OXFORD

fourth edition

English File

Pre-intermediate

e-book

Christina Latham-Koenig
Clive Oxenden
Jerry Lambert
Paul Seligson

e-book interactive features

OXFORD UNIVERSITY PRESS

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Paul Seligson and Clive Oxenden
are the original co-authors of
English File 1 and *English File 2*

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Course overview

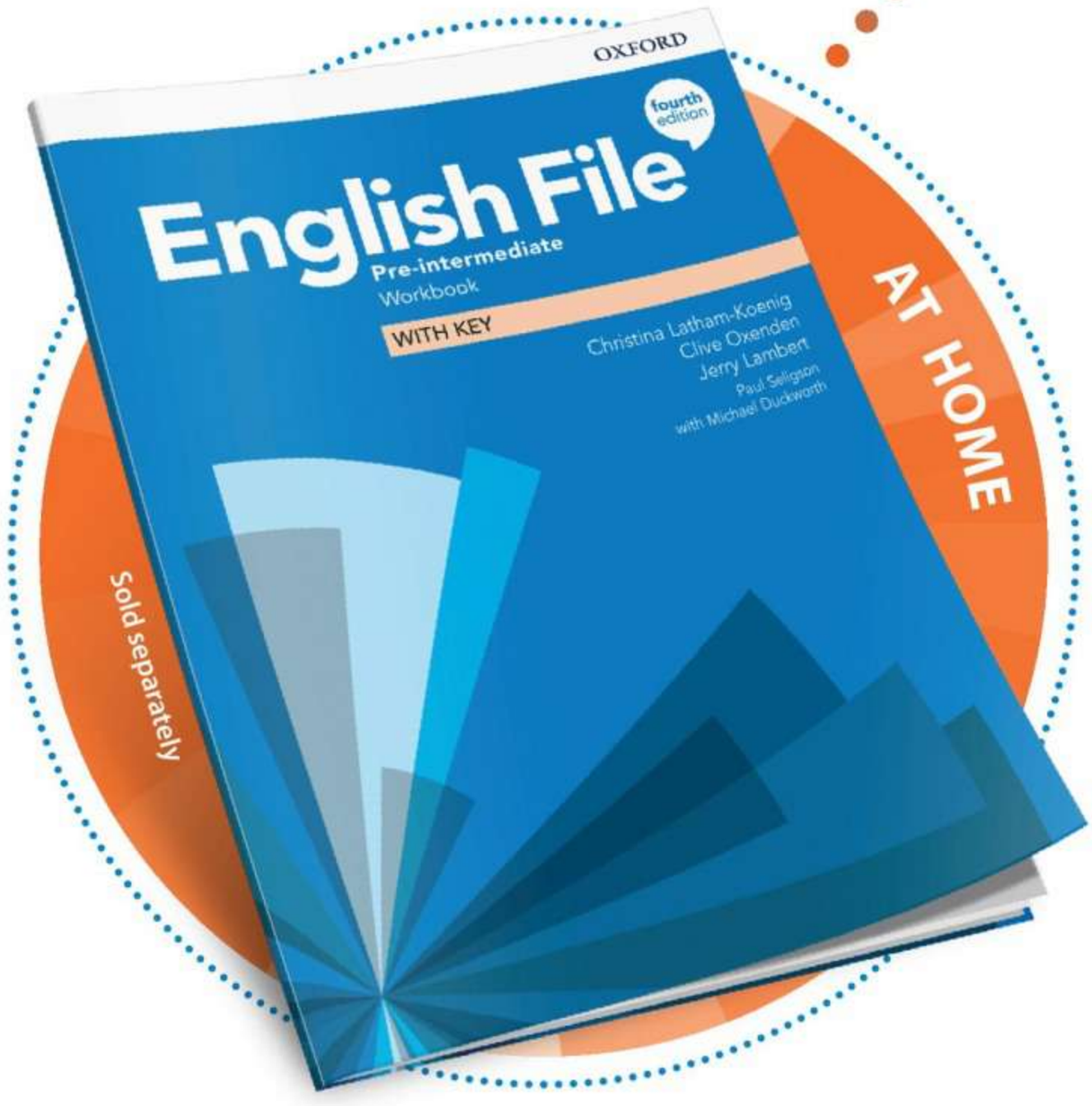
English File fourth edition

Welcome to **English File fourth edition**. This is how to use the Student's Book, Online Practice, and the Workbook in and out of class.

Student's Book

All the language and skills you need to improve your English, with Grammar, Vocabulary, Pronunciation, and skills work in every File. Also available as an eBook.

Use your Student's Book in class with your teacher.



Workbook

Grammar, Vocabulary, and Pronunciation practice for every lesson.

Use your Workbook for homework or for self-study to practise language and to check your progress.

Go to **englishfileonline.com** and use the code on your Access Card to log into the Online Practice.

Online Practice

Look again at Student's Book language you want to review or that you missed in class, do extra ***Practice*** activities, and ***Check your progress*** on what you've learnt so far.

Use the Online Practice to learn outside the classroom and get instant feedback on your progress.

LOOK AGAIN

- Review the language from every lesson.
- Watch the videos and listen to all the class audio as many times as you like.

PRACTICE

- Improve your skills with extra Reading, Writing, Listening and Speaking practice.
- Use the interactive video to practise Practical English.

CHECK YOUR PROGRESS

- Test yourself on the language from the File and get instant feedback.
- Try an extra Challenge.

SOUND BANK

- Use the Sound Bank videos to practise and improve your pronunciation of English sounds.

englishfileonline.com

1A Are you? Can you? Do you? Did you?

What do you do?

I'm at university.

G word order in questions | V common verb phrases | P the alphabet

1 VOCABULARY & SPEAKING common verb phrases

a Complete the questions in *Getting to know you* with a verb.

b 1.2 Listen and check.

c 1.3 Listen and repeat questions 1–6. Copy the rhythm and intonation.

d Have a conversation with your partner. Ask and answer the questions in the questionnaire. After you have answered a question, 'return' it to your partner.

Where are you from?) (*I'm from* ***Poznań****, in* ***Poland****. And* ***you****?*

'Returning' a question

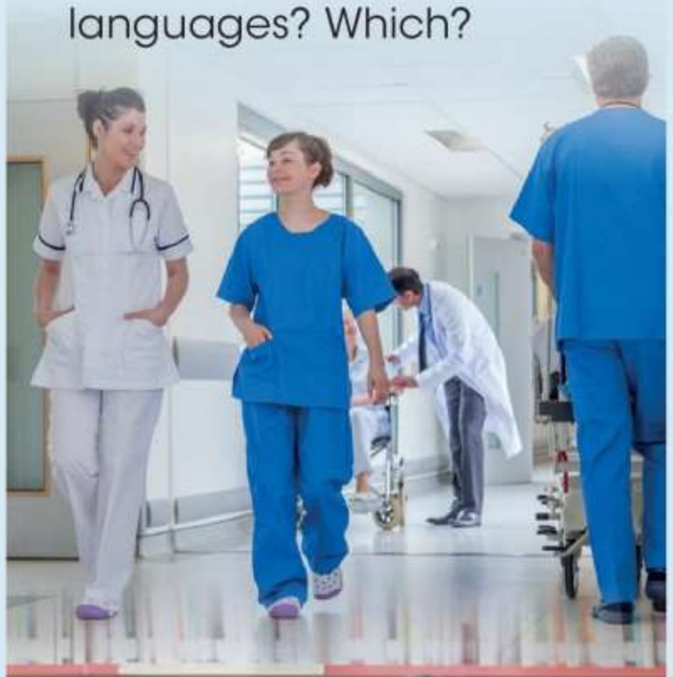
When you're having a conversation, you often 'return' questions, that is ask somebody the same question that they asked you. You can do this by:

1 saying *And you?* or *What about you?*
2 repeating the question, but stressing *you*, e.g.
   A *Where are you from?*
   B *I'm from Rome. Where are* ***you*** *from?*

GETTING TO KNOW YOU

1 Where *are* _____ you from?
2 Where *were* _____ you born?
3 Where do you _____?
4 Do you _____ in a house or a flat?
5 Do you _____ any brothers and sisters?
6 Do you _____ any pets?

7 What do you _____?
8 What time do you _____ up during the week?
9 Where do you usually _____ lunch?
10 What time do you usually _____ to bed?
11 Where did you _____ English before?
12 Can you _____ any other languages? Which?



13 What kind of music do you _____ to?
14 What TV programmes or series do you _____?
15 Do you _____ any sport or exercise? What?
16 What kind of books or magazines do you _____?
17 How often do you _____ to the cinema?
18 What did you _____ last weekend?

2 GRAMMAR
word order in questions

a Look at the highlighted phrases in questions 1–6. Tick (✓) the three correct questions. Rewrite the incorrect questions.

1 Can you play a musical instrument? ✓
2 Where works your father?
3 Were you at this school last year?
4 Is there a supermarket near here?
5 Have you cereal for breakfast?
6 Where went you for your last holiday?

b G p.126 Grammar Bank 1A

c Look at the two groups of questions. What are the missing words in the second questions?

PRESENT

Do you...

– drink a lot of tea or coffee?
How many cups *do you drink* ____ a day?
– go to a gym? What gym _____ to?
– sleep well? How many hours _____?
– play games on your phone?
What games _____?
– like watching sport on TV?
What sports _____?

PAST

Did you...

– go to bed late last night?
What time _____ to bed?
– cook lunch or dinner yesterday?
What _____?
– go for a walk at the weekend?
Where _____?
– see a good film last week?
What film _____?
– buy any clothes last month?
What _____?

d Stand up and ask different students the first question until somebody says *Yes*. Then ask the second question. Continue with the other questions, asking different students.

Do you drink a lot of tea or coffee?
Yes, I drink a lot of coffee.
How many cups do you drink a day?
Three or four.

3 PRONUNCIATION the alphabet

a 1.6 With a partner, say the groups of letters. Then listen and check.

ABCD **EFGH** **IJKL** **MNOP** **QRST** **UVW** **XYZ**

> **The alphabet**
> The letters of the alphabet are pronounced with different vowel sounds, e.g. **S** = /es/, like *egg*, but **C** = /si:/, like *tree*.

b 1.7 Look at the sound pictures. What are the words and vowel sounds? Listen and write the words.

1 *train*	2 _____	3 _____	4 _____	5 _____	6 _____	7 _____
A	B _____	F S	I	_____	_____	_____
H	C P	L _____	_____		U	
J	D T	_____ Z			W	
_____	_____ V	N				

c Add these letters to the correct column.

E G ~~J~~ K M O R Q X Y

d 1.8 Listen and check. Practise saying the letters in each column.

e C Communication Alphabet quiz **A** p.102 **B** p.108
Ask and answer the questions.

Which country's security service is called the FBI?

4 LISTENING & SPEAKING

a 1.9 Listen to extracts from six conversations. Write the letters and numbers you hear.

1 first name: *Wayne*
2 postcode: _____
3 phone number: _____
4 email: _____
5 surname: _____
6 address: _____

b 1.10 Now listen to the conversations. Match 1–6 to situations a–f.

a buying something
1 b checking into a hotel
c trying to get help
d giving a student directions
e giving a class some information
f arriving at a restaurant

c Interview another student and complete the form.

STUDENT INFORMATION

FIRST NAME		SURNAME	
ADDRESS		POSTCODE	
PHONE NUMBER		EMAIL ADDRESS	

What's your first name?

1B The perfect date?

G present simple **V** describing people: appearance and personality **P** final -s and -es

1 VOCABULARY & READING
describing people

a 1.11 Listen to three women describing their fathers. Which one is Charlotte, the woman with her father in the two photos?

b 1.12 Listen to Charlotte again. What adjectives does she use to describe her father's **height**, **hair**, **weight**, and **smile**?

c **V p.150 Vocabulary Bank** Describing people

d Now read the article about Charlotte and her father Clint. Find the information about Clint.

his age his job his marital status
his personality his perfect partner

e Read the article again and answer the questions.

1 Why does Charlotte want to find Clint a partner?
2 How do we know that Charlotte and Clint are close?
3 What was dating like when Clint was young?
4 How does Clint find dates now, and how has Charlotte helped him?

f Look at the two highlighted words in the article. Which word describes...?

1 a person who makes you laugh
2 a person who you can have a good time with

g Do you think Charlotte is the best person to help find her dad a date? Why?

Please date my dad!

'So, how was the date?'

You probably think this is a parent asking the question to their child. But many children are now helping their single parents find love, too.

Clint Bouchez, a 52-year-old businessman from Reigate, Surrey, got divorced ten years ago. His daughter, 26-year-old Charlotte, doesn't want her dad to end up alone – her mum remarried five years ago, and Charlotte has a boyfriend.

Charlotte and Clint are very close. They often go out together in the evening, they're planning a trip to India for later in the year, and they're both Bruce Springsteen fans. But Charlotte thinks that Clint needs a new partner, and he agrees.

'My dad is the perfect man,' she says. 'He's warm, he's generous, he knows how to look after a woman, how to treat a woman. He's a gentleman. He's always the one who pays on dates. He's romantic and he's fun. I don't mind spending Friday and Saturday nights with my dad and that says a lot – I'm only 26.'

Dating in the 21st century is very different from when Clint was young. Internet dating has changed everything. 'It's difficult now just to walk over to a woman and ask her "Can I buy you a drink?"' he says. 'Before, when you met people face to face, there was sometimes a "spark", a feeling of romantic destiny – you don't get that from someone's profile picture.'

Charlotte wrote Clint's dating profile for an online dating website. Clint would like to meet a woman who works, preferably a businesswoman. Someone who's independent, but funny and clever. He has had several dates, but none of the women were right for him. He and Charlotte are still looking. 'I'm always hopeful,' he says. 'I really believe that sooner or later I'm going to find "the one".'

Adapted from the British press

2 GRAMMAR present simple

a Complete the chart.

	I/you/we/they	he/she/it
+	I need a new partner.	He _____ a new partner.
−	I don't want my dad to end up alone.	She _____ want her dad to end up alone.
?	What kind of person _____ you want to meet?	What kind of person _____ he want to meet?

b Tick (✓) the correct sentences.

1 ☐ **A** They often go out together.
☐ **B** They go out often together.
2 ☐ **A** He always is the one who pays.
☐ **B** He's always the one who pays.

c G p.126 Grammar Bank 1B

3 PRONUNCIATION & SPEAKING final -s and -es

a 1.17 Listen and repeat.

	snake	He lik**es** going to concert**s**. He meet**s** interesting people on date**s**.
	zebra	He pay**s** for their meal**s**. He wear**s** smart clothe**s**.
/ɪz/		He use**s** reading glasse**s**. He watche**s** a lot of matche**s**.

Pronunciation of final -s and -es
The final *-s* is pronounced /s/ or /z/.
The final *-es* is pronounced /ɪz/ after *c, ch, g, s, sh, x,* and *z.*

b 1.18 How do you say the *he / she / it* form of these verbs and the plural of these nouns? Listen and check.

verbs choose cook go live stop teach
nouns book boy class friend language shop

c **C Communication** A date for Clint
A p.102 B p.108 Ask and answer questions about two possible dates for Clint.

d Have a class vote. Who do you think is a better date for Clint, Maggie or Tessa?

4 LISTENING

a 1.19 Listen to Elspbeth Gordon, a journalist, talking about a dating experiment. Answer the questions.

1 What kind of app does Elspbeth use?
2 What do you do if you like someone?
3 What's Elspbeth's mother going to do?
4 What's Elspbeth going to do?

Glossary
swipe move your finger across a touchscreen on a phone or tablet to activate a function

b 1.20 Now listen to Elspbeth describe her first two dates. What does she think of her mum's choices?

c Listen again and match the phrases to the two men. Write **J** for John or **S** for Sebastian. Which man do you think Elspbeth prefers? Why?

1 ☐ He's tall, dark, and handsome.
2 ☐ He's very tall.
3 ☐ He's a teacher.
4 ☐ He's from Germany, but he lives in Dublin.
5 ☐ There isn't a spark.
6 ☐ He's a real gentleman.

d 1.21 Now listen to the third date. Is it a success? Who do you think the message is from?

e 1.22 Listen. Were you right? How does Elspbeth feel? Do you think they have a second date?

f Do you think a member of your family could choose a good date for you? Do you think you could choose one for them?

5 SPEAKING & WRITING

a Think of a single person you know well – a family member or friend. Look at the form below and prepare to give this information about him or her.

Do you know somebody who is looking for a partner? Help him/her to find one!

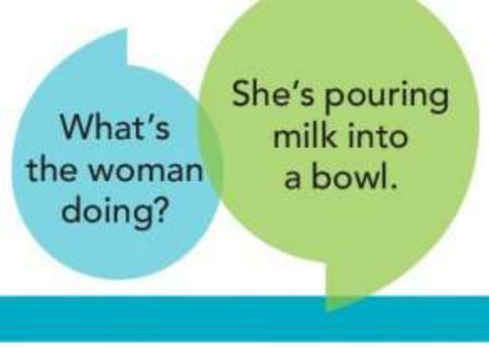
Name _____
Relationship Single / Divorced / Separated
Age _____
Job _____
Appearance _____
Personality + _____ − _____
Likes _____
Doesn't like _____

b Work in pairs. **A** describe your person to **B**. **B** listen and ask for more information. Do you know anybody who would be a good partner for this person? Then swap roles.

His name's Mario, and he's single. He's about 30 years old.

c W p.113 **Writing** Describing yourself Write your profile.

1C The Remake Project



G present continuous | V clothes, prepositions of place | P /ə/ and /ɜː/

1 VOCABULARY clothes

a Look at the painting and photo on the right, and read about the Remake Project. Do you think the photo is a good remake? Why (not)?

b What are the people in the painting and photo wearing? Write **W** for the woman and **M** for the man.

1 ☐ a blue apron
2 ☐ blue trousers
3 ☐ a brown skirt
4 ☐ a yellow and green blouse
5 ☐ a yellow T-shirt
6 ☐ a white cap

c V p.151 **Vocabulary Bank** Things you wear

2 PRONUNCIATION /ə/ and /ɜː/

a 1.24 Listen to these words and sounds. Practise saying them. Which sound is only in unstressed syllables?

1	**computer**	trousers trainers sweater cardigan bracelet necklace
2	**bird**	shirt skirt T-shirt

b Underline the stressed syllable in the multi-syllable words below. Which sound from **a** do the pink letters have, **1** or **2**?

painter 1 ☐ her ☐ first ☐ photograph ☐
picture ☐ prefer ☐ curly ☐ attractive ☐
occasion ☐ work ☐ university ☐

c 1.25 Listen and check.

d Ask and answer the questions with a partner.

What clothes do you usually wear...?

- for work / university / school
- when you go out at night
- when you want to relax at the weekend
- for a special occasion

3 GRAMMAR present continuous

a Look at some sentences about the painting and photo. Complete them with *He's*, *She's*, or *They're*.

1 _____ wearing yellow and blue clothes.
2 _____ wearing a cap.
3 _____ pouring milk from a bottle.
4 _____ pouring milk from a jug.
5 _____ looking at the milk.
6 _____ standing near a window.

b Circle the correct form of the verb, present continuous or present simple.

1 In the photo the man *isn't wearing* / *doesn't wear* a cap.
2 People often *wear* / *are wearing* aprons in the kitchen.

c G p.126 **Grammar Bank 1C**

The **REMAKE PROJECT** was the idea of Canadian artist Jeff Hamada. He asked readers of his website to remake a famous work of art as a photo. Hundreds of people sent photos to the project and the photos appeared in blogs, in newspapers, and in a book.

4 LISTENING

a You're going to listen to an art expert talking about Vermeer and *The Milkmaid*. Look at the painting again. With a partner, try to answer the questions.

1 What century did Vermeer live in?
a 15th b 17th c 19th
2 Where was he from?
a Holland b Germany c Russia
3 What kind of things did he usually paint?
a everyday scenes b portraits of rich people
c trees and flowers
4 What is the milkmaid probably making?
a butter b bread c a pudding
5 How many of Vermeer's paintings exist today?
a 4 b 34 c 304
6 Why was the painting expensive to make?
a Because it's very big.
b Because some of the paints were very expensive.
c Because he rented an expensive studio.

b 1.28 Listen and check your answers.

c Look at 1–6. What can you remember about them from the expert's talk? Listen again and make notes.

1 Delft *It's a city in Holland. Vermeer was from there.*
2 light coming through windows
3 his wife, his daughter, and his servant
4 *Girl with a Pearl Earring*
5 the milkmaid's apron
6 175 Dutch guilders

5 VOCABULARY prepositions of place

a Now look at the photo again. Complete the sentences with a word or phrase from the list.

above behind between ~~in~~ in front of in the corner
in the middle of next to on (x2) on the left of under

1 The young man is *in* _____ the kitchen.
2 There's a table _____ him.
3 _____ the table there are some eggs, some bread, and some strawberries.
4 The bread is _____ the table. It's _____ the eggs and the strawberries.
5 There's a board _____ the bread.
6 _____ the man, there's an old washing machine.
7 There's a window _____ the photo.
8 _____ of the room there's a sink and some cleaning products.
9 There's a flower _____ the wall _____ the sink.
10 The sink is _____ the window.

b 1.29 Listen and check. Then cover the sentences and look at the photo. Ask each other where the man and the things are.

Where's the man?
He's in the kitchen. He's behind the table.

6 SPEAKING

Describing a picture (a painting or photo)
When we describe a picture, we normally use *There is / There are* to say what's in the picture, and we use the present continuous to say what the people are doing, e.g. *There's a table with some bread on it. The woman is standing next to the table.*

a C **Communication** Remakes **A** p.102 **B** p.108
Describe your paintings and remakes.

My painting is by Vermeer. It's called…

b In small groups, ask and answer the questions.

- Which of the three 'remakes' in this lesson do you think is the best? Why?
- Is there a painting you know that you would like to remake?
- What pictures or posters do you have on the wall in your bedroom or living room?
- Do you have any favourite painters or paintings? Who or what are they? Why do you like them?
- What famous painters are there from your country? Do you like any of their paintings?
- Do you (or did you) paint or draw? What kind of things?

EPISODE 1

Practical English Hotel problems

calling reception

1 INTRODUCTION

a 1.30 Watch or listen to Jenny. Number the pictures 1–6 in the order she mentions them.

b Watch or listen again and answer the questions.

1 What does Jenny do?
2 Where did she go a few months ago?
3 Who's Rob Walker?
4 What did they do together?
5 What does she think of Rob?
6 What's Rob's one negative quality?
7 How long is Rob going to be in New York?

2 CALLING RECEPTION

a 1.31 Cover the conversation on p.13 and watch or listen. Who does Rob call? Why?

b Watch or listen again. Complete the **You hear** phrases.

You hear	You say
Hello, reception.	Hello. This is room 613.
How can I [1]_____ you?	There's a problem with the air conditioning. It isn't working, and it's very hot in my room.
I'm sorry, sir. I'll [2]_____ somebody up to look at it right now.	Thank you.
Good [3]_____, reception.	Hello. I'm sorry to bother you again. This is room 613.
How can I help you?	I have a problem with the wi-fi. I can't get a signal.
I'm sorry, sir. I'll [4]_____ you through to IT.	Thanks.

c 1.32 Watch or listen and repeat the **You say** phrases. Copy the rhythm.

> *I'll*
>
> **A** There's a problem with the air conditioning.
> **B** I'll send somebody to look at it.
>
> *I'll = I will*. We use *I'll* + verb to offer to do something.

d Practise the conversation with a partner.

e In pairs, role-play the conversation.

A (book open) You are the receptionist.
B (book closed) You are a guest. You have two problems with your room (think about what they are).
A Offer to do something about **B**'s problems. You begin with *Hello, reception*.

f Swap roles.

3 JENNY AND ROB MEET AGAIN

a 1.33 That evening Jenny goes to the hotel to meet Rob and they go out for a drink. Watch or listen and mark the sentences **T** (true) or **F** (false).

1 Rob says he doesn't like the hotel.
2 Jenny is going to show him round the city tomorrow.
3 Barbara is Jenny's boss.
4 Rob is hungry.
5 It's four in the morning for Rob.
6 They're going to meet at eleven.
7 Jenny thinks that Rob is going to get lost.

b Watch or listen again. Say why the **F** sentences are false.

c Look at the **Social English** phrases. Can you remember any of the missing words?

> **Social English**
>
> 1 **Rob** It's _____ to be here.
> 2 **Jenny** Do you have a _____ view?
> 3 **Jenny** You _____ be really tired.
> 4 **Rob** I guess you're _____.
> 5 **Rob** By the _____...
> 6 **Jenny** It's great to see you, _____.

d 1.34 Watch or listen and complete the phrases. How do you say them in your language? Then watch or listen and repeat the phrases.

e Complete conversations A–E with **Social English** phrases 1–6. Practise with a partner.

A	You had a very long flight. ☐	No, I'm fine. ☐
B	What's your room like? ☐	Yes, I can see the mountains.
C	It's so good to see you again.	☐
D	We need to get up early tomorrow.	Yes, ☐
E	That was a great meal.	Yes, delicious. ☐ what time's the meeting tomorrow?

CAN YOU...?

☐ tell somebody about a problem (e.g. in a hotel)
☐ offer to do something
☐ greet a friend who you haven't seen for a long time

2A OMG! Where's my passport?

Where did you go for your last holiday?

I went to Paris with some friends.

G past simple: regular and irregular verbs **V** holidays **P** regular verbs: *-ed* endings

1 READING & LISTENING

a Read the title and the introduction to a story. Which of the four things do you think is the worst to lose when you're on holiday?

b Read the story sent by a reader to an online magazine. What did Stuart lose? Did he find it?

c Read the story again. Then cover it and correct the **bold** information.

1 Stuart went to the Alps with **his family**.
Stuart went to the Alps with his friends.
2 One day, they **went cycling**.
3 It took **three hours** to get to the top of the mountain.
4 They had **a snack** at the top of the mountain.
5 The view **wasn't very good**.
6 Stuart wanted to take another photo, but he couldn't find **his camera**.
7 He went back up the mountain with **one of his friends**.
8 They spent **an hour** looking for the phone.
9 It started to get **warmer**.
10 He found his phone in his **bag**.
11 His friends were **angry** about it.

d 2.1 Listen to a recording sent to the magazine. What did Marta lose? Did she find it?

e Listen to Marta's story again. Answer the questions.

1 When did it happen?
2 Where did Marta want to go on holiday? Why?
3 Why did she fly to Brussels?
4 What happened at the gate in Brussels airport?
5 How did she feel?
6 What did the policeman say?
7 Where did she fly in the end? What happened there?

f Have you ever lost anything important on holiday? What was it? What happened?

'Passport, tickets, money, phone'

It's the mantra we always say to ourselves when we go on holiday to make sure we haven't forgotten anything. But what happens when one of those things is suddenly missing? Email us your stories or send us a recording…

'Last year, I went on holiday to the Alps with a group of friends. One day, we climbed a mountain – well, it wasn't really a climb, but it was a long walk – and it took about two hours to get to the top. When we got there, we had lunch. The view was amazing – we could see the sea in the distance. We took photos and just sat in the sun for a while.

Then we went down again, and when we got back to the car, I wanted to take another photo, but I couldn't find my phone – it wasn't in my bag. I thought 'Oh no! It's probably at the top of the mountain, where we had lunch.' I decided the only thing to do was to go back up the mountain to get it, because I didn't want to leave my phone up there. My friends said 'OK, but you can't go on your own', so in the end we all went up again, which was another two hours.

When we got to the top we spent about half an hour looking for the phone, but we couldn't find it anywhere. Then it started to get colder – it was now late afternoon – so I took my jacket out of my bag, and… my phone was in my jacket pocket!

I felt terrible, and really stupid! My friends were very nice about it, but they never let me forget it!'

Stuart, from Exeter, UK

2 GRAMMAR past simple: regular and irregular verbs

a Write the past simple form of these verbs. Are they regular or irregular? Check in Stuart's story.

go	_____	get	_____
climb	_____	want	_____
be	_____ / _____	think	_____
		decide	_____
take	_____	say	_____
have	_____	spend	_____
can	_____	start	_____
sit	_____	feel	_____

b Complete the negative verbs. Then check in Stuart's story.

1 It _____ really a climb, but it was a long walk.
2 I wanted to take another photo, but I _____ find my phone.
3 I _____ want to leave my phone up there.

c How do you make ➖ and ❓ in the past simple...?

- with *was / were*
- with *could*
- with other verbs

d G p.128 Grammar Bank 2A

3 PRONUNCIATION *-ed* endings

a 2.3 Listen to three sentences from Marta's story in **1**. What regular verb do you hear in each sentence?

b 2.4 Listen and repeat the sounds and sentences.

tie	I booked a hotel. We missed our flight.
dog	I arrived at the airport. We phoned our friends.
/ɪd/	She invited us to stay. I needed a new passport.

Regular past simple verbs

The *-ed* ending is usually pronounced /t/ or /d/, e.g. *book**ed**, arriv**ed**.*

We only pronounce the *e* in *-ed* when there is a **t** or a **d** before it, e.g. *wan**t**ed, en**d**ed, -ed* = /ɪd/.

c Say the past simple of these verbs. In which ones is *-ed* pronounced /ɪd/?

ask call check decide happen live rent start stop thank want

d 2.5 Listen and check.

4 VOCABULARY holidays

a In one minute, write down five things you like doing when you're on holiday, e.g. *walking in the mountains, exploring a city, going to museums*. Then compare with a partner.

b V p.152 Vocabulary Bank Holidays

5 SPEAKING

a 2.9 Listen to four conversations. Complete the phrases that **B** uses to show that he / she is interested in what **A** is saying.

Useful language for showing interest

1 **A** I went to New York last week.
B _____! Did you like it?

2 **A** The weather was terrible – it rained every day.
B Oh _____! What a _____! What did you do?

3 **A** We went to a show in the West End.
B _____! What show was it?

4 **A** I lost my phone on the first day.
B _____? How _____! How did you lose it?

b Listen again and repeat. Copy **B**'s 'interested' intonation.

c Look at *Your last holiday*. What are the questions?

Your last holiday

1 Where / go?
2 When / go?
3 Who / go with?
4 Where / stay? What / like?
5 What / the weather like?
6 What / do during the day?
7 What / do in the evening?
8 / have a good time?
9 / have any problems?

d Think about your answers to the questions.

e Work in pairs. Ask your partner about his / her last holiday. Show interest in what he / she says, and try to ask more questions. Then swap roles.

2B That's me in the picture!

What were you doing?

We were walking in the park.

G past continuous **V** prepositions of time and place: *at, in, on* **P** weak forms: *was, were*

1 READING

a Look at the photo by the famous French photographer Henri Cartier-Bresson, and answer the questions. Say why.

1 What decade do you think it's from?
2 What time of year do you think it is?
3 What do you think the couple are looking at?
4 What does the woman have in her pocket? What do you think it's for?

b Read the article. Were your answers in **a** right?

The Guardian newspaper has a weekly feature called *That's me in the picture*, where people describe famous photos they were in. This photo was sent in by Jane Rangeley.

In 1972, I was living in London. I was in my early twenties, and I was working for an advertising agency. That summer, I went on a camping holiday with my parents in the south of France. One night, I went to a nightclub on the beach and I met a young Frenchman, and we fell in love. When I got home, I immediately started looking for a job in Paris. He was at university there – he was studying medicine. In the end, I found a job as a secretary with UNESCO, and I went to live there.

We lived together for six years. On Sundays, we often went for a walk, and one of our favourite places was the botanical gardens. It had a zoo, and I often put some bread in my pocket to give to the animals. We were walking in the gardens one Sunday in autumn when we stopped because a lot of noise was coming from one of the trees. There was an owl there, maybe escaped from the zoo, and some little birds were attacking it. I also noticed a man with a camera. When we started walking again, I said 'Why was that man taking photographs of us?'.

I now know that Cartier-Bresson often waited in parks in Paris for the perfect photo opportunity. The following year, one of my boyfriend's friends saw the photo in a magazine. Before I returned to London, I phoned the magazine and I got Cartier-Bresson's phone number. I was very shy, but I called him. He was very friendly, and he sent me a copy. Years later I met him and he signed the photo for me.

I love this picture. It was a happy time for me. And although my French boyfriend and I broke up in the end, we're still in touch.

Adapted from the British press

c Read the article again and answer the questions.

1 What was Jane's situation at the beginning of the story?
2 Where did she meet the Frenchman and how did this change her life?
3 What did they often do on Sundays?
4 Why did they stop in the gardens and what did they see?
5 How did Jane get a copy of the photo?
6 Why is this photo important to her?

d Is there a photo with you in it that you really love? Describe it. Why do you like it so much?

2 VOCABULARY *at, in, on*

a Look at the sentences from the article. Complete them with *at, in,* or *on*.

1 ____ 1972, I was living ____ London.
2 He was ____ university there – he was studying medicine.
3 ____ Sundays we often went for a walk.
4 We were walking ____ the gardens one Sunday ____ autumn.

b **V p.153 Vocabulary Bank** Prepositions
Do Part 1.

c **C Communication** *at, in, on* **A p.103 B p.109**
Answer the questions with a preposition and a time or place.

3 GRAMMAR past continuous

a Read two sentences about the article in **1**.

In 1972, Jane was living in London and she was working for an advertising agency.

When Cartier-Bresson took the photo, Jane and her boyfriend were looking at an owl in a tree.

Look at the highlighted verbs. Which verbs describe...?

1 an action in progress at a specific moment in the past
2 the situation at the beginning of the story

b G p.128 Grammar Bank 2B

c 2.13 In pairs, listen to the sounds and write a sentence using the past continuous and the past simple.

They were playing tennis when it started to rain.

4 PRONUNCIATION & LISTENING weak forms: *was, were*

a Look at six photos from Anya's Instagram page. Which person do you think is Anya? Who do you think the other people are?

b 2.14 Listen to six sentences, and complete the missing words.

1 _____ _____ my first term at university.
2 I _____ _____ with him in the Easter holidays.
3 We _____ _____ a music course.
4 _____ _____ at school together.
5 She took this when we _____ _____ the Colosseum.
6 We _____ all _____ champagne, and Roz _____ _____ the hard work!

c Listen again. Are *was* and *were* stressed or unstressed?

d 2.15 Listen to Anya talking about the photos. Label the photos 1–6 in the order she describes them.

e Listen again and check. What else can you remember about each photo?

5 SPEAKING & WRITING

a Talk to a partner. Give more information if you can.

1 Do you post photos on social media sites like Instagram or Facebook? What kind of photos do you post? If not, how do you share photos with friends and family?
2 Do you have a photo as a background on your phone, tablet, or computer? Who or what is it of? What's the story behind it?
3 Do you have any photos you really like on your phone? Show them to your partner. What was happening at the time?
4 Do you have a favourite photo of yourself as a child? Who took it? What were you wearing? Is there a story behind it?

b W p.114 Writing Describing a photo
Write a description of your favourite photo.

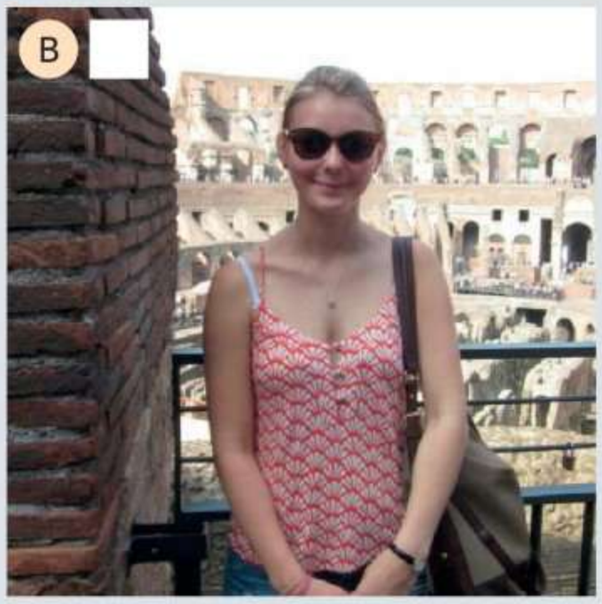
Anya

Follow

256 posts

131 followers

187 following



Glossary
punt *n* and *v* a long, flat boat, which is popular in Oxford and Cambridge

2C One dark October evening

Why did the DJ wait for Hannah?

Because he wanted to see her again.

G time sequencers and connectors | V verb phrases | P word stress

1 GRAMMAR time sequencers and connectors

a You're going to read a story called *One dark October evening*. Look at the photos. What do you think the story is about?

b 2.16 Read the story once. Then complete it with a word or phrase from the list. Listen to the story and check.

After that One evening in October Suddenly The next day
~~Two minutes later~~ When

Hannah met Jamie last summer. It was Hannah's birthday and she and her friends went to a club. They wanted to dance, but they didn't like the music, so Hannah went to speak to the DJ. 'This music is awful,' she said. 'Could you play something else?' The DJ looked at her and said, 'Don't worry, I have the perfect song for you.'

1 *Two minutes later* he said, 'The next song is by Pink. It's called *Get the Party Started* and it's for a beautiful girl over there who's wearing a pink dress.' Hannah knew that he was playing the song for her. 2 _____ Hannah and her friends left the club, the DJ was waiting for her at the door. 'Hi, I'm Jamie,' he said to Hannah. 'Can I see you again?' So Hannah gave him her phone number.

3 _____ Jamie phoned Hannah and invited her to dinner. He took her to a very romantic French restaurant and they talked all evening. Although the food wasn't very good, they had a great time.

4 _____ Jamie and Hannah saw each other every day. Every evening when Hannah finished work they met at 5.30 in a coffee bar in the high street. They were madly in love.

5 _____ Hannah was at work. As usual she was going to meet Jamie at 5.30. It was dark and it was raining. She looked at her watch. It was 5.20! She was going to be late! She ran to her car and got in.

At 5.25 she was driving along the high street. She was going very fast because she was in a hurry. 6 _____, a man ran across the road. He was wearing a dark coat, so Hannah didn't see him at first. Quickly, she put her foot on the brake…

c With a partner, read the story again and answer the questions.

1 Why did Hannah go and speak to Jamie?
2 Why did Jamie play *Get the Party Started*?
3 What happened when Hannah left the club?
4 What was the restaurant like?
5 Where did they go every evening after that?
6 What was the weather like that evening in October?
7 Why was Hannah driving fast?
8 Why didn't she see the man?

d From memory, complete the sentences from the story with *so*, *because*, or *although*. Then check in the story.

1 She was going very fast _____ she was in a hurry.
2 _____ the food wasn't very good, they had a great time.
3 He was wearing a dark coat, _____ Hannah didn't see him at first.

e G p.128 Grammar Bank 2C

f Complete the sentences in your own words. Then compare with a partner.

1 We fell in love on our first date. Two months later…
2 I went to bed early last night because…
3 The weather was beautiful, so we decided…
4 It was really cold last night, and when I woke up this morning…
5 Although we didn't play well in the final…
6 I was driving along the high street listening to the radio. Suddenly…

2 PRONUNCIATION word stress

Stress in two-syllable words

Approximately 80% of two-syllable words are stressed on the first syllable.

Most two-syllable nouns, adjectives, and adverbs are stressed on the first syllable, e.g. *mother*, *happy*, *madly*. However, many two-syllable verbs and prepositions or connectors are stressed on the second syllable, e.g. *arrive*, *behind*, *before*.

a Underline the stressed syllable in these words from the story.

a|cross af|ter a|gain a|long al|though aw|ful
be|cause birth|day eve|ning in|vite per|fect quick|ly

b 2.20 Listen and check. Practise saying the words.

c With a partner, invent a sentence using two or more of the words in **a**.

After dinner, we walked home across the park.

3 VOCABULARY & SPEAKING verb phrases

a Make verb phrases with a verb from list 1 and a phrase from list 2. All the phrases are from the story.

invite somebody to dinner

1	2
~~invite~~	along the high street
have	somebody your phone number
drive	a song
meet	across the road
give	in a hurry
take	in a coffee bar
wait	for somebody
be	the club (very late)
play	~~somebody to dinner~~
leave	somebody to a restaurant
run	a great time

b Cover list 1. Try to remember the verb for each phrase.

c 2.16 Listen to the story of Hannah and Jamie again.

d Work in pairs and use photos 1–6 in **1** to re-tell the story. Try to use connectors and the verb phrases in **3**.

A You're Jamie – tell the story for photos 1–3.

B You're Hannah – tell the story for photos 4–6.

I met Hannah last summer. It was her birthday, and she came to the club with some friends…

4 VIDEO LISTENING

a There are two different endings to the story. Have a class vote. Do you want to know the happy ending or the sad ending?

b 2.21 / 2.22 What do you think happens in the ending you have chosen? Watch or listen once and check. Then watch or listen again.

c C **Communication** If you chose the happy ending, answer the questions in Happy ending p.103. If you chose the sad ending, answer the questions in Sad ending p.109.

1&2 Revise and Check

GRAMMAR

Circle a, b, or c.

1 ____ any brothers or sisters?
a Have you b Do you c Do you have

2 ____ last night?
a Where you went b Where did you go c Where you did go

3 My brother ____ football.
a doesn't like b don't like c doesn't likes

4 Her parents ____ a small business.
a has b haves c have

5 I ____ to music when I'm working.
a never listen b don't never listen c listen never

6 In the picture the woman ____ a blue skirt.
a wears b wearing c is wearing

7 A What ____? B I'm looking for my keys.
a you are doing b do you do c are you doing

8 She's at university. She ____ history.
a 's studing b 's studying c studying

9 We ____ to Malta last August.
a were b went c did go

10 I saw the film, but I ____ it.
a didn't liked b don't liked c didn't like

11 When I got home, my parents ____ on the sofa.
a were sitting b was sitting c were siting

12 What ____ at 11 p.m.? You didn't answer my call.
a you were doing b you was doing c were you doing

13 She couldn't see him because she ____ her glasses.
a wasn't wearing b didn't wear c didn't wearing

14 We had lunch in a restaurant. ____ we decided to go for a walk.
a After b Then c When

15 We had a great time, ____ the weather wasn't very good.
a so b because c although

VOCABULARY

a Complete the phrases with a verb from the list.

book do drive invite leave look play stay take wear

1 A What do you _____? B I'm a doctor.
2 A What does she _____ like? B She's tall and slim.
3 She doesn't usually _____ jewellery, only her wedding ring.
4 A Did you _____ any photos? B No, I didn't.
5 A Where did you _____? B In a small hotel.
6 Did you _____ your flight online?
7 A Let's _____ your parents to dinner. B Good idea.
8 A Are you going to _____ there?
B No, we're going to get the train.
9 A Go on! Ask the DJ to _____ our song! B OK.
10 A What time do we need to _____ home tomorrow?
B About 6.00. Our flight is at 9.00.

b Complete with *at*, *in*, or *on*.

1 The meeting is _____ 13th March.
2 A Where's Mum?
B She's _____ the kitchen.
3 He was born _____ 1989.
4 A Where's the dictionary?
B It's _____ the shelf in my room.
5 Mark's not back yet – he's still _____ school.
6 It's a very quiet town, especially _____ night.
7 We went on holiday to Iceland _____ 2017.

c Circle the word that is different.

1 straight long curly beard
2 kind lazy generous funny
3 clever mean unfriendly unkind
4 dress shirt tie jacket
5 socks gloves trainers sandals
6 necklace bracelet ring scarf
7 windy foggy noisy sunny
8 basic dirty luxurious uncomfortable

PRONUNCIATION

a Practise the words and sounds.

Vowel sounds

Consonant sounds

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

c What sound in **a** do the pink letters have in these words?

1 quiet
2 skiing
3 booked
4 listened
5 noisy

d Underline the stressed syllable.

1 ex|tro|vert
2 o|ver|weight
3 brace|let
4 on|line
5 comfor|ta|ble

CAN YOU understand this text?

a Read the article once. Match the headings to the tips.

A **Take more than one** B **Start early** C **Zoom in**

b Read the article again. Mark the sentences **T** (true) or **F** (false).

1 The best time to take photos is early evening.
2 The writer prefers taking photos with people in them.
3 Try to make your photos different from other people's.
4 Your own photos are always better than postcards.
5 The writer went to the Louvre to see the paintings.
6 He was sorry that he only had his small camera.

CAN YOU understand these people?

2.23 Watch or listen and answer the questions.

Lewis Susie Shosanna Susan Sam

1 Lewis looks like ____.
a his father b his mother c his mother and his father
2 In the Dali painting that Susie likes there are some dripping ____.
a clocks b rocks c socks
3 Shosanna went to Guyana because she wanted to learn ____.
a about the animals and plants there
b about her family history c the language
4 Susan doesn't put photos of ____ on Instagram.
a gardens b flowers c her family
5 Sam only likes watching ____.
a films with a sad ending b films with a happy ending
c good films

CAN YOU say this in English?

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

Can you...?

1 ☐ ask and answer six questions about your home and family, work / studies, and free time activities
2 ☐ describe the appearance and personality of a person you know well
3 ☐ describe a picture in this book and say what is happening, what the people are wearing, etc.
4 ☐ ask and answer three questions about a holiday
5 ☐ describe a favourite photo and say what was happening when you took it
6 ☐ say three true sentences using the connectors *so*, *because*, and *although*

How to take better holiday photos

Holiday time is the one time we all take photos. We're in a strange new place, the sun is shining, and we want to record our surroundings and happy memories. So how do we take the perfect holiday photos? Here are three useful tips...

1

I took this photo in Bruges in Belgium. I got up and, when my friends were having breakfast, I went for a walk with my camera. This gave me three advantages:

– The sun was low in the sky and the light was beautiful and warm.
– There were no people around.
– My friends didn't need to wait patiently when I was taking photos.

The light in the evening is also good, but there are a lot more people around. There are times, in the local market, for example, when having lots of people in the photo can be a good thing, but most of the time I prefer my photos to be less crowded.

2

I took these two photos of the Forbidden City in Beijing, and I think the picture on the right is much better. Try not to take **exactly** the same picture as millions of other people – look for little details that other photographers haven't seen.

Although I am a very enthusiastic photographer, I often buy a nice postcard of the places I visit – much better than going home with pictures that aren't very good.

3

These are the gardens outside the Louvre in Paris. We spent all day looking at the paintings, and we were walking back to the hotel when we saw someone feeding the birds. I only had my little camera with me, but it was all I needed. I quickly took maybe 30 photos from different angles, and this one is the best.

Adapted from www.geofflawrence.com

3A TripAside

G *be going to* (plans and predictions) **V** airports **P** the letter *g*

1 VOCABULARY airports

a When was the last time you went to an airport? Was it to travel somewhere or to pick up or drop off someone?

b Look at the airport signs and match them to the words and phrases below.

- arrivals
- bag drop
- baggage reclaim
- check-in
- customs
- departures
- gates
- lifts
- passport control
- security check
- terminal
- trolley

c 3.1 Listen and check. Then cover the words and look at the signs. Say the words and phrases.

d 3.2 Listen and write six places where you could hear these announcements or conversations.

1 *Doors opening …* (*a lift*)

2 PRONUNCIATION the letter *g*

a Look at the word *baggage*. How are *gg* and *ge* pronounced?

b Put the words from the list in the correct row.

gate foggy forget guide large village engineer agent guest region emergency begin gift general guarantee organize

girl	
jazz	

c 3.3 Listen and check. Practise saying the words. When can *g* be pronounced /dʒ/?

3 READING & LISTENING

a Read the article about TripAside. Do you think it's a good idea?

No more boring stopovers – go on a guided tour!

Few things are more depressing than spending hours in an airport terminal waiting for a connecting flight.

Emmanuel Rozenblum and Anna Veyrenc launched their business in Paris

There you are, sitting in the departure lounge watching the clock, or [1]_____. And the most frustrating thing is that outside the airport there is a foreign city which you'd really like to look around, full of great tourist attractions, restaurants, and shops. But you don't want to leave the airport, because [2]_____, and will miss your flight.

Frenchman Emmanuel Rozenblum and his sister were on a stopover at Warsaw's main airport three years ago. But [3]_____, so they decided to go into town.

'We left the airport on our own,' says Mr Rozenblum, 'but we didn't know which bus to take, and [4]_____.'

They caught their flight, and [5]_____. Millions of air travellers make stopovers every year, so Emmanuel thought he could organize short guided trips into the nearest city or countryside.

His idea is that a guide picks up the travellers at the airport, takes them quickly around the sights and to a restaurant, and then [6]_____.

In March 2015, he and business partner Anna Veyrenc started their 'stopover tours' business, called TripAside, in Paris. [7]_____, and today it has expanded to Frankfurt, London, Brussels, Rome, and Madrid. Now other small companies are offering similar tours worldwide, from Beijing to Moscow. So, next time you have a long stopover between flights, [8]_____ – book a tour!

Adapted from the British press

b Read the article again and complete it with the missing phrases A–H.

A don't just go to sleep at the airport
B It was an immediate success
C the experience gave Emmanuel the idea for a new business
D looking around the duty-free shop for the eighth time
E they really didn't want to spend eight hours waiting for their connecting flight
F we were really stressed about getting back in time
G guarantees to get them back to the airport in time for their connecting flight
H you're terrified that you won't get back in time

c Look at some words and phrases from the article related to air travel. What do you think they mean?

stopover (AmE layover) connecting flight
departure lounge duty-free shop air traveller

d 3.4 Listen to a traveller meeting his guide at an airport. Which city is he in?

e Listen again. Mark the sentences **T** (true) or **F** (false). Correct the **F** sentences.

1 Jake isn't very tired.
2 He hasn't been to Europe before.
3 His next flight is to Lisbon.
4 He's travelling to a conference.
5 He doesn't know anybody there.
6 The tour includes visits to historic sites.
7 He isn't planning to buy anything for himself.
8 They don't have time to stop for lunch.
9 The weather forecast isn't very good.
10 He's looking forward to the tour.

f Have you ever had a long stopover at an airport? Where were you? What did you do?

4 GRAMMAR *be going to* (plans and predictions)

a 3.5 Look at these sentences from Jake and Anna's conversation. Complete the gaps with a form of *be going to* + verb. Then listen and check.

1 I _____ a talk at a conference.
2 We _____ to the centre.
3 And then we _____ the Forum.
4 I _____ probably _____ anything.
5 _____ it _____ very hot?
6 It _____ a fantastic day.

b In pairs, decide if sentences 1–6 are plans or predictions about the future. Write **Pl** (plan) or **Pr** (prediction).

c G **p.130 Grammar Bank 3A**

d C **Communication** What are your plans? **A p.103 B p.109** Ask each other about your plans.

5 SPEAKING

a Work with a partner. Imagine you work for TripAside and you're planning a tour for people who have a stopover at your nearest airport. They arrive at 9 a.m. and need to be back at the airport at 3.30 p.m. Discuss these questions.

- How are you going to get to the town or city centre?
- What are you going to see, and in what order?
- Where and when are you going to have lunch?
- What time are you going to leave to get back to the airport?

b Present your plan to the rest of the class, and listen to theirs. Then vote for the best one.

3B Put it in your calendar!

G present continuous (future arrangements) **V** verbs + prepositions, e.g. *arrive in* **P** linking

1 READING & SPEAKING

a Read the quiz and choose your answers.

b Compare answers with a partner.

c **C Communication** How organized are you? **p.103** Calculate your score and read the results.

d Compare your results with a partner. Do you agree with them? Do you know anybody who is very organized or very disorganized?

How organized are you?

1 When you have lots of things to do,...
- ○ a you write them on a piece of paper or a Post-it note.
- ○ b you keep them in your head.
- ○ c you put them in your phone, diary, or calendar.

2 When you go shopping,...
- ○ a you sometimes have a list.
- ○ b you always have a list.
- ○ c you decide what to buy when you get there.

3 When you meet friends,...
- ○ a your friends sometimes arrive before you.
- ○ b you are usually the first to arrive at the restaurant.
- ○ c your friends always need to wait for you.

4 When you go on holiday,...
- ○ a you pack a few hours before leaving. If you've forgotten something, you can buy it when you get there.
- ○ b you have a list of what to take and start packing a few days before.
- ○ c you look through your wardrobe and pack the night before you go.

