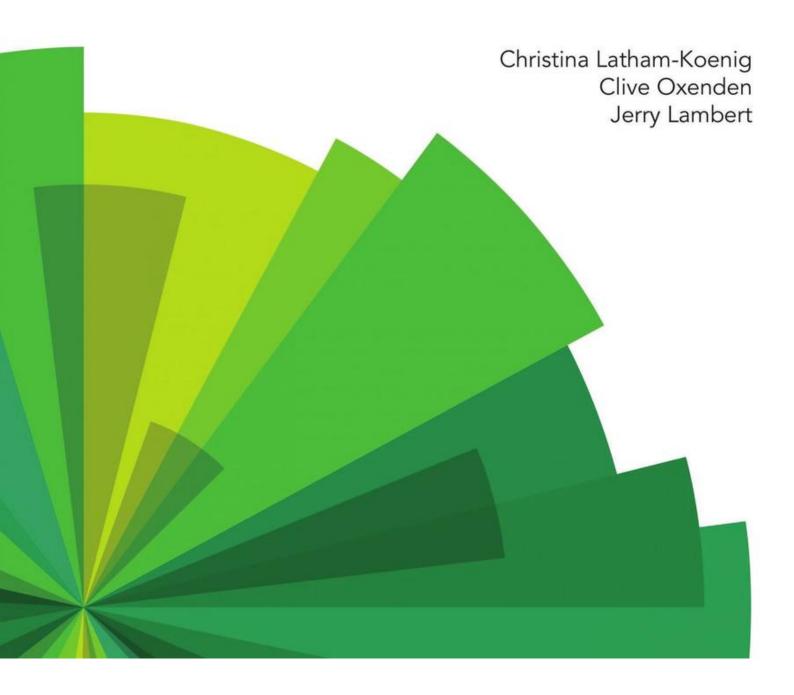
# English File fourth edition File Student's e-book



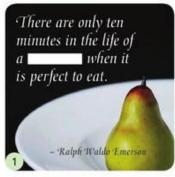
Yes, but I'm trying to cut down.

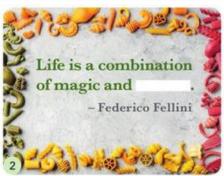
G present simple and continuous, action and non-action verbs V food and cooking P short and long vowel sounds

#### VOCABULARY food and cooking

Look at some quotes about food from Pinterest. Complete the gaps with a word or phrase from the list.

cookie fruit salad cake onions pasta pear tomato

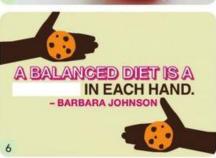












- Which quote do you like best? Compare with a partner.
- vp.152 Vocabulary Bank Food and cooking
- Look at some common adjectives to describe food. What kind of food do we often use them with?

fresh /fre// frozen /frauzn/ hot / spicy /'sparsi/ low-fat /lou 'fæt/ raw /ro:/ tinned /tind/

- 1.5 Listen to six conversations. Write the food phrase you hear for each adjective in d.
  - 1 raw beetroot

#### 2 PRONUNCIATION

short and long vowel sounds

Look at the eight sound pictures. What are the words and sounds? What part of the symbol tells you that a sound is long?



1.6 Match a phrase to each sound. Then listen and check.

crab salad a good cook grilled squid hot sausages a jar of raspberry jam raw pork steamed green beans tuna with beetroot

#### LISTENING & SPEAKING

Read the Your food profile questionnaire. What do you think the bold words and phrases mean?

#### Your food profile

- 1 What's your favourite...?
  - a snack b pizza topping
  - c sandwich filling
- 2 Do you ever have...?
  - a ready-made food
  - b takeaway food
  - c very hot/spicy food
  - Give examples.
- 3 Are you allergic or intolerant to any food? How long have you had the problem?
- 4 What food do you usually eat ...?
  - a to cheer yourself up when you're feeling sad
  - b when you're tired and don't want to cook
- 5 When you're away from home, is there any food or drink that you really miss?
- 6 Is there any food or drink that you couldn't live without? How often do you eat / drink it?

Adapted from The Times

- b @1.7 Listen to six people each answering one question from Your food profile. Match each speaker to the question he or she is answering.
  - 5 Emma Rob Sarah James John Sean
- Listen again and write their answers. Compare with a partner.
- d Ask and answer the questions with a partner. What do you have in common?

#### READING

Talk to a partner. What time do you usually ...?

have lunch get up have breakfast have dinner do exercise go to bed

have a coffee

- b Read the article once. Do you or your partner do any of the things in a at the times the article recommends?
- c Read the article again. Answer the questions with a partner.
  - 1 Why is it important to have breakfast every day when you're a teenager?
  - 2 What effect does caffeine have on us if we drink it between 2.00 and 5.00 p.m.?
  - 3 What's the difference between having steak and chips for lunch and having it for
  - 4 Why should an early evening meal be 'delicious'?
  - 5 What's the best physical activity to do a) early in the morning, b) in the afternoon?
  - 6 Why does the body produce melatonin?
- d Search the text and find six parts of the body. Which do we a) have one of, b) two of, c) more than two of?

1	he	4 br
2	st	5 mu
3	li	6 lu

- Answer the questions with a partner.
  - 1 Do you believe all the information in this article? Why (not)? Give examples from your own experience.
  - 2 Would you consider changing any of your habits based on this information?

# Eat and drink - but at the right time!

In our super-busy 21st-century lives, most of us try to do as much as we can in 24 hours. However, we usually do things whenever it suits us, and experts say that this is disrupting our body's natural cycle, making us feel tired at times when we should feel awake, and vice versa. Science shows that by doing things at the right time, we can be happier and healthier.

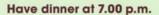
#### Have breakfast at 8.00 a.m.

In a recent study, researchers found having breakfast at this time is good for our blood sugar levels, so the food you eat now will give you the energy you need. It's also important not to skip breakfast. Another research team, from Sweden, suggested that people who ate a regular breakfast as teenagers were 32% less likely to be at risk of heart disease as adults.

Don't drink coffee in the morning. Have one at 3.00 p.m. Most coffee drinkers make a cup as soon as they wake up. However, researchers have suggested that early morning is the worst time to drink coffee, because it stops the body from producing the stress hormone cortisol, which we need at this time to help us to wake up. The best time to drink coffee - or caffeine in general - is between 2.00 p.m. and 5.00 p.m., when it can make us more mentally alert, according to a study carried out by the University of Sheffield a few years ago.

Have lunch between 12.00 and 2.00

This is when our body digests food best, because this is when the stomach produces most acid. So it's the ideal time to have your main meal of the day. An experiment by nutritionists at the University of Surrey found that blood glucose levels after an evening meal were much higher than when people had the same meal earlier in the day, and high levels of glucose can cause diabetes.



Have your evening meal early. It should be delicious - our sense of smell and taste are at their best at this time - but light. And if you want a small glass of wine, have it before dinner, as 6.30 is when the liver is most efficient at dealing with alcohol.

#### More good times for your body

- Ideally, you should get up when the sun rises. When we see daylight, we stop producing the sleep hormone melatonin and start getting ready for the day ahead.
- Do yoga or go for a walk before breakfast.
- Do important tasks at 11.00 a.m., when your brain is working best.
- Weightlifting sessions are best done at midday that's when your muscles are strongest.
- The best time to run or cycle is 5.00 p.m., when your lung capacity - important for endurance sports - is at its greatest.
- Go to bed between 9.00 p.m. and 11.00 p.m. This is when your body temperature starts to go down and the brain begins producing melatonin.

#### 5 LISTENING

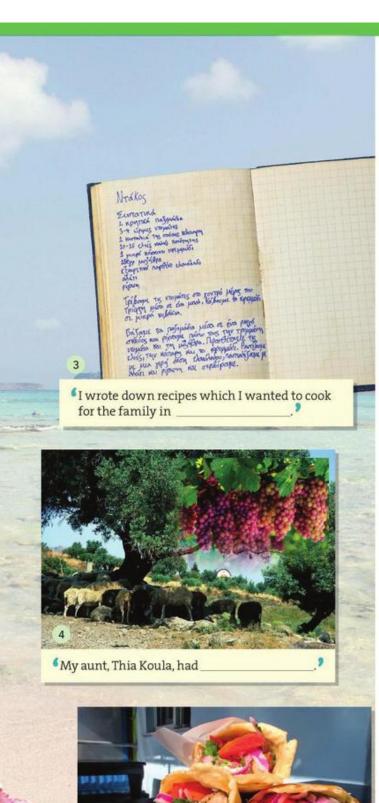
- a Read the text about Marianna. Then look at the five photos and extracts from an interview with her. With a partner, say how you think she finishes each sentence.
- b @1.8 Listen to Part 1 of an interview with Marianna and check your answers to a.
- Listen again. With a partner, say anything else you can remember about each photo.
- d 01.9 Now listen to Part 2 and answer the questions.
  - 1 What three things did Marianna do before becoming a chef in London?
  - 2 What was her first connection with the restaurant Moro? Why did she go back to it later?
  - 3 What happened seven years later?
  - 4 How is her restaurant, Morito, different from Moro?
  - 5 How often does she go back to Crete? What happens when she has lunch with her old friends there?
- What about you? Answer the questions with a partner.
  - 1 What was your favourite food when you were a child?
  - 2 What kind of things did your mother or father cook? Do you still eat them?
  - 3 Do you have a favourite restaurant? What do you like most about it – the food, the atmosphere, the service, or the price?
- 6 GRAMMAR present simple and continuous, action and non-action verbs
- a Look at three sentences from the interview. Circle the correct verb form.
  - 1 You don't need / aren't needing anything except lemon and olive oil when fish and seafood is really fresh.
  - 2 This week, for example, I make / I'm making 'ntakos', a Cretan salad...
  - 3 I go / I'm going to Crete maybe four or five times a year.
- b @1.10 Listen and check. With a partner, say why you think she uses each form.
- c @ p.132 Grammar Bank 1A

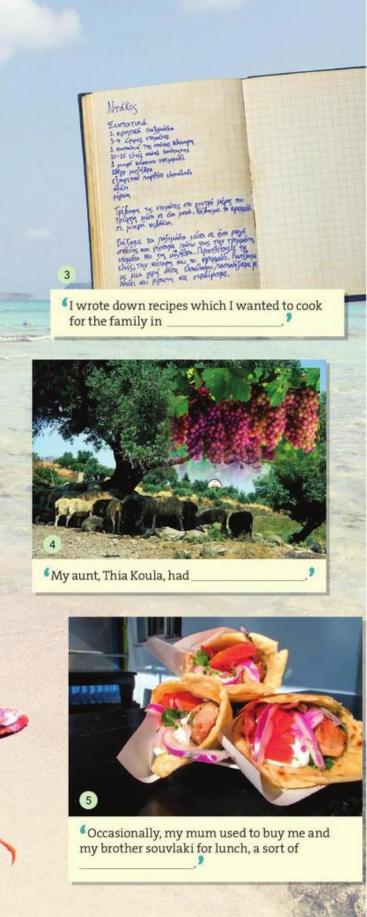


#### Marianna Leivaditaki

is the head chef at Morito, a very popular restaurant on Hackney Road, in London. She was born on the island of Crete, in Greece. Her father was a Cretan fisherman and her mother was Scottish. Together they ran a seafood restaurant, which is where Marianna spent most of her childhood.







d Make questions to ask your partner with the present simple or continuous. Ask for more information.

#### On a typical day

- · What / usually have for breakfast?
- / drink fizzy drinks, e.g. Coke? How many glasses / drink a day?
- · Where / normally have lunch?
- · What / usually have for lunch during the week?
- · / ever cook? What / make?
- · / prefer eating at home or eating out?

#### At the moment / Nowadays

- · / take vitamins or food supplements at the moment?
- / try to cut down on anything at the moment?
- · / need to buy any food today?
- · / want anything to eat right now?
- / the diet in your country / get better or worse?

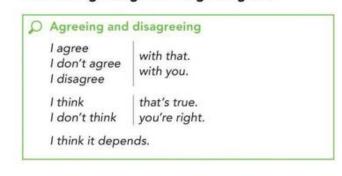
#### 7 SPEAKING

Read statements 1-6 and decide if you agree or disagree. Think of reasons and examples.

#### Do you agree?



- 1 Good service is more important than good food.
- 2 The best chefs are usually men.
- 3 Everybody should learn to cook at school.
- 4 Cheap restaurants always serve bad food.
- 5 Waiters should earn a good salary and tips should be banned.
- 6 Italian food is the best in the world.
- In pairs or groups, discuss each statement for at least two minutes. Say if you agree with the statements or not, and why. Use the language from the Agreeing and disagreeing box.



# Modern families

Are you seeing your grandparents this weekend?

No, but I'll probably see them next week.

G future forms: present continuous, be going to, will / won't V family, adjectives of personality P sentence stress, word stress

#### **VOCABULARY & SPEAKING** family

- Talk to a partner. What's the difference between...?
  - 1 a father and a parent
  - 2 a mother and a stepmother
  - 3 a brother and a brother-in-law
  - 4 a stepsister and a half-sister
  - 5 a grandfather and a great-grandfather
  - 6 an adopted child and an only child
  - 7 brothers and sisters and siblings
  - 8 your immediate family and your extended family
- b Read the article about modern British family life. In pairs, try to complete the gaps with the numbers from the list.

2 10% 14% 17% 30 32 40%

c @1.14 Listen and check. Are there any statistics in the article which you think would be very different in your country? Why?

Read the questions and think about your answers. Then ask and answer in pairs or small groups.

Do you have a big family? Who do you live with? How often do you...?

- have a meal with your family
- go out for a meal or to the cinema, etc. with a family member
- see your extended family

Do you spend more of your free time with family or friends? Why?

Are there any members of your family who you have very little contact with? Why?

What do you and your family mainly argue about? Do you ever argue about phones or tablets?

Politely refusing to talk about something Occasionally, you may be asked a question that you feel uncomfortable answering. Respond politely with I'm sorry, I'd rather not talk about that.

### The modern family

Family life is changing all over the world, and it's not just the structure of the family, but also its habits. A recent survey of British family life showed some surprising statistics.

#### Family structure

60% of families have married parents.



22% are single-parent families. Only 1 of the single parents



of families have one child. have two, and 15% have

three or more.

11% of families have stepchildren.

On average women get married at 4 and men at 5



#### **Family habits**

20% of families only eat together once or twice a week, and 6 never eat at the same time.



They visit friends or extended family twice a month.

of people have family members who they never speak to or contact.



75% of people are happiest with their families, and 17% with their friends.

The average family has 8 rows each day, and the most common cause is children or teenagers refusing to put down their phones or tablets.



#### 2 GRAMMAR future forms

a ②1.15 Listen to three conversations between different family members. Match them to cartoons A–C. What are the people talking about?







b Listen again and complete two sentences from each conversation.

1	a	I'm not	to university.
	b		you a cup of tea?
2	С	1	the night there.
	d	lt	cold tonight.
3	е	You	too fast.
	f	I	really careful.

 With a partner, decide which sentence (a-f) is...

- a plan or intention an arrangement a prediction a promise an offer
- d @ p.133 Grammar Bank 1B

#### 3 PRONUNCIATION & SPEAKING

sentence stress

#### O Sentence stress

In spoken English, we stress the 'content' words – the words in a sentence which carry the information. We don't stress the other words. Being aware of this will help you to speak with a natural rhythm and understand spoken English better.

a ①1.20 Read the sentence. Do you think the pink words are stressed or unstressed? Listen and check.

I'm going to look for a job.

b @1.21 Listen to four more sentences. Write the stressed words in the pink boxes.



- Look at the stressed words and try to remember the unstressed words. Then listen again to check and write them in.
- d Listen again and repeat the sentences. Copy the rhythm.
- Ask and answer the questions with a partner. Try to get the correct rhythm.

#### Is anyone in your family...?

- · getting married in the near future
- · travelling abroad this month
- · having a baby this year
- celebrating their birthday soon

#### Are you going to ...?

- do something with a family member this week
- have a big family get-together soon
- go on holiday with your family this year
- visit a relative this weekend

#### Do you think...?

- more couples will have just one child in the future
- · more young adults will live with their parents in the future
- · anyone in your family will live to be 90 or older
- you'll move away from (or back to) the area where your family live



#### 4 VOCABULARY adjectives of personality

 Complete the opposite adjectives in sentences 1–5.

#### **Opposites attract**



- 1 She's extroverted, but he's sh ...
- 2 She's generous, but he's m
- 3 She's hard-working, but he's I
- 4 She's talkative, but he's q
- 5 She's funny, but he's se
- b Vp.153 Vocabulary Bank Personality

#### 5 PRONUNCIATION word stress

- Under<u>line</u> the stressed syllable in the multi-syllable adjectives.
  - 1 an xious am biltious gelne rous rebelli lous
  - 2 solciable relliable
  - 3 responsible sensible
  - 4 competitive talkative sensitive
  - 5 un|friend|ly in|se|cure im|pa|tient im|ma|ture
- b @1.24 Listen and check. Then listen again and repeat. Are prefixes (e.g. un-, in-) and suffixes (e.g. -ous, -ble, -tive) stressed?

#### 6 READING

- a What's your position in your family? Are you the oldest child, a middle child, the youngest child, or an only child?
- b Look at four groups of adjectives. Which group do you think goes with each position in the family (e.g. the oldest)?
  - 1 outgoing, charming, and disorganized
  - 2 responsible, ambitious, and anxious
  - 3 self-confident, independent, and spoilt
  - 4 sociable, sensitive, and unambitious
- c Read the article and check your answers.



# How birth order influences your personality

Nowadays, it is an accepted fact that our position in the family – that is, whether we're an oldest child, a middle child, a youngest child, or an only child – is possibly the strongest influence there is on our character and personality. So what influence does it have?

#### The oldest child

Firstborn children often have to look after their younger brothers and sisters, so they're usually sensible and responsible as adults. They also tend to be ambitious and they make good leaders. On the negative side, oldest children can be insecure and anxious. This is because  $^1\,H$ .

#### The middle child

Middle children are more relaxed than the oldest children, probably because  $^2$ . They're usually very sociable – the kind of people who get on with everybody. They are also usually sensitive to what other people need, because  $^3$ . For the same reason, they're often quite good at sorting out arguments, and they're always sympathetic to the ones on the losing side, or in general, to people who are having problems. On the other hand, middle children can sometimes be unambitious, and they can lack direction in life.

#### The youngest child

Youngest children are often very outgoing and charming. This is the way they try to get the attention of both their parents and their older brothers and sisters. They are often more rebellious, and this is probably because  $^4$ . They can also be immature and disorganized, and they often depend too much on other people, because  $^5$ .

#### The only child

Only children usually do very well at school, because they have a lot of contact with adults. They get a lot of love and attention from their parents, so they're typically self-confident. They're also independent, as they spend so much time by themselves. And because  $^6\,\,$ , they're often very organized. Only children can sometimes be spoilt, because  $^7\,\,$  by their parents. They can also be quite selfish and get impatient, especially when things go wrong. This is because  $^8\,\,$ .

- d Read the article again and complete it with reasons A–H.
  - A they grew up between older and younger brothers and sisters
  - B it's easier for them to break the rules by the time they were born, their parents were more relaxed about discipline
  - their parents were more relaxed themselves by the time the second child arrived
  - D they are given everything they ask for
  - E they have always been the baby of the family
  - F they spend a lot of time with adults
  - G they've never had to sort out problems with other brothers and sisters
  - H when the second child was born, they lost some of their parents' attention, and maybe they felt rejected
- Re-read the paragraph that applies to you. Do you think the description of personality is true for you? Are any of the other descriptions true for people you know, e.g. your brothers and sisters, or friends?

#### 7 LISTENING & SPEAKING

a You're going to hear two people talking about a time when they or one of their siblings behaved badly. Look at some words from each story. With a partner, try to predict what happened.

James's story
brother teenagers fighting stabbed
finger penknife accident
horrified blood mum angry hospital

Marilyn's story sister parrot cage let out fly

bedroom looked everywhere cried window

horrible

b @1.25 Listen to the stories. Were your predictions correct?

- c Listen again and answer the questions for James and Marilyn. Who do you think behaved worse, James or Marilyn's sister?
  - 1 How old were they?
  - 2 Where were they?
  - 3 What bad thing did they or their sibling do?
  - 4 What happened in the end?
  - 5 How do James's brother and Marilyn show that they've never forgotten what happened?
- d Work in pairs. A, you are James's brother. B, you are Marilyn's sister. Retell the two stories from your point of view.

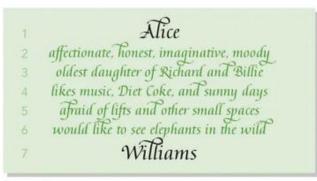
I have a twin brother called James, and we used to fight a lot when we were teenagers. One day,...



e Can you remember a time when you were young and you behaved very badly to a sibling or a friend, or they did to you? Tell the story, answering the questions in c.

#### 8 WRITING

a Read Alice's 'self-portrait' poem. Then write your own poem using the instructions below.



#### Instructions

line 1 - your first name

line 2 - four adjectives that describe you

line 3 – where you are in your family, and your parents' names

line 4 - three things you like

line 5 - something you are afraid of

line 6 - something you would like to do

line 7 - your last name

b @ p.115 Writing A description of a person Write an email describing a friend. G present perfect and past simple V money P o and or

#### **VOCABULARY** money

Do The money quiz in teams.



b Op.154 Vocabulary Bank Money

currency still in use.

#### PRONUNCIATION & SPEAKING o and or

- Can you think of three words that rhyme with money?
  - 1 The weekend is going to be hot and s\_
  - 2 Somebody who makes you laugh is f\_
  - 3 Would you like jam or h\_\_\_\_\_ on your toast?
- Look at some words with the letter o. Put them in the correct column.

borrow clothes cost dollar done honest loan money note nothing owe promise shopping some sold won worry

<b>A</b>	10	
	borrow	

- 2.5 Listen and check.
- Look at some words with the letters or. How is or normally pronounced when it's stressed? Which two words are different?

afford mortgage order work organized store worth

- 2.6 Listen and check.
- 2.7 Listen and write six sentences. Practise saying them.
- © Communication Money Q&A A p.106 B p.111 Ask and answer about your spending habits.

