

INTERMEDIATE

# global

Robert Campbell

Rob Metcalf

with additional material by  
Adrian Tennant

workbook  
with key

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

  
MACMILLAN

 BRITISH  
COUNCIL  
Presented by  
British Council

with Audio CD

# Contents

UNIT 1	Language & Culture	3
UNIT 2	Lives & Legends	11
UNIT 3	Hot & Cold	20
UNIT 4	Friends & Strangers	29
UNIT 5	Law & Order	38
UNIT 6	Seen & Heard	46
UNIT 7	Supply & Demand	56
UNIT 8	Lost & Found	66
UNIT 9	Love & Hate	75
UNIT 10	Beginnings & Endings	84
	Audioscript	92
	Answer Key	97

## Grammar 1A State and action verbs

*Be* is a state verb. Circle ten other state verbs in this email.

Hi Shelley

How are things back home? Over here in Melbourne, things are going well. Do you remember Amy Marcos? Well, right now I'm staying in a house that belongs to her aunt. She's doing me a big favour, but I don't feel very comfortable, and I want to find somewhere else to live. As for the new job, I like it. Everyone at the company seems very nice, and working here helps me to meet new people. I have a few friends in the office and some days we go out for a drink after work. They all make fun of the way I speak. People here say *g'day* when they greet you, and sometimes they use words that I don't understand. For example, *arvo* means afternoon. That was new to me!

Anyway, I must stop now, it's getting late. Thanks for checking at my old house for letters, and don't forget to forward those ones from the bank!

All the best,  
Roy

## Grammar 1B State and action verbs

Put the expressions into the correct category according to the meaning of the underlined state verbs.

Do you remember Amy?    The house belongs to her aunt.  
I don't feel comfortable.    I want to find somewhere else.  
I like it.    I have a few friends.  
Everyone seems very nice.    I don't understand.  
*Arvo* means afternoon.    Don't forget to forward them.

**Being** – the way things are and what they mean

Everyone seems very nice.

**Possessing** – the things we have

**Feeling** – how we feel physically and our needs and preferences

**Thinking** – using our brain to do things

## Grammar 2 State and action verbs, present tense

Choose the correct options to complete the internet forum posts.

### Moviefan2001

Hey, movie fans! What (1) *is / is being* the best fantasy film of all time? My vote goes to *Avatar*.

### SushiBCN

Please tell me (2) *you joke / you're joking!* (3) *Do you seriously believe / Are you seriously believing* that *Avatar* is better than *Star Wars* or *The Lord of the Rings*? (4) *I own / I'm owning* copies of both these films and (5) *I watch / I'm watching* them again and again. I saw *Avatar* once, and that was enough.

### Moviefan2001

I'm not the only person (6) *who loves / who's loving* *Avatar*, SushiBCN! (7) *I look / I'm looking* on the net right now, and lots of movie fans think it's up there with the best. But let's not argue.

### SushiBCN

Moviefan2001, (8) *I don't argue / I'm not arguing*. (9) *I'm just not agreeing / I just don't agree*. OK, *Avatar* is spectacular, but where's the story?

### BetaGirl

SushiBCN, (10) *I prefer / I'm preferring* *Star Wars* too, but let's face it, *Avatar* is pretty entertaining. And *The Lord of the Rings* isn't one film, it's three. Which one (11) *do you refer / are you referring* to?

### SushiBCN

*The Lord of the Rings* came out in three parts, but really it's one long film. And (12) *I talk / I'm talking* about the director's cut, of course!

## Grammar 3

## Present simple and present continuous

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

- A: Excuse me! What (1) \_\_\_\_\_ (*you / do*) with my jacket?  
 B: I'm sorry, I thought it was mine. It (2) \_\_\_\_\_ (*look*) just like mine.
- A: Hi Rajani! Hi Chris! You (3) \_\_\_\_\_ (*not take*) this bus normally.  
 B: We (4) \_\_\_\_\_ (*study*) Russian at the technical college this month to prepare for our trip in the summer.
- A: How long (5) \_\_\_\_\_ (*the film / last*)?  
 B: About an hour and a half, I think.  
 A: Good. A babysitter (6) \_\_\_\_\_ (*look after*) the kids but she has to go at 11.
- A: Ireland's on the same latitude as Newfoundland in Canada, so why (7) \_\_\_\_\_ (*they / get*) such cold winters compared to us?  
 B: I think it's because the Gulf Stream (8) \_\_\_\_\_ (*give*) Ireland a warmer climate.  
 A: Just a moment. I'm going to get a coat. It (9) \_\_\_\_\_ (*start*) to get cold in the evening.  
 B: Yeah, but I (10) \_\_\_\_\_ (*hate*) wearing a coat when I go dancing. There's never anywhere to put it!

## Grammar 4A

## Questions review

Complete the questions in the conversation with the verbs in the box. Decide where the verb goes and rewrite each question.

had	did	were	was	will	is	have	does
-----	-----	------	-----	------	----	------	------

- A: Doha the Arab Capital of Culture one year?  
 (1) \_\_\_\_\_  
 B: Yes, it was. In 2010.  
 A: And which country it in?  
 (2) \_\_\_\_\_  
 B: In Qatar.  
 A: it organised a big international event before?  
 (3) \_\_\_\_\_  
 B: Yes, for example the 2006 Asian Games took place there.

- A: they go well?  
 (4) \_\_\_\_\_  
 B: Oh, yes. At the time, they were the largest Asian Games ever held.  
 A: Where the next Asian Games take place?  
 (5) \_\_\_\_\_  
 B: I don't know, to be honest.  
 A: you been to Doha?  
 (6) \_\_\_\_\_  
 B: Yes, I was there for a couple of days in 2005.  
 A: Really? What you doing there?  
 (7) \_\_\_\_\_  
 B: I was on a business trip, so unfortunately I didn't really see much of it.  
 A: it have any famous landmarks?  
 (8) \_\_\_\_\_  
 B: The seafront and its skyscrapers are probably the best-known landmarks.

## Grammar 4B

## Questions review

Complete the questions in the conversation. Use the answers to help you.

- A: (1) Have \_\_\_\_\_ to the British Museum?  
 B: No. I've never been to London, in fact. What (2) \_\_\_\_\_ in it?  
 A: You can see historical things from all over the world. It's got a famous Egyptian collection with statues and mummies in it.  
 B: And how (3) \_\_\_\_\_ those things?  
 A: I suppose it got them from British archaeologists who brought them back with them from Egypt.  
 B: And what (4) \_\_\_\_\_ in Egypt?  
 A: I suppose they were doing what archaeologists always do - looking for ancient treasures.  
 B: But (5) \_\_\_\_\_ for permission to bring things home?  
 A: I'm not sure if they'd asked for permission. Maybe not. I know that many countries want their artefacts back from the museum.  
 B: And (6) \_\_\_\_\_ give them back?  
 A: I don't think it is going to give things back, no.  
 B: Anyway, (7) \_\_\_\_\_ visiting?  
 A: It's definitely worth visiting. It's amazing.  
 B: How much (8) \_\_\_\_\_ to get in?  
 A: It doesn't cost anything to get in. It's free.

## Grammar 5A

### Subject / Object questions

Choose the correct way to complete the questions in the World Culture Quiz. Can you answer the questions?

#### World culture quiz

- 1 Where *do the Inuit live / live the Inuit*?
- 2 When *did China become / China became* a People's Republic?
- 3 Which African leader *did win / won* the Nobel Peace Prize in 1993?
- 4 Whose birthday *do the Japanese celebrate / celebrate the Japanese* on 8 April each year?
- 5 Which city *does have / has* the nickname 'The Paris of the South'?
- 6 Who *did paint / painted* a famous picture called *Guernica*?
- 7 What *did Emperor Shah Jahan build / did build Emperor Shah Jahan* in memory of his favourite wife?
- 8 What *happens / does happen* in the USA on the fourth Thursday in November?

## Grammar 5B

### Subject / Object questions

Complete or write the questions about the underlined part of the sentences.

- 1 Paul McCartney wrote the song *Yesterday*.  
\_\_\_\_\_ the song *Yesterday*?
- 2 He grew up in Liverpool.  
\_\_\_\_\_?
- 3 Mexico celebrates the Day of the Dead on 2 November.  
\_\_\_\_\_ on 2 November?
- 4 Mexico has the 11<sup>th</sup>-largest economy in the world.  
\_\_\_\_\_ the 11<sup>th</sup>-largest economy in the world?
- 5 India became independent from the UK in 1947.  
\_\_\_\_\_ independent from the UK?
- 6 Mahatma Gandhi played a key role in India's fight for independence.  
\_\_\_\_\_ a key role in India's fight for independence?
- 7 Manga comics came from Japan.  
\_\_\_\_\_?
- 8 People of all ages read manga in Japan.  
\_\_\_\_\_ manga in Japan?

## Vocabulary 1A

### Greetings

Complete the conversations using greetings.

- 1 A: G\_\_\_\_\_ m\_\_\_\_\_.  
B: Ah, h\_\_\_\_\_, Mr Emery. We weren't expecting you until this afternoon.  
A: I know, but I managed to get an earlier flight.
- 2 A: E\_\_\_\_\_  
B: Oh, h\_\_\_\_\_, Stig. I haven't seen you for ages. H\_\_\_\_\_ a\_\_\_\_\_  
t\_\_\_\_\_  
A: Good. What about you?
- 3 A: H\_\_\_\_\_  
B: Hi t\_\_\_\_\_, Polly. H\_\_\_\_\_  
i\_\_\_\_\_ g\_\_\_\_\_  
A: Not too bad, thanks. Listen, have you got a moment?
- 4 A: G\_\_\_\_\_ e\_\_\_\_\_. Can I help you?  
B: Yes, I'm looking for the conference room. Could you tell me where it is?

## Vocabulary 1B

### Greetings

Look again at the conversations in exercise 1A. Are they formal or informal?

## Vocabulary 2

### English for specific purposes

Complete the sentences with the correct type of language.

- 1 I work for a large Chinese company and we have customers all over the world, so I need b\_\_\_\_\_ English for my work.
- 2 I'm an architect and I've been working in Dubai. Sometimes it was difficult because the builders didn't know enough t\_\_\_\_\_ English, and I don't speak Arabic!
- 3 I'm a translator for an international law firm based in Spain, so I have a good knowledge of l\_\_\_\_\_ English and Spanish.
- 4 I'm from Russia, and I work as a biologist. Sometimes I find it hard to have a normal conversation in English, but my s\_\_\_\_\_ English is very good!
- 5 All doctors who volunteer to work with us in Togo have to speak French, but most need to do a course in m\_\_\_\_\_ French before they start.
- 6 I'm from Sri Lanka so I speak good English, but because I'm a pilot I had to study a\_\_\_\_\_ English as part of my training.

### Vocabulary 3 Collocations for describing places

Match the two parts of the sentences about a capital city. Do you recognise the city?

- 1 Its international
  - 2 A major tourist
  - 3 Its ancient
  - 4 For modern
  - 5 Annual cultural
  - 6 To shop in designer
- a monuments include the Huaca Huallamarca temple.
  - b events include the Latin American Film Festival.
  - c architecture, visit the city's business district.
  - d airport is called Jorge Chávez.
  - e boutiques, head for Avenida Conquistadores.
  - f attraction is its historic centre, now a World Heritage Site.

### Extend your vocabulary – look

Complete the phrasal verbs in the sentences with the words in the box. You don't need to use all the words.

to around down after for up at

- 1 Look \_\_\_\_\_ this painting. It's really different to the other ones in the exhibition.
- 2 I think Athens was the first European Capital of Culture, but I'd need to look that \_\_\_\_\_ on the internet to be sure.
- 3 Would you mind looking \_\_\_\_\_ my cat while I'm on holiday? I'll only be away for a week.
- 4 Excuse me. We're looking \_\_\_\_\_ the coach station. Do you know where it is?
- 5 Why don't we get a bus to the centre? That way we'd have time to look \_\_\_\_\_ the old part of the city.

### Listening A new translation app

1.01 Listen to the radio programme. Put the topics in order.

- a Defining an *app*.
- b Explaining how phrase books work.
- c Explaining how to use the new app.
- d Giving details of how many languages the app recognises.
- e Talking about the disadvantages of phrase books.
- f Talking about the problems of the new app.

### Pronunciation 1 Intonation and different meanings

1.02 Listen to the intonation and choose the best way to describe how the people sound.

- 1 Good afternoon.
  - a neutral
  - b polite and friendly
  - c rude and unfriendly
- 2 How's it going?
  - a neutral
  - b polite and friendly
  - c rude and unfriendly
- 3 What are you doing here?
  - a neutral
  - b polite and friendly
  - c rude and unfriendly
- 4 Could you explain that again?
  - a neutral
  - b polite and friendly
  - c rude and unfriendly
- 5 I think we've met before.
  - a neutral
  - b polite and friendly
  - c rude and unfriendly
- 6 I'm really happy you could make it.
  - a neutral
  - b polite and friendly
  - c rude and unfriendly

## Pronunciation 2

### Languages for specific purposes

1.03 Listen and choose the correct syllable stress for the words in italics.

- 1 I need *business* / *business* English for my work.
- 2 The builders didn't know enough *technical* / *technical* / *technical* English.
- 3 I have a good knowledge of *legal* / *legal* Spanish.
- 4 My *scientific* / *scientific* / *scientific* English is very good.
- 5 Most doctors need to do a course in *medical* / *medical* / *medical* French.
- 6 I had to study *aviation* / *aviation* / *aviation* English.

## Pronunciation 3

### Collocations for describing places

1.04 Listen and underline the stressed word in each collocation.

- 1 Its *international airport* is called Jorge Chávez.
- 2 A major *tourist attraction* is its historic centre, now a World Heritage Site.
- 3 Its *ancient monuments* include the Huaca Huallamarca temple.
- 4 For *modern architecture*, visit the city's business district.
- 5 Annual *cultural events* include the Latin American Film Festival.
- 6 There are lots of stores but to shop in *designer boutiques*, head for Avenida Conquistadores.



## Reading

### First Editions

**1** Write the years, numbers and prices using numbers, letters and symbols.

- 1 first
- 2 one thousand five hundred
- 3 one thousand five hundred and sixty pounds
- 4 the year two thousand and eight
- 5 thirty thousand pounds
- 6 one hundred million

**2** Look at the magazine article and find the numbers to check your answers.

**3** Read the article and use the numbers in exercise 1 to complete the sentences.

- 1 Bonhams auctioned a copy of *The Hobbit* in \_\_\_\_\_.
- 2 Experts thought the book would sell for \_\_\_\_\_.
- 3 Only \_\_\_\_\_ copies of the first edition were printed.
- 4 Over the years the book has sold more than \_\_\_\_\_ copies.
- 5 At the auction the first foreign language edition of the book sold for \_\_\_\_\_.
- 6 Look for the number 1 on the copyright page to see if your book is a \_\_\_\_\_ edition.

**4** Answer the questions. Then read the article again to check your answers.

- 1 Does a printing mistake make a first edition more or less valuable?
- 2 Why was the auctioned copy of *The Hobbit* valuable?
- 3 Who was Elaine Griffiths?
- 4 Which language was the book first translated into?
- 5 How many translations exist today?
- 6 What do some books include on the copyright and dedication page?

## First Editions

If a book is a 'first edition' then it's one of the first printed copies of the book. The value of a first edition can vary a lot, depending on the book's condition, the number of copies printed, whether or not the author signed the book and if there's anything special about the first edition to increase its value, such as a printing error.

When Bonhams in London auctioned a copy of J R R Tolkien's *The Hobbit* in 2008, experts expected it to sell for £30,000. Everyone was surprised when an anonymous bidder bought the book for £60,000.

Only 1,500 copies of the 1937 first edition were printed. The book was an instant success and has sold over 100,000,000 copies. Tolkien originally wrote *The Hobbit* for his children but a friend of his, Elaine Griffiths, persuaded him to find a publisher. The first edition on sale at Bonhams included a handwritten dedication from Tolkien to Elaine.

The auction also included the first foreign language edition of *The Hobbit*, translated into Swedish in 1947. The book, which also included a dedication to Elaine Griffiths, sold for £1,560. Since 1947 *The Hobbit* has been translated into nearly 50 different languages.

To find out if you have any first editions of a book, look at the copyright and dedication page at the beginning. Many publishers include information about the different editions and the year in which they were printed. Some books have a long line of numbers. The lowest number in the line represents the number of the edition. If the number is 1, then the book is a 1<sup>st</sup> edition.

### Glossary

**auction** (*noun*) – an event where things are sold to people who offer the most money

**error** (*noun*) – a mistake

**anonymous** (*adjective*) – If someone is anonymous, no-one knows their name

**bidder** (*noun*) – a person who offers money for something at an auction

**publisher** (*noun*) – a person or company that produces and sells books



**Writing**

**A report comparing options**

**Reading**

1 What type of things do you have to write as part of your work or studies? Add to the list below.

*Essays about subjects related to my degree*

*Emails to organise meetings*

2 Read the email. Is this type of writing on your list? What is its purpose? What do you think the relationship between Jaya and Morwena is?

Dear Morwena,

As requested, I've looked into the options available for providing Spanish tuition to our employees. I've outlined what I consider to be the pros and cons of each one below.

The first option is evening classes, consisting of two 90-minute classes a week over a nine-month period. The advantage of evening classes is that because they take place after work, people are less likely to miss them because of meetings, etc. The downside is that people might not want to or be able to study after work.

The second option is to pay a tutor to give classes here at lunchtime. The benefits of this option are that people would not lose any of their free time after work or need to travel to classes. The disadvantage I see, as mentioned above, is that people sometimes have meetings at lunchtime and might miss classes.

The last option is online learning using interactive materials. A tutor would correct some written work and offer a spoken tutorial for each study unit. The good things about this option are that it's relatively cheap and people can study where and when they want. Possible drawbacks include the fact that you need self-discipline, so people might not make time to study.

My personal preference is to hire a tutor because I think this would make it easier for people to study on a regular basis. However, I'll leave the final decision with you.

Regards,  
Jaya

3 Complete the table with information from the email.

Providing Spanish tuition		
Option	Advantages	Disadvantages

**Writing skills: presenting advantages and disadvantages**

4 What other words and phrases in the email report mean the same as advantage(s) or disadvantages(s)? Write them in the spaces below.

advantage(s): \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

disadvantage(s): \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

5 Complete the sentences with another advantage or disadvantage of the different options in the email.

- 1 Another *good thing about / downside of* evening classes is that ...
- 2 A further *benefit / disadvantage* of hiring a tutor is that ...
- 3 Other *advantages / drawbacks* of online learning include the fact that ...

**Language focus: giving a personal viewpoint**

6 Complete the sentences from the email, which express a personal viewpoint about the options. Read the email again to check your answers.

- 1 I've outlined w\_\_\_\_\_ I c\_\_\_\_\_ to be the pros and cons of each one.
- 2 The downside is that people m\_\_\_\_\_ not be able to study after work.
- 3 The disadvantage I s\_\_\_\_\_ is that people sometimes have meetings at lunchtime.
- 4 P\_\_\_\_\_ drawbacks include the fact that you need self-discipline.
- 5 My p\_\_\_\_\_ p\_\_\_\_\_ is to hire a tutor.

**Preparing to write**

7 Read the Writing task below. Then choose three of the activities below, or other activities, and complete the table about them before you start writing.

acting classes	a weekend of yoga and meditation
a two-day diving course	a weekend survival course
a long weekend in a foreign capital	
ballroom dancing classes	

Activity	Advantages	Disadvantages

**Writing**

Your boss has asked you to think of and evaluate three different activities that employees can do together outside work to help them to get to know each other better and work better as a team. Write an email report to your boss. Present the three activities, think of at least one advantage and disadvantage for each one, and give your personal preference.

**Useful language**

- As requested, I've looked into ...
- I've outlined ... below.
- The first / second / last option is ...
- I think this would make it easier for people to ...
- I'll leave the final decision with you.

## Grammar 1A

### Past simple and past continuous

Choose the correct option to complete the sentences.

- I (1) *met / was meeting* my wife while I (2) *did / was doing* some research for a local radio station.
- We need to know more about your car crash. Where (3) *did you go / were you going* when the accident (4) *happened / was happening*?
- Moto (5) *started / was starting* working as a journalist as soon as she (6) *finished / was finishing* school.
- (7) *Did you hear / Were you hearing* Asha's last answer? I don't think the recorder (8) *worked / was working* well at the end of the interview.
- She was extremely busy while she (9) *wrote / was writing* her first novel because she (10) *looked after / was looking after* a young child at the same time.

## Grammar 1B

### Past simple and past continuous

Complete the story beginnings with the past simple or past continuous form of the verbs in brackets.

I (1) \_\_\_\_\_ (*sit*) at my computer when it all (2) \_\_\_\_\_ (*start*). I (3) \_\_\_\_\_ (*not work*) yet. I (4) \_\_\_\_\_ (*catch up*) on the morning's news by reading some online newspapers. The doorbell rang. I (5) \_\_\_\_\_ (*not expect*) anybody to call so the noise (6) \_\_\_\_\_ (*make*) me jump. When I (7) \_\_\_\_\_ (*open*) the door I (8) \_\_\_\_\_ (*see*) a man wearing a bright orange jacket. He (9) \_\_\_\_\_ (*hold*) a parcel. 'Could you sign here, please?' he (10) \_\_\_\_\_ (*say*) in a tired voice.

It was Saturday morning, and they (11) \_\_\_\_\_ (*have*) breakfast on their balcony. Imelda was reading the newspaper. Evner (12) \_\_\_\_\_ (*look*) at the people down in the market. 'What (13) \_\_\_\_\_ (*you / do*) in that café yesterday evening?' asked Imelda. She (14) \_\_\_\_\_ (*not look up*) from her paper so Evner (15) \_\_\_\_\_ (*know*) she was angry.

'I (16) \_\_\_\_\_ (*talk*) to a colleague from work,' he answered. 'My bus (17) \_\_\_\_\_ (*stop*) right in

front of the café. And while I (18) \_\_\_\_\_ (*watch*) you, you (19) \_\_\_\_\_ (*give*) your colleague some money.'

There was an uncomfortable silence, then Evner said 'I (20) \_\_\_\_\_ (*want*) it to be a surprise, but now I'll have to tell you ...'

## Grammar 2A

### Past simple and past perfect

Complete the stories with the past perfect form of the verbs in the box.

finish forget go have have to miss not buy  
not check send tell

Harshad was upset because he (1) \_\_\_\_\_ a family meal. When he finally found out about it, the meal (2) \_\_\_\_\_. His sister phoned him from the restaurant to find out where he was. When he complained that nobody (3) \_\_\_\_\_ him about the meal, she said that she (4) \_\_\_\_\_ him at least two emails during the week. The problem was that Harshad (5) \_\_\_\_\_ his emails for ages, so he didn't see them.

Holly left work later than usual. She was tired because she (6) \_\_\_\_\_ deal with a lot of difficult customers at work. When she got home, the kids (7) \_\_\_\_\_ to bed, so the house was quiet. Steve was watching the news on TV. He said hello and asked if she (8) \_\_\_\_\_ a good day. She didn't know, but she could sense that something was wrong. Then she remembered. It was his birthday! She (9) \_\_\_\_\_ about it completely and (10) \_\_\_\_\_ him a present.

## Grammar 2B

### Past simple and past perfect

Choose the correct options to complete the situations.

- When Jason (1) *got* / *had got* home, the football match (2) *didn't finish* / *hadn't finished*, but he was only in time to see the last ten minutes.
- Kiko's father was at the parents' meeting. He (3) *shaved* / *'d shaved* his beard off so I (4) *didn't recognise* / *hadn't recognised* him at first.
- We (5) *went* / *'d gone* to see Brian's new flat at the weekend, but we (6) *didn't stay* / *hadn't stayed* long because his parents were visiting him.
- There's a problem with your application letter. Juno posted it but then she (7) *realised* / *had realised* that she (8) *forgot* / *'d forgotten* to put a stamp on it.
- I'm glad we (9) *stayed up* / *'d stayed up* to watch that film – it was good. (10) *Had you seen* / *Did you see* it before?
- Until this morning I (11) *didn't bear* / *hadn't heard* from my cousin in South Africa for over 50 years. But then this letter (12) *arrived* / *had arrived*!

## Grammar 3 Modifiers

Choose the best modifier to complete the sentences.

- As a child, I was *fairly* / *extremely* interested in fairy tales, but I preferred other types of story.
- I thought *Little Red Riding Hood* was *a bit* / *terribly* scary. The wolf terrified me!
- The story's *extremely* / *a bit* well-known. I can't imagine anyone not knowing it.
- In the book I had, *Little Red Riding Hood* was *very* / *rather* pretty. She wasn't beautiful, but she had nice eyes.
- I thought she was *fairly* / *really* brave. I would never have gone into the forest alone.
- I found the ending *terribly* / *quite* hard to believe, but I still thought it was possible that the wolf had swallowed the grandmother whole.
- By the time I was five or six I was getting *a bit* / *terribly* bored of fairy tales, but I still enjoyed hearing them from time to time.

## Grammar 4A

### used to and would

Look at the underlined phrases in these sentences and mark the sentences correct (✓) or incorrect (✗).

- Before writing, different cultures used to pass on their traditions orally.
- In the Middle Ages, people wouldn't think that the Earth was flat.
- Where did explorers used to go to search for El Dorado?
- One hundred years ago, most people would never travel abroad.
- The Mediterranean Sea would be a large, dry valley.
- India and Pakistan didn't used to be separate countries.
- Did Toledo use to be the capital city of Spain?
- Before this century, most people wouldn't regularly communicate by email.

## Grammar 4B

### used to and would

Complete the conversation with the correct form of *used to* or *would* and the verbs in brackets. Use *would* where possible.

- A: Can you see those flats over there? That's where I (1) \_\_\_\_\_ (*live*).
- B: And (2) \_\_\_\_\_ (*you / play*) in this park?
- A: No, I (3) \_\_\_\_\_ (*do not*). This park (4) \_\_\_\_\_ (*not be*) here. We (5) \_\_\_\_\_ (*play*) football or other games in the street, or go down to the river to play. Where (6) \_\_\_\_\_ (*your family / live*)?
- B: On the other side of the river. My parents (7) \_\_\_\_\_ (*let*) me play by the river, though. They thought it was too dangerous. But I (8) \_\_\_\_\_ (*go off*) on my bike for the whole afternoon, and that was even more dangerous! Especially when you consider that we (9) \_\_\_\_\_ (*not have*) mobile phones in those days.

**Vocabulary 1A**  
**-ing and -ed adjectives**

Choose the correct adjective to complete the sentences.

- Can you give me some help with these instructions? They're really \_\_\_\_\_.  
a confused      b confusing
- Watching a young child grow up is \_\_\_\_\_. They learn so much so quickly.  
a fascinated      b fascinating
- We didn't know that our father had been in prison and were \_\_\_\_\_ when we found out.  
a shocked      b shocking
- A teacher at my school once fell asleep in class. She looked very \_\_\_\_\_ when she woke up.  
a embarrassed      b embarrassing
- Dyani was sure she would win the competition, and was clearly \_\_\_\_\_ when she didn't.  
a disappointed      b disappointing
- The true story of Carlos Tevez's rise from poverty in Argentina to football stardom is very \_\_\_\_\_.  
a inspired      b inspiring

**Vocabulary 1B**  
**-ing and -ed adjectives**

Complete the sentences with the *-ing* or *-ed* adjective form of the verbs in the box.

confuse    disappoint    embarrass    fascinate  
inspire    shock

- I went to a restaurant for lunch the other day, and when I came to pay, I realised I didn't have any money on me. It was so \_\_\_\_\_!
- She's written five songs for her new CD this week. She's obviously feeling \_\_\_\_\_!
- I've been \_\_\_\_\_ by insects ever since I was a child, and that's why I became a biologist.
- I was hoping to get \$500 for my stamp collection on eBay, but I only got \$300. It was a little \_\_\_\_\_.
- It's really \_\_\_\_\_ to see how many people use their mobile when they're driving. It's such a dangerous thing to do.
- These instructions are really hard to understand. I'm not surprised you were \_\_\_\_\_ after reading them.

**Vocabulary 2**  
**Relationships (1)**

Complete the definitions, using a hyphen (-) where necessary.

- Your grandfather's father is your gr\_\_\_\_\_.
- An ac\_\_\_\_\_ is someone you know a little but who is not a close friend.
- A co\_\_\_\_\_ is someone who works in the same organisation or department as you.
- Your b\_\_\_\_\_ is the person who is in charge of you at work.
- Your fi\_\_\_\_\_ is the woman you are engaged to and going to get married to.
- Your e\_\_\_\_\_ is the woman that you used to be married to but are now divorced from.
- Your st\_\_\_\_\_ is the son of your mother or father's new husband or wife.
- Your ha\_\_\_\_\_ is a brother who has the same mother or father as you.

**Vocabulary 3**  
**Relationships (2)**

Complete the description of a relationship with the words and phrases in the box.

fell out    got on    had    in common    kept    lost  
put up    touch    well

I met my husband at school, but we didn't start going out then. In fact we (1) \_\_\_\_\_ touch for a number of years until there was a school reunion. When we met again we (2) \_\_\_\_\_ really (3) \_\_\_\_\_, and although we lived in different parts of the country, we (4) \_\_\_\_\_ in (5) \_\_\_\_\_ regularly by email. We soon realised that we (6) \_\_\_\_\_ a lot (7) \_\_\_\_\_, and we started to see each other more and more often. And then one day we decided to get married. I think we make a good couple because we are both able to (8) \_\_\_\_\_ with each other's faults. We (9) \_\_\_\_\_ with each other once after a big argument, and he moved out of the house for a few days. But that was about three years ago, and it was the only time we've had a major disagreement.

### Vocabulary 4 Extreme adjectives

Complete the sentences with extreme adjectives.

- 1 Archaeologists discovered some an\_\_\_\_\_ monuments in the forest.
- 2 When my parents found out I'd crashed their car, they were fu\_\_\_\_\_.
- 3 It was a hot day, and the runners were ex\_\_\_\_\_ at the end of the race.
- 4 Our hotel room was quite small, but it had an en\_\_\_\_\_ bathroom.
- 5 Marco's fallen out with his girlfriend, so he's feeling mi\_\_\_\_\_.
- 6 The film was so te\_\_\_\_\_ that a lot of people left before the end.
- 7 The flat was fi\_\_\_\_\_. It obviously hadn't been cleaned for years.
- 8 I didn't think the interview went well, so when they gave me the job I was de\_\_\_\_\_.
- 9 She didn't look like a singer, but when she started singing we were as \_\_\_\_\_ by her voice.

### Vocabulary 5 Prepositions

Complete the extract from a story with the prepositions in the box.

beneath    around    within    against    ahead of  
above    beyond

The king had been woken up by the same dream for three nights now. In the dream, he was hunting when he saw a dog (1) \_\_\_\_\_ him. It was standing on the path, looking back at him, and it moved further along the path every time he got near it. In the distance, (2) \_\_\_\_\_ the dog, there was a dark forest, and the dog seemed to be leading him towards it. As they got nearer the forest, he saw that there was a high fence (3) \_\_\_\_\_ it. Suddenly, he heard a shrieking sound, and looked up to see a black bird circling in the sky (4) \_\_\_\_\_ him. The dog looked frightened and somehow managed to pass (5) \_\_\_\_\_ the fence through a small gap, disappearing into the forest. The king couldn't get through the gap, so he had to climb over the

fence. He could hear the dog and tried to follow it. After a while he came to a cave. There was a huge stone resting (6) \_\_\_\_\_ the entrance, and he could hear a noise coming from deep (7) \_\_\_\_\_ it. The king tried to move the stone, but just when he had managed to move it enough to get in, a huge black wolf attacked him. At that moment he woke up, feeling terrified.

### Extend your vocabulary – ways of talking about meaning

Match the two parts of the sentences.

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1 The colour red</li> <li>2 In China, the dragon</li> <li>3 For many, Che Guevara</li> <li>4 The Arabic word <i>Salaam</i></li> <li>5 The bald eagle</li> <li>6 The colour green</li> </ol> | <ol style="list-style-type: none"> <li>a symbolises the USA on some of its coins.</li> <li>b represents the fight against injustice.</li> <li>c means 'stop' on traffic lights round the world.</li> <li>d represents Africa's rich land on many flags.</li> <li>e symbolises power and strength.</li> <li>f means 'peace'.</li> </ol> |
|--|--|

### Listening A favourite book

**1.05** Listen to someone talking about a favourite book and choose the correct answer to the questions.

- What's the name of the planet the little prince comes from?
  - Three volcanoes
  - B612
- When did the author write the book?
  - While he was living in New York.
  - While he was trying to break a flying record.
- How many translations are there of the book?
  - You can read the book in more than 80 languages.
  - You can read the book in more than 180 languages.
- In which language did the speaker first read the book?
  - English
  - French
- What does the prince ask the narrator to draw at the beginning of the book?
  - a ship
  - a sheep
- Why does the speaker like the book?
  - It reminds her of her childhood.
  - It's for both children and adults.

### Pronunciation 1 -ing and -ed adjectives

Choose the correct pronunciation of the adjectives.

- It was so embarrassing / embarrassing / embarrassing.
- She's feeling inspired / inspired!
- I'm fascinated / fascinated / fascinated by insects.
- It was a little disappointing / disappointing / disappointing.
- It's really shocking / shocking.
- You were confused / confused.

**1.06** Listen and check your answers.

### Pronunciation 2 Weak forms

**1.07** Listen and choose the correct pronunciation of the underlined verbs.

- I can't put up with his bad temper any more!
- I'm not sure he can do anything about it.
- Have you invited Harshad?
- No, I haven't.
- Sam and I are going to buy a house together.
- Are you sure that's a good idea?
- Sean had left home by the time he was 18.
- Had Kia left home at that age?
- Yes, she had.

Strong form	Weak form
/kɑ:nt/	/kənt/
/kæn/	/kən/
/hæv/	/həv /
/hævnt/	/həvnt /
/ɑ:/	/ə/
/ɑ:/	/ə/
/hæd/	/həd /
/hæd/	/həd /
/hæd/	/həd /

### Pronunciation 3 Word stress

**1.08** You will hear each sentence twice. Listen and decide if the pronunciation matches the meaning better in the first or the second version.

- I wasn't just tired, I was exhausted.
- She wasn't just surprised, she was astonished.
- I'm not just happy, I'm feeling delighted.
- The floor isn't just dirty, it's filthy.
- We weren't just angry, we were furious.
- That car isn't just old, it's ancient



**Reading**

**The state of reading**

- 1** Are these sentences true (T) or false (F)?
- 1 More young people in the UK own a mobile phone than a book.
  - 2 Most young people don't enjoy reading at all.
  - 3 Young people who read blogs on the internet enjoy writing more.
  - 4 Parents don't have a big influence on the reading habits of children.
- 2** Read the results of a survey and check your answers to exercise 1.
- 3** Use the words and phrases in the box to complete the sentences. Then look at the article to check your answers.

a bit   at all   extremely   quite   really   very
--

- 1 22.2 per cent of young people enjoy reading \_\_\_\_\_ much.
- 2 28.4 per cent say they enjoy it \_\_\_\_\_ a lot.
- 3 39.2 per cent say they like it \_\_\_\_\_.
- 4 10.2 per cent say they don't enjoy reading \_\_\_\_\_.
- 5 Parents have a \_\_\_\_\_ big influence on the reading habits of younger children.
- 6 Many parents have an \_\_\_\_\_ busy lifestyle.

- 4** Choose the correct option.
- 1 The National Literacy Trust is *an independent / a government* organisation.
  - 2 A *smaller / larger* proportion of 15 to 17 year olds read a book every day.
  - 3 Teenagers are *less / more* likely to read material on the internet.
  - 4 More than *a third / half* of young people don't read websites every week.
  - 5 *Girls / Boys* enjoy writing more.
  - 6 *Mothers / Fathers* read to their children less often.
- 5** Answer the questions in your own words.
- 1 Do you think modern technology is threatening levels of literacy among young people today?
  - 2 Has the moving image become more important than the written word?
  - 3 Has the internet had an influence on the way you read and write?
  - 4 Do you think the results of the survey reflect attitudes in other countries?