5 When you travel by plane or train,...
- ○ a you arrive at the airport or station a long time before you really need to be there.
- ○ b you usually arrive at the recommended time.
- ○ c you leave home at the last possible minute.

2 VOCABULARY & PRONUNCIATION
verbs + prepositions; linking

a Look at two extracts from the quiz. Complete the missing prepositions.

1 ...you are usually the first to arrive _____ the restaurant.
2 ...your friends always need to wait _____ you.

b **V p.153 Vocabulary Bank** Prepositions Do Part 2.

c 3.8 Read the information in the box. Then listen and write six sentences.

> **Connected speech**
> Remember that when a word which ends in a consonant sound is followed by one which begins with a vowel sound, the words are linked, i.e. pronounced as one word, e.g. *Let's talk about your problem*. This can make it difficult to understand the individual words.

1 _____ (5 words)
2 _____ (5 words)
3 _____ (4 words)
4 _____ (6 words)
5 _____ (5 words)
6 _____ (7 words)

d Practise saying the sentences.

3 LISTENING

a 3.9 American academic Jake Bevan has arrived in the UK for a conference. He phones an ex-girlfriend, Sarah. Listen to their conversation. What's the only time they can meet? Write *meet Sarah* in Jake's phone calendar on the right.

b Listen again and complete the calendar with the appointments from the list. There are two you don't need.

go to conference party
have dinner with Mark
have lunch with David
give my talk
go to talk on climate change
have breakfast meeting

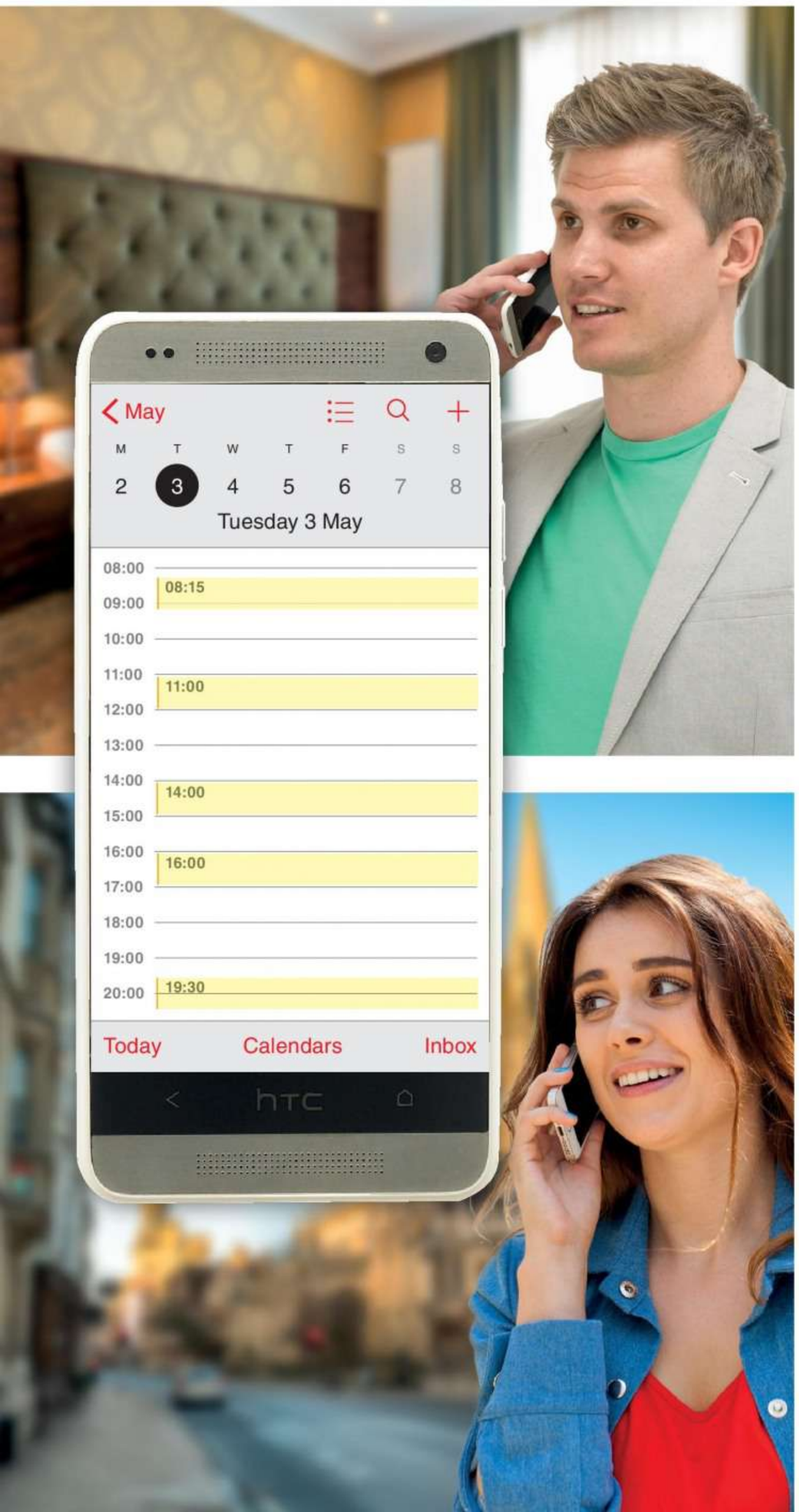
c 3.10 Listen to Jake and Sarah. Do you think they're going to meet again? Why (not)?

4 GRAMMAR present continuous (future arrangements)

a 3.11 Listen and complete five extracts from the conversations between Jake and Sarah. Do they all refer to a) the present or b) the future?

1 I'm _____ to London from Wednesday to Friday.
2 I'm _____ dinner with Mark Taylor.
3 I'm _____ my talk at 2.00.
4 Are you _____ anything on Saturday?
5 We're _____ _____ on Saturday.

b G p.130 Grammar Bank 3B



c Work with a partner. Look at Jake's phone and ask and answer questions.

What's Jake doing at 8.15 in the morning?
He's having a breakfast meeting.

5 SPEAKING

a 3.13 Listen to a conversation. Then listen again and repeat it sentence by sentence. Try to copy the speaker's intonation in the highlighted phrases.

A Would you like to go out for dinner?
B I'd love to.
A Are you free on Thursday?
B Sorry, I'm going to the cinema.
A What about Friday? What are you doing then?
B Nothing. Friday's fine.
A OK. Let's go to the new Italian place.
B Great!

b Practise the conversation with a partner.

c Complete your calendar with different activities for three evenings next week.

MAY	13 Monday	14 Tuesday	15 Wednesday	16 Thursday	17 Friday	18 Saturday
Evening						
19:00						
20:00						
21:00						

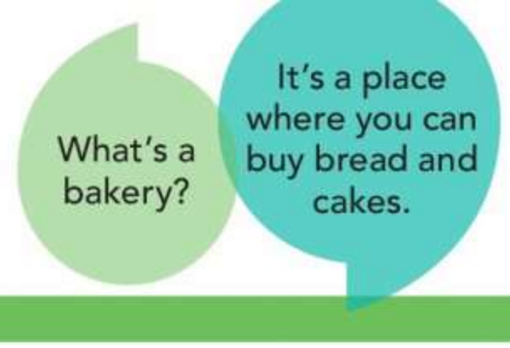
d Talk to other students. Try to find evenings when you are both free and suggest doing something. Write it in your diary. Try to make an arrangement with a different person for every free evening.

Are you free on Tuesday evening?
Sorry, I'm studying for an exam.
What about Wednesday? What are you doing then?

6 WRITING

W p.115 **Writing** An informal email Write an email about travel arrangements.

3C Word games



G defining relative clauses V paraphrasing P silent *e*

1 READING & LISTENING

a Do you like playing word games like Scrabble or doing crosswords? Look at the letters at the top and bottom of this lesson. How many words of four or more letters can you make in three minutes?

b Read about a game show. Is there a similar show in your country? Have you ever seen it?

c Read the text again. Then cover it and answer the questions.

1 What is the aim of the game?
2 How long do contestants have to say all the words?
3 What is the example definition and word for the letter A?
4 What happens if the contestant doesn't know the answer?
5 How does the contestant win the prize?

d 3.14 Victoria is a contestant on the show. She has passed on six letters, and she has 90 seconds left. Listen to the last six definitions. When you hear a 'ping', write the word.

1 _____
2 _____
3 _____
4 _____
5 _____
6 _____

e 3.15 Listen and check.

A TO Z

In this game there is a wheel with 25 letters of the alphabet (not including 'X'). The aim of the game is to complete the alphabet wheel by saying the correct word for each letter in five minutes. The presenter gives the contestant definitions for words starting with the letters, for example, 'A – the place where you catch a plane' = 'Airport'.

To start the game the presenter reads a definition for a word which begins with A and the contestant has to quickly say the word. If the contestant can't think of the word, he or she says 'Pass'. When a contestant passes or gets a word wrong, the presenter goes on to the next letter.

The presenter continues round the wheel to Z, then starts from the beginning again. The presenter repeats the definitions that the contestant passed on or got wrong, until five minutes is up. If a contestant gets all 25 words right, he or she wins the prize.

2 GRAMMAR defining relative clauses

a Look at three of the definitions Victoria heard in the show. Complete them with *who*, *which*, or *where*.

1 It describes a place _____ there are a lot of people.
2 It's an adjective for a person _____ doesn't like studying or working.
3 It's a thing _____ you use in an airport to help you with your cases.

b G p.130 Grammar Bank 3C

3 VOCABULARY & SPEAKING paraphrasing

a What do you usually do if you're talking to someone in English and you don't know a word that you need?

a Look up the translation on your phone.
b Try to mime the word.
c Try to explain what you mean using other words you know.

b 3.17 Complete the useful expressions with these words. Then listen and check.

example kind like opposite similar
somebody something somewhere

Useful expressions for explaining a word that you don't know:

1 It's _____ who shows you round a city or a museum.
2 It's _____ which we use to pay, instead of cash.
3 It's _____ where people go when they want to send a parcel or a letter.
4 It's a _____ of fruit. It's long and yellow.
5 It's the _____ of *expensive*.
6 It's _____ a sweater, but it has buttons.
7 It's _____ to a wallet, but it's for a woman.
8 It's a verb. For _____, you do this to the TV when you've finished watching something.

c What are the words for definitions 1–8?

d Complete the definitions for these words.

1 **a DJ** It's somebody...
2 **an art gallery** It's somewhere...
3 **a camera** It's something...
4 **a passport** It's a kind of...
5 **sunbathe** For example, you do this...
6 **curly** It's the opposite...

e Play A to Z with letters A–E. Think of a word which begins with each letter and write a definition for each word. Then work in groups of three or four. Start with A, and read your definition. Do the other students know the words?

It begins with A. It's a person who...

4 PRONUNCIATION silent *e*

Silent *e*
e at the end of a word is normally not pronounced, but it usually changes the sound of the vowel before it. When a word ends in silent *e*, the preceding vowel sound is usually the same as that letter of the alphabet, e.g. *sit* /sɪt/, *site* /saɪt/, *fat* /fæt/, *fate* /feɪt/.

a Look at two definitions. What are the words? How does the pronunciation of the first word change when you add an *e*?

1 It's a thing which you wear on your head.
_____
2 It's a verb which means the opposite of love.
_____

b Look at some more pairs of words. How do you pronounce them?

bit – bite	not – note
cut – cute	plan – plane

c 3.18 Listen to the definitions for three more similar word pairs. Try to write the words.

1 a _____ – b _____
2 a _____ – b _____
3 a _____ – b _____

d How do you pronounce the words below?

e 3.19 Listen and check.

5 SPEAKING

C Communication Split crossword
A p.103 B p.109 Ask your partner for definitions to complete your crossword.

What's two across? *It's a place where...*

EPISODE 2

Practical English Restaurant problems

at the restaurant | V restaurants

1 IN THE NEW YORK OFFICE

a 3.20 Watch or listen. Mark the sentences **T** (true) or **F** (false).

1 The New York office is smaller than the London office.
2 Barbara is the editor of the magazine.
3 Rob has never been to New York before.
4 Barbara is going to have lunch with Rob and Jenny.
5 Holly is going to work with Rob.
6 Holly wants to go to the restaurant because she's hungry.

b Watch or listen again. Say why the **F** sentences are false.

2 VOCABULARY restaurants

a Do the restaurant quiz with a partner.

RESTAURANT QUIZ

What do you call...?

1 the book or list which tells you what food there is
2 the three parts of a meal
3 the person who serves you
4 the piece of paper with the price of the meal
5 extra money you leave if you are happy with your meal or with the service

What do you say...?

6 if you want a table for four people
7 when the waiter asks you what you want
8 when you are ready to pay

b 3.21 Watch or listen and check.

3 AT THE RESTAURANT

a 3.22 Cover the conversation on p.29 and watch or listen. Answer the questions.

1 What do Jenny, Rob, and Holly order?
2 What problems do they have?

b Watch or listen again. Complete the **You hear** phrases.

You hear	You say
Are you ready to [1]_____?	Yes, please.
Can I get you something to [2]_____ with?	No, thank you. I'd like the tuna with a green salad.
And for you, sir?	I'll have the steak, please.
Would you like that with fries or a baked [3]_____?	Fries, please.
How would you like your steak? Rare, [4]_____, or well done?	Well done.
	Nothing for me.
OK. And to [5]_____?	Water, please.
[6]_____ or sparkling?	Sparkling.
The tuna for you ma'am, and the steak for you, [7]_____.	I'm sorry, but I asked for a green salad, not fries.
No problem. I'll [8]_____ it.	
	Excuse me.
Yes, sir?	Sorry, I asked for my steak well done and this is rare.
I'm really sorry. I'll [9]_____ it back to the kitchen.	

c 3.23 Watch or listen and repeat the **You say** phrases. Copy the rhythm.

d Practise the conversation with a partner.

e In pairs, role-play the conversation.

A You are the waiter / waitress. You begin with *Are you ready to order?*

B You are in the restaurant. Order a steak or tuna.

A Offer **B** fries, a baked potato, or salad with the steak or tuna.

B There is a problem with your order. Explain it to the waiter / waitress.

A Apologize, and try to solve the problem.

f Swap roles.

4 HOLLY AND ROB MAKE FRIENDS

a 3.24 Watch or listen to Rob, Holly, and Jenny. Do they enjoy the lunch?

b Watch or listen again and answer the questions.

1 What's Rob going to write about?
2 How does Holly offer to help him with interviews?
3 What does she say they could do one evening?
4 What's the problem with the check?
5 Why does Jenny say it's time to go?
6 Do you think Jenny wanted Holly to come to lunch?

British and American English
check = American English *bill* = British English

c Look at the **Social English** phrases. Can you remember any of the missing words?

Social English

1 **Holly** _____ tell me,...
2 **Rob** Well, to _____ with...
3 **Rob** Do you have any _____?
4 **Rob** That would _____ great.
5 **Jenny** _____ we have the check (bill), please?
6 **Jenny** Excuse me, I think there's a _____.
7 **Jenny** OK, _____ to go.

d 3.25 Watch or listen and complete the phrases. How do you say them in your language? Then watch or listen again and repeat the phrases.

e Complete conversations A–G with **Social English** phrases 1–7. Then practise them with a partner.

A	☐	Yes, it's getting late.
B	☐ We had two glasses of wine, not three.	I'm really sorry. I'll go and change it.
C	We want to go to a good pizzeria. ☐	Mimmo's in Park Avenue is great.
D	Let's go the theatre tonight.	Yes. ☐
E	So what was wrong with your hotel?	☐ my room was tiny. Then the wi-fi didn't work.
F	Would you like coffee or a dessert?	No, thanks. ☐
G	☐ how long are you staying here?	Until Friday.

CAN YOU...?

- ☐ order food in a restaurant
- ☐ explain when there is a problem with your food, the bill, etc.
- ☐ ask what somebody is going to do today

4A Who does what?

G present perfect + *yet, just, already* **V** housework, *make* or *do*? **P** the letters *y* and *j*

1 READING & VOCABULARY
housework, *make* or *do*?

a Read the headlines. The same word is missing in each one. What do you think it is?

1 Doing _____ is as good as going to the gym

Adapted from the British press

Doing exercise for 30 minutes a day is good for your health, a new Canadian study has found. The study looked at 130,000 people in 17 countries. Only 3% of the people did 30 minutes of sport a day, like running or swimming. But the researchers found that you don't need to do sport or go to the gym – any form of physical activity is good for you, including housework. Activities like doing the cleaning are really good exercise, so you can stay healthy and have a clean house at the same time.

2 NEW SPANISH LAW: children must help their parents with _____

Adapted from the British press

Is it a battle to get your kids to help with housework? Think about moving to live in Spain, where the government has decided that children under the age of 18, both boys and girls, have an obligation to 'participate in family life' – and that includes doing housework. However, they don't say what happens to children who say no when their parents ask them to do something.

Your comments

1 **A** Maybe housework is good exercise, but sport is more fun.

B My children all do housework – I don't need the government's help.

C Great idea. More countries need to do this.

D This can't be true. 30 minutes of cleaning and 30 minutes of running are not the same thing.

E Nice idea, but impossible in real life.

F I hate exercise, but I also hate housework. What can I do?

b Read the articles and check. Then read the online comments and match A–F to articles 1 or 2. Which comments do you agree with?

c Look at article 1 again. Which verb goes before *housework*, *sport*, and *the cleaning*?

d **V p.154 Vocabulary Bank** Housework, *make* or *do*?

2 SPEAKING

Answer the questions in pairs.

Your country

- Do men and women both do housework? Who does more? Do you think this is fair?
- In a typical family how much housework do teenagers do? What kind of jobs do they do?
- What housework do you think younger children (e.g. seven- and eight-year-olds) can do?

You

- Who does the most housework in your house or flat? Is everyone happy with this? Do you ever argue about it?
- What housework do you do? How often do you do it?
- What housework do you hate doing? What don't you mind doing?
- Is there any housework you enjoy doing? Do you ever find housework relaxing?
- Have you done any housework today? What?

3 GRAMMAR
present perfect + *yet, just, already*

a Look at the pictures and read the conversations. Then complete them with a past participle from the list.

been broken come done ~~finished~~ made put started

1 **A** Have you *finished* the washing-up?
B Not yet.
A Have you _____ it?
B Er…yes.
A What's that noise? Have you _____ something?
B Sorry. Only a glass.

2 **A** What's for dinner?
B I don't know. I haven't _____ anything. I've just _____ home.
A Is there anything in the fridge?
B Not much. I haven't _____ to the supermarket yet.
A Oh!
B Maybe you can go?

b 4.3 Listen and check. Do you ever have conversations like this? Who with?

c Look at the highlighted words in the conversations. Then match sentences 1–4 to a–d.

1 He's made lunch. ___
2 He's just made lunch. ___
3 He's already made lunch. ___
4 He hasn't made lunch yet. ___

a He's going to make lunch later.
b He made lunch earlier than usual.
c He made lunch very recently.
d Lunch is ready.

d G p.132 Grammar Bank 4A

4 PRONUNCIATION & SPEAKING
the letters *y* and *j*

a 4.6 Listen and repeat the words and sounds.

b 4.7 Listen and repeat the pairs of words. How are the letters *y* and *j* pronounced at the beginning of words?

1 a yet b jet
2 a yes b Jess
3 a yours b jaws

c 4.8 Listen. Which word did you hear?

d 4.9 Listen and write five sentences. Then practise saying them.

e 4.10 Listen. Say what's just happened.

1 *She's just broken a glass.*

f C **Communication** Has he done it yet? p.104 Say what Max has already done or hasn't done yet.

5 LISTENING

a Look at the photo. Does this situation often happen where you live?

They **hate** cleaning... but they want to live in a **clean tidy house**. What do they need?

The Lazy Person's Guide to a clean and tidy home: quick cleaning tricks for people who hate cleaning.

b You're going to listen to a video blog of *The Lazy Person's Guide to a clean and tidy home*. Look at tips 1–7. With a partner guess what the missing words are.

1 Clean quickly but _____.
2 Keep cleaning products in the _____ place.
3 Clean the _____ regularly.
4 Use your dishwasher to _____ things.
5 Tell people to take off _____ _____ when they come in.
6 Use your socks to clean the _____.
7 Listen _____ _____ while you clean.

c 4.11 Listen and check. How many did you guess right?

d Listen again and answer the questions about each tip.

1 How long should you clean for and how often? What can you do to motivate yourself?
2 What is the right place to keep cleaning products? What happens if you don't know where the product is?
3 How does he recommend cleaning the microwave?
4 Why does he mention flip-flops and tools?
5 What does he suggest you do if people refuse to cooperate?
6 What kind of floor does this work for? What do you need to do when you finish cleaning?
7 What kind of housework is this especially good for?

e Can you think of anyone who would find the *The Lazy Person's Guide to a clean and tidy home* useful? Do you have any other tips?

4B In your basket

Have you been to Zara recently?

Yes, I bought this coat there.

G present perfect or past simple? (1) **V** shopping **P** c and *ch*

1 SPEAKING & VOCABULARY shopping

a Look at the photos of some global chain stores. Talk to a partner.

1 What do they sell?
2 Do you know which country they started in?
3 Do you have them in your country or city? If not, would you like to have them? Why (not)?
4 Do you ever buy from their websites?
5 What other big chain stores are there in your city?
6 Which chain stores do you go to most often?
7 Do you prefer shopping at chain stores or independent shops? Why?

b **V p.155 Vocabulary Bank** Shopping

2 PRONUNCIATION *c* and *ch*

a How is *c* pronounced in these words? Put the words in the correct row.

account auction city click clothes credit card customer proceed receipt shopping centre

k key	
s snake	

b 4.15 Listen and check. When is *c* pronounced /s/?

c 4.16 How is *ch* usually pronounced? Listen and circle the words where *ch* is pronounced differently. How are they pronounced?

changing rooms cheap checkout chemist's choose cash machine

d Practise saying the words in **a** and **c**.

3 GRAMMAR present perfect or past simple? (1)

a 4.17 Listen to Kate, Rosie and John answering questions about shopping. Which chain stores from **1a** do they mention?

b Listen again. What did each person buy? Are they happy with what they bought?

c 4.18 Look at the beginning of Kate's interview. What do you think the missing verbs are? Listen and check.

A [1]_____ you _____ to a chain store recently?
B Yes, I [2]_____. I [3]_____ to H&M three weeks ago.
A And what [4]_____ you _____?
B I [5]_____ a skirt.

d What tense is the first question and short answer? What tense is the rest of the interview?

e **G p.132 Grammar Bank 4B**

f In pairs, ask and answer the questions.

Have you been to a chain store recently?
Where did you go?
When did you go there?
What did you buy?
Are you happy with it?

4 SPEAKING

a Complete the questions with the past participle of the verb.

1 Have you ever _____ (buy) or _____ (sell) anything on eBay or a similar website? What did you buy or sell?
2 Have you ever _____ (buy) something online and had a problem with it? What was it? What did you do?
3 Have you ever _____ (get) to the supermarket checkout and then found you didn't have enough money? What did you do?
4 Have you ever _____ (lose) a bank card? Where did you lose it? Did you get it back?
5 Have you ever _____ (try) to take something back to a shop without the receipt? Did they change it?
6 Have you ever _____ (have) an argument with a shop assistant? What was it about?

b Ask other students question 1. Try to find somebody who says *Yes, I have*. Then ask them the past simple questions. Do the same for questions 2–6.

5 READING

a Read the introduction to the article. Are there any areas with a lot of the same kinds of shops where you live?

b Look at the four pictures of ice cream sellers on a beach. Which situation do you think is best for the customers? Why?

c Read the article and check your answer to **b**.

d Read the article again and complete the paragraphs with phrases A–D.

A she moves to the middle of the beach, too
B he puts it in the middle of the beach
C they divide the beach into two halves, A and B
D he goes back to the middle of the beach

e Look at the sentence from the article. What's the singular of the highlighted noun? What's the plural of the nouns in the list?

They divide the beach into two halves.

leaf life knife shelf wife

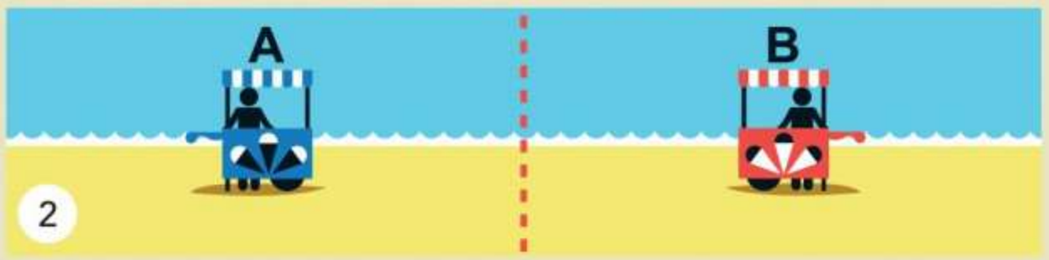
f Do you think it's a good or bad thing to have similar shops near each other? Have you ever travelled a long way to go to a shop? Why? How far did you travel?

The story of the ice cream sellers

Have you ever noticed that you often find the same kinds of shops together in the same street? Why are they together? Economics gives us one explanation...

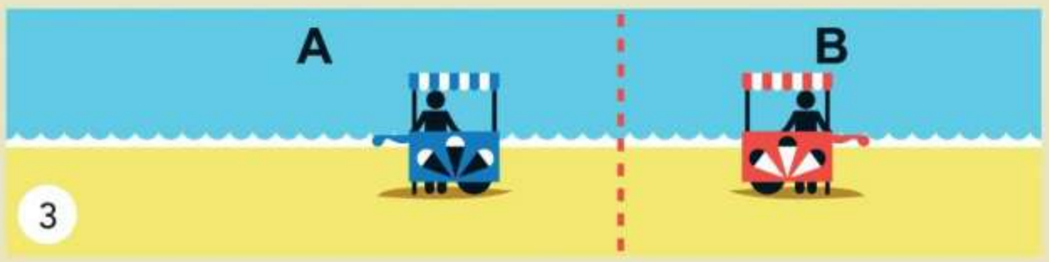
Imagine a beach a kilometre long, full of sunbathers. The sun is shining, the sea is warm. An ice cream seller called George arrives. Where does he put his ice cream cart? Obviously, [1]_____, where the sunbathers can easily walk to him and buy an ice cream.

Later that day, a second ice cream seller, Georgina, arrives. George and Georgina talk for a while and decide that the best solution is this: [2]_____, and they each put their ice cream cart in the middle of their half.



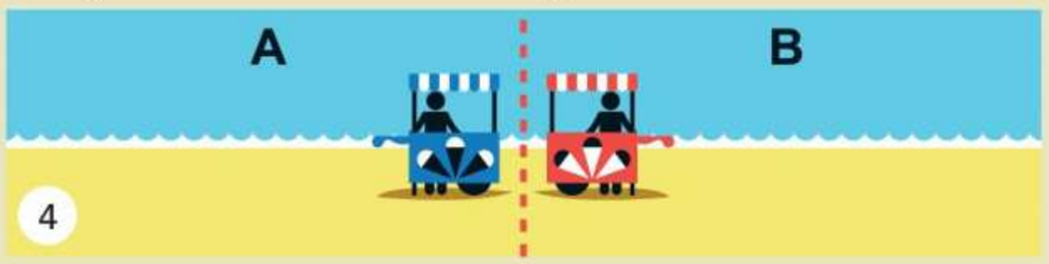
In zone A of the beach the customers go to George, and in zone B they go to Georgina. This is good for the customers, because nobody needs to walk more than 250 metres for an ice cream.

But George isn't happy – he only has 50% of the customers that he had before. So [3]_____.



Zone A is now bigger than zone B, and George has more customers and makes more money, but some of his customers need to walk 500 metres to get their ice cream.

Of course, Georgina sees what George has done, and now she isn't happy – she's going to lose money. So [4]_____, and gets 50% of the customers again.



The result is this:

- George and Georgina end up next to each other.
- They both get 50% of the customers.
- More customers need to walk further for an ice cream.

So what's good for businesses isn't always good for customers.

4C #greatweekend

G *something, anything, nothing,* etc. **V** adjectives ending *-ed* and *-ing* **P** /e/, /əʊ/, and /ʌ/

1 READING

a Read four tweets about weekends. Which two do you think are true?

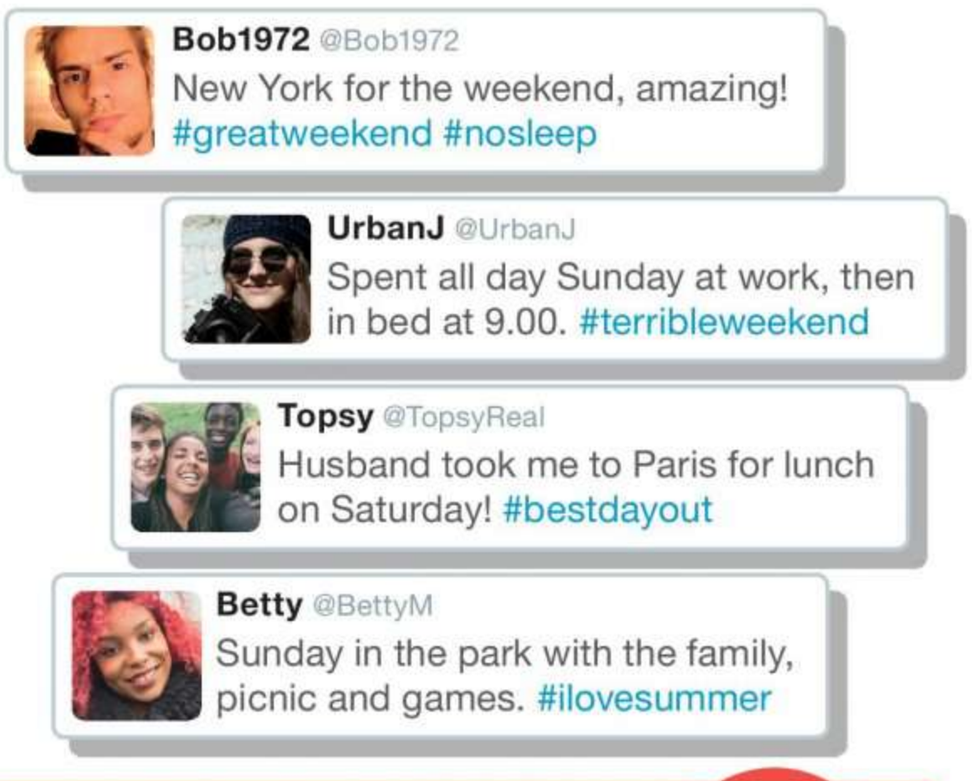
b Read the article *A boring weekend?*. Then read the tweets again. Which do you think are probably not true? Why?

c Read the article again. Correct the wrong information.

1 One in ten people sometimes lie about their lives on social media.
2 When people read about what their friends are doing, they are happy for them.
3 People invent stories about their weekend because they want their families to think they have exciting lives.
4 Some people put on fake tan on Sundays so that people at work think they look good.
5 Young women are the biggest liars.
6 People's online lives are the same as their real lives.

d Talk to a partner.

1 What do you usually answer when people ask you 'Did you have a good weekend?' Is it always true?
2 When was the last time you had a really exciting weekend? What did you do?



2 VOCABULARY adjectives ending *-ed* and *-ing*

a Look at the two highlighted words in the article. Which word describes...?

1 how a person feels
2 a thing or a situation

b 4.21 Circle the correct adjective in the questions below. Listen and check. How do you say the adjectives?

1 a Do you think Sundays are usually *bored / boring*?
  b Are you *bored / boring* with your job or studies?
2 a What kind of weather makes you feel *depressed / depressing*?
  b Do you think the news is always *depressed / depressing*?
3 a What activities do you find *relaxed / relaxing*?
  b Do you usually feel *relaxed / relaxing* at the end of the weekend? Why (not)?
4 a Have you read any *interested / interesting* articles or books recently?
  b What sports are you *interested / interesting* in?
5 a Are you *excited / exciting* about your next holiday?
  b Are you doing anything *excited / exciting* next weekend?
6 a What were you *frightened / frightening* of when you were a child?
  b Do you find storms *frightened / frightening*?

c Ask and answer the questions with a partner. Give more information if you can.

A boring weekend?
Don't tell anybody!

A new survey has shown that 20% of British people tell lies about their weekend on social media.

The survey, by a travel website, shows that people invent stories to make their lives appear more interesting than they really are. Psychologist Judi James, one of the organizers of the survey, said, 'When some people read their friends' posts and see their photos on Facebook, Twitter, and Instagram, they begin to feel jealous of them. They think that their friends are having a much more exciting life. So they invent details about their own weekend.'

One of the main reasons people give for inventing these stories is to have something to talk about on Monday morning at work or at school. This is because they don't want other people to think that they have a boring life. The most popular lies people tell are that they went to a party or went away for the weekend, and 3% of people even put on fake tan on Sunday night to make their colleagues think they've had a weekend away in the sun. One person in ten invents a romantic break with their partner.

People aged 18 to 24 are the ones who most often tell lies on social media and men lie more often than women. Only 20% of people interviewed said that they always told the truth in posts.

Judi James said: 'Social media is becoming increasingly important in our lives, and it seems we're living one life online and another in reality.'

So when you are feeling jealous on a Saturday night because your best friend is having a romantic dinner with her boyfriend in Venice, stop and ask yourself, 'Is she really there, or is she just sitting at home feeling bored like me?'

Adapted from the British press

3 GRAMMAR *something, anything, nothing,* etc.

a Read the tweets. Complete the hashtags with *goodweekend* or *badweekend*.

1
Saturday night, friends away, ordered takeaway, but nothing on TV. 😢
#_____

2
Very excited! We're going somewhere hot and sunny – see you all on Monday!
#_____

3
Had two theatre tickets for Saturday night but couldn't find anybody to go with me! Nobody loves me. 😕 #_____

b Look at the highlighted words in **a**. Complete the rules with *people*, *places*, or *things*.

1 Use *something*, *anything*, and *nothing* for _____.
2 Use *somewhere*, *anywhere*, and *nowhere* for _____.
3 Use *somebody*, *anybody*, and *nobody* for _____.

c G p.132 Grammar Bank 4C

4 PRONUNCIATION /e/, /əʊ/, and /ʌ/

a What sound do the pink letters make, a, b, or c?

a egg | b phone | c up

1 Nobody knows where he goes.
2 Somebody's coming to lunch.
3 I never said anything.
4 I've done nothing since Sunday.
5 Don't tell anybody about the message.
6 There's nowhere to go except home.

b 4.23 Listen and check. Practise saying the sentences.

c 4.24 Listen and answer the questions. Follow the example.

1 *What did you buy?* *Nothing. I didn't buy anything.*

5 SPEAKING

a Look at the questions in **b**. Plan your answers. Answer them truthfully, but **invent one answer** to make your weekend sound more exciting.

b Work with a partner. Interview each other with the questions. **A** ask **B** all the questions, then swap. Try to guess which answer your partner invented.

Did you have a good weekend?

Friday
- Did you go anywhere exciting on Friday night?

Saturday
- Did you do anything in the house (cleaning, etc.) on Saturday morning?
- Did you go shopping? Did you buy anything?
- Did you need to work or study?
- What did you do on Saturday night?

Sunday
- Did you go anywhere nice on Sunday?
- What did you have for lunch?
- Did you do anything relaxing in the afternoon?

6 VIDEO LISTENING

a Watch the documentary *The history of the weekend*. Mark the sentences **T** (true) or **F** (false).

1 In the 19th century Manchester was the home of the cotton industry.
2 Until 1843 factory workers only had Sundays free.
3 Then Robert Lowes and some other men asked factory owners to give their workers all day Saturday off too.
4 One reason why they wanted people to have more free time was so that they could go shopping.
5 The factory owners agreed to close their factories at 3 o'clock on Saturdays.
6 People started to relax more and play more sports.
7 St Mark's football club was started, which later became Manchester United.
8 By the 1950s most people had a two-day weekend.
9 In the 1990s shops started to open on Sundays.
10 Most British workers think a three-day weekend wouldn't make people happier.

b How long is the weekend where you live? Are shops and businesses open? Do you think this is a good thing?

What do you think of the idea of a 'four-day week'?

1,805 ♥ 23,774

3&4 Revise and Check

GRAMMAR

Circle a, b, or c.

1 How long ____ to stay in Italy?
a do you go b are you going c you are going
2 I think the party ____ be really fun this evening.
a is going b goes to c is going to
3 He ____ to look for a job until next year.
a isn't going b doesn't go c not going
4 ____ to the cinema after class this evening.
a I go b I'm going c I going
5 A What time ____ tomorrow? B At 8.00.
a you leave b do you leaving c are you leaving
6 He's the man ____ lives next door to Alice.
a who b which c where
7 Is that the shop ____ sells Italian food?
a who b which c where
8 A ____ your bed? B No, I'm going to do it now.
a Have you made b Have you make
c Has you made
9 A Has Anne arrived ____? B No, but she's on her way.
a yet b just c already
10 ____ already seen this film! Let's watch something else.
a We're b We haven't c We've
11 A ____ been to Africa? B No, never.
a Have you ever b Did you ever c Were you ever
12 A When ____ those shoes? B Last week.
a do you buy b have you bought c did you buy
13 I've never ____ this coat. It's too small.
a wear b worn c wore
14 There's ____ at the door. Can you go and open it, please?
a something b someone c somewhere
15 I don't want ____ to eat, thanks. I'm not hungry.
a nothing b anything c something

VOCABULARY

a Complete with a preposition.

1 We arrived _____ Prague at 7.15.
2 I'm coming! Wait _____ me.
3 What did you ask _____, meat or fish?
4 A Are you going to buy the flat?
B I don't know. It depends _____ the price.
5 How much did you pay _____ those shoes?

b Complete with *make* or *do*.

1 _____ the shopping
2 _____ a mistake
3 _____ an exam
4 _____ exercise
5 _____ a noise

c Complete the missing words.

1 Dinner's ready. Please could you l_____ the table?
2 I'll cook if you do the w_____-up.
3 Where are the changing rooms? I want to tr_____ o_____ this sweater.
4 If you want to take something back to a shop, you need to have the r_____.
5 These trainers don't f_____ me. They're too big.
6 The flight to Berlin is now leaving from G_____ 12.
7 If you have a lot of luggage, you can find a tr_____ over there.
8 If you don't have a boarding pass, you need to go to the ch_____-i_____ desk.
9 International flights depart from T_____ 2.
10 There are l_____ to the first and second floors.

d Circle the correct adjective.

1 This exercise is really *bored / boring*.
2 I never feel *relaxed / relaxing* the day before I go on holiday.
3 It was a very *excited / exciting* match.
4 Jack is a bit *depressed / depressing*. He lost his job.
5 Are you *interested / interesting* in art?

PRONUNCIATION

a Practise the words and sounds.

Vowel sounds

Consonant sounds

b P p.166–7 **Sound Bank** Say more words for each sound.

c What sound in **a** do the pink letters have in these words?

1 trolley 2 guide 3 who 4 clothes 5 chain

d Underline the stressed syllable.

1 de|par|tures
2 a|rrive
3 o|ppo|site
4 some|bo|dy
5 ex|ci|ting

CAN YOU understand this text?

a Read the article. How many different ways of making new words are mentioned in the text?

b Read the article again and answer the questions.

1 How often does the *OED* add words to its online dictionary?
2 How was the word *vlog* created?
3 What part of speech was *text* until the 20th century?
4 What language do *barista* and *latte* come from?
5 Why did we need to invent words like *wi-fi*?
6 Which came first: *brunch*, *newspaper*, or *café*?

CAN YOU understand these people?

4.25 Watch or listen and answer the questions.

Sean Susie Caroline Albert Mick

1 Sean went to the airport to ____.
a travel to Tenerife **b** meet his mother
c drop off his brother

2 Susie ____ tonight.
a isn't doing anything **b** is going to a family party
c is going out with friends

3 The only thing Caroline doesn't mind doing is ____.
a cleaning the bathroom **b** cooking
c cleaning the kitchen

4 The clothes which Albert bought online ____.
a were the wrong size **b** took a long time to arrive
c were the wrong colour

5 Mick once missed a flight because ____.
a he went to the wrong gate
b he went to the wrong terminal **c** he woke up late

CAN YOU say this in English?

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

Can you...?

1 ☐ talk about three plans you have for next month using *going to*, and make three predictions
2 ☐ say three arrangements you have for tomorrow using the present continuous
3 ☐ use paraphrasing to explain these words:
a a tweet **b** a gastropub **c** a selfie stick
4 ☐ say three things you have already done or haven't done yet today
5 ☐ ask a partner three questions about his / her experiences using *ever*. Answer your partner's questions
6 ☐ say three sentences using *something*, *anywhere*, and *nobody*

900 new words in 3 months

Everyone knows the English language is changing. Every three months the *OED* (Oxford English Dictionary) publishes updates to its online dictionary. One recent update contained 900 new words, new expressions, or new meanings for existing words. But where do they all come from?

New words are created in many different ways. We can make a new word by combining two words, like **gastropub** (*gastronomy* + *pub*) or **vlog** (*video* + *blog*). Sometimes we put two words together in a new way, for example **road rage** or **selfie stick**.

We also find that nouns can change into verbs. Take the word **text**. **Text** was always a noun (from about 1369, according to the *OED*), but it is now very common as a verb, **to text** somebody. Other new words already existed but with a different meaning. For example, **tweet** was the noise that a bird makes, but now we use it more often (as a verb or a noun) for a message that people put on the social networking site Twitter.

Another way in which we make new words is by 'adopting' words from foreign languages, like **barista** or **latte** (imported from Italian when coffee bars became really popular in the UK in the 1990s).

A lot of new words come from the names of brands or companies, for example we **Skype** each other and we **google** information. We also need more general words to describe new technology or new gadgets: **wi-fi**, **ringtone**, and **smartphone** are some examples.

The invention of new words is not a new phenomenon. The word **brunch** (*breakfast* + *lunch*) first appeared in 1896, **newspaper** (*news* + *paper*) in 1667, and English speakers started to use the word **café** (from French) in the late 19th century. The difference now is how quickly new words and expressions enter the language and how quickly we start to use and understand them.

5A I want it NOW!

G comparative adjectives and adverbs, *as…as* **V** types of numbers **P** /ə/

1 READING & SPEAKING

a Look at the questionnaire. In pairs, ask and answer the questions. Answer with *often*, *sometimes*, or *never*.

HOW FAST IS YOUR LIFE?

1. Do people tell you that you talk too quickly?
2. Do you get impatient when other people are talking?
3. Are you the first person to finish at mealtimes?
4. When you are walking along a street, do you feel frustrated when you are behind people who are walking more slowly?
5. Do you get irritable if you sit for an hour without doing anything, e.g. waiting for the doctor?
6. Do you walk out of shops and restaurants if there is a queue?

b **C Communication** How fast is your life? p.109
Read the results. Do you agree?

c Read the article. What is the main reason why life is faster today?

d In **two minutes** find the answers to questions 1–8 in the article.

1 How do we feel when things don't happen immediately?
2 What has changed the way we meet people?
3 How much faster are we walking than in the past?
4 How many Google searches are made every hour?
5 How many people decide not to go back to a web page if it takes more than ten seconds to load?
6 What do some Facebook users expect to get less than a minute after posting a picture?
7 How long are British people prepared to wait for a bus?
8 Which activity do they find more annoying, waiting for a replacement credit card or for a shopping delivery?

e Underline six technology words in the article.

f Answer the questions with a partner.

1 Do you think the statistics are true in your country?
2 Which of the 'time-wasting' activities annoys you the most? Why?
3 Do you think it's a good thing that life is getting faster? Why (not)?

I WANT IT, AND I WANT IT NOW! Why are we so impatient?

Tuesday 22 Oct 6:00 am

Whatever happened to patience?
We don't like waiting for things anymore. With faster broadband, instant searches, and immediate downloads, we expect things to happen immediately, and if they don't we get impatient.

Fast food restaurants have changed the way we eat. The growth of mobile phone apps like Tinder has changed the way we meet new people. We don't need to wait a week to see the next episode of a TV series – we can download it on Netflix. We are even walking 10% faster than 20 years ago, and talking more quickly. Everything is getting faster, but is it getting better? That depends on how fast you like to live.

More than **125m** Google searches are made every hour.

50% of users leave a web page that doesn't load in ten seconds. Three out of five people don't return to that site.

1/3 of British people expect a 'like' on a Facebook picture in less than a minute after posting it.

The average British person is only prepared to wait **4** minutes to get a drink in a bar...

...and **6** minutes for a bus.

British people's most hated time-wasting activities are (in order):

1 waiting to be connected on the phone
2 waiting for a replacement credit card
3 waiting for a shopping delivery
4 waiting for a delayed flight
5 being stuck in traffic

Adapted from the British press

2 VOCABULARY types of numbers

a Look at the green numbers in the top row of the infographic in **1c**. How do you say them?

b 5.1 Listen and check.

c How do you say these numbers and dates?

184	3,025	2,500	25th May	$6,000,000	75%	2/3	9.2

d 5.2 Listen and check.

e 5.3 Listen and write the numbers.

1 *213*

f Answer the questions with a partner.

1 When's your birthday?
2 What's the number of your house or building?
3 What's the population of your town or city?
4 What's the average price of buying or renting a two-bedroom flat there?
5 What percentage of the day do you normally spend working or studying?

Saying approximate numbers
about 500 **at least** 12 a day **between** 2,000 and 3,000

3 GRAMMAR & PRONUNCIATION
comparative adjectives and adverbs, *as…as*; /ə/

a Look at the highlighted words in the sentences. Are they adjectives or adverbs?

1 My husband's life is very busy, and he's sometimes stressed.
2 My sister walks and talks very quickly.
3 Some young people eat a lot of fast food.
4 If things don't happen as fast as I want them to, I get impatient.
5 Some people don't think living faster is a bad thing.
6 I think in general I live well.

b Circle the correct form.

1 Life is *faster / more fast* than before.
2 Traffic in cities is *more bad / worse* than it was.
3 Everybody is *busyer / busier* than they were five years ago.
4 We are *more stressed / stresseder* than our grandparents were.
5 We do everything *more quickly / quicklier.*
6 People aren't *as patient as / as patient than* they were before.

c G p.134 Grammar Bank 5A

d 5.6 Listen to the sentences in **b**. What is the vowel sound for…?

1 final *-er* in a comparative adjective, e.g. *faster*
2 *as* and *than*

e Listen again and repeat the sentences. Copy the rhythm and try to get the /ə/ sound right.

4 LISTENING & SPEAKING

a 5.7 Look at question 1 below. Listen to five people talking about five different things. What are they talking about? Write the numbers of the speakers next to the topics.

b 5.8 Listen again and check. Then answer the questions with the number of the speaker. Who…?

a ☐ spends the same time on something as before, but divides his / her time differently
b ☐ spends more time doing something online
c ☐ spends less time on something because of not living in the city now
d ☐ spends more time on something because it's good for him / her
e ☐ spends more time on something because of living with his / her partner

c Answer questions 1–3 in **a** in small groups. Whose life has changed the most?

I spend more time studying than before because I'm in my last year at university and we have our final exams at the end of the year.

5B Twelve lost wallets

What's the most beautiful beach you've ever been to?

Isla Cristina in Andalucia, Spain.

G superlatives (+ *ever* + present perfect) V describing a town or city P sentence stress

1 VOCABULARY describing a town or city

a Think about how to answer these questions about where you live. Compare your answers with a partner.

- Do you live in a village, a town, or a city?
- Where is it?
- How big is it? What's the population?
- What's it like?

b V p.156 **Vocabulary Bank** Describing a town or city

2 GRAMMAR superlatives (+ *ever* + present perfect)

a Look at the photos. Which countries are the cities in? What do you know about them? Have you been to any of them?

b The seven cities in **a** all did very well in a recent survey. With a partner, try to guess which cities were the winners in the different categories. Use the photos to help you.

c Look at the categories in the survey. Think about your city. Would it do well in any of them?

d Look at the highlighted superlative adjectives in the survey. How do you make the superlative of...?

1 a one-syllable adjective
2 a two-syllable adjective that ends in consonant + *y*
3 a three-syllable adjective
4 *good*

e G p.134 **Grammar Bank 5B**

TripAdvisor World Cities Survey is based on responses from over 54,000 travellers' reviews for cities around the world.
The survey looked at different categories, from how clean the cities were to how friendly the taxi drivers were.

OVERALL WINNER [1] _____
It came first in five of the categories, with the cleanest streets and the best public transport.

OTHER CATEGORY WINNERS:

The easiest to get around	[2] _____
The best value for money	[3] _____
The friendliest taxi drivers	[4] _____
The most exciting nightlife	[5] _____
The most family-friendly	[6] _____
The best attractions	[7] _____

Adapted from a website

3 LISTENING

a Read about a recent experiment. Then cover the text and in your own words explain how the experiment worked.

What are the **most** (and least) honest cities in the world?

***Reader's Digest* organized an experiment to try to find out…**

Their reporters 'lost' 12 wallets in 16 cities around the world. They left the wallets in different areas of each of the chosen cities, places like shopping malls, or in parks, or on the pavement. In each wallet there was the equivalent of 50 dollars in local currency, a family photo, and a couple of business cards with a name and phone number. A reporter waited somewhere near each wallet to see what happened. Another reporter answered the phone when people called to report the lost wallet, and then met the people and asked them why they returned the wallet.

Adapted from a website

b Look at the 16 cities from the experiment. Which do you think was the most honest? Which do you think was the least?

☐ Amsterdam	☐ Lisbon	☐ Mumbai	☐ Zurich
☐ Berlin	☐ Ljubljana	☐ New York	
☐ Budapest	☐ London	☐ Prague	
☐ Bucharest	☐ Madrid	☐ Rio de Janeiro	
☐ Helsinki	☐ Moscow	☐ Warsaw	

Ranking things in order
Things are normally ranked from first to last. If two things have the same ranking, e.g. if they are both second, they are called ***joint second***, etc. *USA won the most Olympic medals. China and Germany were joint second* (= they won the same number of medals).

c 5.13 Listen to a reporter talking about the results of the experiment. Rank the nine cities he mentions in the correct order in **b**.

d Listen again for more details. Answer the questions.

1 In which city did someone say…?
   a his wife once lost her wallet
   b people in his country were very honest
   c people need to help each other
   d she teaches her children to be honest
   e you can never know if the wallet belongs to a poor person
2 What percentage of the wallets were returned? Did the people who gave them back have anything in common?

e Think about your city or the nearest big city to where you live. In this experiment, do you think it would come in the top three, in the bottom three, or somewhere in the middle? Why?

4 PRONUNCIATION & SPEAKING
sentence stress

a 5.14 Listen and complete the questions with a superlative adjective.

1 What's the *most beautiful* city you've ever been to?
2 What's the _____ holiday you've ever had?
3 What's the _____ film you've ever seen?
4 What's the _____ sporting event you've ever watched?
5 What's the _____ thing you've ever bought?
6 Who's the _____ person you've ever met?
7 What's the _____ sport you've ever done?
8 What's the _____ subject you've ever studied?

b Listen again and repeat the questions. Copy the rhythm.

c Work with a partner. **A** answer question 1 with a sentence. **B** ask for more information. Swap roles for question 2, etc.

The most beautiful city I've ever been to is Rio de Janeiro.
When did you go there?

5 WRITING

Wp.116 **Writing** Describing where you live
Write a description of your town or city.

5C How much is enough?

How much water do you drink? Not enough!

G quantifiers, *too, (not) enough* **V** health and the body **P** /ʌ/

1 SPEAKING & LISTENING

a Answer the questions with a partner.

What do you drink?