#### READING

- Read the title of the article. Why do you think someone might decide to have a 'no-spend year'?
- b Read the article and match paragraphs A-G to topics 1-7. Use the words in **bold** to help you.
  - 1 where she went on holiday
  - 2 why she decided to save money
  - 3 how often she saw her friends
  - 4 what she achieved
  - 5 her advice for other people
  - 6 how she saved money at home
  - 7 what she discovered



### She cycled 120 miles to a wedding, and her lunch budget was just 51p a day.

- ichelle McGagh, a 34-year-old journalist, had a mortgage of £230,000 which she wanted to reduce. Last November, she looked at her finances and she discovered that every year she spent a lot of money unnecessarily for example, £1,570 in the pub, £1,110 in restaurants, and £400 on coffees. So she made a radical plan to stop spending money for a year. She continued to pay her broadband, gas, and electricity bills, and allowed herself £30 a week to buy food and household essentials. But she couldn't spend money on anything else no clothes, no buses or flights, no meals out, no drinks, and no cosmetics.
- B She cooked large quantities of curry and bolognese sauce, which lasted her a week, and which she ate with rice or pasta. It was cheap and healthy, but also 'really boring'. She also experimented with home-made cleaning products and beauty treatments, like using vinegar for cleaning or olive oil as moisturiser, but she decided that most of them didn't really work.
- C At first, she tried to see her friends as often as before. She cycled 120 miles to be at a friend's wedding, and camped in their garden to avoid paying for accommodation. The following weekend, she rode 60 miles to Brighton to meet friends. But she couldn't join them for dinner in a restaurant, and when they went to the pub, she drank tap water. In the end, she simply went out less, which made her feel more isolated.
- D Of course, she couldn't afford to go abroad, so she missed a trip to Ibiza with friends. Her only holiday was a cycling trip to East Anglia, where again she camped. Here, for the first and only time in the year, she bought food that she had not cooked herself – a bag of chips for £1.95.
- E At the end of the year, she had saved £23,000. She was much slimmer and fitter over the year, she had cycled 6,500 miles. She says she now feels freer and happier, because she appreciates the simple things in life. She also gained confidence and a sense of adventure.
- F But she learned the hard way that you can't really socialize if you don't want to spend money. The evening after her year-long challenge ended, she bought all her friends a drink in the pub. But she has not gone back to her past spending habits. She occasionally pays to socialize and go on holiday. She has even taken a taxi. But after buying a few new clothes and some perfume, she insists, 'I have absolutely no interest in buying anything else.'
- G So what's her key tip for those who want to save? 'Whenever you open your wallet, think about whether what you are buying is something you need or something you want. We all say, 'I need to buy this.' Most of the time, we want to buy it. Maybe we don't know the difference between needing something and wanting something any more.'

- Read the article again. Mark the sentences T (true) or F (false).
  - Michelle could use public transport during her 'no-spend year'.
  - 2 She was often hungry because she couldn't afford to buy food.
  - 3 At her friend's wedding, she slept in a tent.
  - 4 She never had ready-made food or takeaways.
  - 5 She didn't lose any weight during the year.
  - 6 Nowadays, she spends less than she used to.
  - 7 She thinks that when we buy something, we should ask ourselves why.
- d Do you agree with the last sentence of the article? Why (not)?
- e Read the information about compound nouns. Then search the text.

  Underline six compound nouns that begin with the words in the

olive
electricity
cleaning cycling
beauty
tap



circle.

Compound nouns are two nouns together, where the first noun describes the second one, e.g. <u>cash machine</u>. The stress is usually on the first noun.

f Could you do what Michelle did?

What would you spend less on? What would you eat? How would you get around? How would you socialize cheaply?

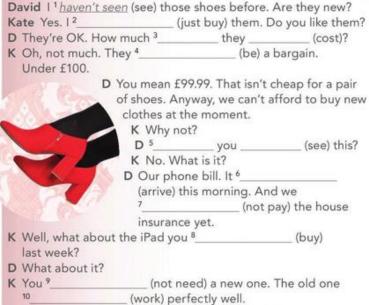
would for imaginary situations

We use would to talk about imaginary situations, e.g. To save money, I'd spend less on clothes and I'd cook for myself at home.

#### 4 GRAMMAR present perfect and past simple

a Read the conversation. What are they arguing about?





b ②2.8 Read the conversation again and put the verbs in the present perfect or the past simple. Then listen and check.

(need) the new model.

(need) some new shoes.

- c Do we use the present perfect (PP) or past simple (PS)...?
  - 1 for a completed action in the past \_
  - 2 for recent actions when we don't ask / say exactly when \_\_\_
  - 3 in sentences with just, yet, and already \_\_\_\_
- d @ p.134 Grammar Bank 2A

D But I 11

K Well, 1 12

#### 5 SPEAKING

a Read the Have you ever...? questions and complete them with the past participle of the bold verbs.



b In pairs, interview each other with the questions. Ask for more information.

Have you ever saved for something for a long time?

Yes, I saved for six months to pay the deposit on my car.

How much was the deposit?

Have you ever lent money to somebody who didn't pay you back?

No, I haven't. But my brother lent me some money last week and I haven't paid him back yet.



#### 6 LISTENING

a Read the definition of a scam. What kind of scams have you heard of?

scam /skæm/ n. a dishonest and illegal way of making money by tricking people, e.g. selling a product online that doesn't exist

b Read the email. What would you do if you got an email like this? Why?

#### Subject: Businness opportunity

Dear Friend,

I know this message will be a surprise. I am Naomi Cooper and I work at the International Bank in Lagos, Nigeria. My parents have died last month and left 4.6 million US dollars in there account. I would like to transfer this money out of Nigeria and I am needing your help.

I can to transfer all the money to you in the UK, and you can then keep 20% of the money for yourself (920,000 US dolars) and transfer the rest to an acount in Switzerland. It will be very quick and easy. I would be very grateful if you can do this for me – it's my parents' money and I want to keep him safe for my family.

Please reply to this email as fast as you can – I want organize everything in the next two days.

Thank you in advance for you help.

Naomi Cooper

- c Emails like this often have lots of mistakes, especially grammar and spelling. Correct the ten highlighted mistakes.
- d ②2.12 Listen to a radio programme about scams. How much money did Heather, Carl, and Paul each lose? What's the most important advice the programme gives?
- e Listen again. Complete the gaps in the summary of each scam with one or two words.

Heather got an		_ from a friend who was
in Berlin. He said	he'd lost his 2_	and
needed money t	to get home. He details.	asked her to send him her
Carl got an ema	il which said he'd	d won a lot of 4
in the Spanish lo	ttery. He 5	it because he had
been on holiday	in Spain. They t	old him to send his
6	_ details so the	y could send him the money.
Paul got a 7	fro	m a woman who said she was
from his 8	. She	said there was a problem with
his <sup>9</sup>	She told l	him to transfer his money into a
10		

f Have you, or has anybody you know, ever been the victim of a scam? Explain what happened.

# 23 Changing lives

& ADELANTE

How long have you been working with Adelante Africa?

For over ten years now.

G present perfect + for / since, present perfect continuous V strong adjectives: exhausted, amazed, etc. P sentence stress

#### LISTENING

- AFRICA 1 2.13 Listen to Part 1 of a programme about the charity Adelante Africa. Answer the questions.
  - 1 When was Adelante Africa started?
  - 2 Why were the tourists in Uganda?
  - 3 What happened to their lorry in Igayaza?
  - 4 What was the building where the tourists took shelter?
  - 5 What condition was the building in?
  - 6 What did one of the tourists do with the children?
  - 7 What did the head teacher tell them they needed?
  - 8 What did the tourists decide to do when they got home?
  - 9 When did the new school open?
- b @2.14 Listen to Part 2, an interview with Jane Cadwallader, the secretary of Adelante Africa. Number the photos 1-8 in the order she mentions them.



- Listen again and correct the information.
  - 1 There are 47 children living in the children's home.
  - 2 People in Uganda eat a lot of vegetables.
  - 3 They are building tanks to store petrol.
  - 4 In the factory, they make palm oil.
  - 5 In the FAL groups, children learn to read and
  - 6 They have just built another primary school.
  - 7 Most of the volunteers are from Europe.
  - 8 John Muzzei is now studying to be a teacher.
  - 9 When Rose first arrived at the children's home, she never spoke.
- d Do you know anybody like Jane who does voluntary work for a charity? What do they do?

















Glossary orphan a child without a mother or father malnutrition not having enough to eat

seeds the small, hard part of a plant, from which a new plant can FAL Functional Adult Literacy AIDS an illness which

attacks the body's immune system

- 2 GRAMMAR present perfect + for / since, present perfect continuous
- a Look at six sentences from the interview. Complete them with a past participle or an -ing form from the list.

building changed doing running started working

- 1 Jane, how long have you been working with Adelante Africa?
- 2 Tell us what Adelante Africa has been \_\_\_\_\_\_ since 2010.
- 3 The children's home has been \_\_\_\_\_ since 2012.
- 4 We've also been \_\_\_\_\_ water tanks to collect rainwater.
- 5 Since then, we've \_\_\_\_\_ eleven more FAL groups.
- 6 Since she came here, she's \_\_\_\_\_ completely.
- b ②2.15 Listen and check. Then with a partner, look at the highlighted phrases in a and answer the questions.
  - 1 Are the sentences about ...?
    - a a period of time in the past
    - b a period of time from the past until now
    - c a period of time in the present
  - 2 What's the difference in form between the verbs in 1–4 and in 5 and 6?
- c @ p.135 Grammar Bank 2B

#### 3 PRONUNCIATION sentence stress

a <a>3</a> 2.18 Listen to four sentences. Try to write the stressed words in the pink boxes.



- b Look at the stressed words and try to remember the unstressed words. Then listen again to check and write them in.
- Listen again and repeat the sentences. <u>Copy</u> the <u>rhy</u>thm.
- d @2.19 Listen and make questions.
  - 1 )) It's snowing. (How long has it been snowing?

#### 4 SPEAKING

 Look at the squares and write something in as many as you can.



b Compare with a partner. Ask your partner at least three questions about the things they've written. The first question must be How long have you...?

How long have you been supporting Adelante Africa?

(Have you ever been to Uganda?

(How long have you known Irina?

(How often do you see her?

#### 5 WRITING

© p.116 Writing An informal email Write an email to say thank you.

#### 6 READING

- a In your country, are there charity events to raise money for a good cause? Have you ever taken part in one? What did you do? How much money did you raise?
- b You're going to read a blog by TV presenter Helen Skelton, who has taken part in several charity challenges. First, read the introduction and answer the questions.
  - 1 What has Helen done for charity before?
  - 2 What is her most recent challenge, and how is it different?
- Read Helen's blog entries and number them in order, 1–9.
   Use the highlighted phrases to help you.



# The polar challenge

TV presenter **Helen Skelton** has never been afraid of a charity challenge. She has run the 78-mile Ultra Marathon in Namibia, and she has kayaked 3,200 kilometres down the Amazon, from Nauta, in Peru, to Almeirim, in Brazil, for the charity Sport Relief, which helps poor and disadvantaged people. Now she has decided to leave the heat of Africa and South America to take part in a polar challenge, a 500-mile ski, kite-ski, and bike journey to the South Pole, the bottom of the world. During the challenge, Helen is writing a blog.



It's over a month since we arrived in Antarctica, and if everything goes to plan, we should reach the South Pole late tonight. We've been here for so long it's almost become a routine. We camp, get up, ski, camp, get up, ski. I'm wearing a face mask because of the wind and sun. I may look like Darth Vader, but it will help me get there.



My first night in Antarctica. It's summer here, and the 24-hour daylight is weird. The plan, until 3rd January, is to train before starting our trek. Today was my first full day on cross-country skis, pulling a sledge full of my food, tent, and supplies. It was a nightmare! Still, the scenery was incredible. I'm now going to try out the ice bike for the first time, and we're also going to practise kite-skiing.



The first day of the trek is over! We managed to make the bikes work! But we need to do a minimum of 25 miles a day, and we only managed 15 miles today. After nine hours of cycling (and a lot of pushing), we had to stop, because I was completely exhausted.



We've only been in Antarctica for four days, but there's been a huge snowstorm for the past 48 hours. It's freezing outside, so we can't train – we've had to stay in the tent. The winds are 70 miles per hour, with a temperature of –15°C and lots of snow. The visibility is terrible, too. However, we're staying warm and morale is still good.



This morning, the second day of our trek, we set off on the kite-skis, and straight away we were travelling fast. In the first hour, we'd gone eight miles. I thought we could do 60 miles today, but late this afternoon the wind dropped, so we decided to stop and put up camp. But we'd travelled 41 miles – I'm very proud of that. I've only kited a few times before. But I'm trying to complete my challenge in 20 days, and there's still a long way to go...





G

We've completed our 500-mile journey in 18 days! When I talked to Dad on the phone, saying we've done it, I cried. This is the biggest thing I have ever been part of.

and we ended up pushing the bikes for the

last six miles. Today, we decided to use

skis, but progress has been slow.



We're on our way to the halfway checkpoint today, where we can have a rest...and I've been promised lots of hot water so I can have a good wash – my second one since arriving in Antarctica. I have to admit it, I smell awful...and my hair is absolutely filthy.



The training is over and we're starting our 500-mile journey today! We've been cycling, walking, and kiting for ten days. I washed and changed my clothes. I'm not going to get clean clothes again for three weeks!

- d Read the blog again. In which entry does she mention...?
  - feeling very emotional
  - how beautiful Antarctica is
  - looking forward to a wash
  - looking like a science fiction character
  - not being able to go outside
  - stopping cycling because she was very tired
  - stopping using one method of transport
  - having to wear the same clothes every day
  - travelling quickly for the first time
- e Tell your partner about an adventure sport you've done, or an exciting experience you've had. Was it a positive experience? Why (not)? How did you feel?

#### 7 VOCABULARY & SPEAKING strong adjectives

- a Complete three sentences from Helen's blog with an adjective. What do you think they mean?
  - 1 After nine hours of cycling, I was completely \_\_\_\_\_\_\_ 2 It's \_\_\_\_\_ outside...–15°C and lots of snow.
  - 3 I smell awful...and my hair is absolutely \_

#### Strong adjectives

broken up?

With strong adjectives like exhausted, you can use absolutely, completely, really, or totally, but not very (**NOT** very exhausted). We often give strong adjectives extra stress.

b Complete the sentences with a normal adjective.

1 A Was Lisa's father angry about the car accident?

B Yes, he was furious! 2 A Is Oliver's flat\_ B Yes, it's really tiny - just a bedroom and a sitting room. 3 A Are you \_\_\_\_\_ of flying? B Yes, I'm terrified! I never fly anywhere. 4 A There was an \_\_ documentary about whales on TV last night. B Yes, I thought it was fascinating. 5 A Are you very \_\_\_ B I'm starving! I haven't eaten all day. 6 A Is your parents' house \_ B It's huge (or enormous). It has seven bedrooms. 7 A Was it\_ \_ in Dubai? B It was boiling! 45 degrees. 8 A Was Jack's kitchen \_\_\_ B It was filthy. It took us three hours to clean it. 9 A Are your parents \_\_\_\_\_ \_ about the wedding? B They're delighted. In fact, they want to pay for everything! 10 A Was the film\_ B It was hilarious. We laughed the whole way through. 11 A Are you \_\_\_\_\_ you locked the door? B I'm positive. I remember turning the key. \_\_\_\_ to hear that Ted and Sonia have 12 A Were you \_

B I was absolutely amazed! I never thought it would happen.

- c ②2.20 Listen and check. Practise the conversations with a partner.
- d G Communication Are you hungry? A p.106 B p.111 Practise strong adjectives.
- Ask and answer with a partner. Use a strong adjective in your answer.
  - 1 Have you ever been swimming in a place where the water was very cold?
  - 2 Is there anything that makes you angry about drivers or cyclists in your country?
  - 3 Are you afraid of any animals or insects?
  - 4 What's the hottest place you've been to?
  - 5 Is there a comedy series on TV in your country that you think is really funny?

#### 8 🚺 VIDEO LISTENING

Watch the documentary The Great OUP Bake Sale. Which cake 1–5 was the winner? Do you agree that it looks the best?



- b Watch the documentary again. Why are the following mentioned?
  - 1 the New York Marathon
  - 2 The Great British Bake Off
  - 3 Macmillan Cancer Support and Adelante Africa
  - 4 Daisy Watt
  - 5 Viennese Whirls
  - 6 a stress-reliever
  - 7 a sponge cake with blueberries
  - 8 baking with kids
  - 9 the decoration
  - 10 £270

# 1&2 Revise and Check

#### GRAMMAR

Circle	a, b, or c.
1	My sister fish or seafood.
375	a doesn't like b don't like
	c doesn't likes
2	I have a quick breakfast because in a
	hurry.
	a Lusually b Lusually am c I'm usually
3	I TV when I'm having a meal.
	a never watch b don't never watch
	c am never watching
4	hard for my exams at the moment.
	a I study b I'm studying c I'm studing
5	any brothers or sisters?
	a Are you having b Are you have
	c Do you have
6	What when you leave school?
	a you are going to do b are you going do
	c are you going to do
7	I can't see you this evening because
	some friends.
	a I'm meeting b I meet c I'll meet
8	A Would you like something to drink?
	B Yes, an orange juice, please.
	a I have b I'm having c I'll have
9	A I can't open this jar.
	B help you?
	a Shall I b Will I c Do I
10	That's a lovely dress. Where it?
	a have you bought <b>b</b> did you buy
	c did you bought
11	good at saving money.
	a I've never been b I haven't never been
	c I've never
12	I got £50 for my birthday, but I
	a didn't spend it yet
	b haven't spent it yet
	c yet haven't spent it
13	I've had this phone
	a for about three years
	b since about three years
11	c for about three years ago
14	A How long in Paris? B Since last March.
	a is he living b has he living
	c has he been living
15	the same gym for five years.
13	a I'm going to b I've been going to
	c I go to
	- · 3 - · ·

#### **VOCABULARY**

а	Circle the word that is different.						
	1 prawns mussels duck squid						
	2 lamb crab beef pork						
	3 cherry pear peach beetroot						
	4 raspberry cucumber pepper cabbage						
	5 fried baked chicken roast						
b	Write the opposite adjective using a prefix.						
	1 honest 4 mature						
	2 friendly 5 sensitive						
	3 responsible						
С	Write verbs for the definitions.						
	1 to spend money on sth that is not necessary						
	2 to receive money from sb who has died						
	3 to get money by working						
	4 to get money from sb that you will pay back						
	5 to keep money so that you can use it later						
d	Write the strong adjectives.						
	1 tired 4 dirty						
	2 hungry 5 angry						
	3 cold						
е	Complete the phrasal verbs.						
	1 Shall we eat tonight? I don't feel like cooking.						
	2 I'm allergic to milk, so I have to cut dairy products						
	from my diet.						
	3 We live my salary. My wife is unemployed.						
	4 I'll lend you the money if you promise to pay me						
	5 I took €350 from my bank account.						
PI	RONUNCIATION						
a	Practise the words and sounds.						
	Vowel sounds Consonant sounds						
	A RESERVED BY AND						
	fish tree cat car bag parrot house monkey						
Ь	p.166-7 Sound Bank Say more words for each sound.						
200							
C	What sound in a do the pink letters have in these words?						
	1 chicken 2 charge 3 inherit 4 salary 5 steamed						
d	Under <u>line</u> the stressed syllable.						

1 sen|si|ble 3 un|sel|fish

4 mort gage

2 terrified

5 ex haus ted

#### CAN YOU understand this text?

a Read the article once. Choose the correct option.

The sandwich chain Pret A Manger only does / is now doing / used to do charity work in the Exeter area.

#### LEFTOVER PRET A MANGER BAGUETTES GO TO HOMELESS

Exeter's new High Street Pret A Manger store set up contracts with Devon and Cornwall Food Association and Exeter Cathedral to donate leftover food at the



Pret A Manger, often known as 'Pret', is an international sandwich shop chain, which has stores all over the UK. It has been 1 food to homeless communities since it began in 1986. 88% of their stores currently donate their unsold sandwiches, salads, baguettes, and wraps to hundreds of charities supporting the homeless.

Exeter store manager Drahoslav Balog said, 'It makes us to know that the surplus food will go to two very worthwhile places each evening.'

Nicki Fisher, head of the Pret Foundation Trust which organizes their charity work, said, 'Whenever we open a new store, our teams work hard to find charities in the local area that could 3 from food donations. It means a huge amount to us that we can connect with our local communities and help to solve an important problem at the same time.'

'The sandwiches and wraps we are collecting from Pret A Manger are ideal for giving to homeless people who not have the facilities to prepare meals themselves,' said Rory Matthews, from Devon and Cornwall Food Association. 'We are delighted that the food is not being 5

Anna Norman-Walker from Exeter Cathedral added, 'We have been running a café for the homeless and other vulnerable people in Exeter for four years. We often serve dinner to 50 people or more. Having Pret surplus sandwiches and salads has been a huge blessing and a definite 6 on the usual bread and butter! Pret have made the process really simple. They invite us in at time and let us take away any of the leftover sandwiches and salads. It is such a good initiative

and we are delighted.'

Glossary

wrap a type of sandwich made with a cold pancake rolled around meat or vegetables

- b Read the article again. Complete the gaps with the best word for the context.
  - 1 giving / selling
  - 2 angry / proud
  - 3 benefit / suffer
  - 4 might / should
- 5 saved / wasted
- 6 improvement / investment
- 7 opening / closing

#### CAN YOU understand these people?

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









Philomena

Mark

Ross

Coleen

Richard

- 1 Philomena says that \_\_\_\_ potatoes cheer her up.
  - a roast or baked
  - b fried or roast
  - c boiled or baked
- 2 One kind of food Mark likes when he eats out is
  - a Spanish b Italian c French
- 3 Ross has got on well with his stepbrothers and sisters
  - a all his life
  - b since they grew up
  - c since they were teenagers
- 4 When Coleen won some money in the lottery, she spent it on
  - a a long holiday
  - b a holiday abroad
  - c a short holiday
- 5 Richard raised for Cancer Research.
  - a £6,000 b £6,500 c £6,050

#### CAN YOU say this in English?

Tick (✓) the box if you can do these things.

#### Can you...?

- 1 describe your diet, and the typical diet in your country, and say how it's changing
- 2 describe members of your family and say what they are like
- 3 describe some of your plans and predictions for the future (e.g. your studies, your family life)
- 4 ask and answer the questions below
  - · Have you ever won any money? How much did you win? What did you do with it?
  - · How long have you been learning English? Where did you first start learning?

What's the best way to get around London?

Probably the Tube, although buses are cheaper.

G choosing between comparatives and superlatives V transport P //, /dʒ/, and /tʃ/, linking

#### **VOCABULARY & SPEAKING**

transport

a @3.1 Listen. What forms of transport can you hear? Write 1-8 in the boxes.

bike	bus	car	lorry
motork	oike	scooter	trair

- Op.155 Vocabulary Bank Transport
- Communication I'm a tourist can you help me? A p.106 B p.111 Role-play being a tourist.

#### **PRONUNCIATION** /ʃ/, /dʒ/, and /tʃ/

3.5 Look at the sound pictures. What are the words and sounds? Listen and repeat.

<b>S</b>	43	

b Write three words from the list in each column.

adventu	re br	idge	cat	ch	coach	crash
journey	rush	stat	ion	tra	ffic jam	

- 3.6 Listen and check. Practise saying the words.
- d @3.7 Listen to the pairs of words. Can you hear the difference? Practise saying them.

	/t	// and /d	3/			15	and /ts/		
1	а	cheap	b	jeep	4	a	ship	b	chip
2	a	chain	b	Jane	5	a	shoes	Ь	choose
3	а	choke	b	joke	6	a	wash	b	watch

- 3.8 Listen and circle the word you hear.
- 3.9 Listen and write five short sentences or questions.

