

# Close-up

STUDENT'S BOOK

B2

Angela Healan  
Katrina Gormley  
with Karen Ludlow

SECOND EDITION



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# Contents

Unit	Reading	Vocabulary (topic vocab)	Grammar	Listening
<b>1 Personally Speaking</b> p 5–16	Multiple-choice Identifying key information	Emotion Word formation Transforming words	Present Simple & Present Continuous	Multiple-choice Highlighting key words
<b>2 One World</b> p 17–28	Multiple-matching Finding similar words and phrases in the text	Culture-related words Gapped text Looking at text around a gap	Past Simple & Past Continuous Used to & Would	Gapped text Predicting content
<b>REVIEW 1: Vocabulary &amp; Grammar</b> p 29–30				
<b>3 Star Quality</b> p 31–42	Missing sentences Choosing the right sentences	The entertainment industry & celebrities	Past Perfect Simple & Past Perfect Continuous	Multiple-matching Identifying synonyms
<b>4 City Living</b> p 43–54	Multiple-matching Skimming and scanning for specific information	City living	Future Forms	Multiple-choice Preparing to listen
<b>REVIEW 2: Vocabulary &amp; Grammar</b> p 55–56				
<b>5 Tied to Technology</b> p 57–68	Multiple-choice Spotting words in the text and questions	Technology	Modals & Semi-modals	Multiple-choice (pictures) Choosing from pictures
<b>6 Fun, Fun, Fun!</b> p 69–80	Multiple-choice Identifying the purpose of a text	Free-time and sports	Gerunds & Infinitives	Sentence completion Predicting the answer
<b>REVIEW 3: Vocabulary &amp; Grammar</b> p 81–82				
<b>7 Right or Wrong?</b> p 83–94	Multiple-choice Dealing with distractors	Crime	Passive Voice: Tenses Passive Voice: Gerunds, Infinitives, Modal Verbs	Multiple-choice Expressing feelings through words
<b>8 Environmental Affairs</b> p 95–106	Missing sentences Identifying linking words in a text	Environment	Conditionals: Zero, First, Second & Third	Multiple-matching Identifying the functions of speech
<b>REVIEW 4: Vocabulary &amp; Grammar</b> p 107–108				
<b>9 And What Do You Do?</b> p 109–120	Multiple-matching Reading for overall meaning	Jobs	Relative Clauses	Multiple-choice Using stem questions to find the answer
<b>10 Learn to Learn!</b> p 121–132	Multiple-choice Remembering what to do	Education	Reported Statements Reported Questions Reported Commands & Requests	Note-taking Completing sentences
<b>REVIEW 5: Vocabulary &amp; Grammar</b> p 133–134				
<b>11 Wish You Were Here!</b> p 135–146	Multiple-choice Understanding specific meaning	Holiday and travel	Comparison of Adjectives & Adverbs	Multiple-choice Working with degree
<b>12 Fit for Life</b> p 147–158	Missing sentences Getting it right	Food and health	Unreal Past Wish & If only Had better & It's (about/high) time Would prefer, Prefer & Would rather	Multiple-choice Conquering the exam
<b>REVIEW 6: Vocabulary &amp; Grammar</b> p 159–160				



Speaking	Grammar	Use your English	Writing	Video
Talking about free-time activities <b>Answering personal questions</b> Linking words, Time expressions, Tenses	Present Perfect Simple & Present Perfect Continuous	Phrasal verbs Prepositions <b>Completing gapped texts</b>	Informal letter / email Using the correct tone <b>Planning your response</b> Greetings	A Chinese Artist in Harlem
Talking about cultures and lifestyles Decision making <b>Talking together</b> Managing a discussion	Past Simple vs Present Perfect Simple	Phrasal verbs Collocations & expressions Word formation	Opinion essay Organising your essay <b>Planning your opinion essay</b> Introducing points	A Special Type of Neighbourhood
Talking about celebrities Making comparisons <b>Comparing photos</b>	Past Simple vs Past Perfect (Simple & Continuous)	Phrasal verbs Prepositions Gapped text <b>Completing missing words in a text</b>	Story (1) Thinking about the details <b>Using prompts</b> Time, Dramatic & Concluding phrases	Confucianism in China
Talking about living in in urban and rural areas Decision making <b>Expressing opinions</b> Agreeing, disagreeing & partly agreeing	Countable & Uncountable Nouns Quantifiers	Phrasal verbs Collocations & expressions Multiple-choice <b>Choosing the correct word</b>	Article Engaging your reader <b>Keeping your reader interested</b> Direct & indirect question	Urban Art
Talking about modern technology <b>Giving your opinion and interacting</b> Involving your partner, keeping the conversation going	Perfect Modals	Phrasal verbs Word formation Gapped text <b>Filling the gaps</b>	Essay (1) Deciding what language to use in an essay <b>Supporting your points</b> Expressing contrast & results	Bionic Mountaineer
Talking about hobbies and free-time activities Decision making <b>Giving opinions with reasons and examples</b> Justifying choices	Indirect Questions Question Tags Negative Questions	Phrasal verbs Collocations & Expressions Sentence transformation	Report Organising paragraphs <b>Writing an effective report</b> Introduction	Canyaking Adventure
Talking about crime Comparing photos <b>Answering the second question: Student B</b> Linking ideas	Causative	Phrasal verbs Prepositions Sentence transformation	Formal letter Analysing the question <b>Thinking about style</b> Explaining your views	Capoeira: The Fighting Dance
Talking about the environment Decision making <b>Reaching a decision</b> Persuading & convincing	Mixed Conditionals Conditionals without <i>if</i>	Phrasal verbs Prepositions Gapped text	Essay (2) Avoiding common mistakes <b>Checking your work</b> Comparing & contrasting	Global Warming
Talking about employment Problem solving <b>Giving advice</b> Providing advice	Participle Clauses	Phrasal verbs Collocations & Expressions Word formation	Formal letter (2) Presenting yourself in a positive light <b>Explaining your skills and experience</b> Ending the letter	Dinosaur Builder
Talking about schools Decision making <b>Asking for clarification and rephrasing</b> Requesting clarification	Reporting Verbs	Phrasal verbs Word formation Sentence transformation	Formal email Understanding different functions <b>Choosing the right function</b> Thanking	Aquarium on Wheels
Using holiday vocabulary Comparing photographs <b>Student A: timing the photo comparison</b> Talking about holidays	Gradable Adjectives Non-gradable Adjectives Adjective Order	Phrasal verbs Prepositions Multiple-choice	Story (2) Prompts & Tenses <b>Writing effectively</b> Talking about feelings	Gliding Across the Gobi
Talking about health care & fitness facilities Decision making <b>Remembering to collaborate</b> Answering questions	<i>Be used to</i> & <i>Get used to</i> Inversion	Phrasal verbs Word formation Collocations & Expressions Prepositions	Review Using the right language <b>Planning your review</b> Starting paragraphs	Living in the Slow Lane







## 1

## Personally Speaking

**Reading:**

multiple-choice, identifying key information

**Vocabulary:**

emotion-related words, transforming words

**Grammar:**

present simple &amp; present continuous, present perfect simple &amp; present perfect continuous

**Listening:**

multiple-choice, highlighting key words

**Speaking:**

talking about free-time activities, answering personal questions, linking words, time expressions, tenses

**Use your English:**

phrasal verbs, prepositions, completing gapped texts

**Writing:**

informal letter / email, using the correct tone, planning your response



Snowboarder doing  
a 360° jump through  
the air



# 1 Personally Speaking

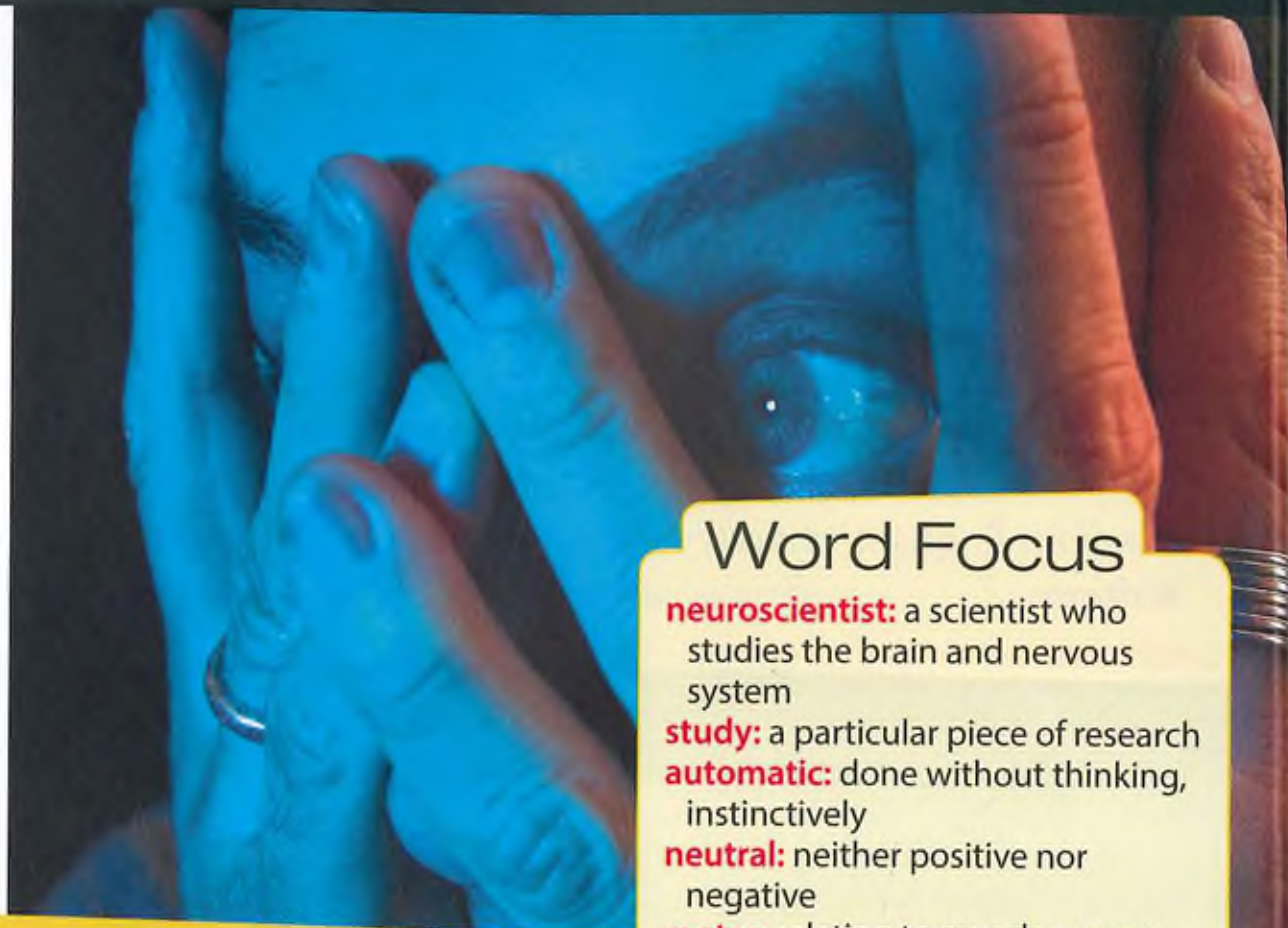
## Reading

**A** Choose one of these emotions and, using facial expressions and body language, try to communicate it to your partner.

disgust fear happiness  
sadness anxiety

Can you guess how people are feeling from their body language?

**B** Now read the text to find out how neuroscientists are studying the way fear spreads.



### Word Focus

**neuroscientist:** a scientist who studies the brain and nervous system

**study:** a particular piece of research

**automatic:** done without thinking, instinctively

**neutral:** neither positive nor negative

**motor:** relating to muscles, nerves and parts of the brain that control movement

**mechanism:** a part of your behaviour which helps you deal with a difficult situation

## How does fear spread?



It has long been known that fear spreads quickly from person to person. However, until recently, **neuroscientists** believed that this fear was communicated mainly through facial expressions. Now a new **study** has shown that body language may be just as important as facial expressions for communicating fear. It shows that fearful body postures are processed in the emotional part of the brain and lead to an **automatic** response. Body postures that do not communicate fear are processed differently, in the visual part of the brain. Since the link between the

emotional part of the brain and action is stronger than the link between the visual part of the brain and action, viewing fearful body expressions may create an automatic response to fear.

'When we talk about how humans communicate, we always talk about things like language,' said Beatrice de Gelder, the neuroscientist who led the study. 'But just like in the animal world, we also communicate through our bodies without our conscious minds being much aware of it.'

Unlike earlier studies, which concentrated on the way the brain reacted to still images of facial expressions, the experiment which de Gelder and her team carried out aimed to prove that fearful body posture can create fear in observers. Since previous studies had used still images, the scientists decided to use stills from video clips. Participants had their brains scanned while they were shown video stills of actors who were showing fear. For example, in one situation, they had just opened a door to find an armed robber waiting for them. They were also shown in **neutral** situations; pouring a glass of water or combing their hair. In each case, though, the actors' faces were blocked out so that the participants viewing them could only react to their body posture and not to any facial expressions. The results showed that when participants saw fearful images, the emotional part of the brain was active as well as regions of the brain connected to **motor** processes that are responsible for movement. There was a lot more going on in the brain than when the neutral images were shown. These only activated the visual areas of the brain.

The response to fear appears to be quite automatic, and this is commonly seen in the animal kingdom. If a flock of birds has been feeding on the ground and one is frightened by something and takes off, the others immediately follow. It is an extremely important evolutionary **mechanism** because any bird left behind may become prey. Something similar happens with humans. At a fearful moment, humans like animals need to be ready to react quickly because they



**C** Read the *Exam Close-up*. Then underline the key words in the sentence stems in the *Exam Task* below.

**D** Now complete the *Exam Task*.

## Exam Task

For questions 1 – 6 choose the answer (a, b, c or d) which fits best according to the text.

- 1 Scientists have recently discovered that fear
  - a is expressed in the body as much as the face.
  - b is more strongly expressed in the face than the body.
  - c is mainly expressed in the body.
  - d creates an automatic response in others.
- 2 The automatic response to fearful postures comes from the part of the brain that processes
  - a visual images.
  - b emotions.
  - c language.
  - d facial expressions.
- 3 According to de Gelder
  - a humans communicate mainly through speech.
  - b humans do not realise they are using body language.
  - c humans think body language is unimportant.
  - d humans can control their body language.
- 4 De Gelder's study differed from previous ones in that
  - a it used still images.
  - b it used images of the face and body.
  - c it showed images of the body.
  - d it used moving images.
- 5 The study showed that neutral and fearful body postures
  - a are processed differently by the human brain.
  - b create similar responses in the human brain.
  - c create automatic responses in humans.
  - d are similar in all animals.
- 6 The automatic response to fear
  - a is always the same in animals and humans.
  - b is responsible for people adopting different body postures.
  - c is the result of careful evaluation of a dangerous situation.
  - d developed as a way to escape danger.

**E** Complete the sentences below with these words.

carry out   communicate   evaluate   focus   process   react

- 1 It took a moment for the winners to \_\_\_\_\_ to the news.
- 2 It is hard to \_\_\_\_\_ the psychological damage caused by wars.
- 3 Even without a common language, people find ways to \_\_\_\_\_.
- 4 Human brains and computers \_\_\_\_\_ information differently.
- 5 Neuroscientists want to \_\_\_\_\_ tests to find out what happens when people laugh.
- 6 In order to be successful, teachers need to \_\_\_\_\_ on their body language.

are given only a fraction of a second to evaluate the situation. If a fire breaks out, for instance, people quickly adopt the body posture of those close to them. However, our reaction to danger is sometimes slowed down as we try to rationalise fear by asking ourselves whether there is a reason to react.

So far, neuroscientists have focussed on showing people stills from videos, but they are now interested in finding out what happens in the brain when humans watch moving images. Teams of neuroscientists around the world, including de Gelder's, are carrying out studies in which the participants' brains are scanned while they are watching films. This enables scientists to study how emotional actions are based on movement.

In the future, such research may be used in the building of robotic human companions that would be able to perceive, decide, communicate and react as humans do.



## Ideas Focus

- Do you like watching scary films with other people? Why? / Why not?
- How does your body respond to being afraid?





# 1 Personally Speaking

## Vocabulary

**A** Complete the phrases about feelings with the correct prepositions.

at in on out under with

- The pain of my broken leg was so bad that I was \_\_\_\_\_ agony.
- Just \_\_\_\_\_ of curiosity, would you mind telling me what he's like?
- The thriller was so exciting that we were \_\_\_\_\_ the edge of our seats.
- Herbert was so surprised when he saw me that he was \_\_\_\_\_ a loss for words.
- It was \_\_\_\_\_ regret that the manager announced the company was closing.
- I don't like your cousin Cara at all; she really gets \_\_\_\_\_ my skin!

**B** Replace the words in bold with the following words.

amazement anxiety confidence disgust fury joy misery shame

- The children's **happiness** was obvious when they were given the new computer.
- He couldn't control his **anger** when he saw the damage to his car.
- James looked up at the world's tallest skyscraper in total **surprise**.
- Knowing that many people live in poverty caused Mandy great **sadness**.
- Martin experienced great **worry** when his beloved pet went missing.
- I know she'll succeed; she has a lot of **belief** in her abilities.
- She looked at the man who had thrown his rubbish in the street with **dislike**.
- Henry was overcome by **embarrassment** when the teacher caught him cheating.

**C** Complete the sentences with the correct word from each pair.

affect / effect

- Her words had a strange \_\_\_\_\_ on me.
- Don't let his unkind words \_\_\_\_\_ you.

alone / lonely

- Samantha really doesn't mind living \_\_\_\_\_.
- Humphrey often feels \_\_\_\_\_ in his huge house.

express / convey

- Please \_\_\_\_\_ my apologies to Celia.
- Sam finds it difficult to \_\_\_\_\_ himself.

**D** Read the *Exam Close-up* and complete the *Exam Task* below.

### Exam Close-up

#### Transforming words

- Before completing the sentences, create a word family for each of the words given in the task. What is the noun, the adjective, the adverb?
- Then think about which form best fits in the gap in each sentence.
- Remember to check the spelling of all the words you have written when you have finished.
- You will lose marks if any of your words are spelled incorrectly!

### Exam Task

Complete the sentences with the correct form of the words in capitals.

- Cesar was \_\_\_\_\_ when he saw the boy kick the dog. **DISGUST**
- Being lost in the forest was a \_\_\_\_\_ experience for Joe. **FRIGHT**
- Anne couldn't hide her \_\_\_\_\_ when her son received the award. **PROUD**
- Helen had studied hard and felt \_\_\_\_\_ about her exam results. **OPTIMISM**
- Elderly people who live alone often suffer from \_\_\_\_\_. **LONELY**
- The children were very \_\_\_\_\_ about going to the beach. **ENTHUSIASM**
- Dan expressed his \_\_\_\_\_ by slamming the door as he left. **ANNOY**
- Violet's mum was amazed by her \_\_\_\_\_ to help with the housework. **EAGER**





# Grammar

## Present Simple & Present Continuous

**A** Read and mark the Present Simple sentences with *PS* and the Present Continuous sentences with *PC*.

- 1 She's getting more and more worried about her health. \_\_\_\_
- 2 We're going to the science museum next week. \_\_\_\_
- 3 Helen lives in the city centre. \_\_\_\_
- 4 In the photo, two people are arguing. \_\_\_\_
- 5 The adult human brain weighs about 1.3 kilograms. \_\_\_\_
- 6 What are you looking at? \_\_\_\_
- 7 He's always telling me what to do! \_\_\_\_
- 8 The psychology lecture is at 12 o'clock. \_\_\_\_
- 9 I visit my elderly grandparents every weekend. \_\_\_\_
- 10 This week, we're studying the nervous system. \_\_\_\_
- 11 Melissa scores another goal! \_\_\_\_

**B** Match the Present Simple sentences in A with the uses below.

- |  |                          |
|--|--------------------------|
| a scientific facts and general truths                          | <input type="checkbox"/> |
| b permanent situations   | <input type="checkbox"/> |
| c habits and repeated actions                                  | <input type="checkbox"/> |
| d timetabled and scheduled events                              | <input type="checkbox"/> |
| e narratives (stories, jokes, plots, sports commentaries, etc) | <input type="checkbox"/> |

**C** Match the Present Continuous sentences in A with the uses below.

- |  |                          |
|--|--------------------------|
| a something happening now  | <input type="checkbox"/> |
| b temporary situations   | <input type="checkbox"/> |
| c plans for the future   | <input type="checkbox"/> |
| d annoying habits (with <i>always</i> , <i>continually</i> , <i>forever</i> , etc) | <input type="checkbox"/> |
| e changing situations (often used with comparatives)                               | <input type="checkbox"/> |
| f what is happening in a picture   | <input type="checkbox"/> |

**Grammar Focus pp.161 & 162 (1.1 to 1.3)**



**D** Circle the correct form of the verb.

Approximately 10% of the people that (1) **read / are reading** this now are left-handed. That's right, 13% of all human beings are left-handed. Some scientists (2) **believe / are believing** left-handedness is a trait that parents (3) **pass / are passing** on to their children in a particular gene. If you (4) **have / are having** that gene, one or more of your children may be left-handed.

Left-handed people (5) **tend / are tending** to be more creative than right-handers, and we (6) **find / are finding** more left-handers than normal in creative professions such as music and the arts. The reason for this can be found in the brain. The brain (7) **works / is working** in very complex ways, and scientists (8) **discover / are discovering** more and more about it every day. The left side of the brain, which is responsible for logical skills, (9) **controls / is controlling** the right-handed side of the body. The right side of the brain, where creativity occurs, is in charge of the left-handed side of the body. This (10) **makes / is making** left-handers more creative than right-handers.

**E** Complete the sentences using the Present Simple or the Present Continuous of the verbs in brackets.

- 1 Grandma, \_\_\_\_\_ (you / bake) a cake? It \_\_\_\_\_ (smell) delicious!
- 2 You \_\_\_\_\_ (look) very serious. What \_\_\_\_\_ (you / think) about?
- 3 I \_\_\_\_\_ (want) to ask you something. \_\_\_\_\_ (you / like) science?
- 4 I \_\_\_\_\_ (have) trouble with this maths problem. I \_\_\_\_\_ (not understand) it at all!
- 5 Jack \_\_\_\_\_ (seem) stressed. He \_\_\_\_\_ (work) too hard these days.
- 6 Fay \_\_\_\_\_ (not come) to the cliffs with us. She \_\_\_\_\_ (have) a fear of heights.
- 7 Who \_\_\_\_\_ (talk) to Tom? I \_\_\_\_\_ (not recognise) her.
- 8 'Why \_\_\_\_\_ (they / run)?' 'Because a lion \_\_\_\_\_ (chase) them!'



# 1 Personally Speaking

## Listening

**A** 1.1 ▶ Listen to the recording and tick (✓) the correct sentence, a or b, in each item that means the same as the sentence you hear.

- 1 a It's strange he freaked out at the competition. ☐
- b It's weird he didn't turn up for the competition. ☐
- 2 a Cheer up! ☐
- b Concentrate! ☐
- 3 a There isn't any logical reason for his behaviour. ☐
- b I can explain his behaviour. ☐
- 4 a I was absolutely terrified by the film. ☐
- b I was really disappointed by the film. ☐

**C** Read the *Exam Close-up* and underline the important words in the *Exam Task*.

**D** 1.3 ▶ Now complete the *Exam Task*.

### Exam Task

You will hear people talking in six different situations. For questions 1 – 6, choose the best answer, a, b or c.

- 1 You hear a woman talking about a phobia she has. How does she describe her fear?
  - a severe
  - b irrational
  - c embarrassing
- 2 You hear a man talking about his driving test. What is he anxious about?
  - a crashing the car
  - b failing the test
  - c not turning up for the test
- 3 You hear a woman talking about horror films. What is her opinion of the film she saw last night?
  - a It was very amusing.
  - b It was very scary.
  - c It was over-rated.
- 4 You hear a woman talking to her daughter. Why is she talking to her?
  - a to convey her annoyance
  - b to cheer her daughter up
  - c to express a lack of confidence in her daughter's abilities
- 5 You overhear two people talking on a plane. Why is the man disappointed?
  - a He didn't expect to be so uncomfortable.
  - b He dislikes the food on the plane.
  - c He feels confused.

**B** 1.2 ▶ Look at the situations and options below. Then listen to the recording and write an appropriate question for each one.

- 1 You will hear a boy speaking to his mother.
 

\_\_\_\_\_

  - a washing the dishes
  - b watering the plants
  - c emptying the dishwasher
- 2 You will hear a head teacher speaking to a student.
 

\_\_\_\_\_

  - a the number of absences the student has had
  - b the student's inability to concentrate
  - c the student's poor academic results

### Exam Close-up

#### Highlighting key words

- Read the multiple-choice questions first. Identify who is talking and the topic they are talking about.
- Read the questions and underline the key words.
- Then read the answer options and think about the meaning of any key words. Try to think about other words which may mean the same thing, for example 'severe' could be expressed also as 'extreme'.
- Remember, only one option will answer the question!



- 6 You hear a man talking about living alone. How does he feel when he comes home at night?
  - a lonely
  - b frightened
  - c peaceful

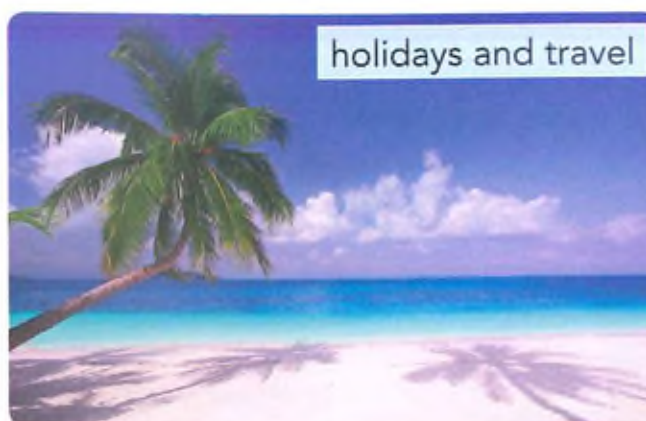
**E** 1.3 ▶ Swap books with a partner and listen to the recording again to check each other's questions. Are your answers the same?



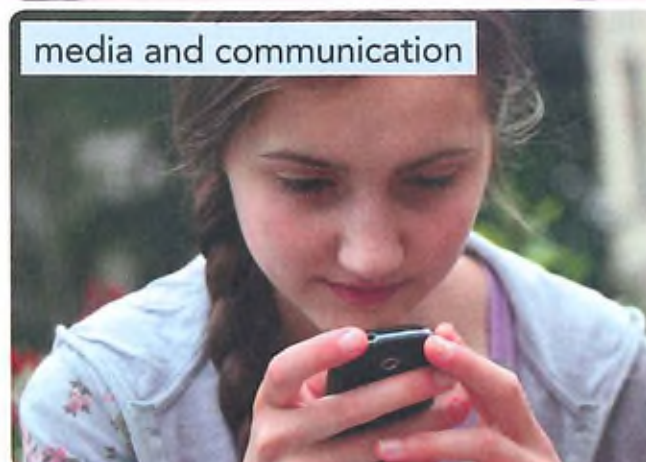
# Speaking

**A** Work in pairs and make questions from the prompts below.

- 1 What / you / usually / do / every afternoon?
- 2 What / most / interesting place / you / visit?
- 3 Which time / year / you / like best?
- 4 If / you / learn / something new / what / it / be?
- 5 How much time / you / spend / online?
- 6 you / do / anything interesting / last weekend?
- 7 you / ever / use / your English / on holiday?
- 8 What kind / job / you / like / do / in the future?



holidays and travel



media and communication



personal experiences

**B** Match the questions in A with the topics shown in the pictures.

**C** 1.4 ▶ Listen to five students answering the questions in A. Which questions do they each answer?

## Useful Expressions

### Linking words

I like watching films *and* music programmes.

I don't have much time, so I usually...

I haven't travelled much, *but* I'd like to in the future.

I didn't do anything last weekend, *because* I had to ...

### Time expressions

First I have lunch, then do my homework and after that...

### Tenses

We usually finish school at five o'clock.

If I could visit anywhere in the world, I'd go to...

I've been studying a lot recently, so I haven't done any travelling.

Last winter I went to... and...



everyday activities



education and work

**D** 1.4 ▶ Read the *Useful Expressions*. Then listen again and answer the questions below.

Which student(s) ...

- a answer the question with full sentences?
- b use linking words to connect their ideas.  
Which ones do they use?
- c use time expressions to sequence a series of events?  
Which ones?
- d only answer with very short sentences and repeat words?
- e give examples or reasons to explain their ideas?

**E** Read the *Exam Close-up*. Work with a partner. Take turns to ask and answer the questions in A. Try to expand on your answers and give examples or reasons. Use the *Useful Expressions* to help you.

## Exam Close-up

### Answering personal questions

- At the start of the exam, the examiner will ask you personal questions about different topics.
- Try to answer with a few short sentences. Always try to give examples or reasons for your answers.
- Listen carefully to the questions and decide what verb tenses you need, e.g. present, past, present perfect, future or conditional.
- Try to use linking words and time expressions to connect your ideas.



- Do you usually feel anxious before an exam?  
Why? / Why not?
- Have you ever felt disappointed, happy or proud?  
When? And why?

## Ideas Focus





## Grammar

### Present Perfect Simple & Present Perfect Continuous

**A** Tick (✓) the sentences that use the Present Perfect Simple and cross (X) the sentences that use the Present Perfect Continuous.

- 1 Nigel's eyes are sore because he's been reading all morning. ☐
- 2 It's the first time I have seen Mark so angry. ☐
- 3 She's been studying neuroscience for three years. ☐
- 4 Chuck has been sick; that's why he looks so pale. ☐
- 5 A bomb has exploded in downtown Springfield. ☐
- 6 I've been thinking about my future. ☐
- 7 You've asked me that question twice already. ☐
- 8 We haven't seen her since she moved away. ☐

**B** Complete the rules with the correct tense name.

We use the \_\_\_\_\_

- a for something that happened in the past, but has a result in the present.
- b for an action that happened several times or repeatedly in the past.
- c with superlatives and expressions *the first/second time*.
- d for something that happened at an indefinite time in the past.
- e for an action that started in the past and continues up to the present with *for*, *since* and stative verbs.

We use the \_\_\_\_\_

- f for a long action that has just finished and has an effect in the present.
- g to emphasize how long something has been happening usually with *for* and *since*.
- h for a recent or unfinished continuous action.

**C** Read the sentences and answer the question for each sentence.

Where is Pam now?

- 1 Pam's gone to her friend's house.
- 2 Pam's been to her friend's house.

#### Be careful

We use time expressions with the Present Perfect tenses. Some are used at the end of a question or negative sentence like *yet*, *before* and *lately*. Some appear after the subject of a sentence or question like *still* and *ever*, while others are used before the main verb in the sentence like *just*, *already* and *never*.

➡ Grammar Focus pp.162 & 163  
(1.4 to 1.6)



**D** Circle the correct words.

- 1 Have you ever had / Have you ever been having a terrifying experience?
- 2 I feel really down. It's rained / It's been raining all day!
- 3 Kate and I haven't spoken / haven't been speaking for a long time.
- 4 Of course I'm angry! I've waited / I've been waiting for you since 10 o'clock!
- 5 I'm very sorry, but I haven't finished / haven't been finishing my report.
- 6 This is the first time I have visited / have been visiting New York and it's so exciting!

**E** Complete the questions with the correct form of the Present Perfect Simple or Present Perfect Continuous of the verbs in brackets.

- 1 What's all this mess? What \_\_\_\_\_ (you / do) all morning?
- 2 \_\_\_\_\_ (you / finish) cooking your omelette yet?
- 3 Where \_\_\_\_\_ (Kim / be)? I \_\_\_\_\_ (look) for her all afternoon.
- 4 How long \_\_\_\_\_ (they / study) English?
- 5 Sorry I'm late. \_\_\_\_\_ (you / wait) long?
- 6 \_\_\_\_\_ (Karen / make) up her mind about the new job?

**F** Complete the dialogue with one word in each gap.

Kate: Have you (1) \_\_\_\_\_ won a lottery prize?

Sue: A lottery prize? No I've (2) \_\_\_\_\_ won anything. Have you?

Kate: Yes. In fact, I've (3) \_\_\_\_\_ collected my prize money. A hundred pounds! Shall we celebrate?

Sue: Yes, please! That sounds fantastic.

Kate: OK then. How about dinner at Sayonara? Have you (4) \_\_\_\_\_ been there?

Sue: No, I haven't eaten there (5) \_\_\_\_\_. In fact, I haven't been out anywhere (6) \_\_\_\_\_ ages.

Kate: Why not?

Sue: I've been studying really hard (7) \_\_\_\_\_ and I (8) \_\_\_\_\_ haven't finished revising for exams.

Kate: You need a break! Come on, let's go. I haven't eaten (9) \_\_\_\_\_ this morning and I'm starving!



# Use your English

## Phrasal verbs

### A Match the phrasal verbs to their meanings.

- |  |   |
|--|---|
| 1 bottle up <input type="checkbox"/>   | a feel better                           |
| 2 burst into <input type="checkbox"/>  | b stop being angry or excited           |
| 3 calm down <input type="checkbox"/>   | c not express your feelings             |
| 4 cheer up <input type="checkbox"/>    | d show sudden emotion                   |
| 5 chicken out <input type="checkbox"/> | e be too scared to do something         |
| 6 freak out <input type="checkbox"/>   | f suddenly feel shocked or become angry |

### B Complete the sentences with the correct form of the phrasal verbs in A.

- You shouldn't \_\_\_\_\_ your feelings; now, tell me what's wrong.
- I was going to go bungee jumping, but then I \_\_\_\_\_!
- \_\_\_\_\_! Things will be better tomorrow, I'm sure of it.
- I really \_\_\_\_\_ when I saw that huge spider in the bathroom!
- The little boy \_\_\_\_\_ tears when his favourite toy broke.
- Please \_\_\_\_\_ and tell me what happened.

## Prepositions

### C Complete the sentences with these prepositions.

for in on to

- Loneliness can sometimes lead \_\_\_\_\_ severe depression.
- Most people respond \_\_\_\_\_ fear in the same way.
- Her research concentrated \_\_\_\_\_ how we express emotions.
- Happiness is closely connected \_\_\_\_\_ personal satisfaction.
- You are responsible \_\_\_\_\_ your own happiness and success.
- Try to focus \_\_\_\_\_ the positive things in your life.

### D Read the *Exam Close-up*. Then read the *Exam Task* below and identify the type of word which is missing from each gap.

### E Now complete the *Exam Task*.

## Exam Task

For questions 1 – 8, read the text below and think of a word which best fits each gap. Use only **one** word in each gap.

### What are you afraid of?

A phobia (1) \_\_\_\_\_ a strong and irrational fear of a situation, activity or thing that is not actually dangerous. There are many specific phobias. Some of the (2) \_\_\_\_\_ common are acrophobia (fear of heights) and claustrophobia (fear of closed-in places). Social phobia is excessive fear of being in social situations such as speaking (3) \_\_\_\_\_ public or meeting new people. This particular phobia (4) \_\_\_\_\_ have disastrous effects on personal and work relationships. Other common phobias involve tunnels, water, flying and animals. People with phobias try to (5) \_\_\_\_\_ what they are terrified of. If they cannot, they may become anxious and fearful, and experience a rapid heartbeat, difficulty breathing, shaking and an uncontrollable desire to get away. (6) \_\_\_\_\_ it is not treated, a phobia can become so bad that the person's (7) \_\_\_\_\_ is seriously affected. In fact, people (8) \_\_\_\_\_ failed in school and lost jobs while trying to cope with a severe phobia.

## Exam Close-up

### Completing gapped texts

- Read the text first to get a general understanding.
- Check each gap and look carefully at the words which come before and after.
- Decide what type of word is missing, e.g. a verb, a noun or a preposition and complete the gap.
- Remember to read the complete text again to make sure it all makes sense and you have completed the gaps correctly.



## Writing: an informal letter / email

### Learning Focus

#### Using the correct tone

When you are writing a letter or an email, you must make sure that you use the correct tone. For example, an email to a friend will be informal, but a letter of application for a job will be formal. You can achieve an *informal* tone in the following ways:

- use contracted forms instead of long forms, e.g. *I'd like ...* instead of *I would like ...*. Do not use text message style abbreviations. They are informal, but inappropriate.
- use punctuation such as exclamation marks to show surprise, excitement or enthusiasm, e.g. *No way! I couldn't believe it! He was hilarious!*
- use a chatty style and less formal language, e.g. *I bet New York is great. You have to tell me ALL about it!*
- use a friendly tone at the beginning and end, e.g. *Hi, how are you? Lots of love ... Take care.*



#### A Which are formal and which are informal? Write F or I.

- |  |  |
|--|--|
| 1 Unfortunately, we cannot attend. ____    | 6 Thank you kindly for your email. ____  |
| 2 Hope to hear from you soon. ____         | 7 I am very grateful for your help. ____ |
| 3 However, I would not recommend it. ____  | 8 C U L8er ____                          |
| 4 Oh well, you can't have everything! ____ | 9 It was great to hear from you! ____    |
| 5 Anyway, how about visiting? ____         | 10 Got any advice for me? ____           |

#### B Read the writing task. What does Tom want to know? How many questions do you have to answer?

You have received an email from your English-speaking friend.

*I haven't heard from you in ages! What's been happening with you? Do you like your new town? Tell me about your new school. What's it like? Have you made any friends there? I can't wait to hear all about it.*

*Write soon, Tom*

Write your reply to this email. (140–190 words)

#### C Read the example email and complete it with some of the phrases from A.

✉ email

---

From: Emma Smith      Sent: 21st May      Subject: Hello

---

Hi Tom

(1) \_\_\_\_\_ I'm glad you're well and enjoying university. It sounds like fun, but don't forget to study! I'm well, thanks. Getting ready for my music exams, you know, so I'm a bit stressed at the moment.

As for this town, I really like it. It's like a postcard with its beautiful old-style streets and buildings. Plus, it's by the sea. The bad news is it's full of tourists in the summer! (2) \_\_\_\_\_

The local school is good and I like my teachers, but I miss my old school and I haven't made any friends yet. You know how shy I am! I really need to make some friends, but how? (3) \_\_\_\_\_

(4) \_\_\_\_\_ We live close to the beach so summer would be a great time to come. Water sports are really popular here. Maybe we could go skiing or surfing!

(5) \_\_\_\_\_

Emma



**D** Read the example email again. Which of the statements about Emma are true and which are false? Write T (true) or F (false).

- 1 She isn't well because she is taking exams. \_\_\_\_
- 2 There is something she doesn't like about her town. \_\_\_\_
- 3 She has a good social life. \_\_\_\_
- 4 She gives Tom some advice. \_\_\_\_
- 5 She invites Tom to visit her. \_\_\_\_

**E** Read the example email again and answer the questions.

- 1 Has Emma answered all of Tom's questions?
- 2 Are her answers in the same order as the questions Tom asked?
- 3 Are Emma's answers in distinct paragraphs?
- 4 How has Emma achieved an informal tone? Underline examples in the email.

**F** Read the *Useful Expressions* and complete the email below.

email

(1) \_\_\_\_\_ Sam!

(2) \_\_\_\_\_ for your email. It was really great to  
(3) \_\_\_\_\_ from you.

I'm (4) \_\_\_\_\_, thanks. (5) \_\_\_\_\_ I  
haven't written, but I've been very (6) \_\_\_\_\_  
with school and my part-time job. I never seem to  
have any free time these days!

(7) \_\_\_\_\_ don't we get together after my  
exams next month? I'd love to see you!

(8) \_\_\_\_\_ for now,

Amy

## Useful Expressions

### Greetings

Hi / Hello,  
It was great to hear from you.  
Thanks for your email/letter.

### Asking for news

How have you been?  
What's been happening  
with you?

### Giving news

I'm well, thanks.  
I've been really busy with ...  
Sorry I haven't written ...  
As for ...

### Asking for advice

What would you do?  
How can I ...?

### Making suggestions

Why don't you ...?  
How about ...?  
Maybe we could ...  
Let's ...

### Signing off

Take care.  
Bye for now.  
All the best,  
Looking forward to  
seeing you.  
Hope to hear from you soon.

**G** Read the *Exam Close-up* and then complete the *Exam Task* below. Think about the language and structures you need to achieve an informal tone. Remember to begin and end in a friendly way. Use the *Useful Expressions* to help you.

## Exam Task

You have received an email from your English-speaking friend.

*I've finally finished my exams! I think I did OK, but I'm not sure. What about you? How were your exams? Are there any subjects you're worried about? How did you cope with the stress? I thought I was going to go crazy! Anyway, let me know how you're doing.*

*Write soon, Jim*

Write your reply to this email. (140–190 words)

## Exam Close-up

### Planning your response

- When you write an informal letter or email in the exam, remember to make a paragraph plan before you start.
- Make sure you include answers to all the questions in the letter you are responding to.
- Remember to read your letter and check it carefully before you finish.



# 1 A Chinese Artist in Harlem



## Before you watch

### A Match the words to the meanings.

- |   |                          |                       |
|---|--------------------------|-----------------------|
| 1 the art of producing beautiful handwriting using a brush or a special pen | <input type="checkbox"/> | a portrait            |
| 2 a person who has come to live in a country from some other country        | <input type="checkbox"/> | b cultural ambassador |
| 3 a painting or drawing of a particular person                              | <input type="checkbox"/> | c immigrant           |
| 4 somebody who represents the ideas, customs and arts of their country      | <input type="checkbox"/> | d calligraphy         |

## While you watch

### B Watch the video clip and decide if these statements are true or false. Write T for true and F for false.

- |   |                          |
|---|--------------------------|
| 1 About eight million people live in the multicultural city of New York.                                  | <input type="checkbox"/> |
| 2 Ming's mother taught him calligraphy and painting.  | <input type="checkbox"/> |
| 3 When Ming first worked in New York he drew landscapes for tourists.                                     | <input type="checkbox"/> |
| 4 The New York Chinese Cultural Centre runs a programme at Public School 36 in Harlem.                    | <input type="checkbox"/> |
| 5 Children have the opportunity to have contact with people from other backgrounds through the programme. | <input type="checkbox"/> |
| 6 Ming believes he also helps children learn about people from China.                                     | <input type="checkbox"/> |

## After you watch

### C Complete the summary of the video clip below using these words.

artist benefits cosmopolitan differences ethnicity introduces practises tourists

The (1) \_\_\_\_\_ city of New York has many immigrant communities. Artists there use their cultural (2) \_\_\_\_\_ to learn from each other. Mingliang Lu, who was born in Shanghai, but moved to the USA in 1990, is one of these artists.

Ming learned calligraphy and painting from a young age. When he went to America he worked on the street, drawing and painting portraits of (3) \_\_\_\_\_. But this was a hard way to make a living. He now works for the New York Chinese Cultural Centre programme. He teaches art to children at Public School 36 in Harlem. The programme (4) \_\_\_\_\_ both Ming and the children. Ming (5) \_\_\_\_\_ in the field he has been trained for and the children learn first hand about Ming's cultural background.

The children regard Ming as their teacher from China. But Ming looks beyond (6) \_\_\_\_\_ and just sees them as pupils who want to learn how to paint.

Ming is both a(n) (7) \_\_\_\_\_ and a cultural ambassador. His art opens a door to a new world for these children. He teaches Chinese painting and calligraphy to the children and at the same time (8) \_\_\_\_\_ them to Chinese culture.



Teacher helping student learn calligraphy



## Ideas Focus

- Would you like to be a cultural ambassador for your country? Why? / Why not?
- What do you think are the advantages of living in a cosmopolitan city?
- How can we learn about other people's cultures?



# 2 One World?

<b>Reading:</b>	multiple matching, finding similar words and phrases in the text
<b>Vocabulary:</b>	culture-related words, countries, adjective form of countries, looking at text around a gap
<b>Grammar:</b>	past simple & past continuous, <i>used to</i> & <i>would</i> , past simple vs present perfect simple
<b>Listening:</b>	gapped text, predicting content
<b>Speaking:</b>	talking about cultures and lifestyles, decision making, talking together, managing a discussion
<b>Use your English:</b>	phrasal verbs, collocations & expressions
<b>Writing:</b>	an opinion essay, organising your essay, writing topic sentences, planning your opinion essay, introducing points, introducing your opinion, concluding & summarising



A Bedouin man using a laptop computer in the Sahara Desert, Egypt



# 2 One World?

## Reading

**A** How has your country changed in the last 50 years? Discuss the changes below.

- availability of goods
- availability of services
- people's ability to travel
- food preferences
- popular music

**B** What is globalisation? Read the article quickly. Then tick (✓) the sentences that are true.

- 1 It brings together different parts of the world. ☐
- 2 It benefits every person in the world. ☐
- 3 It leads to people around the world having similar experiences. ☐
- 4 It has the potential to create world peace. ☐

# Globalisation

**A** Ian Snell, 24, England

Globalisation can be very beneficial for some people, but not for others. It has destroyed my community. There used to be five factories in this town, and they were the biggest **source** of employment for miles around. Then, one by one, they closed their doors here and moved to countries where it is cheaper to produce goods. As a business decision, it makes good sense – they can pay a worker in China or India less than £1 an hour, instead of £7 an hour for a British worker. Once their products have been manufactured, they are shipped back to the UK and sold here. The factory owners make bigger **profits** and get richer, but the unemployed workers are left with no jobs and no future. There are many towns like that in the UK, not just mine; they are depressing places where the people have given up hope of ever living well.

**B** Bomani Traore, 38, Malawi

Before the factory opened, we could barely survive and it hurt me deeply to see my children hungry. My home had a small garden where my family grew some vegetables and kept a few chickens for eggs and a goat for milk, but it wasn't enough. Our lives were extremely difficult. Sometimes, months would pass without any rain and the plants would die. The village children didn't go to school because they had to work to help support their families. Without education, they couldn't improve their lives. It was an endless circle of poverty for our people, until they were offered jobs in a nearby town. A foreign company opened a clothing factory there a few years ago. Now, we are able to look after our families and send our children to school. We used to feel so bad about our lives, but now we are happy.





**C** Read the *Exam Close-up*. Then read the *Exam Task* below and underline the key words.

**D** Complete the *Exam Task*.

## Exam Task

For questions 1 – 10, choose from paragraphs (A – D).  
The paragraphs may be chosen more than once.

### Which person

- 1 has personal experience of the benefits of globalisation? ☐
- 2 does not want to be a part of a foreign culture? ☐
- 3 talks about the pros of globalisation for the whole world? ☐
- 4 lived in a place where there were many jobs? ☐
- 5 is concerned about the spread of globalisation? ☐
- 6 describes an event that made a positive impact? ☐
- 7 mentions the gap between the wealthy and the poor? ☐
- 8 thinks co-operation between countries is possible? ☐
- 9 talks about a change in a country's dietary preferences? ☐
- 10 says people shouldn't be afraid of globalisation? ☐

**E** Complete the sentences with the word given in the correct form.  
Use the words in the article to help you.

- 1 Increasing international trade is very \_\_\_\_\_ for a country. (benefit)
- 2 What do the \_\_\_\_\_ young people do in this town? (employ)
- 3 The mayor will attend a \_\_\_\_\_ event at the museum tonight. (culture)
- 4 Millions of people around the world live in \_\_\_\_\_ conditions. (poor)
- 5 Do you think the demonstration will be \_\_\_\_\_ or violent? (peace)
- 6 I love \_\_\_\_\_ Greek food; it's delicious! (tradition)

**C** Emily McBride, 21, Scotland

The best thing about globalisation is that it creates a 'global village' that we're all a part of. I love feeling connected to the rest of the world in that way. Of course, a global village has a global culture instead of the old national cultural **boundaries**. For some people, this creates fears about losing their national identity and becoming something they're not. I understand how they feel, but I believe a global culture will lead to more **tolerance** and respect for other people, and make the world a more peaceful place. Also, in a global village, we will be able to solve global environmental problems by discussions. Such problems include air or water pollution that is created in one country crossing into another, over-fishing in the world's oceans and climate change. If we all feel that we are on the same side, we can deal with problems together, and that makes me hopeful for the future.

**D** Kasumi Ono, 75, Japan

Personally, I feel threatened by globalisation. I worry that Western culture will destroy our local customs and traditions. The spread of American culture in particular, with its TV shows, Hollywood movies, rap and hip-hop music, and food chains like McDonald's and KFC really worries me. Before American style fast food caught on, people here in Japan used to eat more rice and vegetables and a lot less red meat, bread, dairy products and sugary food. These days, young Japanese seem only to eat rubbish and it will affect their health very badly in the future. As for our traditional music, well, the young people are just not interested in it. They prefer to listen to songs sung in English, even if they can't understand the **lyrics**! Globalisation is destroying the uniqueness of different lifestyles and cultures, and it makes me sad.



## Exam Close-up

### Finding similar words and phrases in the text

- It's a good idea to read the matching questions before you read the article.
- Underline the key words in each matching question so you understand what information you need to look for.
- Read the article quickly to get a general understanding of it.
- Look for words and phrases in the article that link to the key words you underlined in the first question.
- Continue with the remaining questions until you have matched them all.

## Word Focus

**source:** the place something comes from or starts at

**profit:** money earned after paying the cost of producing and selling something

**boundary:** a real or imagined line that marks the edge of something

**tolerance:** willingness to accept beliefs that are different to your own

**lyrics:** the words to a song

- How has globalisation affected teenagers in your country?
- Do you think globalisation is a good idea? Why? / Why not?

## Ideas Focus





## Vocabulary

### A Circle the odd ones out.

- |            |               |            |            |
|------------|---------------|------------|------------|
| 1 global   | international | local      | universal  |
| 2 culture  | knowledge     | lifestyle  | society    |
| 3 belief   | concept       | experience | idea       |
| 4 aspect   | event         | occurrence | phenomenon |
| 5 expand   | extend        | demand     | spread     |
| 6 exchange | provide       | swap       | trade      |

### B Complete the word groups with the countries they are associated with.

Brazil China Egypt The Netherlands America India Sweden Switzerland

- |                           |                             |
|---------------------------|-----------------------------|
| 1 snow, reindeer, _____   | 5 desert, pyramids, _____   |
| 2 canals, bicycles, _____ | 6 watches, mountains, _____ |
| 3 bamboo, pandas, _____   | 7 spices, tea, _____        |
| 4 dancing, beaches, _____ | 8 highways, cars, _____     |

### C Complete the sentences with the adjective form of the countries in B.

- There are hundreds of drive-through fast-food restaurants in \_\_\_\_\_ cities.
- You can see pretty windmills in the \_\_\_\_\_ countryside.
- The museum is famous for its collection of \_\_\_\_\_ mummies.
- Many cheap \_\_\_\_\_ goods are now available all over the city.
- I love \_\_\_\_\_ cuisine, but some dishes are very hot!
- \_\_\_\_\_ people love skiing and dog sledding.
- They say he's got a secret \_\_\_\_\_ bank account!
- The most successful national football team is the \_\_\_\_\_ team.

### D Read the *Exam Close-up*. Then complete the *Exam Task*. Use the words below to help you.

civilisations customs export homelands  
influence networks ports roadways

### Exam Task

For questions 1 – 8, read the text below and think of a word which best fits each gap. Use only **one** word in each gap.

#### The beginning of international trade

In ancient times, there were no proper

(1) \_\_\_\_\_, so the most efficient way to transport goods from one place to another was on water. For this reason, the first and most extensive trade

(2) \_\_\_\_\_ were rivers like the Nile in Egypt, the Tigris and the Euphrates in present-day Iraq and the Yellow River in China. Cities were built by those rivers and grew rich by using the rivers for the import and (3) \_\_\_\_\_ of goods.

Trade routes over land, conducted by caravans, developed in the seventh and eighth centuries after camels were domesticated. Towns and (4) \_\_\_\_\_ appeared wherever the caravans stopped in order to rest, or to transfer the goods they were carrying to ships. Many Greek and Roman towns were founded this way, expanding their (5) \_\_\_\_\_ until their (6) \_\_\_\_\_ was felt in Africa and Asia. And in each of these places, foreign traders shared stories and (7) \_\_\_\_\_ from their (8) \_\_\_\_\_, leaving more than just their spices, textiles or pottery behind.

### Exam Close-up

#### Looking at text around a gap

- Before you complete a gapped text, quickly read the whole text first for general understanding.
- Then read each sentence with a gap carefully.
- Decide which type of word is missing (adjective, verb, noun, etc.)
- Think about what each gapped sentence means before you choose a word which fits in the gap.

Bedouin traders at an African camel market





# Grammar

## Past Simple & Past Continuous

**A** Read sentences 1–9 below. Underline the sentences that use the Past Simple and circle the sentences that use the Past Continuous.

- 1 As soon as the plane **landed**, Ted **switched** on his mobile and **checked** his emails.
- 2 The village tribe **elected** a new chief every year.
- 3 My cousin **was working** as a history teacher at the time.
- 4 It was a beautiful day; the sun **was shining** and the birds **were singing**.
- 5 The Romans **conquered** Britain and other areas.
- 6 I **was reading** the recipe when I spilt the hot milk.
- 7 At ten o'clock last night, I **was watching** a film about the Persians.
- 8 We **were** very tired after the concert.
- 9 While Josh **was reading** an article about globalisation, Tina **was sleeping** on the sofa.

**B** Write *Past Simple* or *Past Continuous* above each set of uses.

- 1 \_\_\_\_\_:
  - for a completed action in the past
  - for past habits and routines
  - for past states
  - for completed actions that happened one after the other in the past
- 2 \_\_\_\_\_:
  - for an action in progress at a particular moment in the past
  - for a longer action that was interrupted by a shorter action
  - for two or more longer actions happening at the same time
  - for temporary situations in the past
  - to provide background information in a story

**D** Complete the text with the Past Simple or the Past Continuous of the verbs in brackets.

There (1) \_\_\_\_\_ (be) many similarities between the civilisations of Mesopotamia and Egypt. Both were rich in culture and (2) \_\_\_\_\_ (contribute) to the development of other civilisations in the east and the west. They were both (3) \_\_\_\_\_ (create) forms of writing with picture symbols which they were mainly (4) \_\_\_\_\_ (use) to keep records in palaces and other government centres. Both civilisations (5) \_\_\_\_\_ (establish) themselves along famous rivers – while the cities and towns of Mesopotamia (6) \_\_\_\_\_ (spring up) between the Tigris and the Euphrates, Egyptian civilisation was (7) \_\_\_\_\_ (develop) along the Nile. Due to their positions on waterways, they were able to trade and they (8) \_\_\_\_\_ (become) wealthy. Also, both civilisations were (9) \_\_\_\_\_ (come up with) new ways of farming to handle the regular floods from the rivers. These developments in trade and agriculture (10) \_\_\_\_\_ (lead) to incredible cultural advancement.

**E** Look at the sentences. Which verb forms are incorrect?

- 1 While the archaeologist *dug* in the desert, a sand storm began.
- 2 Bella tried to paint a portrait, but she didn't know what she *was doing*.
- 3 They *were discovering* the ruins of the ancient temple a century ago.
- 4 The children *would always get* excited when we went to museums.
- 5 *Did you used to* listen to jazz with your grandfather?

## Used to & Would

**C** We use *used to* for states, habits and repeated actions in the past. We use *would* for habits and repeated actions in the past, but we do not use it for past states. Read the sentences below and decide which one is wrong. Why is it wrong?

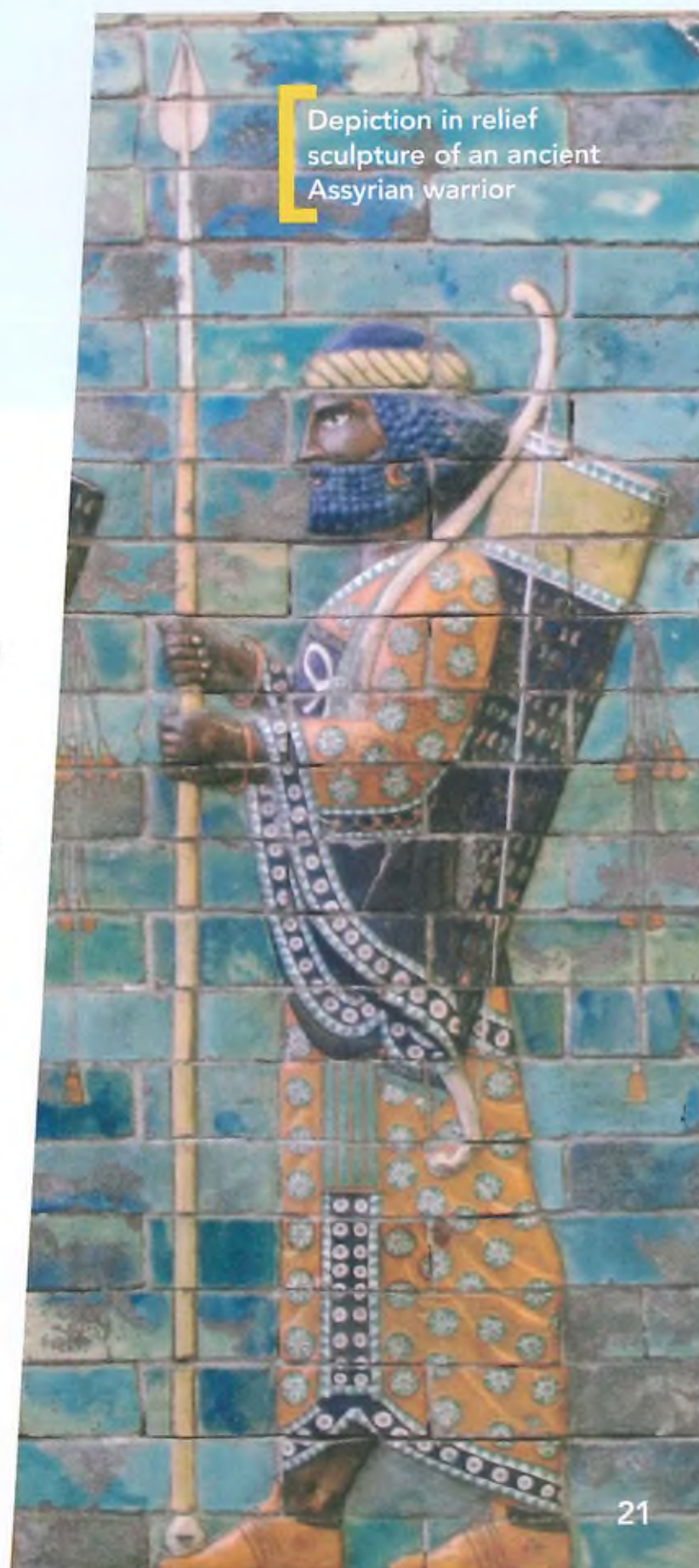
Jim **liked** traditional dancing when he was younger.

Jim **would like** traditional dancing when he was younger.

Jim **used to like** traditional dancing when he was younger.

➡ Grammar Focus p.163 (2.1 to 2.3)

Depiction in relief sculpture of an ancient Assyrian warrior





## Listening

**A** 2.1 ▶ II Read the sentences below and discuss with a partner what kind of words (e.g. verb, noun, adjective, etc.) can go in the gaps. Then listen to see if you were correct.

- 1 You should go to Museum Island if you are on a tour of \_\_\_\_\_.
- 2 The island has made a name for itself as a \_\_\_\_\_ centre in Berlin.
- 3 Museum Island houses \_\_\_\_\_ museums.
- 4 These impressive buildings were built between \_\_\_\_\_ and \_\_\_\_\_.
- 5 In 1999, the island \_\_\_\_\_ a UNESCO World Heritage Site.

**B** 2.1 ▶ II Now listen again and complete the sentences.

**C** Read the *Exam Close-up* and underline the key words in the *Exam Task* below.

**D** 2.2 ▶ II Now complete the *Exam Task*.

### Exam Close-up

#### Predicting content

- Look at the gaps and try to predict what kind of word is missing – a verb, a noun, an adjective, an adverb, a date, a name, etc.
- Read the gapped sentences and underline the key words. For gapped sentences, the key words are usually just before or right after the gap.

### Exam Task

You will hear part of a radio report about a cultural festival. For questions 1 – 8, complete the sentences with a word or short phrase.

- 1 The speaker says foreign travel and modern technology play an \_\_\_\_\_ in spreading news about other places.
- 2 The Berlin Long Night dates back to \_\_\_\_\_.
- 3 The Berlin event takes place twice yearly – in \_\_\_\_\_ and \_\_\_\_\_.
- 4 You can buy a \_\_\_\_\_ for The Long Night for only €15.
- 5 As well as visiting museums, you can also go to concerts, \_\_\_\_\_ or film viewings.
- 6 The Long Night is now a \_\_\_\_\_ in many major cities worldwide.
- 7 In Saint Petersburg, they hold the \_\_\_\_\_ every year to celebrate the long summer nights.
- 8 In mid-June the daylight finally disappears at \_\_\_\_\_.

**E** 2.2 ▶ II Listen again and check your answers.

Illuminated bridge on the Neva River during The White Nights Festival in St Petersburg, Russia





# Speaking

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

- Do you like to learn about other cultures and civilisations? Why? / Why not?
- How does your lifestyle differ from that of your grandparents?

**B** Write down as many ways of finding out about other cultures as you can think of. Then work with a partner and discuss the questions below.

- What are the advantages and disadvantages of your ideas?
- Which ideas would appeal most to your age group? Why?
- Which of the ideas would you not choose?

**C** Read the *Exam Close-up*. Work with a partner.

**D** Now complete the *Exam Task* in pairs. Use the *Useful Expressions* to help you.

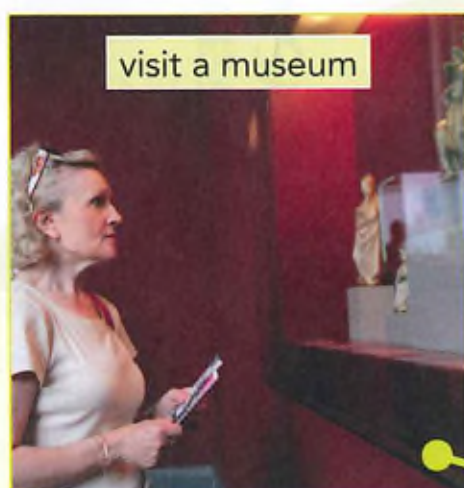
## Exam Close-up

### Talking together

- Remember that there are two parts to the discussion.
- Try to talk about all the options together first.
- Don't take turns individually talking about each photo. Talk together!
- Consider all the suggestions before you answer the second question and make a decision.

## Exam Task

Imagine that your class has to do a project about other cultures. Here are some ways in which you could find out about them. Talk to each other about how useful these suggestions would be. Now decide which two would be the best for your class and age group.



visit a museum



visit the country related to the culture



read about the culture



eat something related to the culture



research the culture on the Internet



do an activity related to the culture

How useful are these research techniques?

## Useful Expressions

### Managing a discussion

- |                                |                                |
|--------------------------------|--------------------------------|
| Which one shall we begin with? | What's your opinion about ...? |
| How about starting with ...?   | Let's move on to ...?          |
| Shall we begin with ...?       | Shall we move on to ... now?   |
| How do you feel about ...?     | Let's move on to ...           |

## Ideas Focus

- How important is it to keep local traditions alive? Why?
- Is it easier to find out about other cultures than in the past? Why? / Why not?





## Grammar

### Past Simple vs Present Perfect Simple

- A** Look at the dialogue below. Underline the sentence that uses the Past Simple and circle the sentence that uses the Present Perfect Simple.

'I have never been to Japan, have you?'  
'Yes, I have. I went in 2006.'

#### Complete the rule.

We use the \_\_\_\_\_ tense for an action that was completed at a specific time in the past. When the time in the past is not mentioned, we use the \_\_\_\_\_ tense.

- B** Look at the sentences and answer the questions.

- 1 She has worked as a tour guide for five years.
- 2 She worked as a tour guide for five years.
- a Which sentence indicates that she is no longer working as a tour guide? ☐
- b Which sentence shows us that she is still working as a tour guide? ☐

▶ Grammar Focus pp.163 & 164 (2.4)



- C** Circle the correct words.

- 1 Martin hasn't seen / didn't see his daughter since Christmas.
- 2 I have looked / looked for my cat for days, but I never found her.
- 3 It's three years since I have last gone / last went to a rock concert.
- 4 My mother didn't find / hasn't found her purse yet.
- 5 Mrs Black has taught / taught computer science last year.
- 6 She hasn't acted in a film for / since two years.
- 7 She hasn't finished writing her novel just / yet.
- 8 Einstein developed / has developed the theory of relativity many years ago.

- D** Complete the sentences with the correct form of the Past Simple or Present Perfect Simple of the verbs in brackets.

- 1 Sorry, Mum. I \_\_\_\_\_ (already eat). I am not hungry.
- 2 Since I \_\_\_\_\_ (leave) school two years ago, I \_\_\_\_\_ (not see) Jenny.
- 3 I \_\_\_\_\_ (never eat) this kind of food before.
- 4 James \_\_\_\_\_ (not start) working yet. He is still studying at university.
- 5 Anna \_\_\_\_\_ (not go) to a concert since she \_\_\_\_\_ (be) 20.
- 6 A: I hear that Barry \_\_\_\_\_ (buy) a Ferrari.  
B: Yes, he \_\_\_\_\_ (buy) it last week.
- 7 A: \_\_\_\_\_ (you / ever fly) a helicopter?  
B: Yes, I \_\_\_\_\_ (fly) a helicopter when I was in the air force.
- 8 Jonathan \_\_\_\_\_ (oversleep) this morning and \_\_\_\_\_ (miss) his maths exam. He \_\_\_\_\_ (not do) that before.



# Use your English

## Phrasal verbs

**A** Rewrite the sentences below in your notebook, replacing the words in bold with the correct form of these phrasal verbs.

call round call back call off call up call out call on call for call in

- 1 They **asked** the manager to make a speech.
- 2 I can't talk now, so I'll **phone** you later.
- 3 Tina **came to visit** yesterday, but I wasn't at home.
- 4 We **got** an electrician **to come** to fix the broken heater.
- 5 Let's **phone** Tom and Jerry and ask them to join us.
- 6 The job **requires** honesty, responsibility and hard work.
- 7 Mr Jones **read** the names **aloud** and then the lesson started.
- 8 We had to **cancel** our trip due to bad weather.

## Collocations & Expressions

**B** In the following exercise, two of the options given are used with each verb to make a collocation. For each question, cross out the option that cannot be used with the verb in bold.

- 1 **do**: a mistake / business / you good
- 2 **build**: a reputation / an empire / an impression
- 3 **play**: a role / a word / a joke on
- 4 **save**: space / control / money

**C** Complete the sentences with the correct form of the collocations from B.

- 1 Alexander the Great \_\_\_\_\_ that stretched from Europe to Asia.
- 2 We can \_\_\_\_\_ by putting more shelves on the walls.
- 3 Henry wants to \_\_\_\_\_ in China, so he's going there next week.
- 4 They \_\_\_\_\_ their teacher, but she didn't think it was funny.
- 5 It will \_\_\_\_\_ to get some sun, so let's go to the beach.
- 6 You can \_\_\_\_\_ by eating at home instead of at restaurants.
- 7 It took her years to \_\_\_\_\_ as an honest businesswoman.
- 8 Trade \_\_\_\_\_ in the spread of culture in ancient times.

**D** Now complete the *Exam Task*.

## Exam Task

Complete the sentences with the correct form of the words in capitals.

- 1 All my CDs are \_\_\_\_\_ according to musical type.
- 2 Can you \_\_\_\_\_ that you were where you say you were last night?
- 3 Many medical conditions can be \_\_\_\_\_ by massage.
- 4 We \_\_\_\_\_ students to make use of our excellent library.
- 5 I hope you \_\_\_\_\_ in your ambition to become a professional dancer.
- 6 The newspaper was forced to \_\_\_\_\_ for printing incorrect information.
- 7 Don't let the dog out, or it will \_\_\_\_\_ the children.
- 8 He doesn't like it if you \_\_\_\_\_ his work.

