

G question formation V working out meaning from context P intonation: showing interest

### READING & SPEAKING

- Look at the photos of Florence Welch and Dan Stevens and read their biographical info. Have you heard any of her music, or seen any of his TV series or films? What did you think of them?
- Now read the interviews and complete the questions.
- Read the interviews again and focus on their answers. Write F (Florence) or **D** (Dan). Which question(s) helped you answer F or D?

### Who do you think ...?

- doesn't eat any animal products
- doesn't have a partner at the moment
- is currently living in the USA
- prefers to keep some things private
- is quite romantic
- is very family-oriented
- spends a lot of time online
- thinks more about themselves than other people
- Which of the questions in the interviews do you think are...?
  - · the most interesting
  - the least interesting
  - · too personal to ask a person if you don't know them well
- e Choose six questions from Q&A to ask your partner.
- Politely refusing to answer a question

If you are asked a question you think is inappropriate, or simply don't want to answer, you can say, I'd prefer not to answer that or I'd rather not answer that if you don't mind.

### Glossary

headline (verb) to be the main performer at a concert BRITs the British annual pop music awards



Every week the British newspaper The Guardian chooses people who have been in the news recently, and publishes a short interview with them called Q&A.



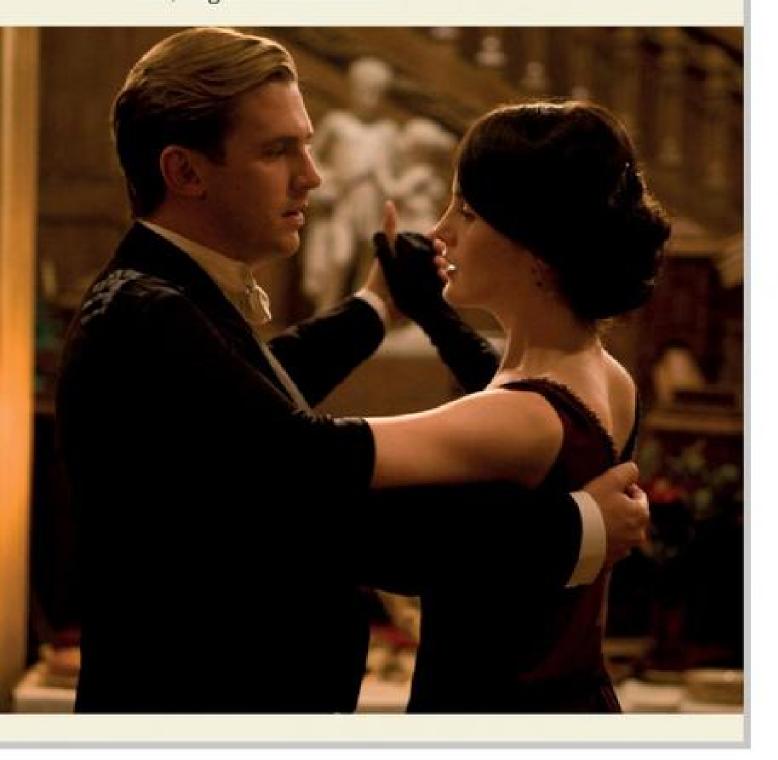
- 's your most treasured possession? My notebooks with all my lyrics.
- 2 What you want to be when you were growing up? A zoologist or a secretary.
- 3 What \_\_\_\_\_\_ you like about yourself? I can be very self-centred.
- \_\_\_\_\_ your most embarrassing moment? 4 What It was about five years ago, and I'm still not ready to talk about it. It was something involving dating.
- 5 What or \_\_\_\_\_ is the greatest love of your life? I think that hasn't happened yet.
- your superpower be? What To be able to fall asleep exactly when I need to, for exactly the right amount of time.
- would you most like to be right now? I am always away, so it would be quite nice to be at home in London.
- you ever said 'I love you' and not meant it? No. I always felt it at that moment.
- word or phrase do you most overuse? 'What's the wi-fi password?'

an Stevens, the actor, was born in Surrey in 1982. He played Matthew Crawley in the TV series Downton Abbey, until his character died suddenly in a special Christmas episode. He has since starred in many successful TV series and films,



including Beauty and the Beast, The Man Who Invented Christmas, and Legion.

- were you happiest?
  My wedding day, eight years ago.
- What \_\_\_\_\_ you owe your parents?
  A lot and probably quite a lot of money.
- 3 \_\_\_\_\_'s your wallpaper? A photo of my kids, Willow, Aubrey, and Eden, who are eight, five, and one.
- 4 \_\_\_\_\_ keeps you awake at night? My three kids.
- To Downton Abbey fans, for ruining their Christmas one year.
- 6 What single thing \_\_\_\_\_ improve the quality of your life?
  One of those robot vacuum cleaners.
- 7 \_\_\_\_\_ do you relax?
  I go for walks in Griffith Park, in LA.
- 8 What \_\_\_\_\_ love feel like?
  As if somebody's painted the world a different colour.
- 9 \_\_\_\_\_ you have a 'guilty pleasure'? Yes, vegan cheesecake.



### 2 GRAMMAR question formation

- a 01.2 Listen to some journalists interviewing a famous actress who has just arrived in London. Write down the four questions they ask.
- **b** Answer the questions below with a partner.

Which question is an example of ...?

- · a question which ends with a preposition
- · a subject question, where there is no auxiliary verb
- · a question which uses a negative auxiliary verb
- · an indirect question
- d GCommunication Indirect questions A p.106 B p.110 Ask and answer indirect questions.

## 3 PRONUNCIATION intonation: showing interest

- a 01.5 Listen to some people asking questions 1–5.
  Who sounds more interested each time, a or b?
  - 1 Do you have a big family?
  - 2 What don't you like about the place where you live?
  - 3 What sports or games are you good at?
  - 4 Do you think you have a healthy diet?
  - 5 What makes you feel happy?
- b 01.6 Listen and repeat the questions with interested intonation.

### Reacting to what someone says

When you ask someone a question and they answer, it is normal to show interest or sympathy. You can use:

- expressions such as Oh, really? I'm sorry. What a shame!
- exclamations such as Wow! Me too! How interesting!
- follow-up questions such as Why (not)? Why is that?
   Why do you say that?
- c 01.7 Now listen to five conversations using the questions in a. Complete the expressions or questions that the people use to react to the answers.
  - 1 Wow! That's a huge family.
    2 \_\_\_\_\_\_? What's wrong with them?
    3 \_\_\_\_\_\_! We could have a game one day.
    4 \_\_\_\_\_\_! How long have you been a vegan?

\_\_\_\_\_? I can't think of anything worse!

- d 01.8 Listen and repeat the responses. Copy the intonation.
- e Ask and answer the questions in a with a partner. Use interested intonation, and react to your partner's answers.

### 4 READING & VOCABULARY working out meaning from context

- a Look at the cartoon. How do you think the candidate is feeling? How would you react if it happened to you?
- b Read the title of the article and the first paragraph. Then look at interview questions A-G. With a partner, say how you would answer them. Which question would you least like to be asked?
- A What do you usually do after a bad day at work?
- B What's your biggest weakness?
- C How would your enemy describe you?
- D You have 50 red and 50 blue balls. How could you divide these between two containers to give the maximum probability of picking one of the colours?
- E What's the most selfish thing you've ever done?
- F Are you a nice person?
- G What on your CV is the closest thing to a lie?

# Would YOU get the job?

Interviews are a source of anxiety for most job-seekers. Job website Glassdoor has created a list of some of the toughest interview questions from the elite companies where they were asked, and offers an expert opinion on the best possible answers.

### 1 \_\_\_\_ (The Phoenix Partnership)

How to answer: If you answer 'nothing', then you may look too defensive, as if you are hiding something, even if you are innocent. The best tactic would be to reply that everyone presents the best side of themselves on a CV – that is the point of the document – but that you think lying, and even exaggeration, is wrong.

### 2 \_\_\_ (Condé Nast)

How to answer: You could just tell the interviewer that you are not the sort of person to make enemies, but that sometimes you've enjoyed a good-natured rivalry with someone, for example, in a sport. This will show your competitive side and your drive to succeed.

### 3 \_\_\_ (Page Group)

How to answer: This is an occasion when you could give a light-hearted response. Something like, 'I don't consider myself to be selfish, but I always make sure I have some time in the week for myself, so I can practise art / tennis / football / singing.'

### 4 \_\_\_\_ (Palantir Technologies)

**How to answer:** Everyone should be prepared to answer this question, whatever job you're interviewing for. There's no foolproof answer – it's a good idea to have thought about a list of areas that are not your biggest strengths, but that wouldn't affect the role that you are interviewing for.



Applying for a job at IKEA

### [5] \_\_\_\_ (Clearwater Analytics)

How to answer: If you are a serious maths geek, then you might have a decent chance of answering this one. One answer would be to put a single red ball in one container and all of the other balls in the other container.

### 6 \_\_\_\_ (Switch Consulting)

How to answer: Don't be afraid to talk about what you do to relax, and show how you have a healthy work-life balance. It's also a chance to say something about your personal life, which could be very helpful for making a good impression. For example, you could mention how you go to the gym to relax.

### 7 \_\_\_\_ (Badoo)

How to answer: Don't just answer 'yes' or 'no'. Think about your personality type and the culture of the company where you are interviewing. What is your gut feeling about the type of people that do well at the company? This should help you to give an appropriate answer.

c Read the article once and complete it with questions A-G. Would you now feel more confident about answering the questions?

### Guessing the meaning of new words and phrases

When you are reading, you will often find a word or phrase you don't know. If it isn't possible to check the meaning in a dictionary, think about:

- the context (i.e. the other words around it).
- what part of speech the individual words are (e.g. a verb, an adjective, etc.).
- whether it's similar to another English word you know.
- whether it's similar to a word in your language.

If you still can't work out what the word or phrase means, ignore it and carry on reading.

- d Read the article again. With a partner, try to work out what the highlighted words and phrases mean, and how you think they are pronounced. What helped you to work them out?
- Now match the highlighted words and phrases to 1–8.

1	(noun) a reaction
	based on feelings and emotions rathe
	than thought and reason
2	(adj.) designed so
	that it cannot fail
3	(phrase) an answer
	which is intended to be amusing
	rather than serious
4	(noun, informal) a
	person who is very interested in and who knows a lot about a particular
	subject
5	(phrase) the numbe
	of hours per week you spend working compared with the number of hours
	you spend with your family, relaxing,
	etc.
6	(phrase) the main
	reason for something

competition

are looking for a job

(phrase) friendly

(noun) people who

- f Look at some more genuine interview questions. What do you think they would tell you about the candidate? Why? Do you think these kinds of questions really help interviewers to choose the best person for the job?
  - What would you do if you were the one survivor in a plane crash? (Airbnb)
  - Who do you think would win in a fight between Spider-Man and Batman? (Stanford University)
  - What did you have for breakfast? (Banana Republic)
  - Describe the colour yellow to somebody who's blind. (Spirit Airlines)
  - How many people flew out of Chicago last year? (Redbox software)
  - What am I thinking right now? (TES Global)
  - · Who is your hero, and why? (General Electrics)
  - · Tell me something about your childhood. (Next)
- g Choose two questions in f to ask a partner.

### 5 LISTENING

- a Have you ever had an interview for a job or a place on a course? What kinds of questions did they ask you? Did you get the job or place?
- b 01.9 Listen to four people talking about a strange question they were asked in an interview. Complete questions 1–4.

	hat strange question were ey asked?	How did they answer?	What happened in the end?
1	If you could from the past, who would you choose and why?		
2	Do you a? Are you planning to?		
3	Do you still?		
4	like to be reincarnated as?		

- c Listen again and make notes in the rest of the chart.
- d Which of the questions do you think were acceptable to ask at an interview?

### 6 SPEAKING

- a @ Communication Tough questions A p.106 B p.110 Ask your partner some difficult interview questions.
- b Invent a tough interview question of your own, which you think might tell you something interesting about another person.
- c Ask your question to as many other students as possible and answer theirs.
- d Which questions did you think were the most interesting? Why?

# It's a mystery

When you have eliminated the impossible, whatever remains, however improbable, must be the truth. Sherlock Holmes in The Sign of Four by Arthur Conan Doyle

G auxiliary verbs, the..., the... + comparatives V compound adjectives, modifiers P intonation and sentence rhythm

### **READING & LISTENING**

Look at the names below. Do you know what they have in common? Do you know anything about them?

the MARY CELESTE

the USS CYCLOPS

Amelia Earhart

- 1.10 Listen and find out. Do you think we will ever know what happened?
- 1.11 Read and listen to The mystery of the lighthouse keepers. Then cover the text and answer the questions with a partner.

### The facts

- 1 What was the mystery and who discovered it?
- 2 What was strange about...?
  - the lighthouse door
  - a chair
  - the rain jackets
  - the clocks
  - the log book

### The theories

- 3 What theories did people come up with?
- 4 Which of the theories do you think could be true? Why?
- 5 Which do you think are impossible? Why?

d	Find	words	in th	e article	which.	mean
---	------	-------	-------	-----------	--------	------

P	aragraph 1
1	(noun) something that is
	difficult to understand or explain
	(SYN mystery)
2	(verb) to confuse sb
	completely
P	aragraph 2
3	(adj.) far away from places
	where other people live
P	aragraph 3
4	(adj.) unexpected, surprising
	or strange
5	(noun) a mark, object, or sign
	that shows that sb or sth existed or was present (He disappeared without a ~.)
P	aragraph 4

(verb) to find the correct answer or explanation for sth

### THE MYSTERY OF THE LIGHTHOUSE KEEPERS

The mystery of the Flannan Islands lighthouse keepers L is one of the greatest puzzles in history, a case that has baffled real and amateur detectives for more than a century.

The Flannan Islands are seven uninhabited rocks that rise out of the sea. They form part of the Outer Hebrides, a chain of remote islands off the west coast of Scotland. For centuries, they were a danger for ships, so in 1899, a 75-foot lighthouse was built on the largest of the islands, and three lighthouse keepers were employed.

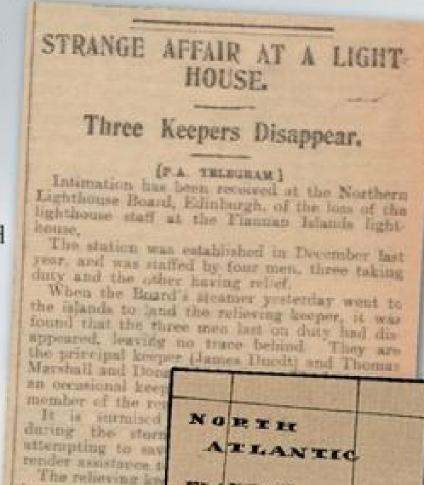
On 26th December 1900, a steamship sailed to the island carrying three new lighthouse keepers, to relieve the men who had spent

three months alone in the Atlantic. But when they arrived at the lighthouse, they made an extraordinary discovery there was nobody there! The lighthouse door was unlocked, and inside, everything was tidy, but one of the chairs was knocked over. One rain jacket was hanging on its hook, but the other two had disappeared. The clocks had stopped. The last entry in the log book was 9 a.m. on 15th December. But of the three keepers, Ducat, Marshall, and MacArthur, there was not a trace.

When the news of the keepers' disappearance reached the mainland, there was a huge amount of media speculation. Some suggested that the men had argued about a woman, and that one

been temporarily

had murdered the other two before throwing himself into the sea. Others wondered whether perhaps they had been kidnapped by German agents who were planning an invasion of Britain, using submarines. Some thought they might have been carried away by a sea serpent, or a giant sea bird, or even by a boat full of ghosts. An Edinburgh policeman, Robert Muirhead, was sent to the island to solve the mystery.





e 01.12 Listen to the rest of the story. What was Muirhead's theory? What did people think of it at the time? What is the modern explanation?

### Glossary

Queen Elizabeth II (known as the QE2) a famous transatlantic cruise ship White Cliffs of Dover very tall cliffs on the English coastline opposite France

- f Listen again. Why are the following mentioned?
  - 1 a huge rock
  - 2 Queen Elizabeth II
  - 3 a paper in a scientific journal
  - 4 1901
  - 5 one man's rain jacket and the bodies of the men

### 2 GRAMMAR auxiliary verbs

Talk in small groups.

Have you (or has anybody you know)...?

- seen or heard something which can't be explained, e.g. a ghost or a UFO
- had a strange coincidence, e.g. meeting someone in an unexpected place
- · visited a fortune-teller, psychic, or faith healer

### Reacting to a story about something strange

When somebody talks about something strange or difficult to explain, we often react with these phrases.

How / That's strange / bizarre / odd / weird / spooky.

What a weird story / amazing coincidence.

- b Look at the conversations and try to complete the gaps with an auxiliary verb (do, did, is, was, etc.).
  - 1 A I heard a weird noise in the middle of the night.
    - B 1 you? What kind of noise?
  - 2 A You don't believe in ghosts, 2 you?
    - B No, I don't.
  - 3 A I've never been to a fortune-teller.
    - B Neither 3 I.
  - 4 A I don't believe you really saw a UFO.
    - B 15 see one! It couldn't have been anything else.
- c 1.13 Listen and check. Then in pairs, decide which highlighted phrase (1–5) is used...
  - A to add emphasis
  - B to say that you are different
  - C to check information
  - D to show surprise
  - E to say that you are the same.
- d @ p.133 Grammar Bank 1B

- 3 PRONUNCIATION & SPEAKING intonation and sentence rhythm
- a <u>01.15</u> Listen to the conversations. <u>Underline</u> the <u>highlighted</u> auxiliary verbs (did, don't, do) that are stressed.
  - 1 A I dreamt that I saw a ghost last night.
    - B Did you? So did I. How spooky!
  - 2 A I don't believe in fortune-telling.
    - B Don't you? I do.
  - 3 A You don't like horror films, do you?
    - B I do like them. It's just that sometimes they're too scary!
- b Practise the conversations with a partner. Copy the <u>rhy</u>thm and intonation.
- c Complete sentences 1–8 so that they are true for you.

1	I'm not very good at	
	(activity)	
2	I'm going to	tonight.
	(verb phrase)	
3	I love	ić.
	(a kind of music)	
4	I don't like	
	(a kind of food)	
5	I've never read	
	(a famous book)	
6	I'd love to live in	
	(a town or country)	
7	l was very	as a child.
	(adj. of personality)	
8	I didn't	vesterday
	evening. (verb phrase)	

d Work in pairs, A and B. A read your sentences to B. B respond with a reply question and then say whether you are the same or different. Then swap roles.

I'm not very good at cooking.

( Aren't you? Neither am I.

I'm going to watch the football tonight. )

( Are you? I'm not. I'm going to study.

e @ Communication You're psychic, aren't you? A p.106 B p.111 Make guesses about your partner.

### 4 LISTENING & SPEAKING



- a Look at the photo of a forest. How do you think you would feel if you were walking in it?
- b 01.16 Now look at the photo and listen. Follow the instructions. Write your answers below.

### A walk in the forest

- c Listen again and check what you have written. Make sure you have answered all parts of the questions.

d 01.17 Now listen to an explanation of what you have written. Make notes in the chart.

# A walk in the forest 1 the person = 2 the animal = how you interact with it = 3 the house = no fence = a fence = 4 the table = 5 the cup = 6 the water = how wet you get =

e Now use the notes to interpret what you wrote in b. Then compare with a partner and say what you agree with and what you disagree with.

I put that the animal was a..., and it says that means..., but I don't think that's true.

- f Do you believe in this kind of personality test? Do you believe that you can learn anything about someone's personality by...?
  - · analysing their handwriting (graphology)
  - looking at their hands (palmistry)
  - analysing the position of the sun, moon, and planets at the exact time of their birth (astrology)
  - · online personality quizzes, e.g. Buzzfeed

6

- g Grammar in context the ..., the ...
  - + comparatives

The bigger the animal, the more problems you have.

The harder and more resistant the cup is, the stronger your relationship is.

Use the + comparative adjective or adverb, or the more / less (+ noun) to show that one thing depends on another, e.g.

- The earlier we start, the sooner we'll finish. = If we start early, we'll finish early.
- The more money you spend now, the less you'll have for your holiday. = If you spend a lot of money now, you'll have less for your holiday.

Rewrite the sentences using the..., the... + comparative.

1	If	/OII	study	ı a	lot	VOLL	learn	a	lot
		1 1 1 1 1 1	THE PARTY OF	1.0	BANK CA	100	PO-CALL III	w	Bright Street

The _	 		
tho			

2 If I drink a lot of coffee, I sleep badly.

The		
tho		

3 If you have a lot of time, you do things slowly.

	·중
The	
The	
and the second	
the	

4 If you are fit, you feel good.

,,	
The _	
the	

1.18 Now listen and check. Notice the stress and intonation pattern in the sentences.

- h Complete the sentences in your own words. Then read your sentences to a partner.
  - 1 The more money I have,...
  - 2 The earlier I get up,...
  - 3 The faster English people speak,...
  - 4 The less I eat,...
  - 5 The harder I work....
  - 6 The more I exercise,...

### 5 VOCABULARY compound adjectives

- a Look at some extracts from the listening in 4. Can you remember what the gapped words were?
  - 1 If there was no fence around the house, it means you are very open-\_\_\_\_\_, and welcome new ideas.
  - 2 If you hardly got wet at all, it means that you depend less on your friends and are more self-\_\_\_\_\_.
- b 01.19 Listen and check. Do the compound adjectives in a have a positive or negative meaning?

### Compound adjectives

Compound adjectives have two parts. The second part often ends in -ed or -ing, e.g. good-natured, hard-working. The words are normally linked by hyphens.

c 01.20 Listen to some more compound adjectives. Which word has the main stress?

absent-minded bad-tempered big-headed easy-going good-tempered laid-back narrow-minded open-minded self-centred strong-willed tight-fisted two-faced well-balanced well-behaved

d With a partner, use the two parts of the words to try to work out their meaning. Which do you think are positive and negative characteristics? Are there any which you think can be either?

( I think a bad-tempered person is somebody who gets angry easily...

### 

We often use modifiers with adjectives of personality to make them stronger or less strong.

### With positive characteristics

	really / incredibly / extremely	
My mum is	quite / pretty	good-tempered.

### With negative characteristics

My sister is	really / incredibly / extremely very quite / pretty a bit / rather	bad-tempered.
--------------	---	---------------

 Tell your partner about people with the characteristics below. Give examples of their behaviour.

### Do you know somebody who is...?

- · very open-minded
- · extremely absent-minded
- a bit tight-fisted
- pretty laid-back

- · a bit two-faced
- very good-tempered
- · incredibly strong-willed
- quite self-centred

My cousin is pretty laid-back. She didn't even get angry when her boyfriend crashed her car! **G** present perfect simple and continuous

V illnesses and injuries P /ʃ/, /dʒ/, /tʃ/, and /k.

- **VOCABULARY** illnesses and injuries
- Do the first-aid quiz with a partner. As you read the options, try to work out the meaning of the highlighted words and phrases.
- b @ Communication Medical myths or first-aid facts? A p.106 B p.111 Check your answers to the quiz and explain the reasons to your partner.
- p.152 Vocabulary Bank Illnesses and injuries
- What illnesses or injuries might you get if you are ...?

eating out hiking in the mountains doing sport visiting a tropical country

# MEDICAL MYTHS OR FIRST-AID FACTS?

First aid can help treat a minor injury, or even save a life in a medical emergency. However, it's important to know what NOT to do. Sometimes, incorrect first aid can actually be more harmful than helpful. So how useful is the advice you've heard? Do our quiz to find out.

For each question, decide which answers are myths (M) and which are facts (F).



- What's the first thing you should put on a burn?
  - butter a
  - cool running water b
  - an ice pack C



- How should you treat a sprained ankle?
  - put a hot, damp cloth on the ankle
  - put an ice pack on the ankle
  - put the leg up, e.g. on a chair C

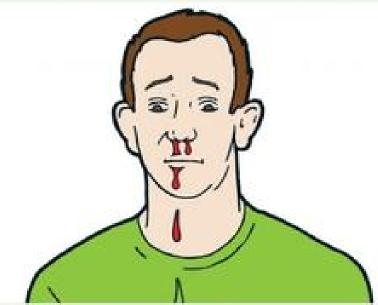


- What's the best thing to do for someone with hypothermia?
  - rub their arms and legs to warm them up a
  - give them a brandy or a hot coffee b
  - cover them in something warm, e.g. a C coat or a blanket





- What's the first thing to do if someone is choking?
  - stand behind them and press their a stomach inwards
  - make them continue to cough hard b
  - hit them hard on the back C



- What's the best way to stop a nosebleed?
  - tip your head forwards
  - pinch the soft part of your nose b
  - tip your head backwards



- After you have cleaned a bad cut, what should you do ...?
  - put on a bandage
  - put on antiseptic cream
  - leave it open to the air

### 2 PRONUNCIATION /ʃ/, /dʒ/, /tʃ/, and /k/

1	2 3	3	4 K

a How do you pronounce sounds 1–4 in the chart? Write the words from the list in the correct column.

ache allergic bandage choking emergency infection injury pressure rash sick stomach temperature unconscious

- b ②2.5 Listen and check. Practise saying the words.
- c Use the words in a to answer questions 1–3 about the sound-spelling rules.
  - 1 What ways can you spell the /ʃ/ sound? Which do you think is most common?
  - 2 How do you often pronounce g before i and e?
  - 3 Which two ways can ch be pronounced? Which do you think is the more common?
- d p.166-7 Sound Bank Look at the typical spellings for /ʃ/, /dʒ/, /tʃ/, and /k/, and more examples. Practise saying the words.
- e \$\mathbb{O}\$2.6 Look at some more medical words. Are they the same in your language? Which sounds in a do they contain? Listen and check.

cholesterol indigestion injection operation scratch surgeon syringe

### 3 LISTENING & SPEAKING

a Talk in pairs. What would you do and why?

If you were in the street and saw someone who had a medical problem, what would your immediate reaction be?

- a I wouldn't do anything myself, but I would wait to see if someone else was able to help.
- b I'd call an ambulance and stay with the person until it came.
- c I'd go up to the person and see if I could do any first aid.

b ②2.7 You are going to listen to Jane, Daniel, and Alison talking about a time when someone needed first aid. First, listen to some extracts and complete the expressions.

Já	ne
1	he didn't have a, so I thought he was probably
2	he took her to one side to because obviously she was
3	I kept going until the
D	aniel
4	an old lady stepped off the pavement in front of me and she into the road.
5	She'd fallen heavily, but she
6	It was obviously an effort for her to sit up, it was
	***
A	lison
7	Then all of a sudden, he stopped walking and
8	Some teenagers in the queue

- c ② 2.8 Now listen to their stories. When the incident happened, did they help? Why (not)?
- d Listen again and answer the questions for each story.
  - 1 What was he / she doing when it happened?

9 ...then they put him on a stretcher and

- 2 Who needed first aid? Why?
- 3 What did he / she do?
- 4 What happened in the end?
- 5 How did he / she feel a) during the event, b) after the event?
- e Talk in small groups.

Have you ever been in a situation where you had to give first aid? Who to? Where were you? What happened? How did you feel?

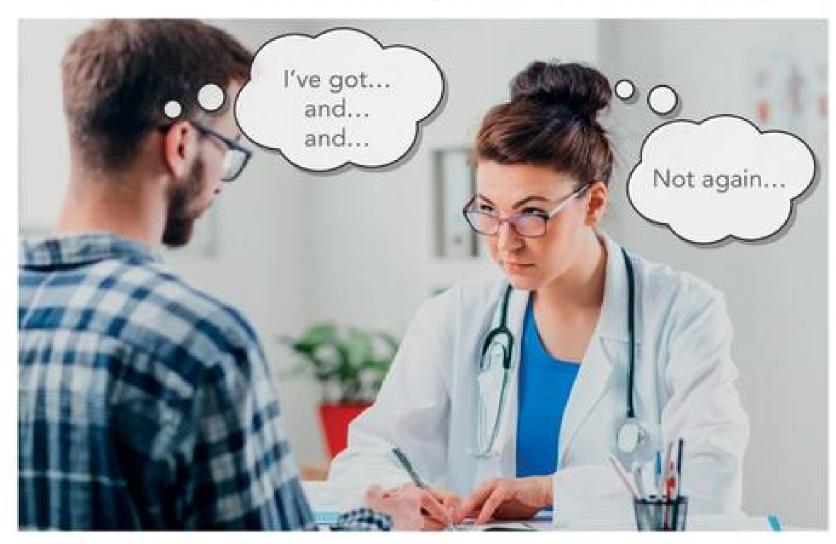
Has anyone ever had to give you first aid? Why? Where were you? What happened?

Have you ever received any first-aid training? If no, would you like to? In which jobs should people be given compulsory first-aid training?

What could you do if someone...?

