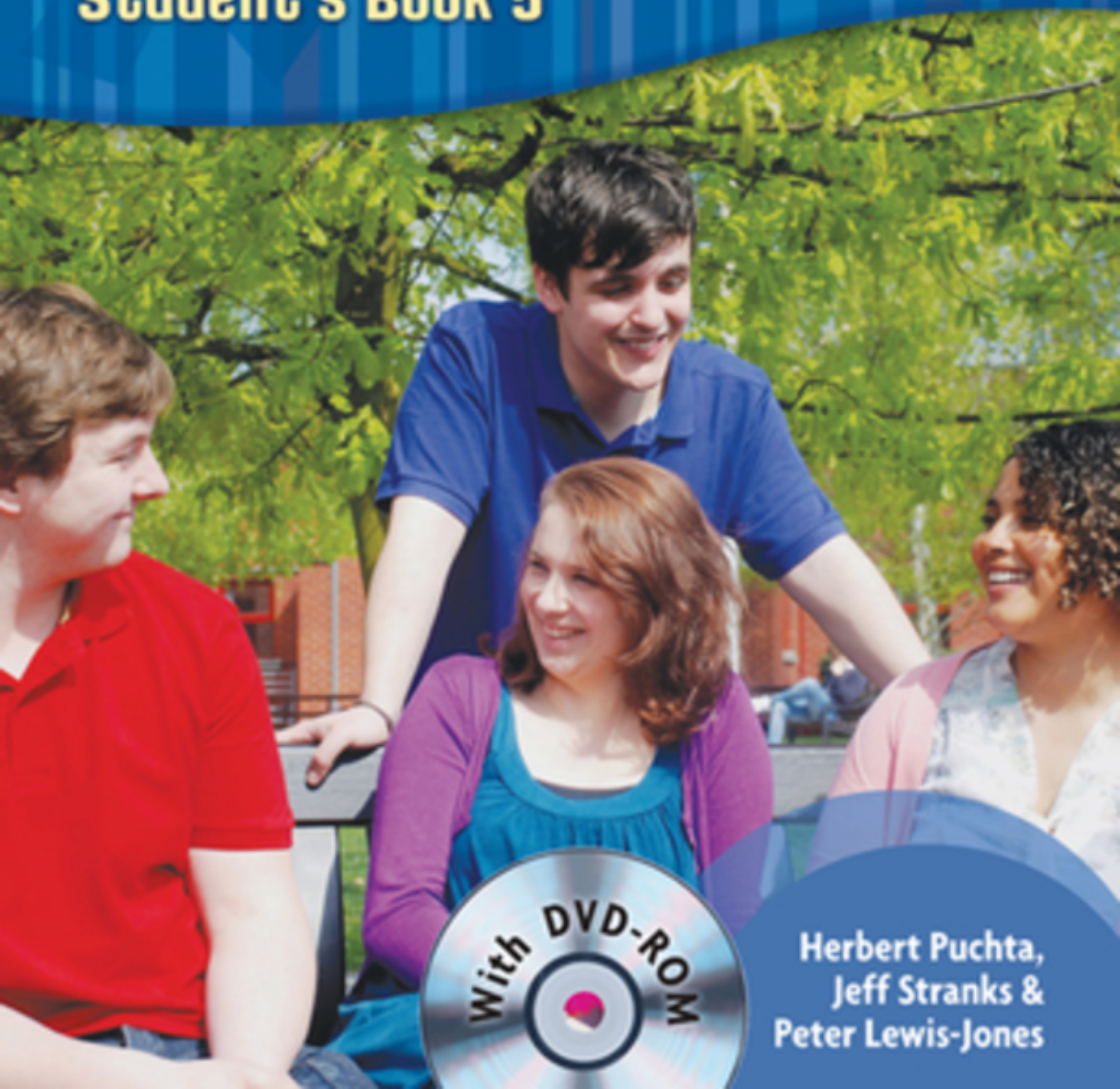


# English in Mind

Second edition

## Student's Book 5



Herbert Puchta,  
Jeff Stranks &  
Peter Lewis-Jones



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**Student's Book 5**



**CAMBRIDGE**  
UNIVERSITY PRESS

## Welcome section

A Grammar *what* clauses; *so* / *such*  
 Vocabulary Personality; making an effort  
 Reading Personality quizzes

B Grammar Adverbial phrases; *which* referring back to clause  
 Vocabulary Fame; the environment  
 Reading 21st-century heroes – Steve Irwin

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Speaking & Functions	Listening	Reading	Writing
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Discussing objects that tell us about our society Taking part in a discussion to plan a school trip	Radio programme: <i>Our Heritage</i>	The People's Museum Culture in mind: Museums at the bottom of the sea	A note
A short presentation	Mirroring techniques A class presentation Video activities: Family problems?	A fascinating discovery	Discursive composition



# Welcome section A

- \* Grammar: *what* clauses; *so* / *such*
- \* Vocabulary: personality; making an effort

## 1 Read and listen

- a** Read the text quickly. Which of the people in the pictures do you think is most likely to be the author?



**There's something I have to confess.** They have been annoying me for a long time. 'How can people take these things seriously?' I ask myself, every time I come across one. 'How can such rubbish be published?' So what am I talking about? Personality quizzes, of course! You know the sort of thing: 'How charming are you?', 'Could you be a better friend?', 'Ten questions to find out how sympathetic you are.' You find them in those glossy magazines they leave lying around in doctors' waiting rooms. Am I the only person left in the world who isn't obsessed with mini-questionnaires that promise to tell me all about myself?



To be honest, until I decided to write this article, I'd never actually done a personality quiz. I just instinctively knew that I didn't like them. So, in the name of research, I thought I'd better try out a couple. I half-heartedly did one that told me I was pretentious and smug (my wife would agree) and I struggled with one to find out how bubbly I am – not at all, apparently (no surprise there either). All in all the whole experience was such a waste of time that I promised myself that I'd never do one again. Actually it wasn't a complete waste of time. At least now I know what I'm talking about. And it confirmed all I had originally thought. And that is that personality quizzes reflect the fact that we've all become so self-obsessed that we'll read any old rubbish, as long as it allows us to talk about ourselves. But of course, instead of telling us how boring, selfish and unfunny we all are, these quizzes are designed to make us seem like super humans – interesting, considerate and witty. That's why we keep going back for more.



But I think what really gets me cross about these quizzes is that the authors must have spent all of five minutes in their tea break thinking up the questions. I mean, the questions are so obvious that I think my eight-year-old daughter could think up more meaningful ones.

I've got some advice for all personality quiz addicts: if you really want to know the 'true' you, it's better to listen to what others have to say about you. But just one word of warning: be careful – real people aren't as kind as glossy magazine writers. You might not always like what they have to say.

- b** ▶ **CD1 T02** Read the text again and listen. Say if the sentences are **T** (true) or **F** (false).

The writer...

- 1 did several personality quizzes as he waited to see the doctor. ☒ **F**
- 2 decided he should find out more about his subject before writing the article. ☐
- 3 did the personality quiz enthusiastically. ☐
- 4 considers himself to be a cheerful person. ☐
- 5 believes personality quizzes are for the egotistical. ☐
- 6 thinks these quizzes are badly written. ☐
- 7 has a daughter who writes personality quizzes. ☐
- 8 believes other people are better judges of character than these quizzes. ☐

- c** **What do you think? Discuss.**

- 1 Have you ever done any personality quizzes? What kind of questions did they ask?
- 2 Do you agree with the writer that these quizzes are only for people who are self-obsessed?
- 3 What do you think is the best way to find out about yourself?

## 2 what clauses

Rewrite the sentences.

- The personality quiz said that I was pushy. That really annoyed me.  
What really annoyed me was that the personality quiz said that I was pushy.
- The personality quiz was about something. I don't really remember it now.  
I don't really remember .....
- These personality quizzes aren't written by real psychologists. You should remember this.  
What .....
- The quiz said something about my relationships. I didn't really agree with it.  
I didn't agree .....
- The quiz said that I was charming. I really liked that.  
What .....

## 3 so / such

Complete the text with *so*, *such* or *that*.

I was <sup>1</sup> so bored the other morning <sup>2</sup> ..... I started reading one of my sister's teen mags. Most of it was <sup>3</sup> ..... silly <sup>4</sup> ..... I started wondering why I'd bothered picking it up in the first place. But on the back page there was a personality quiz. It was <sup>5</sup> ..... an interesting quiz <sup>6</sup> ..... I completely forgot the time and was <sup>7</sup> ..... late <sup>8</sup> ..... I had to run all the way to school and got to my classroom ten minutes into the lesson. The teacher was talking. She gave me <sup>9</sup> ..... a cross look <sup>10</sup> ..... I knew I was in trouble. She asked me for my English homework and I looked in my bag but it was in <sup>11</sup> ..... a mess <sup>12</sup> ..... it was difficult to find anything. Finally I found it. I pulled it out and waved it triumphantly over my head. Everyone started laughing. I looked up and there in my hand was my sister's teen mag. I was <sup>13</sup> ..... embarrassed.

## 4 Personality

Use words from the box to talk about the people described below.

intellectual witty pushy  
sympathetic charming smug  
pretentious bubbly hypocritical

- My uncle Jack knows something about everything. He's funny too but when he tells one of his clever jokes he looks really proud of himself, like he's better than the rest of us. It's a bit annoying.  
*Uncle Jack is intellectual...*
- Aunt Joan – she's really sociable and cheerful. She knows how to make you feel good about yourself. Whenever I've got a problem, I always talk to her. She's a great listener.
- My other uncle, Uncle Tim – I'm not so keen on him. He's always telling me what to do and then he always does the complete opposite! He's always talking about books and films like he's some sort of expert. I don't think he knows anything much really.

## 5 Making an effort

Complete the text with the words in the box.



half-heartedly lot lengths  
struggle error properly find

It was the first time I'd cooked Beef Wellington and I wanted to do it <sup>1</sup> properly. Well, there's no point in making a fancy meal <sup>2</sup> ....., is there?

I must admit I did <sup>3</sup> ..... a bit with the pastry that goes around the meat. I didn't <sup>4</sup> ..... that very easy. I did it by trial and <sup>5</sup> ..... and eventually it worked out all right. Then I went to great <sup>6</sup> ..... to make sure the beef was cooked just right. But all in all it was a success and I got quite a <sup>7</sup> ..... out of doing it. It was just a shame my guests turned out to be vegetarians!



# Welcome section B

- \* Grammar: adverbial phrases; *which* referring back to clause
- \* Vocabulary: fame; the environment

## 1 Read and listen

- a** Read the text quickly. Is the writer a fan of Steve Irwin?

### 21ST-CENTURY HEROES STEVE IRWIN

On September 4 2006, Australian TV presenter Steve Irwin died while filming around the Great Barrier Reef. Ironically, for a man who had spent his life chasing some of the world's most deadly animals, Steve wasn't killed by a great white shark or some poisonous snake. He simply swam too close to a stingray, which provoked the creature to pierce him through the heart with its tail. News of his death was met with shock around the world.

Steve had made a name for himself wrestling with large crocodiles and snakes on TV, which brought him immediate fame as well as a certain amount of notoriety and controversy. But there was so much more to him than the loud, over-excited adventurer who shouted 'Crikey' each time he got too close to the jaws of an angry croc.

Steve Irwin was brought up surrounded by animals. His parents ran a small nature park in Australia and by the age of eight he had already wrestled with his first crocodile and learned how to handle deadly snakes. When he was 29, he took over the family farm and renamed it 'Australia Zoo'.

In 1991 Steve met his wife, Terri Raines, an American naturalist who was visiting the zoo. According to the couple, it was love at first sight and they were married a year later.



Steve and Terri spent their honeymoon capturing and filming crocodiles. The video footage of this holiday became the material for the first episode of his TV series *The Crocodile Hunter*, which was first shown on Australian TV in 1996. A year later, the show was broadcast on US TV and then made its way onto TV screens in more than 130 other countries. With a global audience of 500 million people, Steve was quickly becoming a household name all over the world.

But most importantly, Steve was also a true conservationist. He often said that this was the side of his job he most cared about. He worked tirelessly to protect endangered species from dying out and campaigned to bring about an end to illegal poaching. He bought large areas of land in Australia, Fiji and the US to create national parks where animals could be protected.

Steve Irwin was a passionate naturalist and a TV sensation. He brought the natural world into the living rooms of millions of children from all corners of the world. He always presented his programmes in a fun and interesting way and his enthusiasm was infectious. He has inspired a generation of young people to care about the world in which they live. For these reasons and many others, I believe Steve Irwin should be considered 'a 21st-century hero'.

- b** ▶ **CD1 T03** Read the text again and listen. Tick (✓) the points that the writer mentions.

- 1 Steve's death was a surprise.
- 2 His funeral was attended by thousands of Australians.
- 3 Not everyone was a fan of Steve Irwin.
- 4 Both Steve's parents worked with nature.
- 5 Steve was also an academic.
- 6 Steve cared hugely about saving the planet.
- 7 Steve helped awaken the interest of many young people in the natural world.
- 8 Steve's daughter now has her own TV programme.

☒  
☐  
☐  
☐  
☐  
☐  
☐  
☐

- c** What do you think? Discuss.

- 1 Have you ever seen a programme presented by Steve Irwin? What did you think?
- 2 What other TV naturalists do you know of?
- 3 Who would you nominate as a 21st-century hero?



## 2 Adverbial phrases

Complete the sentences with an adverbial phrase.

- Mr Simms is very strict. We are always afraid when we enter his classroom.  
We enter Mr Simms' classroom with fear.
- Mrs Daniels is the music teacher. Her lessons are always fun.  
Mrs Daniels teaches .....
- When Mr Moor, the maths teacher, explains things we find it difficult to understand.  
We understand Mr Moor's explanations .....
- Ms Chappel teaches History. She's always very enthusiastic.  
Ms Chappel teaches History .....
- Mr Jones' geography lessons are exciting. We listen to everything he says.  
We listen to Mr Jones .....
- Ms Owen is the science teacher. Her lessons are interesting.  
Ms Owen teaches Science .....

## 3 which referring back to a clause

Write commas in the sentences where necessary.

- It was the hottest summer for 100 years .. which is worrying a lot of scientists.
- It's a fact which worries me too.
- I wrote an essay about it which won me a prize at school.
- I showed my prize to my dad which made him very proud.
- He gave me £10 which was very kind of him.
- I gave the money to a charity which helps fight climate change.
- The charity which has the support of many famous people sent me a letter of thanks.
- I've got the letter which is worth a lot to me hanging in a frame on my wall.

## 4 Fame

▶ CD1 T04 Complete the poem with the words in the box. Then listen and check.

household famous big  
sensation success name

Jonny Foxx was a singing <sup>1</sup> sensation.  
A <sup>2</sup> ..... name all over the nation.  
Made it <sup>3</sup> ..... on a TV talent show  
Seems now like that was years ago.  
<sup>4</sup> ..... for his parties and rock star life  
Forgetting back home he had kids and a wife.  
Made a <sup>5</sup> ..... for himself as a ladies' man  
Touring the country in his rock star van.  
Enjoying <sup>6</sup> ..... wherever he went  
Not thinking twice about the money he spent.  
Tax man would have got him but for his wife  
Poison in his tea – the end of his life.

## 5 The environment

Complete the text with the missing prepositions.



*Waterworld* is set in a future where global temperatures have gone <sup>1</sup> up so much that the ice caps have completely melted and flooded the world. All land animals have died <sup>2</sup> ..... and those humans that have survived now roam the seas in a variety of makeshift boats. Most of the world's fuel supply has been used <sup>3</sup> ..... and a gang of outlaws known as 'The Smokers' search the seas looking for any barrels of oil they can find. One man makes it his mission to bring <sup>4</sup> ..... an end to their terror and get rid <sup>5</sup> ..... The Smokers for good.

# Welcome section C

- \* Grammar: participle clauses; passive report structures
- \* Vocabulary: getting involved; reporting verbs

## 1 Read and listen

- a** Read the text quickly. Why are the students unhappy?

Many roads in central London were brought to a standstill today as thousands of students went on a demonstration <sup>1</sup> ..... to protest about government plans to reshape university education in the UK.

Shouting slogans such as 'Education for everyone' and 'What price our future?', <sup>2</sup> ..... students slowly made their way from various locations around the capital to a mass meeting in Trafalgar Square, where they were addressed by several leading politicians <sup>3</sup> ..... Speaking to a crowd of over 100,000, Jim McNutt, head of the National Union of Students, warned that students faced a fight to protect <sup>4</sup> ..... university education and claimed that further education would soon be something only to be enjoyed by the rich. The crowd were also entertained by several local bands.

The protests were generally peaceful, although there were several fights involving small groups of students <sup>5</sup> ..... The troublemakers are thought to belong to a radical organisation and student leaders were quick to disassociate themselves from them.

The main trouble broke out when a few protesters tried to deliver a petition <sup>6</sup> ..... to the prime minister's offices. When they were refused entry to 10 Downing Street, protesters started throwing bottles at the police. The police moved in to break



up the crowd and fighting broke out. More than 10 officers were injured and around 50 people were arrested.

The main focus of the protest was government plans to allow universities to charge students more to study at them. It is feared that university education will soon become too expensive <sup>7</sup> ..... to afford and that many potential students will be put off by the thought that they will have to spend the early years of their working lives repaying huge debts. The government is being accused of not being honest about how much universities will be allowed to increase their annual fees. Many education experts have warned that the current maximum of just over £3,000 will rise to over £10,000. The government have issued a denial, <sup>8</sup> ..... However, it is generally believed that a large increase will soon be announced. And when it finally is, we can expect to see many more students taking to the streets.

*In the end, the government decided to increase the maximum tuition fees that universities can charge to £9,000.*

- b** ▶ **CD1 T05** Complete the text with the phrases below. Then listen and check.

and the police  
 huge crowds of  
 from the opposition parties  
 saying that no final decision has been taken yet  
 for ordinary families  
 through the streets  
 the future of  
 signed by more than 1,000 students

- c** What do you think? Discuss.

- 1 Do you agree with the views and actions of the students?
- 2 Who pays for university education in your country?
- 3 Have you ever been on a demonstration? What was it for?

☐  
☐  
☐  
☐  
☐  
☒  
☐  
☐

## 2 Participle clauses

Tick (✓) the correct sentences.

- |   |                                     |   |                          |
|---|-------------------------------------|---|--------------------------|
| 1 Handing out leaflets as they went, the protesters marched toward the town hall. | <input checked="" type="checkbox"/> | 5 Speaking live on TV, the prime minister promised to reconsider the decision.        | <input type="checkbox"/> |
| 2 Having travelled from all over the country, the students met up in the capital. | <input type="checkbox"/>            | 6 Not wanting to be recognised, masks were worn by protesters.                        | <input type="checkbox"/> |
| 3 Having thrown a bottle at the police, no one was injured.                       | <input type="checkbox"/>            | 7 Sweeping up after the protest, one street cleaner said he'd never seen such a mess. | <input type="checkbox"/> |
| 4 Watching the demonstration on live TV, the students sang as they marched.       | <input type="checkbox"/>            | 8 Having got what they wanted, the protest march was called off.                      | <input type="checkbox"/> |

## 3 Passive report structures

Rewrite the following sentences, using passive report structures.

- Historians think the first demonstrations took place in ancient Rome.  
The first demonstrations are thought to have taken place in ancient Rome.
- Many people say that protests don't change anything.  
Protests .....
- Experts think that many people have lost interest in politics.  
Many people .....
- Linguists believe the word *demonstration* came into popular use in the 19th century.  
The word *demonstration* .....
- Police say that more than 250 people were involved in the violence.  
More than 250 people .....
- People know that many politicians abuse their position of power.  
Many politicians .....

## 4 Getting involved

Complete the questions with the correct form of the verbs. Then discuss them.

hand be ~~sign~~ do go make

Are you a do-gooder?

Have you ever...

- ..... signed a petition?
- ..... on a demonstration?
- ..... out leaflets?
- ..... a donation?
- ..... sponsored?
- ..... any voluntary work?

## 5 Reporting verbs

Match the sentences 1–8 with the nouns a–h.

- |  |                    |
|--|--------------------|
| 1 'I'll definitely pay you back tomorrow. You have my word.'         | a a claim          |
| 2 'No, I won't help you. You never help me.'                         | b a promise        |
| 3 'Come on. I know you can do it if you try a bit harder.'           | c a warning        |
| 4 'You should read this book. It's really good.'                     | d a refusal        |
| 5 'This is the greatest picture ever painted.'                       | e a denial         |
| 6 'If your toothache is that bad, you should go to a dentist.'       | f encouragement    |
| 7 'Don't listen to what people say. It wasn't me who did it.'        | g a recommendation |
| 8 'Don't go into that old building. It's in danger of falling down.' | h advice           |



# Welcome section D

\* Grammar: dummy *it*; *didn't need to* / *needn't have*

\* Vocabulary: conflicts and solutions; expressing opinions

## 1 Read and listen

**a** Read the text quickly. Choose the best title for it.

Sometimes it's better to just keep quiet. ☐

Friends forever (again). ☐

Best friend or girlfriend? ☐



Lucy: What's up, Dylan? You look like you've got the weight of the world on your shoulders.

Dylan: It's just Connor and Rebecca. They've split up again.

Lucy: Again? Those two are always falling out. As far as I'm concerned, they're better off apart.

Dylan: Yeah, well I think it might be for good this time. I can't see them sorting things out. Apparently he told her he doesn't want her going out with her friends at night without him.

Lucy: Well, if you ask me, that's completely unreasonable. I don't blame her for not wanting to be with him.

Dylan: I know. I think he's getting really insecure and jealous. The problem is, I think that they make a really great couple. It's difficult to watch him messing things up.

Lucy: What are you going to do if they really do split up? I mean, you can't be friends with both of them, can you? He'll always be asking you about her and she'll always be wanting to know what he's up to. I think you're going to have to choose between them.

Dylan: Oh, why can't they just get on together?

Lucy: Well, you could always say something to him.

Dylan: Yes, but it's tricky. He's not the kind of person who likes hearing the truth about himself. And I don't want him thinking I'm taking sides.

Lucy: The way I see it, you either say something and maybe they'll work things out, or you say nothing and it'll definitely be the end.

Dylan: I think you're right. Thanks, Lucy. It's good to talk. I'll speak to him this lunchtime.

*A few hours later*

Lucy: Did you speak to Connor?

Dylan: Yes, but I needn't have. They'd already made up.

Lucy: So why did you say anything if you didn't need to?

Dylan: Well, he didn't tell me they were back together until I'd finished telling him what I thought.

Lucy: And?

Dylan: Now he's not speaking to me.

**b** ▶ **CD1 T06** Read the text again and listen. Answer the questions. Write *Dylan*, *Lucy* or *Connor*.

Who...

1 looks like he/she has a big problem?

.....*Dylan*.....

2 is unsympathetic about the relationship?

.....

3 doesn't want his/her partner doing things without him/her? .....

4 thinks Lucy is right? .....

5 is difficult to talk to? .....

6 decides to talk to Connor? .....

7 does Connor fall out with in the end?

.....

**c** What do you think? Discuss.

1 Which of the characters do you like most? Why?

2 Do you agree that it's difficult to be friends with both sides when a relationship breaks up?

3 What advice would you give Dylan now?

## 2 Dummy it

Rewrite the sentences, starting with *It*.

- |  |  |
|--|--|
| <p>1 Talking to friends is important.<br/><i>It's important to talk to friends.</i>.....</p> <p>2 Seeing people suffer hurts.<br/>.....</p> <p>3 Lying in bed until midday feels good.<br/>.....</p> <p>4 Having a fun day in the countryside doesn't cost anything.<br/>.....</p> | <p>5 Having a whole day with nothing to do is wonderful.<br/>.....</p> <p>6 Surprising Mum and Dad with a cup of tea in the morning is nice.<br/>.....</p> <p>7 Saying sorry is not always easy.<br/>.....</p> <p>8 Waking up in a bad mood is not unusual for me.<br/>.....</p> |
|--|--|

## 3 *didn't need to / needn't have*

Match the two parts of the sentences.

- |  |  |
|--|--|
| <p>1 We didn't need to take an umbrella</p> <p>2 We needn't have taken an umbrella</p> <p>3 They needn't have called a doctor</p> <p>4 They didn't need to call a doctor</p> <p>5 He needn't have worried about his driving test</p> <p>6 He didn't need to worry about his driving test</p> <p>7 I needn't have worried about the job interview</p> <p>8 I didn't need to worry about the job interview</p> | <p>a because he passed it easily.</p> <p>b because he was a really confident driver.</p> <p>c because the interviewers were really nice.</p> <p>d because sun was forecast for the whole day.</p> <p>e because they'd already said the job was mine.</p> <p>f because it didn't rain all day.</p> <p>g because the injury wasn't very serious.</p> <p>h because he felt better by the time the doctor arrived.</p> |
|--|--|

## 4 Conflicts and solutions

Complete the text with the words in the box.

fall reach get **resolve**  
make taking sort stays

My dad works in industrial relations. His main job is to <sup>1</sup> resolve conflicts in the workplace. When employees <sup>2</sup> ..... out with their employers, it's my dad's job to <sup>3</sup> ..... things out as quickly as possible so that both sides can <sup>4</sup> ..... up and everyone can get back to work as quickly as possible. It's really important that he always <sup>5</sup> ..... neutral. He can never be seen to be <sup>6</sup> ..... sides – that would be a disaster. I think he's pretty good at his job. Obviously sometimes both sides <sup>7</sup> ..... stuck and it takes a bit longer than it should, but he's usually able to help them <sup>8</sup> ..... a compromise that keeps everyone happy.

## 5 Expressing opinions

Complete the sentences with the missing words. Then discuss them.

far ask ~~mind~~ opinion way thought

- 1 To my mind ....., good friends are the most important thing in life.
- 2 I'd have ..... that it's difficult to remain friends with an ex-boyfriend or girlfriend.
- 3 As ..... as I'm concerned, family are more important than friends.
- 4 If you ..... me, you can only really have about three real friends.
- 5 In my ....., a true friend will never be offended if you speak openly to them.
- 6 The ..... I see it, if we all said what we thought all the time, no one would have any friends.



## 1

## Legend or truth?

- \* Deduction and probability
- \* Vocabulary: expressions with story

## 1 Read and listen

- a** Each of the two pictures shows part of a story. What do you think is happening in each one?
- b** Read the text quickly to check your ideas.



## THE RISE AND RISE OF URBAN LEGENDS



[1] So there's this girl who eats a hamburger from her local fast food restaurant. A week later she goes to the doctor with a huge lump in her cheek. After a lengthy investigation, it's found that she had been bitten by a pregnant cockroach, which had been hiding in her hamburger. She now has hundreds of cockroach eggs growing in her cheek. You don't believe it? OK, try this one. After the Exxon Valdez oil spill in Alaska, hundreds of oil-soaked seals were cleaned and saved at an average cost of \$80,000 per animal. At a special ceremony, two of the animals were symbolically released back into the wild while hundreds of people looked on and cheered. A minute later, in

full view of everyone, they were both eaten by a killer whale.

[2] You might have heard one, if not both, of these stories before. They are both classic examples of urban legends, and stories like these have become such an integral part of modern life that <sup>A</sup>..... But just in case you have somehow managed to miss them, let me quickly fill you in.

[3] Urban legends, or urban myths as they're commonly known in the UK, are stories that are quickly passed on by word of mouth or electronically. They can be about anything and everything, although certain topics will crop up time and again: some favourites are crime and horror, schools and universities, cases of

food contamination and the Internet. These stories, often incredible, horrific or funny, are always told as if they are true and usually happened to 'a friend of a friend'. However, although occasionally they may really have happened, they will usually have been entirely made up. Perhaps the best definition of an urban legend is that <sup>B</sup>.....

[4] People started using the term 'urban legend' more than seventy years ago, but it was only in the 1990s that <sup>C</sup>..... Opinions differ, but many experts believe that the 'alligator' story was the grandfather of the modern legends. You must have come across the tale about a colony of huge alligators that live

**c** ▶ **CD1 T07** Read the text again and listen. Complete the spaces A–F in the text with clauses 1–7. There is one clause you do not need to use.

- 1 the term really came into use
- 2 academics now discuss the wider implications of contemporary legends
- 3 you can always tell whether a story is true or not
- 4 there can't be anyone left who doesn't know what they are
- 5 we are so ready to believe that a story might be true
- 6 they have never been more popular
- 7 it's a story that's too good to be true

**d** Read the text again and answer the questions.

- 1 What examples are given of topics that urban legends are often about?
- 2 According to the article, are most urban legends true or untrue?
- 3 What is believed by some experts to be the first urban legend and how did it arise?
- 4 What can the Internet tell you about urban legends?
- 5 Three examples are given of issues the academic conferences discuss. What are they?
- 6 What do experts think is more important than whether the legends are true or not?

**e** Find words or phrases in the text with these meanings.

- 1 very good instances (paragraph 2)  
*classic examples*
- 2 through people talking to each other (paragraph 3)
- 3 appear (paragraph 3)
- 4 followed to find the origins of (paragraph 4)
- 5 a lot of different topics (paragraph 6)
- 6 an atmosphere in which many people feel afraid (paragraph 7)
- 7 generally not very important (paragraph 7)
- 8 no examples at all (paragraph 7)

### Discussion box

- 1 Which is your favourite and your least favourite of the urban legends in the text?
- 2 Do you know any other urban legends?
- 3 Do you agree that urban legends 'reflect the climate of fear in which many of us live'?

deep down in the sewers underneath New York City. It can be traced back to stories from the 1930s which told how New Yorkers would bring back baby alligators with them from their holidays in Florida, only to flush them down the toilet when they got too big. Despite a number of claims, no one has ever been able to provide any photographic proof. This is hardly surprising when you consider that a baby alligator wouldn't last a day in the freezing sewer system of New York.

[5] These days, the spread of the Internet and, in particular, social networking sites, has given urban legend tellers an immediate audience of millions, and <sup>D</sup>..... There are now even websites dedicated to investigating the truth behind the thousands of urban legends circulating in cyberspace. Is it true that a man died when he fell asleep with his laptop still on, causing the

machine to overheat and set fire to his bed? Have people really been killed by lightning while talking on the phone during a thunderstorm? You can find the answers to these and other questions on the Internet.

[6] These stories have become such a part of our everyday life that <sup>E</sup>..... Ever since it was founded at the University of Sheffield in 1982, the International Society for Contemporary Legend Research has held an annual conference in North America or Europe to discuss the latest stories and their significance. Over the years, these meetings have looked at a wide range of issues – from humanity's compulsion for storytelling, to the cautionary nature of many of the legends, to a comparison of urban legends and traditional fairy tales.

[7] Recently, many academics have shown more interest in what current

urban legends tell us about modern society and particularly how they reflect the climate of fear in which many of us live. Experts argue that whether or not the stories are true is largely irrelevant. What is interesting is that <sup>F</sup>..... and, in some cases, we will change our behaviour because of it. As an example, the following legend is often quoted: an email warns that motorists have been stopping to investigate baby car seats that have been left beside countryside roads. As soon as the would-be do-gooder has got out of their car to investigate, they are attacked and beaten by a group of men, who drive off in their car leaving them for dead. Now, although not one single case of this has ever been reported, a lot of people are reluctant to stop their car to help people in distress, for fear that this could happen to them.

## 2 Grammar

### \* Deduction and probability

**a** Read the sentences and circle the correct option.

- There can't be anyone who doesn't know them.  
 a) it is not possible    b) it is possible  
 c) it is not certain
- People might believe a story.  
 a) it is certain    b) it is possible  
 c) it is not possible
- Certain topics will crop up.  
 a) it is not probable    b) it is possible  
 c) it is certain
- They may really have happened.  
 a) it is possible    b) it is not possible  
 c) it is certain
- You must have come across this story.  
 a) it is not certain    b) it is very probable  
 c) it is not possible
- The stories will usually have been made up.  
 a) it is certain    b) it is not certain  
 c) it is not possible

**b** Complete the sentences with a modal verb plus the correct form of the verb in brackets. There may be more than one answer.

- I'm not sure where Natasha is, but she might/may be (be) outside in the garden.
- Pete's got a foreign accent, so he ..... (not be) from this country.
- Let's ask Fred about the homework – he ..... (know) how to do it.
- I'm not sure I believe that story! Jose ..... (make) it up.
- Alana hung up in the middle of our conversation. I think I ..... (say) something she didn't like.
- Peter and Thomas know everything about horror films, so they ..... (watch) thousands of them.

**c** Discuss the differences between these pairs of sentences.

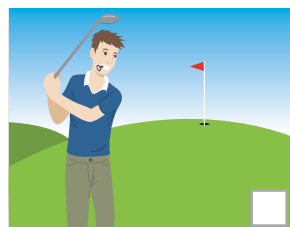
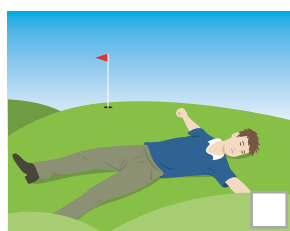
- a There's someone at the door.  
 It must be James.  
 b There's someone at the door.  
 It might be James.
- a Ask Monica where her brother is – she'll know.  
 b Ask Monica where her brother is – she may know.
- a It's seven o'clock now. My sister will have arrived in New York.  
 b It's seven o'clock now. My sister must have arrived in New York.

## 3 Listen

**a** Look at the pictures of the two stories. What do you think is happening in each story? The pictures aren't in the correct order.

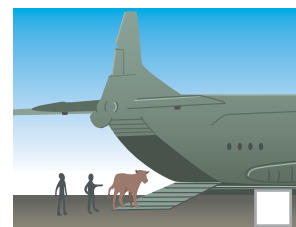
Story 1

True ☐ False ☐



Story 2

True ☐ False ☐



**b** ▶ **CD1 T08** Listen to a radio show. Number the pictures above in the order they appear. Then tick (✓) true or false to say if the stories are true or not.

**c** Work with a partner and use the pictures to retell each of the two stories.



## 4

## Vocabulary

## ★ Expressions with story

**a** Match the expressions 1–8 with their definitions a–h.

- |                                |  |
|--------------------------------|--|
| 1 to cut a long story short    | a something that's very hard to believe  |
| 2 a sob story                  | b something unwanted that frequently happens to you                            |
| 3 end of story!                | c the events as he or she describes them (often contradicting another version) |
| 4 it's the same old story      | d a story someone tells you to make you feel sorry for them                    |
| 5 that's a likely story        | e all that needs to be said about something                                    |
| 6 it's the story of my life    | f to tell the main facts without the details                                   |
| 7 his or her side of the story | g to invent an excuse  |
| 8 to make up a story           | h something negative that has happened many times before                       |

**b** Read the dialogues and circle the correct words.

- A: Dad – I thought I might go out with my friends tonight.

B: Well, OK, but if you want to go out, you have to do your homework first – end of story / a sob story!
- A: Where's your homework?

B: Sorry, Miss, I had to go shopping and cook dinner and ... well, to cut a long story short / to make up a story, I didn't have time to do it.
- A: I'm sorry I lost your camera, but really it was Sally's fault.

B: Well, I'm going to talk to Sally and hear the story of her life / her side of the story.
- A: Let's go to the cinema.

B: Yeah, good idea – but I'm broke, can you buy my ticket?

A: Again?! It's the same old story / End of story, isn't it?
- A: Sorry I didn't come last night!

B: But why didn't you phone me? And please don't make up a story / cut a long story short about your phone not working!
- A: Where's your homework?

B: Well, I did it, but then my dog ate it.

A: Oh, right! That's a likely story / a sob story!
- A: So – how did you do in the test?

B: I failed – again! It's the story of my life / my side of the story!

## c



Listen and check. Work with a partner and practise the dialogues in Exercise 4b.

**Get it right!** Turn to page 116.

## 5

## Speak

Play *A Likely Story*. Work in pairs.

Student B: turn to page 125. Student A: read the outline of the urban legend below. You have five minutes to think of more details for it and make it as convincing as possible. Then you must tell Student B the story. Student B has to decide if it is true or not.

This happened in California.

A couple were driving their car. Their baby was with them in the car.

They stopped for a break. They took the baby out of the car.

They forgot to put the baby back in the car and drove off.

Two hours later they found the baby again and it was OK.



# Culture in mind

## 6 Read and listen

- a** Read the text and match the pictures A–C with the paragraphs 1–3.

### Mythological creatures

- [1] **W**hen the first explorers arrived in Australia, the Aborigines warned them about the bunyip, a horrible creature that lived in deep waterholes and killed anyone who went near it. There were multiple descriptions of the beast, but they usually involved huge teeth, sharp claws and a terrifying scream. The early settlers believed the stories and kept as far away from these waterholes as possible.



These days, of course, not too many Australians are worried about the existence of such a creature. Interestingly though, most of the descriptions of the bunyip bear a close resemblance to a prehistoric creature called a Diprotodon, whose bones have been found in Australia. Some scientists think that the legend came from the Aborigines finding such prehistoric bones: when they were shown the remains of some extinct Australian animals, Aborigines would often identify them as the bunyip. Is it possible that the bunyip was really a creature from the past? Or maybe it was just a story that the Aborigines invented to scare away their unwelcome visitors?

- [2] **I**n the Himalayan mountains of Nepal and Tibet, some locals call him Meh-Teh, others know him by the more familiar name of Yeti. But, whatever the name, most agree that a large ape-like man is living somewhere out there. The Yeti is perhaps the most famous of all mythological creatures, and many people have set out to find him. He is, allegedly, a shy, hairy animal with thick brown or black fur and long arms reaching down to his knees, supposedly living in the forests of the Tibetan plateau.



But, so far, no one has brought back any real evidence, though there have been numerous sightings of giant footprints in the snow by mountaineers who have gone to climb in the area, none more famous than the man who first climbed Mount Everest, Sir Edmund Hillary. However, to this day, the true nature of this 'man of the mountains' remains one of modern life's greatest mysteries.

- [3] **U**nderneath the icy waters of Scandinavia, a giant octopus waited. As far back as 1250, the giant Kraken was being described in ancient Norse sagas. This beast was believed to attack Norwegian fishing boats and drag them beneath the waves with its huge tentacles. Fishermen in the area faced a dilemma: where there was a Kraken there were always plenty of fish, but could they risk going anywhere near it? The Kraken were said to be so big that they were often mistaken for islands and included on maps of the sea.

Reports of these monsters were still cropping up as late as the 1850s. The Kraken has appeared in literature too – in a poem by Tennyson and in the 1953 novel *The Kraken Wakes* by John Wyndham. These days, most biologists believe stories of the Kraken were based on sightings of giant squid, which can measure as long as 13m. Perhaps they're right – or is there something even bigger still hiding under the sea?



- b** ▶ **CD1 T10** Read the text again and listen. Which creature or creatures...

- lived in water?
- has/have more than one name?
- wasn't always described in the same way?
- presented the locals with a huge problem?
- has/have been the subject of a massive search?
- were the people who lived in the area terrified of?

### Discussion box

- Do you think that any of these creatures exist(ed)? Explain your reasons.
- What other mythological creatures have you heard of?



## 7 Write

- a** Read the newspaper article. Do you believe the story? What kind of newspaper do you think it comes from?



**DOCTORS** at San Antonio Community Hospital managed last night to save the life of 17-year-old George Brooke from a mysterious illness that had *'dramatically / miraculously / tragically'* already claimed the lives of his father and grandfather years before. But, as well as preventing the young man from dying, medical experts have also managed to solve an age-old mystery that has been haunting the Texan family for generations.

George Brooke became ill late on Tuesday night. When his mother Barbara saw the symptoms, she immediately feared the worst. His skin turned grey and he began to have problems breathing. It seemed she was witnessing exactly the same illness that had taken her husband 20 years earlier and her father-in-law 20 years before that. The boy was rushed to hospital, where doctors diagnosed him as suffering from the effects of snake venom. Although the poisoning was already in the later, dangerous stages of development, they were *'miraculously / luckily / tragically'* able to administer the antidote in time.

However, the doctors were still left mystified as to how the venom had entered his body. They found no snake bites and the boy hadn't reported seeing a snake that day. The only thing he could remember that was a little strange was feeling a small prick on his foot when he had put on his cowboy boots. It turned out that it had been George's birthday that day and one of his presents had been a pair of boots that had originally belonged to his grandfather. When questioned further, Barbara told of how both other members of the family had died *'overwhelmingly / in a mysterious way / in unexplained circumstances'* while wearing these boots. There was talk of how the boots had been cursed by a rattlesnake that her father-in-law had stamped to death while wearing the boots, a few days before he died. She had always refused to believe the story. The doctors examined the boots and, *'in a spectacular turn of events / incredibly / mysteriously'*, found the fang of a rattlesnake embedded in the sole of the right boot. *'Incredibly / Finally / Amazingly'* it still contained enough poison to kill several people. *'At last / Finally / Astonishingly'*, it seems that the revenge of the snake is over.

- b** Read the story again. Which of the three adverbs does not fit each of the spaces?
- c** What type of story do you expect from each of these titles?
- 1 Killer snake strikes from beyond the grave. *A horror story.*
  - 2 Family mystery finally solved. ....
  - 3 These boots were made for killing. ....
  - 4 Teenager survives deadly snake bite. ....
- d** Look again at the two stories in Exercise 3 on page 14. Choose one of them and write it as a newspaper article. Use the story above as a model.

