did all afternoon but there was no standing ⁹ for me as I left the field. I was ¹⁰ from playing in the team for two weeks. Not that it mattered, they never asked me to play for them again.

9

2 Choose the correct answers

Circle the correct answer: a, b or c.

- I've done it! I've my ambition.
a reached b completed c fulfilled
- Careful! You nearly trod my finger.
a over b in c on
- Our plans for tonight have fallen
a over b through c out
- The orchestra got a ovation.
a sitting b flying c standing
- I passed the interview! I couldn't believe that I had it off.
a pushed b dragged c pulled
- The door was locked but we open it because we had the key.
a were able to b managed c couldn't
- The exam was easy but I messed it
a out b on c up
- I play the piano quite well when I was ten but I haven't played for years.
a could b am able to c managed to
- It to be seen if they can repeat their success.
a keeps b remains c stays

8

3 Vocabulary

Underline the correct words.

- It was his first time on stage, and it was an *ovation* / triumph ! Everyone loved his performance.
- I tried to explain, but it was in *vain* / *nothing* – he just didn't believe me.
- All my efforts came to *wrong* / *nothing* when I saw the final results – I'd failed!
- I had a chance to win the game, but I *blew* / *messed* it and ended up losing.
- No one thought she could win, but *against* / *through* all the odds, she did it.
- Who knows? You might get there in the *over* / *end*.
- His first attempt was an enormous *flop* / *fall* – and his second one was even worse!
- My dad was very ill last year, but he came *up* / *through* it and now he's much better.
- If you *pull* / *stick* at it, who knows? Maybe you'll be a success!

8

How did you do?

Total: 25



Very good
20 – 25



OK
14 – 19



Review Unit 4 again
0 – 13

5

Advertising

1 Vocabulary

★ Phrasal verbs

a Circle the correct answer: a, b or c.

- Wearing nice clothes shows that you care yourself.
a about b of c after
- That's the rule here, OK? And it goes everyone – not just children, adults too.
a on b for c about
- They spent all night trying to figure the answer to the problem.
a in b for c out
- He knew that with all the revision he had done he was to a sure winner in the exam!
a on b away c in
- There were three that I liked, but I ended buying the blue one.
a up b in c for
- Jack's so easy-going, he fitted immediately in his new school.
a on b with c in

b Complete the texts with the abbreviations in the box.

WDYT LOL ITA IMHO MEH



Sarah Cinema or shopping mall?
..... MEH..... I don't really like either.
Let's stay home tonight.



Mick Q That was the funniest thing
I've seen for ages – !



Wendy Paul thought the film was
a waste of money. –
it's a terrible film!



Greg It's just the coolest place in
town these days. ?



Phil, designer T-shirts
are just horrible, I'd never wear one.

2 Grammar

★ Position of adverbs

a Put the words in the correct order to make sentences.

- the / really / about / I'm / mix-up / sorry
I'm really sorry about the mix-up.
- often / David's / for / class / late
.....
- you / your / marketing / are / on / hard / working / course?
.....
- fallen / few / prices / last / CD / have / in / the / years / dramatically
.....
- she / carefully / over / thought / it
.....
- talks / in / persuasive / a / he / manner
.....

b Correct the sentences. There may be more than one possibility in some cases.

- The results will come out on hopefully Friday.
The results will hopefully come out on Friday.
- The marketing course was interesting very.
.....
- Enthusiastically the shoppers queued up for the sales to start.
.....
- The restaurant surprisingly was empty.
.....
- In the case of an emergency make quickly your way to the exits.
.....
- Please honestly answer the next question.
.....

3 Vocabulary

* Advertising

a Complete the crossword.

Across

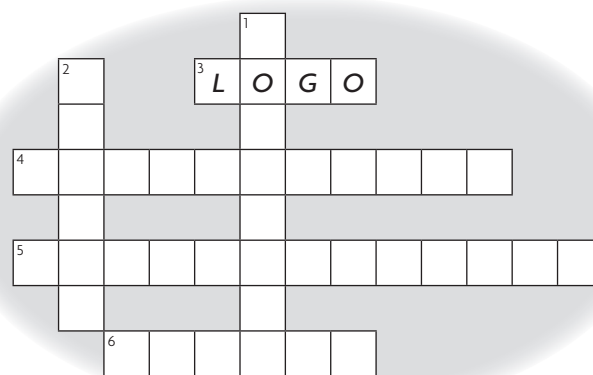
- 3 A symbol that represents a brand name.
- 4 Adverts on radio or television.
- 5 An advert worn by a person who walks about the streets.
- 6 A catchy tune used to advertise a product.

Down

- 1 Large advert found in the street.
- 2 A catchy phrase used to advertise a product.

b Now complete the dialogues with the words from the crossword.

- 1 Dave: What are you singing?
Grace: Oh, just a *jingle* I heard on the radio.
Ken: I never watch films on TV any more.
John: Why's that, then?
Ken: There are too many
I prefer DVDs!
- 2 Karen: Hmm – I like the design on your T-shirt.
Sandra: Thanks, but it's not really a design, it's the company's
- 3 John: Don't you think the council should do something about that over there?
Tom: Yeah, I do. It's a real eyesore and it completely blocks the view.
- 4 Sally: What are you doing, Pete?
Pete: I'm trying to come up with a new for our college magazine.
Sally: Hey, I've got an idea!
Pete: What is it?
Sally: 'Where the news is always better'.
Pete: I might just use that, Sally. Thanks!
- 5 Becky: What's the worst part-time job you've ever had?
Scott: It has to be that summer I wore a It was awful!
All my mates laughed at me, it was uncomfortable and I got paid peanuts!



c Vocabulary bank Complete each word. The first letter is given for you.

Advertising – I'm sick of it! Everywhere you go, there are adverts. It's bad enough at home. Switch on the TV and there are advertising ¹ *campaigns* asking you to watch the same commercials a hundred times. Then the phone rings and it's someone ² *c* -calling to sell you a holiday or a new phone! I check my email and my in-tray is 70% ³ *j* mail. And where I live, anyway, you get emails from the government too, with ⁴ *p* about how wonderful they are. (Yeah, right!)

Then you go out into town. In the supermarket, there are signs everywhere saying there's a special ⁵ *p* – 'buy eight tins of tomatoes, get another twenty free', that kind of thing. It drives me crazy. And the other day, at the bank, there was a man trying to persuade me to open a special new account, and he was giving me a really ⁶ *h* -
s about this wonderful account! I mean, it was difficult to get away from him.

And when I go to work, it's even worse. Of course, that's my fault, I suppose – I work in ⁷ *m* and spend my days thinking about ways to sell people's products. Perhaps that's why advertising makes me so angry when I'm not at work!

4

Grammar

★ Adjective order

a Complete the table with the adjectives in the box.

black cheerful wooden young colourful ~~roomy~~ English dark square
long big beautiful durable casual elegant unusual Italian leather
plastic red brown small multi-coloured bright canvas old metal

Quality	Size	Shape	Colour	Origin	Material	Object
	<i>roomy</i>		<i>multi-coloured</i>			

b Look at the pictures and write a sentence about each bag. Use at least three adjectives from the box in Exercise 4a in each sentence.



1



2



3

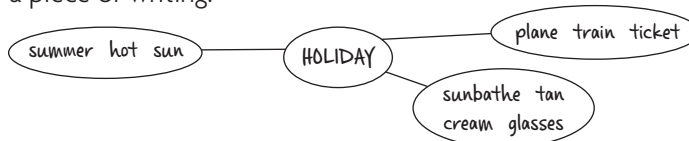
c Complete the sentences with the adjectives in brackets. Put the adjectives in the correct order.

- This briefcase will keep all your documents in place. (dark brown, durable, large, Italian).
- I bought a hat to go with my sun dress. (beautiful, canvas, bright red)
- My dad bought my mum a necklace. (pearl, gorgeous, delicate)
- My friend Dave's got an sports car (German, dark silver, expensive, big)

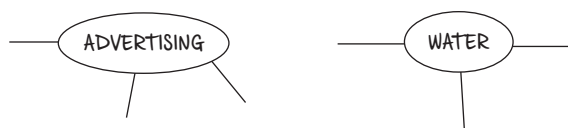
VOCABULARY TIP

Developing mind maps

- Mind maps are a great way of learning and building vocabulary. Words are usually related to a specific topic or area and links are created between the items. Words, collocations and phrases learnt through mind maps are easily remembered as one item triggers another. Mind maps are also excellent ways of brainstorming words before doing a piece of writing.



- Draw mind maps for the following words.



5 Culture in mind

a Complete the text with phrases a–h. There are three phrases you do not need.

The rise of billboard advertising

If you are launching a new product onto the market and want to reach as wide an audience as possible, the chances are you'll use TV advertising or radio. But those options haven't always been available to companies wanting to promote their goods and services. When commercials first started on a large scale in the United States, the main vehicle for promotion was the printed word,¹

However, at the start of the twentieth century,² and people were out and about more frequently. This social change presented a whole new opportunity for advertisers; if they could somehow get their advertisements 'on the streets', they would reach a potentially new audience of thousands.

People began to realise the possibilities of extending their advertisements to the outdoors. One such example was the Odell family from Minnesota. They produced a brushless shaving cream called Burma-Shave, which initially wasn't proving too popular, largely because not enough people knew about it. So, they decided to try billboard advertising. And they cleverly built on the idea of outdoor advertising by having one-line slogans posted on billboards spread out along a highway, which,³ For example, the first billboard might

have said, 'SHAVE THE MODERN WAY', then further along the next one read, 'FINE FOR THE SKIN', while further down the highway was another billboard, simply saying, 'DRUGGISTS HAVE IT', and finally, further on, 'BURMA-SHAVE'.

Not only was it an innovative idea for 1925, it was also successful. The Odell family soon extended their idea into other states. And, to make it even more original, they decided to use rhymes in their adverts. Something like,

'PAST SCHOOLHOUSES TAKE IT SLOW
LET THE LITTLE SHAVERS GROW'.

This was a stunning move for the Odell family – they had made advertising fun. Families made a game out of spotting the Burma-Shave adverts. In another clever twist,⁴, so people going in both directions would be exposed to the virtues of brushless shaving cream.

Sales figures rose and by the early 1960s, the 40-year campaign had spawned 600 slogans emblazoned on more than 7,000 signs. But,⁵, people no longer bothered to read the billboards they were passing. So, by the time the Odell family sold out to the Phillip Morris Company, the billboard campaign had had its day and TV had taken over as the most effective method of advertising. But, for the Odell family, billboards had certainly served their purpose.



- | | |
|--|--|
| <p>a they posted different adverts on either side of the billboard</p> <p>b in groups of four, made up the advert</p> <p>c while motorists became more aware of the product</p> <p>d as cars got faster and highways got ever bigger</p> | <p>e was when advertising moved to another phase</p> <p>f mainly in the form of newspaper and magazine advertising</p> <p>g and television advertising has proved far more costly</p> <p>h things changed when cars started becoming popular</p> |
|--|--|

b Answer the questions in your own words.

- | | |
|--|--|
| <p>1 In the early days of advertising, what methods did companies use to promote their products in America?</p> <p>2 Why did outdoor advertising become more popular in the United States?</p> | <p>3 Why didn't the new shaving cream sell well initially?</p> <p>4 What was the result of using rhymes in the advertising campaigns?</p> <p>5 Why did outdoor advertising become less effective eventually?</p> |
|--|--|

Skills in mind

6 Write

a Read the leaflet quickly and answer the questions.

- 1 What is the purpose of the leaflet? 2 Who is it aimed at?

1 **Welcome to the award-winning Frenton Sixth Form College**, founded in 1985, where we cater for young people between the ages of 16 and 19. Courses available range from Computing and IT to Leadership and Management Skills. And with a staff of over 200 tutors and lecturers, you can be sure that you will receive as much support as possible to help you get the most out of your course.

2 At Frenton we have expanded and developed so as to provide the ideal learning environment for young people on the brink of adulthood. Many of our students are not entirely sure what they want to do, but our specialist career department is there to help out. At the end of a two-year course, students are equipped with the qualifications and skills they need to go out and make their way in the challenging workplace. They work hard whilst they are with us, but the benefits stay with them for the rest of their lives.



3 'I studied Business Management at Frenton, and now I'm a business manager for an international company. My time at Frenton prepared me for work not only by giving me the qualifications I needed, but also by helping me understand what I was likely to face in the real world. Frenton is a great place to learn, but it's much more than that as well.'

Michelle Wilkins (27)

For applications or further information, contact the admissions office before the end of August:

2018 475 9234 admissions@frentonsfc.ac.uk www.frentonsfc.ac.uk

b Read the leaflet again and answer the questions.

- 1 Which paragraph contains most of the factual information?
- 2 Which paragraph includes personal opinions?
.....
- 3 Is the other paragraph mostly about the college or about the students?
.....
- 4 If you were thinking of applying to the college, what other kinds of information might you want to find in the prospectus?
.....

c Your school has been chosen to represent your area in a big sports competition. Write a leaflet aimed at publicising the competition and encouraging other students to take part. Write approximately 200–250 words.

EXAM TIP

Writing leaflets

When you are writing a leaflet the two main things you must decide are:

- What its **purpose** is – for example, are you trying to sell something, or get people to sign something before a certain date, or get people to join a group?
- Who it is **aimed at**, for example, are they students, families or tourists, and what are their interests?
- Remember that while leaflets give information (facts and examples) they must also persuade the reader that the information they give is valid and worth acting on (opinion).

Unit check

1 Fill in the spaces

Complete the text with the words in the box.

perfectly logically slogan fit
commercial ~~went~~ hoardings
logo advertisement advertising

The last thing I bought was a new mobile phone. I don't know why I ¹ *went* for it really. I suppose I was influenced by the short, catchy ² I'd seen written on the big ³ in the city centre. It's silly really because I had a ⁴ good phone already, so ⁵ I had no reason to buy it, but logic doesn't really ⁶ in with shopping, does it? I saw an ⁷ for the phone in a glossy magazine and it really appealed to me. I also loved their ⁸ on TV, and, I have to admit, I rather like the company ⁹ too! Buying a phone when you don't need one just because you like the publicity. Now that's good ¹⁰ for you!

9

2 Choose the correct answers

Circle the correct answer: a, b or c.

- He asked her to shed some light the situation.
a over b on c to
- I knew I was to a winner.
a off b in c on
- He didn't appreciate our efforts.
a too b really c very
- I can't stop humming that !
a jingle b hoarding c logo
- She was wearing a red jacket.
a leather b lovely c long
- I've got a Japanese necklace.
a authentic b blue c pearl
- I bought a second-hand coat at the charity shop.
a leather b wool c cheap
- He works for company.
a an advertising huge b a huge advertising
c an enormous and advertising
- Let's try and figure a way of improving the sales figures.
a up b in c out

8

3 Vocabulary

Complete each sentence. Use one word from box A and one word from box B.

A sales cold sandwich marketing government soft junk ~~company~~ TV

B mail ~~logo~~ commercial calling department propaganda board sell promotion

- The company logo is a big red V.
- I can't believe they're using a man carrying a !
- Giving away free toothpaste is part of our new
- Incredible! I've got fifty pieces of in my inbox.
- I think she's the woman in that new for washing powder.
- I don't like that company – they do so much Usually I just put the phone down.
- The salesman used a approach to get me to buy the car.
- I work in the of a company that makes computer chips.
- I don't believe what the politicians say – most of it is just

8

How did you do?

Total: 25



Very good
20 – 25



OK
14 – 19



Review Unit 5 again
0 – 13

6

Animal instincts

1 Vocabulary

★ Words in context

Complete the sentences with the words in the box.

credited with pre-seismic imminent
breeding ground a case in point tribute
scarpered behaving erratically tagged

- The town erected a statue of Dr Philips as a tribute to his work for the community.
- The weather forecast says there's no end to this cold weather, so I guess we're just going to have to dress up warm for a while longer.
- He spent his whole life searching for the of the rare Siberian Eagle but never found it.
- As soon as our ball smashed through the window, we all as quickly as we could.
- There's been a lot of activity in the area and experts fear there may be a large earthquake soon.
- He's been some of the most important scientific breakthroughs in recent years but hardly anyone knows his name.
- Women can make it in politics. Dilma Rousseff, the president of Brazil, is
- I've been in loads of photos on my social networking site and no one has ever asked me if I minded.
- Our dog's been recently. We're not sure what's wrong with him but he's just not himself.

2 Grammar

★ Past perfect passive review

Underline the correct tense, past perfect passive or past perfect continuous.



Toad Alert!

Last spring thousands of toads risked their lives in an amazing journey across busy highways to their chosen breeding ground. When the Cumbrian Wildlife Trust realised that a new ring road ¹ had been built / had been building on the toads' traditional route to their breeding ground, they immediately took precautions.

Volunteers ² had been making / had been made preparations for the toads' migration for weeks before it started. By February, a month before the toads' migration, road signs ³ had been erected / had been erecting and special underpasses ⁴ had been digging / had been dug at busy toad crossing points.

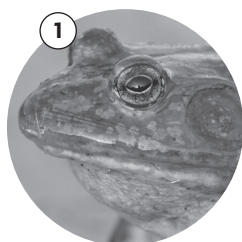
The toads instinctively ⁵ had been following / had been followed a centuries-old route to a particular pond, regardless of the dangers involved. David Harpley, Senior Conservation Manager at Cumbria Wildlife Trust, said: 'Luckily motorists ⁶ had been alerting / had been alerted before the crossing and relatively few toads were killed.' Before all the publicity, local environment groups ⁷ had been lobbying / had been lobbied the council to build a nature reserve around the toads' breeding pond.

3 Vocabulary

* Animal sounds

- a** Put the letters in the right order to make animal sounds and write them under the animals.

karb turng arro ablet ishs arkee rcwo



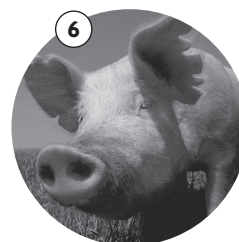
.....
croak



.....



.....



.....



.....



.....



.....

- b** Complete the sentences. Use the correct form of the verbs from Exercise 3a.

- We heard the frog croaking because it was searching for its mate.
- The cockerel so loudly this morning that it woke me up.
- Dogs is one of the main sources of noise pollution in this area.
- Just as I took the photo, the tiger and showed its teeth.
- If a snake, it usually means it's frightened.
- The sound of young lambs is a sure sign that spring has arrived.
- I can't believe the noise those pigs make when they all at once!

- c** Read the sentences in bold. Tick the sentence (a or b) which best reflects its meaning.

- | | |
|---|-------------------------------------|
| 1 The teacher hissed at the class to be quiet. | |
| a She spoke in an uncertain voice. | <input type="checkbox"/> |
| b She spoke in an unpleasant voice. | <input checked="" type="checkbox"/> |
| 2 Caroline crowed about her new boyfriend all evening. | |
| a She argued about him. | <input type="checkbox"/> |
| b She boasted about him. | <input type="checkbox"/> |
| 3 I asked a man for directions but he just grunted at me. | |
| a He said something in a low unclear voice. | <input type="checkbox"/> |
| b He said something in a loud angry voice. | <input type="checkbox"/> |
| 4 My cousin keeps bleating on about how unlucky she is! | |
| a She complains a lot. | <input type="checkbox"/> |
| b She shouts a lot. | <input type="checkbox"/> |
| 5 The crowd roared as Jackson sped up the field. | |
| a They cheered. | <input type="checkbox"/> |
| b They laughed. | <input type="checkbox"/> |
| 6 Robert continually barks at his children. | |
| a He talks politely to them. | <input type="checkbox"/> |
| b He talks loudly and forcefully to them. | <input type="checkbox"/> |

VOCABULARY TIP

Using reference books

There are many excellent reference materials that can help you learn vocabulary.