#### READING & LISTENING

- You are going to read about a race across London. Read the introduction. Where do they have to go from? Where to? What are the four forms of transport?
- **b** Talk to a partner.
  - 1 Which one do you think will be the fastest? Why?
  - 2 In what order do you think the other three will arrive? Why?
- Now read about the journeys by boat, bike, and car. Do you still think your predictions in **b** are correct?

# **-challenge**

#### What's the fastest way to get across London?

On Top Gear, a classic BBC series about cars and driving, they decided to organize a race across London to find the quickest way to cross a busy city.

The idea was to start from Kew Bridge, in the south-west of London, and to finish the race at the check-in desk at London City Airport, in the east - a journey of approximately 15 miles. Four forms of transport were chosen: a bike, a car, a motorboat, and public transport. The show's presenter, Jeremy Clarkson, took the boat, and his colleague James May went by car (a large Mercedes). Richard Hammond went by bike, and The Stig took public transport (a bus, the Tube, and a train).



#### Jeremy in the motorboat

His journey was along the River Thames. For the first few miles, there was a speed limit of nine miles an hour, because there are so many ducks and other birds in that part of the river. The river was confusing, and at one point, he realized that he was going in the wrong direction. But he turned round and got back onto the right route. Soon, he was going past Fulham Football Club. He phoned Richard and asked him

where he was. Good news for Jeremy! He was ahead of the bike! He got to Wandsworth Bridge. The speed limit finished there and he could now go as fast as he liked. Jeremy felt like the fastest-moving man in all of London. He was flying, coming close to 50 miles an hour! How could he lose now? He could see Tower Bridge ahead. His journey was seven miles longer than the others', but he was now going at 70 miles an hour. Not far to the airport now!

#### Richard on the bike

Richard could use bus lanes, which was great, but of course he had to be careful not to crash into the buses. He hated buses! Horrible things! When the traffic lights turned red, he thought of cycling through them, but then he remembered that he was on TV, so he had to stop! When he got to Piccadilly, he was delighted to see that there was a terrible traffic jam - he could go through the traffic, but James, in his

Mercedes, would get stuck. He got to Trafalgar Square and then went into a cycle lane. From now on, it was going to be easier...

#### James in the car

He started off OK. He wasn't going fast, but at a steady speed - until he was stopped by the police! They only wanted to check the permit for the cameraman in the back of the car, but it meant that he lost three or four valuable minutes! The traffic was getting worse. Now he was going really slowly. 25 miles an hour, 23..., 20..., 18... It was so frustrating!





River Thame

Speed challenge! In three minutes, read about the three journeys again and answer the questions with Je (Jeremy), R (Richard), or Ja (James).

#### Who ...?

- was asked to show a piece of paper
- 2 went much faster in the later part of his
- 3 decided not to do something illegal
- 4 went more slowly in the later part of his
- 5 was happy to see that there was a lot of traffic
- 6 got slightly lost
- 7 had the most exciting journey
- Look at the highlighted verb phrases related to travel and transport. With a partner, work out their meaning from the context.



- f @3.10 Now listen to what happened to The Stig and look at the map. What route did he take? What information or warning do you hear when you are travelling on the Tube?
- 3.11 With a partner, write down the order in which you now think the four people arrived. Then listen to what happened. What order did they arrive in? Why do you think that Jeremy Clarkson was annoyed?
- h Think of your nearest big city. What kind of public transport is there? If a race was organized there between a bike, a car, and public transport, what order do you think they would arrive in?

1 mile the unit of distance used in the UK and the USA (= 1.6 kilometres); 15 miles = approximately 25 kilometres

The Stig the nickname of one of the members of the Top Gear team Oyster card a travel card which you use on public transport in London

#### 4 GRAMMAR choosing between comparatives and superlatives

- a Read the sentences. Are the highlighted phrases right (✓) or wrong (✗)? Correct the wrong phrases.
  - 1 What's the quicker way to get across London?
  - 2 Driving is more boring than going by train.
  - 3 The boat was nearly as fast than the bike.
  - 4 Oxford is about the same distance from London as Brighton.
  - 5 There aren't as much trains as there were before on this line.
  - 6 It was the more exciting journey I've ever had.
  - 7 The worst time of day to travel in London is between 7.30 a.m. and 9.30 a.m.
  - 8 Women drive more careful than men.

#### G p.136 Grammar Bank 3A

- Talk to a partner. Compare the three things in each group using the bold adjective, e.g. for 1, decide which is the most dangerous, and then compare the other two. Say why.
  - 1 dangerous cycling

driving

riding a motorbike

learning to drive 2 easy

> learning to ride a bike learning to ride a horse

3 relaxing driving

flying

travelling by train

4 difficult sleeping on a coach

sleeping on a plane

sleeping on a train being stuck in a traffic jam 5 boring

waiting at an airport

waiting for a bus

I think cycling is the most dangerous because sometimes drivers don't see cyclists. Riding a motorbike is more dangerous than driving.

#### 5 LISTENING & PRONUNCIATION linking

- Read the text about research into the causes of car accidents. Then talk to a partner.
  - 1 Do you think the research process was reliable? Why (not)?
  - 2 Which three things do you think are the most dangerous? Number them 1-3 (1 = the most dangerous).
  - 3 Which one do you think is the least dangerous?

Two scientists at Virginia State University, in the USA, have published a book called Survive the Drive. In it, they describe their research into the most distracting things you can do when you are driving. They fitted video cameras and other devices to the cars of more than 3,500 drivers who were aged between 16 and 98. They then recorded their driving for three years and they got millions of hours of video. During this time, the



ON THE ROAD ALIVE

BY INDMAS A. DINGUS, PH.D., CHIP SHE MINDY BUCHANAN-KING

drivers had more than 900 accidents, and the researchers used the video to analyse exactly why they happened.

\_\_\_\_\_

These are some of the things that drivers do or feel when they're driving, which are the main causes of accidents.



adjusting the radio or music system

adjusting the satnav



eating or drinking

feeling emotional



feeling tired

looking at something by the road



reaching for something in the car

talking to a passenger

#### O Linking

We often link words together in English, especially when we speak fast. Being familiar with when we link words will help you understand the individual words in fast speech. We link words:

- 1 when a word ends in a consonant sound and the next word begins with a vowel sound, e.g. the most interesting.
- 2 when a word ends in a consonant sound and the next word begins with the same consonant sound, e.g. the worst time.
- 3 when a word ends in /t/ or /d/ and the next word begins with /t/ or /d/, e.g. the biggest danger.
- b 3.15 You're going to listen to an interview with a traffic safety expert. First, read the information box above. Then listen and complete some extracts with linked words from the interview.

1	What's the while you're driving?	thing you can do
2	you'll probably make	····
3	people slow down to	
4	this_is_a really commonmotorway:	
5	This makes youto	likely
6	you find	·
7	always keepthe road!	

#### O likely

likely is an adjective. We use it to talk about probability, e.g. This is very distracting and makes you more likely to lose control of the car.

- c 33.16 Now listen to the interview. Number the activities in a 1-8. Were your top three correct?
- d Listen again. Note down a number or fact about each dangerous activity.
  - 1 feeling emotional ten times more likely to have an accident
- Are you surprised by any of this research? Which of the things are you (or drivers you know) most likely to do when driving?

#### 6 SPEAKING

a Look at the statements below. Tick ( ) the ones you agree with and cross (X) the ones you disagree with. Think about your reasons.

People who drink and drive should lose their driving licence for life, even if they did not cause an accident.

Slow drivers cause more accidents than fast drivers.

Speed cameras do not stop accidents, they just make money for the government.

Drivers who are over 70 are as dangerous as young drivers.

Cyclists in cities should only be allowed in cycle lanes, not where cars and other vehicles drive.

It should be illegal to eat or drink when you're driving.

The minimum age for riding a motorbike should be 25.

The speed limit on motorways should be lower.

In groups, take turns to give your opinions on a statement in a. Do the others in the group agree or disagree with you? Use the language from the Giving your opinion box.

#### O Giving your opinion

Personally, I don't think it should be illegal to eat and drink while you're driving, because...

In my opinion, cyclists should be allowed to cycle on all roads...

We often use should + verb to say what we think is the right thing or a good thing (to do).

#### 7 WRITING

Op.117 Writing An article for a website Write an article about transport in your town or city.

# Men, women, and children

Do women than men?

Yes, in general they probably do.

G articles: a / an, the, no article V collocation: verbs / adjectives + prepositions P /a/, two pronunciations of the

#### SPEAKING & READING

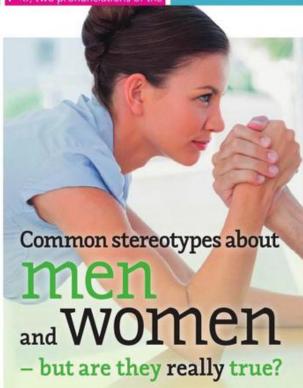
3.17 Listen to three people talking about men and women and complete the highlighted expressions. Do you agree with their opinions?

0	eneralizing
1	Generally , I think it's true that women worry more about their appearance than men. They spend longer choosing what to wear, doing their hair, and things like that.
2	I don't think it's true that men are more interested in sport than women. However,the whole, I think women to have fewer opportunities to actively
	participate in sport.
3	I think that in, men worry about their health more than women. Hypochondriacs are men, not women

b In small groups, discuss the statements below. Say if you think they are a) completely true, b) partly true, or c) completely untrue. Try to use the highlighted expressions from a.

#### Do you think it's true?

- Men make better bosses than women.
- Women are more caring than men.
- Men are better at telling jokes than women.
- Women talk more than men.
- Men are better at navigating than women.
- Women are worse at maths than men.
- Men are more competitive than women.
- Women panic more than men in stressful situations.
- Men are better at assembling IKEA furniture than women.
- Women can multitask better than men.
- c Read the article about stereotypes. Complete headings 1-5 with statements from b.
- d Read the article again. Which of the stereotypes 1-5 has been verified by research done ...?
  - a with animals
  - b by giving participants questionnaires
  - c through practical experiments with men and women
- Look at the highlighted verbs related to research in the article and answer the questions.
  - 1 Which verb is a synonym for prove? \_
  - 2 Which verb is a synonym for find?
  - 3 Which verb means 'to give reasons why you think something is
  - 4 Which verb means 'to become clear that'?\_



Scientists and psychologists say that there are certain gender stereotypes which they have proved are true, for example, a recent academic study found that men are better at assembling IKEA furniture than women! But can we really believe the results of these studies? Here are five more stereotypes which researchers claim are true.

Scientists in Norway asked 18 men and 18 women to find their way through a virtual maze, completing various tasks along the way. Men were able to solve 50% more of the problems than women in the same time. 'Men's sense of direction was more effective. They simply got to their destination faster,' said Dr Carl Pintzka of the Norwegian University of Science and Technology.

Researchers from the University of Maryland separated baby rats from their mothers and discovered that baby rats with more Foxp2, a kind of protein necessary for the development of speech and language, made more noise and called to their mothers more often. Moving on to humans, scientists then discovered that women have 30% more Foxp2 than men.



Australian researchers gave 20,000 men and women a list of questions to answer, to discover how they feel if their partner has a problem. Women said they were very affected, but men showed no change. 'It is not that men are unemotional, but they simply are not very emotional when it comes to the feelings of their partner,' said the study's author, Dr Cindy Mervin.

Psychologists at the University of Herefordshire gave 50 male and 50 female students eight minutes to perform three tasks at the same time: maths problems, finding restaurants on a map, and drawing a plan for finding a lost key in a field. To make it more difficult, they were asked some general knowledge questions while they worked. The women, it turned out, easily did all four things at once, but not the men – so it seems that this old cliché is true.

Professor Laura Mickes and a team of psychologists from the University of California asked men and women to write captions for cartoons in The New Yorker magazine. Without knowing the author, a group of male and female judges preferred the men's jokes. The psychologists argued that men use humour to attract women, who in turn are attracted to men with a good sense of humour.

#### And some that aren't true...

For every stereotype verified by science, many others turn out not to be true. Recent research shows, for example, that women are just as competitive and aggressive as men, better at driving, and no worse at mathematics. Men, on the other hand, are more insecure in relationships, make worse bosses, and are more likely to panic in stressful conditions.

Adapted from the Daily Telegraph

f Many people would disagree that these five stereotypes are true, in spite of the research. What do you think? With a partner, think of more stereotypes about men and women and discuss if you think they're true or not.

#### 2 GRAMMAR articles

a Complete four jokes with a / an, the, or - (no article).

1	Father	Daddy, did you know that 1 girls are cleverer than 2 boys? No, I didn't know that. You see!
2	Man Lawyer Man	man goes to see <sup>4</sup> lawyer. Excuse me. What do you charge? \$1,000 for three questions. Wow! Isn't that <sup>5</sup> bit expensive? Yes. What's your third question?
3	Patient	Hello, did you come to see me with 6 eye problem?  Yes! How did you know?  Because you came in through 7 window instead of 8 door.
4	Boy Mother	What did you do at 9 school today, Patrick? It was 10 great day! We made explosives! And what are you going to do at 11 school tomorrow? What school?

- b 3.18 Listen and check. Do you think any of the jokes are funny?
- c @ p.137 Grammar Bank 3B

#### 3 PRONUNCIATION /ə/, two pronunciations of the

a @3.22 Listen to the words and sound. Then listen and repeat.



a about accident future internet important person question

b 3.23 Listen and <u>underline</u> five phrases where the is pronounced /ði:/ (NOT /ðə/). Why does the pronunciation change? Which phrase in the list is an exception?

the cinema the office the Underground the universe the moon the internet the sea the accident the evening the dark

c Practise saying some common phrases where the is pronounced /ði:/.

the other day the only way the end of the world the average person the aim of the exercise the immediate future the important thing



Tess and her pink and purple things

### The Pink and Blue Project

Jimin and his blue things



#### 4 LISTENING & SPEAKING

a Look at the list of toys below. Which ones do you think a) girls play with more than boys, b) boys play with more than girls, c) boys and girls play with equally?

construction toys dolls dressing-up clothes jigsaws soft toys toy vehicles toy weapons

- b Look at two photos from The Pink and Blue Project by South Korean artist JeongMee Yoon. What do you think she is saying with these images?
- c ①3.24 Listen to a programme about children and stereotypes. What is surprising about dressing children in pink or blue? Do Alison and Natasha agree about the colour of children's toys?
- d Listen again. Choose a, b, or c.
  - A century ago, pink was considered to be a \_\_\_\_\_ colour than blue.
    - a more attractive
    - b more delicate
    - c stronger
  - 2 After World War II, people started dressing girls in pink \_\_\_\_\_.
    - a because people had started to believe in gender equality
    - b because advertisers encouraged them to do so
    - c because they thought that pink suited girls better
  - 3 Girls' toys today are \_\_\_\_\_
    - a very similar to boys' toys
    - b very different from boys' toys
    - c more similar to boys' toys than they used to be
  - 4 Alison Carr thinks that the toys children play with influence \_\_\_\_\_\_.
    - a their future education
    - b their future relationships
    - c their future personalities
  - 5 Natasha Crookes thinks girls are more likely to choose scientific toys if
    - a their parents tell them to
    - b they are allowed to choose for themselves
    - c they are packaged in a pink box

#### e Talk to a partner.

- 1 Do you agree with Alison and Natasha's opinions? What do you think about dividing toys into 'girls' toys' and 'boys' toys'?
- 2 What kind of toys did you play with? Do you think they were 'girls' toys' or 'boys' toys'?
- 3 When you were a child, what kind of clothes did you prefer? Did your parents ever make you wear clothes that you didn't like?

#### 5 VOCABULARY collocation

- a Look at three statements from the listening. Can you remember the missing prepositions?
  - 1 But is this something we really need to worry \_\_\_\_\_?
  - 2 Alison Carr says yes. 'When we are choosing one toy or another...'
  - 3 'If we want girls to get interested \_\_\_\_\_ maths and science...'
- b p.156 Vocabulary Bank Dependent prepositions





- c Complete the questions with a preposition.
  - 1 When you're with friends of the same sex, what do you usually talk \_\_\_\_\_\_?
  - 2 Are there any sports or games that you're good \_\_\_\_\_\_?
  - 3 Is there anything you're really looking forward \_\_\_\_\_\_?
  - 4 Who in your family are you closest \_\_\_\_\_?
  - 5 What kind of films are you keen \_\_\_\_\_?
  - 6 Are there any animals or insects that you're afraid \_\_\_\_\_?
  - 7 What's your town or region famous \_\_\_\_\_?
  - 8 Are there any superstitions that you believe ?
  - 9 Is there a story in the news at the moment that you're really tired \_\_\_\_\_\_?
  - 10 Who's the last person you were really angry \_\_\_\_\_? What \_\_\_\_?
  - 11 Have you bought anything recently that you're very pleased \_\_\_\_\_?
  - 12 What do you think success in an exam depends \_\_\_\_\_\_?
- d 3.27 Listen and check. Then ask and answer the questions with a partner.

Do I have to switch my phone off?

You don't have to, but you probably should.

G obligation and prohibition: have to, must, should V phone language P silent consonants

#### **VOCABULARY** phone language

- 4.1 Listen and match what you hear to the sentences.
  - A He's dialling a number.
  - B She's texting (messaging) a friend.
  - C He's just hung up.
  - D She's choosing a new ringtone.
  - E He's calling back.
  - F She's left a message on his voicemail.
  - G The line's engaged (busy).
  - H She's swiping through photos.
  - His phone went off in the middle of a meeting.
  - J She needs to talk to a helpline, but they've put her on hold.
  - K He was cut off in the middle of a conversation.
- 4.2 Listen and check. Practise saying the sentences.
- c Ask and answer the questions with a partner.
  - 1 What phone network do you use? Are you happy with them?
  - 2 Do you have a monthly contract, or are you 'pay as you go'?
  - 3 Have you ever sent a text message to the wrong person?
  - 4 Have you ever hung up on someone?
  - 5 What do you do if you're put on hold for a long time?
  - 6 Do you make many calls, or do you prefer messaging?
  - 7 Has your phone ever gone off at a bad moment, e.g. in the cinema or at a concert?

#### 2 GRAMMAR obligation and prohibition

a 04.3 Listen to part of a concert by viola player Lukáš Kmit. What happened? What did he do?

b Read an article about an incident in a concert and the comments that people sent in. Which comments do you agree with?

### Conductor throws out audience member whose phone went off



At the National Music Auditorium in Madrid, Wednesday's performance of Handel's Messiah was interrupted by a mobile phone going off in a row close to the stage, during the aria He was despised. Conductor William Christie stopped the performance, turned, pointed at the phone owner, and shouted, 'Out! You have just ruined one of the most beautiful passages of one of the most beautiful works ever written.' The phone owner got up and quickly left the hall.

#### Comments

manny 23 December 14.50

Good for him. It's time people protested against this kind of behaviour. If people can't live without their phones for two hours, 'they shouldn't go to concerts. We need a new rule for concert halls and theatres: <sup>2</sup>you have to leave your phone, or any other device, in the cloakroom, similar to the way you have to check in most bags and backpacks in museums. And the same for the cinema!

REPLY cassie 23 December 17.30

Great idea. I would also add another rule: if you are caught with a mobile device in the auditorium, 3 you must immediately pay a fine!

REPLY anton 23 December 19.43

If you ban mobile phones from concerts, you'll lose a lot of the audience. There are people who have work phones, and their companies tell them 4they mustn't give their phones to anyone, because of company IT policies.

REPLY kasia 24 December 01.16

I think all concert halls 5 should block mobile phone reception. Reception could be available until right before the concert begins, during the interval, and immediately after it finishes.

REPLY marcel 24 December 07.08

Blocking reception wouldn't solve the problem. Often when mobiles go off, it's an alarm that the owner has forgotten was on, which 6doesn't have to have reception to go off.

- Read the comments again. Match the highlighted phrases to their meaning.
  - A This isn't necessary.
  - B Don't do this. It isn't allowed / permitted.
  - C It's necessary or compulsory to do this.
  - D It's a good idea to do this.
  - E It's a bad idea to do this.

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

- e Can you think of a situation when...?
  - · you have to switch off your phone
  - you shouldn't use your phone
  - you mustn't use your phone, but you don't have to switch it off

#### 3 PRONUNCIATION

silent consonants

a Look at the words in the list. They all have a silent consonant or consonants. With a partner, cross out the silent letters.

> calm design dishonest doubt foreign half hour island knowledge listen mustn't ought rhythm should talk walk whole wrong

- b 04.8 Listen and check.
- Practise saying the sentences.
  - 1 We walked round the whole island.
  - 2 You mustn't talk just listen.
  - 3 Everyone should learn a foreign language.
  - 4 The taxi ought to be here in half an hour.

#### 4 SPEAKING

Look at the list of annoying things people do with their phones. Work in small groups. For each thing, answer questions 1–3.

- 1 Do you know people who do this? Do you ever do it?
- 2 Does it annoy you, or do you think it's OK?
- 3 If it annoys you, what do you think these people should / shouldn't do?

#### 13 annoying things people do with their phones



- take selfies all the time and post them online
- talk loudly on their phones on public transport
- put their phones on the table in front of them in a restaurant, in a café, or in your house
- play noisy games on their phones
- send or receive messages in the cinema
- text while they're doing other things, e.g. talking to someone else, or walking in the street
- tweet about everything, from what they had for breakfast to what time they went to bed
- keep posting photos of their babies and small children
- listen to music with headphones, but with the volume so loud that other people can hear it
- take photos of everything they eat
- video or photograph every single event they go to and every minute of their holiday
- post a message to you on your birthday, but never get in touch during the rest of the year
- swipe through all your other photos when you are showing them just one

#### 5 READING

- a In pairs, answer the questions.
  - 1 When shouldn't you greet someone with a kiss?
  - 2 What shouldn't you do on public transport?
  - 3 Should you recline your seat on an aeroplane?
  - 4 When should you give up your seat on public transport?
  - 5 Should you ever start eating before everyone is served?
- b Read the article once. Were your answers the same as the advice Debrett's gives?
- c Read the article again and look at the highlighted phrases. Try to explain them in your own words.
- d Do you agree with the advice? Do you think Debrett's reasons are good ones?

# DEBRETT'S

#### GUIDE TO MODERN DILEMMAS

ebrett's is a British publisher which specializes in books about modern manners. For nearly 100 years, Debrett's Handbook has advised the British public on social etiquette, that is, how to behave in social situations. The Handbook receives more than 10,000 enquiries a year. Jo Bryant, editor of the Handbook, said, 'The number of enquiries we receive demonstrates that manners are still hugely important to people. The key is to always consider those around you.'

The most frequently asked questions have changed a lot over the years. In 1994, one of the most common questions was 'What should you do if you meet the Queen?', and in 2004, people asked, 'Is it acceptable to ask for money as a wedding present?'



Debrett's has given us a preview of its latest guide to good manners, which answers some of the questions that most trouble the British public today.

#### SOCIAL GREETING: KISSING

Many people are unclear on the subject of social kissing. Debrett's advice is that kissing is not appropriate in many professional situations. On the whole, it should only be used among friends, but not on a first meeting. An air kiss, without contact, may seem rude or impersonal, so very slight contact is best, but no sound effects are needed.