1 **What did you have to drink yesterday? Say at what time, and how much.**

2 **What do you usually drink...?**

- for breakfast
- mid-morning
- mid-afternoon
- with lunch and dinner
- before you go to bed
- when you go out for a drink with friends
- when you are celebrating something

3 **Is there anything you never drink? Why?**

4 **Do you ever drink out of a can or a bottle? What?**

b 5.15 Listen to a nutritionist talking about what kind of liquids we should drink. Write the drinks from the list in the correct place on the jug. What kind of drinks should we never drink?

water | diet coke | alcohol | low-fat milk | tea and coffee | fruit juice

c Do you agree with what the nutritionist says? How similar is her advice to what you drink every day?

2 READING & VOCABULARY health and the body

a Is there anything you drink that some people say is good for you and other people say is bad?

b Read the article *Are they really good and bad?* on p.43. Match the highlighted medical words to the pictures.

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

c 5.16 Listen and check. Practise saying the words. What do you think *heart attack* and *blood pressure* mean?

d Read about each drink again. In pairs, decide which drinks you think have...?

a more advantages than disadvantages
b more disadvantages than advantages

e Do you agree with the information in the article? Have you read or heard anything recently which contradicts anything in the article?

ARE THEY REALLY GOOD *AND* BAD?

How do we know what to believe when doctors give us advice about what to drink and what not to drink? Every week, it seems, a scientific study contradicts last week's research. Jeremy Laurance reviews the latest medical research into drinks.

ALCOHOL

GOOD: For the heart, in small amounts, according to some studies. Two small glasses of red wine a day can cut the risk of heart attack by 30%, especially for middle-aged men.

BAD: For the liver. Liver disease is increasing. Some studies also say that one drink a day increases a woman's risk of all types of cancer by 6%. Other recent studies suggest that no alcohol at all is the ideal for both men and women.

COFFEE

GOOD: Coffee contains caffeine, which is a stimulant drug, and millions of people drink coffee every day. It improves short-term memory, makes your muscles stronger, keeps you awake, and tastes delicious.

BAD: It's sometimes connected with heart disease, arthritis, and high blood pressure.

JUICE

GOOD: For people who don't like fruit and prefer to have it as juice.

BAD: For teeth, especially orange juice which contains a lot of acid. Juice also has a lot of natural sugar, so drinking a lot can add to weight problems.

MILK

GOOD: For very young children, who need the calcium for their bones.

BAD: For adults and older children. They don't need the extra calcium, and high fat foods like full-fat milk, butter, and cheese can cause heart disease.

TEA

GOOD: Black tea cuts the risk of heart disease. It also reduces stress, makes you more alert, and may help the immune system and prevent diabetes.

BAD: If you add milk, the good effects of tea disappear. Sugar makes it worse.

WATER

GOOD: We can't live without it, but how much is enough? Typical advice is that you need 2.5 litres a day, but that includes liquid you get from other drinks and from food.

BAD: Too much water can cause problems, e.g. low salt levels. A few people have actually died from drinking too much water.

Adapted from the British press

3 GRAMMAR quantifiers, *too*, *(not) enough*

a Look at the words in the list. Are they countable or uncountable?

juice bottle can milk carton water wine cup glass

b In pairs, circle the correct word or phrase for each sentence. Say why the other one is wrong.

1 How *much* / *many* cups of coffee do you drink a day?
2 I don't drink *much* / *many* water.
3 I drink *a lot of* / *many* milk.
4 Drinking *a few* / *a little* red wine can be good for you.
5 I only have *a few* / *a little* cans of Coke a week.
6 My parents don't drink *a lot* / *a lot of*.

c Look at the paragraphs about **WATER** in the article again. Find a word or phrase which means…

1 the right amount _____
2 more than you need _____

d G p.134 Grammar Bank 5C

4 PRONUNCIATION & SPEAKING /ʌ/

a 5.19 Look at the spelling rules for the /ʌ/ sound. Then listen and repeat the words.

	Typical spelling	! But also
/ʌ/ up	**u** (between consonants), much, drug, muscles	**o** none **ou** enough **oo** (very rare) blood

b 5.20 Listen and write the last word in each sentence.

c Listen again and repeat the sentences from **b**.

d Ask and answer the questions with a partner. Say why.

Do you think you drink enough water?

Yes, I think so. I always carry a bottle of mineral water…

Do you think you…?

drink enough water • do enough sport or exercise • have enough free time • spend too much time online • spend too much time in the sun • spend too much money on things you don't need • read enough • spend too many hours working or studying • have too many clothes • do too much housework • get too much homework

EPISODE 3

Practical English The wrong shoes

taking something back to a shop | V shopping

1 ROB HAS A PROBLEM

a 5.21 Watch or listen to Rob and Holly and answer the questions.

1 What reason does Rob give for why he isn't in shape?
2 Why does he find it difficult to eat less?
3 How does he keep fit in London?
4 Why doesn't he do the same in New York?
5 How does Jenny keep fit?
6 What does Holly think about this?
7 What does Holly suggest that Rob could do?
8 What does Rob need to do first?

British and American English
sneakers = American English; *trainers* = British English
store = American English; *shop* = British English

b 5.22 Look at the box on making suggestions. Watch or listen and repeat the phrases.

Making suggestions with *Why don't you...?*
A Why don't you get a bike?
B That's a good idea, but I'm only here for a month.
A Why don't you come and play basketball?
B That's a great idea!

c Practise making suggestions with a partner.

A You have problems remembering English vocabulary. Tell **B**.
B Make two suggestions.
A Respond. If you don't think it's a good idea, say why.

d Swap roles.

B You are a foreigner who has just moved to **A**'s country. You have problems meeting new people.

2 VOCABULARY shopping

a Do the quiz with a partner.

SHOPPING QUIZ

1 What four letters do you often see in clothes which tell you the size?
2 What do the letters in the clothes mean?
3 What's the name of the room where you can try on clothes?
4 What's the name of the piece of paper a shop assistant gives you when you buy something?
5 How do you say these prices?
£25.99 75p $45 15c €12.50

b 5.23 Watch or listen and check.

3 TAKING SOMETHING BACK TO A SHOP

a 5.24 Cover the conversation on p.45 and watch or listen. Answer the questions.

1 What's the problem with Rob's trainers?
2 What does he do in the end?

b Watch or listen again. Complete the **You hear** phrases.

You hear	You say
Can I help you, sir?	Yes. Do you have these in an eight?
Just a [1]_____, I'll go and check.	
Here you are, these are an eight. Do you want to [2]_____ them on?	No, thanks. I'm sure they'll be fine. How much are they?
They're $83.94.	Oh, it says $72.99.
Yes, but there's an added sales tax of [3]_____%.	Oh, OK. Do you take Mastercard?
Sure.	
Can I help you?	Yes, I bought these about half an hour ago.
Yes, I remember. Is there a [4]_____?	Yes, I'm afraid they're too small.
What [5]_____ are they?	They're an eight. But I take a UK eight.
Oh right. Yes, a UK eight is a US nine.	Do you have a pair?
I'll go and check. Just a minute.	
I'm [6]_____, but we don't have these in a nine. But we do have these and they're the [7]_____ price. Or you can have a refund.	Erm…I'll take this pair then, please.
No problem. Do you have the [8]_____?	Yes, here you are.
Brilliant.	

c 5.25 Watch or listen and repeat the **You say** phrases. Copy the rhythm.

d Practise the conversation with a partner.

e In pairs, role-play the conversation.

A You're a customer. You bought some jeans yesterday. They're too big.

B You're a shop assistant. You don't have the same jeans in **A**'s size. Offer **A** a different pair or a refund. You begin with *Can I help you, sir / madam?*

f Swap roles.

B You're a customer. You bought some boots yesterday. They're too small.

A You're a shop assistant. You don't have the same boots in **B**'s size. Offer **B** a different pair or a refund. You begin with *Can I help you, sir / madam?*

4 ROB DECIDES TO DO SOME EXERCISE

a 5.26 Watch or listen and circle the correct answer.

1 Rob went to *Boston / Brooklyn*.
2 He *shows / doesn't show* Jenny his new trainers.
3 Jenny goes running every *morning / evening* in Central Park.
4 She wants to go running with him at *6.45 / 7.45*.
5 Rob thinks it's too *early / late*.
6 They agree to meet at *6.45 / 7.15*.
7 Holly thinks Rob *has / doesn't have* a lot of energy.

b Look at the **Social English** phrases. Can you remember any of the missing words?

Social English

1	**Rob**	Have you _____ a good day?
2	**Jenny**	Oh, you _____. Meetings!
3	**Jenny**	Why _____ you come with me?
4	**Rob**	Can we _____ it a bit later?
5	**Jenny**	_____ make it seven fifteen.

c 5.27 Watch or listen and complete the phrases. How do you say them in your language? Then watch or listen and repeat the phrases.

d Complete conversations A–E with **Social English** phrases 1–5. Then practise them with a partner.

A	I'm going to the cinema tonight. ☐	Thanks. I'd love to.
B	Let's meet for a drink at 5.30.	☐ I don't finish work till six.
C	Hi. ☐	Not really. I had a lot of problems at work.
D	Is seven o'clock too early for you?	Yes, a bit. ☐
E	How was your first day back at work?	☐ Not very exciting.

CAN YOU…?

- ☐ make suggestions to do something
- ☐ take something you have bought back to the shop
- ☐ arrange a time to meet somebody

6A Think positive – or negative?

G *will / won't* (predictions) V opposite verbs P *'ll, won't*

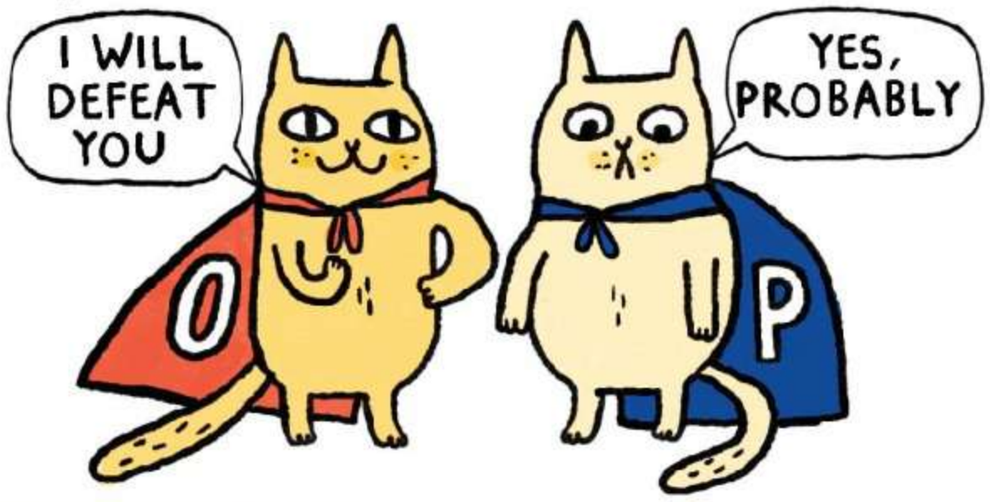
1 VOCABULARY opposite verbs

a 6.1 Listen to five sentences and questions. Write down the main verb in each sentence. What are the opposite verbs?

b V p.157 **Vocabulary Bank** Opposite verbs

2 GRAMMAR *will / won't* (predictions)

a Read the conversations. Label the responses **O** for optimist or **P** for pessimist.



	Your friend says	You say	
1	This check-in queue is really slow!	a b	Don't worry. It'll start moving soon. I know. We'll miss the flight.
2	Let's drive to the restaurant.	a b	We'll never find anywhere to park. Yes, it'll be quicker.
3	I've lent my brother some money.	a b	I'm sure he'll pay you back. You won't see it again.
4	I'm taking my driving test tomorrow.	a b	It'll go well, you'll see. You won't pass.
5	I'm selling my old laptop on eBay.	a b	You'll sell it easily. Nobody will buy it.
6	Hooray! We're in the final!	a b	Yes. But we'll lose. Yes! I'm sure we'll win!
7	I'm having Japanese classes next week.	a b	That'll be interesting! You'll never learn it.
8	We're going to see the film in English.	a b	You won't understand a word. You'll love it. And it'll be good practice.

b 6.3 Listen and check.

c Which response would you probably say in each situation? Are you an optimist or a pessimist?

d Look at the **You say** responses again. Are they about the present or the future?

e G p.136 **Grammar Bank 6A**

3 PRONUNCIATION *'ll, won't*

a 6.5 Listen and repeat the words and phrases. Copy the rhythm.

I'll	I'll be late	I'll be late for work.
You'll	You'll never	You'll never learn.
He'll	He'll pay	He'll pay you back.
It'll	It'll go	It'll go well.
We'll	We'll miss	We'll miss the flight.

b 6.6 Listen and write six sentences. What sound do the pink letters have in *won't* and *want*?

c Practise in pairs. **A** read the first line of each conversation in **2a**. **B** say the optimist's responses. Then swap roles. **A** says the pessimist's responses.

d C **Communication** You're a pessimist! A p.104 B p.109 Make predictions.

4 LISTENING

a 6.7 Listen to the introduction to a radio programme. Why is positive thinking good for you?

b Try to guess the missing words in these callers' tips.

Caller 1 Live in the pr_____, not in the p_____.

Caller 2 Think p_____ thoughts, not n_____ ones.

Caller 3 Don't spend a lot of time following the n_____ online or on TV.

Caller 4 Every week, make a list of all the g_____ th_____ that happened to you.

Caller 5 Try to use positive l_____ when you speak to other people.

c 6.8 Listen to the rest of the programme and check.

d Listen again. Write down any extra information you hear for each tip. Which tips do you think are the most useful? Do you have any tips of your own?

5 READING

a Look at the cartoon in the article of a girl who has an exam the next day. Do you think she is an optimist or a pessimist?

b Read the article and check. What is 'defensive pessimism'?

Why negative thinking can be positive

Everybody thinks that it's better to be an optimist than a pessimist (even pessimists think it, of course). People always say 'Cheer up. Don't worry, be happy. Smile.' But in fact there's a kind of pessimism – called 'defensive pessimism' – that can lead to very positive results, according to Julie K. Norem, a professor of psychology at Wellesley College, Massachusetts. 'Defensive pessimism is a strategy used in specific situations to manage anxiety, fear, and worry,' says Norem. Studies show that 30 to 35 per cent of Americans use it to help them in their lives, and they're often very successful people.

Defensive pessimists think about future situations and prepare for them by imagining all the things that can go wrong. For example, if a defensive pessimist has an important exam, they think this:

Then they look at each possible problem and plan how to avoid it. So for the exam situation, they go to bed early and have a good night's sleep; they find out in advance exactly where the exam is; they eat a good breakfast, and take lots of pens and pencils, and a bottle of water; and they leave home early. That puts them in control, and it means that the exam will be better than for an optimist, who just thinks 'Oh, everything will be fine!' Because sometimes everything goes wrong, and it's good to be prepared.

Adapted from a US website

c Complete these sentences from the article with the same word.

1 I'll go to the _____ place.
2 Sometimes everything goes _____.

d What do these sentences mean?

1 There's something **wrong** with the printer.
2 I'm sorry, you've got the **wrong** number.
3 Our journey was fine, nothing **went wrong**.

e Read the article again. Then look at the things a defensive pessimist thinks about catching a flight. What can he do to avoid these problems?

f Do you think defensive pessimism is a good idea? Can you think of any situations where you behave in this way?

6 SPEAKING

With a partner, ask and answer the questions. Use a phrase from the box and say why. Which of you is more optimistic?

Are you a positive or negative thinker?

Do you think...?

- you'll have a nice weekend
- you'll pass your next English exam
- you'll get a good (or better) job in the future
- you'll make some new friends on your next holiday
- you'll live to be 100
- you'll get to the end of this book
- you'll find the love of your life

Responding to predictions

I hope so. / I hope not.	*I doubt it.*
I think so. / I don't think so.	*Probably (not).*
Maybe. / Perhaps.	*Definitely (not).*

Do you think you'll have a nice weekend?

I hope so. I think the weather will be good and...

6B I'll always love you

Shall I ask for the bill?

OK, but I'll pay.

G *will / won't / shall* (other uses) **V** verb + *back* **P** word stress: two-syllable verbs

1 READING & LISTENING

a Look at the two photos of the couple. How old do you think they are in each photo? What do you think happened between the two photos?

b Read the article. Complete it with the time expressions.

a few years later 17 years ago for ten years a year after

'I'll never forget you'

Steve Smith from Devon in the UK met Carmen Ruiz-Perez from Spain [1]_____, when they were both in their twenties. Carmen was studying English at a language school in Torbay, where Steve lived.

They fell in love and decided to get married. But [2]_____ the engagement, Carmen moved to France to work, and the long-distance relationship first cooled and then ended.

Steve tried to get in touch with Carmen again [3]_____, but she had changed her address in Paris. So he sent a letter to her mother's address in Spain. In the letter he asked her if she was married and if she ever thought of him or of coming back to England. He gave her his phone number and asked her to get in touch. But Carmen's mother didn't send the letter to her daughter and it fell down behind the fireplace, where it stayed [4]_____.

Adapted from the British press

c Read the article again and answer the questions.

1 What were Carmen and Steve doing in Torbay?
2 Why didn't they get married?
3 Why didn't Steve's letter get to Carmen?

d 6.9 Now listen to part of a news programme about Steve and Carmen and answer the questions.

What happened...?

1 ten years after Steve sent the letter
2 when Carmen got the letter
3 when Carmen called Steve
4 when the couple met again
5 last week

e Why do you think Carmen's mother didn't send the letter? Do you think *'I'll never forget you'* is a promise people usually keep or break?

2 GRAMMAR *will / won't / shall* (other uses)

a Read the sentences and write them in speech bubbles A–F on the right.

I'll tidy my room now.
I won't have any more.
Shall I drive?
This won't hurt.
I'll have what she's having.
I'll come back tomorrow and finish it.

b Which people are...?

B ___ offering to do something
___ ___ deciding to do something
___ ___ promising to do something

c **G p.136 Grammar Bank 6B**

d Think of two offers to make to a friend, two promises to make to your teacher, and two decisions about what to do this evening.

3 PRONUNCIATION word stress: two-syllable verbs

a Look at the two-syllable verbs below. Which syllable are they stressed on? Put them in the correct column.

de|cide o|ffer pro|mise a|gree a|rrive
bo|rrow com|plain de|pend for|get
ha|ppen in|vite prac|tise pre|fer
re|ceive re|pair

1st syllable	2nd syllable

b 6.11 Listen to the sentences and check.

c 6.12 Now listen and repeat the verbs in the chart.

d Complete the sentences in your own words. Then read them to a partner. Are your sentences the same or different?

1 I never complain...
2 I won't forget...
3 Shall I invite...?
4 I need to borrow...
5 I prefer...to...

4 VOCABULARY & SPEAKING

verb + *back*

a Look at the sentences. What's the difference between *come* and *come back*?

Carmen **came** to England.
Carmen **came back** to England.

b Complete 1–6 with a phrase from the list.

call you back go back give it back
pay you back send them back take it back

1 A Are you feeling better?
B Yes, I think I'll _____ to work tomorrow.

2 A The shirt you bought me is too small.
B Don't worry. I'll _____ to the shop and change it. I still have the receipt.

3 A Hi, Jack. It's me, Karen.
B I can't talk now, I'm driving – I'll _____ in 15 minutes.

4 A That's my pen you're using!
B Is it? Sorry. I'll _____ in a minute.

5 A Can you lend me £20? I'll _____ next week.
B OK – here you are.

6 A Where did you buy those shoes?
B I got them online, but they're too big. I think I'll _____.

c 6.13 Listen and check. In pairs, practise the conversations.

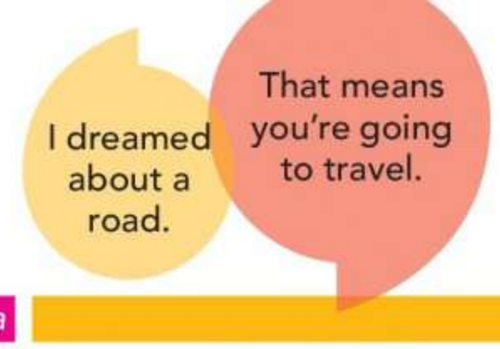
d Ask and answer in groups. Give examples or reasons.

1 When someone leaves you a message on your phone, do you usually **call** them **back** immediately?
2 If you buy something online that isn't exactly what you wanted, do you always **send** it **back**?
3 Have you ever lent somebody money and they didn't **pay** you **back**?
4 When you **come back** after a holiday do you usually feel better or worse than before?
5 When you borrow something from a friend, do you usually remember to **give** it **back**?
6 If you buy something to wear from a shop and then decide you don't like it, do you usually **take** it **back**?

Giving examples and reasons

Examples *For example,…* *For instance,…*
Reasons *I usually…because…*
It depends. When…, I usually…

6C The meaning of dreaming



G review of verb forms: present, past, and future **V** modifiers **P** the letters *ea*

1 LISTENING

a In pairs, ask and answer the questions.

- Do you often remember your dreams?
- Have you ever had the same dream more than once?
- Have you ever dreamed about something that then happened?
- Do you think dreams can tell us anything about the future?

b 6.14 Listen to a psychoanalyst talking to a patient about his dreams. Number the pictures 1–6 in the correct order.

c Listen again and complete the gaps with a verb in the correct form.

Dr Melloni So, tell me, what did you dream about?
Patient I was at a party. The room was full of people.
Dr What were they [1]_____?
P They were drinking and [2]_____.
Dr Were you drinking?
P Yes, I was [3]_____ champagne.
Dr And then what happened?
P Then, suddenly I was in a garden. There [4]_____ a lot of flowers.
Dr Flowers, yes…what kind of flowers?
P I [5]_____ see – it was a bit dark. And I could hear music – somebody was [6]_____ the violin.
Dr The violin? Go on.
P And then I [7]_____ an owl, a really big owl in a tree…
Dr How did you [8]_____? Were you frightened of it?
P No, not frightened really, no, but I [9]_____ I felt incredibly cold. Especially my feet – they were freezing. And then I [10]_____.
Dr Your feet? Mmm, very interesting, very interesting. Were you [11]_____ any shoes?
P No, no, I wasn't.
Dr Tell me. Have you ever [12]_____ this dream before?
P No, never. So what does it [13]_____, Doctor?

d What do you think the patient's dream means? Match five of the things in his dream to interpretations 1–5. Compare with a partner.

You dream...	This means...
☐ that you are at a party.	1 you're feeling positive about the future.
☐ that you are drinking champagne.	2 you are going to be very busy.
☐ about flowers.	3 you want some romance in your life.
☐ that somebody is playing the violin.	4 you need to ask an older person for help.
☐ about an owl.	5 you'll be successful in the future.

e 6.15 Listen to Dr Melloni interpreting the patient's dream. Check your answers to **d**.

f 6.16 Dr Melloni is now going to explain what picture 6 means. What do you think the meaning could be? Listen and find out.

2 GRAMMAR review of verb forms

a Look at the sentences below. Which one is the present perfect? Mark it **PP**. Then look at the other sentences. What time do they refer to? Mark them **P** (the past), **PR** (the present), or **F** (the future).

1 ☐ I was drinking champagne.
2 ☐ I saw an owl.
3 ☐ Have you ever had this dream before?
4 ☐ You're going to meet a lot of people.
5 ☐ You work in an office.
6 ☐ Maybe you'll have a meeting with your boss.
7 ☐ You are feeling positive.
8 ☐ I'm meeting her tonight.

b **G p.136 Grammar Bank 6C**

3 SPEAKING

C Communication Revision questionnaire
A p.104 B p.111 Ask and answer questions in different tenses.

4 VOCABULARY modifiers

a Complete the chart with the words from the list.

a bit incredibly ~~not very~~ quite really ~~very~~

The room was

very	
not very	

dark.

> *a bit*
> We use *a bit* before **negative** adjectives and adverbs, e.g. ***a bit*** *dark*, ***a bit*** *slowly*, and before comparatives, e.g. ***a bit*** *better*, ***a bit*** *faster*.

b 6.18 Listen and check.

c Complete the sentences with a noun or a verb + *-ing* and *is* or *are*. Compare with a partner.

I think...

_____ a bit boring.
_____ incredibly stressful.
_____ really interesting.
_____ very expensive.
_____ quite difficult.

I think watching football on TV is a bit boring. And you?

5 PRONUNCIATION the letters *ea*

a How are *ea* and *ear* pronounced in these words? Put them in the correct column.

dream mean really already beach break
breakfast clean clear dear earn easy great
hear idea jeans learn meat near speak
sweater theatre wear weather

/iː/ tree	/e/ egg	/eɪ/ train	/eə/ chair	/ɪə/ ear	/ɜː/ bird

b 6.19 Listen and check. What's the most common pronunciation of a) *ea* and b) *ear*?

c 6.20 Listen and write four sentences. Practise saying them.

6 VIDEO LISTENING

a Watch the film *What do our dreams really mean*?. Which of the eight dreams have a good meaning?

b Watch again. Complete the meaning of each dream.

Dream 1 Something is worrying you, for example a difficult _____ or a difficult situation with a _____ or a colleague.
Dream 2 You're worried about something stressful, like going on a long _____ or giving a _____ in public.
Dream 3 If you aren't doing exams, this could mean that you don't have enough _____ in your _____ to do something.
Dream 4 If you feel in control, it means your life is _____. If you're falling, this means that you're worried about the _____.
Dream 5 If you're feeling happy, it could mean you have very _____ feelings for someone. You're probably in _____.
Dream 6 If you lose control of your car, it means your _____ is out of control. If someone else is driving, they need your _____.
Dream 7 You're having an _____ time in your life and are discovering new _____.
Dream 8 You're worried about taking a different _____ in your life, or you don't have enough _____ to do something.

c Do you ever have dreams like the ones in the film? Do you think the meanings are true?

5&6 Revise and Check

GRAMMAR

Circle a, b, or c.

1 She drives ____ than her brother.
a faster b more fast c more fastly

2 His new book isn't as good ____ his last one.
a than b that c as

3 I'm ____ tired this week than I was last week.
a less b as c most

4 Friday is ____ day of the week for me.
a the busier
b the busiest
c the most busy

5 It's ____ road in the world.
a the more dangerous
b most dangerous
c the most dangerous

6 It's the hottest country I've ____ been to.
a never b always c ever

7 My sister drinks ____ coffee.
a too b too much c too many

8 These jeans are ____ small. Do you have them one size bigger?
a too b too much c too many

9 You haven't spent ____ on your homework.
a time enough
b enough time
c many time

10 They're playing really badly. They ____ the match.
a don't win b won't win c won't to win

11 A My exam is today.
B Don't worry. ____.
a You'll pass
b You pass
c You're passing

12 A It's cold in here. B ____ the window.
a I close b I'm closing c I'll close

13 They met for the first time when they ____ in Madrid.
a were living b are living c was living

14 A Have you been to the USA?
B Yes, I ____ to New York last year.
a 've been b went c was going

15 A ____ today? B No, she's on holiday.
a Does she work
b Is she working
c Will she work

VOCABULARY

a Circle the correct verb or phrase.

1 *Two-third / Two-thirds* of adults wear glasses.
2 There are *five hundred fifty / five hundred and fifty* students here.
3 Can you *borrow / lend* me 50 euros?
4 I'm leaving tonight and I'm *coming / coming back* on Friday.
5 This is Ben. He's *teaching / learning* me to play the piano.

b Write the opposite verb.

1 buy _____
2 push _____
3 remember _____
4 pass _____
5 find _____

c Write words for the definitions.

1 cr_____ (*adj*) full of people or things
2 s_____ (*adj*) opposite of *dangerous*
3 n_____ (*adj*) opposite of *quiet* (for a place)
4 s_____ (*adj, noun*) opposite of *north*
5 m_____ (*noun*) a building where you can see old things
6 p_____ (*noun*) the place where a king or queen lives
7 h_____ (*noun*) a place on the coast where ships stop
8 b_____ (*noun*) you have 206 of these in your body
9 h_____ (*noun*) the organ which sends blood round your body
10 d_____ (*noun*) another word for *illness*

d Complete the modifiers.

1 A How are you? B V_____ well, thanks. And you?
2 I was in_____ lucky – I won £10,000.
3 She's a b_____ tired – she needs to rest.
4 You're driving r_____ fast – slow down!
5 My bag is q_____ heavy because I have my laptop in it.

PRONUNCIATION

a Practise the words and sounds.

Vowel sounds

computer

up

egg

chair

Consonant sounds

leg

flower

parrot

witch

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

c What sound in **a** do the pink letters have in these words?

1 better 2 many 3 enough 4 why 5 wear

d Underline the stressed syllable.

1 im|pa|tient
2 ea|si|est
3 op|ti|mist
4 de|pend
5 for|get

CAN YOU understand this text?

a Read the article once. How did Mahalia Jackson help to inspire Martin Luther King's famous speech?

b Read the article again and number the events in the order they happened.

- A King and his advisers planned the Washington speech.
- B King decided not to use his notes for the speech.
- C King started his speech in Washington.
- D King finished his most famous speech.
- E Mahalia heard King speak in Detroit.
- F Mahalia told King to talk about his dream.

CAN YOU understand these people?

6.21 Watch or listen and answer the questions.

Katelyn Susie Anna Laura Paula

1 Katelyn has more free time than three years ago because she ____.
a has started college **b** only works during the day
c doesn't have a full-time job

2 Susie likes Athens because of ____.
a the people and the weather
b the cafés and restaurants **c** the monuments

3 Anna is trying to drink ____.
a less coffee **b** more juice **c** more water

4 Laura describes herself as ____.
a more an optimist than a pessimist
b more a pessimist than an optimist
c a realist but also an optimist

5 Paula often dreams about a teacher that ____.
a she didn't like **b** taught her at university
c helped her to pass her A levels

CAN YOU say this in English?

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

Can you...?

1 ☐ compare two members of your family using adjectives and adverbs
2 ☐ talk about your town using four superlatives (*the biggest, the best*, etc.)
3 ☐ talk about what you drink using (*not*) *enough* and *too much / too many*
4 ☐ make three predictions about the future using *will / won't*
5 ☐ make a promise, an offer, and a decision using *will / won't*

The woman who inspired *'I have a dream'*

Mahalia Jackson was a musical legend who helped to bring gospel music from the church to large audiences. She was Aretha Franklin's mentor, and in 1961 she was the first gospel singer to win a Grammy Award. She was also an important member of the Civil Rights Movement in the USA, and she was a close friend of Martin Luther King.

Mahalia often went with King on civil rights demonstrations and marches, including into the most hostile parts of the South, and she sang at the events. As a presenter from National Public Radio said, 'her voice became the soundtrack of the Civil Rights Movement'.

On 28th August 1963, there was a famous march in Washington against racism. Mahalia was with King, who was going to give a five-minute speech. Before the day itself, he and his advisers decided what he was going to say.

> *Tell them about the dream, Martin. Tell them about the dream*

King began speaking to an audience of more than 250,000 people. But towards the end, he felt that his speech was not going well. Suddenly Mahalia shouted 'Tell them about the dream, Martin. Tell them about the dream'. She knew about it because she was at a previous event in Detroit, in June of that year, where King talked about his dream for African Americans. It was, in the words of King's adviser Clarence Jones, 'one of the world's greatest gospel singers shouting to one of the world's greatest preachers'. King looked at Mahalia. Then he threw away his written speech, and looked at the audience.

'I have a dream...I have a dream that my four little children will one day live in a nation where they will not be judged by the colour of their skin, but by the content of their character...'

And so he continued, and he gave one of the best-loved speeches in American history.

Adapted from a website

Glossary
Civil Rights Movement the campaign in the 1950s and 1960s to change the laws so that African Americans have the same rights as others
preacher a person who gives inspiring talks about religion

7A First day nerves

What do I need to do?

It's important not to be late.

G uses of the infinitive with *to* | **V** verbs + infinitive: *try to*, *forget to*, etc. | **P** weak form of *to*, linking

How to survive your first day in a new office

Everybody gets nervous on their first day at any job, but these tips can help you to get it right...

6.30

Wake up early, have breakfast, wash, and get dressed. Wear smart work clothes, but not too smart. Check the weather forecast to make sure your clothes are right, and if you're driving, check traffic reports to see if there are any problems.

TOP TIP: [1]____

8.50

Plan to arrive at least ten minutes early, but not more than 20 – you don't want to look too enthusiastic. Say hello to people, smile, and use this time to ask questions.

TOP TIP: [2]____ **If you can't, admit it and say 'Sorry, I've forgotten your name.'**

11.00

Offer to make coffee or to bring water for your colleagues.

TOP TIP: [3]____ **If it's very bad, people will always remember it. If it's very good, they'll always ask you to make it.**

12.00

Don't be the first person to ask about lunch. Wait to see what everybody else does.

TOP TIP: [4]____

13.00

Be prepared to have problems. Many bosses give new employees some difficult work on their first day to see how they manage.

TOP TIP: [5]____ **If you can't, don't be afraid to ask for help.**

15.00

If you go to a meeting, listen, keep quiet and take notes.

TOP TIP: [6]____ **You don't want to annoy other people on day one.**

17.00

Don't think that staying late will impress your boss. It won't, at least not on your first day. Go home.

TOP TIP: [7]____ **If you made any mistakes, make sure you don't make them again tomorrow.**

Adapted from a website

1 READING

a Imagine that somebody you know is starting a new office job tomorrow. Think of two important tips you could give him or her to make the first day go well.

⊞ Do _____

_____

⊟ Don't _____

_____

b Now read the article. Are your tips there?

c Read *Top tips* A–G. Then read the article again, and put them in the correct place (1–7).

A **Don't make it either very well or very badly.**
B **Try to remember everybody's name.**
C **If they invite you to go with them, go!**
D **Decide what to wear the night before.**
E **Think about everything that you've learned today.**
F **Keep your good ideas for the next meeting.**
G **Try to solve the problem yourself first.**

d Which tip do you think is the most important? Do you think any of the tips could also be useful for the first day in a new class or on a course?

2 LISTENING

a 7.1 Listen to Simon and Claire describing their first day at work. What problems did they have? What advice from the article in **1** would you give them?

b Listen again. Answer with **S** (Simon), **C** (Claire), or **B** (both of them).

Who...?

1 ☐ wasn't expecting to work on his / her first day
2 ☐ didn't have the training to do the job
3 ☐ made a wrong decision because of his / her interview
4 ☐ couldn't answer the questions that people asked him / her
5 ☐ felt bad when he / she spoke to the boss
6 ☐ never had the same problem again

c Have you ever had a problem on your first day in a new job, or in a new class or school? What was it?

3 VOCABULARY & GRAMMAR verbs + infinitive; uses of the infinitive with *to*

a Complete the missing verbs from the article.

1 Pl_____ to arrive at least ten minutes early.
2 O_____ to make coffee.
3 You don't w_____ to annoy other people on day one.
4 Tr_____ to solve the problem yourself first.

b Vocabulary Bank Verb forms p.158 Do Part 1.

c Match sentences a–c to rules 1–3.

a ☐ Check the weather forecast **to make sure** your clothes are right.
b ☐ Decide what **to wear** the night before.
c ☐ ...don't be afraid **to ask** for help.

Use the infinitive with *to*...
1 after adjectives
2 to give a reason for doing something
3 after a question word, e.g. *who, what, how*

d Grammar Bank 7A p.138

e Communication How to survive... A p.104 B p.110 Read and re-tell two more *How to survive...* articles.

f Do you think the tips you have read in this lesson are appropriate in your country? If not, why not?

4 PRONUNCIATION & SPEAKING weak form of *to*, linking

a 7.4 Listen to three sentences. Is *to* stressed? How is it pronounced?

I want to come. It's difficult to say. Try not to be late.

Linking words with the same consonant sound
When a word ends in a consonant sound and the next word begins with the same sound, we often link the words together and only make the consonant sound once. This happens when a word ends in /t/ before *to*, so, e.g. *want to* is pronounced /ˈwɒntə/.

b 7.5 Listen and complete questions 1–10 with three or four words.

1 Have you ever _____ something new and failed?
2 How important is it to know _____?
3 How long do you usually spend deciding _____ in the morning?
4 Have you ever _____ your phone during a class or concert?
5 Where are you _____ for your next holiday?
6 Are you _____ next weekend?
7 Would you like _____ in another country?
8 Have you ever _____ when you weren't?
9 Do you think it's important _____ at school?
10 Do you think it's possible _____ with an ex-boyfriend or girlfriend?

c Work in pairs. **A** ask **B** the first five questions. **B** give as much information as you can. Swap roles for the last five questions.

5 WRITING

With a partner, write a *How to survive...* article. Choose one of the titles below, and try to think of at least four tips. Organize your tips in a logical order. Start each one with an imperative, e.g. *Don't be late, Wear the right clothes...* Then explain why.

How to survive...
- a job interview
- a party where you don't know anyone
- a family holiday

7B Happiness is…

G uses of the gerund (verb + *-ing*) | V verbs + gerund | P *-ing*, the letter *o*

1 VOCABULARY & GRAMMAR
verbs + gerund; uses of the gerund

a Talk to a partner. Is there a book, a film, or a song that makes you feel happy? What is it?

b Read about *Happiness is…*, and look at the Instagram posts. Tick (✓) the ones you most agree with. Then compare with a partner.

c Look at the first cartoon. Which verb form do we use after the verb 'finish'?

d V p.158 **Vocabulary Bank** Verb forms Do Part 2.

e Look at the cartoons again. Find an example of a gerund (verb + *-ing*):

1 after a preposition _____
2 used as a noun _____
3 in the negative form _____

f G p.138 **Grammar Bank 7B**

g Write your own continuation for *Happiness is…*

h Work in small groups. Read your idea to the group. Do you agree with the other students' ideas of happiness?

Illustrators **Ralph Lazar** and **Lisa Swerling** got the idea for *Happiness is…* while sitting together one day in a hot tub at their home in California. Lisa had just finished answering all her emails, and she said 'Happiness is having an empty inbox'. Ralph replied 'Happiness is getting into a hot tub'. They began to list things which made them happy, and illustrated them. Later they asked people on Facebook 'What makes you happy?' and Ralph drew and posted on Instagram the ones they liked best…

HAPPINESS IS

…when a song ends the exact moment you finish parking.

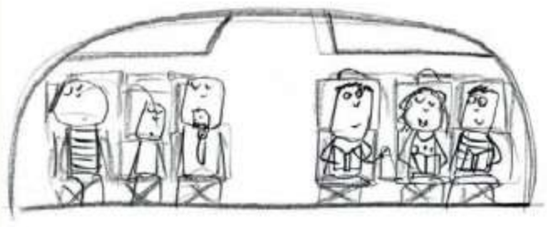
HAPPINESS IS

…a free coffee refill without asking.

HAPPINESS IS

…fitting in to jeans that you haven't worn for a very long time, and THEN, finding money in one of the pockets.

HAPPINESS IS

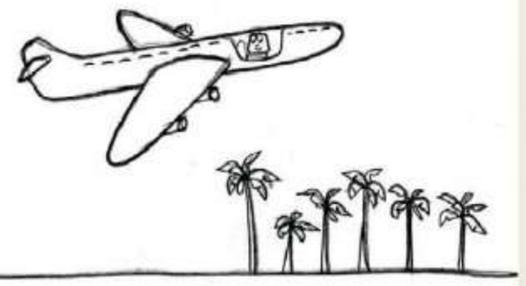


…sitting next to someone nice on a plane.

HAPPINESS IS

…finding a delicious food with no calories or fat or cholesterol.

HAPPINESS IS



…landing in a new country.

HAPPINESS IS

…reading a really good book and then finding it's a series.

HAPPINESS IS

…finding the other ear ring.

HAPPINESS IS

…not having to set the alarm for the next day.

Adapted from a website

2 LISTENING & SPEAKING

a You're going to listen to part of a radio money programme about the Bank of Happiness in Tallinn, the capital of Estonia. What do you think the bank does?

Airi Kivi from the Bank of Happiness

b 7.8 Listen once. How does the bank work? Choose the correct description.

1 You pay money into the bank, and receive help in return.
2 You help somebody, and the bank pays you.
3 You help somebody, and then somebody else helps you.

c Listen again and choose a, b, or c.

1 Tallinn is one of the world's smart cities because ___.
   a the people who live and work there use a lot of technology
   b the people are very clever
   c the government wants the people to be more intelligent
2 The Bank of Happiness makes it possible for people to ___.
   a borrow money cheaply
   b get services without paying for them
   c buy property in other countries
3 Which of the following could you post on the Bank of Happiness?
   a I'm looking for a partner.
   b I need somebody to lend me €1,000.
   c I need somebody to give me English lessons.
4 Airi Kivi started the Bank of Happiness because she wanted ___.
   a people to help each other
   b to make people richer
   c to help people who didn't have jobs
5 In the Bank of Happiness, if somebody takes your dog for a walk ___.
   a you then need to take their dog for a walk
   b you don't need to do anything for them
   c you need to do something for them
6 The principle of the Bank is that ___ makes people happy.
   a having a lot of money and possessions
   b having a lot of friends
   c helping other people

d Answer the questions with a partner.

1 Do you think the Bank of Happiness is a good idea? Do you think it could work in your country?
2 Have you heard of any similar projects? Do they work well?
3 Imagine you're a member of the bank. What can you offer to do? What would you like other people to do for you?

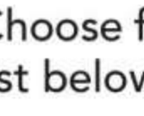
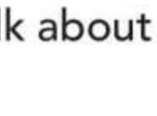
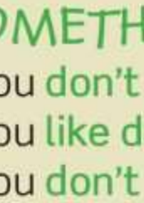
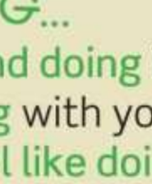
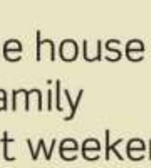
3 PRONUNCIATION

-ing, the letter *o*

a 7.9 Listen and repeat some words ending in *-ing*.

singer	shopping ☐ nothing ☐ boring ☐ ironing ☐ going ☐ doing ☐

b Listen again. How is the letter *o* pronounced in the six words in **a**? Match them to the sound pictures. Then practise saying the words.

 1 phone	2 horse	 3 computer
 4 clock	 5 boot	 6 up

c 7.10 Listen to the pairs of words. Can you hear the difference?

1 **a** bang **b** bank
2 **a** thing **b** think
3 **a** sing **b** sink
4 **a** ping **b** pink

d 7.11 Now listen to four sentences. Which word in **c** did you hear?

4 SPEAKING

a Choose five things to talk about from the list below.

SOMETHING...
- you don't mind doing in the house
- you like doing with your family
- you don't feel like doing at weekends
- you spend too much time doing
- you are very good (or very bad) at doing

SOMEWHERE...
- you love going to in the summer
- you don't like going to alone
- you are thinking of going to this weekend
- you dream of going to in the future
- you hate going to

b Work in pairs. **A** tell **B** about the five things. Say why. **B** ask for more information. Then swap roles.

I don't mind cooking. I quite like it, and I often cook at weekends.

7C Could you pass the test?

What do I have to do?

You have to take four tests.

G *have to, don't have to, must, mustn't* **V** adjectives + prepositions: *afraid of*, etc. **P** stress on prepositions

1 SPEAKING

Talk in small groups.

Have you ever...

- spoken to a tourist in English? When? Why?
- needed to speak in English on the phone? Who to? What about?
- sent an email in English? Who to? What was it about?
- seen a film or video clip in English? Which? How much did you understand?
- read a book or magazine in English? Which one(s)?
- asked for directions in English in a foreign city? Where?
- used an app or website to improve your English? Which one?

2 READING

a Are people from your country good at learning languages? Why (not)? Do you think British people are good at learning your language?

> **Topic sentences**
> Paragraphs usually begin with a topic sentence. This tells you what the paragraph is about.

b Read an article about a language learning experiment. Complete each paragraph with a topic sentence, A–F.

A So what happened after four weeks?
B But what happens when a Brit tries to learn a new language after leaving school?
C Max decided to learn Spanish.
D Motivation is obviously a problem.
E The British are famous for being bad at learning languages.
F The situation in British schools doesn't help either.

c Read the article again. Answer the questions with a partner.

1 What two examples does the writer give to show that the British are bad at learning languages?
2 Why does he / she think that British people aren't motivated to learn languages?
3 What reason do many schoolchildren give for not wanting to study a foreign language?
4 How did a British newspaper try to find out if the British really are bad at learning languages?
5 Why did Max decide to learn Spanish? How did he learn?
6 What did he do when he finished the course?

Are the BRITISH really so bad at learning languages?

1 E That's been true for a long time. In any city around the world you can hear British tourists asking for the restaurant menu in English. Sometimes they try to say a couple of phrases in the local language, but they stop making an effort as soon as they discover that the waiter knows a little English. Some British people who live abroad often spend all their time with other Brits, and never learn the language at all.

2 Many British people think 'I don't have to learn a foreign language because everyone speaks English nowadays'. This is partly true. In many multinational companies, for example, employees have to speak English as it is the company's official language of communication.

3 Children only have to learn a language until they are 14. After that, they don't have to continue if they don't want to. Thirty per cent of young people say that they don't want to carry on with a foreign language because 'it's too difficult'.

4 A newspaper decided to find out by sending Max, one of its journalists, on an intensive language course. He then had to go to the country and do some 'tests' to see if he could 'survive' in different situations.

5 'I'd like to visit Spain and Latin America in the future. If I go, I don't want to be the typical Brit who expects everyone else to speak English.' He did a one-month intensive course at a language school in London.

6 When his course finished he went to Madrid for the weekend to do his tests. A teacher called Paula met him there and gave him a mark out of ten for each test and then a final mark for everything.

Adapted from the British press

3 GRAMMAR *have to, don't have to, must, mustn't*

a 7.12 Listen to Max talking about the tests and complete the gaps.

THE TESTS

You have to

- order a drink and a [1]_____ in a bar, ask how much it is, and understand the price.
- ask for directions in the street (and [2]_____ them).
- get a [3]_____ to a famous place.
- leave a message on somebody's voicemail.

THE RULES

- You mustn't use a [4]_____ or phrase book app.
- You must only [5]_____ _____.
- You mustn't use your [6]_____ or mime, or write anything down.

b Look at the highlighted phrases. Which phrases mean...?

1 Do this. It's important. _____ _____
2 Don't do this. It's a bad idea. _____

c Now look at an extract from the article in **2**. Does the highlighted phrase mean...?

> Many British people think 'I don't have to learn a foreign language because everyone speaks English nowadays'.

1 I don't need to do this
2 I can't do this

d G p.138 **Grammar Bank 7C**

e C **Communication** What are the rules? **A p.105 B p.110** Complete the rules.

4 LISTENING

a 7.15 Look at Max's tests again. Which test do you think was the easiest for him? Which do you think was the most difficult? Listen and check your answers.

b Listen again. Mark the sentences **T** (true) or **F** (false). Correct the **F** sentences.

1 The waiter didn't understand Max.
2 The bill was €6.90.
3 The chemist's was the first street on the right.
4 The driver understood the name of the stadium.
5 Max made a grammar mistake when he left the voicemail message.
6 Max's final mark was eight.
7 Max says you can learn the language in a month.

c How well do you think you could do Max's four tests in English? What do you have to say...?

1 to order a drink and a sandwich and ask the price
2 to ask somebody in the street for directions, e.g. to the nearest chemist's
3 to tell a taxi driver where you want to go
4 to leave a voicemail message that you have called and would like the person to call you back

5 VOCABULARY & PRONUNCIATION

adjectives + prepositions; stress on prepositions

> **Adjectives + prepositions**
> Some adjectives are usually followed by certain prepositions, e.g. *The British are famous **for** being bad **at** learning languages*. It's useful to learn the prepositions with the adjectives.

a Complete the sentences with a preposition from the list.

at (x2) for (x2) from in of (x2) to with

Languages

1 Do you think you're good ____ learning languages?
2 Is there anything about learning English that you're bad ____? What?
3 Do you think listening to pop music is good ____ your English? Why (not)?
4 Are you afraid ____ going to places where you don't speak the language? Why (not)?
5 What English-speaking countries are you most interested ____? Why?

Tourism

6 Which towns or cities in your country are full ____ tourists in the summer?
7 What tourist attractions is your country famous ____?
8 Are people in your country usually nice ____ tourists?
9 Do you get angry ____ tourists who don't try to speak your language? Why (not)?
10 Are people in the capital city very different ____ people in the rest of the country?

b 7.16 Listen and check.

c 7.17 Listen to questions 1 and 2, and 3 and 7 again. In which questions are *at* and *for* a) stressed and b) unstressed?

d Ask and answer all the questions in **a** with a partner.

6 WRITING

W p.117 **Writing** A formal email Write an email asking for information.

EPISODE 4

Practical English At the pharmacy

going to a pharmacy | V feeling ill

1 RUNNING IN CENTRAL PARK

a 7.18 Watch or listen to Rob and Jenny. Are they enjoying their run?

b Watch or listen again and answer the questions.

1 How does Rob say he feels?
2 What does Jenny say about Central Park?
3 Is Rob happy he came to New York?
4 What is Rob tired of doing?
5 What does Jenny invite him to do?
6 How many more times are they going to run round the park?

2 VOCABULARY feeling ill

a Match the phrases and photos.

What's the matter?

- I have a headache. /'hedeɪk/
- I have a cough. /kɒf/
- I have flu. /fluː/
- I have a temperature. /'temprətʃə/
- I have a bad stomach. /'stʌmək/
- I have a cold.

b 7.19 Watch or listen and check. Then cover the phrases and practise with a partner.

What's the matter? *I have a headache.*

3 GOING TO A PHARMACY

a 7.20 Cover the conversation below and watch or listen. Circle the correct answer.

1 Rob thinks he has *a cold / flu.*
2 The pharmacist gives Rob *ibuprofen / penicillin.*
3 He has to take the medicine every *four hours / eight hours.*
4 It costs *$16.99 / $6.99.*

b Watch or listen again. Complete the **You hear** phrases.

You hear	You say
Good morning. Can I help you?	I'm not feeling very well. I think I have flu.
What are your symptoms?	I have a headache and a cough.
Do you have a [1]_____?	No, I don't think so.
Are you allergic to any drugs?	I'm allergic to penicillin.
No [2]_____. This is ibuprofen. It'll make you feel [3]_____.	How many do I have to take?
[4]_____ every four hours.	Sorry? How often?
[5]_____ every four hours. If you don't feel better in [6]_____ hours, you should see a doctor.	OK, thanks. How much is that?
That's $6.99, please.	Thank you.
You're [7]_____.	

British and American English

pharmacy = American English (and sometimes British English)

chemist's = British English

drugs = *medicine* in American English

drugs = *illegal substances* in British and American English

c 7.21 Watch or listen and repeat the **You say** phrases. Copy the rhythm.

d Practise the conversation with a partner.

e In pairs, role-play the conversation.

A (book closed) You don't feel very well. Decide what symptoms you have. Are you allergic to anything?

B (book open) You are the pharmacist. You begin *Can I help you?*

f Swap roles.

4 DINNER AT JENNY'S APARTMENT

a 7.22 Watch or listen to Rob and Jenny. Mark the sentences **T** (true) or **F** (false).

1 Rob broke up with his girlfriend a year before he met Jenny.
2 Jenny hasn't had much time for relationships.
3 Jenny knew that Rob wasn't feeling well in the morning.
4 Rob wants to go back to his hotel because he's tired.
5 Jenny is going to call a taxi.

b Watch or listen again. Say why the **F** sentences are false.

c 7.23 Read the information box about *have got*. Watch or listen and repeat the phrases.

have got

We sometimes use *have got* instead of *have* to talk about possession.

I've got *a busy day tomorrow.*

Have you got *any children?* ***Yes, I have. I've got*** *a girl and a boy.*
No, I haven't. I haven't got *children.*

See **appendix** p.165.

d Ask and answer with a partner. Use *Have you got...? Yes, I have. / No, I haven't.* Give more information if you can.

A any pets a bike or motorbike a garden
B any brothers and sisters a car a laptop

Have you got any pets?

Yes I have. I've got two dogs.

e Look at the **Social English** phrases. Can you remember any of the missing words?