- had a severe allergic reaction
- had a high temperature
- got very bad sunburn
- felt faint and dizzy
- got a big blister on their foot
- got food poisoning
- had an epileptic seizure

### 4 GRAMMAR present perfect simple and continuous



- - 1 What symptoms does the patient have?
  - 2 What does he think might be wrong with him?
  - 3 What does he think he needs?
  - 4 What does the doctor suggest?
- b ②2.10 Listen to what the doctor and receptionist say after Mr Payne has left. What do they think of him? Do you know the name for someone like this?
- - 1 I haven't been feeling / I haven't felt well for a few days.
  - 2 I've been coughing / I've coughed a lot and I keep getting headaches.
  - 3 What have you been taking / have you taken for the headaches?
  - 4 How many tablets have you been taking / have you taken today?
  - 5 And have you taken / have you been taking your temperature this morning?
  - 6 Yes. I've been taking it / I've taken it five or six times already.
  - 7 I think I need a blood test. I haven't had / haven't been having one for two months.

### d @ p.134 Grammar Bank 2A

- e In pairs, use the prompts to ask and answer the questions. The first question should be present simple and the second should be present perfect simple or continuous.
  - 1 / often get colds? How many colds / have in the last three months?
  - 2 / take any vitamins or supplements? How long / take them?
  - 3 / drink much water? How many glasses / drink today?
  - 4 / do any exercise? What? How long / do it?
  - 5 / eat a lot of fruit and vegetables? How many portions / have today?
  - 6 / walk to school (or work or university)? How far / walk today?
  - 7 How many hours / sleep a night? / sleep well recently?
  - 8 / be allergic to anything? / ever have a serious allergic reaction?

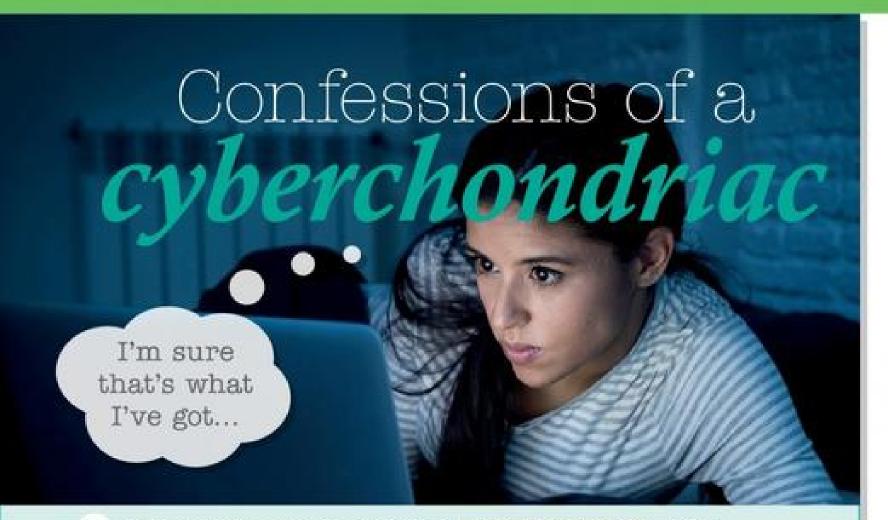
### 5 READING & SPEAKING

a Look at the title of the article on p.19 and read the first paragraph. With a partner, try to complete the definition of a cyberchondriac. Do you think the tone of the article is humorous or serious?

cyberchondriac /saibə/kondriæk/ (noun) a person who compulsively searches the internet for information about

- b Now read the whole article. Complete the summary of each paragraph with phrases a-e.
  - 1 When the writer found out that she had a fast heart rate, she
  - 2 At the hospital, she discovered that she
  - 3 Since she returned from the hospital, she
  - 4 It's difficult to know from online information whether a condition
  - 5 A lot of online medical information
  - a has been obsessively checking her symptoms online.
  - b googled the possible causes.
  - c isn't very reliable or up to date.
  - d was suffering from a chest infection and cyberchondria.
  - e is rare or very common.
- c Match the highlighted phrases in the article related to medicine to definitions 1–7.

	the medical
treatment of a	heart problem that
involves an op	eration
	successful
treatments for	an illness that was
thought to be	impossible to cure
	IDM not feeling very
well	
1	exaggerated
reports in the	news that make people
worry	
	the most terrible
situations that	could happen
	the speed at which
your heart bea	nts
i i eta de	an illness which
could kill you	TO DESCRIPTION OF THE PROPERTY



- 1 A few weeks ago, I was feeling under the weather. After days of intensive internet diagnosis, I finally went to see my doctor. After examining me, she told me that my heart rate was a bit fast and sent me off to the hospital for some tests. Did I go straight there? Of course not. First I took out my phone, logged on to Google, and found out that the technical term for a fast heart rate is supraventricular tachycardia. Then I typed these two words into Google. Sadly, the problem with Dr Google is that he isn't exactly a comfort in times of crisis. One website immediately scared me with a list of 407 possible causes.
- 2 I raced to the hospital, convinced that I probably needed openheart surgery. Four hours later, I got a diagnosis. I had a chest infection...and a bad case of cyberchondria. The only consolation for the latter condition is that I'm in good company. A Microsoft survey of one million internet users last year found that 2% of all searches – a not-insignificant number – were health-related.
- 3 Unfortunately, once you have it, cyberchondria can be hard to cure. Since my trip to hospital, I have been obsessively checking my pulse, swapping symptoms in chat rooms, and reading all about worst-case scenarios. What if the doctors got it wrong? What if the ECG machine was faulty? It's exhausting trying to convince yourself that you might have a life-threatening illness.
- 4 The Microsoft study also revealed another serious problem that online information often doesn't discriminate between common and very rare conditions. One in four of all articles thrown up by an internet search for *headache* suggested a brain tumour as a possible cause. Although it is true that this <u>may</u> be the cause, in fact, brain tumours develop in fewer than one in 50,000 people. People also assume that the first answers that come up in searches refer to the most common causes, so if you type in *mouth ulcer* and see that *mouth cancer* has several mentions near the top, you think that it must be very common. However, this is not the case at all.
- 5 Another problem for cyberchondriacs is that online medical information may be from an unreliable source, or out of date. A recent American study showed that 75% of the people who use the internet to look up information about their health do not check where that information came from, or the date it was created. 'Once something has been put up on the internet, even if it's wrong, it's difficult to remove,' says Sarah Jarvis, a doctor. 'This is a problem, especially with scare stories, and also with some alternative remedies which claim to be miracle cures, but which may actually do you harm.' Check the information? Sorry, I don't have time I'm off to buy a heart-rate monitor!

- d Now read each paragraph again carefully and choose a, b, or c.
  - 1 The problem with Dr Google is that the information is \_\_\_\_.
    - a insufficient b worrying c false
  - 2 Microsoft's survey discovered that \_\_\_\_\_ searches are to do with health.
    - a very few

Please Do Not

Confuse Your

Google

Search

With My

Medical Degree 2

- b quite a lot of
- c the majority of
- 3 The information the writer has found since coming back from hospital has \_\_\_\_\_.
  - a made her cyberchondria worse
  - b made no difference to her cyberchondria
  - c cured her cyberchondria
- 4 One of the problems with internet searches is that they \_\_\_\_.
  - a don't rank answers in order of probability
    - b only focus on common illnesses
    - c don't always give an answer
  - 5 Most people are unlikely to check health information was posted.
  - a why and by who
  - b how and when
  - c when and by who
- In small groups, answer the questions.
   Ask for and give as much information as possible.
  - 1 Do you know anyone who you think is a hypochondriac or a cyberchondriac? What kinds of things do they do?
  - 2 Do you think people in your country worry a lot about their...?

blood pressure	cholesterol	leve
digestive system	liver	

Give examples if you can. Are there other things related to health that they worry about?

### 6 WRITING

p.115 Writing An informal email
Write an email to a friend explaining that
you haven't been well, and saying what
you've been doing recently.

Glossary

ECG machine electrocardiogram machine, used to test people's heart rate

ls someone different at age 18 or 60? I believe one stays the same. Hayao Miyazaki, Japanese film director

**G** using adjectives as nouns, adjective order

V clothes and fashion P vowel sounds

### READING & SPEAKING

Think of an older person you know who seems much younger than they actually are. Circle any of the adjectives below that you would use to describe them.

active brave energetic funny glamorous impulsive independent lively open-minded sociable

- Describe the person to a partner, and say what they do that makes them seem younger than their age.
- c Look at the photo of Dilys and Sian. Approximately how old do you think they are?

# The joy of the age-gap friendship

Modern life makes it hard for the old and the young to meet, and even harder to become best friends. What's the secret?

### Dilys on Sian

I met Sian at an event where we were both speakers, and we just clicked. I could see she was just a great person, and cleverer than most. She was a glamorous, lively woman, who talked about being an entrepreneur and her love for her father.

She started inviting me to different places. I went to the races with her - not the sort of thing I normally do. She brought fun back into my life when I was working hard to run a charity. The new experiences we share help to keep me alive. When I was ill last Christmas, she really rescued me. She came in like a hurricane, with decorations, firewood, champagne. I was

feeling sad and afraid, and she told me that wasn't allowed.



A Dilys and Sian

### 'She brought fun back into my life.'

Sian's full of energy and warmth. I feel I understand her because she represents my younger self. Mine wasn't a typical path; I always wanted to be a bit different. I was a dancer and taught the art of movement. I got married within six weeks, but divorced when my only son was seven. I've got the life I wanted, but it isn't always easy. I try to offer that perspective to Sian.

Glossary

the races a series of horse races that happen at one place on a particular day

### Sian on Dilys

I met Dilys in Cardiff, where we both live, at an event called Superwoman. We were both invited to speak and were at the same table. Dilys did a lot of charity work with disabled people, as well as being the world's oldest female solo skydiver. I was there to talk about my media marketing company. We hit it off; I thought she was amazing and the way I want to be as I grow older.

We love to sit with a takeaway and listen to Mozart. We like films and the theatre. She has a huge amount of energy and can dance for longer than me. She even persuaded me to do a skydive, despite my fear of

heights. When we're in a cab, taxi drivers ask how we met, but we never think of our age gap. She advises me on my love life, work, and how to be a better person.

### 'She's the way I want to be as I grow older.'

I often walk into Dilys's house when I'm stressed and within seconds I'm more relaxed. She calms me down when I'm angry, and teaches me to see things from other people's point of view. Now, she's the first person I ring when anything good or bad happens. My family say how much good she does me.

Adapted from The Guardian

- d Now read the article, where each woman talks about how they met and about their relationship. Who are the following sentences true of? Write S (Sian), D (Dilys), or B (both of them).
  - She admires the other person.
  - She cheered the other person up on one specific occasion.
  - She got on immediately with the other person.
  - She has done an extreme sport.
  - She has helped the other person to be more open-minded.
  - She has introduced the other to things she hadn't tried before.
  - She likes cultural activities.
  - She manages an organization which helps people.
  - She runs a company.
  - She's good at giving advice.
  - She's very energetic. 11
  - She doesn't like being in high places. 12
- Look at your answers to **d**. What do you think is the secret of Dilys and Sian's friendship?
- Now look at the photo of Dave and John. What do you think the age difference is between them?



Dave and John

- @ Communication The joy of the age-gap friendship A p.107 B p.111 Read about Dave and John and compare what they say about each other.
- h Complete some phrases from the four texts. Compare with a partner and explain what they mean in your own words.

  - 2 Sian We h it off.
  - 3 Sian We never think of our age g
  - 4 Sian She...teaches me to see things from other people's p\_\_\_\_\_ of v\_\_\_\_.
  - 5 Dave I've learned never to t sides.
  - 6 John (He loves cars;) I couldn't c\_\_\_\_\_ less.
  - 7 John II up to him.

- Talk to a partner.
  - Are you good friends with anyone who is a lot older or younger than you?
  - · If yes, how did you meet? Why do you get on well? What kind of things do you do together?
  - If no, what advantages do you think there are to having a friend of a different generation?
  - · Is there a family member from a different generation who you are close to? What do you like about them?



- **GRAMMAR** using adjectives as nouns, adjective order
- Look at the sentences in 1 and 2 below and decide if you think they are right (✓) or wrong (X). Compare with a partner and say why you think the X ones are wrong.
  - 1 a In general, it's difficult for the old and the young to be good friends.
    - b In general, it's difficult for the old people and the young people to be good friends.
    - In general, it's difficult for old people and young people to be good friends.
  - 2 a Sian is a lively, dark-haired, Welsh woman.
    - b Sian is a Welsh, lively, dark-haired woman.
    - c Sian is a dark-haired, Welsh, lively woman.

### @ p.135 Grammar Bank 2B

- Discuss the statements below in small groups. Do you agree? Why (not)?
  - Young people don't respect the old as much as they used to.
  - Politicians should be at least 40 years old the young don't have enough experience for such a responsible job.
  - Rich people are often less generous than poor people.
  - The unemployed should take any job they can. Any job is better than no job.
  - · The homeless should be allowed to live rent-free in empty second homes.

### 3 VOCABULARY clothes and fashion

- a Look at the title of an article about fashion. What's your answer to the question?
- b Look at the photo of the Hoppen family and read the article. Complete the highlighted phrases with the clothes in the list.

dress jacket jeans sandals sweater top trainers

# Can the same clothes work for all ages?

recent survey found that 54% of British women borrow clothes from their mothers' wardrobes. One in five also 'share' with their grandmothers. 'It's not about what you "should" wear when you're young or old', says designer Emilia Wikstead. 'It's about finding the things that really suit you, regardless of your age.'



The Hoppen family: Plum Hoppen (21), her mother Jenny (60), her sister Daisy (31) [= from left to right]

When three women of the same clothing and shoe size live under the same roof, clothes are bound to go missing. 'I remember seeing this girl in the park and thinking, "That's a nice dress; it looks like one of mine."', says Jenny Hoppen. 'And I realized it was Daisy, going to a wedding, wearing my dress and shoes.' But even if they borrow from each other, the same piece looks different on them all.

In the photo, they are all wearing the same ¹cropped \_\_\_\_\_\_. Plum wears hers with ²a leather \_\_\_\_\_ and ³patterned \_\_\_\_\_, but they look just as good on Jenny with ⁴a silk V-neck \_\_\_\_\_ and ⁵red velvet \_\_\_\_\_, or on Daisy with ⁶a see-through black \_\_\_\_\_ worn over ²a black polo-neck \_\_\_\_\_. 'The principle we learned from our mother', says Daisy, 'is to have our own sense of style and be adventurous.'

- c Whose 'look' do you prefer? Do you ever borrow clothes or accessories from people in your family, or friends?
- d p.153 Vocabulary Bank Clothes and fashion

### 4 PRONUNCIATION vowel sounds

a Say the vowel sounds below. Are they short, long, or diphthongs?



- b ②2.21 Circle the different sound in each group. Listen and check.
- d Talk in pairs.

What would or wouldn't you wear...?

to a formal interview on the beach to work or school / university to a wedding sightseeing in a city

### 5 LISTENING & SPEAKING

a Look at the clothes in the photos. What age group do you associate them with?



fur slippers miniskirt

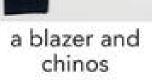
TIMENER

5

RONG.



tight jeans and a T-shirt with a slogan



- b ①2.23 Listen to a radio discussion about dressing your age. Match the clothes 1–5 in a to what the journalists say about them, A–F. There is one comment you don't need.
  - A They never suit an older person.'
  - B They make younger men look older than they are.'
  - C /A woman in her 70s looked great in one.
  - D 'Middle-aged men tend to wear them a lot.'
  - E Older people should never wear clothes made of this material.'
  - F Your grandma probably won't like them as a present.'
- c Listen again and mark the opinions T (true) or F (false). Correct the F ones.

### Liza thinks that...

- 1 90% of women dress younger than their age.
- 2 teenage girls would never dress older than their age.
- 3 it's fine for older women to wear trendy clothes.

### Adrian thinks that...

- 4 very few men admit to dressing younger than their age.
- 5 Mick Jagger looks awful in many of the clothes he wears.
- 6 men normally wear a suit and tie to work.
- d In pairs, think about what the journalists said, and try to complete their fashion rules.

Liza	Wear whatever you	think	and makes
	you		
Adrian	Dress for the age _		, not for the
	age		

- f Work in groups of three, and discuss three of the topics below. Take turns to be the presenter. The presenter chooses the topic and manages the discussion. Try to use the language from the box.
  - People should stop buying new clothes and buy more secondhand and vintage clothes.
  - Men are just as interested in shopping for clothes as women.
  - Nowadays, nobody is prepared to suffer in order to look good.
     The most important thing is comfort.
  - You can tell a lot about someone's personality from the clothes they wear.
  - · Cheap fashion means exploiting people in less developed countries.

Managing discussions
Let's start with you, (Liza).
(Adrian,) what about...?
Let's go back to...

Politely disagreeing
Sorry, but I don't agree.
True, but...

So, to sum up...
Can you let (Liza) finish?
Sorry. Go ahead.

I'm not sure about that.
I agree up to a point, but...

### 6 WRITING

a Imagine you have decided to sell two items of clothing on eBay. Write detailed descriptions, using the example below as a model. Set a starting price.



Blue and white striped cotton shirt – Size M

Condition: New without tags

"Never worn! Would look great with jeans. Perfect for the summer."

£4.50

b Now read some other students' adverts. What would you like to bid for?

### 7 D VIDEO LISTENING



- a Watch an interview about the Hiut jeans company. What do you think is the unique selling point (USP) of their jeans?
- b Watch the interview again. Then make notes under the following categories.

# Description of jeans 1 Material: denim 2 Style: 3 Celebrity wearer: History of company 4 When David and Clare started it and why: 5 Who they employ: 6 How many pairs of jeans they produce per week: 7 How they try to make their jeans environmentally friendly:

c Would you like to have a pair of Hiut jeans? Would you be prepared to join the no-wash club? Why (not)?

# 2 Revise and Check

### **GRAMMAR**

1	What were you and Sarah talking	?
2	You didn't like her latest novel,	you?
3	My father loves opera and so mother.	my
4	A I've been to India twice.  B you? I'd love to go.	
5	What have you doing since	last week
· (C	ircle a, b, or c.	
1	Could you tell me what time?  a the bus leaves b leaves the bus c does the bus leave	
2	How many people this computer? a do use b use c does use	
3	You're not eating much like the for a You don't b Don't you c Aren't y	
4	A Why didn't you call me?     B I, but your phone was switched a do call b did called c did call	d off.
5	My parents are both blonde but my sis a don't b aren't c are	ters
6	three cups of coffee already this na I've been having b I've had c I have	100
7	That was probably the worst film! a I've ever seen b I've never seen c I've ever been seeing	
8	I met at my language class today.  a a Swiss b the Swiss c a Swiss girl	ŀ
9	Some people think that don't pay e a the rich b the rich people c rich	
10	I got a bag for my birthday.  a beautiful leather Italian  b Italian leather beautiful  c beautiful Italian leather	

and the state of the second

### **VOCABULARY**

- a Complete the compound adjectives.
  - 1 My boss is very bad-\_\_\_\_\_. When things go wrong, he starts shouting at everyone.
    2 I'm very \_\_\_\_\_minded\_I tend to forget things.
  - 2 I'm very \_\_\_\_\_-minded. I tend to forget things.
  - 3 I think Paul is a bit tight-\_\_\_\_. He never spends money unless he absolutely has to.
  - 4 Sylvia won't have any problems at the interview she's very self-\_\_\_\_\_.
  - 5 That dress is very old-\_\_\_\_\_. It looks like the kind of thing my granny would wear.

- b Write words for the definitions.
  - 1 bl\_\_\_\_\_ (verb) to lose blood from an injury 2 sw\_\_\_\_\_ (adj.) bigger than normal, especially because
  - of an injury or infection

    3 b\_\_\_\_\_ (noun) a piece of cloth used to tie round a
  - part of the body that has been hurt

    4 t\_\_\_\_\_ (noun) a pain in one of your teeth
  - 5 r\_\_\_\_\_ (noun) an area of red spots caused by an illness or allergy

### c Circle the correct verb or verb phrase.

- 1 I have / feel a bit dizzy. I need to sit down.
- 2 She burnt / sprained her ankle when she was jogging.
- 3 It was so hot in the room that I nearly fainted / choked.
- 4 This skirt doesn't fit / suit me. It's a bit too big.
- 5 Can I go in jeans? I don't feel like getting dressed / changed.

### d Circle the word that is different.

- 1 striped spotted plain patterned
- 2 silk cotton fur smart
- 3 collar sleeveless hooded long-sleeved
- 4 lycra scarf vest cardigan
- 5 fashionable scruffy stylish trendy

### e Complete with one word.

- 1 My mother had very bad flu last week, but she's beginning to get \_\_\_\_\_ it now.
- 2 Please lie \_\_\_\_\_ on the couch over there.
- 3 I'm feeling sick. I think I'm going to \_\_\_\_\_ up.
- 4 Do we really need to dress \_\_\_\_\_\_ for the party tonight?
- 5 Please \_\_\_\_\_ up your clothes in the wardrobe.

### **PRONUNCIATION**

- a Circle the word with a different sound.
  - ache choke checked matches

    unconscious rash fashion suede

    injury striped silk blister

    allergic burnt wear fur

    cough flu suit loose

### **b** Under<u>line</u> the main stressed syllable.

- 1 in cre di bly
- 3 antibiotics
- 5 fa shio na ble

- 2 big-headed
- 4 swim suit

### CAN YOU understand this text?

- Read the article once. Do the scientists who have studied Scott Kelly agree about the effect of space travel on the human body?
- Read the article again and choose a, b, or c.
  - 1 Scientists expected that, after spending a year in space, Scott Kelly would be...
    - a more intelligent.
    - b taller and lighter.
    - c younger.
  - 2 Telomeres prevent...
    - a ageing.
    - b radiation.
    - c damage to our chromosomes.
  - 3 Scientists are afraid that astronauts...
    - a will not want to do long space flights.
    - b will have a lot of long-term health problems.
    - c won't be able to travel further than Mars.
  - 4 In space, astronauts...
    - a are made to use the gym twice a week.
    - b exercise more than when they are in training.
    - c are not allowed to eat whatever they like.

### CAN YOU understand these people?

2.25 Watch or listen and choose a, b, or c.









Sean

Harry

Maria

- 1 One of the questions Sean was asked at a job interview was
  - a whether he liked working in restaurants
  - b which his favourite team was
  - c who his favourite superhero was
- 2 In the house where Harry grew up, there is a ghost which \_\_\_\_\_.
  - a all of her family have seen
  - b all of her family have heard
  - c all of her family are afraid of
- 3 Maria gave her little brother first aid when \_\_\_\_.
  - a her mother was not at home
  - b his older brother had hit him on the head
  - c he fell off the sofa and cut himself
- 4 Tom's friend \_\_\_\_.
  - a is 16 years older than him
  - b works as an actress
  - c makes him laugh a lot



American astronaut Scott Kelly, and his identical twin Mark, also a retired astronaut, may be the most studied siblings in the history of science. Each time one of them went into space while the other remained on Earth, both men would carry out dozens of experiments, including cognitive exercises, genetic sequencing, and testing for bacteria on their bodies. When Scott landed in Kazakhstan last year, after 340 days in space, he came back two inches taller, fifteen pounds lighter, and with a strong desire to jump into a swimming pool. Changes like these were predictable and temporary. Now, however, scientists have found the first signs of a change that no one expected - during his year on board the International Space Station, Scott's body had become younger.

One of the genetic indicators of human ageing is the length of our telomeres. Telomeres are the caps at the end of each strand of DNA that protect our chromosomes, like the plastic tips at the end of shoelaces. Normally, telomeres get shorter as we age; they are about 11,000 molecules long when we are born and only about 4,000 long in old age, and this means that our DNA is increasingly vulnerable to damage as we get older. However, an analysis of Scott Kelly's cells, led by Susan Bailey, professor of radiation cancer biology at Colorado State University, showed that the 52-year-old astronaut's telomeres got longer while he was in space, before shrinking back again after returning to Earth.

In theory, expanding telomeres indicate the reversal of part of the ageing process. However, they are also strongly linked to cancer. NASA is aiming to send humans to Mars and beyond, but many scientists worry that long-haul trips into space could cause astronauts to suffer from chronic and severe health problems. So this is definitely not good news, and it could have serious implications for the future of space travel.

Christopher Mason, assistant professor of physiology and biophysics at Cornell Weill Medicine in New York, takes a different view. Professor Mason's team also found changes in Scott Kelly's genes while he was in space. But he thinks this may be less a result of simply being in space, and more due to the intense NASA fitness regime. 'On Earth, you might go to the gym on Tuesday and then decide you can't be bothered on Thursday and go to the pub, but on the space station, the astronauts exercise extremely regularly, and all food and exercise are very controlled.'

Glossary

15 pounds almost 7 kilos

Airplane travel is nature's way of making you look like your passport photol Al Gore, US politician and environmentalist

G narrative tenses, past perfect continuous, so / such...that V air travel P irregular past forms, sentence rhythm

### LISTENING & VOCABULARY air travel

3.1 Listen to some announcements. Would you hear them when travelling by train or by plane? Write T or P.

A B C D E F G H I

- 3.2 Listen again to the ones you would hear when travelling by train (or Underground). What do you need to know if you want to travel on...?
  - 1 the 11.32 train to Margate
  - 2 the 14.15 train to Bournemouth
  - 3 the 17.08 train to Paddington in first class
  - 4 the Jubilee line
- 3.3 Listen again to the ones you would hear when travelling by plane. Answer the questions for each one.
  - · Would you hear it in the airport terminal or on the plane?
  - What is it asking people to do?
- 3.4 Listen to some extracts from the announcements 1-6 in c. What do these formal words and phrases mean?
  - 4 place, personal electronic devices 1 approximately
  - 5 requiring 2 locate
  - 6 disembark, rear 3 proceed to
- p.154 Vocabulary Bank Air travel

### READING

- When you travel by plane, bus, or train, do you normally prefer to sit at the front, in the middle, or at the back? Do you prefer a window seat or an aisle seat? Why?
- Look at the seating diagram of a plane and the seats marked with a cross. Then read the article about where to sit on a plane and match the seat numbers to the correct paragraphs.

### How to get the best seat

Every time you fly, and have to choose a seat, you ask yourself, 'Which is the best seat to choose?' The answer is that it depends entirely on your priorities as a passenger. Telegraph Travel has sifted through the research to reveal the top spots.

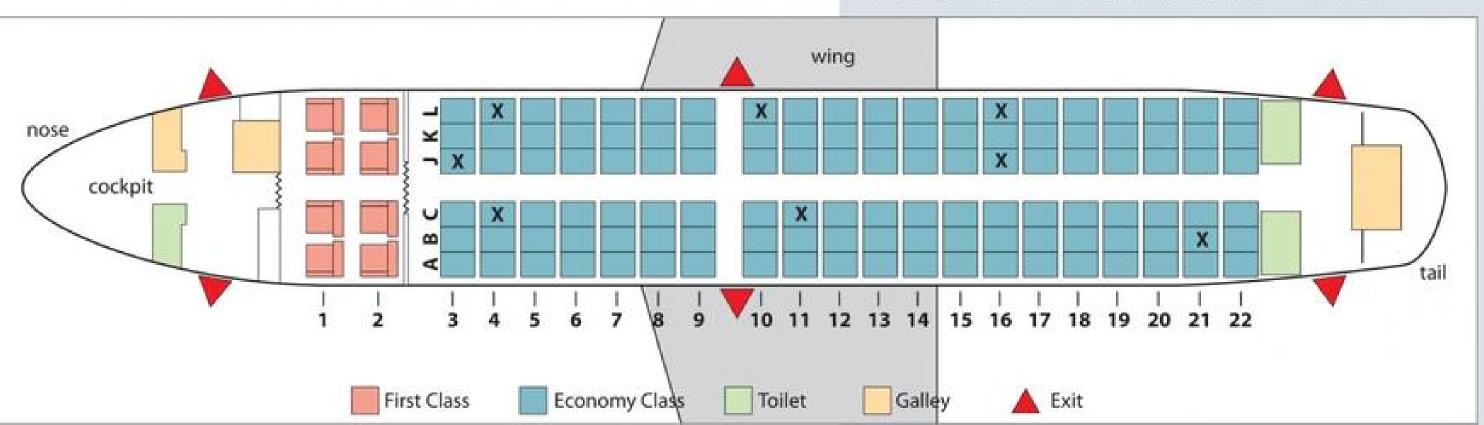


### If you want a speedy exit

You're on a city break to Europe and you're travelling light with just a small carry-on case in the . You want to maximize the amount of time you spend at your destination and minimize the time spent on the plane. Verdict? You need to grab an aisle seat towards the front of the plane on the left, which is where the main exit is located and where passengers leave the aircraft from.

### If you want to sleep

Sleep is hard to come by at an 2 of 35,000 feet. There are so many things conspiring against you that it's hard to nod off: the hum of the engines, the passenger next to you needing to get out, the lack of neck support in your seat. Some places, however, are better than others, for example, some areas of the 3 are less noisy. Window seats give you control of the window blind and a place to rest your head; they also mean you don't need to be woken up every time the passenger next to you needs the toilet. The verdict? A window seat at the front of the plane, where it is also quieter.