- A good monolingual learner's dictionary gives clear definitions of words, including example sentences, examples of usage, grammar, collocations, pronunciation and common errors.
- Bilingual dictionaries are essential if you want to know the exact meaning of a word or phrase in your own language. A good bilingual dictionary also includes cultural notes and indicates false friends.
- A thesaurus gives a list of synonyms, and is very useful when writing compositions or reports in order to avoid repetition.
- Vocabulary builders are a combination of reference and practice books which present words in context. They are often a good way of building up and reinforcing vocabulary in a specific area.

d Complete the article with the correct form of the words in capitals.

Animal heroes

A new memorial, which is dedicated to the ¹ courageous animal heroes that helped Britain during the war, has been opened. The monument includes ² horses, dogs, dolphins, pigeons and even glow worms. The monument gives a special mention to the ³ animals awarded the PDSA (UK's leading veterinary charity) Dickin Medal, which is given to animals that have shown courage or heroic ⁴ in war. They include Rob, a World War II para-dog who made an ⁵ 20 parachute drops while serving with the SAS (Special Air Service Regiment), and a pigeon called Mary, who managed to struggle back to ⁶ after being attacked by hawks during a secret mission. PDSA director, General Marilyn Rydstrom, described the memorial as 'the nation's long-awaited and very welcome tribute' to the animals. 'It will also stand as a testament to the ⁷ bond that animals share with mankind in times of extreme ⁸

1 COURAGE

2 HERO

3 NUMBER

4 BEHAVE

5 BELIEVE

6 SAFE

7 MIRACLE

8 DIFFICULT

e **Vocabulary bank** Complete the sentences with animals in the correct form.

- Hurry up. You're moving at a snail's pace.
- Hang on a minute. Don't put the cart before the He hasn't even asked you to marry him yet.
- I'm sure I didn't leave that window open. I think something is going on.
- You just everything I say. Have you got any original ideas?
- School all day, homework all night – it's a life.
- You've been on all day about that computer game. Can't you talk about something else?
- Kevin's friends are like They follow him around everywhere.
- Jim was going to pick up the toad but he out.

4 Listen

* An anecdote

a ▶ CD4 T6 Listen to the story and mark the statements *T* (true) or *F* (false).

- 1 The storyteller is a close friend of the girl who the story is about. ☒ *F*
- 2 The girl was immediately really worried about the thing in her ear. ☐
- 3 She went to the doctor because she was getting earaches. ☐
- 4 The doctor pulled the earwig out of her ear with a long needle. ☐
- 5 The girl took the insect in a jar to show the doctor. ☐
- 6 The doctor confirmed that the earwig was causing the problems. ☐
- 7 The doctor said there was a good chance the girl would have more problems. ☐
- 8 The listener doesn't believe the story. ☐



b ▶ CD4 T6 Complete the sentences from the dialogue with the expressions in the box. Then listen again and check. Look at Exercise 6c in the Student's Book to help you.

off she went again and again that was the amazing thing
kind of you believe it ~~when all of a sudden~~ lying there

- 1 A friend of a friend of mine was at the beach *when all of a sudden* she felt something crawling into her ear.
- 2 She started getting really nasty earaches so to see a doctor.
- 3 She woke up and on her pillow there was a nasty-looking bug.
- 4 He said it was too deep to remove.
- 5 He put this long needle into her ear but he couldn't find anything.
- 6 And, would, he said that she'd have to wait for it to come out the other side.
- 7, she was so cool about the whole thing.

5 Pronunciation

* Stress in phrases

a Read the phrases from the dialogue. Which parts do you think are stressed? Underline the stressed words/syllables.

- 1 I heard the weirdest story.
- 2 A friend of a friend of mine.
- 3 You've got to be kidding.
- 4 What could she do?
- 5 Do you really expect me to believe that?
- 6 It's true, I promise.
- 7 Now I really don't believe you.

b ▶ CD4 T7 Listen and check. Then listen again and repeat.

Skills in mind

6 Listen

a ▶ **CD4 T8** You are going to listen to five people talking about their attitudes to dogs. Listen and match the speakers with the photos.

- Speaker 1 ☐
- Speaker 2 ☐
- Speaker 3 ☐
- Speaker 4 ☐
- Speaker 5 ☐



b ▶ **CD4 T8** Listen again and answer the questions.

- How does Speaker 1 explain her phobia of dogs?
.....
- What does Speaker 2 think gang members use their dogs for?
.....
- What gives Speaker 3 the greatest professional satisfaction?
.....
- How has a dog helped change Speaker 4's life?
.....
- What criticism does Speaker 5 make about her dog?

EXAM TIP

Listening to multiple voices

- This type of question focuses on your general understanding of the content, as well as the opinions and feelings of the speakers. You may hear a variety of accents.
- Before you start, look at any pictures and read through all the questions. This will help you predict what the listening is about.
- While you are listening, note the speaker's tone and attitude as well as the content. Listen for intonation – does the voice rise or fall? – as well as phrases which indicate feelings or opinions such as *I don't think ...*,

Unit check

I really ..., I'm disappointed ...

1 Fill in the spaces

Complete the text with the words in the box.

Scholars believe that people had been ¹ encouraging cats into their homes before 500 BC. The first house cat, in fact, ² have been a small wild cat. Archaeologists working at Egyptian tombs discovered that cats had been ³ with their owners – a real ⁴ to the love for their pets. Today's pet cats still retain the ability and the ⁵ to hunt and live on their own. Indeed, these ⁶ skills ⁷ led to a cat population problem in the western world, where unwanted cats roam cities ⁸ many injuries to birds. The RSPCA started a campaign to cut down on unwanted cats in 2002. Before this, thousands of wild cats had ⁹ roaming throughout Britain, facing starvation, maltreatment and often ¹⁰ erratically.

buried been encouraging instincts have
causing behaving may tribute survival

2 Choose the correct answers

Circle the correct answer: a, b or c.

- Can animals natural disasters?
a present b predict c pretend
- Don't put the cart before the
a horse b dog c sheep
- She studying animals before she became famous.
a had been b has been c had
- I wish he would stop about his success!
a bleating b croaking c crowing
- Dogs are always credited great loyalty.
a for b by c with
- Many reptiles make good pets. Lizards are a in point.
a case b example c model
- She had been for hours before he arrived.
a wait b waited c waiting
- I had about her before she arrived.
a been thought b been thinking c be thinking
- They in trouble prior to last week.
a have been b had been c had been being

3 Vocabulary

Underline the correct words.

- There's something fishy / *doggy* going on here. I don't like it.
- If we hadn't heard the *snake's* / *frog's* hiss we'd have stepped right on top of it.
- Why do I have to get up so early every morning? It really is a *sheep's* / *dog's* life.
- I got too close to the cage and the *dog* / *lion* roared at me.
- I wanted a fight but he *chickened* / *bleated* out.
- Why is the *dog* / *horse* barking? Do you think there's someone in our garden?
- Why are you croaking? You sound like there's a *frog* / *fish* in your throat.
- Stop *rabbiting* / *grunting* on about your girlfriend. I don't want to hear any more.
- They do everything together. They're like *lambs* / *sheep*.

How did you do?

Total: 25



Very good
20 – 25



OK
14 – 19



Review Unit 6 again
0 – 13

7

Double lives

1 Vocabulary

★ Crime

a Circle the correct word, a or b, for these definitions.

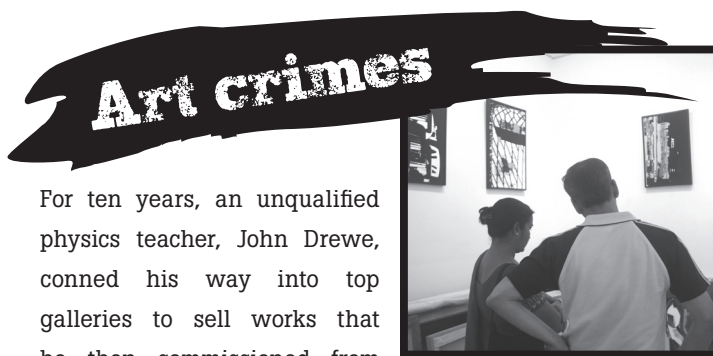
- | | | |
|---|---|--|
| 1 admit to a crime
a deny
b <u>confess</u> | 3 pretend to be someone else
a defraud somebody
b fake one's identity | 5 be cleverer than
a defraud
b outsmart |
| 2 gaining something through lies
a faking
b deception | 4 a change of appearance in order not to be recognised
a a disguise
b a fraud | 6 claim not to have done something
a deny
b fake |

b Complete the sentences with the words in the box.

forged deception fake
defrauding disguise
confessed deny outsmart

- He broke down and confessed to having stolen money from his grandparents.
- He was found guilty of obtaining money and property by – he pretended he worked at the bank.
- She was much cleverer than us and she managed to us all.
- He was caught at the airport trying to leave the country using a passport.
- They say he got a lot of his money by the company he used to work for.
- Everyone knows about what you did, so don't try and it!
- That's not your mum's signature. You've it.
- We didn't recognise him at first because he was in

c Complete the text with the correct word: a, b or c.



For ten years, an unqualified physics teacher, John Drewe, conned his way into top galleries to sell works that he then commissioned from an impoverished artist. He created ¹ fake histories for the forgeries, and for years he managed to convince art dealers that he was an art expert, persuading unsuspecting buyers to pay huge sums of money for the 'priceless' works of art.

Drewe's contempt for the real experts made him delight in ² them time and time again. Drewe and his accomplice, Daniel Stokes, shamelessly ³ art dealers, business friends and other acquaintances for a period of more than ten years.

Eventually Drewe was caught and brought to trial. Although he ⁴ all the charges he was found guilty of massive ⁵ Drewe, however, managed to escape and avoid justice for almost two years before he was recaptured. To this day he has never ⁶ to his crimes.

- | | | |
|---------------|---------------|--------------|
| 1 a deceptive | b <u>fake</u> | c denied |
| 2 a faking | b outsmarting | c confessing |
| 3 a denied | b passed | c defrauded |
| 4 a confessed | b denied | c outsmarted |
| 5 a deception | b fake | c defraud |
| 6 a denied | b gave | c confessed |

2 Grammar

★ Reporting verb patterns review

a Complete the sentences. Use the correct form of the verbs in the box.

confess apologise ~~claim~~ persuade offer deny

- 1 He claimed that the woman we'd seen him with was his secretary, but we knew it wasn't.
- 2 She all the charges against her even though there was plenty of evidence of her involvement in the crime.
- 3 When I heard what had happened, I to go round and help.
- 4 After arguing for an hour, Simon eventually for being so pig-headed.
- 5 They to take us with them to the next town.
- 6 Despite the evidence of three eye witnesses, Robert still refused to to the robbery.

b Report these statements. Use the verbs in brackets.

- 1 'I'm sorry for misleading you,' said Steve. (apologise)
Steve apologised for having misled us.
- 2 'Wilkins defrauded hundreds of pensioners out of their savings,' said the lawyer. (claim)
.....
.....
- 3 'I talked to Susan and she lent me 500 euros,' he said. (persuade)
.....
.....
- 4 'I didn't con anyone,' said the prisoner. (deny)
.....
.....
- 5 'I forged his signature to write the cheques,' said Peter. (confess)
.....
.....
- 6 'We'll drop the charges if you collaborate,' said the chief inspector. (offer)
.....
.....
- 7 'OK, OK, I give in. I passed myself off as a financial adviser in order to get my clients to make bogus investments,' said McClean. (admit)
.....
.....
- 8 'Please tell me the whole story from the beginning,' said the journalist. (ask)
.....
.....

c Complete the dialogue with the verbs in the box.

persuade offer (x2) ~~confess~~ admit deny apologise ask

- Detective: So, Farley, are you going to ¹ confess to the robbery?
- Farley: What have you got to ² me in exchange?
- Detective: ³ you? Oh, no, Farley – it doesn't work like that! I'm here to ⁴ you to tell the truth, you good-for-nothing crook!
- Farley: First I want you to ⁵ for calling me good-for-nothing! I'm a very good crook!
- Detective: So you don't ⁶ having stolen the money?
- Farley: Listen, Detective – I most certainly don't ⁷ stealing the money, so you can forget that idea right now!
- Detective: I'm going to ⁸ you one more time, Farley, and if you don't give me a straight answer this time, you'll be in big trouble. Now, did you or did you not steal the money?
- Farley: No comment!

3

Vocabulary

★ War and peace

- a** Complete the table. Use a dictionary, if necessary.

Noun	Verb
¹ <u>declaration</u>	declare
²	invade
organisation	³
resistance	⁴
⁵	occupy
⁶	recruit
⁷	transform
identity	⁸
⁹	protect
transmission	¹⁰
survival	¹¹
interrogation	¹²
¹³	sign

- b** Underline the correct word.

- The troops invaded / *battled* the island and attempted to overthrow the government.
- Even though we were outnumbered four to one, we refused to *surrender* / *recruit*.
- Does anybody know how many wars have been *negotiated* / *fought* in the last hundred years?
- All the delegates at the peace conference agreed to *declare* / *sign* the treaty.
- Waterloo Station is named after one of the most famous *battles* / *casualties* in British history.
- Supporters of world peace never want to hear again that war has been *surrendered* / *declared*.
- The *casualties* / *battles* were all taken to the military hospital for medical attention.
- Unfortunately, peace *invaders* / *negotiations* between the two states have broken down.
- The new *casualties* / *recruits* had no idea what to expect when they attended their first military parade.

VOCABULARY TIP

Word families

- By grouping and learning new words in 'word families' (words with similar roots and meanings) learners can potentially access a much wider range of vocabulary. This is a good way to start off a mind map on a specific lexical group.
- For example, these words all come from the same base word: *organise*.
organised *disorganised*
organiser *organisation*
- How many words can you make from the following base words?
1 protect 3 capture
2 claim 4 play

- c** **Vocabulary bank** Complete the sentences with the words in the box.

no-man's-land peacekeeping
ceasefire conflict non-violent
hostilities warfare treaty

- All talks have broken down and conflict between the two countries now seems inevitable.
- in the area have killed more than 300 people in the last week.
- The UN have sent a force to the region.
- A peace has finally been signed by both sides and fighting has stopped.
- The local people have started a protest against the new regime.
- Chemical is one of the greatest threats to our world nowadays.
- Both sides have called for a to allow peace talks to take place.
- Behind him were his own troops, in front of him was the enemy. He was caught in

4 Literature in mind

a Read this extract from William Boyd's novel, *Restless*. What clues do we get that Eva is a spy?

'He might not even ask you anything. They seem very relaxed about the whole show. But just watch, watch everything very closely, and then come back and tell me every detail.' Romer yawned. 'I'm going to get some sleep now, if you don't mind.'

Eva tried to doze herself but her brain was working too energetically. She felt also a strange excitement in her: this was new, more to the point, this was real – Dutch and British agents, a conspiracy with a German general – it was a far cry from losing shadows in Princes Street.

At one o'clock she retraced her steps up to Prenslo's main road to the Café Backus, where she ordered lunch. Three other elderly couples were already installed in the veranda area, their meals well under way. Eva sat in the back, across from the double doors and ordered a full menu though she wasn't in the least hungry. There was more bustle about the café: cars were stopping for petrol and in the reflection of the window Eva could see the black and white barrier of the frontier rising and falling as cars and lorries passed to and fro. There was no sign of the two young men but when she went to the lavatory she noticed a black Mercedes-Benz now parked behind the café by the swings and the see-saw.



Then, just after she had ordered her dessert, a tall young man with receding hair in a tightly waisted dark suit came into the café and, after talking to the maître d', went through the double doors into the meeting room. She wondered if this was Lt. Joos; he had not even glanced at her as he walked by.

b Read the text again and underline the correct words. Give reasons for your choice.

- 1 Romer is *the head of the security operation / a trainee spy*.
- 2 This *was / was not* Eva's first real assignment as a spy.
- 3 Eva orders a big lunch because *she's hungry / she wants to look like a normal customer*.
- 4 Eva *knows / doesn't know* what Lt. Joos looks like.

c Answer the following questions.

- 1 What is Eva asked to do?
.....
- 2 Why can't she sleep?
.....
- 3 Who was Eva looking for?
.....

d Match the words from the text with the definitions.

- | | |
|-----------------------|--|
| 1 retrace one's steps | a situation or series of events |
| 2 glance | b have a short sleep |
| 3 bustle | c go back the way one had come |
| 4 show | d a plot or plan to do something illegal |
| 5 frontier | e quite old |
| 6 doze | f busy or excited movement |
| 7 elderly | g the border between two countries |
| 8 conspiracy | h take a quick look |

e Write a paragraph describing what you think happens next. Write approximately 150 words.

Skills in mind



5 Listen

a ▶ CD4 T9 Listen and tick who is speaking.

- 1 The son of a soldier who fought in World War II. ☐
- 2 The son of an ex-intelligence officer. ☐
- 3 A leading expert on World War II. ☐
- 4 An intelligence officer in World War II. ☐

b ▶ CD4 T9 Listen again. Mark the statements *T* (true) or *F* (false).

- 1 Operation Fortitude included a plan to invade Germany. ☐
- 2 Operation Fortitude was made up of two separate operations. ☐
- 3 Operation Fortitude's mission was to persuade the enemy not to fight. ☐
- 4 The operation also sold false radios. ☐
- 5 The British issued false radio reports to deceive the Germans. ☐
- 6 All of the German agents in Britain were known by the British intelligence forces. ☐
- 7 German double agents told the German army what the British were planning. ☐
- 8 The British set up false bases along the south-east coast of England. ☐

c ▶ CD4 T9 Listen again and answer the questions.

- 1 What was the purpose of Fortitude South?
.....
.....
- 2 Why did the British want to keep the Germans away from Normandy?
.....
.....
- 3 What strategies did Fortitude South use to persuade the Germans?
.....
.....
- 4 What role did double agents play in the operation?
.....
.....
- 5 Why did the British build false bases in the south of England?
.....
.....

EXAM TIP

Listening

- Never leave a question unanswered in the Listening section, even if you are not sure what the right answer is. Where answers are multiple-choice or true/false, always guess if you don't know the answer. Even with other question types, it is worth having a guess at the answer. It won't lose you any marks for incorrect answers.

Unit check

1 Fill in the spaces

Complete the text with the words in the box.

confessed claims dealers identity denied documents forging forged fake cash

A well-known academic has been accused of ¹ forging thousands of dollars. Police say that the man ² to having printed more than \$200,000. He sent most of the ³ money abroad, where ⁴ paid him \$15 in ⁵ for each fake \$100 supplied. The man, whose ⁶ has not been revealed, has ⁷ charges of using the money to buy false ⁸ which he then sold on at a profit to asylum seekers. Police are looking into ⁹ that he even ¹⁰ his academic credentials and has been pretending to be a university professor for years when, in reality, he has no qualifications.

9

2 Choose the correct answers

Circle the correct answer: a, b or c.

- She eventually apologised being rude to me.
a to b that c for
- He admitted being wrong.
a to b for c that
- They denied any involvement in the case.
a that having b to having c having
- He admitted he'd been there on the night of the robbery.
a to b that c for
- He persuaded us the threat seriously.
a taking b to take c is taking
- you like it or not, that's the situation.
a If b Whether c So
- Are you claiming you didn't know what was going to happen?
a to b for c that
- He asked him in cash.
a pay b us pay c us to pay
- She confessed the banknotes.
a to having forged b to forge c forging

8

3 Vocabulary

Underline the correct words.

- The president has issued a
declare / declaration of war.
- They tried to resist / resistance
the invasion but it was no good.
- Experts believe his survive /
survival was a miracle.
- Police want to interrogate /
interrogation the suspect again.
- The occupation / occupy of the
region lasted many years.
- Both prime ministers have signed
a tribute / treaty.
- Nuclear warfare / hostilities was
a huge threat to the world in the
1960s.
- NATO is sending a peacekeeping /
peacemaking force to the area.
- A temporary stopfire / ceasefire
has been agreed while talks are
taking place.

