



It's personal!



Read the descriptions of different families and label them with these words. Which one is most like your own?

adoptive family blended family extended family single-parent family traditional family

1 _____

I live in Bristol with my mum, dad and brother, Tim. My parents met at university and got married when they finished their studies. I was born a year later and my brother was born when I was three years old.

2 _____

Mum and I have just got home from holiday in Spain. Mum works hard so that we can go away once a year. It may sound strange, but I have a lot of fun with my mum. There's just the two of us at home, so it's a good thing we get along!

3 _____

My dad remarried a few years ago and when he did, Josh and I got a stepmother and a stepsister! At first, it was strange living with them in the same house, but we soon got used to it. It's pretty cool, actually.

4 _____

Every summer, the whole family gets together for a party at my grandparents' house. All three generations are there – grandparents, aunts, uncles, cousins and everyone. We have a fantastic time. For me, it's the best day of the year!

5 _____

My mum and dad aren't my biological parents. They couldn't have children of their own, so they adopted me and my sister! They love us very much and always do their best to make us happy.

 **DVD 1** Watch this short video of children talking about their brothers and sisters. What kind of family is Elizabeth from?



Reading

1 Look at these household chores. Who do you think should do them? Write C for child or P for parent.

- | | | | |
|-------------------|--------------------------|----------------------|--------------------------|
| 1 Make your bed | <input type="checkbox"/> | 5 Do the laundry | <input type="checkbox"/> |
| 2 Wash the car | <input type="checkbox"/> | 6 Dust the furniture | <input type="checkbox"/> |
| 3 Cook meals | <input type="checkbox"/> | 7 Clean the bathroom | <input type="checkbox"/> |
| 4 Wash the dishes | <input type="checkbox"/> | 8 Sweep and mop | <input type="checkbox"/> |

2 Which of the chores in 1 do you do?

3 Read the article about helping out at home and decide on the best title for the article.

- a Top tips for a clean home
- b When a household falls apart
- c How to treat teenagers



Dirty dishes in the sink, dusty furniture, grubby carpets, filthy floors, unmade beds, overflowing rubbish bins and smelly laundry in the basket.

Could you live in such a mess?

In the past, women stayed at home and did all of the household chores while men went out to work. The father or sons rarely helped, but sometimes the daughters did. However, those days are long gone. **1** But despite this change, many teenagers believe that their parents, and more particularly their mothers, are the only ones who should pick up, tidy, wash, clean and clear. Are you one of those teens? Or do you help out?

It's a sad fact that just when children are mature enough to really help in the house they become too involved with their schoolwork, part-time jobs and other activities to be of much help. They always seem too busy to lend a hand around the house. Even so, teenagers should be careful not to make extra work for others. **2** The truth is that no one is too busy to do these simple chores, and anyone claiming otherwise is probably just being lazy. So what happens when parents become sick and tired of their children's excuses?

Jessica Stilwell faced this very problem. Her three daughters didn't lift a finger at home. So she went on strike. It all began on a typically busy Saturday, when Jessica was rushing around all over the town, taking her daughters to and from sports, shopping for the family and running errands. That evening, when she put her feet up for the first time all day, she looked around at the mess in her home and realised, with a shock, that she hadn't made any of it. Stilwell went on strike there and then, and stayed on strike for six days. **3** Incredibly, they didn't even notice what was happening until day three of the strike. By



4 Five sentences have been removed from the article. Choose from the sentences A-F the one which fits each gap (1-5). There is one extra sentence which you do not need to use.

- A What this means is that they should keep their rooms tidy, leave bathrooms clean, pick up after themselves and wash their dishes once in a while.
- B Another option was to ask her girls to sign contracts, which clearly outlined which chores each one was to do regularly.
- C Her daughters complained about the 'disgusting' house, but it apparently hadn't offended them enough to clean it.
- D Nowadays, women have jobs and successful careers, leaving them little time to deal with the large number of tasks that a household requires.
- E Interestingly, these are the main reasons parents give for not pressing their children to help at home.
- F She didn't actually tell her children; she just stopped doing the chores.

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When you deal with a gapped text, look for words such as definite articles and pronouns in the missing sentences that you think will link to things in the text. Then, find what those words refer to and place the missing sentences in the correct place. For example, what do *they* in sentence A and *these* in sentence E refer to?

5 Complete the sentences with the correct form of these expressions.

be sick and tired do your fair share lend a hand not lift a finger put your feet up run errands

- 1 Jenny shares a flat with two other university students and they all _____ to keep the place clean and tidy; no one does more or less than anyone else.
- 2 Jim's not at home right now; he's _____ for his dad, but he'll be back later.
- 3 I _____ of asking you to clean your room, so there's no pocket money for you this week!
- 4 You look exhausted, Terry! Why don't you _____ and I'll bring you a nice cup of tea?
- 5 I've got a lot to do today and it would be a big help if you could _____.
- 6 While I cooked a three-course dinner, my husband watched TV and _____!

then, dishes had piled up in the sink, dirty plates were still on the dining table and smelly socks were on the bedroom floors. **4** It wasn't until day five that the girls started to clean up the house, blaming one another for the mess. During the clean-up, Stilwell sat on the sofa drinking coffee that her daughters had made for her.

Stilwell says it was shocking to see how much of what she did for her children were things that they were perfectly capable of doing on their own. She hadn't asked them to help because she didn't want to argue with them, or because it was faster and simpler to do it herself. **5**

What's the situation in your home? Do you do your fair share or do you expect others to clean up after you? If your mum or dad went on strike, who would break first, them or you?

6 Work with a partner. Imagine you are sharing a flat. Write a list of household chores that need to be done. Then discuss each chore and decide who will do what. Use the ideas below and some of your own.



a-z Vocabulary 1

1 The words in bold are in the wrong places. Write them in the correct places.

- 1 Molly spends a lot of time with her extended family; she and her parents see her grandparents and other **peers** regularly. _____
- 2 Your **strangers** are usually people who are the same age and part of the same social group as you. _____
- 3 Everyone loves Uncle Joe; he hasn't got a(n) **coach** in the world! _____
- 4 Our biology teacher is taking my **colleagues** and me to the Natural History Museum. _____
- 5 When you work in a small office, it's important that you get along with all your **classmates**. _____
- 6 Mr Taylor is my father's business **enemy**. They started a record company ten years ago. _____
- 7 You should tell your children to avoid talking to **relatives**. _____
- 8 Ms Cooper is our basketball **partner**. This week she is teaching us shooting skills. _____

2 Complete the sentences with both words.

- 1 **discuss argue**
Let's sit down and _____ this like adults. Why do we have to _____ about things all the time?
- 2 **criticise advise**
If you want a better relationship with your son, I'd _____ you to not _____ what he does all the time.
- 3 **grumble gossip**
My father likes to _____ about the weather whereas my mother loves to _____ about the neighbours.
- 4 **praises accuses**
Dad often _____ Grandma of not being strict enough with me. He says she _____ me no matter what I do.

3 Complete the words related to different kinds of feelings. Write a vowel (a, e, i, o, u) on each line.

- 1 My parents never listen to what I have to say. I feel so fr _ str _ t _ d!
- 2 Nancy got angry and shouted at her grandfather. Now she feels _ sh _ m _ d of her behaviour.
- 3 If you want to get along in this company, you must be r _ sp _ ctf _ l towards everyone you work with.
- 4 Aunt Marge is always smiling and laughing. She's such a ch _ _ rf _ l person.
- 5 Mum and Dad are usually very c _ lm people, but they do get angry if they think I'm not trying my best.
- 6 Why do you never help out with the chores? Don't you feel g _ _ lty when your mum does everything?
- 7 Tony had an argument with his best friend and now he isn't talking to him. He feels m _ s _ r _ bl _ .
- 8 Janet's family was very pr _ _ d of her when she came first in her class.





1 Read about the uses of the present simple, the present continuous and stative verbs.

Present simple

- facts and permanent situations
*I **live** in a big house with my extended family.*
- general truths and laws of nature
*The sun **sets** in the evening.*
- habits and routines
*We **always visit** New York in the summer.*
- timetables and programmes (future)
*My partner's plane **arrives** at five o'clock.*
- reviews, stories and sports commentaries
*The story **is** about a young girl and her friend.*

Present continuous

- actions happening at the time of speaking
*Dad **is making** dinner in the kitchen.*
- temporary or changing situations
*My cousin **is staying** with us for the holidays.
She **is becoming** more and more frustrated.*
- annoying habits, often with adverbs like *always*
*My coach **is always criticising** me.*

- plans and arrangements (future)
*She **isn't seeing** her friends tomorrow.*

Stative verbs

Stative verbs describe states (not actions). Common stative verbs talk about feelings, emotions, the senses, states of mind and possession. We do not use them in continuous tenses.

*My mother **hates** doing household chores.
My colleagues **look** very cheerful today!
Some experts **believe** peers are more important to teens than family.*

However, some verbs can be both stative and action verbs, but with a change in meaning.

*My baby brother **appears** to be sleeping.*

(present simple = seems)

*My classmates and I **are appearing** in a play about relationships.*

(present continuous = performing)

2 Complete the sentences. Use the present simple or the present continuous. In which sentence could you use both, but with a change in meaning?

- I _____ (see) my friends at the gym.
- My colleagues and I _____ (discuss) the new project right now.
- I _____ (usually ask) my coach for his advice.

Read 1.1-1.3 of the Grammar Reference before you do the tasks.

3 Complete the sentences. Use the present simple or the present continuous.

- _____ (you / understand) why teens think their peers are important?
- My teacher _____ (always criticise) me! It drives me crazy!
- Mum and Dad _____ (not give) my brother and me money for cleaning our room.
- At what temperature _____ (water / freeze)?
- We _____ (have) a huge get-together for all our relatives on Sunday.
- In this story, Papa Bear _____ (sit) in his chair first.
- My colleagues _____ (not work) this weekend.
- _____ (your son / ever talk) to strangers?
- _____ (you / cook) supper for your family every evening?

4 Circle the correct words to complete the text.

Teens and pocket money

Some parents complain that their children ¹ **are always asking / ask always** for money. Many teens ² **get / are getting** pocket money for helping with chores around the house and the amount of money they earn ³ **increases / is increasing** regularly. This is because things ⁴ **are becoming / become** more and more expensive all the time. Parents of teens ⁵ **are often worrying / often worry** about whether they should give their children pocket money and if they choose to do so, they ⁶ **usually have / are usually having** a hard time deciding how much to give them. It ⁷ **seems / is seeming** that there really is no 'correct' amount. One way for parents to decide how much to give their children is to ask other parents what they ⁸ **do / are doing** when it comes to pocket money. Many of them will say that they ⁹ **provide / are providing** their children with a certain amount of money each week. If their children ¹⁰ **are wanting / want** to buy something special, they can save this money until they have got enough or they can do extra chores around the house for a few weeks.



Collocations & Expressions

1 Complete the sentences with the correct form of do or make.

- 1 My sister and I always _____ time to visit Grandma at the weekend.
- 2 I cooked breakfast, so you can _____ the washing-up.
- 3 Sally likes to help out, so she _____ lunch or the evening meal on Saturdays.
- 4 We can't believe it. My brother offered to _____ the laundry while we were at the supermarket!
- 5 After I _____ the beds, I'll sweep the floor.
- 6 If Fran _____ chores around the house, her parents give her pocket money.
- 7 Mum and Dad _____ the housework at the weekend because they are both at work during the week.
- 8 Don't _____ trouble ... go and lend a hand in the garden.

Phrasal Verbs

2 Circle the correct words to complete the sentences.

- 1 My dad just remarried and I'm pleased to say that my new stepmum and I **get along / get by** really well.
- 2 I believe family is important, so I **get back at / get together with** my relatives whenever I can.
- 3 My wife has been grumbling a lot recently. I think we should **go away / go out** on holiday for a few weeks.
- 4 Steven has **fallen out / fallen apart** with his best friend. He seems very upset.
- 5 When Mum went on strike, the dishes **piled on / piled up** in the sink and the flat got very messy.

3 Now match the phrasal verbs you didn't use in 2 with the meanings below and then write a sentence using each one in your notebook.

- 1 _____: take revenge on
- 2 _____: increase something by a large amount
- 3 _____: manage to live or achieve something with difficulty
- 4 _____: break up into pieces
- 5 _____: leave the house to go somewhere



Word Formation

4 Which ending do we use with each word below to form an adjective? Make the necessary changes to form the adjectives and use them to complete the table.

apology biology dust fantasy filth option person reality smell

-y	-ic	-al
1	4	7
2	5	8
3	6	9

5 Now complete the sentences with some of the words from 4.

- 1 Joey was very _____ about missing his parents' wedding anniversary.
- 2 Let's be _____. It would be impossible for me to clean this huge house all by myself.
- 3 That laundry in the basket is getting _____. I'll put it in the washing machine after work.
- 4 I've got a(n) _____ family! We all help each other with our problems.
- 5 Maria, your shoes have got mud all over them. They're _____!
- 6 Doing chores is not _____ in my house. We help out or Mum goes on strike!



1 Read about relative clauses.

Relative clauses give us more information about the subject or the object of a sentence. They are introduced by the following relative pronouns: *who, whom, which, that, where, why, when, whose*.

*The little girl **who/that I look after during the day** is adopted.*

*The laundry **which/that is in the basket** is filthy.*

*That's the place **where my father met my stepmother**.*

*That is the reason **why Joe is grumbling**.*

*That was the time **when I had an argument with my brother**.*

*This is the woman **whose daughter does our housework**.*

Defining and non-defining relative clauses

- A defining relative clause gives us important information which we need in order to understand the meaning of the main clause.

*The chore **which/that I hate most** is the washing-up. (The sentence would not make sense without *which/that I hate most*.)*

- When *who, whom, that* and *which* are the objects of a defining relative clause, they can be omitted.

*The men **who/that I invited to the get-together** are my uncles.*

The men I invited to the get-together are my uncles.

- A non-defining relative clause gives us extra information which we do not need in order to understand the meaning of the main clause. We must use commas to separate a non-defining relative clause from the main clause.

*Molly, **who often gossips**, doesn't get along with her peers.*

- We cannot use *that* in a non-defining relative clause and we cannot omit the relative pronoun.

Prepositions in relative clauses

- Prepositions usually come at the end of the relative clause. They can also come before the relative pronoun, but this makes the sentence sound very formal.

*His books about relationships, **for which** he is famous, sell very well. (very formal)*

*His books about relationships, **which** he is famous **for**, sell very well. (more common)*

- We cannot use a preposition before *who* or *that*. We can use one before *whom*, but that makes the sentence sound very formal.

*The woman **who/that I was talking to** is my wife.*

*The woman **to whom I was talking** is my wife. (very formal)*

- When the preposition is before the relative pronoun, we cannot omit the relative pronoun even if it is the object of the relative clause.

*Is this the project **which/that** you won the prize **for**?*

*Is this the project you won the prize **for**?*

*Is this the project **for which** you won the prize? (which cannot be omitted)*

2 Read these sentences and underline the relative clauses. Which sentence means that the speaker:

- has more than one brother and that the one who has written a book lives in Scotland?
- only has one brother and that he has written a book and lives in Scotland?

a My brother, who has written a book on personal relationships, lives in Scotland.

b My brother who has written a book on personal relationships lives in Scotland.

Read 1.4-1.7 of the Grammar Reference before you do the tasks.



3 Circle the correct words.

Learning about relationships

The book *Impression Management*, ¹ **which / that** is about the different relationships between people, was written by Barry R Schlenker, ² **whom / who** is an American professor. The main reason ³ **why / which** Schlenker wrote the book was because he felt that people should have more information about relationships.

The main idea of the book, ⁴ **who / which** argues that people try to control how others see them in almost every social relationship, was not particularly popular in 1980, ⁵ **where / when** the book was first published. However, in the universities and colleges ⁶ **where / that** the book was taught, there were many students ⁷ **that / whom** felt that Schlenker's thoughts on relationships were important ones ⁸ **that / to which** people should learn about and discuss. Much of the support ⁹ - / **where** the book received, ¹⁰ **for which / that** Schlenker was very thankful, came from his own students. He was also very thankful to his wife, parents and colleagues ¹¹ - / **whose** advice and encouragement helped him greatly. At the beginning of the book, Schlenker says that it was these people and these relationships ¹² **why / which** made the production of *Impression Management* possible.




Listening

1 Match the phrases 1-10 with the phrases a-j which have a similar meaning.

- | | |
|------------------------------|--|
| 1 have a nice chat | a organise things to do |
| 2 do voluntary work | b stop doing something |
| 3 get a lot out of something | c do helpful tasks without being paid |
| 4 plan activities | d deal with something |
| 5 have something going on | e be busy doing something |
| 6 have courage | f talk in a friendly way |
| 7 give up doing something | g show that someone is not guilty of a crime |
| 8 see the best in something | h enjoy and see the benefits of something |
| 9 prove someone innocent | i be brave or not afraid |
| 10 cope with something | j focus on the good parts of something |

2 When we *admire* someone, we can say that they have *qualities* which are *admirable*. Which of the following qualities do you think are admirable? Put a tick or a cross.

- | | | | |
|----------------------------------|--------------------------|------------------|--------------------------|
| 1 having patience | <input type="checkbox"/> | 5 making trouble | <input type="checkbox"/> |
| 2 having courage | <input type="checkbox"/> | 6 gossiping | <input type="checkbox"/> |
| 3 arguing a lot | <input type="checkbox"/> | 7 being generous | <input type="checkbox"/> |
| 4 listening to people's problems | <input type="checkbox"/> | 8 worrying a lot | <input type="checkbox"/> |

3  You will hear five short extracts in which people are talking about the person they most admire. For questions 1-5, choose from the list (A-G) what qualities each speaker admires in the person they are describing. Use the letters only once. There are two extra letters which you do not need to use.

- | | |
|--|----------------------------|
| A overcoming a lack of confidence | 1 <input type="checkbox"/> |
| B always seeing the best in people | 2 <input type="checkbox"/> |
| C finding happiness through kindness to others | 3 <input type="checkbox"/> |
| D being well-organised and busy | 4 <input type="checkbox"/> |
| E having the courage to follow your dreams | 5 <input type="checkbox"/> |
| F coping well at a difficult time | |
| G being patient with younger people | |

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You probably won't hear the same words on the recording that you read in the list A-G, or if you do, they might not be spoken by the right speaker. You must listen carefully to what each speaker says rather than focus on the words you read. For example, Speaker 2 starts off by saying *I'm not a very confident person ...*, but goes on to talk about her cousin who is much more confident. Which item on the list A-G might you think is the answer if you're not listening carefully?



Speaking

1 Ask and answer these questions with a partner.

- Which relative or friend do you admire most? Why?
- Did you meet most of your friends at school or in other places?
- Do you spend most of your free time with your friends or your family? Which do you prefer?

2 When someone asks you for your opinion about something that is worrying them, it's important to be polite and show understanding when you answer. Put a tick against these sentences if they are polite and understanding, and put a cross if they are not.

- | | | | |
|--|--------------------------|--|--------------------------|
| 1 Well obviously you should ...! | <input type="checkbox"/> | 5 In my opinion, you should ... | <input type="checkbox"/> |
| 2 I think it might be best to ... | <input type="checkbox"/> | 6 ... is a terrible idea. | <input type="checkbox"/> |
| 3 If I were you, I'd ... | <input type="checkbox"/> | 7 It's a difficult decision, but ... | <input type="checkbox"/> |
| 4 I can't believe you're considering ... | <input type="checkbox"/> | 8 You're not really going to ..., are you? | <input type="checkbox"/> |

3 Follow the instructions and complete the task with your partner. One of you will be Student A and the other will be Student B. Use the words and phrases in the Language Bank to help you.



Student A: Look at the pictures and use the information on page 188 to answer Student B's questions.

Student B: Look at the pictures and ask Student A these questions to find out what the situation is. You should ask:

- What is the problem?
- What are some possible solutions?
- What are the disadvantages of each solution?

Using the information you have been given, give Student A your advice on what you think the best solution is and why. Explain why you didn't choose the other solution.

4 Now swap roles. Look at the Extra Practice on page 188 and follow the instructions.

5 Work in pairs to discuss these questions.

- What qualities do you think are important for making and maintaining friendships?
- Do you think it's more important to have lots of friends or a few good friends?
- There is a popular proverb in English that says '*Blood is thicker than water*'. What do you think it means? Do you agree?

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Remember that there is no right or wrong answer and the person in the situation is having difficulty deciding what to do. Therefore you should show that you understand the problem and explain politely how you made your decision and why you didn't choose the other solution.

LANGUAGE BANK

Showing understanding

- I understand your problem, but I'd probably ...
- It's difficult to decide, but ...
- Both options have advantages and disadvantages, but ...
- It's a difficult decision, but ...
- I think in your position that I might ...



Writing

Email: Reading the task carefully

It is important to read writing tasks carefully so that you know exactly what you have to do. If you hurry through all the details, you could answer incorrectly. The details are there to help you understand important points: the situation you are in, the reason you are writing, the topic you have to write about, and the type of language you should use.

1 Read this writing task and answer the questions below it.

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

I have to write about personal relationships for a class project. Can you help by telling me about your most important relationship? Who is it with? What is he or she like? I don't want to be nosy, but can you also explain why the relationship is important to you?

Write soon,
Mary

Write your email. (140-190 words)

SITUATION:

- 1 Who has sent you the email? _____
- 2 What does she have to do? _____

REASON:

- 3 Why are you replying?
a to tell her news b to give her information c to give her advice

TOPIC

- 4 What is the main thing you have to write about? _____
- 5 What points do you have to include? _____

LANGUAGE

- 6 What relationship do you have with the person you are writing to? _____
- 7 Is a formal or informal writing style best? _____



2 Read this writing task and answer the questions.

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

Our teacher has asked us to prepare a talk on what young people in different countries do when they are not at school. Can you help by writing and explaining what it's like in your country? What do young people do at home? Where do they go out and what do they do there?

Thanks!
Billy

Write your email. (140-190 words)

- 1 Ask yourself questions 1-7 in 1, underlining any words in this task that you think might be useful while you are planning or writing.
- 2 Tick the two writing skills you will mainly need to answer this email?
 expressing an opinion
 explaining
 describing
 suggesting

3 Read this email that was written in answer to the question in 2. Which two of the following phrases are the most suitable for ending the email?

- I look forward to your reply. Have a good time.
 Good luck! I hope I've helped.

Hi Billy,

It was great to hear from you. I hope everything is going well. Your talk sounds interesting and I'm happy to help you with some information.

First of all, when teenagers are at home here, they spend most of their time on the computer or watching DVDs. We often get up to two hours of homework to do though! Parents also expect their children to help in the house by tidying their rooms or washing up. Some young people in the countryside have to help on farms too, watering vegetables or looking after the animals.

When it comes to going out, we often spend afternoons at the local sports ground doing athletics or playing basketball or football. Otherwise, we usually meet in the shopping centre and just hang out together or go and see what's new in the shops. As well as that, we sometimes meet in a café to chat, go to the cinema, or go for a walk.

Anyway, I hope your talk goes well.

Tina



LANGUAGE BANK

Opening paragraph

It was great to get your email.
It looks as if you're busy right now!
Your news sounds ...
I hope ...

Introducing topics (informal)

To start with, ...
First of all, ...
As for...,
When it comes to ...,
Lastly, ...

Linking information (informal)

As well as ...
... as well
also
too
besides/apart from that,
otherwise
though

Routine

always, usually/normally, often,
sometimes, rarely, hardly ever

Meals

Everyone gets their own food ready.
make/cook a meal/lunch/dinner
grab a quick snack
eat in front of the TV
sit round the table
serve a meal around 8 o'clock

Housework

do chores/the housework
lend a hand
do the washing-up
do the laundry
dust/sweep/mop/clean

Leisure time

chat, discuss, argue
share the same interests/hobbies/
pastimes
be interested in (something)
spend time together (doing
something)
enjoy doing (something)



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Read the writing task carefully and underline important points so you can check back quickly. Make your writing easy to read by introducing the topic in the first sentence of each paragraph. Use linking words for each piece of information you add.

- 4** The writer uses a separate paragraph in her email for each new topic to make it easier for the reader to follow. In the email in 3, find and underline the words that tell us the topic of paragraphs 2 and 3. Which set phrases has the writer used to introduce them?
- 5** When you expand the topic of a paragraph, use linking words in the sentences that follow to add the new information. Which linking words have been used in paragraphs 2 and 3? Circle them.
- 6** Now look at these linking words. Are they formal (F) or informal (I)?
- | | | | |
|-----------------|--------------------------|--------------------|--------------------------|
| 1 in addition, | <input type="checkbox"/> | 4 apart from that, | <input type="checkbox"/> |
| 2 besides that, | <input type="checkbox"/> | 5 as well | <input type="checkbox"/> |
| 3 moreover, | <input type="checkbox"/> | 6 furthermore, | <input type="checkbox"/> |
- 7** Read this writing task and use the plan and the Language Bank to help you write your email. When you have finished, check your work carefully.

You have received a letter from your English-speaking penfriend.

I'm doing a social studies course at college and I've got a project to do about family life. Can you help? Could you tell me about your normal family routine at home: meals, housework, and how you spend leisure time together as a family? I just need you to explain things and tell me what usually happens in your house.

Love,
Tim

Write your email. (140-190 words)

Plan

- Paragraph 1: Comment on Tim's email to you.
Say how you feel about helping him.
- Paragraphs 2-4: Introduce paragraph topic.
Give information, using linking words.
- Paragraph 5: Comment on his project.
Say you hope you have helped.



Reload



Vocabulary

Choose the correct answers.

- I've got lots of ____, but I think Aunt Paula and Uncle Joe are my favourites.
a enemies
b partners
c classmates
d relatives
- Some people say that ____ are just friends you haven't met yet.
a peers
b strangers
c coaches
d colleagues
- You worked hard all day, Mum. Sit down and ____ while I get dinner ready.
a do your fair share
b put your feet up
c be sick and tired
d run errands
- My best friend ____ me of breaking her iPod, but I didn't!
a accused
b argued
c discussed
d advised
- I passed all my exams, so my parents are very ____ of me.
a proud
b calm
c ashamed
d cheerful
- Parents should always ____ to talk to their children about their problems.
a do time
b make chores
c do chores
d make time
- My family isn't wealthy, but if we're careful with our money, we'll get ____.
a by
b along
c back at
d together with
- Since Mum went on strike, the dishes have been ____ in the kitchen sink.
a falling out
b falling apart
c piling up
d piling on
- When a young person does something well, you should ____ them for it.
a grumble
b gossip
c praise
d criticise

Grammar

Choose the correct answers.

- Her songs about love, ____ she is very well-known, are fantastic.
a which
b for which
c that
d for that
- My sister ____ in a school play tonight. Do you want to come?
a is appearing
b appear
c does appear
d appears
- Feeding a big family healthy meals ____ more and more expensive.
a get
b is getting
c gets
d getting
- 'Can Billy come out and play?'
'No, he ____ his mother do the chores right now.'
a is always helping
b helps
c does help
d is helping
- '____ your grandparents this summer?'
'Yes, and I can't wait!'
a Are you visiting
b You are visiting
c Do you visit
d You do visit
- I'm going to the airport to get Jane. ____ at three o'clock, so I'd better hurry.
a Her plane arriving
b Her plane arrives
c Is her plane arriving
d Her plane does arrive
- 'Do you know the tall man with the red hair?'
'Yes, he's the man ____ brother built our house.'
a that
b which
c whose
d who
- 'What's the matter, Steven? ____ miserable.'
'I've just had an argument with my best friend.'
a Are you looking
b Do you look
c You look
d You are always looking
- 'Can I go to the match with Stella?'
'No, and the reason ____ you can't is because you haven't done the washing-up.'
a which
b why
c when
d where

2

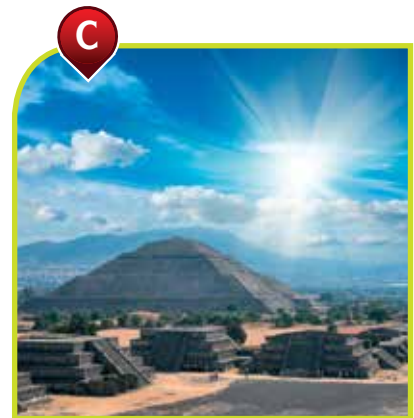
Life's Great Mysteries



1 Look at the main picture. What is this place? Is it scary? Why? Find these things in the picture.

crow full moon grave spirit

2 Read about these mysterious places and match the photos to the descriptions.



1 Area 51

This place is a military base in the USA. Some people believe it is the top-secret site where the bodies of aliens and some of their technology were taken after a UFO crashed in Roswell, New Mexico in 1947.

2 Teotihuacan

Located near Mexico City, Teotihuacan was an important city. People lived there for more than 700 years, but then they left suddenly. We don't know who built it or what they called it. Later it became important to the Aztecs, who gave it its name, which, according to legend, means 'the place where the gods were created.'

3 The Bermuda Triangle

This is a mysterious area of the sea off the coast of Florida, where thousands of ships and planes have vanished over the centuries. Are the disappearances due to natural disasters, strange magnetic forces or aliens?

DVD 2 Watch this short video about the Bermuda Triangle. Which three places does the triangle connect?



Reading

1 Do you believe in these creatures? Tick the ones you believe in.

- | | | | | | |
|---|----------|--------------------------|---|------------|--------------------------|
| 1 | ghosts | <input type="checkbox"/> | 5 | unicorns | <input type="checkbox"/> |
| 2 | aliens | <input type="checkbox"/> | 6 | werewolves | <input type="checkbox"/> |
| 3 | vampires | <input type="checkbox"/> | 7 | fairies | <input type="checkbox"/> |
| 4 | witches | <input type="checkbox"/> | 8 | mermaids | <input type="checkbox"/> |

2 Do you think some of the creatures in 1 are more likely to exist than others? Which ones?

3 Read the article about a strange house. Which of the ideas in 1 are mentioned in the text?

A house of mystery

In 1884, heartbroken Sarah Winchester left her home in Connecticut on the east coast of the USA as well as the graves of her husband and only child, and travelled across the country to California where a strange obsession awaited her. Did she know that **it** would last for the rest of her life?

When her husband passed away, Sarah inherited the Winchester gun and rifle company, which had made the Winchester family very wealthy. After the deaths of her child and husband, Sarah fell into a deep depression and decided to consult a medium. According to some sources, the medium explained that her family was being haunted by the ghosts of American soldiers and others killed by Winchester rifles. Supposedly the deaths of her daughter and husband had been caused by these spirits and Sarah Winchester might be the next victim. The medium said that to keep the ghosts happy, Sarah had to build a huge house for them. As long as she never stopped building the house, her life would not be in danger.

Sarah left Connecticut for California. There, in 1884, she bought a small unfinished farmhouse

and over the next thirty-eight years, she employed builders around-the-clock to add on room after room, and storey after storey. The building work never stopped, not even for weekends or holidays and it produced the house known today as the Winchester Mystery House™. It originally had seven floors, but after an earthquake in 1906 it was reduced to four. Apart from the house's strange architectural features including a staircase that leads up to the ceiling, doors that open onto walls and secret passages that run between rooms and behind walls, it was also unusually large. At the time of Sarah Winchester's death, it had 160 rooms, 2,000 doors, 10,000 windows, 47 staircases and 13 bathrooms!

Sarah Winchester had strange habits, too. Apparently, she never slept in the same bedroom two nights in a row because she wanted to confuse any evil spirits that were waiting for her. She also used to visit the Blue Room at the centre of the house every night to communicate with the good spirits. She would ring a bell at midnight to call them and again at 2 am when it was time for them to leave. She



DOWNLOAD

Try to answer multiple-choice questions in your own words before you are distracted by seeing the answer options. Once you think you know the answer, look at the options. If you see the answer that you anticipated, circle it and then check the text to be sure that it is the correct answer.



would wear one of 13 special coloured robes and ask them for guidance on her construction plans.

A year after Sarah's death, the house was opened to the public. Since then, many people have described strange experiences there. Neighbours claimed to hear a bell ring at midnight and at 2 am. A caretaker heard the sound of a screw slowly turning, then hitting the floor. He looked everywhere, but found nothing. Tour guides have reported seeing a ghostly workman with a dark moustache in the basement of the house.

Is the house truly haunted? No one can say with any certainty, but it is a fascinating story and the Winchester Mystery House™ is still open for visitors who want to find out for themselves.

4 Read the article again and choose the best answer A, B, C or D.

- 1 What does 'it' at the end of the first paragraph refer to?
 - A travelling
 - B California
 - C Sarah's life
 - D an obsession
- 2 According to the medium, why did Sarah's daughter and husband die?
 - A The ghosts of gun violence had killed them.
 - B They were very depressed about the war.
 - C So that Sarah could make the ghosts happy.
 - D Both had been shot dead by soldiers.
- 3 What did Sarah Winchester find in California?
 - A a house with seven floors
 - B a house she could continue to build
 - C a house full of mysteries
 - D a house damaged in an earthquake
- 4 What are we told about the Blue Room?
 - A Sarah kept her clothes there.
 - B Bad ghosts were unable to enter the room.
 - C She went there to get advice.
 - D Sarah sometimes slept there.
- 5 What happened at the house after Sarah died?
 - A There were unexplained events.
 - B Guides had strange visitors on the tours.
 - C Workmen continued to build on it.
 - D People were too scared to visit it.

5 Circle the correct words.

- 1 An obsession is a strong **pain / passion** you feel.
- 2 A medium **looks for / makes contact with** dead people.
- 3 The word 'spirit' is another name for a **ghost / monster**.
- 4 A victim is someone who **suffers / causes** a bad experience.
- 5 A passage is **an entrance / a narrow corridor** in a building.
- 6 An incident is **an event / a project**.

6 Read about the incident below and choose the ending that you think was most likely. How do you think you would react in the same situation? Write a dialogue between you and the ghost of a famous person.

Legend has it that while spending a night at the White House in 1942, Queen Wilhelmina of the Netherlands was woken by a knock on the bedroom door around midnight. Answering it, she saw the ghost of former US president Abraham Lincoln staring at her from the hallway. How do you think Queen Wilhelmina reacted?



- a She wanted to have a conversation with him.
- b She thought it was a practical joke and laughed.
- c She was so terrified by the sight that she fainted.

1 Complete the sentences with these words.

aliens archaeologist evidence historians myth practical joke spirit theory

- 1 A king was killed in that old castle. Legend has it that his _____ walks the halls at night!
- 2 I won't believe that story unless you can give me some _____.
- 3 There is a(n) _____ about why Sarah Winchester built her strange house.
- 4 It wasn't really a ghost you saw; Jerry was playing a(n) _____.
- 5 _____ study and write about important events from the past.
- 6 Does Tim really believe that little green _____ live on Mars?
- 7 My father is a(n) _____. Last year he found some ancient bones in the Egyptian desert!
- 8 My favourite Greek _____ is about a man called Icarus who flew too close to the sun.

2 Look at the words in bold in the sentences 1-6 below. Then match them with their meanings a-f.

- | | |
|--|---|
| <ol style="list-style-type: none"> 1 I'm not going in that old house! Everyone knows that it's haunted. 2 Did you hear those sounds in the attic last night? They were very spooky. 3 I can't explain the dog's bizarre behaviour. Why is it running around the house? 4 Nobody wants to kill you ... don't be ridiculous! 5 The pictures painted on the walls of the cave were remarkable. 6 The house is unusual. It's got stairs that go up to the ceiling! | <ol style="list-style-type: none"> a silly or stupid b frightening c different from what is normal or ordinary d visited or lived in by a ghost e wonderful; amazing f very strange |
|--|---|

3 Choose the correct answers.

- 1 When you **solve** a mystery, you ____
 - a find an explanation for it.
 - b can't understand it.
- 2 You **inherit** something ____
 - a when someone is still living.
 - b after someone has died.
- 3 When you **prove** something, ____
 - a you show that it is true.
 - b you show that it is successful.
- 4 If you **investigate** a crime, you ____
 - a get into trouble with the police.
 - b try to find out who did it.
- 5 If you **observe** something, you ____
 - a forget to do it.
 - b see and notice it.
- 6 If you **discover** something, you ____
 - a are the first person to find it.
 - b are the first person to make it.
- 7 If something **confuses** you, you ____
 - a want to have it.
 - b don't understand it.
- 8 When something **disappears**, you ____
 - a can't see it.
 - b can hear it.





1 Read about the uses of the past simple and the past continuous.

Past simple

- something that started and finished at a stated time in the past
*They **investigated** that crime two years ago.*
- past routines and habits
*The archaeologist often **visited** Egypt.*
- situations or states which were true in the past, but are no longer true
*Tony **believed** in ghosts when he was a child.*
- actions that happened one after the other in the past, for example when telling a story
*Dean **opened** the door of the haunted house, **went** inside and **walked** slowly up the stairs.*
- past actions which won't happen again
*Homer **wrote** many stories about the ancient Greeks.*

Past continuous

- actions that were in progress at a stated time in the past
*The historian **was reading** a book at five o'clock last night.*
- two or more actions that were in progress at the same time in the past
*I **was watching** a spooky programme while my brother **was doing** the laundry.*
- giving background information in a story
*The sun **was shining** and John **was walking** in the forest.*
- an action that was in progress in the past that was interrupted by another.
*We **were talking** about our theory when we **observed** something remarkable.*

Note: Remember that we do not usually use stative verbs in continuous tenses.

2 Read the sentences and identify the main verb in each. Which tense is used? Which sentence is incorrect? Why?

- Tom was wanting to find proof to solve the mystery.
- Tom was looking for proof to solve the mystery.

Read 2.1-2.2 of the Grammar Reference before you do the tasks.

3 Circle the correct words to complete the sentences.

- Peter **wasn't watching** / **didn't watch** a scary programme at seven o'clock yesterday.
- Alfred Hitchcock **was directing** / **directed** many remarkable films.
- Every year, Pat **brought** / **was bringing** me a mysterious box and we **were opening** / **opened** it together.
- Lara **read** / **was reading** a book of myths while Tyler **surfed** / **was surfing** the Net.
- Did they solve** / **Were they solving** the mystery in 1990?
- Tom **knew** / **was knowing** about the bizarre event.
- The spirit **was coming** / **came** out of the castle, **walked** / **was walking** down to the lake and **disappeared** / **was disappearing**.

4 Complete the text. Use the past simple or the past continuous.

Pandora's box

According to the Greek myth, there once ¹ _____ (live) a man called Hephaestus. One day, while he ² _____ (work), Zeus ³ _____ (tell) Hephaestus to make him a daughter. He ⁴ _____ (listen) to Zeus, ⁵ _____ (make) a beautiful woman and ⁶ _____ (name) her Pandora. Zeus ⁷ _____ (send) Pandora to marry Epimetheus, who was the brother of Prometheus. Prometheus had given people the gift of fire and Zeus ⁸ _____ (want) to get revenge. Zeus ⁹ _____ (give) Pandora a box and ¹⁰ _____ (order) her never to open it. However, Pandora was very curious, so one night while her husband ¹¹ _____ (sleep), she ¹² _____ (open) the box and all kinds of terrible things came out: hate, crime, disease When Epimetheus ¹³ _____ (wake up), Pandora ¹⁴ _____ (cry). She ¹⁵ _____ (open) the box to show Epimetheus it was empty and he ¹⁶ _____ (see) a small insect inside. 'My name is Hope,' it said. Hope ¹⁷ _____ (thank) Pandora for opening the box and ¹⁸ _____ (fly away) to help the world.



Phrasal Verbs

1 Circle the correct words.

- 1 I don't want to stay in the graveyard by myself; please don't **leave me out / leave me behind!**
- 2 Mary went to Mexico and **brought back / brought about** an interesting book about the Aztecs.
- 3 The White Lady of Castle Huntly is the ghost of a woman who **passed down / passed away** in the 17th century.
- 4 Look! Somebody has **dug up / dug in** one of the ancient graves!
- 5 Did you really think he'd cut the woman in half? I can't believe you **fell for / fell into** that old trick.
- 6 I've been **reading up on / reading out** the Bermuda Triangle ... some bizarre things have happened there.

2 Now match the phrasal verbs you didn't use in 1 with the meanings below and then write a sentence using each one in your notebook.

- 1 _____: start doing something by chance
- 2 _____: give knowledge or teach skills to younger people
- 3 _____: say the words you are reading so people can hear them
- 4 _____: not include someone or something
- 5 _____: start eating hungrily
- 6 _____: make something happen

Commonly Confused Words

3 Complete the pairs of sentences with the words in bold.

- 1 **odd rare**
 - a That's _____. This door has got a wall behind it.
 - b The historian is interested in _____ books.
- 2 **last latest**
 - a The woman's _____ wish was to see her childhood home before she died.
 - b I've just finished Steven King's _____ book – I can't wait for his next one.
- 3 **strength power**
 - a Werewolves have a strange _____; they are people during the day and wolves at night.
 - b Samson had had the _____ of many men until Delilah cut his hair.
- 4 **prizes prices**
 - a This bookshop has got great _____ on books about aliens and UFOs.
 - b At the Halloween party, there will be _____ for the people who look the scariest.
- 5 **shade shadow**
 - a It's very hot. Let's go and sit in the _____ of that old tree.
 - b People say that vampires don't have a _____.
- 6 **affects effects**
 - a We're learning about the _____ that the Europeans had on the Aztecs.
 - b A siren is a kind of mermaid. They say their singing _____ sailors in a strange way.

Collocations & Expressions

4 Complete the sentences with these expressions with *time*.

**at times be just like old times have the time of your life no time like the present
time and time again time waits for no man**

- 1 There's _____. Let's clean out the attic right now.
- 2 Let's have a Halloween party. It will _____ when we were young.
- 3 I've told you _____ to stay away from that old haunted house.
- 4 _____ I feel like someone is watching me. It's spooky!
- 5 I'm taking you on a 'ghost tour' of Edinburgh. You'll _____!
- 6 _____ ... nobody can stop it or make it go more slowly.



1 Read about the uses of *used to*, *would*, *be/get used to*.

Used to

We use *used to* + bare infinitive for actions that we did regularly in the past, but that we don't do now and for states that existed in the past, but that don't exist now.

The archaeologist used to travel to fascinating places when he was young.

Molly used to enjoy reading mystery novels, but now she doesn't.

Would

We use *would* + bare infinitive only for actions that we did regularly in the past, but that we don't do now. *The ghost would disappear as soon as anyone tried to take a picture of it.*

Be/Get used to

• We use *be used to* + gerund/noun to talk about something that is usual or familiar. *We are used to hearing strange sounds in the attic.*

• We use *get used to* + gerund/noun to talk about the process of something becoming familiar. *He is getting used to living near a cemetery. He quite likes it now.*

• *Be* and *get* change depending on the tense that is needed in the context. *Pam's used to hearing her dog bark late at night. Kevin has never got used to staying in his grandparents' old house.*

2 Read these sentences and match them to their meaning.

- | | |
|--|--|
| 1 She is getting used to living alone. | a She doesn't live alone any more. |
| 2 She is used to living alone. | b It's no longer strange or difficult for her. |
| 3 She used to live alone. | c It's beginning to feel normal, easier, etc. |

Read 2.3-2.5 of the Grammar Reference before you do the tasks.

3 Complete the sentences with the correct form of *used to* and the verbs in brackets. In which of the sentences in 3 could you also use *would*?

- They _____ (go) to Stonehenge for the festival every summer.
- As a child, I _____ (dress up) on October 31st.
- My uncle _____ (write) crime stories when he was younger.
- _____ (you believe) in werewolves and vampires?
- Tony and I _____ (not like) reading about aliens, but now we do.
- Sarah Winchester _____ (sit) in the Blue Room every night.

4 The Smiths moved into an old castle. They didn't like it at first, but they have got used to some things and are getting used to others. Write sentences about them in your notebook using the correct form of *be/get used to*.


- live in the countryside (It's starting to feel normal.)
- own such a big building (It's still strange.)
- hear bizarre sounds at night (It's starting to feel normal.)
- see ghosts in the garden (It's no longer strange.)
- get a lot of curious visitors (It's no longer strange.)

5 Circle the correct answers.

- A: How is your son?
B: He's fine. He **used to / is getting used to** university life.
- A: **Did Mr Bones use to / Is Mr Bones used to** work in that graveyard?
B: No, he worked in the one in my village.
- A: Dina **isn't used to cooking / wouldn't cook** her own meals.
B: That's because her mum always cooks for her.
- A: Fran looks different now.
B: Yes. She **would / used to** wear glasses.
- A: I've never used this computer program before.
B: Don't worry; you'll **get used to / be used to** it.
- A: Do you remember staying with Grandma when we were kids?
B: Yes, she **got used to / would** tell us spooky stories at bedtime.




Listening

1  You are going to hear someone talking about the legend of Robin Hood, a character who lived in England around the year 1300. Listen to the first part of the talk and circle the correct words.

- 1 According to the legend, Robin Hood lived in **Sherwood Forest / Nottingham Forest**.
- 2 Robin Hood lived in the forest with his **family / friends**.
- 3 An outlaw is a criminal who is **wanted by / working with** the authorities.
- 4 Robin Hood and the Sheriff of Nottingham were well known to be **friends / enemies**.
- 5 The legend says that Robin Hood used to steal from the **rich / poor**.

2 Look at questions 1-8 in 3 below and answer these questions.

- 1 You've already heard the first part of the talk. Can you remember which words complete the first two sentences? If not, can you guess?
- 2 Sometimes you can work out what kind of answer will go in the gaps. What sort of answers will go in the gaps in questions 3 and 5?
- 3 Question 4 refers to something being 'passed down'. What sort of things can people pass down?
- 4 What possible answers are there for question 6?
- 5 Have a guess at the answers for the other questions, and write your guesses in pencil at the end of each question. After you've done task 3, see how close your guesses were.

3  Now listen to the whole of the speech about the legend of Robin Hood. For questions 1-8, complete the sentences with a word or short phrase.

- 1 The legend says that Robin Hood would steal money from wealthy _____ passing through Sherwood Forest.
- 2 Although they were really criminals, Robin and his men were actually thought of as _____ because they helped the poor.
- 3 The legend of Robin Hood has interested people for over _____.
- 4 Before modern communications, people used to pass down _____ using songs and poems.
- 5 King Edward II was king of England from 1284 to _____.
- 6 South Yorkshire is an area which is a short distance to the _____ of Nottingham.
- 7 King John ruled England _____ before King Edward II.
- 8 Robin Hood is a popular character in films and on television because he helped the _____ and was against the wealthy rulers of the period.



DOWNLOAD



It's important to read the questions carefully before you listen to the recording, and to think about what sort of words the answers might be. That way you'll know what to listen out for when you hear the recording.



Speaking

1 Ask and answer the questions with a partner.

- What do you know about the history of your local area?
- Do you find historical mysteries interesting, or do you prefer to know all the facts?
- Have you or has anyone you know ever seen a ghost? If not, would you like to?

2 In speaking tasks, you're often asked to compare several ideas and then choose which you think are most suitable in the situation given. Therefore you need to be familiar with using the comparative and superlative forms. Choose the correct options from the sentences below.

- 1 That's quite a good idea, but I think a **best / better** idea would be ...
- 2 I don't feel that ... is **more interesting / as interesting** as
- 3 The **most / more** useful idea out of all the options is ...
- 4 I would prefer ... because it is **less / least** expensive than
- 5 ... is more likely to get results **than / as**
- 6 I think I would **prefer / rather** to do ..., because ...



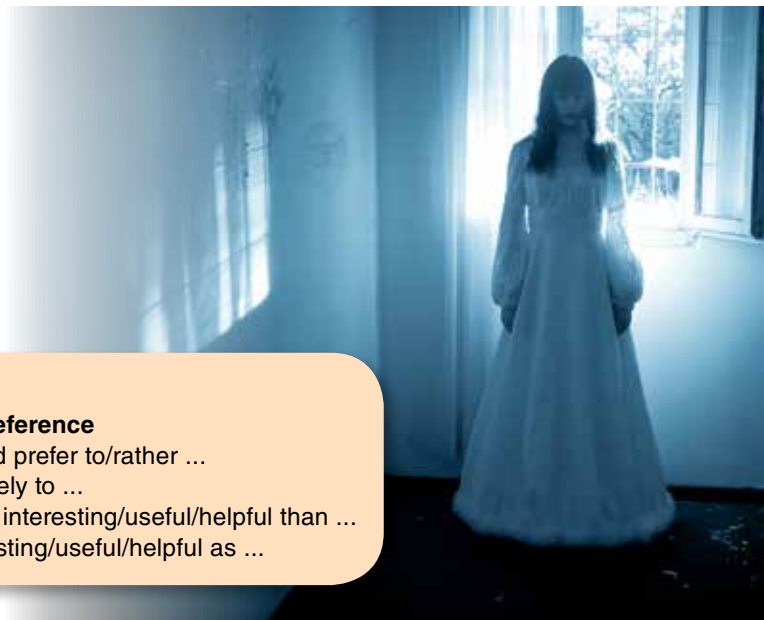
This type of task is asking you to discuss the advantages and disadvantages of all the options before you make your final choice, so don't just decide which two options you think are best and talk only about those. You must discuss what you think about each option first, and then choose the best one.

3 Work with a partner. Your teacher has asked you and your partner to research and write a project about a mystery in your area. Here are some ways in which you could investigate and discover information. First, talk to each other about how useful each idea would be. Then decide which two ideas you would choose. Use the words and phrases in the Language Bank to help you.



4 Work in pairs to discuss these questions.

- Do you enjoy reading books or watching television/films about mysteries?
- Do you prefer mysteries about the supernatural (ghosts, vampires, etc) or crime mysteries?
- Would you like to experience living in the past, if you could? If so, which period? Why do you say that?



LANGUAGE BANK

Saying what you think

- I think/don't think that ...
- I feel/don't feel that ...
- I would say that ...
- I believe/don't believe that ...

Expressing a preference

- Personally I would prefer to/rather ...
- ... is more/less likely to ...
- ... would be more interesting/useful/helpful than ...
- ... is not as interesting/useful/helpful as ...



Writing



Stories: Making it lifelike

Stories contain description, action and people. You can make the reader care more about what happens to your characters by making them come to life and seem real. Two ways to do this are by writing what they say or think, and by describing how they feel.

1 Complete these sentences with a suitable verb and adverb to describe how the characters from different stories say something.

Verbs	Adverbs
screamed shouted sighed told whispered	angrily decisively excitedly happily nervously

- 1 She tiptoed into the old, dark house. 'Hello? Is anyone here?' she _____.
- 2 'Someone's coming to save us!' _____ the boy _____.
- 3 'Leave me alone!' she _____.
- 4 'I'm going to win this race!' he _____ himself _____.
- 5 'This has been the best day of my life!' she _____.

2 Now complete these sentences with a suitable adjective to describe how the characters from different stories feel.

astonished desperate exhausted relieved terrified

- 1 Nick was _____. 'I can't believe it!' he said.
- 2 Amy's hands shook with fear as she picked up the phone. She was _____.
- 3 'Thank goodness I've found it at last,' said Jan. 'I'm so _____.'
- 4 He had been so determined to get to the top of the mountain, but now he was too _____ to go any further.
- 5 She felt _____. 'There must be something I can do to help,' she thought.

3 Read this writing task and discuss the questions below it in class.

You have seen this announcement in an English-language magazine.

We are looking for stories for our magazine.
Your story must **begin** with this sentence:
Anne knocked on the door of the house; she was determined to find out who lived there.
Your story must include:

- an old woman
- a surprise

Write your story. (140-190 words)

- 1 Can you think of one or two different kinds of stories you could write in answer to this writing task?
- 2 What feelings might the characters experience?





4 Read the story that was written in answer to the question in 3 and answer the questions below it.

Anne knocked on the door of the house; she was determined to find out who lived there. She had recently moved from America to the small village and had often admired the house's beautiful rose garden.

She knocked again nervously. There was still no answer, but a wonderful, sweet smell of cooking was coming from the kitchen. 'Someone must be here,' she thought hopefully.

Just then she heard a soft cry; 'Help me ..., please!' She ran to the back of the house and pushed her way through the back door in panic. An old lady was lying on the kitchen floor. 'I fell over and I think my ankle's broken,' she explained weakly. After calling for an ambulance, Anne comforted her. As she stroked the old lady's soft white hair, she was astonished to see a birthmark on her neck. It was exactly the same shape as hers!

Much later, they found out that the old lady was actually her great aunt Elizabeth. After that, Anne spent many happy evenings in the house listening to old family stories and eating delicious cake!

- 1 Does the writer explain the situation in the given sentence? _____
- 2 Does the writer include both points asked for in the task? _____
- 3 How many different feelings does Anne experience in the model story? Circle any words or phrases that show us how she feels.

5 Another way to bring your story to life is to use some of the five senses (sight, hearing, smell, taste, touch) in your description. Underline examples of these in the model story.

6 Now imagine you are on a beach in the summer. With a partner, discuss ideas for each of the five senses.

- hearing
- sight
- smell
- taste
- touch

7 Read this writing task and use the plan and the Language Bank to help you write your story. When you have finished your story, check your work carefully.

You have seen this announcement in a new English-language magazine for young people.

Can you write a story for our new magazine series?
 Your story must **begin** with this sentence:
As Mark was about to throw away the old bottle, he saw that there was a piece of paper inside it.
 Your story must include:

- a message or map
- a surprise

Write your story. (140-190 words)

Plan

- Paragraph 1: Setting the scene and explaining the given sentence
- Paragraphs 2 & 3: Action and description
- Paragraph 4: Ending

LANGUAGE BANK

Time expressions
 the next day
 as/while
 just then/suddenly
 after
 after that/afterwards
 much later

Feelings
 astonished
 brave(ly)
 calm(ly)
 cheerful(ly)
 confident(ly)
 confused
 decisive(ly)
 desperate(ly)
 excited(ly)
 exhausted
 frustrated
 miserable
 relieved
 scared

Ways of speaking/thinking
 argue
 complain/criticise/grumble
 scream/shout
 sigh
 warn
 whisper
 wonder

Senses
 see/notice/observe
 hear/can hear
 smell
 taste
 touch/feel
 salty/sweet/sour/bitter
 the heat of the sun
 the cool shade
 a soft breeze
 raindrops

DOWNLOAD

- Make sure you include all points asked for in the task. Your story will be more lifelike and interesting if you:
- describe how your characters feel.
 - give them something to say or think.
 - use some of the five senses in your description.