## 2

## Snap judgements

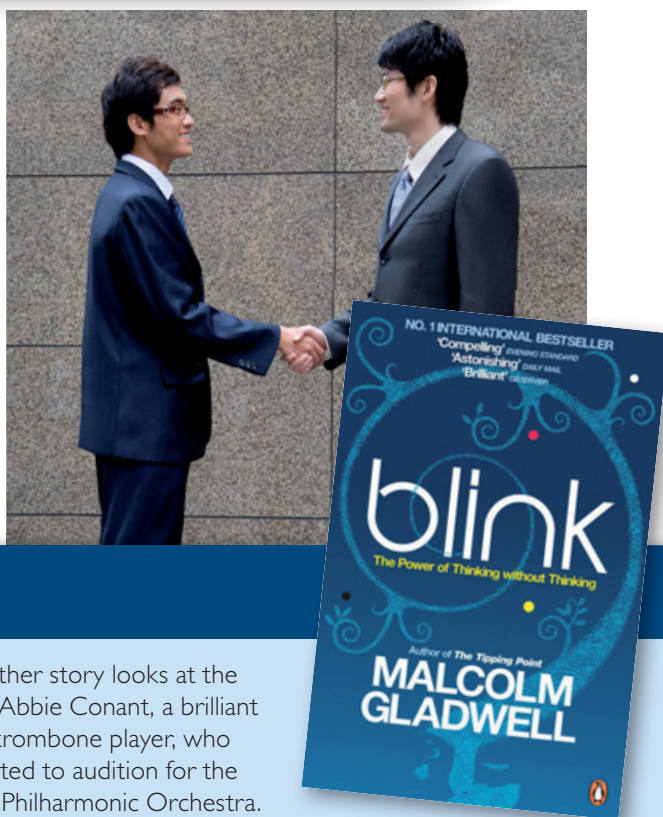
- \* Future in the past
- \* Vocabulary: making decisions

## 1 Read and listen

**a** Which of these two men do you think is the boss?  
Explain your reasons.

**b** Read the text quickly to find the answers to these questions.

- 1 What is rapid cognition?
- 2 Why didn't Abbie Conant get the job?
- 3 What does the title 'Listening with your eyes' mean?



## Listening with your eyes

[1] If, like me, you're the kind of person who finds it hard to make decisions, then Malcolm Gladwell's *Blink* might just be the book you have been waiting for. Because *Blink* is all about rapid cognition – that is, those moments when we make snap judgements, for example, when meeting someone for the first time or looking at something we're thinking of buying (in other words, the type of thinking that takes place in the blink of an eye). According to Gladwell, in these situations, our mind takes about two seconds to jump to a series of conclusions.

[2] He spends much of the book exploring the importance of these first couple of seconds when we are faced with having to make a decision, and how our minds jump to conclusions. He analyses exactly what goes on in our heads when we make split-second decisions and compares this to the thought processes involved when we take longer to come to a decision. Interestingly he claims that: 'There are lots of situations – particularly at times of high pressure and stress – when haste does not make waste, when our snap judgments\* and first impressions offer a much better means of making sense of the world.'

[3] What makes *Blink* a really interesting read is the number of stories that Gladwell includes to support his theories. One such story involves doctors in the Emergency Room at Cook County Hospital in Chicago. A few years ago they were told to change the way they diagnosed heart attacks. From then on they would collect less information on their patients. Instead of asking for information such as the patient's age and weight and medical history, they were going to focus only on the patient's blood pressure. At first the doctors were sceptical – like most people, they believed that more information is always better. But amazingly, from less information, they were found to be much better able to make the correct instant decision. Cook County is now one of the best places in the United States at diagnosing chest pain.

[4] Another story looks at the case of Abbie Conant, a brilliant female trombone player, who was invited to audition for the Munich Philharmonic Orchestra.

In order to conduct as fair an audition as possible, the candidates all performed behind a screen and out of the view of the judges. As soon as they heard her play, the judges immediately knew that this was the person who was going to join their orchestra. They had made a snap decision and arrived at the right decision – without having all the information available to them. Interestingly, when they got all the information, they weren't so happy with their snap judgement. They had been under the impression that Abbie was a man and, when it was revealed that she was a woman, they immediately withdrew their job offer. Their prejudice meant they were unable to capitalise on their decision making.

[5] Of course, there are occasions when we jump to the wrong conclusion, and this is an area that Gladwell also explores in an interesting section on what it means to be tall. In his research, Gladwell discovered that almost all the CEOs of the top companies in the US are tall. There is no actual correlation between height and intelligence, or height and judgement, or height and the ability to motivate and lead people. But, for some reason, corporations overwhelmingly choose tall people for leadership roles. This, he claims, is an example of bad rapid cognition. There is something going on in the first few seconds of meeting a tall person which makes us think of that person as an effective leader. Unfortunately, this stops us from making an informed decision.

[6] All in all, *Blink* is a fascinating study on an activity that we all do several times a day. And, although I didn't agree with all his conclusions, Gladwell certainly had me thinking. Read it and make better decisions. Guaranteed!

\* judgment – US spelling  
judgement – GB spelling

**c** ▶ **CD1 T11** Read the text again and listen. Answer the questions.

- 1 What examples of successful snap judgements does the writer give?
- 2 How were doctors at Cook County Hospital able to make better diagnoses?
- 3 What does the story of Abbie Conant tell us?
- 4 What example of making bad snap judgements does Gladwell offer?
- 5 Did the reviewer like the book? Why/Why not?

**d** Find words and expressions in the text that mean:

- 1 quick (paragraph 1)  
*rapid*
- 2 studies in detail (paragraph 2)
- 3 immediate (paragraph 2)
- 4 ideas which explain an opinion (paragraph 3)
- 5 a short performance that an actor, musician, etc. gives to show their ability and suitability for a play, position in an orchestra, etc. (paragraph 4)
- 6 shown (paragraph 4)
- 7 took away (paragraph 4)
- 8 make the most of (paragraph 4)
- 9 relationship (paragraph 5)

### Discussion box

- 1 What other situations can you think of when we often make snap judgements?
- 2 How important do you think first impressions are?
- 3 Do you agree that split-second decisions are usually the best ones or are there some decisions that need more thought?

## 2 Listen and speak

**a** ▶ **CD1 T12** In *Blink*, Gladwell talks about 'thin-slicing'. Listen to someone talking about 'thin-slicing' and write a definition of the term using your own words.

**b** ▶ **CD1 T12** Listen again. What positive and negative examples are given?

## 3 Grammar

### \* Future in the past

**a** Look at these examples then complete the rule.

*Instead of asking for information such as the patient's age ... they **were going to focus** only on the patient's blood pressure.*

*This was the person who **was going to join** their orchestra.*

*From then on they **would collect** less information on their patients ...*

**RULE:** When we talk about the future, we can use *am/is/are going to* (for plans, intentions and processes) or *will* (for predictions). When we want to talk about the future as seen from a time in the past, we can use  
1 ..... / 2 ..... *going to* or 3 .....

**b** Complete the following sentences with the correct form of the future in the past: *was/were going to* or *would*. Sometimes there is more than one answer.

- 1 The computer company announced that the new software was going to be released/ would be released (release) in the first half of next year.
- 2 Phil and Paul knew the job ..... (not/be) easy, but they didn't expect it to be that hard.
- 3 The local people thought it ..... (be) a shame not to build the bridge across the river.
- 4 I decided I ..... (become) a doctor when I was 5.
- 5 He probably thought there ..... (be) less risk of upsetting me if he didn't tell me personally, so he sent me an email.

**c** We often use *was/were going to ...* to say that the planned future action didn't happen:

*I was going to phone you, but I forgot.*

Work with a partner. Talk about things you were going to do in the past but didn't do. Explain why you didn't do them.



## 4 Listen

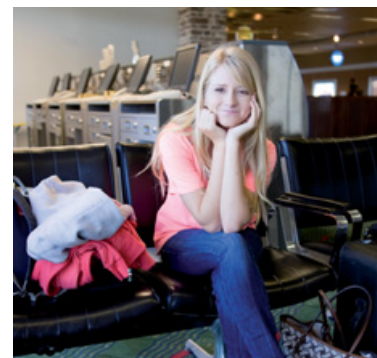
- a** ▶ **CD1 T13** Listen to three people each talking about an important decision in their lives. Write *Hannah, Julia or Lucy* under each picture.



1 .....



2 .....



3 .....

- b** ▶ **CD1 T13** Listen again. Who...

- |   |  |
|---|--|
| 1 made two decisions (one wrong, one right)?        | 5 did a lot of research before making a decision?    |
| 2 wasn't expecting to have to make a decision?      | 6 took a long time to finally decide what to do?     |
| 3 was disappointed by the result of her decision?   | 7 had to make a decision based on first impressions? |
| 4 was scared at the thought of making the decision? | 8 did the opposite to what other people expected?    |

## 5 Vocabulary

### ✱ Making decisions

- a** Match the two parts of the sentences.

- |                            |   |
|----------------------------|---|
| 1 It was a split-          | a your mind up. We haven't got all day.           |
| 2 Why do you always jump   | b judgement and it was wrong.                     |
| 3 Come on. Make            | c second decision and it saved his life.          |
| 4 You ought to weigh up    | d things over and give me an answer tomorrow?     |
| 5 It was a snap            | e to the wrong conclusion?                        |
| 6 He spent hours dithering | f a decision and you're not going to like it.     |
| 7 Why don't you mull       | g the pros and cons before you decide.            |
| 8 We've come to            | h over his decision and still made the wrong one. |

- b** Replace the words in brackets with words or phrases from the box.

dither weigh up the pros and cons snap making your mind up  
jumping to the wrong conclusion ~~split-second decisions~~ mull things over

Are you good at making <sup>1</sup> *split-second decisions* (very quick decisions) or do you <sup>2</sup> ..... (hesitate and change your mind) for ages before <sup>3</sup> ..... (coming to a decision)? Most people like to have enough time to <sup>4</sup> ..... (think about things well) and <sup>5</sup> ..... (consider the advantages and disadvantages). Don't let your indecision get in your way. Become a confident decision-maker and learn to make those all-important <sup>6</sup> ..... (quick) judgements without <sup>7</sup> ..... (making a quick but incorrect decision). Contact Decision Makers!

- c** Talk about some decisions that you have made in your life. Try to use some of the expressions from Exercise 5a.

**Vocabulary bank** Turn to page 110.

**Get it right!** Turn to page 116.

6

## Read and speak

a

Read the three scenarios and decide what you would do in each situation.

### Scenario 1



It's 8.30 am on a cold winter morning. You are late for school and are waiting for a bus. A friend of your older brother stops and asks you if you want a lift. You know that your parents have told your brother never to get into a car with him because he drives too fast. You look at your watch. The bus isn't due for another twenty minutes. What do you do?

- 1 Get in the car and let him take you to school.
- 2 Thank him but say you're waiting for a friend.
- 3 Tell him that you're not allowed in his car.

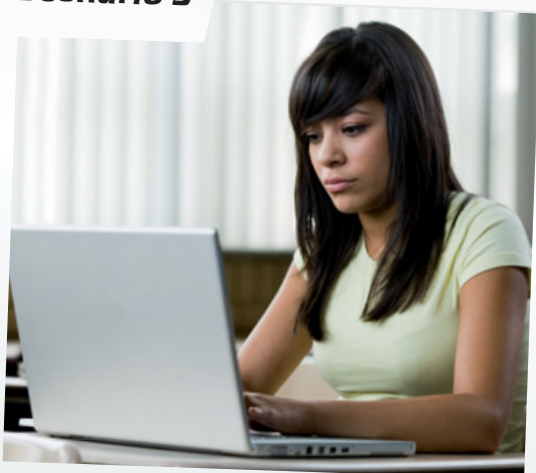
### Scenario 2



You really want to buy a new games console. The problem is that you've only got £100 and the one you want costs twice that. A man in the shop tells you he can get you one for the money you have if you meet him outside the shop in five minutes. What do you do?

- 1 Meet him and buy the console.
- 2 Go home and forget you ever met him.
- 3 Tell the shop manager what happened.

### Scenario 3



You are working on your computer when the following message appears on the screen: 'Your computer is at serious risk of infection. Click here immediately to solve the problem.' What do you do?

- 1 Click on the box and follow the instructions.
- 2 Close the box and carry on working.
- 3 Phone a friend who knows a lot about computers and ask for help.

b

Work in a small group. Discuss the consequences of each decision, and decide which is the best one for each scenario.



## 7 Speak and listen

- a** Work with a partner. Look at the three photos, and decide what they have in common. What is different about each one? Think about each situation and what is happening.



- b** ▶ **CD1 T14** Listen to three interviews. Which of the situations from Exercise 7a is each interview from? Write in the boxes.

Interview 1 ☐  
 Interview 2 ☐  
 Interview 3 ☐

- c** Which phrases are said by an interviewer and which are said by an interviewee? Mark the phrases *I* (interviewer) or *le* (interviewee).

- |   |                                 |
|---|---------------------------------|
| 1 Tell us a bit about yourself.         | .../... <u>neutral</u> / formal |
| 2 I don't really know what to tell you. | ..... neutral / formal          |
| 3 Let me think a moment.                | ..... informal / formal         |
| 4 Perhaps you could tell us ...         | ..... informal / neutral        |
| 5 It's a bit of a long story.           | ..... informal / formal         |
| 6 Let's talk a bit, if we may, ...      | ..... informal / formal         |
| 7 Would you mind if I asked you ...     | ..... informal / formal         |
| 8 Just give me a moment, OK?            | ..... informal / formal         |
| 9 I think I'd have to say ...           | ..... neutral / formal          |
| 10 Sure, but make it snappy, OK?        | ..... informal / neutral        |

- d** ▶ **CD1 T14** Listen again and check your answers.

- e** Read the phrases in Exercise 7c again. Are they informal, neutral or formal? Underline the best option for each one.

- f** Work with a partner. One of you is going to interview the other. Before you start, decide if each situation is formal or informal. Where will each interview take place? Think of six possible questions together. Change roles for the second activity.

- 1 You are doing a market survey to find out about people's computer use. Find out if they use computers for work or pleasure, how long they spend on a computer every day, what type of things they do on their computer and any other useful information.
- 2 You are the manager in a pizzeria and you are interviewing someone for a part-time job as a waiter/waitress. Find out what experience they have, their availability, and try to decide if they are suitable for the job.

## 8 Pronunciation

**\* Sounding polite or angry**

▶ **CD1 T15** Turn to page 124.

# Making waves

## Video Episode 1

### 9 Revision buddies

- a** Look at the photo and answer the questions.



- 1 How is Amy feeling? What kind of news do you think she's just received?
- 2 When is the phone a good way of breaking bad news?

- b** Watch the episode. How do the others help Amy solve her problem?

- c** Mark the sentences *T* (true) or *F* (false). Correct the false sentences. Watch again and check.

- 1 Amy interviews a teacher who has been at the school for a long time. ☐
- 2 Amy asks the teacher about her hobbies. ☐
- 3 Lily thinks that Amy is usually more organised. ☐
- 4 Jack thinks Amy will like their plan. ☐

- d** Discuss in pairs.

- 1 Do you think Becky's reaction is reasonable? What would you have done?
- 2 Are revision buddies a good idea? Have you ever had one?
- 3 What would you give up first if you felt your life was getting too busy?

### 10 Everyday English

- a** Underline the correct words to complete the expressions. Watch again and check.

- 1 fire away / over
- 2 for a beginning / start
- 3 I think I'm right in / on saying
- 4 I hear / listen
- 5 Let's get going / to go
- 6 Go with / for it

- b** Match expressions 1–6 in Exercise 10a with meanings a–f.

- |  |                          |
|--|--------------------------|
| a I've been told                             | <input type="checkbox"/> |
| b Let's start                                | <input type="checkbox"/> |
| c To begin with                              | <input type="checkbox"/> |
| d Do it!                                     | <input type="checkbox"/> |
| e Ask me                                     | <input type="checkbox"/> |
| f I believe I've got the correct information | <input type="checkbox"/> |

- c** Complete the dialogues with the expressions from Exercise 10a.

- 1 A: ..... you've got a new girlfriend.  
B: Who told you? It was supposed to be a secret.
- 2 A: Do you mind if I ask you a few questions?  
B: Sure, .....
- 3 A: Mum, you look a bit tired. Is there anything I can do for you?  
B: Well, ..... you can stop arguing with your sister.
- 4 A: There's an advert in the paper for a band who are looking for a drummer. What do you think? Shall I phone them?  
B: ..... It could be your big chance.
- 5 A: ..... that you're not happy with the decision.  
B: Absolutely. It's a disgrace.
- 6 A: I can't believe how much work we've got to do.  
B: Well, ..... The sooner we start, the sooner it's done.

### 11 Improvisation

Work in pairs. Prepare a short role play. Try to use some of the expressions from Exercise 10a. Then act it out.

Roles: Lily and Mr Jefferies

Situation: Lily is interviewing another teacher for the radio series.

Basic idea: Mr Jefferies is thinking of applying to be the new headmaster of the school. Lily wants to find out what sort of changes he would make.

## 12 Write

- a** Read the letter below to find the answer to the question.

What was the attitude of the assistants in the camera shop?

- b** Read the letter again and match the descriptions A–C with the paragraphs.

A letter of complaint needs to give:

- A details of what happened.
- B a clear statement as to what is expected from the person it is addressed to.
- C an overall idea of what the complaint is all about.

- c** Read the letter again. What details does the writer give to make her letter convincing?

- d** What language does the writer use to convey to the reader how she felt and is feeling about the situation?

- e** Replace the underlined informal language with the correct formal phrase from the box.

express my annoyance    discovered    dismayed  
have no objection to    would like to point out  
it is my opinion    ~~wish~~    am not prepared to

- 1 I want to report one of your members of staff.  
*I wish to report one of your members of staff.*
  - 2 I don't want to be a part of such a disorganised business venture.
  - 3 I am writing to tell you I'm cross about your new payment structure.
  - 4 I was upset to see you hadn't carried out my instructions.
  - 5 I think that you should provide sufficient car parking outside the school.
  - 6 I want to say that we have always paid our bills on time.
  - 7 I don't mind you leaving work at 4 pm as long as you work a seven-hour day.
  - 8 My colleague found out that you don't have a licence to sell alcohol on the premises.
- f** Think of a negative experience you've had with a shop assistant (or make one up). Write a letter of complaint to the person's superior. Keep to the structure of the letter below and use as many phrases from Exercise 12e as you can.

Dear Sir/Madam,

1 ☐

I am writing to express my annoyance at the quality of service offered in your shop in Cornmarket Street in Oxford. I have been a loyal customer for many years and am deeply disappointed at having to write this letter.

2 ☐

I went into the shop on 15 July to buy a Virtual Focus digital camera. Not only were the assistants totally uninformed about the product, but they were also unhelpful and rude. They were unable to answer specific questions and when I asked if the camera had vibration control, one of your staff, Jeremy Baldwin, replied 'How should I know?' Later, I was appalled when I overheard him saying to a colleague: 'If she doesn't know anything about cameras, why's she buying one?' Needless to say, I find this type of attitude totally unacceptable.

3 ☐

I don't think I need to explain why I left your shop immediately and will not be buying any more products from there unless I receive an official apology from the sales team in the shop. I would further like to stress that, should I not hear from you, I will write a letter to the editor of the *Oxford Daily Messenger* in the hope that I can save others from similarly humiliating experiences.

Yours faithfully,  
Marianne Crombe

# Check your progress

## 1 Grammar

**a** Underline the correct option to complete the sentences.

- You're going to travel round the world on your own? You *can be* / *must be* mad!
- I can't find my wallet. I *must lose* / *must have lost* it somewhere.
- He failed the exam. He *can't have studied* / *might have studied* enough.
- She's on television almost every day – you *must know* / *must have known* who she is.
- That *can be* / *can't be* Jack. He's in Spain at the moment.
- But we've met five times before – you *will have* / *can't have* forgotten my name!
- It's strange she isn't here yet. She *might miss* / *might have missed* the bus.
- Don't phone me at 8 tomorrow morning – *I'll leave* / *I'll have left* for school by then.

 7

**b** Circle the correct answer.

- I ..... email you, but I didn't have time.  
a would    b was going to    c were going to
- He called me to say he ..... late.  
a would be    b was going to    c would
- Steve and Alice ..... help me out tonight.  
a were going to    b would    c would to
- I'm sorry I didn't tell you before – I ....., but I never got the chance.  
a would    b was going to    c was going
- I knew he ..... come – he never does.  
a would    b was going to    c wouldn't
- I ..... buy a new computer, but in the end I decided to.  
a wouldn't    b was going to    c wasn't going to
- They asked me if I ..... help them with the project.  
a would    b was going    c would to
- I'm sorry if I offended you – I thought you ..... laugh at the joke.  
a was going to    b would    c weren't going to

 7

## 2 Vocabulary

**a** Complete the sentences with one word.

- No money, no friends, nothing to do – it's the ..... story ..... of my life.
- Well, to ..... a long story short, we didn't get home until 3 am.
- OK, now let's listen to Jane and we can hear her ..... of the story.
- I don't believe a word of it! You're just ..... up a story, aren't you?
- No, you can't go out tonight! ..... of story!
- So you're saying it was his fault, not yours? It's always the ..... old story, isn't it?




 5

**b** Read each sentence and decide if the sentence that follows is **T** (true) or **F** (false).

- I always prefer making informed decisions. *I like to know some facts before I make my mind up.* ..... T .....
- It was a snap judgement. *I thought about it for some time before I decided.* .....
- Let's mull things over for a while. *We should think about it before deciding.* .....
- She always jumps to conclusions. *She always makes quick but incorrect decisions.* .....
- I usually make my mind up quickly. *I don't think about my decisions for a long time.* .....
- Dithering won't get us anywhere. *It's a good idea for us to think about things for a long time.* .....

 5

## How did you do?

Total score			
<input type="text"/> 24	Very good	OK	Not very good
Grammar	12 – 14	8 – 11	less than 8
Vocabulary	8 – 10	5 – 7	less than 5



## 3

## Other worlds

- \* Cleft sentences review
- \* Vocabulary: money; word building

## 1 Read and listen

- a** What do you think you would need to do if you wanted to start your own country?
- b** Read the text quickly to see how many of your ideas it talks about.



**YESTERDAY the world's newest country was born when thousands of people gathered in Leicester Square, London, to witness its naming and to meet the man they now consider their king. And what is the name of the new country, I hear you cry? The world's newest nation is to be called 'Lovely'.**

☐ Six months ago, 28-year-old Danny Wallace, who earns his living as a TV comic and 'ideas' man, had a great idea. What if he started his own country and invited anyone who wanted to join him to become a citizen? So, naming himself King Danny I and declaring his one-bedroom flat in East London an independent state, he set about taking the necessary steps to make his dream come true. He documented his progress in his BBC 2 series *How To Start Your Own Country*, which comes to the end of its six-week run on Wednesday.

☐ Over the six weeks, Danny explored the practicalities of forming your own country. The first thing on his agenda was to hand in his Declaration of Independence to the prime minister at Number Ten. With this out of the way, he was free to start thinking about things such as writing a constitution and setting up a government. Then he was off to design his own flag and record his own national anthem. He even got someone to design possible postage stamps for Lovely, with his face on them!

☐ Much of his time was spent travelling the world meeting politicians and dignitaries to hear their advice on what it means to govern a country. He also took advice from a cardinal at the Vatican, and from the linguist and philosopher Noam Chomsky on the nature of democracy. After a trip to Death Row in the USA and a moving interview with an inmate, Danny decided against the death penalty for Lovely.

☐ For economic advice, Wallace visited the chief cashier of the Bank of England. He decided to create a brand new currency, which he called the *Interdependent Occupational Unit* (IOU). However, you can't open a bank account or take out a loan in Lovely. And forget trying to draw out IOUs with a cash card for the simple reason that there aren't any banks there. The IOU is part of a much more casual economy, free from things such as interest rates. It's based on the phrase 'time is money'. You basically do something for someone and they'll do something later for you.

☐ Along the way, Danny also met with several disappointments. In one episode Danny travelled to New York to try and get his country recognised by the United Nations. Unfortunately, his request was ultimately turned down because of his lack of an independent territory. Although Danny had bought his flat, he had not purchased the land on which it stands, so officially his headquarters belonged to the UK. But what disappointed Danny most of all was being refused entry to the Eurovision Song Contest with a song he specially recorded called 'Stop the mugging and start the hugging'. The reason he was given was that, since his country had no radio or TV station, he could not become a member of the European Broadcasting Union.

☐ The final thing Danny had to do was to find a name for his country. At his request, citizens sent in thousands of suggestions as to what this new country could be called. Ideas ranged from Flatland to Wallaceland, Spexico to United Kingdan and Dantopia; someone even suggested calling the country France! But, in the end, the final selection came down to just two: Home or Lovely. And it was the citizens who made the final decision. Aiming to become the most democratic democracy in the world, King Danny achieved a world first and let the people decide. Lovely won the final vote.

☐ With more than 58,000 citizens, Lovely is officially larger than the Vatican, San Marino, Monaco and Liechtenstein, but whether the country will continue to grow will very much depend on how busy its creator is. And, as Danny Wallace is much in demand for several other TV projects, it might fall to other members of his government to keep things running. But with elections promised every six months, the creation of the University of Lovely and several sporting events (including a Scalextric Grand Prix) planned over the coming weeks, there are plenty of activities to keep the citizens of Lovely occupied for quite a while yet.

**c** Read the text and match the questions with the paragraphs. There is one question you do not need to use.

- 1 So what's the future for Lovely?
- 2 How did Lovely get its name?
- 3 Who did he visit to find out about making laws for his country?
- 4 What did he have to do to set up the country?
- 5 How do you apply to be a citizen?
- 6 What about money in Lovely?
- 7 How did it all start?
- 8 Did he encounter any problems along the way?

**d** ▶ **CD1 T16** Read the text again and listen. Mark the statements *T* (true) or *F* (false). Correct the false statements.

- 1 Lovely is based in Danny's home. ☒
- 2 The IOU is not really a very serious currency. ☐
- 3 Lovely has been officially recognised by the UN. ☐
- 4 Danny made the final decision on the naming of his country. ☐
- 5 Danny might not always be able to devote a lot of time to running Lovely. ☐

## 2 Vocabulary

### \* Money

**a** Match the words 1–9 from the text with their definitions a–i.

- |                   |   |
|-------------------|---|
| 1 purchase        | a a country's system of trade and industry, by which its wealth is created and used |
| 2 take out a loan | b a special plastic card that you can use to take money out of a bank               |
| 3 earn a living   | c to make an arrangement with a bank to keep your money there                       |
| 4 economy         | d borrow a sum of money, often from a bank, that has to be paid back                |
| 5 currency        | e relating to trade, industry and money   |
| 6 cash card       | f do a job to make money to buy the things you need in life                         |
| 7 open an account | g a percentage that a bank gets from you when you borrow money                      |
| 8 economic        | h the money that is used in a particular country at a particular time               |
| 9 interest rate   | i to buy (also a noun – something you buy)  |

**b** Complete each sentence, using words from Exercise 2a.

- 1 The country has recovered from the economic crisis.
- 2 They all congratulated their mother on the ..... of her new house.
- 3 My sister ..... a bank account when she started university last month.
- 4 Nowadays many students have to ..... to be able to afford to go to university.
- 5 The ..... on the loan we had to take out has gone up by four per cent since last year.
- 6 An increase in tourism will have a very positive effect on the .....

### Discussion box

- 1 Does Lovely sound like a fun place? Would you like to be a citizen there?
- 2 What do you think Danny Wallace's real reasons were for trying to start his own country?
- 3 Imagine you could start your own country. What would you call it and what laws would you have?
- 4 Do you think Lovely was successful and still exists?

**Vocabulary bank** Turn to page 110.

**Get it right!** Turn to page 116.

### 3 Grammar

#### ★ Cleft sentences with *what* and *it* review

- a** Look at this sentence. Say the same thing in a different way, without the *what* construction.

*But **what** disappointed Danny most of all was being refused entry to the Eurovision Song Contest.*

- b** Underline the information in the sentence in Exercise 3a that is the main focus of the sentence.

- c** Complete the rule with *beginning* or *end*.

**RULE:** Cleft sentences with *what* shift the focus of attention to the information at the ..... of the sentence.

- d** Rewrite these sentences as cleft sentences with *what*.

- Danny Wallace really wanted to start his own country.  
*What Danny Wallace really wanted was to start his own country.*
- I would love to have my face on a stamp.
- I found the section about the death penalty the most moving.
- Some new cars are very economical and that's really good news.
- People spend so much money on computer games – I don't understand why.
- I don't want to make things difficult.

- e** Look at this sentence. Say it without the *it* construction.

*It was the citizens who made the final decision.*

- f** Underline the information in the sentence in Exercise 3e that is the main focus of the sentence.

- g** Complete the rule with *beginning* or *end*.

**RULE:** Cleft sentences with *it* shift the focus of attention to the information at the ..... of the sentence. (These sentences are often used to correct information that is wrong.)



#### LOOK!

The subject of the sentence is *it*, so the verb is always *is/was*. You can say:

*It was the Americans who made the first personal computer, the Altair, in 1975.*

Not ~~*They were the Americans ...*~~

- h** Correct the information in the sentences. Use an *it* cleft and the correct information in brackets.

- Holland won the World Cup in 2010. (Spain)  
*No – it was Spain that won the World Cup in 2010.*
- Bobby Wallace created Lovely. (Danny Wallace)  
.....
- The pound is the official currency of Lovely. (IOU)  
.....
- Neil Armstrong was the first man in space. (Yuri Gagarin)  
.....
- The Wright Brothers were the first people to fly. (Alberto Santos-Dumont)  
.....
- Superman turns green when he's angry. (The Hulk)  
.....

### 4

#### Listen

- a** Make a list of fictional worlds from films you have seen or books you have read. Discuss in small groups. Think about:

- how effective these worlds were.
- whether you would like to be able to visit them or not.





- b** ▶ **CD1 T17** Listen to someone talking about the world of Pandora from the film *Avatar*. Put the points in the order they are mentioned. Write 1–4 in the boxes.

Advice to people suffering from post-*Avatar* depression ☐

A synopsis of the film ☐

Examples of what some people are saying on the Internet ☐

Some features of Pandora ☐

- c** ▶ **CD1 T17** Listen to the review again and circle the correct answers.

- 1 Many people are unhappy after watching *Avatar* because
  - a they know they will never be able to live in a place like Pandora.
  - b they found the end of the film too depressing.
  - c they didn't want it to finish.
- 2 Elequin is trying to overcome the depression by
  - a talking to other people who feel the same way.
  - b searching the Internet for more information about the film.
  - c watching the film over and over again.
- 3 As examples of how well-researched Pandora is, the speaker talks about
  - a the language and the wildlife found on the moon.
  - b the special effects of the film.
  - c the personalities of the Na'vi people.
- 4 The lesson that the speaker believes *Avatar* can teach us is that
  - a we should never take films too seriously.
  - b we should just accept the imperfect world we live in.
  - c we should appreciate and protect the world we live in.

## 5 Speak

Imagine you were able to visit the moon Pandora. Which aspects of the moon would you most want to investigate and learn more about?

## 6 Vocabulary

### \* Word building

- a** Look at the sentences from the listening in Exercise 4 and write the correct form of the word in brackets. Use a dictionary if you need to.

- 1 *Avatar* may be the highest (high) -grossing film of all time but, for some viewers, it's all proving to be a little bit too perfect.
- 2 It ..... (basic) tells the story of how this ..... (beauty) place is raided by an Earth-based mining corporation.
- 3 What follows is a battle for the very ..... (survive) of Pandora and its people.
- 4 And the reason for their ..... (unhappy)?
- 5 ... one by a user under the name of Elequin, is a ..... (reflect) of the general mood.
- 6 ... they did a great job in constructing the ..... (fiction) world of Pandora.
- 7 What's really ..... (impress) is the research that went into creating this other world.

- b** Read about the film *Total Recall*. Use the words in the box to form a word that fits into each space.

construct horrible record ~~trust~~  
constant fly real die imagine free

## TOTAL RECALL



When your memory is no longer <sup>1</sup> trustworthy, how can you know what <sup>2</sup> ..... is any more? On Earth Arnold Schwarzenegger is a <sup>3</sup> ..... worker who can't stop dreaming about Mars. A trip to a sinister memory transplant service for an <sup>4</sup> ..... holiday on Mars goes <sup>5</sup> ..... wrong and, when he returns, he finds things are not quite the same. It seems everyone wants him <sup>6</sup> ..... including his wife, friends and several strangers too. A <sup>7</sup> ..... left by his 'other self' tells him to get a <sup>8</sup> ..... to Mars and join up with the underground <sup>9</sup> ..... fighters. The reality of the situation is <sup>10</sup> ..... in question. Who is he? What is real and what is not?



# Literature in mind

## 7 Read and listen

**a** Look at the book cover. What do you know about this novel?

**b** ▶ **CD1 T18** Read the text and listen. Answer the questions.

- 1 Why didn't Alice go through the door to the garden immediately?
- 2 Why was she not sure about drinking from the bottle?
- 3 Why did she sit down and cry?

**c** Match these words with the underlined words in the text.

- |  |  |
|--|--|
| 1 get smaller ..... <u>shrink</u> .....      | 5 difficult to hold onto (or walk on) .....            |
| 2 walk around slowly, in a relaxed way ..... | 6 wanted very much .....                               |
| 3 a little strange .....                     | 7 became happier .....                                 |
| 4 corridor .....                             | 8 risked doing something that might be dangerous ..... |

**d** Work in pairs. Answer the questions. Say what you think.

- 1 What parts of the text sound like a dream?
- 2 What impression do you get of Alice's personality?
- 3 Alice describes shrinking as a 'curious feeling'. Say or write what you think shrinking would feel like.
- 4 Did Alice manage to get out of the room and into the garden, do you think? If so, how?

## Alice's Adventures in Wonderland by Lewis Carroll

There were doors all round the hall, but they were all locked; and when Alice had been all the way down one side and up the other, trying every door, she wondered how she was ever to get out again.

Suddenly she came upon a little three-legged table, made of solid glass; there was nothing on it except a tiny golden key, and Alice's first thought was that it might belong to one of the doors of the hall; but it did not open any of them. However, she found a low curtain she had not noticed before, and behind it was a little door about fifteen inches\* high: she tried the little golden key in the lock, and to her great delight it fitted!

Alice opened the door and found that it led into a small passage, not much larger than a rat-hole: she knelt down and looked along the passage into the loveliest garden you ever saw. How she longed to get out of that dark hall, and wander about among those beds of bright flowers and those cool fountains, but she could not even get her head through the doorway. 'Oh, how I wish I could shut up like a telescope!' thought Alice. 'I think I could, if I only knew how to begin.' For, you see, so many unusual things had happened lately, that Alice had begun to think that very few things indeed were really impossible.

There seemed to be no use in waiting by the little door, so she went back to the table [...]: this time she found a little bottle on it, [...] and round the neck of the bottle was a paper label, with the words 'DRINK ME' beautifully printed on it in large letters.

It was all very well to say 'Drink me,' but wise little Alice was not going to do *that* in a hurry. 'No, I'll look first,' she said, 'and

see whether it's marked 'poison' or not' [...]

However, this bottle was NOT marked 'poison', so Alice ventured to taste it, and finding it very nice, [...] she very soon finished it off.

'What a curious feeling!' said Alice; 'I must be shutting up like a telescope.'

And so it was: she was now only ten inches\*\* high, and her face brightened up at the thought that she was now the right size for going through the little door into that lovely garden. First, however, she waited for a few minutes to see if she was going to shrink any further. [...]

After a while, finding that nothing more happened, she decided to go into the garden at once; but when she got to the door, she found she had forgotten the little golden key, and when she went back to the table for it, she found she could not reach it: she could see it through the glass, and she tried her best to climb up one of the legs of the table, but it was too slippery; and when she had tired herself out with trying, the poor little thing sat down and cried.

\* about 38 cm \*\* about 25 cm



## 8 Write

**a** Read the email quickly. What is its purpose? What is the relationship between the writer and the person she is writing to?

**b** Kate uses several informal and colloquial expressions. Find informal expressions in the text for the words and expressions below.

- |                        |                        |
|------------------------|------------------------|
| 1 I assume             | ..... <i>bet</i> ..... |
| 2 joking               | .....                  |
| 3 children             | .....                  |
| 4 home, flat           | .....                  |
| 5 a lot                | .....                  |
| 6 very                 | .....                  |
| 7 get something to eat | .....                  |
| 8 go quickly, rush     | .....                  |

**c** Work with a partner and discuss the questions.

- 1 The email begins with 'Hi Chris' and ends with 'Bye for now, Kate'. What other beginnings or endings can we use in informal emails or letters?
- 2 What kind of language can you find in the email that is typical of informal writing? Give examples.
- 3 What do you notice about the use of contracted forms?
- 4 What do you notice about the use of brackets (...)?

**To:** chris@cambridge.org

Hi Chris,

Phew! At last I've got round to sitting down and doing what I've wanted to do for ages – 'and what's that?' I hear you cry. Well, write to my favourite brother, of course! (Relax – you'd still be my favourite even if I had six!!!) Well, bet you can imagine how busy I've been – what with enrolling for the right courses at university, getting hold of the books our tutors want us to read (they're demanding, I can tell you) and keeping up with my wild social life (I'm kidding, of course, but I have already made two friends – they're on the same course as me and they're pretty cool!).

Anyway, the reason I'm writing is to thank you for the great present. Must admit I did find it a bit odd that you gave me a cash card for an online game as a present, but then this isn't the first time you've surprised me (remember when we were kids and you insisted we went swimming in the river near our house on 1 December? It was freezing cold!). Seriously, though, thank you very, very much. I entered Virtropia the very first evening I was in my new place, and had loads of fun choosing an identity and a profession for myself. So, watch out for a gold digger the next time you play. Or am I that hunter who always hunts before dusk, or maybe the woodcutter who lives high up in a tree house in the valley with the white buffaloes? (Won't tell you who I am, of course, you have to find out for yourself!) Hooray! Dead easy to get myself the clothes I wanted – thanks to your generosity, and the £50 in my account, of course!

Must go now – class starting in 40 mins. Still need to grab a quick bite before I dash off!

Bye for now,

Kate

P.S. Call me at 9 tonight. Let's enter Virtropia together, shall we? Curious to see how long it takes you to find me ...

P.P.S. One of my two new friends is called Jessica. She's really nice and she keeps asking me questions about you. (She wouldn't if she met you ...)

**d** You have received the following invitation from a good friend of yours who lives in the UK. You would love to accept the invitation, but unfortunately you can't go. Write an email to let your friend know and give your reasons. Add some of your recent news.



## 4

## Is it sport?

\* *could, was/were able to, managed to*

\* Vocabulary: success and failure

## 1 Read and listen

**a** Look at the photographs on these pages and answer the questions.

- 1 Which sport is involved in each one?
- 2 Which of the sports shown requires the most determination?
- 3 What qualities do you think are needed to be a good sportsperson?

**b** Read the three texts quickly. Which text mentions these things? There may be more than one answer.

- 1 a sportsperson and an opponent
- 2 spectators
- 3 positive behaviour from a sportsperson
- 4 an injury
- 5 an apology
- 6 a disappointing performance

**c** ▶ **CD1 T19** Complete the spaces A–H in the texts with phrases 1–8. Then listen and check.

- 1 to get along the best they can
- 2 Not everyone agreed.
- 3 turned in a nearly flawless performance
- 4 what goes around comes around
- 5 a few inches above the knee
- 6 They were useless
- 7 instead of seizing their opportunity
- 8 in the heat of the moment

## Players and fans get at each other

In the 2010 World Cup in South Africa, England and Algeria played out a 0–0 draw in the qualifying group match. As the England players were leaving the pitch, many of the travelling England supporters began to boo the players and started to shout 'We want our money back!'. An angry Wayne Rooney, one of the English stars, turned to a camera and said, ironically, 'Nice to see your home fans boo you. That's what loyal support is.'

The next day he apologised to the fans. 'Last night, on reflection I said things <sup>A</sup> ..... that came out of frustration of both our performance and the result,' he said. 'I apologise for any offence caused by my actions at the end of the game.'

But many were still not impressed. 'I took time off work and spent a lot of money to come here and watch England,' said one fan.

'They should be able to beat Algeria, but they didn't even manage to score a goal. <sup>B</sup> ....., and Rooney was the worst. Of course I can boo them.'

<sup>C</sup> ..... Another fan commented, 'They played really badly, it's true. But you should never boo your team. Never.'



## Sporting gesture

Lance Armstrong's victory in stage 15 in the 2003 Tour de France was due partly to a sporting gesture from the group of riders surrounding him.

Armstrong fell after colliding with a spectator, but, <sup>D</sup> ....., the other cyclists, including his closest rival, Jan Ullrich, slowed down and waited. Armstrong was slightly hurt but he was able to carry on.

Once they were back up to racing pace, Armstrong surged forward to win the stage by 40 seconds.

Such sporting gestures are a long-held tradition in professional cycling, which ironically has been plagued by accusations of cheating through the use of drugs.





'The Tour de France is special but this type of thing is normal practice,' former Tour rider Sean Yates said. 'You're racing against the same guys day in, day out and it's in everyone's best interest <sup>E</sup> .....