8

How did you do?

Total: 25



Very good
20 – 25



OK
14 – 19



Review Unit 7 again
0 – 13

8

Going it alone

1 Vocabulary

★ Words in context

Complete the text with the words in the box.

foraging repercussions salvaged popping out
hassle stumbled upon kitted out persisted

When I was 28 my wife and I bought our first house. It took all the money we had and so we had nothing left to buy any furniture with. A friend of mine said he'd ¹ *salvaged* things from the rubbish at the city dump, and he'd ² his entire house. He'd got everything, from the kitchen table and chairs, to all his lightshades. 'It's well worth the ³', he told me.

I just had to convince my wife. She wasn't very keen on the idea, 'You'll have us ⁴ in the woods for our food next!' she exclaimed. But I ⁵ and eventually she agreed to give it a go. So one Saturday, off we went to the dump for a nice day out. Of course, on the way we bumped into my wife's boss. 'We're just ⁶ to the supermarket,' she told him, all red-faced. I wondered why she was telling him this. Would there be ⁷ for her at work if he learned the truth?

After an hour of searching through other people's muck and dirt, I ⁸



something small and shiny. I pulled it out from under a disposable nappy. It was a ring and it looked valuable.

Anyway, to cut a long story short, we didn't get anything from the dump for our house. But we did get a £20,000 reward for finding the ring and we used that to transform our house into a palace. Unfortunately my wife's boss also got to find out, as we made the front page of the local paper.

2 Grammar

★ Mixed conditionals review

a Read the sentences. Does each one refer to the past only (PO), or to the past and the present (PP)?

- | | |
|---|--|
| 1 I'd be happier if I'd taken that job. <i>PP</i> | 5 We'd already be home if we hadn't missed the last bus. |
| 2 If he'd taken more care, he'd have got a better grade. | 6 If her mother hadn't spoken German to her at home, she wouldn't be bilingual. |
| 3 I'd never have met her if I hadn't gone to the party that night. | 7 If his parents hadn't given him the money, he wouldn't have been able to go on holiday. |
| 4 You wouldn't be feeling ill if you hadn't eaten so much. | 8 I'd have money to spend if I hadn't bought all those clothes. |

b Match the two parts of the sentences.

- | | |
|--|--|
| 1 If they hadn't won on Saturday, | a I wouldn't have taken photos at the party. |
| 2 If they'd won on Saturday, | b you'd be ill. |
| 3 If I'd had a camera, | c they wouldn't be the champions. |
| 4 If I hadn't had a camera, | d if he'd put his alarm clock on. |
| 5 If you'd eaten those mushrooms, | e they'd be the champions. |
| 6 If you hadn't eaten those mushrooms, | f if he hadn't put his alarm clock on. |
| 7 He wouldn't be late | g you wouldn't be ill. |
| 8 He'd be late | h I'd have taken photos at the party. |

c Combine the two sentences to form mixed conditional sentences.

- 1 He didn't pay attention. He didn't understand the homework.
If he'd paid attention, he'd have understood the homework.
- 2 The town's small. We saw everything in a day.

- 3 She loves Almodóvar films. She's bought all of his films on DVD.

- 4 He went on holiday with his friends. He doesn't have any money left.

- 5 I'm not very fit. I didn't finish the race.

- 6 They don't like me. They didn't invite me.

- 7 You told him my secret. Everybody knows about it.

- 8 He lived alone for a long time. It's hard for him to meet new people.

3**Vocabulary***** More expressions with time****a** Match the phrases with the definitions.

- | | |
|------------------------------------|---|
| 1 to fill the time | a always |
| 2 to give [someone] time and space | b very quickly |
| 3 to kill time | c find something useful to do |
| 4 at all times | d there's no time left |
| 5 in no time at all | e a period of rest in order to allow more time to think about what to do next |
| 6 [with] time on [your] hands | f do any activity while waiting for something to happen |
| 7 time's up | g having nothing to do |

b Complete the sentences using an expression from Exercise 3a. You may need to change the form of the words.

- 1 ! Please stop writing and hand in your answer papers.
- 2 This is easy! I'll finish it
- 3 Do not leave your luggage unattended. Keep it with you
- 4 If you've got, do something useful around the house.
- 5 I don't want to discuss it now – just give me to think about it first.
- 6 I'm going out in half an hour, so I'm just until I go.
- 7 The meeting was late so I by checking my notes.

C Vocabulary bank Match the dialogue exchanges.

- | | |
|---|---|
| 1 Did you manage to catch the train? | a No hurry. We've got all the time in the world. |
| 2 How long have you known Eve? | b I've told you time after time. I don't want you touching my things. |
| 3 Come on. Let's get a move on. | c Yes, he got in trouble when he was a teenager. |
| 4 Have you heard? Ben's asked Jill to marry him. | d Yeah. Both teams are just playing for time now. |
| 5 What's the matter, Mum? Why are you so cross with me? | e Yes, we got to the station just in the nick of time. |
| 6 Is it true he did time? | f About time too. They've been dating for years. |
| 7 The referee should end the game now. | g Years. She's a long-time friend of mine. |
| 8 When did you get to the cinema? | h We got there well ahead of time so we had a coffee before the film started. |

VOCABULARY TIP
Recording words in context

- When you record words or phrases in your notebook or vocabulary book, you usually write a definition or translation of the word to help you remember it, but it is also useful to write the word or phrase in a meaningful context. This could be a sentence from your textbook, for example, *I'm killing time before the match begins.*
- But best of all is a context of your own, in other words, a sentence that is meaningful to you. For example, *For me, this year at school is just killing time before I go out and get a job.* Recording words and phrases in context will help you remember them better.

4
Grammar
*** Alternatives to if**

Rewrite the sentences using the words in brackets. You may need to change the word order.

- I'll help you with the homework if it isn't physics. (as long as)
I'll help you with your homework as long as it isn't physics.
- You can go out now, if you clean up your room when you come home. (provided)
.....
- I couldn't move to another country if I didn't already speak the language. (unless)
.....
- If you don't buy a ticket for the car park, the police will tow your car away. (otherwise)
.....
- If the traffic isn't too bad, we'll get there in no time at all. (unless)
.....
- If you don't write a list, you'll never remember all the things you have to buy. (suppose)
.....
- What would you be doing if you weren't studying English right now? (imagine)
.....

5 Read

- a** Read the text. Some lines have an unnecessary word. Cross it out. If a line does not have any unnecessary words, put a tick (✓) at the end.

Messages in bottles



The first recorded messages in bottles were released around 310 BC by the ancient a Greek philosopher Theophrastus, as part of an experiment he undertook to prove that the Mediterranean Sea was formed by the inflowing Atlantic Ocean.

On his journey back to Spain after having reaching the New World, Christopher Columbus's ship met into a severe storm. He threw a report of his journey into the sea in a sealed cask, along with a note that asking it to be passed on to the Queen of Spain, in the hope that the news would make it back just even if he did not survive. His message was only found about 300 years later, but it was still partly legible.

In the 16th century, the English navy used the bottle messages to send information ashore to about enemy positions. Queen Elizabeth I even created an official position of 'Uncorker of Ocean Bottles', and anyone who else opening the bottles could face execution.

- 1 ✓
- 2 a
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11

- b** Which of the underlined words means:

- 1 able to be read? legible
- 2 being killed?
- 3 did, carried out?
- 4 closed (so that nothing can get in)?
- 5 towards or onto the land (from the sea)?

- c** Answer the questions.

- 1 What did Theophrastus want to show?
- 2 What two things did Columbus put in the cask?
- 3 What was Columbus's purpose in throwing a cask into the sea?
- 4 Why do you think Queen Elizabeth did not want other people to open the bottles?

- d** ▶ CD4 T10 Listen to part of a documentary about 'Messages in bottles'. Mark the statements **T** (true) or **F** (false).

- 1 A message in a bottle saved 88 shipwrecked people near Costa Rica. ☐
- 2 The people were trying to get to Costa Rica. ☐
- 3 Fishermen caught some of the people in a net. ☐
- 4 An advantage of balloon mail is that it can start from anywhere. ☐
- 5 Messages in bottles might never get anywhere. ☐
- 6 The term 'message in a bottle' now has a different meaning. ☐
- 7 NASA sent some messages into space in the 1970s. ☐
- 8 Messages into space have words and pictures only. ☐

Skills in mind

6 Write

a Read the competition entry. On which days does the writer talk about:

- 1 food and illness?
- 2 a regret?
- 3 lack of physical feeling?
- 4 his/her appearance?
- 5 losing emotions?
- 6 lying awake?

b Answer the questions.

- 1 How does the writer feel about not being able to look at his/her face?
- 2 What does the writer think the noises at night are?
- 3 What feelings has the writer lost by Day 29?
- 4 What does forgetting about family and friends make the writer think?

c Write your entry for the competition. Write between 200 and 250 words.

EXAM TIP

Planning your writing

Before you write something in an exam, make sure you plan your answer. It is always worth the time and effort.

- Read the task carefully – what exactly do you have to do? (Here, the writer wrote six entries instead of five).
- Make a few notes of your ideas and any key/useful words before you start.
- In the revision period before an examination, practise writing texts of about the correct length.

COMPETITION!

Write five days of entries in an island castaway's diary and win a holiday in the Caribbean!

Day 18

They say time slows down when you're bored ... or sad. Now I know it's true. It's been quite a long time since I've been here, and I'm beginning to forget what I look like. I can feel these bumps and blisters on my face and I'm glad I can't see my own reflection. I reckon I wouldn't like the sight.

Day 21

I haven't eaten since yesterday or perhaps since the day before. I feel really weird like there's a kind of constant pressure on my stomach. The strange thing is that I don't feel any real pain. I'm not even sure if I'm suffering from hunger or indigestion – I've eaten very little recently, and what I have eaten were things I don't even want to mention here, so which is it?

Day 23

I don't think I've slept in three straight days. Or maybe it's been five, ten or even fifteen days now. Insomnia can be pretty rough when you have nothing to do, and it's even worse when it's dark like this. I'm kept awake by all the 'night-time' noises. These are so rich, so powerful and full of emotions. I just listen and think, but I can't make anything out of them.

Day 27

Each day seems longer than the one before. My watch has stopped and it must be the battery, so that's that. Now I wish I still had an old-fashioned watch with hands – too late for that, though.

Day 29

I decided to go for a walk today. I feel somewhat strong, even though it's been days since my last food. I walk and it's like I don't even feel my legs moving, but I keep going. I feel like I'm dead inside, and yet I can still move around. I've lost my appetite, my sense of touch, and I pretty much don't feel any pain. Yet I'm surviving.

Day 34

I've been taking these walks on a daily basis now. It feels good to wander around on the island, yet I feel so empty inside. I'm starting to forget about my family and friends. I don't miss them much any more, and maybe that's a sign that things for me are coming to an end. How can I keep going?

Unit check

1 Fill in the spaces

Complete the text with the words in the box.

wouldn't imagine repercussions undisturbed
space hands pop out if kitted out being

I live on my own now, which has some advantages. I love the fact that I can work ¹ undisturbed for hours, days on end if I want to. And if I've got time on my ² _____, then I can do exactly what I want to do. I'm totally in charge of my own life. I can ³ _____ to see friends when I want or have friends around to see me. And they can stay as long as they like with no ⁴ _____. My flat is mine to do with as I like. I also have it ⁵ _____ just the way I want it. I've got friends who really don't understand this. They make very strange remarks like 'Just ⁶ _____ if you were married'. But I tell them I'm sure that ⁷ _____ I'd decided to get married, I ⁸ _____ be as happy as I am now. Don't misunderstand me – I really, really love ⁹ _____ with other people. I meet friends a lot, and I enjoy it, but I also value having time and ¹⁰ _____ to be by myself.

9

2 Choose the correct answers

Circle the correct answer: a, b or c.

- My father was in charge _____ the race yesterday.
a of b for c to
- I stumbled _____ an old love letter to my wife in the attic the other day.
a up b upon c on
- If we hurry, we'll be back home _____ at all.
a in all time b in no time c at all times
- Be very careful, _____ you might get hurt.
a provided b otherwise c unless
- _____ you didn't have any money, how would you survive?
a Unless b Suppose c Otherwise
- We went _____ for mushrooms in the forest last weekend.
a foraging b salvaging c hassling
- I can help you – I've got time _____.
a on my hands b in my hands c to hand
- There's no way I'll go _____ you promise to go with me.
a as long as b unless c provided
- _____ you wear a helmet, motorcycling isn't very dangerous.
a Provided b Unless c Otherwise

3 Vocabulary

Complete each word. The first letter is given to you.

- My husband's not working at the moment. He f ills _____ his time doing the garden.
- Leave me alone. I just need a bit of time and s _____.
- Inflation here is at an all-time h _____.
- There's no need to run. We've got all the time in the w _____.
- I got to school just in the n _____ of time – about a minute before the bell went.
- With all that time you've got on your h _____, you should get a hobby.
- The police ask you to be on the lookout for unattended baggage at a _____ times.
- He knows the answer. He's just p _____ for time.
- Janice is a l _____-time friend of mine. I've known her for _____ years.

8

8

How did you do?

Total: 25



Very good
20 – 25



OK
14 – 19



Review Unit 8 again
0 – 13

9

Survival instincts

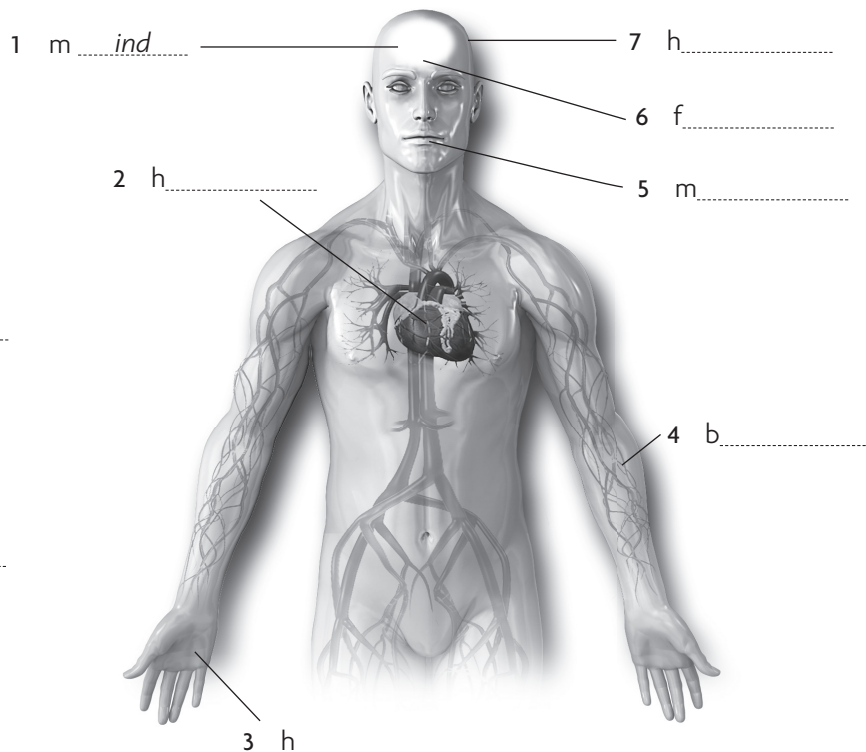
1 Vocabulary

★ Feeling stressed

a Label the body parts.

b How does the body react when you get scared or stressed? Write the correct body part.

- 1 This may start racing. *mind*
- 2 It starts pounding.
- 3 These might start to feel clammy.
- 4 The pressure of this in your body soars.
- 5 This might dry up.
- 6 Sweat may start pouring down here.
- 7 You might think this is going to explode.



c Complete the article. Use the correct form of the verbs in the box.

dry explode pour feel ~~sear~~ pound raceThe *Bond* temperament

Thrill-seekers are people who seek out situations in which their blood pressure ¹ *soars* and their mind starts ² James Bond is definitely one such person. A hormone in the brain called dopamine has a motivating effect – too little of it, and a person lacks the initiative to try new things; too much, and they become addicted to situations that would give the rest of us the feeling our head was about to ³ Psychologists have found that thrill-seeking traits emerge very early in life. In one experiment, they exposed babies to high levels of noise and then measured their heart rates. Babies with a ‘Bond’ temperament sought to locate the noise and seemed to find it pleasurable. Their heart

rates slowed down. The other babies showed a ‘fight or flight’ response. Their hearts started to ⁴

Most of us are likely to be familiar with this flight response. Once it is underway, a number of changes take place in our bodies within seconds. Our hands ⁵ clammy and cold, and we may experience sweat ⁶ down our forehead and find ourselves unable to utter a sound as our mouths have completely ⁷ up. One thing is for sure – we end up looking nowhere near as cool, calm and collected as the inimitable Mr Bond.

2

Grammar

★ Talking about tendencies

a Which sentence in each pair refers to a specific occasion and which refers to a tendency (something that generally happens)? Write *S* (specific occasion) or *T* (tendency).

- 1 a People will usually get defensive if they think someone is picking on them. ... *T* ...
 b He got really defensive when I criticised his band. ... *S* ...
- 2 a I studied really hard for that exam. I can't believe I failed.
 b Most students will try to study all night before an important exam.
- 3 a She's complaining that her sister took her dress without asking.
 b Don't worry about it. She's always complaining about her sister.
- 4 a They're moving house in July.
 b They're always moving house. I feel sorry for their children.

b Complete the sentences with the words in the box.

is ~~often~~ tend always will to

- 1 Aggressive people often find that people stop wanting to be their friend.
- 2 She's always telling me what to do.
- 3 My doctor thinks that stomach problems tend to be psychological.
- 4 Solomon will always experimenting with new health-and-fitness regimes.



- 5 Criticism tends to make Rowena feel insecure.
- 6 Students often perform better in exams than they expect to.

c Rewrite the sentences so that they have the same meaning. Use the word given in bold.

- 1 My mum shouts at me all the time!
My mum's always shouting at me!
(always)
- 2 I frequently say the wrong thing.

 **(tend)**
- 3 When he's alone in the house he often wants to phone his friends.

 **(feel)**
- 4 Stephen complains a lot about his family.

 **(always)**
- 5 When people start talking about politics, I often want to walk away.

 **(will)**
- 6 If I see people arguing, it makes me want to step in and sort them out!

 **(tend)**

3 Vocabulary

★ Coping with stress

a Underline the correct words in the text below.

Don't put up with stress symptoms

Feeling tired and irritable?
Snapping at your loved ones?
Constantly in a bad mood?
If so, it's likely that you are suffering from stress.

Here's some advice that might help ...

- At the first sign of stress, ¹do / take a deep breath and pull your shoulders back.
- Remember to take a ²break / breath at regular intervals – at least once an hour – and get up and walk around.
- Try to take ³an / some exercise at least once a day.
- When you're faced with what seems like a mountain of work, don't ⁴overreact / overdo it – go one step at a time.
- Whenever you can, ⁵put / get your feet up – even ten minutes makes a difference.
- In the evenings, make an effort to chill ⁶out / off with friends – they can help you forget your worries and help you feel better straight away.
- Make lists of things you have to do – don't let everything get ⁷on top of / over you.
- Most of all, stop being so ⁸difficult / hard on yourself. You're only human!



b Complete the sentences with one word.

- 1 To stop your worries from getting on top of you, try talking to someone about them.
- 2 I know his constant moaning is a pain, but don't be too hard him.
- 3 Hey, there's no need to get mad at me – just chill a bit!
- 4 It's all very well for the dentist to say '..... to relax' – I'm terrified!
- 5 I didn't understand a word. Now, take a deep and say it all again.
- 6 You look exhausted. Would you like to sit down and have a for five minutes?
- 7 The physiotherapist advised me to some gentle exercise.
- 8 I don't care what you say. I'm going to sit here and put my feet for a while before doing anything else.