## The state of reading

Is modern technology threatening levels of literacy among young people today? Do we live in a world in which the moving image has become more important than the written word?

The National Literacy Trust is an independent charity that works to improve literacy in the UK. As part of its 2010 report on literacy, the trust surveyed more than 17,000 schoolchildren aged 7 to 17. It discovered that 85.5 per cent of young people own a mobile phone compared with 72.6 per cent who own their own books.

22.2 per cent of young people enjoy reading very much, 28.4 per cent say they enjoy it quite a lot, and 39.2 per cent say they like it a bit. 10.2 per cent say they don't enjoy reading at all.

Age is closely linked to attitudes towards different types of reading. Thirty per cent of 7 to 8 year olds read a book every day compared with only 17 per cent of 15 to 17 year olds. However, teenagers are more likely to read material on the internet.

Nearly two-thirds of young people read websites every week. The young people who read online texts, such as blogs, also enjoy writing more and have rather more positive attitudes towards writing. Girls enjoy writing more than boys (52 per cent compared with 38 per cent).

Parents have a really big influence on the reading habits of younger children. One in five parents easily find the time to read to their children, but the rest have problems finding time because they're tired or have an extremely busy lifestyle. Of the parents that read to children, 67 per cent are mothers compared to just 17 per cent of fathers.

### Glossary

**threaten** (*verb*) – to possibly damage something

**literacy** (*noun*) – the ability to read and write

**trust** (*noun*) – an organisation that helps other people or organisations

**lifestyle** (*noun*) – the type of life you have

**Writing**

**A past narrative**

**Reading**

1 Imagine you are going to write about something that happened to you in the past. Which of these verb tenses would you use?

- future with *will*
- future with *going to*
- present simple
- present continuous
- past simple
- past continuous
- past perfect

2 Read the blog entry. Which of the verb tenses from exercise 1 does the blogger use?

I was talking to some friends about ghosts last night. We were exchanging ghost stories when I suddenly remembered something that happened to me a long time ago.

I'd left home and was living in London at the time, sharing a flat with two friends. In those days I worked in an antique market and every day I would walk to work. The walk would take me through a park and then across a busy main road.

One day I was waiting to cross the road when a car drove past me. As it was passing, the driver looked at me as if he'd seen a ghost. I'll never forget the expression on his face. I thought he was going to crash the car but he didn't.

A few weeks later I went with one of my flatmates to play at a wedding. I used to play in a band and we often performed at parties and special events. While we were playing, I saw the man again. Apparently, he was the bride's uncle. Anyway, as soon as he saw me he left the room.

I eventually discovered that his son had died in a car crash and that I looked exactly like his son. The following year I saw some photos of him and it was true. I was a dead ringer for the man's son. It's a true story. It's also a creepy story.

3 Read the blog entry again and answer the questions.

- 1 Where was the blogger living at the time the events took place?
- 2 How did he use to get to work?
- 3 Where would the journey take him?
- 4 What's a *dead ringer*? (a) A person who looks the same as another person or (b) a dead person who comes back to life?
- 5 Which of these adjectives has a similar meaning to *creepy*? Funny, fun or frightening?
- 6 What will the blogger never forget?

**Writing skills: time expressions**

4 Complete the phrases with the time expressions. Read the blog entry again to check your answers.

a few weeks later    a long time ago    at the time  
in those days    last night    one day    the following year

- 1 I was talking to some friends \_\_\_\_\_.
- 2 The events of the story happened \_\_\_\_\_.
- 3 I'd left home and was living in London \_\_\_\_\_.
- 4 I worked in an antique market \_\_\_\_\_.
- 5 I was waiting to cross the road \_\_\_\_\_.
- 6 I went with one of my flatmates to play at a wedding \_\_\_\_\_.
- 7 I saw some photos of his son \_\_\_\_\_.

5 Complete the sentences in your own words.

- 1 These days \_\_\_\_\_.
- 2 When I was a child \_\_\_\_\_.
- 3 This time last year \_\_\_\_\_.
- 4 On Saturdays \_\_\_\_\_.
- 5 \_\_\_\_\_ yet.
- 6 As soon as I woke up this morning \_\_\_\_\_.

## Language focus: narrative verb tenses

**6** Complete the definitions to explain when we use each form.

past continuous    past perfect    past simple  
 present continuous    present simple    used to

We use ...

- 1 \_\_\_\_\_ for talking about things that are happening now and about temporary and changing situations.
- 2 \_\_\_\_\_ for completed actions in the past.
- 3 \_\_\_\_\_ for actions in progress in the past.
- 4 \_\_\_\_\_ for talking about habits and routines, and about things that are always true.
- 5 \_\_\_\_\_ to talk about habitual states or actions in the past.
- 6 \_\_\_\_\_ to talk about an event in the past that happened just before another event or a specific time in the past.

**7** Complete the sentences with the correct form of the verb in brackets.

- 1 My brother's an actor. He \_\_\_\_\_ (*live*) in London.
- 2 At the moment, I \_\_\_\_\_ (*stay*) with him until I \_\_\_\_\_ (*find*) my own place.
- 3 Last year we \_\_\_\_\_ (*visit*) New York together.
- 4 After we \_\_\_\_\_ (*stay*) there for a week, we \_\_\_\_\_ (*go*) to Los Angeles.
- 5 When he was younger, my brother \_\_\_\_\_ (*dream*) of going to Hollywood.
- 6 My brother and I \_\_\_\_\_ (*be*) very close.

## Preparing to write

**8** Read the Writing task. Before you start writing, answer these questions and use the answers to help you plan your writing.

- 1 Has anything strange ever happened to you such as a feeling of *déjà vu*?
- 2 If your answer to question 1 was *yes*, when and where did it happen? What were you doing when it happened? Do you still remember it clearly now?
- 3 If your answer to question 1 was *no*, think of a special day from your past that you still remember clearly. Why was the day special? What was happening in your life at the time?

## Writing

Write a blog entry describing something that happened in your past. Either write about a strange or unusual event from your past or a special day that you still remember clearly.

## Useful language

- The other day I remembered ...
- I remember it clearly / vividly / as if it were yesterday.
- It's one of the strangest / most important things that's ever happened to me.
- I'll never forget ...
- Apparently, ...
- Eventually ...

# UNIT 3 Hot & Cold

## Grammar 1A will and be going to for predictions

Put the words in the correct order.

- fossil fuels / when / will / run out  
\_\_\_\_\_?
- stop / using petrol / probably won't / for decades / we  
\_\_\_\_\_
- definitely / more important / renewable energy /  
become / will  
\_\_\_\_\_
- is perhaps / nuclear power / to / more popular / be /  
going  
\_\_\_\_\_
- the way we do now / going / people / to / be able to  
travel / probably aren't  
\_\_\_\_\_
- going / have / are / access to / cheap flights /  
how long / we / to  
\_\_\_\_\_

## Grammar 1B will and be going to for predictions

Choose the correct options to complete the predictions.

- In the future, nuclear fusion \_\_\_\_\_ our main source of energy, but right now it looks impossible to achieve.  
a will perhaps become  
b is perhaps going to become
- The company needs to cut staff immediately, and I was the last person they employed, so \_\_\_\_\_ my job.  
a I'll obviously lose  
b I'm obviously going to lose
- Everyone's stopped talking. I think that woman over there \_\_\_\_\_ a song.  
a will sing  
b is going to sing
- If you go to live abroad, make sure you keep in touch with your friends here. \_\_\_\_\_ it one day if you don't.  
a You'll probably regret  
b You're probably going to regret

- \_\_\_\_\_ children, do you think? I know there's no rush when you're a man, but he's 35 and he lives alone.  
a Will Dara have  
b Is Dara going to have
- Don't walk under that balcony – \_\_\_\_\_ any second!  
a it'll fall down  
b it's going to fall down

## Grammar 1C will and be going to for predictions

Complete the conversation with *will* or *be going to* and the correct form of the verbs in brackets.

- A: What's on next?  
B: A documentary. But it's already nine o'clock and the adverts haven't finished.  
It (1) \_\_\_\_\_ (*start*) late.  
A: Only a couple of minutes late. What's it about?  
B: Climate change.  
A: Right. Do you think world governments (2) \_\_\_\_\_ (*agree*) to take some kind of action in the end?  
B: I don't know. It doesn't look very likely right now. I don't know why they don't just ban petrol! Fifty years from now people simply (3) \_\_\_\_\_ (*not understand*) why we took so long to abandon fossil fuels.  
A: There's something I don't get, though. We've had a lot of cold winters recently, and knowing our luck, we (4) \_\_\_\_\_ (*probably / have*) a cold winter this year too. But I thought the planet was getting warmer.  
B: A bad winter's an example of weather. The climate is what happens to weather over many years. Almost all current evidence says that the planet (5) \_\_\_\_\_ (*get*) warmer and warmer.  
A: Are you going to watch the documentary?  
B: Yes. What about you?  
A: I don't think so. I'm really tired. I (6) \_\_\_\_\_ (*fall*) asleep any minute.

## Grammar 2A Future forms: plans and intentions

Choose the best option to complete the sentences.

- I'm doing / I'm going to do / I'll do* some shopping after the class. Do you want to come with me?
- We're seeing / We're going to see / We'll see* Bronwyn for lunch at that pizzeria in the High street on Thursday. Can we tell her your news?
- I'm not entirely sure yet, but *I'm probably not going / I'm probably not going to go / I probably won't go* on holiday this summer. I like the idea of having a winter break.
- We've finally made a decision. *We aren't selling / We aren't going to sell / We won't sell* our car. We simply can't afford to buy a new one.
- I've made your travel arrangements. I couldn't get you a flight on Thursday, so *you're flying / you're going to fly / you'll fly* first thing on Friday morning.
- Lian's decided to take that job in Australia, by the way. She imagines *she's staying / she's going to stay / she'll stay* out there for a couple of years at the most, but she doesn't know for sure.

## Grammar 2B Future forms: plans and intentions

Complete the email with the present continuous, *going to* or *will* form of the words in brackets.

Hi Joss

How are things? I'm getting really excited because this weekend I (1) \_\_\_\_\_ (go) to Wales to do a winter survival course. We (2) \_\_\_\_\_ (spend) three days in the wilderness in the Snowdonia National Park. I (3) \_\_\_\_\_ (meet) Vijay after work on Friday, and we (4) \_\_\_\_\_ (probably drive) straight there so that we don't arrive too late in the evening. The course itself should be really interesting. We (5) \_\_\_\_\_ (learn) how to find shelter and keep warm in the cold. I (6) \_\_\_\_\_ (tell) you all about it when I get the chance.

(7) \_\_\_\_\_ (you / be) over here in the summer, by the way? If so, let me know and I (8) \_\_\_\_\_ (ask) for a few days off work.

Bye for now,  
Cathy

## Grammar 3A so and such

Complete the sentences with *so*, *such* or *such a*.

- Much of Bangladesh is \_\_\_\_\_ close to sea level that there's a constant risk of floods.
- The Lut Desert in Iran has \_\_\_\_\_ hot climate that nothing can live there.
- Hanakapiai Beach in Hawaii has \_\_\_\_\_ dangerous currents that people are advised not to swim there.
- The Mariana Trench in the Pacific Ocean is \_\_\_\_\_ deep that the first manned vessel took nearly five hours to reach the bottom.
- Antarctica has \_\_\_\_\_ extreme weather that nobody lives there permanently.
- Hurricanes can generate \_\_\_\_\_ strong winds that they can destroy houses.
- Mount Everest is \_\_\_\_\_ high that humans cannot survive for long at the top without oxygen.
- Tutunendo in Columbia is \_\_\_\_\_ wet place that it gets over 11 metres of rain a year.

## Grammar 3B so and such

Rewrite the sentences with *so* or *such (a)* and two other words so that the meaning stays the same.

- The day was so cold that we decided not to go out. It was \_\_\_\_\_ that we decided not to go out.
- They've got such a big house that it must take days to clean! Their house \_\_\_\_\_ that it must take days to clean!
- They're such naughty kids that their teacher can't control them. Those kids \_\_\_\_\_ that their teacher can't control them.
- This film's so boring that I'm going to turn it off. This is \_\_\_\_\_ that I'm going to turn it off.
- That news is so good that we should go out and celebrate. That's \_\_\_\_\_ that we should go out and celebrate.
- This is such tasty cheese that I'm going to have a bit more. This cheese \_\_\_\_\_ that I'm going to have a bit more.

## Grammar 4A

### Real conditionals

Choose the correct options to complete the sentences.  
Use the present simple if possible.

- If shops *don't keep / won't keep* ice-cream well below 0°C, it *starts / will start* to melt.
- If I *go / I'll go* out to get an ice-cream later, *do you come / will you come* too?
- We *look after / can look after* the children if *you want / you'll want* to eat out this evening.
- If a *country's / country will be* in recession, the sales of supermarket own brands *increase / will increase*.
- This recession *gets worse / might get worse* if *we have / we'll have* a really bad winter.
- Parties *will be / are* always more fun if you *invite / will invite* lots of people.
- Do we invite / Should we invite* Jan to the party if *we see / we'll see* her this weekend?
- If the weather *doesn't get / won't get* better, *we aren't able / won't be able* to have a barbecue on Saturday.

## Grammar 4B

### Real conditionals

Complete the conversations with the present simple or *will* form of the verbs in brackets.

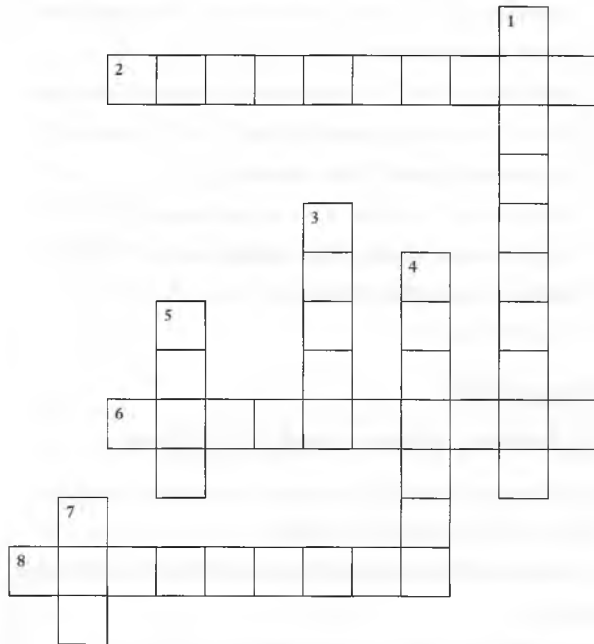
- A: Excuse me. I bought this ice-cream here a few hours ago, and when I got it home I saw that it had melted.  
B: That (1) \_\_\_\_\_ (*happen*) if you (2) \_\_\_\_\_ (*take*) a long time to get home.  
A: But I live across the road, and I put it straight in the freezer. I'd like my money back.  
B: Have you got a receipt? We (3) \_\_\_\_\_ (*not give*) refunds if a customer (4) \_\_\_\_\_ (*not have*) a receipt.  
A: No, I haven't. But if you (5) \_\_\_\_\_ (*look*) at the label, you (6) \_\_\_\_\_ (*see*) that it came from here. It's the supermarket's own brand.  
B: I'm sorry, but I can't do anything about it.  
A: If you (7) \_\_\_\_\_ (*not give*) me a refund, I (8) \_\_\_\_\_ (*ask*) to see the manager.  
A: What are you doing?  
B: I'm reinstalling everything on my computer. Computers (9) \_\_\_\_\_ (*work*) faster if you (10) \_\_\_\_\_ (*do*) that from time to time.

- A: Really? Is it difficult to do?  
B: No. It (11) \_\_\_\_\_ (*be*) easy if you (12) \_\_\_\_\_ (*know*) how.  
A: I should reinstall mine. In fact, I (13) \_\_\_\_\_ (*do*) it this afternoon if I (14) \_\_\_\_\_ (*have*) time. (15) \_\_\_\_\_ (*you / be*) here if I (16) \_\_\_\_\_ (*need*) to phone you?  
B: Probably not, but if I (17) \_\_\_\_\_ (*not be*) here, Gavin (18) \_\_\_\_\_ (*be able to*) help you.

## Vocabulary 1

### Energy

Complete the puzzle with types of energy.



#### Across

- energy that is produced by moving water (10)
- an invisible substance from under the ground (7, 3)
- energy that is produced by the currents of air in the earth's atmosphere (4, 5)

#### Down

- a type of energy that comes from heat from under the ground (10)
- a type of energy that uses the sun's light and heat (5)
- a type of energy that is produced when the structure of the central part of an atom is changed (7)
- a hard black substance that is burned to provide energy (4)
- a dark liquid from under the ground, used for making petrol and diesel (3)



### Vocabulary 2 Materials

Complete the sentences with the materials in the box.

cotton leather metal plastic rubber  
wood wool

- 1 People often wear a \_\_\_\_\_ jacket for protection when riding a motorbike.
- 2 We bought \_\_\_\_\_ cups and plates for the kids' party so that nothing got broken.
- 3 These doors are really heavy. That's because they're made of solid \_\_\_\_\_.
- 4 The ideal material for car and bicycle tyres is \_\_\_\_\_ because it's hard-wearing but also soft and flexible.
- 5 I always take a \_\_\_\_\_ cup with me when I go camping because you can put it on a gas burner to heat water in.
- 6 My jumper came from Peru, so it's made from Alpaca fibre, and not from sheep's \_\_\_\_\_.
- 7 I always wear a white \_\_\_\_\_ shirt and a blue tie to work.

### Vocabulary 3 cold (metaphor)

Complete the sentences with the words in the box.

cold ice blood shoulder reception voice

- 1 The rebel soldiers were captured and shot in cold \_\_\_\_\_.
- 2 I wasn't invited to lunch. My workmates left me out in the \_\_\_\_\_.
- 3 Bo's normally friendly, but lately he's been giving me the cold \_\_\_\_\_.
- 4 I asked for a pay rise. After an icy stare, she said 'no' in a cold \_\_\_\_\_.
- 5 Sam's idea for the new advertising campaign got a cold \_\_\_\_\_.
- 6 When I told Ian I was upset, he just said 'Oh'. He's as cold as \_\_\_\_\_.

### Vocabulary 4A Words to describe statistics

Complete the economic report with the words in the box.

by decline decreasing in fallen go grew  
gone increase of to risen

In general, it has been a difficult quarter for the company due to the negative economic climate, in which economic activity has continued to (1) \_\_\_\_\_ on a national level. Inflation has (2) \_\_\_\_\_ up (3) \_\_\_\_\_ 2% and is now at 3.5%. The price of fuel has continued to (4) \_\_\_\_\_, and analysts predict that there will be a further rise (5) \_\_\_\_\_ around 20% before prices start to (6) \_\_\_\_\_ down again. It is no surprise, then, that sales have (7) \_\_\_\_\_ this quarter, and are still (8) \_\_\_\_\_. We predict a further 5% decrease (9) \_\_\_\_\_ sales before things start to recover. However, it is not all bad news. Sales of mobile phones have (10) \_\_\_\_\_ this quarter, and our share of the market (11) \_\_\_\_\_ from 15% (12) \_\_\_\_\_ 18%.

### Vocabulary 4B Words to describe statistics

Complete the second sentence with the noun or verb phrase which is based on the underlined phrase. Be careful to change or add a preposition.


- 1 Economic activity has declined.  
There has been a \_\_\_\_\_ economic activity
- 2 Inflation has increased by 2%.  
There has been a 2% \_\_\_\_\_ inflation.
- 3 There will be a rise of 20% in oil prices.  
Oil prices \_\_\_\_\_ 20%.
- 4 Sales have fallen this quarter.  
There has been a \_\_\_\_\_ sales this quarter.
- 5 There will be a further decrease in sales.  
Sales will continue to \_\_\_\_\_ further.
- 6 Our share of the market grew from 15% to 18%.  
The \_\_\_\_\_ our share of the market was from 15% to 18%.

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

Complete the collocations with *problem* in this conversation.


- A: I've called you into the office because we need to try to find a (1) s\_\_\_\_\_ to our financial problems. We're losing money, and if we don't (2) t\_\_\_\_\_ the problem now, we're going to (3) f\_\_\_\_\_ an even bigger one in the future.
- B: Can I ask what's (4) c\_\_\_\_\_ this problem? I mean, sales haven't fallen.
- A: It's a combination of factors. We're paying more rent now, and our energy costs have gone up significantly too.
- B: One way to (5) s\_\_\_\_\_ the problem would be to move to premises outside the city centre where rents are cheaper.
- A: Yes, that would save us a lot of money. It's good to be in the centre, but if it means we can survive, I think we'll have to move.

## Listening Summer holidays

 **1.09** Listen to the conversation between Michael and Mia. Choose the correct word to complete the sentences.

- 1 Mia is going to fly to Australia with her *sister* / *mother*.
- 2 They're visiting Singapore *after* / *before* going to Australia.
- 3 Her sister lives in *Melbourne* / *Mount Gambier*.
- 4 Melbourne is the *cultural* / *political* capital of Australia.
- 5 Mia thinks the weather will be *sunny* / *rainy*.
- 6 Mia *has* / *hasn't* been to Australia before.

## Pronunciation Intonation

 **1.10** Listen to the sentences. Then choose the correct intonation pattern used in the lists.

- 1 Normally it's warm in June, hot and humid in July and stormy in August.
- 2 Our best-selling clothes are jeans, T-shirts, trainers and leather jackets.
- 3 I'd like some cheese, a packet of cornflakes, some milk and some coffee.
- 4 We export our goods to the United States, Europe, the Middle East and most South American countries.
  - a Your voice goes up on every item on the list.
  - b Your voice goes up on every item in the list except for the last one, on which it goes down.
  - c Your voice goes down on every item in the list except for the last one, on which it goes up.

## Reading Under the weather

1 Put the words in the correct category.

bad tempered	cold	depressed	heatwave		
positive	sad	sunlight	temperature	tired	warm

The weather	How we feel

2 Read the magazine article and answer the questions.

- 1 What do biometeorologists do?
- 2 What does SAD stand for?
- 3 How long should we stay outside to feel positive?
- 4 How many people are sensitive to changing weather?

### Under the weather

A biometeorologist is a scientist who studies the effects of the weather on living things. We all know that changes in the weather can affect how we feel. If there's a heatwave, we become tired, bad tempered and have problems sleeping. When temperatures rise there are more accidents on the road and an increase in the number of street crimes. In hot weather the body produces chemicals which reduce our powers of concentration and affect our judgement.

If the weather is cold then our mood can become darker. When winter comes, many people are affected by a condition called SAD (Seasonal Affective Disorder). It's a form of depression caused by less exposure to sunlight during the winter months. If someone is affected by SAD then they become tired, unhappy and lose their appetite. However, in many cases the condition improves if patients spend time in artificial daylight.

In general terms, if you spend time outdoors in good weather, then your mood improves. According to some experts, a person should spend at least 30 minutes each day outside in warm, sunny weather in order to feel in a positive mood.

The weather also plays its part in seasonal physical illnesses such as flu, sunstroke and hay fever. Different weather conditions can have benefits for more dramatic health problems.

Climatotherapy is the practice of recommending different weather for specific illnesses.

The way our bodies react to the weather depends on our age, sex and general health. One in three people are sensitive to changing weather and women are generally more sensitive than men. So if you ask someone how they're feeling and they answer 'I'm feeling a bit under the weather', then they are probably one of those people who are sensitive to the weather.

#### Glossary

**heatwave** (*noun*) – a continuous period of very hot weather

**judgement** (*noun*) – an opinion you have after thinking about something

**mood** (*noun*) – the way you feel (happy, sad, angry, etc.)

**appetite** (*noun*) – the feeling of wanting to eat

**sunstroke** (*noun*) – a dangerous physical condition caused by spending too much time in the sun

**hay fever** (*noun*) – a medical condition caused by pollen from flowers

**3** Use the correct form of the verbs in the box to complete the sentences.

be	become	come	improve	lose	rise
----	--------	------	---------	------	------

- If there's a heatwave, we \_\_\_\_\_ tired.
- When temperatures \_\_\_\_\_, there are more accidents on the road.
- If the weather \_\_\_\_\_ cold, then our mood can become darker.
- When winter \_\_\_\_\_, many people are affected by a condition called SAD.
- If someone is affected by SAD, then they \_\_\_\_\_ their appetite.
- If you spend time outdoors in good weather, then your mood \_\_\_\_\_.

**4** Answer the questions.

- Why are there more accidents in hot weather?
- Why do people become depressed in the winter?
- How can people affected by SAD improve their condition?
- What's the best way to improve your mood in good weather?
- What's the name given to the practice of using the weather to treat an illness?
- Are men and women equally sensitive to changes in the weather?

**5** Complete the sentences with the idioms.

a storm in a teacup  
raining cats and dogs  
save it for a rainy day  
snowed under  
take a rain check  
under the weather

- I don't feel very well. I feel a bit \_\_\_\_\_.
- I've got so much work. I'm completely \_\_\_\_\_.
- I put the money in the bank. I'm going to \_\_\_\_\_.
- She was angry about something stupid I said. It was \_\_\_\_\_.
- I can't meet you for lunch. Let's \_\_\_\_\_.
- The weather's terrible. It's \_\_\_\_\_.

**Writing**  
**A resignation letter**

**Reading**

- 1 When people leave a job, they usually write a resignation letter. Make a list of at least four reasons why people decide to leave a job.
- 2 Read the letter. Is Lucy's reason for leaving the job on the list you made?

Dear Mr Mancini

I'm writing because I've decided to leave my job at the company at the end of next month. After working here for five years, it's obviously been a difficult decision to make, and I'm still not absolutely sure if I'm doing the right thing.

My reason for leaving is that the opportunity has come up to work on an environmental project in Alaska. As you know, I'm fascinated by how people survive in cold climates, and a chance like this may not come again. I'll initially be working as an office manager there, too, but I hope to get involved in some of the research.

I won't be leaving for another five weeks, but as you'll need time to find someone to take over from me, I wanted to give you as much notice as possible. Hopefully, that will allow me to give my substitute some training before I go, although unfortunately I won't get to see our new offices.

I'd like to take this opportunity to thank you for all the support and training you've given me. Skills like touch typing, using spreadsheets and website editing will definitely be useful to me in the future.

Yours sincerely,  
Lucy Hargreaves

3 Read Lucy's email again. In which paragraph does she ...?

- 1 explain what her plans are \_\_\_\_\_
- 2 express her gratitude to the company \_\_\_\_\_
- 3 give her reason for writing \_\_\_\_\_
- 4 talk about her leaving arrangements \_\_\_\_\_
- 5 say how she feels about her decision \_\_\_\_\_

**Writing skills: using adverbs**

4 Look at the underlined adverbs in the email. Circle the correct word to complete the rules.

Most adverbs can go (1) *before / after* the main verb but (2) *before / after* be and auxiliary verbs. However, they go (3) *before / after* contracted auxiliary verbs and modals. Some adverbs can also go (4) *before / after* the subject at the start of a clause. These include *obviously, initially, hopefully* and *unfortunately*.

5 Match the adverbs in the email with these words and phrases.

- 1 I hope that \_\_\_\_\_
- 2 without a doubt \_\_\_\_\_
- 3 at first \_\_\_\_\_
- 4 I am sad to say that \_\_\_\_\_
- 5 completely \_\_\_\_\_
- 6 it is clear that \_\_\_\_\_

**Language focus: as and like**

6 Find examples in the email of these different meanings of *as* and *like*.

**As**

- 1 to talk about a person's role or job:  
\_\_\_\_\_
- 2 to say that two things are equal:  
\_\_\_\_\_
- 3 to refer to what is known:  
\_\_\_\_\_
- 4 to give the reason for something:  
\_\_\_\_\_

**Like**

- 5 to give examples:  
\_\_\_\_\_
- 6 to say one thing is similar to another:  
\_\_\_\_\_
- 7 to talk about what you want to do:  
\_\_\_\_\_

7 Complete the sentences with *as* or *like*.

- 1 *As / Like* you're leaving soon, could you start clearing things out of your office?
- 2 I has a job *as / like* a secretary before I worked here.
- 3 I've never been to a cold place *as / like* Alaska.
- 4 *As / Like* I said in my email, I'm leaving at the end of next month.
- 5 It seems *as / like* a really interesting opportunity.

**Preparing to write**

**8** Read the Writing task below. Think about a job you do or have done, or invent one. Then make notes about why you want to leave the job and what you would like to do instead.

**Writing**

You have decided to leave your job. Write a letter of resignation to your boss in which you explain why you want to leave and what your plans are. Also say why you are happy or unhappy about the time you've spent in the job.

**Useful language**

- I'm writing because I've decided to ...
- After working here for (five) years, it's ...
- I'm still not sure if ...
- My reason for leaving is that ...
- As you know, I'm ...
- I hope to ...
- I won't be leaving for another (five) weeks, but / so ...
- Hopefully, that will allow me / you to ...
- I'd like to take this opportunity to thank you for ...
- I'd like to tell you how ... I am that ...

## Grammar 1A

### Present perfect and past simple

Choose the correct words to complete this profile of the artist Banksy.

### The invisible man

Very little is known about the graffiti artist who calls himself Banksy. It is thought that he (1) *has been / was* born near Bristol in the UK in 1974. It is also said that he (2) *has trained / trained* to be a butcher before he (3) *has become / became* a graffiti artist in the late 1980s. Since then, his reputation (4) *has grown / grew*, and his art (5) *has appeared / appeared* on walls in cities around the world. He (6) *has organised / organised* exhibitions, and a number of books containing photographs of his work (7) *have been / were* published. He (8) *has even made / even made* a film. *Exit Through The Gift Shop* (9) *has come out / came out* in 2010 and (10) *has received / received* excellent reviews at the time of its release. But very few people (11) *have interviewed / interviewed* him, and although some newspapers (12) *have printed / printed* photos that they claim are of the artist, we can't be absolutely sure what he looks like.

## Grammar 1B

### Present perfect and past simple

Complete the conversation with the present perfect or past simple form of the verbs in brackets, or a short answer.

- A: Hi. I don't think we (1) \_\_\_\_\_ (meet) before.  
 B: No. My name's Eric. I work in the graphics department. I'm a graphic artist.  
 A: Right. So how long (2) \_\_\_\_\_ (you / be) here?  
 B: For about a year now. I (3) \_\_\_\_\_ (join) the company in March last year. How about you?  
 A: I (4) \_\_\_\_\_ (work) here since I left school. So how (5) \_\_\_\_\_ (you / become) a graphic artist?  
 B: I (6) \_\_\_\_\_ (study) art and design at college. I actually wanted to be a painter. I still do, in fact. I paint a lot in my free time.  
 A: Really? (7) \_\_\_\_\_ (you / ever / have) an exhibition of your work?  
 B: No, I (8) \_\_\_\_\_ (not have). Not yet, anyway. But I (9) \_\_\_\_\_ (sell) a couple of paintings.

A friend (10) \_\_\_\_\_ (buy) one for his mother's birthday last year.

- A: You'll have to bring one in here to liven up the coffee room a little!

## Grammar 1C

### Present perfect and past simple

Rewrite the sentences using the correct form of the words in brackets so that the meaning stays the same.

I bought this car five years ago.  
**I've had this car for** (have / for) five years.

- We moved to this house in 2006.  
We \_\_\_\_\_ (live / since) 2006.
- She started doing yoga when she was a teenager.  
She \_\_\_\_\_ (do / since) she was a teenager.
- She started working here years ago.  
She \_\_\_\_\_ (work / for) years.
- How long have you known Abdul?  
When \_\_\_\_\_ (meet) Abdul?
- I last heard from Ruby ten years ago.  
I \_\_\_\_\_ (not hear / for) ten years.
- When did you grow a beard?  
How long \_\_\_\_\_ (have) a beard?

## Grammar 2A

### Present perfect with yet and already

Put the words in the correct order.

- lunch / you / yet / have / made  
\_\_\_\_\_?
- met / see / my brother / I / you've / that / already  
\_\_\_\_\_?
- yet / they / Mirna's / haven't / new flat / seen  
\_\_\_\_\_?
- that book / already / you / finished / have  
\_\_\_\_\_?
- Lewis / his A levels / 16 / and / already / taken / is / he's  
\_\_\_\_\_?
- come / has / yet / the post  
\_\_\_\_\_?
- but / we've / made / haven't / spoken / already / yet / we / a decision  
\_\_\_\_\_?
- my taxi / I'm / yet / arrived / going to be / hasn't / late / because  
\_\_\_\_\_?



### Grammar 2B

#### Present perfect with *yet* and *already*

Complete each conversation by adding *yet* or *already* in the correct place in each conversation.

- 1 A: Have you bought the tickets?  
B: No, I haven't. But I've booked the hotel.
- 2 A: Could you hang out the washing?  
B: I've done it.  
A: But you haven't cleaned the floors. Could you do that next?
- 3 A: I can't believe it! Have you finished the test?  
B: Well, it wasn't very difficult.  
A: Just a moment. Turn over the test. You haven't done the composition.  
B: Oops! I didn't see that.
- 4 A: Paula? Haven't you finished? The film's started.  
B: OK, I'm just coming.
- 5 A: When did you arrive in Granada?  
B: We've already been here for a couple of days.  
A: Have you visited the Alhambra yet?  
B: No, not. But we've seen it from the outside.

### Grammar 3A

#### Modals of deduction

1 Look at the sentences in exercise 2. Which city in the box is each sentence describing?

Canberra, Australia    Mexico City, Mexico  
Moscow, Russia    Pretoria, South Africa    Tokyo, Japan

2 Choose the best modals to complete the deductions.

Most people here speak Spanish.

1 It *can't* / *could* be Canberra or Pretoria.

2 It *may* / *must* be Mexico City.

December is one of the hottest months here.

3 It *may* / *must* be Pretoria.

4 It *might* / *can't* be Moscow or Tokyo.

It's not in Europe.

5 It *must* / *could* be Pretoria or Mexico City.

6 It *might* / *must* be Canberra.

It's an Asian city.

7 It *could* / *can't* be Mexico City or Pretoria.

8 It *can't* / *must* be Tokyo.

### Grammar 3B

#### Modals of deduction

Complete the conversation with the modals in the box. Use each modal at least once.

can't    could    may    might    must

- A: Who's that in Mr Doyle's garden?  
B: I can't see anybody. You (1) \_\_\_\_\_ be imagining things!
- A: Look! There. It's strange because Mr Doyle's on holiday.  
B: Well, it (2) \_\_\_\_\_ be one of his children. I think I've met them all.
- A: Do you think it (3) \_\_\_\_\_ be a friend of his? Maybe he's asked a friend to water his plants.  
B: I suppose it (4) \_\_\_\_\_ be a friend of his, but I don't think it is. I've never seen him before. But then I (5) \_\_\_\_\_ possibly know who all his friends are!
- A: Or he (6) \_\_\_\_\_ have a gardener. It's a big garden – maybe he decided to get some help.  
B: No, it (7) \_\_\_\_\_ be a gardener. Gardening is Mr Doyle's favourite hobby. He'd never let someone else do the work.
- A: Well, in that case there's only one possibility left. It (8) \_\_\_\_\_ be an intruder. We should call the police.  
B: You're right. Let's call them.

### Grammar 4A

#### *somebody, anybody, nobody, everybody*

Complete the sentences with the words in the box.

anybody    everybody    nobody    somebody

- 1 Excuse me, is \_\_\_\_\_ watching the TV? If not, do you mind if I turn it off?
- 2 Could \_\_\_\_\_ pass me the salt, please? I can't reach.
- 3 \_\_\_\_\_ likes Julia. She makes friends wherever she goes.
- 4 I didn't enjoy the party because there wasn't \_\_\_\_\_ there that I knew.
- 5 I can't find my wallet. \_\_\_\_\_ must have stolen it!
- 6 \_\_\_\_\_ remembers my birthday. Not even my parents. It's really sad!
- 7 For my next trick, I want you all to think of a person you know. It could be \_\_\_\_\_, but don't tell me their name.

