

# INTERMEDIATE coursebook

Lindsay Clandfield & Rebecca Robb Benne

with additional material by Amanda Jeffries

# global

HRH The Duke of  
Edinburgh ESU  
English Language  
Book Award 2010  
Winner

  
MACMILLAN

 BRITISH  
COUNCIL  
Presented by  
British Council

global

INTERMEDIATE  
coursebook

Lindsay Clandfield

Rebecca Robb Benne

with additional material by Amanda Jeffries

  
MACMILLAN

# About Global

**Lindsay Clandfield** is a teacher, teacher educator and lead author of Global. He was born in England, grew up in Canada, taught at a university in Mexico, lives in Spain and has trained teachers from around the world. He is also the creator of the popular blog **Six Things** ([www.sixthings.net](http://www.sixthings.net)), a collection of lists about ELT.



**Rebecca Robb Benne** is a freelance teacher and materials writer based in Denmark. She has taught English, French and German in the UK, Germany and Denmark.

## Six quotes that inspired Global

True education means fostering the ability to be interested in something.

Sumio Iijima, Japanese physicist

It is books that are the key to the wide world; if you can't do anything else, read all that you can.

Jane Hamilton, American author

The English language is nobody's special property. It is the property of the imagination ...

Derek Walcott, Caribbean poet

The important thing is not to stop questioning.

Albert Einstein, German-American physicist

The mind is not a vessel to be filled, but a fire to be kindled.

Plutarch, Greek historian

If you are going to write another coursebook for the English language, please try to do something a bit different.

An English teacher who wishes to remain anonymous

### Global Intermediate

### by numbers:

10 units    160 pages    10 extracts  
from famous novels    46 vocabulary sections  
37 explanations of English grammar    10 functional  
English lessons    15 accents from around the  
world in Global voices    200 audio clips  
30 video clips    150 interactive activities  
100s of curious and  
interesting facts

# Content highlights

## 1 Language & Culture

Greetings *The Hobbit* by JRR Tolkien A special kind of English ...  
Capitals of culture Towards a definition of culture



## 2

### Lives & Legends

Ghostwriting *White Teeth* by Zadie Smith *Hansel and Gretel* Grimms' Fairy Tales Three legendary places

## 8 Lost & Found

*Life of Pi* by Yann Martel The Voyager Golden Record Top five inventions and discoveries made by accident Finding treasure



## 7 Supply & Demand

A good swap Trash or treasure? Tulipmania Maslov's theory of human motivation Three men on a desert island

## 3 Hot & Cold

Desert survival Endless energy? Coming in from the cold ... four Alaskan bloggers Weather ups and downs



## 9

### Love & Hate

The relationship between the French and the English *A Short History of Tractors in Ukrainian* by Marina Lewycka 1984 by George Orwell Classic sporting rivalries

## 4 Friends & Strangers

A creative friendship: Pablo Picasso and Henri Matisse *Guardians of the Kingdom* by Tom Gauld *Strangers on a Train* Average man

## 10 Beginnings & Endings

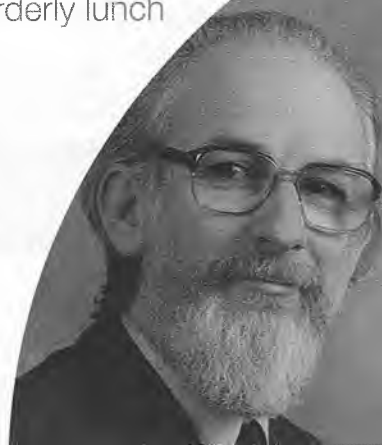
Great opening lines Birthday traditions *Death in sixteenth-century England* Unhappy endings: the wives of Henry VIII Famous farewells

## 5 Law & Order

Asimov's Laws of Robotics Laws of bureaucracy *I'm a Teacher, Get Me Out of Here* by Francis Gilbert An orderly lunch

## 6 Seen & Heard

Famous doctored photos Optical illusions *Overheard in New York* Surveillance methods



## Global English

by **David Crystal**

page 15 A world full of Englishes

page 39 Caribbean English

page 63 Legal protection for languages

page 87 A Global language for business

page 111 Strong language



# Contents

	Grammar	Reading texts	Listening texts	Vocabulary	Speaking and Pronunciation	
UNIT 1	<b>Language</b> page 6	State and action verbs (p6) Present simple and present continuous (p9)	<i>The Hobbit</i> (p7)	Greetings (p6) English for a specific purpose (p8)	Greetings (p6) English for specific purposes (p8)	(P) Intonation and different meanings (p7) Fantasy stories and films (p7) (P) Word stress (p8) Languages (p9)
	<b>Culture</b> page 10	Questions (p11) Subject/Object questions (p12)	Towards a definition of culture (p13)	Capitals of Culture (p10)	Collocations for describing places (p11) EV look (p10)	(P) Word stress (p11) Nominating a town (p11) Culture quiz (p12) Towards a definition of culture (p13)
		<b>Function globally: Making recommendations</b> (p14) <b>Global English: A world full of Englishes</b> (p15)			<b>Writing: Culture quiz</b> <b>A report</b>	(p13) (p14) (p15)
				<b>Study skills: Understanding your learning style</b>	(p15)	
UNIT 2	<b>Lives</b> page 18	Past simple and past continuous (p19) Past simple and past perfect (p21)	<i>White Teeth</i> (p21)	An interview with a ghostwriter (p18)	-ing and -ed adjectives (p19) Relationships (p20)	Ghostwriting (p18) (P) Word stress (p19) (P) Weak forms (p21)
	<b>Legends</b> Page 22	Modifiers (p22) used to & would (p25)	Grimms' fairy tales (p23) Legendary places -- modern meanings (p25)	A fairy tale (p22)	Extreme adjectives, word stress (p23) Prepositions (p24) EV Ways of talking about meaning (p24)	A fairy tale (p22) (P) Word stress (p23) Grimms' fairy tales (p23)
		<b>Function globally: Generalising and giving examples</b> (p26) <b>Global voices: An important influence</b> (p27)			<b>Writing: Ghostwriting a partner's experience</b> <b>A mini saga</b> <b>A narrative</b>	(p26) (p27) (p28) (p29) (p30)
				<b>Study skills: Improving your reading skills</b>	(p30)	
UNIT 3	<b>Hot</b> Page 30	Future forms: plans & intentions (p31) will / be going to for predictions (p33)	Endless energy? (p33)	A desert survival expert (p30) Energy sources (p32)	Materials (p31) Energy (p32) EV Words that go with problem (p32)	Talking about a photo from different points of view (p30) Planning a trip (p31)
	<b>Cold</b> page 34	so & such (p34) Real conditionals (p37)	Coming in from the cold (p35) Weather ups and downs (p37)	In a department store (p36)	cold (metaphor) p35 Words to describe statistics (p36)	Talking about the cold (p34) (P) Intonation (p36)
		<b>Function globally: Requests and offers</b> (p38) <b>Global English: Caribbean English</b> (p39)			<b>Writing: An online comment: giving opinions</b> <b>A list poem</b> <b>A formal letter</b>	(p38) (p39) (p40) (p41) (p42)
				<b>Study skills: Writing a learner diary</b>	(p42)	
UNIT 4	<b>Friends</b> page 42	Present perfect and past simple (p42) Present perfect with yet & already (p44)	A creative friendship (p43) <i>Guardians of the Kingdom</i> (p45)		Adjective suffixes: -ive, -ful, -ous (p43) Expressions with what (p44)	(P) Contrastive stress (p42) (P) Word stress (p43) Telling a friend your news (p45)
	<b>Strangers</b> page 46	Modals of deduction (p47) somebody, anybody, nobody, everybody (p49)	<i>Strangers on a Train</i> (p46) Average UK Man (p49)	<i>Strangers on a Train</i> (p46) Who is Average Man? (p48)	Crime (p46) EV stranger and foreigner (p47) usual and unusual (p48)	Making predictions about a film (p47) usual and unusual (p48) The class Average Man or Woman (p49)
		<b>Function globally: Starting a conversation</b> (p50) <b>Global voices: A good friend</b> (p51)			<b>Writing: Giving your news</b> <b>Study skills: Working with mistakes</b>	(p50) (p51) (p52) (p53)
UNIT 5	<b>Law</b> page 54	Modals of obligation and permission (p55) Past modals of obligation (p57)	Asimov's laws of robotics (p54)	Laws of bureaucracy (p56)	EV -ics and -ology (p54) Government Collocations (p56)	Government (p56) Bureaucratic situations (p57)
	<b>Order</b> page 58	Present perfect simple and continuous, for & since (p59) Separable phrasal verbs (p61)	<i>I'm a Teacher, Get Me Out of Here!</i> (p59)	An orderly lunch (p60)	Education compound nouns (p58) EV control (p58) Order in the kitchen, phrasal verbs with up (p60)	(P) Education compound nouns (p58) Order in the kitchen, phrasal verbs with up (p60) (P) Phrasal verbs, sentence stress (p61)
		<b>Function globally: Giving advice and warnings</b> (p62) <b>Global English: Legal protection for languages</b> (p63)			<b>Writing: Cartoon captions</b> <b>My school years</b> <b>Giving instructions</b>	(p62) (p63) (p64) (p65)
				<b>Study skills: Using your dictionary: phrasal verbs</b>	(p65)	

	Grammar	Reading texts	Listening texts	Vocabulary	Speaking and Pronunciation
--	---------	---------------	-----------------	------------	----------------------------

UNIT 6

**Seen**  
page 66

Passive voice (p67)  
Articles (p69)

Now you see it ... now you don't! (p67)  
Optical illusions (p68)

Optical illusions (p68)

take (p66)  
Colours and shapes (p69)

Photography (p66)  
Ⓟ the (p69)  
Colours and shapes (p69)

**Heard**  
page 70

Reported statements and questions (p71)  
Reported requests and commands (p73)

Overheard in New York (p71)

Ways of speaking (p70)  
What did she say? (p71)  
An interview about the Stasi (p73)

Ways of speaking (p70)  
EV listen and hear (p70)  
Electronic equipment (p72)

What did she say? (p71)  
Describing equipment (p72)

**Function globally:** Asking for and giving opinions (p74)  
**Global voices:** Good news (p75)

**Writing:** A description of a place (p76)  
**Study skills:** Developing fluency in speaking (p77)

UNIT 7

**Supply**  
page 78

Defining relative clauses (p78)  
Non-defining relative clauses (p81)

A good swap / Trash or treasure (p79)

Tulipmania (p80)

Inexact numbers (p79)  
EV -mania (p80)  
Wordbuilding: trade (p81)

Bartering (p79)  
The best way to make money (p80)  
Ⓟ Word stress (p81)

**Demand**  
page 82

Countable & uncountable nouns (p83)  
wish (p85)

Meeting our demands (p83)

Three men on a desert island (p84)

Abstract nouns (p82)  
EV Other ways of saying funny (p84)

Something you were motivated to do (p83)  
Ⓟ The letter I (p85)  
Jokes (p85)

**Function globally:** Making formal phone calls (p86)  
**Global English:** A global language for business (p87)

**Writing:** Describing objects for an auction (p78)  
Giving your opinion (p88)  
**Study skills:** Learning word families (p89)

UNIT 8

**Lost**  
page 90

would (p91)  
Second conditional (p93)

Life of Pi (p90)  
Lost in space (p92)

Sending objects into space (p93)

Expressions with lose & lost (p91)

Describing a picture (p90)  
A guessing game (p93)

**Found**  
page 94

Third conditional (p94)  
Past modals of deduction (p97)

Top five inventions and discoveries made by accident (p95)  
Finding treasure (p96)

Bulgaria's Thracian treasures (p96)

Expressions with make & do (p94)  
EV With or without a plan (p94)  
Treasure (p97)

Ⓟ Intonation (p95)  
Finding treasure (p96)  
Speculating about treasures (p97)

**Function globally:** Expressing sympathy (p98)  
**Global voices:** Lost and found (p99)

**Writing:** How would your life have been different? An essay (p95)  
**Study skills:** Using your dictionary: learning fixed expressions (p101)

UNIT 9

**Love**  
page 102

Verbs followed by -ing and infinitive with to (p103)  
Comparatives and superlatives (p104)

A Short History of Tractors in Ukrainian (p105)

The relationship between the English and the French (p103)

Stereotypes (p102)  
EV I mean (p105)  
Love (p105)

English and French satirical images (p102)  
Ⓟ Word stress (p102)  
A Short History of Tractors in Ukrainian (p104)

**Hate**  
page 106

Verbs followed by prepositions (p106)

Room 101 (p107)  
Classic sporting rivalries (p109)

Sports (p108)

Ⓟ Sentence stress and meaning (p106)  
Categories (p107)  
Sports (p108)

**Function globally:** Giving and accepting compliments (p110)  
**Global English:** Strong language (p111)

**Writing:** Expanding sentences An informal email (p109)  
**Study skills:** Improving your listening skills (p113)

UNIT 10

**Beginnings**  
page 114

Verb form review (p117)

Great opening lines (p115)  
Birthday customs (p116)

Descriptions of novels (p114)

EV Beginnings and endings (p114)  
Books and reading (p115)  
Celebrations (p116)

Ⓟ Silent letters (p114)  
Reading questionnaire (p115)  
Birthday customs (p116)  
Verb form review (p117)

**Endings**  
page 118

Reflexive pronouns (p118)

Unhappy endings: the wives of Henry VIII (p119)  
Famous farewells (p121)

Death in 16<sup>th</sup> century England (p118)

Death (p118)  
EV farewell (p120)  
Leaving (p120)

A presentation (p119)

**Function globally:** Saying goodbye (p122)  
**Global voices:** A favourite film (p123)

**Writing:** A thank-you letter (p117)  
A farewell email or speech (p121)  
A speech (p124)  
**Study skills:** Using your dictionary: exploring synonyms (p125)

**Communication activities:**  
Student A (p126) Student B (p128)

**Additional material** (p130)

**Grammar focus** (p132)

**Audioscript** (p152)

— Extend your vocabulary Ⓟ — Pronunciation

## Part 1

Listening & Vocabulary

Greetings

Reading

*The Hobbit*

Pronunciation

Intonation and different meanings

Grammar

State & action verbs, present tenses

Speaking

Fantasy stories and films



## Listening and Vocabulary

**1** How many different ways can you say *Hello* in English? Make a list.

**2** 1.01 Listen to four situations where people are greeting each other. For each situation answer the questions.

- 1 Is it a formal or informal situation?
- 2 Do the people know each other?
- 3 Where could they be?

**3** Listen again. Write all the greetings you hear and put them in two categories: formal and informal. Then answer the questions.

- 1 How many of these expressions are in your list from exercise 1?
- 2 Which expressions are longer – the formal or informal? Which expressions use contractions?
- 3 What does this tell you about formal and informal expressions in English?

## Reading

**1** Read the information about *The Hobbit* and JRR Tolkien on page 7. Have you heard about his books before?

**2** 1.02 Read and listen to an extract from *The Hobbit*. Then answer the questions.

- 1 What are they talking about?
- 2 Who wants to finish the conversation?

**3** Read the text again and look at the sentences. Which ones are *not* mentioned as possible meanings of *Good morning*?

- 1 The weather is good this morning.
- 2 I don't like mornings.
- 3 I hope you have a good morning.
- 4 If I like it or not, it's a good morning.
- 5 I feel good this morning.
- 6 We should be good (well-behaved) this morning.
- 7 I don't want to talk to you anymore.
- 8 I don't feel well this morning.

## Pronunciation

**1** 1.03 Listen to four people saying *Good morning*. Decide if they sound friendly or unfriendly.

**2** Listen again and repeat. Copy the intonation.

**3** Work in pairs. Try saying phrases 1–5 in these different ways.

- with neutral intonation
- polite and friendly
- rude and unfriendly

- 1 I'm sorry, I don't understand.
- 2 Thank you very much.
- 3 It doesn't matter.
- 4 Would you like something to drink?
- 5 Nice to meet you.

## Grammar

**1** Look at these pairs of sentences. Which sentence in each pair is correct? Can you explain why?

- 1 a What do you mean?  
b What are you meaning?
- 2 a We aren't wanting any adventures here.  
b We don't want any adventures here.

*The sun shines there every day. The sun is shining today.*

*What do you mean? What are you meaning?*

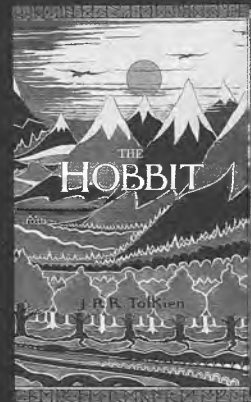
- we use action verbs to describe things that happen. Action verbs are used in the present simple or the present continuous
- we use state verbs to describe states like being, possessing, feeling and thinking. State verbs aren't usually used with the present continuous
- some common state verbs are: *agree, appear, be, believe, belong, contain, like, feel, fit, forget, have, hate, last, love, matter, mean, need, own, prefer, realise, remember, seem, understand, want*

**The  
Hobbit (1937)**

was originally a story for the author JRR Tolkien's children. It tells the story of Bilbo Baggins, a 'hobbit' (a mythical smaller relative of man) and his adventures in the world of Middle Earth. This extract describes the first meeting between Bilbo and the mysterious wizard Gandalf.

# The Hobbit

'Good morning!' said Bilbo, and he meant it. The sun was shining, and the grass was very green. But Gandalf looked at him from under long bushy eyebrows that stuck out from under his big hat.



'What do you mean?' he said. 'Do you wish me a good morning, or mean that it is a good morning whether I want it or not; or that you feel good this morning; or that it is a morning to be good on?'

'All of them at once,' said Bilbo.

■ ■ ■

The old man did not move. He leaned on his stick and gazed at the hobbit without saying anything, till Bilbo got quite uncomfortable and even a little cross.

'Good morning!' he said at last. 'We don't want any adventures here, thank you! You might try over The Hill or across The Water.' By this he meant that the conversation was at an end.

'What a lot of things you use *Good Morning* for!' said Gandalf. 'Now you mean you want to get rid of me, and that it won't be good till I move off.'

2 Read the information about *The Hobbit*. Decide if the underlined verb forms are correct or incorrect. Then correct the mistakes.

Every year many school students in English-speaking countries read *The Hobbit*, and some teachers are believing that it is good preparation for reading more difficult works by authors like Dickens or Shakespeare.

The story of the Hobbit is timeless. People are understanding the themes today just as they did in 1937.

Some people are feeling that the story is sexist, as there are no strong female characters. Others disagree. They say that both boys and girls are liking it.

Because so many people love the book, the original editions are now selling for lots of money at auctions. In 2008 a first edition of the book sold for £60,000.

JRR Tolkien died in 1973, but new versions of his books are coming out all the time.

**G Grammar focus** – explanation & more practice of state & action verbs on page 132

## Speaking

Work in pairs and ask each other the questions.

- Do you like fantasy stories or films?
- Have you seen any of *The Lord of the Rings* films? What did you like about them?
- Have you read *The Hobbit*? Would you like to?

### Glossary

**at last** (*phrase*) – finally

**at once** (*phrase*) – at the same time

**cross** (*adjective*) – angry

**gaze** (*verb*) – to look at someone or something for a long time

**get rid of** (*phrase*) – to make someone go away because they are annoying

**move off** (*phrasal verb*) – go away

**till** (*conjunction*) – until



JRR Tolkien (1892–1973) was an English writer and teacher of language and literature at the University of Oxford. He is most famous for his works *The Hobbit* and *The Lord of the Rings*, which have sold more than 50 million copies and are published in 30 languages. These books started a whole new period of fantasy writing in English.





## Part 2

Vocabulary & Pronunciation

English for specific purposes, word stress

Listening

English for a specific purpose

Grammar

Present simple & present continuous

Speaking

Languages

## Vocabulary and Pronunciation

1 Work in pairs and ask each other the questions.

- Do you (or did you) use English at work? If so, what for?
- Is English used in your country in any particular jobs?

### Useful phrases

- I use English at work to ...
- I sometimes / often use English because ...
- People who work as / in ... use English to ...

2 Match jobs 1–6 to the pictures. Then match the jobs to the types of English spoken a–f.

- |            |              |
|------------|--------------|
| 1 chemist  | a medical    |
| 2 engineer | b legal      |
| 3 pilot    | c scientific |
| 4 lawyer   | d aviation   |
| 5 manager  | e business   |
| 6 doctor   | f technical  |

3 1.04 Listen to words a–f from exercise 2. Underline the stressed syllable in each word. Then listen again and repeat.



Henry Emery is an English teacher and teacher trainer. He is co-author of a coursebook and co-director of a language consultancy.



## Listening

1 1.05 You are going to listen to an interview with Henry Emery, who teaches a specific kind of English. Listen to an example of this English. Which type of English is it?

2 Match the words in the box to definitions 1–4.

- air traffic control officer    emergency  
engine    safety

- 1 an unexpected and dangerous situation
- 2 the part of the plane that makes it move
- 3 a person who organises the movement of planes
- 4 being safe and protected from danger

3 1.06 Listen to the interview with Henry Emery. Tick the correct statement.

- a Aviation English is only spoken by pilots and air traffic control officers.
- b Pilots and air traffic control officers don't speak normal English.
- c Pilots and air traffic control officers need to speak aviation English and normal English.

4 Listen again. Are the sentences true (T) or false (F)?

- 1 There is only one type of aviation English.
- 2 The popularity of English aviation classes is growing.
- 3 Aviation English helps people communicate safely.
- 4 Aviation English is the same as normal English but with some specialist vocabulary.
- 5 Pilots use a set of standard phrases.
- 6 Pilots and air traffic control officers need to have good pronunciation.
- 7 Aviation professionals communicate with people who speak many different languages.

5 What facts did you think were most interesting in the interview?

## Grammar

1 Look at the example sentences and complete the rules with *present simple* or *present continuous*.

*I always **speak** English in meetings.*  
*I'm **learning** Aviation English at the moment.*  
*I **need** to use technical English at work.*

- we use the \_\_\_\_\_ to talk about habits and routines, and about things that are always true
- we use the \_\_\_\_\_ to talk about things that are happening now and about temporary and changing situations
- we don't usually use the \_\_\_\_\_ with state verbs

2 Find examples for the three rules in the audioscript of the interview on page 152.

3 Complete the text with the present simple or present continuous form of the verb in brackets.

## Machine translation

People \_\_\_\_\_ (*communicate*) using language. But at the moment the world \_\_\_\_\_ (*have*) about 6,900 languages: this \_\_\_\_\_ (*mean*) that language often \_\_\_\_\_ (*prevent*) communication. To solve this problem online, more and more people \_\_\_\_\_ (*start*) to use machine translation. Some people \_\_\_\_\_ (*use*) machine translation to read websites in a foreign language. Others \_\_\_\_\_ (*translate*) instant messages in order to talk to people whose language they \_\_\_\_\_ (*not understand*). In the past machine translation was unreliable but translation software \_\_\_\_\_ (*get*) better all the time and at present many companies \_\_\_\_\_ (*develop*) efficient portable translators.

4 Look at these situations. What would you say? Use the verb in brackets.

A friend phones and interrupts your dinner preparation. (*cook*)

*Sorry, I can't talk now, I'm cooking dinner.*

- 1 A friend asks you what sort of computer you have. (*use*)
- 2 You are on the train to work when a colleague phones. (*sit*)
- 3 You have rented a flat for six months. An old friend wants to know where you have moved to. (*live*)
- 4 You are at a meeting. Somebody asks you if you drink tea or coffee. (*prefer*)
- 5 A friend asks how often you do sport. (*go/do/play*)

**G** Grammar focus – explanation & more practice of present simple & present continuous on page 132

## Speaking

1 Work in pairs. Look at this list of the ten most spoken languages. Which do you think are the top five? Put them in order. Then check your answers on page 130.

Russian Hindi Arabic English German  
Chinese Japanese Bengali Spanish Portuguese

2 Work in pairs and ask each other the questions.

- Which languages do you speak? How well do you speak them?
- What other languages do people speak in your country?
- What languages are you learning now or planning to learn in the future? Why?

## Useful phrases

- I speak ... (and ...) as a first / foreign language.
- I'm a native speaker of ...
- I speak ... quite well / fluently.
- I can read ...
- I can get by in ... / I speak a few words of ...
- At the moment I'm learning ...
- When learning a language, ... is really important for me.

## Part 3

Listening

Capitals of Culture

Grammar

Questions review

Vocabulary &  
PronunciationCollocations for  
describing places,  
word stress

Speaking


Nominating a town

## Listening

1 Do you know what a Capital of Culture is? Read the introduction and then discuss the questions below with a partner.

Every year, cities in Europe, the Americas and the Arab world are chosen to be 'Capitals of Culture'. Each city puts on a year-long programme of cultural events in order to attract visitors and bring different cultures together.

Does your country belong to a Capital of Culture programme? If so, do you know what places have been or are going to be Capitals of Culture?

2  1.07-1.08 Listen to interviews about two Capitals of Culture: Sibiu, Romania and Brasilia, Brazil. For which city did becoming a Capital of Culture have the greater effect?

3 Work in pairs and answer the questions. Then listen again and check.

Which city ...

- 1 was modernised?
- 2 has the shape of a bird?
- 3 had a lot fewer visitors in the past?
- 4 has many buildings by the same architect?
- 5 attracts business people?
- 6 has belonged to different countries?

4 Work in pairs. Look at the pictures. Which of the two places would you prefer to visit? Why?

Extend your vocabulary -  
look

If you *look at* something, you move your eyes so you can see it.

If you *look after* something, you take care of it.

If you *look for* something, you try to find it.

If you *look around* somewhere, you see what is there.

If you *look up* something, you try and find it in a book, a list or using a computer.

Match the verbs above to the correct group of words.

- 1 \_\_\_\_\_ your keys, a lost dog, a job
- 2 \_\_\_\_\_ a word, bus times, a telephone number
- 3 \_\_\_\_\_ a painting, a view, a computer screen
- 4 \_\_\_\_\_ a child, the planet, a pet
- 5 \_\_\_\_\_ a museum, a new house, a foreign city

Brasilia, Brazil



Sibiu, Romania



## Grammar

1 Put the words in the correct order to make questions from the interview about Sibiu.

- 1 you / us / can / about the city / tell ?
- 2 like / what / that year / was ?
- 3 change / did / how / the city / the year ?
- 4 in a normal year / Sibiu / visitors / does / how many / have ?
- 5 since 2007 / increased / the number of tourists / has ?

2 Read the rules and match them to questions from exercise 1.


- in questions with *be* the verb goes before the subject
- in present simple or past simple questions the auxiliary verb *do/did* goes before the subject
- questions with modals, questions in the present or past continuous, present perfect or past perfect start with the auxiliary verb (*can, will, is, was, has, etc*)

3 Complete the questions for the interview about Amman, Jordan.

- 1 \_\_\_\_\_ ?  
Yes, it's a very old city – about 9,000 years old.
- 2 How many \_\_\_\_\_ ?  
Amman has over one million inhabitants.
- 3 What \_\_\_\_\_ ?  
Tourists can visit the old town. There are also some beautiful mosques.
- 4 When \_\_\_\_\_ ?  
It was Arab Capital of Culture in 2002.
- 5 What kind of \_\_\_\_\_ ?  
They organised cultural events such as poetry readings, concerts and lectures.

**G** Grammar focus – explanation & more practice of questions on page 132

## Vocabulary and Pronunciation

1  1.09 Match words 1–6 to a–f to make common phrases from the interviews about Sibiu and Brasilia. Then listen and check.

- |                 |                |
|-----------------|----------------|
| 1 international | a boutiques    |
| 2 ancient       | b events       |
| 3 tourist       | c monuments    |
| 4 designer      | d architecture |
| 5 cultural      | e airport      |
| 6 modern        | f attractions  |

2 Listen again. Is the stress on the first or second word? Then listen again and repeat.

3 Which of the phrases in exercise 1 were mentioned in connection with Sibiu and which in connection with Brasilia?

4 Work in pairs. Discuss which of the things in exercise 1 interest you when you visit a new town or city. What else is important to you?

## Speaking

1 You're going to nominate a town that you know well as a Capital of Culture. First make some notes.

- Where is the town? How many inhabitants does it have?
- Can you say something about the town's history and architecture?
- What are the most popular tourist attractions and cultural events?

2 Work in pairs, if possible with a partner who has chosen a different town. A: tell your partner about your town. B: listen to your partner. Ask three questions to find out more. Then swap roles.



Amman, Jordan

## Useful phrases

- I'd like to tell you about ...
- It's in the north / east / centre of ...
- ... is famous for its architecture / restaurants / views / music scene.
- Does the town have a ...?
- Can you fly to ...?
- When was ...?

3 Decide whether your nomination or your partner's should be chosen. Then choose one Capital of Culture for the whole class.



## Part 4

Reading & Speaking

Towards a definition of culture

Grammar

Subject / Object questions

Writing & Speaking

Culture quiz



## Reading and Speaking

1 Work in pairs. How could you finish this sentence?

Culture is ...

2 Read *Towards a definition of culture*. Is your definition in the text?

3 Complete the text with these sentences.

There is one extra sentence you do not need.

- Everyone knows what it is, but explains it in different ways.
- It is harder to say exactly what these are as they are often changing.
- The United States and Britain today are multicultural; they have lots of different cultures.
- One thing we can all agree on is that culture is about being unique and different.
- People think this kind of information is valuable and important.
- These tests contain many questions about the country's 'Culture'.

4 These questions are adapted from a citizenship test for Australians. Using the information in the text, categorise the questions into those about 'culture with a capital C' and those about 'culture with a small c'.

- What does the word *Australia* mean?
- What happened on 25 April 1915 in Gallipoli, Turkey and why is this important to Australians?
- Which European explorer arrived in Australia first?
- What do Australians like doing in their free time?
- What colour is the Australian flag?
- Who designed the Sydney Opera House?
- Do Australians kiss or shake hands when they meet each other?
- Where did many of the early Australian settlers come from?
- What is Uluru?

5 Which kind of culture do you think is more important to learn about, culture with a capital C or culture with a small c?

## Grammar

object                      subject  
*What do Americans do in their free time?*  
 subject                      object  
*Who wrote Hamlet?*

- when a question word is the object of a present simple or past simple question, use *do/does* or *did*
- when a question word is the subject of a present simple or past simple question, don't use *do/does* or *did*

1 Look at the questions in Reading and Speaking exercise 4. Can you find three examples of subject questions?

2 Look at these other facts about Australia. Make questions for the facts, beginning with the words in italics.

- The most popular sports Australians watch on television are Australian football and cricket.  
*What sports ...?*
- The Aborigines lived in Australia before European settlers arrived. There is still a large Aborigine population.  
*Who ...?*
- On 26 January Australians celebrate Australia Day, the national holiday.  
*What ...?*
- There are six states and two territories in Australia.  
*How ...?*
- Barbecues are very popular. A barbecue is a meal cooked outside.  
*What ...?*
- The summer Olympics were held in Sydney in 2000.  
*Which Australian city ...?*

3 Turn to page 130 and read the answers to the questions from Reading and Speaking exercise 4. Can you remember the questions?

**G** Grammar focus – explanation & more practice of subject / object questions on page 132

# Towards a definition of culture

## How many definitions of culture exist?

Culture is a very difficult term to define.

..... For some people it means literature, music and art. Others define it as beliefs, ways of behaving and the ideas of a particular group. Another broader definition says that it is all the knowledge and values of a society. Lord Raglan, a British soldier and author in the 20<sup>th</sup> century, once famously said, 'Culture is roughly everything we do and the monkeys don't.' There are as many definitions of culture as there are different societies.

## Two kinds of culture

One useful starting point is the idea of two types of culture: culture with a capital C and culture with a small c.

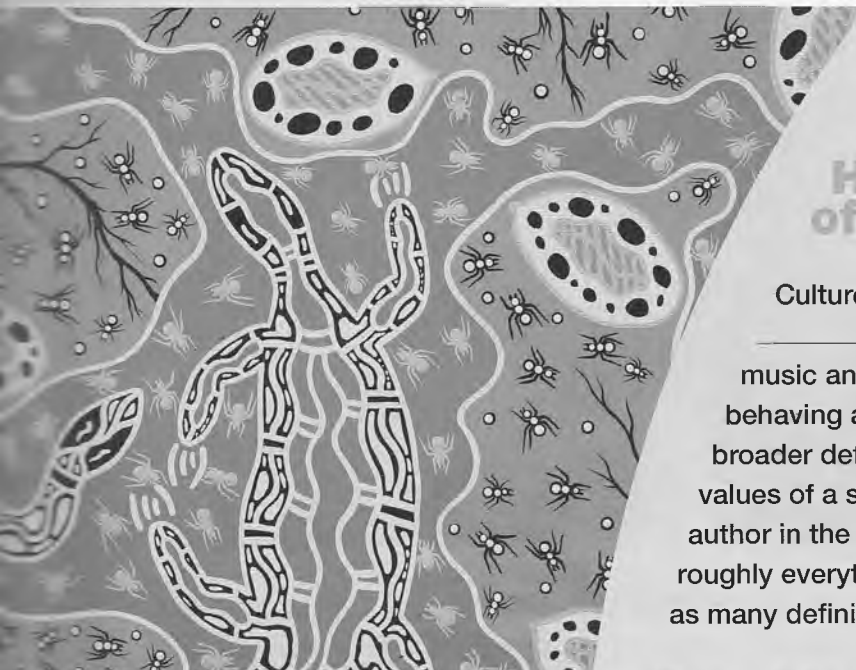
Culture with a capital C refers to music, literature and the visual arts. It also includes facts and statistics about a national group or society. .... A person is *cultured* if they know a lot about culture with a capital C. Many English-speaking countries now have citizenship tests for new immigrants.

..... Examples might include *Who wrote Hamlet?* or *Where does the Prime Minister of Canada live?*

Culture with a small c refers to beliefs, values, traditions and the everyday life of a particular community.

..... Culture with a small c can be different from one part of a country to another. Travellers and people who do business with people from different places are often more interested in culture with a small c. Example questions could include *What time do Americans finish work?* or *Do Germans shake hands or kiss when they meet each other?*

..... Culture gives a person a special identity. Culture gives a community or a country a different character. Whatever the definition, culture plays an important part in everybody's life.



## Writing and Speaking

1 Write between two and four questions about your own national culture. Include a mixture of 'capital C' and 'small c' questions.

2 Work in groups. Read your questions to each other and check they are correctly formed. Choose the most interesting eight questions. This is your quiz.

3 Work with another group. Read out your questions. The other group tries to answer them. Then swap roles. Which group got the most answers correct?

# Function globally making recommendations



## Warm up

1 Work in pairs. Look at the pictures and compare and contrast them. Who are the people and what do you think they are talking about?

### Useful phrases

- I think he/she is ...
- He/She/They could be ...
- Perhaps they ...
- In both pictures ...
- In the first picture ... but in the second ...

2 When you visit a new place, what are the advantages and disadvantages of ...

- staying in a hotel?
- staying in somebody's home?

## Listening

1 1.10-1.11 Listen to the conversations. What do the people in the pictures want to know?

2 Listen again. Tick the three things each speaker recommends.

### Conversation 1

- a walk to the harbour
- a good restaurant
- a trip to the caves
- the organised tour

### Conversation 2

- a concert
- pubs with live music
- the symphony orchestra
- the student union

## Language focus

1 Look at these sentences from the conversations. Underline the phrases that the speakers use to recommend something.

*If you don't want to go far, I'd suggest walking down to the harbour.*

- 1 Oh yes, you shouldn't miss the caves.
- 2 I can really recommend the organised tour.
- 3 Well, what about a concert?
- 4 There are lots of good pubs with live music.
- 5 Or you could try the student union in Chambers Street.

2 Listen to the conversations again. How do the visitors reply to the recommendations? Tick the phrases they use.

### Conversation 1

- 1 a That sounds good.  
b That's good.
- 2 a I think we'll do that tomorrow.  
b I don't think we'll do that tomorrow.

### Conversation 2

- 3 a That isn't a good idea.  
b That's a good idea but ...
- 4 a That's great.  
b That sounds great.

## Speaking

Work in pairs. Choose **one** of the tasks below.

**A** You have a teenage exchange student staying with you. Give him/her some tips about what to do in your area. Use the new expressions you have learnt.

**B** A business visitor wants to know about places to visit in your town or somewhere you know well. Make recommendations. Use the new expressions you have learnt.



Why do we have language? To talk and write to each other. But what do we talk and write about? This is where culture comes in.

Language enables us to say who we are and how we live. It's natural, therefore, to find English-teaching courses telling us about local shops, national events, and famous places. While studying points of pronunciation, grammar, and vocabulary, learners take in a great deal of cultural information. If the course focuses on British English, the settings may be such places as Oxford Street and the Tower of London. If American English, they might be Broadway and Times Square.

Today, English is found in countries all over the world, and everywhere we see the language changing as people use it to talk about their local situation. The most noticeable change is the new vocabulary they use when they want to talk in English about plants and animals, food and drink, customs and practices, and other features of everyday life. A visitor can sometimes find it difficult to understand what's being said, especially when the conversation turns to politics, folklore, city streets, or TV personalities. Local people unconsciously use names, words, and expressions that reflect their culture, which outsiders have to learn if they want to participate. Everyone in Brazil knows what a *bateria* is (the drummers in a samba school). Everyone in India knows what a *lakh* is (a numerical unit, 100,000). Each country has thousands of words like these, many borrowed from local languages, which can form part of an English conversation. Along with regional features of pronunciation and grammar, they make up a country's national dialect of English.

The first national English dialects appeared in Britain in the Middle Ages, when the English of Scotland began to differ from the English of England. Later, American and British English diverged. Then local varieties developed in Australia, South Africa, and other territories of the British Empire. Later still, newly independent nations such as Nigeria continued the process, adapting English to suit their needs. Today, we have to be prepared for a world full of 'Englishes'.

### Glossary

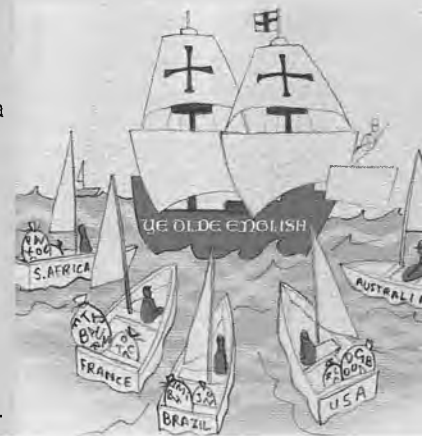
**adapt** (*verb*) – to change something to make it more suitable for a new use or situation

**enable** (*verb*) – to give someone the ability or opportunity to do something

**outsider** (*noun*) – someone who does not belong to a particular group or organisation

**unconscious** (*adjective*) – used about things you do without realising you are doing them or without intending to do them

**personality** (*noun*) – a famous or well-known person



### Warm up

1 These sentences use different varieties of English. Guess the meaning of the cultural terms in bold from the context.

- 1 If the weather's nice we'll get some hamburgers and have a **barbie** in the park. (Australian English)
- 2 I'm not paying twenty-five **bucks** for that CD. That's crazy. (American English)
- 3 Just give me a **wee** bit of cake, I'm not that hungry. (Scottish English)
- 4 There left at the **robots**. (South African English)
- 5 Do you want to see these photos of my daughter's **shadi**? Aren't they a lovely couple? (Indian English)

2 Think about your English studies from previous years. What cultural information did you learn? Think of two examples and tell a partner.

### Reading

- 1 Read *A world full of Englishes*. Are these statements true (T) or false (F), according to what the author says?
  - 1 Learning about culture is part of learning a language.
  - 2 English-teaching courses should use cultural information from Britain.
  - 3 An American English course may include cultural information about New York.

- 4 The most noticeable change in world English is changes in vocabulary around the world.
- 5 It is easy for a foreigner to understand local cultural references in language.
- 6 There are many different kinds of English in the world now.

2 Read the text again. Find examples of ...

- 1 two features of everyday life that might cause a change in vocabulary.
- 2 two examples of local culturally specific words.
- 3 a newly independent country that uses English.

### Speaking

Work in pairs. Think of examples of ...

- your language changing across regions according to culture.
- English being used in your language. Why are the English words used?
- local things or places that you would not translate into English.



# Writing a report

## Reading

1 Read Mehrnoosh's report on languages in Iran. Which fact do you find the most interesting?

The most widely-spoken language in Iran is Persian. It is also sometimes called Farsi, or Parsi. Persian is the official language of Iran and it is used in government, the media and education. It is the mother tongue of about half of the population but most people in Iran can speak and understand it. Persian is also spoken in parts of Afghanistan, Tajikistan and Uzbekistan.

In addition to Persian, there are over sixty other languages or dialects in Iran. Some people in the north-west speak Turkish or Kurdish, because the north-west of Iran is close to Turkey, and the people of the west are Kurdish. In addition, there are cities in the south where people speak Arabic because the south of Iran is near the Emirates.

Persian is a very old language, but it has changed over many centuries. Nowadays, our alphabet is the same as the Arabic alphabet, and the language is written from right to left. We also have different words from other languages as well as Persian words. For example, for 'thank you' we say 'merci' (a French word) as well as 'tashakor' or 'motehshakeram' (the traditional Persian words). For 'hello' we say 'salaam', which means 'peace' in Arabic. Many people speak English, but are very pleased if visitors can use some Persian words as well.

2 Read the report again and answer the questions.

- 1 What is the main language of Iran?
- 2 For what purposes is it used?
- 3 Where else is it spoken?
- 4 What other languages or dialects are spoken?
- 5 How does Persian differ from English?
- 6 Which languages does Persian borrow words from?

## Language focus: making additional points

1 Read the report again. Find three examples of where Mehrnoosh uses *also*, two examples of *in addition* and three examples of *as well*.

2 Choose the correct words to complete the rules. Use the examples in the text to help you.

- 1 We usually use *in addition* at the *beginning* / *end* of a sentence, and *as well* at the *beginning* / *end* of a sentence.
- 2 We can use *as well as*, or *in addition to*, *before* / *after* a noun.
- 3 We usually use *also* with a verb in the *middle* / *at the end* of a sentence.

3 Write three sentences about English using *also*, *in addition* and *as well*.

## Writing skills: planning

Before writing it is useful to organise your ideas into paragraphs. A paragraph is a group of sentences about the same idea or topic. A good way to plan paragraphs is using a spidergram.

Look at the spidergram for Mehrnoosh's report. Add the paragraph titles a-c to the notes.

- a Languages in Iran
- b Description of Persian
- c The status of Persian in Iran

(1) \_\_\_\_\_

Persian (Farsi/Parsi) most widely-spoken language  
official language  
mother tongue of 50%  
also spoken in Afghanistan,  
Tajikistan, Uzbekistan.

Language  
in Iran

(3) \_\_\_\_\_

old language  
alphabet

(2) \_\_\_\_\_

60 languages/dialects in Iran  
Turkish, Kurdish, Arabic

written right to left  
words from other languages

## Preparing to write

1 Makes notes in a spidergram about a language from your country or another language you know about. Use the questions in Reading exercise 2 to help you.

2 Work in pairs and share your ideas.

## Describing languages

- Most people have English as their first language / mother tongue.
- English is the official language / the most widely spoken language / the medium of education.
- Some people are bilingual / speak another dialect.

## Writing

Write a report on languages in your country. Use your notes and the useful phrases above to help you. Remember to organise your ideas into paragraphs.

## Grammar

1 Complete the text with the present simple or present continuous form of the verbs in brackets.

My name is Andy and I (1) \_\_\_\_\_ (come) from Scotland.

At the moment I (2) \_\_\_\_\_ (spend) a week in Liverpool, which was the European Capital of Culture in 2008.

Liverpool is a fantastic place and I (3) \_\_\_\_\_ (have) a great time. The local people, who are called Liverpudlians,

(4) \_\_\_\_\_ (have) a great sense of humour and the

night life is fantastic. I (5) \_\_\_\_\_ (not / usually / go)

to museums because I (6) \_\_\_\_\_ (prefer) sports, but here

I (7) \_\_\_\_\_ (visit) a lot of interesting places – there is

a fascinating Museum of Slavery, and the Beatles Museum and the Tate Art Gallery are fantastic.

2 Choose the correct words to complete the sentences.

1 What kind of book *The Hobbit* is / is *The Hobbit*?

2 Who *did write* / *wrote* *The Hobbit*?

3 When *did Tolkien die* / *died Tolkien*?

4 What kind of English *do pilots speak* / *do pilots speak*?

5 Where *I can learn* / *can I learn* aviation English?

## Vocabulary

1 What type of English do these people speak?

1 lawyers \_\_\_\_\_ 4 doctors \_\_\_\_\_

2 chemists \_\_\_\_\_ 5 engineers \_\_\_\_\_

3 managers \_\_\_\_\_ 6 pilots \_\_\_\_\_

2 Complete the missing words.

1 The Great Wall of China and the Forbidden City are important tourist a\_\_\_\_\_ in Beijing.

2 There are designer b\_\_\_\_\_ in Venice where you can buy clothes, jewellery and handbags.

3 The International Jazz Festival in Montreal is a popular cultural e\_\_\_\_\_.

4 The Sydney Opera House is one of the most interesting examples of modern a\_\_\_\_\_.

## Speaking and Writing

1 Choose a town you have visited or know about and make notes about it. Then work in small groups and describe the town. Your group try to guess the name of the town, or where it is.

2 Write a question or problem you have about learning English, on a piece of paper. Then swap your paper with another student. Write recommendations about how they can solve their problem.

## Understanding your learning style

People learn languages in different ways. This may be because of their personality, culture or past learning experiences. If you understand your learning style it can help explain why you find some activities easy or difficult, and can help you study more effectively.

1 Complete the quiz. Then check your answers below to find out what type of learner you are.

**A Global or analytical?** Tick the three things that help you learn the best.

- a reading and listening in the foreign language
- b studying language rules
- c doing exercises
- d doing communicative activities
- e studying corrections
- f staying in a country where the language is used

**B Visual, auditory or kinaesthetic?** Tick the three things that help you learn the best.

- a repeating new words or sounds
- b activities which involve moving around
- c diagrams showing how language works
- d listening to songs or recordings
- e activities which involve cards or objects
- f spider diagrams for vocabulary-learning
- g doing dictations
- h using pictures
- i doing a variety of activities

**C Impulsive or reflective?** Are the statements true (T) or false (F) for you?

- a When I read, I like to understand everything.
- b I don't mind guessing if I don't know an answer.
- c I like to have time to plan what I am going to say.
- d I always try to answer questions in class.
- e I prefer to be accurate rather than fluent.
- f I prefer to be fluent rather than accurate.

2 Work in small groups and compare your answers.

### Learning styles

Most people have a mixture of learning styles.

A Global: a, d, f Analytical: b, c, e

B Visual: c, f, h Auditory: a, d, g

Kinaesthetic: b, e, i

C Impulsive: b, d, f Reflective: a, c, e

**Part 1**

Speaking

**Ghostwriting**

Listening

**An interview with a ghostwriter**

Grammar

**Past simple & past continuous**

Vocabulary & Pronunciation

**-ing and -ed adjectives, word stress**

Writing

**Ghostwriting a partner's experience**

## Speaking

**1** **1.12** What do you think a ghostwriter is? Choose a definition. Then listen to the first part of an interview with Andrew Crofts, a ghostwriter, and check your answer.

- 1 Someone who writes novels under a 'pen name' instead of their real name.
- 2 Someone who writes frightening stories.
- 3 Someone who writes a story for someone else in the other person's voice.

**2** Work in pairs and discuss the questions.

- 1 What sorts of people use a ghostwriter? Why?
- 2 What do you think the advantages and disadvantages are of being a ghostwriter, compared to being an author of novels or a journalist?

**3** Look at some of the books that Andrew Crofts has 'ghosted'. Which one looks the most interesting?

## Listening

**1** **1.13** Listen to how Andrew Crofts became a ghostwriter. Choose the correct explanation.

- 1 An important businessman needed to write some books but his English wasn't very good, so he asked Andrew to help him.
- 2 An important businessman needed to write some books but he was too busy, so he asked Andrew to write the books.

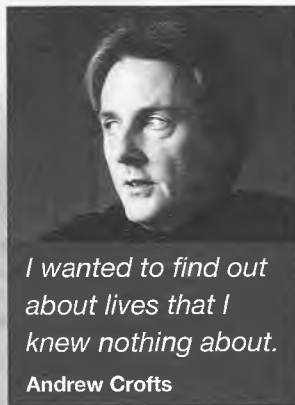
**2** You are going to listen to the rest of the interview with Andrew Crofts. First check the meaning of the words and phrases in the box in a dictionary.

be a sucker for something    journalism  
resist    skin

**3** **1.14** Listen to the rest of the interview. Tick the reasons why Andrew enjoys being a ghostwriter.

- He finds other people's lives and stories interesting.
- He gets out of the house and meets lots of different people.
- He likes writing about film stars.
- He likes living somebody else's life for a few months.

**4** Work in pairs. Do you think being a ghostwriter is an interesting job? Why / Why not?



*'A tender memoir that gazes into the eye of the Sphinx: him, she, "Wild and crazing", "The films"*

**Through Gypsy Eyes**  
KATHY ETCHINGHAM

**Jimi Hendrix** was just starting to become famous when Kathy Etchingham became his girlfriend. This is Kathy's fascinating story of life with Hendrix in the rock 'n' roll sixties.

**MY GORILLA JOURNEY**  
Helen Attwater

**Helen and Mark Attwater** experienced war and disease while they were looking after baby gorillas in the Congo. This is their inspiring story.

**FIGHTING IT OUT**  
ATANAS TILEV

This is the amazing story of **Atanas Tilev**, a Bulgarian businessman. He discovered a group of people were planning to steal all the money in his country's banks – and decided to stop them.

## Grammar

1 Look at the sentences. Mark completed actions in the past with • and actions in progress in the past with →. Then complete the rules.

Jimi Hendrix **was just starting** to become famous when Kathy Etchingham **became** his friend.

He **discovered** a group of people **were planning** to steal all the money in his country's banks.

What **were you doing** before you **became** a ghostwriter?

- we use the past simple for \_\_\_\_\_ in the past
- we use the past continuous for \_\_\_\_\_ in the past

2 Complete this summary of *Nowhere to Hide*, another book ghosted by Andrew Crofts. Use the past simple or the past continuous form of the verbs in brackets.

Susan Francis \_\_\_\_\_ (study) to be a nurse in England when she \_\_\_\_\_ (meet) and \_\_\_\_\_ (marry) a young Iraqi civil engineer. She \_\_\_\_\_ (return) with him to Iraq. While they \_\_\_\_\_ (live) in Baghdad, the Gulf War \_\_\_\_\_ (start). This is Susan's story of what she and her family \_\_\_\_\_ (experience) while American and British forces \_\_\_\_\_ (attack) Baghdad.

3 Work in pairs and complete these sentences. Imagine they are the opening lines of a book and make them as interesting as you can. Then think of two more sentences.

- 1 She was sleeping peacefully in her bed when suddenly ...
- 2 We were watching a rather boring film at the cinema when ...
- 3 They were sitting on the plane on their way to Tokyo when ...

**G** Grammar focus – explanation & more practice of past simple & past continuous on page 134

## Vocabulary and Pronunciation

1 Write the missing adjectives.

People and things      Feelings

fascinating      \_\_\_\_\_


\_\_\_\_\_      confused

inspiring      \_\_\_\_\_

\_\_\_\_\_      shocked

embarrassing      \_\_\_\_\_

\_\_\_\_\_      disappointed

2  1.15 Listen to the words. Underline the stressed syllable in each pair. Then listen again and repeat.

3 Write six sentences about your life using the adjectives in exercise 1.

*I had an extremely embarrassing experience when I started my first job.*

## Writing

1 Work in pairs with a partner you don't know very well. A: tell your partner more about an experience you wrote about in Vocabulary exercise 3. It doesn't all have to be true! B: take notes. Then swap roles.

2 'Ghost' your partner's experience using your notes. Write a paragraph that starts with *I was ... when ...*

*I was talking to a friend at a party when ...*

3 Read your partner's paragraph. Are all the facts correct? Is it easy and interesting to read?





## Part 2

Vocabulary

Relationships

Reading

*White Teeth*

Grammar

Past perfect & past simple

Pronunciation

Weak forms



## Vocabulary

1 Work in pairs. Explain the difference between ...

- a grandfather and a great-grandfather.
- a friend and an acquaintance.
- a colleague and a boss.
- a fiancée and an ex-wife.
- a stepbrother and a half-brother.

2 Match the sentence beginnings 1–6 to the endings a–f.

- |                                                     |   |
|-----------------------------------------------------|---|
| 1 My brother and I <i>have a lot</i>                | — |
| 2 We sometimes argue, but we usually <i>get on</i>  | — |
| 3 He <i>puts</i>                                    | — |
| 4 We've argued but we've never really <i>fallen</i> | — |
| 5 We live in different cities but we <i>keep</i>    | — |
| 6 I hope I don't <i>lose</i>                        | — |
- a *in touch* by email.  
 b *out with* each other.  
 c *quite well*.  
 d *touch with* him.  
 e *in common*.  
 f *up with* my bad temper.

3 Use the phrases in exercise 2 to make sentences about a person in your family or a person you know well.

*I have a lot in common with my mother.*

*I can't put up with my flatmate's mess.*

4 Work in pairs and compare your sentences.



## Reading

1 What are some common reasons for family disputes? Think of one or two and tell a partner.

2 1.16–1.17 Read and listen to the summary and extract from *White Teeth*. Summarise what the extract is about in one sentence. Compare your sentence with other students.

3 Read the texts again and decide if the sentences are true (T), false (F), or if the text doesn't say (D).

- 1 Alsana wants her son to stay in England.
- 2 Samad wants his son to have a Bangladeshi education.
- 3 The son doesn't want to go to Bangladesh.
- 4 Alsana doesn't speak to her husband for eight years.
- 5 Alsana's punishment has no effect on Samad.

4 Work in pairs. Choose **one** of the tasks below.

**A** Read the questions and answers between Samad and Alsana in the extract. Then invent three other questions that Samad asks Alsana and write her answers.

**B** What do you imagine Samad and Alsana are like? Write a description. Include physical characteristics and personality.

**C** Was Samad wrong to send his son to Bangladesh? Was Alsana right to punish her husband? Think of reasons for and against each decision.



# WHITE TEETH ZADIE SMITH

*White Teeth* is the story of two wartime friends - the Bangladeshi Samad Iqbal and the Englishman Archie Jones, and their families in London. One day Samad decides that his son must go back to Bangladesh for his education. Alsana, the boy's mother, doesn't agree. Samad sends his son back to Bangladesh, but doesn't tell his wife until after his son has gone. She decides to punish him.

# White Teeth

Alsana had decided to stop speaking directly to her husband. Through the next eight years she would determine never to say yes to him, never to say *no* to him. That was her promise, that was her curse upon Samad, and it was exquisite revenge.

■■■

It got to the point where if somebody said 'yes' or 'no' to Samad in the street or in the restaurant, he hardly knew how to respond, he had come to forget what those two elegant little signifiers meant.

He never heard them from  
Alsana's lips. Whatever  
the question in

the Iqbal house, there would never again be a straight answer.

'Alsana, have you seen my slippers?'

'Possibly, Samad Miah.'

'What time is it?'

'It could be three, Samad Miah, but Allah knows it could also be four.'

'Alsana, where have you put the remote control?'

'It is as likely to be in the drawer, Samad Miah, as it is behind the sofa.'

And so it went.

## Grammar

1 Look at the sentences about *White Teeth*. In each sentence underline the event in bold which happened first.

- Samad **put** his son on a plane to India and then **told** his wife.
- Alsana **didn't answer** her husband. She **had decided** to punish him.
- When the son **came back** home, he **had changed** and Samad was disappointed with him.

2 Complete the rules.

*Alsana had decided to stop speaking directly to her husband.*

- we form the past perfect with *has/had* and a past participle
- we use the past perfect to talk about an event in the past that happened *before/after* another event or a specific time in the past

3 Read these sentences about other family situations. Write what you think happened before. Think of reasons. Use the past perfect.

- The husband moved out of the family house.
- The daughter stopped keeping in touch with her mother.
- The two brothers fell out.
- The grandmother refused to babysit for the grandchildren.
- The son's girlfriend didn't answer his calls anymore.

**G Grammar focus** - explanation & more practice of past simple & past perfect on page 134

## Pronunciation

1 How are the underlined verbs pronounced?

- She had stopped speaking to her husband.
- He hadn't seen his son for eight years.
- She can talk to her son on the phone.
- She's very angry with him. They can't be in the same room together.

2 1.18 Listen and check your answers. Then complete the rules with the words in the box.

affirmative sentences    negative sentences  
questions    short answers

- We usually use the weak form of an auxiliary verb (or *be*) in \_\_\_\_\_.
- We usually use the strong form of an auxiliary verb (or *be*) in \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

3 1.19 Listen and repeat the quotes about family life. Pay attention to the weak forms.

- You can choose your friends but you can't choose your family.
- Blood is thicker than water.
- A son is a son until he takes a wife, a daughter is a daughter all her life.
- Absence makes the heart grow fonder.
- Out of sight, out of mind.
- Like father, like son.

4 Work in pairs. Do you agree with the quotes? Are there similar quotes in your country? Can you explain them in English?

## Glossary

**curse** (*noun*) - an unpleasant situation or influence that continues for a long time

**slipper** (*noun*) - a soft comfortable shoe you wear in the house

**straight answer** (*noun*) - a direct answer



Zadie Smith is an award-winning British novelist. *White Teeth* (2000) was her first novel which she wrote when she was 25 years old. It won many awards.

## Part 3

Speaking & Listening

A fairy tale

Grammar

Modifiers

Vocabulary & Pronunciation

Extreme adjectives, word stress

Reading & Speaking

Grimms' fairy tales

## Speaking and Listening

1 Look at the picture on the left from the fairy tale *Hansel and Gretel*. Do you know this story?

2 Work in pairs. Describe the picture.

- Who can you see?
- Where are they?
- What is happening?

## Useful phrases

- There's a forest / cottage / witch.
- The picture shows ...
- In the foreground / background ...
- It/He/She looks ...

3 Read the questions. Do you know the correct answers?

- Why were the children alone in the forest?
  - Their parents took them into the forest and left them there.
  - They went for a walk and got lost.
- What happened at the witch's cottage?
  - The witch killed Hansel but Gretel escaped.
  - Gretel killed the witch.

4 1.20 Listen to the story of *Hansel and Gretel* and check your answers to exercise 3.

5 Listen again. Think of at least one adjective to describe each of the characters in the box. Then work in pairs and compare your answers.

Gretel   Hansel   the stepmother  
the witch   the woodcutter

## Grammar

*The children were quite tired.*  
*The woodcutter was terribly sad.*  
*They lived very happily together.*

- use words like *quite*, *very* and *terribly* to make adjectives and adverbs stronger or weaker
- the modifiers *a bit* and *really* are mostly used in spoken language

1 Put the modifiers in the box into the correct column.

a bit   extremely   fairly   quite   rather  
really   terribly   very

to make words stronger (+)	to make words weaker (-)
	a bit

2 Complete the fairy tale. Use modifiers to make the words stronger (+) or weaker (-). Then work in pairs and read your stories to each other.

## Little Red Riding Hood

One day Little Red Riding Hood went to visit her grandmother who was \_\_\_\_\_ (+) ill. In the forest she met a wolf who asked her where she was going. Red Riding Hood was \_\_\_\_\_ (-) frightened but she told him. The wolf ran to the grandmother's house, ate her and put on her clothes. When Red Riding Hood arrived she thought her grandmother looked \_\_\_\_\_ (-) different. 'What \_\_\_\_\_ (+) big ears, you have, Grandmother,' Red Riding Hood said. 'What \_\_\_\_\_ (+) big eyes you have, Grandmother ... and what \_\_\_\_\_ (+) big teeth you have ...' Suddenly the wolf ate Red Riding Hood. Then he felt \_\_\_\_\_ (-) tired and fell asleep. After a while a woodcutter came by and cut open the wolf, and out came Red Riding Hood and her grandmother.

**Grammar focus** – explanation & more practice of modifiers on page 134



A fairy tale is a traditional, fictional story. Fairy tales have a long history and exist in all cultures. Early fairy tales were stories for both adults and children.



If you want your children to be intelligent, read them fairy tales. If you want them to be more intelligent, read them more fairy tales.  
Albert Einstein

# Grimms' fairy tales

**Hansel and Gretel** and **Little Red Riding Hood** are two examples of ancient stories which were collected by Jacob and Wilhelm Grimm. The first edition of their collection of stories *Children's and Household Tales* appeared in 1812 in Germany but many of the stories come from other parts of Europe, the Middle East or Asia. *Children's and Household Tales* has been translated into more than 160 languages. The Grimm tales usually have a social or a moral message. The message of *Hansel and Gretel* and *Little Red Riding Hood*, for example, is 'Don't trust strangers'.

The original Grimm tales were extremely violent and frightening. The Grimms themselves, as well as other storytellers and publishers, changed many of the stories over the years, so that the tales have become less scary. But are fairy tales really too frightening for children?

The psychologist Bruno Bettelheim argued that fairy tales are important for child

development; reading fairy tales can help children learn about life, deal with their fears and achieve their dreams. In many fairy tales a young person experiences terrible problems with an adult – but the young person wins. There is often a happy ending.



Jacob and Wilhelm Grimm

## Vocabulary and Pronunciation

1 Look at the sentences from *Hansel and Gretel*. Complete the meanings of the words in bold.

- 1 The forest was **enormous** (very \_\_\_\_\_) and they couldn't find the way home.
- 2 Their father was **delighted** (very \_\_\_\_\_) to see them.
- 3 He had been **miserable** (very \_\_\_\_\_) since he had left the children in the forest.