CLASS  
PROOF  
RELIEF  
COURAGE  
SUCCESS  
APOLOGY  
TERROR  
CRITIC

Shanghai's iconic skyline, China





## Writing: an opinion essay

### Learning Focus

#### Organising your essay

- When you write an essay, you should organise your ideas into paragraphs that begin with a topic sentence. A topic sentence sums up the main idea of the whole paragraph and helps the reader to quickly grasp what the paragraph will be about.
- It is important to start your essay with a strong introduction so that you give the reader a clear idea of what your opinion is. Introduce it with an expression like *In my view ...*, *To my mind ...*, etc.
- In your conclusion you must summarise your opinion. Use expressions such as *To sum up ...*, *In conclusion ...*, etc. Briefly restate your opinion in one or two sentences.



#### A Read the introduction and answer the questions.

\_\_\_\_\_ Globalisation means that more people are doing business in other countries, and more of us are travelling for pleasure. Although it may be difficult to learn another language, in my opinion, it is necessary and worth the effort.

- 1 Which is the best topic sentence for the introduction, a, b or c? Why?
  - a We should all learn a foreign language so that we can travel without any problems.
  - b Speaking a foreign language has become more important than ever before.
  - c Learning a foreign language is a very useful way to spend your free time.

#### B Based on the introduction, what do you think the main paragraphs will be about? Discuss your ideas with a partner.

#### C Read the writing task. What other reasons are there for learning a foreign language? Complete the gap with your own idea.

*In your English class you have been talking about language learning. Now your English teacher has asked you to write an essay for homework. Write your essay using all the notes and giving reasons for your point of view.*

Why is it important to learn a foreign language?

#### Notes

Write about:

- 1 importance for business
- 2 good when travelling
- 3 \_\_\_\_\_ (your own idea)

#### D Read the example essay. Which idea did the writer use as their own? Do you agree with their view?

Speaking a foreign language has become more important than ever before. Globalisation means that more people are doing business in other countries, and more of us are travelling for pleasure. Although it may be difficult to learn another language, in my opinion, it is necessary and worth the effort.

To begin with, business is international and it is necessary for business people to communicate effectively. English is the main language of business, but Chinese and Spanish have also become more important in recent years.

Another advantage of speaking a foreign language is that travelling becomes more enjoyable. When you can communicate with the local people, you can get information and also make friends with them.

Finally, another reason to learn a foreign language is that it improves your cultural knowledge of other countries. When you are familiar with a country's language, you can also understand its literature, films and music.

To sum up, there are many reasons to learn a foreign language. These include work, travel and cultural awareness. Whatever the reason, language is the key to communication and it can only enrich your life.



**E** Read the example essay again and underline the topic sentences. Do they sum up the main ideas of the paragraphs?

**F** Imagine you are writing this essay and you want to discuss the importance of speaking another language for study. Brainstorm some reasons why students need to speak other languages. Then write a topic sentence.

Ideas

---

Topic sentence

---

**G** Look at the *Useful Expressions* and circle the correct linking words in the text below.

To my <sup>1</sup>mind / opinion, the best way to learn a foreign language is to speak it every day. <sup>2</sup>Apart / Another from that, listening to radio programmes can also help you to learn a language. In <sup>3</sup>view / addition to this, try reading novels or magazines in the foreign language. Another method to <sup>4</sup>consider / conclude is attending lessons at a language school. <sup>5</sup>Finally / Personally, I believe that any method will be successful if you really want to learn.

**H** Read the *Exam Close-up* and then complete the *Exam Task* below. Remember to write a clear introduction and a brief conclusion, use linking words and organise your ideas into paragraphs.

## Exam Task

In your English class you have been talking about studying abroad. Now your English teacher has asked you to write an essay for homework.

Write your essay using all the notes and giving reasons for your point of view.

**Some students study abroad rather than in their own countries. Why do they do this?**

### Notes

Write about:

- 1 better universities
- 2 cultural experience
- 3 \_\_\_\_\_ (your own idea)

## Useful Expressions

### Introducing points

Firstly, ...  
First of all, ...  
To begin with, ...  
One thing to consider is ...  
Secondly, ...  
Another ...  
Apart from that ...  
In addition (to this), ...

### Introducing your opinion

In my opinion, ...  
Personally, I believe that ...  
In my view, ...  
To my mind, ...  
My personal opinion is ...

### Concluding & Summarising

In conclusion, ...  
To conclude, ...  
To sum up, ...  
So, ...

## Exam Close-up

### Planning your opinion essay

- Before you write your essay, brainstorm for ideas and make a note of them.
- Choose your best ideas and make a paragraph plan for your essay.
- Use topic sentences to begin each paragraph and keep you focused on the main idea of the paragraph.
- Write a clear introduction, but do not go into detail. You will discuss your ideas in the main paragraphs.
- Finish with a brief conclusion that summarises your ideas.
- Use linking words and phrases in your essay.





# 2 A Special Type of Neighbourhood

## Before you watch

### A Work with a partner and answer these questions.

- 1 What do you know about San Francisco, California?
- 2 Why do some people immigrate to a new country?
- 3 Do immigrants bring their culture with them?



## While you watch

### B Watch the video clip and circle the words you hear.

- 1 Some community members describe the neighbourhood as a **central / main** part of the city.
- 2 But the most **late / recent** immigrants are mainly from Mexico, Central and South America.
- 3 Many people here have friends and **family / relatives** in Latin America.
- 4 A local arts **club / organisation** leads people on walks through the district.
- 5 As the community changes, the **pictures / murals** change too.
- 6 The artists here have strong **beliefs / feelings** about the work they do.

## After you watch

### C Complete the summary of the video clip below using these words.

cares famous immigrants life means raise reflects stays

The Mission District, where the city of San Francisco began long ago, is a special neighbourhood. Community members feel that understanding the history here is a big part of understanding what it (1) \_\_\_\_\_ to be a San Franciscan. There are (2) \_\_\_\_\_ here from Ireland, Germany and Italy. Most recently they have come from Mexico and Latin America, bringing a new style to the neighbourhood with their art, food and music.

Juan Pedro Gaffney is the director of the Spanish Choir in the Mission District. They have performed to (3) \_\_\_\_\_ money after natural disasters in Central America. The local community really (4) \_\_\_\_\_ about neighbouring nations that are suffering. In good times and bad, music affects everybody in the Mission District; it is a basic part of their cultural identity. It's colourful and lively. The art of the Mission District is full of (5) \_\_\_\_\_ as well.

The local art community (6) \_\_\_\_\_ close to the area's culture and tradition. There are organised walks through streets like Balmy Alley, which is (7) \_\_\_\_\_ for its murals. As the world changes, the art of the Mission District changes as well. This art is part of the streets, but it also (8) \_\_\_\_\_ the community. The artists here are fighting for fairness in the community and they are also trying to help the environment.



A woman standing next to a large mural on a building, San Francisco, California, USA

- If you lived in the Mission District, what would you enjoy about the neighbourhood?
- Is your neighbourhood similar to the Mission District? Why? / Why not?
- What kind of art, food and music have immigrants brought to your community?

## Ideas Focus







# Review 1

## Units 1 & 2

### Part 1

For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap.

#### Fear

Humans love being scared by horror films and being (1) \_\_\_ in suspense by thrillers. And this unique ability to deal with fear could be the key to treating phobias.

When we get scared, the body (2) \_\_\_ to fear by increasing the heart rate, making us breathe faster, and focusing our attention on ways to beat the threat. If the brain knows there is no real risk of harm, the (3) \_\_\_ is enjoyable.

On a rollercoaster, young children may not realise there is no threat, and they can (4) \_\_\_ tears. Adults, however, might scream, but then laugh because they recognise there is no real danger.

This phenomenon (5) \_\_\_ explains why people can enjoy bungee jumping and extreme sports. Yes, there is an element of danger, but we know that safety measures lower the risk and this allows us to enjoy the experience. The part of the brain that is (6) \_\_\_ for this is the amygdala, which is where we keep memories that are linked with emotions.

If we are (7) \_\_\_ exposed to a frightening stimulus, the brain gets used to it and we no longer find the experience scary. This is what scientists hope to do in the treatment of the kind of irrational fear that (8) \_\_\_ phobias.

- |                |               |            |               |
|----------------|---------------|------------|---------------|
| 1 A stayed     | B been        | C kept     | D taken       |
| 2 A acts       | B responds    | C replies  | D shows       |
| 3 A affect     | B effect      | C sense    | D idea        |
| 4 A burst into | B break down  | C let down | D deal with   |
| 5 A too        | B as well     | C also     | D and         |
| 6 A reasonable | B responsible | C good     | D sure        |
| 7 A never      | B still       | C now      | D often       |
| 8 A leads to   | B calls for   | C bases on | D starts with |

### Part 2

For questions 9–16, read the text below and think of the word which best fits each gap. Use only one word in each gap.

#### Halloween

Each year on October 31, people around the world celebrate Halloween. Over the centuries, many traditions have combined to create (9) \_\_\_\_\_ holiday we know today. Ancient Celtic customs and Roman festivals, as well as Catholic and European folk traditions have (10) \_\_\_\_\_ influenced the modern holiday of Halloween.

But Halloween isn't only a time for celebration, it's also a time of superstition. For a long time people have (11) \_\_\_\_\_ of Halloween as a day when the dead can return to the Earth, and ancient Celts (12) \_\_\_\_\_ light bonfires and wear special costumes to scare away the spirits. That's why it is now traditional to wear scary costumes on Halloween.

In the 1800s, Halloween (13) \_\_\_\_\_ less of a spiritual occasion and more of a children's holiday. It remained this way (14) \_\_\_\_\_ the 20th century when adults began participating too, dressing up as their favourite scary characters and partying into the night.

The superstitions and beliefs surrounding Halloween may (15) \_\_\_\_\_ changed over the years, but now people of all ages look (16) \_\_\_\_\_ to the costumes, parties, and sweets that form our modern-day Halloween.





# Review 1

## Units 1 & 2

### Part 3

For questions 17–24, read the text below. Complete the gaps with the correct form of the words in capitals.

#### The Running of the Bulls

If you are over 18 and are feeling (17) \_\_\_\_\_, you might want to attend one of the weirdest events in Europe. It's called the *Running of the Bulls* and it takes place in the Spanish city of Pamplona during the San Fermin festival.

(18) \_\_\_\_\_, it involves being chased by 12 bulls through the streets of the town! It sounds (19) \_\_\_\_\_ and it is! Not only are there the bulls to avoid, but there is also the danger of tripping and falling over other runners.

So who would want to participate in something so (20) \_\_\_\_\_?

Thousands of people! The vast majority are young men who are

(21) \_\_\_\_\_ about their chances of finishing the race in one piece.

Most do, but there have been some injuries and deaths.

However, this doesn't seem to bother the (22) \_\_\_\_\_ runners. Every morning for a week in July, they gather at the starting line, waiting

(23) \_\_\_\_\_ for the run to begin. Dressed head to toe in white, and wearing the traditional red scarf and red sash with (24) \_\_\_\_\_, they set off on what could be for many the most exciting thing they will ever do in their lives.

ADVENTURE

BASIC  
DANGER

FRIGHT

OPTIMISM

ENTHUSE

EAGER  
PROUD

### Part 4

For questions 25–30, complete the second sentence so that it has a similar meaning to the first sentence. Do not change the word given. You must use between two and five words, including the word given.

- 25 Jim and I have plans to go to the Folk Art Museum next week.

ARE

Jim and I \_\_\_\_\_ to the Folk Art Museum next week.

- 26 For a while I believed in ghosts, but now I don't.

BELIEVE

I \_\_\_\_\_ in ghosts, but now I don't.

- 27 The last time they celebrated Halloween was in 2005.

SINCE

They \_\_\_\_\_ 2005.

- 28 It's now ten o'clock and the festival started at three o'clock, Joe.

HOURS

The festival started \_\_\_\_\_, Joe.

- 29 Sue is not here; she is at school.

HAS

Sue \_\_\_\_\_ school.

- 30 When you phoned me, I was in the shower.

A

When you phoned me, \_\_\_\_\_ shower.



# 3 Star Quality

<b>Reading:</b>	missing sentences, choosing the right sentences
<b>Vocabulary:</b>	words related to the entertainment business & celebrities
<b>Grammar:</b>	past perfect simple & past perfect continuous, past simple vs past perfect (simple & continuous)
<b>Listening:</b>	multiple matching, identifying synonyms
<b>Speaking:</b>	talking about celebrities, comparing photos
<b>Use your English:</b>	phrasal verbs, prepositions, gapped text, completing missing words in a text
<b>Writing:</b>	story, thinking about the details, using prompts, time, dramatic and concluding phrases



Young model looking out into a big city at night time.



## Reading

**A** What do you know about Cleopatra? Decide whether the following statements are true (T) or false (F).

- 1 She was the last queen of Egypt. ☐
- 2 She was extremely beautiful. ☐
- 3 She had four children. ☐
- 4 She was killed at the age of 30. ☐

**B** Quickly read the text to check your answers.

# THE SEARCH FOR CLEOPATRA

An archaeologist searches for traces of Cleopatra's tomb in the ruins of the Osiris temple in Abusir, Egypt

## Word Focus

**heir:** the person who takes someone's place or title when that person dies

**barricade:** to prevent anyone from coming in by blocking the entrance

**venom:** poison from a snake or insect

**quest:** a search

**sacred:** holy

Archaeologists search for the true face and the burial place of the 'world's first celebrity'.

Cleopatra, even thousands of years after her death, is still a household name. According to the critic, Harold Bloom, she was the 'world's first celebrity'. If history is a stage, no actress has played so many roles: royal daughter, royal mother, royal sister. From 1540 to 1905 she had already been the inspiration for five ballets, 45 operas and 77 plays, the most famous of which must be Shakespeare's *Antony and Cleopatra*. **1** ☐ Her name has been used on countless products and services throughout the world such as board games, dry cleaner's and even a Mediterranean pollution-monitoring project. She is orbiting the sun as the asteroid 216 *Cleopatra*.

The reality, however, appears to be rather different from the reputation that has grown up around the last queen of Egypt. Biographer, Michael Grant explained that the only images of her that do exist are based on unattractive silhouettes on coins. **2** ☐ The Greek historian Plutarch stated that her appearance was not 'the sort that would amaze those who saw her' and was more impressed with her character and persuasiveness. He also spoke of her pleasant voice, describing her as having a 'tongue like a many-stringed instrument'.

Her ability to attract two powerful Roman men: Julius Caesar, with whom she had one son; and Mark Antony, the father of three more children is explained more by her charm than her looks. After the murder of Caesar, Antony and Cleopatra fought against Octavian, Caesar's **heir**, for control of the Roman Empire. They had been fighting for more than a decade when Octavian's forces finally defeated Antony and Cleopatra. **3** ☐ She **barricaded** herself inside her mausoleum. Antony was later brought there to die in Cleopatra's arms. About ten days after Antony had died, Cleopatra committed suicide with the **venom** of a poisonous snake.

The famous couple were buried together, but the location of the grave remains a mystery. For many years, archaeologists have been trying to solve this mystery. Alexandria, where the queen and her ancestors lived for three centuries, was the obvious place for them to search. However, it attracted less attention from archaeologists than more ancient sites along the Nile such as the Pyramids at Giza, because it had been affected by earthquakes, tidal waves and rising seas, in addition to man-made damage. **4** ☐ Underwater

Relief of Cleopatra with her son by Julius Caesar in Dendera, Egypt



**C** Read the *Exam Close-up*. Then underline the important words in the missing sentences in the *Exam Task* below.

**D** Now complete the *Exam Task*. Remember to identify the main points in each paragraph to help you match the missing sentences.

## Exam Task

Six sentences have been removed from the article. Choose from the sentences **A – G** the one which fits each gap (1 – 6). There is one extra sentence which you do not need to use.

- A** It seems that the real Cleopatra, for all her fame, was actually not such a beauty.
- B** When she had walked around the site and photographed it, she became convinced that Cleopatra's tomb was located there.
- C** Most of ancient Alexandria now lies under about 6 metres of water.
- D** However, archaeologists have always paid Cleopatra much less attention.
- E** In the twentieth century, she starred in at least seven films and was played by some of the greatest actresses.
- F** She had planned to be buried outside Alexandria in a **sacred** place alongside her beloved Mark Antony.
- G** When the victorious enemy entered Alexandria in 30 B.C., Cleopatra was in danger.

## Exam Close-up

### Choosing the right sentences

- When choosing the missing sentences, read the complete text first to get a general understanding.
- Then go back and read each paragraph carefully to identify the main points.
- Read the missing sentences and underline and important words or phrases.
- Finally, compare the main points in each paragraph with the missing sentences to complete the text.

**E** Find these words in the article. Then use the words to complete the sentences below.

attention   inspiration   location  
reputation   royal

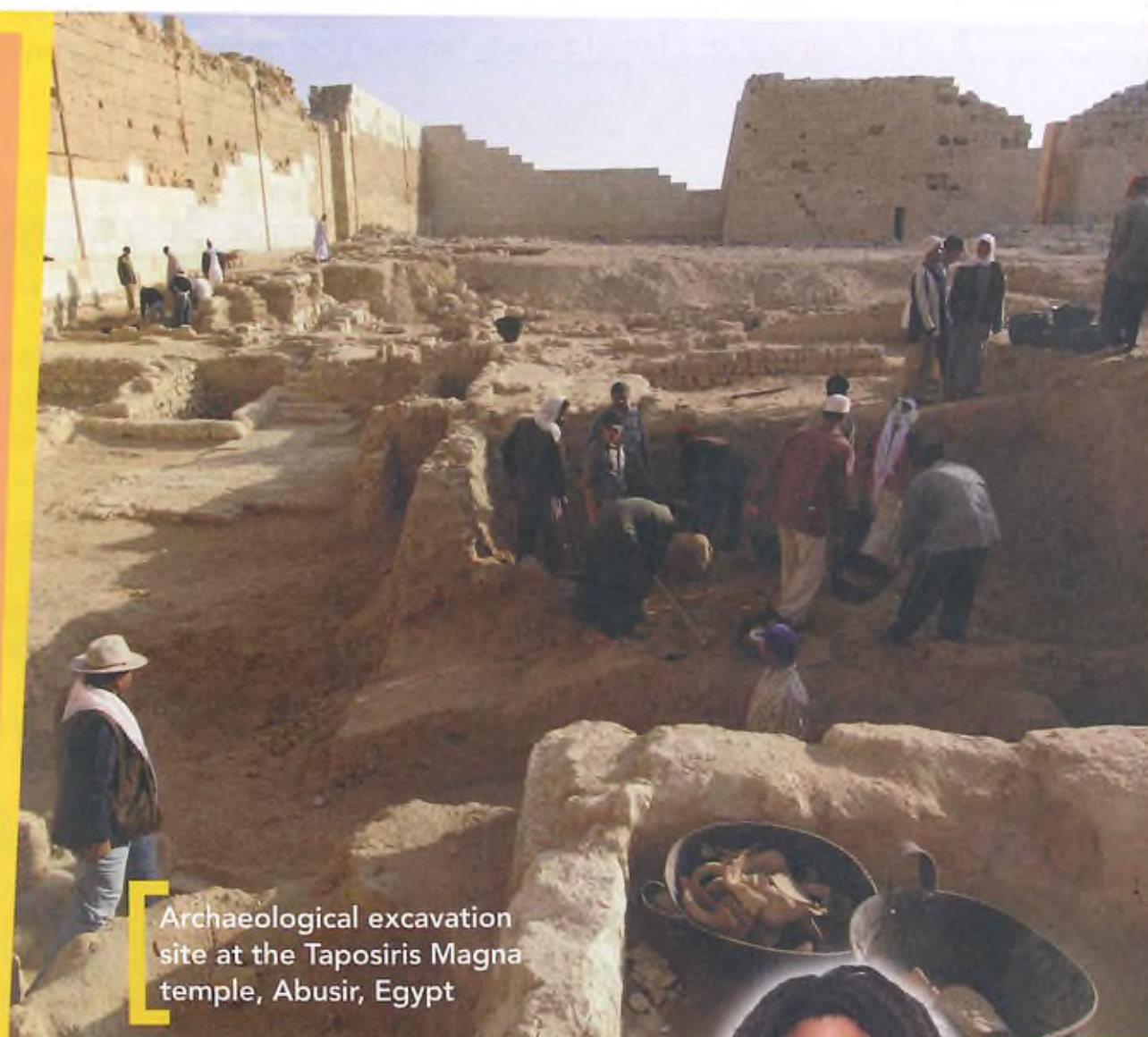
- 1 To avoid the press, the famous couple got married at a secret \_\_\_\_\_.
- 2 The tennis star's success was a(n) \_\_\_\_\_ to many young players.
- 3 Although the singer has a bad \_\_\_\_\_, the journalist found her easy to interview.
- 4 She is a member of the \_\_\_\_\_ family.
- 5 The film didn't attract as much \_\_\_\_\_ as they had hoped.

excavations did not begin until 1992 and although archaeologists were able to understand Cleopatra's world, they failed to find her tomb.

The focus then turned to the desert town of Taposiris Magna, about 45 kilometres west of Alexandria. In Cleopatra's time, it had been a major port. The theory that Cleopatra might be buried there was first put forward by a young archaeology lecturer called Kathleen Martinez from the Dominican Republic. She had managed to persuade Zahi Hawass, the secretary-general of Egypt's Supreme Council of Antiquities, to allow her access to archaeological sites. She visited the ancient city Taposiris Magna, present-day Abu Sir. **5** \_\_\_\_\_ This started a whole new **quest** for Cleopatra in 2005.

Martinez felt sure that modern researchers had missed important clues about Cleopatra's burial place. Although ancient writing does not mention where Cleopatra was buried, Martinez believed that she had prepared everything in advance.

**6** \_\_\_\_\_ The question is where. It seems that even though Cleopatra is everywhere, she is nowhere!



Archaeological excavation site at the Taposiris Magna temple, Abusir, Egypt

## Ideas Focus

- Do you agree with the claim that Cleopatra was 'the world's first celebrity'? Why? / Why not?
- Do you think the celebrities of today will be remembered for many years to come? Why? / Why not?





## Vocabulary

### A Choose the correct answers.

- Winning an Academy Award was quite a(n) \_\_\_\_\_ for the young actress.  
a accomplishment      b effort      c victory
- I can't stand magazines that are full of celebrity \_\_\_\_\_.  
a chatter      b gossip      c rumours
- His last album became a massive \_\_\_\_\_.  
a favourite      b hit      c winner
- She became a TV \_\_\_\_\_ after winning a reality show.  
a character      b figure      c personality
- The actor is \_\_\_\_\_ for his dislike of the paparazzi.  
a influential      b marked      c notorious
- Sadly, not all \_\_\_\_\_ artists become successful.  
a gifted      b qualified      c accomplished
- Sports stars are often \_\_\_\_\_ by major companies.  
a encouraged      b guaranteed      c sponsored
- The footballer lost many of his fans because of the match-fixing \_\_\_\_\_.  
a disgrace      b scandal      c shame

### B Circle the correct words.

- Emma has got stars in her **sight / eyes**, she's training to become an actress.
- Entering a reality show is one way of getting **publicity / PR**.
- I sometimes visit social networking **environments / sites** to find out where my favourite singer is performing next.
- The **winner / victorious** of last year's talent show has just released his first album, I love it!
- I'm a **supporter / fan** of a really famous pop group. I think they're amazing!

### C Complete the text with these words.

account    comments    fans    PR    privacy    publicity    sites    stars

#### In the public eye

Celebrities need a (1) \_\_\_\_\_ manager the way normal people need oxygen – without it, they can't survive. And that's why many of them have turned to Facebook and Twitter, two popular social networking (2) \_\_\_\_\_. Twitter enables them to get closer to their (3) \_\_\_\_\_ and provides them with free (4) \_\_\_\_\_.

Many celebrities have millions of followers on Twitter. Even the most powerful man on earth, Barack Obama, has a Twitter (5) \_\_\_\_\_. However, you won't find President Obama making silly (6) \_\_\_\_\_ or revealing highly personal information. Only the (7) \_\_\_\_\_ do that! In the past, celebrities guarded their (8) \_\_\_\_\_, but the world is a different place now.





# Grammar

## Past Perfect Simple & Past Perfect Continuous

**A** Look at the words in bold. Which sentences use the Past Perfect Simple and which use the Past Perfect Continuous?

- 1 Wendy **had just arrived** at the restaurant when her favourite singer **walked in**.
- 2 I **decided** not to see the film because I **had read** a bad review.
- 3 The contestants **had been living** in the house for six months before they **announced** the winner.
- 4 The fans **had been waiting** for their favourite celebrity all day.

**B** Read the sentences again and answer the questions.

- a Which sentences show an action that was completed before another action started? ☐ ☐
- b Which sentence shows a situation that was in progress for some time before another action interrupted it? ☐
- c Which sentence shows that an action was not complete? ☐

▶ Grammar Focus p.164 (3.1 to 3.2)

**C** Circle the correct words.

- 1 Tina **hadn't sung** / **hadn't been singing** for long when she was discovered and became a star.
- 2 The star **had already given** / **had already been giving** three interviews that day.
- 3 I **had waited** / **had been waiting** in line for concert tickets all morning.
- 4 Mike **hadn't been** / **hadn't been going** to the theatre before.
- 5 Rumours **had gone** / **had been going** around for some time that the singer was getting married.
- 6 **Had you waited** / **Had you been waiting** long in the stadium before the group arrived?
- 7 As soon as I **had left** / **had been leaving** the cinema, it started to rain.
- 8 No one knew that the famous singer **had started out** / **had been starting out** as a shop assistant.

**D** Complete the text with the Past Perfect Simple or the Past Perfect Continuous of these verbs.

find finish fly make not be reach train work

### The woman who fell to Earth

Long before reality TV and the Internet, the biggest celebrities were men and women of action who

- (1) \_\_\_\_\_ afraid to risk their lives. They were the adventurers who (2) \_\_\_\_\_ new lands, the aviators who (3) \_\_\_\_\_ across the world in their tiny planes, and the space explorers who (4) \_\_\_\_\_ the stars.

Valentina Tereshkova is a Russian who, in 1963, became the first woman in space. She



- (5) \_\_\_\_\_ in a factory and was an amateur parachute jumper when she was chosen to be in the Soviet Union cosmonaut programme. Normally, only pilots could enter the programme, but Tereshkova was chosen because of her experience with parachute jumping. She (6) \_\_\_\_\_ more than a hundred jumps.

- She (7) \_\_\_\_\_ for 15 months before her Vostok 6 spacecraft was launched on June 16, 1963. Tereshkova spent three days in space before returning by parachuting from her spacecraft as it fell to Earth. When she (8) \_\_\_\_\_ her mission, she received the 'Hero of the Soviet Union' award.





## Listening

- A** What kind of people become celebrities? Discuss with a partner.
- B**  Underline the key words in the statements below. Then listen to a talk about celebrities and make notes about what you hear. When the talk finishes, choose the statement that best summarises what the speaker says.
- a Members of royalty are no longer interesting enough to be in the public eye.
  - b Opinions about what kind of people become celebrities are not fixed.
  - c The entertainment industry has always produced the majority of stars.
- C** Read the *Exam Close-up*.
- D** Now underline key words in the *Exam Task* statements and think of synonyms or ways of expressing the words in a similar way. An example has been done for you.
- A behaviour: actions, attitude, habits
- E**  Now complete the *Exam Task*.

### Exam Close-up

#### Identifying synonyms

- Underline the key words and expressions in the statements and try to think of other ways of saying them.
- When you listen the first time, try to summarise the main point each speaker makes and take notes.
- The second time you listen, compare your notes with the statements to find the best match.

### Exam Task

You will hear five people talking about meeting celebrities. For questions 1 – 5, choose from the list A – H what each speaker says about the experience. Use the letters only once. There are three extra letters which you do not need to use.

- |                                      |  |
|--------------------------------------|--|
| 1 Speaker 1 <input type="checkbox"/> | A I was pleasantly surprised by this person's behaviour.           |
| 2 Speaker 2 <input type="checkbox"/> | B This celebrity acted like they were royalty.                     |
| 3 Speaker 3 <input type="checkbox"/> | C This famous person lived up to his reputation.                   |
| 4 Speaker 4 <input type="checkbox"/> | D I met this person before he became well known.                   |
| 5 Speaker 5 <input type="checkbox"/> | E This celebrity had a good sense of humour.                       |
|                                      | F The star became very violent.                                    |
|                                      | G At first I thought I'd seen someone who resembled a celebrity.   |
|                                      | H Meeting this well-known person has inspired me to become famous. |

- F**  Listen again and check your answers.

Hollywood Boulevard,  
Los Angeles,  
California, USA

BILLY CRYSTAL





# Speaking

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

- Which famous person would you most like to meet? Why?
- Have you ever seen your favourite singer or band in concert? If so, what was it like?

**B** Look at the four photos in the *Exam Task*. Work with a partner and make a list of words and expressions that relate to the photos, e.g. *paparazzi, fans, famous for ...*

**C** Read the *Exam Close-up*. Then complete the *Exam Task* below. Student A describes the pictures in Task 1 and Student B answers the follow-up question. Then complete Task 2 and change roles. Use the *Useful Expressions* to help you.

## Exam Close-up

### Comparing photos

- Remember to compare the photos and not describe them.
- Look for three to four similarities and differences between them.
- Remember that you have about a minute to compare and then answer the main question.
- Try to keep your answer to the question short and clear.

## Exam Task

Talk about the photographs on your own for about a minute. Compare the photographs and answer the main question.

**1** How do you think each celebrity might be feeling.



Would you like to be famous?

**2** Who is getting the best media attention?



Why are people interested in celebrities?

## Useful Expressions

In both photos there's / I can see ...

One thing they both have in common is ...

Another similarity between the photos is ...

They are both similar in that ...

In the first photo, there's ...

The main difference between the two photos is that ...

In the first photo there's a ... whereas in the second one ...

- In what way can celebrities influence young people?
- Are stars always good role models for young people? Why? / Why not?

## Ideas Focus





## Grammar

### Past Simple vs Past Perfect (Simple & Continuous)

**A** Look at the sentences and answer the questions.

- 1 In 1937, aviator Amelia Earhart **had been flying** across the Pacific Ocean when her plane **vanished** without a trace.
- 2 No one **was able to find out** what **had happened** to her.
- a In each sentence, which action happened first and which one later?
- b In each sentence, which tense was used for the second action?

▶ Grammar Focus p.164 (3.3)



**B** Circle the correct words.

- 1 When I **saw** / **had seen** Bill yesterday, he hadn't sold his car.
- 2 The airplane **already took off** / **had already taken off** when we arrived at the airport.
- 3 As soon as she entered the house, she realised that somebody **broke** / **had broken** in and stolen all her furniture.
- 4 When I **arrived** / **had arrived** at the cinema, my friend Alice had already bought the tickets.
- 5 After I **painted** / **had been painting** my room for an hour, I decided to take a break.
- 6 By the time I **phoned** / **had phoned** her, she had already arranged to go out.

**C** Choose the correct time expression to complete the sentences.

- 1 She had been waiting for an opportunity like this \_\_\_\_ years.  
a for                      b since                      c already
- 2 What exactly had they been doing \_\_\_\_ ?  
a today                      b all day                      c next time
- 3 Mark had never been to a Formula 1 race \_\_\_\_ .  
a after                      b just                      c before
- 4 \_\_\_\_ I had spoken, I regretted it.  
a As soon as                      b While                      c Until
- 5 \_\_\_\_ had the man been following you for?  
a What time                      b How long                      c When
- 6 We had \_\_\_\_ met two years before, and we hadn't liked each other then.  
a never                      b always                      c already

**D** Complete the sentences with the Past Simple or the Past Perfect (Simple & Continuous). Use the verbs given.

- 1 She \_\_\_\_\_ annoyed because the paparazzi \_\_\_\_\_ her all day. (be, follow)
- 2 \_\_\_\_\_ the reporter \_\_\_\_\_ her before he \_\_\_\_\_ his article? (interview, write)
- 3 I \_\_\_\_\_ who the man was only after he \_\_\_\_\_ his sunglasses. (realise, remove)
- 4 Bob \_\_\_\_\_ about auditioning for the talent show, but he \_\_\_\_\_. (think, chicken out)
- 5 The winner of *Talent Show Live* \_\_\_\_\_ the most boring contestant I \_\_\_\_\_. (be, ever/see)
- 6 My brother \_\_\_\_\_ on his mobile phone when he \_\_\_\_\_ into a lamp post. (talk, walk)
- 7 The TV presenter \_\_\_\_\_ his guest when the studio lights \_\_\_\_\_. (just/introduce, go out)
- 8 She \_\_\_\_\_ she could win the talent show, so she \_\_\_\_\_ crying when her name was announced. (not believe, begin)



# Use your English

## Phrasal verbs

**A** Complete the definitions with these phrasal verbs in the correct form.

catch on   come in for   go around  
live up to   look down on   start out

- 1 If gossip or rumours \_\_\_\_\_, they circulate.
- 2 If you \_\_\_\_\_ someone, you think you are better than them.
- 3 When something such as a fashion trend becomes popular, it \_\_\_\_\_.
- 4 If you \_\_\_\_\_ something, you meet expectations or standards.
- 5 If you \_\_\_\_\_ as something, you begin a career in that way.
- 6 If someone or something gets bad reviews, it \_\_\_\_\_ criticism.



**B** Complete the sentences with the correct form of the phrasal verbs from A.

- 1 Sally \_\_\_\_\_ anyone who isn't rich and famous.
- 2 Unfortunately, their last CD didn't \_\_\_\_\_ expectations so it sold poorly.
- 3 Styles that stars wear \_\_\_\_\_ with the general public.
- 4 Alice \_\_\_\_\_ as a waitress, but went on to become a huge pop star.
- 5 Her performance \_\_\_\_\_ a lot of criticism because it was so bad.
- 6 A story is \_\_\_\_\_ that a very famous Hollywood couple have just split up.

## Prepositions

**C** Complete the phrases with these prepositions. You may use a word more than once.

at   behind   by   in   on   to   under   without

- 1 She seems very cold \_\_\_\_\_ public, but \_\_\_\_\_ private she's very friendly.
- 2 Celebrities are always \_\_\_\_\_ pressure to look their best.
- 3 Fame often comes \_\_\_\_\_ a price, which is usually one's privacy.
- 4 Her agent will speak \_\_\_\_\_ her behalf at the press conference.
- 5 \_\_\_\_\_ our astonishment, our neighbour won a competition on TV
- 6 \_\_\_\_\_ all accounts, that model is notoriously difficult to work with.
- 7 The stars seem to get on well, but I wonder what goes on \_\_\_\_\_ the scenes?
- 8 \_\_\_\_\_ a doubt, reality shows are the most entertaining thing on TV at the moment.

**D** Read the *Exam Close-up* and complete the *Exam Task*.

## Exam Task

For questions 1 – 8, read the text below and think of the word which best fits each gap. Use only **one** word in each gap.

### It's a yes from me!

I (1) \_\_\_\_\_ been watching one of those popular talent shows on TV when to (2) \_\_\_\_\_ surprise, my grandmother walked on stage! My mum had (3) \_\_\_\_\_ sitting in the audience and waved to the camera, as though she was (4) \_\_\_\_\_ directly to me. She had said (5) \_\_\_\_\_ she left the house this morning that I couldn't miss the show, but at the time I had no idea why! My grandmother had (6) \_\_\_\_\_ her special talent a secret all these years and my mum thought it was time to let it out, so had (7) \_\_\_\_\_ her to enter the show. And what a wonderful singer my grandmother was – she had an amazing voice and (8) \_\_\_\_\_ in her eyes!

## Exam Close-up

### Completing missing words in a text

- Before you complete the missing words, read the whole text through to get a general understanding.
- Then, complete the gaps with the missing words, keeping in mind the language you have studied in this unit.
- Finally, read the whole text again checking that the gaps you have completed work well with the text.



## Writing: a story (1)

### Learning Focus

#### Thinking about the details

- Keep your storyline simple and remember to include information on these aspects of your story: place, time, characters and action.
- Since you are telling a story, you will need to use narrative tenses for the reader to follow the sequence of events. You should also use linking words, particularly time phrases.
- It's a good idea to vary your structures. For example, you can use direct speech from the characters to make your story more vivid. If you use direct speech, be careful with punctuation.



**A** Choose the most interesting sentence to follow each prompt and justify your choice. Why aren't the other options as good? How can you improve them?

- Catherine answered the door and got the shock of her life.
  - No one was there, but she looked down and saw a black package.
  - An old friend from the past, who she hadn't seen in years, was standing on her doorstep.
- When the letter finally arrived, I couldn't believe it.
  - As I ripped open the envelope and pulled out the letter I was shaking like a leaf.
  - I didn't know what it said, so I opened it very quickly and read it.
- It had been the best day of Danny's life.
  - As he sat on his bed thinking about it, he was smiling from ear to ear.
  - The surprise was fantastic and he would never forget it.

**B** Now, write your own sentence to follow this prompt:

*Henry was sure he was making the right decision.*

**C** Read the writing task below. Imagine you are going to write this story. Answer the questions below.

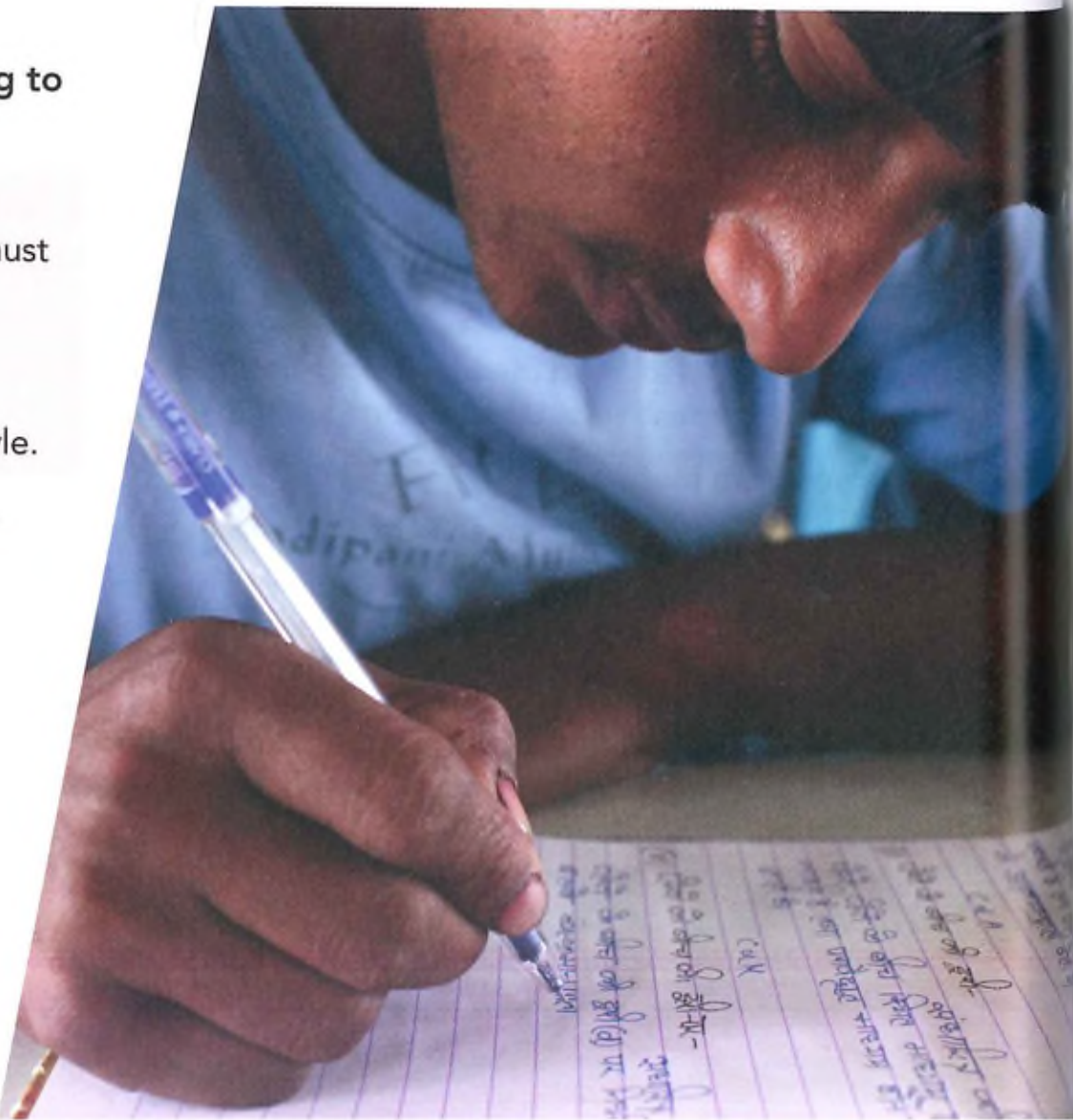
You have decided to enter an international short story competition. The competition rules say that the story must begin with the words:

*Mark couldn't believe his good luck.*

Write your story in 140–190 words in an appropriate style.

- Where does the story take place?
- When does it take place?
- Who is/are the main character(s)?
- What happens?

**D** In your notebook, write your own first paragraph, starting with the prompt sentence in C. Try to write your paragraph in 15 minutes.





**E** Read the example story. How does the first paragraph compare to yours?

Mark couldn't believe his good luck. He was watching his favourite television show, *Talent Show Live*, when suddenly the presenter announced, 'Mark Kaowtch-Potaytow, you are this week's home winner!'

Mark leaped off the couch. He was absolutely stunned. He had never won anything before in his life. A little later, he called the number on the screen. 'I'm Mark Kaowtch-Potaytow,' he said excitedly. The man on the phone congratulated him warmly and then told him about the prize. Mark couldn't believe his ears!

He was going to meet his favourite singer, Musky Beaver. Mark desperately wanted to be a celebrity and he was looking forward to getting some tips from Musky. Finally, the big day Mark had been eagerly waiting for arrived! Unfortunately, it didn't turn out as Mark had hoped. Musky spent most of the time talking on his mobile. As if that wasn't enough, he was incredibly rude and arrogant and didn't even want to give Mark his autograph.

Mark was bitterly disappointed, and he decided that he no longer wanted to be famous. He didn't want to become like Musky!

**F** Replace the underlined words in the story with these phrases/expressions.

at last   not long afterwards   out of the blue  
to make matters worse

**G** Read this plan and the *Exam Close-up*. Then make your plan for the *Exam Task* below.

**Plan**

Paragraph 1: Set the scene.

Paragraph 2: Write the main part of the story.

Paragraph 3: Write the climax of the story.

Paragraph 4: What happened after the climax?

*Note: You may write three paragraphs and put the main part of the story, including the climax, in paragraph 2.*

**H** Now complete the *Exam Task*. Use the *Useful Expressions* to help you. Remember to use narrative sentences so the sequence of events in your story is clear.

**Exam Task**

Your teacher has asked you to enter a story writing competition for an English speaking magazine. Your story must begin with this sentence:

**I had never felt so nervous before in my life.**

Write your story in 140 – 190 words in an appropriate style.

**Exam Close-up**

**Using prompts**

- For the story task you will be given a prompt sentence. Your story must continue from the prompt sentence or end with the prompt sentence, depending on the instructions. You must not change the words given in that sentence.
- Use linking phrases to link events in your story.
- Use narrative tenses and time phrases so the sequence of events in your story is clear.



**Useful Expressions**

**Time phrases**

One day, ...  
It all began ...  
At first, ...  
Before ...  
Previously ...  
Earlier ...

Not long afterwards, ...  
Later that day, ...  
A little later, ...  
Meanwhile, ...

**Dramatic phrases**

Suddenly, ...  
All of a sudden, ...  
Without warning, ...  
Out of the blue ...  
Quite unexpectedly ...  
Just then ...

**Concluding phrases**

Finally, ...  
At last, ...  
Eventually, ...  
When it was all over, ...  
Looking back now, ...  
In the end, ...



# 3 Confucianism in China

## Before you watch

**A** Confucius was one of China's greatest thinkers. Read some of his quotes below. What do you think they mean?

- 1 'Choose a job you love, and you will never have to work a day in your life.'
- 2 'He who knows all the answers has not been asked all the questions.'
- 3 'You cannot open a book without learning something.'
- 4 'The man who asks a question is a fool for a minute, the man who does not ask is a fool for life.'
- 5 'Give a bowl of rice to a man and you will feed him for a day. Teach him how to grow his own rice and you will save his life.'



## While you watch

**B** Watch the video clip and decide if these statements are true or false. Write T for true and F for false.

- 1 Confucius was one of China's most famous leaders. ☐
- 2 The warlords weren't peaceful leaders and they didn't listen to Confucius. ☐
- 3 Confucius' philosophy was adopted three hundred years after his death. ☐
- 4 It is no longer important for young people to respect their elders in China. ☐
- 5 Confucius believed that learning couldn't be a pleasant experience. ☐
- 6 Confucianism has influenced modern Chinese society. ☐

## After you watch

**C** Complete the summary of the video clip below using these words.

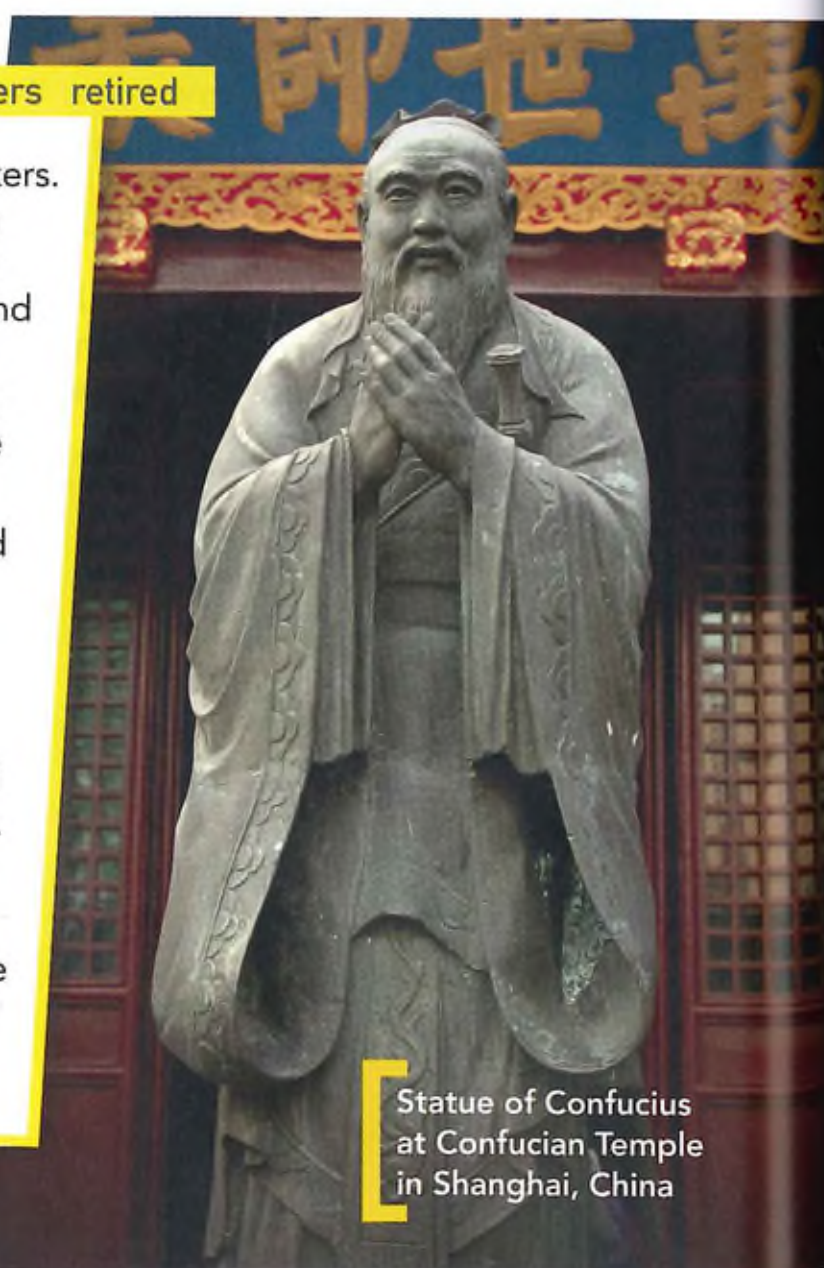
adopted dynasty foundations hard influences moral philosophers retired

Over thousands of years, China has been influenced by great leaders and thinkers. One of its most famous (1) \_\_\_\_\_ was Confucius, who lived from 551 to 479 B.C. The Zhou dynasty ruled central China at the time; however, its warlords fought amongst themselves for land and power. The result was war and unhappiness in China. Confucius travelled across China and told people of his (2) \_\_\_\_\_ and ethical ideas which he hoped would restore order, justice and prosperity. Unfortunately, the warlords did not listen to him and the (3) \_\_\_\_\_ continued to decline.

After Confucius (4) \_\_\_\_\_, he taught his followers who continued to develop his ideas after his death. Three hundred years after Confucius died, the Han Dynasty (5) \_\_\_\_\_ Confucianism as its official government policy.

Confucianism still (6) \_\_\_\_\_ modern China. The way many Chinese people live their lives; doing what is best for their family, studying and working (7) \_\_\_\_\_ reflect many of Confucius' philosophies of life. He held the belief that those who are dutiful and live in harmony with others will always prosper.

This 2500-year-old philosophy was the centre of Chinese civilisation and culture for centuries and it is believed to be at the (8) \_\_\_\_\_ of modern Chinese society today.



Statue of Confucius at Confucian Temple in Shanghai, China



## Ideas Focus

- Can you name a great philosopher from your country?
- Does it take a special type of person to become famous? Why? / Why not?



# 4 City Living

<b>Reading:</b>	multiple-matching, skimming and scanning for specific information
<b>Vocabulary:</b>	city living-related words
<b>Grammar:</b>	future forms, countable & uncountable nouns, quantifiers
<b>Listening:</b>	multiple-choice questions, preparing to listen
<b>Speaking:</b>	talking about living in urban and rural areas, decision making, expressing opinions, agreeing, disagreeing & partly agreeing
<b>Use your English:</b>	phrasal verbs, collocations & expressions, multiple-choice, choosing the correct word
<b>Writing:</b>	article, examples, engaging your reader, keeping your reader interested, direct & indirect questions, talking about the future

Kids at the Crown Fountain, designed by Spanish artist Jaume Plensa in Chicago, Illinois, USA



# 4 City Living

## Reading

**A** What are the advantages and disadvantages of living in a big city? Discuss the following with a partner.

- safety
- transport
- environment
- work
- leisure time
- community

**B** What do you think it would be like to live in these cities? Read the article and see how many of your ideas were right.

## Word Focus

**slum:** a very poor and crowded area in a city

**discrimination:** treating a group of people unfairly because of their skin colour, religion, etc

**ethnic group:** a group of people with a particular nationality

**immigrant:** a person who has come to a different country to live there permanently

**mugged:** attacked and robbed in a public place

**gritty:** rough and not attractive

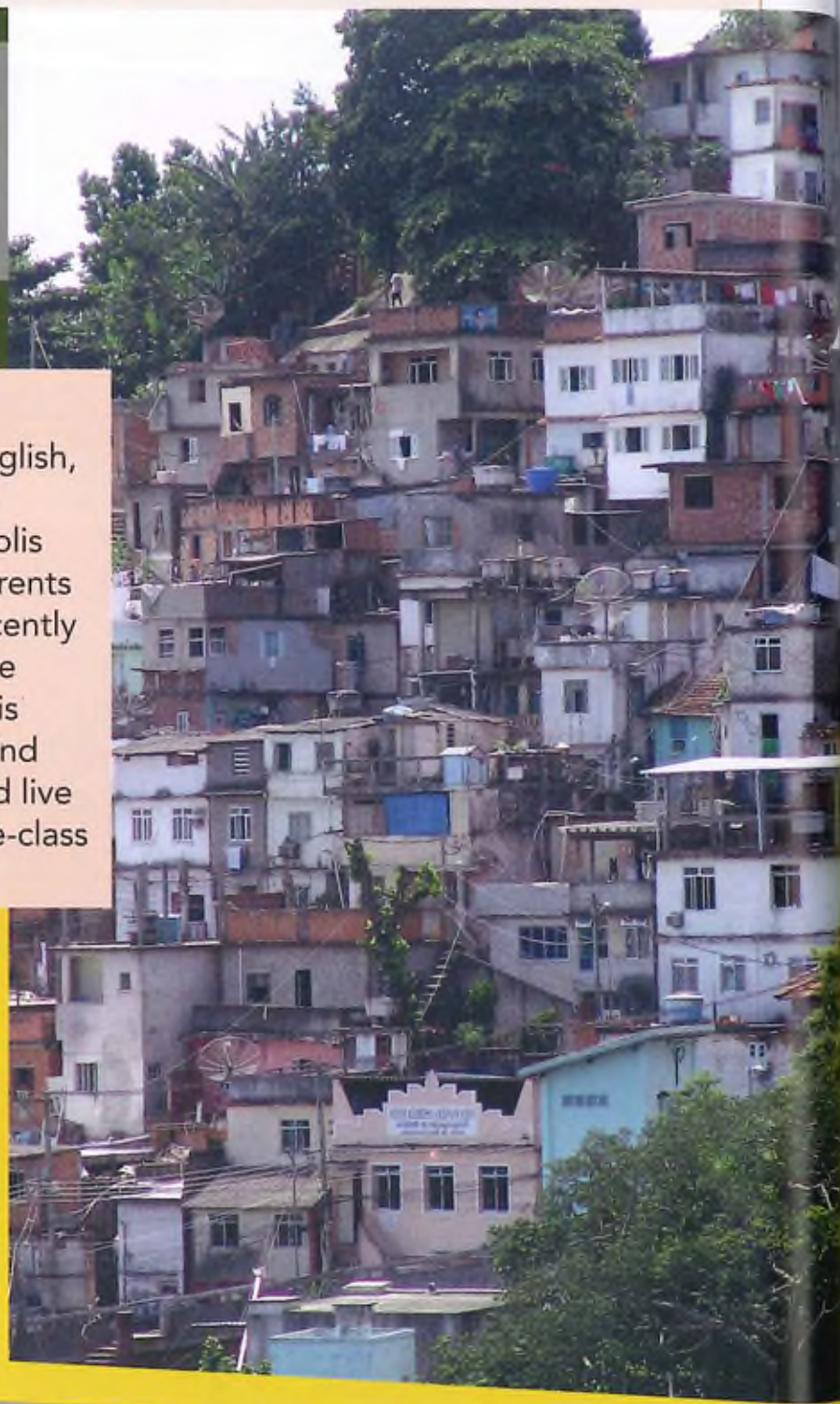
## BIG CITY LIVING

**A** Carolina, 17 (Sao Paulo, Brazil)

I live in Heliopolis, a favela in Sao Paulo. A favela is called a **slum** in English, so you can probably guess what it's like. Most favelas began as illegal settlements, where poor workers built very simple homes, and Heliopolis is no exception. My house has three small rooms and I live with my parents and two brothers, so we're cramped. A cousin from Rio de Janeiro recently asked me if I would prefer to live in a more attractive district. I suppose a larger house on a pretty street would be nice, but to me, Heliopolis is special because it has so much community spirit and I don't think I'd find that anywhere else. The Heliopolis residents are warm and friendly and live well together. The problem is the **discrimination** we suffer from middle-class neighbourhoods that look down on us.

**B** Ben, 16 (Sydney, Australia)

Sydney is a city on the water that is also close to mountains, so we have a great lifestyle here. Not many cities can combine urban living with such activities in the fresh air. I surf at the local beach, but I do have to be careful about sharks - they're a real threat! Another great thing about Sydney is the mix of different **ethnic groups** and cultures; just in my street, there are families with backgrounds from Croatia, Lebanon, Vietnam, China and India. That's typical in this city. My own grandparents came here from Wales in the 1960s. There are opportunities for everyone here and resources for **immigrants** and disadvantaged people. I think we're really fortunate to live in a metropolis that has so much to offer and so few of the problems that affect other major cities. I'd love to travel and see the world one day, but Sydney will always be home.





**C** Read the *Exam Close-up*. Then read the *Exam Task* below and underline the key words.

**D** Now complete the *Exam Task*.

## Exam Task

You are going to read an article about four teenagers who live in big cities. For questions 1 – 10, choose from the teenagers (A – D). The teenagers may be chosen more than once.

### Which teenager

- 1 is from a city with two distinct architectural styles? ☐
- 2 lives in a disadvantaged area? ☐
- 3 has never been a victim of crime? ☐
- 4 enjoys an active outdoor life? ☐
- 5 is proud of their city's place in the world? ☐
- 6 talks about a feeling of belonging in the neighbourhood? ☐
- 7 dislikes it when some people break the law? ☐
- 8 is in a city that has welcomed many new residents? ☐
- 9 mentions a popular pastime in their city? ☐
- 10 feels lucky to live in their city? ☐

### Exam Close-up

#### Skimming and scanning for specific information

- Before you read the text, underline the key words in the questions.
- Skim read the text to get the main ideas.
- Scan the text to look for specific information which matches the key words in the questions.

**E** Find the meaning of the words in the article. Then use the words to complete the sentences below.

district (para A) community (para A)  
resident (para A) metropolis (para B)  
alley (para C) pedestrian (para D)

- 1 Only one \_\_\_\_\_ in the street complained about the noise from the party.
- 2 The local council is responsible for collecting the rubbish in our \_\_\_\_\_.
- 3 Tokyo, the capital city of Japan, is a huge \_\_\_\_\_ with millions of inhabitants.
- 4 This is a dangerous road to cross; a \_\_\_\_\_ was nearly killed here last week.
- 5 The largest Greek \_\_\_\_\_ outside of Greece is in Melbourne, Australia.
- 6 Don't park your motorbike in the \_\_\_\_\_ because it isn't safe there.

### C Alison, 16 (New York City, USA)

New York has a reputation as a dangerous city. Personally, I've never been **mugged** and I've never seen any kind of violence, but there are times when I do feel insecure. It really depends on what neighbourhood I'm in. Some are worse than others, so I just have to be careful where I go and when I go there. For example, I wouldn't walk down a dark alley alone at night. It's just common sense to avoid certain places, and it's something you would do in any big city. On the plus side, though, there's a buzz and energy in New York that no other city has. You feel that things are happening here and that you're part of something special. We New Yorkers like to think our city is the centre of the universe. I'm sure some people would disagree, but for me, it truly is the most exciting city on Earth.



### D Petros, 17 (Athens, Greece)

It's hard to describe Athens. For most foreigners, it's a city famous for its ancient ruins, but they don't see the **gritty** side. It has its fair share of ugly modern buildings and graffiti, too. I suppose you could say it's a city of contrasts. Another thing that characterises Athens are the pedestrian-only areas in different parts of the city. There are cafes, pastry shops and restaurants with outside seating in these areas, but cars and motorbikes drive through them illegally! That kind of behaviour is typical, too. I find it pretty annoying, but there aren't enough police to stop them. Speaking of cafes, Athenians spend a lot of time there. It's another feature of Athenian life. Spending two or three hours over a coffee is acceptable, and no one is pressured to drink up and leave. Unlike other cities, we never drink coffee on the run. It has to be enjoyed, and preferably with friends!

### Ideas Focus

- What are the best things about city living?
- Would you live in the countryside? Why? / Why not?



## Vocabulary

### A Match the definitions with these words.

- |                     |   |
|---------------------|---|
| 1 flatmate          | <input type="checkbox"/>                          |
| 2 inhabitant        | <input type="checkbox"/> <input type="checkbox"/> |
| 3 landlord/landlady | <input type="checkbox"/>                          |
| 4 lodger            | <input type="checkbox"/>                          |
| 5 occupant          | <input type="checkbox"/> <input type="checkbox"/> |
| 6 resident          | <input type="checkbox"/> <input type="checkbox"/> |
| 7 squatter          | <input type="checkbox"/>                          |
| 8 tenant            | <input type="checkbox"/>                          |

- A A person who pays rent for the use of a building.  
 B A person who lives in an empty building without permission.  
 C A person who pays for a room in someone else's house.  
 D A person you share an apartment with.  
 E A person who owns a building and receives rent for it.  
 F A person who lives in a place.

### B Complete the sentences with these words.

commercial district industrial inner outskirts residential suburb urban

- James lives on the \_\_\_\_\_ of the city and it takes him ages to get to the city centre.
- The majority of the world's population lives in \_\_\_\_\_ areas, which is why cities are so crowded.
- We're looking for a new house with a garden in a quiet \_\_\_\_\_ area that is close to schools.
- It's crazy on Saturday mornings in the \_\_\_\_\_ area as everyone is out doing their shopping.
- I don't like \_\_\_\_\_ city areas because they're usually dirty, full of graffiti and really ugly!
- I grew up in a(n) \_\_\_\_\_ of Melbourne called Clayton which is about 20 kilometres from the city centre.
- Fifth Avenue in Manhattan is in the most expensive shopping \_\_\_\_\_ in the world.
- Many factories are located in the \_\_\_\_\_ park on the edge of town.

### C Circle the correct words.

- We drove along a tree-lined **alley / avenue** and then turned right into a narrow **alley / avenue**.
- I stepped onto the **pavement / parking meter**, locked my car and put some coins into the **pavement / parking meter**.
- As she approached the **junction / traffic light**, she slowed down because the **junction / traffic light** was red.
- Basil damaged his car because he was looking for a **street sign / speed bump** and didn't see the **street sign / speed bump**.
- Drivers must always stop at a **pedestrian area / zebra crossing** and they must never enter a **pedestrian area / zebra crossing**.
- Don't drive over the **speed cameras / speed limit** because there are **speed cameras / speed limit** everywhere and you will be caught!

### D Work with a partner. Where are these streets and what are they famous for?





# Grammar

## Future Forms

**A** Read the sentences a–k and match them to the uses 1–11.

- |  |   |                          |
|--|---|--------------------------|
| a Henry has decided he's <b>going to become</b> an architect.          | 1 Future Simple for predictions   | <input type="checkbox"/> |
| b <b>Will you help</b> me with my project on green roofs?              | 2 Future Simple for decisions taken at the moment of speaking                     | <input type="checkbox"/> |
| c The old tenants <b>will have moved out</b> of the flat by Friday.    | 3 Future Simple for requests  | <input type="checkbox"/> |
| d Cities <b>will become</b> more crowded in the future.                | 4 Future Simple for promises  | <input type="checkbox"/> |
| e By December, I <b>will have been working</b> for ten years.          | 5 Future Continuous for actions/situations in progress at a future time           | <input type="checkbox"/> |
| f Watch out! The ladder <b>is going to fall</b> !                      | 6 <i>Be going to</i> for intentions   | <input type="checkbox"/> |
| g <b>Shall we go</b> to the cinema tonight?                            | 7 <i>Be going to</i> for predictions based on evidence                            | <input type="checkbox"/> |
| h The estate agent <b>will be showing</b> us the house at one o'clock. | 8 Future Perfect Simple for events that will happen before a specific future time | <input type="checkbox"/> |
| i Don't worry. I'll <b>do</b> the housework before you get home.       | 9 Future Perfect Continuous for long actions/situations before a future time      | <input type="checkbox"/> |
| j <b>Shall I go</b> to the supermarket for you?                        | 10 <i>Shall</i> for offers  | <input type="checkbox"/> |
| k I think I'll <b>take</b> the bus today.                              | 11 <i>Shall</i> for suggestions   | <input type="checkbox"/> |

➤ Grammar Focus p.164 & 165 (4.1 to 4.5)

**B** Circle the correct words.

- Wait a minute. I **will get / will be getting** dressed very quickly.
- Sue will have **been working / will work** here for ten years by the end of the month.
- Mary **won't eat / won't have eaten**, so let's take her a sandwich.
- Mum **will be finishing / will have finished** cooking by the time we arrive.
- When I get home in the afternoon, my brother **will be watching / will watch** his favourite TV programme.
- Don't forget. The plane **lands / will land** at 7 pm.

**C** Complete the second sentences so that they have a similar meaning to the first sentences. Use the word in bold.

- I'm going to the city centre tomorrow and I'm going to buy a pair of shoes. **when**  
\_\_\_\_\_ to the city centre tomorrow, I will buy a pair of shoes.
- Their meeting at the town hall is on Saturday. **having**  
They \_\_\_\_\_ at the town hall on Saturday.
- Hurry up, Mark! We'll get to the station after the train leaves. **will**  
By the time we get to the station, the train \_\_\_\_\_.
- The traffic light must change to green before you can go. **until**  
You can't go \_\_\_\_\_ to green.
- Oh, no! That bridge looks shaky! **to**  
Oh, no! That bridge \_\_\_\_\_ collapse!
- I started building my new house in February and it's now April. **have**  
By May, I \_\_\_\_\_ my new house for four months.

Hieronymites Monastery,  
Lisbon, Portugal



# 4 City Living

## Listening

### A Circle the correct words.

- 1 A person who lives in a city is a **city-dweller** / citizen.
- 2 Constant annoying sound is called noise **level** / pollution.
- 3 The countryside is a(n) **urban** / rural area.
- 4 If a part of the brain regulates something, it **controls it** / makes it normal.
- 5 If you visit the city on a regular basis, you **rarely** / often go there.
- 6 Town planners are people whose job it is to **design towns and cities** / organise events in urban areas.

### B 4.1 ▶▶ Listen to three speakers and answer the questions. There is one question for each speaker.

- 1 What kind of place does the woman describe Brighton as?
- 2 Why doesn't the man like cities?
- 3 What kind of people has the woman met in Brighton?

### C 4.1 ▶▶ Now listen again and choose the best answer (a, b or c) for questions 1–3 in B.

- 1 a a rural village on the coast  
b a large inland city  
c a city by the sea
- 2 a He can't find employment there.  
b He would rather live somewhere quieter.  
c He likes to be by the sea.
- 3 a people from her hometown  
b mainly local people  
c people from different backgrounds

### D Read the *Exam Close-up* and underline the important words in the *Exam Task*.

### E 4.2 ▶▶ Now complete the *Exam Task*.

## Exam Close-up

### Preparing to listen

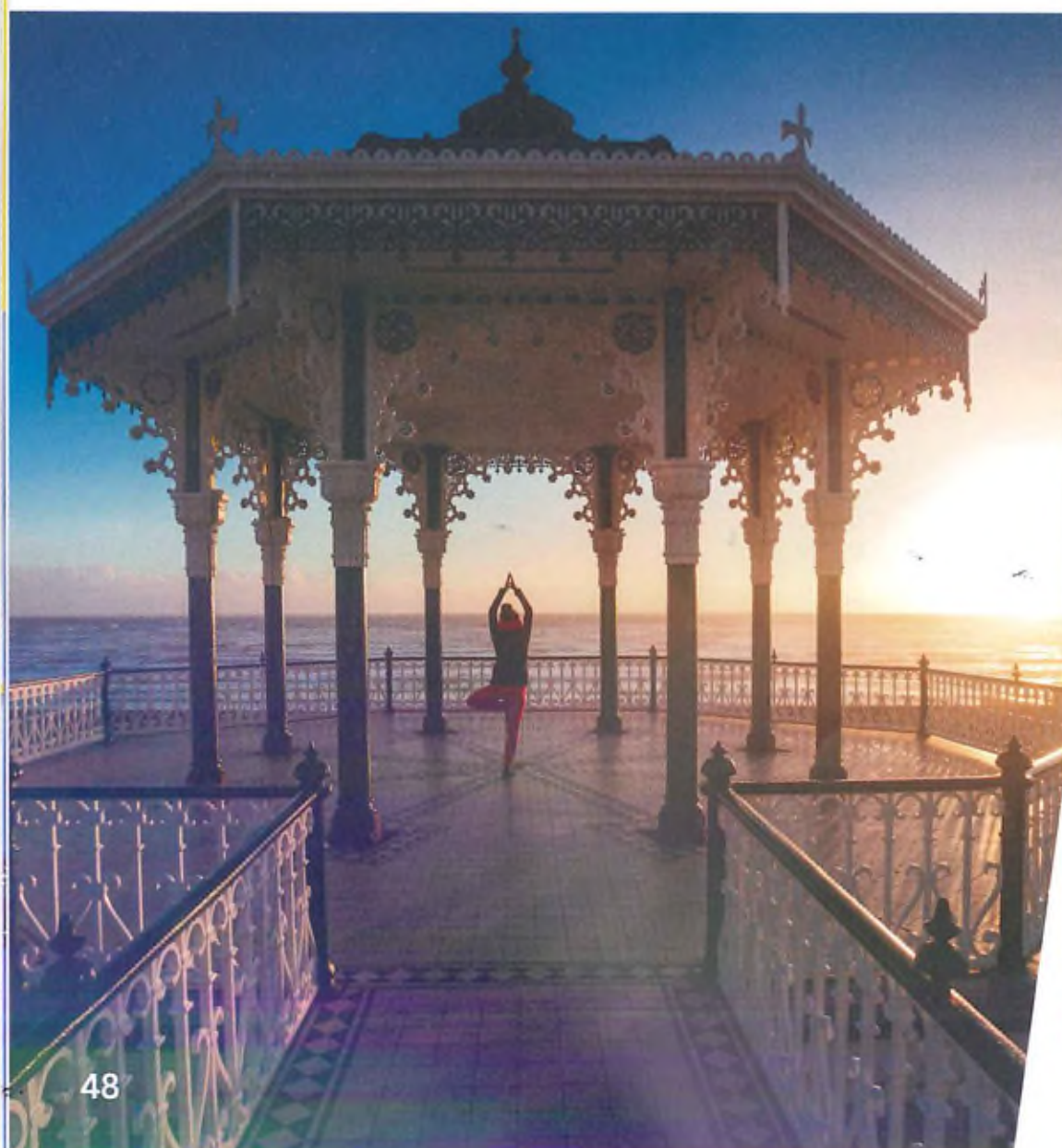
- Before you listen to an interview in the exam, make sure you understand all the questions first.
- Underline the important words in the multiple-choice questions and answers.
- Make notes while you listen and don't worry if you can't answer a question – go on to the next one.
- Then go back and complete the answers you missed. Don't leave any questions. Guess if you have to!