In the 2001 Tour, Armstrong and Ullrich were locked in a high-speed battle as they plummeted down the descent of the mighty Col de Peyresourde in the Pyrenees.

But Ullrich misjudged a corner and went off the road. Rather than taking advantage, Armstrong waited to see if his rival was able to continue and then coasted while Ullrich recovered.

And Yates insisted that in cycling, <sup>F</sup> ..... 'They were paying back that gesture,' he said of the cyclists' act of sportsmanship. 'If everyone behaves in the same way, it all evens itself out in the end. And it's best for the sport.'

## Rival injured



In January 1994, Nancy Kerrigan had been practising for the US Figure Skating Championships. She was leaving the ice when a man came up to her and struck her on the leg <sup>G</sup> ..... with a police baton. She was in agony and couldn't take part

in the competition, which was won by a skater called Tonya Harding. Kerrigan recovered in time to compete for the USA at the Winter Olympics in Norway and, in February, Kerrigan joined her teammate Harding at the Olympic Village.

However, in the meantime, Kerrigan's assailant had confessed and told police that he was part of a plot involving Harding and her ex-husband. Harding denied any involvement. She competed in the Olympic competition, but did not skate as well as expected: she finished eighth, while Kerrigan <sup>H</sup> ....., winning the silver medal.

Harding later admitted that she had tried to cover up the conspiracy to injure Kerrigan, but she always insisted that she was not involved in planning the attack. The US Figure Skating Association banned her for life from their events. Although she hoped to have a professional career doing ice-skating shows, many skaters refused to share the ice with her.

## Discussion box

- 1 What is your opinion of what each of the sportspeople in the texts did?
- 2 Do people in sport have a responsibility to act in certain ways and set examples for others?

## 2

## Grammar

**\* could, was/were able to, managed to**

- a** Read the examples and then complete the rules with the words in the box.

general ability specific non-ability

**RULES:** We can use *could/couldn't* to talk about <sup>1</sup> ..... ability (or non-ability) in the past, for example:  
When I was a kid, I **could stand** on my head but I **couldn't swim**.

After a month in China, I **could understand** some Chinese but I **couldn't speak** a word.

When we talk about ability at <sup>2</sup> ..... moments in the past, we can use *couldn't* or *wasn't/weren't able to* for <sup>3</sup> ....., but we have to use *was/were able to* (or *managed to*) for <sup>4</sup> ....., for example:  
She **couldn't take part** in the competition.  
or She **wasn't able to take part** in the competition.

He was slightly hurt but he **was able to carry on**. (not '~~could carry on~~')  
He **managed to win** the stage. (not '~~could win~~')  
We use *managed to* for things we were able to do, but with some difficulty.

- b** Complete each sentence. There may be more than one possibility.

- 1 I was so scared that I couldn't / wasn't able to move.
- 2 We had to stand in the queue for hours but we ..... get tickets in the end.
- 3 They had more than twenty shots at goal but ..... score – so we won 1–0!
- 4 I tried to play tennis for the first time yesterday, but I only ..... hit the ball once!
- 5 He hurt his ankle and he hasn't ..... play football for two weeks.
- 6 My parents told me that I ..... walk when I was only ten months old.



### 3 Listen

- a** What does each photo show? What, if anything, do the two photos have in common?
- b** ▶ **CD1 T20** Listen to the conversation between Paul and Jenny and answer the questions.
- Which sports do they mention during the conversation?
  - Which of these sentences best represents the topic of their conversation?
    - Sportspeople should try to win at any cost.
    - Cheating in sport is inevitable.
    - Cheating in sport may or may not be acceptable.
- c** ▶ **CD1 T20** Listen again. Write *J* (Jenny) or *P* (Paul) in the boxes to show who expresses these ideas.
- Winning is the most important thing. ☐
  - All teams try to win and this may involve breaking the rules. ☐
  - Cheating in sport is the worst part of the game. ☐
  - It's basically impossible for sportspeople to admit to cheating. ☐
  - There's a difference between cheating and disagreeing. ☐
  - Sport can be enjoyable despite some instances of cheating. ☐

- d** Tick (✓) the opinion you agree with. Compare your view with others in the class.
- I mostly agree with Jenny. ☐
  - I mostly agree with Paul. ☐
  - I don't agree with either of them. ☐

#### Discussion box

- Do you agree with Paul that cheating generally occurs in team sports? Give examples.
- Do you believe psychological tactics (for example, diving to get a penalty, or toilet breaks in tennis) are increasing in today's world of sport? Why / Why not?
- Do you think there is anything that referees and umpires can do to reduce cheating in sport? Are there any ways in which technology might help them?



### 4 Vocabulary

#### ★ Success and failure

- a** Read the sentences. Put the infinitive of the underlined verbs into the correct column in the table.
- He hasn't got any money, so it looks like his plan to start a business will fall through.
  - She was very shy as a child, but she overcame it and now she's really sociable.
  - I thought it would be impossible for him, but he pulled it off.
  - I had an interview for the job but I blew it, so I have to start looking again.
  - I went for an audition, but I messed it up, so I don't think I'll get the part.
  - The course was great! It fulfilled all my expectations.
  - She's very ambitious and she works hard – I think she'll make it to the top.
  - It's very easy to use an e-book – you can't go wrong!

having a positive result	having a negative result
	<i>fall through</i>

**b** Circle the correct words.

- 1 I followed the map, but I went wrong / *made it* somewhere and got lost.
- 2 This is a great chance for you – make sure you don't *blow it* / pull it off.
- 3 Congratulations! I didn't think you could do it, but you *made it* / overcame it in the end.
- 4 Unfortunately, our plan to buy a house *fell through* / made it.
- 5 No one has ever managed to do this – so I don't think you can *pull it off* / *blow it* either.
- 6 Everyone has problems – you just have to *fulfil* / overcome them.
- 7 She's got lots of talent and promise for the future – I hope she *fulfils* / overcomes her potential.
- 8 I'm sure I won't pass – I really *fell through* / messed up the exam.

**c** Complete the sentences with the missing words.

- 1 When was the last time you really messed ..... an exam and what exactly ..... wrong?
- 2 When was the last time a plan of yours fell ..... and what was it?
- 3 What do you need to do if you want to ..... it as a politician in your country?
- 4 What problems will you have to ..... if you want to succeed in your chosen career?

**d** Work with a partner. Choose two of the questions from Exercise 4c and talk about them.

**Vocabulary bank** Turn to page 111.

**5** Read and speak**a** Complete the quotations from sportspeople with the words in the box.

take the game-winning shot   can't win   win or lose   play together   come second   get it right

- 1 'You may have the greatest bunch of individual stars in the world, but if they don't play together, the club won't be worth a dime.' (Babe Ruth, baseball player)
- 2 'I've missed more than 9,000 shots in my career. I've lost almost 300 games. 26 times I've been trusted to ..... and missed. I've failed over and over again. And that's why I succeed.' (Michael Jordan, basketball player)
- 3 'If you're first, you're first. If you ....., you're nothing.' (Bill Shankly, football manager)
- 4 'Champions keep playing until they ..... .' (Billie Jean King, tennis player)
- 5 'If you ....., make the one ahead of you break the record.' (Jan McKeithen, athlete)
- 6 'Whoever said "It's not whether you ..... that counts," probably lost.' (Martina Navratilova, tennis player)

**b** Work with a partner. Discuss the questions.

- 1 Which of the quotes in Exercise 5a can you most/least relate to and why?
- 2 Which of the quotes are relevant for life in general? Explain why.

**c** Work with a partner and use your ideas to complete the sentences.

- 1 Life without sport is like ...
- 2 Being second is not as good as coming first, but ...
- 3 Champions aren't made in the gym. Champions are ...
- 4 Football is a wonderful way of ...

**Get it right!** Turn to page 116.

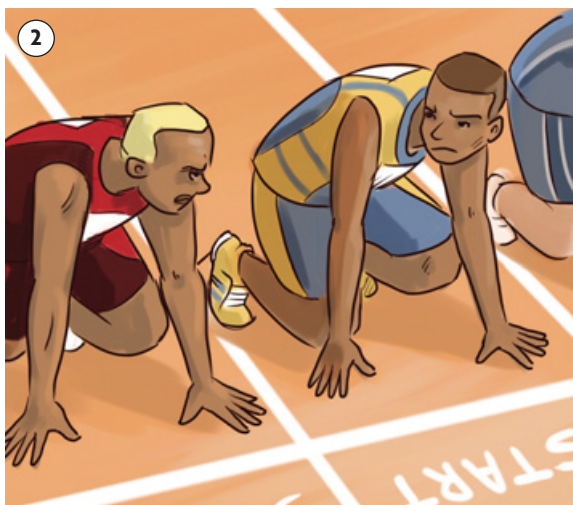
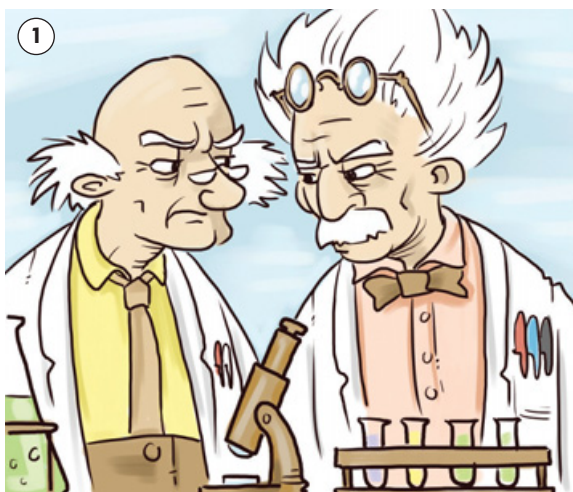




## 6 Speak and listen

**a** Look at the pictures and answer the questions.

- 1 How are the two people in each picture in competition with each other?
- 2 What is the prize?
- 3 What pressures do they face?
- 4 What would they do to win?



**b** Read the song lyrics. Which of the people in the pictures is the song about and how does it answer the questions in Exercise 6a?

**c** ▶ CD1 T21 Listen and fill in the gaps.

### Race for the Prize by the Flaming Lips

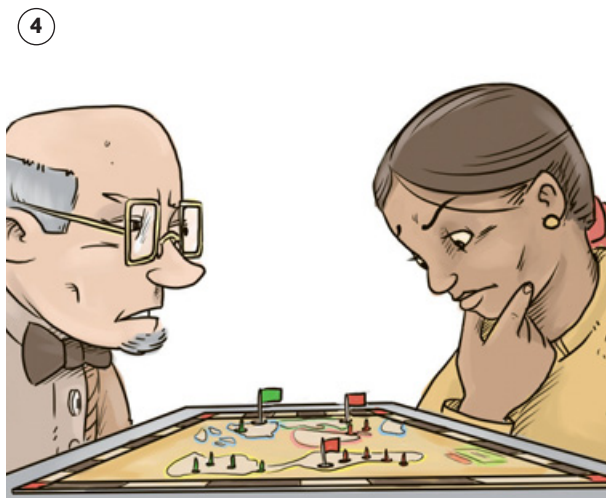
Two scientists were racing  
 1 ..... the good of all mankind  
 Both 2 ..... them side by side  
 3 ..... determined

Locked 4 ..... heated battle  
 5 ..... the cure that is their prize  
 But it's 6 ..... dangerous  
 But they're determined

Theirs is 7 ..... win  
 If 8 ..... kills them  
 They're 9 ..... humans  
 10 ..... wives and children

Upwards to 11 ..... vanguard  
 Where the pressure is 12 ..... high  
 Under the microscope  
 Hope against hope

Forging 13 ..... the future  
 But to sacrifice 14 ..... lives  
 Both 15 ..... them side by side  
 16 ..... determined



**d** Find expressions that mean:

- 1 next to each other  
.....
- 2 fighting each other  
.....
- 3 being watched by everyone  
.....
- 4 to die for a cause  
.....

**e** Discuss the questions in groups.

- 1 What are these prizes awarded for?
  - a Oscars
  - b The Turner Prize
  - c The Pulitzer Prize
  - d The Nobel Prizes
  - e The Grammys
- 2 What other prizes can you think of?
- 3 How do you feel about turning traditionally non-competitive areas (acting, art, journalism, etc.) into competitions?

**Did you know?**

*The Flaming Lips* have been on the edge of greatness since their formation in 1983. Although they have never really enjoyed mainstream success, they have a huge worldwide following of loyal fans. The band are especially renowned for their elaborate and creative stage shows that, over the years, have featured balloons, puppets, fancy dress, impressive light shows, enormous fake hands and a large plastic bubble, which

lead singer Wayne Coyne uses to roll himself across the audience.

The band's unique approach to music is probably best summed up by *Zaireeka*. This 1997 release came as a four-CD set and was designed so that all four CDs should be played simultaneously on four different sound systems. Unsurprisingly, it was never a great commercial success.





## 7 Write

**a** Read the report quickly and answer the questions.

- 1 Which sport is involved?
- 2 Is this the school magazine of Newhaven or Shorthouse? Why do you think so?

### LAST GASP WINNER

Last week's match between Newhaven and Shorthouse was one of the most closely fought affairs to have been seen for many years. We had expected a competitive match, but few of us could have imagined anything quite like this.

The first fifteen minutes were comparatively slow, with each team sizing up the other. A heavy tackle by the Shorthouse captain on Lewis, however, warmed things up and after that the game became much more open and exciting.

Nonetheless, scoring chances were few and far between until the 28th minute when the Shorthouse centre forward broke through – all he had to do was put the ball in the net, but incredibly he put it over the bar. About five minutes later, almost the same thing happened again, but this time the player made no mistake: 1–0 to Shorthouse and it stayed that way until half-time.

Who knows what Mr Ackroyd said to the Newhaven players during the interval,

but it certainly made a difference, since the home side came out on the attack in the second half. Only five minutes had gone by when Lewis picked up a loose ball, slipped past the last Shorthouse player and smashed in the equaliser. The rest of the second half was non-stop attacking, with both teams going close on several occasions. However, it was only in the last minute that Newhaven sealed their win – Jameson went past the goalkeeper, who brought him down and the referee had no hesitation in awarding the penalty. The Shorthouse players complained bitterly, but there was no doubt in anyone else's mind that it was a penalty, and Jameson himself coolly scored from the spot for a thoroughly deserved 2–1 win.

**b** Match the underlined words and phrases in the text with their meanings 1–8.

- |                                      |                             |
|--------------------------------------|-----------------------------|
| 1 continuous                         | ..... <u>non-stop</u> ..... |
| 2 without anxiety                    | .....                       |
| 3 rare                               | .....                       |
| 4 strongly and in an angry way       | .....                       |
| 5 completed                          | .....                       |
| 6 missed                             | .....                       |
| 7 trying to see how good (they were) | .....                       |
| 8 scored                             | .....                       |

**c** What is the effect of using the underlined words in the text in Exercise 7a?

**d** Write a description of one of the three events. Write 200–250 words.

- a sports event that you remember well
- a musical event that you remember well
- an event on the streets of your town that you remember well (for example, a parade or a demonstration)

Think about these questions before you write:

- When did the event take place?
- Where did it take place?
- Who were you with?
- What made it so memorable for you?

How many verbs, adjectives and adverbs can you use to make it as lively and dramatic as possible?

# Check your progress

## 1 Grammar

**a** Rewrite each sentence, starting with the word given.

- The most difficult thing is getting an idea.  
It's getting an idea that's the most difficult thing.
- I don't understand why people want to play computer games.  
What .....
- People wasting their time and money makes me really angry.  
It's .....
- Being careful with your money – that's the important thing.  
What .....
- The really interesting bit was the end of the film.  
It .....
- I don't like sitting in front of a computer for a long time.  
It's .....
- Virtual worlds will be more and more common in the future.  
What .....

6

**b** ~~Cross out~~ any wrong options and tick (✓) the sentences where both options are correct.

- When I was younger I *could* / *was able to* read for hours. These days I fall asleep after ten minutes. ✓
- We were tired but we *could* / *managed to* finish the race. ....
- He was too far away and we *couldn't* / *weren't able to* hear anything he was saying. ....
- We looked for half an hour and eventually we *could* / *were able to* find a parking space. ....
- The film was in Arabic and I *wasn't able to* / *couldn't* understand anything. ....
- We had a school uniform, but on Fridays we *could* / *managed to* wear anything. ....

5

## 2 Vocabulary

**a** Complete each sentence with one of the words in the box.

~~account~~ economic interest  
purchase currency

- Good morning. I'd like to open an account here, please.
- Do they use dollars in Jamaica, or is it a different ..... ?
- I don't want to borrow money from the bank – the ..... rate is too high.
- I think the last government's ..... policy led to the crisis.
- During our flight today, you'll be able to ..... duty-free goods if you want to.




4

**b** Read each sentence and mark the following sentence (T) true or (F) false.

- The course didn't fulfil my expectations. I was disappointed by the course. T
- I took my final History exam and I blew it. I passed the exam. ....
- I thought I'd mess up my driving test but I didn't. I thought I'd fail my driving test. ....
- It looks like our holiday plans are going to fall through this year. There's a good chance we'll go on holiday. ....
- He was in a band for ten years. They never really made it to the top. His band was really successful for a while. ....

4

## How did you do?

Total score			
<input type="text"/> 19	Very good	OK	Not very good
Grammar	9 – 11	5 – 8	less than 5
Vocabulary	6 – 8	3 – 5	less than 3

## 5

## Advertising

- \* Position of adverbs
- \* Vocabulary: advertising

- \* Adjective order

## 1 Read and listen

**a** Work with a partner. Make a list of at least ten brand logos that you know.

**b** ▶ **CD2 T02** Read the text and listen. Answer the questions.

- 1 Who is completely in favour of wearing clothes with visible brand logos?
- 2 Who is completely against them?

## Today's question: Do you wear clothes with visible brand logos?

Question posed by **thegreatsimon**

**Ever notice how many logos you see on people when you're out and about? Sunglasses, bags, T-shirts, shoes: they're all plastered with brand names. I try to limit this as much as possible. In fact, even if I like something, I won't buy it if the brand name can be easily noticed. Why should I pay good money to advertise for these people? Shouldn't they be paying me, in fact? wdyt?**

I don't consciously think about what logos are showing when I buy something. But then, I'm not a big brand slave, I just buy whatever I like. Even when I see someone else with a visible logo, I don't think 'Wow, so-and-so loves that shop. Maybe I should, too!' Of course, this has a lot to do with the fact that I'm completely unobservant and don't pay any attention to what people are wearing! lol

**julia18**

Like a lot of people, I like to show that I spend a lot of money on clothes. I want people to know that I care about myself. Showing a brand name symbolises you, in the same way that a brand name MP3 player does.

**michaelxx**

michaelxx: I can't figure out why you need to symbolise yourself. Anyway, when everyone has the same thing, are you really symbolising yourself? You end up looking just like everyone else. That's why I spend money on tattoos, not on designer products.

**blueberryhill**

I rarely wear items with visible logos, but then again I've never really been into buying from those kinds of stores. I think it's a lot more interesting to see a cool shirt and ask the person where they got it from, because then you've got an awesome conversation starter.

**RvT**

Well, I remember going through the stage when everything you wore had to have a brand name or you weren't 'cool' at school. But now I just don't care. Thankfully, I have friends who accept me for who I am, not for what I wear. I don't buy things just for the brand, but I don't mind advertising the brand if it's something I really like. There are brands I tend towards because they have a particular and consistent style that reflects my taste. In the end, though, I make my decisions about what to buy on an economic basis!

**minniejones**

ita with thegreatsimon. I despise visible logos on clothes. If I wanted to be a human billboard, I would sell ad space. Not that I'm into cheap stuff, but my clothes are about me, not vice versa.

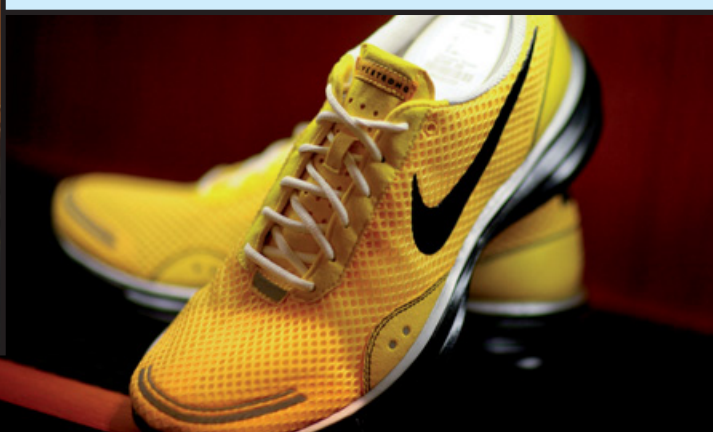
**munsterman**

This chat is a little pointless, imho. Companies want to know who's wearing their products, and when they see a horde of people walking down the street brandishing their logo, they know they're on to a winner. It's competition, advertising ... business.

**wildpenny**

meh. Most people make their decision about what to buy emotionally. That goes for clothes, too. So what's the emotion? For some people it's the desire to feel comfortable, for others it's to fit in, and for yet others to look cool. All of these are OK. Live and let live, all right?

**okworld**



**c** Read the text again. Which writer says each of these things?

- 1 You see logos on products everywhere you go.
- 2 Seeing other people with a brand logo doesn't make me want the same.
- 3 I choose clothes that I can afford.
- 4 We should let people wear the clothes they want.
- 5 Discussing this won't change the situation.

**d** Circle the correct preposition. Then check your answers with the underlined words in the text.

- 1 to figure up / out / over – to understand something by thinking carefully
- 2 to end up / in / about doing something – to finally do something, especially without having planned to
- 3 to be on / up / out to a winner – to be in an extremely good situation
- 4 to go with / from / for something or someone – to be also true for
- 5 to fit out / in / on – to be accepted as part of a group

**e** Match these expressions from the text with their meanings.

- |        |                                       |
|--------|---------------------------------------|
| 1 wdyt | a I totally agree                     |
| 2 lol  | b in my humble opinion                |
| 3 ita  | c what do you think?                  |
| 4 imho | d whatever! / I don't care about this |
| 5 meh  | e laugh out loud                      |

### Discussion box

- 1 Which of the replies in the text did you think was the best? Which was the worst? Why?
- 2 What products, apart from clothes, do people buy that have visible brand logos?
- 3 To what extent are you, or people you know, influenced by advertising when you decide what to buy?

## 2 Grammar

### \* Position of adverbs

**a** Read the basic rules (1–6) on the position of adverbs in sentences. Then match sentences a–f with the rules.

- 1 We often use an adverb to add extra meaning to an adjective. This is also called *qualifying an adjective*. In this case the adverb comes before the adjective.
  - 2 When we use an adverb to qualify a verb, it can go before the verb (but after the verb *to be*).
  - 3 Adverbs normally don't go between a verb and its object.
  - 4 We sometimes put adverbs at the beginning of a sentence to qualify the whole idea of the sentence.
  - 5 Adverbs can come at the end of clauses when they qualify a more complex idea.
  - 6 Adverbial phrases normally come at the end of clauses.
- a I don't consciously think about what logos are showing. ☐
- b Thankfully, I have friends who accept me for who I am. ☐
- c I make my decisions about what to buy on an economic basis. ☐
- d I'm completely unobservant. ☒
- e Most people make their decision about what to buy emotionally. ☐
- f NOT Read quickly the text. ☐

**b** Complete the sentences with the adverb in brackets. There may be more than one answer.

- a It was a fascinating film. (really)  
*It was a really fascinating film.*
- b I didn't enjoy the meal. (really)
- c Buying something is a personal decision. (clearly)
- d We thought about it before deciding. (carefully)
- e I bought the wrong thing. (unfortunately)
- f I don't know the answer. (honestly)
- g He showed us the medal he'd won. (proudly)
- h She showed me how to do it. (in an interesting way)

**c** Work with a partner. Discuss your answers and decide how many correct options there are for each sentence. Match each sentence from Exercise 2b to a rule in Exercise 2a.

**Get it right!** Turn to page 117.



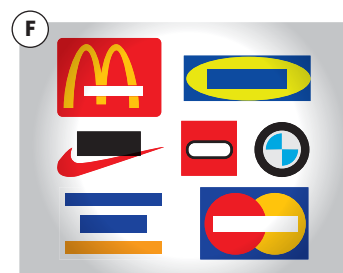
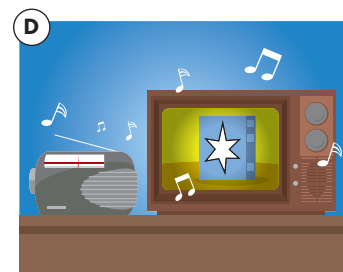
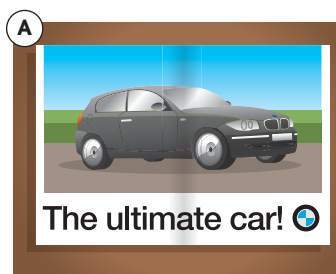
### 3 Vocabulary

#### \* Advertising

**a** Match the words with the pictures. Write A–F in the boxes.

- 1 hoarding
- 2 jingle
- 3 slogan
- 4 logos
- 5 sandwich board
- 6 TV commercial

E



**b** Work with a partner and discuss these questions.

- 1 How effective are each of the types of advertising in Exercise 3a?
- 2 What other forms of advertising can you think of?
- 3 Does advertising ever annoy you? When and why?

**Vocabulary bank** Turn to page 111.

### 4 Listen

**CD2 T03** An expert on forms of advertising is talking about some relatively new techniques. Listen and complete the notes.

#### Three kinds of advertising

##### 1 Niche marketing

A niche is a <sup>1</sup> ..... group of people. So niche marketing tries to ensure that an advert gets to the people who will be most <sup>2</sup> ..... The Internet can help with this. Things like blogs and social networking sites have systems that <sup>3</sup> ..... The information helps companies to decide <sup>4</sup> ..... to put on the screen. This means, for example, that someone who <sup>5</sup> ..... a lot will get adverts for <sup>6</sup> .....

##### 2 Crowd-sourcing

The name comes from a mixture of the words <sup>7</sup> ..... and <sup>8</sup> ..... It is a technique in which companies get their customers to write <sup>9</sup> ..... for them. In this way, a company spends <sup>10</sup> ..... on advertising and gets people <sup>11</sup> ..... even more strongly to the product.

##### 3 Shock advertising

An example of this technique is campaigns that try to get people <sup>12</sup> ..... Now some companies want to use a very powerful, shocking image that will make the public <sup>13</sup> ..... However, the technique is also very <sup>14</sup> ..... and unpleasant, so they often add <sup>15</sup> ..... to soften the shock a little.

## 5 Grammar

### ★ Adjective order

- a** If we have more than one adjective to qualify a noun, there are some basic guidelines to follow about the order they come in. Look at the examples and complete the rule.

Imagine you have a company that makes *beautiful expensive* cars.  
They used *horrible black and white* photographs of sick smokers.

**RULE:** If one adjective gives an opinion and the other one states a fact, the ..... comes first.

- b** Complete the first row of the boxes in Exercise 5c with the four category titles in the correct order.

colour material origin shape

- c** ▶ **CD2 T04** Listen to the sentences and complete the table.

Quality					Noun
gorgeous		dark brown			jacket
	round				cakes
			Japanese		garden
				diamond	necklace
					elephant
					frame

- d** Write the adjectives in the correct order before the nouns.

- 1 a jacket *leather / beautiful*  
A *beautiful leather jacket*
- 2 a book *reference / useful*  
.....
- 3 the cup *old / plastic*  
.....
- 4 eyes *blue / beautiful*  
.....
- 5 your car *expensive / sports / German*  
.....
- 6 shoes *running / comfortable / Chinese*  
.....
- 7 my shirt *white / best / cotton*  
.....
- 8 that company *advertising / enormous / American*  
.....

- e** Think of some adjectives that you could use to describe these nouns. Write a sentence using the adjectives and noun. Use a dictionary if you need to.

- 1 a book  
*Last week I read an interesting little book.*
- 2 a programme
- 3 a room
- 4 a building
- 5 a pen
- 6 a jacket

## 6 Speak

- a** Work in groups of four. You are designing a marketing campaign for a product of your choice. Use the following guidelines to help you.

- What is your product? (Use a real one or an imaginary one.)
- Who is your target audience?
- What market research would you ideally do before designing your campaign?
- What different types of advertising are you going to use?
- Design the actual adverts you will use.

- b** Present your ideas to the rest of the class. Choose a member of the group to do each of the following:

- Introduce your product and explain who you think will be interested in it and why.
- Explain the different areas of the media you will target and why.
- Show any visual adverts you might have and explain the ideas behind them.
- Act out any TV or radio commercials you might have.

# Culture in mind

## 7 Read and speak

**a** Work with a partner. What do you think is being advertised in the pictures?

**b** ▶ **CD2 T05** Read and listen to the text and check your ideas.

www.cambridge.org/elt/englishinmind

## Advertising techniques – creative or intrusive?

It doesn't matter if your business is big or small – multinational corporation or local shop, you have to let people know that you're there and what it is you have to sell. And that, of course, is where advertising comes in. It's everywhere you go – in newspapers and magazines, on TV, radio, in cinemas, on websites ... there's no escape anywhere.

Methods of getting your advertising message across to the public are varied and always have been. Sandwich board men were, and in some places still are, a popular way of producing a portable advert at a reasonably low cost (just the salary of the man who walks around with the board on him). On the more exotic side are things like sky-writing: hiring a special, smoke-producing plane to write the name of your product in the sky. It's quite effective, but of course, expensive – and very short-lived. Planes are also sometimes used to pull banners bearing a message across the sky. They're still reasonably popular – I was lucky enough to be on Copacabana beach in Rio a while ago, and several of them flew past.

The world of advertising is all about making an impact and getting noticed, and this can lead people to be very creative and inventive. Take the case of the airline that paid a café to advertise the price of their flights to Rome in the foam of cappuccino coffee. Or indeed the restaurant in the USA that made large, fake seashells and placed them on the beach – when curious passers-by opened up a shell, they read the message 'Looking for seafood?' and the restaurant address. Pretty ingenious and maybe quite effective.

And perhaps the best thing you can say about advertising, apart from its inventiveness, is that it is often amusing too. One of my favourite adverts is made by as small a business as you can get – a one-man show, a window-cleaner named Jim. He placed a small card behind the windows that he cleaned which said: 'If you can read this, I've done a good job', followed, of course, by his telephone number.

This approach has been termed 'guerrilla advertising' – using very cheap elements to make a big impact: modern-day sandwich boards, if you like. And how about this for a variation on sandwich boards? Instead of using people, you could use ... er, cows? That's what a website in Florida did.

There are those, of course, who feel that advertising is way too intrusive, who think 'Can't we have a cup of coffee or a walk along the beach without someone trying to sell us something?' Write and tell me what you think.




**c** Read the text again. Write *T* (true), *F* (false) or *N* (not in the text).

- 1 Sandwich board men are an expensive form of advertising.
- 2 Jim owns a window-cleaning company that employs several people.
- 3 'Guerrilla advertising' is a way of advertising effectively without spending a lot of money.
- 4 The writer of the blog feels that advertising is often too intrusive.

☐ F  
☐  
☐  
☐



### Discussion box

- 1 What is the most creative / most amusing advertisement that you know of? Describe it.
- 2 Is advertising too intrusive, in your opinion? Say why / why not.

## 8 Write

- a** Read the job advertisement for a PR Assistant. Write a list of the personal qualities a successful candidate should possess.
- b** What information do you think you should include in a covering letter?
- c** Read through the model letter and check your answers to Exercise 8b.
- d** Choose one of the job adverts and write a covering letter of application.

### Do you have a way with words?

**Yes?** Well, we're looking for creative and motivated people interested in **starting a career in advertising**.

### ARE YOU ADVENTUROUS?

- Do you like dealing with people?
- Can you keep cool under pressure?
- Have you got what it takes to work as a tour guide?

## PR Assistant

Have you got the energy and enthusiasm to get ahead in the world of marketing?

We are a leading advertising agency based in Manchester. We are looking for a young motivated PR Assistant to support our creative team. As a member of this fast-reacting and dedicated team, you will be expected to be able to cope with high-stress situations. You will be responsible for the team diaries, travel arrangements, PowerPoint presentations and general administration.

The successful candidate will be open, dynamic and willing to learn. Experience is not essential but advanced knowledge of MS Office is an advantage.

If you are interested and think you have got what we are looking for, then send us a CV with a short covering letter telling us why you think you are right for the job.

Dear Sir/Madam,

I am writing to apply for the job as PR Assistant that was advertised in last night's *Evening Standard*. Please find enclosed a copy of my CV. As you will see, I graduated in administration from Bradford University and have spent the last two years working for a small but dynamic publishing house in London. Although I have enjoyed my time here and have learned many things, I feel I have reached a point where I need to prove myself at a higher level. I am sure I can offer you the enthusiasm and dedication to the task that you are looking for. I am good at working under pressure, indeed you might say I thrive on it, and would enjoy the challenge of using my skills in a larger environment.

I hope you will find my application to be of interest.

I look forward to hearing from you.

Yours faithfully,

Sally Dixon




## 6

## Animal instincts

- \* Past perfect tenses review
- \* Vocabulary: animal sounds

## 1 Read and listen

- a** Work with a partner. Write down the names of the five senses. For each sense, try to think of an animal that has an exceptional ability in this area.
- b**  **CD2 T06** Read and listen to the text. Choose the title (1–4) that you think fits best and say why.
- |  |  |
|--|--|
| 1 Lucky escapes                        | 3 How toads help humans                |
| 2 As if they had known what was coming | 4 Scientific uncertainty about animals |



[1] If there was to be a tribute to the humble toad, it would have to contain one new piece of information: the amphibian's previously undiscovered ability to detect imminent earthquakes. Incredibly, a scientific study has suggested that they flee an area just before such seismic activity strikes.

[2] The evidence, published yesterday in the *Journal of Zoology*, centres on a population of breeding toads in Italy. It seems that, a few years ago, these creatures had suddenly fled their home five days before an earthquake measuring 6.3 on the Richter Scale struck L'Aquila, an area 46 miles away from their breeding ground.

[3] Quite how the toads sensed the quake is unclear, but a full 96 per cent of males scarpered, only to return a day after the danger was over. The discovery baffled Dr Rachel Grant, who hadn't

set out to discover toads' reactions to earthquakes but to study the effect of the lunar cycle on them. Now, however, she believes that they might be able to 'detect pre-seismic clues, such as the release of gases and charged particles, and use these as a form of earthquake early-warning system.'

[4] Whether this discovery will change our affection for amphibians is debatable, but what is certain is that toads are not the only creatures credited with an uncanny power to predict natural disasters.

[5] The 2004 tsunami, which killed more than 200,000 people, is a case in point. In Thailand, distressed elephants had been trumpeting all day before the disaster and many broke their chains and ran for higher ground before the tsunami was visible. One, called Ningnong, was giving a ride to an eight-year-old British tourist at the Thai beach resort of Phuket. Suddenly bolting to the hills, it saved its own life and the little girl's. Meanwhile, breeding flamingos in India abandoned low-lying areas to settle on higher ground. And bats in Sri Lanka, which normally sleep in the day, flitted around in distress.

[6] While most of these animal warnings have been ignored, there are times when they have been heeded. In 1975, scientists in Haicheng, China, became worried because the city's dogs had been behaving erratically and the cats had become restless and uneasy. Convinced that a major disaster was imminent, they demanded the evacuation of the city. The order came five-and-a-half hours before an earthquake hit, causing 2,000 deaths. Without the evacuation, however, it has been estimated that another 150,000 people could have perished.





[7] 'In China, they have people watching groups of animals, partly to try and predict such disasters,' says Professor Daniel Mills, an expert in animal behaviour at Lincoln University. He stresses that animals have heightened senses which set them apart from humans. A shark, for instance, can smell a single drop of blood diluted in 100 litres of water, while kestrels can see ultraviolet light which helps them to detect prey such as mice.

[8] 'We function in a world with five senses,' he adds. 'In the same way as we can't see infrared, there are sounds we can't hear either. But many animals can. There is a sense called electro-perception that fish and sharks use to form a picture around them, while dolphins and bats use sonar to find their way around.'

[9] Other cases are even more perplexing. Who could forget Oscar, the so-called 'cat of death' who had been adopted by a New England nursing home and who, three years ago, became a scientifically-studied phenomenon after it emerged that he could predict when patients were about to die? In more than 50 cases, the otherwise unsociable puss would go and curl up with an elderly resident two hours before they passed away. He has never been wrong. Cases like this and of pets being able to sense their owners' illnesses are still not properly understood. But what does seem clear is that our pets are attempting to alert us to potential disaster so we can avoid it.

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

- 1 Scientists have always known some amphibians can predict earthquakes. ☒ F
- 2 It is not absolutely clear how toads can predict natural disasters. ☐
- 3 2,000 people might have been killed had scientists not called for the evacuation of Haicheng. ☐
- 4 China is a country where natural warning signs before a disaster are not taken seriously. ☐
- 5 Dolphins and bats share a similar navigation system. ☐
- 6 Oscar the cat doesn't normally seek the company of humans. ☐

**d** Find the words 1–8 in the text and match each one to a definition a–h.

- |                                      |   |
|--------------------------------------|---|
| 1 tribute (paragraph 1)              | a before an earthquake                    |
| 2 imminent (paragraph 1)             | b an example which shows this is true     |
| 3 breeding ground (paragraph 2)      | c coming, likely to happen very soon      |
| 4 scarpered (paragraph 3)            | d believed to have                        |
| 5 pre-seismic (paragraph 3)          | e acting in a strange, disorganised way   |
| 6 credited with (paragraph 4)        | f a place where animals have their babies |
| 7 a case in point (paragraph 5)      | g left very quickly                       |
| 8 behaving erratically (paragraph 6) | h a show of respect and admiration        |



## 2 Grammar

### ★ Past perfect continuous, past perfect simple and past perfect passive review

**a** Look at the examples from the text. Which one is an example of: the past perfect continuous, the past perfect simple or the past perfect passive?

- 1 Oscar had been adopted by a New England nursing home.
- 2 In Thailand, distressed elephants had been trumpeting all day before the disaster.
- 3 Dr Rachel Grant hadn't set out to discover toads' reactions to earthquakes.

**b** Complete the text with the correct form of the past perfect continuous, the past perfect simple or the past perfect passive. There may be more than one possibility.

### Book review – *The Incredible Journey*

*The Incredible Journey* is a story about two dogs and a cat in Canada who found themselves far from home. Their owners, the Hunter family, had gone to live in England for a short time, and so the three pets <sup>1</sup> had been taken (take) to live on a farm owned by a friend, Mr Longridge. The animals did not really understand what <sup>2</sup> ..... (happen), and at first they patiently waited for their owners to come and get them. Then they began to think that maybe they <sup>3</sup> ..... (forget) by the Hunters. After about two weeks – during which time they <sup>4</sup> ..... (treat) well by Mr Longridge – the animals decided that they had waited long enough. They left the farm and started to walk back home, following their instincts. But they didn't know that their journey would take them across 400 kilometres!

The story tells us of this amazing journey. When they finally got home, the animals

<sup>5</sup> ..... (travel) for many weeks and

<sup>6</sup> ..... (had) many difficult

experiences. They <sup>7</sup> ..... (face)

starvation, illness and had been attacked by wild animals. Of course their owners, who

<sup>8</sup> ..... (tell) that they were missing

and who <sup>9</sup> ..... (look) for them, were delighted to have them back again.

This is a moving story about animal courage and instincts.

## 3 Listen

**a** Where in the photo can you see the following?



an octopus

a German flag

tentacles

a Spanish flag

**b** ▶ **CD2 T07** Listen to the radio show and answer the questions.

- 1 Who was Paul and how did he become famous?  
.....
- 2 Why was he referred to as 'England's only hero' of the 2010 World Cup?  
.....
- 3 How exactly did the prediction trick work?  
.....
- 4 What was the difference in the reactions between German and Spanish fans?  
.....
- 5 Why was Paul's reputation in danger during the final?  
.....

**c** Discuss in small groups.

- 1 Do you believe Paul was really psychic? How can you explain his success in predicting match winners?
- 2 If you had a psychic pet, what would it be and what would you use it for?

**Get it right!** Turn to page 117.



## 4 Vocabulary

### ★ Animal sounds

Complete the sentences with the correct form of the verbs in the box.

bleat ~~bark~~ grunt crow roar hiss croak

- 1 The football coach ..... *barked* ..... his instructions at the players.
- 2 They all ..... with laughter when they saw what I was wearing.
- 3 My father didn't actually say 'Yes', he just .....
- 4 The actors were terrible and the audience ..... their disapproval.
- 5 Harry just about managed to ..... that he was OK although he had a very sore throat.
- 6 She won the school tennis championship and ..... about it for weeks.
- 7 I hate it when she ..... on about how badly everyone treats her.

**Vocabulary bank** Turn to page 112.

## 5 Read and speak

- a** Work in a group of three. Read a different story each and then re-tell the story to your group, using your own words.



### The dolphins who saved a fisherman

RONNIE Dabal was fishing for tuna in the choppy waters of Puerto Princesa Bay in the Philippines when a sudden storm came upon him and turned his boat upside down. After battling with punishing waves for the next 24 hours on top of a piece of styropor, Dabal was losing his strength when, from out of nowhere, a school of around 30 dolphins and a pair of whales came and flanked him on both sides. The dolphins started to nudge his tiny life raft towards the direction of land. Dabal said he passed out while all this was happening and woke up on the beach of Barangay where he was finally rescued by local residents.