VOCABULARY TIP

Informal and neutral registers

One difficulty when learning a foreign language can be distinguishing between neutral language (language you can use in any situation, written or spoken) and informal language (mainly spoken with friends or peers).

- When, for example, do you use the following sentences?

'You should try to relax!'

Or

'Hey, chill out!'

They both mean more or less the same thing, but you certainly wouldn't tell your teacher or your boss at work to 'Chill out!' unless you have a very friendly relationship with them.

- Think of the context you first heard the phrase used in. Was it neutral or informal? If this is the first time you have come across it, or if you are unsure about its context, look it up in a good dictionary. It will give information on the register, especially if it is informal, as well as example sentences.
- Another way is to use an Internet search engine to check the contexts it is used in.



4

Culture in mind

a You are going to read an article about Ernest Henry Shackleton. Complete the article with sentences or clauses a–h. There are two you won't need.

- a before they were able to escape
- b They got to within 190km of the South Pole.
- c and once again became a celebrated figure
- d via the South Pole
- e Incredibly, not a single life was lost.
- f and was sent home early
- g which was named after him
- h which now became their home

b Read the text again and put the events (1–9) in the order that they happened.

- 1 ☐ Roald Amundsen reaches the South Pole.
- 2 ☐ Shackleton becomes the man to have travelled furthest south.
- 3 ☐ The *Endurance* sinks.
- 4 ☐ The Nimrod Expedition sets sail.
- 5 ☐ Shackleton reaches Elephant Island.
- 6 ☐ Shackleton rescues his men.
- 7 ☐ The Imperial Trans-Antarctic Expedition sets sail.
- 8 ☐ Shackleton travels to Antarctica with Captain Scott.
- 9 ☐ WWI breaks out.

Sir Ernest Henry Shackleton got his first taste of Antarctic adventure as a crew member on Captain Scott's Discovery Expedition, 1901–04. It was short lived however, as the Anglo-Irish explorer fell ill ¹ ☐. Bitterly disappointed by what he saw as a personal failure, Shackleton was determined to return and achieve great things. In 1907 he was back leading the Nimrod Expedition, which set a record for the furthest south ever travelled. ² ☐. On his return home, he was knighted by King Edward VII.

However, it is for his ill-fated Imperial Trans-Antarctic Expedition, 1914–17 that he is most widely remembered. When in 1912, his great rival Roald Amundsen became the first man to reach the South Pole, Shackleton decided there was only one great remaining challenge left, and so just a few weeks after the outbreak of World War I, Shackleton set out in his ship *Endurance* to try and find a way across the Antarctic from one side to the other ³ ☐. But this expedition is not remembered for the discovery of this passage (because it failed). It is remembered for the extreme courage and resourcefulness shown by its members.

Disaster struck the mission in the early Antarctic winter of 1915 when *Endurance* got stuck in the ice. For weeks, Shackleton and his crew desperately tried to free their boat but eventually it was crushed by the ever-shrinking ice and sank. All 28 members of the crew were stranded on a large sheet of floating ice, ⁴ ☐. After months of drifting northwards, the men finally found open sea again and took to the lifeboats. They eventually made it to the small uninhabited Elephant Island where they were finally able to set up camp on dry land. However, they were still hundreds of miles from anywhere and no-one else knew where they were. For this reason, Shackleton and five of his men got back into one of the small lifeboats and made a 1,300 km journey to reach civilisation on South Georgia. From there Shackleton was able to coordinate a rescue mission and return to Elephant Island and save his men. ⁵ ☐.

Although Shackleton was celebrated as a hero at the time, he was quickly forgotten about as stories of Captain Scott and his heroic failure proved more popular as schoolboy stories. At the end of the 20th century Shackleton was 'rediscovered' ⁶ ☐. For although Captain Scott and his men had died with great dignity, people came to realise the incredible courage and leadership that Shackleton had shown in keeping all his men alive.

Skills in mind

5 Read

a Here is an extract from *The Grass Dancer* by Susan Power. Read the text quickly and answer the questions.

- 1 Why does Pumpkin get a pain in her leg?
- 2 How did she hurt her leg?
- 3 Is she still afraid of water?

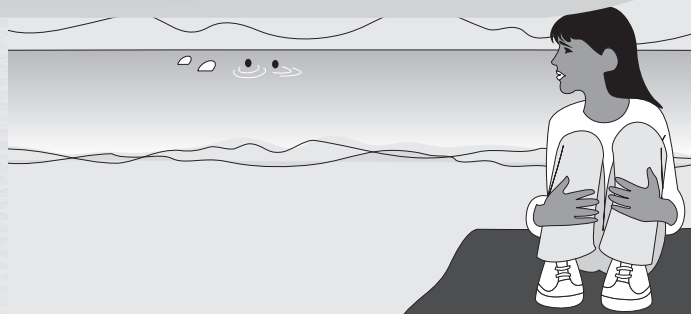
b Look at the questions and choose the answers you think are correct. Then read the text to check your answers.

- 1 Where did Pumpkin first see Harley?
 - a on an advertisement
 - b at a dance
 - c at the lake
- 2 What happened when Pumpkin put her foot in the water?
 - a She could hear voices.
 - b She felt like crying.
 - c She heard music.
- 3 Why was it dangerous for Pumpkin to jump into the water?
 - a because it was very cold
 - b because she didn't know how to swim
 - c because there were dangerous fish
- 4 How did she get the scar on her leg?
 - a She fell from the rocks.
 - b The water was not deep enough and she got hurt when she jumped in.
 - c A fisherman hit her with his hook.

EXAM TIP

Multiple choice

If you are stuck between two options to a multiple-choice question, go back and underline the words in the text that prove that each of the answers is correct AND appears in the text.



When Pumpkin first noticed Harley in his black and white beaded costume crying painted tears from forehead to chin she recognized him as the dancer from the flyer. Her right thigh began to itch.

The itch became a searing pain, shooting from the hook-shaped scar on the back of her leg, a few inches above the knee. She wanted to put her hand there, maybe hold a chip of ice to the burning skin, but she knew it would be a useless gesture.

[...]

She knew the ache signalled fear, but she was weary of her own terror. As a child, she'd suffered from panic attacks so severe that her parents worried she was epileptic. The summer she was thirteen she had lost patience with herself, and had both acquired the scar and put an end to the panic attacks.

Lake Michigan had tempted her. It was a clear emerald green, and she could see to the bottom. The sand looked soft. Her parents avoided the crowded beaches, preferring deserted stretches of the lake, unpatrolled by lifeguards. [...] Pumpkin usually waited for them on a boulder, hugging her knees to her chest, fervently whispering prayers that they wouldn't drown. Her parents were far out, their heads little more than black spots bobbing beside the white buoys that warned boats away from shore. She knew they would hug the buoys for a few minutes, to catch their breath before the return swim.

Pumpkin looked into the water. It lapped gently against the breakwater of piled rocks, pulsing in and out, regular as a metronome. It has its own way of speaking, and that particular day Pumpkin heard its voice. *Cool water*, it bubbled. *Lovely, cool water*. Pumpkin dropped one foot over the side to feel the water against her skin. It was smooth, like pressed satin straight from the bolt. Her foot glided through it. Tears filled Pumpkin's eyes, and she shuddered.

'I'm sick to death of this. I don't care what happens!' she cried. She jumped into Lake Michigan feet first, even though she couldn't swim. As it turned out, the water was shallow and she could walk with her head above the surface. The lake was unusually warm, and its liquid absorbed her violent spasms of fear and carried them away. She remembered it as the day she broke her fear apart. It was also the day an inexperienced cast made by a fisherman on a nearby pier hooked Pumpkin in the back of her thigh. She hadn't felt it right away, only when the man pulled on the line. The hook wasn't deeply embedded, so she easily yanked it free, but the resulting scar would be livid in colour and trouble her whenever she was afraid.

Because her fear was suddenly localized, she could choose to ignore it. The scar throbbed when she auditioned for a scholarship to attend an inner-city ballet school, it stung when she took the SAT examinations, and it burned like fire when she secretly applied to Stanford. Pumpkin was no longer immobilized by fear but rather motivated by the irksome pain in her leg. And so she was drawn to Harley because the attraction frightened her.

Unit check

1 Fill in the spaces

Complete the text with the words in the box.

forehead heart blood sweat mouth soar cold mind dried head

The day of my interview had finally arrived and I awoke feeling like my ¹ head was going to explode. Not a good start to the day. In seconds, my ² was racing, and I was trying to think of all the questions I might be asked. I know that in situations like this, my ³ pressure can easily start to ⁴, but there was nothing I could do about it. I sat outside the interview room, mopping the ⁵ that had started to pour down my ⁶ Then my name was called and my ⁷ started to pound like mad. I offered a ⁸, clammy handshake to the panel members and was about to answer their first question when I realised my ⁹ had completely ¹⁰ up and I couldn't talk!

9

2 Choose the correct answers

Circle the correct answer: a, b or c.

- My brother's picking on me.
a often b always c sometimes
- I'm trying not to let things get on top me.
a to b for c of
- Their teacher is stressed!
a out b off c away
- problems can be an indication of stress.
a Cold b Panic c Stomach
- Cheryl's in therapy – it all got her again.
a into b on top of c out of
- It's not always a negative thing when your mind starts – it can be quite motivating!
a pounding b soaring c racing
- From time to time, everyone needs a to get away from their daily routine.
a relax b break c breath
- You're too hard on
a yours b you c yourself
- She's very hard on
a him b he c himself

8

3 Vocabulary

Underline the correct words.

- My mouth dried up / out / over and the words just wouldn't come out.
- When he saw what they'd done to his garden, his blood pressure raced / soared / pounded.
- It was boiling hot and I was pouring with tears / water / sweat.
- I'm just going to put my bottom / legs / feet up and have a cup of tea.
- Relax. Don't let things get on / on top / above of you.
- Cool / Chill / Freeze out, Dad! Don't worry so much.
- You've been studying for hours. You need to get / make / take a break.
- Sixty percent isn't so bad. Don't be so hard / mean / cruel on yourself.
- Take a deep / big / wide breath and calm down.

8

How did you do?

Total: 25



Very good
20 – 25



OK
14 – 19



Review Unit 9 again
0 – 13

10

Inspiration and creation

1 Vocabulary

★ Words in context

Complete the text with the words in the box.

impatience predominantly boundaries
vendettas poignantly generosity

John Brooker, philanthropist and lover of our great city, has died at the age of 96. John will probably be best remembered as the man who pushed back the racial ¹ boundaries in our neighbourhoods and showed us that it was possible for people of all colours to live in harmony. The world in which John was born was one where ² would flare up for the smallest reason; where people lost their lives simply because of the colour of their skin. John refused to accept this and worked tirelessly to bring about equality. His hard work was matched only by his ³ and John spent millions of his family's fortune to help bring our society together. He was always eager to get things done quickly and on more than one occasion had to reign in his ⁴ as he waited for the bureaucrats to make their decisions. But he did get them to make those decisions, decisions that ⁵ made life fairer for all. As his granddaughter so ⁶ pointed out in her eulogy at his funeral: 'John Brooker gave everything and asked for nothing.' He was an inspiration to all of us and we will miss him.

2 Grammar

★ Causative *have* review

a Rewrite these sentences using the causative.

- Bob didn't sell his painting himself.
Bob had his paintings sold.
- They didn't decorate their house themselves.
.....
- We didn't design our website ourselves.
.....
- Ann didn't cut her hair herself.
.....
- Sue didn't build the garage herself.
.....

b Look at the two pictures and write sentences about the changes in Steve's life. Use the words in the box.

take cut pierce dye
decorate publish make



When I met Steve he was a struggling author trying to finish his first novel. When I met him again a year later things were very different:

- He'd had his book published. (book)
-
.....
(designer suit)
-
.....
for a newspaper. (photo)
-
.....
(hair)
-
.....
(hair)
-
.....
(ear)
-
.....
(house)

3 Vocabulary

★ Metaphors to describe emotions

- a** Replace the words in *italics* with the expressions in the box.

I didn't know where to put myself
I'm feeling a bit down in the dumps
It makes my blood boil
~~I get butterflies in my stomach~~
I feel like I'm banging my head against a brick wall
I was really cut up

- I love playing football but *I get nervous*.
I get butterflies in my stomach before every game.
- I hate it when people talk in the cinema. *I get really angry*.
- I asked her when the baby was due and she said she wasn't pregnant.
I was so embarrassed.
.....
- I loved that goldfish. *I was so depressed*.
..... when it died.
- My team lost yesterday so *I'm a bit depressed*.
..... today.
- She never listens to anything I say. *I get really frustrated*.

- b** Answer the questions about yourself.

- When was the last time you felt on top of the world and why?
.....
- What really makes your blood boil?
.....
- When was the last time you didn't know where to put yourself? What happened?
.....
- What sort of things give you butterflies in your stomach?
.....
- What sort of things make you feel a bit down in the dumps?
.....

VOCABULARY TIP

Finding meanings of fixed phrases

Sometimes it can be a little frustrating trying to find the meaning of a fixed phrase in the dictionary. The following is a general rule:

- If there is a noun in the expression, first look that up. If there are no nouns in the expression, look up the verb.
- Try and find the meanings of the following phrases in a dictionary.
 - 1 *make a fool of yourself*
 - 2 *be over the moon*
 - 3 *hold a grudge against someone*
 - 4 *have a chip on your shoulder*

- c** **Vocabulary bank** Underline the correct words to complete the dialogue.

Anne: My dad drives me up the ¹*ceiling* / wall / roof.

Sara: Why? What's he done this time?

Anne: Well, I was having a small party in the house with a few of my friends. Betty had just passed her driving test, so she was over the ²*sun* / *stars* / *moon*. Anyway, we were having a ³*whale* / *world* / *wonder* of a time when he came home from work.

Sara: Oh dear. He wasn't very happy.

Anne: I think it was more tiredness. He was dead on his ⁴*legs* / *feet* / *toes*. But anyway, he still went mad. He walked up to the stereo, turned off the music and told all my friends to go home.

Sara: That was a bit over the ⁵*top* / *peak* / *summit*.

Anne: It was completely out of ⁶*order* / *control* / *normal* and I told him exactly what I thought.

Sara: How did he react?

Anne: Well he was a bit ⁷*pushed* / *given* / *taken* aback at first. I'd never talked to him like that before. Then he was quiet for a bit and I thought maybe he was going to say sorry. But then he turns around and tells me I'm getting no allowance for a month. No money for a month. He really knows how to get under my ⁸*hair* / *skin* / *nerves*.



Grammar

★ Modal passives (present and past)

- a** Read the notice. Find and underline eight examples of modal passives.

Are you an amateur photographer looking for a chance to show off your creative talent?
Then the **14th National Young Photographer of the Year** competition could be just the opportunity you've been waiting for.

This year's theme is 'metaphors for life' and the winner will not only receive more than £5,000 in photography equipment but will also be offered the chance to work with a top photography agency. The winning photos will also be put on display in the National Museum.

The competition is open to anyone up to the age of 18, and any number of entries can be sent. However, all photos should be original and mustn't have been altered using computer programs.

Unfortunately, we cannot return photos free of charge so, if you want us to return your photos, a stamped addressed envelope should be included with your entry. All entries must be received by May 31st and the winner will be announced on June 15th.



More instructions can be found online at www.youngphotographer.cambridge.org

- b** Complete the sentences with the words in the box.

be planned be cleaned be taken be cancelled
have been planned have been cleaned
~~have been taken~~ have been cancelled

- This photo looks like it could have been taken on the moon.
- The game might because the weather forecast predicts fog for this afternoon.
- Police detectives think the robbery must by someone who works at the bank.
- Your room should before you went out this morning.
- The wedding and reception must well. I don't want anything to go wrong.
- Important! These machines should only by professionals.
- The flight might I can't find it anywhere on the departures board.
- Photos cannot inside the museum.

- c** Rewrite the sentences in Exercise 4b using the active voice.

- It looks like someone could have taken this photo on the moon.
- The referee
- Someone who works at the bank
- You
- We
- Only professionals
- They
- You

5 Listen

★ Conversation and discussion

a ▶ CD4 T11 Listen to the conversation between Sally and Philip. Choose the correct answers.

- Paula's mother had an operation on her
 - eyes.
 - nose.
 - legs.
- Sally thinks people have cosmetic surgery because they want to
 - spend money.
 - feel better about themselves.
 - look like film stars.
- Sally thinks people have the right to do what they want with their
 - own money.
 - own bodies.
 - own bodies and their own money.
- Philip thinks that many people in the world don't have cosmetic surgery because
 - they don't have enough money.
 - they aren't worried about their looks.
 - they think it's wrong.
- How did Paula's mother pay for her operation?
 - She took the money out of the bank.
 - She won a holiday and sold it for the money.
 - She saved money and sold some things.

b ▶ CD4 T11 Listen again. Answer the questions.

- Sally says Paula's mother needed the surgery. How does Philip react to this?
.....
.....
- What is Philip's opinion of cosmetic surgery?
.....
.....
- Why does Philip think that people in the West spend money on cosmetic surgery?
.....
.....
- Why does Philip want to visit Paula's mother?
.....
.....

c ▶ CD4 T11 Complete the sentences with words from the recording. Then listen again and check. Look at Exercise 7c in the Student's Book to help you.

- That's right. And to be, she needed it.
- To tell you the, I reckon it's a waste of money.
- I'd have people have the right to do what they want with their own bodies.
- On the other, I bet there are people all over the world who'd love to do it.
- That shouldn't stop people who can afford it,
- I, it's such a Western thing to do, too.
- We're just going round in anyway.
- Tell you – why don't we go round and see her?

6 Pronunciation

★ Sentence stress

a Read the phrases in Exercise 5c above again. Mark where you think the stressed words are.

b ▶ CD4 T12 Listen and check.



Skills in mind

7 Read

- a** Read the text about Kevin Warwick, a professor at Reading University. Tick the things that Kevin Warwick draws inspiration from.

fame ☐ jogging ☐ nature ☐ his family ☐

What inspires the inspirational?



Kevin Warwick, Professor of Cybernetics at the University of Reading and leading robotics researcher, is famous for having computer chips implanted in his body to try to become a human cyborg.

'I take inspiration from people. I like to read the biographies of people I admire, people I feel have really achieved something, for example, Michael Faraday, Albert Einstein, Captain Scott, Roger Bannister and Stephen Hawking. Other people I admire and who give me inspiration are people who have to deal with severe disabilities. The difficulties they have, or had, and the problems they have to overcome drive me forward.

'I find running along the banks of the River Thames remarkably inspiring. I can look at nature – there's no noise, just birds, trees and water – and think deeply about what I am trying to achieve. It clears my mind and makes difficult things look simple. As a scientist trying to push the boundaries, I do sometimes get criticism from journalists and other scientists. Some of this criticism is caused by jealousies and vendettas, and I get a few scientists saying that what I want to do is not possible, or I'll never achieve it. But these things spur me on to actually achieve. I guess most of all, though, I have a driving force, an impatience, within me, and it is more a case of reining it in. I am not going to go through my life without achieving things in science – no matter what.'

- b** Read the text again and **circle** the correct answer: a, b, c or d.

- 1 What kind of people does Kevin Warwick draw inspiration from?
 - a other scientists
 - b determined people
 - c famous people
 - d disabled people
- 2 Why does he enjoy jogging by the River Thames?
 - a because he's training for a marathon
 - b because it's peaceful and quiet
 - c it helps him think more clearly
 - d because he gets his best ideas when he does this
- 3 What is the greatest source of inspiration for him?
 - a proving other scientists wrong
 - b his family
 - c an anxiety to do well
 - d an internal powerful ambition

EXAM TIP

Identifying wrong answers in multiple-choice questions

In multiple-choice questions the key is to eliminate the wrong answers.