**Grammar 4B**

**somebody, anybody, nobody, everybody**

Complete the emails with *somebody, anybody, nobody* and *everybody*.

10:06 Monday 18  
 To: Jim@agrobpop.com, Amy@agrobpop.com, Lou@agrobpop.com  
 Subject: A favour?  
 Hi (1) \_\_\_\_\_  
 I'm working from home today, so could (2) \_\_\_\_\_ do me a favour and change the bottles on my experiment in the laboratory? It's really easy, so (3) \_\_\_\_\_ could do it, but it needs to be done today. When it's been done, just send me an email. Also, has (4) \_\_\_\_\_ seen my mobile? I can't find it anywhere and I think I might have left it in the office.  
 Cheers,  
 Ben

15:49 Monday 18  
 To: Jim@agrobpop.com, Amy@agrobpop.com, Lou@agrobpop.com  
 Re: A favour?  
 Hi again  
 I haven't had an email from (5) \_\_\_\_\_ to say that those bottles have been changed. Surely (6) \_\_\_\_\_ must have time to do it! But if (7) \_\_\_\_\_ can do it before 5 o'clock, could (8) \_\_\_\_\_ let me know, as I'll then need to come in and do it myself? Also, am I right to think that (9) \_\_\_\_\_'s found my mobile?  
 Ben

08:57 Tuesday 19  
 To: Jim@agrobpop.com, Amy@agrobpop.com, Lou@agrobpop.com  
 Re: A favour?  
 Hi  
 Did (10) \_\_\_\_\_ read the emails I sent yesterday? They went to (11) \_\_\_\_\_, but (12) \_\_\_\_\_ replied, so I had to come in and change the bottles myself. And my mobile was right there on my desk! ☺  
 Ben

**Vocabulary 1**  
**Adjective suffixes: -ive, -ful, -ous**

Complete the adjectives with the suffixes *-ive, -ful, -ous* or *-ious*.

I've got three brothers and sisters. My big sister, Jasna, is an artist. She's always been very (1) creat\_\_\_\_\_ and she's starting to get quite (2) fam\_\_\_\_\_. She's (3) attract\_\_\_\_\_, too, so the rest of us are a little (4) jeal\_\_\_\_\_ of her, I think. She lives alone with her (5) faith\_\_\_\_\_ dog, Pablo. They go everywhere together.

Next there's Dimitar. He's a (6) success\_\_\_\_\_ businessman. He's always had the right characteristics for that type of work – he's (7) ambit\_\_\_\_\_ and (8) decis\_\_\_\_\_, and he was (9) competit\_\_\_\_\_ even when we were playing games as children. They say he has (10) power\_\_\_\_\_ friends!

And then there's my little sister, Milica. We sometimes call her the (11) myster\_\_\_\_\_ member of the family because we don't see her very often and nobody's really sure what she does. She's very (12) imaginat\_\_\_\_\_ and she loves telling (13) humor\_\_\_\_\_ stories. She's a little (14) forget\_\_\_\_\_, and tends to forget our birthdays, but if I ever have a problem, she's the one I talk to. Her advice is always (15) help\_\_\_\_\_.

## Vocabulary 2

Expressions with *what*

Complete the conversations with the expressions in the box.

so what    what for    you've what    now what    or what  
what about    you're what

- 1 A: I'm going home.  
B: \_\_\_\_\_? But you've only just arrived!
- 2 A: Are we going to have lunch together \_\_\_\_\_?  
B: OK, OK, let me just finish this email and I'll be with you.
- 3 A: Have you got any ideas for dad's present?  
B: \_\_\_\_\_ some new sandals? His old ones are falling apart.
- 4 A: Look! There's a big scratch on the passenger door of your new car.  
B: \_\_\_\_\_? It's only a car.
- 5 A: Greta, I've lost that book you lent me.  
B: \_\_\_\_\_? That was a copy signed by the author!
- 6 A: OK, I've made a copy of all my files. \_\_\_\_\_?  
B: The next step is to reboot from the CD.
- 7 A: I'm going to phone Roberta.  
B: \_\_\_\_\_? You've already sent her a text message, haven't you?

## Vocabulary 3

## Crime

Complete the words in this police interrogation. Be careful to use the correct form of verbs.

- A: This is a case of cold-blooded (1) m\_\_\_\_\_, but fortunately we've caught the only (2) s\_\_\_\_\_. And I'm looking at him right now.
- B: I've told you time and time again. I didn't kill him. I'm completely (3) i\_\_\_\_\_. I've never (4) c\_\_\_\_\_ a (5) c\_\_\_\_\_ in my life.
- A: So how do you explain the (6) e\_\_\_\_\_ we found at the crime scene? That knife with your fingerprints on it?

- B: That knife was (7) p\_\_\_\_\_ there. Someone must have taken it from my apartment. And remember that I have an (8) a\_\_\_\_\_. I was with my girlfriend. She made a statement to that effect.
- A: Your girlfriend's just trying to cover for you. We know you're (9) g\_\_\_\_\_, and I'm going to make sure you go to (10) p\_\_\_\_\_ for what you did. What we don't know is *why* you killed him. What was your (11) m\_\_\_\_\_?
- B: Look, you're wasting your time here. I did not kill that man! The real killer is out there still, and you need to (12) a\_\_\_\_\_ him before he kills again!

## Vocabulary 4

## Usual and unusual

Choose the correct word to complete the sentences.


- 1 Look at this pizza. Cheese, peanuts and banana. That's a *bizarre / usual* combination!
- 2 Frank's got an *average / odd* accent. I've never heard anything like it. It's not really English, but it's not Irish either.
- 3 There's a *funny / typical* smell in the fridge. Do you think some food has gone bad?
- 4 In India it's *common / weird* for men to have a moustache. I'd say most men have one, in fact.
- 5 Lucia must be really busy at the moment. It's *common / unusual* for her to leave work so late.
- 6 In Spain, everyone has two surnames, whereas in English-speaking countries it's *average / uncommon*.
- 7 Rasha sent me a really *typical / weird* email this morning. It was in French, and I don't even speak French!
- 8 That's *typical / uncommon* of John! He's always friendly one day, and the next day he doesn't even speak to you!
- 9 Lunch is at 12:30. Well, that's the *odd / usual* time, sometimes it's later if there's a meeting.
- 10 You really like this group, don't you? Personally I think they're very *average / unusual*. They sound like twenty other groups I can think of.

## Extend your vocabulary – *stranger* and *foreigner*

Choose the correct word to complete the sentences.


- 1 The man who robbed me was a complete *stranger* / *foreigner*. I'd never met him before.
- 2 It's very stimulating to be a *stranger* / *foreigner* living in another country.
- 3 *Strangers* / *Foreigners* visit things in a city that many local residents no longer notice.
- 4 Excuse me. I'm a *stranger* / *foreigner* round here. Could you tell me where the town centre is?
- 5 *Strangers* / *Foreigners* who plan to visit the USA need to get a visa first.
- 6 Oriol's really outgoing. He starts conversations with total *strangers* / *foreigners* wherever he goes.

## Listening Imagined lives

 1.11 Listen to the radio programme and decide if the sentences are true (T) or false (F).

- 1 The exhibition is taking place at the National Portrait Gallery.
- 2 There are only thirteen paintings in the exhibition.
- 3 All of the paintings are from the seventeenth century.
- 4 The exhibition includes a portrait of Queen Elizabeth I.
- 5 Contemporary authors have written stories for the exhibition.
- 6 We now know the identity of the person in Tracy Chevalier's painting.

## Pronunciation Contrastive stress

 1.12 In each sentence the speaker has stressed two words to contrast them. Listen and underline the words you think the speaker has stressed.

- 1 I think this painting's a bit boring, but that painting's great.
- 2 The exhibition wasn't cheap; it was really expensive.
- 3 I'm not talking about that sculpture; I'm talking about this one.
- 4 I don't just like this particular landscape, I love it.
- 5 In this portrait, colour is what stands out; in that one it's the texture that you really notice.
- 6 In this exhibition his paintings all look the same, whereas in his last exhibition there was more variety.

## Reading

### Crime at prime time

1 Use the words in the box to complete the titles of television crime dramas.

Break Investigation Morse Order Wire Witness

- 1 *CSI: Crime Scene* \_\_\_\_\_
- 2 *Inspector* \_\_\_\_\_
- 3 *Law &* \_\_\_\_\_
- 4 *Prison* \_\_\_\_\_
- 5 *Silent* \_\_\_\_\_
- 6 *The* \_\_\_\_\_

2 How many of the crime dramas in exercise 1 have you seen?

3 Read the article and match each sentence below with one of the titles in exercise 1.

- 1 It's often called the best TV drama ever made.
- 2 It was on TV for two decades.
- 3 In 2009 it was the most popular TV show in the world.

4 Use the question words and phrases in the box to complete the questions. There are two extra question words or phrases you do not need.

How How many How much What When  
Where Who Which

- 1 \_\_\_\_\_ does the *CSI* team solve crimes?
- 2 \_\_\_\_\_ people watched *CSI* in 2009?
- 3 \_\_\_\_\_ crime do we fear most?
- 4 \_\_\_\_\_ did *Law & Order* end?
- 5 \_\_\_\_\_ created, produced, and wrote *The Wire*?
- 6 \_\_\_\_\_ are the TV networks hoping to find?

5 Answer the questions in exercise 4.

6 Find words in the article which match these definitions.

**Paragraph 1**

a group of people who do something together  
a person who watches TV

**Paragraph 2**

to react to something

**Paragraph 3**

not real or true  
real or true to life

**Paragraph 4**

to start something new  
a success

## UNIT 4 Friends & Strangers

### Crime at prime time

Crime dramas are the most popular TV programmes in many countries. *CSI: Crime Scene Investigation*, a drama about a team of forensic investigators that solves crimes by examining the evidence, was the most watched TV show in the world in 2009, with more than 73.8 million viewers worldwide. It's among the top 20 US TV series in Australia, France, Germany, Italy, Poland, Spain and the United Kingdom.

Why do we love crime dramas so much? We all know that crime exists, and the way we respond to crime is universal. We all want to see how crimes are solved and see the criminal caught. The crime we fear most is murder, so watching TV and seeing a murder being solved and the criminal going to prison is reassuring. In a strange way, murder on TV can seem more real than a murder in the real world.

However, most of the fictional stories in these series are based on real stories. David Simon, the man who created, produced and wrote *The Wire*, often called the best TV drama ever made, worked as a crime reporter for the *Baltimore Sun* newspaper before creating the series. His knowledge of how the city's underworld worked gave the series an authentic feel. According to Simon, truth is always stranger (and more interesting) than fiction.

TV series don't last forever. The series *Law & Order*, one of the longest prime time dramas in history, ended in 2010 after running for 20 years. But every year, the American TV networks launch their new crime dramas, hoping to find the next big hit that will one day become the most watched TV show in the world.

#### Glossary

**prime time** (*noun*) – the most popular time for watching television in the evening

**forensic** (*adjective*) – using scientific methods to solve crimes

**evidence** (*noun*) – things that show if someone has committed a crime

**solve** (*verb*) – to find a solution

**reassuring** (*adjective*) – making you feel less worried

**underworld** (*noun*) – the criminals in a community

**network** (*noun*) – TV broadcasting company

## Writing

### Giving your news

#### Reading

1 What do the following all have in common?

Telegram

Facebook

Twitter

SMS

Internet Messenger

2 Read the short messages posted on a social networking site and match the messages with the people.

1 Tom is asking people to come to a social event.

2 Helen is looking for someone to lend her something.

3 Jennifer is sharing news about her family.

4 Jack is updating people about things he's done and people he's seen.

a Here are some pics of Jim and the girls. As you can see, little Bela isn't so little anymore. She's growing up fast and is starting school soon. Helen is studying for her end-of-year exams and Jim is still working at dad's shop. I'm doing too much as usual! BTW Looking for recipe for strawberry cheesecake. Anyone?

b Hey guys! Everybody's invited to a party at Kathy's Saturday from 9pm. There'll be live music in the shape of The Celtic Band and a surprise DJ from midnight. Kathy will be cooking her special pasta and I'll be doing what I do best – nothing! LOL Bring a friend and let's party.

c Went to Mario's for supper last night. Had amazing time. Jenny and Jackie were there and all the gang from the market. Later we all went into town for a drink. FYI got all the latest news about Billy's cycle trip around the world. Interested?

d Anyone have a laptop I can borrow ASAP? My PC died suddenly this morning :-( and I have to finish a translation job by next Wednesday. Promise to look after it and return it in perfect condition. Please help.

3 Find these words in the messages.

1 an informal word for photographs

2 not recorded

3 after 12pm

4 very enjoyable

5 a group of friends

6 to use something that belongs to someone else

#### Writing skills: ellipsis

Ellipsis is the practice of leaving words out of a sentence when they are not necessary for understanding it. It makes written sentences similar to spoken sentences and is used a lot in short messages.

4 Look at these examples from the messages and write the complete sentences.

1 Looking for recipe for strawberry cheesecake.

2 Anyone?

3 Went to Mario's for supper last night.

4 Had amazing time.

5 Interested?

6 Anyone have a laptop I can borrow?

5 Delete any unnecessary words from the sentences to make the message shorter. Can you reduce it to 30 words?

Here are some pics of Jim and the girls. As you can see, little Bela isn't so little anymore. She's growing up fast and is starting school soon. Helen is studying for her end-of-year exams and Jim is still working at dad's shop. I'm doing too much as usual! BTW Looking for recipe for strawberry cheesecake. Anyone?

#### Language focus: abbreviations

6 Look for the abbreviations in the messages and match them with the words and phrases with the same meaning.

ASAP	BTW	DJ	FYI	LOL	PC
------	-----	----	-----	-----	----

1 \_\_\_\_\_ here's something you should know

2 \_\_\_\_\_ very funny

3 \_\_\_\_\_ a person who plays recorded music

4 \_\_\_\_\_ home computer

5 \_\_\_\_\_ here's something unrelated

6 \_\_\_\_\_ very quickly

7 Complete the missing words in the abbreviations.

1 as soon as p\_\_\_\_\_

2 by the w\_\_\_\_\_

3 d\_\_\_\_\_ jockey

4 for your i\_\_\_\_\_

5 l\_\_\_\_\_ out loud

6 p\_\_\_\_\_ computer



**Preparing to write**

8 Read the Writing task. Before you start writing, complete these sentences with your own ideas and use the completed sentences to help you plan your writing.

- 1 You have an extra ticket for \_\_\_\_\_ and want someone to go with you.
- 2 You have uploaded some photos of \_\_\_\_\_.
- 3 You want to sell a/an \_\_\_\_\_.
- 4 You are looking for a copy of \_\_\_\_\_.

**Writing**

Write four short messages using a maximum of 50 words. Include one abbreviation in each message. Choose from the options below.

**Useful language**

- Does anyone ...
- As you can see ...
- This is a picture of ...
- There'll be ...
- Had amazing time ...
- Please help.

## Grammar 1A Modals of obligation and permission

Choose the correct modal to complete the sentences.

- 1 *Must / May / Need* I use your mobile to make a quick call? I can't find mine.
- 2 Sheena *doesn't have to / can't / mustn't* do housework any more. She's just bought a domestic robot that does it for her.
- 3 All visitors *needn't / can / must* have a visa. You will not be allowed into the country without one.
- 4 We *may / needn't / need to* reserve a table at the restaurant. It's never full on Thursday nights.
- 5 The US president *doesn't have to / can't / needn't* be in office for more than two terms. It's prohibited by the constitution.
- 6 How many hours a day *does a professional violinist have to practise / may a professional violinist practise / needs a professional violinist to practise* in order to maintain their high level of playing?
- 7 Mum *mustn't / needs to / can* work this Saturday, so we can't all go away for the weekend.
- 8 You *don't have to / don't need to / mustn't* feed the animals at a zoo! They get ill if they eat the wrong food.

## Grammar 1B Modals of obligation and permission

Look at the signs and complete the sentences with modals of obligation and permission. Use contractions and a different modal for each sentence.

### PICNICS PERMITTED

- 1 You \_\_\_\_\_ have a picnic here.
- 2 You \_\_\_\_\_ have a picnic here.

### FREE CONCERT

- 3 You \_\_\_\_\_ pay to see the concert.
- 4 You \_\_\_\_\_ pay to see the concert.
- 5 You \_\_\_\_\_ pay to see the concert.

### PASSWORD NECESSARY

- 6 You \_\_\_\_\_ use a password.
- 7 You \_\_\_\_\_ use a password.

### NO TALKING

- 8 You \_\_\_\_\_ talk in here.
- 9 You \_\_\_\_\_ talk in here.

## Grammar 2A Past modals of obligation and permission

Read the rules from a local government department. Then rewrite them using the modals in the box.

could	couldn't	didn't have to	had to (x 2)
was allowed (x 2)	weren't allowed		

'You may not come into this building with a bag, but you can leave it in a locker.'

- I (1) \_\_\_\_\_ go into the building with a bag, but I  
(2) \_\_\_\_\_ to leave it in a locker.

'You can make photocopies, but you have to pay for them.'

- I (3) \_\_\_\_\_ make photocopies, but I  
(4) \_\_\_\_\_ pay for them.

'You must bring your original birth certificate. We can't accept a photocopy.'

- I (5) \_\_\_\_\_ bring my original birth certificate.  
They (6) \_\_\_\_\_ to accept a photocopy.

'You don't have to hand in the completed form yourself. Someone else may do that.'

- I (7) \_\_\_\_\_ hand in the completed form myself.  
Someone else (8) \_\_\_\_\_ to do that.

## Grammar 2B Past modals of obligation and permission

Complete the conversation with past modals of obligation and permission. Use contractions.

A: What's the worst job you've ever had?

B: When I was at college I worked one summer as a kitchen assistant on a warship they were testing.

- I (1) \_\_\_\_\_ clean the kitchen and the dining area. I (2) \_\_\_\_\_ work very long hours – only eight hours a day – but there was nothing to do when work finished.

A: (3) \_\_\_\_\_ to go up on deck?

- B: No, we (4) \_\_\_\_\_. They said it was too dangerous. The sailors had a room with a pool table and things, but we (5) \_\_\_\_\_ use that. So we (6) \_\_\_\_\_ spend all our free time where we slept at night. Once a week the ship would go back to the port and we (7) \_\_\_\_\_ to spend the night at home. What about you?
- A: My worst job was in a factory. I (8) \_\_\_\_\_ work very long hours doing a very repetitive task. And I (9) \_\_\_\_\_ to have any breaks, just twenty minutes for lunch.
- B: How many hours a day (10) \_\_\_\_\_ work?
- A: Ten was the minimum. But the pay was so bad that we (11) \_\_\_\_\_ work as much overtime as we wanted, so I often worked more than twelve hours. We (12) \_\_\_\_\_ work on Fridays because the factory was closed, but I worked six days a week.

### Grammar 3A

#### Present perfect simple and continuous, for and since

Put the expressions in the correct column.

about five years	2006	January	nearly a decade
I was a child	5 o'clock	the last three hours	
months	three years ago	a long time	many years
primary school			

I've been studying English for ...	I've been studying English since ...

### Grammar 3B

#### Present perfect simple and continuous, for and since

Choose the present perfect simple or present perfect continuous and *for* or *since* to complete the texts. Choose the present perfect continuous if possible.

My aunt Núria's always studying something. (1) *She's done / she's been doing* three Open University degrees (2) *for / since* she first left university, and (3) *she's learned / she's been learning* Chinese (4) *for / since* the last two years.

(5) *I've taught / I've been teaching* Physics at this school (6) *for / since* I left higher education, so (7) *I've had / I've been having* the same job (8) *for / since* over 25 years.

This violin (9) *has been / has been being* in our family (10) *for / since* over six generations. It might look old, but as far as I know it (11) *hasn't needed / hasn't been needing* any major repairs (12) *for / since* it was made.

My parents can't stand living in the same place for too long, so (13) *they've moved / they've been moving* house at least five times (14) *for / since* I was born. (15) *We've lived / We've been living* here (16) *for / since* about three months now.

### Grammar 3C

#### Present perfect simple and continuous, for and since

Complete the sentences with the present perfect simple or present perfect continuous of the verb in brackets. Use the present perfect continuous if possible.

- I \_\_\_\_\_ (*pay back*) my student loan for more than six years now.
- Yang \_\_\_\_\_ (*love*) collecting stamps since she was a child.
- Where have you been? We \_\_\_\_\_ (*wait*) for two hours and the food's gone cold.
- \_\_\_\_\_ (*you / read*) my email? I need an answer as soon as possible.
- He \_\_\_\_\_ (*take*) his driving test eight times and he still hasn't passed it.
- I \_\_\_\_\_ (*not see*) my brother since 1999, when he went to live in Australia.
- We \_\_\_\_\_ (*believe*) in UFOs ever since we saw one flying over our house last summer.
- I \_\_\_\_\_ (*not do*) much exercise since my exams started. I'm too busy.

### Grammar 4A

#### Separable phrasal verbs

Look at the underlined sections in these sentences and decide if they are correct (✓) or incorrect (✗).

- I can't find anything in the office, so could you tidy it up, please?
- We're going to put up some shelves in here.
- I don't know which pieces belong to which puzzle, because someone's mixed up them.
- Without the instructions, we won't be able to put this table together.
- I found this curry recipe on the internet and I'm going to try out it.
- I usually read stories to my kids at night, but they prefer it when I make them up.

### Extend your vocabulary 1 – -ics and -ology

Complete the table by adding the suffixes *-ics* or *-ology* to the words and word beginnings in the box. Use the definitions to help you.

anthrop___	bi___	climat___	crimin___
electron___	linguist___	mathemat___	polit___
psych___	robot___	statist___	techn___

Subject	Definition
	The study or knowledge of ...
1	designing and building robots
2	numbers for calculating things
3	the mind and how it affects behaviour
4	living things
5	the production of electronic equipment
6	human societies, customs and beliefs
7	the practical uses of science, especially in industry
8	the ideas and activities involved in getting and using power
9	the climate
10	using numbers to represent facts or describe situations
11	crime and criminals
12	language and how it works

### Extend your vocabulary 2 – control

Complete the conversation with the words in the box.

beyond	in	lost	out of	under
--------	----	------	--------	-------

- A: Who's making all that horrible noise?  
 B: It's those kids over there. They were quite calm before, but they're (1) \_\_\_\_\_ control now.  
 A: They are, aren't they? But it's the parents who are making the most noise with all that shouting. They've really (2) \_\_\_\_\_ control. If you want to be (3) \_\_\_\_\_ control of kids, you need to stay calm and not get so angry.  
 B: I totally agree. I don't think shouting at those kids is going to get the situation (4) \_\_\_\_\_ control at all. It'll just make it worse.  
 A: Right. And as for the little one, his behaviour is so bad that I think he's (5) \_\_\_\_\_ control! I've never seen such a naughty kid.

### Listening Talking about teaching

1.13 Listen to three people talking about teaching. Which person says these things?

	Julie	Jack	Emma
1			
2			
3			
4			
5			
6			

### Pronunciation 1 Education compound nouns

1.14 Listen and circle which underlined word is stressed in the compound nouns.

- My sister and I both went to a state school / state school.
- She always got good exam results / exam results.
- This class is intended for pupils with learning difficulties / learning difficulties.
- She went straight into higher education / higher education.
- I thought it would be more useful to get a vocational qualification / vocational qualification.
- My sister had to take out a student loan / student loan.

### Pronunciation 2 Phrasal verbs, sentence stress

1.15 Listen to the sentences and underline the word with the main stress in each sentence.

- Could you tidy your things up?
- I'm going to heat it up.
- Let's try out that new restaurant.
- Did you make it up?
- Now we need to put them together.
- Why don't you clean the kitchen up?

**Reading**  
**The small print**

**1** Choose the correct answer to the question.

What is 'the small print'?

- a Fingerprints on legal documents and identity cards.
- b Definitions of words in a dictionary or encyclopaedia.
- c The text that appears at the bottom of advertisements or special offers.

**2** Read *The small print* and check your answer to exercise 1.

**3** Are the sentences about small print true (*T*) or false (*F*)? Correct the false sentences.

- 1 Small print is usually a different size from the main text.
- 2 Small print usually appears on a separate page.
- 3 Small print often includes information that companies want you to see.
- 4 Some companies write small print in a colour that's difficult to read.
- 5 Gobbledygook is language which is easy to understand.
- 6 The Plain English Campaign fights to make language clearer.

**4** Complete the sentences below with one of the words from the box.

don't    have    might    must    need    only

- 1 You \_\_\_\_\_ to pay extra charges for your free flight.
- 2 You \_\_\_\_\_ be over 18 and a resident of the UK to take part.
- 3 You'll \_\_\_\_\_ receive your free phone if you agree to stay with the phone company for three years.
- 4 You \_\_\_\_\_ to send 30 labels to be eligible to receive a free gift.
- 5 We \_\_\_\_\_ use your image in future promotions.
- 6 We \_\_\_\_\_ have to award any prize at all.

**5** Look at the example of small print and gobbledygook at the end of the article. Convert it into plain English by removing as many words as you can.

## The small print

Be honest. When you see a special offer in a newspaper or magazine, do you always read the small print? The small print is the text that usually appears at the bottom of an advertisement in very small letters, explaining the terms and conditions of the special offer or competition.

The small print may explain that you have to pay some extra charges for your free flight, or that you must be over 18 and a resident of the UK to take part in a prize draw, that you'll only receive your free phone if you agree to stay with the phone company for three years, or that you need to send 30 labels from a certain product to be eligible to receive a free gift. The company might use the small print to say it can use your image in future promotions, or that it doesn't have to award any prize at all!

Apart from being very difficult to read because of the print size, the small print is often printed in a colour that's difficult to see, and written in a style of English that's very difficult to understand. Some people call this type of English gobbledygook.

In Britain, the Plain English Campaign is an organisation fighting to stop gobbledygook and other confusing language on contracts, leaflets, and in advertisements. The organisation promotes the use of clear language or what they call 'plain English'. This is English that everyone should be able to understand.

Here's an example of small print and gobbledygook:

*We wish to inform all our customers that it is this store's policy that, in the unlikely event that a customer might want to return goods that were purchased here, a refund on those goods cannot be given without the customer being able to produce a valid receipt as proof that the goods were in fact bought at the store.*

### Glossary

- honest** (*adjective*) – telling the truth
- terms** (*noun*) – the conditions you accept
- charges** (*noun*) – an amount of money to pay
- eligible** (*adjective*) – allowed to do something
- plain** (*adjective*) – easily understood
- goods** (*noun*) – things for sale
- refund** (*noun*) – the money you receive when you return something to a shop

## Writing Explaining how to do something

### Reading

1 Match the sentence halves and put the process of renewing a driving licence in order.

- |                  |                                       |
|------------------|---------------------------------------|
| 1 First you      | a you will be sent your new licence.  |
| 2 Next, you      | b have to pay the administration fee. |
| 3 After that you | c need to get a medical certificate.  |
| 4 Finally,       | d hand in the application form.       |

2 Read the email and check your answers.

Hi Bautista,

Good to hear from you. You asked about renewing your driving licence, and this is something I did recently. All the information's on the government website, but it helps to know what to expect.

The first thing you need to do is get a medical certificate. At the website there's a list of authorised centres where they'll check your eyesight and your reactions and give you the certificate if all's OK. Remember to get some passport photos taken beforehand.

Next comes the bureaucratic part of the process. Whatever you do, don't arrive long after the government offices open or you'll spend the whole morning queuing. You can save time by printing out the application form from the ministry's website before going. Otherwise you'll have to queue to get the form first.

At the offices, the first step is to pay the administration fee. My advice is to get a number for the cashier and for handing in your application at the same time. That way, you'll have a shorter wait in the second queue.

Once you've paid, you're ready to hand in your application. Make sure you take a photocopy of your passport in case they ask for one. They'll give you a provisional licence and your new licence will be sent to you by post about six weeks later.

I hope that helps. Get back to me if anything's unclear.

Evelyn

### Writing skills: explaining what to do

3 Circle ten words and expressions in the email which tell the reader the order in which things need to be done.

4 Complete the sentences from the email. Then read the email again to check your answers.

- \_\_\_\_\_ to get some passport photos taken beforehand.
- \_\_\_\_\_ you do, don't arrive long after they open.
- You can \_\_\_\_\_ time by \_\_\_\_\_ out the application form.
- My \_\_\_\_\_ is to get a number for the cashier.
- Make \_\_\_\_\_ you take a photocopy of your passport.

### Language focus: saying why you should do something

5 Which of the underlined words and phrases in the email introduces ...

- a positive consequence? \_\_\_\_\_
- a negative consequence and comes at the start of a sentence? \_\_\_\_\_
- a possible situation that you need to be prepared for? \_\_\_\_\_
- a negative consequence and comes in the middle of a sentence? \_\_\_\_\_

### Preparing to write

6 Read the Writing task on page 45 and choose a bureaucratic process that you can give advice about. Make notes about the order in which you need to do things, and why it's best to do things in that order.

**Writing**

A friend asks you for advice about doing one of the things below, or another bureaucratic process that you have done. Write an email telling him or her how to do it.

- renewing a licence or permit
- getting a travel visa
- arranging to travel with a pet
- getting permission to do some building work

**Useful language**

- You asked about ...
- ..., but it helps to know what to expect.
- The first step / thing you need to do is ...
- Once you've ..., you're ready to ...
- They'll check / give you ....
- I hope that helps.
- Get back to me if anything's unclear.



**Grammar 1A**  
**Passive voice**

Complete the second sentence with the correct passive form of the verb in the first sentence.

- 1 A gallery has exhibited new photographs by Lars Pietersen for the first time.  
New photographs by Lars Pietersen \_\_\_\_\_ for the first time.
- 2 The photographer's grandson found the photos.  
The photos \_\_\_\_\_ by the photographer's grandson.
- 3 Someone had kept them in an unmarked box in the family home for over 40 years.  
They \_\_\_\_\_ in an unmarked box in the family home for over 40 years.
- 4 They have closed the M25 between junctions 23 and 24 due to roadworks.  
The M25 \_\_\_\_\_ between junctions 23 and 24 due to roadworks.
- 5 They are making repairs to the road surface after an accident.  
Repairs \_\_\_\_\_ to the road surface after an accident.
- 6 We expect delays for the rest of the week.  
Delays \_\_\_\_\_ for the rest of this week.
- 7 Please wait. We are dealing with your request.  
Please wait. Your request \_\_\_\_\_.
- 8 An error occurred while we were processing your request. Please resubmit your details.  
An error occurred while your request \_\_\_\_\_.  
Please resubmit your details.
- 9 We will send your order within 48 hours. Thank you for shopping with us.  
Your order \_\_\_\_\_ within 48 hours. Thank you for shopping with us.

**Grammar 1B**  
**Passive voice**

Choose the active or passive voice to complete the article about digital photography.

**Digital photography**

Photography (1) *has revolutionised / has been revolutionised* over the last two decades by digital cameras. Before the digital revolution (2) *took place / was taken place*, cameras were a relatively expensive piece of equipment. Films (3) *allowed / were allowed* the user to take 24 photos, and the results (4) *did not see / were not seen* until the negatives on the film (5) *made / were made* into prints. This (6) *generally did / was generally done* by a specialised shop, unless you (7) *knew / were known* how to use a dark room. With a digital camera, on the other hand, any photograph you take (8) *displays / is displayed* immediately on its screen.

By the end of the 1980s, the JPEG format (9) *had widely adopted / had been widely adopted*, allowing image files to be compressed for storage. In the 1990s, this led to the creation of digital cameras that (10) *marketed / were marketed* as a consumer product. These were initially expensive, but their price (11) *quickly came down / was quickly come down*, making them available to a mass market.

Today, digital cameras (12) *find / are found* on most mobile phones, and (13) *have made / have been made* phone cameras the most common type of camera in the world. In most cases their performance is limited compared to separate cameras, but they (14) *will almost certainly get / will almost certainly be got* better with time. And new uses (15) *are inventing / are being invented* for phone cameras all the time – from capturing crimes to their use as a recognition device.

## Grammar 1C Passive voice

Complete the conversation with the correct active or passive form of the verbs in brackets.

- A: So, what do you think of the exhibition?  
 B: It's OK. But at the end of the day they're just photos. It's what we (1) \_\_\_\_\_ (see) in magazines every day, except that when it's in a gallery, it (2) \_\_\_\_\_ (consider) art.  
 A: That's a little unfair. These photos (3) \_\_\_\_\_ (take) by a real artist in 1982. They (4) \_\_\_\_\_ (express) something. Look at this one of the soldier, for instance. I think this one (5) \_\_\_\_\_ (include) in the exhibition because it somehow (6) \_\_\_\_\_ (tell) us what's going on in the soldier's head. He (7) \_\_\_\_\_ (attack) by the enemy at the time, and you can see just how terrifying the situation was.  
 B: Maybe, but compare a photographer with a violinist. You can't be a top violinist unless you (8) \_\_\_\_\_ (teach) how to play, and (9) \_\_\_\_\_ (practise) for years. But anyone can pick up a camera and take a photo. You (10) \_\_\_\_\_ (just need) to be in the right place at the right time to take a good one.

## Grammar 2A Articles

Decide if the articles *a* and *the* in this encyclopaedia entry about optical illusions are correct (✓) or incorrect (✗).

(1) **An** optical illusion is also called (2) **the** visual illusion, and (3) **the** three main types of illusion are literal, physiological and cognitive. In (4) **a** literal illusion, our brain creates a shape, for example, that is different from (5) **a** one that (6) **the** eye sees. In (7) **a** physiological illusion, (8) **the** brain receives an excess of stimulation of one type. Cognitive illusions result from our assumptions about (9) **a** world. One of (10) **a** most famous cognitive illusions is (11) **the** Rubin Vase (pictured above). This is (12) **a** black and white picture, and in (13) **a** picture there's (14) **a** white vase on (15) **the** black background. However, depending how you see it, (16) **the** picture could also be of two heads looking at each other.



- |         |         |          |          |
|---------|---------|----------|----------|
| 1 ✓ / ✗ | 5 ✓ / ✗ | 9 ✓ / ✗  | 13 ✓ / ✗ |
| 2 ✓ / ✗ | 6 ✓ / ✗ | 10 ✓ / ✗ | 14 ✓ / ✗ |
| 3 ✓ / ✗ | 7 ✓ / ✗ | 11 ✓ / ✗ | 15 ✓ / ✗ |
| 4 ✓ / ✗ | 8 ✓ / ✗ | 12 ✓ / ✗ | 16 ✓ / ✗ |

## Grammar 2B Articles

Choose *a*, *an* or *the* to complete this article about follies.

(1) *A / An / The* folly is (2) *a / an / the* building that was made primarily for decoration, so (3) *a / an / the* building doesn't usually have (4) *a / an / the* real function.  
 (5) *A / An / The* first follies date back to (6) *a / an / the* 16<sup>th</sup> century, and were built to decorate (7) *a / an / the* gardens of large houses. In England and France, such gardens sometimes had (8) *a / an / the* Roman temple in them.  
 (9) *A / An / The* temple was built to symbolise classical ideals. (10) *A / An / The* Chinese temple, (11) *a / an / the* Egyptian pyramid or (12) *a / an / the* castle were other popular examples. Some were even built to look like (13) *a / an / the* ruins of (14) *a / an / the* ancient building. Follies can be found around (15) *a / an / the* world, but Great Britain has some of (16) *a / an / the* most famous ones.

**Grammar 3A****Reported statements and questions**

Complete the reported statements and questions with the correct form of the verb used in the direct speech.