### BRAVE LITTLE ZOIEY

MASONVILLE, Colo. – Zoey the Chihuahua is tiny but when a rattlesnake lunged at her owners' two-year-old grandson, she became a real bulldog. Booker West was splashing his hands in a birdbath in his grandparents' backyard when the snake slithered up to the toddler, rattled and struck. Five-pound Zoey jumped in the way and took the bites. 'She got in between Booker and the snake, and that's when I heard her yipe,' said Monty Long, the boy's grandfather. The dog was taken to the vet's and for a time it appeared she might not survive. 'These little bitty dogs, they just don't really get credit,' Booker's grandmother Denise Long told a reporter who interviewed her about the case.



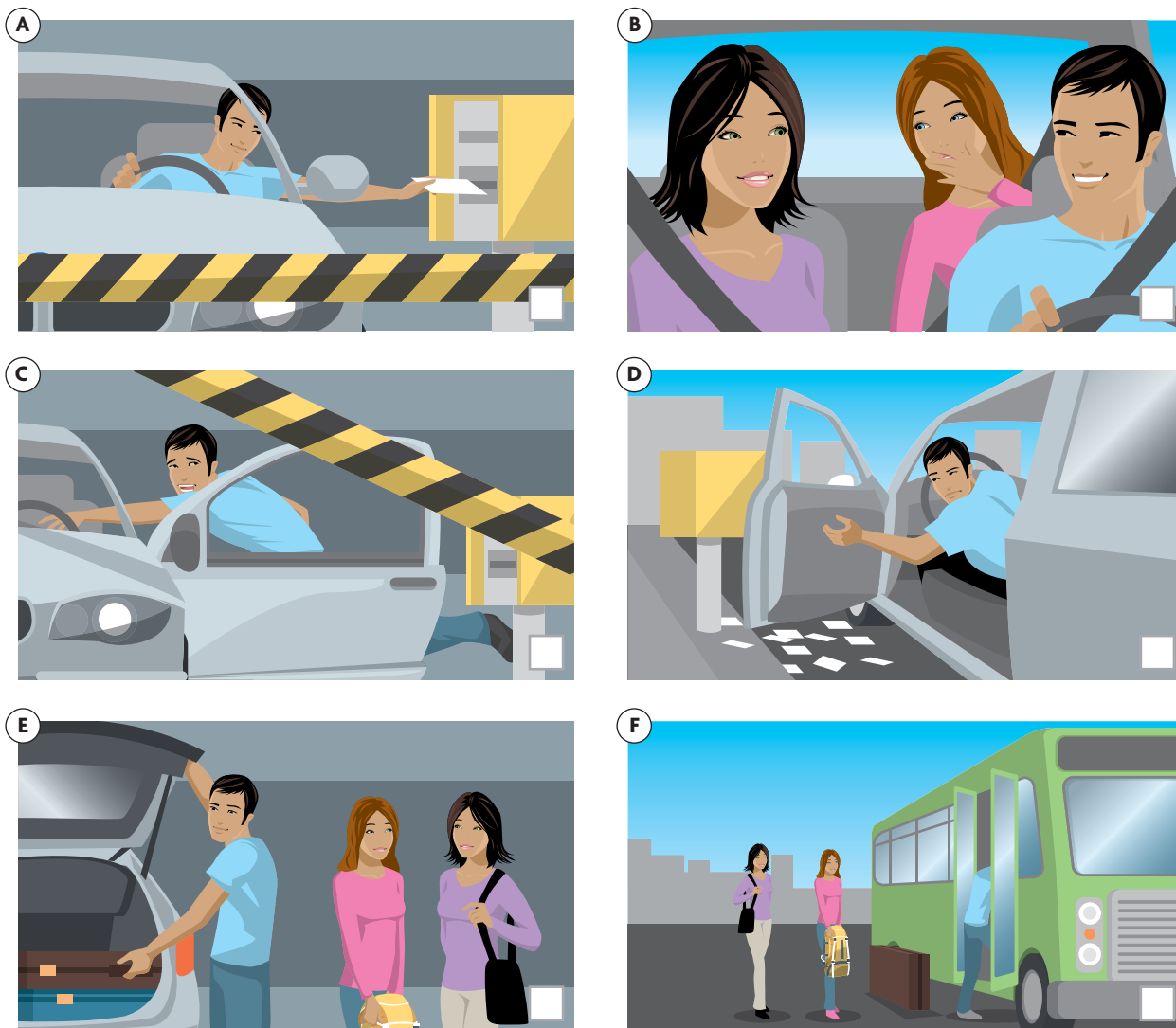
### A BIRD HERO

IN Muncie, Indiana, Shannon Conwell and his nine-year-old son had fallen asleep on the couch after watching a movie. They awoke at three o'clock in the morning to the sound of the family's pet Amazon parrot, Peanut, loudly imitating a smoke alarm. Though the real smoke alarm had been activated, the family runs both an air conditioner and a humidifier in the house, and these were drowning out the sound of the smoke alarm. Though Conwell and his son didn't hear the alarm, Peanut did and imitated it more loudly so they would awake. Conwell grabbed his son and his bird and fled the house.

- b** In what ways are these animals heroes?
- c** Check the Internet for heroic animal stories. Take notes and tell your stories in groups.

## 6 Listen and speak

**a** Work with a partner. Look at pictures A–F quickly and say what they show.



**b** ▶ **CD2 T08** Listen to Karen's story about her trip to the USA with her family. Number the pictures above 1–6 in the order they appear.

**c** ▶ **CD2 T08** Listen again. Number the boxes in the order Karen says the phrases.

- |   |   |                          |
|---|---|--------------------------|
| a | all of a sudden                           | <input type="checkbox"/> |
| b | off we went                               | <input type="checkbox"/> |
| c | the machine kind of ate the ticket        | <input type="checkbox"/> |
| d | he pressed them again and again and again | <input type="checkbox"/> |
| e | would you believe it                      | <input type="checkbox"/> |
| f | that was the amazing thing                | <input type="checkbox"/> |

**d** Work with a partner. Discuss how the phrases in Exercise 6c make the story more dramatic.

**e** Think of a story that you have experienced or that you have heard.

It could be:

- something that happened at school.
- something that happened on holiday.
- something that happened at home.
- something that happened when you were in town.

Work in small groups. Tell each other your story. Note how often each person uses dramatic storytelling devices. Vote on who told the most interesting story.

## 7 Pronunciation

★ **Stress in phrases**

▶ **CD2 T09** Turn to page 124.

# Making waves

Video Episode 2

## 8 Horses!

**a** Look at the photo and answer the questions.



- How do you think each of the people feel about the horse?
- Are there any animals that you are afraid of? What is it about them that you don't like?

**b** Watch the episode. How does Nick's attitude towards horses change over the episode?

**c** Mark the sentences *T* (true) or *F* (false). Correct the false sentences. Watch again and check.

- Nick's looking forward to his next interview. ☐
- Amy wishes she could do the interview. ☐
- Lily agrees to help Nick write the story. ☐
- Hannah has always liked horses. ☐
- Her secret to dealing with horses is to show them who is in charge. ☐

**d** Discuss in pairs.

- What do you think of Hannah's psychology?
- Which other animals might it work on? Which might it not work on?

## 9 Everyday English

**a** Underline the correct word to complete the expressions. Watch again and check.

- That's *settled* / *done* then.
- Better *still* / *already*
- Give it a *go* / *turn*.
- Why* / *How* did it go?
- by* / *with* any chance
- Trust* / *Hope* me.

**b** Match expressions 1–6 in Exercise 9a with meanings a–f.

- |   |                          |
|---|--------------------------|
| a Try it.   | <input type="checkbox"/> |
| b Was it a success?                                   | <input type="checkbox"/> |
| c We've reached an agreement.                         | <input type="checkbox"/> |
| d I promise you, I know that what I'm saying is true. | <input type="checkbox"/> |
| e perhaps   | <input type="checkbox"/> |
| f Actually, this is a better idea                     | <input type="checkbox"/> |

**c** Complete the dialogues with the expressions from Exercise 9a.

- A: \_\_\_\_\_, I'll be at your house by 9 am.  
B: And don't forget to bring the picnic.
- A: I don't suppose you've seen my house keys \_\_\_\_\_?  
B: They are on the kitchen table.
- A: Do you think Anne will like the present?  
B: \_\_\_\_\_, she'll adore it. She loves pink.
- A: So when do you want my essay?  
B: Can you hand it to me on Friday morning? \_\_\_\_\_ email it to me.
- A: I'm not sure I really want to go on the rollercoaster.  
B: Oh come on. \_\_\_\_\_. You'll love it.
- A: So come on. Your driving test. \_\_\_\_\_?  
B: I don't really want to talk about it.

## 10 Improvisation

Work in pairs. Prepare a short role play. Try to use some of the expressions from Exercise 9a. Then act it out.

Roles: Amy and zoo keeper

Situation: Amy is doing a show about the new reptile house at the zoo.

Basic idea: The zoo keeper is trying to persuade Amy to handle a snake. She is not too keen on the idea.



## 11 Write

**a** Read the magazine article quickly to find the answers to these questions.

- 1 How did the narrator feel when Goldie first came to her house?
- 2 What was Goldie's behaviour like in her first few days at the narrator's house?
- 3 Why did Goldie bolt off to a farmhouse one day?

**b** Work with a partner. Read the article again and discuss the questions.

- 1 How does the writer create a strong opening to the article?
- 2 How does the writer continue to hold the reader's attention?
- 3 What makes the ending particularly effective?

**c** Read the article again. Find examples of techniques 1–4 which help to hold a reader's attention when reading a story.

- 1 interesting descriptions and use of vocabulary to describe people, places and animals
- 2 direct speech
- 3 building up tension by giving hints as to what might happen later
- 4 interesting psychological insights into someone's thoughts and feelings

**d** Write an article about animals for the magazine. Before you start writing, think about:

- What is your storyline going to be?
- How can you use techniques 1–4 from Exercise 11c to create an interesting article?
- How will you create a strong opening and ending for the article?

# Goldie's secret

She showed up on the doorstep of my house in Cornwall. No way could I have sent her away. No way, not me anyway. Maybe someone had kicked her out of their car the night before. 'We're moving house.' 'No space for her any more with the baby coming.' 'We never really wanted her, but what could we have done? She was a present.' People find all sorts of excuses for abandoning an animal. And she was one of the most beautiful animals I had ever seen, a magnificent golden retriever.

I called her Goldie, which was not the most creative choice of names, I know. Who knows, maybe if I had known what was going to happen I would have given her a more dramatic name. She was so unsettled during those first few days. She hardly ate anything and had such an air of sadness about her. There was nothing I could do to make her happy, it seemed. Heaven knows what had happened to her with her previous owners. But eventually at the end of the first week she cheered up and became as loyal and loving as an animal could be. She was always by my side, whether we were out on one of our long walks or sitting snugly by the fire.

That's why it was such a shock when she pulled away from me one day when we were out for a walk. We were a long way from home, when she started barking and getting very agitated. Eventually I couldn't hold her any longer and she raced off down the road and over a ditch towards a farmhouse in the distance, as fast as her legs could carry her.

By the time I reached the farm, I was exhausted, red in the face and very upset with Goldie. But when I saw her licking and fussing round the four retriever puppies, my heart melted. 'We didn't know what had happened to her,' said the woman at the door. 'I took her for a walk one day, soon after the puppies were born, and she just disappeared.' 'She must have tried to come back to them and got lost,' added a boy from behind her.

I must admit I do miss Goldie, but I've got Nugget now, and she looks just like her mother. And I've learnt a good lesson: not to make assumptions about people before you know them.



# Check your progress

## 1 Grammar

**a** Put the words into the correct order.

- a / I / green / bought / bag / leather  
*I bought a green leather bag.*
- an / toy / old / it's / plastic  
.....
- high-heeled / beautiful / she's / shoes / black / wearing  
.....
- large / dining / round / they've / got / table / a  
.....
- Japanese / a / it's / new / invention  
.....

4

**b** Rewrite each sentence with the adverb in brackets in the correct position. (There may be more than one possibility.)

- John goes to visit his grandparents. (*often*)  
*John often goes to visit his grandparents.*
- This is a good idea. (*really*)  
.....
- Give that book back to me. (*immediately*)  
.....
- I did not get the job. (*unfortunately*)  
.....
- She looked at me. (*in a curious way*)  
.....

4

**c** Put the verbs in brackets into the correct form of the past perfect.

- When we got there, we saw that the town had been destroyed by the tornado. (destroy)
- By the time she arrived, I ..... for an hour. (wait)
- I had lots of money to spend on my holiday because I ..... for months before I went. (save)
- I was shocked when I saw that my bicycle ..... (steal)
- We were absolutely exhausted, because we ..... since 6 am. (work)

4

## 2 Vocabulary

**a** Use the words in the box to complete the sentences.

logo hoarding sandwich board  
~~TV commercials~~ jingle slogan

- I don't like watching films on that channel – there are too many TV commercials.
- They've got a new advertisement with the ..... : 'The bank that's made for you'.
- We're designing a new ..... to put on the company's paper and bags.
- The view from our flat has been ruined by an advertising ..... across the street.
- I earned money in the summer by wearing a ..... and walking up and down the streets.
- Their new ..... is really catchy – I find myself humming it all day!




5

**b** Complete the sentences with the correct form of an 'animal sound' word.

- 'Go to your classrooms immediately,' ..... bark ..... the headmaster.
- He's always b..... on about how bad his job is. It's so boring!
- When I asked my brother what he was watching on TV he just g.....
- She r..... with laughter at the joke.
- Unlike some people, we don't c..... about our achievements.

4

## How did you do?

Total score			
<input type="text"/> 21	Very good	OK	Not very good
Grammar	10 – 12	6 – 9	less than 6
Vocabulary	7 – 9	4 – 6	less than 4



## 7

## Double Lives

- \* Reporting verb patterns review
- \* Vocabulary: crime; war and peace

## 1 Read and listen

- a** Read the text quickly. What crimes did John and Anne Darwin commit?

## CANOE MAN

**When John Darwin walked into a London police station one evening in December 2007, claiming to be suffering from amnesia, few people could have imagined the web of deceit that was about to unravel around him. 'I think I may be a missing person,' was one of the first things he told police.**

JOHN DARWIN and his wife Anne were retired and running a small hotel when she reported him missing in March 2002. John, who was a teacher before becoming a prison officer, had apparently disappeared into the sea in a canoe. He had, in fact, been dropped off at a railway station by his wife as the first part of an elaborate plan to fake his death and to mislead insurance companies and the police.

Before the deception started, John and Anne Darwin had appeared to be happy and wealthy. But in reality they owed a lot of money. In March 2002 they were refused a £20,000 bank loan – just six days before John's disappearance.

Soon after turning up in London more than five years later, he claimed he had never intended to defraud anyone. However, the full scale of the deception was quickly revealed by police and media inquiries.

Anne Darwin initially denied that she knew her husband was alive, but then a photograph was found of her and her husband smiling happily with an estate agent in Panama. The photograph was dated July 2006, proving she knew he hadn't died. She confessed to having communicated with him by email.

Anne was accused of six charges of deception and nine of money laundering. She apologised but stated that her husband had forced her to go along with the plan. But the prosecution claimed it was a true criminal partnership.

After John disappeared, a rescue operation was launched that cost more than £100,000. Six weeks later, his broken canoe washed up on the beach. For the next five-and-a-half years, Anne played the role of a grieving widow, hiding the fraud from her sons, the insurance companies and the police. She and her unsuspecting



sons attended an inquest where an open verdict was recorded, allowing a death certificate to be issued. Anne received £160,000 in insurance policies plus an £8,000 widow's pension.

John Darwin lived rough for a while after faking his death. Then he stole the identity of someone called John Jones, who died as a baby. He used John Jones's birth certificate to obtain false documents. Within a month of his disappearance, John returned to their home. To disguise his identity, he grew his hair and a straggly beard, and acquired a limp. He was so confident that he could outsmart everyone that he continued to walk around, disguising himself with a woolly hat.

In October 2003, John Darwin obtained a forged passport in the name of John Jones. He flew to America in 2004 and contacted Kelly Steele, a woman he had met while playing online games. He persuaded her to buy a ranch in her name, offering her £25,000 to do this. He later demanded his money back and sent her threatening emails. Steele described him as the strangest, most frightening man she had ever met.

By December 2007, the game was up. Unbeknown to him, the police had started to investigate Anne's bank accounts in Panama, the UK and Jersey. John Darwin was arrested and taken in for questioning. His wife was in Panama and was tracked down by journalists. In March 2008, John admitted that he had faked his death, and pleaded guilty to seven charges of deception.

The couple's two sons said the news that their father had died in an accident had 'crushed their world'. Both brothers spoke of their sense of betrayal at their parents' actions.

- b** ▶ CD2 T10 Read the text again and listen. Answer the questions.

- 1 Why did John pretend to have died?
- 2 How did he pretend to have been killed?
- 3 Who in his family knew his death was fake? Who didn't know?
- 4 How did he disguise himself?
- 5 Why did he contact Kelly Steele?
- 6 How did the Darwins' two sons feel about their parents' fraud?



### Discussion box

- 1 How does this story make you feel? Sad? Angry? Amused?
- 2 Would this story make a good film, do you think? Why / Why not?
- 3 Why do you think crime stories are so popular in books, in films and on TV?

## 2 Vocabulary

### \* Crime

- a** Match the words in the box from the text in Exercise 1 with definitions 1–10.

~~outsmart~~ deception  
defraud deny confess  
disguise forge  
fraud fake mislead

- 1 to obtain an advantage over someone by acting more cleverly, and often by using a trick *outsmart*
- 2 to cause someone to believe something that is not true
- 3 when people hide the truth, especially to get an advantage
- 4 not real, but made to look or seem real
- 5 to give a new appearance to a person or thing, especially in order to hide its true appearance
- 6 to admit that you have done something wrong
- 7 to say that something is not true
- 8 to take something illegally from a person or company, or to prevent someone from having something that is legally theirs by deceiving them
- 9 to make an illegal copy of something in order to deceive
- 10 the crime of obtaining money by deceiving people

- b** Match the two parts of the sentences.

- |   |  |
|---|--|
| 1 Once I forged my mum's                      | a because she had disguised herself really well. |
| 2 You can buy really cheap fake               | b the facts.                                     |
| 3 Only a fool would deny                      | c out of their savings.                          |
| 4 He misled hundreds of people into           | d as he'd invented some details on his CV.       |
| 5 He was arrested                             | e she had cheated in the exam.                   |
| 6 No one knew who she was                     | f you need to outsmart the other contestants.    |
| 7 He defrauded them                           | g signature to get out of school early.          |
| 8 He admitted to getting the job by deception | h for fraud.                                     |
| 9 If you want to win the competition          | i paying into a non-existent retirement fund.    |
| 10 She confessed that                         | j designer sunglasses in the market.             |

## 3 Grammar

### \* Reporting verb patterns review

- a** Rewrite the sentences, using the reporting verb in brackets.

- 1 'Please lend us £20,000.' (ask)  
*They asked the bank to lend them £20,000.*
- 2 'I sent him an email.' (confess to)  
She .....
- 3 'I'll give you £25,000 to buy the property.' (offer)  
He .....
- 4 'Come on, Kelly – buy this ranch for me.' (persuade)  
He .....
- 5 'I faked my own death.' (admit)  
John .....
- 6 'I'm sorry that I went through with the plan.' (apologise for)  
He .....
- 7 'I didn't know my husband was alive.' (deny)  
She .....
- 8 'I'm suffering from amnesia.' (claim)  
He .....

- b** Answer the questions about the sentences in Exercise 3a.

- 1 What pattern follows the verbs *claim* / *offer*?
- 2 What pattern follows the verbs *apologise for* / *deny* / *confess to* / *admit*?
- 3 What pattern follows the verbs *persuade* / *ask*?

**c** Match sentences 1–6 with reporting verbs a–f.

- 1 'I'm sorry that I misled you,' she said.
- 2 'Yes, it's true – the thief outsmarted me,' the policeman said.
- 3 'Did you forge the document?' he said.
- 4 'It's very easy to deceive people,' he said.
- 5 'It was me who defrauded the company,' she said.
- 6 'I did not disguise myself as a woman,' he said.

- a deny
- b ask
- c admit
- d confess
- e apologise
- f claim

**d** Rewrite the sentences in Exercise 3c using the reporting verbs.

*She apologised for having misled me.*

**Get it right!** Turn to page 117.

**4 Read****a** Read the text quickly. Choose a title (1–3) that you think fits best.

- 1 How to be a spy
- 2 Women secret agents
- 3 Living a double life

**b** Answer the questions.

- 1 Why did Britain declare war on Germany?
- 2 Who did the SOE secret agents go to help?
- 3 Where did the agents work?
- 4 What kind of people did the SOE choose to join them?
- 5 What special ability did many of the recruits have?
- 6 What five things did they have to learn about before they started work?

**c** Work with a partner. What do you imagine the life of a spy is like? Give examples of any real-life or fictional spies you know about.**5 Vocabulary****★ War and peace**

Check the text in Exercise 4a for the meanings of the words and expressions in the box. Complete the text with the words in the box.

declared war ~~invaded~~ fought battles recruited casualties surrendered peace treaty signed

Freedonia and Sylvania lived together peacefully for many years. But then Freedonia<sup>1</sup> invaded Sylvania, and as a consequence, Sylvania<sup>2</sup> ..... on Freedonia. Sylvania did not have enough soldiers, so they<sup>3</sup> ..... new ones to go and fight in the<sup>4</sup> ..... The two countries<sup>5</sup> ..... for many years. Despite the heavy<sup>6</sup> ....., neither side<sup>7</sup> ..... Finally, after five years of war, a<sup>8</sup> ..... was<sup>9</sup> .....

**Vocabulary bank** Turn to page 112.

Britain declared war on Germany in 1939 after Germany had invaded several European countries, and the following year the British set up the Special Operations Executive (SOE). This was an organisation of secret agents: people who did not fight in battles, but who went to help local resistance movements in places occupied by the enemy.

The SOE recruited its agents from a wide range of backgrounds. Often the lives of ordinary civilians were utterly transformed when they were thrown into the dangerous world of espionage. Many of the agents were young women, chosen because they had one vital skill: the ability to speak a European language like a native. They were given false identities to protect themselves once they had left Britain, and they were trained in marksmanship, using explosives, the transmission of coded messages, survival in the wilderness, and how to resist interrogation. In short, they learned everything necessary to live a double life behind enemy lines. But it was a dangerous job and there were many casualties amongst the agents.

SOE agents played an invaluable role right up to 1945, when Germany surrendered and a peace treaty was signed.



## 6 Listen

- a** ▶ **CD2 T11** Listen to the radio programme about two women, Violette Szabo and Noor Khan, who worked for the SOE in France in World War II. Tick (✓) the correct boxes in the table. (Some information is true of both women.)

Who ...	Violette	Noor
1 was born in Russia?		
2 had a parent who was not British?		
3 had a daughter when she joined the SOE?		
4 spent some time in Paris?		
5 arrived in France by parachute?		
6 went by the name of Madeleine?		
7 was caught by German soldiers?		
8 shouted 'Freedom' before she died?		

- b** ▶ **CD2 T11** Listen again. Mark the statements *T* (true) or *F* (false). Correct the false statements.

- Violette worked in a shop when she was younger. ☐
- Violette first went to France to try to find her husband. ☐
- Violette was captured together with a French resistance fighter. ☐
- Violette did not give the Germans information about her colleagues. ☐
- Noor was not interested in her own safety. ☐
- Noor's colleagues were arrested just before she arrived in Paris. ☐
- Noor received orders to go back to London, but she ignored them. ☐
- Noor transmitted false information to the Germans. ☐

- c** Imagine you are either Violette or Noor. Write a page in your diary.

## 7 Speak

- a** Look at the photos and compare them. Which one would you choose to define peace? Why?



- b** Work with a partner. Choose one of the photos and prepare to talk about it for 1–2 minutes. Then swap roles and choose a different photo. Think about:

- what is in the photo and what it makes you think of.
- whether you like or dislike it and give reasons why.
- using expressions such as: *I think that this is the best because ... / What do you think about this photo here?*



# Literature in mind

## 8 Read and listen

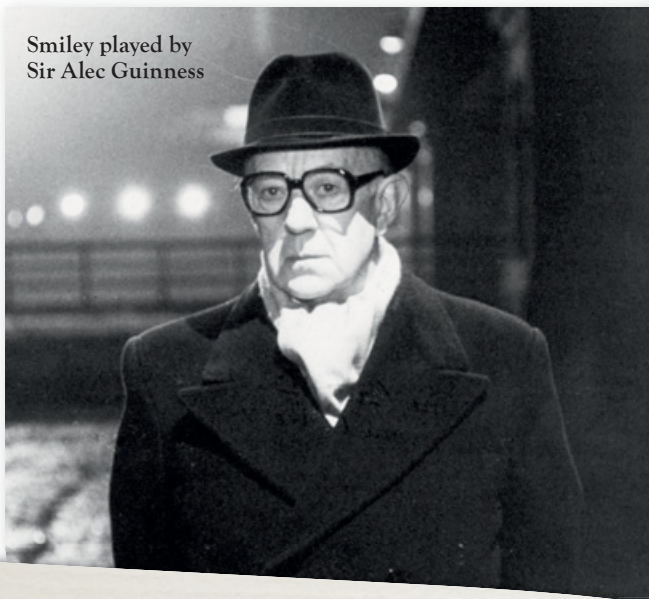
**a** Read the background description of this book. Would you like to read the book? Why / Why not?

**b** Read the extract. How does Smiley feel after talking to Elsa Fennan? What does he think about while he's driving?

**c** Which of the underlined words in the text means:

- 1 desire, determination *will*
- 2 keep things in a safe, secret place
- 3 do it in completely the wrong way
- 4 something that makes a problem (or pain) seem less bad
- 5 control; make weaker
- 6 serious, sad
- 7 thought
- 8 try to find out about

Smiley played by  
Sir Alec Guinness



### Call for the Dead by John le Carré

John le Carré is one of Britain's best spy writers. Many of his novels have been made into films and TV series. His most famous character was George Smiley – a successful spy with MI6 (the British Secret Service), a very thoughtful man, but very unremarkable. He appears in many of le Carré's novels.

*Call for the Dead* introduced Smiley to the reading public. In this extract, Smiley and a policeman called Mendel have been to talk to Elsa Fennan about the death of her husband, a former Foreign Office employee. Smiley interviewed Fennan a few days before his death, for security – now Smiley's boss is blaming him for Fennan's death. But Smiley is sure that Elsa did not tell him the truth.

As he drove slowly back towards London, Smiley ceased to be conscious of Mendel's presence. There had been a time when the mere business of driving a car was a relief to him; when he had found in the unreality of a long, solitary journey a palliative to his troubled brain, when the fatigue of several hours' driving had allowed him to forget more sombre cases.

It was one of the subtler landmarks of middle age, perhaps, that he could no longer thus subdue his mind. It needed sterner measures now; he even tried on occasion to plan in his head a walk through a European city – to record the shops and buildings he would pass, for instance, in Berne on a walk from the Munster to the University. But despite such energetic mental exercise, the ghosts of time present would intrude and drive his dreams away. It was Anne who had robbed him of his peace, Anne who had once made the present so important and taught him the habit of reality, and when she went, there was nothing.

He could not believe that Elsa Fennan had killed her husband. Her instinct was to defend, to hoard her treasures of her life, to build about herself the symbols of normal existence. There was no aggression in her, no will but the will to preserve.

But who could tell? What did Hesse write? 'Strange to

wander in the mist, each is alone. No tree knows his neighbour. Each is alone.' We know nothing of one another, nothing, Smiley mused. However closely we live together, at whatever time of day or night we sound out the deepest thoughts in one another, we know nothing. How am I judging Elsa Fennan? I think I understand her suffering and her frightened lies, but what do I know of her? Nothing.

Mendel was pointing at a sign-post.

'.....that's where I live. Mitcham. Not a bad spot really. Got sick of bachelor's quarters. Bought a decent little semi-detached down here. For my retirement.'

'Retirement? That's a long way off.'

'Yes. Three days. That's why I got this job. Nothing to it; no complications. Give it to old Mendel, he'll muck it up.'

'Well, well. I expect we shall both be out of a job by Monday.'

He drove Mendel to Scotland Yard\* and went on to Cambridge Circus\*\*.

\* police headquarters in London

\*\* fictional MI6 headquarters in London

**d** ▶ CD2 T12 Read the text again and listen. Answer the questions.

- 1 Why does Smiley try to imagine walking through a European city?
- 2 Why does Smiley not believe that Elsa killed her husband?
- 3 Why does Mendel point to a signpost?

**e** In pairs or small groups, discuss your answers to these questions.

- 1 How and why is Smiley able to remember 'shops and buildings' on a walk in another city?
- 2 Who is (or was) Anne? Why is she important for Smiley?
- 3 What does Smiley think about Elsa Fennan?

## 9 Write

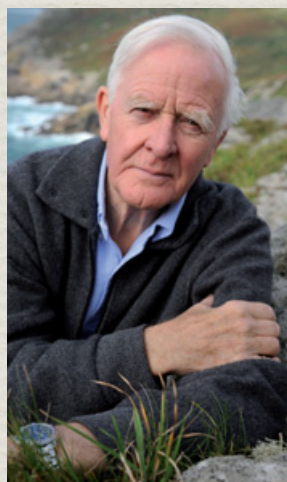
**a** Read the biography of John le Carré, the author of *Call for the Dead*, and underline the important information. Think about the following points to help you.

- his major achievements
- his political views
- his family history
- his most popular books

### JOHN LE CARRÉ

is the pseudonym of David John Moore Cornwell, and is one of the UK's most respected espionage writers. He was born in 1931 in Dorset in the UK and brought up primarily by his father, having been abandoned by his mother at the age of five. He was educated at several public schools, where he had difficulty with the strict discipline.

After a university education in Berne and Oxford, he spent much of the 1950s and 1960s working for MI5 and MI6. It was while he was with the secret service agencies that he started writing spy novels, using



many of the people he worked with as the inspiration for his fiction. His first novel, *Call for the Dead*, was published in 1961 and his third novel, *The Spy Who Came in from the Cold* (1963), was an international bestseller. With the success of this novel, le Carré left MI6 and concentrated fully on his writing.

He has written over twenty novels of which many, such as *The Constant Gardener* and *The Russia House*, have been turned into successful films.

As well as being a prolific writer, le Carré is also widely known for his political views and, in particular, his objection to the wars in the Middle East during the 2000s. In 2010, he gave his last TV interview, saying that he wished to concentrate more on his writing than being a public figure.

He has been married twice and has four sons. He has lived by the sea in Cornwall for the last forty years.

**b** Read the notes about the Secretary-General of the UN, Ban Ki-moon. Use the information to write a biography about him.

- Ban Ki-moon, born in Japanese Korea, 1944
- became eighth Secretary-General in 2007
- at 18 spent a few months in San Francisco, met President Kennedy
- studied at Harvard University
- married Yoo Soon-taek in 1971, three children
- entered Korean diplomatic service after university
- first job in Delhi, India
- Foreign minister for Korea from 2004 to 2006
- speaks Korean, English, French and Japanese





## 8

## Going it alone

- \* Mixed conditionals review
- \* Alternatives to *if*
- \* Vocabulary: more time expressions

## 1 Read and listen

- a** Look at the picture and read the headline. What do you think you will learn about this man? Read the text quickly and check your ideas.



## My year of moneyless living

Is it possible to live without spending any cash whatsoever? After becoming disillusioned with consumer society, Mark Boyle decided to give it a try.

[1] I suppose the seeds of my decision to give up money were sown seven years ago, in my final semester of a business degree in Ireland, when I stumbled upon a DVD about Gandhi. He said we should 'be the change we want to see in the world'. <sup>A</sup> \_\_\_\_\_, I hadn't the faintest idea what change I wanted to be back then. I spent the next five years managing organic food companies, but by 2007, I realised that even 'ethical business' would never be quite enough.

[2] I believe the key reason for so many problems in the world today is the fact that we no longer directly have to see the repercussions of our actions. The degrees of separation between the consumer and the consumed have increased so much that people are completely unaware of the levels of destruction and suffering involved in the production of the food <sup>B</sup> \_\_\_\_\_ we buy. The tool that has enabled this disconnection is money.

[3] If we grew our own food, we wouldn't waste a third of it <sup>C</sup> \_\_\_\_\_. If we made our own tables and chairs, we wouldn't throw them out the moment we changed the interior decor. If we had to clean our own drinking water, we wouldn't waste it so freely. As long as money exists, these symptoms will surely persist. So I decided last November to give it up, <sup>D</sup> \_\_\_\_\_, and reconnect directly with the things I use and consume.

[4] I got myself a caravan, parked it up on an organic farm where I was volunteering and kitted it out not to use normal electricity. Mobile and laptop would run on solar energy; I'd use wood I either cut or scavenged to heat my humble home; cooking would be on a rocket stove. You can't use the rocket stove indoors, so this meant that for the next 12 months, I was going to have to cook outside.

I was a touch overwhelmed by the thought of cooking in the snow, rain and northerly winds of a British winter. But, surprisingly, it has become one of the joys of my life. While using the stove, I watched the moon rise in winter and the sun set in summer in the time it took to prepare my evening meal. Birds in the trees <sup>E</sup> \_\_\_\_\_ became my new source of music. If I still lived in my old house, I wouldn't have learned so much about nature and wildlife.

[5] Food was the next essential. There are four legs to the food-for-free table: foraging wild food, growing your own, bartering, and using waste food, <sup>F</sup> \_\_\_\_\_. Most of the year I ate my own crops.

[6] What I soon realised is that, in a moneyless world, everything takes much more time. Hand-washing my clothes in a sink of cold water, using laundry liquid made by boiling up some nuts on my rocket stove, can take two hours, instead of ten minutes using a washing machine. Finding stuff that's been thrown away – like the steamer I cook with – takes far longer than popping out to the shops to buy one, and sorting out the toilet is a hassle.

[7] Cycling the 55-kilometre round trip to the nearest big town also takes a lot more time and energy than driving or catching the bus or train, but it's also an economical alternative to my old gym subscription, and I find cycling much more enjoyable <sup>G</sup> \_\_\_\_\_.

[8] The point is, I'd much rather use my time making my own bread outdoors than kill it watching some reality TV show <sup>H</sup> \_\_\_\_\_. Where money once provided me with my primary sense of security, I now find it in friends and the local community. Some of my closest friends are people I only met because I had to build real relationships with others based on trust and kindness. If I hadn't given up money, I would still have friendships based on it.



### Discussion box

- 1 Do you think Mark is happier now than before? Why / Why not?
- 2 If you met Mark, what three questions would you ask him?
- 3 How easy do you think it would be for you not to spend any money for 24 hours?

**b** ▶ **CD2 T13** Fill in the spaces A–H in the text with phrases 1–8. Then listen and check.

- 1 of which there is loads
- 2 than using motorised vehicles
- 3 for one year initially
- 4 The trouble was
- 5 in a so-called 'living' room
- 6 as we do today
- 7 and other stuff
- 8 around my kitchen

**c** Read the text again. Answer the questions.

- 1 What events and ideas made Mark decide to 'give up money'?
- 2 How did he learn so much about nature?
- 3 In what four ways did he get food?
- 4 How did he keep fit?
- 5 What effect has living without money had on his friendships?

**d** Circle the best definition for each of the words from the text.

- 1 stumbled upon (paragraph 1)  
found by accident / fell over / bought
- 2 repercussions (paragraph 2) problems / effects / causes
- 3 persist (paragraph 3) continue / die / be responsible
- 4 kitted it out (paragraph 4) threw it away / damaged it / equipped it
- 5 scavenged (paragraph 4) found in people's rubbish / tied together / burned
- 6 foraging (paragraph 5) looking for / buying / growing
- 7 popping out (paragraph 6) spending / going quickly / waiting
- 8 a hassle (paragraph 6) a pleasure / a bit of a problem / a quick job

## 2 Speak

Work with a partner. You have to spend one month living alone in a caravan with no money. There are a number of rules:

- You can only take four things with you to the caravan from your home (apart from clothes).
- You can ask for one thing to be bought for you and given to you each week.
- You can only keep in contact with two people while you are there.

Talk about how you would fulfil each of the above rules. Then discuss what you would do and how you would survive the time there.

## 3 Grammar

### \* Mixed conditionals review

**a** Look at the examples from the text. Match the examples with definitions i–ii.

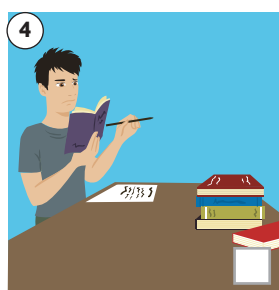
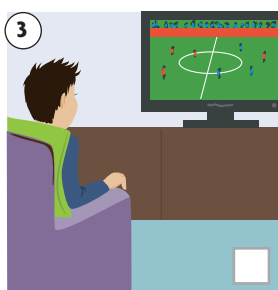
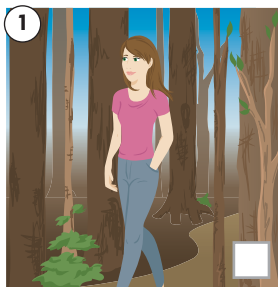
- 1 *If I still lived in my old house, I wouldn't have learned so much about nature and wildlife.*
  - 2 *If I hadn't given up money, I would still have friendships based on it.*
- i Describes how an action in the past affects the present.  
ii Describes how a general truth affects a past action.

**b** Rewrite the sentences, using one of the mixed conditional patterns.

- 1 I'm feeling lonely today because I didn't speak to anyone last night.  
*If I had spoken to someone last night, I wouldn't be feeling lonely today.*
- 2 I didn't find any wood yesterday, so my home is cold today.
- 3 I'm not a big reader, so I didn't bring many books with me.
- 4 My stove is broken, so I didn't cook any food last night.
- 5 I didn't watch that programme last night because I haven't got a TV.
- 6 My leg hurts because I fell over last weekend.
- 7 I know how to use this equipment because a friend showed me.
- 8 I'm a bit tired today because I cycled a long way yesterday.

## 4 Listen

- a** Work in a small group. Look at the pictures of different activities. Think of one advantage and one disadvantage for doing each activity on your own.



- b** ▶ CD2 T14 Listen to three teenagers talking about things they like doing on their own and things they like doing with other people. Tick (✓) the activities in Exercise 4a that they talk about. What other activities do they talk about?

- c** ▶ CD2 T14 Listen again and complete sentences 1–8 with *Hannah, Daniel* or *Alex*.

- 1 ..... needs to be able to stay in touch with people all the time.
- 2 ..... would want to always go on holiday with other people.
- 3 ..... thinks it's important to use time alone well.
- 4 ..... could last about six hours without talking to anyone.
- 5 ..... thinks you need time alone to work out problems.
- 6 ..... uses time alone to make life plans.
- 7 ..... can happily spend hours alone.
- 8 ..... couldn't watch football on TV on their own.

- d** Work with a partner. Say whether you are most like Hannah, Daniel or Alex. Explain why.

## 5 Vocabulary

### \* More time expressions

- a** Read the sentences from the listening in Exercise 4. Circle the correct answer.

- 1 What do you do to *empty* / fill / *make* the time when you're alone?
- 2 ... it *makes* / *gives* / *gets* you time and space to sort things out a bit.
- 3 I'm *killing* / *murdering* / *assassinating* time until I see some of my friends again.
- 4 ... my mobile is an absolute must for me *at* / *in* / *on* all times.
- 5 In *neither* / *no* / *not* time at all I want to be with another person.
- 6 ... find yourself on your own and with time on your *arms* / *hands* / *shoulders*.
- 7 I'm afraid our time's *in* / *out* / *up* for this week.

- b** Work with a partner. Where might you find these notices?

**Bring your washing**  
to us, and we'll give you time to do those things that you never manage to do

1 .....

**Time on your hands?**  
Come and help the elderly

2 .....

**Fill in an hour or two**  
this weekend, and make a child happy

3 .....

**Make time**  
to give blood – you might save a life

4 .....

**TAKE A COURSE**  
with us and speak another language  
**IN NO TIME AT ALL!**

5 .....

- c** Replace the underlined expressions in Exercise 5b with a phrase from the box.

make it possible for you    very quickly  
find something to do    find the time  
have you got nothing to do?

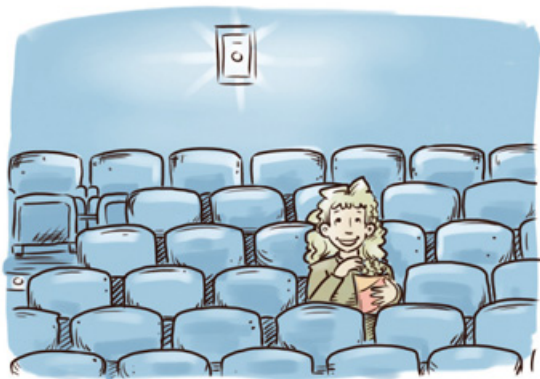
**Vocabulary bank** Turn to page 113.