## Exam Task

You will hear an interview with a psychologist called Karen Black, who's talking about the effects of city living on health. For questions 1 – 6, choose the best answer (a, b or c).

- 1 What does Karen Black claim will happen by 2050?
  - a There will be more job opportunities in rural areas.
  - b Salaries will be higher in cities.
  - c The majority of people will live in cities.
- 2 In comparison to those in rural areas, people who live in cities
  - a have higher stress levels.
  - b have a lower standard of living.
  - c have fewer job opportunities.
- 3 In the city
  - a crime is on the rise.
  - b there is enough room for everyone.
  - c it isn't as noisy as in rural areas.
- 4 People who live in the suburbs
  - a have a higher quality of life than rural dwellers.
  - b are negatively affected by the stresses of the city.
  - c rarely travel to urban areas.
- 5 What has Karen's research proved?
  - a that city-dwellers' brains operate differently to rural-dwellers' brains
  - b that the amygdala regulates emotions
  - c that mood swings are more common in city-dwellers
- 6 Who does Karen say these results might be useful to?
  - a mental health patients
  - b town planners
  - c health-care workers

### F 4.2 ▶▶ Listen again and check your answers.





# Speaking

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

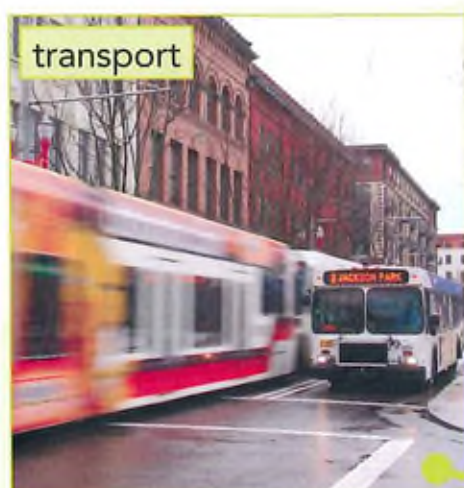
- Do you live in an urban or a rural area?
- What are the advantages and disadvantages of the place where you live?
- How could your hometown become a better place to live?

**B** Write down as many positive features of big cities as you can think of in one minute. Then look at the pictures in the *Exam Task* to see if any of these are illustrated by the pictures.

**C** Read the *Exam Close-up*. Then complete the *Exam Task* in pairs. Use the *Useful Expressions* to help you.

## Exam Task

Imagine that your class has to do a presentation on the most important benefits about living in a city. Here are some ideas. Talk together about each of the suggestions.



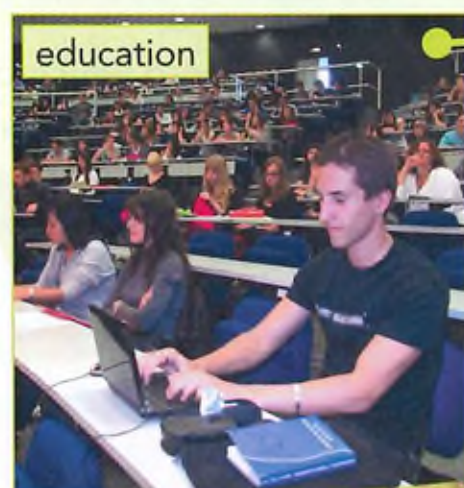
transport



entertainment



health services



education



cultural activities and shopping areas



technology

What are the advantages of living in a city?

## Exam Close-up

### Expressing opinions

- Remember it's important to interact with your partner when you do this task.
- Don't forget to ask for and give opinions, and agree and disagree with your partner.
- Listen carefully to what your partner says and see if you can add ideas or give contrasting points of view.

Now you have one minute to decide which two benefits should go in the presentation.

## Useful Expressions

### Agreeing

Yes, you're (absolutely) right about ...

I couldn't agree more that ...

I agree entirely with you when you say ...

### Disagreeing

I don't think it's true that ...

I'm sorry, but I don't really agree that ...

I'm afraid I disagree with you about ...

### Partly agreeing

I agree with you up to a point about ...

I'm not entirely convinced that ...

## Ideas Focus

- How are people who live in cities different from those who live in the countryside?
- Some people think cities are lonely places? Do you agree?





## Grammar

### Countable & Uncountable Nouns

**A** Countable nouns can be singular or plural. Uncountable nouns refer to abstract ideas or things that cannot be counted. They cannot be used with an indefinite article *a/an* and they cannot be made plural. Look at the sentences below. Which of the nouns in bold are countable (C) and which are uncountable (U)?

- 1 The air in cities is dirty and there is **rubbish** in the streets. ☐ ☐
- 2 We're looking for **accommodation**. Is there a **hotel** nearby? ☐ ☐
- 3 There are lots of **shops** in the centre, but **business** isn't good. ☐ ☐
- 4 Jack hasn't got any **money**. He needs **work**! ☐ ☐
- 5 Very important **research** is done in these two **laboratories**. ☐ ☐
- 6 All the **vehicles** in this city create terrible **traffic**. ☐ ☐

**B** The nouns below can be both countable and uncountable depending on their meaning. Explain the different meanings.

experience fire glass hair light noise  
paper room

**D** Which of these sentences are correct (C) or incorrect (I)?

- 1 Take the rubbishes outside, please. \_\_\_\_\_
- 2 There is some good news for you in this letter. \_\_\_\_\_
- 3 Hurry up! We don't have many time. \_\_\_\_\_
- 4 The police were asking questions about Carol. \_\_\_\_\_
- 5 We're still waiting for some new equipments. \_\_\_\_\_
- 6 He gave me a useful advice. \_\_\_\_\_

**E** Match the phrases with the nouns.

- |               |                          |          |
|---------------|--------------------------|----------|
| 1 a piece of  | <input type="checkbox"/> | a soup   |
| 2 a carton of | <input type="checkbox"/> | b bread  |
| 3 a loaf of   | <input type="checkbox"/> | c cake   |
| 4 a cup of    | <input type="checkbox"/> | d tuna   |
| 5 a bowl of   | <input type="checkbox"/> | e milk   |
| 6 a tin of    | <input type="checkbox"/> | f coffee |

### Be careful

- 1 A few uncountable nouns end in -s, but they follow the rules for uncountable nouns and take a singular verb. Some of these nouns are *news, maths, physics, economics, politics, athletics*.  
Maths is my best subject.
- 2 Some nouns only have a plural form and take a plural verb. They include *clothes, jeans, trousers, feelings, glasses, scissors, outskirts*.  
The outskirts of the city are too far from the centre.

Grammar Focus p.166 (4.6 to 4.8)

### Quantifiers

**C** Some quantifiers can be used only with countable or uncountable nouns, while others such as *some, any, no, lots of* and *a lot of* can be used with both. Look at the words in bold in the sentences and complete the gaps.

Few people like living in this village because there aren't many services and there isn't much entertainment, so young people have little interest in staying here.

- 1 \_\_\_\_\_ and \_\_\_\_\_ can only be used with countable nouns.
- 2 \_\_\_\_\_ and \_\_\_\_\_ can only be used with uncountable nouns.

**F** Read the text below and think of the word which best fits each gap. Use only one word in each gap.



### Lisbon

Very (1) \_\_\_\_\_ cities in Europe are like Lisbon, Portugal's unique capital. Apart from its distinctive *fado* music and incredible cuisine, visitors notice something else – the amount of graffiti that can be seen across the city.

There's something special about (2) \_\_\_\_\_ of the graffiti. Lisbon has so (3) \_\_\_\_\_ empty buildings that the city asked graffiti artists to decorate them with giant murals. In fact, it is estimated that the number of abandoned buildings just in the city centre is over 4,000. Crumbling buildings that were boarded up have come to life again as canvases for (4) \_\_\_\_\_ urban artists.

Some residents believe that it has brightened up the city centre and added to its charm, but others disagree. They have (5) \_\_\_\_\_ interest in urban art and would prefer to have (6) \_\_\_\_\_ graffiti at all.



# Use your English

## Phrasal verbs

### A Match the phrasal verbs to their meanings.

- 1 get away ☐ 4 move out ☐  
 2 hang out ☐ 5 settle down ☐  
 3 move into ☐

- a start living a fixed and routine life  
 b leave a place you live in  
 c go on holiday or for a short break  
 d spend time socially  
 e start living in a place

### B Complete the sentences with the correct form of the phrasal verbs from A.

- 1 After finding a good job in the city, Harry decided it was time to get married and \_\_\_\_\_.  
 2 I'm \_\_\_\_\_ of my flat tomorrow and my friends are helping me to pack.  
 3 Lots of teenagers who live in cities \_\_\_\_\_ with their friends at malls.  
 4 I can't stand the pollution in the city! I need to \_\_\_\_\_ for a few days.  
 5 Alicia is so excited! She's \_\_\_\_\_ her new flat tomorrow!

## Collocations & Expressions

### C One word completes all of these phrases. Write the word and then complete the sentences with the phrases.

home \_\_\_\_\_  
 ghost \_\_\_\_\_  
 talk of the \_\_\_\_\_  
 night on the \_\_\_\_\_  
 paint the \_\_\_\_\_ red  
 \_\_\_\_\_ hall

- 1 I've just won the lottery! Let's \_\_\_\_\_!  
 2 Archie lives in Edinburgh now, but Glasgow is his \_\_\_\_\_.  
 3 The new archaeological museum is the \_\_\_\_\_.  
 4 The mayor asked the residents to attend a meeting at the \_\_\_\_\_.  
 5 Factories closed down, people moved away and Alley became a \_\_\_\_\_.  
 6 Let's go out for dinner and a film; we haven't had a \_\_\_\_\_ in ages.

### D Read the *Exam Close-up*. Then quickly read the text in the *Exam Task* and answer the questions.

- 1 How does city living make many people feel?  
 2 In what kind of building do many city-dwellers live?

### E Complete the *Exam Task*.

## Exam Task

For questions 1 – 8, read the text below and decide which answer (a, b, c or d) best fits each gap.

Pushing and shoving. Stress and anxiety. For many people, that's what city living is. There are crowds everywhere and there's very little (1)\_\_\_\_ space. Cities like Shanghai, Cairo and Mexico City have a high (2)\_\_\_\_ density, that is, the number of people per square kilometre, so they are always crowded. In order to provide accommodation for millions of city-dwellers, apartment buildings have sprung up everywhere and some cities have become (3)\_\_\_\_ jungles. Cities are also incredibly noisy due to the constant traffic and such (4)\_\_\_\_ pollution often leads to stress for the inhabitants. They're always rushing here and there, (5)\_\_\_\_ their busy lives. Surely they want some peace and quiet, a way to escape the (6)\_\_\_\_ race. Interestingly, however, there are people who thrive in such environments. New Yorkers, for example, enjoy living life in the (7)\_\_\_\_ lane and taking advantage of everything the city has to offer. Where else, they ask, would they come across people from all (8)\_\_\_\_ of life? And where else could they make their dreams come true?

- |              |            |               |              |
|--------------|------------|---------------|--------------|
| 1 a private  | b personal | c only        | d individual |
| 2 a number   | b people   | c population  | d expansion  |
| 3 a concrete | b solid    | c cement      | d fixed      |
| 4 a sound    | b human    | c hearing     | d noise      |
| 5 a dealing  | b walking  | c leading     | d watching   |
| 6 a rat      | b cat      | c horse       | d dog        |
| 7 a slow     | b late     | c fast        | d quick      |
| 8 a walks    | b works    | c departments | d stages     |

## Exam Close-up

### Choosing the correct word

- With a multiple-choice text, you should read the complete text quickly first to get a general understanding.
- Then read each sentence carefully and make sure you know what type of word is missing.
- Look at the multiple-choice options and see if there is a word that fits. Where words are similar, take time to read the options carefully.
- Read the sentence with the word you have chosen to make sure it makes sense.



- Do you think living in a busy city can be stressful? Why? / Why not?
- In your opinion, what features would a perfect city have?

## Ideas Focus





## Writing: an article

### Learning Focus

#### Engaging your reader

- When you write an article, the main purpose is to interest and engage your reader.
- You can engage your reader with the use of direct and indirect questions. By involving the reader in this way, you make them think more about what they are reading and also what their own opinion is.
- In addition, by using question forms in your article, you show that you can handle a range of different grammatical structures. But don't stop there! You can also use the passive voice, conditional sentences, comparisons and so much more.
- Finally, make sure you go over your written work carefully to get rid of any mistakes. Check spelling, punctuation and grammar.

Skyscraper under construction in Shanghai, China



#### A Read the writing task below and answer the questions.

You have seen this announcement on an international website for young people

Home Film Soaps Sports Celeb Comment

Search this website...

Go

*What will be the biggest challenge for cities in the future? Will we be able to deal with it?*

We will publish the most interesting articles next month.

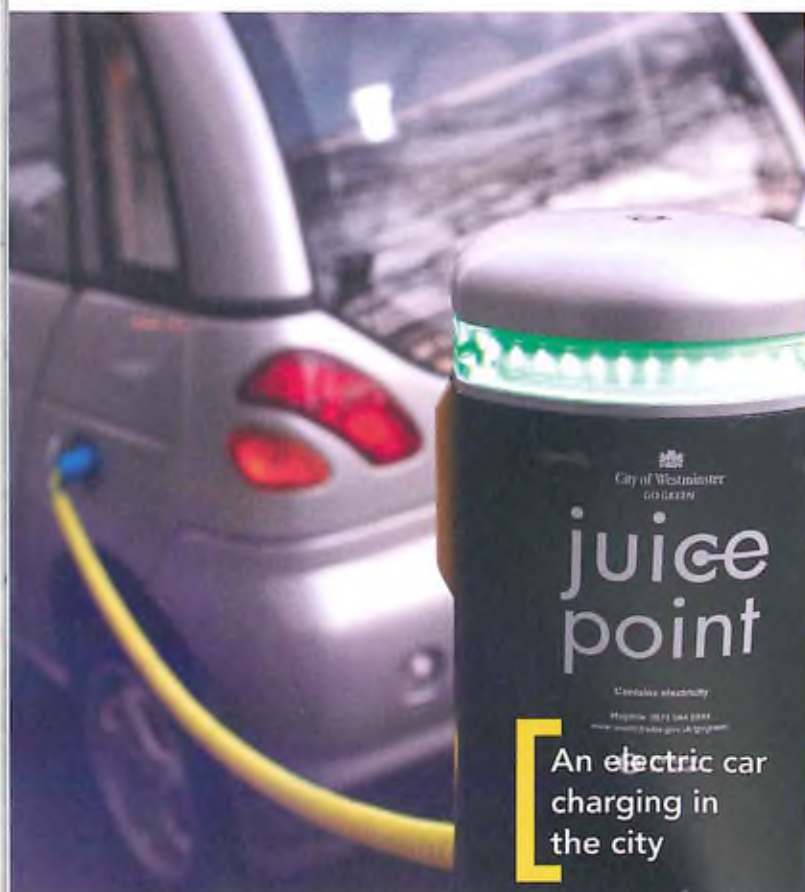
Write your **article** in 140–190 words in an appropriate style.

- 1 How many parts are there to the article? What are they? How are they different?
- 2 Can you think of an interesting title for the article?

#### B Read the introductions. Which one is better? Why? How can the other one be improved?

- 1 Modern cities are full of traffic and pollution. Understandably, many people believe these problems will become worse in the future and will make life in cities impossible. But what if the biggest challenge for cities is something else?
- 2 Cities in the future will be worse than they are now, and because of this, city people will experience many problems. These problems will make life very difficult for them and it will be hard to live in cities.

#### C Read the example article. Then, summarise the writer's ideas for each paragraph in your notebook.



An electric car charging in the city

#### Future challenges

Modern cities are full of traffic and pollution. Understandably, many people believe these problems will become worse in the future and will make life in cities impossible. But, what if the biggest challenge for cities is something else? Cities need energy to survive. They cannot function without electricity or petrol, which we get when we burn fossil fuels. But one day, fossil fuels will run out. Have you ever wondered what city life will be like when they do? We won't have electricity or heating and cooling systems. Public transport will come to a halt. Schools, shops and other services will cease to function.

Fortunately, we already have the technology to deal with this challenge. The problem is that we are not using it. For example, all city buildings could use energy from the sun and wind for electricity and heating. In addition, public transport could become electric.

It's possible for cities to survive without fossil fuels if we invest in alternative energy. This cleaner technology will also help make the planet a better place. We need to make important changes now, so we don't face major problems later.

#### D Imagine you are going to write an article based on the topic in A. Write your own ideas for each paragraph in your notebook. Give yourself three minutes to do this.



**E** Look at the example article and answer the questions.

- 1 Has the writer covered both parts of the topic?
- 2 Has the writer begun and ended the article effectively?
- 3 Write your own introduction or conclusion for the topic in A. Use your summary from C to guide you. Write 20–30 words.

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**F** Read the sentences below and create questions to interest the reader. Use the questions in A as an example.

- 1 The increase in air travel is having a big impact on the environment.  
\_\_\_\_\_
- 2 In the future, green energy such as solar and wind power will be essential.  
\_\_\_\_\_
- 3 In the next 100 years, the use of cars will become far less common.  
\_\_\_\_\_

**G** Read the *Exam Close-up* and make a plan for the *Exam Task*. Remember to involve your readers by asking questions. Use the *Useful Expressions* to help you.**H** Write your article to complete the *Exam Task*.**Useful Expressions****Direct questions**

Have you ever  
wondered ...?  
What would life be like  
if ...?  
Do you think ...?  
Can you imagine ...?

**Talking about the future**

One day, ...  
Not too long from now, ...  
In the not too distant  
future, ...  
In 50 years from now, ...  
In 50 years' time, ...

**Indirect questions**

I wonder what ... will ...  
Imagine what ... will be  
like.

**Exam Close-up****Keeping your reader interested**

- You can make your article more interesting if you provide descriptions and examples. Not only do these support your opinion, but they make an article livelier.
- Make sure you involve your readers by asking questions.

**Plan**

Introduction:	Introduce the topic and give a brief opinion on it (20–35 words).
Main paragraph 1:	Discuss the differences (50–60 words).
Main paragraph 2:	Discuss the similarities (50–60 words).
Conclusion:	Summarise and conclude (20–35 words).

**Exam Task**

You have seen this announcement on an international teen website.

**Cities of the future**

*What will the cities of the future be like? How will they be different and how will they be similar to today's cities?*

The best article will be published in next month's magazine.

Write your **article** in 140–190 words in an appropriate style.





# 4 Urban Art



## Before you watch

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

- 1 What do you think urban art is?
- 2 Is there any urban art in your area?
- 3 Is urban art important? Why? / Why not?

## While you watch

**B** Watch the video clip and circle the words you hear.

- 1 But, unfortunately, the **graffiti / art** he's created has been covered by other people's graffiti.
- 2 He says that real graffiti artists **understand / realise** how to use colour and how to make their work distinctive.
- 3 Graffiti art has certainly brought to public art a **whole / complete** new dimension.
- 4 In the gallery, people can **admire / appreciate** the art in a traditional setting.
- 5 Jafar now plays in **clubs / bars** in the city where he grew up.
- 6 It is said that art is fundamentally about **exploration / adventure** and discovery.

## After you watch

**C** Complete the summary of the video clip below using these words.

company discovered generation graffiti innovative nearby respect works

Urban art is (1) \_\_\_\_\_; it's all about creating something new. From using buckets on a busy street, to having (2) \_\_\_\_\_ on walls and in art galleries, from mixing jazz with the spoken word to inviting people to listen with new ears.

A perfect example of urban art is in a train tunnel in Washington DC, called Washington's Wall of Fame, where the bold colours of urban graffiti artists can be (3) \_\_\_\_\_. Unfortunately, some people don't (4) \_\_\_\_\_ other people's graffiti and cover it with theirs. Nick Posada's work is there, but he also has some work on show at an art gallery in Georgetown, a neighbourhood of Washington DC.

According to the owner, Chris Murray, graffiti is special as it is fast, uninhibited and inventive. People like the (5) \_\_\_\_\_ in his gallery and they have sold well – to young people and collectors of pop art.

Another urban artist is Jafar Barron. He is a trumpet player who mixes more classical jazz with rap and hip-hop music of his own (6) \_\_\_\_\_. Jafar now plays music in his hometown and he also has a deal with a recording (7) \_\_\_\_\_.

Art history professor, Don Kimes, explains that urban art is about using where you come from and pushing it beyond its limits and then taking one more step. Urban artists take us to new places, even if it's as close as a(n) (8) \_\_\_\_\_ city street.



## Ideas Focus

- Do you think graffiti makes a city look attractive or ugly? Why?
- In your opinion, should more buildings in your city have graffiti on them? Why? / Why not?





# Review 2

## Units 3 & 4

### Part 1

For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap.

#### Manufacturing fame

Britain is star struck. Fascination with celebrities has no equal anywhere else in the world. Walk into any newsagent's in Britain and you will be confronted by a huge range of magazines that (1) \_\_\_ a public hunger for celebrity gossip.

Britons buy more celebrity magazines than Americans, (2) \_\_\_ having a population that is only one-fifth the size. Celebrity news often makes the (3) \_\_\_ page of British tabloid newspapers. However, celebrity gossip was once a cheap and nasty business, and its journalists were (4) \_\_\_ down on as second- and third-rate. But it has now turned into its own entertainment industry.

Many celebrities are famous due to the celebrity 'industry' created by the press and not for any particular talent. The celebrity depends on the press to (5) \_\_\_ money. The press needs the celebrities to sell more copies. Celebrities and their (6) \_\_\_, photographers and editors have found that the best way to create an endless supply of celebrity news is to work together. Many people would be surprised to learn that a large proportion of the celebrity pictures that look like an invasion of (7) \_\_\_ are in fact staged.

It's an arrangement that keeps all involved very happy indeed. And the public, ignorant of what goes on behind the (8) \_\_\_, remains ever hungry for more gossip.

- |              |              |              |              |
|--------------|--------------|--------------|--------------|
| 1 A cater to | B live up to | C nose about | D go around  |
| 2 A but      | B in spite   | C however    | D despite    |
| 3 A first    | B front      | C main       | D big        |
| 4 A looked   | B caught     | C watched    | D seen       |
| 5 A take     | B make       | C get        | D find       |
| 6 A agents   | B stars      | C fans       | D characters |
| 7 A private  | B personal   | C publicity  | D privacy    |
| 8 A secrets  | B scenes     | C stages     | D curtains   |

### Part 2

For questions 9–16, read the text below and think of the word which best fits each gap. Use only one word in each gap.

#### The world's first cities

Archaeological research (9) \_\_\_\_\_ shown that the Sumerians established the world's first cities in Mesopotamia, the region between the Tigris and Euphrates Rivers in the Middle East.

They learnt to control the flooding of the two rivers and (10) \_\_\_\_\_ able to grow crops such as barley, wheat and sesame, and many different kinds of fruit and vegetables. As a result, they had a constant food supply. Thus, people could settle (11) \_\_\_\_\_ in one place and, eventually, settlements that (12) \_\_\_\_\_ been little villages grew into self-governing city-states.

At the centre of each city-state (13) \_\_\_\_\_ a religious temple surrounded (14) \_\_\_\_\_ law courts and public buildings. The homes of the most important people, such as priests and merchants, were closest to the centre; then came the homes of government officials, shopkeepers, and craftsmen, and, finally, the homes of the lower classes (15) \_\_\_\_\_ farmers, unskilled workers, and fishermen.

The city-state also included the fertile farming land outside the city wall. Each city-state was (16) \_\_\_\_\_ pressure to protect its farming land from invaders, who were usually neighbouring city-states. The citizens had to defend themselves and protect their cities. Without a(n) doubt, this led to the establishment of the first organised armies.





# Review 2

## Units 3 & 4

### Part 3

For questions 17–24 read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line.

#### Cappadocia

Cappadocia, in present-day Turkey, is a region of dramatic landscapes

(17) \_\_\_\_\_ many strange-looking structures known as fairy chimneys, which were the (18) \_\_\_\_\_ of volcanic eruptions millions of years ago. The area was the perfect hiding place for early Christians, as it was made up of caves, labyrinths and underground tunnels.

In later times, (19) \_\_\_\_\_ carved their homes out of the rock. The rock kept rooms cool in summer and warm in winter, so people continued to live there. At one time, the caves of Cappadocia housed thousands of (20) \_\_\_\_\_.

In recent years, however, new (21) \_\_\_\_\_ have arrived and have started turning the caves into attractive second homes and hotels.

While this is good news for the tourism industry, local authorities must make sure that the region does not become too (22) \_\_\_\_\_ and lose its unique character. The (23) \_\_\_\_\_ of visitors are drawn to the area by its unique geological, historic and cultural features such as early Christian cave art and (24) \_\_\_\_\_ Byzantine churches.

INCLUDE  
CREATE

DWELL

RESIDE

INHABIT

COMMERCE  
MAJOR

TRADITION

### Part 4

For questions 25–30 complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

- 25 My brother says he wants to be a film star!

GOING

My brother says \_\_\_\_\_ a film star!

- 26 Excuse me, are there any good hotels in this part of the city?

ACCOMMODATION

Excuse me, \_\_\_\_\_ in this part of the city?

- 27 I had never been inside a mansion before.

FIRST

It \_\_\_\_\_ I had ever been inside a mansion.

- 28 Jane went to the meeting for me as I was too busy.

BEHALF

Jane went to the meeting \_\_\_\_\_ as I was too busy.

- 29 I was still watching the film when the power went off.

FINISHED

I \_\_\_\_\_ watching the film when the power went off.

- 30 Carol will get here and then we can leave.

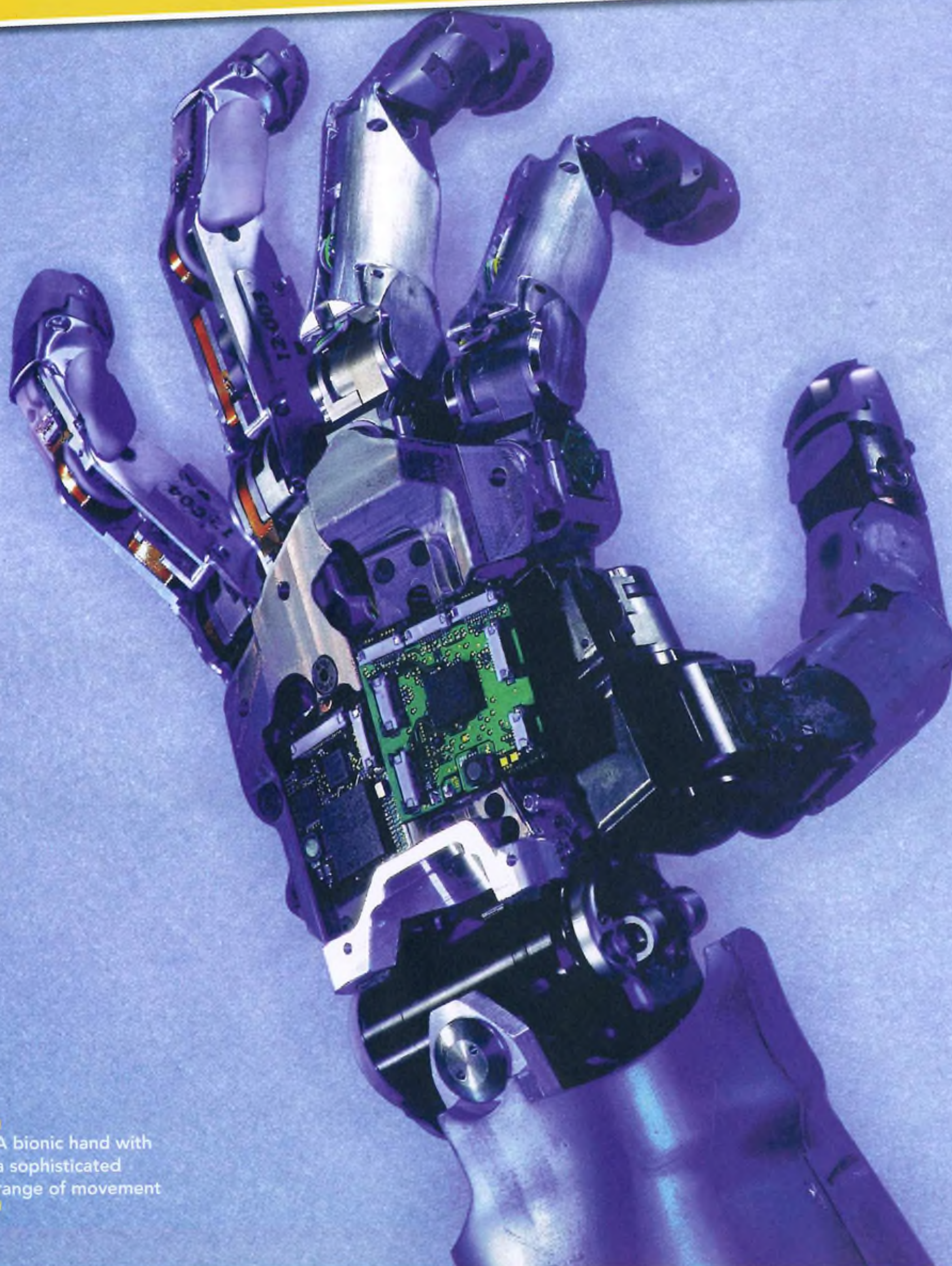
SOON

We can leave \_\_\_\_\_ here.



# 5 Tied to Technology

<b>Reading:</b>	multiple-choice, spotting words in the text and questions
<b>Vocabulary:</b>	technology-related words
<b>Grammar:</b>	modals & semi-modals, perfect modals
<b>Listening:</b>	multiple-choice (pictures), choosing from pictures
<b>Speaking:</b>	talking about modern technology, giving your opinion and interacting, involving your partner, keeping the conversation going
<b>Use your English:</b>	phrasal verbs, word formation, filling the gaps, gapped text
<b>Writing:</b>	essay (1), deciding what language to use in an essay, supporting your points, expressing contrast & results, giving examples, adding points, expressing another person's opinions, presenting opposing views



A bionic hand with a sophisticated range of movement



## Reading

**A** Think about sea and space exploration. Which of these adjectives would you use to describe them?

boring costly educational innovative  
exciting irrelevant revolutionary  
spectacular unnecessary wasteful

**B** Read the text quickly. In your opinion, which adjectives in A describe the two scientific developments?

# The Wonders of Science



## Word Focus

**beam:** to send

**distort:** to change the way something looks so that it becomes hard to recognize

**in earnest:** seriously, with energy and determination

**emit:** to send out

**pulse:** an amount of sound that is produced by something for a short time

### Space Telescope

Since 1990, the Hubble Space Telescope has been orbiting Earth and providing scientists with unique views of the universe. In that time, it has **beamed** hundreds of thousands of images back to Earth and has revolutionised astronomy by helping researchers to make important discoveries about deep space and the universe. Thanks to Hubble, we now know that the universe is about 13 to 14 billion years old.

The idea of an orbiting telescope was first put forward by astronomer Lyman Spitzer in 1946. Spitzer pointed out that the Earth's atmosphere **distorts** light coming from stars, making it difficult for even the most precise telescopes on the ground to receive clear images. However, a telescope in orbit above the Earth's atmosphere would not be faced with the same problems. NASA agreed and, in the 1960s, with the help of rocket scientists, astrophysicists, and millions of dollars the project to build a space telescope took off **in earnest**. Though the initial idea was Spitzer's, the telescope was actually named after Edwin P. Hubble, the astronomer who, in the 1920s, proved that our galaxy, the Milky Way, was not the only one in the universe.

The telescope orbits the Earth every 96 minutes. It travels at a speed of 8 km per second, 569 km above the Earth's surface. It's fast enough to travel across the United States in about 10 minutes. Although it is regularly serviced, some time after 2013, Hubble will eventually degrade, stop working and crash back to Earth. Its successor, the James Webb Space Telescope, has already been developed.

### Sonar mapping

Sonar mapping is another extraordinary development in the world of scientific exploration.

It is used by dolphins, whales and bats to determine where an object is. These animals **emit** a sharp noise which spreads out through water or air then bounces off objects in the distance and comes back as an echo. The farther away the object is, the longer it takes for the echo to be heard.

This phenomenon is used to study the structure of the ocean floor and is known as sonar mapping. A boat pulls an underwater loudspeaker that sends out **pulses** of sound – known as pings.



## Exam Close-up



**C** Read the *Exam Close-up*. Then look at the *Exam Task*. Find words in the text which are the same or similar to words in the a–d options. Two examples are underlined in question 1.

**D** Now complete the *Exam Task*. Remember to read carefully when you spot words in the text which are also in the question options.

## Spotting words in the text and questions

- Scientific texts may look difficult but remember, you are tested on your English comprehension and not your scientific knowledge.
- There may be words in the question options (a – d) that you can spot in the text. Be careful, as the same word in the text and question may not mean that option is the correct answer.
- Check carefully that the meaning of an option is clearly explained in the text. Then choose your option.

## Exam Task

For questions 1 – 8, choose the answer (a – d) which fits best according to the text.

- What is the purpose of a space telescope?
  - to show images in space
  - to orbit the universe
  - to prove the theories of astronomers
  - to take and send pictures back to Earth
- What has Hubble helped scientists to discover?
  - how old our planet is
  - the size of deep space
  - the age of the universe
  - a revolution in space
- What happens to light in space?
  - It is clearer in the Earth's atmosphere.
  - Our atmosphere changes it.
  - It affects the stars.
  - It has trouble reaching the ground.
- What will probably happen in a few years?
  - Hubble will go deeper into space.
  - Hubble will need to be serviced frequently.
  - Hubble will be replaced.
  - Hubble will travel faster.
- What can some animals do?
  - bounce off objects
  - use sound to detect objects
  - see objects far away
  - send out pings
- What must be known to calculate ocean depth?
  - distance between ship and loudspeaker
  - how the echo is reflected
  - how fast sound moves in water
  - distance to microphone
- How is a 3D map of the ocean floor created?
  - by measuring depth at a few places
  - by looking for geological features
  - by combining a lot of different information
  - by measuring the height of mountains
- Why is sonar mapping difficult?
  - single objects are too big
  - many echoes are received from different sources
  - valleys get in the way
  - mathematical calculations are too complicated

**E** Find phrasal verbs in the text with the following meanings.

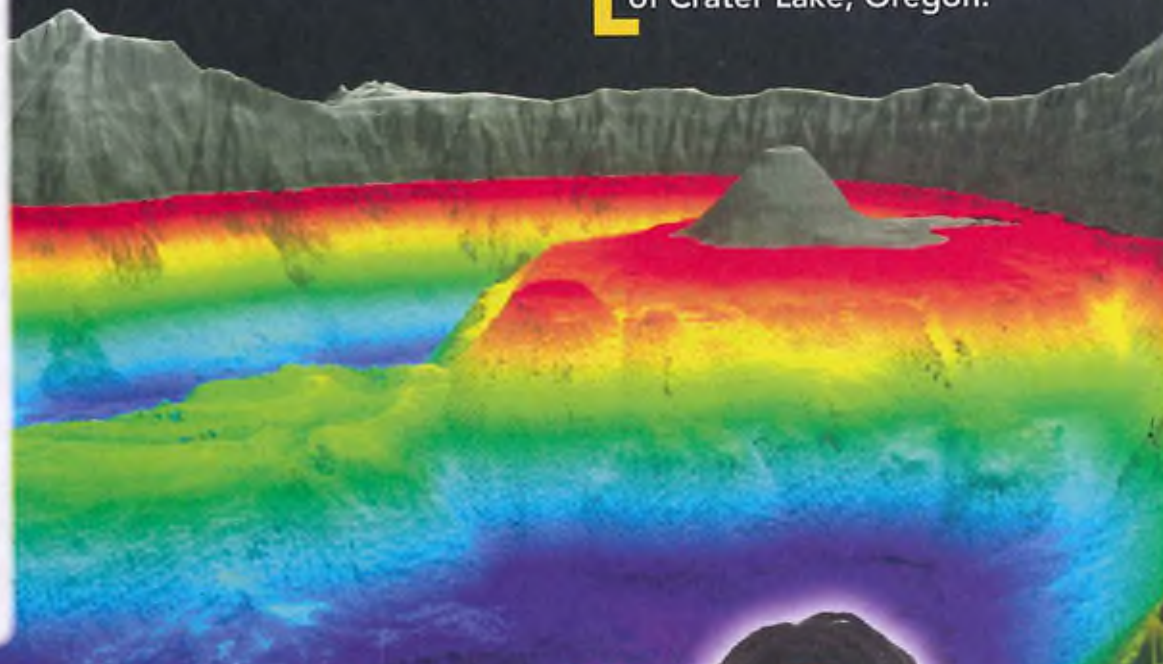
- |                        |                       |
|------------------------|-----------------------|
| 1 suggested (para 2)   | 4 extends (para 4)    |
| 2 highlighted (para 2) | 5 returns (para 4)    |
| 3 began (para 2)       | 6 calculated (para 5) |

**F** Choose three of the phrasal verbs and write a sentence with each to illustrate their meaning.

The pings spread out through the water and are reflected back by objects in the water, such as the bottom of the ocean. Underwater microphones capture the reflected sound. By knowing the speed of sound in water and the time it takes the echo to return, the distance to the reflecting object can be worked out. When a boat fitted with sonar technology sails over an area of the ocean, it records the depth at every place it goes, and eventually a 3D map of all the mountains, valleys and plains on the bottom of the ocean is created.

Measuring the distance to a single object is easy because it returns a simple echo, but making a map of the ocean floor is much more difficult as sound reflects back from many directions and geological features on the ocean floor. In order to calculate a map of the ocean floor, complicated mathematics is used.

Sonar map of water depth of Crater Lake, Oregon.



- Which is more important for scientific development – technology or imagination? Why?

## Ideas Focus





## Vocabulary

### A Circle the correct words.

- 1 What **proof** / **facts** do you have that this research is valid?
- 2 We saw some strange inventions at the **excursion** / **exhibition**.
- 3 The professor ended the **lecture** / **lesson** by summing up his theory.
- 4 Most teens believe that **interactive** / **connected** games are the best.
- 5 We cannot reach our full **potential** / **ability** without the help of technology.
- 6 Wind turbines are a much cleaner way to **originate** / **generate** electricity.

### B Match each sentence 1–6 with the sentence a–f that logically follows.

- |  |                          |   |
|--|--------------------------|---|
| 1 Where can I get a snack?             | <input type="checkbox"/> | a I left a message on her                                   |
| 2 I've run out of money.               | <input type="checkbox"/> | answering machine.  |
| 3 Kelly wasn't at home.                | <input type="checkbox"/> | b I wish I had a <b>time machine</b> !                      |
| 4 I love making my own clothes.        | <input type="checkbox"/> | c I'd better put them in the <b>washing machine</b> .       |
| 5 These clothes are filthy!            | <input type="checkbox"/> | d Don't worry, there's a <b>cash machine</b> on the corner. |
| 6 I'd love to travel back to the past. | <input type="checkbox"/> | e I've got a great <b>sewing machine</b> .                  |
|  | <input type="checkbox"/> | f At the <b>vending machine</b> over there.                 |

### C Complete the sentences with the correct word from each pair.

count / measure

- 1 How can we \_\_\_\_\_ the amount of gas that is released in this experiment?
- 2 This tool here can \_\_\_\_\_ the number of megabytes you have already used.

lose / miss

- 3 Hearing the famous scientist speak is an opportunity you shouldn't \_\_\_\_\_.
- 4 Oh, no! That's just like me to \_\_\_\_\_ my tablet at home!

price / cost

- 5 How much is this mobile phone? There doesn't seem to be a \_\_\_\_\_ on it.
- 6 The air conditioner was installed at no extra \_\_\_\_\_.

### D Complete the text with the correct form of the words in capitals.

#### Too much technology

(1) \_\_\_\_\_ advancements that are designed to make us smarter and entertain us are overwhelming many 21st century kids. Access to technology has been linked to (2) \_\_\_\_\_ in reading skills, but some (3) \_\_\_\_\_ believe that too much technology can be (4) \_\_\_\_\_. How does technology become an (5) \_\_\_\_\_? In the past, parents only had to be concerned about too much TV (6) \_\_\_\_\_. Now kids often have a television, their own computer and a video game system in their bedroom. Their brains get used to too much auditory (listening) and visual (seeing) (7) \_\_\_\_\_. when they don't have these stimulants, they do not know what to do with themselves. They become anxious, restless, bored and aggressive. Furthermore, experts say there is (8) \_\_\_\_\_ that too much technology is actually making the next generation less intelligent and some limitations on the use of technology should be put in place, especially in the case of younger kids.

TECHNOLOGY

IMPROVE  
RESEARCH  
HARM  
ADDICT  
EXPOSE

STIMULATE

EVIDENT

- Do parents need to have more control over the time their children spend using technology? Why? / Why not?

Ideas Focus





# Grammar

## Modals & Semi-modals

**A** Read the sentences and underline the modal and semi modal verbs.

- 1 We must / have to pay the mobile phone bill today.
- 2 That can't be Mary; she doesn't wear glasses.
- 3 You should / ought to update your virus protection.
- 4 You can / may watch TV after you have done your homework.
- 5 They don't have to / needn't bring a laptop as we have a computer.
- 6 I can / could / will be able to fix the problem.
- 7 That must be Joe's computer; his photo is on the desktop.
- 8 They can't / couldn't / won't be able to get a signal.
- 9 Can / could you help me with the scanner, please?
- 10 You mustn't / can't switch on your mobile phone in here.
- 11 Mobile phones could / may / might be bad for our health.



**B** Label the functions with the correct modal verbs from A.

### Function

- |                                     |       |       |       |
|-------------------------------------|-------|-------|-------|
| a ability (past, present, future)   | _____ | _____ | _____ |
| b inability (past, present, future) | _____ | _____ | _____ |
| c permission & requests             | _____ | _____ | _____ |
| d advice & suggestions              | _____ | _____ | _____ |
| e possibility                       | _____ | _____ | _____ |
| f necessity & obligation            | _____ | _____ | _____ |
| g prohibition                       | _____ | _____ | _____ |
| h no necessity or obligation        | _____ | _____ | _____ |
| i certainty                         | _____ | _____ | _____ |
| j impossibility                     | _____ | _____ | _____ |

### Be careful

- Ought to** can be used for advice but it isn't often used in question forms.

➤ Grammar Focus pp.166 & 167 (5.1 to 5.9)

**C** Complete the second sentences so that they have a similar meaning to the first sentences. Use the words in bold.

- 1 Is it necessary for us to bring a film projector? **have**  
Do \_\_\_\_\_ a film projector?
- 2 I'm sure my mobile is in the house somewhere. **be**  
My mobile \_\_\_\_\_ in the house somewhere.
- 3 You don't need an external modem. **have**  
You don't \_\_\_\_\_ an external modem.
- 4 It's difficult to get a job if you can't use a computer. **able**  
It's difficult to get a job if \_\_\_\_\_ use a computer.
- 5 We are sure that your test results are wrong. **be**  
Your test results \_\_\_\_\_ right.
- 6 You should check the engine. **to**  
You \_\_\_\_\_ the engine.
- 7 It would be a good idea to recharge the battery. **should**  
You \_\_\_\_\_ the battery.
- 8 I want the experiment to work, but I don't know if it will. **not**  
The experiment \_\_\_\_\_ work.

**D** Complete each sentence with one word.

- 1 We'll \_\_\_\_\_ to buy a new digital camera for our holiday.
- 2 I was \_\_\_\_\_ to fix the faulty printer on my own.
- 3 You don't need \_\_\_\_\_ use a calculator for this easy equation.
- 4 I need your advice. What do you think I \_\_\_\_\_ to do?
- 5 You \_\_\_\_\_ not go in there. It is forbidden.
- 6 I \_\_\_\_\_ to work at the check-out all day yesterday.
- 7 Do you think I \_\_\_\_\_ get a better laptop?
- 8 He \_\_\_\_\_ not remember we're coming, so call him.



# 5 Tied to Technology

## Listening

**A** You will hear a conversation about the pictures below. Look at the pictures and tick (✓) which topic you think the conversation will be about.

- 1 A place to visit ☐
- 2 A new hobby ☐
- 3 A lesson at school ☐



**B** 5.1 ▶▶ Listen and check. Where are they going and what day will they go?

**C** Read the *Exam Close-up*. Then read the *Exam Task*. What do you think each conversation will be about?

### Exam Close-up

#### Choosing from pictures

- Before you listen, look carefully at the pictures and think of words and expressions connected to each set.
- Try to find a connection between each picture and decide what the conversation might be about.
- Predict a possible question for each set of pictures.

**D** 5.2 ▶▶ Listen and complete the *Exam Task*.

### Exam Task

You will hear eight short conversations. After each conversation, you will be asked a question about what you heard. The answer choices are shown as pictures (a, b and c). Circle the letter of the correct answer. You hear each conversation only once.

1	a	b	c
2	a	b	c
3	a	b	c
4	a	b	c
5	a	b	c
6	a	b	c
7	a	b	c
8	a	b	c





# Speaking

**A** 5.3 ▶▶ Listen to an examiner giving instructions for a collaborative task. Choose the correct option in each sentence.

You have to...

- 1 say how it has affected *your life / everybody's lives*.
- 2 talk about *good and bad points / future developments*.
- 3 talk about *science / technology*.
- 4 say which has made our lives *worse / better*.

**B** Work with a partner. Make a list of possible types of technology you discussed in the task, e.g. *the Internet, kitchen gadgets, etc.*

**C** Now the examiner will ask you both some questions related to the topic. Look at the *Exam Task* below. Which questions are more personal and which are more general? Write (P) or (G) next to the questions.

**D** Read the *Exam Close-up*. Then complete the *Exam Task*. Remember to give opinions, agree and disagree. Try to interact with your partner and keep the conversation going. Use the *Useful Expressions* to help you.

## Useful Expressions

### Involving your partner

So, what's your opinion about ...?

Do you agree with me?

How about you?

And you?

How do you feel about ...?

### Keeping the conversation going

So, what you're saying is ...

Do you really think so?

That's a good point, but ...

I see what you mean, but ...

Can I just say / add something ...?

## Exam Close-up

### Giving your opinion and interacting

- When the examiner asks you a question individually about the topic, don't forget to give your opinions, expand and give reasons for your ideas.
- Try to involve your partner and interact together.
- Ask your partner what they think and if they agree or disagree with your points.
- Try and add more ideas to your partner's ideas.

## Exam Task

Take turns to ask and answer the questions.

- 1 Which electronic device could you not live without? Why?
- 2 In what ways can modern technology create family problems?
- 3 Do you think there should be computers in all school classrooms? Why / Why not?
- 4 How many hours a day do you spend using technology and what do you use it for?
- 5 If you could invent something new, what would it be and why?
- 6 Some people think we are becoming too reliant on technology? What's your opinion?
- 7 Why are some people afraid of new technology?
- 8 What advice would you give to a younger person about using mobile phones?

## Ideas Focus

- How can modern technology benefit people who live in remote areas?



# 5 Tied to Technology

## Grammar

### Perfect Modals

#### A Read the sentences and underline the perfect modal verbs.

- 1 Maria should have phoned by now. It's already 6 o'clock.
- 2 You shouldn't have tried to fix the computer on your own!
- 3 Julie is late. She may / might / could have missed the bus.
- 4 She could have become a top athlete if she'd trained more.
- 5 John can't have cooked dinner. He's useless in the kitchen!
- 6 They must have been very happy when they won the prize.
- 7 We would have bought a new car if we'd had enough money.
- 8 He needn't have told us because we already knew.

#### B Match the sentences in A to an explanation (a-h).

- a It was possible but it didn't happen. ☐
- b We were expecting something but it didn't happen. ☐
- c We're sure that something is true about the past. ☐
- d We're not sure but it's a possibility. ☐
- e We wanted to do something but it wasn't possible. ☐
- f It happened but it wasn't necessary. ☐
- g We're sure this is not true about the past. ☐
- h We don't think it was a good idea to have done something. ☐

▶ Grammar Focus pp.167 & 168 (5.10 to 5.16)

#### C Circle the correct words.

- 1 You sent an email to your friend an hour ago. He **could** / **should** have got the email by now.
- 2 Your friend is very late and you're worried. He **may** / **ought to** have had an accident.
- 3 Why did you climb that high ladder? You **could** / **should** have fallen.
- 4 You **couldn't** / **needn't** have washed the car. I was going to take it to the car wash.
- 5 Fred is brilliant at maths. He **could** / **may** have become a university professor.
- 6 It **would** / **must** have been an interesting lecture because everyone stayed till the end.
- 7 Celia failed her exams. She **can't** / **shouldn't** have been so lazy about studying.
- 8 I **might** / **would** have told you the answer, but the teacher was looking.

#### D Complete the second sentences so that they have a similar meaning to the first sentences. Use the words in bold.

- 1 I'm sure it was exciting to be the first human in space. **been**  
It \_\_\_\_\_ exciting to be the first human in space.
- 2 Perhaps they were too late for the bus. **missed**  
They \_\_\_\_\_ the bus.
- 3 You didn't know how to use the device and you didn't ask me. **would**  
I \_\_\_\_\_ you how to use the device, but you didn't ask me.
- 4 They didn't update their anti-virus software and that was a mistake. **to**  
They \_\_\_\_\_ their anti-virus software.
- 5 I don't believe it was easy for grandma to learn to use a computer. **can't**  
It \_\_\_\_\_ easy for grandma to learn to use a computer.
- 6 He's got loads of computer games and you gave him another! **given**  
You \_\_\_\_\_ him another computer game.
- 7 It wasn't necessary for you to get a new smart phone. **have**  
You \_\_\_\_\_ a new smart phone.
- 8 She started the experiment hours ago; surely she has finished. **should**  
She \_\_\_\_\_ the experiment by now.





# Use your English

## Phrasal verbs

### A Match the phrasal verbs to their meanings.

- 1 hack into ☐
- 2 hook up to ☐
- 3 plug in ☐
- 4 set off ☐
- 5 shut down ☐
- 6 switch on ☐

- a cause an alarm to ring
- b connect to a machine
- c illegally enter a computer system
- d turn a machine on
- e turn a computer off
- f connect a machine to an electricity supply

### B Complete the sentences with the correct form of the phrasal verbs from A.

- 1 Make sure you \_\_\_\_\_ the computer before you go to bed.
- 2 You need to \_\_\_\_\_ the PlayStation \_\_\_\_\_ the screen.
- 3 Some idiot \_\_\_\_\_ a car alarm and it kept me awake all night.
- 4 After you \_\_\_\_\_ the computer, a green light will come on.
- 5 Someone \_\_\_\_\_ Jan's computer and stole her credit card information.
- 6 The appliance won't work unless you \_\_\_\_\_ it \_\_\_\_\_ first!

## Word formation

### C Read the *Exam Close-up* then complete the *Exam Task* below.

#### Exam Task

For questions 1 – 8, read the text below and think of a word which best fits each gap. Use only **one** word in each gap.

If you are a technology addict you really

(1) \_\_\_\_\_ go and see *Her*, an interesting film directed by Spike Jonze in 2013. *Her* is all about how people use technology as way of escaping from their real lives. It is set somewhere in the future in a world where everyone seems to be hooked (2) \_\_\_\_\_ to gadgets or looking down at their mobile phones, rather than living in the real world.

The main character is Theodore Twombly. He is a lonely and introverted man who spends most of his time working for handwrittenletters.com. He writes personal letters for people who can't express

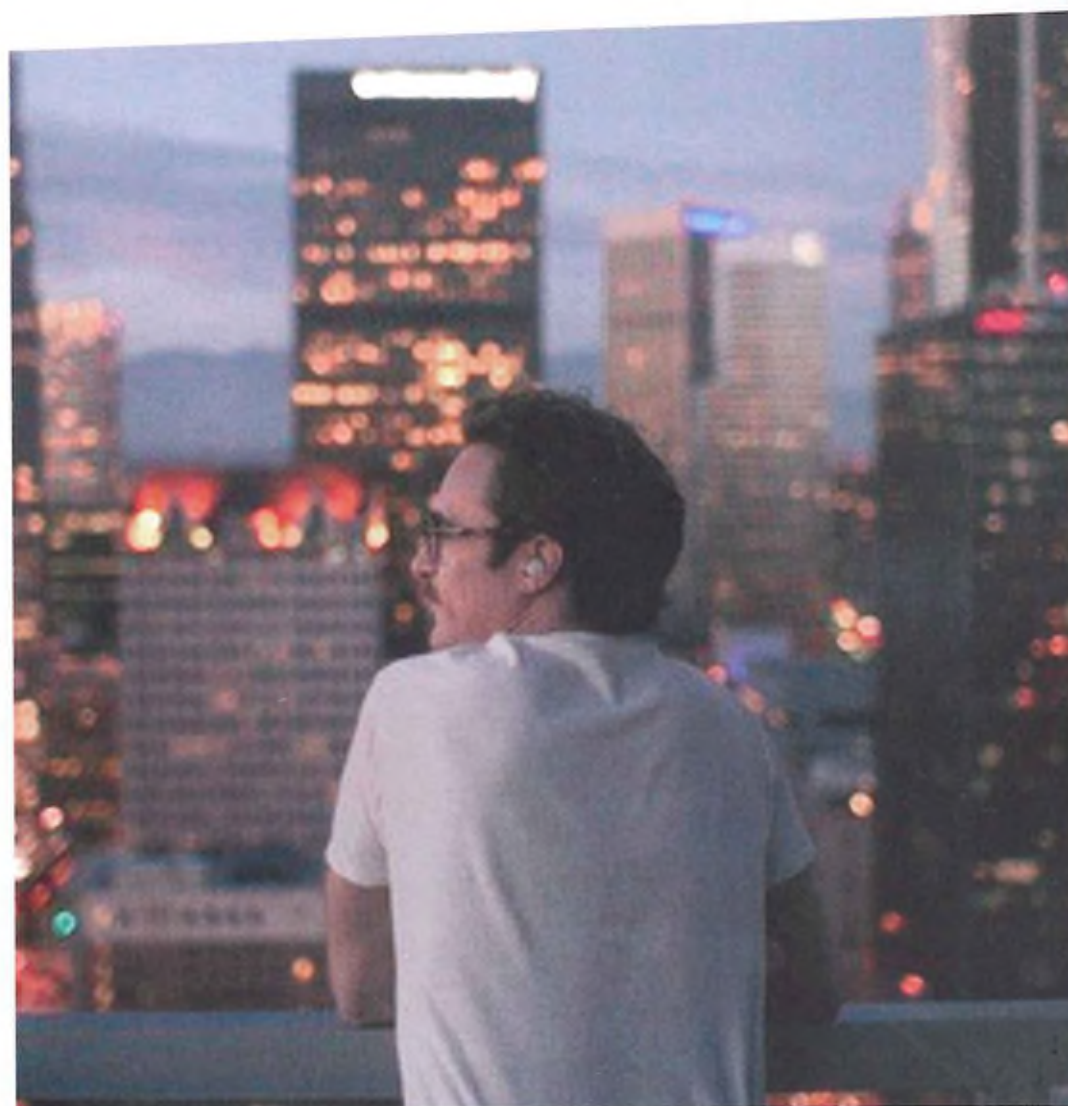
(3) \_\_\_\_\_ feelings. Ironically, he is very good (4) \_\_\_\_\_ his job! He could (5) \_\_\_\_\_ been a happy man in a stable relationship with his girlfriend from school days but now he is getting a divorce from her. Since he is so miserable, he decides to buy a new talking operating system with artificial intelligence. This system will (6) \_\_\_\_\_ able to adapt and interact like a real human being. It takes on a female identity, called Samantha, and Theodore begins (7) \_\_\_\_\_ unusual relationship with her. He doesn't (8) \_\_\_\_\_ to worry about trying to form real relationships anymore and takes Samantha with him everywhere, even on holiday.

The film won best original screen play at the Oscars in 2014 and it certainly deserved to win it!

## Exam Close-up

### Filling the gaps

- Remember to read the text quickly first to get a general idea of what the text is about.
- Look carefully at each gap and decide which part of speech is missing.
- Don't leave any gaps unanswered!



- Do you think people rely on technology too much? Why? / Why not?
- Do you think young people should play outside more instead of playing computer games? Why? / Why not?

## Ideas Focus







## Writing: an essay (1)

### Learning Focus

#### Deciding what language to use in an essay

- When preparing to write your essay, read the information in the essay task carefully and make a brief essay plan, noting down any topic-related vocabulary you would like to use.
- Develop your ideas into two main paragraphs, plus an introduction and a conclusion. Make sure you use a variety of linking words and phrases to move from one point to the next.
- Try to use a range of grammatical structures, but make sure you don't over-complicate the essay. This will help you to avoid losing control of the language and making mistakes.

#### A Match the things you should do when writing an essay with the reasons why you should do them.

- |  |   |
|--|---|
| 1 Underline the key words in the question. <input type="checkbox"/>                    | a To stay on topic  |
| 2 Plan the essay and decide on the content of the paragraphs. <input type="checkbox"/> | b To provide an idea of what your essay will be about     |
| 3 Rephrase the information given to introduce the essay. <input type="checkbox"/>      | c To answer the question fully                            |
| 4 Introduce the subject with one or two general sentences. <input type="checkbox"/>    | d To avoid repetition of words from the input information |
| 5 Include all the points in the notes. <input type="checkbox"/>                        | e To fully understand the topic and the task              |

#### B Read the writing task below and answer the questions.

Your English teacher has asked you to read the extract from an article below and then to write an essay.

The editor of our newspaper has decided to start a column on technology. The column will be entitled *How Technology Affects Us*. The editor would like opinions from the community.

Write an essay about what you believe is the most important modern invention. How has it affected our lives? Has it had any negative effects?

- 1 What are you being asked to do?
- 2 How many aspects of the issue must you write about? What are they?
- 3 Which do you believe is the most important invention?
- 4 What are your main arguments for this?
- 5 What are the negative aspects of the invention?
- 6 What examples can you think of to support your own ideas and arguments?

#### C Write a short introduction for the essay. Don't forget to name your chosen invention.

#### D Read the example essay. How does your introduction compare to the one in the essay?

There have been many inventions that have affected our lives deeply. Even so, none has had a greater effect on us than the television.

Television is an important part of modern culture that we cannot live without. We depend on television for news, entertainment, education, sports and current affairs. What's more, we enjoy it in the comfort of our own homes. In addition, the development of large screen sets has made the experience of watching television even more enjoyable.

However, despite the many benefits of television, there is a major drawback. Some people spend too much time watching it. Consequently, they spend less time doing important things, for instance, studying, getting exercise or socialising with friends.

In conclusion, I strongly believe that in spite of any drawbacks, television has been the most important modern invention because of what it offers us.



**E** Look at the example essay and answer the questions.

Which linking words and phrases are used to do the following?

- 1 express contrast
- 2 express result
- 3 give examples
- 4 add more points

As a class, add more phrases to the lists.

**F** Look at the first main paragraph in the example. Does it begin with a clear sentence to introduce the topic? Does the next sentence logically follow the first sentence? Are there supporting statements and examples?**G** Write your own main paragraph in support of your chosen invention. Remember to give examples and reasons to support your ideas. Use appropriate linking words and phrases from the *Useful Expressions*.**H** Read the *Exam Close-up* and the *Exam Task* below. Make a plan for your essay. Use the *Useful Expressions* to help you link your ideas. Then write your essay. Remember to give examples to support your opinions.

## Exam Close-up

## Supporting your points

- Make sure that you always give reasons and examples to support your ideas.
- Use linking expressions to contrast different points of view.
- Clearly express your own opinion in the final paragraph.

## Exam Task

Your English teacher has asked you to read the extract from an article below and then to write an essay.

According to some experts, computer use by children should be limited to no more than an hour a day. They claim that this will prevent a technology addiction. It also gives them more free time to do other things, such as sport, which will help keep them strong and healthy.

Write an essay discussing the pros and cons of children spending a lot of time on computers. (140–190 words)

## Useful Expressions

## Expressing contrast

although  
but  
despite  
even so  
even though  
however  
in spite of  
nevertheless

## Expressing results

as a result  
because of this  
consequently  
for this reason  
therefore  
thus

## Giving examples

for example  
for instance  
like  
such as

## Adding points

Furthermore,  
In addition,  
Moreover,  
What's more,

## Expressing another person's opinion

Some people say that ...  
Many people believe that ...  
People often say ...  
It is said that ...  
According to ...

## Presenting opposing views

On the one hand ... on  
the other hand ...





# 5 Bionic Mountaineer



## Before you watch

### A Work with a partner and answer these questions.

- 1 A prosthesis is an artificial part of the body, for example, a leg, an arm or a tooth. How has prosthetic technology affected the lives of people who have lost limbs, in other words arms and/or legs?
- 2 Do you think this science will develop even more? How?

## While you watch

### B Watch the video clip and decide if these statements are true or false. Write T for true and F for false.

- 1 Hugh Herr first started climbing as a child. ☐
- 2 After a climbing accident Hugh's legs were amputated from the knee down. ☐
- 3 Hugh was given prosthetic legs for climbing. ☐
- 4 Hugh was angry when his fellow climbers accused him of cheating. ☐
- 5 Hugh looks to nature for inspiration when developing artificial legs. ☐
- 6 Hugh believes that amputees will never run as fast as people with biological legs. ☐

## After you watch

### C Complete the summary of the video clip below using these words.

attempted control occurred passion revolutionary save suffering wandered

In 1982, Hugh Herr and a friend set out to climb Mount Washington. A storm developed and the boys got disoriented and (1) \_\_\_\_\_ around for three days and nights. Hugh fell three times through the thin ice into a river; exposed to the elements the boys became sick and weak. They were (2) \_\_\_\_\_ from frostbite and began to lose sensation in their limbs. The boys were eventually rescued, but the doctors couldn't (3) \_\_\_\_\_ Hugh's legs.

After many surgeries, Hugh was given prosthetic legs. However, it (4) \_\_\_\_\_ to him that his new legs were designed for walking. Hugh still wanted to climb so he decided to redesign them for climbing. He designed a number of prosthetic legs and found that instead of making it more difficult to climb, they, in fact, made it easier. He climbed rock faces he could not have (5) \_\_\_\_\_ before the accident.

Hugh discovered a new (6) \_\_\_\_\_. He earned his PhD in bio-physics and now designs advanced prosthetics at the Massachusetts Institute of Technology, where he is developing ways to allow the brain to directly (7) \_\_\_\_\_ a prosthesis.

Hugh's ideas are astounding and (8) \_\_\_\_\_. If his ideas are implemented successfully, they could represent a revolution in the field of prosthetics.



A man rock climbing



## Ideas Focus

- Would you like to be involved in prosthetic technology? Why? / Why not?
- Do you think the day will come when the brain will be able to directly control a prosthesis? Why? / Why not?



# 6 Fun, Fun, Fun!

<b>Reading:</b>	multiple-choice, identifying the purpose of a text
<b>Vocabulary:</b>	free-time- and sports-related vocabulary
<b>Grammar:</b>	gerunds & infinitives, indirect questions, question tags, negative questions
<b>Listening:</b>	sentence completion, predicting the answer
<b>Speaking:</b>	talking about hobbies and free-time activities, decision making, giving opinions with reasons and examples, justifying choices
<b>Use your English:</b>	phrasal verbs, collocations & expressions, sentence transformation
<b>Writing:</b>	report, organising paragraphs, writing an effective report, introduction, reporting results, recommending



A motoX stunt rider defies gravity at an event in Tain, Scotland



# 6 Fun, Fun, Fun!

## Reading

**A** How do people spend their leisure time in your country? Put the following activities in order of how popular they are (1 = most popular; 9 = least popular).

- |   |   |
|---|---|
| going to cafés <input type="checkbox"/>                 | going fishing <input type="checkbox"/>            |
| going to restaurants <input type="checkbox"/>           | going to amusement parks <input type="checkbox"/> |
| walking in the park <input type="checkbox"/>            | watching sporting events <input type="checkbox"/> |
| going shopping <input type="checkbox"/>                 | going to the beach <input type="checkbox"/>       |
| visiting art galleries/museums <input type="checkbox"/> |   |

**B** Scan the texts below. What do they all have in common?

**A**

email

To: All staff  
From: hgrimwald@edu.com  
Subject: school trip

Dear Staff,

Please do not forget about the meeting on May 15 to discuss our school trip to Super Fun Park. We still have some planning to do. In particular, we need people to help with the following:

- prepare an information leaflet
- book buses
- collect money for animal shelter

Let's make this trip the best ever! If you can help, contact me by May 1.

Sincerely,  
Helen Grimwald,  
Senior Co-ordinator


## Word Focus

**sharp:** punctual, exactly on time

**shackled:** bound with chains to something

**radical:** being new and different from the usual

**B**



### A DAY AT SUPER FUN PARK

Bayside High School Students and Teachers  
May 31st

- Rides and attractions to keep you going all day!
- Don't miss experiencing the jaw-dropping Shock & Awe Tower!
- Prepare to be amazed at the views from 'The Panorama'!
- Have fun driving bumper cars, riding rollercoasters and rafting!

Buses will leave the school outside the main entrance at 9 a.m. **sharp**.  
**Don't be late!**

Cost  
**Just 10 dollars!**  
All money will be donated to City Animal Shelter - a worthy charity!  
Free drink with any snack you buy!

**C**

## How do teens spend their free time?



It seems that parents are very concerned that their teenage children squander too much time hunched over their computers, playing video games or chatting to friends online.

Our reporters have discovered that though this may be true of a minority of teens, most young people prefer to spend their free time out and about socialising with their friends.

'Sure, I use my computer a fair bit,' said Maxine Smart, 'but I'm not **shackled** to it. Most of my spare time is spent away from my desk. In fact, my friends and I do a lot of volunteer work for the local animal shelter.' This is supported by a recent survey indicating that teens have a wide range of interests.