Social English

1	**Rob**	That was a lovely _____.
2	**Rob**	That isn't very _____ for you.
3	**Jenny**	I'm _____ you're feeling better.
4	**Rob**	I think I _____ get back to the hotel now.
5	**Rob**	I'm _____ I'll be fine.
6	**Rob**	Thanks again for a _____ evening.

f 7.25 Watch or listen and complete the phrases. How do you say them in your language? Then watch or listen and repeat the phrases.

g Complete conversations A–F with **Social English** phrases 1–6. Then practise them with a partner.

A	My cold has completely disappeared.	☐
B	☐ Thanks so much for inviting me.	It was a pleasure.
C	It's getting late. ☐	Shall I call you a taxi?
D	Do you think you'll be OK for tonight?	☐ Don't worry.
E	This is my third coffee this morning.	☐ You won't sleep tonight.
F	I hope you enjoyed the party.	We certainly did. ☐

CAN YOU...?

- ☐ describe symptoms when you feel ill
- ☐ get medicine at a pharmacy
- ☐ talk about possessions with *have got*

8A Should I stay or should I go?

G *should* V *get* P /ʊ/ and /uː/

1 READING & LISTENING

a If you have a problem that you need to talk about, do you talk to a friend or to a member of your family? Why?

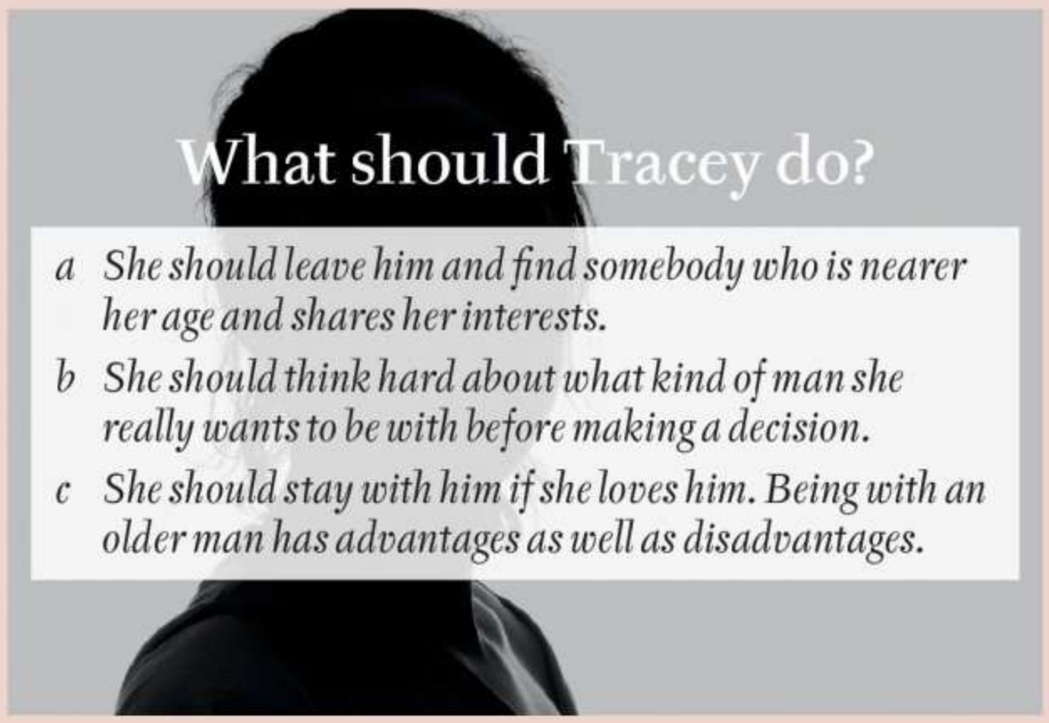
b TV chat show host Graham Norton has an advice column in a British newspaper. Read a problem which was sent to him and three possible options. Then talk to a partner. Which of the three pieces of advice do you agree with? Why?

c 8.1 Now listen to Tracey reading Graham's advice. Which of the three options does Graham think is right? Why?

Dear Graham,

I'm 24 and my partner is 46. We've been together for two years, and we have a wonderful relationship. I also have a great relationship with his children from his previous marriage. But I feel worried when I think about our future together. He has already lived life. He's been married, he's had children, and he's owned a business. I'm just starting my life. I want to have children, but he's not sure. I love him and I want to be with him, but I also want to share the adventures of life with someone. Should I leave him? Am I making my life more difficult by choosing to be with someone who's more than 20 years older than me?

Tracey



What should Tracey do?

a She should leave him and find somebody who is nearer her age and shares her interests.

b She should think hard about what kind of man she really wants to be with before making a decision.

c She should stay with him if she loves him. Being with an older man has advantages as well as disadvantages.

Adapted from the British press

2 GRAMMAR *should*

a Look at the sentences. Answer questions 1–3.

Should I leave him?
She should stay with him.
You shouldn't make a decision in a hurry.

1 What do we use *should* for?
a rules b advice c permission
2 Does *should* change in sentences with the third person?
3 How do we make negatives and questions with *should*?

b G p.140 Grammar Bank 8A

c Read the messages. What should the people do? Write a short answer to each message.

My neighbours have noisy parties every weekend. I can't sleep and it's driving me mad!

It was my girlfriend's birthday yesterday, and I forgot to get her anything. She isn't happy.

I share a flat with a friend, but she never does any housework.

My ten-year-old son wants a smartphone – he says all his friends have one.

3 PRONUNCIATION /ʊ/ and /uː/

a 8.3 Listen and repeat the words and sounds. What's the difference between the two sounds? Which consonant isn't pronounced in *should* and *would*?

	bull	should would good put
	boot	choose do truth you

b 8.4 Put the words in the correct row. Then listen and check.

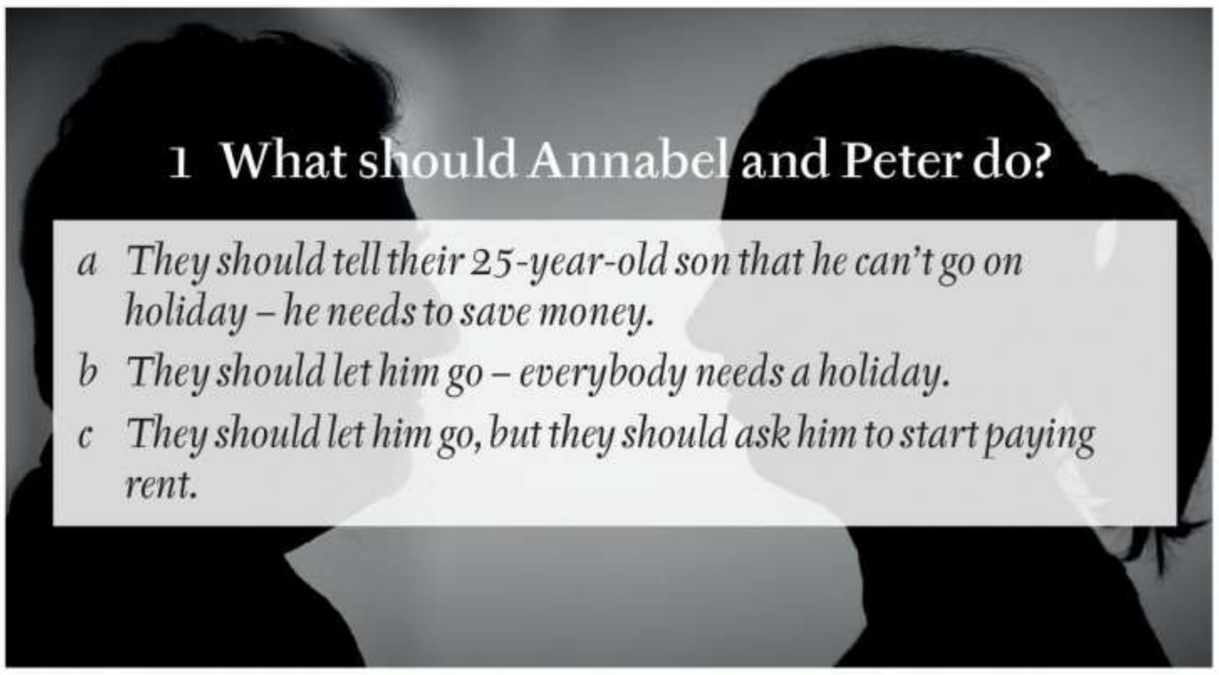
book cool could flew food look lose pull push shoes school

c Practise saying the sentences.

1 What should I do?
2 You shouldn't lose your cool.
3 You should tell the truth.
4 What school should they choose?

4 SPEAKING & LISTENING

a Look at some advice for another problem. With a partner, say what you think the problem is.

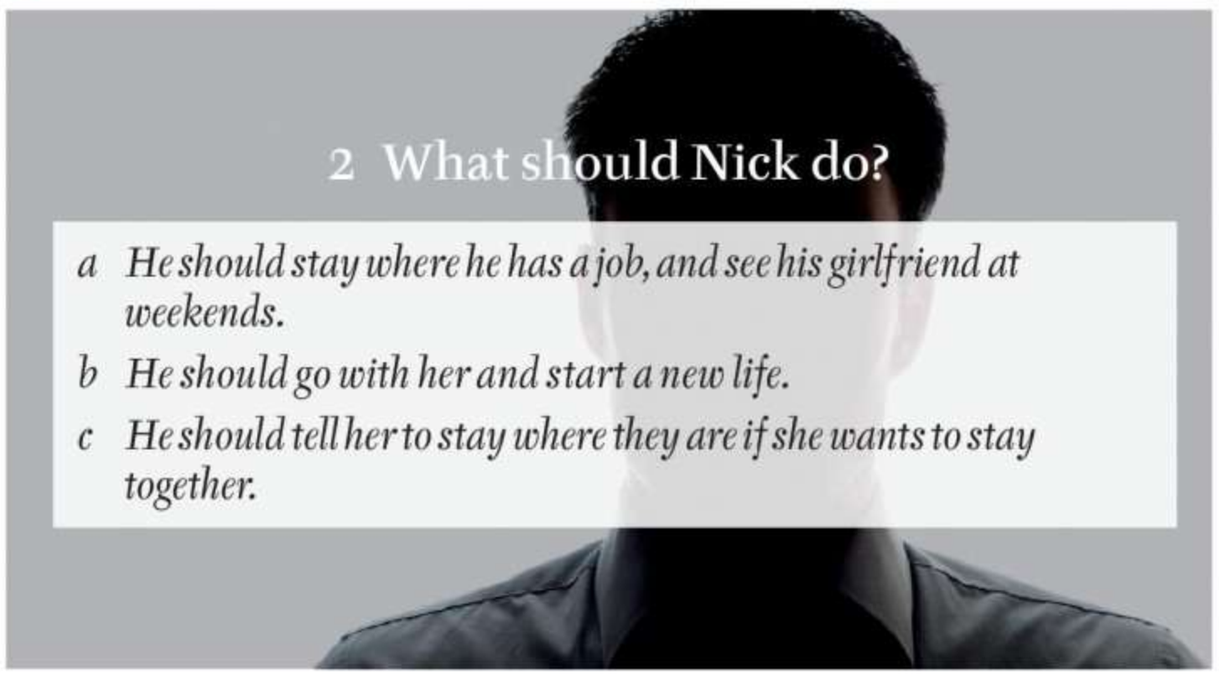


b 8.5 Listen to Annabel and Peter phoning a radio programme called *What's the problem?* and make notes about the problem with their son. Were you right?

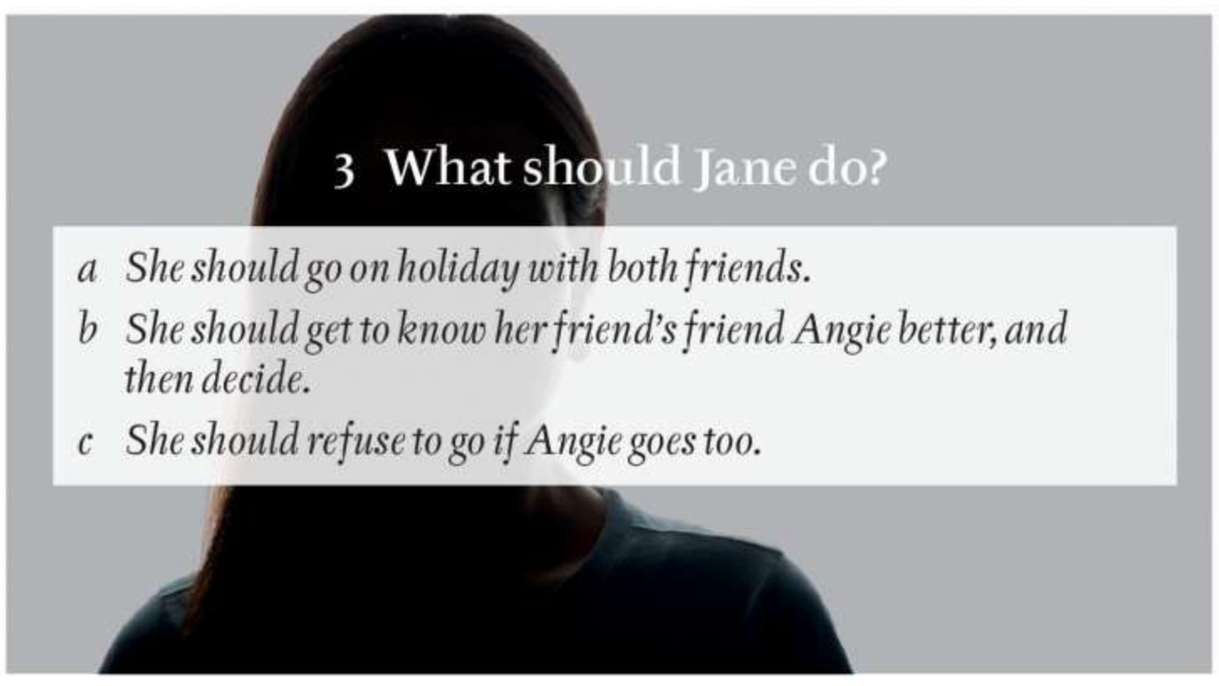
c Talk to your partner and choose the best advice for Annabel and Peter. Tick (✓) a, b, or c and say why.

d 8.6 Listen to an expert giving them advice. Is it the advice you chose? Is it good advice? Why (not)?

e 8.7 / 8.8 Repeat **a–d** for Nick.



f 8.9 / 8.10 Now repeat **a–d** for Jane.



5 VOCABULARY & SPEAKING

get

a Look at three sentences from this lesson. Match *get* in sentences 1–3 to meanings a–c.

a buy / obtain **b** receive **c** become

1 He will never get as excited as you about, for example, a wedding.
2 He should save his money so that he can get his own place to live.
3 I get a good salary.

b Ⓥ p.159 **Vocabulary Bank** *get*

c In pairs, ask and answer the questions with *get*.

1 When was the last time you **got a present**? What was it? Who was it from?
2 Do you usually **get nervous** before exams or presentations? What do you do to feel more relaxed?
3 What website do you use if you want to **get tickets** a) to travel or b) for the cinema / theatre / concerts?
4 Who do you **get on with** best in your family? Is there anybody you don't get on with?
5 How do you **get to work / school / university**? How long does it usually take you?
6 What's the first thing you do when you **get home** from work / school / university?
7 How many **messages** do you **get** a day on your phone? How many **emails** do you **get**? Who are they usually from? Do you answer them?
8 Do you have a good sense of direction, or do you often **get lost**?

8B Murphy's Law

G *if* + present, *will* + infinitive (first conditional) V confusing verbs P homophones

1 READING

a If you're in a slow queue at the supermarket and you change to a different queue, what will usually happen?

b Read the first two paragraphs of the article and check. Who was Murphy? What is his 'Law'?

If something can go wrong...

If you're in a queue at the supermarket and you change to another queue which is moving more quickly, what will happen? The queue you were in before will suddenly start moving faster. What will happen if you take your umbrella because you think it's going to rain later? It won't rain, of course. It will only rain if you forget to take your umbrella. These are examples of Murphy's Law, which says, 'If there is something that can go wrong, it will go wrong'.

Murphy's Law took its name from Captain Edward Murphy, an American aerospace engineer from the 1940s. He was trying to improve safety for pilots flying military planes. Not surprisingly, he got a reputation for always thinking of the worst thing that could happen in every situation. Here are some more examples of Murphy's Law.

Shopping

1 If you lose a glove and buy a new pair,...
2 If you order something online,...

Transport

3 If you stop waiting for a bus and start walking,...
4 If you're in a taxi and you're late for something important,...

Technology

5 If a technician comes to fix your computer,...
6 If you need to print a document urgently,...

Air travel

7 If you get to the airport early,...
8 If you're late for your flight,...

c Now look at the eight examples of Murphy's Law in the article and match them to sentences A–H.

- A it will immediately start working.
- B three will come at the same time.
- C all the traffic lights will be red.
- D you'll find the lost one.
- E your flight will be delayed.
- F the printer won't have any paper.
- G there'll be a long queue at security.
- H you'll be out when they deliver it.

d Do any of these things (or things like this) often happen to you?

2 GRAMMAR *if* + present, *will* + infinitive

a In pairs, cover A–H and look at 1–8 in the article. How many of the laws can you remember?

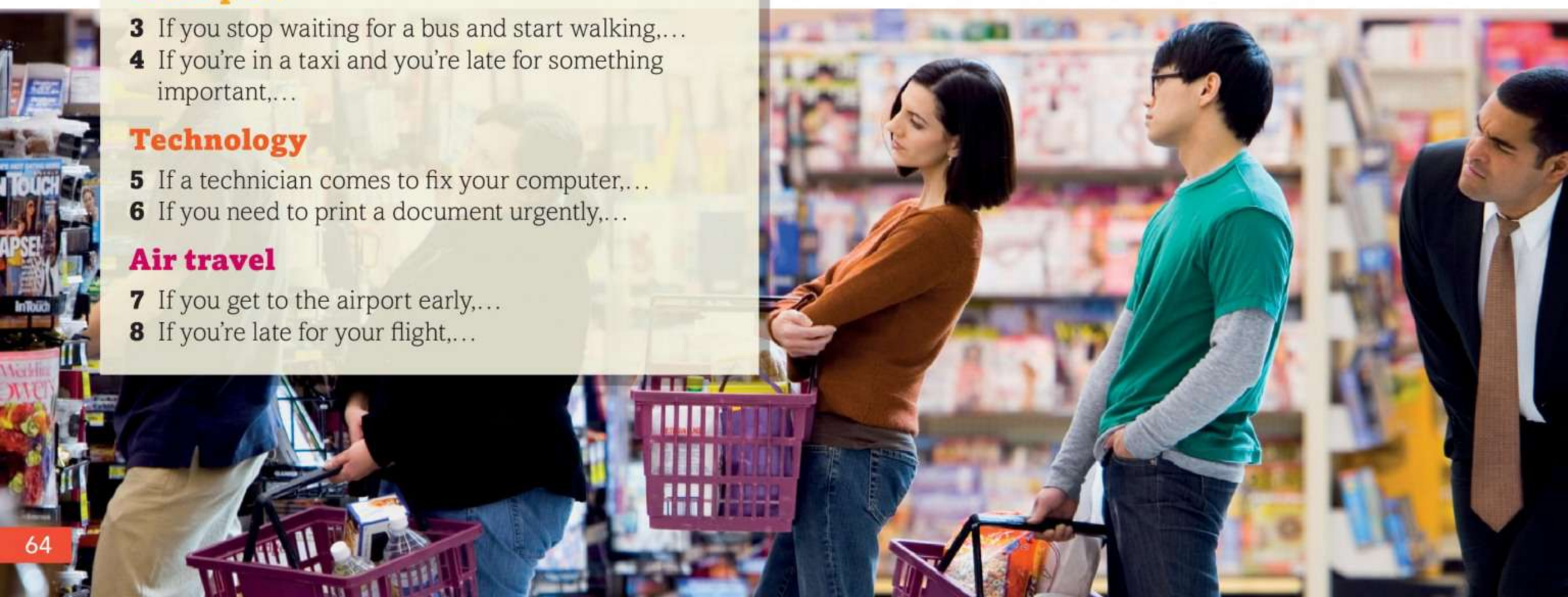
b Look at the laws again. What tense is the verb after *if*? What form is the other verb?

c G p.140 Grammar Bank 8B

d In pairs, complete these examples of Murphy's Law.

1 If you find a pair of shoes that you really like in a shop,...
2 If you're in the street and you need a taxi,...
3 If you wear a new white shirt,...
4 If you leave your phone at home,...
5 If there's a football match on TV and you leave the room for 30 seconds,...

e Compare your answers with other students. Do you have the same (or similar)?



3 LISTENING

a 8.13 You're going to listen to two stories. First listen to six extracts, and circle the words and phrases that you hear. What do you think they mean?

Peter wanted to get a job

1 It was the *recession* / *depression* and it was very difficult to get a job.
2 I *tried for* / *applied for* lots of different jobs.
3 We *got cut off* / *got off* because the bus went into a tunnel.

Sue wanted to see a tiger

4 I was interested in *either* / *neither* a trip to see birds *nor* / *or* a trip to see a tiger.
5 I thought it would be really cool to see a tiger *in the wild* / *in Thailand*.
6 We spent *the whole morning* / *all morning* looking for the tiger.

b 8.14 Listen to the stories once. Why are they examples of Murphy's Law?

c Listen again. Mark the sentences **T** (true) or **F** (false). Correct the **F** sentences.

1 Peter didn't have any qualifications.
2 He wasn't expecting to get a phone call about a job.
3 He couldn't call them back because his phone had no battery.
4 Sue didn't have much free time at the conference.
5 The guide was optimistic about seeing the tiger.
6 Sue didn't really enjoy her trip.

d Whose experience was more annoying? Have you ever had a Murphy's Law experience?

4 VOCABULARY & SPEAKING
confusing verbs

a Look at the sentences about Peter and Sue. The underlined verbs are mistakes. What verbs should they be?

1 Peter was unemployed, and was finding a job.
2 The guide said Sue that there was only one tiger in the whole park.

b V p.160 **Vocabulary Bank** Confusing verbs

c Circle the correct verb. Then ask and answer the questions with a partner.

1 Who do you *look* / *look like* in your family?
2 How many English classes have you *missed* / *lost* this year?
3 What music do you like *hearing* / *listening to* in the car?
4 Do you think football players *win* / *earn* too much money?
5 What is the best way to *know* / *meet* new friends?
6 Is it sometimes OK to *say* / *tell* a lie?
7 Have you ever *lent* / *borrowed* money to a family member?
8 Do you know anyone who's *looking for* / *finding* a flat?
9 What clothes do you usually *carry* / *wear* during the week?
10 Do you ever *look at* / *watch* films on your phone?

5 PRONUNCIATION homophones

Homophones
Homophones are words with different spellings, but the same pronunciation. Some of the confusing verbs in **4** are homophones, e.g. *I can't* ***hear*** *you. Please come* ***here***.

a 8.16 Listen to the pairs of sentences, and complete sentence b with a homophone of the **bold** word.

1 a What are you going to **wear** tonight?
b A _____ are you from? B I'm from Warsaw.
2 a I don't **know** what to do.
b There's _____ milk in the fridge!
3 a Hi. Nice to **meet** you.
b Do you want _____ or fish?
4 a The maximum **weight** for hand luggage is ten kilos.
b I'm coming! _____ for me!
5 a Please **write** soon.
b Is it on the left or on the _____?
6 a There's only **one** ticket left.
b Brazil _____ the match 5–1.
7 a I can't **see** the board!
b I love swimming in the _____.
8 a Have you ever read ***War*** *and Peace*?
b It was cold, so she _____ a coat.

b 8.17 Listen and write four sentences. Then practise saying them.

8C Who is Vivienne?

G possessive pronouns | V adverbs of manner | P reading aloud

1 READING

a You are going to read and listen to a short story. First look at the photos on this page. In what century do you think the story takes place? Why?

b 8.18 Read and listen to Part 1. Then answer the questions with a partner.

1 What did the detective give Hartley? What did he offer to do?
2 What did Hartley do when he got the address?
3 What did Vivienne look like?
4 Why was Hartley angry with her?

Think about the story so far: Why do you think Vivienne didn't answer Hartley's letter?

c 8.19 Read and listen to Part 2. Then answer the questions with a partner.

1 Why wasn't Vivienne sure about accepting Hartley's offer?
2 How did Hartley try to persuade her?
3 Where did Hartley and Vivienne first meet?
4 What did Hartley think was the reason why Vivienne didn't say yes to his offer?
5 What do you think Hartley wanted Vivienne to do?

Think about the story so far: Who do you think Héloise is?

Girl – O. Henry

Part 1

"I've found where she lives," said the detective quietly. "Here is the address."

Hartley took the piece of paper. On it were the words "Vivienne Arlington, No. 341 East 49th Street."

"She moved there a week ago," said the detective. "I can follow her if you want. It will only cost you $7 a day and expenses…"

"No, thank you," interrupted Hartley. "I only wanted the address. How much is it?"

"One day's work," said the detective. "Ten dollars."

Hartley paid the man. Then he left his office and took a tram to Broadway. After walking a short distance he arrived at the building that he was looking for. He went up the stairs, into her apartment, and saw her standing by the window.

Vivienne was about twenty-one. Her hair was red gold, and her eyes were sea-blue. She was wearing a white top and a dark skirt.

"Vivienne," said Hartley angrily, "you didn't answer my last letter. It took me a week to find your new address! Why didn't you answer me? You knew I was waiting to see you and hear from you."

2 PRONUNCIATION reading aloud

a 8.20 Listen to the last four lines of Part 2. What tells the speakers…?

a where to pause
b in what way to say the dialogue

Reading aloud
Reading stories or poems aloud gives you the opportunity to focus on pronunciation, especially sentence rhythm.

b 8.21 Listen and repeat the names from the story.

Hartley /ˈhɑːtli/ the Montgomerys /mɒntˈgɒmeriz/
Vivienne /ˈvɪviən/ Héloise /ˌeləʊˈiːz/

c Practise reading aloud with a partner. **A** read Part 2 until *'…when I was at the Montgomerys'*. Use the adverbs to help you, and remember to pause at the commas. Then **B** read the rest of Part 2.

Part 2

The girl looked out the window dreamily.

"Mr Hartley," she said slowly, "I don't know what to say to you. I understand all the advantages of your offer, and sometimes I feel sure that I could be happy with you. But, then sometimes I am less sure. I was born a city girl, and I am not sure that I would enjoy living a quiet life in the suburbs."

"My dear girl," said Hartley, "You will have everything that you want. You can come to the city for the theatre, for shopping, and to visit your friends as often as you want. You can trust me, can't you?"

"I can trust you completely," she said, smiling at him. "I know you are the kindest of men, and that the girl who you get will be very lucky. I heard all about you when I was at the Montgomerys'."

"Ah!" exclaimed Hartley, "I remember so well the evening I first saw you at the Montgomerys'. I will never forget that dinner. Come on, Vivienne, promise me. I want you. Nobody else will ever give you such a happy home."

Vivienne didn't answer. Suddenly Hartley was suspicious. "Tell me, Vivienne, is there," he asked, "is there – is there someone else?"

"You shouldn't ask that, Mr. Hartley," she said. "But I will tell you. There is one other person – but I haven't promised him anything."

"Vivienne," said Hartley masterfully, "You must be mine."

Vivienne looked him in the eye.

"Do you think for one moment," she said calmly, "that I could come to your home while Héloise is there?"

Glossary
advantage *n* a positive thing
suburb *n* an area where people live outside the centre of the city
trust *v* believe that somebody is good, honest, etc.
suspicious *adj* feeling that somebody has done something wrong
masterfully *adv* in a dominant way

3 GRAMMAR possessive pronouns

a Look at some sentences from the story. Complete them with *my* or *mine*.

1 'Vivienne, you didn't answer _____ last letter.'
2 'Vivienne…you must be _____.'

b G p.140 Grammar Bank 8C

c 8.23 Listen. Say the sentences with a possessive pronoun.

It's my book. (*It's mine.*

4 VIDEO LISTENING

a 8.18, 8.19 Close your books and watch or listen to Parts 1 and 2 of the story.

b 8.24 Watch or listen to Part 3 of the story. Answer the questions.

1 What did Hartley say about Héloise?
2 What did Vivienne promise to do?

Think about the story so far: Who do you think the lady on the stairs is?

c 8.25 Watch or listen to Part 4 of the story.

1 Who was the lady on the stairs?
2 Who was Vivienne?
3 Who was Héloise?

d Did the ending surprise you? Why (not)?

5 VOCABULARY & WRITING adverbs of manner

a Look at Part 2 of the story and underline six adverbs which describe how Vivienne and Hartley are behaving, speaking, or feeling.

b Make adverbs from the following adjectives.

angry lazy quiet sad serious slow

c 8.26 Listen to some lines from stories. Add an adverb from **b** after 'said' to show how the person is speaking.

1 'I'm sorry, but I don't love you,' he said _____.
2 'Give me back all my letters,' she said _____.
3 'I think…I have an idea,' he said _____.
4 'Don't make a noise. Everyone is asleep,' she said _____.
5 'I don't feel like doing anything,' he said _____.
6 'This is a very important matter,' she said _____.

d In pairs, write a short final scene between Hartley and Héloise. Include at least two adverbs of manner after *said*.

7&8 Revise and Check

GRAMMAR

Circle a, b, or c.

1 I need ____ some emails.
a to answer b answer c answering
2 The situation is difficult ____.
a for explain b explain c to explain
3 I don't know what ____.
a do b to do c that I do
4 I don't really mind ____ housework.
a do b to do c doing
5 ____ is one of the best forms of exercise.
a Swiming b Swimming c Swim
6 ____ bring our books tomorrow?
a Do we have to
b Have we to
c Do we must
7 It's free. You ____ pay.
a don't have to b mustn't c haven't to
8 You must ____ your grandmother.
a to call b calling c call
9 You ____ drink so much coffee.
a not should
b don't should
c shouldn't
10 I think you should ____ to her about it.
a to talk b talk c talking
11 If she ____, she won't come back.
a goes b went c 'll go
12 If they don't come soon, we ____ them.
a don't see b won't see c aren't see
13 Call me if you ____ a taxi.
a won't find b don't find c didn't find
14 A Whose book is that? B It's ____.
a my b the mine c mine
15 She forgot his birthday, but he didn't forget ____.
a her b hers c she

VOCABULARY

a Circle the correct verb.

1 When did you *know* / *meet* your husband?
2 Did you *tell* / *say* Mark about the party?
3 If we don't run, we'll *miss* / *lose* the train!
4 I really *wait* / *hope* she's passed the exam.
5 My mother always *carries* / *wears* a lot of jewellery.

b Complete with a verb from the list.

enjoy feel like finish forget hate learn mind promise

1 Don't _____ to turn off the light before you go.
2 I want to _____ to speak Italian before my trip to Verona.
3 Do you _____ going out for dinner later?
4 I _____ to pay you back next week.
5 My parents are very punctual – they _____ being late.
6 Do you _____ waiting here until I'm ready?
7 I really _____ making cakes, it's so relaxing.
8 When are you going to _____ using the printer? I need it!

c Complete the sentences with a preposition.

1 She was really angry _____ me because I was late.
2 Are you interested _____ this TV programme?
3 When I was a child I was afraid _____ dogs.
4 I'd really like to be good _____ dancing.
5 Eating too many sweets and biscuits is bad _____ you.

d Complete the *get* phrases.

1 We didn't have the satnav and we got l_____ on the way home from Edinburgh.
2 I'm always really hungry when I get h_____ from school.
3 She was very ill, but luckily she's getting b_____.
4 We got two t_____ for the theatre to see a show.
5 I get o_____ very well with my brothers and sisters.
6 They were married for ten years, but six months ago they got d_____.
7 When I was young I got a lot of pr_____ on my birthday.

PRONUNCIATION

a Practise the words and sounds.

Vowel sounds: ʊ (bull), uː (boot)
Consonant sounds: ŋ (singer), v (vase), b (bag), m (monkey), n (nose)

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

c What sound in **a** do the pink letters have in these words?

1 choose 2 look 3 love 4 doing 5 know

d Underline the stressed syllable.

1 sur|vive 2 ha|ppi|ness 3 a|fraid 4 pre|tend 5 bo|rrow

CAN YOU understand this text?

a Read the article. Does it give you...?

1 explanations and tips about queuing
2 the history of queuing
3 stories about queuing

HOW TO BE A QUEUE WINNER

Do you know why the queues at the other checkouts in the supermarket always seem to move faster than yours? A new book by David Andrews, *Why Does the Other Line Always Move Faster?*, has the answer: because you only notice how fast the other queues are moving when yours is moving slowly. If your queue moves fast, then you won't notice the slower queues at all, because you're busy unloading your trolley, putting things into bags, and paying.

Of course another part of the answer is simple probability. If there are three queues in the supermarket and you join the middle one, there is a two in three chance that one of the other queues will be the fastest, whereas yours only has a one in three chance.

SO HOW CAN YOU BE A QUEUE WINNER?

According to Andrews, this is what you should do:

1 **CHOOSE A QUEUE THAT HAS MORE MEN IN IT.** Men are less patient than women, and sometimes give up and leave the queue if it's moving very slowly.

2 **CHOOSE A QUEUE ON THE LEFT.** Most people are right-handed, and choose queues on the right, so queues on the left are often shorter.

3 **DON'T USE THE EXPRESS LANE.** Lots of people with a few items can be slower than a few people with lots of items.

4 **IF YOU CAN, CHOOSE A CHECKOUT WHICH IS 'CASH ONLY'.** Using cash is usually quicker than paying by card.

5 **DON'T THINK TOO MUCH!** Sometimes it's best just to join the queue with the fewest people.

British and American English
queue = British English
line = American English

b Read the article again. Match the sentence halves.

1 If your queue moves fast, ___
2 If there are three queues, ___
3 If there are a lot of women in the queue, ___
4 If you choose a queue on the left, ___
5 If there are a lot of people in the express lane, ___
6 If people pay cash, ___

a yours will probably not be the fastest.
b it will move more slowly than a normal lane.
c you'll be too busy to notice the other queues.
d they'll pay more quickly than with cards.
e you will probably spend less time waiting.
f it will move more slowly than a queue with lots of men.

CAN YOU understand these people?

8.27 Watch or listen and answer the questions.

Susie Tarquin Katelyn Joseph Alison

1 For Susie happiness is ____ and having good food and music.
a going out with friends **b** being at home with friends
c going to a friend's house

2 Tarquin speaks ____ French.
a very good **b** very fluent **c** quite good

3 Katelyn doesn't usually ask her parents for advice ____.
a because she doesn't get on with them
b because they are much older than she is
c because she lives far away from them

4 Joseph suggests that people who can't sleep ____.
a should have the window open at night
b should buy a really comfortable bed
c shouldn't have their phone in their bedroom

5 Alison thinks the British are bad at learning languages ____.
a because they don't think they need to
b because they don't have good teachers
c because English is easier than most other languages

CAN YOU say this in English?

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

Can you...?

1 ☐ talk about something you would like to learn to do, and someone you think would be interesting to meet
2 ☐ talk about three things you like, love, and hate doing
3 ☐ talk about the rules in your (language) school using *must* and *have to*
4 ☐ give someone advice about learning English using *should* and *shouldn't*
5 ☐ remember three examples of Murphy's Law in English
6 ☐ say two true sentences using *mine* and *yours*

9A Beware of the dog

G *if* + past, *would* + infinitive (second conditional) **V** animals and insects **P** word stress

1 VOCABULARY & PRONUNCIATION

animals and insects; word stress

a 9.1 Listen. Which animals can you hear?

b V p.161 **Vocabulary Bank** Animals

> **Stress in words that are similar in other languages**
> Some words in English, e.g. for animals, are similar to the same words in other languages, but the stress is often in a different place.

c Look at the animal words below. Can you remember which syllable is stressed? Underline it.

ca|mel cro|co|dile dol|phin e|le|phant
gi|raffe kan|ga|roo li|on mos|qui|to

d 9.3 Listen and check. Are any of these words similar in your language? Is the stress in the same place?

e In pairs, ask and answer the questions.

1 Do you have (or have you ever had) a pet? What was it?
2 What's your favourite film about an animal?
3 What's your favourite cartoon animal?
4 What animal would you most like to see on a safari?
5 Are there any animals or insects you are really afraid of?
6 Are you allergic to any animals or insects?
7 What are the most dangerous animals or insects in your country?

2 LISTENING

a Look at the pictures of the five most dangerous animals or insects in the UK. Which do you think is the most and least dangerous?

b 9.4 Listen and check. Complete 5th to 1st in the chart with the names of the animals or insects.

c Listen again and complete the facts about the animals or insects with one or two words in each gap.

5th _____

- They can be about [1]_____ long.
- They only attack when people [2]_____ them by accident.

4th _____

- They kill at least one person [3]_____.
- Most attacks happen when people are [4]_____ in fields usually in spring or [5]_____.

3rd _____

- They can weigh [6]_____.
- Males can get aggressive in the [7]_____. They also cause about [8]_____ car accidents a year.

2nd _____

- [9]_____ attacks cause death.
- Attacks can happen at any time, and some even attack [10]_____.

1st _____

- About [11]_____ people a year die from an allergic reaction.
- [12]_____ are more aggressive than [13]_____.

d Are any of these animals dangerous where you live? Have you ever had a bad experience with any of them?

3 READING & SPEAKING

a Read the quiz questions and answers. Complete each question with an animal or insect from the list.

bee cows dog jellyfish shark snake wasp

WOULD YOU KNOW WHAT TO DO?

We all love seeing animals on TV and in zoos, but some animals can be dangerous. If you met one in real life, would you know the right thing to do? Read about some common and some less common situations and decide what you would do.

IN THE CITY

1 **What would you do...**if a large, aggressive _____ ran towards you?
   a I would shout 'down' at it several times.
   b I would put my hands in my pockets and walk slowly backwards.
   c I would keep completely still and look in its eyes.

2 **What would you do...**if you were driving and a _____ or _____ flew into the car?
   a I would open all the windows and wait for it to fly out.
   b I would try to kill it with a map or a newspaper.
   c I would wave my hand to make it go out.

IN THE COUNTRY

3 **What would you do...**if a poisonous _____ bit you on the leg, and you were more than 30 minutes from the nearest town?
   a I would put something very cold on it, like a water bottle.
   b I would suck the bite to get the poison out.
   c I would tie something, e.g. a scarf, on my leg above the bite.

4 **What would you do...**if you were walking a dog on a lead and some _____ started moving towards you?
   a I would let the dog run free.
   b I would pick the dog up in my arms.
   c I would shout and wave my arms.

IN THE WATER

5 **What would you do...**if you were in the sea and a _____ stung you?
   a I would rub the sting with a towel to clean it.
   b I would wash the sting with fresh water.
   c I would wash the sting with vinegar or sea water.

6 **What would you do...**if you were in the sea quite near the shore and you saw a _____?
   a I would swim to the shore as quickly and quietly as possible.
   b I would float and pretend to be dead.
   c I would shout for help.

b Look at the highlighted verbs and verb phrases. With a partner, try to guess their meaning from the context.

c Read the quiz again and circle your answers, a, b, or c.

d **C Communication** Would you know what to do? **A p.105 B p.110 C p.107** Read the answers to one section and tell the others. Did you all choose the right answers?

e Have you ever been in any of these situations? What did you do?

4 GRAMMAR *if* + past, *would* + infinitive

a Look at quiz questions 1–6 again. Are they about a past situation or an imagined future situation? What tense is the verb after *if*? What form is the other verb?

b **G p.142 Grammar Bank 9A**

5 SPEAKING

Work in groups of three. Take turns to choose a question and ask the others in the group. Then answer it yourself.

WHAT WOULD (OR WOULDN'T) YOU DO...?

...if you saw a mouse in your kitchen
...if you saw a dog attacking someone
...if a bird or a bat flew into your bedroom
...if you saw a large spider in the bath
...if it was a very hot day and you were on a beach that was famous for shark attacks
...if someone offered to buy you a fur coat
...if your neighbour's dog barked all night
...if a friend asked you to look after their cat or dog for the weekend
...if you went to somebody's house for dinner and they gave you...?
a horse meat b goat c kangaroo

Talking about imaginary situations with *would / wouldn't*
I'd (definitely)...
I think I'd (probably)...
I (probably) wouldn't...
I (definitely) wouldn't...
I don't think I'd...

9B Fearof.net

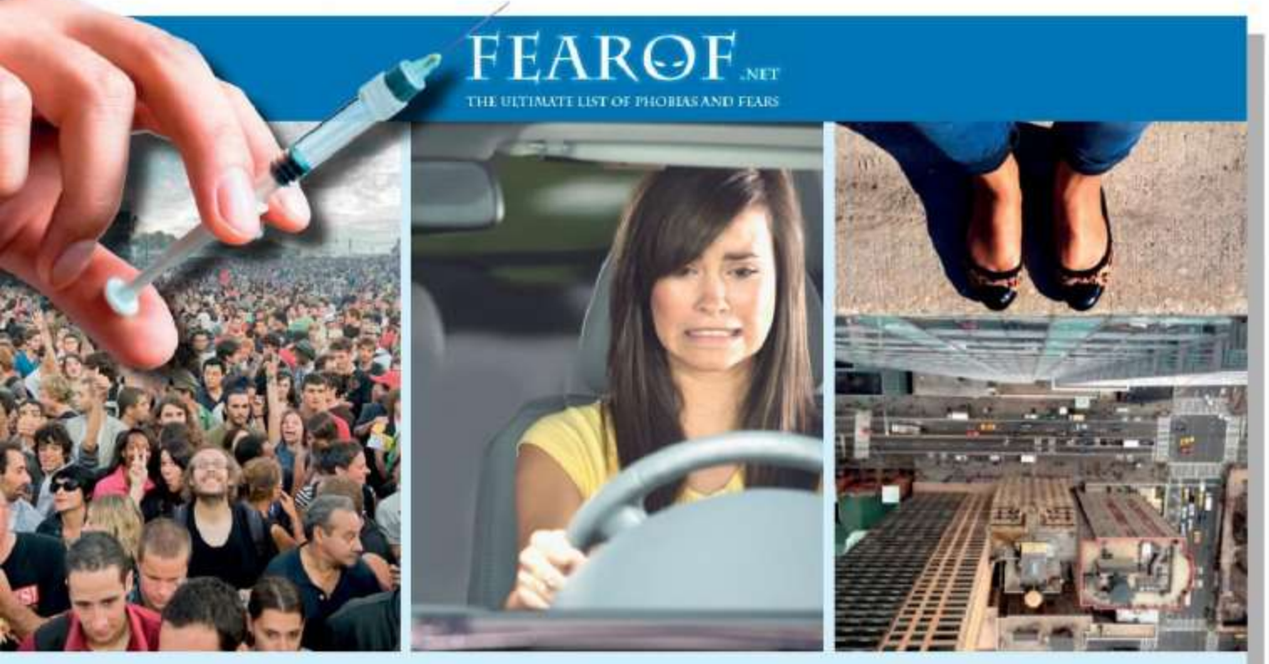
G present perfect + *for* and *since* V words related to fear, phrases with *for* and *since* P sentence stress

1 READING

a Look at all the photos in this lesson. Are you afraid of any of these things?

b Read some information from *fearof.net*, a website about phobias. Complete each phobia with the correct heading from the list.

Fear of butterflies **Fear of crowds**
Fear of doctors **Fear of driving** **Fear of heights**



1 ____

Some people with this phobia find it difficult to pass the test. Others are anxious on motorways or certain roads. In extreme cases, people are afraid of being a passenger in a vehicle. *Comment* ____

2 ____

People say that actress Nicole Kidman suffers from this phobia. It is closely linked to a general fear of insects. People with this phobia are afraid of most insects with wings, and they feel nauseous or they panic if they see them. *Comment* ____

3 ____

This phobia is quite common in young children, but adults suffer from it, too. Many are especially afraid of having vaccinations or blood tests. *Comment* ____

4 ____

This fear affects nearly one in every 20 adults. People with this phobia usually avoid tall buildings, skiing, or standing on balconies. *Comment* ____

5 ____

This phobia affects many people, but women more than men. These people feel very anxious or scared if they are in a noisy place where there are a lot of people, for example a shopping mall or a sports stadium. They often avoid these kinds of places. *Comment* ____

Adapted from a website

c Now read some comments posted on the website. Match comments A–E to fears 1–5.

A ____

I am so scared that I haven't been to see one for more than 15 years. I hate thinking about them! I feel the same way about dentists, too. ***Carl***

B ____

I have a fear of going over bridges, and on motorways at over 60 mph. I'm OK at 45 mph. I once went over a bridge and I had to stop in the middle – I was really frightened. I haven't driven that way since then, and that was seven years ago. ***Becky***

C ____

I thought I was the only person that had this fear! I'm OK with the small ones, but I'm terrified of the big ones. I'm OK if they aren't close to me, but as soon as they start flying near me I run away. I like looking at pictures of them because they can be beautiful, but if they fly towards me, especially towards my face, I panic. ***Mina***

D ____

I suffer from this phobia, and what works best for me, if I know that I'm going to be in a situation where there'll be a lot of people, is to arrive early. Then other people arrive little by little, and that helps me. The worst thing is walking into a place that is already full of people. ***Simon***

E ____

I've had this phobia for about 20 years. It started when I was a child, about six I think. I had a bad dream where I was in a block of flats high up on a hill and I nearly fell out of the window. I woke up and started crying. I haven't been to any really high places since then. Even if I imagine I'm in a high place, I feel dizzy. ***Keith***

d Look at the highlighted words in the phobias and comments and match them to the definitions.

1 the noun made from the adjective *afraid* _____
2 one adjective which means *very afraid* _____
3 two synonyms for *afraid* _____, _____
4 an adjective for the feeling that everything is going round in circles _____
5 to suddenly feel afraid and not be able to think _____
6 to be badly affected by something _____

e Do you have or does anyone you know have a phobia? When and how did it start? How does it affect your or their life?

My brother is really scared of flying. He gets very nervous before he flies somewhere. It started about ten years ago when…

2 LISTENING & SPEAKING

a 9.6 Listen to interviews with two women, Julia and Chloe, about their phobias. Answer the questions.

	Julia	Chloe
1 What is she afraid of?		
2 How long has she had the phobia?		
3 What does she think started it?		
4 How does/did it affect her life? .		
5 Has she had any therapy?	Yes / No	Yes / No

b Listen again. What do you find out about their therapy or why they didn't have therapy? Are their phobias better now?

c Which of the phobias in this lesson do you think is the most rational / the most irrational?

3 GRAMMAR & VOCABULARY present perfect; phrases with *for* and *since*

a Look at this extract from the first interview in **2**. Answer the questions.

'How long have you had this phobia?'
'I've had it since I was about 12, so for more than 30 years.'

1 When did she begin to be afraid of spiders?
2 Is she afraid of spiders now?
3 What tense do we use to talk about something that started in the past and is still true now?

b G p.142 Grammar Bank 9B

c Complete the gaps with *for* or *since*.

_____ 1990	_____ a long time
_____ about 20 years	_____ ages
_____ I was a child	_____ six months
_____ the 4th of May	_____ a few weeks
_____ then	_____ I got up this morning
_____ 8.15	_____ five minutes

d 9.8 Listen and check. Practise saying the phrases.

4 PRONUNCIATION sentence stress

a 9.9 Listen and repeat. Copy the rhythm.

1	I've worked	I've worked here	I've worked here for ten years.
2	We've lived	We've lived in London	We've lived in London since 2012.
3	How long	How long have you known	How long have you known your best friend?

b 9.10 Listen and write five sentences. Practise saying them.

5 SPEAKING

a Look at the questions below. Which two tenses do you need to use in the gaps? What are the missing words in each question?

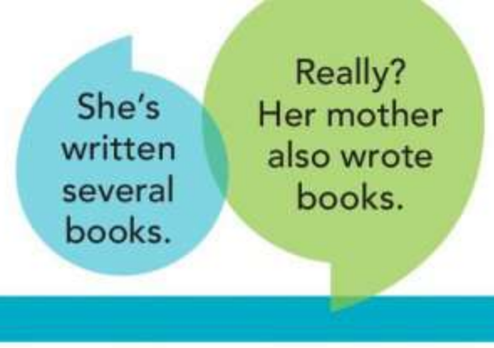
		Name
have	/ a pet? What is it? How long / it?	
	/ a tablet? What kind? How long / it?	
live	/ in a modern flat? How old is it? How long / there?	
	/ near this school? Where exactly? How long / there?	
know	/ anybody from another country? Where's he (or she) from? How long / him (or her)?	
be	/ a fan of a football team? Which team? How long / a fan?	
	/ a member of a club or organization? Which one? How long / a member?	
	/ married? What's your partner's name? How long / married?	

b 9.11 Listen and check.

c Move around the class and ask other students the questions. If they answer *Yes, I do* or *Yes, I am* to the first question, ask the second question. Try to find a different person for each question.

Do you have a pet?) (*Yes, I do.*
What is it?) (*A dog.*
How long have you had it?)

9C Scream queens



G present perfect or past simple? (2) | V biographies | P word stress, /ɔː/

1 VOCABULARY & PRONUNCIATION
biographies; word stress, /ɔː/

a Number the events in what you think is a logical order. Compare with a partner. Do you agree?

1 **be born**
marry sb / get married
go to primary school
have children
go to secondary school
go to university
leave school
separate
get a job
divorce sb / get divorced
retire
fall in love
13 **die**

b 9.12 Look at the highlighted words in the list above. Which syllable is stressed? Listen and check.

c 9.13 Listen and repeat the words and sound.

horse	born divorced fall

d Practise saying these words. Circle the ones with the /ɔː/ sound.

more work world small walk worse talk
ball form bought four word

e 9.14 Listen and check. What rule can you hear for words with *wor* + consonant?

2 READING

a Look at the photos of Janet Leigh and her daughter and read the introduction. Have you seen any of their films?

b Read ten paragraphs about the lives of the two women. In pairs, decide which five are about Janet Leigh (**JL**) and which five are about Jamie Lee Curtis (**JLC**).

c Work in pairs. **A** Re-read the facts about Janet Leigh and **B** about Jamie Lee Curtis. Close your books and tell your partner what you can remember.

Like mother, *like* daughter

Janet Leigh (1927–2004) was one of film director Alfred Hitchcock's favourite actresses, and was in more than 50 films and many TV series. Her daughter Jamie Lee Curtis (1958–) is also a successful actress.

1 ☐ She had two children from her third marriage to actor Tony Curtis. The marriage lasted 11 years. She then married again, and this marriage lasted for the rest of her life.

2 ☐ She has been in many different kinds of films, including the comedies *Trading Places*, *A Fish Called Wanda*, and *True Lies*, for which she won a Golden Globe Award for Best Actress in a Musical or Comedy. She has also starred in the comedy-horror TV series *Scream Queens*. In one episode she recreated the famous scream from *Psycho*.

3 ☐ She has been married for more than 20 years to actor, screenwriter, and director Christopher Guest. She became Lady Haden-Guest when her husband became Baron Haden-Guest after the death of his father.

4 ☐ She was married four times. At the age of 15 (pretending to be 18) she married 18-year-old John Kenneth. They got divorced four months later.

5 ☐ She has written several bestselling children's books. She says she finds the inspiration for her writing all around her – in the experiences of her children, her godchildren (one is actor Jake Gyllenhaal), her friends, and of course in her own life.

3 GRAMMAR present perfect or past simple? (2)

a Cover the text. Which sentences are about Janet Leigh? Which are about Jamie Lee Curtis? Why are the tenses different?