- 1 'I met an old acquaintance on the train yesterday.'  
John told me he \_\_\_\_\_ an old acquaintance on the train the day before.
- 2 'What time is it?' I asked her.  
He asked her what time it \_\_\_\_\_.
- 3 'I'm not wearing a watch,' she said.  
She told him she \_\_\_\_\_ a watch.
- 4 'Have I seen you somewhere before?' I asked her.  
He asked her if he \_\_\_\_\_ her somewhere before.
- 5 'We met at a party a long time ago,' she said.  
She said that they \_\_\_\_\_ at a party a long time ago.
- 6 'I can't remember your name,' I said.  
He told her that he \_\_\_\_\_ remember her name.
- 7 'Are you going to get this train tomorrow?' I asked her.  
He asked her if she \_\_\_\_\_ that train the next day.
- 8 'I don't know,' she said.  
She said that she \_\_\_\_\_.
- 9 'If I see her I'll say hello,' I said.  
He told me that if he saw her he \_\_\_\_\_ hello.

**Grammar 3B****Reported statements and questions**

Complete the reported questions and answers from a street survey. Remember to change the verb tense and also references to people.

- 1 Do you live here?
- 2 When did you arrive?
- 3 What film are you going to see?
- 4 Have you seen any other Fellini films?
- 5 Where are you going afterwards?
- 6 Is that because you're tired?

- 1 She asked them if \_\_\_\_\_ there.
- 2 She asked them when \_\_\_\_\_.
- 3 She asked them what \_\_\_\_\_.
- 4 She asked them whether \_\_\_\_\_ any other Fellini films.
- 5 She asked them where \_\_\_\_\_ next.
- 6 She asked them if that \_\_\_\_\_ tired.

- 7 It's our first visit to this city.
- 8 We got here yesterday.
- 9 We want to see the Fellini film.
- 10 We can't remember their names.
- 11 We'll probably go back to our hotel.
- 12 We've got an early start tomorrow.

- 7 They said that \_\_\_\_\_ first visit to that city.
- 8 They said that \_\_\_\_\_ there the day before.
- 9 They said that \_\_\_\_\_ the Fellini film.
- 10 They said that \_\_\_\_\_ their names.
- 11 They said that \_\_\_\_\_ hotel.
- 12 They said that \_\_\_\_\_ an early start the next day.

**Grammar 4A**  
**Reported requests and commands**

Put the words in the correct order.

- 1 to / told / he / her / meet / in a café / him  
\_\_\_\_\_
- 2 any photos / not to / she / take / asked / him  
\_\_\_\_\_
- 3 him / she / told / quietly / talk / to  
\_\_\_\_\_
- 4 asked / the password / tell him / he / her / to  
\_\_\_\_\_
- 5 running / the police / to / them / stop / told  
\_\_\_\_\_
- 6 not to / shoot / the suspects / asked / them  
\_\_\_\_\_
- 7 show / to / an officer / their identity / asked / to the police / them  
\_\_\_\_\_
- 8 their car / the suspects / they / to / told / into / get  
\_\_\_\_\_

**Grammar 4B**  
**Reported requests and commands**

Complete the reported requests and commands for the situations. Use pronouns where possible, and remember to change pronouns and time phrases if necessary.

- 1 **A female librarian to some students:** 'Stop talking!'  
She told \_\_\_\_\_ to \_\_\_\_\_.
- 2 **Some tourists to a local man:** 'Could you take our photo, please?'  
They asked \_\_\_\_\_ to \_\_\_\_\_ photo.
- 3 **A female scientist to a robot:** 'Stand up!'  
She \_\_\_\_\_ to \_\_\_\_\_.
- 4 **A man to a woman:** 'Could you phone me tomorrow?'  
He \_\_\_\_\_ to \_\_\_\_\_.
- 5 **A woman to her male colleague:** 'Could you help me with the accounts?'  
She \_\_\_\_\_ to \_\_\_\_\_ with the accounts.
- 6 **A father to his son:** 'Explain what happened yesterday.'  
He \_\_\_\_\_ to \_\_\_\_\_.

**Vocabulary 1**  
**take**

Complete the conversation with the words in the box. You do not need to use all the words.

an exam    sugar    a shower    responsibility    a taxi  
the metro    a nap    control    an aspirin    a photo  
a walk    power

- A: What was that?  
B: You've hit a parked car.  
A: Quick, let's go before someone sees us.  
B: Dad, I think you should take (1) \_\_\_\_\_ for the accident. Leave a note with your contact details, and take (2) \_\_\_\_\_ of the situation too, so you have evidence of what happened.  
A: But we haven't got time. The university's a kilometre away and you need to take (3) \_\_\_\_\_ in 20 minutes!  
B: Don't worry. I'll take (4) \_\_\_\_\_ if I can find one. And if not I'll walk. There's still time.  
A: OK. Have you taken (5) \_\_\_\_\_ for that headache?  
B: Yes, don't worry.  
A: And do you need a coffee? You were up late studying.  
B: Dad, I'm fine. I took (6) \_\_\_\_\_ after lunch so I don't feel tired now.  
A: OK, good luck then.  
B: You too!

## Vocabulary 2 Colours and shapes

Complete the shapes and colours in the descriptions.

### Two-dimensional shapes

A (1) s\_\_\_\_\_ is a two-dimensional shape that has four straight sides of equal length that are perpendicular (at 90°) to each other where they join. If the four lines are not perpendicular to each other, the shape is a (2) d\_\_\_\_\_. A two-dimensional shape that has three straight sides is called a (3) t\_\_\_\_\_. A two-dimensional shape that is round and formed by a continuous line that is the same distance from the centre at every point is a (4) c\_\_\_\_\_. A shape that is like a (5) c\_\_\_\_\_ but is long and narrow is called an (6) o\_\_\_\_\_.

### Three-dimensional shapes

A (7) c\_\_\_\_\_ is an object like a box that has six sides that are the same size in the form of a square. A (8) p\_\_\_\_\_ is a three-dimensional object that has a square at the bottom, and four sides in the form of a triangle. A (9) c\_\_\_\_\_ is an object in the shape of a tube, with a circle at both ends.

### Flags

The US flag has red and white stripes on it and a (10) d\_\_\_\_\_ blue (11) r\_\_\_\_\_ in the top left-hand corner with fifty white (12) s\_\_\_\_\_ on it. The flag of Spain has two horizontal red stripes with a (13) b\_\_\_\_\_ yellow stripe in the middle. The flag of Niger has an orange stripe at the top, a white one in the middle and a (14) l\_\_\_\_\_ green one at the bottom. The flag of Guatemala has two (15) p\_\_\_\_\_ blue vertical stripes with a white stripe in the middle.

## Vocabulary 3 Ways of speaking

Complete the conversations with the correct form of the verbs in the box. Use each verb once only.

groan	mumble	shout	discuss	chat	sigh
whisper	eavesdrop	argue	beg	demand	

- A: What's happening over there? They're (1) \_\_\_\_\_ so loudly at each other!
- B: There's been an accident and those two are (2) \_\_\_\_\_ about whose fault it is. Both of them are (3) \_\_\_\_\_ that the other one pays for the damage to their car.
- A: Well, I don't know why they can't just (4) \_\_\_\_\_ things calmly. It's giving me a headache listening to them.
- A: You see that man over there? I think he's (5) \_\_\_\_\_ on our conversation. He keeps looking at us and then writing something in a notebook.
- B: Really? Maybe we should (6) \_\_\_\_\_. That way, he won't be able to hear us.
- A: Did you go and see your tenant, Mr Michel?
- B: I did. When I asked him about his problems with the neighbours, he didn't say anything at first, he just (7) \_\_\_\_\_ and looked tired. Then he started (8) \_\_\_\_\_ about how much he hated living in the flat. At the end of the conversation he (9) \_\_\_\_\_ something about the police, but I couldn't understand what he was saying.
- A: I saw Kelvin the other day.
- B: Really? How was that?
- A: It was OK at first. We (10) \_\_\_\_\_ about this and that and he seemed very relaxed. Then, suddenly, he got down on his knees and (11) \_\_\_\_\_ me to give him a second chance. 'Please, please, please, take me back!' he kept saying.

## Vocabulary 4 Electronic equipment

Put the letters in the correct order to make the name of the object in each description.

- 1 Mobiles and laptops both use a **abertty** \_\_\_\_\_ for power when they're not plugged into an electricity supply.
- 2 Most electronic equipment comes with at least one **abcel** \_\_\_\_\_ that allows it to send and receive electronic signals or connect with an electricity supply.
- 3 People wear **adeehhnops** \_\_\_\_\_ over or in their ears so that they can listen to something without other people hearing it.
- 4 A **aekpr** \_\_\_\_\_ makes it possible for anyone who is near it to hear the sound from a TV set, radio or laptop.
- 5 A **cehimnoopr** \_\_\_\_\_ turns your voice into electrical signals, allowing it to be amplified, recorded or listened to in another place.

## Extend your vocabulary – listen and hear

Choose the correct option to complete the conversation.

- A: Hey, Monica! I (1) *listen / hear* you're going to have a baby. Congratulations!
- B: Who told you that? It's meant to be a secret.
- A: To be honest, nobody really told me. I (2) *listened to / overheard* it in a conversation.
- B: Do you always (3) *listen to / hear* other people's conversations?
- A: No, but I was having lunch in the canteen and I (4) *heard / listened to* your name and the word 'baby', and then I (5) *listened / heard* harder to see what the people were talking about.
- B: Well, please keep it to yourself. I don't want everyone to (6) *hear / listen* about it. You can tell Helen if you like, but make sure nobody's (7) *listening / hearing* when you do!
- A: OK!

## Listening Driving distractions

**1.16** Listen to a conversation between Tom and Liz in a car and choose the correct options to complete the sentences.

- 1 Tom is talking about a news item he *read in a newspaper / heard on the radio / saw on television*.
- 2 It was an interview with someone from *the Ministry of Transport / a driving organisation / a car manufacturer*.
- 3 According to the survey, *more than half the people interviewed / half the people interviewed / four in ten people* believe talking on the phone is a distraction for drivers.
- 4 Tom thinks it's interesting that *drivers / children / passengers* shouldn't make phone calls while they're in a car.
- 5 We discover that Liz was talking to *her boss / a friend / her mother* on the phone.
- 6 At the end of the conversation, Liz tells Tom to *drive carefully / mind his own business / stop the car*.

## Pronunciation the

**1.17** Listen to the sentences and choose the correct pronunciation of *the*.

- 1 Scientists became interested in optical illusions in the 19<sup>th</sup> century.
- 2 The three main types of illusion are literal, physiological and cognitive.
- 3 Our brain creates a shape that the eye doesn't see.
- 4 MC Escher's work is so good that for many people he is the person they associate with optical illusions.
- 5 Cubist artists also played with the way we see objects.
- 6 Cubism revolutionised art in the 20<sup>th</sup> century.
- 7 The artist Pablo Picasso painted many cubist pictures.
- 8 You don't know who Picasso is? He's the most famous modern artist!

Strong form	Weak form
/ði:/	/ðə/
/ði:/	/ðə/
/ði:/	/ðə/
/ði:/	/ðə/
/ði:/	/ðə/
/ði:/	/ðə/
/ði:/	/ðə/
/ði:/	/ðə/

## Reading Instant photography

**1** Use the words in the box to complete the text about photography.

develop    photographer    photographic    pictures  
prints    rolls

A (1) \_\_\_\_\_ is a person who takes (2) \_\_\_\_\_ with a camera. Many professionals still use traditional cameras with (3) \_\_\_\_\_ of film. They (4) \_\_\_\_\_ the film and then make (5) \_\_\_\_\_ on special (6) \_\_\_\_\_ paper.

**2** Read the article about instant photography and find the names of these people and things.

- 1 The person who created the instant camera.
- 2 The person who the idea originated from.
- 3 The original name of the camera.
- 4 The name of the company that produced the camera.
- 5 The name of two artists who used the camera to create works of art.

**3** Complete the sentences with the passive form of the verbs in brackets.

- 1 Most of today's photographs \_\_\_\_\_ (take) with digital cameras.
- 2 Land created his camera after he \_\_\_\_\_ (ask) a question by his daughter.
- 3 The Polaroid instant camera \_\_\_\_\_ (demonstrate) in public for the first time in 1947.
- 4 All of the first units \_\_\_\_\_ (sell) on the first day.
- 5 Production of Polaroid cameras \_\_\_\_\_ (stop) in 2008.
- 6 The cameras \_\_\_\_\_ (use) by many artists and photographers today.

**4** Underline examples of the passive in the article.

**5** Answer the questions in your own words.

- 1 What are the advantages of digital photography over traditional photography?
- 2 What was revolutionary about the design of the Land Camera?
- 3 Why do you think the camera was so popular?
- 4 Do you think the Polaroid camera has a future?

## Instant photography

These days instant photography is common. We take a picture on our digital camera or phone, and can see it instantly. We can choose to keep or delete it. But not long ago it was a different story. We took photographs using film that had to be taken to a shop to be developed and printed. We had to wait to finish a roll of film and then had to wait another week to see (and pay for) all the photos.

Although digital photography is relatively new, the idea of instant photography is quite old. In 1944, Jennifer Land asked her father why it took so long to develop photographs. Her father was an American scientist and inventor called Edwin Land. He decided to find a solution to the problem and three years later he gave the first demonstration of his instant camera called the Land Camera.

Land's idea was to combine the process of developing a negative and making a print inside the camera, using chemicals that would be activated when the print was removed from the camera by hand. The process made it possible for a picture to be taken and developed in 60 seconds or less.

His company originally manufactured 60 units of the camera, thinking it would take time to sell them, but all the cameras and film were sold on the first day. The Land Camera went on to become an international success under the name of Land's company – Polaroid.

Apart from being popular with consumers around the world, the Polaroid camera was also popular with professional photographers who could take instant pictures to check how a photo would look before taking the same photo with a professional camera.

The camera was also loved by artists such as Andy Warhol and David Hockney, who created a new style of photo collage using hundreds of Polaroid prints.

Unfortunately, the arrival of digital photography signalled the end of the Polaroid. Sales declined until February 2008, when it was announced that the company would stop producing the camera. Since then, many people have campaigned to save the Polaroid – so it may still have a future.

### Glossary

**develop** (*verb*) – to treat a film with chemicals in order to make photographs

**roll** (*noun*) – a long piece of something made into the shape of a tube

**negative** (*noun*) – an image on film in which dark things appear light and light things appear dark

**collage** (*noun*) – a picture made by sticking pieces of different things together



## Writing

### Posting a review

#### Reading

1 People often post opinions and reviews on the internet. Which, if any, of these reviews do you read online or in a newspaper or magazine?

- Hotel
- Restaurant
- Film
- Music

2 Read the review and answer the questions.

- 1 Which of the things in exercise 1 is the review about?
- 2 Is it a positive or negative review?
- 3 Would you like to go there after reading the review?

Despite reading a negative review on this website, I went to eat here last week. A friend had recommended it to me as a good place to go for a romantic dinner. It was my girlfriend's birthday so I wanted to take her somewhere special. When I phoned to reserve a table I specifically asked if we could have a table by the window because my friend had told me it was the best table. The person I spoke to assured me it wouldn't be a problem.

However, when we arrived at the restaurant, the table was already occupied by other people. When I informed the waiter that I'd specifically requested the table by the window, he said that no table had been reserved in my name. We were then taken instead to a small table in the middle of the restaurant.

Although the food was fine, the service was slow and the waiting staff unfriendly. When I was presented with the bill, I noticed that a 15% service charge had been included. I mentioned that I'd been unhappy with the service and politely asked for the service charge to be removed. When the waiter refused, I demanded to see the manager but was told that he was away. I doubt very much if I will ever eat at this restaurant again.

3 Answer the questions.

- 1 Why did the writer want to go out for dinner?
- 2 Why did he choose this restaurant?
- 3 What did he ask for on the phone?
- 4 Where did he finally sit with his girlfriend?
- 5 What was the food like?
- 6 Why did he want to see the manager?

#### Writing skills: contrasting

4 Use the words below to complete the sentences from the review. Read the review again to check your answers.

although despite however instead

- 1 \_\_\_\_\_ reading a negative review on this website, I went to eat here last week.
  - 2 The person I spoke to assured me it wouldn't be a problem. \_\_\_\_\_, when we arrived, the table was already occupied by other people.
  - 3 We were then taken \_\_\_\_\_ to a small table in the middle of the restaurant.
  - 4 \_\_\_\_\_ the food was fine, the service was slow and the waiting staff unfriendly.
- 5 Use the same words from exercise 4 to complete the rules.
- 1 Use \_\_\_\_\_ to show how a sentence is related to what has already been said.
  - 2 Use \_\_\_\_\_ to introduce a statement that makes your main statement seem surprising.
  - 3 Use \_\_\_\_\_ to say that one action replaces another.
  - 4 Use \_\_\_\_\_ to say that something happens even though something else might have prevented it.

Note: *Though* has the same meaning as *although*, and is more common in spoken English.

You can use the phrase *in spite of* in the same way as *despite*.

**Language focus: reporting verbs**

**6** Match the reporting verbs with the quotes below.

ask   assure   demand   inform   recommend   refuse

- 1 Friend: 'This restaurant is really good.'
- 2 Customer: 'Can I have a table by the window?'
- 3 Waiter: 'Of course. That won't be any problem.'
- 4 Customer: 'I specifically requested a table by the window.'
- 5 Waiter: 'I won't remove the service charge, sir.'
- 6 Customer: 'I want to see the manager.'

**7** Use the verbs in exercise 6 to write the quotes in reported speech.

- 1 His friend \_\_\_\_\_
- 2 The customer \_\_\_\_\_
- 3 The waiter \_\_\_\_\_
- 4 The customer \_\_\_\_\_
- 5 The waiter \_\_\_\_\_
- 6 The customer \_\_\_\_\_

**8** Underline any other reporting verbs you can find in the review.

**Preparing to write**

**9** Read the writing task. You can either describe a real situation or invent a situation based on your knowledge. Before you start writing, add to the lists in the table.

<b>What you wanted</b>	a clean, comfortable hotel ...
<b>What you asked for or were offered</b>	a room with a view ...
<b>What you got</b>	a small room with no view ...

**Writing**

Write a review for a travel website of a hotel where you recently stayed. Include examples of reported speech and contrasting words.

**Useful language**

- The brochure said ...
- The hotel facilities were ...
- In my opinion ...
- I have never stayed ...

## Grammar 1A Defining relative clauses

1 Complete the definitions with the relative pronouns in the box.

which/that    where    who/that    whose

- 1 It's a word for a person \_\_\_\_\_ lives in a village.
- 2 It's a place \_\_\_\_\_ people buy and sell food on tables called stalls.
- 3 It's the system of money \_\_\_\_\_ people use in a particular country.
- 4 It's a business \_\_\_\_\_ workers share the profits that it makes.
- 5 It's a person \_\_\_\_\_ serves you in a shop.
- 6 It's a card \_\_\_\_\_ you can use to buy things now and pay for them later.
- 7 It's a well-known website \_\_\_\_\_ people can make offers for second-hand things.
- 8 It's the person \_\_\_\_\_ you take orders from at work.
- 9 It's something in a shop \_\_\_\_\_ costs much less than normal.
- 10 It's a person \_\_\_\_\_ employer is a government department.

2 Which words do the sentences in exercise 1 define?

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_
- 9 \_\_\_\_\_
- 10 \_\_\_\_\_

## Grammar 1B Defining relative clauses

Cross out the relative pronouns that can be left out.

- 1 A villager is a person who lives in a village.
- 2 A currency is the system of money which people use in a particular country.
- 3 Shop assistants are people that serve you in a shop.
- 4 Your boss is the person who you take orders from at work.
- 5 A bargain is something in a shop which costs much less than normal.
- 6 eBay™ is a website that people visit to buy and sell second-hand things.
- 7 Civil servants are people who the government employs to do administrative work.
- 8 A cooperative is a business that gives its workers a share of the profits.

## Grammar 1C Defining relative clauses

Join the sentences together using a defining relative clause.

*A market is a place. People buy and sell food there.*

*A market is a place where people buy and sell food.*

- 1 A bank is an institution. You can keep your money there.  
A bank is an institution \_\_\_\_\_ you can keep your money.
- 2 A micro-credit is money. Poor people borrow this money to start a business.  
A micro-credit is money \_\_\_\_\_ poor people borrow to start a business.
- 3 Barter is a system. It allows you to exchange goods.  
Barter is a system \_\_\_\_\_ allows you to exchange goods.
- 4 A customer is a person. He or she buys something.  
A customer is a person \_\_\_\_\_ buys something.
- 5 A widower is a man. His wife has died.  
A widower is a man \_\_\_\_\_ wife has died.
- 6 A counsellor is a person. You see him or her for advice.  
A counsellor is a person \_\_\_\_\_ you see for advice.
- 7 A farm is a place. People grow food there.  
A farm is a place \_\_\_\_\_ people grow food.
- 8 A tenant is a person. His or her land is rented from its owner.  
A tenant is a person \_\_\_\_\_ land is rented from its owner.

## Grammar 2A Non-defining relative clauses

Complete the article about the dotcom bubble with the relative pronouns in the box.

which (x 3)    who (x 2)    whose    when

### The dotcom bubble

The dotcom bubble, (1) \_\_\_\_\_ is sometimes called the IT bubble, started in around 1995. At that time the internet sector, (2) \_\_\_\_\_ was relatively new, was expanding rapidly. Investors, (3) \_\_\_\_\_ are usually cautious, saw the opportunity to make easy money by investing in internet companies, but didn't consider the risks involved. The companies, (4) \_\_\_\_\_ web-based business gave rise to the *dotcom* nickname, often had no real business plans. However, their founders, (5) \_\_\_\_\_ in some cases became millionaires overnight, were able to sell their ideas to investors because of the excitement that had been generated around the dotcom industry. The bubble reached its high point on Friday, 10 March, 2001, (6) \_\_\_\_\_ the US NASDAQ index hit 5,048 points, and the collapse started when trading opened on Monday, 13 March. Over the next six days the NASDAQ index, (7) \_\_\_\_\_ reflects the performance of the technology industry, fell by almost 9%, affecting stock markets around the world.

- 3 a House prices, *that had peaked in 2005*, began to fall in the US in 2006.
- b House prices, *which had peaked in 2005*, began to fall in the US in 2006.
- 4 a Houses *which have small gardens* aren't usually sold as quickly.
- b Houses, *which have small gardens*, aren't usually sold as quickly.
- 5 a This flat *which I've lived in for ten years* has gone down in price since I bought it.
- b This flat, *which I've lived in for ten years*, has gone down in price since I bought it.
- 6 a The neighbour *who lives above me* moved in recently, but my other neighbours have lived here since the block was built.
- b The neighbour, *who lives above me*, moved in recently, but my other neighbours have lived here since the block was built.
- 7 a The flat directly below mine *whose owner died recently* has been on sale for over a year.
- b The flat directly below mine, *whose owner died recently*, has been on sale for over a year.
- 8 a The owner's daughter, *that doesn't want to keep the flat*, might take it off the market until prices rise again.
- b The owner's daughter, *who doesn't want to keep the flat*, might take it off the market until prices rise again.

## Grammar 2B Non-defining and defining relative clauses

Read the pairs of sentences and decide which sentence is correct in each pair.

- 1 a Economic bubbles *which always burst eventually* can be very hard to see at the time.
- b Economic bubbles, *which always burst eventually*, can be very hard to see at the time.
- 2 a Economists *who study economic bubbles* often disagree about how they are caused.
- b Economists, *who study economic bubbles*, often disagree about how they are caused.

## Grammar 3A Countable and uncountable nouns

Put these nouns into the correct column according to whether they are countable or uncountable.

advice    food    family    furniture    group    job  
joke    knowledge    love    need    problem    pyramid  
respect    safety    violence    water

Countable nouns	Uncountable nouns
<ul style="list-style-type: none"> <li>• Have a plural form</li> <li>• Can go after <i>a/an</i></li> </ul>	<ul style="list-style-type: none"> <li>• Don't have a plural form</li> <li>• Can't go after <i>a/an</i></li> </ul>

### Grammar 3B

#### Countable and uncountable nouns

Look at the underlined parts of the sentences and mark them correct (✓) or incorrect (✗).

- 1 I'd like some advice on a personal matter if you've got a moment.
- 2 We'd make faster progress if we all shared our knowledges.
- 3 This is a really delicious food!
- 4 I'd love to visit the pyramids in Egypt.
- 5 Some young people don't have any respect for their teachers.
- 6 He said that he'd buy me a new furniture for my bedroom.
- 7 It looks like we're going to have good weather this summer.
- 8 She's going to get her hairs cut this afternoon.
- 9 I don't think the people I work with are taking my needs into account.
- 10 The news coming from my country are really bad right now.

### Grammar 4A

#### wish

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

be can have know like not be not have  
not have to

- 1 I wish I \_\_\_\_\_ remember that joke I heard on TV last night. It's really funny!
- 2 We wish our internet connection \_\_\_\_\_ faster. It goes really slowly some days.
- 3 If only I \_\_\_\_\_ more free time. I'm always busy!
- 4 She wishes her boyfriend \_\_\_\_\_ work weekends. She hardly ever sees him.
- 5 If only I \_\_\_\_\_ so tall. People keep staring at me.
- 6 He wishes he \_\_\_\_\_ more people in London. He gets a bit lonely sometimes.
- 7 If only you \_\_\_\_\_ dancing. Then we could go to salsa classes together.
- 8 They wish the café below their house \_\_\_\_\_ tables outside. The noise keeps them awake at weekends.

### Grammar 4B

#### wish

Write sentences starting with *I wish* based on the situations.

*The shops shut at six o'clock.*

*I wish the shops didn't shut at six o'clock.*

- 1 Our house doesn't have a garden.

\_\_\_\_\_

- 2 I can't understand you.

\_\_\_\_\_

- 3 You live so far away.

\_\_\_\_\_

- 4 It's so cold today.

\_\_\_\_\_

- 5 I've got red hair.

\_\_\_\_\_

- 6 My parents can't afford a new car.

\_\_\_\_\_

### Vocabulary 1

#### Inexact numbers

Read the speech given by the owner of a new shop to the staff. Complete the words in the speech. The last letter of each word is given.

'Now, as you know, we open in (1) \_\_\_\_\_t thirty minutes and I'd just like to say a (2) \_\_\_\_\_e of things before the first customers start arriving. Obviously, we hope that (3) \_\_\_\_\_s of them will come in during the day, but remember that we want our customers to come back, so be nice, be helpful, be dynamic. We'll be closing at (4) \_\_\_\_\_d six today. I say (5) \_\_\_\_\_h rather than exactly six o'clock because if things are going really well we might stay open for another twenty minutes or (6) s\_\_\_\_\_. Good luck!'

**Vocabulary 2**

**Word building: trade**

Complete the description of the Fair Trade movement with the correct form of the word in brackets.

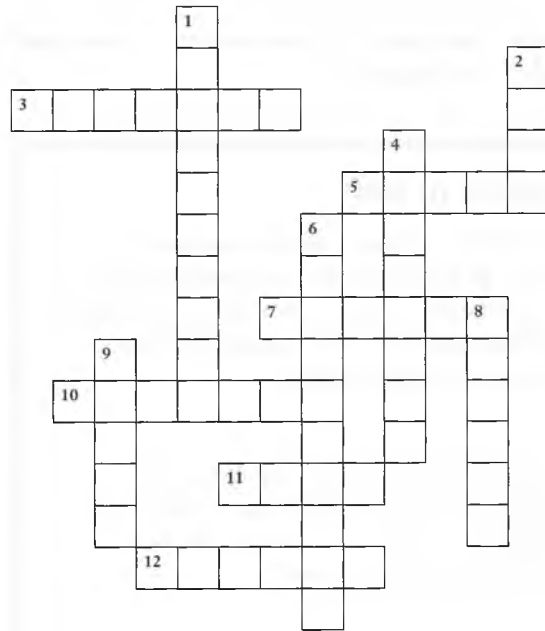
**The Fair Trade movement**

The story of the Fair Trade movement goes back to 1988, when a Dutch development agency first (1) \_\_\_\_\_ (*import*) coffee from Mexico under the brand name Max Havelaar, and sold it in supermarkets. The idea was to allow the (2) \_\_\_\_\_ (*produce*) of the coffee to get a fairer share of the (3) \_\_\_\_\_ (*profit*) its sales generated, something which conventional (4) \_\_\_\_\_ (*trade*) wasn't doing.

Since then, the Fair Trade movement has grown, and now gives (5) \_\_\_\_\_ (*wealth*) consumers around the world a way to reduce (6) \_\_\_\_\_ (*poor*) and provide (7) \_\_\_\_\_ (*economy*) stability in developing countries. By recognising the real (8) \_\_\_\_\_ (*value*) of a (9) \_\_\_\_\_ (*produce*) and paying a fair price for it, Fair Trade makes it possible for the (10) \_\_\_\_\_ (*produce*) to provide better working conditions for (11) \_\_\_\_\_ (*employ*) and to make (12) \_\_\_\_\_ (*invest*) in their local communities. Fair Trade also gives (13) \_\_\_\_\_ (*supply*) protection against the ups and downs of world markets by guaranteeing a price that will always cover (14) \_\_\_\_\_ (*produce*) costs.

**Vocabulary 3**  
**Abstract nouns**

Complete the puzzle with abstract nouns.



**Across**

- 3 J\_\_\_\_\_ is the treatment of people that is fair and morally right. (7)
- 5 P\_\_\_\_\_ is the ability to influence or control what people do or think. (5)
- 7 W\_\_\_\_\_ is a large amount of money, or the state of being rich. (6)
- 10 R\_\_\_\_\_ is a feeling of admiration for a person, or the feeling that something is important. (7)
- 11 L\_\_\_\_\_ is a strong emotional feeling or liking for someone or something. (4)
- 12 B\_\_\_\_\_ is the quality of being very attractive or good to look at. (6)

**Down**

- 1 F\_\_\_\_\_ is a relationship between two people who are friends. (10)
- 2 F\_\_\_\_\_ is the feeling you have when you are frightened. (4)
- 4 M\_\_\_\_\_ is the principles of right or wrong behaviour. (8)
- 6 C\_\_\_\_\_ is the ability to create new ideas or things using your imagination. (10)
- 8 H\_\_\_\_\_ is the condition of your body, especially whether you are ill or not. (6)
- 9 P\_\_\_\_\_ is a situation in which there is no war between countries or groups. (5)

**Extend your vocabulary 1**

**- -mania**

Complete the article with the words in the box.

Beatlemania    discomania    Obamamania    Spicemania  
Turtlemania    YouTubemania

**Fifty years of fads**

Every decade has its fads – things or people that become very popular over a short period of time. Fads can even cause a kind of ‘mania’ – an extremely strong enthusiasm for something among a lot of people. Here are some examples.

**1960s**

There was Flower Power and Pop Art, but the hysterical fans at early Beatles concerts have made scenes of (1) \_\_\_\_\_ one of the most memorable images of the sixties.

**1970s**

The seventies will be remembered for platform shoes, roller skates and what can only be described as (2) \_\_\_\_\_. At the height of its popularity, disco music was a worldwide phenomenon.

**1980s**

Rubik’s Cube and breakdancing were two fads of the eighties, which will also be remembered for the cartoon *Teenage Mutant Ninja Turtles*, which created a kind of (3) \_\_\_\_\_ amongst younger viewers.

**1990s**

The nineties were the decade of the Tamagotchi, chat rooms and Girl Power, which was made popular by the Spice Girls. (4) \_\_\_\_\_ was one of the more enduring fads of the decade.

**2000s**

The noughties were the decade of *High School Musical*, *Bratz* dolls and low-rise jeans. There were also signs of (5) \_\_\_\_\_, as millions of people uploaded their home videos onto the famous website. At the end of the decade we witnessed (6) \_\_\_\_\_, as the US presidential campaign made a world superstar of the country’s 44<sup>th</sup> president.

**Extend your vocabulary 2**

**- other ways of saying funny**

Put the letters in brackets in the correct order to write adjectives which complete the text.


Hi Jo

Just a quick note to say we went to that place you recommended to see some live comedy last night, and we really enjoyed it. The first person on stage was (1) \_\_\_\_\_ (*agimnsu*) rather than really funny, but she brought a smile to our face with her (2) \_\_\_\_\_ (*hmoorsuu*) stories about everyday situations. Then there was a man who had some technical problems because his microphone wasn’t working. The situation was (3) \_\_\_\_\_ (*accilmo*) at first because he got really angry and people didn’t know if he was joking or not. But he was (4) \_\_\_\_\_ (*ahiiorsu*) when he finally got the microphone fixed and had us all laughing out loud. And the last person on was a really (5) \_\_\_\_\_ (*ittwy*) woman who made some clever observations about the political scene. All in all, a great night out!

Des

**Listening**

**An international law**

 **1.18** Listen to the talk and complete the sentences with the missing words.

- 1 Type the name \_\_\_\_\_ into an internet search engine.
- 2 If something can possibly go wrong, then it \_\_\_\_\_ will go wrong.
- 3 He worked on \_\_\_\_\_ for the United States Air Force.
- 4 You can use the term in lots of \_\_\_\_\_ situations.
- 5 You will inevitably always choose to stand in the queue that is the \_\_\_\_\_.
- 6 The glass is always half \_\_\_\_\_.

### Pronunciation 1

#### Word building: trade

1.19 Underline the stressed syllable in the nouns. Then compare the nouns with their adjective forms. Decide whether the same syllable (S) or a different syllable (D) is stressed in the adjective form.

	Noun	Adjective
1	economy	economic
2	finance	financial
3	profit	profitable
4	value	valuable
5	wealth	wealthy
6	poverty	poor

Underline the stressed syllable in the verbs. Then compare the verbs with their noun forms. Decide whether the same syllable (S) or a different syllable (D) is stressed in each noun form.

	Verb	Noun (thing)	Noun (person)
7	supply	supply	supplier
8	invest	investment	investor
9	employ	employment	employer / employee
10	import	import	importer
11	produce	product	producer
12	trade	trade	trader

Listen and check your answers.

### Pronunciation 2

#### The letter *i*

Choose the correct pronunciation of the letter *i* in the underlined words in the conversation, /aɪ/ or /ɪ/.

- A: Hermie, could you do the (1) dishes (2) tonight?
- B: I (3) wish I could, but (4) I can't. I've cut my (5) finger.  
And there's no need to (6) sigh (7) like that! I do my  
(8) side of the housework.
- A: Hermie, you (9) might (10) think you do enough  
housework, but the fact is, you don't. I'm your (11) wife,  
not your mother! And (12) if you're worried about your  
finger, you can wear rubber gloves.
- B: OK, I'll do it, but I'm watching a film (13) right now.
- A: What (14) film?
- B: It's called *The* (15) Island.
- A: Well, why don't you record the rest of it, and watch  
(16) it when the dishes are clean!

1.20 Listen and check your answers.



## Reading

## Gross or net?

1 Match the opposite words in the two columns. What do they all have in common?

gross	fail
import	loss
profit	net
succeed	export

2 Read the blog entry and choose the correct answer.

- The blogger is writing *after* / *while* watching a television programme.
- The TV show was about *Richard Branson* / *some young people*.
- Branson showed that he *knew* / *didn't know* everything about business.
- A *gross* / *net* figure is an amount after deducting costs.
- The blogger's business is *less* / *more* successful than Branson's.
- The blogger thinks Branson is successful because he *knows when to stop* / *never stops* trying.

3 Use the words in the box to complete the sentences.

achievements	empire	entrepreneurs	running
venture	world		

- They were learning how to become successful in the business \_\_\_\_\_.
- Richard Branson is one of Britain's most famous business \_\_\_\_\_.
- He started his first successful business \_\_\_\_\_ when he was 16.
- He never managed to master one of the aspects of \_\_\_\_\_ a business.
- He was knighted for his business \_\_\_\_\_ in 1999.
- His business \_\_\_\_\_ began with a magazine called *Student*.

4 Convert the reported statements into direct speech.

- He said he hadn't been able to understand the difference between gross and net until he was 50 years old.

'I \_\_\_\_\_',  
\_\_\_\_\_'

- He told the young would-be entrepreneurs that they had to do everything they could to succeed.