**C** Read the *Exam Close-up*. Then complete the *Exam Task*.

**D** Look at the texts to find words that mean the same as the definitions below.

- unable to be quiet and calm because you are bored (D) \_\_\_\_\_
- being active and doing the things you usually do (C) \_\_\_\_\_
- worth the time or effort spent (D) \_\_\_\_\_
- something that makes people want to go to a place (B) \_\_\_\_\_
- to spend time with friends in order to enjoy yourself (C) \_\_\_\_\_
- to reserve a hotel room, a ticket, etc. for use in the future (A) \_\_\_\_\_

**E** Now use the words you found in D to complete the sentences.

- NatureFund is a \_\_\_\_\_ charity and I always donate money to it.
- Johnny is feeling very \_\_\_\_\_ and can't settle down to study.
- Shall I \_\_\_\_\_ a table at Restaurant Blah or will you?
- The city's main \_\_\_\_\_ is the new archaeological museum.
- I was \_\_\_\_\_ earlier today when I bumped into an old friend.
- I like my colleagues, but I don't \_\_\_\_\_ with them after work.

**D**

## Profile:

### Tony Jones, Youth Worker

Bayside City

Tony Jones, a youth worker with Bayside City, has been working with teens for over 20 years.

Jones says many things have changed in that time, but teens still remain teens. What does he mean by that? 'Young people are restless, they're always looking for something new to interest them. Basically, today's youth are doing what their own parents did before them. It's just that they think they're being **radical** and different!'

Jones earned a degree in psychology and sociology before becoming a youth worker. His job involves planning activities to keep teens busy during the school holidays. It's important, he says, to make a range of activities available so that teens can sample different things and find what they really enjoy.

'We offer opportunities for kids to grow and mature. There are volunteer programmes teens can engage in that really help the community,' says Jones. 'Sure, everyone likes to lounge by a pool in the summer, but if they can do something worthwhile with their time, they can develop a sense of achievement and purpose.' He added that this year's programme includes volunteer work at City Animal Shelter and that many teens had already expressed interest in taking part.



- Now that we can do so much from the comfort of our own homes, will people still go out? Why? / Why not?
- Is it important for teenagers to do after school activities? Why? / Why not?

## Exam Close-up



### Identifying the purpose of a text

- First, identify the type of text, e.g. email, article, announcement, article. This will give you some idea of what its purpose is.
- Read the text to find out who wrote it and who will read it. This will also provide information about the text's purpose.
- Finally, read more closely to determine exactly what the reason for writing was. This will be the purpose of the text.

## Exam Task

Read the texts. For questions 1 – 7, choose the best answer (a, b, c or d).

- What is the main purpose of text A?
  - to tell students about a trip
  - to choose an event
  - to remind people to attend an event
  - to announce the time of a school trip
- In text B, where will students spend May 31st?
  - at The Panorama
  - at City Animal Shelter
  - at Bayside High School
  - at Super Fun Park
- In text B will students NOT pay for?
  - a drink
  - a snack
  - a ride
  - an attraction
- What were the findings of the survey in text C?
  - Some teens have jobs.
  - Friends like chatting online.
  - Teens enjoy many different activities.
  - Computers aren't very popular.
- What is the main purpose of text D?
  - to interest people in a local charity
  - to explain how teenagers behave
  - to suggest summertime activities
  - to provide information about someone
- In text D, what did Jones do before becoming a youth worker?
  - worked with other teenagers
  - studied at a university
  - did volunteer work
  - spent his summers by a pool
- Which texts include information about offering help?
  - A, B and C
  - A, B and D
  - A, C and D
  - B, C and D

## Ideas Focus





# 6 Fun, Fun, Fun!

## Vocabulary

**A** Decide where each sport is played. Use these words.

alley board circuit course court field pitch ring rink track

- |             |       |                     |       |
|-------------|-------|---------------------|-------|
| 1 athletics | _____ | 6 football (soccer) | _____ |
| 2 baseball  | _____ | 7 golf              | _____ |
| 3 bowling   | _____ | 8 ice hockey        | _____ |
| 4 boxing    | _____ | 9 motor racing      | _____ |
| 5 chess     | _____ | 10 volleyball       | _____ |

**B** Complete the sentences with the correct form of the words or phrases.

- |   |       |
|---|-------|
| 1 The school's football team hadn't been _____ for two years.                                       | BEAT  |
| 2 Every year the Olympic Games are _____ by a different country.                                    | HOST  |
| 3 The stadium was capable of _____ 150,000 spectators.  | SEAT  |
| 4 She was the first ever gymnast to be _____ a perfect score.                                       | AWARD |
| 5 Even though their team _____ last in the race, they were still proud of themselves for finishing. | COME  |
| 6 Dean _____ the finish line first in the 100-metre sprint.   | CROSS |

**C** Cross out the incorrect word in each sentence.

- This vase is the museum's most famous **exhibit / piece / collection**.
- I've got an idea! Let's go for a **stroll / wander / walk** along the seashore.
- I like to **deal / share / shuffle** the cards whenever I play Snap.
- Shall we **fancy / grab / have** a bite to eat at that new café?
- People often **browse / surf / look** the Internet when they are bored.
- Jamie is **doing / having / throwing** a party, but I wasn't invited!
- We got lost while hiking because we hadn't brought a **map / path / compass**.
- Kate entered a cooking competition and won first **place / prize / medal**!

**D** Complete the text with these words.

active beginners gear outdoor outing  
participants portable trekkers

### Geocaching

Geocaching is a hi-tech (1) \_\_\_\_\_ game of hide-and-seek played around the world by adventure seekers. People hide containers called 'geocaches' or 'caches' and (2) \_\_\_\_\_ find them using GPS devices. A set of coordinates is provided online for each cache. Players load this information into their GPS device and set out to find the cache. Anyone with an Internet connection and a(n) (3) \_\_\_\_\_ GPS device can take part.

The first ever cache was a black bucket that was placed near Portland, Oregon in the USA. That was in 2000 and there are now over 1.5 million (4) \_\_\_\_\_ geocaches placed in over 100 countries and over 5 million geocachers worldwide.

For some caches you only need a GPS, but others might require (5) \_\_\_\_\_ such as a torch, sunscreen or hiking boots. It's a great (6) \_\_\_\_\_ and the perfect activity for everyone from (7) \_\_\_\_\_ to more experienced (8) \_\_\_\_\_, and the best part is that you must get up from your computer to participate!



A young man finds a geocache



# Grammar

## Gerunds & Infinitives

**A** We use gerunds with verbs and *-ing* endings. We form full infinitives with *to* and the verb. We use bare infinitives after modal verbs, *had better* to give advice and *would rather* to talk about preference. Read the sentences below and underline the gerunds, bare infinitives and full infinitives.

- Parents should encourage their children to take up sports.
- I don't really feel up to going out tonight.
- Henry got to the stadium early to get good seats.
- Training hard for hours a day is what he does.
- We were pleased to see our team win.
- I'm bored with watching TV all weekend!
- Sally wasn't fast enough to beat the other runner.

**B** Look at sentences 1–7 in A. What form do we use after a–g below? Write G for gerund, B for bare infinitive, or F for full infinitive.

- |   |   |
|---|---|
| a certain adjectives <input type="checkbox"/> | e a modal verb <input type="checkbox"/>                 |
| b a preposition <input type="checkbox"/>      | f to show purpose <input type="checkbox"/>              |
| c too and enough <input type="checkbox"/>     | g as the subject of a sentence <input type="checkbox"/> |
| d a phrasal verb <input type="checkbox"/>     |   |

**C** Complete the sentences with the correct form of the verb.

- Sue would rather \_\_\_\_\_ (go) to France than Scotland for her holiday.
- They decided \_\_\_\_\_ (buy) some new gym equipment for the school.
- It's not worth \_\_\_\_\_ (pay) over one hundred euros for a restaurant meal!
- He had better \_\_\_\_\_ (train) harder if he wants to win the championship.
- My parents really enjoyed \_\_\_\_\_ (travel) through the Alps last year.

**D** Some verbs (e.g. *begin, start, continue, love, hate, intend, prefer*) can be followed by a gerund or infinitive with no change in meaning. Other verbs (e.g. *forget, remember, regret, stop, try*) can be followed by a gerund or infinitive, but there is a change in meaning. Read the sentences and match them with their meanings (a or b).

- Remember to take the dog for a walk. ☐
  - Do you remember taking the dog for a walk? ☐
  - He stopped buying magazines. ☐
  - He stopped to buy a magazine. ☐
- |   |  |
|---|--|
| a remember a past event                               |  |
| b remember something before doing it                  |  |
| a stopped permanently                                 |  |
| b stopped an unmentioned activity and started another |  |

**E** Circle the correct words.

- It's no use **talking** / **to talk to** Mary; she won't listen to you.
- You were so lucky **escape** / **to have escaped** unhurt after climbing that mountain.
- It was so kind of you **to take** / **taking me** to my dance class.
- Could you **get** / **to get** tickets for the science fair?
- Sue denied **knowing** / **to know** anything about the secret party.

**F** Complete the text with the correct form of the verbs in brackets.

### The Olympic flame

The tradition of the Olympic flame comes from the original Games held in ancient Olympia.

There, the Greeks used the sun

(1) \_\_\_\_\_ (create) a flame and this flame kept (2) \_\_\_\_\_ (burn) until the Games ended. For the 1928 Olympic Games in Amsterdam, the tradition of (3) \_\_\_\_\_ (light) and maintaining the flame was reintroduced. Eight years later, in 1936, the organisers of the Berlin Olympic Games suggested (4) \_\_\_\_\_ (start) the Olympic Torch Relay because they wanted (5) \_\_\_\_\_ (connect) the Games more closely to Greece.

Ever since, the Olympic flame has been lit at the site of ancient Olympia by women dressed in ancient Greek-style clothing.

(6) \_\_\_\_\_ (use) a mirror and the sun, they produce a flame and light the torch. Then, from the ancient site of Olympia, the Olympic Torch passes from runner to runner, crossing oceans and continents, until it reaches the Olympic stadium in the host city. In this way, the whole world can (7) \_\_\_\_\_ (become) involved and thousands of people manage (8) \_\_\_\_\_ (see) the actual flame from Greece.

Sir Steve Redgrave holds the Olympic torch at the London 2012 Olympic opening ceremony






# 6 Fun, Fun, Fun!

## Listening

**A** Work with a partner and list things that are based on numbers (e.g. ages, times, etc.). Then predict what information is missing from the sentences below. Underline the words that helped you.

- 1 Lorde was born in \_\_\_\_\_, so she's turning \_\_\_\_\_ this year.
- 2 It was boiling today, and by mid afternoon it had reached \_\_\_\_\_.
- 3 Would passengers on \_\_\_\_\_ please proceed to the boarding gate?
- 4 I can be contacted at work on \_\_\_\_\_ between 9am and 5pm.
- 5 We'll be waiting for you outside the cinema at \_\_\_\_\_, so don't be late.
- 6 The shop is located at \_\_\_\_\_ and is open every day except Sunday.

**B**  Look at the sentences and predict what kind of information is missing. Then listen and see if your predictions were correct.

- 1 The band has released \_\_\_\_\_ in their ten-year career.
- 2 The album, \_\_\_\_\_, has already topped the charts.
- 3 More than \_\_\_\_\_ copies of the album were sold in one day.
- 4 The band is appearing in \_\_\_\_\_ for two shows only, so don't miss out.
- 5 Tickets for the shows will be available on \_\_\_\_\_.
- 6 Students receive a discount of \_\_\_\_\_ per cent.

**C**  Listen again and complete the sentences in B.

**D** Read the *Exam Close-up*. Think of a word or phrase for each gap in the *Exam Task* below.

**E**  Listen and complete the *Exam Task* below.

## Exam Task

You will hear a radio interview with Barry Gribbs about a youth festival. For questions 1 – 10, complete the sentences with a word or short phrase.

### International Youth Festival

The interview is taking place at the (1) \_\_\_\_\_, where the festival is held annually.

Barry says that the festival will go for (2) \_\_\_\_\_.

Barry says that the Showcase is always the (3) \_\_\_\_\_ event of the festival.

Not all of the acts will appear in the Showcase as there are (4) \_\_\_\_\_ of them.

Barry advises people to look in the festival catalogue for information about venues, (5) \_\_\_\_\_.

This year, festival goers will be able to watch dance troupes (6) \_\_\_\_\_.

Barry informs the listeners that (7) \_\_\_\_\_ from the area will be putting on theatre productions.

In addition to the athletics stadium, events will take place (8) \_\_\_\_\_.

Barry says festival goers won't pay more than (9) \_\_\_\_\_ for a show.

If you buy a (10) \_\_\_\_\_, you can get a huge discount.


## Exam Close-up

### Predicting the answer

- Look at the gaps and the words before and after them to predict the types of possible answers (place, times, dates, etc.).
- You do not need to write numbers in their full form, you can use digits, e.g. 3 not 'three'.
- Listen carefully to distinguish between teens and tens, e.g. 13 and 30.
- Make sure you know the ordinal numbers, e.g. 1st, 2nd, 3rd, etc.
- Don't forget to check your spelling for silly mistakes, e.g. double letters, i before e except after c (*believe, receive*), etc.



Internationales Deutsches Turnfest International German Gymnastics Festival, 2009

**F**  Now listen again and check your answers.



# Speaking

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

- What hobbies do you have at the moment?
- What facilities for after-school activities are there in your area? Which ones do you use?
- Have you ever been to a theme park or an amusement park? If so, what was it like? If not, why not?

**B** What kind of different parks can you see in the photos? What kind of people go to them?

amusement park   public park   safari park   theme park   water park



\_\_\_\_\_

\_\_\_\_\_

**C** Read the *Exam Close-up* and the *Exam Task*. Think of some pros and cons for the suggested ideas.

**D** Now complete the *Exam Task* in pairs. Use the *Useful Expressions* to help you.

## Exam Task

Imagine that an amusement park wants to make some changes in order to attract more people. Talk to each other about how popular these changes would be.



late opening hours



more cafés and restaurants



free transport around the park



aqua parks for small children



new, special attractions, such as magic shows

How popular would these changes to the amusement park be?

Now decide which two changes should be made.

## Useful Expressions

### Justifying choices

I believe ... would(n't) be very popular because / as / since ...

The reason why I think this is ...

Most people would be attracted by ... because / as / since ...

Although ... might attract some people, ... would attract even more people because / as / since ...

Not everyone enjoys ..., so I wouldn't suggest / choose ...

... is much more popular with ..., so let's choose ...

## Ideas Focus

- Would you like to try an adventurous sport? Why? / Why not?
- Do you think young people have enough time to do leisure activities nowadays?



## Grammar

### Indirect Questions

**A** Read the direct question and the indirect questions below. What do you notice about the word order?

Direct question

Where is the gym?

Indirect questions

Could you tell me where the gym is?

Would you mind telling me where the gym is?

Do you know where the gym is?

We use indirect questions when we want to ask politely for information. They are introduced by a number of phrases. When a question begins with a question word (*who, what, where, when, etc.*), the indirect question uses the same question word.

**B** Read the indirect questions below. What is unusual about them compared to the indirect questions in A?

- 1 I wonder if you know where the gym is.
- 2 I'd like to know where the gym is.
- 3 I would like to ask you where the gym is.
- 4 I don't suppose you know where the gym is.

### Questions Tags

**C** Question tags are added to the end of a sentence. An affirmative statement is followed by a negative question tag, and a negative statement is followed by an affirmative question tag. Read the sentences and complete the question tags.

- 1 Chess is a game for clever people, \_\_\_\_\_?
- 2 They didn't sell all the tickets for the match, \_\_\_\_\_?

**Be careful**

Some question tags are irregular.

- I'm late, aren't I?

### Negative Questions

**D** We use negative questions in exclamations, to show surprise or doubt, or when we expect our listener to agree with us. Complete the negative questions below with these words.

didn't hasn't isn't weren't

- 1 \_\_\_\_\_ you go hiking last week?
- 2 \_\_\_\_\_ the weather been nice lately?
- 3 Wow! \_\_\_\_\_ that runner fast?
- 4 Why \_\_\_\_\_ you at practice yesterday?

Grammar Focus p.169 (6.6 to 6.8)



**E** Complete each sentence with one word.

- 1 \_\_\_\_\_ you mind telling me where the bus stop is?
- 2 I'd \_\_\_\_\_ to know how much the tickets are.
- 3 Do you know \_\_\_\_\_ the team has arrived?
- 4 Could you tell me \_\_\_\_\_ the tournament starts?
- 5 I \_\_\_\_\_ if he likes mountain climbing.

**F** Complete the sentences with the correct question tags.

- 1 Everyone is looking forward to the competition, \_\_\_\_\_?
- 2 Don't be late for the kick-off, \_\_\_\_\_?
- 3 Let's go for a nice walk in the park, \_\_\_\_\_?
- 4 The athletes had arrived at the stadium, \_\_\_\_\_?
- 5 Be very quiet when you come back, \_\_\_\_\_?
- 6 This is the best event so far, \_\_\_\_\_?
- 7 There were loads of people at the gym, \_\_\_\_\_?
- 8 I'm a terrible tennis player, \_\_\_\_\_?

**G** Tick (✓) the correct question in each pair.

- 1 Weren't they late for training yesterday? ☐  
Why they were late for training yesterday? ☐
- 2 The race it wasn't great? ☐  
Wasn't the race great? ☐
- 3 Camping equipment haven't they bought? ☐  
Haven't they bought camping equipment? ☐
- 4 Why you haven't gone to the match? ☐  
Why haven't you gone to the match? ☐



# Use your English

## Phrasal verbs

**A** Complete the definitions with these phrasal verbs in the correct form.

feel up to get together run into show up sit around sit back sleep in turn down

- 1 When you attend an event or arrive somewhere, you \_\_\_\_\_.
- 2 If you meet someone by accident, you \_\_\_\_\_ them.
- 3 You \_\_\_\_\_ an invitation if you reject it.
- 4 If you think you are capable of doing something, you \_\_\_\_\_ it.
- 5 If you get out of bed later than usual, you \_\_\_\_\_.
- 6 When you sit comfortably on something, you \_\_\_\_\_.
- 7 If you stay at home being lazy, you just \_\_\_\_\_.
- 8 When you \_\_\_\_\_ with your friends, you meet them socially.

**B** Complete the text with the correct form of the phrasal verbs from A.

The best thing about the weekend is that I can (1) \_\_\_\_\_ till ten o'clock and (2) \_\_\_\_\_ the house doing nothing if I want to. I'm the kind of person who likes to (3) \_\_\_\_\_ on the sofa and let others do all the work! If I (4) \_\_\_\_\_ it, I can head out in the evening and (5) \_\_\_\_\_ with my friends. Sometimes we don't plan to meet, but we (6) \_\_\_\_\_ each other out on the town or we (7) \_\_\_\_\_ at the same parties. I must say, I never (8) \_\_\_\_\_ a party invitation!

## Collocations & Expressions

**C** Complete the sentences with the correct form of *do*, *go* or *play*.

- |  |  |
|--|--|
| 1 This summer we _____ windsurfing every day.          | 5 Martin _____ jogging every day after work.                             |
| 2 Tina likes _____ aerobics to keep fit.               | 6 Hector is very athletic; he _____ basketball, football and volleyball. |
| 3 Joey _____ cards with his grandfather at the moment. | 7 Annie _____ gymnastics at a local sports club.                         |
| 4 We often _____ athletics at school.                  | 8 It's my dream to _____ sailing around the Aegean Islands.              |

## Sentence transformation

**D** Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words.

- 1 Are there any tickets left?  
**whether**  
Could you \_\_\_\_\_ any tickets left?
- 2 When does the train arrive in Coventry?  
**when**  
I'd like to know \_\_\_\_\_ in Coventry.
- 3 Is there a bank near here?  
**suppose**  
I don't \_\_\_\_\_ a bank near here.
- 4 Step away from the doors, or you might fall out.  
**stand**  
You might fall out if you \_\_\_\_\_ the doors.
- 5 She was invited to the party, but she decided not to go.  
**down**  
She \_\_\_\_\_ the invitation to the party.
- 6 I'm writing about your job advert.  
**reference**  
I'm writing \_\_\_\_\_ your job advert.





## Writing: a report

### Learning Focus

#### Organising paragraphs

- You must organise your report clearly. A report begins with introductory information about the subject, the identity of the writer and the recipient.
- This is followed by an introduction and a main body with a paragraph for each point to be covered.
- Finally you need to write a conclusion in which you state your recommendations.
- Don't forget to write a heading for each paragraph of the report.

**A** Imagine you have been asked to write a report on a cinema where you work. What sort of factual information could this report include? Work with a partner and make a list of points. What could you include about the films screened at the cinema?

**B** Read the writing task below and answer the questions.

*You work part-time at a cinema in town. The manager wants to make the cinema more popular with young people and so has asked you to write a report. You should comment on the screening times, the cost of tickets, the food and drinks and anything else you consider relevant.*

Write your **report** in 140–190 words in an appropriate style.

- 1 Who will read the report – the manager or young people?
- 2 How many paragraphs will there be in the main body of your report?
- 3 What is the purpose of the report?

**C** For each of the three points mentioned in the task in B, write two things that you could say about them in your notebook. Remember, they must be relevant to the group of people that the manager wishes to attract.

**D** Read the example report. What do you notice about the layout?

To: Ben Jones, Manager  
From: Kelly Strop  
Subject: Report on Reel Cinema

#### Introduction

The aim of this report is to suggest ways in which the cinema can attract more young people. I spoke with a number of local teenagers and these are my findings.

#### Screening times

Most people feel that the screening times are not suitable for young people. They believe that there should be more screenings at the weekend, when they have no school commitments.

#### Cost of tickets

Almost everyone agrees that the ticket prices are too high for teenagers to attend the cinema regularly. The most popular suggestion was to provide a student discount.

#### Food and drinks

Regarding food and drinks, the majority of people would like a greater variety of snacks that are popular with young people. In particular, hot dogs and nachos were mentioned.

#### Conclusion

I would therefore recommend that we have more screenings at the weekend, offer a student discount on tickets, and improve the range of food and drinks at the snack bar.



**E** Look at the example report and answer the questions.

- 1 Underline the phrases in the five paragraphs that introduce the topics. Which ones can be interchanged? Which ones can only be used in the paragraphs where they are in the example report?
- 2 How many sentences are there in the three paragraphs of the main body? Do you think more are needed? Why? / Why not?

**F** Use one of the phrases you underlined in E and your ideas from A to help you write a short paragraph about the quality of the films screened at the cinema for the report.

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**G** Read the *Exam Close-up*. Then read the *Exam Task* below and make a paragraph plan. Use the example to help you.

**H** Now complete the *Exam Task*. Remember to cover all of the points and use the *Useful Expressions* to help you present your ideas clearly in each paragraph.

## Exam Close-up



### Writing an effective report

- A report is usually written for someone in authority (e.g. a manager, a teacher, etc.) so make sure you use neutral or formal language.
- The purpose of a report is to give factual information, so avoid using any lively or colourful language that you might use in a story.
- Use the *Useful Expressions* to help you give information, report results, and make recommendations.

### Plan

To : Name of supervisor

From : Your name or another name

Subject : Subject of report

Introduction: State the purpose of the report.

Paragraph 2 Heading

Paragraph 3 Heading

Paragraph 4 Heading

Conclusion: Sum up and recommend.

## Exam Task

You work at a museum. Your supervisor wants to attract more visitors to the museum and has asked you to write a report. Your report should cover the exhibits on display, the entrance fee and the souvenir shop, and anything else you consider relevant.

Write your **report** in 140–190 words in an appropriate style.

## Useful Expressions

### Introduction

The aim of this report is to ...

This report is intended to ...

This involved visiting ...

I visited ... in order to ...

My findings are presented below.

I outline my findings below.

### Reporting results

Most people feel that ...

Several people said / suggested / thought that ...

Some people thought ..., but others said ...

Almost everyone agreed / said ...

The majority of people ...

### Recommending

I (would) therefore suggest ...

I (would) therefore recommend ...

I therefore suggest that we do not ...

I therefore recommend that we do not ...

It would seem that ... is the best option / idea.

On the basis of the points mentioned above, ...



Salvador Dali Museum  
in Figueras, Spain



# 6 Canyaking Adventure

## Before you watch

### A Match the words to the meanings.

- |           |                          |   |
|-----------|--------------------------|---|
| 1 kayak   | <input type="checkbox"/> | a a long narrow valley with steep sides                   |
| 2 canyon  | <input type="checkbox"/> | b a narrow boat like a canoe                              |
| 3 descent | <input type="checkbox"/> | c a combination of usually two other things               |
| 4 hybrid  | <input type="checkbox"/> | d the movement from a higher to a lower level or position |



## While you watch

### B Watch the video clip and circle the words you hear.

- 1 An international team of whitewater kayakers and canyoneers has come to the island for a unique **challenge / experience**.
- 2 On this trip, the group of men will put their **lives / trust** in the hands of Chris Schnoller.
- 3 Everyone is **worried / aware** that a number of things could go wrong at the waterfall.
- 4 Local guide, Christophe Chaume, has come with the team to consult and bring **personal / first-hand** knowledge of the canyons and terrain.
- 5 The drop is a great success; all the preparation has definitely **paid off / worked**.
- 6 These men **really / certainly** make the sport of canyaking look effortless and fun.

## After you watch

### C Complete the summary of the video clip below using these words.

descent highest hike introduces outdoor serious train vertical

A team of kayakers and canyoneers is on Reunion Island to create a new (1) \_\_\_\_\_ experience called canyaking. It is a hybrid sport which combines canyoneering and kayaking.

The team drives to the centre of the island to a canyon called Fleur Jaune, where they (2) \_\_\_\_\_ for their ultimate objective: the Trou Blanc canyon. The (3) \_\_\_\_\_ down Fleur Jaune consists of seven steep drops. The last drop is a 50 metre (4) \_\_\_\_\_ waterfall. One by one, the men lower themselves down the rope; it takes time, but in the end the descent is a success. The next morning they (5) \_\_\_\_\_ over the mountain towards the Trou Blanc canyon. They camp for the night on the (6) \_\_\_\_\_ peak and then early next day hike to the village of Hellbourg. They reach the Trou Blanc canyon and inspect the first waterfall carefully. It is dangerous, as crashing into a rock could cause (7) \_\_\_\_\_ injury. However, the first canyaker does the drop successfully. The others follow, each man going down the waterfall at great speed. They then continue their canyak through the canyon; it proves to be all they expected.

Despite local people saying that it was impossible, this team accomplishes its goal and (8) \_\_\_\_\_ a completely new sport to Reunion Island.



Kayaker jumping from a waterfall



### Ideas Focus

- What are some examples of extreme sports?
- Would you like to try an extreme sport? Why? / Why not?
- In your opinion, what kind of person is attracted to extreme sports?





# Review 3

## Units 5 & 6

### Part 1

For questions 1–12, read the text below and decide which answer (A, B, C or D) best fits each gap.

#### Aiming for the top

For Gary Beville, the best place to be is on the football (1) \_\_\_\_\_. Gary hopes to become a professional football player at the highest level of competition, and (2) \_\_\_\_\_ part in the World Cup for England. Even though he is still only 18, his dream (3) \_\_\_\_\_ soon come true.

Gary played for his club's reserve team last year and they had a fantastic season. They came (4) \_\_\_\_\_ by training hard, playing well and (5) \_\_\_\_\_ all of their opponents. Gary scored a lot of the team's goals, which brought him to the attention of the first team coach. He was offered a place on the first team and he didn't turn it (6) \_\_\_\_\_.

Gary is now training with the senior players in preparation for the new season. I wondered (7) \_\_\_\_\_ he felt ready for the pressure. 'Sure, it's a tougher competition at this level, but it's my big break, (8) \_\_\_\_\_?' said Gary. 'I (9) \_\_\_\_\_ have stayed with the reserves where there's no stress, but what's the point if you can't get to the very top of your profession?'

Clearly, Gary enjoys (10) \_\_\_\_\_ football and he's very pleased (11) \_\_\_\_\_ with a top team. 'What's next?' I asked him. Gary smiled shyly and said, 'The national team, of course. If I'm (12) \_\_\_\_\_ to get in!'

- |               |               |            |             |
|---------------|---------------|------------|-------------|
| 1 A track     | B court       | C course   | D pitch     |
| 2 A have      | B get         | C take     | D share     |
| 3 A may       | B ought       | C has to   | D needs     |
| 4 A ahead     | B first       | C one      | D before    |
| 5 A beating   | B winning     | C taking   | D losing    |
| 6 A up        | B around      | C under    | D down      |
| 7 A why       | B whether     | C how      | D when      |
| 8 A wasn't it | B was it      | C isn't it | D is it     |
| 9 A could     | B must        | C will     | D shouldn't |
| 10 A play     | B plays       | C to play  | D playing   |
| 11 A being    | B be          | C to be    | D have been |
| 12 A good for | B good enough | C too good | D very good |

### Part 2

For questions 13–24, read the text below and think of the word which best fits each gap. Use only one word in each gap.

#### Shopping

Have you ever (13) \_\_\_\_\_ shopping for just a few things, but ended up buying lots more? That's because the retail industry (14) \_\_\_\_\_ time and money creating all sorts of sneaky tricks to (15) \_\_\_\_\_ you spend.

They ask psychologists (16) \_\_\_\_\_ assist with the layout of shops and decorate (17) \_\_\_\_\_ in ways that will get you spending. Did you know, for example, that a pale shade of purple is most likely to make customers feel (18) \_\_\_\_\_ shopping?

Supermarkets place essential goods, such as bread and milk, at the back of the shop. (19) \_\_\_\_\_ means shoppers have to walk past the rest of the products in (20) \_\_\_\_\_ to get their necessities. Changing rooms in clothes shops, too, are almost always at the back of the shop.

Department (21) \_\_\_\_\_ often use their escalators to encourage you to see more of their goods. Travelling either up or down, you (22) \_\_\_\_\_ to walk half way around the level to find the next connecting escalator, instead of it being the one next to you.

Some shops use the 'closing down sale' trick – they rely on people's fear of (23) \_\_\_\_\_ an opportunity for a bargain to get rid of products.

You (24) \_\_\_\_\_ save a lot of money by being a smart shopper!





# Review 3

## Units 5 & 6

### Part 3

For questions 25–34, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line.

#### It's hard work being an inventor

Inventing something new means more than just picturing it in your mind. Daydreaming about success can be (25) \_\_\_\_\_, but you need to turn your (26) \_\_\_\_\_ into reality.

ENJOY  
INVENT

There are several steps involved in this process. First, you won't be able to get a patent for something that has already been invented, so make sure your technological innovation really is new! Check with the Patent Office for (27) \_\_\_\_\_.

INFORM  
EVALUATE  
TOTAL  
APPEAL  
SATISFY

Then comes the (28) \_\_\_\_\_ stage. This is when you must be (29) \_\_\_\_\_ honest with yourself – is it a great idea or not? Will your product really be (30) \_\_\_\_\_ to the public?

After that, if you're (31) \_\_\_\_\_ that your idea is a winner, you need to develop and market it. Keep testing it until it's perfect. This can be (32) \_\_\_\_\_, but it's a necessary step. When you're ready to market it, try to get maximum exposure for your product. This means advertising and attending (33) \_\_\_\_\_. Who knows? You might get a lucky break.

COST  
EXHIBIT  
SUCCESS

Not every idea will be (34) \_\_\_\_\_, but every idea has the potential to be so.

### Part 4

For questions 35–42, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

- 35 When does the sports club open?

MIND

Would \_\_\_\_\_ the sports club opens?

- 36 I'm sure it was wonderful to win the first prize.

BEEN

It \_\_\_\_\_ wonderful to win the first prize.

- 37 The manager forced the sales assistants to work at the weekend.

MADE

The sales assistants \_\_\_\_\_ at the weekend.

- 38 I thought you won the trophy last year!

WIN

\_\_\_\_\_ the trophy last year?

- 39 Tim was short so he couldn't play basketball.

TALL

Tim was \_\_\_\_\_ basketball.

- 40 Don't spend so much money on a car; it's a waste.

WORTH

It's \_\_\_\_\_ so much money on a car.

- 41 I'm sorry, but I don't want to work extra hours tonight.

UP

I'm sorry, but I don't \_\_\_\_\_ extra hours tonight.

- 42 I'm sure Grandma didn't send that email because she doesn't know how to!

SENT

Grandma \_\_\_\_\_ that email because she doesn't know how to!



# 7 Right or Wrong?

<b>Reading:</b>	multiple-choice questions, dealing with distractors
<b>Vocabulary:</b>	crime-related vocabulary
<b>Grammar:</b>	passive voice: tenses, passive voice: gerunds, infinitives & modal verbs, causative
<b>Listening:</b>	multiple-choice questions, expressing feelings through words
<b>Speaking:</b>	talking about crime, comparing photographs, answering the second question: student B, linking ideas
<b>Use your English:</b>	phrasal verbs, prepositions, sentence transformation
<b>Writing:</b>	formal letter, analysing the question, thinking about style, greetings, introductory comments, agreeing, disagreeing, explaining your views, clarifying, signing off

Members of the Occupy protest group camp in the grounds of St Paul's Cathedral in the financial district of London, England.





# 7 Right or Wrong?

## Reading

**A** Label the pictures with these words. How are these crimes punished?

arson burglary computer hacking illegal parking  
kidnapping pickpocketing robbery vandalism



**B** Quickly read the text to find out what kind of offences are tried by Teen Courts.

## Teen courts

Teen courts are a unique and highly successful approach to **juvenile** crime. The idea was born as people grew more concerned about the rise in juvenile crime and violence. They realised that a more positive and effective alternative to the increasingly **inadequate** and **ineffective** juvenile system was needed. Also known as youth courts or peer courts, they are specialised programmes for young offenders that hold hearings in a less formal courtroom setting. As teen courts place more responsibility on the defendant than regular juvenile courts, they have proved to be popular and successful. Their success has been repeated in hundreds of communities in the USA. Teen courts operate on a voluntary basis. They are open to first-time offenders who are between 10 and 18.

The philosophy behind teen courts is that the young offender should be made to feel responsible for their criminal act. In Teen Court, defendants are judged and sentenced by their peers. Senior high school students take the roles of the prosecution, defence and **jury**. Facing their peers in this way means the whole process seems more relevant to teenage defendants. Instead of being tried in a municipal court and being given a fine, teens tried in the Teen Court have more time and thought devoted to their cases.

Through Teen Court, offenders, parents, victims and adult and teen volunteers all work together to create a long-lasting solution to teen crime. Teens who are eligible for teen court are **referred** by the **municipal** court. They must be given permission to attend a teen court by their parent or **guardian**, who is normally present during the proceedings.

Offenders have normally pleaded guilty to anything from theft to non-violent offences.

Teen courts do not deal with serious offences which involve gangs or weapons. The defendant's case is heard by his peers, teens who have volunteered for the job through their high schools, and been carefully trained by adult volunteers to carry out the procedures.

Once they have heard the case, the teens on the jury sentence the defendant. The defendants are always sentenced to community service in city



### Word Focus

**juvenile:** concerning people under 18

**inadequate:** not (good) enough

**ineffective:** without results

**jury:** a group of people who listen to the facts of a trial in a court

**refer:** to direct someone somewhere for help

**municipal:** belonging to a city or town

**guardian:** a person legally responsible for someone under 18





**C** Read the *Exam Close-up*. Then underline any key words in the sentence stems in the *Exam Task*.

**D** Now complete the *Exam Task*.

## Exam Task

You are going to read an extract from an article about teen courts. For questions 1 – 6, choose the answer (a, b, c or d) which you think fits best according to the text.

- 1 Teen courts are more successful than juvenile courts because
  - a they are more popular with defendants.
  - b the accused must be more responsible.
  - c their success is often repeated.
  - d hundreds of communities use them.
- 2 The teen defendants in Teen Court
  - a may have committed many crimes.
  - b have chosen to have their cases heard there.
  - c have denied their guilt.
  - d often need more time in court.
- 3 A young offender can only attend Teen Court if
  - a they have their family with them.
  - b they prefer it to the municipal court.
  - c they are guilty of a serious crime.
  - d their family has allowed them to be there.
- 4 The sentences passed by Teen Court aim to
  - a introduce offenders to their victims.
  - b make offenders think about solving crime.
  - c encourage defendants to volunteer to do community service.
  - d help defendants learn from their mistakes.
- 5 What is always part of a Teen Court sentence?
  - a a letter apologising for the crime
  - b working for the community
  - c educational programmes
  - d sitting on the jury in Teen Court
- 6 Teen Court defendants do not have a criminal record
  - a after being sentenced.
  - b when they have completed their sentence.
  - c if they plead guilty.
  - d if they can walk away from crimes.

parks, fire departments, animal shelters, old people's homes or local government buildings. Other sentences include letters of apology to the victims, essays about their misdemeanours and jury duty in subsequent Teen Courts, too, in order to be given the opportunity to see how the court works from the point of view of those making the decisions. Attendance at educational programmes created to deal with anger management and other issues may be ordered for those who are thought to need them. The sentences are designed to make the offender think about the crime and give something back to the community. Through Teen Court, offenders learn to take



their crime seriously. It teaches them to respect the authority of the court. For teens, the approval or disapproval of their peers often counts for more than the formal procedures of the conventional juvenile court, where only adults are in charge. It is a positive experience of the judicial system, one which demands, first and foremost, that defendants recognise the consequences of their actions on the community and themselves.

A major benefit of Teen Court is that, once their sentence has been carried out, offenders are free to walk away with a clean record. As well as this, it is reported that they gain an improved sense of self-esteem and are more likely to become responsible members of the community. It is hardly surprising then, that the success of Teen Courts has been overwhelming. Only 14 per cent of offenders tried in these courts reoffend, far fewer than those sentenced in the municipal courts.

## Exam Close-up



### Dealing with distractors

- When you think you have the correct answer for a multiple-choice question, check once again that it is not a distractor. They tend to appear in many different ways in the answers that you are given to choose from.
- Common distractors use one or two of the same words you find in the text.
- The text will give general ideas whereas a distractor will give specific ones.
- Distractors use absolute words (*always, all, only, etc*) when the text uses 'weaker' words like *sometimes, some, many, etc*.
- Distractors use verbs without modals where the text uses a modal, ('something is true', where the text says 'something may be true').
- Read carefully to make sure all of the details match.

### E Find words in the text which complete sentences 1–6 correctly.

- 1 A person of a similar age and experience is known as your \_\_\_\_\_. (para 2)
- 2 A(n) \_\_\_\_\_ is an amount of money a person has to pay for breaking the law. (para 2)
- 3 A(n) \_\_\_\_\_ is a type of punishment given by a court. (para 4)
- 4 An example of bad behaviour, less serious than a crime, is a(n) \_\_\_\_\_. (para 4)
- 5 The feeling that someone or something has power is known as \_\_\_\_\_. (para 4)
- 6 A file containing information about a person's crimes is their criminal \_\_\_\_\_. (para 5)

These people are involved in court cases. What role do they play in a court room?

lawyer judge clerk defendant witness

## Ideas Focus





## Vocabulary

### A Complete the sentences using both verbs in the correct form.

- 1 **break take**  
Because Jeff had \_\_\_\_\_ the law, he was \_\_\_\_\_ to court.
- 2 **find pay**  
I had to \_\_\_\_\_ a fine as I was \_\_\_\_\_ guilty of speeding.
- 3 **commit receive**  
For \_\_\_\_\_ such a serious crime, he \_\_\_\_\_ a harsh sentence.
- 4 **reach try**  
The case was \_\_\_\_\_, but the jury could not \_\_\_\_\_ a verdict.
- 5 **plead take**  
Sonny and Sal \_\_\_\_\_ guilty to \_\_\_\_\_ the bank customers hostage.
- 6 **make set**  
Luckily, a new witness \_\_\_\_\_ a statement and Tom was \_\_\_\_\_ free.
- 7 **confess hold**  
A hearing was \_\_\_\_\_ and the accused finally \_\_\_\_\_ to the crime.
- 8 **accuse dismiss**  
The judge was forced to \_\_\_\_\_ the case as the woman had been falsely \_\_\_\_\_.

### B Circle the correct words.

- 1 The **robbed / stolen** goods were found in his garage.
- 2 According to the police, Sheila is the **main / major** suspect.
- 3 The officer was working undercover and was in **normal / plain** clothes.
- 4 Murder must surely be the most serious of **criminal / wrong** acts.
- 5 He is very dangerous because he is a **hardened / practised** criminal.
- 6 This morning a bank was held up by three **covered / masked** men.
- 7 Police are looking for the **armed / loaded** robber who they say is dangerous.
- 8 Guns and knives are **deadly / violent** weapons as they can kill.

### C Use the word in capitals to form a word that fits in the gap.

- 1 I have always suspected that Mark was a \_\_\_\_\_. **CRIME**
- 2 With a dangerous driver at the wheel, a car becomes a \_\_\_\_\_ weapon. **DEAD**
- 3 \_\_\_\_\_ is a problem for governments and citizens the world over. **TERROR**
- 4 Offering money to a police officer is a serious \_\_\_\_\_. **OFFEND**
- 5 It is almost impossible to destroy this watch – it's \_\_\_\_\_. **BREAK**
- 6 We recently learnt that my great grandfather was a \_\_\_\_\_ thief. **PROFESSION**

### D Rewrite the sentences in the correct order.

- 1 can't / robbed / you / were / believe / I / night / last .  
\_\_\_\_\_
- 2 outside / from / my / was / stolen / bike / my / house .  
\_\_\_\_\_
- 3 park / allowed / we / are / illegal / here / is / or / to / it ?  
\_\_\_\_\_
- 4 the / he / planning / to / was / bank / high / street / on / rob / the .  
\_\_\_\_\_
- 5 anyone / won't / let / enter / the / the / police / street .  
\_\_\_\_\_
- 6 lady / old / the / they / money / much / how / from / steal / did ?  
\_\_\_\_\_





# Grammar

## Passive Voice: Tenses

**A** Read the passive sentences and underline the actions being completed.

- 1 The old prison is being demolished.
- 2 The crime series was filmed last year.
- 3 Dozens of demonstrators have been arrested.
- 4 The house was destroyed by the fire.
- 5 Protesters should be sprayed with water cannons.

**B** Using the sentences from A to help, complete the rules below by circling the correct word.

We use the passive voice when we **know / don't know** who is responsible for an action; when the action is **less / more** important than the person who did it; or when it is **clear / unclear** who carried out the action.

When we want to talk about the person or thing responsible for an action we use the word **by / with**; we use **by / with** to talk about what someone uses to do something.


## Passive Voice: Gerunds, Infinitives, Modal Verbs

**C** Read the sentences and underline the passive structures.

- 1 The prisoners objected to being told what to do.
- 2 When is the case going to be tried?
- 3 The law must be obeyed by everyone.

**D** Using the sentences from C to help, complete the rules.

We form the passive of a gerund with \_\_\_\_\_ + past participle. We form the passive of a full infinitive with to + \_\_\_\_\_ + past participle. We form the passive of a modal with the modal + \_\_\_\_\_ + past participle.

 Grammar Focus pp.169 & 170 (7.1 & 7.2)

**E** Complete the second sentences so that they have a similar meaning to the first sentences. Use the words in bold.

- 1 They should install security cameras in every shop. **be**  
Security cameras \_\_\_\_\_ in every shop.
- 2 When are they supposed to sentence him, officer? **is**  
When \_\_\_\_\_ sentenced, officer?
- 3 A police officer questioned the boys after the fire. **were**  
The boys \_\_\_\_\_ a police officer after the fire.
- 4 Someone used a large rock to hit an innocent bystander. **was**  
An innocent bystander \_\_\_\_\_ a large rock.
- 5 Many people believe that the politician will not be punished. **it**  
\_\_\_\_\_ the politician will not be punished.

**F** Complete the text with the correct form of the passive voice and the verbs in brackets.

### Who was he?

On November 24, 1971, a plane that (1) \_\_\_\_\_ (fly) to Portland, Oregon in the US (2) \_\_\_\_\_ (hijack) by a man who called himself D.B. Cooper. He ordered the pilot to land the plane and demanded a \$200,000 ransom and a parachute. After he (3) \_\_\_\_\_ (give) the money and the parachute, he demanded (4) \_\_\_\_\_ (take) to Mexico. Then Cooper jumped out of the speeding plane, thousands of feet above ground during a raging storm.

It remains the only unsolved hijacking in US history and (5) \_\_\_\_\_ (still/investigate). The true identity of D.B. Cooper (6) \_\_\_\_\_ (never/discover), but it (7) \_\_\_\_\_ (believe) that he was familiar with a Boeing 727 plane and knew how low and how slowly it (8) \_\_\_\_\_ (can/fly), and that it was possible to jump out the back of it. One of the few clues in the case (9) \_\_\_\_\_ (uncover) in 1980 after hundreds of \$20 bills from the ransom money (10) \_\_\_\_\_ (find) along the banks of a river.

Did he survive the jump or did he die? And, more importantly, who was this person who committed a victimless crime, made a getaway and was never seen again?





# 7 Right or Wrong?

## Listening

**A** 7.1 ▶▶ Listen to these sentences and use the words below to say how the people are feeling.

angry   anxious   disgusted   ecstatic   exhausted   indifferent   sympathetic

Speaker 1 \_\_\_\_\_

Speaker 5 \_\_\_\_\_

Speaker 2 \_\_\_\_\_

Speaker 6 \_\_\_\_\_

Speaker 3 \_\_\_\_\_

Speaker 7 \_\_\_\_\_

Speaker 4 \_\_\_\_\_

**B** 7.1 ▶▶ Listen to the sentences again and write down words and phrases that helped you guess how the people feel.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_

**C** 7.2 ▶▶ Read the Exam Close-up. Then complete the Exam Task below.

### Exam Close-up

#### Expressing feelings through words

- When a question asks about how someone is feeling, pay attention to how they express themselves.
- The words they use to express their feelings are important.
- Remember, it's unlikely that they will say explicitly how they feel using the words in the options.

### Exam Task

You will hear people talking in seven situations. For questions 1 – 7, choose the best answer, a, b or c.

- 1 You will hear part of a lecture about dealing with organised crime. What is the lecturer discussing?
  - a co-operation between countries in catching criminals
  - b the difficulty in bringing international criminals to justice
  - c the types of organised crime in different parts of the world
- 2 You will hear a woman talking to her son. How is she feeling?
  - a annoyed about the graffiti
  - b confused about why her son is acting the way he is
  - c angry that he is has been hanging out with his family
- 3 You hear a teenager talking about a crime she witnessed. What did she NOT do?
  - a stay with the victim
  - b catch the culprit
  - c tell the police what happened
- 4 You hear a youth worker talking about juvenile crimes. How does he feel about adolescents who break the law?
  - a sympathetic
  - b angry
  - c indifferent
- 5 You hear two friends talking about a neighbour who was found guilty of a crime. How does the woman feel about the sentence given?
  - a She thinks it fitted the crime.
  - b She thinks it will make the criminal help the community.
  - c She thinks it won't deter the criminal from future crimes.
- 6 You hear a police officer talking about a special crime-prevention event. How will he arrive at the park?
  - a by motorbike
  - b on horseback
  - c by helicopter
- 7 You will hear a radio announcement about a trial verdict. What punishment has the defendant NOT received in the past?
  - a fines
  - b removal of Internet connection
  - c a prison sentence

**D** 7.2 ▶▶ Listen again and check your answers.

**POLICE LINE DO NOT CROSS**



# Speaking

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

- What kinds of crimes are most common in your area?
- Do you generally feel safe in your neighbourhood? Why? / Why not?

**B** Look at the photos and read the questions under each set of photos in the *Exam Task*.

**C** Read some students answers and correct the underlined mistakes.

- 1 Well, it's quite common vandalism in my area and you often see things which are broke in the park near my house.
- 2 If I had to choose, I will prefer to be a forensic scientist because I think that police work is very stressing.
- 3 No, they aren't common.
- 4 I don't think you see many shoplifting in my area because there is a lot of security in big stores, so I'd say these type of crime isn't very common.
- 5 A police officer, yes, definitely.

**D** Can you improve and extend the shorter answers with your own ideas?

**E** Read the *Exam Close-up*. Then complete the *Exam Task* below. Student A describes the pictures in Task 1 and Student B answers the follow-up question. Then change roles and complete Task 2. Use the *Useful Expressions* to help you.



## Exam Close-up

**Answering the second question:  
Student B**

- Listen carefully while Student A is comparing the photos but don't intervene or interrupt them.
- Try to answer the second question with more than one sentence.
- Give a reason why or an example to extend your answer.
- If you have to make a choice, re-phrase the question e.g. *If I had to choose, I'd...*
- You only have about 30 seconds to answer so try to be brief and clear!

## Exam Task

Talk about the photographs on your own for about a minute. Compare the photographs and answer the main question.

**1** How serious do you think these crimes are?



How common is this type of crime where you live?

**2** Which job do you think is most difficult?



Which of these jobs would you prefer to do?

## Useful Expressions

**Linking ideas**

I think / don't think ... because  
I'd say that ... because  
If I had to choose, I'd ... because  
I would / wouldn't like to ... because  
This is why ...  
For this reason ...  
For example, in my area ...  
Crimes such as vandalism aren't very ...  
This is common ... but / although / so / because / and ...

- Why do you think many people like books, films and series about crime?
- Do you think television shows about crime show what it's really like to work in those roles? Why? / Why not?

## Ideas Focus





# 7 Right or Wrong?

## Grammar

### Causative

#### A Read the sentences and underline the causative form.

- 1 Last week we had a new burglar alarm installed.
- 2 We will have the man followed by a private detective.
- 3 Lucy is getting her locks changed today.
- 4 The Smiths had their car stolen last month.
- 5 The police had everyone vacate the building.

#### B Using the sentences in A to help, complete the rules.

We use the causative to say that we have arranged for someone to do something for us. It is sometimes used instead of the passive when referring to an unpleasant experience that happens to somebody. The causative is formed with the correct form of \_\_\_\_\_ + object + past participle. When we want to mention the agent, we use the word \_\_\_\_\_.

#### Be careful

We can also use the causative structure *get + sb + full infinitive*:

- *I got a technician to install the alarm for me.*

We cannot use *have* in this structure.

▶ Grammar Focus p.170 (7.3)



#### C Circle the correct words.

- 1 Before he went to prison, he **was having a tattoo done** / **had a tattoo done** on his back.
- 2 Bill had all of his credit card information **stolen** / **been stolen** by a computer hacker.
- 3 Police believe the criminal is dead and that the mafia boss **had him killed** / **got him to kill**.
- 4 I'm going to **get** / **have** the bank look at my account to see why money is missing.
- 5 I **have had** / **have got** my car broken into three times this year!
- 6 The authorities **had him** / **have had him** deported when they discovered he was there illegally.
- 7 She was certain he was the thief so she **got** / **had** the police to arrest him.
- 8 I discovered the hidden treasure when I had the wall **knocked** / **knock** down.

#### D Rewrite each sentence using the causative form and the words in bold.

- 1 The prisoners are being transferred today. **they**  
\_\_\_\_\_
- 2 Someone has replaced our broken windows. **have**  
\_\_\_\_\_
- 3 A burglar burgled our house last night. **we**  
\_\_\_\_\_
- 4 The police are going to investigate my case. **I**  
\_\_\_\_\_
- 5 Someone broke Terry's nose in a fight. **his**  
\_\_\_\_\_
- 6 An experienced lawyer will defend her in court. **to**  
\_\_\_\_\_
- 7 Jim's manager is going to check Jim's criminal record. **checked**  
\_\_\_\_\_
- 8 Someone had sent the police information about the criminal. **had**  
\_\_\_\_\_



# Use your English

## Phrasal verbs

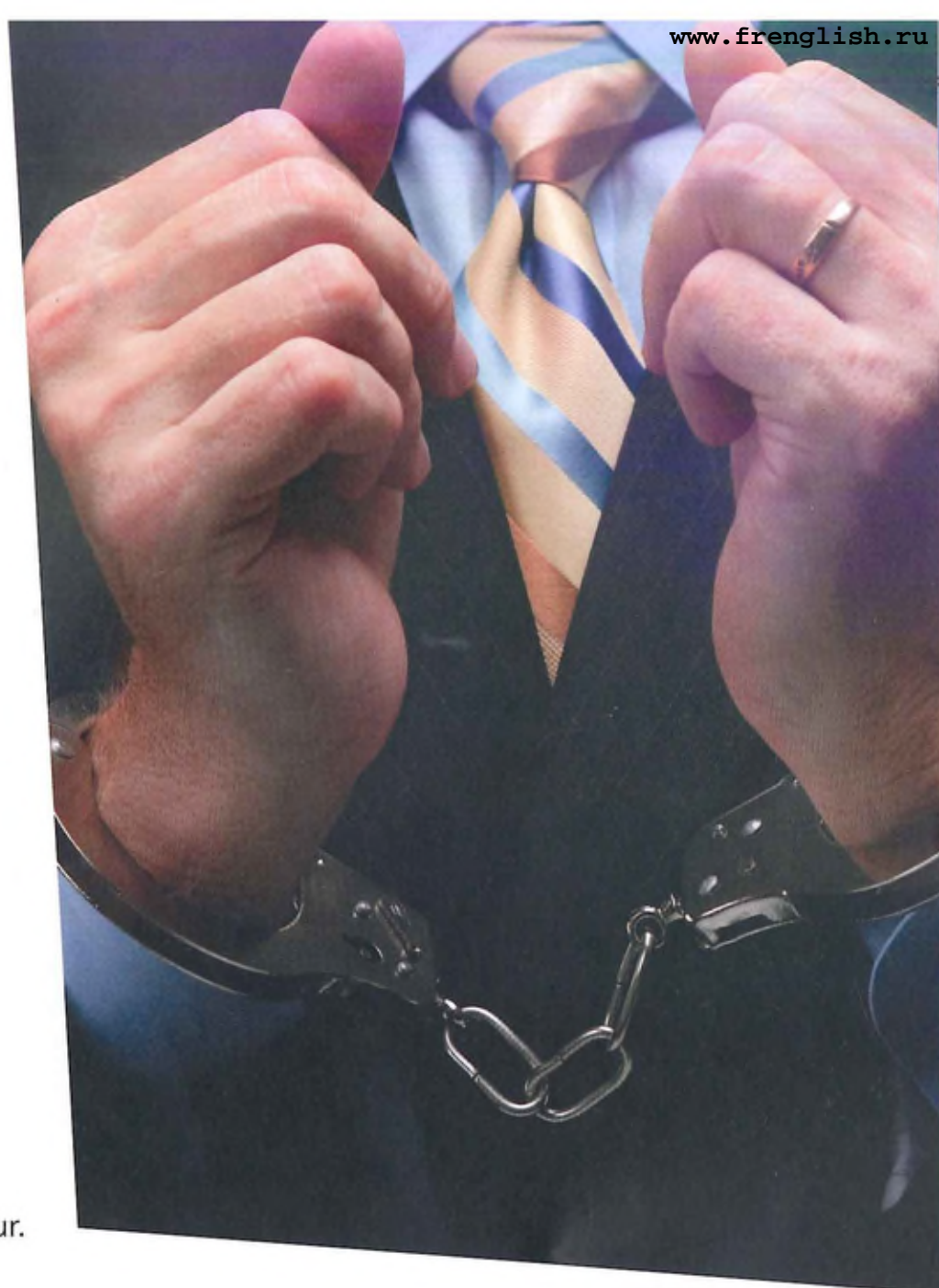
### A Match the phrasal verbs to their meanings.

- |                    |                          |  |
|--------------------|--------------------------|--|
| 1 do away with     | <input type="checkbox"/> | a put somebody in prison                   |
| 2 get away with    | <input type="checkbox"/> | b surrender to the police                  |
| 3 give yourself up | <input type="checkbox"/> | c realise somebody is lying                |
| 4 own up           | <input type="checkbox"/> | d kill                                     |
| 5 put away         | <input type="checkbox"/> | e not get caught for doing something wrong |
| 6 see through      | <input type="checkbox"/> | f confess                                  |

## Prepositions

### B Circle the correct words.

- It is **against** / **without** the law to carry a lethal weapon.
- James led a life **in** / **of** crime until he was finally arrested.
- 'You are **by** / **under** arrest,' said the police officer.
- He claims he hit the other man **for** / **in** self-defence.
- Hidden **from** / **out** sight, the burglar waited till the family had left the house.
- The police accused her **of** / **with** a crime she didn't commit.
- He was released **at** / **from** prison early due to good behaviour.
- The robbers were sentenced **for** / **to** ten years in prison.



### C Complete the Exam Task.

## Exam Task

For questions 1 – 8, complete the second sentence so that it has a similar meaning to the first sentence. Do not change the word given. You must use between **two** and **five** words, including the word given.

- Your dog can't have eaten your homework!  
**been**  
Your homework \_\_\_\_\_ by your dog!
- She hates it when people lie to her.  
**stand**  
She \_\_\_\_\_ to.
- It is time to get rid of this stupid law.  
**away**  
It is time \_\_\_\_\_ this stupid law.
- They put him in jail for his crime.  
**bars**  
They put him \_\_\_\_\_ for his crime.
- I saw Gary sing and now I don't like him anymore.  
**put**  
Seeing Gary sing \_\_\_\_\_ him
- You'll get put in prison for a long time.  
**away**  
They'll \_\_\_\_\_ for a long time.
- I'll swap my skateboard for your BMX.  
**exchange**  
I'll give you my skateboard \_\_\_\_\_ your BMX.
- Someone will deal with this problem tomorrow.  
**seen**  
I'll get this problem \_\_\_\_\_ tomorrow.



# 7 Right or Wrong?

## Writing: a formal letter



### Learning Focus

#### Analysing the question

Read the question carefully to make sure you understand what you must write. A good way to do this is to ask yourself specific questions about the task. These will help you to decide about the style and the tone of the piece.

- What must you write? Is it a letter, an essay, a story? Different types of writing have different styles that you must follow.
- Why are you writing? Do you have to give an opinion, request something, make a suggestion? The reason for writing will let you know about the content of your piece and what kind of phrases and expressions to use.
- Who will read it? Is it for a friend, a boss, a newspaper editor? This will tell you which register to use, either formal or informal.
- How many points must you cover? This will help you to organise your paragraphs.

**A** Read the writing task below and answer the questions on the right.

#### **POLICE TO GET TOUGH ON TEENAGE CRIME**

The police are considering giving tougher punishments to teenagers who are caught committing crimes such as shoplifting and vandalism. In recent months, more of these crimes have been reported. Young offenders are normally given fines, but now authorities believe they need to give harsher punishments. The editor of the Springtown Times would like to know how its readers feel about this.

#### **Letter**

*Do you agree with the proposal for tougher punishments? Write a letter to the editor giving your opinion. Discuss this issue making specific references to different types of punishment and which you think would be the most effective and most suitable for young offenders. Start your letter, 'Dear Sir'.*

#### Analysing the stimulus

- 1 What is the problem?
- 2 What are the police considering doing?
- 3 What would be a harsher punishment?

#### Analysing the prompt

- 4 What must you write?
- 5 Why are you writing it?
- 6 Who will read it?
- 7 Will it be formal or informal?
- 8 What points must you cover?

#### Forming your view

- 9 What is your opinion on the topic?
- 10 Why do you believe that?

**B** Read the example letter. What is the writer's opinion? Does it differ from yours?

Dear Sir,

I am a resident of Springtown and I read your article about tougher punishments for young offenders. I believe there should be harsher punishments. Teenage crime is rising and young offenders should face the consequences of their actions. This will also make people think twice before committing a crime.

Young people who commit crimes need to understand they have done something wrong. They should suffer personally for their actions. For this reason, fines are not effective because parents usually pay them. When young offenders' freedoms are affected, only then will they feel that they are being punished.

Some people believe that community service is the best punishment for young people, but I disagree. I do not believe community service, such as working in parks or animal shelters, is tough enough. If young offenders paid for their crimes by going to prison, other teenagers might not be so willing to commit them.

In short, I believe that the best way to deal with teenage crime is to introduce tougher punishments. In this way, the guilty get the punishment they deserve, and it acts as a warning to others.

Yours faithfully,

Thaddeus Fox



**C** Look at the example letter and answer the questions.

- 1 How many paragraphs are there in the letter? What are they about? Write the correct paragraph number from the model letter next to these descriptions.
  - a Bringing together all of the ideas. ☐
  - b Examining other forms of punishment and choosing one. ☐
  - c Expressing an opinion on the proposal. ☐
  - d Explaining why the usual punishment doesn't work. ☐
- 2 The writer begins 'Dear Sir' and ends 'Yours faithfully' because
  - a he respects the newspaper editor.
  - b he doesn't know the editor's name.
- 3 Circle the formal phrases.
 

Hi there Jim    Dear Mr Jones    Dear Madam  
Hello Grandma    All my love    Best regards  
Respectfully    Take care

**D** Look at the example letter again. Has the writer used the correct register throughout the letter? What makes his letter formal? Tick (✓) the statements that are true.

The writer:

- 1 has avoided using everyday, colloquial language. ☐
- 2 has used contractions. ☐
- 3 is polite. ☐
- 4 has avoided strong language (terrible, disgusting, etc). ☐
- 5 is impersonal. ☐

**E** Look at the *Useful Expressions* and complete the sentences.

I fully (1) \_\_\_\_\_ the council's decision to close Finsbury Park in the evening. It has become a gathering place for hooligans and is (2) \_\_\_\_\_ no longer safe for the residents of Finsbury. The area needs a greater police presence, in (3) \_\_\_\_\_ words, more police officers on the street. However, I (4) \_\_\_\_\_ disagree with the proposal that all teenagers observe a 9pm curfew. That is, I believe, too extreme.

**F** Read the *Exam Close-up* and then complete the *Exam Task* below. Remember to ask yourself specific questions about the task and to use a formal register. Use the *Useful Expressions* to help you.

## Exam Close-up

### Thinking about style

When you write a formal letter, you must follow the correct style.

- If you do not know the name of the person you are writing to, greet the recipient with *Dear Sir* or *Dear Madam* and sign off with *Yours faithfully*.
- Be polite and impersonal, and avoid using strong language.
- Do not use everyday language or contractions.
- Organise your ideas into paragraphs. The number of paragraphs you write will depend on how many points you need to cover.

## Useful Expressions

### Greeting

Dear Sir  
Dear Madam

### Introductory comments

I am a resident of ...  
I read your article about ...

### Agreeing

I fully agree with ...  
I am in agreement with ...  
I fully support ...

### Disagreeing

I strongly disagree with ...  
I cannot support the view that ...

### Explaining your views

for this reason  
therefore  
because of this

### Clarifying

that is  
that is to say  
in other words

### Signing off

Yours faithfully  
Yours sincerely  
Respectfully

## Exam Task

### RESIDENTS CONCERNED ABOUT CRIME

Residents across Rivertown are very concerned about the crime rate. Incidents of burglary and car theft in particular have been rising and police are warning people to be very careful. They have advised residents to protect their homes and possessions. The editor of the *Rivertown Times* would like readers to send in their ideas on how to protect our neighbourhoods.

Whose responsibility is it to prevent crime? Write a letter to the editor explaining your view. Give specific examples of what the police can do and what citizens can do to protect themselves and their neighbourhoods. Begin your letter, 'Dear Sir'. (140–190 words)





# 7 Capoeira: The Fighting Dance



## Before you watch

### A Match the words to the meanings.

- |   |             |                          |   |   |
|---|-------------|--------------------------|---|---|
| 1 | abolishment | <input type="checkbox"/> | a | a household in which a child is raised by someone other than its natural or adoptive parent |
| 2 | foster home | <input type="checkbox"/> | b | someone who gives help and advice over a period of time                                     |
| 3 | mentor      | <input type="checkbox"/> | c | a method of fighting, often without weapons, that comes from the Far East                   |
| 4 | martial art | <input type="checkbox"/> | d | the act of doing away with something  |

## While you watch

### B Watch the video clip and decide if these statements are true or false. Write T for true and F for false.

- |   |  |                          |
|---|--|--------------------------|
| 1 | Capoeira is a mix of dance and fighting moves.   | <input type="checkbox"/> |
| 2 | Project Axe encourages street kids to fight.   | <input type="checkbox"/> |
| 3 | Kids at the Axe centre can learn other things as well as capoeira.   | <input type="checkbox"/> |
| 4 | Mario Rebeiro de Freitas explains that capoeira helps kids learn respect for each other.                             | <input type="checkbox"/> |
| 5 | After the end of slavery in 1888, capoeira lost its popularity.  | <input type="checkbox"/> |
| 6 | Milton Dos Santos and Jefferson Rodriguez both used to live on the street before they became involved with capoeira. | <input type="checkbox"/> |

## After you watch

### C Complete the summary of the video clip below using these words.

body combination education move operates owners respect social

Capoeira is a(n) (1) \_\_\_\_\_ of dance and martial arts which was first performed by African slaves in Brazil in the 1800s.

In Salvador, social workers have recently started using capoeira to help in the education and (2) \_\_\_\_\_ development of young people. An organisation called *Project Axe* (3) \_\_\_\_\_ a social centre where capoeira helps street kids who are at risk. Mario Rebeiro de Freitas, a capoeira teacher and mentor, says besides being important for the body, capoeira also helps the mind and the soul. Kids use their (4) \_\_\_\_\_ strength and energy in a group, they learn to follow rules and to understand limits. They also learn to control their behaviour and to (5) \_\_\_\_\_ each other.

Axe workers make contact with many homeless kids on the streets. Those interested in the project first have to (6) \_\_\_\_\_ back home or go into a foster home. Then, at the centre they can learn capoeira and other arts, and they also can get help with their basic (7) \_\_\_\_\_.

Hundreds of years ago, slaves in Brazil first practised capoeira as a way of opposing their (8) \_\_\_\_\_. Today, capoeira is helping street kids to give up drugs and crime, and to create new lives.



A young man practises capoeira on the beach

- Do you think that by practising capoeira young people keep out of trouble? Why? / Why not?
- What can be done to help street children in your country?

Ideas Focus





## 8

## Environmental Affairs

**Reading:**

missing sentences, identifying linking words in a text

**Vocabulary:**

environment-related vocabulary

**Grammar:**conditionals: zero, first, second & third, mixed conditionals, conditionals without *if***Listening:**

multiple matching, identifying the functions of speech

**Speaking:**

talking about the environment, environmental issues, decision making, reaching a decision, persuading &amp; convincing

**Use your English:**

phrasal verbs, prepositions, gapped text

**Writing:**

essay (2), avoiding common mistakes, checking your work, comparing &amp; contrasting, becoming more specific

wind turbines on Tehachapi  
Pass, Mojave Desert,  
California, United States



# 8 Environmental Affairs

## Reading

**A** How much do you know about wind? Do the quiz and find out.

- |  |  |
|--|--|
| 1 How many homes can wind energy power in the United States? | 3 What was wind used for in the past?              |
| a 4.5 million  | a to get to places                                 |
| b 45 million   | b to have fun at the beach                         |
| c 54 million   | c to sail boats for sport                          |
| 2 At what speed did the fastest tornado spin?                | 4 When did Hurricane Katrina hit New Orleans, USA? |
| a 484 km/h   | a 2003   |
| b 249 km/h   | b 2005   |
| c 177 km/h   | c 2007   |

**B** Read the text quickly to check your answers.

Tornado, in Campo, Colorado, USA

## Wind at Work

Eye of a hurricane, satellite view, NASA  
Goddard Laboratory for Atmospheric  
Sciences Severe Storm Branch

Wind can power storms, make electricity and carve rock. It can also whip up some fun. If you have ever tried windsurfing, you will know that you can tear across the surface of the water when the sail catches the wind. Supposing you wanted to fly a kite, you wouldn't get it airborne if it wasn't windy enough. **1**

People have used wind in different ways for thousands of years, but what is wind? Wind is simply moving air. The sun causes it. When the sun warms land or water, the air above it also becomes warmer. Warm air is lighter than cool air, so it rises. If this happens, cooler air rushes in to fill the gap. This movement of air is the wind. Because the surface of planet Earth heats unevenly, wind is constant. Water takes longer to heat than land. **2** Now you know why beaches are so breezy!