1 **She was** in more than 50 films.
2 **She's been** in many different kinds of films.
3 **She was** married four times.
4 **She's been** married for more than 20 years.
5 **She's written** several best-selling children's books.
6 **She wrote** four books.

b G p.142 Grammar Bank 9C

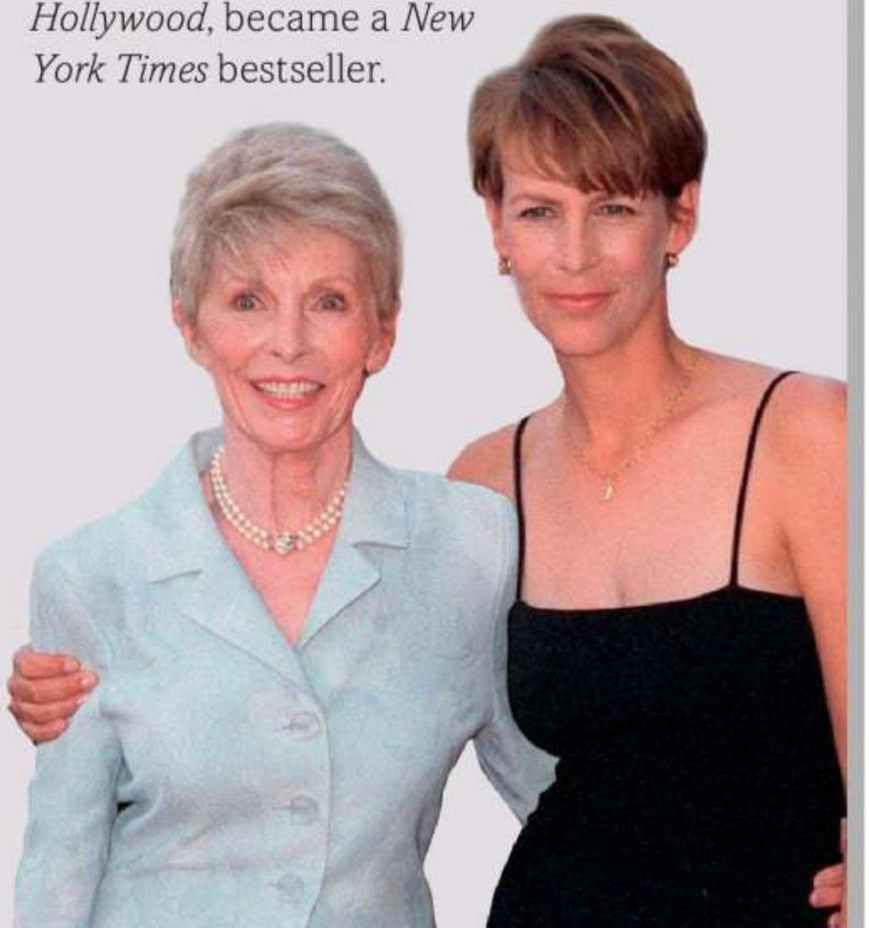
6 ☐ She is a fan of *World of Warcraft*, and has been to events such as ComicCon and BlizzCon.

7 ☐ Her most famous role was the victim in *Psycho*, for which she won the Golden Globe Award for Best Supporting Actress and received an Oscar nomination. However she was traumatized by the iconic shower scene, and for the rest of her life she never had showers, only baths.

8 ☐ She is close friends with actress Sigourney Weaver. In an interview, she admitted that she has never watched Weaver's film *Alien* the whole way through because she was too scared.

9 ☐ She was in five films, including *Houdini*, with Tony Curtis, and also starred opposite Frank Sinatra and Paul Newman.

10 ☐ She wrote four books. The first, the memoir *There really was a Hollywood*, became a *New York Times* bestseller.



4 LISTENING

a Look at the photo of a famous father and his son. Do you know who they are? Do you know anything about them?

b 9.16 Listen to a radio programme about the son and check your answers. What's the son's real name? How well did he and his father get on?

c Listen again. What is the connection between the son and 1–9? Make notes.

1 Zowie Bowie
His name when he was very young.
2 UK, 1971
3 Angie
4 the drums, the saxophone and the piano
5 an 8mm video camera
6 the London Film School
7 commercials for French Connection and Heinz ketchup
8 *Moon*
9 *Source Code* and *Warcraft*
10 paparazzi

d Do you think Jamie Lee Curtis and Duncan Jones have been successful because their parents were famous, or because they are genuinely talented? Do you think it's more common for children to want to do the same job as their parents, or to do something completely different?

5 SPEAKING & WRITING

a Think about an older person (a friend or a member of your family) who is alive and who you know well. Prepare to answer the questions below about their life and to tell your partner any other interesting information about them.

The past

When was ☐ born?
Where was ☐ born?
What did ☐ do after ☐ left school? (e.g. get a job, go to university, get married, have children, etc.)

The present

Where does ☐ live now?
How long has ☐ lived there?
What does ☐ do? (job)
What does ☐ do in ☐ free time?
Do you think ☐ has had a good life? Why (not?)

b Interview your partner about his / her person. Ask for more information. Do your two people have anything in common?

I'm going to tell you about my grandmother.
When was she born?

c W p.118 **Writing** A biography Write a biography of a person you know, or a famous person.

EPISODE 5

Practical English Getting around

asking how to get there | V directions

1 HOLLY AND ROB IN BROOKLYN

a 9.17 Watch or listen to Rob and Holly. Mark the sentences **T** (true) or **F** (false).

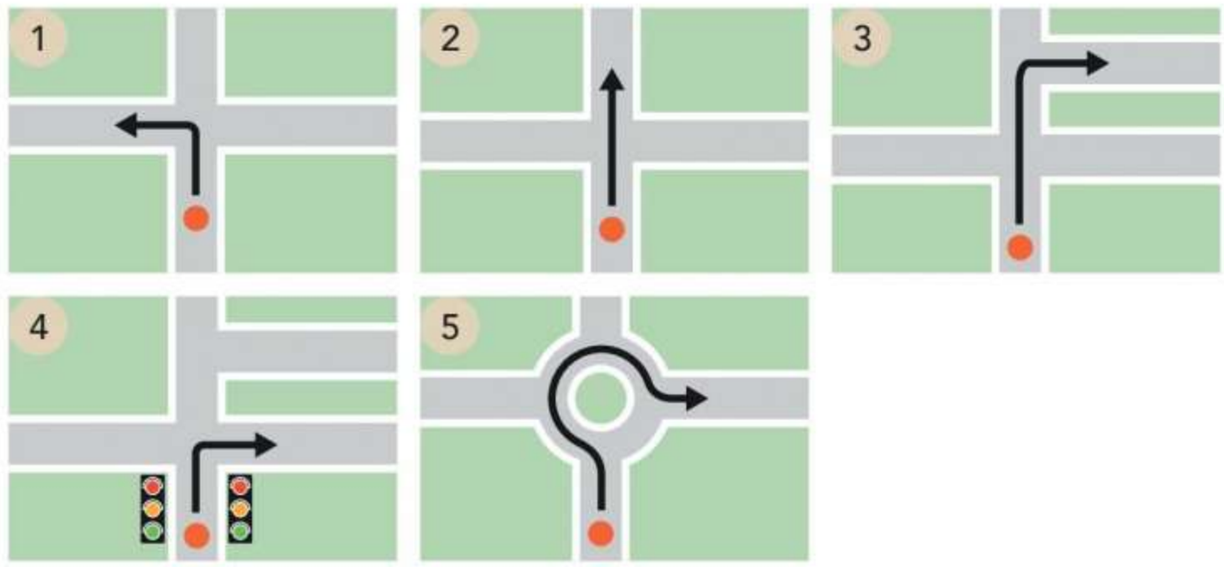
1 Rob has just done an interview.
2 He is in a hurry.
3 He has another interview in Manhattan.
4 He has another coffee.
5 Barbara phones Rob.
6 The restaurant is booked for seven o'clock.

British and American English
restroom = American English
toilet = British English

the subway = American English
the underground = British English

b Watch or listen again. Say why the **F** sentences are false.

2 VOCABULARY directions



a Look at the pictures and complete the phrases.

1 Turn _____.
2 Go _____ on.
3 Take the _____ turning on the right.
4 Turn right at the _____ lights.
5 Go round the _____ and take the third exit.

b 9.18 Watch or listen and check.

c Cover the phrases and look at the pictures. Say the phrases.

3 ASKING HOW TO GET THERE

a 9.19 Cover the conversation on p.77 and watch or listen. Mark Rob's route on the map.

b Watch or listen again. Complete the **You hear** phrases.

You say	You hear
How do I get to Greenwich Village on the subway?	Go to the subway station at Prospect Park. [1]_____ the B train to West 4th Street.
How many stops is that?	Six or seven.
OK. And then?	From West 4th Street take the A train, and get [2]_____ at 14th Street.
Could you say that again?	OK. From Prospect Park take the B train to West 4th Street, and then take the A train to 14th Street. That's only one [3]_____.
Where's the restaurant?	Come out of the subway on Eighth Avenue, go [4]_____ on for about 50 yards and take the [5]_____ left. That's Greenwich Avenue. The restaurant's on the [6]_____. It's called The Tea Set.
OK, thanks. See you later.	And don't get [7]_____!

c 9.20 Watch or listen and repeat the **You say** phrases. Copy the rhythm.

d Practise the conversation with a partner.

e In pairs, role-play the conversation.

A **B** is at Prospect Park. Choose a destination on the subway map. Give **B** directions. You start with *Go to the subway station at…*

B Follow **A**'s directions, and tell **A** which subway stop you have arrived at. Were you right?

f Swap roles.

Take the B train to… Then…

4 ROB IS LATE…AGAIN

a 9.21 Watch or listen to Rob and Jenny. Is the date a success?

b Watch or listen again and answer the questions.

1 What excuse does Rob give for being late?
2 How long has Jenny waited for him?
3 What does Rob suggest they do?
4 What does Jenny say that Rob could do?
5 Who is Rob interested in: Holly or Jenny?

c Look at the **Social English** phrases. Can you remember any of the missing words?

Social English

1 **Rob** I'm so _____.
2 **Rob** I _____ I'm sorry.
3 **Jenny** I don't _____ like a walk.
4 **Jenny** It's been a _____ day.
5 **Jenny** I didn't _____ to say that.

d 9.22 Watch or listen and complete the phrases. How do you say them in your language? Then watch or listen and repeat the phrases.

e Complete conversations A–D with **Social English** phrases 1–5. Then practise them with a partner.

A	Let's go to the park.	☐ And anyway, it's raining.
B	You're half an hour late!	☐
	The dinner's cold.	☐ The traffic was terrible.
C	Your mother is so annoying!	My mother? Annoying?
	Sorry, ☐	
D	Shall we watch a film on TV?	No, I'm tired. ☐

CAN YOU…?

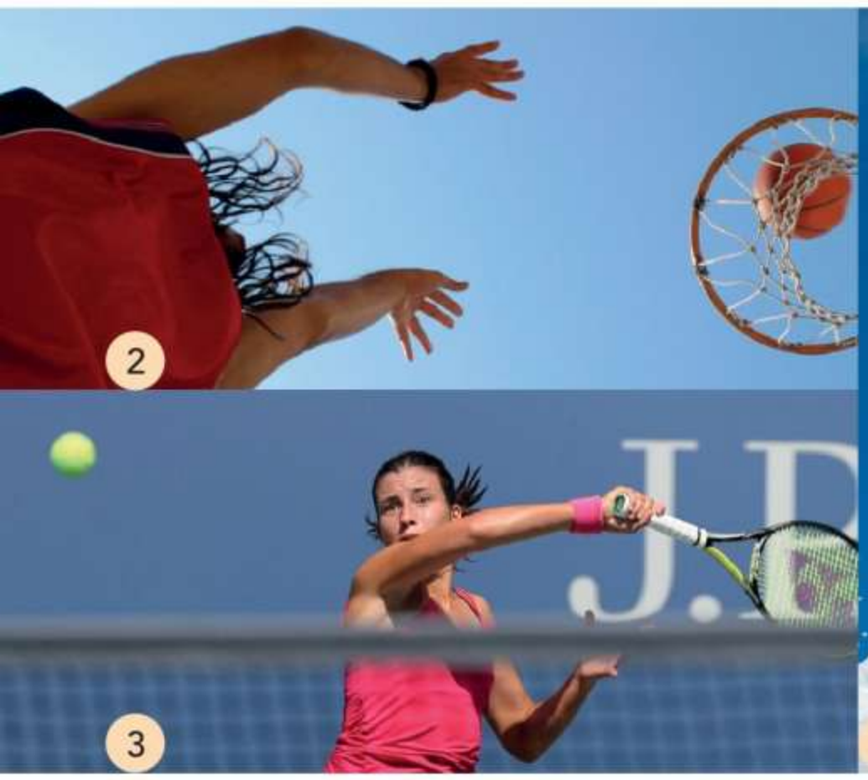
☐ give and understand directions in the street
☐ give and understand directions for using public transport
☐ apologize

10A Into the net

Where did you run?

I ran round the park.

G expressing movement **V** sports, expressing movement **P** word stress



1 VOCABULARY & PRONUNCIATION sports; word stress

a What sports can you see in the photos?

b 10.1 Underline the stressed syllable in these sports. Listen and check.

ath|le|tics base|ball bas|ket|ball cy|cling foot|ball gym|nast|ics hand|ball ka|ra|te rug|by ski|ing te|nnis vo|lley|ball wind|sur|fing yo|ga

c Put the sports in the correct column. Add two more sports to each column.

play (sports with a ball)	go (+ verb + *-ing*)	do
baseball	*cycling*	*athletics*

2 SPEAKING

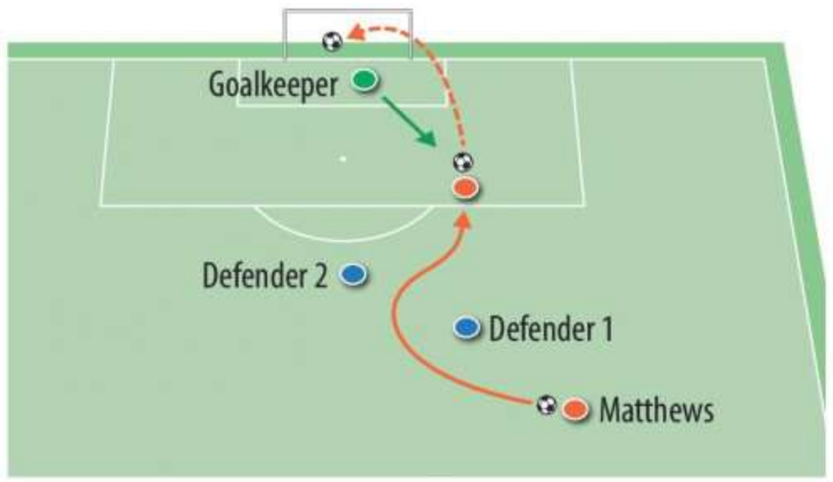
Ask and answer with a partner. Give and ask for as much information as you can.

SPORT – YOU LOVE IT OR YOU HATE IT

- Do you do any sport or exercise?
  - Yes. What? Do you enjoy it?
  - No. Why not? Did you do more sport or exercise in the past? Why do you do less now?
- Which sports do you think are the most exciting to watch?
- Which sports do you think are the most boring?
- Are you (or is anyone in your family) a fan of a sports team? Which one? Do you (or they) go to their matches?
- Have you ever been to any live sporting events?
- What is the most exciting sporting event you have ever been to or watched on TV?

3 VOCABULARY & GRAMMAR expressing movement

a 10.2 Listen to the football commentary. Complete the sentences.



He goes [1]_____ one defender, and another. The goalkeeper's coming [2]_____ him. Matthews shoots. And the ball goes [3]_____ the goalkeeper and [4]_____ the goal!

b **V p.162 Vocabulary Bank** Expressing movement

c Complete the sentences with a verb from the list.

hit kick run throw

1 In basketball you have to _____ the ball **through a hoop**.
2 In football you have to _____ the ball **into a goal**.
3 In tennis you have to _____ the ball **over a net**.
4 In the 800-metre race you have to _____ twice **round the track**.

d **G p.144 Grammar Bank 10A**

e Look at the photos in **1** again and complete the sentences with a verb and a preposition.

1 She's *jumping* *over* the bar.
2 He's _____ the ball _____ the hoop.
3 She's _____ the ball _____ the net.
4 She's _____ _____ the mountain.
5 He's _____ _____ the track.
6 He's _____ the ball _____ the goal.
7 He's _____ _____ the line.

4 READING & SPEAKING

a Do you ever watch women's sport? Are they team sports or individual sports? In your country, are there any women's sports that are as popular as men's?

b Read some comments people posted on a forum. Find one person who obviously prefers women's sport and one who obviously prefers men's sport.

c Read comments A–F again and match them to the main point that each person is making.

1 ☐ Women footballers don't complain as much as men.
2 ☐ Men's tennis matches are more boring than women's.
3 ☐ People will never enjoy watching women playing team sport as much as watching men.
4 ☐ Men are always better athletes than women.
5 ☐ We should let men and women play together on the same teams.
6 ☐ Watching women doing individual sport is as interesting as watching men.

d Look at the highlighted sport words in the comments. What do they mean? How do you pronounce them?

e Tick (✓) the comments you agree with on the website. Then compare with a partner. Say why you agree, and what you think about the other comments.

5 WRITING

a Do you see people doing sport or exercise in your town or city? What do you see them doing?

b Ⓦ p.119 **Writing** An article
Read about parkrun, and then write an article.

Why aren't women's sports as popular as men's?

Send us your thoughts

A I actually prefer watching women's tennis. Men usually hit the ball so hard, especially when they serve, that their opponent can't return it, so it's less exciting to watch.
RichSmith *12:22*

B I think we should open up men's football to women. Then we could compare, person to person, how well each player performs, and teams could be made up of the best players, both men and women. That's true of most team sports, actually.
WayneKeys *12:27*

C Women's sports that are identical to men's sports – football and basketball, for example – will never be as popular as men's, because men are faster, stronger and more athletic. On the other hand, sports that highlight the strengths of female athletes – tennis, gymnastics, ice skating – are popular. But it's interesting that none of those are team sports.
Brandi *15:02*

D Brandi, I think you're right about the difference between team and individual sports. When I watch the Olympics (winter and summer), I enjoy the women's and men's individual events equally. The women probably run / swim / ski a bit slower than the men, but I can't really tell, and it's just as exciting.
Lynn228 *15:12*

E Most people want to watch the best sports people perform at the highest level. If you compare top male and female athletes, physical differences mean that women are always inferior athletes to men.
SimonB *12:58*

F In men's football, the players fall over all the time and act like babies. The women don't do that. I've read research that says that women hardly ever pretend to be hurt. And when they *are* hurt, they get up again 30 seconds faster than men.
ZoeCruz *20:25*

Adapted from a website

10B Early birds

G word order of phrasal verbs | V phrasal verbs | P linking

1 READING & SPEAKING

a Answer the questions with a partner.

1 What time do you wake up during the week?
2 Do you use an alarm to wake up? If not, what makes you wake up?
3 Do you get up immediately after you wake up?
4 When you first get up do you feel…?
  a awful
  b quite sleepy
  c awake and energetic

b Look at the photos and read the information about Ella and Peter. What time do you think they have to get up?

c **C Communication** Early birds **A p.105 B p.111** Read about Ella or Peter and tell your partner about her / him.

Ella gets up very early, at…

d In general are you a morning or an evening person? Would you like to work the hours that Ella or Peter work? Why (not)? Do you know people who get up very early for work?

2 VOCABULARY & GRAMMAR phrasal verbs

Phrasal verbs

Wake up, *get up*, *go out*, *give up*, etc. are common phrasal verbs (verbs with a preposition or adverb).

Sometimes the meaning of the two separate words can help you guess the meaning of the phrasal verb, e.g. *go out*. Sometimes the meaning of the two words does not help you, e.g. *give up*.

a Look at some things that Ella and Peter say. With a partner, explain what the highlighted verbs mean.

1 'The alarm goes off at 2.35.'
2 'I wake up on time because I have an alarm that repeats.'
3 'I get up at about 4.45.'
4 'During the week we don't go out at all.'
5 'I really love my breakfast show, and I never want to give it up.'

b Can you think of a phrasal verb which means…?

1 to try to find something — l_____ f_____
2 to put on clothes in a shop to see if they are the right size — tr_____ o_____
3 to have a friendly relationship (with somebody) — g_____ o_____

c **V p.163 Vocabulary Bank** Phrasal verbs

Ella White is a baker and has her own small shop in Ashburton, Devon.

Peter Gordon presents the *Breakfast Show* on Eagle Radio in the south of England.

d Look at the photo and underline the object of the phrasal verb in each sentence.

e Complete the rules about separable phrasal verbs with *noun* or *pronoun*.

1 If the object of a phrasal verb is a _____, you can put it **after** the verb + *up*, *on*, etc. **OR between** the verb + *up*, *on*, etc.
2 If the object of a phrasal verb is a _____, you **must** put it **between** the verb + *up*, *on*, etc.

f G p.144 Grammar Bank 10B

3 LISTENING

a 10.7 You're going to listen to a radio programme about getting up early. Listen to the first part. What does Tim Powell do at these times/for these periods of time?

1 5.45 *He wakes up at 5.45.*
2 30 minutes
3 Just before 9.00 a.m.
4 9.00 a.m.
5 5.20 a.m. on Thursdays
6 70 hours

b Listen again. Complete the sentence about Tim.

Tim gets up early because _____ _____.

c 10.8 Now listen to the second part of the programme. Complete three reasons why it's good to get up early.

1 The first reason why it's good to get up early is that the early morning is _____.
2 The second reason is that if you get up early, you _____ _____ _____ early.
3 The third reason is that it's better to _____ _____ in the morning, when you have _____.

d Listen again. What examples does the presenter give to explain each reason? What advice does he give to people who have problems getting up early?

e Do you think getting up very early is a good idea? If you got up an hour earlier, what would you do with your extra hour?

4 PRONUNCIATION linking

a 10.9 Listen and write the missing words.

1 I can't concentrate with the radio on. Please *turn* _____ *it* _____ *off.* _____
2 There's a wet towel on the floor. _____ _____ _____.
3 If you don't know what the word means, _____ _____ _____.
4 Why have you taken your coat off? _____ _____ _____!
5 This book was very expensive. Please _____ _____ _____.
6 Why are you wearing your coat in here? _____ _____ _____!

b Listen again. Practise saying the sentences. Try to link the phrasal verbs and pronouns, e.g. *turn_it_off*, and say them as one word.

5 SPEAKING

a Read the questions in the questionnaire and think about your answers.

b Work in pairs. Interview your partner with the questions.

Phrasal verb questionnaire

- Do you ever **get up** very late or very early? Why? When?
- What's the first thing you **turn on** after you **wake up** in the morning?
- Have you ever forgotten to **turn** your phone **off** in a concert or the cinema?
- Do you **throw away** old clothes or do you give them to other people?
- Do you enjoy **trying on** clothes when you go shopping?
- When you go shopping, do you usually **write down** what you have to buy? Do you only buy what's on the list?
- What kind of shops do you enjoy **looking round**? What kind don't you enjoy?
- Do you often **go away** at the weekend? Where to?
- Do you enjoy **looking after** small children? Why (not)?
- Have you ever asked your neighbours to **turn** the TV or the music **down**? What happened?
- How do you usually **get around** your town or city during the day? What about late at night?

10C International inventions

The saxophone was invented by a Belgian.

What was he called?

G the passive | V people from different countries | P /ʃ/, /tʃ/, and /dʒ/

1 VOCABULARY & PRONUNCIATION people from different countries; /ʃ/, /tʃ/, and /dʒ/

a What are the nationality adjectives for these countries? What do the first group have in common?

1	2
the United States Belgium Italy	China Switzerland France the Netherlands England Spain

Talking about people from different countries

We usually use *the* + nationality adjective + *-s* to talk about the people from a country, e.g. *the Americans*, *the Belgians*, etc.

If the nationality adjective ends with /s/, /z/, /ʃ/, or /tʃ/, we don't add *-s*, e.g. *the English*, *the Chinese*, *the Dutch*, etc.

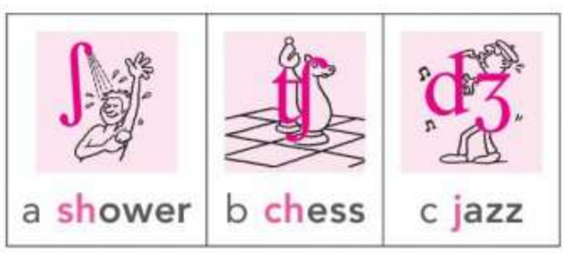
For some countries there is a special word for the people, e.g. *Poland* > *the Poles*, *Turkey* > *the Turks*.

b Read the information box and complete the chart.

	nationality adjective	people from that country
1 England		the
2 Brazil		the
3 Russia		the
4 Turkey		the
5 Argentina		the
6 Poland		the
7 Japan		the
8 Spain		the

c 10.10 Listen and check.

d 10.11 Listen and repeat the words and sounds.



a shower | b chess | c jazz

e 10.12 What sound do the pink letters make, a, b, or c? Listen and check. Practise saying the sentences.

1 It's a Chinese invention. ____
2 I love French cheese and Spanish wine. ____
3 He has a Japanese watch. ____
4 It's a German technology company. ____
5 He's a Belgian musician. ____

2 GRAMMAR the passive

a In small groups, try to complete the sentences with the things in the photos.

CDs dynamite glasses guns
the hot-air balloon Lego the mobile phone
the saxophone stamps the wristwatch

13th century

1 _____ were invented by the Chinese.
2 _____ were invented by the Italians.

18th century

3 _____ was invented by two French brothers.

19th century

4 _____ were invented by an English teacher.
5 _____ was invented by a Belgian musician.
6 _____ was invented by a Swedish scientist.
7 _____ was invented by the Swiss.

20th century

8 _____ was invented by the Americans.
9 _____ was invented by a Danish businessman.
10 _____ were invented by a Dutch company.

b 10.13 Listen and check.

c Listen again. Write down one other piece of information about each invention.

d Make five true sentences using the words in the chart.

~~Glasses~~	are produced	after the inventor of dynamite.
The first stamp	~~were invented~~	by Adolphe Sax.
Twenty billion pieces of Lego	was invented	the Penny Black.
The saxophone	is named	every year.
The Nobel Prize	was called	~~in about 1286.~~

Glasses were invented in about 1286.

e Look at the two sentences below and answer the questions.

a The Swiss invented the watch.
b The watch was invented by the Swiss.

1 Do the sentences mean the same thing?
2 In which sentence is the focus more on the watch?
3 In which sentence is the focus more on the Swiss?

f **G p.144 Grammar Bank 10C**

3 SPEAKING

C Communication Passives quiz **A p.106 B p.111**
Make sentences for your partner.

4 VIDEO LISTENING

a Look at the photos. Which six things do you think were invented by women?

b Watch the video *Invented by women* and check.

c Watch again and answer the questions.

1 **Marion Donovan (1917–1998)**
What did her father and uncle do? What were nappies made of before? What happened to her invention in 1951?

2 **Josephine Cochrane (1839–1913)**
What often happened after her dinner parties? Who were the first customers for her invention?

3 **Mary Anderson (1866–1953)**
When and where did she get the idea for her invention? What did drivers have to do at that time when it was raining?

4 **Marie Van Brittan Brown (1922–1999)**
What was her job? What kind of neighbourhood did she live in? Who helped her with her invention? What could you do if you saw an unwelcome stranger at the door?

5 **Maria Beasley (1847–1904?)**
Which famous ship were her inventions used on? How many survivors had used her invention?

6 **Mária Telkes (1900–1995)**
What nationality was she? What was her nickname? What did she design in 1948?

d Which three of the inventions in this lesson do you think are the most important? Which ones could you live without?

9&10 Revise and Check

GRAMMAR

Circle a, b, or c.

1 If I ____ a snake, I'd be terrified.
a see b saw c seen

2 What ____ if a large dog attacked you?
a you would do
b will you do
c would you do

3 I ____ that bike if I were you.
a wouldn't buy b didn't buy c won't buy

4 I ____ in this house since I was 12.
a live b lived c have lived

5 We haven't seen my uncle ____ a long time.
a since b during c for

6 ____ have you had this car?
a How long
b How much time
c How long time

7 I ____ married for 15 years. I got divorced in 2017.
a 've been b am c was

8 When ____ Queen Victoria die?
a did b has c was

9 The golf ball ____ the hole.
a went on b went c went into

10 The door opened and two men ____.
a came out b came out of c out

11 Your phone's on the floor. ____!
a Pick up it b Pick up c Pick it up

12 I've lost my keys. Can you help me ____?
a look them for
b look for them
c look after them

13 The first book in the series was ____ ten years ago.
a write b written c wrote

14 The watch ____ in the nineteenth century.
a were invented
b is invented
c was invented

15 *The Milkmaid* was painted ____ Vermeer.
a for b by c to

VOCABULARY

a Circle the word that is different.

1 butterfly goat fly mosquito
2 pig sheep cow lion
3 spider shark jellyfish whale
4 marry separate divorce retire
5 basketball cycling rugby volleyball

b Complete with *for* or *since*.

1 _____ three weeks
2 _____ a very long time
3 _____ 2015
4 _____ I was ten years old
5 _____ five years

c Complete with a word from the list.

along down forward into off out past through towards up

1 We drove _____ a lot of tunnels on our way to St Moritz.
2 When it started to rain, we went _____ a café to wait until it stopped.
3 She walked _____ the street, looking in the shop windows.
4 When the cow started running _____ me, I was terrified.
5 Go _____ the petrol station, and it's the next turning on the right.
6 You have to take _____ your shoes before going into the temple.
7 If you don't know the meaning of a word, look it _____.
8 Can you turn the heating _____? It's very hot in here.
9 She's looking _____ to her holiday.
10 Can you find _____ what time the film finishes?

d Complete with nationality words.

1 The _____ are very good at judo. (Japan)
2 There are three _____ students in my class. (France)
3 I'd love to have a _____ watch. (Switzerland)
4 Some _____ speak French, and some speak Dutch. (Belgium)
5 We met a really friendly _____ couple. (Spain)

PRONUNCIATION

a Practise the words and sounds.

Vowel sounds: horse, bird

Consonant sounds: shower, chess, jazz, television

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

c What sound in **a** do the pink letters have in these words?

1 giraffe 2 work 3 divorce 4 invention 5 Dutch

d Underline the stressed syllable.

1 bu|tter|fly
2 re|tire
3 se|con|dary
4 ath|le|tics
5 ka|ra|te

CAN YOU understand this text?

a Read the article once. Who do you think behaved the worst? Why?

b Read the article again and answer with a name. Which of the bad losers…?

1 insulted the people in the crowd
2 became very emotional when he couldn't take part
3 attacked two officials
4 tried to hit an opponent
5 said sorry after the event

CAN YOU understand these people?

10.15 Watch or listen and answer the questions.

Hope Mairi Dave Sarah Kathy

1 Hope would like to see ____ in the wild.
a kangaroos **b** crocodiles **c** elephants

2 Mairi has been frightened of spiders ____.
a since she was five or six **b** for five or six years
c since 2005 or 2006

3 Dave's great aunt ____.
a is travelling to California
b is more than a hundred years old
c has had a difficult life

4 Sarah ____.
a prefers running to hiking **b** does yoga and pilates
c prefers outdoor activities to indoor activities

5 Kathy gets up early ____.
a every day **b** during the week **c** at weekends

CAN YOU say this in English?

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

Can you…?

1 ☐ say what you would do if…
a a dog attacked you **b** you won the lottery
c you had more free time

2 ☐ talk about how long you have…
a lived where you are now
b had your laptop or phone **c** been at this school

3 ☐ describe your life story

4 ☐ describe three things that you have to do in certain sports, using a verb and a preposition of movement

5 ☐ make true sentences with *take off*, *turn down* and *look after*

6 ☐ talk about when three things were invented or built

BAD LOSERS?

Adapted from a British newspaper

The hardest lesson to learn in sport is how to lose like a true sportsperson, without blaming your defeat on others. Here are some famous moments when losing was just too hard…

In the 1982 German Grand Prix, Nelson Piquet was winning the race. He was trying to pass Eliseo Salazar (who was last in the race), but Salazar didn't let him go past him so Piquet crashed into Salazar. Piquet jumped out of his car and started trying to hit and kick Salazar (without much success!).

South Korean footballer Ahn Jung-Hwan scored the goal that sent Italy out of the 2002 World Cup when they beat them 2-1. But Jung-Hwan also played for the Italian football club Perugia. After the match, the president of the club, Luciano Gaucci, announced that the player's contract would not be renewed. 'That gentleman will never set foot in Perugia again,' Gaucci said. 'I have no intention of paying a salary to somebody who has ruined Italian football.' Gaucci later apologized, but Ahn Jung-Hwan left the club and never went back to an Italian club.

In the 2003 Athletics World Championship, the 100 metres runner Jon Drummond was disqualified for a false start. Drummond lay down on the track and began to cry. Two hours later his coach told journalists: 'He's still crying. We're making him drink water because he's becoming dehydrated.'

In the 2008 Beijing Olympics, Angel Matos of Cuba was trying to win a bronze medal in tae kwon do when the referee disqualified him for a technical error. Matos was furious, and after several minutes of arguing he kicked the referee in the head, and then attacked a Swedish judge. He was immediately banned from all competitions for life.

In 2016, at the Olympics in Rio de Janeiro, the German men's football team lost to the host nation in the final. Brazil won their first ever Olympic gold medal in the event and the local fans were delighted. As they celebrated, one very disappointed German player, Robert Bauer, decided to show 7 fingers to the fans, to remind them of the time Germany beat Brazil 7-1 in the 2014 World Cup semi-final.

11A Ask the teacher

G *used to* V school subjects P *used to / didn't use to*

1 VOCABULARY school subjects

a 11.1 Listen. Match the lessons you hear to the subjects.

- art
- foreign languages (English, etc.)
- geography
- history
- IT (= information technology)
- literature
- maths
- PE (= physical education)
- science: physics, chemistry, and biology

b 11.2 Listen and check. Which words helped you to identify the subjects?

c 11.3 Listen and repeat the subjects.

d Did you have any other subjects at primary or secondary school? Which subjects were you…?

a good at b OK at c bad at

I was very bad at maths.

2 READING

a Look at the three photos. What do you know about the people? When they were at school, who do you think was probably…?

- the most popular student
- the most unpopular student
- the quietest student

b Read the article and check your answers.

c Read the article again. Answer with the name of the famous person (e.g. *J.K. Rowling*) or their teacher (e.g. *J.K. Rowling's teacher*).

Who…?

1 can explain why some people didn't like his pupil
2 had family problems while he/she was at school
3 sometimes sees his old pupil perform
4 thinks he is similar to a character in his pupil's books
5 thought he/she was better than other students
6 was not very interested in what he/she became famous for

d When you were at school, what do you think your teachers thought of you?

Fame Academy

They grew up to become famous. But what were they like when they were at school? Did they already have that 'spark' that made them different? We asked their teachers.

Alex Turner lead singer and songwriter of Arctic Monkeys

Mark Coleman, his PE teacher

Everyone liked Alex at school. He was very good at English. Mr Baker, his English teacher, really liked poetry, and I'm sure Alex was inspired by him because his song lyrics are incredible. But he didn't use to be very interested in music, he was much more interested in sports – he was possibly the best in the school at basketball. When he was 14 he broke his arm in my PE lesson. He was in hospital for a week, and we collected money and bought him a CD, so he was probably beginning to get interested in music. Everyone at the school is very proud of the band, and I'm sometimes invited to their concerts.

J.K. Rowling author

John Nettleship, her science teacher

Joanne was about 12 when I taught her. Her school days weren't very happy. The school was a bit like a prison, and then her mum, Anne, got seriously ill. Anne worked as my technician, and Joanne used to come and wait outside the science building for her mum, so that they could walk home together. She was obviously very worried about her mum. She was a very quiet child. I don't remember her ever answering a question. I think she was keeping all her experiences in her head to use later in her stories.

Joanne has said that no characters in Harry Potter are based more than 10% on a real person. So perhaps it's just a coincidence that I used to have long, black hair. But to be honest, I think Professor Snape, especially in the later books, is very like me.

Adapted from the British press

3 GRAMMAR *used to*

a Look at sentences 1–3. Does *used to / didn't use to* refer to…?

1 a the present b the past
2 a things that happened repeatedly, or that were true for a long time
b things that happened once

1 Jude Law used to get fantastic reviews in the school magazine.
2 Alex Turner didn't use to be very interested in music.
3 J.K. Rowling used to come and wait outside the science building for her mum.

b G p.146 Grammar Bank 11A

4 PRONUNCIATION *used to / didn't use to*

Pronouncing *used to*
When we say *used to* or *(didn't) use to* we link the two words together. They are both pronounced /ˈjuːstə/.

a 11.5 Listen and repeat. Copy the rhythm.

1	I used to	I used to be good	I used to be good at French.
2	She didn't	She didn't use to	She didn't use to wear glasses.
3	Did you	Did you use to	Did you use to walk to school?

b 11.6 Now listen and make positive or negative sentences or questions with *used to*.

1 *have a lot of friends* *I used to have a lot of friends.*

Jude Law actor

Mike Jones, his housemaster

Jude was bullied at his first secondary school so he changed schools when he was 14 and came to us. He didn't know anybody, but that wasn't a problem for him. He adapted very quickly, which shows his confidence. He quickly started acting in school plays, and he used to get fantastic reviews in the school magazine. He was clever, but some teachers thought he was arrogant. Some of his classmates thought the same and he wasn't very popular with them. Other boys were jealous of him because the girls usually liked him.

Glossary
Professor Snape the potions teacher in the Harry Potter books
housemaster teacher in charge of a house in a boarding school
be bullied be badly treated physically or mentally by other people, e.g. by other children at school

5 LISTENING & SPEAKING

a Look at some answers to the question *Did you like school?* Mark them **P** (= positive), **N** (= negative), or **B** (= both negative and positive).

P I didn't like it, I absolutely loved it!
No, not really. I didn't like it at all.
I didn't hate school, but I don't think I liked it very much.
Sometimes. Yeah, most of the time.
Well, yes and no.
Yes, definitely. I really enjoyed school.

b 11.7 Now listen to three men and three women answering the question *Did you like school?* Match the speakers 1–6 to their answers in **a**. Did the men or the women enjoy school more, or were they about the same?

Education in the UK and the US

UK	US
primary school	elementary school
secondary school	high school
maths	math

c Listen again. For each speaker, write down the subjects they liked and didn't like.

d Think about when you were at school (if you are at secondary school, think about when you were at primary school). Prepare your answers to the questions below. Think of examples you could give.

1 Did you like school? Why (not)?
2 Did you love or hate certain subjects?
3 Did you use to…?
- be disorganized or very organized
- be late for school or on time
- get a lot of homework or a little
- have a teacher you really liked
- have a teacher you hated
- wear a uniform

e Work in groups of three and have a conversation. Take turns to answer a question, and then ask the others *What about you?*

11B Help! I can't decide!

Why are you taking a raincoat?

Because it might rain.

G *might* V word building: noun formation P diphthongs

1 GRAMMAR *might*

a Interview your partner with the questionnaire. Ask for more information. Which of you is more indecisive?

Do you have problems deciding...?

- what to pack when you're going away
- what to buy when you go shopping
- what to wear in the morning
- what to order in a restaurant
- where to go on holiday

Do you often change your mind about things? What kind of things?

Do you think you are indecisive?

☐ Yes ☐ No ☐ I'm not sure

b 11.8 Nancy and Brian are going on holiday. Nancy is packing. Listen to their conversation. What four things does Brian think Nancy doesn't need to take?

1 _____ 2 _____ 3 _____ 4 _____

c Listen again. Complete Nancy's reasons for taking the things.

1 I might _____.
2 It might _____.
3 The hotel might not _____.
4 They're _____.

d 11.9 Listen to them at the airport. What happens?

e Look at sentences 1–3 in **c**. Do we use *might* for...?

1 an obligation OR 2 a possibility

f G p.146 Grammar Bank 11B

g In pairs, take turns to ask and answer the questions below. Use *I'm not sure. I might... or I might...* and give two possibilities each time.

1 What are you going to do after class?
2 What are you going to have for dinner tonight?
3 What are you going to do on Saturday night?
4 Where are you going to have lunch on Sunday?
5 Where are you going to go for your next holiday?

What are you going to do after class?

I'm not sure. I might go home or I might...

2 PRONUNCIATION diphthongs

a 11.11 Listen and repeat the words and sounds.

1		**bike**	might buy decide since
2		**train**	may fail key break
3		**phone**	know although trousers won't
4		**chair**	fear there wear scared
5		**ear**	here idea souvenir where
6		**tourist**	sure bus Europe curious
7		**owl**	round towel south throw
8		**boy**	town noisy enjoy annoy

b Look at the words next to the sounds. Which one has a different sound?

c 11.12 Listen and check.

d 11.13 Listen and repeat the sentences.

3 LISTENING & SPEAKING

a Look at the photos. What style of jeans do you usually buy? What colour? Do you sometimes have problems finding the right ones?

b 11.14 Listen to a talk called *Is too much choice making us unhappy?* Does the speaker think the answer is yes or no?

c Listen again. What are the five main points in the talk? Choose a, b, or c.

1 Nowadays, it is __ to buy jeans than in the past because there is so much choice.
a easier b more difficult c more fun

2 One of the examples the speaker gives of where we have a lot of choice today is __.
a buying coffee in supermarkets
b choosing which airline to travel with
c finding a boyfriend or girlfriend

3 Research has shown that when we have a lot of choice we often __.
a worry that we've chosen the wrong thing
b can't decide what to buy
c buy more than we really need

4 In another study, about jams, Professor Lepper found that people were happier when they had __ jams to choose from than when they had 24.
a sixteen b six c sixty

5 Professor Lepper suggests that when we go shopping we should __.
a do research in advance
b look at all the options carefully
c relax and choose quickly

d In your country is there a lot of choice in the following? Do you think it's a good or bad thing?

1 in supermarkets
2 on TV
3 in clothes shops
4 in coffee shops
5 in restaurants

4 VOCABULARY & SPEAKING
word building: noun formation

a Look at some extracts from the listening. Are the highlighted words verbs or nouns?

Being able to choose from a lot of options is a good thing.

We feel happier when we have less choice.

We should try to relax when we have to decide what to buy.

We get stressed every time we have to make a decision.

b Read the information about making nouns from verbs. Write the verbs next to the nouns in the chart.

Making nouns from verbs
With some verbs you can make a noun by adding *-ion*, *-sion*, or *-ation*, *-ition*, e.g. *decide* → *decision*.
With some other verbs, the noun is a new word, e.g. *choose* (verb) → *choice* (noun).

Verb	Noun + *-ion*, *-sion*, or *-ation* / *-ition*
1 *decide*	decision
2	revision
3	confusion
4	invention
5	competition
6	education
7	invitation
8	pronunciation

Verb	Noun new words
9	choice
10	advice
11	flight
12	life
13	death
14	success

c 11.15 Listen and check. Underline the stressed syllable in the multisyllable verbs and nouns.

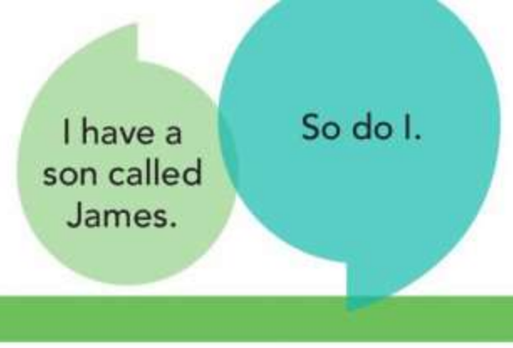
d Complete the questions with a noun from **b**.

When was the last time you...?
1 had to make a big _____
2 got an _____ to a wedding or party
3 got an international _____
4 got excited about a new _____

Have you ever...?
5 won a _____
6 given someone _____ about something, e.g. a relationship
7 been in a _____ or _____ situation
8 not understood somebody because of their _____

e Ask and answer the questions with a partner.

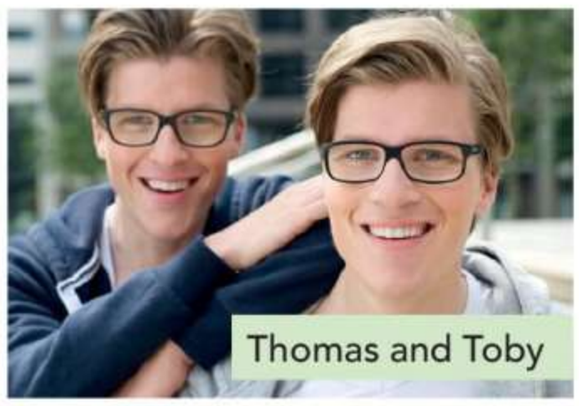
11C Twinstrangers.net



G *so, neither* + auxiliaries **V** similarities and differences **P** /ð/ and /θ/

1 READING & LISTENING

Cordelia and Ciara


Thomas and Toby

Niamh and Luisa

a Look at the photos. One of them is of identical twins, but two of them are of complete strangers. Which one do you think is of twins?

b Read about the project *Twin Strangers* and check your answers.

Two women recently met by chance at Bremen University, in Germany. One was English, and one was Irish, and they were both on Erasmus scholarships. Nothing unusual there, except for one thing. The two girls look identical. Their hair is the same colour and length, they're the same age and size, and when you see them together, in the photo they put on social media, you would think that they were identical twins. In fact, Cordelia Roberts and Ciara Murphy are unrelated.

It seems that it is not uncommon for people who are unrelated to look almost identical. Niamh Geaney, from Dublin, and two friends were so interested in trying to find their 'twins' that they set up an online project called Twin Strangers. Very quickly, Niamh found a remarkably similar-looking stranger who lived just a few miles away. It's perhaps not so surprising, as both young women look typically Irish, with dark hair and very pale skin, but then Niamh found another lookalike – Luisa Guizzardi, who is from Genoa in Italy!

Adapted from the British press

Glossary
Erasmus scholarships
a programme which allows students from the European Union to study in another country

c Read the text again. Who set up the website? What was surprising about one of the 'twins' that Niamh found?

d 11.16 Journalist Maggie Alderson decided to try the website for herself. Listen to her talking. Did she find a 'twin'? How did she feel about the experience?

e Listen again and answer the questions.

1 How does Maggie describe her appearance?
2 What was her first reaction when she saw her 'twins'?
3 Who in Maggie's family did one woman look like?
4 What did her husband think of one of her 'twins'? Did Maggie agree?
5 How did she change her profile?
6 What did Maggie's brother think of the woman who she put on her Facebook page?
7 In what ways does Maggie look like this woman?
8 Have they been in contact with each other?

f Talk to a partner.

1 Would you like to try the website? Why (not)?
2 Do you know any identical twins? Can you tell the difference between them?
3 Do you know anyone who looks very like you?

2 VOCABULARY similarities and differences

a Look at some sentences about the people in **1**. Complete them with a word from the list.

as both from identical like similar

1 Cordelia and Ciara were _____ on Erasmus scholarships.
2 The two girls looked _____.
3 The first photos Maggie looked at were totally different _____ her.
4 Maggie found one woman who looked just _____ her brother.
5 Her husband said 'She has the same mouth _____ you'.
6 Maggie's 'twin' looks very _____ to her.

b 11.17 Listen and check.

c Complete the sentences about you and your family. Tell your partner.

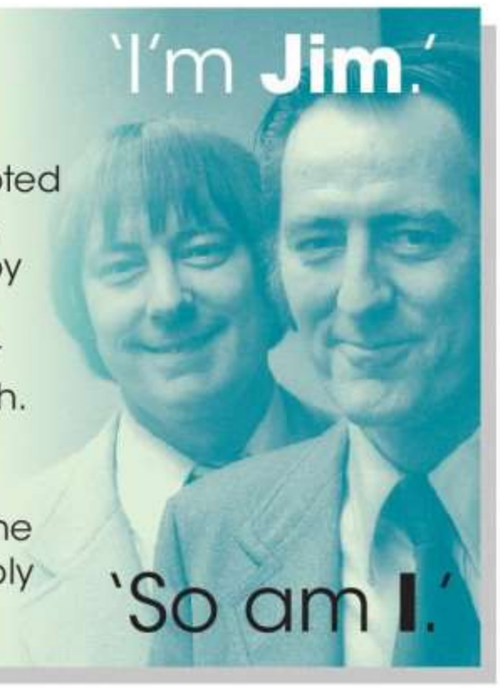
1 I have the same colour eyes as my _____.
2 I look like my _____.
3 My personality is quite similar to my _____'s.
4 My _____ and I both like _____.

3 GRAMMAR *so, neither* + auxiliaries

a Read about two more twins and answer the questions.

1 Who are Jim Springer and Jim Lewis?
2 Why didn't they know each other?
3 What did Jim Lewis decide to do when he was 39?
4 How long did it take him?

In the USA, identical twin brothers were adopted soon after they were born. One brother was adopted by a couple named Lewis in Lima, Ohio, and his brother was adopted by a couple named Springer in Dayton, Ohio. By coincidence, both boys were called 'Jim' by their new parents. Jim Springer's parents told him that he had an identical twin brother, but that he was dead. But Jim Lewis knew the truth. For many years he did nothing about it, but when he was 39, he decided to try to find his brother. Six weeks later, the two Jims met for the first time in a café in Dayton, and they probably had a conversation something like this…



b 11.18 Cover the conversation below. Listen once. Try to remember three things they have in common.

c Listen again and complete the gaps. Which coincidence do you find the most surprising?

A Hi! I'm Jim.
B So [1]_____ I. Great to meet you. Sit down. Are you married, Jim?
A Yes…well, I've been married twice.
B Yeah? So [2]_____ I. Do you have any children?
A I have one son.
B So [3]_____ I. What's his name?
A James Allen.
B That's amazing! My son's name is James Allen, too!
A Did you go to college, Jim?
B No, I didn't.
A Neither [4]_____ I. I was a terrible student.
B So [5]_____ I. Hey, this is my dog Toy.
A I don't believe it! My dog's called Toy, too!
B He wants to go outside. My wife usually takes him. I don't do any exercise at all.
A Don't worry. Neither [6]_____ I. I drive everywhere.
B What car do you have?
A A Chevrolet.
B So [7]_____ I!
A + B Let's have a beer, Jim.
A What beer do you drink?
B Miller Lite.
A So [8]_____ I!

d Look at the conversation again. Answer the questions with a partner.

1 Find two phrases that the twins use…
when they have something ⊞ in common.
when they have something ⊟ in common.
2 What part of the phrases changes?

e G p.146 Grammar Bank 11C

f 11.20 Listen and respond. Say you're the same.

1 *I catch the bus to work.* (*So do I.*)

4 PRONUNCIATION /ð/ and /θ/

a 11.21 Listen and repeat the words and sounds.

	mother	neither they brother
	thumb	both thirty throw

b 11.22 Listen and write four more words in each group. Practise saying the words you added.

5 SPEAKING

a Complete the sentences so they are true for you.

Me	Someone who's the same as me
I love _____. (a kind of music)	
I don't like _____. (a drink)	
I'm very _____. (adjective of personality)	
I'm not very good at _____. (sport or activity)	
I'm going to _____ after class. (an activity)	
I have to _____ every day. (an obligation)	
I don't eat _____. (a kind of food)	

b Move around the class saying your sentences. For each sentence try to find someone like you, and write down their name. Respond to other people's sentences:

If you have something in common say *So do / am I*, or *Neither do / am I*.

A *I love heavy metal.* (**B** *So do I.*)
A *I don't like Coke.* (**B** *Neither do I.*)

If you are different, say *Really?* and then say how you are different.

A *I love classical music.* (**B** *Really? I don't like it.*)
A *I don't like milk.* (**B** *Really? I like it in coffee.*)

EPISODE 6

Practical English Time to go home

on the phone

1 ROB AND JENNY TALK ABOUT THE FUTURE

a 11.23 Watch or listen to Rob and Jenny. Mark the sentences **T** (true) or **F** (false).

1 Rob is going home today.
2 He says it will be difficult to stay in touch.
3 Jenny suggests that she could go to London.
4 Rob thinks it's a good idea.
5 They're going to a restaurant tonight.
6 Barbara wants to talk to Jenny.

British and American English
You just missed him = American English
You've just missed him = British English
(cell) phone = American English
(mobile) phone = British English

b Watch or listen again. Say why the **F** sentences are false.