- a) **The obviously wrong answer**
Information that is not included anywhere in the text. This should be the easiest wrong answer to identify. Option c) in question 1 is an example of this.
- b) **Half right answers**
One of the options may seem correct but if you look closer it doesn't answer the question completely. Option d) in question 1 is an example of this.
- c) **The distracter**
The hardest to eliminate because initially it seems like it could be right. You need to consider carefully what it says. Option a) in question 1 is an example of this.

Unit check

1 Fill in the spaces

Complete the text with the words in the box.

early dumps had up top ~~inspiration~~ be given impatience might

My parents were a great source of ¹ inspiration and encouragement to me. Whenever I was feeling a bit down in the ² they could always ³ relied on to cheer me up. I have an ⁴ memory of coming home from school in tears once. I had been ⁵ a really bad grade for a story I'd written. I was really cut ⁶ because I'd tried so hard with it. I think I ⁷ have been the victim of my teacher's ⁸ I remember him being angry because it was so long. I told my parents what had happened and they were appalled. Now my dad worked for the animation department of a big film studio. He took my story and ⁹ it made into a short cartoon. He brought it home and showed it to us on video. I was so proud, I was on ¹⁰ of the world. It was also the start of my career as a storyteller.

9

2 Choose the correct answers

Circle the correct answer: a, b or c.

- You never listen to me. Sometimes I feel like I'm banging my against a brick wall.
a hand b fist c head
- They think the play might by Shakespeare.
a have wrote b be written c have been written
- It was our first show and I had in my stomach.
a butterflies b ants c hummingbirds
- They their window smashed last night by some teenagers.
a had b were c have
- I was so embarrassed. I didn't know where to put
a my head b me c myself
- I'm going to my hair cut tomorrow.
a have b be c having
- your hair on. It was supposed to be a joke.
a Place b Put c Keep
- The concert might cancelled because of the weather.
a been b be c being
- My neighbours play loud music all night. It makes my boil.
a blood b brain c heart

3 Vocabulary

Match the sentences. Write the letters a–i in the boxes.

- I was really cut up.
- I was really out of order.
- I was really taken aback.
- I was having a whale of a time.
- I was over the moon.
- It really made my blood boil.
- I was really down in the dumps.
- I didn't know where to put myself.
- I had butterflies in my stomach.
- I was really shocked.
- I was really happy.
- I was really angry.
- I was really upset.
- I was really depressed.
- I was really embarrassed.
- That was really wrong of me.
- I was really nervous.
- I was really enjoying myself.

8

How did you do?

Total:



Very good
20 – 25



OK
14 – 19



Review Unit 10 again
0 – 13

11

The age wars

1 Vocabulary

★ Words in context

a Complete the crossword.

Across

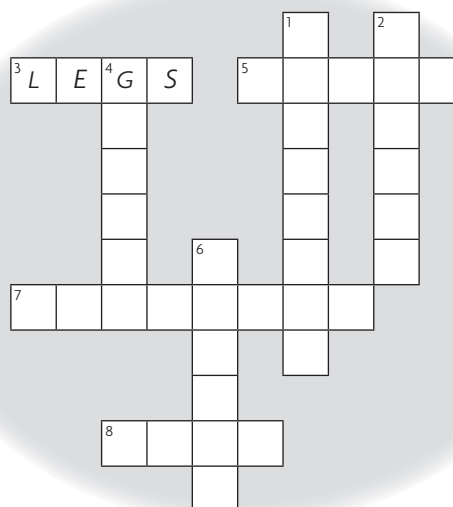
- 3 If it's on its last, it's old and in bad condition.
 5 Cars give out exhaust
 7 Get lost in a world of thoughts.
 8 You can sleep over something if you worry a lot.

Down

- 1 Outside the city centre.
 2 Decide to stop working when you're a certain age.
 4 Dirty and in bad condition.
 6 Read or look at books in a leisurely way.

b Complete the sentences with words or expressions from Exercise 1a. You may need to change the form of some words.

- 1 A: Can I help you?
 B: No thanks, I'd just like to for a few minutes.
 2 Charles! Stop and get on with your work!
 3 We hated the hotel. Our room was cold and the bathroom was really
 4 I wish I lived closer to the city centre – I think life is really boring!
 5 It's not a big problem, so I'm not going to over it.
 6 My granddad's 70 but he still works and says he's never going to
 7 I'm going to throw these old shoes away – they're on their anyway.
 8 In some big cities, the are so bad that you can hardly breathe.



2 Grammar

★ Future perfect / future continuous review

a Underline the correct form of the verb.

- 1 A: We're off on holiday tomorrow – to Rome.
 B: I'm sure you'll have / you'll be having a great time.
 2 If the party finishes late, my dad will pick / will be picking us up.
 3 Don't phone me tomorrow morning because I'll take / I'll be taking an exam.
 4 Hurry up or we'll get / we'll be getting there late.
 5 My brother usually works in London, but next week he'll work / he'll be working in Manchester.
 6 We're moving house next week. So next weekend, I'll live / I'll be living somewhere else!
 7 If the homework's hard, phone me and I'll help / I'll be helping you out.
 8 A: Dad, can I borrow the car tonight?
 B: I'm afraid not. Your mother will use / will be using it.

b Complete the dialogues. Use the future simple or future perfect of the verbs in brackets.

- 1 A: There's a party at Donna's tonight.
¹ Will you be (be) there?
 B: I'm not sure. It depends on my work.
 What time does it start?
 A: Seven thirty. Will you ²
 (finish) by then?
 B: It's hard to say. I hope I ³
 (finish) by about seven o'clock. But if not ...
 A: You ⁴ (not go) to the
 party.
 B: That's right.
- 2 A: I'm leaving school next year. It's hard to
 believe! I ⁵ (not be)
 a school kid any more.
 B: I know, me too. Just think, we started when
 we were five, and we ⁶
 (be) eighteen when we leave.
 A: Wow! We ⁷ (be) at school
 for thirteen years. Scary thought! Do you
 know what you're going to do?
 B: Not yet. But I hope I ⁸
 (decide) by the time I leave school.

c Complete the sentences with the future continuous or future perfect form of the verbs in brackets.

- 1 What do you think you will be doing (do)
 this time next year?
- 2 They'll be tired when they get here because
 they (travel) a long way.
- 3 I (drive) next year because
 I (pass) my driving test.
- 4 By this time next year, I
 (leave) school and I (look) for
 a job.
- 5 Don't phone tonight. I (work)
 on my report and I'm sure I
 (not finish) it before eleven o'clock.
- 6 By the time my parents get back,
 I (tidy) up and I
 (sit) in front of the TV.

3 Grammar

★ Alternative ways of referring to the future

a Underline the correct words to complete the sentences.

- 1 Bye, everyone! I'm off to / *supposed to* / *bound to* the cinema.
- 2 My parents are *bound to* / *thinking of* / *about to* buying a new car next month.
- 3 I just looked on the Internet – their plane is *due to* / *off to* / *about to* arrive on time.
- 4 He only left home ten minutes ago, so he's *bound to* / *supposed to* / *off to* be late for work.
- 5 My younger sister is *thinking of* / *off to* / *supposed to* leaving school when she's 16.
- 6 Sorry, I can't talk to you now – I'm *bound to* / *thinking of* / *about to* start an exam in five minutes.
- 7 How strange that you phoned me! I was *thinking of* / *due to* / *about to* phone you!
- 8 He was *supposed to* / *off to* / *bound to* tell me today, but I haven't heard from him yet.

b Rewrite the sentences using the words in brackets.

- 1 I go to Greece tomorrow. (off)
I'm off to Greece tomorrow.
- 2 I have to be at the airport at 5 o'clock in the morning. (supposed)

- 3 The plane leaves at 7 am. (due)

- 4 Perhaps I won't go to bed tonight. (thinking)

- 5 I'm sure I'll fall asleep. (bound)

- 6 I'll pack my suitcase in a minute. (about)

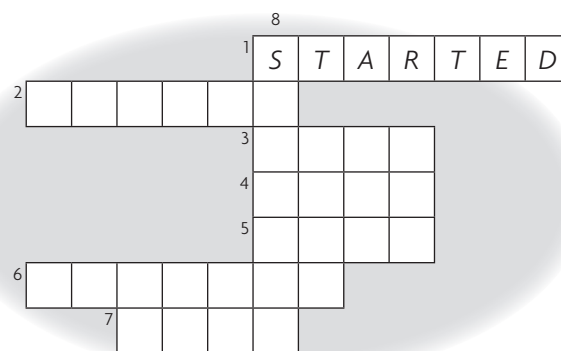
- 7 I'll probably forget something. (bound)

4 Vocabulary

★ Life choices

a Complete the puzzle.

- I started school when I was 5.
- In England you usually have to schools when you are 11.
- Why don't you a year off and go travelling?
- I out a large student loan when I went to university.
- I started at that school when I was 6, and I when I was 18.
- My brother out of college when he was 21.
- He worked hard and off his loan very quickly.
- It's time you down.



b Vocabulary bank Read the story and put the events in the order that they happened in Colin's life.

- ☐ had a mid-life crisis
- ☐ was at a crossroads
- ☐ was made redundant
- ☐ got divorced
- ☐ left home
- ☐ made a new start
- ☐ got engaged
- ☐ emigrated

Colin fell in love for the time when he was 19. It was the real thing and he asked Lucy (that was his girlfriend's name) to marry him. She said 'yes' so that was sorted. Of course, you can't really be married and expect to go on living with your parents, so that was the next big step. They found a house, moved in and got married. About age 25 Colin faced a difficult decision. Lucy wanted to start a family but Colin wanted to wait. He was eager to get on in his professional life and he felt children wouldn't help. Career or kids? It was a difficult decision but Colin got his way. In fact, the kids never came. And to make things worse, when he was 45 Colin lost his job. It was no fault of his own, it was just that a computer could do it better and faster. How did Colin react? He went and bought himself a sports car, started wearing trendy clothes and grew his hair long. It was clear he wasn't happy. Lucy had had enough too. She found a new man and left Colin, officially. So there he was, jobless, wifeless and carless (the bank had taken that back). So when a cousin suggested he join him out in Australia, Colin was on the first plane out, but with no idea what he would do there. Now, ten years later, he's got a job in a new profession, he's married for the second time and guess what – he's got five kids. He's happier than ever.

VOCABULARY TIP

Identifying and recording word stress

- A very important feature of words in English is where the stress falls on words of more than one syllable.
- In a dictionary, stress is marked with a vertical mark in front of the stressed syllable, for example:

chemist /'kemɪst/ – this shows that the stress is on the first syllable.

protect /prə'tekt/ – this shows that the stress is on the second syllable.

- With compound words (words made up of two elements), one element is usually more heavily stressed than the other, for example:

science fiction /saɪəns 'fɪkʃən/ – shows you that the word *fiction* is more heavily stressed, but the word *science* also has some stress.

- When you record words or phrases in your notebook, remember to show the stress (unless the word has only one syllable, of course).

5 Literature in mind

a Complete the poem with the words in the box.

imaginary foolish dawns risks beans
sensibly seriously begin try children

Moments by Jorge Luis Borges

If I were able to live my life anew,
In the next I would try to commit more errors.
I would not try to be so perfect, I would relax more.
I would be more ¹ *foolish* than I've been,
In fact, I would take few things ²
I would be less hygienic.
I would run more ³ ,
take more vacations, contemplate more sunsets,
climb more mountains, swim more rivers.
I would go to more places where I've never been,
I would eat more ice cream and fewer ⁴ ,
I would have more real problems and fewer
⁵ ones.
I was one of those people that lived ⁶
and prolifically each minute of his life;
Of course I had moments of happiness.
If I could go back I would ⁷
to have only good moments.

Because if you didn't know, that's what life is made of:
only of moments. Don't lose the now.

I was one of those that never went anywhere without
a thermometer,
a hot-water bottle, an umbrella, and a parachute;
If I could live again, I would travel lighter.
If I could live again,
I would ⁸ to walk barefoot from the beginning
of spring
and I would continue barefoot until autumn ends.
I would take more cart rides, contemplate more
⁹ ,
and play with more ¹⁰ ,
If I had another life ahead of me.

b ▶ CD4 T13 Listen and check.

c What is the main message that the poet wants to convey? (Circle) 1, 2 or 3.

- 1 We should live every moment to the full.
- 2 We should worry less about owning things.
- 3 We should be prepared for difficult times.

d Read the poem again and mark the sentences *T* (true) or *F* (false).

- 1 The poet would like to relive his life. ☐
- 2 He thinks he has made too many mistakes in his life. ☐
- 3 He has tried to eat healthily. ☐
- 4 If he lived his life again he would try to worry only about serious problems. ☐
- 5 The poet has never been happy in his life. ☐

e Find words in the poem which mean:

- 1 again *anew*
- 2 mistakes
- 3 concerned with cleanliness
.....
- 4 watch and think about
.....
- 5 in a way that produces lots of things
.....
- 6 without shoes

Skills in mind

6 Read

a Complete the text with the missing words. Circle the correct word: a, b, c or d.

- 1 a distant b far c close d further
- 2 a interval b hole c gap d space
- 3 a out b off c in d on
- 4 a friends b people c relations d members
- 5 a depend b consist c involve d ensure
- 6 a ways b topics c things d which
- 7 a according b thinking c related d based
- 8 a each one b themselves c one another d another



The disappearing generation gap

Parents and kids today dress alike, listen to the same music, and are friends. Is this a good thing?

Sometimes, when Tom Krattenmaker and his 16-year-old daughter, Holland, listen to rock music together and talk about pop culture – interests they both enjoy – he recalls his more ¹ relationship with his parents when he was a teenager.

‘I would never have said to my mum, “Hey, the new Weezer album is really great – how do you like it?”’, says Mr Krattenmaker, of Yardley, Pa. ‘There was just a complete ² in sensibility and taste, a virtual gulf.’

Music was not the only thing. On topics such as clothing and hairstyles to activities and expectations, earlier generations of parents and children often appeared to be in separate orbits.

Today, the generation gap has not disappeared, but it is shrinking in many families. The old authoritarian approach to discipline – a starchy ‘Because I said so, that’s why’ – is giving way to a new egalitarianism and an attitude of trying to work things ³ together.

The result can be a rewarding closeness among family ⁴ Conversations that would have been rare a generation ago are now comfortable and common. And parent–child activities, from shopping to sports, ⁵ an easy camaraderie that can continue into adulthood.

A movement called parent effectiveness has helped to reshape generational roles. Training in this philosophy encourages children to describe their feelings towards various situations. Consequently, says Robert Billingham, a family-studies professor at Indiana University, ‘Parents and children have begun talking to each other in ⁶ they didn’t before.’

On the plus side, he adds, these conversations made parents realise that children may have important thoughts or feelings that adults need to be aware of.

But Professor Billingham believes there was also a downside: many parents started making decisions ⁷ on what their child wanted. ‘The power shifted to children. Parents said, “I have to focus on making my child happy,” as opposed to “I have to act in an appropriate way as a parent.”

‘My parents were on the before side of the change, whereas today’s parents, the 40-somethings, were on the after side,’ explains Krattenmaker. ‘It’s much easier for 40-somethings and today’s teenagers to relate to ⁸ It’s not a total cakewalk for parents these days, because life is more complicated, but sharing interests does make it more fun to be a parent now.’

b Read the text again and answer the questions.

- 1 What topics are mentioned as causing ‘a gulf’ between earlier generations of parents and children?
- 2 What, according to the article, has changed in terms of discipline?
- 3 What have been the advantages of parent effectiveness training?
- 4 What have been the disadvantages of parent effectiveness training?
- 5 What does Mr Krattenmaker believe has made parenting ‘more fun’?

Unit check

1 Fill in the spaces

Complete the text with the words in the box.

off bound difference browse parents
leave grotty retired suburban sleep

I looked up 'generation gap' in a dictionary. It's the ¹ difference in values and attitudes between one generation and another, especially between young people and their ² Too true! I'm 18 and my parents live just outside London in a typical ³ house. My father ⁴ last year and all he wants to do now is go into bookshops and ⁵ – I mean, how boring is that? So, I think it's time to ⁶ home, and next month I'm ⁷ Two friends and I are moving into a small flat. It's a bit ⁸, but it's better than living at home. My parents say they're worried about me but I don't think they're really going to lose ⁹ over me leaving. They understand that I need my independence. I guess my friends and I are ¹⁰ to have some problems, but we'll be OK.

9

2 Choose the correct answers

Circle the correct answer: a, b or c.

- Next week, we're to Spain on holiday!
a about b due c off
- It's a small problem so, I won't sleep over it.
a miss b lose c dream
- The exhaust from the cars are terrible.
a fumes b smoke c gases
- After two years, he got married and down.
a dropped b settled c changed
- Our computer's really old – it's on its last
a legs b feet c heels
- His plane was to land 30 minutes ago, but it's been delayed.
a bound b supposed c off
- Her father's only 58 but he's going to take early from his job.
a release b retirement c retiring
- She hated college, so after a year she out.
a took b fell c dropped
- It's 6 o'clock, so the traffic's to be bad in the city.
a bound b due c about

8

3 Vocabulary

Match the words and the definitions. Write a–i in the boxes.

- | | | |
|--------------------------|--------------------------------|---|
| 1 settle down | <input type="text" value="e"/> | a start a new profession |
| 2 take early retirement | <input type="text"/> | b lose your job |
| 3 drop out of university | <input type="text"/> | c agree to marry |
| 4 change career | <input type="text"/> | d separate from your husband/wife |
| 5 be made redundant | <input type="text"/> | e get married, buy a house, have children, etc. |
| 6 emigrate | <input type="text"/> | f move out of your parents' house |
| 7 get engaged | <input type="text"/> | g leave higher education before the end of the course |
| 8 get divorced | <input type="text"/> | h move to another country |
| 9 leave home | <input type="text"/> | i stop working before you are 65 |

8

How did you do?

Total:



Very good
20 – 25



OK
14 – 19



Review Unit 11 again
0 – 13

12

The beauty hunters

1 Vocabulary

★ Words in context

Complete the passage with the words in the box.

ethics incentive opting gimmick enticing
frown lines social circle underestimate



Ashbury Heights was an exclusive housing development. For a start you had to be invited by the committee to buy a property there. But with the price for the cheapest home starting at over £5 million, invitation alone wasn't always enough, and so the committee had come up with an extra ¹ incentive. The Ashbury Heights Residence Committee was now offering free plastic surgery to all wives in the hope of ² new millionaires into their little ³

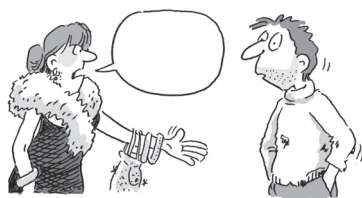
Steve Magnum had been invited to take up residency in the Heights. He thought the scheme was little more than a ⁴ He also questioned the ⁵ behind it; somehow it just didn't seem right. He was now seriously considering ⁶ for one of those new beach houses overlooking the Marina rather than a mansion in the Heights. But the Committee knew you should never ⁷ the influence of a woman. Steve Magnum might not have been convinced by the offer, but his wife Gillian was. And that's why three months later, the Magnums were the newest residents of Ashbury Heights. A week later, Gillian had her operation and Steve's new-look wife was revealed to him at a champagne dinner to welcome the couple. As she walked in from behind the curtain, Steve could hardly believe his eyes. Gone were her ⁸ and her double chin. Her lips were full and her cheek bones high. She'd never looked so good. But something was disturbing Steve. He knew that something was wrong ...

2 Grammar

★ Past tenses with hypothetical meaning

a Complete the sentences using the words in the box.