2 Match adjectives 1–6 to definitions a–f.

- |              |                  |
|--------------|------------------|
| 1 ancient    | a very angry     |
| 2 filthy     | b very bad       |
| 3 astonished | c very old       |
| 4 exhausted  | d very surprised |
| 5 furious    | e very dirty     |
| 6 terrible   | f very tired     |

3 1.21 Listen and repeat the sentences. Which words are stressed?

- 1 His house wasn't just big, it was enormous.
- 2 I wasn't just pleased, I was delighted.
- 3 She wasn't just sad, she was miserable.

4 Work in pairs. Make similar sentences using the words in exercise 2. Practise saying them, paying attention to your intonation.

5 Complete the sentences so they are true for you.

- 1 I get furious when ...
- 2 I'm always astonished when I ...
- 3 I get exhausted when ...
- 4 I'm always delighted when ...
- 5 I sometimes feel miserable when ...

6 Work in pairs. Read three of your sentences from exercise 4 to each other. Tell your partner if you feel the same.

A: I get furious when people eat on the bus or train. It's bad manners!

B: Me too. I hate that. / Really? That doesn't bother me.

## Reading and Speaking

1 What problems do children have to deal with today? Do you think fairy tales can help children to deal with real-life situations?

2 1.22 Read and listen to the text. Choose the best subtitle.

- a Escape from reality
- b Learning for life
- c For adults only

3 Work in pairs and discuss the questions.

- Are fairy tales frightening?
- Are children too protected today?
- Do fairy tales still have an important place in your culture?



## Part 4

Vocabulary

Prepositions

Reading

Legendary places – modern meanings

Grammar

used to & would

Writing

A mini saga

## Vocabulary

1 Look at the picture and complete the description with the prepositions in the box.

- above    against    beside    around  
beneath    beyond    within

There is a tall, dark tower. In front of the tower is a horse. \_\_\_\_\_ the horse there is a man. There is a princess \_\_\_\_\_ the tower. \_\_\_\_\_ the tower there is a secret tunnel. \_\_\_\_\_ the tower wall there is a ladder. \_\_\_\_\_ the tower there is a circle of trees. \_\_\_\_\_ the trees there are some mountains. \_\_\_\_\_ the tower there is a dragon.

**Language note:** the prepositions *beneath* and *within* are more common in literary or formal texts

2 1.23 Listen and check your answers.

3 Choose the correct word to complete the sentences.

- The secret garden was deep *within* / *above* the forest.
- We couldn't see the tower, it was *behind* / *in front of* the mountains.
- At the top of the hill, far *above* / *within* the village, there was a single house.
- The travellers saw a group of trees and *beyond* / *beneath* them, some red hills.
- The legendary city of Atlantis was *beneath* / *around* the sea.

## Reading

1 Look at the names of three legendary places in the box. What do you know about these places?

- Atlantis    El Dorado    Shangri-La

2 Work in three groups.

Group A: read about Atlantis on page 126.  
Group B: read about El Dorado on page 128.  
Group C: read about Shangri-La on page 25.

Answer the questions for your text.

- Where is the place?
- Where does the legend come from?
- What does the legend mean today?

3 Work in groups of three, with one student from group A, B and C. Tell your group about your place.

4 Work with your group and answer the questions.

Which place ...

- suffered a natural disaster?
- was written about first in a book?
- represents a place where you can get rich?
- is a place of great natural beauty?
- was based on the story of a king?
- was ruled by dishonest people?

## Extend your vocabulary – ways of talking about meaning

When you want to talk about meaning, you can use the following verbs.

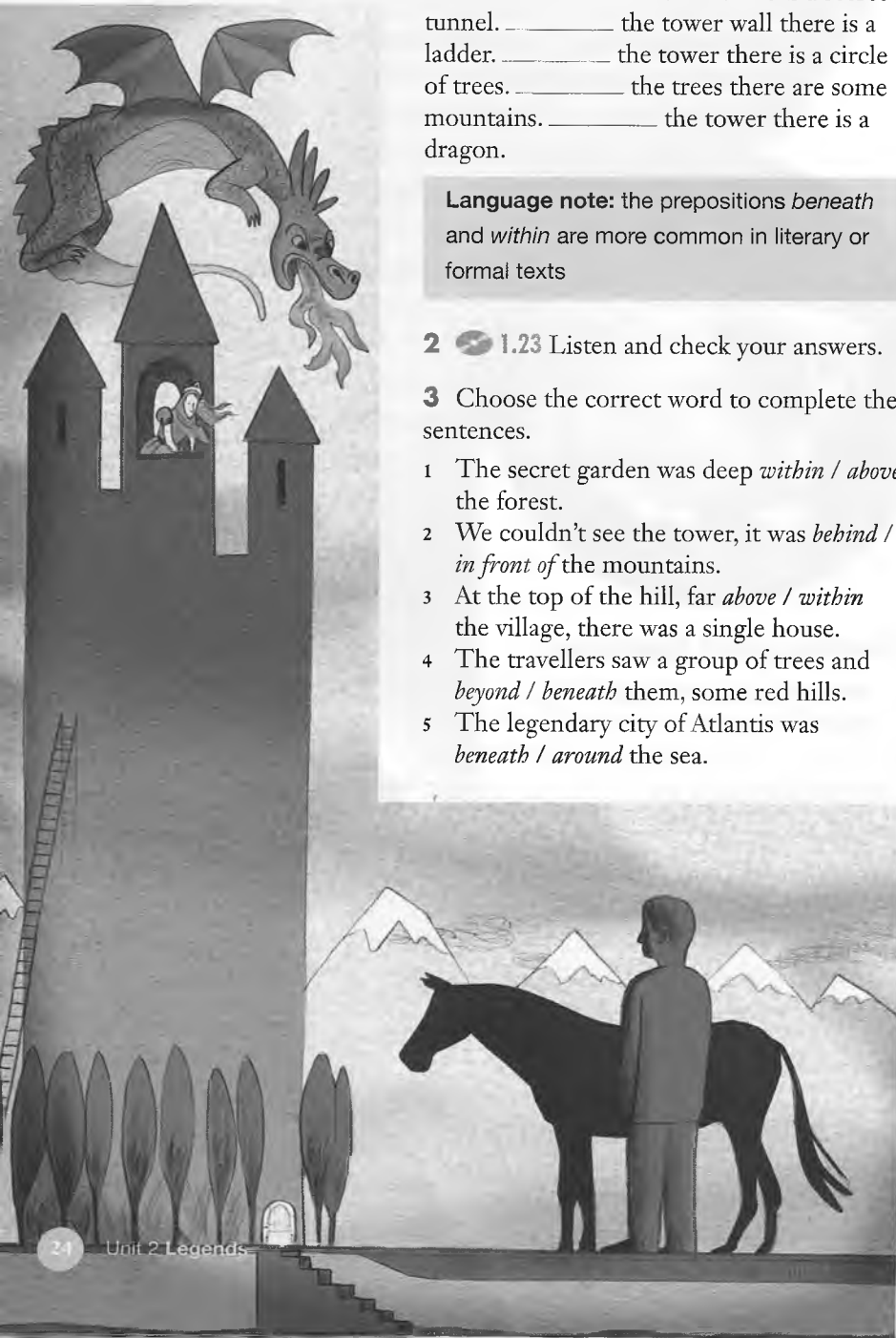
*mean:* It means 'Golden One' in Spanish.

*represent:* This colour represents good things, happiness.

*symbolise:* The marks on the wall symbolise protection.

Do these things mean anything special in your culture? Use the verbs above to talk about their meaning.

- the colour green
- the number 13
- a red rose
- a snake





# Legendary places

## - modern meanings

The mountain paradise **Shangri-La** is an imaginary valley deep within the Himalayas. It was described in the 1933 novel *Lost Horizon* by British author James Hilton. The main character of *Lost Horizon* is a European called Hugh Conway. Conway used to be a British diplomat but disappeared after a mysterious plane crash over the mountains of Tibet. After the crash Conway, another diplomat, Mallinson, and two other companions discover the inspiring and mystical world of Shangri-La. Mallinson feels it is a prison but Conway sees it as a paradise.

The legend of Shangri-La has different meanings. It represents a perfect place that is hidden from modern society. It also symbolises a person's life-long quest for happiness and love.

### Grammar

Conway **used to be** a British diplomat.  
The Ancient Greeks **used to talk about** Atlantis.  
The king **would cover** his body in gold.

- use **used to** to talk about habitual states or actions in the past
- use **would** to talk about habitual actions in the past. We don't use **would** to talk about states
- the negative of **used to** is **didn't use to**
- the question form of **used to** is **Did ... use to?** We don't usually use **would** in questions about the past

1 Complete the sentences with **used to** or **would**. Sometimes more than one answer is possible.

- One of the most famous legendary places in Britain is Camelot. According to the legend, King Arthur \_\_\_\_\_ live there.
- He \_\_\_\_\_ meet his knights at the Round Table.
- They \_\_\_\_\_ sit around the table and share stories.
- Historians \_\_\_\_\_ believe that the Round Table really existed, but they now say it is probably just a legend.

2 Choose three topics and write down the information.

- a place you used to live in / work at
- a place you would visit with family when you were younger
- an activity you would do when you were younger
- an activity you didn't use to do, but you do now
- a person you used to be afraid of
- something you used to believe was true, but you don't now

3 Work in pairs. Tell each other about the things you wrote in exercise 2. Ask your partner questions.

**G Grammar focus** – explanation & more practice of **used to** & **would** on page 134

### Glossary

**paradise** (noun) – a perfect place  
**quest** (noun) – a long difficult search

A mini saga is a story in exactly 50 words. The idea was popularised by a competition in the British newspaper *The Daily Telegraph*. It is now possible to find many mini sagas on the internet.

### Writing

1 Read the definition of a mini saga.

2 You are going to write a mini saga about a legendary place. You can write about a place you know, or you can invent one. Make notes for your story. Use the ideas in the table to help you.

Places	People	Phrases
a tower	a very poor woman	Once upon a time ...
a mysterious city	and her father	There used to be ...
a cemetery	a cruel king	People used to say ...
a castle	a lonely millionaire	Nobody knew where ...
an old house	two twin brothers	It was a mystery / a legend ...
	a lonely actor	

3 Write your mini saga. Then work in groups. Read out your sagas and decide which is the best.



## Warm up

1 Work in pairs. Look at the pictures and compare and contrast them.

- Who are the people in the photos? Describe them.
- Where are they? What do you think they are listening to?
- How would you describe their mood?

2 Write down what you think one of the people in each picture is thinking. Then work in pairs and compare what you wrote.

## Listening

1 1.24 Listen. What is the situation? Who is speaking?

2 What is the speaker talking about? Choose one of the topics in the box.

company news   economics   maths   philosophy  
sales techniques   time management

3 Listen again. Are the sentences true (T) or false (F)?

- 1 Confucius thought duties were very important.
- 2 Most of Confucius's followers were educated men.
- 3 His followers had no problems living the way Confucius expected.
- 4 He expected his followers to be unselfish.
- 5 His favourite student was the son of a rich man.

## Language focus

1 Match the general statements 1–3 from the listening to the examples a–c. Then listen again and check.

- 1 Generally speaking he believed that people have obligations rather than rights,
  - 2 On the whole, Confucius's students were young men from good families,
  - 3 Most of the time, however, these students found it difficult to live in the way that Confucius expected;
- a such as the sons of bankers or officials.  
b for instance, Confucius thought people should always think of the interests of other people.  
c for example to one's family and one's elders.

2 Underline the phrases used to make general statements and the phrases used to give examples in the sentences in exercise 1.

## Speaking

Work in pairs. Choose **one** of the tasks below. Use the new expressions you have learnt.

**A** Tell your partner about ...

- something you generally like and give examples.
- something you don't generally enjoy and give examples.

**B** Tell your partner about a member of your family or a friend. Make three general statements and give specific examples.

## Warm up

Work in pairs and discuss these questions.

- How much influence do parents and older family members have in your culture?
- Are famous people important role models in your country? Do you think they influence people's lives?

## Listening

1.25–1.28 Listen to four people talk about people who have had an important influence on their lives. Who influenced them?



Martin, Czech Republic

Eva, Switzerland



Abdul, Saudi Arabia

Erica, Italy

- 1 Martin, Czech Republic \_\_\_\_\_
- 2 Eva, Switzerland \_\_\_\_\_
- 3 Abdul, Saudi Arabia \_\_\_\_\_
- 4 Erica, Italy \_\_\_\_\_

2 Listen again. How did these people influence the speakers? Read the sentences and correct the two that are false.

- 1 Martin: They encouraged him and helped him in his career.
- 2 Eva: She talked to her about art.
- 3 Abdul: He encouraged him to learn more about the theoretical side of computer science.
- 4 Erica: She taught her how to study at university.

## Language focus: *stuff*

1 Look at the word *stuff* in these sentences from the listening. Then work in pairs and answer the questions.

- My parents really influenced me a lot in my career, in my goals for all this *stuff*.
- They helped me if I had some problems or *stuff*.
- We spent a lot of time together, just going out and see exhibitions and just *stuff* like that.

- 1 What does *stuff* mean?
- 2 Is it a formal or informal word?
- 3 Do you think it's a countable or uncountable noun?

2 Rewrite these sentences using the word *stuff*.

- 1 Put all your bags and coats in the back of the car.
- 2 Most people have too many belongings.
- 3 Our supermarket sells all sorts of products.
- 4 I gave all my baby equipment to my sister.
- 5 Who put all these things on my desk?
- 6 There are a lot of good articles and tips on her website.

## Speaking

1 Think about someone who has had an important influence on your life. Think about these questions and make some notes.

- What are they like?
- How did you meet them?
- How have they influenced you?

2 Work in pairs. Tell your partner about the person. Use your notes and the useful phrases to help you.

### Useful phrases

- He/She has a very ... personality.
- He/She has always encouraged me to ...
- He/She was a big influence on my life because ...
- He/She taught me lots of stuff about ...
- He/She helped me with ...
- We used to ... and stuff like that.

## Reading

1 Read Jiwon's version of a traditional Korean folk tale. Choose the best title.

- a The injured bird
- b A tale of two brothers
- c The magic gourd

Long ago, there was a rich man who had two sons. The older brother, who was called Nolbu, was greedy and lazy. By contrast, his younger brother Hungbu was hard-working and kind-hearted. When their father died, Nolbu inherited his house and land, but Hungbu received nothing.

One day when Hungbu was working in the fields, he found a bird which had broken its leg. He took the bird home and looked after it carefully. The bird gradually became stronger, and when summer came, it flew away to a warm place. A year later the bird flew back and gave Hungbu a seed. Hungbu sowed the seed and it soon grew into a plant which produced many gourds. When Hungbu opened one of the gourds, he was amazed to see that it was full of treasure. The next day he bought an enormous house and moved there with his family.

When he heard about his brother's good luck, Nolbu was extremely jealous and decided to do the same as his brother. He also found a bird, but he broke its leg and looked after it until it became strong. The bird also gave him a seed, which produced several gourds. However, when Nolbu opened one of the gourds, goblins immediately came out of it and stole all his money. After that Nolbu felt ashamed so he went to his brother to ask for help. Hungbu was sorry for him and so he invited him to share his house. Both brothers and their families lived happily ever after.

2 Read the story again. Are these sentences true for Hungbu (H), Nolbu (N), or both?

- 1 He became rich.
- 2 He did not work hard.
- 3 He found an injured bird.
- 4 He broke a bird's leg.
- 5 He received a seed from a bird.
- 6 He found treasure inside a gourd.
- 7 All his money was stolen.
- 8 He felt sorry because he had behaved badly.
- 9 He was kind to his brother.

3 Do you think the story teaches a lesson? If so, what is it?

## Writing skills: complex sentences

A clause is a sentence which has a subject and a verb.

*Their father died. Nolbu inherited his house and land.*

Use *and*, *but*, *so* and *when* to join clauses together to make a complex sentence. With *but*, *so* and *when*, we often use commas to separate the clauses.

*When their father died, Nolbu inherited his house and land, but Hungbu received nothing.*

After *and*, it is not necessary to repeat the subject if it is the same in each clause.

*He took the bird home and looked after it carefully.*

1 Underline other places in the story where Jiwon has used *and*, *but*, *so* and *when* to join clauses.

2 Join the clauses with the words in brackets to make complex sentences.

- 1 Hungbu sold the treasure. He bought an enormous house. (*and*)
- 2 Hungbu opened the door. The bird flew away. (*when*)
- 3 Hungu found the bird. He felt sorry for it. He took it home. (*when, so*)
- 4 Hungbu worked hard. He gave money to his family. His brother was lazy. He never gave money to anyone. (*and, but, and*)

## Preparing to write

Think of a traditional folk tale from your country or story you knew when you were a child. Make notes about the story. Then work in pairs and tell your partner the story.

### Storytelling expressions

- Long ago ...
- Once upon a time ...
- They lived happily ever after.

## Writing

Write your story. Use your notes and the useful phrases to help you. Use complex sentences and time expressions.

Grammar

1 Delete the verb forms which are not possible. Sometimes more than one verb form is correct.

Remember I (1) *used to love / would love / loved* fairy tales, and remember (2) *often told / would often tell / often used to tell* the story of Jack and the Beanstalk. Jack and his mother *was / would be / used to be* very poor.

One day, Jack (4) *used to exchange / exchanged / was exchanging* the family cow for a magic bean. That night, he *planted / had planted / was planting* the bean and the next morning he was astonished to see that it (6) *grew / had grown / used to grow* into an enormous beanstalk as high as the sky. Immediately, Jack (7) *was climbing / climbed / had climbed* up the beanstalk, and soon he (8) *came / was coming / had come* to a giant's house. While the giant (9) *would sleep / was sleeping / had slept*, Jack (10) *stole / was stealing / had stolen* the giant's treasure. But suddenly the giant (11) *woke up / was waking up / had woken up*. He (12) *used to be / had been / was being* that his treasure (13) *disappeared / had disappeared / would disappear*. But while the giant (14) *followed / was following / had followed* Jack down the beanstalk, Jack (15) *had cut / cut / would cut* it down.

The giant (16) *died / had died / was dying* and Jack and his mother (17) *lived / were living / had lived* happily for the rest of their lives.

2 Complete the modifiers.

Example: e\_\_\_\_\_ly, r\_\_\_\_\_ly, t\_\_\_\_\_ly, v\_\_\_\_\_y  
Weak: qu\_\_\_\_\_e, f\_\_\_\_\_ly, r\_\_\_\_\_r, a b\_\_\_\_\_

Vocabulary

Which word or phrase is different in each group? Why?

- 1 colleague acquaintance fiancée great-grandfather
- 2 ancient furious dirty astonished
- 3 inspiring disappointing shocking embarrassing
- 4 while within against beyond
- 5 disappointed confused exhausted shocking
- 6 mean protect symbolise represent
- 7 fall out have a lot in common get on keep in touch
- 8 grandfather fiancée stepbrother ex-wife

Speaking and Writing

1 Write four sentences about when you were a child, using *used to* or *would*. Write one false sentence.

2 Work in small groups and read your sentences. Your group ask questions about the sentences and guess which sentence is false.

Improving your reading skills

1 Work in pairs and discuss these questions.

- Do you enjoy reading? What have you read recently in your own language?
- Which of these have you read in English? Give details.

- |               |                          |
|---------------|--------------------------|
| newspapers    | magazines                |
| websites      | novels or graded readers |
| letters       | instruction manuals      |
| emails        | internet chat sites      |
| brochures     | blogs                    |
| text messages | menus                    |

There are different ways of reading a text:

- \* Intensive reading: reading a text carefully in order to understand everything in detail
- \* Skimming: reading a text quite quickly to understand the main ideas
- \* Scanning: looking through a text in order to find a particular piece of information

2 Match the types of text with a way of reading. What would the way of reading depend on? Then work in pairs and compare your ideas.

- |            |       |                       |       |
|------------|-------|-----------------------|-------|
| • a poem   | _____ | • a newspaper article | _____ |
| • a recipe | _____ | • a grammar page      | _____ |
| • a bill   | _____ | • a holiday brochure  | _____ |
| • a blog   | _____ | • a love letter       | _____ |

- 1 Read it intensively, perhaps more than once.
- 2 Skim it then read it intensively.
- 3 Skim it then move on.
- 4 Scan it then read part of it intensively.
- 5 Scan it then move on.
- 6 Read it aloud.

3 Work in pairs and discuss these questions about the ways of reading in exercise 2.

- For which way(s) of reading do you need to understand every word?
- In which way(s) of reading do you look for key words (the most important words, often repeated)?
- How do you use a dictionary for each way of reading?
- In which ways did you read the texts in this unit?

4 How can you improve your reading skills in the future? Try to think of two ideas. Then work in pairs and compare.

*I'm going to ...*



## Part 1

## Speaking

Talking about a photo from different points of view

## Listening

A desert survival expert

## Grammar

Future forms: plans & intentions

## Vocabulary

## Materials

## Speaking

Planning a trip

## Speaking

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

- Where do you think this place is? Describe the picture in as much detail as possible.
- Have you ever visited a desert? Would you like to? Why / Why not?
- What are some of the advantages and disadvantages of living in a desert?

2 Work in groups of three. You are going to talk about the picture from different points of view.

A: You come from a desert country but you hate hot, dry weather. It makes you uncomfortable and cross. Describe your reaction to this place. Give details.

B: You live in a cold, rainy country. Your dream is to live near the desert. Describe your reaction to this place. Give details.


C: You have been stranded in this desert for four days. There is very little food and water left. Describe your feelings about this place. Give details.

## Listening

1 You're going to listen to Tony Nester, a desert survival expert, talk about his next trip to the desert. What do you think he is going to take with him? Make a list.

Tony Nester is a desert survival expert from Flagstaff, Arizona in the US



2  1.29 Listen to the interview. Did Tony mention any of the things on your list?

3 Listen again and complete the missing information.

## Ancient Pathways, LLC

Our company, Ancient Pathways, runs (1) \_\_\_\_\_ courses every year.

Our next course is a (2) \_\_\_\_\_ survival course.

It's a (3) \_\_\_\_\_-day course.

The three most important things to know in the desert are how to find shelter, (4) \_\_\_\_\_ and (5) \_\_\_\_\_.

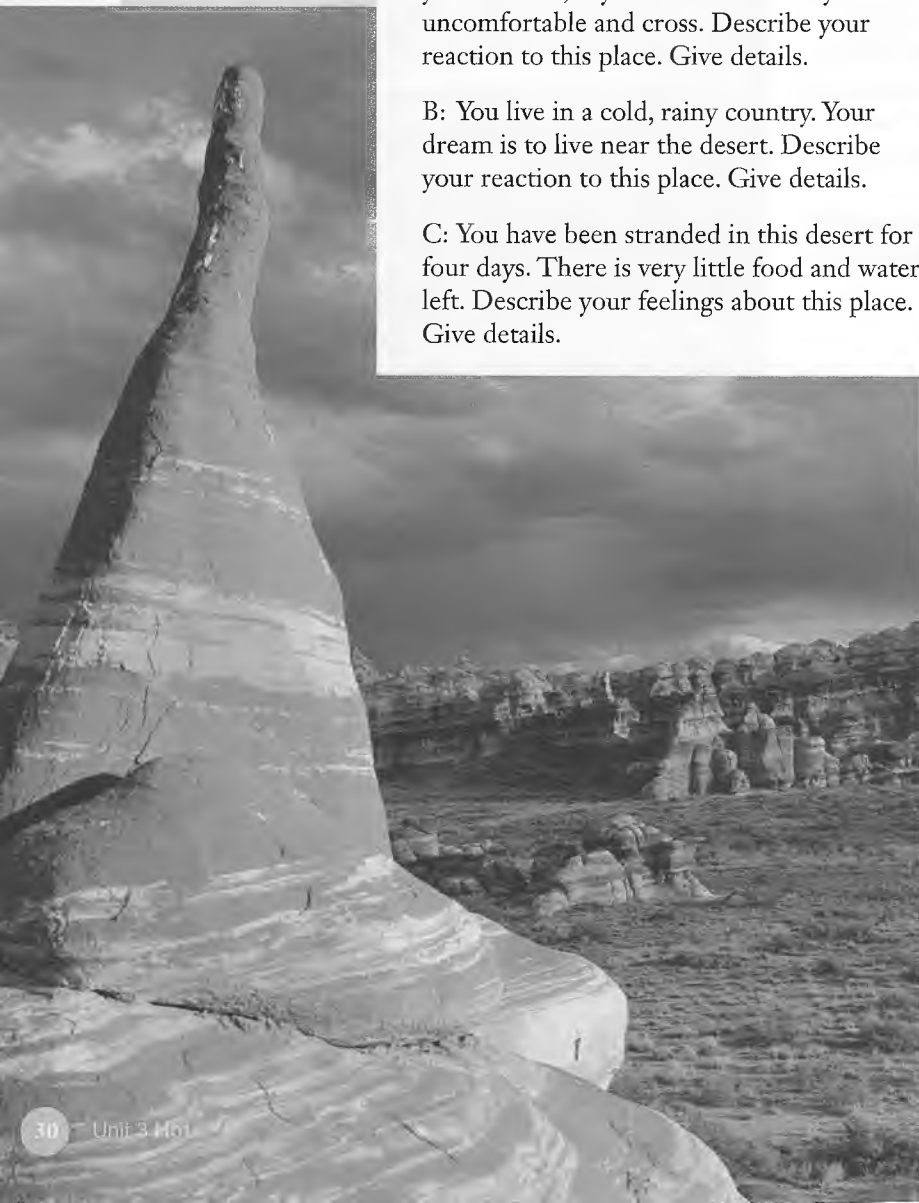
You are going to learn other survival techniques, like (6) \_\_\_\_\_.

People (7) \_\_\_\_\_ in the desert every month.

The course will help you stay alive for between (8) \_\_\_\_\_ and (9) \_\_\_\_\_ hours if you're lost.

4 Work in pairs. Choose one of the questions and discuss your answers.

- What three adjectives would you use to describe Tony or his work? Why?
- Would you like to go on a course like this? Why / Why not?
- Do you think there are survival skills that people need in a city? What are they?



## Grammar

1 Look at the sentences below. Then complete the rules with *be going to* + infinitive, *present continuous* or *will*.

*For taking a group on one of our most popular courses.*

*We're going to be in the desert for three days.*

*It looks like we'll leave at 7am.*

- we use \_\_\_\_\_ and the \_\_\_\_\_ to talk about future plans and intentions
- we usually use the \_\_\_\_\_ for arrangements with a date and time, for example plans with friends or travel arrangements
- we use \_\_\_\_\_ to talk about future plans which are made spontaneously, at the time of speaking

2 Complete the sentences with the correct future form of the verb in brackets. Use the present continuous when possible.


- We \_\_\_\_\_ (*leave*) tomorrow morning at 7am.
- We \_\_\_\_\_ (*not go*) by car.
- We \_\_\_\_\_ (*walk*) two kilometres into the desert; it isn't far.
- I'm not sure what to take – but I think I \_\_\_\_\_ (*take*) my phone.
- We \_\_\_\_\_ (*learn*) exactly what to do if you get lost.
- We \_\_\_\_\_ (*learn*) how to find and prepare food in the desert.

3 Choose three sentence beginnings and complete them. Then work in pairs and compare your sentences.

- After class I'm ...
- I'm not going to ... next year.
- I think I'm going to ... next summer.
- I'm not ... this weekend.
- I'm definitely going to ... soon.
- I'll probably ... after the course.

**G Grammar focus** – explanation & more practice of future forms on page 136

## Vocabulary

1  1.30 Tony always takes a *wool* sweater with him to the desert. Look at the materials on the right and listen and repeat the words.

2 How many of these materials do you have with you or are you wearing today? Work in pairs and tell your partner.

*I have a leather handbag. I am wearing a cotton shirt.*

3 What material or materials could these be made of? Choose one likely and one unlikely material for each thing.

- a scarf
- a jacket
- a pair of shoes
- a T-shirt
- a house
- a hammer
- a toy

4 Work in pairs and compare your answers.

*Likely: a cotton T-shirt; Unlikely: a wool T-shirt*

**Language note:** when we use *wool* or *wood* to describe an object we can also say *woollen* or *wooden*

## Speaking

1 Work in pairs. Follow the instructions.

You are going on a trip across the desert for three days. You can take a map, a bottle of water, a knife and three of the objects below. Decide which three things you are going to take. Give reasons for your choices.

- a hat
- sunglasses
- a mirror
- a mobile phone
- a compass
- matches

2 Work with another pair. Explain which things you are going to take with you and why.

cotton

leather

metal

plastic

rubber

wood

wool

**Part 2**

Listening & Vocabulary

**Energy**

Reading

**Endless energy?**

Grammar

**will & be going to for predictions**

Writing

**An online comment: giving opinions**

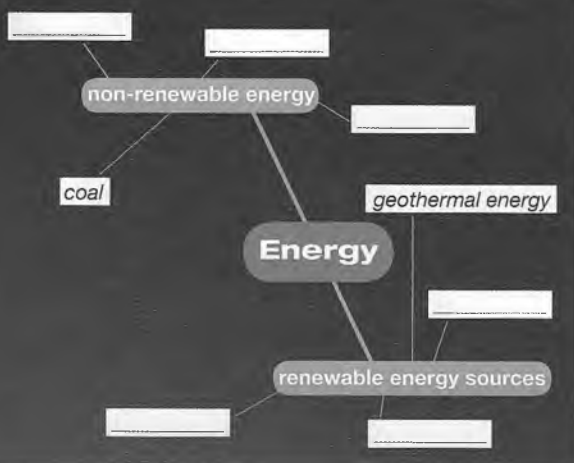
## Listening and Vocabulary

1 What electrical appliances or things that need energy have you used today?

2 1.31 Listen to the words in the box. Notice how the underlined sounds are pronounced. Then listen again and repeat.

coal geothermal energy hydropower  
 natural gas nuclear energy oil  
 solar energy wind power

3 1.32 Work in pairs. Add the energy sources from exercise 2 to the diagram. Then listen to a lecture about energy sources and check your answers.



- 4 Listen again and answer the questions.
- Which energy sources can cause global warming?
  - Which energy source is clean but can be dangerous?
  - Which energy sources are clean but do not supply large amounts of energy at the moment?
- 5 Work in pairs. Which sources of energy are used in your country? Which doesn't your country use? Why not?

### Useful phrases

- Most / Some cars run on ...
- Houses are powered by ...

## Reading

1 Work in pairs. Look at the photographs on page 33. Discuss how they could be connected to creating energy.

2 1.33 Read and listen to *Endless energy*. Were your ideas correct?

3 Read the text again. Note down the main arguments for and against each process. Which of the processes ...

- is the most interesting?
- works best on a small scale?
- works best on a large scale?

4 Add words and phrases from the text to your energy diagram. Find ...

- words for other energy sources: *biomass, ...*
- verbs that can go with *energy*: *produce, ...*

### Extend your vocabulary – words that go with *problem*

We're going to **face** a big problem.

How can we **solve** the problem?

What **caused** the problem?

We've found a **solution** to our problem.

We need to **tackle** the problem.

Work in pairs. Choose one of the tasks.

A What problems do people face in their everyday lives (work/study, family, relationships, time, money, etc)? How can you help to solve them?

B What problems does your country need to tackle? What are possible solutions?

# Endless energy?

The solution to our energy problems in one word? Biomass. There have already been many successful projects. Biomass is a renewable plant source that can be used to produce heat, electricity or biofuel – a good alternative to oil because you can store it. At the moment in Brazil approximately 50% of fuel for cars comes from sugar cane, and in Spain vegetable oil from restaurants is used as biofuel for buses. Developments in technology mean using biomass is definitely going to be cheaper and more efficient in the future. But growing plants especially for biofuel takes a lot of water, energy and land. More land for fuel will unfortunately mean less land for growing food.

Many countries already burn household waste to make electricity or heat buildings. But now one exciting possibility of biofuel production is from human waste – including dirty nappies. There is already one Canadian company which is planning to use nappies for fuel in a factory. The process is environmentally friendly: the nappies are heated up without oxygen, so that the material is broken down and produces a diesel-like oil. Large supplies of nappies are available for easy collection from hospitals and other institutions. The one drawback is that it will probably be difficult to produce large amounts of fuel.

It is now possible to make energy from human movement – a cheap and abundant energy source. Two architects have devised a plan called 'The Crowd Farm'. This is how it works: when a crowd of people walk on a special floor, their steps move parts under the floor. These press against each other and generate power. This energy could power a train at a busy station or a music system at large concerts. Crowd Farms aren't going to be practical in the next few years because they are too expensive, but inventors are looking at ways to develop the idea.

## Grammar

1 Look again at *Endless energy?* and find ...

- predictions about the future with *will*.
- predictions about the future with *be going to*.
- Complete the rules.

- we use *will* and *be going to* for future predictions
- we usually use \_\_\_\_\_ when a prediction is based on strong evidence, for example when we can see that something will happen
- we use \_\_\_\_\_, *perhaps* and \_\_\_\_\_ to show how likely the prediction is

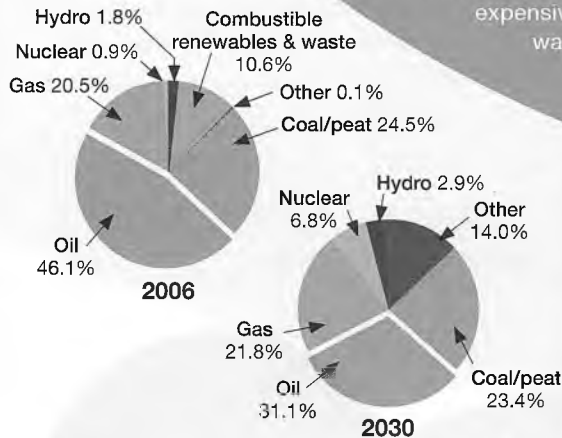
2 Work in pairs. Look at the charts and discuss the questions.

- What will be the most important energy sources in the future?
- Will we use less oil?
- Will we still use nuclear power?
- Will we use more renewable energy? How much?

3 What is going to happen in each of these situations? Use *going to* and the verbs in brackets.

- You're on a playing field. A football is coming towards your friend. (hit)
- Your friend is stroking a neighbour's dog. The dog growls and shows its teeth. (bite)
- You're walking across a pedestrian crossing with a friend. A car is driving very fast towards you. (not stop)
- You're on a busy underground train. A young girl is reaching out for your friend's bag. (take)
- You're walking along the street. Your friend hasn't seen a lamp post. (walk into)

**G Grammar focus** – explanation & more practice of *will* & *going to* on page 136



## Writing

- Do you ever comment on articles or blogs you read online?
- Write a comment about the opinions in *Endless energy?* or other energy sources that you know about.
- Work in pairs and read each other's comments. Do you agree?

## Useful phrases

- Reading this article (I realised that) ...
- I personally believe ... will / is going to ...
- I don't agree with the part about / The problem is that ...

## Glossary

- abundant** (adjective) – existing or available in large quantities
- break down** (phrasal verb) – to separate something into parts
- drawback** (noun) – a disadvantage
- inventor** (noun) – someone who creates something that did not exist before
- source** (noun) – a place or thing that provides something that you need or want
- waste** (noun) – rubbish; what is left of something after the valuable parts have been used

## Part 3

Speaking

Talking about the cold

Reading

Coming in from the cold

Grammar

so & such

Vocabulary

cold (metaphor)



## Speaking

1 Choose four questions and note your answers.

- 1 What temperature is cold for you?
- 2 Do you feel the cold easily?
- 3 Does it get very cold where you live? How cold?
- 4 What do you do to protect yourself against the cold?
- 5 Where is the coldest place you have ever been?

2 Work in pairs. A: tell your partner the number of a question you chose. B: ask your partner the question. Then swap roles.

## Reading

1 Work in pairs. Tell your partner what you know about Alaska. Read the information below. Which statements are facts and which are opinions? Which of the facts did you already know?

2 Read *Coming in from the cold*. Which topics in the box do the Alaskans mention?

friendly people   sports   tourists  
typical jobs   the weather

3 Read *Coming in from the cold* again and complete the text with sentences 1–6.

- 1 I knew there was coffee in the building just a few feet away
  - 2 Most of us have never seen a polar bear
  - 3 No one wants anyone to freeze to death
  - 4 Sometimes my dogs even wear boots
  - 5 They make them out of huge blocks of ice
  - 6 I wanted to get right back on that plane
- 4 Work in pairs. Would you like to visit Alaska? Can you imagine living there?

## Grammar

*Imagine it's so cold that it's hard to breathe. Alaska is such a cold place that anything above zero Fahrenheit (-17°C) feels warm.*

- *so* or *such* has a similar meaning to *very*
- use *so* before an adjective
- use *such* before a noun phrase
- after the adjective or noun phrase we use a *that* clause to talk about a result

1 Here are some other things the Alaskan bloggers said about the cold. Combine the sentences with *so* or *such*.

- 1 Alaska is a cold place. People use electric heaters to keep their cars warm at night.
- 2 The temperature is low in winter. Rubber tyres freeze.
- 3 It's a cold day. The hairs in your nose freeze when you breathe.
- 4 It's cold in Alaska. Even dogs wear snow boots.

2 Choose three of the adjectives in the box and think of a time when you felt that way.

angry   bored   cold   hungry   tired

3 Complete the sentence for each adjective you chose. Then work in pairs and compare your sentences.

*I was so ... that ...*

**G** Grammar focus – explanation & more practice of *so* & *such* on page 136

## All about Alaska

Alaska is the 49<sup>th</sup> state of the United States of America. It is in the north-west of the country.

The capital of Alaska is Juneau.

Alaska is a great place.

The name Alaska comes from the Aleut (native people of Alaska) word *Alyeska*, meaning 'great land'.

The people of Alaska are the friendliest in the United States.

The United States bought Alaska from Russia in 1867. They paid Russia 7.2 million dollars for the territory.

Russia sold Alaska too cheaply.

The coldest temperature ever recorded in Alaska was -81°F (-62°C).

The cold weather in Alaska is nicer than the cold weather in other places.





# Coming in from the cold

Four Alaskan bloggers talk about what it's like living north of the 64° latitude



I'm from California originally. I remember getting off the plane from California and the official airport thermometer read  $-47.5^{\circ}\text{F}$  ( $-44.1^{\circ}\text{C}$ ). \_\_\_\_\_! I don't mind the cold too much now ... but I suffer from the long dark hours of winter. Many people here have problems with winter depression (called seasonal affective disorder, or SAD). I'm just really sleepy a lot!

Imagine it's so cold that it's hard to breathe. That's what it's like sometimes in Fairbanks, Alaska. The coldest temperature I've experienced is  $52^{\circ}\text{F}$  below zero ( $46^{\circ}\text{C}$  below zero). The air hurt my face, so I only stayed outside for a few minutes.

When it snows in Fairbanks, Alaska, the snow stays on the ground for months. A lot of people go skiing or dog mushing, a sport in which a team of dogs pulls a racer on a sled. Every winter, we have a festival where artists make sculptures. \_\_\_\_\_.

**Stefan Milkowski has a blog about climate change and energy issues called *Northern Flux*.**

The coldest I have experienced is  $-55^{\circ}\text{F}$  ( $-48^{\circ}\text{C}$ ). I was photographing a long-distance dog sled race. I was inside the school house trying to look at that day's photos on my computer, but was very tired. \_\_\_\_\_. So I put on my heavy parka and ran outside. I wasn't wearing gloves and grabbed onto the metal doorknob. My hand stuck to it, well, froze to it actually, and I lost the first layer of skin.

In my humble experience, Alaskans are welcoming for the most part. Especially if you are here in the winter. It's like we're all in this together during the cold and dark months.

**Jillian Rogers has a blog on dog racing in Alaska called *A Girl and Her Dogs*.**

Most Alaskans are proud of our state. There are lots of jokes about visitors can be about certain aspects: no, we don't all live in \_\_\_\_\_; and no, penguins don't live up here, that's the \_\_\_\_\_.

**Harriott has a blog about life in Alaska called *Alaskan Life in the Anthropocene Epoch*.**

\_\_\_\_\_ is such a cold place that anything above zero Fahrenheit ( $32^{\circ}\text{C}$ ) feels WARM and you go out in your T-shirt! Every day I plug my truck into an electrical outlet to warm up the engine. I wear three or four layers of clothes, plus mukluks, which are special boots for very cold, dry snow. \_\_\_\_\_. Even when it is  $-40^{\circ}\text{F}$  ( $-40^{\circ}\text{C}$ ) I still go to work.

Alaskans are the friendliest people in the world. We take care of each other. If you see someone walking in the winter, you always stop to give them a ride.

**Jean McDermott has a blog on life in Alaska called *Jean's Northern Niche*.**

## Vocabulary

Complete the expressions with the words in the box. Use a dictionary to help you.

hood ice icy in the cold  
reception shoulder

- 1 He's not talking to me. Is he giving me the cold \_\_\_\_\_?
- 2 He was murdered in cold \_\_\_\_\_.
- 3 Her voice was cold, and she had an \_\_\_\_\_ stare.

- 4 My boss isn't a very friendly person. In fact, he's as cold as \_\_\_\_\_.
  - 5 The others in the group didn't like her, and they left her out \_\_\_\_\_.
  - 6 When I arrived late to dinner, my family weren't very happy and I got a bit of a cold \_\_\_\_\_.
- 2 Work in pairs. Are there any similar expressions about cold in your language?

## Glossary

**breathe** (verb) – to take air into your body through your nose or mouth and let it out again

**igloo** (noun) – a building made from snow or ice

**naive** (adjective) – a naive person lacks experience of life and believes things too easily

**parka** (noun) – a big heavy winter coat

**plug into** (phrasal verb) – to connect a piece of equipment into an electricity supply

**sled** (noun) – a vehicle that you sit on to travel over snow



**Part 4**

Reading & Pronunciation  
**Weather ups and downs, intonation**

Listening  
**In a department store**

Vocabulary  
**Words to describe statistics**

Grammar  
**Real conditionals**

Writing  
**A list poem**



## Reading and Pronunciation

- 1** Work in pairs and discuss the questions.
- Do you have four different seasons in your country? What is the weather usually like at different times of the year?
  - What products do you think sell well when the weather is hot and when it's cold? Make two lists.
- 2** 1.34 Read and listen to *Weather ups and downs*. Compare your lists from exercise 1 with the products mentioned in the text. What things didn't you think of? Add them to your lists.

- 3** 1.35 Listen to these sentences including lists from the texts. Mark where the voice goes up (↗) and down (↘).
- 1 In a good sales year in the US, there is a warm sunny spring, a hot and dry summer, a cool autumn and a cold winter.
  - 2 People wait to buy warm winter clothing like wool jumpers, warm coats, gloves and hats.
  - 3 Other typical items sold in winter are hot-water bottles, medicines against colds and flu, car batteries and heating appliances.
- 4** Work in pairs. A: read out the list for product sales in hot weather. B: read out the list for cold weather. Pay attention to your intonation. Are these things you usually buy?

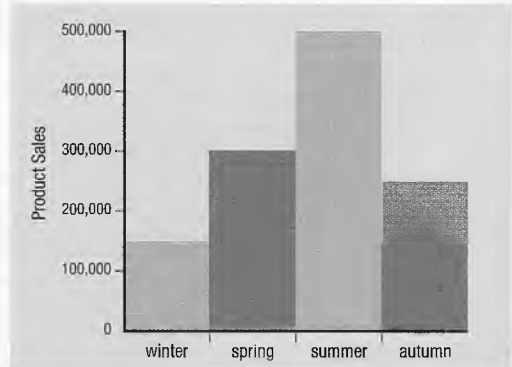
## Vocabulary

- 1** Find three verbs in the text which mean *go up* and three verbs which mean *go down*.
- 2** 1.36 Write the nouns for the verbs in exercise 1 and answer the questions. Use a dictionary to help you. Then listen and check.
- 1 Which noun and verb don't have the same form?
  - 2 Which nouns and verbs have the same form but a different word stress? Listen and check.

- 3** Complete the sentences with the prepositions in the box.

by in of to

- 1 Sales will grow \_\_\_\_\_ 10 %.
  - 2 There will be an increase \_\_\_\_\_ 5%.
  - 3 Sales will rise from 2 million \_\_\_\_\_ 3 million.
  - 4 There will be a decrease \_\_\_\_\_ sales.
- 4** Look at the graph. Complete the sales presentation below with numbers from the graph and words from exercises 1–3.



'This winter we're going to run a special advertising promotion. If that goes well we hope sales will (1) \_\_\_\_\_ to about (2) \_\_\_\_\_. Next year, if there's a warm spring, sales should (3) \_\_\_\_\_ to (4) \_\_\_\_\_ items. Then we hope that in summer there will be an (5) \_\_\_\_\_ of (6) \_\_\_\_\_. In autumn, we predict that sales will (7) \_\_\_\_\_ by (8) \_\_\_\_\_ % – that means sales will (9) \_\_\_\_\_ to about (10) \_\_\_\_\_ items.'

## Listening

- 1** 1.37–1.39 Listen to three conversations in a department store and look at the pictures. Which products do the customers buy?
- 2** Listen again. Write the words or phrases that helped you with the answers.



# Weather

In a good sales year in the US, there is a warm sunny spring, a hot and dry summer, a cool autumn and a cold winter. Companies usually plan their sales at least a year in advance, so if the weather doesn't fit the usual pattern, there will be problems with the supply of particular products.

When the spring is colder than usual in the northern hemisphere, then sales of garden furniture, summer clothes and building materials decline. People simply wait until the weather gets warmer. In a hot summer, sales of ice cream, beer, bottled water and sun cream increase. In a cooler summer sales of these things and of products like fans and swimming pool supplies decrease.

It's a similar picture in the colder months of the year. If the autumn is warmer than usual, people wait to buy warm winter clothing like wool jumpers, warm coats, gloves and hats. But as soon as colder weather starts, people rush to buy these items. Other typical items sold in winter are hot-water bottles, medicines against colds and flu, car batteries and heating appliances. In colder weather demand for products for the home also grows because people start 'nesting' and preparing to spend more time indoors. Sales of comfort food like cakes and doughnuts are dependent on the weather and tend to rise when the temperature falls.

## Grammar

1 Look at the sentences from the listening and reading and complete the rules.

If the autumn is warmer than usual, people wait to buy warm winter clothing.

If the weather doesn't fit the usual pattern, there will be problems with the supply of particular products.

I'll change my mind, can I get my money back?

Use the zero conditional to talk about things that always happen: use the present simple in the *if* clause and use \_\_\_\_\_ in the main clause

Use the first conditional to talk about a possible future situation: use \_\_\_\_\_ in the *if* clause and use \_\_\_\_\_, *can*, *should* or *might* plus the verb in the main clause

2 Look at these sentences. Which are false?

- 1 a If you heat ice, it melts.
- 1 b If ice melts, it becomes water.
- 1 c If you heat water to 100°C, it becomes ice.
- 2 a When it gets cold, people drink more hot drinks.
- 2 b If you drink hot drinks, you feel cold.
- 2 c If you drink hot drinks, you feel warm.

3 Work in pairs. Write three facts: two true and one false. Then read your facts to another pair. They say which is false.

4 Complete the proverbs with the correct form of the verbs in brackets. Use the first conditional.

- 1 It's \_\_\_\_\_ (be) a year of snow, fruit \_\_\_\_\_ (grow).
- 2 If the sun \_\_\_\_\_ (set) in grey, the next \_\_\_\_\_ (be) a rainy day.
- 3 In February if you \_\_\_\_\_ (hear) thunder, you \_\_\_\_\_ (see) a summer wonder.
- 4 If crows \_\_\_\_\_ (fly) low, the wind \_\_\_\_\_ (blow), if crows \_\_\_\_\_ (fly) high, the wind \_\_\_\_\_ (die).

5 Do you know the proverbs? Are they true? Do you know any other proverbs which predict the weather?

**G** Grammar focus - explanation & more practice of real conditionals on page 136

## Writing

1 Choose *hot* or *cold*. Make a list of all the things you associate with this word.

2 Turn to page 130 and follow the instructions.





a



b

## Warm up

1 Work in pairs. Look at the pictures and compare and contrast them. Who do you think buys clothes in these places? What do you think the service is like?

2 Put these things in order of importance for you. Then work in pairs and compare your lists, giving reasons for your choices.

- service \_\_\_\_\_
- price \_\_\_\_\_
- brand of clothes \_\_\_\_\_
- fit of clothes \_\_\_\_\_
- quality of clothes \_\_\_\_\_

## Listening

1 1.40–1.44 Listen to five conversations. Match each one to picture a or b.

2 Listen again. Tick the things that the customers ask for.

- a different style
- a different colour
- a different size
- the price
- a refund
- a mirror
- the changing room

## Language focus

1 Match requests 1–5 to offers a–e.

- |                                               |                                                |
|-----------------------------------------------|------------------------------------------------|
| 1 I'd like to try this on, please.            | a Let me have a look.                          |
| 2 Could you tell me how much these jeans are? | b I'll let you have them for £25.              |
| 3 Would you mind helping me find a size 8?    | c I'll ask the manager.                        |
| 4 Could I try these shoes in black, please?   | d I'll get them.                               |
| 5 I wonder if I could have a refund?          | e Shall I show you where the changing room is? |

2 Which phrases can you use in polite requests? Underline them in sentences 1–5. Which verb do we often use in offers?

## Speaking

Work in pairs. Choose **one** of the tasks below. Use the new expressions you have learnt.

**A** Roleplay a conversation in a clothes shop.

- A: You are a customer.
- B: You are an unhelpful assistant.

**B** Roleplay a conversation at a market stall.

- A: You are a difficult customer.
- B: You are a friendly assistant.





It isn't just the British who talk about the weather. Climate plays a crucial role in every country, and its most noticeable features come to influence everyday expressions. The varieties of English spoken around the Caribbean illustrate this process in action. In Trinidad, for example, the hot climate has led to such idioms as *sun-hot* ('midday') and *big hot sun* ('broad daylight'). Heavy rain comes down *bucket-a-drip*. The absence of rain has given the language *dry weather*, used as an adjective when the quality of something is not as it should be: a *dry-weather house* is one which leaks when it rains; a *dry-weather car* lets in water; and *dry-weather friends* are those who are never around when things go wrong (*fair-weather friends*, people would say in some other parts of the world).

Varieties of English are especially influenced by local native languages or by the languages of former colonists. In the Caribbean, words borrowed from French and Spanish are used for many aspects of daily life. Some, such as *iguana* and *armadillo*, have become so well known that they have entered international standard English. Others have remained within the Caribbean, such as *macommere* (from French) for a close female friend, or *going pasial* (from Spanish) for 'taking a stroll'. Grammar can be affected too. *It making hot* means 'it's hot', following the grammar of French or Spanish.

We always have to be prepared for surprises, as we travel around the English-speaking world, especially if the only dialect we know is standard British or American English. Even the most familiar words can take on a new meaning. What could be more essentially British than *tea*? But around the Caribbean the word is often used for any hot beverage, so when people want to be more specific we find such expressions as *cocoa tea* and *coffee tea*. And if they want to emphasise something, they simply repeat it. Was it raining really hard yesterday? *It rain rain*. And today? *A hot hot hot day*.

## Glossary

**colonist** (*noun*) – one of the people who establish a colony (= a country that is controlled by another country) or who go to live in it

**crucial** (*adjective*) – extremely important

**idiom** (*noun*) – an expression whose meaning is different from the meaning of the individual words

**leak** (*verb*) – if something leaks, liquid or gas comes out of it through a hole or crack



## Warm up

Work in pairs. Imagine you are colleagues who are standing on a lift. Make small talk about the weather today.

## Reading

1 Read *Caribbean English*. Put the main ideas of the text in the correct order.

- Caribbean English borrows words from the languages of the people who came to live there from other countries. \_\_\_\_\_
- The weather of a place affects the way language is used there. \_\_\_\_\_
- Sometimes common words can have new meanings. \_\_\_\_\_
- There are many specific expressions for the weather in the Caribbean. \_\_\_\_\_

2 Read the text again and complete the sentences with the correct words.

- 1 A *dry-weather* house *stays dry / does not stay dry* when it rains.
- 2 *Going pasial* means *going for a walk / going away for some time*.
- 3 *It making hot hot hot* means *this makes things hot / it's very hot today*.
- 4 In Caribbean English *tea* is *coffee with cocoa / any hot drink*.

## Speaking

1 Work in small groups. You are going to give a short presentation called *A guide to the weather in ...* (your country or countries). Answer these questions and prepare the presentation.

- Are there any particular weather features in your country?
- Do you have different ways of talking about certain kinds of weather in your language (different kinds of rain, snow, hot weather, wind, fog, storms, etc)?
- How could you explain these in English?

2 Give your presentation to another group and answer any questions.

## Useful phrases

- The weather in ... is usually ... in the winter / summer months.
- We have ... seasons.
- In ... we have a special type of wind / rain / snow called ...
- On some days it rains / snows in a special way. It's like ... and we call it ...



## Reading

1 Read Stefanie's letter. What type of work is she applying for?

Desmond Reyes  
 Director, Tanzania Community schools  
 12 Fish Lane  
 London  
 SW2 5AA

3<sup>rd</sup> June 2010  
 Lärchenstrasse 22  
 CH - 8442 Hettlingen

Dear Mr Reyes,

I'm writing in reply to your advertisement for volunteers to teach sports at a community school in Tanzania. I'm interested in working at the school and I'd like to know a little more about the work.

I'm from Switzerland and I'm currently training to be a primary school teacher in Zurich. Before that, I was employed as a sports shop manager for ten years. During that time, I taught the staff about sports equipment and also worked as a tennis coach at a local tennis club. I believe I have the right qualities for the job because I'm friendly and empathic, I like children and I can work well in a team. As well as playing tennis, I am good at athletics, basketball and swimming. I speak fluent German, good French and Intermediate English. I'd like to do something useful after I graduate. I also believe it'll be a good opportunity to learn about other cultures and to gain more experience of teaching.

I have some questions about the work. First of all, how old are the children and what languages do they speak? Regarding the volunteers, which sports will we teach? Also, where exactly will we live and how long will we work at the school? In addition, could you please send me information about visa requirements and travel arrangements?

I'm willing to attend an interview at any time.

Yours faithfully,

*Stefanie Jucker*

Stefanie Jucker

2 Read the letter again and complete the form.

Name	Stefanie Jucker
Nationality:	
Teaching experience:	
Sports played:	
Personal qualities:	
Reason for applying:	
Availability for interview:	

3 Work in pairs. Roleplay the interview for the job and invent answers to Stefanie's questions.

## Writing skills: a formal letter

1 Read the rules about writing a formal letter. Which rules has Stefanie broken?

- 1 Start by writing the purpose of the letter.
- 2 Write your own address at the top of the letter on the right.
- 3 Write the name, title and address of the recipient on the left, before *Dear ...*
- 4 Write the date after the addresses.
- 5 If you write *Dear Mr Turner* or *Dear Ms Bravo*, finish with *Yours sincerely*. If you write *Dear Sir / Madam*, finish with *Yours faithfully*.
- 6 To make a request, write *Please send me information ...*
- 7 To finish the letter, write *I look forward to hearing from you*.
- 8 Do not use contractions (eg *It's, I've, doesn't*).

2 Use the rules to improve Stefanie's letter.

## Preparing to write

Work in pairs. Look at the job advertisement and discuss the questions.

- What skills, qualities or experience do you need for the job?
- Why would you like to do it?
- What questions would you like to ask?

**Volunteers needed for elephant orphanage in Sri Lanka.** You will help feed, clean and look after the elephants, observe and interact with them and help with administrative work in the office.

## Describing your experience and skills

- I am currently studying / working as a / training to be a ...
- Before that, I ... / After leaving school I ... / During that time I taught ... / I was employed as a ...
- I believe I have the right skills / qualities for the job because ...
- I am good at ... I am interested in ...

## Writing

Write a letter to apply for the job. Describe your experience, qualities and skills and ask questions.

## Grammar

1 Complete the sentences with the correct form of the verb in brackets.

- 1 The weather \_\_\_\_\_ (be) cold, I generally \_\_\_\_\_ (prefer) to stay indoors.  
 2 We \_\_\_\_\_ (continue) to use non-renewable energy sources, we \_\_\_\_\_ (face) big problems in the next few years.  
 3 I \_\_\_\_\_ (probably / stop) using my car if the price of petrol \_\_\_\_\_ (not / go down) soon.  
 4 It was raining outside. You \_\_\_\_\_ (get wet) if you \_\_\_\_\_ (not / take) an umbrella.  
 5 Tomorrow I \_\_\_\_\_ (go) to the city centre to look for some clothes for my holiday in Alaska. I \_\_\_\_\_ (buy) some warm gloves and a wool hat, and I think \_\_\_\_\_ (get) a new coat, too.

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

- 1 them / that / so / jeans / I / were / buy / expensive / the / didn't .  
 2 such / went / day / fans / that / a / hot / of / it / was / up / sales .  
 3 I / dry / grow / is / there / such / place / few / plants / the Sahara desert / that .  
 4 freeze / so / it's / winter / that / in / car tyres / cold .

## Vocabulary

1 Cross out the word in each group that cannot be used with the word in bold.

- cold** weather reception shoulder mood  
**energy** solar environmental nuclear renewable  
**a problem** face tackle supply solve  
**my** plastic rubber icy metal  
**bedset** wooden leather cotton wool

2 Complete each sentence with a preposition.

- 1 The price of petrol will rise \_\_\_\_\_ 20%.  
 2 Last year there was an increase \_\_\_\_\_ sales of comfort food.  
 3 There will be an increase \_\_\_\_\_ 10%.

## Speaking

1 Write down an item of clothing that you want to buy, either for very hot or very cold weather. Then work in pairs and roleplay the situation in a clothes shop.

2 Work in small groups and discuss your plans for the weekend. Try to find three plans that are the same for everyone.

## Writing a learner diary

1 Think about your experience of studying this unit of *Global*. Work in pairs and discuss these questions.

- 1 What was most enjoyable? Why?
- 2 What was least enjoyable? Why?
- 3 What did you learn about English?
- 4 What did you find out about yourself as a learner?
- 5 What else did you learn?
- 6 What questions do you still have?
- 7 How do you think your English has improved?
- 8 What do you need to do to improve further?

Writing a learner diary is a way of recording and thinking about what you are learning, how you learn and how you feel about learning. It is also a good way of practising your English. You can use a notebook, mobile device or computer. It doesn't matter if your English is sometimes incorrect.

2 Read the examples of things you could write in a learner diary. Match them to the questions in exercise 1.

- a I learned that Alaska used to belong to Russia. That's really strange!
- b I really enjoyed doing the roleplay in the shop. Jan and I invented funny situations and laughed a lot.
- c I think I learn best when I do roleplays or other speaking activities because they help me to use English in real life.
- d Dave told us that it's better to use 'I'll' than 'I will' for speaking.
- e I'm not completely sure about the difference between *going to* or the present continuous to talk about plans.
- f I felt embarrassed when Dave asked me to read my poem to the class. I didn't think it was very good.
- g I think my speaking is improving a bit. I'm not so worried about making mistakes. Maybe that's because I know my classmates now.
- h I need to read about *going to* and the present continuous in my grammar book.

3 Plan to start a learner diary. Answer the questions and then work in pairs and discuss your plans.

- 1 How often are you going to write your diary?
- 2 Where are you going to write it?
- 3 What are you going to write about?
- 4 How much are you going to write each time?

## Part 1

Speaking &amp; Pronunciation

Comparing two paintings, contrastive stress

Reading

A creative friendship

Grammar

Present perfect &amp; past simple

Vocabulary &amp; Speaking

Adjective suffixes: -ive, -ful, -ous

Pablo Picasso, *Portrait of Gertrude Stein*, 1906Pablo Picasso, *Dora Maar Seated*, 1941

## Speaking and Pronunciation

1 Look at the pictures. What is the same in both pictures?

2 1.45 Listen to two differences between the pictures. The speaker stresses two words in each sentence to contrast them. Which words?

3 Listen again and repeat the sentences.

4 Work in pairs and discuss other differences between the pictures. Remember to stress the things that you want to contrast.

## Useful phrases

- In the first picture ..., whereas / but in the second picture ...
- the colours are bright / dark / rich ...
- the style is modern / simple / complicated / realistic ...
- The mood is calm / disturbing / harmonious ...

5 Work in pairs and discuss the questions.

- Do you like the pictures? Why / Why not?
- What do you know about the artist?

## Reading

1 Read *A creative friendship* quickly and complete the table.

	Matisse	Picasso
Nationality		
Born		
Died		
Personality		

2 1.46 Read and listen to the text again and make notes about the questions below. Then work in pairs and compare your notes.

- 1 How did the two artists meet?
- 2 What effect did they have on each other's art?
- 3 What was their relationship like?
- 4 How did Picasso show his feelings about the death of Matisse?

## Grammar

1 Choose the correct words to complete the rules.

*Since then there **have been** two more major exhibitions.*

*People **have often** described the two artists as rivals.*

*The Frenchman and the Spaniard **met** for the first time **in** 1906.*

- we use the present perfect for *a specific / an unspecific* time in the past. The exact time is not important
- we use the present perfect to talk about experiences in a period that *has finished / continues up to the present*
- we use the past simple for *a specific / an unspecific* time in the past

2 Complete the text with the present perfect or past simple form of the verb in brackets.

In the 1990s a group of artist friends \_\_\_\_\_ (live) and \_\_\_\_\_ (work) in an artists' village in Beijing, China. Several of these artists \_\_\_\_\_ (become)

very successful, including Yue Minjun, who \_\_\_\_\_ (exhibit) paintings and sculptures all over the world. Minjun's work always features his own laughing face which he \_\_\_\_\_ (paint) in many different situations. In 2007 Sothebys \_\_\_\_\_ (sell) one of his paintings for \$5.9 million.