### EATING AND PUTTING ON MAKE-UP ON PUBLIC TRANSPORT

According to Debrett's, you should avoid both. It's inconsiderate to eat smelly food in a closed environment, and applying make-up on public transport makes you appear disorganized.

#### RECLINING YOUR SEAT ON AEROPLANES

This is a common problem. Debrett's says that it's selfish to recline your seat during short daytime flights. When travelling by plane, always stay within your own space and don't monopolize the armrest. Also avoid kicking the back of the seat in front of you, or using it to help you stand up.

#### GIVING UP YOUR SEAT ON PUBLIC TRANSPORT

In a recent experiment, only 20% of London Tube passengers offered to give up their seat to a visibly pregnant woman. According to Debrett's, passengers should always offer to give up their seat to any individual who is pregnant, elderly, or clearly in need. It is important to remember, however, that it is also rude to aggressively decline the offer of a seat.

#### EATING BEFORE EVERYONE IS SERVED

The final question is one that we've all asked ourselves: is it rude to start eating at the table before everyone else has been served? Debrett's says that the simple answer is yes, unless the host or hostess (or in a restaurant, the other diners) gives their permission for people to start.

- e Ask and answer the questions with a partner.
  - 1 How do you think it's appropriate to greet a male or female friend?
  - 2 What else do you think people shouldn't do on public transport?
  - 3 What do you think passengers ought not to do on planes?
  - 4 How else do you think it's appropriate to help elderly people?
  - 5 What else do you think you should ask your host or hostess for permission to do?
  - 6 Do you think manners are important? Why (not)?

#### 6 LISTENING

a <u>04.9</u> You're going to listen to a radio phone-in programme about manners. First, listen and make notes about the three people's problems with rude relatives.

1 Belinda's problem with her mother-in-law	
2 Damien's problem with his brother	
3 Miranda's problem with her nephew	

- b With a partner, decide what advice you would give the three callers.
- c \$\square\$4.10 Listen and complete some extracts from the advice that Sarah gives.

#### Advice for Belinda

7 'You mustn't

1 I think you ought to be the one \_

- 2 You shouldn't \_\_\_\_\_\_, because she won't change her opinion.

  Advice for Damien
  3 I think you should politely but directly \_\_\_\_\_\_

  4 To be honest, you don't really have to \_\_\_\_\_\_

  Advice for Miranda
  5 You must \_\_\_\_\_\_ before their next visit.
  6 Explain that he has to \_\_\_\_\_\_ a bit when he's visiting.
- d ①4.11 Now listen to the whole programme. Do you agree with Sarah's advice? Is there anything else you would suggest?

#### 7 SPEAKING

Read the questionnaire. What do you think? Mark each thing GM (good manners), BM (bad manners), or NI (not important).

## Good manners? Bad manners? Not important?

#### When greeting people...

- use more formal language when speaking to an older person.
- kiss somebody on both cheeks when you meet them for the first time.
- · use your partner's parents' first names.

#### Men and women - a man should...

- pay for the meal on a first date.
- hold the door open for a woman, or wait for her to go through the door first.
- · accompany a woman home.

#### When you're invited to somebody's house for a meal...

- take a present.
- take your shoes off when you arrive.
- · criticize the food (e.g. if it's too cold, salty, etc.).
- send a message the next day to say thank you.

### When you're having a meal with friends in a restaurant...

- · complain that the food isn't very good.
- insist on only paying for exactly what you ate or drank when the bill is being divided up.
- · be very affectionate with your partner.

#### On social networking sites...

- post a photo or video clip of a friend without asking their permission.
- make a negative comment about somebody's photo.
- post a private message or conversation.
- **b** In groups, compare your opinions for each thing, and say why.

Saying what you th	Saying what you think is right			
I don't think people	I don't think people should			
I think it's	rude selfish inappropriate bad manners	to		
I don't think	it's important to you have to	0		
I hate it I don't mind it It really annoys me	when			

Can you play the piano?

No. but I'd love to be able to.

G ability and possibility: can, could, be able to V -ed / -ing adjectives P sentence stress

#### **GRAMMAR** ability and possibility

- Look at the list of skills. With a partner, find...
  - · two that you can do.
  - · two that you can't do.
  - · two that you could do when you were ten years old.
  - · two that you couldn't do when you were ten years old.

change a car wheel do yoga dance salsa knit or sew play a musical instrument play tennis ride a bike run 5 km sing well ski take good photos type fast use an Excel spreadsheet

4.12 Look at the photos. Listen and complete the conversations.





- Look at conversations 1 and 2 in b again. Complete the sentences.
  - in the infinitive or present perfect. 1 You can't use
- 2 Be able to means the same as \_
- d @ p.139 Grammar Bank 4B

- e Look at the topics. Choose two or three and think about what you could say about them.
  - something that you would like to be able to
  - something you've tried to learn, but have never been able to do well
  - something you learned to do after a lot of
  - something you can do, but you'd like to be able to do better
  - something you think all young people should be able to do before they leave school
- Work with a partner. Tell him or her about the things you chose in e. Give reasons or explanations for each one.

I'd like to be able to ski, but I don't think I'll ever learn, because I don't live near the mountains.

#### **PRONUNCIATION** sentence stress

4.15 Listen to four sentences. Write the stressed words in the pink boxes.



- b Look at the stressed words and try to remember the unstressed words. Then listen again to check and write them in.
- Listen again and repeat the sentences. Copy the rhythm.
- d 4.16 Listen and make new sentences with the verbs or verb phrases you hear.
  - 1 )) I'd love to be able to ski. ride a horse ( I'd love to be able to ride a horse.
  - 2 )) We won't be able to come. park ( We won't be able to park.

#### 3 LISTENING

a Read the text. Do you believe Malcolm Gladwell or Josh Kaufman?

### Learn a new skill in 20 hours

t was Malcolm Gladwell, the popular writer on modern psychology, who popularized the idea that it takes 10,000 hours of practice to really master a new skill, such as playing the piano. But in this non-stop world, who has that kind of time? In his book *The First 20 Hours*, Josh Kaufman tells you how to learn any new skill really quickly. By completing just 20 hours of focused practice, you'll be able to go from knowing absolutely nothing to performing well. But is it really possible? Matt Rudd, a *Sunday Times* journalist, decided to give it a try.

b Read about Matt's past experience of learning the trumpet. Why do you think he gave up so fast?

#### Matt Rudd learns the trumpet

I haven't played a musical instrument for years. Five years ago, I got a trumpet for my birthday and I tried to learn it, but I gave up after seven minutes, and it ended up in the garage. So here I am, a beginner again.



- - three different musical instruments playing together
  - five notes from C to G
  - a high note and a low note
  - an octave
  - a tune
  - somebody busking

- d 04.18 Now listen to Matt talking about his experience. Choose the best summary.
  - 1 He didn't learn anything at all.
  - 2 He learned something, but not enough.
  - 3 He learned a lot.
- Listen again. For each stage, circle the correct word or phrase.

#### 1 hou

He feels optimistic / pessimistic.

#### 2 hours

He feels pleased / unhappy with his progress.

#### 5 hours

He thinks the online trumpet teacher is annoying / great.

#### 9 hours

He's frustrated by how little he can play / He's happy because he can play simple tunes.

#### 14 hours

He's really enjoying himself / He's depressed and wants to give up.

#### 15 hours

Matilda Lloyd tells him he's doing well / badly.

#### 17 hours

He feels optimistic again / disappointed.

#### 20 hours

He thinks he'll probably give up / He thinks he'll be able to improve.

f Do you think Matt will continue learning the trumpet. Why (not)?

#### 4 SPEAKING

Work in small groups. Answer the question below for the different skills.

How well do you think you'd be able to do these things after learning for 20 hours?

play a musical instrument

speak a new language

draw a portrait drive

#### design and build a website

take professional-quality photos

cook a three-course meal

dance the tango

ski or windsurf

give first aid

#### 5 VOCABULARY

-ed / -ing adjectives

a Complete the sentences with annoyed or annoying.

 Matt thought the online trumpet teacher was \_\_\_\_\_\_\_.

2 Matt was \_\_\_\_\_ because he could only play simple tunes.

#### —ed and -ing adjectives

Many adjectives for feelings have two possible forms, ending in -ed or -ing, e.g. annoyed and annoying.

We use the adjective ending in -ed for the person who has the feeling, e.g. Matt. We use the adjective ending in -ing for the person or situation that produces the feeling, e.g. the trumpet teacher.

- b Read the information box. Then complete the adjectives with -ed or -ing.
  - 1 What music do you listen to if you feel depress\_\_\_\_?
  - 2 What do you think is the most excit\_ sport to watch?
  - 3 What's the most amaz\_\_\_\_ scenery you've ever seen?
  - 4 Have you ever been **disappoint** by a birthday present?
  - 5 Which do you find more tir\_\_\_\_\_, clothes shopping or food shopping?
  - 6 What's the most embarrass thing that's ever happened to you?
  - 7 Are you **frighten** of heights?
  - 8 Do you usually feel very tir\_\_\_\_ in the morning?
  - 9 What's the most bor\_\_\_\_\_ film you've ever seen?
  - 10 Do you ever get frustrat by technology?
- c 04.19 Listen and check. Under<u>line</u> the stressed syllable in the adjectives.
- d Ask and answer the questions in b with a partner. Ask for more information.

#### 6 READING & SPEAKING

- a How long have you been learning English? Has anyone ever given you a useful tip which has helped you learn?
- b Read some tips on a forum for learning English outside class. Do you do any of these things?



Does anyone have any good tips for practising English outside class? I'm a B1 level (I think – I hope!) and I'm studying in Colombia...

Nelson, Medellín

#### Comments



One very easy thing you can do is to change the language to English on your phone, laptop, or tablet. That way, you're reading English every day and you learn a lot of vocabulary without really noticing – for example, the things you see on your screen. I've found it really helpful. Sara, Brazil



My tip is to do things that you already like doing, but in English. So, for example, if you're interested in a sport or in photography, read about it in English. If you like the cinema, watch films in English with subtitles. I'm interested in jazz, so I read magazines and articles online in English. For me, it's better than reading books. *Marc, Switzerland* 



The thing that really helped me to improve my English was having an Australian boyfriend. He didn't speak any Hungarian, so we spoke English all the time, and I improved really quickly. So my tip is: try to find an English-speaking boyfriend or girlfriend! *Ágnes, Hungary* 



I think that learning vocabulary is very important, so I got a vocabulary app for my phone. It has a lot of useful words, all in categories, but it also lets me add my own words and phrases, too. The best thing is that I can test myself whenever I get a quiet moment, like on the bus, and it just takes a couple of minutes. *Vasily*, *Russia* 



My tip is to learn to sing songs in English. First, I find the words online and try to understand them. Then I go to YouTube and sing along with the singer and try to copy the way he or she sings – fantastic for your pronunciation. Then, when I can do it well, I get a karaoke version of the song and I sing it. It's fun, and my English has improved. Sandra, Italy



Practise saying things in your head. It could be anything – you could describe your job or your holiday plans, or talk about yourself or your family, or what's happening in the news. Then, when you really need to speak English, it's easier, because you've done it in your head. (I do this on the way to my English class every week.) *Marta, Mexico* 

c Read the tips again and match them to something that you think the person has learned to say in English.

All you need is love, love. Love is all you need.

Are you sure you want to shut down your computer now?

Why don't we stay in and watch a movie tonight, honey?

I work for Samsung.
I'm a computer programmer.
I've been working there for
three years.

outgoing – shy generous – mean friendly – unfriendly

> Saxophonist Tim Garland will reunite with his former partner in Celtic jazz group Lammas.

- d Look at two sentences with reflexive pronouns from the tips in **b**. How do you say them in your language? Then read the information box.
  - 1 I can test myself whenever I get a quiet moment.
  - 2 ...talk about yourself or your family...

#### Reflexive pronouns

We use reflexive pronouns (myself, yourself, etc.) when the object of a verb is the same as the subject. We can also use reflexive pronouns to emphasize the subject of an action, e.g. I painted the kitchen myself.

e Which subject pronouns do these words go with?

themselves herself ourselves yourselves himself itself

- - 1 )) She's cut herself. You... (You've cut yourself.
- g Talk to a partner.
  - Which of the tips in b do you think are the best for learning English? Are there any you don't think would work for you?
  - Are there any tips that you could easily put into practice?
  - What other things do you do to improve your English outside class (e.g. visit chat websites, listen to audiobooks)?

#### 7 D VIDEO LISTENING

a Do you know anybody who speaks two or more languages well? Which languages do they speak? How did they learn them?



b You're going to watch an interview with Alex Rawlings, who speaks 11 languages. Match greetings 1–11 to the languages. Then watch Part 1 and check.

1 Afrikaan:	French	Italian
Catalan	German	Russian
Dutch	Greek	Spanish
English	Hebrew	201 - CONTROL

- c Now watch Part 2. Why does Alex mention...?
  - 1 a completely new adventure
  - 2 Greek and German
  - 3 Chinese and Slovene
  - 4 British and Irish languages, a recent trip to Wales
  - 5 Russian
  - 6 YouTube; vocabulary and grammar
- d Watch Part 3 and answer the questions.
  - 1 Why do people sometimes fail to learn a language?
  - 2 Why did Alex find Afrikaans easy to learn?
  - 3 Why do the British and Americans find it difficult to learn foreign languages?
  - 4 Complete Alex's tips:

You never \_\_\_\_\_ learning a language.

Try to spend \_\_\_\_\_ a day on the language you are learning.

# **&4.** Revise and Check

#### **GRAMMAR**

Circle	a, b, or c.
1	I walk to work. It's than going by car.
	a more healthy b as healthy c healthier
2	Cycling isn't people think.
	a as dangerous as <b>b</b> as dangerous than
	c so dangerous than
3	This is time of day for traffic jams.
	a the most bad b the worse c the worst
4	My wife is a much safer driver than
	al b me c my
5	What beautiful day!
	a a b - c an
6	I never drink coffee after dinner.
	a - b the c an
7	are usually good language learners.
	a The women b Women c Woman
8	We've decided to visit the UK
	a the next summer b next summer
	c the summer next
9	Entrance is free. You pay anything.
	a don't have to b mustn't c should
10	I'll work harder if I want to pass.
	a must b should c have to
11	
	already eaten too much!
	a must <b>b</b> should <b>c</b> have to
12	
	plane has landed.
1212	a don't have to b mustn't c must
13	We won't come to the party.
	a can b be able c be able to
14	When he was five he already swim.
120	a can b could c was able
15	My mother has never cook well.
	a been able to b could c be able to

#### **VOCABULARY**

a Complete the compound nouns with a singular or plural noun. 1 Slow down! The speed \_ \_ is 100. 2 I won't start the car until you've all put on your seat \_ 3 It's not a very good town for cyclists there are very few cycle \_\_\_ 4 Try to avoid using the Tube between 8.00 and 9.30 a.m. - it's the \_\_\_\_\_ hour.

5 There's a taxi \_\_\_\_\_\_ at the station.

b	Complete with a preposition.					
	1 We arrived Prague at 5.30.					
	2 I apologized being late.					
	3 I'm not very keen horror films.					
	4 My son is good speaking languages.					
	5 This song reminds me my holiday.					
c	Complete with the correct word.					
	1 We were late because we got stuck in a terrible trjam.					
	2 I've hired a v to take my things to my new flat.					
	3 We're going to drive to Dover and get the f to France.					
	4 We're going to s off early, before it gets dark.					
	5 How long does it t to get from here to the airport?					
d	Circle the correct adjective.					
	1 The match ended 0-0. It was really bored / boring.					
	2 It was the most frightened / frightening experience I've ever had.					
	3 We're very excited / exciting about our holiday!					
	4 I'm a bit disappointed / disappointing with my exam results.					
	5 This news programme is too depressed / depressing. Turn it off.					
е	Complete the words.					
	1 I'm not in at the moment. Please I a message.					
	2 The line's eng Please hold.					
	3 I was in the middle of talking to him and he just hup!					
	4 We sw through hundreds of their holiday photos.					
	5 I hate it when people have really loud r on their mobiles!					
	<u> </u>					
P	RONUNCIATION					
а	Practise the words and sounds.					
	Vowel sounds					
	<b>49 46</b>					
	computer ear boy bike					
	Consonant sounds					
	AR OF A A					

b p.166-7 Sound Bank Say more words for each sound.

chess jazz thumb mother girl

- c What sound in a do the pink letters have in these words? 1 arrive 2 engaged 3 message 4 Underground 5 with
- d Underline the stressed syllable. 1 moltor way 3 pe des tri an 5 em barrassing 2 di sa ppointed 4 voice mail

# Adapted from a driving blog

#### CAN YOU understand this text?

- Read the article once. Choose the correct heading for each paragraph A-F.
  - 1 Don't be a selfish DJ
  - 2 Don't tolerate dangerous driving
  - 3 Be a good co-pilot
  - 4 Don't distract the driver
  - 5 Wear your seatbelt
  - 6 Don't be rude
- b Read the article again with the headings. Are you a good passenger? How many of the things do you sometimes do or not do?

#### CAN YOU understand these people?

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











Butterfly

Coleen

Jenny

- 1 Nick thinks the most enjoyable way to travel in London is
  - a by Tube b by bus c by bike
- 2 Butterfly thinks that \_\_\_\_ at looking after small
  - a men are better than women
  - b women are better than men
  - c men and women are equally good
- 3 Coleen thinks that women are more interested in
  - a sport b fashion c gossip
- 4 Jenny speaks languages.
  - a one b two c three
- 5 What Linwood finds really annoying is people who use their phones
  - a on public transport
  - b in the street
  - c in restaurants

#### CAN YOU say this in English?

Tick (✓) the box if you can do these things.

#### Can you...?

- 1 compare different types of public transport in your town / country
- 2 talk about typical stereotypes of men and women and say if you think they are true
- 3 talk about things which are / aren't good manners in your country
- 4 describe something you would like to be able to do, but have never been able to

## How to be the perfect car passenger

With the holidays just about to start and millions of cars hitting the roads at once, now's the time to consider how car passengers can help drivers. Think about how you would like your passengers to behave if you were the driver - this will make you more conscious of your actions while being a passenger yourself.





Don't wait for the driver to tell you to put it on, or refuse to put it on when asked to.



Advise the driver on the best route to take. However, don't shout or advise them too close to a turning, as this can make the driver panic or turn suddenly, leading to a possible accident.

C

You can always comment on someone's driving, as long as it's a friendly suggestion. But don't attack the driver about their driving, especially if they're inexperienced. Let them take their time and drive the way that is most comfortable for them, not you.

D

Talking to the driver helps to pass the time and stops them from falling asleep. However, talking too loudly or singing along to the radio can distract the driver and possibly cause an accident.

E

Listening to the radio while driving makes the journey more enjoyable. However, don't assume that the driver wants to listen to everything that you want to listen to. It's better to allow the driver to choose the style of music. If the driver needs to concentrate, help them by turning the volume down, and don't have the radio on too loud in general.

F

You deserve to feel safe and be treated with consideration. If you notice that the driver is going above the speed limit, don't immediately shout at them, as they might not be aware of it themselves. However, if you can see that the driver is speeding and not driving safely, you should tell them to slow down and drive more carefully.

Why do you think he lost the match?

Because he wasn't feeling very well.

G past tenses: simple, continuous, perfect V sport P /a/ and /u

#### **VOCABULARY** sport

In teams, race to answer all the questions. Shout when you cross the finish line!

#### In which sport...?

- 1 can you do the butterfly
- 2 is there a shot called a slam dunk
- 3 is the person who throws the ball called the pitcher
- 4 are there two teams of 15 people and a ball that isn't round
- 5 do you hit the ball over a net on a table
- 6 do players walk about 8 km during a game, and never run
- 7 are there two teams of six, who play on ice
- 8 are there four main tournaments: in Melbourne, Paris, London, and New York
- 9 can you do different activities, e.g. running, high jump, javelin, etc.
- 10 have Brazil won more World Cups than any other country





- b @5.1 Listen and check. Who got the most questions correct?
- Op.157 Vocabulary Bank Sport

#### PRONUNCIATION /ɔː/ and /ɜː/

Write the words from the list in the correct row. Be careful with or (there are two possible pronunciations).

ball caught circuit course court draw fought hurt score serve shirt sport warm up work out world worse





- 5.7 Listen and check.
- 5.8 Listen and write six sentences. Practise saying them.

#### SPEAKING

In pairs, interview your partner about sport using the questionnaire. Ask for more information.



#### Yes

What sport(s) do you do?

How often do you do sport?

Have you ever won a cup or a trophy?

Have you ever been injured doing sport?

Do you prefer doing sport or watching sport?

How many hours do you spend a week watching sport on TV, or following it online?

Do you go to watch a local sports team?

What's the most exciting sports event you have been to?

No

What sports do / did you have to do at school?

> Do / Did you enjoy them?

Do you do any kind of exercise?

Do you think you're fit? Would you like to get fitter?

Do your family and friends like sport?

Are there any sports you don't mind watching on TV?

What sport(s) do you hate watching on TV?

Have you ever found a sporting event exciting?

Do you think that there are good sports facilities in your town?

Do you think physical education should be optional or compulsory at school?

Do you think there is too much (or not enough) sport on TV?





# Adapted from the Daily Telegraph

#### 4 READING

a Do you do any of these things when you want to have good luck or avoid bad luck?





cross your fingers

fingers touch wood





wear lucky clothes

carry a lucky charm

- b Read the article about superstitions in sport. What's the answer to the question in the title?
- c Match paragraphs 1-4 to topics A-D.
  - A the physical effects of superstitions
  - B examples of sporting superstitions
  - C the disadvantages of superstitions
  - D the psychological effects of superstitions
- d Read the article again. With a partner, explain why the following examples are mentioned.

#### Paragraph 1:

Cristiano Ronaldo's right foot and Serena Williams's ball

#### Paragraph 2:

lucky golf balls and lucky charms

#### Paragraph 3:

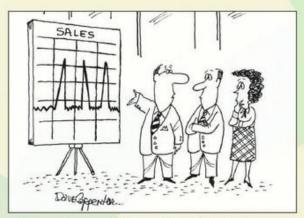
adrenaline and other chemicals

#### Paragraph 4:

two players with the same superstition

- e Talk to a partner.
  - Do you know of any other sports players who are superstitious? What do they do?
  - Do you have any superstitions, e.g. when you are playing or watching sport, or when you do an exam, or when you travel?

# Do 'lucky socks' really work?



"I'm not superstitious either, but those were the days Harris wore his lucky socks."

- Sport has always been full of superstitions, even for the best athletes in the world. Long-distance runner Mo Farah always shaves his head before a race. Judo star Kayla Harrison always wears the lucky socks that were a gift from her grandmother. Footballer Cristiano Ronaldo always steps onto the pitch with his right foot first. And tennis legend Serena Williams always bounces the ball five times before a first serve, and twice before a second serve.
- 2 Do actions like this have any real effect on sports results?