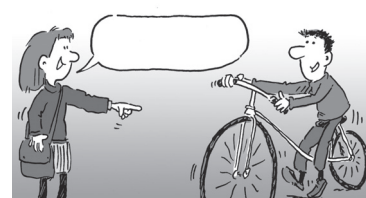
wish (x2) only rather time (x2)



1 'I'd rather you wore something else.'



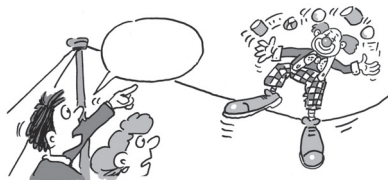
2 'I they wouldn't do this.'



3 'It's you got a new one!'



4 'I think it's we were off.'



5 'If I knew how to do that.'



6 'I I knew where the waterfall was.'

b Complete the sentences with the correct form of the verbs in brackets.

- 1 I wish I could (can) relax.
- 2 If only I (know) what to say to people.
- 3 It's time you (stop) complaining.
- 4 I wish they (not be) so noisy all the time.
- 5 If only the weather (not be) so awful.
- 6 It's time we (take) the car for a service.
- 7 I'd rather you (go) away now, please.
- 8 If only I (be) better-looking.

c Complete what the people are saying using the expressions in the box. Make sure you change the verb form.

not drop litter on the ground
do homework on time
not feed the animals
build more car parks
not play football on the grass
not bring dogs in with them
give the tests back
be in the national team

- 1 **Street cleaner:** If only people didn't drop litter on the ground.
- 2 **Footballer:** It's time I
- 3 **Teacher:** I wish my students
- 4 **Restaurant owner:** I'd rather people
- 5 **Student:** It's time the teacher
- 6 **Park keeper:** If only kids
- 7 **Zoo keeper:** I wish people
- 8 **Motorist:** It's high time the government

d Rewrite the sentences using the words in brackets.

- 1 It's late and we should go home. (time)
It's time we went home.
- 2 I've got so much homework to do, and I'm not happy about it! (wish)
.....
- 3 I'd be happier if my friends were here. (only)
.....
- 4 Please don't make so much noise. (rather)
.....
- 5 I can't buy a new digital camera, unfortunately. (only)
.....
- 6 You always do that, and it annoys me a lot! (wish)
.....
- 7 I think it's a better idea if we go to the cinema. (sooner)
.....
- 8 Something needs to be done about this, now! (high)
.....



Vocabulary

★ Commonly confused words

a Underline the correct words.

- 1 I hurt my arm yesterday and now it's really sensible / sensitive.
- 2 I had an injection but it didn't have much affect / effect.
- 3 This dog should be kept on a lead – it mustn't be let lose / loose.
- 4 If you know the answer, rise / raise your hand.
- 5 Well, you could do that, but I wouldn't advise / advise it.
- 6 Many famous people are persecuted / prosecuted by reporters and photographers.
- 7 If you're tired, lie / lay down for a while and rest.
- 8 We try to insure / ensure that all our patients get the best possible treatment.

b Complete the text with the words in the box.

affect lose persecuted sensible advice insured
effect loose prosecuted sensitive advise ensured

Nowadays you can get surgery if you want to ¹ *lose* weight, if you want to change the shape of your nose, or if you just want to get rid of ² skin and things like that. Crazy, if you ask me.

A friend of mine decided she wanted to have an operation to change her nose. She'd always thought it was ugly and she was very ³ about it. She said people laughed at her sometimes, and that other kids had ⁴ her at school, and of course things like that can ⁵ you badly. She asked me if I'd ⁶ her to do it, and I said, No, that I didn't think an operation was a very ⁷ idea. But what I said had no ⁸ on her at all. She wouldn't take anyone's ⁹ She just went ahead anyway, saying 'You'll see after the operation.'

She decided to go to the best, most expensive doctor – she thought this ¹⁰ a successful result. Well, I'm afraid the operation was not a success. I won't go into details, but just let me say that when she saw the result, she went to a lawyer and ¹¹ the doctors who'd operated on her. She won, too. The doctors were ¹² , of course, so my friend got her money back and more. But she'll never do that kind of thing again, that's for sure.

VOCABULARY TIP**Learning vocabulary**

The more vocabulary you know, the easier you will find it to understand written and spoken English. Try and learn any unknown vocabulary you come across.

- Write vocabulary down in your notebook – especially if you are a 'visual' learner. The act of writing itself can help you remember new words.
- Regularly try to recall lessons and the new vocabulary you learnt. Ask yourself: 'What were the words/expressions I learnt last week/Tuesday?'
- Make word cards. On one side, write a word/expression in English, and on the other side, a translation in your own language (or if possible a picture). Keep the cards in piles. Take a card and read one side, then try to remember what is on the other side! If you're correct, put the card at the bottom of the pile. If you can't remember, leave the card near the top and you'll see it again sooner.
- Record new words in mind maps (see unit 5) – connecting words by their meanings helps you remember them.

c **Vocabulary bank** Complete each sentence with the correct form of the words.**1 accept / except**

Everyone was happy when she accepted his proposal of marriage: everyone that is except her ex-boyfriend.

2 bear / bare

Put a shirt on! I can't to see your stomach any longer.

3 break / brake

Riding fast on his bike, he forgot to , crashed and his arm.

4 complement / compliment

She me on the meal. She especially liked the sauce that the chocolate mousse.

5 desert / dessert

The restaurant speciality was a which they called '..... surprise'. It was a good name for it because it tasted like sand!

6 disinterested / uninterested

Dad kept telling me that as a judge in the talent show he had to be completely Frankly I was and wished he would just stop talking about it.

7 principal / principle

I don't eat beef. It's against my In fact, the thing about being a vegetarian is that you don't eat any meat.

4 Read and listen

a Complete the text with one word in each gap.

Girl groups – a potted history

These days, of course, girl groups are everywhere. It wasn't always that ¹ way , though. But before we start on our mini-history we should, perhaps, clear up any confusion between girl groups (a group of girls who sing together) and girl bands (a group of girls who sing and play instruments). OK, now let's get ² to the mini-history.

Back in the 1920s and 1930s, girl groups were just a bit of fun. They sang silly songs in silly voices in the music halls. No one ³ them very seriously. The Boswell Sisters were an exception: these three sisters, who had 20 hits from 1930 to 1936, are considered by many to be the first girl group. They were followed by the Andrews Sisters, ⁴ enjoyed great success through the 40s and 50s.

In 1961 The Shirelles' *Will You Love Me Tomorrow?* went to number 1 in the United States and many record producers ⁵ to realise the commercial potential of all female groups. The legendary Phil Spector took bands such as The Crystals and The Ronettes on board, while the Motown label ⁶ responsible for artists like Martha and The Vandellas and The Supremes.

The 60s saw an explosion in successful girl groups.

The 1970s and 1980s were ⁷

quieter, and girl groups took on a much lower profile. The disco craze of the late 1970s did see success for bands like Sister Sledge and Baccara, and a few pop bands like Bananarama and The Weather Girls managed to ⁸ advantage of this during the 1980s.

Then in 1996, The Spice Girls exploded onto the scene with *Wannabe*, which they followed ⁹ with a further eight UK No 1s. By the time they split in 2000, they had sold more than 80 million albums worldwide, making them the most successful girl group of all time. They had also reopened the market for other acts. Today, bands like The Pussycat Dolls, The Sugababes, Girls Aloud and The Saturdays are the latest in a ¹⁰ line of tradition that dates back all the way to those Boswell Sisters in the 1930s.



b **CD4 T14** Listen to the radio show and complete the table with the missing information.

	Group name	Country	No of CDs	Total sales
1st	¹ <i>Spice Girls</i>	UK	²	80 million
2nd	Destiny's Child	USA	³	⁴
3rd	⁵	⁶	4	45 million
4th	Bananarama	UK	⁷	⁸
5th	⁹	¹⁰	4	20 million

c **CD4 T14** Listen again and mark the statements **T** (true) or **F** (false).

- The Spice Girls have sold more CDs than Prince. ☐
- Spice* sold more copies than *Spiceworld*. ☐
- Beyoncé was a member of TLC. ☐
- Bananarama have been together for more than 30 years. ☐
- There were originally two singers in Bananarama. ☐
- Speed are famous all over the world. ☐

Skills in mind

5 Read

Read the text. Three paragraphs have been removed. Choose from paragraphs 1–4. There is one paragraph you won't use. Write the numbers in the gaps in the text.

- 1 The increase in popularity of programmes such as *Extreme Makeover* and *Ten Years Younger* has shown just how life-changing cosmetic treatments, and in particular cosmetic surgery, can be, says Mark Brewster, the director of the Body Beautiful event.
- 2 BAAPS is also concerned about a perceived need to look good to attract a partner, obsession with youthful looks, and the increasing number of career women who feel under pressure to look young.
- 3 Research at Leicester University, to be published next week, suggests that this obsession is growing. The researchers used tests on almost 2,000 men and women aged 14 to 62 in the first national survey of its kind in the UK.
- 4 Thighs, eyes and chins can be made bigger or smaller. Ears can be pinned back and stomach fat reduced. Smiles can be created, eye shapes changed, necks de-ringed and hands made to look younger.



Under the knife

Celebrity obsession is driving what some doctors describe as an unhealthy boom in cosmetic surgery. Roger Dobson reports

A dozen men and women, including those with the ambition to look like Posh Spice, Pamela Anderson and Janet Jackson, are being followed for the television programme *I Want a Famous Face*. They are pursuing their goal through cosmetic surgery and they are not alone. According to new research, nearly a third of people in the UK are hooked on the idea of celebrity.

A

'In all, we found that just under 32 per cent of the sample are engaged in some sort of celebrity worship. Out of this 32 per cent, 22 per cent of the sample engaged in it for entertainment/social reasons, 8.8 per cent for personal reasons, and 0.8 per cent engage in a type of celebrity worship that demonstrates borderline pathological tendencies,' says Dr John Maltby, who led the study.

And while many are content with copying the clothes and hairstyles of celebrities, a small but growing number is resorting to plastic surgery. Not so long ago plastic surgery was pretty much seen as being one operation – the facelift – and the clientele was largely over 60. No more. The technology is now there to allow people to live out their celebrity-orientated aspirations.

New findings published this week by the research company YouGov indicates that almost half of women and a quarter of all men in the UK would consider cosmetic surgery. The number of us willing to invest has doubled over the

past year, with 45 per cent of women and 25 per cent of men willing to consider it, compared with 22 per cent and 13 per cent respectively last year.

Cosmetic surgery – and cosmetic treatments that verge on the surgical – are big business. At the Body Beautiful Show at Olympia, West London, this weekend, more than a dozen new types of body-changing procedures will be unveiled.

B

'These programmes have demonstrated not only that these treatments are no longer simply the preserve of the rich and famous, but also just how accessible they are for the general consumer.'

Plastic surgeons, armed with revolutionary gels, creams and potions, lasers, magnets, ultrasound guns, fat suckers, plastic implants and, of course, the ubiquitous Botox, are ready to change the shape of almost anything.

C

But in the same week that the Body Show opens, the British Association of Aesthetic Plastic Surgeons (BAAPS) voiced its concerns about what it calls the growing 'commoditisation' of cosmetic surgery. It has warned companies offering plastic surgery as a prize that they are violating a well-recognised code of ethics of good medical practice.

Unit check

1 Fill in the spaces

Complete the text with the words in the box.

underestimate learned sensible prosecute
ensure fake hadn't advice affected circle

My sister told me it looked cheap, but I didn't listen to her ¹ advice . I'd always wanted a leather jacket and I'd found one, only £50 as well. Was buying it a ² thing to do? I didn't care. With it, I was going to ³ that I'd look great at the party. I'd be the centre of my social ⁴ And so at the party, and I thought I looked pretty cool in the jacket. So I was surprised when quite a few people asked me why I was wearing a ⁵ leather jacket? Well, as you can imagine, this ⁶ me pretty badly. My dad's a lawyer, but I decided it would be a waste of time to try and ⁷ the shop – after all, I'd just assumed it was leather. If only I ⁸ bought it! I suppose it's high time I ⁹ to think before spending my money. Oh, and maybe I shouldn't ¹⁰ my sister's advice, either.

9

2 Choose the correct answers

Circle the correct answer: a, b or c.

- If you take my, you'll go and see a doctor.
a advise b advice c consultation
- In the room, I saw a man on the floor.
a laying b lying c leading
- What time does the sun in summer?
a rise b risen c raise
- It's time we to visit your aunt and uncle.
a went b go c gone
- We'd rather you your dog into the restaurant.
a not to bring b haven't brought c didn't bring
- I wish James closer to my place.
a lived b would live c lives
- I locked the door to that no one could get in.
a assure b insure c ensure
- If only I a body like a top athlete.
a have b will have c had
- That chair's broken, so I'd rather you in this one, if that's OK.
a sit b sat c seated

8

3 Vocabulary

Underline the correct word.

- He was arrested and prosecuted / persecuted for shop-lifting.
- When it's very hot, sensible people wear lose / loose clothes.
- He wasn't insured / ensured to drive the car when he had the accident.
- If you want my advice / advise, I wouldn't take the job.
- She's very sensitive / sensible, so be careful what you say if you don't want to upset her.
- What would you like for dessert / desert, Sir?
- My husband paid me a complement / compliment last night – the first for ten years!
- Katy Pimm broke / braked my heart. I was nine years old.
- I don't eat any fruit accept / except apples.

8

How did you do?

Total: 25



Very good
20 – 25



OK
14 – 19



Review Unit 12 again
0 – 13

Those were the days

* Words in context

- ## 2 Grammar

* Substitution

- that those neither did
so has did so ~~hope so~~

- b** Rewrite the underlined parts of these sentences using other words to avoid the repetition.

- 1 The exhibits here are not as good as the exhibits
we saw last week. those
- 2 After two hours in a museum, my parents
are exhausted, and I'm exhausted too.
.....
- 3 Museums in France are not cheap, and museums
in Italy are not cheap.
- 4 'Do you think there'll still be museums in the
future?' 'Well, I hope there will still be museums.'
.....
- 5 If you want to sit here and relax, please sit here
and relax.
- 6 When we were in Cairo, we wanted to visit
the Egypt Museum – and we visited it.
.....

3

Grammar

★ Ellipsis

- a** Read the dialogue. Which words/phrases from the box have been left out? Write 1–10 next to the words.

It's Do you 1 I That's We're It's a Go Turn Take the It's

- A: Excuse me.
 B: Yeah?
 A: ¹Know 'The Mayfield'?
 B: The Mayfield?
 A: ²A hotel round here somewhere. ³Going to a wedding reception there.
 B: Oh. Hang on. The Mayfield. Yeah, ⁴think I remember.
 A: ⁵Off Newmarket Road somewhere.
 B: Oh, OK. Yes, right. ⁶Up here, as far as the lights. Then ⁷right at the lights, and then ⁸second left. It's half a mile up there, on the left.
 A: ⁹Great. Thanks.
 B: ¹⁰Pleasure.



- b** Which words/phrases have been omitted? Write them in the gaps.

- 1 A: ¹ Would you like to go out tonight?
 B: Yeah. ² Any ideas?
 A: How about that club in Mill Road?
³ Been there?
 B: A couple of times.
 A: ⁴ Any good?
 B: Brilliant. ⁵
 Expensive, though.
 2 A: Hi, James. ⁶
 Good weekend?
 B: Oh, hello, Annie. Yes, thanks.
⁷ great.
 A: ⁸ Do anything special?
 B: Not really. I just stayed at home and read. But it was really relaxing.
 A: Good! Listen – ⁹
 fancy a coffee?
 B: Not right now, thanks. Sorry.
¹⁰ Got to finish this report!

- c** Rewrite the dialogues. Leave out as many words or phrases as you can.

- 1 A: Do you want a drink?
 A: Drink?
 B: Yes, I'd like a drink.
 B:
 2 A: Did you have a nice weekend?
 A:
 B: No! It was the worst weekend ever.
 B:
 3 A: Is this food OK to eat?
 A:
 B: I'm not sure, but it might be OK to eat.
 B:
 4 A: Mike – have you got a minute?
 A:
 B: I'm sorry. I'm very busy at the moment.
 B:
 5 A: Oh, come on – please help me.
 A:
 B: I would help you if I could help you, but I can't help you.
 B:

4

Vocabulary

★ Old and new

- a** Complete the sentences with the correct form of the words in the box.

obsolete restore old-fashioned
update renovate outdated
contemporary ~~novel~~ renew

- Now that's a *novel* idea!
- My version of the software is a bit old now.
Can you it for me?
- This old painting is in terrible condition –
we need to have it
- I don't like old sculptures and things
from hundreds of years ago – I prefer
..... art.
- The song's on a cassette! But that's completely
..... technology!
- This map's useless! Twenty years old and
completely !
- I'm afraid the café's closed at the moment –
it's being
- Hi. My library membership's run out, so I'd like
to it, please.
- I always open the door for my girlfriend, but she
doesn't like it – she thinks I'm

b

Vocabulary bank

Complete the story with the words in the box.

state-of-the-art cutting edge current
antique ~~past its prime~~ decrepit

I was tired of my old computer. It was very slow and well ¹ *past its prime*. I desperately wanted to replace it. Not with something that was just ² Now I wanted something more ³ In fact, I knew exactly what I wanted – the Futura 3000MX – a computer at the ⁴ of IT technology. The only problem was I didn't have the £5,000 it cost.

Then my old computer broke down (again!), so I called out the technician (again!). The guy they sent round wasn't the usual man but he seemed to know what he was doing. The strange thing was that he seemed more interested in the chair he was sitting in than my computer. When he'd finished, he turned round and asked me how much I wanted for the chair. I must admit, I was quite surprised. As far as I was concerned it was a ⁵ old chair my grandfather had left me in his will. 'How about £5,000?' Apparently it was a real ⁶ and he was a bit of a dealer! And that's why I'm writing this story on a brand new Futura 3000MX!

VOCABULARY TIP

Words with similar meanings

- When learning another language, we often find words that have similar meanings to other words we know. Some words can be substituted for another without changing the meaning, for example, *That cooker is old-fashioned. That cooker is outdated.* In some cases words have similar meanings but collocate differently, for example, we can say *restore a painting*, but we don't say *renovate a painting*.
- When you record a word like this, it is a good idea to also record any synonyms, with examples in context to remind you of the correct collocations. A good monolingual dictionary will help you.

- Look at the following definitions and examples:

restore

to return something or someone to an earlier good condition or position
The badly neglected paintings have all been carefully restored.
After a week in bed, she was fully restored to health.
(= she felt healthy again)
The former leader was today restored to power in the first free elections for twenty years.

renew

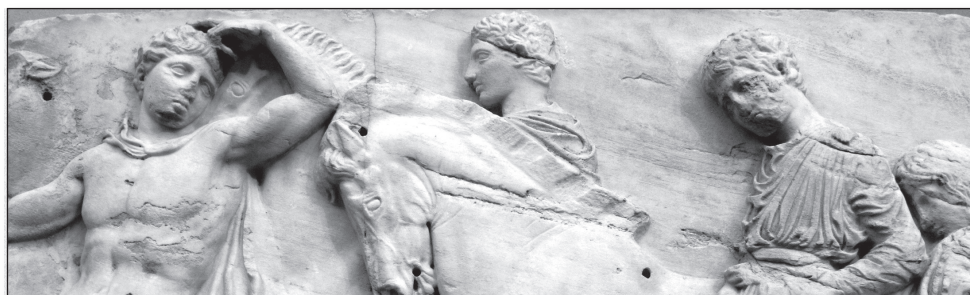
to increase the life of or replace something old
Every year I renew my membership of the sports club.
I forgot to renew my season ticket.
I'll use this material to renew the chair covers.

- Write one or two example sentences of your own for each word. Show them to a teacher / native speaker / advanced speaker and ask them to check them for you.