### If you don't like turbulence

Turbulence does, of course, shake the entire aircraft, but experts claim there are some seats on a plane where bumps will feel less intense. The verdict? Sit in the middle of the plane, above the wings, which help keep the plane steady when the going gets tough.

### If you need more legroom

Seats in exit rows have more legroom than most. These seats are, however, in such high demand, that some airlines, especially ones, charge more for them. They also come with restrictions: passengers in exit rows, for instance, must be willing to assist in the of the aircraft during an emergency, so they are not available for children or people needing of the verdict? If you're travelling without children, if you're fit and you can afford it, choose a seat in an exit row.

### If you want a better dining experience

According to Professor Charles Spence – author of Gastrophysics: The New Science of Eating – plane food tastes better at the front of the aircraft, where it is quieter and the air is more humid. 'Dry cabin air and the loud 7\_\_\_\_\_ noise all contribute to our inability to taste and smell food and drink,' he told Telegraph Travel. Verdict? Sit as close to the cockpit as possible if you want to make plane food taste better. More often than not, you'll also get served first.

### If you're safety-conscious

Airlines and plane manufacturers will tell you that all seats are equal when it comes to matters of safety. However, some seats are more equal than others. A 2007 study by the magazine *Popular Mechanics* found that passengers sitting near the <sup>8</sup>\_\_\_\_\_ of a plane were 40 per cent more likely to survive a crash than those sitting in the first few rows. Verdict? Sit as far back as possible.

### If you want to have an empty seat next to you

If you are flying with a companion, try booking both the aisle and the window seat. You will often find that the middle seat – as it is the least favoured by passengers travelling solo – has been left empty. Relax and enjoy it.

c Now read the article again and complete it with a word or phrase from the list.

altitude cabin engine evacuation low-cost overhead locker special assistance tail

d According to the information in the article, which do you now think would be the best seat for you?

### e Grammar in context so / such...that...

There are so many things conspiring against you that it's hard to nod off...

These seats are, however, in such high demand, that some airlines, especially low-cost ones, charge more for them.

We often use so / such...that to express a consequence.

- Use so + adjective or adverb, e.g. The taxi driver drove so quickly (that) we got to the airport on time.
- Use so much + uncountable noun and so many + plural countable noun, e.g. There was so much traffic / There were so many buses on the road (that) we nearly missed our flight.
- Use such a + adjective + single countable noun, e.g. It was such a great hotel (that) we want to go back there.
- Use such + adjective + uncountable or plural noun, e.g.
   We had such terrible weather / such small rooms (that) we didn't enjoy the holiday.

### Complete with so, so much / many, such, or such a.

1	The flight was _	long that I got really bored.
2	I had	noisy child behind me that I couldn't sleep.
3	I slept	_ badly on the flight from New York that the
	jet lag was worse	e than usual.
4	There were	people at Check-in that we had to
	queue for ages.	
5	We had	luggage that we had to get two trolleys.
6	We met	nice people in the hotel that we were
	never bored.	

### 3 SPEAKING

In pairs, ask and answer the questions.

### If you have flown several times

- 1 How often do you fly? What kinds of airlines do you normally use?
- When was the last flight you took? Where did you go? What for? Where did you sit?
- 3 Have you ever flown long-haul? Where did you go? How long was the flight? Did you get jet lag?
- 4 How do you feel about flying? Have you ever had a very bad experience on a flight?

### If you have never / hardly ever flown

- 1 When was the last time you went on a journey? Where did you go? What for?
- 2 How do you normally travel a) short distances, b) longer distances? Why do you choose to travel this way?
- 3 What's the furthest you've ever travelled? Why did you go there?
- 4 What's your favourite way of travelling? Why?

### Have you ever...

- been very delayed when travelling? How long for?
- missed a flight, train, or bus? Why? What did you do?
- had to sit near a screaming baby (or a child that kept kicking your seat) on a plane, train, or bus? What did you do?
- had to catch a connecting flight, train, or bus with very little time to spare? Did you catch it?

### 4 LISTENING



- a You are going to listen to an airline pilot talking on a radio programme. Before you listen, discuss questions 1–6 with a partner and imagine what the answers will be.
  - 1 What weather conditions are the most dangerous when you are flying a plane?
  - 2 Is turbulence really dangerous?
  - 3 Which is more dangerous, take-off or landing?
  - 4 Why do passengers have to switch off electronic devices and put their tables up during take-off and landing?
  - 5 Is it really worth listening to safety demonstrations?
  - 6 Do you ever get scared?
- b @3.9 Listen to the programme. How many of the pilot's answers did you predict correctly?
- c Listen again and take notes. How does he explain his answers?
- d What did the pilot say that might make you feel more relaxed next time you fly?
- 5 GRAMMAR narrative tenses, past perfect continuous
- a Read a newspaper story about a delayed easyJet flight. What did the Daily Mail say had happened? What really happened?
- b Read the story again and circle the correct form of the verbs 1–8.
- c Now look at a sentence from the story. Which nights were the passengers at the hotel? What tense do you think the highlighted verb is?

The 150 passengers had been waiting in hotels in Malaga for 36 hours before they were finally able to re-board the Airbus. On Saturday afternoon, they eventually left their hotels...

### d @ p.136 Grammar Bank 3A

- e In pairs or groups, try to complete the two sentences in four different ways, using the four narrative tenses.
  - 1 The police stopped the driver because he...
  - 2 I couldn't sleep last night because...

# easyJet denies passengers asked to vote

Britain's biggest budget airline has denied that passengers on a delayed flight from Malaga to Bristol were asked to vote on whether they wanted to take off with only one engine working.

Flight EZY6058 from Malaga had originally been due to take off shortly before midnight on Thursday 8th June, but the flight was delayed because of problems with the plane. The 150 passengers had been waiting for 36 hours in hotels in Malaga before they were finally able to re-board the Airbus. On Saturday afternoon, they eventually left their hotels and 1 boarded / were boarding the plane. They 2 had sat / were sitting inside the plane waiting to take off, when the easyJet pilot told them that there was still a problem with one of the engines. He then 3 asked / had asked if the passengers, who were by now extremely frustrated and angry, would like to get off the plane, or remain on board while he 4 had tried / was trying to start the engines. However, the Daily Mail reported that the pilot had told passengers that there was a high chance that they would fly with only one engine working, and 5 asked / had asked the passengers whether they wanted to remain on the plane or get off.



An easyJet spokesperson 'said / was saying later, 'The pilot never asked the passengers to vote. We would never attempt to fly the aircraft without both engines working correctly.'

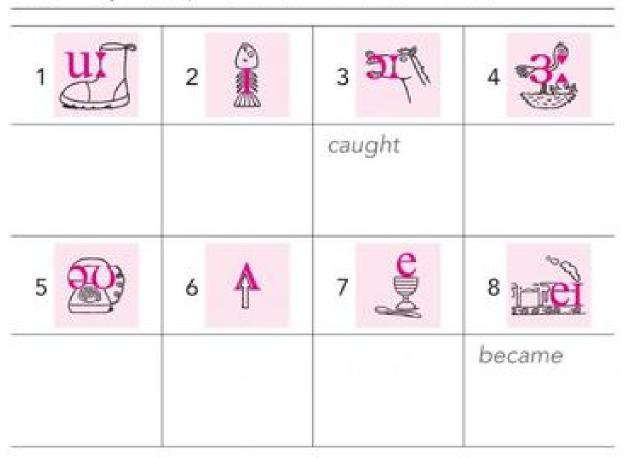
After a further delay, easyJet <sup>7</sup>provided / had provided a replacement aircraft to take the passengers back to Bristol. They finally <sup>8</sup>landed / were landing in the UK at 6pm on Saturday 10th June, 40 hours behind schedule.

Adapted from The Independent

# 6 PRONUNCIATION irregular past forms, sentence rhythm

a Write the past simple of the following verbs in the chart, according to the pronunciation of the vowel sound.

become catch cut drive fall fight fly hear hide hold hurt keep leave lie read ride say sleep tell think throw write



- b Look at the verbs in a again. Which ones have a past participle which is different from the past simple form? Write these past participles in the chart.
- c @3.12 Listen and check. Then listen and repeat.
- d Read a short anecdote about a flight. With a partner, guess what the missing verbs might be.



This 1\_\_\_\_\_ when my wife and I were on a flight to New York, and we'd been 2\_\_\_\_\_ for a few hours. I was 3\_\_\_\_\_, and my wife was 4\_\_\_\_ a film, when suddenly, we 5\_\_\_\_ an announcement – 'Is there a doctor on board?' It 6\_\_\_\_ out that a woman was 7\_\_\_\_ a baby! Luckily, two doctors 8\_\_\_\_ forward, and the baby was 9\_\_\_\_ safely.

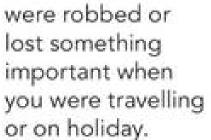
e 3.13 Listen and complete the gaps. Practise reading the anecdote aloud with the correct rhythm, with light stress on the main verbs and other **bold** words.

### 7 SPEAKING

- a @ Communication Flight stories A p.107 B p.112 Read a newspaper story. Then tell your partner the story.
- b You are going to tell an anecdote. The story can either be true or invented. If it's invented, you must try to tell it in such a convincing way that your partner thinks it's true. Choose one of the topics below and plan what you're going to say. Use the language in the Telling an anecdote box to help you, and ask your teacher for any other words you need.

Talk about a time when you...







got completely lost while travelling in another city or country.



arrived home from a trip and had a surprise.

### Telling an anecdote

### Setting the scene

This happened (to me) when I was...
I was...-ing when...
I..., because I had / hadn't...

### The main events

I decided to..., because... So then I... Suddenly / At that moment,...

### What happened in the end

In the end / Eventually,... It turned out that... I felt...

c In pairs, A tell B your story. B show interest and ask for more details. Decide whether you think the story is true or not. Then swap roles.

This happened to me a few years ago, when I was on holiday in Mexico. I was swimming in the sea one day when I saw a shark.

( Really? How big was it?

# A really good ending?

G the position of adverbs and adverbial phrases V adverbs and adverbial phrases

P word stress and intonation

- **GRAMMAR** the position of adverbs and adverbial phrases
- Read four 50-word stories. With a partner, predict how you think each story ends.

# fiftywordstories.com

fiftywordstories.com is a website to which people from all over the world contribute 50-word stories in English.

### Sweet talking



'What are you reading there? It looks serious - you must be incredibly smart.' He uses his usual chat-up lines on the train. Ask them a simple question. Then pay them a compliment. It always works with women. Sadly not this time.

### ② Departed



'Has Mummy gone?'

'Unfortunately she has, sweetie.'

'I miss Mummy.'

'So do I, sweetie. Don't cry.'

'Let's go and get Mummy, right now!'

'We can't do that, sweetie.'

'Where is she?'

'She's in a much better place.'

'WHERE?'

### Can't live without it



Absolutely alone. Silence imprisons her. Suffocating silence. She gets up and crosses the room. She presses the button. Waits.

Three Two One

At once, there is noise! Footsteps running down the stairs. Shouts and wonderful chaos at last! She smiles. Three voices shout in unison,

### Revenge is sweet



'You're sitting in my seat!' the woman said. She showed me her ticket and shouted rudely, 'See? It's mine. Move.' I looked at the ticket carefully. Then I stood up silently. As the train left the station, I whispered to her,

- b Read the four final sentences and match them to the stories. Which one do you think has the best ending?
  - A 'She's gone to have a facial in a nice, quiet beauty salon.'
  - B 'Mum! The internet's gone off!'
  - C 'You have the right seat, but the wrong train.'
  - D 'My divorce papers,' she replied angrily, and turned away.
- c Look at the highlighted adverbs or adverbial phrases in the stories. Think about what they mean and write them in the correct place in the chart.

### Types of adverbs

Time (when things happen, e.g. immediately)

Manner (how you do something, e.g. slowly)
rudely

Degree (describing / modifying an adjective, e.g. very) incredibly

Comment (giving an opinion, e.g. luckily)

Frequency (how often things happen, e.g. rarely)

- d With a partner, decide where the bold adverbs should go in these sentences.
  - 1 He speaks French and Spanish. fluently
  - 2 I use public transport. hardly ever
  - 3 I thought I'd lost my phone, but it was in my bag. fortunately
  - 4 It's important that you arrive on time. extremely
  - 5 When I find out, I'll tell you. immediately
- e @ p.137 Grammar Bank 3B
- f 3.15 Listen to some sound effects and short conversations. Then use the **bold** adverb to complete the sentence.
  - 1 When she got to the bus stop, the bus... just
  - 2 They were having a party when... suddenly
  - 3 He thought he had lost his boarding pass, but... luckily
  - 4 The woman thought Andrea and Tom knew each other, but in fact... never
  - 5 The driver couldn't see where he was going because... hard
  - 6 Alain couldn't understand the man because... incredibly

- 2 VOCABULARY adverbs and adverbial phrases
- a Read another 50-word story. What do you think the missing word is?



### Hard rock

I nearly forget his birthday! I rush to the shops. Lately, he enjoys listening to music, so I choose a Bluetooth speaker. I regret it now. His bedroom is near mine.

The music is really loud! I open the door, and shout, `\_\_\_\_\_, it's late. Please turn the volume down!'

- b Look at the highlighted adverbs. What's the difference between...?
  - a near and nearly
- b late and lately
- c Op.155 Vocabulary Bank Adverbs and adverbial phrases
- 3 PRONUNCIATION word stress and intonation
- a <u>3.18</u> Under<u>line</u> the stressed syllables in these adverbs. Listen and check.

ab|so|lute|ly ac|tua|lly a|ppa|rent|ly ba|si|cally de|fi|nite|ly e|spe|cia|lly e|ven|tua|lly for|tu|nate|ly gra|dua|lly i|dea|lly in|cre|dib|ly lu|cki|ly ob|vi|ous|ly un|for|tu|nate|ly

- b 3.19 Listen and repeat the sentences, copying the stress and intonation of the adverbs.
  - 1 There was a lot of traffic, and unfortunately, we arrived extremely late.
  - 2 We definitely want to go abroad this summer, ideally somewhere hot.
  - 3 It's incredibly easy even a child could do it!
  - 4 I thought Roberto was Portuguese, but actually, he's Brazilian.
  - 5 Apparently, Jack has been offered a promotion at work, but it will mean moving to New York.
  - 6 I absolutely love Italian food, especially pasta.

### 4 WRITING

a You are going to write a 50-word story. It must be 50 words exactly (not including the title) and you must include at least two adverbs. Contracted forms (e.g. I'd) count as one word. First, in pairs, choose one of the titles below.

A holiday romance The lie A day to remember Never again

- b Brainstorm ideas for the plot. Then together, write a first draft. Don't worry about the number of words.
- c Now edit the story to make it exactly 50 words.
- d Read two other pairs' stories. Which do you like best?

### 5 SPEAKING

a Look at the questions about reading habits and answer them with a partner.

### Reading habits

Which of the following do you read?
 How often?

### PRINT

fiction, e.g. classic or modern novels, short stories, graphic novels non-fiction, e.g. self-help books, history books, travel writing, guidebooks textbooks, manuals, or instructions

### ONLINE

blogs chat rooms / forums news reports and articles recipes shopping websites social media song lyrics study- or work-related articles

- Why do you choose to read some things in print and some on-screen?
- What do you read, if anything, specifically to improve your English?
- b G Communication Reading habits p.108 Compare your reading habits.

### **6 READING & LISTENING**

### Reading for pleasure

When you read this story, you will understand it better and enjoy it more if you ask yourself questions from time to time. Think about...

- the setting of the story: Where and when does it take place?
- the characters: Who are they?
   What do they look like? What kinds of people are they? How do you feel about them?
- the events of the story: What is happening at each stage? What might happen next?
- the ending: What might have happened after the end of the story? What is the writer trying to say?

### Glossary

franc /frænk/ (noun) French currency, until the euro was introduced in 2002

# The Necklace

### BY GUY DE MAUPASSANT

### Part 1

athilde Loisel was a pretty and charming girl, but born into a poor family. She was ambitious, and thought she deserved to be part of the highest level of French society. As she grew up, she was increasingly ashamed of her circumstances, but there was little she could do about it. Eventually, she married a clerk at the Ministry of Education.

They led a simple life, and Mathilde suffered. She felt that she deserved a life of luxury, and their poor house and ugly furniture, and just one young servant, made her miserable. She had no dresses, no jewellery, nothing. She never visited her one rich schoolfriend, Madame Forestier, because she could not bear to see the life that she herself would never have.

One evening, her husband came home, proudly holding in his hand a large envelope.

'Here,' he said, 'here's something for you.'

She quickly opened it. It was an invitation from the Minister of Education to a party at the palace of the Ministry. But instead of being delighted, as her husband had hoped, she threw the invitation on the table.

'What do you want me to do with this?'

'My dear, I thought you would be pleased. You never go out, and this is a great occasion. I went to a lot of trouble to get the invitation. Everybody wants one and not many are given to the clerks. You will meet all kinds of important people there.'

She looked at him impatiently and said,
'What do you want me to wear to the party?'
He had not thought of that; he hesitated.
'The dress you wear to the theatre—'
He stopped, as he saw that his wife was crying.

'What's the matter? What's the matter?'
Mathilde wiped her eyes and replied
calmly, 'Nothing. Only I have no dress, so I
cannot go to this party. Give your invitation
to some colleague whose wife has better
clothes than I.'

Her husband was heartbroken.

'Look here, Mathilde, how much would this cost, a proper dress?'

She thought for a few seconds, and answered, 'I don't know exactly, but I think I could do it with four hundred francs.'

He grew a little pale. He had saved exactly this amount for a short trip the following summer with his friends. But he said, 'All right. I will give you four hundred francs. But make sure you get a pretty dress.'

But as the day of the party drew near, Mathilde was still not happy. Although she now had her dress, she had no jewellery to go with it. When she told her husband, he suggested that she ask her friend Jeanne Forestier to lend her something.

Pleased with the idea, she went to her friend's house, and told her about her distress. Madame Forestier agreed to lend her something. She tried on several pieces, but nothing was right, until she suddenly saw a magnificent diamond necklace. To her joy, her friend let her borrow it.



- a 3.20 Read and listen to Part 1 of a short story. With a partner, continue sentences 1–8 in your own words.
  - 1 Mathilde was unhappy because...
  - 2 She never visited Madame Forestier because...
  - 3 Her husband was proud when he came home one night because...
  - 4 Mathilde threw the invitation on the table because...
  - 5 Her husband was really upset because...
  - 6 He was able to give her the money for a dress because...
  - 7 Mathilde was still unhappy because....
  - 8 She was delighted when she visited Madame Forestier because ...

When do you think the story takes place? What kinds of people are Mathilde and her husband? Who do you sympathize with more? Do you think Mathilde will enjoy the party?

- b @3.21 Now listen to Part 2. Answer the questions with a partner.
  - 1 Did Mathilde enjoy the party? Give examples.
  - 2 How did they get home?
  - 3 What did she discover when they got home?
  - 4 What did her husband do?
  - 5 What did they decide to do in the end?
  - 6 How did they raise the money?
  - 7 How did Madame Forestier react?

How do you think their lives will change now?

### Glossary

clasp /klu:sp/ (noun) a device that fastens something, such as a handbag, or the ends of a piece of jewellery

Palais Royal /'pæler ror'jæl/ an expensive area of Paris

- c 3.22 Read and listen to Part 3. Answer the questions with a partner.
  - 1 How did life change for Mathilde?
  - 2 How did it change for her husband?
  - 3 What had they achieved at the end of the ten years?
  - 4 How had Mathilde changed over the ten years?

Who do you think suffered the most, Mathilde or her husband? Why? What do you think would have happened if Mathilde hadn't lost the necklace?

How do you think the story ends?

d 3.23 Listen to the end of the story. Did it end the way you expected?

Do your feelings for Mathilde change during the story? What do you think might have happened after the final conversation? What do you think the message of the story is?

### Glossary

Champs-Elysées /Ja:mz e'li:zei/ the most famous and beautiful avenue in Paris, which goes from the Place de la Concorde to the Arc de Triomphe

### 7 WRITING

p.116 Writing A short story Write a short story of 140–190 words.



### Part 3

athilde now learned the terrible life of the really poor. Heroically, she made the best of it. The debt must be paid. She would pay it. They dismissed their servant; they left their house and rented a small attic under the roof.

She learned how to do housework, and how to cook. She washed the dishes, wearing out her pink nails on the greasy pots and the bottoms of the pans. She washed their dirty sheets and clothes. She took their rubbish down to the street every morning, and she carried up the water, pausing for breath on every floor. Wearing old, worn-out clothes, she went out to the greengrocer, the grocer, the butcher, with a basket on her arm, bargaining, insulted, fighting to save a sou here or there.

Every month, they had to pay back part of the money they had borrowed. Her husband worked in the evening, doing the accounts for a shopkeeper, and at night, often, he did copying at five sous the page.

This life lasted ten years. At the end of ten years, they had paid everything back, everything, with all the accumulation of interest.

With her badly combed hair, and her red hands, Mathilde now looked like an old woman. But sometimes, when her husband was at the office, she sat down by the window, and she thought of that evening long ago, of that party, where she had been so beautiful and so admired.

What would have happened if she had not lost that necklace? Who knows? Who knows?

### Glossary

sou /su:/ (noun) an old French coin worth very little (100 sous = 1 franc)

**G** future perfect and future continuous

V the environment, weather P vowel sounds

### **SPEAKING**

- What do you understand by the expression environmentally friendly? Can you think of any synonyms? On a scale of 1-10, how environmentally friendly do you think a) your friends and family are, b) people in your town are?
- Do the questionnaire and work out your score. Then compare with a partner. Give examples to explain your answers.
- @ Communication Your score p.108 Read about what your score means.



### 2 GRAMMAR future perfect and future continuous

a Look at the title of the infographic. What predictions do you think it will make about the things in the list?

energy waste transport food and water the weather

- b Now read the infographic. How many of your predictions were there? With a partner, say which ones...
  - 1 you think are likely to happen in the next 20 years.
  - 2 you think will definitely happen in the next 20 years.
  - 3 you think probably won't ever happen.
  - 4 you would most and least like to come true.

# How will we be living in 20 YEARS' TIME?

### **ENERGY**

Fossil fuels, like coal and gas, will be very expensive. Most people 'will have installed solar panels or wind turbines on their houses or blocks of flats to generate their electricity.





### WASTE

People <sup>2</sup>will be recycling nearly 100% of their waste (and those who don't will have to pay a fine). All shops and cafés <sup>3</sup>will have stopped using plastic bags and single-use containers, like takeaway coffee cups.

### TRANSPORT

Governments <sup>4</sup>will have invested a lot of money in public transport. Everyone <sup>5</sup>will be cycling, walking, or using the bus and train more. Low-cost airlines <sup>6</sup>will have disappeared and flights will be much more expensive.



### FOOD AND WATER



Farmers <sup>7</sup> will have stopped producing meat commercially and many kinds of fish <sup>8</sup> will have died out. Fresh water <sup>9</sup> will be running out in many parts of the world and we <sup>10</sup> will be getting much of our water from the sea (through desalination plants).

### THE WEATHER

We <sup>11</sup> will be having more extreme weather, and heatwaves, hurricanes, floods, etc. will be frequent occurrences. Many ski resorts <sup>12</sup> will have closed because of a lack of winter snow, and some low-lying beaches and holiday resorts <sup>13</sup> will have disappeared completely.



- c Look at the <u>highlighted</u> verbs in the predictions. Which ones refer to...?
  - a an action or situation that will be finished in the future
  - b an action or situation which will be in progress in the future

### d @ p.138 Grammar Bank 4A

e Talk to a partner and say if you think the following predictions will happen. Explain why (not).

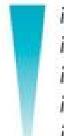
### In 20 years' time...

- everyone will be using their own reusable shopping bags, cups, and bottles.
- most people will have stopped eating any animal products and will be following a vegan diet.
- all private swimming pools and golf courses will have been banned.
- people will be having more holidays in their own country and fewer abroad.
- car companies will only be selling electric cars.
- most people in office jobs will be working from home.

### definitely, probably, and likely / unlikely

We often use verb + definitely or probably, and be likely / unlikely + to + infinitive when talking about the future, especially when we are making predictions.

### I think ...



it'll definitely happen.
it's (very) likely to happen.
it'll probably happen.
it probably won't happen.
it's (very) unlikely to happen.
it definitely won't happen.

f Now make your own predictions about things in the list.

fashion health and medicine housing politics shopping social media



### 3 VOCABULARY weather

- a Look at the photos. What kinds of weather events can you see? When did you last see them where you live?
- b Ø p.156 Vocabulary Bank Weather

### 4 PRONUNCIATION vowel sounds

a Look at the groups of words. What is the common sound in each group? Write the sound words for 1–10.

1 <u>owl</u>	shower drought
2	below snow
3	cool humid monsoon typhoon
4	flood hurricane thunder
5	heavy weather
6	heatwave breeze freezing
7	pouring storm scorching warm
8	drizzling chilly
9	bright icy lightning mild
10	clear zero

b 0 4.6 Listen and check. Practise saying the groups of words.

### 5 READING

- a Read the introduction to the website of the Climate Stories Project. What is the project about?
- b Now look at the photos and read what six people from different continents have to say about climate change. Then with a partner, try to label the photos with the countries where they are from.
- c Read the stories again. Then look at the things in the list. For each one, say who mentions them and why they are significant.
  - 1 one month's rainfall
  - 2 21st September
  - 3 Los Angeles and Manhattan
  - 4 the river
  - 5 przedwiośnie
  - 6 beautiful properties and parks
- d Which person mentions things that are also happening where you live?

### Climate Stories Project

Today, more and more of us are feeling the effects of climate change on a personal and community level. The Climate Stories Project allows people from around the world to share their stories about climate change and explain the impact that it is having on our lives.





Diana Maciaga from

We don't have major hurricanes or wildfires, but you can see that the weather patterns have been changing. For example, the winters are much milder than they used to be 20 years ago, and in the summers, we often have a huge heatwave. We used to have a special name for a period that is between winter and spring: we call it przedwiaśnie, and now it doesn't really happen. So for me, this is one of the most significant examples of the changes in climate.



Umberto Crespo Palmarito from

Here, the rainy season used to start in March and the rain stopped in November, Now, the heavy rain only starts in June. Years ago, it would be pouring with rain every day. And now there can be a week, 15 days, without any rain. My grandfather and my father lived their life according to the weather because it was like a clock: it was never wrong. We used to say that 21st September was the day the weather changed. And now people don't say it. It's completely different from before.

### 6 LISTENING

- a You're going to listen to Mike Bench, a meteorologist, talking about his job. First, in pairs, read the questions and guess what he's going to answer.
  - 1 What's the difference between a meteorologist and a weather presenter?
  - 2 How far ahead can you accurately predict the weather?
  - 3 Are long-term forecasts ever accurate?
  - 4 What's your favourite kind of weather?
  - 5 Why do you think the British talk about the weather so much?
  - 6 In what ways have you noticed that the weather has changed in the last ten years?
  - 7 Are you optimistic or pessimistic about climate change?
- b 0 4.7 Listen to the interview once. Did you guess correctly in a?
- c Listen again. What examples does he give of the following?
  - 1 an occasion when it's difficult to predict the weather
  - 2 how weather in one part of the world affects another part
  - 3 why thunderstorms are exciting to watch at night
  - 4 how the weather affects us day to day
  - 5 some unusual weather this year in the UK
  - 6 the effects of climate change on the UK weather
- d Do you think Mike enjoys his job? Why?

### 7 SPEAKING

Talk to a partner.

### Let's talk about the weather

- What's your favourite kind of weather? And your least favourite?
- How does the weather affect your mood?
- Do people in your country complain much about the weather? What kind of weather in particular?
- In what ways has climate change affected the weather in your country?
- Are you optimistic or pessimistic about climate change?

### Have you, or has anyone you know, ever been somewhere when...?

- it poured with rain for days and days
- there was a flood
- there was a hurricane or it was incredibly windy
- it was absolutely freezing
- it was very foggy, or there was bad smog
- · there was a terrible heatwave
- you were caught outside in a thunderstorm

### Modifiers with strong adjectives

When you are talking about extreme situations, e.g. very bad weather, you can use:

- 1 normal adjectives with a modifier (very, really, extremely, incredibly, unbelievably), e.g. It was incredibly cold / extremely hot / unbelievably windy, etc.
- 2 strong adjectives, e.g. It's boiling here 40 degrees. It's freezing today, etc.
- 3 Strong adjectives with absolutely, e.g. It was absolutely freezing. The midday heat was absolutely scorching.



### Nadine Lefort from

For many years, we had less snow in the winter, and then this past year we had an extreme winter - freezing, with terrible blizzards - so weather patterns are changing and it's less predictable. Another thing I notice is that the coasts seem to be eroding much more quickly than they were in the past. It's sad, because so many beautiful properties and parks are right on the coast and it will be a shame to see them gone. People are saying that they'd never buy or build in those places because they'll be gone in the future.