3 Work in pairs and ask each other the questions.

Have you ever ...

- been to an art exhibition or gallery?
- bought a painting or an art poster?
- given somebody a piece of art?
- drawn or painted pictures yourself?
- read a book about a famous artist?


**Grammar focus** – explanation & more practice of the present perfect & past simple on page 138

# A creative friendship

Pablo Picasso and Henri Matisse met for the first time in 1906 in Paris. Matisse, born in 1869, was 37 and already a successful artist. He was self-assured but rather reserved. Picasso, born in 1881, was 25, passionate, decisive and ambitious. He was at the start of his career but already famous for his great talent.

## Vocabulary and Speaking

1 Look at *A creative friendship* again. Find adjectives in the text that end in *-ive* (2), *-ful* (2) and *-ous* (3).

2  1.47 Listen and check. Mark the stress in each word. Then listen again and repeat.

3 Match the definitions to the adjectives you found in exercise 1.

- 1 unhappy because someone has something that you would like or can do something that you would like to do \_\_\_\_\_
- 2 has a lot of influence \_\_\_\_\_
- 3 able to decide what to do quickly and confidently \_\_\_\_\_
- 4 has done well in their career \_\_\_\_\_
- 5 has a lot of new ideas \_\_\_\_\_
- 6 determined to do well \_\_\_\_\_
- 7 something or someone a lot of people know about or have heard about \_\_\_\_\_

4 Use the suffixes in exercise 1 to make adjectives from these words. Then check your answers in a dictionary.

- |          |       |             |       |
|----------|-------|-------------|-------|
| religion | _____ | competition | _____ |
| attract  | _____ | help        | _____ |
| forget   | _____ | imagine     | _____ |
| honour   | _____ | faith       | _____ |
| mystery  | _____ |             |       |

5 Look at two English sayings. Do you know any relationships like these? Which saying do you agree with more?

**Birds of a feather flock together.**

(people who are similar often spend time together)

**Opposites attract.**

(people who are very different often find each other interesting)

6 Work in pairs. Describe a friendship that is important to you. Think about these questions.

- How long have you been friends?
- How did you meet?
- How would you describe your friend? (Use words from exercises 1 and 4.)
- Are you and your friend 'opposites' or 'birds of a feather'?
- Have you ever had any disagreements?
- What's the nicest thing your friend has ever done for you?



In 1907 Matisse and Picasso began a powerful dialogue through their art. They often did paintings of similar subjects. The Frenchman inspired Picasso to use colour; the Spaniard inspired Matisse to experiment with style. Picasso said that 'No one has looked at Matisse's painting more carefully than I, and no one has looked at mine more carefully than he.' The first joint exhibition of their works was in 1918 in Paris. Since then, there have been two more major exhibitions about Picasso and Matisse's very special and creative relationship. People have often described the two artists as rivals who were jealous of each other's work, but Matisse said their disagreements were always friendly.

After the Second World War, Picasso moved to the South of France where Matisse lived and the two artists spent a great deal of time together. 'When one of us dies,' said Matisse, 'there will be some things that the other will never be able to talk of with anyone else.' Matisse died in 1954, but until his own death in 1973 Picasso continued to refer back to Matisse in his work.

## Part 2

## Reading

*Guardians of the Kingdom*

## Vocabulary

Expressions with *what*

## Grammar

Present perfect with *yet* & *already*

## Speaking

## Telling a friend your news



## Reading

1 Do you enjoy reading comics and graphic novels? Are graphic novels for adults popular in your country?

2 Read the extract from *Guardians of the Kingdom* and answer the questions.

- 1 What are the men's jobs?
- 2 Are they friends or enemies?
- 3 What is the problem?

3 Read the text again and find these words and expressions.

- 1 a positive adjective
- 2 a negative adjective
- 3 a question to check understanding
- 4 an expression of surprise
- 5 a criticism


4 Work in pairs. Did you enjoy reading the text? Is the author trying to make a point? What could it be?

## Vocabulary

1 Match sentences 1–7 to the correct responses a–g.

- 1 I've forgotten which side is which. \_\_\_\_\_
- 2 I don't have anything nice to wear. \_\_\_\_\_
- 3 I need a new jacket. \_\_\_\_\_
- 4 I've prepared the sauce. Now what? \_\_\_\_\_
- 5 We should have lunch together. \_\_\_\_\_
- 6 I'm getting married. \_\_\_\_\_
- 7 Are you ready to go or what? \_\_\_\_\_

- a You have to wait until the meat is ready.
- b What for? You've got one already.
- c Good idea. What about Tuesday?
- d You're what? Who to?
- e Just a minute, just putting my shoes on!
- f You've what?
- g So what? You always look lovely.

2  1.48 Listen and check your answers. Answer the questions for each conversation.

- 1 What is the relationship between the speakers?
- 2 What do you think happens next in the conversation?

## Grammar

1 Look at these sentences from *Guardians of the Kingdom*. What is the best description of their use?

I've memorised it.  
I've forgotten which side is which.

- 1 They are about actions that finished a long time ago.
- 2 They are about finished actions that are important or relevant now.
- 3 They are about unfinished actions.

*Have you memorised it yet?*

*I've already forgotten which side is which.*

- we can use (*not*) *yet* and *already* with the present perfect
- use *yet* to ask if something has happened
- use *already* to say that something has happened earlier than you expected


2 Imagine these exchanges between the guards from *Guardians of the Kingdom*. Write Guard B's answers.

- 1 A: Can I read your book?  
B: Sorry / not finish / it / yet.
- 2 A: Is it coffee time?  
B: We / already / have coffee!
- 3 A: The radio isn't working.  
B: you / break / it again?
- 4 A: Where are the other guards?  
B: They / already / go home.
- 5 A: What happened to my chocolate?  
B: Sorry / I / eat / it.

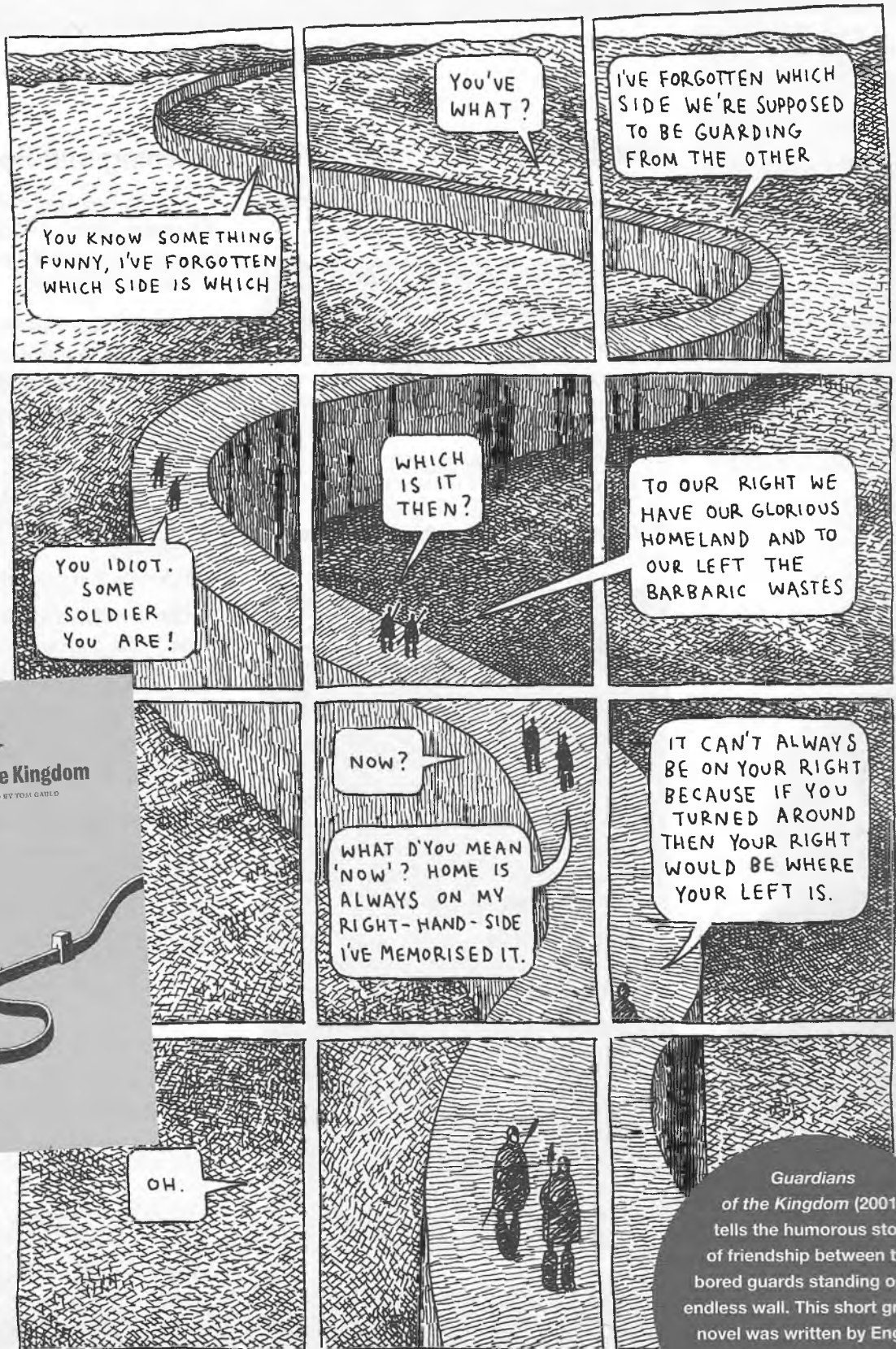
3 Make a list of ...

- three things you haven't done yet, but want to do.
- three things you have done this week that you are happy about.
- three things you have already done to improve your English.

4 Work in pairs. Tell your partner about the things in your list.

 **Grammar focus** – explanation & more practice of the present perfect with *yet* & *already* on page 138





**Guardians of the Kingdom**

WRITTEN AND ILLUSTRATED BY TOM GAULD

*Guardians of the Kingdom* (2001) tells the humorous story of friendship between two bored guards standing on an endless wall. This short graphic novel was written by English artist Tom Gauld, who also does illustrations for the *Guardian* newspaper.

**Speaking**

Work in pairs. A: turn to page 126. B: turn to page 128. Follow the instructions.

**Part 3**

Vocabulary

Crime

Listening & Reading

*Strangers on a Train*

Grammar

Modals of deduction

Speaking

Making predictions about a film

## Vocabulary

1 Match the words in the box to the groups of words. Use a dictionary to help you.

be commit evidence have  
prison a suspect

- 1 \_\_\_\_\_ innocent/guilty/against the law
- 2 find/plant \_\_\_\_\_
- 3 \_\_\_\_\_ a crime/murder
- 4 go to/be in \_\_\_\_\_
- 5 \_\_\_\_\_ a motive/an alibi
- 6 catch/arrest \_\_\_\_\_

2 Complete the facts with words or phrases from exercise 1.

## Crime in the US

Only 14% of people who (1) \_\_\_\_\_ a (2) \_\_\_\_\_ are total strangers to the dead person. Nearly 90% are male and nearly 50% are under 25 years old.

Most killers don't plan a murder or even (3) \_\_\_\_\_ a clear (4) \_\_\_\_\_. Most murders take place spontaneously during arguments or are connected to other crimes such as robbery.

Police catch or (5) \_\_\_\_\_ a (6) \_\_\_\_\_ in about two-thirds of murder cases.

DNA evidence can show if people are (7) \_\_\_\_\_ or (8) \_\_\_\_\_. 252 Americans have been proven innocent because of DNA evidence. On average they went to (9) \_\_\_\_\_ for 13 years for crimes that they didn't commit.


April 2010

## Listening and Reading

1 Do you ever read crime novels or watch TV programmes or films about crime? Are they popular in your country? How realistic do you think they are?

2 *Strangers on a Train* is a thriller by Patricia Highsmith. Look at the scene below from the film directed by Alfred Hitchcock. Work in pairs and discuss the questions.

- What do you think the men are talking about?
- Do you think they like each other?
- Do you think the men are similar or different?
- What do you think the film is about?

3  1.49 Listen to the film script of the scene. What do you think Bruno means when he says 'criss-cross' in the last line?

4 Turn to page 131 and read and listen to the scene again. Complete the summary of the conversation.

Bruno tells Guy about his idea to swap

- (1) \_\_\_\_\_: he could murder  
(2) \_\_\_\_\_ and Guy could murder  
(3) \_\_\_\_\_. They won't be caught because (4) \_\_\_\_\_.

### Guy Haines

- well-known tennis player
- unhappily married to Miriam; wants to divorce her and marry his girlfriend Anne

### Bruno Anthony

- son of a rich man
- hates his father

3 Work in pairs. Are you surprised by any of these facts? Tell your partner.



5 Work in pairs and discuss the questions.

- How would you describe Bruno? Find sentences in the script that support your ideas.
- What does Guy think of Bruno's idea? What does he say to Bruno?
- Imagine you are on the train talking to Bruno. What would you say to him?

### Extend your vocabulary – stranger and foreigner

A **stranger** is someone you don't know.  
*The man who rang the doorbell was a complete stranger.*

A **stranger** can also be a person who doesn't know a place.  
*We're strangers to this area.*

A **foreigner** is somebody from a different country.  
*Not many foreigners visit our town.*

To emphasise that someone is a person who you don't know at all, you can say a *perfect / total / complete stranger*.

- Work in pairs and answer the questions.
- In what situations do you enjoy meeting strangers?
  - How do you usually start a conversation with a complete stranger?
  - When do you not enjoy meeting or talking to strangers?
  - Have you ever visited or lived in a different country? How did it feel to be a foreigner?

### Grammar

1 Read the sentences and complete the rules with the modals *may, might, can't* and *must*.

*Bruno talks about murdering his father. He can't like his father.*

*Bruno has a plan. He might be serious.*

*Bruno talks about Miriam. He must know her.*

*Guy doesn't want to listen. He could be angry.*

- use \_\_\_\_\_ when you think something is very likely, based on present evidence
- use \_\_\_\_\_ when you think something is very unlikely, based on present evidence
- use \_\_\_\_\_, \_\_\_\_\_ or *could* when you are not certain about something

2 Complete the sentences with the correct modal verbs. Then decide who could say each one, Guy or Bruno.


- 1 I know you, I've seen you before. You *can't / must* be that tennis player.
- 2 Listen to this. You *must / might* be interested.
- 3 You have lots of detective novels. You *might / must* like murder stories.
- 4 What do you mean? You *could / can't* be serious.
- 5 It's quite a good plan. It *must / could* work.
- 6 I think you wanted to meet me on the train. This *might / can't* be an accidental meeting.

**G Grammar focus** – explanation & more practice of modals of deduction on page 138

### Speaking

1 Work in pairs. Read the sentences about *Strangers on a Train* and decide how likely you think each one is. Discuss your reasons.

- 1 Guy forgets the conversation.
- 2 Guy kills Bruno's father.
- 3 Bruno kills Miriam.
- 4 Bruno tries to plant evidence on Guy.
- 5 Guy goes to the police.
- 6 The police arrest Guy.
- 8 Guy and Anne start a new life together.

2  1.50 Now listen and find out.



**Patricia Highsmith** (1921–1995) was an American author, famous for her crime novels. *Strangers on a Train* was her first novel.

**Alfred Hitchcock** (1899–1980) was a British filmmaker who directed over 50 films, most of them thrillers.



## Part 4

## Speaking &amp; Vocabulary

## Usual and unusual

## Listening &amp; Reading

## Who is Average Man?

## Grammar

*somebody, anybody, nobody, everybody*

## Speaking

The class **Average Man or Woman**

## Speaking and Vocabulary

1 Read the sentences. Are the words in *italics* describing someone or something *usual* or *unusual*? Use a dictionary to help you.


- 1 My fiancé is *average*-height, *average*-weight and *average*-looking. But he's special to me.
- 2 It's *uncommon* for our family to eat in restaurants.
- 3 My brother is a *typical* Canadian: he likes hockey and baseball.
- 4 Her name is Sian. It's a *common* name where we come from.
- 5 Our teenaged son got a very *weird* haircut yesterday. We don't know what to say to him.
- 6 The baby's making *funny* noises. Is she all right?
- 7 She's wearing the most *bizarre* clothes. It must be a new style.
- 8 He was an *odd* little man. He would always wear a black suit and tie even on the hottest days.

2 Choose three of these questions. Then work in pairs and ask each other your questions.

- Do you know anybody with a bizarre name?
- What are typical weekend activities for you?
- What's the usual weather for this time of year?
- What customs in your country do foreigners find odd?
- What are the weirdest clothes you've ever worn?

## Listening and Reading

1 Do you think being *average* is a good or bad thing? Why?

2  1.51 Listen to the talk *Who is Average Man?* and answer the question.

Who or what is Average Man?

- 1 the real name of Adolphe Quetelet, a Belgian mathematician
- 2 an invented person with average characteristics
- 3 a real person who has the exact average characteristics of the population
- 4 a British 40-year-old man

3 Listen again. Are the sentences true (T) or false (F)?

- 1 Quetelet studied the history of Belgium
- 2 Average Man was invented by Quetelet
- 3 Average Man never commits any crime
- 4 It is impossible to find one person who is Average Man.
- 5 A British television show looked for the Average Man in Britain.

4 Look at the characteristics of Average Man for the United Kingdom on page 49. Then work in pairs and answer the questions.

- Which characteristics do you think are the most interesting?
- Do you think these are similar for men in your country?
- What things do you think would be different for women?





# Average UK Man

He is 40 years old.

He is married.

He has 1.8 children.

He weighs 13 stone (82.55 kilos).

He has size 10 feet.

He owns 22 pairs of socks.

He thinks he is a good driver.

He has 8 to 14 good friends.

He has three or more televisions.

He has one Harry Potter book in his house.

He sleeps seven hours a night.

He drinks three cups of tea a day.

He does less than 30 minutes' exercise a week.

He takes one foreign holiday per year.

He takes 20 to 30 minutes to get to work.

He works more than 40 hours a week.

He has more than 80 contacts on his mobile phone.

He can cook at least four meals.



## Grammar

If **somebody** had all those characteristics **they** would be ideal.

**Anybody** who didn't have all those average characteristics was an error.

**Nobody** has these characteristics.

**Everybody** wants to know the answer.

- we use the pronouns *somebody*, *anybody*, *nobody*, *everybody* when we don't want to refer to a specific person or when we don't know who the person is
- we use *somebody* in affirmative sentences and questions when we expect a particular answer
- we use *anybody* in negatives and questions when we don't know what the answer will be
- anybody* also means *it doesn't matter who* in affirmative sentences
- nobody* means *no people* and *everybody* means *every person* in affirmative sentences
- we use these pronouns with singular verbs, but use *they* to refer back to them

1 Complete the sentences with the correct word.

- Everybody* / *Anybody* looked the same.
- Anybody* / *Nobody* is the perfectly average man. It's impossible.
- This is so easy that *somebody* / *anybody* could do it.
- Is* / *Are* everybody here?
- Can *somebody* / *nobody* help me, please?

2 Complete the sentences with your own ideas. Then compare your ideas in groups.

Everybody in my country ...

Nobody in my country ...

I don't know anybody who ...

There is somebody in my class / town / country who ...

Anybody in the class can tell you ...

**G** Grammar focus - explanation & more practice of *somebody*, *anybody*, *nobody* & *everybody* on page 138

## Speaking

1 Work in two groups. You are going to conduct a survey to create a class Average Man or Woman.

2 Write questions using the categories in the box. Then add two more questions of your own.

age children contacts on mobile phone  
foot size height hours sleep/night  
hours study English/week  
hours work/week married  
minutes' exercise/week

3 Ask the students in the other group your questions and note their answers. Then combine your notes so you have information about the whole class.

4 Calculate your results. What is class Average Man or Woman like?





## Warm up

1 Work in pairs. Look at the pictures. Choose two and compare and contrast them.

- Where are the people?
- Are they friends or strangers? Why do you think this?
- What could they be talking about?

### Useful phrases

- In picture a they are ...
- They must / might / can't ...
- They could be talking about ...

2 Work in pairs. Write a short conversation for one of the pictures. Then read or act it out to the class.

## Listening

1 1.52-1.53 Listen to two conversations and match them to the correct pictures. What helped you decide?

2 Listen again. How do the people start the conversations? Tick the things they talk about.

**Conversation 1**  
the weather  
the woman's job  
the price of food  
waiting

**Conversation 2**  
changes in their personal life  
changes at work  
their health  
somebody else's health

## Language focus

1 1.54 Read and listen to these phrases for starting conversations. Which phrases can you use with ...

- complete strangers?
- people you think you know?
- friends?

- 1 Have you heard they're going to reorganise our office?
- 2 Do I know you from somewhere?
- 3 You work at the supermarket, don't you?
- 4 By the way, I meant to ask you about your father.
- 5 Excuse me, do you know what time the next bus is?
- 6 You don't recognise me, do you?
- 7 It's a nice day, isn't it?
- 8 You're Lucy's neighbour, aren't you?
- 9 Have you got the time?
- 10 Are you on holiday here?

2 Underline the phrases in exercise 1 that you use to check information.

3 Complete the rules about question tags (phrases you can add to questions to check information) with the correct word.

- 1 After a positive verb use a *positive / negative* question tag.
- 2 After a negative verb use a *positive / negative* question tag.

## Speaking

Work in pairs. Choose **one** of the tasks. Use the new expressions you have learnt.

**A** Imagine you are the people in picture a. Start a conversation.

**B** Think about what you know about your partner (job, family, where they're from, likes and dislikes, etc). Then start a conversation and check what you know about them.


## Warm up

1 What do you think makes a good friend? Complete this sentence in two different ways.

A good friend ...

2 Work in pairs and compare your sentences. Do you agree?

## Listening

1  1.55–1.60 Listen to six people talking about what makes a good friend. Do any of them have the same ideas as you?

2 Listen again. Match the ideas of what makes a good friend to each speaker.

- 1 Anna, Russia \_\_\_\_\_
- 2 Sofia, Argentina \_\_\_\_\_
- 3 Elodie, Switzerland \_\_\_\_\_
- 4 Sara, Italy \_\_\_\_\_
- 5 Alena, Czech Republic \_\_\_\_\_
- 6 Matt, US \_\_\_\_\_

- a someone who understands you
- b someone who is honest with you
- c someone who is not easy to find
- d someone who takes care of you
- e someone who makes you laugh
- f someone you feel is your friend



## Language focus: describing positive characteristics

1 Complete the sentences with the words in the box.

count honest kind make take care trust

- 1 For me a best friend is someone you can \_\_\_\_\_ on – they'll always be there for you.
- 2 My friends always \_\_\_\_\_ of me when I'm ill or unhappy.
- 3 I can tell my good friends anything – I know I can \_\_\_\_\_ them.
- 4 A friend is someone who is loving and \_\_\_\_\_ to you.
- 5 Good friends are people who \_\_\_\_\_ you feel happy.
- 6 I think a good friend should always be \_\_\_\_\_ with you and tell the truth.

2 Write sentences beginning with *A good ...* about the people in the box.

boss parent politician

3 Work in pairs and compare your sentences.

## Speaking

Work in pairs. Choose three questions and ask and discuss them.

- Are you always honest with your close friends? Do you think they are always honest with you?
- Who do you count on for advice when you have a problem or have to make an important decision?
- Do you find it easy to give your friends advice?
- Who always makes you feel happy? How do they do this?
- In what ways are your friends kind to you? How do you try to be kind to them?

## Reading

1 Read Rosana's entry for her old school's website. Match topics a–d to the paragraphs.

- a Working and studying    c The future  
b Introduction            d A change of direction

Hello everyone,

I've wanted to write something for the College website for ages, but I haven't managed to find the time until now. Life is so hectic! Anyway, here is my news, at last.

As most of you know after leaving San Miguel College I went to Madrid to study physiotherapy. After that I was lucky enough to find a job as a physiotherapist in a healthcare centre where I stayed for ten years. It was a good job and I was happy with my life but I wanted to broaden my horizons so I decided to go back to university and study humanities. At the same time I continued working which was quite stressful: university in the morning lunch in my car work in the afternoon and evening and then housework at the end of the day! I was exhausted but in the end it was worth it. At university I met my husband Rafael and we got married two years later.

After finishing my studies, I got a grant to do a Masters in International Relations and I left my job. It was a hard decision, but I don't regret it. Among other things, the grant allows me to travel abroad to do research. It's been a wonderful opportunity to have new experiences and to meet different people from all over the world. I've been to Canada, Mexico, the UK and the Netherlands; right now I'm living in Malaysia, which is a really fascinating experience.

And now for my main news: I'm expecting a baby! Can you believe it? The baby, a boy, is due in August and I can't wait to have him in my arms :-)

That's all for now. Best wishes to everyone,

Rosana

2 Read the text again. Are the statements true (T) or false (F)?

- 1 Rosana is very busy at the moment.
- 2 She did not enjoy her job in the Healthcare Centre.
- 3 She worked and studied at the same time.
- 4 She regrets leaving her job.
- 5 She is currently studying for a Masters.
- 6 She does not want to travel.
- 7 She is enjoying living in Belgium.
- 8 She is looking forward to having her baby.

## Writing skills: punctuation

1 Match the punctuation marks in the box to the names 1–7.

, ? : ! . :-)

- |                 |       |                    |       |
|-----------------|-------|--------------------|-------|
| 1 full stop     | _____ | 5 exclamation mark | _____ |
| 2 comma         | _____ | 6 colon            | _____ |
| 3 question mark | _____ | 7 semi-colon       | _____ |
| 4 emoticon      | _____ |                    |       |

2 Which punctuation mark do we use ...

- 1 to finish a sentence?
- 2 to separate parts of a sentence?
- 3 to ask a question?
- 4 to emphasise something?
- 5 to add feeling in informal writing?

3 Find examples of each type of punctuation in the last two paragraphs of Rosana's website entry.

4 In which example are commas used ...

- 1 to separate items in a list?
  - 2 to separate extra information?
  - 3 after adverbial phrases?
  - 4 to separate clauses?
- a *I've been to Canada, Mexico, the UK and the Netherlands.*  
b *It was a hard decision, but I don't regret it.*  
c *Among other things, the grant allows me to travel abroad to do research.*  
d *The baby, a boy, is due in August. Right now I'm living in Malaysia, which is a really fascinating experience.*

When using commas to separate items in a list, use *and* between the last two items. The use of commas after adverbial phrases and to separate clauses is not obligatory, but often makes writing clearer and easier to read.

5 Add commas to the second paragraph of Rosana's website entry.

## Preparing to write

Work in pairs. Ask questions to find out about your partner's life after leaving school or college.

### Giving news

- I've wanted to write for ages, but ...
- Anyway, here is my news.
- As some / most of you know, ...
- And now for my main news ... / My main news is that ...

## Writing

Write a website entry for your old school or university. Give your news and describe your experiences. Use the useful phrases to help you.

## Grammar

Find two correct sentences. Then correct one mistake in each of the other sentences.

- 1 When have you bought your jacket?
- 2 I don't know nobody who has been to Scotland.
- 3 Everybody in this class have studied English before.
- 4 Have you ever met anybody famous?
- 5 She doesn't know his name, so he must be her best friend.
- 6 I've seen an interesting film last week.
- 7 Can somebody call the police, please?
- 8 I haven't already finished my homework.
- 9 Anybody in my family speaks French.
- 10 Take an umbrella, because it can rain later.

## Vocabulary

1 Put the letters in the correct order to spell words.

- |                                      |             |
|--------------------------------------|-------------|
| 1 a word that means <i>strange</i> . | diwer       |
| 2 the opposite of <i>typical</i>     | nocnomum    |
| 3 a word meaning <i>odd</i>          | riberaz     |
| 4 the adjective from <i>succeed</i>  | cuscuffless |
| 5 able to make decisions             | civiseed    |
| 6 the adjective from <i>mystery</i>  | tosyrusime  |

2 Put the events in the order they happened.

- The police caught the suspect. —
- The man went to prison. —
- The man had a motive. —
- The man committed a crime. —
- The police found evidence. —

## Speaking and Writing

1 Work in pairs. Write three questions beginning with *Have you ever ...* to ask your partner.

2 A: ask your partner one of your questions. Then ask more questions and decide if they are telling the truth.  
B: answer your partner's questions. Give either true or false answers. Then swap roles and repeat.

3 Work in pairs. Decide if you think these sentences are true for anyone in the class. Explain why.

- 1 He/She must work in an office.
  - 2 He/She can't be a student.
  - 3 He/She might be in a good mood.
  - 4 He/She can't be tired.
  - 5 He/She might have a big family.
  - 6 He/She can't live close to the school.
  - 7 He/She must like learning English.
- 4 Compare your ideas with another pair. Do you agree?

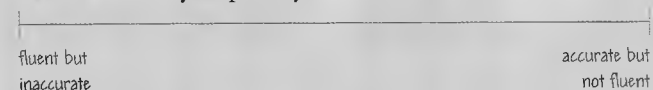
## Working with mistakes

1 Read these statements and for each one decide if you agree (✓), disagree (✗) or aren't sure (?). Then work in pairs and compare your answers.

- I hate making mistakes when I speak English.
- I like being corrected by the teacher.
- I always try to correct my mistakes when I speak.
- Accuracy is more important in writing than in speaking.
- It is helpful when students correct each other.
- Students shouldn't make mistakes with grammar they have studied in class.
- I speak too slowly because I try not to make mistakes.
- Sometimes people don't understand me because I make too many mistakes.
- It's impossible to learn a language without making mistakes.
- Grammatical mistakes are more serious than mistakes with vocabulary or pronunciation.
- I can use my mistakes to improve my English.

2 Some speakers of English are more fluent than accurate. Some are more accurate than fluent. Some are in the middle.

Where would you place yourself on this line?



3 Read the strategies for dealing with mistakes. Tick the ones that you would like to try. Then work in pairs and compare your ideas.

If you don't correct yourself enough ...

- \* make a note of mistakes that you often make when speaking. Concentrate on one of these each time you speak.
- \* study corrections to your homework. Write and learn the correct sentences.
- \* ask your partner to correct you when you speak.
- \* record yourself speaking. Play the recording and note your mistakes.

If you correct yourself too much ...

- \* practise speaking for one minute without stopping to correct yourself.
- \* practise writing for two minutes without stopping to correct yourself.

## Part 1

## Reading

## Asimov's laws of robotics

## Grammar


## Modals of obligation and permission

## Writing

## Cartoon captions

## Reading

1 Do you know any stories or films about robots? Do you like them? Why / Why not?

2  1.61 Read and listen to *Asimov's laws of robotics* and answer the questions.

- Why were the laws of robotics important, according to Asimov?
- Are there any robots that follow these laws in real life?

3 Read the text again. Which statements can you infer are true from the information in the text?

- Isaac Asimov didn't know that the word *robotics* would become a scientific term.
- He is proud that he invented a scientific term.
- Isaac Asimov's stories were unique because they had robots in them.
- The majority of scientists agree that the laws of robotics are an ideal.
- The military gives a lot of money to robotics and artificial intelligence research.
- The military is interested in applying the three laws of robotics.

## Isaac Asimov

is one of the most famous science fiction writers of all time. Originally from Russia, he came to the United States in 1923. He was a professor at Boston University and began writing science fiction stories in 1939. His most famous works are the *Foundation* books and the *Robot* stories. He also wrote mysteries and popular articles about science. He died in 1992 at the age of 72.

Extend your vocabulary –  
-ics and -ology

The suffixes *-ics* and *-ology* are used to talk about the study or knowledge of a particular subject, for example *mathematics* and *technology*.

Decide if these subjects end in *-ics* or *-ology*. What are these words in your language? Can you think of any other examples in English?

electron\_\_\_\_ anthrop\_\_\_\_  
psych\_\_\_\_ myth\_\_\_\_  
polit\_\_\_\_ phys\_\_\_\_

## Asimov's laws of robotics

'There are not many people who have coined a useful scientific term, and although I did it unknowingly, I am not going to let anyone in the world forget it', said Isaac Asimov, the great science fiction author and professor. He was talking about the word *robotics* – the study of robot behaviour.

Asimov wrote several short stories and novels about robots between 1940 and 1990. One of the unique features of the robots in these stories was that they were programmed to follow the Three Laws of Robotics.

The First Law: A robot must not hurt a human being, or, through inaction, allow a human being to be hurt.

The Second Law: A robot must obey orders by human beings unless these orders conflict with the First Law.

The Third Law: A robot must protect itself unless this conflicts with the First or Second Law.

In the Asimov stories, the robots must follow these laws so that they do not attack the humans that created them.

In the field of artificial intelligence, there is some dispute about how this could work in real life. Some scientists view the Three Laws as an ideal, a utopia to work towards. In 2007 the South Korean government announced plans to create a Robot Code of Ethics. They are working on plans to have a robot in every house by 2020, and want a code to protect robots from humans and vice versa. The code is inspired, in part, by the Three Laws.

On the other hand, some say that the laws are great for science fiction but completely useless in reality. For example, if the laws really worked, robots couldn't be used in wars (as this would be breaking the First Law). Since the military is one of the biggest financial donors for robotic research, it is very unlikely that an attempt to follow these rules will happen.

According to Asimov, one thing is certain: 'Robots are changing the world and driving it in directions we cannot clearly foresee.'

## Glossary

**coin** (*verb*) – to use a word or phrase that no one has used before

**ethics** (*noun*) – a set of principles that people use to decide what is right and what is wrong

**vice versa** (*adverb*) – the opposite of what has been said



## Grammar

The robots **must** follow these laws.  
 Humans **don't have to** follow Asimov's laws.  
 Robots **need to** protect people.  
 You **can** go now, if you like.

- use *have to* and *must* to talk about obligation
- use *not have to* to say something is not necessary
- *need to* and *needn't* can be used in the same way as *have to* and *don't have to*
- use *can (not)* and *may (not)* to talk about permission

1 Read sentences 1–8. Match the words in bold with a meaning a–d.

- 1 A robot **may** create another robot. \_\_\_\_\_
- 2 A robot **has to** know that it is a robot. \_\_\_\_\_
- 3 If a human being tells a robot to hurt another human being, the robot **can't** obey. \_\_\_\_\_
- 4 A robot **mustn't** kill a person. \_\_\_\_\_
- 5 A robot **needn't** work all the time. \_\_\_\_\_
- 6 A robot **can** take orders from another robot. \_\_\_\_\_
- 7 A robot **can't** save a human being if it means the robot has to kill another human being. \_\_\_\_\_
- 8 People **don't have to** own robots. \_\_\_\_\_

- a it is not permitted    c it is not necessary  
 b it is permitted        d it is necessary

2 Complete the sentences with the correct modal verbs.

- 1 You **mustn't** / **don't have to** touch the metal surface; it gets very hot.
- 2 This new model has lots of features. You **can** / **must** try it before you buy, if you like.
- 3 That's OK, you **mustn't** / **needn't** turn it off; it turns itself off.
- 4 You **may** / **have to** leave the room when the demonstration has finished or you can stay if you want.
- 5 This is a staff only area, visitors **can't** / **don't have to** come in here.

3 Read the information below. Then work in pairs and answer the questions.

- What are some possible problems with a domestic robot?
- Write a series of rules for a domestic robot in your home.

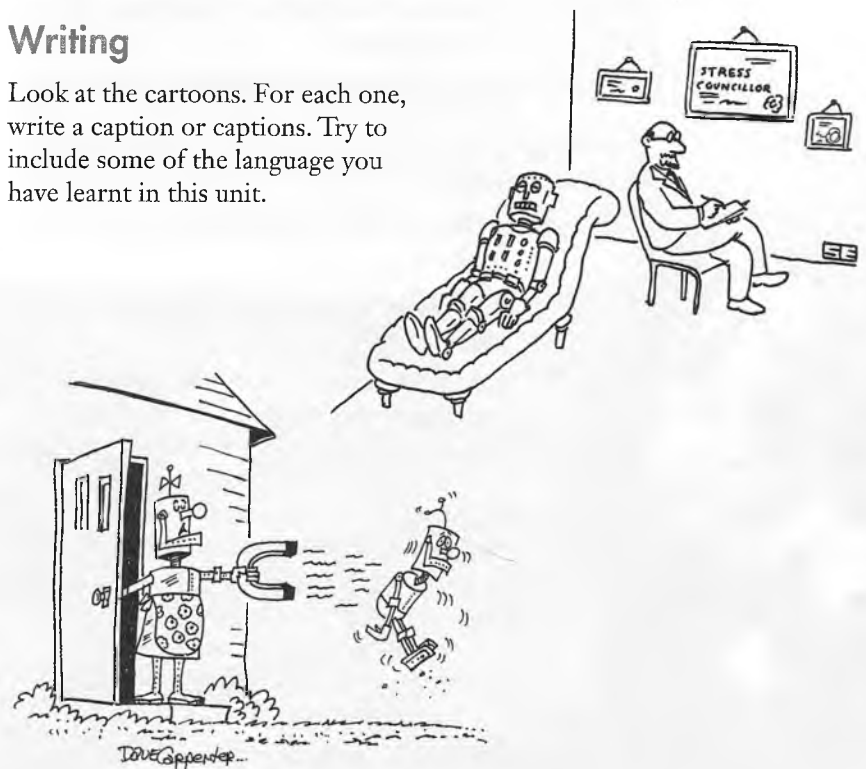
In 2007 Bill Gates, the Chairman of Microsoft, wrote an article for *Scientific American* called *A Robot in Every Home*. He predicted that the next big thing in technology would be domestic robots. Just as now we have a computer on every desk, in the future there would be a robot in every home.



**G Grammar focus** – explanation & more practice of modals of obligation and permission on page 140

## Writing

Look at the cartoons. For each one, write a caption or captions. Try to include some of the language you have learnt in this unit.



## Part 2

Vocabulary &amp; Speaking

Government collocations

Listening

Laws of bureaucracy

Grammar

Past modals of obligation

Speaking

Bureaucratic situations

## Vocabulary and Speaking

1 Complete the sentences with the words in the boxes.

civil hall town servant

- 1 A \_\_\_\_\_ is a person who works in a government department.
- 2 The \_\_\_\_\_ is the building which has all the offices of the town's local government.

department tape government red

- 3 \_\_\_\_\_ is the informal expression for official documents, rules or processes that cause delays.
- 4 She works in the \_\_\_\_\_ of transport.

party political minister prime

- 5 A \_\_\_\_\_ is an organised group of people who have the same or similar ideas of how to run a country.
- 6 The \_\_\_\_\_ is the political leader in countries that have a parliamentary government.

complete fine form pay

- 7 If you break the law you sometimes have to \_\_\_\_\_ a \_\_\_\_\_.
- 8 To get the visa, he had to \_\_\_\_\_ a \_\_\_\_\_ and bring a photo.

2 Work in pairs. Choose three questions and discuss them.

- Do you know anybody who works as a civil servant? Do they like their job?
- Have you ever paid a fine for something? What was it?
- Have you ever written a letter to a government department about something?
- Is there a lot of red tape in your country?
- Does it take a long time to get official government papers where you live?

## Listening

1 Read three 'laws' about bureaucracies. Match each law to an explanation below. Do you think the laws are true?

**Acheson's Rule of the Bureaucracy:**


A memorandum is written not to inform the reader but to protect the writer.

**The Peter Principle:** In an organisation

every worker tends to rise to his level of incompetence.

**Parkinson's Law:** Work expands to fill the time available.

- 1 A worker in a bureaucracy is so good at their job that they are promoted to a different job that they can't do so well.
- 2 If you give bureaucrats a thirty-minute job and tell them they have one hour to complete it then the job will take one hour.
- 3 Bureaucrats are more worried about protecting their jobs than about helping the public.

2  1.62-1.65 Listen to four conversations about bureaucracies. Which conversation refers to one of the laws in exercise 1?

3 Listen again and answer the questions. Conversation 1: What did the man want a copy of?

Conversation 2: Why couldn't the man come yesterday?

Conversation 3: What four things have made the man angry?

Conversation 4: Does Graham like his new job?

4 Have you ever been in any similar situations?

## Grammar

*I had to write three letters to different departments.*

*I didn't have to come and talk to you.*

*I wasn't allowed to leave work.*

- use *had to* to talk about obligation in the past. *Had to* is also the past form of *must*
- use *didn't have to* to talk about lack of obligation in the past
- use *was/were (not) allowed to* or *could (not)* to talk about permission in the past

1 Complete the sentences with the correct words.

- 1 He didn't want to leave his job but he *was allowed to / had to go*.
- 2 I *had to / could* wait four hours in the queue with all these people!
- 3 That's nice, but you *didn't have to / couldn't* buy me a present.
- 4 I phoned the school but I *couldn't / didn't have to* speak to the headmaster.
- 5 We wanted to complain to the manager but we *didn't have to / weren't allowed to* speak to him.

2 Think about one of these experiences in your life. Then complete the sentences so they are true for you.

- summer holidays when you were a child
- your school days
- working in a terrible job
- a time when you were ill

had to ...

didn't have to ...

couldn't ...

wasn't allowed to ...

was allowed to ...

**G** Grammar focus – explanation & more practice of past modals of obligation on page 140

## Speaking

1 Work in pairs. Roleplay one or two of these situations.

### Situation 1

**A** You have been waiting for a car tax form for your car. Today you received the document at home. There is a mistake – the registration number on the document is wrong. Phone the car tax office.

**B** You work at the car tax office. If there is a mistake on a person's form, it is because they made a mistake when they completed it earlier.

### Situation 2

**A** You need to give some important papers to the tax office. The papers are three days late because you've been busy at work.

**B** You work at the tax office. You've had a terrible day. The deadline for these papers was three days ago. If the papers are late, the person has to pay a fine.

### Situation 3

**A** You need a visa to visit another country. You've been waiting in a queue for three hours and you have all the papers you need.

**B** You are a bureaucrat. You would like to help this person, but they waited in the wrong queue. This is not the correct place for visas.



## Part 3

## Writing

## My school years

Vocabulary &  
PronunciationEducation compound  
nouns

## Reading

I'm a Teacher, Get  
Me Out of Here!

## Grammar

Present perfect  
simple & continuous,  
for & since

## Writing

1 Write a short paragraph about one of these topics.

- why I liked / didn't like school
- my best / worst teacher

2 Work in pairs. Read your partner's paragraph and write two questions about it. Then rewrite your paragraph so that it answers your partner's questions.

## Vocabulary and Pronunciation

1 Match compound nouns 1–6 to definitions a–f.

- |                            |       |
|----------------------------|-------|
| 1 exam results             | _____ |
| 2 higher education         | _____ |
| 3 learning difficulties    | _____ |
| 4 state school             | _____ |
| 5 student loan             | _____ |
| 6 vocational qualification | _____ |

- a university and college
- b something such as a degree or diploma which will help you in a specific job
- c money which a bank lends to students
- d how well you do in important tests
- e a school that offers a free education
- f problems with learning basic skills

2 1.66 Listen and repeat the compound nouns. Which words are stressed?

3 Choose four statements. Do you agree or disagree? Work in pairs and explain your opinions.

- Private schools give children a better education than state schools.
- Higher education should be open to everybody.
- Students should get money from the state.
- Good exam results are very important in my country.
- Pupils with learning difficulties should have lessons with other pupils.
- Vocational qualifications are more useful than subjects like history and physics.

## Reading

1 Work in pairs. Look at the book cover on page 59. Discuss how the teacher is feeling and why you think he feels like this.

2 1.67 Read and listen to the extract from the book on page 59 and answer the questions.

- 1 What problem did Francis have?
- 2 How did he tackle the problem?
- 3 What effect did it have on the pupils?

3 Read the text again. Find the words for these definitions.

- 1 the year in which a new teacher is watched to see if they can stay in the job \_\_\_\_\_
- 2 to hit someone many times \_\_\_\_\_
- 3 to behave in a silly way \_\_\_\_\_
- 4 when people are too shocked to speak \_\_\_\_\_
- 5 friends \_\_\_\_\_
- 6 to smile showing your teeth \_\_\_\_\_

4 Work in pairs and discuss the questions.

- Who do you feel sorry for, the teacher or the pupils?
- Could this situation happen in your country? Do students show respect for teachers?

5 Complete the sentences.

I don't enjoy being in a classroom where ...  
I learn best when ...

Extend your vocabulary –  
control

A person who has the power to make decisions is *in control* (of something).

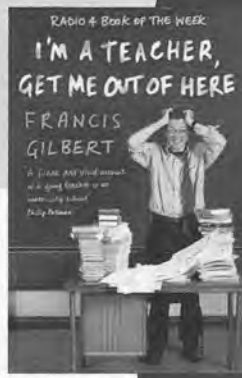
A person who gets very upset and angry *loses control*.

A situation can be *under control* (OK) or *out of control* (a problem).

If something is *beyond somebody's control*, the person has no power over what happens.

Complete the sentences.

- 1 She laughed and the teacher \_\_\_\_\_.
- 2 Sorry, I can't help you. It's \_\_\_\_\_.
- 3 I don't know what to do. Things are getting \_\_\_\_\_.
- 4 Who's \_\_\_\_\_ of this class?
- 5 No problem, everything is \_\_\_\_\_.



# I'm a Teacher, Get Me Out of Here!

Francis Gilbert is a young, inexperienced teacher. He has been teaching at a difficult state school in London for nearly a year. The school has many children with learning difficulties and family problems. Since Francis started at the school he has had problems keeping order in the classroom and a few times he has lost control of class 9A.

9A knew it was serious this time. For the first time ever, there was silence when I entered the room. They could see who was behind me – John Priest smelling of cigars and discipline. He came into the room in his black suit like Darth Vader and walked up and down the classroom as he said, 'I have been hearing things about this class that I don't like.'

He walked past Yumni and stopped and looked at him. Yumni looked silly in a Donald Duck cap that he always wore in my lessons. I was forever asking him to take it off. Without a word Yumni took the hat off his head and put it in his bag. Priest then said, 'I know many of your parents well. Many of them have given me permission to beat you. Don't mess around any more, 9A.'

With that Priest left the room. There was a stunned silence for a few moments. Then Yumni said 'What you get him in for? He ain't no good. We're your mates, sir.'

'You're not my mates, you're my pupils,' I answered.

'We're not your mates now,' Yumni said, putting his Donald Duck cap on his head again.

'Yumni, take that off now,' I said.

'And what? You're going to send me for a beating?'

'Just take off the hat,' I said.

'OK,' he said, but kept the hat on and grinned.

**Francis Gilbert** is an English and Media teacher and the author of books, articles and blogs about education.



The last lesson of the day is always the worst. Especially when it has been raining all day. And it always seemed to be raining during that dark term. 9A always seemed to be wet and noisy and aggressive when I taught them. It was becoming clear that I might fail my probationary year if 9A didn't improve. I explained my problem to a colleague who said, 'Listen, I'll talk to John Priest and see if he can do anything for you.'



## Grammar

It has been raining all day. A few times he has lost control of class 9A. Francis Gilbert has been teaching at a state school for nearly a year. Since Francis started at the school he has had problems keeping order.

- use the present perfect continuous to describe an action that started in the past and continues now, and to emphasise how long it has happened for
- use the present perfect simple about finished actions which happened recently and are relevant now
- we usually use the present perfect simple with state verbs
- use *for* about a period of time
- use *since* about a point in time

### 1 Complete the text with *for* or *since*.

The French film *The Class* is an exhilarating example of how teachers around the world have been inspiring their students \_\_\_\_\_ generations. \_\_\_\_\_ it hit the screens, the film has generated discussion about education both in France and abroad. Based on a novel by Francois Bégaudeau, who has been teaching French \_\_\_\_\_ 15 years, the film stars real students and also Bégaudeau himself in the lead role. \_\_\_\_\_ its big success at the Cannes Film Festival in 2008, the film has been shown in over 60 countries.

2 1.68–1.71 Listen to four conversations in a school. What do you think has been happening? Write down your ideas. Then work in pairs and compare your ideas.

### 3 Work in pairs and discuss the questions.

- How long have you been learning English?
- Can you think of any good or inspiring experiences you have had in the classroom?

Grammar focus – explanation & more practice of the present perfect simple and continuous & *for* & *since* on pages 140 & 141



## Part 4

Speaking &amp; Vocabulary

Order in the kitchen,  
phrasal verbs with up

Listening

An orderly lunch

Grammar

Separable phrasal verbs

Pronunciation

Phrasal verbs, sentence  
stress

## Speaking and Vocabulary

1 Read the questions about keeping order in the kitchen. Answer each one with *yes*, *sometimes* or *no*.

- Do you clean up the kitchen while you are cooking?
- Do you always keep crockery and cutlery in a particular place?
- Do you wash up or put the dishes in the dishwasher each time you use something?
- Do you get annoyed if your housemates or family mess up the kitchen?
- Do you use different boards when you chop up meat, fish and vegetables?

2 Work in pairs and ask each other the questions in exercise 1. Do you think your partner likes order in the kitchen or doesn't really care?

3 Look at the verbs in the box. For which action do you need items 1–6?

chop up   clean up   eat up   heat up  
mix up   wash up

- 1 a saucepan, frying pan or microwave
- 2 water and a sink or bowl
- 3 a knife and a board
- 4 a spoon or a whisk
- 5 your mouth
- 6 a cloth or cleaning products

4 Work in pairs. Choose two sentences. For each one write another sentence before and after to make a conversation. Then read your conversations to another pair.

*What shall we have for lunch?*

*Why don't we just heat up some soup?*

*Oh no, not soup again!*

- 1 Oh no, I hate tidying up.
- 2 OK, but don't mess up my kitchen!
- 3 We'll wash up later.
- 4 I did it while I was chopping up the vegetables.
- 5 Only if you eat up everything on your plate first!

## Listening

1 Look at the pictures of lunch box food in two different countries. How do you think the food looks? Would you like to eat it?

2 1.72 Listen to *An orderly lunch*. Answer the questions with *tiffin* (T) or *bento* (B).

Which lunch box ...

- 1 can be made of different materials?
- 2 is delivered to work places and schools?
- 3 contains food which is freshly cooked?
- 4 contains food in special shapes?
- 5 contains dessert?
- 6 contains rice?
- 7 can contain food wrapped in paper or salad leaves?

3 Listen again and complete the text.

## An orderly lunch

In Mumbai (1) \_\_\_\_\_ tiffin wallahs collect up to (2) \_\_\_\_\_ lunch boxes. Many tiffin wallahs can't read so the boxes have codes which are made up of different (3) \_\_\_\_\_. Business schools around the world have studied the system because of its efficient (4) \_\_\_\_\_ – on average only one tiffin box in (5) \_\_\_\_\_ doesn't arrive.

Traditionally Japanese housewives packed bento lunch boxes as a symbol of (6) \_\_\_\_\_ for their husband or children. Today many women work in Japan and bento boxes can also be bought (7) \_\_\_\_\_. Bento is now also popular in Western countries where (8) \_\_\_\_\_ sometimes replaces the rice.

4 Work in pairs and discuss these questions.

- Is it common for businesspeople and children to have a packed lunch where you live? Do you take a packed lunch to work, college or when you go on a journey?
- How important is cooking and presentation of food for you?
- Who usually prepares food in your family?



2 Check that you understand the phrasal verbs in the box. Then read the text and complete the phrasal verbs in bold by adding the particles in the correct places. Sometimes the particles can go in two places.

tidy up   put up   mix up   put together   try out  
make up

**A perfect mess** In their book *A Perfect Mess*, Eric Abrahamson and David H Freedman suggest that messiness and disorder can result in more creativity than order and perfect organisation. According to the authors, the world around us is messy. When we try to **tidy** it, we **put** a barrier to things that might bring success. **Mess mixes** parts of a system and allows us to **put** them in different ways. This creates new ideas and solutions. For example, many top chefs like to work with lots of different ingredients all around them. They say this inspires them to **try** new combinations and helps them to **make** new recipes.



**G Grammar focus** – explanation & more practice of separable phrasal verbs on page 140

## Grammar

1 Look at the sentences from the listening. Complete the rules with the words in bold.

*In the morning tiffin wallabs **pick up the lunches**.*

*After lunch the tiffin wallabs **pick the tiffin boxes up again and take them back**.*

- most phrasal verbs are separable: the verb and the particle can be separated by an object
- if the object is a pronoun, it goes between the verb and particle, for example \_\_\_\_\_
- If the object is a noun, it can go after the verb and particle, for example \_\_\_\_\_, or between the verb and particle, for example \_\_\_\_\_

## Pronunciation

1 1.73 Listen to these phrasal verbs and underline the word with the main stress.

mix up   wash up

2 1.74 Listen to these sentences. Is the main stress on the verb, the particle or the noun? Listen again and repeat.

- 1 OK, I've chopped them up.
- 2 Can you wash it up, please?
- 3 OK, I've chopped up the onions and the garlic.
- 4 Can you wash this saucepan up?

3 Work in pairs. Read out the statements, paying attention to the stress. Then discuss whether you agree or disagree.

- 1 Order is an important concept in my country. It's important to have a clean and tidy house or flat: to tidy up and put clothes and other things away.
- 2 Abrahamson and Friedman are right: tidying up prevents creativity and stops people from trying out new things.

# Unit 5 Function globally giving advice and warnings



## Warm up

1 Work in pairs. Look at the pictures and compare and contrast them. Where are the police officers in each picture? What are the other people asking or doing?

2 Work in pairs. Make a list of things you might say to a police officer. Use the phrases below.

Excuse me, could you tell me ... ?

Where is ... ?

Do you know ... ?

I'd like to report ...

Somebody has taken ...

## Listening

1 1.75–1.76 Listen to two conversations. Match them to the pictures.

2 Listen again and choose the correct answer.

- 1 The tourist wants ...
  - a information about a tourist attraction.
  - b directions.
  - c a photo with the police officer.
- 2 The police officer is ...
  - a friendly. b unhelpful. c rude.
- 3 The police officer warns the tourist about ...
  - a taxi drivers. b other tourists. c pickpockets.
- 4 At the police station the police officer is ...
  - a impatient. b sympathetic. c tired.
- 5 The man has lost his ...
  - a wallet. b bag. c phone.
- 6 The police officer advises him to ...
  - a go home and rest.
  - b fill out a report form.
  - c buy a new phone.

## Language focus

Look at the sentences from the conversations and answer the questions.

- 1 Which four sentences warn about a problem or danger?
- 2 Which phrases can you use to give advice?
  - a The best thing is to go on the underground.
  - b You should take the Victoria line to Oxford Circus.
  - c Watch out for pickpockets on the underground.
  - d Be careful with your bag.
  - e You ought to sit down.
  - f You'd better fill out a report form, Sir.
  - g Mind your head.
  - h Take care on the steps.

## Speaking

Work in pairs. Choose **one** of the tasks below. Use the new expressions you have learnt.

**A** Roleplay a conversation between a tourist and a police officer.

A: you are a foreign tourist and your wallet has been stolen. Ask a police officer for help.

B: you are a police officer. Advise your partner to go to the police station. Give them tips on personal safety.

**B** Give your partner tips about how to travel in your country. Warn them about any possible problems.



When a language such as English is spoken by hundreds of millions all over the world, it doesn't need laws to protect it. Indeed, it's difficult to imagine what kind of law could be imposed on a language used by so many people and developing in so many directions at the same time. But not all languages are so fortunate. In many countries, they need help if they're to survive. This help can be provided by governments, who can put measures in place to ensure that a language continues to be used.

This process happened in Wales during the 20<sup>th</sup> century, when there was a strong popular movement to halt the decline in the use of Welsh. The British government eventually passed two Language Acts which guaranteed its status. Visit Wales today and you'll see Welsh alongside English on road signs and in shops, and hear it often on radio and television. The result has been a steady increase in the number of people speaking the language.

Even when a language is not endangered, it may still need protection within a country if it's spoken by a minority who want to preserve their identity. Governments unfortunately are not always sympathetic to requests for language recognition, and conflicts over linguistic rights are common, as seen in the struggle to maintain French in Canada and Basque (*Euskara*) in Spain. In Bangladesh in 1952 a number of people were killed during a protest over a minority language and in 1999 UNESCO proclaimed 21<sup>st</sup> February as International Mother Language Day as a way to remember this conflict.

Not all language laws work. Some countries have tried to introduce laws to stop people using English loanwords. They have only a limited effect. Languages have always borrowed words from each other, and always will. English itself has a long history of borrowing from French, Latin and other languages, so much so that around 30 per cent of English vocabulary is not Germanic at all. English has changed its character as a result, but has that been a bad thing? Without those loanwords, we wouldn't have the expressive richness of Shakespeare.

### Glossary

**halt** (*verb*) – if you halt something, or if it halts, it does not continue or develop any further

**loanword** (*noun*) – a word from one language that is used in another language

**minority** (*noun*) – a small number of people or things that are part of a larger group but different in some way from most of the group

**movement** (*noun*) – a group of people who share the same aim and work together to achieve it

**preserve** (*verb*) – to keep an idea, quality or situation from changing or being lost

**struggle** (*noun*) – an attempt to do something that takes a lot of effort over a period of time

**UNESCO** (*noun*) – the United Nations Educational, Scientific and Cultural Organisation



## Warm up

Do a survey of all the languages that people in the class speak, including the teacher.

- How many languages are there?
- Which are the majority languages and the minority languages globally?

## Reading

1 Read *Legal protection for languages* and choose the best heading for each paragraph. There is one extra heading you do not need.

- a An example within Britain
- b Conflicting interests
- c England and the law
- d Language laws and language change
- e Some languages need protection

2 Read the text again. According to the text, which of these statements are true or inferred?

- 1 The author doesn't believe it's necessary for laws to protect English.
- 2 The author thinks that laws can help minority languages survive.
- 3 The author is from Wales.
- 4 There was a conflict over linguistic rights in Bangladesh.
- 5 English is originally a Germanic language.
- 6 The author thinks the changes in English have been beneficial.

## Speaking

Look at the statements. Decide how strongly you agree or disagree with them from 1 (agree completely) to 4 (disagree completely). In small groups, discuss the statements.

- My first language is a minority language. \_\_\_\_\_
- Everybody should learn a majority language. \_\_\_\_\_
- It's natural for some small languages to die. \_\_\_\_\_
- We should try and protect all languages, no matter how small they are. \_\_\_\_\_

## Reading

1 Read Lola's email. What is her relationship to Katie?

Dear Katie

Thank you for your email. I'm very glad you can work with us next month. Here are some instructions to let you know what your work will involve.

You wrote in your email that you are arriving on Sunday. You will start working on Monday and you will finish on Friday. Your work hours will be from 8.45am to 3.00pm. You mustn't be late because you have to take the children to school and their classes start at 9.00.

When you get back, you will clean the house first of all. You will start by tidying the kitchen and loading the dishwasher. You mustn't overload the dishwasher otherwise it won't clean things properly. After that, you will clean the bedrooms, the bathroom and the sitting room. I'll leave the cleaning materials on the kitchen table. When you have finished doing the cleaning, you will begin to get supper ready. I'll write down the menu for the week, and leave instructions on the kitchen notice board.

Finally, you will pick up the children from school at 1.00 and bring them home. You will help them with their homework, and then play with them. You mustn't let them watch too much TV! If there are any problems, just give me a ring at work.

I hope this is clear. Do ask if you have any queries, and I look forward to meeting you soon.

Kind regards,  
Lola

2 Read the email again and tick the jobs which Katie has to do.

- do the cleaning
- do the washing up
- load the washing machine
- tidy the kitchen
- take the children to school
- load the dishwasher
- set the table
- do the shopping
- pick up the children from school
- do the cooking

## Language focus: giving polite instructions

Lola's instructions are clear but too direct (she says *you will* and *you mustn't*). Find places in the text where her instructions are too direct and change them to make them more polite, using the phrases in the box.

Could you please ...    I'd like you to ...  
It's important (not) to ...    Please try (not) to ...  
Please (don't) ...    You will need to ...

~~You will start working on Monday~~

I'd like you to start working on Monday

## Writing skills: semi-formal language

1 Which expression is **not** appropriate to start or end a semi-formal email or letter?

- 1 a Dear Lukas    b Dear Mr Gorski    c Hi Lukas  
2 a Best wishes    b Lots of love    c Kind regards

2 These are some common expressions used in semi-formal emails or letters. Add the missing word to each sentence. Use Lola's email to help you.

- 1 Thank you your letter.
- 2 I glad you can babysit for us next week.
- 3 Here instructions for how to find our house.
- 4 Here some information about the house.
- 5 Do get in touch you have any queries.
- 6 I look forward hearing from you soon.

## Preparing to Write

Work in pairs. Choose **one** of the situations below and make a list of the instructions you would need to give this person.

Someone is going to ...

- babysit for you.
- look after your pet while you are away.
- replace you in your workplace for a week.
- borrow your car, laptop or camera.

## Writing

1 Write an email to the person, giving them your instructions. Use your list and the useful phrases to help you.

2 Work in pairs and exchange your emails. Check that your partner has given polite instructions and used appropriate expressions to start and end the email.

### Giving instructions

- First of all, ... / Start by *-ing*
- Next ... / After that ...
- When you've done that ... / Finally ...



## Grammar

Choose the correct words to complete the sentences.

- 1 In the military, you *have to* / *may* obey orders.
- 2 I *wasn't allowed to* / *could* travel because I didn't have a visa.
- 3 You *mustn't* / *don't have to* wash up if you have a dishwasher.
- 4 I've been waiting in the queue *for* / *since* two hours.
- 5 If you drop something in the street, you should *pick up it* / *pick it up*.
- 6 You *mustn't* / *don't have to* be late if you want to catch the plane.
- 7 I'm tired because I've *worked* / *been working* all day.
- 8 I *didn't have to* / *wasn't allowed to* watch TV because my parents thought it was bad for me.
- 9 I've *taken* / *been taking* out a loan so that I can go to university.
- 10 I *had to* / *could* work hard to pass the exam.