## 6 Grammar

### \* Alternatives to *if*

**a** Look at the examples from the listening text in Exercise 4 and answer the questions.

- 1 I really don't mind it, as long as it isn't for an extended period of time.
  - 2 I'd just have to phone someone, otherwise I'd go crazy!
  - 3 Suppose I got home after lunch and there was no one there, that'd be OK until about eight o'clock.
  - 4 Imagine spending a day without seeing anyone, how would you survive?
  - 5 I reckon being alone is never really a bad thing, provided that you've got something positive to do.
  - 6 I couldn't go to the cinema on my own unless it was a film I really wanted to see ...
- i In which of the sentences can you substitute the underlined expressions with *if*?
- ii How would you rewrite the other sentences to include the word *if*?



**b** Circle the correct answers.

- 1 I'll tell you (provided) / unless / supposing you don't tell anyone else.
- 2 Suppose / Otherwise / Unless you could be an animal. What animal would you be?
- 3 I won't speak to you unless / otherwise / as long as you apologise.
- 4 Go and see the doctor, imagine / otherwise / provided it could get worse.
- 5 As long as / Imagine / Otherwise you weren't at school today. What would you do?
- 6 You'll be fine unless / otherwise / as long as you do what I tell you.

**Get it right!** Turn to page 118.

**c** Rewrite the sentences so that they include the words in brackets. Change the words and the word order so that the meaning is the same.

- 1 I'll go to the cinema with you if you promise to help me with my homework afterwards. (provided)  
*I'll go to the cinema with you provided you promise to help me with my homework afterwards.*
- 2 If I don't get some time to myself I'll never finish this book. (otherwise)
- 3 I don't mind being alone if I've got a good book to read. (as long as)
- 4 What would you do if you were abandoned on a desert island? (suppose)
- 5 If you had a week's holiday now, what would you do? (imagine)
- 6 I would never go on holiday alone if I didn't have to. (unless)

**d** Rewrite sentences 1, 2 and 3 from Exercise 6c using *unless*.

**e** Now rewrite sentences 1 and 2 from Exercise 6c using *as long as*.

## 7 Speak

**a** Do you prefer to do the activities below alone or with someone else? Write the numbers 1–8 in the table.

- |                           |                    |
|---------------------------|--------------------|
| 1 listening to music      | 5 doing exercise   |
| 2 reading                 | 6 watching TV      |
| 3 going to a rock concert | 7 going on holiday |
| 4 studying                | 8 making plans     |

Best done alone	Best done with others

**b** Compare your table with a partner. Take it in turns to talk about your reasons. Award yourself a point each time you use a conditional sentence. Who can get the most points?

*I don't mind watching TV with my mum as long as she doesn't keep asking me silly questions about the programme.*



## 8 Speak and listen

- a** You are going to hear a song called 'Message in a Bottle'. Look at the picture and decide how these words are connected to the theme of the song. Use a dictionary if necessary.

note shore alone  
rescue SOS hope  
washed up loneliness  
castaway island  
lonely home

*The note is what he writes and puts in the bottle. It probably says something like 'Help!'.*

- b** ▶ **CD2 T15** Try and put the words from Exercise 8a into the song. (You'll use some more than once.) Then listen and check.
- c** Work with a partner. What do you think this song is a metaphor for?
- d** Using the lyrics to help you, invent a story explaining who this person is and why they feel this way. What was the SOS they sent out? How does the story end?

### Message in a Bottle (The Police)

Just a <sup>1</sup> .....  
An <sup>2</sup> ..... lost at sea,  
Another <sup>3</sup> ..... day  
With no one here but me.  
More <sup>4</sup> .....  
Than any man could bear.  
<sup>5</sup> ..... me before I fall into despair.

#### Chorus

I'll send an <sup>6</sup> ..... to the world,  
I'll send an <sup>7</sup> ..... to the world,  
I hope that someone gets my  
Message in a bottle.

A year has passed since I wrote my <sup>8</sup> ..... ,  
But I should have known this right from the start:  
Only <sup>9</sup> ..... can keep me together,  
Love can mend your life  
But love can break your heart.

#### Chorus

Walked out this morning,  
Don't believe what I saw:  
A hundred billion bottles  
<sup>10</sup> ..... on the <sup>11</sup> .....  
Seems I'm not <sup>12</sup> ..... at being <sup>13</sup> .....  
A hundred billion <sup>14</sup> .....  
Looking for a <sup>15</sup> .....

#### Chorus

Sending out an <sup>16</sup> .....

Words and Music by Sting. © 1979 GM Sumner



### Did you know?



From the late 1970s to the mid 1980s The Police were one of the biggest bands in the UK, if not the whole world. Songs like 'Don't Stand So Close To Me', 'Roxanne', 'Every Little Thing She Does Is Magic' and 'Every Breath You Take' made the band a household name in many countries. 'Message In A Bottle' is perhaps the most famous song from their second album *Reggatta de Blanc*. Although The Police parted ways in 1985, their lead singer Gordon Sumner (more commonly known as Sting) has gone on to enjoy a highly successful solo career and is one of the world's most respected musicians.



## 9 Write

**a** Read the leaflet, then work with a partner and discuss what it is for. What techniques are used to attract the reader's interest?

**b** Read the leaflet again. Which of the following are you likely to find in a well-written leaflet? Write ✓ (yes) or ✗ (no) in the boxes.

- |  |                          |
|--|--------------------------|
| 1 very formal language                         | <input type="checkbox"/> |
| 2 abbreviations                                | <input type="checkbox"/> |
| 3 rhetorical questions                         | <input type="checkbox"/> |
| 4 formal language                              | <input type="checkbox"/> |
| 5 catchy slogans                               | <input type="checkbox"/> |
| 6 encouragement to do something                | <input type="checkbox"/> |
| 7 the writer's address and the date of writing | <input type="checkbox"/> |
| 8 titles, subtitles, bullet points             | <input type="checkbox"/> |
| 9 lots of adjectives                           | <input type="checkbox"/> |
| 10 imperatives                                 | <input type="checkbox"/> |

**c** You are managing a summer project for schoolchildren during the long summer holidays. The project includes sport and recreational activities. This is the third year you've been doing this and you've already had plenty of happy customers.

Write a leaflet to explain what the project is about and also to motivate students to find out more.

Use the model in Exercise 9a to help you. Write 200–250 words.

# Make time to make friends

## Gap Year – Open Day (Saturday 12 July)

Develop yourself through sharing with others.

Want to take a break from studying?  
Looking for the experience of a lifetime?  
Then a gap year might well be the thing for you. It was for these students.

*'I have just returned from the most amazing, eye-opening five months of my life! The Dominican Republic is a beautiful country with some of the most friendly people I have ever met.'*

Ash Thompson, Bristol

*'Why can't life be just one gap year after another?'*  
Holly Grainger, Southampton

If you, like thousands of other students, feel the time has come to reward yourself with a fascinating trip abroad which gives you a great opportunity to learn another language, meet exciting people from many countries, and spend your time perhaps more meaningfully than ever, come to this Gap Year Open Day.

### Join us and find out more!

- Join our video conferencing. We'll connect you directly with our project leaders in 12 different countries.
- Talk to students who have just come back from their gap years. Let them take you around the globe with their stories and photos.
- Take part in our Q and A session. It's your chance to ask the questions you want answering.
- Pick up a brochure detailing all the projects we run and how to apply for one of them.

**Interested? We're sure you are.  
See you soon.**



## Check your progress

## 1 Grammar

**a** Put the verbs in brackets into the correct form.

- 1 She persuaded me to lend her my MP3 player. (lend)
- 2 They offered                      the money back. (pay)
- 3 She denied                      in the test. (cheat)
- 4 I admitted                      to pass myself off as someone else. (try)
- 5 They confessed to                      the car. (steal)
- 6 He apologised for                      to the party late. (get)

	5
--	---

**b** Use the two sentences to write a mixed conditional sentence.

- 1 We lost the match. We're not the champions.  
*If we hadn't lost the match, we'd be the champions.*
- 2 He knows first aid. He saved my life.
- 3 I missed the plane. I'm not in Hawaii now.
- 4 She's a vegetarian. She wasn't able to eat anything.
- 5 I forgot to take an aspirin. I've got a terrible headache.

	4
--	---

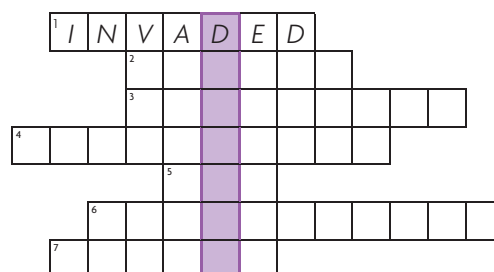
**C** Rewrite the sentences using the words in brackets.

- 1 What would you ask the Queen if you could ask her one question? (imagine)  
*Imagine you could ask the Queen one question, what would you ask her?*
- 2 I'll tell you everything if you promise not to say who told you. (provided)
- 3 What would you do if it happened to you? (suppose)
- 4 If she doesn't take this antidote, she'll die before we get to the hospital. (otherwise)
- 5 Only use this if you really have to. (unless)

	4
--	---

## 2 Vocabulary

**a** Complete the puzzle by writing a word to replace each phrase in *italics*. Find the mystery word.



- 1 The army *entered the other country* to try to take it over.
- 2 The two presidents signed *a written agreement between the two countries*.
- 3 The army needed more soldiers, so they got more people *to join*.
- 4 The war produced a lot of *people who were killed or injured*.
- 5 There was an important *fight between two armies* here 100 years ago.
- 6 In the end, one army *admitted defeat*.
- 7 The war ended when a peace treaty *was agreed on by state leaders*.




	6
--	---

**b** Circle the correct option.

- 1 I've got three months until university starts.  
How am I going to *empty* / fill my time?
- 2 Your time's *out* / *up*. You'll have to pay  
another £1 if you want to go on playing.
- 3 Parents must accompany their children *at* /  
*in* all times.
- 4 Just stay calm. I'll be with you in *no* / *none*  
time.

	3
--	---

## How did you do?

Total score			
<div><div></div><div>22</div></div>	Very good	OK	Not very good
Grammar	10 – 13	6 – 9	less than 6
Vocabulary	7 – 9	4 – 6	less than 4

## 9

## Survival instincts

- \* Talking about tendencies
- \* Vocabulary: feeling stressed; coping with stress

## 1 Read and listen

- a** In your own words, define what you believe a 'fight or flight' situation is.
- b** Read the magazine article quickly. How many of your 'fight or flight' situations does it mention?

# 'I cut off my arm to survive'

**A lobster fisherman from Maine in the USA has told a BBC documentary on human instincts of the extraordinary lengths he went to in order to preserve his own life:**

Doug Goodale was out at sea on an extremely stormy day. With his hands feeling clammy and cold, he was trying to haul lobster pots up from the sea floor, when he suddenly felt his blood pressure soar as he became aware that he had got caught in a winch, and could not free himself. The power of the winch left him hanging over the side of the boat, unable to either free himself or climb back aboard. His forehead started pouring with sweat as he realised the danger he was in. His mouth dried up.

As the boat was rocked by stormy weather, his mind started racing and his heart started pounding like crazy. He believes it was only a last, desperate instinct for self-preservation that kicked in to save him. He said: 'Nobody near you, no help, no radio, nobody to turn the radio off – that's it – you're going to die.'

His head felt like it was going to explode. Somehow he managed to haul himself in. 'I don't know how to explain it to people, but I swear, climbing onto the boat I saw my two girls even though, of course, they weren't there.' However, he was still trapped in the winch, bleeding heavily, and with no way of getting free, his only option was to pick up a knife and cut through his right arm. He then managed to pilot his boat back into harbour to get medical help.

Later, when interviewed, he said: 'My six-year-old tells me: "It doesn't matter that you've only got one arm – you're here." Now if you heard that from your kids, wouldn't you take a knife and do the same?'



Survival instincts are the theme of the first in a series of BBC documentaries starring Professor Robert Winston. These are abilities and reactions which are imprinted in us by millions of years of evolution. Even babies have the instinctive ability to spit out bitter-tasting food – which may save them from eating something poisonous. And modern phobias, say scientists, are simply leftovers from times when spiders and snakes represented a genuine threat to life. From the first years of life, humans develop a finely tuned sense of 'disgust' which can protect them from items which might spread disease. And the classic fight or flight response still works, with the first indication of a threat launching swift brain activity to flood the body with adrenaline, readying it for action.



**C** ▶ CD2 T16 Read the text again and listen. Which two of the following points does the article not raise?

- 1 A lobster fisherman found himself in a life-threatening situation on board his ship without any help.
- 2 The fight or flight response enables humans to perform incredible physical actions when threatened.
- 3 The fight or flight response is an extremely useful resource to have in life-threatening situations.
- 4 Most of us very rarely find ourselves in extremely dangerous situations these days.
- 5 The fight or flight response has led psychologists to a number of fascinating insights into the brain.
- 6 It's not always meaningful to act out our fight or flight responses in modern life.
- 7 Sports can help us to get rid of our stress hormones, so we can stay calmer in difficult situations.
- 8 We can learn to recognise fight or flight responses in ourselves, so we can handle stress better.

## Did you know?

Our fight or flight response is one of our most important survival instincts, designed to protect us from dangers – the dangers that would once have hidden in the woods around us, threatening our physical survival. Hence, at times when our actual physical survival is threatened, it is an extremely useful response to have. When activated, the response causes a surge of adrenaline and other stress hormones to pump through our body, giving mothers the strength to lift cars off their trapped children (fight), or people after a plane crash the stamina to survive the hardships of the jungle (flight).

But, of course, our lives aren't usually so full of such dramatic situations. The biggest problems in our day-to-day existence are usually little more than annoying brothers and sisters or teachers who are always picking on us. In situations like these we will often feel like running away or punching our enemy on the nose. The same stress hormones that help us to survive in life-threatening situations make us aggressive or over-vigilant, and tend to cause us to overreact at other times. This all leads to a difficult situation in which our automatic, predictable and unconscious reactions can actually work against our emotional, psychological and spiritual survival by causing a build-up of stress hormones.

By recognising the symptoms, we can begin to take steps to handle the stress overload. By learning to recognise the signals of fight or flight response, we can avoid reacting excessively to events and fears that are not life threatening.

## Discussion box

- 1 Describe a time when you were in a fight or flight situation.
- 2 How does it feel to relive the story? Have your emotions changed?

## 2

## Vocabulary

### \* Feeling stressed

**a** Match the underlined words and expressions 1–7 with the definitions a–g.

- |  |                                       |
|--|---------------------------------------|
| 1 hands feel <u>clammy</u> and cold            | a beats faster and louder             |
| 2 blood pressure <u>soars</u>                  | b gets higher really quickly          |
| 3 forehead starts <u>pouring with sweat</u>    | c damp, the opposite of warm and dry  |
| 4 <u>mouth dries up</u>                        | d becomes wet                         |
| 5 <u>mind starts racing</u>                    | e feels too full to think properly    |
| 6 heart starts <u>pounding</u>                 | f thoughts move fast inside your head |
| 7 head <u>feels like it's going to explode</u> | g it becomes difficult to talk        |

**b** Work with a partner and write a sentence for each of the phrases in Exercise 2a.

*When my mind starts racing I find it hard to concentrate on what I'm doing.*

**c** We also experience many of these physical symptoms in other non-stressful situations. Make a list of some with your partner.

*I sweat a lot when I have a hot shower / run too fast / drink a hot cup of tea.*

*My mind races when I get a good idea.*

**Get it right!** Turn to page 118.



### 3 Grammar

#### \* Talking about tendencies

**a** Look at the examples from the text and answer the questions.

- |  |  |
|--|--|
| <p>a In situations like these, we <b>will</b> often <b>feel like</b> running away or punching our enemy on the nose.</p> <p>b The same stress hormones make us aggressive or over-vigilant, and <b>tend to cause us</b> to overreact.</p> <p>c Your teacher is <b>always picking</b> on you.</p> | <p>1 Does sentence a refer to the future or to no specific time?</p> <p>2 Does sentence b talk about something that is always true or often true?</p> <p>3 Does sentence c refer to an action happening at the moment of speaking or to no specific time at all?</p> |
|--|--|

**b** Complete the rule.

**RULE:** There are a number of ways we can refer to actions that are often likely to happen. These include:

*always* + the <sup>1</sup> ..... tense: this usually refers to negative tendencies (but not always).

<sup>2</sup> ..... + infinitive: which in this case does not have a future reference, and refers to general tendencies.

<sup>3</sup> ..... (not) *to*: which refers to a person likely to behave in a certain way.

**c** Complete the text. Use one word for each gap.

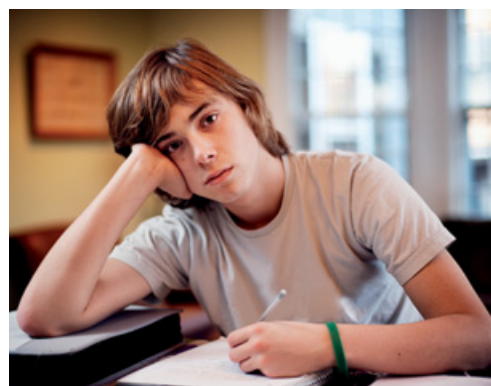
If there's one thing I really don't like about school it's when my teacher asks me a question out of the blue. You know, when she suddenly calls out 'John, what do you think?' She usually does it when I'm trying to talk to Ben about football. My teacher's <sup>1</sup> *always* complaining that I'm talking when I should be listening. Anyway, at times like this my mind tends <sup>2</sup> ..... go blank and I <sup>3</sup> ..... inevitably forget everything that I've ever learned. It's extremely embarrassing. Unfortunately, my teacher is always <sup>4</sup> ..... this to me. I don't know why. The thing is that I tend <sup>5</sup> ..... to mind answering questions when the teacher asks for a volunteer. In fact I <sup>6</sup> ..... often be the first person with their hand up. The problem is that the teacher <sup>7</sup> ..... not to choose me to answer these questions. Has she got something against me or am I paranoid?

**d** Do you sympathise with John or his teacher? Why / Why not?

**e** Work with a partner. Think of a situation when you felt you were being picked on. Take turns at giving each other advice.

### 4 Listen

**a** Work with a partner and answer these questions.



- 1 Imagine you are the student in the photo. How do you feel?
- 2 What advice would you give him?
- 3 Create a dialogue between the student and the person giving advice.

**b** ▶ **CD2 T17** Listen to Jack talking about his stressful experiences. Tick (✓) the symptoms which are mentioned.

tiredness	<input type="checkbox"/>	insomnia	<input type="checkbox"/>
depression	<input type="checkbox"/>	skin problems	<input type="checkbox"/>
aching in his body	<input type="checkbox"/>	colds and flu	<input type="checkbox"/>
panic attacks	<input type="checkbox"/>	headaches	<input type="checkbox"/>
		stomach problems	<input type="checkbox"/>

**c** ▶ **CD2 T17** Listen again and answer the questions.

- 1 How can a small amount of stress actually help you at exam time?
- 2 How had Jack managed his work at school?
- 3 Why did Jack think he was feeling so bad?
- 4 What advice did the doctor give Jack?

## 5 Vocabulary

### \* Coping with stress

**a** Match 1–8 with a–h to make expressions connected with stress.

- |             |                            |
|-------------|----------------------------|
| 1 do some   | a your feet up             |
| 2 put       | b exercise                 |
| 3 don't     | c things get on top of you |
| 4 take      | d break                    |
| 5 don't be  | e a deep breath            |
| 6 chill     | f overdo it                |
| 7 don't let | g out                      |
| 8 take a    | h too hard on yourself     |

**b** Read the article. Complete the sentences using expressions from Exercise 5a.

**c** Work with a partner and discuss your answers to Exercise 5b.

## Less stress

### Get plenty of sleep

Whether you think you have time or not, always try to keep your sleep routine as regular as possible.

1 .....  
Not sure whether you should stop or not? The answer is: do so. Taking short breaks keeps you fresher for longer and you will learn more. Find the time to 2 .....  
every now and then.

### Time for yourself

Try to leave enough time in your revision schedule for some fun. You will need to put your books down and do something you enjoy for a while if you want to stay in a good mood.

### Be realistic

3 .....  
If you try to work too much each day, you won't take in the facts you're revising.

### Eat properly

Make sure your diet includes plenty of fruit and veg. And remember, if you're thirsty and can't decide whether to drink water or coffee, then go for a glass of water every time. Caffeine causes more stress.

4 .....  
It's a fantastic stress-buster. Go running, skateboarding, play a sport, or just take a walk around the block. You will feel more relaxed.

### Be positive

5 .....  
Your performance is influenced by whether your self-esteem is high or low. Make a quick list of five things you've done that you are proud of. This will put you in a good mood and you will learn more.



6 .....  
If you are starting to lose it, then it's time to relax and

7 .....  
You need to:

- 8 .....  
  - tell yourself how well you are doing.
  - remind yourself that everything is going to turn out all right.
  - stand up straight and smile, you will feel a bit better straight away.

## 6 Speak

Work with a partner.

**Student A:** Look at the picture and imagine you are the person in it. Describe your situation to Student B.

**Student B:** Give your partner advice on how to deal with their problem. Then turn to page 125.



# Culture in mind

## 7 Read and listen

**a** Read the text and write the dates under the pictures.



1 .....



2 .....



3 .....

**I**n January 1912, British explorer Robert Falcon Scott led an expedition to the Antarctic in an attempt to be the first man to reach the South Pole. When they finally arrived they found they had been beaten by a Norwegian party. On the return journey, Scott and his four companions all died from exhaustion, starvation and cold. Later that year, in the arms of Scott's frozen body, the rescue team found his journal, outlining the whole disaster.

**Tuesday January 16, 1912**

The Norwegians have forestalled us and are first at the Pole. It is a terrible disappointment, and I am very sorry for my loyal companions. Many thoughts come and much discussion have we had. Tomorrow we must march on to the Pole, and then hasten home with all the speed we can manage. All the daydreams must go; it will be a wearisome return.

**Wednesday January 17, 1912**

The Pole. Yes, but under very different circumstances from those expected. We have had a horrible day – add to our disappointment a head wind 4 to 5, with a temperature of  $-22^{\circ}$ , and companions labouring on with cold feet and hands. This is an awful place and terrible enough for us to have laboured to it without the reward of priority. Now for the run home and a desperate struggle. I wonder if we can do it.

**Friday March 16, 1912**

Tragedy all along the line. At lunch, the day before yesterday, poor Titus Oates said he couldn't go on; he proposed we should leave him in his sleeping-bag. That we could not do, and we induced him to come with us on the afternoon march. In spite of its awful nature for him, he struggled on and we made a few miles. At night he was worse and we knew the end had come. He slept through the night before last, hoping not to wake; but he woke in the morning – yesterday. It was blowing a blizzard. He said, 'I am just going outside and may be some time.' He went out into the blizzard and we have not seen him since then.

We knew that poor Oates was walking to his death, but though we tried to dissuade him, we knew it was the act of a brave man. We all hope to meet the end with a similar spirit, and assuredly the end is not far. I can only write at lunch and then only occasionally. The cold is intense,  $-40^{\circ}$  at midday.

**Thursday March 29, 1912**

I do not think we can hope for any better things now. We shall stick it to the end, but we are getting weaker, of course, and the end cannot be far. It seems a pity, but I do not think I can write more.  
R. Scott

**b** **CD2 T18** Read the text again and listen. Answer the questions.

- 1 How did Scott feel when he finally reached the South Pole?
- 2 How did he feel about the journey home?
- 3 Describe in your own words the events that led up to Oates's death.
- 4 Describe in your own words how Scott felt on March 29.



### Discussion box

- 1 What other people can you think of who have sacrificed themselves in the name of exploration?
- 2 What do you think the men talked about during their final days?
- 3 What great adventures does mankind still have to make?

## 8 Write

- a** Read the task and answer the questions.

### Task

Imagine you are a student at a college. Write a report for the principal of your college on the reasons why students sometimes suffer from stress on their courses. Describe activities that tend to cause the most anxiety and the signs of pressure that students most commonly show. Also include a proposal on what the college could do to help students who suffer from stress.

- 1 Identify the two main sections of the writing task.
- 2 What is the aim of each of these sections?
- 3 What questions would you ask to get information for this report?
- 4 What information do you think you might find in each part of this task?
- 5 What kind of language do you think is appropriate in this kind of writing task?

- b** Look at the phrases below. Do you think they come from the report or the proposal?

- 1 Finally, we would like to explore other means of ...
- 2 We found that ...
- 3 Our research also looked into ...
- 4 As a consequence of our report, we have come up with a number of suggestions ...
- 5 Eighty-eight per cent of those questioned identified this ...
- 6 We would recommend ...
- 7 Further investigation showed ...
- 8 Another suggestion would be ...
- 9 We would also advise ...

- c** Read the report and proposal and check your answers to Exercise 8b.

In a study of fifty college students we found that 72 per cent admitted to feeling some level of stress over the academic year. These levels ranged from 'feeling mildly stressed out on occasions' (45 per cent) to 'suffering from serious stress' (4 per cent). Further investigation showed that exams were clearly the time when most students felt under excess pressure. 88 per cent of those questioned identified this as the most stressful part of the school year. However, other causes of anxiety included homework and course work deadlines (52 per cent), difficult relationships with other students (18 per cent) and external problems (17 per cent). Our research also looked into the symptoms of stress that students most commonly showed. The most frequent was a 'feeling of panic'. This was felt by 67 per cent of students, although it must be said that this feeling varied in degrees of seriousness. Other symptoms that were mentioned included headaches (32 per cent), colds and feeling run down (23 per cent) and loss of sleep (22 per cent).

As a consequence of our report, we have come up with a number of suggestions that we feel the college could seriously consider implementing. Firstly we would recommend that this should be a problem that you actively encourage students to talk about and we would like to see a number of informal workshops on the subject. We would also advise that special after-school clinics should be set up for students to visit if they need to. Another suggestion would be to produce a college leaflet detailing things students can do to help themselves. Finally, we would like to explore other means of assessing students than only by exams.

- d** Choose one of the following tasks.

- 1 Write a report on students' lunchtime eating habits and make a proposal on how the school can cater for them better.
- 2 Write a report on students' favourite free-time activities and make a proposal on what new clubs the school could create.

## 10

## Inspiration and creation

- \* Causative *have* review
- \* Modal passives (present and past)
- \* Vocabulary: metaphors to describe emotions

## 1 Read and listen

**a** Work with a partner. Make a list of ten things that inspire you.

**b** What do you know about the people in the photos? Where do you think they get their inspiration from? Read the text quickly to find the answers.

**c** ▶ **CD3 T02** Read the text again and listen. Answer the questions.

- 1 How does Kevin Warwick react to criticism?
- 2 Would you say that Kevin Warwick is a determined person? Why / Why not?
- 3 How do bright and beautiful things help Darcey with big city life?
- 4 How did Craig David get inspired by Terence Trent D'Arby?
- 5 What is it about 'One More Chance' that inspires Craig?

**d** Which person in the text refers to the following ideas?

- 1 the inspiration one can get from learning how other people overcome difficult situations in life
- 2 the emotions that are triggered when we remember certain situations in the past
- 3 how stories about the great minds of mankind can influence us positively
- 4 the emotional effect colours can have on people

## What inspires the inspirational?

Where does creativity come from? How do we find our best ideas, our greatest expressions of intellect and imagination? What goes on in our minds is as individual as we are – yet it has the power to define our lives and change the world. From artists and authors to campaigners and politicians, we ask: What's your inspiration? This week, we put the questions to a ballerina, a scientist and an R & B artist.

*Kevin Warwick, Scientist and Professor of Cybernetics at the University of Reading*

This scientist once attempted to become a human cyborg (a being with both biological and artificial parts) by having computer chips implanted in his body.

I like to read the biographies of people I admire, people I feel have, in their own way, really achieved something – people like Michael Faraday, Albert Einstein, Captain Scott, Roger Bannister and Stephen Hawking. The same is true when I see how people deal with severe disabilities – the effort they have, or had to go through 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 jealousies, and vendettas from a few other scientists occasionally flare up, with them 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, inside 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.

*Darcey Bussell, Prima ballerina*

I am inspired mainly by bright colours and beautiful views. When you live in a big city with long winters, I think you need them to revive your enthusiasm for life. I've always painted my walls vivid colours, like bright pink. In my first flat, I had a bathroom that was painted purple. It made everybody go 'Woohh!'



My mother was into colours and loved to mix them. I particularly love red and pink together although the combination can appal some people. I love to dress my two daughters in vibrant colours. I don't wear enough colour myself, though. I once had a wonderful costume made for me that was red chiffon with wonderful Indian trousers. It was for the part of Nikiya in La Bayadère.

### Craig David, R&B artist

'One more chance' whenever needed!

When I was growing up, it was predominantly Michael Jackson. The song that was quite poignant for me was 'Leave Me Alone'. It was the first record I went out and bought. When I saw him perform, and sell all those records around the world, I thought that was what I would like to do.

My mum was a big Terence Trent D'Arby fan, and he was the first artist I saw perform live, at the Southampton Guildhall. We were right up at the front and he had the stage presence of Prince in terms of the dancing, and the voice of Stevie Wonder. It was amazing! And that first album of his was hugely inspirational. It made me want to write and then... nothing happened. It showed me, the rise and fall of an artist.

Now, when I am looking for inspiration for a song, I'll often play 'One More Chance' by The Notorious B.I.G. When I was DJ-ing in the clubs, it was a song I could throw on when people were getting bored and drifting towards the bar, and it would save me. When I hear it now, I remember how hungry I was for success, how desperately I wanted to prove myself to the world.



**e** Find the words in the text and choose the correct definition.

- 1 push the boundaries: *attack colleagues who are critical of your work / try to go beyond the limits*
- 2 vendettas flare up: *desires for revenge suddenly start / brightly coloured ribbons are shown*
- 3 rein in one's impatience: *to force oneself to be more patient / to enjoy it when someone else is impatient*
- 4 appal: *make someone feel strong feelings of disapproval / interest or attract someone*
- 5 predominantly: *good old / mainly*
- 6 poignant: *causing or having a feeling of sadness / causing or having a feeling of happiness*

## 2 Grammar

### ★ Causative *have* review

**a** Look at the sentences and answer the questions.

*I am inspired by people who have **had** their work **criticised** but go on to achieve their goals.*

*He once attempted to become a human cyborg by **having** computer chips **implanted** in his body.*

- 1 Which sentence talks about something someone wanted another person to do to them?
- 2 Which sentence talks about an unpleasant experience?

**b** Complete the rule, using the examples in Exercise 2a.

**RULE:** This structure is formed with the verb to  
 1 ..... + object + the 2 ..... of the main verb.  
 We can use this structure:

- a when we ask or pay someone to do something for us.
- b when someone (often not known) does something unpleasant to us.

**c** Complete each sentence, using the *have something done* structure.

- 1 I went to the hairdresser last week and I ..... *had my hair cut* ..... (my hair / cut)
- 2 She hired a painter and she ..... (her house / paint)
- 3 I've had lots of headaches recently. I think I should ..... (my blood pressure / check)
- 4 While she was away, my aunt ..... (her house / break into)
- 5 Our neighbour ..... during the protest march. (her window / smash in)



### 3 Listen

- a** Work with a partner. Look at the pictures and try to work out each metaphor 1–4.



- b** ▶ CD3 T03 Listen to the interview and check your ideas from Exercise 3a. What do the metaphors mean?

- c** ▶ CD3 T03 Listen again and circle the correct answers.

- Why does Jane love metaphors?
  - Because they let us experiment with our language.
  - Because they help us understand grammatical rules.
  - Because they allow us to invent new words.
- Which of the following is not a feature of a metaphor?
  - They don't mean exactly what they say.
  - They involve a comparison.
  - They have to rhyme.
- What does she use the example 'Your lips are like cardboard boxes' to say?
  - Anyone can make up a metaphor.
  - Metaphors only really work if we can see a connection between the things being compared.
  - A good metaphor comes from the imagination.
- According to Jane, how often does a person use a metaphor in spoken language?
  - Every 10 seconds.
  - Every 15 seconds.
  - Every 30 seconds.
- Why is Jane interested in the metaphors that we make up ourselves?
  - Because they can help us understand the person better.
  - Because they are usually more creative.
  - Because they tell us interesting things about our language.

### 4 Vocabulary

#### \* Metaphors to describe emotions

- a** Complete the sentences with the words in the box. Use a dictionary if you need to.

nervous embarrassed shocked  
angry ~~frustrated~~ mad depressed  
disappointed calm happy

- If you're *banging your head against a brick wall*, then you feel frustrated.
- If you have *butterflies in your stomach*, you feel .....
- If you tell someone *you're on top of the world*, you feel .....
- If you're *a bit down in the dumps*, you feel .....
- If something *makes your blood boil*, you are .....
- If someone *has got a screw loose*, they are a bit .....
- If you *don't know where to put yourself*, you are .....
- If you *don't know what has hit you*, you are .....
- If you're *really cut up* about something, you are .....
- If you tell someone to *keep their hair on*, you want them to keep .....

- b** Complete the sentences using the expressions in *italics* from Exercise 4a.

- She does the strangest things! I think she's got a screw loose.
- I was so nervous before the exam! I had .....
- James got dumped by Jenny, and he's ..... about it.
- That man's always so rude to me! It really .....
- I accidentally dropped ice cream on her brand new dress. It was awful! I didn't .....

**Vocabulary bank** Turn to page 113.

**Get it right!** Turn to page 118.

## 5 Grammar

### \* Modal passives (present and past)

- a** Read the sentences from the listening text in Exercise 3. Complete the sentences with the words in the box.

scared   used   accused of   made

- 1 If we do, we **might be** ..... not speaking the language properly.
- 2 A good metaphor is a great example of how our language **should be** .....
- 3 She **must have been** really ..... by the idea.
- 4 A connection **can be** ..... between the things that are being compared.

- b** Which sentence in Exercise 5a refers to a past situation?

- c** Use the sentences in Exercise 5a to complete the rule.

**RULE:** We can use modals in the passive voice by using the modal verb + <sup>1</sup>..... (present) or <sup>2</sup>..... (past), and the past participle of the main verb.

- d** Write the sentences using the passive. Do not use the words *someone* or *people*.

- 1 (Someone) might break the record soon.  
The record *might be broken soon*.
- 2 (People) can send applications by email.  
.....
- 3 (Someone) must win the prize.  
.....
- 4 (People) will not forget his name.  
.....
- 5 (People) should put these things back.  
.....
- 6 (Someone) might have stolen your purse.  
.....
- 7 (Someone) must have opened this door.  
.....
- 8 (Someone) should have invited her to the party.  
.....

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

be   been   would   will  
passed   can't   ~~have~~

Paula knew she should <sup>1</sup>..... *have*..... left the beach a long time ago, but it was the most beautiful sunset, and she was busy painting it. Her friend Serena was getting restless, 'It must <sup>2</sup>..... finished by now, surely, Paula?' she asked. But Paula was lost in her creative world, inspired by the deep red sky. 'A beautiful scene like this just <sup>3</sup>..... be missed, Serena,' she told her friend. 'For all we know, this painting <sup>4</sup>..... have been sold in my art gallery by the end of the month. And then we can go on holiday!' Serena eyed her friend's creative work, and had to admit it was extremely good; it could have <sup>5</sup>..... painted by someone much more experienced than her friend. She was convinced that Paula <sup>6</sup>..... be accepted at art college next year. With luck, she too might have <sup>7</sup>..... all her graphic design exams by the end of the year, and would be able to start her own creative career.

## 6 Listen and speak

▶ **CD3 T04** Work with a partner and listen to the second part of the interview in Exercise 3.

**Student A:** Draw the radio presenter's first metaphor.

**Student B:** Draw the radio presenter's second metaphor.

**Students A & B:** Compare your drawings. Discuss how Jane Davis invites the radio host to think differently about a situation that is difficult for him.

Think of a situation that is difficult for you, for example, one that makes you feel nervous or angry.

- 1 Draw a metaphor of how you feel in this situation.
- 2 Draw a metaphor for how you would like to feel in this situation.
- 3 How do your feelings about the difficult situation change when you move qualities from the second picture into the first? Discuss with a partner.

## 7 Speak and listen

**a** A band called Liverpool Hotel has recorded a CD called *Rainbow's End*. Here are three possible covers for the CD. Describe each one. Which one do you like best?

**b** ▶ **CD3 T05** Listen to the three members of the band discussing the covers. Which one do they choose?

**c** ▶ **CD3 T05** Listen again and complete the sentences with the phrases in the box.

I mean I'd have thought  
though we're going round in circles  
tell you what the thing is  
to tell you the truth on the other hand  
to be honest exactly

- 1 ..... let's just  
kind of spread them out – like ... this ... and  
then we can ...
- 2 Not bad, I really don't like this one,  
.....
- 3 I thought it was quite nice –  
....., it's not  
my favourite but it's not too bad.
- 4 True. But .....  
is it so important to have a picture that's  
got something to do with the band name?
- 5 ..... it was  
vital. It's our first CD, after all, so we need  
to ...
- 6 ....., we've  
got to choose the one that really says  
something about us as a band, don't you  
reckon?
- 7 OK, well, .....  
I don't think any of these say much  
about us.
- 8 ..... – just  
like our songs! That's what's so good  
about it!
- 9 I think .....  
a bit here, aren't we?
- 10 Well, .....,  
no, I don't think it is entirely.



**d** Which phrases are used:

- 1 to make a suggestion? *tell you what ...*
- 2 to introduce a contrasting idea?
- 3 to try to get the conversation back to the main topic?
- 4 to give an opinion?
- 5 to add the idea of contrast after stating a fact or opinion?
- 6 to introduce and soften a negative fact or opinion?
- 7 to agree with what someone has said?

**e** Work in a small group. Imagine that you are starting up a new school magazine. Choose a picture for the front cover. Use the phrases from Exercise 7c when appropriate.

**f** Work in a small group. Imagine that you are organising a lottery at your school to raise money for charity. Choose one of these things as first prize.

- free cinema tickets for two people for three months
- free daily meals at a fast-food restaurant for two people for three months
- free travel on buses in your town for two people for a month

## 8 Pronunciation

★ **Stress and intonation**

▶ **CD3 T06** Turn to page 124.



# Making waves

## Video Episode 3

### 9 The photographer

**a** Look at the photo and answer the questions.



- 1 Why do you think Jack is taking photos?
- 2 Have you ever won a competition? What was it for and what did you win?

**b** Watch the episode. How is Jack going to spend his summer holidays?

**c** Mark the sentences *T* (true) or *F* (false). Correct the false sentences. Watch again and check.

- 1 Jack's dad has arranged for him to work at a bank for the summer holidays. ☐
- 2 Amy understands why he doesn't want to try and win. ☐
- 3 Jack thinks it would be irresponsible to try and win the prize. ☐
- 4 Jack's dad wishes he'd had a similar opportunity when he was young. ☐

**d** Discuss in pairs.

- 1 Do you think Jack made the right decision? Why / Why not?
- 2 Is summer work experience something young people do where you live?

### 10 Everyday English

**a** Underline the correct words to complete the expressions. Watch again and check.

- 1 *By / For* the way
- 2 I must be *on / off*.
- 3 That's *any / some* (prize)
- 4 Why *on earth / planet* not?
- 5 Don't *get / have* me wrong
- 6 *Tell / Say* you what

**b** Match expressions 1–6 in Exercise 10a with meanings a–f.

- |  |                          |
|--|--------------------------|
| a Here's an idea                       | <input type="checkbox"/> |
| b What a really good                   | <input type="checkbox"/> |
| c I really don't understand why not    | <input type="checkbox"/> |
| d Incidentally                         | <input type="checkbox"/> |
| e I don't want you to misunderstand me | <input type="checkbox"/> |
| f I've got to leave now.               | <input type="checkbox"/> |

**c** Complete the dialogues with the expressions from Exercise 10a.

- 1 A: I don't think I'm going to go to the end of school party.  
B: .....? It's going to be great.
- 2 A: It's top secret. Don't tell anyone.  
B: ....., help me with my homework and I won't say a word.
- 3 A: So I met the Prince and had dinner with him.  
B: Wow. .... story. You must have been excited.
- 4 A: Bye, Mum. See you after school.  
B: See you. ...., I've got to go out this evening so dinner will be early. Don't be late.
- 5 A: Sam told me you aren't coming camping with us next week.  
B: That's right. .... I'd really like to go. It's just that I can't afford it.
- 6 A: Are you sure you don't want a cup of tea?  
B: No, thanks. .... I need to get home.

### 11 Improvisation

Work in pairs. Prepare a short role play. Try to use some of the expressions from Exercise 10a. Then act it out.

Roles: Lily and Nick

Situation: The reporters are talking about their holiday plans.

Basic idea: Nick has been offered some work experience with the local newspaper but he doesn't want to do it. He just wants to have fun.

## 12 Write

- a** Read the extract from a book on learning. What metaphors do the authors mention?

Any learning experience provides a valuable opportunity to revisit fundamental principles of growth and change. Over the past 25 years, we have complemented our academic research into the brain and learning with practical tests. We've challenged ourselves continuously to learn new things – particularly things for which we'd been told, as children, we had little or no talent. We've learned many new skills such as singing, swimming, ballroom dancing, tennis, languages, martial arts, drawing and juggling.