2 ON THE PHONE

a 11.24 Cover the conversations below and watch or listen. Answer the questions.

1 Who does Rob want to speak to?
2 How many times does he have to call?

b Watch or listen again. Complete the **You hear** phrases.

You hear	You say
Hello. Broadway Grill.	Oh, sorry. I have the wrong number.
NewYork 24seven. [1]_____ can I help you?	Hello. Can I speak to Barbara Keaton, please?
Just a second. I'll [2]_____ you through…Hello.	Hi, is that Barbara?
No, I'm sorry. She's not at her [3]_____ right now.	Can I leave a message, please?
Sure.	Can you tell her Rob Walker called? I'll call back later.
I'll give her the [4]_____. You could try her cell phone.	Yes, I'll do that. Thank you.
I'm sorry, I can't take your [5]_____ at the moment. Please [6]_____ a message after the beep.	Hello, Barbara. This is Rob returning your call.
NewYork 24seven. How can I help you?	Hello. It's Rob again. Can I speak to Barbara, please?
Just a second. I'm sorry, the line's [7]_____. Do you want to hold?	OK, I'll hold.
Hello.	Hi, Barbara. It's me, Rob.
Rob, hi! I tried to call you earlier.	What did you want to talk about?

c 11.25 Watch or listen and repeat the **You say** phrases. Copy the rhythm.

d Practise the conversations with a partner.

e In pairs, role-play the conversations.

A (book open) You are the Broadway Grill, the receptionist, etc. You start *Hello. Broadway Grill.*

B (book closed) You want to speak to Barbara.

f Swap roles.

3 IN CENTRAL PARK AGAIN

a 11.26 Watch or listen to Rob and Jenny. Is it a happy ending or a sad ending?

b Watch or listen again and answer the questions.

1 Who has some news?
2 What did Barbara offer Rob?
3 What did Jenny do this morning?
4 What does Jenny ask Barbara to do?

c Look at the **Social English** phrases. Can you remember any of the missing words?

Social English

1	**Rob**	You _____ first.
2	**Jenny**	That's great _____.
3	**Jenny**	I'll _____ her.
4	**Jenny**	I'll explain _____.
5	**Barbara**	Is everything _____?
6	**Jenny**	_____ better.

d 11.27 Watch or listen and complete the phrases. How do you say them in your language? Then watch or listen and repeat the phrases.

e Complete conversations A–F with **Social English** phrases 1–6. Then practise them with a partner.

A	Carol needs to speak to you. It's urgent.	OK, ☐
B	So what's the problem with your parents?	It's very complicated. ☐
C	You look worried. ☐	No. I've just heard that my sister's ill.
D	Did you know Mark and Allie are getting married?	Wow! ☐
E	Are you OK, Roz?	Yes, I'm fine. ☐
F	I've got some news for you.	So have I. ☐

CAN YOU...?

☐ phone somebody and say who you are / who you want to talk to
☐ leave a message for somebody
☐ respond to news

12A Unbelievable!

G past perfect **V** time expressions **P** the letter *i*

1 READING & VOCABULARY time expressions

a Look at the pictures and the headlines for three news stories. What do you think the stories are about?

b Read the stories and check. Match them to the headlines.

1

Last Sunday at about 2.00 a.m., police in Sydney, Australia, received several phone calls about shouting and loud noises that were coming from an apartment in a suburb of the city. The callers had heard a woman screaming, a man shouting 'I'm going to kill you! You're dead!', and somebody throwing furniture.

A police car went to the apartment immediately. A man opened the door.

'Where's your wife?' the officer asked.

'I don't have one,' the man replied.

'Where's your girlfriend?'

'I don't have one,' the man replied again.

The officer told the man that his neighbours had heard shouting and screaming.

'Come on, what have you done to her?' the officer asked.

'It was a spider,' the man replied. 'A really big one.'

'What about the woman who was screaming?'

'Yes, sorry, that was me,' the man said. 'I really, really hate spiders. I was trying to kill it.'

The police looked around the apartment and confirmed that nobody was hurt. Except the spider.

2

A woman in Worthing, West Sussex, got a big surprise yesterday when she opened a large box of DVDs that she had bought on eBay and a cat suddenly jumped out. The cat, called Cupcake, had got into the box eight days earlier, when her owner Julie Baggott was packing the box to send to her customer. Julie didn't notice that Cupcake had climbed into the box and fallen asleep.

Julie's customer called the RSPCA, who collected the cat and took it to a vet. Dr Ben Colwell, who treated Cupcake, said that she was very frightened and very thirsty – the cat had survived the 260-mile journey with no food or water. Luckily Cupcake had a microchip in her neck, so the vet found Julie's details and phoned her.

Julie had been very sad about losing her cat. She had put up posters and looked for Cupcake for days. 'I feel terrible,' said Julie. 'I put the DVDs in the box and I closed it straight away, so I don't know how she got in there. It was a miracle she was alive.'

3

An Argentinian family was driving home after a holiday in Brazil when the husband, Walter, made an unfortunate mistake. He stopped at a petrol station, filled up the car with petrol, and went to the toilet. But when he drove off, he didn't notice that his wife Claudia wasn't in the car.

Claudia had been asleep in the back seat. While her husband was in the toilet, she woke up and went into the shop to buy some cookies, but when she came back outside she found that her husband had left without her. The couple's 14-year-old son didn't notice that his mother wasn't there because he was playing on his phone in the front seat.

Walter only realized his wife wasn't in the car after he'd driven 100 kilometres. Meanwhile, Claudia tried to phone him, but she couldn't get a signal, so she asked the petrol station manager for help. He contacted the local police, who took her to the police station.

Her husband eventually returned to pick her up two hours later. When he arrived, Claudia was so angry that all she could do was scream and kick the car.

Glossary

RSPCA Royal Society for the Prevention of Cruelty to Animals

Adapted from the British press

c Read the stories again. For each story, put the events in the order that they happened.

Story 1

- The police arrived at the apartment.
- 1 The neighbours heard someone screaming.
- The man explained what had happened.
- The man killed the spider.

Story 2

- Julie put up posters.
- Julie lost her cat.
- The vet contacted Julie.
- The cat jumped out of the box.

Story 3

- Walter got back into the car and drove off.
- Walter realized what had happened.
- Claudia went into the shop.
- Walter went to the toilet.

d Look back at the stories and complete the sentences with time expressions.

1 A police car went to the apartment _____.
2 A cat _____ jumped out.
3 I put the DVDs in the box and I closed it _____.
4 _____, Claudia tried to phone him.
5 Her husband _____ returned two hours later.

e Match the time expressions in **d** to their meaning.

1 quickly and unexpectedly _____
2 after a long time _____
3 while something else was happening _____
4 without delay _____ _____

2 GRAMMAR past perfect

a Look at a sentence from one of the stories. Which action happened first? Number the sentences 1 and 2.

Walter only realized his wife wasn't in the car after he'd driven 100 kilometres.

- Walter realized his wife wasn't in the car.
- Walter drove 100 kilometres.

b What do you think *'d* is a contraction of? What form of the verb is *driven*?

c Underline two more examples of the past perfect in each story.

d **G p.148 Grammar Bank 12A**

e Complete the sentences in your own words. Use the past perfect.

1 When I got to the airport I suddenly realized that…
2 When we arrived back from our holiday we found that…
3 When the film started I immediately realized that…
4 I couldn't answer any of the exam questions because I…
5 We spent 20 minutes in the car park looking for the car because we couldn't remember…

f Compare with a partner. Are your sentences the same or different?

g **C Communication** What had happened? **A p.106 B p.112**
Try to guess your partner's sentences.

3 PRONUNCIATION the letter *i*

The letter *i*
The letter *i* is usually pronounced /aɪ/ before a consonant + *e*, e.g. *drive* and is pronounced /ɪ/ between two consonants if there is no *e*, e.g. *mistake*.

a Put the words from the stories in the correct row.

alive arrive driven kill miracle notice outside signal spider surprise survive while wife

fish		bike	

b 12.2 Listen and check. Practise saying the words. Which two words in the /ɪ/ column don't follow the rules?

4 SPEAKING

a Look at the pictures from two more newspaper stories. What do you think the stories are about?

b **C Communication** Two more stories **A p.107 B p.112**
Read your story and tell it to your partner.

c Which of the stories in this lesson do you find the most unbelievable? Have there been any funny or unusual stories in the news recently? What happened?

12B Think before you speak

G reported speech | V *say* or *tell*? | P double consonants

1 LISTENING

a Look at the photo of two women, Rosemary and Iris. What do you think they're talking about?

b 12.3 Listen to the conversation between the two women. Who are Jack and Emma? What has happened to them?

c Listen again and answer the questions.

1 Rosemary thinks she heard them…
  a arguing.
  b having a party.
  c having a conversation.
2 According to Rosemary, Emma said she was…
  a seeing another man.
  b looking for a new job.
  c going to stay with her mother.
3 Emma said she had…
  a left the dog with a neighbour.
  b left the children with her sister.
  c left the children with her mother.
4 Iris is going to…
  a tell her husband.
  b tell her family.
  c tell another neighbour.

d 12.4 Now listen to what Jack and Emma *really* said last night. Was Rosemary right about everything?

e Do you and your friends ever gossip? What about?

2 GRAMMAR & VOCABULARY
reported speech; *say* or *tell*?

a Compare what Emma said (direct speech) with what Rosemary says that she said (reported speech). Underline the words which are different in the highlighted reported speech.

Emma	I'm going to stay with my mum.
Rosemary	She said that she was going to stay with her mum.

Emma	I won't come back.
Rosemary	She told him that she wouldn't come back.

Emma	I've taken the children to my sister's.
Rosemary	She said that she'd taken the children to her sister's.

b G p.148 Grammar Bank 12B

c 12.6 Listen to some sentences in direct speech. Say them in reported speech. Begin *He said…* or *She said…*

1 *I'm in a hurry.*
  She said that she was in a hurry.
2 *I'll write.*
  He said that he would write.

d Complete the sentences with the correct form of *say* or *tell*.

1 'I have a problem,' Annie _____.
2 Annie _____ us that she had a problem.
3 Lisa _____ that she was leaving her husband.
4 He _____ the teacher that he'd left his homework at home.
5 His teacher _____ that he didn't believe him.
6 Can you _____ Mark that I can't meet him tonight?
7 What did you _____ to her?
8 When I was a child my mother used to _____ us not to _____ hello to people we didn't know.

3 SPEAKING

a Read the questions and plan your answers. One answer must be invented!

- What's your favourite food?
- Who's your favourite singer?
- What are you planning to do this summer?
- What languages can you speak?
- What did you do last Saturday?
- Have you ever spoken to a famous person?

b Work in pairs. **A** ask **B** the questions. Listen and take notes of **B**'s answers. Then swap roles.

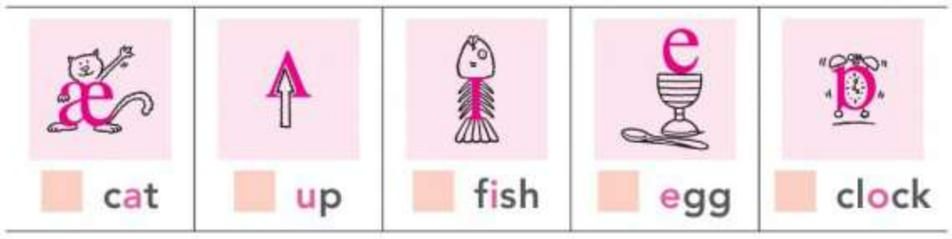
c Change partners. Tell your new partner what your first partner said. Decide together which answer you think your previous partners invented.

He told me (that)... *She said (that)...*

d Check with your first partners. Were you right?

4 PRONUNCIATION double consonants

a Look at five groups of words. Match each group to a vowel sound.



1 gossip offer opposite bottle borrow
2 hurry rubbish funny summer butterfly
3 written miss bitten different middle
4 happy married accident rabbit baggage
5 letter leggings message umbrella tennis

b 12.7 Listen and check. Practise saying the words.

Double consonants

The vowel sound before a double consonant is normally short when it is the stressed syllable, e.g. *gossip* /ɒ/, *hurry* /ʌ/, *written* /ɪ/, *happy* /æ/, and *letter* /e/.

Double consonants are usually pronounced the same as single consonants, e.g. *pp* = /p/.

c How do you think you pronounce the words below? Check the pronunciation and meaning with a dictionary.

kettle nanny pillow pottery supper

5 READING & SPEAKING

a Read the text once. Is it a) a magazine article, b) a traditional story, or c) an extract from a novel? How do you know?

Blowing in the Wind

Once upon a time, in a small town in Eastern Europe, there was a man who loved gossiping. Every day he used to sit with his friends and talk about other people. 'Can you believe she did that?' 'Can you believe he said that?' 'Did you see what she was wearing?' And his friends told their wives, who told their neighbours, who told their friends. Some of the stories were true and some were not, but they all went round the town.

One day a wise old woman in the town asked to speak to the man. When he arrived, she gave him a feather pillow. 'Take the pillow to the top of the hill, then cut it open and release all the feathers,' she said. 'But why?' he asked. 'Just do as I say,' she answered, 'and come back tomorrow.' So the man went to the top of the hill. He cut open the pillow. All the feathers flew out, and the wind carried them in all directions.

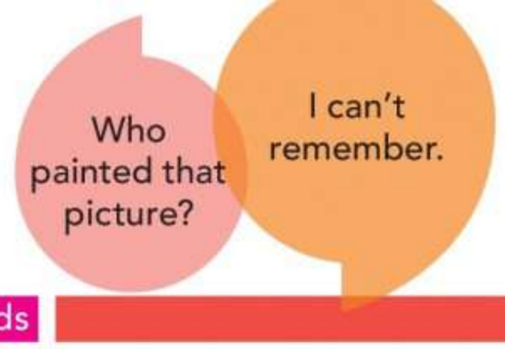
The next day he went back to see the wise woman and he told her that he had done what she wanted. 'Good,' she replied. 'Now I want you to go back up the hill with the empty pillow and refill it with the feathers.' 'But that's impossible,' said the man. 'The feathers have blown everywhere.'

b Read the story again. What do you think the moral is? Go to **Communication** Blowing in the wind **p.107.** Read the end of the story and check.

c Answer the questions with a partner. Give examples where you can.

1 Who do you think gossip more, men or women?
2 Do you think men and women gossip about different things?
3 Do older people gossip more than younger people?
4 Do you have any friends who gossip a lot? Are you careful about what you tell them?
5 Are people in your country interested in celebrity gossip? Are you?
6 Do you think gossip spreads more quickly than it used to? Why?
7 Have you ever posted gossip on social media? What was it?

12C The *English File* quiz



G questions without auxiliaries **V** revision of question words **P** question words

1 PRONUNCIATION & VOCABULARY
revision of question words

a How do you pronounce these question words? Put them in the correct row.

how what when where which who whose why

witch	
house	

b 12.8 Listen and check.

c Complete the questions with words from **a**. One word is used three times.

Your English course

1 _____ do you usually get to class: on foot, by car, or on public transport?
2 _____ do you usually sit next to?
3 _____ are you going to do after this class?
4 _____ many different teachers have you had since you started learning English?
5 In your class, _____ pronunciation do you think is the best?
6 _____ often have you missed a class?
7 If you could go to an English-speaking country on holiday, _____ would you go?
8 _____ would your ideal time be to have English classes?
9 _____ do you find more difficult, speaking or listening?
10 Are you going to carry on with English? _____ (not)?

d Ask and answer the questions with a partner.

2 GRAMMAR questions without auxiliaries

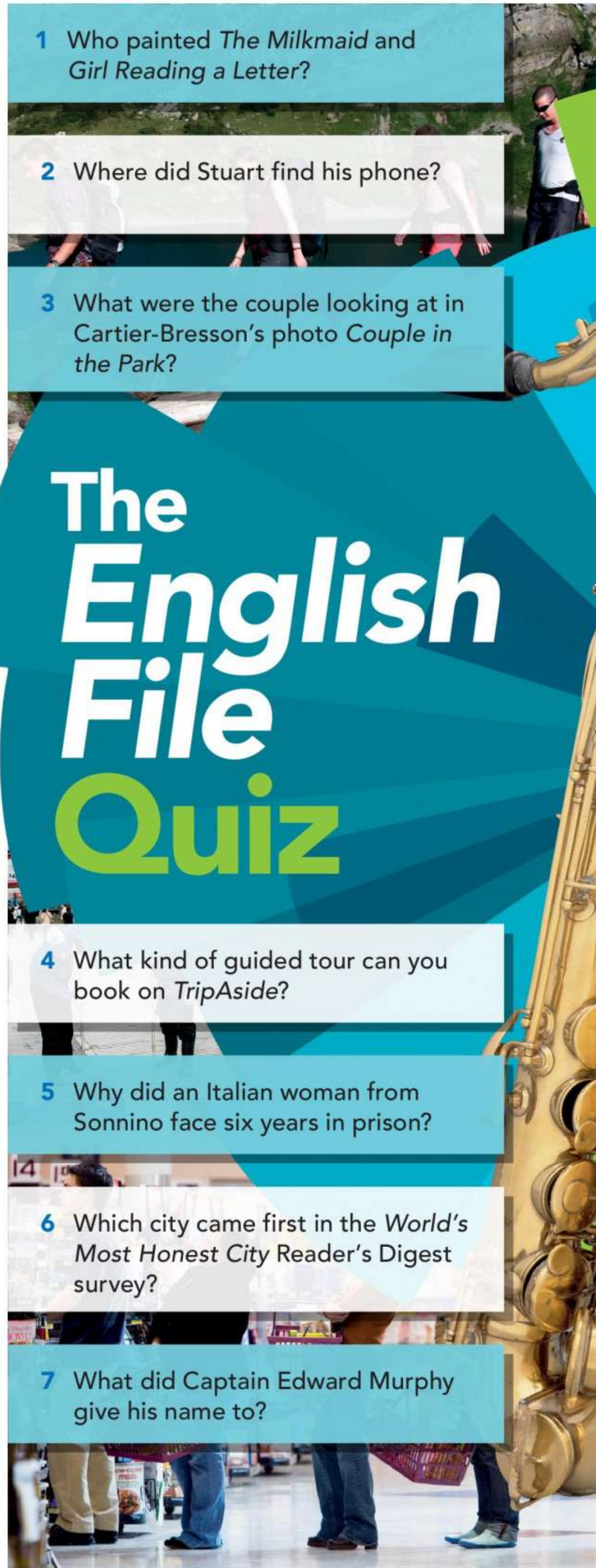
a With a partner, see how many of the quiz questions you can answer from memory.

b Now try to find the answers you couldn't remember in Files 1–11.

c Look at the quiz. Answer these questions.

1 What is the subject of the verb in question 1?
2 What is the subject of the verb in question 2?
3 How are the verbs different in questions 1 and 2?
4 Which other five questions in the quiz are similar grammatically to question 1?

d **G p.148 Grammar Bank 12C**



8 Who wrote the short story *Girl*?

9 What is the most dangerous animal or insect in the UK?

10 What phobia does Nicole Kidman have?

11 Who won a Golden Globe award for her role in *Psycho*?

12 Who directed the 2016 film *Warcraft*?

13 Who invented the saxophone?

14 Which Harry Potter character was probably inspired by one of J.K. Rowling's teachers?

15 Who did Jim Springer meet for the first time when he was 39 years old?

3 SPEAKING

C Communication General knowledge quiz **A p.107 B p.112** First complete the questions. Then ask them to your partner.

4 VIDEO LISTENING

a Have you ever been on a quiz team? Did you enjoy it?

b Watch the film *Pub quiz* and answer the quiz questions in teams.

Pub Quiz Answer Sheet

Round 1 Sports

1 _____
2 _____
3 _____
4 _____
5 _____

Round 2 Music

1 _____
2 _____
3 _____
4 _____
5 _____

Round 3 Geography

1 _____
2 _____
3 _____
4 _____
5 _____

11&12 Revise and Check

GRAMMAR

Circle a, b, or c.

1 When I was a child I ____ have long hair.
a use to b used to c used

2 Jack ____ like sport when he was at school.
a don't use to
b didn't used to
c didn't use to

3 I might ____ Sophie a ring for her birthday.
a buy b to buy c buying

4 Sue ____ come. She has to work late.
a might no b not might c might not

5 A I love travelling. B ____
a So do I. b Neither do I. c So am I.

6 A I can't do this exercise. B ____
a So can I.
b Neither can't I.
c Neither can I.

7 A I went to the cinema last night.
B ____ What did you see?
a So went I. b So I did. c So did I.

8 I was too late – when I got to the station, the train ____.
a has left b had left c left

9 When I got to the airport, I remembered that I ____ the kitchen window.
a hadn't closed
b didn't close
c haven't closed

10 Lisa told me that she ____ to marry Nigel.
a has wanted b want c wanted

11 Kevin said he ____ back in ten minutes.
a would be b was c will be

12 Our grandfather ____ that he had worked in a factory when he was young.
a said us b told c told us

13 Who ____ in the house next door?
a lives b live c does live

14 Where ____ that dress?
a you bought
b bought you
c did you buy

15 How many people ____ to go on the trip?
a do want b does want c want

VOCABULARY

a Make nouns from the verbs.

1 invent _____
2 decide _____
3 choose _____
4 invite _____
5 die _____

b Write the school subjects.

1 _____ *Hamlet* is one of Shakespeare's greatest plays.
2 _____ 200 ÷ 8 = 25
3 _____ What's the capital of Morocco?
4 _____ There are 20,000 species of bee in the world.
5 _____ Augustus was the first Roman Emperor.

c Complete the missing words.

1 Julia and Jane are i_____ twins.
2 I live in the same street a_____ my sister.
3 Her new novel is quite s_____ to her last one.
4 Dave is very attractive and his son looks just l_____ him.
5 My parents b_____ love classical music.

d Circle the correct time expression.

1 We were having a barbecue when it *suddenly / straight away* started raining.
2 The doctor will see you again next week. *Eventually / Meanwhile*, you must rest as much as possible.
3 When the phone rang I answered it *suddenly / immediately*.
4 It was a long journey, but *eventually / meanwhile* I got home.
5 She said it was important, so I did it *straight away / eventually*.

e Complete the sentences with *say* or *tell*.

1 _____ me a story!
2 Did he _____ that he would come back?
3 If you see Jack, _____ hello!
4 What did they _____ to you?
5 You should _____ your teacher what happened.

PRONUNCIATION

a Practise the words and sounds.

Vowel sounds

ear

tourist

owl

boy

Consonant sounds

thumb

mother

right

b P p.166–7 **Sound Bank** Say more words for each sound.

c What sound in **a** do the pink letters have in these words?

1 maths 2 sure 3 neither 4 fear 5 written

d Underline the stressed syllable.

1 in|de|ci|sive
2 i|den|ti|cal
3 i|mme|di|ate|ly
4 neigh|bour
5 ac|ci|dent

CAN YOU understand this text?

a Read the two stories. What do they have in common?

b Read the stories again and mark the sentences **T** (true) or **F** (false).

1 Matteo and Enrica were going to Italy for a birthday party.
2 They were late because they got lost on the way to the airport.
3 When they got to the plane, it was ready to leave.
4 They were arrested after they'd got on the plane.
5 Hubert bought the lottery scratch cards in an airport shop.
6 One million dollars is the biggest prize for a scratch card.
7 At first he wasn't sure if he'd really won the prize.
8 He's decided to give all the money away to other people.

CAN YOU understand these people?

12.10 Watch or listen and answer the questions.

Mark Caroline John Alison Kathy

1 When Mark was at school he didn't like studying ____.
a maths **b** PE **c** languages

2 Caroline's French teacher inspired her to ____.
a be a French teacher **b** continue learning French
c set up a language school in Australia

3 When John has to make a decision he prefers to ____.
a make it quickly **b** think about it for a long time
c ask for advice

4 Alison has ____.
a a twin sister **b** twin nephews **c** twin nieces

5 Kathy thinks that ____.
a men gossip more than women
b women gossip more than men
c men and women gossip the same amount

CAN YOU say this in English?

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

Can you...?

1 ☐ talk about 3 things you used to do when you were a child
2 ☐ say 2 things you might do next week
3 ☐ respond to these sentences with *so* or *neither*:
I like pop music. *I haven't finished this exercise yet.*
I'm going out tonight. *I didn't know the answer.*
4 ☐ continue these sentences with the past perfect:
a I got to the station, but...
b When I saw him I was surprised because...
5 ☐ report two things that somebody said to you yesterday using *said* or *told me*
6 ☐ ask three questions without an auxiliary verb beginning with *Who*, *How many*, and *Which*

Stop the plane – we want to get on!

An Italian couple ran out onto the runway of Malta's international airport to stop a Ryanair jet from leaving for Italy without them, a Maltese court heard on Thursday.

Matteo Clementi, 26, and Enrica Apollonio, 23, got stuck in terrible traffic on their way to the airport on Wednesday. When they arrived, the gate was closed and they were not allowed to board their flight back to Italy. They went to the next gate, forced open a security door, and ran towards the plane. The engines were running and the stairs had been removed, but the couple tried signalling to the pilots to let them get on. However, they were not allowed to board and were arrested by security staff.

A lawyer defending them in court said that Wednesday was Enrica's 23rd birthday. She had wanted to celebrate it with her family and friends in Italy. Instead she spent the evening in prison, and the couple were fined €2,329.

From $20 *to* $1,000,000 *in 30 minutes*

A man who found $20 in the street near San Francisco International Airport used it to play the California lottery and won $1 million, lottery spokesman Greg Parashak said on Monday.

Hubert Tang used the $20 to buy two lottery scratch cards at a store near the airport on Wednesday and won the top prize with one of them, Parashak told us.

Tang said, 'I scratched the ticket outside the store. I told my friend who I was with that I didn't know if it was real but I thought I had just won a million dollars.' Tang, who works as a barman at the airport, had not played the lottery for the last ten years. He said that he planned to continue working and had not decided how to spend the money. But he said that he might leave $20 notes in different places so that other people could find them and be lucky like him.

Communication

1A ALPHABET QUIZ Student A

a Ask **B** your question 1.

b Answer **B**'s question 1. Then ask **B** your question 2, etc.

1 Which country's security service is called the FBI? (*the USA*)
2 What do you use a USB cable for? (*connecting something to a computer*)
3 What can you do at a B&B? (*stay the night and have breakfast*)
4 Which famous writer has the initials JK? (*J.K. Rowling*)
5 What kind of person is a VIP? (*a very important person*)
6 What can you get from an ATM? (*money / cash*)
7 Which country's national radio and TV is called the BBC? (*the UK / Britain*)

1B A DATE FOR CLINT Student A

a Look at the photo of Maggie and read her profile.

Name, age, status: **Maggie Carter**, 49, divorced
Occupation: I have a small cosmetics business.
Adjectives that describe you: hard-working, independent, kind
Likes and dislikes:
I like travelling and listening to classical music.
I don't like clubbing or going to places with loud music.

b Answer **B**'s questions about her.

c Ask **B** questions 1–7 about Tessa.

1 What does she look like?
2 How old is she?
3 What's her status?
4 What does she do?
5 What's she like?
6 What does she like doing?
7 What kind of men doesn't she like?

d Compare photos. Who do you think is a better date for Clint? Why?

1C REMAKES Student A

a Describe your painting (1 *Girl Reading a Letter at an Open Window* by Vermeer) to **B**. **B** has the 'remake' and will say what's the same and what's different in the photo.

My painting is called Girl Reading a Letter at an Open Window *and it's by Vermeer...*

b Now look at your photo (2). **B** will describe his / her painting. Tell **B** what's the same and what's different in the photo.

1

2

2B AT, IN, ON Student A

a Ask **B** your questions.

1 What month do you usually go on holiday?
2 Where do you usually have breakfast?
3 What time do you usually have lunch?
4 What days of the week do you usually go out in the evening?
5 What time of day do you usually do your English homework?
6 Where do you usually buy clothes?
7 Where do you normally listen to music?
8 When's your birthday?

b Answer **B**'s questions using *at*, *in*, or *on*. Ask *What about you?* for each question.

2C HAPPY ENDING

Work with a partner. Think about the video you watched and answer the questions from memory.

1 Why didn't Hannah see the man who was crossing the road?
2 Who was the man?
3 Why did he cross without looking?
4 Where did they go after that?
5 What did they order?
6 Why was Jamie in the High Street?
7 What and when was the concert?
8 What was special about the day?

3A WHAT ARE YOUR PLANS? Student A

a Ask **B** your questions using *going to*. Ask for more information.

- What / you / do after class?
- What time / you / go to bed tonight?
- Where / you / have lunch tomorrow?
- What / you / do on Saturday night?
- Where / you / go for your next holiday?
- / you / study English next year?

b Answer **B**'s questions. Give more information.

3B HOW ORGANIZED ARE YOU? Students A+B

How to score:

Question 1	Question 2	Question 3	Question 4	Question 5
2 points for **a**	2 points for **a**	2 points for **a**	1 point for **a**	3 points for **a**
1 point for **b**	3 points for **b**	3 points for **b**	3 points for **b**	2 points for **b**
3 points for **c**	1 point for **c**	1 point for **c**	2 points for **c**	1 point for **c**

Is your score between 12 and 15? Congratulations. You are extremely organized. Are you maybe too organized? How good are you at adapting when your plans change? Try to be tolerant with other people who are not as organized as you are.

Is your score between 9 and 11? You are organized in some aspects of life, but less in others. Maybe you need to make some small changes. Look at your answers again. Did you score 1 for any of the questions? Are you happy with those answers?

Is your score between 5 and 8? You are extremely disorganized. Do you know what day it is? Do you know what year it is? Sometimes it's good to be spontaneous, but you definitely need to be more organized!

3C SPLIT CROSSWORD Student A

a Look at your crossword and make sure you know the meaning of all the words you have.

b Ask **B** to define one of your missing words for you. Ask, for example, *What's 1 down?* Listen to **B**'s definition and write the word in your crossword.

c Now **B** will ask you to define one of his / her missing words.

d Compare your completed crosswords. Did you spell all the words correctly?

4A HAS HE DONE IT YET? Students A+B

Look at the picture for one minute and try to remember what's in it. Then go to p.106.

6A YOU'RE A PESSIMIST! Student A

a Say your sentence 1 to **B** and he / she will make a pessimistic prediction.

b Then listen to **B**'s sentence 1 and make a pessimistic prediction.

c Do the same for sentences 2–5.

1 I'm going to have my first skiing lesson next week.
2 We're going to see the new Spielberg film tonight.
3 My train leaves in 20 minutes.
4 We're having a party in the garden on Saturday.
5 I have an interview for a new job tomorrow.

6C REVISION QUESTIONNAIRE Student A

a Ask **B** your first question. Ask for more information if you can.

b Answer **B**'s first question. Give as much information as you can.

c Continue with questions 2–8.

1 What do you usually have for breakfast?
2 Are you studying for an exam at the moment?
3 Where did you go on holiday last year?
4 Where were you at ten o'clock last night? What were you doing?
5 Have you ever broken a bone?
6 What are you going to do next summer?
7 What do you think the weather will be like tomorrow?
8 What are you doing tonight?

7A HOW TO SURVIVE... Student A

a Read the article *How to survive meeting your partner's parents for the first time*. Then tell **B** the five tips and give more details. When you finish, decide with **B** which is the most important tip.

How to survive meeting your partner's parents for the first time

1 **Do some 'homework' before you go.** Ask your partner about his or her parents. Where do they work? Do you have any common interests? If you do this, it will be easy to have a conversation with them.

2 **Be ready to answer questions about yourself!** Most parents want to know about their son or daughter's future partner, for example about their ambitions. Try to make a good impression!

3 **If you are invited for a meal, eat everything!** It's also a good idea to say something positive about the meal, like 'This is absolutely delicious!' Offer to help with the washing-up after the meal.

4 **Be yourself and don't just agree with everything they say.** If they ask you for your opinion, be honest. However, try not to talk about controversial subjects – this isn't the moment to give your views on religion and politics!

5 **Avoid embarrassing silences.** If the conversation is dying and you can't think what to say, ask them what your partner was like as a child. All parents love talking about their children.

Adapted from wikiHow

b **B** will tell you five tips for *How to survive a first date (and make a success of it)*. Listen and when he or she finishes, decide together which is the most important tip.

7C WHAT ARE THE RULES? Student A

a Look at photos 1–6. Complete the rules with *have to*, *don't have to*, *must* or *mustn't* and a verb from the list.

be pay take touch turn off wear

1 You _____ your phone.
2 Children _____.
3 You _____ a jacket.
4 You _____ the door.
5 You _____ over 18 to see this film.
6 You _____ photos here.

b Read your rules to **B in a different order**. **B** will say which photo they go with.

c Look at photos 7–12. Listen to **B**'s rules, and say which photo they go with.

9A WOULD YOU KNOW WHAT TO DO? Student A

a Read the answers to *In the city*.

IN THE CITY

1 **The answer is b.** Dogs like to attack any part of you that is moving, usually hands or arms. It is also dangerous to turn your back on the dog. You shouldn't look the dog in its eyes because this will make it angry. Shouting 'down' or 'go 'away' at the dog will not work because dogs usually only react to their master's voice.
2 **The answer is a.** Wasps and bees will usually fly out of an open window, but don't wave your hands around as they follow movement and might try to sting you. And you mustn't hit the wasp or bee as this will make them very angry. Of course, as soon as you can, you should stop the car and open the doors.

b Tell **B** and **C** the correct answers, and why the other ones are wrong.

c Listen to **B** and **C** tell you about the other sections (*In the country* and *In the water*). Check your answers.

10B EARLY BIRDS Student A

a Read about Ella's day and answer the questions with short notes.

1 What time does she get up?
2 How does she wake up on time?
3 How does she feel when she wakes up?
4 Does she have anything to eat or drink before she goes to work?
5 How does she get to work?
6 What time does she start and finish work?
7 What time does she usually go to bed?
8 Would she like to change her working hours?

The alarm goes off at 2.35 a.m. I use my phone, and my partner also sets the alarm on his phone, because I don't feel very secure if I just have one alarm. I get up straight away. I usually feel terrible! It's always really hard to get out of bed. Luckily I don't have to think about clothes, because I always wear a white chef's jacket and a pair of jeans.

I don't have breakfast – I just get dressed and go straight to work. I live very near the shop, so I walk to work – it only takes five minutes. I start baking at 3.00 a.m. I'm always desperate for a cup of tea, and as soon as I have time I make one. I can't really function without a cup of tea. I make all the bread and cakes between 3.00 and 8.30 – that's when I open the shop.

I usually finish work at about 3.00 in the afternoon, so I'm often at work for about 12 hours. I go to bed at 8.30. Because we go to bed so early, during the week we don't go out at all. I sometimes go out on a Saturday evening, but I feel exhausted the next day.

Would I like to change my working hours? Yes. I love my job, and I don't mind getting up early, but I would like to sleep more.

Glossary
straight away immediately
baking making bread and cakes

b Use the questions and your notes to tell **B** about Ella's day.

Ella gets up very early, at 2.35.

c Then listen to **B** tell you about Peter's day.

d How are Ella and Peter similar? How are they different?

10C PASSIVES QUIZ Student A

a Complete your sentences with the verb in the passive and circle the correct answer.

1 Until 1664 New York _____ (call)…
a New Amsterdam b New Hampshire c New Liberty

2 The Lord of the Rings films _____ (direct) by…
a Ridley Scott b James Cameron c Peter Jackson

3 The noun which _____ (use) most frequently in conversation is…
a money b time c work

4 Penguins _____ (find)…
a at the South Pole b at the North Pole c in Alaska

5 The Italian flag _____ (design) by…
a Garibaldi b Mussolini c Napoleon

6 The first mobile phones _____ (sell) in…
a 1963 b 1973 c 1983

7 The British politician Winston Churchill _____ (be born)…
a on a train b in a toilet c under a bridge

8 The Statue of Liberty _____ (give) to the United States by….
a Germany b the UK c France

b Read your sentences to **B**. **B** will tell you if you are right.

c Now listen to **B**'s sentences. Say if he / she is right.

B's answers

1 The smartphone was invented by IBM.
2 Star Wars was created by George Lucas.
3 The book which is stolen most often from libraries is *The Guinness Book of Records*.
4 In the world 16,000 babies are born every hour.
5 Chess was invented by the Chinese.
6 The first Skype call was made in 2003.
7 Football was first played by the British.
8 In 1962 the original London Bridge was bought by a rich American.

12A WHAT HAD HAPPENED? Student A

a Look at the odd numbered sentences (1, 3, 5, 7, 9, and 11) and think of the missing verb (⊞ = positive verb, ⊟ = negative verb). Don't write anything yet!

1 Diana was very angry because her husband _____ the dinner. ⊟
2 We went back to see the house where we **had lived** when we were children.
3 He couldn't catch the plane because he _____ his passport. ⊞
4 The flat was very dirty because nobody **had cleaned** it for a long time.
5 We went back to the hotel where we _____ on our honeymoon. ⊞
6 The cat was hungry because it **hadn't eaten** anything for two days.
7 After I left the shop I suddenly remembered that I _____ for the jacket. ⊟
8 I ran to the station, but the last train **had gone**.
9 Miriam was happy to hear that she _____ the exam. ⊞
10 I didn't want to lend Jane the book because I **hadn't read** it.
11 Jack was angry because I _____ him to my party. ⊟
12 They got to the cinema late and the film **had started**.

b Read your sentence 1 to **B** with the missing verb you chose. If it's not right, try again until **B** tells you 'That's right'. Then write in the verb.

c Listen to **B** say sentence 2. If it's the same as 2 above, say 'That's right'. If not, say 'Try again' until **B** gets it right.

d Take it in turns with sentences 3–12.

4A HAS HE DONE IT YET? Students A+B

a Work individually. Look at the list of things Max does every morning. Has he already done them this morning? Try to remember what was in the picture. Write sentences with *already* and *yet*.

He's already made the bed. **OR** *He hasn't made the bed yet.*

- make the bed
- tidy his desk
- take the dog for a walk
- have breakfast
- put away his clothes
- have a shower
- turn off his computer

b Work in pairs. Compare your sentences. Are they the same? Then go back to p.104 and compare your sentences with the picture. Were you right?

c What does your bedroom look like right now? Is there anything you haven't done yet?

12A TWO MORE STORIES
Student A

a Read your story and write answers to the questions.

1 Where was the swimming pool? What kind of pool was it?
2 Why did the pool assistant shout 'Get out of the water! Quickly!'
3 What had happened in the night?
4 Were any of the swimmers hurt? What happened to the shark?

In Sydney, early in the morning, some swimmers were having a swim in an outdoor swimming pool which was very close to the sea. The swimmers were very surprised when suddenly the pool assistant started shouting 'Get out of the water! Quickly!' The swimmers immediately got out. Then they realized that there was a shark at the other end! A large wave had carried the shark into the pool overnight. Fortunately none of the swimmers were hurt, and the shark was caught in a net and put back into the sea.

b Tell your story to **B**. Use your answers to help you.

This happened at a swimming pool in Sydney...

c Listen to **B** telling you his / her story.

12B BLOWING IN THE WIND
Students A+B

'Your gossip is like the feathers,' said the wise woman. 'You can never take back what you have said, and you don't know how far it travels and the damage it can do. From now on, I want you to think before you speak.' And he did.

12C GENERAL KNOWLEDGE QUIZ Student A

a Complete your questions with the verb in brackets in the past simple. The correct answers are in red.

1 Who _____ the battle of Waterloo in 1815? (lose)
a the Duke of Wellington **b** Bismarck **c** Napoleon

2 Which American actor _____ in the 2015 film *The Martian*? (star)
a Matt Damon **b** Tom Hanks **c** Brad Pitt

3 Who _____ the songs which feature in the film and musical *Mamma Mia*? (write)
a The Beatles **b** Abba **c** Madonna

4 Which Formula One driver _____ his first world championship in 2008 at the age of 23? (win)
a Fernando Alonso **b** Lewis Hamilton **c** Michael Schumacher

5 Which famous Roman _____ 'I came, I saw, I conquered'? (say)
a Augustus **b** Nero **c** Julius Caesar

6 Who _____ the world record for the 100 and 200 metres at the Beijing Olympics in 2008? (break)
a Usain Bolt **b** Carl Lewis **c** Michael Johnson

7 Which painter _____ off part of his ear? (cut)
a Picasso **b** Van Gogh **c** Matisse

8 Who _____ penicillin? (discover)
a Alexander Fleming **b** James Watson **c** Thomas Edison

b Ask **B** your questions. Give your partner one mark for each correct answer.

c Answer **B**'s questions. Who got the most correct answers?

9A WOULD YOU KNOW WHAT TO DO? Student C

a Read the answers to *In the water.*

IN THE WATER

5 **The answer is c.** If a jellyfish stings you, you should clean the sting with vinegar as this stops the poison. If you don't have any vinegar, then use sea water. But don't use fresh water, for example water from a tap or mineral water, as this will make the sting hurt more. And you shouldn't rub the sting as this will make it worse too. After you have washed the sting, you should clean off any bits of tentacles that are on your skin. And take a painkiller!

6 **The answer is a.** If you are near the shore and the shark is not too close, you can probably swim to the shore without attracting its attention. For this reason it is important to swim smoothly and not to splash or make sudden movements. Keeping still is dangerous because if the shark swims in your direction it will see you and it will attack you. Don't shout because shouting will provoke the shark and it will attack you.

b Listen to **A** and **B** tell you about the other sections (*In the city* and *In the country*). Check your answers.

c Tell **A** and **B** the correct answers for *In the water*, and why the other ones are wrong.

1A ALPHABET QUIZ Student B

a Answer **A**'s question 1.

b Ask **A** your question 1. Then answer **A**'s question 2, etc.

1 What kind of machine is a BMW? (*a car*)
2 What does a DJ do? (*plays music in a club*)
3 Which country's national airline is called KLM? (*Holland / the Netherlands*)
4 What's the difference between a.m. and p.m.? (*morning and afternoon*)
5 What do people who work in IT do? (*They work with computers, software, etc.*)
6 How many states are there in the USA? (*50*)
7 In the UK do people have ID cards, passports, or both? (*only passports*)

1B A DATE FOR CLINT Student B

a Look at the photo of Tessa and read her profile.

Name, age, status: **Tessa Mills**, 42, single
Occupation: I'm a nurse.
Adjectives that describe you: fun, talkative, generous
Likes and dislikes:
I like travelling, going to pop concerts, going out.
I don't like mean men who never pay for dates.

b Ask **A** questions 1–7 about Maggie.

1 What does she look like?
2 How old is she?
3 What's her status?
4 What does she do?
5 What's she like?
6 What does she like doing?
7 What doesn't she like doing?

c Answer **A**'s questions about Tessa.

d Compare photos. Who do you think is a better date for Clint? Why?

1C REMAKES Student B

a Look at your photo of a 'remake' (1). Listen to **A** describe the painting. Tell **A** what's the same and what's different in the photo.

b Now describe your painting (2 *The Poor Poet* by Carl Spitzweg) to **A**. **A** has the 'remake' and will say what's the same and what's different in the photo.

My painting is called The Poor Poet *and it's by Carl Spitzweg…*

1

2

2B AT, IN, ON Student B

a Answer **A**'s questions using *at*, *in*, or *on*. Ask *What about you?* for each question.

b Ask **A** your questions.

1 Where were you born?
2 What time do you usually get up during the week?
3 Where do you usually have lunch?
4 What time of day do you usually meet friends?
5 When do you usually go shopping?
6 Where do you usually do your English homework?
7 When do you do housework?
8 Where can you have a nice walk near where you live?

2C SAD ENDING

Work with a partner. Think about the video you watched and answer the questions from memory.

1 Why didn't Hannah see the man who was crossing the road?
2 What happened?
3 Where did she go after the accident? What did she do there?
4 Then where did she go? Who arrived there a bit later?
5 What news did she have for Hannah?
6 How was Jamie?
7 What did she tell Hannah about the car and the driver?
8 What happened in the end?

3A WHAT ARE YOUR PLANS? Student B

a Answer **A**'s questions. Give more information.

b Ask **A** your questions using *going to*. Ask for more information.

- / you / go out this evening?
- What / you / have for dinner tonight?
- What time / you / get up tomorrow?
- / you / go anywhere next weekend?
- What / you / do next summer?
- When / you / do your English homework?

3C SPLIT CROSSWORD Student B

a Look at your crossword and make sure you know the meaning of all the words you have.

b **A** will ask you to define one of his / her missing words.

c Now ask **A** to define one of your missing words for you. Ask, for example, *What's 2 across?* Listen to **A**'s definition and write the word in your crossword.

d Compare your completed crosswords. Did you spell all the words correctly?

5A HOW FAST IS YOUR LIFE? Students A+B

Calculate your partner's score and tell him or her. Then read to see what your score means. Do you agree?

How to score:
1 point for ***never*** 2 points for ***sometimes*** 3 points for ***often***

Is your score between *6 and 9*? You are living life in the slow lane. Compared to most people, you take things easy and don't get stressed by modern-day living. You are patient, relaxed, and easy-going. Most of the time this is good news, but sometimes it can be a problem. For example, are you sometimes late for appointments?

Is your score between *10 and 14*? You have a medium pace of life. You are probably somebody who can change the speed at which you live depending on the situation.

Is your score between *15 and 18*? You are living life in the fast lane, rushing around and trying to do many different activities and projects at the same time. You are impatient and you find it difficult to relax. You are probably very productive, but your relationships and health could suffer as a result.

Adapted from Richard Wiseman's Quirkology website

6A YOU'RE A PESSIMIST! Student B

a Listen to **A**'s sentence 1 and make a pessimistic prediction.

b Then say your sentence 1 to **B** and he / she will make a pessimistic prediction.

c Do the same for sentences 2–5.

1 I want to go to the Barcelona–Real Madrid match.
2 I'm going to buy Jamie's old car.
3 We're going to the new Italian restaurant tonight.
4 I've just started going to a gym.
5 I'm looking for a cheap flat to rent somewhere in the city centre.

7A HOW TO SURVIVE... Student B

a Read the article *How to survive a first date (and make a success of it).*

How to survive a first date (and make a success of it)

1 **Think carefully about what to wear for the date.** If you are a man, try to dress smartly but casually (no suits!). If you are a woman, it's important not to dress too sexily. Don't wear too much perfume or aftershave!

2 **Choose a place that isn't too expensive (you don't know who is going to pay).** Try to go somewhere that isn't very noisy.

3 **Don't be too romantic on a first date.** For example, arriving with a red rose on a first date isn't a good idea!

4 **Remember to listen more than you talk but don't let the conversation die.** Silence is a killer on a first date! Be natural. Don't pretend to be somebody you aren't.

5 **If you are a man,** be a gentleman and pay the bill at the end of the evening. If you are a woman, offer to pay your half of the bill (but don't insist!).

b **A** will tell you five tips for *How to survive meeting your partner's parents for the first time.* Listen and when he or she finishes, decide together which is the most important tip.

c Look again quickly at your article. Then tell **A** the five tips and give more details. When you finish, decide with **A** which is the most important tip.

9A WOULD YOU KNOW WHAT TO DO? Student B

a Read the answers to *In the country.*

IN THE COUNTRY

3 **The answer is c.** If you tie a bandage or a piece of material above the bite, this will stop the poison from getting to your heart too quickly. However, be careful not to tie it too tightly. You shouldn't put ice or anything cold on the bite, as this will make it more difficult to get the poison out later, and never try to suck out the poison. If it gets into your mouth, it could go into your blood.

4 **The answer is a.** If you let your dog run free, the cows will go after it, but it will escape as it can run much faster than the cows. The worst thing you can do is pick up your dog, as the cows will probably attack both of you. And don't shout or wave your arms because this will worry the cows and could cause them to attack.

b Listen to **A** tell you about *In the city.* Check your answers.

c Tell **A** and **C** the correct answers for *In the country*, and why the other ones are wrong.

d Listen to **C** tell you about *In the water.* Check your answers.

7C WHAT ARE THE RULES? Student B

a Look at photos 7–12. Complete the rules with *have to*, *don't have to*, *must* or *mustn't* and a verb from the list.

come drive pay play put wear

7 You _____ anything now.
8 You _____ football here at night.
9 You _____ your feet on the seats.
10 You _____ to class on Mondays.
11 You _____ in one direction.
12 You _____ sports shoes here.

b Look at photos 1–6. Listen to **A**'s rules, and say which photo they go with.

c Read your rules to **A in a different order**. **A** will say which photo they go with.

6C REVISION QUESTIONNAIRE Student B

a Answer **A**'s first question. Give as much information as you can.

b Ask **A** your first question. Ask for more information if you can.

c Continue with questions 2–8.

1 What languages can you speak?
2 Are you watching any TV series at the moment?
3 What did you do last summer?
4 What were you wearing the last time you came to class?
5 Have you been to the cinema recently?
6 What are you going to do next weekend?
7 Who do you think will win the next football World Cup?
8 Are you going to a concert or a sporting event soon?

10B EARLY BIRDS Student B

a Read about Peter's day and answer the questions with short notes.

1 What time does he get up?
2 How does he wake up on time?
3 How does he feel when he wakes up?
4 Does he have anything to eat or drink before he goes to work?
5 How does he get to work?
6 What time does he start and finish work?
7 What time does he usually go to bed?
8 Would he like to change his working hours?

The *Peter Gordon Breakfast Show* starts at exactly 6.00, so I need to be at work at 5.30 a.m. on weekday mornings. I'm lucky because I live very near the studio – it's only three to four minutes by car – so I get up at about 4.45. I wake up on time because I have an alarm that repeats, and I wear a Fitbit which vibrates as well. When that goes off I know that I really have to get up!

For the first few minutes I feel a bit sleepy, but then I wake up quickly. I choose my clothes the night before, and that way everything's ready. I have a cup of tea, and then I leave the house at about 5.15. I have breakfast during the radio show, while I'm playing music – perhaps a smoothie and some cereal. I'm a director of the radio station, so after my show I usually work in the office until late afternoon – it's a long working day!

I go to bed quite late, usually at about 11.00. I find it very difficult to go to bed early, it's always been a problem for me. So I only get about five or six hours' sleep – but that's enough for me. Because I get up early, I try not to go out with friends during the week. I only go to necessary events, like work events. Weekends are different!

I know I get up really early, but I don't want to change my hours because I really love my breakfast show, and I never want to give it up.

Glossary
Fitbit an electronic bracelet that measures your physical activity
smoothie a drink made with fruit or fruit juice mixed with milk

b Listen to **A** tell you about Ella's day.

c Use the questions and your notes to tell **A** about Peter's day.

Peter gets up at about 4.45...

d How are Ella and Peter similar? How are they different?

10C PASSIVES QUIZ Student B

a Complete your sentences with the verb passive and circle the correct answer.

1 The smartphone _____ (invent) by...
a Apple b Nokia c IBM
2 Star Wars was _____ (create) by...
a George Lucas
b Steven Spielberg
c Stanley Kubrick
3 The book which _____ (steal) most often from libraries is...
a *The Bible*
b *The Guinness Book of Records*
c *The Lord of the Rings*
4 In the world 16,000 babies _____ (be born)...
a every second b every hour c every day
5 Chess _____ (invent) by...
a the Egyptians
b the Indians
c the Chinese
6 The first Skype call _____ (make) in...
a 1993 b 2003 c 2013
7 Football _____ first (play) by...
a the British b the Romans c the Greeks
8 In 1962 the original London Bridge _____ (buy) by...
a a rich American
b a museum
c the Royal family

b Now listen to **A**'s sentences. Say if he / she is right.

A's answers
1 Until 1664 New York was called New Amsterdam.
2 The Lord of the Rings films were directed by Peter Jackson.
3 The noun which is used most frequently in conversation is *time*.
4 Penguins are found at the South Pole.
5 The Italian flag was designed by Napoleon.
6 The first mobile phones were sold in 1983.
7 The British politician Winston Churchill was born in a toilet.
8 The Statue of Liberty was given to the United States by France.

c Read your sentences to **A**. **A** will tell you if you are right.