## Vocabulary

Match the words on the left to the ones on the right.

- |              |                   |
|--------------|-------------------|
| 1 town       | a tape            |
| 2 civil      | b party           |
| 3 political  | c hall            |
| 4 government | d servant         |
| 5 red        | e department      |
| 6 state      | f results         |
| 7 vocational | g loan            |
| 8 student    | h school          |
| 9 exam       | i difficulties    |
| 10 learning  | j qualifications  |
| 11 chop up   | k the kitchen     |
| 12 tidy up   | l a recipe        |
| 13 mix up    | m onions          |
| 14 make up   | n soup            |
| 15 heat up   | o the ingredients |

## Speaking and Writing

1 Do you think children today have more or less freedom than in the past? Work in small groups and discuss your ideas. Talk about school and home life.

2 Work in pairs. Write three rules for someone coming to study English in your class. Then compare your rules with another pair.

## Using your dictionary: phrasal verbs

1 How do you usually learn and practise phrasal verbs? Work in pairs and compare your ideas.

In a dictionary, phrasal verbs are usually ...

- \* at the end of the entry for the main verb
- \* in alphabetical order

2 Work in pairs. Look at these entries for phrasal verbs with *take* and answer the questions.

**take off**

- 1 if an aircraft takes off, it leaves the ground and starts flying ≠ LAND
- 2 to become successful or popular very fast: *Her business has really taken off.*
- 3 informal to leave a place suddenly

a

**take sth off**

- 1 to remove something, especially a piece of clothing ≠ PUT ON
- 2 to have a particular amount of time away from work: *I'm taking Monday off to go to London.*

b

**take up**

- to fill a particular amount of space or time:  
*These files take up a lot of disk space.*

c

**take sth up**

- to start doing something regularly as a habit, job or interest: *Chris has taken up jogging.*

d

- 1 What is the meaning of *sth*?
- 2 Which phrasal verb is not used with an object?
- 3 Which phrasal verbs are separable?
- 4 What are the opposites of *take off* and *take sth off*?

3 Match the phrasal verb in each sentence with a definition from exercise 2.

- 1 I'm thinking of *taking up* yoga.
- 2 What time did your plane *take off*?
- 3 Sorry to *take up* your time.
- 4 Can I *take* tomorrow *off*, please?
- 5 When the police saw him, he *took off*.

4 Work in pairs. Look up *take on* and *take in* in your dictionaries. How many different entries are there? What are the differences between them?

**Part 1**

Speaking

Photography

Reading

Famous doctored photographs

Vocabulary

take

Grammar

Passive voice



**Speaking**

Work in pairs and ask each other these questions.

- What do you use to take photos – a camera or a phone?
- Do you remember your first camera? What was it like?
- Where do you keep your photos? Do you put them in albums or on a computer?
- Have you ever manipulated a photo? Why?

**Reading**

**1** Work in pairs. Look at the photos on page 67 and describe them. What do you notice about them? What has happened?

**2** **2.01** Read and listen to *Now you see it ... now you don't!* How and why was each photo changed?

**3** Read the text again. Choose the best meaning for the highlighted words in the text.

- 1 sophisticated
  - a complicated and advanced in design
  - b simple and easy to use
  - c bad quality
- 2 fallen out with
  - a not seen for a long time
  - b had a disagreement with
  - c hurt
- 3 regarded
  - a apologised
  - b saw things in a certain way
  - c felt bad
- 4 exaggerated
  - a done in a dishonest way
  - b done in a simple way
  - c made more extreme

**4** Work in pairs and discuss these questions.

- Do you know any other famous manipulated photos?
- Do you believe all the photos you see in the newspaper or on the internet?
- Do you think it's wrong to manipulate photos? Why / Why not?

**Vocabulary**

**1** Use the words in the box to make expressions with *take* and add them to the categories below.

the bus   drugs   the metro   milk  
a nap   a picture   a pill   power  
responsibility   a test   a train   a walk

transport	take a taxi ...
food or medicine	take sugar ...
activities	take a shower ...
exams	take an exam ...
control	take control ...
images	take a photo ...

**2** Choose four sentence beginnings and complete them.

- The last exam I took ...
- The last train I took ...
- The last photo I took ...
- The last time I took a long walk ...
- The last time I took responsibility for something ...
- The last photo I took was when I went to Egypt. The temples were incredible.*

**3** Work in pairs and compare your sentences.



# Now you see it ...

now you don't

## Famous doctored photographs

Photography lost its innocence many years ago. As early as 1860, photographs were changed. With the arrival of high-resolution digital cameras, powerful personal computers and sophisticated photo-editing software, the manipulation of photos is becoming more and more common. Here are some famous examples from history.

**1862** This famous photo of US President Abraham Lincoln is in fact a combination of two photos. Lincoln's head was put onto the body of Southern politician John Calhoun.



**1930** People who the Soviet leader Stalin had fallen out with or no longer trusted were often eliminated from pictures. In the photograph below the Soviet military commander Semyon Budyonny was probably removed for this reason.

**1932** In the *National Geographic* magazine cover story on Egypt, the Great Pyramids of Giza were 'squeezed' together to fit the magazine's vertical format. Tom Kennedy, who became the director of photography at *National Geographic* after the cover was manipulated, stated that 'We regarded that afterwards as a mistake, and we wouldn't repeat that mistake today.'

**2007** The French Magazine *Paris Match* altered a photograph of French President Nicolas Sarkozy by removing some body fat. The magazine said it had tried changing the lighting on the picture. 'The correction was exaggerated during the printing process,' the magazine said.



## Grammar

*This photo was taken in 1862.*  
*Parts of the photo have been changed.*  
*Photos are being manipulated more than ever now.*

- we form the passive with *be* and a past participle
- we use the passive when we don't know who did the action, the action isn't important or the action is more important than the person or thing who did it (the agent)

1 Look again at *Now you see it ... now you don't*. Find seven examples of the passive. Which tense has been used?

2 Complete the text about another famous doctored photograph with the active or passive form of the verb in brackets.

In 2008 the Chinese photographer Liu Weiqiang \_\_\_\_\_ (give) an award for a photograph he \_\_\_\_\_ (produce). The photograph \_\_\_\_\_ (show) a high-speed train and a herd of antelopes running beneath it. The photo immediately \_\_\_\_\_ (receive) a lot of attention and the photographer \_\_\_\_\_ (give) an award. However, it \_\_\_\_\_ (make) from two separate photographs: the antelopes and the train. Weiqiang says that he never \_\_\_\_\_ (publish) the picture as a news photograph. Weiqiang also \_\_\_\_\_ (write) in his blog, 'I admit it's unfaithful, as well as immoral for a photographer to present a fabricated picture. I'm truly sorry.' You can still find the photograph on the internet.

3 Read the letter and then rewrite it with the underlined verb phrases in the passive voice.

We're sorry, we have lost your photographs. We usually keep them in a box on the table. The other day somebody was cleaning the shop. They moved the box. I'm afraid we can't find the photos now. We will send you a new set of photographs to your home address. *We're sorry, your photographs have been lost ...*

**Grammar focus** - explanation & more practice of the passive on page 142

**Part 2**

Reading & Listening

**Optical illusions**

Grammar

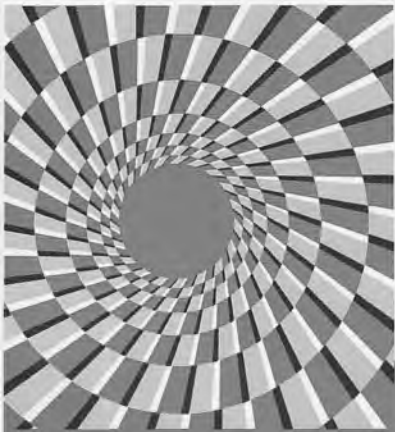
**Articles**

Pronunciation

*the*

Vocabulary & Speaking

**Colours & shapes**



## Reading and Listening

**1** Work in pairs and discuss these questions.

- Have you ever seen an optical illusion? If so, what did it look like?
- Do you recognise any of the pictures on this page? Can you see the illusion in each one?

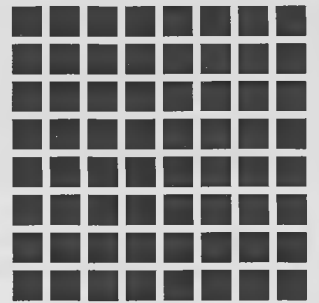
**2** **2.02** Read and listen to the text about optical illusions. How is an optical illusion made? What sort of people have been interested in them?

**3** Check you understand the words and phrases in the box. Then match them to a picture or pictures.

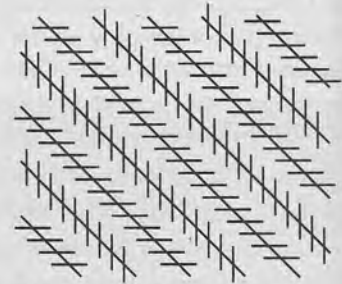
black background    criss-crossed  
 curvy lines    parallel lines    a rod    spots  
 a staircase    straight lines    towers

**4** **2.03** Listen to the descriptions of four famous optical illusions. Match the descriptions 1–4 to pictures a–d.

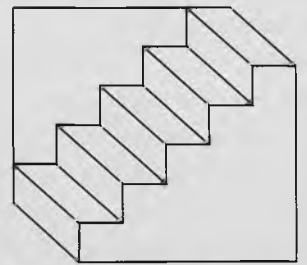
**5** Listen again. Then work in pairs and explain in your own words how each illusion works.



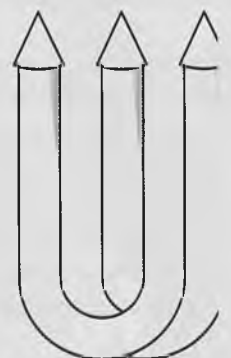
**a** The Hermann Grid



**b** Zöllner's illusion



**c** Schroeder's staircase



**d** The impossible object

## Optical illusions

An optical illusion is created by the shape and structure of our eyes, our mind or a combination of both. What we see is not always what exists. In the nineteenth century there was a great interest in optical illusions in the world of mathematics, physics and science. Many classic optical illusions were discovered then, and optical illusions also became popular in art. While scientists are still interested in optical illusions to help understand human vision, most people simply enjoy looking at them.

## Grammar

*An optical illusion is created by our mind.  
It's a series of parallel lines.  
The Hermann Grid was discovered in 1870.  
The lines look as if they are moving away  
from each other.  
It is one of the most interesting optical  
illusions.*

- use *a* or *an* to talk about something for the first time, to talk about things in general or to refer to one of a group of things
- use *the* when there is only one of this person or thing, when the person or thing has been referred to before and in superlative phrases

Complete the text with *a*, *an* or *the*.

### Escher's Waterfall

\_\_\_\_\_ Dutch artist MC Escher was \_\_\_\_\_ master of optical illusions in his work. This picture is one of \_\_\_\_\_ most famous of his optical illusions. This image shows \_\_\_\_\_ waterfall and \_\_\_\_\_ building. \_\_\_\_\_ waterfall goes down into \_\_\_\_\_ canal and then goes back up \_\_\_\_\_ canal to \_\_\_\_\_ top of \_\_\_\_\_ building. It's an example of \_\_\_\_\_ visual paradox.

**G** Grammar focus - explanation & more practice of articles on page 142



## Pronunciation

**1** 2.04 Read and listen to the sentences. What is the difference in pronunciation of *the*?

- 1 The illusion occurs because of our eyes, our mind or a combination of both.
- 2 The colours on both squares look different.

**2** Read the rules and then decide how we pronounce *the* in sentences 1–3.

*The* can be pronounced two ways: /ðə/ and /ði:/. We usually use /ðə/, but we use /ði:/ in the following cases.

- When the next word begins with a vowel sound, for example *the apple*
  - When we want to emphasise *the*, for example, *This is the most important moment in my life.*
- 1 The artist MC Escher was famous for his optical illusions.
  - 2 The line at the top of the picture looks longer than the other lines.
  - 3 'You have an original Escher print? The Escher?'

**3** 2.05 Listen and check your answers. Practise saying the sentences.

## Vocabulary and Speaking

**1** Use the words in the box and a colour to describe the colours on the right.

bright dark light pale

**2** Work in pairs. Explain the difference between ...

- a triangle and a rectangle.
- a cube and a square.
- a circle and an oval.
- a pyramid and a cylinder.
- a star and a diamond.

**3** Work in pairs. A: turn to page 126. B: turn to page 128.





## Part 3

Vocabulary &amp; Listening

Ways of speaking

Reading

Overheard in New York


Grammar

Reported statements and questions

Listening &amp; Speaking

What did she say?

## Vocabulary and Listening

1  2.06 You overhear five people talking on the bus. Listen and match the phrases to the speakers. How do you think each person feels?

He/She is shouting \_\_\_\_\_

He/She is whispering \_\_\_\_\_

He/She is sighing \_\_\_\_\_

He/She is mumbling \_\_\_\_\_

He/She is groaning \_\_\_\_\_

2 Replace the underlined expressions with a verb in the box. You may need to change the form of the verb.

argue beg chat demand discuss  
eavesdrop

- 1 He likes having a friendly conversation on the phone until late at night.
- 2 I don't often talk about money issues with other people.
- 3 When I'm not happy with something I've bought, I always say very strongly that I want my money back.
- 4 My family and I often speak in an angry way because we disagree.
- 5 I never ask for help in a way that shows I want it very much.
- 6 I love listening to other people talking on buses and trains because you hear such interesting things.

3 Choose three of the sentences in exercise 2 and make them true for you, using the verbs in the box. Then work in pairs and compare your answers.

## Reading

1 Work in pairs and discuss these questions.

- Do you worry about people overhearing your conversations in public?
- Do you ever use a mobile phone in public places where other people can hear you?

2 Read *Overheard in New York*. Which conversation do you think is the funniest or strangest?

3 Work in pairs and speculate about each conversation. Then compare your ideas with the class.

- Who was talking?
- What is the relationship between them?
- What were they talking about?

Extend your vocabulary -  
listen and hear

When you *hear* a sound, you notice it. *Hear* can also mean 'receive information'.

*I hear you've got a new job.*

*Overhear* means to hear something accidentally.

*I overheard her talking on the phone.*

When you *listen to* a sound, you pay attention to it or try to hear it. We often use the adverbs *carefully*, *closely* and *hard* with *listen*.

*He listened carefully to the instructions.*

Complete the sentences with the correct words.

- 1 And then I *heard / listened* to this loud bang and everything went dark.
- 2 Now please *hear / listen to* what I'm going to say.
- 3 You can tell her again and again, but she never *listens / overhears*.
- 4 Have you *overheard / heard* the news?
- 5 I *overheard / listened* something very interesting on the train.

There are many websites on the internet where people post funny conversations that they have overheard in many different places around the world.

## Grammar

1 Look at these sentences from the conversations. What did the people actually say? Complete the direct speech.

- Someone told me that there was a dead squirrel around here. → 'There \_\_\_\_\_ around there.'
- She said she had ordered coffee. → '\_\_\_\_\_ coffee.'
- The girl on the phone asked me where I was from. → 'Where \_\_\_\_\_?'
- They said that they didn't have a pay check for me this week but they could pay me in cheese. → 'We \_\_\_\_\_ this week but \_\_\_\_\_ in cheese.'
- I said I'd get you a cab. → '\_\_\_\_\_ you a cab.'
- I asked her if she wanted to dance. → '\_\_\_\_\_ to dance?'
- I said that I don't eat meat. → '\_\_\_\_\_ eat meat.'
- You told me that you loved me. → '\_\_\_\_\_ you.'

2 Look again at the reported and direct speech in exercise 1 and complete the rules.

- in reported speech the verb usually goes one tense back. The present simple becomes \_\_\_\_\_, the past simple becomes \_\_\_\_\_. *Will* becomes \_\_\_\_\_
- if something which is always true is reported, the tense usually stays the same
- in reported questions we use a question word or *if* instead of the auxiliary verb. The word order is the same as in statements
- references to people change, for example *I* changes to *you*, *he* or *she*
- here* often changes to \_\_\_\_\_ and *this* changes to \_\_\_\_\_
- time phrases also change, for example *yesterday* changes to *the day before* and *tomorrow* changes to *the next day*

3 You have overheard these conversations and want to tell your friend about them in an email. Write where you were and what the people said. Think about the tenses and pronouns you use.

- Woman: I want to go to Rivington and Ludlow, please.  
Taxi driver: I don't know where that is.  
Woman: I'll show you how to get there.  
Taxi driver: How will I get back?

*I was at the taxi rank and this woman said (that) she ...*

- Woman: I hate it when it rains because there's water and you get wet.  
Man: I know exactly what you mean.

- Woman: We've missed our train.  
Little girl: It's not my fault, it's yours.  
Woman: Of course, everything is my fault.  
Little girl: Especially global warming.

- Tourist 1: Are we in New York?  
Tourist 2: I hope we are.

**G** Grammar focus – explanation & more practice of reported statements & questions on page 142

## Listening and Speaking

- 2.07 Listen to extracts from six conversations and note down what you hear.
- Work in pairs. Tell your partner what you think the people said. You don't need to say every word you hear.
- Listen again and check.

## Overheard in New York

**Man 1:** ... and when I told her it was an espresso she said she hadn't ordered that. She said she had ordered coffee.

**Man 2:** An espresso is coffee!

**Man 3:** And then she said: 'Can I get some milk for this?'

**Man 4:** Are you serious?

### Astor Place

**Girl:** No chicken – I said that I don't eat meat.

**Man:** Do you want lamb?

### 57<sup>th</sup> Street

**Girl 1:** The girl on the phone asked me where I was from. I said southern Africa. The girl said she didn't know where that was. How can you not know southern Africa? I mean come on ...

**Girl 2:** Where was she from?

**Girl 1:** I don't know, some Mexican country.

### 55<sup>th</sup> Street and 5<sup>th</sup>

**Woman:** Someone told me that there was a dead squirrel here.

**Man:** Don't worry, we threw it away.

**Woman:** Oh. Do you know where? I'd like to have it.

### Washington Square Park South

**Bus driver:** Please, folks, be nice to me. I'm just drivin' my bus. Is anyone late for work? Well, I sure am twenty minutes late with my bus. Ah, one person late. Come on up here and I'll get you a cab ... I said I'd get you a cab, not pay for one!

### M4 bus

**Man:** I am sorry, I didn't mean it.

**Woman:** What do you mean you didn't mean it? You told me that you loved me. You can't just take that back!

**Man:** Sorry.

### University Place and 14<sup>th</sup> Street

**Man:** They said that they didn't have a pay check for me this week but they could pay me in cheese.

### 44<sup>th</sup> Street and 9<sup>th</sup>

**Man:** I went up to her and asked her if she wanted to dance. She said, 'I don't dance,' and I said, 'I don't either.'

### 6 train

## Part 4

## Vocabulary

## Electronic equipment

## Speaking

## Describing equipment

## Listening

## An interview about the Stasi

## Grammar

## Reported requests and commands

## Vocabulary

1 Answer the questions with the words in the box. Use a dictionary to help you.

a battery a cable headphones  
a microphone speakers

Which piece of equipment do you need to ...

- record something?
- listen to music or podcasts so that others can't hear?
- power equipment without electricity?
- play recordings loudly?
- connect equipment?

2 Complete the text with the words in the box from exercise 1.

*Audio surveillance* is listening in to other people's conversations using electronic equipment. \_\_\_\_\_ is the most important device. It can be connected with \_\_\_\_\_ to listening equipment such as \_\_\_\_\_ or \_\_\_\_\_, to recording equipment or to a radio transmitter. The most common type of listening device is a wireless radio transmitter powered by \_\_\_\_\_.

## Speaking

Read the information about the Stasi and look at the photos of equipment from the Stasi museum in Leipzig. Then work in pairs and discuss the questions.

The Stasi (the Ministry of State Security) was the secret service in the German Democratic Republic (East Germany). The Round Corner building in Leipzig was the Leipzig headquarters. After the Berlin Wall came down in 1989, it became a museum.

- What do you think the Stasi used these things for?
- Can you describe how they might work?

## Useful phrases

- I think this piece of equipment was used to listen to ... / to record ...
- The equipment consists of ... and ...
- It's hidden in ...
- The listener wears ...




## Listening

1 Work in pairs. Check the meaning of the words in the box. Which of the surveillance methods below could each word be connected to?

intercept information    invisible ink  
secret messages    source of information  
tap a phone

- recording of telephone conversations
- informers
- agents in disguise
- hidden cameras
- controlling the post
- listening in to radio transmissions

2  2.08 Listen to an interview with Dr Paul Maddrell about the Stasi. Tick the surveillance methods in exercise 1 that he mentions.



**Dr Paul Maddrell** is a lecturer in international history. His book *Spying on Science* (2006) is about intelligence in post-war Germany.

3 Listen again. Are the sentences true (T) or false (F)?

- 1 The Stasi's most important source of information was telephone conversations.
- 2 The Stasi wanted to know what people thought.
- 3 The Stasi only listened in to telephone conversations in the GDR.
- 4 In Leipzig in the 1980s, 1,000 phones were tapped every day.
- 5 Intercepting post helped the Stasi to find spies.
- 6 Foreign spies had bad handwriting.

## Grammar

*The Stasi asked informers to report on particular people or groups.*

*Western secret services told their spies to send their information to the West using invisible ink.*

- to report requests use *ask* followed by an object and an infinitive with *to*
- to report commands use *tell* followed by the object and an infinitive with *to*
- pronouns and time phrases sometimes change in reported speech

1 Complete the text with reported requests and commands, using the words in brackets.

Stella Rimington's career started in India when MI5, the British Security Service (1) \_\_\_\_\_ (*ask her / do*) office work. In Britain she (2) \_\_\_\_\_ (*ask / MI5 / give*) her a job as an agent. In 1992 she became the first female head of MI5. Rimington wanted the Security Service to be more open and she (3) \_\_\_\_\_ (*ask / newspaper editors / meet*) her to talk about MI5. When she retired, Rimington published her autobiography although MI5 (4) \_\_\_\_\_ (*ask / her / not write*) it. Before publication she was (5) \_\_\_\_\_ (*tell / change*) some information for security reasons.

2 Read this extract from a spy novel by Stella Rimington. Put the commands and questions in bold into reported speech.

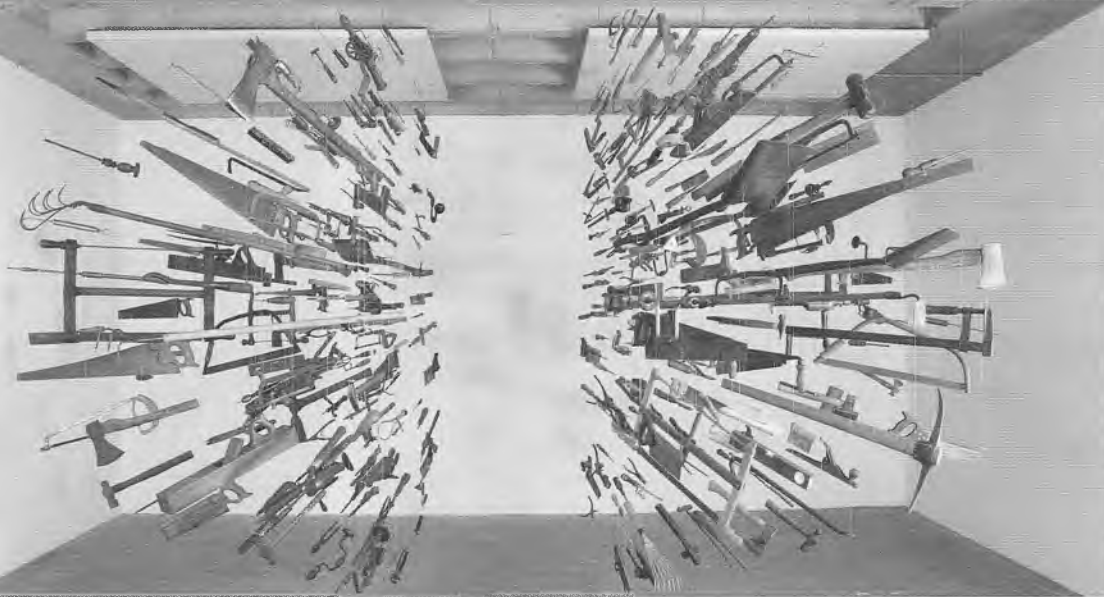
Her phone rang. The voice was frightened. 'I need to see you right away. It's urgent.'  
'**Keep calm,**' she said coolly. '**Tell me what's happened.**'  
'Not on the phone.'  
She sighed. '**When can you meet?**' she asked.  
'Tonight. **Come to my flat.**'  
She thought for a moment. '**Give me the address,**' she said, and as he told her, she memorised it instantly.  
'**Come at eight,**' he ordered.  
'No,' she said bluntly. 'I will be there at ten.' It would be best to arrive under cover of darkness.

3 Work in pairs. Make a list of things you think secret agents are told to do or not to do using the sentence beginnings. Then compare your sentences with another pair.

*They're told to ...    They're told not to ...*

 **Grammar focus** – explanation & more practice of reported requests & commands on page 142





a

b

## Warm up

1 Work in pairs. Look at the pictures and compare and contrast them. Which do you prefer?

### Useful phrases

- The artist / painter ...
- It's an installation / a portrait / an oil painting.
- It's modern / traditional / realistic / abstract.
- It's made out of ...
- I like this picture / neither of them because ...

2 Work in pairs. How often do you go to exhibitions and museums? What sort of art do you prefer?

## Listening

1 2.09–2.10 Listen to two conversations about the pictures. Tick the correct parts of the table.

	Likes it	Doesn't like it	Doesn't know
<b>Picture 1</b>			
woman			
man			
<b>Picture 2</b>			
man			
woman 1			
woman 2			

2 Listen again. Make notes about why the speakers like or don't like the pictures. Then work in pairs and compare your notes.

## Language focus

Put the phrases into the correct categories.

Asking for an opinion	Giving an opinion	Expressing uncertainty

- 1 How about this?
- 2 In my opinion, this type of painting is rather bland.
- 3 I can't make up my mind.
- 4 I find it a bit industrial.
- 5 To be quite honest, I'm not that keen on it.
- 6 Personally, I think it's amazing.
- 7 What do you think?
- 8 I can't decide.
- 9 What's your opinion?
- 10 I'm not sure.
- 11 How do you feel about it?

## Speaking

Work in pairs. Choose **one** of the tasks below. Use the new expressions you have learnt.

**A** Look back at units 1–6. Discuss what you think of the pictures in the book. Ask for and give opinions.

**B** Show your partner postcards, internet printouts or photos of pieces of art you like. Ask for and give opinions about the pictures.



## Warm up

1 Look at these pieces of news. Do you think each one is good news or bad news?

- You have won a holiday in a competition.
- You have been made redundant at work.
- Your country has been chosen to host the Olympic Games.
- Your son has been offered a scholarship to study at a university in the US.
- Your neighbour has a new job with a very high salary.
- The government has put taxes up by 10%.
- Your daughter is expecting a baby.
- Your house has been destroyed in a severe storm.

2 Work in pairs and choose three pieces of news from exercise 1. Think of a situation when the bad pieces of news could be good news, and the good news could be bad news.

## Listening

1 2.11–2.14 Listen to four people talk about some good news they have had. Match the topics in the box to the speakers. There are two extra topics.

children   holidays   money   weather   work

- 1 Yordanka, Bulgaria \_\_\_\_\_
- 2 Maura, Ireland \_\_\_\_\_
- 3 Patricia, Brazil \_\_\_\_\_
- 4 Alison, England \_\_\_\_\_

2 Listen again and answer the questions.

Who ...

- 1 is going on a picnic?
- 2 got a tip from a colleague?
- 3 is expecting a baby?
- 4 is not used to this news in England?
- 5 received good news for the whole family?
- 6 had some amusing news?



Yordanka, Bulgaria



Maura, Ireland



Patricia, Brazil



Alison, England

## Language focus: *indeed* and *at all*

1 Look at these sentences from the listening and the dictionary extracts. Choose the best definition for the words in bold in each sentence.

It was very, very good news **indeed**.

It's not like that here in England **at all**.

used to emphasise a negative statement

used to say that something isn't significant

used to emphasise a positive statement

2 2.15 Listen to the sentences in exercise 1. Which words are stressed? Listen again and repeat.

3 Work in pairs. Take it in turns to add emphasis to these sentences using *indeed* and *at all*.

- 1 I wasn't expecting to hear that.
- 2 I was very excited.
- 3 I thought it was a very nice surprise.
- 4 I couldn't understand him.
- 5 I wasn't disappointed.
- 6 I felt very happy.

## Speaking

Work in pairs. Tell your partner about a piece of good news you have had recently. Explain how it made you feel and why.

### Useful phrases

- The last piece of good news I heard was ...
- I heard / discovered / found out that ...
- Somebody told me that ...

## Reading

1 Read E-Lin's description of the Great Wall of China. What has she written it for?

- a government survey
- an online encyclopaedia
- a website for visitors to China

If you visit China you must visit the great Wall of China. It is one of the most important tourist attractions in China, and in 1987 it was listed as a UNESCO world heritage site. It is also a wonderful experience to walk along the wall and feel the history and wonderful atmosphere of the wall.

The wall is over 8,500 km long, and goes from the east to the west of China. The first parts were built over 2,000 years ago by the Ming Emperors, in order to protect the central regions of the country from being attacked. All along the wall special buildings called 'beacon towers' were built. When some parts of China were attacked by enemies, fires were lit in the beacon towers so that people on other towers could see them and send warnings to the army.

Nowadays some of the sections are in ruins, but other sections have been repaired. The most famous section is called Badaling. It is near Beijing, so it is convenient and there is a cable car to transport tourists, but bear in mind that it is often full of tourists. It is safe to walk at Badaling, but you should take strong shoes and walk carefully. The best time to visit is in spring or autumn, so that you can enjoy mild weather and fantastic views. It will be an unforgettable trip.

2 Read the description again and make notes about the topics below for the Great Wall of China.

- |                          |                        |
|--------------------------|------------------------|
| • Importance             | • Function or purpose  |
| • Experience of visiting | • Physical description |
| • Location               | • Advice for tourists  |
| • History                |                        |

## Writing skills: avoiding repetition

Try to use synonyms (words which have the same meaning) or pronouns (for example *this*, *these*) to avoid repeating words in your writing.

*These*

*Fires were lit in the towers during invasions. ~~The fires~~ were used attacks to warn enemies about the ~~invasions~~.*

Replace the underlined words in E-Lin's description with the words in the box.

amazing    constructed    go to    parts    the country  
the place    them    visitors

## Language focus: expressing purpose

You can express purpose by using ...

- *so (that) + verb*
  - *to / in order to / so as (not) to + infinitive (without to)*
- It is a good idea to read about the place **so that** you can plan your trip.*

*A cable car has been built **in order to** transport visitors to the wall.*

*You should wear strong shoes **so as not to** slip.*

1 Find four places in the text where E-Lin has expressed purpose.

2 Complete these sentences about the Great Wall of China with ideas of your own to express purpose.

- 1 It is a good idea to arrive early ...
- 2 You can take the cable car ...
- 3 You might like to join a guided tour ...
- 4 Make sure you wear warm clothes in winter ...

## Preparing to write

1 Think of a place you know that would be interesting to visitors. Make notes about the place using the categories in Reading exercise 2.

2 Work in pairs. Tell your partner about the place and try to persuade them to visit it.

## Giving advice

- You must visit / mustn't miss ...
- Make sure you ...
- Don't forget to ...
- Bear in mind that ...
- You might like to ...
- It's a good idea to ...

## Writing

Write a description of the place for visitors. Use your notes and the useful phrases above to help you. Write three paragraphs:

- 1 Introduction
- 2 History, purpose and description
- 3 Advice for tourists

## Grammar

1 Add *a*, *an* or *the* in the text where necessary.

One of cheapest ways to have conversation with person in foreign country is to use internet. You can attach microphone to your computer, and speak to other person through computer. If you attach camera called webcam to computer, person can even see you while you are speaking.

2 Report Daisy's telephone message to Sophie.

Hi, Sophie. I'm having a party tomorrow and I've invited twenty people. I'll be really busy so please could you arrive early to help? Phone me when you receive this message.

*Daisy told Sophie that ...*

3 Rewrite the sentences using the passive.

1 Jon took the picture.

*The picture ...*

2 We've ordered a taxi.

*A taxi ...*

3 Someone is following us.

*We ...*

4 We record conversations.

*Conversations ...*

## Vocabulary

1 Match the verbs in the box to the definitions.

argue demand discuss mumble  
overhear whisper

- 1 to ask for something firmly
- 2 to disagree about something, often angrily
- 3 to exchange opinions with someone
- 4 to speak very quietly
- 5 to hear another person's conversation
- 6 to speak in a way that is unclear

2 Write the names of the shapes.



c \_\_\_\_\_



r \_\_\_\_\_



o \_\_\_\_\_



d \_\_\_\_\_

## Speaking

Think about the first conversation you had with someone you met recently. Work in pairs and report the conversations to each other. How were the conversations similar or different?

## Developing fluency in speaking

1 Complete the quiz about speaking English. Then turn to page 130 and check your results.

- 1 How do you participate in your English class?
  - a I often give my opinions and ask questions.
  - b I sometimes give my opinions and ask questions.
  - c I usually only speak to answer a question.
- 2 When you speak in English, how often do you stop to check vocabulary or grammar?
  - a not often
  - b sometimes
  - c very often
- 3 What do you usually do if you can't think of a word when you are speaking?
  - a I explain my ideas using other words or gestures.
  - b I don't explain my ideas, but I talk about other things.
  - c I pause for a long time or stop speaking.
- 4 How easy is it for you to speak for more than one minute in English?
  - a very easy
  - b it depends
  - c quite difficult
- 5 How often do you practise speaking English outside class?
  - a as much as possible
  - b sometimes
  - c never

2 Read these suggestions for improving your fluency in English. Choose the three you like the best.

- \* Find an English speaker who wants to learn your language, and do a speaking exchange.
- \* Memorise useful expressions and try to use them when you speak.
- \* At home, practise speaking for a minute every day on a familiar topic. Gradually increase the time you speak.
- \* Practise repeating and learning conversations from *Global* or another book.
- \* 'Chat' in English with people online.
- \* When you are travelling alone, practise having conversations in English in your head.
- \* Practise speaking English with someone from the class before or after classes.
- \* Try to speak more in class and during pairwork.
- \* Write true sentences and read them aloud.

3 Work in pairs and compare the suggestions you chose. Discuss ways you can follow the suggestions.

**Part 1**

Writing

Describing objects for an auction

Reading

Alternative sources of goods and services

Grammar

Defining relative clauses

Vocabulary

Inexact numbers

Speaking

Bartering

## Writing

1 Think of a household object that you have. Write a short description of your object for sale at an auction.

### Useful phrases

- It's brand new / nearly new / used.
- It's in excellent / good / reasonable / poor condition.
- It's large / medium / small.
- It's made of plastic / cotton / leather.
- The starting price is ...

2 Read other students' descriptions of things for sale. Write how much you would pay for the objects you are interested in.

3 What is the highest offer for each item? Ask the person who made the highest offer to explain why they would buy this object.

## Reading

1 Look at the titles of the texts on page 79 and the pictures. What do you think the texts are about?

2 Work in pairs. A: read *A good swap*. B: read *Trash or treasure?* Complete the table.

Organisation or group	
Who it is for	
How it works	
Advantages	
Cost	

3 Tell your partner about your text. Use your notes to help you.

4 What do you think of the two systems? What disadvantages can you think of?

## Grammar

*A restaurant which is not always full could offer free meals on certain days.*

*Trade exchanges put members who need something in touch with each other.*

*They charge a fee for each swap (that) they organise.*

*It's a cheap way to get something (that) you want.*

- relative clauses are formed with a relative pronoun and a clause
- we use defining relative clauses to explain exactly who or what we are talking about
- use *who* for a person, *which* for a thing, *that* for a person or thing, *where* for a place and *whose* for possession
- in clauses where the pronoun is the object, the pronoun can be left out

1 Complete the texts with relative pronouns.

Local currency is money (1) \_\_\_\_\_ people can pay within a certain area. It helps keep trade within a community. It also helps build a sense of local identity among local people (2) \_\_\_\_\_ buy products and services from each other.

Kut Chum is an area in north-east Thailand (3) \_\_\_\_\_ there is a lot of organic farming. It also has a local currency (the Boon Kut Chum) (4) \_\_\_\_\_ people use in the local villages. The currency is part of a project (5) \_\_\_\_\_ villagers started in order to become self-sufficient.

The town of Ithaca in the US has a local currency called Ithaca Hours (6) \_\_\_\_\_ can be used to buy local services and goods. There are even some businesses (7) \_\_\_\_\_ employees are paid partly in Ithaca Hours.

2 Which sentences contain object pronouns? Rewrite the sentences without pronouns.

**G** Grammar focus – explanation & more practice of defining relative clauses on page 14.



# A good swap

Barter (exchanging goods or services without payment) was the way people got things that they needed before money was invented. However, barter is still used in many societies today. Now owners of businesses in countries worldwide can formally barter goods and services using organisations called 'trade exchanges'. Trade exchanges put members who need something in touch with each other. They charge a fee for each swap that they organise.

Members of a trade exchange can sell goods (such as office supplies, airline tickets or building materials) and services (such as accounting or printing) to other members for trade credits. These trade credits can then be used to buy goods and services from other members. For example, a restaurant which is not always full could offer free meals on certain days for trade credits. These credits could then be used to buy cleaning services or kitchen equipment. Barter exchanges are a good way for businesses to keep cash for other expenses and not pay interest on bank loans. They can also help businesses to find new customers and increase sales.



## Vocabulary

1 Read the sentences. Underline the words which refer to inexact numbers or times.

- 1 I've got a couple of things to do before the meeting.
- 2 We'll be there at around two o'clock if the traffic's not too bad.
- 3 We have ten minutes or so before we have to leave.
- 4 She's got a huge office with loads of books.
- 5 It costs about a hundred euros plus VAT.
- 6 Our new manager is quite young – thirtyish.

2 Work in pairs. Choose three questions and ask and answer them. Don't give exact answers – use the expressions in exercise 1.

- How many pairs of shoes do you have?
- How many electrical appliances and gadgets do you have?
- How many books do you have?
- How many DVDs, CDs or video games do you have?
- How many old letters, postcards and greetings cards do you have?
- How many foreign coins do you have?

## Speaking

1 Find two objects in your bag or pockets which you can use to barter with other students.

2 Work in small groups. Describe your objects and explain why they are a good swap. Then try to swap your objects for something you would like.

## Useful phrases

- I'll swap this ... for your ...
- It's something that everybody needs / you shouldn't be without.
- This is really useful because ...
- OK, it's a deal!
- Sorry, I don't think that's a good swap.
- Well, what about swapping your ... for ...?

## Trash or treasure?

Selling things you don't need (privately, in special newspapers or in second-hand shops) is nothing new. It's a cheap way for people to get something they want or to find an object that is difficult to find in a shop. In many societies re-using and recycling objects and materials is a necessary part of everyday life. What is new is that more and more people in wealthy societies are giving things away for free – and they are using the internet to do it.

A quick search on the internet shows thousands of local online groups where people offer things for free. People usually have to be members of the online group but anybody can join. The kinds of things on offer range from a bag of odd socks and a couple of bottles of nail polish, to a free car. People also post messages asking for particular things that they want such as 'dolls' shoes', 'twenty or so plates' and 'a child's karate uniform'. Reasons for giving away things are also diverse: they include wanting to decrease the amount of rubbish or the amount of new things that are produced, or simply wanting to help other people.



3 Tell the class if you made a successful swap and explain why.

*I swapped ... for ... because ...*

*I didn't swap anything because ...*



## Part 2

### Speaking

The best way to make money

### Listening

Tulipmania

### Grammar

Non-defining relative clauses

### Vocabulary & Pronunciation

Word building: trade, word stress

## Speaking

1 Imagine you have been given a large sum of money. You must use it to try to make more money. Number these ideas from 1 (the best) to 7 (the worst).

- put the money in the bank —
- invest in land —
- invest in a house —
- buy an expensive car —
- buy stocks in a successful company —
- buy stocks in a new company —
- start a business —

2 Work in pairs and compare your lists. Explain your reasons.

## Listening

1 Read the definition of *bubble*. Use the definition to try to answer the questions.


- What was the *dotcom bubble* in western countries in the 1990s?
- What was the *housing bubble* in the first decade of the 21<sup>st</sup> century?

**bubble** ('bʌbb(ə)l) – noun

- 1 a ball of air or gas in a liquid
- 2 in finance: a situation when demand for a product is much higher than supply. This means the price of the product rises until it is much higher than it should be. When the price of the product drops right down, we say the market crashes and the bubble bursts

2 You are going to listen to the story of one of the first known economic bubbles, Tulipmania. First check that you understand the words in the box.

bulb    guilder    outstrip    trader    profit

3  2.16 Now listen to the story of Tulipmania. Why was demand for tulips higher than supply?

4 Choose the correct answers. Then listen again and check.

- 1 Tulipmania took place in the ...
  - a 1500s.    b 1600s.    c 1700s.
- 2 Tulips were a symbol of ...
  - a beauty.    b nobility.    c wealth.
- 3 150 guilders was the average ...
  - a price for a tulip flower.
  - b yearly income.
  - c cost of a tulip bulb.
- 4 In 1636 the sale of tulips was helped by ...
  - a the development of a traders' market.
  - b a new supply of bulbs.
  - c a new type of tulip.
- 5 Traders promised to buy tulips by ...
  - a signing contracts.
  - b paying all the money in advance.
  - c paying half the money.
- 6 The market crashed when ...
  - a traders stopped trading in tulips.
  - b sellers increased their supply.
  - c buyers refused to pay high prices.

5 Which of these statements do you agree with more? Work in pairs and explain your opinion.

- If a market crashes, buyers should get some sort of help from the government.
- If a market crashes, it is the buyers' fault if they lose money.

## Extend your vocabulary

### mania

The suffix *-mania* is used to make nouns meaning an extremely strong enthusiasm for something or someone, for example *Tulipmania*, *Beatlemania* and *Obamania*.

Make up *-mania* words which describe people or things that are very popular in your country at the moment.



The rare Semper Augustus tulip – the most expensive tulip at the time of Tulipmania.



## Grammar

*Tulips, which had been introduced to the Netherlands a century before, were a popular way to show people's wealth.*

*My company, which makes cars, gives its employees shares.*

- we use non-defining relative clauses to add extra information about a person or thing. The sentence still makes sense without the relative clause
- the relative pronoun *that* isn't used in non-defining clauses

1 Complete the text with relative clauses a–d.

- who knew that the firm was in trouble
- who included three government ministers
- which had bought the rights to all trade in the South Sea
- which at that time was a huge amount of money


The South Sea Company was a trading company. In 1720 the company, \_\_\_\_\_, became very attractive to investors. The price of a share rose to more than £1,000, \_\_\_\_\_. But then the managers of the company, \_\_\_\_\_, sold their shares. Suddenly everybody wanted to sell. The market crashed and the investors, \_\_\_\_\_, lost all their money.

2 Use these notes about the bubble economy in Japan to write a paragraph. Put 'extra' information in non-defining clauses.

- bubble economy years – years of great wealth – started around 1985
- in Japan – interest rate had gone down – many people suddenly had a lot of money
- the banks – had mostly lent money to companies – gave loans to anybody
- the Japanese economy – share prices had risen dramatically – crashed in 1990

**G** Grammar focus – explanation & more practice of non-defining relative clauses on page 144

## Vocabulary and Pronunciation

1  2.17 Complete the tables. Then listen and check.

Noun	Adjective
economy	
finance	
profit	
value	
wealth	
poverty	

Verb	Noun (thing)	Noun (person)
supply		
invest		
employ		employer /
import		
produce		
trade		

2 Listen again and repeat. Pay attention to the word stress.

3 Choose the correct word to complete the sentences.

- Companies have a duty to their *developers* / *employees* – even in times of *profitable* / *economic* crisis.
- Companies that *produce* / *trade* with other countries and *import* / *employ* goods ought to make sure that their *suppliers* / *supply* pay their workers properly.
- Poor* / *Wealthy* countries should use their resources to help people in other countries to get out of *poverty* / *profit*.
- The way that *financial* / *valuable* documents are written makes it difficult for small *investments* / *investors* to understand the risks.

4 Work in pairs. Do you agree with the sentences in exercise 3?



### Part 3

Vocabulary

Abstract nouns

Reading

Meeting our demands

Grammar

Countable & uncountable nouns

Speaking

Something you were motivated to do

## Vocabulary

**1** **2.18** Listen and complete the words. What are these words in your language?

- |               |              |
|---------------|--------------|
| l _ ve        | w _ _ lth    |
| fr _ _ ndship | j _ st _ ce  |
| cr _ _ tivity | p _ w _ r    |
| p _ _ ce      | fe _ r       |
| r _ sp _ ct   | m _ ral _ ty |
| h _ _ lth     | b _ _ uty    |

**Language note:** we don't use *the* with abstract nouns when we're talking in general.

*Love is important.*

*The love is important.*

**2** Choose three sentences and complete them with words from exercise 1 so they are true for you.

- \_\_\_\_\_ is very important when you're young.
- People don't care enough about \_\_\_\_\_ these days.
- When you get old, \_\_\_\_\_ is the most important thing.
- In the past, \_\_\_\_\_ was more important than it is now.
- I would like my children to value \_\_\_\_\_ and \_\_\_\_\_.

**3** Work in pairs and compare your sentences. Find out your partner's reasons for what they are saying. Do you agree?

## Reading

**1** **2.19** Read and listen to *Meeting our demands*. What is the author's intention in this text?

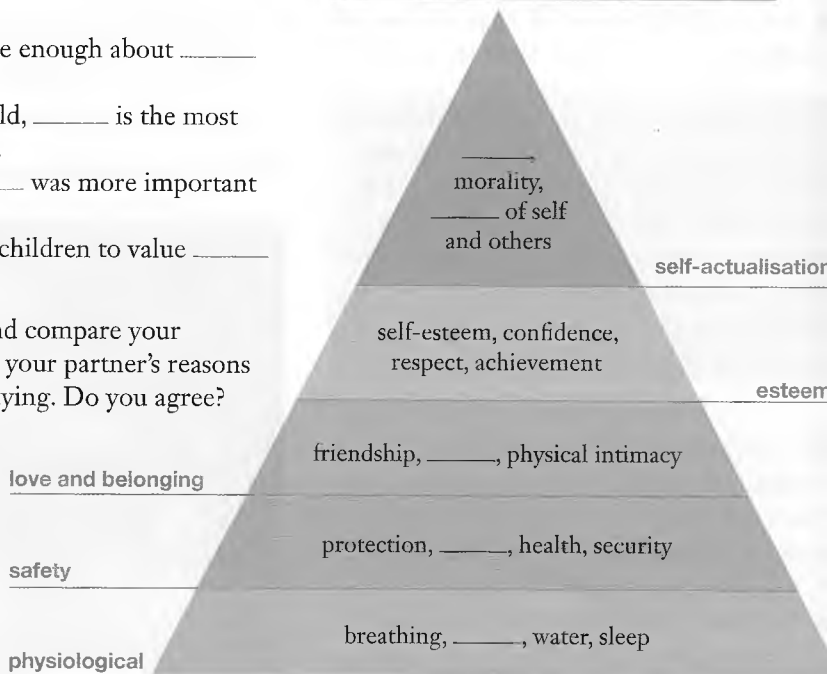
- to criticise Maslow's theory of motivation
- to give information about Maslow's theory of motivation
- to convince us that Maslow's theory of motivation is very influential

**2** Read the text again and complete the pyramid below with the words in the box.

acceptance family food job security  
problem-solving

**3** Have you heard of this theory before? Do you think it's a good explanation of human motivation?

### Pyramid of human motivation



based on Maslow's theory of motivation



# Meeting our demands



## Grammar

1 Look at the words in white in *Meeting our demands*. Are they countable or uncountable nouns? Use a dictionary to help you.

2 Complete the rules with *countable*, *uncountable* or *countable and uncountable*.

*Human beings have different needs and different demands.*

*People need respect and self-esteem.*

*Physiological needs include food and water.*

- nouns can be countable or uncountable
- \_\_\_\_\_ nouns can have a plural form
- \_\_\_\_\_ nouns cannot go with *a* or *an*
- \_\_\_\_\_ nouns can go with *the*
- \_\_\_\_\_ nouns go with *some* and *any*

**Language note:** some nouns can be countable and uncountable, for example *hair*.

*The teacher has long black hair.*

(uncountable, about hair in general)

*You have a long black hair on your jacket.*

(countable, about a single hair)

3 Choose the correct words to complete the sentences.

- 1 The bedroom had very old *furnitures* / *furniture*.
- 2 *The violence* / *A violence* in the capital has made it difficult for people to live there.
- 3 She was a person with a lot of *knowledge* / *knowledges*, and understood herself and others very well.
- 4 The *weather is* / *weathers are* very bad, and it could be dangerous on the roads.
- 5 He's been very depressed since his wife left him. Could you give him some *advices* / *advice*?
- 6 She's very upset because people make *joke* / *jokes* about her all the time and don't listen to her.

What do human beings need?  
What is most important to us?  
What motivates us to keep going?

These are questions that philosophers, psychologists and scientists have been asking for many years.

In his paper *A Theory of Human Motivation*, the American psychologist Abraham Maslow suggested that there was an order, a hierarchy, of needs. Understanding these needs was the key to understanding human **motivation**. The demands of each level need to be met before people can move up to the next level. The hierarchy is commonly represented as a **pyramid**.

At the bottom of the pyramid are physiological needs, for example **food**, **water** and **sleep**. If these demands are not met, it is very difficult for us to be motivated to do anything. They are the basic, most important needs. When they are satisfied however, the next level is **safety**. People need to feel protected and personally safe (from **crime**, for example), they need to feel secure in their **job** and they need to feel financially safe.

Beyond physiological and safety needs is the need for **love** and **belonging**. This includes close **friendship** and a supportive **family**. Humans also need to feel that they belong to a **group**. This could be a club, a team, a group at work or a religious group.

The next level of needs relate to **esteem**. People need **respect**, and they need to respect others. They also find motivation from achieving things, either in their personal or professional lives.

Finally, if all these demands are met, then people are motivated to self-actualisation. This is the highest form of motivation. People who are self-actualised accept themselves and other **people** as they are. They may have a deep sense of right and wrong. Self-actualised people often wish to solve problems for society.

## Speaking

1 You are going to tell a story about a time when you were very motivated to do something. First, look at the questions and think about your answers.

- What were you motivated to do?
- Was it something difficult?
- How old were you at the time?
- Were you alone, or with other people?
- Why did you want to do it?
- What happened?
- Were you successful?
- Did you have to try more than once?

2 Work in pairs. Tell your partner your story. What do your experiences have in common?

**G Grammar focus** – explanation & more practice of countable and uncountable nouns on page 144

## Part 4

Listening

Three men on a desert island

Grammar

wish

Pronunciation

The letter r

Speaking

Jokes



## Listening

1 Look at the pictures below. They tell a well-known joke. What do you think it is? Work in pairs and put the pictures in order to make a story. There is one extra picture you do not need.

### Useful language

- wish
- desert island
- genie
- magic carpet

2 2.20 Listen to the joke and check your answers. What did each man wish for?



a



b



c

3 What do you think of this joke? Do you know a similar one?

### Extend your vocabulary - other ways of saying funny

*Funny* is a very general word. Below are some other words you can use with a similar meaning.

*amusing* - fairly funny, in a way that makes you smile

*humorous* - used for describing stories or remarks

*comical* - funny and silly or strange

*hilarious* - very funny in a way that makes you laugh

*witty* - funny and clever

Work in pairs. Think of examples of ...

- 1 a witty person you know.
- 2 a hilarious actor or actress.
- 3 a humorous story about something you said or did when you were a child.
- 4 an amusing advertisement on television.



d



e



f



## Grammar

1 Read the three wishes from the joke. Then complete the rules.

*I wish I were back in London with my wife and three children.*

*I wish I could be in Los Angeles right now.*

*I wish my friends were here.*

- use the \_\_\_\_\_ tense after the verb *wish* to talk about things you wish about the present
- we often say *I wish I \_\_\_\_\_*, instead of *I wish I was*
- we can also use *If only* instead of *I wish*

2 Look at the pictures below. Write two captions for each one. Use *I wish* and a phrase from the box.

can afford it    have a car    have a lift  
not crowded    not live on 10<sup>th</sup> floor  
not so expensive

3 Complete the poem with your own ideas.

I wish I were ...

I wish I weren't ...

If only!

I wish I had ...

I wish I didn't have ...

If only!

**G** Grammar focus – explanation & more practice of *wish* on page 144



## Pronunciation

1 Put the words in the box into two groups according to how the letter *i* is pronounced: /ɪ/ or /aɪ/. Can you think of other words with the same sounds?

dishes    finger    I    if    island    lift  
might    ride    sigh    swim    think  
tonight    wife    wish

2 Practise saying the rhyme and proverb.

I wish I may, I wish I might,  
Have the wish I wish tonight.

(English nursery rhyme)

Wishes won't wash dishes.

(American proverb)

## Speaking

1 Match the joke beginnings 1–4 to the endings a–d. Do you think any of these jokes are funny?

- How many civil servants does it take to change a lightbulb?
- Why did the chicken cross the road?
- Waiter! Waiter! What's this fly doing in my soup?
- A fish walks into a bar. The bartender says, 'What do you want?' The fish says,
  - Forty-five. One to change the lightbulb and forty-four to do the paperwork.
  - 'Water!'
  - To get to the other side.
  - Swimming, sir.

2 Work in pairs. Choose three questions and discuss them.

- Do you know any similar jokes?
- Do you usually laugh at jokes?
- Do you know anybody who tells lots of jokes? Do you tell lots of jokes?
- Who is the funniest person you know? Why are they funny?

## 7 Function globally making formal phone calls



### Warm up

- 1 Work in pairs. Look at the pictures and compare and contrast them. Which do you think is the better place to work? Why?
- 2 Work in pairs and answer the questions.
  - How often do you use the phone?
  - What do you most use the phone for (for work, to get information, make appointments, to chat to friends and family)?
  - Do you have a mobile phone? Is it always on? How often do you use it?
  - Do you prefer to phone people or to send text messages or emails? Why?

### Listening

- 1 2.21–2.23 Listen to three phone conversations. Which one doesn't match the photos?
- 2 Listen again. Are the sentences true (T) or false (F)?

Phone call 1

  - 1 The caller asks for a new prescription.
  - 2 The doctor has a free appointment this week.

Phone call 2

  - 3 Mike Jones wants to speak to Miguel Hernández.
  - 4 Mike Jones answers the phone.
  - 5 Miguel Hernández wants Mike Jones to call him back.

Phone call 3

  - 6 The call centre worker answers the phone immediately.
  - 7 The call centre worker is rude.
  - 8 The call centre worker can't help the caller.

### Language focus

Look at the sentences from the conversations. Are they said by the caller (C) or the person who answered the phone (A)?

- 1 Thank you for calling.
- 2 Hello, this is Miguel Hernández. Could I speak to Mike Jones, please?
- 3 Could you ask him to call me back, please?
- 4 Can I take a message?
- 5 Hello, I'd like to make an appointment.
- 6 Please hold the line.
- 7 I'm afraid he's in a meeting for the next hour or so.
- 8 Hello, Customer Services, David speaking. Sorry to keep you waiting. How can I help you?

### Speaking

Work in pairs. Choose **one** of the tasks below. Use the new expressions you have learnt.

- A** Roleplay a phone call to a dental surgery.

A: your tooth is hurting. Phone the dentist and make an appointment.

B: you are the receptionist. The first free appointment is on Friday.

- B** Roleplay a phone call to an insurance company.

A: you need to contact Louise Holloway at Safe Insurance. Phone the company.

B: you are Louise Holloway's assistant. She is away on a business trip until tomorrow.



People often say 'Money talks'. They mean that money is the best way of influencing others, or getting them to cooperate about an issue. However, language is still needed to explain what the issue is all about; in the world of international business that language is usually English. But what kind of English? When businesspeople use English as a lingua franca, problems of communication often arise. Managers can leave a meeting thinking that a deal has been agreed, only to find later that there's been a misunderstanding.

How are such problems to be overcome? Some writers think the solution is to develop a simplified kind of English for business use. Approaches such as Basic English and Globish have aimed for efficient communication by reducing the number of words and constructions that people have to learn. A degree of simplification is always likely to be helpful, but the problem is to decide just how much.

Basic English tried to operate with just 850 words, but soon found that it had to allow extra technical and scientific terms to cope with demand. Globish operates with 1,500 words.

Simplified systems have so far had only limited appeal especially as most businesses need a broad terminology to let them talk precisely about their products. They also find that many of the terms they need are already international, thanks to the role played by Latin and Greek in forming the professional vocabulary of languages. And when cases of misunderstanding are analysed, the problems are often caused by factors that are nothing to do with individual words at all. Non-native speakers may use a pronunciation distorted by their mother-tongue. Native-speakers may talk too quickly or use colloquial business idioms, such as *make a killing* and *feel the pinch*. All participants need to realise that they will have cultural habits and expectations that other people do not share. Part of any solution has to be the training of managers to monitor their own linguistic behaviour and to make them aware of global English issues.



### Glossary

- analyse** (*verb*) – to study or examine something in detail in order to understand or explain it
- broad** (*adjective*) – including many different things
- colloquial** (*adjective*) – used in informal conversation rather than in writing or formal language
- distort** (*verb*) – to change the way that something looks, sounds or behaves so that it becomes strange or difficult to recognise
- lingua franca** (*noun*) – a language that people use to communicate when they have different first languages
- monitor** (*verb*) – to regularly check something or watch someone in order to find out what is happening
- terminology** (*noun*) – the words and phrases used in a particular business, science or profession

## Warm up

1 Work in pairs. Read the rules for communicating more simply. Do you agree with them? Why / Why not?

- Keep sentences short.
- Avoid negative questions.
- Repeat yourself.
- Avoid acronyms.
- Avoid metaphors.
- Use gestures and visual aids.
- Avoid all humour.

2 The rules in exercise 1 come from a new proposed form of English called Globish. Have you ever heard of Globish, or other simplified languages?

## Reading

1 Read *A global language for business* and decide if these statements are true (T) or false (F).

- 1 People in business don't always understand each other.
- 2 Simple languages for business are very popular.
- 3 The author thinks business training should include communication training.

2 Read the text again. What are the arguments in favour of a simplified language? What are the arguments against it?

3 Look at these sentences from the text. For each one choose the sentence which is closest in meaning.

- 1 A degree of simplification **is always likely to be helpful**.
  - a A degree of simplification is probably helpful.
  - b A degree of simplification is probably not helpful.
  - c A degree of simplification is rarely helpful.
- 2 The problems are often caused by factors that are **nothing to do with** individual words at all.
  - a The problems are caused by factors that are individual words.
  - b The problems are not caused by factors that are individual words.
  - c The problems are caused by individual words and other factors.

## Speaking

Work in pairs. Do you think that a simplified kind of English is a good idea? Would you want to learn Globish or Basic English? Why / Why not?

## Reading

1 Read Corinne's essay on the statement *Money cannot buy happiness*. Does she agree or disagree with the statement?

It is often said that money cannot buy happiness. However, I think this is a complex issue. Of course, everyone needs money to some extent, in order to live comfortably. It is not possible to live without food, clothes or shelter. But I do not think that people need a lot of money in order to lead a happy life.

It is true that rich people often consider that they are happy. They can buy expensive houses, big yachts and designer clothes. They can do whatever they like and travel all over the world, and they feel very proud of themselves. However, many rich people also have unhappy relationships and problems with drugs or alcohol. They have a lot of friends, but their friends soon disappear when their money disappears.

I think happiness does not depend on money. Money cannot buy health, love or true friendship, and I think these are the most important things in life. Moreover, most people are happy with small pleasures, like a walk in a park, a beautiful sunset or an evening with a friend. These are things that money cannot buy.

In conclusion, I do not believe that money is the number one priority in life. Possessions cannot make people happy if they have a lot of problems. Instead, they need to learn to be satisfied with their lives, whether they are rich or poor.

2 Which of these points does Corinne make?

- 1 Poor people are happier than rich people.
- 2 People can be happy with simple things.
- 3 Rich people often worry about their possessions.
- 4 Money is not the most important thing in life.
- 5 Happiness depends on a person's attitude.

3 Do you agree with Corinne's arguments? Why / Why not? Work in pairs and compare your ideas.

## Writing skills: considering both sides of an argument

1 Corinne has repeated *I (do not) think* in her essay. Replace the underlined phrases with the phrases in the box.

in my opinion    I disagree    in my view

When you write an opinion essay, it is often a good idea to consider both sides of the argument. Start with the opposite of your opinion, and then say why you disagree.

2 Match the pairs of sentences from Corinne's essay.

- 1 It is often said that money cannot buy happiness. \_\_\_\_\_
- 2 Of course, everyone needs money to some extent. \_\_\_\_\_
- 3 It is true that rich people often consider that they are happy. \_\_\_\_\_

- a However, they often have unhappy relationships.
- b But I disagree that people need a lot of money.
- c However, I think this is a complex issue.