### Harou Abass Hadiza from

When I was at primary school, my friends and I used to go to the river. It was green, and the air was cool and fresh. Some of us were afraid to go far from the riverbank when we were swimming, because the river was deep and had a strong current. However, in the last few years, we are experiencing increasingly hot weather extreme heat. Now the river isn't so deep, and it's dusty and dirty. Air quality in my city has also declined. There is more dust, due to desertification.



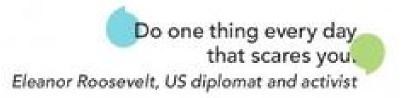
### Efleda Bautista from

I come from Tacloban City, the city that was hit by Typhoon Haiyan, and this is really a prime example of what climate change can do to destroy a community. We had a long drought, and then rainfall equivalent to one month's rainfall falling in one or two days in the city, and everywhere was flooded. That never happened before, and it's closely connected with climate change.



### Jordan Hamada from

There hasn't been a big snowstorm here for over ten years. This area is known for its rain, and there hasn't been much for the past few months, and I'm pretty surprised, because it's been so dry this winter. It's definitely not something I think about all the time, but I've seen some articles recently talking about how Los Angeles and Manhattan will eventually be under water, possibly in our lifetime, or the next generation's lifetime, and that makes it seem very real - that's definitely a scary thought.



G zero and first conditionals, future time clauses

V expressions with take P linked phrases

### LISTENING

- Look at the things in the list. How risky do you personally think they are? Why? Score them 1-5 (1 = not risky at all,5 = very risky indeed). Then compare in small groups. How similar are you in your attitude to risk?
  - having cosmetic surgery
  - cycling in your city
  - smoking
  - eating street food when you're travelling
  - buying a second-hand car
  - walking in the hills
  - online dating
  - telling a lie on your CV
- 4.8 Listen to four people answering the question Are you a risk-taker? Write √, X, or ✓/X in the box. Which of the topics in the list does the risk they talk about relate to?

a job a sport a relationship money

- 1 Holly
- 2 Karen
- 3 Tom
- 4 Jeanie
- Listen again and write H (Holly), **K** (Karen), **T** (Tom), or **J** (Jeanie).

Who...?

- 1 thinks his / her attitude to risk hasn't changed at all throughout his / her life
- 2 thinks that the risk varies depending on the price
- 3 had to make a life-changing decision
- 4 is quite surprised about how positive he / she felt after doing a risky activity
- 5 thinks most people take this kind of risk nowadays
- 6 decided not to go straight into working in an office
- 7 wonders whether things might have been different if he / she hadn't taken the risk
- 8 thinks the risk was worth taking because he / she learned some useful things for the future
- Which speaker do you think took the biggest risk? Why?

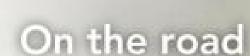
### **SPEAKING**

- Work with a partner. A interview B with the questions in the green circles. After each question, write R if you think that in that area, **B** is prepared to take risks. Then **B** interview **A** in same way with the blue circles.
- b Now compare your answers in each area. Decide which of you is the bigger risk-taker.

### Appearance

Have you ever done something dramatically different to your hair, e.g. had a very different hairstyle or hair colour? How did you feel immediately afterwards?

Would you ever get a tattoo or a piercing?



Where do you normally cross the road - at a traffic light or zebra crossing, or just anywhere?

Do you drive a car or ride a motorbike? Do you ever go really fast and break the speed limit? night, or get late-

### Shopping and money

Have you ever bought something expensive on eBay or a similar site? Would you?

Do you use internet or mobile banking? Do you think it's safe? Have you ever lost any money from computer fraud?

Do you walk by

yourself late at

night taxis?

Do you have different PINs and passwords, or do you always use the same one?

### 3 GRAMMAR zero and first conditionals, future time clauses

- Match the sentence halves.
  - 1 If my dad finds out I've been hitchhiking,
  - 2 When you're crossing the road in the UK,
  - 3 As soon as I've passed my test,
  - 4 If it's still snowing tomorrow,
  - 5 When we've booked the flights,
  - 6 Unless you lend her that money,
  - 7 If his temperature hasn't gone down,
  - 8 If it doesn't rain by the end of the week,
  - A all the plants in the garden will have died.
  - B he'll be furious.
  - C I'm going to buy a motorbike.
  - D make sure you look right and then left.
  - E she won't be able to buy a flat.
  - F we need to start looking for hotels.
  - G we won't be driving anywhere.
  - H he isn't going to school tomorrow.

### Food

If you were offered very unusual food that you'd never had before, would you try it? Why (not)? If food is past its
sell-by date, are you
still happy to eat it?
Have you ever had food
poisoning from eating
something that wasn't
in good condition?

### Travel

Have you ever taken selfies on holiday in a dangerous place, e.g. on the edge of a cliff? Have you
ever gone
on holiday with
someone you
didn't know
very well?

If you're travelling Do you normally take out insurance when you travel?

normally get to the station or airport with plenty of time, or do you always arrive at the last minute?

### Work and study

Have you ever only revised for an exam at the last minute? Did you pass?

Would
you accept a
job abroad in a
country where you
didn't speak the
language?

- b Look at the highlighted verbs. In first conditional sentences and future time clauses, what forms or tenses can you use...?
  - 1 after if, when, etc. (1-8)
  - 2 in the main clause (A-H)
- c Now look at two more conditional sentences. Do the bold clauses refer to a) something which is a <u>possible</u> consequence of the if-clause, or b) something which is <u>always</u> a consequence of the if-clause?
  - 1 If you don't take out travel insurance, you run the risk of paying expensive medical fees.
  - 2 If you use online banking, it's essential to never share your password.

### d @ p.139 Grammar Bank 4B

- e In pairs, complete each sentence in your own words.
  - 1 Don't buy a second-hand car unless...
  - 2 You shouldn't think of getting a tattoo if...
  - 3 Keep a first-aid kit in your house in case...
  - 4 Children shouldn't use social media until...
  - 5 Always take out travel insurance in case...
  - 6 As soon as you've received your new credit card,...
  - 7 Don't go walking in the mountains on your own unless...
  - 8 If you are taking a new job abroad,...

### 4 PRONUNCIATION linked phrases

a ① 4.12 Listen and complete the sentence below with three words. Can you explain why a) the first and second words are linked together, b) the second and third words are linked together?

I'll call you \_\_\_\_\_ my shopping's been delivered.

b 0 4.13 Listen and complete the gaps with more linked phrases.

1	Don't call me	emergency.
2	As	concerned, you have to be mad to want to
	do an extreme sport.	
3	Be careful with your w phone in the street.	vallet,, don't use your
4	It was	experience that I've never forgotten it.
_	Lalyard pay bair blue a	and I bated it!

- 5 I dyed my hair blue a \_\_\_\_\_\_, and I hated it!
- 6 I was quite scared at first, but it was \_\_\_\_\_\_ the end.
  7 \_\_\_\_\_, let's try to find a cheap hotel.
- 8 \_\_\_\_\_ world, everyone would earn a salary.
- c In pairs, practise saying the highlighted phrases quickly, trying to link the words together. Then make personal sentences with as many of the phrases as you can.

( I never go to the doctor unless it's an emergency.

# WHY ARE DEADLY

# EXTREME SPORTS MORE POPULAR THAN EVER?

Two men leap from the top of the mountain and spread their wings to fly down one of the most dangerous routes in one of the world's most dangerous sports. Dario Zanon and Graham Dickinson are experts at wingsuit flying. Using pieces of cloth that join their arms and legs, they fly past cliff edges and between trees at over 110 mph. Then they release their parachutes and drift down to land. This video has been watched over ten million times on social media.

A few months later, Zanon returned to Chamonix and climbed the Aiguille du Midi on the other side of the valley, for a solo flight. On the Sunday, his body was found on the glaciers 5,000 feet below. He was 33. Most likely no one will ever know exactly which small thing went wrong. Small things become big quickly at 110 mph. It does happen to the best. Mark Sutton, the man who parachuted into the London Olympics stadium dressed as James Bond, was killed wingsuit flying in the Swiss Alps, while filming for EpicTV. Dean Potter, a famous US wingsuit flyer, died with his friend Graham Hunt. They had jumped from Taft Point in California.

Today extreme sports are booming. Skydiving is a good example – in 2006, the British Parachute Association recorded 39,100 first jumps, but last year there were 59,679. The number of people climbing Everest has rocketed since the 1990s, and the proportion of women climbers is increasing, up from about 16% in 2002 to 36% now.

'You just get into it and then progressively build up,' says Jess Cox, 27, an instructor at her father's paragliding business. 'Better flights involve going higher, further, doing acrobatic stuff.' She shows me a video on her phone, of when she and a friend jumped off a mountain in Turkey. 'Woo-hoo!' she squeals, watching. 'I'd say that was one of the best days of my life. It's completely addictive. Some people become completely obsessed, quit their jobs, and just travel round the world, leaping off things.' Science teacher Becky, on the other hand, didn't get addicted. 'I did a skydive once and I've also done bungee jumping. The skydive was good, yes. I've no particular need to do it again. But,' she says, 'life would be a bit boring if people didn't try new things.'

Extreme sports constantly push people to test the ultimate limits of their own safety. They are jumping blindfolded, or with their dog, or skydiving without a parachute into a giant net – and you'll find all these online, thanks to action cameras. One hundred hours of GoPro video are uploaded onto YouTube every minute, and sales of these cameras are growing at 50% a year. Watching other people do these things is attracting many more new participants.

A good footballer or tennis player always wants to be tested against better opponents, but their opponents are human. In extreme sports, the opponent is danger. So how can you get better without killing yourself? Steph Davis, one of the world's best-known climbers and wingsuit flyers, wrote,

'Perhaps getting better means becoming more elegant.' Maybe the future of extreme sports is about learning to be less extreme.

### 5 READING



a Look at the photos and label them with a sport from the list. What other extreme sports do you know?

bungee jumping paragliding skydiving wingsuit flying

- b Now look at the title of an article about extreme sports, and read the article. Tick (✓) the three reasons it gives.
  - 1 More and more celebrities are taking them up.
  - 2 Once some people have tried it, they can't stop.
  - 3 People find traditional sports, like football, not challenging enough.
  - 4 People want to have new experiences.
  - 5 They are better known because you can watch other people doing them live online.
  - 6 It's cheaper to do extreme sports than ever before.
- c Look at 1–7 below and think about what information is missing: a name or a number. Then read the article again and complete the gaps.

1	: the typical speed of a wingsuit flyer			
2	: the age that Zanon was when he died			
3	: the two men			
	killed wingsuit flying in the USA a few years ago			
4	: the number of people who parachuted			
	for the first time last year			
5	: the percentage of female climbers now			
6	: the woman who paraglided off a			
	mountain in Turkey			
7	: one of world's best female wingsuit flyers			

- d Read the last paragraph again. What do you think the writer means when he says Maybe the future of extreme sports is about learning to be less extreme? Do you agree?
- e Talk to a partner.

Have you ever done an extreme sport? Did you enjoy it? Why (not)? Which extreme sport that you have never done would you most / least like to try?

### Glossary

Taft Point a very high granite rock in Yosemite /ju/semiti/ Park, California

**GoPro** a compact action camera capable of taking photos and videos in extreme conditions

Adapted from The Guard

### 6 VOCABULARY expressions with take

- a 0 4.14 Listen to Sophie Rees, who works in the ski industry, answering six questions about extreme sports. Match her answers 1–6 to questions A–F.
  - A Are you ever afraid that you might get injured or killed?
  - B Do you think extreme sports are more popular with men than with women?
  - C What other extreme sports have you done?
  - D What's the first extreme sport you did? When was it?
  - E Why do you enjoy extreme sports?
  - F Why do you think extreme sports are becoming more popular?
- b Listen again. How does she answer each question?
- c Look at three extracts from the interview with Sophie. Can you remember what the missing words are?
  - 1 I take \_\_\_\_\_ my dad we're both sports-mad.
  - 2 I think it's because I love taking \_\_\_\_\_; I love the adrenaline rush.
  - 3 I think more and more people are taking \_\_\_\_\_\_ in extreme sports...
- d Look at some more expressions and phrasal verbs with take. With a partner, try to work out their meaning from the context.

### Expressions with take

- 1 My neighbour takes care of my son while I'm at work.
- 2 You should take advantage of that job offer. It's a great opportunity.
- 3 The concert will take place on 6th March.
- 4 You don't need to hurry. Take your time.
- 5 As regards evaluation, coursework is taken into account, as well as exam results.
- 6 Take no notice of my brother. He's just being annoying.
- 7 The dog looked so hungry that I took pity on it, and gave it some of my food.

### Phrasal verbs with take

- 8 Take your jacket off it's hot in here.
  The flight will take off in about 20 minutes.
- 9 I'd love to take up snowboarding it sounds really exciting.
- 10 My boyfriend's little sister has really taken to me she always wants to play with me.
- 11 I don't know why Mum has suddenly taken against the neighbours. She always used to like them.
- 12 Jonas is taking me out for dinner tonight. He's booked a great new restaurant.
  - Please take the rubbish out. It's beginning to smell.

### 7 WRITING

p.117 Writing For and against Write a blog post.

### 8 D VIDEO LISTENING



a Watch a documentary about Grace
Doyle. How did surfing help her through
a difficult time in her life?

### Glossary

surfboard a long narrow piece of hard material that you stand on to surf (also body~, a short, light board that you ride lying on your front) wipe out to fall, especially when doing a sport such as surfing or skiing

- b Watch the documentary again and complete the information with one or two words.
  - 1 Grace is from a small town in
  - 2 She originally trained to be
  - 3 She got interested in surfing when she was young because of
  - 4 Grace has surfed abroad in places such as Central America, \_\_\_\_\_, and \_\_\_\_\_.
  - 5 The global surfing business is worth about a \_\_\_\_\_ billion \_\_\_\_\_.
  - 6 Grace thinks that media coverage is one reason why surfing has become
  - 7 According to Grace, people are attracted to surfing because it's and
  - 8 If you fall off a big wave, you need to hold your \_\_\_\_ and \_\_\_.
  - 9 Grace enjoys the balance between the danger of injury and the chance she might get the \_\_\_\_\_\_ of her life.
  - 10 In highly competitive surfing, there's a real risk that you could get \_\_\_\_\_ or even .
- c Do you think doing something that gives you an 'adrenaline rush' is always more enjoyable? What things do you do that are 'both healthy and fun'?

# Revise and Check

### **GRAMMAR**

a

C	ircle a, b, or c.
1	When we got to Terminal 2, the flight from London
	<ul> <li>a had already landed</li> <li>b had already been landing</li> <li>c already landed</li> </ul>
2	When we arrived at the airport, we that our flight was delayed.
	a had discovered b were discovering c discovered
3	We for about an hour when suddenly the plane began to lose height.
Α	a had been flying <b>b</b> were flying <b>c</b> flew Nico's father .
4	a speaks English fluently b speaks English fluent c speaks fluently English
5	I just need another five minutes.
	a I've finished nearly b Nearly I've finished c I've nearly finished
6	The driver in the accident.
	a seriously was injured b was injured seriously
7	c was seriously injured The car 50,000 km – we'll need to get it serviced.
	a will soon have done b will soon do c will soon be doing
8	You can watch TV as soon as your homework.  a you'll finish b you're finishing c you've finished
9	If the tickets cost more than 100 euros,
	a I don't go b I'm not going to go c I won't have gone
10	She won't be able to get a place at university
	she works really hard next year.
	a until b unless c in case
	omplete the sentences with the correct form of se verb in <b>bold</b> .
1	Imagine! This time tomorrow we on the beach. <b>lie</b>
2	The match starts at 7.00. By the time I get home it already start
3	You mustn't use your mobile phone until the plane land
4	Many people have problems sleeping if they coffee after midday. drink
5	I want to spend a year travelling when  I university. finish

### **VOCABULARY**

Saturday.

1	g the place where you wait to boar	rd your
	flight	
2	b r the place where you	pick up
	your luggage after you've arrived	
3	a the passage between the rows o	f seats
	inside a plane	
4	t a series of sudden and violent ch wind direction which affects flights	anges ir
5	j I the feeling of being t	ired
	and confused after a long-haul flight	
C	Circle the correct word.	
1	A How was your trip / travel? B Great, thank	S.
2	사용하다 가는 이 없이 되는 것이 하면 하는 것이 하면 하는 것이 되었다. 그 사람은 사람이 없어 없어 없어 하는 것이다.	
3		
4	I've been working too hard / hardly lately.	
	I love all pasta, but especially / specially lasage	ne.
C	Complete with the verb in the past tense.	
1	The wind bl so hard that two trees down.	fell
2	The taxi dr me off outside the term	inal.
3	It p with rain last night and I got reacoming home from work.	ally wet
4	She g on the bus, but there was no to sit.	where
5	We t advantage of the good weath spent the day at the beach.	er and
16		
C	ircle the word that is different.	
1	breeze wind hurricane blizzard	
2	chilly boiling hot scorching	
3	fog damp mist smog	
4	cold freezing bright icy	
5	hail thunder lightning drought	
С	Complete with one word.	
1	We checked as soon as we got to airport.	the
2	The most dangerous moment during a flight is	s when
40,57	the plane is taking or landing.	
3	I've decided to take running. I need to	o lose
0	some weight.	
	some weight.  Who do you take most in your fam	

b

## **PRONUNCIATION**

a Circle the word with a different sound.

1	<b>F</b>	aisle flight mild windy
2	2	weather heavy clear pleasant
3		lounge snow cold closed
4	<b>^</b>	luggage flood thunder humid
5	nel	rain trolley lately delayed

b Under<u>line</u> the main stressed syllable.

1 e ven tually

3 e|spe|cia|lly

5 hu rri cane

2 gra|dua|lly

4 palsseniger

## CAN YOU understand this text?

- a Read the article once. Which volcano is the most challenging to climb?
- b Read the article again. Answer the questions with Misti (M), Ngauruhoe (N), or Teide (T).
  - 1 It's famous because it was in a film.
  - 2 It's no longer an active volcano.
  - 3 It can be freezing there, even in the summer.
  - 4 It's the highest of the three volcanoes.
  - 5 You don't have to have a guide.
  - 6 You can see volcanic activity during the hike.

## CAN YOU understand these people?

①4.15 Watch or listen and choose a, b, or c.









Julia

Nora

Rafael

Diarmuid

1 When Nora flew to Hong Kong \_\_\_\_.

- a she had a stopover in Ireland
- b she was able to get some sleep on the plane
- c the flight lasted for 30 hours
- 2 Rafael .
  - a often reads novels
  - b doesn't read very fast
  - c never reads online
- 3 When Diarmuid was living in Japan, and there were typhoons, \_\_\_\_\_.
  - a he wasn't allowed to leave the house
  - b a lot of people panicked
  - c his building was destroyed
- 4 Julia enjoyed waterskiing \_\_\_\_ the dangers.
  - a because she was addicted to
  - b despite knowing about
  - c because she was ignorant of



Mount Misti is Peru's most famous volcano. It is also its most active, so climbers must be aware of any eruption threats before attempting the exhilarating two-day hike to the summit. Due to the challenging environmental conditions, few people reach the top of the volcano. Ice picks and crampons are often a necessity, making this a difficult hike for a climbing novice, but a welcome challenge for anyone wanting to test their limits. You will need a guide, who will provide you with safe overnight accommodation. Along the way, look for hot gases hissing through volcanic cracks. From the summit, at 5,821 metres, you can look down at the city of Arequipa and see neighbouring volcanoes Chachani and Pikchu Pikchu.

Mount Ngauruhoe has become one of New Zealand's most popular climbing locations since its star turn as Mount Doom in Peter Jackson's The Lord of the Rings trilogy. After its last eruption in 1975, Mount Ngauruhoe's Volcanic Alert Level has dramatically reduced, although it is still listed as an active volcano. Ngauruhoe is 2,291 metres high, and a 90-minute walk takes you to the foot of the volcano. The hike takes about eight hours altogether. The first 45 minutes are suitable for children and the elderly, but the climb then becomes more dramatic, with a steep slope and few opportunities to rest. It's a challenging hike across loose rock surfaces, ice caps and at times sub-zero temperatures, even in summer. This is one for adrenaline seekers. You will also need a guide.

Mount Teide is Europe's highest volcano. It lies 3,718 metres above sea level on Tenerife, the largest island in the Canaries. Last erupting in 1909, it is now a dormant volcano that attracts eager climbers each vear. Hikers can attempt to reach Teide's summit throughout the year, but due to the scorching summer heat, it is best to climb it during the spring (April-May) and autumn (September-October) when the weather is mildest. The terrain is not too treacherous, and the low altitude trails are accessible to climbers of all abilities. The five- to seven-hour trek to the summit is a challenging expedition, but when you reach the top and gaze down at Tenerife and its neighbouring islands, all your efforts will be worthwhile.

G used to, be used to, get used to V sleep P /s/ and /z

## GRAMMAR used to, be used to, get used to



- Do you ever have problems sleeping? Why (not)? What kinds of things might make it difficult for people to sleep well?
- b 06.1 Listen to three people, Rafa, Mike, and Steph, who all have problems sleeping at night. What are the main reasons they give? Have any of them managed to solve the problem?
- the gaps with a few words.

### Rafa

where there's light coming in I can't get used to 1 from the streetlights outside. I always used to 2\_

Mike The main problem is that my body's used to 3\_ during the day. It's very hard to get used to 4\_ \_\_\_\_\_ all night. Before I became a policeman, I used to 5\_\_\_\_\_ hours a night.

### Steph

And just when I'm finally used to 6\_ \_\_\_\_\_, then it's time to fly back to the UK.

- d Look the highlighted phrases. Answer the questions with a partner.
  - 1 What do you think used to means after be / get? a tired of b accustomed to c good at
  - 2 What's the difference between be + adjective, e.g. be old, be used to, and get + adjective, e.g. get old, get used to?
  - 3 What form does the verb take after used to and be / get used to?
- @ p.142 Grammar Bank 6A

- Talk to a partner. Ask for and give more information.
  - 1 When you were a young child, did you use to...?
    - · share a room with a brother or sister
    - · sleep with the light on
    - wake up very early in the morning
  - 2 Do you ever have problems sleeping when you're staying somewhere new or different that you aren't used to (e.g. in a hotel)?
  - 3 Do you think you would find it difficult to get used to ...?
    - always going to bed after midnight
    - getting up at 5.30 a.m. every day
    - · travelling long-haul very often

## PRONUNCIATION /s/ and /z/

- one is used to pronounced differently? What's the difference?
  - 1 I used to get up really late, but now I get up early.
  - 2 It often takes time to get used to sleeping in a new bed.
  - 3 Valerian is a herb which is used to help people to sleep better.
- b 06.6 Listen and repeat some pairs of words where the only difference in pronunciation is the final s or z.





- b lose 1 a loose 2 a bus b buzz 3 a course b cause 4 a ice b eyes 5 a race b raise 6 a peace b peas 7 a price b prize 8 a place b plays
- 006.7 Listen to some sentences with words from **b**. Which word do you hear each time? In 1-4 the context will help you, but not in 5-8.
- Practise with a partner. Say one word from each pair in **b** to your partner. He / She must say if it's a or b.

## 3 READING

a Look at the title of the article below and read the first paragraph. What exactly is segmented sleep?

# The way we used to sleep

## The forgotten benefits of segmented sleep

Sleeping for eight hours a night without waking up is not natural human behaviour. For centuries, 'segmented sleep' was standard. People used to go to bed quite early, sleep for a few hours, wake for an hour or two around midnight, and then sleep for about another three or four hours until sunrise.

This time when people were awake was called 'the watch', and it was used for all sorts of activities. It was a chance to meditate and think about vivid dreams. More active people used the hour to visit sick family members, do housework, or even steal from the neighbours under the cover of darkness! It was an hour typically free from social demands. One 15thcentury Italian woman wrote that it was a time when she was able to sew or write letters in privacy, when she was not 'surrounded by men, performing jobs for men'. Doctors also believed in the medical benefits that came from changing sleeping position, or taking medication during the watch. The practice of 'first sleep' and 'second sleep' is mentioned by many great authors, including Homer, Chaucer, Austen, Dickens, and Tolstoy.

Since we've got used to artificial light, however, segmented sleep has become both unfashionable and harder to achieve. We've now lost that hour between sleeps, a time when we can be awake and alone with our thoughts. Segmented sleep is arguably more natural than the sleep we experience nowadays. People who regularly wake in the night will no doubt be relieved to hear that there's nothing wrong with them.

- b Now read the whole article and answer the questions.
  - 1 What kinds of things would people do during 'the watch'?
  - 2 Was segmented sleep considered a good thing?
  - 3 Why don't we sleep like this nowadays?

- Read about photographer Brennan Wenck-Reilly, who is usually awake during the night. Answer the questions.
  - 1 How long is he usually awake for?
  - 2 What does he do with the time?

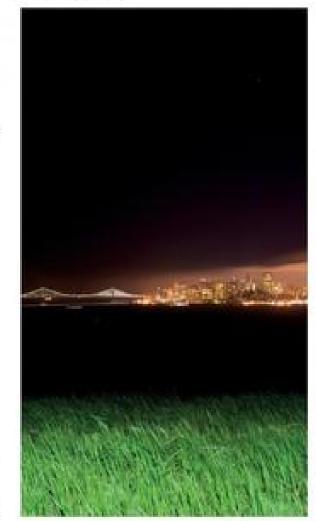
## Things people do at night

Brennan Wenck-Reilly, 36, San Francisco, USA

I spent two years living high up in the Andes, in Chacopampa in Bolivia. I was in the Peace Corps, a volunteer organization run through the US government. Chacopampa was a town that had no electricity 90% of the to follow the time. We 1 u patterns of the sun, that is, I'd go to bed between 8.00 and 9.00 and get up at about 6 a.m. But at around midnight I'd wake up and then I'd be up till 3.00 a.m. or so. In those hours \_\_\_\_\_ midnight and 3.00, I would normally read, sometimes as much as 100 pages of a book.

When I got back to San Francisco, I'd

<sup>3</sup>g\_\_\_\_\_ used to sleeping like
this, and somehow, I carried on with it.



I \*w\_\_\_\_\_ go to bed around 9.00, wake up between midnight and 1.00 a.m., and then be up until about 4.00. Then I'd sleep till 7.00 or 8.00. My wife and I lived in a one-bedroom apartment, and my wife is a fairly \*5 |\_\_\_\_\_\_ sleeper, so my best option was to get out of the house. That's when I started doing night photography.

San Francisco at that hour is quite magical. I often find <sup>6</sup>m\_\_\_\_\_\_ alone on the streets, or at the beach, in the woods. Part of the adventure is finding new locations, part is the solitude, and the reward is the image I get to take home. One of my favourites is this one of Angel Island. It was quite <sup>7</sup>w\_\_\_\_\_\_, as you can see from the grass in the foreground.

If I don't <sup>8</sup>I\_\_\_\_\_ the house, I'll work on framing photos, or grading (I'm also a teacher), and sometimes I'll simply put on a movie. I also sometimes run – I used to have a running partner who lived a couple of blocks away. A couple of times a week we'd text each other around 1.00 or 2.00 a.m., and then meet at the street corner and run for about an hour. That lasted about a year, then we both <sup>9</sup>e\_\_\_\_ up moving away. Now I have young kids, but I long for them to be more independent so that I can once again go back to my sleep pattern.

Brennan is now running courses in night photography.

- d Read the text again and complete the gaps.
- e In pairs, explain why Brennan mentions these things.

the sun 100 pages one bedroom the woods Angel Island grading the street corner young kids

If you woke up for an hour every night, what do you think you would do with the time?

## 4 VOCABULARY sleep

a Read some facts about sleep. Which did you find the most surprising? Were there any facts you already knew?

# FASCINATING FACTS ABOUT SLEEP

Studies have shown that male students
yawn longer and more often than
female students.



Many people have a **nap** after lunch. The so-called 'post-lunch dip' is because we naturally feel **sleepy** at two times of day: 2.00 a.m. and 2.00 p.m.

People who **Snore** can make a noise as loud as 100 decibels, equivalent to a pneumatic drill.



Covering yourself with heavy **blankets** can help you relax and get a better night's sleep. The pressure on the body produces serotonin, a chemical that helps with sleep, mood, and digestion.

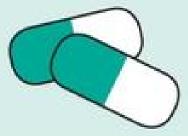
People often change their **sheets**, but up to one third of the weight of a **pillow** can be made up of dead skin and bugs. And if you don't wash a **duvet** at least every six months, it can contain up to 20,000 live dust mites.





Scientists have produced flies which have insomnia. They lose their balance more often, are slower learners, and gain more fat – the same as humans who don't get enough sleep.

If you have taken **sleeping pills**, you aren't actually asleep, you're sedated. Some researchers think that this can cause memory problems.



- b Look at the bold words in a. In pairs, work out their meaning from the context.
- c Now look at some words and phrases about sleeping habits. With a partner, say what you think they mean.

be a light sleeper fall asleep be fast asleep have nightmares

keep you awake oversleep

set the alarm sleep like a log sleepwalk

d Work in pairs. Do the Vocabulary race.

When your teacher says 'go', write the correct word or phrase from  $\mathbf{a}-\mathbf{c}$  in the column on the right. As soon as you finish, put your hand up.