12A WHAT HAD HAPPENED? Student B

a Look at the even numbered sentences (2, 4, 6, 8, 10, and 12) and think of the missing verb (⊞ = positive verb, ⊟ = negative verb). Don't write anything yet!

1 Diana was very angry because her husband **hadn't cooked** the dinner.
2 We went back to see the house where we _____ when we were children. ⊞
3 He couldn't catch the plane because he **had forgotten** his passport.
4 The flat was very dirty because nobody _____ it for a long time. ⊞
5 We went back to the hotel where we **had stayed** on our honeymoon.
6 The cat was hungry because it _____ anything for two days. ⊟
7 After I left the shop I suddenly remembered that I **hadn't paid** for the jacket.
8 I ran to the station, but the last train _____. ⊞
9 Miriam was happy to hear that she **had passed** the exam.
10 I didn't want to lend Jane the book because I _____ it. ⊟
11 Jack was angry because I **hadn't invited** him to my party.
12 They got to the cinema late and the film _____. ⊞

b Listen to **A** say sentence 1. If it's the same as 1 above, say 'That's right'. If not, say 'Try again' until **A** gets it right.

c Read your sentence 2 to **A** with the missing verb you chose. If it's not right, try again until **A** tells you 'That's right'. Then write in the verb.

d Take it in turns with sentences 3–12.

12A TWO MORE STORIES Student B

a Read your story and write answers to the questions.

1 Where was the airport?
2 Why were the airport workers surprised?
3 What had the old lady done?
4 How far did she travel on the luggage belt?

Last Monday workers in the luggage area at Stockholm's Arlanda airport, in Sweden, got a big surprise. They were taking suitcases off the luggage belt to put them on the different planes, when suddenly they saw an old lady sitting on the belt next to her suitcase. The woman had got confused at the check-in desk. She had put her luggage on the belt and then had sat down on the belt herself. A spokesman at the airport said 'Unfortunately, she did not understand when she was given check-in instructions. She got on the belt together with her bag. Luckily, it wasn't a long ride – only a few metres.'

b Listen to **A** telling you his / her story.

c Tell your story to **A**. Use your answers to help you.

This happened at an airport in Sweden...

12C GENERAL KNOWLEDGE QUIZ Student B

a Complete your questions with the verb in brackets in the past simple. The correct answers are in red.

1 Who _____ President of the USA eight years after his father had been president? (become)
a Bill Clinton
b Barack Obama
c George Bush

2 Who _____ the part of Hermione Granger in the Harry Potter films? (play)
a Emma Watson
b Carey Mulligan
c Kate Winslet

3 Which sport _____ an Olympic sport in 2016? (become)
a golf
b handball
c volleyball

4 Who _____ the Sistine Chapel? (paint)
a Leonardo da Vinci
b Michelangelo
c Raphael

5 Who _____ *The Da Vinci Code*? (write)
a Stephen King
b John Grisham
c Dan Brown

6 Who _____ a wooden horse to enter the city of Troy? (use)
a The Greeks
b The Romans
c The Persians

7 Which famous boxer _____ to fight in the Vietnam War in 1967? (refuse)
a Muhammad Ali
b Joe Frazier
c Sugar Ray Robinson

8 Who _____ the telephone? (invent)
a Marconi
b Bell
c Stephens

b Answer **A**'s questions.

c Ask **A** your questions. Give your partner one mark for each correct answer. Who got the most correct answers?

Writing

1 DESCRIBING YOURSELF

a Read Charlie's profile and answer the questions.

1 What's Charlie's real name?
2 Where's he from?
3 What does he do?
4 Who does he live with?
5 What does he look like?
6 What's he like?
7 What does he do in his free time?

b Read the profile again. The computer has found ten mistakes. They are grammar, punctuation, or spelling mistakes. Can you correct them?

c Write the topic of the paragraphs in the correct column in the chart. Then add the highlighted phrases from the profile for each paragraph.

hobbies and interests ~~name, age, nationality~~ personality
physical appearance work / study, family

	Content	Phrases	My information
Paragraph 1	*Name, age, nationality*	*My name's… Everyone calls me…*	
Paragraph 2			
Paragraph 3			
Paragraph 4			
Paragraph 5			

d Plan your profile. Add notes to **My information**.

e Write your profile. Use your notes and the phrases to help you.

f Check your profile for mistakes (grammar, punctuation, and spelling).

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1 Hi. My name's Charlie. Well, it's really Carlos but everyone calls me Charlie. [1]I have 21 years old. I'm Mexican, and I live in Guadalajara.

2 I'm going to tell you about myself. I'm at university. I'm [2]studing physics. I'm in my last year and I really like it. I live with my parents in a flat in the centre. I have a dog, a schnauzer – his name is Towser.

3 As you can see from the [3]foto, I have black hair and [4]browns eyes. My father always says I have a big nose, but I don't think so. I think it's a Roman nose!

4 I think I'm a positive person. My [5]freinds say I'm funny and it's true, I like making people laugh. But I [6]can to be serious too when I need to be!

5 I [7]dont have [8]many free time [9]becuase when I'm not in class I have to do projects or write reports. But when I can, I like watching TV series, especially science fiction series and comedies. I watch them in [10]english with subtitles. I also like playing computer games like *World of Warcraft* and *Starcraft*.

MY FAVOURITE PHOTO **BLOG**

Post your favourite photo on the website, together with a short description of why the photo is important to you.

This week's winner is Marc, a teacher from Swansea.

1 This is one of my favourite photos. It's [1]_____ two storks. I took the photo [2]_____ the spring of 2018 when I was on holiday [3]_____ some friends [4]_____ Andalucia, in the south of Spain, at a place called Doñana National Park.

2 Doñana is a nature reserve which is famous because there are lots of wonderful birds there, [5]_____ storks and flamingos. Storks are my favourite birds in the world because they're big birds, but they're very elegant. I love taking photos [6]_____ animals and birds, but I'm not very good [7]_____ it! Here I was learning how to use the zoom on my new camera, because the storks were quite far [8]_____ from us on the top of a tree. I needed to keep very still because I didn't want to frighten them, but for the first time I got a really good close-up shot.

3 I love this photo because it was my first successful wildlife photo, and the blue sky reminds me of the wonderful weather in Andalucia. I have it [9]_____ my phone and as the background on my laptop.

a Read the description and complete it with a word from the list.

at away in (x2) like of (x2) on with

b Match the questions to paragraphs 1–3.

- ☐ What was happening when you took the photo?
- ☐ Where do you keep it?
- ☐ Why do you like it?
- ☐ Where were you when you took the photo, and who with?
- ☐ What's your favourite photo?
- ☐ Who took the photo? When?

c Plan your description. Think about your answers to the questions in **b**.

d Write about your favourite photo. Answer the questions in **b**. Use the highlighted phrases if you can.

e Check your description for mistakes (grammar, punctuation, and spelling). Attach a copy of the photo.

p.17

3 AN INFORMAL EMAIL

a Goran is a student from Croatia who's going to study English in the UK. He's going to stay with Sally and her family, who he stayed with last year. Read Sally's email and answer the questions.

1 When did he stay with Sally's family before?
2 How is Goran travelling?
3 Who's going to meet him at the airport?
4 Why does Sally ask him for his phone number?
5 What two things does Goran need to decide before he answers?

From: Sally Barnes [barnes@hotmail.com]
To: Goran [gorangrec@yahoo.com]
Subject: Your trip

1 _____ Goran

2 _____. We're very happy that you're coming to stay with us again. We really enjoyed having you with us last August – it's going to be great to see you!

What time are you arriving at Stansted airport? If you send us your flight number and arrival time, we can all meet you in Arrivals. Can you send us your mobile number, too? For some reason it isn't in my phone.

A few more questions! Another student is going to be with us when you're here. You can both share a big bedroom, or you can have a small one just for you. Which do you prefer? What day are you going back to Croatia? And is there anything you'd like to do in the UK this time?

3 _____

4 _____

Sally

5 _____ I'm attaching a photo of the family – Luke's much taller than last year!

b Read the email again and complete it with the informal phrases from the list. Then answer the questions.

Best wishes PS Hi
Looking forward to hearing from you
Thanks for your email

1 Does *Looking forward to hearing from you* mean…?
   a I hope you write again soon.
   b I'm going to write to you again soon.
2 Does *PS* mean…?
   a This isn't very important information.
   b I forgot to say this before.
3 Do we use contractions in an informal email?

c Imagine you're going to study English in the UK, and are going to stay with Sally. She writes a similar email to you. Plan your reply to her email. What details do you need to give Sally? What do you need to decide?

d Write your email in three paragraphs. Use contractions and the words and phrases in **b**.

Paragraph 1	Thank her for her email.
Paragraph 2	Say when you are arriving, etc. (Flight details arr: FR8721 at 12.40 dep: 28 Aug FR8722 at 14.10)
Paragraph 3	Answer her other questions.

e Check your email for mistakes (grammar, punctuation, and spelling).

p.25

4 DESCRIBING WHERE YOU LIVE

a Read the description and complete it with the words from the list.

area ~~city~~ food historic modern nature population rivers weather

b Match the questions to paragraphs 1–5.

- What's it famous for?
- What's the weather like?
- What's the best thing about it? Do you like living there?
- What's your town like? What is there to see there?
- Where do you live? Where is it? How big is it?

c Plan a description of the place where you live. Think about your town or city, and make notes to answer the questions in **b**.

d Write your description in five paragraphs. Answer the questions in **b** in the correct order.

e Check your description for mistakes (grammar, punctuation, and spelling).

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The place where I live

1 I live in Kayseri, which is an important [1]*city* in Central Anatolia in Turkey. It has a [2]_____ of over 1,000,000 people. It's near the famous Cappadocia [3]_____, so there are a lot of tourists in the summer.

2 Kayseri is one of the richest cities in Turkey because it has a lot of industry. It is a university town with four universities. The oldest is Erciyes University. There are also many [4]_____ buildings, for example Kayseri Castle, Hunat Hatun Mosque, and the Grand Bazaar around Cumhuriyet Square, with its famous statue of Atatürk. But Kayseri also has [5]_____ residential areas full of luxury blocks of flats, shopping centres, and stylish restaurants.

3 The [6]_____ in Kayseri is typical of the Middle Anatolia Region. Winters are cold and snowy – great for skiing – and summers are hot and dry. It sometimes rains in the spring and autumn.

4 Kayseri is famous for its mountains. Mount Erciyes is the symbol of the city and it has a well-known ski resort, and on Mount Ali there are national and international paragliding championships. It's also famous for its [7]_____ and has many local specialities like pastirma, which is dried beef with spices, and manti, which is a kind of Turkish ravioli. They're delicious!

5 What I like best about Kayseri is that we are so close to [8]_____. When I'm tired of city life, I can easily get out and enjoy the mountains, [9]_____, waterfalls, and thermal spas, which are only a short distance away.

5 A FORMAL EMAIL

a Read the email to a language school. Tick (✓) the questions that Marek wants the school to answer.

- ☐ How much do the courses cost?
- ☐ When do the courses start and finish?
- ☐ How many students are there in a class?
- ☐ Can I combine two kinds of classes?
- ☐ Can my wife stay with me?
- ☐ Where are the teachers from?

From: Marek Farbiak [mfarbiak27@inmail.sk]
To: Dublin English First [enquiries@dublinenglishfirst.com]
Subject: Information about courses

Dear Sir / Madam,

I am writing to ask for information about your language courses. I am 31 years old and I work in the library at Comenius University in Bratislava, Slovakia. I can read English quite well, but I need to improve my listening and speaking. The book I am currently studying is 'Pre-intermediate' (Common European Framework level A2–B1).

I would like to do an intensive course for three weeks next summer. Is it possible to do three hours of General English and two hours of Business English every day? Could you please send me some information about dates and prices? I would also like some more information about accommodation. If possible I would like to stay with a family, however my wife would like to visit me for a week when I am at the school. Could she stay with me in the same family?

I look forward to hearing from you.

Yours faithfully,

Marek Farbiak

b Look at the highlighted phrases. How would they be different in an informal email?

Formal	Informal
Dear Sir / Madam,	
I am writing	
I would like	
however	
I look forward to hearing from you.	
Yours faithfully,	

c Read the advertisement and then plan an email to the school. Decide how long you want to study for, what kind of course, and where you want to stay. Think of two or three questions you would like to ask.

Come and improve your English this summer!

We run courses from two to four weeks. You can have classes from three to six hours a day or you can combine studying with cultural activities like theatre trips or museum visits.

There are General English courses from Beginner to Advanced, as well as Business English and exam preparation classes.

You can stay with a local family, or in student accommodation.

Write to us for more information. Tell us about yourself and what you are looking for, and we will suggest the perfect course for you.

Email us at enquiries@dublinenglishfirst.com

d Write a formal email asking for information. Write two paragraphs.

Paragraph 1	Explain why you are writing. Give some personal information (your age and occupation, and your level of English).
Paragraph 2	Explain what you would like to do. Ask your questions, and ask them to send you the information.

e Check your email for mistakes (grammar, punctuation, and spelling).

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6 A BIOGRAPHY

a Read the biography of Matt Damon. Then cover the text and try to remember three things about him.

b Put the verbs in brackets in the past simple or present perfect.

> **Writing a biography – use of tenses**
> If you write a biography of a person who is dead, the verbs will all be in the **past simple**.
>
> If the person is alive, all finished actions will be in the **past simple** (such as the person's early life, e.g. *He was born*, *He went to university*, etc. or specific actions in their life, e.g. *He got married*, *He moved to another country*, etc.).
>
> However, you must use the **present perfect** for unfinished actions which started in the past and are still true now (and which might change), e.g. *He has lived in Los Angeles since his wedding.* (= he lives there now)
> *He has appeared in a lot of films.* (= he might appear in more in the future)
>
> Use the **present simple** (or **present continuous**) to talk about the present day, e.g. *He lives in Los Angeles. He's working on a new film.*

c You're going to write a biography of someone you know, or a famous person, who is still alive. Plan and make notes for each paragraph before you begin.

Paragraph 1	where and when they were born, their early life (past simple)
Paragraph 2	their life as a young adult (past simple)
Paragraph 3	their later life and their life now (past simple, present perfect, present simple / present continuous)

d Write the biography. Write three paragraphs using your notes.

e Check your biography for mistakes (grammar, punctuation, and spelling). Show your biography to other students in the class. Which of your classmates' biographies is the most interesting?

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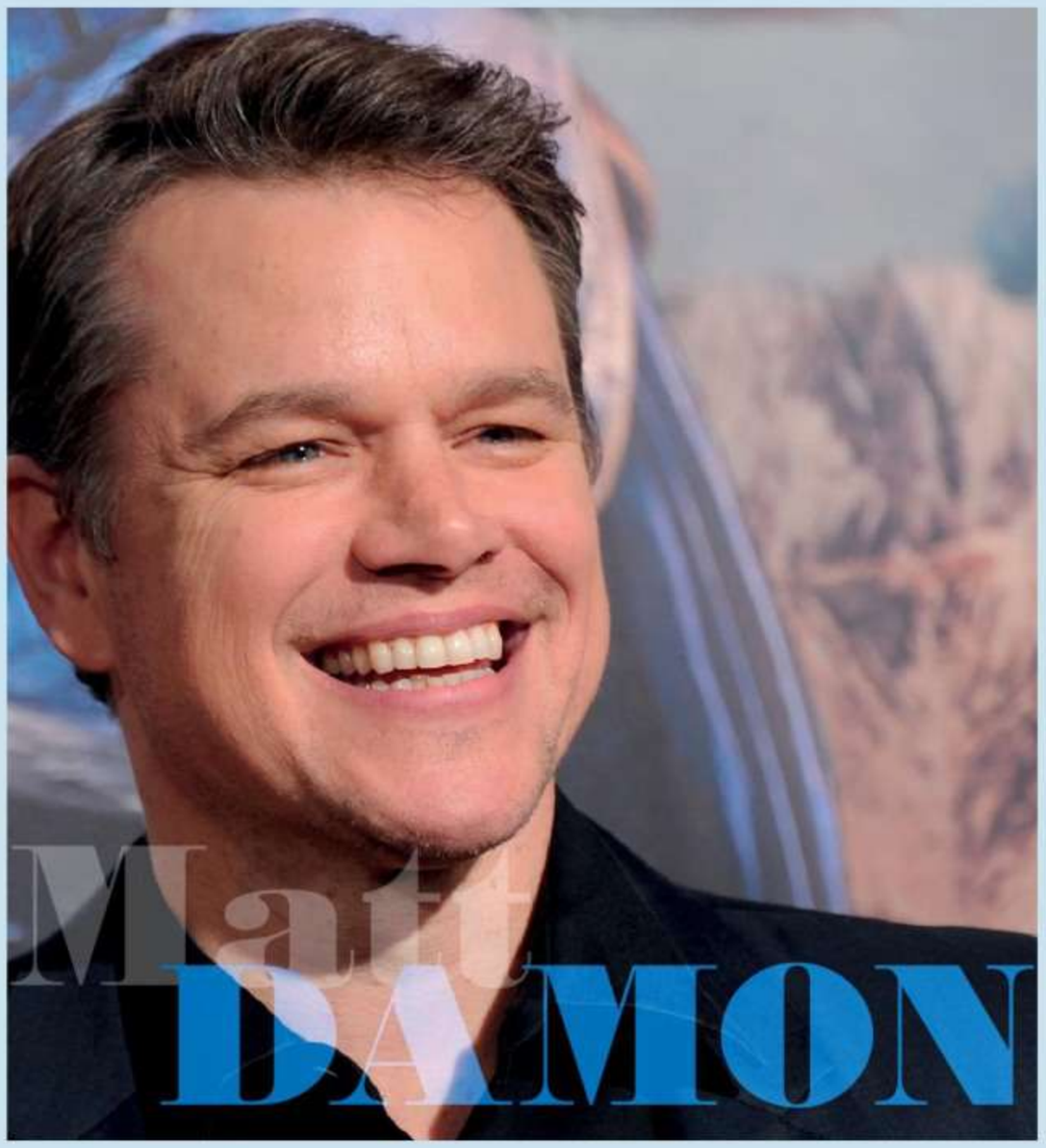

Matt Damon is an American actor and film producer. He [1] *was born* (be born) in 1970 in Cambridge, Massachusetts. His father Kent worked in finance, and his mother Nancy was a university professor. His parents [2]_____ (divorce) when he was two years old, and he [3]_____ (live) with his mother and brother in a large house with five other families.

Matt Damon [4]_____ (become) interested in acting when he was at high school, and he [5]_____ (appear) in several school theatre productions. When he was 18 he [6]_____ (go) to Harvard University to study English. He [7]_____ (write) a film script as part of his course – the script was for the film *Good Will Hunting*. Matt and his friend Ben Affleck [8]_____ (star) in the film and it made them famous. They both [9]_____ (win) an Oscar for Best Original Screenplay for their work on the script. Matt decided to become an actor and he [10]_____ (not finish) university.

Since then, Matt Damon [11]_____ (become) one of the most successful actors in Hollywood. He [12]_____ (appear) in over 70 films, but he is most famous for playing Jason Bourne, a CIA assassin, in the Bourne films. He [13]_____ (receive) many awards, and in 2015 he [14]_____ (win) a Golden Globe for Best Actor for his performance in *The Martian*. He [15]_____ (be) married to Luciana Barroso since 2005. They live in Los Angeles with their four daughters.

7 AN ARTICLE

a Read the article once. Why does the writer enjoy parkrun?

1 Because it helps her to lose weight.
2 Because she likes doing exercise with other people.
3 Because she likes getting up early.

b Read the article again and complete the gaps with an adjective from the list.

faster friendly healthy local overweight young

c What is each paragraph about? Match paragraphs 1–4 to the correct summary.

- ☐ She recommends the activity, and explains why.
- ☐ She says when and why she started doing it. She gives more details about when and where she does it now.
- ☐ She gives basic information about the activity.
- ☐ She explains why she enjoys it.

d You are going to write an article with four paragraphs about an activity that you enjoy in your free time. Plan what you're going to write in each paragraph. Look at the highlighted phrases, and make a list of useful phrases connected with your activity.

e Write an article with the title 'Why I love _____'. Write four paragraphs.

f Check your article for mistakes (grammar, punctuation, and spelling). Show it to other students in the class. How many of them do the same activity? How many of them would like to try it?

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Why I love parkrun

Rachel Farrah

1 Parkrun organizes free five kilometre runs all over the world. Every Saturday morning, in the UK and in lots of other countries, people meet in a park and go for a run together. After the run you get a text message which tells you your time, so you can see that you're getting [1]_____ and fitter.

2 I started doing parkrun three years ago. I was [2]_____ and stressed, and a friend invited me to go to the [3]_____ run with him, in Princes Park here in Liverpool. I really didn't want to go at first, but after a few weeks I felt much better. Now I try to do it every Saturday, and I've done more than 100 runs since I started.

3 I love parkrun because of the people who do it – the atmosphere is really [4]_____, and it's much more fun and motivating to run with other people. I know that my running friends will be in the park at the same time every weekend, and that makes me get up and get out of the house.

4 It doesn't matter if you're old or [5]_____, male or female, fast or slow – if you want a [6]_____ start to the weekend, you should try it! And if there isn't a parkrun in your town or city, maybe you should start one!

Listening

1.10

1 **A** Good afternoon. How can I help you?
B I have a reservation for five nights.
A What's your name?
B Wayne Roberts.
A How do you spell your first name?
B W-A-Y-N-E.
A Just a moment.

2 **C** So, the sofa is £899.99 in total. What's the address for delivery? Is it a London address?
D Yes, it's in south London.
C What's the postcode?
D It's SE21 8GP.
C And the address is…?
D 14 Dangerford Road, flat 2. That's in Forest Hill, London.

3 **E** Welcome to our mobile phone helpline. Please say the number of the mobile phone you have a problem with.
F 07700 987782.

4 **G** Now, every Friday I'm going to give you some writing to do for homework at the weekend. You can either give it to me in class on the Monday, or you can send it to me by email. I'm going to give you my email address and I'd like you to write it down. OK? It's jvine64@kings.co.uk.
H Can you repeat that, please?
G Yes jvine64@kings.co.uk. OK, now I'm going to write it on the board for you. Did you get it right? … Well done. Remember, this symbol is called 'at' in English, and this one is 'dot'.

5 **I** Good evening.
J Hi. We have a table booked for 7.30.
I Yes, madam. What name please?
J Ann Rathbone. R-A-T-H-B-O-N-E.
I Ah, yes, here we are. Can you come this way please?

6 **K** OK Susannah, that's great. Here's your student card. Your classes start on Monday at 9 a.m. Now, the classes are not here in the main school, but in a different building.
L Oh?
K But it's very near, just five minutes' walk from here, in Russell Street.
L Sorry, what's the address?
K It's 16 Russell Street. That's R-U-double S-E-double L. Let me show you on the map.
L Thank you.

1.19

My name's Elspeth. I'm 25, I'm a journalist, I live in Dublin, and I'm single. It's not easy to meet people here. So, who can help me? My mother…and a dating app. My favourite dating app, called Tinder, shows you photos of possible partners with a bit of information about them. You look at the photos and swipe, swipe, swipe. Swipe right if you like them, and swipe left…well…swipe left if you don't. If a guy likes you and you like him, you have a match. Then you can start messaging the person and from this, romance follows…or so they say. I've tried it, but with no success. So I decide to give my mother my phone. She can swipe all the men she likes, and then look at my matches and choose the people that she likes the best. I've promised to go on a date with the men she chooses.

1.20

Date 1 My first date is with a nice guy called John. I sit at a table in a bar and wait for him to arrive. An old man walks towards the table, and for two awful seconds I think it's all a terrible mistake, but he walks past and then my date arrives. He's very tall, 1.90. Well done, Mum! I'm tall myself, so I always look for tall men, as my mum knows well. We start chatting, and it's all very easy. Mum has good taste. He's a teacher. We get on well and it's a fun date, but sadly there isn't a spark. So I try again.

Date 2 I arrive a bit early again, and I sit there waiting for Sebastian to arrive. Suddenly I realize that I can't remember anything at all about him, not even where he's from. Then he comes through the door: tall, dark, and handsome. 'Mum, you're amazing', I say to myself. He's from Germany, but he lives in Dublin. He's a real gentleman. At the end of the evening, he asks for a second date. Mum is very pleased. I agree to the date, but I don't really think it's going to work.

1.21

Date 3 Date number three is George. He suggests a bar on South William Street. I arrive early – I'm definitely the most punctual person in the world. I stand outside, very confused: the bar is closed. For a moment I think Mum has finally got it wrong. But a few minutes later he arrives – he just didn't know the bar was closed. We go somewhere else and start chatting. He tells me he works in IT and is from just outside Dublin. This guy is great fun. He's very relaxed and interesting – he's travelled a lot. He tells a lot of funny stories. It's all going well, and I'm getting very enthusiastic, when my phone pings.

1.28

Johannes Vermeer was a seventeenth-century painter from the city of Delft in Holland. He mainly painted the people and things he saw around him: the rooms in his house, the people who lived or worked there (usually women), and the things they did every day. For example, in his work you will see women who are playing music, reading or writing letters, or working in the kitchen. Vermeer was especially good at painting light coming into a room through windows. Partly for this reason, people often describe his work as being like photography or film – his paintings can seem very 'real'.

This painting, *The Milkmaid*, is one of these very 'photographic' images. The woman, a maid or a servant, is pouring milk into a bowl. Perhaps she's making a bread and milk pudding, because there are pieces of broken bread on the table. Nobody knows if the woman he painted was a real servant or a model. However, most people think Vermeer usually painted his wife, his daughter, and his servant, not models. A famous book and film, called *Girl with a Pearl Earring*, inspired by one of his best-known paintings, is an imaginary story about Vermeer and his relationship with his young servant.

People admired Vermeer's paintings a lot in his lifetime, but he was never rich. There are two reasons for this. First, because he painted very slowly. Today there are only 34 paintings which we can be sure are by him. Second, because he used very expensive paints. The blue paint he used for the Milkmaid's apron was made of lapis lazuli, which was a very expensive stone.

People loved this painting from the very beginning, and although it is very small, only 46 by 41 centimetres, 20 years after Vermeer died, somebody bought the painting for 175 Dutch guilders. That was an enormous amount of money for the time.

2.1

Marta's story This happened two years ago. I'm Spanish, but I was in Ireland at the time because I had a job in Dublin. Some friends of mine who lived in Lyon, in France, invited me to come and stay, so I decided to have a short holiday, a long weekend, from Friday to Tuesday. I looked for cheap flights, but I couldn't find any direct ones. The only thing I could find was Ryanair from Dublin to Brussels and then Air France from Brussels to Lyon.

Anyway, the flight to Brussels was fine, and when I arrived I went to the gate for my next flight to Lyon, but then when I needed to show my boarding pass and my ID, I couldn't find my ID card. I looked everywhere, in my bag, in my case, but it wasn't there. The people at the gate were very nice and they made some phone calls, but nobody could find it. So they told me to wait in a small room and I sat there for more than an hour, and my flight to Lyon left without me.

It was awful – I cried – I was so stressed and unhappy. In the end, a policeman came and he said that I couldn't go to France because I didn't have any ID – the only place I could go was to Spain to get a new ID card! I waited another five or six hours for the flight to Madrid, feeling very depressed.

So I never had my holiday! I spent the weekend in Madrid getting my new ID card!

2.15

1 **Anya** This is me and my mum in York. It was my first term at university, and she came to visit me, and I took her on a tour round the city.
Friend Is that, er, the cathedral there?
Anya Yes – well, it's called York Minster, but it's really a cathedral.

2 **Anya** And this one's on the beach in Cornwall with my boyfriend, Ollie. I was staying with him in the Easter holidays, and he took me to the beach and we went for a walk.
Friend It looks windy!
Anya Yes, it was really windy and cold. I think we were the only people on the beach!

3 **Friend** Nice photo! I like the moustache.
Anya Yeah, that's me and my friend Maisie. We were doing a music course – I do it twice a year, and this was at the party at the end of the course.
Friend Why the moustaches and the picture frame?
Anya There was this corner that the teachers made where people could take funny photos with the big frame, and hats and moustaches and things.

4 **Anya** OK, this one is me and two of my best friends – we were at school together. One of them, Libby, the one on my right, has a house by the river, and we went there in September before we all went to university.

5 **Friend** That's a nice photo. In Rome, I guess?
Anya Yes, I was there for a holiday with my mum the summer before I went to university. She took this when we were visiting the Colosseum – as you can see.

6 **Friend** That's your mum again, isn't it?
Anya Yes, that's her and her partner, and my sister Roz, on the river in Oxford. My mum's birthday is in July and every year we go punting and then we go for dinner. We were all drinking champagne, and Roz was doing the hard work!
Friend Are any of the photos selfies?
Anya Yes, the one of me and my Mum and the one on the beach!

3.4

Anna Hello Mr Bevan. I'm Anna, your tour guide.
Jake Hi. Please, call me Jake.
Anna OK, Jake. Nice to meet you. How was the flight? Are you very tired?
Jake No, I'm fine.
Anna Great. Let's go to the car park then. Is it your first time here?
Jake Yeah. I was in Europe when I was a student, but somehow I never got here.
Anna And your final destination is London, is that right?
Jake Yes. I'm going to give a talk at a conference in Oxford.
Anna So work, not pleasure?
Jake Yes – well, maybe some pleasure, too. I have a friend, well, an ex-girlfriend really, who I was with when I was a student. She's British – she lives in Oxford – and we're planning to meet up.
Anna That's nice! OK, so now I'm going to tell you a bit about our tour today. We're going to drive to the centre – it takes about 45 minutes – and then we're going to start at the Colosseum.
Jake Great. I've always wanted to see it.
Anna And then we're going to visit the Forum. After that, we're going to see the Pantheon – one of the oldest buildings in the city.
Jake Wow.
Anna So then we are very near the Via del Corso, where all the best shops are. Would you like to maybe do some shopping?
Jake Well, I'd like to see the shops but I'm probably not going to buy anything.
Anna Maybe a little present, a present for your friend in Oxford?
Jake Well, maybe.
Anna And then I'm sure you're going to be hungry, so I'm going to take you to a really nice restaurant for lunch. We can have pizza, or a good carbonara, a *gelato* – an ice cream, that is. Our typical dishes, but I promise you, very different from Italian food in America.
Jake Sounds great. And then back to the airport, I guess?
Anna That's right. We need to allow time for that.
Jake Yes, I don't want to miss my flight.
Anna Don't worry. We do this tour every day – and nobody has ever missed their flight.
Jake Is it going to be very hot today?
Anna No, not too hot. It's going to be nice, about 22 degrees.
Jake Perfect. It's going to be a fantastic day.
Anna Here we are. If you can just wait a minute while I pay for the parking. Oh, Mr Bevan – Jake – is this yours?
Jake My passport! Thanks, Anna. Typical me. I always lose things when I'm travelling.

3.9

Sarah Hello?
Jake Sarah?
Sarah Hi Jake.
Jake Hi. Great to hear your voice! How are things?
Sarah Fine, fine. How was the journey? When did you arrive in the UK?
Jake Last night. The journey was fine. I got a cheap flight with Alitalia, but it meant a long stopover in Rome, but I went on a guided tour and I had a great time.
Sarah That sounds like fun. What did you think of Rome?
Jake Fantastic. I loved it. So when can we meet?
Sarah I'm afraid I'm really busy this week. The only possible day for me is Tuesday. I'm going to London from Wednesday to Friday…
Jake Tuesday. Let me look at my calendar.
Sarah Wow, Jake, you put things in your calendar! You're much more organized than when we were going out.
Jake Well, I'm better than I was. But I nearly lost my passport when I was in Rome. OK, Tuesday. I'm not free in the evening. I'm having dinner with Mark Taylor, my old professor. Do you remember him? It's at 7.30. I can't change that. How about lunch?
Sarah It depends on the time. A late lunch would be OK, around 1.45?
Jake The problem is I'm giving my talk at 2.00. And I'm having a breakfast meeting at 8.15 with some colleagues.
Sarah Well, morning coffee or tea in the afternoon then. What are you doing then?
Jake Let's see…I'm going to a talk about climate change at 4.00. So, I think maybe morning coffee is best. And then we can try to arrange another time.
Sarah OK. There's a nice coffee bar in the High Street called The Grand Café. Meet there at 11.00?
Jake Perfect. I'm really looking forward to it.
Sarah Me too. Bye.

3.14

Presenter OK. It begins with B. It's an adjective for a man who has no hair on his head!
Victoria [ping].
Presenter Right. It begins with C. It's an adjective. It describes a place where there are a lot of people, for example, a restaurant, or a beach in the summer.
Victoria [ping].
Presenter Right. It begins with G. They're things which people wear on their hands.
Victoria [ping].
Presenter Right. It begins with K. It's the room where people cook.
Victoria [ping].
Presenter Right. It begins with L. It's an adjective for a person who doesn't like studying or working, for example. It's the opposite of hard-working.
Victoria [ping].
Presenter Right. It begins with T. It's a thing which you use in an airport to help you with your cases, or in a supermarket to put your shopping in…
Presenter Just three seconds left…
Victoria [ping].

4.11

I'm lazy, but I like living in a clean tidy home. Maybe you're the same. It doesn't matter if you live by yourself, with a partner, or with a group of friends. You're always going to have to do some housework. Learn a few cleaning tricks and you can have a clean home – and still have plenty of time to relax and do nothing.
Tip 1. Clean quickly but often.
Clean for just ten minutes twice a day. This gives you time to, for example, load the dishwasher and do one other thing like vaccuming. Set an alarm on your phone to motivate yourself.
Tip 2. Keep cleaning products in the right place.
Put cleaning products near the place where you need them. Keep bathroom cleaners in the bathroom, keep bin bags by the bin, and keep dishwasher tablets on top of the dishwasher. Sometimes you don't clean if you can't immediately see what you need, and you don't want to look for it.
Tip 3. Clean the microwave regularly.
You probably use this every day and it gets dirty quickly, believe me. But cleaning it is super easy. All you need to do is pour a little water into a microwave safe bowl, slice a lemon in half and squeeze the juice into the water. Then, put the two halves of the lemon in the bowl and microwave on high for three minutes. Leave the door closed for another five minutes, and then clean the inside with a cloth.
Tip 4. Use your dishwasher to clean other things.
If you have a dishwasher it's probably already your best friend. But did you know that it can clean much more than just kitchen things? You can use it to clean all kinds of things made of plastic like toys, or even flip flops or other plastic shoes, and also for things made of metal like tools, or keys.
Tip 5. Tell people to take off their shoes when they come in.
If you hate vacuuming, but you also hate the floor because you don't do the vaccuming, there's an easy solution – tell your housemates and guests take off their shoes at the front door. And if they forget or refuse, give them the vacuum cleaner.
Tip 6. Use your socks to clean the floor.
If you have a hard floor, like wood or stone, for example, make your socks work for you. Take your shoes off, and slide across a different part of your floor each time you move across it. It'll soon be completely clean. Then, just throw your socks in the washing machine.
And finally tip 7. Listen to music while you clean.
Sometimes you really need to do some housework that you hate, like ironing or cleaning the bathroom. Put on your favourite playlist and focus on the music, not the boring housework.
And one last word. Many people say that lazy people are often the best employees, because they find the most efficient way to complete a task. That's the way you need to think when you're cleaning. Good luck!

5.8

1 I spend much less time shopping – that is going to real shops – than in the past because now I get so much online. I buy most of my food online – everything except fresh things like meat or fruit and vegetables. Er, I get books from Amazon, I buy a lot of clothes online. And it's so quick. You don't have to go there, you don't spend as long looking for what you want. It's just much, much quicker. I definitely prefer it.
2 One of the things that has changed for me is getting to work. It takes me much longer now because I cycle. A few years ago I drove, I took the car, but then I decided to cycle, not always because I enjoy it, but because I know it's healthier. It takes me about half an hour to get to work now. Actually, when the weather's good I really enjoy it, but when it's raining or just cold and horrible, I get up and I think oh no!
3 I definitely spend a lot more time cooking now than I did before, I think because, er, about a year ago I started living with my boyfriend. When I lived alone, in the evening I was tired and I just got a takeaway, or made something really quickly, or just had some bread and cheese or whatever was in the fridge, whatever was easier. But when you have someone else in the house you feel more like cooking. And also my boyfriend's a vegetarian, so it's a bit more complicated to do something very quick. So before I spent about 20 minutes a day and now I spend about an hour. But I'm quite happy with that, I enjoy it.
4 I probably spend about the same amount of time working as I did three years ago. I'm a freelance writer now and three years ago I had an office job so I was doing, you know, 35 hours a week. Now some weeks I probably work about 50 hours and others 20 hours, but on average I think it's about the same.
5 I definitely spend less time seeing friends because two years ago we moved to the country from the city – and most of our friends are in the city and they're quite a long way away from us now. Sometimes they come and spend the weekend with us or we go and spend the weekend with them, but on average I definitely spend less time with them.

5.13

Interviewer Today we're talking about a very interesting experiment to find the most and least honest cities in the world. It involved journalists travelling to 16 cities and 'losing' 12 wallets in each city, then waiting to see how many people returned them in each place. Our presenter Oliver has got the results. So, Oliver, which was the most honest city?
Oliver Well, in first place was Helsinki, in Finland.

People returned 11 of the 12 wallets. A businessman, who found the wallet in the city centre, said that Finnish people were naturally honest. He said there was very little corruption in Finland, and that people didn't even drive through red traffic lights!

Interviewer Really? And the least honest?

Oliver Well, I was quite surprised by this, but the least honest city, in 16th place, was Lisbon in Portugal. Only one person phoned to say they'd found the wallet. And he wasn't Portuguese, he was a 60-year-old tourist from Holland.

Interviewer Interesting! What other results surprised you?

Oliver Well, I expected richer cities, cities with a higher standard of living, to be more honest than poorer ones, but this wasn't necessarily true. The city that came second in the experiment was Mumbai in India – people returned 9 out of the 12 wallets. One of them was a young mother. She took it to a post office and she said 'I teach my children to be honest, just like my parents taught me.'

Interviewer And which city came next?

Oliver In joint third place were New York and Budapest. People gave back eight wallets in both places.

Interviewer And then?

Oliver Moscow and Amsterdam came joint fifth. In both places 7 out of 12 wallets were returned. And people gave lovely reasons for returning them. In Moscow a woman said 'I think that people need to help each other, and if I can make someone a little happier, I want to do it.' And in Amsterdam a man said 'My wife once lost her wallet. It was found and returned. So, I wanted to do the same.'

Interviewer I notice my home city, London, is on the list. How did it do?

Oliver London was somewhere in the middle, joint ninth with Warsaw. Just five of the wallets were returned in each place. Interestingly, one of the people who returned a wallet in London was a Polish woman. When she found the wallet, she gave it to her boss. He – her boss – said to her, 'If you find money you can't be sure it belongs to a rich man – it might be the last bit of money a mother has to feed her family.'

Interviewer I think that's fantastic advice. So, were there any general conclusions? What did the experiment prove?

Oliver 47 per cent of the wallets were returned, so that's nearly half. And when we looked through the results we found that you couldn't predict who was going to be honest or dishonest. There was no common factor. Young people and old people both kept or returned wallets; men and women both kept or returned wallets; and as I said before, it didn't make any difference whether a city was rich or poor. So, our conclusion was that there are honest and dishonest people everywhere.

5.15

At least half of your daily liquids should come from water. About one-third (or three to four cups) can come from coffee or tea – but with no sugar. Low-fat milk can make up another 20 per cent. If you drink less milk, just try to get your calcium from another type of food or drink, for example, green vegetables. You can have one small glass of fruit juice a day, and no more than one to two alcoholic drinks for men or one for women. However, some doctors now think that it's a good idea to have several alcohol-free days a week. Diet drinks which use artificial sweeteners are not good for you, but up to one to two glasses a day is OK. But try <u>not</u> to have <u>any</u> drinks with a lot of sugar, for example, sweet fizzy drinks.

6.7

Presenter Today's topic is 'positive thinking'. We all know that people who are positive enjoy life more than people who are negative and pessimistic. But scientific studies show that positive people are also healthier. They get better more quickly when they are ill, and they live longer. A recent study has shown that people who are optimistic and think positively live, on average, nine years longer than pessimistic people. So, let's hear what you, the listeners, think. Do you have any ideas to help us be more positive in our lives?

6.8

Presenter Our first caller this evening is Andy. Hi, Andy. What's your tip for being positive?

Andy Hello. Well, I think it's very important to live in the present, not in the past. Don't think about mistakes you made in the past – you can't change things now. The important thing is to think about how you can do things better now and in the future.

Presenter Thank you, Andy. And now we have another caller. What's your name, please?

Julie Hi, my name's Julie. My tip is think positive thoughts, not negative ones. We all have negative thoughts sometimes, but when we start having them we need to stop and try to change them into positive ones. Like, if you have an exam tomorrow and you start thinking 'I'm sure I'll fail', then you'll fail the exam. So, you need to change that negative thought to a positive thought. Just think to yourself 'I'll pass that exam'. I do this and it usually works.

Presenter Thank you, Julie. And our next caller is Martin. Hi, Martin.

Martin Hi. My tip is don't spend a lot of time following the news online or on TV. It's always bad news and it just makes you feel depressed. Read a book or listen to your favourite music instead, and you won't feel so bad.

Presenter Thanks, Martin. Good tip! And our next caller is Miriam. Miriam?

Miriam Hi.

Presenter Hi, Miriam. What's your tip?

Miriam Every week, make a list of all the good things that happened to you, on your phone or on a piece of paper. Then if you're feeling a bit sad or depressed, read the list and it'll make you feel better.

Presenter Thanks, Miriam. And our last call is from Michael. Hi, Michael. We're listening.

Michael Hi. I think it's good to try to use positive language when you speak to other people. You know, if your friend has a problem, don't say 'I'm sorry' or 'Oh, poor you', say something positive like, 'Don't worry! Everything'll be OK.' That way you'll make the other person think more positively about their problem.

Presenter Thank you, Michael. Well, that's all we've got time for. A big thank you to all our callers.

6.15

Patient So what does it mean, Doctor?

Doctor Well, first the party. A party is a group of people. This means that you're going to meet a lot of people. I think you're going to be very busy.

Patient At work?

Doctor Yes, at work…you work in an office, I think?

Patient Yes, that's right.

Doctor I think the party means you're going to have a lot of meetings.

Patient What about the champagne?

Doctor Let me look at my notes again. Ah yes, you were drinking champagne. Champagne means a celebration. It's a symbol of success. So, we have a meeting or meetings and then a celebration. Maybe in the future you'll have a meeting with your boss, about a possible promotion?

Patient Well, it's possible. I hope so…What about the garden and the flowers? Do they mean anything?

Doctor Yes. Flowers are a positive symbol. So, the flowers mean that you are feeling positive about the future. So perhaps you already knew about this possible promotion?

Patient No, I didn't. But it's true, I am very happy at work and I feel very positive about my future. That's not where my problems are. My problems are with my love life. Does my dream tell you anything about that?

Doctor Mmm, yes it does. You're single, aren't you?

Patient Yes, well, divorced.

Doctor Because the violin music tells me you want some romance in your life – you're looking for a partner perhaps?

Patient Yes, yes, I am. In fact I met a woman last month – I really like her…I think I'm in love with her. I'm meeting her tonight.

Doctor In your dream you saw an owl in a tree?

Patient Yes, an owl...a big owl.

Doctor The owl represents an older person. I think you'll need to ask this older person for help. Maybe this 'older person' is me? Maybe you need my help?

Patient Well, yes, what I really want to know is does this person, this woman…love me?

7.1

Simon When I was about 30, I got a job as an editor in a publishing company. It was my first office job, and, um, I didn't really know what to wear, but, um, for the interview I wore a suit, in fact, I bought the suit specially for the interview. I got the job, so I thought that must be OK, so, um, on the first day I went to work wearing a suit and a tie. I got to work early, um, I wanted to make a good impression, and I was the first person in the office, so I went in, I found my desk, with my name on it, and I sat down and there were a few papers and documents for me to read, so I started reading those. I turned on my computer, and after about ten, fifteen minutes the other people in the office started to arrive and I noticed that nobody else was wearing a suit, and I thought, OK it's not a big problem. So I introduced myself to the other people, I said 'Hello, how are you? Hello, pleased to meet you' and the next thing someone said to me was 'My computer's really slow, do you think you know what the problem is?' and I said 'No, no, not really.' So then I introduced myself to somebody else and said 'Hello, nice to meet you' and she replied 'Hello, nice to meet you' and then she said 'Do you know how I can connect my computer to the printer?' and I said 'No, I have no idea how to do that.' Anyway, I went back to work and about half an hour later I had a meeting with my boss, and she said 'How's it going?' and I said 'Yeah, it's all good, everybody seems really nice. Just one thing, why does everybody think I can fix their computer?' and she looked at me and what I was wearing and she said 'It's your suit. Nobody in this office ever wears a suit, so they think you're from the IT department and you've come to help with a computer problem. They're the only ones who wear suits!' So, I never wore it again. To this day.

Claire It was my first day at work as a teacher at a language school, and they asked me to come the first week of term to observe some teachers, to watch their lessons, and then I was going to start teaching the following week. But when I arrived there they told me that one of the teachers was ill and they asked me to take the class, and it was three-year-old kids! So, I was in a class with about ten three-year-olds who were running around – my boss gave me a storybook to read to them, but the kids couldn't speak any English. I'd never taught – never been trained to teach children that small. I tried to read the book to two of them, but the others were running around shouting and hitting each other, and at the worst possible moment, just when all of them were being really noisy and not doing anything I was telling them to, my boss – the director of the school – opened the door and just looked at me. I felt terrible but then she said 'These children are too young for you, aren't they?' and I said yes, I was nearly crying. Luckily after that she never gave me any

classes with really young children, but it was the most stressful class I've ever tried to teach.

7.8

Presenter The capital city of Estonia, Tallinn, is one of the most beautiful cities on the Baltic coast. It's one of the world's 'smart cities', which means that technology plays an important role in people's lives and in business.
But some people in Tallin are using the internet for something very unusual. It's called the Bank of Happiness, but it's a very different kind of bank. Nobody pays money into the bank, and the bank doesn't lend money to anybody. Instead, the Bank of Happiness is a forum where thousands of people from Estonia, and other countries too, connect with each other, and they offer or receive services completely free of charge.
Here's how it works: you register and then you post what you are offering or what you need – it's really easy. For example, people offer to do the shopping for somebody, or walk their dog. Other people post things like 'I need someone who can fix my car' or 'Can anybody translate an email into French for me?'. But the most important thing is that nobody pays any money. Everything is free.
The bank was started over five years ago by a 39-year-old Estonian woman called Airi Kivi. She's a psychologist and a family therapist, and her goal was to make people think and act with their hearts.

Airi I thought, we need something like this Bank of Happiness, where people can meet each other and help each other – do something cool. The Estonian economy was also having problems at the time. A little bit later, I thought, wow, the Bank of Happiness is perfect for this economic crisis. A lot of people are unemployed and they can use our bank. In the Bank of Happiness people don't need to pay each other back. For example, a teenager will do the shopping for his old neighbour, and maybe the neighbour can't do anything for him in return. But then perhaps the neighbour will post a comment on the site and tell people about what the teenager did, and then another person who sees this will probably do something to help the teenager. The principle of the bank is that it's not money and things that make people happy. What really makes them happy is doing things for other people.

7.15

Max I arrived at Madrid airport, where I met Paula. *Hola. Soy Max.*

Paula *Encantada. Soy Paula.*

Max Paula took me to my hotel and that evening we went to the centre of Madrid and it was time for my first test. I had to order a sandwich and a drink in a bar, then ask for the bill. I sat down at the bar and I tried to order a beer and a ham sandwich. *Por favor, una cerveza y un bocadillo de jamón.*

Waiter *En seguida.*

Max Fantastic! The waiter understood me first time. My pronunciation wasn't perfect, but I got my beer and my sandwich. I really enjoyed it. But then the more difficult bit. Asking for the bill... *Cuanto es?*

Waiter *Seis noventa.*

Max *Cómo?*

Waiter *Seis noventa.*

Max Six ninety. I understood! Paula gave me eight points for the test. I was very happy with that. Next, we went out into the street. Test number two was asking for directions and (very important!) understanding them. We were in a narrow street and I had to stop someone and ask them for the nearest chemist, *una farmacia*. I stopped a woman. At first I didn't understand anything she said!

Passer-by *Siga todo recto y tome la segunda por la derecha. Hay una farmacia en esa calle.*

Max I asked the woman to speak more slowly.

Passer-by *Todo recto y tome la segunda calle por la derecha DERECHA.*

Max I got it this time, I think. The second street on the right. I followed the directions and guess what? There was a chemist there! Seven points from Paula.
Test number three. I wasn't looking forward to this one. I had to get a taxi to a famous place in Madrid. Paula wrote down the name of the place on a piece of paper. It was the name of the football stadium where Real Madrid play. We stopped a taxi. *El Bernabeu, por favor.*

Taxi driver *Qué? Adónde?*

Max He didn't understand me. I tried again, but he still didn't understand. I was desperate, so I said *Real Madrid, Stadium, football.*

Taxi driver *Ah, El Santiago Bernabéu.*

Max Finally! Paula only gave me five because I ended up using English. Still, at least I made the taxi driver understand where I wanted to go. And so to the final test. I had to leave a message in Spanish on somebody's voicemail. I had to give my name, spell it, and ask the person to call me back. Paula gave me the number (it was one of her friends called Lola) and I dialled. I was feeling a bit nervous at this point, because speaking on the phone in a foreign language is never easy.

Lola *Deje su mensaje después de la señal.*

Max *Er. Buenas noches. Soy Max. Max. M-A- X. Er... Por favor...llámarme esta noche....Oh yes...a las 8.30 er, gracias.* Well, my grammar wasn't right, but I left the message. Half an hour later, at half past eight Lola phoned me. Success! Paula gave me eight points. That was the end of my four tests. Paula was pleased with me. My final score was seven. I was quite happy with that. So how much can you learn in a month? Well, of course you can't learn Spanish in a month, but you can learn enough to survive if you are on holiday or on a trip. Now I want to go back to England and try and learn some more. *Adiós!*

8.1

Hi Tracey. You know the answer to your last question, and it's 'yes'. You're making your life more difficult. But it's also true that having a long-term relationship with anyone is difficult, and in your case you can at least see what some of the problems are. I'm sure this man loves you and will support you in all your goals in life, but it's true that he's already done all the things you want to do. It's not his fault, but it means that he'll never get as excited as you about, for example, a wedding or having another child. And everything you experience together he'll probably compare to the last time he did it. You should think carefully about what kind of partner you really want: someone who can support you and show you the way in life, or someone who will discover life with you. You shouldn't make a decision in a hurry. When you're clearer about what you want, then you can decide if you're going to stay with this man or not. Good luck!

8.5

Annabel Hello. I'm Annabel.

Peter And I'm Peter.

Expert Hi there, Annabel and Peter. What's your problem?

Annabel We've got a son, Jamie, and he's 25. He's a chef.

Peter But he still lives with us because he says it's too expensive to rent a flat and he doesn't earn enough money.

Annabel He gives us some money every month for bills – not much, but a bit – and, you know, it's nice to have him at home, but we think he needs to be more independent.

Peter Yes, absolutely.

Annabel But last week he told us that he's planning a two-week holiday to Mexico with his friends. I mean, it's true that he works full-time and we know he needs a break, but we really think…

Peter Yes, we don't think he should go on an expensive holiday when he doesn't give us much money. We think he should save his money, so that he can get his own place to live. Should we tell him that he can't go to Mexico?

8.6

Expert You know, to be honest I think you're being a bit hard on him. I mean, he's only 25. It's good that he has a job and everybody needs a holiday. My advice is that you should let him go to Mexico, but when he comes back you should sit down with him and talk to him about starting to pay rent. That way he'll understand that he needs to start planning for the future and to start thinking about renting a flat. But I know from talking to other parents that there are a lot of young people still living at home in their 20s and 30s, and some of them don't even have jobs. So, in many ways I think you're lucky.