3 Choose the best way to complete the sentences.

- 1 It is often said that the best things in life are free. However, ...
  - a love and friendship are also important.
  - b people also need money in order to survive.
- 2 Of course, money can bring a lot of worries. But I disagree that ...
  - a wealth is a bad thing.
  - b wealth is a good thing.
- 3 It is true that many rich people are unhappy. However,
  - a they can also have relationship problems.
  - b poor people can be unhappy, too.

## Preparing to write

Work in pairs. Do you agree or disagree with these statements? What are the opposite arguments? Discuss your ideas.

- 1 Governments have a duty to look after people who are sick or unemployed.
- 2 You cannot measure success by money.
- 3 Instead of always buying new things, people should mend or exchange their possessions.

## Giving your opinion

- This is a complex issue.
- I can see both sides of the argument.
- I think / believe / agree that ...
- I disagree / do not believe that ...
- In my opinion / In my view ...
- In conclusion / to sum up ...

## Writing

Write an essay on one of the statements in the Preparing to write section. Follow this format:

Paragraph 1: Introduction to the topic.

Paragraph 2: State the arguments against your opinion, and say why you disagree.

Paragraph 3: State your opinion, giving reasons.

Paragraph 4: Conclusion.

## Grammar

- Complete the sentences with a suitable word.
  - I wish I \_\_\_\_\_ on holiday now!
  - This is the car \_\_\_\_\_ I bought yesterday.
  - Tulips are flowers \_\_\_\_\_ grow in spring.
  - Maslow, \_\_\_\_\_ was an American psychologist, wrote about basic human needs.
  - The place \_\_\_\_\_ I work is near a park.
  - If only I \_\_\_\_\_ more time!
  - The painter \_\_\_\_\_ work I admire most is Picasso.
- Decide if the sentences are correct or incorrect. Then correct the mistakes.
  - Can you give me an advice about my money?
  - Would you like a coffee?
  - Waiter, there's a hair in my soup!
  - I need some new furnitures.
  - Crime is a big problem nowadays.
  - People needs love and safety.

## Vocabulary

- Complete the sentences to make inexact numbers.
  - It's between 8.45 and 9.15. It's \_\_\_\_\_ 9 o'clock.
  - I've got two tickets. I've got a \_\_\_\_\_ tickets.
  - It takes five to seven minutes. It takes 5 minutes \_\_\_\_\_.
  - He's between 29 and 31. He's \_\_\_\_\_.
- Complete the missing words.
 

A stock market is a (1) f\_\_\_\_\_ institution where (2) t\_\_\_\_\_ buy and sell shares in companies. They look for the most (3) p\_\_\_\_\_ shares so that they can make good (4) i\_\_\_\_\_.

In times of (5) e\_\_\_\_\_ crisis, the (6) v\_\_\_\_\_ of shares usually goes down.
- Put the letters in the correct order to spell abstract nouns.
  - yubate \_\_\_\_\_
  - creepts \_\_\_\_\_
  - trailmoy \_\_\_\_\_
  - aceep \_\_\_\_\_
  - hewtal \_\_\_\_\_
  - wrope \_\_\_\_\_
  - sujetic \_\_\_\_\_
  - vitraycite \_\_\_\_\_

## Speaking

- Write down the name of an object you have bought recently.
- Work in small groups. Ask one person in your group *yes/no* questions about their object. After ten questions, try to guess what the object is. Then swap roles and continue.
 

*Is it something that you use at home?*

## Learning word families

- Work in pairs. Look at the words in the box. Can you remember any words in the same word families?

create invest produce safe wealth

create: *creative ...*

When you learn a new word it's a good idea to learn other words form the word family at the same time. Often a dictionary can help you.

- Look at the dictionary extract. What is the meaning of *adj*, *adv*, *n* and *v*?

Word family: **relation**

Words in the same family as *relation*

relate <i>v</i>	relationship <i>n</i>	relatively <i>adv</i>
related <i>adj</i>	relative <i>adj n</i>	unrelated <i>adj</i>

- Look up the words in exercise 2 in your dictionary. How do you pronounce each word?
- Complete the sentences with words from the word family for *relation*.
  - Do you have a good \_\_\_\_\_ with your father?
  - I'll enjoy seeing all my \_\_\_\_\_ at the wedding.
  - It's sometimes difficult to make friends when you're old. When you're young, it's \_\_\_\_\_ easy.
  - His question was completely \_\_\_\_\_ to the topic, so I was rather confused.

When you record word families it can be helpful to use a spidergram.



- Write *adj*, *adv*, *n* or *v* next to each word in the spidergram above. Use your dictionary to help you.

### Study tips

- \* Next time you record a word use your dictionary to create a family spidergram.
- \* When you learn new words in class ask the teacher about other words in the family.



## Part 1

Speaking

Describing a picture

Reading

*Life of Pi*

Grammar

would

Vocabulary

Expressions with  
*lose & lost*

## Speaking

Work in pairs. Look at the picture and follow the instructions.

- A: Describe what you see in the picture.  
 B: Describe how you think this happened.  
 A: Describe the boy's feelings.  
 B: Describe the tiger's feelings.  
 A: Describe what you think could happen next.  
 B: Describe how the image makes you feel.



# Life of Pi

I slept all morning. I awoke with an anxious feeling. The food, water and rest flowed through my weakened body and

brought me new life. It also brought me the strength to see how desperate my situation was. There was a tiger in the lifeboat. I could hardly believe it, yet I knew I had to. And I had to save myself.

I considered jumping overboard and swimming away, but my body refused to move. I was hundreds of miles from land, if not over a thousand miles. I couldn't swim such a distance, even with a lifebuoy. What would I eat? What would I drink? How would I keep the sharks away? How would I keep warm? How would I know which way to go? There was no doubt: to leave the lifeboat meant certain death. But what was staying on the lifeboat? He would come at me like a typical cat, without a sound. Before I knew it he would seize the back of my neck or my throat. I wouldn't be able to speak. Or he would kill me by clubbing me with one of his great paws, breaking my neck.

'I'm going to die,' I cried.

I was giving up. I would have given up – if I hadn't heard a voice inside my heart. The voice said, 'I will not die. I refuse it. I will make it through this nightmare. I have survived so far, miraculously. Now I will turn miracle into routine. The amazing will be seen every day. I will put in all the hard work necessary. Yes, so long as God is with me, I will not die. Amen.'

I discovered at that moment that I have a fierce will to live.

## Reading

1 Read the extract from *Life of Pi*, a novel which tells the story behind the picture. What does the boy find out about himself?

2 Match words 1–4 to a–d to make collocations from the text.

- |             |             |
|-------------|-------------|
| 1 desperate | a death     |
| 2 jump      | b work      |
| 3 certain   | c situation |
| 4 hard      | d overboard |

3 Read the text again and answer the questions.

- How did the boy feel when he woke up?
- What did he think of doing?
- What were the problems with this? Name three.
- What did he think was going to happen to him?
- What did he decide to do in the end?

*Life of Pi* tells the story of an Indian boy, Piscine 'Pi' Patel, who spends 227 days shipwrecked in the Pacific Ocean with a tiger in the lifeboat. It explores the themes of story-telling, spirituality and human existence. The book won the Man Booker Prize in 2002.

**Yann Martel** is a Canadian author who was born in Salamanca, Spain. He is best known for his book *Life of Pi*.



## Glossary

**awake** (verb) – to wake up

**club** (verb) – to hit someone with a heavy object

**fierce** (adjective) – involving strong feelings such as determination, anger or hate

**flow** (verb) – if something flows, it moves quickly and continuously in one direction

## Grammar

1 Look at the sentences and choose the correct words to complete the rules.

*What would I eat? What would I drink?*  
*He would come at me like a typical cat.*

- these use *would* to talk about the past / future
- the sentences are about *real / unreal (hypothetical)* situations
- we can also use *would* in other ways, for example to give advice, make offers, talk about regular past actions and to make polite requests

2 Is *'d* in these sentences *would* or *had*?

Rewrite the sentences without contractions.

- I'd never sat so close to a tiger before.
- I'd forgotten how big it was.
- I wish my father were here, he'd know what to do.
- I'd love to be back at home.
- The tiger was quiet. He'd eaten already that morning.
- We'd been at sea for some weeks.
- I didn't want to sleep again, I was sure he'd attack me.

3 Complete the conversations by adding *would* where necessary. Use contractions when possible.

- A: Tea or coffee?  
B: I like a tea, please.
- A: I'm here for the interview.  
B: You like to sit down?
- A: They say it's going to rain tomorrow.  
B: It not surprise me.
- A: Which jacket should I get?  
B: I get the bigger one.
- A: Have you been to the gardens in the city centre?  
B: Oh yes. We walk there often when I was a child.

4 Match a use of *would* to each conversation in exercise 3.

- to give advice \_\_\_\_\_
- to make an offer \_\_\_\_\_
- to talk about regular past actions \_\_\_\_\_
- to talk hypothetically \_\_\_\_\_
- a polite request \_\_\_\_\_

**G** Grammar focus – explanation & more practice of *would* on page 146

## Vocabulary

1 Choose the correct meaning to complete each sentence. Use a dictionary to help you. What are these expressions in your language?

- If you have *lost your mind*, you are ...
  - crazy.
  - very serious about something.
- If you have *nothing to lose*, then ...
  - the situation can get worse if you try something.
  - the situation can't get worse if you try something.
- If something is a *lost cause*, it ...
  - is a hopeful situation.
  - is a hopeless situation.
- If you *lose face*, you ...
  - don't impress people and aren't respected by them.
  - show respect to other people and they like you.
- If you *lose sight of something* ...
  - you remember it is important.
  - you forget that it is important.
- If you *lose track of time* ...
  - you are distracted and don't see time pass.
  - you are very aware of the time.

2 Work in pairs. Choose **one** of the tasks below.

- Choose three expressions from exercise 1 and make sentences about the text on page 90.
- Choose three of the expressions from exercise 1 and make true sentences about yourself.



## Part 2

Reading

**Lost in space**

Listening

**Sending objects into space**

Grammar

**Second conditional**

Speaking

**A guessing game**

## Reading

**1** Work in pairs. Look at the picture on the right. What do you think it is? Make three guesses.

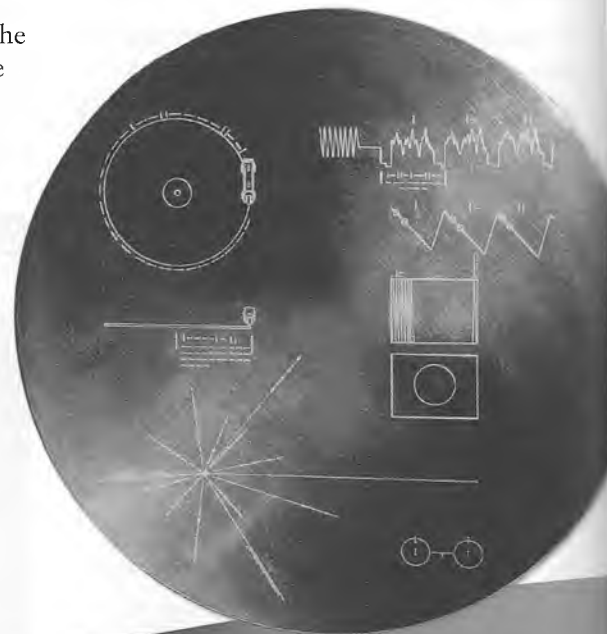
It could be ... It might be ... Maybe it's...

**2** Read *Lost in space* and find out if your guesses were correct.

**3** Read the text again and explain the significance of these words and phrases.

- twelve inches
- President Carter
- Carl Sagan
- forty thousand years
- fifty-five

**4** Do you think the Voyager Golden Record is a good idea? Why / Why not?



*This is a present from a small, distant world, a token of our sounds, our science, our images, our music, our thoughts and our feelings. We are attempting to survive our time so we may live into yours.*  
US President Jimmy Carter

## Lost in Space

The Voyager Golden Record is a phonographic disc that was included on the Voyager spacecraft in 1977. The twelve-inch gold and copper disc contains sounds and images that show the diversity of life and culture on Earth. The idea behind it is to communicate a story of our world to extraterrestrials. A NASA committee, organised by Carl Sagan of Cornell University, collected 115 images and a series of natural sounds of the planet and added music from different cultures and eras and spoken greetings from people in fifty-five languages.

There is also a message from US President Carter and UN Secretary General Waldheim. The disc contains information on how to play it so other life forms can hear the sounds it contains.

### Glossary

**cosmic** (*adjective*) – relating to the planets, stars, space and the universe in general

**diversity** (*noun*) – the fact that very different people or things exist within a group or place

**era** (*noun*) – a historical period


**extraterrestrial** (*noun*) – a living being believed by some people to come from another planet

**NASA** (*abbreviation*) – a government organisation in the US responsible for space research

**planet** (*noun*) – a very large round object that moves around the Sun or another star

It could take forty thousand years before Voyager is close to another planetary system. As Carl Sagan has said, 'The spacecraft will be encountered and the record played only if there are advanced [...] civilisations in [...] space. But the launching of this bottle into the cosmic ocean says something very hopeful about life on this planet.'

## Listening

1  2.24 Listen to different people answering the same question. Which question are they answering?

- 1 If you can send something into space, what will you send?
- 2 If you could send something into space, what would you send?

2 Listen again and make a note of the objects you hear. Then work in pairs and compare your lists.

3 How would you answer the question? Tell your partner.

## Grammar

1 Look at the sentences. Choose the correct words to complete the rules.

*If I could send something into space, I'd send a video of traffic. I'd include that if they asked me.*

*If you could send anything into space, what would you send?*

- we use the second conditional to talk about *real / unreal (hypothetical)* situations in the present and *future / past*
- use the verb in the *present / past* tense after *if*
- use *would, might* or *could* in the *main / if* clause

2 Use these words to make hypothetical sentences. Begin your sentences with *If* and change the verb forms as necessary.

- 1 I can include a song / it be *Imagine* by John Lennon
- 2 they ask me / I send a big note that says *Sorry*
- 3 I can put something on the Voyager Golden Record / I put a video of traffic
- 4 I have to include an image / it be an image of a table covered in food
- 5 I can do anything / I go on a space journey

3 Complete the questions using the words in brackets.

- 1 How \_\_\_\_\_ (*you feel*) if \_\_\_\_\_ (*the teacher give*) you an exam tomorrow?
- 2 If \_\_\_\_\_ (*you can change*) one thing about yourself, what \_\_\_\_\_ (*you change*)?
- 3 If \_\_\_\_\_ (*you not have*) English class today, what \_\_\_\_\_ (*you do*)?
- 4 If \_\_\_\_\_ (*you win*) a lot of money, what \_\_\_\_\_ (*you buy*) first?
- 5 What job \_\_\_\_\_ (*you choose*) if \_\_\_\_\_ (*you have*) the chance to do any job in the world?
- 6 Where \_\_\_\_\_ (*you go*) if \_\_\_\_\_ (*you can visit*) any country in the world?

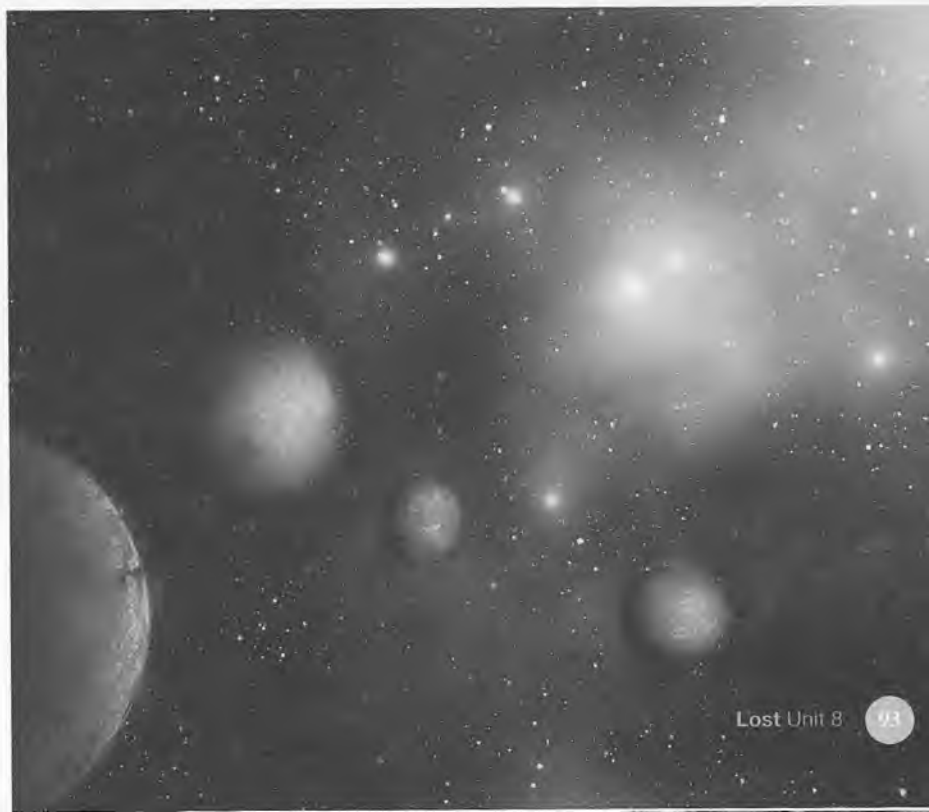
4 Match answers a–f to questions 1–6 in exercise 3.

- a A house near the beach for my parents. \_\_\_\_\_
- b I'd go to France. I've always dreamt of seeing Paris. \_\_\_\_\_
- c I'd go to the cinema and see a film. \_\_\_\_\_
- d Probably pretty nervous. \_\_\_\_\_
- e It would be my ears. I think my ears are too big. \_\_\_\_\_
- f Something in the circus. Maybe an acrobat. \_\_\_\_\_

 **Grammar focus** – explanation & more practice of the second conditional on page 146

## Speaking

Work in small groups. You are going to play a guessing game. Turn to page 130 and follow the instructions.



## Part 3

Vocabulary

Expressions with  
make & do

Reading

Top five inventions  
and discoveries  
made by accident

Grammar

Third conditional

Pronunciation

Expressing blame,  
intonation

Writing

How would your life  
have been different?



## Vocabulary

1 Are these nouns used with *make* or *do*?

decisions a difference a discovery  
an experiment a favour a job a test  
a mistake nothing progress sense

2 Complete the sentences with words in the box in exercise 1.

- I always put off making \_\_\_\_\_ until the last moment, especially important ones.
- If I do \_\_\_\_\_ for somebody, then I think that person should do something for me.
- I just love sitting around and doing \_\_\_\_\_ at the weekend.
- I love my work. I think I'm doing \_\_\_\_\_ that really makes \_\_\_\_\_ to people's lives.
- I don't understand this crazy world. Sometimes I think nothing makes \_\_\_\_\_.

3 Choose three sentences from exercise 2. Then work in pairs and tell your partner if the sentences are true for you. Explain why.

## Reading

1 Read *Top five inventions and discoveries made by accident*. Do you agree with the order? Which is the most important for you?

2 Which discovery or discoveries ...

- was/were made outside a laboratory?
- was/were a result of not cleaning up?
- can save lives?
- developed out of a failed idea?
- was/were a result of a different experiment?
- was/were a result of two lucky events?

### Extend your vocabulary - with or without a plan

If you do something without a plan, you do it *by mistake* (negative), *by chance* (positive) or *by accident* (positive or negative).

*Benedictus broke the flask by accident.*

If you do something with an aim or plan, you do it *on purpose*, *deliberately* or *intentionally*.

*Fleming didn't leave the dish out on purpose.*

Think of something you've done recently by accident. Has anything happened to you by chance?

## Grammar

*If Spencer hadn't invented the microwave, modern eating habits might have been very different.*

*This wouldn't have been significant if Fleming hadn't noticed one important thing.*

- we use the third conditional to imagine unreal situations in the past
- use the past perfect in the *if* clause
- use *would/may/might/could have* and a past participle in the main clause

1 Complete the sentences using information from the text on page 95.

- If Alexander Fleming hadn't been so messy, he wouldn't have ...
- Arthur Fry wouldn't have invented sticky notes if he ...
- If Edouard Benedictus hadn't knocked over a glass flask, he ...
- Percy Spencer wouldn't have ... if a chocolate bar ...
- If Jacques E Brandenburger ...

2 Think about how history would have been different if the things in the box below hadn't been invented. Then work in pairs and compare your ideas.

the car the computer the printing press  
the telephone the TV

*If the computer hadn't been invented, the internet wouldn't have been developed.*

*If the printing press hadn't been invented, ordinary people wouldn't have been able to read books.*

**G** Grammar focus - explanation & more practice of the third conditional on page 146



# Top five inventions and discoveries made by accident

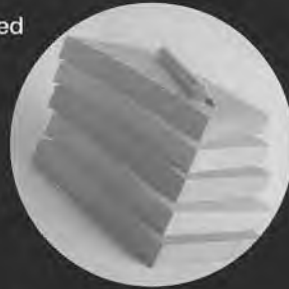


## 1 Penicillin

The laboratory of Scottish scientist Alexander Fleming was extremely untidy. One day in 1928 he came back from holiday and saw that mould had grown on a dish containing bacteria. However, this wouldn't have been significant if Fleming hadn't noticed one important thing: that no bacteria were growing in the areas covered by mould. In later experiments Fleming proved that the mould could kill the bacteria that cause human infections. Using this discovery, Howard Florey and Ernst Boris Chain later developed penicillin for use as a medicine. In 1945 the three scientists shared the Nobel Prize for Medicine.

## 2 Sticky notes

In 1968 Spencer Silver, an American research chemist, wanted to invent a strong glue, instead he created a weak glue that stuck to objects but could be taken off again. A few years later a colleague of Silver's, Arthur Fry, was singing in church. His bookmarks kept falling out of his song book and suddenly he remembered Silver's glue. He successfully tried the glue on his bookmarks and later developed his idea into sticky notes.



## 3 The microwave oven

While Percy Spencer was working on radar research in 1946, he made an interesting discovery. He was testing a magnetron (a tube which produces microwaves) when he noticed a chocolate bar in his pocket had melted. Spencer did some experiments and found out that microwaves can cook food much more quickly than conventional ovens, because the food is cooked from inside, not by warming the air around it. If Spencer hadn't invented the microwave, modern eating habits might have been very different. Today more than 90% of households in the US have a microwave oven.

## 4 Safety glass

In 1903 the French scientist Edouard Benedictus broke a glass flask by accident. To his surprise he saw that the glass had broken into many small pieces – but the pieces had stayed together. He found out that liquid plastic in the flask had evaporated and left a thin film of plastic inside. By chance, in the same week Benedictus read a newspaper article about how many drivers get cut by broken glass in car accidents. He realised that he had made a useful discovery.




## 5 Cellophane

Swiss chemist Jacques E Brandenburger worked for a textile company. When he saw wine spilt on a restaurant tablecloth, he was inspired to make a tablecloth that wouldn't stain. He used a waterproof spray, but the experiment didn't work; the tablecloth became too stiff. Brandenburger noticed, however, that the thin

plastic film came off the cloth easily. Today his discovery, cellophane, is used for wrapping up food.

## Pronunciation

1  2.25 Look at the situation in the box and read and listen to the sentences. Notice the pronunciation of *would have* and *wouldn't have*. Then listen again and repeat.

You've forgotten to get the shopping for dinner.

- 1 If my boss hadn't made me work late, I would have got to the shops in time.
- 2 If you'd written me a note, I wouldn't have forgotten.
- 2 Work in pairs. Choose three situations and write sentences making excuses.
  - You're late for a job interview.
  - You didn't go to your friend's party.
  - You haven't done the housework.
  - You've missed a deadline at work.
  - You haven't got enough money to pay the bills.
  - You've forgotten your best friend's birthday.
- 3 Read your sentences to the class, paying attention to your pronunciation.

## Writing

- 1 Make a list of important events in your life.
- 2 Write a paragraph describing how your life would have been different if the events you wrote hadn't happened.

*In 2002 I got a job in Madrid. If I hadn't got this job, I'd have stayed in my home town. I wouldn't have got to know some of my best friends. And I wouldn't have met my wife ...*

### Glossary

**bookmark** (noun) – something that you put inside a book so that you can find the page you want

**evaporate** (verb) – if liquid evaporates it changes into gas

**film** (noun) – a very thin layer of something that forms on a surface

**glue** (noun) – a sticky substance that you use to fix things to each other

**mould** (noun) – a green, blue or white substance which grows on food that is not fresh, or things that are not kept clean and dry

**waterproof** (adjective) – something that is waterproof does not get damaged by water

# UNIT 8 Lost & Found

## Part 4

Reading & Speaking

Finding treasure

Listening

Bulgaria's Thracian  
treasures

Grammar

Past modals of deduction

Vocabulary

Treasure

Speaking

Speculating about  
treasures

## Reading and Speaking

1 Read the legal definition of *treasure*. Can people who find treasure keep it?

### Treasure

According to law, *treasure* is gold or silver which is found buried in the earth and whose owner is unknown.


In most countries treasure must be reported to the state. Depending on the country, the treasure may belong to the finder, the owner of the land or the state. For example, in England treasure belongs to the state but the state usually pays the finder the value of the treasure. In the US the finder can usually keep the treasure but in some states the landowner has a right to claim it.

2 Work in pairs. Look at the saying in the box and answer the questions.

Finders keepers, losers weepers.

- What do you think this saying means?
- Is there a similar saying in your country?
- Do you agree with it?
- If you found a large sum of money or a valuable item, what would you do with it?

## Listening

1  2.26 Read the information about Thracian treasure and look at the pictures. Then listen to a lecture about three treasure collections. Match the collections to the pictures.

2 Listen again and complete the table. Then work in pairs and compare your answers.

Collection	1	2	3
Year found			
How found			
Other details			

3 Work in pairs and discuss these questions.

- Do you enjoy looking at objects like these in museums?
- What can we learn from ancient treasures like these?
- Do you think archaeological treasures should be displayed in the area in which they were found?
- Do you think museums which have treasures from other countries should give them back?
- How can the theft of ancient treasures be stopped?



From around 4000 BC to AD 300 the Thracians lived in present-day Bulgaria. In the last century amazing collections of Thracian treasure have been dug up in Bulgaria, helping archaeologists to understand more about the Thracian culture.



## Grammar

The objects **could have been** used for religious purposes.

The Thracians **must have buried** the jewellery as offerings to the gods.

- use past modals to express how certain or uncertain you are about what happened in the past
- use a modal verb with *have* and a past participle
- use *must have* when you are sure that something happened, based on evidence
- use *can't have* when you are sure that something didn't happen
- use *might/may/could have* when you are unsure whether something happened

1 Choose the correct modal verbs to complete the text.

### The Winchester hoard

In 2000 a beautiful set of gold jewellery was found in a field in England by a man with a metal detector. There were no graves nearby; archaeologists believe that somebody **must / can't** have buried the jewellery for safekeeping or as a religious offering. There were two necklaces: one was bigger than the other so one **can't / might** have been for a man and one for a woman. Important people **must / could** have worn the jewellery because it was very valuable. Experts aren't certain, but the jewellery **must / may** have belonged to a king and queen.

2 Rewrite the underlined sentences so the meaning stays the same. Use modal verbs.

- A: We found these photos in the attic. We're sure they belonged to the man who used to live here.  
They \_\_\_\_\_.

B: Maybe he wanted to hide them.  
He \_\_\_\_\_.
- A: This was my grandmother's dress. It definitely wasn't cheap.  
It \_\_\_\_\_.

B: I'm sure it was for special occasions.  
It \_\_\_\_\_.
- A: I'm certain my mum bought this vase in China.  
My mum \_\_\_\_\_.

B: Maybe she didn't buy it there. I've seen similar ones in the shops here.  
She \_\_\_\_\_.

 **Grammar focus** – explanation & more practice of past modals of deduction on page 146

## Vocabulary

1 Put the words in the box into three categories: jewellery, containers and precious metals and jewels.

bowl bracelet brooch chain chest diamond  
gold jug necklace platinum silver vase

- 2 Which of the objects in exercise 1 is ...
- a rectangular container which may contain treasure?
  - a colourless stone used in jewellery?
  - a piece of jewellery worn on the wrist?
  - a container for liquids?
  - a very expensive silver-grey metal?
  - a piece of jewellery with a pin, worn on clothes?

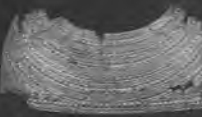
## Speaking

1 Work in pairs. Look at the pictures of treasures. Discuss what the objects could have been used for.

### Useful phrases

- I think it's a ... / It could be a ...
- People might have used it to serve / decorate / protect / clean ...
- It must have been used to ...

2 Turn to page 131. Read about the objects. Were your guesses correct?





## Warm up

1 Work in pairs. Look at the pictures and compare and contrast them. What do you think has happened?

### Useful phrases

- He looks ...
- Perhaps he's ...
- He might have ...

2 Work in pairs and discuss these questions.

- In your culture, is it socially acceptable to cry in public? Is there a difference for men and women?
- What would you say to the person in picture a?

## Listening

1 2.27–2.28 Listen to two conversations. Match them to the pictures.

2 Listen again. What has happened in each situation?

### Conversation 1

- 1 He's lost his job.
- 2 He can't find some work on his computer.
- 3 He is having problems with his computer.

### Conversation 2

- 1 His brother has died.
  - 2 His sister-in-law has been injured.
  - 3 His brother has been in an accident.
- 3 How does the other person try to help?

## Language focus

Look at phrases a–h. Which can you use when ...

- 1 you want to ask why somebody looks sad or upset?
  - 2 something bad but not serious has happened (for example a technical problem or a cancelled appointment)?
  - 3 something serious has happened (for example a death or accident or losing a job)?
  - 4 you want the other person to smile again?
- a Are you all right?  
 b I'm really sorry to hear that.  
 c Oh, what a shame!  
 d That's a pain.  
 e What's the matter?  
 f Cheer up!  
 g What's wrong?  
 h That must have been a terrible shock.

## Speaking

Work in pairs. Choose **one** of the tasks below. Use the new expressions you have learnt.

**A** Roleplay a conversation with a friend.

- A: your friend has just lost their job. Listen to what happened and how they feel and express sympathy.  
 B: you have just lost your job. Tell your friend what happened and say how you feel.

**B** Roleplay a conversation with a colleague.

- A: you are at a conference and one of your colleagues looks unhappy. Ask them what the matter is. Listen to how they feel and express sympathy.  
 B: you are at a conference and your day is not going well. Tell your colleague what's wrong and how you feel.

## Warm up

Look at this list of things. Can you guess what they all have in common? Work in pairs and compare your ideas. Then turn to page 129 and check your answers.

false teeth	keys
cigarettes	lunch boxes
money	water skis
mobile phones	books
wheelchairs	footballs
schoolbags	pushchairs
jewellery	human skulls

## Listening

**1** 2.29–2.33 Listen to five people talking about things they have lost or found. Complete the table.

Speaker	Item	Lost or found?
1 Christina, Germany		
2 Muneer, Saudi Arabia		
3 Dorothy, Scotland		
4 Richard, England		
5 Leslie, Switzerland		

**2** Listen again and answer the questions.

Which speaker ...

- returned what they found to the owner?
- lost part of something?
- often loses something?
- lost something while they were on holiday?
- found an item of jewellery?

## Language focus: language for anecdotes

**1** 2.34 Look at the sentences from Christina and Dorothy's stories. Complete them with the phrases in the boxes. Then listen and check.

at first    one evening    suddenly

So (1) \_\_\_\_\_ I went out with my friends and then (2) \_\_\_\_\_ I saw something ... (3) \_\_\_\_\_ I thought it was like the head of a beer bottle.

When I got home    to this day    It was my very last day before

(4) \_\_\_\_\_ at work (5) \_\_\_\_\_ I left to have a family. (6) \_\_\_\_\_ that evening I discovered that a ring which was very precious to me had lost its stone ... (7) \_\_\_\_\_ I was never able to find the stone.

**2** Look at the sentences in exercise 1 and answer the questions.

- Which phrases can we use to start a story?
- Which word tells us that something happened quickly and unexpectedly?
- Which phrase means 'until now'?
- Which phrase indicates that something changes?

## Speaking

**1** You are going to tell an anecdote about an object you lost or found. Think about these questions and make notes.

- What was it? Was there anything special about the item?
- Where and when did you lose or find it? How did it happen?
- What did you do with the item you found? / Did you find the item you lost?

**2** Work in pairs. Tell your partner your story. Try to use some of the phrases from the Language focus section.



Richard, England

Leslie, Switzerland

Christina, Germany

Muneer, Saudi Arabia

Dorothy, Scotland



## Reading

1 Read the essay question and Jaeyon-Shim's essay. What would she put in the time capsule?

Write an essay on what you would put in a time capsule for your grandchildren or future generations. You could choose some items that represent the current time, personal treasures that are important for you, or both. Describe the objects, and say why they are important.

People go to museums in order to learn about the lives of people who lived a long time ago. In the same way, a time capsule would be a kind of personal museum for my future grandchildren. Perhaps the objects would be rather strange for them. (1) \_\_\_\_\_, I think it would be fascinating for them to see and touch real objects that used to belong to their grandparents.

(2) \_\_\_\_\_, I'd like my future grandchildren to know me as a person and to remember me for a long time. (3) \_\_\_\_\_, I'd put some small personal objects into the time capsule.

(4) \_\_\_\_\_, I'd put in a diary about my personal life. It would be a handwritten notebook because perhaps in the future people won't use pens or pencils any more. I'd record my thoughts and feelings as well as daily events, and (5) \_\_\_\_\_ I could pass on my wisdom to future generations.

(6) \_\_\_\_\_, I'd like my grandchildren to have objects that would teach them about life in the past, (7) \_\_\_\_\_ a first-generation computer. Nowadays, technology is developing faster and faster and machines are becoming obsolete very quickly. If my grandchildren had my old-fashioned computer, perhaps they would learn to value objects from the past.

(8) \_\_\_\_\_, it might encourage them to look after their possessions, and not throw them away too quickly.

2 Read the essay again. Which of these things would Jaeyon-Shims like her grandchildren to do?

- find out about how people lived in the past
- visit museums more often
- remember their grandmother
- gain wisdom
- learn how to use old-fashioned machines
- understand what sort of person she was
- take care of their possessions
- throw away old machines

3 Do you agree that nowadays people throw things away too quickly? Why / Why not?

## Writing skills: using discourse markers

We use discourse markers to help readers understand the logic and order of our ideas.

1 Improve the essay by inserting a discourse marker where indicated.

in this way   first of all   for example  
for this reason   however   moreover  
secondly   such as

2 Look at the essay again. Which discourse markers in exercise 1 introduce ...

- an example?
- a result or consequence?
- a first point?
- an additional point?
- a contrast?

3 Complete the sentences with a suitable ending.

- 1 I'd put a family tree into the capsule. In this way, ...
- 2 I'd like my grandchildren to see pictures of their family. For this reason, ...
- 3 An antique computer would be educational. Moreover, ...
- 4 I'd like my children to have some historical documents. For example, ...
- 5 Perhaps the technology would be obsolete. However, ...

## Preparing to write

Work in pairs. Look at the list below. Which three things would you put in a time capsule? Why?

- a photo album
- a family tree
- a toy
- a newspaper
- money
- a mobile device
- money
- jewellery
- clothes
- a CD or DVD

## Expressing choices

- I'd put in a ...
- I'd like my grandchildren to know about / learn about / understand ...
- It would / might encourage them to ...

## Writing

Write your answer to the essay question in the Reading section.

## Grammar

Choose the correct words to complete the sentences.

- 1 What *would you do / did you do* if you *would have / had / would have had* more time?
- 2 If I *went / would go / could go* anywhere in the world, I *travelled / travel / would travel* to China.
- 3 If I *would have known / knew / had known* the treasure was valuable, I *handed / would have handed / had handed* it to the police.
- 4 I *wouldn't lose / hadn't lost / wouldn't have lost* all my work if my computer *wouldn't crash / wouldn't have crashed / hadn't crashed*.
- 5 She never makes mistakes, so she *can't do / must do / can't have done / must have done* it accidentally.
- 6 I don't know where Sally is – she *would / might / must* have missed the bus.

## Vocabulary

Which word is different in each group? Why?

- 1 necklace brooch chest bracelet
- 2 by chance desperately by mistake accidentally
- 3 silver jug platinum gold
- 4 intentionally deliberately on purpose successfully
- 5 a favour a job a decision an experiment
- 6 nothing sense progress a mistake
- 7 track of your mind face fault

## Speaking and Writing

- 1 Think about three important events in the lives of people you know. Write a sentence about each event, using the third conditional.
- 2 Work in pairs. Read your sentences to your partner and explain why the events were important.
- 3 Work in pairs. Read the sentences and discuss what might / must / can't have happened in each situation.
  - a You arrive home from work and your front door is open.
  - b Your friend phones you up in tears.
  - c Your boss decides to give everyone a bonus.
  - d You arrive at your English class but the room is empty.
  - e The person next to you on the train has a very red face.
  - f You find a gold watch in the street.

## Using your dictionary: learning fixed expressions

Fixed expressions are groups of words which are often used together, for example *lose track of something, you're welcome, it's a deal, give someone the cold shoulder*. The meaning is not always clear immediately. If you know fixed expressions, your English will be more natural and fluent, and you will understand English more easily. In a dictionary, fixed expressions are usually at the end of the entry for the main word, or keyword.

1 Work in pairs. Read the sentence and choose the best meaning for the expression in bold.

I think you **hit the nail on the head** when you said the plan would be too expensive.

- a had the right idea
- b were wrong
- c caused a problem

2 Read the dictionary entry from the keyword *hit* and check your answer.

### hit the nail on the head

to say something that is exactly right or completely true:

*With regard to the gentleman's comments, I think he has hit the nail right on the head.*

3 Work in pairs and try to guess the meaning of the expressions in bold. Then decide what the keyword is in each sentence and check your ideas in a dictionary.

- 1 Check your facts – don't **jump to conclusions**.
- 2 I'd **jump at the chance** of going skiing.
- 3 I hate it when people **jump the queue**.

4 Work in pairs. Guess the correct words to complete the sentences. What do you think the expressions mean? Check your ideas in a dictionary.

- 1 Don't complain – we're all in the same *shoes / boat*.
- 2 I feel like a *fish / swimmer* out of water.

### Study tips

- \* Start a page for fixed expressions in your vocabulary notebook, or add them to your word family spider diagrams.
- \* When you read or listen to English, try to find fixed expressions and look them up in a dictionary.

**Part 1**

Speaking

English and French satirical images

Vocabulary & Pronunciation

Stereotypes

Listening

The relationship between the English and the French

Grammar

Verbs followed by -ing & infinitive with to

## Speaking

**1** Work in pairs. Look at the paintings and compare and contrast them.

**2** Read the information about the paintings. Then work in pairs and discuss the questions.

- What stereotypes do these images show?
- What do they say about the relationship between the English and French during this period of history?



The French Lady in London

These paintings come from an art exhibition called *Vive la Différence! The English and French stereotype in satirical prints, 1720–1815*.



The English Family in Paris

## Vocabulary and Pronunciation

**1** Complete the table with the correct form of the words. Use a dictionary to help you.

noun	verb	adjective
assumption		–
	generalise	general
judgement	judge	
	misconceive	–
satire		satirical
	stereotype	stereotypical
tolerance	tolerate	


**2** **2.35** Listen and check your answers. Which syllables are stressed in each word? Listen again and repeat.

**3** Complete the sentences with the words in the box.

assume    generalise    judge  
misconception    satirical    stereotypical  
tolerate

- 1 I enjoy reading \_\_\_\_\_ cartoons in the newspaper.
  - 2 Many people \_\_\_\_\_ that the English and French people don't want to be friends.
  - 3 We shouldn't let \_\_\_\_\_ ideas influence our opinions of people we haven't met.
  - 4 The belief that young people are less respectful these days is a \_\_\_\_\_.
  - 5 It's natural to \_\_\_\_\_ about people from other countries – I don't think it's a problem.
  - 6 It's impossible not to \_\_\_\_\_ people to some extent based on their nationality.
  - 7 All stereotyping is wrong – I won't \_\_\_\_\_ it.
- 4** Work in pairs. Do you agree with the statements in exercise 3?

## Listening

**1**  **2.36** You are going to listen to a lecture about the English and the French. Read the introduction. Then listen and put the topics in the order you hear them.

### The Sweet Enemy

The English and French have always had a love-hate relationship. For about a thousand years the relationship between these two countries has been hot and cold, and each has affected the other in numerous ways.

- English borrows words from French \_\_\_\_\_
- 1066 Norman conquest of England \_\_\_\_\_
- More love than hate \_\_\_\_\_
- Both make fun of each other's cooking \_\_\_\_\_
- Allies and enemies in wars \_\_\_\_\_
- French borrows words from English \_\_\_\_\_

**2** Listen again and correct the information in the sentences.

- After the Norman conquest, France was ruled by England.
- France and England were enemies in the 20<sup>th</sup> century.
- The English use French words from cooking, technology and the arts.
- The French use English words from food, art and pop culture.
- The French make jokes that English cooking is interesting and strange.
- The English make jokes that French cooking is expensive.

**3** Work in small groups. Choose two questions and discuss them.

- Do you think it's normal for neighbouring countries to have a love-hate relationship?
- Can you think of other similar relationships between countries?
- What factors can help countries have a better relationship?

## Grammar

*They continue serving together in the United Nations.*

*They managed to conquer England.*

*They enjoy making fun of each other's food.*

- some verbs can be followed by the infinitive with *to* or the *-ing* form of the verb and there is little or no difference in meaning, for example *like, love, start, hate, continue, prefer*
- some verbs can only be followed by the infinitive with *to*, for example *afford, ask, choose, decide, expect, help, refuse, want, manage*
- some verbs can only be followed by an *-ing* form of the verb, for example *enjoy, can't stand, fancy*

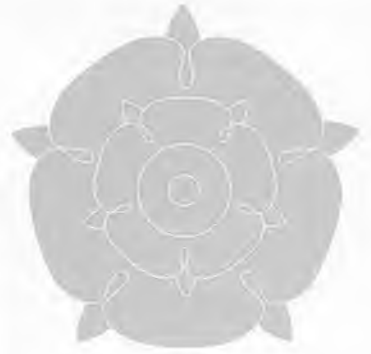
**1** Rewrite each sentence so that the meaning stays the same. Use the word in brackets.

- I've made up my mind to go to France.  
\_\_\_\_\_ (decided)
- I'm sure I'll have a better life there.  
\_\_\_\_\_ (expect)
- I like to eat French food.  
\_\_\_\_\_ (enjoy)
- I started learning French last year.  
\_\_\_\_\_ (begin)
- I passed my first exam.  
\_\_\_\_\_ (manage)
- Do you want to come with me?  
\_\_\_\_\_ (fancy)
- I can't go because I don't have enough money.  
\_\_\_\_\_ (afford)

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

Over the past fifty years many English people have decided \_\_\_\_\_ (live) in France and vice versa. The French choose \_\_\_\_\_ (go) to England for work reasons and because they can get a better-paid job in the UK. For the English, France is a popular place, especially for retired people. For many years they have managed \_\_\_\_\_ (live) better in France than in England as it is cheaper. People also fancy \_\_\_\_\_ (move) there for cultural reasons, the food and the sunshine, especially in the south of France.

**G** **Grammar focus** – explanation & more practice of verbs followed by *-ing* & infinitive with *to* on page 148



## Part 2

Reading &amp; Speaking

*A Short History of Tractors in Ukrainian*

Grammar

Comparatives &amp; superlatives

Vocabulary

Love



## Reading and Speaking

1 Look at the English sayings about love. Do you agree with them? Do you have any similar sayings in your language?

Love is blind.  
Love knows no reason.  
All is fair in love and war.

2 2.37 Read and listen to an extract from *A Short History of Tractors in Ukrainian* and answer the questions.

- 1 What is the situation?
- 2 Which two adjectives in the box do you think best describe the narrator's feelings?

angry   astonished   delighted  
miserable

3 Read the text again and answer the questions. Underline the part of the text which gives you each answer.

- 1 What is Nadezhda's first reaction to her father's news?
  - a She hopes it's not true.
  - b She thinks she is going crazy.
  - c She thinks it's nice.
- 2 Why is she angry at him?
  - a Because the woman is from Ukraine.
  - b Because he is too old to get married.
  - c Because her mother has been dead for only two years.
- 3 Does the father want his daughter to meet Valentina?
  - a No, he doesn't.
  - b Yes, as soon as possible.
  - c Yes, but after he is married to her.
- 4 What does Nadezhda say about his decision?
  - a He is making it too quickly.
  - b He is making the wrong decision.
  - c He is making a decision her mother wouldn't approve of.
- 5 Is English her father's first language?
  - a Yes.
  - b No.
  - c We don't know.

4 Work in pairs and discuss these questions.

- Nadezhda says 'there could be problems'. What problems do you think she means?
- How would you feel in Nadezhda's position?
- How do you think her father feels?

## Grammar

*The daughter is more worried than the father.*

*He is less concerned about this than his children.*

*The father is older than the other woman.*

*She is much younger than him.*

*His first wife was a little younger than him.*

*She was the prettiest and most intelligent girl in the village.*

*The father is as stubborn as the daughter.*

1 Work in groups. Read the sentences above and answer the questions.

- 1 What are the rules for using different adjectives to make comparisons?
- 2 What words can you use to modify a comparison?
- 3 How can you compare something to a whole group?
- 4 How can you say that two things are the same?

2 Make as many different sentences as you can comparing these characters from the reading text. Use the adjectives in the box.

angry   impulsive   old   worried   young

the father   Nadezhda   Valentina

**Grammar focus** – explanation & more practice of comparatives & superlatives on page 148



# A Short History of Tractors in Ukrainian

## Extend your vocabulary – I mean

The words *I mean* are very common in English. We use them when we want to expand on or clarify something.

*It seems very sudden. I mean, she must be a lot younger than you.*


Complete the sentences.

- 1 I don't know him very well. I mean, ...
- 2 She's very friendly. I mean, ...
- 3 We get on well. I mean, ...
- 4 They have so much in common. I mean, ...
- 5 My family doesn't approve of him. I mean, ...

## Vocabulary

1 Complete the sentences with the words in the box. Use a dictionary to help you.

adores crazy fancies fond  
keen spot

- 1 That boy is looking at you. I think he \_\_\_\_\_ you!
  - 2 It's odd. He used to be very \_\_\_\_\_ on football but now he doesn't watch it at all.
  - 3 I've always been very \_\_\_\_\_ of Charles, but I would never marry him.
  - 4 She's a great teacher. She's intelligent, witty and she \_\_\_\_\_ children.
  - 5 She has a soft \_\_\_\_\_ for Yuri, even though he is thoughtless sometimes.
  - 6 I'm absolutely \_\_\_\_\_ about this author. I have all her books.
- 2  2.38 Listen and check.
- 3 Write four sentences about things or people you like. Three of your sentences should be true and one false. Use the expressions in exercise 1.
- 4 Work in pairs. Read your sentences to your partner. Your partner guesses which sentence is false.

It all started with a phone call.

My father's voice, quavery with excitement, crackles down the line. 'Good news, Nadezhda. I'm getting married!'

I remember the rush of blood to my head. Please let it be a joke! Oh, he's gone bonkers! Oh, you foolish old man! But I don't say any of those things.

'Oh, that's nice, Pappa,' I say.

'Yes, yes. She is coming with her son from Ukraina. Ternopil in Ukraina.'

Ukraina: he sighs ... Her name is Valentina, he tells me. But she is more like Venus. 'Botticelli's Venus rising from waves. Golden hair. Charming eyes. Superior breasts. When you see her you will understand.'

The grown-up me is indulgent. How sweet – this last late flowering of love. The daughter me is outraged. The traitor! ... And our mother barely two years dead. I am angry and curious. I can't wait to see her – this woman who is usurping my mother.

'She sounds gorgeous. When can I meet her?'

'After marriage you can meet.'

'I think it might be better if we could meet her first, don't you?'

'Why you want to meet? You not marrying her.' (He knows something's not quite right, but he thinks he can get away with it.)

'But Pappa, have you really thought this through? It seems very sudden. I mean, she must be a lot younger than you.'

'Thirty-six. She's thirty-six and I'm eighty-four. So what?' (He pronounces it 'vat'.)

'Well, it's quite an age difference ...'

'Nadezhda, I never thought you would be so bourgeois.' (He puts the emphasis on the last syllable – wah!)

'No, no.' He has me on the defensive.

'It's just that ... there could be problems.'



**Marina Lewycka** is a British writer of Ukrainian origin. A *Short History of Tractors in Ukrainian* was her first novel. Published in 2005, it won several awards and was a bestseller in the United Kingdom.

Part 3

Pronunciation

Word stress & meaning

Reading

Room 101

Grammar

Verbs followed by prepositions

Speaking

Categories



Pronunciation

1 2.39 Listen to five versions of this sentence. Which word is stressed each time?

I hated rats when I was a child.

2 Listen again and match speakers 1–5 to meanings a–e.

- a I'm not talking about you. I'm talking about me. I hated rats. \_\_\_\_\_
- b Why would you think I liked rats? I hated them. \_\_\_\_\_
- c I don't mind rats so much now. It was only when I was a child. \_\_\_\_\_
- d Not when you were a child, when I was a child. \_\_\_\_\_
- e I didn't say cats, I said rats. \_\_\_\_\_

3 Work in pairs. Practise saying the sentence in exercise 1 in different ways. Can your partner guess the meaning?

Reading

1 2.40 Read and listen to *Room 101*. What is special about the room?

2 Read the text again and answer the questions.

- 1 What does Winston hate most in the world?
- 2 Where was the fictional Room 101?
- 3 What was Orwell's inspiration for the fictional Room 101?
- 4 Who chose to call his office Room 101?
- 5 What happens in the radio and television show *Room 101*?

3 Have you heard of this room before? What would you put in Room 101?

Grammar

*They rely on Room 101 to scare prisoners. Orwell named this room after a real place. Room 101 reminded him of the headmaster's study.*

- some verbs are followed by a preposition, for example *rely on*, *name after*, *remind of*

1 Put the verbs in the box into six categories: verbs followed by *on*, *of*, *in*, *for*, *about* and *at*.

apologise apply believe depend  
dream know remind (somebody)  
rely shout spy stare succeed  
talk taste wait

2 Read the sentences about what different people would put in Room 101. Add the missing preposition in each sentence.

- 1 I'd put computers in there! I rely them for work, and they always go wrong!
- 2 My brother. He always takes my things and never apologises anything.
- 3 My co-workers. They are so boring, there's nothing to talk at work.
- 4 I'd put people who shout other people while they are driving. So rude!
- 5 Snakes. I dream snakes and it's horrible. I'd put snakes in there.
- 6 I would put cynics in Room 101. I believe positive thinking.
- 7 People who stare me on the train. It makes me feel really uncomfortable!
- 8 My next-door neighbour. She's very curious and I think she spies me.
- 9 I'd put the job I applied and didn't get last summer.
- 10 Frozen pizzas! They always taste cardboard. I can't stand them.

**Grammar focus** – explanation & more practice of verbs followed by prepositions on page 148

# Room 101

'You asked me once,' said O'Brien, 'what was in Room 101. I told you that you knew the answer already. Everyone knows it. The thing that is in Room 101 is the worst thing in the world.'

The door opened again. A guard came in, carrying something made of wire, a box or basket of some kind. He set it down on the further table. Because of the position in which O'Brien was standing, Winston could not see what the thing was.

'The worst thing in the world,' said O'Brien, 'varies from individual to individual. It may be burial alive, or death by fire, or by drowning, or by impalement, or fifty other deaths. There are cases where it is some quite trivial thing, not even fatal.'



'In your case,' said O'Brien, 'the worst thing in the world happens to be rats.'

## Glossary

**fatal** (*adjective*) – causing someone to die

**GDR** (*abbreviation*) – German Democratic Republic: the name given to East Germany when it was separate from West Germany

**regime** (*noun*) – a system or form of government

**trivial** (*adjective*) – not very important, serious or valuable

**wire** (*noun*) – a long thin piece of metal

This novel extract comes from George Orwell's famous book *Nineteen Eighty-Four*. In the book, Room 101 is in the Ministry of Love, a building that belongs to the secret police of a future society. The police use Room 101 to scare prisoners and make them into followers of the regime.

Orwell named this terrible room after a real place. During the 1940s he worked for BBC Radio. Room 101 was an office in the BBC where political decisions were made during long boring meetings that Orwell hated. There is also a story that Room 101 reminded Orwell of the headmaster's study in his childhood school.

Since then, Room 101 has succeeded in becoming a popular cultural reference. It now stands for a place where unpleasant things are kept. Erich Mielke, the head of the Stasi in the GDR, knew about Orwell's book *Nineteen Eighty-Four* and was a fan. He renamed the offices of his headquarters so he could have the office 101. The BBC itself has turned the term into a successful radio and television show. During the show guests are invited to suggest what they would put into 'Room 101' – things that annoy them most in the world.

## George Orwell

(1903–1950) was an English author and journalist. His dystopian novel *Nineteen Eighty-Four* is one of the most famous English novels of the 20<sup>th</sup> century.



## Speaking

1 Choose five categories and write one or two words for each. Don't write what the category is.

- something you'd like to succeed in
- a job you would never apply for
- something you used to believe in as a child
- somebody you can depend on
- something you hate waiting for
- something you are afraid of

2 Work in pairs. Show one of your words to your partner. Your partner guesses the category. Then swap roles and repeat. When you guess correctly, ask your partner to explain why they wrote the word.

A: *Learning English. Is that something you'd like to succeed in?*

B: *Yes, it is.*

A: *Why?*

B: *Because I really need English for my job, and my boss gave me two years to learn it!*

## Part 4

Listening &amp; Speaking

Sports


Reading

Classic sporting rivalries

Writing

Expanding sentences

## Listening and Speaking

1  2.41 Listen to four sports. Which sports are they? Work in pairs and discuss your ideas.

## Useful phrases

- It must be ...
- It could be ...
- It sounds (a lot) like ...

2 Work in pairs. Choose three questions and discuss them.

- Have you ever been in a sports team? What kind?
- If you could be very good at any sport, what sport would you choose?
- Have you ever seen a major sports event live? What was it like?
- What sports do you watch on television?
- Imagine your child wanted to become a famous sports person. What would you say?
- What is the most popular sport where you live?

## Reading

1 Read the saying about competitive sports. Then work in pairs and answer the questions.

It's not whether you win or lose, it's how you play the game.

- Do you agree with the saying?
- Are you a competitive person? Is winning very important for you?
- Do you have a favourite team or sports player? Is it important for you that they win?

2 Read *Classic sporting rivalries*. Which rivalry ...

- also involved international politics?
- is about sport, religion and politics?
- led to violence?
- is about two cities that are close to each other?

3 Read the text again and complete it with sentences 1–7. There are two sentences you do not need.

- 1 The football World Cup is every four years.
- 2 After the sale they did not win a major championship for the next 86 years.
- 3 Every time the two played each other in a final, it was always an amazing show.
- 4 Some estimate the numbers can reach one billion.
- 5 When the teams play the atmosphere is hard to imagine, with loud chanting and often many police arrests (between 150 and 200) after each match.
- 6 He never played his rival again.
- 7 In 1972 he became the first non-Soviet player to challenge the title of world champion.



# Classic sporting rivalries

## Celtic VS Rangers

There are many famous football rivalries in Europe and around the world: Barcelona vs Real Madrid, Lazio vs Roma and Liverpool vs Manchester United are some examples. But perhaps one of the greatest football rivalries centres around the two Scottish teams Rangers and Celtic. These teams are known together as the Old Firm, and are both in the city of Glasgow. The rivalry is about more than just football. Going back to 1888, it involves religion (Catholic and Protestant), politics and social attitudes.



## New York Yankees VS Boston Red Sox

More than 100 years old, the rivalry between the New York Yankees and the Boston Red Sox is one of the greatest in American baseball. According to some, it is almost a taboo subject of conversation for many American fans in the region (New York and Boston are close to each other), like religion or politics. The rivalry was at its worst when the Red Sox sold player Babe Ruth, one of the greatest in American baseball history, to the Yankees in 1920. The Red Sox had been one of the best teams in the US.



Meanwhile, the Yankees went on to become the most commercially successful enterprise in North American sports.



## Writing

1 Work in small groups. Take turns to make the sentence in the box longer. You can add between one and three words each time.

The player won.

The team lost.

The team lost **the match**.

The **football** team lost the match.

The **football** team lost the match **against ...**

2 Compare your final sentence with other groups. Who made the best / longest / most interesting sentence?

## Monica Seles VS Steffi Graf

The world of women's tennis was dominated by this rivalry during the 1990s. German-born Steffi Graf had won eight Grand Slam tournaments before Monica Seles won her first. When she was beaten in the 1992 Wimbledon final by Graf, a furious Seles said 'I am still the best women's tennis player in the world. Steffi will never be number one again.'



Everything changed in 1993 when during a tennis match in Hamburg, Seles was attacked on the tennis court by a crazy fan of Steffi Graf.

## India VS Pakistan

In the world of cricket, probably the most intense rivalry is between the countries of India and Pakistan. Political disputes between the two countries have existed since the independence of Pakistan in 1947. Some commentators say that when these two countries play cricket it is like war, but without the shooting.

Television audiences for an India-Pakistan cricket match can reach amazingly high numbers.

In the past losing one of these matches was considered a national scandal. And although things have quietened down in recent years there is still fear of an outbreak of violence during these matches.



## Bobby Fischer VS Boris Spassky

One sports writer has called this the ultimate sporting metaphor. It was the 1970s, the time of the Cold War between the United States and the Soviet Union. In the world of chess, the Soviets were dominant. But this dominance came under threat from an eccentric 29-year-old man named Bobby Fischer.

The current world champion at the time was Boris Spassky. Fischer almost refused to travel to Iceland for the game, but the American Secretary of State Henry Kissinger begged him to go. 'I have been chosen to teach the Russians some humility', said Fischer. He beat Spassky 12 games to 8 and then disappeared mysteriously from the world of chess and never defended his title.

## Glossary

**dominate** (verb) – to be the most important issue, activity, etc in a particular situation

**eccentric** (adjective) – someone who is eccentric often behaves in slightly strange or unusual ways

**enmity** (noun) – a feeling of strong dislike or opposition between people

**scandal** (noun) – a situation that shocks you and makes you angry

**taboo** (adjective) – if something is taboo people do not do it or talk about it because it is offensive or shocking





### Warm up

1 Work in pairs. Choose two pictures and compare and contrast them. Then answer the questions.

- What do you think the people are talking about?
- Which party would you prefer to be at? Why?

2 Work in pairs and discuss these questions.

- Do you often go to parties?
- What type of parties do you go to?
- Do you enjoy talking to people you don't know?

### Useful language

- |                         |             |
|-------------------------|-------------|
| • compliment            | • guest     |
| • dinner / drinks party | • host      |
| • formal / informal     | • offer     |
| • greet                 | • reception |

### Listening

1 2.42–2.45 Listen and match the conversations to the pictures.

2 Listen again and tick the things the speakers give compliments about. There are two extra things.

- |          |                      |
|----------|----------------------|
| • garden | • dancing            |
| • food   | • appearance/clothes |
| • drinks | • children           |

### Language focus

Match compliments 1–4 to answers a–d. For some compliments there is more than one possible answer. Then work in pairs and compare your answers.

- |                                            |     |
|--------------------------------------------|-----|
| 1 This chicken is delicious.               | ___ |
| 2 What a lovely dress. You look wonderful. | ___ |
| 3 You have a lovely garden.                | ___ |
| 4 You're a good dancer.                    | ___ |

- a Thanks. You're not so bad yourself!  
 b Thanks, I'm glad you like it.  
 c Do you think so? Thank you.  
 d Thank you, we love it.

### Speaking

Work in pairs. Choose **one** of the tasks below. Use the new expressions you have learnt.

**A** Roleplay a conversation at a party.

- A: you are at a party. Talk to the host, and compliment them on their appearance and on the party itself.  
 B: you are the host of a party. Talk to one of your guests. Thank them for their compliments and compliment them in return.

**B** Compliment your partner. Find as many nice things as you can to say to them. Accept your partner's compliments.



Language is a topic that brings out a huge range of emotions in people, and many talk about it using the strongest possible terms. They don't simply say they 'like' or 'dislike' a particular use of language, such as a regional accent or a piece of slang. Rather, they admit to 'loving' it or 'hating' it.

I once made an analysis of the letters of complaint about language that listeners were sending in to the BBC. Some disapproved of the way a particular word was being pronounced, such as *controversy* with the stress on *trov* instead of *con*. Some objected to a particular grammatical construction, such as the use of an adverb inside the infinitive form of a verb, as in *to really know* (the 'split infinitive'). Some criticised the way word meanings were being muddled, as when *I'm uninterested* ('I'm not interested') is confused with *I'm disinterested* ('I'm interested, but without taking sides').

Hundreds of such letters arrived at the BBC each month. Few were mild in tone.

Among the most frequently used verbs were *appalled*, *horrified* and *outraged*. 'Dear Sir', one would begin: 'I was appalled to hear on Radio 4 today ...' Among the most frequently used adjectives were *ugly*, *revolting* and *loathsome*. These are among the most forceful snarl-words in English, useful for talking about rape, murder and acts of terrorism, and here they were being used to talk about usage issues in pronunciation, grammar and vocabulary.

My study was carried out in the 1980s, but I'm sure things are not much different today. Variations in language, whether local or global, always give rise to strong emotions, despite the fact that language change is a reflection of life in society, and as natural as the movement of the tide. Yet it remains a fact of linguistic life that many people are disturbed by such things, and express their anxiety in public ways. English learners will probably have met with similar feelings in relation to their own mother tongues, but they can sometimes be taken aback when they encounter such ferocity in relation to English.