-	imish, put your nand up.	
1	Most people start feeling at around 11.00 p.m.	sleepy
2	When people are tired they often open their mouth and	
3	When they get into bed, they put their head on the	
4	In bed, many people sleep under a filled with feathers or synthetic material.	
5	Other people prefer to sleep under and	
6	Some people can't sleep because they suffer from	
7	People sometimes have to take to help them go to sleep.	
8	Some people who are asleep make a loud noise when they breathe, i.e. they	
9	In hot countries, it's common to have a short in the afternoon.	
10	A person who sleeps well ''.	
11	Someone who doesn't sleep very deeply is a	-
12	Some children if they watch scary films before bedtime.	
13	If you drink coffee in the evening, it may	
14	In the middle of the night, most people are	
15	As many as 15% of people during the night, getting out of bed and even getting dressed or eating.	
16	When people need to get up early, they often (clock).	
17	If you don't hear your alarm, you might	
18	According to one study, 4.7% of Americans while driving.	-

e @6.8 Listen and check. Did the pair who finished first also get the most correct answers?

## 5 LISTENING

a You're going to
listen to a podcast
by sleep expert
Dr Neil Stanley.
First, with a
partner, discuss
how you think he
might complete
sentences 1–8
below about his
bedtime routine.



1	I sleep in a diffe	rent from my
	partner.	
2	I sleep under na	tural
3	I'm obsessive ab	oout
4	I sleep with the	open.
5	I don't have	late.
6	I drink	_ in the evenings.
7	I need	hours' sleep.
8	1be	fore going to sleep.

- b 0.9 Now listen to the podcast and complete the gaps with a word or number. Did you guess any of them correctly in a? Were you surprised by anything he does? What kind of person do you think he is?
- c Listen again. Then with a partner, explain Dr Stanley's reasons, using the prompts below.
  - 1 Because then you don't...
  - 2 Because you don't sleep well if...
  - 3 Because it's really important to...
  - 4 Because you need...
  - 5 Because your body...
  - 6 Because he isn't...
  - 7 Because that's the amount...
  - 8 Because it's his way of...
- d Look again at the list in a. Do you normally do any of these things? Are there any that you would like to be able to do?

## 6 SPEAKING

In pairs, **A** ask the green questions, and **B** ask the red questions. Ask for and give as much information as possible, and react to what your partner says.

Do you usually sleep with your bedroom completely dark, or with the curtains or blinds open? Do you have problems sleeping if there's too much or not enough light for you?

What temperature do you like the bedroom to be?

Do you take, or have you ever taken, sleeping pills? Do you have any tips for people who suffer from insomnia?

Did you use to have a bedtime routine when you were a child? Would someone read to you in bed? Did you have a favourite story? Have you ever worked at night?

Did you have any problems sleeping the next day? Why (not)?

Do you think you would be able to work at night and sleep during the day for a long period?

Do you watch TV in bed on a tablet or other device? Do you ever fall asleep while you're watching a programme?

Are you a light sleeper, or do you usually sleep like a log?
Do you use something to help you wake up in the morning?

Do you often have nightmares or recurring dreams? Do you ever remember what your dreams were about? Do you ever try to interpret your dreams?

> Have you ever flown long haul? Where to? Did you get jet lag? How long did it take you to get used to the different time zone?

Have you ever overslept and missed something important? What was it? Do you snore? Have you ever had to share a room with someone who snores? Was this a problem?

0

Do you find it difficult to sleep when you're travelling, e.g. in buses or planes? What do you do if you can't get to sleep?

Have you ever stayed up all night to revise for an exam the next day? How well did you do in the exam?

Do you ever have a nap after lunch or at any other time during the day? How long do you sleep for? How do you feel when you wake up?

Have you ever fallen asleep at an embarrassing moment, e.g. during a class or in a meeting?

GRAMMAR BANK

## question formation

- 1 How long have you been waiting? How many children 1.3 does your sister have? Should we buy her a present?
- 2 Why didn't you like the film? Isn't this a beautiful place? Don't you have to be at school today?
- 3 What are they talking about? Who does this bag belong to?
- 4 Who lives in that house? How many people follow you on Twitter?
- 1 We make questions with tenses where there is an auxiliary verb (be, have, etc.) and with modal verbs (should, must, etc.) by inverting the subject and the auxiliary / modal verb. With the present and past simple, we add the auxiliary verb do / does or did before the subject.
- 2 We often use negative questions to show surprise when we expect somebody to agree with us, or to check whether something is true.
- 3 If a verb is normally followed by a preposition, e.g. talk about sth, the preposition comes at the end of the question, not at the beginning. NOT About what are you talking?
- · We often just use the question word and the preposition, e.g. A I'm thinking. B What about?
- 4 When who / what / which, etc., is the subject of questions in the present or past simple, we don't use do / did, e.g. Who wrote this? NOT Who did write this?



### indirect questions

Could you tell me what time the shop next door opens? 1.4 Do you know if (whether) Mark's coming to the meeting?

- · We use indirect questions when we want to ask a question in a more polite way. We begin with a phrase such as Can / Could you tell me...? Do you know...? Do you think...? Do you remember...? Would you mind telling me...? Do you have any idea ...?
- Compare:

What time does the post office open? (direct question) and Could you tell me what time the post office opens? (indirect question)

- In indirect questions, the order is subject + verb. Can you tell me where it is? NOT Can you tell me where is it?
- We don't use do / did in the second part of the question. Do you know where he lives? NOT ...where does he live?
- You can use if or whether in questions without a question word and after: Can you tell me, Do you know, etc.

## Other expressions followed by the word order of indirect questions

The word order of indirect questions is used after: I wonder..., e.g. I wonder why they didn't come. I'm not sure..., e.g. I'm not sure what time it starts. I can't remember..., e.g. I can't remember where I left my phone.

I'd like to know..., e.g. I'd like to know what time you're coming home.

a Order the words to make questions.

tomorrow can't Why come you ? Why can't you come tomorrow?

- 1 | Should her tell | feel how ?
- 2 friend known long best have How you your ?
- 3 tell when you train next leaves the Could me ?
- 4 are What about you thinking ?
- 5 at do weekend you What doing the like ?
- 6 music to does What Jane kind like listening of ?
- 7 you time film know finishes Do what the ?
- 8 class students yesterday to many came How ?
- 9 you remember is where Do the restaurant ?
- 10 housework family in Who your the does ?

## b Complete the questions with the words in brackets.

	Where <u>did you go</u> on t	noliday	last year? (you	/ go)
1	How often		exercise? (you /	usually
2	Who	Oliver	Twist? (write)	
3	Could you tell me how book / cost)	much .		? (this
4	I can't remember wher morning. (I / park)	re	m	y car this
5	you	r trip to	Paris last week	end?
	(you / enjoy)			
6	What kind of work		? (your si	ster / do)
7	Who	_ the las	st biscuit? (eat)	
8	Do you know what tim Saturdays? (the swimm		ol / open)	1
9	Why	the pr	esent you gave	her?
	(your sister / not like)	100		
0	play	your m	usic so loud?	
	I can't concentrate. (yo	ou / hav	e to)	G p.7

## auxiliary verbs



**1.14** 

- 1 I like cats, but my husband doesn't. Sally's coming tonight, but Angela isn't.
- 2 A I loved his latest film.
- B So did I.
- A I haven't finished the book yet.
- B Neither (Nor) have I.

Andrew's a doctor and so is his wife.

- 3 A I don't like shopping online.
  - **B** I do. I buy a lot of my clothes online.
- 4 A I went to a psychic yesterday.
  - B Did you?
  - A I'll make dinner tonight.
  - B Will you? That's great!
- 5 A You didn't lock the door!
  - B I did lock it; I know I did.
  - A Silvia isn't coming.
  - B She is coming. I've just spoken to her.
- 6 You won't forget, will you? She can speak Italian, can't she?

- We use auxiliary verbs (do, have, etc.) or modal verbs (can, must, etc.):
- 1 to avoid repeating the main verb / verb phrase, e.g. NOT + like cats, but my husband doesn't like cats.
- 2 with so and neither to say that someone or something is the same. Use so + auxiliary + subject to respond to a statement with a positive verb, and neither (or nor) + auxiliary + subject to respond to a statement with a negative verb.
- We use a positive auxiliary verb after neither (or nor), e.g. Neither did I. NOT Neither didn't I.
- 3 to respond to a statement and say that you (or someone or something) are different.
- 4 to make 'reply questions'. These often show interest or surprise.
- 5 to show emphasis in a positive sentence, often when you want to contradict what somebody says. With the present / past simple, we add do / does / did before the main verb. With other auxiliaries, e.g. be, have, will, the auxiliary verb is stressed and not contracted.
- 6 to make question tags, we use a positive auxiliary with a negative verb, and a negative auxiliary with a positive verb.
- Question tags are often used simply to ask another person to agree with you, e.g. It's a nice day, isn't it? In this case, the question tag is said with falling intonation, i.e. the voice goes down.
- Question tags can also be used to check something you think is true, e.g. She's a painter, isn't she? In this case, the question tag is said with rising intonation, as in a normal yes / no question.
- Complete the mini-conversations with an auxiliary or modal verb.
  - A You didn't remember to buy coffee.
  - B I did remember. It's in the cupboard.
  - 1 A He's booked the flights, he?
    - B Yes, I think so.
  - 2 A It's hot today, \_\_\_\_\_ it?
    - B Yes, it's boiling.
  - 3 A Why don't you like classical music?
    - B I \_\_\_\_\_ like it, but it isn't my favourite.
  - 4 A I wouldn't like to be a celebrity.
    - B Neither \_\_\_\_\_\_I.
  - 5 A Mike is arriving tomorrow!
    - B \_\_\_\_\_\_ he? I thought he was arriving today.
  - 6 A What did you think of the film?
    - B Tom liked it, but I \_\_\_\_\_\_. I thought it was awful.
  - 7 A Emma doesn't like me.
    - B She \_\_\_\_\_ like you. She just doesn't want to go out with you.
  - 8 A Are you a vegetarian?
    - B Yes, I am, and so \_\_\_\_\_ my boyfriend.
  - 9 A You'll remember to call me, \_\_\_\_\_ you?
    - B Yes, of course!
  - 10 I really want to go to Egypt, but my boyfriend \_\_\_\_\_. He hates the heat.

- b Complete the conversation with a suitable auxiliary verb.
  - A You're Tom's sister, aren't you?
  - B Yes, I'm Carla.
  - A It's a great club, it?
  - B Well, it's OK. But I don't like the music much.

  - A 2\_\_\_\_\_you? I love it! I've never been here before.
- - B Neither 3\_\_\_\_\_ I. I don't go clubbing very often. A Oh, 4\_\_\_\_\_ you? I 5\_\_\_\_\_. In fact, I usually
  - go most weekends.
  - **B** 6\_\_\_\_\_\_ you? I can't afford to go out every weekend.
  - A I didn't see you at Tom's birthday party last Saturday. Why 7\_\_\_\_\_ you go?
  - B 18\_\_\_\_\_ go, but I arrived really late because my car broke down.
  - A Oh, that's why I didn't see you. I left early.
  - B I fancy a drink. I'm really thirsty after all that dancing.
  - A So 9\_\_\_\_\_\_ I. Let's go to the bar.



**32.14** 



## present perfect simple and continuous present perfect simple: have / has + past participle

1 Have you ever broken a bone?
I've never seen him before.

- **3**2.12
- 2 I've just phoned for an ambulance, but it hasn't arrived yet.
  I've already told you three times.
- 3 It's the best book I've ever read.
- 4 My computer's crashed! Look, it's started snowing.
- 5 I've known Miriam since I was a child.
  My sister has been ill for ten days now.
- 6 How many Agatha Christie novels have you read? They've seen each other twice this week.
- · We use the present perfect simple:
- 1 to talk about past experiences when you don't say when something happened, often with ever or never.
- 2 with just, yet, and already.
- 3 with superlatives and the first, second, last time, etc.
- 4 for finished actions (when no time is specified) which have present results.
- 5 with non-action verbs (= verbs not usually used in the continuous form, e.g. be, need, know, like, etc.) to say that something started in the past and is still true now.
- This use is common with time expressions like How long...?, for or since, all day / evening, etc.
- Don't use the present simple in this situation. NOT -1 know-Miriam since I was a child.
- 6 when we say or ask how much / many we have done or how often we have done something up to now.

## present perfect continuous: have / has + been + verb + -ing

- 1 How long have you been waiting to see the doctor? ② 2.13 He's been messaging his girlfriend all evening.
- 2 I haven't been sleeping well recently. It's been raining all day.
- 3 I've been shopping all morning. I'm exhausted.
  My shoes are filthy. I've been working in the garden.

- We use the present perfect continuous:
- 1 with action verbs (e.g. run, listen, study, cook) to say that an action started in the past and is still happening now (unfinished actions).
- This use is common with time expressions like How long...?, for or since, all day / evening, etc.
- Don't use the present continuous in this situation.
   NOT I'm living here for the last three years.
- 2 for repeated actions, especially with a time expression, e.g. all day, recently.
- 3 for continuous actions which have just finished (but which have present results).

## present perfect simple or continuous?

- 1 I've been feeling terrible for days.
  He's liked classical music since he was a teenager.
- 2 She's been having piano lessons since she was a child. They've had that car for at least ten years.
- 3 We've lived in this town since 1980.
  We've been living in a rented flat for the last two months.
- 4 I've painted the kitchen. I've been painting the kitchen.
- 1 To talk about an unfinished action, we normally use the present perfect continuous with action verbs (e.g. run, listen, study, cook) and the present perfect simple with non-action verbs (e.g. be, need, know, like, etc.).
- 2 Some verbs can be action or non-action, depending on their meaning, e.g. have piano lessons = action, have a car = non-action.
- 3 With the verbs live or work, you can often use the present perfect simple or continuous. However, we normally use the present perfect continuous for more temporary actions.
- 4 The present perfect simple emphasizes the completion of an action (= the kitchen has been painted). The present perfect continuous emphasizes the duration of an action (= the painting of the kitchen may not be finished yet).
- a Circle the correct form. Tick (✓) if both are possible.

Have you ever tried been trying caviar?

- 1 She's worked / been working here since July.
- 2 Your mother has phoned / been phoning three times this morning!
- 3 The kids are exhausted because they've run / been running around all day.
- 4 Tim and Lucy haven't seen / been seeing our new house yet.
- 5 I've never met / been meeting her boyfriend. Have you?
- 6 It's snowed / been snowing all morning.
- 7 Bill has just gone / been going to work. He won't be back till this evening.
- 8 My sister has lived / been living alone since her divorce.
- 9 I've read / been reading all morning. I've now read / been reading 100 pages.

**b** Complete the sentence with the present perfect simple or continuous of the verb in brackets.

	I've bought a new	car. Do you like it? (buy)
1	We	Jack and Ann for years. (know)
2	You look really hot	at the gym?
	(you / work out)	
3	Emily	her homework yet, so I'm
	afraid she can't go	out. (not do)
4	They don't live in L	ondon – they (move)
5	I hope they're gett	ing on OK. They
	a lot recently. (argu	e)
6	We for	hours. Is this the right way? (walk)
7	Why is my laptop s	witched on? it?
	(you / use)	
8	Oh no! I	my finger on this knife. (cut)

# using adjectives as nouns, adjective order adjectives as nouns

1 In most African countries, the young still look up to the old.

The poor are getting poorer, and the rich are getting richer.

The government needs to create more jobs for the unemployed.

- 2 The English are famous for drinking tea.
  - The Chinese invented paper.
  - The Dutch make wonderful cheeses.



- You can use the + some adjectives to talk about groups of people, e.g.
- 1 specific groups in society, such as the young, the old (or the elderly), the sick (= people who are ill), the blind, the deaf, the homeless, the dead.
- 2 some nationalities that end in -ch, -sh, -ese, and -ss, such as the French, the Spanish, the British, the Japanese, the Irish, the Swiss, etc. (most other nationality words are nouns and are used in the plural, e.g. the Brazilians, the Poles, the Turks, the Hungarians, the Argentinians, etc.).
- You can also use adjective + people to talk about a group of people, e.g. poor people, homeless people, old people, French people.
- To talk about one person, use, e.g. a Japanese woman, a rich man, etc. NOT a Japanese, a rich.

## adjective order

We've got a lovely old cottage just outside Bath. She has long fair hair.

I bought a beautiful Italian leather belt.



- You can put more than one adjective before a noun (often two and occasionally three). These adjectives go in a particular order, e.g. NOT an old lovely cottage.
- Opinion adjectives, e.g. beautiful, nice, lovely, always go before descriptive adjectives, e.g. big, old, round.
- If there is more than one descriptive adjective, they go in this order:

OPINION	SIZE	AGE	SHAPE	COLOUR	PATTERN	ORIGIN / PLACE	MATERIAL	NOUN
expensive	little	brand new	long	purple	spotted	French	silk	scarf
beautiful						Italian		car

- a Rewrite the <u>underlined</u> phrase using the + an adjective.
  - People from Spain enjoy eating out. The Spanish
  - 1 People from the Netherlands tend to be good at languages.
  - 2 Florence Nightingale looked after the people who weren't well during the Crimean War.
  - 3 The system of reading for <u>people who can't see</u> is called Braille.
  - 4 <u>People from France</u> think that their cuisine is the best in the world.
  - 5 Ambulances arrived to take the people who had been injured to hospital.
  - 6 People from Switzerland are usually very punctual.
  - 7 The worst season for people without a home is winter.
  - 8 There is a discount for people without a job.
  - 9 The monument was erected to honour the <u>people</u> who died in the Second World War.
  - 10 There are special TV programmes for <u>people who</u> <u>can't hear</u>, which use sign language.

- **b** Write the adjectives in brackets in the correct place. Change a to an where necessary.
  - a big car park (empty) a big empty car park
  - 1 a man (young / attractive)
  - 2 shoes (old / dirty)
  - 3 a velvet jacket (black / beautiful)
  - 4 a girl (teenage / tall / American)
  - 5 a beach (sandy / long)
  - 6 a country house (magnificent / 17th-century)
  - 7 a leather bag (Italian / stylish)
  - 8 eyes (huge / dark)
  - 9 a dog (black / friendly / old)
  - 10 a T-shirt (striped / cotton)



**3A** 

## narrative tenses: past simple, past continuous, past perfect, past perfect continuous

#### narrative tenses

- 1 We arrived at the airport and checked in.
- **3.10**
- 2 We were having dinner when the plane hit some turbulence. At nine o'clock most people on the plane were reading or were trying to sleep.
- 3 When we arrived at the airport, we suddenly realized that we'd left one of the suitcases in the taxi.
- 4 We'd been flying for about two hours when suddenly the captain told us to fasten our seat belts because we were flying into some very bad weather.
- 1 We use the past simple to talk about consecutive actions or situations in the past, i.e. for the main events in a story.
- 2 We use the past continuous (was / were + verb + -ing) to describe a longer continuous past action or situation which was in progress when another action happened, or to describe an action or situation that was not complete at a past time.
- 3 We use the past perfect (had + past participle) to talk about the 'earlier past', i.e. things which happened <u>before</u> the main event(s).

4 We use the past perfect continuous (had been + verb + -ing) with action verbs (go, play, watch, etc.) to talk about longer continuous actions or situations that started before the main events happened and continued up to that point. Non-action verbs (e.g. be, have, know, like, etc.) are not normally used in the past continuous or past perfect continuous.

### past perfect simple or continuous?

Lina was crying because she'd been reading a very sad book.

3.11

Lina didn't want to see the film, because she'd already read the book.

 The past perfect continuous emphasizes the <u>continuation</u> of an activity. The past perfect simple emphasizes the <u>completion</u> of an activity.

## a Circle the correct verb form.





Meg and Liam McGowan (got)/ were getting a nasty surprise when they 1 had checked in / were checking in at Heathrow airport yesterday with their baby, Shaun. They 2 had won / won three free plane tickets to Rome in a competition, and they were looking forward to / had been looking forward to their trip for months. But, unfortunately, they 4 had been forgetting / had forgotten to get a passport for their son, so Shaun couldn't fly. Luckily, they 5 had arrived / were arriving very early for their flight, so they still had time to do something about it. They 6 had run / ran to the police station in the airport to apply for an emergency passport. Meg 7 was going / went with Shaun to the photo booth, while Liam 8had filled in / was filling in the forms. The passport was ready in an hour, so they hurried / were hurrying to the gate and <sup>10</sup>got / had got on the plane just in time.

b Put the verb in brackets in the past perfect simple (had done) or continuous (had been doing). If you think both are possible, use the continuous form.

His English was very good. He'<u>d been learning</u> it for five years. (learn)

1 I was really fed up because we \_\_\_\_\_ for hours. (queue)

2 She went to the police to report that someone her bag. (steal)

3 It \_\_\_\_\_\_ all morning. The streets were wet, and there were puddles everywhere. (rain)

4 She got to work late because she \_\_\_\_\_ go back and get it. (leave, have to)

5 I almost didn't recognize Tony at the party. He
\_\_\_\_\_ a lot since I last saw him. (change)

6 The tourists' faces were very red. They
\_\_\_\_\_ in the sun all morning and they
\_\_\_\_ any sun cream. (sit, not put on)

7 I could see from their expressions that my parents \_\_\_\_\_\_\_. (argue)

8 Jess had a bandage on her arm because she \_\_\_\_\_ off her bike that morning. (fall)

9 I was amazed because I \_\_\_\_\_ such an enormous plane before. (never see)

10 How long \_\_\_\_\_ you \_\_\_\_ before you realized that you were lost? (walk)





## the position of adverbs and adverbial phrases

He walks very slowly.
 I speak five languages fluently.
 The driver was seriously injured in the accident.



- 2 I hardly ever have time for breakfast. Liam's always late for work. I would never have thought you were 40.
- 3 It rained all day yesterday.
  My parents'll be here in half an hour.



- 4 I've nearly finished. We're incredibly tired. My husband works a lot, but he doesn't earn much.
- 5 Unfortunately, the parcel never arrived. Ideally, we should leave here at 10.00.
- Adverbs can describe an action (e.g. he walks slowly) or modify adjectives or other adverbs (e.g. it's incredibly expensive, he works very hard). They can either be one word (e.g. often) or a phrase (e.g. once a week).
- 1 Adverbs of manner describe how somebody does something. They usually go after the verb or verb phrase, however, with passive verbs they usually go in mid-position (before the main verb but after an auxiliary verb).

- 2 Adverbs of frequency go before the main verb but after the verb to be.
- sometimes, usually, and normally can also be put at the beginning of the phrase or sentence for emphasis, e.g.
   Sometimes the weather can be very wet, but not today.
- If there are two auxiliary verbs, the adverb goes after the first one.
- 3 Adverbs of time and place normally go at the end of a sentence or clause. Place adverbs normally go before time adverbs. NOT My parents will be in half an hour here.
- Adverbs of time can also go at the beginning for emphasis,
   e.g. Soon it will be Christmas! OR It will be Christmas soon!
- 4 Adverbs of degree describe how much something is done, or modify an adjective.
- nearly and almost are used before a verb or verb phrase.
- extremely, incredibly, very, etc. are used with adjectives and adverbs, and go before them.
- a lot and much are often used with verbs and go after the verb or verb phrase.
- a little / a bit (of) can be used with adjectives or verbs, e.g.
   I'm a bit / a little tired. We rested a bit / a little after the flight.
- 5 Comment adverbs (which give the speaker's opinion) usually go at the beginning of a sentence or clause. Other common comment adverbs are: luckily, basically, clearly, obviously, apparently, eventually, etc.



## Other adverbs

Most other adverbs go in mid-position, e.g. I **just** need ten more minutes. I didn't speak to Jo at the party – I didn't **even** see her. She'll **probably** come in the end.

a <u>Underline</u> the adverbs or adverbial phrases in each sentence. Correct the word order if it's wrong.

> We're going to be <u>unfortunately</u> late. X Unfortunately, we're going to be late. He can speak German <u>fluently</u>. ✓

- 1 She liked a lot the present.
- 2 Mark came last night very late home.
- 3 The ambulance arrived at the scene of the accident after a few minutes.
- 4 A young man was hurt badly and was taken to hospital.
- 5 I was incredibly tired last night.
- 6 She's lazy a bit about doing her homework.
- 7 I forgot your birthday almost, but my sister fortunately reminded me.
- 8 We luckily had taken an umbrella, because it started to rain straight away.
- 9 Mary doesn't always eat healthily she often has snacks between meals.
- 10 John has been apparently sacked.

**b** Put the adverbs in brackets in the normal position in these sentences.

seriously

I'm considering resigning from my job. (seriously)

- 1 Their house was damaged in the fire. (badly, last week)
- 2 Ben is at his friend's house. (often, in the evening)
- 3 My father has a nap. (usually, in the afternoon)
- 4 Julia left and she didn't say goodbye. (early, even)
- 5 Martin eats quickly. (always, incredibly)
- 6 His brother died in a skiing accident. (apparently, nearly)
- 7 We're going to the cinema. (probably, tonight)
- 8 I send emails. (rarely, nowadays)
- 9 I've bought a beautiful new coat. (just, really)
- 10 Karen realized that she was going to learn to drive. (eventually, never)

**3**4.2



## future perfect and future continuous

## future perfect: will have + past participle

The rain will have stopped by this afternoon.

4.1

Some people think that sea levels will have risen by as much as

Some people think that sea levels will have risen by as much as a metre in 50 years' time.

Laura won't have arrived before dinner, so I'll leave some food in the oven for her.

When will they have learned enough English to be able to communicate fluently?

- We use the future perfect (will have + past participle) to say something will be finished before a certain time in the future.
- This tense is frequently used with the time expressions by Saturday / March / 2030, etc., or in two weeks / months, etc.
- by + a time expression = at the latest. With in, you can say in six months or in six months' time.
- We form the negative with won't have + past participle, and make questions by inverting the subject and will / won't.

## future continuous: will be + verb + -ing

1 Don't phone between 7.00 and 8.30, as we'll be having dinner then.

Good luck with your test tomorrow. I'll be thinking of you.
Will you be waiting for me when I get off the train?
This time tomorrow, I'll be sitting at a café, drinking a beer.

2 You don't need to get up early. We won't be leaving until about 9.30.

I'll be going to the supermarket later. Do you want anything?

1 We use the future continuous (will be + verb + -ing) to say that an action will be in progress at a certain time in the future.

### Compare:

Come at around 7.30. We'll have dinner at 8.00. (= we will start dinner at 8.00)

and

Don't phone between 7.00 and 8.30, as **we'll be having** dinner. (= at 8.00 we will already have started having dinner)

- We form the negative with won't be + verb + -ing and make questions by inverting the subject and will / won't.
- 2 We sometimes use the future continuous, like the present continuous, to talk about things which are already planned or decided.
- a Complete the sentence using the future perfect or future continuous.

The film starts at 7.00, but I won't arrive until 7.15. When I arrive at the cinema, the film will have started. (start)

1 The flight to Geneva takes off at 9.00 and lands at 10.30. At 10.00 they \_\_\_\_\_\_\_ to Geneva. (fly)

2 I usually save €200 a month.

By the end of the year, I \_\_\_\_\_\_ €2,400. (save)

3 Rebecca leaves at 6.30. It takes her an hour to get to work.

At 7.00 tomorrow, she \_\_\_\_\_\_ to work. (drive)

4 The meeting starts at 2.00 and finishes at 3.30.

Don't call me at 2.30, because we \_\_\_\_\_\_
meeting. (have)

5 Sam is paying for his car. The last payment is in May. By June, he \_\_\_\_\_\_ for his car. (pay)

6 Their last exam is on 31st May.

By the end of May, they \_\_\_\_\_ their exams, (finish)

7 She writes a chapter of her novel a week. This week she's on chapter five.

By the end of this week, she \_\_\_\_\_\_ five chapters. (write)

8 Sonia is usually at the gym between 6.30 and 7.30.

There's no point phoning Sonia now. It's 7.00 and she

\_\_\_\_\_ at the gym. (work out)

b Complete the conversation with the verbs in brackets in the future perfect or continuous.

A Well, it looks like we'<u>ll be having</u> very (have) different weather in the future if climate change continues.

B What do you mean?

A Well, they say <u>we'll be having</u> much higher temperatures here in London, as high as 40°. And remember, we

on the beach – we
in 40°, which is quite
different. And islands like the Maldives
by 2100 because

of the rise in the sea level. They say
the number of storms and tsunamis
by the middle of

4\_\_\_\_\_ by the middle of the century, too, so even more people

to the cities by then, looking for work. Big cities even bigger by

then. Can you imagine the traffic?

B I don't think there will be a problem with the traffic. Petrol <sup>7</sup>\_\_\_\_\_

completely by then anyway, so nobody will have a car. Someone

8\_\_\_\_\_\_ a new method of transport, so we 9\_\_\_\_ around in flying taxis or something.

(not lie) (work)

(disappear)

(double)

(move)

(grow)

(run out)

(invent) (get)





## zero and first conditionals, future time clauses (with all present and future forms)

### zero conditional

You need to do some exercise every day if you want to be fit.

If people are wearing headphones in the street, they often don't notice other people.