  According to a study at the University of Cologne, it seems that they can increase confidence and a sense of control, which might help athletes. The study showed that people who were given a golf ball that they were told was 'lucky' played better than those who used a 'normal' ball. And it isn't just sports. In another experiment, people who were allowed to carry their lucky charm performed better at memory tests than people without one. The researchers concluded that superstitions make people feel more confident, which makes them perform better.
- Superstitions may also have a positive physical effect. Dan Abrahams, a sports psychologist, says that sporting rituals can cause the release of adrenaline and other chemicals which help the athlete to focus better.
- Most psychologists, however, say that superstitions can be bad as well as good. Abrahams tells the story of a professional football club where two players had the same superstition – they both had to be the last person to leave the changing room before the game. They couldn't agree how to solve the problem, and it had a really negative effect on them and on the team. And what happens if you sit down to take an exam and realize you've forgotten your lucky pen?





#### LISTENING

- Do you think being a football referee is a difficult job? Why (not)?
- b \$\infty\$5.9 You're going to listen to an interview with an ex-Champions League football referee from Spain. Listen to Part 1 and choose a, b, or c.
  - 1 Why did he want to become a referee?
    - a His father was a referee.
    - b He liked sport, but wasn't good at it.
    - c He always liked the idea.
  - 2 What was the most exciting match he ever refereed?

Juan Antonio Fernández

Marín refereed 200 league

and 50 international matches.

- a His first professional match.
- b He can't choose just one.
- c Real Madrid against Barcelona.
- 3 The worst experience he ever had as a referee was when attacked him.
  - a a player b a woman c a child
- 4 Why does he think there is more cheating in football today?
  - a Because football is big business.
  - b Because the referees are worse.
  - c Because footballers are better at cheating.
- 5 How does he say footballers often cheat?
  - a They fall over when no one has touched them.
  - b They accept money to lose matches.
  - c They touch the ball with their hands.
- c Read sentences 1-6. With a partner, predict what the referee is going to say.

1	The most difficult thing for him about being a referee is to make
	the during a match.
2	One of the reasons it's difficult is because football today is
	very
3	Making correct decisions often depends on the referee's

- interpretation of the
- 4 He thinks that players who cheat are the
- 5 A study that was done on Leo Messi shows that he could run exceptionally fast
- 6 He thinks Messi isn't a footballer.
- d \$\square\$5.10 Listen to Part 2 and check your answers.
- Ask and answer the questions in small groups.
  - 1 Do you agree with the referee when he says, 'I think fair play does exist - the players who cheat are the exceptions.' Is it also true of other sports?
  - 2 Are there any sportspeople in your country who are well known for cheating? What kind of things do they do?
  - 3 Do you think new technology makes a referee's job easier or more difficult? Why?
  - 4 Would you like to be a sports referee (or umpire)? Why (not)?

#### **GRAMMAR** past tenses

- Read the article about Alistair Brownlee. What did he do?
- Paragraph 2 tells the story of what happened. Most of the verbs are past simple, but there are two examples of the past continuous, and four of the past perfect. Can you find them? Why are they used?

## Alistair sacrifices gold... to help his brother

Nobody will remember who won the world triathlon in Cozumel, Mexico, in 2016. Instead, they will remember the sacrifice of Alistair Brownlee, who stopped to help his brother, Jonny, instead of winning the gold medal himself.

As Jonny, 26, entered the last kilometre of the 10 km run, he was winning by a long way - he'd gone very fast in the swimming and cycling stages. But then he began to feel ill, because he hadn't drunk enough in the hot conditions, and he stopped at the side of the road. His brother, Alistair, was running behind him, but when he saw that Jonny had stopped, he didn't run past him to win the race. Instead, in a wonderful act of brotherly love, he took his brother's arm and helped him to run the final few hundred metres. Seconds before they reached the finishing line, South African Henri Schoeman, who had been behind them until then, ran past them both and won the gold medal.

Alistair said, 'It was a natural human reaction to my brother, but for anyone, I would have done the same thing.'



- c G p.140 Grammar Bank 5A
- d Read the article about Anton Gafarov. Complete it with the verbs in the correct tense.

#### Canada to the rescue

Russian cross-country skier Anton Gafarov 1 was competing (compete) at the Sochi Winter Olympics in 2014. He <sup>2</sup> (do) well in the race when he (damage) his (fall) and 4 left ski. Soon after that, he 5\_ (fall) again. He realized that his ski 6\_ (break) into two pieces. He 7 \_\_ (try) to continue on one ski when suddenly the Canadian ski coach, Justin Wadsworth, (run) out of the crowd and (replace) Gafarov's broken ski with a spare one that he 10 (bring) for his own team. Gafarov 11 (finish) the race in front of his home crowd.



- e G Communication Good sportsmanship A p.107 B p.112 Practise telling a story.
- f Which of the four stories you've read do you think is the most heroic?

#### 7 SPEAKING

a You're going to tell your partner two anecdotes. Choose two of the topics below and plan what you are going to say. Ask your teacher for any words you need.

### Tell your partner about...

- a really exciting sports event you saw
   When and where was it? Who was playing?
   What happened? Why was it so exciting?
- a time you had an accident or got a sports injury When and where did it happen? What were you doing? What part of your body did you hurt? What happened next? How long did it take you to recover?
- a time you saw or met someone famous When was it? Where were you? Who were you with? What was the celebrity doing? What was he / she wearing? Did you speak to him / her? What happened in the end?
- a time you got lost
   Where were you going? How were you travelling? Why did you get lost? What happened in the end?
- a time you missed or nearly missed something important (e.g. a flight, an exam, a date, etc.)
   What did you miss or nearly miss? Why? How did you feel? What happened in the end?
- b Work with a partner. Tell each other your two stories. Give as much detail as you can. Use the language from the Telling an anecdote box.

#### Telling an anecdote

#### Starting an anecdote

I'm going to tell you about a time when... This happened a few years ago... When I was younger,...

#### Listening to an anecdote

Wow! Really? That sounds terrible / awful. How amazing!

What happened next / after that / in the end?

#### 8 WRITING

© p.118 Writing Telling a story Write a story about a journey where you had a problem.

I think it Where was shot in was the New York. film made?

G passive (all tenses) V cinema P regular and irregular past participles

#### READING

a Look at the definition of an extra and the photos in the article. In pairs, can you think of three negative things about being an extra?

extra /'ekstra/ n. a person who is employed to play a very small part in a film, usually as a member of a crowd

b Read the article. Are your ideas mentioned?

Read the article again. Complete the paragraph headings with words from the list.

expensive miming ordinary patient secrets weather

# extras

Without extras, most film and TV scenes would be empty and unrealistic. But while we're obsessed with movie stars, we never hear much about the extras, because, of course, that's their job - not to be noticed. So what is the world of extras really like?

#### 1 They have to be \_

Days on set can be very long, sometimes lasting more than 15 hours. A lot of that time is spent just sitting around, waiting to be used in a scene, or repeating a single shot a dozen times. Extras usually spend their 'waiting time' reading or playing cards. 'There are days you get to the set and you wait and wait, but you aren't used,' says Amy Rogers, a regular extra in TV shows, including Homeland.

#### 2 They need to be good at

Extras often need to make a scene appear alive and busy, while at the same time remaining totally silent so as not to interfere with the actors' dialogue. This means they have to pretend to have a conversation without actually making any noise. Also, dance scenes are often filmed in silence and the music is added in later. When a crowd scene was being filmed for the movie Jersey Girl, the extras had to pretend to clap and cheer. But it was all done in silence, and when they clapped, their hands never touched.



#### 3 They have to put up with all kinds of

Sometimes, when a winter scene is being filmed, and all the extras are wearing thick jackets and hats and gloves, it's actually 30 degrees and the snow is fake. You can tell whether it's really cold if you can see the breath coming out of people's mouths. Also, when scenes are being filmed inside during the summer, the air conditioning has to be turned off because of the noise.

#### 4 They have to be able to keep

Phones aren't allowed on set, and photos are strictly forbidden. While the film Insurgent was being made, one extra took a photo of the set and posted it online. Since then, she has never been employed as an extra again.



- d Work in pairs. Can you answer these questions from memory? Then quickly look back at the article to check.
  - 1 What do extras often do while they're waiting?
  - 2 What did the extras have to do in the crowd scene in Jersey Girls?
  - 3 How do you know if the snow is real or not in winter scenes?
  - 4 What did an extra do during the filming of *Insurgent*, and what happened as a result?
  - 5 Why are a lot of British films made in Eastern Europe?
  - 6 Why are inflatable extras popular nowadays?
  - 7 What happens when extras watch TV?
- e Do you know anybody who's been an extra? What in? Why do you think some people enjoy being extras? Would you like to be one? Why (not)?

#### 5 They are extremely

Although extras aren't individually very well paid, a film with a lot of extras needs a big production budget, especially in Britain. The cost of extras is one of the reasons why epics such as *Ben-Hur* are largely a thing of the past. *Gandhi* was the last one – the funeral scene alone needed 300,000 extras. This is why now a lot of British films are being shot in countries where extras are paid less, for example, in Eastern Europe.

#### 6 Sometimes they are not

Nowadays, where possible, crowds are digitized. In *Gladiator*, they used 2,000 live actors to create a digital crowd of about 35,000 people. For some of the crowd scenes, in addition to the real-life extras and the digital ones, they also used cut-outs made of cardboard. But digital extras can look fake, and cardboard extras can look very two-dimensional, particularly if the camera moves. The latest thing is inflatable extras, which look more real. They can be deflated, stored – a crowd of 10,000 can fit into one large truck – and reused.



#### 7 They can't watch films like \_\_\_\_\_\_ people.

Once you know how a movie has been filmed, it's hard to just watch it like any other person. 'I can't watch TV any more without looking at the extras to see who's doing it right and who's doing it wrong,' said one extra.

#### 2 GRAMMAR passive (all tenses)

- a Look at six extracts from the text. What tense or form of the passive are the verbs?
  - 1 You wait and wait, but you aren't used.
  - 2 When a crowd scene was being filmed,...
  - 3 But it was all done in silence...
  - 4 Sometimes, when a winter scene is being filmed,...
  - 5 ...the air conditioning has to be turned off...
  - 6 Since then, she has never been employed...
- b @ p.142 Grammar Bank 6A

# 3 PRONUNCIATION regular and irregular past participles

a Look at the sound groups and the past participles. Tick (/) the groups where the sounds of the pink letters are all the same. If they aren't the same, circle the word that is different.

1	A.	filmed used recorded owned
2	M	finished directed released booked
3	21	bought caught worn drawn
4	D.	shot gone lost done
5		forgotten spoken stolen known
5	e	spent said meant read
7	ांटी	made paid taken fallen
8	<b>A</b>	won put sung drunk
9	0	built written driven given

- b \( \infty 6.2 \) Listen and check. What are the sounds in the circled participles? Practise saying the groups of words.
- c \$\infty\$6.3 Listen and change the sentences into the present or past passive.
  - 1 )) They shot the film in Poland. The film...

( The film was shot in Poland.

#### 4 VOCABULARY cinema

- a Look at some extracts from the text in 1.
  What do you think the highlighted words mean?
  - 1 A lot of that time is spent just sitting around, waiting to be used in a scene.
  - 2 Phones aren't allowed on set.
  - 3 This is why now a lot of British films are being shot in Eastern Europe.
  - 4 The cost of extras is one of the reasons why epics such as Ben-Hur are largely a thing of the past.

#### b Op.159 Vocabulary Bank Cinema

- Explain the difference between these pairs of words and phrases.
  - 1 a plot and a script
  - 2 a horror film and a thriller
  - 3 a musical and a soundtrack
  - 4 the cast and the stars
  - 5 a dubbed film and a film with subtitles
  - 6 the set of a film and the film was set in...
  - 7 a critic and a review

#### 5 LISTENING

a Read about the film Schindler's List. Have you seen it? If yes, did you like it? If no, would you like to see it? What other Spielberg films have you seen and enjoyed?

Schindler's List is a 1993 historical epic directed by Steven Spielberg. The film is based on the true story of Oskar Schindler, a Czech businessman, who saved the lives of more than a thousand Polish-Jewish refugees during the Second World War. The film was shot in black and white. It stars Liam Neeson, Ralph Fiennes, and Ben Kingsley. It is often listed among the greatest films ever made, and it won seven Oscars, including Best Picture and Best Director.

b 06.7 Look at the photos of Dagmara Walkowicz and Spielberg. Where were they and what do you think Dagmara was doing in the black-and-white photo? Listen to Part 1 of an interview with Dagmara and check.



- c Listen again and mark the sentences T (true) or F (false). Correct the F sentences.
  - When the film company came to Krakow, Dagmara was working as a teacher.
  - 2 She got a job doing translations for them.
  - 3 There was a party at the hotel to celebrate Spielberg's birthday.
  - 4 Spielberg's interpreter was late.
  - 5 Dagmara was very nervous, so she drank a bottle of champagne to give herself courage.
  - 6 Spielberg was very pleased with the way she did her job.



#### Making notes

When we make notes, we only write down key words, e.g. we write film set every day **NOT** She had to go to the film set every day.

d 06.8 Now listen to three extracts from Part 2 of the interview. Complete the gaps with the key words.

1	I had to g	o to the			a	nd	
	Spielberg	's	to the Polish	, and	also	to the	3.
2	It was		, and I often fe	t as if I v	vas a		
3	The		was when we ha	d to	a		
	and	becau	se Spielberg thou	ight it		exactly	

- e 06.9 You're now going to listen to the whole of Part 2. Read the questions. Then listen and write down some of the key words.
  - 1 How many times were some scenes repeated? How did that make Dagmara feel?
  - 2 Why did Spielberg start shouting at her? What happened after that?
  - 3 In general, how did Spielberg treat her? What example does she give?
  - 4 What scenes was she going to appear in as an extra? Why did she not appear in the final version of the film?
  - 5 Did she ever work with Spielberg again?
  - 6 What offer did Spielberg make to Dagmara? Does she regret not accepting it?
- f Compare your key words with a partner. Then listen again and try to add more.
- g Now, with a partner, answer the questions in e. Use your key words.
- h Would you like to have done Dagmara's job? Do you think she made the right decision in the end?

#### **6 SPEAKING**

a Read the cinema interview. Think about your answers and reasons.



In pairs, interview each other. Ask for and give as much information as you can. Do you have similar tastes?

#### 7 WRITING

© p.119 Writing A film review
Write a description of a film you would recommend.

#### 2 AN INFORMAL EMAIL



From: Kasia <kasia\_new@redmail.com>
To: Angela <avernon1970@yahoo.com>
Subject: Thanks

1 Hi Angela,

1	I'm really sorry for not writing earlier, but I've been very busy since I	got back
۱	from the UK!	

2Th	for a wonderful six months. I loved being in Chichester and	1
had a great	me. Also, my English got a bit betterdon't you think?	

I really enjoyed looking after Mike and Sally. I thought they were adorable and we had a fantastic <sup>3</sup>t\_\_\_\_\_\_\_ together. I have really good memories, for example, our trip to the Isle of Wight and the zoo there! I've had several messages from the children since I've been back! Please tell them from me that I <sup>4</sup>m\_\_\_\_\_\_ them.

I've been a bit stressed for the last few weeks, because I've been working at a restaurant while I look for a permanent job. Being a waitress is very hard work, but I can now afford to rent a flat with Sofia and two other friends and I'm saving to buy a car! I've also been 5 sp\_\_\_\_\_\_ a lot of time with my family – my brothers have changed so much over the past six months!

That's all for now. Thanks again for everything. And I hope you know you're welcome in Gdansk at any time – my family would love to meet you. Summer here is usually lovely.

F	Give my	regards to	Matt and 6h	to he	ear from v	ou soon
	CHIVE HILL	I Gualus to				

Best <sup>7</sup>w\_\_\_\_\_,

Kasia

PS I 8a\_\_\_\_\_ a photo I took of me with the kids. I hope you like it!

- a Kasia went to Britain and stayed for six months with a couple, Angela and Matt, working as an au pair. After going back to Poland, she sent them an email. Read the email and match what she says to paragraphs A-F.
  - She sends greetings to another member of the family.
  - She thanks Angela for her stay.
  - She talks about what she's been doing recently.
  - She apologizes for not writing before.
  - She thanks them again and invites them to stay.
  - She talks about the nice things they did together when she was with them.
- b Read the email again and complete gaps 1-8.
- c Imagine you have some British friends in the UK, and you stayed with them for a week last month. Write an email to say thank you. Plan what you're going to say. Use A-F in a and the language from the Informal emails box to help you.
- d Check your email for mistakes (grammar, vocabulary, punctuation, and spelling).

Informal emails Beginnings:

Hi + name (or Dear + name if you want to be a bit more formal).

(I'm really) sorry for not writing earlier, but...

Thank you / Thanks (so much) for (your letter, having me to stay, etc.)...

It was great to hear from you.

Endings:

That's all for now.

Hope to hear from you soon. / Looking forward to hearing from you soon.

(Give my) regards / love to...

Best wishes / Love (from)

PS (when you want to add a short message at the end)



#### 3 AN ARTICLE FOR A WEBSITE

# TRANSPORT IN LONDON

#### The Underground (the Tube)

This is the quickest way to get ¹ around the city and there are many stations all over London. The cheapest way to use the Underground is to get an Oyster card. You put money on it and then top it up when you need to. Then you use it every time you get ² \_\_\_\_\_\_ or ³ \_\_\_\_\_ the Tube. You can buy Oyster cards at Tube stations and online. You can also use a contactless bank card to pay, or your smartphone (if you have a mobile payment app). Some Tube lines operate 24 hours a day at the weekend.

#### **Bikes**

#### Buses

Buses can be quicker than the Underground if there isn't too much traffic. The easiest way to use them, like the Underground, is with an Oyster card, contactless card, or smartphone. Some buses operate 24 hours a day, so you can use them late at night. Travelling 4 \_\_\_\_\_\_ the top deck of a double-decker bus is also a very good way to get to know London and see some of its famous buildings.

#### Taxis and minicabs

London's black taxis (black cabs) are expensive, but they are comfortable and the taxi drivers know London very well. You normally tell the driver where you want to go before you get 6\_\_\_\_\_\_ the taxi. Minicabs are normal cars which work for a company and most people book them with an app. They are usually much cheaper than black taxis. Taxis or minicabs are probably the safest way to travel late 7\_\_\_\_\_ night.

- Look at the four forms of public transport in London. Which one do you think is probably...?
  - · the most expensive
- · the best for sightseeing
- · the healthiest
- · the safest late at night









- Read the article from a website about public transport in London and check your answers to a.
   Then answer these questions from memory.
  - 1 What can you use an Oyster card for?
  - 2 How much does it cost to hire a bike?
  - 3 What's the difference between a black cab and a minicab?

c Read the article again and complete the gaps with a preposition from the list.

around at in off on (x2) with

Transport in your town you = people in general:

You can buy Oyster cards at Tube stations.

You must have a ticket or card before you get on a bus.

Comparatives and superlatives:

Buses aren't as quick as trams.

Cycling is the cheapest way to get around.

- d Write an article about transport in your nearest big town or city. Plan what headings you're going to use and what to say about each form of transport. Use the language from the Transport in your town box and Vocabulary Bank Transport p.155 to help you.
- Check your article for mistakes (grammar, vocabulary, punctuation, and spelling).



# CLASSIC FILMS YOU MUST SEE

#### PLEASE POST YOUR SUGGESTIONS

#### The Force Awakens (2015)

- 1 The Force Awakens is the seventh film in the Star Wars saga, created by George Lucas. The film was <sup>1</sup>\_\_\_\_\_\_ by

  J.J. Abrams. It <sup>2</sup>\_\_\_\_\_ John Boyega as Finn, Daisy Ridley as Rey, and Harrison Ford as Han Solo. It was <sup>3</sup>\_\_\_\_\_ for five Oscars in 2016, but it didn't win any.
- 2 The film is 4 \_\_\_\_\_ a long time ago in a galaxy far, far away.

  It was 5 \_\_\_\_\_ in the UK, Ireland, and Abu Dhabi.
- The story begins 30 years after the events of Star Wars:

  Episode VI Return of the Jedi. Finn, a stormtrooper, leaves the evil organization called the First Order. He follows a little robot, BB-8, who has information about how to find Luke Skywalker, a Jedi who can use a special energy called the Force. Finn and BB-8 are helped by a young woman called Rey, and together they escape and find Han Solo, a space pilot, and his alien friend, Chewbacca. They help Finn and Rey in their search for Skywalker and their mission to destroy the First Order's new superweapon.
- 4 I strongly 6 \_\_\_\_\_\_\_ The Force Awakens. It has 7 \_\_\_\_\_, drama, a great 8 \_\_\_\_\_\_, and a good plot, but above all, amazing 9 \_\_\_\_\_\_. I think I will always prefer the classic Star Wars films, because I watched them when I was young, but I loved this film, too.



a Read the description of a film and complete the gaps with a word from the list.

action directed filmed nominated recommend set soundtrack special effects stars

b Read the description again and number the paragraphs in order 1–4.

Paragraph	the plot
Paragraph	the name of the film, the director, the stars, and any prizes it won
Paragraph	why you recommend the film
Paragraph	where and when it is set, where it was filmed

c Look at paragraph 3 again. What tense do we use to tell the story of a film or book? d Have you seen The Force Awakens? If yes, do you agree with the review? If no, does the review make you want to see it?

Describing a film
It was directed / written by...
It is based on a true story / the book...
It stars...
It is set in...
It was filmed in...
The film is about...
In the end...
I strongly recommend (the film) because...

- e Write a description of a film you would recommend to people. Plan what you are going to write in the four paragraphs, using the paragraph notes in b. Use the language from the Describing a film box and Vocabulary Bank Cinema p.159 to help you.
- f Check your description for mistakes (grammar, vocabulary, punctuation, and spelling).





#### present simple and continuous, action and non-action verbs

#### present simple: I live, he works, etc.

- 1 I live in London. She works in a restaurant. We don't eat meat. Jack doesn't wear glasses. Where do you live? Does the supermarket open on Sundays?
- 2 She usually has cereal for breakfast.

  I'm never late for work.

  We only eat out about once a month.
- 1 We use the present simple for things that are always true, or happen regularly.
- Remember the spelling rules for third person singular, e.g. lives, studies, watches.
- Use ASI (Auxiliary, Subject, Infinitive) or QuASI (Question word, Auxiliary, Subject, Infinitive) to help you with word order in questions. Do you know David? What time does the film start?
- 2 We often use the present simple with adverbs of frequency, e.g. usually, never, or expressions of frequency, e.g. every day, once a week
- Adverbs of frequency go before the main verb and after be.
- Expressions of frequency usually go at the end of the sentence or verb phrase.

#### present continuous: be + verb + -ing

- A Is your sister still going out with Adam?

  1.12

  B No, they broke up. She isn't going out with anyone now.

  The phone's ringing. Can you answer it?

  House prices are going up very fast at the moment.
- We use the present continuous (NOT the present simple) for actions in progress at the time of speaking, e.g. things that are happening now or around now. These are normally temporary, not habitual, actions.
- · Remember the spelling rules, e.g. living, studying, getting.
- We also use the present continuous for future arrangements (see 1B).

#### action and non-action verbs

A What are you looking for?