### Glossary

**appalled** (*adjective*) – offended or shocked very much by something

**ferocity** (*noun*) – violence or extreme force

**loathsome** (*adjective*) – very bad or unpleasant

**muddle** (*verb*) – to think something is another thing as a result of a mistake

**slang** (*noun*) – words or expressions that are very informal and are not considered suitable for more formal situations

**snarl** (*verb*) – to speak in an unpleasant angry way

## Warm up

Read these examples of 'bad English'. Can you identify the problem in each one?

- 1 He was six years old when his parents seperated.
- 2 We didn't know nothing about it.
- 3 No chewing gum. No juice. No ice cream. No coffee's.
- 4 He's most happiest when he's watching TV.
- 5 They have less holidays than us.

## Reading

1 Read *Strong language*. Which sentence best summarises the main idea?

- 1 People love or hate language.
- 2 People can get very angry about changes in language if they see these as mistakes.
- 3 People who listen to the BBC are very concerned about language.

2 Read the text again and find examples of the kinds of things that people complained about to the BBC.

3 Choose the correct meaning for these phrases from the text.

- 1 *always give rise to*  
a always change      b always cause
- 2 *it remains a fact*  
a it's true              b it isn't true
- 3 *they can sometimes be taken aback*  
a they can sometimes be angry  
b they can sometimes be surprised

## Speaking

Work in pairs and discuss these questions.

- Do people get angry when they see or hear mistakes in your language?
- What kinds of mistakes do people make (for example grammar, pronunciation, mixing up words)?
- Do you think your language is changing? How?

# Writing an informal email

## Reading

1 Read Jina's email. Is she enjoying life at the moment? Why / Why not?

Hi Sophie

How are you? I'm fine, I hope you're OK as well. I'm having a really good time here. I'm living in a really cosy house with people from different countries. My best friend is called Izabela. She's Polish and she's been here for five years. She's a really nice person, whenever I have a problem she's always willing to help me. From time to time we go out to the cinema or watch a DVD together. At first, there was a bit of friction over cleaning the house. It was my fault, I really hate doing housework! Anyway, we've sorted that out now and we get along fine. I really enjoy spending time with her, she's such a warm-hearted person.

I've made a lot of friends here. In the evenings I often have people round for a meal and I like to cook them Korean food. Last night I cooked Korean noodles for some Italian friends. It was so spicy for them that they almost cried, it was really funny! I've also met a lovely South African man called Munyani. We sometimes go out to a museum or an art gallery, we have a great time together. Some of my friends have already gone back to their countries, but hopefully we can keep in touch by email.

Next month I'm going on holiday to Italy with a Japanese friend. I'll tell you all about it when I'm back in Korea. I can't wait to see you, I miss you so much.

All for now – write back soon!  
Love Jina

2 Read the email again. Are these sentences about Jina true (T) or false (F)?

- 1 She is living in Korea.
- 2 She and Izabela often have arguments.
- 3 She is keen on doing housework.
- 4 She enjoys cooking for other people.
- 5 She has friends from different countries.
- 6 She is fond of Sophie.

## Writing skills: using dashes

In informal writing it is common to join sentences with a dash (–). A dash is often used to add emphasis or to give a reason or explanation.

*I can't stand doing housework – I'll do anything to avoid it.*  
*I had a great time at the exhibition – it was really interesting.*

1 Find six places in Jina's email where she has joined sentences with a comma instead of a dash, and change the commas to dashes.

2 Match the sentence beginnings to the endings.

- 1 I had a wonderful time on holiday –
  - 2 I think Leo's great –
  - 3 She's such a kind person –
  - 4 I don't get on well with Amy –
- a there's often friction between us.  
b she always tries to help other people.  
c everything went smoothly.  
d he's the most interesting person I've ever met.

## Language focus: expressing affection and enthusiasm

1 Complete each expression with a word from the box.

dying miss so special to wait

- 1 I miss you \_\_\_\_\_ much.
- 2 I can't \_\_\_\_\_ to see you.
- 3 I'm \_\_\_\_\_ to see your new baby.
- 4 I really \_\_\_\_\_ spending time with you.
- 5 I'm looking forward \_\_\_\_\_ going to the concert.
- 6 You're so \_\_\_\_\_ to me.

2 Write true sentences about yourself using the expressions from exercise 1. Then work in pairs and compare your sentences.

## Preparing to write

Work in pairs. Ask each other the questions.

- What do you like about your life at the moment? Why?
- What activities are you doing at the moment?
- Which friends do you spend time with?
- What have you done recently?
- What are you going to do soon?

## Writing

Write an email to a close friend telling them your news. Use the questions in the *Preparing to write* section and these useful phrases to help you.

### Giving your news

- At the moment I'm ...
- I'm having a good / difficult time.
- I sometimes have people round to / for ...
- From time to time ...
- I'm hoping to ...
- At first ...

## Grammar

1 Match the sentence beginnings to the endings.

- |                      |                                |
|----------------------|--------------------------------|
| 1 Can we afford      | a to win the championship.     |
| 2 Do you fancy       | b about living in the country. |
| 3 You remind me      | c on you to help me.           |
| 4 Some people choose | d in solving the problem.      |
| 5 I've often dreamt  | e going out this evening?      |
| 6 He managed         | f for making fun of me.        |
| 7 I'm relying        | g playing chess.               |
| 8 She succeeded      | h of my sister-in-law.         |
| 9 I really enjoy     | i to buy a new car?            |
| 10 She apologised    | j to live with their parents.  |

2 Find four incorrect sentences and correct them.

- Tennis isn't as interesting than football.
- English is more difficult that Spanish
- You are much more friendlier than your sister.
- Cricket is less popular than baseball.
- I like them all, but this is the prettier.
- The bus is a little cheaper than the train.

## Vocabulary

1 Complete the sentences with the correct form of the word in brackets.

- Don't make \_\_\_\_\_ (generalise) about people!
- I like TV programmes that \_\_\_\_\_ (satire) politicians.
- Travelling can make people more \_\_\_\_\_ (tolerate).
- She isn't a \_\_\_\_\_ (stereotype) grandmother.
- It's a common \_\_\_\_\_ (misconceive) that all English people drink tea.
- I dislike people who are \_\_\_\_\_ (judge).

2 Complete the missing words.

- I'm absolutely c\_\_\_\_\_ about cats.
- My grandmother has a s\_\_\_\_\_ s\_\_\_\_\_ for me.
- I'm not very k\_\_\_\_\_ on sports.
- Albert is very f\_\_\_\_\_ of his daughter.

## Speaking and Writing

1 Write down the name of a sport, an animal and a well-known person. Then work in pairs and compare your sports, animals and people in as many ways as possible.

2 Write true sentences about yourself using the verbs in Grammar exercise 1. Then work in pairs and read your sentences to your partner.

## Improving your listening skills

It is usually a good idea to have a reason for listening, without trying to understand every word. You can practise listening ...

- \* to understand the general meaning
- \* to hear specific information
- \* to understand speakers' feelings or opinions

1 How have the listening exercises in class helped you improve your listening? Work in pairs and discuss your ideas.

2 Read the different ways of improving your listening skills. Tick any that you have already tried.

- \* Read a graded reader and if possible listen to the CD as you read.
- \* Speak as often as possible with a native speaker or someone whose English is as good as or better than yours.
- \* Watch a film or TV programme in English with subtitles.
- \* Prepare interview questions for a native speaker and record your interview. Play the recording several times and try to understand more each time.
- \* Listen to songs in English and read the words. Then play them again and sing as you listen.
- \* Practise listening to the recordings in the eWorkbook and following the audioscript. Then listen again without the audioscript and see if you can understand more.
- \* Spend as much time as possible in an English-speaking environment and try to understand the main ideas of what people are talking about.
- \* Find a recording in English on the internet (a radio programme, TV programme or video). Play it several times and try to write down key words or whole sentences.
- \* Listen to any recording in English and try to write it down as a dictation. Then if possible check your ideas with the audioscript.

3 Which of the ideas do you like best? Why? Can you think of any other ways to improve?

# 10 Beginnings & Endings

## Part 1

Listening & Reading  
Great opening lines


Pronunciation  
Silent letters

Vocabulary  
Books & reading

Speaking  
Reading  
questionnaire


## Listening and Reading

1 Look at the book covers. Have you read any of these novels or seen a film version?

2  2.46 Listen to descriptions of the novels. Match each novel to a topic in the box.

adventure family secrets marriage  
money Native American culture war

3 Listen again. Then work in pairs and try to retell the description of each novel.

4  2.47 Read and listen to *Great opening lines*. Guess which novel each opening line comes from.

5 Work in pairs and discuss these questions.

- Which opening do you like best?
- Which novel would you most like to read? Why?
- Which novel would you least like to read? Why?

6 Two of the openings were numbers 1 and 2 in *American Book Review's* '100 best first lines from novels'. Which ones do you think they were? Why?

7 How important for you are the first pages of a book? Do you always finish books that you start reading?

## Extend your vocabulary: beginnings & endings

To talk about an earlier or a later situation use *in the beginning* and *in the end*.

*In the beginning* Moby Dick got mixed reviews, *but in the end* it became an English classic.

To talk about the first or last part of something use *at the beginning of* or *at the end of*.

*At the beginning of* A City of Glass Quinn is a successful writer. *At the end of* the story he has no home and no money.

Complete the sentences with the correct phrase.

- 1 I won't tell you what happened \_\_\_\_\_ the book – I don't want to spoil the surprise.
- 2 \_\_\_\_\_ I liked the story but then I got bored after about ten pages.
- 3 There are some wonderful parts \_\_\_\_\_ the book but then it becomes a bit boring.
- 4 At first I found the book quite hard to read, but \_\_\_\_\_ I couldn't put it down.

## Pronunciation

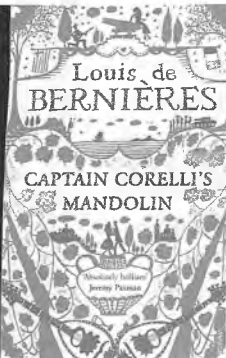
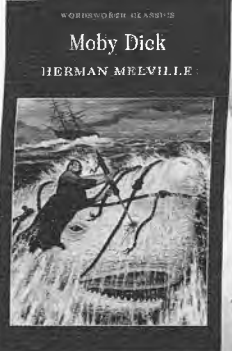
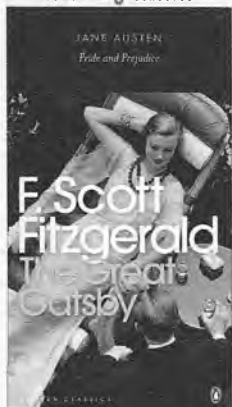
1 Look at the words from the openings of the novels. What do they all have in common?

acknowledged would while wrong

2 Underline the silent letters in these words.

answer	doubt	light
autumn	high	sandwich
ballet	hour	scissors
castle	island	though
climb	knife	Wednesday
column	know	comb

3 Work in pairs. Write two sentences, each with at least three of the words in exercise 2. They can be nonsense sentences! Then read your sentences to the class.





# Great opening lines

“Dr Iannis had enjoyed a satisfactory day in which none of his patients had died or got any worse.”

“We started dying before the snow, and like the snow, we continued to fall. It was surprising that there were so many of us left to die.”

“It is a truth universally acknowledged, that a single man in possession of a good fortune, must be in want of a wife.”

“In my younger and more vulnerable years my father gave me some advice that I’ve been turning over in my mind ever since. ‘Whenever you feel like criticising anyone,’ he told me, ‘just remember that all the people in this world haven’t had the advantages that you’ve had.’”

“Call me Ishmael. Some years ago – never mind how long precisely – having little or no money in my purse, and nothing particular to interest me on shore, I thought I would sail about a little and see the watery part of the world.”

“Last night I went to Manderley again. It seemed to me I stood by the iron gate leading to the drive, and for a while I could not enter for the way was barred to me.”

## Speaking

1 Work in pairs. Guess whether the statements are true (T) or false (F) for your partner.

Your partner ...

- has a lot of books at home.
- has never borrowed a book from a library.
- is reading a book at the moment.
- subscribes to a magazine or journal.
- reads the news online.
- reads more for work than pleasure.
- never reads instruction manuals.
- has listened to an audio book.

2 Ask your partner questions to check your answers. Start with *Do you ...?* and then ask for more information.

3 Tell the class what you found out about your partner.

## Glossary

**bar** (verb) – to prevent someone from going somewhere

**drive** (noun) – a wide path for a car that joins someone’s house to a street

**fortune** (noun) – a very large amount of money

**shore** (noun) – the land that is on the edge of a lake, river or sea

## Vocabulary

1 Work in pairs. Explain the difference between ...

- a novel and a biography.
- a guidebook and an atlas.
- a self-help book and an instruction manual.
- a magazine and a journal.
- a textbook and a notebook.
- a hardback and a paperback.
- an audio book and an ebook.
- a bookshop and a library.

2 Complete the text with words from exercise 1.

The British Library has been a copyright library since 1911. That means that a copy of every British book, magazine or \_\_\_\_\_ has to be kept there – whether it is a footballer’s \_\_\_\_\_, a \_\_\_\_\_ on dealing with a phobia, a \_\_\_\_\_ for first-year biology or an important work of literature. Between 60,000 and 100,000 books alone are published each year which is causing space problems. The library also stores hard copies of some websites and \_\_\_\_\_ in order to save material published online for future generations. But the library does not store copies of \_\_\_\_\_ or other listening material.



3 Which of the verbs in the box can you use about books or magazines? Cross out the ones you can’t use.

borrow buy enjoy join lend  
listen to order publish play  
subscribe to watch write

# UNIT 10 Beginnings & Endings

## Part 2

### Vocabulary

#### Celebrations

#### Reading & Speaking

#### Birthday customs

#### Grammar & Speaking

#### Verb form review


#### Writing

#### A thank-you note

## Vocabulary

1 Match the verbs and nouns to make phrases.

- |             |                         |
|-------------|-------------------------|
| 1 celebrate | a (somebody) a present  |
| 2 blow out  | b a party               |
| 3 send      | c a toast (to somebody) |
| 4 make      | d (somebody) a card     |
| 5 give      | e your birthday         |
| 6 drink     | f Happy Birthday        |
| 7 sing      | g candles               |
| 8 throw     | h a speech              |

2  2.48–2.52 Listen to five situations. Describe what is happening in each one. Use the phrases in exercise 1.

## Reading and Speaking

1 Read *Birthdays: the beginning of a new year of life*. When did ordinary people start celebrating birthdays?

2 Work in groups of three. A: read *Birthday cards* on page 127. B: read *Birthday song* on page 129. C: read *Birthday cake and candles* on page 117. Answer the questions.

- 1 What is the custom today?
- 2 Where and when did this custom start?

3 Tell your group about the custom you read about.

4 Work in pairs. Choose **one** of the tasks below.

**A** Talk about birthday customs in your country. Answer these questions.

- What food do you eat?
- Do you sing *Happy Birthday*? Do you cheer?
- Is it normal to give presents and cards?
- Are there any other special customs?
- Are certain birthdays more important than others? What happens?
- Is it rude to ask somebody how old they have become on their birthday?

**B** Talk about another important celebration in your country. Answer these questions.

- What is the celebration?
- What do people do?
- What food do you eat?
- Do you wear special clothes?
- Do you give presents?
- Do people sing songs or give speeches?
- Is there dancing?

## Birthdays: the beginning of a new year of life

The first known birthday celebrations were those of the kings in ancient Egypt who celebrated with huge feasts. The birthdays of gods were also celebrated but those of ordinary people were not marked in any way.

The Romans celebrated personal birthdays but their celebrations were different from our modern customs: adults celebrated their own birthday by giving thanks to the gods for the last year and asking for protection for the next year.

For centuries after the Romans there were no birthday celebrations at all because early Christians thought that birthday celebrations were pagan customs. It wasn't until the twelfth century that birthday celebrations became common for everyone. Today some people do not celebrate birthdays for religious reasons and in some countries 'name days' are celebrated instead.



## Birthday cake and candles

Many countries celebrate birthdays with a cake or a pastry of some kind. The origins of birthday cakes are unclear. Some think that the custom started with the ancient Greeks nearly three thousand years ago. They celebrated the birthday of the moon goddess Artemis on the sixth day of every month and baked round honey cakes which represented the full moon. Candles were put on the cakes to signify moonlight.

Others think that birthday cakes originated in Germany in the Middle Ages when people made sweet bread to celebrate the birth of Jesus. Later this 'birthday cake' was made for children's birthday parties. A candle was put on the cake and people said that it symbolised 'the light of life'. Some people baked lucky and unlucky objects into a cake: if somebody found a gold coin, for example, they believed that person would become wealthy.

Today there are often several candles on a birthday cake to show how old somebody is. Some people make a silent wish when they blow out the candles. If they blow the candles out in one go, they believe their birthday wish will come true.

### Grammar and Speaking

1 Look at the three reading texts and find examples of ...

- present tenses
- past tenses
- future forms
- passives
- conditionals
- reported speech

2 Work in pairs. Can you remember when we use the structures in exercise 1?

3 Choose the correct verb forms to complete the text below about national holidays. Then answer the question in the last line.

#### NATIONAL HOLIDAYS

The Romans *introduce / introduced* the custom of making the birthday of an important person into a national holiday; after the death of Julius Caesar, his birthday *marked / was marked* by a parade, a circus, gladiator fights and a play.

Today some countries *have / will have* national holidays on the anniversary of the birthday of important political figures. The US for example *is going to honour / honours* the birthday of George Washington, the first president of the US and Martin Luther King, the civil rights leader who *killed / was killed* in 1968. In India the birthday of Mahatma Gandhi, the political and spiritual leader known as the 'Father of the Nation', *was celebrated / is celebrated* as a national holiday on 2 October. In 2007 the United Nations decided that Gandhi's birthday *will / would* be an international celebration. Since then 2 October *was / has been* the International Day of Non-Violence.

Whose birthday would you celebrate in your country if you *have / had* the choice?

4 Work in pairs. A: turn to page 127.  
B: turn to page 129. Follow the instructions.

5 Work in pairs. Tell your partner about ...

- a special celebration you have attended, and what happened.
- your plans for future celebrations, either for yourself or others.

**G** Grammar focus – explanation & more practice of verb forms on page 150

### Writing

1 You have received a hand-knitted sweater from an aunt as a present. Write a letter and thank her.

#### Useful phrases

- What a lovely surprise!
- You shouldn't have ... but ...
- It's a little ... but ...
- It will be great for ...

2 Read your partner's letter. Does it sound as if they were pleased with the present?

## Part 3

Vocabulary & Listening

Death

Reading

Unhappy endings:  
the wives of Henry VIII

Grammar

Reflexive pronouns

Speaking

A presentation



## Vocabulary and Listening

1 Work in pairs. Match the words in the box to the definitions.

a body   a funeral   a grave   grief  
a widow/widower   a will

- 1 the place where somebody is buried
- 2 the ceremony after somebody dies
- 3 a person whose husband or wife has died
- 4 a document that says what will happen to somebody's possessions after death
- 5 a dead person
- 6 a strong feeling of sadness, usually because somebody has died

2 Match these verbs to the words in the box in exercise 1 to make phrases.

- |                   |               |
|-------------------|---------------|
| 1 attend _____    | 4 view _____  |
| 2 become/be _____ | 5 visit _____ |
| 3 show _____      | 6 write _____ |

3 Read the text. Can you guess any of the missing information?

### Death in sixteenth century England

In sixteenth century England, life expectancy was low. People usually died at home and \_\_\_\_\_ was common. People believed that the more people who followed the funeral procession to \_\_\_\_\_, the better the dead person's chances of \_\_\_\_\_, so people were often paid \_\_\_\_\_. After the death of a relative or close friend, people were expected to \_\_\_\_\_. This was called *mourning*. A widow was expected to wear black clothes to mourn her husband and not show herself in society. \_\_\_\_\_ often wore a black hat and gloves and could continue with their work and daily lives as usual. In 1540 a law was passed so that \_\_\_\_\_ and choose who should receive their property. Married women, however, \_\_\_\_\_ at this time.

4 2.53 Listen and complete the text. Then work in pairs and compare your texts.

## Reading

1 Look at the pictures and rhyme on page 119. What do you know about King Henry VIII and his wives?

2 Read *Unhappy endings: the wives of Henry VIII*. When and how did each marriage end?

3 Read the text again. Which wife ...

- 1 gave Henry a male heir?
- 2 had already been married?
- 3 was pregnant when she married Henry?
- 4 led to the creation of the Church of England?
- 5 was married for political reasons?
- 6 made Henry angry because of other relationships?

4 Choose two sentence beginnings and complete them with your own ideas. Then work in pairs and compare your sentences.

- Henry treated his wives ...
- Henry saw marriage as ...
- Five words to describe Henry are ...
- For a woman in the sixteenth century ...

## Grammar

*Catherine and her lovers were unable to save themselves.*  
*Henry and Jane fell in love with each other.*

- use *themselves* when the subject and the object are the same
- use *each other* when the people who do the action (the subjects) and the objects are different

Complete the text with *themselves* or *each other*.

Mary Stuart was Queen of Scotland. At that time Scotland and England had a long history of war with \_\_\_\_\_. In 1567 the Scottish lords put \_\_\_\_\_ in power and made Mary's son, James, king. Mary and James never saw \_\_\_\_\_ again.

Mary's cousin, Queen Elizabeth, and the English lords thought Mary wanted to be queen of England. To protect \_\_\_\_\_ against her they put her in prison for 19 years. In this time Mary and Elizabeth never met \_\_\_\_\_.

In 1586 Elizabeth heard that Mary and her supporters had tried to kill her. They declared \_\_\_\_\_ innocent but Mary was found guilty and beheaded in 1587.

**Grammar focus** – explanation & more practice of reflexive pronouns on page 150



**Henry the Eighth**  
**To six wives was wedded.**  
**One died, one survived**  
**Two divorced, two beheaded.**

# Unhappy endings: the wives of Henry VIII

## Catherine of Aragon

Catherine of Aragon was a Spanish princess who Henry married in 1509. Catherine couldn't give Henry a son and heir, so Henry asked the church in Rome for a divorce. The church refused, so Henry broke with the Roman Catholic church and named himself head of the English (Protestant) church. In 1533 he was divorced from Catherine who died three years later.



## Anne of Cleves

Henry's chief minister arranged the marriage with Anne of Cleves in order to build a friendly relationship with Anne's brother, a powerful Protestant prince. Anne and Henry were married in 1540, five days after their first meeting. However, Henry and his new wife didn't like each other and the marriage didn't help Henry politically. They got divorced six months later.



## Anne Boleyn

Henry married Anne Boleyn secretly in 1533 after she became pregnant – four months before the end of his marriage to Catherine of Aragon. Anne gave birth to a girl called Elizabeth. When she didn't produce a boy, Henry lost interest in Anne. Although innocent, Anne was found guilty of treason. She was beheaded in May 1536.



## Catherine Howard

Henry married Catherine Howard in 1540. Catherine was over 30 years younger than Henry and the king adored his young wife. However, she found him less attractive and had other relationships during the marriage. When Henry found out about this, Catherine and her lovers were unable to save themselves. Catherine was beheaded in 1542.



## Jane Seymour

Henry and Jane Seymour fell in love with each other while he was married to Anne Boleyn. He married her 11 days after Anne's death. In 1537 when Jane gave birth to a boy, Edward, Henry was delighted. Sadly, Jane died 12 days after the birth. Henry's body was later buried with Jane's.

## Speaking

1 You are going to give a presentation about a historical person who came to a tragic end. Choose **one** of the options below.

A Choose one of these people. Find out information about them.

Marie Antoinette  
 Cleopatra  
 Mahatma Gandhi

B Choose a well-known person from your country. Find out information about them.

2 Make notes about the person you've chosen. Think about these questions.

- Who was this person? When were they born and where were they from?
- What did they do?
- When and how did they die?
- What do you think is most interesting about their lives?



## Catherine Parr

Catherine Parr was a widow when the king decided in 1543 that she should be his next wife. Although it wasn't a love match, Henry and Catherine respected each other and it was a successful marriage.

Catherine survived her husband who died in 1547.



3 Give your presentation to the class. Answer any questions.

## Useful phrases

- Can you all hear?
- I'd like to talk about ...
- You might (not) know that ...
- He/She died in ... when ...
- Thanks for listening. Do you have any questions?

## Glossary

**behead** (verb) – to cut off someone's head, especially as a punishment

**heir** (noun) – someone who will receive a title when another person dies

**treason** (noun) – the crime of helping your country's enemies



# UNIT 10 Beginnings & Endings

## Part 4

Reading

Famous farewells

Vocabulary

Leaving

Writing

A farewell email or speech

## Reading

1 Read the quote and look at the picture. Where was Captain Oates? What do you think he meant? What was he going to do? Why?

2 Turn to page 131 and check your ideas.

3 Read *Famous farewells*. Do you know anything about any of the speakers?

4 Read the text again. Which farewells are ...

- said by real people?
- said by characters from a book or film?
- the person's last words before dying?
- said to a group of people?
- written down?

5 Find words or phrases in the text to match these definitions.

- 1 dangers \_\_\_\_\_
- 2 a problem or serious responsibility \_\_\_\_\_
- 3 give up \_\_\_\_\_
- 4 leaving \_\_\_\_\_
- 5 sadness \_\_\_\_\_

6 Which farewell do you think is the ...

- saddest? • bravest?
- funniest? • most serious?
- most down-to-earth? • most patriotic?
- most poetic?

7 Which farewell do you like the best? Why?

## Extend your vocabulary farewell

When you leave a place, a job or a class you can *have a farewell party*, *give a farewell speech*, *have a farewell dinner* or *give somebody a farewell present*.

1 Work in small groups. Plan a farewell party for your last English class. Decide ...

- what sort of party you want to have.
- where it will be.
- what you will eat.
- who could give a farewell speech.

2 Tell the class about your party. Which group has the best ideas?

'I am just going outside and may be some time.'

Captain Lawrence Oates, explorer, 1912



Captain Oates (far left) and his companions

## Vocabulary

1 Read the sentences. Then work in pairs and take it in turns to explain the meaning of the words in bold. Use a dictionary to help you.

- 1 When he **retired**, his colleagues of 40 years arranged a huge party.
- 2 I'm sorry to hear your father has **passed away**. Give your mother our best wishes.
- 3 She's **moved away** – she got a new job in London, I think.
- 4 I'm afraid they've **split up** and she has left with the children.
- 5 Their son has **moved out** and gone to college.
- 6 She was so unhappy with the working conditions that she **handed in her notice**.
- 7 I **graduated** from university last year.
- 8 He **was fired** from another job last week and now he's unemployed again.



# Famous farewells

**'Please know I am quite aware of the hazards. I want to do it because I want to do it. Women must try to do things as men have tried. When they fail, their failure must be but a challenge to others.'**

American aviator Amelia Earhart, in a farewell letter written to her husband in case something should happen to her. She disappeared in an attempt to fly around the world in 1937.

**'I have found it impossible to carry the heavy burden of responsibility [...] without the help and support of the woman I love. [...] I now quit altogether public affairs and I lay down my burden. It may be some time before I return to my native land.'**

King Edward VIII of the United Kingdom on his abdication of the throne in 1936 in order to marry Wallis Simpson, an American divorced woman.

**'And so to bed.'**

Samuel Pepys, famous London diarist, as the closing line in many of his famous diary entries from 1660–1669.

**'My friends, we have achieved much since 1945, when the United Nations was established. But much remains to be done [...] All civilisation is at stake, and we can save it only if all peoples join together in the task.'**

Kofi Annan in his final speech as United Nations Secretary General in 2006.

**'We'll always have Paris ... Here's looking at you, kid.'**

Rick, saying goodbye to Ilsa, the love of his life, in the film *Casablanca*.

**'Good night, good night! Parting is such sweet sorrow, that I shall say good night till it be morrow.'**

Juliet, speaking to her lover Romeo in *Romeo and Juliet* by William Shakespeare.

**'Either that wallpaper goes or I do.'**

The writer Oscar Wilde, speaking shortly before his death in 1900.

**'I have sacrificed all of my interests to those of the country. I go, but you, my friends, will continue to serve France. Her happiness was my only thought. It will still be the object of my wishes.'**

Napoleon Bonaparte, talking to his soldiers in 1814 before he was sent into exile on the island of Elba.



## 2 Match the sentence halves.

- |                            |       |
|----------------------------|-------|
| 1 She moved out            | _____ |
| 2 They split up            | _____ |
| 3 She graduated            | _____ |
| 4 He retired               | _____ |
| 5 She was fired            | _____ |
| 6 He moved away            | _____ |
| 7 She handed in her notice | _____ |
| 8 She passed away          | _____ |
- a because she didn't like her boss.  
 b from his job when he was 65.  
 c because he hated living in the country.  
 d in her sleep when she was 91.  
 e with a first-class degree.  
 f because she refused to wear a uniform.  
 g and got her own flat when she was 18.  
 h because they were always arguing.

## 3 Work in pairs. Choose one set of questions and discuss them.

- A** In your country, when do people usually ...
- move out from their parents' house?
  - graduate?
  - retire?
  - pass away in old age?
- B** For what reasons do people generally ...
- split up?
  - get fired?
  - hand in their notice?
  - move away from their home town?

## Writing

### 1 Choose one of the tasks below.

- A** You have given in your notice and it's your last day in your job. Your boss is away on a business trip. Write a farewell email to him/her.
- B** You are retiring after 25 years in the same job and it's your last day at work. Write a short speech for your retirement party.
- C** You have moved out of your parents' house and are living alone for the first time. Write an email to your brother or sister and tell them how you are finding it.

### 2 Work in pairs. Read your partner's writing. Which task did they choose? Decide if you think they completed the task successfully.

- Is the email or speech well organised?
- Is there a good beginning and ending?
- Is it written in an appropriate style (formal or informal, spoken or written)?



# Unit 10 Function globally saying goodbye



## Warm up

1 Work in pairs. Look at the pictures and compare and contrast them.


### Useful language

- shake hands
- hug
- kiss (on the cheek)

2 How would you say goodbye to ...

- a friend's mother?
- a friend?
- a business colleague?
- a young child?
- someone you've just met?

## Listening

1  2.54–2.57 Listen to four conversations. In which conversations do the people know each other well?

2 Listen again. In which conversations does someone ...

- compliment the other person?
- thank the other person?
- talk about another meeting?
- send a message to somebody else?
- talk about the trip back?

## Language focus

1 Match the beginnings of the phrases to the endings.

- |                    |                             |
|--------------------|-----------------------------|
| 1 Keep             | a to meet you.              |
| 2 See you          | b in touch.                 |
| 3 All              | c working with you.         |
| 4 Give my love     | d for all your hospitality. |
| 5 It was very nice | e safely.                   |
| 6 I look forward   | f my regards to your wife.  |
| 7 Have             | g to the family.            |
| 8 Thank you again  | h the best.                 |
| 9 Thanks           | i to seeing you again.      |
| 10 I've enjoyed    | j a good trip.              |
| 11 Drive           | k for everything.           |
| 12 Please give     | l soon.                     |

2 Which phrases in exercise 1 are more formal? Match the phrases to the functions in Listening exercise 2.

## Speaking

Work in pairs. Choose **one** of the tasks below. Use the new expressions you have learnt.

**A** You are colleagues at a conference. The conference has just ended, but you will see each other in a couple of months at another conference. Say goodbye to each other.

**B** Roleplay a conversation between a foreign student and host family. Then swap roles and repeat.

A: it's the last day of your English course in England. Say goodbye to your host family.

B: you are a member of the host family. Say goodbye to the student who is leaving.

## Warm up

Look at the types of film in the box. Which do you prefer and why? Are there any types you don't like? Work in pairs and tell your partner.

comedy disaster film horror film musical  
romantic drama science fiction film


## Listening

1 You are going to listen to four people describing the films below. Have you seen any of them, or do you know anything about them?

*Titanic* *Breakfast at Tiffany's*  
*The Lord of the Rings* *Mamma Mia*

2 Before you listen, check you understand the words in the box.

curse father Fifth Avenue hobbit island love  
night out ring sea ship shop window wedding

3  2.58–2.61 Listen to four people talking about the beginning of their favourite film. Match the words in exercise 2 to the films.

4 Listen again. Then work in pairs and discuss these questions.

- How does each film begin?
- Do you know how the films end? If not, how do you think they end?
- Which film do you like best or would you like to see? Why?

## Language focus: tenses to talk about films

Look at the sentences from the listening and answer the questions.

He wants to get rid of his ring and he gives it to his nephew.

You see the character Holly Golightly; she is standing on Fifth Avenue in front of Tiffany's.

The film starts with a girl who is singing and she's throwing a letter in a box.

Which tenses do the speakers use to ...

- describe events in a film?
- describe a particular scene?

## Speaking

Tell your partner about the beginning of one of your favourite films. Give general information about the film and describe the first scene. Don't say the name of the film – ask your partner if they know it.

## Useful phrases

- The film is about ...
- The film starts with / in / at ...
- At the beginning of the film ... / In the first scene ...
- The main character ...
- The beginning / ending is sad / mysterious / full of action.
- It's romantic / exciting / funny.



Maria Pilar, Spain



Marc, France



Mireille, US



Nicole, Switzerland

## Reading

1 Read Maria Jose's speech. What is the reason for the speech? Who are the members of the audience?

>Welcome to this special party to say goodbye to Alex. Alex is leaving us to start his retirement. This is a sad occasion for all of us, but hopefully a happy one for him.

I'd like to thank Alex for all his hard work and dedication over the years. The great success of the newspaper is largely due to Alex. He has also been an inspiring and supportive colleague, and in my opinion the office will feel very empty without him.

I remember meeting Alex on my first day in the office and he told me that his ambition was to become a top-class reporter. Your dream has come true. You have written some brilliant and original articles. Last year you won the prize for Investigative Report of the Year in the national press. Congratulations!

Although you are leaving the newspaper, I hope you don't abandon us completely – we need your bad jokes and funny stories to remind us why we come into work every morning. And we'll miss your eye for detail. I hope you can come and visit us often and give us advice on how to improve our reports.

I'd like to wish you a very happy retirement and I hope you have time to follow your many interests. I'm sure the best part of your life is just beginning!

2 Match topics a–e to paragraphs 1–5 in the speech.

- |                        |                |
|------------------------|----------------|
| a Hopes for the future | d Thanks       |
| b Conclusion           | e Achievements |
| c Introduction         |                |

## Writing skills: writing a speech

1 Read the speech again. Add the discourse markers in the box to the speech where indicated, to make it easier to follow.

As you know, First of all, Indeed,  
Ladies and Gentlemen, On top of that,  
So, on behalf of everybody here, Well,

2 Read the advice on writing a speech. Which points has Maria Jose followed?

- Have a clear introduction and conclusion.
- Use logically organised paragraphs.
- Use discourse markers to make the speech easier to follow.
- Address the audience directly.
- Include personal examples and opinions.
- Include humour.

## Language focus: wishes and hopes

To express possible desires for the future we often use ...

- *hope* + present tense
- *wish* + indirect object + noun

*I hope you have time to follow your many interests.*

*I wish you a very happy retirement.*

Complete the sentences with *hope* or *wish*.

- I \_\_\_\_\_ you have a long and happy marriage.
- I \_\_\_\_\_ you a quick recovery from your illness.
- I \_\_\_\_\_ Gemma succeeds in her new job.
- I \_\_\_\_\_ Tom a safe journey.
- I \_\_\_\_\_ we meet again soon.

## Preparing to write

1 You are going to write a short speech. Choose one of the reasons below.

- to say goodbye to someone who is leaving your school, college, place of work or other organisation
- to welcome someone who is joining your school, college, place of work or other organisation

2 Work in pairs and ask each other these questions.

- Where are you giving the speech? Who are the members of the audience?
- Who is the person you are speaking about and what are they going to do?
- Why are they special? What have they achieved?
- What personal memories or knowledge of the person do you have?

## Writing

1 Write your speech, following the structure of Maria Jose's speech. Use the advice from the Writing skills section and use the useful phrases below to help you.

2 Work in pairs and read your speech to your partner.

## Making a speech

- Welcome to this party / gathering / celebration.
- This is a sad / happy / very special occasion.
- I'd like to thank ... for ...
- I'd like to congratulate ... on ...
- I wish you all the best.



## Grammar

1 Complete the text with the correct form of the verbs in brackets.

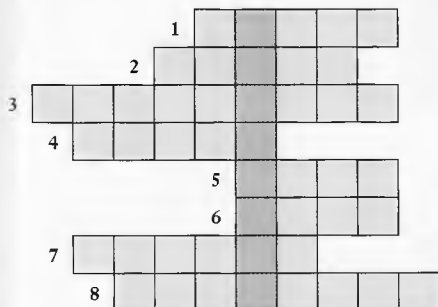
An e-book is an electronic book which \_\_\_\_\_ (*read*) on a computer or an e-reader. The first e-books \_\_\_\_\_ (*produce*) in the 1970s. Since then, more e-books \_\_\_\_\_ (*write*), but many people \_\_\_\_\_ (*never / see*) an e-book and most people \_\_\_\_\_ (*still / prefer*) to read paper books. A great argument in favour of e-books is that if everyone \_\_\_\_\_ (*use*) them, we \_\_\_\_\_ (*save*) a lot of trees. However, not all books will be available as e-books in the future; the author JK Rowling \_\_\_\_\_ (*say*) a few years ago that the Harry Potter series \_\_\_\_\_ (*not / publish*) in electronic form.

2 Complete the text with *themselves* or *each other*.

Jess and Steve were always arguing with \_\_\_\_\_ so they decided to split up. But soon they realised that they didn't like looking after \_\_\_\_\_ and that they still loved \_\_\_\_\_, so they decided to get back together again.

## Vocabulary

Complete the puzzle and find the mystery word.



- If it's your birthday, you might \_\_\_\_\_ a party.
- If someone dies, you might visit their \_\_\_\_\_.
- If you like reading, you might \_\_\_\_\_ to a magazine.
- If you don't do your job well, you could get \_\_\_\_\_.
- You \_\_\_\_\_ out the candles on a birthday cake.
- If people die, we sometimes say they pass \_\_\_\_\_.
- If you don't like your job, you can hand in your \_\_\_\_\_.
- You can buy books in a \_\_\_\_\_.

## Speaking and Writing

Work in pairs. Look back at the topics you have studied in *Global Intermediate* and write five questions to ask another pair. Then work with another pair and ask each other your questions.

## Using your dictionary: exploring synonyms

1 Work in pairs. Think of other verbs with the same meaning as *leave* and *arrive*. Which prepositions can you use with *arrive*?

Words that have the same meaning as another word are called synonyms. In a dictionary they are sometimes given in the entry for the word with the symbol = or →, and sometimes in a separate box.

2 Read the dictionary entries and check your ideas from exercise 1.

Other ways of saying **leave**

- \* **depart** (*formal*) to leave a place: used mainly about planes, trains and other types of transport
- \* **go away** to leave a place: Often used for ordering someone to leave
- \* **set off** to leave a place at the beginning of a journey
- \* **storm out** to leave a place in an angry way

\* You **arrive in** a town or country, and you **arrive at** a building or place. *What time will she arrive in New York? He arrived at the airport early.*

\* You can also say that you **reach** or **get to** a town, country or building. **Reach** is more formal than **get to**: *The ambulance took 30 minutes to reach the hospital. I'll call you when I get to my hotel.*

3 Work in pairs. Complete the sentences using a correct form of a synonym for *arrive* or *leave*.

- The four o'clock train to Leeds will \_\_\_\_\_ from platform 9.
- What time do you think you'll \_\_\_\_\_ to the party?
- After the argument, she just \_\_\_\_\_.
- Our flight is at 8am so we'll need to \_\_\_\_\_ early.
- \_\_\_\_\_! Can't you see I'm busy?
- They finally \_\_\_\_\_ the top of the mountain at 6pm.

### Study tips

- \* When you look up a word in a dictionary, notice any synonyms in the entry.
- \* Make lists of synonyms in your vocabulary notebook.

## Unit 2, Reading (page 24)



## ATLANTIS

– the city beneath the sea

The Ancient Greeks used to talk about Atlantis – a legendary city beneath the sea. They described it as a large island in the Atlantic ocean. The story says that Atlantis used to be a perfect society, until one day its government became dishonest and corrupt. There was a giant earthquake and the whole island disappeared under the sea.

The legend of Atlantis has remained popular for hundreds of years. Atlantis still inspires literature today, as its name can mean any ancient, advanced and lost civilisation.

### Glossary

**ancient** (*adjective*) – very old

**corrupt** (*adjective*) – doing dishonest, illegal, or immoral things in order to gain money or power

**inspire** (*verb*) – to give someone the idea for a piece of work

## Unit 4, Speaking (page 45)

1 You and your partner are friends. You are having a very bad day, and several bad things have happened to you. Think of three or four things, and make some notes.

2 Start a conversation with your partner. Tell them your news, and then ask them about their news.

A: Hi.

B: Hi, how's it going?

A: Not too well.

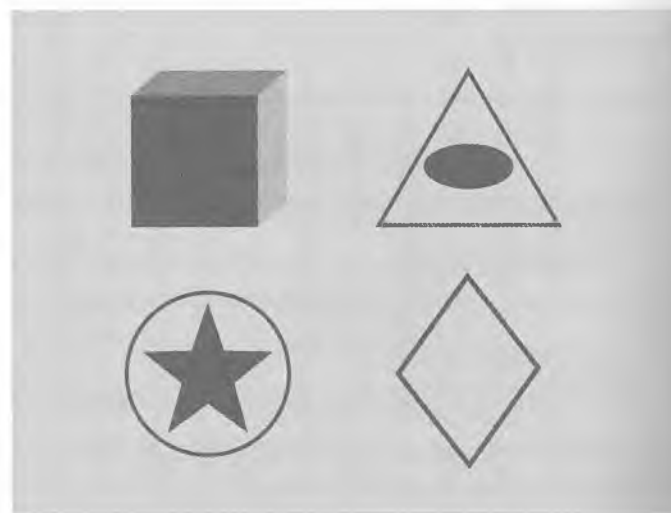
B: What's the matter?

A: Well, I've ...

## Unit 6, Vocabulary and Speaking (page 69)

Work with your partner and follow the instructions. Do not show your partner the picture.

1 Give your partner an overview of this picture, using the phrase below.



My picture has a ..., a ..., a ... and a ...

2 Give instructions for your partner to draw the picture. When they have finished show them the picture. Are the pictures the same?

3 Listen to your partner's instructions and try to draw their picture. When you have finished look at their picture. Are they the same?

### Useful phrases

• Draw the ... next to the / to the right of the ...

• Then draw the ... underneath / above / inside the ...



## Unit 10, Reading and Speaking (page 116)

### Birthday cards

People send birthday greetings using cards and postcards in many cultures. It is not known when and where exactly the tradition of sending birthday cards began, however, it is believed that it was in England in the early nineteenth century. In those days people sent birthday cards because they couldn't wish somebody a happy birthday in person.

In 1840 the first postage stamp was issued in Britain and sending birthday cards became easier, cheaper and therefore more popular. The development of colour printing processes in the 1930s also helped to increase sales of cards.

Today cards are often given with a present, even when the person delivers their wishes in person. In recent times e-cards have also become popular: many people are starting to use these instead of traditional cards as they are free, environmentally friendly and arrive more quickly. So will e-cards replace paper cards completely in 10 or 20 years? Probably not. For young children and the elderly or for very formal occasions, e-cards are not appropriate and many other people simply don't have internet access.



## Unit 10, Grammar and Speaking (page 117)

Look at the picture above. Your partner has a similar picture. Describe what the people are doing, what they are going to do and what they have done. Try to find five differences.

### Useful phrases

- In my picture the man is going to ...
- The man has already ...
- The woman is ...
- The woman isn't ..., she's ...

# Communication activities: Student B

## Unit 2, Reading (page 24)

### EL DORADO – the city of gold



The words El Dorado mean **The Golden One** in Spanish. The legend of a golden city in South America started in the 1530s. It probably comes from a tradition of the Muisca people in the highlands of Colombia. The king of this tribe would cover his body in gold and go to the middle of a lake in the mountains. There he would offer treasures to the gods. He was the original Dorado, or Golden Man. The story soon changed to a golden city, or even kingdom. Many European explorers, excited by the legend, went in search of El Dorado but never found it.

Today, the name El Dorado can represent any place where you can make lots of money, quickly.

#### Glossary

**explorer** (*noun*) – someone who travels to a place that other people do not know much about in order to find out what is there

**kingdom** (*noun*) – a country or area ruled by a king or queen

## Unit 4, Speaking (page 45)

1 You and your partner are friends. You are having a great day, and several good things have happened to you. Think of three or four things, and make some notes.

2 Start a conversation with your partner. Ask your partner about their news, and then tell them your news.

A: Hi.

B: Hi, how's it going?

A: Not too well.

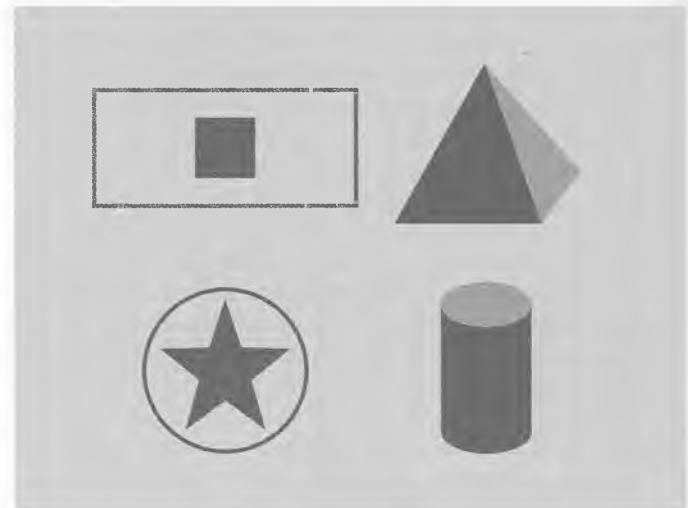
B: What's the matter?

A: Well, I've ...

## Unit 6, Vocabulary and Speaking (page 69)

Work with your partner and follow the instructions. Do not show your partner the picture.

- 1 Listen to your partner's instructions and try to draw their picture. When you have finished look at their picture. Are they the same?
- 2 Give your partner an overview of this picture, using the phrase below.



My picture has a ..., a ..., a ... and a ...

- 3 Give instructions for your partner to draw the picture. When they have finished show them the picture. Are they the same?

#### Useful phrases

- Draw the ... next to the / to the right of the ...
- Then draw the ... underneath / above / inside the ...



## Unit 8, Global voices (page 99)

All of these are things that have been lost on public transport in London.

## Unit 10, Reading and Speaking (page 116)

### Birthday song

If it's your birthday soon, then at least one person will probably congratulate you with a song. Many different birthday songs are sung around the world but *Happy Birthday to You* is one of the most popular (and the most recognised song in the English language). It has been translated into several other languages and it was also the first song that was sung in space – by the Apollo 9 crew in March 1969.

Strangely, it is a copyrighted song. The music for the song was written by two schoolteachers in the US, sisters Patty and Mildred Hill in 1893. They had originally written a song called *Good Morning to All* to welcome children to class at the beginning of the day. However, the words *happy birthday to you* later replaced the original lyrics and the song became known as 'the birthday song'. The story would have ended there if Jessica Hill, Patty and Mildred's sister, hadn't gone to court: in 1935 she won copyright of the song. Today the copyright is owned by an American media company and will expire in 2030.



## Unit 10, Grammar and Speaking (page 117)

Look at the picture above. Your partner has a similar picture. Describe what the people are doing, what they are going to do and what they have done. Try to find five differences.

### Useful phrases

- In my picture the man is going to ...
- The man has already ...
- The woman is ...
- The woman isn't ..., she's ...



# Additional material

## Unit 1, Speaking (page 9)

- |           |              |
|-----------|--------------|
| 1 Chinese | 6 Bengali    |
| 2 Spanish | 7 Portuguese |
| 3 English | 8 Russian    |
| 4 Arabic  | 9 Japanese   |
| 5 Hindi   | 10 German    |

## Unit 1, Grammar (page 12)

Work in pairs. Read the answers to the questions about Australia on page 12. Can you remember the questions?

- 1 It comes from the Latin word *australis*, which means 'southern'.
- 2 Now known as Anzac Day, this was the date when the Australian and New Zealand forces landed at Gallipoli in Turkey to fight in the First World War. This led to an important battle when many Australian soldiers died.
- 3 Captain James Cook, in the 18<sup>th</sup> century.
- 4 Common leisure time activities include playing sports and other outdoor activities as well as television watching and socialising with friends.
- 5 Blue, white and red.
- 6 Jørn Utson, a Danish architect.
- 7 Shaking hands is more common, although close female friends and men and women friends may kiss.
- 8 England and Ireland.
- 9 A large sandstone rock formation in the middle of Australia.

## Unit 3, Writing (page 37)

Use your list to write a list poem. Follow the instructions.

- 1 Choose the most interesting things in your list and write some adjectives to describe them.
- 2 Put your words into six to eight lines. Use *hot* or *cold* as your first and last line. Your poem doesn't have to rhyme but it should sound good. Move the words and lines around and practise saying them until your poem sounds right.
- 3 When you're happy with your poem, read it to the class.

## Unit 6, Study skills (page 77)

**Mostly As:** You are doing the right things. These will help you become fluent and confident.

**Mostly Bs:** You are doing some of the right things but you could benefit from trying some of the ideas on page 77.

**Mostly Cs:** In order to improve your speaking you need to change your habits. Try some of the ideas on page 77.

## Unit 8, Speaking (page 93)

1 Work in small groups. You are going to play a guessing game. Follow the instructions.

- 1 Student A leaves the group.
- 2 The rest of the group choose one of the questions below. Each person thinks of an answer. Try to answer with more than one word, but not a whole sentence. Use Grammar exercise 4 on page 93 to help you.
- 3 Student A joins the group again. The group tell student A their answers to the question.
- 4 Student A tries to guess the complete question.
- 5 Repeat with other students leaving the group.

- If you could visit any country, where would you go?
- If you met the President of the United States, what would you say?
- If you could eat anything now, what would you eat?
- If you were an animal, what would you be?
- If you weren't in English class right now, where would you be?
- If you could travel in time, where would you go?
- If you met the Queen of England, what would you say?
- If you found a suitcase with \$100,000 in it, what would you do?
- If you were the leader of your country, what would you change?
- If you were a fruit or vegetable, what would you be?



## Unit 8, Speaking (page 97)

### Picture a

The silver boar was a badge which was worn on a hat.

### Picture b

This gold object was the buckle of a belt.

### Picture c

This is the lid of a purse. It was used to cover a leather bag containing gold coins.

### Picture d

This is a gold bracelet. The hollow spaces contained glass or semi-precious stones.

### Picture e

This is a piece of gold clothing. It was worn for special ceremonies.

### Picture f

This object is a pepper pot. It has holes in the bottom for sprinkling pepper.

## Unit 10, Reading (page 120)

Captain Oates was a member of Captain Robert Falcon Scott's Antarctic expedition in 1911–1912. They left their base camp in Ross Island in November 1911 and despite severe weather, Scott and his team reached the South Pole on 18 January 1912. They found that Roald Amundsen had planted the Norwegian flag there 34 days earlier. On the return journey to base camp temperatures fell to minus 47 degrees and the party had little food and water. Oates had frostbitten feet and could only walk very slowly. He asked the rest of the team to leave him so that the others could survive – one man had already died of the cold. They refused, so on 17 March Oates left the others and walked to his death. Scott and the other two remaining members died on 29 March.

## Unit 4, Reading (page 46)

**Bruno:** Want me to tell you one of my ideas for murdering my father?

**Guy:** [indicating the detective novels]

You've been reading too many of these.

**Bruno:** You want to hear about the busted light socket in the bathroom, or the carbon monoxide in the garage?

**Guy:** No. I may be old fashioned, but I thought murder was against the law.

**Bruno:** But not against the law of nature. My theory is that everybody is a potential murderer. Didn't you ever want to kill somebody? Say one of those useless fellows Miriam was running around with?

**Guy:** You can't go around killing people just because you think they're useless.

**Bruno:** Oh, what's a life or two? Some people are better off dead, Guy. Take your wife and my father, for instance. It reminds me of a wonderful idea I had once. I used to put myself to sleep at night figuring it out. Now, let's say you want to get rid of your wife.

**Guy:** Why?

**Bruno:** Let's say she refuses to give you a divorce. [raises a finger and stops Guy's protest] Let's say. You'd be afraid to kill her because you'd get caught. And what would trip you up? Motive. Now, here's the plan ...

**Guy:** I'm afraid I haven't time to listen

**Bruno:** It's so simple, too. A couple of fellows meet accidentally, like you and me. No connection between them at all. Never saw each other before. Each of them has somebody he'd like to get rid of, but he can't murder the person he wants to get rid of. He'll get caught. So they swap murders.

**Guy:** Swap murders?

**Bruno:** Each fellow does the other fellow's murder. Then there is nothing to connect them. The one who had

the motive isn't there. Each fellow murders a total stranger. Like you do my murder and I do yours.

**Guy:** We're coming into my station.

**Bruno:** For example, your wife, my father. Criss-cross.

### Glossary

**better off** (adjective) – in a better situation

**busted** (adjective) – broken

**fellow** (noun) – a man

**figure out** (phrasal verb) – to be able to understand something or solve a problem

**old fashioned** (adjective) – not modern or fashionable

**put sb to sleep** (phrase) – to cause someone to begin sleeping

**trip up** (phrasal verb) – to make a mistake

## Unit 1

### State and action verbs

We use action verbs to describe things that happen. Action verbs are used in the present simple or the present continuous.

*The sun **shines** there every day. The sun **is shining** today.*

We use state verbs to describe states like being, possessing, feeling and thinking. State verbs aren't usually used with the present continuous.

*What **are you meaning**? What do you **mean**?*

Some common state verbs are: *agree, appear, be, believe, belong, contain, feel, fit, forget, hate, have, last, like, love, matter, mean, need, own, prefer, realise, remember, seem, understand, want.*

Some of these verbs can be state or action verbs, although the meaning changes.

*These clothes **feel** lovely and soft.* (the state of the clothes)

*She's **feeling** the clothes to see if she likes them.* (the action of touching and feeling)

Some state verbs are used as action verbs in informal contexts, for example *like* and *love*.

*I'm **loving** it.*

### Present simple and present continuous

	Affirmative	Negative	Question
<b>Present simple</b>	I/You/We/They <b>speak</b> Russian. He/She/It <b>speaks</b> Russian.	I/You/We/They <b>do not (don't)</b> speak Russian. He/She/It <b>does not (doesn't)</b> speak Russian.	<b>Do</b> I/you/we/they <b>speak</b> Russian? <b>Does</b> he/she/it <b>speak</b> Russian?
<b>Present continuous</b>	I <b>am ('m)</b> <b>speaking</b> French. You/We/They <b>are ('re)</b> <b>speaking</b> French. He/She/It <b>is ('s)</b> <b>speaking</b> French.	I <b>am ('m)</b> <b>not speaking</b> French. You/We/They <b>are not (aren't)</b> <b>speaking</b> French. He/She/It <b>is not (isn't)</b> <b>speaking</b> French.	<b>Am</b> I <b>speaking</b> French? <b>Are</b> you/we/they <b>speaking</b> French? <b>Is</b> he/she/it <b>speaking</b> French?

Use the present continuous to talk about things that are happening now and about temporary and changing situations.

Use the present simple to talk about habits and routines and about things that are always true.

We don't usually use the present continuous with state verbs.

### Questions

In questions with *be* the verb goes before the subject.

*Is she **a famous composer**?*

In questions with modals, questions in the present or past continuous and present or past perfect the subject goes between the auxiliary verb (*can, will, is, was, has, etc*) and the main verb.

*Where **can you study** art or music in the city?*

*Have you **taken** a citizenship test?*

In present simple or past simple questions, the auxiliary verb *do/did* goes before the subject.

*When **does** the country **have** elections?*

*Where **did** the first president **come** from?*

### Subject / Object questions

When a question word is the object of a present simple or past simple question, use *do/does* or *did*.

object subject  
*Which authors **do** you like best?*

When a question word is the subject of a present simple or past simple question, we don't use *do/does* or *did*.

subject object  
*Who **Painted** the Mona Lisa?*

# Unit 1 Exercises

## State and action verbs

1 Choose the correct option.

- 1 What *are you meaning* / *do you mean*?
- 2 I'm sorry, I'm *not understanding* / *I don't understand*.
- 3 As a result of the internet, languages around the world *change* / *are changing* more these days than in the past.
- 4 Some English words *are appearing* / *appear* very difficult to pronounce.
- 5 His English *is sounding* / *sounds* perfect.
- 6 I *am never forgetting* / *never forget* new words or phrases.

## Present simple and present continuous

2 Complete the sentences with the present simple or present continuous form of the verb in bold.

- 1 **drive**
    - a He \_\_\_\_\_ a motorbike every day.
    - b He \_\_\_\_\_ to and from work this week.
  - 2 **speak**
    - a She \_\_\_\_\_ three languages.
    - b She \_\_\_\_\_ to her doctor at the moment.
  - 3 **work**
    - a I \_\_\_\_\_ in Belgium for the rest of the year.
    - b I enjoy my job – I \_\_\_\_\_ as a chemist.
  - 4 **translate**
    - a They \_\_\_\_\_ documents and offer other services.
    - b They \_\_\_\_\_ some documents for an important case.
- 3 Complete the sentences with the present simple or present continuous form of the verb in brackets. Use the present continuous when possible.
    - 1 I \_\_\_\_\_ (*understand*) you very well.
    - 2 We \_\_\_\_\_ (*study*) business at a college in Ireland.
    - 3 He \_\_\_\_\_ (*take*) flying lessons every Wednesday evening.
    - 4 Where \_\_\_\_\_ you \_\_\_\_\_ (*go*)?
    - 5 I'm sorry, I \_\_\_\_\_ (*not remember*) your name.
    - 6 We \_\_\_\_\_ (*live*) in Morocco at the moment.
    - 7 She \_\_\_\_\_ (*learn*) Spanish for her new job.
    - 8 We \_\_\_\_\_ (*not want*) to leave yet.

## Questions

4 Complete the questions with the correct form of *do* or *be*.

- 1 Which city \_\_\_\_\_ the capital of your country?
- 2 What kind of place \_\_\_\_\_ the capital of your country?
- 3 \_\_\_\_\_ your city belong to a Capital of Culture programme?
- 4 \_\_\_\_\_ lots of tourists visit the capital of your country?
- 5 What \_\_\_\_\_ the most interesting parts of the city to visit?

5 Complete the questions.

- 1 \_\_\_\_\_ to Istanbul?  
We probably go once or twice a year.
- 2 \_\_\_\_\_ there for the first time?  
I think we went there about eight years ago.
- 3 \_\_\_\_\_ Istanbul for a holiday?  
Well, we didn't really choose it. We went to a wedding.
- 4 \_\_\_\_\_ about Istanbul?  
Well, we like everything about it – the people, the culture.

## Subject / Object questions

6 Complete the questions with the words in the box.

do most people live    do the people speak    live there  
make up the government

- 1 How many people \_\_\_\_\_ ?
- 2 In which cities \_\_\_\_\_ ?
- 3 What languages \_\_\_\_\_ ?
- 4 Which political parties \_\_\_\_\_ ?

7 Use these words to make questions.

- 1 Who / write / *Frankenstein*?
- 2 What time / Americans / usually / eat lunch?
- 3 How many / famous authors / come from / Dublin?
- 4 What / Brazilians / celebrate / on 7 September?
- 5 Which 20<sup>th</sup> century world leader / spend / 27 years / in prison?
- 6 How often / India / have / a national election?

# Unit 2

## Past simple and past continuous

Use the past simple to talk about completed actions in the past.  
*He met his wife in 1988.*

Use the past continuous for actions in progress in the past or temporary situations in the past.  
*He was working at a restaurant.*

The past continuous can be used as a background or context to another event in the past simple.  
*He was working at a restaurant when he met his wife.*

We also often use the past continuous for activities that are interrupted by a completed action. It is used in contrast with the past simple.  
*He was watching TV when the phone rang.*

We often use *when* before the past simple and *while* before the past continuous.

*I was reading a book when I fell asleep.*  
*I fell asleep while I was reading a book.*

To form negatives and questions in the past simple, use the auxiliary verb *did*.

*She didn't notice him.*

*Did she know he would be an important part of her life?*

## Past perfect and past simple

Affirmative	Negative	Question
I/You/He/She/It/We/They had ('d) read the book.	I/You/He/She/It/We/They had not (hadn't) read the book.	Had I/you/he/she/it/we/they read the book?

Use the past perfect to talk about an event in the past that happened before another event or a specific time in the past.  
*He went to the cinema when he had finished his homework.*



## Modifiers

Weaker	Stronger
a bit   fairly   a little   quite   rather	extremely   really   terribly   very

Use modifiers like *very* and *quite* to make adjectives and adverbs stronger or weaker. The modifier goes before the adjective or adverb.

*The woodcutter was terribly sad.*  
*The children were quite tired.*

The modifiers *quite*, *fairly* and *really* are more common in spoken language.

Modifiers can be used to soften a statement, making it less direct.  
*He's boring. → He's not very interesting.*

## Used to and would

Affirmative	Negative	Question
<i>I used to play tennis.</i>	<i>I didn't use to play tennis.</i>	<i>Did you use to play tennis?</i>
<i>I would play tennis.</i>	<i>I wouldn't play tennis.</i>	—

*Used to* and *would* can both be used to talk about habitual actions in the past.