5 Culture in mind

a Read the text and answer the questions.

- 1 What has the woman returned, and to where?
- 2 Why did she decide to give it back?
- 3 What does the Swedish woman think the British Museum should do?
- 4 Who else has given things back to Greece recently?
- 5 Why does the British Museum say it doesn't need to give the Elgin Marbles back?



Swede gives back Acropolis marble

A retired Swedish gym teacher is the toast of Greece after returning a piece of sculpted marble taken from the Acropolis ^A

Birgit Wiger-Angner's family held the marble for 110 years, but she decided to return it to Athens after hearing about Greece's Elgin Marbles campaign. The small fragment comes from the Acropolis's Erechtheion temple. The move has boosted the international campaign to persuade the British Museum to return the Elgin Marbles to Athens.

It is only a small decorative piece of marble ^B The fragment comes from the frieze of the Erechtheion, one of the ancient

buildings on top of the rock called the Acropolis.

Surrounded by the original Parthenon marbles in the Acropolis Museum, Mrs Wiger-Angner called on the British Museum in London to restore to Greece the missing sculptures ^C

'I think that the British Museum should give back all the original Elgin marbles. They can make copies for themselves,' she said.

This is the second piece of the Acropolis jigsaw to be returned in the past two months. In September, Heidelberg University handed back a marble heel from the Acropolis's Parthenon. Campaigners argue that tourists would much rather see the

marbles in the original location ^D

'I think it is really just a moral obligation for everyone to add and share in the reunification of the Parthenon marbles, ^E, ' said Eleni Korka, director of classical antiquities at the Greek ministry of culture.

But the British Museum is resisting growing international pressure to return the sculptures prized from the ancient Greek temple by Lord Elgin. It insists that the sculptures were legally obtained from the authority governing Greece when Lord Elgin, in 1806, supposedly saved the sculpted tablets for the nation.

b Read the text again and decide where the following phrases go. Write 1–6 in the gaps A–E. There is one phrase you do not need.

- 1 but it is highly symbolic
- 2 which is a world monument
- 3 more than a century ago
- 4 than in London
- 5 helped to restore Greek national pride
- 6 from this priceless collection

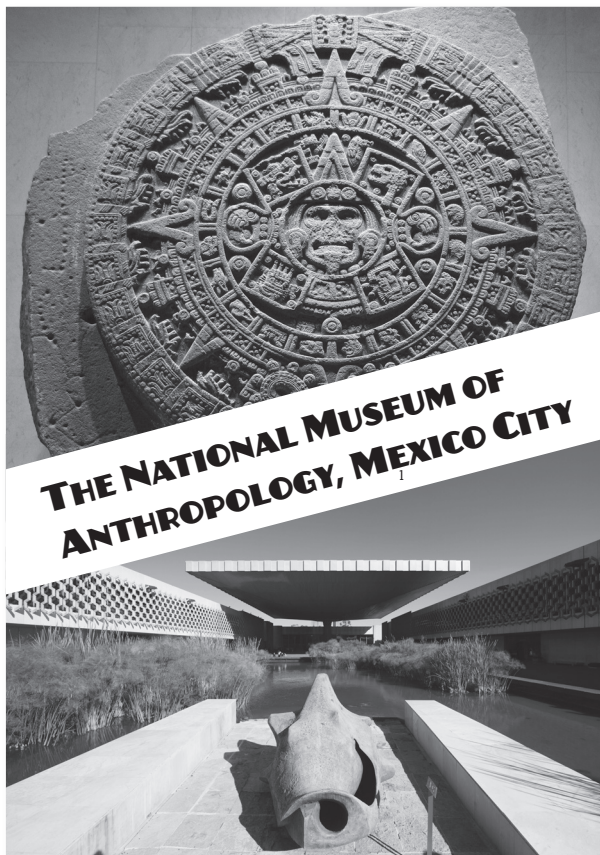
c Read the text again. Mark the sentences *T* (true) or *F* (false).

- 1 Mrs Wiger-Angner's family had the piece of marble for just less than a century. ☐
- 2 By giving the marble back, she has helped an international campaign. ☐
- 3 The piece of marble comes from a building on the Acropolis. ☐
- 4 It is not possible to make copies of the Elgin Marbles. ☐
- 5 Some people think that tourists want to see the marbles in Greece, not London. ☐
- 6 Pressure to return the marbles has decreased in recent years. ☐

Skills in mind

6 Listen

a ▶ CD4 T15 Listen to the tour guide and complete the leaflet below.



The Museum of Anthropology was opened in ¹ 1971

It was built over a period of ² months.

It covers an area of ³ square metres.

The ground floor focuses on Mexico before the ⁴

A famous exhibit is the Aztec Sun Stone, which was carved in the ⁵ century.

The Sun Stone is a kind of cosmological ⁶

It shows four worlds that were destroyed by jaguars, ⁷, firestorms and ⁸

For the Aztecs, the fifth world was created in ⁹

b ▶ CD4 T15 Listen again and answer the questions.

- 1 What nationality was the architect who designed the museum?
.....
- 2 What is unusual about the area of the museum?
.....
- 3 Where in the museum is the Sun Stone?
.....
- 4 What measurements are given for the Sun Stone?
.....
- 5 What is in the middle of the stone?
.....

EXAM TIP

Listening: note completion tasks

This kind of task asks you to listen and complete a set of notes.

- Be sure to read through the task before you listen – there will be many clues as to the kind of information you need to write. For example, in Exercise 6a, the first item is probably a date, and the second is probably a number, whereas in item number 4 you will be listening for a noun or adjective/noun.
- Reading through the task also gives you a broad, general idea of what you will be listening to, and that helps you when you actually listen.
- Sometimes it might feel strange to just write down the words (or numbers) that you actually hear – but this is the task. You do not need to write the information in any other way. For example, for item number 4 the speaker says ‘... before the *Spanish conquest*’ – and the words in *italics* here are what you need to write. There is no need to change the words, e.g. into *invasion by the Spanish people* – in fact, this might suggest that you are guessing, so just write what you hear.

Unit check

1 Fill in the spaces

Complete the text with the words in the box.

restored so restoring replaced ~~factor~~
those neither eventually novel that

Some time ago, I decided I wanted to buy a motorbike. I didn't have much money so the motorbikes I looked at had one ¹ factor in common: ² of being cheap. I set a maximum price for a bike and made a point of not looking at ³ that were above my limit.

Finally I bought an old motorbike and spent about a year ⁴ it. I threw away lots of old engine parts and ⁵ them, and I changed all the electrics myself. And the old leather seat was so beautiful that instead of buying a new one, I had it ⁶ But the wing mirrors were no good and ⁷ was the headlight, so I bought new ones. ⁸ , the bike was ready for me to get on it and ride, and one Sunday afternoon, I did ⁹ My first motorbike! It was a ¹⁰ feeling, but a really good one!

9

2 Choose the correct answers

Circle the correct answer: a, b or c.

- I went to the library to my membership.
a restore b renovate c renew
- They only made one of this car. It really is
a unique b iconic c gloomy
- The museum has many from ancient China.
a artefacts b exhibitions c shows
- People today are generally taller than in the past.
a those b them c that
- I liked the art gallery, and did my friends.
a neither b too c so
- He makes money by old houses and then selling them at a profit.
a renovating b renewing c updating
- They couldn't understand what he was saying, and could I.
a so b neither c too
- I'm not sure if they're coming tonight, but I certainly so.
a think b do c hope
- Technology changes so quickly that some things are almost as soon as we buy them.
a contemporary b obsolete c updated

8

3 Vocabulary

Underline the correct words.

- He certainly has some novel / prime ideas. He's very imaginative!
- Mum watches the news every night. She likes to keep up- / out- to-date with what's going on.
- Don't eat those sausages. They're outdated / out-of-date.
- This table is from the 17th century. It's a real decrepit / antique.
- This camera is really state- / cutting- of-the-art. It's got everything you could ever imagine.
- Our dog's 12 years old. He's well past his prime / first.
- Those TVs are antique / obsolete these days. You'd never be able to buy one new.
- The band has a really update / contemporary sound. It's very modern.
- That sofa is really outdated / decrepit. It's worn and smelly. We've got to throw it away.

8

How did you do?

Total: 25



Very good
20 – 25



OK
14 – 19



Review Unit 13 again
0 – 13

14

Feeling how others feel

1 Vocabulary

★ Habits and gestures

Complete the sentences with the words in the box.

blinking fiddling fold tilt ~~stroked~~ yawning cough rub biting

- 1 The old man stroked his chin thoughtfully.
- 2 I can't help The camera flash is so bright it hurts my eyes.
- 3 That's a nasty You should see a doctor.
- 4 Can you your head back and open your mouth? I need to see down your throat.
- 5 Please stop with your hair and listen to what I'm saying.
- 6 If you can't stop you should go to bed earlier.
- 7 You've got some dirt on your forehead. Do you want me to it off?
- 8 If you keep your nails you're going to make your fingertips sore.
- 9 OK, children, I want you to be quiet, your arms and sit down.

2 Study help

★ Distinguishing multiple meanings of words

- English words often have more than one meaning. Look at these three examples.
 - 1 He's in hospital recovering from a *stroke*.
 - 2 My best *stroke* is freestyle.
 - 3 Our cat loves it when you *stroke* him.
- When you look up the word in a dictionary, make sure you check what part of speech the word is. In example sentences 1 and 2 *stroke* is a noun, in sentence 3 *stroke* is a verb.
- Sometimes one part of speech may have more than one meaning, for example, the nouns in example sentences 1 and 2. In this case, you need to read all the definitions and work out which meaning fits your context best.
- Sometimes the word may be part of a fixed phrase.
 - 4 We caught the train because it was delayed. It was a *stroke of luck*.

In these cases you need to identify the whole expression, then find it in the dictionary. (See Vocabulary Tip Unit 10.)

Look at the underlined words and work out what part of speech each one is.

- 1 a How can a policeman afford to drive a Ferrari? I'm sure he's on the fiddle.
 b Try not to fiddle with your hair.
 c She plays the fiddle really well.
 d Making this model aeroplane is a real fiddle. The parts are so small.
- 2 a Please fold the letter in half before you put it in the envelope.
 b I've got terrible cards, so I'm going to fold.
 c We aren't making any money, so we have to fold the company.
 d Have you put the sheep in the fold for the night?
- 3 a Can you rub my back? It's a bit sore.
 b OK, so I failed my driving test. There's no need to rub my nose in it.
 c Use a pencil so you can rub it out if you make a mistake.
 d Give your hair a good rub to get it dry.

Now use a dictionary to find out the different meanings of each of these words.

3 Vocabulary

Vocabulary bank Complete the sentences with the missing body parts.

- Her father raised an eyebrow when she announced she was going out with a younger boy.
- When our teacher wants us to be quiet, he snaps his I think he thinks we're dogs.
- I'm going to ask her if she wants to go to the cinema. Cross your for me.
- I don't think that man likes the way you're driving, Mum. He's shaking his at you.
- She wrinkled her when I came in from the gym. Maybe I need a shower?
- Dad really likes my idea. He's given me the up.
- You could try and show some interest. All you do is shrug your when I ask you a question.

4 Grammar

* Negative inversions

a Read the sentences and circle the negative inversions.

- Rarely (do I) read more than one book a month.
- Under no circumstances should you press the red button.
- Not only was the lecture too long but I couldn't understand a word he said.
- On no account can anyone talk to the prisoner.
- No sooner had I recovered from the flu than I broke my arm.

b Complete the pairs of sentences with the words in the box.

am I have I I had I am
I have had I was I I was

- Never have I seen such a beautiful painting. It's wonderful.
 - never seen such a beautiful painting. It's wonderful.
- Not only tired but I was hungry.
 - not only tired but I was hungry.
- rarely late for school.
 - Rarely late for school.
- No sooner put the phone down than it rang again.
 - no sooner put the phone down than it rang again.

c Put the words in order to make sentences.

- embarrassed. / she / been / has / so / Never
Never has she been so embarrassed
- better / Rarely / see / film. / will / you / a
- do / tell / truth. / Seldom / politicians / the
- room. / no / can / On / you / into / that / account / go
- forgot / Not / only / bring / she / but / late / she / to / present. / was / me / a / also
- storm / had / we / left / No / the / sooner / started. / than / house / a

5

Grammar

★ Hedging and boosting

a Read the email and underline two examples of hedging and two examples of boosting.

b Read the extracts from Chloe's reply. Rewrite the sentences using the words in brackets.

1 Your problem is one that affects a great number of teenagers. (unquestionably)

Your problem is unquestionably one that affects a great number of teenagers.

2 Understanding your teenage children is one of modern parents' greatest challenges. (seems)

.....

3 You must remember that your parents love you. (undoubtedly)

.....

4 It's true that our parents often forget what it's like to be young. (appear)

.....

5 If you try to meet your parents half way, things will start to improve. (definitely)

.....

c Put the words in order to make sentences.

1 the / seems / to / problem / what / be *What seems to be the problem?*

2 broken / be / to / appears / it

3 it / world / animal / to / be / believed / the / is / in / rarest / the

4 decades / for / most / to / be / the / is / thought / discovery / important / this

5 where / don't / to / know / are / seem / they / they / going

6 government / it's / the / unquestionably / problem / facing / biggest / this

7 answer / some / definitely / be / there / will / questions / to

8 needs / do / he / to / soon / something / undoubtedly

Dear Chloe,

My problem's nothing new and it's one you'll certainly have seen before but I don't know who else to turn to. In two words: my parents. Their latest thing is the time I have to be back on Friday evenings. They say I should be back by midnight so I can get up early and enjoy my weekends. Don't they realise that Friday evenings are the part of my weekend I enjoy the most? This is the problem with my parents – they don't seem to understand anything about me nor do they show any signs of wanting to. It appears everything I do is wrong. I wear the wrong clothes, I hang out with the wrong people and I spend my money on the wrong things. I'd love to be able to get on well with them but they're not interested and it's a situation that's definitely getting worse. What can I do?

Yours desperately
Paula

6 Many experts think this is a source of great conflict in a family. (believed)

.....

7 Your parents want a happier home environment too. (unquestionably)

.....

8 This is a problem for many families all over the country. (seems)

.....

6 Listen

★ Short monologues

a ▶ **CD4 T16** Listen to Janet talking about the first Olympic games and choose the correct answers.

- The first Olympic games took place in Greece. How many years was it before they were held there for a second time?
a 104 b 108 c 112
- Where were the first games of the modern era supposed to take place?
a Athens b Budapest c Paris
- Why did Greece nearly lose the games?
a because Hungary put in a better bid
b because the people didn't really want them
c because they didn't have enough money
- How many countries competed in the games?
a 14 b 43 c Over 200
- Why were the football and cricket tournaments called off?
a because of bad weather
b because there weren't enough people there to play
c because only the Greeks had a full team
- What did third-place athletes get?
a silver medals
b bronze medals
c no medals

b ▶ **CD4 T16** Fill each gap with one word then listen again to check. Look at Exercise 9b in the Student's Book to help you.

- Just as a of interest the games nearly had to take place in Budapest in Hungary.
- Can you just with me for a moment while I check my notes?
- Right, going to the 1896 games, quite a few other things were different too.
- As it, if you came in third you got nothing.
- By the, the first Olympic champion was American James Brendan Connolly.
- To up, although the Games have got bigger and bigger...



7 Pronunciation

a ▶ **CD4 T17** Listen to these phrases. How are the underlined parts pronounced?

- back over a hundred years ago
- I'm talking about the modern era
- Let's put that in context
- Of course that never happened.
- the games were a great success

b ▶ **CD4 T17** Practise saying the phrases aloud. Pay attention to how you join the words together, and try to read each phrase without pausing at all. Then listen and compare.

Skills in mind

8 Write

a Read the texts quickly. Which text is an extract from:

- | | | | |
|----------------------|-------|--------------|-------|
| 1 a review | | 3 an article | |
| 2 an informal letter | | 4 a report | |

A Last Saturday's **Shipton Village Annual 'Make a New Friend Day'** was as popular as ever. The day was a great success, raising over £500 for the local children's hospital. We are grateful to everyone who, despite the terrible weather, came to the event and donated so generously. A big thank you to our readers too for all your much-needed support.

B On the whole, I found the book to be rather artificial and pretentious. There's one passage in the book where the author suggests how clever he is to have written it in 100 chapters. That for me is the problem. I really don't think it would have made any difference if it had 25 or 125 chapters. I just wish the author had spent more time developing an interesting story.

C Birmingham's not such a bad place - it's nowhere near as bad as I'd feared and I'm starting to get out and make new friends. I've joined a couple of clubs, salsa and the debating society, and met a few people. I even have some new phone numbers for my phone. Of course, none of them will ever be a replacement for you, but then how could they be?

D The area that needs greatest attention is that concerning students who are new to the school. Of the ten students who joined from other schools at the beginning of this term, seven said that they felt they could have been given a better welcome. Four of these also said that they found it very hard to make new friends in the first two months they were here.

b Write 200–250 words. Choose one of the following:

- a review of a book you have read recently
- an informal letter to a friend about what you did last weekend
- a report on an area of your school which you think needs improving
- a newspaper article about a local event.

Use the texts in Exercise 8a to help you.

EXAM TIP

Key writing tasks

Most exams will require you to write in a number of different styles. Here are some of the most common ones:

• Reports

Organisation is key here and you should use headings to make your points clear. As these will often deal with an area such as transport, education, and law and order it's a good idea to learn useful vocabulary that will help you talk about these issues.

• Proposals

Similar to a report, only you will be making a recommendation based on your evidence. You will need to be able to make polite suggestions and use persuasive language.

• Articles

The aim of a good article is to educate and entertain. You should be able to use a number of techniques such as description, opinion giving and storytelling to help you grab the attention of your reader.

• Reviews

A good review will contain a short description and a recommendation, either positive or negative. You must be able to support your opinions with examples.

• Leaflets

A good leaflet gets across all the important information in a clear and attractive manner. The purpose of the leaflet should be immediately obvious and the information needs careful organisation.

• Competition entries

Creativity is often the key with competition entries and your writing should engage the reader from the first word. A strong ending is also important and will leave a good final impression.

Unit check

1 Fill in the spaces

Complete the text with the words in the box.

form fiddling undoubtedly comes strokes
unquestionably blinks appears seem yawning

It's clear how important first impressions ¹ unquestionably are. For example, if you meet a new person and they spend all the time ² _____, you'll probably think they find you boring. But maybe they just had a late night. If they spend all the time ³ _____ with their hair it might ⁴ _____ that they're not listening to you, when perhaps they're just a bit nervous. In these situations, body language ⁵ _____ plays an enormous part in the impressions we ⁶ _____. And it's not just the obvious gestures, it's the subtle ones too. Someone who ⁷ _____ his eyes a lot ⁸ _____ nervous, someone else who ⁹ _____ his chin while listening often ¹⁰ _____ across as being insincere. We might not even notice these movements but we subconsciously incorporate them into our assessment of the person.

9

2 Choose the correct answers

Circle the correct answer: a, b or c.

- He just _____ his shoulders and walked away.
a folded b raised c shrugged
- Not only _____ like him, I also consider him a good friend.
a do I b I do c I
- Under _____ circumstances should you believe a word he says.
a any b some c no
- Never _____ seen such an awful film before.
a I b have I c I have
- No sooner had I got into the bath _____ the phone rang.
a then b than c after
- This is believed _____ the hottest May for two hundred years.
a been b be c to be
- Rarely _____ find such talent.
a you b do you c you do
- _____ your head back and look up.
a Rub b Tilt c Fold
- You should take some medicine for that _____.
a blink b cough c yawn

8

3 Vocabulary

Complete each word. The first letter is given to you.