1.13

B My car keys.

1.11

1

- A I'll help you in a moment.
- B But I need them now!
- A What are you cooking? It smells delicious.
- B I'm making pasta.
- A Great! I love pasta.
- Verbs which describe actions, e.g. cook, make, can be used in the present simple or continuous.
   I'm making lunch. I usually make lunch at the weekend.
- Verbs which describe states or feelings (NOT actions), e.g. be, need, love, are non-action verbs. They are not usually used in the present continuous, even if we mean 'now'.
- Common non-action verbs are agree, be, believe, belong, depend, forget, hate, hear, know, like, love, matter, mean, need, prefer, realize, recognize, remember, seem, suppose, want.
- Verbs of the senses are normally also non-action, e.g. look, smell, taste, and sound.

#### Verbs that can be both action and non-action

A few verbs have an action and a non-action meaning, e.g. have and think.

I can't talk now. I'm having lunch. = action (have lunch)

I have a cat now. = non-action (possession)
What are you thinking about? = action (think about sth)

I think this music's great. = non-action (opinion)

# a Circle the correct form, present simple or continuous.

don't believe / I'm not believing that you cooked this meal yourself.

- 1 Come on, let's order. The waiter comes / is coming.
- 2 Kate doesn't want / isn't wanting to have dinner now. She isn't hungry.
- 3 The head chef is ill, so he doesn't work / isn't working today.
- 4 The bill seems / is seeming very expensive to me.
- 5 We've had an argument and now we don't speak / aren't speaking to each other.
- 6 My mum thinks / is thinking my diet is awful these days.
- 7 Do we need / Are we needing to go shopping today?
- 8 Can I call you back? I have / I'm having lunch right now.
- 9 I didn't use to like oily fish, but now I love / I'm loving it!
- 10 Your cake is wonderful! It tastes / is tasting like one my mother used to make.

#### b Complete with the present simple or present continuous forms of the verbs in brackets.

	We don't go to Chinese re	estaurants v	very often. (not go)
1	I high o	cholesterol	so I never
	fried fo		
2	you	_ any vitar	nins at the
	moment? (take)		
3	Don't eat the spinach if yo	ou	it. (not like)
	your boyfrien		
	fish? (know)		
5	We takeawa	y pizzas on	ce a week. (order)
	What your mo		
	delicious! (make, smell)	accos en e	- 18.00 W
	You look sad. What about? (think)	you	
	I the di	iet in my co	untry
	worse. (think, get)	et iii iiiy co	unitry
	How often you	1	seafood? (have)
	I usually		

**1B** 

#### future forms: present continuous, be going to, will / won't

#### be going to + infinitive

#### future plans and intentions

My sister's going to adopt a child.

Are you going to buy a new car or a second-hand one? I'm not going to go home for the holidays. It's too far.

#### predictions

Barcelona are going to win. They're playing really well. Look at those black clouds. I think it's going to rain.

- We use be going to (NOT will / won't) when we have already decided to do something. NOT My sister will adopt a child.
- We also use be going to to make a prediction about the future, especially when we have some evidence (e.g. we can see black clouds).

#### present continuous: be + verb + -ing

#### future arrangements

Lorna and Jamie are getting married in October. We're meeting at 10.00 tomorrow in Richard's office.

Jane's leaving on Friday and coming back next Tuesday.

- · We often use the present continuous for future arrangements.
- There is very little difference between the present continuous and be going to for future plans / arrangements and often you can use either.
  - be going to shows that you have made a decision.
     We're going to get married next year.
  - the present continuous emphasizes that you have made the arrangements.
    - We're getting married on October 12th. (= we've booked the church)
- We often use the present continuous with verbs relating to travel arrangements, e.g. go, come, arrive, leave, etc.
   He's arriving tomorrow and leaving on Thursday.

#### will / shall + infinitive

1.16

1.17

1.18



## instant decisions, promises, offers, predictions, future facts, suggestions

1.19

- 1 I'll have the steak. (instant decision)
  I won't tell anybody where you are. (promise)
  I'll carry that bag for you. (offer)
  You'll love New York! (prediction)
  Next year Christmas Day will be on a Thursday.
  (future fact)
- 2 Shall I help you with your homework? (offer) Shall we eat out tonight? (suggestion)
- 1 We use will / won't (NOT the present simple) for instant decisions, promises, and offers. NOT I carry that bag for you.
- We can also use will / won't for predictions, e.g.
   I think Barcelona will win, and to talk about future facts, e.g. The election will be on 1st March.
- 2 We use shall (NOT will) with I and we for offers and suggestions when they are questions.

# a Circle the correct form. Tick (/) the sentence if both are possible.

The exam (will be) is being on the last Friday of term.

- 1 Will / Shall we invite your parents for Sunday lunch?
- 2 A It's Alice's birthday tomorrow.
  - B Oh, really? I 'm making / 'Il make a cake.
- 3 I 'm not having / 'm not going to have dinner with my family tonight.
- 4 Are you going to go / Will you go to Jo's party next weekend?
- 5 You can trust me. I 'm not telling / won't tell anyone what you told me.
- 6 A What are you doing on Sunday?
  - B We 're visiting / 'll visit my grandparents.
- 7 I think the birth rate will go down / is going down in my country in the next few years.
- 8 My grandfather is going to retire / retiring at the end of the month.
- 9 Shall / Will I help you with the washing-up?

#### b Complete B's responses with a correct future form.

- A What's your mother going to do about her car?
- B She's going to buy a second-hand one. (buy)
- 1 A I'm going to miss you. Please stay in touch.
  - B | promise | \_\_\_\_\_\_every day. (phone)
- 2 A What are Alan's plans for the future?
  - B He \_\_\_\_\_\_ a degree in engineering. (do)
- 3 A Can I see you tonight?
  - B No, I \_\_\_\_\_ late. Maybe Saturday? (work)
- A Are you ready to order?
- B Yes, I \_\_\_\_\_ the prawns, please. (have
- 5 A There's nothing in the fridge.
- **B** OK. \_\_\_\_\_ we \_\_\_\_ a takeaway? (get
- 6 A I don't have any money, so I can't go out.
  - B No problem, I \_\_\_\_\_\_ you some. (lend)
- 7 A Shall we have a barbecue tomorrow?
  - B No, the weather forecast says it \_\_\_\_\_\_. (rain)
- 8 A We land at about 8.00.
  - B \_\_\_\_\_ I \_\_\_\_ you up from the airport? (pick)



#### present perfect and past simple

present perfect simple: have / has + past participle (worked, seen, etc.)

1 past experiences

2.9

I've inherited some money but I haven't spent it. Sally has never met Bill's ex-wife.

Have you ever lost your credit card?

2 recent past actions

I've cut my finger!

Too late! Our train has just left!

3 with yet and already (for emphasis)

I've already seen this film twice. Can't we watch another one? My brother hasn't found a new job yet. He's still looking. 'Have you finished your homework yet?' 'No, not yet.'

- 1 We use the present perfect for past experiences when we don't say exactly when they happened.
- · We often use ever and never when we talk or ask about past experiences. They go before the main verb.
- 2 We use the present perfect for recent past actions when we focus on the present result.
- . In this context we often use just before the main verb.
- 3 We also use the present perfect with yet and already.
- We use already in ± sentences. It goes before the main verb.
- We use yet with sentences and ?. It goes at the end of the phrase.
- For irregular past participles, see Irregular verbs p.165.

past simple (worked, stopped, went, had,

They got married last year.

(D) 2.10

I didn't have time to do my homework. What time did you wake up this morning?

 We use the past simple for finished past actions (when we say, ask, or know when they happened).

#### present perfect or past simple?

I've been to Madrid twice.

(D) 2.11

(= in my life up to now)

I went there in 1998 and 2002. (= on two specific occasions)

I've bought a new computer. (= I don't say exactly when, where, etc.)

I bought it last Saturday. (= I say when)

- · We use the present perfect (NOT the past simple) to talk about past experiences and recent past actions when we don't specify a time.
- We use the past simple (NOT the present perfect) to ask or talk about finished actions in the past, when the time is mentioned or understood. We often use a past time expression, e.g. yesterday, last week, etc.
- Complete the conversations with the present perfect form of the verb in brackets and an adverb from the list. You can use the adverbs more than once.

already ever just never yet

A Why are you smiling? B I've just found a €50 note! (find)

a flight online? (book) 1 A \_\_\_\_\_\_ you \_\_ B Yes, of course. I've done it loads of times.

2 A When are you going to buy a motorbike?

B Soon, I nearly €1,000. (save)

the phone bill \_\_ you \_\_

B No, sorry. I forgot.

4 A \_ your parents \_ you money? (lend)

B Yes, but I paid it back as soon as I could.

5 A How does eBay work?

B I don't know. I it. (use)

6 A What are you celebrating?

the lottery! (win)

7 A Why haven't you got any money?

my salary. I bought a new phone last week. (spend)

8 A Would you like a coffee?

B No, thanks. I\_

b Are the **bold** phrases right or wrong? Tick (✓) or cross (X) them. Correct the wrong phrases.

I've never been in debt. (/)

How much has your new camera cost? (X) How much did your new camera cost?

- 1 Dean has just inherited €5,000 from a relative.
- 2 Did your sister pay you back yet?
- 3 We booked our holiday online a month
- 4 When have you bought that leather
- 5 They've finished paying back the loan last month.
- 6 We haven't paid the gas bill yet.
- 7 Have you ever wasted a lot of money on something?
- 8 I'm sure I haven't borrowed any money from you last week.
- 9 I spent my salary really quickly last month.
- 10 Have you seen the Batman film on TV yesterday?

C p.18



#### present perfect + for / since, present perfect continuous

#### present perfect + for / since

They've known each other for ten years.

Julia's had that bag since she was at university.

**2.16** 

- A How long have you worked here?
- B Since 1996.
- A How long has your brother had his motorbike?
- B For about a year.
- We use the present perfect + for or since to talk about something which started in the past and is still true now.
   They've known each other for ten years. (= they met ten years ago and they still know each other today)
- We use How long...? + present perfect to ask about an unfinished period of time (from the past until now).
- We use for + a period of time, e.g. for two weeks, or since + a point of time, e.g. since 2016.
- Don't use the present simple with for / since. NOT They know each other for a long time.

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

- 1 How long have you been learning English? Nick has been working here since April. They've been going out together for about three years.
- 2 A Your eyes are red. Have you been crying?
- B No, I've been chopping onions.



- 1 We use the present perfect continuous with for and since with action verbs (e.g. learn, work, go, etc.) to talk about actions which started in the past and are still true now.
- With non-action verbs we use the present perfect simple (NOT continuous). NOT They've been knowing each other for ten years.
- Don't use the present continuous with for / since. NOT + am working here for two years.
- 2 We can also use the present perfect continuous for continuous or repeated actions which have been happening very recently. The actions have usually just finished or have visibly present results.

I've (I have) You've (You have) He / She / It's (He has) We've (We have) They've (They have)	been working I	nere for two years.
I haven't (I have not) You haven't He / She / It hasn't (He has not) We haven't They haven't	been working l	nere for two years.
Have you been working here for two years?	Yes, I have.	No, I haven't.
Has she been working here for two years?	Yes, she has.	No, she hasn't.

#### D live and work

live and work are often used in either the present perfect simple or present perfect continuous with the same meaning. I've lived here since 2010.

I've been living here since 2010.

a Write sentences in the present perfect continuous.

How long / you / work here? How long have you been working here?

- 1 She / study English for three years.
- 2 How long / they / watching TV?
- 3 It / rain / since lunchtime.
- 4 1 / not live / here for very long.
- 5 How long / you / learn to drive?
- **b** Circle the correct form. Tick (✓) if both are possible.

Harry is / (has been unemployed since last year.

- 1 We've had our new flat for / since six months.
- 2 Hi Jackie! How are you? I haven't seen / haven't been seeing you for ages!
- 3 How long have you known / do you know your husband?
- 4 I've worked / been working as a teacher for five years.
- 5 I'm exhausted! I'm cleaning / I've been cleaning the kitchen for two hours.

c Make present perfect sentences (with for / since if necessary). Use the continuous form if possible.

I / work for a charity / eight years
I've been working for a charity for eight years.

- 1 we / know each other / we were children
- 2 the children / play computer games / two hours
- 3 your sister / have that hairstyle / a long time?
- 4 I / love her / the first day we met
- 5 my internet connection / not work / yesterday
- 6 how long / you / wait?
- 7 I / be a teacher / three years
- 8 it / snow / 5.00 this morning
- 9 Sam / not study enough recently
- 10 you / live in London / a long time?





#### choosing between comparatives and superlatives

#### comparing two people, places, things, etc.

- 1 My car is a bit older than yours. London is more expensive than Edinburgh. This test is less difficult than the last one. Olive oil is better for you than butter.
- 3.12
- 2 The new sofa isn't as comfortable as the old one. I don't have as many books as I used to.
- 1 We use comparative adjectives + than to compare two people, places, things, etc.
- Regular comparative adjectives: spelling rules old → older big → bigger easy → easier modern → more modern difficult → more difficult
- Irregular comparative adjectives: good → better bad → worse far → further / farther
- One-syllable adjectives ending in -ed: bored → more bored stressed → more stressed tired → more tired
- 2 We can also use (not) as + adjective + as to make comparisons.

#### Object pronouns (me, him, etc.) after than and as

After than or as we can use an object pronoun (me, him, her, etc.) or a subject pronoun (I, he, she, etc.) + auxiliary verb. She's taller than me. OR She's taller than I am. NOT She's taller than I.

They're not as busy as us. OR They're not as busy as we are. NOT They're not as busy as we.

#### the same as

We use the same as to say that two people, places, things, etc. are identical.

Her dress is the same as mine.

#### comparing two actions

1 My father drives faster than me. He walks more slowly than I do. Liverpool played worse today than last week. 3.13

- 2 Max doesn't speak English as well as his wife. I don't earn as much as my boss.
- 1 We use comparative adverbs to compare two actions.
- Regular comparative adverbs: spelling rules fast → faster slowly → more slowly carefully → more carefully
- Irregular comparatives: well → better badly → worse
- 2 We can also use (not) as + adverb + as to make comparisons.

#### superlatives

Kevin is the tallest player in the team. Oslo is the most expensive capital city in Europe. The small bag is the least expensive. Lucy is the best student in the class. Who dresses the most stylishly in your family? That's the worst we've ever played.



- We use superlative adjectives and adverbs to compare people, things, or actions with all of their group.
- We form superlatives like comparatives, but we use -est instead of -er and the most / least instead of more / less.
- · We normally use the before superlatives, but we can also use possessive adjectives, e.g. my best friend, their most famous
- We often use a superlative with the present perfect + ever. It's the best book I've ever read.

#### O in after superlatives

Use in (NOT of) before places after a superlative. It's the longest bridge in the world. NOT of the world It's the best beach in England. NOT of England

Complete with the comparative or superlative of the bold word (and than if necessary).

What's the fastest way to get across London? fast 1 I think skiing is \_\_\_ horse-riding, easy 2 This is \_\_ train I've ever been on. hot 3 A motorbike is a scooter. powerful 4 I drive \_\_\_\_\_ \_\_\_\_ my partner. slowly \_ time to travel is on holiday weekends. bad I've ever driven is from London to Edinburgh, far 7 The London Underground is \_ subway in New York. old 8 I think that travelling by train is \_\_\_ of transport. relaxing 9 Of all my family, my mum is \_\_\_\_ good

Complete with one word.

	by ferry.	ore exciting than travelling
1	A coach isn't as comforta	ble a train.
2	It's most expe	nsive car we've ever bought.
3	The traffic was worse	we expected.
		y I've been on.
5	He gets home late, but hi than	s wife arrives later
6	The interestin Venice.	g place I've ever visited is
7	I leave home at the same	time my brother.
8	He drives care he's never had an accider	
9	We don't go abroad	often as we used to.
0	What's the longest motor	way the UK?

# **3B**

#### articles: a / an, the, no article

#### a / an

It's a nice house.
 She's a lawyer.

3.19

- 2 I saw an old man with a dog.
- 3 What an awful day!
- 4 I have classes three times a week.
- We use a / an with singular countable nouns:
  - 1 when we say what something is or what somebody does.
  - 2 the first time we mention a thing / person.
  - 3 in exclamations with What ...!
  - 4 in expressions of frequency.

#### the

- 1 I saw an old man with a dog. The dog was barking.
- 3.20
- 2 The bell rang and my father opened the door. The children are at school.
- 3 The moon goes round the Earth.
- 4 I'm going to the cinema tonight.
- 5 It's the best restaurant in town.
- · We use the:
  - 1 when we talk about something we've already mentioned.
  - 2 when it's clear what we're referring to.
  - 3 when there's only one of something.
  - 4 with places in a town, e.g. cinema, theatre.
  - 5 with superlatives.

#### no article



- Girls often learn to read earlier than boys.
   Love is more important than money.
- 3.21

- 2 She's not at home today.
  I get back from work at 5.30.
- 3 I never have breakfast.
  I'm going to the theatre on Tuesday.
- 4 See you next week.
- · We don't use an article:
  - 1 when we are speaking in general (with plural and uncountable nouns), e.g. I love flowers. Compare: I love the flowers in my garden. (= the specific flowers in that place)
  - 2 with some nouns, e.g. home, work, school, church, after at / to / from.
  - 3 before meals, days, and months.
  - 4 before next / last + day, week, etc.

#### a Circle the correct form.

I love weddings / the weddings!

- 1 Jess is nurse / a nurse in a hospital. A hospital / The hospital is a long way from her house.
- 2 What a horrible day / horrible day! We'll have to eat our picnic in the car / a car.
- 3 My wife likes love stories / the love stories, but I prefer the war films / war films.
- 4 We go to theatre / the theatre about once a month / once the month.
- 5 I'm having dinner / the dinner with some friends the next Friday / next Friday.
- 6 My boyfriend is chef / a chef. I think he's the best cook / best cook in the world.
- 7 I'm not sure if I closed the windows / windows before I left the home / home this morning.
- 8 In general, I like dogs / the dogs, but I don't like dogs / the dogs that live next door to me.
- 9 I got to the school / school late every day the last week / last week.
- 10 I think happiness / the happiness is more important than money / the money.

b	Comp	ete	with	a/	an.	the.	or -	(no	article)	
---	------	-----	------	----	-----	------	------	-----	----------	--

A	What does	the guidebook	say about	Pizzeria	Marco?
---	-----------	---------------	-----------	----------	--------

B It says that it's a great restaurant.

1 A How often do you go to \_\_\_\_\_ gym?

B About three times \_\_\_\_\_ week. But I never go on \_\_\_\_
Fridays.

2 A What time does \_\_\_\_\_ train leave?

B In 40 minutes. Can you drop me off at \_\_\_\_\_ station on your way to \_\_\_\_ work?

3 A What \_\_\_\_\_ amazing dress!

B Thanks. I bought it in \_\_\_\_\_ sales \_\_\_\_ last month.

4 A What's \_\_\_\_\_ most interesting place to visit in your town?

B Probably \_\_\_\_ castle. It's \_\_\_\_ oldest building.

5 A What shall we do \_\_\_\_\_ next weekend?

B Let's invite Toni for \_\_\_\_\_ lunch. We could eat in \_\_\_\_ garden.

6 A Do you like \_\_\_\_ cats?

B Not really. I prefer \_\_\_\_\_ dogs. I think they're \_\_\_\_ best pets.

7 A Is your mum \_\_\_\_\_ housewife?

B No, she's \_\_\_\_\_ teacher. She's always tired when she finishes \_\_\_\_ work.

8 A Have you ever had \_\_\_\_\_ problem in your relationship?

**B** Yes, but we solved \_\_\_\_\_ problem and we got married.

9 A When is \_\_\_\_\_ meeting?

B They've changed \_\_\_\_\_ date. It's on \_\_\_\_ Tuesday now.



4.6



#### obligation and prohibition: have to, must, should

#### have to / must + infinitive

- You have to switch off your phone during take-off and landing.
  - You must be on time tomorrow because there's a test.
- 2 I love the Louvre! You have to go when you're in Paris. You must see this film – it's amazing!
- 3 I had to wear a uniform at my primary school. I hate having to get up early. My interview is at 9.00. Do you have to work on Saturdays? Must I switch my phone off now?
- 1 have to and must are normally used to talk about obligation, or something that it is necessary to do.
- have to and must have a very similar meaning and you can
  usually use either form. have to is more common for general,
  external obligations, for example, rules and laws. must is
  more common for specific (i.e. on one occasion) or personal
  obligations. Compare:
  - I have to wear a shirt and tie at work. (= it's the rule in this company)
  - I must buy a new shirt this one is too old now. (= it's my own decision)
- 2 We can also use have to or must for strong recommendations.
- 3 have to is a normal verb and it exists in all tenses and forms, e.g. also as a gerund or infinitive.
  - must is a modal verb. It only exists in the present, but it can be used with a future meaning.

#### don't have to

You don't have to pay – this museum is free.
You don't have to go to the party if you don't want to.



#### mustn't

**1**4.4

You mustn't park here.
You mustn't eat that cake – it's for the party.

- We use don't have to when there is no obligation to do something and mustn't when something is prohibited.
- don't have to and mustn't are completely different.
   Compare:

You don't have to drive – we can get a train. (= you can drive if you want to, but it isn't necessary / obligatory)
You mustn't drive along this street. (= it's prohibited, against the law) NOT You don't have to drive along this street.

We can often use can't or not allowed to instead of mustn't.
 You mustn't / can't / 're not allowed to park here.

#### should / shouldn't + infinitive

- 1 You should take warm clothes with you to Dublin. It might be cold at night. You shouldn't drink so much coffee. It isn't good for you.
- 2 I think the government should do something about unemployment.
- 1 We use should to give advice or an opinion. should is not as strong as must / have to.
- should is a modal verb. The only forms are should / shouldn't.
- We can use ought to / ought not to instead of should / shouldn't.

You ought to take warm clothes with you to Dublin. You ought not to drink so much coffee.

2 We use *should* to give an opinion – to say if we think something is the right or wrong thing to do.

a Circle the correct form. Tick (✓) if both are possible.

You don't have to / mustn't use your phone in quiet zones.

- 1 Do you think we should / ought to text Dad to tell him we'll be late?
- 2 You don't have to / mustn't send text messages when you are driving.
- 3 A pilot has to / must wear a uniform when he's at work.
- 4 You should / must go to the Uffizi when you're in Florence.
- 5 I have to / must speak to my phone company. My last bill was wrong.
- 6 We don't have to / mustn't hurry. We have plenty of time
- 7 When I was at school we had to / must wear a horrible uniform.
- 8 You shouldn't / don't have to walk on the grass. They've just planted flowers there.

b Complete with the correct form of the verb in brackets.

(have to)

do a lot of homework when you were at school? (you / have to)

If the line's engaged, you'll have to call back later.

2 \_\_\_\_\_ take my tablet out of my bag at Security? (I / must) 3 My sister is a nurse, so some weeks \_\_\_\_

work nights. (she / have to)

4 \_\_\_\_\_ ever \_\_\_\_ have an operation?