If you haven't been to New York, you haven't lived.

- We use zero conditionals to talk about something which is always true or always happens as a result of something else.
   We use if + present simple, and the present simple in the other clause.
- You can also use the present continuous or present perfect in either clause.

## first conditional

If the photos are good, I'll send them to you.

14.10

15 you're not going to Jason's party, I'm not going to go either.

16 I haven't come back by 9.00, start dinner without me.

16 I have finished in an hour if you don't disturb me.

- We use first conditionals to talk about something which will probably happen in the future as a result of something else.
   We use if + a present tense, and a future tense in the other clause.
- You can use any present form in the if-clause (present simple, continuous, or perfect) and any future form (will, going to, future perfect, future continuous) or an imperative in the other clause.

### future time clauses

I'll be ready as soon as I've had a cup of coffee.

Send me a message when your train's coming into the station.

I'm not going to buy the new model until the price has gone down a bit.

I'm not going to work overtime this weekend unless I get paid for it.

Take your umbrella in case it's raining when you leave work.

- Future time clauses are similar to the if-clause in first conditional sentences, but instead of if, we use expressions like: as soon as, when, until, unless, before, after, and in case followed by a present (not a future) tense. This can be any present form, e.g. present simple, present continuous, present perfect. We can use any future form or imperative in the other clause.
- We use in case when we do something in order to be ready for future situations / problems. Compare the use of if and in case:
- I'll take an umbrella if it's raining. = I'll only take an umbrella
  if it's raining.
- I'll take an umbrella in case it rains. = I'll take an umbrella anyway because it might rain.

## a Circle the correct form.

If Rob has studied / had studied enough, he'll pass the exam easily.

- 1 If you aren't feeling / won't be feeling better tomorrow, you should go to the doctor's.
- 2 If we're lucky, we have sold / 'Il have sold our house by Christmas.
- 3 I'll pay for dinner if I have / 'll have enough money!
- 4 We'll have scored / be scoring ten goals by half-time if we carry on playing like this.
- 5 Don't call Sophie now. If it's eight o'clock, she 'll bath / 'll be bathing the baby.
- 6 If you don't hurry up, you don't get / won't get to school on time.
- 7 You can be fined if you aren't wearing / won't be wearing a seat belt in your car.
- 8 If you go out with wet hair, you 'll catch / 'll be catching a cold.
- 9 My suitcase always gets / will always get lost if I have a connecting flight.
- 10 I won't go / don't go to work on Monday if my daughter is still ill.

## b Complete the sentence with a time expression from the list.

	fter as soon as (x2) before if in case (x2) nless (x2) until when	
	I'll call you <u>as soon as</u> my plane lands.	
1	I'm going to pack my suitcase I go to b	oed.
2	Take your phone with you you get lost	
3	I'll be leaving work early tomorrow the a last-minute crisis.	re's
4	Let's meet I'm in London next week.	
5	There's a crisis! Please call me you possibly can.	
6	I'm late tomorrow, start the meeting without me.	
7	Lily will have packed some sandwiches get hungry.	we
8	Dan will be playing football in the park gets dark. Then he'll go home.	_ it
9	Lunch is ready now. Then, we've eater could go for a walk.	, we
0	Don't call the emergency number it's	9
	real emergency.	p.41



## unreal conditionals

second conditional sentences: if + past simple, would / wouldn't + infinitive

- 1 If there was a fire in this hotel, it would be very difficult to escape.
- **3**5.14
- I wouldn't have a car if I didn't live in the country.
- 2 If it wasn't raining so hard, we could get to the top of the mountain.
- 3 If I were you, I'd make Jimmy wear a helmet when he's cycling.
- 1 We use second conditional sentences to talk about a hypothetical or imaginary situation in the present or future and its consequences.
- 2 In the if-clause you can also use the past continuous. In the other clause you can use could or might instead of would.
- 3 With the verb be you can use was or were for I, he, and she in the if-clause, e.g. If Dan was / were here, he would know what to do. However, in conditionals beginning If I were you... to give advice, we always use were.

third conditional sentences: if + past perfect, would / wouldn't have + past participle

- 1 If they had found the river sooner, they would all have survived.
- € 5.15
- I wouldn't have got lost if I hadn't taken the wrong path.
- 2 He would have died if he hadn't been wearing a helmet.
  If the weather had been better, I might have arrived earlier.

- 1 We use third conditional sentences to talk about a hypothetical past situation and its consequences.
- 2 You can also use the past perfect continuous in the if-clause. You can also use could have or might have instead of would have in the other clause.
- In the past perfect simple and continuous, had can be contracted to 'd, e.g. If they'd found the river sooner...

### second or third conditional?

- 1 If you came to class more often, you would probably \$\infty\$ 5.16 pass the exam.
- 2 If you had come to class more often, you would probably have passed the exam.
- · Compare the two conditionals:
  - 1 = You don't come to class enough. You need to come more often if you want to pass the exam.
  - 2 = You didn't come to class enough, so you failed.

3	Mixed	A 100 May 100	and the state of	AND DESIGNATIONS
a.	19/11/20 69/0	ı con	OUTIO	mais
e.	1 THE R. P. LEWIS CO., LANSING, SAN, LANSING		THE R. P. LEWIS CO., LANSING	

We sometimes mix second and third conditionals if a hypothetical situation in the past has a present / future consequence, e.g. You wouldn't be so tired if you had gone to bed earlier last night.

If he really loved you, he would have asked you to marry him.

a Complete the sentence with the correct form of the verb in brackets, using a second or third conditional.

	If Tim hadn't got injured	<u>ared,</u> he would have played in the
1		so much food if you'd told me you
	weren't hungry. (not	
2	If I were you, I	money to members
	of your family. (not le	end)
3	If Jack were here, I_ (ask)	him to help me.
4	Joe	an accident if he hadn't been
	driving so fast. (not	nave)
5	I'd run a half-marath	on if I a bit
	fitter. (be)	
6	If you wouldn't have fallen	where you were going, you over. (look)
7	I'm sure you	dancing if you came to
	the classes with me.	
8	We'd go to the local	restaurant more often if they
		e menu from time to time. (change
9	Nina wouldn't have	gone abroad if she
	tc	find a job here. (be able)
10	If you	for a discount in the shop.

they might have given you one. (ask)

b Complete the sentence using a second or third conditional.

	You didn't wait ten minutes. You didn't see Jim.
	If you'd waited ten minutes, you would have seen Jim
l	Luke missed the train. He was late for the interview.
	If Luke the train, he
	late for the interview.
2	Millie didn't buy the top. She didn't have enough money
	Millie the top if she
	enough money.
3	It started snowing. We didn't reach the top.
	If it snowing, we
	the top.
1	Rebecca drinks too much coffee. She sleeps badly.
	If Rebecca so much coffee, she
	badly.
5	I don't drive to work. There's so much traffic.
	I to work if so
	much traffic.
5	Matt doesn't work very hard. He won't get promoted.
	If Matt harder, he
	promoted.
7	We ran for the bus. We caught it.
	If we for the bus, we it.

## Illnesses and injuries

## 1 MINOR ILLNESSES AND CONDITIONS

a Match the sentences with the pictures.

She has / She's got...

- a cough /kpf/
- a <u>head</u>ache /'hederk/ (<u>back</u>ache, <u>ear</u>ache, <u>sto</u>mach ache, <u>tooth</u>ache)
- 1 a rash /ræf/
- a <u>tem</u>perature /'tempratfa/
- sunburn /'sʌnbɜːn/
- She's being sick. /
  She's vomiting.
  //vomitin/.
- She's <u>snee</u>zing. /'sni:zɪŋ/
- Her <u>an</u>kle's <u>swo</u>llen. /'swoolon/
- Her back hurts.
  /hats/ / Her back
  aches. /eiks/
- Her <u>fing</u>er's <u>blee</u>ding. //bli:din/















- c Match the illnesses and conditions with their cause or symptoms.
  - 1 B He has a sore throat. /sɔ: 'θrout/
  - 2 He has diarrhoea. /daɪəˈrɪə/
  - 3 He feels sick. /ˌfɪlz 'sik/
  - 4 He's fainted. /'feintid/
  - 5 He has a **blister** on his foot. //blisto/
  - 6 He has a cold. /a 'kauld/
  - 7 He has flu. /flu:/
  - 8 He feels <u>dizzy</u>. /ˈdɪzi/
  - 9 He's cut himself. /ˈkʌt hɪmself/
  - A He has a temperature and he aches all over.
  - B It hurts when he talks or swallows food.
  - C It's so hot in the room that he's lost consciousness.
  - D He's been to the toilet five times this morning.
  - E He feels that he's going to vomit.
  - F He's sneezing a lot and he has a cough.
  - G He feels that everything is spinning round.
  - H He's been walking in uncomfortable shoes.
  - I He's bleeding.
- d 2.2 Listen and check.

## 2 INJURIES AND MORE SERIOUS CONDITIONS

- a Match the injuries with their causes or symptoms.
  - 1 C He's unconscious. /An'konfos/
  - 2 He's had an allergic reaction. /əˌlɜːdʒɪk riˈækʃn/
  - 3 He's sprained his ankle. /spreind/
  - 4 He has high (low) blood pressure. /blad prefa/
  - 5 He has food poisoning. /ˈfuːd pɔɪzənɪŋ/
  - 6 He's choking. /ˈtʃəʊkɪŋ/
  - 7 He's burnt his hand, /bs:nt/
  - A He spilt some boiling water on himself.
  - B He fell badly and now it's swollen.
  - C He's breathing, but his eyes are closed and he can't hear or feel anything.
  - D It's 180 over 140 (or 18 over 14).
  - E He ate some prawns that were off.
  - F He was eating a steak and a piece got stuck in his throat.
  - G He was stung by a wasp and now he has a rash and has difficulty breathing.

## O Common treatments for...

a cut minor: put a plaster on it (AmE band aid) and antiseptic cream, major: have stitches headaches take painkillers an infection take antibiotics a sprained ankle put ice on it and bandage it an allergic reaction take antihistamine tablets / pills or use cream

b @2.3 Listen and check.

**ACTIVATION** Cover the illnesses, injuries, and conditions in 1a/c (1–9) and 2a (1–7). Look at the pictures, or causes and symptoms, and say the sentences.

## 3 PHRASAL VERBS CONNECTED WITH ILLNESS

a Match the **bold** phrasal verbs to their meanings.

Please **lie down** on the couch. I'm going to examine you. After two hours queuing in the sun, I **passed out**, and

when I came round I was lying on the floor.

It often takes a long time to **get over** flu.

A few minutes after drinking the liquid I had to run to the bathroom to **throw up**.

1	faint
2	put your body in a horizontal position
3	vomit, be sick
4	get better / recover from sth
5	become conscious again

b @2.4 Listen and check.

## Clothes and fashion

## **VOCABULARY BANK**

## 1 DESCRIBING CLOTHES

 a Match the adjectives and pictures.

### Fit

- loose /luis/
- 1 tight /taɪt/

## Style

- hooded /'hodid/
- long-<u>sleeved</u> /ˌloŋ 'sliːvd/ (also short-sleeved)
- polo neck / poulou nek/
- sleeveless /ˈsliːvləs/
- V-neck /'vi: nek/

## Pattern

- checked /tfekt/
- patterned / pætend/
- plain /plem/
- spotted /'spotid/
- striped /straipt/

## b ①2.17 Listen and check.

 Match the phrases and pictures.

### Materials

- a cotton vest /kptn 'vest/
- a denim <u>waist</u>coat /,denim 'weiskout/
- a fur <u>coll</u>ar /fa: 'kɒlə/
- a lace top /leis 'top/
- 1 a linen suit /lmm 'su:t/
- a lycra <u>swim</u>suit /ˌlaɪkrə ˈswimsuːt/
- a silk scarf /silk 'ska:f/
- a velvet bow tie /velvit bou 'tai/
- a wool(len) <u>car</u>digan /wol(ən) 'ka:digən/
- leather <u>san</u>dals /ˌleðə 'sændlz/
- suede <u>boots</u> /,sweid 'buits/











**ACTIVATION** Cover the words and phrases. Look at the photos and describe the items.

## 2 ADJECTIVES TO DESCRIBE CLOTHES AND THE WAY PEOPLE DRESS

a Complete the sentences with an adjective.

casual /ˈkæʒʊəl/ classic /ˈklæsɪk/ old-<u>fash</u>ioned /ˌəʊld ˈfæʃənd/ scruffy /ˈskrʌfi/ smart /smɑːt/

- 1 She always wears \_\_\_\_\_ clothes to work she hates dressing formally.
- 2 He looks really \_\_\_\_\_. His clothes are old and a bit dirty.
- 3 Jane looked very \_\_\_\_\_ in her new suit. She wanted to make a good impression.
- 4 That tie's a bit \_\_\_\_\_! Is it your dad's?
- 5 I like wearing \_\_\_\_\_ clothes that don't go out of fashion.
- b @2.19 Listen and check.

**ACTIVATION** Say one item you own for each adjective in the list.

## **3 VERBS AND VERB PHRASES**

- a Match the sentences.
  - 1 C I'm going to dress up tonight.
  - 2 Please hang up your coat.
  - 3 These jeans don't fit me.
  - 4 That skirt really suits you.
  - 5 Your bag matches your shoes.
  - 6 I need to get changed.
  - 7 Hurry up and get undressed.
  - 8 Get up and get dressed.
  - 9 That tie doesn't really go with your shirt.
  - A Don't leave it on the chair.
  - B I've just spilt coffee on my shirt.
  - C I'm going to a party.
  - D They don't look good together.
  - E It's bath time.
  - F They're too small.
  - G They're almost the same colour.
  - H You look great in it.
  - I Breakfast is on the table.
- b \( \mathbb{O} \) 2.20 Listen and check.

**ACTIVATION** Cover 1–9. Look at A–I and remember the matching sentences.

**G** p.22

## Air travel

## **VOCABULARY BANK**

## 1 AT THE AIRPORT

a Match the words and definitions.

1 A Airport terminal 6 Departures board 2 Bag(gage) drop 7 Gate

3 Baggage reclaim 8 Runway
4 Check-in desk 9 Security

5 Customs 10 (airline) Lounge

A a building at an airport divided into Arrivals and Departures

- B an electronic display showing flight times and if the flight is on time, boarding, closed, or delayed
- C where you give in any checked-in luggage (bags, cases, etc.) and are given a boarding pass if you don't already have one
- D where you take your luggage to check it in if you already have your boarding pass
- E where they check that you are not trying to take prohibited items (e.g. liquids or sharp objects) onto the plane, by scanning your hand luggage and making you walk through a metal detector
- F where passengers who are travelling **business** or **first class** can wait for their flight
- G where you show your boarding pass and ID and board your flight
- H where planes take off and land
- where you collect your luggage on arrival, and where there are usually trolleys for carrying heavy cases
- J where your luggage may be **checked** to see if you are bringing **illegal goods** into the country
- b @3.5 Listen and check.

**ACTIVATION** Cover the words and look at the definitions. Say the words.

## 2 ON BOARD

a Complete the text with the words in the list.

aisle /aɪl/ cabin crew /ˈkæbɪn kruː/ connecting flight /kəˈnektɪŋ flaɪt/ direct flights /ˌdəˈrekt flaɪts/ jet lag /ˈdʒet læg/ long-haul flights /ˌloŋ həːl ˈflaɪts/ row /rəu/ seat belts /ˈsiːt belts/ turbulence /ˈtɜːbjələns/

I often fly to Bolivia on business. I always choose an ¹aisle seat, so that I can get up and walk around more easily. My favourite place to sit is the emergency exit ²\_\_\_\_\_\_ so I have more legroom.

Sometimes there's ³\_\_\_\_\_ when the plane flies over the Andes, which I don't enjoy, and the ⁴\_\_\_\_\_ tell the passengers to put their ⁵\_\_\_\_\_ on.

There aren't any 6\_\_\_\_\_ to La Paz from London, so I usually have to get a 7\_\_\_\_\_ in Madrid. Whenever I take 8\_\_\_\_\_ I always suffer from 9\_\_\_\_\_ because of the time difference and I feel tired for several days.

b \( \mathbb{D} \) 3.6 Listen and check.

**ACTIVATION** Cover the words in the list. Read the text aloud with the correct words in the gaps.

## 3 TRAVEL, TRIP, OR JOURNEY?

- a Complete the sentences with travel, trip, or journey.
  - 1 Have a good <u>trip</u>! Hope the weather's great!
  - 2 A Did you have a good \_\_\_\_\_ here?
    B No, my flight was delayed for six hours.
  - 3 Do you have to \_\_\_\_\_ much in your job?
  - 4 We're going on a five-day \_\_\_\_\_\_ to the mountains.
- b 3.7 Listen and check. Which word...?
  - 1 is normally used as a verb
  - 2 just refers to going from one place to another
  - 3 covers going somewhere, staying there, and coming back.

## 4 PHRASAL VERBS RELATED TO AIR TRAVEL

a Complete the sentences with a phrasal verb from the list in the past tense.

check in drop-off fill in get off get on pick up (x2) take off

- 1 My husband <u>dropped</u> me <u>off</u> at the airport two hours before the flight.
- 2 I \_\_\_\_\_ online the day before I was going to fly.
- 3 As soon as I \_\_\_\_\_ the plane I put my bag in the overhead locker.
- 4 The plane \_\_\_\_\_ late because of the bad weather.
- 5 When I \_\_\_\_\_ my luggage at baggage reclaim, I bumped into an old friend who had been on the same flight.
- 6 I \_\_\_\_\_\_ the immigration form for the US, which the cabin crew gave me shortly before landing.
- 7 When I \_\_\_\_\_ the plane, I felt exhausted after the long flight.
- 8 My flight arrived really late at night, but luckily, a friend \_\_\_\_\_ me \_\_\_\_ at the airport.
- b 3.8 Listen and check.

**p**.26

# Adverbs and adverbial phrases VOCABULARY BANK

## CONFUSING ADVERBS AND ADVERBIAL PHRASES

a	Match each pair of adverbs with a pair of sentences.	Then decide which adverb goes where and write it in
	the Adverbs column.	A CARLET CONSIDER A SECONDA DE COMO PER CONTROL DE COMO DE COM LA CARLET COMO DE COMO

at the moment / actually	1 hard / hardly	near / nearly
especially / specially	in the end / at the end	still / yet

especially / specially	in the end / at the end	still / yet
ever / even	late / <u>late</u> ly	
	Advorbe	

	ever / even late / lately		
		Adverbs	
1	He trains very at least three hours a day.	hard	
	It's incredibly foggy. I can see anything.	hardly	
2	I hate it when people arrive for meetings.		200
	I haven't heard from Mike		
3	of a film, I always stay and watch the credits roll.	36 18 18 18	X.
	I didn't want to go, but they persuaded me.	ENERGY SEE	3
4	I love most kinds of music, but jazz.	さんないない。	100
	My wedding dress was made for me by a dressmaker.		
5	She looks younger than me, but she's two years older.		
	they're renting a flat, but they're hoping to buy one soon.	·	
6	I've finished my book. I'm on the last chapter.		~
	Excuse me, is there a bank here?		
7	Have you found a job ?		
	He's 35, but he lives with his parents.		
8	Have you been to the USA?		1
	- 1982년 전문 1982년 - 1982년 전문 1982년 전문 1982년 전문 1982년 1982년 - 1982년 1982년 - 1982년 - 1982년 1982년 1982년 1982년 1982년 - 1982년		Andrew Co.

3.16 Listen and check.

**ACTIVATION** Cover the **Adverbs** column and look at sentences 1–8. Say the adverbs.

## **COMMENT ADVERBS**

Read the sentences. Then match the **bold** adverbs with definitions 1-8.

I thought the job was going to be difficult, but in fact it's quite easy. /in 'fækt/

It took us over five hours to get there, but eventually we were able to relax. /r'ventfuəli/

I've been all over the USA - I've been to Alaska!

Ideally, we'd go to Australia if we could afford it. /ar'di:ali/ Basically, it's quite a simple idea. /'beisikli/

I thought they'd broken up, but apparently, they're back together again. /ɔ'pærəntli/

I'm certainly never going back to that restaurant. It was awful! /'ss:tnli/

She's only 14, so obviously she can't stay at home on her own, /pbvipsli/

She's been ill for weeks, but gradually she's beginning to feel better. /ˈgrædʒuəli/

1	in a perfect world
2 in fact	the truth is; actually (used to emphasize something, especially the opposite of what was previously said)
3	in the main and most important way
4	clearly (used to give information you expect other people to know or agree with)
5	little by little
6	according to what you have heard or read
7	without doubt
8	in the end; after a series of events or difficulties

3.17 Listen and check.

**ACTIVATION** Cover the definitions and look at the sentences. Say what the adverbs mean.



## 1 WHAT'S THE WEATHER LIKE?

a Put the words or phrases in the correct place in the chart.

below zero /bɪ,ləu 'zɪərəu/ boiling /'bəɪlɪŋ/ breeze /bri:z/ chilly /'tʃɪli/ eeel /ku:l/ damp /dæmp/ drizzling /'drɪzlɪŋ/ freezing /fri:zin/ humid /hju:mid/ mild /maild/ pouring /'po:rin/ (with rain) showers /'fauəz/ warm /wo:m/ 8 It's \_\_\_\_\_\_. (warm and wet 5 It's \_\_\_\_\_\_. but not raining) (pleasant and not cold) 1 It's cool. (quite cold) 9 It's \_\_\_\_\_\_. (cold and 6 lt's\_\_\_\_\_. slightly wet) (a pleasantly high 13 There's a 2 It's (unpleasantly cold) 10 It's \_\_\_\_\_\_ (raining lightly) (a light wind) temperature) It's hot. 💥 It's windy. 🚔 It's cold. 🎇 It's raining / wet. 🍁 3 It's . (very 7 lt's \_\_\_\_/ 11 There are \_\_\_\_\_\_. (raining It's scorching. intermittently) cold) (unpleasantly hot) 12 It's \_\_\_\_\_\_\_ (raining a lot) 4 It's . (-10°) Complete the sentences with fog, mist, and smog. When the weather's foggy or misty, or there's smog, it is difficult to see.

isn't usually very thick, and often occurs in the mountains or near the sea.

is thicker, and can be found in towns and in the country.

is caused by pollution and usually occurs in big cities.

c ①4.3 Listen and check a and b.

## 2 EXTREME WEATHER

a Match the words and definitions.

blizzard /blizad/ drought /draut/ flood /flad/ hail /heil/ heatwave /'hi:tweiv/ hurricane /'hʌrɪkən/ lightning /'lastnin/ monsoon /mpn'su:n/ thunder /'0\u00bandə/ (noun) a period of unusually hot weather 1 heatwave (noun) a long, usually hot, dry period when there is little or no rain (noun and verb) small balls of ice that fall like (noun) a flash of very bright light in the sky caused by electricity (noun and verb) the loud noise that you hear during a storm (noun) a snow storm with very strong winds (verb and noun) when everything becomes covered with water (noun) a violent storm with very strong winds (also cyclone, tornado, typhoon) (noun) the season when it rains a lot in southern Asia

b \$\mathbb{O}\$4.4 Listen and check.

**ACTIVATION** Cover the weather words and look at the definitions. Say the weather words.

## 3 ADJECTIVES TO DESCRIBE WEATHER

a Complete the weather forecast with these adjectives.

	changeable /tfeind	3əbl/ clear/klıə/
heavy /hevi/		
settled /'setId/	(= not likely to char	nge)
	sunny /sʌni/ thick	
		re sa Posassa
	England and Scotla	
cold, with 1stro	ng winds and <sup>2</sup>	rain. There
	fog in the	
	it should clear by m	
	ous as the roads wil	
	outh of England an	
	skies and it v	
di	d sunny, though the	
	te low. Over the nex	
weather will be	e <sup>7</sup> , with s	some showers, but
occasional 8	periods. It	should become
more 9	over the weeker	nd.

b \mathbb{0}4.5 Listen and check.

**ACTIVATION** What kind of weather do you associate with the different seasons where you live?

G p.38

## **VOCABULARY BANK**

## Feelings

## 1 ADJECTIVES

a Match the feelings and the situations.



- 1 B 'I feel really miserable.' /'mizrəbl/
- 2 F 'I feel a bit homesick.' /'haumsik/
- 3 "I'm quite disappointed.' /disə'pəintid/
- 4 I'm very lonely.' /ˈləunli/



- 5 I'm incredibly proud.' /praud/
- 6 (I'm really **fed up**.' /ˌfed 'ʌp/
- 7 I'm very grateful.' /'greitfl/
- 8 If 'I'm very upset.' /Ap'set/
- 9 1'm so relieved.' /rr'lizvd/
- 10 I'm very offended.' /ə'fendid/
- A You discover that your beloved dog has disappeared.
- B You've been stuck at home all weekend and it's been raining.
- C A stranger gives you a lot of help with a problem.
- D You are abroad and you think someone has stolen your passport, but then you find it.
- E You don't get a job you were hoping to get.
- F You go to study abroad and you're missing your family and friends.
- G You move to a new town and don't have any friends.
- H You've been doing the same job for ages and it's really boring.
- I Someone in your family wins an important prize.
- J A friend doesn't invite you to his wedding.
- b \ \mathbb{0} 5.4 Listen and check.

## 2 STRONG ADJECTIVES

a Match the strong adjectives describing feelings with their definitions.

astonished /əˈstɒnɪʃt/ bewildered /bɪˈwɪldəd/ delighted /dɪˈlaɪtɪd/ desperate /ˈdespərət/ devastated /ˈdevəsteɪtɪd/ horrified /ˈhɒrɪfaɪd/ overwhelmed /əʊvəˈwelmd/ stunned /stʌnd/ thrilled /θrɪld/

1	stunned	very surprised and unable to move or react
2		_ extremely upset
3		very happy and excited
4	1-	incredibly pleased
5		_ (SYN amazed) very surprised
6		with little hope, and ready to do anything to improve the situation
7	-	_ feeling such strong emotions that you don't know how to react
8		_ extremely confused
9	-	_ extremely shocked or disgusted

b \( \oldsymbol{0} 5.5 \) Listen and check.

**ACTIVATION** Make true sentences for five of the adjectives in **1a** and **2a**.

## 3 INFORMAL WORDS AND EXPRESSIONS

- a Look at the <u>highlighted</u> words and phrases and try to work out their meaning.
  - 1 B I was scared stiff when I heard the bedroom door opening. /skead 'stif/
  - 2 You look a bit down. What's the problem? /daun/
  - 3 I'm absolutely shattered. I want to relax and put my feet up. /ˈʃætəd/
  - 4 I was completely gobsmacked when I heard that Tina was getting married! /ˈgɒbsmækt/
  - 5 I'm sick of hearing you complain about your job. /'sɪk əv/
  - 6 When England missed the penalty in the last minute, we were absolutely gutted. /'gʌtɪd/
- b Match the words and phrases in a to the feelings.

A sad or depressed D exhausted

B terrified E fed up or irritated with

C extremely disappointed F astonished

c \$\oldsymbol{0}\$5.6 Listen and check.

**ACTIVATION** Cover the sentences in **a**. Look at the feelings in **b**. Remember the informal words and expressions.

Op.47

## The right job for you

What would you like to do after university?

I'd like to be an accountant. I enjoy working with numbers.

G choosing between gerunds and infinitives V work P word stress

#### VOCABULARY work

- a Look at the picture story. Match sentences A-I to pictures 1-9.
  - She decided to set up an online business selling birthday cakes.
  - B Her business is doing very well. Clare is a success!
  - C She was unemployed, and had to look for a job.
  - D They had an argument, and Clare was sacked.
  - E 1 Clare worked for a marketing company.
  - F She applied for a lot of jobs, and sent
  - G She had a good salary, but she didn't like her boss.
  - H She had some interviews, but didn't get
  - I She had to work very long hours and do
- b @8.1 Listen and check. Then cover the sentences and look at the pictures. Tell the story from memory.
- Op.163 Vocabulary Bank Work

#### Words with different meanings

Sometimes the same word can have two completely different meanings, e.g.

She has a degree in economics. (= a university qualification)

It was only four degrees this morning. (= temperature)

- d With a partner, explain the difference in meaning between the pairs of sentences.
  - 1 a He's running a business.
    - b He's running a marathon.
  - 2 a Marion was fired last week.
    - b When the man fired the gun, everyone screamed.
  - 3 a I work in a shop.
    - b My laptop doesn't work.
  - 4 a There's a market for this product.
  - b There's a market where you can buy vegetables.
  - 5 a Steve has set up a company.
    - b Steve is very good company.



















#### **PRONUNCIATION & SPEAKING** word stress

- Underline the stressed syllable in each word. Use the phonetics to help you.
  - 1 a pply /əˈplaɪ/
  - 2 sallalry /'sæləri/
  - 3 re|dun|dant/ri'dAndant/
  - 4 ex|pe|ri|ence /ık'spıəriəns/
  - 5 olver time / povotaim/
- 6 per ma nent / ps:manant/
- 7 quallifications/kwplrfr'ker[nz/
- 8 re|sign /rr'zam/
- 9 reisponisible /rr'sponsabl/
- 10 tem|pora|ry / temprori/
- b @8.5 Listen and check. Practise saying the words.