'You \_\_\_\_\_',  
\_\_\_\_\_'

- He said that if they did fail, then they would've learnt a lot and could try again.

'If you \_\_\_\_\_',  
\_\_\_\_\_'

5 Answer the questions in your own words.

- What do you think of Branson's attitude to business?
- Did you know the difference between net and gross before reading this article?
- Do you understand the difference now?

## Gross or net?

I just watched a programme on TV in which a group of young people were learning how to become successful in the business world. At one point, they met Richard Branson, one of Britain's most famous business entrepreneurs.

Branson, who is most famous for his Virgin airline and record companies, was telling the young people that he hadn't been able to understand the difference between gross and net until he was 50 years old. I was surprised that this man, who'd started his first successful business venture when he was 16, had never managed to master one of the most important aspects of running a business.

So what is the difference between gross and net? A gross amount of money is the total amount before taxes or costs have been taken out. A net amount of money is the total amount after taxes or costs have been taken out. It sounds simple but it's more complicated than it sounds. I know this because I run a business. Unfortunately, my business isn't as successful as Richard Branson's so I won't be joining him in the *Forbes* 2009 list of billionaires in the near future.

In the TV programme, Richard told the young would-be entrepreneurs that they had to do everything they could to succeed. He said that if they did fail, then they would've learnt a lot and could try again.

I think this is the quality that has made Richard Branson so successful. He sees life as a series of challenges that have to be faced and overcome. If he doesn't succeed then he tries again. Apart from his business achievements, for which he was knighted in 1999 for 'services to entrepreneurship', he has tried to break world records on sea and in the air. Not bad for someone whose business empire began with a magazine called *Student*, and who didn't know the difference between gross and net until he was 50!

### Glossary

**entrepreneur** (*noun*) – someone who uses money to start businesses

**venture** (*noun*) – a new business or activity

**master** (*verb*) – to learn something so that you know it or can do it well

**would-be** (*adjective*) – hoping or trying to do something

## Writing

## An advert for a home exchange

## Reading

1 Read the definition of a *home exchange* and answer the questions.

**Home exchange** (*noun phrase*) – An arrangement in which people from different countries visit each other in order to study another country's language

- 1 Have you ever done a home exchange? If so, where did you go?
- 2 Did it go well?
- 3 If you haven't, would you like to? Why/Why not?
- 4 Where would you go for a home exchange?

2 Read the advert for a home exchange and complete the details about the homes.

**Our home**

Country:

Details of location:

Type of home:

Bedrooms / beds:

**Your home**

Country:

Details of location:

Exchange period:

Number of travellers:

Have you ever wished you could get away from it all and relax in a place where peace and tranquillity are guaranteed? Our home could be the place you're looking for. Located on Ireland's spectacular west coast, this 17<sup>th</sup>-century farmhouse has stunning views of the Atlantic. Just a short walk from a sandy beach and a short drive into the nearest village, it's a wonderful place to enjoy unspoilt natural surroundings without being in the middle of nowhere. There's a shop in the village and a pub where you can eat and listen to some of Ireland's world-famous traditional music. The house itself has three bedrooms, one with a double bed, the others two with two single beds. It also has a huge garden.

We, on the other hand, are looking for somewhere in a city, which could be in Europe or anywhere else in the world.

A central location is a must and as we adore visiting old monuments and finding out about a city's history. Somewhere you can stroll around on foot would be a plus, and somewhere warm and sunny would also be a bonus. Good nightlife is not a requirement.

We're pretty flexible about when we can travel, but two weeks in July or August would be ideal. There are two of us.

Contact us with any questions you may have.

## Writing skills: making a description more interesting

3 To give a description more impact, you can start sentences with an adjective or prepositional phrase. Put the words in order. Then read the first part of the email again to check your answers.

- 1 spectacular / west / on / located / Ireland's / coast,
- 2 stunning / 17<sup>th</sup>-century / views / has / this / of / farmhouse / the Atlantic
- 3 from / sandy / walk / short / a / a / just / beach and
- 4 short / into / nearest / a / drive / the / village,
- 5 a / natural / wonderful / to / it's / enjoy / unspoilt / place / surroundings

4 Extreme adjectives can give more power to a description and make it sound more interesting. Can you remember what these adjectives describe?

- 1 spectacular \_\_\_\_\_
- 2 stunning \_\_\_\_\_
- 3 sandy \_\_\_\_\_
- 4 wonderful \_\_\_\_\_
- 5 unspoilt \_\_\_\_\_
- 6 world-famous \_\_\_\_\_
- 7 huge \_\_\_\_\_

## Language focus: specifying your needs

5 You can use *somewhere* to specify what you are looking for. Underline examples in the advert of these structures.

- 1 *somewhere* + subject + verb
- 2 *somewhere* + preposition + noun
- 3 *somewhere* + adjective

6 Some words indicate how important a particular need is. Find words and phrases in the third and fourth paragraphs to match these definitions.

- 1 essential: \_\_\_\_\_, \_\_\_\_\_
- 2 desirable but not essential: \_\_\_\_\_, \_\_\_\_\_
- 3 perfect: \_\_\_\_\_

## Preparing to write

7 Read the Writing task on page 65 and make notes in preparation for writing. Copy and complete the overview in exercise 2 to help you do this.

**Writing**

You have decided to organise a home exchange. Write an advert for your home and give details about the home that you would like to stay in.

**Useful language**

- Have you ever wished you could ...?
- a place where ... is/are guaranteed
- Our home could be the place you're looking for
- The house itself has ...
- ... in ... or anywhere else in ...
- We are looking for somewhere
- We adore -ing ...
- We're pretty flexible about when we can travel
- ... weeks in ... would be ideal
- Contact us with any questions you may have.

# UNIT 8 Lost & Found

## Grammar 1A would

Put the words in the correct order.

- 1 a new job / I'd / looking for / start  
\_\_\_\_\_?
- 2 you / to / like / the station / a lift / would  
\_\_\_\_\_?
- 3 be / wouldn't / the first / it / time  
\_\_\_\_\_?
- 4 would / what / in my situation / you / do  
\_\_\_\_\_?
- 5 the whole summer / spend / we'd / playing football  
\_\_\_\_\_?
- 6 that book, / pass me / would / please / you  
\_\_\_\_\_?

## Grammar 1B would

Complete the conversations with the sentences in the box.

What would you do in my situation?  
 We'd spend the whole summer playing football.  
 Would you like a lift to the station?  
 It wouldn't be the first time.  
 Would you pass me that book, please?  
 I'd start looking for a new job.

- A: \_\_\_\_\_
- B: It's OK thanks, I'll get a taxi.
- A: Oh dear, Jack's forgotten to take his sandwiches with him.
- B: \_\_\_\_\_  
 He'll just have to go hungry again.
- A: \_\_\_\_\_
- B: Of course. Here you are.
- A: What did you use to do in the holidays when you were a kid?
- B: \_\_\_\_\_
- A: \_\_\_\_\_
- B: I'd ask my parents if they could lend me some money.
- A: I really don't like my boss and I don't know what to do.
- B: \_\_\_\_\_

## Grammar 2A Second conditional

Choose the correct options to complete the conversations.

- A: What (1) *did you do* / *would you do* if you (2) *won* / *'d win* a fortune on the lottery?
- B: Well, if it (3) *was* / *would be* loads of money, I (4) *bought* / *'d buy* my own house. I (5) *might even go* / *might even went* on a trip in space if I (6) *had* / *'d have* enough left over!
- A: It says here that if we (7) *sent* / *'d send* a manned trip to Mars, it (8) *took* / *would take* months to get there. What would people do during the journey?
- B: Nothing, because if we (9) *decided* / *'d decide* to send a spacecraft to Mars, we (10) *put* / *'d put* robots on it instead. Why risk human lives on such a dangerous mission?
- A: I'll tell you what, if I (11) *didn't have* / *wouldn't have* so few qualifications, I (12) *didn't stay* / *wouldn't stay* in my current job. I'm not at all happy at work.
- B: If I (13) *were* / *would be* you, (14) I *invested* / *'d invest* some time in training. If you (15) *got* / *'d get* yourself a decent qualification, you (16) *looked* / *could look* for a better job.

**Grammar 2B**  
**Second conditional**

Complete the article with the correct form of the verbs in brackets.

Visitors welcome?

In 1977 we sent the Voyager spacecraft into space with a disc containing messages for extraterrestrial life forms. But what (1) \_\_\_\_\_ (*happen*) if extraterrestrials (2) \_\_\_\_\_ (*find*) Voyager? They would presumably find the disc, but if they (3) \_\_\_\_\_ (*manage*) to play it, (4) \_\_\_\_\_ (*they / understand*) it? If so, and if they (5) \_\_\_\_\_ (*work out*) where we live, they (6) \_\_\_\_\_ (*decide*) to visit us. This (7) \_\_\_\_\_ (*be*) a positive meeting of cosmic cultures if they (8) \_\_\_\_\_ (*turn out*) to be friendly. If, on the other hand, they (9) \_\_\_\_\_ (*be*) hostile, we (10) \_\_\_\_\_ (*probably / regret*) telling them where Voyager came from.

**Grammar 3A**  
**Third conditional**

Match the conditional sentence beginnings 1–6 with their endings a–f.

- 1 If my alarm clock hadn't stopped,
  - 2 If I'd got up on time,
  - 3 I could still have got to Paris on time if
  - 4 I wouldn't have missed the meeting if
  - 5 If I'd spoken to the customer,
  - 6 I may not have lost my job if
- a I'd found a taxi at the airport in Paris.
  - b we might have won the contract.
  - c I'd have had a shower before leaving.
  - d I wouldn't have overslept.
  - e the company had got the new contract.
  - f the next flight hadn't been full.

**Grammar 3B**  
**Third conditional**

Choose the correct options to complete the article about serendipity.

**Serendipity**

*Serendipity* is the name given to a tendency to find discoveries by chance while looking for something else, and it plays a surprisingly important role in science and invention. (1) *Had Isaac Newton thought / Would Isaac Newton have thought* about gravity if the famous apple (2) *hadn't fallen / wouldn't have fallen* on his head? Probably, but he (3) *hadn't done / might not have done* so in the year he did. And if the Greek thinker Archimedes (4) *hadn't noticed / wouldn't have noticed* how his body displaced water in his bathtub, he (5) *hadn't realised / may not have realised* that water displacement can be used to weigh things.

In the field of invention, the Kellogg brothers (6) *had never invented / might never have invented* cornflakes if they (7) *hadn't left / wouldn't have left* some cooked maize overnight and then tried to roll it the following day.

Geographical discovery owes a lot to serendipity, too. Europe (8) *had probably not colonised / would probably not have colonised* the Americas when it did if Columbus (9) *hadn't tried / wouldn't have tried* to find a new way to get to India and ended up in the Bahamas.

However, not all is unintentional in serendipity. These great discoveries (10) *hadn't been made / wouldn't have been made* if the person who observed them (11) *hadn't been / wouldn't have been* able to see the importance of what accidental circumstances had created. As the French scientist Louis Pasteur said, 'In the field of observation, chance favours only the prepared mind.'

**Grammar 3C**  
**Third conditional**

Complete the conversation with the correct form of the verbs in brackets.

- A: I can't fix the computer.  
 B: What do you mean, you can't fix it? I need it for my work!  
 A: Well, if you (1) \_\_\_\_\_ (*not click*) on the link in that email, it (2) \_\_\_\_\_ (*get*) infected with a virus.  
 B: It was an email from a friend and I wanted to read it. What (3) \_\_\_\_\_ (*you / do*) if you (4) \_\_\_\_\_ (*be*) in my situation?  
 A: But it was in Portuguese! If your friend (5) \_\_\_\_\_ (*write*) that email, she (6) \_\_\_\_\_ (*do*) it in English.  
 B: Look, you're the one who knows about computers. Nothing (7) \_\_\_\_\_ (*happen*) if you (8) \_\_\_\_\_ (*install*) antivirus software.  
 A: If there (9) \_\_\_\_\_ (*not be*) so much to do at work, I (10) \_\_\_\_\_ (*have*) time to do that, but I've been really busy.  
 B: OK, let's not argue. We'll just have to take it to a shop to get it fixed.

**Grammar 4A**  
**Past modals of deduction**

Choose the correct options to complete the article about treasure maps.

**Treasure maps**

Treasure maps are often associated with pirates who buried the treasure they stole on desert islands and made maps to help them find it later. However, such maps, if they ever existed, (1) *may have been / must have been / can't have been* very common, as no real examples have been found. It is not clear how legends about buried pirate treasure became so popular, but the trial and execution of the pirate Captain Kidd in 1701 (2) *may have been / must have been / can have been* responsible. The truth about Kidd is unclear, and he (3) *can't have had / might not have had / mustn't have had* a fair trial. It is believed that he (4) *must have worked / could have worked / can't have worked* as a privateer, a person who is given permission to attack and rob enemy ships in wartime. But whatever he really did, there is a general feeling that he (5) *mustn't have made / can't have made / could have made* the fortune that his trial suggested he did. However, some of the treasure Kidd supposedly stole was found on Gardiner's Island in New York and brought to England as evidence in his trial. As a consequence, many treasure hunters headed for the island, convinced that this is where Kidd (6) *can't have buried / can have buried / must have buried* the rest of his treasure. But despite numerous searches, the treasure has never been found.

**Grammar 4B**  
**Past modals of deduction**

Complete the extract from a radio programme with a past modal and the correct form of the verbs in brackets.

- A: Tell me about this ring.  
 B: We found it when we were clearing out my grandmother's house. It looks like a wedding ring, but we know it (1) \_\_\_\_\_ (*be*) hers because we never saw her wearing it. We think it (2) \_\_\_\_\_ (*belong*) to her mother, but we can't be sure.  
 A: Do you think it (3) \_\_\_\_\_ (*be*) in the family for a long time? I ask because, judging by the design, I'd say it's at least 150 years old.  
 B: Really!  
 A: Yes, and it's a beautiful piece. Someone with exceptional skill (4) \_\_\_\_\_ (*make*) it. What about these initials – CR? Do you have any idea what they stand for?  
 B: My great-grandmother had an aunt whose surname was Reed. She didn't have any children of her own, so we think my grandmother (5) \_\_\_\_\_ (*inherit*) it from her, though we can't be sure of that.  
 A: Well, whoever it came from (6) \_\_\_\_\_ (*have*) a lot of money because this is a real diamond.  
 B: You're joking!  
 A: No, I'm not.  
 B: My grandmother certainly (7) \_\_\_\_\_ (*know*) how valuable it was or she wouldn't have kept it in a box in the attic!

**Vocabulary 1**  
**Expressions with *lose* and *lost***

1 Match the words in the first box with the words in the second box to make an expression with *lose* or *lost*.

lose (x3)    lost    lost track    nothing

cause    face    of time    sight of    to lose    your mind

2 Complete the sentences with expressions from exercise 1.

- 1 A: I'm going for a swim.  
 B: Have you \_\_\_\_\_?  
 There's a warning flag over there because the sea is really dangerous here!  
 2 I've been trying to fix the computer, but I think it's a \_\_\_\_\_ . It's eight years old now and it might be cheaper to get a new one.  
 3 A: Have you packed your bag? We need to leave in ten minutes.  
 B: I'm sorry, I haven't yet. I've been watching the match and I completely \_\_\_\_\_ .  
 4 The boss has made a mistake, but she won't admit it because she doesn't want to \_\_\_\_\_ in front of her workers.  
 5 A: There's a job here for an accountant, but they're looking for someone who's qualified.  
 B: Why don't you apply anyway? You've got \_\_\_\_\_ by trying. They can only say no!  
 6 I know Katy's not getting the best grades, but she's happy at school, and that's more important. We must never \_\_\_\_\_ that.

**Vocabulary 2A**  
**Expressions with *make* and *do***

Put the nouns into the correct column according to whether they are used with *make* or *do*.

decisions	a difference	a discovery	an experiment
a favour	a job	a mistake	nothing
progress	sense	tests	

<i>make</i> + noun	<i>do</i> + noun



## Vocabulary 2B

### Expressions with *make* and *do*

Choose the correct options to complete the description of a scientist's work.

'I work as a scientist in a laboratory. Obviously, we all dream of (1) *making / doing* a big discovery some day, but the reality is that most scientists (2) *make / do* a job that is pretty mundane at times. Part of that job involves coming up with a theory, and then (3) *making / doing* an experiment that allows you to test it. It's important to (4) *make / do* the right decisions when you're devising that experiment, because if you (5) *make / do* even a small mistake, it could (6) *make / do* a big difference to the results and invalidate them. Once an experiment's up and running, you can be really busy and (7) *make / do* quick progress, but sometimes it's a question of waiting for results, and you sit around (8) *making / doing* nothing for hours. When that happens, I sometimes ask a colleague to (9) *make / do* me a favour and keep an eye on things while I work from home.

As for how I came to be a scientist, I always got good results when I (10) *made / did* science tests at school, and whereas a lot of my classmates had problems with maths, it always just seemed to (11) *make / do* sense to me. So studying science at college just seemed a natural choice.'

## Vocabulary 3

### Treasure

Circle the word in each group that is different. Use the clues to help you.

- 1 bowl brooch jug vase (containers)
- 2 chain necklace chest bracelet (jewellery)
- 3 diamond gold platinum silver (precious metals)
- 4 jug vase bowl chest (used for liquid)
- 5 bracelet brooch necklace chain (around a part of the body)

### Extend your vocabulary – with or without a plan


Complete the words in this description.

'I met my wife quite by (1) c\_\_\_\_\_ in a café near my house. I was walking past her on my way out and I knocked over her drink by (2) a\_\_\_\_\_ as I squeezed between two tables. My friends still think I did it on (3) p\_\_\_\_\_ as an excuse to start talking to her, but it happened completely (4) u\_\_\_\_\_. However, when she got over the initial shock, we started talking, and I must admit that I did (5) d\_\_\_\_\_

keep the conversation going. We ended up exchanging mobile numbers, although later that day I deleted her number from my phone by (6) m\_\_\_\_\_.

Fortunately, she sent me a text message a couple of days later, and that's when we started seeing each other regularly.'


## Listening Decision time

 1.21 Listen to someone talking about making decisions and decide if the sentences are true (T) or false (F).

- 1 Napoleon Bonaparte thought making decisions was difficult.
- 2 Deciding how to get to work is more important than choosing between tea and coffee.
- 3 Making a wrong decision or a bad decision is the same thing.
- 4 The Latin word *decidere* means to choose.
- 5 According to the speaker, everyone prefers making their own decisions.
- 6 Tossing a coin is an example of a random method of making a decision.

## Pronunciation

### *would have* and *wouldn't have*

 1.22 Listen to the sentences and choose the option you hear – *would have* or *wouldn't have*.

- 1 If his desk hadn't been so tidy, he *would have / wouldn't have* found what he was looking for so quickly.
- 2 I *would have / wouldn't have* spent more money if I'd had a credit card on me.
- 3 She *would have / wouldn't have* answered if you'd phoned her at work.
- 4 If it hadn't snowed so heavily the night before, the resort *would have / wouldn't have* opened today.
- 5 We *would have / wouldn't have* seen you if you'd been in Beijing at the weekend.
- 6 If Jan hadn't gone to the party, I *would have / wouldn't have* been there.

## Reading Masquerade

**1** Choose the correct definition.

- 1 A *masquerade* is ...
  - a a formal dance where people wear masks and dress as famous characters.
  - b a person who hunts for treasure using historical documents.
- 2 A *hare* is ...
  - a an animal similar to a rabbit, but with a bigger body and longer ears and legs.
  - b an area of land in a forest where there are no trees.
- 3 A *pseudonym* is ...
  - a the name of a person who traces their family history as a hobby.
  - b a name that someone uses which is not their real name.

**2** Read the article on page 72 to complete the fact file.

- 1 \_\_\_\_\_ is the title of a book.
- 2 \_\_\_\_\_ is the author of the book.
- 3 The book's publisher is \_\_\_\_\_.
- 4 \_\_\_\_\_ is the name of the book's animal hero.
- 5 \_\_\_\_\_ is the name of the person who discovered the book's secret.
- 6 The book started a genre called \_\_\_\_\_.

**3** Are the sentences true (*T*) or false (*F*)? Correct the false sentences.

- 1 Jack loses the treasure on his way to the moon.
- 2 Williams buried a golden hare in a secret place in England.
- 3 Readers could find clues to the location of the treasure in the book's text.
- 4 The real name of the person who discovered the hare was Dugald Thompson.
- 5 He found the treasure by following the clues in the book.
- 6 Kit Williams later bought the hare for £31,900.

**4** Answer the questions.

- 1 What did the publisher ask Williams to write?
- 2 Who did the illustrations for the book?
- 3 Where was the treasure buried?
- 4 What was the connection between Dugald Thompson and Williams?
- 5 What happened in 2009?
- 6 Was the book successful?

**5** Answer the questions in your own words.

- 1 How do you think Williams felt when he discovered the truth about Ken Thomas?
- 2 The word *masquerade* also means the act of pretending to be someone who you are not. In what way is this definition appropriate in this case?
- 3 Why was the new genre of books called 'armchair treasure hunts'?

## Masquerade

In the 1970s, the English author and artist, Kit Williams, was asked by his publisher, Jonathan Cape, to write a book for children that was different from other books. The book he created was called *Masquerade*, and it became a bestseller in countries around the world.

The book tells the story of Jack Hare, who has to carry a treasure from the moon to the sun. When he reaches the sun, Jack discovers he has lost the treasure, and the reader has to find its location.

Apart from writing the story, Williams also illustrated the book with 16 elaborate pictures. Hidden in each picture was a clue to find the missing treasure. By following the clues, the reader could discover the secret location of a real golden hare worth £5,000 that Williams had buried.

People from different countries started looking for the treasure. All they knew was that it was buried on public property somewhere in England. It wasn't until February 1982 that someone called Ken Thomas located the treasure in a park in Bedfordshire.

Williams later discovered that Ken Thomas was a pseudonym of Dugald Thompson who was connected to an old girlfriend of the author's.

Thompson hadn't followed the clues in the book so must have used other methods to find the treasure.

In December 1988, the hare was auctioned at Sotheby's. Kit Williams tried to buy the hare but it was eventually sold for £31,900 to an unknown buyer. Williams was eventually reunited with the hare for a television documentary in 2009.

Many similar books appeared since *Masquerade*, creating a new genre of books called armchair treasure hunts.

### Glossary

**bestseller** (*noun*) – a book that many people buy

**illustrate** (*verb*) – to draw the pictures in a book

**clue** (*noun*) – an object or fact that someone discovers which helps solve a crime or mystery

**reunite** (*verb*) – to bring people or groups together again

**Writing**  
**Saying sorry**

**Reading**

1 Think of two occasions recently when you have said sorry to somebody, and two occasions on which somebody has said sorry to you. Make notes on ...

- what the apology was for.
- whether the apology was accepted or not.
- what has happened since the apology was made.

2 Read the short texts. Are any of the situations similar to the ones you noted in exercise 1?

We have tried to trace your parcel and are extremely sorry to have to tell you that we cannot find it at this moment. We would like to apologise for failing to meet our usual high standards and will, of course, provide full compensation if the parcel is not located.

1

It was great to hear from you after all these years, and I'm sorry for not replying to the letter you sent shortly after I left the UK. It's amazing to think that your daughter is 21. I'd love to meet her when she's in Buenos Aires, though unfortunately, she won't be able to stay in my flat. I do apologise if that's inconvenient, but with two young children in the house I'm afraid we just don't have space! However, I'll look for a reasonably priced hotel for her to stay in.

2

Thank you so much for the wedding invitation. However, I'm awfully sorry but I'll be in Canada that weekend. I've tried to change my travel arrangements but it's been impossible. I hope that you can accept my apologies and I wish you all the best for the big day!

3

I'm really sorry I didn't make it to your birthday party. A family thing came up that I couldn't get out of. I owe you an apology for not texting you on the day, either. I hope you'll forgive me!

4

We regret to inform you that we will not be taking your application any further. We would, however, like to thank you for your interest in our company and wish you every success in the future.

5

**Sorry about the mess.**  
**I'll clear it up when I get back. Promise!**

6

3 Read the texts again. Which one(s) ...

- 1 is a letter to an old friend? \_\_\_\_\_
- 2 are emails sent to a current friend? \_\_\_\_\_, \_\_\_\_\_
- 3 is a note left in a kitchen or living room? \_\_\_\_\_
- 4 is part of a job rejection letter? \_\_\_\_\_
- 5 is from a company to a customer? \_\_\_\_\_

**Writing skills: saying sorry**

4 We say sorry in many different situations. Look at the reasons for saying sorry below, and write down examples of the situations in the texts.

a Because somebody has done something wrong  
*Text 1: A company has lost a customer's parcel*

\_\_\_\_\_

b To politely say no to a request or invitation

\_\_\_\_\_

c To give some bad news

\_\_\_\_\_

5 After saying sorry, the writer does one of the things below. Write the number of the text(s) in which there is an example of each one.

- a ask the reader to accept their apologies and/or forgive them \_\_\_\_\_
- b say they will put right what they have done wrong \_\_\_\_\_
- c give an excuse and/or explanation \_\_\_\_\_
- d say what will happen if the problem can't be solved \_\_\_\_\_
- e offer to help in another way \_\_\_\_\_
- f wish the reader good luck \_\_\_\_\_

6 Look again at what is said in the texts after the writer has said sorry. Which verb form is used most often? Why?

**Language focus: saying sorry**

**7** Complete the overview of the language you can use to say sorry. Read the texts again if necessary.

**Emphasising how sorry you are:**

- 1 I am really / so / \_\_\_\_\_ / \_\_\_\_\_  
sorry  
I do apologise

**Saying why you are sorry:**

- 2 I apologise / am sorry \_\_\_\_\_ the mess  
I am sorry (that) I made a mess
- 3 I apologise / am sorry \_\_\_\_\_ not replying
- 4 I apologise / am sorry \_\_\_\_\_ that's  
inconvenient

**Other ways to say sorry**

- 5 I owe you an \_\_\_\_\_ for not texting you  
Unfortunately, she won't able to stay
- 6 I'm \_\_\_\_\_ we just don't have space
- 7 We \_\_\_\_\_ to inform you that ...
- 8 We are extremely sorry \_\_\_\_\_ have to tell  
you that

**Preparing to write**

**8** Read the Writing task and for each situation, decide how you are going to say sorry and what you will write after you say sorry.

**Writing**

Write a short message saying sorry for the following situations.

- Your company has decided not to renew an employee's temporary contract.
- You have broken your flatmate's favourite cup but can't fix it right now.
- A good friend has invited you to her first public concert, but you can't go.
- A traveller wrote to your hotel ten days ago to say they left some belongings in their room. You can't find them, and don't think the hotel is responsible.
- A friend has asked if you can look after his children for a day when he goes to hospital for an operation. You will be away that day.

**Useful language**

- We have tried to ...
- We would like to ...
- We will, of course, provide full compensation if ...
- It was great to hear from you ...
- However, I'll certainly ...
- Thank you so much for ...
- I hope that you can ...
- I'm really sorry I didn't ...
- I wish you all the best for ...
- I hope you'll forgive me!

# UNIT 9 Love & Hate

## Grammar 1A Verbs followed by *-ing* and infinitive with *to*

Put the verbs into the correct column to show if they are usually followed by an infinitive with *to*, an *-ing* form or both forms.

afford	ask	can't stand	choose	continue		
decide	enjoy	expect	fancy	hate	help	like
love	manage	prefer	refuse	start	want	

verb + <i>to</i> + infinitive		verb + <i>-ing</i> form		verb + <i>to</i> + infinitive OR verb + <i>-ing</i> form	
	to go		going		to go OR going

## Grammar 1B Verbs followed by *-ing* and infinitive with *to*

Complete the website introduction with the correct form of the verbs in brackets.

Hi everybody!

My name's Amira and this is my personal web page. I decided (1) \_\_\_\_\_ (*make*) a web page because I want (2) \_\_\_\_\_ (*make*) contact with people from other parts of the world and find out how they live.

I'm studying IT at university right now. In theory I've got one more year to do, but I started (3) \_\_\_\_\_ (*work*) part-time as a programmer a few months ago, so I don't know if I'll actually manage (4) \_\_\_\_\_ (*complete*) my studies in one year. My teachers keep asking me to work less and concentrate more on my degree, but so far I've refused (5) \_\_\_\_\_ (*stop*) working. The truth is, the money helps (6) \_\_\_\_\_ (*pay*) for my studies.

In my free time I like (7) \_\_\_\_\_ (*watch*) films and I also love (8) \_\_\_\_\_ (*climb*). I can't stand (9) \_\_\_\_\_ (*do*) housework, but who can?

If you fancy (10) \_\_\_\_\_ (*get*) in touch, you can write to me in English, French or Arabic (my mother's Algerian). I prefer (11) \_\_\_\_\_ (*write*) in French because it's easier for me, but above all I enjoy (12) \_\_\_\_\_ (*communicate*) with people, so it's up to you!



## Grammar 1C Verbs followed by *-ing* and infinitive with *to*

Choose the correct options to complete the email.

Hello Amira

My name's Sahil, and I'm from Bangalore in India. I came across your web page by accident and thought I'd say hi. I work in the IT industry as a programmer too. What made you choose (1) *to study / studying* IT? And do you expect (2) *to continue / continuing* working as a programmer when you finish?

I see you come from France. I've never been to France, but I'd like (3) *to visit / visiting* Europe. I have family in the UK, and they keep on (4) *to ask / asking* me (5) *coming / to come* and see them. But I can't really afford (6) *to do / doing* that right now. As for your interests, I really enjoy (7) *to go / going* to the cinema too. And although I know most people can't stand (8) *to do / doing* housework, I really don't mind (9) *cleaning up / to clean up* the house. I find it relaxing after a hard day.

Well, I'm on a break now but I have to carry on (10) *working / to work* soon. Maybe I'll tell you about life here next time!

Sahil

### Grammar 2A Comparatives and superlatives

Look at the information about three brothers, and complete the sentences with the correct comparative or superlative form of the adjectives or adverbs in brackets.

	Tom	Rob	Nik
Age	43	38	35
House	2 rooms	4 rooms	3 rooms
Money	\$\$\$	\$\$\$\$	\$\$
Creativity	****	**	***
Ambition	!!!	!!!!	!!
Driving - speed	120 kph	150 kph	130 kph
Driving - accidents	0	1	3
Spanish	Fluent	Elementary	Very basic
Maths	Good	OK	Excellent

- Tom is \_\_\_\_\_ (*old*) of the three brothers.
- Nik's house is \_\_\_\_\_ (*big*) Tom's house.
- Rob is \_\_\_\_\_ (*wealthy*) Tom and Nik.
- Tom is \_\_\_\_\_ (*creative*) of the three brothers.
- Nik is \_\_\_\_\_ (*ambitious*) of the three brothers.
- Rob drives \_\_\_\_\_ (*fast*) Tom and Nik.
- Tom drives \_\_\_\_\_ (*carefully*) than his brothers.
- Nik's Spanish is \_\_\_\_\_ (*bad*) Tom's.
- Rob speaks Spanish \_\_\_\_\_ (*fluently*) than Tom.
- Of the three brothers, Nik is \_\_\_\_\_ (*good*) at maths.

### Grammar 2B Comparatives and superlatives

Complete the sentences with a word from the box. More than one answer may be possible.

a bit   a little   a lot   far   much   slightly

- There's very little difference in age between Meg and Sal, but I think Sal's \_\_\_\_\_ older.
- The roads here are terrible, so travelling by train is \_\_\_\_\_ faster than driving.
- This shirt costs \$40 and this one only costs \$15, so it's \_\_\_\_\_ less expensive.
- Both restaurants have really quick service, but I think we'd get served \_\_\_\_\_ more quickly in the Japanese restaurant, so let's go there.
- Tom hated speaking in public before, but he's really good at it now. He speaks \_\_\_\_\_ more confidently than he used to.
- The two peaks of that mountain look exactly the same height, but they're not quite the same. The one on the left is \_\_\_\_\_ higher.

### Grammar 2C Comparatives and superlatives

Rewrite the sentences using (*not*) *as ... as* so that the meaning stays the same. Use the correct form of the adjective or adverb in the original sentence.

- Paula is friendlier than her sister.  
Paula's sister is \_\_\_\_\_ Paula.
- I don't think his other films are better than this one.  
I think this film is \_\_\_\_\_ his other ones.
- If we need bread, the baker's is further than the supermarket.  
If we need bread, the supermarket is \_\_\_\_\_ the baker's.
- I don't eat more healthily than my husband does.  
My husband eats \_\_\_\_\_ I do.
- The second exam wasn't more difficult than the first one.  
The first exam was \_\_\_\_\_ the second one.
- You spoke English better when you lived here.  
You don't speak English \_\_\_\_\_ when you lived here.

## Grammar 3A

### Verbs followed by prepositions

Match the two parts of the sentences.

- 1 That night I'd dreamt
- 2 When we left the house someone was waiting
- 3 He reminded me
- 4 It was obvious he'd been spying
- 5 He pretended not to notice when I stared
- 6 I'm sure he was talking
- 7 We jumped into a taxi and succeeded
- 8 When I arrived at the meeting I apologised
- 9 We all wondered how much they knew

- a on us.
- b in losing him.
- c about being followed.
- d for me across the road.
- e of a detective from an old film.
- f about us on his mobile.
- g at him.
- h about our plans.
- i for being late.

## Grammar 3B

### Verbs followed by prepositions

Complete the sentences with the correct prepositions. Use the same preposition twice in each question.

- 1 This meat doesn't taste \_\_\_\_\_ anything. It reminds me \_\_\_\_\_ the food we used to eat at school.
- 2 I had very strict teachers. Most of them would shout \_\_\_\_\_ us when we misbehaved, but one of them was so scary that he just stared \_\_\_\_\_ us and we would be quiet.
- 3 I applied \_\_\_\_\_ a job I saw on the internet three weeks ago, and I'm still waiting \_\_\_\_\_ an answer.
- 4 We spent so much time last night talking \_\_\_\_\_ UFOs, that when I went to sleep I dreamt \_\_\_\_\_ them!

- 5 I know you don't believe \_\_\_\_\_ reincarnation, but there's no point us arguing about it because you won't succeed \_\_\_\_\_ changing my opinion.
- 6 Now the children are older, we don't rely \_\_\_\_\_ my parents to look after them when we're at work. Sometimes they pick them up from school though – it depends \_\_\_\_\_ whether I have to work late.

## Vocabulary 1A

### Stereotypes

Complete the sentences with the words in the box.

assumption   generalisation   judgement   judgemental  
misconception   satire   stereotype   tolerance

- 1 An \_\_\_\_\_ is something you consider to be true even though no one has told you directly or you have no evidence.
- 2 A \_\_\_\_\_ is a statement that seems to be true in most situations but is based on too few facts or only on a small number of examples.
- 3 A \_\_\_\_\_ is an opinion you have after thinking carefully about something.
- 4 If somebody is \_\_\_\_\_, they are too willing to judge other people's actions and say that they are wrong.
- 5 A \_\_\_\_\_ is a wrong belief or opinion as a result of not understanding something.
- 6 \_\_\_\_\_ is the use of humour to criticise somebody or something and make them look silly.
- 7 A \_\_\_\_\_ is a very firm and simple idea about what a particular type of person or thing is like.
- 8 \_\_\_\_\_ is the attitude of somebody who is willing to accept somebody else's beliefs, way of life, etc. without criticising them, even if they disagree with them.



### Vocabulary 1B Stereotypes

Complete comments a–f with the correct verb, noun or adjective form of the verbs in the box.

assume generalise judge misconceive satirise  
stereotype tolerate

To say that the Japanese all have a siesta is a (i) **generalisation**, and it's dangerous to (ii) **generalise** about a country.