Vocabulary

Choose the correct answers.

- I think there might be life on other planets. Do you believe in ___?
 - historians
 - aliens
 - archaeologists
 - ghosts
- When my old Uncle Nate died, I ___ all his money.
 - inherited
 - observed
 - confused
 - solved
- There was a woman in white walking down the hallway and, suddenly, she ___!
 - investigated
 - proved
 - discovered
 - disappeared
- Where's Pam? Oh, no! We've ____. We'll have to go back and get her.
 - left her behind
 - fallen for her
 - left her out
 - fallen out with her
- After his grandmother ____, he moved into her old house.
 - dug out
 - passed down
 - dug in
 - passed away
- That's ____. I put my hat on this chair a minute ago, but now it's gone.
 - odd
 - haunted
 - rare
 - last
- Tim has a ___ for anything scary. He's obsessed with vampires and werewolves.
 - power
 - passion
 - strength
 - pain
- I've told you ___ – it's not nice to play practical jokes on your little sister.
 - at times
 - time and time again
 - to be just like the old times
 - time waits for no man
- Don't be ____. There are no spirits living in this house!
 - spooky
 - bizarre
 - unusual
 - ridiculous

Grammar

Choose the correct answers.

- '___ two years ago?'
'Yes, and we still don't know what killed him.'
 - Did Ted die
 - Would Ted die
 - Was Ted dying
 - Died Ted
- Bert ___ in ghosts, but he does now.
 - wasn't used to believing
 - got used to believing
 - is getting used to believing
 - didn't use to believe
- This old house is haunted. I ___ hearing bizarre noises in the attic.
 - used to
 - get used to
 - am used to
 - would
- Sir Arthur Conan Doyle, who passed away many years ago, ___ Sherlock Holmes.
 - was creating
 - used to create
 - created
 - would create
- '___ a haunted house in Connecticut?'
'No, I think she had one in California.'
 - Did Ms Winchester use to own
 - Would Ms Winchester own
 - Did Ms Winchester get used to owning
 - Is Ms Winchester used to owning
- The historian ___ books about ancient graveyards and the myths surrounding them.
 - was often reading
 - read often
 - often read
 - often was reading
- 'Where were you at ten o'clock last night, sir?'
'I ___ upstairs, Officer.'
 - was sleeping
 - slept
 - did sleep
 - was always sleeping
- We were looking for evidence outside ___ we saw a strange light in the garden.
 - as
 - when
 - while
 - ago
- 'Do you know any ghost stories?'
'Lots! My older brother ___ me one every night before I went to sleep.'
 - was telling
 - use to tell
 - would tell
 - tell



Progress Review



Vocabulary

1 Circle the correct words.

Helping at home creates happy families!

Let's face it: nobody enjoys ¹ **doing / making** the chores, not even your mother! If you want to ² **get along with / get back at** your family, everybody has to ³ **do their fair share / lend a hand** of the housework. If Mum ⁴ **does / makes** lunch, the kids can ⁵ **do / make** the washing up. If nobody ⁶ **lifts a finger / puts their feet up**, then people ⁷ **grumble / accuse** as the housework ⁸ **piles on / piles up**. ⁹ **Do / Make** time to do the housework together and you will all be ¹⁰ **ashamed / proud** of your home.

2 Complete the second sentence so it has the same meaning as the first sentence, using the word in bold. You must use between two and five words, including the word given.

- Dan is always asking his daughters to tidy their rooms. **time**
Dan has asked his daughters to tidy their rooms _____.
- Grandpa has retired and is really enjoying himself. **life**
Grandpa has retired and is having _____.
- Dad bought a dishwasher because he didn't want to do any more washing-up. **sick**
Dad bought a dishwasher because he _____ doing the washing-up.
- The two sisters argued about money. **fell**
The two sisters _____ over money.
- This is my grandmother's recipe for fruit cake. **passed**
My grandmother _____ this recipe for fruit cake to me.
- Sam's classmates took revenge for the practical joke he played on them. **back**
Sam's classmates _____ for the practical joke he played on them.

3 Complete the sentences with these words.

apology colleague contact evidence myth passion reality shadow

- Nervous people are afraid of their own _____!
- Martha has made _____ with her cousins in Australia and will be visiting them in the summer.
- Young children often can't tell the difference between fantasy and _____.
- The Loch Ness Monster is just a(n) _____!
- The children bought their aunt flowers as a(n) _____ for forgetting her birthday.
- A(n) _____ from the office lent Mum some spooky novels.
- There is no _____ that this old house is haunted.
- My cousin loves programmes about aliens, so *The X-files* are his _____.

4 Circle the correct words.

- When **archaeologists / historians** dug up the car park, they found some ancient bones.
- Mediums say that they can communicate with **aliens / spirits**.
- Police **investigated / observed** the mystery of the strange smell coming from the attic.
- The detective has a **theory / corridor** that the victim's wife is guilty.
- Vampires supposedly lose their **shade / power** in daylight.
- Today we will **bring about / read out** the titles of the best ghost stories this year.
- This is a very old and **rare / latest** copy of *Frankenstein*.
- Have scientists **proved / solved** that aliens exist?



Grammar

1 Complete the text with the verbs in brackets. Use the present simple, the present continuous, the past simple and the past continuous.

Agatha Christie's Poirot is coming back!

Agatha Christie's detective stories are world famous. During her life, she ¹ _____ (write) over 80 novels. In her first novel, *The Mysterious Affair at Styles*, she ² _____ (introduce) the most famous character that she ³ _____ (create): the detective, Hercule Poirot. Poirot ⁴ _____ (become) very popular with readers and ⁵ _____ (appear) in over 30 novels. Agatha Christie ⁶ _____ (pass away) in 1976, and now her grandson ⁷ _____ (feel) that it is time for a new novel. Crime writer Sophie Hannah ⁸ _____ (write) another book for Agatha Christie fans, in which the famous detective ⁹ _____ (appear) once again. Sophie ¹⁰ _____ (think) her novel will help younger readers discover the books of Agatha Christie, which she ¹¹ _____ (read) when she ¹² _____ (decide) to become a crime writer at the age of thirteen.

2 Complete the sentences with these words.

for which that when where which whose why

- This scary film is only for children _____ are over 15 years old.
- This is a photo of the day _____ our family got a puppy.
- For their anniversary, the couple visited the place _____ they first met.
- Agatha Christie, _____ books are world famous, was born in 1890.
- The reason _____ this place is spooky is that it is very quiet.
- Frankenstein* is the novel _____ the writer Mary Shelley is most famous.
- The strange noises in the night, _____ came from the attic, were very spooky.

3 Complete the second sentence so it has the same meaning as the first sentence, using the word in bold. You must use between two and five words, including the word given.

- As a boy, Ben was scared of the dark. **used**
As a boy, Ben _____ scared of the dark.
- We never stayed at Grandma's house when we were younger. **use**
When we were younger, we _____ at Grandma's house.
- Michelle has ten children, so a lot of noise doesn't bother her. **used**
Michelle has ten children, so she _____ a lot of noise.
- Our dog always barked when a visitor came to the door. **would**
Our dog _____ when a visitor came to the door.
- Their puppy isn't used to living with them yet. **getting**
Their puppy _____ living with them.
- Did Grandpa live in this village when he was little? **use**
_____ in this village when he was little?

4 Complete the sentences with the verbs in brackets. Use the past simple, the past continuous, *used to* or *would*. Sometimes there is more than one answer.

- _____ the police _____ (find) anything while they _____ (search) the garage?
- The teenagers _____ (watch) a scary film when something odd _____ (happen).
- When she _____ (look) in the mirror, Lisa _____ (see) something terrible and _____ (scream).
- While the police _____ (investigate), more and more evidence _____ (disappear).
- In the holidays, the family _____ (play) *Monopoly* and Dad _____ (win) every game.
- When she was young, Sue _____ (not like) going to bed because she _____ (believe) that there _____ (be) monsters under her bed.



1 Match the athletes to these sports.

pole vaulting tennis football golf



1

Tiger Woods



2

Cristiano Ronaldo



3

Yelena Isinbayeva



4

Novak Djokovic

2 Which of the athletes in 1 do you think makes the most money?

DVD 3 Watch this short video about Tiger Woods. Which famous athlete does Gary Woodland compare Woods to?

Reading



1 Which of the jobs below do you think are the most important? Rank them 1-7 where 1 is the most important and 7 is the least important.

- | | | | |
|--------------|--------------------------|-----------------|--------------------------|
| • actor | <input type="checkbox"/> | • singer | <input type="checkbox"/> |
| • athlete | <input type="checkbox"/> | • social worker | <input type="checkbox"/> |
| • doctor | <input type="checkbox"/> | • teacher | <input type="checkbox"/> |
| • politician | <input type="checkbox"/> | | |

2 Quickly read the article to find the different ways in which athletes earn money.

Show me the money



A

In 2009, it seemed that the world of football had gone mad. Players were being transferred for astronomical amounts of money. Cristiano Ronaldo was sold by Manchester United to Real Madrid for well over €90 million. Zlatan Ibrahimovic went from Internazionale to Barcelona for approximately €70m, and Kaka left Italian AC Milan to play at Real Madrid for over €65m. In football, transfer fees are paid to the clubs, and players are products that can be bought and sold. The players make money through salaries and sponsorship deals. Ronaldo, for example, earned around €17m in salary and €16m in advertising and sponsorship deals for companies like Nike in the 2012-2013 season.

B

That's a lot of money, but there are even wealthier sports stars than Ronaldo. The top-earning athlete for 2012-2013 was golfer Tiger Woods. It is estimated that Woods earned \$78.1m (€59m) from prize money, sponsorships, appearance fees and a successful golf video game. Golfers and tennis players such as Novak Djokovic, earn prize money when they win tournaments, and first prize is usually huge. Tiger Woods' prize money for 2012-2013 came to \$13.1m (€10m). Unlike Ronaldo, Woods earned even more when he wasn't playing. Nike, one of Woods' many sponsors, currently pay him more than \$20m annually to promote their brand. That's a huge amount of money, but only a drop in the ocean for Nike, which makes \$25 billion in sales a year.

3 Read the article again to find the following information.

Which paragraph

- mentions how much money a famous company makes?
- explains how football players earn their money?
- describes jobs people do that help the world?
- suggests that sports just give us some fun?
- mentions an athlete whose salary is higher than his sponsorship deals?
- says that top athletes deserve their high incomes?
- talks about money athletes earn only when they win?
- states that professionals should earn similar incomes?

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8



For the multiple-matching task, you can get a better understanding of the paragraphs if you quickly read and summarise each one before you begin answering the questions. Once you do this, you will be able to go straight to the answers you need for the questions. For example, paragraph A talks about money in football. Which question can it directly answer?

4 Match these types of payments to the meanings 1-5.

appearance fee prize money salary sponsorship deal transfer fee

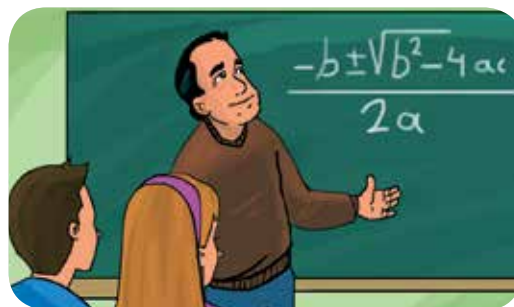
- 1 _____: money that is paid to the runners up and winners of sports events
- 2 _____: money that is paid by one team to another team for a professional player
- 3 _____: payment for wearing a company's clothing and using their equipment, or wearing their logo on clothing
- 4 _____: money that is paid to an athlete to take part in an event and make it more popular
- 5 _____: payment for playing regularly in a team such as a football or basketball team

5 Work with a partner. Student A is a world famous athlete who earns millions every year. Student B is a secondary school teacher on a more normal salary. Student A must justify earning far more than the teacher, and Student B needs to convince the athlete that teaching is more important than sport. Use the arguments below and some of your own ideas.



Athlete

- I make people happy when I score goals.
- I play for my country and make people proud.
- I can only work for a maximum of 10 years.



Teacher

- I help young people to learn important things.
- I teach them how to be better people.
- I prepare them for the future.



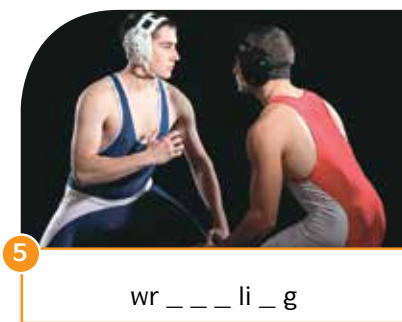
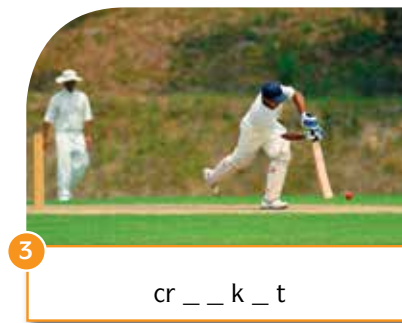
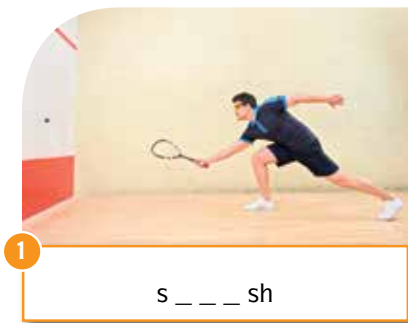
There is no doubt that Ronaldo and Woods are talented athletes, but is an athlete worth more than a doctor, teacher or social worker, for example? Some people argue that the top players should earn high salaries because they train hard to become the best in their sport. On the other hand, various other professions help to make our world a better place. Teachers educate young people and their work produces the citizens of tomorrow. Social workers help people who are facing difficult challenges in life. The President of the USA makes decisions that affect not only his own country, but the whole world. These people earn far less than the average professional athlete, despite their important contributions.



Basically, athletes, like actors and singers, provide entertainment. Based on how much money these people make, it seems that we value entertainers more than professionals that actually help people. And although an athlete's job is physically demanding, athletes do not play as important a role in our societies as their salaries indicate. We need to reconsider what is truly important and get rid of the huge differences in income earned by different professionals. If we can do that, we can create societies where everyone feels valued and appreciated for what they do.

a-z Vocabulary 1

1 Label the pictures. Some of the letters are given to help you.



2 Complete the compound nouns with these words.

arena course court park pitch ring rink track

- | | |
|--------------------------------|---------------------------------|
| 1 ice-hockey/ice-skating _____ | 5 football/rugby/cricket _____ |
| 2 golf _____ | 6 tennis/squash/badminton _____ |
| 3 skateboarding _____ | 7 race/athletics _____ |
| 4 boxing/wrestling _____ | 8 horse-riding/sports _____ |

3 Complete the sentences with some of the compound nouns from 2.

- A(n) _____ has got lines painted on it and a net in the middle of it.
- The local _____ is a noisy fun place where teenagers like to hang out and practise their latest tricks.
- Once you get to the _____, put on your skates, grab your stick and go out onto the ice.
- There are ropes around the _____, so the athletes don't fall out when they get hit.
- This is a difficult _____; there are lots of places where you can lose your ball while trying to get it into the holes.
- After three days of rain, the grass on the _____ was very wet and the players slipped a lot.
- The _____ was full of excited fans who were waiting for the race to start.
- Luckily, the driver wasn't hurt when his car went off the _____.

4 Match the verbs to their meanings.

- | | |
|-----------|---|
| 1 breathe | a to straighten your body, arms or legs to full length |
| 2 stretch | b to take air into your body and then let it out again |
| 3 balance | c to use your hands to make someone or something move towards you |
| 4 inhale | d to stay in one place without falling to one side or the other |
| 5 push | e to take air into your body |
| 6 exhale | f to make someone or something move away from you by pressing on them or it |
| 7 pull | g to move your body, or a part of it, so that it is not straight |
| 8 bend | h to let air out of your body |



1 Read about the uses of the present perfect simple and the present perfect continuous.

Present perfect simple

- something that started in the past and has continued until now
*He **has coached** wrestling for eight years.*
- something that happened in the past, but we don't know or we don't say exactly when
*The team **has bought** new uniforms.*
- something that happened in the past, but has a result or an effect in the present
*Steven **has broken** his leg, so he **isn't playing** in the match this week.*
- an action that has just finished or happened
*We've **just scored** a goal!*
- experiences and achievements
*Our cricket club **has won** lots of prizes recently.*

Present perfect continuous

- for actions that started in the past and are still in progress now or have happened time and time again until now
*We **have been teaching** basketball for years. He's **been having** tennis lessons since he was five.*
- for continuous actions that happened in the past and have finished recently, but have a result or an effect in the present
*She's tired because she's **been jogging**.*
- to emphasise how long actions have been in progress
*You've **been practising** for the badminton game for weeks.*

Present perfect simple vs present perfect continuous

We use the present perfect simple to focus on the result of a completed action or how many times something has happened. However, we use the present perfect continuous to focus on the action itself or how long something has been happening. It is unimportant whether the action has finished or not.

*Carol has played squash **once**.*

*Kevin's been practising in the skateboarding park **all weekend**.*

2 Read the sentences. Which tense do they both use? In which sentence has the person not returned yet?

- Mona has been to an ice hockey game in Canada.
- Mona has gone to an ice hockey game in Canada.

Read 3.1-3.3 of the Grammar Reference before you do the tasks.

3 Complete the text. Use the present perfect simple or the present perfect continuous.

The history of sport

While people ¹ _____ (play) games and ² _____ (do) sport practically since the beginning of time, the rules which participants have had to follow ³ _____ (change) over the centuries. Experts, historians and archaeologists, ⁴ _____ (discover) that sport ⁵ _____ (be) a useful way for people to learn how to deal with nature and the environment better. They ⁶ _____ (also see) that as societies ⁷ _____ (develop), sport and games have too. Archaeologists ⁸ _____ (study) cave paintings for years now and they ⁹ _____ (find) many which show athletes doing sport. In France, the paintings show people participating in wrestling and running about 17,300 years ago, and in Libya, in the Cave of Swimmers, evidence ¹⁰ _____ (show) people taking part in competitive swimming. Although experts ¹¹ _____ (not answer) all the questions about why people play games and do sport yet, they ¹² _____ (prove) that nobody can argue about their importance in human history.





Word Formation

1 Add the suffixes *-tion*, *-ment*, *-ance* or *-ship* to the verbs below to form nouns and then use them to complete the sentences.

- | | |
|--------------------|--------------------|
| 1 pay _____ | 5 estimate _____ |
| 2 promote _____ | 6 appreciate _____ |
| 3 contribute _____ | 7 appear _____ |
| 4 sponsor _____ | 8 indicate _____ |

- 9 We're raising money to build a new fitness centre and your generous _____ will be a great help.
- 10 If Grant joins the gym, he'll have to make a _____ of €50 every month.
- 11 Pains in your feet and legs could be a(n) _____ that you aren't wearing the right shoes when you train.
- 12 This government department was started to deal with the _____ of health and fitness in teens.
- 13 Ian is a golfer. He's looking for _____ from a sportswear company to help with his expenses.
- 14 Did you know that Tiger Woods earns huge amounts of money for every _____ he makes?
- 15 Thanks, Mr Jones. We got you this gift to show our _____ for everything you've done.
- 16 In your _____, who's going to win the big match on Sunday?

Collocations & Expressions

2 Which words do these adjectives collate with? Complete the table.

big devoted extreme individual indoor/outdoor keen key
loyal professional promising team top

1	SPORTS	1	PLAYER	1	FAN
2		2		2	
3		3		3	
4		4		4	

3 Now complete these sentences with some of the collocations from 2. Sometimes more than one answer is possible.

- 1 He's not very good at co-operating with others, so he prefers _____ like darts.
- 2 Joe's only been with us for two months, but he's our most _____. He'll be a great athlete one day.
- 3 At the moment, Julia plays golf for fun, but she hopes to become a(n) _____ in a few years.
- 4 Peter is a(n) _____ of wrestling. He never misses a match.
- 5 _____ like football, cricket and basketball are great for teens. They teach them how to work together and get along with the other players.

Phrasal Verbs

4 Circle the correct words to complete the sentences.

- 1 Can you believe that the sponsorship fees he gets each year **come down to** / **come to** more than a million euros?
- 2 After the match, the players **took off** / **took to** their football kit, showered and changed into their tracksuits.
- 3 A good coach always **stands for** / **stands up for** his players no matter what happens on the pitch.
- 4 Manchester United wants you to join the team? You can't **pass out** / **pass up** a chance like that!
- 5 The boxer was seriously hurt and, sadly, doctors think he might not **pull off** / **pull through**.

5 Now match the phrasal verbs you didn't use in 4 with the meanings below and then write a sentence using each one in your notebook.

- | | |
|---------------------------------|--|
| 1 _____: start liking something | 4 _____: manage to do something difficult |
| 2 _____: faint | 5 _____: be the most important part of solution or problem |
| 3 _____: represent | |



1 Read about past simple vs present perfect simple.

In general, we use the past simple to talk about a completed action that happened at a specific time in the past. We use the present perfect simple to talk about something that happened at an unspecified time in the past or that happened in the past, but that is still relevant to the present.

I went to Spain to see Barcelona play in 2011.
(specific time in the past)

I've been to Spain to see Barcelona play.
(unspecified time in the past)

The important point to remember is that the present perfect simple always has a connection with now, whereas the past simple only tells us about the past.

We also use the present perfect simple to give new information, but when we continue talking about it, we usually use the past simple.

A: 'I've seen Barcelona play.'

B: 'When did you see them?'

A: 'I saw them in 2011.'

2 Complete the sentences with the past simple or the present perfect simple.

- We use _____ with time expressions such as *ago*, *in 1990* and *the other day*.
- We use _____ with time expressions such as *just*, *already*, *recently* and *so far*.

Read 3.4 of the Grammar Reference before you do the tasks.

3 Circle the correct words.

- I **just put on** / **have just put on** my football kit.
- Maria **has already scored** / **already scored** five points!
- Did they spend** / **Have they spent** their holiday hiking in Greece last summer?
- Theo **has taken** / **took** tennis lessons in 2005.
- My friend **has been** / **was** at a rugby match two days ago.
- I **didn't watch** / **haven't watched** an ice hockey game so far.
- Last week Helen and Iris **went** / **have gone** to the new sports arena.
- He can't play squash because he still **didn't buy** / **hasn't bought** a racket.
- Did you ever see** / **Have you ever seen** a rugby game?
- We **have waited** / **waited** at the golf course for two hours ... where were you?



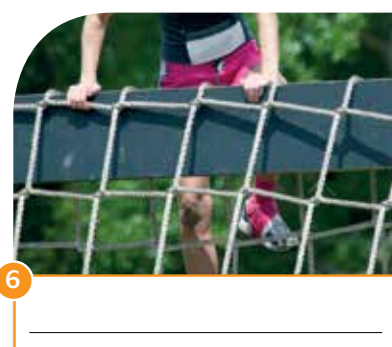
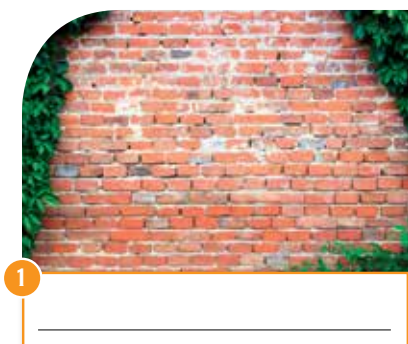
4 Complete the dialogues. Use the past simple or the present perfect simple.

- A:** Last night I _____ (go) to a boxing match!
B: Oh. I _____ (already be) to two boxing matches.
- A:** Do you know that Joe _____ (work) at the sports arena for fifteen years?
B: Really? I thought he _____ (start) working there five years ago.
- A:** _____ (you / ever meet) a famous athlete?
B: Well, I _____ (see) Laila Ali box.
A: Wow! I _____ (watch) her father, Muhammad Ali, fight once. Sadly, he doesn't box anymore.
- A:** Tony _____ (break) his leg!
B: Really? How _____ (it happen)?
A: He _____ (fall) while he was skiing.
- A:** Yesterday I _____ (leave) the flat and _____ (ride) my bike to the gym. Then I _____ (realise) that I _____ (not have) my trainers with me.
B: Oh, no! That _____ (happen) to me before. What _____ (do)?
A: I _____ (call) Mum to bring them to me.
- A:** How long ago _____ (you / begin) coaching baseball?
B: Ten years ago. I _____ (recently take) a team to the national finals ... and we _____ (win)!

Listening

1 Label the pictures with these words.

barbed wire burning logs ditch mud net wall



2 Always use the time that you have before hearing the recording to read the questions and think about what they, and the answer options, mean. Read questions 1-4 in 3 and underline the most important words. Compare with your partner whether you underlined the same words. If there are any words that you don't understand, discuss them with your partner and try to guess the meanings from the context.

3 In this task, you will hear a short radio report and some questions. Before the report, you will have time to read the questions. Listen to the radio sports report and choose the best answer from the answer choices (A, B, C or D).

- 1 What is a Spartan race?
 - A a race like a marathon but across fields
 - B a race for disabled people
 - C a race for ex-soldiers
 - D a race with obstacles
- 2 What happened to James Simpson in 2009?
 - A He joined the army.
 - B He was sent to Afghanistan for the first time.
 - C He was injured in an explosion.
 - D He started running.
- 3 Why is James leaving the army?
 - A to continue his education
 - B to spend more time raising money for charity
 - C to get a different job
 - D to spend more time training for races
- 4 What does the speaker mean when she says "there could be no stopping him"?
 - A James probably wants to stop running races now.
 - B It will be difficult to beat James in future races.
 - C James is likely to try even harder races from now on.
 - D James's future career won't allow him to continue racing.

DOWNLOAD

Don't panic if you read or hear some words that you don't understand. You can probably have a guess at what they mean from the context, and even if you can't, you still might be able to answer the question correctly by eliminating the other three options.



Speaking

1 Ask and answer the questions with a partner.

- Would you like to take part in an extreme race like a Spartan race?
- Do you prefer team sports or individual sports? Why?
- Are you a fan of a particular team or athlete? Why do you support them?

2 When you are asked to talk about two photos, you need to compare them (say what is similar or different about them) as well as describe what you can see in each photo. Look at the phrases below and say whether you could use them to compare two photos or describe one photo at a time.

- 1 Both photos show ...
- 2 The common theme of these photos is ...
- 3 In the first photo I can see ... whereas in the second, ...
- 4 These photos are both of ...
- 5 There is ... in this photo, ...
- 6 I think this picture is of ...
- 7 The photos are similar/different because ...
- 8 On the other hand, photo B shows ...

Compare	Describe

DOWNLOAD

When you talk about two photos, it's a good idea to look at both pictures together first, and say what the common theme between them is. Then focus on each photo individually, say what it shows and how it differs from the other photo. Finally, remember to answer the question about the photos.

3 Work in pairs to answer the questions about the photographs. One of you will be Student A and the other will be Student B. Use the words and phrases in the Language Bank to help you.



Student A: Compare the two photographs. What are the advantages of each sport?
Student B: Do you prefer indoor or outdoor sports?



Student B: Compare the two photographs. Why do you think each sport is popular?
Student A: Do you think it's more important to win or to have fun when you do sport?

4 Work in pairs to discuss these questions.

- Which sports do you think should be taught in schools?
- Are some sports more suitable for boys than girls, and vice versa?
- Is participating in sport the best way to stay healthy? What other ways can we look after our health?
- Do you think most young people take enough exercise?

LANGUAGE BANK

Comparing photos
 The similarities/differences between the photos are ...
 Both photos show ...
 The common theme of the photos is ...
 The photos have ... in common.
 The photos are similar/different because ...
 In both photos I can see ...



Writing

Essay: Thinking before you write

An essay task will sometimes give you a question asking for your opinion and two ideas to help you write about it. Before you start writing, you must decide the following:

- what your opinion is on the topic.
- how you will use the two given ideas to support your opinion.
- what the third idea will be.

If you find this difficult, imagine chatting to a friend about the topic and the given ideas. What might you say? Write quick notes and then choose the best ideas to use in your essay.

1 Read this writing task and the two conversations that discuss notes 1 and 2 from the task. Which conversation do you agree with?

You have had a class discussion on sport and money. Your teacher has now asked you to write an essay for homework.

Write your essay using **all** the notes and giving reasons for your point of view. (140-190 words)

Many footballers get paid a lot of money. Do they deserve it or not?

Notes

Write about:

- 1 talent & skill
- 2 training & playing
- 3 _____ (your own idea)

- a**
- A:** Top footballers? There are only a few people in the world with such **talent and skill**. Excellence should be rewarded.
- B:** Yes, and it's a hard life. They get up early and **train** for hours even in bad weather, as well as travelling and **playing** in the evenings and at weekends.

- b**
- A:** There are plenty of **talented** and **highly-skilled** people in the world but they don't earn millions. It's not fair and it's not necessary.
- B:** Right! And even though footballers **train** and **play** hard during the season, they get more time off than most people do.

2 Read these extra ideas which could be added to the conversations above. Decide which conversation they support and write a or b in the boxes.

- 1 Their careers are so short that they have to earn lots of money quickly.
- 2 It's wrong to be paid so much for playing sport when, for example, there are so many badly-paid farmers, who provide something much more important.
- 3 Famous players don't need such huge pay cheques from their clubs. They can also earn a lot in other ways, for example, by working with sportswear manufacturers.
- 4 They are important role models, inspiring youngsters and giving pleasure to millions of fans.

3 Read this writing task and discuss in class the two ideas in the notes. Can you think of a third idea to write about?

You have had a discussion in class on sport and the media. Your teacher has now asked you to write an essay for homework.

Write your essay using **all** the notes and giving reasons for your point of view. (140-190 words)

The media publishes many details of sports personalities' private lives. Do readers have a right to know these things or not?

Notes

Write about:

- 1 the right to privacy
- 2 their family & friends
- 3 _____ (your own idea)



4 Read the essay written in answer to the question in 3 and answer the questions below it.

The media is often full of stories about footballers and other sports stars. Readers are told how much money they earn and even details of their love lives. I think this is wrong. Sports celebrities should be allowed to keep their personal lives private.

In the first place, sports personalities have as much right to privacy as anyone else. If journalists followed ordinary people around, taking photographs of them and reporting embarrassing facts about their everyday lives, they would be stopped.

Moreover, it is not fair that sports stars' families and friends should have to put up with so much attention. It can damage friendships and destroy relationships.

However, I also believe that sports celebrities have a responsibility to set a good example to their young fans. If they take drugs or break the law, for instance, then readers should be told.

All in all, sports stars have enough pressure on them when they are playing and competing in public. They shouldn't have to put up with it in their private lives as well.

- 1 Does the writer clearly state his or her opinion in the first paragraph? _____
- 2 In which paragraphs are the two ideas from the Notes in the writing task discussed? _____
- 3 Does the writer's third idea support or contrast with the main opinion expressed? _____

5 When you have an opinion about a subject, there may sometimes be a special point you want to include that contrasts with your main viewpoint, as in the model essay. You can use your idea either in support of your main opinion or in contrast to it. Read the following opinions and add a contrasting idea.

- 1 I think the Olympic Games are a good idea. They encourage sportsmen and women to work towards achieving their very best and they also help countries to come together in a peaceful way. However, _____
- 2 I think doing a lot of sport is a waste of time. You don't have enough energy or time to spend on other important things, and you lose touch with your friends. However, _____

6 Read this writing task and use the plan and the Language Bank to help you write your essay. When you have finished your essay, check your work carefully.

You have been talking in class about training facilities for sport in your country. Now your English teacher has asked you to write an essay for homework.

Write your essay using **all** the notes and giving reasons for your point of view. (140-190 words)

Some countries spend a lot of money on providing world-class sports facilities for training talented youngsters. Is this a good way or a bad way to spend government money?

Notes

Write about:

- 1 health & lifestyle
- 2 international competition
- 3 _____ (your own idea)

Plan

- Paragraph 1: Introduce the topic and your opinion.
Paragraph 2: Use Note 1 to support your opinion.
Paragraph 3: Use Note 2 to support your opinion.
Paragraph 4: Use your own idea in support or in contrast.
Paragraph 5: Re-state your opinion using different words and add a comment.

DOWNLOAD

Before you start writing, take enough time to think about your opinion and how you will support it using the given ideas. Make notes about your own idea and plan how you will use it in support of or in contrast to your main opinion. When you start writing, make sure you express your ideas in formal language.

LANGUAGE BANK

Introducing supporting ideas

Firstly,/Secondly,/Finally,
In the first place,
Moreover,
Furthermore,
In addition,

Introducing a contrasting idea

However,
On the other hand,

Conclusion

All in all,
To sum up,
On the whole,
In conclusion,



Vocabulary

Choose the correct answers.

- If they want you to play professional cricket, you shouldn't ___ the chance.
a take off
b pass out
c take to
d pass up
- If you win the ___ at the golf tournament, you'll be very wealthy.
a appearance fee
b salary
c transfer fee
d prize money
- I don't like watching ___ because it looks like the two people are fighting.
a wrestling
b cricket
c darts
d badminton
- Breathe in. Hold it. Good. OK, now slowly ____.
a balance
b pull
c exhale
d stretch
- A ___ requires a lot of water to keep it looking green.
a skateboarding park
b golf course
c ice-hockey rink
d boxing ring
- I heard that Beckham might make a surprise ___ at the football match on Sunday.
a appearance
b payment
c indication
d appreciation
- My friends and I like ___ sports because, despite the danger, they're very exciting!
a devoted
b extreme
c promising
d keen
- Can you believe the money that athletes earn can ___ over a million euros a year?
a come down to
b pull off
c come to
d pull through
- In your ____, who is the best athlete in the world?
a promotion
b sponsorship
c contribution
d estimation

Grammar

Choose the correct answers.

- '___ our new basketball kit?'
'Yes! Aren't the colours great?'
a Were you seeing
b Have you been seeing
c Have you seen
d Did you seen
- He's ___ earned more than a million euros in appearance fees this year!
a yet
b ever
c already
d still
- 'I ___ two goals in the match at the weekend.'
'Wow! That's amazing.'
a scored
b have scored
c have been scoring
d just scored
- Where are the players? The fans ___ for hours.
a have been waiting
b have waited
c waited
d wait
- Zoe ___ practising at four o'clock, so we went out to eat.
a has finished
b finished
c finish
d has been finishing
- 'We ___ about taking badminton lessons for ages.'
'You should! It's a great sport.'
a have been thinking
b have lately thought
c have thought
d thought
- '___ to the sports arena?'
'Yes, but she'll be back before it gets dark.'
a Did Jill went
b Has Jill gone
c Has Jill been
d Has Jill been going
- I ___ a lot of money playing darts recently, so I'll take you to the cinema.
a have already won
b have winning
c have just won
d have won
- 'You look upset, Coach.'
'I am. Tony ___ his arm yesterday, so he won't be playing in Saturday's match.'
a has been breaking
b broke
c has broken
d breaks

4


Shopping Therapy



1 Look at the pictures. Where can you buy these items?



2 Imagine it's your birthday. Make a list of the presents you would like to receive. Be realistic! Swap with a partner and see how your lists compare.

 DVD 4 Watch this short video about Harrods, the world's most famous department store. What is Harrod's motto? How many customers does Harrod's have on average every day?

Reading

1 Where do you prefer to buy these items? Write **S** for traditional shops or **O** for online shopping.

- | | |
|-----------------------|--------------------------|
| 1 shoes | <input type="checkbox"/> |
| 2 mobile phones | <input type="checkbox"/> |
| 3 clothes | <input type="checkbox"/> |
| 4 sports equipment | <input type="checkbox"/> |
| 5 computer games | <input type="checkbox"/> |
| 6 musical instruments | <input type="checkbox"/> |
| 7 books | <input type="checkbox"/> |
| 8 electronics | <input type="checkbox"/> |

2 Have you bought any of the items in 1 online? What are the advantages and disadvantages of buying goods online?

3 Look at the picture of the gTar and read the texts. Briefly describe how it works.

New-Tech Magazine

Review: the gTar by Incident

If you've ever picked up a guitar for the first time and tried to play a song, you know how frustrating it can be. Well, the gTar changes that ... completely!

When I first heard about the gTar, I was sceptical. Could it really make guitar playing as simple as the company claimed? Once I'd tried it, though, I was blown away. This isn't a cheap, plastic toy; it's made of solid wood and feels like a genuine electric guitar. Pop in your iPhone, activate the app, choose your song and start playing. It's that easy!

Priced at \$399, it's an affordable instrument for hobbyists, amateurs and anyone who wants to grasp the essentials of guitar playing.

Play your favourite songs in minutes!

NO LESSONS NEEDED!

The gTar by Incident is a fully digital guitar that lets you play music quickly and easily with the help of flashing, coloured lights and apps from your iPhone.



Interactive fretboard

- lights up in different ways to show you where to put your fingers
- tracks how well you're doing as you play

The gTar app

- designed to help anybody start playing the guitar as quickly as possible
- just pick a song and start playing
- three levels of difficulty

B

FAQs

Where does the gTar get power from?

The gTar has a battery that lasts between 6 to 8 hours when it is fully charged. To charge the gTar, you can use the USB charger that is included or you can plug the gTar into any standard USB dock on a computer.

What phones will it work with?

Currently the gTar is compatible with the iPhone 4/4S and the iPhone 5. We hope to make it possible to use with other smartphones in the future.

How do I get the gTar app?

The gTar app is available for free in the App Store.

Will this teach me how to play on a 'normal' guitar?

We designed the gTar to be virtually identical to a normal guitar, so playing it will teach you the basics that you would need to play on a regular guitar.

4 Use the information in the texts to answer the questions.

Question 1 refers to section A

- 1 What is true about the gTar?
- There are coloured lights on the app.
 - The songs can last a few minutes.
 - You listen to the songs with your iPhone.
 - The songs can become harder to play.

Question 2 refers to section B.

- 2 What is the writer's opinion of the product?
- He hadn't expected it to be so good.
 - He found it rather frustrating.
 - It made him feel like an amateur.
 - It doesn't match the maker's claims.

Questions 3 and 4 refer to section C.

- 3 Which statement about the gTar is NOT true?
- You pay nothing for the necessary app.
 - It can be used with any kind of smartphone.
 - You can play it for a few hours without recharging it.
 - It can help you to play a regular guitar.
- 4 What is the purpose of section C?
- to sell more extras with the product
 - to ask people's opinions of the product
 - to promote the product to customers
 - to provide information many people need

Question 5 refers to section D.

- 5 What does Joe suggest in his email?
- Jimmy should order the gTar from the website.
 - He will buy a present for Bob himself.
 - A group of them can share the cost.
 - Bob has seen the gTar and wants it.



For the four short connected texts, the last questions usually refer to something that the texts have in common. If the question tells you which texts to look at, like question 6, underline the key words in the question and then look for similar ideas in the named texts. If, however, it is like question 7, you need to look at all of the texts in order to figure out the answer.

Questions 6 and 7 refer to sections A, B, C and D.

- 6 Which sections give information about how the gTar works?
- A, B and C
 - A, B and D
 - A, C and D
 - all sections
- 7 Who would probably want to buy a gTar?
- a member of a rock band
 - someone already learning the guitar
 - a first-time guitar player
 - a music teacher

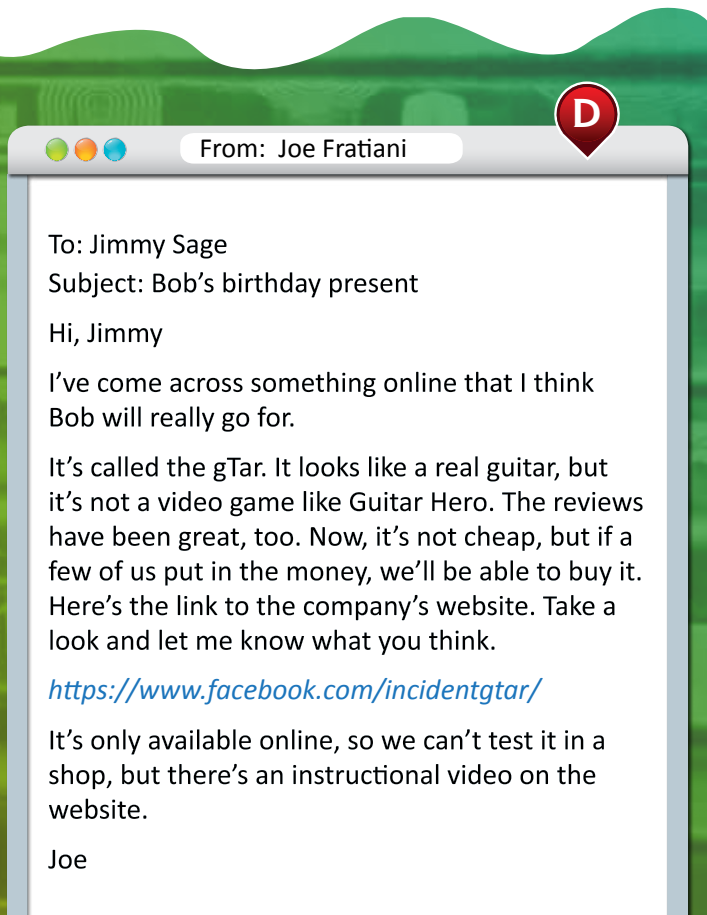
5 Complete the sentences with these words.

compatible genuine instructional
regular sceptical standard

- I need advice and information about how to use my new smartphone. I hope there is some _____ material I can view online.
- My mobile phone isn't very fancy; it's just a _____ phone that I can use to make calls and send texts.
- You can't use a Sony charger with a Nokia phone as they aren't _____.
- Digital cameras have become a _____ feature that is available on most new mobile phones.
- I was very _____ when 3D TVs first came out because I thought it would be annoying to wear the special glasses.
- The bag I wanted to buy was expensive because it was made of _____ leather.

6 Think up a new gadget and write an advertisement for it. Include the following information:

- what it does
- who it would be suitable for
- the cost
- where it can be bought



a-z Vocabulary 1

1 Match the compound nouns with the meanings below.

bargain hunter car-boot sale flea market full refund market stall price tag
sales receipt window shopping

- 1 _____: something attached to a product which says how much it costs
- 2 _____: money that you get back for a product because there is something wrong with it or you have decided you don't want it
- 3 _____: somebody who looks for the cheapest products
- 4 _____: the activity of looking at things, but not buying them
- 5 _____: a place where old or second-hand things are sold
- 6 _____: a document that you get from somebody which shows that you have given them money for goods
- 7 _____: a large table, or a small building that is open at the front, that is used for selling things
- 8 _____: a place where people sell products, new and used, from the back of their vehicle

2 Complete the sentences by writing a vowel (a, e, i, o, u) on each line.

- 1 This iPhone uses the most _ dv _ nc _ d technology ... it can do almost anything.
- 2 This cool little gadget makes cooking fast and _ ff _ c _ _ nt. Get yours today!
- 3 The best thing about a laptop is that it's p _ rt _ bl _ . You can take it with you wherever you go.
- 4 This app lets you play the guitar like you're a professional. What a n _ v _ l idea!
- 5 My new tablet is c _ mp _ ct and fits easily into my backpack.
- 6 Many teachers believe that e-readers are both practical and _ d _ c _ t _ _ n _ l.

3 Read the sentences. Write T (true) or F (false). Correct the sentences which are false. Write them in your notebook.

- 1 An outfit is a set of clothes that are worn together.
- 2 Accessories include things like scarves, belts and jewellery.
- 3 Shoes, boots and trainers are footwear.
- 4 Plastic, metal and glass are fabrics.
- 5 Sony, Nokia and Blackberry are all famous brands.
- 6 The design of a gadget doesn't affect how well it works.
- 7 If a shirt has a pattern on it, it is one colour.
- 8 Before you wash new clothes, you should look at the label.





1 Read about the uses of the past perfect simple and the past perfect continuous.

Past perfect simple

- an action or situation that finished before a particular time in the past
*Dina **had finished** the shopping by two o'clock.*
- an action that happened before another action in the past
*The shop **had closed** by the time Jimmy **got** there.*

Past perfect continuous

- an action that started in the past and was still in progress when another action started or when something happened

*He **had been working on** his new gadget when he **cut** his hand.*

- an action that happened before another action in the past when we want to emphasise how long it happened for
*They **had been taking** guitar lessons for months before they finally **decided** to order a guitar.*
- an action that finished before a particular time in the past and had a result that we could see
*Molly **had been working** hard all week and she **looked** very tired.*

2 Read the sentences. Which perfect tenses do they use? Which sentence could be changed into a question using *How long*?

- Irene could send text messages because she had bought a new phone the day before.
- Irene had been texting her friend all morning before she finally got a reply.

Read 4.1-4.2 of the Grammar Reference before you do the tasks.

3 Use the verb in bold to complete each pair of sentences. Use the past perfect simple and the past perfect continuous.

1 look

- Brad _____ for his sales receipt for an hour before he found it in the kitchen.
- Brad _____ for his sales receipt in his wallet and in all the shopping bags before he found it in the kitchen.

2 buy

- Julia _____ rare books for ages, so she had a lot of them.
- By the time Julia was twenty, she _____ more than fifty rare books.

3 design

- Kent _____ so many efficient gadgets by the time he retired that his company gave him an award.
- Kent _____ efficient gadgets for a long time, so he was very good at it.

4 shop

- Tina knew the flea market had good prices because she _____ there before.
- Tina had no money left because she _____ at the flea market all morning.

4 Complete the sentences. Use the past perfect simple or the past perfect continuous.

- After the shoppers _____ (leave) the department store, the cleaners started to mop the floors.
- The shop owner _____ (not open) his shop that day because it was a holiday.
- Melanie _____ (search) for a special party dress for months before she found the perfect one online.
- _____ (they / invent) the Blackberry by the year 2000?
- My aunt _____ (read) traditional books for ages when she decided to buy an e-reader in 2010.
- We _____ (just buy) a tablet when a newer design became available in shops.
- _____ (you / use) the smartphone for long when the screen went blank?
- My mum _____ (learn) how to sew while she was in school, so she was able to make all her own outfits.



Phrasal Verbs

1 Circle the correct words to complete the sentences.

- 1 Good morning. Is it OK if I **look round** / **look out for** your shop?
- 2 Dad, can I have some money to get a new shirt? I'll **pay you off** / **pay you back** next week.
- 3 The chemist's on the corner never has any customers. I think it's going to **shut out** / **shut down**.
- 4 I've done the laundry, so all you have to do is **put the clean clothes away** / **put the clean clothes up**.
- 5 I love the pattern on this dress – I think I'll **try it on** / **try it out**.
- 6 A 'fashion victim' is someone who feels they must **keep down** / **keep up with** the latest styles.
- 7 She was **put off** / **put on** by the price of the computer; she didn't buy it.
- 8 This beautiful red coat will really make you **stand in for** / **stand out in** a crowd!

2 Now match the phrasal verbs you didn't use in 1 with the meanings below and then write a sentence using each one in your notebook.

- 1 _____: hang curtains, pictures, etc
- 2 _____: prevent something from increasing
- 3 _____: look carefully at people or things around you in order to find one particular person or thing
- 4 _____: place clothing or footwear on your body
- 5 _____: take the place of somebody else
- 6 _____: give money to somebody who will no longer work for you
- 7 _____: test something to see if you like it
- 8 _____: stop yourself from hearing, seeing or thinking about something



Prepositions

3 Complete the phrases with *in* or *on*.

- | | | | |
|---------------------|---------------|-----------------|--------------|
| 1 ___ the sales | 3 ___ debt | 5 ___ an advert | 7 ___ credit |
| 2 ___ special offer | 4 ___ fashion | 6 ___ cash | |

4 Now complete the sentences with the phrases from 3.

- 1 Mum saw this cool gadget _____ that was in one of the magazines that she reads.
- 2 If you don't stop spending so much money, you'll be _____ by the time you're twenty!
- 3 I want to get a new mobile phone _____, but they don't start until August.
- 4 Mary is very stylish. She only wears clothes and footwear that is _____.
- 5 I had lots of money with me, so I decided to pay _____.
- 6 Wow! All this sports equipment is _____; this tennis racket is only ten euros!
- 7 Dad bought his keyboard _____ because he didn't have enough cash to pay for it.

Commonly Confused Words

5 Complete the sentences with both words.

- 1 **fits suits**
That jacket _____ you perfectly and the style really _____ you too.
- 2 **uniform costume**
Tony has got a great _____ for the fancy-dress party; he's hired a police _____.
- 3 **borrow lend**
I'll _____ you my video game for a few days if you let me _____ your MP3 player.
- 4 **brochures catalogues**
Please tidy up the living room. You can put the travel _____ and mail-order _____ that are on the coffee table in this box.
- 5 **bargain purchase**
Her latest _____ was a new handbag. She said it was a _____ at €200!



1 Read about the past perfect tenses vs past simple.

In some sentences which talk about the past, it is clear which action happened first. In this case, we can use the past simple for both actions. However, when the order of events is not clear, or when we want to emphasise which action happened first, we can use the past perfect simple or the past perfect continuous for the first action.

*Mona **did/had done** her shopping before she **met** her friend for lunch.*

*We **knew** later that we **had spent** too much money at the car-boot sale.*

*They **had been waiting** for ages before a shop assistant **came** to help them.*

Note: We must use the past simple for both actions when one past action happens quickly after another.
*When my dog **heard** the loud thunder, it **hid** under my bed.*

2 Complete three of these sentences using the past simple in one of the gaps, and the past perfect simple or the past perfect continuous in the other gap. In which sentence do we have to use the past simple in both gaps? Why?

- a He _____ (try on) the jacket before he _____ (go) to the check out to pay for it.
- b Karen _____ (realise) the next day that the footwear she _____ (buy) was no longer in fashion.
- c Right after I _____ (break) my new mobile phone, I _____ (start) to cry.
- d They _____ (stand) outside the shop for ages when it finally _____ (open).

Read 4.3 of the Grammar Reference before you do the tasks.

3 Read the sentences and underline the action that happened first.

- 1 We had been shopping for hours before we found a tablet that we liked.
- 2 Elena realised later that she had left her sales receipt at the bookshop.
- 3 As soon as he saw the gTar in an advert, Jim ordered it online.
- 4 When we had made our purchases, we took the bags out to the car.
- 5 By the time Lily got home, Mum had put away all the clean clothes.
- 6 They had just bought an expensive Blackberry when they saw the same one on special offer.
- 7 The shoppers had been waiting for a long time when the owner finally opened the doors of his shop.
- 8 Dora went back home because she had forgotten her handbag.
- 9 After Jill went to the bank, she lent me fifty euros.
- 10 Petro pushed a button on the keyboard and the DVD started to play.



4 Complete the sentences. Use the past simple where possible. If the past simple is not possible, use the past perfect simple or the past perfect continuous.

- 1 Before they realised they were in debt, my parents _____ (spend) too much money for years.
- 2 By the time his friends came to get him, Jules _____ (put on) his costume.
- 3 The teenagers tried out the gadget for themselves after Clark _____ (show) them how it worked.
- 4 Karen's clothes fitted her better because she _____ (lose) some weight.
- 5 My sister _____ (wait) for weeks when the shoes finally went on special offer.
- 6 Three weeks ago, I _____ (start) the sewing course.
- 7 Pam _____ (clean) all morning before she went window-shopping.
- 8 Before he saw the phone he wanted, Brett _____ (look round) the electronics shop for hours.

Listening

1 Look at the pictures below. How many words can you think of that either name or are connected to each item?

CD
music
rock band
guitars



1



2



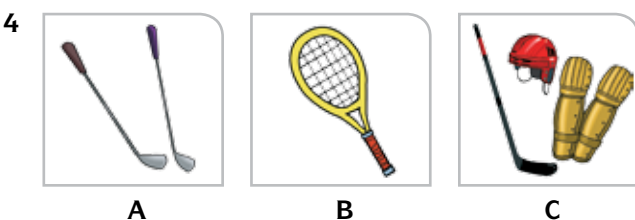
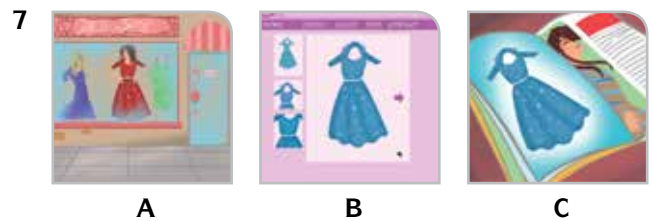
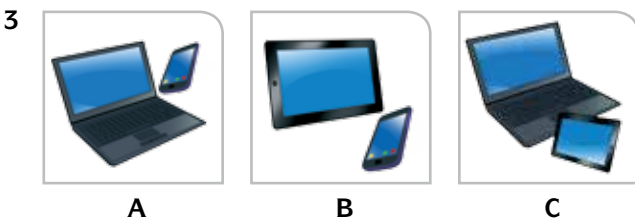
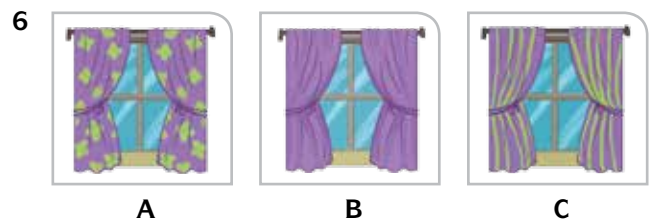
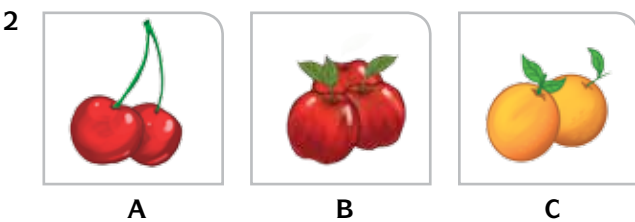
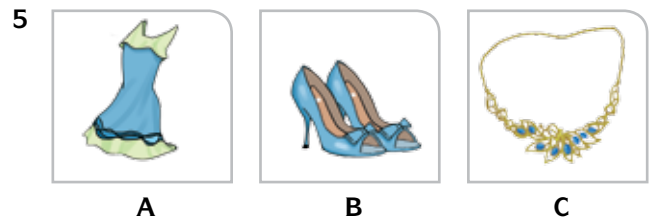
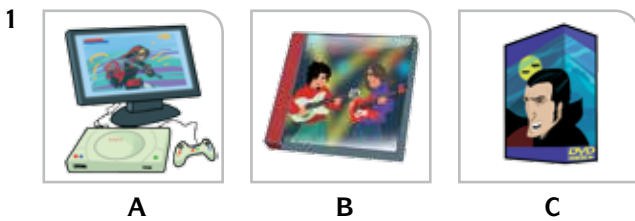
3

2 Look at the eight sets of pictures in 3 below. First, take turns with your partner to describe what you can see in each set of pictures, and then discuss what the connection between each set of pictures is.