- c Think of someone you know who has a job. Prepare answers to the questions below.
  - What does he / she do?
  - What qualifications does he / she have?
  - Is his / her job...? full time or part time temporary or permanent
  - Where does he / she work (in an office, at home, etc.)?
  - What hours does he / she work?
  - Does he / she have to do overtime?
  - Does he / she get a good salary?
  - Does he / she like the job? Why (not)?
  - Would you like to do his / her job? Why (not)?
- d Work in pairs. A, interview B about his or her person's job. Ask more questions if you can. Then swap.

I'm going to tell you about my cousin. Her name's Corinne.

( What does she do?

- 3 GRAMMAR choosing between gerunds and infinitives
- a Complete the questionnaire by putting the verbs in the correct form: the gerund (e.g. working) or to + infinitive (e.g. to work).

## Match your personality to the job

	2 I enjoy problems. help	people with their
7	I don't mind	a very large
	problems. help  I don't mind salary. not earn	a very large
1	4 I'm good at	to people. listen
>	5 I'm good at	quick decisions. mak
	6 risks doesn't	t worry me, take
	7 I'm happy by	myself. work
-	7 I'm happy by 8 I'm not afraid of	large amounts of
	money. manage	
9	I'm good at myself. expr	ess
	I'm good at myself. expr I always try my instincts	
10	I always try my instincts	. follow
10 11		. follow
10 11 12	I always try my instincts It's important for me created in the improvise	. follow ative. be
10 11 12 13	I always try my instincts It's important for me creat I enjoy improvise  complex calculations is not difficult for me. do	. follow ative. be
10 11 12 13	I always try my instincts It's important for me creat I enjoy improvise  complex calculations is redifficult for me. do I enjoy logical	. follow ative. be
10 11 12 13 14	I always try my instincts It's important for me creat I enjoy improvise  complex calculations is redifficult for me. do I enjoy logical	. follow ative. be
10 11 12 13 14	I always try my instincts It's important for me creat I enjoy improvise  complex calculations is not difficult for me. do	. follow ative. be
10 11 12 13 14 15	I always try my instincts It's important for me creat I enjoy improvise  complex calculations is not difficult for me. do I enjoy logical problems. solve I find it easy theoretical principles. understand	. follow ative. be
10 11 12 13 14 15	I always try my instincts It's important for me creat I enjoy, improvise  complex calculations is not difficult for me. do I enjoy logical problems. solve I find it easy theoretical	. follow ative. be

- b Read the questionnaire and tick (/) ONLY the sentences that you strongly agree with. Discuss your answers with a partner.
- c @ Communication Match your personality to the job p.108 Find out the results. Do you agree?
- d Look at the sentences in the questionnaire. Complete the rules with the gerund or to + infinitive.

	After some verbs, e.g. enjoy and don't mind, use
)	After some verbs, e.g. would like, use
	After adjectives, use
ŀ	After prepositions, use
,	As the subject of a phrase or sentence,
	use

#### 

- f Write something for FIVE of the things in the list.
  - something you are planning to do in the summer
  - a country you'd like to visit in the future
  - somebody you wouldn't like to go on holiday with
  - a job you'd love to do
  - a job you hate doing in the house
  - somebody you find very easy to talk to
  - something you're afraid of doing
  - a sport, activity, or hobby you love doing
  - something you enjoy doing on Sunday mornings
  - · something you must do or buy urgently
- g Work in groups. Tell the others about what you have written and answer any questions they have.

I'd love to be an architect.

(Why?

Because I think it would be great to...)

#### 4 WRITING

p.121 Writing A covering email
 Write an email to send with your CV to apply for a job.

#### 5 READING

- Read the first part of an article about the TV programme Dragons' Den. Answer the questions.
  - 1 Who are the 'Dragons'?
  - 2 Where do the contestants meet them?

Dragons, who are multi-millionaires, are prepared to invest money in any business that they believe

- 3 How does the programme work?
- 4 Is there a similar TV programme in your country?
- b Look at the photos and read about three products that were presented on the show. Answer the questions and say why.

Which product do you think...?

- 1 the Dragons invested in and has been successful
- 2 the Dragons didn't invest in and has been a failure
- 3 the Dragons didn't invest in, but has been very successful

#### In the DRAGONS' D Dragons' Den is a UK TV series, with similar versions in many different countries, which has been on TV every year since the original show in 2005. In the UK programme, contestants have three minutes to present their ideas for a product or service to five very successful business people. These people are nicknamed 'the Dragons', and the intimidating room where they meet the contestants is 'the Den'. The

might be a success. In return, they take a share in the From left to right: Duncan Bannatyne, Nick Jenkins, Deborah Meaden, Kelly Hoppen, Peter Jones profits. The contestants are usually young entrepreneurs, product designers, or people with a new idea for a product or a service. They have three minutes to make their pitch, then the Dragons ask them questions about it and its possible market. Finally, the Dragons say if they are prepared to invest or not. If they are not convinced by the presentation, they say the dreaded words, 'I'm out'. So far, the Dragons have agreed to invest in more than 250 businesses.

#### Glossary

den the hidden home of some types of wild animal entrepreneur a person who makes money by starting or running businesses

make a pitch present something you're trying to sell



#### Tingatang

Gill and Clare, from Leeds, in the north of England, designed Tingatang, a range of silver jewellery for men and women to show that they're single, in the same way that a wedding ring shows that you're married. The pair asked the Dragons to invest £500,000 in their business.



### Slappie watches

David, from Birmingham, asked the Dragons for £50,000 in exchange for 25% of his watch company, Slappie. The watches, which cost under £20, are on straps of many different colours, and the watch faces are also available in different designs. The straps and watch faces can be bought separately and are interchangeable, so you can create your own watch.



## Tangle Teezer

Shaun, a hairdresser from London, set up a company to produce brightlycoloured plastic hairbrushes which were especially good at untangling hair. He demonstrated the brushes on the show and asked for an £80,000 investment in exchange for 15% of his company.

- c @ Communication Dragons' Den A p.109 B p.113 C p.114 Work in groups of three. Find out what happened.
- d Which (if any) of the three products would you be interested / definitely not interested in buying? Why? Do you think they are, or could be, successful in your country? Why (not)?

#### 6 LISTENING

a Look at the photo of two more *Dragons' Den* contestants and their product. Do you think they were successful?



- b 08.9 Listen to Part 1 of an interview with Joe about his experience. Mark the sentences T (true) or F (false).
  - 1 Joe and Jake applied to be on Dragons' Den together.
  - 2 They prepared their pitch very quickly.
  - 3 The show was filmed in Manchester.
  - 4 They didn't do any preparation the night before.
  - 5 They only slept for a few hours the night before the programme.
  - 6 They were the third contestants on that programme.
  - 7 Other contestants waited for up to 12 hours for their turn.
  - 8 They met one of the Dragons while they were waiting to go on.
- c Listen again. Correct the F sentences.
- d <a>\infty\$ 8.10 Listen to Part 2. What was different about Joe and Jake's experience compared to other contestants?</a>
- e Listen again and make notes. What does Joe say about...?
  - 1 smiling at Deborah Meaden
- 4 Peter's appearance
- 2 Jake's first words
- 5 Jessops

3 'I'm out.'

- 6 the job offer
- f ①8.11 Listen to the end of the interview. What did Joe and Jake decide to do? Why? Did they think it was the right decision?

#### 7 SPEAKING

a <a>0.8.12</a> Listen to Joe and Jake giving their *Dragons' Den* pitch for Frame Again. Number the questions 1–5 in the order they answer them.

- A How much will it cost?
- B What is the product?
  Give a detailed description.
- Who are you? What's the name of your product?
- Do you have an advertising slogan for the product?
- E) Who is the product for?
- b Work with a partner. Imagine you are going to appear on the programme. Choose one of the products below, or invent your own, and think about your answers to the questions in a.

an app a chair a dessert a drink a gadget a lamp a pen a phone a sandwich

c Present your product to the class together. Spend a few minutes preparing your pitch. Take turns to give the information. Use the language from the **Presenting a product** box.

#### Presenting a product

Good morning. I'm \_\_\_\_\_\_, and this is \_\_\_\_\_\_, and we're here to tell you about our new product...

It's a..., and it's called...

This product is for...

We think it will be very popular because...

It will cost...

Our slogan is...

d You also have money to invest in one of the products your classmates present. Listen to their presentations and decide which one to vote for.

#### 4 READING & SPEAKING

a Do you consider yourself in general to be a lucky person? Why (not)?

#### 0

#### Topic sentences

In a text, paragraphs usually begin with a topic sentence. This sentence tells you what the paragraph is going to be about.

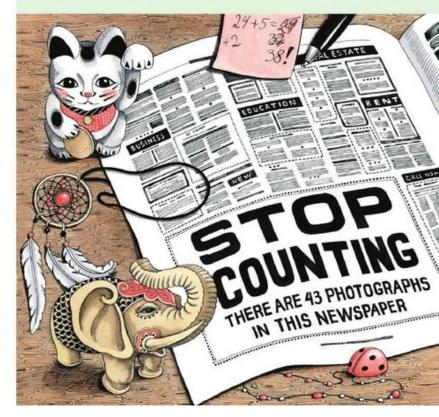
- b You are going to read an article about luck. Read the information box about topic sentences, and sentences A–E. Then read the article and complete the paragraphs with A–E. Use the highlighted words and phrases to help you.
  - A But is it possible to use these techniques to win the lottery?
  - B A few years ago, I led a large research project about luck.
  - C Eventually, we uncovered four key psychological principles.
  - D In a second phase of the project, I wanted to discover whether it was possible to change people's luck.
  - E The results revealed that luck is not a magical ability, or the result of random chance.
- c Read the article again. Choose a, b, or c.
  - 1 In his first research project into luck, the author asked the volunteers to \_\_\_\_\_.
    - a record what happened to them every day
    - b answer questions about their jobs
    - c live together for a few months
  - 2 In one experiment, the unlucky people \_\_\_\_
    - a didn't count the photographs correctly
    - b didn't notice something important in the newspaper
    - c were not able to finish the task
  - 3 The researchers concluded that lucky people are generally \_\_\_\_.
    - a optimistic b hard-working c ambitious
  - 4 In a second phase of the project, Wiseman asked his volunteers to \_\_\_\_\_.
    - a change their jobs
    - b change their attitude
    - c change their lifestyle
  - 5 Wiseman believes that \_\_\_\_
    - a being lucky in your personal life is more important than being lucky at work
    - b winning the lottery is as important as being lucky in your personal life
    - winning the lottery is less important than being lucky in your personal life

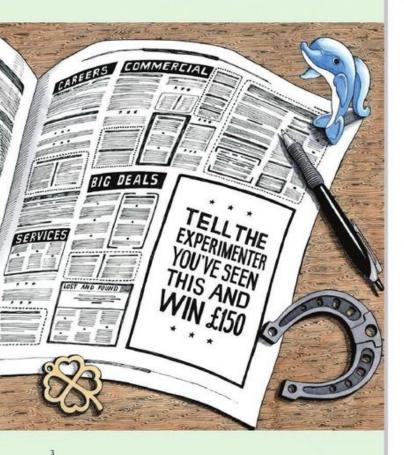
# How to improve your **luck** and win the lottery **twice** (possibly)

#### Richard Wiseman

A British couple have just won £1m in the EuroMillions lottery for a remarkable second time. The chances of this happening are more than 283 billion to one. They are clearly incredibly lucky – but is there anything we can all do to increase the chances of being lucky ourselves?

- <sup>1</sup> I studied the lives of more than 400 people who considered themselves either very lucky or very unlucky. I asked everyone to keep diaries, complete personality tests, and take part in experiments.
- Nor are people born lucky or unlucky. Instead, lucky and unlucky people create much of their good and bad luck by the way they think and behave. For example, in one experiment, we asked our volunteers to look through a newspaper and count the number of photographs in it. However, we didn't tell them that we had placed two opportunities in the newspaper. The first was a half-page advert clearly stating, 'STOP COUNTING. THERE ARE 43 PHOTOGRAPHS IN THIS NEWSPAPER.' A second advert later on said, 'TELL THE EXPERIMENTER YOU'VE SEEN THIS AND WIN £150.' The lucky people quickly spotted these opportunities, partly because they tended to be very relaxed. In contrast, the unlucky people focused anxiously on the task of counting the photos and so tended not to see the advertisements. Without realizing it, both groups had created their own good and bad luck.





- Lucky people create and notice opportunities by developing a relaxed attitude to life and being open to change.
- Lucky people tend to listen to their intuition and act quickly. Unlucky people tend to analyse situations too much, and are afraid to act.
- Lucky people are confident that the future will be positive, and this motivates them to try, even when they have little chance of success. Unlucky people are sure that they will fail, and so they often give up before they have begun.
- Lucky people keep going, even when they are likely to fail, and they learn from their mistakes. Unlucky people get depressed by the smallest problem, and think that the problems are their fault, even when they aren't.
- I asked a group of 200 volunteers to use the four key principles and to think and behave like a lucky person. The results were remarkable. In a few months, about two-thirds of the group became happier, healthier, and more successful in their careers.

  Unfortunately not. Lotteries are purely chance events, and nothing can really influence your chances of success. However, the good news is that being lucky in your personal life and career is far more important than winning the lottery.

- d Ask and answer the questions with a partner.
  - 1 Do you agree with Richard Wiseman that people are not born lucky or unlucky, but can learn to make their own luck?
  - 2 Can you remember a time when you were either very lucky or very unlucky? What happened?
  - 3 Do you know anyone who you think is particularly lucky or unlucky? Why?
  - 4 Think of a time when you were successful at something. Do you think it was because you worked hard at it, or because you were lucky and in the right place at the right time?

## 5 VOCABULARY making adjectives and adverbs

A few years ago, I led a large research project about **luck**. I studied the lives of more than 400 people who considered themselves either very **lucky** or very **unlucky**.

- a Look at the **bold** words in the sentences above. Which is a noun and which are adjectives? Using the word *luck*, can you make...?
  - 1 a positive adverb
  - 2 a negative adverb
- b p.164 Vocabulary Bank Word-building Do Part 2.
- c Read the rules for the sentence game.

## The sentence game

- 1 You must write correct sentences with the exact number of words given (contractions count as one word).
- 2 The sentences must make sense.
- 3 You must include a form of the given word (e.g. if the word is luck, you can use lucky, luckily, unlucky, etc.).
- d Work in teams of three or four. Play the sentence game. You have five minutes to write the following sentences.
  - 1 (11 words) 4 (2012) (6 words)
  - 2 @ (12 words) 5 patience (12 words)
  - 3 (7 words)
- Your teacher will tell you if your sentences are correct. The team with the most correct sentences is the winner.

#### 3 GRAMMAR quantifiers

a	With a partner, read sentences 1-6 and think about what
	the missing words could be. Don't write them in yet.

1	I used to have	of different gadgets, but
	now I use my phone for almost eve	erything.
2	2 I'd like to have a better computer,	but I don't have
	to buy one right now.	

3 I spend \_\_\_\_\_ time online. I think I need a digital detox.

4 I have a lot of friends on Facebook, but only \_\_\_\_\_\_ of them are close friends.

5 I never watch TV or films on my phone, because the screen isn't

6 I like Apple products, but I can't afford them – I think they're \_\_\_\_\_\_\_.

b @9.14 Now listen and complete the sentences in a. Did you guess correctly?

#### c G p.149 Grammar Bank 9B

d Talk to a partner. Are the sentences in a true for you? Say why (not).

#### 4 PRONUNCIATION ough and augh

ough and augh

Be careful with the letters ough and augh. There are several different pronunciations. Try to remember how to pronounce the most common words which have this combination of letters, e.g. although, daughter.

a Write the words from the list in the correct column.

although bought brought caught cough daughter enough laugh thought through tough

DI-	<b>^</b>	-gg	wij	D

- b @ 9.19 Listen and check. Which is the most common sound? Which four words finish with the sound /f/?
- c @9.20 Listen to sentences 1-5. Practise saying them.
  - 1 I bought a new iPhone, although I thought it was very expensive.
  - 2 My daughter's caught a bad cold.
  - 3 We've been through some tough times.
  - 4 I didn't laugh! It was a cough.
  - 5 You haven't brought enough wine!

#### 5 READING & SPEAKING

- a Work with a partner and answer the questions. Who has a more organized digital life?
  - How many photos do you have on your phone? Are they organized into albums? How quickly could you find a photo you wanted to show someone?
  - Do you have any apps on your phone that you never use?
  - How many email accounts do you have? Approximately how many emails do you have in your inbox?
  - How many songs do you have on your phone or MP3 player? How many of them do you listen to regularly?
  - How many friends do you have on Facebook? How many of them are real friends?
  - How many people in your 'contacts' have you not contacted in the last year?
  - How many different passwords do you have? How do you remember them?
  - What's the wallpaper on your phone or computer screen? Is it one of your photos, or did it come with the phone or device?
  - How many digital devices do you have that you never use, e.g. old phones / cameras / MP3 players, etc.?
- b Look at the title of the article and the 11 headings. Tick ( ) the areas of your digital life that you think you need to tidy up.



# 11 WAYS TO

A clean, tidy room makes you feel better about your home. In the same way, a tidy phone, tablet, or computer makes you feel better about your digital life. So if your digital life is a mess, try these tips – the benefits are huge.

#### 1 INBOX MESSAGES

Most people have too many emails in their inbox. You don't have hundreds of unopened or unanswered letters in your house, so why should you have hundreds of unopened or unanswered emails? If you can \_\_\_\_\_\_ an email in less than two minutes, do it right away. If it will take longer, don't leave it in your inbox – move it into a 'work in progress' folder and reply later.

#### **2 OLD SOFTWARE OR APPS**

Uninstall software or apps that you don't use. This will \_\_\_\_ a lot more space on your hard drive or phone.

#### **3 PHOTOS**

You wouldn't put bad photos in a physical photo album, so don't keep bad photographs (or videos) on your phone – just delete them. Having poor-quality photos just makes it more difficult to \_\_\_\_\_\_ a good photo when you need one.

#### **4 MUSIC AND MOVIES**

One of the best things about digital media is that you have every song and movie at your fingertips. Unfortunately, one of the worst things about digital media is that you have every song and movie at your fingertips.

\_\_\_\_\_ any music or movie files that you're never going to listen to or watch again.



#### **5 FACEBOOK FRIENDS**

Having too many friends on Facebook makes it more difficult to \_\_\_\_\_\_ in touch with the ones you really care about. You can 'unfollow' Facebook friends without them knowing, so you won't hurt their feelings.

#### **6 OLD CONTACT INFORMATION**

contact information regularly and delete contacts you no longer need. Most people don't do this often enough.

#### 7 PASSWORDS

Use a password manager app, like 1password. This gives you as many different passwords as you need and remembers them for you. You'll never \_\_\_\_\_\_ a password again.

#### **8 EMAIL MARKETING**

If you get too many emails from companies and organizations, don't just delete them — unsubscribe. It should only take a few seconds. Just \_\_\_\_\_ on the 'unsubscribe' link at the bottom of the email.

#### 9 EMAIL ACCOUNTS

Never \_\_\_\_\_ more than two email accounts (work and personal). For most people, one should be enough.

## 10 DESKTOP BACKGROUND OR WALLPAPER

a simple background or wallpaper for your screens. This will improve your productivity and attention span more than you think.

#### 11 OLD DIGITAL DEVICES

If you've been using technology for any length of time, you probably have a small collection of devices that you no longer use – cameras, memory sticks, MP3 players, and mobiles. If you can't give them to somebody who would use them, \_\_\_\_\_ old devices properly.

Adapted from a website

 Read the article and complete the gaps with a verb from the list.

> answer choose click delete find forget keep make recycle set up update

d Search the text. Find five words with the prefix un- to complete the tips.

Tip 1	1 Why should you have hundreds o		
	un	or un	emails?
Tip 2	Un you don't us		or apps that
Tip 5	You can 'un_ friends witho		Facebook owing
Tip 8	Click on the bottom of th	′ link at the	

 Complete the sentences with un- and the words from the list.

	elear comfortable do friend nelpful known lock read
1	Why do you have over 100emails?
2	If you want to what you've done, press Ctrl+Z.
	What's the difference between to unfollow and to somebody on Facebook?
	I can't my phone – I've forgotten the password.
	The IT Support person was very I still can't print anything.
6	I didn't answer the phone, because it said 'caller'.
7	I can't set up the new router – the instructions are really
8	I hate earphones – I find them really

f Which of the tips in the article would be most useful for you? Choose your top three. Then discuss your choices in small groups and say why.

#### 6 WRITING

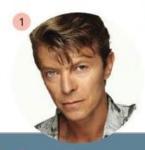
p.123 Writing An article – advantages and disadvantages Write an article about the advantages and disadvantages of smartphones.

She's the author who Who is wrote To Kill a she? Mockingbird.

G relative clauses: defining and non-defining V compound nouns P word stress

#### READING

Look at the nine photos and read the introduction. How many people can you name? Go to Communication p.110 and check. Then write their names next to 1-9 in the texts.







# The year our heroes died

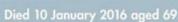
Many people think that 2016 was one of the worst years in history for deaths of influential people. They were people who entertained us and educated us, people we loved and people we hated, but all of them were icons...







b Now read about the people. Which ones did you already know most about?



His death came as a shock to many, including his friends, and in the hour after his death was made public, 20,000 tweets a minute were posted about him. He had released his album Blackstar only two days before he died. It went on to win five Grammys in 2017.

2

From Shakespeare to Severus Snape in the Harry Potter films, his voice was memorable in every role he played. He was 41 when he made his breakthrough film performance, playing opposite Bruce Willis in Die Hard. When he died, J.K. Rowling tweeted, 'There are no words to express how shocked and devastated I am to hear of his death. He was a magnificent actor & a wonderful man.

Died 19 February 2016 aged 89

She wrote one of the United States' best-loved novels, To Kill a Mockingbird, which is considered a classic of modern literature and has sold more than 40 million copies worldwide. After its publication in 1960, she retreated from public life and became an object of curiosity in the modern media age. Her only other novel, Go Set a Watchman, was written before To Kill a Mockingbird, but not published until July 2014, 54 years later.

Died 24 March 2016 aged 68

A football legend who made his name as a forward with Ajax and Barcelona, he was European Footballer of the Year three times and later became a successful coach. The Dutch FA described him as the 'greatest Dutch footballer of all time and one of the world's best ever'.

Died 31 March 2016 aged 65

Born in Iraq, she was a world-famous architect, whose Aquatic Centre at the 2012 London Olympics was probably her best-known work in the UK. Her buildings were modern and futuristic, with sensuous lines, and she was the first woman to receive the Royal Institute of British Architects Gold Medal.

Died 21 April 2016 aged 57 6

Born in Minneapolis, USA, he was a child prodigy and a self-taught multi-instrumentalist, best known for hits including Purple Rain, When Doves Cry, and Alphabet St. In addition to making 39 studio albums himself, he also wrote many songs for other artists.

c Read questions 1–9 and find the answers in the texts. Write the initials of the person.

#### According to the texts, who ...?

- 1 was the youngest when he / she died
- 2 changed jobs but did equally well in both
- 3 was child, friend, and partner of famous singers
- 4 had a connection with the Olympic Games
- 5 changed his / her name completely, and had a famous nickname
- 6 became famous for the first time when he / she was middle-aged
- 7 did not want any publicity or recognition in later life
- 8 spent time following a particular religion
- 9 was awarded prizes for something he / she did shortly before dying
- d Do you particularly admire any of these people? What other famous people do you admire?

#### Died 3 June 2016 aged 74

Born Cassius Clay and nicknamed 'The Greatest', he was widely considered to be the best heavyweight boxer of all time. He was famous for his comments both before and after matches almost as much as for his boxing skills. He also became a prominent civil rights figure, who campaigned for black equality and refused to fight in the Vietnam War.

#### Died 7 November 2016 aged 82

A Canadian singer-songwriter, poet, and novelist, his most famous song was probably Hallelujah, recorded by more than 300 different artists. At the age of 60, he moved to California, where he lived as a Buddhist monk for five years. One of his muses was Marianne Jensen, the Norwegian woman who he lived with on the Greek island of Hydra and for whom he wrote the song So Long, Marianne. Her death in early 2016 inspired his final album, You want it darker.

#### Died 27 December 2016 aged 60

She was the daughter of actress Debbie Reynolds and singer Eddie Fisher and it was the role of Princess Leia in the first Star Wars film which made her famous. From 1977 to 1983, she dated musician Paul Simon, who she met on the set of Star Wars, and she was later very close friends with the singer James Blunt.

#### 2 GRAMMAR relative clauses

- a Cover the text. Complete the relative clauses with who, whose, which, or where. Who are the extracts about?
  - 1 She wrote To Kill a Mockingbird, \_\_\_\_\_\_ is considered a classic of modern literature.
  - 2 At the age of 60, he moved to California, he lived as a Buddhist monk for five years. One of his muses was Marianne Jensen, the Norwegian woman he lived with on the Greek island of Hydra.
  - 3 It was the role of Princess Leia in the first Star Wars film \_\_\_\_\_ made her famous.
  - 4 He also became a prominent civil rights figure, campaigned for black equality.
  - 5 She was a world-famous architect, Aquatic Centre at the 2012 London Olympics was probably her best-known work in the UK.

#### b @ p.150 Grammar Bank 10A

- c In pairs, look at the photos in 1 again. Cover the texts.
  - A Say a sentence about each person beginning He / She is the actor / writer, etc. who / that / whose...
  - B Try to add some more information.

#### 3 SPEAKING

a Look at the quiz questions. How many can you answer?

### What do you call...?

- 1 a person who appears in crowd scenes in films
- 2 the place with black and white stripes where you cross the road
- 3 the part of the body you use to taste
- 4 the thing which covers the top of a house
- 5 a man who a woman is going to marry
- G Communication Relative clauses quiz A p.110
   B p.114 Write and ask quiz questions.

#### 4 WRITING

p.124 Writing A biography Write a biography
 of an interesting or successful person.

#### 5 LISTENING

- **10.3** Look at four famous examples of British design which featured on stamps. Do you have, or have you seen, any of these things? In which decade do you think they were created? Listen and check.
- b @10.4 Now listen to an audio guide for an exhibition about British design. Make notes about the following things.

#### 1 The red phone box

- the Post Office
- Liverpool Cathedral and Tate Modern
- · red, silver, and blue
- · the Royal Academy of Arts in Piccadilly
- libraries and art galleries

#### 2 The Anglepoise lamp

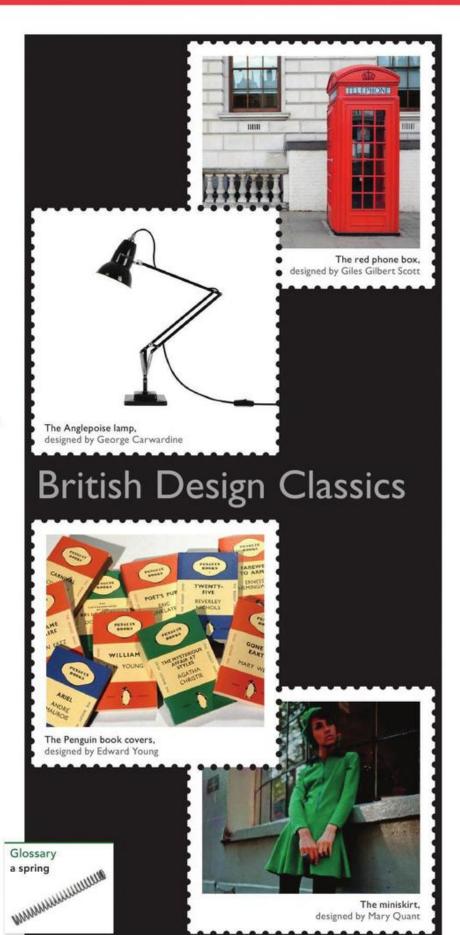
- · suspension systems for cars
- · Carwardine's company going bankrupt
- the human arm
- the Anglepoise model 1227
- · hospital theatres and military aeroplanes

#### 3 The Penguin book covers

- · Allen Lane and a railway platform in 1935
- his secretary
- Edward Young and London Zoo
- · Agatha Christie and Ernest Hemingway
- · orange, blue, and green covers

#### 4 The miniskirt

- · the Beatles and the first man on the
- · 'Bazaar' in the King's Road
- Mary Quant's school uniform
- · tap dancers and the Mini
- · Coco Chanel
- c Compare your answers with a partner. Then listen again and add more information.
- d Cover the notes and look at the design icons. What facts can you remember about them?
- e Which of the four do you think has the most attractive design? What would you consider to be examples of iconic design in your country?