*I used to live in the countryside. I would go for long walks.*

*Would* is not very common in questions with this use.

*Used to* is also used to talk about habitual states in the past. We don't use *would* to talk about states.

*I would have long hair. I used to have long hair.*



# Unit 2 Exercises

## Past simple and past continuous

1 Complete the text with the correct form of the verbs in brackets.

I (1) \_\_\_\_\_ (*have*) the best and worst experiences of my life while I (2) \_\_\_\_\_ (*live*) in India. I (3) \_\_\_\_\_ (*travel*) round the country when I (4) \_\_\_\_\_ (*hear*) about a project for street children in Jaipur. I (5) \_\_\_\_\_ (*join*) the team of volunteers and every day I (6) \_\_\_\_\_ (*prepare*) food for homeless children who (7) \_\_\_\_\_ (*live*) on the streets. While I (8) \_\_\_\_\_ (*work*) there, I also (9) \_\_\_\_\_ (*help*) an Indian colleague to teach English.

2 Combine the sentences. Use the past simple and past continuous. She walked to work from 9.00–9.30am. She saw an accident at 9.15am.

*She was walking to work when she saw an accident.*

- 1 He lived in Russia from 1992 to 2004. He met his wife in 1999.  
*He was living in Russia when he met his wife.*
- 2 I worked all morning. The fire alarm went off at ten o'clock.
- 3 She listened to the teacher for the whole class. Her phone rang in the middle of class.
- 4 I had a meal in a restaurant. Someone took my bag.
- 5 The boy played on the roof. He fell down and broke his leg.

## Past perfect and past simple

3 Complete the sentences with the correct form of the verbs in brackets. Use the past simple for one verb and the past perfect for the other.

- 1 She \_\_\_\_\_ (*move out*) of the house because she \_\_\_\_\_ (*argue*) with her parents.
- 2 When the son \_\_\_\_\_ (*finish*) his studies the family \_\_\_\_\_ (*go*) to another country.

- 3 The two brothers \_\_\_\_\_ (*stop*) talking to each other because they \_\_\_\_\_ (*fall out*) over some money.
- 4 The children \_\_\_\_\_ (*visit*) their grandmother when she \_\_\_\_\_ (*return*) from hospital.
- 5 She \_\_\_\_\_ (*refuse*) to answer his calls because he (*lie*) \_\_\_\_\_ to her.

## Modifiers

4 Add the modifiers *very* or *quite* to five places in the text. Sometimes either modifier can be used. You may need to make the sentence negative.

When Josh was young, around six years old, his father read him books at bedtime. They were usually simple stories about animals or spacemen. However, one day Josh's father brought home a book of old fairy tales. While Josh listened to these stories, he sometimes got frightened and hid under the blankets. However, he preferred the fairy tales to the other stories, which he found boring.

5 Rewrite each sentence to make it less direct. Use *very* and an adjective in the box.

clean   clever   friendly   nice   pretty   warm

*It's cold in here. It isn't very warm in here.*

- 1 This place is ugly.
- 2 Her son is unfriendly.
- 3 Those curtains are a horrible colour.
- 4 That restaurant is really dirty.
- 5 He's stupid.

## Used to and would

6 Cross out the forms that are not possible. Sometimes both forms are possible.

- 1 When I was a child, we *used to* / *would* go to the same place on holiday.
- 2 We *used to* / *would* go camping on a Swedish island.
- 3 There *didn't use to* / *wouldn't* be any electricity.
- 4 We *used to* / *would* cook meals over a campfire.
- 5 I *used to* / *would* love it.

7 Rewrite the text in the past tense, using *would* and *used to*.

Many people believe that there is a city somewhere in England called Camelot. They think that forests and plains surround it and that the famous King Arthur lives there. In the castle of Camelot there is the famous Round Table. The king holds meetings with his knights around this table. Outside the castle there is a large green field where the king and his knights participate in fairs and jousts.

*Many people used to believe ...*

# Unit 3

## Future forms: plans and intentions

We can use *be going to*, the present continuous and *will* to talk about future plans, decisions and arrangements.

*What are you going to do this weekend?*

*When are you meeting your friend?*

*You don't need to fetch us, we'll take the bus.*

We often use the present continuous when a plan is more fixed, for example arrangements with other people or travel arrangements.

*He's leaving tomorrow.* (He has bought his tickets.)

*He's visiting his aunt next week.* (This is his plan.)

We use *will* to talk about plans which are made spontaneously, at the time of speaking.

*'Do you want to go out tonight?' 'OK, I'll meet you at seven.'*

## *will* and *be going to* for predictions

Use *will* and *be going to* for future predictions.

We usually use *be going to* when a prediction is based on strong evidence, for example when we can see that something will happen.

*Look at those dark clouds. It's going to rain.*

*He hasn't studied very much. He's going to fail the exam.*

Use *perhaps*, *probably* and *definitely* to say how likely a prediction is. Use *perhaps* at the beginning of a sentence. Use *probably* and *definitely* before the main verb.

*They'll probably win the match.*

*He looks very confident. He's definitely going to pass the exam.*

*Perhaps she'll phone me tonight.*

## *so* and *such*

*So* and *such* have a similar meaning to *very*.

Use *so* before an adjective.

*It was so hot that it was impossible to work.*

Use *such* before a noun phrase.

*It was such a nice day that we decided to eat outside.*

After the adjective or noun phrase we use a *that* clause to talk about a result. *That* can sometimes be omitted.

*I was so happy that I cried.*

*I was so excited I couldn't sleep.*

Be careful not to confuse *so* and *such*.

*It was so cold weather that we stayed inside.* *It was such cold weather that we stayed inside.*

## Real conditionals

### Zero conditional

if clause		Main clause
If / When	+ present simple	I/you, etc + present simple or imperative

Use the zero conditional to talk about things that always happen in certain conditions.

*If the temperature drops to zero degrees or below, water freezes.*

### First conditional

if clause		Main clause
If	+ present simple	I/you, etc <i>will/can/should/might</i> (not) + verb or imperative

Use the first conditional to talk about a possible future situation.

*If you buy one of these, we'll give you the second one for half price.*

# Unit 3 Exercises

## Future forms: plans and intentions

1 Complete the text with the correct form of the verb in brackets to express future plans. Use the present continuous when possible.

At GreenSpeed we are committed to the planet. We (1) \_\_\_\_\_ (*launch*) our new environmentally friendly car next year. We (2) \_\_\_\_\_ (*offer*) drivers a new experience, combining the excitement of driving with the knowledge that they are protecting the environment. We (3) \_\_\_\_\_ (*begin*) the production of these new cars next month, and the testing phase

(4) \_\_\_\_\_ (*start*) in three months' time. However, we (5) \_\_\_\_\_ (*not stop*) stop there. Once these cars are on the market we (6) \_\_\_\_\_ (*continue*) with our plans for a new range of green motorbikes. That's why our slogan at GreenSpeed is 'innovation in motion'.

## will and going to for predictions

2 Complete the conversations with *will* or *going to*. Sometimes both are possible.

- 1 A: It said on the news that there \_\_\_\_\_ be a shortage of oil this month.  
B: That means that the price of petrol \_\_\_\_\_ definitely go up again. I'm glad we sold our car!
- 2 A: Look, our flight's delayed. We \_\_\_\_\_ be late for the meeting.  
B: That's OK, they \_\_\_\_\_ probably rearrange it for another time.

- 3 A: The sky's really clear tonight – I think it \_\_\_\_\_ be a hot day tomorrow.  
B: I hope so – perhaps we \_\_\_\_\_ be able to have a barbecue.
- 4 A: I think she \_\_\_\_\_ get the job.  
B: I'm not so sure. I've seen the other applications. She \_\_\_\_\_ have lots of competition.

## so and such

3 Use these words to make sentences about the past with *so* or *such*.

Last night / it / be / cold / the windows / freeze.

*Last night it was so cold that the windows froze.*

- 1 This morning I / be / tired / fall asleep / at my desk.  
2 Yesterday / be / hot day / we / spend / the day in the park.  
3 It / be / late / the shops / be / closed.

- 4 He / work / hard / his back / hurt.  
5 It / be / a bad storm / the airport / be closed.  
6 The roads / be / icy / it / be impossible to drive.

## Real conditionals

4 Is the speaker *certain* or *not certain* about the event in the second clause?

- 1 If you touch that, you'll burn yourself.  
2 If we have time, we might see the pyramids.  
3 If you burn something, the smoke alarm goes off.  
4 If he comes to Alaska, he always visits.  
5 If it works, I may buy another one.  
6 If it doesn't snow, we should be able to leave tonight.  
7 If you pack the right clothes, we could go skiing.  
8 If your cold gets worse, we'll stay at home.

5 Complete the conversation with the correct words.

- A: Now, if you come over here I / I'll show you how it works. What model were you interested in?  
B: The Z-100. How much is it? If it's / it will be more than 50 euros then I can't really afford it.  
A: Now, don't worry about that. Let me show you how it works first, and if you're interested we'll / we discuss our special offer.  
B: Special offer?  
A: Yes, we can give you up to six months completely interest-free if you buy / will buy anything over a hundred euros – but only this week.  
B: Well, my limit was fifty euros. Will / Do you hold it for me if I leave a deposit?  
A: Of course! And you haven't seen how this amazing machine works yet. Here, let me show you ...

# Unit 4

## Present perfect and past simple

Affirmative	Negative	Question
I/You/We/They <b>have ('ve) finished.</b>	I/You/We/They <b>have not (haven't) finished.</b>	<b>Have I/You/We/They finished?</b>
He/She/It <b>has ('s) finished.</b>	He/She/It <b>has not (hasn't) finished.</b>	<b>Has he/she/it finished?</b>

The present perfect is formed with the verb *have* + past participle.

Use the present perfect ...

- to talk about an unspecified time in the past.  
*People **have bought** his paintings for millions of dollars.*
- to talk about experiences up to the present.  
*He **has lived** in France for years. (He still lives there now.)*
- to talk about finished actions that are relevant now.  
*I've **forgotten** her name. (I don't remember it now.)*

We often use the present perfect with *ever* and *never*.  
*Have you **ever** been to Arizona? (at any time in your life)*  
*I've **never** seen a desert. (up to now)*

Be careful not to confuse *be* and *go* in the present perfect.  
*They've **been** to France. (They went to France and came back.)*  
*They've **gone** to France. (They are still in France.)*

The present perfect is not used with a specific time reference.  
*The two artists ~~have met~~ in 1906. The two artists **met** in 1906.*

## Present perfect with *yet* and *already*

The present perfect is often used with (*not*) *yet* and *already*.

We use *yet* at the end of a clause. It is used in questions to ask if something we expected has happened.

*Have you done the washing up **yet**?*

We use *not yet* to talk about something that hasn't happened, but that we expect to happen in the future.

*The letter **hasn't** arrived **yet**.*

We use *already* to say that something has happened earlier than expected. It is usually used in the middle of a clause, but can also be used at the end of a clause for emphasis.

*I've **already** had lunch.*

*Have you finished **already**?*

## Modals of deduction

These verbs can be used to express how certain or uncertain you are about something.

Certain it is      It **must** be ...



It **may / could / might** be ...

Certain it isn't      It **can't** be ...

*It **must** be John's wallet – there's a photo of his wife in it.*  
*I'm not sure who sent the flowers. They **might** be from Dominic.*  
*That **can't** be George at the door; he's on holiday at the moment.*

**Language note:** the opposite of *must be* is *can't be*.

## Somebody, anybody, nobody, everybody

We use the pronouns *somebody*, *anybody*, *nobody* and *everybody* when we don't want to refer to a specific person or when we don't know who the person is.

*Somebody* is usually used in affirmative sentences and in questions where we expect a particular answer.

*If **somebody** had all those characteristics they would be a natural ideal.*  
*Will **somebody** help me? (We expect the answer to be yes.)*

*Anybody* is usually used in negatives and in questions when we don't know what the answer will be.

*Anybody* also means 'it doesn't matter who' in affirmative sentences.

*Is **anybody** going to help me? (We don't expect the answer to be yes.)*  
***Anybody** can come to the meeting. (It doesn't matter who.)*

*Nobody* means 'no people' and *everybody* means 'every person' in affirmative sentences.

***Nobody** answered her request for help.*

***Everybody** must attend the meeting.*

We use these pronouns with a singular verb. However, we can use *they* to refer back to them.

***Somebody** sent me some flowers, and **they** left this note.*

The same rules apply for words ending with *-thing* or *-where*.  
*She knows **something**. We're going **nowhere**. Please don't buy me **anything**.*

**Language note:** we can also use *someone*, *anyone*, *no-one* and *everyone*.

# Unit 4 Exercises

## Present perfect and past simple

1 Choose the correct words to complete the text.

Critics (1) *called / have called* Picasso's picture *La Vie* (Life) one of his most important works. Picasso (2) *ainted / has ainted* the picture in 1903. In 1901 his good friend Casagemas (3) *killed / has killed* himself. Picasso (4) *gave / has given* the man in *La Vie* Casagemas's face. People (5) *found / have found* it difficult to interpret this picture. But it is clear that Picasso (6) *used / has used* the picture to deal with the pain of his friend's death.

2 Complete the questions with the present perfect or past simple form of the verbs in brackets.

- 1 Where \_\_\_\_\_ you \_\_\_\_\_ (*meet*) your best friend?
- 2 How long \_\_\_\_\_ you \_\_\_\_\_ (*know*) each other?
- 3 \_\_\_\_\_ you \_\_\_\_\_ (*go*) to school together when you were children?
- 4 \_\_\_\_\_ you ever \_\_\_\_\_ (*lose touch*)?
- 5 \_\_\_\_\_ you ever \_\_\_\_\_ (*have*) an argument?

## Present perfect with *yet* and *already*

3 Complete the conversations with *yet* or *already*.

- 1 A: Have you seen the new art exhibition at the town hall?  
B: No, I haven't been \_\_\_\_\_. Is it any good?
- 2 A: Have you heard any news from your friend in Spain?  
B: No, I haven't heard from him \_\_\_\_\_.
- 3 A: Your friend Jacob called. He wanted you to call him.  
B: It's OK, I've \_\_\_\_\_ called him back.
- 4 A: Have you started \_\_\_\_\_?  
B: No, I'll start tomorrow.
- 5 A: Don't forget you need to talk to Sue this morning.  
B: It's OK, I've spoken to her. Hasn't she told you \_\_\_\_\_?
- 6 A: Do you still see any friends from school?  
B: Oh yes. We've \_\_\_\_\_ had quite a few reunions.

4 Look at the list. Write sentences about what the guard has already done and what he hasn't done yet.

### Guard's checklist

- walk up the wall ✓
- walk down the wall ✗
- look to the right ✓
- look to the left ✓
- eat lunch ✗
- polish helmet ✗

- 1 He has already \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_

## Modals of deduction

5 Complete the dialogue with *might*, *must*, *can't* or *may*.

- A: Now, Mr Jones. I have some questions for you.  
B: Yes, Inspector. But I (1) \_\_\_\_\_ not remember everything. I'll try.  
A: That's fine. I know it (2) \_\_\_\_\_ be very difficult for you, Mr Jones. First of all, does your wife have any enemies?  
B: No, not at all. Everybody loves her.  
A: Well that (3) \_\_\_\_\_ be true, sir. You see, we found several threatening emails on her computer.  
B: Threatening emails? Impossible! There (4) \_\_\_\_\_ be a mistake.

- A: I'm afraid not, sir.  
B: Well, they (5) \_\_\_\_\_ be for me. Or for someone else.  
A: When was the last time you saw your wife Mr Jones?  
B: Yesterday. No. Sorry. The day before. Look, why are you wasting time? She (6) \_\_\_\_\_ be in trouble!  
A: Mr Jones. I think you (7) \_\_\_\_\_ be lying. We're going to continue this conversation at the station.  
B: I ... I ... I need my lawyer!

## Somebody, anybody, nobody, everybody

6 Complete the sentences with *somebody*, *anybody*, *nobody* or *everybody*.

- 1 I don't know what to get her for her birthday. Does \_\_\_\_\_ have any ideas?
- 2 It's a very quiet restaurant. \_\_\_\_\_ I know goes there.
- 3 Make sure you send the email to \_\_\_\_\_ - it's important that they all hear the news.
- 4 Will \_\_\_\_\_ clean up this mess, please?
- 5 I've rung the doorbell three times. I don't think \_\_\_\_\_ is there.
- 6 He's the most popular person I know. \_\_\_\_\_ wants to be his friend.



# Unit 5

## Modals of obligation and permission

Use the modal verbs *must* and *have to* to talk about obligation.

*You must obey these laws.*

*They have to wear a uniform to work.*

Use *not have to* to say that something isn't necessary.

*You don't have to come to work tomorrow. (You can stay at home.)*

**Language note:** we use *mustn't* to talk about prohibition.

*You mustn't go there. (Don't go there.)*

We use *need to* and *needn't* in the same way as *have to* and *not have to*.

*You need to wear a uniform to work.*

*You don't need to come to work tomorrow.*

Use *can (not)* and *may (not)* and *be (not) allowed to* to talk about permission.

*You can't leave work early today.*

*You may go now.*

*We aren't allowed to use the lift today.*

**Language note:** remember to use the infinitive without *to* after modal verbs like *must*, *can*, *may* and *could*.

~~*I must to speak with her.*~~ *I must speak with her.*

## Past modals of obligation

Use *had to* to talk about obligation in the past. *Had to* is the past form of *have to* and *must*.

*I had to work late last night.*

Use *didn't have to* to talk about lack of obligation in the past.

*I didn't have to get up early this morning.*

Use *was/were (not) allowed to* or *could (not)* to talk about permission in the past.

*I could use my laptop on the plane, but I wasn't allowed to use my phone.*

## Present perfect simple and continuous, for and since

Affirmative	Negative
I/You/We/They <b>have ('ve)</b> been behaving well. He/She/It <b>has ('s)</b> been hearing things about this class that I don't like.	I/You/We/They <b>have not (haven't)</b> been behaving well. He/She/It <b>has not (hasn't)</b> been behaving well.

Use the present perfect continuous to describe an action that started in the past and continues now, and to emphasise how long it has happened for.

Use the present perfect simple to talk about finished actions which happened recently and are relevant now.

*The teacher has lost control of the class.*

The present perfect simple and present perfect continuous can often be used in the same way, with little difference in meaning.

*I've taught here for ten years.*

*I've been teaching here for ten years.*

**Language note:** we usually use the present perfect simple with state verbs.

~~*She's always been loving him.*~~ *She's always loved him.*

We often use the time expressions *for* and *since* with the present perfect simple and present perfect continuous to talk about unfinished actions or states.

Use **for** to talk about a period of time

*I've been learning Spanish for five years.*

Use **since** to talk about a point in time.

*I've worked here since 2008.*

## Separable phrasal verbs

A phrasal verb is a two-word verb consisting of a verb and a particle, for example *tidy up* and *try on*.

Most phrasal verbs are separable. This means the verb and the particle can be separated by an object. Some common separable phrasal verbs are: *bring up*, *keep up*, *look up*, *put on*, *take up*, *tell off* and *try on*.

If the object is a pronoun it goes between the verb and particle.  
*Please tidy it up.*

If the object is a noun, it can go after the verb and particle, or between the verb and particle.

*Please tidy up that mess.*

*Please tidy that mess up.*

# Unit 5 Exercises

## Modals of obligation and permission

- 1 Complete the sentences with *mustn't* or *don't have to*.
- You \_\_\_\_\_ use that computer. It's got a virus.
  - You \_\_\_\_\_ use that computer – it's slow. Why don't you use my computer instead?
  - Passengers \_\_\_\_\_ use their mobile phones when the plane is taking off.
  - Passengers \_\_\_\_\_ use their mobile phones to call home; they can use the free phones in the lounge.
  - The children \_\_\_\_\_ stay up too late. They have school tomorrow.
  - The children \_\_\_\_\_ go to bed now. They don't have school tomorrow.
  - I \_\_\_\_\_ go to work today; I can take the day off.
  - I \_\_\_\_\_ go to work today; the doctor told me to rest.
  - You \_\_\_\_\_ wear a suit to the meeting, it's very informal.
  - You \_\_\_\_\_ wear jeans to the meeting; you need to look smart.

## Past modals of obligation

- 2 Complete the text with *could*, *couldn't*, *didn't have to*, *had to* or *was/were allowed to*.

One of the first and largest bureaucracies in the world was the Chinese bureaucracy. It lasted for more than 1300 years, from the Sui Dynasty in 605 to the end of the Qing Dynasty in 1912. To become a bureaucrat, individuals (1) \_\_\_\_\_ take a series of tests, called The Imperial Examination. In theory, any male adult (2) \_\_\_\_\_ take the test, but women (3) \_\_\_\_\_ participate.

The Imperial Examination lasted three days. Each student (4) \_\_\_\_\_ bring in pens, ink, food and something to sleep on. There were no interruptions, and students (5) \_\_\_\_\_ communicate with the outside world. They (6) \_\_\_\_\_ stay for the full three days, but if they left early then they automatically failed.

## Present perfect simple and continuous, for and since

- 3 Complete the second sentence so that it has a similar meaning to the first, using the word in brackets.

- I started at this school five years ago.  
I \_\_\_\_\_ here for five years. (*teaching*)
- I was born in this town and I've never left.  
I \_\_\_\_\_ here all my life. (*lived*)
- They started running at six o'clock and haven't stopped since!  
It's nine o'clock now.  
They \_\_\_\_\_ three hours. (*been*)
- She's started her homework at two o'clock.  
She \_\_\_\_\_ since two o'clock. (*doing*)
- I ate pasta when I was a child and I still eat it now.  
I \_\_\_\_\_ I was a child. (*eaten*)

## Separable phrasal verbs

- 4 Complete each conversation in two different ways, as in the example.

A: *I'm going to try out my new saucepan.*

B: *Sorry? What did you say?*

A: *I'm going to try my new saucepan out. / I'm going to try it out.*

- 1 A: Can you pick up some tomatoes when you go out to the shop?

B: What did you say?

A: \_\_\_\_\_

- 2 A: If you put together chocolate and chilli the taste is amazing.

B: What did you say?

A: \_\_\_\_\_

- 3 A: I've mixed up the cake ingredients.

B: What did you say?

A: \_\_\_\_\_

- 4 A: I'll wash up the dishes later.

B: Sorry, what did you say?

A: \_\_\_\_\_

- 5 A: Remember to turn off the oven.

B: What did you say?

A: \_\_\_\_\_

# Unit 6

## Passive voice

We form the passive with *be* and a past participle.

present simple	Photos <b>are taken</b> for the newspaper.
past simple	Photos <b>were taken</b> for the newspaper.
present perfect	Photos <b>have been taken</b> for the newspaper.
past perfect	Photos <b>had been taken</b> for the newspaper.
present continuous	Photos <b>are being taken</b> for the newspaper.
past continuous	Photos <b>were being taken</b> for the newspaper.
future	Photos <b>will be taken</b> for the newspaper.

Use the active voice to focus on the agent (the person or thing who does the action).

agent active verb object

*My mother took this photo in Germany.*

Use the passive voice to focus on the action. The object of the active verb becomes the subject of the passive verb.

subject passive verb

*This photo was taken in Germany.*

If we want to say who did the action we can use *by* + agent.

*This photo was taken by my mother.*

We use the passive when it isn't important who did the action, we don't know who did the action or the action is more important than the person or thing that did it (the agent).

*This photo was taken in 1862. Parts of the photo have been changed.*

**Language note:** the passive is more frequent in formal speech and writing.

## Articles

Use *a/an* to talk about something for the first time, to talk about things in general and to refer to one of a group of things.

Use *the* when there is only one of this person or thing, when the person or thing has been referred to before, in superlative phrases and when we define which one we are referring to.

We don't use articles with plural or uncountable nouns.

## Reported statements and questions

We use reported speech to say what someone said. In reported speech the verb usually goes one tense 'back'.

Present simple	→	past simple	Past simple	→	past perfect	<i>Am/is/are going to</i>	→	<i>was/were going to</i>
Present continuous	→	past continuous	Past perfect	→	past perfect	<i>Would/could</i>	→	<i>would/could</i>
Present perfect	→	past perfect	<i>Will/can</i>	→	<i>would/could</i>			

If something is reported which is always true, the tense usually stays the same.

To report statements we usually use *say* and *tell*. These verbs are often followed by *that*, however, *that* can be omitted.

*The doctor told me [that] I was stressed.*

*I said I knew that.*

To report questions we usually use *ask* with a question word. For *yes/no* questions we use *if* or *whether*. The word order is the same as in statements.

*'Where are you from?' → She asked me where I was from.*

*'Do you want to dance?' → I asked her if she wanted to dance.*

In reported statements other words can also change, such as pronouns, places and time references.

*I/we* → *I/he/she/they*

*here* → *there*

*last week* → *the week before*

*tomorrow* → *the next day*

*yesterday* → *the day before/the previous day*

## Reported requests and commands

To report requests we use *ask* + object + *to* infinitive.

*They asked me to observe my neighbours.*

We report commands with *tell* + object + *to* infinitive.

*They told me to leave immediately.*

Pronouns, places and time references can also change (see reported statements and questions).

# Unit 6 Exercises

## Passive voice

1 Choose the correct words to complete the text.

Alfred Eisenstaedt is one of America's most famous photojournalists. He was born in 1868 in Germany and his career as a photographer (1) *started / was started* in the 1920s. In 1933 he (2) *took / was taken* a famous photograph of a meeting between Adolf Hitler and Benito Mussolini. At the beginning of World War II Eisenstaedt moved to the US because of oppression in Germany. His work (3) *was recognised / recognised* and he (4) *was become / became* a photographer for the American magazine *Life*. Some of the most famous politicians and actors of the time (5) *photographed / were photographed by* Eisenstaedt, including Winston Churchill, Sophia Loren, Ernest Hemingway and Albert Einstein. His most famous photograph (6) *was taken / took* in New York's Times Square on V-J day, celebrating the end of World War II. Eisenstaedt (7) *did not get / was not got* the names of the people in the photograph, and since then many different claims (8) *have been made / have made* about their identities.

2 Rewrite these notices in the passive to make them more formal. The location of each sign is shown in brackets.

- 1 We are not currently accepting job applications. (On a company website)
- 2 The owners of the shop will not give refunds on purchases. (In a shop)
- 3 Warning. People have seen bears in the area. (In a park)
- 4 We have cut all our prices. (In a shop window)
- 5 We are using security cameras in this area. (At a train station)
- 6 We will not tolerate bad behaviour towards airport staff. (In an airport)
- 7 We require part-time staff for general duties. (In a cafe)
- 8 We don't keep cash in the kiosk overnight. (In a kiosk window)

## Articles

3 Complete the conversation with *a/an* or *the*.

- A: What's this?  
B: It's (1) \_\_\_\_\_ optical illusion. What do you see, (2) \_\_\_\_\_ old woman or (3) \_\_\_\_\_ young girl?  
A: (4) \_\_\_\_\_ young girl.  
B: OK, if you look at (5) \_\_\_\_\_ picture for some time, you can see (6) \_\_\_\_\_ image change.  
A: Hmm. (7) \_\_\_\_\_ image isn't changing.  
B: Look, (8) \_\_\_\_\_ face of (9) \_\_\_\_\_ young woman becomes (10) \_\_\_\_\_ nose of (11) \_\_\_\_\_ old woman. Give it (12) \_\_\_\_\_ minute and you'll see it.

4 Complete the text with the correct articles. Which picture in Unit 6 does the text describe?

It's (1) \_\_\_\_\_ illusion that uses colour. It looks like (2) \_\_\_\_\_ big circle. But (3) \_\_\_\_\_ circle is actually (4) \_\_\_\_\_ big square. Inside (5) \_\_\_\_\_ square are lots of blue and yellow rectangles. (6) \_\_\_\_\_ rectangles are arranged in (7) \_\_\_\_\_ circle. In the middle of (8) \_\_\_\_\_ picture is (9) \_\_\_\_\_ blue circle. It's (10) \_\_\_\_\_ smallest circle in (11) \_\_\_\_\_ picture.

## Reported statements and questions

5 Complete the text with the correct form of the verbs in brackets. Sometimes more than one answer is possible.

I was at the hospital. A girl was there with her friend who was ill, and she asked the doctor if her friend (1) \_\_\_\_\_ (*be*) OK. The doctor said he (2) \_\_\_\_\_ (*do*) some tests. Then he asked the girl what her friend's date of birth (3) \_\_\_\_\_ (*be*). She said she (4) \_\_\_\_\_ (*not know*) because she (5) \_\_\_\_\_ (*meet*) him a month ago. She said she (6) \_\_\_\_\_ (*call*) his mother to find out.

6 Rewrite the direct speech beginning with the words in italics.

- 1 'We don't speak English.' *They said ...*
- 2 'I really want that coat.' *He said ...*
- 3 'The capital of Peru is Lima.' *The teacher told us that ...*
- 4 'Where are your boots?' *She asked me ...*
- 5 'I phoned him yesterday.' *She said she ...*
- 6 'What are you doing here?' *He asked me ...*
- 7 'Listen to me and do as I say.' *She told them ...*
- 8 'Do you work here?' *We asked them ...*

## Reported requests and commands

7 Rewrite the requests and commands as reported speech, beginning with the words in italics.

- 1 Please sit down. *She asked me \_\_\_\_\_*
- 2 Can you show me your exam number? *She asked \_\_\_\_\_*
- 3 Listen carefully. *She told \_\_\_\_\_*
- 4 Can you tell me your about yourself? \_\_\_\_\_
- 5 Look at me, don't look at your feet! \_\_\_\_\_

# Unit 7

## Defining relative clauses

We use defining relative clauses to explain exactly who or what we are talking about.

Relative clauses are formed with a relative pronoun and a clause:

- *who* (for people)

*Here's the man **who can help you.***

- *which* (for things)

*The money **which isn't used** goes back into the account.*

- *that* (for people or things)

*I know a woman **that works in a bank.** It's a job **that takes up a lot of time.***

- *where* (places)

*This is a shop **where bartering is allowed.***

- *whose* (belonging to a person or thing)

*I don't know **whose things these are.***

- *when* (times)

*Sunday is the day **when my family get together.***

In clauses where the pronoun is the object, the pronoun can be left out.

*They charge a fee for each swap (**that**) **they organise.***

*It's a cheap way to get something (**that**) **you want.***

## Non-defining relative clauses

Use non-defining relative clauses to add extra information about a person or thing. We use commas before and after the clause.

*My friend, **who lives in Paris,** is visiting me this weekend.*

*They gave her a present for her birthday, **which was a real surprise.***

Use *which* and *who* with non-defining relative clauses. *That* is not used in this kind of clause.

*My office, **that is very small,** is on the tenth floor.*

*My office, **which is very small,** is on the tenth floor.*

Compare non-defining and defining relative clauses:

*I own shares in a company **which makes cars.***

(The clause is necessary.)

*My company, **which makes cars,** gives its employees shares.*

(The sentence makes sense without the clause.)

## Countable and uncountable nouns

Nouns can be countable, uncountable or both.

Countable nouns are the largest group of nouns. They can be singular or can have a plural form. We can use them with the articles *a/an* or *the*.

*A car is an expensive thing to buy.*

*Cars are expensive to buy.*

Uncountable nouns refer to things which cannot be divided into units. We can use them with the article *the*, but not *a/an*. They do not have a plural form and we use them with a singular verb and with *some* and *any*.

*My luggage are over there. My luggage is over there.*

*I need to buy a furniture. I need to buy some furniture.*

Some common uncountable nouns are: *accommodation, advice, baggage, cash, clothing, equipment, furniture, hair, health, homework, information, knowledge, luggage, money, rubbish, shopping, traffic, weather* and *work*.

Some uncountable nouns can be used as countable nouns, if the speaker views them as units. This is the case with many food and drink words.

*I'd like a tea and two coffees, please.* (The speaker is thinking of a cup of tea and two cups of coffee.)

Sometimes countable nouns are used as uncountable nouns, often with food words. This happens when we refer to something as a substance rather than a single unit.

*I dropped the plate and now I have egg all over my shirt.*

Nouns that can be both countable and uncountable sometimes change meaning.

*The teacher has long, black hair.* (Uncountable, talking about hair in general)

*You have a long, black hair on your jacket.* (Countable, talking about a single hair)

## wish

We use the verb *wish* to talk about unreal situations. To talk about the present, use the past tense after *wish*.

*I wish they were back on the island.*

We can also use *If only* instead of *I wish*.

*If only they were back on the island.*

When we use *be* with *wish* we can say *I wish I was* or *I wish I were*. *I wish I were* is more formal than *I wish I was*.

*I wish I was a good singer.*

*I wish I were taller.*



# Unit 7 Exercises

## Defining relative clauses

1 Cross out the pronouns that are not possible in these sentences.

- 1 An employee is a person *who / that / which* works for a person or a company.
- 2 The pound is a currency *where / that / which* has lost much of its value recently.
- 3 That's the customer *who / that / whose* left without paying his bill.
- 4 The interest *who / that / which* you gain on a regular bank account is really quite small.
- 5 The building on the corner is the bank *who / that / where* we got our first loan.
- 6 The fee *who / that / which* they are asking for is ridiculous.

## Non-defining relative clauses

2 Combine the sentences using non-defining relative clauses.

*The company has become a huge success. It's based in Tokyo.*

*The company, which is based in Tokyo, has become a huge success.*

- 1 Smith's bank was the centre of an enormous scandal last year. It is one of the oldest banks in the country.
- 2 Many of the bank's accounts were empty. The accounts belonged to old age pensioners.
- 3 It seems the bank managers used the money to make investments in the property market. The property market crashed soon after.
- 4 When they lost all the money the managers tried to hide the evidence. The managers knew they were in trouble.
- 5 The bank managers have been arrested. They were trying to leave the country.

## Countable and uncountable nouns

3 Underline the uncountable noun in each group.

- |            |               |         |          |
|------------|---------------|---------|----------|
| 1 flat     | accommodation | house   | home     |
| 2 coin     | cash          | dollar  | banknote |
| 3 clothes  | shirt         | sock    | jacket   |
| 4 notice   | information   | message | report   |
| 5 need     | demand        | respect | wish     |
| 6 car      | motorbike     | bus     | traffic  |
| 7 suitcase | luggage       | bag     | box      |
| 8 job      | profession    | work    | career   |

cheese a cheese

- 2 This is \_\_\_\_\_ from France. It's very special. It's a dish made with eggs, milk and \_\_\_\_\_.

long hair a long hair

- 3 1 There's \_\_\_\_\_ in my soup!  
2 I used to have \_\_\_\_\_ but now it's short.

salad a salad

- 4 He doesn't eat \_\_\_\_\_ if it has tomatoes in it. I'll have a burger, some fries and \_\_\_\_\_, please.

coffee a coffee

- 4 Complete the sentences with the words in the box.  
1 Can I have \_\_\_\_\_ and the bill, please?  
Do you want milk in your \_\_\_\_\_?

## wish

5 Complete the sentences using the phrases in the box. Change the verb forms as necessary.

be a bit warmer can be there can see better  
be bigger have something to eat have more energy  
not like it so much speak Arabic

*I have a good friend from Iraq. I wish I spoke Arabic.*

- 1 I can't stop eating chocolate. I wish ...
- 2 I'm sorry I'm not at your party. I wish ...
- 3 I'm really tired. I wish ...
- 4 It's so cold in here. I wish ...
- 5 I always have to wear glasses. I wish ...
- 6 Our house is too small. I wish ...
- 7 I'm hungry. I wish ...

# Unit 8

## would

We use *would* ...

- to talk about hypothetical situations in the future  
*What would you do? Would you jump into the water or stay on the boat? I would jump into the water.*

- to talk about habitual actions in the past. (See page 134 for more on this use.)  
*When we were children we would often go swimming on Saturdays.*

- to make offers

*Would you like a cup of tea?*

- to make polite requests

*Would you turn the light on, please?*

- to give advice

*You sound really ill. I would stay in bed today.*

**Language note:** 'd can mean *would* or *had*.

## Second conditional

if clause		Main clause
If	+ past simple	I / you, etc <i>would / might / could (not) + infinitive</i>

Use the second conditional to talk about an unreal future situation. It is unlikely or almost impossible that the situation will happen.

*If I didn't have to work, I'd go to the beach today.* (But I have to work so I won't go to the beach.)

Use the past tense in the *if* (conditional) clause to refer to an unreal situation in the present or future.

*If I had time ...* (I don't/won't have time.)

Use *would* + infinitive in the main clause to talk about the consequence or result of the unreal situation.

*If I had time, I would study more.*

*I would study more if I had time.*

**Language note:** we sometimes say *If I were* instead of *If I was*. Both verbs are correct. *Were* is especially common in the expression *If I were you ...* when giving somebody advice.

## Third conditional

if clause		Main clause
If	+ past perfect ( <i>had</i> + past participle)	I / you, etc <i>would / may / might / could (not) have + past participle</i>

Use the third conditional to talk about unreal situations in the past.

*If he hadn't invented this machine, our lives would have been very different.*

*If you had arrived earlier, you might have seen him.*

Use the past perfect in the *if* (conditional) clause to talk about an unreal situation in the past.

*If they had found the cure ...* (They didn't find the cure.)

Use *would have* + past participle in the main clause to talk about the consequence or result of the unreal situation.

*If they had found the cure earlier, many lives would have been saved.* (Lives were not saved.)

*Many lives would have been saved if they had found the cure earlier.*

## Past modals of deduction

Past modals can be used to express how certain or uncertain you are about what happened in the past.

Certain it was	<i>It must have been + past participle</i>
↓	<i>It may / could / might have + past participle</i>
Certain it wasn't	<i>It can't have + past participle</i>

Use *must have* when you are sure that something happened, based on evidence.

*This must have been the queen's tomb.* (There is proof that it is.)

Use *can't have* when you are sure that something didn't happen.  
*The treasure can't have come from here.* (There is proof that it is from somewhere else.)

Use *might / may / could have* when you are unsure whether something happened.

*The objects could have been used for religious purposes.*

**Language note:** the opposite of *must have* is *can't have*.

# Unit 8 Exercises

## would

1 Match questions 1–5 to answers a–e.

- 1 Do you know this place?
- 2 Do you think he owns the restaurant?
- 3 Would you show me where the changing room is?
- 4 Should I tell her?
- 5 Would you like a cup of tea?

- a Yes, of course, it's over there.
- b That would be great.
- c No, she wouldn't understand.
- d It wouldn't surprise me. He's very rich.
- e Yes, when we were children we would come here every day after school.

## Second conditional

2 Complete the text using the words in brackets.

If I (1) \_\_\_\_\_ (*include*) something on the Golden Record, it (2) \_\_\_\_\_ (*not be*) something you can see or hear. If it (3) \_\_\_\_\_ (*be*) possible, I (4) \_\_\_\_\_ (*put*) smells on the disc. So if anybody (5) \_\_\_\_\_ (*find*) it, they (6) \_\_\_\_\_ (*smell*) fresh grass, pollution, food, fear and other smells. I think it (7) \_\_\_\_\_ (*give*) other life forms a very strong picture of life on earth if we (8) \_\_\_\_\_ (*do*) this.

3 Write a hypothetical sentence beginning with *If* about each situation.

He doesn't work here, so he doesn't know the answer.

*If he worked here, he would know the answer.*

- 1 You don't answer my calls, so I don't call you.
- 2 I don't speak Chinese, so I don't understand this.
- 3 It's not a nice day, so we can't go to the beach.
- 4 It's a secret, so I won't tell you about it.
- 5 I have a lot of work to do, so I can't go out tonight.

## Third conditional

4 Read the text and complete the sentences using the third conditional.

It was a hot day, so the scientists decided to open the window. Suddenly a bird flew into the laboratory. The bird couldn't escape, so it flew around and knocked over some containers. Two liquids came into contact with each other and mixed together. The result was the cure the scientists had been looking for all along.

- 1 If \_\_\_\_\_ a hot day, the scientists \_\_\_\_\_ to open the window.
- 2 If \_\_\_\_\_ the window, a bird \_\_\_\_\_ into the laboratory.
- 3 If \_\_\_\_\_ into the laboratory, it \_\_\_\_\_ around and \_\_\_\_\_ over some containers.
- 4 If it \_\_\_\_\_ over the containers, the liquids \_\_\_\_\_ into contact.
- 5 If the liquids \_\_\_\_\_ into contact, they \_\_\_\_\_ together.
- 6 If they \_\_\_\_\_ together, the scientists \_\_\_\_\_ found the cure they had been looking for.

## Past modals of deduction

5 Read the conversations and choose the correct meaning of B's response.

1 A: My keys aren't here.

B: You must have left them on the table.

*I think you left them on the table. / I'm sure you left them on the table.*

2 A: Did you see John at the party?

B: It was quite crowded. He might have been there.

*I'm not sure if he was there. / I'm certain he was there.*

3 A: Who ate the last biscuit?

B: It can't have been Sue, she doesn't like biscuits.

*I'm sure it wasn't Sue. / Maybe it was Sue.*

4 A: I don't believe she failed.

B: She failed? She can't have failed!

*I don't believe she failed either. / It's possible she failed.*

5 A: Why are the children in the park?

B: I don't know. School could have finished early today.

*I'm sure school finished early. / It's possible that school finished early, but I'm not sure.*

# Unit 9

## Verbs followed by -ing and infinitive with to

Some verbs can be followed by the infinitive with *to* or the *-ing* form of the verb and there is little or no difference in meaning.

These include *begin, continue, hate, like, love, prefer* and *start*.

*I don't like travelling, I prefer to stay at home.*

*I don't like travelling, I prefer staying at home.*

Some verbs can only be followed by the infinitive with *to*. These include: *afford, agree, appear, arrange, ask, choose, decide, expect, help, hope, manage, offer, plan, promise, refuse, seem, want* and *would like*.

*The French managed conquering England. The French managed to conquer England.*

Some verbs can only be followed by an *-ing* form. These include *carry on, fancy, finish, give up, imagine, keep (on), mind* and *suggest*.

*They enjoy to cook. They enjoy cooking.*

Many expressions with *can't* are followed by an *-ing* form. These include: *can't stand, can't help, can't resist* and *can't face*.

*They can't resist making jokes about each other.*

## Comparatives and superlatives

	Adjective	Comparative	Superlative
One-syllable adjectives: add <i>-er / -est</i>	fast	faster	the fastest
One-syllable adjectives ending with one consonant: double the final consonant and add <i>-er / -est</i>	hot big	hotter bigger	the hottest the biggest
Adjectives ending in <i>-e</i> : add <i>-r / -st</i>	nice	nicer	the nicest
Adjectives ending in <i>-y</i> : change the <i>-y</i> to <i>-i</i> and add <i>-er / -est</i>	dry	drier	the driest
Two or more-syllable adjectives: <i>more / most</i> + adjective	important	more important	the most important
Irregular adjectives	good bad far	better worse further	the best the worst the furthest

**Language note:** some two-syllable adjectives, especially adjectives ending in *-y*, can be used in either form (*more* + adjective or add *-er / -est*), eg quiet – more quiet / quieter / the quietest.

Use comparative adjectives to compare two things or people.  
*People in warm countries are happier than people in cold countries.*

The opposite of *more* is *less*.

*She's less intelligent than her sister.* (Her sister is more intelligent.)

We can modify comparative adjectives with *a bit, a little* and *slightly* (these mean *quite*) and *a lot, much* and *far* (these mean *very*).

*That DVD player is a bit cheaper than this one.*

*This TV is much more expensive than the one I bought.*

To say that two things or people are the same, we often use *as ... as ...*. We can use *not as ... as ...* to make a negative comparison.  
*My job is as exciting as yours.* (Both our jobs are equally exciting.)  
*My job isn't as exciting as yours.* (Your job is more exciting than mine.)

Use superlatives to compare someone or something in a group with all the other things in that group.

*This computer is the cheapest in the shop.*

The opposite of *the most* is *the least*.

*He was the least enthusiastic student in the class.*

We often use superlatives with the present perfect and with phrases beginning with *in the ...*

*My girlfriend is the most interesting person I've ever met.*

*The internet is the best invention in the world.*

## Verbs followed by prepositions

Some verbs are followed by a preposition. These include:

*apologise for, apply for, believe in, depend on, dream of/about, know about/of, know of, rely on, remind (somebody) of, succeed in* and *wait for*.

*They rely on Room 101 to scare prisoners.*

*Orwell named this terrible room after a real place.*

*Room 101 reminded him of the headmaster's study.*

The preposition usually goes at the end of a question.

*What are you waiting for?*

# Unit 9 Exercises

## Verbs followed by *-ing* and infinitive with *to*

1 Complete the conversations with the correct form of the verbs in brackets.

A: Oh good, you're here. Did you manage (1) \_\_\_\_\_ (*find*) your way OK?

B: Yes, it wasn't very difficult. Your directions were very helpful.

A: Excellent. Well, you can leave your things over there. I suggest (2) \_\_\_\_\_ (*get started*) in around 15 minutes. OK?

B: That's fine, thanks.

A: Are you ready?

B: No, I haven't finished (3) \_\_\_\_\_ (*set up*) yet.

A: That's OK. People appear (4) \_\_\_\_\_ (*be*) a bit late, so take your time.

B: I expected (5) \_\_\_\_\_ (*be*) earlier, but the traffic was terrible.

A: When would you like (6) \_\_\_\_\_ (*start*)?

B: Is 9.30 OK?

A: That's fine.

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

do notice sit try

1 Sorry, I couldn't resist \_\_\_\_\_ a piece of that cake. It's delicious.

2 We can't waste time \_\_\_\_\_ around and waiting like this all day.

3 Excuse me, I couldn't help \_\_\_\_\_ your handbag. Is it made of wool?

4 I can't face \_\_\_\_\_ the housework today. I'll do it tomorrow.

## Comparatives and superlatives

3 Underline the adjective with the different comparative form in each group.

1 intelligent interesting smart sensible

2 hot big fat cold

3 dirty easy cheap silly

4 careful helpful useless small

5 good bad sad far

6 nice brave large lovely

4 Rewrite the sentences using the word(s) in brackets, so the meaning stays the same.

1 She isn't as old as he is.

\_\_\_\_\_ (*older*)

2 He is much older than she is.

\_\_\_\_\_ (*younger*)

3 He is a lot less lonely now than he was before.

\_\_\_\_\_ (*not as*)

4 She was not as happy in England as she was in Ukraine.

\_\_\_\_\_ (*happier*)

5 Things are not as bad as they seem.

\_\_\_\_\_ (*better*)

## Verbs followed by prepositions

5 Choose the correct words to complete the text.

There are many unusual phobias which people know nothing (1) *on / about*. For example, people who have xanthophobia are afraid (2) *for / of* the colour yellow, people with genophobia hate knees and while many people can't wait (3) *for / on* mealtimes, people with phagophobia fear swallowing food. Usually these things remind the person (4) *on / of* a bad experience in the past. Some sufferers depend (5) *about / on* others to do particular tasks for them, or feel unable to apply (6) *for / about* a job or be in social situations. Phobias can sometimes be so extreme that people have to rely (7) *for / on* medication. Most people with a phobia dream (8) *on / of* beating it. With the right treatment, they can succeed (9) *in / on* doing this.

6 Match the sentence beginnings to the endings.

- |                           |                         |
|---------------------------|-------------------------|
| 1 I apologise ____        | a about something else. |
| 2 I believe ____          | b of nothing.           |
| 3 Please don't stare ____ | c at the radio or TV.   |
| 4 This tastes ____        | d for my behaviour.     |
| 5 Let's talk ____         | e at me.                |
| 6 I often shout ____      | f in positive thinking. |



# Unit 10

## Verb form review

### Present tenses

We use the **present simple** to talk about habits and routines, and about things that are always true.

We use the **present continuous** to talk about things that are happening now, and about temporary and changing situations.

We don't usually use the present continuous with state verbs.

For further explanation of present tenses turn to page 132.

### Past tenses

We use the **past simple** for completed actions in the past.

We use the **past continuous** for actions in progress or temporary situations in the past.

We use the **past perfect** to talk about an event in the past that happened before another event or a specific time in the past.

We use the **present perfect** for an unspecified time in the past.

The exact time is not important. We also use the present perfect to talk about experiences up to the present time or to talk about finished actions that are important or relevant now.

We use the **present perfect continuous** to emphasise a length of time up to the present and to answer the question *How long?*

For further explanation of past tenses turn to pages 134, 138, and 140.

### Future forms

We use **will** for future predictions.

**Be going to** is used to talk about future plans and intentions. We can also use **be going to** for predictions based on strong evidence, for example when we can see that something will happen.

We use the **present continuous** for fixed future plans and arrangements, for example travel arrangements or arrangements with other people.

For further explanation of future forms turn to page 136.

## Reflexive pronouns

We use reflexive pronouns when the people who do the action (the subject) and the object are the same.

*I blamed myself for the accident.*

Subject	Reflexive pronoun
I	myself
you	yourself
he	himself
she	herself
it	itself
we	ourselves
you	yourselves
they	themselves

### Active and passive

We use the passive when it isn't important who did the action, when we don't know who did the action or when the action is more important than the person or thing that did it (the agent). For further explanation of the passive turn to page 142.

### Conditionals

We use the **zero conditional** to talk about things that always happen under certain conditions. We use the **first conditional** to talk about a possible future situation.

We use the **second conditional** to talk about things that are unlikely to happen in the present or future and the **third conditional** to describe an unreal situation in the past. For further explanation of conditionals turn to pages 136 and 137.

### Reported speech

We use reported speech to say what another person said. In reported speech the verb usually goes one tense 'back'. But if something is reported which is always true, then the tense usually stays the same.

In reported questions we use a question word or *if* instead of the auxiliary verb. The word order is the same as in statements.

We report requests with *ask* + object + *to* infinitive. We report commands with *tell* + object + *to* infinitive.

In reported speech references to people, places and things can change.

For further explanation of reported speech turn to page 142.

Common verbs which are used with reflexive pronouns include *blame*, *embarrass*, *enjoy*, *hurt*, *kill* and *scratch*.

Reflexive pronouns are often used after prepositions.

*He sent a Valentine's card to himself.*

*She looked at herself in the mirror.*

**Language note:** many verbs which are reflexive in other languages are not reflexive in English, for example *remember*, *get dressed*, *shower* and *feel*.

Use **each other** when the people who do the action (the subjects) and the objects are different.

*Henry and Jane Seymour fell in love with each other.* (Henry fell in love with Jane and Jane fell in love with Henry.)

# Unit 10 Exercises

## Verb form review

1 Complete the text with the correct form of the verbs in brackets. The verbs may be active or passive. Sometimes more than one answer is possible.

Tomorrow Mingmei (1) \_\_\_\_\_ (*have*) a party; she (2) \_\_\_\_\_ (*be*) one year old. Her family (3) \_\_\_\_\_ (*wait*) for this day since she was born. In China, a baby's first birthday (4) \_\_\_\_\_ (*represent*) the beginning of life. In the past many Chinese children (5) \_\_\_\_\_ (*die*) as small babies, but if a baby (6) \_\_\_\_\_ (*reach*) its first birthday, it (7) \_\_\_\_\_ (*probably survive*). So for centuries a child's first birthday (8) \_\_\_\_\_ (*consider*) the most important birthday of all. The tradition of 'zhua zhou', the 'first birthday grab', (9) \_\_\_\_\_ (*exist*) for hundreds of years. The child (10) \_\_\_\_\_ (*give*) a basket of objects and the thing that the child chooses (11) \_\_\_\_\_ (*be*) a sign of his or her future career. For example, if the child (12) \_\_\_\_\_ (*pick*) a pen, they (13) \_\_\_\_\_ (*become*) a writer or journalist.

2 Choose the correct words to complete the conversation.

- A: Guess what! At the weekend Enrique asked Blanca (1) *to marry him / she would marry him!*  
 B: No! What did she say?  
 A: Well, at first she said she (2) *hadn't thought / didn't think* it was a good idea.  
 B: Why?  
 A: She thought they (3) *wouldn't know / hadn't known* each other long enough, so she said she (4) *not rush / wasn't going to rush* into anything.  
 B: What did he say?  
 A: Well, he was upset, of course. He told her (5) *she thought / to think* about it again.  
 B: Really? And?  
 A: Yesterday she said she (6) *had married / would marry* him. The wedding's in July!

## Reflexive pronouns

3 Complete the table.

Subject	Object	Reflexive pronoun
I	me	myself
you	_____	yourself
_____	him	_____
she	_____	_____
we	_____	ourselves
_____	them	_____

4 Complete the sentences with *each other* or *themselves*.

- 1 She is looking at him and he is looking at her. They are looking at \_\_\_\_\_.
- 2 She is looking in the mirror and he is looking in the mirror. They are looking at \_\_\_\_\_.
- 3 She is painting a self-portrait and he is painting a self-portrait. They are painting \_\_\_\_\_.
- 4 She is painting him and he is painting her. They are painting \_\_\_\_\_.

5 Read the text and cross out the reflexive pronouns that are incorrect or unnecessary.

He (1) *got himself up* and (2) *showered himself*. He (3) *sang to himself* in the shower and then (4) *shaved himself*. As usual he (5) *cut himself* shaving but he didn't really (6) *hurt himself*. He (7) *got himself dressed* and had breakfast. He (8) *remembered himself* to feed the cat. Then he went to work. He didn't (9) *enjoy himself* but he didn't have a bad day. He had to (10) *introduce himself* to another department and give a presentation. It went OK and he didn't (11) *embarrass himself*. After work he (12) *felt himself tired*. He (13) *treated himself* to dinner at a pizza restaurant. Then he went home, (14) *lay himself down* on the sofa and fell asleep. The end of another day.

## Unit 1

### 1.01

- 1 **A:** Hey.  
**B:** Oh, hiya! How's it going? What are you doing here?  
**A:** I finished work early, so ...  
**B:** Great, well, sit down then. Would you like something to drink?
- 2 **A:** Good evening.  
**B:** Ah, hello, Mr Sim. Mr Sim, this is Ms Parker.  
**A:** Nice to meet you, Ms ...?  
**C:** Parker. Nice to meet you too.
- 3 **A:** Morning!  
**B:** Hi there, Jane. How are things?  
**A:** Oh, good. Phew. I can't believe how hot it is today.  
**B:** I know. Wonderful, isn't it?
- 4 Good morning. I'm happy so many of you could make it this morning. We're already a little bit late, so I would like to start right now if possible.

### 1.05

- A:** MAYDAY, MAYDAY, MAYDAY. Tango Juliet Bravo.  
**B:** [TJB]\*. Pass your message.  
**A:** MAYDAY, MAYDAY, MAYDAY. We're lost.  
**B:** TJB. Say last known position.  
**A:** Last known position was 15 miles south-east of CELRA VOR. TJB.  
**B:** TJB. Roger, last known position 15 miles south-east of CELRA VOR. Remain straight and level.  
**A:** I'm straight and level right now. We're in total IMC. I can't see the ground.  
**B:** TJB. Squawk 7700 on your transponder sir.  
**A:** Squawking 7700. TJB.  
**B:** TJB. I don't have you on my screen. Can you confirm your aircraft type, altitude and speed?  
**A:** We're in a Beech Baron. Altitude 3,000. Speed 110. TJB.  
**B:** TJB. Please state fuel on board and persons on board.  
**A:** I have 780 lb of fuel, and eight persons on board. Endurance is approximately one hour and 30 minutes ... I can see the ground now. I can see trees, and I can make out ... high ground on each side of the aircraft.

\*TJB = Tango Juliet Bravo (aircraft call sign)

### 1.06

- A:** Henry Emery, you teach aviation English and at the moment you're writing a new course for pilots and air traffic control officers. Could you start by telling us what aviation English is?  
**B:** Well, there are many types of aviation English. Because aviation is international, people who work in lots of different areas in the aviation industry have to communicate in English. Since 2008 all international pilots and air traffic control officers must have a minimum level of English so that they can communicate with each other clearly and quickly. Many more aviation professionals are taking special aviation English courses now, and this will certainly improve the safety of communications in the future.  
**A:** What are the differences between aviation English and normal English?  
**B:** There are many differences. Perhaps the

biggest difference is that pilots and air traffic control officers can't see each other because they communicate on the radio. So the words and the grammar they use must be simple and easy to understand. Most of the time, pilots and air traffic control officers use a set of simple phrases. For example, when an air traffic control officer wants a pilot to fly higher, they say something like *Fastair 345. Climb flight level 320.*

- A:** So pilots and air traffic control officers don't use normal English at all?  
**B:** Well, they also need to have a good level of plain English too. This is so they can communicate when something unusual happens, for example when there is a medical emergency on board or if there is an engine fire. One very important area for pilots and air traffic control officers is good pronunciation. If people don't understand you, then you could be in trouble! This is true for both native and non-native English speakers. I once heard an English pilot ask an American air traffic controller to repeat his message three times!  
**A:** Why is a single language for aviation important?  
**B:** Pilots need to talk to air traffic control officers from different countries. For example, when you are flying into a busy international airport, there are many other pilots of different nationalities who are flying in too. Pilots and air traffic control officers have to understand all of the communications on the radio so they know exactly what is happening at any time.

### 1.07

#### Interview 1

- A:** Costin, you're from Sibiu. Can you tell us about the city?  
**B:** Yes. Er ... Sibiu is in Romania, in the centre of Romania, and it's a small city ... about 150,000 inhabitants.  
**A:** And your city was Capital of Culture in 2007. What was that year like?  
**B:** It was an amazing year for Sibiu. There were three important cultural events in the city every day.  
**A:** So, how did the year change the city?  
**B:** Well, Sibiu is a medieval city. When the communists were in power, they didn't look after the town so it was in a bad state. To prepare for 2007, the government restored many of the ancient monuments. They also improved the roads and invested money in the airport. We already had an international airport but it needed modernising.  
**A:** What about visitors? How many visitors does Sibiu have in a normal year?  
**B:** Before 2007, we had about 100,000 tourists a year. Sibiu has a long history – it was built by German settlers from Saxony in the 12<sup>th</sup> century and has also belonged to Turkey and Austria – and er ... it's always been a city of art and culture. But not many tourists knew about the city until it became a capital of culture.  
**A:** Has the number of tourists increased since 2007?  
**B:** Yes, a lot. In 2007 we had about a million visitors and now more and more people are coming here.

### 1.08

#### Interview 2

- A:** Marina, you're from Brasilia ...  
**B:** Yes, that's right.  
**A:** Can you tell us why Brasilia was chosen to be

an American Capital of Culture?

- B:** Well, firstly, because of its wonderful modern architecture. Brasilia was a planned city – if you look at it from the air, you'll see it has the shape of a flying bird or a plane. The most important buildings are in the middle and there are lots of flats and hotels on the wings.  
**A:** How long did it take to build?  
**B:** Well, the planning started in 1956 and Brasilia officially became the capital in 1960 although it wasn't finished then, of course.  
**A:** Still, that's very impressive. Who designed the buildings?  
**B:** Well, Oscar Niemeyer designed most of the important buildings. He was a Brazilian architect – um ... a student of Le Corbusier. Today Niemeyer's buildings are the most popular tourist attractions.  
**A:** What about cultural events in Brasilia? What sort of things can people experience here?  
**B:** Well, Brasilia is a very cosmopolitan city – lots of people come to Brasilia on business from around the world or just for shopping in the designer boutiques ... So there are lots of different cultural events, from, er ... traditional festivals to exhibitions of contemporary art and fashion shows.

### 1.10

#### Conversation 1

- A:** We'd like to get a feel for the area, you know, on our first afternoon. Can you recommend anything to see nearby?  
**B:** Well, if you don't want to go far, I'd suggest walking down to the harbour. It's very pretty and it's a nice little walk.  
**C:** That sounds good, thanks. Um, perhaps you can help us with something else. We were thinking of looking at the caves tomorrow. Are they worth seeing?  
**B:** Oh, yes, you shouldn't miss the caves, they're one of the most popular tourist attractions. I can really recommend the organised tour. It's very good.  
**A:** Mmm, I think we'll do that tomorrow then. Thanks.  
**B:** You're welcome. Enjoy your day.

### 1.11

#### Conversation 2

- A:** So, did you have a good day?  
**B:** Yes, thank you, I think I learned lots of new things. Juliette and I want to go out on Friday evening. Can you suggest anything? Juliette really likes music.  
**A:** Well, what about a concert? They have lots of famous bands on at the Arena. I can look if there's anything on this Friday ...  
**C:** That's a good idea but ... er ... it might be too expensive.  
**A:** Yes, I suppose tickets for big bands are quite expensive ... Um, well, there are lots of good pubs with live music. Or you could try the student union on Chambers Street. You can dance there and it's quite cheap.  
**B:** That sounds great.

## Unit 2

### 1.12

- A:** Andrew, what exactly does a ghostwriter do?  
**B:** A ghostwriter helps someone who has a story or an expertise that they want to put into book form but doesn't actually have the right skill to produce the book themselves. So they have the

story in their head, or in their filing cabinets, or in their memory in some way, and a ghostwriter will listen to what they have to say and then will create a book from that.

### 1.13

- A:** What were you doing before you became a ghostwriter?
- B:** Well, I discovered it by accident. I was interviewing a man for a business magazine, who was uh ... a thing called a business guru, who used to hold seminars for people and teach them how to improve their profits and things, and he ... at the end of the interview, he said to me, 'I've been asked to produce a series of books, which I want to do for publicity reasons, but I don't have the time to actually do it myself.' He said, 'If I give you the material, uh ... will you write the books, and I'll have the glory, and you can have the money.'