(you / have to)

5 Saturdays are the best day of the week. I love \_\_\_\_\_ get up early. (not have to)

6 I don't think \_\_\_\_\_ wear boots inside their house. (we / should)

7 The exhibition was free, so I \_\_\_\_\_\_ pay. (not have to)

# **4B**

# ability and possibility: can, could, be able to



Our daughter could play the violin when she was three.

I can speak three languages fluently. Jenny can't come tonight. She's ill. **3**4.13

Our daughter could play the violin when she was three. They couldn't wait because they were in a hurry.

- can is a modal verb. It only has a present form (which can be used with future meaning) and a past or conditional form (could).
- For all other tenses and forms, we use be able to + infinitive.

#### be able to + infinitive

 Luke has been able to swim since he was three. **3**4.14

I'd like to be able to ski.

- I love being able to stay in bed late on Sunday morning.
- You'll be able to practise your English in London.
- 2 Fortunately, I am able to accept your invitation. My colleagues weren't able to come to yesterday's meeting.
- 1 We use be able to + infinitive for ability and possibility, especially where there is no form of can, e.g. present perfect, infinitive, gerund, future, etc.
- 2 We sometimes use be able to in the present and past (instead of can / could), usually if we want to be more formal.

# a Circle the correct form. Tick (✓) if both are possible.

I've always wanted to can / be able to dance salsa.

- 1 My little boy couldn't / wasn't able to speak until he was nearly two years old.
- 2 She's much better after her operation. She'll can / be able to walk again soon.
- 3 He hasn't could / been able to mend my bike yet. He'll do it tomorrow.
- 4 It's the weekend at last! I love can / being able to go out with my friends.
- 5 When we lived on the coast, we used to can / be able to go to the beach every day.
- 6 I can't / 'm not able to send any emails at the moment. My computer isn't working.
- 7 I could / was able to read before I started school.
- 8 We won't can / be able to go on holiday this year because we need a new car.
- 9 Linda's pleased because she's finally could / been able to find a part-time job.
- 10 Alex can / is able to speak Portuguese fluently after living in Lisbon for ten years.

b Complete with the correct form of be able to (+, -, or ?).



I've never been able to scuba dive.

1	Her mobile has been switched off all morning, so I		
	talk to her yet.		
~	1 1 7 19 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		

2 I don't like noisy bars. I like \_\_\_\_\_ have a conversation without shouting.

3 I \_\_\_\_\_ leave home when I get a job.

4 We're having a party next Saturday. \_\_\_\_\_\_you \_\_\_\_\_
come?

5 You need \_\_\_\_\_ swim before you can go in a canoe.6 I can speak five languages. I hate \_\_\_\_\_

communicate with people in their own language.

7 Fortunately, firefighters \_\_\_\_\_\_ rescue everybody from the burning house.

8 I'm very sorry, but we \_\_\_\_\_ come to your wedding next month. We'll be on holiday.

9 You're looking worse. \_\_\_\_\_\_ you \_\_\_\_\_ contact the doctor yet?

10 The manager \_\_\_\_\_ see you right now because she's in a meeting.





# past tenses: simple, continuous, perfect past simple: worked, stopped, went, had, etc.

They were in Mexico in 2016.

A South African won the race.

The plane didn't arrive on time.

What time did you get up this morning?

When I lived in Paris, I often went to watch Paris St-Germain.

- We use the past simple for finished actions in the past (when we say, ask, or know when they happened).
- · We can also use it for repeated actions in the past.
- Remember Irregular verbs p.165.

#### past continuous: was / were + verb + -ing

- 1 What were you doing at six o'clock last night?
- 2 I was driving along the motorway when it started snowing.
- 3 While I was doing the housework, the children were playing in the garden.
- 4 It was a cold night and it was raining. I was watching TV in the living room.
- 1 We use the past continuous to talk about an action in progress at a specific time in the past.
- Remember, we don't use the past continuous with non-action verbs.
   NOT We stopped at a garage because we were needing petrol.
- 2 We often use the past continuous to describe a past action in progress which was interrupted by another action (expressed in the past simple). The two actions are usually linked by when or as.
- 3 We often use the past continuous with while for two actions happening at the same time.
- 4 We often use the past continuous to describe what's happening at the beginning of a story or anecdote.

#### past perfect: had + past participle

When they turned on the TV, the match had already finished.

**35.11** 

**35.12** 

**3** 5.13

As soon as I shut the door, I realized that I'd left my keys on the table.

We couldn't get a table in the restaurant because we hadn't booked.

 We use the past perfect when we are talking about the past and we want to talk about an earlier past action. Compare:
 When John arrived, they went out. (= first John arrived and then they went out)
 When John arrived, they had gone out. (= they went out before John arrived)

#### using narrative tenses together

It was a cold night and it was raining.

I was watching TV in the living room. Suddenly I heard a knock at the door. I got up and opened the door. But there was nobody there. The person who had knocked on the door had disappeared.

- We use the past continuous (was raining, was watching) to set the scene.
- We use the past simple (heard, got up, etc.) to say what happened.
- We use the past perfect (had knocked, had disappeared) to say what happened <u>before</u> the previous past action.

#### a Circle the correct form.

When the teacher collected the exam papers he saw that Robbie cheated / (had cheated)

- 1 They didn't play well in the match although they were training / had trained every evening.
- 2 Mike had an accident as he cycled / was cycling to work.
- 3 I left work early because I wanted / was wanting to watch the match.
- 4 There was a lot of traffic, and when we arrived, the match already started / had already started.
- 5 The captain didn't score / hadn't scored any goals when the referee sent him off.
- 6 My son got injured while he played / was playing basketball last Saturday.
- 7 When the snowstorm started, we stopped / had stopped skiing and went back to the hotel.
- 8 England didn't lose / hadn't lost any of their previous games when they played in the quarter-finals.
- 9 The referee suspended the match because it was raining / rained so hard.

#### b Complete with the past simple, past continuous, or past perfect.

	The marathon runn the finish line. (swe	ner <u>was sweating</u> when she <u>crossed</u> at, cross)		
1	The accident	when they		
	home. (happen, dr			
2	The crowd	when the referee		
	the final whistle. (cl			
3	1	Jane at first because she		
	so much. (not recognize, change)			
4	The police	my sister on the		
		she a seat belt.		
	(stop, not wear)			
5	Some of the player	s while the		
	coach	to them. (not listen, talk)		
6	We	use the ski slope because it		
	enough. (not can, not snow)			
7	They	play tennis because they		
	a court. (not able to, not book)			
8	The player	a yellow card because		
	he	his shirt after scoring a goal.		
	(get, take off)			



#### past and present habits and states

1 I used to teach English when I was living abroad. He didn't use to do any exercise, but now he runs marathons. I never used to like football, but I watch it every week now. We used to be close friends, but we don't talk to each other

That hotel used to have a swimming pool, but they closed it. Did they use to live in the city centre?

Didn't you use to have long hair?

2 I usually meet my friends at weekends.

I don't normally go out during the week. English houses usually have gardens.

Do you normally walk to work?

- 1 For past habits and states, we use used to / didn't use to + infinitive.
- · used to does not exist in the present tense. NOT I use to get up at 8.00 during the week.
- · We use used to for things that were true over a period of time in the past. used to often refers to something which is

I used to do a lot of sport. (= I did a lot of sport for a period of time in the past, but now I don't)

- · We often use never used to instead of didn't use to.
- · used to / didn't use to can be used with action verbs (e.g. go, do) and non-action verbs (e.g. be, have).
- We can also use the past simple to describe past habits (often with an adverb of frequency).

We (often) went to France for our holidays when I was a child.

2 For present habits, we use a verb in the present simple, often with an adverb of frequency, e.g. usually or normally.

#### used to or past simple?

We can use used to or the past simple (often with an adverb of frequency) for repeated actions or states and the meaning is the same.

I used to live in Leeds as a child. I lived in Leeds as a child. We used to go to the cinema on Saturdays. We often went to the cinema on Saturdays.

But we have to use the past simple if:

- we mention exact dates or number of times.
- the action happened only once. We went to the cinema on Saturday.

#### any more and any longer

We often use not... any more / any longer (= not now) with the present simple to contrast with used to.

I used to go to the gym, but I don't (go) any more / any longer.

#### be used to and get used to

Don't confuse used to / didn't use to (do sth) with be used to or get used to (doing sth).

I am used to getting up early every day. (= I am accustomed to it - I always do it, so it is not a problem for me)

Lola can't get used to living in the UK. (= She can't get accustomed to it, it's a problem for her)

Are the highlighted verb forms right (/) or wrong (X)? Correct the wrong ones.

> When I was a teenager I use to have very short hair. X used to have

- 1 I didn't used to like my maths teacher when I was at school.
- 2 Do you usually tell close friends about your problems?
- 3 My sister never didn't use to want children, but now she's got four!
- 4 How used you to keep in touch in the days before the internet?
- 5 They used to go on holiday together every winter because they all love skiing.
- 6 That couple have three kids, so they don't usually go out at night.
- 7 Did your parents use to meet each other at university?
- 8 My husband use to work for a bank, but now he's unemployed.
- 9 We love the theatre. Nowadays, we use to go to a play at least once a month.

b Complete with used to + infinitive or usually + present simple (+, -, or ?) and a verb from the list.

	rgue be eat eat ou lay speak watch w	강마리 이 시구를 잃다고 하고 있었다. 그 이 그리고 있다고 있는 그 없었다. 그 나를 되었다.			
	My brother didn't use	to eat vegetables, but	now he loves them.		
1		a lot in common, but i	now we're		
	completely different.				
2		to bed early during th	e week because we		
	have to get up at 6.00				
3	IT\	V on my phone, but no	w I often do.		
4	you	football on Sund	lay mornings? Could		
	I join you next weekend?				
5	They love sushi so the	ey in Ja	panese restaurants.		
		ur husband			
	job in the bank?				
7	My sister has lost a lo	t of weight. She never	so slim.		
		a lot with your pa			
	were a teenager?				
9		really well with her f	latmates, but they		
	occasionally argue ab				
10		to me, be	ut now he		
	calls me quite often.		(a) p.51		



#### passive (all tenses)

1 A lot of films are shot on location.

When is our car being repaired?

Andy's bike has been stolen.

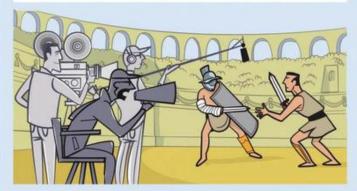
The director died when the film was being made.

You'll be picked up at the airport by one of our staff.

This bill must be paid tomorrow.

I love being given a massage.

2 The new concert hall will be opened by the Queen. Gladiator was directed by Ridley Scott.



- 1 We often use the passive (be + past participle) when it isn't said, known, or important who does an action. Andy's bike has been stolen. (= somebody has stolen Andy's bike, but we don't know who). In passive sentences, the object of the verb becomes the new subject.
- 2 If we want to say who did the action, we use by.
- We can often say things in two ways, in the active or in the passive. Compare:
   Gladiator was directed by Ridley Scott. (= we want to focus more on the film)

Ridley Scott directed Gladiator. (= we want to focus more on the director)

- We form negatives and questions in the same way as in active sentences.
  - Some films **aren't shot** on location. Is your car **being** repaired today?
- We often use the passive to talk about processes, for example, scientific processes, and in formal language, such as news reports.

Then the water **is heated** to 100 degrees... Many buildings in the city **have been damaged** by the earthquake.

#### a Circle the correct form, active or passive.

The college built / was built in the 16th century.

- 1 The costumes for the show are making / are being made by hand.
- 2 The story inspired / was inspired him to make a film.
- 3 This castle hasn't inhabited / hasn't been inhabited for nearly a century.
- 4 His latest film set / is set in France in the 1960s.
- 5 The film will shoot / will be shot in the autumn.
- 6 The actors aren't recording / aren't being recorded the dialogue until next week.
- 7 The house wasn't using / wasn't being used by the owners during the winter.
- 8 The make-up artist has transformed / has been transformed the actor into a monster.
- 9 They hadn't owned / hadn't been owned the company for very long before they went bankrupt.
- 10 The photo took / was taken by my husband on the balcony of our hotel.

b	Complete with the passive so that the meaning i	is
	the same. Only use by if necessary.	

People don't use this room very often. This room isn't used very often. 1 They subtitle a lot of foreign films. A lot of foreign films \_ 2 García Márquez wrote Love in the Time of Cholera in Love in the Time of Cholera \_\_\_ in 1985. 3 Someone is repairing my laptop at the moment. My laptop \_\_\_ at the moment. 4 They haven't released the DVD of the film yet. The DVD of the film \_\_\_ 5 They won't finish the film until the spring. until the spring. 6 You have to collect the tickets from the box office. from the box office. The tickets 7 They hadn't told the actor about the changes in the script. The actor \_\_ about the changes in the 8 Damien Chazelle directed La La Land. La La Land 9 They've already recorded the soundtrack. The soundtrack 10 They were interviewing the director about the film. The director \_\_\_\_\_ about the film.



#### first conditional and future time clauses + when, until, etc.

first conditional sentences: if + present simple, will / won't + infinitive

1 If you work hard, you'll pass your exams.

The teacher won't be very pleased if we're late for class.

- 2 Come and see us next week if you have time.
- 3 Alison won't get into university unless she gets good grades. I won't go unless you go too.



- We use first conditional sentences to talk about a possible / probable future situation and its consequence.
  - 1 We use the present tense (NOT the future) after if in first conditional sentences. NOT If you'll work hard, you'll pass all your exams.
  - 2 We can also use an imperative instead of the will clause.
  - 3 We can use unless + present simple + instead of if...not in conditional sentences. Compare: Alison won't get into university if she doesn't get good grades.

#### future time clauses

We'll have dinner when your father gets home.

As soon as you get your exam results, call me.

I won't go to bed until you come home.

I'll have a quick lunch before I leave.

After I finish university, I'll probably take a year off and travel.

- We use the present tense (NOT the future) after when, as soon as, until, before, and after to talk about the future.
- a Complete with the present simple or future with will and the verbs in brackets.

If I fail my exams, I'll take them again next year. (take)

- 1 That girl \_\_\_\_\_ into trouble if she doesn't wear her uniform. (get)
- 2 If you give in your homework late, the teacher \_\_\_\_\_ it. (not mark)
- 3 Don't write anything unless you \_\_\_\_\_ sure of the answer. (be)
- 4 Gary will be expelled if his behaviour \_\_\_\_\_\_. (not improve)
- 5 They'll be late for school unless they
- 6 Ask me if you \_\_\_\_\_ what to do. (not
- know)
  7 Johnny will be punished if he \_\_\_\_\_ at the teacher again. (shout)
- 8 My sister \_\_\_\_\_ university this year if she passes all her exams. (finish)
- 9 I \_\_\_\_\_\_ tonight unless I finish my homework quickly. (not go out)
- 10 Call me if you \_\_\_\_\_ some help with your project. (need)

- b Circle the correct word or expression.
  - I won't go to university (if) unless I don't get good
  - 1 Don't turn over the exam paper after / until the teacher tells you to.
  - 2 Please check the water's not too hot before / after the kids get in the bath.
  - 3 Your parents will be really happy when / unless they hear your good news.
  - 4 I'll look for a job in September before / after I come back from holiday.
  - 5 The schools will close unless / until it stops snowing soon.
  - 6 The job is very urgent, so please do it after / as soon as you can.
  - 7 We'll stay in the library as soon as / until it closes. Then we'll go home.
  - 8 Harry will probably learn to drive when / until he's 18.
  - 9 You won't be able to speak to the head teacher unless / if you make an appointment.
  - 10 Give Mummy a kiss before / after she goes to work.



# **7B**

#### second conditional, choosing between conditionals

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

- 1 If I had a job, I'd get my own flat. If David spoke good English, he could get a job in that new
  - I would get on better with my parents if I didn't live with them.
  - I wouldn't do that job unless they paid me a really good
- 2 If your sister were here, she'd know what to do. If it was warmer, we could have a swim.
- 3 If I were you, I'd buy a new computer.



If I were you, I'd buy a new computer.

- We use the second conditional to talk about a hypothetical / imaginary present or future situation and its consequence. If I had a job... (= I don't have a job, I'm imagining it)
- 1 We use the past simple after if and would / wouldn't + infinitive in the other clause.
- We can also use could instead of would in the other clause.
- 2 After if, we can use was or were with I, he, and she.
- 3 We often use second conditionals beginning If I were you, I'd... to give advice. We don't normally use If I was you...

#### Choosing between the first or second conditional

Using a first or second conditional usually depends on how probable you think it is that something will happen. If I have time, I'll help you. (= this is a real situation, it's possible that I'll have time - first conditional) If I had time, I'd help you. (= this is a hypothetical / imaginary situation, I don't have time - second conditional)

#### would / wouldn't + infinitive

We also often use would / wouldn't + infinitive (without an if clause) when we talk about imaginary situations. My ideal holiday would be a week in the Bahamas.

I'd never buy a car as big as yours.

\_\_\_it \_\_\_\_

so often. (not complain)

10 If she made less noise, her neighbours

<ul> <li>Write second conditional sentences and</li> </ul>	questions
--	-----------

	(not live, not ha		parents if I <u>d</u>	idn't have to.	
	Would you hav (have, not live)		if you <u>didn't</u>	live in a flat?	
1	Nick		commute ev	ery day if he	
	THE STATE OF THE S			nave to, work	
2	If they		such a noi	sy dog, they	
				neighbours. (	not
	have, get on)				
3	1	tha	t bike if I		you
	- it's too exper				
4	w	ve	our h	ouse if some	body
			h money? (se		
5	If my mother-in	160			е
			rced. (live, ge		
6					ith
	me if I				
7	If my sister			0100	
	7		a mess. (tidy		
8	You				
871			(not treat, lov		
9	If we				
				ger? (paint, lo	ook)
0	1				35
	gardening so n				

First or second conditional? Complete with the correct form of the verb in brackets.

I'll stay with my sister if I have to go to London for my job interview. (stay) I'd buy my own flat if I had enough money. (have) 1 My kids earlier if they didn't go to bed so late. (get up) \_you\_ 2 Where if you go to university? (live) your exams, what will you do? 3 If you (not pass) 4 I'd buy a bigger house if I \_\_\_ could afford it. (be) 5 We couldn't have a dog if we \_\_\_ garden. (not have) 6 How will you get to work if you \_\_\_ car? (sell) 7 If we sit in the shade, we \_\_\_ (not get) 8 If you could change one thing in your life, what

? (be) 9 He won't be able to pay next month's rent if he

a job soon. (not find)





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

- I'm not very good at working in a team.
   Katie's given up smoking.
- **3.8**
- 2 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.

- **3**8.7
- 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 we the infinitive with to store a server

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

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.

#### 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)

#### a 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!'			
'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	s.	
'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
- 2 'I've booked the flights.' Emma told me
- 3 'Your new dress doesn't suit you.' My mother told me
- 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.

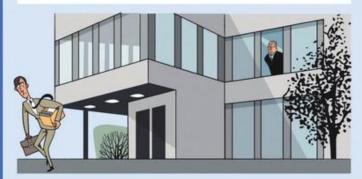
- 1 'When are you leaving?' My parents asked me
- 2 'Have you ever been married?' She asked him
- 3 'Will you be home early?' Anna asked Robert
- 4 'Where do you usually buy your clothes?' My sister asked me
- 5 'Did you wear a suit to the job interview?' We asked him
- 6 'Do you ever go to the theatre?' 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.

a	Match	the	sentence	halves.
---	-------	-----	----------	---------

Billy wouldn't have injured his head

- 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

- D 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)

# 9B

#### quantifiers

#### large quantities

1 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

- b Just a little.
- 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 <u>highlighted</u> 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.



# **10B**

#### question tags

#### question tags

positive verb, negative tag

It's cold today, isn't it?

You're Polish, aren't you?

They live in London, don't they?

The match finishes at 8.00, doesn't it?

Your sister worked in the USA, didn't she? You didn't like the film, did you?

We've met before, haven't we?

You'll be OK, won't you?

You'd lend me some money, wouldn't you? Sue wouldn't resign, would she?

10.11 negative verb, positive tag She isn't here today, is she? You aren't angry, are you? They don't eat meat, do they?

Lucy doesn't drive, does she?

Mike hasn't been to Rome before, has he? You won't tell anyone, will you?

K do you?

· Question tags (is he?, aren't they?, do you?, did we?, etc.) are often used to check something you already think is true. Your name's Maria, isn't it?

- To form a question tag, we use:
  - the correct auxiliary verb, e.g. be / do / have / will / would, etc. in the correct form, e.g. do / don't, etc. for the present, did / didn't for the past, will / won't, etc. for the future.
  - a pronoun, e.g. he, it, they, etc.
  - a negative auxiliary verb if the sentence is positive and a positive auxiliary verb if the sentence is negative or with never, e.g. You never do the washing-up, do you?



#### a Match the question halves.

10 You understand what I'm saying,

	You know that man,	G	A didn't you?
1	You're going out with him,		B will you?
2	You haven't told your family about him,		C did you?
3	You met him last month,		D won't you?
4	You were at the same party,		E have you?
5	You didn't know he was a criminal,		F weren't you
6	You aren't happy in the relationship,		G-don't you?
7	You never want to see him again,		H are you?
8	You'll tell us the truth,		I aren't you?
9	You won't tell any lies,		J don't you?

#### b Complete with a question tag (are you?, isn't it?, etc.).

	our brother works at the police station	2				
0 71		"				?
2 11	hey don't have any proof,		?			
3 TH	hat man isn't the murderer,		?			
4 Yo	ou were a witness to the crime,			?		
5 Th	he police have arrested someone,				?	
6 Th	he woman wasn't dead,	?				
7 T	hat girl took your handbag,		?			
8 H	e won't go to prison,	_?				
9 Y	ou haven't seen the suspect,		?			
10 TH	hey couldn't find enough evidence, _				_?	
	e en					G

# Food and cooking

#### **VOCABULARY BANK**

#### 1 FOOD

a Match the words and photos.

#### Fish and seafood

- 1 crab /kræb/
- lobster /'lobstə/
- mussels / maslz/
- prawns /pro:nz/
- salmon /'sæmən/
- squid /skwid/
- tuna /ˈtjuːnə/

#### Meat

- beef/bi:f/
- chicken /tfrkm/
- duck /dak/
- lamb /læm/
- pork/pork/

#### Fruit and vegetables

- aubergine /ˈəobəʒiːn/ (AmE eggplant)
- avocado /ævəˈkɑːdəu/
- beetroot /'bistrust/
- cabbage /ˈkæbɪdʒ/
- cabbage / kæbid3
- cherries /'tferiz/
- (AmE zucchini)
- <u>cucumber</u> /'kju:kambə/
- grapes /greips/
- green beans /gri:n 'bi:nz/
- lemon /'leman/
- mango /ˈmæŋgəu/
- melon /melon/
- peach /pi:tf/
- pear /pea/
- raspberries /ˈrɑːzbəriz/
- red pepper /red 'pepə/

#### b 1.2 Listen and check.

Are there any things in the list that you...?

- a love
- b hate
- c have never eaten

Are there any other kinds of fish, meat, fruit, or vegetables that are very common in your country?