3 You will hear eight short conversations. After each conversation, a question is asked about what was heard. The answer choices are shown as pictures. Choose the picture (A, B or C) which answers the question.

DOWNLOAD

Look at all the pictures before you hear the recording and think of the names for all the items you see. If you don't know the names of some of the items, think about what they are used for or connected to. This will help you to relate the conversation to the pictures and therefore make it easier to choose the correct answer.



Speaking



1 Ask and answer these questions with a partner.

- Do you enjoy shopping for clothes? Why/Why not?
- Do you prefer to buy locally-produced items or well-known brands?
- Which members of your family are difficult, or easy, to buy presents for?

2 When you give your advice about a situation, you need to be able to explain the pros and cons (advantages and disadvantages) of each option before you make your choice. Look at the following expressions and write A if they are introducing an advantage or D if they are introducing a disadvantage.

- | | | | |
|---|--------------------------|---|--------------------------|
| 1 Option A has the risk of ... | <input type="checkbox"/> | 4 The benefit of option B would be ... | <input type="checkbox"/> |
| 2 The problem with option B is that ... | <input type="checkbox"/> | 5 Option A might not be the best idea because ... | <input type="checkbox"/> |
| 3 However, on the plus side, option A ... | <input type="checkbox"/> | 6 Option B avoids the danger of ... | <input type="checkbox"/> |

3 Follow the instructions and complete the task with your partner. One of you will be Student A and the other will be Student B. Use the words and phrases in the Language Bank to help you.

DOWNLOAD

When it is your turn to ask questions, your partner will only tell you the disadvantages of each option. It is up to you to think of and talk about the advantages of each, and then explain which option you think is the better choice and why.

Student A: Look at the pictures and use the information on page 189 to answer Student B's questions.

Student B: Look at the pictures and ask Student A these questions to find out what the situation is. You should ask:

- What is the problem?
- What are some possible solutions?
- What are the disadvantages of each solution?

Using the information you have learnt, give Student A your advice on what you think the best solution is and why. Explain why you didn't choose the other solution.

4 Now swap roles. Look at the Extra Practice on page 189 and follow the instructions.

5 Work in pairs to discuss these questions.

- Do you think online shopping will cause lots of smaller shops to close down?
- In your opinion, are boys more interested than girls in electronic gadgets?
- Do you think it's important to spend money on birthday presents, or are there better ways of celebrating with someone?

LANGUAGE BANK

Contrasting advantages and disadvantages
 Although ... has the risk of ..., the benefit would be ...
 In spite of / Despite the problem of ..., it might be better because ...
 Even though ... might cause ..., on the other hand it might ...
 ... would be risky/less risky. However, on the plus side ...
 ... avoids the danger of ..., but ...



Writing

Article: Getting your readers' attention

Unlike essays, which are a more serious way of discussing ideas, articles can entertain as well as inform readers. Your tone of voice can be less formal and you can get your readers' attention by 'talking' to them in a more direct way. Use words like 'we' and 'us' to make readers feel included in what you are writing about and try putting some of your ideas in the form of a question, for example, 'How would you feel if?'

1 Read these two alternative opening paragraphs and tick the one you think would make most readers continue reading the article.

a Many people spend too much money on new technology these days. They often change their mobile phones every year, for example, as new models are produced.

b How often do you buy a new mobile phone? We all want to have the latest technology, but are we spending too much money on it?

2 Now read this opening paragraph and use the Language Bank on the next page to help you rewrite it in a more interesting way for a teenage magazine.

Teenagers are often told they spend too much money on brand-name fashion. They often buy expensive trainers, for example, when cheaper ones are just as good.

3 Read the following writing task and underline the three points that must be included in the article. Then answer the questions below.

You have seen this announcement in an international magazine for teenagers.

Articles wanted on 21st century lifestyles

What is the one place where modern teenagers go shopping the most?

Sports shops? Clothes shops?

Electronics shops?

Tell us what kind of shop, what they want to buy and why it is important to them.

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

Write your article. (140-190 words)

1 Who will be reading the article?

2 Could you use 'we' and 'us' in the article to talk to this type of reader?

3 The task asks you to describe why the shop is important to **you / young people generally**.



4 Read the article that was written in answer to the question in 3 and answer the questions below it.

Teenage shopping in the 21st century

How many hours do you spend looking at new gadgets and games you want to buy in your local electronics shop? It seems to be the one place we can't keep away from!

On most Saturday mornings, you can find groups of young people looking at new types of technology. Many of us want to see the latest phones and find out about apps for downloading music, social networking and other forms of entertainment. Others are choosing one of the hundreds of new computer games or looking at the prices of iPads and the wide range of mini computers.

Why is this kind of shopping so important to us? I think the main reason is that technology gives us independence. Teenagers can now organise their lives themselves using their own equipment. In the old days, young people often had to turn their music down, change the TV channel or stop using the family telephone so much. Now, we can chat to friends and keep up with the latest gossip and news or play music whenever we want.

That's worth shopping around for, isn't it?



- 1 Has the writer answered the three points asked for in the task? _____
- 2 Underline the opinion expressed in paragraph 3.
- 3 Look at the comparison that helps to explain this opinion. What two things does the writer compare?
_____ & _____

5 Making comparisons can be a powerful way of explaining what you mean. Read this opinion and then write two different explanations making comparisons

A lot of teenagers nowadays aren't interested in reading books for pleasure.

- 1 the old days – now

- 2 at school – free time

6 Read this writing task and then use the plan and the Language Bank to help you write your article. When you have finished your article, check your work carefully.

You have seen this announcement in an international magazine for teenagers.

Articles wanted on living in the 21st century.

What form of relaxation do teenagers nowadays enjoy most?

Meeting friends? Using a computer? Playing sport?

Tell us what kind of relaxation it is, what it's like and why they enjoy it!

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

Write your article. (140-190 words)

Plan

Title

Paragraph 1: Introduce the topic and answer the main question in the task.

Paragraph 2: Describe the form of relaxation.

Paragraph 3: Give your opinion on why they enjoy it.

Paragraph 4: Conclusion – comment on your opinion



LANGUAGE BANK

Asking the reader

How often do you ...?

How much do you ...?

Do you ...?

Could you ...?

Would you ...?

Can you imagine ...?

Have you / Do you ever ...?

How would you feel if ...?

Including the reader

you / your ...

we / our ...

us



DOWNLOAD



Catch the attention of your readers by making them think about the topic of the article in their own lives. Do this by asking them questions and including them in what you write. Don't forget to write a title for your article!



Vocabulary

Choose the correct answers.

- That's a great _____. You're the scariest vampire I've ever seen!
 - uniform
 - bargain
 - costume
 - purchase
- Let's go in here. I need a new belt and this shop sells _____.
 - accessories
 - designs
 - fabrics
 - footwear
- When I got this lamp home I realised it was broken. I want a ____!
 - sales receipt
 - bargain hunter
 - flea market
 - full refund
- These boots don't ____ me. I need a bigger size.
 - suit
 - lend
 - borrow
 - fit
- If you don't know how much that gadget costs, look at the _____.
 - price tag
 - car-boot sale
 - market stall
 - window shopping
- Laptops are great because they are _____. That means you can take them anywhere.
 - advanced
 - portable
 - educational
 - efficient
- You've got circles and squares on your shirt. It's an interesting _____.
 - label
 - outfit
 - brand
 - pattern
- If you're going to the shops, ____ a jacket. It's cold outside.
 - put away
 - put on
 - put up
 - put off
- If these are only ten euros, I'll pay _____. Here you are.
 - in fashion
 - in debt
 - in cash
 - in the sales

Grammar

Choose the correct answers.

- She ____ clothes when she realised she had no money with her.
 - tried on
 - had tried on
 - had been trying on
 - tries on
- He ____ my tablet for months before he decided to buy his own.
 - had been borrowing
 - had borrowed
 - borrowed
 - borrows
- '____ the shopping by noon?'
'Yes, I think so.'
 - Had Mum finished
 - Mum did finish
 - Had Mum been finishing
 - Mum had finished
- The electronics shop ____ by the time we got there.
 - had been closing
 - closed
 - was closing
 - had closed
- Nia ____ for hours on her e-reader and her eyes were red.
 - read
 - reads
 - had read
 - had been reading
- As soon as Dad saw the price tag, he ____ to laugh.
 - started
 - had been starting
 - had started
 - start
- 'Why did you stop buying things on credit?'
'Because we ____ we had been spending too much money recently.'
 - had known
 - knew
 - had been knowing
 - know
- 'How long ____ on this before you came up with the perfect design?'
'Oh, for about ten years.'
 - had you been working
 - you had worked
 - you had been working
 - would you work
- 'Did you get a full refund?'
'Yes, I'd only used the computer ____ before it stopped working!'
 - ever
 - once
 - never
 - already



Vocabulary

1 Circle the correct words.

Sportswear for comfort and fashion

Sportswear is becoming more and more fashionable. Among other things, customers want to buy the latest ¹ **outfits / darts** including ² **footwear / appearance**, so trainers, even with ridiculous ³ **sales / price** tags, sell fast. People are willing to pay more for famous ⁴ **brands / patterns**. This is true for everything from shoes, tracksuits and T-shirts to ⁵ **accessories / bargains** like bags and hats. Is it the ⁶ **design / prize** that customers like, or do they enjoy wearing well-known ⁷ **fabrics / labels**? Whatever the reason for their ⁸ **purchase / receipt**, it is clear that most of these clothes don't go anywhere near the athletics ⁹ **track / pitch**!

2 Complete the sentences with these phrasal verbs.

come to look round put on stand for stand in for take to try on

- Do you think the team will _____ their new coach?
- The tickets for the match _____ over €200!
- Please _____ these shoes before you buy them.
- Which player can _____ Mike, who has hurt his knee?
- The girls rarely buy anything in the shops, but they often _____.
- When the team _____ their football boots, they are ready to play!
- What do the letters F.C. _____?

3 Complete the sentences with the correct form of the word in bold.

- When the shops are closed, Mum enjoys window _____.
- Jane, who is a bargain _____, enjoys the sales.
- A _____ tennis player earns a lot of money.
- This is the new _____ track for the Olympic Games.
- Nikos Gallis has been given many awards for his _____ to basketball.
- Users are frustrated when their _____ technology does not work.
- Trevor has just won a _____ deal with Nike!
- The fact that the shops sold out in one day is a(n) _____ of just how popular the PlayStation 4 is.

SHOP
HUNT
PROFESSION
ATHLETE
CONTRIBUTE
ADVANCE
SPONSOR
INDICATE

4 Complete the second sentence so it has the same meaning as the first sentence, using the word in bold. You must use between two and five words, including the word given.

- This brand is available at a reduced price this week in many supermarkets. **on**
This brand _____ this week in many supermarkets.
- Kate lost her job and now she owes money. **in**
Kate lost her job and now she _____.
- May I borrow your credit card? **lend**
Can _____ your credit card?
- People always notice our coach, who wears bright yellow. **out**
Our coach, who wears bright yellow, always _____.
- Do these earphones fit my phone? **compatible**
Are these earphones _____ my phone?
- The loyal fan did not miss the chance to meet his favourite player. **pass**
The loyal fan did not _____ the chance to meet his favourite player.
- Nick hung his football poster on his bedroom wall. **put**
Nick _____ his football poster on his bedroom wall.
- I didn't join the gym because it was so expensive. **off**
The cost _____ joining the gym.

Grammar

- 1 Complete the paragraph. Use the present perfect simple, the present perfect continuous, the past perfect simple or the past simple.

Interview with the coach

Before the match:

'The team ¹ _____ (train) very hard for this match for months. Although the captain ² _____ (hurt) his leg last month, he ³ _____ (recover) now. We ⁴ _____ (not play) this Spanish team since 2012, when we ⁵ _____ (win) 3-0.'

After the match:

'The Spanish team played well; much better than we ⁶ _____ (expect). Since we ⁷ _____ (play) them a few years ago, they ⁸ _____ (improve) a lot. Unfortunately, we ⁹ _____ (not play) well and, by the end of the match, we ¹⁰ _____ (miss) a lot of chances to score.'

- 2 Circle the correct words.

- By the time we finished shopping, we **spent / had spent** all our money.
- Oh no! I **have been leaving / have left** my credit card at home!
- Goal! Liverpool **won / have won** the cup!
- Pam **had looked / had been looking** round the shops for hours before she found the perfect outfit.
- Grandma **had been forgetting / had forgotten** her shopping list and couldn't remember what to buy.
- They had been playing cricket all morning when the rain **stopped / had stopped** the match.

- 3 Complete the second sentence so it has the same meaning as the first sentence, using the word in bold. You must use between two and five words, including the word given.

- Ben started playing ice hockey when he was ten. **been**
Ben _____ ice hockey since he was ten.
- The last race that he won was in 2007. **not**
He _____ race since 2007.
- They practised for weeks and then entered the competition. **practising**
Before they entered the competition, they _____ for weeks.
- The athlete was nervous because he couldn't find his lucky socks. **lost**
The athlete was nervous because he _____ his lucky socks.
- John was breathing fast after his six-mile run. **had**
John was breathing fast after he _____ six miles.
- They couldn't play football because the rain hadn't stopped for days. **been**
They couldn't play football because it _____ for days.
- Aunt Evie went to the supermarket at 9 am and did all her shopping in an hour. **done**
By 10 am, Aunt Evie _____ all her supermarket shopping.
- The school chess team has won all its games so far this year. **winning**
The school chess team _____ its games since the start of the year.

- 4 Complete the sentences with these words.

ago already by the time just never once since so far

- The team has _____ scored a goal and their fans are going crazy!
- Bill has only played squash _____, so he isn't very good at it.
- Has the boxing match started _____?
- Until she was fifteen, Mary had _____ played tennis, only badminton.
- The coach joined the club five years _____.
- 'It's half-time and _____ neither team has scored.'
- Zack has been skateboarding _____ he was a young boy.
- _____ the game finished, the coach had lost his voice.



The Environment




1 Do the environment quiz.

- How many people die each day due to dirty drinking water?
a 50 b 500 c 5,000
- How many kilos of rubbish are dumped into the ocean every year?
a 6,300,000 kg b 6,300,000,000 kg c 6,300 kg
- Which is the cleanest place on earth?
a Antarctica b Asia c Europe
- Which country produces the most oil in the world?
a Russia b China c Mexico
- Which is the most air polluted country in the world?
a India b Mongolia c Turkey

2 What causes pollution? Complete the table with your own ideas.

Air pollution	Water pollution	Soil pollution	Noise pollution

 **DVD 5** Watch this short video about the problem of plastic by Ocean Heroes. Why does Anna Cummins think that we are eating our own rubbish?



Reading

- 1 Look at the list of environmental problems. Which ones are the most serious in your area/country?
 - acid rain
 - destruction of forests
 - drinking water quality
 - drought
 - endangered species
 - floods
 - nuclear accidents
 - oil spills at sea
 - polluted beaches
 - smog
- 2 Choose one of the problems from 1 and explain to a partner how it affects us and the planet we live on.
- 3 Read the texts quickly. What do the people involved in the environmental projects all have in common?

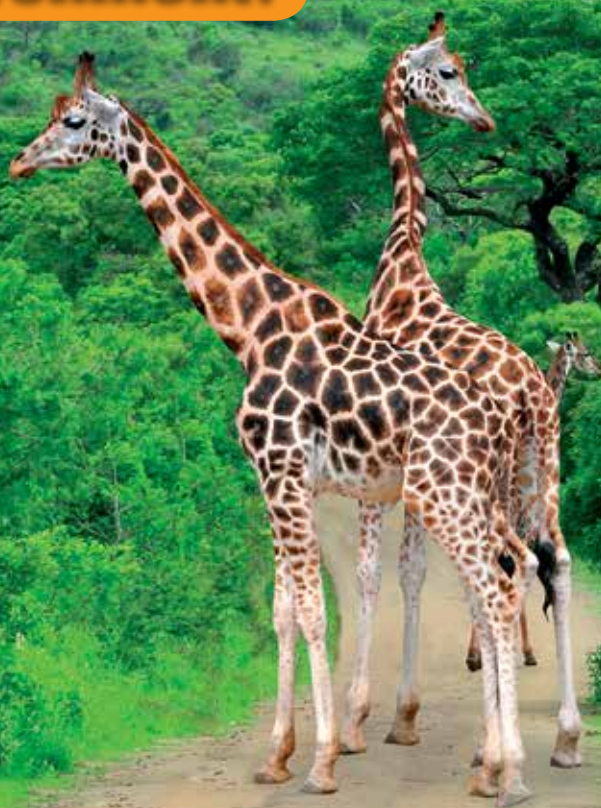
Teens Saving the Environment!

Read about these amazing teenagers and their incredible ideas.

A

16-year-old Nadav Ossendryver is the creator of Kruger Sightings, a website that follows wildlife such as lions, rhinos, elephants, giraffes and leopards in Kruger National Park in South Africa. The website started as a blog where Nadav wrote about the best places to see the animals. Nadav now collects information provided by visitors to Kruger National Park, who use their mobile phones to send updates to Kruger Sightings when they see one of the park's many animals. This lets other visitors find the animals more easily. The site also does its best to protect rhinos from people who want to kill them for their valuable horns, which is a growing problem at the park. It provides visitors with contact numbers to report such incidents.

www.latestsightings.com



B

Plastic is useful because it is strong and it lasts a long time. Unfortunately, those qualities also make plastic a disaster for the environment because it takes 1,000 years for this man-made material to break down. With 500 billion plastic bags being made every year and the Great Pacific Garbage Patch* growing bigger by the day, we clearly need a way to make the plastic break down faster. In 2009, that's exactly what 16-year-old student Daniel Burd did. He identified two types of bacteria that work together to decompose plastic. He experimented with the bacteria at different temperatures and managed to break down 43 per cent of the plastic in only six weeks, a major scientific breakthrough.

* an area estimated to be twice the size of Texas in the ocean, full of plastic



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For the multiple-matching task, underline the key words in each question and then look for similar words or ideas in the different sections. For example, in Question 1, the key words are 'Internet' and 'cleaner'. Also, to avoid careless mistakes, read each section again even if you think you have found the answer.

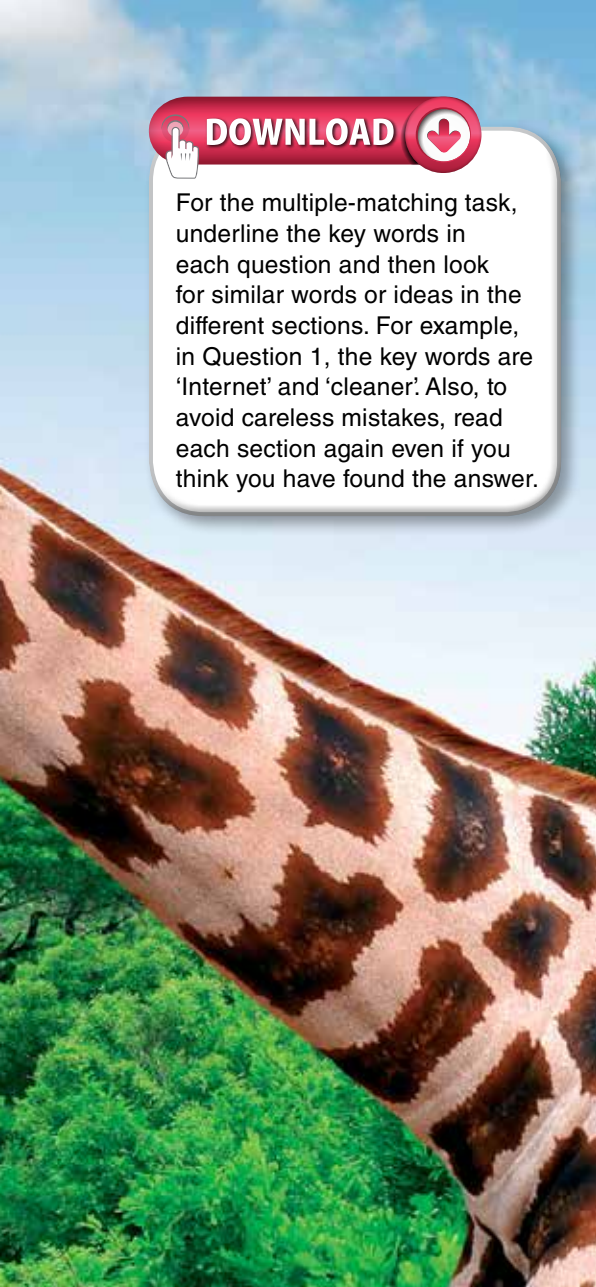
4 Read the texts again to find the following information.**Which paragraph**

- | | | |
|---|----|--------------------------|
| mentions using the Internet to keep the planet cleaner? | 1 | <input type="checkbox"/> |
| talks about mistakes made in the past? | 2 | <input type="checkbox"/> |
| describes a place where nature can be appreciated? | 3 | <input type="checkbox"/> |
| mentions a project that makes money? | 4 | <input type="checkbox"/> |
| explains where some household rubbish ends up? | 5 | <input type="checkbox"/> |
| describes an animal that is in danger? | 6 | <input type="checkbox"/> |
| suggests a way to express your view about something? | 7 | <input type="checkbox"/> |
| explains an important discovery? | 8 | <input type="checkbox"/> |
| mentions using lawyers to solve a problem? | 9 | <input type="checkbox"/> |
| describes how to reuse useful rubbish? | 10 | <input type="checkbox"/> |

5 Complete each sentence with two of these words.

fossil fuels incidents landfill march waste wildlife

- Last Sunday, thousands of people attended the _____ to protest about whaling. They were peaceful and the police reported no violent _____.
- Burning _____ such as coal and oil to produce energy causes air pollution. This in turn causes climate change, which is harmful to humans and _____.
- Understandably, the residents are very concerned about the government's plans to create a _____ in the area. No one wants huge amounts of _____ on their doorstep!

6 Work with a partner. Create your own environmental organisation. Give it a name and draw a logo. What sort of environmental issues will your group deal with?

C In 2010, the US produced 2.4 million tons of e-waste, with a huge amount of that being mobile phones. Jason Lin, a 15-year-old high school student, learnt about this problem at school and set up a business to reduce e-waste by keeping old gadgets out of landfills. He and his friends run an e-waste recycling business from their website iReTron.com. People sell their old gadgets to Lin; he and his team then fix them and resell them online. Although there are good e-cyclers like Lin, some just ship the waste to other countries. There, it becomes an environmental and health risk, creating deadly conditions wherever it is dumped. With iReTron, consumers make money on their gadget, iReTron makes a profit and electronics don't end up in a landfill.



D 19-year-old Alec Looz is the founder of Kids vs Global Warming and the organiser of the iMatter March. In 2011, he took the US to court for not doing enough to protect the atmosphere for future generations. According to Alec, when we began burning fossil fuels last century, we didn't know the terrible consequences. Now, however, we do, so there is no excuse for continuing the destruction. He believes that future generations have a right to inherit a clean planet and that the government has a responsibility to protect that future for our children, and to recognise that the future matters. If you agree with Alec, you can join an iMatter march and let the government know what you think.

www.imatteryouth.org

a-z Vocabulary 1

1 Circle the correct words.



wildfire / earthquake



flood / drought



famine / wildfire



tornado / earthquake



volcanic eruption / flood



tornado / tsunami



famine / volcanic eruption



tsunami / drought

2 The words and phrases below are related to the disasters in 1. Complete them by writing a vowel (a, e, i, o, u) on each line.

- 1 l _ ck of w _ t _ r
- 2 b _ rn _ ng l _ v _
- 3 g _ _ nt w _ v _
- 4 cr _ ps d _ str _ y _ d by water
- 5 h _ gh w _ nds
- 6 st _ rv _ t _ _ n
- 7 _ ft _ rsh _ cks
- 8 d _ f _ r _ st _ t _ _ n



3 Match the words and phrases in 2 with the disasters in 1.

4 Complete the sentences with these words.

endangered species global warming eco-friendly products eco-tourist
alternative energy sources conservation clean-up green belt

- 1 When you go shopping you should buy _____ like energy-saving light bulbs. They are kinder to the environment.
- 2 The _____ of the oil spill took months and cost a huge amount of money.
- 3 A(n) _____ would never travel to a place if they thought their visit might harm the environment.
- 4 Wind, sun, and water power are all _____ we could use instead of fossil fuels.
- 5 There is a(n) _____ around my city. No one is allowed to build in the forests there.
- 6 Bill believes it's important to protect animals and their habitats, so he works in _____.
- 7 We need to help _____ like elephants and rhinos before they all disappear.
- 8 _____, where gases heat up the planet, is one of the causes of climate change.



1 Read about the uses of the future simple, shall, be going to, and the future continuous.

Future simple

- for decisions made at the time of speaking
Those people are very hungry. I'll give them some food.
- for predictions with no evidence
Lots of people will join our conservation group.
- after verbs like *think, believe, be sure, expect*, etc and with adverbs like *probably, maybe*, etc
I think there'll be another earthquake in the area soon.
- to talk about future facts
They will plant their crops in June.
- for promises, threats, warnings, offers and requests
She'll start buying eco-friendly products; she promised.
Stop having fires in the forest, otherwise I'll call the police.
I'll help you start a conservation group at school.
Will you pick up all your rubbish when you finish, please?

Shall

We use *shall* with *I* and *we* to ask for advice or when we want to make a suggestion or an offer.
Which animal shall we do our project on?
Shall we go on an eco-friendly holiday this year?
Shall I show you where the wildfire started?

Be going to

future plans and intentions as well as things we expect to happen in the near future because of something in the present
Kevin says he's going to become a park ranger.
Look at all those machines. They're going to build something in this green belt!

Future continuous

actions that will be in progress at a specific time in the future as well as future plans and arrangements
We'll be learning about man-made disasters this time tomorrow morning.
This time next summer, Nia will be travelling around the African continent.

2 Read the sentences. Which one expresses a suggestion? Which one asks about a future plan or intention?

- Shall we help with the clean-up in the park on Saturday?
- Are we going to help with the clean-up in the park on Saturday?

Read 5.1-5.4 of the Grammar Reference before you do the task.

3 Circle the correct words.

Help from above

What ¹ shall we do / will we be doing about one of the planet's biggest environmental problems? Here's a possible solution: drones. These aircraft that have no pilots are traditionally used in military situations that the government expects ² will be / shall be too dangerous for pilots flying normal planes.

Now, however, drones have got a new use ... they are helping in the fight to save the planet's endangered species! Some African conservation parks are already using these aircraft and before too long many more conservationists ³ shall be using / will be using them too. This is because drones can go anywhere and film anything or anybody, even poachers, people who hunt illegally. In addition, drones are getting cheaper to make and to buy. This seems to indicate that their price ⁴ is going to continue / will be continuing to decrease as time goes on. Drones have proved to be very efficient in the war against poachers in Africa, so there is little doubt that their role in conservation ⁵ will be growing / is going to grow. It's likely that they ⁶ will become / are becoming even more important in the near future. In the past, park rangers dealt with poachers, and they did what they could, but in a few years' time drones, those 'all-seeing-eyes-in-the-sky' ⁷ will probably replace / will be probably replacing at least some of these people.





Word Formation

1 Complete the table.

Verb	Noun
starve	1
2	destruction
contaminate	3
4	conservation
5	interference
refer	6

2 Now complete the sentences with some of the words from 1.

- Sadly, the politician made no _____ to our suggestions to save endangered species in his speech today.
- If companies _____ lakes or rivers, they should have to pay for the clean-up.
- We told the factory owner he was harming the environment and he said he didn't appreciate our _____ in his business.
- Some people in the world have very little food. If we don't do something soon, they will _____.
- The tsunami caused the _____ of buildings and killed many people.
- It's not dark. Turn out the light. We should _____ energy when we can.

Prepositions

3 Complete the sentences with *about* or *for*.

- Have you heard _____ the teenager in South Africa who created a website to help wild animals?
- People should be punished _____ throwing litter out of car windows.
- Who's to blame _____ all the e-waste in the world?
- We're meeting outside the factory today to protest _____ what they are doing to the local lake.
- Didn't anybody warn you _____ swimming in that river? It's polluted.
- I long _____ the days when there was no water or air pollution.
- How can anyone boast _____ killing a lion or a tiger?
- My son wants to apologise _____ starting the wildfire.

Phrasal Verbs

4 Circle the correct words to complete the sentences.

- I told you to **keep away** / **keep on** from that old factory ... it's dangerous.
- If we **cut off** / **cut down** the trees in the rainforest, where will all the animals live?
- They went for a walk in the national park and **ended up** / **used up** getting lost.
- There are laws about **burning down** / **knocking down** forests.
- Quick! Get some water so I can **put off** / **put out** this fire!
- Everyone really **threw themselves away** / **threw themselves into** the beach clean-up on Sunday.

5 Now match the phrasal verbs you didn't use in 4 with the meanings below and then write a sentence using each one in your notebook.

- _____ : stop the supply of something like water or electricity
- _____ : destroy something, by making it fall to the ground
- _____ : get rid of something, put something into the rubbish
- _____ : continue to do something
- _____ : delay doing something
- _____ : finish a supply of something



1 Read about the future perfect simple, the future perfect continuous and temporals.

Future perfect simple

We use the future perfect simple

- for something that will be finished by or before a specific time in the future
*They **will have opened** the new conservation area by July.*
- to show the length of time that an action will have lasted for at a point of time in the future
*I'll **have been** a manager at the recycling centre for two years next week.*

Future perfect continuous

We use the future perfect continuous to talk about something that will continue up to a specific time in the future.

*Carole **will have been protesting** outside the factory for two days on Sunday.*

Temporals

- When we use temporals such as *when, before, after, until, once, by the time*, etc to talk about the future, we use them with a present tense. We do not use them with a future tense.
***After he buys/has bought** the new trees, he'll plant them in the garden.*
- We use a present perfect tense to emphasise that the first action will be finished before the other one starts.
*We can go to the zoo when you've **eaten** your breakfast.*
*We'll start the meeting once everyone **has arrived**.*

2 Read the sentences. Which tenses do they use? Which one could be rewritten using a temporal? Which tenses would you need to use then?

- I'll arrive in Africa and then I'll email my parents.
- I'll have been living in Africa for two months on Monday.

Read 5.5-5.7 of the Grammar Reference before you do the tasks.

3 Complete the sentences. Use the future perfect simple or the future perfect continuous.

By the end of this century ...

- the planet _____ (become) more polluted.
- we _____ (cut down) trees in the rainforest for more than two centuries.
- they _____ (probably not find) a solution to the problems created by climate change.
- scientists _____ (discover) more efficient alternative energy sources.
- experts _____ (invent) new ways to clean up oil spills.
- we _____ (build) cities for many years.
- _____ (people / realise) that they must find a way to feed the poor in Africa?
- conservationists _____ (discuss) how to help endangered species for a long time.



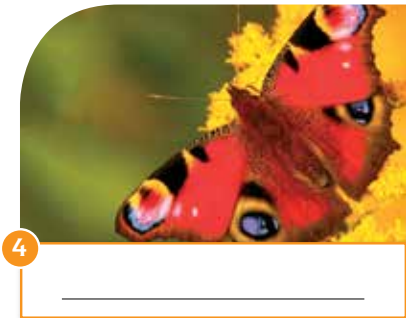
4 Circle the correct temporal and complete the sentences with the verbs in brackets. Use the present simple, the present perfect simple or the future simple.

- We'll leave **before / as soon as** we _____ (put out) the camp fire.
- Once / Before** she _____ (read) my letter, she'll know she has to do something about the rubbish in her garden.
- You can visit me **when / by the time** I _____ (get) home from the protest meeting.
- We _____ (go) to the game reserve **before / after** it has stopped raining.
- I won't swim in the lake **by the time / until** they _____ (close) that factory!
- They _____ (not prevent) illegal hunting **until / once** they make better laws.
- The roof of our house was damaged by the tornado. We can't go back home **by the time / until** Dad _____ (fix) it.
- The moment / Before** I see an elephant, I _____ (take) its photograph.

Listening

1 Label the pictures with these words.

butterfly insects lake long grass pond wild flowers



2 It's important to read the questions carefully before you do a listening task, so that you already have a good idea of what the recording will be about before it begins. Look at task 3 below. Although you don't know which answers will be correct, you can work out quite a lot of information just from the questions. Read questions 1-6 and then write down five facts that you already know about what Richard is going to say. The first one is done for you.

- 1 Richard has decided to create a wildlife area. _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

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Always read through the questions carefully to get an idea of what the recording will be about, and think about what information the questions have already given you. The answer options will also tell you a lot about the sort of things the speaker is going to talk about. If you have these ideas in mind, it will help you to work out whether the options are right or wrong when you hear the conversation.

3 You will hear a radio interview with a man called Richard Sandland, who is the head teacher of a secondary school. For questions 1-6, choose the best answer (A, B or C).

- | | |
|---|--|
| <ol style="list-style-type: none"> 1 Why did Richard decide to create the wildlife area?
A The students wanted to help local wildlife.
B The area looked unattractive.
C Some wildlife had already moved into the area. 2 What does Richard say about the long grass?
A It will be replaced by a wild flower area.
B It's great for attracting insects.
C It will be left to grow around the pond. 3 What do Richard's students think about working on the project after school and at weekends?
A They don't mind giving up their spare time for the project.
B Many have been put off from getting involved.
C They won't be able to help much because of their other hobbies. | <ol style="list-style-type: none"> 4 Why did Richard need to involve an expert from the local wildlife society?
A He wanted to be sure his plans would work.
B He needed expert advice on what to do.
C He wanted to encourage the students to join in. 5 What does Richard say about the modern education system?
A It's not as good as it was when he was young.
B It misses out an important part of education.
C It doesn't offer enough choice of subjects. 6 What will students be doing frequently as the project progresses?
A taking photographs of the wildlife area
B giving reports to the radio station
C writing about the project online |
|---|--|

Speaking

1 Ask and answer the questions with a partner.

- What things can everyone do to help their local environment and the global environment?
- Which environmental problem concerns you the most?
- What sort of environments are your favourite places to go (eg beach, mountain, city)? How do these places make you feel?
- What could be done to improve the environment where you live?

2 A nature reserve is an area that is protected in order to support wildlife, but it is also for people to enjoy visiting. Which of these things do you think is most important for a nature reserve to have? Number them from 1 (most important) to 10 (least important). Then talk to your partner and ask what he/she thinks about each item.

- | | | | |
|----------------------------------|--------------------------|--|--------------------------|
| • a café | <input type="checkbox"/> | • good habitats for wildlife | <input type="checkbox"/> |
| • beautiful scenery | <input type="checkbox"/> | • good maintenance and no litter | <input type="checkbox"/> |
| • benches for visitors to sit on | <input type="checkbox"/> | • guided tours for schools or the public | <input type="checkbox"/> |
| • car/bicycle parking | <input type="checkbox"/> | • information boards | <input type="checkbox"/> |
| • clean-up days | <input type="checkbox"/> | • location away from busy roads | <input type="checkbox"/> |

3 Work with a partner. You live near a nature reserve, but your local council is concerned and disappointed that the nature reserve is full of litter. Here are some ideas that the local council is considering to solve the problem. First, talk to each other about how successful each idea would be. Then decide which two ideas the council should choose. Use the words and phrases in the Language Bank to help you.



4 Work in pairs to discuss these questions.

- Is it more important to try to prevent global environmental problems or to protect your local environment?
- Do you think the quality of people's local environment affects their behaviour?
- What are the best ways to encourage people to care about the environment?



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In a discussion, if you're not sure which items to choose, it's OK to ask your partner what he/she thinks first and then see whether you agree or not. You can also ask them to explain their opinion if you're still not sure.

LANGUAGE BANK

Asking your partner's opinion

What do you think about ...?
 What's your opinion of ...?
 Do you agree that ...?
 What would you say about ...?
 Why do you think ...?
 Can you explain/tell me why you said ...?



Writing

Essay: Writing a strong introduction

The opening paragraph of an essay should introduce the topic of what you are going to write about and clearly state your opinion in answer to the question in the task. Avoid simply copying the words from the task; think of your own introduction. Describe something you know about the topic and then give your opinion using formal language.

- 1 Read this extract from a writing task and circle the topic. Then read the three alternative opening paragraphs written in answer to the task and answer the questions below them.

One reason why zoos keep animals in cages is to study them and protect them for the future. Is this a good way or a bad way to help animals?

A Animals need protecting but, in my opinion, zoos shouldn't keep animals in cages to study them and protect them for the future. It's not a good way to help them.

B Zoos know that many types of wildlife are in danger. If they can find ways of saving these animals by studying some of them, then I think they are doing something very good for nature.

C Wild animals are in increasing danger in the modern world. I think we should do all we can to increase our knowledge of nature and protect it.

Which introduction

- 1 wrongly uses informal language, such as contractions (eg *they're* instead of *they are*)?
- 2 copies too many words from the task?
- 3 does **not** introduce the topic?
- 4 does **not** give an opinion on the question in the task?
- 5 correctly introduces the essay task?

- 2 Read this writing task and circle the topic.

You have been talking about the environment in class. Now your English teacher has asked you to write an essay for homework.

Write your essay using **all** the notes and giving reasons for your point of view. (140-190 words)

Some countries are now banning plastic bags in shops. Is this a good or a bad thing for shoppers?

Notes

Write about:

- 1 plastic rubbish
- 2 water pollution
- 3 _____ (your idea)



- 3 Read these two alternative opening paragraphs for the essay that was written in answer to the question in 2. Decide in class which one successfully introduces the topic and the writer's opinion. Then tick the correct box.

a The earth could soon be covered in bits of plastic, covering the countryside and ruining the oceans. I think that this is wrong and what some countries are doing is good for everybody.

b Every day, millions of plastic bags are used by shoppers for an hour or two and then thrown away. I think that banning them in shops reduces the amount of rubbish in the world which is good for everybody.



4 Now read the rest of the essay and answer the questions below it.

First of all, a huge proportion of our rubbish is made of plastic which does not decompose like paper and other waste products. Plastic takes years to disappear from the land.

In addition, many of the world's oceans and rivers are polluted by millions of plastic bags which are a danger to fish and other animals. Ducks and birds can get trapped in them and die, for instance, and fish get slowly poisoned if they eat them.

Moreover, there is no need for plastic bags in shops. People can easily get used to taking their own shopping bags with them when they go out.

All in all, I think more and more countries should stop shops using dangerous and unnecessary plastic bags. The world would be a much better place without them.

- 1 Underline the main point the writer makes about Notes 1 and 2.
- 2 Underline the main point the writer makes as a third idea.
- 3 In which paragraph does the writer use examples to support one of the points? _____

5 Using examples is a good way of explaining and supporting points in your essay. Look at the following statements about food and use your imagination to help you write examples.

- 1 Some of the food we buy would be easy to grow ourselves. For example, _____ .
- 2 Some people do not have the time or energy to grow their own food. For example, _____ .

6 Read this writing task and then use the plan below and the Language Bank to help you write your essay. When you have finished your essay, check your work carefully.

You have been talking about the environment in class. Now your English teacher has asked you to write an essay for homework.

Write your essay using **all** the notes and giving reasons for your point of view. (140-190 words)

Many people have decided to grow their own food these days. Is this a good thing or a bad thing for people?

Notes

Write about:

- 1 food from shops
- 2 prices and cost
- 3 _____ (your idea)

Plan

- Paragraph 1: Introduce the topic and your opinion.
 Paragraph 2: Make point(s) about shop food to support your opinion.
 Paragraph 3: Make point(s) about prices and cost to support your opinion.
 Paragraph 4: Use your own idea in support or contrast.
 Paragraph 5: Re-state your opinion using different words and add a comment.

LANGUAGE BANK

Describing food
 ripe ≠ unripe
 fresh ≠ stale
 healthy ≠ unhealthy
 natural
 processed

Producing food
 additives
 preservatives
 chemicals
 fertilizer

Growing food
 digging
 preparing the soil
 sowing seeds
 weeding
 watering
 harvesting

Introducing examples
 for instance,
 for example,

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Circle the essay topic in the task. Introduce the topic in your opening paragraph and make sure that:

- your opinion is clearly expressed.
- you answer the question in the task.

Use examples to help you explain your ideas later in the essay. Use formal language.



Vocabulary

Choose the correct answers.

- We really need to stop using fossil ___ like coal and gas to heat our homes.
 - wildlife
 - horn
 - waste
 - fuels
- They say that the ___ was started by some hunters cooking food.
 - earthquake
 - volcanic eruption
 - tornado
 - wildfire
- Many of the people who had been walking on the beach when the ___ struck were killed.
 - famine
 - tsunami
 - flood
 - drought
- Using ___ like solar and wind power could save our planet.
 - alternative energy sources
 - global warming
 - green belts
 - conservation
- Burning ___ killed all the trees on the mountainside and in the valley below.
 - lava
 - aftershocks
 - starvation
 - deforestation
- Rhinos, elephants and gorillas are ___ that might soon disappear forever.
 - eco-friendly products
 - endangered species
 - clean-ups
 - eco-tourists
- The ___ of the rainforest will cause huge problems for humans.
 - interference
 - contamination
 - destruction
 - reference
- If we ___ protesting about air pollution, something might be done.
 - throw into
 - keep away
 - throw away
 - keep on
- I think that everyone on earth is to ___ the condition of the planet.
 - long for
 - blame for
 - warn about
 - boast about

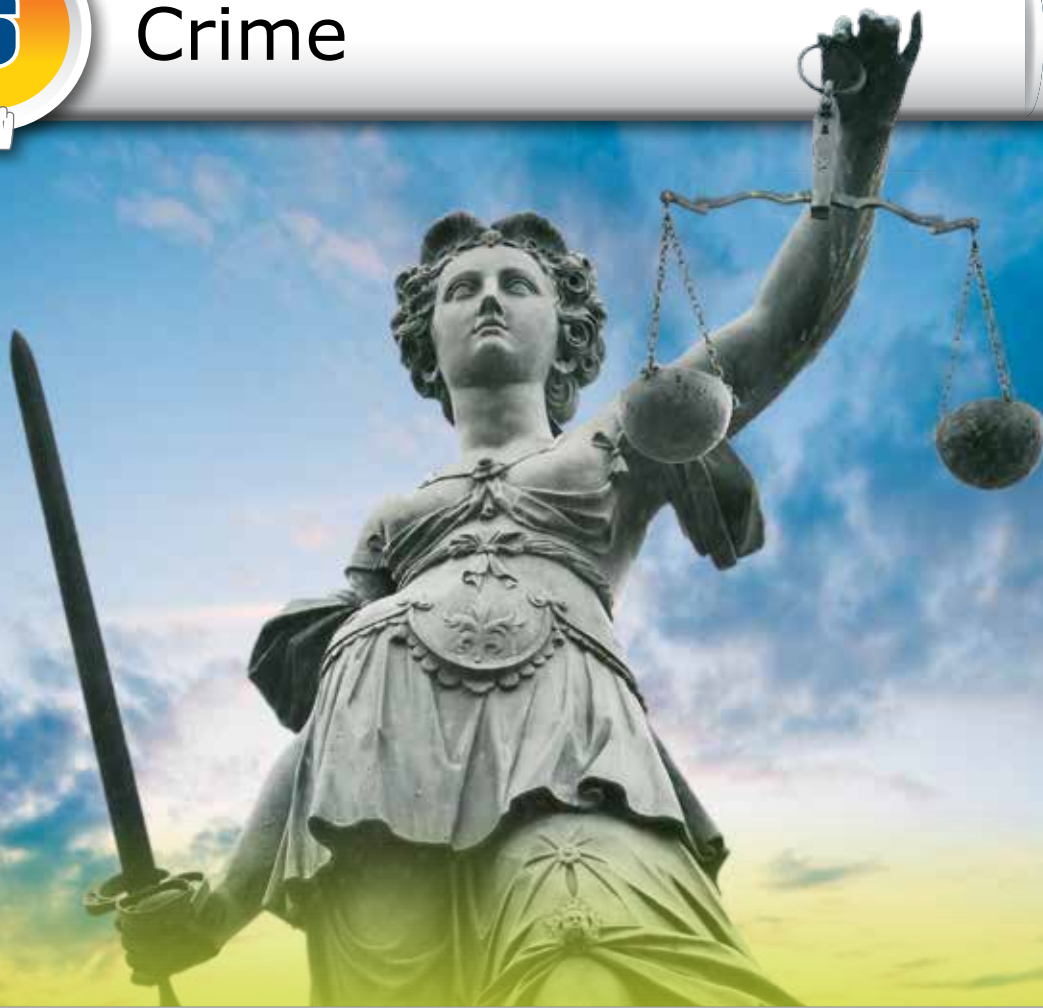
Grammar

Choose the correct answers.

- 'As soon as I finish my project, I ___ to the clean-up.' 'Great, see you then.'
 - will come
 - come
 - will be coming
 - will have come
- 'Have you read this book about elephants?' 'No, ___ it to me for a week?'
 - you will lend
 - will you lend
 - are you going to lend
 - shall you lend
- By the time my grandson is grown up, they ___ all the trees in the local forest.
 - will have cut down
 - will cut down
 - are going to cut down
 - will be cutting down
- '___ you to the conservation meeting tonight?' 'That's kind of you. Yes, please.'
 - Will I be taking
 - Am I going to take
 - Shall I take
 - I shall take
- Look at the smoke at the top of the mountain! The volcano ___.
 - will erupt
 - erupts
 - will be erupting
 - is going to erupt
- 'I'm cold.' 'Oh! Wait and I ___ you a sweater.'
 - will get
 - am going to get
 - get
 - will have got
- At three o'clock this afternoon, we ___ outside the town hall for six hours.
 - will have been protesting
 - will have protested
 - will be protesting
 - shall protest
- Jack's got a new job! This time next month, he ___ in South Africa.
 - will be living
 - will have been living
 - will live
 - shall have lived
- I'll text you when I ___ the landfill site.
 - will have reached
 - will reach
 - shall reach
 - reach



Crime



1 The first and second names of some famous detectives have been mixed up. Match the names. Where do you know about these detectives from?

Adrian

Holmes

Hercule

Clouseau

Poirot

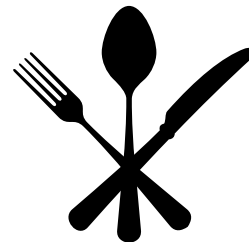
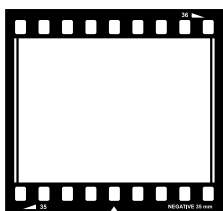
Jacques


Monk

Sherlock

2 Read the crime puzzle and solve the mystery. One of the pictures is a clue. Which one?

A husband and a wife live happily together. But one day the woman shoots her husband. Then she holds him under water for over five minutes. Finally, she hangs him. Ten minutes later they go out for dinner and have a wonderful evening. How is this possible?



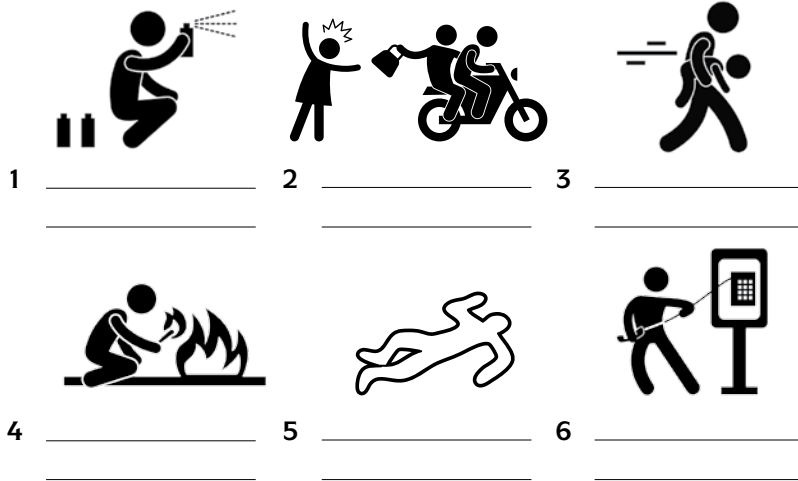
 **DVD 6** Now watch this short video of Inspector Clouseau at the scene of a crime. What nationality does he think the thief is? Why?

Reading

1 Label the pictures that represent different crimes. Which offences are committed against people and which involve property?

- arson graffiti kidnapping
- mugging murder vandalism

2 Read the crime story quickly. Who could the killer be?



Whodunnit?

Adam Smith sat on the edge of the narrow bed and looked through the bars of his cell. 1 Why did no one believe him?

Adam had grown up in a rough neighbourhood with gangs, where crime was a way of life. Despite this, he had never broken the law, and had seen education as his way out of the inner-city slums.

So how had he ended up in so much trouble? It had all started when he began his new job at Mangold-Zaks, the investment bank. He was just out of university with a degree in economics when the bank offered him a job. 2 Adam's life was all work and no play.

One Friday afternoon his boss, Barry Badoff, called him into his office. 'You

don't need to work this weekend. I'm having a party for some important clients and I would like you to be there,' he said.

The party was at Barry's mansion. Rolls Royce cars and Ferraris were parked in the street. Adam was led inside by a butler. There he saw men in expensive Italian suits and women covered in diamonds chatting together as they sipped champagne. Adam felt very uncomfortable surrounded by so much wealth. 3 Or breaking into a house like this one.

As he had nothing to say to the other guests, he went looking for Barry. He saw a wide-open door and stepped inside. 4 And seated behind it ... no, it couldn't be ... a man ... a man with a bloodstained shirt ... his boss,

Barry Badoff! Adam ran to the desk and checked for signs of life, but there was no pulse. He was dead. A bloody knife was on the floor. 5 At that very moment a woman entered the room, saw one dead man, another holding a knife, and began screaming, 'Murderer! Killer! Help!' Adam looked around wildly. He wanted to explain that she'd got it all wrong, but the words wouldn't come. Shock and terror had frozen him.

Later that evening at the police station, Adam considered his situation. Of course the police had arrested him. What else could they have done? 6 This young man from the wrong side of town, who had grown up around gangs ... yes, things looked bad for Adam, very bad. How was he going to prove his innocence? And who was the real killer?

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

- A Where he came from, people spent Saturday night sitting in front of the TV with a pizza.
- B And that's when Adam made his big mistake – without thinking, he picked it up.
- C He had been caught with the bloody murder weapon in his hand, so he must be guilty!
- D Adam wanted to make a good impression, so he arrived early and left late, ate at his desk and worked every weekend.
- E That was the wrong thing to do because he should have knocked first and waited for permission to enter.
- F He was in a police station, accused of committing a serious offence, but he was innocent!
- G It was a fine room with floor-to-ceiling bookcases, a fireplace, leather armchairs and a huge desk.

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Make sure that the sentence you choose for a gap fits logically both with what comes before and after the gap. For example, Sentences E and G both fit logically with the text before gap 4, but only one of them fits logically with what comes after the gap as well. Which sentence is it?

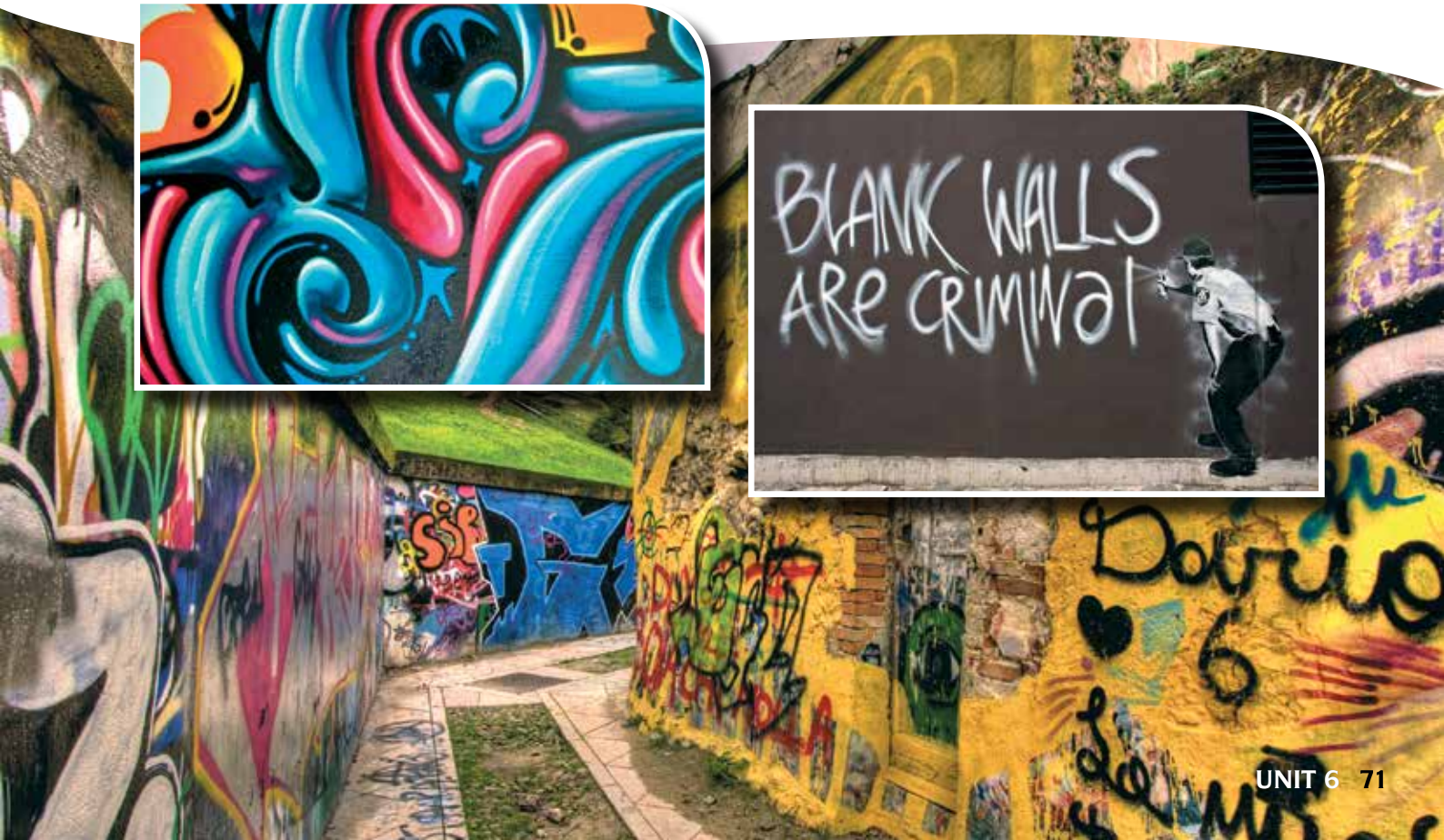
4 Complete the sentences with the correct form of these words.

accuse arrest break into break the law commit prove

- 1 Two men _____ a robbery at the National Bank earlier this morning.
- 2 How did the burglar _____ the house without setting off the alarm?
- 3 The police made a mistake when they _____ an innocent man of the crime.
- 4 If we can find some fingerprints, we might be able to _____ who did it.
- 5 You may have to go to prison if you _____.
- 6 Have you heard the news? The police _____ Bernie for theft!