- a 'You're (1) \_\_\_\_\_ that I like horror films, and that (2) \_\_\_\_\_ is wrong!'
- b 'You're being very (3) \_\_\_\_\_ lately! Do you have to pass a (4) \_\_\_\_\_ on everything I do?'
- c 'It's a common (5) \_\_\_\_\_ that my brother is arrogant. People completely (6) \_\_\_\_\_ his behaviour.'
- d 'George Orwell's *Animal Farm* is a (7) \_\_\_\_\_ novel. It (8) \_\_\_\_\_ communist states.'
- e 'The image of a Frenchman wearing a beret is a (9) \_\_\_\_\_, and (10) \_\_\_\_\_ images rarely correspond to reality.'
- f 'I don't know how you (11) \_\_\_\_\_ being a nursery teacher! I have very little (12) \_\_\_\_\_ for young children myself.'

### Vocabulary 2A Love

Complete the dictionary entries with the words in the box.

about adore be fancy for have of on

- 1 \_\_\_\_\_  
1 to love somebody very much  
2 *informal* to like something very much
- 2 \_\_\_\_\_ crazy \_\_\_\_\_  
1 to be very much in love with somebody  
2 to be very enthusiastic about something
- 3 \_\_\_\_\_ fond \_\_\_\_\_  
1 to like and care about somebody very much, especially as a result of knowing them for a long time  
2 to get enjoyment or satisfaction from something, especially often or over a long time

- 4 \_\_\_\_\_ keen \_\_\_\_\_  
to be interested in something and enjoy it, especially an activity that you do often
- 5 \_\_\_\_\_  
*informal* to feel physically attracted to somebody
- 6 \_\_\_\_\_ a soft spot \_\_\_\_\_  
to like somebody very much, even if they do not deserve it

### Vocabulary 2B Love

Choose the correct options to complete the extract from an email.

As for Nerina, my youngest daughter, she's going through that phase where she's in love with everything around her. She's (1) *keen / fond / crazy* about a long list of actors and pop stars, and she's suddenly become really (2) *keen / fond / crazy* on different types of music and going to see concerts. She absolutely (3) *adores / fancies* her close circle of friends, who can do no wrong in her eyes, so I have to be careful what I say about them. She's got a soft spot (4) *of / for / on* one of them, a very good-looking guy in her class called Raul, but although I think he's really (5) *keen / fond / crazy* of her, I'm not sure he really (6) *adores / fancies* her, if you know what I mean!

### Extend your vocabulary – I mean

Match the sentence beginnings 1–6 with their endings a–f.

- 1 I've never been close to my sister. I mean,
  - 2 Are you sure this is the job for you? I mean,
  - 3 I think Paris is overrated. I mean,
  - 4 I don't think Mike and Bea will stay together. I mean,
  - 5 I've always loved walking. I mean,
  - 6 I'm not keen on Enrique's cooking. I mean,
- a it's beautiful, but there isn't much to do there.
  - b what other activity combines exercise with nature so perfectly?
  - c we get on, but we're very different.
  - d those are very long hours for the money.
  - e he puts so much salt in everything.
  - f they live in different countries now.

## Listening The greatest match

**1.23** Listen to a radio programme and complete the phrases with the adjectives in the box.

classic	difficult	exciting	historic	interesting
long	passionate	windy		

That's a (1) \_\_\_\_\_ question, but for me personally ...

Ah, that's (2) \_\_\_\_\_. I thought you were going to say ...

It was a (3) \_\_\_\_\_ battle between the cool Swiss champion and the (4) \_\_\_\_\_ young Spaniard.

I remember it was a very (5) \_\_\_\_\_ match.

It was (6) \_\_\_\_\_ and at the end there wasn't much light.

I think everyone there felt that they were watching a (7) \_\_\_\_\_ match.

It was an (8) \_\_\_\_\_ match right up to the end when Nadal finally ...

## Pronunciation 1 Stereotypes

**1.24** Choose the correct stress pattern for the words.

- 'You're (1) assuming / assuming / assuming I like horror films, and that (2) assumption / assumption / assumption is wrong!'
- 'To say that the Japanese all have a siesta is a (3) generalisation / generalisation / generalisation, and it's dangerous to (4) generalise / generalise / generalise about a country.'
- 'You're being very (5) judgemental / judgemental / judgemental lately! Do you have to pass a (6) judgement / judgement on everything I do?'
- 'It's a common (7) misconception / misconception / misconception that my brother is arrogant. People completely (8) misconceive / misconceive / misconceive his behaviour.'
- 'George Orwell's *Animal Farm* is a (9) satirical / satirical / satirical novel. It (10) satirises / satirises / satirises communist states.'

- 'The image of a Frenchman wearing a beret is a (11) stereotype / stereotype / stereotype, and (12) stereotypical / stereotypical / stereotypical images rarely correspond to reality.'
- 'I don't know how you (13) tolerate / tolerate / tolerate being a nursery teacher! I have very little (14) tolerance / tolerance / tolerance for young children myself.'

Listen and check your answers.

## Pronunciation 2 Sentence stress and meaning

Read the comments and underline the word that should be stressed in the first sentence to make its meaning clear.

- I've never been a big fan of the book *1984*. I didn't like it at school, and I don't like it now.
- I've never been a big fan of the book *1984*. I like the book *Animal Farm*, though.
- I've never been a big fan of the book *1984*. On the other hand, I think the film *1984* is great!
- I've never been a big fan of the book *1984*. I like it, it's just not one of my favourite books.
- Have you seen Jimmi's new haircut? I know Kim's seen it, but I wanted to know what you think.
- Have you seen Jimmi's new haircut? If you think Lee's hair is short, just wait till you see his!
- Have you seen Jimmi's new haircut? Because if you had seen it, you'd know why we're all talking about it.
- Have you seen Jimmi's new haircut? It's as strange as the clothes he's been wearing recently!

**1.25** Listen and check your answers.

## Reading Before 1984

1 Read the article about George Orwell and put his books into chronological order.

*Nineteen Eighty-Four* \_\_\_\_\_  
*Animal Farm* \_\_\_\_\_  
*Down and Out in Paris and London* \_\_\_\_\_  
*Homage to Catalonia* \_\_\_\_\_

2 List the countries referred to in each paragraph.

England	France	India	Scotland	Spain
---------	--------	-------	----------	-------

- 1 \_\_\_\_\_  
 2 \_\_\_\_\_  
 3 \_\_\_\_\_  
 4 \_\_\_\_\_  
 5 \_\_\_\_\_  
 6 \_\_\_\_\_

3 Write the correct preposition to complete the sentences.

- He chose the names \_\_\_\_\_ a river and the patron saint of England.
- He wrote \_\_\_\_\_ a period of poverty in *Down and Out in Paris and London*.
- He fought \_\_\_\_\_ the Republicans in the Spanish Civil War.
- He worked for the BBC \_\_\_\_\_ returning from Spain.
- He wrote his final book \_\_\_\_\_ the island of Jura.
- He died \_\_\_\_\_ the age of 46.

4 The sentences in exercise 3 are all answers to questions. Complete the questions.

- What names \_\_\_\_\_?
- In which book \_\_\_\_\_?
- Who \_\_\_\_\_?
- When \_\_\_\_\_?
- Where \_\_\_\_\_?
- How \_\_\_\_\_?

5 Write three more questions based on the article.

- \_\_\_\_\_?
- \_\_\_\_\_?
- \_\_\_\_\_?

## Before 1984

Eric Arthur Blair was born on 25 June 1903 in India, where his father worked for the Indian Civil Service. When he was one year old his mother took him to England. After attending several schools, Eric went to Eton from 1917 to 1921.

After finishing his studies at Eton, Eric returned to India and joined the Indian Imperial Police in Burma, returning to England in 1928. He started writing for a literary journal called *New Adelphi*, using the pen name George Orwell. Orwell was the name of a small river in East Anglia, and George was the name of the monarch at the time and the patron saint of England.

Orwell lived in poverty for several years in both England and France, a period he wrote about in his book *Down and Out in Paris and London*. He eventually found work as a schoolteacher and then as a part-time assistant in a second-hand bookshop in Hampstead, London.

Soon after the outbreak of the Spanish Civil War, Orwell volunteered to fight for the Republicans, a period of his life he wrote about in *Homage to Catalonia*. He and his wife Eileen left Spain in June 1937. Back in England, Orwell began writing book reviews before working for the BBC in 1941. He resigned in 1943 to become literary editor of the weekly magazine *Tribune*.

In 1944 Orwell finished his allegory *Animal Farm*, which was published the following year. The royalties from the book provided Orwell with a good income for the first time in his adult life. From 1945 Orwell was the war correspondent for the *Observer* newspaper, travelling to Paris after the liberation of France.

After the war, Orwell spent a lot of time on the remote island of Jura in the Western Isles of Scotland. His wife, Eileen, died in 1945. He re-married in 1949, but his new marriage only lasted a few months before he died from tuberculosis in London on 21 January 1950, shortly after the publication of *Nineteen Eighty-Four*.

### Glossary

**pen name** (*noun*) – a name a writer uses instead of their real name

**monarch** (*noun*) – a king or queen

**poverty** (*noun*) – a situation in which someone has no or little money

**resign** (*verb*) – to formally say that you are leaving a job permanently

**allegory** (*noun*) – a story in which the events and characters are symbols to express an idea

**royalty** (*noun*) – a payment that a writer gets each time their work is sold

## Writing Something you feel strongly about

### Reading

1 What things do you feel strongly about? Add to the list below.

- the environment
- a football team
- the education system ...

2 Read the letter below and answer the questions.

- 1 What does the writer feel strongly about?
- 2 Who is she writing to?
- 3 Why is she writing?

In response to your article on how the people of Britain feel following 'the country's humiliating defeat in the World Cup', I would like to point out that only England played in the World Cup and other parts of Britain were not represented. This confusion is a constant bugbear of mine and it makes me mad to hear so-called educated people referring to England when they mean Britain and Britain when they mean England.

What really annoys me is how little people know about our country. As you might have guessed, I'm a Scot and proud of it. When people ask me where I'm from, I say Scotland. Of course I have a UK passport. The UK, or United Kingdom of Great Britain and Northern Ireland, consists of the island of Great Britain and Northern Ireland. Great Britain consists of the countries of England, Wales and Scotland.

The problem doesn't just exist here. When I travel abroad people often mistakenly call me English. I have to correct them and tell them that an English person is someone from England. I am Scottish or British but never English. I know you may think this is a trivial point but if you lived here in Scotland you would understand the importance of such a distinction.

Finally, I'd like to draw your attention to the fact that life does exist in Scotland and that your 'national' newspaper could do more to bridge the gap between our nations by making an effort to include more references to news and events taking place in other parts of the United Kingdom outside London and England.

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

- 1 Britain played in the 2010 World Cup.
- 2 People who should know better use the wrong names.
- 3 Northern Ireland isn't part of Great Britain.
- 4 Someone from Scotland is English.
- 5 She's writing to an English newspaper.
- 6 She thinks the paper should include more news about Scotland.

### Writing skills: expressing anger and criticism

A *bugbear* is something that keeps annoying you. The writer uses a lot of phrases to talk about her bugbear.

4 Use the words below to complete the phrases. Read the message again to check your answers.

annoys	attention	bugbear	mistakenly
point out	trivial		

- 1 I would like to \_\_\_\_\_ that ...
  - 2 This is a constant \_\_\_\_\_ of mine.
  - 3 What really \_\_\_\_\_ me is ...
  - 4 People often \_\_\_\_\_ ...
  - 5 You may think this is a \_\_\_\_\_ point but ...
  - 6 I'd like to draw your \_\_\_\_\_ to the fact that ...
- 5 Complete these other phrases with your own bugbears.
- 1 I can't stand people who \_\_\_\_\_.
  - 2 I really hate it when \_\_\_\_\_.
  - 3 I dislike \_\_\_\_\_.
  - 4 It makes me mad when \_\_\_\_\_.

### Language focus: adding emphasis and sarcasm

Give your arguments emphasis by adding *What ... is* and *really*.

*What really annoys me is how little people know about our country.*

6 Add *What, is* and *really* to add emphasis to these sentences.

- 1 I dislike queuing in shops.
- 2 It makes me mad when people jump queues.
- 3 I hate it when you stand in the slower queue.
- 4 I can't stand queuing at airports.

**7** Read the following sentence from the letter:

*I'd like to draw your attention to the fact that life does exist in Scotland.*

Does the writer really think that people in England don't believe that life exists in Scotland? The writer is being sarcastic. Read the definition of *sarcasm*.

**sarcasm** (*noun, uncountable*) – saying or writing the opposite of what you mean, in a way intended to make someone else feel stupid or show them that you are angry

**Preparing to write**

**8** Read the writing task below. Before you start writing, make a list of the points you want to make. When you feel strongly about something, it's easy to confuse the reader. You should plan what you want to say carefully.

First paragraph

*In response to ...*

Second paragraph

*What really annoys me is ...*

Third paragraph

*The problem doesn't just exist ...*

Fourth paragraph

*Finally, I'd like to ...*

**Writing**

Write an angry letter to a digital or print newspaper in response to a news story or letter you recently read.

**Useful language**

- I'd like to take this opportunity to ...
- As you might have guessed ...
- When people ask me ...
- If you lived here / If you were in my shoes ...

# UNIT 10 Beginnings & Endings

## Grammar 1A Verb form review

Choose the correct verb forms to complete the email.

Hi everybody!

We (1) *have / 're having / 'll have* a party on the afternoon of Saturday, 6 July to celebrate Edita's birthday. As you know, we (2) *always organise / 're always organise / 'll always organise* a celebration on the first Saturday in July if we (3) *aren't / aren't being / won't be* on holiday, but this year we've decided we (4) *have / 're going to have / having* a really big party because she's going to be 30. If the weather (5) *'s / is being / will be* OK, we (6) *have / having / 'll have* it on our terrace. I (7) *'ve looked / look / 'd looked* at the weather forecast and it says it (8) *probably isn't raining / probably doesn't rain / probably won't rain*, but things could easily change over the next week. Edita (9) *makes / 's making / will make* a list of the food we need to buy as I write this email, but if you could bring something to drink, that would be great.

A lot of people (10) *already say / have already said / already said* they're coming, so I know it (11) *can be / 's being / 's going to be* a great party. Please let us know if you (12) *don't come / can't come / won't come*, though.

Dani

## Grammar 1B Verb form review

Rewrite the sentence so that the meaning stays the same.

### Active and passive

- How do you make this drink?  
How \_\_\_\_\_ this drink \_\_\_\_\_?
- They'll call the police if we make too much noise.  
The police \_\_\_\_\_ if we make too much noise.
- Somebody's stolen my mobile!  
My mobile \_\_\_\_\_.

### Conditionals

- I don't like this music so I won't dance.  
If I \_\_\_\_\_ this music, \_\_\_\_\_ dance.
- She didn't say hello because she didn't recognise you.  
She \_\_\_\_\_ hello if \_\_\_\_\_ you.

## Reported speech

- 'I really enjoyed the party,' he said.  
He said that he \_\_\_\_\_ the party.
- 'Sergi, turn the music down!' I said.  
I told Sergi \_\_\_\_\_.
- 'How do you know Edita?' they asked me.  
They asked me \_\_\_\_\_ Edita.

## Grammar 1C Verb form review

Complete the conversation with the correct form of the verbs in brackets.

- A: Hi Alim. How are things?  
B: Fine. I (1) \_\_\_\_\_ (*do*) gardening for the last three or four hours, so I'm a bit hot right now.  
A: You (2) \_\_\_\_\_ (*not be*) at Edita's birthday party yesterday.  
A: I (3) \_\_\_\_\_ (*come*) if I (4) \_\_\_\_\_ (*receive*) an invitation, but I (5) \_\_\_\_\_ (*not invite*).  
B: That's odd, because at the party she asked if you (6) \_\_\_\_\_ (*come*), so she obviously thought she (7) \_\_\_\_\_ (*invite*) you. In fact, she asked me (8) \_\_\_\_\_ (*call*) you and find out where you were.  
A: What time (9) \_\_\_\_\_ (*you / phone*)?  
B: About four o'clock. I called you at home, but no one answered.  
A: I (10) \_\_\_\_\_ (*shop*). In fact, I bought a present for Edita.  
B: Well, if I (11) \_\_\_\_\_ (*be*) you, I (12) \_\_\_\_\_ (*give*) her a call and arrange a time to go round and give it to her.  
A: That's a good idea. I'll call her now.

**Grammar 2A**  
**Reflexive pronouns**

Choose the correct option to complete the sentences.

- 1 When their mother died, the two brothers argued with *themselves / each other* about how to divide up her belongings.
- 2 My parents had an arranged marriage. They were introduced to *themselves / each other* by family members.
- 3 Older people sometimes say that they feel younger than they are, and that they are often surprised when they see *themselves / each other* in the mirror.
- 4 My parents got divorced soon after I left home, and they hardly ever see *themselves / each other* now.
- 5 At first I thought the two men were having a conversation, but then I realised that they were both talking to *themselves / each other*.
- 6 The written exam must have gone very well, because the students all looked very pleased with *themselves / each other* when they left the room.

**Grammar 2B**  
**Reflexive pronouns**

Complete the email with the reflexive pronouns in the box.

herself himself itself myself ourselves  
themselves yourself yourselves

Hi Akinyi,

How are things going back in Kenya? Have you managed to find (1) \_\_\_\_\_ a job there? Over here, there's no big news to pass on. As always, we have enough work to keep (2) \_\_\_\_\_ busy – too busy at times. Michael fell off his bike and hurt (3) \_\_\_\_\_ on the way home last week, so I've got this part of the office to (4) \_\_\_\_\_ at the moment. Heiki is still a law unto (5) \_\_\_\_\_ and she comes in at even stranger hours – late at night and at the weekend even. Apart from that, there are rumours about a big new contract coming our way, but the bosses are keeping that news to (6) \_\_\_\_\_ for the moment. And remember the computer problem we'd been having? Well, it mysteriously solved (7) \_\_\_\_\_ one day last week. Amazing!

Anyway, I must get back to work. It was a real pleasure working with you during the year you were with us. It was good to finally meet your husband at the leaving party, too. We hope you both enjoyed (8) \_\_\_\_\_!

Write soon,

Love,

Andrea



### Vocabulary 1 Books and reading

Complete the descriptions about books and reading.

A (1) n\_\_\_\_\_ is a long story about imaginary characters and events, whereas a (2) b\_\_\_\_\_ is a book that someone writes about a real person's life.

A (3) g\_\_\_\_\_ is a book for tourists that contains information about a place and some small maps.

An (4) a\_\_\_\_\_, on the other hand, is a book of maps.

A (5) s\_\_\_\_\_ -h\_\_\_\_\_ book is designed to help you solve your own problems, and an instruction (6) m\_\_\_\_\_ tells you how to use a piece of equipment.

A (7) m\_\_\_\_\_ is a large, thin book with a paper cover that is typically published once a week or once a month, and contains reports, photographs, stories, etc.

A (8) j\_\_\_\_\_ is more specific - it contains articles related to a particular subject or profession.

A (9) t\_\_\_\_\_ is a book containing information about one subject that can be used for teaching that subject, whereas a (10) n\_\_\_\_\_ has empty pages on which you can write things.

A (11) h\_\_\_\_\_ is book with a thick, hard cover, and a (12) p\_\_\_\_\_ is a book with a thin cover that you can bend.

An (13) a\_\_\_\_\_ book is a book that is read aloud by an actor or famous person and recorded on a CD.

An (14) e-\_\_\_\_\_, on the other hand, is a book in electronic format that can be read on a computer or downloaded onto an electronic reading device.

You buy books at a (15) b\_\_\_\_\_, and you can borrow books from a (16) l\_\_\_\_\_.

### Vocabulary 2A Celebrations

Put the letters in order to form the names of the objects in each picture.



1 a / p / r / t / y  
\_\_\_\_\_



2 e / e / n / p / r / s / t  
\_\_\_\_\_



3 a / c / d / r  
\_\_\_\_\_



4 a / o / s / t / t  
\_\_\_\_\_



5 a / c / d / e / l / n / s  
\_\_\_\_\_

### Vocabulary 2B Celebrations

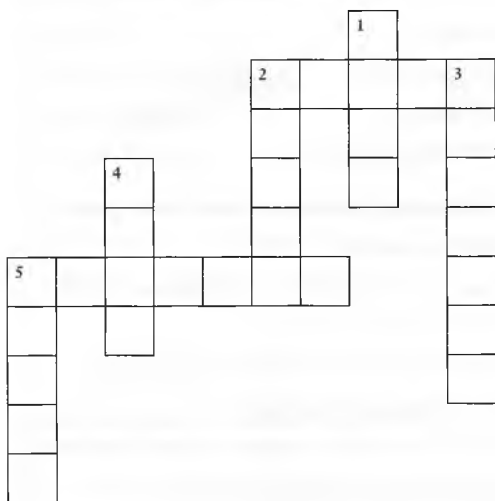
Complete the description with the correct form of the verbs in the box.

blow   celebrate   drink   give   make   send   sing  
throw

In my family we always (1) \_\_\_\_\_ birthdays the same way. The celebrations start a few days before the birthday itself, when the cards that people (2) \_\_\_\_\_ start to arrive. On the day itself, or at the weekend if it's on a weekday, we (3) \_\_\_\_\_ a party and invite family and friends. There's a cake with candles on, and whoever's birthday it is (4) \_\_\_\_\_ them out while the rest of us (5) \_\_\_\_\_ *Happy Birthday*. If it's an adult's birthday, we also (6) \_\_\_\_\_ a toast to the birthday boy or girl, as we call them, and we'll ask them (7) \_\_\_\_\_ a speech. And before the party really gets going, we (8) \_\_\_\_\_ them a present or two.

### Vocabulary 3A Death

Complete the puzzle.



**Across**

- 2 A strong feeling of sadness that you experience when somebody you know well has died. (5)
- 5 A man whose wife has died and who has not married again. (7)

**Down**

- 1 An official statement of what a person has decided should be done with their money and property after their death. (4)
- 2 A place in the ground where a dead person is buried (=put into the ground). (5)
- 3 A ceremony at which a dead person is cremated (=burnt) or buried. (7)
- 4 A dead person. (4)
- 5 A woman whose husband has died and who has not married again. (5)

### Vocabulary 3B Death

Complete the verbs in this description of Spanish funeral customs.

**Q:** I'm doing a project on funeral customs around the world. Can anybody tell me how things work in Spain?

**A:** Hi, I'm not an expert but I can tell you what I know from my experience. When a person dies, the body is displayed at a mortuary and people can come to (1) v\_\_\_\_\_ it. A couple of days later, friends and family members will (2) a\_\_\_\_\_ a funeral service. It is completely acceptable to (3) s\_\_\_\_\_ grief at the ceremony, but grief is not expressed in an exaggerated manner.

Whether they are cremated or not, most people are buried in a recess or niche in the local cemetery and not in the ground. It is traditional for family members to (4) v\_\_\_\_\_ the grave on 1 November, All Saints' Day, every year. Traditionally, women wear black when they (5) b\_\_\_\_\_ a widow, but this custom has been lost to a large extent in cities.

Next comes the matter of inheritance. People can (6) w\_\_\_\_\_ a will, but as far as I know, the law limits what you can do. You can only do what you wish with a third of your estate, and the rest has to go to your children.

### Vocabulary 4A Leaving

Complete the definitions with the words and phrases in the box.

fired graduate hand in your notice move away  
move out pass away retire split up

- 1 If you \_\_\_\_\_, you stop working because you have reached the age when you are officially too old to work.
- 2 If you \_\_\_\_\_, you complete your studies at a university or college.
- 3 If two people \_\_\_\_\_, they end their marriage or romantic relationship.
- 4 If you \_\_\_\_\_, you say officially that you have decided to leave your job.
- 5 If you \_\_\_\_\_, you stop living in one place and move to another.
- 6 If you \_\_\_\_\_, you permanently leave the house or flat where you live.
- 7 If you are \_\_\_\_\_, you are told to leave your job, often as a punishment for doing something wrong or badly.
- 8 If you \_\_\_\_\_, you die. This phrasal verb is used when the word *die* might upset somebody.

**Vocabulary 4B**  
**Leaving**

Complete the sentences with the correct words. Be careful to use the correct form of verbs.

Jan insists that he wanted to leave the company and that he (1) h\_\_\_\_\_ in his n\_\_\_\_\_, but the company says that he was (2) f\_\_\_\_\_ for incompetence.

They say work is what keeps some people alive, and I remember a teacher at my school who (3) r\_\_\_\_\_ when he was 65 and (4) p\_\_\_\_\_ a\_\_\_\_\_ just three months later.

Miriam isn't going out with Gerard any more. They've (5) s\_\_\_\_\_ u\_\_\_\_\_. He (6) m\_\_\_\_\_ o\_\_\_\_\_ at the weekend and is living around the corner in a friend's house. I didn't study in my hometown. I (7) m\_\_\_\_\_ a\_\_\_\_\_ when I went to college, and then, when I (8) g\_\_\_\_\_ from college, I went back to live in my hometown again.

**Extend your vocabulary 1**  
**– Beginnings and endings**

Choose *in* or *at* to complete the sentences.

'Hi everybody! (1) *In / At* the beginning of today's class, we're going to check the homework, and then we'll be doing some revision using a language game (2) *in / at* the end of the book. (3) *In / At* the end of the class, I'll be asking you what you want to do on Thursday, the last class before the exam.'

'I've been living here for almost four years now, but I'll definitely go back to New Zealand (4) *in / at* the end because I miss my family and friends. (5) *In / At* the beginning, being in another country is so exciting that you don't think much about home, but (6) *in / at* the end, things become more familiar and you start to think about what you really want to do.'

'I speak some Russian now, but I don't speak it well. (7) *In / At* the beginning I found it really hard. I tried to teach myself, but (8) *in / at* the end I gave up and decided to do an intensive course. (9) *In / At* the start of the course, we spent a lot of time working on the alphabet. (10) *In / At* the end of the year my level was good enough to be able to have simple conversations, and since then I've learnt by talking to people.'


**Extend your vocabulary 2**  
**– farewell**

Match the farewell events 1–4 with people's comments a–d.

- 1 have a farewell party \_\_\_\_\_
- 2 give a farewell speech \_\_\_\_\_
- 3 have a farewell dinner \_\_\_\_\_
- 4 give somebody a farewell present \_\_\_\_\_

- a 'The idea of including photos and videos was great. Petra did a really good job.'
- b 'He looked really pleased with it, and I'm sure he'll think of us every time he uses it.'
- c 'I think Ross really enjoyed it. Once we got him dancing there was no stopping him.'
- d 'It was great. We had a whole room to ourselves with a big round table in the middle. There were lots of delicious things to choose from.'

**Listening**  
**The birthday party**

 **1.26** Listen to a radio programme and choose the correct option to complete the sentences.

- 1 Harold Pinter wrote 27 / 29 theatre plays.
- 2 *The Birthday Party* was Pinter's *first / last* full-length play.
- 3 When the play opened in London it *was / wasn't* an immediate success.
- 4 In the play, Stanley Webber lives *in the country / by the sea*.
- 5 There was a special performance to mark the play's *25th / 50th* anniversary.
- 6 Pinter died in *2008 / 2009*.

**Pronunciation**  
**Silent letters**

Match the words 1–9 on the left with the words a–j on the right that have the same silent letter or letters.

- |               |             |
|---------------|-------------|
| 1 acknowledge | a column    |
| 2 knife       | b bourgeois |
| 3 comb        | c know      |
| 4 light       | d foreigner |
| 5 autumn      | e sandwich  |
| 6 wrong       | f match     |
| 7 design      | g high      |
| 8 listen      | i doubt     |
| 9 island      | j answer    |

 **1.27** Listen and check your answers.

**Reading**

**An alternative tourist sight**

1 Complete the table with the nationalities and occupations.

American    Argentinian    French    German  
Irish    Italian

author    filmmaker    painter and sculptor  
philosopher    playwright    poet    poet and playwright  
politician    singer

Name	Nationality	Occupation
Paul Éluard	French	poet
John F Kennedy		
Karl Marx		
Georges Méliès		filmmaker
Amedeo Modigliani		
Molière		playwright
Eva Perón		
Édith Piaf	French	
Gertrude Stein		
Oscar Wilde		

2 Read the magazine article and check your answers to exercise 1.

**An alternative tourist sight**

Most guidebooks to Paris include Père Lachaise as one of the essential sights for tourists to see. Père Lachaise is possibly the most famous cemetery in the world, attracting thousands of visitors each year.

Père Lachaise, which was established by Emperor Napoleon Bonaparte in 1804, is the resting place for some of France's best-known names, including the philosopher Peter Abelard, the playwright Molière, the filmmaker Georges Méliès, the singer Édith Piaf, the actor Yves Montand and the poet Paul Éluard. Many famous names from other countries are also buried here, including the Italian painter and sculptor Amedeo Modigliani, the American author Gertrude Stein, the American singer Jim Morrison and the Irish novelist, poet and playwright Oscar Wilde.

One of Britain's most famous cemeteries is Highgate Cemetery in North London. Opened in 1839, the cemetery quickly became a fashionable place for burials and it includes many elaborate Gothic tombs and buildings. The cemetery is most famous for being the burial place of Karl Marx, the German philosopher whose ideas played a significant role in the development of modern communism. Other famous names include George Eliot, the English novelist, and Malcolm McLaren, one of the most important names in the British punk movement of the 1970s.

Some cemeteries are famous because of the people who are buried there. La Recoleta in Buenos Aires is famous for being the resting place of Eva Perón, the Argentinian politician. Arlington National Cemetery outside Washington, DC is where you can see the grave of John F Kennedy, the 35<sup>th</sup> president of the United States. Other cemeteries are famous because of their unique atmosphere. A visit to New Orleans wouldn't be complete without a tour of St Louis Number 1 Cemetery, the oldest and most famous cemetery in the city where all the tombs are above ground.

We all have our heroes from the past and visiting their burial place is one way of showing our admiration for that person. Whose grave would you most like to visit?

**Glossary**

**playwright** (*noun*) – a person who writes plays for the theatre

**Gothic** (*adjective*) – describing a style of building and art that was common in Europe between the 12<sup>th</sup> and 15<sup>th</sup> centuries

**atmosphere** (*noun*) – the mood or feeling that exists in a place

**admiration** (*noun*) – a feeling of respect and approval

**3** Complete the sentences using words from the article. The first letter of each word is given.

A (1) c\_\_\_\_\_ is someone's (2) r\_\_\_\_\_ place or (3) b\_\_\_\_\_ place. When we go there we can visit someone's (4) g\_\_\_\_\_ or (5) t\_\_\_\_\_. It's often interesting to see where famous people are (6) b\_\_\_\_\_.

**4** Decide which cemetery each sentence is about.

Père Lachaise    Highgate    La Recoleta    Arlington  
St Louis Number 1.

- 1 There is a US president buried here.
  - 2 This cemetery is unusual because of the position of the tombs.
  - 3 People say it's the world's most famous cemetery.
  - 4 There are many elaborate buildings to see here.
  - 5 It is the resting place of Eva Perón.
- 5** Answer the questions in your own words.
- 1 Have you ever visited a cemetery as a tourist?
  - 2 Which of the cemeteries in the article would you most like to visit?
  - 3 Apart from the people mentioned in the article, whose grave would you most like to visit?

## Writing Making a speech

### Reading

**1** Most of us don't have to make speeches very often. In what situations do we sometimes make speeches? Add to the list.

- At a wedding.
- At someone's leaving party at work.

**2** Read the speech below. What's the situation? Is it included in the list from exercise 1?

My first memory of Jack is sitting in Luton airport waiting for a delayed flight to Alicante. This long-haired, strangely dressed young man sat down next to me and started talking to me as if we'd been friends from childhood. My first thought was that he'd mistaken me for someone else but I soon realised that he was the same with everybody. Jack loved people and loved talking to people. It was his way of finding out how the world worked. He used to say 'Why learn something from a book when you can learn so much more from someone else?'

I'm not sure what Jack learnt from me but I definitely learnt a lot from him. I learnt how important it is to learn from your mistakes, to pick yourself up and move on. I also learnt how to survive on water and bread when we got lost in the Pyrenees but that's another story. Jack never worried about himself. He was always too busy thinking of other people.

The last time we saw each other was at Julie's 50<sup>th</sup> birthday party. How appropriate! The three of us used to be like the three musketeers. We would spend hours solving all the problems of the world. When I heard that he'd passed away, the first thing that came into my head was how lucky I'd been to be sitting in Luton airport waiting for that delayed flight all those years ago.

**3** Read the speech again and make notes to complete the table.

Where we met	
Appearance	
Character	
Quote	
Influence	
Anecdote	
Last meeting	

**Writing skills: phrases for talking about the past**

**4** Match the two halves of the sentences. Read the speech again to check your answers.

- 1 My first memory is ...
  - 2 My first thought was ...
  - 3 I soon realised ...
  - 4 He used to say ...
  - 5 The last time ...
  - 6 The first thing that came into my head was ...
- a ... learning from other people was the most important thing.
  - b ... he'd confused me with someone else.
  - c ... how fortunate I'd been to meet him.
  - d ... seeing Jack on the way to Spain.
  - e ... we met was at a social event.
  - f ... he acted the same with everybody.

**5** Complete these sentences about your past.

- 1 My first memory of school is \_\_\_\_\_.
- 2 The last time I went on a trip was \_\_\_\_\_.
- 3 My \_\_\_\_\_ used to say \_\_\_\_\_.
- 4 When I was younger I would often \_\_\_\_\_.

**Language focus: using how**

You can use *how* to talk about things you learn and to give extra emphasis to adjectives.

**6** Underline examples of these structures used in the speech.

- 1 *how* + *to* + infinitive
- 2 *how* + adjective + subject + verb
- 3 *how* + adjective + *it is* + *to* + infinitive
- 4 *how* + adjective
- 5 *how* + subject + verb

**7** Use *how* to complete the sentences.

- 1 'The exercise works like this.'  
She showed me \_\_\_\_\_.
- 2 'It's important to practise writing.'  
She taught me \_\_\_\_\_.
- 3 'You can say a lot in a few words.'  
I learnt \_\_\_\_\_.
- 4 I was lucky to have her as a teacher.  
I realised \_\_\_\_\_.

**Preparing to write**

**8** Read the Writing task. Think of someone to write about. It can be someone you know or an imaginary person. Make notes about the person in the table below.

First meeting or memory	
Appearance	
Character	
Quote	
Influence	
Anecdote	

**Writing**

Write a speech for one of the situations below.

- a Write a speech about someone who is leaving your class or your place of work for a leaving party.
- b Write a speech about someone from your past who had a big influence on you for a formal occasion such as a party or wedding.
- c Write a speech about a famous person who is no longer alive and who you admire, for a college debate.

**Useful language**

- We're all here today to ...
- I'd like to start/end by saying ...
- ... but that's another story.
- When I heard the news ...
- We're all going to miss ...

# Audioscript

## Unit 1

### Listening

This is Terry Hall for *Tune In to Technology*. When we visit another country and we don't know the language, we often take a phrase book with us. A phrase book is a collection of everyday phrases in the target language. We can either read out the phrase or point to it in the book.

Phrase books are great, but it's often difficult to find the right phrase for the right situation. Now there's a new app to help solve the problem. As you possibly know, the word app is short for application software. It's a piece of software designed to help you complete specific tasks. Normally, you download apps from the internet to use on your mobile phone or other device.

The new translation app I'm testing is great. Imagine you're sitting in a restaurant in China, and you want to ask for the bill. All you have to do is say the phrase into your phone and wait. A few seconds later the translation appears as a piece of text or audio. Press play, and a voice says the phrase in the target language.

At the moment the app can translate text to and from more than 50 languages, including Icelandic and Swahili. It can only recognise spoken words for a few languages, including English, Mandarin and Japanese, but the makers promise new languages are coming soon.

### Pronunciation 1

- 1 Good afternoon.
- 2 How's it going?
- 3 What are you doing here?
- 4 Could you explain that again?
- 5 I think we've met before.
- 6 I'm really happy you could make it.