#### 2 COOKING

a Match the words and photos.



- boiled /boild/
- 1 fried /fraid/
- grilled /grɪld/
- roast /roust/ steamed /stimd/
- b 1.3 Listen and check.

ACTIVATION Talk to a partner. How do you prefer these things to be cooked?

chicken eggs fish potatoes

#### 3 PHRASAL VERBS

 Complete the phrasal verbs with a word from the list.

down on out (x2)

1 | eat \_\_\_\_\_\_ a lot because | loften don't have time to cook. Luckily, there are lots of good restaurants near where I live.

2 | 'm trying to cut \_\_\_\_\_\_ coffee at the moment. | 'm only having one cup at breakfast.

3 | The doctor told me that I should completely cut \_\_\_\_\_ all cheese and dairy products from my diet.

b 1.4 Listen and check.



# Personality

#### **VOCABULARY BANK**

#### 1 WHAT ARE THEY LIKE?

 Complete the sentences with adjectives from the list.

affectionate /əˈfekʃənət/ ambitious /æmˈbɪʃəs/
anxious /ˈæŋkʃəs/ bossy /ˈbɒsi/ charming /ˈtʃɑːmɪŋ/
competitive /kəmˈpetətɪv/ honest /ˈɒnɪst/
imaginative /iˈmædʒɪnətɪv/ independent /ɪndɪˈpendənt/
insecure /ɪnsɪˈkjoə/ mature /məˈtʃoə/ moody /ˈmuːdi/
patient /ˈpeɪʃnt/ rebellious /rɪˈbeljəs/ reliable /rɪˈlaɪəbl/
self-confident /ˌself ˈkɒnfɪdənt/ selfish /ˈselfɪʃ/
sensible /ˈsənsəbl/ sensitive /ˈsensətɪv/
sociable /ˈsəoʃəbl/ spoilt /spoilt/ stubborn /ˈstʌbən/

1	Selfish	people think about themselves and not
55	20111011	about other people.
2		_ children are rude and behave badly because they are given everything they want.
3		people behave like adults.
4		people always tell the truth and never steal or cheat.
5		<ul> <li>people have an attractive personality and people like them.</li> </ul>
6	-	<ul> <li>people have common sense and are practical.</li> </ul>
7	-	people are friendly and enjoy being with other people. <b>SYN</b> outgoing
8		_ people are often worried or stressed.
9		people have a good imagination.
10		<ul> <li>people like doing things on their own, without help.</li> </ul>
11		people like telling other people what to do.
12		people are not confident about themselves.
13		people can be easily hurt or offended.
14		<ul> <li>people never change their opinion or attitude about something.</li> </ul>
15		<ul> <li>people can wait for a long time or accept difficulties without getting angry.</li> </ul>
16		people want to be successful in life.
17		people are ones who you can trust or depend on. <b>SYN</b> responsible
18		<ul> <li>people are sure of themselves and their abilities.</li> </ul>
19		people don't like obeying rules.
20		_ people have moods that change quickly and often.
21		people always want to win.
22		people show that they love or like other people very much.

#### b 1.22 Listen and check.

**ACTIVATION** Which adjectives do you think are positive?

#### 2 NEGATIVE PREFIXES

#### Negative prefixes

un-, in-, and dis- are common negative prefixes. in- changes to im- (before b, m, and p), ir- (before r), and il- (before l).

a Which prefix do you use with these adjectives?
Put them in the correct column.

ambitious friendly honest imaginative kind mature organized patient reliable responsible selfish sensitive sociable tidy

**ACTIVATION** Cover the columns. Say the adjectives with prefixes.

False friends: sensible, sensitive, and sympathetic Some words in English are very similar to words in other languages, but have different meanings. Be careful with these three adjectives, which may be false friends in your language.

sensible = practical (NOT easily-upset)

sensitive = easily hurt (NOT practical)

sympathetic = kind to sb who is hurt or sad (NOT nice, friendly)

# Money

#### **VOCABULARY BANK**

#### **VERBS**

a	Complete the se	entences with a	verb from the list in the	correct form.	b	<b>2.1</b>	Listen and check.
	he worth /hi warA/	horrow /hnrau/	can't afford /kount afford/	charge /tfords/	cost /knst/	earn /em	/ inherit /m/herit/

1 My uncle is going to leave me £2,000 when he of	dies.	I'm going to inhe	rit £2,000.		
2 I put some money aside every week for a holida	y.	I money every week.			
3 Andy has promised to give me €50 until next we	eek.	He has promised to me €50.			
4 I need to ask my mum to give me £20 until Frida	ay.	I need to	£20 from my mum.		
5 I often spend money on stupid things.		I often	_ money.		
6 I don't have enough money to buy that car.		I to buy that car.			
7 I usually have to pay the mechanic £100 to servi	ce my car.	The mechanic me £100.			
8 These shoes are quite expensive. They are \$200	They \$200.				
9 Jim gave me £100. I haven't paid it back yet.		I Jim £100.			
10 I want to buy some shares in a company because I	want to make a profit.	I want to	nt to some money.		
11 I work in a supermarket. They pay me £1,000 a r	month.	I £1,000 a month.			
12 I could sell my house for about €200,000.		My house	about €200,000.		
13 We need to get people to give money to build a	We want to	money for the new hospita			
PREPOSITIONS	3 NOUNS				
	a Match the nour	ns and definition	s		

#### 2

## word from the list.

by	for (x2)	from	in	into	on	to
1	Would you			<b>y</b> cash	Pi b	reposition /
2	I <b>paid</b> t night. It w					
3	l <b>spent</b> £5 yesterday.		ooks		_	
4	My uncle i money			l his		
5	I don't like friends.		ng m	noney	-	-
6	l borrowe the bar		of n	noney	-	
7	They char bottle of v	_	€60	a	-	
8	I never <b>ge</b> owing peo				-	

#### b @2.2 Listen and check.

ACTIVATION Cover the Preposition column. Say the sentences with the correct preposition(s).

	et /'bʌdʒɪt/ contactless payment /kɒntæktləs 'peɪmənt/ ərəns/ loan /ləun/ mortgage /'mə:gɪdʒ/ tax /tæks/
1 <u>bill</u>	a piece of paper that shows how much money you have to pay for something
2	the money you get for the work you do
3	money that you pay to the government
4	money that somebody (or a bank) lends you
5	money that you have available and a plan of how to spend it, e.g. a holiday ~
6	money that you borrow from a bank to buy a house
7	a fast way of paying where you hold your card or phone over a reader and don't use your PIN
8	money that you pay to a company and then they pay if you are ill, or if you lose or break something

b @2.3 Listen and check.

#### 4 PHRASAL VERBS

a Complete the phrasal verbs with a word from the list.

back off on ou	ut	
1 I took	_ €200 from a cash machin	e.
2 Can I pay you _	the money you le	ent me next week?
3 I have to live	my parents while I	'm at university.
4 It's difficult for n	ne and my wife to live	only one salary.

b @2.4 Listen and check.

# Transport

#### VOCABULARY BANK

#### 1 PUBLIC TRANSPORT AND VEHICLES

- Match the words and photos.
  - coach\* /kəutf/
  - ferry /'feri/
  - lorry /'lpri/ (AmE truck)
  - motorbike /'moutobark/
  - motorway /'moutower/ (AmE freeway)
  - scooter /ˈskuːtə/
  - tram /træm/
  - the Underground /'Andagraund/ (AmE subway)
  - 1 van /væn/
  - \* coach also means part of a train
- 3.2 Listen and check.



#### 2 ON THE ROAD

Complete the compound nouns.

belt/belt/ camera /'kæmərə/ crash /kræf/ crossing /'krosɪŋ/ fine /fam/ hour /aua/ jam /daæm/ lane /lem/ lights /larts/ limit /'lımıt/ rank /ræŋk/ station /'steɪʃn/ works /wɜːks/ zone /zəən/





car crash

cycle

pedestrian

petrol

road





seat

speed

speed









3.3 Listen and check.

ACTIVATION Cover the compound nouns and look at the photos. Remember the compound nouns.

#### 3 HOW LONG DOES IT TAKE?

#### How long does it take?

We use take (+ person) + time + to get (to / from) to talk about the duration of a journey, etc.

It takes about an hour to get from London to Oxford by train.

It took (me) more than an hour to get to work yesterday.

How long does it take (you) to get to school?

Read the information box. Then talk to a

- 1 How do you get to work / school? How long does it take?
- 2 How long does it take to get from your house to the town centre?

#### PHRASAL VERBS

Complete the phrasal verbs with a word from the list.

er	nd	look	pick	run	set
1	W		the tra		t 7.00 in the morning to try
2	1 a	rrive a			ou think you could the station? (opp <b>drop off</b> )
3		10 C C C C C C C C C C C C C C C C C C C	heck th		dress you put in your satnav up in the wrong place.
4			oing to p at th		out of petrol soon. t petrol station.
5	_	(2	(or \	Watch	n) out! You're going to crash

b @3.4 Listen and check.

# Dependent prepositions

#### **VOCABULARY BANK**

#### 1 AFTER VERBS

a Complete the **Preposition** column with a word from the list. You can use some words more than once.



He apologized to the police officer for driving fast.

b @3.25 Listen and check.

ACTIVATION Cover the **Preposition** column. Say the sentences with the correct preposition(s).

		Preposition
1	He apologized the police officer driving fast.	to, for
2	I never argue my husband money.	
3	We're arriving Milan on Sunday.	
4	We're arriving Malpensa airport at 3.45.	
5	Could you ask the waiter the bill?	
6	Do you believe stereotypes?	
7	Who does this book belong ?	
8	I can't choose these two bags.	
9	We might go out. It depends the weather.	
10	I dreamt my childhood last night.	
11	Don't laugh me! I'm doing my best!	
12	I'm really looking forward the party.	
13	If I pay the meal, can you get the drinks?	
14	This music reminds me our honeymoon in Italy.	
15	I don't spend a lot of money clothes.	
16	We need to talk Anita her school report.	

#### 2 AFTER ADJECTIVES

a Complete the Preposition column with a word from the list. You can use some words more than once.



My brother is afraid of bats.

Gerunds after prepositions

Remember that after a preposition, we use a verb in the gerund (+ -ing).

We're really excited about going to Brazil. I'm tired of walking.

b 3.26 Listen and check.

**ACTIVATION** Cover the **Preposition** column. Say the sentences with the correct preposition(s).

		Preposition
1	My brother is afraid (scared / frightened) bats.	of
2	She's really angry her boyfriend last night.	
3	I'm very close my elder sister.	
4	This exercise isn't very different the last one.	
5	We're really excited going to Brazil.	
6	Krakow is famous its main square.	
7	I'm fed up sitting in this traffic jam.	
8	I'm very fond my little nephew. He's adorable.	
9	I've never been good sport.	
10	Eat your vegetables. They're good you.	
11	My sister is very interested astrology.	
12	She's very keen cycling. She does about 50 km every weekend.	-
13	I don't like people who aren't kind animals.	
14	She used to be married a pop star.	
15	I'm really pleased my new scooter.	
16	My dad was very proud learning to ski.	
17	Why are you always rude waiters and shop assistants?	
18	Rachel is worried losing her job.	
19	I'm tired walking. Let's stop and have a rest.	2

# Sport

#### **VOCABULARY BANK**

#### 1 PEOPLE AND PLACES

a Match the words and photos.



















- captain /'kæptɪn/
- coach /kəutʃ/
- 1 fans/fænz/
- players /'pleiəz/
- refe<u>ree</u> /refəˈriː/ / umpire /ˈʌmpaɪə/
- spectators /spek'teitəz/ / the crowd /kraud/
- sports hall /'sports horl/
- stadium / sterdiom/
- team /titm/
- b @5.2 Listen and check.
- c Match the sports and places.

_	rcuit /'sa:kit/ course /ka:s/ court /ka:t/ tch /pitf/ pool /pu:l/ slope /slaup/ track /træk/
1	tennis / basketball <u>court</u>
2	football / rugby / hockey
3	swimming / diving
4	athletics
5	Formula 1 / motorcycling
6	golf
7	ski

d \$\mathbb{0}\$5.3 Listen and check.

#### **ACTIVATION** Test a partner.

- A (book open) Say a sport, e.g. tennis.
- B (book closed) Say where you do it, e.g. tennis court.

#### 2 VERBS

0	win and beat		
	You win a match, competition, medal, or trophy.		
	You beat another team or person, e.g. PSG beat Chelsea.		

a Complete with the past tense and past participles.

beat	beat	
win	10000000	
lose		
draw		

b Complete the Verb column with the past tense of a verb from a.

			Verb
1	Spain	with Brazil 2–2.	
2	Milan	Chelsea 3-0.	
3	Milan	the match 3–0.	
4	The Chi	cago Bulls 78–91 to the Boston Celtic	cs.

- c ①5.4 Listen and check a and b.
- d Complete the Verb column with a word from the list.

do	get fit get <u>inj</u> ured go kick score throw train
1	Professional sportspeople have to every day. <u>train</u>
2	Don't play tennis on a wet court. You might
3	A footballer has to try to the ball into the goal
4	I've started going to the gym because I want to
5	Our new striker is going to a lot of goals.
6	Would you like to swimming this afternoon?
7	My brothers yoga and t'ai chi.
8	In basketball, players the ball to each other.

e \$\oldsymbol{0}\$5.5 Listen and check.

#### 3 PHRASAL VERBS

- Match the highlighted phrasal verbs to their meanings A-D.
  - 1 It's important to warm up before you do any exercise.
  - 2 My daughter works out every afternoon.
  - 3 The player got a red card and was sent off.
  - 4 My team was knocked out in the semi-finals.

A was eliminated

- B do exercise, usually at a gym
- C was told to leave the pitch, court, etc.
- D do light exercise to get ready for a match, for example
- b \$\mathbb{0}\$5.6 Listen and check.



# Relationships

#### **VOCABULARY BANK**

#### 1 PEOPLE

a Match the words and definitions.

classmate /\*kla:smert/
close friend /klaus 'frend/ colleague /\*kpli:g/
couple /\*kpl/ ex /eks/ fiancé /fi'onser/
(female fiancée) flatmate /\*flætmert/
partner /\*partne/

b **35.20** Listen and check.

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

1 couple	two people who are married or in a romantic relationship
2	your husband, wife, boyfriend, or girlfriend
3	_ the person that you are engaged to be married to
4	a person that you share a flat with
5	a person that you work with
6	<ul> <li>(colloquial) a person that you used to have a relationship with</li> </ul>
7	a very good friend that you can talk to about anything
8	<ul> <li>a person who is in the same class as you at school or college</li> </ul>

#### **2 VERB PHRASES**

a Complete the sentences with a verb or verb phrase in the past tense.

be together become friends break up get in touch get married get on get to know go out together have (sth) in common lose touch meet propose

- 1 I <u>met</u> Mark when I was studying at York University.
- 2 We \_\_\_\_\_\_ each other quickly because we went to the same classes.
- 3 We soon \_\_\_\_\_ and we discovered that we \_\_\_\_ a lot \_\_\_\_ . For example, we both liked art and music.
- 4 We \_\_\_\_\_ in our second term and we fell in love.
- 5 We \_\_\_\_\_\_ for two years, but we argued a lot and in our last term at university we \_\_\_\_\_ (or split up).
- 6 After we left university, we \_\_\_\_\_\_ because I moved to London and he stayed in York.
- 7 Five years later, we \_\_\_\_\_\_ again on Facebook. We were both still single and Mark had moved to London, too.
- 8 This time we \_\_\_\_\_ better than before, maybe because we were older.
- 9 After two months, Mark \_\_\_\_\_ and I accepted.
- 10 We \_\_\_\_\_ last summer. A lot of our old university friends came to the wedding!

#### b @5.21 Listen and check.

**ACTIVATION** Cover the sentences and look at the pictures. Remember the story.





## Cinema

#### VOCABULARY BANK

#### KINDS OF FILM

Match the kinds of films and photos.



- an action film /'ækfn film/
- an animation /ænr'merfn/
- a comedy /'kpmpdi/
- 1 a drama /'drama/
- a historical film /hr/storikl film/
- a horror film /'horə fɪlm/
- a musical /mju:zrkl/
- a rom-com /'rom kpm/ (romantic comedy)
- a science fiction film /saiəns 'fɪkʃn fɪlm/
- a thriller /ˈθrɪlə/
- a war film /'wo: frlm/
- a western /'westən/

#### b \$\mathbb{0}6.4\$ Listen and check.

**ACTIVATION** Talk to a partner.

Think of a famous film for each kind of film in a.

What kind of films do you / don't you like? Why?

#### 2 PEOPLE AND THINGS

Match the nouns and definitions.

audience /ˈɔːdiəns/ cast /kuːst/ critic /ˈkrɪtɪk/ extra /ˈekstrə/ plot/plot/ review /ri'vju:/ scene /si:n/ script /skript/ sequel /'si:kwəl/ set /set/ soundtrack /'saondtræk/ special effects /'spefl i'fekts/ star /sta:/ subtitles /'sabtaitlz/ trailer /treila/

1 cast	all the people who act in a film
2	(also verb) the most important actor in a film
3	the music of a film
4	the story of a film
5	a part of a film which happens in one place
6	the people who watch a film in a cinema
7	a film which continues the story of an earlier film
8	images often created by a computer
9	<ul> <li>a series of short scenes from a film, shown in advance to advertise it</li> </ul>
10	the words of a film
11	a person who is employed to play a very small part in a film, usually as a member of a crowd
12	the translation of the dialogue of a film on screen
13	an article which gives an opinion about a new film
14	the place where a film is being shot; the scenery used for a film or play
15	a person who writes films reviews for the press
7 8 9 10 11 12 13 14	a film which continues the story of an earlier film images often created by a computer a series of short scenes from a film, shown in advance to advertise it the words of a film a person who is employed to play a very small pain a film, usually as a member of a crowd the translation of the dialogue of a film on screen an article which gives an opinion about a new film the place where a film is being shot; the scenery used for a film or play

O 6.5 Listen and check.

#### **VERBS AND VERB PHRASES**

- Match sentences 1-6 to sentences A-F.
  - 1 The film is based on the story of opera singer Florence Foster Jenkins.
  - 2 It is set in New York during the 1940s.
  - 3 It is directed by Stephen Frears.
  - 4 Hugh Grant plays the part of Florence's husband and manager.
  - 5 It was shot (or filmed) on location in Liverpool.
  - 6 It is dubbed into other languages.
  - A It is situated in that place at that time.
  - B He is the director.
  - C This is his role in the film.
  - D The words are spoken in a different language by foreign actors.
  - E The film is an adaptation of a true story.
  - F It was filmed outside the studio.
- b \$\mathbb{0}6.6 Listen and check.

ACTIVATION Cover 1-6 and look at A-F. Remember 1-6. Then think of another film you know well and say sentences 1-6 about the film.



STREEP GRAN

# The body

#### **VOCABULARY BANK**

#### 1 PARTS OF THE BODY

- a Match the words and photos.
  - arms/a:mz/
  - back /bæk/
  - chin /tfin/
  - ears /19Z/
  - eyes /aiz/
  - face /feis/
  - feet /fixt/ (sing foot /fot/)
  - fingers /ˈfɪŋgəz/
  - hands /hændz/
  - head /hed/
  - knees /ni:z/
  - legs /legz/
  - lips/lips/
  - 1 mouth /maυθ/
  - neck /nek/
  - nose /nouz/
  - shoulders /ˈʃəʊldəz/
  - stomach / stamak/
  - teeth /ti:0/ (sing tooth /tu:0/)
  - thumb /0xm/
  - toes/touz/
  - tongue /tʌŋ/





ACTIVATION In pairs, point to a part of the body for your partner to say the word.

Possessive pronouns with parts of the body
In English, we use possessive pronouns (my, your, etc.) with parts of the body.
Give me your hand. NOT Give me the hand.





#### 2 VERBS RELATED TO THE BODY

a Complete the sentences with a verb from the list in the correct tense.

bite /bart/ clap /klæp/ kick /krk/ nod /nod/ point /point/ smell /smel/ smile /smarl/ stare /stea/ taste /terst/ touch /tʌtʃ/ whistle /ˈwrsl/

- 1 Don't be frightened of the dog. He won't <u>bite</u>.
- 2 Jason \_\_\_\_\_ the ball too hard and it went over the wall into the next garden.
- 3 Mmm! Something \_\_\_\_\_ delicious! Are you making a cake?
- 4 The stranger \_\_\_\_\_ at me for a long time, but he didn't say anything.
- 5 Can you \_\_\_\_\_ the sauce? I'm not sure if it needs more salt.
- 6 My dog always comes back when I \_\_\_\_\_\_\_.
  7 Don't \_\_\_\_\_\_\_ the oven door! It's really hot.
  8 The audience \_\_\_\_\_\_ when I finished singing.
  9 The teacher suddenly \_\_\_\_\_\_ at me and said, 'What's the answer?' I hadn't even heard the question!
  10 He's a very serious person he never \_\_\_\_\_\_.
  11 Everybody \_\_\_\_\_\_ in agreement when I explained my idea.
- b 06.15 Listen and check. Which parts of the body do you use to do the things in a?
- G p.62

## Education

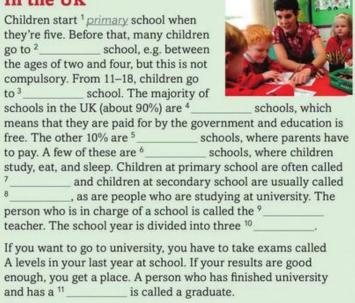
#### **VOCABULARY BANK**

# 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 /dr'gri:/ head /hed/ nursery /'na:səri/ primary /'praiməri/ private /'praivit/ pupils /'pju:plz/ secondary /'sekəndri/ state /steit/ students /'stju:dnts/ terms /ta:mz/

#### In the UK



- b 07.2 Listen and check.
- c Complete the text about the US with words from the list.

college /ˈkɒlɪdʒ/ elementary /elɪˈmentəri/ grades /greɪdz/ high /haɪ/ kindergarten /ˈkɪndəgɑ:tn/ semesters /sɪˈmestəz/ twelfth grade /ˈtwelfθ greɪd/

#### In the US

The school system is divided into three levels, <sup>1</sup> elementary school, middle school (sometimes called junior high school), and <sup>2</sup>\_\_\_\_\_\_school. Schoolchildren are divided by age groups into <sup>3</sup>\_\_\_\_\_. The youngest children start in <sup>4</sup>\_\_\_\_\_\_ (followed by first grade) and continue until <sup>5</sup>\_\_\_\_\_, which is the final year of high school. The school year is divided into two <sup>6</sup>\_\_\_\_\_. Higher education in the US is often called <sup>7</sup>\_\_\_\_.

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

a 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 /tʃi:t/ let /let/ make /meɪk/
misbehave /misbi'heɪv/

			e our phones to s us bring un	
	food fo children	r lunch, like cr n behave well,	isps or fizzy drinks	
	4		teacher will proba	
	docom		behind after class	in in
	do something more serious, like 6 in an exam, you might even 7			

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.

b 37.4 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...