Any one of these subjects could provide a fertile metaphor for exploring the



art of learning and life. But juggling offers something special. We chose juggling as the focus of our book because learning anything involves keeping a number of things 'up in the air' at the same time, because 'dropping the balls' provides an ideal metaphor for gracefully coping with mistakes, which we consider one of life's most important abilities. Juggling also provides a sense of inner quiet in the midst of activity, a special experience of mind and body in harmony. And juggling's essential light-heartedness encourages easy access to the fundamental human learning modality of play.

- b** The authors say that a number of skills they learned could be used as metaphors for learning. Work with a partner to create similes or metaphors using the skills 1–5 from the text in Exercise 12a.

- 1 Swimming: *Learning is like swimming – as soon as you stop it there is the danger that you drown.*
- 2 Ballroom dancing: .....
- 3 Tennis: .....
- 4 Languages: .....
- 5 Martial arts: .....

- c** Work in a small group. Make a list of words or phrases which might give interesting stimuli for creating metaphors, for example: *freedom, love, friendship, going to university, studying for a test, reading.*

- d** Decide on one of the words or phrases from Exercise 12c. Each member of the group now writes down as many metaphors or similes for that word or phrase as they can. Write each one on a separate piece of paper.

*Freedom is choosing your own paths.*

*Freedom is walking on a tightrope without a net.*

- e** Discuss which you think are the strongest metaphors and similes. Arrange them to form a poem.

# Check your progress

## 1 Grammar

**a** Rewrite the sentences using the words in brackets.

- He's often late. (tends)  
*He tends to be late.*
- Some people often go to the doctor with the smallest problem. (will)  
.....
- He tells me what to do. (always)  
.....
- Many teenagers don't eat healthy food. (tend)  
.....
- My father's always telling the same old jokes! (will)  
.....

4

**b** Rewrite each sentence, beginning with the word given.

- His photograph was taken.  
He *had his photograph taken.*
- My dad's car is being repaired at the garage.  
My dad .....
- Our car was stolen last weekend.  
We .....
- The doctors took her appendix out.  
She .....
- Someone is going to decorate their kitchen.  
They .....

4

**c** Complete with the correct form of the verb in brackets.

- His new CD will *be released* next month. (release)
- A new library might ..... in a few years' time. (build)
- The completed form must ..... before the end of this month. (send)
- I didn't know about this – I think I should ..... about it. (tell)
- I'm really sorry to tell you this, but your computer can't ..... (fix)

4

## 2 Vocabulary

**a** Circle the correct option.

- I'm tired – I'm going to (take) / make a break for ten minutes.
- I was so scared, my heart began to *pound* / pour.
- He knows he made a mistake, so don't be too *hard* / heavy on him.
- He was trapped, and his mind started to *run* / race to find a way out.
- You're exhausted! I think you've been *overdoing* / undoing things at work.
- Go on, take a break! Put your *feet* / legs up for a few minutes.
- It's been a terrible day – everything really got *on top of* / on head of me.


6

**b** Complete by writing one or more words in each space.

- I was so surprised! I didn't know what had *hit* me.
- I'm really nervous! I have ..... in my stomach.
- I'm so angry! This kind of thing really makes my blood .....
- I think he's a bit mad, you know? I reckon he's got a screw ..... or something.
- Calm down! Don't get so angry! Just keep your ..... on, OK?
- She was so happy, you know, on top ..... .
- This is a waste of my time! I feel like I'm banging my head against ..... .

6

## How did you do?

Total score			
<input type="text"/> 24	Very good	OK	Not very good
Grammar	10 – 12	6 – 9	less than 6
Vocabulary	10 – 12	6 – 9	less than 6



## 11

## The age wars

- \* Future perfect / future continuous review
- \* Alternative ways of referring to the future
- \* Vocabulary: life choices

## 1 Read and listen

- a** Look at the photos and title of the article. What do you think the age wars might be?
- b** ▶ **CD3 T07** Read the text and put the paragraphs in order. Listen to check.



## THE BATTLE OF THE GENERATIONS

58-year-old Gerry enjoys a leisurely Friday morning breakfast as he sips his tea and browses the newspaper for property prices overseas. He's in no hurry to get to work. As a senior partner in the company he joined straight from university nearly 40 years ago, no one's going to mind if he arrives an hour or two late.

Gerry never had to lose sleep over paying for further education. It was all free in his day. Furthermore, the house that he bought for around £20,000 back in the 1970s is worth over a million now. These days his only concern is the news that a local politician has put forward a plan to build cheap accommodation in the fields outside the village. He'll certainly not be voting for that fellow in the coming elections. Mind you, he'll have bought a villa in Marbella by the time he retires. Yes, he'll be all right. He'll be living a life of luxury on the beaches of southern Spain when he's 65.

Gerry has no such concerns as he climbs into his big four-wheel drive and does the half mile down to the local station to catch the train to work. He'll get a taxi at the other end too. He's worked hard and won't have some green activist telling him how to lead his life.

Gerry puts on his coat to leave the office. His secretary reminds him that he's seeing Josephine the next day. Josephine, his 18-year-old daughter with all her wonderful ideas on how to save the world. He sighs to himself: when will that girl start taking her future seriously?

Josephine finds herself daydreaming at college about having children. She's in no hurry but she knows she would love to settle down and have children one day. She'd love a big family but will

she be able to afford one? Besides, with the overpopulation of the world, maybe it would be better just to have one child. On the way home from college she reads an article in the paper about the latest war over oil and starts feeling bad that her child, when it finally comes, will be living in a world that's probably on its last legs.

She checks her diary: oh no, her parents are coming over at the weekend. More lectures from her dad about doing something sensible at university, by which he means something that will get her a good job and make her money. Just because he helps her with the rent, he thinks he has the right to interfere with her life. Welcome to the age wars!

On the bus, Josephine starts worrying about her future. She's starting a course in Conservation at university in September. She loves nature and wants to work in that field, but she knows the jobs aren't well-paid. How is she ever going to pay back the university loan? And of course, one day far in the future, she'd like to own a house. She doesn't know much about the property market but she does know that house prices are crazy. She'll probably be 60 before she'll have saved enough money to buy one! She's sure she's too young to have to worry about these things.

50 miles away from Gerry in his leafy suburban house, Josephine grabs a pot of yogurt as she rushes out of her one-bedroom rented flat in a grotty part of London and runs down the street to catch the bus to college. Not that she'd take the car even if she could afford one. Besides the ridiculous cost of getting into and parking in Central London, she's concerned about global warming and doesn't want her exhaust fumes contributing to the problem.



**c** Read the short profile of Gerry. Find and correct four factual mistakes.

Gerry's in his early fifties. He has a good life. He's a partner in the company he's been working in for nearly thirty years. He lives in a big house in a desirable suburb of London and drives a big car. He is looking forward to his retirement, which he plans to spend living in a villa he wants to buy in Greece.

Gerry feels he's entitled to his lifestyle. He has worked hard all his life and feels he deserves a little luxury. He's not really concerned about problems such as the environment or how young people are supposed to afford houses. In fact, his only real worry in life is his daughter Josephine. He wishes she would start a family soon.

**d** Write a short profile of Josephine. Use the passage about Gerry as a model.

**e** Circle the best definition for each of the words from the text.

- 1 browse (paragraph 1) *read quickly / read at leisure*
- 2 suburban (paragraph 7) *in the city centre / outside the city centre*
- 3 grotty (paragraph 8) *elegant / dirty and in bad condition*
- 4 exhaust fumes (paragraph 8) *the smoke that comes out of a car / transport habits*
- 5 lose sleep over (paragraph 2) *worry about / work hard for*
- 6 retire (paragraph 2) *stop working / change jobs*
- 7 daydream (paragraph 5) *sleep during the day / get lost in a world of thoughts*
- 8 on its last legs (paragraph 5) *in a bad condition / recovering from an illness*

## Discussion box

- 1 How have Josephine and her father's lives been different?
- 2 Do you agree that Josephine is too young to be thinking about things like house prices? What should she be thinking about, in your opinion?
- 3 Which generation do you think is winning the 'war'?
- 4 What are the biggest differences between you and your parents?

## 2 Grammar

### ★ Future perfect / future continuous review

**a** Look at the sentences from the text. Which are examples of the future continuous and which are examples of the future perfect?

- 1 He'll **be living** a life of luxury on the beaches of southern Spain when he's 65.
- 2 He'll **have bought** a villa in Marbella by the time he retires.
- 3 She'll probably be 60 before she'll **have saved** enough money to buy a house!
- 4 Her child **will be living** in a world that's probably on its last legs.

**b** Complete the sentences using the verb in brackets in the future continuous or future perfect tense.

- 1 You can have the newspaper in ten minutes. I 'll have finished (finish) it by then.
- 2 I'll be in Chile this time next year. I ..... (finish) university and I ..... (travel) around the world.
- 3 After my parents have seen this report card I ..... (not go) on holiday with you.
- 4 She ..... (have) the baby by then and they ..... (try) to get used to life without sleep.
- 5 We have to meet up this year. Otherwise we ..... (not see) each other for five years.
- 6 This time next week we ..... (move) and we ..... (live) in our new house.
- 7 A: They ..... (arrive) by now. Shall I give them a call?  
B: No, it's too late. They ..... (sleep).
- 8 A: Do you think you ..... (drive) next month?  
B: No. I ..... (not pass) my test by then.



### 3 Listen

**a** Work with a partner. Can you remember the problems in Exercise 1 that Gerry and Josephine have?

**b** ▶ **CD3 T08** Listen to six people giving their opinions about the article and tick (✓) what generation they're from.

	from Gerry's generation	between the generations	from Josephine's generation
Speaker one			
Speaker two			
Speaker three			
Speaker four			
Speaker five			
Speaker six			

**c** ▶ **CD3 T08** Listen again and mark the statements **T** (true) or **F** (false). Correct the false statements.

Speaker one thinks:

- 1 we are all responsible for our own personal happiness. ☐
- 2 global warming could stop him achieving all the things he wants. ☐

Speaker two thinks:

- 3 her generation isn't to blame for the problems in the world. ☐
- 4 it's too late to make any difference now. ☐

Speaker three thinks:

- 5 her parents should have been more careful with money. ☐
- 6 you need a lot of money to be happy. ☐

Speaker four thinks:

- 7 he's had a good life. ☐
- 8 he should feel bad about his lifestyle. ☐

Speaker five thinks:

- 9 it's important to think about your future life while you are still at school. ☐
- 10 finding a good job as soon as you leave university is not very important. ☐

Speaker six thinks:

- 11 the age war is something that doesn't really affect his family. ☐
- 12 he will have to move to another country if he wants to get a good job. ☐

### 4 Grammar

#### \* Alternative ways of referring to the future

- 1 I'm **about to** finish my engineering course at university in a few weeks.
- 2 I'm **off to** a conference in London next week.
- 3 My dad **is due to** retire next year.
- 4 I know my opinions **are bound to** make others angry.
- 5 I'm 17 and I'm **supposed to** go to university next year.
- 6 I'm seriously **thinking of** moving abroad.

**a** Look at the examples in Exercise 4 from the listening. All these sentences refer to the future. Which sentence talks about:

- a a future expectation: things that are generally expected to happen sometime in the future (x2)
- b future travel plans
- c a prediction of a certain future (as the speaker sees it)
- d the very immediate future
- e a possible future event that is being considered in the present?

**RULE:** There are several other ways of referring to the future besides *will* and *going to*. Expressions such as *about to*, *off to*, *due to*, *bound to*, *supposed to* and *thinking of* used with the verb *to be* can all be used to refer to different types of future.

Of course, if we use these expressions with *was* and *were*, then we create other possible ways of talking about the future in the past. (see Unit 2)

I **was supposed to** arrive at ten but the train was late.

They **were off** on holiday, so they didn't have time to chat.

You could tell from the way they were playing that they **were bound to** win.

**Get it right!** Turn to page 118.



**b** Circle the correct answers.

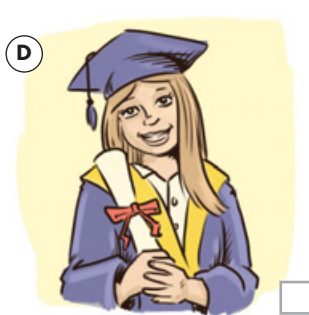
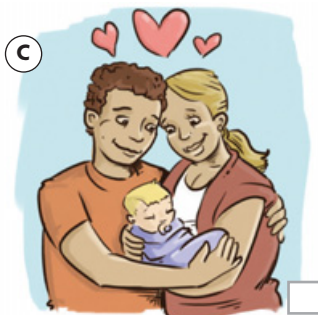
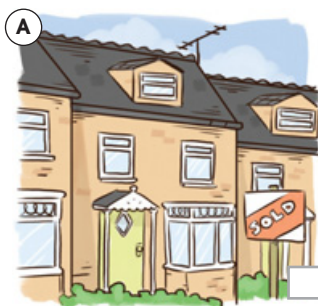
- We're off to / bound to / thinking of Spain on holiday tomorrow. I can't wait.
- Their plane was about to / due to / off to land at two but it's been delayed.
- I was about to / thinking of / supposed to changing my career but I've decided against it.
- Tomorrow's a holiday so it's due to / about to / bound to rain.
- We were supposed to / off to / thinking of be going out tonight but Jane's not feeling too well.
- Susie looks so sad, as if she's off to / about to / thinking of start crying.
- I'm bound to / supposed to / about to give him an answer tomorrow but I still haven't decided.
- I was about to / off to / bound to leave when he phoned.

**5 Vocabulary**

## ★ Life choices

- a**
- Match the verbs 1–8 with the words a–h to make meaningful expressions. There may be more than one possibility. Then match four expressions to pictures A–D below.

- |               |                      |
|---------------|----------------------|
| 1 settle      | a a family           |
| 2 take        | b school             |
| 3 pay off     | c college/university |
| 4 take        | d early retirement   |
| 5 start       | e career             |
| 6 change      | f a year off         |
| 7 drop out of | g student loan       |
| 8 leave       | h down               |



- b**
- Use expressions from Exercise 5a to complete the texts. You may have to change the verb form.

I finish school next year and then the real decisions start, I suppose. I want to go to university but I want to <sup>1</sup> take a year off and see the world first. My dad thinks it's a terrible idea and my mum just wants me to find a nice man, get married and <sup>2</sup> \_\_\_\_\_ as soon as possible. She also wants me to <sup>3</sup> \_\_\_\_\_ soon because she wants grandchildren. She'll just have to wait on that one.

I think the person I most admire in our family is my uncle. He <sup>4</sup> \_\_\_\_\_ at an early age and didn't even go to university. He's also <sup>5</sup> \_\_\_\_\_ about three times – he's a teacher at the moment but is already talking about doing something different. He's also really smart too. He's been saving money since he was 16 so he'll be able to <sup>6</sup> \_\_\_\_\_ – probably when he's about 55. I'm sure this is something he really wants to do.

**Vocabulary bank** Turn to page 114.

**6 Speak**

- a**
- Work with a partner. Who do you think is asking each question? Who are they asking and why?

- 'So what age do you plan to retire, then? What on earth will you do with all that free time?'
- 'Do you think you will have your own house or flat one day?'
- 'Would you like to change career sometime in your life? What would your new job be?'

- b**
- Imagine what your grandmother or grandfather was like when they were the age you are now. How do you think their answers would be different?

# Literature in mind

## 7 Read and listen

- a** Look at the photo, read the text on the right and the title of the poem. What do you think the poem will be about?



ITHACA is a Greek island in the Ionian Sea. It was the home of the legendary Greek king, Odysseus, who took an army to fight in the Trojan War and took ten years to sail back to his home and his family. On the way home, Odysseus confronted many enemies, including the one-eyed Cyclops, Poseidon (the Greek god of the sea) and the giant Lestrygonians, who ate many of his men. The great poet Homer wrote *The Odyssey* about Odysseus's journey home. Now, in English, 'odyssey' means a great, epic journey.

## Ithaca

When you start your journey to Ithaca,  
hope that the road is long,  
and full of adventure, and full of knowledge.  
The Lestrygonians and the Cyclops,  
the angry Poseidon – don't be afraid of them:  
you won't find things like them on your way,  
if your thoughts are high, if a fine  
emotion touches your spirit and your body.  
The Lestrygonians and the Cyclops,  
the fierce Poseidon – you won't meet them,  
if you don't carry them inside you,  
if you don't set them up in front of yourself.

So, hope that the journey is long,  
that there are many summer evenings,  
that you will enter ports you have seen for the first time  
with such pleasure, and such joy!  
Stop at Phoenician markets  
and buy fine things:  
mother-of-pearl and corals, amber and ebony,  
and wonderful perfumes of all kinds.  
Buy as many wonderful perfumes as you can;  
visit hundreds of Egyptian cities,  
to learn, and go on learning, from the people who  
have knowledge.

Always keep Ithaca in your mind.  
To arrive there is your final goal.  
But do not hurry the voyage at all.  
It is better to let the voyage last for many long years;  
so that you are old when you reach the island,  
and rich with all the things you have gained on the way,  
not expecting that Ithaca will give you riches.  
Ithaca has given you a beautiful voyage.  
Without her you would not have taken the road.  
But she has nothing to give you now.  
And if you think she is poor, Ithaca has not cheated you.  
With all the wisdom you have gained, with all the experience,  
you must surely understand now what Ithacas mean.

C. P. Cavafy

- b** Read the poem. What things does the poet say you should do on 'your journey to Ithaca'? What things should you not do?

- c** ▶ CD3 T09 Read the poem again and listen. Answer the questions.

- 1 How is it possible to avoid meeting the Lestrygonians, the Cyclops, and Poseidon?
- 2 Why should you stop at markets and visit Egyptian cities?
- 3 Why is it better not to hurry on your journey to Ithaca?
- 4 Why has Ithaca, when you arrive there, got 'nothing to give you now'?

- d** In pairs or small groups, discuss your answers to the question. Which of these sayings is closest to the message of the poem?

- 1 It is better to travel hopefully than to arrive. (R. L. Stevenson)
- 2 Life is a journey and not a destination. (Buddhist saying)
- 3 You must be the change you wish to see in the world. (Mahatma Gandhi)
- 4 The journey is the reward. (Taoist saying)
- 5 The longest journey starts with a single step. (Proverb)
- 6 Live as if you will die tomorrow, but learn as if you will live forever. (Mahatma Gandhi)

## 8 Write

A reader wrote a response to the editor of the magazine which published the article *The Battle of the Generations* in Exercise 1.

Dear Sir,

I was intrigued by your article entitled *The Battle of the Generations*, and feel I would like to reply to some of the ideas put forward in it. As a student in my early 20s, I was happy to see that someone is taking the problems my generation are facing seriously, although I disagree that all elderly people are as smug and selfish as the (fictional?) Gerry in the article.

One of the things that was mentioned is the question of housing. It is clear that prices in this country are excessively high and that first-time buyers (as I hope to be soon) will have great difficulty in entering the market. The obvious solution, or part of it at least, would be to increase taxation on second homes to a point that makes them simply prohibitive. However, this would make the government unpopular, and therefore no government is ever likely to take the risk. This is a great shame, in my view.

A further point that the article raises is that of students needing to provide their own funding for university education. As I am currently struggling to save some money for university, I have to say that this makes little sense: people are denied the benefits of higher education (benefits not only for themselves but also for the country in general) when we continue to spend enormous amounts of money on the armed forces. A return to the basic system of providing education for anyone who wants it can only be a good thing.

Finally, it is suggested that older members of society do not show concern for environmental issues. My own experience – looking around me and talking to people of various ages, my parents and my friends' parents included – indicates that there is absolutely no relationship between attitudes to the environment and the age of the person concerned. It is specifically the environment which I believe illustrates most clearly the need for people of all ages to put aside their differences – whether sex, colour, race or religion – and work together for the benefit of everyone here now, and of future generations. Otherwise there may well be no future generations.

Yours faithfully,

Althea Graves

**a** Read the letter and answer the questions.

- 1 Is the person who wrote the letter a younger or an older person?
- 2 How does the writer suggest the problem of housing costs could be dealt with?
- 3 What does the writer say about how governments spend money raised through taxes?
- 4 What does the writer consider to be the biggest problem that everyone is facing?

**b** Look at the first sentence of the letter again.

*I was intrigued by your article entitled The Battle of the Generations and feel I would like to reply to some of the ideas put forward in it.*

**Underline** the following grammar points in the sentence.

- 1 the passive voice
- 2 a past participle used as an adjective after a noun

**c** Read the letter again and find more examples of the parts of speech mentioned in Exercise 8b.

**d** Here are three very short letters in a magazine. Choose one of them and write a reply to the editor of the magazine, agreeing or disagreeing with the opinion stated. Write 200–250 words.

- 1 Dear Sir,  
People who live in cities should not be allowed to have dogs.  
Yours faithfully,  
Ivor Cox
- 2 Dear Sir,  
No more money should be spent on guns or the army.  
Yours faithfully,  
James Mason
- 3 Dear Sir,  
I believe the age for driving should be raised to 21.  
Yours faithfully,  
Mrs A Jones



## 12

## The beauty hunters

- \* Past tenses with hypothetical meaning
- \* Vocabulary: commonly confused words

## 1 Read and speak

- a** Look at the headline of the article below. What do you think it means?
- b** Now read the article to check your answer. What do you think of the 'loyalty card' scheme?

**'Holidays for plastic surgery' firm criticised**

**BRITAIN'S largest provider of cosmetic surgery was yesterday attacked by leading plastic surgeons for offering patients holiday vouchers worth up to £200 and a 'loyalty card' for repeat operations.**

The Transform medical group is offering Easyholidays vouchers to customers who book any surgical procedure in May or June. It is also launching a Transformations privilege card, which works like a supermarket loyalty card, with patients gaining 10% off the cost of subsequent non-surgical procedures such as wrinkle filler injections, and 5% off future operations.

The offers were condemned yesterday by the British Association of Aesthetic Plastic Surgeons as 'absurd marketing gimmicks' which enticed patients in a way that underestimated the risk involved. Adam Searle, its president, said: 'I find it appalling that any reputable medical practitioner could sanction these kinds of promotions, which offer incentives to book more and more surgical procedures each time.'

Transform carries out 25,000 procedures a year in 17 clinics nationwide. Its marketing director, Liz Dale, denied that the company was doing anything other than helping to make holidays more affordable. 'Often when people have had a makeover and feel great, the next thing they want is to go on holiday,' she said. 'It's a big decision to have cosmetic surgery. But if people are going to do it anyway, we're looking at something to persuade them to come to Transform.'

Easyholidays admitted it had sold the vouchers to the group, but denied it had 'teamed up' with Transform. By the end of the day, the Easyholidays logo had been removed from Transform's website.



## 2 Read and listen

- a** Read the blog and match the summaries A–F with the paragraphs. There is one summary you do not need to use.

- A It takes time to develop one's self esteem
- B It's often a waste of public money
- C It needs more research
- D The knife that changed my life
- E Those doctors are morally wrong
- F Plastic surgery is harmless

☐  
☐  
☐  
☐  
☐  
☐
**Did you know?**

Plastic surgery is the name given to any medical procedure that is done to reconstruct body features or skin that has been damaged as the result of an accident or disease. Cosmetic surgery, or aesthetic plastic surgery, as it's also known, is the use of plastic surgery when there is no medical need. There were over 36,000 plastic surgery operations in the UK in 2009. A recent survey shows that 42 per cent of teenagers in the UK are seriously considering cosmetic surgery.

www.cambridge.org/elt/englishmi

**As more and more people can afford cosmetic surgery, many feel they don't want to accept nature's imperfections any longer. But is cosmetic surgery a sensible decision? Follow our debate on...**



**b** ▶ **CD3 T10** Read the texts again. Which mentions the following?  
There may be more than one text for each answer. Listen and check your answers. Be careful, one of the answers does not go with any of the texts!

- 1 Cosmetic surgery can often go wrong.
- 2 Cosmetic surgery can have really positive effects on people's lives.
- 3 Once people start having cosmetic surgery it may be difficult to stop.
- 4 There are more important uses for medical science.
- 5 We live in a day and age when problems need to be mended immediately.
- 6 It's silly to try and stop progress.
- 7 Cosmetic surgery is a blessing for people in certain serious situations.
- 8 The whole industry is really just about money.

### Discussion box

- 1 Do you agree that plastic surgery should be carried out for medical purposes only? Why / Why not?
- 2 Do you agree we live in a 'quick fix' society? Give reasons for your opinions.
- 3 Which famous people do you admire who do not look stunning and immaculate?

**c** Match the words 1–8 from the texts in Exercises 1 and 2a with the definitions a–h.

- |                    |  |
|--------------------|--|
| 1 to underestimate | a a system of accepted beliefs of what is morally acceptable                             |
| 2 an incentive     | b to fail to understand the real cost, size, difficulty, etc. of something               |
| 3 frown lines      | c to persuade someone to do something by offering them something nice                    |
| 4 to opt           | d group of people you know (well)  |
| 5 ethics           | e something with no real value that is used to try and persuade someone to buy something |
| 6 gimmick          | f something a person gets which encourages them to do something                          |
| 7 entice           | g to make a choice for one thing or possibility in preference to any others              |
| 8 a social circle  | h lines above your eyes that you get when you are frequently annoyed or worried          |

## The great message board: your take on cosmetic surgery

**1>>** Well I'm someone who, if I had the money, would stand naked in front of the doctors and say 'Start from the top and work down!' Some may think that I have real problems with how I look, I don't, I just think that medicine and surgery have come a long way and, as doctors are able to make you feel better about how you look, why not go for it? I've already had treatment for frown lines and when they come back I will be going back for more. It makes me feel better, and harms no one. So, in my opinion, if you can afford it and want it, go for it. And, in fact, I wish a lot more people would go for it, then it would become cheaper.  
**Elsie324**

**2>>** It's an individual's choice and if you want to have it done, and you have the money, then take my advice and get it done. However, having it done on the National Health Service should only be possible if it is for 'medical' reasons, which can include psychological ones. It's time we started to spend NHS money on people who really need it, and there are plenty of them around!  
**ps\_mho\_anne**

**3>>** It seems to me that some elements of the cosmetic surgery issues are symbolic of the 'quick fix' society we live in. I'd rather people took self-esteem courses or went for counselling to help them learn to love those bits of their body that they don't like. What they do instead is opt to go under the knife. And that's plain wrong!  
**Challenger32**

**4>>** We see many actresses and models in the papers who undergo major 'aesthetic surgery', as some people wrongly call it, and are soon planning their next visit to the clinic. I worry about the surgeons who are willing to continue operating on these women – where are their medical ethics? If only those surgeons would save their skills for people who are seriously ill and need an operation! But of course for the surgeons that would mean losing big income.  
**Gill72**

**5>>** Due to a problem with the eyelid, one of my eyes was in an almost permanently closed position. I was very sensitive about it. I had cosmetic surgery done a couple of weeks ago, and although the lid is not entirely in the position I was hoping for, it is above the pupil and my field of vision has improved significantly. As a result, I've had many compliments at work and in my social circle. The people that know me have noticed a great boost in my ego and my confidence level has risen, which is what I was hoping to gain. The whole point of having cosmetic surgery is to be able to feel good about yourself. I only wish I'd had it done sooner! I'd advise anyone in my situation to have it done.  
**sohappyNOW**

## 3

## Grammar

## ★ Past tenses with hypothetical meaning

**a** Look at these sentences from the texts on pages 88 and 89, and then answer the questions.

- a I wish a lot more people would go for it, then it would become cheaper.
- b It's time we started to spend NHS money on people who really need it.
- c I'd rather people took self-esteem courses or went for counselling to help them...
- d If only those surgeons would save their skills for people who are seriously ill and need an operation!
- e I had cosmetic surgery done a couple of weeks ago.

- 1 Which one refers to a past event?
- 2 What time do the others refer to?

**b** The past tense can be used with different expressions to talk about hypothetical present situations. These expressions include: *wish*, *if only*, *it's time* and *would rather/sooner*.

Complete the rule with words from the box.

annoyance emphasise change preference desire

**RULE:** *Wish / If only + past tense* are used to express a <sup>1</sup> ..... or regret about a present action or situation.

*If only* my nose **wasn't** so big.

They are used with *could* to talk about (lack of) ability/permission.

He **wishes** he *could* afford a nose job.

They are often used with *would* to express <sup>2</sup> ..... at the situation.

I wish you **wouldn't** talk to me like that.

*It's time + subject + past tense* is used to suggest that someone should take action to <sup>3</sup> ..... a present situation.

*It's time* you **stopped** worrying about your looks and **got** on with life.

*It's time* can be used with other patterns:

*It's time to stop* worrying about your looks and **get** on with life. (infinitive + present)

*It's time for you to stop* worrying about your looks ... (for + subject + infinitive)

We can <sup>4</sup> ..... this expression by using *about* or *high*.

*It's high/about time* you **stopped** worrying about your looks and **got** on with life.

*Would rather/sooner + subject + past simple* is used to express a <sup>5</sup> ..... for a hypothetical situation or event over a real one.

*I'd rather/sooner* she **spent** the money for her nose job on a holiday in Indonesia for all of us.

**c** Rewrite the sentences, using the word (or words) in brackets.

- 1 Your jacket is really old. (It's time)  
*It's time you bought a new jacket.*
- 2 Don't interrupt while I'm speaking. (I'd rather)
- 3 Why don't you ever listen to what I say! (wish)
- 4 We don't even know his name. (If only)
- 5 Come on. We've got to make a decision. (It's time)
- 6 I never seem to have enough time. (wish)
- 7 Please don't drive so fast. (I'd rather)
- 8 Why can't I make her understand? (If only)

**d** Work with a partner. Look at the conversation.

A: *I've been studying so hard recently that I haven't even been able to go to the cinema.*

B: *It's time you put down your books and had some fun.*

A: *I know, but I've got an important exam next week.*

B: *OK, but if you don't relax, ...*

**Student A:** Read one of the statements from the list below to Student B.

**Student B:** Reply using one of the expressions from Exercise 3b.

- 1 My best friend keeps complaining that I never have time for him/her.
- 2 None of my friends seem to be available when I phone them, but they expect me to help them whenever they want.
- 3 There is a problem with my computer – I have lost lots of files recently.
- 4 My parents don't allow me to use the phone after 8 pm in the evening.
- 5 My brother constantly takes things from my room without asking.

**Swap roles when you have completed all five conversations.**



## 4 Listen and speak

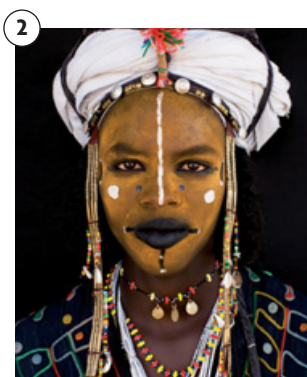
- a** ▶ CD3 T11 Look at the photographs. Which part of the world do you think each of these people comes from? Are they beautiful in their cultures? Listen to the first part of Natasha's talk about 'Beauty' and check your ideas.

- b** ▶ CD3 T12 Listen to the second part of Natasha's talk. Mark the statements *T* (true) or *F* (false). Correct the false statements.

- Facial symmetry is more important in some cultures than in others.  
.....
- Babies spend a lot of time looking at faces they like.  
.....
- Experiments with babies have shown that they prefer symmetrical faces to non-symmetrical ones.  
.....
- Babies usually have the same ideas as adults about what is beautiful.  
.....
- Babies learn what is beautiful from their parents.  
.....
- Our ideas of beauty depend on what culture we come from.  
.....

- c** Work with a partner and discuss these questions.

- Which of the people in the photographs would you describe as 'beautiful'?
- Did anything in Natasha's talk surprise you? If so, what was it?
- How important do you think ideas of beauty are in your country and culture?



## 5 Vocabulary

### ★ Commonly confused words

- a** Read these sentences from the texts on pages 88 and 89 and the listening on this page. Circle the correct word.

- It seems that the culture that you're from affects / effects what you see as beautiful.
- Cosmetic surgery can have really positive affects / effects on people's lives.
- But is cosmetic surgery a *sensitive* / *sensible* decision?
- I was very *sensitive* / *sensible* about my half-closed eyelid.
- I'd *advise* / *advice* anyone in my situation to have it done.
- Take my *advise* / *advice* and get it done.
- I found a few things that have *raised* / *risen* my awareness of what beauty is.
- My confidence level has *raised* / *risen*, which is what I was hoping to gain.

- b** Complete each sentence with a word from the box.

ensure lose insure prosecute  
~~toose~~ lie persecuted lay

- The skin on her face was getting loose .....
- Get a nose job – what have you got to ..... ?
- I'm really tired. I'm going to ..... down for half an hour.
- My chickens don't ..... many eggs.
- If you have very valuable things in your house, you should ..... them.
- Save your work regularly to ..... that you don't lose anything.
- Ever since the news broke about the corruption in his company, he has been ..... by the media.
- We ..... all shoplifters.

- c** Discuss with your class and teacher any other pairs of words that can be confusing.

**Vocabulary bank** Turn to page 114.

**Get it right!** Turn to page 119.

## 6

## Listen and speak

**a** ▶ CD3 T13 Listen to the song. What is its main message?

- 1 What's inside us is more important than how we look.
- 2 A true friend won't care about how you look.
- 3 Life is difficult if you aren't good-looking.

## Ugly – The Sugababes

When I was eight, they said I was strange  
 I noticed that my eyes and hair weren't the same  
 I asked my mum and dad if I was OK  
 They said you're more beautiful  
 And that's the way they show that they wish  
 that they had your laugh  
 So my confidence was up for a time  
 I got real comfortable with my own ways  
 I knew that they were only jealous 'cos

### Chorus

People are all the same  
 And we only get judged by what we do  
 My personality reflects me  
 And if I'm ugly then  
 So are you, so are you

There was a time when I felt like I cared  
 That I was smaller than everyone there  
Friends made me feel like life was unfair  
 And I did things that made me ashamed  
 Cos I didn't know my ideas would change  
 I grew bigger than them in more ways  
 But there will always be the one who will say  
 Something mean to make them feel great

### Chorus

Everybody talks bad about somebody  
 And never realises how it affects somebody  
 And you bet it won't be forgotten  
 Envy is the only thing it could be 'cos



**b** ▶ CD3 T13 Listen again and correct the underlined words.

**c** Complete the table. Use the song to check your answers.

adjective	noun
.....	strangeness
.....	beauty
confident	.....
.....	comfort
.....	jealousy
.....	ugliness
.....	shame
envious	.....

**d** Complete the sentences with words from the table in Exercise 6c.

- 1 The beauty industry puts too much pressure on young girls to look good.
- 2 Self-..... is far more important than good looks.
- 3 Boys generally feel more ..... with the way they look than girls.
- 4 You should never feel ..... of how you look.
- 5 ..... makes people say the meanest things sometimes.

**e** Discuss the sentences in Exercise 6d.

### Did you know...?



The Sugababes are named in the *Guinness Book of Records* as the most successful all-female group of the 21st century so far. With six number-one singles amongst a total of 18 top-ten hits the band are rarely out of the UK charts. The band was formed in 1998 when original members Keisha Buchanan, Siobhán Donaghy and Mutya Buena were brought together by manager Ron Tom. Tom had already enjoyed huge success looking after another girl band *All Saints* and it was no surprise when the girls hit the charts with their debut single. Since their formation, the Sugababes have seen a number of changes to their line-up and the band these days contains none of the original members. The hits, however, don't stop coming.



## 7 Write

**a** Work with a partner and discuss the differences between a report and an article. Read the descriptions of reports and articles in 1–8 and write the numbers in the table.

- 1 a piece of writing on a particular subject in a newspaper or magazine
- 2 to inform, interest and/or entertain the readers
- 3 entertaining, containing lots of adjectives, direct quotes if possible, and also narrative bits
- 4 to inform about a situation or event, often in order to judge the quality of it, and to draw conclusions from it
- 5 clear and precise title specifying what it is about, subtitles, date of writing, indication who wrote it
- 6 columns as in a magazine, catchy headline, could contain visuals
- 7 a written statement containing a precise description of a situation or an event
- 8 neutral or formal, must be clear and unambiguous in its message

	report	article
What is it?		
What is its main purpose?		
What is its layout / visual appearance?		
What is its style?		

**b** You attended a meeting with some of your classmates to discuss a project your class had done on the topic *Art in London*. Read the following notes you made in the meeting and then choose one of the tasks below.

- Visits to museums/galleries: 3 groups – Tate Britain, Tate Modern and the British Museum, positive feedback, especially from Tate Modern group.
  - Internet research: did not go as well as hoped, computer lab not always accessible, problems with other groups wanting to use lab at the same time, talk to head teacher about this?
  - Communication among students: good in principle, towards the end of the project time pressure felt, next time special meetings where problems can be discussed?
  - Website for publication of project outcomes: deadline too tight, all the groups behind their schedule, set more realistic new deadline?
  - General: great for students and teachers to cooperate outside normal lessons, good opportunity to get to know each other better!
- 1 A report for the school principal outlining the good and the bad features of the project and recommending whether any changes should be made if a similar project were to be done again in the future. (200–250 words)
  - 2 An article for the school magazine to give other students at your school the opportunity to learn about the project and also read your personal opinion on the project. (200–250 words)



# Check your progress

## 1 Grammar

**a** Put the verb in the correct tense. Choose the future perfect or the future continuous.

- This time next week, I will have finished (finish) all my exams and I'll be free for the summer holidays.
- I ..... (do) a test from 9 am to 10 am, so don't phone my mobile then.
- When I finish this one, I ..... (read) three books this week.
- I ..... (fix) my bike this Sunday morning if you want to come round and help me.
- We ..... (leave) for the party around 9 pm so if you want a lift, get here before then.
- Phone me at 6 pm. I ..... (find) the problem by then and I'll tell you how much it'll be to fix it.

5

**b** Underline the correct option to complete the sentences.

- We're supposed to / about to get the results on Tuesday. I'm really nervous.
- He's getting really angry and is about to / due to lose his temper.
- The final's due to / bound to take place in the new stadium – if it's finished on time.
- I'm just off to / supposed to the shops. I won't be long.
- I'm thinking of taking / bound to take a year off to travel around Europe before university, but I'm not sure yet.
- Knowing my luck, I'm thinking of failing / bound to fail my driving test again.

5

**c** Rewrite the sentences.

- It's a shame I didn't study harder at school.  
If only I had studied harder at school.
- My sister keeps taking my clothes without asking. It really annoys me.  
I wish .....
- Let's give our money to charity this year instead of going on holiday.  
I'd rather we .....
- Why don't you stop complaining and do something?  
It's time .....

3

## 2 Vocabulary

**a** Match the two parts of the sentences.

- |                                    |                                   |
|------------------------------------|-----------------------------------|
| 1 My older brother took            | a off my university loans.        |
| 2 It took me five years to pay     | b a family until I'm at least 30. |
| 3 I'm not going to start           | c down yet.                       |
| 4 I don't feel I'm ready to settle | d a year off before university.   |
| 5 I really regret dropping         | e out of school so early.         |



4

**b** Circle the correct options.

- The university has raised / risen its fees again.
- Be careful what you say to him. He's quite sensible / sensitive about the whole thing.
- The exact effect / affect of the war on the people will never be known.
- Have you got any advise / advice on what internet provider I should use?
- Ask her. She can only say 'no'. I mean, what have you got to lose / loose?

4

## How did you do?

Total score	 Very good	 OK	 Not very good
<input type="text"/> 21			
Grammar	10 – 13	6 – 9	less than 6
Vocabulary	6 – 8	3 – 5	less than 3



## 13

## Those were the days

- \* Substitution: *the ones / so*
- \* Ellipsis
- \* Vocabulary: old and new

## 1 Read and listen

- a** Look at the items in the photos. Decide what type of museum each of these objects might be found in and why they would be there.

*The skeleton might be of a dinosaur. Maybe it's in a wildlife museum.*

- b** Read the text. Match paragraphs 2, 3 and 4 with three of the pictures A–F.



# The People's Museum

[1] Museums are places where we can observe and contrast the artefacts of the past with those that we see and use today. They therefore hold an important place in society. Unfortunately, many people view them as dull, boring palaces of the past, full of objects that no one is interested in.

The People's Museum decided to try and change this. In a unique TV experiment, a group of reporters created a virtual museum which would house a selection of important historical objects. Various items were presented on the show every week. Viewers were asked to vote for their favourite exhibit and thousands did so. The winning objects were then 'displayed' in an online museum. Most of the artefacts were taken from small regional museums, since these are the ones where much of the UK's regional identity can be found. The end result is a fascinating insight into British history through the eyes of its people. The whole idea was to restore interest in museums and what we can learn from the past. Has the People's Museum done this? We certainly think so.

The overall winning artefact was the Spitfire – the iconic British WW2 plane. But there were many other objects with an important place in our history. Here are some of the other popular choices.

## THE TITANIC DESIGNS

[2] The *Titanic* was the world's largest ship and offered her passengers luxury and elegance like they had never seen before. The design of the *Titanic* was revolutionary, and many people described her as 'unsinkable'. It was a great day of celebration when the great ship sailed from Belfast on 2 April 1912. Twelve days later she lay at the bottom of the north Atlantic Ocean. She had hit an iceberg and had sunk, causing 1,500 people to lose their lives.