5 Look at these examples of graffiti. How are they different? Use these words to talk about them.

artistic attractive cool expressive ugly stupid an eyesore illegal vandalism senseless



a-z Vocabulary 1

1 Complete the definitions with these words.

arsonist burglar kidnapper murderer robber shoplifter trespasser vandal

- 1 A(n) _____ is a person who takes something from a shop without paying for it.
- 2 A(n) _____ is a person who takes someone and asks for money to return them.
- 3 A(n) _____ is a person who kills another person on purpose and illegally.
- 4 A(n) _____ is a person who goes into places like banks to steal things.
- 5 A(n) _____ is a person who goes onto someone's land without permission.
- 6 A(n) _____ is a person who starts a fire on purpose and illegally.
- 7 A(n) _____ is a person who causes damage to buildings or destroys property.
- 8 A(n) _____ is a person who goes into houses to steal things.

2 Find and write eight crimes related to the criminals in 1.

A K I D N A P P I N G
 R B R D F N K J P U E
 S H O P L I F T I N G
 O Q B E T Y L M V X W
 N X B S G J L M V C A
 R M E F P O U Y T R W
 B U R G L A R Y A R F
 T R Y S H O L I F R W
 W D V A N D A L I S M
 G E P A S K I H N A P
 T R E S P A S S I N G

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____

3 Match the crimes in 2 with the criminals in 1.

4 Circle the correct words.

- 1 The vandal has to **have / do** community service; this week he is cleaning up the local park.
- 2 The judge said that the bank robber must **serve / pay** a life sentence of at least fifteen years.
- 3 A man called David Chapman was the last criminal in England who **received / did** the death penalty. He committed murder.
- 4 After the driver went through a red light, he had to **serve / pay** a fine of €350.
- 5 In many countries, if you kidnap someone you **go / stay** to prison for a very long time.
- 6 Her husband was caught shoplifting. He **is / goes** on probation and has to see his probation officer once a week.

5 In your opinion, which of the punishments in 4 are suitable for the crimes in 2?





1 Read about modal verbs.

Ability

- We use *can* to talk about ability in the present and *could* to talk about ability in the past. We use *be able to* to talk about ability in the present, past or future.
*She **can/is able to drive** a car.*
*I **couldn't/wasn't able to write** when I was three.*
- We can use *could* or *was/were able to* to talk about general ability in the past. To talk about a single completed action in the past, we must use *was/were able to*.
*He **could/was able to read** when he was four.*
*They **were able to catch** the kidnapper.*

Permission

- We use *can*, *could* or *may* to ask for permission and *can* or *may* to give or refuse permission.
***Could I go** to the park, Dad?*
*You **can visit** the prisoner.*
*You **may not go** into the prison.*
- We use *can* or *be allowed to* to talk about permission in the present or future.
*You **can't/won't be allowed to come back** into this shop ever again.*

- To talk about the past, we use *could* or *was/were allowed to* for general permission and *was/were allowed to* for permission on a particular occasion.
*She **could/was allowed to stay out late** whenever she wanted.*
*She **was allowed to stay out late** last night.*

Requests, offers & suggestions

- We use *can*, *could*, *will* or *would* to ask someone to do something for us.
***Can/Will you pay** this parking fine for me?*
***Could/Would you tell** the detective I'm ready to answer his questions now, please?*
- We can use *can*, *could*, *shall I* or *would you like me to ...?* to offer to do something for someone.
***Can/Could/Shall I call** the police?*
***Would you like me to call** the police?*
- We use *can/could* to make suggestions.
*You **can speak** to Joe's probation officer.*
*You **could ask** for his advice.*

2 Read these sentences, paying attention to the modal verbs. What do they express? Which sentence is more formal?

- Can you take me to school, Mum?
- Could you lend me some money, please?

Read 6.1-6.4 of the Grammar Reference before you do the tasks.

3 Circle the correct words.

- Shall I / Am I able to** bring you some books the next time I visit?
- You **could / will be able to** see the prisoner after lunch.
- Would / May** I visit my wife while she's in prison?
- Would / Can't** you like to tell us where you were yesterday evening?
- The police were happy that they **were able to / were allowed to** find the criminal.
- Shall / Could** you call my lawyer? I think I'm in trouble.
- My parents said I **won't be allowed to / can** see Jim anymore because he shoplifts.
- The burglar hit you very hard! **May you / Are you able to** stand up now, sir?

4 Choose the correct answers.

- Sharon ___ read and write before she started school.
a can b could c was allowed to
- The young offender ___ miss a meeting with his probation officer to go to his sister's wedding.
a was allowed to b may not c could
- ___ you phone me if you find out who stole my car, please?
a Shall b Will c Couldn't
- He ___ get a job right now because he has to do thirty hours of community service each week.
a can't b may c shall
- ___ you like me to take you to the police station?
a May b Can c Would
- Once he'd found the clue, Officer Boyle ___ solve the murder case.
a was able to b could c may



Phrasal Verbs

1 Circle the correct words to complete the sentences.

- 1 Someone **broke out** / **broke into** our house at the weekend and stole all our electronic goods.
- 2 Your son lies, steals and is always in trouble. I don't know how you **put him away** / **put up with him**.
- 3 The police caught the mugger, but he **got away** / **got away with** while they were taking him to the station.
- 4 There have been burglaries in the area recently, so **lock up** / **lock in** your valuables if you're going away.
- 5 This bloodstained shirt **ties up** / **ties in with** the murder. We can use it as evidence.
- 6 We know you're in there, Bugsy! **Give back** / **Give up** now before you get hurt.

2 Now match the phrasal verbs you didn't use in 1 with the meanings below and then write a sentence using each one in your notebook.

- 1 _____: do something bad without being punished for it
- 2 _____: return something to someone
- 3 _____: put someone in a place that they can't get out of
- 4 _____: escape from prison
- 5 _____: put rope, etc around someone so they can't move
- 6 _____: send someone to prison

Commonly Confused Words

3 Complete the pairs of sentences with the words in bold.

- 1 **stole** **robbed**
 a Somebody _____ the bank this morning. They took a lot of money, but no one was hurt.
 b I can't believe you _____ a tablet from the shop! I'm calling the police.
- 2 **kill** **die**
 a I didn't mean to _____ him, Officer. It was a terrible mistake.
 b She was in a very bad accident and we're afraid that she might _____.
- 3 **accuse** **excuse**
 a If you'll _____ me for a moment, I'll be right back.
 b You should never _____ anyone of stealing something until you know for sure that they did it.
- 4 **avoid** **prevent**
 a Keep away from those boys if you want to _____ getting into trouble.
 b The police have set up a new department to help _____ teens from breaking the law.
- 5 **quite** **quiet**
 a This book is called *Murder on the Orient Express*. It's _____ good.
 b Why are you being so _____? Is something wrong?
- 6 **lose** **loose**
 a Those ropes are too _____. Make them tighter or he'll escape.
 b If we _____ the court case, the murderer will be a free man.

Collocations & Expressions

4 Complete the sentences with the correct form of these words.

arrest a criminal be on the run catch someone red-handed do time
find someone guilty send someone to prison turn to a life of crime

- 1 The detectives _____; he was holding the bloodstained knife!
- 2 The thief admitted his crime and the judge _____ for three years.
- 3 Many poor teens _____ in order to get money to buy things.
- 4 Tim's Dad _____ for burglary. He will get out of prison in two weeks.
- 5 I've only been a policeman for a few days, so I _____ yet.
- 6 The judge _____ of shoplifting and made her pay a fine.
- 7 Apparently the murderer _____ and may be on his way to Hull.



1 Read about modal verbs.

Obligation & necessity

- We use *must*, *have to* or *need to* to express obligation. We can use *must* for the present or future and we can use *have to* and *need to* for the present, past or future.
*We **must** find the murderer!*
*I've **never had to** go to prison.*
*You **will need to** lock up your valuables.*
- We use *don't have to*, *don't need to* or *needn't* to talk about something that is not necessary.
*You **don't have/need to** call the sheriff.*
*You **needn't** call the sheriff.*
- We use *didn't have to* or *didn't need to* for something unnecessary in the past. We don't know if it was done or not.
*I **didn't have/need to** pay a fine.*
- We use *needn't have* for something that was done in the past, although it was unnecessary.
*I **needn't have given** back the money I borrowed.*

Prohibition

We use *mustn't* to say that something is not allowed.
*You **mustn't be** late for meetings with your probation officer.*

Possibility

- We use *may*, *might* or *could* to express possibility in the present or the future. We do not use *could* in negative sentences.
*This footprint **may/might/could be** important.*
*The lights **aren't on**. They **may/might not be** home.*

- We use *may/might/could* + *have* + past participle to talk about possibility in the past. We do not use *could* have in negative sentences.
*The lights **were all off**. There **may/might/could have been** a powercut.*
*It was quite dark. He **may/might not have seen** the robbers clearly.*

Deduction

- We use *must* or *can't* to show that we are almost certain that something is or is not true.
*He's got blood on his hands. He **must be** the murderer.*
*She **can't be** the robber; she was with me at the time of the robbery.*
- We use *must/can't/couldn't* + *have* + past participle to talk about the past.
*He **had to** pay a fine. He **must have broken** the law.*
*You **can't/couldn't have seen** Jacob in the city centre; he's in prison serving a life sentence.*

Advice & criticism

We use *should* and *ought to* to give advice and *should/ought to* + *have* + past participle to express criticism.
*You **should/ought to report** him to the police.*
*He **shouldn't/ought not to have robbed** that bank.*

2 Read the sentences. What modals do they use? What do these modals express? In which sentence did something happen even though it was not necessary?

- He didn't need to do time in prison.
- He needn't have done time in prison.

Read 6.5-6.10 of the Grammar Reference before you do the task.

3 Circle the correct words.

- Int:** So, you're a probation officer in the UK criminal system, aren't you?
- Ann:** Yes, that's right. I work with people who have either broken the law, but ¹ **didn't have to serve / needn't have served** a prison sentence, or people who ² **had to / must** go to prison, but who are out now.
- Int:** It ³ **must / may** be quite a difficult job. Working with criminals ⁴ **mustn't / can't** be easy! What kind of things ⁵ **do you have to / can you** do?
- Ann:** Well, I often ⁶ **need / must** to write reports, for example, when I think a criminal ⁷ **has to / might** be dangerous, or if I think they ⁸ **could / need to** break the law again. I also ⁹ **could / have to** make sure that the criminal does what the judge has said they ¹⁰ **must / can** do. For example, sometimes criminals ¹¹ **have to / needn't** do community service. They ¹² **must / might** actually do the work they have been told to do.
- Int:** ¹³ **Did you need to / Mustn't you** go to university to get this job?
- Ann:** No, I ¹⁴ **needn't / can't** have gone to university, but I did. Then I ¹⁵ **may / had to** train to become a probation services officer, or a PSO as they are called.
- Int:** That ¹⁶ **can / must** have taken quite a few years.
- Ann:** After university, the whole process took about fifteen months. But it was worth it – I really enjoy my job.





Listening



1 Listen to these speakers and circle the correct answers.

- The woman thinks the man is being **too harsh** / **not harsh enough**.
- The man **is** / **isn't** certain that the criminal has been arrested.
- He was 1.8 m tall or **more** / **less**.
- The woman now feels **calmer** / **more confused**.
- The man is **sure** / **not sure** that the girl is innocent.
- The man says the coat was **definitely** / **possibly** black.

2 Now listen again and use the phrases you hear to help you complete these alternative ways of saying things.

- 'That's too easy!'
That's _____, isn't it?
- 'He must still be at school.'
I'm _____ he's still at school.
- 'We ran 50 metres or more.'
We ran _____ 50 metres.
- 'I'll speak to her and make her feel calmer.'
I'll speak to her and _____ her.
- 'I'm not sure whether she can be trusted.'
I _____ whether she can be trusted.
- 'I think the car was red, but I'm not certain.'
I think the car was red, but I _____.

3 You will hear people talking in seven different situations. For questions 1-7, choose the best answer (A, B or C).

- You hear a police officer talking. What does he think about modern policing?
A It's more dangerous than in the past.
B Technology plays an important part.
C Paperwork takes too long.
- You hear two people talking about an escaped criminal. What do they agree about?
A The man is probably dangerous.
B They should be extra careful.
C The police have caught the man.
- You hear a young woman talking. What does she feel about the way she's treated now?
A She deserves to be distrusted.
B She's glad that people accept she has changed.
C She thinks people treat her unfairly.
- You hear two people talking about a crime. What does the woman think about the sentence that was given?
A It was too harsh.
B It was appropriate for the crime.
C It will probably be changed.
- You hear an old man telling a policewoman about a burglar. What is the old man sure about?
A The approximate height of the burglar.
B The area the burglar came from.
C The words the burglar said.
- You hear a policewoman talking to some TV and newspaper reporters. What is she doing?
A trying to reassure people
B asking for help from the public
C giving details about a crime
- You hear a man talking about an incident on his land. What is his opinion of the girl?
A She was trespassing.
B She wasn't trespassing.
C He's not sure whether she was trespassing or not.



This type of task often requires you to work out how someone feels about a situation or a person. They'll probably say something connected to each of the answer options so don't guess the answer too quickly. Listen carefully to the words and expressions they use to work out which of the answer options is actually correct.

Speaking

1 Ask and answer the questions with a partner.

- Do you think crime is a problem where you live? What sort of crimes are committed?
- Have you ever witnessed or been a victim of a crime?
- How often do you see police officers? Are they on foot, in cars, on motorbikes or on horses?

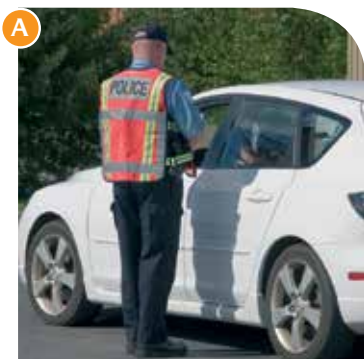
2 Sometimes when speaking, you need to show that you are not sure about what you are saying. Look at these pictures and complete the sentences about them with these words. Underline the phrases that show the speaker is uncertain.

burglar alarm radar gun security camera security lock speed limit



- 1 This is probably a _____.
- 2 This might be a _____.
- 3 I'm not certain, but I'd guess that this is a _____.
- 4 I'm not one hundred percent sure, but I think it's a _____.
- 5 It's possible that this is a _____.

3 Work in pairs to answer the questions about the photographs. One of you will be Student A and the other will be Student B. Use the words and phrases in the Language Bank to help you.



Student A: Compare the two photographs. What crimes do you think have taken place in each photo?

Student B: Which of the two offences do you think is the more serious?



Student B: Compare the two photographs. What crimes are these things designed to prevent?

Student A: What do you do to protect yourself from crime?

DOWNLOAD

When you are asked to compare the two photos, you will also be asked a question which will ask you to think a bit, give your opinion or guess something. If you're not confident about your answers, it's OK to say that you are unsure so long as you make some sensible suggestions and explain why you made them.

LANGUAGE BANK

Expressing uncertainty
 I'm not certain, but ...
 I'm not 100%/really sure, but ...
 The man/woman is probably/possibly ...
 The people might be ...
 It's possible/likely that ...
 I think/would guess that ...

4 Work in pairs to discuss these questions.

- What can communities do to help reduce crime in their area?
- What things do you think cause people to turn to crime?
- Do you think prisons should train prisoners, so they can start a new career when they leave?



Writing

Essay: Writing good conclusions

The final paragraph of an essay should summarise the opinions you have expressed in your essay and include a comment. For example, if you have described how some motorbike riders don't always wear crash helmets and sometimes drive too fast, your summary could say that *they sometimes behave dangerously on the road*. Your comment, which often describes the future, could be that *they should obey the law in order to make driving safer for everyone*.

1 Read the opinions below and then complete each summary with one of these words. Discuss in class what comment you could make on each one.

carelessness poverty speeding

- Many burglaries could be prevented if people remembered to lock doors and windows before going out.
To sum up, many burglaries happen because of _____.
- A high proportion of road accidents are caused by people driving too fast.
To sum up, many road accidents are caused by _____.
- Some people shoplift because they don't have enough money to feed and clothe their families.
To sum up, some shoplifters are forced to steal because of _____.

2 Read the writing task below and circle the correct words to complete this statement about it.

The question mainly asks your opinion about whether illegal downloading is good or bad for the people who **produce music / listen to music**.

You have been talking in class about illegal downloading from the internet. Now your teacher has asked you to write an essay for homework.

Write your essay using **all** the notes and giving reasons for your point of view. (140-190 words)

**Many people illegally download music from the Internet.
Is this a good thing or a bad thing for the music industry?**

Notes

Write about:

- musicians
- paying for music
- _____ (your own idea)

3 Read this essay and the two final paragraphs at the top of the next page that were written in answer to the question in 2. Which final paragraph answers the task question and summarises the writer's opinion?

Many people who pirate music from the Internet think they are loyal music fans. However, I believe that what they are doing is bad for music and musicians.

In the first place, downloading music without paying is wrong because it means that musicians do not get properly paid for their work. This is unfair as they might have spent many months writing and recording it.

Moreover, if people really value music then they should pay for it. If it is wrong to steal CDs from shops, then it is just as wrong to steal from the Internet.

In addition, although some people say they are helping musicians to become famous by sharing illegal downloads with friends, this is not the case. There is no need to download because they can send their friends links to music they have discovered.



a To sum up, many people find that paying to download music costs too much money. It would be better to make it cheaper in the future so that people might not break the law.

b To sum up, pirating music damages the music business. If fans started paying for their music, it might reduce the prices of downloads and CDs, which would be good for everyone.

4 Now answer these questions about the essay in 3.

- 1 In paragraph 4, the writer talks about an opposing opinion in order to show that **there is another viewpoint / the other viewpoint isn't right**.
- 2 Which words in the final paragraph you chose sum up the writer's opinion on the task question? Underline them.
- 3 In both final paragraphs, why does the writer use the word *might* instead of *will*?

5 When writing your essay, it is important to make your ideas sound realistic and not exaggerated. You can use modals such as *could, can, may, might*, etc to do this. You can also use adverbs (*sometimes, often, not always*, etc) or determiners (*some, many, most*, etc) to achieve the same effect. Rewrite these ideas in your notebook, making any necessary changes, to make them sound more believable.

- 1 Crimes are committed by people who need help rather than punishment.
- 2 Prison life teaches people how to become better criminals.
- 3 Young people achieve great things with help and guidance.

6 Read this writing task and use the plan and the Language Bank to help you write your essay. When you have finished your essay, check your work carefully.

You have been talking about crime and punishment in class. Now your teacher has asked you to write an essay for homework.

Write your essay using **all** the notes and giving reasons for your point of view. (140-190 words)

Some people say that young offenders should be sent to an army camp for a while instead of being sent to prison. Is this a good or a bad idea for young offenders?

Notes

Write about:

- 1 being punished for crime
- 2 learning life skills
- 3 _____ (your own idea)

Plan

- Paragraph 1: Introduce the topic and your opinion.
Paragraph 2: Make a point about punishment to support your opinion.
Paragraph 3: Make a point about learning life skills to support your opinion.
Paragraph 4: Use your own idea in support of or in contrast to the other points, or to show why an opposing viewpoint is wrong.
Paragraph 5: Summarise your opinion and add a comment.

LANGUAGE BANK

Crime

break the law
commit a crime
turn to a life of crime
arrest someone for a crime
find someone guilty of a crime
minor/serious offences

Prison

send someone/go to prison
prisoners
cells
do time
education programmes

Army

discipline, self-discipline
physical/survival training
obeying orders

Skills

dealing with people
working in a team
communicating
learning a life/work skill

Results

a sense of responsibility
a sense of right and wrong
self-confidence
be proud of yourself
know what you are capable of

DOWNLOAD

Avoid making exaggerated statements. Use modals, adverbs or describe quantities to make your opinions sound more realistic.
In the final paragraph, answer the task question by summarising what you have written and adding a comment. If you can't think of a comment, say something about what might happen in the future.



Vocabulary

Choose the correct answers.

- If the detective can ___ that she did it, she'll be in a lot of trouble.
a commit
b break
c prove
d arrest
- After the ___ had started the fire, he got in a car and drove away quickly.
a burglar
b robber
c shoplifter
d arsonist
- Don't worry. We've got a strong case. We can't ____.
a loose
b die
c kill
d lose
- Billy stole a bike and now he has to ___ fifty hours of community service.
a do
b receive
c pay
d go
- Everyone knows you committed the crime. You'll never ___ it.
a give up
b get away
c get away with
d give back
- There's been a ___ at the National Bank! Millions of euros were stolen.
a murder
b robbery
c burglary
d kidnapping
- The police ____. He was holding a gun when they found him.
a did time
b are on the run
c turned to a life of crime
d caught the criminal red-handed
- Mary stole a skirt from the department store and was arrested for ____.
a arson
b trespassing
c vandalism
d shoplifting
- The police have to do more to ___ crimes before they happen.
a avoid
b prevent
c accuse
d excuse

Grammar

Choose the correct answers.

- You ___ have seen my brother in the park yesterday; he's doing time in prison for arson.
a can't
b wouldn't
c couldn't
d mustn't
- 'Did you go to the prison to see Dan today?'
'Yes. I ___ visit him for an hour.'
a can
b should
c was allowed to
d could
- You ___ make one phone call to your lawyer.
a are able
b may
c are allowed
d would
- 'Somebody is in the garden.'
'We ___ phone the police!'
a should
b ought
c may
d might
- You ___ our lawyer – I'd already made an appointment for us to see her.
a couldn't have called
b can't have called
c needn't have called
d don't need to call
- 'Could I see the judge, please?'
'No, she ___ leave the courtroom right now.'
a isn't able to
b couldn't
c isn't allowed
d might not
- Always be good and honest. You ___ break the law.
a wouldn't
b didn't need to
c don't have to
d mustn't
- 'We ___ to have more laws to prevent people from killing animals.'
'You're right. Something must be done.'
a could
b need
c can
d are able
- '___ I take you to the police station so that you can tell them what you know about the fire?'
'Yes, please, Dad.'
a Shall
b Let
c Would
d Must



Vocabulary

1 Complete the sentences with the correct form of the words given.

- The police are looking for the _____ who started the fire at the school.
- Zoos are often important in the _____ of endangered species.
- The waste from the factory will probably _____ the river and kill the fish.
- Thieves got away with millions of euros in a bank _____ yesterday.
- The _____ broke into the house through an open window.
- Drought caused the _____ of crops in this part of Africa.
- The scientist made _____ to evidence that human activity causes climate change.

ARSON
CONSERVE
CONTAMINATION
ROB
BURGLARY
DESTROY
REFER

2 Complete the sentences with these words.

cut off end up get away give back keep away put off put out use up

- Where does all the e-waste _____?
- After three days, fire fighters finally _____ the wildfire.
- We must take action to save our planet; we can't _____ it _____ any longer!
- What happens when we _____ all the fossil fuels?
- The boy promised to _____ the money he had stolen from his brother.
- The burglars _____ the electricity and all the lights went out.
- There was a warning to _____ from the beach because a tsunami was coming.
- The robber didn't manage to _____ and the police are questioning her at the police station.

3 Circle the correct words.

And here is the news

There is rarely any good news today. One minute they are reporting horrible crimes like ¹ **kidnapping / graffiti** and ² **murderer / murder**, and the next minute, there are stories of natural disasters like ³ **earthquakes / incidents** and ⁴ **floods / green belts**. Scientists warn that human ⁵ **deforestation / interference** is causing climate change. The effects are common: a lack of water in some countries means people can't grow food and so they die as a result of ⁶ **waste / starvation**, while in others high winds like ⁷ **famines / tornados** destroy property. It is true that crimes like ⁸ **burglary / drought** are serious, but scientists have made it clear that human beings have ⁹ **committed / arrested** the greatest crime of all: the ¹⁰ **vandal / vandalism** of the planet.

4 Complete the second sentence so it has the same meaning as the first sentence, using the word in bold. You must use between two and five words, including the word given.

- The firefighters knew that they might all die in the wildfire. **kill**
The firefighters knew that the wildfire might _____.
- After he had been in prison for burglary, Fred couldn't find a job. **time**
After he _____ for burglary, Fred couldn't find a job.
- The boss of the oil company that contaminated the sea said he was sorry. **apologised**
The boss of the oil company _____ of the sea.
- Who is guilty of the deforestation of the Amazon rainforest? **blame**
Who is _____ the deforestation of the Amazon rainforest?
- The judge gave the criminal a life sentence. **put**
The judge _____ for life.
- The robber has escaped from the police. **run**
The robber is _____ from the police.



Grammar

1 Complete the text with these words.

as been before have not once time will

Life after prison

Mike is serving a ten-year prison sentence. By the ¹ _____ he gets out of prison, many things will ² _____ changed in his life. His children ³ _____ have grown up and his wife will have ⁴ _____ waiting for him for a decade. ⁵ _____ soon as he returns home, he will have new problems. He probably will ⁶ _____ have many friends. ⁷ _____ someone has been in prison, people often avoid them. It will also be a long time ⁸ _____ he finds a job.

2 Complete the second sentence so it has the same meaning as the first sentence, using the word in bold. You must use between two and five words, including the word given.

- The young man shouldn't have driven so fast through the town. **ought**
The young man _____ so fast through the town.
- We left our house during the heavy rain because we thought it would flood, but it didn't. **needn't**
We _____ our house during the heavy rain because it didn't flood.
- The police think it is possible that the victim knew the burglar. **might**
The police think the victim _____ the burglar.
- Keep out of this building; it is unsafe after the earthquake! **mustn't**
You _____ this building because it is unsafe after the earthquake!
- Do you want us to buy this new eco-friendly product? **shall**
_____ buy this new eco-friendly product?
- How do you cope with her bad behaviour? **up**
How do you _____ her bad behaviour?
- There will be about 9 billion people on the planet in 2050. **reached**
By 2050, the number of people on the planet _____ about 9 billion.

3 Read the text and decide which answer (a, b or c) best fits each gap.

Driving into trouble

Most people behave quite well – until they get behind the wheel of their car. It seems that drivers ¹ ___ easily break the law and they often do. For example, their mobile phone ² ___ ring while they are driving, so they answer it. Everyone knows that they ³ ___ not talk on a mobile while they are driving. It is against the law and ⁴ ___ cause accidents. So why do people do it?

In order to get a driving licence, people ⁵ ___ to pass a difficult test. Once they ⁶ ___ passed, many people think they have learnt all they need to know about driving. However, even experienced drivers ⁷ ___ make mistakes. That is why some police officers think drivers ⁸ ___ pass a test more than once in their lives.

- | | | | | | |
|-----------|----------|--------|-----------|----------|----------|
| 1 a can | b shall | c need | 5 a ought | b have | c should |
| 2 a will | b might | c must | 6 a can | b will | c have |
| 3 a ought | b must | c have | 7 a can | b must | c ought |
| 4 a shall | b should | c may | 8 a ought | b should | c would |

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

- There's a march against the landfill in our neighbourhood this weekend. _____ we _____ (go)?
- This is a terrible oil spill. It _____ (destroy) ocean wildlife.
- This time next week, we _____ (clean up) the beach on our eco-friendly holiday.
- By the end of this month, Pete _____ (work) for Greenpeace for ten years.
- _____ you _____ (put) your rubbish in the bin, please?
- By the end of the year, people _____ (plant) hundreds of trees here.
- Scientists believe that people _____ (live) longer in future.
- I've kept those glass bottles because I _____ (recycle) them.

7

The Media



1 Which of these materials do you read the most? Rank them 1-8 where 1 is the one you read most and 8 is the one you read least.

- | | | | |
|-------------|--------------------------|-----------------|--------------------------|
| • comics | <input type="checkbox"/> | • newspapers | <input type="checkbox"/> |
| • emails | <input type="checkbox"/> | • poems | <input type="checkbox"/> |
| • books | <input type="checkbox"/> | • text messages | <input type="checkbox"/> |
| • magazines | <input type="checkbox"/> | • websites | <input type="checkbox"/> |

2 Mass media refers to the newspapers, television, radio and so on that communicate news and information to a large number of people. How have the following inventions affected mass media?



The printing press (1439)



The radio (1910)



The Internet (1990)

DVD 7 Watch this short video about the history of reading. What should we save the world from? How? Do you agree?



Reading

1 Do you follow the news? Why/Why not?

Use the ideas below and discuss as a class.

- It's good to be informed.
- It makes me angry.
- News is sensationalised.
- It's depressing.
- A story might concern me personally.
- It's biased.

2 Which of these media do you think provides the best news coverage?

- newspapers • radio • television • the Internet

3 Read the article quickly. Why is the newspaper industry similar to the music industry?



Is print media doomed?

Is physical, printed media dying? Will this generation of young people be the last to experience traditional books and newspapers? As digital media becomes increasingly popular, we look at current newspaper and book trends.

The newspaper industry, like the music industry, has been hit hard by the Internet. Just like pirated music, news is readily available for free online, so people are choosing not to pay for it. The Internet can also provide news the second it happens. It is clear that the traditional print newspaper, which is still published once a day, is no longer a practical way to receive information. To keep their readers, most newspapers have now produced digital online versions. Plenty of news is available for free, but some famous, well-respected papers like *The Times*, for example, only give the

reader full access to the digital version if they pay a subscription. Compared to the cost of a print newspaper every day, a digital membership is more affordable. Not only that, but online readers get an interactive experience since they can express their views by posting comments on articles that are of particular interest to them. The newspaper benefits from being online too. Money that was needed for materials such as ink and paper, warehouses, delivery vans, and so on required by a daily print newspaper can be saved. An online newspaper can make more profits and there is less wastage of resources.

And what about books?

If print newspapers are impractical compared to their digital versions, could e-books on tablets and e-readers replace print books? Here the situation is less clear because print books have some definite advantages over e-books. Firstly, the print on a page won't give you headaches or eye strain like a screen does. Also, you have to charge a



DOWNLOAD

When answering multiple-choice questions, first try to eliminate the answer options that are clearly wrong. Sometimes, these are often options that include negative words such as 'no one', 'never', etc. These are extreme and are usually incorrect with regards to the text. Look at question 4. Which options are likely to be wrong?



device or you can't read at all. And what happens if your device is stolen or breaks? You could easily drop it, or take it to the beach with you and get sand or sea water in it; then you will be unable to read until you have it fixed or get a new one. That's something you'll never have to worry about with a normal book. Cost is also an issue. You have to purchase an often expensive digital device and then the e-books you buy are only a little cheaper than the paper editions.

But best of all, a print book is a physical thing and people like holding books, turning the pages, collecting them, filling their shelves and bookcases with them. People prefer the overall experience of reading a real book because it is more relaxing than using an electronic device. We love curling up on the sofa on a wet weekend and getting lost in an amazing adventure, or lying under a beach umbrella on holiday with a good detective novel. No matter how easy the Kindle or the iPad are to use, these machines will never be as user-friendly as a proper book, which you just pick up and open. The charm of a real book might be hard for those who are gadget-savvy to understand, but it looks like printed books are a long way from dying.

4 Read the article again and choose the best answer A, B, C or D.

- Which of the following makes newspapers impractical?
A They are no longer free online.
B They don't have enough readers.
C They have been pirated too much.
D They cannot report news quickly enough.
- According to the article, it is true that
A some well-known papers can only be read online.
B digital papers cost less to produce than print papers.
C there is less reading material in a digital paper.
D readers can write their own articles for online papers.
- What does 'Here' in paragraph 4 refer to?
A the comparison between print books and e-books
B the comparison between tablets and e-readers
C the advantages of reading e-books
D the differences between books and newspapers
- What does the writer suggest about print books?
A No one steals them.
B E-books will never replace them.
C They have a lot of positive points.
D They have better prices than e-books.
- What is the final paragraph about?
A books read by people with gadgets
B suggestions about what to read
C all the drawbacks of reading devices
D the joy of reading a traditional book
- What does the writer believe will happen in the future?
A People who use gadgets will read print books.
B Print books are more likely to survive than print newspapers.
C Kindle and iPad will become easier to use for reading.
D More people will read while on holiday.

5 Find words in the article which mean the same as these definitions. The paragraph number is provided in brackets.

- belonging to the present time (1) _____
- suitable for a particular purpose (2) _____
- reasonably priced (3) _____
- involving the user to exchange information (3) _____
- real, able to be seen, touched, etc (5) _____
- easy to use or understand (5) _____

6 Look at the old newspaper headline in the photo. What might have happened or is about to happen? Work with a partner to come up with an idea.



a-z Vocabulary 1

1 Label the pictures with these words.

the Internet journal magazine newspaper radio television



2 The words in bold are in the wrong places. Write them in the correct places.

- 1 My grandmother spends all her afternoons watching **e-zines**. I can't understand how she remembers who is related to whom. _____
- 2 Did you read your **website** for today? Mine says I'm going to meet a tall, dark, handsome stranger! _____
- 3 I buy this because I enjoy the **commercials** it contains. Right now I'm reading one about how climate change is affecting wildlife. _____
- 4 **Soap operas** are very informative ... and they've got lots of great photos. They're also online which means I don't have to pay anything to read them. _____
- 5 This new film is getting great **scientific articles**. We should go and see it. _____
- 6 Have you read this **horoscope** with Tiger Woods yet? The writer asks him lots of good questions about his life and what it feels like to be such a fantastic athlete. _____
- 7 Milly is going to set up her own **advertisement** about how to start your own business. _____
- 8 Joe and I like watching our favourite programmes in the evening, but the **reviews** every five minutes drive us nuts. _____
- 9 Have you seen this **interview** from Nike? It's trying to sell trainers and it's got a photo of Usain Bolt with a bolt of lightning over his head. _____

3 Match the features of media in 2 with the forms of media in 1. Sometimes more than one answer is possible.

4 Circle the correct words to complete the sentences.

- 1 I listen to a rock show on the radio every night. The **DJ / journalist** plays the best music in the UK.
- 2 The **editor / columnist** of a newspaper or magazine is the one who decides what it should include.
- 3 Tony is a **presenter / blogger**. Every day he goes online and writes on his webpage about cooking.
- 4 And now these latest updates from our **editor / correspondent** in the Philippines.
- 5 Pat's a **columnist / newsreader** for a daily newspaper. You can read what she thinks about fashion and style every morning.
- 6 I'd love to be a **presenter / correspondent** on a popular TV show. Can you imagine how many famous people you'd get to meet?
- 7 My brother is a well-known **blogger / journalist** who writes articles for papers like *The Times* and *The Herald*.
- 8 Quiet! I can't hear the **columnist / newsreader**... he's talking about what's going on in Asia.



1 Read about the passive.

We use the passive voice when the action is more important than the agent, when we don't know the agent or it is not important.

*The newspaper **is published** in the UK.*

*This article **was written** in Bolivia.*

We form the passive voice with the appropriate tense of *to be* and the past participle of the main verb. We can use *to get* instead of *to be* to talk about something unpleasant that happens by accident or unexpectedly.

*The website **was set up** in 2009.*

*The correspondent **got killed** in India.*

We form the passive of:

- a gerund with *being* + past participle.
***Being interviewed** by the journalist was fun.*
- a bare infinitive with *be* + past participle.
*An article about the famine **must be written**.*
*The article **had better be written** soon.*
- a full infinitive with *to be* + past participle.
*When is the story **supposed to be printed**?*

Note: When it is important to mention the agent in a passive sentence, we use the word *by* + name/noun. When we want to mention the tool, object or instrument that was used for something we use the word *with*.

*A number of newspapers are owned **by Guardian Media Group**.*

*The magazine photo was taken **with a digital camera**.*

2 Read the sentences and underline the passive verb forms. Which sentence talks about something unpleasant that happened by accident or unexpectedly? Which verb has been used?

- The correspondent got kidnapped in South America.
- The sports columnist was given a new office.

Read 7.1 of the Grammar Reference before you do the tasks.

3 Complete the sentences with the correct form of the passive.

- The basketball star _____ (interview) by the sports columnist now.
- This review needs _____ (write) again.
- This website _____ (set up) by a teenager in Bristol last year.
- She wanted her blog _____ (notice) all over the world.
- The newspaper I work for is supposed _____ (give) an award next month.
- My article _____ (publish) in a well-known journal tomorrow.
- Many books _____ (read) on e-readers these days.
- A journalist must _____ (send) to France to talk to the president.
- I remember _____ (shock) by the pictures on the news.
- _____ (offer) a job at Google would be a dream come true!

4 Rewrite the sentences in the passive. Write them in your notebook.

- They should do something about cyber-bullying.
- My company will sell this comic all over the world.
- The editor had edited the magazine before it went to print.
- This man has created many advertisements for the *Chicago Tribune*.
- Journalists want their employer to send them to interesting places.
- Teenagers write a lot of text messages every day.
- The interviewer will have asked the film star a lot of questions by the end of the interview.



Prepositions

1 Complete the sentences with *about, between, for, in, of, on, over* or *towards*. Which sentence can use two prepositions?

- Excuse me, Mr President, but would you like to comment _____ the latest workers' strike?
- The use _____ commercials on TV to sell things to children should be stopped.
- There's no comparison _____ traditional books and e-books; traditional books are better!
- Do you really think TV pollutes people's minds? Your attitude _____ this form of media surprises me.
- There has been a decrease _____ the sale of CDs because now many people download music from the Net.
- Our editor has a preference _____ articles that tell both sides of a story.
- If you're looking for information _____ careers in radio, try this website.
- Print magazines have an advantage _____ e-zines because you don't need a device to read them.

Collocations & Expressions

2 Complete the sentences with the correct form of these words.

be in the public eye be on the big screen go viral
 have a lot of hits make a name for yourself make the headlines

- Many stars don't like being watched all the time. They aren't keen on _____ every minute of the day.
- The story about the singer's car crash _____ yesterday. It's on the front page of every newspaper in Britain.
- Ken liked being a TV actor, but since he appeared in his first film he loves _____ even more.
- How many people have to 'like' an online video before it _____?
- A person should go to Hollywood if they really want to _____ in the acting business.
- Wow! Our video _____. Yesterday it had a thousand and today it has twice as many!

Word Formation

3 Complete the table.

Verb	Noun
1	publication
subscribe	2
3	requirement
replace	4
5	reception
6	involvement



4 Now complete the sentences with some of the words from 3.

- Being a correspondent will _____ you to travel and report from dangerous countries.
- My sister says that *Cosmopolitan* magazine is the best-selling _____ in the UK.
- There's something wrong with the _____ on my TV. The picture's terrible.
- I didn't want to _____ the editor in our argument over the story, but I really don't think I've got a choice.
- It is believed that e-books will _____ printed books one day.
- Dad's got a(n) _____ to a newspaper. It doesn't cost him much and it's delivered to the door every morning.



1 Read about impersonal and personal structures.

We often use verbs like *believe, consider, know, expect, say, report, suppose* and *think* in the passive voice. They can be used in an impersonal or a personal passive structure.

We form the impersonal passive structure with *it + passive verb + that + clause*.

Many people believe that magazines should be cheaper. (active voice)

It is believed that magazines should be cheaper. (passive voice)

We form the personal passive structure with *noun + passive verb + full infinitive*.

Many people say that teenagers spend too much time surfing the Net. (active voice)

Teenagers are said to spend too much time surfing the Net. (passive voice)

2 Read the sentences and underline the passive verbs they contain. Which sentence uses an impersonal passive structure?

- a It is known that advertisements sell products.
- b Advertisements are known to sell products.

Read 7.2 of the Grammar Reference before you do the tasks.

3 Read the sentences and write I (for impersonal passive structure) or P (for personal structure).

- 1 He is considered to be one of the best journalists in the world. _____
- 2 It is believed that this play was written by Shakespeare. _____
- 3 The magazine is known to be informative and colourful. _____
- 4 It is reported that there has been a decrease in the sale of newspapers. _____
- 5 The columnist is supposed to be knowledgeable about fashion. _____
- 6 Teenagers are believed to be the most frequent users of the Net. _____
- 7 The robber is said to be on the run from the police. _____
- 8 It is expected that this video will go viral. _____

4 Complete the sentences using impersonal and personal passive structures.

- 1 People know that he stars on the big screen.
 - a It _____ he stars on the big screen.
 - b He _____ on the big screen.
- 2 People suppose that e-books are more environmentally friendly than printed books.
 - a It _____ e-books are more environmentally friendly than printed books.
 - b E-books _____ more environmentally friendly than printed books.
- 3 People say that the newspaper story is untrue.
 - a It _____ the newspaper story is untrue.
 - b The newspaper story _____ untrue.
- 4 People think that she is making a name for herself by being unusual.
 - a It _____ she is making a name for herself by being unusual.
 - b She _____ making a name for herself by being unusual.
- 5 People believe that attitudes towards the media are changing.
 - a It _____ attitudes towards the media are changing.
 - b Attitudes towards the media _____ changing.
- 6 People consider horoscopes to be fun and entertaining.
 - a It _____ horoscopes are fun and entertaining.
 - b Horoscopes _____ fun and entertaining.
- 7 People expect the film to win an award.
 - a It _____ the film will win an award.
 - b The film _____ an award.
- 8 People report that the newspaper is closing.
 - a It _____ the newspaper is closing.
 - b The newspaper _____ closing.



Listening

1 Look at the three pictures. What do they have in common? What subject might the conversation be about?



2 Now look at the following questions and listen to the conversation that goes with the pictures in 1. Which questions could be asked after the conversation? Which pictures in 1 answer each of those questions? Write A, B, C or -.

























- 1 How did the man hear about the fire?
- 2 Which news source does the woman suggest they check?
- 3 How does the man normally get his news?
- 4 Which news source has the woman already checked today?
- 5 Which news source does the woman check every day?
- 6 Where was the fire NOT reported?



Although it's helpful to guess what the questions might be, you must listen very carefully to each one because it might not ask what you expect. It's easy to get the answer wrong by answering the question you *thought* would be asked, rather than the question that was *actually* asked.

3 Now listen again and answer the question that follows the conversation. Which picture in 1 answers the question?

4 You will hear eight short conversations. After each conversation, a question is asked about what was heard. The answer choices are shown as pictures. Choose the picture (A, B or C) which answers the question.

1				5			
	A	B	C		A	B	C
2				6			
	A	B	C		A	B	C
3				7			
	A	B	C		A	B	C
4				8			
	A	B	C		A	B	C

Speaking

1 Ask and answer these questions with a partner.

- Are you more interested in local, national or international news? Why?
- Do you prefer to read magazines or to visit websites to find out about fashion, music, sport and so on?
- Do you take any notice of the commercials on radio or television?

2 When we are discussing something, we might agree completely with the other person, disagree completely, or we might agree with part of what they are saying. Read these statements and decide whether they agree completely (A), disagree completely (D) or agree in part (P).

- | | | | |
|---|--------------------------|----------------------------------|--------------------------|
| 1 I think you're right that ... | <input type="checkbox"/> | 4 You have a point, but ... | <input type="checkbox"/> |
| 2 I see what you mean, but ... | <input type="checkbox"/> | 5 That's my opinion too. | <input type="checkbox"/> |
| 3 I don't think that's the case because ... | <input type="checkbox"/> | 6 I think you're wrong about ... | <input type="checkbox"/> |

3 Work with a partner. Your cousin Hannah has just opened a new shop and she wants to attract more customers. Here are some ideas that she is considering on how to advertise the shop. First, talk to each other about how successful each idea would be. Then decide which two ideas your cousin should choose. Use the words and phrases in the Language Bank to help you.

DOWNLOAD

Although you and your partner need to agree on two choices in the end, you don't have to agree with everything your partner says. The idea is to have a discussion. Remember that whether you agree or disagree with your partner's ideas, it's important to say why.



4 Work in pairs to discuss these questions.

- Would you rather pay to use websites, social networking sites, email providers and so on than have advertisements appear?
- Do you think blogs are useful and interesting?
- Do you ever get the news through social networking sites, or do you use those mainly for fun?

LANGUAGE BANK

Agreeing
 I (completely) agree with you.
 I think you're right about that.
 I feel (exactly) the same.
 That's my opinion too.

Disagreeing
 I disagree/don't agree that ...
 I think you are/might be wrong about that.
 I wouldn't say that because ...
 I don't think that's the case, because ...

Agreeing/Disagreeing in part
 You have a point, but ...
 I see what you mean, but ...





Writing

Report: Making suggestions

Reports are usually written in formal language to give information and make suggestions or recommendations. A good way to make your suggestions sound more formal is to use the passive form of the verb. For example, instead of saying that people *could do something*, you can say that *something could be done*.



1 Rewrite the following suggestions in the passive.

- 1 We could upload short news videos.

- 2 We could employ fewer news reporters.

2 Write suggestions that could help in the following situations. Use the passive.

- 1 Young viewers say that we show all our music programmes too late at night.

- 2 Some of our viewers say they don't like commercials being shown during films.

3 Read this writing task. Circle the subject of the report and underline what you have to write about.

Your college has decided to start its own TV channel for students. You have been asked to write a report for the college dean about the types of programmes it could show in order to provide information and entertainment for students, explaining why they would be popular.

Write your **report**. (140-190 words)

4 Read this report that was written in answer to the writing task in 3. Underline the suggestions made in the passive. Then answer the questions below.

Report on the College Television Channel

Introduction

The aim of this report is to describe the kinds of television programmes that students at the college would find informative and entertaining.

Information

Students often complain that they do not have enough information about college facilities such as the library and the performing arts studios. Programmes about different areas of the college could be shown each week. Students would be able to see all the facilities and learn how and when they can use them. College news programmes would keep students up to date, and useful information such as bus timetables could be included.

Entertainment

'What's On' programmes telling students about films, theatre performances and concerts that are coming to the college would help increase audiences. Video clips of films and bands could also be shown as these are always very popular. In order to make our foreign students feel more welcome, multi-cultural themes could also be included.

Recommendation

I recommend that a good mixture of news, college information and entertainment programmes be broadcast on the college TV channel. This will encourage all students to become more involved in the life of the college.

- a Are all the suggestions in the model report in the passive? _____
b Does the writer give reasons for all the suggestions and the final recommendation? _____

5 You can often show the reason for your suggestion by describing the result. Match these suggestions about what to print in a new college magazine with their results.

Suggestions

- 1 games and puzzles
- 2 poems and short stories
- 3 a 'problem' page
- 4 interviews with successful former students
- 5 photographs of sports competition winners
- 6 news and information about the college
- 7 readers' letters

Results

- a be interesting and would give students good role models
- b inspire creativity
- c be fun and enjoyable
- d give students a chance to give their point of view
- e make students feel proud of the college
- f be helpful, especially for new students
- g help students who have similar worries

6 Look at two ways of making recommendations about a college magazine and answer the questions below.

- a I recommend that a good mixture of articles be published.
- b I recommend publishing a good mixture of articles.

- 1 Which sentence uses the passive voice? _____
- 2 Which sentence uses a gerund? _____
- 3 Which structure is used in the recommendation in the report in 4? _____
- 4 Rewrite the recommendation in 4 using the other structure.

7 Rewrite this recommendation in two different ways.

I think we must focus on careers advice and information.

I recommend that _____

I recommend _____

8 Read this writing task and then use the plan and the Language Bank to help you write your report. Don't forget to give reasons for your suggestions and recommendations.

Your college has decided to start its own monthly magazine for students. You have been asked to write a report for the college dean about the types of regular features and articles it could include, explaining why they would be interesting for students.

Write your **report**. (140-190 words)

Plan

- Title _____
- Introduction: Say what the aim of your report is.
- Heading 1: Describe what regular features could be included, and why.
- Heading 2: Describe what types of articles could be included, and why.
- Recommendation: Make your recommendation(s).

LANGUAGE BANK

Magazine

- print/publish
- front/back cover
- subscription

Regular features

- college news page
- reviews/columns/editorial
- problem page
- horoscopes
- sports results
- games/puzzles/crosswords
- competitions

Articles

- interviews
- careers advice
- fashion/shopping
- music features
- current affairs

DOWNLOAD

Use passive as well as active verb forms when making suggestions and recommendations in order to make your report more formal. Lay out your report with a title and headings to make it easy to read. Reading the task carefully will help you decide what your headings should be. Remember to give reasons to justify your suggestions.



Vocabulary

Choose the correct answers.

- 1 His new novel is great. And it only cost €8, so it was very ___ too.
a interactive
b affordable
c physical
d current
- 2 Ken's studying to be a doctor. That's why he's reading that thick medical ____.
a magazine
b newspaper
c journal
d subscription
- 3 Our video ___! More than a million people have watched it on the Net!
a made the headlines
b is on the big screen
c went viral
d is in the public eye
- 4 Did you read this ___ of Efron's new film? The critic really liked it.
a review
b interview
c horoscope
d soap opera
- 5 Have you heard of the ___ called David Guetta? He plays fantastic music.
a editor
b correspondent
c journalist
d DJ
- 6 Excuse me. I'm from *The News*. Would you like to comment ___ what happened?
a on
b of
c for
d in
- 7 Your ___ blogs is terrible. How can you hate them if you've never read one?
a advantage over
b preference for
c decrease in
d attitude towards
- 8 Another break for ___! I've only been watching TV for thirty minutes and that's the third one!
a websites
b e-zines
c editorials
d commercials
- 9 I need to do something about this TV. The ___ is awful.
a publication
b reception
c expression
d involvement

Grammar

Choose the correct answers.

- 1 'What do you remember about your experience?'
'We remember ___ locked up in a dark room.'
a be
b to be
c being
d to being
- 2 ___ e-zines will replace traditional magazines in the future.
a That it is believed
b Is it believed that
c Believed is it that
d It is believed that
- 3 'This is a great book.'
'Yes, it is. I think it ___ in 2007.'
a was written
b written
c is written
d writes
- 4 'What do you know about this magazine?'
'It ___ in the UK.'
a is published with someone
b is published by
c is published
d is published with a company
- 5 ___ to arrive at two o'clock for the meeting, so we'll wait until he gets here.
a Is the editor expected
b The editor expected
c Is expected the editor
d The editor is expected
- 6 The film ___ by a well-known columnist next month. I can't wait to see what she says.
a will be reviewed
b will review
c is reviewed
d will get reviewed
- 7 Did you hear that the war correspondent ___ while working on a story?
a to get killed
b got killed
c was getting killed
d to be killed
- 8 'That journalist ___ a lot of money for his article.'
'Yes, it's excellent.'
a should be paid
b should pay
c should to be paid
d should have paid
- 9 Young people are said ___ too much money on computer games.
a to spend
b spend
c be spent
d to spending



1 Which jobs in the UK have more women than men? Write W for women and M for men.

- 1 teacher
- 2 member of parliament
- 3 journalist
- 4 engineer

- 5 laboratory technician
- 6 librarian
- 7 judge
- 8 author

2 Look at these jobs. How are they similar and how are they different?



librarian



author

3 Is there any job you would absolutely refuse to do? Which job?

 DVD 8 Watch this short video about an unusual job. How long has Matt been doing this job?



Reading

- 1 What do you think would be a fun job? What qualifications and experience would you need to do the job?
- 2 Read the texts quickly. What are Richard Dunk's qualifications and previous work experience?

B

Best Choice Malta:

Your destination for fun!

For the most thrilling slides and splashes, head to Best Choice Malta, the best family-friendly resort! Scream as loud as you can as you shoot down the scary Monster slide. Are you brave enough to fall down the completely dark Black Tunnel? All of our slides have been tested for safety and maximum fun by experts.



One week Malta (flights included)

Adults £549

Children 2-12yrs £280

For more information, check out our website: www.bestchoiceholidays.co.uk

A



Richard Dunk must have the most enjoyable job ever. He spends his working hours testing waterslides. Richard's employer is Best Choice, a company with holiday resorts in all four corners of the world.

'It's my responsibility to check the height of the slides, the speed as I go down, the amount of water in the slides, and

the way I land in the pool at the end. All these elements are like a secret recipe. If the slides aren't exciting, no one will want to stay at the resorts. But more importantly, they must be safe,' said Richard.

He was recruited six months ago to help them make improvements to their facilities, including the slides. Since then, he has tested slides in Greece, Spain, Malta, Mexico, and the Dominican Republic. What does he think about his job? 'It's unbelievable! Who knew such jobs existed?'

C

George Williamson
Best Choice
127 Hampton Street
Pinchley

Dear Mr Williamson,

I am writing to apply for the position of Lifestyle Product Development Manager, advertised in the Daily Times. As requested, I am enclosing a completed job application, my CV and three references.

I believe that my diploma in travel and tourism as well as my considerable work experience will make me a very good candidate for this position. Please see my CV for additional information regarding my experience.

I can be reached any time via email at richard.dunk@email.com and on 07433 246357.

Thank you for your time and consideration. I look forward to speaking with you about this employment opportunity at your earliest convenience.

Yours sincerely,

Richard Dunk

3 Use the information in the texts to answer the questions.

Questions 1 and 2 refer to section A.

- Why is Richard testing waterslides?
 - because it is enjoyable
 - to attract clients to the resorts
 - to make them the safest in the world
 - because he'd like to become an expert
- Why are the elements of a slide compared to a recipe?
 - not everyone knows how to make them
 - both require a lot of time to make
 - because secret recipes are exciting
 - both need the right amount of ingredients

Question 3 refers to section B.