Long before people used wind to have fun at the beach, they used wind to get to places. For example, ancient Egyptians hoisted sails to travel up and down the Nile. Some winds blow in regular patterns across thousands of kilometres. Some of the most reliable winds blow west near the Equator, the imaginary line around the middle of the planet. These winds have made it possible to sail the oceans for centuries. **3** People sail boats for sport today, but they still rely on the same wind patterns that pushed ships hundreds of years ago.

People don't need wind to cross the ocean anymore. They have airplanes for that. Still, wind can help us in other ways. If wind is harnessed using **wind turbines**, it can generate electricity. The Horse Hollow Wind farm in Texas, USA, grows no crops. It has hundreds of steel turbines instead. Each tower is taller than a twenty-storey building and topped with steel blades that turn a generator to make electricity. Wind energy in the United States is enough to power about 4.5 million homes. It accounts for only about one per cent of the electricity that they need. If more wind farms are built, more electricity will be generated.

Wind isn't always fun and helpful. It can also be terrifying. Just ask anyone who has seen a tornado. A tornado is a **vertical** column of spinning air. If wind above the ground

### Word Focus

**wind turbine:** a machine with a wheel that is turned by the wind to produce electricity.

**vertical:** in an up and down direction

**rotation:** the action of moving around a centre

**gust:** a sudden strong rush of wind



**C** Read the *Exam Close-up*. Then underline the key words in the missing sentences in the *Exam Task* below.

**D** Now complete the *Exam Task*. Remember to look for linking words in the missing sentences and words that connect to them in the surrounding text.

## Exam Task

Six sentences have been removed from the article. Choose from the sentences **A – G** the one which fits each gap (1 – 6). There is one extra sentence which you do not need to use.

- A** This type of wind is short-lived, but deadly.
- B** They form over tropical oceans when warm moist air rises and more air moves in underneath.
- C** The winds uproot trees and blow away entire buildings.
- D** Because of this, air is always rushing between water and land.
- E** Weather scientists followed one in a truck in order to examine how it moved.
- F** Before engines, trade ships made use of these winds to carry goods around the globe, which is why they are known as trade winds.
- G** If you wanted to go sailing, you wouldn't get far without a good breeze.

moves faster than wind at ground level, the air in between creates a spinning tube. If the air rising inside a thunderstorm moves this tube upright, then a tornado is formed. **4** Although most tornadoes last only a few minutes, they can do a lot of damage. They can lift cars, houses and anything else in their path and throw it hundreds of metres away. The fastest tornado ever recorded reached speeds of 484 kilometres an hour.



## Ideas Focus

- What kind of extreme weather conditions does your country suffer from?
- How important is it to learn about environmental issues at school?

## Exam Close-up

### Identifying linking words in a text

Linking words join parts of a text together. They can help you to work out where to place the missing sentences.

- Find the language in the missing sentences that refers back to the text and links them to the sentences that come before or after the gap.
- The linking words are often articles (the), pronouns (it, her, those, etc.), time clauses (as soon as, after, before, etc.), cause and effect (if, because, so, etc.).
- Finally, find what the linking words refer to in the text, and place the missing sentences in the correct place.

**E** Find the meaning of the words in the article. Then use the words to complete the sentences below.

surface (para 1) sails (para 3)  
tornado (para 5) thunderstorm (para 5)  
clouds (para 6) coast (para 6)  
breeze (para 7) landscape (para 7)

- 1 The people abandoned their homes as the \_\_\_\_\_ approached the town.
- 2 If you look through the telescope, you can see the \_\_\_\_\_ of the Moon.
- 3 When we got to the top of the hill, a lovely \_\_\_\_\_ cooled us down.
- 4 Just look at those dark \_\_\_\_\_; I think it's going to start raining.
- 5 During the \_\_\_\_\_, the local post office was struck by lightning.
- 6 The wind filled the \_\_\_\_\_ of the boat as it cruised around the Aegean.
- 7 We have a weekend home on the \_\_\_\_\_ because we love water sports.
- 8 She hated the ugly urban \_\_\_\_\_ of her town and dreamed of leaving.

If tornadoes are frightening, hurricanes are even worse. **5** As this air rises too, big wet clouds start to gather. Over a few days, the Earth's rotation causes the growing mass of clouds to spin. If winds reach 119 kilometres per hour, the storm is known as a hurricane. Sometimes the strongest hurricanes reach speeds of over 249 kilometres an hour. If hurricanes hit land, they often do extreme damage. **6** Huge waves cause floods on the coasts. In 2005, Hurricane Katrina hit New Orleans, Louisiana, forcing residents onto roofs as water flooded the city, and resulting in major loss of life.

From gentle breezes to strong gusts, wind is everywhere. Without it the landscape would be different, people would not have reached new continents and sports like windsurfing wouldn't exist. There are many ways in which wind changes our world.



## Vocabulary

**A** Complete the sentences with the words given.

torrential rainfall moisture coastal ecosystem evaporation

- 1 Visitors were warned to be careful on the \_\_\_\_\_ paths.
- 2 The news report warned everyone to be careful of the \_\_\_\_\_ rain that would hit the town.
- 3 An \_\_\_\_\_ is a community of living organisms.
- 4 Heat causes the \_\_\_\_\_ of water.
- 5 Low \_\_\_\_\_ usually means fewer flowers.
- 6 There was a lot of \_\_\_\_\_ in the air this morning.

**B** Write the topic name for each paragraph and then circle the correct words.

Fossil fuels Global warming Natural resources Climate change

**1** \_\_\_\_\_ refers to changes in weather patterns, including a rise in global temperatures, changes in rainfall patterns that result in flooding and draughts / droughts, and a rise in sea heights / levels. It can be caused both by natural forces / powers and by human activities.

**3** \_\_\_\_\_ are formed in the ground from the remains of dead animals and plants. They include oil, natural / underground gas and coal. Unlike renewable / usable energy sources, they cannot be replaced. Once conserved / consumed, they are gone forever.

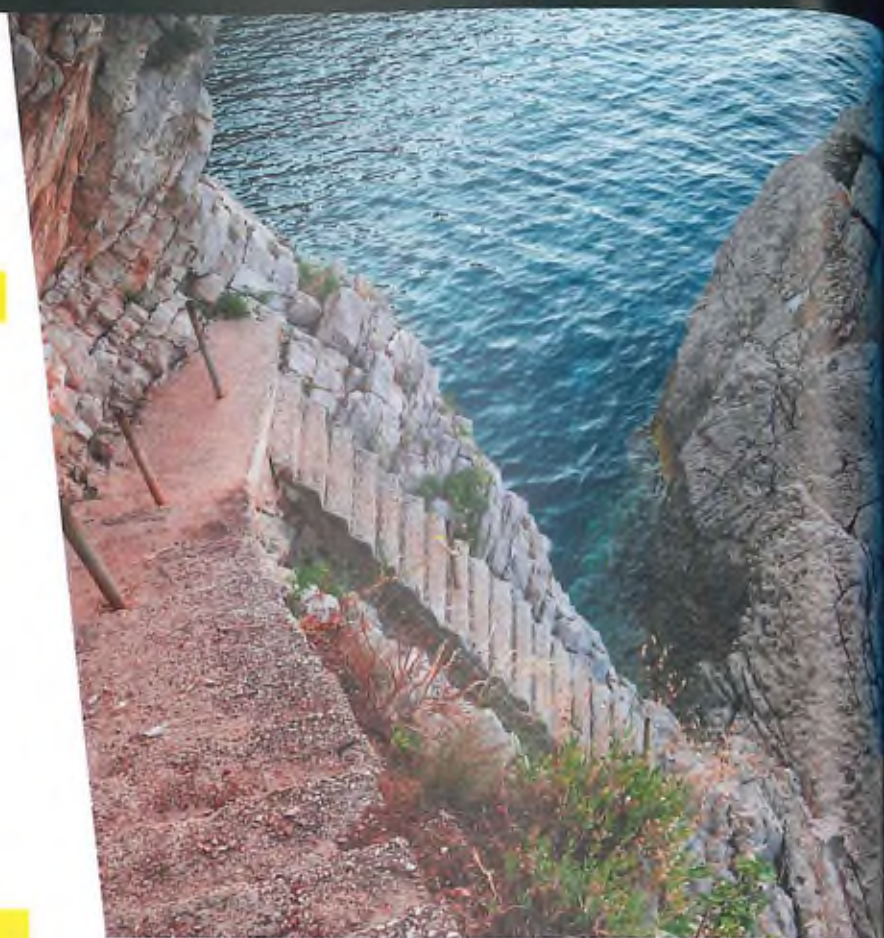
**2** \_\_\_\_\_ is a gradual increase in the Earth's surface temperature caused by the emission / omission of gases that trap the sun's heat in the Earth's air / atmosphere. When fuels are burnt, carbon dioxide, methane, and other greenhouse fumes / gases are released. These form a blanket around the Earth, which holds heat and raises temperatures on the ground.

**4** \_\_\_\_\_ come from the environment. We cannot make them. Examples include air, water, wood, coal, crude / raw oil, and heat / solar energy from the sun. Some of these, such as air and water, must be kept clean. Others, such as the trees that provide us with wood, must be protected from deforestation / erosion.

**C** Complete the sentences with these words.

agriculture bank current delta  
downpour flames gust habitat

- 1 Where will the animals go if their natural \_\_\_\_\_ is destroyed?
- 2 Macy got caught in a(n) \_\_\_\_\_ and was soaking wet.
- 3 We enjoyed a picnic on the grassy \_\_\_\_\_ of the river.
- 4 The swimmer was swept out to sea by the strong \_\_\_\_\_.
- 5 The Nile \_\_\_\_\_ flows into the Mediterranean Sea.
- 6 A sudden \_\_\_\_\_ of wind blew away my umbrella!
- 7 The \_\_\_\_\_ destroyed everything in their path.
- 8 \_\_\_\_\_ in dry regions is impossible without irrigation.





# Grammar

## Conditionals: Zero, First, Second & Third

**A** Look at these conditional sentences and underline the tenses used.

- 1 If we all drove electric cars, there would be less pollution.
- 2 If you heat water to 100°C, it boils.
- 3 If the Chernobyl reactor hadn't exploded, thousands of people wouldn't have become so ill.
- 4 If we cut down more forests, we will destroy more natural habitats.

▶ Grammar Focus pp.170 & 171 (8.1 to 8.4)

**B** Now match each sentence 1–4 with the type of conditional expressed (a–d).

Which sentence expresses:

- a a general truth? This is the zero conditional. ☐
- b something that is likely to happen in the present or in the future? This is the first conditional. ☐
- c something that is unlikely to happen in the present or in the future? This is the second conditional. ☐
- d a hypothetical event or situation in the past? This is the third conditional. ☐

**C** Circle the correct answers.

- 1 If the species **didn't adapt / hadn't adapted** to life on Earth, it wouldn't have survived.
- 2 If you **buy / bought** recycled paper, you will save trees.
- 3 There will be more floods if rainfall **increased / increases** suddenly.
- 4 If we consumed fewer fossil fuels, we **could lead / would have led** healthier lives.
- 5 Don't you know that when water **freezes / froze**, it turns into ice?
- 6 I'm sure I would be happier if I **lived / had lived** in the countryside.
- 7 They couldn't have survived if they **had stayed / would have stayed** in the desert.
- 8 If we reduce greenhouse gas emissions, we **would improve / will improve** the air quality in cities.



**D** Complete the sentences with the correct form of the verbs in brackets.

- 1 Why did we stay at a fancy hotel? We \_\_\_\_\_ (help) the environment if we \_\_\_\_\_ (book into) an eco-hotel.
- 2 Wow! This is a great hybrid car – I \_\_\_\_\_ (buy) it if I \_\_\_\_\_ (have) the money, but I can't afford it.
- 3 You need to learn that if you \_\_\_\_\_ (recycle) glass, paper and aluminium, you \_\_\_\_\_ (save) energy.
- 4 What do they teach you at school? Don't you know that if a flame \_\_\_\_\_ (come) into contact with natural gas, it \_\_\_\_\_ (cause) an explosion!
- 5 There's nothing to do indoors; we \_\_\_\_\_ (go out) if the weather \_\_\_\_\_ (not be) so hot and humid.
- 6 What \_\_\_\_\_ (happen) to our way of life when all the fossil fuels \_\_\_\_\_ (run out)?

**E** Rewrite each sentence without changing the meaning.

- 1 We didn't see the sign and we entered the restricted area.  
We wouldn't \_\_\_\_\_.
- 2 Can you lend me your car? I can return it on Tuesday.  
If you \_\_\_\_\_.
- 3 Ian wants to invent a new form of fuel and become a billionaire!  
Ian would \_\_\_\_\_!
- 4 Sam can't eat shellfish because he gets a nasty rash.  
When \_\_\_\_\_.
- 5 Why doesn't the mayor do more to reduce traffic in the city centre?  
If I were the mayor \_\_\_\_\_.



## Listening

**A** Read each statement and decide which two things each speaker is doing. Choose from these functions.

admitting complaining enquiring guessing informing predicting  
promising seeking permission suggesting warning

- 1 'No, you're absolutely right. It was a stupid thing to do. I guess I just wasn't thinking. From now on, I'll use the recycling bins.'
- 2 'I don't believe you bought this again. Didn't we say we'd stop buying it because it's genetically modified? Try buying the organic stuff next time instead.'
- 3 'Are there any relevant books that I could study for my project on deforestation? Oh, and would it be possible to take them out of the library?'
- 4 'Did you know that most fossil fuels will run out in the next century? Maybe that's why people might get photovoltaic panels installed in the future.'
- 5 'After last year's forest fires the whole area is certain to flood every time there's a heavy downpour. If we don't plant more trees now, we'll be in big trouble.'

**B** 8.1 ▶ Read the *Exam Close-up*. Then listen to the statements and circle the correct function.

- 1 discouraging / informing / suggesting
- 2 recommending / enquiring / prohibiting
- 3 predicting / expressing doubt / admitting
- 4 discouraging / complaining / criticising
- 5 reporting / warning / admitting

**C** 8.2 ▶ Listen and complete the *Exam Task*.

### Exam Task

You will hear five people talking about environmental issues. For questions 1 – 5, choose from the list A – H what each person is doing. Use the letters only once. There are three extra letters which you do not need to use.

- |                                    |  |
|------------------------------------|--|
| Speaker 1 <input type="checkbox"/> | A enquiring about a safety issue                           |
| Speaker 2 <input type="checkbox"/> | B discouraging someone from doing something                |
| Speaker 3 <input type="checkbox"/> | C informing about a natural event                          |
| Speaker 4 <input type="checkbox"/> | D complaining about lack of action                         |
| Speaker 5 <input type="checkbox"/> | E promising to change behaviour                            |
|                                    | F suggesting a way to become more environmentally friendly |
|                                    | G providing information on recycling                       |
|                                    | H seeking permission to do something                       |

**D** 8.2 ▶ Listen again and check your answers.

### Exam Close-up

#### Identifying the function of speech

- In tasks that focus on the functions of people's speech, it is important to concentrate on why someone is speaking as this will show you the purpose.
- Concentrate on phrases or expressions that are used to express the function rather than on individual words. If you focus on individual words you hear, especially if the same words are written in the options, you could be misled.





# Speaking

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

- How can people your age help the environment?
- Have you ever taken part in an environmental project? If so, what kind of project was it?
- Do you think enough is being done in your local area to help the environment? Why? / Why not?

**B** Complete the table below with ways your family's everyday habits damage the environment and ways they help the environment.

**C** Discuss with a partner the habits you noted in B and explain how they affect the environment. Do you have any that are similar?

**D** Read the *Exam Close-up*. Then work in pairs and complete the *Exam Task*. Use the *Useful Expressions* to help you.

## Useful Expressions

### Persuading & convincing

Don't you agree that ... would (not) help?  
 I see what you're saying, but wouldn't ... be a better idea  
 since ...  
 Wouldn't ... be a bit impractical ...  
 Surely ... will have a greater impact on the environment because ...  
 Yes, but if we ... then ...  
 Don't you think it would be better to ...  
 I really think ... would bring greater benefits / have the biggest impact as ...

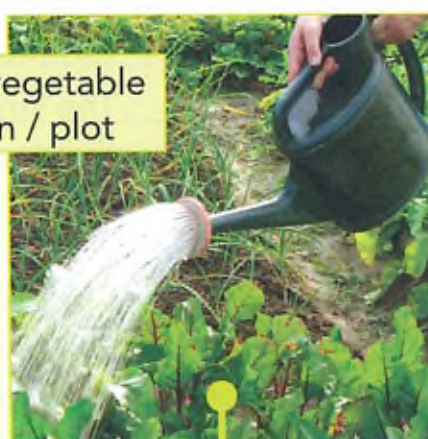
## Exam Task

Imagine that your family is trying to become more environmentally friendly. Talk to each other about what different things your family could do to become a friend to the environment.



install solar energy at home

have a vegetable garden / plot



How could your family become more environmentally friendly?



recycle plastic and other materials



cycle to school / work



turn off electrical appliances



go on protests / join an activist group

Now decide which two things would have a greater impact on the environment.

- Why is it important to have green areas in big cities?
- What could young people learn by working for a voluntary environmental organisation?

## Ideas Focus





# 8 Environmental Affairs

## Grammar

### Mixed Conditionals

**A** Look at the mixed conditional sentence and answer the questions below. Circle Yes or No.

If Vince **had taken** my advice, he **wouldn't be** in trouble now.

- 1 Was advice given to Vince in the past?  
**Yes / No**
- 2 Did Vince take the advice? **Yes / No**
- 3 Does Vince have a problem now?  
**Yes / No**

**B** Now complete the rule.

A mixed conditional is where two clauses in a conditional sentence refer to different times. The *if*-clause refers to a hypothetical event or situation in the \_\_\_\_\_ (third conditional) and the main clause (second conditional) refers to a result in the \_\_\_\_\_ or future.

### Conditionals without if

**C** Look at the sentences below and then answer the questions.

**Provided / Providing (that) / On condition (that) / As long as** we use renewable energy, we will create less pollution.

**Supposing / Suppose** you saw someone littering, what would you do?

We can't help wildlife **unless** we protect natural habitats.

We have to protect endangered species, **otherwise** they'll become extinct.

Which of the words in bold mean(s)...

- 1 if not? \_\_\_\_\_
- 2 if and only if? \_\_\_\_\_, \_\_\_\_\_
- 3 what if? \_\_\_\_\_
- 4 if we don't \_\_\_\_\_

Grammar Focus p.171 (8.5 & 8.6)

**D** Read each situation and complete the mixed conditional sentences.

- 1 The city council didn't provide recycling bins, so we can't recycle our household waste.  
If the city council \_\_\_\_\_ recycling bins, we \_\_\_\_\_ our household waste.
- 2 The teacher explained what acid rain is, so the students know how dangerous it is.  
If the teacher \_\_\_\_\_ what acid rain is, the students \_\_\_\_\_ how dangerous it is.
- 3 The streets are flooded now because there was a torrential storm.  
The streets \_\_\_\_\_ flooded if there \_\_\_\_\_ a torrential storm.
- 4 The car isn't working well because he put the wrong type of petrol in it.  
If he \_\_\_\_\_ the wrong type of petrol in his car, the car \_\_\_\_\_ now.

**E** Complete the second sentences so they have a similar meaning to the first sentences. Use the words in bold.

- 1 John, what would you do if you were caught in a flood? **suppose**  
John, \_\_\_\_\_ in a flood, what would you do?
- 2 Only call me if there is a problem, Joe. **unless**  
\_\_\_\_\_, there is a problem, Joe.
- 3 We'll get solar panels for the house if they aren't too expensive. **as**  
We'll get solar panels for the house \_\_\_\_\_ aren't too expensive.
- 4 Polar bears can be saved if global warming stops. **on**  
\_\_\_\_\_, polar bears can be saved.
- 5 Fewer species will become endangered if we protect their habitats. **provided**  
Fewer species will become endangered \_\_\_\_\_ their habitats.





# Use your English

## Phrasal verbs

**A** Complete the definitions with these phrasal verbs in the correct form.

block out   blow over   burst into   freeze over  
wear away   wipe out

- 1 When something becomes gradually smaller or smoother, it has \_\_\_\_\_.
- 2 If a species becomes extinct, it has been \_\_\_\_\_.
- 3 When you stop light from coming in, you \_\_\_\_\_ it \_\_\_\_\_.
- 4 When something \_\_\_\_\_ flames, it catches fire quickly.
- 5 If something goes away without a serious effect, it \_\_\_\_\_.
- 6 When the surface of water turns into ice, it \_\_\_\_\_.

**B** Complete the sentences with the correct form of the phrasal verbs from A.

- 1 The hot sun caused the patch of grass to \_\_\_\_\_ flames.
- 2 Over thousands of years, the wind and rain \_\_\_\_\_ much of the rock.
- 3 Storm clouds had gathered and had \_\_\_\_\_ the sun.
- 4 When the lake \_\_\_\_\_, people began skating on the surface.
- 5 The species was \_\_\_\_\_ when deforestation led to loss of habitat.
- 6 Luckily, the storm \_\_\_\_\_.

## Prepositions

**C** Complete the phrases with these prepositions.

about   for   from   in   of   on   to   with

noun + preposition

- 1 protection \_\_\_\_\_
- 2 effect \_\_\_\_\_
- 3 respect \_\_\_\_\_
- 4 threat \_\_\_\_\_
- 5 victim \_\_\_\_\_
- 6 rise \_\_\_\_\_

verb + preposition

- 7 cope \_\_\_\_\_
- 8 discourage \_\_\_\_\_
- 9 object \_\_\_\_\_
- 10 rely \_\_\_\_\_
- 11 result \_\_\_\_\_
- 12 search \_\_\_\_\_

adjective + preposition

- 13 aware \_\_\_\_\_
- 14 exposed \_\_\_\_\_
- 15 pessimistic \_\_\_\_\_
- 16 safe \_\_\_\_\_
- 17 satisfied \_\_\_\_\_
- 18 keen \_\_\_\_\_

**D** Complete the Exam Task.

## Exam Task

For questions 1 – 8, read the text below and think of the word which best fits each gap. Use only **one** word in each gap.

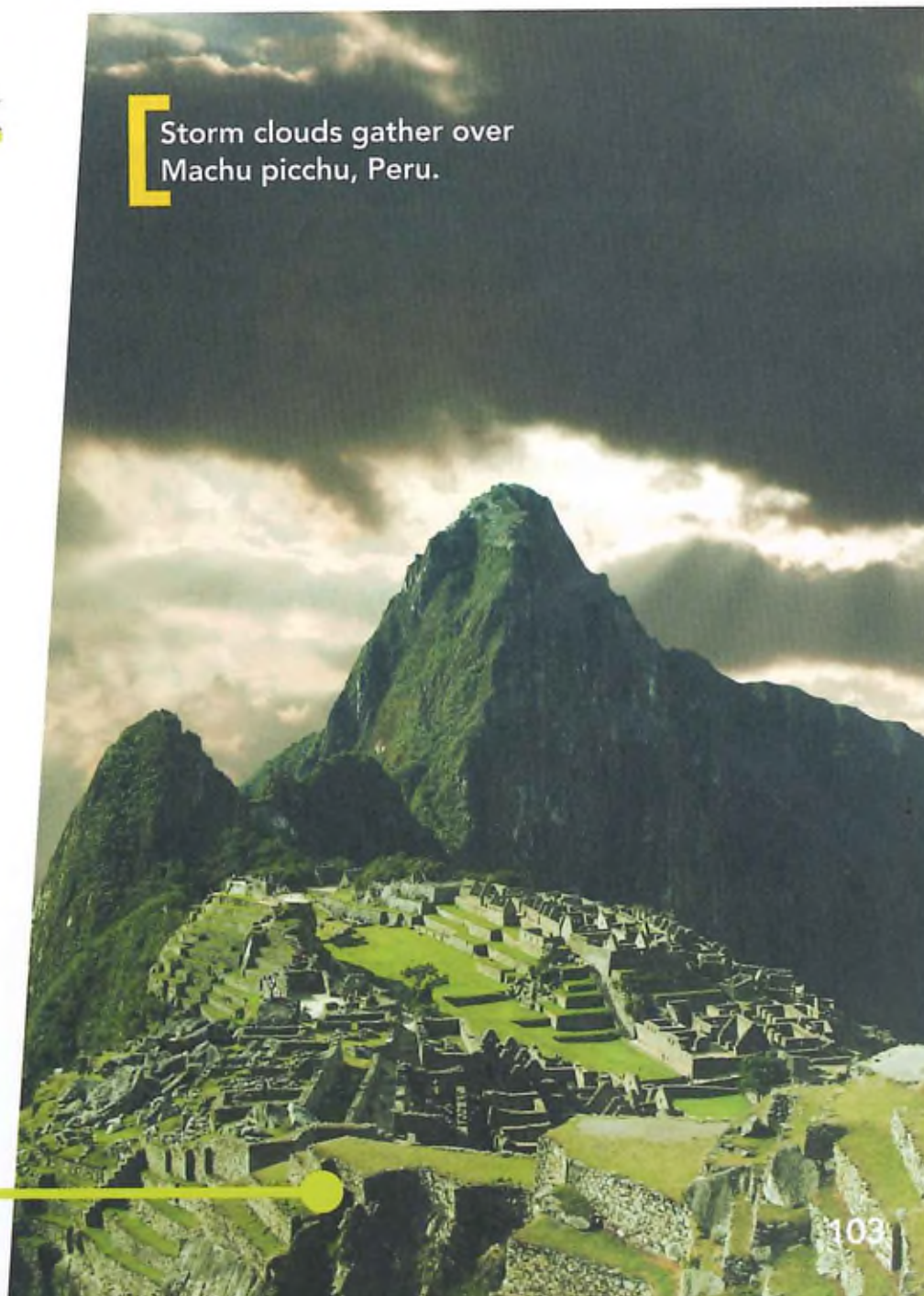
### El Niño

When a pool of water gets hot, the surface begins to evaporate (1) \_\_\_\_\_, adding heat and moisture to the air above it. The hot air rises, and carries the moisture (2) \_\_\_\_\_ it. When this moist, hot air begins to cool, there is rainfall. This happens over warm ocean water (3) \_\_\_\_\_ the time and is a normal cycle.

Normally, the Earth's warmest water can be found (4) \_\_\_\_\_ the tropical western Pacific, with the east-to-west trade winds pushing the warm water toward Asia, (5) \_\_\_\_\_ the ecosystem has adapted to the heavy rains that result. Every so often, however, the trade winds weaken and the warm water ends (6) \_\_\_\_\_ flowing eastward to the coast of South America where people are not prepared for the torrential rain that follows.

This is El Niño, which was at first thought to affect only an area of coastal Peru, but is now recognised (7) \_\_\_\_\_ large-scale oceanic warming that affects most of the tropical Pacific, and (8) \_\_\_\_\_ meteorological effects extend throughout the Pacific to eastern Africa and beyond.

Storm clouds gather over Machu Picchu, Peru.





## Writing: an essay (2)

### Learning Focus

#### Avoiding common mistakes

Check your work carefully. There are many silly mistakes that can be avoided if you do so.

Check:

- for common spelling errors including double letters, prefixes and suffixes.
- words that are easily confused, e.g. *there / their / they're, your / you're, affect*.
- linking words and make sure you know when and how to use them correctly.
- pronouns to make sure you have used the correct ones.
- subject-verb agreement, using the correct verb forms with nouns.
- tenses to make sure you have used the right ones correctly.
- punctuation, especially apostrophes.



#### A There is a mistake in each of the sentences below. Find the mistakes and correct them.

- 1 Generally speaking, major cities tend to have pollution problems.
- 2 It was rained hard when we finally reached our destination.
- 3 My father agreed buying a car for me when I turned 18.
- 4 I prefer to live in the city in spite the noise and pollution.
- 5 I'm certain its illegal to dump chemical waste in rivers.

#### B Work with a partner. Write down environmental problems that affect cities and the countryside. Which do you think is the worst environmental problem in each place?

Cities	Countryside

#### C Read the writing task below and answer the questions.

In your English class you have been talking about environmental problems. Now your English teacher has asked you to write an essay for homework.

Environmental problems in the countryside are as bad as those in cities. Do you agree with the statement?

Write your essay using all the notes and giving reasons for your point of view.

#### Notes

Write about:

- 1 problems in cities
- 2 problems in the countryside
- 3 \_\_\_\_\_  
(your own idea)

#### What must you do in this essay? Tick (✓) the options.

- |   |                          |  |                          |
|---|--------------------------|--|--------------------------|
| 1 mention environmental problems in cities          | <input type="checkbox"/> | 4 agree or disagree with the statement           | <input type="checkbox"/> |
| 2 write in an informal style for your English class | <input type="checkbox"/> | 5 compare problems in cities and the countryside | <input type="checkbox"/> |
| 3 say in which place you would prefer to live       | <input type="checkbox"/> | 6 cover all the notes listed in the task         | <input type="checkbox"/> |

#### D Read the example essay. What is the writer's view? Do you agree?

Some years ago, living in fresh, clean countryside areas was preferable to large, polluted cities. But things have changed, and it is a sad fact that the countryside is not as clean as it used to be. The question is, is it as bad as cities? Today's cities can indeed be very unpleasant places. Firstly, there are too many vehicles on the streets and as a result cities are full of noise, annoying traffic jams and pollution from dangerous exhaust fumes. Similarly, factories in cities also produce poisonous fumes that are bad for human health.

Of course, there are problems in the countryside, too. If farmers use chemicals on their crops, the chemicals can get into rivers and cause water pollution. Fish die or become dangerous to eat. Fortunately, this does not happen everywhere. If it did, the countryside would be as dirty as cities.

To sum up, though there are environmental issues in cities and the countryside, it is clear where the problem is greater. Not all countryside areas are polluted. In contrast, many cities face serious environmental problems that must be solved.



**E** Look at the example essay again. Find words in the essay that mean the same as the following. Be careful, the words and phrases below must fit grammatically in the sentences.

- 1 better than \_\_\_\_\_
- 2 however \_\_\_\_\_
- 3 in spite of the fact that \_\_\_\_\_
- 4 for this reason \_\_\_\_\_
- 5 likewise \_\_\_\_\_
- 6 naturally \_\_\_\_\_
- 7 to begin with \_\_\_\_\_
- 8 luckily \_\_\_\_\_
- 9 in conclusion \_\_\_\_\_
- 10 in fact \_\_\_\_\_

**F** An essay should show a range of grammatical structures. Find and underline an example of each of these structures in the essay.

question forms	gerunds	passive voice
modal verbs	infinitives	conditionals

**G** Read the *Exam Close-up* and then complete the *Exam Task* below. Remember to check your work for mistakes. Use the paragraph plan and the *Useful Expressions* to help you write your essay.

## Exam Close-up

### Checking your work

- Allow yourself enough time at the end to check your essay for mistakes.
- Make sure you have included a range of grammatical structures.
- Make sure you have shown a good range of expressions.
- Remember to organise your essay into paragraphs with topic sentences.

## Useful Expressions

### Comparing & Contrasting

likewise	in contrast
similarly	despite
in comparison	unlike
contrary to	whereas

### Becoming more specific

indeed	specifically
in fact	

## Exam Task

In your English class you have been talking about the environment and what people can do to help. Now your teacher has asked you to write an essay for homework.

Write your essay using all the notes and giving reasons for your point of view.

*Young people are becoming more concerned about the environment and its problems. What can they do to help?*

Write your **essay** in 140–190 words in an appropriate style.

### Notes

Write about:

- 1 environmental problems
- 2 what young people can do
- 3 \_\_\_\_\_ (your own idea)

### Plan

Introduction:	Refer to the topic and let the reader know what you will be writing about.
Main paragraph 1:	Noting problems with the environment.
Main paragraph 2:	Are young people interested or not? Why? / Why not?
Main paragraph 3:	If they are interested, what do they do to help? If not, why should they become interested?
Conclusion:	Sum up and express your overall opinion.



# 8 Global Warming



## Before you watch

### A Match the compound nouns to the meanings.

- |  |  |
|--|--|
| 1 greenhouse effect <input type="checkbox"/> | a a place where electricity is produced  |
| 2 carbon dioxide <input type="checkbox"/>    | b a natural process by which the Earth's atmosphere traps heat                                   |
| 3 power plant <input type="checkbox"/>       | c the gradual rise in the Earth's temperature caused by high levels of gases in the atmosphere   |
| 4 global warming <input type="checkbox"/>    | d a fuel such as coal or oil formed over millions of years from the remains of plants or animals |
| 5 fossil fuel <input type="checkbox"/>       | e a gas, produced by animals and people breathing out, and by chemical reaction                  |

## While you watch

### B Watch the video clip and circle the words you hear.

- 1 Experts / Scientists believe that human activity is making the temperature go up.
- 2 The greenhouse effect begins with the sun and the energy / heat it sends to the Earth.
- 3 Proof / Evidence for global warming includes a number of unexpectedly warm years in recent years.
- 4 Arctic sea ice is also melting / shrinking.
- 5 Changing weather phenomena / patterns could make huge storms like hurricanes more frequent.
- 6 These small / simple changes may help to keep the Earth cooler in the future.

## After you watch

### C Complete the summary of the video clip below using these words.

adapt atmosphere cause coastal emissions energy produce rise

In the last century, the Earth's temperature has risen by nearly one degree Celsius. This is the result of a process called global warming, and scientists say human activity is the (1) \_\_\_\_\_. Ever since the Industrial Revolution, fossil fuels have been burned to (2) \_\_\_\_\_ energy, releasing carbon dioxide and other greenhouse gases into the (3) \_\_\_\_\_, trapping heat near the Earth. Scientists say that very warm years like 1998 and 2005 provide evidence of global warming.

The area covered by the Arctic sea ice has also decreased in the last 30 years. If we continue to use fossil fuels, the amount of greenhouse gases will continue to (4) \_\_\_\_\_. Researchers predict that temperatures will increase six degrees Celsius by the end of the century.

There are many possible consequences for the environment. Some climate models say there will only be slight changes, others predict floods in (5) \_\_\_\_\_ areas, more hurricanes and extreme droughts in warm areas. Animals which may not be able to (6) \_\_\_\_\_ could become extinct.

Governments and corporations can help by cutting greenhouse gas (7) \_\_\_\_\_. We can also help by saving (8) \_\_\_\_\_ around the house and driving cars less.



A polar bear on a floe in the Arctic Sea

## Ideas Focus

- What do you do personally to save energy?
- Are people worried about global warming in your country? Why? / Why not?
- How can people be encouraged to care about the environment?





# Review 4

## Units 7 & 8

### Part 1

For questions 1–12, read the text below and decide which answer (A, B, C or D) best fits each gap.

#### Why are rainforests important?

What would happen if the rainforests suddenly disappeared? It would be the end of life as we know it. Earth is one huge ecosystem and we (1) \_\_\_ on the rainforests for our survival.

Rainforests are the lungs of the planet because they absorb carbon dioxide, a greenhouse gas, and produce oxygen. (2) \_\_\_, the loss of the rainforests would lead to a (3) \_\_\_ in dangerous atmospheric gases, which in turn would lead to global warming.

(4) \_\_\_ from keeping the climate stable, rainforests are the natural (5) \_\_\_ of millions of species, and home to tribes that have (6) \_\_\_ had contact with the outside world.

(7) \_\_\_ important function of the rainforests is the production of rainfall. As they absorb sunlight, plants (8) \_\_\_ water into the atmosphere from their leaves. This moisture creates rain clouds. When forests are cut down, (9) \_\_\_ moisture goes into the atmosphere and the amount of rainfall declines, which can lead to drought. Moisture created by rainforests travels around the world. For example, rainfall in south-eastern Europe is affected (10) \_\_\_ forests in Asia.

Rainforests are disappearing very quickly. We need to (11) \_\_\_ trees in areas where they have (12) \_\_\_ cut down and learn to live in ways that do not harm the environment.

- |               |             |           |               |
|---------------|-------------|-----------|---------------|
| 1 A need      | B rely      | C hope    | D trust       |
| 2 A Therefore | B Instead   | C But     | D Furthermore |
| 3 A raise     | B rise      | C lift    | D move        |
| 4 A Far       | B Except    | C Away    | D Apart       |
| 5 A place     | B area      | C habitat | D region      |
| 6 A no        | B not       | C none    | D never       |
| 7 A Other     | B More      | C One     | D Another     |
| 8 A release   | B reduce    | C relieve | D realise     |
| 9 A little    | B less      | C few     | D any         |
| 10 A by       | B from      | C with    | D about       |
| 11 A fix      | B establish | C set     | D plant       |
| 12 A be       | B been      | C had     | D being       |

### Part 2

For questions 13–24, read the text below and think of the word which best fits each gap. Use only one word in each gap.

#### The lost treasure of Lima

In Lima, Peru, in the year 1820, (13) \_\_\_ was great political unrest. To protect the city's art works, the Spanish authorities decided to transport them to Mexico where they (14) \_\_\_ be kept safe. The treasure, which included jewellery, precious stones and solid gold statues (15) \_\_\_ valued at an amount which would equal around 60 million dollars at today's values.

Unfortunately, Captain William Thompson, who was in charge of transporting the treasure to Mexico, couldn't resist the temptation of such wealth and decided to become a pirate leading a life of (16) \_\_\_. When the ships sailed out to sea, he did (17) \_\_\_ with the Peruvian guards and threw their bodies into the sea.

Then, Thompson and his crew sailed to the Cocos Islands, in the Indian Ocean, (18) \_\_\_ they buried the treasure. They agreed to leave it hidden there (19) \_\_\_ it was safe for them to return for it.

But his ship was captured, the crew was accused (20) \_\_\_ piracy, and all of them received the death (21) \_\_\_, except for Thompson and another crew member. They saved their (22) \_\_\_ by agreeing to take the Spanish to the stolen treasure. (23) \_\_\_ they got to the Cocos Islands, though, they managed to escape. The two men and the treasure were (24) \_\_\_ seen again.





# Review 4

## Units 7 & 8

### Part 3

For questions 25–34, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line.

#### The perils of plastic

Plastic is everywhere. We use it to make cups, toothbrushes, pens, combs, bottles – the list is (25) \_\_\_\_\_. Unfortunately, a lot of plastic ends up in the oceans and it has created an ecological disaster.

A lot of the plastic rubbish in oceans comes from land. That includes the litter that people leave along (26) \_\_\_\_\_ areas and the rubbish that gets washed out to sea after (27) \_\_\_\_\_ rain. Plastic rubbish in the oceans and on beaches harms sea animals of every size, from microscopic organisms to whales. To sea turtles, which are a(n) (28) \_\_\_\_\_ species, a floating plastic bag looks identical to a jellyfish, their favourite food, but it will kill them.

Scientists are looking for (29) \_\_\_\_\_, but we can help too by being (30) \_\_\_\_\_ friendly. Firstly, we should keep beaches clean.

Secondly, we should be (31) \_\_\_\_\_ from using more plastic. We can bring (32) \_\_\_\_\_ bags to the supermarket and drink from refillable bottles. And, more (33) \_\_\_\_\_, we ought to (34) \_\_\_\_\_ plastic whenever possible.

END

COAST  
TORRENT

DANGER

SOLVE  
ENVIRONMENT  
COURAGE  
REUSE  
IMPORTANT  
CYCLE

### Part 4

For questions 35–42, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

- 35 They should install burglar alarms at the school.

TO

Burglar alarms \_\_\_\_\_ at the school.

- 36 I didn't know the car was stolen and I bought it.

IF

I wouldn't have bought the car \_\_\_\_\_ it was stolen.

- 37 You will get a bonus if you complete the project on time.

THAT

\_\_\_\_\_ the project on time, you will get a bonus.

- 38 You didn't take care of the garden and it looks terrible now.

NOT

If you had taken care of the garden, \_\_\_\_\_ terrible now.

- 39 It was wrong that they didn't take the rioters to the police station.

SHOULD

The rioters \_\_\_\_\_ to the police station.

- 40 Listen! Only use this if there is a robbery.

UNLESS

Listen! \_\_\_\_\_ there is a robbery.

- 41 Why don't you buy a more fuel efficient car, Dave?

I

I would buy a more fuel efficient car \_\_\_\_\_, Dave.

- 42 She won't go there if there isn't green tourism.

AS

She will go there \_\_\_\_\_ green tourism.



## 9

## And What Do You Do?

<b>Reading:</b>	multiple-matching, reading for overall meaning
<b>Vocabulary:</b>	job-related vocabulary
<b>Grammar:</b>	relative clauses, participle clauses
<b>Listening:</b>	multiple-choice, using stem questions to find the answer
<b>Speaking:</b>	talking about employment, problem solving, giving advice, providing advice
<b>Use your English:</b>	phrasal verbs, collocations & expressions, word formation
<b>Writing:</b>	formal letter (2), presenting yourself in a positive light, explaining your skills and experience, greetings, reason for writing, highlighting skills & experience, ending the letter



Stilt fishermen sometimes fish for hours sitting on the sticks that are attached to the ocean floor in Galle, Sri Lanka.



# 9 And What Do You Do?

## Reading

**A** Which qualities do you need for the jobs below? Do any of these jobs need academic qualifications?

### Jobs

- builder
- manager
- lifeguard
- salesperson
- writer

### Qualities

- creativity
- leadership skills
- neat appearance
- people skills
- physical fitness
- reliability

**B** Discuss with a partner. Would you like to do any of the jobs? Why? / Why not?

**C** Read the text quickly. What key skill is mentioned in C.

## Word Focus

**workforce:** a group of people who work in a company  
**(to) bounce ideas of somebody:** tell somebody about a plan to find out what they think

**interaction:** two or more people communicating

**bearer of bad news:** somebody who delivers bad news

**possess:** to own something

**what makes somebody tick:** why they behave the way they do

**amateur:** somebody who is not as skilled

# 'You've got the job!'

Jack Hill is a recruiter. It's his job to find the right candidate for a position. Here's what Jack has to say about his job:

**A** The recruiting company I work for has built a good reputation and I'm happy to say that I've contributed to that. There are four full-time staff – a receptionist, the manager and two recruiters; and four part-timer made up of an accountant, a secretary and two more recruiters. It doesn't sound like much of a **workforce**, but we're very efficient and don't need more than that to keep our clients happy. Fewer staff also means we work more closely as a team, but the relationship isn't just professional; I also socialise with my colleagues outside of work. I used to work from home as a freelance recruiter and although I enjoyed the freedom it gave me, I didn't have a steady income or any co-workers **to bounce ideas off** or have a nice chat with. As I'm quite a sociable person, I really enjoy the human **interaction** that an office environment provides.

**B** I work on behalf of my clients. They're mainly banks and energy companies; they tell me the vacancy they need to be filled and I search for talented staff to do the work. Some of the positions are filled quickly, while others require months of work to find just the right person. I have a register of candidates that I can contact to ask about their interest and availability, or I look for new people. Although I work for the client who has hired me, I talk to candidates all day, and understand how important it is for them to find work. That's why the best part of my job is when I can make a call to a candidate, offering them a position. Nothing would be better than making that same call all day long. Unfortunately, I also have to be the **bearer of bad news** when I tell job seekers, 'You don't have the right qualifications', 'You lack experience' or 'Sorry, they chose another candidate.' Those conversations are tough.



**D** Read the *Exam Close-up*. Then complete the *Exam Task* below.

## Exam Task

You are going to read an article about four aspects of Jack's job. For questions 1 – 10, choose from the paragraphs (A – D). The paragraphs may be chosen more than once.

In which paragraph does Jack

- 1 discuss something not all recruiters do? ☐
- 2 say how he has helped his employer? ☐
- 3 emphasise the importance of an ability? ☐
- 4 explain what his job involves? ☐
- 5 talk about his work environment? ☐
- 6 mention an unpleasant aspect of his job? ☐
- 7 explain the value of getting to know a person? ☐
- 8 mention a number of different professions? ☐
- 9 says why some candidates are not hired? ☐
- 10 mention preparing a candidate for a job? ☐

## Exam Close-up

### Reading for overall meaning

- Don't worry about understanding every word in the text. You don't need to know every word to get the right answer.
- Think about each paragraph separately and decide what it is focusing on. The focus will be on the overall meaning of the paragraph.
- Make brief notes to summarise the content of each paragraph. For example, *work environment, qualifications, advantages of ...*, etc.

**E** Find words in the article that mean the same as the words below. Then use the words to complete the sentences.

- |   |  |
|---|--|
| 1 another word for 'candidate':<br>_____ (para D)                     | a When I stopped working full-time and became a part-timer, my<br>_____ dropped.                       |
| 2 the fact of being free to work:<br>_____ (para B)                   | b You can enter the chess tournament if you are a(n) _____<br>, so even beginners can take part.       |
| 3 money earned from a job:<br>_____ (para A)                          | c I think the best _____ for the job is the young lady who<br>we interviewed this morning.             |
| 4 a word for all the staff members:<br>_____ (para A)                 | d Without _____, it is very difficult to know how well or<br>how badly you are doing.                  |
| 5 a person without much skill in what<br>they do: _____ (para D)      | e The factory's _____ is mainly made up of young men and<br>immigrant workers.                         |
| 6 information that tells you if something<br>is liked: _____ (para D) | f I need to know your _____ for the next six months<br>because there's a position that might suit you. |

**C** The most valuable skill that successful recruiters should **possess** is communication. Good communicators listen more than they speak. When they speak, they frequently ask questions. I pride myself on being a good communicator; I really listen to people and ask a lot of questions in order to get a clear picture of who they are. Knowing **what makes them tick**, what their hobbies are, having a conversation rather than just discussing qualifications and experience helps me to help them. This is essential when I am trying to match a client and a candidate: Who is this candidate? What kind of person is he or she? Will they be a good fit for the client's company? What value can they bring to it? Are they likely to work well with their colleagues? Can they handle pressure? Effective communicators are also able to put themselves in other people's shoes. Without that ability, you can't understand the needs of others.

**D** Feedback is an aspect of recruiting that can't be emphasised enough. This really separates the professionals from the **amateurs**. Experienced recruiters always get feedback from a company after an interview they have arranged. What was their impression of the candidate? What did they see as the candidate's strengths and weaknesses? What do they believe the candidate needs to improve on? Questions like these are critical. There is no point in continuing to send job applicants to the client company if I don't know why the ones who have already been interviewed were unsuccessful. Without this feedback, I have no way of knowing where my efforts are failing. Consider the candidates too – they need to know what went wrong so they can fix it. Who knows? Perhaps next time, their interview will go well and I will make the call to say, 'Congratulations! You got the job!'

- Should university students work while they are studying? Why? / Why not?
- What would your dream job be? Why?

## Ideas Focus



# 9 And What Do You Do?

## Vocabulary

### A Circle the correct words.

- 1 My job **contains** / **involves** helping customers and answering phone enquiries.
- 2 The company decided to **fill** / **give** the position by placing an ad in the paper.
- 3 Do you think a part-time job in sales would **match** / **suit** you?
- 4 My grandfather **ran** / **ruled** his clothing company for nearly 50 years.
- 5 You will need to **request** / **apply** in writing.
- 6 Can you **attend** / **appear** an interview at ten o'clock tomorrow morning?
- 7 We need to **hire** / **take** more sales assistants for the busy holiday period.
- 8 'How do you get to work?' 'I **compute** / **commute**.'

### B Replace the words in bold with the words below.

candidate client employees insurance leave opening rise supervisor

- |   |   |
|---|---|
| 1 How many <b>staff</b> do you have?                  | 5 Why were you rude to that <b>customer</b> ?     |
| 2 Who was the best <b>applicant</b> ?                 | 6 Does the company provide health <b>cover</b> ?  |
| 3 Do you get on with your <b>boss</b> ?               | 7 Are we getting a pay <b>increase</b> this year? |
| 4 Is there a(n) <b>job</b> in the finance department? | 8 How many days' annual <b>holiday</b> do we get? |

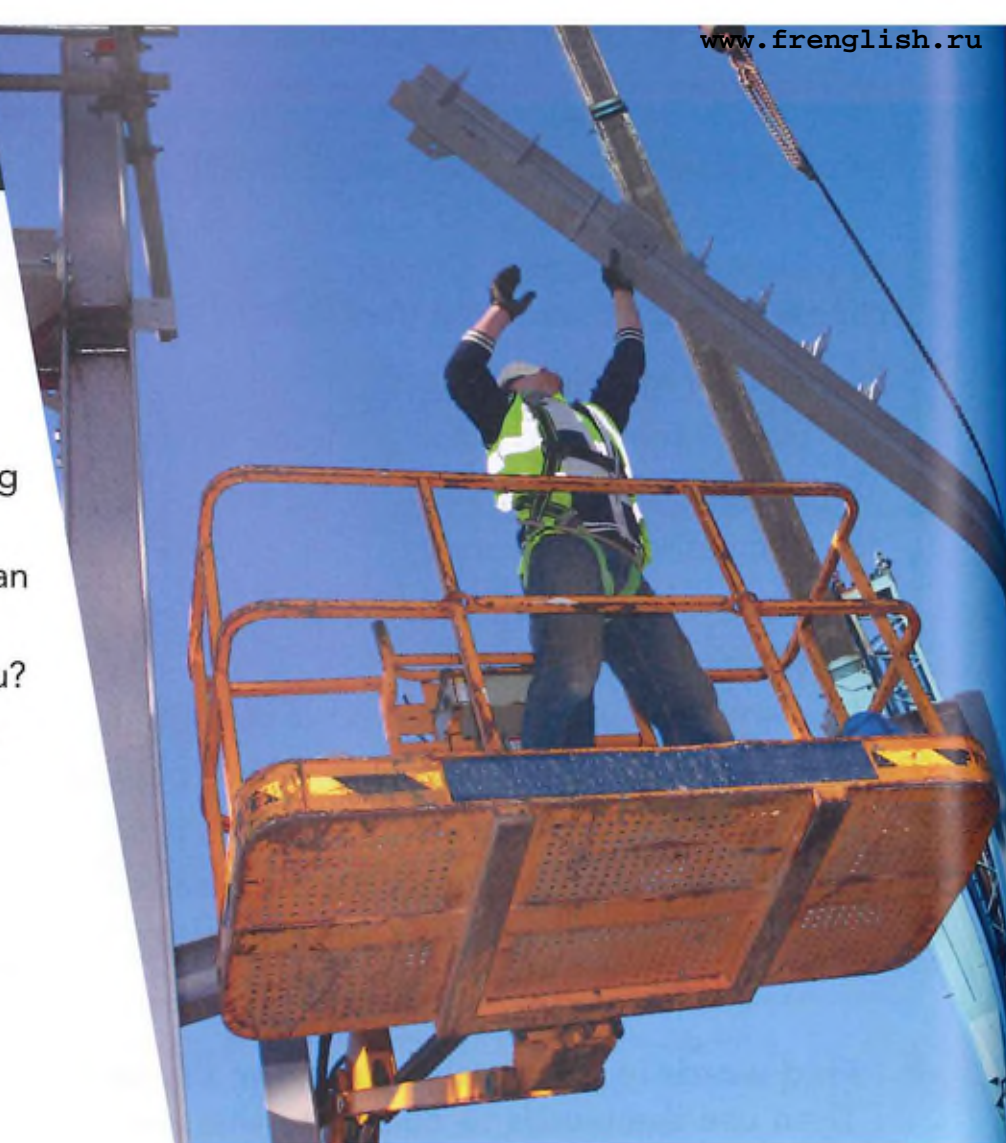
### C Choose the correct answers.

- |  |  |
|--|--|
| 1 'Did Michael ____ his job?' 'No, he was fired.'            | 5 Pete is a(n) ____ writer and he works from home.         |
| a retire   | a independent  |
| b dismiss  | b individual   |
| c quit   | c freelance  |
| 2 You need a ____ to sell your goods at the market.          | 6 All employees must sign a work ____.                     |
| a licence  | a form   |
| b form   | b statement  |
| c permission   | c contract   |
| 3 Kay is a flight ____ and she travels all over the world.   | 7 Phil was made ____ last month, so he's looking for work. |
| a assistant  | a redundant  |
| b attendant  | b excessive  |
| c apprentice   | c useless  |
| 4 Poor Karl! He doesn't get on with any of his ____ at work. | 8 Why are you late again, Joe? You must be ____!           |
| a fellows  | a promotional  |
| b colleagues   | b profitable   |
| c companions   | c punctual   |

### D Complete the sentences with these words.

amateurs bearer of bad news bounce ideas interact possess workforce

- 1 I hate to be the \_\_\_\_\_ but there is no longer a place for you in this company.
- 2 Let's \_\_\_\_\_ our \_\_\_\_\_ off of the other team to see what they think.
- 3 Sheila was sick of working with a group of \_\_\_\_\_.
- 4 The manager of the company decided to \_\_\_\_\_ more with his workers.
- 5 You're hired! You \_\_\_\_\_ all of the skills we are looking for.
- 6 The factory has a \_\_\_\_\_ of around 100 people.





# Grammar

## Relative Clauses

### A Complete the sentences with the correct relative pronouns or relative adverbs.

- I'll never forget the day \_\_\_\_\_ I started my first job.
- The reason \_\_\_\_\_ I quit was to concentrate on my studies.
- The job \_\_\_\_\_ / \_\_\_\_\_ you applied for has been filled.
- Jackie is the manager \_\_\_\_\_ office was redecorated.
- The person \_\_\_\_\_ / \_\_\_\_\_ interviewed me was the director.
- The school \_\_\_\_\_ I will be working is close to my home.

### B Now complete the rules.

\_\_\_\_\_ and \_\_\_\_\_ refer to people  
 \_\_\_\_\_ and \_\_\_\_\_ refer to things  
 \_\_\_\_\_ is used to show possession  
 \_\_\_\_\_ refers to a period of time  
 \_\_\_\_\_ refers to a place  
 \_\_\_\_\_ refers to a reason

### C Look at the sentences (1 and 2) and underline the relative clauses.

- Jobs which pay a million euros a year are not very common.
- Jobs, which are getting harder to find, often require previous experience.

### D Now answer the questions.

- Which relative clause gives important information that is essential to the meaning of the sentence? ☐
- Which relative clause gives extra information that is not essential to the meaning of the sentence? ☐
- In which sentence can *which* be replaced with *that*? ☐

### E Look at the sentences and answer the question below.

- That's the man **who/that** interviewed me for the job.
- The pay rise **which/that** they promised me was very low.

In which sentence can we omit the relative pronoun? ☐

➤ Grammar Focus p.171 (9.1 to 9.3)

### F Circle the correct words.

- This is the building in **that / where / which** I work.
- I'm looking forward to the day **which / when / where** I graduate.
- The personnel manager, **that / who / which** was very nice, offered me the job.
- The town **that / which / where** I was born is full of factories now.
- Is this the only candidate **which / whose / who** applied for the position?

### G Can we leave the pronouns out of these sentences? Write Y (yes) or N (no).

- I met a woman whose father is a famous musician. \_\_\_\_
- Please return the book which I lent you. \_\_\_\_
- This is the house that they are going to knock down. \_\_\_\_
- The supermarket where we usually shop is not too expensive. \_\_\_\_
- My dad, who travels a lot on business, has visited many countries. \_\_\_\_

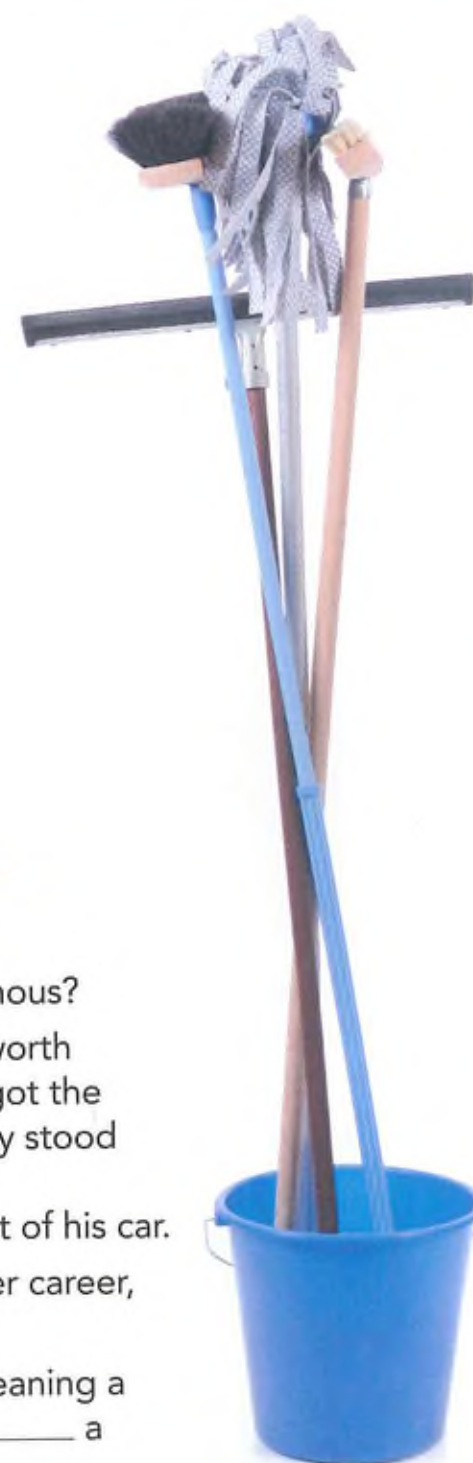
### H Complete the text with a relative pronoun or relative adverb.

#### First jobs of the rich and famous

Have you ever wondered what the rich and famous did for a living before they became rich and famous?

Michael Dell, (1) \_\_\_\_\_ is the founder of Dell Computers and (2) \_\_\_\_\_ company is worth billions, used to wash dishes at a Chinese restaurant. He was just 12 years old (3) \_\_\_\_\_ he got the job, and the reason (4) \_\_\_\_\_ he took it was to have money for his hobbies. Actor Bill Murray stood outside a grocery store (5) \_\_\_\_\_ he sold chestnuts. For fashion designer Tommy Hilfiger, (6) \_\_\_\_\_ no shops were interested in selling his jeans, he sold them to buyers from the boot of his car. Most celebrities took jobs (7) \_\_\_\_\_ paid the bills while they tried to find success. Early in her career, Madonna worked at Dunkin' Donuts, (8) \_\_\_\_\_ she served customers.

For author Stephen King, his first job led to his eventual success. He worked as a janitor and was cleaning a changing room (9) \_\_\_\_\_ he became inspired to write his first novel, *Carrie*, in (10) \_\_\_\_\_ a teenage girl gets revenge on some bullies. It became a best-seller!





# 9 And What Do You Do?

## Listening

**A** Imagine you are listening to a man talking about his previous job. Look at the options below and write down possible questions that they could answer.

- |                                  |                                     |
|----------------------------------|-------------------------------------|
| 1 _____                          | 3 _____                             |
| a in 2002                        | a He was made redundant.            |
| b in 2007                        | b He was fired.                     |
| c in 2009                        | c He was offered a better position. |
| 2 _____                          | 4 _____                             |
| a patience and an eye for detail | a in the centre of the town         |
| b ability to take the initiative | b on the outskirts of town          |
| c good communication skills      | c in his neighbourhood              |



**B** 9.1 ▶ II Now listen to the man speaking. Are the questions that you hear similar to the ones you wrote in A? If so, in what way?

**C** 9.1 ▶ II Listen again and circle the correct answer a, b or c in A.

**D** Read the *Exam Close-up*. What will you focus on when you listen for the first time?

**E** 9.2 ▶ II Now complete the *Exam Task*.

## Exam Close-up

### Using stem questions to find the answer

- Look at the main questions in the exam task but don't look at the options yet. Try to understand what kind of information you will need to answer them.
- The first time you listen, just focus on the question and try to answer it in your own words, based on what you hear.
- Then look at the options a – c. Listen again and compare your answer with the options.

## Exam Task

You will hear part of a television programme about a careers fair. For questions 1 – 6, choose the best answer (a, b or c).

- What kind of people does the fair appeal to most?
  - students and those who have just finished their studies
  - employees who aren't satisfied with their current jobs
  - people looking for a career change
- How many companies will participate in the fair?
  - 50
  - 133
  - more than 200
- Who will be running talks at the fair?
  - careers officer
  - job hunters
  - visitors
- What can visitors do after the talks?
  - hand out their CVs to employers
  - attend practical workshops
  - discuss what they expect from a workplace
- When does the fair begin?
  - January 6th
  - January 8th
  - January 10th
- What happens at 8 pm?
  - No more visitors can gain entrance to the fair.
  - All visitors must leave the fair.
  - Doors close.

**F** 9.2 ▶ II Listen again and check your answers.





# Speaking

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

- What skills, personal qualities and qualifications do you need for your ideal job?
- Would you like to have a summer job? Why? / Why not?
- What is more important to you: job satisfaction or getting rich? Why?
- Would you prefer to work indoors or outdoors? Why?

**B** In your notebook, write as many advantages and disadvantages as possible for each of the jobs below.

- |                            |                        |
|----------------------------|------------------------|
| 1 cashier in a supermarket | 4 computer programmer  |
| 2 accountant's assistant   | 5 seasonal farm worker |
| 3 butcher                  | 6 musician             |

**C** Read the *Exam Close-up*. Then complete the *Exam Task*.

## Exam Task

Work in pairs. Student A looks at Problem 1 and Student B looks at Problem 2. Pairs should take it in turns to ask each other the questions below and then give some useful advice for each problem.

- What is the problem?
- What are the options?
- What are the advantages and disadvantages of each option?



I need to get a job over the summer - my parents want me to work at their accounts office but I have also been offered a job picking strawberries on a farm.



My favourite band are playing for the first time ever in my country but I have an exam the next day. Should I stay in or go to the gig?



## Useful Expressions

### Providing advice

If I were you, I'd ...

It'd be better to ... because ...

If I were in your shoes / position, I'd ...

You could / should / ought to ...

How about + -ing ...?

Why don't you + bare infinitive ...?

... is more / less important than ..., so ...

- Do you think it's a good idea for students to gain work experience? Why? / Why not?
- How easy is it for young people to get jobs in your area?

## Ideas Focus





## Grammar

### Participle Clauses

**A** Participle clauses, which are similar to defining relative clauses, give us more information about someone or something.

There are two kinds of participles. The present participle (verb + *-ing*) and the past participle (verb + *-ed* or irregular form). Look at the sentences and answer the questions below.

- 1 A man was holding a red briefcase and he walked into the meeting room.
- 2 Holding a red briefcase, a man walked into the meeting room.
- 3 The candidate was asked a difficult question and he didn't know how to reply.
- 4 Asked a difficult question, the candidate didn't know how to reply.

Which sentence(s):

- a have participle clauses? ☐ ☐
- b has a present participle in the active voice? ☐
- c has a past participle in the passive voice? ☐
- d In sentences 1 and 3 is the subject of both verbs the same? ☐

### B Complete the rules.

Participles can replace the subject and the verb in a sentence if the subject of both verbs is the same. We use the \_\_\_\_\_ participle when the verb is active. We use the \_\_\_\_\_ participle when the verb is passive.

### C A participle can also be used to replace a relative pronoun and a verb. Read the sentences below and underline the relative pronoun and verb.

- a University graduates who applied for jobs might be lucky.
- b The positions which were advertised last month have been filled.

### D Rewrite sentences a and b using a present or past participle.

▶ Grammar Focus p.171 (9.4)

### E Circle the correct words.

- 1 **Reading** / **Read** the newspaper that morning, Benny learned that his friend was in jail.
- 2 **Having spoken** / **After spoken** to her teacher, she applied to the local university.
- 3 Students **wishing** / **wished** to take part in the event must put their names down before the end of the week.
- 4 I'm interested in buying the car **advertising** / **advertised** on your web page.
- 5 **Not being** / **Not been** able to speak German, I asked Rudi to translate for me.
- 6 The **woman dancing** / **who dancing** on the table is my aunt Agatha.

### F Rewrite each sentence using a suitable participle to replace the words in bold.

- 1 Lionel was **gossiping** about the manager and he didn't hear her walk in.

\_\_\_\_\_

- 2 Our manager spoke to the staff **who work** at a different branch.

\_\_\_\_\_

- 3 Tom was **unable** to provide references and he wasn't hired.

\_\_\_\_\_

- 4 The venue which **had been chosen** for the conference was cleaned.

\_\_\_\_\_

- 5 The employee was **fired** on the spot and he left immediately.

\_\_\_\_\_

- 6 The person **who was shouting** in the shop was a customer.

\_\_\_\_\_





# Use your English

## Phrasal verbs

### A Match the phrasal verbs to their meanings.

- |             |                          |                                |
|-------------|--------------------------|--------------------------------|
| 1 keep up   | <input type="checkbox"/> | a complete an application form |
| 2 fill in   | <input type="checkbox"/> | b employ staff                 |
| 3 hold down | <input type="checkbox"/> | c continue                     |
| 4 move on   | <input type="checkbox"/> | d start something new          |
| 5 take on   | <input type="checkbox"/> | e keep a job                   |

### B Complete the sentences with the correct form of the phrasal verbs from B.

- Jeff is out of work again! Why can't he \_\_\_\_\_ a job?
- Murray has been in the same position for years and he wants to \_\_\_\_\_.
- Could you please \_\_\_\_\_ your personal details and your work experience?
- Yummy's are now \_\_\_\_\_ staff for their new restaurant in town.
- Well done! \_\_\_\_\_ the good work!

## Collocations & Expressions

### C Complete the sentences with *get*, *make* or *take* in the correct form.

- May I \_\_\_\_\_ the day off tomorrow, please?
- A good employee knows when to \_\_\_\_\_ the initiative.
- I don't think you'll \_\_\_\_\_ rich by being a waiter.
- Did the company \_\_\_\_\_ a profit this year?
- Max \_\_\_\_\_ the sack because he fell asleep in the staff room!

## Word formation

### D Complete the Exam Task below.

## Exam Task

### Do you like your job?

Job (1) \_\_\_\_\_ is an important part of overall happiness in life. It gives workers a strong sense of (2) \_\_\_\_\_ and success. It indicates that people are doing a job they enjoy, doing it well, and are being (3) \_\_\_\_\_ rewarded for their efforts.

It means they have enthusiasm for their job and are happy with their working conditions. Happy workers are also more likely to get a (4) \_\_\_\_\_.

Sadly, many workers are (5) \_\_\_\_\_ with their jobs. They are less (6) \_\_\_\_\_ and perform worse than their happier fellow employees. They are less (7) \_\_\_\_\_ and lack motivation. They also suffer from the 'Sunday night blues', when the thought of returning to work the following day makes them (8) \_\_\_\_\_. In fact, research has shown that more than a third of all sick leave is taken on a Monday. Interestingly, the least popular day for sick leave is Friday because the weekend is just around the corner!

SATISFY

ACHIEVE

SUITABLE

PROMOTE

SATISFIED

PRODUCE

RELY

DEPRESS

- Do you think people who do not enjoy their jobs should just leave? Why? / Why not?

Ideas Focus



# 9 And What Do You Do?

## Writing: a formal letter (2)

### Learning Focus

#### Presenting yourself in a positive light

- A formal letter must begin and end with certain phrases. For a letter of application, you must start with the reason for writing and then provide information about qualifications, experience and your personality. You should present yourself positively and make it clear to the potential employer that you are suitable for the position. Finally, you must close your letter in a professional way.
- Be careful with verb tenses when you write about your previous work experience. Do not use short forms (I'm) or abbreviations (ad) in your letter.



#### A Here is a list of qualities that employers want. Use them to complete the gaps.

communication skills   computer skills   hard working   honest   interpersonal skills  
positive attitude   punctual   team work

Employers want an employee who

- 1 is cheerful and upbeat → has a(n) \_\_\_\_\_
- 2 can speak and write well → has good \_\_\_\_\_
- 3 has emailing and word processing skills → has good \_\_\_\_\_
- 4 finishes what they start even when it is difficult → is \_\_\_\_\_
- 5 doesn't lie, cheat or steal → is \_\_\_\_\_
- 6 arrives at work on time → is \_\_\_\_\_
- 7 gets along with others, is friendly and easy to talk to → has good \_\_\_\_\_
- 8 can work in a group → enjoys \_\_\_\_\_

#### B Read the writing task below and answer the questions.

You have seen the following job advertisement in your local newspaper.