**What the expert says:** The *Titanic* was designed by Harland & Wolff in Belfast. The drawings are extremely beautiful and can be considered works of art in their own right. We must not underestimate the importance of these designs as they perform an essential function: that of reminding us of the human cost when we get things wrong.

## TOM BOARDMAN'S UKULELE

[3] Thomas Boardman joined the army in October 1939 and was sent to Singapore. In 1942 he was captured by the Japanese and taken to Changi Prisoner of War Camp where he spent the rest of the war. The conditions in the camp were appalling, with punishing work and little food or water. Many prisoners died of diseases, and many were simply worked to death.

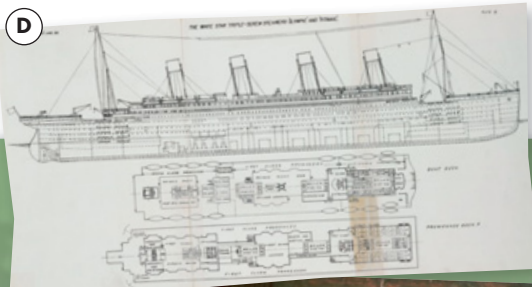
Thomas Boardman, however, had an idea on how to keep his own and other's spirits up. He made a ukulele from any bits and pieces he could find. It took him nearly two months but he did a wonderful job. It even has the same strings today as those he fixed onto it over 60 years ago.

**What the expert says:** Tom's ukulele brought hope to all the prisoners in the camp. It is a reminder to all of us of the strength of the human spirit. Will the public understand the importance of this object? I certainly think so.



**C** ▶ CD3 T14 Read the text again and listen. Find words or phrases in the text which mean the following.

- 1 an object (e.g. a tool) that is of historical interest (paragraph 1)
- 2 boring (paragraph 1)
- 3 objects found in a museum (paragraph 1)
- 4 very famous or popular (paragraph 1)
- 5 great comfort (paragraph 2)
- 6 someone who studies the weather (paragraph 4)
- 7 one of a kind (paragraph 4)
- 8 completely changed (paragraph 4)



### GALTON'S FINGERPRINT KIT

[4] Francis Galton was a Victorian scientist who was obsessed with collecting and recording data. He might not be well remembered today, but in his time Francis Galton was well known as an expert in many things. He was a geographer, a meteorologist, and a tropical explorer. He was also responsible for creating the first ever weather map.

But probably his greatest contribution to society was the discovery that all human fingerprints are unique and therefore can be used to identify one person from another. His fingerprint techniques revolutionised policing and aided the capture and convictions of thousands of criminals.

**What the expert says:** Sir Francis Galton made a simple but incredible discovery that changed crime detection forever. He himself collected over 8,000 sets of fingerprints, including those of the then prime minister, William Gladstone.

## 2 Grammar

### \* Substitution: *the ones / so*

**a** We often use words to replace, or substitute, other words or ideas. What do the words in **bold** in each sentence refer to?

- 1 We can contrast the artefacts of the past with **those** we see and use today. *artefacts*
- 2 Most of the artefacts were taken from small regional museums, since these are **the ones** where much of the UK's regional identity can be found. ....
- 3 They perform an essential function: **that of** reminding us of the human cost when we get things wrong. ....
- 4 Viewers were asked to vote for their favourite exhibit and thousands **did so**. ....
- 5 The whole idea was to restore interest in museums. Has the People's Museum done this? We certainly think **so**. ....
- 6 Will the public understand the importance of this object? I certainly think **so**. ....

**b** Match the sentences in Exercise 2a with the rules a, b and c.

- a We can use *do / did + so* instead of a verb phrase – this is quite formal. We often use *think so* or *hope so* – again, *so* replaces a verb phrase. ☐
- b In more informal English, for example when we speak, we can use *(the) one / (the) ones* instead of the noun. ☐
- c In formal contexts such as letters or reports, we can use *that / those* instead of a noun. *That* can't be used for people; *those* can be. ☐

**c** Rephrase the underlined parts of these sentences. Sometimes there is more than one possibility.


- 1 The technology they use is very different from the technology used in the past.  
*The technology they use is very different from that / the one used in the past.*
- 2 I don't think the museums in London are as interesting as the museums in Rome.
- 3 I want to go there and no one is going to prevent me from going there.
- 4 'Will James come with us?' 'No, I don't think James will come with us.'

### 3 Speak

Work in groups of four. The following four places have been suggested for a school trip. Each student takes one of the places and argues why this should be chosen. Afterwards take a vote to decide.

- a science museum
- a chocolate factory
- an art gallery
- a national sporting event

### 4 Listen

- a**  **CD3 T15** Listen to a programme called *Our Heritage*. What is the aim of the programme?



- b** Listen again and complete the notes in the table.

	Object one	Object two	Object three
Name of object:			
When was it made?			
Two reasons for suggesting it:			

- c** If you could choose one of the three objects on the programme to go into the collection, which one would you choose?

### 5 Grammar

#### \* Ellipsis

- a** Ellipsis means 'leaving words out'. This happens quite often in spoken English. Sentences 1–5 are things that people said in the programme. They are all shortened using ellipsis. What was left out? Choose the words which were left out from a–e and match them with 1–5.

- |                                       |             |
|---------------------------------------|-------------|
| 1 want to say anything else about it? | a did you   |
| 2 not seen one of those for years.    | b It's      |
| 3 Why choose a bag of frozen peas?    | c Do you    |
| 4 good to have you here               | d they were |
| 5 Yes, great times.                   | e I've      |



#### LOOK!

This kind of ellipsis is something that is mostly done in informal, conversational situations.

- b** In each spoken reply, one option is wrong (W), one is possible (P), one is the best (B). Say which is which.

- A: Can you tell me how old it is?

B: Yes, I    a can.    ☐ B

                         b can tell.    ☐ W

                         c can tell you.    ☐ P
- A: Are the tomatoes off?

B: They    a might be off.    ☐

                         b might be.    ☐

                         c might.    ☐
- A: Did you vote for the book?

B: No, but if I'd known who to ring, I    a would.    ☐

   b would have.    ☐

   c would have voted.    ☐
- A: Do you want to go to the cinema?

B: Yes, I'd    a love to.    ☐

   b love.    ☐

   c love to go to the cinema.    ☐
- A: Would you like to go for a walk?

B: No, thanks, I don't

   a want.    ☐

   b want to.    ☐

   c want to go for a walk.    ☐

- c** Rewrite the dialogues. Leave out what you can in the answers.

- A: Do you want to go out tonight?

B: Yes, I'd love to go out tonight.
- A: Do you think John has arrived?

B: I'm not sure, but he might have arrived.
- A: I don't want to go to the party.

B: Why don't you want to go?

A: Sally might be there.

B: No, I don't think she will be there.

**Get it right!** Turn to page 119.

## 6 Vocabulary

### ★ Old and new

**a** Sentences 1–6 refer to things from the listening in Exercise 4. Can you remember what they are?

- 1 So the items suggested can be more or less **contemporary**, or they can be a little **old-fashioned** too.  
– *items brought on to the show*
- 2 I know they aren't quite **obsolete** yet ...
- 3 The style in which he writes is very **outdated**.
- 4 It's certainly a **novel** idea!
- 5 It meant that we didn't have to worry about food being **out-of-date**.
- 6 If you want all the **up-to-date** information on our show, don't forget to visit our website.

**b** Complete the definitions in the table with adjectives from sentences 1–6 in Exercise 6a.

old	new
... <i>outdated</i> ... – old-fashioned so not as good or useful as something modern; for example, machinery / weapons / ideas	... <i>contemporary</i> ... – has a modern, 'today' feel to it, existing or happening now; for example, music / literature / art / fashion
1 ..... – not modern, belonging to or typical of a time in the past; for example, clothes / ideas / furniture	4 ..... – new and original, not like anything seen or heard of before, for example, ideas and suggestions
2 ..... – describes food that is old and not now safe to eat; describes information that is old and not useful or correct; describes clothes, colours, styles that are old and not fashionable	5 ..... – modern, recent, or containing the latest information; for example, database and news reports
3 ..... – not in use any more, having been replaced by something newer and better or more fashionable	

**c** Work with a partner and discuss these questions.

- 1 Do you think your parents are old-fashioned?
- 2 Name three things that you think will be obsolete ten years from now. Explain your reasons.
- 3 What novel uses for old clothes can you think of?
- 4 What are the dangers of eating out-of-date food?
- 5 Which contemporary film stars do you like best?

**d** Replace the words in *italics* in the sentences with a word from the box. You may need to change the words or add a word.

update   renovate   restore   renew

- 1 The museum was really old, so they *repaired and improved* it completely.
- 2 The painting was in such bad condition that they were lucky to *get it back to its previous condition*.
- 3 That's the news so far – we'll *give you the latest information* during the rest of the day.
- 4 My library membership has run out – I'll have to *get a new version* of it.

## 7 Speak

**a** Work in small groups. Together, your group chooses three items for *Our Heritage* and gives reasons why they have been chosen.

**b** Present your suggestions to your class.

**c** When everyone has presented their ideas, your class will vote together on the five best items to go into the collection.



# culture in mind

## 8 Read and listen

**a** Read the text and answer the questions with shipwreck A, shipwreck B or shipwreck C. According to the text, which shipwreck(s):

- |                                |                          |   |                          |
|--------------------------------|--------------------------|---|--------------------------|
| 1 was/were found accidentally? | <input type="checkbox"/> | 4 has/have the most valuable cargo?                                 | <input type="checkbox"/> |
| 2 is/are still under water?    | <input type="checkbox"/> | 5 date(s) back to the 19th century?                                 | <input type="checkbox"/> |
| 3 was/were found on land?      | <input type="checkbox"/> | 6 was/were found by people working on a fuel transportation system? | <input type="checkbox"/> |

## Museums at the bottom of the sea

A shipwreck is a special kind of archaeological site as it is a time capsule representing the particular moment in history when the ship was lost.

Many wrecks hold important archaeological information about the circumstances surrounding the wreck, the lives of the people on board, the cargo and the construction and technology of the vessel.

Often, the key to solving a shipwreck mystery starts in the library, because that is where clues can be found. Old newspaper stories of the wreck provide the essential details of the five Ws – who, what, when, where, and why. With this information, we can then find other records such as ship registration and government wreck reports. But sometimes it is pure luck, and important finds are made by coincidence.

[A] Very recently, for example, a dozen centuries-old shipwrecks – some of them unusually well-preserved – were found in the Baltic Sea by a gas company building an underwater pipeline between Russia and Germany. The oldest wreck probably dates back to medieval times and could be up to 800 years old, while the others are likely to be from the 17th to 19th centuries. Swedish marine archaeology experts



analysed pictures of the wrecks and determined that they could be of a high historical value.

[B] Another find wasn't even made underwater, but covered in the sand of a rather crowded beach in New Zealand. There, people uncovered a waka (a Maori canoe) that was more than a thousand years old, and some Maori fish traps. Not far from that, the submerged remains of wharves, and other structures that had been covered by water for a long time, were found. Archaeologists are excited about such findings – they help us understand the lives and the cultures of the past, and preserve them for the people of tomorrow.

**b** ▶ CD3 T16 Read the text again and listen. Match the words with their definitions.

- |             |   |
|-------------|---|
| 1 cargo     | a a sign or some information which helps you to find the answer to a problem, question or mystery               |
| 2 vessel    | b a large amount of something   |
| 3 clue      | c ship  |
| 4 submerged | d under the surface of the sea  |
| 5 wharf     | e the goods carried by a ship   |
| 6 bounty    | f an area like a wide wall built near the edge of the sea or a river where ships can be tied and goods unloaded |

### Discussion box

- Which of these treasures would be most interesting for you? Why?
- Do you know of any other shipwrecks?
- If you were a diver, would you be interested in wreck diving? Give your reasons.



1

**Final reminder**

Just to advise any students interested in going on a school trip to the Glasgow Transport Museum that they must give there names to Miss Chapel by Wednesday 3 pm to insure a place. You will also need to have a consent from signed by a parent.

2

**Free to a good home**

We are in possession of six Labrador puppies, which we are willing to donate to anyone so wishing to own such a dog. Only those with a genuine love for the canine species will be considered.

Contact can be made by dialling 3433 3454 and then requesting to speak with Sue.

3

You can't take photos.  
Don't touch the things in the museum.  
There's a good shop on your way out.

4

**\*\*\*\*\* Lost \*\*\*\*\***

Has anyone found a pink bag?  
I think I probably left it on the bus that took us on the school trip to the museum last Saturday.

What a great trip that was. If you have found it, please contact Jo on 9897 2313.

5

Hi Oliver,

I called / have called round to see if you wanted to come into town this afternoon. Dave and I are going / will go CD shopping and we'll probably go to the cinema to see the late / latest Bond film later (provided / unless we've still got enough money, of course). I tried to call / calling your mobile but I didn't / wasn't manage to get through. Anyway, if you do want to come with us, give me a call on my mobile as soon as you can.

9

**Write**

- a** Read the notes. Where do you think you might find each one?
- b** Look back at the notices and answer the questions about each one.

- Find and correct four spelling mistakes in note 1.
- Rewrite note 2 to make it less formal.
- Rewrite note 3 to make it more formal.
- Which sentence is unnecessary in note 4?
- Circle the correct options in note 5. What essential piece of information is missing?

- c** Read these guidelines for note writing. Which one do you think is not correct?

- Keep your notes short. Do not include irrelevant information.
- Make sure you include all the vital information.
- Check your spelling and punctuation.
- Always use blue or black ink when you write a note.
- Use language that is appropriate to your target audience.
- An attractive layout will help your note to be seen and read.

- d** Write notes for these situations.

- You want to sell your laptop. Write a note to advertise it on the school noticeboard.
- You have just passed your driving test. Write a note to thank your driving instructor.
- You called at your friend's house to return some DVDs she lent you. She is not in. Write a note to leave on her door explaining what you have done with the films.
- You are planning to put on a school play. Write a note looking for students who are interested in being in it or helping out with the production.

[C] The story of the SS Central America, found by a professional team of explorers, is both an interesting bit of history and a fascinating piece of the present. With the vessel's discovery and excavation, we in the 21st century have a unique opportunity to make a physical connection with the 19th century. Not only were everyday artefacts from the side-wheeler steamship recovered, but Gold Rush bounty – gold dust, coins, and bars – was found in great quantities. The treasure tells fascinating tales of the 1850s that marked an extraordinary growth period for America.



## 14

## Feeling how others feel

- \* Negative inversions
- \* Hedging and boosting
- \* Vocabulary: habits and gestures

## 1 Read and listen

**a** Read this short text. Then answer the question below.

Imagine two people, let's call them Mr A and Mr B, have stayed at the same hotel, and both need a taxi to go to the airport. As there is only one taxi available, they decide to share the ride. Their planes were scheduled to depart at the same time, but due to the fact that their taxi got stuck in a traffic jam they arrived thirty minutes late, and both missed their flights. Mr A was told that his plane had left on time, whereas Mr B learnt that his plane was delayed and just left five minutes before he arrived at the airport.

Who was more upset, Mr A or Mr B?

**b** Find out what percentage of your class think Mr A / Mr B was more upset. Then read and compare your class vote with what psychologists found out in experiments with mirror neurons.

**c** Scan the text and answer the question:

What are mirror neurons and what do they allow us to do?

## A fascinating discovery

[A] You have surely noticed how, when we are with someone who beams with positive energy, this seems to rub off, so that we start feeling the same kind of energy developing in ourselves, even if we were a bit tired only a few minutes previously. We rarely feel very energetic when we are with someone who yawns all the time. It frequently happens in such situations that we start yawning too. This is something we've all undoubtedly seen happen. But it was only a few years ago that a scientific explanation was found as to why such phenomena actually work the way they do, and this explanation has far-reaching consequences for understanding the process of how we learn when we are young and how empathy, the ability to 'put ourselves in other people's shoes', works.

[B] The explanation is a group of special neurons in our brains. Neuroscientists found them when they wired electrodes to the heads of a group of volunteers who took part in an experiment, so that they could watch their cerebral activity with the help of magnetic resonance imaging. They also filmed the participants during the experiment, without them knowing. They gave each participant a closed bottle that contained some kind of liquid, and asked them to open the bottles and smell it. The liquid had a very nasty odour, and of course that triggered off – as seen on the



videos that were shot – immediate reactions from the participants who pulled faces in disgust. The scientists also noticed significant activity in the participants' brains – certain neurons started to fire immediately.

[C] In the second stage of the experiment a control group was wired up, and again filmed during the experiment, but this time, rather than being given a bottle and being asked to smell the liquid in it, participants were shown the film of the people from the first round of the experiment at the moment that they opened the bottle and reacted to the nasty smell they were exposed to. From this, the researchers made a fascinating discovery – when they compared the brain scans of the people who had actually experienced the smell with those of the people who had just watched, they couldn't tell any difference whatsoever as far as their cerebral activity was concerned. It turns out that whether we perform a certain action, or whether we watch someone else perform an action, the same neurons fire in our brain – that's why they are called 'mirror neurons'. They appear in our brain's centre for empathy. And here's something interesting: not only do they fire when we feel pain, but also when we process language, which suggests that the ability to empathise is important in successful language learning.

[D] Mirror neurons are responsible for the fact that we feel sadness not only when sad things happen to us, but bizarrely also when we are actually very happy, for example when we go to the cinema with a friend to watch a film. There is a sad scene in the film, as for example in *Twilight* when Jacob gets killed shortly after Bella realises that she has fallen in love with him, and as we watch Bella's sadness we feel as if the sad event has happened to us rather than her.

[E] When we are infants or toddlers, it's mirror neurons that help us to learn... anything from movements, to language, and to the complex exchange of ideas we call culture. Rarely do we learn anything when we are young without imitating others, but mirror neurons unquestionably play an important role in



**d** ▶ CD3 T17 Read the text again and listen. Match the statements 1–5 with the paragraphs A–E.

- 1 A scientific experiment shows physiological and cerebral changes in people who smell an unpleasant odour. ☐
- 2 Brain activity remains the same whether someone is involved in an activity or watches someone else doing the activity. ☐
- 3 Mirror neurons have wide-ranging effects on the behaviour of children and adults. ☐
- 4 Research explains how everyday phenomena have far-reaching consequences for learning and social skills. ☐
- 5 These special nerve cells are the reason why we often feel the feelings of others. ☐

**e** Find words or phrases in the text with these meanings.

- 1 the ability to imagine what it would be like to be in another person's situation [para. A] ..... *empathy* .....
- 2 processes in the brain [para. B]
- 3 a smell [para. B]
- 4 experience something harmful or unpleasant [para. C]
- 5 unusually (para. D)
- 6 connected with thinking [para. E]

## 2 Grammar

### ✱ Negative inversions

**a** Look at the examples from the text. Underline the correct option to complete the rule.

*Not only do they fire when we feel pain, but also when we process language.*

*Rarely do we learn anything when we are young without imitating others.*

*No sooner do they notice mood swings in others, than people's emotions actually change.*

the cognitive and emotional processes of adults too. They seem to be responsible for the fact that some people have a high level of empathy with others. No sooner do they notice mood swings in others, than people's emotions actually change. People with a lot of empathy are also good at predicting other people's decisions and actions. Mirror neurons appear also to be behind the tendency to do what others do. Watch two people who have good rapport with each other: they often 'mirror' each other's body language, without noticing. They might, for example, be involved in a conversation and both be leaning slightly forward. One of them leans back, and then the other does exactly the same. Just think about yourself for a moment. You may sometimes feel that urge to cough in the cinema when someone else does – difficult to avoid? Well, now at least you understand why...

**RULE:** We can bring <sup>1</sup>positive / negative adverbs and adverbial phrases to the <sup>2</sup>beginning / end of a sentence to make it <sup>3</sup>more / less emphatic. If we do this, then the rest of the sentence follows the pattern of a <sup>4</sup>normal statement / question. This is much more commonly found in <sup>5</sup>written / spoken English. Some of the adverbs and adverbial phrases commonly used include: *never, rarely, not only ... but also, under no circumstances, on no account, no sooner ... than.*

**b** Circle the correct answer in each statement.

- 1 Never *psychology* has / has psychology been so popular.
- 2 You will / Will you rarely find a more interesting article on this subject.
- 3 On no account you should / should you make fun of them.
- 4 No sooner the documentary had / had the documentary finished than I wanted to tell my friends about it.
- 5 Under no circumstances I can / can I recommend this film.

**c** Rewrite the sentences using the word in brackets at the beginning of the sentence.

- 1 He finished the book, and immediately started the next one. (No sooner ... than)  
*No sooner had he finished the book than he started the next one.*
- 2 I had never heard about the existence of mirror neurons before. (Never before)
- 3 Some people know exactly how others feel, and what they are thinking, too. (Not only ... but also)
- 4 You mustn't make jokes about this when you talk to her. (On no account)
- 5 Jo knows a lot about psychology and she's a very good listener. (Not only ... but also)

CD3 T17

### 3 Listen

▶ **CD3 T18** Listen to an expert talking about human communication skills. Complete the sentences.

- Building rapport with another person is about giving them the feeling that you are on the same ..... as them.
- Mirroring is a technique in which you imitate a person's micro-behaviour, such as ..... and gestures.
- When using the technique one should not ..... with mirroring, but do it gently and respectfully.
- Mirroring can help to build very good rapport with another person, so it is your ..... not to misuse the other person's trust.
- If doctors use the techniques in their communication, they can better understand a patient's real .....

### 4 Vocabulary

#### ✱ Habits and gestures

**a** Match the words and the pictures.

blink ☐ bite your nails ☐ rub your forehead ☐ fiddle with your hair ☐  
 stroke your chin ☐ yawn ☐ fold your hands behind your head ☐  
 tilt your head ☐ rub your hands together ☐ cough ☒



**b** Which action(s) in Exercise 4a do people sometimes do in the following situations:

- when they're nervous?
- when they don't like what's happening?
- when they're thinking hard?
- when they're tired?
- when they're upset?

**c** Work with a partner. Answer the questions about the actions in Exercise 4a.

- Which actions can we sometimes control/sometimes not control?
- Do you think any of the actions are done more by men than women (and vice versa)?
- Which things (if any) are not polite in your country/culture?

**Vocabulary bank** Turn to page 115.



## 5 Grammar

### \* Hedging and boosting

**a** Look at the sentences from the text in Exercise 1. In two of these sentences, the speaker makes a claim very assertively. In the other two, the speaker makes a claim more cautiously. Which are which?

- 1 *This is something we've all **undoubtedly** seen happen.*
- 2 *Mirror neurons **appear** also **to be** behind the tendency to do what others do.*
- 3 *They **seem to be** responsible for the fact that some people have a high level of empathy with others.*
- 4 *... but mirror neurons **unquestionably** play an important role in the cognitive and emotional processes of adults too.*

**b** Complete the rules with *direct*, *formal* and *avoid*.

**RULES:** We often want to <sup>1</sup> ..... making statements that are too strong, for example, when we present ideas about something that we are still working on. In these situations, we can use a technique called **hedging**. Instead of *this is* we can say '*this **seems to be** ...*', '*this **appears to be** ...*', '*this **is believed to be** ...*', and '*this **is thought to be** ...*'.

When we do want to make a more <sup>2</sup> ..... statement, we can use a technique called **boosting**. Instead of *this is ...* we can say '*this **is undoubtedly** / **unquestionably** / **definitely** ...*'.

These structures are especially common in <sup>3</sup> ..... written texts.

**c** Rewrite the sentences, using the word in brackets.

- 1 It is the most important discovery of the century. (definitely)  
*It is definitely the most important discovery of the century.*
- 2 This is an area that is worth investigating. (seem)
- 3 Some great advances have been made. (appear)
- 4 Understanding more about how the brain works can be useful. (undoubtedly)
- 5 Scientists have made enormous progress in this area. (believed)

**Get it right!** Turn to page 119.



Remember that adverbs usually come:

**after** the verb *to be* (*This is undoubtedly ...*)

**before** other verbs (*It definitely needs to ...*)

**between** auxiliaries and participles (*This has unquestionably been ...*)

**between** infinitives, participles and auxiliaries (*This has undoubtedly been ... / This will undoubtedly be ...*)

## 6 Listen and speak

**▶ CD3 T19** Listen to an example of what you are going to do. Then work with a partner.

**Student A:** Use hedging phrases to report (seriously or jokingly) about one of the headlines in the list.

**Student B:** Listen, and then use boosting phrases to comment on the importance of the new research. Then change roles.

**Neurons discovered that explain snoring**

**New fuel found that can replace petrol**

**Women now own 46 per cent of businesses in the USA**

**Men have genes that make them good at finding their way, say scientists**

**RESEARCH SAYS THAT TELEVISION DESTROYS BRAIN CELLS**

**Scientists prove that laughter extends life expectancy**

A: *It appears scientists have found...*

B: *Really?*

A: *Yes. The human brain seems to have...*

B: *Amazing! This research is undoubtedly...*



## 7 Listen and speak

- a** ▶ **CD3 T20** Listen to Marco giving a short presentation to his class about the city of Brasília. Number the pictures in the order Marco mentions them.



A



B

- b** ▶ **CD3 T20** Listen again and number the phrases in the order you hear them.

- a Anyway, ...
- b by the way, ...
- c Can you just bear with me ...?
- d in fact, ...
- e To sum up, ...
- f as a matter of interest, ...
- g The first thing I want to say ...
- h Now, ...
- i So, as I was saying ...

☐  
☐  
☐  
☐  
☐  
☐  
☐  
☐  
☐


C



D

- c** Write the letter in the boxes of the phrase or phrases a–i in Exercise 7b that Marco uses to:

- 1 begin his talk.
- 2 end his talk.
- 3 return to something he was saying before.
- 4 begin a new point.
- 5 give himself time to think.
- 6 add an extra point to what he is saying.
- 7 emphasise something he was saying.

☐  
☐  
☐  
☐  
☐  
☐  
☐

- d** Prepare to give a short talk on one of the subjects in the box to your class. The talk should be one or two minutes.

a famous town   a famous person  
a famous team   a famous building

Make notes but do not write down exactly what you're going to say. Use phrases from Exercise 7b to help your listeners follow what you say.

- e** Give your talk to others in your class.

## 8 Pronunciation

### \* Linking sounds

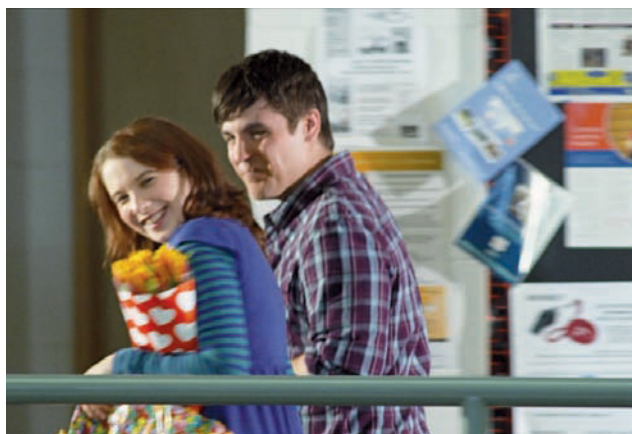
▶ **CD3 T21** Turn to page 124.

# Making waves

## Video Episode 4

### 9 Family problems?

**a** Look at the photo and answer the questions.



- 1 Where do you think Nick and Lily are going?
- 2 Do you have brothers or sisters? If yes, what are the things you fight about most?

**b** Watch the episode. Who helps show Lily the mistake she is making?

**c** Mark the sentences *T* (true) or *F* (false). Correct the false sentences. Watch again and check.

- 1 Lily and Nick are preparing a presentation about Fairbank Radio. ☐
- 2 Nick's sister, Sarah, is not happy with him. ☐
- 3 Sarah is happy that Lily is going to talk to Nick. ☐
- 4 Lily decides to not say anything to Nick. ☐
- 5 Nick has been planning to ask Lily out. ☐

**d** Discuss in pairs.

- 1 Do you think Nick made the right decision?
- 2 Was Lily right to get involved?

### 10 Everyday English

**a** Underline the correct words to complete the expressions. Watch again to check.

- 1 *Bear* / *Make* with me.
- 2 *Good point* / *reason*.
- 3 Just as a *thing* / *matter* of interest
- 4 He's *only* / *just* gone and
- 5 That's so *off* / *out* of order.
- 6 *Work* / *Think* it out.

**b** Match expressions 1–6 in Exercise 10a with meanings a–f.

- |  |                          |
|--|--------------------------|
| a It's not so important (but I'd still like to know)       | <input type="checkbox"/> |
| b You won't believe (what he did)                          | <input type="checkbox"/> |
| c That's a really inappropriate thing to say/do.           | <input type="checkbox"/> |
| d Think about it.  | <input type="checkbox"/> |
| e Please be patient.                                       | <input type="checkbox"/> |
| f That makes sense (and I hadn't really thought about it). | <input type="checkbox"/> |

**c** Complete the dialogues with the expressions from Exercise 10a.

- 1 A: You've got loads of meat for the barbecue but what if anyone's a vegetarian?  
B: ..... I'll make some mushroom kebabs.
- 2 A: So you're all ready for the party.  
....., who's coming?  
B: The usual crowd. Why?
- 3 A: Have you got that new book by Stephen King in the shop?  
B: I'm not sure. .... and I'll check on the computer.
- 4 A: You won't believe what Bob's done!  
..... asked Ruby out.  
B: But she's got a boyfriend, hasn't she?  
A: Yes. My brother!  
B: .....  
A: I know it is. I'm furious with him.

### 11 Improvisation

Work in pairs. Prepare a short role play. Try to use some of the expressions from Exercise 10a. Then act it out.

Roles: Nick and Lily

Situation: The reporters are planning their presentation about the school radio for new pupils.

Basic idea: Lily is furious because Amy has just said she won't be at the presentation. Nick knows the real reason for this: it's because Amy wants to make a surprise appearance and thank Lily for all her hard work. Nick wants to keep this a secret.



## 12 Write

- a** Read the title of the composition in Exercise 12b and make a list of the arguments you expect to see.
- b** Read the composition quickly and check your answers. Which of the statements do you agree with?

### Medicine

## Should there be an international ban on animal testing?

Imagine the following scenario. You are, and have been for many years now, a staunch defender of animal rights. Clearly you are firmly against any kind of animal experimentation for scientific research. Then one day your doctor tells you that unless you undergo an immediate heart transplant, you will die. They perform a successful operation and you are given plenty more years of healthy living. How do you feel knowing that you are only alive because of a technology that was developed through extensive use of animal experimentation?

This, of course, is perhaps the most convincing argument in defence of the use of animals in scientific research and it is, clearly, a hard one to refute. Even if we are not so unlucky as to need such major surgery, we all reap the benefits of medical advances. Most of these would take years longer or even never happen at all if it was not for animal testing. It is very easy to stand up and criticise scientists

for conducting tests on monkeys and rats without really taking into consideration how much their work improves the quality of our lives.

On the other hand, animals are living creatures and undeniably have their own rights to life. They are, unfortunately, far too often used in research that is completely unnecessary and does nothing for the general good of mankind. I include in this category cosmetic products and cigarettes. I believe it is becoming more and more difficult to defend this practice.

However, there are still plenty of people who would like to see a veto on all animal cruelty.

There is no doubt that this is a complex issue and it has divided both scientific and public opinion for many years now. Indeed it is probably one of the most controversial issues of our times. Perhaps because there are so many convincing arguments on both sides, I find it hard to know exactly where my own feelings lie. Although I could clearly support a stop to pointless testing, I am not sure if I could go along with a total ban.



**c** Work with a partner and discuss the questions.

- 1 How effective do you think the use of the dilemma in the introduction is? What other attention-grabbing ways of introducing the topic can you think of?
- 2 Underline the expressions the writer uses to try and present a balance of opinions.
- 3 How does the writer order the paragraphs?

**d** Choose a title from 1–5 and write a composition.

- 1 Should there be an international ban on animal testing?
- 2 Do zoos still have a place in today's world?
- 3 Should pet owners have to pay a licence?
- 4 National parks for animals, or land for people – which is more important?
- 5 Is violence sometimes caused by imitation of the violence in video games or on TV?



# Check your progress

## 1 Grammar

**a** Rephrase the underlined parts of these sentences.

- He always said he would win the race and yesterday he won it.  
*He always said he would win the race and yesterday he did so.*
- 'Is he French?' 'No, I don't think he's French.'
- I like the beaches in Bali better than the beaches in Australia.
- His paintings of nature are better than his paintings of people.
- I wanted to visit him in hospital but his mother stopped me from visiting him there.
- The police do an important job: the job of keeping law and order on the streets.

5

**b** Rewrite the sentences.

- I had just sat down when the phone rang.  
No sooner had I sat down than the phone rang.
- Please don't tell him where I am under any circumstances.  
Under no circumstances .....
- I've never heard such rubbish.  
Never .....
- He was late to my party and he forgot to bring any music too.  
Not only .....
- I rarely get up before midday on a Sunday.  
Rarely .....
- We were not allowed to go into the woods on any account.  
On no account .....

5

## 2 Vocabulary

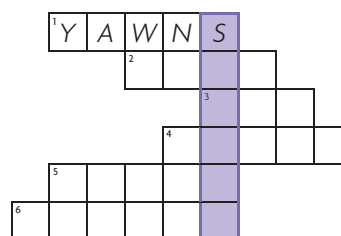
**a** Complete the sentences with the words in the box.

novel out-of-date ~~obsolete~~ renovated

- I can't believe you still listen to CDs. That technology is almost obsolete.
- That's a ..... idea. It's very original.
- We got the house really cheaply because it needs to be ..... quite a bit.
- Don't eat that yogurt. It's .....

3

**b** Complete the puzzle and find the mystery word.



- You can tell when my baby brother is tired because he .....
- I know you're worried, but don't ..... your nails.
- Don't ..... your eyes. You'll make them sore.
- You should see a doctor. That's a nasty ..... you've got there.
- The sunlight was really strong when I came out of the room – it made me .....
- I wish you wouldn't ..... with your hair when I'm speaking to you.

5

## How did you do?

Total score	😊 Very good	😐 OK	😞 Not very good
18			
Grammar	8 – 10	5 – 7	less than 5
Vocabulary	6 – 8	3 – 5	less than 3

# Vocabulary bank



## Unit 2 Decisions

- 1 **a dilemma** = a situation in which a difficult choice has to be made between two different things you could do  
*Should I go to university, or should I stay at home and look after my mother? It's a real **dilemma**.*
- 2 **decisive/indecisive** = able / not able to make decisions quickly and confidently  
*He's a good player, but he needs to be more **decisive** in front of goal.*
- 3 **to be in two minds** = uncertain which decision to take  
*I like the black shirt, but maybe the white one looks better. I'm **in two minds** about which one to wear.*
- 4 **to waver** = to be unable to decide what to choose, or to keep choosing one way and then the other  
*I don't know what to do tonight – I'm **wavering** between staying home and going to the cinema.*
- 5 **(to come to / to reach) a compromise** = an agreement in an argument, arrived at by people reducing their demands or changing their opinion in order to agree  
*The workers wanted a 10% pay rise, but the company only offered 6%. In the end, they **came to a compromise** of 7.5%.*
- 6 **a verdict** = a decision or opinion made after judging the facts, especially at the end of a trial  
*Many people thought he was innocent, but the jury's **verdict** was that he was guilty.*
- 7 **the crunch** = a difficult situation which forces you to make a decision or do something  
***The crunch** came when she had to choose between staying in Britain and going to live abroad.*
- 8 **to determine** [often passive] = to control or influence something directly, or to decide what will happen  
*Your health is partly **determined** by what you eat.*

## Unit 3 Money

- 1 **to economise** = to try to save money by reducing the amount of money you spend  
*Sorry, no more going out to eat in fancy restaurants – we have to **economise**.*
- 2 **to tighten (your) belt** = to spend less money than you did before, because you have less money  
*After I lost my job, I had to **tighten my belt** a lot – I stopped going to the cinema, for example.*
- 3 **interest** = money that you earn from keeping your money in an account in a bank, or money that the bank charges you for borrowing money  
*He put his money in a special account and last year it earned 7% **interest**.*
- 4 **income** = money that is earned from doing work or from interest  
*The government has promised to help people on low **incomes**.*
- 5 **to make ends meet** = to have just enough money to pay for the things that you need  
*They don't earn much money and they've got four kids, so it's difficult for them to **make ends meet**.*
- 6 **a (small) fortune** = a lot of money  
*I love going to the cinema, but these days it costs **a small fortune**.*
- 7 **a rip-off** [informal] = something that is not worth what you pay for it  
*£300? For a shirt? That's a complete **rip-off**.*
- 8 **to rip (somebody) off** [informal] = to cheat someone by making them pay too much money for something  
*He paid much less for his ticket than I did! I think they **ripped me off**.*



## Unit 4 Success and failure

- 1 **to stick at it** [informal] = to continue to try, not to give up  
*You'll never learn to play the piano if you're not prepared to **stick at it**.*
- 2 **to get there in the end** [informal] = to succeed  
*It wasn't easy to become a doctor: it took a lot of hard work, but I **got there in the end**.*
- 3 **to come to nothing** = to fail  
*He studied for years to try to get into university, but it all **came to nothing**.*
- 4 **to flop / a flop** [informal] = to be unsuccessful / a failure  
*The band's first album sold quite well, but the second one was **a flop**.*
- 5 **(to be / to do something) in vain** = unsuccessful/unsuccessfully  
*The doctors did everything they could, but their efforts were **in vain** – she died last night.*
- 6 **to come through** = to manage to get to the end of a difficult or dangerous situation  
*Last year was very difficult for the company, but we **came through** and now business is looking good.*
- 7 **(do something) against (all) the odds** = to do or achieve something despite a lot of problems and although success was not likely  
*She was very ill and weak as a child, but **against all the odds**, she became a great sportswoman.*
- 8 **to triumph / a triumph** = (to have) great success or a great victory  
*The film was **a triumph** – it won six Oscars.*



## Unit 5 Advertising

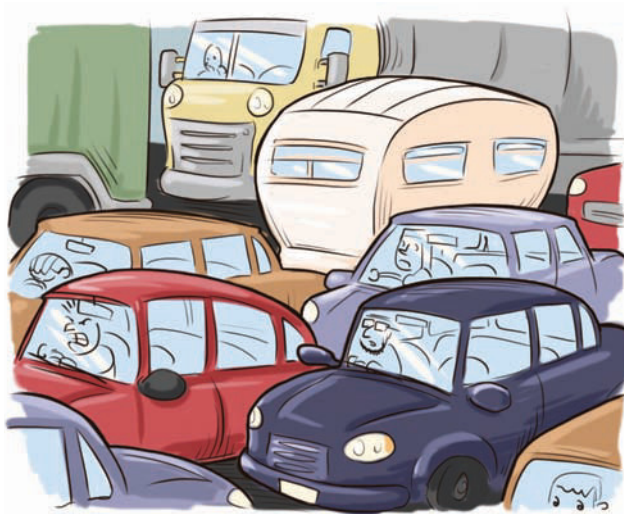
- 1 **to market (something)** = to make things available in a way which encourages people to buy more of them, for example by advertising  
*The phones sold well – partly because they're good quality, partly because they were cleverly **marketed**.*
- 2 **marketing** = the business of encouraging people to buy a product or service  
*The **marketing** department of our company has got some great ideas for advertising our new design.*
- 3 **an advertising campaign** = a series or programme of advertisements by a company  
*Their **advertising campaign** was very striking because it used old people, not young ones.*
- 4 **propaganda** [usually negative] = information that is broadcast or published with the intention of influencing people's opinions (often their political opinions)  
*I think this newspaper just publishes **propaganda** for the government.*
- 5 **junk mail** = mail or emails advertising products or services, sent to people although they have not asked for it  
*Every day, I get loads of **junk mail** in my inbox – I just delete it all.*
- 6 **a promotion** = activities to advertise something  
*There was a sales **promotion** in the supermarket today – they were giving away bars of chocolate.*
- 7 **hard sell / soft sell** = an aggressive / gentle way of trying to sell something to someone  
*The salesman really wanted me to buy the car – he took a very **hard-sell** approach.*
- 8 **cold calling** = telephoning or visiting a possible customer to try to sell them something without being asked to do so  
*I get so many phone calls from banks and phone companies every day – all this **cold calling** really annoys me!*





## Unit 6 Expressions with animals

- 1 **at a snail's pace** [informal] = very slowly  
*The roads were full of traffic, so we travelled **at a snail's pace** for about an hour.*
- 2 **a dog's life** = a very unhappy and unpleasant life  
*He's got a horrible job, lives in a really small flat on his own – it's **a dog's life**.*
- 3 **to chicken out** [informal] = to decide not to do something because you're scared  
*I wanted to do the bungee jumping, but at the last moment I **chickened out** and didn't do it.*
- 4 **to rabbit on (about something)** [informal] = to continue talking about something which is not interesting to the listener  
*He's crazy about football! He's always **rabbiting on** about his favourite team.*
- 5 **fishy** [informal] = dishonest, suspicious  
*He said he was at home, but someone saw him at the cinema – there's something **fishy** going on here!*
- 6 **to put the cart before the horse** = to do things in the wrong order  
*You're deciding what to wear to the party? But you haven't been invited yet! That's **putting the cart before the horse**.*
- 7 **to parrot** = to repeat exactly what another person says/said, often without understanding it  
*He never has any ideas of his own – he just **parrots** everything that Sarah says.*
- 8 **to be like sheep** = to do the same thing that everybody else does.  
*One person buys a shirt from that shop, and then everyone starts wearing the same one. They're **like sheep**.*