- What is true about Best Choice holidays?
 - Teenagers pay as much as parents.
 - It costs extra to fly to Malta.
 - They are only available in May.
 - Malta is the cheapest destination.

Questions 4 and 5 refer to section C.

- What has George Williamson received?
 - an attachment
 - a phone call
 - a letter
 - an email
- Why does Richard think he is suitable for the job?
 - His three references are very good.
 - He has enclosed everything he was asked to send.
 - He has relevant qualifications and work history.
 - He can be easily reached for more information.



The four short connected sections are taken from different kinds of texts. Each text has a style of its own. Learn to recognise the different texts as this will help you to answer the questions about them. Which text types are used in this task?

Question 6 refers to section D.

- What would George like Mary to do?
 - look at all the applications
 - choose one of the two candidates
 - decide if experience is better than qualifications
 - see if she agrees with him

Questions 7 and 8 refer to sections A, B, C and D.

- Which sections mention employment?
 - sections A, C and D
 - sections A, B and C
 - sections B, C and D
 - all sections
- What is probably true about the job?
 - Most days aren't very exciting.
 - It involves more than having fun.
 - Few people would be interested in it.
 - It is suitable for anyone.

4 Complete the sentences with the correct form of these words.

apply impress qualify refer
responsible work

- I have a part-time job and the _____ hours are 9 am to 1 pm Monday to Friday.
- Unfortunately, none of the job _____ did well at the interviews.
- Without the right university _____, you won't be able to find a good job.
- Whose _____ is it to keep the shop clean and tidy?
- We would like you to provide a(n) _____ from your last employer.
- The most _____ candidate of all had degrees from Harvard and Oxford!

5 Work with a partner and make up an unusual job. Give it a name and write a job description outlining what the job involves. Then write down what qualifications and/or experience would be necessary for the position.

D

From: George Williamson

Subject: Product Development Position

Hi Mary,

As you know, last Friday was the closing date for applications. John and I have gone through them all. It was a mixed bag of applicants – some had no experience or qualifications at all, but were hoping for the best! Others were over qualified. However, there are two candidates who we believe stand out from the rest.

The first one is Richard Dunk. He's worked as an entertainment manager at various resorts in the Mediterranean and really seems to understand the concept of a fun family holiday.

The other candidate is Erica Martin. She's younger than Richard and has less work experience, but she does have impressive qualifications in marketing.

I've attached their CVs for you. If you also think they're suitable, let me know and I'll arrange for interviews asap.

Cheers,
George

a-z Vocabulary 1

1 Label the pictures. Some of the letters are given to help you.



1 tr _ _ _ l a _ _ nt



2 l _ _ y _ r



3 s _ _ d _ e _



4 l _ br _ _ _ an



5 po _ _ ti _ ia _



6 a _ _ ou _ _ an _



7 el _ _ _ ri _ _ _ n



8 t _ c _ _ i _ i _ n

2 Complete the definitions that tell us what jobs can be like with these words.

dead-end exhausting full-time manual part-time satisfying stressful well-paid

- 1 A job that is _____ leaves you feeling very tired all the time.
- 2 A(n) _____ job is one where you work about forty hours every week.
- 3 A job that is _____ causes you to be worried and anxious all the time.
- 4 A(n) _____ job is one where there is little or no chance for you to progress.
- 5 A job that is _____ is one where you get lots of money for what you do.
- 6 A(n) _____ job is one where you only work for a part of each day or week.
- 7 A job where you do _____ work is one where you use your hands and physical strength.
- 8 A(n) _____ job makes you feel pleased and happy because you are doing something you like.

3 Which adjectives in 2 could be used to describe the jobs in 1? Sometimes more than one answer is possible.

4 Choose the correct answers.

- 1 When you **apply** for a job, you
 - a make a request to get it.
 - b are given more money to do it.
- 2 When you **interview** someone, you
 - a answer questions about yourself.
 - b ask somebody questions about themselves.
- 3 When you **lose** your job, you
 - a keep on doing it.
 - b stop doing it.
- 4 If you **get fired** from a job, you
 - a must have been very good at it.
 - b must have done something wrong.
- 5 If you **retire** from a job, you
 - a are probably around 60-65.
 - b are probably still a teenager.
- 6 If you **quit** a job, you
 - a must have found it satisfying.
 - b might have found it too stressful or difficult.
- 7 If someone **hires** you, they
 - a give you a job.
 - b tell you about a job.
- 8 When you **earn** a salary, you
 - a get money.
 - b waste money.



1 Read about conditionals.

Zero conditional

We use the zero conditional to talk about things that are always or generally true.

*If/When you **go** to a job interview, they **ask** you questions.*

*My boss **is not** pleased if/when I **get** to work late.*

First conditional

We use the first conditional to talk about something that is possible now or in the future.

*If they **hire** you for the position, you'll **earn** a great salary.*

*If you **don't like** working here, **quit**.*

*If you **enjoy** travelling, you **might like** to apply for the travel agent's position.*

Second conditional

We use the second conditional to talk about something that is impossible or unlikely in the present or the future.

We also use it to give advice, usually with *If I were you*.

*If I **won** a lot of money, I **would retire** from my job.*

*If I **were** you, I **wouldn't hire** Mr Jones – he was rude!
If you **didn't have** a stressful job, you **could relax** more.*

Third conditional

We use the third conditional to talk about things in the past that were possible, but didn't happen.

*I **wouldn't have lost** my job if I **hadn't been** late every morning.*

*If I **had known** about the job, I **could have told** you about it.*

2 Read the sentences a-c. Which one expresses something that

- 1 is always or generally true?
- 2 is unlikely in the present or the future?
- 3 was possible in the past, but didn't happen?

- a I'd give everyone a better salary if they let me control the business.
- b If you steal from a company, you get fired.
- c If she had applied for the job, she would have got it.

Read 8.1-8.4 of the Grammar Reference before you do the task.

3 Complete the text with the correct form of the verbs in brackets.

Interview advice

If you want to earn money, you ¹ _____ (need) a job! And if you need a job, you ² _____ (have to) apply for one. If you ³ _____ (apply) for one, you might get an interview. Interviews can be difficult, but if you are prepared, you ⁴ _____ (not have) any problem showing the interviewer that you are the right person for the job. If you ⁵ _____ (be) interested, read these helpful hints and tips:

- 1 When you ⁶ _____ (want) to get better at something, you practise. If I were applying for a job, I ⁷ _____ (practise) answering interview questions long before I went to the actual interview.
- 2 If your interviewer asked you what you knew about the company, ⁸ _____ (you be) ready? If I ⁹ _____ (be) you, I'd do my research, and have a list of questions prepared to ask them too. If you ¹⁰ _____ (do), it will show that you're truly interested in getting the job.
- 3 If you ¹¹ _____ (walk) into an interview wearing casual clothes and your interviewer was in a smart suit, you'd feel silly ... and you probably wouldn't get the job. Always dress for success! If you look successful, you ¹² _____ (have) a better chance of being hired.

4 Write a conditional sentence in your notebook for each situation below.

- 1 Frank worked late, so he didn't come to the gym with me.
- 2 I have to finish this report by five o'clock. I can't finish it without your help.
- 3 Mary had an interview, but she didn't do well because she was so nervous.
- 4 Your colleagues don't co-operate with you, so you complain to your employer.
- 5 We didn't listen to the boss. We did a poor job on the project.



Commonly Confused Words

1 Complete the pairs of sentences with the words in bold.

1 pensions benefits

a My grandparents are both retired. They find it difficult living on their monthly _____.

b I'm very fortunate; I get a good salary as well as _____ such as medical insurance and a company car.

2 wage salary

a My boss has increased my _____! Now I earn a lot more each month.

b The minimum _____ is the smallest amount of money an employer can legally pay an employee.

3 bonus perk

a Free theatre tickets is a _____ of this job that I really appreciate!

b If we do a good job each month, our boss gives us all a _____ of €100.

4 career job

a Joe's just been fired, so he's out looking for a _____ at the moment.

b Choosing a _____ in business was one of the best decisions I've ever made.

5 qualifications qualities

a Peter has got great _____. He's got a degree and five years' work experience.

b The _____ we are looking for in a successful candidate include self-confidence.

6 advice advise

a If you want the job, I'd _____ you to be polite when you're being interviewed.

b Let me give you some _____, Joan. If you don't work hard, you'll never get anywhere.

Word Formation

2 Complete the table.

Noun	Adjective
1	ambitious
2	envious
3	wealthy
determination	4
5	secretive
6	brave



3 Now complete the sentences with some of the words from 2.

1 Congratulations on your marriage. We wish you health, _____ and happiness.

2 Gina is _____ of her sister Marla because Marla earns a better salary than she does.

3 Don't be so _____; tell me what the boss said. I won't tell anybody, I promise.

4 I was born poor, but I was always _____ to do well ... and I succeeded!

5 Our soldiers showed great _____. They were never afraid to risk their lives for their country.

6 Tony's _____ in life is to become a doctor and help sick children.

Collocations & Expressions

4 Cross out the word which cannot be used with the verb in bold.

1 **have:** an interview a good decision a career

4 **own:** a company overtime possessions

2 **be:** a contract a failure a success

5 **win:** time off support respect

3 **make:** a profit a fortune a promotion

6 **do:** a job a job offer work experience

5 Which verbs go with the words you crossed out in 4? Sometimes more than one answer is possible.

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____



1 Read about mixed conditionals.

A mixed conditional is where the clauses in a conditional sentence refer to different times. We can use a mixed conditional to express the present result of a hypothetical past event or situation.

If I hadn't missed the bus, I would be at work now. (= I missed the bus, so I'm not at work yet.)

2 Read this sentence. Which tenses does it use? Did Nick shout at his boss? Is he a manager now?

If Nick hadn't shouted at his boss, he would be a manager now.

Read 8.5 of the Grammar Reference before you do the tasks.

3 Choose the correct answers to complete the mixed conditional sentences.

- 1 If Maria hadn't lost her job,
 - a she wouldn't have felt so bad right now.
 - b she wouldn't feel so bad right now.
- 2 If Nia hadn't gossiped about her colleagues,
 - a they would still like her.
 - b they would have still liked her.
- 3 If I had taken the job at the travel agent's,
 - a I would be in Greece right now.
 - b I would have been in Greece right now.
- 4 Todd would be wealthy
 - a if he hadn't given away all his money.
 - b if he hasn't given away all his money.
- 5 If we had had an interest in technology,
 - a we will have careers as technicians.
 - b we would have careers as technicians.



4 Complete the mixed conditional sentences.

- 1 The candidate wore dirty jeans to his interview, so he doesn't work here now.
If the candidate _____ dirty jeans to his interview, he _____ here now.
- 2 Her boss gave her a company car, so she doesn't take the bus every day.
If her boss _____ her a company car, she _____ the bus every day.
- 3 We didn't go to the meeting, so we don't know about the new pension plan.
If we _____ to the meeting, we _____ about the new pension plan.
- 4 We saved enough money, so we are able to set up our own business.
If we _____ enough money, we _____ our own business.
- 5 My boss didn't take me to Europe with her, so I'm here in the office today.
If my boss _____ me to Europe with her, I _____ here in the office today.
- 6 They didn't buy the business, so they aren't wealthy now.
If they _____ the business, they _____ wealthy now.
- 7 I was late for work again, so Mr Banes is angry with me.
If I _____ late for work again, Mr Banes _____ angry with me.
- 8 She accepted the job offer, so she works here now.
If she _____ the job offer, she _____ here now.

Listening


1 Sometimes we use different adjectives formed from the same noun to describe different things. In the sentences below, write the correct adjective formed from the same noun to describe the person. In one sentence the two adjectives are the same.

- 1 **SATISFACTION:** If a woman's job is **satisfying**, we can say that she is _____ with her work.
- 2 **STRESS:** If a man's job is **stressful**, we can say that he is _____ at work.
- 3 **EXHAUSTION:** If your job is **exhausting**, you are probably _____ when you get home.
- 4 **ENVY:** If someone's job is **enviable**, other people are _____ of it.
- 5 **RESPONSIBILITY:** If a woman has a **responsible** job, she needs to be a very _____ person.



2  Listen to five people talking and match the speakers to the feelings.

- | | | |
|-----------|--------------------------|--------------------|
| Speaker 1 | <input type="checkbox"/> | A ambitious |
| Speaker 2 | <input type="checkbox"/> | B confident |
| Speaker 3 | <input type="checkbox"/> | C exhausted |
| Speaker 4 | <input type="checkbox"/> | D regretful |
| Speaker 5 | <input type="checkbox"/> | E satisfied |



3  You will hear people talking in seven different situations. For questions 1-7, choose the best answer (A, B or C).

- 1 You hear a man talking about his situation. How does he feel?
 - A regretful
 - B hopeful
 - C satisfied
- 2 You hear two people talking about a job interview. What is the woman worried about?
 - A She hasn't got the right qualifications for the job.
 - B She won't do well at the interview.
 - C She hasn't got enough experience.
- 3 You hear a woman talking. What does she miss about her job?
 - A her colleagues
 - B the benefits
 - C her salary
- 4 You hear two people talking about jobs. Why isn't the man keen on the full-time job?
 - A He won't have time to do other things.
 - B It's too far away.
 - C The wages are not good enough.
- 5 You hear a woman talking. How does she feel about her job?
 - A It's exhausting.
 - B It's stressful.
 - C It's upsetting.
- 6 You hear a student talking. Why did he choose this particular course?
 - A to fulfil an ambition
 - B to follow the wishes of his parents
 - C to learn how to make money
- 7 You hear a woman talking. Why is she dissatisfied with her current job?
 - A The work is too hard.
 - B There is no opportunity for promotion.
 - C The company is boring.


DOWNLOAD


This type of question will often ask you about how someone is feeling. Remember to listen to their tone of voice as well as what they say.

Speaking

1 Ask and answer the questions with a partner.

- Are you ambitious? What do you hope to achieve in your career?
- Are you interested in manual work or a more intellectual job?
- Do you think you might follow the same career as one of your parents? Why/Why not?

2 When you talk about two photos, you should structure what you say. Start by stating the topic and then compare the photos, saying how they are similar and different, before answering the question you have been asked. Choose one of the pairs of jobs below and describe the jobs to your partner. Compare them and then say which one you would prefer to do and why. Use the Language Bank to help you.

- bus driver & chauffeur
- soldier & policeman
- waiter/waitress & chef
- nurse & doctor

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After discussing the similarities and differences, make sure you answer your question fully. You can make a generalisation to give a broader picture of what you're describing, but don't forget to give examples to support what you're saying.

3 Work in pairs to answer the questions about the photographs. One of you will be Student A and the other will be Student B. Use the words and phrases in the Language Bank to help you.



Student A: Compare the two photographs. What qualities do you need to do these kinds of jobs?

Student B: Would you like to work outdoors? Why/Why not?



Student B: Compare the two photographs. What are the responsibilities of each job?

Student A: Which job do you think would be more stressful?

4 Work in pairs to discuss these questions.

- Do you believe that it's essential to go to university if you want to get a good job?
- What are the best ways to find work if you are unemployed or just leaving education?
- Do you think it's right that a cleaner is paid less than an accountant?
- Under what circumstances do you think it would be a good idea to quit your job?

LANGUAGE BANK

Making generalisations	Giving examples
Generally speaking, ...	for instance, ...
Most/A lot of the time, ...	for example, ...
... seems to be true	..., such as ...
... is often the case	..., as in the case of ...,
As a rule/Normally, ...	



Writing

Formal letter: Writing about yourself

When you write a letter applying for a job, you want the reader to think you would be good at the job. Introduce yourself and include any information that is relevant to the type of work you want. Write about related qualifications you have, your work experience, and the things you do in your free time. In an exam situation, you can use your imagination!

1 You are applying for a job as a hotel waiter/waitress in the summer holidays. Tick six pieces of information you would write about in your letter.

- | | |
|---|---|
| <input type="checkbox"/> my age | <input type="checkbox"/> sports medals |
| <input type="checkbox"/> my family | <input type="checkbox"/> I worked in a café last summer |
| <input type="checkbox"/> where I am studying | <input type="checkbox"/> my father works in a hotel |
| <input type="checkbox"/> where I live | <input type="checkbox"/> my hobbies, eg cooking |
| <input type="checkbox"/> my scooter driving licence | <input type="checkbox"/> chatting with friends on my computer |
| <input type="checkbox"/> my qualifications eg Cambridge English | <input type="checkbox"/> the type of friends I have |

2 Your hobbies and experience show a lot about you. For example, if you helped arrange a school excursion then you are probably good at organising. Which of the skills below will you probably have if you have done the following?

- | | | |
|--|-------|-------------------------------|
| 1 I was on the school committee for two years. | _____ | a can work under pressure |
| 2 I worked in a bookshop during the holidays. | _____ | b good at working with people |
| 3 I helped my parents on their large farm. | _____ | c can do hard physical work |
| 4 I did baby-sitting at the weekends. | _____ | d good with young children |
| 5 I was captain of the sports team for two years. | _____ | e good with money |
| 6 I worked in a café during the busy tourist season. | _____ | f good organiser |
| | | g polite and helpful |

3 Read this writing task and discuss in class what experience and hobbies you could include to match the skills asked for.

You have seen this advertisement for a summer job.

Summer shop assistants needed for our new arts and crafts shop

You need to:

- be good at working with people
- have some knowledge of arts and crafts
- be able to work during the busy tourist season in July and August

Write saying why you would be suitable for the job to:

Robert Brown, Manager, The Art of Craft, High Street, Oxford

Write your **letter**. (140-190 words)

4 Read this letter applying for the job in 3 and, using the writing task and the Language Bank on the next page, fill in the gaps at the beginning and end of the letter with the correct information. Then discuss the questions at the top of the next page in class.

Dear _____,

I am writing to apply for the position of summer shop assistant which I saw advertised recently on the Internet.

I am a 16-year-old student at Melway High School, specialising in languages for my final exams. I have certificates at intermediate level in English and German, and I have also been learning Italian for the last year. At the weekends, I currently work as a cashier at a local supermarket.

In my spare time, I organise a local club where we design and build our own model aeroplanes which we fly in competitions. Painting is another of my hobbies and two of my pictures were chosen for an art exhibition in London last year.

I would enjoy working full-time in your shop during the school holidays because I am very interested in arts and crafts. My experience of shop work and my knowledge of languages would, I believe, be useful, especially with summer visitors from abroad.

I look forward to _____

Yours _____,

Jack Green

- 1 How does Jack show that he would be good at working with people?
- 2 Why would he be good at working with money in the shop?
- 3 The summer season is busy. Would he be good at working under pressure? Why?
- 4 How do you know he would be able to work in July and August?
- 5 Would you give him the job? Why?
- 6 Does he start every sentence with 'I'?

5 The writer avoids starting every sentence with 'I' by beginning sentences with phrases that tell us *when* he does something or *what* he does. Underline three examples in the letter in 4. Then rewrite the following information in a similar way in your notebook.

I enjoy camping in the summer with my club. I also do diving as a hobby. I have won two bronze medals. I often go skiing with my parents during the winter.

6 Read this writing task and use the plan and the Language Bank to help you write your letter applying for the job. When you have finished, check you have answered all three points in the task and that you have started and ended your formal letter correctly.

You have seen this advertisement for a job.

Winter holiday shop assistants needed for two weeks at our large sports shop

You need to:

- be good at working with people
- have some knowledge of a variety of sports
- be able to work over the New Year period

Write saying why you would be suitable for the job to:

Mary Swann, Manager, Sportsworld, High Street, Cambridge

Write your letter. (140-190 words)

Plan

Paragraph 1: State your reason for writing and where you saw the advertisement.

Paragraph 2: Your age, details of study, relevant qualifications and/or work experience

Paragraph 3: Relevant interests and achievements

Paragraph 4: Say why you are suitable for the job and that you are able to work over New Year.

LANGUAGE BANK

Formal letters

Dear Sir/Madam + Yours faithfully,
Dear Mr/Mrs/Ms Smith + Yours sincerely,
I look forward to your reply.
I look forward to hearing from you.

Experience

recently
currently
during last year
for the last two years
at the weekends

Working with people

shop/café work
member of a team/club
trainer/organiser
on a committee

Different sports

water-skiing, surfing
rock-climbing, hiking
canoeing, sailing
skiing, snow-boarding
football, rugby
athletics, gymnastics



DOWNLOAD

Look at what the employer wants and think of some relevant experience that you could write. However, be realistic; don't say you have climbed Mount Everest!

Try not to start every sentence with 'I', and learn the ways to begin and end a formal letter.



Vocabulary

Choose the correct answers.

- One of your ___ will be to make sure all the lights are off in the office each night.
a responsibilities
b working hours
c applicants
d qualifications
- The boss ___ the workers' respect by working as hard as they did.
a won
b owned
c made
d did
- She has loved books since she was a child, so she really enjoys her job as ____.
a an accountant
b a librarian
c an electrician
d a soldier
- Some teenagers have ___ jobs that let them work and study at the same time.
a dead-end
b stressful
c manual
d part-time
- After thirty-five years of doing a great job at the company, Bob ____.
a retired
b earned
c interviewed
d hired
- My aunt is a _____. She books trips for people who want to go abroad.
a technician
b lawyer
c politician
d travel agent
- One of the biggest decisions you'll ever make is choosing your ____.
a quality
b benefit
c perk
d career
- The police officer saved the child and was given an award for ____.
a ambition
b bravery
c hope
d envy
- If you want to ___ a success in this business, you'll have to go to Hollywood.
a make
b have
c do
d be

Grammar

Choose the correct answers.

- If I were you, I ___ this dress to the interview. It really suits you.
a would wear
b will wear
c will have worn
d wear
- Of course I ___ him if I had known that he had no qualifications.
a shouldn't have hired
b wouldn't hire
c won't hire
d wouldn't have hired
- If you ___ from the company, you get fired.
a steal
b will steal
c would steal
d can steal
- 'Is it two o'clock already?'
'Yes, but providing we leave now, we ___ late for the meeting.'
a will be
b won't be
c would have been
d wouldn't be
- 'If you need help with the printer, ___ me.'
'OK. Thank you.'
a should ask
b you would ask
c ask
d you will ask
- 'I should have gone to university.'
'Yes. You ___ more successful if you had gone.'
a would be
b will be
c may be
d were
- If I had become a doctor, I would ___ lots of money now.
a had
b to have
c have
d having
- 'What ___ if you won lots of money?'
'I'd start my own computer company.'
a would you do
b would you have done
c will you do
d should you have done
- 'Peter hasn't got a job.'
'If he ___ more ambitious, he would have one.'
a is
b were
c will be
d was being

4 Progress Review

Vocabulary

1 Circle the correct words.

Women at work

Women and men are still not equal at work. More women have ¹ **careers / qualities** than ever before, but the attitude ² **at / towards** women has not changed much. They are still not as ³ **exhausting / well-paid** as men who do the same work. Many women do ⁴ **part-time / full-time** jobs so that they have enough time for their families. Men have the advantage ⁵ **of / over** women because employers know that they will not ⁶ **make / take** time off to have children, so employers often prefer to ⁷ **fire / hire** men. There are some women with the ⁸ **ambition / contract** to reach the top, but for every woman who is a ⁹ **failure / success**, there are hundreds who are doing ¹⁰ **dead-end / current** jobs.

2 Complete the sentences with these words.

commercials correspondent interview librarian newsreader presenter reviews soap operas

- If people read good _____ of a novel, they will want to buy it.
- The film star did not want to discuss his relationship in the _____.
- Mum never watches films on TV because there are too many _____.
- The _____ apologised to viewers for coughing as he read the headlines.
- The _____ helped the children to find the book they wanted.
- This magazine is about _____ and horoscopes; it is not very serious.
- The _____ reported from the area where the earthquake happened.
- The _____ of the dance competition introduced the dancers.

3 Complete the sentences with the correct form of the words given.

- The _____ to read this journal online is €60 a year.
- The teacher gave her students some _____ about how to apply for a job.
- A driving licence is a _____ for this job.
- We think James may be a spy because he is so _____ about his work.
- The _____ described the situation in his city after the nuclear accident.
- As a doctor, it is John's _____ to help his patients.
- The rich actor's sad life proves that being _____ does not always mean you are happy.

**SUBSCRIBE
ADVISE
REQUIRE
SECRET
BLOG
RESPONSIBLE
WEALTH**

4 Complete the second sentence so it has the same meaning as the first sentence, using the word in bold. You must use between two and five words, including the word given.

- The sales of newspapers decreased this year. **decrease**
There has been _____ the sales of newspapers this year.
- Older readers may prefer printed books. **for**
Older readers may have _____ printed books.
- The politician did not say anything about the incident. **comment**
The politician did not _____ the incident.
- The tornado in the Philippines was front-page news. **headlines**
The tornado in the Philippines _____.
- You can't compare a serious journal with a magazine. **comparison**
There _____ a serious journal and a magazine.
- Mike has a well-paid job as the editor of the newspaper. **salary**
As the editor of the newspaper, Mike _____.
- Donald became very wealthy when his company was successful. **fortune**
When his company was successful, Donald _____.

Grammar

1 Complete the second sentence so it has the same meaning as the first sentence, using the word in bold. You must use between two and five words, including the word given.

- My favourite columnist wrote this article. **by**
This article _____ my favourite columnist.
- Sue quit her job because it was too stressful. **not**
If it hadn't been so stressful, Sue _____ her job.
- The new editor fired some of the journalists. **got**
Some of the journalists _____ the new editor.
- People think she works here because she's the boss' daughter. **is**
It _____ here because she's the boss' daughter.
- Mr Clarke will hire the best candidate for the job. **hired**
The best candidate for the job will _____.
- Companies rarely increase salaries nowadays. **are**
Nowadays salaries _____.
- Pete isn't getting a bonus this year because he didn't work hard last year. **worked**
Pete would be getting a bonus this year if _____ hard last year.
- Grandpa remembers when he earned his first wage. **paid**
Grandpa remembers _____ his first wage.

2 Complete the paragraph using the correct form of the passive.

Fifteen minutes of fame

'In the future, everyone will be famous for fifteen minutes.' The artist, Andy Warhol ¹ _____ (believe) to have said this in the sixties, and it is something that ² _____ (repeat) many times since then. It's certainly true that nowadays more people have the chance of becoming well-known, but many people who ³ _____ (make) famous through reality TV find that their fame soon disappears. Usually, their faces ⁴ _____ (forget) very quickly when they ⁵ _____ (not see) regularly on the small screen. And now that TV ⁶ _____ (replace) more and more by the Internet, a video can easily ⁷ _____ (upload) and it can ⁸ _____ (watch) by thousands of viewers, especially if it goes viral. It might well ⁹ _____ (share) for a short time, but ¹⁰ _____ it _____ (remember)?

3 Circle the correct words.

- The journalist **killed** / **was killed** in a car accident.
- If we **hadn't seen** / **didn't see** the news, we wouldn't know about the flood.
- It is believed that this newsreader **will retire** / **to be retiring** soon.
- If the accountant makes another mistake, he **would** / **might** lose his job.
- This video was taken **by** / **with** a mobile phone.
- The writer knew that her story had to **tell** / **be told**.

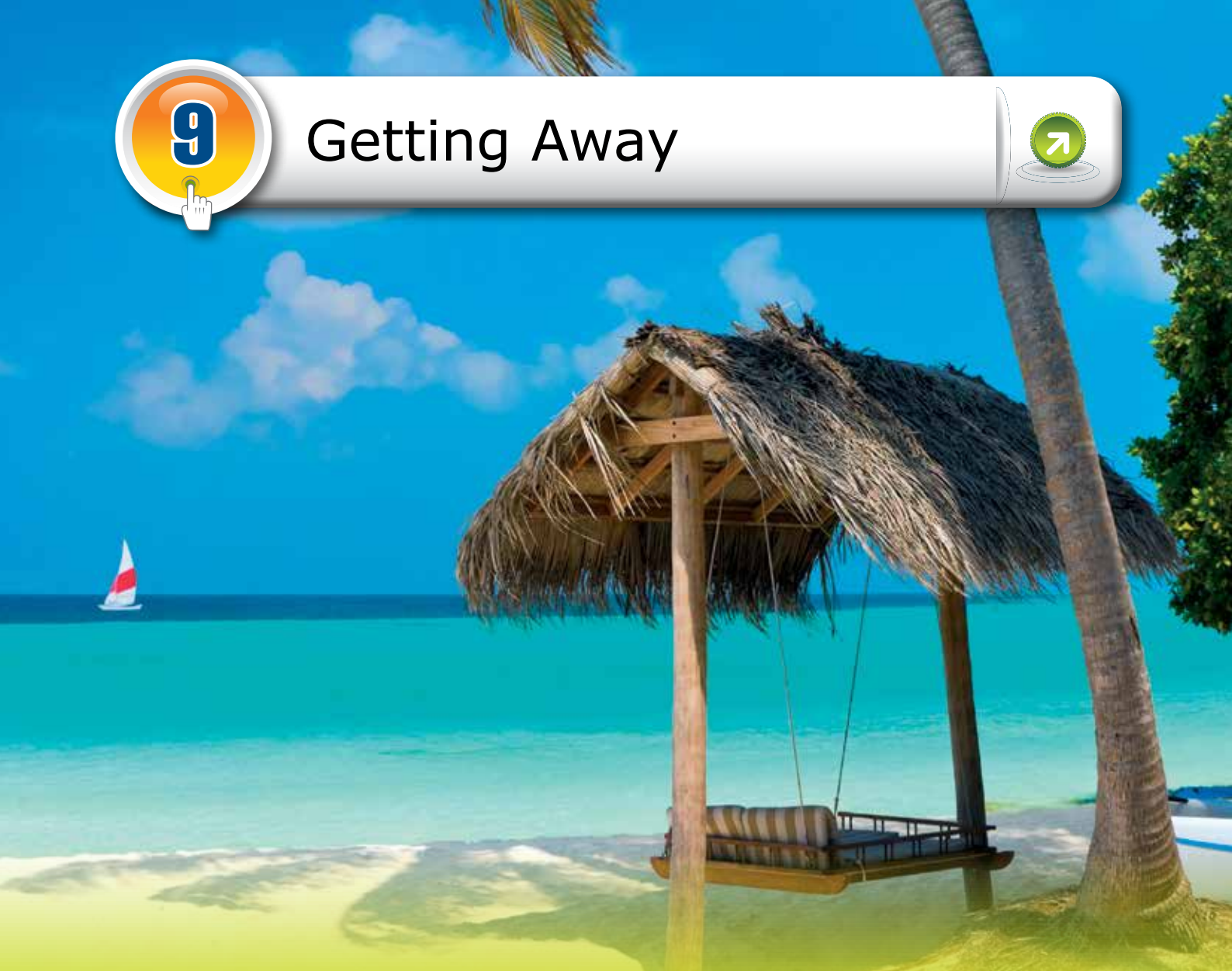
4 Complete the sentences with these words.

did had have if were when

- If I _____ you, I would apply for the job.
- _____ your book is popular, you could get rich!
- If the salary had been higher, he would _____ taken the job.
- I would quit if I _____ not like working here.
- If the editor _____ read the article, he would have published it.
- This music is always played _____ the news programme starts.



Getting Away



1 Have you travelled abroad? Which countries have you visited? Which countries would you like to visit?



2 These are the top 10 countries visited by UK residents in recent years. Which three do you think have been the most popular? Compare your answers with a partner.

France Germany Greece Ireland Italy Netherlands Portugal Spain Turkey USA

DVD 9 Watch this short video about Barcelona in Spain. What is La Rambla? Whose statue is there?



Reading

1 Read these comments and decide whether they were made by parents (P) or teens (T)? Are you sure? Why?

- 1 It's so embarrassing being with them on the beach. They talk too loudly and want to make friends with total strangers!
- 2 Same story every summer. They sit around all day complaining that there's nothing to do. It drives me absolutely crazy!
- 3 I wish I could go away on my own. But if I suggested it, it would crush them – they honestly think I love our family holidays.
- 4 What is wrong with them? When we visit famous sights, they're so grumpy and just want to rush through everything.

2 What's your ideal family holiday? What's your ideal holiday with friends? Tell your partner.

3 Read the texts quickly. Which holidays are not in the UK?

B

BODY-ZORBING

The teen club in Camping La Croix du Vieux Pont offers body-zorbing. You may have seen body-zorbing on TV – it's that crazy activity where you crash into other players inside huge cushioned balls. For the less adventurous but more creative types, there are movie-making classes. Also, there are twice-weekly bus trips to Disneyland Paris.

Located on a lake an hour from Paris in France's Berry Rivière, the site has all the comforts of a hotel and the perks of an outdoor holiday.

Cost: Seven nights in a mobile home and ferry between Dover and Calais costs from £980 for up to six. Price includes teen clubs and activities.

Nearest Airport: Beauvais

Nearest Ferry Port: Calais



Top 4 teen holiday breaks this summer

A

SURF DUDES OF DEVON

Want to surf like the dudes in California? Then try out the Golden Coast Holiday Village in Devon, England. They have just installed a Wavesurfer surfing simulator. You can surf or boogie-board all day at Golden Coast even if the sea is calm as the simulator creates the kind of waves you would experience at a beach.

If you've never tried it before, don't worry. With an adjustable speed, the Wavesurfer is safe and easy for beginners to take their first steps on a board.

Qualified instructors are on hand to teach you riding techniques. Surfboards, boogie boards and wetsuits are provided.

Cost: from £499 per week for a family of four in a two-bedroom caravan
Wavesurfer sessions cost £20 including equipment and tuition.



C

YHA SUMMER CAMPS

The Youth Hostel Association's camps ensure teens don't get bored in the holidays. A range of camps are available, all of which offer awesome activities and give teens an opportunity to face new challenges and learn new skills.

Go Extreme: Paintballing, quadbiking and even a day trip to Alton Towers theme park for adrenaline junkies (12-16, £375)

Action Adventure: Could you be the next Bear Grylls? Test your survival skills in the wilderness (10-16, £365)

Performing Arts: Were you born to be a star? Discover your inner celebrity (10-17, £335)

Future Leader: Could you run the country? Develop the skills you need to be a leader (17-19, £365)

Location: across the UK

Length: 5 nights

Prices include: full board, snacks, excursions, equipment



DOWNLOAD

When the texts for the multiple-matching task are about products or services, you may be asked questions about prices, etc. For such questions, there is no need to read the whole text – just scan and go directly to the information.

4 Read the texts again to find the following information.**Which paragraph**

- | | |
|--|-----------------------------|
| describes the biggest choice of activities for teenagers? | 1 <input type="checkbox"/> |
| refers to people who can help with an activity? | 2 <input type="checkbox"/> |
| includes the cost of transport in the price of the holiday? | 3 <input type="checkbox"/> |
| indicates that teens may pay twice as much as parents? | 4 <input type="checkbox"/> |
| provides information on how to reach the location? | 5 <input type="checkbox"/> |
| mentions the shortest activity holiday for teenagers? | 6 <input type="checkbox"/> |
| describes a man-made activity that resembles nature? | 7 <input type="checkbox"/> |
| doesn't mention the type of accommodation offered? | 8 <input type="checkbox"/> |
| refers to a famous sports event that takes place every year? | 9 <input type="checkbox"/> |
| mentions that there is more than one holiday location? | 10 <input type="checkbox"/> |

5 Complete the sentences with the correct form of these words.

adjust adventure demand survive two wild

- The hikers forgot to take a map and ended up getting lost in the _____.
- I prefer to stay in hotels, but I have been camping _____.
- The seat belts on planes are _____ so that they can fit any passenger.
- She was a _____ guest and was rarely happy with the service provided.
- Lost in the snow, the climber's chances of _____ were low.
- Nigel is certainly a(n) _____ traveller, preferring to visit little-known places.

6 Work with a partner. Create your own teen holiday. Include the following information.

- Name of the camp/holiday programme
- Ages it's suitable for
- Activities on offer
- Accommodation
- Location
- Price and what is included

D**TEEN RANGERS, ALPE D'HUEZ**

Experience action to the max at Alpe d'Huez, a ski resort in the Central French Alps. During the summer months, the resort is perfect for canoeing, cycling and glacier safaris. These high-adrenaline pursuits will keep even the most demanding teens happy. As a bonus, watch the riders in the well-known annual Tour de France race as they cycle through the town.



The Teen Rangers programme for ages 12 to 15 offers three days of high-energy outdoor activities, plus two evenings out for pizza, ice skating and 10-pin bowling.

Cost: £199 for one week with full board (from July 23) staying in a traditional chalet.*

* The Teen Rangers programme costs £199pp extra.

1 Complete the different kinds of holiday activities. Write a vowel (a, e, i, o, u) on each line.



s _ ghts _ _ _ ng



b _ ckp _ ck _ ng



s _ nb _ th _ ng



d _ _ p-s _ _ f _ sh _ ng



d _ n _ ng _ _ t



k _ y _ k _ ng



r _ ck-cl _ mb _ ng



wh _ l _ -w _ tch _ ng

2 Circle the correct words to complete the compound nouns.

- | | |
|---------------------------------------|---|
| 1 5-star / package hotel | 5 peak / first-class travel |
| 2 first-class / peak season | 6 connecting / self-catering accommodation |
| 3 package / connecting holiday | 7 travel / self-catering insurance |
| 4 city / 5-star break | 8 travel / connecting flight |

3 Complete the sentences with the compound nouns from 2.

- Mum and Dad are on a short _____ in London. They'll be away for two nights.
- They fly to Singapore and then catch their _____, which takes them to Sydney.
- _____ is usually for businessmen and wealthy people who like to fly in style!
- We stayed in a beautiful _____ in Malta. The service was fantastic!
- _____ is good for a big family. It's cheaper and they can cook their own meals.
- I would take out _____ before you go away. You never know what could happen.
- Rob always books a _____ because the price includes flights and accommodation.
- Kyle never goes to Greece in July or August. He hates the crowds during _____.

4 Complete the sentences with these words.

arrange accommodation confirm a flight contact a travel agency exchange currency
hire a car pack a suitcase reach our destination renew a passport

- If you need to _____, try the one on the Strand. They've been in business for years.
- Once we get to Shannon Airport, we'll _____ so we can drive all around Ireland.
- It's better to _____ at a bank than at an airport. You'll get more euros for your pounds that way.
- I can't travel abroad with this ... look at the date on it! Where do you go to _____?
- Once we _____, please remain seated until the plane has come to a complete stop.
- I'm going away for the weekend. Once I've finished my ironing, I'll _____ and off I go!
- Good morning, is this British Airways? I'd like to _____, please. It's BA 587.
- Martha still has to _____ for her trip, but she can't decide whether to stay in a hotel or a hostel.



1 Read about gerunds, infinitives, *make* and *let*.

Gerunds

- We can use gerunds as nouns, after prepositions and after certain verbs and phrases.
Flying is the best way to reach your holiday destination.
We're interested in finding out more about the city breaks on offer.
He admitted stealing my passport.

Infinitives

- We use full infinitives to express purpose. We also use them after certain verbs, after adjectives and after the words *too* and *enough*.
I went to the travel agency to book my flight.
He failed to get to the airport on time.
I'm pleased to see you again so soon.
I'm too old to go rock-climbing!
- We use bare infinitives after modal verbs, *had better* and *would rather*.
We can find a cheap package holiday.
You had better pack your suitcase now.
I would rather go on a camping holiday than a skiing holiday.

Gerund or Infinitive?

Some verbs can be followed by a gerund or a full infinitive with no change in meaning. However, other verbs can also be followed by a gerund or a full infinitive, but with a change in meaning.
I forgot contacting the travel agency. (I didn't remember that I had contacted the travel agency.)
I forgot to contact the travel agency. (I didn't contact the travel agency because I forgot.)

Make & Let

Make + object + bare infinitive is used in the active voice to say that we force a person to do something. In the passive, we use a full infinitive.
The driver made the tourists get off the coach.
The tourists were made to get off the coach by the driver.

Let + object + bare infinitive is used to say that we give permission for someone to do something. It is only used in the active voice. In the passive, we can use the verb *to be allowed to*.
I let my son swim to the rocks.
My son was allowed to swim to the rocks.

2 Read the sentences. Which one contains a gerund? How has it been used? Which sentence contains an infinitive? What kind of an infinitive is it? Why has it been used?

- We can arrange our accommodation online.
- Arranging accommodation online is very convenient.

Read 9.1-9.5 of the Grammar Reference before you do the task.

3 Circle the correct words.

Family holidays: new and improved

As teenagers, we all remember ¹ **going / to go** on holiday with our families. Our parents knew we didn't want ² **spending / to spend** our summer break ³ **holidaying / to holiday** with them, but they made us ⁴ **doing / do** it anyway. They thought we were too young ⁵ **to stay / stay** at home alone and there was no point ⁶ **arguing / to argue** with them about it. These holidays were often a terrible experience for everyone involved because being seen with one's parents was simply not 'cool'. Well, I'm pleased ⁷ **saying / to say** that a UK travel company has managed ⁸ **to find / find** a way to improve the family holiday. What the company has discovered, not that it's ever been a secret, is that teens would rather ⁹ **to hang out / hang out** with their peers than with their parents. So, this travel agency has put together package holidays which let parents and teens ¹⁰ **fly / flying** to the holiday destination together, but once there, provide opportunities that allow teens ¹¹ **do / to do** their own thing with children their own age. I can't help ¹² **thinking / to think** it's a win-win situation. Teens can ¹³ **to keep / keep** their independence, parents are able to ¹⁴ **enjoy / enjoying** themselves without ¹⁵ **worrying / to worry** about what their children are up to ... it's difficult ¹⁶ **to find / find** anything wrong with that, isn't it?



Commonly Confused Words

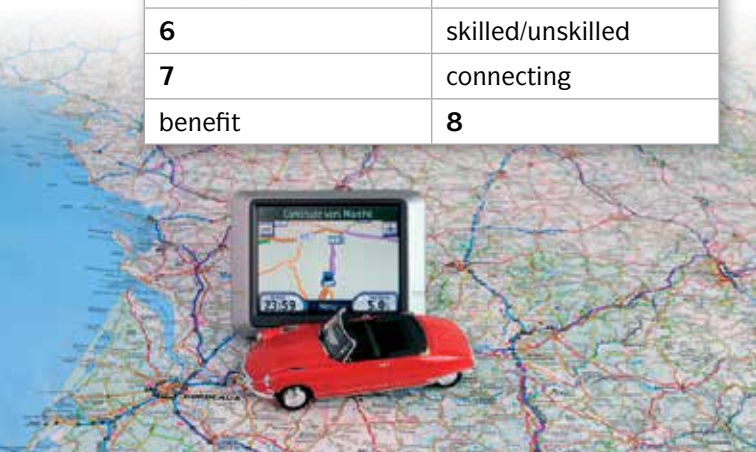
1 Complete the pairs of sentences with the words in bold.

- 1 aisle row**
 - a I hate sitting in the back _____ of the plane; it makes me anxious.
 - b Would you prefer a window or a(n) _____ seat?
- 2 fasten tie**
 - a We ask that all passengers _____ their seat belts and stay seated during the flight.
 - b The air hostess helped the little boy _____ the laces on his shoes.
- 3 gate door**
 - a After the taxi driver had opened the car _____ for me, I got in and we left for the airport.
 - b Once you get your boarding pass, go to your departure _____.
- 4 rough uneven**
 - a She walked carefully over the _____ floor so that she wouldn't fall.
 - b The flight was good, but we had a very _____ landing in Boston.

Word Formation

2 Complete the table.

Noun	Adjective
adventure	1
2	insured
energy	3
4	residential
mobility	5
6	skilled/unskilled
7	connecting
benefit	8



3 Now complete the sentences with some of the words from 2.

- 1** We're quite _____. Sometimes we just get in the car and drive.
- 2** The biggest _____ of travelling is that you get to meet new people.
- 3** Carol is the most _____ person I've ever met. She's always busy doing something.
- 4** I never go abroad without buying travel _____ first.
- 5** Speaking foreign languages is a(n) _____ Tony has developed over the years.
- 6** Gina lost her _____ phone while she was camping in Spain.
- 7** Pam's a(n) _____ in my building. Her flat was burgled while she was away on holiday.
- 8** Hotels often have _____ rooms: parents stay in one bedroom and children stay in the other.

Prepositions

4 Complete the sentences with *in* or *of*.

- 1** My family and I take pleasure _____ doing holiday activities together.
- 2** The 5-star hotel was great. It had all the comforts _____ home ... and more!
- 3** I have no intention _____ going to Paris during peak season. It's too crowded.
- 4** Take no notice _____ your father. He's never happy when he is on holiday.
- 5** There's been a rise _____ the number of tourists visiting Portugal this year.
- 6** On behalf _____ British Airways, I'd like to welcome you aboard Flight 324.
- 7** The reduction _____ the cost of petrol means it's cheaper to drive to London.
- 8** I work at a summer camp. I'm the leader _____ the ten-year-olds.



1 Read about the comparison of adjectives and adverbs.

Comparative & superlative forms

- We use the comparative to compare two or more people, things, animals, etc. We often use the word *than* after a comparative.

*China is **bigger than** France.*

*A jet plane flies **faster than** a helicopter.*

- We use the superlative to compare one or more people, things, animals, etc with other people, things, animals, etc. We use the word *the* before the superlative.

*Captain Clark is **the best** pilot in the company.*

*Sally paid **the highest** fare of all the passengers.*

For other comparative structures we use:

- as + adjective/adverb + as**
*Skiing holidays are **as expensive as** resort holidays.*
- not as + adjective/adverb + as**
*Staying in self-catering accommodation is **not as expensive as** staying in a 5-star hotel.*
- less + adjective/adverb (+ than)**
*My trip was **less exciting than** the one you took.*
- comparative + and + comparative**
*Air fares are getting **cheaper and cheaper**.*
- the + comparative, the + comparative**
***The more** places you visit, **the more knowledgeable** you'll become about cultures.*

2 Read the sentence and underline the two changes. Which comparative structure is used in the sentence? Which change depends on the other?

The more popular this island gets, the more crowded it becomes during peak season.

Read 9.6-9.7 of the Grammar Reference before you do the task.

3 Complete the dialogues. Use the comparative form or the superlative form of the words in brackets.

- A:** Who do you think will do _____ in the hotel's swimming competition? (well)
B: Joey. He swims _____ anyone else at the resort. (well)
- A:** The employees at *World Travel* work _____ hours than the employees at *Travel Now*. (long)
B: Maybe, but the employees at *World Travel* work _____ the employees at *Travel Now*. I had to wait three weeks to get my tickets last year! (slowly)
- A:** Self-catering accommodation is _____ expensive than a 5-star hotel. (little)
B: True, but staying in a tent is _____ expensive of all. (little)
- A:** The Greek islands are _____ in May than in December. (crowded)
B: I agree. And they are _____ in July and August, which is peak season. (crowded)
- A:** What is _____ flight you've ever been on? (long)
B: The one I took to Australia and it was _____ flight I've ever been on as well. (boring)
- A:** Is the beach in Dragonera _____ the one in Skala? (nice)
B: Yes, but you have to travel _____ to get to it. (far)

4 Complete the second sentence so that it has a similar meaning to the first sentence, using the word in bold. You must use between two and five words, including the word given.

- Times Square in New York is more popular with tourists than Trafalgar Square in London. **as**
Trafalgar Square in London _____ with tourists as Times Square in New York.
- We had expected it to snow more heavily on our skiing holiday. **less**
It _____ we had expected on our skiing holiday.
- I have more fun when the camp gets busier. **the**
The busier _____ fun I have.
- We've never met people more friendly than New Zealanders. **most**
New Zealanders are _____ people we've ever met.
- Two years ago a flight to Paris was €120. Last year it was €150. **and**
Flights to Paris are getting _____ every year.
- Going on a city break is lovely, and so is going on a short cruise. **as**
Going on a city break _____ going on a short cruise.



Listening

1 Read these sentences and say what part of speech will complete each one. How do you know?

- 1 They couldn't believe how large and _____ the cruise ship was.
- 2 We decided _____ to Paris instead of taking the train.
- 3 I stayed in a small, but beautiful, _____ on my city break.
- 4 The children jumped _____ and noisily into the pool.

2 Now listen to the sentences in 1 and write the missing words.

3 Read questions 1-10 in 4. Which part of speech will complete these sentences? How do you know?

- 1 Questions 1, 2, 4, 5 and 6 _____
- 2 Questions 3, 8, 9 and 10 _____
- 3 Question 7 _____

4 You will hear someone talking about Butlin's holiday camps. For questions 1-10, complete the sentences with a word or a short phrase.

- 1 Butlin thought that British people needed an opportunity to get away from the _____ of their everyday lives.
- 2 Butlin offered all-inclusive holidays which would cost people the same as a _____.
- 3 The chalets at Butlin's original camps were bright and _____, but very simple.
- 4 Many people who had worked as Redcoats became _____ later in life.
- 5 Butlin got the idea for his holiday camps from a summer camp he saw in _____.
- 6 Butlin's arrangement with the British government during the war enabled him to make a large _____.
- 7 Butlin's camps were popular after the war because people didn't have enough money to _____.
- 8 Some guests found Radio Butlin's music and announcements very _____.
- 9 Nowadays, Butlin's Holiday Resorts provide a range of _____ entertainment, shops and restaurants.
- 10 The recently-built hotels offer guests all the resort facilities, but with _____ accommodation.



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You will probably need to write between one and three words in each gap, and although the sentences around them will be different, the words you need to write will be the words that you hear. You won't need to change any endings, tenses, articles or anything else.

Butlin's

Speaking

1 Ask and answer the questions with a partner.

- What do you think the main tourist attractions in your country are?
- Are there parts of your country that you've never visited but would like to see?
- Do you prefer to go to places that are popular with tourists, or relatively undiscovered? Why?

2 Read the two sentence beginnings, 1 and 2, and then the possible endings, a-i. Choose the two endings that you think are most likely to match each beginning. Then compare your answers with a partner and explain why you chose those endings and not the others. Use the phrases in the Language Bank to help you.

- 1 People choose to go abroad for their holidays because ...
 2 People choose to have holidays in their own country because ...

- a they enjoy travelling to different countries.
- b it takes less time to reach their destination.
- c they want to experience a different culture.
- d the cost of the journey is lower.
- e they want to see unfamiliar scenery.
- f they like to go sightseeing.
- g it's not necessary to exchange currency.
- h they can dine out in a different place every night.
- i they won't need to speak in a different language.

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When you have a discussion like this with someone, you may not agree with each other's opinions at first. It's important to justify your choices so that you both fully understand what the other is saying. That way you will be able to make your final decision more easily.

3 Work with a partner. Your English friend's parents are trying to decide where to take their family for a week's holiday. They want activities for their two teenage children, but peace and attractive scenery for themselves, without spending too much money. Here are some holiday ideas that they are considering. First, talk to each other about the advantages and disadvantages of each idea. Then decide which idea you think they should choose.



4 Work in pairs to discuss these questions.

- Do you think that tourism is bad for the environment? What can be done to reduce the impact of tourism on the natural world?
- In what ways do you think that travel is good for people's understanding of the world?
- Would you like to spend a year living in a different country? Why/Why not?



LANGUAGE BANK

Justifying your opinion

- I say this because ...
- I think this is the case because ...
- That's my opinion because ...
- My opinion is ... because ...
- My reason for saying this is that ...
- I chose this because ...



Writing

Review: Writing good descriptions

Reviews are articles about something you have experienced. People read your review because they want information as well as your opinion. When you describe something, try to create a picture of it in your reader's mind. If you under-describe it, the picture won't be complete. If you over-describe it by including long lists, your review may be less interesting to read.

- 1** One writer wrote this about a theme park: *The theme park is fantastic. It doesn't give the reader much information. Picture the theme park in your mind and use your imagination to complete the sentence below. Can you think of three more things at the theme park that you could describe?*

It is designed to look like _____

- 2** Another writer thought a hotel breakfast was very good and wrote this description. Does it need such a long list of food items? Use the help below to rewrite it.

They served lots of fresh food, including bread, cheese, yoghurt, fruit, cake and sandwich, as well as the best coffee I have ever tasted.

- 1 Underline the two main points the writer uses to justify his opinion of the breakfast.
- 2 Using an expression from the Language Bank on the next page summarise the examples of fresh food.
They served _____

- 3** Now summarise these lists using the other expressions from the Language Bank.

- 1 waterskiing, scuba diving, wakeboarding: _____
- 2 orange juice, milkshakes, iced tea: _____
- 3 campsites, hostels, hotels: _____

- 4** Read this writing task and underline four things you must include in your review. Will you have to describe your own experiences on the holiday, as well as give a general description?

You see this advert in an international travel magazine:

Reviews wanted

Holidays for teenagers

We want reviews of holidays designed for teenagers. Your review should include information about the place, the food and what activities there are. Would you recommend this holiday to other people your age?

The best reviews will be published in our magazine.

Write your review. (140-190 words)

- 5** Read this review written in answer to the task in 4 and underline the topics of paragraphs 2, 3 and 4.

Teen Village: The place to go

Would you enjoy staying in a beautiful place with lots of exciting things to do? If so, Teen Village in southern Spain is the perfect holiday destination for you.

Situated next to a lovely sandy beach, the hotel is a circle of comfortable wooden bungalows. In the centre, there is a campfire area where meals are grilled every evening. When I was there, most of the guests relaxed around the fire until late, chatting and playing guitars. This can be annoying sometimes if you want an early night!

The evening meals are simple; mainly meat or delicious fresh fish, served with a wide variety of salads. However, the hotel also has a café that serves huge cooked breakfasts and other snacks to keep you going all day.

During my stay, most people chose from a daily programme of extreme sports lessons such as hang-gliding and sand-sailing. We spent a wonderful morning scuba diving around an old shipwreck in the bay.

I wouldn't recommend Teen Village to couch potatoes but if you are an energetic party animal, then this is the place for you.



6 Now answer these questions about the review in 5.

- 1 Does the writer answer all four points asked for in the task? _____
- 2 Are any negative comments made about the holiday? _____
- 3 Circle the two phrases used to introduce the writer's own experience. _____
- 4 Which tense is used to describe the writer's own experience? _____
- 5 Which tense is used to describe the hotel in general? _____
- 6 In which paragraphs does the writer recommend the holiday? _____
- 7 What kind of teenager does the writer recommend it to? _____

7 Your review should include facts and opinion. Read the following descriptions and then underline the adjectives that describe opinion and circle the adjectives describing a fact. Which kind of adjectives always comes first?