### ENGLISH SPEAKING ACTIVITY CO-ORDINATOR WANTED

**Would you like to work with young children aged 6–11? Can you play tennis?**

Our Kid's Club is looking for someone to teach tennis to a small group of children, and to do a range of other activities. Please send a letter to the manager saying why you are suitable for the job.

Write your **letter** in 140–190 words in an appropriate style.

- 1 Underline the key words in the task.
- 2 What style will you write the letter in?
- 3 What ability must you have for this job?
- 4 What kinds of qualities would make an applicant suitable?

Dear Sir/Madam,

I am interested in applying for the position of activity co-ordinator which was advertised in the local newspaper.

I am 17 years old and I have been learning English for seven years. Both my writing and speaking skills are very good. I can play many sports, but tennis is my favourite and I have won a few tournaments.

I also have relevant experience working with children. Last year, I worked as a summer camp counsellor for two months. My job involved planning activities for children aged 5–10, teaching them a variety of sports and taking care of them.

I have an outgoing personality and I get on very well with other people, especially children. In addition, I am kind, patient and mature for my age. For these reasons, I believe I would be suitable for the position.

I look forward to receiving a reply at your earliest convenience.

Yours faithfully,

**Eva Rodriguez**

Eva Rodriguez

#### C Read the example letter and look at the key words you underlined in B. Has the writer dealt with every point?



**D** Find four phrases the writer uses to show she is qualified for the job.

---



---



---



---

**E** Look at the example letter again and underline the past simple and present perfect verb tenses. Why has the writer used these tenses? Then, write a short paragraph about your skills OR your previous work experience making you suitable for this position. Write about 40 words.

**F** Read the *Exam Close-up*. Then complete the *Exam Task*. Remember to use the Useful Expressions and paragraph plan to help you.

## Exam Task

You have seen the following job advertisement in your local newspaper.

### **FESTIVAL ORGANISER WANTED**

Our language school is looking for a person to help organise a two-week film festival for students of English. If you can speak English, like working with people and are interested in films, we would like to hear from you. Please send a letter to the school owner, Mr Gary Luss, saying why you are suitable for the job.

Write your letter in 140–190 words in an appropriate style.

## Plan

Dear ... (as appropriate)

Introduction: State your reason for writing, the job you are interested in and where you saw the job advertisement.

Main paragraph 1: Give details about your qualifications and skills.

Main paragraph 2: Give details about previous work experience.

Main paragraph 3: Describe yourself.

Sign off:

*I look forward to ...*

*Yours faithfully/sincerely,*

Your name

## Exam Close-up

### Explaining your skills and experience

- Remember to use formal or neutral language.
- Be enthusiastic about yourself and the job you are applying for.
- When applying for a job, highlight any skills or experience you have that is relevant to the role advertised.

## Useful Expressions

### Greetings

Dear Sir / Madam

Dear Mr Smith

Dear Ms White

### Reason for writing

I am writing in order to apply for the position of ...

I am writing regarding your advertisement ...

### Where advertisement was seen

... which I saw in ...

... which was advertised in ...

### Highlighting skills & experience

I have relevant experience ...

My last job involved ...

I have an ... and I ...

For these reasons ...

### Ending the letter

I look forward to receiving your reply.

I look forward to your reply.

I look forward to hearing from you.

Yours faithfully, (name of recipient unknown)

Yours sincerely, (name of recipient known)



# 9 Dinosaur Builder



## Before you watch

### A Match the words to the meanings.

- |                 |                          |  |
|-----------------|--------------------------|--|
| 1 palaeontology | <input type="checkbox"/> | a a room or building where things are made or repaired using tools or machinery      |
| 2 craftsman     | <input type="checkbox"/> | b the study of bones and fossils as a guide to the history of life on Earth          |
| 3 cast          | <input type="checkbox"/> | c the hard remains of an animal or plant found in a rock                             |
| 4 fossil        | <input type="checkbox"/> | d somebody who makes things skilfully with their hands                               |
| 5 workshop      | <input type="checkbox"/> | e a model of something; made by pouring liquid into a mould and leaving it to harden |

## While you watch

### B Watch the video clip and decide if these statements are true or false. Write T for true and F for false.

- |  |                          |
|--|--------------------------|
| 1 People didn't like dinosaur displays in museums before big hit dinosaur films. | <input type="checkbox"/> |
| 2 Peter May used to work at a museum in Toronto.                                 | <input type="checkbox"/> |
| 3 Peter makes dinosaurs for museums only in Canada.                              | <input type="checkbox"/> |
| 4 Many courses are available for mounting dinosaurs.                             | <input type="checkbox"/> |
| 5 It is easy to construct the dinosaur skeletons.                                | <input type="checkbox"/> |
| 6 Dinosaur builders bring palaeontology to the public.                           | <input type="checkbox"/> |

## After you watch

### C Complete the summary of the video clip below using these words.

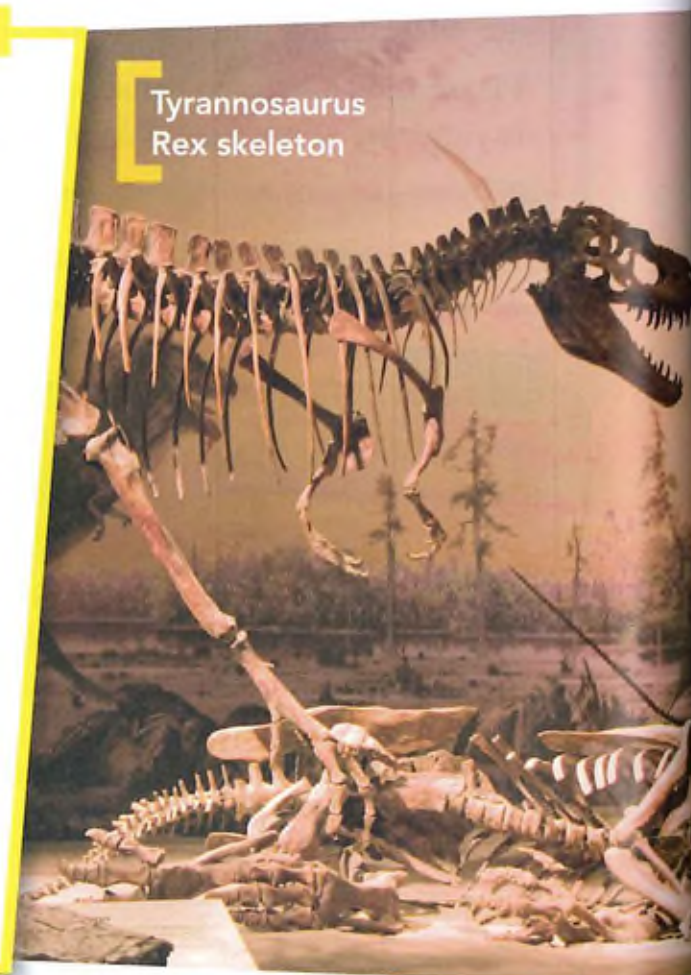
around career constructs displays fossils incomplete real scientists

Peter May is a Canadian craftsman who (1) \_\_\_\_\_ dinosaurs in his workshop near Niagara Falls, Ontario. Peter started his (2) \_\_\_\_\_ at the Royal Ontario Museum in the early 1980s. He later decided to hire himself out as a freelancer to other museums. He now has jobs in Europe, Japan and all (3) \_\_\_\_\_ the world.

His company, Research Casting International, rarely mounts actual dinosaur bones. Peter and his team mostly make casts of (4) \_\_\_\_\_ bones to create artificial ones. The artificial bones are cheaper and lighter than the actual (5) \_\_\_\_\_. Moreover, holes can be drilled into them so the skeletons can be assembled on a supporting structure; making them more stable. However, most of the skeletons are (6) \_\_\_\_\_, so the builders must shape the missing pieces to recreate the missing parts. Putting a skeleton together is like a puzzle and it has to be done correctly from the beginning.

Peter and his team help (7) \_\_\_\_\_ solve the mysteries about the appearance and behaviour of these giant, ancient creatures. By providing (8) \_\_\_\_\_ for museums, dinosaur builders are the public face of palaeontology.

Tyrannosaurus Rex skeleton



## Ideas Focus

- Would you like to become a dinosaur builder? Why? / Why not?
- What sort of job would you like to do in the future?
- What do most people look for in a job?



# 10 Learn to Learn!

<b>Reading:</b>	multiple-choice, remembering what to do
<b>Vocabulary:</b>	education-related vocabulary
<b>Grammar:</b>	reported statements, reported questions, reported commands & requests, reporting verbs
<b>Listening:</b>	note-taking, completing sentences
<b>Speaking:</b>	talking about schools, subjects, education & skills, decision making, asking for clarification and rephrasing, requesting clarification
<b>Use your English:</b>	phrasal verbs, word formation, sentence transformation
<b>Writing:</b>	formal email, understanding different functions, choosing the right function, thanking, asking for information, making suggestions, making references, signing off



A young monk studying at the  
Dip Tse Chok Ling Monastery,  
Dharamsala, India



## Reading

**A** Both monkeys and dogs can be trained to help people. Write M for monkey, D for dog and B for both according to which animal you think could do the tasks.

- bring someone a telephone ☐
- turn on the television ☐
- smell dangerous substances ☐
- warn people of danger ☐
- guide a blind person ☐
- wash someone's face ☐

**B** Read the article quickly to find out why capuchin monkeys are suited to helping people.

## Monkey Helpers

Helping Hands is a non-profit organisation that breeds, raises and trains capuchin monkeys to provide daily assistance to people living with spinal cord injuries.

Capuchin monkeys are native to Central and South America, but all the monkeys used by Helping Hands are born and raised in the United States. This species is quite small, weighing about 6–10 pounds and reaching a height of 15 inches. Their lifespan of 30–40 years allows them long careers as assistance animals. Because they are intelligent, **adaptable** and sociable, they make perfect partners to humans, lending a hand and offering companionship. In the same way as guide dogs provide eyes to the blind, Helping Hands monkeys provide hands to individuals with physical disabilities, more specifically, those who are quadriplegic. These people are paralysed from the neck down, as a result of an accident, injury or disease.

The monkeys are specially bred at Southwick Zoo in Massachusetts. At the age of 5–10 years, they are taken into foster homes to get used to living side by side with humans. After this, they enter Monkey College in Boston when they are between 12 and 18 years old and embark on their training in earnest. During the training process, which lasts 3–4 years, each monkey masters simple everyday activities such as helping with the use of telephones, opening a bottle and



### Word Focus

- adaptable:** able to change in order to suit different conditions
- praise:** expression of approval or admiration for someone or something
- distraction:** a thing that prevents someone from concentrating on something else
- assessment:** estimating the ability or quality of something
- stage:** a step in a process or development



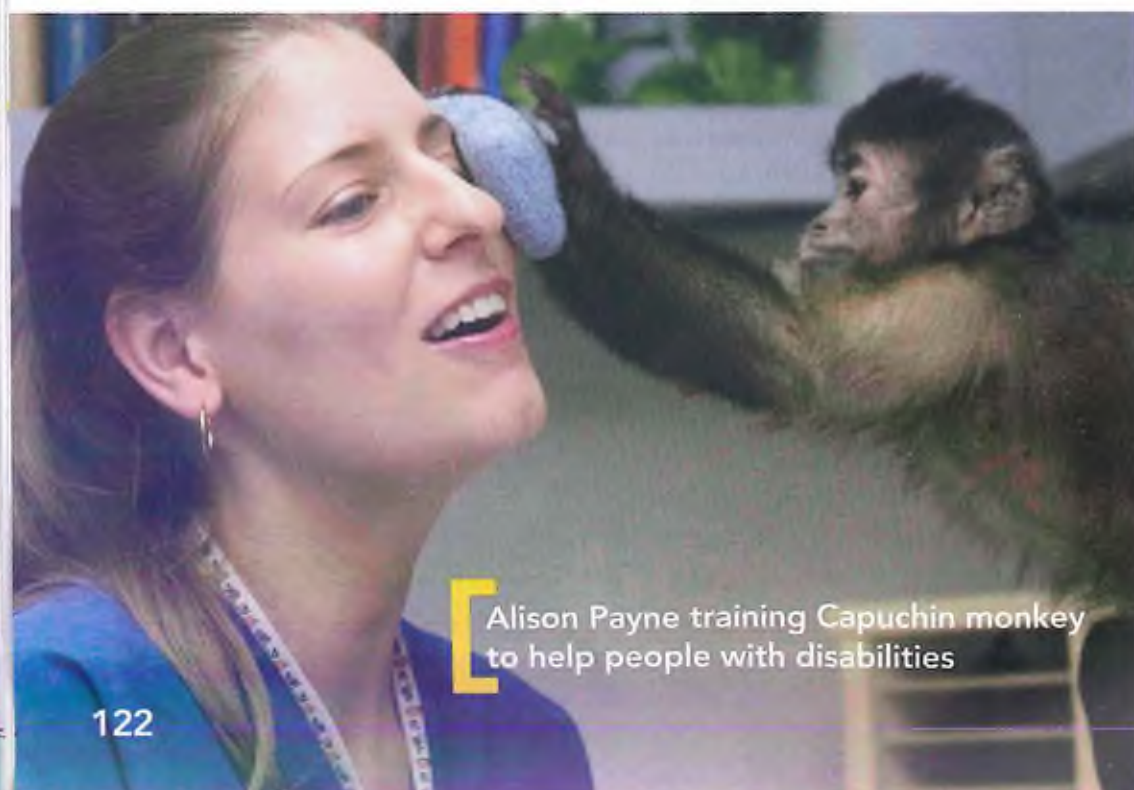
setting up a drink of water, scratching an itch, and picking up a dropped object.

Throughout their training, monkeys are encouraged to complete tasks and are rewarded with **praise**, affection and small treats. The trainers, who sit in wheelchairs for training purposes, never threaten to use physical force. Laser pointers and simple words are the main means of guiding monkeys to carry out their tasks.

As the monkeys progress through the four distinct stages of their schooling, the training rooms gradually begin to resemble a home environment. They progress from environments with little or no **distractions** to rooms that contain distractions, equipment and everyday objects. Before they graduate, monkeys become skilled at working appliances such as refrigerators, music centres, televisions, DVD players and computers.

After graduation, they enter the placement programme. The first stage is the New Placement. In order to place a monkey with a disabled person, this person has to go through a thorough **assessment** process before staff members can recommend a particular monkey. Once they have suggested a match, the Placement Team arranges a week's training in the recipient's home. When a person decides to adopt a monkey helper, it is the beginning of a lifelong partnership. The first year is a critical **stage**, when monkey and human partner learn about each other's abilities and build a relationship of trust and understanding. During this period Helping Hands staff support recipients. At first daily, then weekly, they advise recipients whenever they need to ask about the monkey's diet, health and behaviour.

Once the first year is complete, the second stage of the process, the Active Placement Programme, gets under way. Staff continue to monitor the partnership. They promise to offer support to both monkey and human partners. As the monkeys still belong to Helping Hands, the organisation



Alison Payne training Capuchin monkey to help people with disabilities



## Exam Close-up



**C** Read the *Exam Close-up*. Then match each question in the *Exam Task* below with a section in the article.

**D** Now read the article again and complete the *Exam Task*.

## Exam Task

For questions 1 – 6, choose the answer (a, b, c or d) which you think fits best according to the text.

- 1 The monkeys in the programme
  - a are native to the United States.
  - b are taken from Central America.
  - c come from South American zoos.
  - d grow up in the United States.
- 2 Capuchin monkeys are ideal human partners
  - a because of their mental and physical qualities.
  - b because they live as long as people.
  - c because they learn more quickly than dogs.
  - d because they have good eyesight.
- 3 What kind of help can capuchin monkeys give?
  - a They can prepare food.
  - b They can carry out various simple tasks.
  - c They can play a musical instrument.
  - d They can operate a wheelchair.
- 4 What method is used to train the monkeys?
  - a They are taught simple words.
  - b They are given a lot of encouragement.
  - c They are punished when they get a task wrong.
  - d They are offered treats whenever they succeed.
- 5 The four levels of training
  - a take place in the same room.
  - b are carried out in a real home.
  - c last six to eight days.
  - d build up slowly to an authentic environment.
- 6 Helping Hands
  - a donates money to people in need.
  - b is supported by educational organisations.
  - c tries to teach teenagers about the risks of spinal injuries.
  - d charges for some of its services.



Alison Payne training Capuchin monkey to use a CD player

continues to be responsible for their welfare and reminds all its clients that it provides around-the-clock emergency phone support.

Helping Hands is able to provide these specially-trained service animals and their lifetime support, including all their training, food and equipment, free of charge. This is only possible because of the generosity of donors and they ask people to help them by giving whatever they can afford. When people offer to help, they are supporting Helping Hands in their promise to give a little more independence to those in great need.

In 1998, Helping Hands launched an educational programme designed to raise awareness among young people of the issues surrounding spinal cord injury. The programme tries to persuade young people not to take risks that could result in such injuries, as well as asking them to consider the challenges that people suffering from such disabilities face.

**E** Complete the sentences with the verbs in the correct form.

embark graduate master monitor  
reward support

- 1 \_\_\_\_\_: to give someone something in recognition of their efforts
  - 2 \_\_\_\_\_: to learn how to do something well
  - 3 \_\_\_\_\_: to successfully complete a degree or course of training
  - 4 \_\_\_\_\_: to give help or encouragement to someone
  - 5 \_\_\_\_\_: to check the progress of something over a period of time
  - 6 \_\_\_\_\_: to begin something
- a The pupils took monthly tests to \_\_\_\_\_ their progress.
  - b Once learners have \_\_\_\_\_ basic skills, they can move on to more difficult tasks.
  - c Most students \_\_\_\_\_ on university courses at the age of eighteen.
  - d Bright students usually \_\_\_\_\_ from college with a good degree.
  - e The school promised to \_\_\_\_\_ dyslexic pupils by giving them extra help.
  - f The class were \_\_\_\_\_ for their hard work with an extra long break.

- In what other ways do animals help humans?
- Do you think it's right to use animals for scientific experiments? Why? / Why not?

## Ideas Focus





# 10 Learn to Learn!

## Vocabulary

### A Circle the correct words.

- 1 Have you **enrolled** / **signed** on the course?
- 2 Nick is going to **retake** / **rewrite** the exams he failed.
- 3 Jim was caught **cheating** / **stealing** in the maths test.
- 4 I don't think our teacher **puts** / **gives** us enough homework.
- 5 Rita did badly at school and has to **repeat** / **return** the year.
- 6 Did your elder sister **get** / **pass** into university?
- 7 If you have any questions, just **raise** / **rise** your hand.
- 8 Sam usually **gets** / **takes** good marks, but not this term.

### B Complete the sentences with these words.

coach counsellor instructor lecturer member teacher trainer tutor

- 1 A careers \_\_\_\_\_ suggested I study civil engineering.
- 2 Marcie's personal \_\_\_\_\_ has helped her to lose weight and tone up.
- 3 I think I'll need a Ph.D. to become a university \_\_\_\_\_.
- 4 My driving \_\_\_\_\_ says I'm ready to take my driving test.
- 5 Mr Jones was the best \_\_\_\_\_ the team ever had.
- 6 Joe's students really like him; in fact, he's the most popular faculty \_\_\_\_\_.
- 7 The head \_\_\_\_\_ wants to talk to my parents about my behaviour.
- 8 Jenny's marks improved once she got a private \_\_\_\_\_ in maths.

### C Use the word in capitals to form a word that fits in the gap.

- 1 Brian was \_\_\_\_\_ well with the company.
- 2 The teacher \_\_\_\_\_ all the children in her class.
- 3 Jeff was \_\_\_\_\_ quickly to his new role in the company.
- 4 The deadline was today, so there could be no \_\_\_\_\_.
- 5 The product is still in its early \_\_\_\_\_.
- 6 Sally was nervous about the \_\_\_\_\_ at work today.

PROGRESS  
PRAISE  
ADAPT  
DISTRACT  
STAGE  
ASSESS

### D Complete the sentences using both words.

- 1 **assignment assessment**

Our teacher informed us that our \_\_\_\_\_ for the History course would be based on regular tests throughout the academic year and an \_\_\_\_\_.

- 2 **primary secondary**

Mary loves working with young children, so when she completed her \_\_\_\_\_ education, she trained to become a \_\_\_\_\_ school teacher.

- 3 **attend go**

In most countries, pupils \_\_\_\_\_ to school for 12 years before they can \_\_\_\_\_ university.

- 4 **certificate degree**

Harry earned a bachelor \_\_\_\_\_ in education, but he didn't enjoy teaching so he quit and did a \_\_\_\_\_ in youth work; now he helps unemployed teenagers.

- 5 **lesson subject**

My favourite \_\_\_\_\_ at school is biology and in today's \_\_\_\_\_ we learnt about DNA and genetics.

- 6 **apprenticeship scholarship**

My brothers are very different. John is academic and won a(n) \_\_\_\_\_ to the University of Oxford; Peter is very practical and is doing a(n) \_\_\_\_\_ in plumbing.

- 7 **fees payments**

Some tuition \_\_\_\_\_ for private schools are very high and many parents struggle to make the \_\_\_\_\_ every term.

- 8 **licence permit**

All residents with a valid driving \_\_\_\_\_ can apply for a parking \_\_\_\_\_ at the council offices.



# Grammar

## Reported Statements

**A** Look at the direct and reported statements and answer the questions below.

'Your books are here,' Jenny said. → She said (that) **my books were there**.

'We had been to Oxford before,' said Paul. → He said (that) **they had been** to Oxford before.

'Your tutor could help you,' Mrs Jones said. → She said (that) **my tutor could help me**.

'I will not be at school tomorrow,' said Sandy. → She said (that) **she would** not be at school **the next day**.

- 1 What usually happens to the tense in a reported statement?
- 2 Which tense doesn't change from direct to reported speech?
- 3 Do all modal verbs change in reported speech?
- 4 In reported speech, do we often change words that show time and place?
- 5 In reported speech, do we change pronouns and possessive adjectives?

## Reported Questions

**B** Look at how these questions are reported and underline any changes that occur.

'Does she want to go to university?' I asked. → I asked if/whether she wanted to go to university.

'Where did you study?' he asked me. → He asked me where I had studied.

**C** Now complete the rules.

If a question begins with a question word, we use it in the reported question. If a question doesn't begin with a question word, we use \_\_\_\_\_ or \_\_\_\_\_. There are no \_\_\_\_\_ in reported questions, only full stops. The word order changes when we report a question. Reported questions follow the word order of \_\_\_\_\_, not questions.

## Reported Commands & Requests

**D** Read the sentences and answer the question below.

'Pay attention to me!' Miss Lewis said to the students. → Our teacher told us to pay attention to her.

'Don't mix the chemicals!' the scientist said to me. → The scientist told me not to mix the chemicals.

'Could you drive me to school, please?' Mark asked. → Mark asked me to drive him to school.

What verb form do we use in reported commands and requests? \_\_\_\_\_

➤ Grammar Focus pp.172 & 173 (10.1 to 10.4)

**E** These sentences each contain a mistake. Find the mistakes and then rewrite the reported sentences correctly in your notebook.

- 1 The professor told us that he would see us next day.
- 2 Albert asked me do I like complex mathematical problems.
- 3 We asked a local where could we find the observatory.
- 4 The librarian told me stop talking in the library.
- 5 James asked the teacher how long was the biology test.

**F** Use the verbs in brackets and change the direct speech into reported speech. Write the sentences in your notebook.

- 1 'I will give you a test tomorrow,' said the teacher to his class. (told)
- 2 'We're doing a chemistry experiment this morning,' said Martin. (said)
- 3 'Why did you apply for this course?' asked the professor. (ask)
- 4 'How does the scanner work?' I asked Jason. (ask)
- 5 'Do you read science-fiction novels?' I asked Tom. (ask)
- 6 'Your application form will be sent to you next week,' said the secretary. (told)




# 10 Learn to Learn!

## Listening

**A** Imagine the sentences below come from a sentence-completion task which a student has filled in while listening to a talk. What is wrong with the parts in red that the student has filled in?

- 1 WorldSkills happens every **twice a year**. \_\_\_\_\_
- 2 Contestants from **over 15 countries compete** take part in skills competitions. \_\_\_\_\_
- 3 In 1950, there were 12 **Spanish contestants** from Spain and 12 from Portugal. \_\_\_\_\_
- 4 At the last WorldSkills, there were more than **over 200** participants. \_\_\_\_\_
- 5 At the London event, there were 46 skills areas including **from cake making** and spray-painting cars. \_\_\_\_\_

**B**  **10.1** Now you will hear the talk that the student listened to. Listen and write the correct answers on the lines provided in A.

**C** Read the *Exam Close-up*. What should you not do before or after the gaps?

**D**  **10.2** Listen and complete the *Exam Task*.

### Exam Task


You will hear a radio interview with a teenager.  
For questions 1 – 10, complete the sentences with a word or short phrase.

- 1 Ahmet has decided to study \_\_\_\_\_ at college.
- 2 Ahmet admits that \_\_\_\_\_ is something he's never liked.
- 3 Ahmet wasn't receiving any useful careers advice to help him to \_\_\_\_\_.
- 4 The school trip to WorldSkills \_\_\_\_\_ Ahmet.
- 5 WorldSkills London lasted for \_\_\_\_\_.
- 6 The participants in the skills competitions appeared extremely \_\_\_\_\_ and \_\_\_\_\_ to their specific jobs.
- 7 Visitors could have a go at different skills at the stalls set up by lots \_\_\_\_\_.
- 8 Ahmet made a \_\_\_\_\_ at a 'Have a Go' stall.
- 9 At school, Ahmet and his classmates did \_\_\_\_\_ to discuss the skills they needed for their careers.
- 10 Ahmet hopes to compete in WorldSkills in \_\_\_\_\_.

### Exam Close-up

#### Completing sentences

- In sentence-completion tasks, you should write between one and three words.
- Before you listen the second time, check your answers and make sure they don't have more than three words. If they do, the answer will be wrong in some way so pay particular attention to those items as you listen again.
- When checking your answers, check that they make sense grammatically and don't repeat information immediately before or after the gaps.

**E**  **10.2** Listen again and check your answers.



Students throwing their graduation caps in the air



# Speaking

## A Work with a partner and answer these questions.

- Does your school organize competitions? What kind?
- Is it a good idea for schools or colleges to give prizes to students who do well?
- How important is it to learn how to be competitive?

## B 10.3 Listen to an examiner giving instructions for the Exam Task in C. Choose the correct option.

- Where does the situation take place?  
a in a university b in a school or college c in an office
- Who will get something?  
a some teachers b some managers c some students
- Why and what will they get?  
a extra money for working hard b a prize for working hard c an extra holiday
- What do you have to do first?  
a give some advice b discuss good and bad points c talk about people's experiences
- What do you have to do to finish the task?  
a say which you prefer and why b choose two options c say which isn't the best option

## C Read the Exam Close-up, then look back at your answers in B. Work with a partner and do the Exam Task.

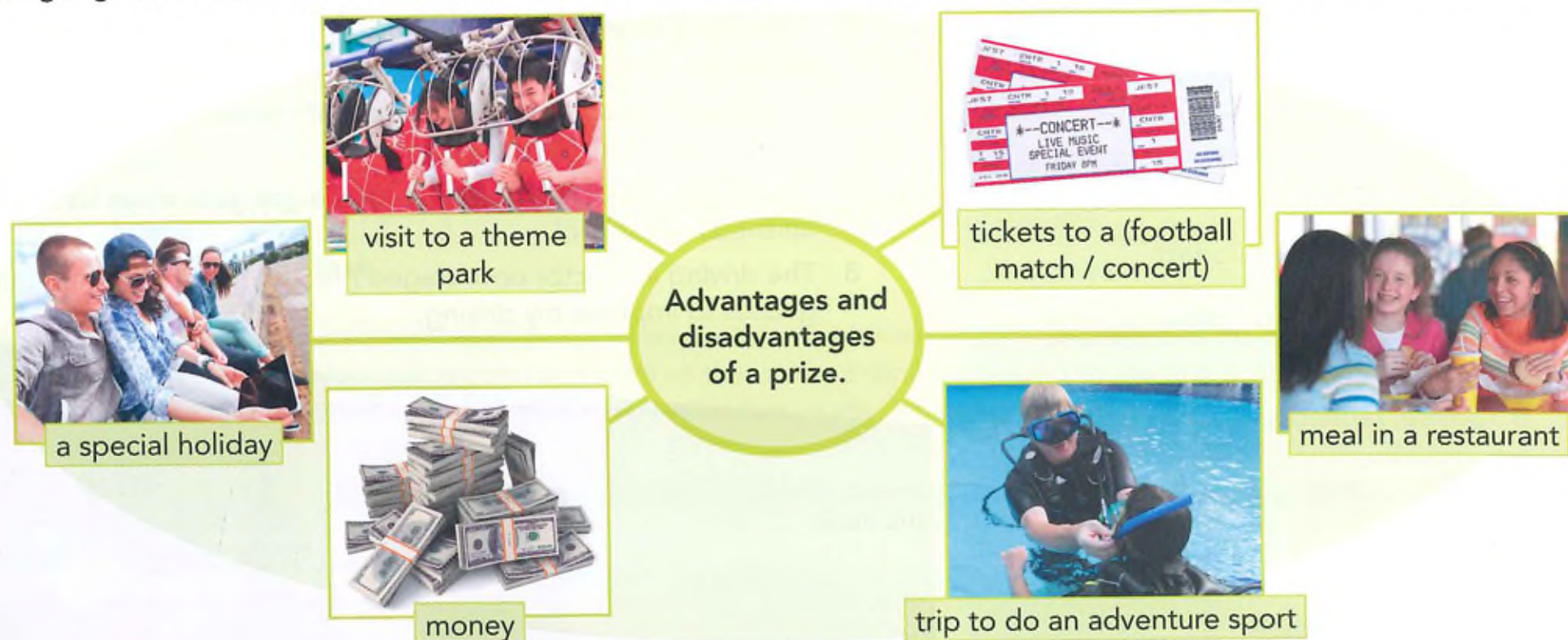
## Exam Close-up

### Asking for clarification and rephrasing

- Remember to listen to the instructions for the exam task carefully. Sometimes you may be asked to choose which is NOT the best option!
- If you aren't sure what to do, ask the examiner to repeat the instructions.
- If you don't understand your partner ask them to clarify what they mean.
- Try to re-phrase your ideas to get your message across clearly.

## Exam Task

Imagine that a school or college is planning to offer a prize to a group of students who have worked very hard all year and got good results. Talk to each other about the advantages and disadvantages of giving prizes like this to students.



Now decide which prize would not be a good idea.

## Useful Expressions

### Requesting clarification

Sorry, could you say that again?

I'm sorry but could you repeat that please?

I'm not sure what we have to do ... could you ...?

Sorry, I don't understand / get what you're saying.

What I mean to say is ...

Basically, my idea is ...

In other words ...

So, you mean ...

So, what you're saying is ...

## Ideas Focus

- Do you think it is a good idea for schools to give prizes to students who work the hardest or who get the best results? Why? / Why not?
- What can teachers do to make students work harder?



# 10 Learn to Learn!

## Grammar

### Reporting Verbs

**A** Say, tell and ask are the most common reporting verbs. However, there are other reporting verbs that we can use to report what someone says more accurately. Look at the sentences and underline the structures that follow the reporting verbs.

'OK, I'll lend you my notes,' said Carly.  
→ Carly agreed to lend me her notes.

'Don't forget to fill in the form,' said Jeff.  
→ Jeff reminded me to fill in the form.

'I didn't take your dictionary!' said Bernie.  
→ Bernie denied taking my dictionary.

'I'm so sorry I lost your pen,' said Mandy.  
→ Mandy apologised for losing my pen.

'The winner of the spelling competition is Marcus,' said our teacher.  
→ Our teacher announced that Marcus was the winner of the spelling competition.

**B** Now answer the questions.

Which structure follows the verbs below?

1 admit, deny and suggest

2 announce, complain and demand

3 advise, remind and warn

4 agree, decide and offer

5 apologise, complain and insist

### Be careful

Some reporting verbs can be followed by more than one structure.

He reminded me **that** I had a lesson in five minutes.

He reminded me **to go** to my lesson.

▶ Grammar Focus p.173 (10.5)

**C** Complete the sentences in reported speech using an appropriate reporting verb.

1 'You took my car and crashed it,' he said to me.

He \_\_\_\_\_.

2 'You should eat less fatty food,' said the doctor.

The doctor \_\_\_\_\_.

3 'Don't forget to bring the things I asked for,' she said to me.

She \_\_\_\_\_.

4 'I'm so sorry I damaged the bike,' the child said.

The child \_\_\_\_\_.

5 'You hit John with your bag,' said the teacher to Kevin.

The teacher \_\_\_\_\_.

6 'Leave the courtroom immediately,' the judge said to the jury.

The judge \_\_\_\_\_.

**D** Circle the correct words.

1 The careers counselor **suggested** / **told** enrolling on a secretarial course.

2 He **warned** / **recommended** me not to send my son to boarding school.

3 Percy **insisted on** / **promised to** work hard and get a scholarship to Cambridge.

4 My parents **advised** / **suggested** me not to drop out of university.

5 The principal **refused** / **ordered** Ernest to show him what was in his bag.

6 He **claimed** / **admitted** to be a Nobel Prize winner who had made an amazing discovery.

7 I **persuaded** / **said** my brother to take a gap year when he finished high school.

8 The driving instructor **encouraged** / **recommended** getting new glasses to improve my driving.



Nobel Peace Prize winner Aung San Suu Kyi shakes hands with Thorbjørn Jagland before she holds her speech at City Hall in Oslo, Norway



# Use your English

## Phrasal verbs

### A Match the phrasal verbs to their meanings.

- |                  |                          |                             |
|------------------|--------------------------|-----------------------------|
| 1 breeze through | <input type="checkbox"/> | a quit a course             |
| 2 brush up       | <input type="checkbox"/> | b submit homework           |
| 3 drop out       | <input type="checkbox"/> | c look at something, revise |
| 4 figure out     | <input type="checkbox"/> | d learn quickly             |
| 5 go over        | <input type="checkbox"/> | e improve a skill quickly   |
| 6 hand in        | <input type="checkbox"/> | f find something in a list  |
| 7 look up        | <input type="checkbox"/> | g understand something      |
| 8 pick up        | <input type="checkbox"/> | h pass easily, succeed      |

### B Complete each sentence with two phrasal verbs from A.

- Lisa is good at languages and managed to \_\_\_\_\_ French easily. However, that was many years ago and now she needs to \_\_\_\_\_ as she will be visiting Paris shortly.
- Sam and Pam are twins, but they're very different. Sam is an excellent student and managed to \_\_\_\_\_ his university course. Pam, however, did badly and decided to \_\_\_\_\_ after her first year.
- Before you \_\_\_\_\_ your homework to your teacher, it's a good idea to \_\_\_\_\_ it just to make sure there are no silly mistakes.
- If you're studying a language and can't \_\_\_\_\_ the meaning of a word, just \_\_\_\_\_ what it means in a dictionary.

## Word formation

### C Complete the sentences with the correct form of the words.

- At university, you don't have to go to the lectures – \_\_\_\_\_ isn't compulsory.
- I was discouraged when I got my English essay back as it was full of \_\_\_\_\_!
- How do you expect me to \_\_\_\_\_ four whole chapters by tomorrow?
- Julie wasn't in class, so the teacher made a note of her \_\_\_\_\_ in the class register.
- Will you be attending your brother's \_\_\_\_\_ ceremony in London?

ATTEND  
CORRECT  
MEMORY  
ABSENT  
GRADUATE

### D Complete the Exam Task.

## Exam Task

For questions 1 – 6, complete the second sentence so that it has a similar meaning to the first sentence. **Do not change the word given.** You must use between **two** and **five** words, including the word given.

- He told the children not to run.  
**not**  
'Do \_\_\_\_\_,' he told the children.
- Our teacher told us to listen to him.  
**me**  
'\_\_\_\_\_,!' our teacher told us.
- 'Do you want to go to university?' the professor asked them.  
**if**  
The professor asked \_\_\_\_\_, to go to university.
- 'OK, I'll give you a lift to school,' said Tom.  
**to**  
Tom \_\_\_\_\_, us a lift to school.
- 'Sit down!' she said to us.  
**ordered**  
She \_\_\_\_\_, down.
- 'Well done! You won the school competition,' he said to me.  
**on**  
He \_\_\_\_\_, the school competition.





# 10 Learn to Learn!

## Writing: a formal email

### Learning Focus

#### Understanding different functions

- When you write a formal letter or email in response to one you have received, you must address all questions asked or points raised. In order to do this, you need to understand the different functions of writing (e.g. to describe, explain, suggest, thank, advise, apologise, etc.) and deal with them confidently.
- Remember, when you are writing a formal letter or email, you must make sure you use the correct tone.
- Use long forms instead of contracted forms, e.g. *I would like ...* instead of *I'd like ...*
- Use more formal language and avoid a chatty tone, e.g. *Thank you very much for ...* instead of *Thanks a lot for ...*
- Begin and end your email in an appropriately formal way, e.g. *Dear ...*, and *Best wishes, ...*

#### A Look at the sentences and match them to the correct function.

advising   apologising   describing   giving an opinion   suggesting   thanking

- 1 I am very grateful for all your help. \_\_\_\_\_
- 2 It would be better to send an official invitation. \_\_\_\_\_
- 3 Perhaps we could meet them at the airport. \_\_\_\_\_
- 4 It was very thoughtless of me. \_\_\_\_\_
- 5 I would say I am honest, hard-working and reliable. \_\_\_\_\_
- 6 In my view, work conferences are often a waste of time. \_\_\_\_\_



#### B Read the writing task and then answer the questions below.

You have received an email from your college principal.

Our school is organising an exchange programme with a school in the UK and your class has been chosen to participate. This means you will spend time in the UK and with the UK students here. I would like some ideas for a welcome party when the exchange students get here. If you have any questions, please feel free to ask me.

- 1 Who will you write to? \_\_\_\_\_
- 2 What tone will you use? \_\_\_\_\_
- 3 Which functions will be used in the reply? Choose from a, b or c below.
  - a give an opinion on the exchange, describe a welcome party, explain the restaurant menus
  - b thank the principal for the opportunity, ask for more information, suggest ideas for the party
  - c congratulate the principal, give advice about teenage students, apologise for not being able to take part

#### C Read the example email and circle the best words.

email

From: Cindy Brady      Sent: 23rd March      Subject: Exchange programme

(1) **To Mr Jones / Dear Mr Jones**

(2) **I cannot thank you enough / Thanks very much** for the opportunity you have given us to take part in the exchange programme. We are all very excited about visiting the UK and we also look forward to meeting the exchange students.

(3) **Do you have any / Could I please have some** information about the UK students? Could you tell me when they will arrive and how long are they going to stay here? Also, would you be able to tell me how many students there will be?

(4) **About / Regarding** the welcome party, I have a few suggestions. One idea is to have a dance party in the college hall. One of our students could be the DJ and we could all prepare snacks. This would be a nice, friendly way to welcome them. They are teenagers, so they would probably prefer something casual like that. Another thing we could do is have a welcome dinner at a fun, local restaurant such as Mexican Madness or Fat Tony's Pizza. They are both informal places that serve excellent food.

If you need any more suggestions, (5) **please let me know / you know where I am**.

(6) **Take care / Kind regards**,

Cindy Brady



**D** Read the example email again and tick the things the writer has done.

- 1 responded to everything in the principal's email ☐
- 2 gone off topic and provided irrelevant information ☐
- 3 used separate paragraphs for each function ☐
- 4 copied big chunks from the principal's email ☐

**E** Find words in the example email that mean the same as these words from the principal's email.

- 1 participate = \_\_\_\_\_
- 2 spend time = \_\_\_\_\_
- 3 ideas = \_\_\_\_\_
- 4 get here = \_\_\_\_\_

**F** Look at the *Useful Expressions* and use them to replace the language that is too informal in the sentences below.

- 1 It's so great that you chose our class for the programme.  
\_\_\_\_\_
- 2 Another thing we can do is take a trip to the park.  
\_\_\_\_\_
- 3 Any idea how long they'll be here for?  
\_\_\_\_\_
- 4 How about taking them to the local discothèque?  
\_\_\_\_\_
- 5 See you soon.  
\_\_\_\_\_

**G** Read the *Exam Close-up* and then complete the *Exam Task* below. Think about the functions you need to express. Use the *Useful Expressions* to help you.

## Exam Task

You have received an email from your college principal.

*It would be a good idea to have a successful person come and talk to the students on Careers Day. I would like you to suggest someone that the students would admire. Could you also tell me what this person has done and explain why they would be a good choice?*

Write your email (in 140–190 words) in an appropriate style.

## Exam Close-up

### Choosing the right function

- Decide which functions you need by reading the prompt and identifying them. Underline them or make a brief note.
- Make sure you know how to express the functions with the appropriate language.
- Remember the conventions of formal writing, e.g. formal language, long forms, etc.

## Useful Expressions

### Thanking

Thank you very much for ...  
I cannot thank you enough for ...  
I am very grateful for ...

### Asking for information

Could you tell me where ...  
I wonder if you could tell me ...  
Would you mind telling me where I could ...

### Making suggestions

One idea is / would be to ...  
Perhaps we could ...  
It may interest them to ...

### Making references

In regard to ...  
Regarding ...  
Concerning ...

### Signing off

I look forward to hearing from you.  
Best wishes  
Kind regards  
Yours sincerely

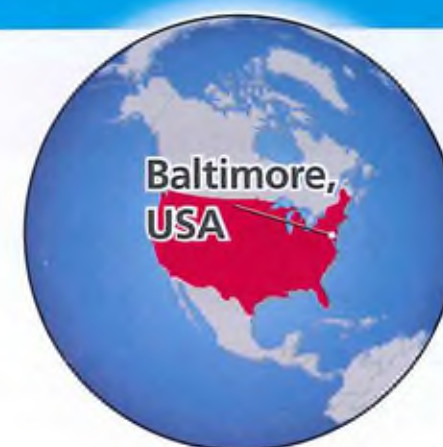


# 10 Aquarium on Wheels

## Before you watch

### A Match the words to the meanings.

- |                  |                          |  |
|------------------|--------------------------|--|
| 1 rainforest     | <input type="checkbox"/> | a saving and protecting the environment  |
| 2 aquarium       | <input type="checkbox"/> | b a building where fish and underwater animals are kept and displayed          |
| 3 conservation   | <input type="checkbox"/> | c the science of studying living things in the sea                             |
| 4 species        | <input type="checkbox"/> | d a thick forest of tall trees in a tropical area which receives a lot of rain |
| 5 marine biology | <input type="checkbox"/> | e a group of plants or animals which have the same main characteristics        |



## While you watch

### B Watch the video clip and circle the words you hear.

- These students are **employees / members** of a very special programme called 'Aquarium on Wheels'.
- This year's **aim / goal** is to explain the importance of the world's rainforests to young people.
- One **set / group** of skills that the secondary school students need are the communication skills necessary to get, and keep a job.
- I have been here for three years and I really feel like I've helped a lot of people **learn about / understand** conservation.
- The programme really means a lot to me because I want to **specialise / major** in marine biology.
- The Aquarium on Wheels programme is having a powerful **impact / effect** on more than just the rainforests.

## After you watch

### C Complete the summary of the video clip below using these words.

advantageous coordinator effect future presentations programme satisfaction skills

At the National Aquarium in Baltimore, some secondary school students take part in a(n) (1) \_\_\_\_\_ called 'Aquarium on Wheels'. They prepare (2) \_\_\_\_\_ to educate and entertain school children who do not have the opportunity to go to the aquarium; so the aquarium is brought to them. These student employees also want to help children to better understand conservation; for example, the fact that saving one tree can be important to all the animals in the rainforest.

Martha Schaum, the programme (3) \_\_\_\_\_, says the programme also offers the student employees lessons for life. They learn communication (4) \_\_\_\_\_, they learn about organisation and planning and they also learn a bit about themselves. Some even find out what they want to be in the (5) \_\_\_\_\_. One student wants to be an environmental lawyer and another wants to be a marine biologist. The programme is (6) \_\_\_\_\_ both for the students and for Martha Schaum. It helps students prepare for their future professional lives and it allows Martha Schaum to achieve personal and professional (7) \_\_\_\_\_ from watching these teenagers grow. Aquarium on Wheels is having a positive (8) \_\_\_\_\_ on everybody involved with its very special programme.



Colourful aquarium

## Ideas Focus

- Would you like to take part in a programme like 'Aquarium on Wheels'? Why? / Why not?
- Do you think learning is more effective when students have hands-on practice? Why? / Why not?





# Review 5

## Units 9 & 10

### Part 1

For questions 1–12, read the text below and decide which answer (A, B, C or D) best fits each gap.

#### Working the Google way

Google, the Internet technology giant, has consistently been ranked one of the top 5 companies to work for in the US. (1) \_\_\_ employees child care and a fitness centre, free food, and buses with wi-fi to (2) \_\_\_ to and from work, it's no wonder that Google has received (3) \_\_\_ one million job applications!

At Google they know that happy employees are more productive, but worker satisfaction doesn't only (4) \_\_\_ on extras like free food. More importantly, they are encouraged to (5) \_\_\_ the initiative and show that they can think on their (6) \_\_\_. By challenging themselves, employees get better and better at (7) \_\_\_ they do.

And, despite being one of the world's most successful organisations, it feels (8) \_\_\_ a small company.

The atmosphere, (9) \_\_\_ is warm and friendly, allows colleagues to get to know (10) \_\_\_ other well. Staff have regular informal meetings and even parties – paid for by Google, of course.

You would expect such a successful company to employ only the most experienced people, but they also (11) \_\_\_ university graduates who have no work experience. That's because they believe in young talent.

So what (12) \_\_\_ can other companies learn from Google? If you treat your employees well and help them to develop, they will reward you too.

- |               |           |           |            |
|---------------|-----------|-----------|------------|
| 1 A To offer  | B Offers  | C Offer   | D Offering |
| 2 A transport | B move    | C commute | D drive    |
| 3 A over      | B more    | C the     | D beyond   |
| 4 A base      | B depend  | C come    | D need     |
| 5 A take      | B get     | C have    | D use      |
| 6 A minds     | B brains  | C hands   | D feet     |
| 7 A that      | B which   | C what    | D how      |
| 8 A as        | B like    | C so      | D such     |
| 9 A where     | B when    | C which   | D that     |
| 10 A each     | B one     | C the     | D all      |
| 11 A move on  | B take on | C fill in | D keep up  |
| 12 A thing    | B subject | C advice  | D lesson   |

### Part 2

For questions 13–24, read the text below and think of the word which best fits each gap. Use only one word in each gap.

#### Assessing learning

When it comes to learning, there are a number of ways in (13) \_\_\_\_\_ students can be assessed. They can (14) \_\_\_\_\_ a final exam or do continuous tests throughout the year in order to determine their overall grade. Increasingly, (15) \_\_\_\_\_ are choosing continuous assessment as the best option for their students.

Continuous assessment has many benefits. Firstly, continuous small tests and exams (16) \_\_\_\_\_ the school year do not put students under as much pressure as final exams (17) \_\_\_\_\_. For students, the possibility of (18) \_\_\_\_\_ a low mark in the only test that matters causes them great anxiety and may prevent them (19) \_\_\_\_\_ performing well. Secondly, final exams cannot accurately assess progress, whereas continuous assessment can. A final test that lasts a(n) (20) \_\_\_\_\_ hours cannot examine all of the knowledge (21) \_\_\_\_\_ a student has acquired over a period of time; by necessity, only (22) \_\_\_\_\_ parts of the material that has been taught will be assessed. In contrast, a mini test, for example after each chapter of material, can evaluate a student's understanding better, and thereby give a clearer picture (23) \_\_\_\_\_ their knowledge.

Finally, continuous assessment helps students to figure (24) \_\_\_\_\_ their strengths and weaknesses, which helps them to improve. And in the end, that's what learning is all about.





# Review 5

## Units 9 & 10

### Part 3

For questions 25–34, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line.

#### Getting help

If you are not sure which career path to follow, a careers (25) \_\_\_\_\_ could help you, no matter how young or old you are. For high school students, these (26) \_\_\_\_\_ carefully evaluate skills, interests and personality in order to give (27) \_\_\_\_\_ suggestions for courses to study. It's their job to give you a better (28) \_\_\_\_\_ of who you are and what you can achieve.

At college or university they inform students about the (29) \_\_\_\_\_ and training requirements for specific careers so that students are (30) \_\_\_\_\_ qualified. Then careers staff help students to prepare a CV and assist them with finding work after their (31) \_\_\_\_\_.

But they don't just help young people to make a start in life. Increasing numbers of adults who are (32) \_\_\_\_\_ or want a career change – perhaps for greater job (33) \_\_\_\_\_ or a higher salary – also use these reliable specialists to help them.

Finding a job these days can be difficult, but with the right help and (34) \_\_\_\_\_, anything is possible.

COUNSEL  
PROFESSION  
USE  
UNDERSTAND

EDUCATE  
SUIT

GRADUATE

EMPLOY  
SATISFY  
ADVISE

### Part 4

For questions 35–42, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

- 35 James said he had left banking to pursue a career in singing.

WHY

James said \_\_\_\_\_ left banking was to pursue a career in singing.

- 36 I studied at a college in the north of the country.

WHERE

The college \_\_\_\_\_ in the north of the country.

- 37 My teacher didn't think I should become a circus clown.

AGAINST

My teacher \_\_\_\_\_ a circus clown.

- 38 'Don't forget that you have a test tomorrow,' said our physics teacher.

REMINDED

Our physics teacher \_\_\_\_\_ a test the following day.

- 39 Bob wants to become a brain surgeon like his mum.

WHOSE

Bob, \_\_\_\_\_ brain surgeon, wants to become one too.

- 40 'Don't talk during the test!' the teacher said to us.

TOLD

The teacher \_\_\_\_\_ during the test.

- 41 Grandma still remembers her first day at school.

DAY

Grandma still remembers \_\_\_\_\_ she started school.

- 42 'OK, I'll help you with your homework,' said Matilda.

AGREED

Matilda \_\_\_\_\_ with my homework.



## 11

## Wish You Were Here!

<b>Reading:</b>	multiple-choice, understanding specific meaning
<b>Vocabulary:</b>	holiday- & travel-related vocabulary
<b>Grammar:</b>	comparison of adjectives & adverbs, gradable & non-gradable adjectives, adjective order
<b>Listening:</b>	multiple-choice, working with degree
<b>Speaking:</b>	using holiday vocabulary, comparing photographs, student A: timing the photo comparison, talking about holidays
<b>Use your English:</b>	phrasal verbs, prepositions, multiple-choice questions
<b>Writing:</b>	story (2), prompts & tenses, writing effectively, talking about feelings, showing happiness, showing surprise, disbelief & fear

A tourist sitting on the wall in Oia enjoying the view of the Aegean Sea, Santorini, Greece



# 11 Wish You Were Here!

## Reading

**A** Look at the list of potential problems when you are travelling. Tick (✓) any that have happened to you. Which do you think are the worst?

- losing your passport ☐
- having your money stolen ☐
- missing a flight ☐
- having an accident ☐
- losing your luggage ☐
- becoming sick ☐
- getting lost ☐
- losing your smart phone ☐

**B** Quickly read the story. What happened to the writer? Choose from the list in A.

### Word Focus

**souvenir:** a thing that is kept as a reminder of a place

**day pack:** a small bag you wear on your back

**on board:** on a ship, plane or other vehicle

**accent:** a distinctive way of pronouncing a language

**taxi rank:** a place where taxis park while waiting to be hired



## It could have been worse ...

View of Rome from Castel Sant'Angelo, Italy.



A wise person once said that the best **souvenirs** are the stories you bring home with you. And did I have a story to tell! I was 19 and on my first overseas trip. My **destination** was Italy and there was so much to be excited about: I was travelling solo for the first time ... independence, hooray! I was looking forward to eating my fill of pasta, pizza, cannoli and gelato; there were stunning **monuments**, museums and palaces to take my breath away; and that uniquely Mediterranean chaos that makes you feel alive. Oh yes, I was ready to experience Bella Italia!

Armed with my passport, a **guide book**, an Italian phrase book, euros and the best sunglasses I could afford, I boarded my plane for Rome. A nice gentleman helped me put my **day pack** in the overhead compartment. He was the person sitting next to me on the flight. After settling into my seat, I looked around at my fellow passengers. Some looked *distressed* and were biting their nails. First-time flyers? Perhaps. Some were chatting animatedly with their travel companions; they looked Italian to me. Others had already nodded off and were snoring gently. How was that

possible? I mean, they were going to ROME. Why weren't they as excited as I was?

'British?' asked the man who had lifted my heavy day pack. 'Yes,' I replied, 'is it obvious?' He laughed and made a joke about me being 'less noisy' than the Italians **on board**. 'My name is Giancarlo,' he said in an Italian **accent**, and told me he was a retired police officer. He had been in London enjoying the sights and the theatre, 'but not,' he joked, 'the food.' We had a laugh about that and then he pulled out his wallet and showed me a photo of two lovely little children with dark hair and beautiful almond eyes. 'They are my grandchildren,' he said proudly and proceeded to tell me all about them.

Chatting to Giancarlo about Rome was wonderfully instructive. He gave me **tips** on where to eat and what to see. I felt very fortunate to have got so much **insight** into the place I was soon to visit. When our plane landed, I thanked him. He wished me well and strode off towards the **taxi rank**. Needing money, I opened my day pack and shoved my hand in, feeling for my wallet. I was sure it was in there, but I couldn't find it. I sat down and began pulling things out – the guide book, the phrase book, a packet of tissues, a map ... everything but my wallet!

There was no use looking for it. It wasn't there. Somehow, I had lost it. Panic gripped me. I was penniless. There was no way I could stay in Italy ... but how on earth was I going to get home? I'm ashamed to admit that I began to cry; softly at first and then in loud racking sobs as I was *overcome by the problem*. My great Italian adventure was over before it had even begun! It was so unfair!

An airport employee led me to an office where I reported the loss. As I was describing my lost item, the assistant opened a drawer and took out ... my wallet! I couldn't believe it. There it was, and none of my money was missing.



**C** Read the *Exam Close-up*. Then read the *Exam Task* below and underline the key words in the questions.

**D** Now complete the *Exam Task*.

## Exam Close-up



### Understanding specific meaning

- A multiple-choice question could refer to a specific word or phrase in the text and its meaning. Don't panic if you don't know what it means.
- Find the word or phrase in the text and look at the words around it. These words are known as the context and they will tell you what that part of the text is about.
- Once you have an idea about the meaning, then look at the options and find the one that is closest in meaning to your definition.

## Exam Task

You are going to read an extract about someone's holiday experience. For questions 1 – 6, choose the answer (a, b, c or d) which you think fits best according to the text.

- What is the writer's purpose in the first paragraph?
  - to explain why she was travelling
  - to give important details about her trip
  - to introduce the start of an adventure
  - to describe the beauty of the destination
- What does the word *distressed* mean in para 2?
  - injured
  - disbelieving
  - stunned
  - anxious
- What does the writer suggest about the sleeping passengers?
  - They should have shared her enthusiasm.
  - None of them were interested in Rome.
  - It wasn't possible to wake them.
  - They were extremely tired.
- The writer uses the phrase 'overcome by the problem' in para 5 to show that she
  - did not usually cry.
  - believed her situation was hopeless.
  - felt responsible for the loss.
  - was ashamed of herself.
- What is true about Giancarlo?
  - He was an accomplished liar.
  - His knowledge of Rome was vast.
  - He loved his grandchildren dearly.
  - He turned in the missing wallet.
- What do we learn about the writer in the final sentence?
  - She was generally a lucky person.
  - Her instincts had been right.
  - She refused to talk to strangers.
  - She learnt a valuable lesson in life.

**E** Find the meaning of the words in the story. Then use the words to complete the sentences below.

destination (para 1)	monument (para 1)
guide book (para 2)	tip (para 4)
insight (para 4)	terminal (para 6)

- Here's a great \_\_\_\_\_ for first-time travellers – keep your passport and money safe.
- This \_\_\_\_\_ is for domestic flights; for international flights, you need to go to a different part of the airport.
- The most important \_\_\_\_\_ in Istanbul is a Greek Byzantine church.
- I bought this \_\_\_\_\_ online, but I could have borrowed it from the library.
- When we were just an hour from our \_\_\_\_\_, the car broke down in the middle of the road!
- The mountain villages that we visited gave us some \_\_\_\_\_ into the rural way of life.



'Did someone find it and turn it in?' I asked. And that's when I got the biggest shock of all. Giancarlo – nice, polite, charming, granddad Giancarlo – was a thief. He had been caught leaving the airport terminal with five stolen wallets in his possession. Oh, and his real name was Nigel Waters, an Englishman from Manchester!

It was sheer luck that he hadn't got away with it, and I realised I should never trust a stranger.

- What can you learn by travelling to different countries?
- If you could choose one place to visit in the world, where would it be and why?

## Ideas Focus





# 11 Wish You Were Here!

## Vocabulary

### A Complete the word groups.

abroad bay hostel isolated quay runway ship shuttle

- |               |                   |                |       |
|---------------|-------------------|----------------|-------|
| 1 overseas    | international     | foreign        | _____ |
| 2 customs     | departure lounge  | duty-free shop | _____ |
| 3 harbour     | dock              | port           | _____ |
| 4 guest-house | bed and breakfast | inn            | _____ |
| 5 transport   | move              | transfer       | _____ |
| 6 remote      | distant           | faraway        | _____ |
| 7 vessel      | liner             | yacht          | _____ |
| 8 cove        | lagoon            | gulf           | _____ |

### B Complete the sentences with these words.

crew in-flight excess compartment pass gate

- We bought so many presents on holiday that we had to pay \_\_\_\_\_ baggage for the flight home, and it isn't cheap!
- Your boarding \_\_\_\_\_ has your seat number and flight number on it, and without it they won't let you on the plane.
- Flight B341 to Berlin is ready for boarding at departure \_\_\_\_\_ 18.
- The cabin \_\_\_\_\_ served meals, drinks and snacks during the flight, and were very friendly.
- I stored my day pack and jacket in the overhead \_\_\_\_\_ above my seat.
- There was a good choice of \_\_\_\_\_ entertainment including films, music and games.

### C Complete the sentences with these verbs in the correct form.

board cancel declare delay ground land

- The customs officer asked us if we had anything to \_\_\_\_\_.
- Unfortunately, they had to \_\_\_\_\_ all planes due to the tornado.
- Our train was \_\_\_\_\_ and we had to take the next one.
- Families with young children \_\_\_\_\_ a plane first.
- The experienced pilot \_\_\_\_\_ the plane smoothly.
- Jim's flight was \_\_\_\_\_ by an hour because of the fog.

### D Complete the sentences with the correct form of the word in capitals.

- I was so \_\_\_\_\_ about flying, I nearly didn't go to the airport. **NERVE**
- One of my bags were \_\_\_\_\_ when I arrived in Prague. **MISS**
- I had \_\_\_\_\_ so much in Spain that my jeans wouldn't fit anymore. **EAT**
- We \_\_\_\_\_ a car on the second half of the holiday. **HIRE**
- We did so much \_\_\_\_\_ whilst we were away. **SHOP**
- There were so many talented street \_\_\_\_\_ in the area. **PERFORM**





# Grammar

## Comparison of Adjectives & Adverbs

**A** Look at the sentences and underline the structures that make comparisons.

- 1 The more I travel, the more I learn about different cultures.
- 2 I think Italy is as beautiful as France, don't you?
- 3 The receptionist spoke to us more politely than the manager.
- 4 Peru is the most interesting country I have visited.
- 5 My little Lada doesn't go as fast as your fancy Ferrari.
- 6 Do you think a package holiday is better than backpacking?
- 7 Grandma walked the slowest of all the people on the tour.

**B** Now answer the questions.

- a Which sentences contain the comparative form? ☐ ☐
- b Which sentences contain the superlative form? ☐ ☐
- c Which sentences compare adjectives? ☐ ☐ ☐
- d Which sentences compare adverbs? ☐ ☐ ☐
- e Which sentence contains an irregular form? ☐
- f Which sentence shows the two things being compared are equal? ☐
- g Which sentence shows that as one thing increases or decreases, another thing is affected? ☐

**C** Complete the rules.

We usually form the \_\_\_\_\_ by adding *-er* to an adjective or adverb. If this has two or more syllables, we use the word \_\_\_\_\_.

We often use the word *than* after the comparative.

We usually form the \_\_\_\_\_ by adding *-est* to the adjective or adverb. If this has two or more syllables, we use the word \_\_\_\_\_.

We use the word *the* before the superlative.

**Grammar Focus** pp.173 & 174 (11.1 to 11.3)

**D** Complete the sentences with the comparative or superlative form of the adjectives in brackets.

- 1 Last night, I went to one of the \_\_\_\_\_ (good) concerts I have ever been to.
- 2 Living in the country is \_\_\_\_\_ (healthy) than living in a city.
- 3 Business Class is \_\_\_\_\_ (comfortable) than Economy.
- 4 Learning Chinese is \_\_\_\_\_ (difficult) than learning English.
- 5 Mrs Hamilton is \_\_\_\_\_ (strict) teacher in our school.
- 6 John is much \_\_\_\_\_ (naughty) than Peter.
- 7 This is \_\_\_\_\_ (delicious) food that I've ever eaten.
- 8 Tom is \_\_\_\_\_ (careful) than John. John always makes mistakes.

**E** There are nine mistakes in the text. Find them and correct them.

### Where dinosaurs roamed

In the western United States, at a place called Dinosaur Ridge, you'll find remains from the prehistoric Jurassic and Cretaceous periods that are more interesting from anything in a museum. Dinosaur Ridge is one of the famous dinosaur fossil territories in the world and one of the few remaining places on Earth where you can see so wonderful skeletons, bones and tracks of some of the good known dinosaurs.

The rocks on the west side of Dinosaur Ridge date back to the Jurassic period. It was in these rocks that earliest dinosaur bones in the area were discovered in 1877. The rocks on the east side of Dinosaur Ridge date back to the Cretaceous period so they aren't the old as the western ones.

If it's hot enough to explore on foot, take a tour on a covered tram. The earliest you get there the better it is – it's too popular that there are usually long queues.






# 11 Wish You Were Here!

## Listening

**A** Discuss with a partner the difference between these sets of words and phrases.

- 1 house swapping / house sitting
- 2 have a lot in common / have one thing in common
- 3 for next to nothing / absolutely free of charge
- 4 browse a property / visit a property
- 5 not very often / more often than not

**B**  Listen to the following speakers and circle the words that reflect what they say.

- 1 I won't go back to the island **ever again** / **any time soon**.
- 2 It was the **most** / **least** relaxing journey I've ever had.
- 3 We spent **part of the holiday** / **the whole holiday** with some neighbours.
- 4 The hotel room was **slightly** / **extremely** dirty.


**C** Read the *Exam Close-up*. What should you pay careful attention to?

**D**  Now complete the *Exam Task*.

### Exam Task

You will hear part of a television programme about house swapping. For questions 1 – 7, choose the best answer (a, b or c).

- 1 The female characters in *The Holiday*
  - a both own large luxurious houses.
  - b both want to get away for a while.
  - c have a lot in common.
- 2 How can people benefit from house swapping?
  - a They have cheaper holidays.
  - b They don't have to travel so regularly.
  - c They can stay with other people in their homes.
- 3 Members of House Swap International can use the website
  - a once they have uploaded photos of their homes.
  - b absolutely free of charge.
  - c from anywhere in the world.
- 4 How does Alex say people can learn about the area they want to visit?
  - a by reading a special table on the website
  - b by visiting other websites about the area
  - c by looking at pictures of the area
- 5 Alex claims it's safe for members to
  - a get in touch using an online messaging system.
  - b put their phone numbers on the site.
  - c send emails directly to each other.
- 6 Alex advises house swappers to
  - a communicate with each other on arrival at their destination.
  - b arrange for a friend or relative to clean their house.
  - c make sure keys can be picked up easily.
- 7 People who house swap
  - a usually want a house with a swimming pool.
  - b often go to houses that are different to their own.
  - c always want to see the sights.

**E**  Listen again and check your answers.



### Exam Close-up

#### Working with degree

- With multiple-choice options, be careful with adverbs of degree, such as *extremely*, *absolutely*, *utterly*; adverbs of frequency such as *always*, *often*, *usually*, *sometimes* and *never*; and comparatives and superlatives.
- Make sure that the information on the recording is mentioned to the same extent or frequency as the option you are choosing.



Northern lights in Lapland, Finland



# Speaking

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

- Where did you go on your last holiday? What did you do there?
- Do you prefer to relax on holiday or do activities that you wouldn't normally be able to do? Why?
- What means of transport do you usually use to go on holiday? Why?

**B** Work with a partner. You have 40 seconds to find similarities and differences for the ideas below. Time your partner speaking!

e.g. Sleeping in a luxury hotel is comfortable whereas sleeping in a tent might be...

sleeping in a luxury hotel versus sleeping in a tent

lying on the beach versus doing water sports

travelling by plane versus travelling by ship

staying in a tourist resort versus mixing with the locals

seeing the sights versus relaxing round the pool

staying in one place versus travelling from place to place

**C** Read the *Exam Close-up*. Then complete the *Exam Task* below. Student A describes the pictures in Task 1 and Student B answers the follow up question. Then change roles and complete Task 2. Use the *Useful Expressions* to help you.

## Exam Task

Talk about the photographs on your own for a minute. Compare the photographs and then answer the main question.

- 1** What are the advantages or disadvantages these types of holiday offer?



Which type of holiday wouldn't appeal to you?

- 2** Why might people like to go on holiday to these places?



Which of these holiday destinations would you prefer?

## Exam Close-up

**Student A: timing the photo comparison**

- Remember you have about 30 seconds to compare the photos.
- Don't worry about the exact timing. The examiner will tell you when the time is up.
- Try to find three or four similarities or differences between the photos.
- Then answer the main question.

## Useful Expressions

**Talking about holidays**

go on safari / a cruise / a city break / a skiing holiday / a beach holiday / an activity holiday / a winter holiday  
 go camping / skiing / sightseeing / fishing / hiking / touring  
 go by plane / ship / car / camper van / bike / train / ferry boat / coach  
 be on board a plane / a ship / a cruise liner  
 see the sights  
 experience the local culture  
 mix with the locals  
 broaden your horizons  
 travel from place to place  
 go ashore / aboard  
 put up / pitch a tent

- Is it better to visit lots of different places when you go on holiday or stay in one place?
- Is it a good idea to plan holidays in advance or decide at the last minute?
- Why do people like to buy souvenirs on holiday?

## Ideas Focus





# 11 Wish You Were Here!

## Grammar

### Gradable Adjectives

- can vary in intensity or grade.
- can be used with grading adverbs such as *slightly, a little, fairly, rather, reasonably, unusually, very, hugely, immensely, intensely, extremely*, etc.
- can have comparative and superlative forms.

### Non-gradable Adjectives

- cannot vary in intensity or grade because they are already at their limit
- are often used alone.
- do not occur in comparative and superlative forms.
- can only be used with non-grading adverbs such as *absolutely, utterly, completely, totally*, etc.

**A** Which of the adjectives below are gradable and which are non-gradable? Write G (gradable) or N (non-gradable).

- |  |   |
|--|---|
| 1 _____ hungry <input type="checkbox"/>  | 5 _____ hot <input type="checkbox"/>      |
| 2 _____ boiling <input type="checkbox"/> | 6 _____ angry <input type="checkbox"/>    |
| 3 _____ cold <input type="checkbox"/>    | 7 _____ freezing <input type="checkbox"/> |
| 4 _____ furious <input type="checkbox"/> | 8 _____ starving <input type="checkbox"/> |

**B** Now write an appropriate adverb before each of the adjectives in A.

#### Be careful

- The adverbs *really, fairly, pretty* and *quite* can often be used with gradable and non-gradable adjectives.