- He was really cross. He was shaking his f ist at us.
- Stop f _____ with your hair. It's driving me mad.
- When I get nervous I often bite my n _____.
- The light was really bright and I couldn't stop b _____.
- The class was really boring and I couldn't stop y _____.
- Waiters don't usually like it if you snap your f _____ at them.
- He didn't seem that interested. He just shrugged his s _____.
- Keep your f _____ crossed for me today. I've got an important exam.
- My mum always folds her a _____ when she's cross with me.

8

How did you do?

Total: 25



Very good
20 – 25



OK
14 – 19



Review Unit 14 again
0 – 13

Grammar reference

Unit 1

Deduction and probability

- 1 There are several modal verbs that are used to talk about deduction and probability. The most common verbs are *may / might / will / must / can't*.
- 2 We use *may* and *might* when we think something is possible.
*I don't know for sure where James is, but he **may / might be** in the park.* (present)
*I'm going to be very busy tomorrow, so I **may / might not come** home for lunch.* (future)
*They aren't answering the phone. They **may / might have gone out**.* (past)
- 3 We use *will / won't* when we feel certain about something.
*Oh, there's someone at the door. It'll **be** Ruth.* (present)
*Helen's never on time, so I'm sure she'll **be** late for the match this evening.* (future)
*Don't phone him at his office. It's eight o'clock, he'll **have gone** home by now.* (past)
- 4 We use the modal verbs *must* and *can't* when we feel sure about something, and we have some evidence to base this view on. (This is called *deduction*.) Deductions can be made about past or present events.
*His name's Pietro and he's wearing a Milan shirt – he **must be** Italian.* (present)
*Their last CD was awful, so the new one **can't be** any good either.* (present)
*I can't open any internet pages – my connection **must have gone down**.* (past)
*You **can't have been** at the library yesterday – it was closed!* (past)

Unit 2

Future in the past

- 1 When we refer to the future, we can do so by using *be going to* (for intentions, plans and outcomes) or *will / won't* (for predictions).
*I'm **going to be** a doctor when I leave school.*
*It's eight o'clock – it'll **be** dark in half an hour.*
- 2 When we want to talk about someone's intentions in the past, we use the past form of *be going to*. When we want to talk about predictions in the past, we use *would / wouldn't*.
*I **was going to tidy** my room last night, but Belinda phoned me and then I forgot.*
*We didn't know what time he **was going to arrive**, so we couldn't go and meet him.*
*I knew I **would pass** my driving test first time – and I did.*
*When we planned the picnic, we were sure it **wouldn't rain** – but we were wrong.*

Unit 3

Cleft sentences with *what* and *it*

- 1 The word *what* can be used to mean *the thing that*. It can be used as the subject or object of a verb. We use *what* in this way when we want to emphasise the point we are making.
***What I don't understand** is why people waste their money on these things.*
***What is important** is to understand the feelings of people who act like this.*
***What I don't want to do** is make things worse than they already are.*
- 2 We use *it* when we want to focus attention on the information at the beginning of the sentence; very often this is to correct what someone else has said.
***It was Tim Berners-Lee who** invented the worldwide web.*
***It was in 1969 that** men first landed on the moon.*
*A: People all over Canada speak English and French. B: No, **it's only in Quebec that** people speak both languages.*

Unit 4

could / managed to / be able to

- 1 When talking about ability in the past, we can use *could* / *managed to* / *was* or *were able to*. However, there are differences in their meanings.
- 2 When we are talking about general ability, it is more usual to use *could* and *couldn't*.
I could name all the Liverpool players when I was eight. These days I can't name any of them.
I couldn't swim until I was ten.
- 3 When we are talking about the lack of ability on a specific occasion in the past, we can use all three expressions.
I drove as fast as I could but I wasn't able to catch him.
They played well but they didn't manage to win.
The seats were right at the back of the stadium and we couldn't see a thing.
- 4 However, when we are talking about ability on a specific occasion, we don't use *could*.
The sea was rough but we managed to swim to safety. (NOT ~~The sea was rough but we could swim to safety.~~)
The game was sold out but we were able to get tickets. (NOT ~~The game was sold out but we could get tickets.~~)
- 5 *Can* has only two forms (present *can* and past *could*), so we have to use *be able to* for other tenses. We also use *be able to* after modal verbs.
We will still be able to qualify if we win our next game.
I haven't been able to concentrate since the accident.
It's right in front of you. You must be able to see it.
We should be able to take off in about ten minutes.

Unit 5

Position of adverbs

- 1 When an adverb is used to qualify an adjective, it is normally placed after the verb *to be* and in front of the adjective.
The test was incredibly difficult.
She's usually tired when she gets home from work.
- 2 Adverbs can also qualify other adverbs.
He ran very fast.
Can you please listen really carefully?
- 3 When adverbs are used to qualify verbs, especially adverbs of manner, they usually come after the verb.
She types well.
I only got there on time because I drove fast.
- 4 Sometimes, in order to emphasise the manner or frequency of an action, the adverb can come before the verb. We can't do this if we are using the verb *to be*.
They desperately wanted to live somewhere else.
He frequently asked for help from his friends.
- 5 It is possible to use adverbs to comment on a whole sentence or idea. In this case, the adverb usually comes at the beginning of the sentence, especially in writing.
Surprisingly, not many people know about this new product.
Unfortunately, its high price meant that it didn't sell very well.
- 6 We usually put an adverbial phrase at the end of a sentence.
He looked at me in a rather curious way.
The audience listened to him in total silence.
- 7 Adverbs do not usually come between a verb and its object.
They beat Liverpool convincingly. (NOT: ~~They beat convincingly Liverpool.~~)
She watched the men closely. (NOT: ~~She watched closely the men.~~)

Adjective order

- 1 In most speech and writing, it is rare for a noun to be qualified by more than three adjectives – in fact, the most common number of adjectives is one or two. However, there are certain rules governing the order in which adjectives come, whether there are two, three or more.
- 2 Adjectives are of different kinds. See the table below.

Quality/opinion	Shape	Colour	Origin	Material
<i>beautiful</i>	<i>round</i>	<i>red</i>	<i>Italian</i>	<i>leather</i>
<i>hopeless</i>	<i>square</i>	<i>white</i>	<i>Chinese</i>	<i>diamond</i>

- 3 When two adjectives are used to qualify a noun, and one is factual but the other is to do with quality/opinion, the quality/opinion adjective comes first.
*I bought a **beautiful red** bicycle. He was wearing **awful leather** trousers.*
- 4 When more than one factual adjective is used, the order of adjectives follows that shown in the table above: shape / colour / origin / material.
*My grandmother owns an **Italian diamond** necklace.*
*I wore a **white cotton** shirt to the party.*
*She wears **beautiful square Italian** glasses.*

Unit 6

Past perfect tenses review

- 1 The **past perfect simple** is formed with the past simple of the verb *to have* (*had* / *had not*) + the past participle of the main verb. We use the **past perfect simple** to talk about an action in the past which happened before another past action.
*When we got to the cinema, the film **had started**.*
*Stuart looked very different. He **had grown** a beard.*
- 2 The **past perfect continuous** is formed with the past perfect of the verb *to be* (*had been* / *had not been*) + the *-ing* form of the main verb. We use the past perfect continuous to talk about a continuous action in the past that had been going on right up until the time we are referring to and was still continuing, or had stopped shortly before the time we are referring to.
*When we got to the party, our friends **had been dancing** for a long time. (and they were still dancing)*
*I **had been studying** for over four hours. (before I stopped to take a break)*
- 3 The **past perfect passive** is formed with the past perfect of the verb *to be* (*had been* / *had not been*) + the past participle of the main verb. The past perfect passive is used, as with other passive tenses, when we do not know who did the action or it is not important who did it.
*When I got to the ticket office, all the tickets **had been sold**.*
*The street cleaners spent hours cleaning up the litter that **had been thrown** on the ground.*

Unit 7

Reporting verb patterns

- 1 There are many verbs which can be used to report what someone said – for example, *say, tell, promise, suggest, persuade, refuse, recommend, claim*. The patterns that follow these verbs are different, however.
- 2 Some verbs (for example, *say, claim, argue, emphasise*) can be followed by *that* + clause.
*She **said that** people in her country were very friendly*
*The President **emphasised that** he was not prepared to change his mind.*
*He **argued that** the plan was certain to fail.*
Some of these verbs may also be followed by a noun.
*She **argued her case** very strongly.*
*They **emphasised the same point** over and over again.*
- 3 Some verbs (for example, *promise, refuse, offer*) are followed by an infinitive + *to*.
*We **offered to help** them, but they didn't want us to.*
*I **promised to come** round the following evening.*
*He **refused to listen** to anything I had to say.*
Note that *promise* can also be followed by pronoun + *that* + clause.
*You **promised me that** you'd be here on time!*

- 4 Some verbs (for example, *tell, encourage, advise, persuade*) are followed by pronoun + infinitive with *to*.
He told us to go away.
Her parents encouraged her to find a better job.
He tried, but he didn't persuade me to go with him.
- 5 Some verbs (for example, *suggest, deny, apologise for, confess to*) are followed by a gerund.
The leaders suggested taking a different path through the forest.
He denied being part of the gang who attacked the train.
My sister apologised for borrowing my shoes without asking me.
 These verbs can also be followed by nouns.
He apologised for the mess.
She suggested some exercise.
 When we use these reporting verbs in the past, they are followed by the gerund *having* + past participle.
They denied having stolen the things that had disappeared from the school.
He apologised for having left the party without saying goodbye.
He confessed to having attacked several people the previous month.

Unit 8

Mixed conditionals review

- 1 We refer to mixed conditionals when we use sentences that do not follow the standard zero, 1st, 2nd and 3rd conditional patterns that you are familiar with. Two of the most common mixed conditionals are combinations of 2nd and 3rd conditionals.
- 2 To talk about the present consequence of a past action, the *if*-clause follows the pattern of a 3rd conditional and the consequence clause follows the pattern of a 2nd conditional.
If we had left earlier we wouldn't be late. (= We didn't leave early enough and we are late now.)
- 3 To talk about a past action which was the result of a universal truth, the *if*-clause follows the pattern of a 2nd conditional and the consequence clause follows the pattern of a 3rd conditional.
If I was fitter, I would have won that race. (= I'm not fit enough, so I didn't win the race.)

Alternatives to *if*

- 1 We do not always use *if* when we want to talk about actions and their consequences. There are several other alternatives. Some of the most common are: *as long as, otherwise, provided that, suppose, imagine* and *unless*.
- 2 We use *as long as* and *provided (that)* to mean *on the condition that*. We use these mainly in 1st conditional sentences, and usually (though not exclusively) when we are talking about making deals. Both expressions can be replaced with *if*.
I'll help you with the washing up as long as you help me with my homework.
I'll lend you the money provided (that) you show me what you've spent it on,
- 3 We use *imagine* and *suppose* in 2nd conditional sentences when we are hypothesising about imaginary situations. They are used at the beginning of sentences and are usually used to introduce questions.
Imagine you could have one special power. What would it be?
Suppose you found a £50 note in the street. What would you do?
- 4 *Unless* has the meaning of *if not*. It is mainly used in 1st conditionals but can also be used in 2nd conditionals.
I won't talk to him unless he apologises. (= I won't talk to him if he doesn't apologise.)
Unless I phone, expect me at 8 pm. (= If I don't phone, expect me at 8 pm.)
I would never say anything like that unless I was really certain it was true. (= I would never say anything like that if I wasn't really certain it was true.)
- 5 We often use *otherwise* when we want to warn someone about what will happen if a condition is not met. We use this in 1st conditional sentences.
You should get to a dentist soon. Otherwise that tooth is going to give you a problem.
We need to leave now. Otherwise we'll be late.

Unit 9

Talking about tendencies

There are a number of ways in which we can talk about things which have a tendency to happen or things which are generally true.

- 1 We can use the verb *to tend* to followed by a verb.
*He **tends to get** angry if you criticise his clothes.*
*British people **tend to be** a little reserved.*
*I like lots of types of music, but I **tend to listen to** indie music more than anything else.*
- 2 We can also use the modal verb *will / won't* + infinitive. Note that in this sense, *will* does not have a future reference.
*If you ask him 100 questions, he'll **know** the answer to 99 of them.*
*If you're lost, just ask someone – there'll **be** someone who can help you.*
*Never put tomatoes on her plate – she **won't eat** them.*
- 3 We can also use the adverb *always* with the present continuous tense to talk about tendencies. This often indicates that the speaker is annoyed about this particular 'tendency'.
*My brother's **always borrowing** things without asking me.*
*They're **always telling** me what to do – I hate that!*
*She's **always thinking** of ways to upset other people.*

Unit 10

Causative *have* review

- 1 This structure has the form *have* + noun + past participle.
*I'm going to the cleaner's with my jacket. I want to **have it dry cleaned**.*
- 2 We normally use *have something done* to talk about a service or function that some other person does for us. This is often a service that we pay for.
*I **had my computer repaired**. (= Another person came and repaired it for me.)*
*I think it's time for me to **have my hair cut**.*

Modal passives (present and past)

The passive form of modal verbs is formed as follows: modal verb + *be* + past participle (for present passive); modal verb + *have been* + past participle (for past passive).

- I think we **should be informed**. (present/future)*
*She's worried that she **might be left behind**. (present/future)*
*In the event of theft, the police **must be notified** immediately. (present/future)*
*Any luggage left unattended **will be removed and destroyed**. (present/future)*
*We **should have been invited** to the party. (past)*
*Some people think that Shakespeare's plays **might have been written** by someone else. (past)*
*This camera's damaged – it **must have been dropped** or something. (past)*
*He's famous now, but in a few months' time his name **will have been forgotten**. (past in the future)*

Unit 11

Future perfect / future continuous review

- 1 We use the future continuous tense to refer to an action that will still be happening at a specific time in the future. It is formed with *will + be* + the *-ing* form of the verb.
*Ten years from now I **will be working** as the CEO of a multinational company.*
*This time next week we'll **be lying** on a beach in Spain.*
- 2 We use the future perfect tense to refer to an action that will have been completed by a specific time in the future. It is formed with *will + the present perfect*.
*By 2100, the temperature of the earth **will have risen** by 2°C.*
*By the time you finish eating, we'll **have all fallen** asleep.*

Alternative ways of referring to the future

- 1 We usually use *be going to* and *will* to talk about the future, but there are several other expressions we can use such as: *be about to*, *be off to*, *be due to*, *be bound to*, *be supposed to* and *be thinking of*.
- 2 We use *be off to* to talk about a future journey, however large or small it might be.
I'm just off to the shops to pick up a newspaper.
We're off to Barbados at the end of the month.
- 3 We use *be about to* to talk about something which is going to happen in the very immediate future (as the speaker sees it).
Be careful. She's about to lose her temper.
They're about to release a new CD.
- 4 We use *be due to* to talk about an event which is expected (or scheduled) to happen in the future.
Their plane's due to land at 4 pm.
The prime minister's due to make an announcement this afternoon.
- 5 We use *be bound to* to refer to something which the speaker feels sure will happen.
You're bound to pass. You're a really good driver.
It's bound to rain tomorrow. It's Saturday.
- 6 We use *be supposed to* to refer to something which should happen (i.e. has been planned or scheduled), but the speaker thinks there is some doubt about it actually happening.
She's supposed to be here by 7 pm but you know what she's like.
They're supposed to give me an answer tomorrow but it might be on Friday.
- 7 We use *be thinking of* to refer to future plans, which are possible but have not been decided yet.
They're thinking of building a new cinema here.
I'm thinking of taking a year off before I go to university.

Unit 12

Past tenses with hypothetical meaning

- 1 We use the past tense with certain expressions to talk about hypothetical situations, which may be in the present or the future. These expressions include, *wish*, *if only*, *rather* and *it's time*.
- 2 We use *wish* / *if only* + past tense to talk about how we would like a present situation to be different.
I wish I knew the answer.
If only she didn't have a boyfriend.
- 3 If we want to express regret at a past situation, we use *wish* / *if only* + past perfect.
I wish I hadn't said that.
If only I had studied harder.
- 4 We often use *could* with *wish* / *if only* to talk about ability (or lack of ability) and permission.
I wish I could fly.
I wish I could go to the party tonight.
- 5 We often use *would* with *wish* / *if only* to talk about situations we find annoying.
I wish she wouldn't talk so much.
I wish you would help me sometimes.
- 6 We use *I'd rather* + subject + past tense to talk about our preferences or about something we would like to change.
I'd rather we went to the cinema than the theatre.
I'd rather you didn't speak to me like that.
- 7 We use *It's time* + past tense when we want to say that action should be taken to ensure that something happens soon. We can emphasise this by using the expression *high time*.
It's time you went to bed. You're exhausted.
It's high time the government did something about the situation.

Unit 13

Substitution

- 1 In formal situations and often in written English, we often use *that* / *those* to avoid repetition of nouns. When we are referring to people we must use *those*.
*There are **people** who support this idea just as there are **those** who are against it.*
*One of the most important **jobs** of a teacher is **that** of creating enthusiasm.*
- 2 To avoid repeating noun phrases, we can use *do/did so*, *think so* and *hope so*.
*I asked him to call an ambulance and he **did so** immediately.*
*A: Do you think we've got a chance of winning? B: I certainly **hope so**.*
*Many people believe this will be his last year in power and I **think so** too.*
- 3 To avoid repeating ideas, we can use *so* / *neither*, *nor*. These phrases take on the meaning of *also*. Note that the subject and object are inverted in these sentences.
*He didn't enjoy the meal and **neither did I**.*
*I'm really looking forward to the wedding and **so is she**.*

Ellipsis

We often leave words out in English. This is known as 'ellipsis' and is especially true of informal spoken language.

A: *Did you like the film?* = *Like the film?*

B: *Yes, I liked the film.* = *Yes, I did.*

A: *Do you want some more chocolate?* = *Want some more chocolate?*

B: *I'd love some.* = *Love some.*

The dog might be dangerous. Be careful. = *Might be dangerous. Be careful.*

Unit 14

Negative inversions

- 1 With some negative phrases we can invert the word order in a sentence to make the language more emphatic. This is much more common in written language than in spoken language. Although negative inversions are a useful tool in compositions, be careful not to overuse them. It will make your writing sound unnatural.
- 2 The word order of the sentence is inverted to follow the pattern of a question.
*I have never seen such a mess. / Never **have I seen** such a mess.*
*You rarely hear a good news story these days. / Rarely **do you hear** a good news story these days.*
- 3 Some of the more common negative phrases we use inversions with are: *never* / *rarely* / *not only ... but also* / *under no circumstances* / *on no account* / *no sooner ... than*.
***Never** will I talk to him again.*
***Rarely** does it rain in July.*
***Not only** did she deliberately crash into my car, **but** she also said it was my fault.*
***Under no circumstances** can you tell anyone about this.*
***On no account** must you enter this room after 8 pm.*
***No sooner** had we seen the lion **than** it disappeared.*

Hedging and boosting

- 1 Hedging is a way of making language sound less assertive or forceful. Phrases that are often used in hedging include: *seems to* / *appears to* / *is believed to* / *is thought to*.
*We **seem to** have a small problem.*
*Your laptop **appears to** have stopped working.*
*Raw tomatoes **are believed to** be very good for your skin.*
*She's **thought to** have left the country.*
- 2 Boosting is the opposite of hedging. We use boosting techniques to make what we say sound more certain and forceful. We often use adverbs such as *undoubtedly* / *unquestionably* / *definitely* to do this.
*It's **undoubtedly** the greatest film ever made.*
*He **definitely** drives too fast.*
*They were **unquestionably** the best band of the night.*
- 3 Remember the usual positioning of adverbs:
After the verb *to be*: *It **was unquestionably** the worst meal I've ever had.*
Before the main verb: *They **undoubtedly made** a good decision.*
After auxiliaries: *I **have definitely** eaten too much.*