- a lovely sandy beach
- comfortable wooden bungalows
- huge cooked breakfasts

8 Now complete these descriptions of a summer camp for teenagers by writing two adjectives, one showing your opinion and the other a fact.

- 1 a(n) _____ location
- 2 _____ food
- 3 _____ camp leaders
- 4 _____ activities

9 Read this writing task and use the plan and the Language Bank to help you write your review. Remember to describe your own experiences at the camp in the past tense, but use the present tense for general description.

You see this advert in an international travel magazine:

Reviews wanted

Summer camps for teenagers

We want reviews of summer camps for teenagers. Your review should include information about the place, the food, and what you can do there. Would you recommend it to other people your age?

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

Write your **review**. (140-190 words)

Plan

Title

Paragraph 1: Introduce the name and location of the summer camp. Indicate whether your review is positive or negative.

Paragraphs 2-4: Describe and comment on the place, the food and the activities.

Paragraph 5: Make your recommendation.

LANGUAGE BANK

Location

in the mountains/forest
beside a beach/river/lake

Campsite

tents/rooms
bunkbeds
showers

Food

barbeques
packed lunches
vegetarian/nutritious/healthy
snacks/junk food

Activities

well organised/supervised
instructors
watersports
arts and crafts

Summarising

a (big/wonderful) choice of
a (large/fantastic) selection of
a (good/wide) range of
a(n) (wide/amazing) variety of

Recommending

If ..., then this is the camp for you.
Don't miss it!
Book your place now!
It's perfect/ideal for ...
It might not suit ...

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Write enough information to give the reader a real impression of the place, but avoid writing long lists. Use adjectives to show your opinion as well as to give facts. You can mention negative as well as positive points. Finally, either recommend the place to everyone, or just to certain types of people.



Vocabulary

Choose the correct answers.

- 1 These seat belts are ___ so that people of all sizes can use them.
a wild
b adjustable
c demanding
d adventurous
- 2 Travelling is ___ because it makes you realise people are the same wherever you go.
a residential
b beneficial
c skilled
d energetic
- 3 I have no ___ doing any work next week; I'll be on holiday!
a comforts of
b reduction in
c rise in
d intention of
- 4 If I were the Smiths, I'd avoid going to Santorini during ___; it's far too crowded.
a peak season
b city break
c connecting flight
d travel insurance
- 5 They're wealthy, so they always stay in ___ when they visit London.
a self-catering accommodation
b 5-star hotels
c package holidays
d first-class travel
- 6 In America they use dollars, so make sure you ___ currency before leaving the UK.
a exchange
b arrange
c hire
d confirm
- 7 I love ___ when I'm abroad because I like trying foods from different countries.
a sunbathing
b kayaking
c sightseeing
d dining out
- 8 As soon as we ___ and check in, I'm going swimming in the hotel pool!
a contact a travel agent's
b reach our destination
c pack a suitcase
d renew a passport
- 9 ___ is a great way to travel; it's cheap and you meet lots of other travellers.
a Whale-watching
b Rock-climbing
c Backpacking
d Deep-sea fishing

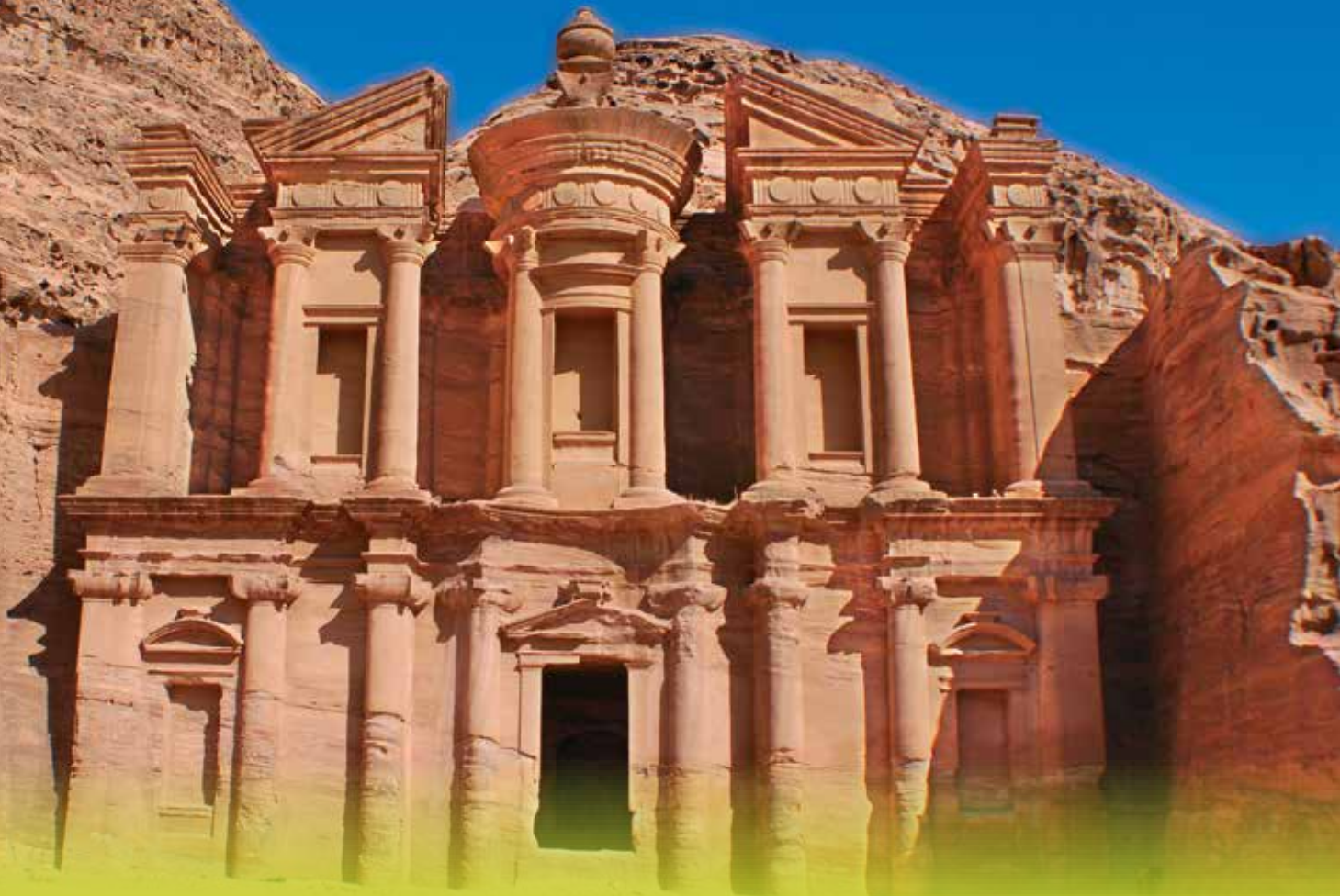
Grammar

Choose the correct answers.

- 1 'My wife cooks ___ a chef in a 5-star hotel!' 'Perhaps, but I bet a chef is paid more!'
a as good as
b as well as
c as well than
d as better as
- 2 The plane is about to land. You should ___ to your seat.
a to return
b return
c returning
d to returning
- 3 She has difficulty ___ people because she's very shy.
a to meeting
b meet
c meeting
d to meet
- 4 ___ at the beach always relaxes me. It's my favourite holiday activity.
a Sunbathing
b To sunbathe
c Sunbathe
d To sunbathing
- 5 'Package holidays in Cuba are becoming ___.' 'We should go.'
a cheap and cheaper
b cheaper and cheap
c cheaper and cheapest
d cheaper and cheaper
- 6 'The hotel I booked is ___ the one you booked.' 'Yes, and it's more expensive.'
a more modernly than
b more modern than
c more moderner than
d more than modern
- 7 'What happened to you when your plane was delayed?' 'I was made ___ in the airport for fifteen hours!'
a waiting
b wait
c to waiting
d to wait
- 8 'Did you arrange accommodation in London?' 'No, the hotel rooms there were ___ I'd thought.'
a most expensive than
b expensiver than
c expensive than
d more expensive than
- 9 'I'm going to hire a car from Van's Vehicles.' 'Why would you do that? It's ___ car hire company in Luton!'
a worst
b the worse
c the baddest
d the worst



Where on earth?



1 Can you identify these famous places? What do you know about them?



1 _____



2 _____



3 _____

2 What are some of the similarities and differences between the places in 1?

3 Work with a partner and write down three famous places from your country. They may be buildings, sites or natural features. You have one minute!

 DVD 10 Watch this short video about Stonehenge and the surrounding countryside. What surrounds the village of Avebury?

Reading

1 What makes a place worth visiting? Look at the criteria and tick the ones you agree with. Then think of a place that represents them.

- | | | | |
|--|--------------------------|-------------------------------------|--------------------------|
| 1 It's an area of natural beauty. | <input type="checkbox"/> | 4 It's a creative masterpiece. | <input type="checkbox"/> |
| 2 It was important in the past. | <input type="checkbox"/> | 5 It's a major geological feature. | <input type="checkbox"/> |
| 3 It is home to an endangered species. | <input type="checkbox"/> | 6 It has a rich cultural tradition. | <input type="checkbox"/> |

2 Read the texts quickly. What can happen to a site after it has been added to the list?

A

UNESCO World Heritage

The United Nations Educational, Scientific and Cultural Organization (UNESCO) seeks to identify, protect and preserve the cultural and natural heritage of the world that is of value to all human beings.

Heritage is what we receive from the past, live with today, and pass on to future generations. Our cultural and natural heritage are sources of life and inspiration, and cannot be replaced. Places as unique and varied as the wilds of Africa's national parks, the Acropolis of Athens and the Great Barrier Reef in Australia make up our world's heritage.

The World Heritage List includes 981 properties made up of 759 cultural, 193 natural and 29 mixed properties.

B

To be included on UNESCO's World Heritage List, sites must meet at least one of the following ten criteria:

- i be a masterpiece of human creative genius
- ii show an important exchange of human values
- iii be proof of a cultural tradition or of a living or past civilisation
- iv be an outstanding example of a place from a significant stage in human history
- v be an outstanding example of a traditional human settlement that represents a culture
- vi be associated with events, ideas, beliefs, artistic and literary works of outstanding universal significance (the Committee considers that this criterion should preferably be used together with other criteria)
- vii contain outstanding natural phenomena or areas of exceptional natural beauty
- viii be outstanding examples of major stages in earth's history
- ix be outstanding examples of significant ecological and biological processes
- x contain significant natural habitats for biological diversity including threatened species

C

Site: Mausoleum of the First Qin Emperor
Year Discovered: 1974
Year Designated: 1987

Location: China
Category: Cultural
Criteria: (i)(iii)(iv)(vi)

Reason for designation: The army of famous terracotta warriors has stood to attention through the centuries, guarding the tomb of the emperor who united China.

Thousands of statues still remain to be discovered at this archaeological site. Qin (259BC-210BC), the first unifier of China, is buried here surrounded by his terracotta warriors. The figures all have different faces. They also have clay representations of their horses, chariots and war weapons. They are artistic masterpieces and have great historical interest since the mausoleum is also associated with an event of worldwide importance: the unification of the different Chinese territories into one country by the first emperor of China in 221BC.

3 Use the information in the texts to answer the questions.

Questions 1 and 2 refer to section A.

- 1 What is the aim of UNESCO?
 - a to find the most important properties in the world
 - b to ensure the continued existence of special places
 - c to pass on the list of places to future generations
 - d to find inspiration in unique locations worldwide
- 2 What are 'mixed properties'?
 - a places of cultural value close to natural areas
 - b sites that are not as important as cultural places
 - c areas that combine both life and inspiration
 - d culturally important sites in special natural settings

Question 3 refers to section B.

- 3 Which of the criteria is usually not used on its own?
 - a iv
 - b viii
 - c vi
 - d iii

Questions 4 and 5 refer to section C.

- 4 What is true about the figures in the mausoleum?
 - a Thousands of them have been found.
 - b They are not identical to each other.
 - c Their actual weapons were buried with them.
 - d Archaeologists discovered them in 1987.
- 5 Which event are the figures associated with?
 - a The beginning of the Chinese empire.
 - b The war that divided China.
 - c The birth of a new Chinese emperor.
 - d The discovery of new territories in China.



The four related texts may include information about the history or development of something. In these cases, you may have to answer questions about dates. Make sure you understand what each date refers to. What do the dates in text C refer to?

Questions 6 and 7 refer to section D.

- 6 Which year had the lowest number of oryx living in the sanctuary?
 - a 1972
 - b 1994
 - c 1996
 - d 2007
- 7 The sanctuary was delisted because
 - a oil had been found on the site.
 - b it couldn't protect an endangered species.
 - c only 90% of it could be conserved.
 - d the oryx had moved to other areas.

Question 8 refers to sections A, B, C and D.

- 8 Which sections give examples of cultural properties?
 - a sections A and B
 - b sections A and C
 - c sections B and C
 - d sections C and D

4 Match these words to their meanings.

diversity heritage inspiration
masterpiece representation
sanctuary values

- 1 _____: something that gives you ideas
- 2 _____: a work of art made with great skill
- 3 _____: the beliefs people have about what is most important in life
- 4 _____: a picture or model of someone or something
- 5 _____: the quality of showing a great deal of variety
- 6 _____: a protected natural area where animals live freely
- 7 _____: valued historic buildings and cultural traditions passed down from previous generations

5 Think of a place that is or you believe should be on the World Heritage List. Why is it significant? Write down the reasons why it is or should be considered a part of our cultural or natural heritage.

D

Arabian Oryx Sanctuary: first site ever to be deleted from UNESCO's World Heritage List

June 28, 2007

The World Heritage Committee today decided to remove the Arabian Oryx Sanctuary from UNESCO's World Heritage List. The sanctuary, which was placed on the list in 1994, has become the first site to be delisted since the establishment of UNESCO World Heritage in 1972.

UNESCO's reason for this was the fact that 90% of the site is being used to search for oil so that the sanctuary could not be conserved.

In 1996, there were 450 Arabian Oryx living on the site, but that number has fallen to 65 and its future is uncertain.



a-z Vocabulary 1

1 Label the map with these words.

Africa Antarctica Asia Australia Europe North America South America



2 Name some countries from each continent.

3 The words in bold are in the wrong places. Write them in the correct places.

- 1 The **mother tongue** of Canada is Ottawa, but most people think it's Toronto. _____
- 2 Pam has **non-verbal communication** because her mum is Italian and her dad is Swedish. _____
- 3 Someone's **official languages** and attitudes change and develop as they get older. _____
- 4 Pakistani, Indian and Chinese are three of the many **personal beliefs** living in the UK. _____
- 5 Of course Jacques knows French. He was born in Paris and is a(n) **capital city**. _____
- 6 Belgium has three **ethnic groups**: Dutch, French and German are all spoken there. _____
- 7 I speak some Greek, but I was born in the USA, so my **native speaker** is English. _____
- 8 Things like smiling or closing one eye are examples of **dual nationality**. _____

4 Complete the word groups with these words.

dialect idea planet practice society universal

- | | | |
|-----------|---------------|-------|
| 1 custom | tradition | _____ |
| 2 culture | civilisation | _____ |
| 3 world | globe | _____ |
| 4 belief | concept | _____ |
| 5 speech | language | _____ |
| 6 global | international | _____ |



1 Read about reported statements, questions, commands and requests.

Reported statements & questions

- We use reported speech to tell someone what another person said. We use reporting verbs such as *say* and *tell*. The main verb usually moves back one tense into the past.
Sally said, 'I speak Dutch.' → *Sally told me (that) she spoke Dutch.*
Ted said, 'I've been to Asia.' → *Ted said (that) he had been to Asia.*
- When we report what someone said we change the following: personal pronouns, possessive pronouns, possessive adjectives, etc; time words and phrases; other words such as *this/that, here/there, come/go*, etc.
Omar said, 'I respect your beliefs.' → *Omar said (that) he respected my beliefs.*
I said, 'I'll text you tonight.' → *I said (that) I would text her that night.*
Pam said, 'This is my map.' → *Pam said (that) that was her map.*
- When we report a question, the verb is not in question form. It is the same as in statements. We often use the reporting verb *ask*.
'When is Joe coming back?' I asked. → *I asked when Joe was coming back.*

- When the direct question begins with a question word, it is used in the reported question.
'Where is Wales?' Kim asked. → *Kim asked where Wales was.*
- When the direct question does not use a question word, the reported question uses *if* or *whether*.
'Is Chan Chinese?' he asked me. → *He asked me if/whether Chan was Chinese.*

Reported commands & requests

- We use *tell* to report commands and *ask* to report requests. We use an object after both.
'Wait here!' he said to me. → *He told me to wait there.*
'Please help me,' he said to us. → *He asked us to help him.*
- When we report commands and requests, we change the imperative to a full infinitive.
'Come in!' he said to his visitor. → *He told his visitor to come in.*
'Please don't touch that!' she said to me. → *She asked me not to touch that.*

2 Read this sentence. Is it a question, a positive request or a negative command? Rewrite the sentence using reported speech. Which reporting verb did you use?

'Don't leave the country!' the officer said to me.

Read 10.1-10.3 of the Grammar Reference before you do the task.

3 Rewrite the following in reported speech in your notebook.

- 1 'We may have Chinese food tonight,' they said.
- 2 'Can you help me with my project on UNESCO, please?' she said.
- 3 'Have you heard of this civilisation?' said the student to the teacher.
- 4 'Africa is here on the map,' the teacher said.
- 5 'Don't touch the statue!' the guard said to me.
- 6 'What is the capital city of Australia?' he said.
- 7 'We're going to learn about Machu Picchu today,' Mr Jones said.
- 8 'I'll visit Stonehenge tomorrow,' she said.
- 9 'Put your camera away,' she said to Guy.
- 10 'I was reading about the Pyramids,' I said.



Collocations & Expressions

1 Match the statements with the responses to form dialogues. Pay particular attention to the words in bold. Can you work out what they mean?

- | | |
|--|---|
| <p>1 Thomas' new building is a masterpiece. He has got the world at his feet.</p> <p>2 Guess who I saw while I was in Peru ... Kevin Jones!</p> <p>3 I had to cancel my trip to India. I'm so disappointed.</p> <p>4 Petra never pays attention in geography.</p> <p>5 I believe that too much money is spent conserving the UNESCO sites.</p> <p>6 Isn't the Taj Mahal beautiful? I could look at it all day.</p> <p>7 I've just checked on Mark and he is dead to the world.</p> <p>8 Sue, you are a woman of the world. Could you give me some advice on travelling in Asia?</p> | <p>a She never pays attention to anything! She is in her own little world.</p> <p>b Yes, he was tired. He was working at the archaeological site all day.</p> <p>c Never mind. It is not the end of the world. You can go next year.</p> <p>d No! Really? It is a small world, isn't it?</p> <p>e If I were you, I'd read up on Chinese customs and traditions.</p> <p>f I know! They say he's the best architect in Europe!</p> <p>g Enjoy it; we're not in a hurry. We have all the time in the world.</p> <p>h Well, I don't agree. Our ideas about what is important are worlds apart.</p> |
|--|---|

Word Formation

2 Complete the table.

Verb	Noun	Adjective
civilise	1	civilised
–	nation	2
–	geography	3
locate	4	–
–	custom	5
exist	6	existing



3 Now complete the sentences with some of the words from 2.

- The ancient Greek _____ dates back to the 8th century BC and it lasted until around 600 AD.
- Africa's _____ parks are an important part of our world's heritage.
- They say there was once a city in this jungle, but its exact _____ is still a mystery.
- It is _____ to give gifts of money in red envelopes on Chinese New Year.
- Many people doubted the _____ of the 'lost tribe of Peru', but these photos prove they were wrong.
- The _____ features of Scotland include rivers, lakes and mountains.

Prepositions

4 Complete the sentences with in, of, with, to or for.

- The yearly cost for conserving the site, allowing _____ salaries, comes to €17 million.
- Some cultures believe _____ ghosts and spirits.
- Working for UNESCO calls _____ intelligence and ambition.
- Angkor Wat in Cambodia consists _____ many walls and five towers.
- I don't want to interfere _____ your work, but please be more careful with that statue.
- I objected _____ his comments on my culture. They made me angry.



1 Read about reporting verbs.

- We can use different reporting verbs to summarise what someone said. Different structures are used depending on the verb.

verb + (object) + full infinitive

'OK, I'll come to Venice with you.' → She **agreed to come** to Venice with me.

'You should travel more.' → He **advised me to travel** more.

verb + (preposition) + gerund

'I didn't break the statue.' → He **denied breaking** the statue.

'I'm sorry I was late,' she said. → She **apologised for being** late.

verb + (object) + that

'I didn't invite him,' she said. → She **denied that** she had invited him.

'The site is closed,' he said. → He **informed us that** the site was closed.

- Some reporting verbs can be followed by more than one structure.

'Let's visit Angkor,' he said.

→ He **suggested visiting** Angkor.

→ He **suggested that we visit** Angkor.

→ He **suggested that we should visit** Angkor.

2 Read the sentence. What does it express? Rewrite the sentence in reported speech using *suggest* and three different structures.

'Let's take Spanish lessons,' she said.

Read 10.4 of the Grammar Reference before you do the tasks.

3 Choose the correct answers.

- The guard ___ the visitor to put the statue down.
a complained b ordered c denied
- My teacher ___ me to do my geography project.
a suggested b explained c reminded
- The tour guide ___ the tourist to visit Stonehenge.
a offered b advised c complained
- The man ___ the politician to save the site.
a informed b apologised c begged
- My friend ___ that we go to see the tomb.
a suggested b refused c reminded
- Tim ___ Dina of cutting the painting with a knife.
a accused b denied c demanded

4 Rewrite the sentences in reported speech. Use the reporting verbs in bold. Write the sentences in your notebook.

- 'I'll take you to the emperor's tomb,' Helen said. **offer**
- 'OK, I'll come to Europe with you,' Steve said. **agree**
- 'I want to see your ticket,' he said. **demand**
- 'I'm sorry I broke the clay bowl,' said Lynn. **apologise**
- 'The warriors are very old,' he said. **explain**
- 'I didn't steal the masterpiece,' she said. **deny**
- 'We won't help you close the national park,' they told me. **refuse**
- 'UNESCO has a great website,' he told us. **inform**



Listening

1 Label the pictures.

bedding disposable nappies mattress pram



1 _____ 2 _____ 3 _____ 4 _____

2 Listen to some people speaking and write the words or phrases you hear which mean the same as the phrases below.

- 1 pregnant women _____
- 2 has a higher value _____
- 3 worries about the environment _____
- 4 studies disagree about that _____
- 5 not earning much money _____
- 6 a very young child _____
- 7 looking after their children _____

3 You will hear a radio interview with a woman called Susie Wright, who is the health correspondent for a radio station. For questions 1-7, choose the best answer (A, B or C).

- 1 Why did the Finnish government decide to offer the baby box to all mothers?
 - A Too many families couldn't afford the things they needed.
 - B They wanted all expectant mothers to receive health care.
 - C Doctors complained that the original scheme was unfair.
- 2 Mothers can receive a baby box
 - A only for their first child.
 - B only if they pay for the second or third box.
 - C every time they have a child.
- 3 How have the contents of the box changed over time?
 - A Some items have changed because of ecological concerns.
 - B There are fewer things in the box now than there used to be.
 - C The boxes always contain the latest materials.
- 4 What cultural benefits have the boxes had?
 - A Finnish children are happier than children in other nations.
 - B The standard of reading in Finnish children has improved.
 - C There has been a change in family sleeping habits.
- 5 What does Susie say about Finnish babies sleeping outside?
 - A Babies often sleep outside except in winter.
 - B Babies can sometimes catch diseases from sleeping outside.
 - C Sleeping outside is thought to be good for children's health.
- 6 How do Scandinavian parents react to extremely cold temperatures?
 - A Children are never left outside in temperatures lower than -10 degrees.
 - B Parents differ in the temperature limit they think is healthy.
 - C They are never concerned about the cold weather.
- 7 Susie says that the tradition of putting babies outside to sleep
 - A seems to improve the quality of their sleep.
 - B has been proved to improve children's health.
 - C will probably change in future years.

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If you are unsure of an answer, miss out that question and move on to another one, otherwise you might miss the answer to that one too.



Speaking

1 Ask and answer these questions with a partner.

- What aspects of culture do you think are unique to your country?
- Is there another country whose culture you particularly admire?
- Would you like to learn some other languages? Which ones do you think would be most interesting or useful?

2 Here are some sentences giving advice. Write the missing words in each sentence. There may be more than one possible answer.

- 1 If I _____ you, I'd speak to your parents about the problem.
- 2 My _____ would be to finish college and then think about travelling.
- 3 I _____ recommend that you start saving money now.
- 4 If I were in your _____, I'd talk to your friend before things get worse.
- 5 In my opinion, you _____ probably go on holiday with your cousin.
- 6 I think it would be _____ to help your sister first and then go out with your friend.

3 Follow the instructions and complete the task with your partner. One of you will be Student A and the other will be Student B. Use the words and phrases in the Language Bank to help you.

Option 1



Option 2



Situation

Student A is going to university in Britain in September and wants Student B's advice on how to spend the summer.

Student A: Look at these pictures and use the information on page 190 to answer Student B's questions.

Student B: Look at these pictures and ask Student A these questions to find out more about the situation.

- What are the options?
- What are the advantages of each option?
- What are the disadvantages of each option?

Using the information you have been given, give Student A your advice on what you think the best option is and why. Explain why you didn't choose the other option.

4 Now swap roles. Look at the Extra Practice on page 190 and follow the instructions.

5 Work in pairs to discuss these questions.

- Do you think it would be an advantage to have dual nationality, with family members in two different countries? Why/Why not?
- If you could choose, which country would you most like to live in, and why?
- When people migrate to other countries, do you think they should try to absorb their new nation's culture, or maintain their own culture?

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Remember to listen carefully to the information your partner tells you about the problem, the possible solutions and the disadvantages of each solution. You need to do some thinking yourself, but a lot of the information and ideas you need will already have been given to you by your partner.

LANGUAGE BANK

Giving advice

I would advise you/him/her to ...
 My advice would be ...
 If I were you/him/her, I would ...
 If I were in your/his/her shoes/position, I'd ...
 I would recommend/suggest that ...
 I think it would be better/best/wise to ...
 In my opinion, you/he/she should (probably) ...



Writing

Essay: Writing long sentences

Short sentences are easy for the reader to follow. Good writing, however, normally has a mixture of short and longer sentences so that the reader isn't interrupted too often by full stops. Longer sentences usually contain more than one idea, so you need to be able to use words and phrases to link them together.



1 Look at three ways of linking contrasting ideas and use them to join the two sentences below. Write the sentences in your notebook.

- a Although/Even though my mother was born in Spain, she can't speak Spanish.
- b In spite of/Despite the fact that my mother was born in Spain, she can't speak Spanish.
- c In spite of/Despite being born in Spain, my mother can't speak Spanish.

Chinese is a difficult language. Many people are learning Chinese.

2 Now look at two ways of linking similar ideas and use them to join the two ideas below. Write the sentences in your notebook.

- a As well as singing, many Greeks also dance.
- b Greeks not only sing, but they also dance

Many Danish people speak English. Many Danish people speak German as well.

3 Read this writing task and underline what you have to give your opinion about.

The City Times More school exchange visits

An increasing number of school head teachers are organising exchange visits with schools in other countries. Teachers say that students who stay for a week with, for instance, a Dutch family in the Netherlands, are able to learn more about a different culture and language than they can from books.

ESSAY: Do you think staying in another country and experiencing its language and culture adds to a young person's education? Why or why not? Provide specific reasons and examples to support your opinion.

4 Now read these two opening paragraphs written in answer to the task in 3. Which one correctly answers the task question? What is the writer's opinion?

a In my opinion, going to school for a while in a foreign country would not help educate a young person. It would be better to stay in your own school as understanding a new language and making friends would be very difficult.

b Maps and books can tell us a lot about the world, but they can never replace actually being in other countries. I think that experiencing other cultures opens young people's minds to new ideas.

5 Now read the rest of the essay and answer the questions below.

First of all, living with a family in another country gives you a chance to understand and appreciate a different way of life. As well as learning about everyday things such as what and how people eat, students also experience things they might never see or hear in their own country. The way parents and children behave with each other, for instance, could be very different.

Moreover, although young people cannot be expected to learn another language in a few weeks, they are bound to absorb some of it during their stay, for example, by watching television or looking at street signs. To sum up, living in another country is a very real way for students to learn about the world. This new knowledge will not only enrich their own lives, but also the lives of the people they share it with when they return home.

- 1 Underline the specific reasons the writer gives to support their opinion.
- 2 The writing task asks for examples. How many does the writer give? _____
- 3 What phrases are used to introduce the examples? _____
- 4 Highlight any of the linking words from questions 1 and 2 that the writer uses. Has the writer used them correctly? _____
- 5 What words or phrases does the writer use to link each paragraph to the previous one?

6 Read the short text on studying abroad and use these words and phrases to link the paragraphs and sentences.

**all in all consequently furthermore however
in addition on the other hand**

Studying in another country after leaving school can be a challenge for young people. They are probably leaving home for the first time, which can be difficult. ¹ _____, they may have to study in another language.

² _____, once young people start adapting to their new cultural environment, they will begin to make friends. ³ _____, the new country will offer many exciting new experiences.

⁴ _____, it can be hard to budget on a student income.

⁵ _____, students sometimes need to find part-time jobs.

⁶ _____, leaving home to study abroad teaches young people a lot about life as well as about their chosen subject at college or university.

7 Read this writing task and use the plan and the Language Bank to help you write your essay. Refer back to the question while you are writing to make sure you are answering it correctly.

**The City Times
Going Home to Mum and Dad**

Nineteen-year-old singing star, Amy Gonzales, shocked friends yesterday when she announced she was giving up her city-centre apartment and going back to live with her parents. She said her cultural upbringing meant that she and her parents missed living together in a strong family unit.

Essay: Do you think that young people should leave home when they start working and learn to become independent of their families? Why or why not? Explain your opinion, giving specific reasons to support your view.

Plan

- Paragraph 1: Introduce the topic and your opinion
Paragraphs 2 & 3: Support your opinion with reasons and examples
Paragraph 4: Summarise your opinion on the task question and add a comment.

LANGUAGE BANK

Living alone
self-sufficient
capable
learning life skills
independence
responsible
being able to look after yourself
organising your own life
paying bills
budgeting
housework
lonely
freedom
making your own rules

Living at home
protected environment
safe
dependence
appreciate family life
help one another
traditional way of life
communal lifestyle
loving
sharing

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Read the task carefully to make sure you understand exactly what you have to give your opinion about.
Put more than one idea into your sentences.
Use your favourite words and phrases to link sentences and paragraphs together.

**Vocabulary**

Choose the correct answers.

- Ben is very proud of this statue he made; it's his ____.
a diversity
b sanctuary
c masterpiece
d representation
- While we were in ____, we visited Germany, France and Greece.
a Europe
b Australia
c Africa
d Asia
- Canada has got two ____: English and French. They are both taught in school.
a ethnic groups
b mother tongues
c official languages
d native speakers
- There's no need to hurry. We ____.
a have all the time in the world
b are in our own little world
c are not the end of the world
d are men of the world
- Allowing ____ tickets and hotel rooms, our holiday will cost around €2200 each.
a with
b to
c for
d in
- The ____ of France is Paris.
a capital city
b dual nationality
c personal belief
d non-verbal communication
- My geography teacher has got a big ____ with all the continents on it in his classroom.
a concept
b planet
c world
d globe
- The ancient Greek ____ produced great thinkers like Plato and Socrates.
a civilisation
b idea
c dialect
d speech
- The ____ flag of the USA is red, white and blue.
a customary
b national
c civilised
d geographical

Grammar

Choose the correct answers.

- Jane accused ____ the ancient statue.
a him that he had broken
b him he had broken
c him of breaking
d that he had broken
- 'What did Jack say to you?'
'He asked ____ Asia on my trip.'
a if I was going to visit
b whether am I going to visit
c am I going to visit
d was I going to visit
- 'Sorry. Did you say something?'
'Yes, I asked you ____ me the salt.'
a passed
b to pass
c please pass
d passing
- The guide reminded ____ tickets for the tour.
a me to get
b to get me
c me that to get
d me get
- 'What did he say about Tom?'
'Brad ____ he was a native speaker.'
a said
b said me
c told
d told that
- Hans suggested ____ ten new words every day.
a we should learning
b that we learning
c we learning
d that we learn
- George admitted that he ____ some American customs strange.
a find
b found
c to find
d is finding
- Pat told him that she was going away ____ weekend.
a that
b at a
c following
d last
- Ken told Fran ____ with his work on the site.
a not interfere
b not to interfere
c don't interfere
d don't to interfere



Vocabulary

1 Complete the second sentence so it has the same meaning as the first sentence, using the word in bold. You must use between two and five words, including the word given.

- We do not intend to visit India during the rainy season. **intention**
We _____ India during the rainy season.
- I need to get a new passport before my trip. **my**
I need to _____ before my trip.
- Hotel rooms are cheaper now, which is good news for tourists. **reduction**
The _____ of hotel rooms is good news for tourists.
- The jokes about his country made the young man angry. **objected**
The young man _____ the jokes about his country.
- The old enemies have very different personal beliefs. **worlds**
The old enemies' personal beliefs _____.
- The only luggage the traveller carries is one small backpack. **consists**
The traveller's luggage _____ one small backpack.

2 Complete the sentences with the correct form of the word in bold.

- | | |
|---|---------------------|
| 1 For people with stressful jobs, holidays are very _____. | BENEFIT |
| 2 People with limited _____ can enjoy cruises. | MOBILE |
| 3 The tour guide pointed out the _____ area of Beverly Hills, where many stars live. | RESIDENT |
| 4 The mayor promises to attract visitors by improving the city's _____ accommodation. | EXIST |
| 5 The travellers could not _____ the smallest village on the map. | LOCATION |
| 6 The largest _____ in Europe is Russia. | NATIONAL |
| 7 People with different opinions should discuss them in a _____ way. | CIVILISATION |
| 8 In most cultures, it is the _____ to offer food to a guest. | CUSTOMARY |

3 Circle the correct words.

Travelling is not just for pleasure

People travel for many reasons, not only because they are tourists on ¹ **package / peak** holidays. Politicians and businessmen may enjoy ² **first-class / self-catering** travel to attend important meetings. People sometimes move to another country because they are looking for a better life. Others with dual ³ **nationality / language** may take pleasure ⁴ **of / in** visiting both the countries that they call home. There has also been a rise ⁵ **in / of** the number of young people who study abroad. These students usually ⁶ **arrange / pack** their suitcases and travel home for holidays. Another reason that people travel is for their health. There are often ⁷ **benefits / skills** in going to hospital in another country. So, next time you are at a ⁸ **departure / destination** gate, you can be sure that not all the passengers around you are heading for ⁹ **5-star / connecting** hotels.

4 Complete the sentences with these words.

break city communication group language season speaker tongue

- Belgium is a country with more than one official _____.
- Washington, DC is the capital _____ of the USA.
- Holiday prices always increase during peak _____.
- There are problems when one ethnic _____ disagrees with another.
- Prague is a popular destination for a city _____.
- People think Sophie is a native _____ because her English is so good.
- Non-verbal _____ is not the same in all cultures.
- English is Mike's mother _____, but he is learning French at school.



Grammar

1 Circle the correct words.

- The airport staff **said / told** the passengers to board the flight.
- The police officer made the driver **show / to show** him his passport.
- The travel agent advised us **to not pack / not to pack** jewellery in our suitcase.
- The journalist said that he **is / had been** in Asia the week before.
- The tourists weren't satisfied with the hotel, which was **more / less** comfortable than they had expected.
- Kate found Spanish easy and said that it was the **least / most** difficult language that she had learnt.
- Chris forgot **renewing / to renew** his passport, so he can't travel abroad.
- The taxi driver suggested **going / to go** through the old town.

2 Complete the second sentence so it has the same meaning as the first sentence, using the word in bold. You must use between two and five words, including the word given.

- The children could not walk around the museum because they were tired. **too**
The children were _____ around the museum.
- The passenger was not allowed to take his large bag on the plane. **let**
The airport staff did _____ his large bag on the plane.
- Visiting Greece in winter is cheaper than visiting in peak season. **as**
Visiting Greece in winter is _____ visiting in peak season.
- Each year the writer lives in New York, he likes it more. **the**
The longer the writer lives in New York, _____.
- If you don't buy travel insurance, you may regret it. **buying**
You may regret _____.
- 'If I were you, I'd sit in the front row of the plane,' she told me. **advised**
She _____ in the front row of the plane.

3 Complete the paragraph with the correct form of the verbs. Use the gerund or the correct infinitive form.

A change is as good as a rest

¹ _____ (visit) cities for a few days on a city break is becoming more popular. Among other things, cities allow visitors ² _____ (enjoy) a lot of culture. Many people would rather ³ _____ (go) somewhere that offers great museums, theatres and restaurants than ⁴ _____ (spend) time in quiet places where they may have difficulty in ⁵ _____ (find) anything to do. For those tourists who don't object to ⁶ _____ (discover) a city alone, it is usually easier ⁷ _____ (get around) if they remember ⁸ _____ (buy) a guidebook. For those who are too busy ⁹ _____ (plan) a trip, there are lots of guided tours, and if you don't like being made ¹⁰ _____ (follow) a crowd, you should ¹¹ _____ (check) the websites that let you ¹² _____ (find) your own private guide!

4 Read the text and complete each gap with one word.


Always going somewhere

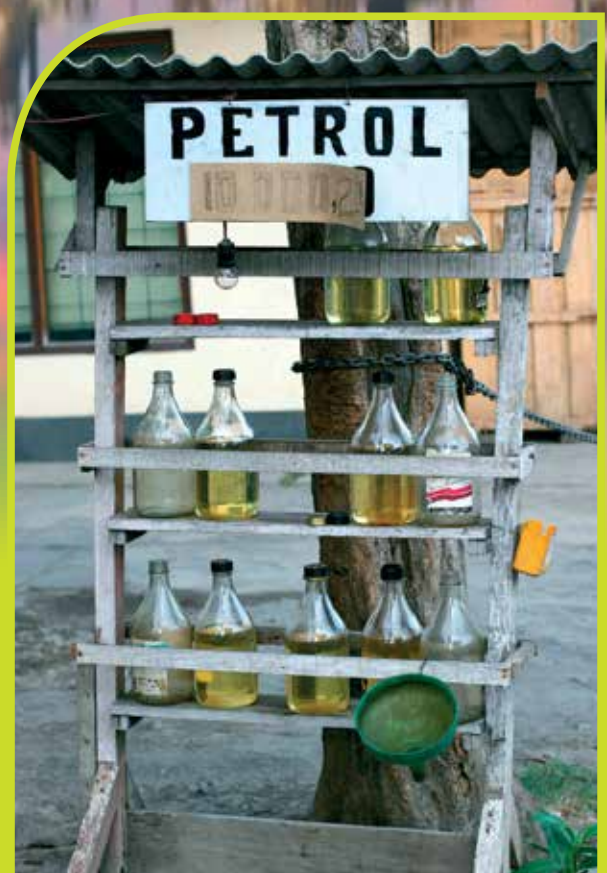
Josh was born to travel. He really does ¹ _____ like staying in one place for very long. He would ² _____ travel than do anything else. As soon as he returns from one trip, he is ready ³ _____ plan the next one. He knows there is no point ⁴ _____ taking too much luggage and can ⁵ _____ his suitcase in minutes. He never ⁶ _____ to renew his passport, and he is never ⁷ _____ busy to learn the language of the countries which he looks ⁸ _____ to visiting. He is ⁹ _____ happy when he is travelling as when he arrives. When he comes home, he has lots of stories to tell and he doesn't stop ¹⁰ _____ about his adventures!



1 Look at the photos on this page. How are they connected? What are the similarities and differences? Which photo comes from a developing country and which from a developed country?

2 What problems are faced by the people living in a developing country? How can technology improve their lives?

 **DVD 11** Watch this short video about an invention. How many hours of electricity are generated by 30 minutes of play? How do you think this invention works?





Reading

- 1 Make a list of the things you need electricity for. Which are the most important for you and which are the least important? Compare your answers as a class.
- 2 Where does electricity come from? Match the types of power with the methods used to produce it.

1 solar power	a by capturing sunlight
2 wind power	b by burning oil, coal or gas
3 hydroelectric power	c by splitting uranium atoms
4 nuclear power	d by using running or falling water
5 fossil fuel power	e by using the movement of the air
6 geothermal power	f by using steam from under the ground
- 3 Read the text quickly. What is kinetic energy?



Powered by play

It's a typical Saturday afternoon. You're listening to music on your MP3 player, your sister's surfing the web, perhaps your parents are watching TV. Later, you try to text your friends to make arrangements for the evening, but your mobile phone's not working. You forgot to charge it! No problem. Just plug it in and it's ready to use. And then ... disaster! Because of road works in the area, your electricity has been disconnected. For the next hour or two, you're twiddling your thumbs. 1 How annoying!

Welcome to the world of disadvantaged communities. 2 Areas that have no access to public utilities such as electricity are known as off-grid. You may have been off-grid while camping, for example, but while that can be a fun adventure, living off-grid permanently is not.

In many African countries, large parts of the population are living off-grid with no access to electricity. Over 1.3 billion people worldwide do not have access to electricity. They are forced to use kerosene lamps and wood-burning stoves in their homes. 3 In fact, breathing in the fumes from one kerosene lamp is the same as smoking two packets of cigarettes a day.

Solar technology can deal with some of these problems by converting light from the sun into energy.

4 Another solution – though currently on a smaller scale – is kinetic energy. The term is derived from the Greek word 'kinesis', meaning motion. From planets to atoms, all moving things have kinetic energy. It is energy that is possessed by an object due to its motion. The heavier something is and the faster it moves, the more kinetic energy it has.



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

- A These, however, are harmful to the environment and kill nearly two million people a year.
- B It is also very difficult to have them installed in places where the people would rather use the land for planting crops.
- C Inside it there is a mechanism that captures the energy from the rolling and bouncing that occurs during a football game.
- D For you, a lack of electricity is a temporary inconvenience, but for many people in developing countries it's a way of life.
- E However, this solution is generally too expensive for communities in the developing world.
- F Just thirty minutes of play can generate enough electrical power for three hours of light.
- G You wish they would hurry up and finish because it's now dark and you can't even read a book to pass the time.

DOWNLOAD

When you are doing this kind of task, the missing sentence may explain an idea in the text. For example, which sentence fits gap 5 by explaining how the Soccket generates the electricity mentioned before the gap that is then stored in the battery mentioned after the gap?

5 Replace each word in bold with a word from the text that means the same.

- 1 If you don't pay your phone bill, they will **cut off** your phone. (para 1) _____
- 2 Do you know how to **change** miles into kilometres? (para 4) _____
- 3 The new college will **create** 500 new jobs for local people. (para 5) _____
- 4 I need a lot of room to **keep** all of my books, CDs and DVDs. (para 5) _____
- 5 Fred's going to help me **put in** the new washing machine. (missing sentences) _____
- 6 These photos **catch** the mood of the isolated villages I visited. (missing sentences) _____

6 How has technology changed the way we communicate? Look at these items. What can we now use instead of them?



Using this law of physics, the company Uncharted Play developed the Soccket – a special football that combines play and technology to generate electricity. 5 It stores it into a battery which gives families in developing countries a power source for lighting and cooking to replace kerosene lamps and wood-burning stoves.

Uncharted Play have also produced a lamp that can be used as a normal tabletop lamp or as a torch. The lamp is charged by attaching it to the Soccket. 6 Dozens of these lamps can be charged from a single Soccket. Children living in communities that are off-grid can play with a single Soccket ball as a team and still have their own personal light for reading and homework each night.

Energy is essential for people's well-being. In developing countries, technology can create clean energy that improves people's quality of life and also protects the environment.



a-z Vocabulary 1

1 Label the pictures with these words.

GM food green energy hybrid vehicle nuclear power robotics space exploration





2 Match to form compound nouns. Sometimes more than one answer is possible.

- | | |
|-------------|--------------|
| 1 built-in | a screen |
| 2 flat | b pad |
| 3 memory | c network |
| 4 remote | d control |
| 5 satellite | e dish |
| 6 text | f key |
| 7 touch | g microphone |
| 8 volume | h message |
| 9 wireless | i card |

3 Complete the table with the compound nouns from 2.

Television	Laptop	Mobile Phone

4 Complete the definitions with these words.

cutting-edge hands-free labour-saving outdated user-friendly voice-activated

- 1 _____ technology is easy to use.
- 2 _____ technology is the most modern and advanced technology.
- 3 _____ technology is old-fashioned or out of style.
- 4 _____ technology is controlled by someone talking to it.
- 5 _____ technology lets you do other things while you talk on the phone.
- 6 _____ technology cuts down on how much work you need to do.



1 Read about causative forms.

Have/Get something done

- We use the causative form *have* + object + past participle to talk about something that we arrange for someone else to do for us. We often use *get* instead of *have*.
Many people have their website designed for them.
I got my television fixed by the technician.
- We can also use *have* + object + past participle to talk about something unpleasant that happens to someone. We cannot use *get* instead.
We had our laptops stolen. ✓
(~~*We got our laptops stolen.*~~ X)
- Both these structures are used in a variety of tenses. We use the word *by* to mention the agent.
My father won't have/get his car fixed at that garage next week.
My father had/got his car fixed by a mechanic named Steve.

Have somebody do something/Get somebody to do something

- We use the causative form *have* + object + bare infinitive to say that we make someone do something.
My boss had me stay after work to discuss my new designs. (= My boss asked/told me to stay after work to discuss my new designs.)
- We use the causative form *get* + object + full infinitive to say we have persuaded someone to do something.
Finally, we got our son to apply to the technical college.
- Both these structures are used in a variety of tenses.
She will have her mother drive us to the science fair.
I couldn't get the shop assistant to give me a refund.

2 Read the sentence. What verb does it use to form the causative? What does the sentence mean? How would the structure of the sentence change if we used the verb *get*? How would the meaning of the sentence change?

I'll have him show you how the gadget works.

Read 11.1-11.3 of the Grammar Reference before you do the tasks.

3 Complete the sentences with the correct form of the bold verbs. Use the causative.

- The factory _____ robotics _____ last year. **install**
- Tomorrow, they _____ a new website _____ for their company. **design**
- The students _____ their technology projects _____ by the teacher yet. **not grade**
- My grandfather _____ fifty apple trees _____ next spring. **plant**
- Brad _____ his mobile phone _____ while he was at the science fair. **stole**
- What's the plan? _____ your laptop _____ next week? **you / repair**
- Nina _____ her article on green energy _____ yet. **not publish**
- I fix my hybrid car myself; I _____ it _____ by a technician. **not fix**

4 Complete the second sentence so that it has a similar meaning to the first sentence. Use the word in bold.

- We haven't arranged for the technician to install our satellite dish yet. **had**
We _____ install our satellite dish yet.
- Jill asked the manager to give her a refund, but he wouldn't. **get**
Jill couldn't _____ her a refund.
- We asked the scientist to explain the concept of green energy to us. **had**
We _____ the concept of green energy to us.
- Have they made the factory replace the built-in microphone yet? **had**
Have they _____ the built-in microphone yet?
- Did you tell your secretary to call the inventor? **get**
Did you _____ the inventor?
- Pete tells his wife to record his favourite programme every week. **gets**
Pete _____ his favourite programme every week.

Prepositions

1 Complete the sentences with *for*, *of* or *to*.

- 1 I have access _____ information about the technology exhibition if you'd like to read it.
- 2 Bell was given credit _____ the telephone, but some say Meucci invented it first.
- 3 Dr Samuels is known for his dedication _____ his work; it's the most important thing in his life.
- 4 Ted has a terrible habit _____ boasting about how much money he makes.
- 5 Joe's got a talent _____ inventing things. His latest gadget is cutting-edge.
- 6 The process _____ designing something new is often a long one.
- 7 I have no knowledge _____ how this gadget works. Can you explain it to me?
- 8 My wife has a fondness _____ labour-saving devices, so I got her this robotic vacuum cleaner.

Phrasal Verbs

2 Circle the correct words to complete the sentences.

- 1 How can you expect the computer to work if you don't **turn it in / plug it in**?
- 2 We should **look to / look over** the future and forget the problems of the past.
- 3 This built-in microphone can **work up / pick up** the quietest of sounds.
- 4 Our teacher talked about Ford's Model T and then **moved on / moved up** to talk about hybrid cars.
- 5 The manager of the shop **told off / called off** the shop assistant for breaking the iPad.
- 6 I didn't hear that message clearly. Could you **play up / play it back**, please?

3 Now match the phrasal verbs you didn't use in 2 with the meanings below and then write a sentence using each one in your notebook.

- 1 _____: examine something carefully
- 2 _____: progress, advance to a better level
- 3 _____: cause problems for someone
- 4 _____: develop a particular feeling
- 5 _____: cancel something
- 6 _____: give something to someone in a position of authority



Commonly Confused Words

4 Complete the pairs of sentences with the words in bold.

- 1 **home page** **web page**
 - a I've got a UK newspaper as my _____. What have you got?
 - b This company's site is very informative. It even has its opening hours on the 'Visit Us' _____.
- 2 **program** **programme**
 - a Did you enjoy the TV _____ about Tesla's life and inventions?
 - b I need a computer _____ that helps me organise and edit my photos.
- 3 **invented** **discovered**
 - a Was it Magellan who _____ that the earth is round?
 - b I believe the laptop was the best thing ever _____.
- 4 **access** **excess**
 - a I haven't got Internet _____ at home, so I'll have to do my project at the library.
 - b Cover the piece of metal with oil, removing any _____.
- 5 **except** **accept**
 - a He will _____ the agreement if they pay him for the designs now.
 - b I'll take all of the CDs _____ this one.
- 6 **recent** **modern**
 - a The inventor's salary has increased in _____ years.
 - b For an older man, our science teacher has some very _____ ideas.



1 Read about wishes and preferences.

Wishes

- We can use *wish* and *if only* to talk about our own wishes. However, when we talk about other people's wishes, we must use *wish*. We can't use *if only*. Compare:
I wish/If only I had a hybrid vehicle. (my own wish)
Ben wishes he had a hybrid vehicle. (Ben's wish)
- We use *wish/if only* + past simple to talk about the present or the future when we say that something is not how we want it to be.
I wish I worked in a well-known computer company.
If only I understood how this machine works!
- We use *wish/if only* + past perfect simple to talk about the past when we say that we are sorry that something did or did not happen.
I wish they had asked me for my advice.
If only you hadn't broken my iPad.
- We often use *could* after *wish/if only*.
Maria wishes she could use a computer.
If only I could travel to Mars!
- We use *wish/if only* + *would* to complain about a situation that annoys us.
I wish you would stop playing computer games all the time!

Preferences

- To talk about what we prefer in general, we use:
- *prefer* + noun/gerund (+ *to* + noun/gerund).
We prefer this program.
We prefer using this program (to using that program).
 - *prefer* + full infinitive (+ *rather than* + bare infinitive).
I prefer to send text messages (rather than talk on the phone).
- To talk about what we prefer in a particular situation, we use:
- *would prefer* + full infinitive (+ *rather than* + bare infinitive).
I would prefer to work tonight (rather than work at the weekend).
 - *would rather* + bare infinitive (+ *than* + bare infinitive)
I would rather work tonight (than work at the weekend).

2 Read the sentence. What does it express? What structure does it use?

I wish you would stop wasting money on electronic gadgets!

Read 11.4-11.5 of the Grammar Reference before you do the tasks.

3 Complete the dialogues with the correct form of the verbs.

- A: If only I _____ (have) a new flat screen television!
B: Well, why don't you buy one? They're on special offer this week.
- A: I wish you _____ (stop) using my laptop all the time.
B: You're right. I really do have to get my own.
- A: Mr Smith broke the satellite dish while he was trying to install it.
B: If only he _____ (ask) for my help.
- A: I want to get an iPad. I wish they _____ (not be) so expensive.
B: Wait a while; they'll get cheaper.
- A: I wish they _____ (not build) a windfarm on the island. It's so ugly.
B: It is. But green energy is better for the planet.

4 Circle the correct words.

- Mum **would rather** / **prefers** organic food to GM food.
- I would rather **send** / **sending** a text message.
- Kevin prefers **driving** / **to driving** a hybrid car to a car that uses petrol.
- Would you rather **to go** / **go** to the science exhibition?
- I prefer **to watch** / **to watching** films online rather than watch them on TV.
- We **prefer** / **would rather** use green energy than use nuclear power.






Listening

1 In listening tasks, the questions often contain slightly different wording from what the speakers actually say. One example of this is the use of derivatives (different forms of a word). Therefore it's useful to be able to recognise words in their different forms quickly. Complete the tables below.

Noun	Adjective
1	photographic
2	technological
3	popular
4	expensive
5	convenient
6	enjoyable

Adjective	Adverb
technological	7
digital	8
simple	9
expensive	10
convenient	11
electronic	12

2 Look at the list A-H in 3 and underline the most important words in each sentence, ie the words that differentiate each sentence from the others.

3  You will hear five short extracts in which people are talking about photography. For questions 1-5, choose from the list (A-H) what each speaker says about their attitude to photography. Use the letters only once. There are three extra letters which you do not need to use.

- A Disagrees with the way modern technology is used on photos
- B Prefers to have his/her photo taken than to take photos of others
- C Relies on latest developments in photographic technology
- D Is not interested in complicated and expensive cameras
- E Needs help to keep up with changes in photographic technology
- F Doesn't understand the popularity of photography
- G Thinks digital technology has taken the fun out of photography
- H Is impressed with the advances in technology



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The speakers are all talking about the same topic, so sentences A-H will probably have a lot of things in common. Make sure you read them carefully and underline the important words in order to fully understand the meaning of the sentences and how they differ from each other.

- 1
- 2
- 3
- 4
- 5



Speaking

1 Ask and answer the questions with a partner.

- Do you like having your photo taken or do you prefer to be behind the camera?
- What is your opinion of computer programs that manipulate photographs?
- What items of technology do you own?