### Pronunciation 2

- 1 I need business English for my work.
- 2 The builders didn't know enough technical English.
- 3 I have a good knowledge of legal Spanish.
- 4 My scientific English is very good.
- 5 Most doctors need to do a course in medical French.
- 6 I had to study aviation English.

### Pronunciation 3

- 1 Its international airport is called Jorge Chávez.
- 2 A major tourist attraction is its historic centre, now a World Heritage Site.
- 3 Its ancient monuments include the Huaca Huallamarca temple.

- 4 For modern architecture, visit the city's business district.
- 5 Annual cultural events include the Latin American Film Festival.
- 6 There are lots of stores, but to shop in designer boutiques, head for Avenida Conquistadores.

## Unit 2

### Listening

When I was a child, one of my favourite books was *The Little Prince* by the French author Antoine de Saint-Exupéry. The narrator of the story is an aeroplane pilot. His plane crashes in a desert where he meets the little prince. The prince lives on a planet called B612 which has three volcanoes.

The book's author had been a pilot and had crashed in the Sahara desert while he'd been trying to break a flying record. He wrote the book while he was living in New York. The book was first published in 1943, and since then it has been translated into more than 180 languages and sold more than 80 million copies. In fact it is the most popular French-language book of all time.

I first read the book in English, but I also read it in French at school. It's a rather strange story. At the beginning, the prince asks the pilot to draw a picture of a sheep. The illustrations in the book, which the author drew, are really good.

I like the book because it's for children and adults. The prince says some extremely interesting things about life and people. *The Little Prince* was Saint-Exupéry's most famous book. He died in 1944. He disappeared while he was flying over the Mediterranean.

### Pronunciation 1

- 1 It was so embarrassing.
- 2 She's feeling inspired!
- 3 I'm fascinated by insects.
- 4 It was a little disappointing.
- 5 It's really shocking.
- 6 You were confused.

### Pronunciation 2

- 1 I can't put up with his bad temper anymore!
- 2 I'm not sure he can do anything about it.
- 3 Have you invited Harshad?
- 4 No, I haven't.
- 5 Sam and I are going to buy a house together.
- 6 Are you sure that's a good idea?
- 7 Sean had left home by the time he was 18.
- 8 Had Kia left home at that age?
- 9 Yes, she had.

## Pronunciation 3

- 1 I wasn't just tired, I was exhausted.  
I wasn't just tired, I was exhausted.
- 2 She wasn't just surprised, she was astonished.  
She wasn't just surprised, she was astonished.
- 3 I'm not just happy, I'm feeling delighted.  
I'm not just happy, I'm feeling delighted.
- 4 The floor isn't just dirty, it's filthy.  
The floor isn't just dirty, it's filthy.
- 5 We weren't just angry, we were furious.  
We weren't just angry, we were furious.
- 6 That car isn't just old, it's ancient.  
That car isn't just old, it's ancient.

## Unit 3

### Listening

- A: Are you going away this summer?  
B: Yes. I'm taking my mother to Australia to see my sister and her family.  
A: Really?  
B: We're flying to Singapore and then going on to Melbourne.  
A: Does your sister live in Melbourne?  
B: No. She lives in Mount Gambier which is 435 kilometres west of Melbourne. But we'll probably stay in Melbourne for a few days first. People say it's a really nice city. They call it the cultural capital of Australia.  
A: Mmm, nice. Are you looking forward to it?  
B: Yes, apart from the 22-hour flight and the weather. If it's summer here then it's winter there.  
A: Oh, of course.  
B: I've never been to Australia before but I always associate it with sun and heat. It'll probably be cold and rainy when we're there. But I'm looking forward to it. My sister's going to take two weeks off work so we can do some travelling.  
A: What does she do?  
B: She's a chef. She has her own restaurant in Mount Gambier. What about you? What are you doing?  
A: Nothing. I'm staying here.  
B: Oh, right. Well I hope you have a good time then.  
A: I'll try – and let me know how it goes.  
B: I will.

### Pronunciation

- 1 Normally it's warm in June, hot and humid in July and stormy in August.
- 2 Our best-selling clothes are jeans, T-shirts, trainers and leather jackets.
- 3 I'd like some cheese, a packet of cornflakes, some milk and some coffee.
- 4 We export our goods to the United States, Europe, the Middle East and most South American countries.

## Unit 4

### Listening

I'm at Montacute House near Yeovil in Somerset, where an interesting exhibition has just opened. The title of the exhibition is *Imagined Lives*, and it consists of thirteen portraits from the National Portrait Gallery in London. All of the portraits are from the sixteenth and seventeenth centuries. Experts originally thought they were portraits of famous people including Queen Elizabeth I. But since then, the identities of the people in the portraits have been questioned and now no-one knows for certain who these people really are.

To coincide with the exhibition, the National Portrait Gallery has asked some of today's most successful authors to create an imaginary identity for each of the people in the paintings. Writers such as Sir Terry Pratchett, Julian Fellowes and Tracy Chevalier have written short stories for the thirteen people who have lost their identities. Tracy Chevalier wrote the novel *Girl With A Pearl Earring*, which was inspired by a portrait by Johannes Vermeer. Curiously, since she wrote her short story for the exhibition, the person in her painting has been identified by an art student. He is really Sir Robert Dudley, a close friend of Queen Elizabeth I.

It's possible that one day we'll discover the identities of the other twelve people in these portraits, but in some ways not knowing who they are makes them more interesting. It allows us to imagine their lives in the past, making history more real.

### Pronunciation

- 1 I think this painting's a bit boring, but that painting's great.
- 2 The exhibition wasn't cheap; it was really expensive.
- 3 I'm not talking about that sculpture; I'm talking about this one.
- 4 I don't just like this particular landscape, I love it.
- 5 In this portrait, colour is what stands out; in that one it's the texture that you really notice.
- 6 In this exhibition his paintings all look the same, whereas in his last exhibition there was more variety.

## Unit 5

### Listening

- A: My name's Julie. I've been a teacher of English for about fifteen years. I came to Spain in 1992 for the Barcelona Olympics and I fell in love with the city. When I came back, I decided to stay and I've been teaching here since then. The thing I like most about teaching is meeting new people. Every year there are new students and new teachers at the school and it's an opportunity for me to make new friends.



- B: My name's Jack and I started teaching in 2001. I started teaching basically because I wanted to travel. I'm not the kind of person who stays in one place for a long time so it's the perfect job for me. Since I started, I've taught in Mexico, Argentina, Poland, Italy and France, which is where I am now. I've been teaching here in Paris for about twelve months, so I think it's time to move on somewhere new.
- C: Hi. I'm Emma. I teach for the VSO - Voluntary Service Overseas. The VSO is an international development organisation that works with volunteers to fight poverty in developing countries. Part of that work involves teaching English. I've worked in Mozambique and Ethiopia. Most recently I've been working in Mongolia. I love the work because I feel I'm really helping people.

## Pronunciation 1

- 1 My sister and I both went to a state school.
- 2 She always got good exam results.
- 3 This class is intended for pupils with learning difficulties.
- 4 She went straight into higher education.
- 5 I thought it would be more useful to get a vocational qualification.
- 6 My sister had to take out a student loan.

## Pronunciation 2

- 1 Could you tidy your things up?
- 2 I'm going to heat it up.
- 3 Let's try out that new restaurant.
- 4 Did you make it up?
- 5 Now we need to put them together.
- 6 Why don't you clean the kitchen up?

## Unit 6

### Listening

- A: Yes, I will. No. That's OK. Bye.
- B: I heard an interesting news item on the radio yesterday.
- A: Oh yes?
- B: It was an interview with a man from the Ministry of Transport who'd done a survey about the things that distract drivers. You know ... things that can cause car accidents.
- A: What did he say?
- B: Well, he said that more than half the people he'd interviewed thought sending text messages was the main reason for losing concentration while driving.
- A: Isn't it illegal to text and drive at the same time?
- B: Yes, it is. But people still do it. He also said that four in ten people believed talking on the phone was a distraction.
- A: That's not surprising. I'm always seeing people on the phone while they're driving.

- B: He said ... and this is the interesting part ... he said that passengers shouldn't make phone calls while they're driving.
- A: Why not? They aren't driving.
- B: No. But apparently drivers lose concentration because they're trying to imagine what the other person in the phone conversation is saying.
- A: Ah! You mean like just now? When Mike phoned?
- B: For example.
- A: And what do you imagine he said?
- B: I think he asked if you could go to work on Saturday.
- A: Maybe.
- B: And I think you said you would.
- A: Keep your eye on the road.

## Pronunciation

- 1 Scientists became interested in optical illusions in the 19<sup>th</sup> century.
- 2 The three main types of illusion are literal, physiological and cognitive.
- 3 Our brain creates a shape that the eye doesn't see.
- 4 MC Escher's work is so good that for many people he is the person they associate with optical illusions.
- 5 Cubist artists also played with the way we see objects.
- 6 Cubism revolutionised art in the 20<sup>th</sup> century.
- 7 The artist Pablo Picasso painted many cubist pictures.
- 8 You don't know who Picasso is? He's the most famous modern artist!

## Unit 7

### Listening

Type the name Murphy – that's M-U-R-P-H-Y – into an internet search engine, and the first result you'll get will probably be Murphy's Law. Murphy's Law is the principle that if something can possibly go wrong, then it definitely will go wrong. Murphy's Law, which over the years has become an international term, is usually associated with the American engineer Edward Murphy who lived from 1918 to 1990. He worked on experiments for the United States Air Force and referred to the principle when his experiments didn't work properly. Soon the principle was given his name.

You can use the term Murphy's Law in lots of different situations. For example, if you have to choose which queue to stand in at an airport or in a bank then you will inevitably always choose to stand in the queue that is the slowest. It's Murphy's Law.

If you're a pessimist like me, then you can usually refer to Murphy's Law several times a day. A pessimist is the opposite of an optimist. We always see the negative side of things rather than the positive. The glass is always half empty rather than half full. I would love to be an optimist, but the concept scares me. I'm sure that if I became an optimist then something would immediately go wrong. It's Murphy's Law.

# Audioscript

## Pronunciation 1

1	economy	economic	
2	finance	financial	
3	profit	profitable	
4	value	valuable	
5	wealth	wealthy	
6	poverty	poor	
7	supply	supply	supplier
8	invest	investment	investor
9	employ	employment	employer    employee
10	import	import	importer
11	produce	product	producer
12	trade	trade	trader

## Pronunciation 2

- A: Hermie, could you do the dishes tonight?  
B: I wish I could, but I can't. I've cut my finger. And there's no need to sigh like that! I do my side of the housework.  
A: Hermie, you might think you do enough housework, but the fact is, you don't. I'm your wife, not your mother! And if you're worried about your finger, you can wear rubber gloves.  
B: OK, I'll do it, but I'm watching a film right now.  
A: What film?  
B: It's called the Island.  
A: Well, why don't you record the rest of it, and watch it when the dishes are clean!

## Unit 8

### Listening

Napoleon Bonaparte once said: 'Nothing is more difficult, and therefore more precious, than to be able to decide.' We all make decisions every day of our lives. Some decisions are more important than others. Deciding between tea and coffee for breakfast isn't as important as deciding on the quickest way to get to work, which isn't as important as deciding between two jobs. We're all afraid of making the wrong decision, or making a bad decision, which is a very different thing. How many times do you say to yourself: 'If I'd done X then Y wouldn't have happened' or 'If I hadn't done X then Y would've happened'? The word 'decide' comes from the Latin *decidere* which means to cut off. Usually, when we make decisions we look at the options and eliminate or 'cut off' the ones we don't think are best. Some people make a list of the advantages and disadvantages of each option. Some people prefer other people to make the decision for them. And then there are other people who prefer a more random method such as tossing a coin. Heads it's coffee, tails it's tea.

Hopefully today's world leaders agree with Napoleon's view of decisions and won't toss a coin. But deciding how to make a decision can also be a difficult decision.

### Pronunciation

- 1 If his desk hadn't been so tidy, he wouldn't have found what he was looking for so quickly.
- 2 I wouldn't have spent more money if I'd had a credit card on me.
- 3 She would have answered if you'd phoned her at work.
- 4 If it hadn't snowed so heavily the night before, the resort would have opened today.
- 5 We wouldn't have seen you if you'd been in Beijing at the weekend.
- 6 If Jan hadn't gone to the party, I would have been there.

## Unit 9

### Listening

- A: Today I'm with our tennis commentator, Josh Walters, to answer some of your questions. The first question is from Janet. She asks: 'What's the greatest tennis match of all time?'
- B: That's a difficult question, but for me personally, the answer is the 2008 Wimbledon final between Roger Federer and Rafael Nadal.
- A: Ah, that's interesting. I thought you were going to say the 1980 final between Bjorn Borg and John McEnroe.
- B: That was good too, but for me the 2008 final was even better. It was a classic battle between the cool Swiss champion and the passionate young Spaniard. The two players had met in the 2007 final which Federer had won. Everyone was wondering if Nadal could win this time.
- A: I remember it was a very long match.
- B: That's right. It lasted four hours and 58 minutes, the longest men's final ever. And the weather didn't help. Rain stopped play twice. It was windy and at the end there wasn't much light. I think everyone there felt that they were watching a historic match.
- A: And everyone watching on television around the world.
- B: Yes. It was an exciting match right up to the end when Nadal finally beat Federer 6-4, 6-4, 6-7, 6-7, 9-7 and won his first Wimbledon title. That was the greatest tennis match of all time in my opinion.

### Pronunciation 1

- 1 'You're assuming I like horror films, and that assumption is wrong!'
- 2 'To say that the Japanese all have a siesta is a generalisation, and it's dangerous to generalise about a country.'
- 3 'You're being very judgmental lately! Do you have to pass a judgment on everything I do?'

- 4 'It's a common misconception that my brother is arrogant. People completely misconceive his behaviour.'
- 5 'George Orwell's *Animal Farm* is a satirical novel. It satirises communist states.'
- 6 'The image of a French man wearing a beret is a stereotype, and stereotypical images rarely correspond to reality.'
- 7 'I don't know how you tolerate being a nursery teacher! I have very little tolerance for young children myself.'

## Pronunciation 2

- 1 I've never been a big fan of the book *1984*. I didn't like it at school, and I don't like it now.
- 2 I've never been a big fan of the book *1984*. I like the book *Animal Farm*, though.
- 3 I've never been a big fan of the book *1984*. But I think the film *1984* is great!
- 4 I've never been a big fan of the book *1984*. I like it; it's just not one of my favourite books.
- 5 Have you seen Jimmi's new haircut? I know Kim's seen it, but I wanted to know what you think.
- 6 Have you seen Jimmi's new haircut? If you think Lee's hair is short, just wait till you see his!
- 7 Have you seen Jimmi's new haircut? It's as strange as the clothes he's been wearing recently!
- 8 Have you seen Jimmi's new haircut? Because if you had seen it, you'd know why we're all talking about it.

## Unit 10

### Listening

One of Britain's most famous modern writers is Harold Pinter. Born in 1930, Pinter wrote 29 plays for the theatre, 27 screenplays for the cinema, as well as many radio and television plays. One of his best-known plays is *The Birthday Party*.

*The Birthday Party* was the first full-length play Pinter wrote and it had its world première at the Arts Theatre, in Cambridge, England, on the 28<sup>th</sup> of April 1958. Although the play was initially well received, when it opened in London a few weeks later on the 19<sup>th</sup> of May, it was a commercial and critical failure, closing after only eight performances.

However, a few days later, one of the country's most famous critics wrote extremely positively about the play in a Sunday newspaper, helping to make it one of the most famous plays ever.

*The Birthday Party* is about Stanley Webber, a piano player in his 30s, who lives in an English seaside town, not too far from London. Two sinister strangers, Goldberg and McCann, arrive on his birthday, turning his birthday party into a nightmare.

Harold Pinter presented a special anniversary performance of the play at London's Lyric Theatre on the 19<sup>th</sup> of May 2008, exactly 50 years after its London première. Pinter died later the same year on the 24<sup>th</sup> of December.

### Pronunciation

- 1 acknowledge, sandwich
- 2 knife, know
- 3 comb, doubt
- 4 light, high
- 5 autumn, column
- 6 wrong, answer
- 7 design, foreigner
- 8 listen, match
- 9 island, bourgeois

# Answer Key

## Unit 1

### Grammar 1A

#### State and action verbs

Hi Shelley

How are things back home? Over here in Melbourne, things are going well. Do you remember Amy Marcos? Well, right now I'm staying in a house that belongs to her aunt. She's doing me a big favour, but I don't feel very comfortable, and I want to find somewhere else to live. As for the new job, I like it. Everyone at the company seems very nice, and working here helps me to meet new people. I have a few friends in the office and some days we go out for a drink after work. They all make fun of the way I speak. People here say *g'day* when they greet you, and sometimes they use words that I don't understand. For example, *arvo* means afternoon. That was new to me! Anyway, I must stop now, it's getting late. Thanks for checking at my old house for letters, and don't forget to forward those ones from the bank!  
All the best,  
Roy

### Grammar 1B

#### State and action verbs

**Being** – the way things are and what they mean

Everyone seems very nice.  
*Arvo* means afternoon.

**Possessing** – the things we have

I have a few friends.  
The house belongs to her aunt.

**Feeling** – how we feel physically and our needs and preferences

I don't feel comfortable.  
I want to find somewhere else.  
I like it.

**Thinking** – using our brain to do things

Do you remember Amy?  
I don't understand.  
Don't forget to forward them.

### Grammar 2

#### State and action verbs, present tense

- 1 is 2 you're joking  
3 Do you seriously believe  
4 I own 5 I watch 6 who loves

- 7 I'm looking 8 I'm not arguing  
9 I just don't agree 10 I prefer  
11 are you referring 12 I'm talking

### Grammar 3

#### Present simple and present continuous

- 1 are you doing 2 looks  
3 do not take/don't take  
4 are studying/'re studying  
5 does the film last  
6 is looking after/'s looking after  
7 do they get 8 gives  
9 is starting/'s starting 10 hate

### Grammar 4A

#### Questions review

- 1 Was Doha the Arab Capital of Culture one year?  
2 And which country is it in?  
3 Had it organised a big international event before?  
4 Did they go well?  
5 Where will the next Asian Games take place?  
6 Have you been to Doha?  
7 What were you doing there?  
8 Does it have any famous landmarks?

### Grammar 4B

#### Questions review

- 1 Have you (ever) been to the British Museum?  
2 What can you see in it?  
3 And how did the museum get/did it get those things?  
4 And what were they doing in Egypt?  
5 But had they asked/did they ask for permission to bring things home?  
6 And is it going to give them back?  
7 Anyway, is it worth visiting?  
8 How much does it cost to get in?

### Grammar 5A

#### Subject / Object questions

- 1 do the Inuit live (In Alaska, Canada and Greenland)  
2 did China become (In 1949)  
3 won (Nelson Mandela)  
4 do the Japanese celebrate (Buddha's birthday)  
5 has (Buenos Aires in Argentina)  
6 painted (Pablo Picasso)  
7 did Emperor Shah Jahan build (The Taj Mahal in Agra, India)  
8 happens (People celebrate Thanksgiving Day)

### Grammar 5B

#### Subject / Object questions

- 1 Who wrote the song *Yesterday*?  
2 Where did he grow up?  
3 What does Mexico celebrate on 2 November?  
4 Which country has the 11<sup>th</sup>-largest economy in the world?  
5 When did India become independent from the UK?  
6 Who played a key role in India's fight for independence?  
7 Where did manga comics come from?  
8 Who reads manga in Japan?

### Vocabulary 1A

#### Greetings

- 1 A: Good morning.  
B: Ah, hello,  
2 A: Evening!  
B: Oh, hiya Stig. I haven't seen you for ages. How are things?  
3 A: Hey.  
B: Hi there, Polly. How's it going?  
4 A: Good evening. Can I help you?

### Vocabulary 1B

#### Greetings

- 1 Formal 2 Informal 3 Informal  
4 Formal

### Vocabulary 2

#### English for specific purposes

- 1 business 2 technical 3 legal  
4 scientific 5 medical 6 aviation

### Vocabulary 3

#### Collocations for describing places

- 1 d 2 f 3 a 4 c 5 b 6 e  
Lima, Peru

#### Extend your vocabulary – look

- 1 Look at 2 look that up 3 looking after  
4 looking for 5 look around

#### Listening

#### A new translation app

b, e, a, c, d, f

#### Pronunciation 1

#### Intonation and different meanings

- 1 polite and friendly 2 neutral  
3 rude and unfriendly 4 neutral  
5 polite and friendly 6 rude and unfriendly

# Answer Key

## Pronunciation 2

### Languages for specific purposes

- 1 business 2 technical 3 legal  
4 scientific 5 medical 6 aviation

## Pronunciation 3

### Collocations for describing places

- 1 international airport 2 tourist attraction  
3 ancient monuments  
4 modern architecture 5 cultural events  
6 designer boutiques

## Reading

1

- 1 1<sup>st</sup>  
2 1,500  
3 £1,560  
4 2008  
5 £30,000  
6 100,000,000

3

- 1 2008  
2 £30,000  
3 1,500  
4 100,000,000  
5 £1,560  
6 1<sup>st</sup>

4

- 1 More valuable.  
2 Because only 1,500 copies were printed and it included a handwritten dedication.  
3 She was a friend who persuaded Tolkien to find a publisher for the book.  
4 Swedish.  
5 Nearly 50.  
6 A long line of numbers to indicate the edition number.

## Writing

1

Your own answers

2

It's a report and its purpose is to inform the reader about different options available in a particular situation, and to present the positive and negative aspects of each option. Its purpose is also to make a personal recommendation. Jaya and Morwena are colleagues at work and Morwena is probably Jaya's boss, or in a more senior position.

3

Providing Spanish tuition		
Option	Advantages	Disadvantages
Evening classes	They are after work, so people are less likely to miss them	People might not want to or be able to study after work
Lunchtime classes with a tutor	People would not lose any free time after work or need to travel to classes	People sometimes have meetings and might miss classes
Online learning	It's cheap, and people can study where and when they want	You need self-discipline so people might not make time to study

4

advantages: pros, benefits, good things  
disadvantages: cons, downside, drawbacks

5

Your own answers

6

- 1 what, consider 2 might 3 see  
4 Possible 5 personal preference

7

Your own answers

## Unit 2

### Grammar 1A

#### Past simple and past continuous

- 1 met 2 was doing  
3 were you going 4 happened  
5 started 6 finished  
7 Did you hear 8 was working  
9 was writing 10 was looking after

### Grammar 1B

#### Past simple and past continuous

- 1 was sitting 2 started  
3 wasn't/was not working  
4 was catching up  
5 wasn't/was not expecting  
6 made 7 opened 8 saw  
9 was holding 10 said

11 were having 12 was looking

13 were you doing

14 didn't look up 15 knew

16 was talking 17 stopped

18 was watching 19 gave

20 wanted

## Grammar 2A

### Past simple and past perfect

- 1 'd/had missed 2 had finished  
3 had told 4 'd/had sent  
5 hadn't/had not checked  
6 'd/had had to 7 had gone  
8 'd/had had 9 'd/had forgotten  
10 hadn't bought

## Grammar 2B

### Past simple and past perfect

- 1 got 2 hadn't finished  
3 'd shaved 4 didn't recognise  
5 went 6 didn't stay 7 realised  
8 'd forgotten 9 stayed up  
10 Had you seen 11 hadn't heard  
12 arrived

## Grammar 3

### Modifiers

- 1 fairly 2 terribly 3 extremely  
4 rather 5 really 6 quite 7 a bit

## Grammar 4A

### used to and would

- 1 ✓ 2 X 3 X 4 ✓ 5 X 6 X 7 ✓ 8 ✓

## Grammar 4B

### used to and would

- 1 used to live 2 did you use to play  
3 didn't 4 didn't use to be  
5 'd / would play  
6 did your family use to live  
7 wouldn't/would not let  
8 'd/would go off 9 didn't use to have

## Vocabulary 1A

### -ing and -ed adjectives

- 1 b) confusing 2 b) fascinating  
3 a) shocked 4 a) embarrassed  
5 a) disappointed 6 b) inspiring

## Vocabulary 1B

### -ing and -ed adjectives

- 1 embarrassing 2 inspired  
3 fascinated 4 disappointing  
5 shocking 6 confused

# Answer Key

## Vocabulary 2 Relationships (1)

- 1 great-grandfather 2 acquaintance  
3 colleague 4 boss 5 fiancée  
6 ex-wife 7 stepbrother 8 half-brother

## Vocabulary 3 Relationships (2)

- 1 lost 2 got on 3 well 4 kept 5 touch  
6 had 7 in common 8 put up 9 fell out

## Vocabulary 4 Extreme adjectives

- 1 ancient 2 furious 3 exhausted  
4 enormous 5 miserable 6 terrible  
7 filthy 8 delighted 9 astonished

## Vocabulary 5 Prepositions

- 1 ahead of 2 beyond 3 around  
4 above 5 beneath 6 against  
7 within

## Extend your vocabulary – ways of talking about meaning

- 1 c 2 e 3 b 4 f 5 a 6 d

## Listening A favourite book

- 1 b) B612  
2 a) While he was living in New York  
3 b) You can read the book in more than  
180 languages  
4 a) English 5 b) a sheep  
6 b) It's for both children and adults

## Pronunciation 1 –ing and –ed adjectives

- 1 embarrassing 2 inspired  
3 fascinated 4 disappointing  
5 shocking 6 confused

## Pronunciation 2 Weak forms

- 1 Strong form. I can't put up with his bad temper any more!  
2 Weak form. I'm not sure he can do anything about it.  
3 Strong form. Have you invited Harshad?  
4 Strong form. No, I haven't.  
5 Weak form. Sam and I are going to buy a house together.  
6 Are you sure that's a good idea?  
Strong form.  
7 Weak form. Sean had left home by the time he was 18.

- 8 Strong form. Had Kia left home at that age?  
9 Strong form. Yes, she had.

## Pronunciation 3 Word stress

- 1 second 2 first 3 first 4 second  
5 first 6 second

## Reading

- 1  
1 True  
2 False. Only 10.2 per cent don't enjoy reading at all.  
3 True  
4 False. They have a really big influence.

## 3

- 1 very  
2 quite  
3 a bit  
4 at all  
5 really  
6 extremely

## 4

- 1 an independent  
2 smaller  
3 more  
4 a third  
5 Girls  
6 Fathers

## 5

Your own answers.

## Writing

## 1

You can use a number of verb tenses when talking about the past, depending on the context. See exercise 2 for an example.

## 2

future with *will*, present simple, past simple, past continuous, past perfect

## 3

- 1 He was sharing a flat in London.  
2 He used to walk to work.  
3 It took him through a park and across a busy main road.  
4 (a) A person who looks the same as another person  
5 Frightening  
6 The expression on the man's face when he looked at him.

## 4

- 1 last night  
2 a long time ago  
3 at the time  
4 in those days  
5 one day  
6 a few weeks later  
7 the following year

## 5

Your own answers

## 6

- 1 present continuous  
2 past simple  
3 past continuous  
4 present simple  
5 used to  
6 past perfect

## 7

- 1 lives  
2 'm staying, find  
3 visited  
4 'd stayed, went  
5 used to dream  
6 are

## Unit 3

### Grammar 1A *will and be going to for predictions*

- 1 When will fossil fuels run out?  
2 We probably won't stop using petrol for decades.  
3 Renewable energy will definitely become more important.  
4 Nuclear power is perhaps going to be more popular.  
5 People probably aren't going to be able to travel the way we do now.  
6 How long are we going to have access to cheap flights?

### Grammar 1B *will and be going to for predictions*

- 1 a) will perhaps become  
2 b) I'm obviously going to lose  
3 b) is going to sing  
4 a) You'll probably regret  
5 a) Will Dara have  
6 b) it's going to fall down

# Answer Key

## Grammar 1C

### will and be going to for predictions

- 1 's/is going to start
- 2 will agree
- 3 won't/will not understand
- 4 'll/will probably have
- 5 's/is going to get
- 6 'm/am going to fall

## Grammar 2A

### Future forms: plans and intentions

- 1 I'm going to do 2 We're seeing
- 3 I probably won't go
- 4 We aren't going to sell
- 5 you're flying 6 she'll stay

## Grammar 2B

### Future forms: plans and intentions

- 1 'm/am going
- 2 're/are going to spend
- 3 'm/am meeting
- 4 'll/will probably drive
- 5 're/are going to learn 6 'll/will tell
- 7 Are you going to be 8 'll/will ask

## Grammar 3A

### so and such

- 1 so 2 such a 3 such 4 so 5 such
- 6 such 7 so 8 such a

## Grammar 3B

### so and such

- 1 such a cold day 2 is so big
- 3 are so naughty 4 such a boring film
- 5 such good news 6 is so tasty

## Grammar 4A

### Real conditionals

- 1 don't keep / starts
- 2 I go / will you come
- 3 can look after / you want
- 4 country's / increase
- 5 might get worse / we have
- 6 are / invite
- 7 Should we invite / we see
- 8 doesn't get / won't be able

## Grammar 4B

### Real conditionals

- 1 happens 2 take 3 don't give
- 4 doesn't have 5 look 6 'll/will see
- 7 don't give 8 'll/will ask 9 work
- 10 do 11 's/is 12 know
- 13 'll/will do 14 have 15 Will you be
- 16 need 17 'm/am not
- 18 will be able to

## Vocabulary 1

### Energy

#### Across

- 2 hydropower
- 6 natural gas
- 8 wind power

#### Down

- 1 geothermal
- 3 solar
- 4 nuclear
- 5 coal
- 7 oil

## Vocabulary 2

### Materials

- 1 leather 2 plastic 3 wood 4 rubber
- 5 metal 6 wool 7 cotton

## Vocabulary 3

### cold (metaphor)

- 1 blood 2 cold 3 shoulder 4 voice
- 5 reception 6 ice

## Vocabulary 4A

### Words to describe statistics

- 1 decline 2 gone 3 by 4 increase
- 5 of 6 go 7 fallen 8 decreasing
- 9 in 10 risen 11 grew 12 to

## Vocabulary 4B

### Words to describe statistics

- 1 decline in 2 increase in 3 will rise by
- 4 fall in 5 decrease 6 growth in

## Extend your vocabulary

### – words that go with *problem*

- 1 solution 2 tackle 3 face
- 4 caused 5 solve

## Listening

### Summer holidays

- 1 mother 2 before 3 Mount Gambier
- 4 cultural 5 rainy 6 hasn't

## Pronunciation

### Intonation

b Goes up on every item in the list except for the last one, on which it goes down.

## Reading

1

The weather	How we feel
cold	bad tempered
heatwave	depressed
sunlight	positive
temperature	sad
warm	tired

2

- 1 They study the effects of the weather on living things.
- 2 Seasonal Affective Disorder.
- 3 At least 30 minutes each day.
- 4 One in three people.

3

- 1 become 2 rise 3 is 4 comes
- 5 lose 6 improves

4

- 1 Because the body produces chemicals which reduce our powers of concentration and affect our judgement.
- 2 Because there is less sunlight/daylight in the winter months.
- 3 By spending time in artificial daylight.
- 4 Spend time outside/outdoors.
- 5 Climatotherapy.
- 6 No. Women are generally more sensitive than men.

5

- 1 under the weather
- 2 snowed under
- 3 save it for a rainy day
- 4 a storm in a teacup
- 5 take a rain check
- 6 raining cats and dogs

## Writing

1

Your own answers

2

Your own answers

3

- 1 the second
- 2 the last
- 3 the first
- 4 the third
- 5 the first

4

- 1 before
- 2 after
- 3 after
- 4 before

5

- 1 hopefully
- 2 definitely
- 3 initially
- 4 unfortunately
- 5 absolutely
- 6 obviously

# Answer Key

6

- 1 working as an office manager
- 2 as much notice as possible
- 3 As you know
- 4 as you'll need time to find someone
- 5 Skills like touch typing, ...
- 6 a chance like this may not come again
- 7 I'd like to take this opportunity

7

- 1 As
- 2 as
- 3 like
- 4 As / Like
- 5 like

## Unit 4

### Grammar 1A

#### Present perfect and past simple

- 1 was 2 trained 3 became
- 4 has grown 5 has appeared
- 6 has organised 7 have been
- 8 has even made 9 came out
- 10 received 11 have interviewed
- 12 have printed

### Grammar 1B

#### Present perfect and past simple

- 1 've/have met 2 have you been
- 3 joined 4 've/have worked
- 5 did you become 6 studied
- 7 Have you ever had
- 8 haven't/have not
- 9 've/have sold 10 bought

### Grammar 1C

#### Present perfect and past simple

- 1 've/have lived in this house since
- 2 's/has done yoga since
- 3 's/has worked here for 4 did you meet
- 5 haven't/have not heard from Ruby for
- 6 have you had

### Grammar 2A

#### Present perfect with yet and already

- 1 Have you made lunch yet?
- 2 I see that you've already met my brother.  
/ I see that you've met my brother already.
- 3 They haven't seen Mirna's new flat yet.
- 4 Have you already finished that book? / Have you finished that book already?

5 Lewis is 16 and he's already taken his A levels. / Lewis is 16 and he's taken his A levels already.

6 Has the post come yet?

7 We've already spoken but we haven't made a decision yet. / We've spoken already but we haven't made a decision yet.

8 I'm going to be late because my taxi hasn't arrived yet.

### Grammar 2B

#### Present perfect with yet and already

1 **A:** Have you bought the tickets **yet**?

**B:** No, I haven't. But I've **already** booked the hotel. / I've booked the hotel **already**.

2 **B:** I've **already** done it. / I've done it **already**.

**A:** But you haven't cleaned the floors **yet**. Could you do that next?

3 **A:** I can't believe it! Have you **already** finished the test? / Have you finished the test **already**?

**A:** Just a moment. Turn over the test. You haven't done the composition **yet**.

4 **A:** Paula? Haven't you finished **yet**? The film's **already** started. / The film's started **already**.

5 **B:** No, not **yet**. But we've **already** seen it from the outside. / We've seen it from the outside **already**.

### Grammar 3A

#### Modals of deduction

1

Most people here speak Spanish. Mexico City, Mexico

December **is** one of the hottest months here. Canberra, Australia.

It's not in Europe. Pretoria, South Africa/ Canberra, Australia/Mexico City, Mexico/ Tokyo, Japan

It's an Asian city. Tokyo, Japan

2

1 can't 2 must 3 may 4 can't

5 could 6 might 7 can't 8 must

### Grammar 3B

#### Modals of deduction

1 must 2 can't

3 could / might / may

4 could / might / may 5 can't

6 could / might / may 7 can't

8 must

### Grammar 4A

#### somebody, anybody, nobody, everybody

- 1 anybody 2 somebody
- 3 Everybody 4 anybody
- 5 Somebody 6 Nobody
- 7 anybody

### Grammar 4B

#### somebody, anybody, nobody, everybody

- 1 everybody 2 somebody
- 3 anybody 4 anybody 5 anybody
- 6 somebody 7 nobody 8 somebody
- 9 nobody 10 anybody
- 11 everybody 12 nobody

### Vocabulary 1

#### Adjective suffixes: -ive, -ful, -ous

- 1 creative 2 famous
- 3 attractive 4 jealous 5 faithful
- 6 successful 7 ambitious
- 8 decisive 9 competitive
- 10 powerful 11 mysterious
- 12 imaginative 13 humorous
- 14 forgetful 15 helpful

### Vocabulary 2

#### Expressions with what

- 1 You're what 2 or what
- 3 What about 4 So what
- 5 You've what 6 Now what
- 7 What for

### Vocabulary 3

#### Crime

- 1 murder 2 suspect 3 innocent
- 4 committed 5 crime
- 6 evidence 7 planted 8 alibi
- 9 guilty 10 prison 11 motive
- 12 arrest

### Vocabulary 4

#### Usual and unusual

- 1 bizarre 2 odd 3 funny 4 common
- 5 unusual 6 uncommon 7 weird
- 8 typical 9 usual 10 average

### Extend your vocabulary – stranger and foreigner

- 1 stranger 2 foreigner 3 Foreigners
- 4 stranger 5 Foreigners 6 strangers



# Answer Key

## Listening Imagined lives

- 1 False 2 True 3 False 4 False  
5 True 6 True

## Pronunciation Contrastive stress

- 1 boring / great 2 cheap / expensive  
3 that / this 4 like / love  
5 colour / texture 6 same / variety

## Reading

1

- 1 *CSI: Crime Scene Investigation*  
2 *Inspector Morse*  
3 *Law & Order*  
4 *Prison Break*  
5 *Silent Witness*  
6 *The Wire*

2

Your own answers.