### Adjective Order

**C** Look at the sentences and underline the adjectives.


On our holiday, we rented a fantastic new red Italian sports car.

We packed our clothes in a big old leather suitcase.

**D** Complete the rule with material, age and opinion.

When we use two or more adjectives together, they usually come in the following order:

\_\_\_\_\_, size, shape, \_\_\_\_\_, colour, origin, \_\_\_\_\_.

 Grammar Focus p.174 (11.4 to 11.6)

**E** Circle the correct words.

- Our tour guide in Cairo was very **excellent** / good.
- No food was served on the flight so we were rather **hungry** / starving.
- Don't go to Moscow in the winter, it's absolutely **cold** / freezing!
- I was slightly **annoyed** / furious that the train was late.
- I'm **quite** / rather certain the travel agent has booked our trip.
- Hawaii is a(n) **extremely** / completely popular travel destination.
- The boat trip we went on was **nearly** / reasonably cheap.
- It is virtually **impossible** / difficult to find inexpensive accommodation here.

**F** Complete the sentences with the adjectives in the correct order.

- The island houses have \_\_\_\_\_ shutters on the windows. (blue, wooden, pretty)
- In first class, there were \_\_\_\_\_ seats. (leather, wide, comfortable)
- We had to throw out our \_\_\_\_\_ beach chairs. (metal, old, rusty)
- There's nothing better than skiing in the \_\_\_\_\_ Alps. (Swiss, green, cool)
- Let's get rid of this \_\_\_\_\_ picnic table. (plastic, ugly, red)
- Some of the wedding guests wore \_\_\_\_\_ hats. (big, designer, ridiculous)





# Use your English

## Phrasal verbs

**A** Complete the definitions with these phrasal verbs in the correct form.

book into   check in   check out   make for  
see off   set off

- If you \_\_\_\_\_ a place, you go towards it.
- If you \_\_\_\_\_, you start a journey.
- When you \_\_\_\_\_ a hotel, you arrange for a room.
- When you pay a bill and leave a hotel, you \_\_\_\_\_.
- If you \_\_\_\_\_ someone \_\_\_\_\_, you go to the airport to say goodbye to them.
- When you arrive and register at a hotel or the airport, you \_\_\_\_\_.

**B** Complete the sentences with the correct form of the phrasal verbs from A.

- After leaving Paris, we \_\_\_\_\_ Lyon and got there in the afternoon.
- Make sure you haven't left anything in your room before you \_\_\_\_\_.
- We used an online site to \_\_\_\_\_ a very nice hotel in Rome.
- If we \_\_\_\_\_ early in the morning, we'll avoid most of the traffic.
- After we \_\_\_\_\_, a porter carried our luggage to the suite.
- My family \_\_\_\_\_ me \_\_\_\_\_ at the airport when I left for my gap year.

## Prepositions

**C** Complete the sentences with these prepositions.

at   by   in (x2)   on (x3)   within

- The Smiths are so lucky – they're \_\_\_\_\_ a Caribbean cruise!
- Luckily, the hotel was \_\_\_\_\_ walking distance of all the major sights.
- The young travellers were \_\_\_\_\_ search of adventure.
- I prefer to spend my summer holidays \_\_\_\_\_ an island.
- They had been \_\_\_\_\_ sea for an hour when the storm began.
- We were tired because we had explored the city \_\_\_\_\_ foot.
- All of the passengers waited \_\_\_\_\_ line to board the plane.
- It's much faster to travel \_\_\_\_\_ air, but it's also more expensive.

**D** Now complete the *Exam Task*.

## Exam Task

For questions 1 – 8, choose the answer (a, b, c or d) which you think fits best according to the text.

### Getting there

Planning a holiday has never been easier. You can simply go online and a wealth of information is available to you. You can find the most economical air (1) \_\_\_\_\_ and compare hotels before you (2) \_\_\_\_\_ one. You can even save money by booking (3) \_\_\_\_\_ advance, for both your flight and your accommodation. In addition, you have the benefit of reading the reviews and opinions of fellow travellers.

Less than 20 years ago, before the Internet, that just wasn't possible. Travellers required the services of a travel (4) \_\_\_\_\_ who would make all the arrangements on their behalf. Whether it was (5) \_\_\_\_\_ around the world or going on a two-week package with a detailed (6) \_\_\_\_\_, everything was left (7) \_\_\_\_\_ the hands of the travel professional. And they can still be helpful these days. Instead of spending hours on the Internet reading through the sea of online reviews, you can (8) \_\_\_\_\_ a travel agency and save valuable time.

- |                  |              |               |                |
|------------------|--------------|---------------|----------------|
| 1 a fare         | b fee        | c price       | d payment      |
| 2 a board        | b check out  | c book into   | d travel       |
| 3 a of           | b at         | c by          | d in           |
| 4 a agent        | b organiser  | c assistant   | d adviser      |
| 5 a backtracking | b backfiring | c backpacking | d backstabbing |
| 6 a plan         | b timetable  | c schedule    | d itinerary    |
| 7 a on           | b in         | c by          | d near         |
| 8 a set off      | b board      | c check in    | d make for     |

The stunning village of Oia hanging from the cliffs in the volcanic island of Santorini, Greece





## Writing: a story (2)

### Learning Focus

#### Prompts & Tenses

- When you write a story, the only information you have regarding the task is in the prompt. Learn to read it correctly and analyse it carefully.
- Usually, the prompt will generate a feeling or emotion. You must respond appropriately to this. For example, does the prompt sentence indicate the story will have an element of suspense or mystery? Perhaps the feeling is excitement or fear. Once you recognise the main emotion, you can write with that in mind.
- In order to write a story, you must be able to handle a range of past tenses effectively. Some candidates use the flashback technique, that is, they narrate events that happened before the event(s) in the prompt sentence. This technique, however, requires very good and consistent control of tenses. Be careful not to lose control of the tenses as it creates confusion in the narrative.

#### A Read the prompts and decide which emotions they generate.

- 1 Mary opened the drawer and saw a dusty old diary.
- 2 As soon as Fred saw the bike in the shop window, he knew he had to have it.
- 3 I stood there with my mouth open unable to say a thing.
- 4 She read the letter and tears began rolling down her face.
- 5 It was an incredible experience, but I would never do it again.
- 6 Carol's hand was shaking as she slowly opened the door.

#### B Imagine all the prompts in A are the beginning of a story. Which one of them would most likely require an explanation about what had happened before the events or situation in the prompt? Why? Which tense would you use to do this?

#### C Read the writing task below and answer the questions.

You have decided to enter an international short story competition. The competition rules say that the story **must begin** with the words:

***Suddenly, Cathy realised she was completely lost in the dark streets of the strange city.***

Write your **story** in 140–190 words in an appropriate style.

- 1 How do you think Cathy was feeling at the start?
- 2 Which words indicate that she had a reason to feel this way?
- 3 What do you think Cathy would try to do?

#### D Read the example story. Then, write your own introduction. Make sure you show how Cathy was feeling.

Suddenly, Cathy realised she was completely lost in the dark empty streets of the strange city. Nothing looked familiar and she was scared.

She saw a light in the distance and began walking towards it. She was hoping there was someone there and she could ask for directions. As she got closer, she realised it was a shop. An old man was sitting on a chair outside. 'Excuse me,' Cathy said, 'Do you speak English?' 'Yes, I do,' replied the old man. 'Can you help me?' asked Cathy, 'I'm a tourist here and I'm lost.' The old man looked at her kindly. 'Please, sit down. You look tired,' he said.

Cathy sat down and rested her sore feet. The old man asked her where she was staying. 'At the Royal Hotel, in Farouk Street,' Cathy replied. To her surprise, the old man started laughing. 'My dear, you are on Farouk Street. Your hotel is just over there.' He was right. There it was.

Cathy had never felt so relieved, or so foolish, in her life. She thanked him warmly and headed to the hotel.

Swap with a partner and edit each other's introductions.



**E** Look at the example story again and answer the questions.

- 1 Summarise the three main paragraphs using one sentence for each.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 2 Which tense does the writer use for direct speech?  
\_\_\_\_\_
- 3 How did Cathy feel at the end? Why?  
\_\_\_\_\_  
\_\_\_\_\_

**F** Imagine you are going to write a story about Cathy. Summarise your three main paragraphs using one sentence each. This is how you plan a story.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**G** Choose one of the paragraphs and write it. Include some direct speech. Write 30–40 words.

**H** Now, write your conclusion. Don't forget to say how Cathy feels at the end. Write 20–30 words.

**I** Read the *Exam Close-up* and plan.

**J** Complete the *Exam Task*. Use the *Useful Expressions* to help you write your story.

## Exam Task

You have decided to enter an international short story competition. The competition rules say that the story must **begin** with the words:

*Joe put his hand into his pocket and realised his passport was gone.*

Write your **story** in 140–190 words in an appropriate style.

## Useful Expressions

### Talking about feelings

She felt totally ...  
Never before had he felt so ...  
She had never felt so ...  
It left him feeling ...

### Showing happiness

over the moon  
on top of the world

### Showing surprise / disbelief

in disbelief  
left me speechless  
It was too good to be true.  
I couldn't believe my eyes / ears / luck.

### Showing fear

scared stiff  
scared to death  
gripped with fear  
panic-stricken  
My heart was beating furiously.  
My heart sank.  
I was as white as a sheet.  
It was a real shock.  
My hair stood on end.

## Plan

Paragraph 1: How the problem makes the character feel.

Paragraph 2: What the character decides to do about the problem.

Paragraph 3: First part of the solution to the problem.

Paragraph 4: Problem is finally solved.

Paragraph 5: How the solution makes the character feel.

*Note: You may write four paragraphs and write about the solution in one paragraph instead of two. If you are using direct speech, however, it's a good idea to use one whole paragraph for this.*

## Exam Close-up

### Writing effectively

In a story you should:

- use the prompt to help you
- show how characters feel
- use past tenses effectively
- use some direct speech



Visitors walking over a bridge at Victoria Falls, Mosi-oa-Tunya National Park, Zambia, Africa



# 11 Gliding Across the Gobi

## Before you watch

### A Match these deserts to their locations.

- |                              |                          |                   |
|------------------------------|--------------------------|-------------------|
| 1 The Sahara Desert          | <input type="checkbox"/> | a Australia       |
| 2 The Gobi Desert            | <input type="checkbox"/> | b North America   |
| 3 The Great Victorian Desert | <input type="checkbox"/> | c Asia            |
| 4 The Judean Desert          | <input type="checkbox"/> | d The Middle East |
| 5 The Colorado Desert        | <input type="checkbox"/> | e Africa          |



## While you watch

### B Watch the video clip and decide if these statements are true or false. Write T for true and F for false.

- |   |                          |
|---|--------------------------|
| 1 The Gobi Desert is increasing in size every year.                                 | <input type="checkbox"/> |
| 2 Lao Ji moved to the area when he was very young so he knows the desert very well. | <input type="checkbox"/> |
| 3 The temperature in the desert reaches 120 degrees Fahrenheit.                     | <input type="checkbox"/> |
| 4 The sand dunes are no more than 100 feet high.                                    | <input type="checkbox"/> |
| 5 The explorers want to paraglide in order to take photos of birds.                 | <input type="checkbox"/> |

## After you watch

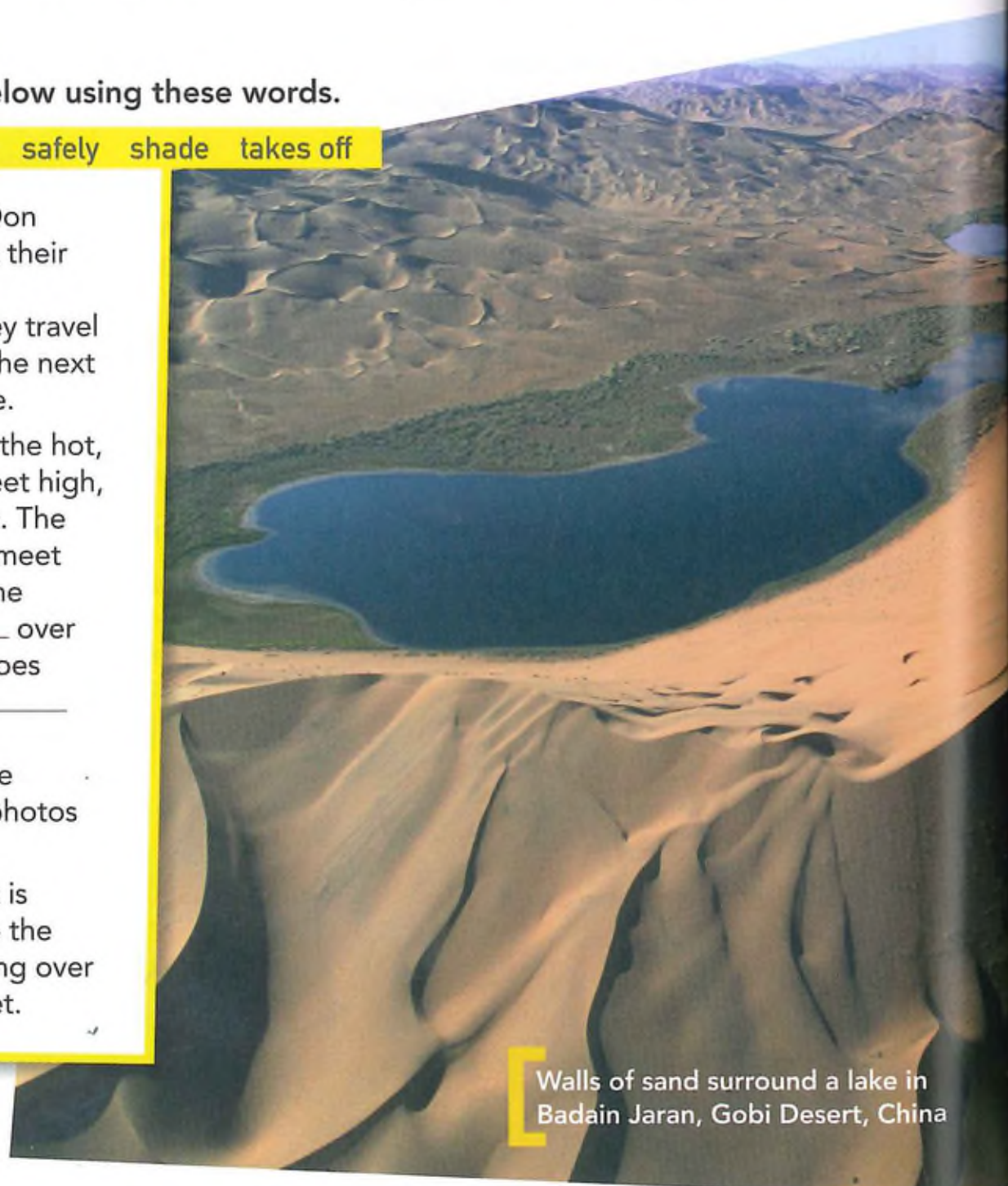
### C Complete the summary of the video clip below using these words.

arid attempts explorers lives paraglide safely shade takes off

Two National Geographic (1) \_\_\_\_\_, Don Webster and George Steinmetz, travel to China, but their final destination is Badain Jaran which is a(n) (2) \_\_\_\_\_ area in the Gobi Desert. They travel to the edge of the desert and wait for their guide. The next morning, their guide, Lao Ji, and his 22 camels arrive.

Lao Ji guides them (3) \_\_\_\_\_ through the hot, dry desert where some dunes are more than 1000 feet high, and there is no (4) \_\_\_\_\_ from the sun. The explorers finally reach their destination, where they meet Alain Arnoux who is one of the best paragliders in the world. The explorers want to (5) \_\_\_\_\_ over the sand dunes and lakes in the desert. Steinmetz goes first, however, he has many failed (6) \_\_\_\_\_ because of engine trouble. But finally, he (7) \_\_\_\_\_ and glides smoothly over the desert. Steinmetz now has the opportunity to take photos of this unique place.

The desert makes people seem small and Steinmetz is reminded that the growing desert may soon change the (8) \_\_\_\_\_ of everyone around it. Gliding over the Gobi is an experience Steinmetz will never forget.



Walls of sand surround a lake in Badain Jaran, Gobi Desert, China

## Ideas Focus

- Would you like to go on an adventure holiday? Why? / Why not?
- Where would you like to travel to? Why?
- What do we gain from our holiday experiences?



# 12 Fit for Life

**Reading:**

missing sentences, getting it right

**Vocabulary:**

food- & health-related vocabulary

**Grammar:**

unreal past: *wish & if only, had better & It's (about/high) time, would prefer, prefer & would rather; be used to & get used to, inversion*

**Listening:**

multiple-choice, conquering the exam

**Speaking:**

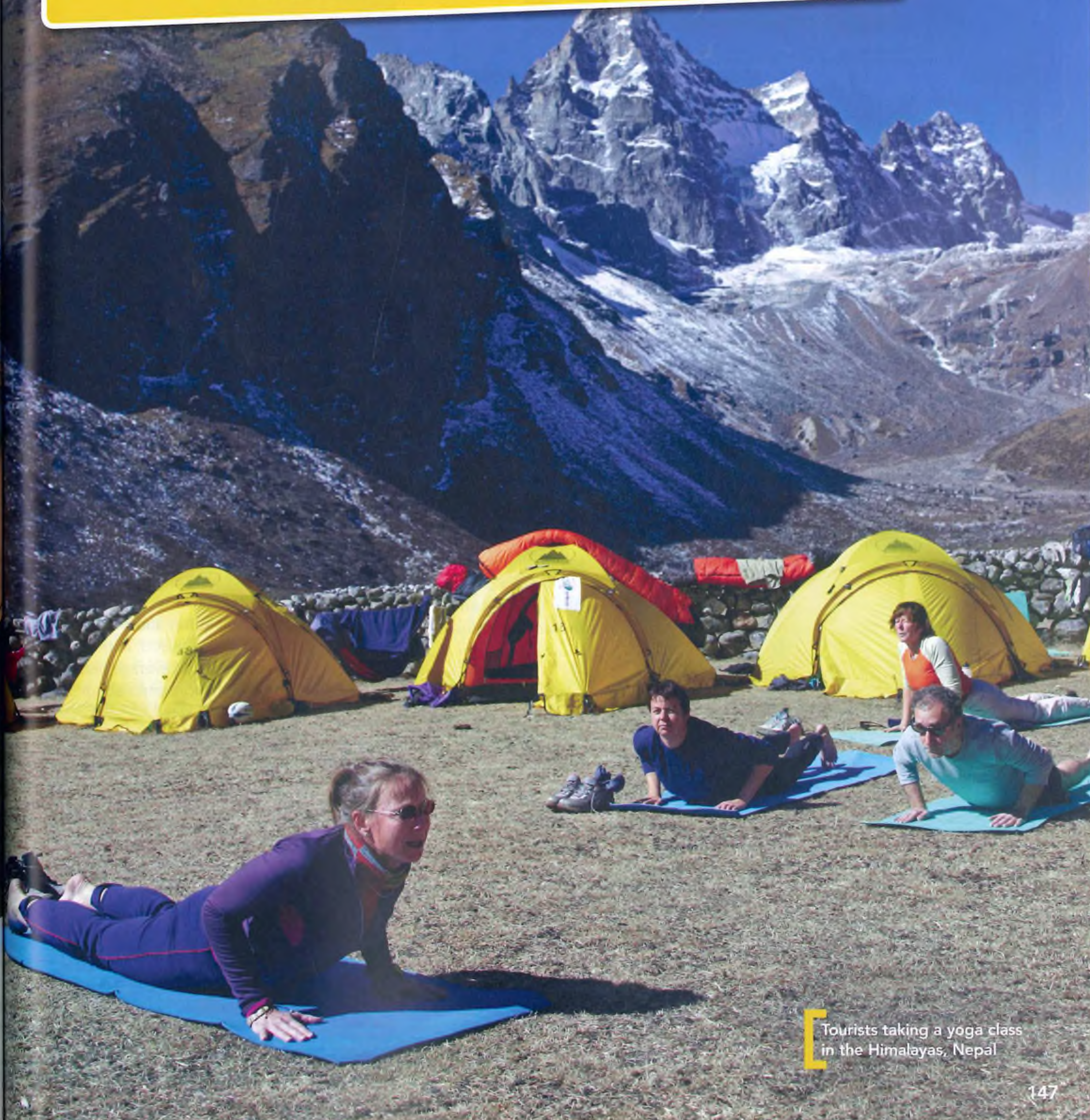
talking about health care & fitness facilities, health & well-being, decision making, remembering to collaborate, answering questions

**Use your English:**

phrasal verbs, word formation, collocations & expressions, prepositions

**Writing:**

review, using the right language, planning your review, starting paragraphs, what I liked & disliked, food, cost, popularity



Tourists taking a yoga class in the Himalayas, Nepal



# 12 Fit for Life

## Reading

**A** Look at the pictures and decide which of these you can eat. Why don't we eat certain food?



Blue cheese



Sea urchins



Ants



Oysters



Century egg



Exotic fruit



Beans



Seaweed



Scorpions



Snail

**B** Read the text quickly. Which different foods are mentioned?



Dead termites in a rain puddle, Okavango Delta, Botswana

## Word Focus

**treat:** a delicacy, a special kind of food

**termite mound:** a structure or nest created by termites, small insects that live in organised groups like ants

**squirm:** to move with a wriggling motion

**abundant:** existing in large numbers/amounts

**pulp:** a soft material containing a lot of water

**tingle:** to create a slightly painful sensation

# Far-Out Food



Cockroaches for sale in a market, Thailand

For the sake of their health, many people stick to a balanced diet, opting for fruit and vegetables and low fat protein, while reducing their intake of sugar and salt. They remain, however, quite conservative in their choices. **1**  Not Wade Davis, though. He will eat just about anything.

Davis, a *National Geographic* explorer and anthropologist, is used to meeting people of other cultures and sharing their customs, including their food. It's an important part of the work, because by joining in, he shows respect for those he meets.

**2**  Once, when he was exploring Colombia for *National Geographic*, he hiked deep into the rainforest, where the local people offered him a **treat** – insects from a fresh **termite mound**. Davis picked up a bug the size of his fingertip and popped it into his mouth. 'Please don't crawl down my throat!' he thought. Not until he bit down on it did it stop **squirming** on his tongue. Then he swallowed it. He described it as 'crunchy, and tasting of lemon and bacon'.

**3**  In Mexico, you can buy grasshoppers by the bag and in Thailand people snack on deep-fried waterbugs, large insects that look like cockroaches.

Not only are these creepy-crawlies tasty, but they are also a good source of protein. They are beneficial for other reasons, too. Termites are rich in magnesium, waterbugs contain iron and grasshoppers are low in fat. Bugs have another advantage. **4**  For each human on Earth, there are hundreds of millions of insects. Rarely are you far from a potential snack! Even if you would rather skip the insect course, you can't avoid eating insects. Processed foods like peanut butter and chocolate contain bits of insects. In the United States, an average person unknowingly consumes about 500g of insects annually!

Maybe bugs don't make your mouth water. Fruit is good. You might think that until you get a whiff of the durian fruit from Southeast Asia. So bad is its smell that it puts many people off. It looks like a bowling ball, covered in spikes, so you need a sharp knife and thick gloves to cut it open. **5**  Others describe it as a mixture of strawberry and garlic. Like insects, durian is both **abundant** and good for the health. Not only is it high in fibre, but it's packed with carbohydrates for an energy boost, as well.



**C** Read the *Exam Close-up*. Then underline the key words in the missing sentences in the *Exam Task* below.

**D** Now complete the *Exam Task*.

## Exam Task

Eight sentences have been removed from the article. Choose from the sentences A – I the one which fits each gap (1 – 8). There is one extra sentence which you do not need to use.

- A It also helps him find out about their way of life.
- B Diners eat this dish just for the thrill.
- C They are also plentiful.
- D The inside tastes like vanilla, some people say.
- E They are not always keen to try something new, however delicious it might be.
- F Just one cup can kill a person.
- G Your body needs protein to build muscles.
- H These people regard the process as almost magical.
- I Many people are used to eating insects, and find them quite tasty.

**E** Complete the definitions with the correct adjectives.

balanced beneficial conservative consume  
fatal processed

- 1 A \_\_\_\_\_ diet is one with the right amounts of a variety of different food groups.
- 2 If something causes a death it is said to be \_\_\_\_\_.
- 3 Many foods these days are \_\_\_\_\_.
- 4 When we eat or drink something, we \_\_\_\_\_ it.
- 5 If someone doesn't like big or sudden changes, they are said to be \_\_\_\_\_.
- 6 Food that is \_\_\_\_\_ is good for your health.

## Exam Close-up

### Getting it right

- After reading the whole text, remember to go back and read each paragraph carefully to identify the main points.
- Underline the key words in the sentences.
- Check your answers carefully, and remember to check the one remaining sentence doesn't fit anywhere.

The Fugu fish caught in a fishing net, Honshu Island, Japan. Fugu is the most poisonous fish in the world.



Although durian smells nasty, it is harmless. There are other foods that you had better be careful with because they are poisonous. Manioc, for example, a bitter root that grows in the Americas, Asia and Africa, needs careful preparation to turn it into a safe meal. In the Amazon, this important job falls to the women of the Cubeo people.

6 It involves grating the giant root by hand, then washing it again and again. When it's been washed thoroughly, the **pulp** is squeezed in an enormous strainer, which looks like a snake with its mouth open. Like venom, the poisonous juice drips out of the strainer. 7 What is left makes a tasty paste that is safe to eat and used in baking.

Another poisonous food, which is very popular with Japanese diners, is known as fugu. This dish is prepared from a chubby fish, called a pufferfish, or its relative, the porcupine fish. Just a pinch of poison from these fish can kill 30 adults! Japanese chefs are specially trained to remove the toxins. Only after they have trained for as long as seven years do they become experts. Even so, sometimes when they prepare fugu, a tiny amount of poison remains. It is usually not enough to be fatal, but it can make your tongue **tingle**. 8

Davis wishes people would be more adventurous about trying new foods. 'If another human being can eat something, you can too,' he says.



A roadside stall of durian fruit. Known as the 'king of fruits' in southeast Asia, the durian is distinctive for its size, thorn-covered husk and most importantly for its unique odour. The odour is so overpowering that the fruit has been banned in certain hotels and on public transport in southeast Asia.

- In what ways do our tastes change as we grow up?
- How important is traditional food in your culture?

## Ideas Focus





## Vocabulary

### A Complete the sentences with these words.

carbohydrates dairy fat fibre minerals protein

- 1 Mayonnaise, bacon and butter are high in \_\_\_\_\_ which provides energy.
- 2 Meat, fish and eggs are rich in \_\_\_\_\_ which helps the body to grow and repair itself.
- 3 Rice, bread and pasta all contain \_\_\_\_\_ which provide the body with energy.
- 4 Cereal, fruit and vegetables are great sources of \_\_\_\_\_ which helps the body to digest food.
- 5 Yoghurt, milk and cheese are all \_\_\_\_\_ products which help to build strong bones and teeth.
- 6 Iron, calcium and magnesium are \_\_\_\_\_ which are important for blood, bones and nerves.

### B Match the words to their meanings.

- |             |  |
|-------------|--|
| 1 poisonous | a an unhealthy weight                      |
| 2 cure      | b a session of exercise to improve fitness |
| 3 natural   | c causes death or illness                  |
| 4 work out  | d something that causes you to feel ill    |
| 5 obese     | e not made or caused by humans             |
| 6 allergy   | f to make someone better                   |

### C Complete the sentences with these words.

allergic to benefit from cure for immune to lack of operate on sick of suffer from

- 1 A(n) \_\_\_\_\_ iron in your diet will leave you feeling weak.
- 2 If you \_\_\_\_\_ high blood pressure, you must eat less salt.
- 3 I don't think there is a(n) \_\_\_\_\_ diabetes, is there?
- 4 I'm really \_\_\_\_\_ the boring, tasteless food in my diet!
- 5 I break out in a rash if I eat strawberries. I'm \_\_\_\_\_ them.
- 6 Grandpa's got a heart problem so the surgeon's going to \_\_\_\_\_ him.
- 7 Everyone can \_\_\_\_\_ a diet rich in fruit and vegetables.
- 8 If you've had chicken pox once, you're \_\_\_\_\_ it for the rest of your life.

### D Unscramble the words, using the pictures to help.

1



abcesr

2



taccont selens

3



tsfir-dia tik

4



oht tewar lebttto

5



sotoehtspce



# Grammar

## Unreal Past

### Wish & If only

- A** Look at the sentences and underline the verb tenses after the phrases in bold. What do you notice about the structures?

I wish/**if only** I were fit and healthy.

I wish/**if only** I had taken my doctor's advice!

I wish/**if only** he wouldn't eat so much junk food.

- B** Complete the rules.

We use the \_\_\_\_\_ with *wish* and *if only* to talk about a situation in the present which is different to what we would like it to be. We use the \_\_\_\_\_ with *wish* and *if only* to talk about something we regret doing or not doing in the past. We use \_\_\_\_\_ + bare infinitive to talk about other people's annoying behaviour in the present.

### Had better & It's (about/high) time

- C** Look at the sentences and underline the verb tenses after the phrases in bold. What do you notice about the structures?

You **had better** change your diet.

I'd **better** not skip breakfast again.

It's (high/about) **time** you started to exercise.

- D** Complete the rules.

We use \_\_\_\_\_ + bare infinitive to give advice.  
We use the \_\_\_\_\_ with *it's (about/high) time* to talk about something that should have already been done.



### Would prefer, Prefer & Would rather

- E** Look at the sentences and underline the verb forms used after the words/phrases in bold. What do you notice about the structures?

I **would prefer** to eat fruit than to eat ice cream.

He **prefers** riding his bike to taking the bus.

I **would rather** cook than eat take-away food.

I **would rather** you didn't go to school today.

- F** Complete the rules.

To express a preference we use *would prefer* + \_\_\_\_\_, *prefer* + \_\_\_\_\_, *would rather* + \_\_\_\_\_ when we are talking about ourselves and *would rather* + \_\_\_\_\_ when we are talking about somebody else.

➡ Grammar Focus pp.174 & 175 (12.1 to 12.5)

- G** Complete the sentences with the correct form of the verb in brackets.

- I'm absolutely starving! I wish I \_\_\_\_\_ lunch earlier. (have)
- If you want strong bones, you had better \_\_\_\_\_ more dairy products. (eat)
- Carl feels awful! If only he \_\_\_\_\_ in the cold without his jacket yesterday. (not go out)
- Penny prefers \_\_\_\_\_ contact lenses to glasses. (wear)
- It's high time we \_\_\_\_\_ going to a gym. We have to get fit. (start)

- H** Complete the second sentences so that they have a similar meaning to the first sentences. Use the words in bold.

- What a pity we didn't have a first-aid kit when Bob cut his finger. **only**  
If \_\_\_\_\_ a first-aid kit when Bob cut his finger.
- Please don't sneeze all over me. **you**  
I'd rather \_\_\_\_\_ all over me.
- Bridget regrets not training harder for the marathon. **had**  
Bridget \_\_\_\_\_ harder for the marathon.
- Your cough is really bad; you should see a doctor. **better**  
You \_\_\_\_\_ a doctor about your cough.
- Don't eat with your mouth open, it's disgusting! **wouldn't**  
I \_\_\_\_\_ with your mouth open!





## Listening

**A** Work with a partner. Choose one of the topics below and talk about it for one minute.

How to deal with a cut or a burn

The importance of eating breakfast

Sensible ways to lose weight

Suitable physical activities for young people

**B** Look at the pictures. What is happening?  
How are the people feeling?



**C** Read the *Exam Close-up* and underline the key words in the *Exam Task*.

### Exam Close-up

#### Conquering the exam

- Read through all of the questions.
- Think of words which you might expect to hear.
- Identify which answers could be right from the three options.
- Check your answers once you have finished.



**D** 12.1 ▶ II Now complete the *Exam Task*.

### Exam Task

You will hear people talking in eight different situations. For questions 1 – 8, choose the best answer (a, b or c).

- You hear two friends talking about an accident. What hasn't the woman already done?
  - put ice on the burn
  - applied cream to the burn
  - run water on the burn
- You hear a doctor giving a talk. Why should we eat breakfast?
  - to help us sleep
  - to feel better
  - to provide energy
- You hear a sports commentator at a football game. What is the player angry about?
  - missing a penalty
  - getting a yellow card
  - losing to Fulham
- You overhear a woman talking about her weight loss. How did she lose weight?
  - in the normal way
  - by not thinking about food
  - by becoming ill
- You hear two friends talking about their favourite teams. What do they agree about?
  - what a great player costs
  - the amount spent on buying players
  - that money spent is worth it
- You hear a girl telling a friend about her ambitions. Why does she want to change fields?
  - medicine suits her better
  - pharmacy is not important
  - research is an attractive option
- You hear a radio interview about a winter activity. How does it benefit the woman?
  - by protecting her body
  - by making her mind sharper
  - by cooling her down
- You overhear two friends in a restaurant. What can't the man eat?
  - fried food
  - pork
  - milk products

**E** 12.1 ▶ II Listen again and check your answers.



# Speaking

## A Work with a partner and answer these questions.

- What health-care facilities are there in your area?
- Do you use any local sports facilities? If so, which ones? If not, why not?
- Do your parents do regular exercise? If so, what do they do? If not, why not?

## B 12.2 ▶ II Read the Exam Task in D. Listen to two students, Andrea and Carlo, doing part of the task and decide who does each thing in the list below. Write A for Andrea and C for Carlo or B for both.

### Who

- |   |                          |
|---|--------------------------|
| 1 starts the discussion?                          | <input type="checkbox"/> |
| 2 asks their partner their opinion?               | <input type="checkbox"/> |
| 3 agrees with their partner?                      | <input type="checkbox"/> |
| 4 disagrees with their partner?                   | <input type="checkbox"/> |
| 5 gives their opinion?                            | <input type="checkbox"/> |
| 6 tries to convince their partner they are right? | <input type="checkbox"/> |
| 7 moves the conversation along?                   | <input type="checkbox"/> |

## C 12.2 ▶ II Listen again and circle the expressions you hear.

- 1 I'd like to start by / Shall we start with...?
- 2 What do you think? / What's your opinion?
- 3 Do you really think so? / Are you sure?
- 4 Shall we go on to...? / Let's move on to...
- 5 I know what you mean. / I get your meaning.
- 6 I'm with your point. / That's a good point.

## D Read the Exam Close-up. Work with a partner and do the Exam Task.

### Exam Task

A group of friends want to do some activities together to stay fit and have fun as a group. Talk to each other about the advantages and disadvantages of doing these activities.



walking in the mountains



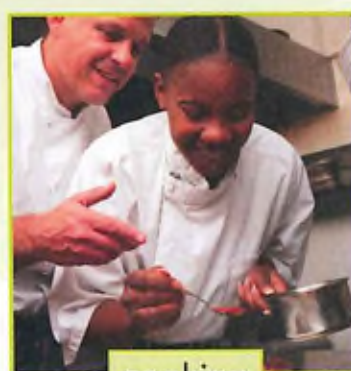
swimming



playing football



skateboarding



cooking

How can we stay fit and have fun?



dancing

Now you have one minute to decide which two activities would be best to do as a group.

## Useful Expressions

### Answering questions

You have to make an important decision concerning ..., however, ...

It's difficult for me to decide ...

There are two options, first ..., and second, ...

The two options available to you are ... and ...

You have to choose between + -ing or + -ing.

You must decide whether to ... or to ...

The (dis)advantages of ... are that ...

... might be a good / bad idea because ...

One benefit / drawback of ... is that ...

## Exam Close-up

### Remembering to collaborate

- Try to talk about all the options and move on from one option to another.
- Ask for and give your opinion.
- Agree and disagree.
- Give reasons for your opinions and justify them with examples.
- Try to expand on your answers using linking words and expressions.
- Try to convince your partner about your ideas.

- Some people think we are too obsessed with our bodies these days? Do you agree?
- Which is more important: eating healthy food or doing a lot of exercise?

## Ideas Focus



## Grammar

### Be used to & Get used to

**A** Look at the sentences. What do you notice about the structures that follow **be used to** and **get used to**?

Athletes are used to training for many hours. They are used to hard work.

The nurse got used to working late. She got used to the night shift.

What is the difference between **be used to** and **get used to**?

### Inversion

**B** We can use certain words and expressions at the beginning of a sentence for emphasis. What do you notice about the word order in the sentences after the words and phrases in bold?

**Not only** does he exercise, **but** he **also** eats sensibly.  
**Under no circumstances** must you have sugary foods.

**Little** did she know that her cholesterol was so high.

**Never/Rarely/Seldom** has he been so tired.

**Not once** did he comment on my weight loss!

**Only then** did I realise I was allergic to seafood.

**No sooner** had she read the article **than** she rushed out to buy the miracle anti-wrinkle cream.

#### Note:

We can also invert some conditional forms. The inverted form replaces the *if*-clause.

**Had he covered** the wound with gauze, it wouldn't have become infected. (**If he had covered** the wound with gauze, it wouldn't have become infected.)

**Should you decide** to join, you will be able to use the gym facilities every day. (**If you decide** to join, you will be able to use the gym facilities every day.)

➤ Grammar Focus p.175 (12.6 & 12.7)

**C** Complete each sentence with one word.

- 1 Unfortunately, Mike still hasn't \_\_\_\_\_ used to his new braces.
- 2 People in Asia \_\_\_\_\_ used to eating carbohydrates, particularly rice.
- 3 It took me a while before I \_\_\_\_\_ used to wearing contact lenses.
- 4 I don't mind cooking at all; I \_\_\_\_\_ used to it.
- 5 Do you think Tom \_\_\_\_\_ get used to his low-calorie diet?

**D** Complete the second sentences so that they have a similar meaning to the first sentences. Use the words in bold.

- 1 Sally eats healthily and she goes to the gym. **only**  
\_\_\_\_\_ eat healthily, but she also goes to the gym.
- 2 We had no idea that the coach was angry with us. **little**  
\_\_\_\_\_ the coach was angry with us.
- 3 I have never been so exhausted after a workout. **never**  
\_\_\_\_\_ so exhausted after a workout.
- 4 If he had kept exercising, he would still be fit. **had**  
\_\_\_\_\_, he would still be fit.
- 5 You are not allowed to dive into the pool. **circumstances**  
\_\_\_\_\_ are you allowed to dive into the pool.

**E** Complete the text with these words.

but had little only sooner than

(1) \_\_\_\_\_ did George Crum know that he was going to invent America's most popular snack. In 1853, he was working as a chef at an elegant restaurant in New York when a diner thought Crum's French fries were too thick and sent them back to the kitchen. Crum was furious and he decided to annoy the guest by producing fries too thin and crisp to be eaten with a fork. The plan, however, failed. Not (2) \_\_\_\_\_ did the diner love the crispy, paper-thin potatoes, (3) \_\_\_\_\_ other diners also requested Crum's potato chips.

Crum hadn't expected his sudden success and neither had Ruth Wakefield. In 1930, Ruth was making chocolate cookies when she ran out of powdered chocolate. So she broke hard chocolate into chunks, thinking the chocolate would melt and mix together with the other ingredients. No (4) \_\_\_\_\_ had she taken the cookies out of the oven (5) \_\_\_\_\_ she realised the chocolate hadn't melted. Luck was on her side.

(6) \_\_\_\_\_ it melted, the chocolate chip cookie wouldn't have been created.





# Use your English

## Phrasal verbs

### A Match the phrasal verbs to their meanings.

- |                  |                          |                           |
|------------------|--------------------------|---------------------------|
| 1 come round     | <input type="checkbox"/> | a resist an illness       |
| 2 come down with | <input type="checkbox"/> | b become conscious        |
| 3 fight off      | <input type="checkbox"/> | c get an illness          |
| 4 get over       | <input type="checkbox"/> | d faint                   |
| 5 pass out       | <input type="checkbox"/> | e recover from an illness |

### B Complete the sentences with the phrasal verbs from A.

- It took her a few minutes to \_\_\_\_\_ after she'd fainted.
- They say you can \_\_\_\_\_ a cold by taking lots of Vitamin C.
- I think I would \_\_\_\_\_ if I ever saw a ghost!
- I feel so weak; I don't think I'll ever \_\_\_\_\_ this cold!
- The doctor says I have \_\_\_\_\_ the flu and need to stay in bed for a few days.

## Word formation

### C Complete the text with the correct form of the words.

#### The food pyramid

This food pyramid shows a (1) \_\_\_\_\_ diet that provides the body with a sufficient supply of energy and a full range of (2) \_\_\_\_\_ nutrients and protective substances. Getting proper (3) \_\_\_\_\_ is a major (4) \_\_\_\_\_ to good health. Eat more food from the lower levels of the pyramid and less from the higher levels. All food items from the pyramid are allowed. The diet should be (5) \_\_\_\_\_ and, apart from bread, rice and pasta, it should be made up mainly of fresh rather than (6) \_\_\_\_\_ foods. Water intake should be at least one litre a day, but obviously more in extremely hot weather. These (7) \_\_\_\_\_ should be followed daily. However, our health isn't just (8) \_\_\_\_\_ on our eating and drinking habits. To maintain a healthy body weight, it is particularly important to do at least half an hour of exercise each day.

BALANCE

ESSENCE

NUTRITIOUS

CONTRIBUTE

SEASON

PROCESS

RECOMMEND

DEPEND

## Collocations & Expressions

### D Circle the correct words.

- The patient **did** / **made** a full recovery.
- It's a bad idea to **jump** / **skip** breakfast.
- I've **lost** / **missed** my appetite.
- Could you **lie** / **lay** the table, please?
- The doctor **looked** / **took** my temperature.
- Where can I **fill** / **full** this prescription?
- You must **apply** / **put** the cream to your foot.
- I don't want to **catch** / **take** a cold.

## Prepositions

### E Replace the words in bold with these words.

in agony in bad shape under the weather up and about

- I feel **very unwell** today; I wonder if I'm coming down with a cold.
- Auntie May is **able to get out of bed** now; she was sick for a week!
- I was shocked when the doctor said I was **in poor physical condition**!
- I was **crying with pain** after the encyclopaedia fell on my head.





## Writing: a review

### Learning Focus

#### Using the right language

- The purpose of a review is to give factual information about something you have experienced (e.g. a book, a play, a restaurant, etc.), and then to give an opinion about it which will help the reader to decide whether to buy the book, see the film, go to the restaurant, etc. The main functions for this task are describing, expressing an opinion, and recommending.
- You need to use appropriate topic vocabulary and descriptive adjectives to do the task well. Be careful not to follow a report style. A review should be written in a semi-formal style.



#### A Which sentences below are better for a report and which for a review? Why?

- The equipment is old, however, it is in good condition.
- I'm not a huge fan of aerobics, but the instructors make it fun.
- All in all, the changing rooms are clean and well kept.
- If you want to chill out, there's a great Jacuzzi.
- Unless you are eligible for a discount, the fees are high.
- The indoor swimming pool is absolutely amazing.

#### B Read the writing task below. How many paragraphs will you write? What will the paragraphs be about?

You recently saw this notice in an English-language magazine called *Your Health*.

#### Reviews needed!

*Do you regularly go to a gym? If so, we would like you to write a review about it. Include information on the equipment, staff and fees and say whether you would recommend the gym to other people. The best reviews will be published next month.*

Write your review in 140–190 words in an appropriate style.

#### C Answer the questions.

- What should be in the introduction for this review? Tick (✓) the options below.

name of the gym	<input type="checkbox"/>	address	<input type="checkbox"/>	best time of the day to go	<input type="checkbox"/>
how it has helped you	<input type="checkbox"/>	how long you've been a member	<input type="checkbox"/>	how long it has been in business	<input type="checkbox"/>

- Match the adjectives with what they can be used to describe.

reasonable helpful convenient brand new spotless

location \_\_\_\_\_ staff \_\_\_\_\_ changing rooms \_\_\_\_\_  
fees \_\_\_\_\_ equipment \_\_\_\_\_

- What other adjectives can you use to describe the nouns in 2?  
The adjectives can be positive or negative.



#### D Read the example review. How would you describe the style?

I've been a member of Average Joe's Gym for six months. The gym is located in King Street, opposite the town library. It has been popular with locals ever since it opened in 1995.

The first thing to mention is the equipment. People often complain about the condition of equipment in gyms, but at Average Joe's, it is state of the art. All of the latest high-tech machines are there and what's more, there are so many of them that you never have to wait to use a machine.

Then there's the staff. I've never come across more helpful people. Nothing is too much trouble for them and they really make you feel welcome. They're always nearby to help you with the equipment and they give excellent advice.

For such great service and equipment, you might expect to pay a lot, but in fact, the fees are very reasonable. A yearly membership costs €300, which is much less than most gyms charge.

I highly recommend Average Joe's Gym. You won't be disappointed if you join, and you'll definitely get fit.



**E** Look at the example review. How has the writer linked the three main paragraphs? Write the phrases used below. What other phrases could be used to introduce these paragraphs?

---



---



---

**F** Imagine you have recently joined Average Joe's Gym, but you are not happy with it. Write a negative paragraph about the equipment, the staff or the fees. Use the example review and the adjectives from C to help you. Write 40–50 words.

**G** Read the *Exam Close-up* then complete the *Exam Task*. Use the paragraph plan and the *Useful Expressions* to help you write your review.

## Exam Close-up



### Planning your review

When writing a review, you should remember to:

- use a semi-formal style
- write clear paragraphs
- use descriptive adjectives
- make your opinion clear
- make a recommendation

## Exam Task

You have recently seen this notice in an English-language magazine called *Food World*.

### Reviews needed!

Have you eaten out recently? If so, could you write us a review of the restaurant you went to? Include information on the service, food and prices and say whether you would recommend the restaurant to other people.

The best reviews will be published next month.

Write your **review** in 140–190 words in an appropriate style.

### Plan

Introduction:	Give name and address of restaurant; say when you ate there and what type of food it serves.
Main paragraph 1:	Describe the service.
Main paragraph 2:	Describe the food.
Main paragraph 3:	Describe the prices.
Conclusion:	Say whether you would recommend it or not, with a good reason.

### Useful Expressions

#### Starting paragraphs

Regarding / Concerning the ...  
When it came to the service, ...  
As far as the food was concerned ...

#### What I liked

What I liked most was ...  
... would appeal to ...  
If you get a chance to ...

#### What I disliked

What I disliked most was ...  
I was disappointed by / with ...  
I wasn't impressed by / with ...

#### Food

absolutely delicious  
quite bland  
too rich  
beautifully presented  
unimaginative

#### Cost

reasonable prices ...  
good / excellent value for money ...  
a bit expensive  
overpriced  
not worth the money

#### Popularity

always fully booked  
book in advance





# 12 Living in the Slow Lane

## Before you watch

### A Work with a partner and answer these questions.

- 1 What do you think *living in the slow lane* means?
- 2 What are the advantages and disadvantages of living in the slow lane?
- 3 What are the pros and cons of locally-produced food?



## While you watch

### B Watch the video clip and circle the words you hear.

- 1 This is Chianti, one of Italy's most famous wine **areas / regions**.
- 2 Alongside the Slow City movement, another movement has **developed / appeared**: the Slow Food movement.
- 3 Five years ago, he left all that behind and **came / moved** to Greve, where he's opened a new restaurant.
- 4 Made from the raw milk of black sheep, the cheese is **hand-made / hand-moulded** twice a day.
- 5 Slow food wants the specialness of every **brand / product** to be respected.
- 6 They will have been enjoying life while most of the rest of the world has been **rushing / running** through it.

## After you watch

### C Complete the summary of the video clip below using these words.

dying out   example   manage   official   population   preserve   quality   sheep

Greve in Chianti, is a quiet town with a(n) (1) \_\_\_\_\_ of only a few thousand. It is well known for its wine and cheese. Even though it's full of activity, the town's culture is naturally slow. This has helped to make it a(n) (2) \_\_\_\_\_ Slow City and part of an organised Slow Movement. The movement aims to improve the (3) \_\_\_\_\_ of life in small towns and to resist globalisation.

There is also a Slow Food movement which aims to (4) \_\_\_\_\_ the pleasures of locally-grown, high-quality food which is prepared slowly and carefully. Salvatore Toscano, a Slow Food chef, used to (5) \_\_\_\_\_ an American-style restaurant in Florence. He moved to Greve five years ago and opened a new restaurant. He takes his time and lives more calmly.

A(n) (6) \_\_\_\_\_ of slow food is a *pecorino* cheese produced in northern Tuscany. It is made from the milk of black (7) \_\_\_\_\_. The tradition was (8) \_\_\_\_\_, but the Slow Food Movement stepped in and promoted the cheese.

According to Luciano Bertini, a Slow Food farmer, you can get hamburgers and pizzas which are the same all around the world. However, slow food respects the fact that each product is special.

Residents of Slow Cities are trying to maintain a high quality of life. They are enjoying life while the rest of the world is rushing through it.



Tuscan-style door, Italy

## Ideas Focus

- Would you like to live in a Slow City? Why? / Why not?
- Do you prefer slow food or fast food? Why?
- Could your town join the Slow Movement? Why? / Why not?



# Review 6

## Units 11 & 12

### Part 1

For questions 1–12, read the text below and decide which answer (A, B, C or D) best fits each gap.

#### A delicious way to travel

In recent years, TV food shows have become (1) \_\_\_\_ popular. These usually fall into three categories: cooking competitions, cooking programmes that show you how to prepare delicious (2) \_\_\_\_, and travel-food shows that focus on the sights and cuisine of a particular (3) \_\_\_\_.

The third category has been largely responsible for an increase in what is known as 'culinary travel', and (4) \_\_\_\_ agents are reporting that (5) \_\_\_\_ and more people are enjoying food and wine tours while they are on holiday.

Wine-producing countries like Italy and France have thousands of wineries, many of (6) \_\_\_\_ offer wine tastings. (7) \_\_\_\_ can you see how the wine is produced, but you also get the opportunity to taste different varieties.

Cooking classes are also a hit with travellers who are in (8) \_\_\_\_ of something different to do. Typically, a class involves a(n) (9) \_\_\_\_ of how to prepare a local dish and, once it has been cooked, participants sit down to enjoy a meal. There is no (10) \_\_\_\_ way to learn how to make authentic ethnic food.

Next time you're travelling (11) \_\_\_\_, take the opportunity to find out more about the culinary culture of your destination by (12) \_\_\_\_ a place on a fun, informative food or wine tour.

- |                   |                 |              |               |
|-------------------|-----------------|--------------|---------------|
| 1 A a bit         | B slightly      | C much       | D extremely   |
| 2 A dishes        | B plates        | C nutrients  | D courses     |
| 3 A address       | B destination   | C station    | D stop        |
| 4 A trip          | B holiday       | C travel     | D journey     |
| 5 A all           | B much          | C more       | D many        |
| 6 A them          | B those         | C who        | D which       |
| 7 A Only there    | B Not only      | C Hardly     | D Rarely      |
| 8 A chase         | B quest         | C search     | D pursuit     |
| 9 A demonstration | B presentation  | C exhibition | D explanation |
| 10 A better       | B best          | C good       | D well        |
| 11 A foreign      | B international | C outside    | D abroad      |
| 12 A keeping      | B booking       | C holding    | D closing     |

### Part 2

For questions 13–24, read the text below and think of the word which best fits each gap. Use only one word in each gap.

#### Superfoods – nature's wonder drugs

Health and nutrition experts around the world are raving about the benefits (13) \_\_\_\_ superfoods. In fact, they could also be called 'smartfoods' or 'miracle foods'. What makes them so special?

Superfoods are very (14) \_\_\_\_ in substances such as fibre, vitamins and minerals, which (15) \_\_\_\_ off disease. At the same time, they contain fewer calories, unhealthy fats and refined sugars, all of which contribute (16) \_\_\_\_ poor health.

Unlike medicine, these foods are powerful enough to lower cholesterol and reduce the risk of heart disease and cancer, without any side effects. These natural, unprocessed foods are nature's drugs. What's more, you don't need specific foods for specific illnesses. A diet that includes a variety of superfoods will help you to maintain a healthy weight, fight disease and (17) \_\_\_\_ longer.

Superfoods include beans, blueberries, broccoli, oats, oranges, salmon, spinach, tomatoes, walnuts and yoghurt. And (18) \_\_\_\_ not all of these may appeal to you, surely there are a(n) (19) \_\_\_\_ that do. However, for (20) \_\_\_\_ who need a bit more persuading, how about chocolate? New research (21) \_\_\_\_ shown that dark chocolate is packed with disease-fighting substances and can lower (22) \_\_\_\_ pressure. Experts say the darker the chocolate, the (23) \_\_\_\_, because this type has the lowest amount of fat and sugar.

Everyone can (24) \_\_\_\_ from healthy, yummy superfoods.





# Review 6

## Units 11 & 12

### Part 3

For questions 25–34, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line.

#### A nasty reaction

The last time Kelly Bracks was tempted to eat a delicious dessert, she ended up in hospital. That's because Kelly is one of the millions of people around the world who are (25) \_\_\_\_\_ to peanuts. She has to be very careful as even the (26) \_\_\_\_\_ bit can make her ill.

(27) \_\_\_\_\_, you can see what you are eating, but peanuts are often found in small amounts in (28) \_\_\_\_\_ snack foods and sweets. By law, food labels must clearly state if there are nuts in the product. However, not all foods are packaged in containers with labels. Sweets from a(n) (29) \_\_\_\_\_, for example, are not. That's why it is essential for allergy (30) \_\_\_\_\_ to be aware of the dangers at all times.

Food allergies occur when the body (31) \_\_\_\_\_ thinks a certain food is dangerous and attacks it. The (32) \_\_\_\_\_ may cause symptoms such as a skin rash, watery eyes, a(n) (33) \_\_\_\_\_ nose or worse.

In Kelly's case, she became (34) \_\_\_\_\_. Had she not been admitted to hospital immediately, she could have died.

ALLERGY

TINY

NORMAL

PROCESS

BAKE

SUFFER

MISTAKE

REACT

RUN

CONSCIOUS

### Part 4

For questions 35–42, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

- 35 I feel terrible and I do not want to go to work.

WISH

I feel terrible and \_\_\_\_\_ have to go to work.

- 36 It's a shame we didn't see the catacombs when we were in Rome.

HAD

If \_\_\_\_\_ the catacombs when we were in Rome.

- 37 You're exhausted from work so you should take a holiday.

TIME

You're exhausted from work and \_\_\_\_\_ a holiday.

- 38 The view from the balcony was beautiful and I sat there for hours.

SUCH

There \_\_\_\_\_ from the balcony that I sat there for hours.

- 39 More people go to Crete than to Amorgos for an island holiday.

POPULAR

Amorgos \_\_\_\_\_ Crete for an island holiday.

- 40 I'm a pilot so air travel is not a new experience for me.

AM

I'm a pilot so I \_\_\_\_\_ by air.

- 41 The nurse took Sue's blood pressure yesterday.

HAD

Sue \_\_\_\_\_ yesterday by the nurse.

- 42 It's not a good idea to eat all that pizza yourself.

HAD

You \_\_\_\_\_ all that pizza yourself.



# Grammar Reference

## Unit 1

### 1.1 Present Simple

Affirmative	
I/we/you/they help he/she/it helps	
Negative	
I/we/you/they <b>don't</b> help he/she/it <b>doesn't</b> help	
Questions	
Do I/we/you/they help? Does he/she/it help?	
Short Answers	
Yes, I/we/you/they <b>do</b> . Yes, he/she/it <b>does</b> .	No, I/we/you/they <b>don't</b> . No, he/she/it <b>doesn't</b> .

We use the Present Simple for

- facts or general truths.  
*The sun **rises** in the east.*
- routines or habits (often with adverbs of frequency).  
*Charlie **walks** to school with his friends.*
- permanent states.  
*Her family **lives** in the Netherlands.*
- timetabled events in the future.  
*The train to Belgrade **leaves** at 10 pm on Saturday.*
- narratives (a story, a joke, a plot, sports commentaries, etc).  
*A kangaroo, a horse and a goat **walk** into a bar.*

**Note:** Some common time expressions that are often used with the Present Simple are *every day/week/month/summer, every other day, once a week, twice a month, at the weekend, in January, in the morning/afternoon/evening, at night, on Tuesdays, on Friday mornings, etc.*  
*Jessica goes to a Greek island **every summer**.*

#### Remember

We often use adverbs of frequency with the Present Simple. They tell us how often something happens. They come before the main verb, but after the verb *be*.

*I **sometimes help** Mum with the shopping.*  
*My football team **rarely wins**.*  
*Jimmy **is often** late for school.*

Some common adverbs of frequency are:

always	(most often)
usually	
often	
sometimes	
rarely/hardly ever/seldom	
never	(least often)

### 1.2 Present Continuous

Affirmative
I am ('m) helping he/she/it is ('s) helping we/you/they are ('re) helping

#### Negative

I am ('m) **not** helping  
he/she/it is **not** (isn't) helping  
we/you/they are **not** (aren't) helping

#### Questions

Am I helping?  
Is he/she/it helping?  
Are we/you/they helping?

#### Short Answers

Yes, I am.	No, I'm not.
Yes, he/she/it is.	No, he/she/it isn't.
Yes, we/you/they are.	No, we/you/they aren't.

**Spelling:** drive → driving, travel → travelling, hurry → hurrying

We use the Present Continuous for

- actions that are in progress at the time of speaking.  
*Iris **is studying** for her maths test at the moment.*
- actions that are in progress around the time of speaking, but not right now.  
*I'm **looking** for a new car.*
- situations that are temporary.  
*We're **staying** with Grandma till Saturday.*
- an annoying habit (often with *always, continually, constantly* and *forever*).  
*Our English teacher **is always giving** us homework.*
- what is happening in a picture.  
*Two girls **are shopping** in a department store.*
- plans and arrangements for the future.  
*We're **going** to the beach next Saturday.*
- situations that are changing or developing in the present.  
*Mobile phones **are getting** smaller and smaller.*

**Note:** Some common time expressions that are often used with the Present Continuous are *at the moment, now, for the time being, this morning/afternoon/evening/week/month/year, today, etc.*  
*Terry **is having** dinner **at the moment**.*

### 1.3 Stative Verbs

Some verbs are not usually used in continuous tenses. They are called stative verbs because they describe states and not actions. The most common are:

- verbs of emotion: *hate, like, love, need, prefer, want.*  
*I **don't like** lazy people.*
- verbs of senses: *feel, hear, see, smell, sound, taste.*  
*You **sound** tired, Kelly.*
- verbs which express a state of mind: *believe, doubt, forget, imagine, know, remember, seem, suppose, think, understand.*  
*I **understand** the laws of physics.*
- verbs of possession: *belong to, have, own, possess.*  
*Mr Munnybags **owns** three sports cars.*
- other verbs: *be, consist, contain, cost, include, mean.*  
***Does** the cost of the holiday **include** meals?*



# Grammar Reference

Some verbs can be both stative verbs and action verbs, but with a different meaning. The most common of these verbs are:

- **be**  
Miranda **is** very mean to her brother. (usual behaviour)  
They children **are being** very naughty. (at the moment; not their normal behaviour)
- **expect**  
I **expect** you want to leave now. (expect = think or believe)  
I'm **expecting** dinner guests tonight. (expect = wait for)
- **have**  
Imelda **has** a lot of shoes. (have = own/possess)  
I'm **having** trouble with my history homework. (have = experience)
- **look**  
You **look** sad. What's wrong? (look = seem)  
The police **are looking** for the robbers. (look = search)
- **taste**  
These cupcakes **taste** great! (taste = have a particular flavour)  
I'm **tasting** the soup in case it needs more salt. (taste = test the flavour)
- **think**  
Do you **think** rap music is terrible? (think = have an opinion)  
Mark **is thinking** of getting married. (think = consider)
- **see**  
I'm sorry but I **don't see** what you mean. (see = understand)  
We're **seeing** Carol on Thursday. (see = meet)
- **smell**  
The roses in your garden **smell** lovely. (smell = have a particular smell)  
I'm **smelling** the milk because I think it's gone off. (smell = action of smelling)
- **weigh**  
A baby elephant **weighs** 100 kilos. (weigh = have a particular weight)  
The greengrocer **is weighing** the potatoes. (weigh = measure the weight)

## 1.4 Present Perfect Simple

Affirmative	
I/we/you/they <b>have ('ve)</b> slept he/she/it <b>has ('s)</b> slept	
Negative	
I/we/you/they <b>have not (haven't)</b> slept he/she/it <b>has not (hasn't)</b> slept	
Questions	
<b>Have</b> I/we/you/they slept? <b>Has</b> he/she/it slept?	
Short Answers	
Yes, I/we/you/they <b>have</b> . Yes, he/she/it <b>has</b> .	No, I/we/you/they <b>haven't</b> . No, he/she/it <b>hasn't</b> .

**Spelling:** talk → talked, move → moved, travel → travelled, study → studied, stay → stayed

**Note:** Some verbs are irregular and do not follow these spelling rules. See a list of irregular verbs and their past participles on page 176-177.

We use the Present Perfect Simple

- for something that started in the past and has continued until now.  
We **have lived** here for ten years.
- for something that happened in the past, but we don't know or we don't say exactly when.  
Sam **has read** all of the Twilight books.
- for something that happened in the past and has a result that affects the present.  
I'm very tired because I **have run** a marathon!
- for an action that has just finished.  
They **have just had** dinner.
- for experiences and achievements.  
He **has climbed** Mt Everest twice.
- for an action that happened several times or repeatedly in the past.  
I've **told** you time and time again to be careful!
- with superlatives and expressions the first/second time.  
It was the best film I **have ever seen**.

**Note:** Some common time expressions that are often used with the Present Perfect Simple are *already, ever, for, for a long time, for ages, just, never, once, recently, since 2007/June, so far, twice, three times, until now, yet, etc.*  
Have you **ever** gone sailing?

### Remember

We use *have been* when someone has gone somewhere and has now returned, but we use *have gone* when someone has gone somewhere and is still there.  
Tim **has been** to the bank and now he's shopping.  
Tim **has gone** to the bank, so try calling him later.

## 1.5 Present Perfect Continuous

### Affirmative

I/we/you/they **have ('ve) been** sleeping  
he/she/it **has ('s) been** sleeping

### Negative

I/we/you/they **have not (haven't) been** sleeping  
he/she/it **has not (hasn't) been** sleeping

### Questions

**Have** I/we/you/they been sleeping?  
**Has** he/she/it been sleeping?

### Short Answers

Yes, I/we/you/they <b>have</b> . Yes, he/she/it <b>has</b> .	No, I/we/you/they <b>haven't</b> . No, he/she/it <b>hasn't</b> .
---	---

**Spelling:** take → taking, sit → sitting, tidy → tidying

We use the Present Perfect Continuous

- for actions that started in the past and are still in progress now or have happened repeatedly until now.  
Henry **has been having** tennis lessons since July.
- for actions that happened repeatedly in the past and have finished recently but that have results affecting the present.  
Camilla **is grumpy** because she's **been working** very hard.
- to emphasise how long actions have been in progress for.  
I've **been learning** Chinese for five years.



- for a recent or unfinished action.  
*We've been talking about our holiday plans.*

**Note:** Some common time expressions that are often used with the Present Perfect Continuous are *all day/night/week, for years/a long time/ages, lately, recently, since*. We can use *How long ...?* with the Present Perfect Continuous in questions and *for (very) long* in questions and negative sentences.

*We've been cleaning the house all day.*

*Jamie hasn't been working at the shop for very long.*

## 1.6 Present Perfect Simple & Present Perfect Continuous

We use the Present Perfect Simple to talk about something we have done or achieved, or an action that is complete. It is also used to say how many times something happened.  
*Oscar has written two books.*

We use the Present Perfect Continuous to talk about how long something has been happening. It is not important whether it has finished or not.

*Ann's been studying in the library all morning.*

# Unit 2

## 2.1 Past Simple

Affirmative	
I/he/she/it/we/you/they talked	
Negative	
I/he/she/it/we/you/they <b>didn't</b> talk	
Questions	
Did I/he/she/it/we/you/they talk?	
Short Answers	
Yes, I/he/she/it/we/you/they <b>did</b> .	No, I/he/she/it/we/you/they <b>didn't</b> .

**Spelling:** dance → danced, travel → travelled, tidy → tidied, play → played

**Note:** Some verbs are irregular and do not follow these spelling rules. See a list of irregular verbs on page 176-177.

We use the Past Simple for

- something that started and finished in the past.  
*Columbus reached America in 1492.*
- past routines and habits (often with adverbs of frequency).  
*The ancient Romans often went to war.*
- past states  
*I was exhausted after the show.*
- actions that happened one after the other in the past, for example when telling a story.  
*He opened the door and walked into a cold, dark room.*

**Note:** Some common time expressions that are often used with the Past Simple are *yesterday, last night/week/month/summer, a week/month/year ago, twice a week, once a month, at the weekend, in March, in the morning/afternoon/evening, at night, on Thursdays, on Monday mornings, etc.*

*I watched some hilarious videos on YouTube yesterday.*

## 2.2 Past Continuous

Affirmative	
I/he/she/it was talking we/you/they were talking	
Negative	
I/he/she/it was not (wasn't) talking we/you/they were not (weren't) talking	
Questions	
Was I/he/she/it talking? Were we/you/they talking?	
Short Answers	
Yes, I/he/she/it was. Yes, we/you/they were.	No, I/he/she/it wasn't. No, we/you/they weren't.

**Spelling:** write → writing, travel → travelling, study → studying

We use the Past Continuous for

- actions that were in progress at a specific time in the past.  
*Ivan was driving to work at 8 o'clock this morning.*
- two or more actions that were in progress at the same time in the past.  
*Ken was watching TV while Barbie was reading a fashion magazine.*
- giving background information in a story.  
*The sun was shining and the birds were singing in the trees.*
- an action that was in progress in the past that was interrupted by another action.  
*Ray was taking photos from the top of the Eiffel Tower when he dropped his camera.*
- temporary situations in the past  
*She was managing a fast food restaurant at the time.*

**Note:** Some common time expressions that are often used with the Past Continuous are *while, as, all day/week/month/year, at ten o'clock last night, last Sunday/week/year, this morning, etc.*

*I was researching the ancient Incas this morning.*

## 2.3 Used to & Would

We use *used to* + bare infinitive for

- actions that we did regularly in the past, but that we don't do now.  
*I used to read books about ancient civilisations.*
- states that existed in the past, but that don't exist now.  
*Derek used to be silly, but now he's mature.*

We use *would* + bare infinitive for actions that we did regularly in the past, but that we don't do now. We don't use it for past states.

*When I was at university, I would spend a lot of time in the library.*

## 2.4 Past Simple vs Present Perfect Simple

We use the Past Simple for actions that happened at a specified time in the past and for actions or situations that finished in the past.

*I watched a documentary about the Zulus last night.*

*We lived in Sweden for two years. (but we no longer live there)*



# Grammar Reference

We use the Present Perfect Simple for actions that happened at an unspecified time in the past and for actions or situations that began in the past and are still in progress.  
*Jenny **has written** a book about the people of the Amazon. (we don't know or don't say when)*  
*The students **have been** in the museum all morning. (they are still in the museum)*

## Unit 3

### 3.1 Past Perfect Simple

Affirmative	
I/he/she/it/we/you/they <b>had ('d)</b> looked	
Negative	
I/he/she/it/we/you/they <b>had not (hadn't)</b> looked	
Questions	
Had I/he/she/it/we/you/they looked?	
Short Answers	
Yes, I/he/she/it/we/you/they <b>had</b> .	No, I/he/she/it/we/you/they <b>hadn't</b> .

**Spelling:** talk → talked, move → moved, travel → travelled, tidy → tidied, play → played

**Note:** Some verbs are irregular and do not follow these spelling rules. See a list of irregular verbs and their past participles on page 176-177.

We use the Past Perfect Simple for an action or situation that finished before another action, situation or time in the past.