2 Choose one of the pairs of items below. Tell your partner which pair you have chosen and describe how you think they are similar and different. Finally, tell your partner which item you would prefer to own if you could only own one of them, and explain why. Use the expressions in the Language Bank to help you order and structure what you are saying.

- mobile phone & laptop
- digital camera & mobile phone
- motorbike & car
- washing machine & dishwasher

3 Work in pairs to answer the questions about the photographs. One of you will be Student A and the other will be Student B. Use the words and phrases in the Language Bank to help you.

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When you are comparing and describing photos, you need to present your thoughts in a logical order. Use the expressions in the Language Bank to help you link your ideas together.



Student A: Compare the two photographs. Why is each free-time activity popular?

Student B: In your free time, would you be more likely to choose technology or fresh air and exercise?



Student B: Compare the two photographs. What are the advantages of each way of studying?

Student A: Do you think you spend too much time on your computer?

4 Work in pairs to discuss these questions.

- Which items of technology couldn't you live without?
- Do you think it's important to keep up to date with the latest technology?
- Generally-speaking, is technology bad for our health? What examples can you give of technology that benefits our health?
- What do you think will be the next great invention?

LANGUAGE BANK

Sequencing your ideas

- To begin with, ...
- Firstly/First of all, ...
- I'll begin by saying/explaining ...
- For one thing, ...
- Next, ...
- Secondly, ...
- Another thing is that ...
- Finally/Lastly, ...



Writing

Article: Writing about what you prefer

When you have to think of reasons why you prefer one thing to another, make quick notes in two ways. For example, if you want to explain why you prefer shopping for clothes on foot rather than shopping online, note down what you like about shopping on foot and what you don't like about shopping online. This will help you clearly identify your reasons.



1 Read these notes a student has made for clothes shopping on foot and against shopping online. Then answer the questions below.

on foot: (a) I like trying clothes on before buying.
(b) It's more sociable – a day out with friends.

online: (c) I have to wait for things to be delivered.
(d) I can't touch/feel clothes in photos.

- Which two notes are similar and could actually be put together? _____
- The writer doesn't like waiting for online shopping to be delivered. How can you turn this negative reason about online shopping into a positive reason for shopping on foot? Why is shopping on foot better?

- What are the writer's three positive reasons for preferring shopping on foot?
_____, _____, _____

2 Do you prefer wearing smart clothes or casual clothes most of the time? Write notes *for* your chosen preference and *against* the other choice. Then use your notes to identify positive reasons for your preference.

smart: _____

casual: _____

Reasons: _____

3 Read this writing task and discuss your chosen preference in class. Give reasons why you prefer it and say what you don't like about the other choices.

You see this announcement in an English-language magazine for teenagers.

My favourite way to communicate

How do you prefer to communicate with your friends? Face to face? SMS? Chatting on the computer?

Write an article about your favourite way to talk to your friends, explaining why you prefer it.

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



4 Read this article written in answer to the task in 3. Does it mention any of the ideas you discussed in class? Now answer the questions below it.

Talking face to face

Would you tell your friend a secret on Facebook or wait until you meet them? Personally, I prefer seeing my friend's face and hearing their voice when we talk.

The most important thing about being together is that the conversation is spontaneous. If you send someone a text, you are forced to sit on your own waiting for them to think of, and write, their reply. This is not a proper, lively conversation for me.

Apart from that, what about those feelings that you can't communicate with words? If one of my friends was unhappy, for example, I would want to be there to give them a hug. You can't do that on a screen!

Spoken conversations also give you a better chance of keeping your personal life private. Texting is fine for making arrangements or gossiping but if you write down personal thoughts and feelings, they could easily be read by other people.

So, if you really want to talk to me, come on over. Let's have a proper chat, face-to-face.

- 1 Circle the paragraph topics in paragraphs 2, 3 and 4.
 - 2 Does the writer compare face-to-face conversations with other forms of communication? _____
 - 3 Underline three conditional sentences in the article. In which paragraph does the sentence describe what is likely to happen?
 what always happens?
 an imaginary situation?
- 5 Using conditionals is a very useful way of explaining your reasons. Write conditional sentences to explain the following statements about places where people eat.**

- 1 Eating out can be disappointing.
If _____.
- 2 Eating at home can be boring.
If _____.
- 3 Eating in a posh restaurant is less relaxing than eating at home.
If _____.

6 Read this writing task and use the plan and the Language Bank to help you write your article. When you have finished your article, check your work carefully.

You see this announcement in an English-language magazine for teenagers.

My favourite way to eat

Where do you prefer to eat? At home? At a restaurant? Somewhere else?

Write an article about your favourite type of place to eat, explaining why you prefer it.

The best articles will be published in our magazine next month.

Write your **article**. (140-190 words)

Plan

Title

Paragraph 1: Get your reader's attention and state your preference.

Paragraphs 2-4: Explain your reasons using a new topic for each paragraph.

Paragraph 5: Re-state your preference in a new or amusing way.



LANGUAGE BANK

Atmosphere

- relaxed/easy-going
- formal
- polite
- family/special occasion
- good service
- table manners
- surrounded by loved ones/strangers

Food

- mum's cooking
- my favourite dishes
- menu
- more to choose from
- interesting/exotic food
- first/main course
- dessert
- professional chef

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Make quick notes for your chosen preference and against the other choices to help you identify clear, positive reasons for your choice. Use conditionals to explain what you mean. Remember to give your article a title!

**Vocabulary**

Choose the correct answers.

- This device is used to ___ the sun's energy into electricity.
 - install
 - store
 - generate
 - convert
- I worry about the environment, so I prefer ___ to traditional cars and lorries.
 - hybrid vehicles
 - nuclear power
 - space exploration
 - robotics
- Can you pass me the ___, please? I want to change the TV channel.
 - built-in microphone
 - remote control
 - satellite dish
 - flat screen
- Now, ___, I'd like to talk about the benefits of wind power over fossil fuels.
 - turning in
 - looking over
 - looking to
 - moving on
- I've just received a ___ message from Tom. He's waiting for us at the cinema.
 - wireless
 - touch
 - text
 - memory
- Wouldn't it be cool to have ___ lights? You'd say, 'On', and they'd switch on!
 - outdated
 - voice-activated
 - labour-saving
 - user-friendly
- Can you call a technician? The printer is ___ again.
 - playing up
 - calling off
 - playing back
 - plugging in
- Can you believe I haven't got ___ to the Internet at home?
 - access
 - excess
 - accept
 - except
- She's never used this computer ___ before. Can you show her how it works?
 - web page
 - program
 - home page
 - programme

Grammar

Choose the correct answers.

- We ___ our hybrid car once every six months to keep it working properly.
 - have a professional to service
 - get a professional to service
 - have a professional serviced
 - get a professional service
- ___ I had bought a satellite dish when I got the TV. It would have been cheaper.
 - I would prefer
 - I rather
 - I prefer
 - I wish
- 'Would you like to go to the technology exhibition?' 'No, I ___ this weekend.'
 - would rather stay in
 - prefer to staying in
 - prefer stay in
 - would rather staying in
- 'I want a new laptop!' 'So do I. ___ I had more money!'
 - If only
 - I wished
 - I prefer
 - I'd rather
- 'Mr Jones ___ last night!' 'Really? How awful.'
 - got his car to steal
 - stole his car
 - his car had stolen
 - had his car stolen
- 'Why were you late for your computer lesson?' 'My boss ___ after work.'
 - got me stay
 - had me to stay
 - got me staying
 - had me stay
- The astronauts ___ at least once a month.
 - get examined their equipment
 - have examined their equipment
 - get their equipment examined
 - their equipment have examined
- I wish you ___ stop reading my text messages all the time!
 - must
 - should
 - would
 - could
- We ___ this kind of memory card; it stores more photos.
 - would rather to use
 - prefer using
 - prefer use
 - would rather using



1 Look at the photos. What would you do? Discuss your actions as a class.



1 You see a woman begging in the street. You would ...

- give her some money.
- buy some food for her.
- feel sad, but do nothing.
- continue walking.



2 You see a stray puppy. You would ...

- call the authorities.
- feed it, but leave it there.
- take it home as your pet.
- do nothing; it's not your problem.



3 You see someone spray-painting a wall. You would ...

- demand that they stop.
- call the police immediately.
- be too scared to speak.
- say nothing; you don't care.

2 What problems are there in your community? Make a list with a partner and discuss possible solutions.

DVD 12 Watch this short video about a film called *Pay it Forward*. What is Trevor's idea? How does it work?



1 Do you recognise the logos? Match them to the organisations.

1



2



3



- A UNICEF (The United Nations Children's Fund) protects the rights of children; it helps them to survive and develop, and provides them with education.
- B Doctors Without Borders provides medical aid to those most in need regardless of their race, religion, or politics.
- C WWF's mission is to stop the degradation of our planet's natural environment and build a future in which humans live in harmony with nature.

2 How do charities survive? Make a list of ways in which people can help charities.

3 Read the article quickly. Which charities help people and which help nature and wildlife?

Kids with a conscience



What do you do in your spare time? Have you ever considered using it to improve the lives of others? These children did. Read their stories and perhaps you too can be inspired to lend a hand.

When five-year-old Canadian Hannah Taylor saw a homeless man eating out of a rubbish bin, she was shocked and saddened. As a young child from a loving and comfortable home, she was unaware that homelessness existed. She never forgot the image of that man and so, a few years later, Hannah founded The Ladybug Foundation, a charity for the homeless. She chose the ladybug* because the insect represents good luck, which is something she believes the homeless need. She began by painting empty baby-food jars like ladybugs and asking businesses in her town to put small change in them. By the age of ten, she had raised more than half a million dollars.

Now a young adult, Hannah has spoken out for the homeless across Canada to hundreds of schools and organisations. Through these and other efforts, over two million dollars has been raised to provide not only shelter, but food – two basic human rights – for the homeless.

Janine Licare and Aislin Livingstone were just nine years old in 1999 when they saw the rainforest disappearing from their beloved home in Manuel Antonio, Costa Rica, due to the development of roads and buildings in the area. They witnessed the negative impact of this on the animals, particularly the Mono Titi, or squirrel monkeys. The main cause of death for these monkeys is electrocution from electrical cables, or being hit by cars while crossing these new roads. This put the species in danger and inspired the girls to establish Kids Saving The Rainforest (KSTR), a non-profit organisation to save the local rainforests and endangered wildlife.

KSTR has grown steadily. One of its objectives has been to create 'monkey bridges' throughout the area. These are thick ropes that help the monkeys cross areas where there are now roads or electrical and phone cables, or where there aren't enough trees for the monkeys to pass through. There are currently 130 such bridges, which, in combination with other measures, have saved the lives of many monkeys.



4 Read the article again and choose the best answer A, B, C or D.

- How did Hannah Taylor initially help the homeless?
A by raising more than two million dollars
B by making other children aware of the problem
C by getting help from people in her local area
D by telling people about basic human rights
- According to the article, the monkey bridges
A have saved parts of the monkeys' habitat.
B are cut when there is danger in the area.
C are built next to roads in Costa Rica.
D protect the monkeys from modern hazards.
- What is the long-term benefit of a free daily meal?
A It can lead to economic development.
B It stops hunger in the whole community.
C It creates more jobs for poor people.
D It means more schools are opened.
- According to the article, Martha Payne
A learnt about Mary's Meals on a documentary.
B has seen the work that Mary's Meals does.
C had a blog about the charity Mary's Meals.
D started Mary's Meals when she was nine.



Sometimes one of the questions in a multiple-choice task requires that you understand the text as a whole. For such questions, you could be asked about the purpose of the text, why certain topics are discussed, or why certain examples are provided. Which of the questions in 4 is an example of this?

- Which statement is true?
A Martha is the only one who deals with issues of hunger.
B Janine and Aislin are the only ones protecting a habitat.
C Only Hannah was inspired to act by a sad sight.
D Martha has raised the most money for her charity.
- What is the writer's intention?
A to ask people for donations to the charities
B to describe what the different charities do
C to explain why it's a good idea to start a charity
D to encourage others to get involved with charities

5 Complete the sentences with the correct form of these words.

aware day homeless object organise sad

- The Ladybug Foundation makes a difference to many people's _____ lives.
- I'm so sorry; I was _____ of the problems you were facing.
- Surely we can use empty buildings in the area and end _____.
- The organisation's _____ is to help families that are in financial trouble.
- Everyone was _____ by the news that the animal shelter had to close.
- A charity is a(n) _____ that is set up to raise money and help those in need.

6 Work with a partner. Create a charity. Give it a name and a logo, and then write down its objectives. Use these ideas or your own.

- wildlife
- the homeless
- elderly people
- the disabled
- refugees
- stray animals

Mary's Meals is an extraordinary charity that has introduced school meal programmes for hungry children in countries across Africa, Asia, the Caribbean, Eastern Europe and South America. There, many children do not attend school. To encourage them to get an education, the charity provides free healthy daily meals at school. Education is important because it can lift them out of poverty by helping them to get good jobs, which benefits the whole community.

Nine-year-old Martha Payne from the UK had a blog about her own school dinners and whether they were healthy or not. Some people pointed out on her blog that she was fortunate to get a meal of any kind at school when so many children were starving. Realising the truth of this, Martha got involved by raising money for Mary's Meals and encouraged her blog readers to donate. She has raised over £130,000 for the charity, visited Mary's Meals in Malawi and herself became the subject of a BBC documentary.

The charity now feeds more than 750,000 children every school day and it costs only £10.70 to feed a child for a year.

There are kids making a difference in the world. If you are lucky enough as a teenager to have money and time, then why not use them to do something constructive?



1 Label the pictures showing different kinds of services. Some of the letters are given to help you.



f _ _ e br _ _ a _ e



p _ _ i _ e



p _ bl _ c
t _ _ nsp _ _ t



j _ b c _ n _ r _



am _ _ la _ _ _
ser _ i _ _



c _ _ st g _ _ rd



pu _ l _ _
h _ us _ _ g



p _ i _ _ n
s _ rv _ ce

2 Match the social problems with the definitions.

- | | |
|-----------------------|---|
| 1 homelessness | a the state of not having a job |
| 2 unemployment | b a disease of the mind |
| 3 poverty | c the need to do something without being able to stop |
| 4 addiction | d frightening or hurting someone, especially if they are weaker than you |
| 5 racism | e the state of not having a place to live |
| 6 physical disability | f a condition that makes it difficult for someone to move or use part of their body |
| 7 mental illness | g the unfair treatment of someone because of their colour or where they come from |
| 8 bullying | h the state of not having money or the basics of life |

3 Choose the correct answers.

- | | | |
|--|------------------------------|--|
| 1 When you go to a food bank , you get | a something to eat. | b money to buy food. |
| 2 When you go to a shelter , you are given | a a temporary place to stay. | b a permanent place to live. |
| 3 When you take a retraining course , you might get | a a better house. | b a better job. |
| 4 If you work for a charity , you | a ask people for donations. | b give people jobs. |
| 5 If you are in a halfway house , you will | a live there forever. | b stay there until you're ready to live on your own. |
| 6 If you receive social welfare , you | a get money. | b pay money. |
| 7 If you are staying in a youth hostel , you | a are a young person. | b stay there for free. |
| 8 When you are in a nursing home , you are | a old and sick. | b training to be a nurse. |

4 Which solutions in 3 could be used to solve the problems in 2? Which services from 1 would be involved? Sometimes more than one answer is possible.



1 Read about questions tags and pronouns.

Question tags

Questions tags are short questions at the end of a sentence. We use them when we want someone to agree with us or to make sure that something is true.

They **tried** to help the poor, **didn't they?**

You **didn't** give it to charity, **did you?**

I'm **able to help**, **aren't I?**

You enjoy working at the youth hostel, **don't you?**

Reflexive pronouns

We use reflexive pronouns:

- when the subject and the object of the sentence are the same.

She taught **herself** to read.

- with some verbs.

Did the children **behave themselves** on the coastguard boat?

- to emphasise that somebody does something alone, without another person's help. We often use the word *by*.

Hannah founded the foundation **herself**.

Ben started the food programme **by himself**.

Indefinite pronouns

An indefinite pronoun refers to one or more unspecified people, things or places.

Someone stole some blankets from the youth hostel.

Did **anything** exciting happen at school today?

Everywhere was very quiet.

Nobody could answer my question.

We use:

- another** for an additional person, thing or place.
*I've already asked one question. Could I ask **another**?*
- less** for a smaller amount, **little** for a small amount, **more** for a larger amount and **much** for a large amount.
*You did **less** than anyone else.*
Much has been done to improve the nursing home.
- some** for an unspecified number or amount.
*Here is the medicine; take **some** after lunch.*
- such** for a type that has already been mentioned.
*She was poor and people treated her as **such**.*
- whoever**, **whatever**, **whichever** and **wherever** for unspecified people, things or places.
Whoever wants to join the cause, sign here.
*We'll take you **wherever** you need to go.*

2 Read the sentences. Which one contains a reflexive pronoun? Which contains an indefinite pronoun?

- Whatever you decide to do, I'll support you.
- He will never get a job by himself.

Read 12.1-12.3 of the Grammar Reference before you do the task.

3 Complete the sentences with question tags.

- Dad feels good about working for WWF, _____?
- Don't forget to visit Grandma at the nursing home, _____?
- The charity fund-raiser won't be held tomorrow, _____?
- Let's help out at the shelter tonight, _____?
- You've stayed at the youth hostel before, _____?
- I'm being a bully, _____?
- Everyone donated to UNICEF, _____?
- Those boys were adopted, _____?
- Julia didn't raise the most money, _____?
- This is good news, _____?

4 Circle the correct pronouns to complete the sentences.

- The teenager set up the charity by **itself** / **himself**.
- Can **anyone** / **nothing** tell me what's happened?
- I know you had a bad day; **less** / **such** is life.
- You can call **whoever** / **whenever** you want to talk to someone.
- We managed to sell all these tickets **ourselves** / **themselves**.
- I'm bored. Let's go **nowhere** / **somewhere**.
- That was a great sandwich. Could I have **much** / **another**?
- You mustn't blame **myself** / **yourself** for the world's problems.



Phrasal Verbs

1 Circle the correct words to complete the sentences.

- The teacher asked the teenagers to **act out / act up** an argument they might have with their parents.
- Pass by / pass round** the photos so that everyone can see them.
- I can't hear you. Could you **speak up / speak out**, please?
- The new road means the animals are **cut off / cut back on** and can't reach the river.
- I'd like to **point to / point out** that because we don't have enough money, we can't open the shelter.
- Hans had been living on the street for months. It was kind of you to **take him in / take it on** and give him a place to stay.

2 Now match the phrasal verbs you didn't use in 1 with the meanings below and then write a sentence using each one in your notebook.

- _____ : go near a place, but not enter
- _____ : make it seem likely that something is true or will happen
- _____ : behave badly
- _____ : state your opinion on a subject
- _____ : accept work or responsibility
- _____ : reduce the amount of something

Word Formation

3 Complete the table.

Verb	Noun	Adjective
disable	disability	1
inspire	2	inspiring/inspired
represent	representative	3
4	combination	combined
5	assistance	-
-	6	addicted/addictive

4 Now complete the sentences with some of the words from 3.

- If we can _____ you and your family in any way, please contact us.
- I'm meeting with a(n) _____ of a big company today to ask if they want to donate money to our cause.
- The _____ efforts of the two charities made the opening of the halfway house possible.
- In spite of her hearing _____, Mary is a very successful teacher.
- After her _____ speech about the homeless, many people donated money for the new shelter.
- His _____ to drugs has destroyed his life.

Collocations & Expressions

5 Complete the sentences with these words. Can you explain what the expressions in bold mean?

back ear feet heart heels shoulders

- I asked her to go with me, but she **dug in her** _____ and refused to change her mind.
- It's so sad to see homeless people. **My** _____ **goes out to them.**
- Julie deserves a **pat on the** _____ for all the voluntary work she does.
- There's no point talking to her. Everything you tell her goes **in one** _____ **and out the other.**
- The politicians know we need jobs. I wish they'd stop **dragging their** _____ and set up some retraining courses.
- Thanks for helping me at the food bank. It took a **weight off my** _____.



Grammar 2

not only ... but also; had better, it's (about/high) time

1 Read about inversion: *not only ... but also; had better, it's (about/high) time.*

Not only ..., but also

We can use *not only ..., but also* at the beginning of a sentence for emphasis. When we do this, the word order changes. Compare:

Kevin not only helps the mentally ill, but he also volunteers at the youth hostel.

Not only does Kevin help the mentally ill, but he also volunteers at the youth hostel.

Had better

We can use *had better* + bare infinitive to say what someone should do or to give advice.

I'd better not borrow any money; I won't be able to pay it back.

You had better apply for a job this week.

It's (about/high) time

We can use *it's time, it's about time* and *it's high time* + past tense to complain about or criticise something or someone in the present.

It's time Grant stopped relying on social welfare.

It's about time you found a place to live.

It's high time she got a job.

2 Read the sentences. Do they refer to the present or the past? What is the tense of the main verb in these sentences?

It's time we did something about the homeless.

It's about time I left for the nursing home.

It's high time you stopped asking me for money.

Read 12.4-12.6 of the Grammar Reference before you do the tasks.

3 Circle the correct answers.

- Not only ___ a lot of money, but they also give people hope.
 - do charities raise
 - charities raise
- It's high time you ___ feeling sorry for yourself.
 - stopped
 - did stop
- We had better ___ if we can get a bed at the shelter for the night.
 - to see
 - see
- It's about time the government ___ more public housing.
 - built
 - build
- They had better ___ to the officer at the police station.
 - speak
 - spoke
- Not only ___ cheap, but it is also clean.
 - that youth hostel is
 - is that youth hostel
- It's time you ___ some more responsibility.
 - take on
 - took on
- Not only ___ at the local food bank, but she also ran a charity shop.
 - helped Clare
 - did Clare help



4 Read the sentences and write C (correct) or I (incorrect). Rewrite the incorrect sentences in your notebook.

- Not only do the poor need money, but they also need homes. _____
- It's about time you attended a meeting for your addiction. _____
- Not only the man was an addict, but he also was a thief. _____
- It's time they give him an award. He's an inspiration to everyone. _____
- Tina had better to speak to the boy's parents if he acts up again. _____
- It's high time we do something about the problem. _____




Listening

1 Below are some voluntary activities that people can do to help their community. Which do you think would be most suitable for groups of volunteers to do (G) and which for individuals (I)?

- 1 painting a youth centre
- 2 visiting an old person in his/her home
- 3 delivering a disabled person's shopping
- 4 clearing rubbish from a community garden
- 5 organising a food bank
- 6 helping in a charity shop



2 Sometimes you might answer a question wrongly because you have not noticed a small detail in the question. Look at questions 1-4 in 3 and underline a detail that someone who is not reading carefully may not notice.

3  You will hear a short radio announcement and some questions. Before the announcement, you will have time to read the questions. Listen to the radio announcement and choose the best answer from the answer choices (A, B, C or D).

- 1 What sort of things do GoodGym members do as a group?
 - A clearing rubbish or painting community spaces
 - B leading activities for young people
 - C holding fitness classes
 - D attending social events like lunch in a café
- 2 How do elderly or disabled people benefit from GoodGym?
 - A They make friends with other elderly or disabled people.
 - B They have the chance to get out of the house.
 - C They receive friendly visits from a runner.
 - D They have a helper when they go shopping.
- 3 What did GoodGym members do on their last community event?
 - A created a new community garden
 - B planted flowers and trees
 - C prepared the area for planting
 - D removed rubbish from the garden
- 4 What do all GoodGym runners have to do?
 - A pass a police check
 - B make a donation
 - C make a regular time commitment
 - D run regularly in a group
- 5 Why is the speaker making the announcement?
 - A to stress the importance of keeping fit
 - B to encourage people to help their community
 - C to ask for charitable donations
 - D to advertise a community event



Sometimes you can choose the wrong answer by not checking the details in the question. Read the questions carefully before you hear the recording and make sure you know exactly what to listen for.

Speaking

1 Ask and answer the questions with a partner.

- Have you ever done any voluntary work? What sort of volunteering appeals to you?
- Are there groups of people in your area who you think don't receive enough support?
- Are you a member of any local organisations for young people?
- Do you think there are enough things for young people to do in your area?

2 Fill in the gaps to complete what you might say if you don't hear (1 and 2) or don't understand (3 and 4) what someone says.

- 1 I'm sorry, I didn't hear what you said. Could you _____ that, please?
- 2 Could you _____ that again?
- 3 Can you _____ why you said that, because I don't quite understand.
- 4 Sorry, but I'm not sure what you _____ by that.

3 Work with a partner. The local council is threatening to close the youth centre because not enough young people attend. You think your area needs a youth centre, so you want to prevent its closure. Here are some ideas that might help to keep it open. First, talk to each other about how effective you think each idea would be. Then decide which two ideas you would put into practice. Use the Language Bank to help you.



DOWNLOAD

It's important that you interact with your partner in this type of task. Therefore, if you don't hear or understand something your partner says, ask him or her politely to repeat, rephrase or explain it.

4 Work in pairs to discuss these questions.

- What can be done to help young people who are unemployed?
- Do you think it's more important for councils to spend money on services for young people than for elderly people or pre-school children?
- Do you believe young people sometimes turn to crime because there isn't enough for them to do?
- What can be done to help young people feel more included in society?



LANGUAGE BANK

Asking for clarification
 Sorry, could you repeat that please?
 Could you say that again?
 I didn't quite understand what you said.
 I'm sorry, but I'm not sure what you mean.
 What did you mean by ...?
 Can you explain why you said ...?



Writing

Letter: Communicating effectively

When you write to someone in authority about a problem, you are hoping that they will take action on suggestions you make in your letter. If you want the reader to react positively, you should write in a personal and polite way, saying how you feel about the problem, suggesting measures that should be taken and showing how they would help.



1 Read these extracts from letters to a town's chief of police. Which one is written in the right tone and is most likely to get a good reaction?

a Last week's street demonstrations were policed really badly. Why didn't you have enough policemen to control what was happening? People were terrified! Make sure there are more of them there next time!

b Last week's street demonstrations made life in the town centre very frightening for many of us. I think that we should have more of your officers on duty next time, if possible, in order to make life safer for ordinary citizens.

2 Read this extract from a letter to the local mayor. What solution could you suggest? How would it help?

It's dangerous outside the school at home time. Children run across the street, cars drive past too fast and no one is in charge of what's happening.

3 Read this writing task and discuss in class what could be done and why it would help.

The City Times

The city council recently published a report which reveals that many elderly people in the local nursing home are suffering from depression caused by boredom and loneliness. The council says it would welcome ideas on what could be done by council officials and local people to help the situation.

Letter: Write a letter to the mayor explaining what could be done to help the elderly in the nursing home. Begin your letter, "Dear Mayor."

4 Read the letter that was written in answer to the task in 3 and answer the questions below it.

Dear Mayor,

I have just read in the local newspaper that many of our vulnerable, elderly citizens in the city's nursing home are depressed. I think this is a very sad situation and I am writing to ask that you urgently consider taking the following measures.

First of all, the city council should employ an entertainment organiser at the home. Small music concerts, book-readings and other events could be organised in order to stimulate the old people and, hopefully, make them smile. I am sure you agree that laughter is often the best therapy.

Furthermore, the council could organise outings. If coach excursions to famous landmarks or trips to the countryside were arranged, it would enable the elderly to experience the outside world again instead of sitting inside all day.

Finally, with your agreement, my friends and I intend to arrange for volunteers to visit the home perhaps once a week so that the elderly have regular contact with other people.

I look forward to seeing you put some ideas into action soon.

Yours faithfully,

Mary Clark

- 1 Is the writer's tone of voice polite? _____
- 2 What words does the writer use to sum up her opinion of the situation? _____
- 3 The writer talks directly to the mayor in the letter. Underline four examples of this.
- 4 The writer suggests three solutions to the problem. Circle the results of these solutions.

5 When you write, try to use a broad range of vocabulary. Match these words to their meaning and use them to complete the texts below.

- | | |
|--------------|---|
| 1 incident | a verb: to stop something happening |
| 2 vulnerable | b adjective: not enough |
| 3 prevent | c adjective: unprotected |
| 4 deter | d verb: to discourage people from doing something |
| 5 inadequate | e noun: an event that happens |

A **Boy falls from hotel balcony**

After the _____, police said that the protective railings around the balcony were _____. The hotel manager has now promised to improve them in order to _____ any more accidents.

B **Hotel burglary**

Thieves broke into the Grand Hotel yesterday and stole valuables from a room at the back of the hotel. A hotel spokesman said: "The room was _____ because it is dark at the back of the building. We are now installing powerful lighting in the garden area to _____ thieves from trying again."



6 Read this writing task and use the plan and the Language Bank to help you write your letter. Try to use some of the words you practised in 5. When you have finished your letter, check your work carefully.

The City Times

Fear on the streets

A woman was slightly injured last night when a thief knocked her down and stole her purse as she walked home. Bystanders said they would not be able to recognise the mugger again because the street was very dark. Many citizens have previously complained that there are not enough late night buses operating in the city.

Letter: Write a letter to the mayor explaining what could be done to make the city safer at night for pedestrians. Begin your letter, "Dear Mayor."

Plan

- Paragraph 1: Say you have read about the mugging. Give your opinion and say why you are writing.
- Paragraphs 2-4: Make suggestions to help solve the problem, using examples if appropriate, and showing what the results would be.
- Paragraph 5: Show you expect the reader to take action.

LANGUAGE BANK

Situation

- serious incident
- shocking
- frightening
- dangerous
- inadequate
- unprotected
- vulnerable

Useful verbs

- protect
- deter
- prevent
- organise/arrange
- authorise
- enable
- supply
- install

Solutions

- urgent(ly)
- suitable/adequate
- if possible
- I am sure you agree that ...
- take measures/action
- put ideas into action

DOWNLOAD

Think about your reader's reaction when you write your letter. You want them to agree with your ideas, so talk to them directly and be polite. Showing the results of your suggestions will help convince them that you are right. When you learn new words, practise using them in your writing.





Vocabulary

Choose the correct answers.

- How can anyone be ___ of important social issues?
 - inspired
 - combined
 - disabled
 - unaware
- Could you speak ___, please? We can't hear you.
 - up
 - out
 - on
 - in
- The volunteers spent their weekend helping out at the shelter. They deserve a pat on the ___.
 - back
 - shoulders
 - heart
 - heels
- One role of the ___ is to get medical help to people with serious injuries.
 - ambulance service
 - fire brigade
 - job centre
 - coastguard
- My aunt was over ninety and couldn't walk, so we had to put her in a ___.
 - food bank
 - youth hostel
 - nursing home
 - halfway house
- My job at the charity is to ___ anyone who needs help.
 - assist
 - inspire
 - represent
 - disable
- If the children ___ while I'm out, call me on my mobile phone.
 - act out
 - point out
 - point to
 - act up
- If I were a victim of ___ at school, I would tell my parents or a teacher.
 - bullying
 - homelessness
 - unemployment
 - addiction
- Look at those poor homeless children; my ___ goes out to them.
 - back
 - heart
 - feet
 - ears

Grammar

Choose the correct answers.

- ___ is known about this mental illness, I'm afraid.
 - Such
 - Less
 - Some
 - Little
- It's high time your brother ___ a job!
 - finds
 - to find
 - is finding
 - found
- 'Did Mr Smith take a retraining course?'
'No, he ___ to repair machines.'
 - taught by himself
 - by himself taught
 - taught himself
 - himself taught
- Let's help out at the halfway house, ___?
 - shall we
 - will we
 - won't we
 - should we
- 'Can ___ here take on extra work at the food bank?'
'Yes, I could do a few more hours a week.'
 - anyone
 - somewhere
 - everybody
 - nothing
- 'I feel terrible about poverty!'
'Well, you can't solve the world's problems ___.'
 - by itself
 - by themselves
 - by yourself
 - by myself
- 'Is the shelter only for addicts?'
'No. ___ needs a place to stay is welcome.'
 - Whoever
 - Whatever
 - Whenever
 - Wherever
- 'Peter is a kind man.'
'I agree. ___ the disabled, but he also works with the homeless.'
 - Only not does he help
 - Not only does he help
 - Does he not only help
 - He does help not only
- You had better ___ now, or your parents will worry.
 - to leave
 - leaving
 - leave
 - to leaving



Vocabulary

1 Circle the correct words.

- The coastguard **called off** / **cut off** the search for the missing boat after two days had passed.
- This information is secret, so we do not have **access** / **process** to it.
- The charity promised to build a shelter, but so far it has **dug in its heels** / **dragged its feet**.
- The 90-year-old actor spent his final years in a **youth hostel** / **nursing home**.
- This hybrid car that parks itself is an example of **built-in** / **cutting-edge** technology.
- Bullying** / **Addiction** by his classmates made the boy unhappy at school.
- The **remote control** / **wireless network** needs new batteries.
- This group objects to the introduction of **GM food** / **food banks** into our kitchens.

2 Complete the second sentence so it has the same meaning as the first sentence, using the word in bold. You must use between two and five words, including the word given.

- They won't buy their son an expensive mobile phone because he often loses things. **habit**
They won't buy their son an expensive mobile phone because he _____ things.
- John spends a lot on technology because he loves the latest gadgets. **fondness**
Because he _____ the latest gadgets, John spends a lot on technology.
- The animal charity needs people to give homeless dogs a home. **take**
The animal charity needs people to _____ homeless dogs.
- My printer isn't working properly, so I must get it repaired. **playing**
My printer _____, so I must get it repaired.
- The mayor said he felt sympathy for residents who were homeless after the storm. **heart**
The mayor said _____ residents who were homeless after the storm.
- The charity congratulated the class which had donated the most money. **pat**
The charity gave _____ to the class which had donated the most money.

3 Complete the sentences with the correct form of the words given.

- | | |
|--|-----------------------|
| 1 _____ is a big problem in many capital cities. | HOME |
| 2 The laptop that I bought ten years ago is now _____. | DATE |
| 3 This popular smartphone _____ user-friendly technology with a low price. | COMBINATION |
| 4 The teenager gave a(n) _____ speech about how he had raised the money. | INSPIRE |
| 5 Women _____ half the world, so why don't they share half the power? | REPRESENTATIVE |
| 6 You can't park here; this space is only for _____ drivers! | DISABILITY |
| 7 Buying a lot of unnecessary things may be an example of _____ behaviour. | ADDICT |

4 Complete the text with these words.

access assistance dedication disability inspiration knowledge programs representative social welfare touch pad unemployment weight

Service with a smile

Yesterday, when I was looking at a laptop in a shop, I needed ¹ _____. A friendly shop assistant with excellent ² _____ of the product showed me how to use the ³ _____ with my finger and pointed out the built-in microphone that lets you use voice-activated ⁴ _____. He was very helpful and his ⁵ _____ to his work was clear. It wasn't until he nearly walked into a desk that I noticed he had a(n) ⁶ _____. The badge on his shirt said, 'Gary – visually challenged, please be patient!' He said that he was almost blind and getting a job had been a ⁷ _____ off his shoulders after a period of ⁸ _____. He was glad he had been given ⁹ _____ to a job because he didn't want to accept ¹⁰ _____. As a(n) ¹¹ _____ of a group with few advantages, he was a(n) ¹² _____ to both customers and colleagues.



Grammar

1 Complete the second sentence so it has the same meaning as the first sentence, using the word in bold. You must use between two and five words, including the word given.

- The old lady should go into a nursing home. **time**
It's _____ into a nursing home.
- Lee's printer couldn't be repaired, so he bought a new one. **get**
Lee couldn't _____, so he bought a new one.
- I'm annoyed because my computer is really slow! **faster**
I wish _____!
- Sam doesn't like his children texting their friends during meals. **not**
Sam wishes _____ their friends during meals.
- I regret not calling the fire brigade earlier. **only**
If _____ the fire brigade earlier!
- You ought to turn off your mobile phone before the film starts. **had**
You _____ your mobile before the film starts.
- Not everyone prefers using a tablet to a laptop. **rather**
Some people _____ a laptop than a tablet.

2 Circle the correct words.

- | | |
|---|---|
| 1 You've had a satellite dish installed, haven't / didn't you? | 5 The family couldn't get Grandpa try out / to try out the smartphone. |
| 2 That text message didn't get sent, so I'll send another / whatever . | 6 Some / Everyone say that we could end poverty in the world. |
| 3 Dennis must stop playing up and learn to behave him / himself . | 7 She didn't leave her mobile phone in the taxi, didn't / did she? |
| 4 The teacher had the pupils stay / stayed after school. | 8 Our hybrid vehicle has broken down and we must have fixed it / have it fixed . |

3 Read the text and complete each gap with one word.

Life won't be great for Grandma, will it?

There are more old people in Europe than there used to be. Not only ¹ _____ people living longer, but also fewer babies are being born. This is a problem because, as ² _____ knows, when people retire and expect to ³ _____ their pensions paid every month, it is the working people who pay for this. Many European countries are facing this problem and ⁴ _____ have already found solutions. People will ⁵ _____ only have their pensions cut, but they will ⁶ _____ retire at an older age. But what happens when people are very old and can no longer look after ⁷ _____? It is true that most old people ⁸ _____ rather stay in their own homes and ⁹ _____ someone take care of them ¹⁰ _____ go into a nursing home. ¹¹ _____ they live, it is going to be very expensive, so everyone had ¹² _____ start planning for the future now!

4 Complete the sentences with these words.

anyone herself himself ourselves some time whatever wherever

- Did _____ send you a message today?
- _____ you do, don't let little Jimmy play with the laptop!
- _____ the homeless man went, people avoided him.
- The father blamed _____ for his son's accident.
- They bought a lot of groceries and gave _____ to the food bank.
- The student knows enough to fix her computer _____.
- It's high _____ the ambulance arrived!
- Is it possible for us to set up our webpage by _____?



Unit 1

1.1 Present simple

Affirmative	I/You/We/They sell .	He/She/It sells .
Negative	I/You/We/They do not sell .	He/She/It doesn't sell .
Question	Do I/you/we/they sell ?	Does he/she/it sell ?
Short answers	Yes , I/you/we/they do . No , I/you/we/they don't .	Yes , he/she/it does . No , he/she/it doesn't .

We use the present simple for

- general truths and permanent situations.

*Joe **lives** in a flat with his brother.*

- facts and laws of nature.

*The sun **rises** in the morning.*

- habits and routines (often with adverbs of frequency).

*I usually **get up** early.*

- timetables and programmed events in the future.

*My dance lesson **finishes** at nine o'clock.*

- reviews, stories and sports commentaries.

*The film **tells** the story of a young man at university.*

Time expressions: adverbs of frequency (*always, usually, etc*), *every day/week, in the morning/afternoon, at night, at the weekend, on Monday, in (the) winter, in August, once/twice/three times a week, etc*

1.2 Present continuous

Affirmative	I am selling .	You/We/They are selling .	He/She/It is selling .
Negative	I am not selling .	You/We/They are not selling .	He/She/It is not selling .
Question	Am I selling ?	Are you/we/they selling ?	Is he/she/it selling ?
Short answers	Yes , I am . No , I'm not .	Yes , you/we/they are . No , you/we/they aren't .	Yes , he/she/it is . No , he/she/it isn't .

Spelling:

drive → **driving**

win → **winning**

study → **studying**

We use the present continuous for

- actions happening at the time of speaking.

*Grandad **is doing** the washing up.*

- temporary situations.

*Grandma **is staying** with her sister for a while.*

- changing situations.

*I **am enjoying** city life more and more.*

- annoying habits, often with adverbs like *always, forever, continuously*.

*My classmates **are always gossiping**.*

- plans and arrangements in the future.

*Kate **isn't visiting** her aunt and uncle this weekend.*

Time expressions: *now, right now, at the moment, today/tonight, these days, this week, at present, nowadays, for now, for the time being, etc*

1.3 Stative verbs

Stative verbs describe states, not actions, and we do not use them in continuous tenses even when we are describing something that is happening now. Here are some common stative verbs:

Verbs of the senses	<i>see, hear, smell, taste, feel, look, etc</i>	<i>Those biscuits smell delicious!</i>
Verbs of thinking	<i>believe, understand, know, think, remember, etc</i>	<i>Julia remembers her great-grandmother.</i>
Verbs of emotion	<i>love, like, hate, dislike, enjoy, etc</i>	<i>I love doing the ironing!</i>
Other verbs	<i>be, belong, appear, seem, need, own, weigh, etc</i>	<i>He appears to be upset about something.</i>

Some verbs can be both stative and action verbs. When they are action verbs, we can use them in continuous tenses. Notice the changes in meaning.

appear	<i>Justin appears to be</i>	= give the impression
	<i>Shelly is appearing in the school play!</i>	= take part in, perform
be	<i>Mr Sulk is a miserable man!</i>	used to describe usual behaviour or character
	<i>You are being very unkind!</i>	used to describe temporary behaviour
have	<i>Do you have any brothers or sisters?</i>	= own, possess
	<i>Are you having a good time?</i>	used as part of an expression (<i>have a party, have a meal, have a good time, have a bath, have a picnic, etc</i>)
look	<i>You look cheerful today.</i>	= have the appearance
	<i>What are you looking at?</i>	action of watching something
see	<i>I see it now – it's under the table.</i>	= notice something with your eyes
	<i>Oh, now I see what you mean.</i>	= understand
	<i>Mum is seeing her sister tomorrow.</i>	= meet
	<i>Jenny is seeing Robert.</i>	= have a romantic relationship with someone
taste	<i>This cheese tastes very salty.</i>	= have a particular taste
	<i>I am tasting the sauce to see if it's OK.</i>	action of tasting
think	<i>Jason thinks he's seen her before.</i>	= believe, have an opinion
	<i>Paul and Kim are thinking of adopting.</i>	action of using your brain, considering something

1.4 Relative clauses

Relative clauses give us more information about the subject or the object of a sentence. They are introduced by the following relative pronouns:

who/that/whom	for people	<i>That's the girl who/that lends a hand with our garden. That's the girl to whom I was talking.</i>
which/that	for things and animals	<i>The house which/that is on the corner is Martin's.</i>
where	for places	<i>That's the café where we'll meet Dad.</i>
why	for reasons	<i>He's the reason why she won't go to the party.</i>
when	for times	<i>2008 was the year when I got married.</i>
whose	for possession	<i>That's the woman whose son has fallen out with Simon.</i>

We can use *that* instead of *who* or *which*, but it cannot be used after commas.

*The man **who/that/whom** I live next door to is always grumbling.*

*My tennis coach, **who** is very cheerful, makes lessons fun. (NOT that)*

*The dog **which/that** I saw was a Labrador.*

*Our dog, **which** is a Labrador, is two years old. (NOT that)*

We can use *that* after superlative forms and words such as *something, anything, none, all, etc.*

*Miss Hill is the **worst** chemistry teacher **that** we've ever had.*

*There's **nothing that** I wouldn't do for you!*

1.5 Defining relative clauses

Defining relative clauses give us important information which we need in order to understand the meaning of the main clause. They are introduced with *who, whom, which, that, where, why, when* or *whose*. We do not use commas to separate a defining relative clause from the main clause.

*The city **where I live** is near the sea. (The sentence would not make sense without *where I live*.)*

When *who, whom, that* and *which* are the objects of a defining relative clause, they can be omitted.

*The book was written by my sister. I've just finished reading the book. (In the second sentence, *the book* is the object.)*

*The book **which/that** I've just finished reading was written by my sister.*

The book I've just finished reading was written by my sister.

1.6 Non-defining relative clauses

Non-defining relative clauses give us extra information which we do not need in order to understand the meaning of the main clause. They are introduced with *who, whom, which, where, when* or *whose*. We must use commas to separate a non-defining relative clause from the main clause. We cannot use *that* in a non-defining relative clause and we cannot omit the relative pronoun.

*Penny, **who** complains a lot, isn't very popular.*

1.7 Prepositions in relative clauses

There are often prepositions in relative clauses. They usually come at the end of the relative clause. They can also come before the relative pronoun, but this makes the sentence sound very formal.

*The subject **which** I am speaking **about** next week is relationships.*

*The subject **about which** I am speaking next week is relationships. (very formal)*

We cannot use a preposition before *who* or *that*. We can use one before *whom*, but only in formal sentences.

*The colleague **who/that** I worked **with** for many years is now my husband.*

*The colleague **with whom** I worked for many years is now my husband. (very formal)*

When the preposition is before the relative pronoun, we cannot omit the relative pronoun even if it is the object of the relative clause.

*Is this the song **which/that** you're famous **for**?*

*Is this the song you're famous **for**?*

*Is this the song **for which** you're famous? (which cannot be omitted)*

Unit 2

2.1 Past simple

Affirmative	I/You/He/She/It/We/They sold .
Negative	I/You/He/She/It/We/They did not sell .
Question	Did I/you/he/she/it/we/they sell ?
Short answers	Yes , I/you/he/she/it/we/they did . No , I/you/he/she/it/we/they didn't .

Spelling:

live → lived
travel → travelled
cry → cried
enjoy → enjoyed

We use the past simple for

- something that started and finished at a stated time in the past.

*They **found** new evidence last week.*

- past routines and habits (often with adverbs of frequency).

*She often **read** Greek myths.*

- situations or states which were true in the past, but are no longer true.

*Mark **believed** in aliens when he was young.*

- actions that happened one after the other in the past, for example when telling a story.

*Tina **walked** down the passage, **turned** the corner and **stopped**.*

- past actions which won't happen again.

*Icarus **flew** too close to the sun.*

Time expressions: *yesterday, last night/week/month/summer, a week/month/year ago, twice a week, once a month, at the weekend, in March, in the morning/afternoon/evening, at night, on Thursdays, on Monday mornings, etc*

2.2 Past continuous

Affirmative	I/He/She/It was selling .	We/You/They were selling .
Negative	I/He/She/It was not selling .	We/You/They were not selling .
Question	Was I/he/she/it selling ?	Were we/you/they selling ?
Short answers	Yes , I/he/she/it was . No , I/he/she/it wasn't .	Yes , we/you/they were . No , we/you/they weren't .

Spelling:

write → writing
travel → travelling
tidy → tidying

We use the past continuous for

- actions that were in progress at a stated time in the past.

*The historian **was writing** his article at ten o'clock this morning.*

- two or more actions that were in progress at the same time in the past.

*Sam **was looking** around the haunted house while Pat **was waiting** outside.*

- giving background information in a story.

*It **was raining** hard and the wind **was blowing**.*

- an action that was in progress in the past that was interrupted by another. We use the past continuous for the action that was in progress and the past simple for the action which interrupted it

*I **was reading** about spooky places when I **heard** a strange noise.*

Note: Remember that we do not use stative verbs in continuous tenses.

Time expressions: *while, as, when, all day/week/month/year, at ten o'clock last night, last Sunday/week/year, this morning, etc*

2.3 Used to

Affirmative	I/You/He/She/It/We/They used to sell.
Negative	I/You/He/She/It/We/They did not use to sell.
Question	Did I/you/he/she/it/we/they use to sell?
Short answers	Yes, I/you/he/she/it/we/they did. No, I/you/he/she/it/we/they didn't.

We use *used to* + bare infinitive for

- actions that we did regularly in the past, but that we don't do now.

*Dad **used to collect** rare stamps.*

- states that existed in the past, but that don't exist now.

*I **used to be** scared of spiders.*

Note: We can often use the past simple and *used to* in the same way.

*She **lived** in a haunted house. = She **used to live** in a haunted house.*

2.4 Would

Affirmative	I/You/He/She/It/We/They would sell.
Negative	I/You/He/She/It/We/They would not sell.
Question	Would I/you/he/she/it/we/they sell?
Short answers	Yes, I/you/he/she/it/we/they would. No, I/you/he/she/it/we/they wouldn't.

We use *would* + bare infinitive for actions that we did regularly in the past, but that we don't do now. We don't use it for past states.

*The spirit **would appear** two or three times a year.*

2.5 Be/Get used to

- We use *be used to* + gerund/noun to talk about something that is usual or familiar because we have seen or experienced it before.

*I **am used to living** in a haunted house.*

- We use *get used to* + gerund/noun to talk about the process of something becoming familiar because we often see or experience it.

*Paul **is getting used to working** in the history museum.*

Note: *Be* and *get* change depending on the tense that is needed in the context.

*Tim's **used to being** left behind. His brother walks much faster than he does.*

*You'll **get used to hearing** odd noises; it's a very old house.*

Unit 3

3.1 Present perfect simple

Affirmative	I/You/We/They have sold.	He/She/It has sold.
Negative	I/You/We/They have not sold.	He/She/It hasn't sold.
Question	Have I/you/we/they sold?	Has he/she/it sold?
Short answers	Yes, I/you/we/they have. No, I/you/we/they haven't.	Yes, he/she/it has. No, he/she/it hasn't.

Spelling:

live → lived
travel → travelled
cry → cried
enjoy → enjoyed

We use the present perfect simple for

- something that started in the past and has continued until now.

*He **has played** badminton for many years.*

- something that happened in the past, but we don't know or we don't say exactly when.

*Mark **has taken up** wrestling.*

- something that happened in the past, but has a result or an effect in the present.

*Laura **has hurt** her back, so she can't train this week.*

- an action that has just finished or happened.

*John **has just won** a sponsorship deal!*

- experiences and achievements.

*Tina **has taken part** in lots of tennis matches.*

Note: We use *have been* when someone has gone somewhere and has now returned, but we use *have gone* when someone has gone somewhere and has not returned yet.

*Sally's **been** to the gym and now she's having a shower.*

*Sally's **gone** to the gym, but she'll be home later.*

Time expressions: *already, ever, never, for, for a long time, for ages, just, once, recently, since 2009/July, so far, twice, three times, until now, yet, etc*

3.2 Present perfect continuous

Affirmative	I/You/We/They have been selling.	He/She/It has been selling.
Negative	I/You/We/They have not been selling.	He/She/It has not been selling.
Question	Have I/you/we/they been selling?	Has he/she/it been selling?
Short answers	Yes, I/you/we/they have. No, I/you/we/they haven't.	Yes, he/she/it has. No, he/she/it hasn't.

Spelling:
drive → driving
win → winning
study → studying

We use the present perfect continuous

- for actions that started in the past and are still in progress now or have happened repeatedly until now.
*Dad's **been coaching** football for years.*
- for continuous actions that happened in the past and have finished recently, but have a result or an effect in the present.

*I'm hot because I've **been playing** squash.*

- to emphasise how long actions have been in progress.

*We've **been training** for the match for weeks.*

Note: Remember that we do not use stative verbs in continuous tenses.

Time expressions: *all day/night/week, for months/a long time/ages, lately, recently, since, How long ...?* (with the present perfect continuous in questions), and *for (very) long* (in questions and negative sentences), etc

3.3 Present perfect simple vs present perfect continuous

We use the present perfect simple to focus on the result of a completed action or how many times something has happened. However, we use the present perfect continuous to focus on the action itself or how long something has been happening. It is unimportant whether the action has finished or not.

*The competition's finished and Kenny **has won!***

*Kenny **has won** this competition **five times** now.*

*Lynn **has been skating** at this rink since she was five.*

Time expressions: We often use the present perfect simple with the following words and phrases:

ever	<i>Has she ever won a match?</i>
never	<i>You have never been horse-riding.</i>
just	<i>Eddie has just won the darts competition.</i>
already	<i>Mum's already washed your football kit.</i>
yet	<i>The race hasn't started yet.</i> <i>Has the race started yet?</i>
still	<i>The race still hasn't started.</i>

We can use the present perfect simple and present perfect continuous with the following words and phrases:

for	<i>David has played/has been playing rugby for ten years.</i>
since	<i>David has played/has been playing rugby since he was eight.</i>
How long ...?	<i>How long has Jean coached teenagers?</i> <i>How long has Jean been coaching teenagers?</i>
lately	<i>Have you been to the gym lately?</i> <i>I've been going to the gym every day lately.</i>
recently	<i>Lucy hasn't watched/hasn't been watching any football recently.</i>

3.4 Past simple vs present perfect simple

In general, we use the past simple to talk about a completed action that happened at a specific time in the past. We use the present perfect simple to talk about something that happened at an unspecified time in the past or that is still relevant to the present.

*Jason **joined** the ice hockey team last season.* (specific time in the past)

*Jason **has joined** the ice hockey team.* (unspecified time in the past)

The important point to remember is that the present perfect simple always has a connection with now, whereas the past simple only tells us about the past.

We also use the present perfect simple to give new information, but when we continue talking about it, we usually use the past simple.

*'Jason **has joined** the ice hockey team.'*

*'When **did** he **join**?''*

*'He **joined** last week.'*

Unit 4

4.1 Past perfect simple

Affirmative	I/You/He/She/It/We/They had sold .
Negative	I/You/He/She/It/We/They had not sold .
Question	Had I/you/he/she/it/we/they sold ?
Short answers	Yes , I/you/he/she/it/we/they had . No , I/you/he/she/it/we/they hadn't .

Spelling:

live → lived
travel → travelled
cry → cried
enjoy → enjoyed

We use the past perfect simple for

- an action or situation that finished before a particular time in the past.

*Lucy **had made** the curtains by lunchtime.*

- an action that happened before another action in the past.

*The car-boot sale **had finished** by the time Wendy **got** there.*

Time expressions: *before, after, when, by, by the time, already, as soon as, until, for, for a long time/ages, just, ever, never, once, since 2007/June, the previous day/month/year, etc*

4.2 Past perfect continuous

Affirmative	I/You/He/She/It/We/They had been selling .
Negative	I/You/He/She/It/We/They had not been selling .
Question	Had I/you/he/she/it/we/they been selling ?
Short answers	Yes , I/you/he/she/it/we/they had . No , I/you/he/she/it/we/they hadn't .

Spelling:

drive → driving
win → winning
study → studying

We use the past perfect continuous for

- an action that started in the past and was still in progress when another action started or when something happened.

*Julia **had been choosing** fabric when she **saw** her friend.*

- an action that happened before another action in the past when we want to emphasise how long it happened for.

*Jill **had been working** in my dress shop for years before she **decided** to open her own.*

- an action that finished before a particular time in the past and had a result that we could see.

*Bill **had been shopping** all morning and **looked** fed up.*

Note: Remember that we do not use stative verbs in continuous tenses.

Time expressions: *all day/night/week, for years/a long time/ages, for, since, etc.* We can use *How long...?* (with the past perfect continuous in questions) and *for (very) long* (in questions) and negative sentences).