3

- 1 *The Wire*  
2 *Law & Order*  
3 *CSI: Crime Scene Investigation*

4

- 1 How does the *CSI* team solve crimes?  
2 How many people watched *CSI* in 2009?  
3 Which crime do we fear most?  
4 When did *Law & Order* end?  
5 Who created, produced, and wrote *The Wire*?  
6 What are the TV networks hoping to find?

5

- 1 by examining the evidence  
2 more than 73.8 million  
3 murder  
4 in 2010  
5 David Simon  
6 the next big hit

6

### Paragraph 1

a team  
a viewer

### Paragraph 2

to respond

### Paragraph 3

fictional  
authentic

### Paragraph 4

to launch  
a hit

## Writing

1

They are all ways to communicate personal news quickly using short messages.

2

- 1 b 2 d 3 a 4 c

3

- 1 pics 2 live 3 from midnight  
4 amazing 5 gang 6 borrow

4

- 1 I'm looking for a recipe for strawberry cheesecake.  
2 Can anyone help?  
3 I went to Mario's for supper last night.  
4 I had an amazing time.  
5 Are you interested? / Is anyone interested?  
6 Does anyone have a laptop (that) I can borrow?

5

Suggested answers

Here are some pics of Jim and the girls.

As you can see, little Bela isn't so little anymore. She's growing up fast and is starting school soon. Helen is studying for her end-of-year exams and Jim is still working at dad's shop. I'm doing too much as usual! BTW Looking for recipe for strawberry cheesecake. Anyone?

6

- 1 FYI  
2 LOL  
3 DJ  
4 PC  
5 BTW  
6 ASAP

7

- 1 possible  
2 way  
3 disc  
4 information  
5 laughing / laugh  
6 personal

8

Your own answers

## Unit 5

### Grammar 1A

#### Modals of obligation and permission

- 1 May 2 doesn't have to 3 must  
4 needn't 5 can't  
6 does a professional violinist have to practise 7 needs to 8 mustn't

### Grammar 1B

#### Modals of obligation and permission

- 1 can / may 2 may / can  
3 don't need to / don't have to / needn't  
4 don't have to / don't need to / needn't  
5 needn't / don't need to / don't have to  
6 have to / must 7 must / have to  
8 can't / mustn't 9 mustn't / can't

### Grammar 2A

#### Past modals of obligation and permission

- 1 couldn't 2 was allowed 3 could  
4 had to 5 had to 6 weren't allowed  
7 didn't have to 8 was allowed

### Grammar 2B

#### Past modals of obligation and permission

- 1 had to 2 didn't have to  
3 Were you allowed 4 weren't  
5 couldn't / weren't allowed to  
6 had to 7 were allowed 8 had to  
9 wasn't allowed 10 did you have to  
11 could / were allowed to  
12 didn't have to

### Grammar 3A

#### Present perfect simple and continuous, for and since

I've been studying English for ...	I've been studying English since ...
about five years	2006
nearly a decade	January
the last three hours	I was a child
months	5 o'clock
a long time	three years ago
many years	primary school

### Grammar 3B

#### Present perfect simple and continuous, for and since

- 1 She's done 2 since  
3 she's been learning 4 for  
5 I've been teaching 6 since 7 I've had  
8 for 9 has been 10 for  
11 hasn't needed 12 since  
13 they've moved 14 since  
15 We've been living 16 for

# Answer Key

## Grammar 3C

### Present perfect simple and continuous, for and since

- 1 've/have been paying back  
 2 's/has loved 3 've/have been waiting  
 4 Have you read 5 's/has taken  
 6 haven't/have not seen  
 7 've/have believed  
 8 haven't/have not been doing

## Grammar 4A

### Separable phrasal verbs

- 1 ✓ 2 ✓ 3 X 4 ✓ 5 X 6 ✓

## Grammar 4B

### Separable phrasal verbs

- 1 Could you tidy up your things? / Could you tidy your things up?  
 2 Then you mix them up.  
 3 Let's try out that new restaurant. / Let's try that new restaurant out.  
 4 Did you make it up?  
 5 We need to put them together.  
 6 They're going to put up a wall around their garden. / They're going to put a wall up around their garden.

## Vocabulary 1

### Government collocations

- 1 f 2 d 3 b 4 h 5 c 6 g 7 e 8 a

## Vocabulary 2

### Education compound nouns

- 1 state 2 results  
 3 learning difficulties 4 higher  
 5 vocational qualification 6 loan

## Vocabulary 3

### Phrasal verbs with up

- 1 chop 2 mix 3 heat 4 clean  
 5 messes 6 eat 7 wash

## Extend your vocabulary 1

### - ics and -ology

Subject	Definition
	The study or knowledge of ...
1 robotics	designing and building robots
2 mathematics	numbers for calculating things
3 psychology	the mind and how it affects behaviour
4 biology	living things
5 electronics	the production of electronic equipment

6 anthropology	human societies, customs and beliefs
7 technology	the practical uses of science, especially in industry
8 politics	the ideas and activities involved in getting and using power
9 climatology	the climate
10 statistics	using numbers to represent facts or describe situations
11 criminology	crime and criminals
12 linguistics	language and how it works

## Extend your vocabulary 2

### - control

- 1 out of 2 lost 3 in 4 under 5 beyond

## Listening

### Talking about teaching

	Julie	Jack	Emma
1 He/She works to help other people.			✓
2 He/She has worked in more than four countries.		✓	
3 She/He enjoys meeting new people.	✓		
4 She/He wants to find a new job soon.		✓	
5 She/He works for an international organisation.			✓
6 He/She likes visiting different countries.		✓	

## Pronunciation 1

### Education compound nouns

- 1 state school 2 exam results  
 3 learning difficulties 4 higher education  
 5 vocational qualification 6 student loan

## Pronunciation 2

### Phrasal verbs, sentence stress

- 1 things 2 up 3 restaurant 4 up  
 5 together 6 kitchen

## Reading

- 1  
c

## 3

- 1 True  
 2 False. It usually appears at the bottom of the page.  
 3 False. It usually contains information that companies don't want you to see.  
 4 True  
 5 False. Gobbledygook is language which is difficult to understand.  
 6 True

## 4

- 1 have 2 must 3 only 4 need  
 5 might 6 don't

## 5

A refund can't be given without a receipt.

## Writing

### 1

- 1 c 2 b 3 d 4 a

### 3

The first thing you need to do is ...  
 beforehand  
 Next comes  
 don't arrive long after  
 before going  
 first  
 the first step is to  
 at the same time  
 Once you've paid  
 about six weeks later

### 4

- 1 Remember 2 Whatever  
 3 save, printing 4 advice 5 sure

### 5

- 1 That way 2 Otherwise 3 in case 4 or

## Unit 6

## Grammar 1A

### Passive voice

- 1 have been exhibited 2 were found  
 3 had been kept 4 has been closed  
 5 are being made 6 are expected  
 7 is being dealt with  
 8 was being processed  
 9 will be sent

## Grammar 1B

### Passive voice

- 1 has been revolutionised  
 2 took place 3 allowed

# Answer Key

- 4 were not seen  
5 were made 6 was generally done  
7 knew 8 is displayed  
9 had been widely adopted  
10 were marketed  
11 quickly came down  
12 are found 13 have made  
14 will almost certainly get  
15 are being invented

## Grammar 1C Passive voice

- 1 see 2 is / 's considered  
3 were taken 4 express  
5 has been / was / is included  
6 tells 7 was being attacked  
8 were taught / are taught / 've been  
taught / have been taught  
9 practised / practise / have practised  
10 just need

## Grammar 2A Articles

- Correct ✓ 1, 3, 4, 6, 7, 8, 11, 12, 14, 16  
Incorrect ✗ 2, 5, 9, 10, 13, 15

## Grammar 2B Articles

- 1 A 2 a 3 the 4 a 5 The  
6 the 7 the 8 a 9 The  
10 A 11 an 12 a 13 the  
14 an 15 the 16 the

## Grammar 3A

### Reported statements and questions

- 1 'd/had met 2 was  
3 wasn't/was not wearing  
4 'd/had seen 5 'd/ had met  
6 couldn't/could not 7 was going to get  
8 didn't/did not know 9 'd/would say

## Grammar 3B

### Reported statements and questions

- 1 they lived  
2 they had arrived  
3 film they were going to see  
4 they had seen  
5 they were going  
6 was because they were  
7 it was their  
8 they had got  
9 they wanted to see  
10 they couldn't remember  
11 they'd/they would probably go back  
to their  
12 they had (got)

## Grammar 4A

### Reported requests and commands

- 1 He told her to meet him in a café.  
2 She asked him not to take any photos.  
3 She told him to talk quietly.  
4 He asked her to tell him the password.  
5 The police told them to stop running.  
6 The suspects asked them not to shoot.  
7 An officer asked them to show their  
identity to the police.  
8 They told the suspects to get into their  
car.

## Grammar 4B

### Reported requests and commands

- 1 She told them to stop talking.  
2 They asked him to take their photo.  
3 She told it to stand up.  
4 He asked her to phone him the next/  
following day.  
5 She asked him to help her with the  
accounts.  
6 He asked him to explain what had  
happened the day before.

## Vocabulary 1

### take

- 1 responsibility 2 a photo  
3 an exam 4 a taxi 5 an aspirin  
6 a nap

## Vocabulary 2

### Colours and shapes

- 1 square 2 diamond 3 triangle  
4 circle 5 circle 6 oval 7 cube  
8 pyramid 9 cylinder 10 dark  
11 rectangle 12 stars 13 bright  
14 light 15 pale

## Vocabulary 3

### Ways of speaking

- 1 shouting 2 arguing  
3 demanding 4 discuss  
5 eavesdropping 6 whisper  
7 sighed 8 groaning  
9 mumbled 10 chatted 11 begged

## Vocabulary 4

### Electronic equipment

- 1 battery 2 cable 3 headphones  
4 speaker 5 microphone

## Extend your vocabulary – listen and hear

- 1 hear 2 overheard 3 listen to  
4 heard 5 listened 6 hear  
7 listening

## Listening

### Driving distractions

- 1 heard on the radio  
2 the Ministry of Transport  
3 four in ten people  
4 passengers  
5 her boss  
6 drive carefully

## Pronunciation

### the

- 1 Weak form. Scientists became interested  
in optical illusions in the 19th century.  
2 Weak form. The three main types of  
illusion are literal, physiological and  
cognitive.  
3 Strong form. Our brain creates a shape  
that the eye doesn't see.  
4 Strong form. MC Escher's work is so  
good that for many people he is the  
person they associate with optical  
illusions.  
5 Weak form. Cubist artists also played  
with the way we see objects.  
6 Weak form. Cubism revolutionised art in  
the twentieth century.  
7 Strong form. The artist Pablo Picasso  
painted many cubist pictures.  
8 Strong form. You don't know who  
Picasso is? He's the most famous  
modern artist!

## Reading

### 1

- 1 photographer  
2 pictures  
3 rolls  
4 develop  
5 prints  
6 photographic

### 2

- 1 Edwin Land  
2 Jennifer Land  
3 Land Camera  
4 Polaroid  
5 Andy Warhol and David Hockney

### 3

- 1 are taken  
2 was asked  
3 was demonstrated  
4 were sold  
5 was stopped  
6 are used

# Answer Key

4

We took photographs using film that had to be taken to a shop to be developed and printed.

... using chemicals that would be activated when the print was removed from the camera by hand.

The process made it possible for a picture to be taken and developed in 60 seconds or less.

... the cameras and film were sold on the first day.

The camera was also loved by artists ...

... 2008, when it was announced that the company ...

5

Suggested answers:

1 Digital photography is quicker and cheaper. You can see the results instantly and delete the pictures you don't like or take another, better picture.

2 The camera developed and printed the picture at the same time.

3 Because we all like to see photographs quickly and not have to wait.

4 It will continue to be popular with a small group of people, but I don't think it will be popular with people in general.

## Writing

1

Your own answers

2

1 a restaurant

2 negative

3 Your own answer

3

1 It was his girlfriend's birthday.

2 A friend had recommended it.

3 He asked for a table by the window.

4 They sat at a small table in the middle of the restaurant.

5 The food was fine.

6 The waiter refused to remove the service charge.

4

1 Despite

2 However

3 instead

4 Although

5

1 however

2 although

3 instead

4 despite

6

1 recommend

2 ask

3 assure

4 inform

5 refuse

6 demand

7

1 His friend recommended the restaurant.

2 The customer asked for a table by the window.

3 The waiter assured him it wouldn't be a problem.

4 The customer informed the waiter that he'd specifically requested a table by the window.

5 The waiter refused to remove the service charge.

6 The customer demanded to see the manager.

8

... my friend told me it was the best table.

The person I spoke to ...

... I'd specifically requested the table ...

... he said that no table had been reserved ...

I mentioned that I'd been unhappy with ...

9

Your own answers

## Unit 7

### Grammar 1A

#### Defining relative clauses

1

1 who / that 2 where 3 which / that

4 whose 5 who / that 6 which / that

7 where 8 who / that 9 which / that

10 whose

2

1 villager 2 market 3 currency

4 cooperative 5 shop assistant

6 credit card 7 eBay™

8 boss/manager 9 bargain

10 civil servant

### Grammar 1B

#### Defining relative clauses

2 A *currency* is the system of money which people use in a particular country.

4 Your boss is the person *who* you take orders from at work.

6 *eBay™* is a website *that* people visit to buy and sell second-hand things.

7 *Civil servants* are people *who* the government employs to do administrative work.

### Grammar 1C

#### Defining relative clauses

1 A bank is an institution where you can keep your money.

2 A micro-credit is money which/that poor people borrow to start a business.

3 Barter is a system which/that allows you to exchange goods.

4 A customer is a person who/that buys something.

5 A widower is a man whose wife has died.

6 A counsellor is a person who/that you see for advice.

7 A farm is a place where people grow food.

8 A tenant is a person whose land is rented from its owner.

### Grammar 2A

#### Non-defining relative clauses

1 which 2 which 3 who 4 whose

5 who 6 when 7 which

### Grammar 2B

#### Non-defining and defining relative clauses

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

### Grammar 3A

#### Countable and uncountable nouns

Countable nouns	Uncountable nouns
family	advice
group	food
job	furniture
joke	knowledge
need	love
problem	respect
pyramid	safety
	violence
	water

### Grammar 3B

#### Countable and uncountable nouns

1 ✓ 2 X 3 X 4 ✓ 5 ✓ 6 X 7 ✓

8 X 9 ✓ 10 X

### Grammar 4A

#### wish

1 could 2 were/was 3 had

4 didn't/did not have to

5 wasn't/was not/weren't/were not

6 knew 7 liked 8 didn't/did not have

# Answer Key

## Grammar 4B

### wish

- 1 I wish our house had a garden.
- 2 I wish I could understand you.
- 3 I wish you didn't live so far away.
- 4 I wish it weren't/were not/wasn't/was not so cold today.
- 5 I wish I didn't have red hair.
- 6 I wish my parents could afford a new car.

## Vocabulary 1

### Inexact numbers

- 1 about 2 couple 3 loads  
4 around 5 sixish 6 so

## Vocabulary 2

### Word building: trade

- 1 imported 2 producer  
3 profits/profit 4 trade/trading  
5 wealthy 6 poverty 7 economic  
8 value 9 product 10 producer  
11 employees 12 investments  
13 suppliers 14 production

## Vocabulary 3

### Abstract nouns

#### Across

- 3 justice 5 power 7 wealth  
10 respect 11 love 12 beauty

#### Down

- 1 friendship 2 fear 4 morality  
6 creativity 8 health 9 peace

## Extend your vocabulary 1

### -mania

- 1 Beatlemania 2 discomania  
3 Turtlemania 4 Spicemania  
5 YouTubemania 6 Obamamania

## Extend your vocabulary 2

### - other ways of saying funny

- 1 amusing 2 humorous  
3 comical 4 hilarious 5 witty

## Listening

### An international law

- 1 Murphy 2 definitely 3 experiments  
4 different 5 slowest 6 empty

## Pronunciation 1

### Word building: trade

- 1 economy (D: economic)  
2 finance (D: financial)  
3 profit (S)  
4 value (S)

5 wealth (S)

6 poverty (S)

7 supply (S)

8 invest (S)

9 employ (D: employee)

10 import (D: import)

11 produce (D: product)

12 trade (S)

## Pronunciation 2

### The letter i

A: Hermie, could you do the 1 dishes (/ɪ/) 2 tonight (/aɪ/)?

B: I 3 wish (/ɪ/) I could, but 4 I (/aɪ/) can't. I've cut my 5 finger (/ɪ/). And there's no need to 6 sigh (/aɪ/) 7 like (/aɪ/) that! I do my 8 side (/aɪ/) of the housework.

A: Hermie, you 9 might (/aɪ/) 10 think (/ɪ/) you do enough housework, but the fact is, you don't. I'm your 11 wife (/aɪ/), not your mother! And 12 if (/ɪ/) you're worried about your finger, you can wear rubber gloves.

B: OK, I'll do it, but I'm watching a film 13 right (/aɪ/) now.

A: What 14 film (/ɪ/)?

B: It's called the 15 Island (/aɪ/).

A: Well, why don't you record the rest of it, and watch 16 it (/ɪ/) when the dishes are clean!

## Reading

### 1

- gross – net  
import – export  
profit – loss  
succeed – fail  
They are all related to business.

### 2

- 1 after 2 some young people  
3 didn't know 4 net  
5 less 6 never stops

### 3

- 1 world 2 entrepreneurs 3 venture  
4 running 5 achievements 6 empire

### 4

- 1 'I didn't understand the difference between gross and net until I was 50 years old.'  
2 'You have to do everything you can to succeed.'  
3 'If you do fail, then you will/you'll have learnt a lot and can try again.'

### 5

Your own answers

## Writing

### 1

Your own answers

### 2

#### Our home

Country: Ireland

Details of location: on the west coast, near a beach and a village

Type of home: a 17<sup>th</sup>-century farmhouse with stunning views and a garden

Bedrooms / beds: 3 bedrooms, one with a double bed, the other two with two single beds

#### Your home

Country: anywhere in the world

Details of location: a central location in a city with a lot of history

Exchange period: flexible, but two weeks in July or August would be ideal

Number of travellers: 2

### 3

- 1 Located on Ireland's spectacular west coast, ...  
2 ... this 17<sup>th</sup>-century farmhouse has stunning views of the Atlantic.  
3 Just a short walk from a sandy beach ...  
4 and a short drive into the nearest village, ...  
5 ... it's a wonderful place to enjoy unspoilt natural surroundings.

### 4

- 1 west coast 2 views 3 beach  
4 place 5 natural surroundings  
6 traditional music 7 garden

### 5

- 1 Somewhere you can stroll around  
2 somewhere in a city  
3 somewhere warm and sunny

### 6

- 1 a must, a requirement  
2 a plus, a bonus  
3 ideal

## Unit 8

## Grammar 1A

### would

- 1 I'd start looking for a new job.  
2 Would you like a lift to the station?  
3 It wouldn't be the first time.  
4 What would you do in my situation?

# Answer Key

- 5 We'd spend the whole summer playing football.  
6 Would you pass me that book, please?

## Grammar 1B would

- A:** Would you like a lift to the station?  
**B:** It's OK thanks, I'll get a taxi.
- A:** Oh dear, Jack's forgotten to take his sandwiches with him.  
**B:** It wouldn't be the first time. He'll just have to go hungry again.
- A:** Would you pass me that book, please?  
**B:** Of course. Here you are.
- A:** What did you use to do in the holidays when you were a kid?  
**B:** We'd spend the whole summer playing football.
- A:** What would you do in my situation?  
**B:** I'd ask my parents if they could lend me some money.
- A:** I really don't like my boss and I don't know what to do.  
**B:** I'd start looking for a new job.

## Grammar 2A Second conditional

- 1 would you do) 2 won 3 was  
4 'd buy 5 might even go 6 had  
7 sent 8 would take 9 decided  
10 'd put 11 didn't have  
12 wouldn't stay 13 were  
14 'd invest 15 got 16 could look

## Grammar 2B Second conditional

- 1 would/might/could happen  
2 found 3 managed  
4 would/might/could they understand  
5 worked out 6 decide  
7 be 8 turned out 9 were  
10 would/could probably regret

## Grammar 3A Third conditional

- 1 d 2 c 3 f 4 a 5 b 6 e

## Grammar 3B Third conditional

- 1 Would Isaac Newton have thought  
2 hadn't fallen  
3 might not have done  
4 hadn't noticed  
5 may not have realised  
6 might never have invented

- 7 hadn't left  
8 would probably not have colonised  
9 hadn't tried  
10 wouldn't have been made  
11 hadn't been

## Grammar 3C Third conditional

- 1 hadn't/had not clicked  
2 wouldn't/would not have got  
3 would you have done  
4 'd/had been  
5 had written  
6 'd/would have done  
7 would have happened  
8 'd/had installed  
9 hadn't/had not been  
10 'd/would have had

## Grammar 4A Past modals of deduction

- 1 can't have been 2 may have been  
3 might not have had  
4 could have worked  
5 can't have made 6 must have buried

## Grammar 4B Past modals of deduction

- 1 can't/couldn't have been  
2 might/may/could have belonged  
3 might/may/could have been  
4 must have made  
5 might/may/could have inherited  
6 must have had  
7 can't/couldn't have known

## Vocabulary 1 Expressions with *lose* and *lost*

- 1  
lose face/sight of/your mind  
lost cause  
lost track of time  
nothing to lose
- 2  
1 lost your mind 2 lost cause  
3 lost track of time 4 lose face  
5 nothing to lose 6 lose sight of

## Vocabulary 2A Expressions with *make* and *do*

make + noun	do + noun
decisions	an experiment
a difference	a favour
a discovery	a job
a mistake	nothing
progress	tests
sense	

## Vocabulary 2B Expressions with *make* and *do*

- 1 making 2 do 3 doing  
4 make 5 make 6 make 7 make  
8 doing 9 do 10 did 11 make

## Vocabulary 3 Treasure

- 1 brooch 2 chest 3 diamond  
4 chest 5 brooch

## Extend your vocabulary – with or without a plan

- 1 chance 2 accident 3 purpose  
4 unintentionally 5 deliberately  
6 mistake

## Listening Decision time

- 1 True 2 True 3 False 4 False  
5 False 6 True

## Pronunciation *would have* and *wouldn't have*

- 1 wouldn't have 2 wouldn't have  
3 would have 4 would have  
5 wouldn't have 6 would have

## Reading

1

- 1 a 2 a 3 b

2

- 1 *Masquerade* 2 Kit Williams  
3 Jonathan Cape 4 Jack Hare  
5 Ken Thomas or Dugald Thompson  
6 armchair treasure hunts

3

- 1 False. He loses it on his way to the Sun.  
2 True.  
3 False. The clues were in the pictures.  
4 True.  
5 False. He didn't follow the clues.  
6 False. The hare was bought by an unknown buyer.

4

- 1 A children's book that was different from other books.  
2 Kit Williams.  
3 In a park in Bedfordshire, England.  
4 Thompson was connected to an old girlfriend of Williams'.  
5 Williams was reunited with the hare for a television documentary.  
6 Yes. It became a bestseller and started a new genre of books.

# Answer Key

5

(Suggested answers)

- 1 He must have felt disappointed and angry.
- 2 The person who discovered the treasure used a different identity.
- 3 Because, by reading a book, people could try to find treasure whilst sitting in their armchairs.

## Writing

1

Your own answers

2

Your own answers

3

1 2 2 3, 4 3 6 4 5 5 1

4

- a Text 2: The writer didn't reply to a letter.  
Text 4: The writer didn't go to a friend's birthday party or send the friend a birthday text message.  
Text 6: The writer has made a mess and not cleared it up.
- b Text 2: The old friend's daughter cannot stay in the writer's house.  
Text 3: The writer cannot come to a friend's wedding.
- c Text 5: The reader has not got a job that he or she applied for.

5

a 3, 4 b 6 c 1, 3, 4 d 1 e 2 f 3, 5

6

will + infinitive, because this verb form is used to express promises, offers and hopes

7

- 1 awfully, extremely
- 2 about
- 3 for
- 4 if
- 5 apology
- 6 afraid
- 7 regret
- 8 to

## Unit 9

### Grammar 1A

Verbs followed by *-ing* and infinitive with *to*

verb + <i>to</i> + infinitive		verb + <i>-ing</i> form		verb + <i>to</i> + infinitive OR verb + <i>-ing</i> form	
afford				continue	
ask				hate	to go
choose		can't stand	going	like	OR
decide	to go	enjoy		love	going
expect		fancy		prefer	
help				start	
manage					
refuse					
want					

### Grammar 1B

Verbs followed by *-ing* and infinitive with *to*

- 1 to make 2 to make
- 3 to work / working 4 to complete
- 5 to stop 6 to pay
- 7 to watch / watching
- 8 to climb / climbing 9 doing
- 10 getting 11 to write / writing
- 12 communicating

### Grammar 1C

Verbs followed by *-ing* and infinitive with *to*

- 1 to study 2 to continue 3 to visit
- 4 asking 5 to come 6 to do
- 7 going 8 doing 9 cleaning up
- 10 working

### Grammar 2A

Comparatives and superlatives

- 1 the oldest 2 bigger than
- 3 wealthier/more wealthy than
- 4 the most creative 5 the least ambitious
- 6 faster than 7 more carefully
- 8 worse than 9 less fluently
- 10 the best

### Grammar 2B

Comparatives and superlatives

- 1 a bit/a little/slightly 2 a lot/much/far
- 3 a lot/much/far 4 a bit/a little/slightly
- 5 a lot/much/far 6 a bit/a little/slightly

### Grammar 2C

Comparatives and superlatives

- 1 n't/not as friendly as 2 as good as
- 3 n't/not as far as 4 as healthily as
- 5 as difficult as 6 as well as

### Grammar 3A

Verbs followed by prepositions

- 1 c 2 d 3 e 4 a 5 g 6 f 7 b 8 i
- 9 h

### Grammar 3B

Verb followed by prepositions

- 1 of / of 2 at / at 3 for / for
- 4 about / about 5 in / in 6 on / on

### Vocabulary 1A

Stereotypes

- 1 assumption 2 generalisation
- 3 judgement 4 judgemental
- 5 misconception 6 Satire
- 7 stereotype 8 Tolerance

### Vocabulary 1B

Stereotypes

- 1 assuming 2 assumption
- 3 judgemental 4 judgement
- 5 misconception 6 misconceive
- 7 satirical 8 satirises
- 9 stereotype 10 stereotypical
- 11 tolerate 12 tolerance

### Vocabulary 2A

Love

- 1 adore 2 be (crazy) about 3 be (fond) of
- 4 be (keen) on 5 fancy
- 6 have (a soft spot) for

### Vocabulary 2B

Love

- 1 crazy 2 keen 3 adores 4 for
- 5 fond 6 fancies

### Extend your vocabulary

- I mean

- 1 c 2 d 3 a 4 f 5 b 6 e

### Listening

The greatest match

- 1 difficult 2 interesting 3 classic
- 4 passionate 5 long 6 windy
- 7 historic 8 exciting

### Pronunciation 1

Stereotypes

- 1 assuming 2 assumption
- 3 generalisation 4 generalise
- 5 judgemental 6 judgement
- 7 misconception 8 misconceive
- 9 satirical 10 satirises
- 11 stereotype 12 stereotypical
- 13 tolerate 14 tolerance

# Answer Key

## Pronunciation 2

### Sentence stress and meaning

- 1 never 2 1984 3 book 4 big 5 you  
6 Jimmi's 7 haircut 8 seen

## Reading

1

<i>Nineteen Eighty-Four</i>	4
<i>Animal Farm</i>	3
<i>Down and Out in Paris and London</i>	1
<i>Homage to Catalonia</i>	2

2

- 1 India, England 2 England, India  
3 England, France 4 Spain, England  
5 France 6 Scotland, England

3

- 1 of 2 about 3 for 4 after 5 on 6 at

4

- 1 What names did he choose for his pen name?  
2 In which book did he write about a period of poverty?  
3 Who did he fight for in the Spanish Civil War?  
4 When did he work for the BBC?  
5 Where did he write his final book?  
6 How old was he when he died?

5

Your own answers

## Writing

1

Your own answers

2

- 1 Britain includes other countries apart from England  
2 a newspaper  
3 in response to an article

3

- 1 False. England played in the World Cup.  
2 True  
3 True  
4 False. Someone from Scotland is British or Scottish.  
5 False. She's writing to a national (British) newspaper.  
6 True

4

- 1 point out 2 bugbear 3 annoys  
4 mistakenly 5 trivial 6 attention

5

Your own answers

6

- 1 What I really dislike is queuing in shops.  
2 What really makes me mad is when people jump queues.  
3 What I really hate is when you stand in the slower queue.  
4 What I really can't stand is queuing at airports.

## Unit 10

### Grammar 1A

#### Verb form review

- 1 're having 2 always organise  
3 aren't 4 're going to have 5 's  
6 'll have 7 've looked  
8 probably won't rain 9 's making  
10 have already said 11 's going to be  
12 can't come

### Grammar 1B

#### Verb form review

- 1 How is this drink made?  
2 The police will be called if we make too much noise.  
3 My mobile's/has been stolen.  
4 If I liked this music, I'd/I would dance.  
5 She would have said hello if she'd/she had recognised you.  
6 He said that he'd/had really enjoyed the party.  
7 I told Sergi to turn the music down.  
8 They asked me how I knew Edita.

### Grammar 1C

#### Verb form review

- 1 've/have been doing  
2 weren't/were not  
3 'd/would have come  
4 'd/had received  
5 wasn't/was not invited  
6 were coming 7 'd/had invited  
8 to call 9 did you phone  
10 was shopping 11 was/were  
12 'd/would give

### Grammar 2A

#### Reflexive pronouns

- 1 each other 2 each other 3 themselves  
4 each other 5 themselves  
6 themselves

## Grammar 2B

### Reflexive pronouns

- 1 yourself 2 ourselves 3 himself  
4 myself 5 herself 6 themselves  
7 itself 8 yourselves

## Vocabulary 1

### Books and reading

- 1 novel 2 biography 3 guidebook  
4 atlas 5 self-help 6 manual  
7 magazine 8 journal 9 textbook  
10 notebook 11 hardback  
12 paperback 13 audio 14 ebook  
15 bookshop 16 library

## Vocabulary 2A

### Celebrations

- 1 party 2 present 3 card 4 toast  
5 candles

## Vocabulary 2B

### Celebrations

- 1 celebrate 2 send / have sent  
3 throw/'ll throw/will throw  
4 blows/will blow 5 sing / are singing  
6 drink 7 to make  
8 give/'ll give/will give

## Vocabulary 3A

### Death

- Across 2 grief 5 widower  
Down 1 will 2 grave 3 funeral  
4 body 5 widow

## Vocabulary 3B

### Death

- 1 view/visit 2 attend 3 show  
4 visit 5 become 6 write

## Vocabulary 4A

### Leaving

- 1 retire 2 graduate 3 split up  
4 hand in your notice 5 move away  
6 move out 7 fired 8 pass away

## Vocabulary 4B

### Leaving

- 1 handed in his notice 2 fired  
3 retired 4 passed away 5 split up  
6 moved out 7 moved away  
8 graduated

## Extend your vocabulary 1 – Beginnings and endings

- 1 At 2 at 3 At 4 in 5 In  
6 in 7 In 8 in 9 At 10 At



# Answer Key

## Extend your vocabulary 2

– farewell

1 c 2 a 3 d 4 b

## Listening

### The birthday party

1 29 2 first 3 wasn't 4 by the sea

5 50th 6 2008

## Pronunciation

### Silent letters

1 e 2 c 3 i 4 g 5 a 6 j 7 d

8 f 9 b

## Reading

1

Name	Nationality	Occupation
Paul Éluard	French	poet
John F Kennedy	American	politician
Karl Marx	German	philosopher
Georges Méliès	French	filmmaker
Amedeo Modigliani	Italian	painter and sculptor
Molière	French	playwright
Eva Perón	Argentinian	politician
Édith Piaf	French	singer
Gertrude Stein	American	author
Oscar Wilde	Irish	poet and playwright

3

1 cemetery 2 resting 3 burial

4 grave 5 tomb 6 buried

4

1 Arlington

2 St Louis Number 1

3 Père Lachaise

4 Highgate

5 La Recoleta

5

Your own answers

## Writing

1

Your own answers

2

At a friend's funeral or memorial service.

3

Where we met	Luton airport
Appearance	long-haired, strangely dressed
Character	loved people and loved talking to people
Quote	'Why learn something from a book when you can learn so much more from someone else.'
Influence	I learned how important it is to learn from your mistakes, to pick yourself up and move on.
Anecdote	surviving on water and bread when lost in the Pyrenees
Last meeting	Julie's 50 <sup>th</sup> birthday party

4

1 d 2 b 3 f 4 a 5 e 6 c

5

Your own answers

6

1 how to survive

2 how lucky I'd been

3 how important it is to learn

4 how appropriate

5 how the world worked

7

1 She showed me how the exercise worked.

2 She taught me how important it is to practise writing.

3 I learnt how to say a lot in a few words.

4 I realised how lucky I'd been to have her as a teacher.

Macmillan Education  
Between Towns Road, Oxford OX4 3PP  
A division of Macmillan Publishers Limited

Companies and representatives throughout the world

ISBN 978-0-230-42936-9

Text, design and illustration © Macmillan Publishers Limited 2011  
Written by Robert Campbell and Rob Metcalf  
Additional material by Adrian Tennant

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.

Designed by eMC Design Limited  
Cover design by Macmillan Publishers Ltd  
Cover photos (front and back) by permission of the Museum of the History of Science, University of Oxford/Keiko Ikeuchi.

The authors and publishers would like to thank the following for permission to reproduce their photographs:  
Bananastock; ImageSource; Photodisc; Science Photo Library

These materials may contain links for third party websites. We have no control over, and are not responsible for, the contents of such third party websites. Please use care when accessing them.

Although we have tried to trace and contact copyright holders before publication, in some cases this has not been possible. If contacted we will be pleased to rectify any errors or omissions at the earliest opportunity.

Printed in Thailand

2015 2014 2013  
10 9 8 7 6 5

# global INTERMEDIATE workbook

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.

The **global** workbooks complement and expand on the content of the coursebook and contain the language practice of the eWorkbook in an easy-to-use printed format.

The workbooks also include an audio CD for use with listening and pronunciation activities.

**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 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 image above and detail on the front cover 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.



## Each level includes

ESU President's  
Award 2010  
Winner

### Coursebook



### eWorkbook



### Workbook with Audio CD



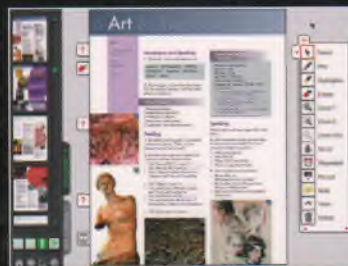
### Class Audio CDs



### Teacher's Book & Teacher's Resource Disc



### Global Digital (for classroom use)



### Website



[www.macmillanenglish.com/global](http://www.macmillanenglish.com/global)

  
MACMILLAN



COMMON EUROPEAN FRAMEWORK

A1 A2 **B1** B2 C1 C2

ISBN 978-0-230-43028-0



9 780230 430280