*I **had read** the actor's autobiography before I **saw** the documentary about his life.*

*By the time Lady Lala was 25, she **had become** an international star.*

**Note:** Some common time expressions that are often used with the Past Perfect Simple are *before, after, when, already, for, for a long time, for ages, just, never, once, since 2009/July, yet, etc.*  
*The reporter **hadn't** interviewed anyone famous **for a long time**.*

### 3.2 Past Perfect Continuous

Affirmative	
I/he/she/it/we/you/they <b>had ('d)</b> been filming	
Negative	
I/he/she/it/we/you/they <b>had not (hadn't)</b> been filming	
Questions	
Had I/he/she/it/we/you/they been filming?	
Short Answers	
Yes, I/he/she/it/we/you/they <b>had</b> .	No, I/he/she/it/we/you/they <b>hadn't</b> .

**Spelling:** take → taking, swim → swimming, study → studying

We use the Past Perfect Continuous

- for actions that started in the past and were still in progress when another action started or when something happened.  
*The paparazzi **had been waiting** on the street for hours before the singer left her hotel.*
- for actions that were in progress in the past and had an effect on a later action.  
*Gemma's feet were sore because she **had been wearing** high heels all day.*

**Note:** Some common time expressions that are often used with the Past Perfect Continuous are *all day/night/week, for years/a long time/ages, since*. We can use *How long ...?* with the Past Perfect Continuous in questions and *for (very) long* in questions and negative sentences.  
*Viewers **had been watching** the TV show **for ages** before it was cancelled.*

### 3.3 Past Simple vs Past Perfect (Simple & Continuous)

When we want to show in which order actions happened in the past, we use the Past Perfect for the action that happened first in the past and we use the Past Simple for subsequent actions in the past.

*She **had been working** as a waitress when a famous Hollywood agent **discovered** her and made her a star. (First, she had been working as a waitress and then an agent discovered her and made her a star.)*

## Unit 4

### 4.1 Future Simple

Affirmative	
I/he/she/it/we/you/they <b>will</b> try	
Negative	
I/he/she/it/we/you/they <b>will not (won't)</b> try	
Questions	
Will I/he/she/it/we/you/they try?	
Short Answers	
Yes, I/he/she/it/we/you/they <b>will</b> .	No, I/he/she/it/we/you/they <b>won't</b> .

We use the Future Simple

- for decisions made at the time of speaking.  
*It's noisy outside. I'll **close** the window.*
- for predictions.  
*Cities **will be** more crowded in the future.*
- for promises.  
*I'll **drive** you to work tomorrow; I promise.*
- for threats.  
*If you don't tidy your room, I **won't take** you to the amusement park.*
- to talk about future facts.  
*The new shopping centre **will be** open from 9 am to 9pm.*
- after verbs like *think, believe, be sure, expect, etc* and words like *probably, maybe, etc*.  
*I'm sure the new stadium **will be** amazing.*



- to offer to do something for someone.  
*I'll carry your suitcase for you.*
- to ask someone to do something.  
*Will you teach me to drive, please?*

**Note:** We use *shall* with *I* and *we* in questions or when we want to make a suggestion or an offer.

*Where shall we meet?*

*Shall we have dinner before the film?*

*Shall I leave the car at a parking garage?*

## 4.2 Be going to

Affirmative	
I am ('m) going to try he/she/it is ('s) going to try we/you/they are ('re) going to try	
Negative	
I am ('m) not going to try he/she/it is not (isn't) going to try we/you/they are not (aren't) going to try	
Questions	
Am I going to try? Is he/she/it going to try? Are we/you/they going to try?	
Short Answers	
Yes, I am. Yes, he/she/it is. Yes, we/you/they are.	No, I'm not. No, he/she/it isn't. No, we/you/they aren't.

We use *be going to* for

- future plans.  
*Joe's going to buy a new motorbike.*
- predictions for the near future based on present situations or evidence.  
*Look at the traffic! It's going to take ages to get to work.*

**Note:** Some common time expressions that are often used with the Future Simple and *be going to* are *this week/month/summer, tonight, this evening, tomorrow, tomorrow morning/afternoon/night, next week/month/year, at the weekend, in January, in a few minutes/hours/days, on Thursday, on Wednesday morning, etc.*  
*I'll tell you all about my new flat tonight.*

## 4.3 Future Continuous

Affirmative	
I/he/she/it/we/you/they will be trying	
Negative	
I/he/she/it/we/you/they will not (won't) be trying	
Questions	
Will I/he/she/it/we/you/they be trying?	
Short Answers	
Yes, I/he/she/it/we/you/they will.	No, I/he/she/it/we/you/they won't.

**Spelling:** dance → dancing, travel → travelling, tidy → tidying

We use the Future Continuous for

- actions that will be in progress at a specific time in the future.  
*I'll be leaving the city this afternoon.*

- plans and arrangements for the future.  
*The residents will be attending the meeting about the new motorway.*

**Note:** Some common time expressions that are often used with the Future Continuous are *this time next week/month/summer, this time tomorrow morning/afternoon/night, etc.*

*This time tomorrow, we'll be moving in to our new house.*

## 4.4 Future Perfect Simple

Affirmative	
I/he/she/it/we/you/they will have tried	
Negative	
I/he/she/it/we/you/they will not (won't) have tried	
Questions	
Will I/he/she/it/we/you/they have tried?	
Short Answers	
Yes, I/he/she/it/we/you/they will.	No, I/he/she/it/we/you/they won't.

**Spelling:** walk → walked, dance → danced, travel → travelled, tidy → tidied, play → played

**Note:** Some verbs are irregular and do not follow these spelling rules. See a list of irregular verbs and their past participles on page 176-177.

We use the Future Perfect Simple to talk about

- something that will be finished by or before a specific time in the future.  
*The architect will have finished the designs by Monday.*
- the length of time that an action will have lasted for at a point of time in the future.  
*We will have lived here for fifteen years next month.*

**Note:** Some common time expressions that are often used with the Future Perfect Simple are *by the end of the week/month/year, by this time tomorrow, by tomorrow morning/10 o'clock/2013, etc.*  
*By the end of the year, they will have built the new sports arena.*

**Note:** Other tenses that describe the future are the Present Simple for timetabled events, and the Present Continuous for plans and arrangements. See Grammar Reference 1.1 and 1.2.

*The flight to Melbourne departs at 11 am.*  
*My father is running for Mayor next week.*

## 4.5 Temporals

When we use temporals such as *when, before, after, until, once, by the time*, etc to talk about the future, we use them with a present or a present perfect tense. We do not use them with a future tense.

*After I have paid the deposit, I'll move in to my flat.*

*By the time I get home, I'll be exhausted.*

We use the Present Perfect Simple to emphasise that the first action is finished before the other one starts.

*You can buy a car when you've got into university. (You'll get into university first and then you can buy a car.)*



# Grammar Reference

Once you **have signed** the contract, the property is yours.  
(You will sign the contract and then you will own the property.)

## 4.6 Countable Nouns

Most nouns are countable and have singular and plural forms.

street → streets  
puppy → puppies  
toy → toys  
tomato → tomatoes  
leaf → leaves  
fish → fish  
woman → women  
foot → feet

We usually use *a* or *an* with singular countable nouns.  
*a road*  
*an avenue*

We can use *some*, *any* or a number (eg *three*) with plural countable nouns.

*There are **some** parks in the city.*  
*Are there **any** green areas in town?*  
*I haven't been into the city centre for **three** weeks.*

We use singular or plural verb forms with countable nouns depending on whether we are talking about one or more items.

*An automobile **is** necessary when you live in a big city.*  
*Automobiles **are** noisy and cause a lot of pollution.*

### Remember

Some countable nouns don't end in *-s*. Remember to use a plural verb form with them.

*Women **are** better drivers than men.*  
*He walked all over town and his **feet are** sore.*

## 4.7 Uncountable Nouns

Some nouns are uncountable. They do not have plural forms.

advice	health	music
biology	history	progress
cheese	homework	research
chocolate	information	rubbish
equipment	knowledge	salt
food	luggage	time
fruit	medicine	traffic
fun	milk	water
furniture	money	weather

We don't use *a* or *an* with uncountable nouns. We can use *some* and *any*.

*I need **some** money for the parking meter.*  
*I haven't got **any** luggage with me.*

We always use singular verb forms with uncountable nouns.  
*Pollution **is** a huge problem in cities.*

*City traffic **drives** me crazy!*

### Remember

Some uncountable nouns end in *-s*. Remember to use a singular verb form with them.

*The news he gave us **was** bad.*  
*Physics **is** the most difficult subject.*

We can use phrases describing quantity with uncountable nouns to say how much we have. The most common of these phrases are:

- a bag of
- a bottle of
- a bowl of
- a can/tin of
- a carton of
- a cup/glass of
- a jar of
- a loaf of
- a packet of
- a piece of

*I'd like **a piece of** cake.*  
*There's **a can of** coke in the fridge.*

## 4.8 Quantifiers

We use *some* with both uncountable and plural countable nouns in affirmative sentences and in requests or offers.

*I bought **some clothes** during the sales.*  
*Could I have **some information**, please?*  
*Would you like **some help** when you move house?*

We use *any* with both uncountable and plural countable nouns in negative sentences and in questions.

*I don't have **any free time**.*  
*Have you seen **any good films** lately?*

We use *a lot of/lots of* with both uncountable and plural countable nouns.

***Lots of students** live in the city.*  
*I have **a lot of furniture** in my flat.*

We use *a little* with uncountable nouns and *a few* with plural countable nouns in affirmative sentences.

*There was **a little rain** this morning.*  
*There were **a few commuters** on the platform.*

We use *much* with uncountable nouns and *many* with plural countable nouns in negative sentences and in questions.

*How **much money** do I need to buy my own flat?*  
*There aren't **many green spaces** in town.*

# Unit 5

## 5.1 Can & Could

We use *can* + bare infinitive

- to talk about general ability in the present and the future.

*Sally **can use** a computer and she's only four!*

- for requests.

***Can** you fix my scanner?*

- for permission.

*Ok, you **can go** to the technology exhibition.*

We use *can't* + bare infinitive to show that we are sure that something isn't true.

*He **can't be** a physicist; he doesn't know what  $E = mc^2$  means!*

We use *could* + bare infinitive

- to talk about general ability in the past. (past form of *can*)

*My sister **could speak** when she was a year old.*



- to talk about possibility.  
*Don't play golf during a storm; lightning **could** strike you.*
- for polite requests.  
***Could** you explain this to me, please?*
- to make suggestions.  
*You **could** mix the red chemical with the blue one.*

## 5.2 May & Might

We use *may* + bare infinitive

- to talk about possibility in the future.  
*They **may** give Hector the research scholarship.*
- for polite requests. (with *I* and *we*)  
***May** I use your phone?*
- for polite permission.  
*Yes, you **may** see the professor.*

We use *might* + bare infinitive

- to talk about possibility in the future.  
*Heather **might** study chemistry at university.*
- as the past tense of *may*.  
*Dad said that he **might** buy me a new laptop!*

## 5.3 Must

We use *must* + bare infinitive to

- say that something is necessary.  
*Safety goggles **must** be worn in the laboratory.*
- talk about obligations.  
*You **must** press this button to turn off the machine.*
- show that we are sure that something is true.  
*She **must** be very clever as she's studying physics.*
- recommend something.  
*You **must** check out the new iPhone.*

We use *mustn't* + bare infinitive to talk about something that is not allowed.

*You **mustn't** touch those cables.*

## 5.4 Should

We use *should* + bare infinitive to

- give advice.  
*You **should** take a break; you look tired.*
- ask for advice.  
***Should** I get more memory for my computer?*

**Note:** *Ought to* can also be used to give advice, but it is not usually used in the question form.

*Thelma **ought to** study harder.*

## 5.5 Would

We use *would* + bare infinitive for

- actions that we did regularly in the past, but that we don't do now.  
*I **would** write letters to my friends; now I just email.*
- polite requests  
***Would** you put some paper in the photocopier, please?*

## 5.6 Needn't

We use *needn't* + bare infinitive to say that something is not necessary.

*You **needn't** print the report; just email it to me.*

**Note:** We can also use *need* as an ordinary verb. It has affirmative, negative and question forms and it is usually used in the Present Simple and the Past Simple. It is followed by a full infinitive.

*They **need to** update all of their software.*

*You **don't need to** buy a new printer. I can fix your old one.*

***Does** Sue **need to** read the instruction manual?*

## 5.7 Be able to

We use *be able to* to talk about

- general ability.  
*Our students **are able to** use online information for their projects.*
- a specific ability in the past. (*Could* cannot be used here.)  
*The scientist **was able to** prove his theory.*

## 5.8 Have to

We use *have to* to

- say that something is necessary.  
*You **have to** be very careful when you do chemical experiments.*
- talk about obligation.  
*Robert **has to** report any technical problems to his manager.*

## 5.9 Mustn't & Don't have to

There is an important difference between *mustn't* and *don't have to*. We use *mustn't* to say that something is not allowed, whereas we use *don't have to* to show that there is no obligation or necessity.

*Scientists **mustn't** lie about the results of their research.*

*We **don't have to** drive to work; we can take the bus.*

## 5.10 May/Might have

We use *may/might have* + past participle to show that we are not sure about something in the past.

*Umberto **might have** taken your calculator, but I'm not sure.*

## 5.11 Should have

We use *should have* + past participle

- to show that something we were expecting did not happen.  
*The results **should have been** announced by now.*
- to criticise our own or someone else's behaviour.  
*You **should have** asked an expert to fix the computer!*

## 5.12 Could have

We use *could have* + past participle to

- show that we are not sure about something in the past.  
*Albert **could have** taken your umbrella.*
- say that something was possible in the past, but that it didn't happen.  
*Tony **could have been** a champion, but he didn't train hard enough.*

## 5.13 Can't/Couldn't have

We use *can't/couldn't have* + past participle to show that we are sure that something is not true about the past.

*Bill **can't have** operated the machine as he doesn't know how to use it.*

## 5.14 Must have

We use *must have* + past participle to show that we are sure that something is true about the past.

*Flying the first airplane **must have been** very exciting.*



# Grammar Reference

## 5.15 Would have

We use *would have* + past participle to say that we were willing to do something, but that we didn't do it.  
*I would have helped you with your project, but you didn't ask me.*

## 5.16 Needn't have

We use *needn't have* + past participle to say it wasn't necessary to do something but you did it anyway.  
*We needn't have taken a taxi as the museum was very close to our hotel.*

## Unit 6

### 6.1 Gerunds

We form gerunds with verbs and the *-ing* ending. We can use gerunds

- as nouns.  
*Swimming is a great way to keep fit.*
- after prepositions.  
*I'm so bored with doing nothing all day.*
- after the verb *go* when we talk about activities.  
*Jacques goes sailing at the weekends.*

We also use gerunds after certain verbs and phrases.

admit	finish	love
avoid	forgive	miss
be used to	hate	practise
can't help	have difficulty	prefer
can't stand	imagine	prevent
deny	involve	regret
dislike	it's no good	risk
(don't) mind	it's no use	spend time
enjoy	it's (not) worth	suggest
fancy	keep	
feel like	like	

*I feel like going out to eat tonight.*  
*It's no use fixing your old exercise bike; just get a new one.*

### 6.2 Infinitives

	Active	Passive
Present	(to) send	(to) be sent
Perfect	(to) have sent	(to) have been sent

*We will clean our yacht.*  
*Our yacht will be cleaned.*  
*They should have repaired the treadmill.*  
*The treadmill should have been repaired.*

### 6.3 Full Infinitives

We form full infinitives with *to* and the verb. We use full infinitives

- to explain purpose.  
*We went to the gym to ask about aerobics classes.*
- after adjectives such as *afraid, scared, happy, glad, pleased, sad*, etc.  
*My trainer was pleased to see that I was improving.*

- after the words *too* and *enough*.  
*It was too cold to go swimming.*  
*It wasn't warm enough to go swimming.*

We also use full infinitives after certain verbs and phrases.

afford	fail	prepare
agree	forget	pretend
allow	hope	promise
appear	invite	refuse
arrange	learn	seem
ask	manage	start
begin	need	want
choose	offer	would like
decide	persuade	
expect	plan	

*Wendy and I decided to join the gym together.*  
*I would like to go bowling this evening.*

### 6.4 Bare Infinitives

We use bare infinitives after

- modal verbs.  
*We can get to the theatre faster if we take the bus.*
- *had better* to give advice.  
*We had better hurry or we'll miss the kick-off.*
- *would rather* to talk about preference. We often use the word *than*.  
*I would rather watch soccer than American football.*

#### Note:

- 1 We use *let* + object + bare infinitive when we want to say that we give permission for someone to do something and it is only used in the active voice. In the passive we can use the verb *to be allowed to*.  
*The coach let the team take a short break during training.*  
*The team was allowed to take a short break during training.*
- 2 We use *make* + object + bare infinitive when we want to say that we force a person to do something in the active voice, but in the passive it's followed by a full infinitive.  
*The referee made me take the free kick again.*  
*I was made to take the free kick again by the referee.*

### 6.5 Gerund or Infinitive?

Some verbs can be followed by a gerund or a full infinitive with no change in meaning. Some common verbs are *begin, bother, continue, hate, like, love* and *start*.  
*The fans began cheering/to cheer when they saw the teams.*

*I hated playing/to play sport at school.*  
*Don't bother getting/to get tickets for the game; they're sold out.*

There are other verbs that can be followed by a gerund or a full infinitive, but the meaning changes. Some common ones are *go on, forget, regret, remember, stop* and *try*.  
*I forgot buying that sports magazine. (I didn't remember that I had bought that sports magazine.)*  
*I forgot to buy a sports magazine this week. (I didn't remember to buy a sports magazine, so I don't have one.)*  
*The hikers went on walking as it snowed. (They continued to walk.)*



The hikers **went on to walk** across a field. (They had been walking somewhere else, and then started walking in a different place – across a field.)

I **regret not watching** the basketball final. (I didn't watch the final, but now I wish I had.)

We **regret to inform** our viewers that we will not be broadcasting the game. (We're sorry that we have to tell you this.)

My grandfather **remembers seeing** Pele play for Brazil. (He saw Pele and now he remembers seeing him.)

I **remembered to take** my goggles with me when I went swimming. (I remembered first and then I took my goggles.)

We **stopped walking** because we were tired. (We didn't walk any more.)

We **stopped to take** a break. (We stopped doing something so we could take a break.)

Try **booking** the concert tickets online. (Go online and see if you can book the tickets.)

I'll **try to find** tickets at the box office. (I'll make an effort to get tickets at the box office.)

## 6.6 Indirect Questions

You can introduce a question indirectly by using indirect question forms. For indirect questions, we use the word order of a normal statement and we sometimes end them with a full stop instead of a question mark. Indirect questions are considered to be more polite than direct questions.

I'd like to know when the film starts.  
Could you help me set up the volleyball net?

Questions for which the answer is yes or no require the word *if* or *whether*.  
Do you know **if** Mary is having a party?  
Could you tell me **whether** there are any more tickets left?

## 6.7 Question Tags

Question tags are short questions at the end of a positive or negative sentence. They are formed with a modal or an auxiliary verb + a personal pronoun.

We usually use an affirmative question tag after a negative sentence, and a negative question tag after an affirmative sentence.

He has won Olympic gold medals, **hasn't he**?  
You can't run any faster, **can you**?

When an affirmative sentence contains a verb in the Present Simple or the Past Simple we use *do/does*, *don't/doesn't* and *did/didn't* in the question tag.

Boris loves playing tennis, **doesn't he**?  
They went horse riding yesterday, **didn't they**?

We use question tags when we want

- someone to agree with what we are saying.  
That was a great goal, **wasn't it**?
- to make sure that what we are saying is right.  
You live near the stadium, **don't you**?

### Remember

Some question tags are irregular. Notice the way these tags are formed.

I **am** a slow swimmer, **aren't I**?  
**Everyone is** here, **aren't they**?  
Let's visit that new art gallery, **shall we**?

**Don't shuffle** the cards so slowly, **will you**?

**Drive carefully**, **won't you**?

**This/That is** so exciting, **isn't it**?

**These/Those are** fantastic motorbikes, **aren't they**?

## 6.8 Negative Questions

Negative questions can be used

- in exclamations.  
Wow! **Wasn't** that a fantastic goal?
- to show that we are surprised or doubtful.  
**Aren't** you ready yet?  
Why **didn't** you get the tickets?
- when we expect someone to agree with us.  
**Doesn't** Kevin look silly in that hat?

# Unit 7

## 7.1 Passive Voice: Tenses

We use the passive when

- the action is more important than who or what is responsible for it (the agent).  
Two robbers **were caught** this morning.
- we don't know the agent, or it is not important.  
Statistics **are used** to show the increase in crime.

**Note:** When it is important to mention the agent in a passive sentence, we use the word *by*. When we want to mention a tool or material in the passive sentence, we use the word *with*.

Thieves **stole** two valuable paintings.  
Two valuable paintings **were stolen by** thieves.  
The man **was attacked with** a baseball bat.  
All police cars **are fitted with** radios.

The passive is formed with the verb *be* and a past participle. Notice how the active verb forms change to passive verb forms.

Tense	Active	Passive
Present Simple	take/takes	am/are/is taken
Present Continuous	am/are/is taking	am/are/is being taken
Past Simple	took	was/were taken
Past Continuous	was/were taking	was/were being taken
Present Perfect Simple	have/has taken	have/has been taken
Past Perfect Simple	had taken	had been taken
Future Simple	will take	will be taken

**Note:** There is no passive form for Future Continuous, Present Perfect Continuous and Past Perfect Continuous.

We change an active sentence into a passive sentence in the following way.

The object of the verb in the active sentence becomes the subject of the verb in the passive sentence. The verb *be* is used in the same tense of the main verb in the active sentence, together with the past participle of the main verb in the active sentence.

They **were following** him. He **was being followed**.



# Grammar Reference

In this example we do not know who was following him and it is not very important so we do not include this information in the passive sentence.

**Note:** When we want to change an active sentence with two objects into the passive voice, one becomes the subject of the passive sentence and the other one remains an object. Which object we choose depends on what we want to emphasise. If the personal object remains an object in the passive sentence, then we have to use a suitable preposition (to, for, etc).

We gave **him** the **evidence**.

He **was given** the evidence.

The evidence **was given to** him.

## 7.2 Passive Voice: Gerunds, Infinitives & Modal Verbs

Tense	Active	Passive
Gerund	taking	being taken
Bare Infinitive	take	be taken
Full Infinitive	to take	to be taken
Modal	can take	can be taken

The suspect denied **being given** money.

The robbers **had better be found** quickly.

The woman agreed **to be questioned** by the police.

All crimes **must be reported** to the police immediately.

**Note:** We often use verbs like *believe, consider, know, expect, say, suppose* and *think* in the passive voice. They can be used in an impersonal or a personal passive structure.

We form the impersonal passive structure with *it + passive verb + that + clause*.

Many people believe **that crime is increasing**.

**It is believed that** crime is increasing.

We form the personal structure with *noun + passive verb + full infinitive*.

Many people say **that cities are dangerous at night**.

**Cities are said to be** dangerous at night.

## 7.3 Causative

We use the causative

- to say that someone has arranged for somebody to do something for them.  
Many people **have burglar alarms installed** in their cars.
- to say that something unpleasant happened to someone  
**I had my bag stolen** while I was shopping.

We form the causative with *have + object + past participle*. It can be used in a variety of tenses. When we want to mention the agent, we use the word *by*.

We **have had** new locks **put** on our doors.

My grandfather **used to have** his fire alarm **checked** every year.

The suspect **will have** his fingerprints **taken** (by the police).

**Note:** We can also use *get + object + past participle*. This structure is less formal. However, when we talk about unpleasant events, we must use *have*.  
Tina **got** her credit card **replaced** after someone stole her wallet.

## Unit 8

### 8.1 Zero Conditional

If clause	Main clause
present simple	present simple

We use the zero conditional to talk about an action or situation that is always true. We can use *when* instead of *if*.

**If you recycle paper, you help** save trees.

**When you recycle paper, you help** save trees.

### 8.2 First Conditional

If clause	Main clause
present tense	will + bare infinitive

We use the first conditional to talk about an action or situation that will probably happen now or in the future.

**If the ice on the river breaks, you will fall** into the water.

**If sea levels are rising, coastal cities will flood.**

We can use *can, could, may* or *might* in the main clause instead of *will*. We can also use an imperative.

**If you want to help me, you could put** those old newspapers in the recycling bin.

**If you don't want to pollute the atmosphere, stop** driving your car.

### 8.3 Second Conditional

If clause	Main clause
past tense	would + bare infinitive

We use the second conditional to talk about an action or a situation

- that is unlikely to happen now or in the future.  
**If I knew** the answer, **I would tell** you.
- that is impossible or imaginary in the present or in the future.  
**If I had** billions of dollars, **I would use** it to protect the environment.

We can also use the second conditional to give advice.  
**If I were** you, **I'd install** solar panels on the roof.

We can use *could* or *might* in the main clause instead of *would*.

**We could see** whales if we went on a whale watching tour.  
**If you told me the truth, I might be able** to help you.

**Note:** We usually use *were* for all persons in second conditional sentences.  
**If the children were** here, **they'd see** the animals in their natural habitat.

### 8.4 Third Conditional

If clause	Main clause
past perfect tense	would + have + past participle



We use the third conditional to talk about events or situations in the past that could have happened but didn't. These are always hypothetical things because we cannot change the past.

If we **had bought** a smaller car, we **wouldn't have spent** all our money. (We didn't buy a smaller car, so we spend all our money.)

We can use *could* or *might* in the main clause instead of *would*.

We **could have watched** the documentary if we had had more time.

If the forest walk had been earlier, Joe **might have come** with us.

## 8.5 Mixed Conditionals

If clause	Main clause
past perfect tense	would + bare infinitive

A mixed conditional is where the two clauses in a conditional sentence refer to different times. We use a mixed conditional to express the present result of a hypothetical past event or situation.

If an arsonist **hadn't set** fire to the forest, it **would still be** beautiful.

## 8.6 Conditionals without if

We can use *provided/providing that*, *on condition that* and *as long as* to replace *if* in first conditional sentences.

**Provided that** all the class agrees, we can adopt a panda.  
**On condition that** the animal sanctuary is open, we'll visit it tomorrow.

**As long as** solar energy is affordable, people will use it.

We can use *unless* in first and second conditional sentences. It means the same as *if not*.

I won't be able to finish my nature project **unless** you help me.

**Unless** you did the research, you wouldn't know what sources were used.

We can use *otherwise* to replace an *if* clause. It means *if not*.

If you don't listen to me, you'll make a mistake.

Listen to me. **Otherwise**, you'll make a mistake.

We can use *supposing* in all conditional sentences. The main clause is usually a question. It means *imagine* or *what if*.

**Supposing** you can go out later, where will we meet?

**Supposing** you were the prime minister, what would you do?

**Supposing** the car had run out of petrol, how would you have got back?

# Unit 9

## 9.1 Relative Clauses

Relative clauses give more information about the subject or the object of a sentence. They are introduced by the following words:

- *who* for people
- *which* for things
- *whose* to show possession
- *when* for time
- *where* for places
- *why* for reason

## 9.2 Defining Relative Clauses

This type of relative clause gives us information that we need to be able to understand who or what the speaker is talking about. We do not use commas to separate it from the rest of the sentence. We can use *that* instead of *who* and *which* in defining relative clauses.

*That's the building **where** I work.*

*We interviewed some applicants **who/that** were very good.*

When *who*, *which* or *that* is the object of the relative clause, we can omit the relative pronoun.

*He is the employee (**who**) they decided to promote.*

*A language certificate is the only qualification (**which**) you need for the job.*

## 9.3 Non-defining Relative Clauses

This type of relative clause gives us extra information which isn't necessary to understand the meaning of the main clause. We use commas to separate it from the rest of the sentence.

*The new manager, **who is very experienced**, starts work on Monday.*

*Your CV, **which outlines your work experience**, should be clear to read.*

## 9.4 Participle clauses

There are two kinds of participles. The present participle (verb + *-ing*) and the past participle (verb + *-ed* or irregular form).

We can use participles in participle clauses to make sentences shorter. They can replace the subject and the verb in a sentence if the subject of both clauses is the same. We use a present participle if the verb is active and a past participle if the verb is passive.

*Before **starting** his new job, Jim bought a good suit.*

***Asked** for her opinion, Natalie said the company should hire more staff.*

We can also use a participle to replace a relative pronoun and verb.

*The people **who were hired** last month are excellent.*

*The people **hired** last month are excellent.*

*The employee **who wanted** to be on time took a taxi to work.*

*The employee **wanting** to be on time took a taxi to work.*

We can also use a perfect participle (*having* + past participle) to combine clauses that have the same subject

- when one action is completed before another action.  
***She had updated** her CV and then applied for the job.  
**Having updated** her CV, she applied for the job.*
- when one action has been going on for a period of time before another action starts.  
***She had been working** there for so long that she wanted a change.  
**Having worked** there for so long, she wanted a change.*

The perfect participle can be used for active and passive voice.

- active voice: *having* + past participle (*Having arrived, he waited for his interview.*)
- passive voice: *having been* + past participle (*Having been called, he went for an interview.*)



# Grammar Reference

## Unit 10

### 10.1 Reported Statements

When we report direct speech, the tenses used by the speaker usually change as follows:

Present Simple	Past Simple
'He <b>enjoys</b> teaching,' she said.	She said (that) he <b>enjoyed</b> teaching.
Present Continuous	Past Continuous
'She <b>is studying</b> maths,' he said.	He said (that) she <b>was studying</b> maths.
Present Perfect Simple	Past Perfect Simple
'They <b>have passed</b> their exams,' she said.	She said (that) they <b>had passed</b> their exams.
Present Perfect Continuous	Past Perfect Continuous
'They <b>have been looking</b> for books,' she said.	She said (that) they <b>had been looking</b> for books.
Past Simple	Past Perfect Simple
'She <b>attended</b> a seminar,' he said.	He said (that) she <b>had attended</b> a seminar.
Past Continuous	Past Perfect Continuous
'He <b>was revising</b> for his exams,' she said.	She said (that) he <b>had been revising</b> for his exams.

Other changes in verb forms are as follows:

can	could
'He <b>can</b> speak three languages,' she said.	She said (that) he <b>could</b> speak three languages.
may	might
'He <b>may</b> be late,' she said.	She said (that) he <b>might</b> be late.
must	had to
'He <b>must</b> pay attention in class,' she said.	She said (that) he <b>had to</b> pay attention in class.
will	would
'They <b>will</b> go on a school trip,' she said.	She said (that) they <b>would</b> go on a school trip.

#### Note:

- We often use the verbs *say* and *tell* in reported speech. We follow *tell* with an object.  
*Our teacher **said** we should study harder.*  
*Our teacher **told us** we should study harder.*
- We can leave out *that*.  
*He **said that** he preferred physics. → He **said** he preferred physics.*
- Remember to change pronouns and possessive adjectives where necessary.  
*'We **are** doing a test,' he said. → He **said (that)** they were doing a test.*  
*'That's **my** calculator,' she said. → She **said (that)** that was **her** calculator.*

- The following tenses and words don't change in Reported Speech: Past Perfect Simple, Past Perfect Continuous, *would*, *could*, *might*, *should*, *ought to*, *used to*, *had better*, *mustn't* and *must* when they refer to deduction.

### 10.2 Reported Speech: Changes in time and place

When we report direct speech, there are often changes in words that show time and place too.

now	then
'I'm studying now,' she said.	She said she was studying then.
today	that day
'They're getting their results today,' he said.	He said they were getting their results that day.
tonight	that night
'I want to revise tonight,' she said.	She said she wanted to revise that night.
yesterday	the previous day/the day before
'I was late yesterday,' he said.	He said he had been late the previous day/the day before.
last week/month	the previous week/month/the week/month before
'He graduated last month,' she said.	She said he had graduated the previous month/the month before.
tomorrow	the next day/the following day
'We'll visit the museum tomorrow,' she said.	She said they would visit the museum the next day/the following day.
next week/month	the following week/month
'I'm starting university next week,' she said.	She said she was starting university the following week.
this/these	that/those
'This is my college,' she said.	She said that was her college.
ago	before
'The school holidays started two weeks ago,' she said.	She said the school holidays had started two weeks before.
at the moment	at that moment
'He's teaching at the moment,' she said.	She said he was teaching at that moment.
here	there
'The books are here on the desk,' he said.	He said the books were there on the desk.



### 10.3 Reported Questions

When we report questions, changes in tenses, pronouns, possessive adjectives, time and place are the same as in reported statements. In reported questions, the verb follows the subject as in ordinary statements and we do not use question marks.

When a direct question has a question word, we use this word in the reported question.

*'When did you decide to become a doctor?' he asked.  
He asked **when** I had decided to become a doctor.*

When a direct question does not have a question word, we use *if* or *whether* in the reported question.

*'Is your school close to home?' he asked.  
He asked **if/whether** my school was close to home.*

### 10.4 Reported Commands & Requests

When we report commands, we usually use *tell* + object + full infinitive.

*'Turn off the computer!' he shouted at me.  
He **told me to turn off** the computer.  
'Don't talk during the test,' he said to the students.  
He **told the students not to talk** during the test.*

When we report a request, we usually use *ask* + object + full infinitive.

*'Can you help me with my homework, please?' she asked.  
She **asked me to help** her with her homework.  
(Also: She asked if I could help her with her homework.)  
'Please don't interrupt me,' she said.  
She **asked me not to interrupt** her.*

### 10.5 Reporting Verbs

Apart from the verbs *say*, *tell* and *ask*, we can also use other verbs to report what someone says more accurately. Notice the different structures.

#### verb + full infinitive

agree	'Yes, I'll help you,' he said. He <b>agreed to help</b> us.
claim	'I'm good at helping people,' he said. He <b>claimed to be</b> good at helping people.
decide	'I think I'll help you,' he said. He <b>decided to help</b> us.
refuse	'I won't help you,' he said. He <b>refused to help</b> us.
offer	'Shall I help you?' he said. He <b>offered to help</b> us.
promise	'Don't worry, I'll help you,' he said. He <b>promised to help</b> us.

#### verb + object + full infinitive

advise	'If I were you, I'd study hard,' he said. He <b>advised me to study</b> hard.
encourage	'Go on, study hard and you'll get good marks,' he said. He <b>encouraged me to study</b> hard.
order	'Study!' he said. He <b>ordered me to study</b> .
persuade	'You should study or you'll fail your exams,' he said. 'You're right!' I said. He <b>persuaded me to study</b> for my exams.

remind	'Don't forget to study hard,' he said. He <b>reminded me to study</b> hard.
warn	'Study! Don't waste your time,' he said. He <b>warned me not to waste</b> my time.
<b>verb + gerund (-ing)</b>	
admit	'I took your dictionary,' he said. He <b>admitted taking</b> my dictionary.
deny	'I didn't take your dictionary,' he said. He <b>denied taking</b> my dictionary.
recommend	'You should buy this dictionary,' he said. He <b>recommended buying</b> that dictionary.
suggest	'Let's get a dictionary,' he said. He <b>suggested getting</b> a dictionary.
<b>verb + preposition + gerund (-ing)</b>	
apologise for	'I'm sorry I lost your pen,' he said. He <b>apologised for losing</b> my pen.
complain of	'I lost my pen again,' he said. He <b>complained of losing</b> his pen again.
insist on	'Don't be silly. I will buy a new pen for you,' he said. He <b>insisted on buying</b> a new pen for me.
<b>verb + object + preposition + gerund (-ing)</b>	
accuse sb of	'I'm sure you cheated in the test,' he said. He <b>accused me of cheating</b> in the test.
congratulate sb of	'You passed the test! Well done!' he said. He <b>congratulated me on passing</b> the test.
<b>verb + that</b>	
announce	'I'm going to send my college applications,' he said. He <b>announced that</b> he was going to send his college applications.
complain	'I don't have time to send my college applications,' he said. He <b>complained that</b> he didn't have time to send his college applications.
demand	'Tell me what happened to my college applications,' he said. He <b>demand that</b> I tell him what had happened to his college applications.

## Unit 11

### 11.1 Comparison of Adjectives & Adverbs

We use the comparative to compare two people or things. We usually form the comparative by adding *-er* to an adjective or adverb. If the adjective or adverb has two or more syllables, we use the word *more*. We often use the word *than* after the comparative.

*International flights are **more expensive than** domestic flights.*

*The train will get you to your destination **more quickly than** the bus.*

We use the superlative to compare one person or thing with other people or things of the same type. We usually form the superlative by adding *-est* to the adjective or adverb. If the adjective or adverb has two or more syllables, we use the word *most*. We use the word *the* before the superlative.

*What is **the longest** mountain range in the world?*

*The Japanese tourists spoke **the most politely** of all the people on the cruise.*



# Grammar Reference

**Spelling** hot → hotter/hottest, brave → braver/bravest, tiny → tinier/tiniest

Some adjectives and adverbs are irregular and form their comparative and superlative in different ways.

Adjective/Adverb	Comparative	Superlative
good/well	better	the best
bad/badly	worse	the worst
many/more	more	the most
much	more	the most
little	less	the least
far	farther/further	the farthest/furthest

## Note:

- 1 Some words like *hard*, *late*, *straight* and *fast* are both adjectives and adverbs.
- 2 Other words *friendly*, *lovely*, *silly*, and *ugly*, even though they end in -ly are not adverbs but adjectives.
- 3 The words *hardly* (= barely) and *lately* (= recently) are not the adverbs of *hard* and *late*.

## 11.2 Other comparative structures

We use *as* + adjective/adverb + *as* to show that two people or things are similar in some way.

*Do you think city breaks are **as enjoyable as** a beach holiday?*

We use *not as/so* + adjective/adverb + *as* to show that one person or thing has less of a quality than another.

*London **isn't as beautiful as** Paris.*

We use *the* + comparative, *the* + comparative to show that as one thing increases or decreases, another thing is affected.

*The **lower** the airfares, the **higher** the number of travellers.*

## 11.3 Too, Enough, So & Such

We use *too* + adjective/adverb to show that something is more than we want or need.

*It's **too expensive** to go on holiday.*

*The driver was going **too fast** to stop in time.*

We use adjective/adverb + *enough* or *enough* + noun to show that something is or isn't as much as we want or need.

*The hotel accommodation **wasn't good enough**.*

*We have **enough money** to go on holiday.*

We use *so* and *such* for emphasis. It is stronger than *very*.

- We use *so* + adjective/adverb.  
*The beach was **so clean**!*
- We use *such* + (adjective) + noun.  
*This water is **such a gorgeous colour**.*

We can also use *so* and *such* to emphasise characteristics that lead to a certain result or action.

*Berlin is **such an interesting city** that I have visited it three times.*

*The ferry crossing was **so rough** that many passengers got sick.*

## 11.4 Gradable Adjectives

Gradable adjectives can

- vary in intensity or grade.  
*It's **cold** today, but it was **very cold** yesterday.*
- be used with grading adverbs such as *a little*, *extremely*, *fairly*, *hugely*, *immensely*, *intensely*, *rather*, *reasonably*, *slightly*, *unusually*, *very*, etc.  
*Argentina is **fairly big**, but it's **reasonably easy** to explore.*
- have comparative and superlative forms.  
*The city tour was **more boring** than the cooking class, but the Cheese Museum was **the most boring** of all.*

## 11.5 Non-gradable Adjectives

Non-gradable adjectives

- cannot vary in intensity or grade because they are already at their limit.  
*It was **freezing** in Moscow.*  
*The town square was **dead**; there was no one there.*
- are often used alone.  
*It was **boiling** in the midday sun.*  
*I **hadn't eaten** all day and I was **starving**.*
- can only be used with non-grading adverbs such as *absolutely*, *utterly*, *completely*, *totally*, etc.  
*I'm **absolutely exhausted** after that six-hour walking tour!*  
*We were **completely lost** in the jungle.*

**Note:** The adverbs *really*, *fairly*, *pretty* and *quite* can often be used with gradable and non-gradable adjectives.

*Jason is **pretty tall** for his age.*

*The film was **pretty awful**, wasn't it?*

## 11.6 Adjective Order

When we use two or more adjectives to describe something or someone, we usually put them in the following order.

opinion	size	age	shape	colour	origin	material	NOUN
nice	small	old	round	pink	Parisian	cotton	
beautiful	large	new	oval	beige	Italian	wooden	
charming	big	ancient	long	white	Japanese	ceramic	

*We stayed in a **charming old Parisian** hotel.*

***Small coloured ceramic** fridge magnets are popular souvenirs.*

# Unit 12

## 12.1 Wish & If only

We use *wish* to talk about a situation or an action we aren't happy about, or to say how we would like something to be different.

We use *wish* + a past tense when we talk about the present or the future.

*I **wish I knew** how to lose weight easily.*



We use *wish* + a past perfect tense when we talk about the past.

*I wish I hadn't eaten so much last night.*

We use *wish* + *would* + bare infinitive when we talk about other people's annoying habits or to say that we would like something to be different in the future. We use it for actions, not states. We can only use *wish* + *would* when the subjects are different.

*I wish the school canteen would stop selling junk food.*

*I wish the price of gym memberships would go down.*

We can use *If only* instead of *wish* in affirmative and negative sentences.

*If only I didn't have the flu.*

*If only I hadn't gone out in the rain.*

## 12.2 Had better

We generally use *had better* to give advice for a specific situation in the present or future. It is followed by the bare infinitive.

*You'd better see a doctor about your cough.*

**Note:** *Had better* is sometimes used to make threats.

*You'd better do as I say or you'll be in big trouble!*

## 12.3 It's (about/high) time

We can use *it's time*, *it's about time* and *it's high time* + past tense to talk about something that should have already been done in the present.

*It's time you started eating healthy, nutritious food.*

*It's about time I had a check-up.*

*It's high time Fred joined a gym.*

## 12.4 Would rather

We use *would rather* to show a preference in the present or future. We use *would rather* + bare infinitive when we are talking about ourselves.

*I'd rather make a sandwich than cook pasta.*

We use *would rather* followed by a pronoun and a past tense when we are talking about somebody else in the present or future.

*'Shall we go jogging this evening?' 'No, I'd rather we stayed at home.'*

## 12.5 Would prefer & Prefer

We use *would prefer* to show preference in a particular situation (not in general).

We can use

- *would prefer* + noun.  
*'Would you like fruit juice or a coke?' 'I'd prefer fruit juice.'*
- *would prefer* + full infinitive.  
*I'd prefer to eat out tonight.*
- *would prefer* + full infinitive + *rather than* + bare infinitive.  
*I'd prefer to play football rather than go jogging.*

We use *prefer* to show preference in general.

We can use

- *prefer* + noun  
*I prefer healthy food (to junk food).*

- *prefer* + full infinitive + *than* + bare infinitive  
*I prefer to eat healthy food than eat junk food.*
- *prefer* + -ing + *to* + -ing  
*I prefer eating healthy food to eating junk food.*

**Note:** We can also use *prefer* with *rather*.

*I prefer to eat healthy food rather than (eat) junk food.*

## 12.6 Be used to & Get used to

We use *be used to* + gerund/noun to talk about actions and states which are usual or familiar.

*Angela is used to jogging because she has been doing it for ages.*

We use *get used to* + gerund/noun to talk about actions and states which are becoming more familiar.

*The new chef is getting used to the way our restaurant works.*

**Note:** *Be* and *get* change depending on the tense that is needed in the context.

*Tom was used to eating raw fish as he'd lived in Japan for years.*

*I have been getting used to my new vegetarian lifestyle.*

## 12.7 Inversion

We can use certain words and expressions at the beginning of a sentence for emphasis. When we do this, the word order changes. This is called inversion.

*Julia has never eaten snails.*

*Never has Julia eaten snails.*

*Phoebe not only bakes cakes, but she also sells them.*

*Not only does Phoebe bake cakes, but she also sells them.*

*Unaccompanied children aren't allowed in the pool under no circumstances.*

*Under no circumstances are unaccompanied children allowed in the pool.*

*We had no idea that the gym would be so expensive to join.*

*Little did we know that the gym would be so expensive to join.*

*You rarely/seldom see elderly people jogging.*

*Rarely/Seldom do you see elderly people jogging.*

*The trainer didn't help me once with the exercise machines.*

*Not once did the trainer help me with the exercise machines!*

*I didn't realise how expensive the meal was before I got the bill.*

*I got the bill. Only then did I realise how expensive the meal was!*

*It started to rain when the runners begun the marathon.*

*No sooner/Hardly had the runners begun the marathon than it started to rain.*

**Note**

We can also invert some conditional forms. The inverted form replaces the *if*-clause.

*Had I bought the ingredients, I would have made scones.* (If I had bought the ingredients, I would have made scones.)

*Should you change your mind, we can meet before the yoga class.* (If you change your mind, we can meet before the yoga class.)



# Irregular verbs

Infinitive	Past Simple	Past Participle
be	was/were	been
beat	beat	beaten
become	became	become
begin	began	begun
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
broadcast	broadcast	broadcast
build	built	built
burn	burnt	burnt
buy	bought	bought
can	could	—
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
deal	dealt	dealt
do	did	done
draw	drew	drawn
dream	dreamt	dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forecast	forecast	forecast
forget	forgot	forgotten
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lead	led	led
learn	learnt	learnt
leave	left	left
lend	lent	lent
let	let	let



Infinitive	Past Simple	Past Participle
lie	lay	lain
light	lit	lit
lose	lost	lost
mean	meant	meant
make	made	made
meet	met	met
pay	paid	paid
prove	proved	proven
put	put	put
read	read [red]	read [red]
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shine	shone	shone
show	showed	shown
shoot	shot	shot
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
slide	slid	slid
smell	smelt	smelt
speak	spoke	spoken
speed	sped	sped
spend	spent	spent
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
stink	stank	stunk
sweep	swept	swept
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written



# Writing Reference

## Informal letter / email

When writing an informal letter or email,

- make it clear why you are writing.
- use informal, friendly language and short forms of verbs. Include phrasal verbs and idioms.
- answer all the questions and/or refer to all the points in your friend's letter/email. You can also add a piece of information, or make a suggestion or request of your own.
- ask your friend to reply to you.

### Plan

#### Greeting

Dear ..., / Hi ...,

#### Paragraph 1

Acknowledge receipt of letter/email and give your news.

*It was nice to hear from you. / I was happy to get your letter/email. / Thank you/Thanks for your letter/email. / Sorry I haven't written for so long. / It's taken me ages to reply, but ... / I have been meaning to write back, but ... / I've been really busy with ...*

#### Paragraphs 2-4

Reply to your friend's questions. Give necessary information, provide details, make suggestions, recommendations and/or arrangements.

*As far as ... is concerned/goes ... / As for ... / Well, about the ... / I think ... would be ... / You should go to ... / I was really happy with ... / There's no better place than ... / How about ...? / Why don't we ...? / Is ... OK for you?*

#### Signing off

Ask your friend to write back and sign off.

*That's all for now. / Write back soon! / Looking forward to hearing from you. / Keep in touch! / Love, ... / Take care, / Bye for now,*

### Informal letter checklist

- Have you followed the plan? ☐
- Have you used appropriate language? ☐
- Have you checked for mistakes in grammar, spelling and punctuation? ☐
- Is your letter well organised and interesting for the reader? ☐



## Formal letter / email

When writing a formal letter or email,

- clearly state the reason for writing and what you want to happen as a result of your correspondence.
- always be polite and use formal language.
- answer all the questions and/or refer to all the points in the original letter/email if you are replying to someone.

### Plan

#### Opening

Use a formal greeting.

*Dear Mayor, / Dear Sir/Madam, / Dear Mr ... / Mrs ...,*

#### Paragraph 1

Introduce yourself and your reason for writing.

*I am the student representative ... / I am writing to inform you ... / The reason I am writing is ... / I am writing with reference to ... / I am writing in response to your email/letter...*

#### Paragraph 2

Give more information about your reason for writing. Make any suggestions or recommendations.

*Firstly, regarding ... / In addition, ... / I would like to know if/whether ... / I would be grateful if you could tell me ... / Please let me know ... / I was wondering if ...*

#### Paragraph 3

Make another point, discuss and make any further suggestions or recommendations.

*It would be better to ... / One solution would be to ... / An alternative idea might be to ... / Would you like me to ...? / I think we should ... / I would recommend ... / I would also like to ask about ... /*

#### Paragraph 4

Sum up your arguments and give a personal opinion (if appropriate). Say what you want to happen next.

*Given the above, it is my opinion that ... / I think we/you should ... / Thank you in advance for ... / I would appreciate it if you could reply soon.*

#### Closing

Use a formal phrase for closing the letter.

*I look forward to hearing from you.*

*Sign off in an appropriate way.*

*Yours faithfully, ... (if you don't know the reader's name) or Yours sincerely, ... (if you know the reader's name).*

### Formal letter checklist

- Have you followed the plan? ☐
- Have you used appropriate language? ☐
- Have you checked for mistakes in grammar, spelling and punctuation? ☐
- Is your letter/email well organised? ☐



# Writing Reference

## Letter of application

When you write a letter of application,

- clearly state the reason for writing and refer to the job advertisement.
- provide information about qualifications, experience and say something about your personality.
- use formal language.

### Plan

#### Opening

Use a formal greeting.

*Dear Sir/Madam, / Dear Sir, / Dear Madam, / Dear Mr/Ms ...*

#### Paragraph 1

State your reason for writing, the job you are interested in and where you saw the job advertisement.

*I am writing in order to apply for the position of ... / I am interested in applying for the position of ... / I am writing regarding your advertisement ... / ... which I saw in ... / ... which was advertised in ...*

#### Paragraph 2

Give details about your qualifications and skills.

*I'm in my last year of ... / I'm finishing school ... / I have been learning ... / I'm fluent in ... / I have good ... skills. / My ... skills are very good.*

#### Paragraph 3

Give details about previous work experience.

*I have relevant experience ... / I worked as ... / My job involved ... / My duties were ...*

#### Paragraph 4

Describe yourself and state why you are suitable for the job.

*I have an outgoing personality. / I am hard-working/reliable/responsible/conscientious/punctual/a team player ... / I have people skills/I get on well with other people. / For these reasons, I believe I am suitable for the position. / I believe I am suitable (for the position) because ...*

#### Closing

Use a formal phrase for closing the letter.

*I look forward to hearing from you.*

*I look forward to receiving your reply.*

*I look forward to your reply.*

Sign off in an appropriate way.

*Yours faithfully, ...* (if you don't know the reader's name) or *Yours sincerely, ...* (if you know the reader's name).

### Email checklist

- Have you followed the plan? ☐
- Have you used appropriate language? ☐
- Have you checked for mistakes in grammar, spelling and punctuation? ☐
- Is your letter well organised? ☐



# Story

## When writing a story,

- spend a few minutes thinking about how you want your story to develop and make notes.
- make sure you include a clear beginning, middle and end.
- set the scene in the first paragraph and create a strong atmosphere.
- use narrative tenses such as the Past Simple and the Past Continuous.
- use phrases to sequence events clearly.
- remember to include adjectives and adverbs to add drama and suspense.

### Plan

#### Paragraph 1

Set the scene and introduce the main characters. Make the introduction sound interesting or dramatic. Use the sentence you are given in the task if necessary.

*I breathed a sigh of relief as I stepped out into the cold.*

#### Paragraph 2

Give background information about the characters and what is going on.

*Tom's palms were sweating when he walked out onto the stage.*

#### Paragraph 3

Describe the main events in order.

*At first, ... / Then, ... / The moment that ... / Meanwhile, ...*

#### Paragraph 4

Introduce a twist in the story (if appropriate).

*That was when ... / Soon after that ... / Suddenly, ... / Just then, ... / As soon as ...*

#### Paragraph 5

Bring the story to an end and say what the outcome was.

*Eventually, ... / We never went to that area again. / Sally didn't know why she panicked so much.*

## Story checklist

- Have you followed the plan? ☐
- Have you used appropriate language? ☐
- Have you checked for mistakes in grammar, spelling and punctuation? ☐
- Is your story well organised and interesting for the reader? ☐



# Writing Reference

## Article

When writing an article,

- think about who you're writing for and use a suitable style.
- write down your ideas and select the best ones.
- think of a title that will get your reader's attention.
- make sure each paragraph begins with a topic sentence.
- use direct and indirect questions as well as a variety of short and longer sentences to capture the reader's interest.
- put the main points of your article into the middle paragraphs.

### Plan

#### Title

Give your article an eye-catching title.

*Let's go global! / The world at your doorstep*

#### Paragraph 1

Get the attention of the reader and introduce the topic of your article.

*Have you ever wondered/asked yourself/thought about ...*

*Can you imagine ...?*

#### Paragraph 2

Give some basic information.

*To begin with, ... / Firstly, ...*

#### Paragraph 3

Add extra important information.

*Living abroad opens your mind and broadens your horizons.*

#### Paragraph 4

Give your personal feelings here. Say what you like or dislike.

*The best thing is ... / In my opinion, ... / As far as I'm concerned, ...*

#### Paragraph 5

Summarise and give your opinion. Talk about a future event (if appropriate).

*So, ... / We're all the same, yet we're different too. / Globalisation has affected your lifestyle whether you are aware of it or not.*

### Article checklist

- Have you followed the plan? ☐
- Have you used appropriate language? ☐
- Have you checked for mistakes in grammar, spelling and punctuation? ☐
- Is your article well organised and interesting for the reader? ☐



# Review

When writing a review,

- think of a suitable title for your review.
- try to catch the reader's attention in the first paragraph.
- remember to support your arguments with examples.
- remember to give your opinion in the last paragraph.

## Plan

### Paragraph 1

Introduce what you are reviewing.

*Try ... / Why not try ...? / If you like ... / ... is worth a try ...*

### Paragraph 2

Describe what you are reviewing. Give the reader an idea of what you are writing about.

*... set in ... / ... combines ... with ... / ... is ideal for ...*

*For example, ... / For instance, ...*

### Paragraph 3

Give further details about what you are reviewing.

*By the way, ... / That doesn't mean that, ... / On the other hand, ...*

*One example of this, ... / In this case, ...*

### Paragraph 4

End the review give your opinion.

*I highly recommend ... / I wouldn't recommend ... / ... should not be missed*

## Review checklist

- Have you followed the plan? ☐
- Have you used appropriate language? ☐
- Have you checked for mistakes in grammar, spelling and punctuation? ☐
- Is your review well organised and interesting for the reader? ☐



# Writing Reference

## Report

When writing a report,

- allow yourself time to plan what you will be including in your report.
- consider the advantages and disadvantages of each option.
- think of a suitable title for your report.
- remember to use headings to organise your report and make your ideas clearer.
- use formal language and long forms.

### Plan

**To:** Name of person you are writing to

**From:** Your name or another name

**Subject:** Subject of report

### Paragraph 1

Heading

Say why you are writing the report.

*The aim/purpose of this report is to present/recommend/review/examine ... / This is a report on ... / This report will present the findings of ... / It will also make suggestions/recommendations for ... / It will also suggest/recommend/discuss/analyse ...*

### Paragraph 2

Heading

Discuss the first point or option and evaluate it and/or make suggestions.

*The first option is/would be ... / This may be a good choice ... because ... / On the other hand, there may be some disadvantages.*

### Paragraph 3

Heading

Discuss the second point or option and evaluate it and/or make suggestions.

*An alternative possibility would be to ... / Alternatively, ... / However, ... / This option has several advantages/disadvantages ...*

### Paragraph 4

Heading

Bring the report to an end by summing up the suggestions made. Recommend one of the options or refer to future action.

*In conclusion, ... / To sum up, the main recommendations/suggestions are ... / As can be seen from this report, ... / For these reasons, I feel that the best option is ... /*

### Report checklist

- Have you followed the plan? ☐
- Have you used appropriate language? ☐
- Have you checked for mistakes in grammar, spelling and punctuation? ☐
- Is your report well organised? ☐



# Essay

## When writing an essay,

- think about the topic and your opinion on it.
- present the arguments for and against the topic in paragraphs 2 and 3.
- use examples to support the arguments you make.
- summarise your arguments and express your opinion in the last paragraph.
- use formal or semi-formal language.

### Plan

#### Paragraph 1

Introduce the topic.

*It is common for people to ... / Many people feel that ... / People sometimes argue that ... / Most people say that ...*

#### Paragraph 2

Present one side of the argument and give examples.

*Firstly, ... / On the one hand, ... / For example, ... / As a result, ... / Moreover, ...*

#### Paragraph 3

Present the other side of the argument and give examples.

*On the other hand, ... / Another concern is that ... / However, ... / Consequently, ... / For instance, ...*

#### Paragraph 4

Summarise your arguments and give your opinion.

*On the whole, ... / In conclusion, ... / To conclude, ... / To sum up, ... / I strongly believe that ...*

## Essay checklist

- Have you followed the plan? ☐
- Have you used appropriate language? ☐
- Have you checked for mistakes in grammar, spelling and punctuation? ☐
- Is your essay well organised? ☐



# Speaking Reference

## Linking words

I like watching films *and* music programmes.

I don't have much time, so I usually...  
I haven't travelled much, *but* I'd like to in the future.

I didn't do anything last weekend, *because* I had to ...

## Time expressions

First I have lunch, then do my homework and after that...

## Tenses

We usually finish school at five o'clock.  
If I could visit anywhere in the world, I'd go to...

I've been studying a lot recently, so I haven't done any travelling.

Last winter I went to... and...

## Managing a discussion

Which one shall we begin with?

How about starting with ...?

Shall we begin with ...?

How do you feel about ...?

What's your opinion about ...?

Let's move on to ...?

Shall we move on to ... now?

Let's move on to ...

## Weighing up advantages and disadvantages

In both photos there's / I can see ...

One thing they both have in common is ...

Another similarity between the photos is ...

They are both similar in that ...

In the first photo, there's ...

The main difference between the two photos is that ...

In the first photo there's a ... whereas in the second one ...

## Agreeing

Yes, you're (absolutely) right about ...

I couldn't agree more that ...

I agree entirely with you when you say ...

## Disagreeing

I don't think it's true that ...

I'm sorry, but I don't really agree that ...

I'm afraid I disagree with you about ...

## Partly agreeing

I agree with you up to a point about ...

I'm not entirely convinced that ...

## Involving your partner

So, what's your opinion about ...?

Do you agree with me?

How about you?

And you?

How do you feel about ...?

## Keeping the conversation going

So, what you're saying is ...

Do you really think so?

That's a good point, but ...

I see what you mean, but ...

Can I just say / add something ...?

## Justifying choices

I believe ... would(n't) be very popular because / as / since ...

The reason why I think this is ...

Most people would be attracted by ... because / as / since ...

Although ... might attract some people, ... would attract

even more people because / as / since ...

Not everyone enjoys ..., so I wouldn't suggest / choose ...

... is much more popular with ..., so let's choose ...

## Linking ideas

I think / don't think ... because

I'd say that ... because

If I had to choose, I'd ... because

I would / wouldn't like to ... because

This is why ...

For this reason ...

For example, in my area ...

Crimes such as vandalism aren't very ...

This is common ... but / although / so / because /

and ...

## Persuading and convincing

Don't you agree that ... would (not) help?

I see what you're saying, but wouldn't ... be a

better idea

since ...

Wouldn't ... be a bit impractical ...

Surely ... will have a greater impact on the

environment because ...

Yes, but if we ... then ...

Don't you think it would be better to ...

I really think ... would bring greater benefits / have the biggest impact as ...

## Providing advice

If I were you, I'd ...

It'd be better to ... because ...

If I were in your shoes / position, I'd ...

You could / should / ought to ...

How about + -ing ...?

Why don't you + bare infinitive ...?

... is more / less important than ..., so ...

## Requesting clarification

Sorry, could you say that again?

I'm sorry but could you repeat that please?

I'm not sure what we have to do ... could you ...?

Sorry, I don't understand / get what you're saying.

What I mean to say is ...

Basically, my idea is ...

In other words ...

So, you mean ...

So, what you're saying is ...

## Talking about holidays

go on safari / a cruise / a city break / a skiing

holiday / a beach holiday / an activity holiday /

a winter holiday

go camping / skiing / sightseeing / fishing /

hiking / touring

go by plane / ship / car / camper van / bike /

train / ferry boat / coach

be on board a plane / a ship / a cruise liner

see the sights

experience the local culture

mix with the locals

broaden your horizons

travel from place to place

go ashore / aboard

put up / pitch a tent

## Answering questions

You have to make an important decision

concerning ..., however, ...

It's difficult for me to decide ...

There are two options, first ..., and second, ...

The two options available to you are ... and ...

You have to choose between + -ing or + -ing.

You must decide whether to ... or to ...

The (dis)advantages of ... are that ...

... might be a good / bad idea

because ...

One benefit / drawback of ... is that ...



# Collocations & Expressions

apply cream to	(U12)	lose your appetite	(U12)
build a reputation	(U2)	make a profit	(U9)
build an empire	(U2)	make a recovery	(U12)
catch a cold	(U12)	night on the town	(U4)
do aerobics	(U6)	paint the town red	(U4)
do athletics	(U6)	play a joke on	(U2)
do business	(U2)	play a role	(U2)
do gymnastics	(U6)	play basketball	(U6)
do you good	(U2)	play cards	(U6)
fill a prescription	(U12)	save money	(U2)
get rich	(U9)	save space	(U2)
get the sack	(U9)	skip breakfast	(U12)
ghost town	(U4)	take the day off	(U9)
go jogging	(U6)	take the initiative	(U9)
go sailing	(U6)	take your temperature	
go windsurfing	(U6)	talk of the town	(U4)
home town	(U4)	town hall	(U4)
lay the table	(U12)		



# Prepositions

(be) connect <b>to</b>	(U1)	lead <b>to</b>	(U1)
(be) responsible <b>for</b>	(U1)	object <b>to</b>	(U8)
(be) <b>under</b> pressure	(U3)	<b>on</b> a cruise	(U11)
(come) <b>at</b> a price	(U3)	<b>on</b> all accounts	(U3)
(speak) <b>on</b> someone's behalf	(U3)	<b>on</b> an island	(U11)
accuse somebody <b>of</b> a crime	(U7)	<b>on</b> foot	(U11)
<b>against</b> the law	(U7)	pessimistic <b>about</b>	(U8)
<b>at</b> sea	(U11)	protection <b>from</b>	(U8)
aware <b>of</b>	(U8)	release <b>from</b> prison	(U7)
<b>behind</b> the scenes	(U3)	rely <b>on</b>	(U8)
<b>by</b> air	(U11)	respect <b>for</b>	(U8)
concentrate <b>on</b>	(U1)	respond <b>to</b>	(U1)
cope <b>with</b>	(U8)	result <b>of</b>	(U8)
discourage <b>from</b>	(U8)	rise <b>in</b>	(U8)
effect <b>of</b>	(U8)	safe <b>from</b>	(U8)
exposed <b>to</b>	(U8)	satisfied <b>with</b>	(U8)
focus <b>on</b>	(U1)	search <b>for</b>	(U8)
hidden <b>from</b> sight	(U7)	sentence <b>to</b>	(U7)
<b>in</b> agony	(U12)	threat <b>to</b>	(U8)
<b>in</b> bad shape	(U12)	<b>to</b> one's astonishment	(U3)
<b>in</b> line	(U11)	<b>under</b> arrest	(U7)
<b>in</b> public/private	(U3)	<b>under</b> the weather	(U12)
<b>in</b> search of	(U11)	<b>up</b> and about	(U12)
<b>in</b> self-defence	(U7)	victim <b>of</b>	(U8)
keen <b>on</b>	(U8)	<b>within</b> walking distance	(U11)
lead a life <b>of</b> crime	(U7)	<b>without</b> a doubt	(U3)



# Phrasal verbs

beaver away	= work very hard	(U8)
block out	= stop something from coming in	(U8)
blow over	= go away without a serious effect	(U8)
book into	= arrange for a room in a hotel	(U11)
bottle up	= not express your feelings	(U1)
breeze through	= pass easily, succeed	(U10)
brush up	= improve a skill quickly	(U10)
burst into (flames)	= start burning suddenly and strongly	(U8)
burst into	= show sudden emotion	(U1)
call back	= phone later	(U2)
call for	= require	(U2)
call in	= to ask for the services of somebody	(U2)
call off	= cancel	(U2)
call on	= formally invite or ask somebody to speak	(U2)
call out	= read aloud	(U2)
call round	= visit	(U2)
call up	= phone	(U2)
calm down	= stop being angry or excited	(U1)
catch on	= become popular	
check in	= arrive and register at a hotel or airport	(U11)
check out	= pay your bill and leave a hotel	(U11)
cheer up	= feel better	(U1)
chicken out	= be too scared to do something	(U1)
clam up	= refuse to speak especially when asked about something	(U8)
come down with	= get an illness	(U12)
come in for	= get bad reviews or be criticised	(U3)
come round	= become conscious	(U12)
do away with	= kill	(U7)
drop out	= quit a course	(U10)
feel up to	= think you are capable of doing something	(U6)
fight off	= resist an illness	(U12)
figure out	= understand something	(U10)
fill in	= complete an application form	(U9)
fish for	= try to find out something	(U8)
freak out	= suddenly feel shocked or become angry	(U1)
freeze over	= turn into ice	(U8)
get away with	= not get caught for doing something wrong	(U7)
get away	= go on holiday or for a short break	(U4)
get over	= recover from an illness	(U12)
get together	= meet your friends	(U6)
give yourself up	= surrender to the police	(U7)
go around	= circulate	(U3)
go over	= look at something, revise	(U10)
hack into	= illegally enter a computer system	(U5)
hand in	= submit homework	(U10)
hang out	= spend time socially	(U4)
hold down	= keep a job	(U9)
hook up to	= connect to a machine	(U5)
horse around	= play or behave in a silly and noisy way	(U8)



# Phrasal verbs

keep up	= continue	(U9)
live up to	= meet expectations or standards	(U3)
look down on	= think you are better than someone else	(U3)
look up	= find something in a list	(U10)
make for	= go towards a place	(U11)
move into	= start living in a place	(U4)
move on	= start something new	(U9)
move out	= leave a place you live in	(U4)
own up	= confess	(U7)
pass out	= faint	(U12)
pick up	= learn quickly	(U10)
pig out	= eat a lot	(U8)
plug in	= connect a machine to an electricity supply	(U5)
put away	= put somebody in prison	(U7)
rat on	= not do something you promised to do	(U8)
run into	= meet someone by accident	(U6)
see off	= go to the airport with someone to say goodbye	(U11)
see through	= realise somebody is lying	(U7)
set off	= cause an alarm to ring	(U5)
set off	= start a journey	(U11)
settle down	= start living a fixed and routine life	(U4)
show up	= arrive somewhere or attend an event	(U6)
shut down	= turn a computer off	(U5)
sit around	= stay home being lazy	(U6)
sit back	= sit comfortably on something	(U6)
sleep in	= get out of bed later than usual	(U6)
start out	= begin a career in a certain way	(U3)
switch on	= turn a machine on	(U5)
take on	= employ staff	(U9)
turn down	= reject (an invitation)	(U6)
wear away	= become gradually smaller or smoother	(U8)
wipe out	= become extinct	(U8)
worm something out of someone	= make someone tell you something	(U8)



**Close-up B2****Student's Book, Second Edition**

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# Close-up



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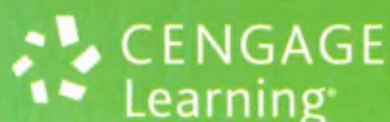
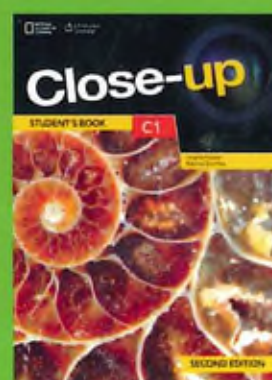
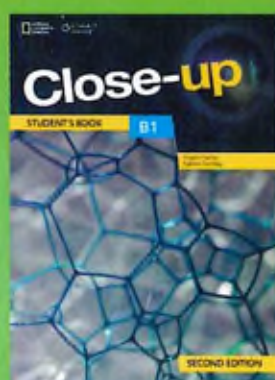
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