4.3 Past perfect tenses vs past simple

In some sentences which talk about the past, it is clear which action happened first. In this case, we can use the past simple for both actions. However, when the order of events is not clear, or when we want to emphasise which action happened first, we can use the past perfect simple, or past perfect continuous, for the first action.

*Linda **bought** a watch for her son after he **finished/had finished** school.*

*They **realised** that they **had ordered** too much food.*

*I **had been shopping** for ages before I **found** the perfect gift.*

Note: We must use the past simple for both actions when one past action happens quickly after another.

*I **chose** the right size and **tried** the dress on.*

Unit 5

5.1 Future simple

Affirmative	I/You/He/She/It/We/They will sell .
Negative	I/You/He/She/It/We/They will not sell .
Question	Will I/you/he/she/it/we/they sell ?
Short answers	Yes , I/you/he/she/it/we/they will . No , I/you/he/she/it/we/they won't .

We use the future simple

- for decisions made at the time of speaking.

*Look at all this rubbish. I'll **pick it up**.*

- for predictions with no evidence.

*Everyone **will buy** eco-friendly products.*

- after verbs like *think, believe, be sure, expect*, etc and with adverbs like *probably, maybe*, etc.
*Jan is sure the conservation project **will be** a success.*
- to talk about future facts.
*The shelter **will open** next spring.*
- for promises, threats and warnings.
*I promise **I'll recycle** more in future.*
*Don't dump your rubbish here; **I'll report** you.*
*You'll **get** into trouble if you leave your rubbish here.*
- for offers and requests.
*I'll **come** to the beach and help with the clean-up.*
*Will you **tell** your friends to buy eco-friendly products, please?*

5.2 Shall

We use *shall* with *I* and *we* to ask for advice or when we want to make a suggestion or an offer.
*What **shall we** do to help the survivors of the tsunami?*
***Shall we** donate money to the victims of the famine?*
***Shall I** help you sort out the recycling?*

5.3 Be going to

Affirmative	I am going to sell.	You/We/They are going to sell.	He/She/It is going to sell.
Negative	I am not going to sell.	You/We/They are not going to sell.	He/She/It is not going to sell.
Question	Am I going to sell?	Are you/we/they going to sell?	Is he/she/it going to sell?
Short answers	Yes, I am. No, I'm not.	Yes, you/we/they are. No, you/we/they aren't.	Yes, he/she/it is. No, he/she/it isn't.

We use *be going to* for

- future plans and intentions.
*Lynn's **going to go** on an eco-friendly holiday this year.*
- things we expect to happen in the near future because of something in the present.
*We've had no rain for weeks. There **is going to be** a drought.*

Time expressions: *this week/month/summer, tonight, this evening, tomorrow, tomorrow morning/afternoon/night, next week/month/year, at the weekend, in January, in a few minutes/hours/days, on Thursday, on Wednesday morning, etc*

5.4 Future continuous

Affirmative	I/You/He/She/It/We/They will be selling .
Negative	I/You/He/She/It/We/They will not be selling .
Question	Will I/you/he/she/it/we/they be selling ?
Short answers	Yes, I/you/he/she/it/we/they will . No, I/you/he/she/it/we/they won't .

Spelling:
drive → driving
win → winning
study → studying

We use the future continuous for

- actions that will be in progress at a specific time in the future.
*We'll **be visiting** the wind farm this time next week.*
- future plans and arrangements.
*This time tomorrow night, John **will be flying** to America.*

Note: Remember that we do not use stative verbs in continuous tenses.

Time expressions: *this time next week/month/summer, this time tomorrow morning/afternoon/night, etc*

Remember: We can use the present simple for timetables and programmed events and the present continuous for future plans and arrangements.
*The protest march **begins** at ten o'clock on Saturday morning.*
*I'm **joining** a conservation group tonight.*

5.5 Future perfect simple

Affirmative	I/You/He/She/It/We/They will have sold .
Negative	I/You/He/She/It/We/They will not have sold .
Question	Will I/you/he/she/it/we/they have sold ?
Short answers	Yes, I/you/he/she/it/we/they will . No, I/you/he/she/it/we/they won't .

Spelling:
live → lived
travel → travelled
cry → cried
enjoy → enjoyed

We use the future perfect simple to talk about

- something that will be finished by or before a specific time in the future.

Will we have destroyed our planet by 2100?

- the length of time that an action will have lasted for at a point of time in the future.

Wendy will have worked as a park ranger for 30 years next year.

5.6 Future perfect continuous

Affirmative	I/You/He/She/It/We/They will have been selling.
Negative	I/You/He/She/It/We/They will not have been selling.
Question	Will I/you/he/she/it/we/they have been selling?
Short answers	Yes, I/you/he/she/it/we/they will. No, I/you/he/she/it/we/they won't.

Spelling:

drive → driving

win → winning

study → studying

We use the future perfect continuous to talk about something that will continue up to a specific time in the future.
Liam will have been living in the green belt for ten years in December.

Note: Remember that we do not use stative verbs in continuous tenses.

Time expressions: *by the end of this week/month/year, by this time tomorrow, by tomorrow morning/10 o'clock/2012, etc*

5.7 Temporals

When we use temporals such as *when, before, after, until, once, by the time*, etc to talk about the future, we use them with a present or a present perfect tense. We do not use them with a future tense.

When he saves/has saved enough money, he'll travel the world.

We use a present perfect tense to emphasise that the first action will be finished before the other one starts.

We will start cleaning up when the storm has passed. (We'll wait for the storm to pass first and then we'll start cleaning up.)

Unit 6

6.1 Ability

- We use *can* to talk about ability in the present and *could* to talk about ability in the past. We can use *be able to* to talk about ability in the present, past or future.

I can/am able to speak French.

She couldn't/wasn't able to swim when she was five.

- We can use *could* or *was/were able to* to talk about general ability in the past. To talk about a single completed action in the past, we must use *was/were able to*. We cannot use *could*.

She could/was able to dance when she was young.

The police were able to arrest the criminal last night.

6.2 Permission

- We use *can, could* or *may* to ask for permission and *can* or *may* to give or refuse permission.

Could I telephone my lawyer, please?

You can see the prisoner now.

His parents may not speak to him yet.

- We use *can* or *be allowed to* to talk about permission in the present or future.

He can/will be allowed to leave the police station tomorrow afternoon.

- To talk about the past, we use *could* or *was/were allowed to* for general permission and *was/were allowed to* for permission on a particular occasion.

She could/was allowed to use the phone whenever she wanted.

He was allowed to make one telephone call from the police station.

6.3 Requests

We use *can, could, will* or *would* to ask someone to do something for us. *Could* and *would* are more polite.

Can/Could you lend me some money, please?

Will/Would you ask the next witness to come in now, please?

6.4 Offers & suggestions

- We can use *can, could, shall I* or *would you like me to ...?* to offer to do something for someone.

Can/Could/Shall I speak to him for you?

Would you like me to speak to him for you?

- We use *can/could* to make suggestions.

She can/could write him a letter.

6.5 Obligation & necessity

We use *must*, *have to* or *need to* to express obligation. We can use *must* for the present or future and we can use *have to* and *need to* for the present, past or future.

*We **must tell** the police everything we know!*

*He **had to hire** a lawyer.*

*You **will need to describe** the man you saw.*

6.6 Lack of obligation

• We use *don't have to*, *don't need to* or *needn't* to talk about something that is not necessary in the present and future.

*You **don't have/need to answer** any questions.*

*I **needn't put up with** your behaviour any more.*

• We use *didn't have to*, *didn't need to* or *needn't have to* to talk about something that was not necessary in the past.

*I **didn't have/need to go** to court.*

*I **needn't have gone** to court after all.*

Note: There is a difference between *didn't need to* and *needn't have*. We use *didn't need to* to say that something was not necessary in the past. We don't know whether or not it happened. We use *needn't have* to say that something did happen in the past although it was not necessary.

*They **didn't need to call** the police. (It was not necessary, but we don't know whether they called the police or not.)*

*They **needn't have called** the police. (They called the police even though it was not necessary.)*

6.7 Prohibition

We use *mustn't* to say that something is not allowed.

*You **mustn't steal**; it's wrong.*

6.8 Possibility

• We use *may*, *might* or *could* to express possibility in the present or the future. We do not use *could* in negative sentences.

*He's guilty and he **may/might/could do** time.*

*If there's not much evidence, they **may/might not find** her guilty.*

• We use *may/might/could + have + past participle* to talk about possibility in the past. We do not use *could have* in negative sentences.

*The burglar **may/might/could have got** into the house through the open window.*

*She **didn't say** hello, so she **may/might not have seen** us.*

6.9 Deduction

• We use *must* or *can't* to show that we are almost certain that something is or is not true.

*He prevented the man from robbing the bank. He **must be** very brave.*

*They **can't be** criminals; they look so ordinary.*

• We use *must/can't/couldn't + have + past participle* to talk about the past.

*She was the only one in the room. She **must have taken** the money.*

*They **can't/couldn't have found** the man guilty; there wasn't any evidence.*

6.10 Advice & criticism

• We use *should* and *ought to* to give advice in the present and future.

*You **should/ought to lock up** your jewellery when you go away.*

• We use *should/ought to + have + past participle* to express criticism.

*They **should/ought to have sent** him to prison.*

Unit 7

7.1 The passive voice: Tenses, gerunds, infinitives & modals

We use the passive voice when the action is more important than the person who is responsible for it (the agent). We also use it when we don't know the agent, or it is not important.

*The TV commercial **is shown** in the evenings.*

*Tiger Woods **was interviewed** before the golf championship started.*

We form the passive voice of tenses with the verb *to be* and the past participle of the main verb.

Tense	Active	Passive
present simple	<i>He publishes my books.</i>	<i>My books are published.</i>
present continuous	<i>He is publishing my book.</i>	<i>My book is being published.</i>
past simple	<i>He published my book.</i>	<i>My book was published.</i>

Tense	Active	Passive
past continuous	<i>He was publishing my book.</i>	<i>My book was being published.</i>
present perfect simple	<i>He has published my book.</i>	<i>My book has been published.</i>
past perfect simple	<i>He had published my book.</i>	<i>My book had been published.</i>
future simple	<i>He will publish my book.</i>	<i>My book will be published.</i>
future perfect simple	<i>He will have published my book.</i>	<i>My book will have been published.</i>
be going to	<i>He is going to publish my book.</i>	<i>My book is going to be published.</i>

Note: There is no passive form for the future continuous, present perfect continuous and past perfect continuous.

We form the passive voice of gerunds, infinitives and modals as follows:

	Active	Passive
gerund	<i>He has stopped publishing my books.</i>	<i>My books have stopped being published.</i>
bare infinitive	<i>He must publish my book.</i>	<i>My book must be published.</i>
full infinitive	<i>I want him to publish my book.</i>	<i>I want my book to be published.</i>
modal	<i>He might publish my book.</i>	<i>My book might be published.</i>

In everyday speech, we can use the verb *to get* instead of *to be* to talk about something unpleasant that happens by accident or unexpectedly.

*The journalist's laptop **got stolen**.*

When it is important to mention the agent in a passive sentence, we use the word *by* + name/noun. When we want to mention the tool, object or instrument that was used for something, we use the word *with*.

*Dracula was written **by Bram Stoker**.*

*The window was smashed **with a brick**.*

7.2 The passive voice: Impersonal and personal structures

We often use verbs like *believe*, *consider*, *know*, *expect*, *say*, *report*, *suppose* and *think* in the passive voice. They can be used in an impersonal or a personal passive structure.

We form the impersonal passive structure with *it* + passive verb + *that* + clause.

Some people think that newspapers will die out. (active voice)

It is thought that newspapers will die out. (passive voice)

We form the personal passive structure with noun + passive verb + full infinitive.

Some people know that TV commercials are expensive to make. (active voice)

TV commercials are known to be expensive to make. (passive voice)

Unit 8

8.1 Zero conditional

We use the zero conditional to talk about things that are always or generally true. We use the present simple in both the *if* clause and the main clause. We can use *when* instead of *if*.

*If/When you **work** as a successful actor, you **earn** a lot of money.*

Remember! When the *if* clause comes at the beginning of the sentence, we use a comma to separate it from the main clause.

If you work hard, you'll do well.

You'll do well if you work hard.

8.2 First conditional

We use the first conditional to talk about something that is possible either now or in the future. We use the present simple in the *if* clause, and we usually use the future simple in the main clause. We can also use the imperative or *can*, *must*, *should*, etc instead of *will* in the main clause.

*If they think you are right for the position, they'll **offer** you the job.*

*If you **think** she's the best person for the job, **offer** it to her.*

*If they **like** you, they **might offer** you the job.*

We can use *unless* (= *if ... not*), *provided/providing (that)* (= *if*) and *as/so long as* (= *if*) instead of *if* in the *if* clause.

*Unless you **impress** the interviewer, you **won't get** the job.*

*As long as you **are** the best person, you'll **get** the job.*

8.3 Second conditional

We use the second conditional to talk about something that is impossible or unlikely in the present or the future. We can also use it to give advice, usually with *If I were you*. We use the past simple in the *if* clause, and *would* + bare infinitive in the main clause. We usually use *were* for all persons. We can also use *could*, *might*, etc in the main clause.

If I had a less stressful job, I would enjoy it more.
If I were you, I would apply for the position.
They wouldn't employ him if he didn't do his job well.
If Lily was able to find a job, she'd take it.
If you are often late for work, you might get fired.

8.4 Third conditional

We use the third conditional to talk about things in the past that were possible, but didn't happen. We use the past perfect in the *if* clause, and *would* + *have* + past participle in the main clause. We can also use *could*, *might*, etc + *have* + past participle in the main clause.

If Jenny hadn't had the right qualifications, she wouldn't have got my job.
If I had answered the questions better, I might have been given the job.

8.5 Mixed conditional

A mixed conditional is where the two clauses in a conditional sentence refer to different times. We can use a mixed conditional to express the present result of a hypothetical past event or situation. We use the third conditional form in the *if* clause and the second conditional form in the main clause.

If I had accepted the job offer, I would be working there now. (= I didn't accept the job offer, so I'm not working there now.)

Unit 9

9.1 Gerunds

To form gerunds, we add *-ing* to a verb. We can use gerunds as nouns, after prepositions and after the verb *go* when we talk about activities.

Staying in a five-star hotel is wonderful.
Clare is excited about flying for the first time.
James goes skiing in the winter.

We also use a gerund after certain verbs and phrases.

admit	consider	feel like	it's not worth	prefer
avoid	continue	finish	keep	recommend
be used to	deny	get used to	like	risk
begin	dislike	hate	look forward to	spend time
can't bear	don't mind	have difficulty	love	start
can't help	enjoy	imagine	miss	suggest
can't stand	fancy	it's no good/use	practise	there's no point in

Sue is looking forward to visiting Rome.
I miss having long summer holidays.

9.2 Full infinitive

We use the full infinitive (*to sell*, *to walk*) to explain purpose, after the words *too* and *enough* and after adjectives such as *afraid*, *pleased*, *sad*, etc.

I booked early to get a better price.
It's too expensive to travel first class.
I'm happy to share a room with my sister on holiday.

We also use a full infinitive after certain verbs and phrases.

advise	choose	hope	offer	seem
afford	continue	intend	persuade	start
agree	decide	invite	plan	wait
allow	deserve	learn	prefer	want
appear	expect	like	prepare	wish
arrange	fail	love	pretend	would like
ask	force	manage	promise	would love
begin	hate	mean	refuse	
can't bear	have a chance	need	remind	

Lots of travellers fail to get to the airport on time.
I persuaded her to come on holiday with us.

9.3 Bare infinitive

We use the bare infinitive (*sell, walk*) after modal verbs, *had better* to give advice and *would rather* to express preference.

*Jill **might enjoy** whale watching.*

*I **had better renew** my passport.*

*Tina **would rather hire** a car than **take** public transport.*

9.4 Gerund or infinitive?

Some verbs can be followed by a gerund or a full infinitive with no change in meaning. Some of these verbs are: *begin, continue, hate, like, prefer, start*, etc.

*I've started **packing/to pack** my suitcase.*

Other verbs can be followed by a gerund or a full infinitive, but the meaning changes. Compare:

*I **forgot packing** my swimsuit. (= I packed my swimsuit, but I didn't remember doing so.)*

*I **forgot to pack** my swimsuit. (= I didn't pack my swimsuit.)*

*I **regret telling** you about the accident. (= I told you about the accident and now I'm sorry about it.)*

*I **regret to tell** you that there's been an accident. (= I'm sorry but I have to tell you that there's been an accident.)*

*Dad **remembered packing** his passport. (= Dad packed his passport and he remembered doing so.)*

*Dad **remembered to pack** his passport. (= Dad didn't forget to pack his passport.)*

*They **stopped looking** at the view. (= They were looking at the view and then they stopped doing that.)*

*They **stopped to look** at the view. (= They stopped what they were doing so they could look at the view.)*

***Try ringing** Sue. She may know the name of a good hotel. (= Ring Sue, but I don't know if she will know the name of a good hotel.)*

***Try to speak** to Sue, but she may still be at work. (= I don't know if you will be able to speak to Sue.)*

*Carrie **went on showing** us her holiday photos. (= Carrie continued to show us her holiday photos.)*

*Carrie **went on to show** us her holiday photos. (= Carrie showed us her holiday photos after she had shown us photos of something else.)*

9.5 Make & let

We use *make* + object + bare infinitive when we want to say that we force a person to do something in the active voice. In the passive, we use a full infinitive.

*My friend made me **arrange** the accommodation.*

*I was made **to arrange** the accommodation by my friend.*

We use *let* + object + bare infinitive when we want to say that we give permission for someone to do something. It is only used in the active voice. In the passive, we can use the verb *to be allowed to*.

*My parents **let me stay** in a connecting room.*

*I was **allowed to stay** in a connecting room.*

9.6 Comparison of adjectives & adverbs

We use the comparative form to compare two or more people, animals or things or two groups of people, animals or things. We usually form the comparative by adding *-er* to an adjective or adverb. If the adjective or adverb has two or more syllables, we use the word *more* before the word. We use the word *than* after a comparative.

*Heathrow airport is **busier than** Gatwick airport.*

*Dad drives **more carefully than** Mum.*

We use the superlative form to compare one or more people, animals or things with a group of people, animals or things. We usually form the superlative by adding *-est* to the adjective or adverb. If the adjective or adverb has two or more syllables, we use *the most* before the word. We use the word *the* before the superlative.

*Heathrow airport is **the busiest** airport in the UK.*

*Dad drives **the most quickly** when he's late for work.*

Some adjectives and adverbs are irregular and form the comparative and superlative in different ways.

Adjective/Adverb	Comparative	Superlative
<i>good/well</i>	<i>better</i>	<i>the best</i>
<i>bad/badly</i>	<i>worse</i>	<i>the worst</i>
<i>many/more</i>	<i>more</i>	<i>the most</i>
<i>much</i>	<i>more</i>	<i>the most</i>
<i>little</i>	<i>less</i>	<i>the least</i>
<i>far</i>	<i>farther/further</i>	<i>the farthest/furthest</i>

9.7 Other types of comparison

as ... as	when two people, animals or things are the same	<i>Today is as hot as yesterday.</i>
not as ... as	when two people, animals or things are not the same	<i>Tomorrow won't be as hot as today.</i>
less ... (+ than)	when a person, animal or thing has a particular quality to a smaller degree than another	<i>Self-catering accommodation is less expensive than a hotel.</i>
comparative + and + comparative	when something is increasing or decreasing all the time	<i>Travel is becoming more and more popular.</i>
The + comparative ..., the + comparative ...	when a change in one thing depends on a change in something else	<i>The earlier you book, the cheaper the tickets are.</i>

Unit 10

10.1 Reported speech: Statements

We use reported speech to tell someone what another person said. We use reporting verbs such as *say* and *tell*. We can use *that* after the reporting verbs *say* and *tell*.

*Pierre **said (that)** Sue was in France.*

*He **told me (that)** she was staying in Paris.*

In reported speech, we change personal pronouns, possessive pronouns, possessive adjectives, etc and the main verb usually moves back one tense into the past. Compare:

Direct speech	Reported speech
present simple	past simple
<i>'I speak Italian,' he said.</i>	<i>He said (that) he spoke Italian.</i>
present continuous	past continuous
<i>'She's visiting Petra,' he said.</i>	<i>He said (that) she was visiting Petra.</i>
present perfect simple	past perfect simple
<i>'He has been to Asia,' he said.</i>	<i>He said (that) he had been to Asia.</i>
present perfect continuous	past perfect continuous
<i>'She has been reading,' he said.</i>	<i>He said (that) she had been reading.</i>
past simple	past perfect simple
<i>'It rained a lot,' he said.</i>	<i>He said (that) it had rained a lot.</i>
past continuous	past perfect continuous
<i>'They were taking photos,' he said.</i>	<i>He said (that) they had been taking photos.</i>
can/may/must/will	could/might/had to/would
<i>'She may be right,' he said.</i>	<i>He said (that) she might be right.</i>

Note: The following do not change in reported speech: past perfect simple, the past perfect continuous, *would*, *could*, *might*, *should*, *ought to* and *had better* as well as *must/mustn't* when they refer to deduction.

Other words and phrases also change. Compare:

Direct speech	Reported speech
<i>today/tonight</i>	<i>that day/that night</i>
<i>yesterday</i>	<i>the day before, the previous day</i>
<i>tomorrow</i>	<i>the next day, the following day</i>
<i>now</i>	<i>then</i>
<i>last ...</i>	<i>the ... before, the previous ...</i>
<i>next ...</i>	<i>the following ...</i>
<i>... ago</i>	<i>... before</i>
<i>this/these</i>	<i>that/those</i>
<i>here</i>	<i>there</i>

*'I saw her **today**,' he said. → He said (that) he had seen her **that day**.*

*'I'll do it **now**,' he said. → He said (that) he would do it **then**.*

*'**These** are my maps,' he said. → He said (that) **those** were his maps.*

10.2 Reported speech: Questions

Reported questions have the same tense and word changes as reported statements. In reported questions the verb is not in question form. It follows the subject, as in statements, and we do not use question marks. We usually use the verb *ask* to report questions.

'Where **is Penny?**' I asked. → I asked where **Penny was**. ✓ (~~I asked where was Penny.~~ X)

'Do you like Athens?' I asked her. → I asked her if she **liked Athens**.

When the direct question begins with a question word (*what, where, how much, etc*), the reported question uses the question word. When the direct question does not use a question word, the reported question uses *if* or *whether*.

'Who is that?' she asked. → She asked **who** that was.

'Does Clare speak Italian?' he asked me. → He asked me **if/whether Clare spoke** Italian.

10.3 Reported speech: Commands & Requests

We use *tell* to report commands and *ask* to report requests. We use an object after both. When we report commands and requests, we change the imperative to a full infinitive (*to* + infinitive). For negative commands and requests, we add *not* before the full infinitive (*not* + *to* + infinitive).

'Sit down!' she said to me. → He told me **to sit down**.

'Please **tell** me a story,' she said to her dad. → She asked her dad **to tell** her a story.

'**Don't take** photos here!' she said to me. → She told me **not to take** photos there.

'Please **don't open** the window!' he said to me. → He asked me **not to open** the window.

10.4 Reported speech: Reporting verbs

Apart from *say, tell* and *ask*, we can use other reporting verbs to summarise what someone said. Different structures are used depending on the verb and some reporting verbs can be followed by more than one structure. Compare:

verb + (object) + full infinitive		
advise sb	'You should stay in a hotel.'	He advised me to stay in a hotel.
agree	'OK, I'll go to France with you.'	She agreed to go to France with me.
beg sb	'Please book the tickets.'	He begged her to book the tickets.
demand	'Let me see your passport.'	He demanded to see my passport.
offer	'I'll carry your suitcase.'	She offered to carry my suitcase.
order sb	'Pick up that rubbish.'	He ordered him to pick up that rubbish.
promise	'I'll show you the ruins.'	He promised to show us the ruins.
refuse	'I won't travel by train.'	She refused to travel by train.
remind sb	'Don't forget to call your mother.'	He reminded her to call her mother.
verb + (preposition) + gerund		
accuse sb of	'You ate the last cake.'	'He accused me of eating the last cake.'
apologise for	'I'm sorry I was late.'	She apologised for being late.
deny	'I didn't lose the map.'	He denied losing the map.
suggest	'Let's visit Machu Picchu.'	He suggested visiting Machu Picchu.
verb + (object) + that		
complain	'It's so hot!'	He complained that it was hot.
deny	'I didn't invite him.'	She denied that she had invited him.
explain	'The museum is closed.'	He explained that the museum was closed.
inform	'The hotel is full.'	He informed us that the hotel was full.
promise	'I'll take you to Egypt.'	She promised that she would take me to Egypt.
suggest	'Let's ask the guide.'	He suggested that we (should) ask the guide.

Unit 11

11.1 Causative form: *have/get something done*

We use the causative form *have* + object + past participle to talk about something that we do not do ourselves, but that we arrange for someone else to do for us. Compare:

My brother **installed** his satellite dish. (He installed it himself.)

My brother **had** his satellite dish **installed**. (He arranged for someone else to install it for him.)

We can also use this causative form to talk about something unpleasant that happens to someone.

Mandy **had** her laptop **stolen**.

present simple	<i>They have new research carried out regularly.</i>
present continuous	<i>They are having new research carried out this week.</i>
present perfect simple	<i>They have had new research carried out already.</i>
present perfect continuous	<i>They have been having new research carried out.</i>
past simple	<i>They had new research carried out last month.</i>
past continuous	<i>They were having new research carried out.</i>
past perfect simple	<i>They had had new research carried out.</i>
past perfect continuous	<i>They had been having new research carried out.</i>
future simple	<i>They will have new research carried out.</i>
future continuous	<i>They will be having new research carried out.</i>
future perfect simple	<i>They will have had new research carried out.</i>
future perfect continuous	<i>They will have been having new research carried out.</i>
<i>be going to</i>	<i>They are going to have new research carried out.</i>
modal verbs	<i>They should have new research carried out.</i>

In everyday speech, we often use *get* instead of *have* when we are talking about something we have arranged. However, we cannot use *get* instead of *have* to talk about something unpleasant that happened to someone.
*Dad **got his car washed** at the garage.*

*Julie **had her iPad damaged**. ✓ (~~Julie **got her iPad damaged**~~: X)*

Both these structures can be used in a variety of tenses.

*Mum **won't have had her computer upgraded yet**.*

*She **is getting it upgraded** next week.*

When we want to mention the agent, we use the word *by*.

*Mum **is getting her computer upgraded by** Computers R You.*

11.2 Causative form: *have somebody do something*

We use the causative form *have* + object + bare infinitive to say we make someone do something. It can be used in a variety of tenses.

*I'll **have Mr Winters ring** you later. (= I'll ask/tell Mr Winters to ring you later.)*

*Mark **had the mechanic service** his hybrid vehicle. (= Mark asked/told the mechanic to service his hybrid vehicle.)*

11.3 *get somebody to do something*

We use the causative form *get* + object + full infinitive to say we have persuaded someone do something. It can be used in a variety of tenses.

*She **got her husband to buy** her a robot.*

*George **is going to get his parents to buy** him a PlayStation 4.*

11.4 Wishes

We can use *wish* and *if only* to talk about our own wishes. When we talk about other people's wishes, we must use *wish*; we can't use *if only*. Compare:

*Paul **wishes** new mobile phones **weren't** so expensive. (Paul's wish)*

*I **wish/if only** new mobile phones **weren't** so expensive. (my own wish)*

We use *wish/if only* + past simple to talk about the present or the future when we say that something is not how we want it to be.

***If only I had** an iPad mini.*

*I **wish I had** an iPad mini.*

We use *wish/if only* + past perfect simple to talk about the past when we say that we are sorry that something did or did not happen.

***If only I hadn't lost** the remote control.*

*I **wish I hadn't lost** the remote control.*

We often use *could* after *wish/if only*.

*Dad wishes he **could send** text messages.*

*If only I **could find** the volume key!*

We can use *were* instead of *was* after *wish/if only*.

*If only my mobile phone **weren't** so outdated.*

*Grandma wishes the buttons on the remote control **weren't** so small.*

We use *wish/if only* + *would* to complain about a situation that annoys us.

*Kim wishes her dad **would buy** her a new video game.*

*If only you **would help** me install this computer program!*

11.5 Preferences

To talk about what we prefer in general, we use *prefer* + noun/gerund (+ *to* + noun/gerund). We can also use *prefer* + full infinitive (+ *rather than* + bare infinitive).

Emily prefers text messages (to phone calls).

Emily prefers sending a text message (to making a phone call).

I prefer to phone someone (rather than write to them).

To talk about what someone wants in a particular situation, we use *would prefer* + full infinitive (+ *rather than* + bare infinitive). We can also use *would rather* + bare infinitive (+ *than* + bare infinitive).

Jane would prefer to have a real dog (rather than have a robotic dog).

Steve would rather listen to music on Spotify (than listen to the radio).

Unit 12

12.1 Question tags

Questions tags are short questions at the end of a sentence. They are formed with a modal or an auxiliary verb + a personal pronoun. We usually use an affirmative question tag after a negative sentence, and a negative question tag after an affirmative sentence.

Bob went to the food bank, didn't he?

Wendy didn't stay at the youth hostel, did she?

When an affirmative sentence contains a verb in the Present Simple or the Past Simple we use *do(n't)*, *does(n't)* and *did(n't)* in the question tag.

Tim works for the fire brigade, doesn't he?

Mary lived in a nursing home, didn't she?

We use questions tags when we want someone to agree with what we are saying, or to make sure that something is true.

We'll meet at the job centre, won't we?

Homelessness is a serious problem, isn't it?

Remember! Some question tags are irregular. Notice the way these tags are formed.

I am in the right place to apply for the job, aren't I?

Everyone is volunteering, aren't they?

Let's raise some money for the poor, shall we?

Don't forget to donate, will you?

Be back early, won't you?

This/That is so sad, isn't it?

These/Those are important issues, aren't they?

12.2 Reflexive Pronouns

Subject Pronoun	Reflexive Pronoun
I	myself
you	yourself
he	himself
she	herself
it	itself
we	ourselves
you	yourselves
they	themselves

We use reflexive pronouns

- when the subject and the object of the sentence are the same.

He knocked himself out when he fell down the stairs.

- with some verbs (*behave, blame, cut, enjoy, help, hurt, etc.*).

They enjoyed themselves at the party.

- when we want to emphasise that somebody does something alone or without another person's help. We often use the word *by*.

I painted the shelter myself.

Dora made the cake by herself.

12.3 Indefinite pronouns

An indefinite pronoun refers to one or more unspecified people, things or places.

someone somebody something somewhere	to talk about one unspecified person, thing or place in affirmative sentences (singular verb)	Someone called the police. Something must be done to help. You must have put the money we raised somewhere!
anyone anybody anything anywhere	to talk about one unspecified person, thing or place in negative sentences and questions (singular verb)	She called the halfway house, but there wasn't anybody there. Do you need anything or can I go home now? I looked for a job, but I couldn't find one anywhere!
everyone everybody everything everywhere	to talk about all unspecified people, things or places (singular verb)	Everybody enjoyed the retraining course. We did everything we could to help the flood victims. He's looked everywhere , but he can't find the keys to the shelter.
no one nobody nothing nowhere	to talk about no person, thing or places (singular verb)	No one stayed at the youth hostel for very long. Nothing has been done to solve the problem of homelessness in this city. You'll find nowhere better to live than here.
whoever whatever whichever wherever	to talk about unspecified people, things or places (singular verb)	Whoever wants to join the cause, sign here. You can't do whatever you want; you have to ask. Choose whichever course you like. We'll take you wherever you need to go.
another	to talk about an additional person, thing or place (singular verb)	I've already asked a question. Could I ask another ? Would you like another cup of tea?
little	to talk about a small amount (singular verb)	Little is known about what happened to the homeless man.
less	to talk about a smaller amount (singular verb)	You did less than anyone else.
much	to talk about a large amount (singular verb)	Much has been done to improve the nursing home.
more	to talk about a large amount (singular verb)	More should be done to reduce unemployment.
some	to talk about an unspecified number or amount (plural verb)	Some say the police are looking for him. Here is the medicine; take some after lunch.
such	to talk about a type that has already been mentioned (singular or plural verb)	She was poor and felt that she was treated as such . Such is life. Such were the problems of living in a large city.

12.4 Not only ..., but also

We can use *not only ..., but also* at the beginning of a sentence for emphasis. When we do this, the word order changes.

Kate not only runs a charity shop, **but she also** works at the nursing home at the weekends.

Not only does Kate run a charity shop, **but she also** works at the nursing home at the weekends.

12.5 Had better

We can use *had better* + bare infinitive instead of *should/ought to* to give advice. *Had better* is more emphatic than *should/ought to*, but is not as emphatic as *must*.

You'd **better do** something about your addiction before it's too late!

Tim **had better stop** dragging his feet and find a job!

12.6 It's (about/high) time

We can use *it's time*, *it's about time* and *it's high time* + past tense to complain about or criticise something or someone in the present.

It's time the boss **gave** everyone a pat on the back for doing a good job.

It's about time she **left** the halfway house.

It's high time he **took on** some more responsibility.



Irregular Verbs

Infinitive	Past simple	Past participle
be	was/were	been
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bet	bet	bet
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
broadcast	broadcast	broadcast
build	built	built
burn	burned/burnt	burned/burnt
burst	burst	burst
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamed/dreamt	dreamed/dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forbid	forbade	forbidden
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
kneel	knelt	knelt
know	knew	known
lay	laid	laid
lead	led	led
learn	learned/learnt	learned/learnt
leave	left	left

Infinitive	Past simple	Past participle
lend	lent	lent
let	let	let
lie	lay	lain
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	shown
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
smell	smelled/smelt	smelled/smelt
speak	spoke	spoken
spell	spelled/spelt	spelled/spelt
spend	spent	spent
spill	spilled/spilt	spilled/spilt
split	split	split
spread	spread	spread
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
strike	struck	struck
swear	swore	sworn
sweep	swept	swept
swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written



Informal Letter/Email

Before you start writing,

- make sure you understand why you are writing (asking for or giving information, complaining about something, giving advice, saying thank you for something, saying sorry for something, etc).
- note down any ideas you have, making sure you cover all notes if relevant.
- make a plan for your letter/email.

Plan

Opening

Use an informal greeting.

Hi ..., / Hello ..., / Dear ...,

Paragraph 1

Thank the reader for their letter/email and say why you are writing. Give a small piece of news.

How are you? / How's it going? / I hope you and your family are well.

Thanks for your letter/email. Your news sounds ... / It was great to hear your news!

I'm writing to ... / I think I told you that ... / And that's the reason I'm writing.

Paragraphs 2-4

This is the main body of your letter/email. Use friendly, informal language to expand on your ideas, supporting them with examples and reasons if relevant.

I'd love to ... / It would be great if we could ...

I'm sorry, but ... / I'm afraid I can't ...

Why don't we ...? / Shall we ...? / Let's ...

The best thing to do is ... / If I were you, I'd ...

First of all, ... / As for...,

As well as ... / ... as well.

Besides/Apart from that ...

Paragraph 5

End your letter, making reference to the future or to the fact that you would like a reply if relevant.

Don't worry too much. / Everything will be OK soon. / It won't last forever.

I can't wait to ... / I'm really looking forward to ...

Let me know if ... / Don't forget to ...

I hope my advice has helped. / Let me know what happens. / I hope ... goes well.

Closing

Use an informal phrase for ending your letter/email and sign off.

Bye for now! / See you soon! / Take care! / Keep in touch! / Write soon!

When you have finished writing, check that

- you have followed your plan.
- your letter starts and ends appropriately.
- you have used topic sentences and linking words.
- you have used friendly, informal language.

Finally, check your work carefully for any mistakes in spelling, grammar and punctuation.

Formal Letter/Email

Before you start writing,

- make sure you understand why you are writing (asking for or giving information, complaining about something, making suggestions, applying for something, apologising, etc).
- note down any ideas you have, making sure you cover all notes if relevant.
- make a plan for your letter/email.

Plan

Opening

Use a formal greeting.

Dear Mr Jones, / Dear Mrs Halton, / Dear Sir or Madam, / Dear Editor,

Paragraph 1

State your reason for writing clearly. Say that you have seen an article, an advertisement or a TV programme and give details or your opinion if relevant.

I have just read about ... / I have just seen an article/advertisement/story about ...

I am writing to apply for/request/inform you/express my dissatisfaction with ...

The reason I am writing is to apply for/apologise for ...

Paragraphs 2-4

This is the main body of your letter/email. Use polite, formal language to expand on your ideas. Avoid using phrasal verbs, expressions, contractions, etc. Support your ideas with examples and reasons if relevant.

Firstly, ... / Secondly, ... / Finally, ...

I would like to ask/know ... / Could you tell me if ... / I was wondering ...

Paragraph 5

End your letter, summarising your main points. Make reference to the future or to the fact that you would like a reply if relevant.

If my suggestions are put into action ... / I hope ... will act on my suggestions.

I am sure you agree that ...

I believe ... will ...

I look forward to hearing from you as soon as possible. / I look forward to your reply.

Closing

Use a formal phrase for ending your letter/email and sign off.

Yours sincerely, (when you know the name of the person you are writing to)

Yours faithfully, (when you don't know the name of the person you are writing to)

When you have finished writing, check that

- you have followed your plan.
- your letter starts and ends appropriately.
- you have covered all the notes if relevant.
- you have used polite, formal language.

Finally, check your work carefully for any mistakes in spelling, grammar and punctuation.



Article

Before you start writing,

- note down any ideas you have about the task.
- decide which ones are the best.
- organise the best ideas and make a plan for your article.

Plan

Title

Paragraph 1

Introduce the topic of your article so the writer knows what they are going to read about. Get the reader's attention by including an interesting fact or relating the topic to their own lives. Answer the main question in the task by stating your preference or opinion if relevant.

Can you imagine ...? / Did you know that ...? / Would you like to ...? / Have you ever wondered ...?

Paragraphs 2 & 3

This is the main body of your article. Expand on your ideas, describing them and supporting them with examples. Make sure each paragraph starts with a topic sentence.

First of all, ... / Firstly, ... / To start with, ...

Secondly, ... / Then there is ... / Furthermore, ...

Finally, ... / Lastly, ...

The most amazing/surprising thing is ... / What I find the most interesting/annoying is ...

Paragraph 4

End your article, summarising your opinion and giving your feelings if relevant.

All in all, ... / To sum up, ... / In short, ...

When you have finished writing, check that

- you have followed your plan.
- given your article a title.
- you have caught the reader's attention in paragraph 1.
- each paragraph starts with a topic sentence.
- you have supported your ideas with examples.

Finally, check your work carefully for any mistakes in spelling, grammar and punctuation.

Essay

Before you start writing,

- make sure you understand what the task is asking you to give your opinion about.
- think about what your opinion is and how you will use the notes provided if relevant.
- note down any ideas you have for the task, including the opposing opinion if relevant.
- organise the best ideas and make a plan for your essay.

Plan

Paragraph 1

Introduce the topic of your essay so the writer knows what they are going to read about and give your opinion.

Many people say ... / Some people believe ... / Young people say ...

Other people think ... / Older people believe ...

Nowadays ... / Now that ...

I think/believe that ... / My opinion is that ... / It's my opinion that ...

Paragraphs 2-4

Use the notes provided or give arguments that support your opinion of the topic. Expand on your ideas, supporting them with examples. Make sure each paragraph starts with a topic sentence.

The main reason for/advantage of ... is that ... / The most important reason/advantage is that ... /

Another reason/advantage is that ...

Furthermore, ... / Moreover, ... / In addition, ...

Firstly, ... / First of all, ... / To start with, ...

Secondly, ...

However, ... / On the other hand, ...

Lastly, ... / Finally, ...

Paragraph 5

End your essay, re-stating or summarising your opinion.

In my opinion, ... / As far as I am concerned, ...

All in all, ... / To sum up, ... / In short, ... / On the whole, ...

When you have finished writing, check that

- you have followed your plan.
- answered the question in the task.
- you have given your opinion clearly and used the notes if relevant.
- each paragraph starts with a topic sentence.
- you have supported your ideas with examples.
- you have used formal language, avoiding contractions, phrasal verbs, etc.

Finally, check your work carefully for any mistakes in spelling, grammar and punctuation.



Story

Before you start writing,

- ask yourself questions about the sentence you have been given if relevant.
- decide if your story will be happy, sad, frightening or funny.
- note down any ideas you have for the task, making sure you include the points asked for in the task if relevant.
- make a plan for your story.

Plan

Paragraph 1

Use the sentence you have been given if relevant. Introduce the main character and set the scene.

Use the past simple to talk about main events and the past continuous to set the scene.

Paragraphs 2 & 3

This is the main body of your story. Expand on your ideas, supporting them with examples. Use the past perfect tense to talk about things that happened before the main events of your story. Use time expressions to help the reader follow your story more easily. Make your characters seem more real by writing about what they say or think and by describing how they feel. Keep the story moving, describe the action and create atmosphere where appropriate.

Earlier that morning/afternoon/day

The night before / The previous day

after (that) / afterwards / then

as soon as / at that moment / suddenly / just as

Paragraph 4

Bring your story to an end, explaining how the main character feels or what the outcome of the story is.

later on / later that day / eventually

When you have finished writing, check that

- you have followed your plan.
- your story 'fits' the sentence you were given.
- you have included the points asked for if relevant.
- you have used past tenses and time expressions correctly.

Finally, check your work carefully for any mistakes in spelling, grammar and punctuation.

Review

Before you start writing,

- decide if your review will be mainly positive or negative.
- decide what details are important to include and note down any ideas you have.
- organise the best ideas and make a plan for your review.

Plan

Title

Paragraph 1

Introduce the restaurant/shop/CD/etc that you are going to review and indicate whether your opinion of it is positive or negative.

If you're looking for ..., then you can't beat ...

If you want ..., then give ... a miss!

Paragraphs 2 & 3

This is the main body of your review. Expand on your ideas, supporting them with examples and using adjectives and adverbs to describe the place or thing you are reviewing. Include factual information as well as your opinion, but avoid writing long lists. Show the strength of your opinion and mention anything unusual.

It's extremely/really/very ...

The ... is/are rather/quite ...

so + adjective/adverb that ...

such + adjective + noun that ...

a ... variety/choice/selection/range of ...

Paragraph 4

Give your recommendation and say who the place or thing you have reviewed is suitable or unsuitable for.

I recommend ... / It's well worth a visit.

You mustn't miss ... / Don't miss ...

I don't recommend ... / I wouldn't bother ...

... is (un)suitable for ... / ... would(n't) enjoy ...

It's perfect/ideal for ...

When you have finished writing, check that

- you have followed your plan.
- you have included important details.
- your opinion is supported with examples.
- you have given a clear recommendation.

Finally, check your work carefully for any mistakes in spelling, grammar and punctuation.



Report

Before you start writing,

- decide what facts and information you will need to include.
- note down any ideas you have.
- decide what your recommendations or suggestions will be.
- divide your ideas up under subject headings and make a plan for your report.

Plan

Title

Paragraph 1

This is the introduction. Say what you are going to do in your report.

The aim of this report is ... / This report aims to ...

Paragraphs 2-4

This is the main body of your report. Use formal language to expand on your ideas, supporting them with examples. Make sure you use a heading for each paragraph.

The main reason is ... / Another important reason is ...

Firstly, ... / Secondly, ...

Furthermore, ... / Moreover, ... / In addition, ...

Paragraph 5

Give recommendations or make suggestions about what you think should be done.

In my opinion, ... / As far as I am concerned, ...

To sum up, ... / In conclusion, ...

When you have finished writing, check that

- you have followed your plan.
- you have used headings and formal language.
- you have included recommendations or suggestions.

Finally, check your work carefully for any mistakes in spelling, grammar and punctuation.



Comparing photos

The similarities/differences between the photos are ...
Both photos show ...
The common theme of the photos is ...
The photos have ... in common.
The photos are similar/different because ...
In both photos I can see ...

Sequencing your ideas

To begin with, ...
Firstly/First of all, ...
I'll begin by saying/explaining ...
For one thing, ...
Next, ...
Secondly, ...
Another thing is that ...
Finally/Lastly, ...

Contrasting advantages and disadvantages

Although ... has the risk of ..., the benefit would be ...
In spite of/Despite the problem of ..., it might be better because ...
Even though ... might cause ..., on the other hand it might ...
... would be risky/less risky. However, on the plus side ...
... avoids the danger of ..., but ...

Making generalisations

Generally speaking, ...
Most/A lot of the time, ...
... seems to be true.
... is often the case.
As a rule/Normally, ...

Giving examples

For instance, ...
For example, ...
..., such as ...
..., as in the case of ...,

Expressing uncertainty

I'm not certain, but ...
I'm not 100%/really sure, but ...
The man/woman is probably/possibly ...
The people might be ...
It's possible/likely that ...
I think/would guess that ...

Showing understanding

I understand your problem, but I'd probably ...
It's difficult to decide, but ...
Both options have advantages and disadvantages, but ...
It's a difficult decision, but ...
I think in your position that I might ...

Giving advice

I would advise you/him/her to ...
My advice would be ...
If I were you/him/her, I would ...
If I were in your/his/her shoes/position, I'd ...
I would recommend/suggest that ...
I think it would be better/best/wise to ...
In my opinion, you/he/she should (probably) ...

Saying what you think

I think/don't think that ...
I feel/don't feel that ...
I would say that ...
I believe/don't believe that ...

Expressing a preference

Personally I would prefer to/rather ...
... is more/less likely to ...
... would be more interesting/useful/helpful than ...
... is not as interesting/useful/helpful as ...

Justifying your opinion

I say this because ...
I think this is the case because ...
That's my opinion.
My opinion is ... because ...
My reason for saying this is that ...
I chose this because ...

Asking your partner's opinion

What do you think about ...?
What's your opinion of ...?
Do you agree that ...?
What would you say about ...?
Why do you think ...?
Can you explain/tell me why you said ...?

Agreeing

I (completely) agree with you.
I think you're right about that.
I feel (exactly) the same.
That's my opinion too.

Disagreeing

I disagree/don't agree that ...
I think you are/might be wrong about that.
I wouldn't say that because ...
I don't think that's the case, because ...

Agreeing/Disagreeing in part

You have a point, but ...
I see what you mean, but ...

Asking for clarification

Sorry, could you repeat that please?
Could you say that again?
I didn't quite understand what you said.
I'm sorry, but I'm not sure what you mean.
What did you mean by ...?
Can you explain why you said ...



Speaking Information

Unit 1

3 Student A information

Your friend has recently moved to a new town and school and is feeling a bit lonely. She would like some advice on how to make friends and improve her social life. She is keen on photography, but there is no local photography club for young people. Using this information, answer Student B's questions.

	Option 1	Option 2
What are some possible solutions?	Tell her to start her own photography club.	Tell her to join an existing sports club.
What are the disadvantages of each solution?	Starting and running a club could be hard work and take a lot of time. Your friend will need to be well-organised and confident.	Your friend won't be doing the activity she really wants to do, and won't meet people with the same interests.

4 Extra practice



Student B: Look at the pictures and use the information on page 191 to answer Student A's questions.

Student A: Look at the pictures and ask Student B these questions to find out what the situation is.

- What is the problem?
- What are some possible solutions?
- What are the disadvantages of each solution?

Using the information you have learnt, give Student B your advice on what you think the best solution is and why. Explain why you didn't choose the other solution.

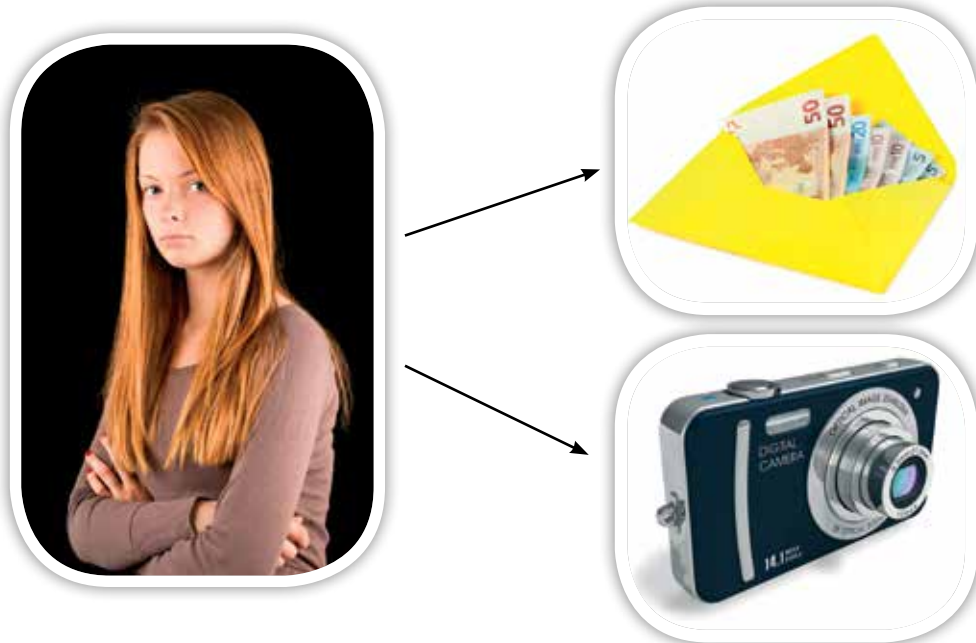
Unit 4

3 Student A information

Your brother has received a T-shirt for his birthday from his favourite aunt. She wants him to wear it this weekend at his birthday party, which friends and family will be attending. However, he thinks the T-shirt is horrible, and he doesn't want to wear it in front of his friends. Using this information, answer Student B's questions.

	Option 1	Option 2
What are some possible solutions?	He could wear the T-shirt to the party in order to please his aunt.	He could exchange it for a different T-shirt, which he will feel more comfortable in.
What are the disadvantages of each solution?	He will feel embarrassed and uncomfortable, and might not enjoy his party as a result.	His aunt will be upset and hurt that he didn't like her choice.

4 Extra practice



Student B: Look at the pictures and use the information on page 191 to answer Student A's questions.

Student A: Look at the pictures and ask Student B these questions to find out what the situation is. You should look at the pictures and ask:

- What is the problem?
- What are some possible solutions?
- What are the disadvantages of each solution?

Using the information you have learnt, give Student B your advice on what you think the best solution is and why. Explain why you didn't choose the other solution.



Speaking Information

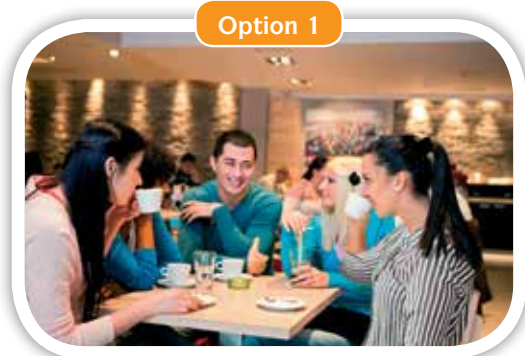
Unit 10

3 Student A information

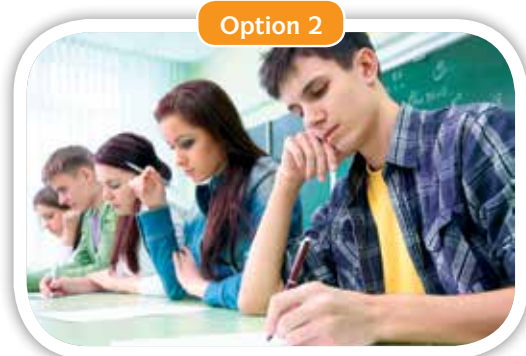
You are going to university in Britain in September and want Student B's advice on how to spend the summer.

Options	English course in Britain	Travelling in Europe
Advantages	Improve English Meet students and make friends before course starts in September	Visit a variety of European countries and experience different cultures Amazing opportunity to have fun and spend quality time with friends
Disadvantages	Miss a fantastic opportunity which may not arise again Little chance to relax and enjoy the summer before starting course	May find course in September more difficult because of language problems Will probably be very expensive

4 Extra practice



Option 1



Option 2

Situation

Student B's cousin is half Italian and goes to an Italian school every Saturday, but she misses hanging out with her friends. Student B would like Student A's opinion on what she should do.

Student B: Look at the pictures and use the information on page 191 to answer Student A's questions.

Student A: Look at the pictures and ask Student B these questions to find out more about the situation.

- What are the options?
- What are the advantages of each option?
- What are the disadvantages of each option?

Using the information you have learnt, give Student B your advice on what you think the best option is and why. Explain why you didn't choose the other option.

Unit 1 Extra practice

4 Student B information

You and your sister have been invited by some friends to a pop concert with your favourite band. Your sister is very disappointed because she's got an exam the next day and can't go to the concert. You want to see the band, but you don't want to upset your sister.

	Option 1	Option 2
What are some possible solutions?	Go to the concert and promise to buy tickets for your sister next time the band are in town.	Don't go to the concert and stay at home instead.
What are the disadvantages of each solution?	Your sister will probably be angry and upset and might not talk to you for a while. She might do badly in her exam as a result.	Although your sister will be happier, you will miss the concert which your friends are going to. You will be disappointed.

Unit 4 Extra practice

4 Student B information

Your sister has saved up for months and bought her best friend an expensive digital camera for her 18th birthday, but the day before her birthday she discovers another friend has bought the same present.

	Option 1	Option 2
What are some possible solutions?	Take the camera back to the shop, get a full refund and give her best friend the money instead.	Explain to the other friend that she has been saving for months and ask whether the friend could get a different present.
What are the disadvantages of each solution?	Your sister will be disappointed that she couldn't give the present she wanted, and her friend might be disappointed to receive money instead of a present.	The other friend might be angry with your sister and might refuse to get a different present.

Unit 10 Extra practice

4 Student B information

Your cousin is half Italian and goes to an Italian school every Saturday, but she misses hanging out with her friends. Using this information, answer Student A's questions.

Options	Leave the Italian school	Continue with Italian school
Advantages	Opportunity to spend her Saturdays with her friends Chance to do fun things like bowling and shopping	Keep her family happy Improve her knowledge of Italian language and culture
Disadvantages	Family might be disappointed Risk of losing Italian skills and contacts Lack of connection with Italian roots	Misses out on spending Saturdays with friends Friends might be busy at other times May feel left out and lonely



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