## Unit 7 War and peace

- 1 **(a) conflict** = fighting between two or more groups of people or countries  
*We wish to avoid **conflict** between our countries if at all possible.*
- 2 **warfare** = the activity of fighting a war, often including the weapons and methods that are used  
*Chemical **warfare** probably began in the First World War, when gas was used.*
- 3 **a peace treaty** = a written agreement between two or more countries, in order to end a war (or not start one)  
*We can only hope that a **peace treaty** will be signed soon, and the war can stop.*
- 4 **hostilities** [formal] = fighting in a war  
*The 1973 Paris Peace Accords ended **hostilities** in the Vietnam War.*
- 5 **no-man's-land** = a piece of land which no one controls, such as land between two countries' borders in a war  
*They were trapped in the **no-man's-land** between the two warring countries.*
- 6 **a peacekeeping force** = soldiers sent to an area to try to prevent fighting  
*The United Nations say they are going to send a **peacekeeping force** to stop war breaking out.*
- 7 **non-violent** = trying to change a political situation without using fighting and physical force  
*Martin Luther King tried to get equality for Afro-Americans in the USA by **non-violent** means.*
- 8 **a ceasefire** = an agreement between two armies to stop fighting in order to allow discussions about peace  
*A **ceasefire** was agreed last week, but it only lasted two days before fighting broke out again.*



## Unit 8 Expressions with *time*

- 1 **(to take) one thing at a time** = to do or deal with one thing before starting to do or deal with another  
*There are lots of problems for us here, but let's **take one thing at a time**.*
- 2 **in the nick of time** = at the last possible moment  
*The bus left at 10 and we got there at 9.59 – **in the nick of time**!*
- 3 **an all-time high/low** = the highest/lowest level ever  
*Last year, 12 million passengers went through the airport. This is **an all-time high**.*
- 4 **time after time** = again and again; repeatedly  
*I've told you **time after time** that you're not allowed to use my things without asking me first!*
- 5 **long-time** = describes someone who has been in a particular position for a long period  
*I met Graham many years ago – he's a **long-time** friend of mine.*
- 6 **ahead of time** = earlier than planned or necessary  
*We got to the theatre **ahead of time**, so we had to wait around for almost 40 minutes before the play started.*
- 7 **to play for time** = to delay until you are ready  
*I don't know what to do! I think I'm going to **play for time** and tell her I'll give her an answer tomorrow.*
- 8 **all the time in the world** = a lot of time available  
*OK, tell me what your problem is. And there's no hurry – I've got **all the time in the world**.*
- 9 **(And) about time too.** = said when something happens that you think should have happened much sooner  
*'So Ben's finally found a job.' 'Yes, and **about time too**. I'm tired of seeing him do nothing all day!'*
- 10 **to do time** [informal] = to spend a period of time in prison  
*They robbed a bank in New York, and now they're **doing time**.*



## Unit 10 Emotion metaphors

- 1 **to be over the moon** = very pleased, extremely happy  
*My younger brother was **over the moon** when he got a new bike for his birthday.*
- 2 **to have a whale of a time** = to enjoy oneself very much  
*The kids had never been to the beach before – they **had a whale of a time** splashing in the sea.*
- 3 **to get under someone's skin** = to annoy someone a lot  
*Harry's always complaining and criticising – he really **gets under my skin** sometimes.*
- 4 **to drive someone up the wall** = to make someone very angry  
*Our neighbours make so much noise – it **drives me up the wall** when they play loud music.*
- 5 **to be over the top / OTT** = very extreme, very unsuitable, very uncontrolled  
*I just said I didn't like his trainers, and he started shouting at me! It was a bit **over the top**, really.*
- 6 **to be out of order** = If something someone says or does is out of order, it is unpleasant or not suitable and it is likely to upset or offend people.  
*He came round for dinner at my house with my parents, and started swearing! I mean, he was really **out of order**.*
- 7 **to be taken aback** = very shocked or surprised  
*When the teacher said my poem was excellent, I was really **taken aback** – she hated all my other poems!*
- 8 **to be dead on your feet** = extremely tired  
*We've been walking round town for three hours now! I'm **dead on my feet**. Let's go and sit down somewhere.*

## Unit 11 Life choices and important moments

- 1 **to leave home** = to stop living at your parents' home  
*It's incredible – he's twenty-five and he still hasn't **left home**!*
- 2 **to get engaged** = to formally agree to get married  
*They **got engaged** last week. The wedding's next year.*
- 3 **to get divorced** = to formally end a marriage  
*They were only married for a year before they **got divorced**.*
- 4 **to be at a crossroads** = to be at a stage in your life when you have to make a very important decision  
*Should I study medicine, or join the army? I feel like I'm **at a crossroads**.*
- 5 **to make a new start** = to completely change how or where you live  
*I'm tired of working in an office. I want to **make a new start** – perhaps I'll go to university again!*
- 6 **to emigrate** = to go to live permanently in another country  
*When my uncle was 19, he couldn't find work in England, so he **emigrated** to Canada.*
- 7 **a mid-life crisis** = a feeling of unhappiness or disappointment that some people experience at about 40 years old and that can sometimes lead them to make important changes in their life  
*My dad's really down in the dumps these days. I think perhaps he's having **a mid-life crisis**.*
- 8 **to be made redundant** = to lose your job because your employer no longer needs you  
*When the factory started losing money, my mum was **made redundant**, along with 50 other people.*



## Unit 12 Commonly confused words

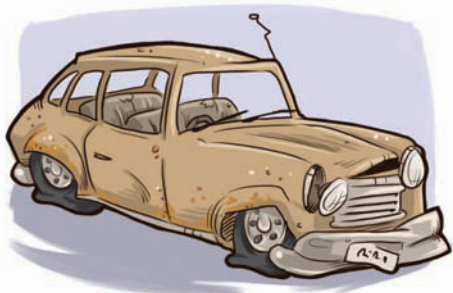
- 1 **to accept** = to say 'Yes', to agree / **except** = not including  
*He asked her to marry him, and she **accepted**.*  
*Everyone was at the party **except** Sonia – she was ill.*
- 2 **bare** = uncovered, with no clothes or shoes on / **to bear** = to accept or tolerate, especially something unpleasant  
*I love walking in the grass in **bare** feet.*  
*I can't **bear** seeing animals in pain.*
- 3 **to break** = to make something stop working / **to brake** = to make something go slower or stop  
*I think I **broke** my watch when I dropped it.*  
*The roads are wet, so **brake** carefully, OK?*
- 4 **to complement** = to make something else seem better when combined with it / **to compliment** = to say something nice to someone  
*The music **complemented** that scene in the film perfectly.*  
*She **complimented** him on his wonderful cooking.*
- 5 **a desert** = a place with sand or rocks and little or no water / **(a) dessert** = sweet food eaten at the end of a meal  
*They were lost in the **desert** for a week.*  
*For **dessert**, you can have cheesecake.*
- 6 **disinterested** = impartial; not taking one side or the other / **uninterested** = not interested  
*The referee of a football match has to be **disinterested**.*  
*I asked the children if they wanted to play a game, but they were completely **uninterested**.*
- 7 **principal** = first in order of importance / **a principle** = a main, basic idea  
*Smoking is the **principal** cause of lung cancer.*  
*One of the **principles** of a democracy is that men and women have equal rights.*





## Unit 13 Old and new

- 1 **to be in (your) prime** = to be at the time in your life when you are best, most active or successful  
*She's singing better than ever before – she's really **in her prime** now as an artist.*
- 2 **to be past (your) prime** = no longer in your prime  
*Of course he's still a good player, but he's 35 now, so he's **past his prime**.*
- 3 **antique** [adj.] = made in an earlier period and valued for being beautiful, rare or of high quality  
*My father collects antique furniture – he loves looking around in **antique** markets!*
- 4 **an antique** = a thing that is antique  
*This ring could be worth a lot of money – I think it's **an antique**.*
- 5 **decrepit** = in very bad condition because of being old, or not having been cared for  
*The car was completely **decrepit** – I don't think anyone had driven it for about five years!*



- 6 **current** = of the present time/moment  
*Who's the **current** world-record holder for 100 metres? Is it still Usain Bolt?*
- 7 **cutting edge** = very modern and with all the newest features  
*This laptop is **cutting-edge** technology – there's nothing better on the market.*
- 8 **state-of-the-art** = very modern and using the most recent ideas and methods  
*This camera is totally **state-of-the-art** – it's got every feature that you can possibly get.*
- 9 **latest** = being the newest or most recent or modern  
*Have you seen his **latest** film? It only came out last week, and everyone's talking about it.*

## Unit 14 Gestures

- 1 **to wink** = to close one eye for a short time as a way of greeting someone or showing friendliness, or of showing that you aren't serious about something you've said  
*For a moment I thought he was being serious, but then he **winked** at me.*
- 2 **to raise an eyebrow** = to lift an eyebrow slightly, showing that you are surprised  
*When he heard the news, he **raised an eyebrow** for a moment, but then recovered his poise.*
- 3 **to snap (your) fingers** = to make a noise using your second finger and your thumb  
*She **snapped her fingers** and everyone stopped talking.*
- 4 **to shake (your) fist** = to hold your closed hand in the air and move it forcefully backwards and forwards, to show that you are angry  
*He **shook his fist** at another driver who pulled out in front of him without looking.*
- 5 **to wrinkle (your) nose** = to tighten the muscles in your nose to show that you dislike or disapprove of something  
*She **wrinkled her nose** at the awful smell coming from the kitchen.*
- 6 **to give (something) the thumbs up/down** = to put your thumb up or down in the air, to show approval/disapproval  
*We went to the new club last night –and I **give it the thumbs up!** I had a brilliant time!*
- 7 **to shrug (your) shoulders** = to raise your shoulders slightly to show that you don't care, you don't know or you can't do anything  
*I asked him what he wanted for dinner, but he just **shrugged his shoulders**.*
- 8 **to cross (your) fingers** = to put your second finger over your first finger, hoping for good luck  
*I'm going to **cross my fingers** and hope that everything is OK in the end.*



# Get it right!



## Unit 1

### story, storey or history?

- A **story** (plural: **stories**) is a description of real or fictional events.  
*My dad used to tell us **stories** about monsters.*
- A **storey** (plural: **storeys**) is a floor of a building.  
*It's a **two-storey** house with a small garden.*
- **History** is (the study of) past times and events. It is usually used as an uncountable noun.  
*The Odyssey has been popular throughout **history**.*

Complete the sentences with one of the words above.

- 1 There are three ..... **storeys** ..... of car parking above the offices.
- 2 It's a love ..... set in an IT call centre.
- 3 We studied ancient Greek and Egyptian .....

## Unit 2

### decide and decision

- **decide** (not) to do something  
*She **decided not to tell** her parents.*
- **decide whether/which/who/what/how**  
*We **haven't decided what** to call it yet.*
- **decide on something** – make a choice  
*We looked at several restaurants and finally **decided on an Italian place**.*
- **a decision** to do something  
*The **decision to leave** wasn't an easy one.*
- **a decision about something**  
*He hasn't made any **decisions about his future** yet.*

Are these sentences correct? Put a tick (✓) or a cross (X). Correct any errors.

- 1 We all have to make decisions what we eat.  
**X** *decisions about what we eat*
- 2 She decided stay in Paris for the summer.
- 3 Work experience can help you decide whether a particular career is right for you.
- 4 The manager defended his decision of dropping the striker.
- 5 Have you decided for a date for the party?

## Unit 3

### economy, economic, economics or economical?

- **economy** (noun) the system of business and money in a country  
*Tourism is important for the local **economy**.*
- **economic** (adjective) relating to business and money  
*It's difficult to find a job in the current **economic** situation. **Not** economical situation*
- **economics** (noun) the study of business and money  
*He's planning to study **economics** at university.*
- **economical** (adjective) not needing or using a lot of money  
*The bus is definitely the most **economical** way of getting around the city.*

Complete the sentences with one of the words above.

- 1 The most ..... **economical** ..... option is to stay in a youth hostel.
- 2 China has experienced amazing ..... growth in recent years.
- 3 The political crisis is having an effect on the country's .....
- 4 She teaches politics and ..... at a high school.

## Unit 4

### sport or sports?

- **Sport** is a noun.  
*My favourite **sport** is tennis.*
- The usual adjective form before another noun is **sports**.  
*a **sports** centre, a **sports** shop, **sports** facilities*
- You can also use **sporting** before some nouns.  
*a **sporting** event, a **sporting** hero*
- You can describe a person who does a lot of sport or exercise as **sporty**.  
***Sporty** types will love all the outdoor activities available. **Not** sportive types*

**Underline the correct words to complete the text.**

The college has some great <sup>1</sup>*sport* / *sports* facilities. At the campus <sup>2</sup>*sportive* / *sports* centre, there are coaching sessions in many different <sup>3</sup>*sport* / *sports*. And if you're not naturally a <sup>4</sup>*sportish* / *sporty* sort of person, then there are taster sessions that let you try out a new <sup>5</sup>*sport* / *sporting* every week. <sup>6</sup>*Sporty* / *Sports* fans are catered for too, with trips organised to many major <sup>7</sup>*sport* / *sporting* events.

## Unit 5

### Adverb position: *also*, *still* and *even*

Make sure you know where to put these three adverbs in a sentence.

- subject + be + *also/still/even* + noun/adjective  
*Shop layout **is also** important in selling products.*
- subject + *also/still/even* + main verb  
*Most of us **still prefer** to try on new clothes.*
- subject + modal/auxiliary + *also/still/even* + main verb  
*I **don't even** know what brand my laptop is.*  
*But We **also/still/even** have to pay for parking.*

**Put the adverb in the correct place in the sentence.**

- 1 Some adverts can be fun or amusing. *also*  
*Some adverts can also be fun or amusing.*
- 2 The song is known as the music from the cola advert. *still*
- 3 Tennis players have brand logos on their socks. *even*

## Unit 6

### Spelling: past participles

- Look out for irregular past participles:  
choose – chose – chosen    cost – cost – cost  
spread – spread – spread    set – set – set  
throw – threw – thrown    fall – fell – fallen
- Double final consonant:  
cancel – cancelled    occur – occurred  
equip – equipped    write – written
- Single final consonant:  
appeal – appealed    happen – happened  
develop – developed    target – targeted

**Note:** Double letters in past participles are not always the same in American English.

**Complete the sentences with the past simple or past participle form of the verb in brackets.**

- 1 When we arrived, we found out the concert had been *cancelled* (cancel).
- 2 By late afternoon, the fire had ..... (spread) to the edge of the town.
- 3 The researchers ..... (develop) a new technique for measuring earthquakes.
- 4 I knew I'd ..... (write) his number down somewhere.

## Unit 7

### Offers and invitations

- offer + (sb) + sth  
*The centre **offers a wide range of courses.***  
*Not proposes a wide range of courses*
- offer + to do sth  
*She **offered to give us a lift** to the airport.*
- invite + sb + to sth / to do sth  
*He **invited me to the cinema.***  
*Not invited me at the cinema*  
*They **invited us to visit** their offices.*  
*Not They offered/proposed us ...*

**Are these sentences correct? Put a tick (✓) or a cross (X). Correct any errors.**

- 1 The company has offered to him a job in Rome. **X** *the company has offered him*
- 2 They proposed to find us alternative accommodation.
- 3 The dancers invited members of the audience up onto the stage.
- 4 My mother invited all my cousins at the wedding.
- 5 The airline offered them £50 in compensation for the lost bag.
- 6 They've proposed me a job interview next Thursday.



## Unit 8

### Unless, except and apart from

These all introduce something that is not included, not allowed or not possible.

- *Unless* is followed by a clause.  
*Children are not permitted **unless** they are accompanied by an adult.*
- *Except (for)* and *apart from* can be followed by a noun or a prepositional phrase.  
*It opens at 9 am every day **except** on a Sunday.*  
*The beach was almost empty **apart from** a few early morning runners.*

Underline the correct words to complete the sentences.

- 1 It's quite difficult to get around unless / *except* you have your own car.
- 2 She was dressed all in black *unless* / *apart from* her shoes, which were red.
- 3 She wouldn't miss the meeting *unless* / *except* she had a very good reason.
- 4 Tours run all year round, *unless* / *except* during the rainy season.

## Unit 9

### Start

- *start* + doing/ to do  
You can use either a gerund or an infinitive after the verb *start*.  
*His heart **started pounding** / **to pound**.*
- After *starting*, you can only use an infinitive.  
*By that time, it was **starting to rain**.*
- *start* + by + doing – it is the first thing you do as part of a process  
*I'll **start by outlining** the main problems.*
- *start* + with + noun  
*The film **starts with** a dramatic car chase.*

Underline five errors in the text and correct them.

You start the day by a presentation that's recorded and played back. As you watch your own performance, you start notice phrases that you keep repeating. You then get into groups and you start with identifying these features and to talk about how to eliminate them. By lunchtime, you can see that everyone's already starting improving their presentation style.

*You start the day with*

## Unit 10

### Emotions: adjectives and nouns

- Something can be *disappointing*, *interesting*, *impressive*, *stressful*, *satisfactory* or *satisfying*.  
*Moving house is always **stressful**.*
- A person can feel *disappointed*, *interested*, *impressed*, *stressed* or *satisfied*.  
*Local people don't seem to be very **interested** in the project. **Not** interesting in ...*
- *Disappointment*, *interest*, *stress* and *satisfaction* are all nouns to describe these emotions.  
*The players couldn't hide their **disappointment**.*

Complete the words in the sentences with the correct ending.

- 1 I think the most impressive part of the building was the huge domed roof.
- 2 How well do you cope with stress..... situations?
- 3 They weren't very impress..... by the exhibition and didn't stay long.
- 4 It's difficult to recover from such a big disappoint..... .

## Unit 11

### think + of/about

- If you are *thinking about* something, you are having thoughts and ideas about it.  
*I've been **thinking about** my family a lot lately and feeling rather homesick.*
- If you *think of* something, a new idea comes into your mind.  
*Can you **think of** something to get Mark for his birthday?*
- You can say you are *thinking about* / *of* doing something, to talk about plans for the future.  
*I'm **thinking about** buying a new car.*  
*Are you **thinking of** going to college next year?*

Underline the correct prepositions to complete the conversation.

Sam: What's the matter? You look a bit down.

Joe: I was just thinking <sup>1</sup>about / *for* what I'm going to do for my birthday. It's all getting too stressful. I was thinking <sup>2</sup>*on* / *of* having a party, but my dad said no to that. Can you think <sup>3</sup>*about* / *of* something else to do?

Sam: Have you thought <sup>4</sup>*to* / *about* going to the beach?

Joe: Mm, that's a good idea. I'll think <sup>5</sup>*on* / *about* it.

## Unit 12

### More commonly confused words

- I've **brought** you some flowers. (= bring)  
I **bought** them in a lovely little florist's. (= buy)
- We visited some of the city's most famous **sights**. (= a thing worth seeing)  
The houses are built on the **site** of a former factory. (= a place/location)
- She read the poem **aloud** to her sister. (= not silently)  
We're not **allowed** to wear trainers to school. (= permitted)
- How many tickets do you **require**? (= need)  
We **requested** seats near the front. (= asked for)

Underline the correct words to complete the sentences.

- 1 Reading *allowed* / *aloud* sometimes makes me feel nervous.
- 2 Make sure you *require* / *request* a room with a sea view when you book.
- 3 The police rushed to the crash *site* / *sight*.
- 4 Have you *bought* / *brought* your camera with you?
- 5 This year, I *bought* / *brought* all my birthday presents online.
- 6 Drivers are *required* / *requested* by law to wear seatbelts.
- 7 Smoking is not *allowed* / *aloud* in this restaurant.

## Unit 13

### Formal and informal language

Make sure you choose the most appropriate words for the context.

informal: The **kids** are out playing in the garden.

neutral/formal: The film is not recommended for **children** under 12.

informal: He's always moaning about his **boss**.

neutral/formal: You should report any problems to your **manager**.

neutral: How many **people** attended the conference?

very formal/legal: There is a cancellation charge for all **persons** named on the booking form.

Are these sentences appropriate in informal (I), neutral (N) or formal (F) contexts?

- 1 Below are the regulations regarding children and young persons. *F*
- 2 I'll have a chat with my boss about it tomorrow.
- 3 You must send a report to your manager every Friday.
- 4 How old are Ethan's kids now?

## Unit 14

### Seem

- *seem* + infinitive  
No one **seemed to have noticed** the changes.
- *seem* + *as if* / *as though* + clause  
**It seemed as though** he was hiding something.  
**It seemed as if** we'd been waiting for hours.
- *seem* + adjective  
The first explanation **seems unlikely**.
- *seem* + *like* + noun phrase  
From what I've seen, Bristol **seems like a nice place** to live.
- *it seems to me* ...  
**It seems to me** that people should always take responsibility for their actions.  
**It seemed** quite interesting to me.

Use the constructions above to make sentences. You may need to change the word order.

- 1 The new teacher / *seem* / very enthusiastic.  
*The new teacher seems very enthusiastic.*
- 2 It / *seem* / the whole school was at the party.
- 3 The bedrooms / *seem* / to me / cold.
- 4 His parents / *seem* / really kind people.

# Writing bank 1

## Formal letters/emails

### 1 Model letter

**a** Read the model letter. What is the writer's main complaint?

#### Starting the letter / email

Dear Sir or Madam  
/ Dear Mr / Ms / Mrs [X]

#### Opening phrases

I am writing in response to ... / The reason I am writing is to ... I am writing with reference to / with regard to / concerning

#### Referring to a new topic

With regard to [X],  
... / Where ...

#### Closing phrases

I would like to end by saying ... / May I close by [saying] ...

Dear Sirs

I am writing to comment on the article in your magazine last week about 'English plus Tourism' packages sold through IQ language programmes. Whereas you seem to have a positive impression of what IQ have to offer, it is my opinion that their packages leave a lot to be desired.

I bought a package with IQ last year, and found that the gap between what was offered and what I received to be substantial. For example, the package stated that I would be met at London airport and taken 'speedily to Bulgrove College', (the location of the language course). My plane landed at 2 pm but I didn't arrive at Bulgrove until 10 pm. This, in my opinion, is an interesting definition of the word 'speedily'.

As far as accommodation at the college was concerned, it was not up to the standard suggested in the advert. My room was tiny, and the 'en-suite' bathroom had no heating – something that I would have thought is essential during an English winter. The writing desk was very small, which made working in the evening less comfortable than it could have been. Moreover, the promised wi-fi connection in the room often didn't work. Naturally, I complained; but the Bulgrove staff appeared indifferent, and certainly no action was taken.

I would like to point out that the teaching I received was excellent. The main objective of the trip was to learn more English, and mine unquestionably improved. On the other hand, I spent two weeks in poor and cramped accommodation which simply was not worth the money charged.

On my return home, I wrote to IQ and raised these points. Not surprisingly, they have never bothered to reply.

Overall, my experience leads me to suggest to your readers that they think twice before signing up for an IQ course.

Yours faithfully

P. Mendonça

#### Giving opinions

I would have thought that ... / To my mind ... / From my point of view ...

#### Making points clear

I wish to make it clear ... / It's important to say that ...

#### Finishing the letter / email

Yours sincerely (if you begin the letter using the person's name, for example, Dear Mr Smith) / Yours faithfully (if you begin the letter with, for example, Dear Sirs)

**b** Look at the phrases in the boxes. Rewrite each of the underlined phrases in the letter with an expression from the relevant box.

### Style tips for formal letters/emails

- Use the full forms of verbs (for example, *is not* rather than *isn't*, *cannot* rather than *can't*, etc.)
- Use a wide range of grammatical structures if you can. Be as impressive as possible!
- Use formal register (for example, *Furthermore* / *However* / *Naturally* / *a further opportunity* / *enormous experience* / *we have no objection to ...* / *We would be delighted to ...*)
- Avoid the use of phrasal verbs, for example use *discover* rather than *find out*
- When criticising, avoid bold statements and use hedging words like *tend* / *may* / *seem* / *appear* (for example, instead of *He didn't realise this*, you can say *He appears not to have realised this*.)
- Use boosting devices to make your own points stronger (for example, *It is undoubtedly the case that ...* / *This is unquestionably ...*)

### 2 Task

You read a negative magazine review of a film that you enjoyed. You also feel the review includes incorrect information. Write a letter to the magazine to say how and why you disagree with the review. Write between 200 and 250 words.



# Writing bank 2

## Informal letters/emails

### 1 Model letter

**a** Read the model letter. What are the writer's plans?

Hi Paolo,  
Just thought I'd drop you a quick line since I haven't been in touch for a while.  
Guess what? I've decided to take a year off between school and university (a 'gap year' is what they call it here) so I can see a bit of the world before I head back to more studying! I wasn't sure that my parents would back me up, but in fact they're right behind me. Mind you, they're pretty keen that I should use the time constructively.  
So here's what I think I'll do. I'll spend three or four months working – you know, any old job that pays reasonably well. Actually, I'll get more than one job if I can. I'm thinking of maybe working in a shop during the day and then doing something in a restaurant in the evenings if I can, washing up or whatever. So I'll save up loads and then head off.  
What I want to do first is some volunteer work for about six months. I've heard of an organisation that sends people to West Africa to help out on building projects, you know, things where you don't need specialised knowledge, you can just help with muscle power! So I'll do that for a while, and then take the last month or so travelling somewhere.  
Which brings me to the 'somewhere' bit! I'm thinking of travelling back across Europe and that includes Italy. Any chance of staying with you for a little while (a couple of weeks or so) next July or August? It'd be great to see you again.  
Anyway, when you have a spare moment, let me know if I can stay with you. Here's hoping that all's well with you – drop me a line sometime, please, and let me know your news.  
Take care and all the best  
Alex

#### Style tips for informal letters/emails

- Use simple sentence structure.
- Use informal register (for example, *a bit* / *pretty* [keen] / *any old* [job] / *or whatever*)
- Use simple linking words (for example, *So* / *Anyway* / *Actually* / *you know* / *Mind you* / *Then* / *After that* / *Well*)
- Use contracted forms (for example, *I'll save ...*, not *I will save ...*)
- Use phrasal verbs when you can (for example, *back me up* rather than *support me*)
- Use vague language (for example, *about* / *or so* / *roughly* / *a bit* / *or whatever* / *stuff like that*)
- Use brackets when you add some not very important information (for example, *a couple of weeks or so*)

**b** Write the words / phrases in the box in the correct column.

Keep in touch  
I reckon  
Let me know how you are  
Take care  
How's life?  
Sorry I haven't written for a while

Starting the letter / email	Dear [X] / Hello [X] / Hi [X]
Opening phrases	<sup>1</sup> ..... / <i>How are things with you?</i> / <i>Hope you're well</i> / <i>Just thought I'd drop you a (quick) line</i> / <sup>2</sup> .....
Introducing topics	<i>Guess what? I wanted to tell you that ...</i> / <i>Have you heard about ... ?</i>
Giving opinions	<sup>3</sup> ..... / <i>The way I see it</i> / <i>If you ask me</i> / <i>I'd have thought</i>
Closing phrases	<i>Hope to hear from you soon</i> / <sup>4</sup> ..... / <i>Drop me a line sometime soon</i> / <i>Looking forward to hearing from you</i> / <i>Hope you're well</i> / <sup>5</sup> ..... / <i>Send me news</i>
Finishing the letter / email	<sup>6</sup> ..... / <i>All the best</i> / <i>Best wishes</i> / <i>Love</i> / <i>Lots of love</i> / <i>Cheers</i>

### 2 Task

Imagine you are Paolo. Write a reply to Alex's letter. Give your news and reply to the request. Write between 200 and 250 words.

# Writing bank 3

## Narratives

### 1 Model story

- a** Read the model story. How did the divers feel after they had seen the whale shark?

#### A CREATURE FROM A DIFFERENT WORLD

A sharp gust of wind whipped rain into my face. Our tiny boat was ploughing through choppy waves across the Indian Ocean and I was absolutely freezing. The further we got from the shelter of the land, the more I thought how foolish I'd been to come along on this trip. Why had I been gullible enough to believe the diving instructor's promise of 'almost guaranteed' sightings of whale sharks?

The pilot of the boat was a local who didn't speak a word of English. He looked almost 60 but, perhaps because of a lifetime on the open sea in the hot sun, was remarkably fit and strong. I was wondering how he managed to find his way. To me, it seemed difficult enough to navigate a boat without any electronic equipment even on a sunny day. But it was a mystery to me how he could know where he was on a day with hardly any visibility at all. He seemed so aware and capable, even though he seemed to be steering his boat into the middle of absolutely nowhere.

So at least we were safe. But this was not what we had come along for. A look at the other divers' faces suggested that now they were also doubtful that we'd ever get the chance to see a whale shark. None of us spoke. Then suddenly the boatman stopped the engine. He said a few words in his own language to the diving instructor, who immediately jumped up from his seat and told us to get ready to dive. Despite my doubts, I hurried to get my gear on. Regulator open, check the pressure – weights, tank, flippers, mask. Ready? Okay!

When I plunged into the grey sea, I was sure I wouldn't see anything. But then ... there it was! An enormous whale shark, slowly gliding through the water. I couldn't believe my eyes – my first whale shark! What a beautiful sight! I hardly dared breathe, and the other divers were equally awed. Slowly we approached this majestic animal ... it could have come from a different world, it seemed so unreal. It was swimming quite slowly and we were able to swim with it, looking at the beautiful markings on its back. I reached out and touched it, stroking its thick skin. It was amazing how this giant suddenly gained speed – we watched it disappear, and a few moments later it was gone in the expanses of the ocean.

Less than an hour later, in the boat on the way back to the island, how different the mood among the divers was. We were all thrilled by what we had seen, and we were amazed how the boatman had actually been able to take us right up to a whale shark. How on earth had he been able to do that? Luck?

Coincidence? Instinct? We had no idea, and it didn't really matter. What did matter was the fact that we'd all had the most exciting diving experience ever!

#### Style tips for narratives

- Use the opening paragraph to get the reader's attention. Do not just report the facts, but describe the setting of the story, and add in some details that make it easier for the reader to imagine what the situation was like.
- In the following two or three paragraphs, describe how the story unfolds. Use adjectives and adverbs to make your narration more imaginative. Use varied vocabulary and sentence structure. Don't forget to help the reader understand the protagonists' emotions.
- To create tension, change the rhythm of the language by sometimes using long sentences and sometimes very short ones. Look at the extract underlined in the story as an example.
- In the final paragraph, round off the story. Say what the experience meant to you personally.

- b** Rewrite these examples. Use the style tips above to help you.

#### 1 Opening paragraph

Rachel prepared everything for the party. All the family were coming. That would be nice. The weather was good which was nice.

#### 2 Following paragraph

The guests arrived and talked to each other. They ate the food. They listened to music. Some guests laughed a lot. Some guests were quiet.

#### 3 Paragraph to create tension

Rachel had prepared a cake for her grandmother and her small baby daughter crawled to the table and looked at it and put her hand in it and the whole cake collapsed.

#### 4 Final paragraph

The party lasted for six hours. All the food was eaten. Everyone enjoyed it a lot.

### 2 Task

Write a story (200–250 words) about an exciting moment in your life.

# Writing bank 4

## Notes and notices

### 1 Model notes and notices

**a** Read the model notes/notices. Which note might you find:

- 1 on a fridge door?
- 2 on a school notice board
- 3 in a shop window?
- 4 in the 'classified ads' section of a newspaper?

**WANTED**

Sales assistants. £6/hr  
pt or ft positions  
Apply within

**Party this Friday**

It's the end of term so let's celebrate.  
Fun starts at 8 – Don't be late  
Book your place with Sue (secretary)

**For sale**

Dawes mountain bike. Ex cond  
£250 obo  
Phone 2323 2343

Jake – Read this!!!!!!  
Bob called about the  
footie tomorrow. Phone him asap.

**b** Look at these headings and match them with the types of note/notice.

- |            |  |
|------------|--|
| 1 Wanted   | a I am selling ...                                   |
| 2 For sale | b We want to advise you about a dangerous situation. |
| 3 Lost     | c I have found ...                                   |
| 4 Found    | d I am looking for ...                               |
| 5 Warning  | e I am interested in buying ...                      |

### Style tips for notes and notices

- Be brief. If a notice contains a lot of text, it won't attract many readers.
- Don't forget to include all the important points. There's no use being brief if you don't get your message across. The secret of writing an effective note is how to include the essential information as efficiently as possible.
- Think about where you are going to display your note/notice. This might affect the way you write it. In a newspaper you'll probably have to think carefully about the number of words you use. If your notice is to put on a wall, you will want to think about using different colours and letter sizes to attract attention.
- Check your spelling and grammar. Even though notes/notices are often fairly informal, bad spelling and grammatical mistakes will create a bad impression.
- Use a good heading. This is what will attract your readers. It should tell them what to expect.

**c** We often use abbreviations in notes/notices. Look back at the model texts and find the abbreviations for:

- 1 part-time .....
- 2 excellent condition .....
- 3 as soon as possible .....
- 4 or best offer .....
- 5 per hour .....
- 6 full-time .....
- 7 football .....

### 2 Task

Write notes for the following situations.

- 1 You are looking for a room to rent in a house.
- 2 You want to sell your laptop.
- 3 You have found a wallet and want to return it.



## Unit 2 Sounding polite or angry

- a** ▶ **CD1 T15** Listen to the phrases and choose how you think each speaker will finish their sentences.
- Perhaps you could tell me
    - why you're late again.
    - a little bit about yourself.
  - I don't really know what to tell you,
    - I'm very, very disappointed.
    - I've never really thought about it before.
  - Just give me a moment, OK.
    - I'll be with you as soon as I can.
    - You're not the only person who needs me, you know.
  - Would you mind if I asked you
    - not to talk when I'm talking, OK?
    - where you bought that lovely coat?
- b** ▶ **CD1 T15** Listen and check. Practise saying each sentence in the same way.
- c** Practise saying sentences politely or angrily. Your partner guesses how you are feeling.
- Perhaps you could tell me why you did that.
  - I don't really know what to tell you except I'm sorry.
  - Just give me a moment, OK. I'm busy.
  - Would you mind if I asked you where you're going?

## Unit 6 Stress in phrases

- a** Read the phrases. Which parts do you think are stressed? Underline the stressed words / syllables.
- again and again and again
  - Off we went.
  - Would you believe it?
  - All of a sudden...
  - That was the amazing thing.
  - What happened in the end?
- b** ▶ **CD2 T09** Listen and check. Then listen again and repeat.

- c** Practise saying these phrases. Think about the stress you use.

- that reminds me
- and before we knew it...
- you know what it's like
- a few minutes later
- no matter what we did
- we couldn't believe our eyes

## Unit 10 Stress and intonation

- a** ▶ **CD3 T06** Mark the stressed words. Listen and check.
- The thing is, ...
  - On the other hand, ...
  - Tell you what, ...
  - To be honest, ...
  - To tell you the truth, ...
  - We're going round in circles.
- b** ▶ **CD3 T06** Listen and repeat the phrases. Note how the speaker's voice goes up or down at the end of the phrase.

## Unit 14 Linking sounds

- a** ▶ **CD3 T21** Listen to these phrases being said. How are the underlined parts said?
- as it happens ...
  - as a matter of interest
  - To sum up ...
  - So, going back to what I was saying ...
  - can you just bear with me?
  - the first thing I want to say
- b** ▶ **CD3 T21** Listen again and repeat.
- c** ▶ **CD3 T22** Read the phrases aloud. Note how you join the words together, and try to read each phrase without pausing at all. Then listen and compare.
- I hope I've managed to make it clear.
  - They designed the city to look like a plane.
  - There are some great things to do in our town.
  - This is what I'm going to talk about today.

# Speaking exercises: Student B



## Unit 1, page 15, Exercise 5

**Student B:** Here is the outline of an urban legend. You have five minutes to think of more details for it and make it as convincing as possible. Then you must tell Student A the story. Student A has to decide if it is true or not.

You saw this in an email.

The planet Mars is moving towards Earth.

In the year 2060 it will be closer to Earth than ever before.

This will change the tides and the electrical charges around Earth.

Aeroplanes will have problems flying, and there will be other problems too.



## Unit 9, page 71, Exercise 6

**Student B:** Look at the picture and imagine you are the person in it. Describe your situation to Student A.

**Student A:** Give your partner advice on how to deal with their problem.



# Irregular verbs

## Irregular verbs

### Base form

be  
become  
begin  
bite  
blow  
break  
bring  
broadcast  
build  
buy  
catch  
choose  
come  
cost  
cut  
die  
do  
draw  
dream  
drink  
drive  
dry  
eat  
fall  
feel  
find  
flee  
forget  
freeze  
get  
give  
go  
grow  
have  
hear  
hide  
hold  
keep  
know  
lay  
leave  
lead  
learn  
lose  
make  
meet  
overcome  
put  
read  
rise  
run  
say  
see  
sell  
send

### Past simple

was  
became  
began  
bit  
blew  
broke  
brought  
broadcast  
built  
bought  
caught  
chose  
came  
cost  
cut  
died  
did  
drew  
dreamed/dreamt  
drank  
drove  
dried  
eat  
fell  
felt  
found  
fled  
forgot  
froze  
got  
gave  
went  
grew  
had  
heard  
hid  
held  
kept  
knew  
laid  
left  
led  
learned/learnt  
lost  
made  
met  
overcame  
put  
read  
rose  
ran  
said  
saw  
sold  
sent

### Past participle

been  
become  
begun  
bitten  
blown  
broken  
brought  
broadcast  
built  
bought  
caught  
chosen  
come  
cost  
cut  
died  
done  
drawn  
dreamed/dreamt  
drunk  
driven  
dried  
eaten  
fallen  
felt  
found  
fled  
forgotten  
frozen  
got  
given  
gone  
grown  
had  
heard  
hidden  
held  
kept  
known  
laid  
left  
led  
learned/learnt  
lost  
made  
met  
overcome  
put  
read  
risen  
run  
said  
seen  
sold  
sent

set  
show  
shrink  
shut  
sow  
spend  
split up  
stand  
strike  
swim  
take  
teach  
tell  
think  
throw  
try  
undergo  
understand  
wake  
wear  
win  
withdraw

set  
showed  
shrank  
shut  
sowed  
spent  
split up  
stood  
struck  
swam  
took  
taught  
told  
thought  
threw  
tried  
underwent  
understood  
woke  
wore  
won  
withdrew

set  
shown  
shrunk  
shut  
sown  
spent  
split up  
stood  
struck  
swum  
taken  
taught  
told  
thought  
thrown  
tried  
undergone  
understood  
woken  
worn  
won  
withdrawn

## Phonetic symbols

### Consonants

/p/ pen  
/b/ be  
/t/ two  
/d/ do  
/k/ can  
/g/ good  
/f/ five  
/v/ very  
/m/ make  
/n/ nice  
/ŋ/ sing  
/s/ see  
/z/ trousers  
/w/ we  
/l/ listen  
/r/ right  
/j/ you  
/h/ he  
/θ/ thing  
/ð/ this  
/ʃ/ she  
/tʃ/ cheese  
/ʒ/ usually  
/dʒ/ German

### Vowels

/æ/ man  
/ɑː/ father  
/e/ ten  
/ɜː/ thirteen  
/ə/ mother  
/ɪ/ sit  
/iː/ see  
/ʊ/ book  
/uː/ food  
/ʌ/ up  
/ɒ/ hot  
/ɔː/ four

### Diphthongs

/eɪ/ great  
/aɪ/ fine  
/ɔɪ/ boy  
/ɪə/ hear  
/eə/ chair  
/aʊ/ town  
/əʊ/ go  
/ʊə/ pure





# Thanks and acknowledgements

The authors would like to thank a number of people whose support has proved invaluable during the planning, writing and production process of the second edition of *English in Mind*:

The numerous teachers and students in many countries of the world who have used the first edition of *English in Mind*. Their enthusiasm for the course, and the detailed feedback and valuable suggestions we got from many of them, have been an important source of inspiration and guidance for us in the development and creation of the second edition. We would also like to thank those teachers who gave up their valuable time for interviews and focus groups.

Our editorial and production team for their cooperative spirit, their many excellent suggestions and their dedication, which have been characteristic of the entire editorial process: Stephanie Collins, Charlotte Aldis, Hannah Thacker, Flavia Lamborghini, Giulietta Melessaccio, Sophie Clarke, Chris Williams, Michael Stubblefield, Angela Page, Laura Clyde, Helen Kenyon, Michelle Simpson and, last but not least, James Dingle.

The team at Pentacor for giving the book its design; Anne Rosenfeld for the audio recordings; Caroline Jeffries, Sophie Finston and Rob Maidment at Lightning Pictures for the DVD; Helen Eldakroui, Rebecca Raynes, Hazel Meek, Eoin Higgins, Vanessa Manhire, for their excellent editorial support; and all the other people involved in this course.

The teams of educational consultants, representatives and managers working for Cambridge University Press in various countries around the world.

The leadership team at Cambridge University Press for the spirit of innovation that they have managed to instil in the Press, and for a constructive dialogue over the years: Ron Ragsdale, David Harrison, Hanri Pieterse and Stephen Bourne.

Last but not least, we would like to thank our partners, Mares and Adriana, for their support.

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