The miniskirt, designed by Mary Quant

#### 6 SPEAKING

a Write the names of people, things, or places in as many of the rectangles as you can.



a famous dead person (who) you admire

Captain R. Scott, polar explorer

a famous living person (that) you admire



Malala Yousafzai, activist for women's education



an iconic landmark (that) you really like

St Paul's cathedral, London

a company whose design you love





an everyday object (that) you own that you think has a beautiful design

an object (which) you would like to own whose design you love



Eames lounge chair



a DVD cover, film poster, or book cover (that) you think has a great design

The Godfather book cover

b In groups, talk about your people, things, and places. Explain why you admire them.

#### 7 VOCABULARY & PRONUNCIATION

compound nouns; word stress

a Match a noun from column A to a noun from column B to make compound nouns.

A	В
paper	manufacturer
book	lamp
child	box
car	cover
desk	writer
song	back
phone	prodigy

- b ①10.5 Listen and check. Which two are written as one word? Is the first or second noun usually stressed? Practise saying the compound nouns in a with the correct stress.
- c In pairs, try to answer all the questions in three minutes with compound nouns from Files 1–10.

#### Compound nouns race

- I What do you call part of a road that only bicycles can use?
- 2 What do you call the busy time of day when many people are going to work or going home?
- 3 What might you have to pay if you park in a place where you shouldn't?

- 6 What should you put on when you get into a car?
- 5 What do you call a long line of cars that can't move?
- 4 What do you need to book if you want to play tennis with someone?

- 7 What do you call the person who is in charge of a school?
- 8 What do you call the music in a film?
- 9 What kind of books or films are about the future, often outer space?

- 12 What do you call a school which is paid for by the government?
- II If you are in a lift and you press G, where do you want to go?
- 10 What can you use to transfer files from one computer to another if the internet isn't working?



#### choosing between gerunds and infinitives gerund (verb + -ing)

- 1 I'm not very good at working in a team. Katie's given up smoking.
- 3.8
- Looking for a job can be depressing. Shopping is my favourite thing to do at weekends.
- 3 I hate not being on time for things. I don't mind getting up early.
- We use the gerund (verb + -ing)
  - 1 after prepositions and phrasal verbs.
  - 2 as the subject of a sentence.
  - 3 after some verbs, e.g. hate, don't mind.
- · Common verbs which take the gerund include: admit, avoid, deny, dislike, enjoy, feel like, finish, hate, keep, like, love, mind, miss, practise, prefer, recommend, spend time, stop, suggest, and some phrasal verbs, e.g. give up, go on, etc.
- The negative gerund = not + verb + -ing.

#### D like, love, and hate

In American English, like, love, and hate are followed by the infinitive with to. This is becoming more common in British English too, e.g. I like to listen to music in the car.

#### the infinitive with to

1 My flat is very easy to find.

- **38.7**
- 2 Liam is saving money to buy a new car.
- 3 My sister has never learned to drive. Try not to make a noise.
- · We use the infinitive + to:
  - 1 after adjectives.
  - 2 to express a reason or purpose.
  - 3 after some verbs, e.g. want, need, learn.

- Common verbs which take the infinitive include: (can't) afford, agree, decide, expect, forget, help, hope, learn, need, offer, plan, pretend, promise, refuse, remember, seem, try, want, would like. More verbs take the infinitive than the gerund.
- The negative infinitive = not to + verb.
- These common verbs can take either the infinitive or gerund with no difference in meaning: start, begin, continue. It started to rain. It started raining.

#### Verb + person + infinitive with to

We also use the infinitive with to after some verbs + person, e.g. ask, tell, want, would like.

Can you ask the manager to come? She told him not to worry. I want you to do this now.

We'd really like you to come.

#### the infinitive without to

1 I can't drive. We must hurry.

- 3.8
- 2 She always makes me laugh. My parents didn't let me go out last night.
- · We use the infinitive without to:
  - 1 after most modal and auxiliary verbs.
  - 2 after make and let.

#### O Verbs that can take a gerund or an infinitive, but the meaning is different

Try to be on time. (= make an effort to be on time)

Try doing yoga. (= do it to see if you like it)

Remember to phone him. (= don't forget to do it)

I remember meeting him years ago. (= I have a memory of it)

#### Circle the correct form.

I'm in charge of (recruiting)/ to recruit new staff.

- 1 It's important for me spending / to spend time with my family.
- 2 Applying / Apply to go to university abroad can be complicated.
- 3 I want to do / doing my shopping this morning.
- 4 My boss wants open / to open a new office.
- 5 Be careful not asking / not to ask her about her boyfriend - they've split up.
- 6 We went on working / to work until we finished.
- 7 Dave is very good at solving / to solve problems.
- 8 The best thing about weekends is not going / not to go to work.
- 9 Layla gave up modelling / to model when she had a baby.
- 10 I went on a training course to learning / to learn about the new software.

#### b Complete with a verb from the list in the correct form.

	ot buy commute do le et up wear not worry	ave lock not make retire
	I'd like to set up my own o	company.
1	My parents are planning_	before they are 65.
2	Rob spends three hours _ every day.	to work and back
3	Mark and his wife agreed problems he had at work.	about the
4	Did you remember	the door?
5	In the end I decided they were very expensive.	the shoes because
6	The manager lets us	work early on Fridays.
7	All employees must	a jacket and tie at work
8	Please try	any more mistakes in the report.
9	I don't mind	overtime during the week.



#### reported speech: sentences and questions

#### reported sentences

direct statements	reported statements	<b>3</b> 8.13
'I like shopping.'	She said (that) she liked shopping	g.
'I'm leaving tomorrow.'	He told her (that) he was leaving	the next day.
'I'll always love you.'	He said (that) he would always lo	ve me.
'I passed the exam!'	She told me (that) she had passe	d the exam.
'I've forgotten my keys.'	He said (that) he had forgotten h	is keys.
'I can't come.'	She said (that) she couldn't come	9.
'I may be late.'	He said (that) he might be late.	
'I must go.'	She said (that) she had to go.	

- · We use reported speech to report (i.e. to tell another person) what
- When the reporting verb (said, told, etc.) is in the past tense, the tenses in the sentence which is being reported usually change like this:

present → past will → would

past simple / present perfect → past perfect



#### When tenses don't change

When you report what someone said very soon after they said it, the tenses often stay the same as in the original sentence.

Adam 'I can't come tonight.'

I've just spoken to Adam and he said that he can't come tonight.

Jack 'I really enjoyed my trip.'

Jack told me that he really enjoyed his trip.

- Some modal verbs change, e.g. can → could, may → might, must → had to. Other modal verbs stay the same, e.g. could, might, should, etc. 'I might come back next week.' He said he might come back next week.
- · We usually have to change the pronouns. 'I like jazz.' Jane said that she liked jazz.
- · Using that after said and told is optional.

 If you report what someone said on a different day or in a different place, some other time and place words can change, e.g. tomorrow → the next day, here → there, this → that, etc. 'I'll meet you here tomorrow.' He said he'd meet me there the next day.

#### say and tell

Be careful - after said, don't use a person or an object pronoun.

Sarah said that she was tired. NOT Sarah said me that she was tired.

After told, you must use a person or object

Sarah told me that she was tired. NOT Sarah told that she...

#### reported questions

direct questions	reported questions 38.14
'Are you married?'	She asked him if he was married.
'Did Lucy phone?'	He asked me whether Lucy had phoned.
'What's your name?'	I asked him what his name was.
'Where do you live?'	She asked me where I lived.

- When we report a question, the tenses change as in reported statements.
- · When a question doesn't begin with a question word, we add if (or whether). 'Do you want a drink?' He asked me if / whether I wanted a drink.
- · We also have to change the word order to subject + verb and not use do / did.

#### Complete using reported speech.

'I'm in love with you.'

My boyfriend told me he was in love with me.

1 'I'm selling all my books.' My friend Tim said

My mother told me

2 'I've booked the flights.' Emma told me

3 'Your new dress doesn't suit you.'

4 'I may not be able to go to the party.' Matt said

5 'I won't wear these shoes again.' Jenny said

6 'I didn't buy you a present.' My brother told me

7 'I can't find anywhere to park.' Luke told me

#### b Complete using reported speech.

'Why did you break up?' My friend asked me why we had broken up.

1 'When are you leaving?' My parents asked me

2 'Have you ever been married?' She asked him

3 'Will you be home early?' Anna asked Robert

4 'Where do you usually buy your clothes?' My sister asked me

5 'Did you wear a suit to the job interview?' We asked him

6 'Do you ever go to the theatre?' I asked Lisa

7 'Can you help me?' Sally asked the policeman





#### third conditional

You wouldn't have lost your job if you hadn't been late every day.



- We normally use third conditional sentences to talk about hypothetical / imaginary situations in the past, i.e. how things could have been different in the past. Compare: Yesterday I got up late and missed my train. (= the real situation)
  - If I hadn't got up late yesterday, I wouldn't have missed my train. (= the hypothetical or imaginary past situation)
- To make a third conditional, we use if + past perfect and would have + past participle. NOT If I would have known you had a problem...
- The contraction of both had and would is 'd.
   If I'd have known you had a problem, I'd have helped you.
- We can use might or could instead of would to make the result less certain.

If she'd studied harder, she might have passed the exam.

-	Match	+ha	sentend	an ha	1,000
а	iviatch	tne	sentend	ce na	ives.

Billy wouldn't have injured his head D A if

- 1 If I hadn't seen the speed camera,
- 2 Jon might have got the job
- 3 She would have hurt herself badly
- 4 If Katy and Luke hadn't caught the same train,
- 5 What would you have studied
- 6 How would you have got to the airport
- 7 If you'd worn a warmer coat,
- 8 Your parents would have enjoyed the trip
- 9 Would you have been annoyed

- A if you'd gone to university?
  - B you wouldn't have caught a cold.
  - C if she'd told you the truth?
  - D if he'd worn his helmet.
  - E they wouldn't have met.
  - F if he'd been on time for his interview.
  - G if they'd come with us.
  - H if she'd fallen down the stairs.
  - I I wouldn't have slowed down.
  - J if the trains had been on strike?

#### b Complete the third conditional sentences with the correct form of the verbs in brackets.

	If Tom hadn't gone	to university, he wouldn't have got a job v	with that company. (not go, not get)
1	If you	me to the station, I	my train. (not take, miss)
2	We	the match if the referee	us a penalty. (not win, not give)
3	You	the weekend if you	with us. (enjoy, come)
4	If I	the theatre tickets online, they	more expensive. (not buy, be)
5	Mike	his wife's birthday if she	him. (forget, not remind)
6	If the police	five minutes later, they	the thief. (arrive, not catch)
7	If you	me the money, I	to go away for the weekend. (not lend, not be able)
8	That girl	in the river if you	her arm! (fall, not catch)
9	We	the hotel if we	the signpost. (not find, not seen)
10	If I	about the job, I	for it. (know, apply)

**GRAMMAR BANK** 

## 9B

#### quantifiers

#### large quantities

My daughter has a lot of apps on her phone.
 Nina has lots of clothes.
 I've been there loads of times.

**39.15** 

- 2 James eats a lot.
- 3 There aren't many cafés near here. Do you have many close friends? Do you watch much TV? I don't eat much chocolate.
- 4 Don't run. We have plenty of time.
- 1 We use a lot of or lots of in + sentences. We can also use loads of, but it's more informal.
- 2 We use a lot when there is no noun, e.g. He talks a lot. NOT He talks a lot of:
- 3 much / many are normally used in  $\Box$  sentences and ?, but a lot of can also be used.
- 4 We use plenty of in + sentences. (= more than enough)

#### small quantities

A Do you want some more ice cream?
 B Just a little.

**3**9.16

The town only has a few cinemas.

- 2 I'm so busy that I have very little time for myself. Sarah isn't popular and she has very few friends.
- 3 I have less free time than I used to have.
  There are fewer flights in the winter than in the summer.
- 1 We use little + uncountable nouns, few + plural countable nouns.
- a little and a few = some, but not a lot.
- 2 very little and very few = not much / many.
- 3 The comparative of little is less and the comparative of few is fewer.

#### more or less than you need or want

1 I don't like this city. It's too big and it's too noisy.

**3**9.17

You're speaking too quietly - I can't hear you.

- 2 There's too much traffic and too much noise. There are too many tourists and too many cars.
- 3 There aren't enough parks and there aren't enough trees.

The buses aren't frequent enough.
The buses don't run frequently enough.

- 1 We use too + adjective or adverb.
- 2 We use too much + uncountable nouns and too many + plural countable nouns.
- 3 We use (not) enough before a noun, e.g. (not) enough eggs / milk, and after an adjective, e.g. It isn't big enough, or an adverb, e.g. You aren't walking fast enough.

#### zero quantity

There isn't any milk in the fridge.
 We don't have any eggs.

**3**9.18

- 2 There's no milk in the fridge. We have no eggs.
- 3 A How many eggs do we have?
  B None. I've used them all.
- 1 We use any + uncountable or plural noun for zero quantity with a verb.
- 2 We use no + uncountable or plural noun with a + verb.
- 3 We use none (without a noun) in short answers.

## a Circle the correct word or phrase. Tick (✓) if both are possible.

My husband has too much / too many gadgets.

- 1 I just have to reply to a few / a little emails.
- 2 Do you spend much / many time on social media?
- 3 My bedroom is a nice size. There's enough room / plenty of room for a desk.
- 4 I know very few / very little people who speak two foreign languages.
- 5 My brother has downloaded a lot of / lots of apps onto his new phone.
- 6 I have some cash on me, but not a lot / a lot of.
- 7 Their new TV is too / too much big. It hardly fits in the living room.
- 8 There aren't any / There are no potatoes. I forgot to buy some.
- 9 My niece isn't old enough / enough old to play with a games console.
- 10 I don't have a lot of / many close friends.

#### b Are the highlighted phrases right (✓) or wrong (X)? Correct the wrong ones.

My nephew got lots of video games for his birthday. ✓ I don't post much photos online. many photos

- 1 'How many presents did you get?' 'A lot of!'
- 2 I buy fewer ebooks than I used to because I prefer physical books.
- 3 There isn't no time to walk there. We'll have to get a taxi.
- 4 Please turn that music down. It's too much loud!
- 5 There aren't many good programmes on TV tonight.
- 6 My broadband isn't enough fast for me to download films easily.
- 7 I get too much emails at work. It takes me ages to read them all!
- 8 A How much fruit do we have? B Any. Can you buy some?
- 9 There are only a little people that I can talk to about my problems.
- 10 Karen has plenty of money, so she always has the latest phone.



## 10A

## relative clauses: defining and non-defining defining relative clauses (giving essential information)

- Harper Lee is the woman who (that) wrote To Kill a Mockingbird.
- **10.1**

I'm looking for a book which (that) teaches you how to relax. That's the house where I was born.

- 2 Is Frank the man whose brother plays for Manchester United? It's a tree whose leaves change colour in autumn.
- 3 I've just had a text from the girl (who / that) I met on the flight to Paris.

This is the phone (which / that) I bought yesterday.

- We use a defining relative clause (= a relative pronoun + verb phrase) to give essential information about a person, place, or thing.
- 1 We use the relative pronoun who for people, which for things / animals, and where for places.
- · We can use that instead of who or which.
- 2 We use whose to mean 'of who' or 'of which'.
- 3 In some relative clauses, the verb after who, which, or that has a different subject, e.g. She's the girl who I met on the train (the subject of met is I). In these clauses, who, which, or that can be omitted. She's the girl I met on the train.
- where and whose can never be omitted. NOT Is that the woman dog barks?
- We can't omit who / which / that / where if it's the same subject in both clauses. NOT Julia's the woman works in the office with me.

## non-defining relative clauses (giving extra non-essential information)

This painting, which was painted in 1860, is worth millions of pounds.

10.2

Last week I visited my aunt Jane, who's nearly 90 years old. Burford, where my grandfather was born, is a beautiful little town.

My neighbour, whose son goes to my son's school, has just remarried.

- We use a non-defining relative clause to give extra (often non-essential information) in a sentence. If this clause is omitted, the sentence still makes sense.
   This painting, which was painted in 1860; is worth millions of pounds.
- Non-defining relative clauses must go between commas (or a comma and a full stop).
- In these clauses, we <u>can't</u> leave out the relative pronoun (who, which, etc.).
- In these clauses, we <u>can't</u> use that instead of who / which.
   NOT This painting, that was painted in 1860, is worth millions of pounds.



a Complete with who, which, where, or whose.

Minneapolis is the city where Prince was born.

- Rob and Corinna, \_\_\_\_\_ have twins, often need a babysitter.
- 2 Downing Street, \_\_\_\_\_ the British Prime Minister lives, is in central London.
- 3 The sandwich \_\_\_\_\_ you made me for lunch was delicious.
- 4 The woman \_\_\_\_\_ lived here before us was a writer.
- 5 David Bowie, \_\_\_\_\_ songs inspired us for nearly 50 years, died in 2016.
- 6 My computer is a lot faster than the one \_\_\_\_\_ I used to have.
- 7 The Mona Lisa, \_\_\_\_\_ has been damaged several times, is now displayed behind glass.
- 8 Look! That's the woman \_\_\_\_\_ dog bit me last week.
- 9 On our last holiday we visited Stratford-upon-Avon, \_\_\_\_\_\_ Shakespeare was born.
- 10 We all went to the match except Angela, \_\_\_\_\_ doesn't like football.
- 11 That man \_\_\_\_\_ you saw at the party was my boyfriend!
- 12 That's the park \_\_\_\_\_ I learned to ride a bike.

- b Look at the sentences in a. Tick (/) the ones where you could use that instead of who / which. Circle the relative pronouns which could be left out.
- c Add commas (,) where necessary.
  - Caroline, who lives next door to me, is beautiful.
  - This is the place where John crashed his car.
  - The castle that we visited yesterday was amazing.
  - 3 Beijing which is one of the world's biggest cities has a population of over 25 million.
  - 4 Adele's 25 which was released in 2015 is one of the best-selling albums of the last ten years.
  - 5 These are the shoes which I'm wearing to the wedding tomorrow.
  - 6 Sally and Joe who got married last year are expecting their first baby.



## Education

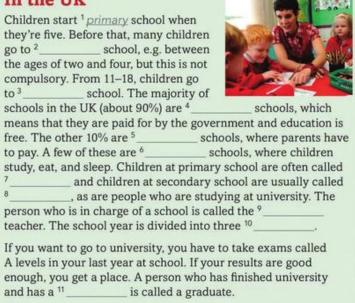
#### VOCABULARY BANK

#### 1 THE SCHOOL SYSTEM IN THE UK AND THE US

a Complete the text about the UK with words from the list.

boarding /'bo:din/ degree /di'gri:/ head /hed/ nursery /'natsori/ primary / praimori/ private / praivit/ pupils / pju:plz/ secondary / sekondri/ state / steit/ students / stju:dnts/ terms /ta:mz/

#### In the UK



- 37.2 Listen and check.
- c Complete the text about the US with words from the list.

college /'kolidʒ/ elementary /eli'mentari/ grades /greidz/ high /hai/ kindergarten /ˈkɪndəgɑːtn/ semesters /sɪˈmestəz/ twelfth grade /'twelfθ greid/

#### In the US

The school system is divided into three levels, 1 elementary school, middle school (sometimes called junior high school), and 2 school. Schoolchildren are divided by age groups into 3 \_. The youngest children start in (followed by first grade) and continue until , which is the final year of high school. The school year is divided into two 6 \_. Higher education in the US is often called 7

d ①7.3 Listen and check.

ACTIVATION Cover the texts. With a partner, remember the different types of school (starting from the lowest level) in both countries.

#### 2 DISCIPLINE AND EXAMS

Complete the texts with a verb from the list in the right form.

not be allowed to /not bi: o'laud to/ be expelled /bi ik'speld/ be punished /bi 'pʌnɪʃt/ cheat /t[i:t/ let /let/ make /meɪk/ misbehave /misbrhery/

		ke our phones to s us bring un	
		risps or fizzy drinks	
	behave well		, for
exampl	e, talk too mu	ich in class, you'll	
4		teacher will proba	bly
5	you stay	behind after class	. If you
		serious, like 6	in

B Marc has to 1 an important English exam next week. He hopes he'll 2 but he hasn't had much time to 3 so he's worried that he might 4\_ He won't get the 5\_

until July.

revise /rɪˈvaɪz/ take /teɪk/ (or do)

b @7.4 Listen and check.

ACTIVATION Cover the texts and look at the verbs. Explain what they mean.

make, let, and allow

My French teacher made me do extra homework. Our IT teacher lets us play games every Friday. The head doesn't allow us to take our phones to school.

We use make and let with an object pronoun and the infinitive without to. We use allow with an object pronoun and the infinitive + to.

let and allow have a similar meaning. We often use allow in the passive, e.g. We're allowed to play games every Friday, but we can't use let in the passive NOT We're let play games...



## Houses

#### **VOCABULARY BANK**

#### 1 WHERE PEOPLE LIVE

a Complete the Preposition column with in or on.

			Prepositio
1	I live	the country, surrounded by fields.	in
2	I live	the outskirts of Oxford, about three miles from the centre.	
3	I live	a village (a town / a city).	_
4	I live in	Cromer, a small town the east coast.	
5	I live	the second floor of a large block of flats.	
6	I live	Croydon, a suburb of London about 15 miles from the tre.	

- b @7.17 Listen and check.
- Cover the Preposition column. Say the sentences with the correct preposition.

ACTIVATION Talk to a partner. Describe where you live.

#### 2 PARTS OF A HOUSE

a Match the words and pictures.

- attic / ætik/
- balcony /'bælkəni/
- basement / beismont/
- chimney /tʃimni/
- entrance /'entrans/
- gate /gert/
  - ground floor/graund 'flot/ (AmE first floor)
- path /pg:0/
- 1 roof /ru:f/
- steps/steps/
- terrace /'teras/ (patio /'pætɪəu/)
- top floor /top 'flo:/
- wall /worl/



b @7.18 Listen and check.

8

#### 3 DESCRIBING A HOUSE OR FLAT

a Match the descriptions and photos.

I live in a cottage in the country. It's old and made of stone and the rooms have very low ceilings. There's an open fire in the living room and it's very cosy in the winter.

I live in a modern flat in the city centre. It's spacious and very light, with wooden floors and big windows.





b **10**7.19 Listen and check. Focus on how the highlighted phrases are pronounced.

**ACTIVATION** Cover the descriptions and look at the photos. Describe the rooms.

p chimney or fireplace?

In English, chimney only refers to the structure on the roof of the house.

Fireplace is the place where you burn wood or coal. For some nationalities, chimney is a 'false friend'.

roof or ceiling?

Roof is the top part of a house. Ceiling is the top part of a room.

**G** p.72

Work

#### **VOCABULARY BANK**

#### 1 VERB PHRASES

a Complete the sentences with a verb or verb phrase from the list.

1	Dan has to do overtime.	He has to work extra hours.
	Matt last week.	He was given a more important job.
	Most nurses have to	Sometimes they work during the day and sometimes at night.
4	A man in our department yesterday. (or be fired)	The boss told him to leave.
5	Colin	He lost his job because the company didn't need him any more.
6	The director of the company is going to (AmE quit)	He has decided to leave his job.
7	Lilian is going to next month.	She's 65 and she's going to stop working.
8	Angela has a business selling clothes online.	She had the idea and has started doing it.
9	Everyone in the office has to a training course.	They need to learn how to use the new software.
	Mandy a job online.	She replied to an advert and sent in her CV.
	My parents a language school in Brighton.	They employ six teachers, who teach English to foreign students.

b @8.2 Listen and check. Cover the first sentence and look at the second. Can you remember the verb?

**ACTIVATION** Do you know anybody who has applied for a job / got promoted / been made redundant / resigned / been sacked (fired) / retired recently?

#### 2 SAYING WHAT YOU DO

Match the adjectives and definitions.

self-en	THE PROPERTY AND A SECOND AND A	art- <u>time</u> /past tam/ ploid/ <u>tem</u> porary /*temprori/ I/
talking	about people	
		without a job
		working for himself
	a gner.	working for different companies
talking	about a job or	work
4 It's a	i job.	(opp permanent) only a short contract, e.g. for six months
5 It's a	i job.	(opp full-time) only a few hour a day
Comp	lete the senter	nces with at, for, in, or of.

the Marketing

\_ customer loans.

my third year at university.

4 I'm \_\_\_\_\_ school (university).

Department.

3 I'm responsible

1 | work for (in) a multinational company.
2 | 'm \_\_\_\_\_ charge \_\_\_\_ the |

#### 3 WORD-BUILDING

a Make nouns from the verbs by adding -ment, -ion, or -ation. Make any other necessary changes.

	Noun		Noun
1 pro <u>mote</u>	pro <u>mo</u> tion	4 employ	
2 apply		5 <u>qua</u> lify	
3 re <u>tire</u>		6 re <u>sign</u>	

b Make nouns for the people who do the jobs by adding -er, -or, -ian, or -ist. Make any other necessary changes.

	Noun		Noun
1 <u>sci</u> ence		4 <u>phar</u> macy	
2 law		5 farm	
3 <u>mu</u> sic		6 tran <u>slate</u>	

c \$\mathbb{O}\$ 8.4 Listen and check a and b. Underline the stressed syllable in the new words.

in a and **b**. Remember the nouns. Then think of two more jobs ending in -er, -or, -ian, or -ist.

## Word-building

#### **VOCABULARY BANK**

#### 1 MAKING NOUNS FROM VERBS

a Make nouns from the verbs in the list and write them in the correct column.

achieve /o'tfi:v/ agree /o'gri:/ argue /'d:gju:/
attach /o'tætj/ choose /tfu:z/ compensate /
'komponseit/ complain /kom'plein/ consider /kon'sido/
deliver /dt'livo/ demonstrate /'demonstrait/
explain /ik'splein/ fail /feil/ improve /im'pru:v/
lose /lu:z/ manage /'mænidʒ/ pay /pei/
respond /ri'spond/ sell /sel/ serve /sɔ:v/
succeed /sək'si:d/ tempt /tempt/ treat /tri:t/
value /'vælju:/

+ ation	+ ment	new word
	achievement	

b **3**8.20 Listen and check. Underline the stressed syllable in the nouns.

ACTIVATION Test a partner. Then change roles.

A (book open) Say the verb. B (book closed) Say the noun.

- c Complete the questions with a noun from a in the singular or plural.
  - 1 Have you ever been on a <u>demonstration</u>? What were you protesting about?
  - 2 Have you ever opened an email \_\_\_\_\_ that contained a virus?
  - 3 Do you often have \_\_\_\_\_ with your family? What about?
  - 4 Do you prefer reading grammar \_\_\_\_\_ in your own language, or do you think it's better to read them in English?
  - 5 Have you ever made a \_\_\_\_\_\_ to a company and got \_\_\_\_\_?
  - 6 Do you think that there's too much \_\_\_\_\_ wher you're shopping, e.g. for a new phone?
  - 7 In a restaurant, what's more important for you, the food or the \_\_\_\_\_?
- d @8.21 Listen and check.

**ACTIVATION** With a partner, ask and answer the questions in **c**.

			~	-
- 1	63	2	×	-4
	•	μ	v	v

#### 2 MAKING ADJECTIVES AND ADVERBS

Adjective prefixes and suffixes

We often make adjectives from nouns by adding a suffix. Some common suffixes are: -y, e.g. sun – sunny; -ate, e.g. passion – passionate; -able / -ible, e.g. fashion – fashionable; -ful, e.g. use – useful. Nouns which end in -ence often make the adjective with -ent, e.g. violence – violent.

To make a negative adjective, we usually add a prefix, e.g. un-, im-, etc. (See **Vocabulary Bank** Personality, p.153.) However, some adjectives that end in -ful make the negative by changing the suffix -ful to -less, e.g. useful – useless, hopeful – hopeless.

a Look at the adjectives and adverbs from the noun *luck* in the chart below. Complete the chart.

	adjectives		adverbs		
noun	+	⊡	+	<b>-</b>	
luck	lucky	unlucky	luckily	unluckily	
<u>for</u> tune	fortunate	unfortunate			
<u>com</u> fort					
<u>pa</u> tience					
care					

- b @9.7 Listen and check.
- c Complete the sentences with the correct form of the **bold** noun.
  - 1 The beach was beautiful, but <u>unfortunately</u> it rained almost every day. fortune
    - 2 My new shoes are very \_\_\_\_\_\_. I wore them all day yesterday and they didn't hurt at all. comfort
    - 3 He did the exam quickly and \_\_\_\_\_ and so he made lots of mistakes. care
    - 4 We were really \_\_\_\_\_\_. We missed the flight by just five minutes. **luck**
    - 5 Jack is a very \_\_\_\_\_ driver! He can't stand being behind someone who is driving slowly. patience
    - 6 It was a bad accident, but \_\_\_\_\_\_ nobody was seriously hurt. luck
  - 7 It was raining, but fans waited \_\_\_\_\_\_ in the queue to buy tickets for tomorrow's concert. patience
  - 8 The roads will be very icy tonight, so drive \_\_\_\_\_. care
  - 9 The temperature dropped to minus 10 degrees, but \_\_\_\_\_\_, we were all wearing warm coats. fortune
  - 10 The bed in the hotel was incredibly \_\_\_\_\_.

    I hardly slept at all. comfort
- d @9.8 Listen and check.
- C p.89