### 1.14

- A:** You've written many successful books as a ghostwriter. Have you been tempted to stop ghostwriting and write books under your own name?
- B:** I have written books under my own name as well, but if I ... I'm just a sucker for a story and if somebody rings me up, particularly if they have an interesting foreign accent and I think, you know, I'm going to travel somewhere interesting and meet somebody that's had a life I've ... is going to be new and interesting to me, I just can't resist.
- A:** What have you learned from your experiences as a ghostwriter, as a writer and as an individual?
- B:** I think as a writer it is the capturing other people's voices ... erm, and learning how to structure a story so that it works in a book form. As an individual it has taught me a huge amount about how the rest of the world lives. Otherwise ... like most writers I don't go out that much and I wouldn't go out at all if I could sit at home and write novels just from my imagination. So it has forced me to go out and meet a far more diverse ... erm, number of people than I would ever otherwise have come across. But at greater depth than if I'd done journalism which is the other option. As a journalist you get to do that, you get to meet a huge range of people, but as a journalist you're there perhaps for ten minutes interviewing a film star before you're shuffled out of the hotel room, or you're there for an hour or two with somebody ... erm and then you move onto the next story, which suits a lot of people. But I actually do quite like the intense two - couple ... two or three months of being in one person's skin and, I've found that, um, I've learnt a lot about other people.

- A:** Thank you, Andrew.

### 1.20

#### Hansel and Gretel

A woodcutter lived in a big forest with his second wife and his two children, Hansel and Gretel. The woodcutter was extremely poor and the family was always hungry. The stepmother wanted to get rid of the children, but the woodcutter refused to listen to her. However, one evening, when the children were in bed, the woodcutter said to his wife: 'Our food is nearly all gone. How are we to feed the poor children?' She answered, 'Early tomorrow morning we will take the children out into the forest and leave them there.' The woodcutter was terribly sad but he finally agreed.

The two children were awake and they heard what their stepmother had said. The next day, the woman gave the children some bread and they all walked to

the forest. While they were walking, Hansel threw little pieces of bread onto the ground, so that he could find the way home.

After a while, they came to the middle of the forest and the father lit a fire. The woman said: 'Stay by the fire, children, we will go into the forest and cut some wood.' Hansel and Gretel were quite tired and soon they fell asleep. When they woke up, it was night. Hansel looked for the pieces of bread but they had gone - the birds had eaten them. The children walked all night and all day but the forest was enormous and they couldn't find the way home. At last, they reached a little cottage made of bread and cakes. The children were very hungry and they started to eat pieces from the house. Suddenly, the door opened, and an old woman came out. Hansel and Gretel were rather frightened but the old woman was kind to them and gave them food.

However, the old woman was actually a wicked witch. When a child came to her house, she killed it, cooked it and ate it. In the morning she locked Hansel in a small room. Then she said to Gretel, 'Cook something good for your brother, he needs to get fat. When he is fat, I will eat him.'

Every morning the witch felt Hansel's finger to see if he was fat enough. But she had bad eyes and Hansel tricked her: he held out a little bone instead of his finger. However, after four weeks the old woman could not wait any longer. 'Tomorrow I will kill him and cook him,' she said to Gretel.

Early in the morning, the witch heated the oven. 'Get in,' said the witch to Gretel, 'and see if it is hot enough.' She planned to close the oven, cook Gretel and eat her too. But Gretel said: 'How do I get in?' The witch put her head and shoulders into the oven to show Gretel. Then Gretel pushed the witch into the oven and she burned to death. Gretel ran to Hansel, and cried: 'Hansel, the old witch is dead!' They searched the witch's house, and they found lots of jewels.

The children walked through the forest until they saw their house and ran inside to their father. Their father was delighted to see them. He had been miserable since he had left the children in the forest. Hansel and Gretel gave their father the jewels and they lived very happily together.

### 1.24

As we have already seen, Confucius felt that people should live moral lives. Generally speaking he believed that people have obligations rather than rights, for example to one's family and one's elders. Confucius had many followers and he expected them to change their lives to reflect his teaching. On the whole, his students were young men from good families, such as the sons of bankers or officials. They were intelligent and skilled in communicating their ideas. Most of the time, however, these students found it difficult to live in the way that Confucius expected. For instance, Confucius thought people should always think of the interests of other people before thinking of their own personal interests. This was of course very difficult for young men who wanted to become wealthy and make a career for themselves. So perhaps it's not surprising that his favourite disciple was from a more simple background, a peasant called Yan Hui. From your reading last week, what can you tell me about Yan Hui? ... The young man in the second row ... yes?

### 1.25

Martin, Czech Republic

I'm going to talk about my parents who really influenced me a lot in my career, in my goals for all this stuff, what I intend to do, because they always pushed me and helped me if I had some problem

or stuff. Also because they reached, I guess, really, really high goals and they are really important people in my, in my country. So ... I feel like, I wanna be as them, you know ...

### 1.26

Eva, Switzerland

Erm, my aunt I think, had an importance influence on my life because ... erm, we're in some way very similar and it's very interesting to talk to her how it was to ... to grow up, to go through these kind of difficult years you have growing up and it's very interesting to have a perspective of a person that's 20 years older than you, not only your friends that go through the same experience at the same time. We spent a lot of time together, just doing anything, just going out and see exhibitions and just stuff like that.

### 1.27

Abdul, Saudi Arabia

Er, I can remember one of my teachers at university. He pushes me to do the practical part of computer science, because my major is computer science, er, rather than focusing just on the theoretical part of the - this knowledge, so I started to program or to practise the real environment of programming.

### 1.28

Erica, Italy

One of the person that most influenced my life I can say was a friend of mine that I met many years ago when I was at university. And er ... she's never been my best friend and definitely she's not at the moment because I haven't heard from her for ages, but she was very influential for ... on my life because I think she taught me the best way to study at university.

## Unit 3

### 1.29

Well, our company is called Ancient Pathways and every year we run between 20 and 25 courses. Around two courses a month. Next week I'm taking a group on one of our most popular courses. It's a knife-only survival course. We're going to be in the desert for three days, and we're taking the following things: a hat, sunscreen, a water bottle, a T-shirt and pants (but not cotton, better a mix of materials), a wool sweater for the night, (it gets really cold), a knife, and that's it.

We're going to learn the three things that are most important to know if you want to survive in the desert: how to find shelter, how to find water and how to signal for help. We're also going to learn other survival techniques, like how to start a fire with only one match. We'll probably have six people on the course, but we are still waiting for more.

For this trip, we're going to the Painted Desert. It's around 30 minutes away. It's a beautiful area, but it's common for people to get lost there. People get lost in the deserts around here every month. They think they're going for a walk for just an hour or so and then they can't find their way back. The idea behind this course is to give people the tools to survive for 24 to 72 hours if they're lost in the desert.

I haven't decided yet where to take the next group. I think I'll take the next group to the Mojave Desert, as this is also a fascinating place.

### 1.32

The most important energy sources today are non-

renewable energy sources – that is, sources which we won't be able to use at some point in the future. Non-renewable energy sources include all fossil fuels – that's coal, natural gas and, of course, oil. From oil we get petrol and diesel which most of the world's cars run on. When we burn fossil fuels they produce carbon dioxide which many people believe contributes to global warming.

Non-renewable energy sources also include nuclear energy which is produced using the metal uranium. Nuclear energy is a clean source of energy that does not cause global warming but can be very dangerous.

Renewable energy sources include all energy sources that are produced more quickly than we use them. For example, solar energy from the sun, wind power, hydropower using water, waves and tides, and geothermal power which uses underground heat. These energy sources are clean sources of energy which do not cause wide-scale global warming. At the moment they do not supply a large amount of energy but in the future renewable sources will definitely play a much bigger role.

## 1.37

- 1 A: Everybody's wearing these now. They look fantastic with a casual jacket or coat. And the wool is lovely and soft. Let me show you ... If you look in the mirror, you'll see what I mean.  
 B: Hmm, I don't know ... I don't usually wear hats ... but it is nice and warm. Er ... if I change my mind, can I get my money back?  
 A: Yes, of course. Just keep your receipt.

## 1.38

- 2 A: ... So if you want to program it to make coffee for when you wake up, just do this ... It's so simple, and it's extremely energy efficient. I have one of these machines myself and I'm delighted with it – it's great when you have to get up early on a cold, dark morning at this time of year. What do you think? I know it's a bit more expensive than the others but if you take it, you won't regret it, I promise. In fact, you'll wonder what you did without it!  
 B: OK, OK, you've convinced me. I'll take it.

## 1.39

- A: Can I help you?  
 B: Oh, thanks, I'm just looking at these ...  
 A: Yes, terrible weather at the moment, isn't it? I have to scrape the ice off my car every morning before I come to work. Those are very good, the plastic doesn't break as easily as some of them. And, er ... we have a special offer in the store today – if you buy anything over 5 dollars, we'll put your name in a prize draw. If you're one of the ten winners, you'll get six bottles of wine.  
 B: Oh, OK, that sounds good. I think I'll take two of these, then.

## 1.40

- 1 A: I'd like to try this on, please.  
 B: The changing room is just over there.  
 A: Erm ... where?  
 B: At the back of the shop. Shall I show you where it is?

## 1.41

- 2 A: Could you tell me how much these jeans are?  
 B: Erm, I think that's the last pair in that style ... I'll let you have them for £25.

A: OK, great. I'll take them.

## 1.42

- 3 A: I can't find my size in these jeans. Would you mind helping me find a size 8?  
 B: Sure, let me have a look. I think I've got a pair at the back of the stall ... Here you go.  
 A: Thanks.

## 1.43

- 4 A: Could I try these shoes in black, please? I'm not so keen on the brown.  
 B: In black?  
 A: Yes, please.  
 B: OK, I'll get them from the storeroom.

## 1.44

- 5 A: Hi, I bought this leather jacket last week and I don't think it suits me. I wonder if I could get a refund?  
 B: Do you have your receipt?  
 A: No, sorry.  
 B: Erm ... Usually you need your receipt. I'll ask the manager.

## Unit 4

### 1.45

In the first picture the woman looks quite old, but in the second picture the woman looks quite young. In the first picture the woman has one nose, but in the second picture the woman has two noses.

### 1.50

In the 1951 film *Strangers on a Train*, Bruno Anthony meets Guy Haines on a train. Bruno suggests to Guy that Guy should kill his father and he himself will kill Guy's wife.

Guy forgets the conversation but Bruno thinks that the two have made a deal. Bruno kills Guy's wife Miriam while she is at an amusement park. The police think that Guy is the murderer because he had a motive and no alibi.

Bruno finds Guy and tells him it is now his turn to kill Bruno's father. Guy refuses and Bruno gets angry. Bruno has Guy's gold lighter which Guy left on the train. He threatens to plant the lighter as evidence at the murder scene.

Guy and Bruno get into a fight on a carousel at the amusement park. The police come to arrest Guy but there is an accident and Bruno is thrown to the ground. He dies holding the lighter and the police realise that Bruno was the murderer. Guy and Anne are free to start a new life together.

### 1.51

#### Who is Average Man?

Adolphe Quetelet was a Belgian mathematician in the 19<sup>th</sup> century who was especially interested in statistics and the human population. His work was very influential in the world of statistics.

In 1835 Quetelet invented *l'homme moyen*, which is French for 'the Average Man'. Average Man is very boring: he has exactly average height and weight, an average life, an average chance of being a criminal and an average number of children.

However, Quetelet believed that Average Man symbolised a perfect individual. If somebody had all those characteristics they would be ideal. Anybody who didn't have all those average characteristics was an error, according to his theory.

Of course, Average Man doesn't really exist. But, this hasn't stopped people from looking for the 'perfectly average' person though – in 2007, a television programme in the UK looked for the average Briton, and they put together

the characteristics of what was, at the time, the perfectly average British man.

## 1.52

- 1 A: Sorry, but, er ... do I know you from somewhere?  
 B: Erm ... I don't think ...  
 A: Oh, I know. You work at the supermarket, don't you? Quick Shop?  
 B: Yes, that's right.  
 A: Sorry, I'm sure you can't remember all your customers, I just thought you looked familiar. It's always very busy in there, isn't it?  
 B: It certainly is. Always a queue at the till.  
 A: Well ... I hope *this* queue goes a bit quicker.  
 B: Umm, yes, slow, aren't they?

## 1.53

- 2 A: So, how was your meeting?  
 B: It was fine. I've just come out. Have you heard that they're going to reorganise our office?  
 A: Yes, I've ... Well, I've heard something about it.  
 B: Mmm, I wonder when the boss is going to tell us what's happening.  
 A: Well, you know what it's like here. They always tell us after they've decided.  
 B: I just hope they don't move me to a different department.  
 A: Yes ... I think we all work well together ... Oh, I wanted to ask you about your father ... How is he now?  
 B: Oh much better, thanks. He's coming out of hospital soon.  
 A: Well, that's good news ... I'm glad about that. Now, do you want to go and get some lunch? We could try that new sandwich shop round the corner.  
 B: Mm, good idea.

## 1.55

Anna, Russia

A good friend is a person who can help you in any situation you have in your life, who can understand you. And a good friend for me is my mother because I can tell her everything and she will understand me even if I will not be right.

## 1.56

Sofia, Argentina

I don't know, you feel a friend. I don't know how to explain how you have a relationship with a friend. You feel is your friend or not.

## 1.57

Elodie, Switzerland

So, a good friend for me is somebody that you can trust in – uh, somebody who is nice with you, somebody who makes you laugh. And with um, yeah, and if we can – if you can have fun with this person, so I think it will be a friend.

## 1.58

Sara, Italy

You have to divide friends and people you meet because friends you can really count them on your fingers. For me two or three friends, good, good friends you really count them because it is not easy to find.

## 1.59

Alena, Czech Republic

OK, so, a good friend is, well is a person, uh, who is kind to me and who, who behaves, uh, in a good

way, I mean, who will take care of me if I need and if I need any help he will, he will or she will, provide it for me and will be, you know, like my second hand.

### 1.60

Matt, US

A good friend is someone who I can trust and someone who's honest with me and someone who will be there despite hard times.

## Unit 5

### 1.62

#### Conversation 1

A: Next, please!

B: Hi. Yes, I'm here for a copy of my birth certificate.

A: Have you completed the form?

B: Which form?

A: Form number BC 342. This one, here.

B: Oh, yes, that one. That one. Yes, here it is.

A: OK. Two weeks.

B: Two weeks? I need it now.

A: Sorry. You should have come earlier. We can't give it to you for another two weeks.

### 1.63

#### Conversation 2

A: Hello.

B: Good morning.

A: Yes, I have a meeting with Mr ... Mr Green.

B: Hold on a minute, please. Sorry, your name?

A: Mr Patel.

B: Ah yes, Mr Patel. Your meeting was yesterday.

A: Yes, I know. But yesterday was impossible. I wasn't allowed to leave work, you see.

B: Well, I'm sorry ...

A: That's OK, I can see Mr Green over there, he doesn't look busy.

B: I know, but you need an appointment.

A: But I only need to talk to him for two minutes!

B: Well ... OK then. Mr Green?

### 1.64

#### Conversation 3

A: Ah, finally.

B: Yes, is there a problem?

A: Yes, there is a problem. A big problem.

B: Please calm down.

A: Calm down? I had to write three letters to three different departments. I couldn't send emails - I had to write letters. Then I had to come down here. Then I had to wait for four hours in the queue with all these people. And now somebody has told me to come back next week!

B: I'm sorry, we have a lot of work. And this is the busiest time - you should have phoned first.

A: I pay my taxes!

B: Listen! I didn't have to come over here to talk to you, but I did. I'm trying to help you, so please, calm down.

### 1.65

#### Conversation 4

A: And it's been terrible. Really just terrible.

B: Why?

A: Well, Graham was a great colleague. He really knew everything about the system and was fun to work with.

B: So, what happened?

A: Two months ago Graham got a new job as a manager. He didn't want to leave our office, but he had to go.

B: But that sounds great. What's the matter?

A: He's not a good manager! The whole department is disorganised now. And I don't think Graham's very happy in the new job.

B: Maybe he shouldn't have taken the job.

A: I know. You're right.

### 1.68

1 A: I'm sorry, Sir.

B: Yeah, sorry.

C: Well, OK, boys, I think you know you shouldn't have done it. But if I hear that you've been doing it again, you'll be in trouble. Is that clear?

### 1.69

2 Thank you, Julia, that sounded amazing... absolutely fantastic ... well done.

### 1.70

3 Right, put your pens down everybody ... OK, I'll come round and collect your papers now.

### 1.71

4 A: You won't tell, will you?

B: Of course not.

A: If my mum finds out that I've been meeting him, she'll go mad.

B: Well, I won't say anything about him.

A: Thanks, Kate.

### 1.72

*Tiffin* is an Indian home-cooked lunch which is eaten at work or school. Wives, mothers or servants cook the food at home each morning and pack it in metal tiffin boxes. The boxes have different parts and have a handle to carry it with. Each part contains a different food: rice, stew, bread, vegetable dishes and a sweet dish. Messenger boys called *tiffin wallahs* pick up the lunches and take them to offices or schools by bicycle, by cart or on their heads in baskets. After lunch, the tiffin wallahs pick the tiffin boxes up again and take them back to their owners. People don't take their own boxes in the morning because they are too big and on crowded trains there isn't enough space.

The city of Mumbai has a famous tiffin delivery system. 4,000 tiffin wallahs collect up to 160,000 lunch boxes and transport them on local trains to office workers. Many tiffin wallahs can't read so the boxes have codes made up of different colours. Business schools around the world have studied the system because of its efficient organisation - on average only one tiffin box in six million doesn't arrive.

*Bento* is a Japanese packed lunch. It consists of two parts: rice and side dishes such as meat, fish and vegetables. Bento is a good way to use up leftovers, so families often make up their lunch from dinner the night before. It is very important that the food looks attractive. People who prepare bento often spend a long time forming rice into special shapes like bears or hearts and chopping up vegetables or sausages so that they look like flowers, stars or fish. The food is arranged carefully in a bento box. This is made of wood, metal or plastic. Today many people prefer plastic so that they can heat up food at work. The different parts of the meal are kept in order in the different parts of the box. Parts of the meal can also be wrapped up in paper or salad leaves. In the past Japanese housewives packed bento lunch boxes as a symbol of love - for their husband or children. Today, as many women

work in Japan, bento boxes can also be bought ready-made. Bento is now also popular in Western countries where bread sometimes replaces the rice.

### 1.75

#### Conversation 1

A: Excuse me, could you tell me how I get to Oxford Street? Should I take a taxi?

B: No, not at this time of day, the traffic is terrible. The best thing is to go on the underground - you should take the Victoria Line to Oxford Circus.

A: OK, thank you.

B: Watch out for pickpockets on the underground, though - be careful with your bag.

A: Oh, right, thank you.

B: You're welcome.

### 1.76

#### Conversation 2

A: Good afternoon. How can I help you, sir?

B: I'd like to report a mugging ... they took my mobile and ... oh dear ...

A: I think you ought to sit down. Here ... Is that better? ... Right, who mugged you?

B: Two kids ... well, teenagers, I suppose, a boy and a girl. I was just walking down the street, talking to my wife on the phone, and ... the boy pushed me and the girl took my mobile.

A: All right, you'd better fill out a report form. If you'd come this way, sir ... just mind your head there - and take care on the steps.

## Unit 6

### 2.03

- 1 This is one of the most interesting illusions. It is an example of an oscillating, or moving, illusion. The mind at first sees an object one way, and after a certain amount of time has passed, it will change its point of view. In this illusion the staircase will appear to turn upside down.
- 2 If you look at the two parts of this illusion separately they look completely normal. The top part is an image of three towers, and the bottom part is a picture of a rod in the shape of a U. If, however, the lines are connected an impossible object appears.
- 3 This optical illusion was discovered in 1860 by a German astrophysicist. It is a series of parallel lines, criss-crossed by short lines. This makes the parallel lines look as if they are moving away from each other.
- 4 This grid was discovered in 1870 by a physiologist. It's a series of white lines on a black background. If you look at the image, you will notice light grey spots at the intersections of the white lines.

### 2.06

- 1 No, not more bad news... Oh, no ... what next?
- 2 I heard something really interesting today but you mustn't tell anybody else ...
- 3 Turn that music down! I said, turn that music down!
- 4 A: What's the matter?  
B: I'm tired.  
A: What? Can you speak more clearly?
- 5 Yes. Well. At our age, what can you expect?

### 2.07

- 1 Good morning. I'd like two loaves of bread - brown bread, please.
- 2 It's so nice to see you again! It's been such a



- long time – it must be over a year.
- 3 Oh, hello. I'm a bit lost. Is Jack's café near here? I just can't find it.
- 4 This is really nice, how much is it? The silver ring there ... yes, that one.
- 5 And so I went jogging last week and what happened? I fell over and broke my stupid ankle!
- 6 So, just think, this time next week, we'll be on holiday! I can't wait!

## 2.08

- A:** Dr Maddrell, can you tell us more about the Stasi's surveillance methods?
- B:** An enormous amount of information was collected on East Germans, using many different methods. The Stasi intercepted post, recorded telephone conversations, listened in to radio transmissions and took photos of people using hidden cameras. But the most important source of information was the human informer. The Stasi asked informers to report on particular people or groups, or the places in which they worked.
- A:** Why were human informers so important?
- B:** The Stasi's aim was to watch and listen to the whole of GDR society: that means the activities of East Germans and their contacts with the outside world. The human informer was the most important source of information because the Stasi needed to know what people thought.
- A:** Can you give us some other examples of the surveillance methods used by the Stasi?
- B:** Stasi officers listened in to telephone conversations between the GDR and foreign countries, and listened in to many telephone calls in the GDR as well. In Leipzig, in the 1980s, 1,000 phones were tapped every day. The Stasi also intercepted telecommunications in West Germany and Western Europe.
- A:** You mentioned that the Stasi intercepted post. Can you tell us more about that?
- B:** Post control helped the Stasi to find spies. Western secret services told their spies to send their information to the West using invisible ink in letters, postcards and magazines. The Stasi's post control found many of these secret messages. Officers were told to look for addresses which were written very clearly: the spies wanted their letters to be delivered to the right address and so they wrote the address very neatly and clearly – but most people do not do that.

## 2.09

### Picture 1

- A:** So, what do you think of this one?
- B:** Mmm, I can't decide. I like the shape. And it's clever, using those tools ... But I find it ... well, a bit industrial, if you know what I mean. Hmm, I'm not sure, really.
- A:** Well, personally, I think it's amazing. It's so dynamic, you can almost see the movement, like those tools are going to fly out and hit you any second ... fantastic!
- B:** Mmm ...

## 2.10

### Picture 2

- A:** I really love this one. Look at those beautiful pale colours. And the expression on her face – so calm ... lovely.

- B:** To be quite honest, I'm not that keen on it. I'm not very fond of portraits. And in my opinion this type of painting is rather bland. It just shows a pretty woman sitting down ... you don't get any impression of her personality ... How do you feel about it, Maria?
- C:** I can't make up my mind. I agree with you in a way ... it's a real chocolate box picture but it's well painted ... and interestingly it's a female painter, there weren't many of those in the eighteenth century, you know ...

## 2.11

### Yordanka, Bulgaria

Well, the last piece of good news I heard was only yesterday, and, um, it was some news about our baby, who is due in three or four weeks' time. And we heard that the baby is doing fine, he's growing well, and he's moving about happily. And we also found out that he's got a full head of hair, which is really funny.

## 2.12

### Maura, Ireland

Um, the last piece of good news that I heard was when somebody at my work told me that I was paying too much tax, and suggested that I contact the tax office. So, I did, um ... and I discovered that I'd been paying too much tax for about five years. So I was really happy and it was very, very good news indeed.

## 2.13

### Patricia, Brazil

Um, the last piece of good news I heard was that this weekend is going to be great weather, so I'm very excited about it because I come from Brazil and where I come from in the north-east it's really hot, and we always have lovely sunny weather, and it's not like that here in England at all. So I'm very excited to know that this weekend I'll be able to go out and to enjoy a sunny, lovely day, and um ... I'll probably go for a picnic with my friends and um ... I'm going to wear my lovely, summery dress, so ... I think it's great.

## 2.14

### Alison, England

Well I think I would have to say when I heard about the birth of my new niece, um ... who, it was decided, would be called Sylvie. Um ... It was especially exciting because we didn't know if it was going to be a boy or a girl um ... and I knew that her ... her older sister Martha would be really excited to get a new baby sister. Um, and of course everybody was delighted to have a new member of the family.

## Unit 7

## 2.16

In the early 17<sup>th</sup> century, Holland was in its Golden Age. Many Dutch traders had become wealthy through trade with the East Indies. Tulips, which had been introduced to the Netherlands in the 1590s, were a popular way for people to show their wealth. Rare bulbs could be sold for hundreds or even thousands of guilders – at a time when the average income was 150 guilders a year.

In the early 1630s tulips started to sell for higher and higher prices as demand for the flowers outstripped supply. A tulip bulb, which only flowers for a few years, takes five to ten years to grow from seed. This meant that the supply of bulbs was limited. In 1636 a special traders' market was

created to sell tulips: traders signed contracts in the winter to buy tulips in the summer when the bulbs had flowered. They hoped that the bulbs would be more valuable in the summer, so that they could make a profit. More and more traders bought tulips at higher and higher prices.

By February 1637 tulips cost twenty times more than in November 1636. One rare tulip was sold for 6,700 guilders, which was enough to buy a big house in Amsterdam. But suddenly buyers refused to pay the prices which the traders asked – and the market crashed. Prices for tulips fell as dramatically as they had risen. The tulip bubble had burst.

Today there is disagreement among economists about how strongly Tulipmania actually affected the Dutch economy. But for many, the story of Tulipmania remains a popular warning about the dangers of trying to make a quick profit.

## 2.20

OK, there's a desert island and there are three men. They've been there, alone, for a long time. One day, they're walking along the beach and they see a glass bottle. When they open the bottle, there is a loud crash and a genie appears. 'You have three wishes,' says the genie. The men look at each other, and decide to have one wish each.

The first man says to the genie: 'I wish I were back in London with my wife and three children. I haven't seen them for ten years.'

The genie snaps his fingers and bang! the man is back in London in his family home.

It is the second man's turn. He looks at the genie and says, 'I've always wanted to see Hollywood. I wish I could be in Los Angeles right now.'

The genie snaps his fingers again and bang! the man is standing on Sunset Boulevard.

Now there is only one man left on the island with the genie. The genie looks at the man. The man looks at the genie.

'Well?' asks the genie. The third man looks around, sighs and says, 'I wish my friends were here.'

## 2.21

### Phone call 1

- A:** Hello, I'd like to make an appointment with Dr Singh.
- B:** Just a moment, please ... erm ... he's free this Wednesday at 8.30.
- A:** 8.30 ... um, yes, that's fine.
- B:** Right ... and your name?
- A:** David Styles – that's S-T-Y-L-E-S.
- B:** That's 8.30 on Wednesday, then.
- A:** Thank you
- B:** Goodbye.

## 2.22

### Phone call 2

- A:** Good morning, Tyson's Engineering. How may I help you?
- B:** Hello, this is Miguel Hernández. Could I speak to Mike Jones, please?
- A:** I'm afraid he's in a meeting for the next hour or so. Can I take a message?
- B:** Could you ask him to call me back, please? He has my number.
- A:** Of course, what was your name again?
- B:** Miguel Hernández.
- A:** Miguel Hernández ... Certainly, I'll do that. Thank you for calling.
- B:** Goodbye.

## 2.23

### Phone call 3

- A:** Hello, this is GLB Bank. If you would like information about a new account, please press 1. If you have a query about an existing account, please press 2. Thank you. We are now processing your call. Please hold the line ... Please hold the line ...
- B:** Oh, come on ...
- C:** Hello, Customer Services, David speaking. Sorry to keep you waiting. How can I help you?
- B:** Hello, I've lost my credit card and I'd like to cancel it.
- C:** Sorry, I'm afraid I'll have to put you through to another department for that ... Please hold the line ...

## Unit 8

### 2.24

- 1 Me? I'd include a picture of a table. A big table covered in food.
- 2 If I could send something into space, I'd send a video of traffic. Lots of cars and how we are polluting our planet.
- 3 I'd include a photo of a group of people together ... a group of people from different races. I'd include that if they asked me.
- 4 I would include the sound of a computer starting up – it's probably one of the most popular sounds on the planet now.
- 5 If I could put one song into space, it would be *Imagine* by John Lennon.
- 6 Some good photos of the planet Earth from space.
- 7 I'd include some images of accidents, like nuclear accidents, so that they don't think it's all good.
- 8 If I could send something into space, I'd send Einstein's famous formula.
- 9 I'd send my old red sock into space, so it can find the other one, which has been missing for years!
- 10 Art by Michelangelo and by Leonardo da Vinci. That's what I'd put.
- 11 If they asked me, I'd send a big note that says, 'Sorry, we made a mess of this world, can we come to yours?'

### 2.26

#### Treasure collection 1

In 1924 two brothers found this treasure when they were working in their field. They found 13 gold objects: cups and dishes with lids and an object with three almond-shaped dishes. At first the farmers didn't know what they had found and tried to use them as farm tools. Present-day experts think that the objects could have been used for religious purposes.

#### Treasure collection 2

This treasure was found in 1949 when workers were digging to find clay. They discovered a set of gold tableware including four drinking cups shaped like the heads of animals. Archaeologists think that the set was made about the beginning of the third century BC and may have belonged to the Thracian king Seuthes III.

#### Treasure collection 3

This treasure was discovered in 2004. One day two archaeologists went into a shop and noticed a woman wearing an old gold necklace. Her husband, a farmer, had found it in his field. Over the next three years archaeologists found more than 20,000 pieces of gold jewellery including

thousands of small gold rings. The jewellery dates back to the third millennium BC. It is thought that the Thracians must have buried the jewellery as offerings to the gods.

These are only some of the many collections of treasure which have been found in Bulgaria. Unfortunately today many of Bulgaria's valuable treasures are being taken illegally from archaeological sites. They are then taken out of the country or sold quietly to private collectors.

### 2.27

#### Conversation 1

- A:** What's the matter? Are you all right?
- B:** Yes, fine. My computer's just crashed again.
- A:** Oh, that's a pain ... That's always happening to me.
- B:** It's just so annoying ... I've lost an hour's work.
- A:** Well, come on, cheer up, it's Friday. Why don't we go for a drink after work?
- B:** Um ... why not? Thanks. I'll ring computer support now. Perhaps they can find my document.

### 2.28

#### Conversation 2

- A:** What's wrong?
- B:** I've just had a phone call from my sister-in-law. My brother has just been taken to hospital.
- A:** Oh, no. I'm really sorry to hear that. What happened?
- B:** He was in a car accident on the motorway. Luckily they think he'll be all right.
- A:** Oh, that's good. It must have been a terrible shock. Look, can I make you a cup of coffee? Or perhaps you should go home?
- B:** No, I'm fine now. A coffee would be good – thanks.
- A:** OK, I won't be a minute.

### 2.29

Christina, Germany

So one evening I went out with my friends and suddenly I saw something blinking on the ground and I was looking after it, but I first thought it's like the head of a beer bottle, um, but it was a ring, a finger ring with many stones on it.

### 2.30

Muneer, Saudi Arabia

Actually I – I still remember when I was a child I found, in my country of course, I found an amount of money, a big amount of money inside a wallet and it was in the street and I got it and took it to my mom and told her about it. She said that we shouldn't take something which doesn't belong to us, and yeah, we told ... er we got it to the police and they found the owner of this money.

### 2.31

Dorothy, Scotland

It was my very last day at work before I left to have a family. When I got home that evening I discovered that a ring which was very precious to me had lost its stone. I went back to the office to look for it but to this day I was never able to find the stone. I still have the setting for it. One day perhaps someone will buy me a diamond.

### 2.32

Richard, England

I regularly lose money out my back pocket which is usually sort of £10, £20 in one hit ... but, er, and I usually only find about 2p or 5p on the floor. That's all I ever find I'm afraid.

## 2.33

### Leslie, Switzerland

Hmm, I think the most valuable thing I have ever lost was, uh, a bracelet and yeah, it was out of silver and I lost it when I was in Disneyland with my friends in Paris and it was absolutely impossible to find it again.

## Unit 9

### 2.36

The date 1066 is a very well-known year for English people. It is the year that the Normans, under William the Conqueror, invaded and managed to conquer England. For several decades, England was ruled by the French.

Since then the English and French have fought in many wars. They were enemies in the 14<sup>th</sup>, 18<sup>th</sup> and 19<sup>th</sup> centuries. But they were also allies in the Crimean War in the 19<sup>th</sup> century, in both World Wars of the 20<sup>th</sup> century and in recent conflicts. The French and English military continue serving together in the United Nations.

In terms of language, each country has borrowed many words from the other. The English use French words such as *chef*, *café* or *fiancé*, as well as others from cooking, music or the arts. And contemporary French uses words like *weekend*, *hotdog*, *hamburger* and *parking*, as well as other modern English expressions from technology and pop culture.

Both countries enjoy making fun of the other's food. For the French, English cooking is boring and bland. The English have a higher opinion of French cooking but many English people still like to make jokes that French food is inedible (for example, snails or frogs' legs).

Despite this, the relationship between the two countries today is a good one. French is still among the most popular foreign languages for English students to learn, and English is the most common foreign language studied in France. There have been no wars between the countries in almost 200 years. It is thought that there are more than 300,000 French people living in Britain, and more than 600,000 British people living in France. While the French still call the English 'rosbif' and the English call the French 'frogs' the realities of today's Europe mean that there will probably be more love than hate between the two countries in years to come.

### 2.42

#### Conversation 1

- A:** Would you like something to eat?
- B:** Yes, please ... This is a great party ... You have a lovely garden.
- A:** Thank you, we love it.

### 2.43

#### Conversation 2

- A:** This is great food.
- B:** Thanks, I'm glad you like it.

### 2.44

#### Conversation 3

- A:** Nice to see you again.
- B:** Nice to see you too ... thank you for the invitation.
- A:** What a lovely dress. You look wonderful.
- B:** Do you think so? Thank you.

### 2.45

#### Conversation 4

- A:** Are you enjoying the party?
- B:** Yes, thanks. Good music.

- A: Um, yes ... You're a good dancer.  
 B: Thanks. You're not so bad yourself!

## Unit 10

### 2.46

*The Great Gatsby* by F Scott Fitzgerald is set in the twenties in New York. It is narrated by Nick Carraway, who rents a house next door to the extremely wealthy Jay Gatsby, a man who uses his money to get what he wants. Gatsby is in love with Nick's cousin Daisy, who is unhappily married. He persuades Nick to help him to arrange a meeting with Daisy, leading to a series of tragic events.

*Rebecca* by Daphne du Maurier is a romantic mystery. After knowing Maxim de Winter for only a week, the narrator (whose name we don't know) marries him and moves with him to his house in Cornwall. Her husband's servants and friends make it clear she can never take the place of Maxim's first wife, Rebecca. In the end the narrator learns the surprising truth about Rebecca's death.

*Captain Corelli's Mandolin* by Louis de Bernières begins in 1940. The novel follows the daily life of Pelagia, who lives on the Greek island of Cephalonia. The Italian army has just invaded Greece and Pelagia's fiancé has left to fight against the Italians. While he is away Pelagia begins a secret relationship with Antonio Corelli, an Italian captain who is sent to live with Pelagia and her father, and whose greatest passion is music.

*Tracks* by Louise Erdrich is the story of Fleur Pillager, a member of a Native American tribe who is said to be a witch. Through Fleur's story we hear about the problems facing Native American tribes in the early 20<sup>th</sup> century: their fight to save their lands, the long winters and lack of food and disease brought by the white man.

*Pride and Prejudice* by Jane Austen was published in 1813 when women were expected to behave in a certain way and their parents decided who they should marry. Elizabeth is the second of five sisters and her mother wants to find good husbands for all of them. The novel follows Elizabeth's up-and-down relationship with Mr Darcy.

*Moby Dick* by Herman Melville is a dramatic tale of adventure at sea. Moby Dick is a huge white whale who is being hunted by Captain Ahab. Ahab lost one of his legs to Moby Dick and is determined to kill the whale. A sailor called Ishmael joins the crew on Captain Ahab's boat. In Ishmael's voice, the book tells the story of the whale hunt which ends in tragedy.

### 2.48

- 1 A: Now, er, I'd like to ask you to lift your glasses and join me in wishing Ryan a happy 40<sup>th</sup> birthday ... to Ryan.  
 B: To Ryan!

### 2.49

- 2 A: Happy birthday. Here's a little something from us all – I hope you like it.  
 B: Oh, thank you. Can I open it now?

### 2.50

- 3 A: Right, go on then. Remember to make a wish.  
 B: Yeah, I did it!

### 2.51

- 4 A: I'm just going to put this in the post. I nearly forgot, it's my brother's birthday tomorrow.  
 B: Oh, can you take that other letter if you're going? You know, the one about the telephone bill. Thanks.

### 2.52

- 5 Can I have your attention, please? Thank you. Well, I'd like to start by saying a huge thanks to everyone who's here today. It's been a fantastic day so far and a lot of that is down to my parents, of course. Mum and Dad: thanks for everything today and ... well, for always really ... A big clap for them please ...

### 2.54

#### Conversation 1

- A: Time to go. Take care of yourself.  
 B: You too. Thanks for everything.  
 A: Bye! Keep in touch.  
 B: Yes, will do. Bye bye.

### 2.55

#### Conversation 2

- A: I'm afraid I have to go now.  
 B: Well, it was very nice to meet you.  
 A: Yes, you too. I've enjoyed working with you. Have a good trip.  
 B: Thanks. I look forward to seeing you again sometime.

### 2.56

#### Conversation 3

- A: It's been nice seeing you again ... Please give my regards to your wife.  
 B: Thank you. And thanks again for all your hospitality.  
 A: Goodbye.

### 2.57

#### Conversation 4

- A: Bye then, all the best.  
 B: And to you. Give my love to the family.  
 A: Drive safely!  
 B: I will ... See you soon.

### 2.58

Maria Pilar, Spain

My favourite film is *Titanic* and the beginning is in a very big ship on the sea and is the principal idea, or the main character is a handsome man, Leonardo di Caprio ... and I think that the history is about the love in a ship and the love is very, uh, bad because suddenly the ship broke in the middle of the sea and all the people in the ship died.

### 2.59

Marc, France

One of my favourite films is *The Lord of the Rings* which is a film that has been – which is ... founded on the book of Tolkien – *The Lord of the Rings* and the beginning of the story is about a small hobbit, Bilbo ... that wants to get rid of his ring, a ring he has found years before and he gives it to his nephew. And, in fact, the ring is a kind of cursed ring and, um, the idea – the quest that his nephew has to deal with is to get rid of the ring and to destroy it.

### 2.60

Mireille, US

One of my favourite films is *Breakfast at Tiffany's* and it starts off – you see the character Holly Golightly, she is standing in front of the – on Fifth Avenue in front of Tiffany's, looking in the shop window, eating a croissant. It's very early in the morning, she had been out all night and she just sits in there eating her croissant and drinking her coffee. That's how the movie starts.

### 2.61

Nicole, Switzerland

So, my favourite film is called *Mamma Mia* and the beginning of the film, so, the beginning – the film starts with a girl who is singing, or is singing, yeah, a song of Abba, and she's throwing in a letter in a box. And, er ... we know then that she ask her three possible fathers to come to her wedding and then you can see the ... what the fathers are doing, or what the men are doing and how they get to the airport ... to the harbour and to come to the wedding. So they meet another – the other ... so the three meet together and come together to the island.

Macmillan Education  
Between Towns Road, Oxford OX4 3PP  
A division of Macmillan Publishers Limited  
Companies and representatives throughout the world

ISBN 978-0230-03300-9

Text © Lindsay Clandfield & Rebecca Robb Benne 2011  
Design and illustration © Macmillan Publishers Limited 2011

First published 2011

All rights reserved; no part of this publication may be reproduced, stored in a retrieval system, transmitted in any form or by any means: electronic, mechanical, photocopying, recording or otherwise, without the prior written permission of the publishers.

Original design by Macmillan Publishers Limited  
Page make-up by eMC Design Limited  
Illustrated by Jonathan Burton, Matthew Hams, Piers Sanford and eMC  
Picture research by Sally Cole, Perseverance Works Limited  
Cover design by Macmillan Publishers Limited  
Cover photos (front, spine, back) by permission of the Museum of the History of Science, University of Oxford/Keiko Ikeuchi.

#### Authors' acknowledgements:

Lindsay and Rebecca would like to thank the whole team at Macmillan who have worked their hearts out on *Global*, making it truly a flagship course.

Lindsay would like to dedicate this book to all teachers who share the passion for teaching, learning and communicating. Our work essentially helps people to talk to each other from around the globe and that is, we believe, a good thing.

The authors and publishers would like to thank all the teachers and consultants who have piloted and reviewed the material. Particular thanks go to the following people: Andrea Córdova, Susana Flores (Anglo Multimedia School of English, Haedo, Buenos Aires, Argentina); Ma. Cristina Maggi, Ma. Cristina Buero de Chinton (Friends' School of English, Adrogué, Buenos Aires, Argentina); Mirta Zampini, Aldana Anchorena, Elizabeth Rainieri, Ma. Soledad D. Mangiarotti, Pamela Sabrina Pecorelli (IECI, Haedo, Buenos Aires, Argentina); Alejandro Jorge Listrani (Cultural Inglesa de Palermo, Ciudad Autónoma de Buenos Aires, Argentina); Lilian Itzcovitch Leventhal (Potential/Colegio I.L. Peretz, São Paulo, Brazil); Ana Maria Miranda (Cultura Inglesa Ribeirão Preto, Ribeirão Preto, Brazil); Magali de Moraes Menti (FACCAT - Escola Municipal Lauro Rodrigues, Porto Alegre, Brazil); Simone Sarmiento (PUCRS, Porto Alegre, Brazil); Laura Lee Lehto (Cultura Inglesa, Fortaleza, Brazil); Viviane Cristine Silva Grossklauss, Analice Sandovetti (Cultura Inglesa Jundiá, Jundiá, Brazil); Celia Aguiar de Almeida Costa (Cultura Inglesa de Juiz de Fora, Brazil); Corina Celia Machado Correa (Associação Alumni - São Paulo, Brazil); Jane Godwin, (The Four, São Carlos, Brazil); Caroline Toubia (The Holy Family School, Jesuite, Egypt); Amany Shawkey, Heidi Omara (Macmillan Publishers Ltd, Egypt) Caroline Franz, Dana Jelinkova (MVHS Muenchener Volkshochschule, Munich, Germany); Irene Rodriguez, Haydee Gutierrez Palafox, Antonio Morales de la Barrera, Javier Ramos de Hoyos (The Anglo Mexican Foundation, Mexico City, Mexico); Viviana Caruso de Curtius (freelance author and consultant, Mexico City, Mexico); Emma Dominguez (Academic Studies Manager, The Anglo Mexican Foundation, Mexico City, Mexico); Katarzyna Rogalińska-Gajewska (Archibald, Warsaw, Poland); Małgorzata Woźniak, Dorota Pachwicewicz, Agnieszka Kilanowska (Centrum Językowe 'Euroclub', Gdańsk, Poland); Fabiola Georgiana Hosu (Little London School and Nursery School, Dimitrie Cantemir University, Bucharest, Romania); Lydia B. Korzheva (Diplomatic Academy, Moscow, Russia); Ludmila A. Pokrovskaya (Russian Academy of Foreign Trade, Moscow, Russia); Olga S. Petrisheva (Moscow State University of International Relations, Moscow, Russia); Albina Valieva (The International Language School 'Denis School', Moscow, Russia); Karen Dyer, Cathy Harris, Frank Hodgkins (International House, Madrid, Spain); Carlos Trueba (E.O.I. Villaverde, Madrid, Spain); Patricia Plaza Arregui, (E.O.I. Malaga, Spain); Maria Esther Álvarez Rico (E.O.I. Sagunto, Valencia, Spain); Burcu Tezcan Ünal (Bilgi University, Istanbul, Turkey); Dr F. Ilke Buyukduman (Ozyegin University, Istanbul, Turkey); Sarah Shaw (The British Council, Chiang Mai, Thailand); Aomboon Burutphakdee (Payap

University, Chiang Mai, Thailand); Nattinee Khueansri (Payap University, Chiang Mai, Thailand); Claudia Edwards (London School of English, London, UK); Sally Jones (Regent Oxford, Oxford, UK); Katherine Griggs (Community English School Oxfordshire Adult Learning, Oxford, UK).

The author and publishers would like to thank the following for permission to reproduce their photographs:

**AKG Images** pp67(bl), 67(br), 119; **Alamy/P.Doyle** p62(tr), Alamy/N.Griffith p95(b), Alamy/Hemis pp contents,13(t), Alamy/D.Hoffmann Photo Library p62(tl), Alamy/Horizon International Images Ltd p86(tl), Alamy/R.Hutchings p38(tr), Alamy/Interfoto p120, Alamy/N.Light p115, Alamy/S.Reddy p61(tl), Alamy/I.Vdovin p105(br), Alamy/J.West p83; **The Art Archive**/Historical Museum Sofia/Gianni Dagli Orti pp96(a), 96(b), 96(c); **Michael Bach** pp68(a), 68(b), 68(c), 68(d); **The Bridgeman Art Library**/Metropolitan Museum of Art, New York, USA: *Portrait of Gertrude Stein*, 1906 (oil on canvas), Picasso, Pablo (1881-1973) p42(tl), The Bridgeman Art Library/Musee Picasso, Paris, France: *Portrait of Dora Maar*, 1937 (oil on canvas), Picasso, Pablo (1881-1973) pp contents, 42(bl), The Bridgeman Art Library/Private Collection/© DACS / Archives Charmet/Pablo Picasso (1881-1973) painting *Guernica*, 1937 (b/w photo), Maar, Dora (1907-97) p43(tr), The Bridgeman Art Library/ *Self Portrait*, 1787 (oil on canvas), Kauffmann, Angelica (1741-1807) / Galleria degli Uffizi, Florence, Italy p74(tr), The Bridgeman Art Library/c.1675 (gouache on vellum), Robert, Nicolas (1614-85) / Burghley House Collection, Lincolnshire, UK p80(bl); **M.C. Escher Company**/© Escher's Waterfall p69; **Cartoonstock**/www.CartoonStock.com/Stan Eales p55(mr), Cartoonstock/Dave Carpenter p55(b); **The Library of Congress** pp 67(tl), 67(tr); **Corbis** p36(f), 121(tl), Corbis/Bettmann pp23(m), 109(bm), Corbis/Blend Images p50(tl), Corbis/Blutgruppe p55(tr), Corbis/M.Cavanaugh p121(tr), Corbis/E.Chua p31(wool), Corbis/Cultura p70, Corbis/A.Gottfried p54(mr), Corbis/C.Hoffmann p56, Corbis/Hulton Deutsch pp12, 80(br), Corbis/M.Hutchings p109(mr), Corbis/Inspirestock p36(d), Corbis/C.Karnow p61(bl), Corbis/K.Kasmasuski p81, Corbis/D.Koebe p26(tl), Corbis/B.Lark p98(l), Corbis/B.Lewis p32(l), Corbis/J.Pavlovsky p47(bl), Corbis/C.McPherson p21(br), Corbis/Moodboard p31(rubber), Corbis/P.Seeger p48, Corbis/Blue Lantern Studios p22(ml), Corbis/Sygrma p54(ml), Corbis/A.Weintraub p10(bl); **Corbis RF** p36(c); **Andrew Crofts** p18(mr); **H. Crystal** pp15,39,63,87,111; **H. Emery** p8(tr); **Fitzwilliam Museum Images**/LaFrancoise a Londres p102(t), Fitzwilliam Museum Images/La Famille Anglais à Paris p102(b); **Fotolibra**/R.Down p36(g), Fotolibra/J.Hasson p33(tr), Fotolibra/S.De Leu pp31(plastic), 78(l), Fotolibra/K.Miller pp31(leather),(wood); **Frank Lane Picture Agency**/D.Middleton p106; **Getty Images**/AFP p109(tl), Getty/C.Anderson p91, Getty/S.Blavarg p94, Getty/Bloomberg p43(mr), Getty/Burazin p107(tl), Getty/Elsa p109(ml), Getty/M.Farlow p108(b), Getty/T.Hale p23(br), Getty/V.Hart p19, Getty/A.Holt p118, Getty/J.Johnson p34(l), Getty/Lambert Contributor p58, Getty/I.Masterton p61(tr), Getty/S.Pyke p73(tr), Getty/K.Thompson p30, Getty/M.Ochs Archives p47(br), Getty/Win Initiatives p36(ml); **Getty RF** p31(metal); **Robert Harding/N.** Blythe p25(t), Robert Harding/Kord p11; **Hulton Archive** p7(br); **Ian Herriott** p35(tl); **Iconica** pp 8(mr),122(tl); **Image Bank** pp 26(tr), 32(b), 82, 84, 108(t), 110(tl); **Ithaca Hours** p78(b); **Dr Paul Maddrell** p73(ml); **Magnum Photos**/Cornell Capa/Robert Capa © 2001 p 43(l); **NASA** p92(t); **Nightshade**/nightshadedynasty@gmail.com contents page; **Tony Nester** p30(tr); **Damián Ortega, Controller of the Universe** 2007, Found tools and wire 112 3/16 x 159 7/16 x 179 1/8 in. (285 x 405 x 455 cm) © the artist, photo: Stephen White /Courtesy White Cube p74(tl); **Panos Pictures**/Q.Shen p13(b); **PHOTODISC** p110 (mr); **Photolibrary** p8(mc), 60, 121(br), Photolibrary/Alamer p10(br), Photolibrary/Alaska Stock pp34(m), 37, Photolibrary/E.Algarra p57, Photolibrary/A.Burton p25(b), Photolibrary/D.Clapp p7(bl), Photolibrary/A.Copson p71, Photolibrary/Corbis p50(tmr), Photolibrary/W.David p103, Photolibrary/C.Dixon p116, Photolibrary/C.Ehlers p122(tr), Photolibrary/R.Hsu p8(bl), Photolibrary/E.Janes p104, Photolibrary/Japak p126, Photolibrary/J.Jinx p36(e), Photolibrary/J.Jones p49, Photolibrary/R.Konopka p95(m), Photolibrary/P.Libera p38(tl), Photolibrary/J.Loic p33(br), Photolibrary/O.Maksymenko p7(mr),Photolibrary/M.Paras p14(l), Photolibrary/D.Plewka p36(a),Photolibrary/Quick Image p61(br), Photolibrary/K. Rothenborg p6(bl), Photolibrary/J.Schultz p35(b), Photolibrary/Inc Superstock p8(br), Photolibrary/C.White 93, Photolibrary/Workshop p86(tr), Photolibrary/Ypps p9(bl); **Photonica** pp18(ml); **Press Association**/A.Harvey p105(bl);

**Rex Features**/Everett Collection p66, Rex/Fotex p36(b), Rex/Image Source p31(cotton), Rex/Sony Pics p59, Rex/Sony/Everett p72(b); **Ronald Grant Archive**/20<sup>th</sup> Century Fox Television p44, Ronald Grant Archive/Warner Bros p46; **Riser** pp50(tml), 110(ml), 110(r); **Science Photo Library** p68(l), Science Photo Library/M.Agliolo p92(b), Science Photo Library/Cordelia Molloy p95(t); **Stasi Museum/J.Steer** p72; **Stone** pp8(ml), 8(tl), 22(b), 98(r), 118, 128; **Taxi** p14(r); **Joshua Tree Photography** p2; **The Trustees of the British Museum** pp 97(a),97(b),97(c),97(d), 97(e), 97(f); **Time & Life Pictures** pp20, 73(br); **Topfoto**/The Granger Collection p107(br).

Cover of *The Hobbit* reproduced with kind permission of Harper Collins and the Tolkien Estate, p7(tr), Cover of *Through Gypsy Eyes* by Kathy Etchingham reproduced with kind permission of Orion Books p18(bl); Cover of *Fighting it Out* by Atanas Tilev reproduced with kind permission of Stacey International p18(br); Cover of *My Gorilla Journey* by Helen Attwater reproduced with kind permission of Pan Macmillan p18(bm); Cover of *White Teeth* by Zadie Smith reproduced with kind permission of Penguin Books p21(tl); Cover of *Pride and Prejudice* by Jane Austen reproduced with kind permission of Penguin Books p114(tl), Cover of *The Great Gatsby* by F Scott Fitzgerald reproduced with kind permission of Penguin Books p114(bl), Cover of *I'm A Teacher; Get Me Out of Here*, and photo of author, reproduced with kind permission of Francis Gilbert p59; Cover of *The Life of Pi* and photograph of the author Yann Martel reproduced with kind permission of Canongate Books p90; Cover of *Moby Dick* by Herman Melville reproduced with kind permission of Wordsworth Editions p114(m). Cover of *Tracks* by Louise Erdrich reproduced with kind permission of Harper Collins p114(bm), Cover of *Rebecca* by Daphne du Maurier reproduced with kind permission of Little Brown Book Group, photographer/Photonica/Jeff Cottenden p114(bmr), Cover of *Captain Corelli's Mandolin* by Louis de Bernières reproduced with kind permission of Random House publishing p114(br), Cover of Ancient Pathways logo reproduced with kind permission of Tony Nester / <http://www.apathways.com/media> p30(mr); International Energy Agency pie charts, reproduced with their kind permission, p33; *Guardians of the Kingdom* cover and illustrated page reproduced with kind permission of Tom Gauld p45.

Commissioned photography by Josh Gross pp 27, 51, 99, 123.

The authors and publishers would like to thank the following for permission to reproduce the following copyright material: HarperCollins Publishers Ltd for an extract from *The Hobbit* by J.R.R. Tolkien. Reprinted by permission of HarperCollins Publishers Ltd copyright © 1978 J.R.R. Tolkien; Henry Emery for an interview about Aviation English, reproduced by permission of Henry Emery; SIL International for data from *Ethnologue: Languages of the World, 16<sup>th</sup> Edition* by M. Paul Lewis, Editor. SIL International 2009 <http://www.ethnologue.com>. Used by permission; Commonwealth of Australia for excerpts from *Australian Citizenship: Our Common Bond* [www.citizenship.gov.au](http://www.citizenship.gov.au) copyright © Commonwealth of Australia, reproduced by permission; Andrew Crofts for an interview about ghostwriting, reproduced by permission of Andrew Crofts; Penguin Books Ltd, Random House, Inc. and A.P. Watt Ltd for an extract from *White Teeth* by Zadie Smith, Hamish Hamilton, 2000, copyright © Zadie Smith, 2000; and an extract from the audio book by Zadie Smith, read by Alex Jennings, Penguin Audiobooks, copyright © Zadie Smith, 2000. Recording copyright © Penguin Books Ltd, 2001. Used by permission of Penguin Books Ltd, Random House, Inc. and A.P. Watt Ltd on behalf of Zadie Smith; Tony Nester for an interview about Ancient Pathways, reproduced by permission of Tony Nester; Ian Herriott for blog details about Alaska, reproduced by permission of Ian Herriott; Jillian Rogers for blog details about Alaska, reproduced by permission of

Jillian Rogers; Stefan Milkowski for blog details about Alaska, reproduced by permission of Stefan Milkowski, [www.northernflux.blogspot.com](http://www.northernflux.blogspot.com); The United States Department of Justice for crime statistics, source: Department of Justice; Innocence Project for an extract adapted from The Innocence Project Mission Statement <http://www.innocenceproject.org/about/Mission-Statement.php>, copyright © Innocence Project, all rights reserved; Warner Bros. Entertainment Inc. for an excerpt from *Strangers on a Train*, novel by Patricia Highsmith, screenplay by Raymond Chandler and Czenzi Ormonde. Granted courtesy of Warner Bros. Entertainment Inc.; Solo Syndication for an extract from 'So this is Britain, Mr Average' by Tim Wardle, *The Mail on Sunday* 11 November 2007 copyright © Solo Syndication 2007; HarperCollins Publishers Ltd and Random House, Inc. for an extract from *I, Robot/The Complete Robot* by Isaac Asimov, copyright © 1950 by Isaac Asimov. Reprinted by permission of HarperCollins Publishers Ltd and Bantam Books, a division of Random House, Inc. and by permission of HarperCollins Publishers Ltd; Short Books for an extract abridged from *I'm a Teacher; Get Me Out of Here* by Francis Gilbert, 2005, published by Short Books, reproduced by permission; Overheard in New York for extracts adapted from [www.overheardinnewyork.com](http://www.overheardinnewyork.com), reproduced with permission; Dr Paul Maddrell for an interview about Stasi's surveillance methods, reproduced by permission of Dr Paul Maddrell; Canongate Books Ltd and Westwood Creative Artists Ltd for an extract abridged from *Life of Pi* by Yann Martel, first published in Great Britain by Canongate Books Ltd, 14 High Street, Edinburgh, EH1 1TE; Harcourt 2001, copyright © 2001, reproduced by permission of Canongate Books Ltd and the author via Westwood Creative Artists Ltd; A M Heath & Co. Ltd and Penguin Books Ltd for an extract abridged from *A Short History of Tractors in Ukrainian* by Marina Lewycka, Viking Press, 2005. Copyright © Marina Lewycka, 2005. Reprinted by permission of A M Heath & Co. Ltd. Authors' Agents and Penguin Books Ltd; A M Heath and Houghton Mifflin Harcourt Publishing Company for an extract from *Nineteen Eighty-Four* by George Orwell, copyright © 1949 by George Orwell and Harcourt, Inc., renewed 1977 by Sonia Brownell Orwell. Reprinted by permission of Bill Hamilton as the Literary Executor of the Estate of the Late Sonia Brownell Orwell and Secker & Warburg Ltd, and Houghton Mifflin Harcourt Publishing Company; HarperCollins Publishers for the opening words from *Tracks* by Louise Erdich, 2006. Reprinted by permission of HarperCollins Publishers Ltd copyright © 2006 Louise Erdich; David Higham Associates Limited for the opening words from *The Great Gatsby* by F. Scott Fitzgerald, Penguin Books 1994, reproduced by permission of David Higham Associates Ltd; The Random House Group Ltd for the opening words from *Captain Corelli's Mandolin* by Louis de Bernières, published by Vintage, 1998, used by permission of The Random House Group Ltd; Curtis Brown Group Ltd for the opening words from *Rebecca* by Daphne du Maurier. Reproduced with permission of Curtis Brown Group Ltd, London on behalf of The Estate of Daphne du Maurier. Copyright © Daphne du Maurier 1976.

Every effort has been made to trace the copyright holders, but if any have been inadvertently overlooked the publishers will be pleased to make the necessary arrangements at the first opportunity.

These materials may contain links for third-party websites. We have no control over, and are not responsible for, the contents of such websites. Please use care when accessing them.

Printed and bound in Thailand

2015 2014 2013  
11 10 9 8 7



# global INTERMEDIATE coursebook

LEARN ENGLISH, LEARN THROUGH ENGLISH, LEARN ABOUT ENGLISH

**global** is a ground-breaking 6-level adult course for today's learners of English. It enables you to learn English as it is used in our globalised world, to learn through English using information-rich topics and texts, and to learn about English as an international language.

**global** offers a comprehensive range of interactive digital components for use in class, out of class and even on the move. These include extra listening, video material and online practice. The **global** coursebook is also available in a fully interactive digital version with embedded multimedia assets.



The Astrolabe is an ancient tool used for navigating the seas, studying the stars and calculating the time anywhere on the planet. These were highly sophisticated and beautifully crafted instruments designed to further people's understanding of the world around them.

The images on the front cover and above show the inner and outer parts of a 1565 astrolabe by the Flemish maker Regnerus Arsenius, on display in the Museum of the History of Science, Oxford.

ESU President's  
Award 2010  
Winner

## Each level includes

### Coursebook



### eWorkbook



### Workbook with Audio CD



### Class Audio CDs



### Teacher's Book & Teacher's Resource Disc



### Global Digital (for classroom use)



### Website



[www.macmillanenglish.com/global](http://www.macmillanenglish.com/global)

  
**MACMILLAN**  
[www.macmillanenglish.com](http://www.macmillanenglish.com)



**one stop english**  
.com

COMMON EUROPEAN FRAMEWORK

A1 A2 **B1** B2 C1 C2

ISBN 978-0-230-03300-9





# global INTERMEDIATE coursebook

LEARN ENGLISH, LEARN THROUGH ENGLISH, LEARN ABOUT ENGLISH

**global** is a ground-breaking 6-level adult course for today's learners of English. It enables you to learn English as it is used in our globalised world, to learn through English using information-rich topics and texts, and to learn about English as an international language.

**global** offers a comprehensive range of interactive digital components for use in class, out of class and even on the move. These include extra listening, video material and online practice. The **global** coursebook is also available in a fully interactive digital version with embedded multimedia assets.

## The Astrolabe

is an ancient tool used for navigating the seas, studying the stars and calculating the time anywhere on the planet. These were highly sophisticated and beautifully crafted instruments designed to further people's understanding of the world around them.

The images on the front cover and above show the inner and outer parts of a 1565 astrolabe by the Flemish maker Regnerus Arsenius, on display in the Museum of the History of Science, Oxford.



ESU President's  
Award 2010  
Winner

## Each level includes

Coursebook



eWorkbook



Workbook with Audio CD



Class Audio CDs



Teacher's Book  
& Teacher's  
Resource Disc



Global Digital  
(for classroom use)



Website



[www.macmillanenglish.com/global](http://www.macmillanenglish.com/global)

  
**MACMILLAN**  
[www.macmillanenglish.com](http://www.macmillanenglish.com)



**one stop english**  
.com

COMMON EUROPEAN FRAMEWORK

A1 A2 **B1** B2 C1 C2

ISBN 978-0-230-03300-9



9 780230 033009