Annabel You see? That's just what I think…

8.7

Nick Hi there. I'm Nick.

Expert Hi Nick. So what's your problem?

Nick Well, I've been with my girlfriend for three years. We have a really great relationship although we're quite different. She's clever and popular and I'm, er, quiet and hard-working. Anyway, now she wants to move to London, because she thinks she can get a better job there, and she wants me to go to London too – you know, London's much more exciting than Bolton, where we live now. But I have a good job in Bolton and I get a good salary. I mean the idea of moving and having a new life is like a dream, but for me that's what it is, I mean it's a dream, it isn't real. What should I do? Should I follow my heart and move to London with her? Or should I stay here where I know I have a good job, but possibly lose my girlfriend?

8.8

Expert I think you should sit down together and talk about your dreams for the future, and see if they are the same dreams. If they are, and you can see a future together, then the first thing is for her to look for a job in London. If she finds one, then maybe she can move there first and you can go at weekends and see how you feel about life there.

Nick Thanks a lot for that. I think that's really good advice.

8.9

Jane Hello. My name's Jane.

Expert Hi Jane. Why are you calling?

Jane Well, a month ago my friend Susan and I decided to go on holiday together this summer, to Turkey. So we planned everything and, er, I was really looking forward to it as Susan's an old friend and I don't see her very often. But the other day she told me that she was telling another friend of hers about our holiday, somebody I don't know, a woman called Angie, and Angie was really interested, and now Susan has invited her to come, too. Susan never asked me what I thought! I don't even know Angie, and I really don't want to go on holiday with someone I don't know. What should I do?

8.10

Expert I think your friend has been a bit insensitive and she's put you in a difficult position. You have several different options. You could say that you aren't going if Angie goes, but then you'll put Susan in a difficult position. Or you could just cancel, and suggest having another holiday later with just the two of you. Or you could invite someone else who *you* like, and then there would be four of you, which is sometimes a better number than three. But in fact, you don't know Angie and maybe you'll like her. So, I think you should try to get to know her first. If you like her, then the holiday will probably be a success. If not, then you should tell your friend you aren't going, because you don't think it will work with Angie. You know, a bad holiday is worse than no holiday.

8.14

Peter I did maths at university and normally, after doing maths at university, people get a job in a bank or in IT, but when I finished it was the recession and it was very difficult to get a job. I was unemployed for quite a long time. I was looking for jobs, and I applied for lots of different jobs, but they just answered 'sorry, we don't want you', and I was getting a bit depressed. This went on for about four months and then one day I was on a number 49 bus in London – I can even remember where I was sitting – and my phone rang. I said hello, and a woman said 'Hello, you applied for a job with us a few months ago. Are you still interested?'. So I said, yes, absolutely, I'm very interested. So then she said 'we'd like you to come for an interview...' and then at that moment we got cut off because the bus went into a tunnel. And the phone number wasn't on my phone – it just said 'unknown number', and I couldn't remember what the name of the company was because I'd applied for so many jobs. So, I thought 'four months of nothing and then when they ring I get cut off'. Luckily they called back the next day, and in the end I had an interview, and I got the job.

Sue This happened when I was at a conference in Thailand. The conference hotel was amazing, it was in a beautiful national park called Khao Yai, north of Bangkok. We were very busy with talks and meetings most of the time, but we had one free morning, and we could choose from different trips or activities. I was interested in either a trip to see birds or a trip to see a tiger. A tiger, not tigers, because they told us that there was only one tiger in the whole park! Well, I chose the tiger trip, because I thought it would be really cool to see a tiger in the wild. But we had to leave really early in the morning, because we had to travel quite a long way to the part of the park where the tiger usually was – the bird trip was nearer the hotel. So, we tiger-watchers got up at 5.00 in the morning, but our guide said that we probably wouldn't see the tiger, because you know, there was only one tiger. We finally got there and we spent the whole morning looking for the tiger, but no luck. But we saw some nice birds, and it was fun, so when we got back to the conference hotel, we felt we'd had a really good morning. But then the other group got back, the ones who went to see the birds, and of course they saw lots of amazing birds, but they also saw the tiger! I suppose that day it wasn't in its usual part of the park. And I thought isn't that typical – you go on the tiger trip and you don't see the tiger, but the people on the bird trip see the tiger!

9.4

Presenter So David, what are the five most dangerous animals in the UK? Can you tell us in reverse order, I mean, starting with the fifth most dangerous?

David Yes, of course. At number five is a snake, the adder. The adder is the only poisonous snake in the UK. They can be about one metre long and they're quite common in some parts of the UK. They don't normally attack people, except when people step on them by accident. A bite from an adder can be very painful, and, occasionally, can kill. However, the last death from an adder bite was more than 40 years ago.

Presenter And number four?

David The fourth most dangerous animals in the UK are cows. People think cows are slow and a bit stupid, but in fact, cows kill at least one person every year. However, nearly all attacks happen when people are walking dogs in a field of cows, and they usually happen in spring or early summer when young cows are with their mothers. So, that's when you need to be careful.

Presenter And third?

David In third place are red deer. These are large animals – they can weigh 100 kg. You need to be especially careful in the autumn, when the male deer can get very aggressive. They also cause frequent accidents on the road by running out in front of cars – there are about 50,000 car accidents a year which involve deer.

Presenter And in second place?

David Dogs. They are responsible for around 200,000 attacks a year in the UK, although most of them aren't serious and very few actually cause death. Certain breeds of dog like German shepherds, Rottweilers, and Pit bulls, are more aggressive than others. One reason for this is that they were traditionally hunting dogs or guard dogs. Dog attacks can happen at any time, and some dogs even attack their owners.

Presenter And in first place?

David Wasps and bees. They cause more deaths in the UK than any other type of animal or insect. About five people a year die from bee or wasp stings, and it's nearly always because they have an allergic reaction. About 25 per cent of the population in the UK have a bee or wasp allergy, some more serious than others. However, people are usually allergic to either bees or wasps, but not both. Bees and wasps only sting in self-defence or when they're provoked, but wasps are more aggressive than bees. So, if you ever see a wasp nest in your garden, make sure you call a professional to come and destroy it.

Presenter Definitely. Well David, that was certainly...

9.6

Interviewer Do you have any phobias?

Julia Yes, I'm very, very scared of spiders.

Interviewer And how long have you had this phobia?

Julia I've had it since I was about 12, so for more than 30 years.

Interviewer Did something happen to start the phobia?

Julia I remember – and it's when I think I started being frightened – I remember a very big spider in the flat that we lived in at the time coming out from under the television and going across the room, and me being absolutely terrified, and that's the first time I remember being scared.

Interviewer How does it affect your life?

Julia In the past it was really awful. I mean I couldn't sit in the same room as a spider, and I always had to keep all the doors and windows shut because I was frightened that spiders might come in. But I had some therapy, and I can now sit in the same room as a spider, not for long, it still has to be moved, and I can put it in a glass now and take it outside myself, if I have to, if there's nobody else there, so it doesn't affect me as badly as it did before, but I still don't like them...

Interviewer What kind of therapy did you have? How long did it take?

Julia Probably about six weeks. I went to the therapist's office and he used a kind of hypnosis. He made me go back to that first incident with the spider and the TV and we talked about it again and again until it wasn't so frightening, and then in the last session he brought in a spider in a jar, into the room and he made me hold the jar – I couldn't put the spider on my hand, but that was a great improvement, because before I couldn't even look at a drawing of a spider in a children's book, and I certainly couldn't look at photos of spiders.

Interviewer Wow. Amazing.

Interviewer Do you have any phobias?

Chloe Erm, yes, I have a phobia of buttons.

Interviewer Buttons on clothes?

Chloe Yes. I don't like touching them.

Interviewer And how long have you had the phobia?

Chloe All my life, I think. For as long as I can remember.

Interviewer Do you know what happened to start the phobia?

Chloe I don't know exactly, but my mum has told me that when I was very little, about six or seven months old, she tried to dress me in a cardigan, a woollen cardigan with buttons that my grandmother had made for me, and apparently I screamed and screamed until she took it off again.

Interviewer OK. And how does the phobia affect your life?

Chloe It really affects the kind of clothes I can buy, especially in the winter when I need a coat – there aren't many coats that don't have buttons. But it's better than it was, when I was younger I refused to wear anything that had buttons, so, for example, my mother had to adapt my school uniform so that there were no buttons.

Interviewer Have you had any therapy?

Chloe No, no. I haven't had any therapy. It seems such a silly thing to be afraid of.

Interviewer What about if other people are wearing clothes with buttons on, is that OK?

Chloe Well, if the buttons aren't touching me that's fine, but I don't like hugging people that have buttons on their clothes.

9.16

Presenter Good evening and welcome to *Family*, the programme where we discuss issues concerning parents and children. Last week we talked about children following their parents into the same job, and whether children of celebrities have an easier life than other children. Today we're going to look at a celebrity son who did something different, and has been successful without the help of his famous father. Duncan Jones may not be a name you recognize if you're not a serious cinema fan. Duncan Jones is his real name, but when he was very young, he was called Zowie Bowie. His father was the famous singer David Bowie, whose real surname was Jones. Zowie was actually Duncan's middle name.

Duncan was born in the UK in 1971. When he was nine his parents divorced, and Duncan stayed with his father. He continued to visit his mother, David Bowie's first wife Angie, until he was 13, but their relationship wasn't a happy one and he hasn't seen her since then.

When he was a child Duncan wasn't interested in music. His father tried and tried to get him to learn an instrument, the drums, the saxophone, and the piano, but Duncan just wasn't interested – he was more interested in sport, and in films. So, his father bought him a little 8 mm video camera, and he used it to make films with his *Star Wars* toys.

After he left university, Duncan went to the London Film School and studied to be a film director.

In the early years of his career, Duncan directed TV commercials, for example, for the fashion label French Connection, and Heinz ketchup, and he also worked on video games.

In 2006 he made his first film, called *Moon*, a science fiction drama, which was a great success. He won many awards for the film, including the prize for best new British director.

Since then he has made many more successful films, including *Source Code*, a science fiction thriller starring Jake Gyllenhaal, and *Warcraft*, based on the game *World of Warcraft*.

Duncan has said that one of the reasons why he went into film directing was that he wanted to be behind the camera, not in front of it. As a child there were often paparazzi around, which he hated. Even now, as a successful film director, he doesn't like being photographed.

Although, as he says, 'I've never needed to use my father's name', Duncan was very close to his father all his life and was with him when he died, in January 2016. He said of him 'He was a wonderful father who encouraged me to be creative, but different.'

10.7

Tim Powell isn't a morning person. Which is surprising, because on weekdays he gets up very early. While most of us are still asleep, Powell wakes up at 5.45, does exercise for 30 minutes in his home gym, and has a big breakfast. Then he gets ready for work and drives to the office. When he gets to the building where he works, he goes for a walk around a local park, then he goes inside to start work at 9. And on Thursdays he gets up even earlier, at 5.20 a.m., to study German.

Powell is a lawyer. He works 70 hours a week, and he says that getting up early helps him to do more during the day. He isn't the only one – many busy, successful people get up very early.

10.8

Experts agree that getting up early is a big help if you have a lot of things to do. There are three main reasons for this. The first reason why it's good to get up early is that the early morning is quiet. Nobody phones you at 6.00 a.m. There aren't any important emails or messages to answer. There aren't any meetings. There aren't any people. The morning is your time.

The second reason is that if you get up early, you go to bed early. Most people don't do anything useful in the evenings. People who go to bed late spend many hours watching TV, seeing their friends, and spending time on social media. So if you want to do a lot, it's better to go to bed early, and have shorter evenings and longer mornings.

The third reason is that it's better to do things in the morning, when you have energy. Most people are tired after a day at work or college. And when you're tired, the last thing you want to do is to exercise, or to study, or to practise a musical instrument.

And if you find it impossible to get up early? Set your alarm five minutes earlier than you usually get up. And the next day set it five minutes earlier again. After three weeks you'll have nearly two hours that you never had before!

11.7

1 **Interviewer** Did you like school?
A I didn't hate school, but I don't think I liked it very much. I used to enjoy PE, I used to enjoy sport, um, I quite liked English but there were lots of subjects I didn't like, I didn't like maths very much, history was boring, and I found science difficult. I had a small group of friends, not many, but a close group of friends and I used to spend time with them talking about sport, talking about music, so it wasn't too bad, but I didn't like it very much. I've never been back to school, I've never been to a school reunion, or anything like that.

2 **Interviewer** Did you like school?
B No, not really. I didn't like it at all.
Interviewer Why not?
B It was a boys' school and I got bored with just being with boys all the time. And I didn't really like any of the subjects.

3 **Interviewer** Did you like school?
C Well, yes and no. Some things I really loved, some things I thought 'this isn't much fun', but I used to enjoy quite a lot of the subjects.
Interviewer Like what?
C I liked English and I liked maths.
Interviewer And what didn't you enjoy?
C I hated geography. And I hated PE. The PE teacher once caught me reading a book on the football pitch, and I was punished for that.

4 **Interviewer** Did you like school?
D I didn't like it, I absolutely loved it! I liked all the subjects, especially English and history. I remember one time when I was about six or seven, I got ill during the Easter holidays and I was really, really sad, and my mum thought I was sad because I was ill during the holidays, but in fact I was terrified that I'd never get better and I'd never go back to school.

5 **Interviewer** Did you like school?
E Er, sometimes. Yeah, most of the time.
Interviewer What did you like about it?
E Well I had some good friends, and I liked learning things, but there were some subjects that I didn't like very much and I hated PE. I used to invent a lot of excuses, like saying that I was ill, because I didn't want to do it.

6 **Interviewer** Did you like school?
F Yes, definitely, I really enjoyed school. Elementary school was all fun and we had great teachers. I always really looked forward to getting back to school. High school was harder work and we used to have lots of exams and tests, but we had really inspiring teachers. My favourites were in math and biology. And overall, yeah, I really liked it.

11.14

Buying jeans isn't as easy as it used to be. Years ago there was only one kind of jeans – probably Levis. Nowadays, there are hundreds – different styles, different colours, different lengths, with buttons, with zips. There are so many options that you feel the perfect pair must be waiting for you somewhere…

And it isn't just jeans. In big supermarkets we have to choose between thousands of products – my local supermarket has 35 different kinds of milk! When we're buying clothes or electrical gadgets, ordering a coffee in a café, looking for a hotel on a travel website, deciding which TV channel to watch, or even choosing a future partner on a dating website, we constantly have to choose from hundreds of possibilities.

People often think that being able to choose from a lot of options is a good thing.

However, university researchers have discovered that too much choice is making us feel unhappy and dissatisfied. The problem is that we have so many options that we get stressed every time we have to make a decision, because we're worried about making the wrong one. Then when we choose one thing we feel bad because we think we are missing other opportunities, and this makes us dissatisfied with what we've chosen.

Research also shows that we feel happier when we have less choice. In a study, Professor Mark Lepper at Stanford University found that people who tried six kinds of jam and then chose one felt happier with their choice than those who were offered 24 jams to taste.

But if all this choice is bad for us, what can we do about it? Professor Lepper suggests that we should try to relax when we have to decide what to buy. 'Don't take these choices too seriously or it will become stressful,' he says. 'If you pick a sofa from IKEA in 30 seconds, you'll feel better than if you spend hours researching sofas – because you won't know what you're missing.'

11.16

I went onto the Twin Strangers website. All you have to do is pay $3.95, upload a photo of your face, and then describe it, your nose, mouth, and eyes. I looked in a mirror and decided that I have an oval face, blue eyes and, unfortunately, thin lips.

Immediately I got a lot of photos of possible matches. My first reaction was 'They all look totally different from me'. Then something interesting began to happen. Some of the people started to look familiar, like people in my family. I found one woman who looked just like my brother. I started to wonder. Was there something there?

I called my husband to come and have a look at all these 'twins'. His first reaction was the same as mine, but then he went a bit quiet. He pointed to one woman who, at first sight, looks completely different from me, but whose picture I had stopped at several times. He said 'She has the same mouth as you. In fact she's a bit like you.' And he was right.

I decided to change my profile a bit. Many people tell me I look younger than I really am, so I put my age as ten years younger, and then searched again. The result was surprising. Suddenly there seemed to be a number of women a bit like me. Especially one. I put her picture on my Facebook page and asked my friends what they thought. The first person to answer was my brother. Yes, he wrote. She looks like you and our sister.

It's a strange feeling. I keep looking at her picture. We're very similar, but not identical, for example, she has brown eyes, but mine are blue. But there's something there. Not just the blonde hair and the thin lips. There's something in her eyes that I recognize. It's a very strange feeling, but I'm really happy that I found her. I sent her a message through the website, but she hasn't replied yet. I'm going to keep trying. I want to know who she is.

12.3

Iris Hello, Rosemary. How are you this morning?
Rosemary Hello, Iris. I'm fine thanks, but you'll never guess what's happened. Jack and Emma have broken up!
Iris No! Jack and Emma, from number 36? That can't be true. I saw them last week and they looked really happy.
Rosemary No, it's definitely true. I heard them shouting. They were having a terrible argument.
Iris No! When?
Rosemary Last night. After he came home from work.
Iris What did they say?
Rosemary Well, I wasn't really listening…
Iris Of course not.
Rosemary But I couldn't help hearing. She was talking so loudly and of course the walls are very thin…
Iris So what did they say?
Rosemary Well, she said that she was going to stay with her mum! She told him that she wouldn't come back.
Iris Ooh, how awful. What about the children?
Rosemary She said she'd taken them to her sister's. I suppose she'll take them with her in the end. And anyway, then five minutes later I saw her leaving the house with a suitcase!
Iris No! Why do you think she's leaving him? Is he seeing another woman?
Rosemary I don't know. Ooh, here's my bus.
Iris I must go and tell Mrs Jones at number 14. She's always thought there was something… something strange about him.

12.4

Jack Hi Emma. I'm back. Where are you?
Emma I'm upstairs in the bedroom. I'm packing.
Jack Why? Where are you going?
Emma I'm going to stay with my mum.
Jack Your Mum? Why?
Emma She's had an accident. She fell over in the street yesterday and she's broken her leg.
Jack How awful. Poor thing. Shall I go and make you a cup of tea?
Emma That'd be lovely. Thanks darling.
Jack How long do you think you'll have to stay?
Emma I won't come back until the weekend I don't think. I'll have to make sure she's OK. I've taken the children to my sister's for the night and she'll take them to school tomorrow morning. Can you pick them up after school?
Jack Of course I can, darling. Now, don't worry about anything. We'll be absolutely fine. Drink your tea and I'll go and get your suitcase.
Emma Thanks, darling. The taxi'll be here in five minutes.

1

GRAMMAR BANK

1A word order in questions

questions with *be* and *can*

	Are	you	hungry?	1.4
	Is	there	a bank near here?	
	Can	I	sit here?	
What	**was**	that	noise?	
Where	**were**	you	born?	

- We make questions with the verb *be* and *can* by inverting the verb and the subject.
  She is *a teacher.* → ***Is she*** *a teacher?*
  He can *drive.* → ***Can he*** *drive?*

questions with *do* / *does* / *did* in present simple and past simple

Question word	Auxiliary	Subject	Infinitive	1.5
	Do	you	**live** with your parents?	
	Did	you	**have** a holiday last year?	
Where	**does**	your sister	**work**?	
When	**did**	you	**start** studying English?	
What	**did**	they	**talk** about?	

- You can use **ASI** (**A**uxiliary, **S**ubject, **I**nfinitive) or **QuASI** (**Q**uestion word, **A**uxiliary, **S**ubject, **I**nfinitive) to remember word order in questions.
  If there's a preposition, we often put it at the end of a question, e.g.
  Who do you live with?

1B present simple

	I / you / we / they	*he / she / it* 1.15
+	I usually **work** at home.	My brother **works** in the city centre.
−	My parents **don't live** near here.	It **doesn't** often **rain** here.
?	**Do** you **speak** French?	**Does** he **like** pop music?
✓ ✗	Yes, I **do**. / No, I **don't**.	Yes, he **does**. No he **doesn't**.

- We use the present simple for things we do every day / week / year, or which are generally true or always happen.
- We use *don't* / *doesn't* in negative sentences, and *do* / *does* in questions.

work	works	add *-s*
study	studies	consonant + *y* → *ies*
finish	finishes	add *-es* after *ch*, *s*, *sh*, *x*
go / do	goes / does	add *-es*
have	has	change to *-s*

adverbs and expressions of frequency

1 We **often** go out on Friday night. 1.16
She doesn't **usually** study at weekends.
I'm **never** ill.
He's **always** late for work.

2 She gets up early **every day**.
We have English classes **twice a week**.

1 We often use the present simple with adverbs of frequency (*always*, *often*, *sometimes*, *usually*, *hardly ever*, *never*).

- Adverbs of frequency go before the main verb.
- Adverbs of frequency go after *be*.
  She's never ill. **NOT** ~~*She's ill never.*~~
- Remember to use a + verb with *never*.
  It never rains. **NOT** ~~*It doesn't never rain.*~~

2 Expressions of frequency (*every day*, *once a week*, etc.) usually go at the end of a sentence.

1C present continuous: *be* + verb + *-ing*

1 **A** What **are** you **doing**? **B** **I'm sending** a message to Sarah. 1.26
2 My brother **is doing** a two-month course in the UK.
3 In this picture the woman **is standing** near a table.

- We use the present continuous:
  1 for things happening now, at this moment.
  2 for temporary things that are happening around now, this week, etc.
  3 to describe what's happening in a picture.

+	**I'm working**	You We They	**'re working**	He She It	**'s working**
−	**I'm not working**		**aren't working**		**isn't working**
? ✓ ✗	**Are** you **working**? **Is** he **working**?		**Yes**, I **am**. / **No**, I'm **not**. **Yes**, he **is**. / **No**, he **isn't**.		

cook study	cooking studying	add *-ing*
live	living	cut the final *e* and add *-ing*
run	running	if verb finishes in consonant-vowel-consonant, double the final consonant and add *-ing*

present simple or present continuous?

1 **A** What **do** you **do**? 1.27
B I **work** for an IT company.
2 **A** What **are** you **doing**?
B **I'm checking** my messages.
3 I **like** this painting, it's beautiful.

1 We use the present simple for things that are generally true or always happen.

2 We use the present continuous for an action happening now, at this moment.

3 We normally use verbs which describe states or feelings (non-action verbs), e.g. *want*, *need*, *like*, in the present simple, not continuous, e.g.
I like Italian food. **NOT** ~~*I'm liking Italian food.*~~

1A

a Put the word or phrase in the correct place in the question.

Where *are* you from? (are)
1 Where we park? (can)
2 How are you? (old)
3 Does finish at 8.00? (the class)
4 Where do your friends? (live)
5 Why you answer my email? (didn't)
6 Do you often to the cinema? (go)
7 What this word mean? (does)
8 What time did arrive? (your friends)
9 Who are you talking? (to)
10 Where were last night? (you)

b Put the words in the correct order to make questions.

you live where do ? *Where do you live?*
1 you a do have car ?
2 was brother your where born ?
3 often he how phone does you ?
4 their time arrive does flight what ?
5 Brazil from is girlfriend your ?
6 languages how you many can speak ?
7 party the how was ?
8 last go where you summer did ?
9 there doctor here is a ?
10 come bus to you by school did ?

p.7

1B

a Write sentences and questions with the present simple.

[+] he / usually get up late *He usually gets up late.*
1 [?] Anna / like music
2 [+] my sister / have a lot of hobbies
3 [–] I / get on very well with my parents
4 [+] my brother / study English at university
5 [–] my neighbours / have any children
6 [?] What time / the film start
7 [+] he / go out twice a week
8 [–] we / often talk about politics
9 [?] how often / you see your brother
10 [–] Sally / go on Facebook very much

b Put the words in the correct order.

go cinema we often the to
We often go to the cinema.
1 always before go I bed 11.00 to
2 ever her Kate sees family hardly
3 Saturdays never shopping on go we
4 a to I dentist's year go twice the
5 in they breakfast sometimes bed have
6 usually car I the listen the in radio to
7 in day park every Alan the runs
8 often late Sam is work for
9 often John to go doesn't theatre the
10 visit I once my month a mum

p.9

1C

a Write sentences with the present continuous. Use contractions where you can.

[–] It / snow *It isn't snowing.*
1 [+] Oliver / wear a suit today!
2 [?] It's hot. Why / wear a coat?
3 [–] Jane / sit in her usual place today
4 [+] Hey! You / stand on my foot!
5 [?] what book / you read?
6 [+] we / rent a small flat at the moment
7 [?] she / wear make-up?
8 [+] I / plan a trip to the USA
9 [?] your brother / work in London this week?
10 [–] they / get on very well at the moment

b Complete the sentences with the present simple or present continuous.

The girl in the painting *is playing* the guitar. (play)
1 My dog's not dangerous. He _____. (not bite)
2 Why _____ you _____ sunglasses? It _____! (wear, rain)
3 You can turn off the radio. I _____ to it. (not listen)
4 I _____ to find a cash machine. (need)
5 Be careful! The baby _____ your pen in her mouth! (put)
6 **A** _____ you usually _____ at weekends? (cook)
B No, we normally _____ out. (eat)
7 **A** What _____ you _____ here? (do)
B I _____ for Emma. She's late, as usual. (wait)
8 I usually _____ tea, but I _____ a coffee today. (drink, want)
9 She's an administrator. She _____ from 9.00 to 5.00. (work)
10 Marc _____ in Paris, but he_____ in Nice at the moment. (live, work)

p.10

2

GRAMMAR BANK

2A past simple: regular and irregular verbs

	regular	irregular 2.2
+	We **stayed** at a hotel last summer.	I **went** to Turkey twice last year.
−	He **didn't stay** with friends.	She **didn't go** to France.
?	**Did** you **stay** for the weekend?	**Did** you **go** to Madrid?
✓ ✗	Yes, I **did**.	No, we **didn't**.
Wh ?	Where **did** you **stay**?	Why **did** you **go**?

- We use the past simple to talk about finished actions that happened once or more than once in the past.
- The form of the past simple is the same for all persons.
- To make the past simple + of regular verbs add *-ed*. See the spelling rules in the chart.
- Many common verbs are irregular in + past simple, e.g. *go* → ***went***, *see* → ***saw***. See **Irregular verbs** p.164.

- We use *didn't* + infinitive for negatives and *Did…* + subject + infinitive for questions.
- Use **ASI** and **QuASI** to remember word order in questions. See **1A** p.126.

spelling rules for regular verbs

infinitive	past	spelling
work stay	work**ed** stay**ed**	add *-ed*
like	like**d**	add *d* if verb finishes in *e*
study	stud**ied**	*y* → *ied* after a consonant
stop	stop**ped**	if verb finishes in consonant–vowel–consonant, double the final consonant

2B past continuous: *was / were* + verb + *-ing*

At 8.45 last Saturday I **was walking** in the park. 2.11
The birds **were singing**. It **wasn't raining**.
A **Was** it **raining** when you got up? **B** No, it **wasn't**.
A What **were** you **doing** at 11 o'clock last night? **B** I **was watching** TV.

+	I / He / She / It	**was working**.	You / We / They	**were working**.
−	I / He / She / It	**wasn't working**.	You / We / They	**weren't working**.
? ✓ ✗	**Was** he **working**?		**Yes**, he **was**. / **No**, he **wasn't**.	
	Were they **working**?		**Yes**, they **were**. / **No**, they **weren't**.	

- We use the past continuous to describe an action in progress at a specific moment in the past.
- We often use the past continuous to describe the situation at the beginning of a story, e.g. *In 1972 I was living in London.*

past simple or past continuous?

We **were walking** in the gardens when he **took** a photo of us. 2.12
My sister **arrived** when I **was having** lunch.

- We often use the past continuous and the past simple together in the same sentence. We use the past continuous to talk about a longer action that was happening in the background when the shorter past simple action happened.

2C time sequencers

On their first date they went to a restaurant. 2.17
After that they started meeting every day.
On Thursday I had an argument with my boss.
The next day I decided to look for a new job.
We sat down to eat. **Two minutes later** my phone rang.
When I came out of the club, he was waiting for me.
The accident happened **when** I was crossing the road.

- We use time sequencers to say when or in what order things happen.
- We use *when* as a time sequencer and also to join two actions. *I* ***was watching*** *TV when the phone* ***rang***. (two verbs joined by *when*)

> ***then, after that***
> The most common way of linking consecutive actions is with *then* or *after that*, but **NOT** *after*, e.g. *I got up and got dressed.* ***Then*** / ***After that*** *I made a cup of coffee.*
> **NOT** ~~*After I made a cup of coffee.*~~

connectors: *because, so, but, although*

because and *so*

She was driving fast **because** she was in a hurry. 2.18
She was in a hurry, **so** she was driving fast.

- We use *because* to express a reason.
- We use *so* to express a result.

but and *although*

She tried to stop the car, **but** she hit the man. 2.19
Although she tried to stop the car, she hit the man.
She was very tired, **but** she couldn't sleep.
She couldn't sleep, **although** she was very tired.

- We use *but* and *although* to show a contrast.
- *Although* can go at the beginning or in the middle of the sentence.

2A

a Put the verbs in brackets in the past simple.

Two summers ago we *had* (have) a holiday in Scotland. We [1]_____ (drive) there from London, but our car [2]_____ (break) down on the motorway and we [3]_____ (spend) the first night in Birmingham. When we [4]_____ (get) to Edinburgh we [5]_____ (go) to our hotel, but they [6]_____ (not can) find our reservation, and they [7]_____ (be) full. We [8]_____ (not know) what to do, but in the end we [9]_____ (find) a Bed and Breakfast and we [10]_____ (stay) there for the week. We [11]_____ (see) the castle and [12]_____ (buy) a lot of souvenirs. We [13]_____ (want) to go to Loch Ness, but we [14]_____ (not have) much time and it [15]_____ (be) quite far away. The weather [16]_____ (not be) very good – it [17]_____ (start) raining on the day we [18]_____ (leave) London, and it never [19]_____ (stop)!

b Complete the questions in the past simple.

Where did you go on holiday last year?
We went to Vancouver.

1 Wow! _____ a good time?
Yes, we had a great time.

2 _____ with?
I went with my family.

3 _____?
We stayed in a hotel.

4 _____ the plane tickets _____?
They cost about £2,000.

5 _____ the weather like?
It was hot and sunny.

6 _____ in the evening?
We usually went out for dinner.

p.15

2B

a Complete the sentences with the verb in the past continuous.

I *was eating* dinner, so I didn't answer the phone. (eat)

1 I took this photo when we _____ in Greece. (travel)

2 He met his wife when he _____ in Japan. (live)

3 _____ she _____ a coat when she went out? (wear)

4 The sun _____ when I went to work. (shine)

5 What _____ you _____ at 7.30 last night? (do)

6 I _____ when you gave the instructions. (not listen)

7 They _____ TV when I arrived. (not watch)

8 It started to rain when we _____ in the park. (run)

b Put the verbs into the past simple or past continuous.

She *arrived* when we *were having* dinner. (arrive, have)

1 I _____ my arm when I _____ football. (break, play)

2 _____ you _____ fast when the police _____ you? (drive, stop)

3 It _____ when we _____ the pub. (snow, leave)

4 I _____ the match because I _____. (not see, work)

5 When you _____ me, I _____ to my boss. (call, talk)

6 We _____ in Cambridge when we _____. (study, meet)

7 _____ they _____ in Rome when they _____ their first baby? (live, have)

p.17

2C

a Put the sentences in the correct order.

A ☐ He explained that he was looking for a thief, and then he got on the bus.

B ☐ Then another man tried to do the same.

C 1 Last week I was waiting for a bus.

D ☐ The next day, I saw the story on a local news website.

E ☐ When I asked the second man what he was doing, he told me that he was a policeman.

F ☐ A few seconds later, he got off the bus with the thief.

G ☐ The bus arrived, but suddenly a man ran in front of me and got on.

H ☐ After that, a police car came and took the thief away.

b Complete the sentences with *so*, *because*, *but*, or *although*.

We couldn't find a taxi, *so* we walked home.

1 _____ it was very cold, she wasn't wearing a coat.

2 I woke up in the night _____ there was a noise.

3 I called him, _____ his mobile was turned off.

4 _____ she's very nice, she doesn't have many friends.

5 There was nothing on TV, _____ I went to bed.

6 All the cafés were full _____ it was a public holiday.

7 She wanted to be a doctor, _____ she failed her exams.

8 The garden looked very beautiful, _____ I took a photograph.

9 _____ the team played well, they didn't win.

p.19

3

GRAMMAR BANK

3A *be going to* (plans and predictions)

1 I**'m going to** give a talk at a conference. 3.6
He**'s going to** meet me at the airport.
2 I'm sure England **are going to** lose tomorrow.
It**'s going to** rain tonight.

	I	*you / we / they*		*he / she / it*		
+	I'm going to	You We They	're going to	He She It	's going to	give a talk.
−	I'm not going to	You We They	aren't going to	He She It	isn't going to	give a talk.

?	✓ ✗
Are you **going to** give a talk?	**Yes**, I **am**. / **No**, I'm **not**.
Is he **going to** give a talk?	**Yes**, he **is**. / **No**, he **isn't**.

1 We use *be going to* + infinitive to talk about future plans or intentions.

2 We also use *be going to* + infinitive to make a prediction when we know or can see that something is going to happen, e.g.
It's winter there so it ***'s going to be*** *cold.*
Look at that car! It ***'s going to crash****.*

3B present continuous (future arrangements)

+ I**'m seeing** an old friend tonight. 3.12
She**'s arriving** at lunchtime.
− She **isn't leaving** until Friday.
They **aren't coming** to the party tomorrow.
? What **are** you **doing** this evening?
Is he **meeting** us at the restaurant?

- We often use the present continuous with a future meaning, especially for future arrangements, i.e. for plans we have made at a fixed time or place in the future. Don't use the present simple for this.
NOT ~~*I see an old friend tonight*~~.

be going to or present continuous?
We can often use either with no difference in meaning, e.g. ***I'm going to see*** *Anna on Tuesday.* OR ***I'm seeing*** *Anna on Tuesday.*
It's very common to use the present continuous with the expressions *tonight, tomorrow, this weekend*, etc. and with verbs describing travel arrangements, e.g. *go, come, leave, arrive.*
I'm leaving *on Monday* is more common than ***I'm going to leave*** *on Monday.*

3C defining relative clauses with *who, which, where*

1 That's the woman **who** won the lottery last year. 3.16
A chef is a person **who** cooks food in a restaurant.
2 A clock is something **which** tells the time.
Is that the book **which** won an important prize?
3 A post office is a place **where** you can buy stamps.
That's the restaurant **where** I had dinner last week.

- We use defining relative clauses to explain what a person, thing or place is or does.
  1 Use *who* for a person.
  2 Use *which* for a thing.
  3 Use *where* for a place.
- The verb after *where* needs a subject, e.g. *you*.
- We can also use *which* to talk about a place, e.g.
A post office is a place which sells stamps.

that
We can use *that* instead of *who* or *which*.
She's the girl ***who*** */* ***that*** *works with my brother.*
It's a thing ***which*** */* ***that*** *connects two computers.*

3A

a Complete with *be going to* + a verb from the list.

be cook do get learn not go
not listen see stay study

What film *are* you *going to see* tonight?

1 _____ your sister _____ _____ to drive?
2 We _____ camping next summer. We _____ in a hotel.
3 You _____ in class 3 next year.
4 He _____ a taxi to the airport.
5 I _____ a family meal tonight.
6 You can talk, but I _____ to you.
7 **A** What _____ you _____ when you leave school?
B I _____ history at university.

b Look at the pictures. Make sentences with *be going to* + a verb.

You*'re going to love* this book!

2 We _____ late for work!

1 Scott _____ the match.

3 Be careful! You _____ it!

p.23

3B

a Read the sentences. Write **N** for now, **F** for future.

F I'm meeting Joe at two o'clock.
1 I'm living in a flat with two Swedish boys.
2 We're coming back on Monday.
3 She's moving to Canada next month.
4 I'm waiting for the postman.
5 I'm reading a really good book about science.
6 We're meeting Sally and James for lunch on Sunday.
7 Karl is arriving at six o'clock.
8 I'm studying for my maths exam.
9 You aren't listening to what I'm saying.
10 Are they leaving in the morning?

b Complete the conversation between two flatmates with verbs in the present continuous.

A What *are you doing*? (do)
B I [1] _____ my suitcase. (pack)
A Why?
B Because I [2] _____ to Vienna at eight o'clock tonight. (fly)
A Oh, I didn't know. Why [3] _____ to Vienna? (go)
B I [4] _____ the boss of VTech Solutions tomorrow. (meet)
A Why [5] _____ him? (see)
B He [6] _____ on a project with me at the moment and we need to discuss it. (work)
A Oh, well have a good trip!

p.25

3C

a Complete the definitions with *who*, *which*, or *where*.

A postman is the person *who* _____ brings you your parcels and letters.
1 An octopus is an animal _____ lives in the sea and has eight legs.
2 A lawnmower is a machine _____ cuts the grass.
3 A surgeon is a doctor _____ does operations.
4 A changing room is a room _____ people try on clothes.
5 A porter is the person _____ helps you with your luggage.
6 Garlic is a kind of food _____ keeps vampires away.
7 A garage is a place _____ mechanics repair cars.

b Write sentences with *who*, *which*, or *where*.

She / the woman / catch the same bus as me
She's the woman who catches the same bus as me.
1 That / the dog / always barks at night
2 That / the shop / I bought my wedding dress
3 He / the actor / was in the last James Bond film
4 They / the children / live next door to me
5 This / the restaurant / they make great pizza
6 That / the switch / controls the air conditioning
7 He / the teacher / teaches my sister
8 That / the room / we have our meetings
9 This / the light / is broken

p.27

4

GRAMMAR BANK

4A present perfect

1 I**'ve cleaned** the fridge – it looks new! 4.4
He **hasn't done** the washing-up. Can you help me do it?
A The concert starts soon. **Have** you **turned off** your phone?
B Yes, I **have**.
2 Mary**'s had** her baby! A parcel **has arrived** for you.

1 We often use the present perfect to talk about the recent past and its relationship with the present, e.g. *I've cleaned the fridge, so now it looks new.* We don't say exactly when things happened, e.g. *I've cleaned the fridge.* **NOT** ~~*I've cleaned the fridge ten minutes ago.*~~

2 We often use the present perfect to give recent news.

full form	contraction	negative	past participle
I **have** You **have** He / She / It **has** We **have** They **have**	I**'ve** You**'ve** He / She / It**'s** We**'ve** They**'ve**	I **haven't** You **haven't** He / She / It **hasn't** We **haven't** They **haven't**	**finished** the washing-up.
Have you **finished** the exercise?		Yes, I **have**. / No, I **haven't**.	
Has he **done** the homework?		Yes, he **has**. / No, he **hasn't**.	

- For regular verbs the past participle is the same as the past simple (+ *-ed*). For irregular verbs the past participle is sometimes the same as the past simple (e.g. *buy, bought, bought*) and sometimes different (e.g. *do, did, done*). See **Irregular verbs** p.164.

yet, just, already

1 **A** Have you finished your homework **yet**? 4.5
B No, not **yet**. I haven't finished **yet**.
2 My sister's **just** started a new job.
3 **A** Do you want to see this film?
B No, I've **already** seen it three times.

- We often use *yet*, *just*, and *already* with the present perfect.
  1 We use *yet* + the present perfect in ? and − sentences to ask if something has happened or to say if it hasn't happened. We put *yet* at the end of the sentence.
  2 We use *just* in + sentences to say that something happened very recently. We put *just* before the main verb.
  3 We use *already* in + sentences to say that something happened before now or earlier than expected. We put *already* before the main verb.

4B present perfect or past simple? (1)

present perfect: experiences and unfinished time

She**'s been** to New York three times. 4.19
Have you **ever been** to Ikea?
I**'ve never** met Nina's husband.
He**'s seen** that film twice.

- We often use the present perfect to talk about past experiences or to talk about the recent past when we don't specify a time. In questions and negatives we often use *ever* (= at any time in your life) and *never*.

present perfect or past simple?

A **Have** you **ever been** to Mexico? **B** Yes, I **have**. 4.20
A When **did** you **go** there? **B** I **went** last year.
A Jack**'s broken** his leg. **B** Oh no! When **did** that **happen**?
A Yesterday. He **broke** it playing football.

- Conversations about experiences or the recent past often begin in the present perfect (with a general question or some news) and then change to the past simple to ask for or give specific details, e.g. *when, what, where, who with*, etc.

> **been and gone**
> Compare the present perfect of *be* and *go*.
> *Mike has* ***been*** *to Paris.* = He went to Paris and came back.
> *Mike has* ***gone*** *to Paris.* = He's in Paris now.

4C *something, anything, nothing*, etc.

people	+ **Somebody** / **Someone** has taken my pen! 4.22 − I didn't speak to **anybody** / **anyone** all weekend. ? Did **anybody** / **anyone** phone? ✗ No, **nobody** / **no one**. **Nobody** / **No one** phoned.
things	+ I bought **something** for dinner. − I didn't do **anything** at the weekend. ? Is there **anything** in the fridge? ✗ No, **nothing**. There's **nothing** in the fridge.
places	+ Let's go **somewhere** this weekend. − We didn't go **anywhere** this summer. ? Is there **anywhere** to park? ✗ No, **nowhere**. There's **nowhere** to park.

- We use *somebody / someone, something, somewhere*, etc. with a + verb when you don't say exactly who, what, or where.
- We use *anybody / anyone, anything, anywhere* in questions and negatives. We can also use *something* in a request or offer, e.g. *Can you buy some milk? Would you like something to drink?*
  I ***didn't*** *do* ***anything*** *last night.* **NOT** ~~*I didn't do nothing.*~~
- We use *nobody / no one, nothing, nowhere* in short answers or in a sentence with a + verb.

> **any, anything, etc. + positive verb**
> We also use *any, anything*, etc. + positive verb to mean 'it doesn't matter what, who, etc.', e.g.
> *You can come any day.* = It doesn't matter which day you come.
> *Anybody can come to the party.* = It doesn't matter who comes.
> *I can sleep anywhere.* = It doesn't matter where I sleep.
> *You can bring anything.* = It doesn't matter what you bring.

4A

a Write sentences with the present perfect.

⊞ He / clean the car *He's cleaned the car.*
1 ⊞ She / buy a new jacket
2 ⊟ He / find a job yet
3 ? / you speak to Mr Jackson
4 ⊞ We / find a fantastic hotel
5 ⊟ They / finish eating
6 ? / you see Peter recently
7 ? / you do your homework
8 ⊟ We / reply to their email yet

b Write sentences or questions with *yet*, *just*, or *already*.

He / arrive. (already) *He's already arrived.*
1 I / have / breakfast. (just)
2 / you / finish / your dinner? (yet)
3 The film / start. (already)
4 I / not meet / his girlfriend. (yet)
5 They / get married. (just)
6 You're too late. He / go / home. (already)
7 We / speak / to him. (just)
8 I / not read / his new book. (yet)

p.31

4B

a Complete with the verb in the present perfect.

Have you ever *broken* your leg? (break)
1 _____ you ever _____ clothes from that shop? (buy)
2 I _____ always _____ a pair of designer sunglasses. (want)
3 I _____ this book. Is it good? (not read)
4 We _____ to the new shopping centre. (not be)
5 _____ your brother ever _____ abroad? (live)
6 They _____ to South America twice. (be)
7 She _____ before. (not fly)
8 James _____ his girlfriend's family. (not meet)
9 _____ you _____ in this restaurant before? (eat)
10 Jenny _____ never _____ me about her family. (tell)

b Complete the conversation with the present perfect or past simple.

A *Have* you *been* to the new shopping centre? (be)
B Yes, I [1]_____ there last month – it [2]_____ great. (go, be)
A [3]_____ you _____ anything? (buy)
B I [4]_____ a new pair of shoes. (get)
A [5]_____ they expensive? (be)
B Yes, very! [6]_____ you _____ any new clothes recently? (buy)
A No, but my boyfriend [7]_____ me a jacket for my birthday last week. (give)

c Complete with *been* or *gone*.

A Where's Rob? **B** He's *gone* to the football match.
1 The kids aren't here. They've all _____ out.
2 Have you ever _____ to the swimming pool in town?
3 I haven't _____ to Sue's new flat yet.
4 My sister has _____ to live in France and she's really enjoying it.
5 Oh, good. Dad's _____ to the shop – the fridge is full.

p.32

4C

a Complete with *something*, *anything*, *nothing*, etc.

Are you doing *anything* tonight?
1 Did you meet _____ last night?
2 _____ phoned when you were out. They're going to call back later.
3 I've seen your wallet _____, but I can't remember where.
4 There's _____ interesting on at the cinema tonight. Let's stay in.
5 Did _____ see you when you left the house?
6 Did you go _____ exciting at the weekend?
7 I've bought you _____ really nice for Christmas!
8 I rang the doorbell, but _____ answered.
9 **A** What would you like for your birthday?
B _____! I really don't mind.
10 There's _____ to go swimming – the pool is closed.

b Answer with *Nobody*, *Nowhere*, or *Nothing*.

1 What did you do last night? _____
2 Where did you go yesterday? _____
3 Who did you see? _____

c Answer the questions in **b** with a full negative sentence.

1 I didn't do _____.
2 _____.
3 _____.

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5

GRAMMAR BANK

5A comparatives

adjectives

1 I'm **busier than** I was five years ago. 5.4
People are **more impatient** today **than** in the past.
2 I'm **less relaxed** this year **than** I was last year.
3 The service in this restaurant isn't **as good as** it was.

- To compare two people, places, or things we use:
  1 comparative adjectives.
  2 *less* + adjective.
  3 (*not*) *as* + adjective + *as*.

comparative adjectives

short	short**er**	one syllable: + *-er*
hot	hot**ter**	one vowel + one consonant: double final consonant
stressed	**more** stressed	one syllable adjectives ending in *-ed*: *more* + adjective
busy	bus**ier**	two syllable adjectives ending in consonant + *y*: ~~*y*~~ + *-ier*
relaxed	**more** relaxed	two or more syllables: *more* + adjective
good	**better**	irregular
bad	**worse**	irregular
far	**further**	irregular (also *farther*)

adverbs

1 People walk **more quickly than** in the past. 5.5
2 My brother speaks French, but **less fluently** than me.
3 She doesn't drive **as fast as** her brother.

- To compare two actions we use:
  1 comparative adverbs.
  2 *less* + adverb.
  3 (*not*) *as* + adverb + *as*.

comparative adverbs

quickly	**more** quickly	adverbs ending in *-ly*: *more* + adverb
fast	**faster**	irregular
hard	**harder**	irregular
well	**better**	irregular
badly	**worse**	irregular

Comparatives with pronouns
After comparative + *than* or *as…as* we use an object pronoun (*me*, *her*, etc.) or a subject pronoun + auxiliary verb, e.g.
My brother's taller than ***me****. My brother's taller than* ***I am****.*
He's not as intelligent as ***her****. He's not as intelligent as* ***she is****.*

5B superlatives

1 Tokyo is **the cleanest** capital city in the world. 5.12
Spain is one of **the most popular** holiday destinations.
Camping is **the least expensive** way to go on holiday.
2 It's **the most beautiful** city **I've ever been to**.
It's **the best** film **I've seen** this year.

1 We use *the* + superlative adjectives to say which is the biggest, etc. in a group.

- After superlatives we use *in* + names of places or singular words for groups of people, e.g.
  It's ***the noisiest*** *city* ***in*** *the world. Ann's* ***the oldest in*** *the class.*
- We can also use *the least* + adjective, e.g. *the least expensive* OR *the cheapest.*

2 We often use *the* + superlative with the present perfect + *ever*.

adjective	comparative	superlative
cold	cold**er**	**the** cold**est**
thin	thin**ner**	**the** thin**nest**
healthy	health**ier**	**the** health**iest**
beautiful	**more** beautiful	**the most** beautiful
good	**better**	**the best**
bad	**worse**	**the worst**
far	**further**	**the furthest** (also the *farthest*)

5C quantifiers

too much, too many, too

1 I'm very stressed today. I have **too much** work. 5.17
My boss talks **too much**.
2 My diet is unhealthy. I eat **too many** cakes and sweets.
3 I don't want to go out tonight. I'm **too** tired.

- We use *too much*, *too many*, *too* to say 'more than is good'.
  1 Use *too much* + uncountable noun (e.g. *coffee*, *time*) or after a verb.
  2 Use *too many* + countable noun (e.g. *cakes*, *people*).
  3 Use *too* + an adjective **NOT** ~~*I'm too much tired*~~.

(not) enough

1 Do you eat **enough** vegetables? 5.18
I don't drink **enough** water.
2 Jane doesn't sleep **enough**. She's always tired.
3 Our fridge isn't big **enough** for a family of five.
I don't go to bed early **enough** during the week.

1 Use *enough* before a noun to mean 'all that is necessary'.
2 Use *enough* after a verb with no object.
3 Use *enough* after an adjective or adverb.

5A

a Write sentences with a comparative adjective or adverb + *than*.

New York is *more expensive than* Miami. (expensive)

1 Modern computers are much _____ the early ones. (fast)
2 My sister is _____ me. (short)
3 This exercise is _____ the last one. (easy)
4 Newcastle is _____ from London _____ Leeds. (far)
5 I thought the third Bridget Jones film was _____ the first two. (bad)
6 Manchester United played _____ Arsenal. (good)
7 I'm _____ this year _____ I was last year. (stressed)
8 I'm working _____ this year _____ last year. (hard)
9 The new airport is _____ the old one. (big)
10 I'm not lazy – I just work _____ you! (slowly)

b Rewrite the sentences so they mean the same. Use *as…as*.

Luke is stronger than Peter.
Peter isn't *as strong as* Luke.

1 Adam is shorter than Jerry.
Jerry isn't _____ Adam.
2 Your bag is nicer than mine.
My bag isn't _____ yours.
3 Tokyo is bigger than London.
London isn't _____ Tokyo.
4 Tennis is more popular than cricket.
Cricket isn't _____ tennis.
5 Children learn languages faster than adults.
Adults don't _____ children.
6 I work harder than you.
You don't _____ me.
7 England played better than France.
France didn't _____ England.

p.39

5B

a Complete the sentences with a superlative.

Is Shanghai *the biggest city* in the world? (big)

1 The Polish are _____ people I've ever met. (generous)
2 Yesterday was _____ day of the year. (hot)
3 Early morning is _____ time to drive in the city centre. (bad)
4 She's _____ girl at school. (friendly)
5 This is _____ part of the exam. (important)
6 _____ time to visit New England is autumn. (good)
7 Delhi in India is one of _____ cities in the world. (polluted)
8 _____ I've ever flown is to Bali. (far)
9 It was _____ film I've ever seen. (funny)
10 Rob's daughters are all pretty, but I think Emily is _____. (pretty)

b Write sentences with a superlative + *ever* + the present perfect.

It / good film / I / see
It's the best film I've ever seen.

1 It / windy place / I / be to
2 She / unfriendly person / I / meet
3 It / easy exam / we / do
4 They / expensive trousers / I / buy
5 This / long book / I / read
6 He / attractive man / I / see
7 It / bad meal / I / eat
8 He / interesting teacher / we / have
9 It / exciting job / I / do

p.40

5C

a Circle the correct form.

How *much* / *many* coffee do you drink?

1 I eat *too* / *too much* chocolate.
2 I eat *too much* / *too many* crisps.
3 Do you drink *enough water* / *water enough*?
4 I can't come. I'm *too busy* / *too much busy*.
5 This suitcase isn't *enough big* / *big enough*.
6 I worry *too much* / *too many*.
7 You're always at home! You don't *enough go out* / *go out enough*.
8 I don't eat *enough vegetables* / *vegetables enough*.

b Complete the sentences with *too*, *too much*, *too many*, or *enough*.

You eat *too much* red meat. It isn't good for you.

1 I'm not very fit. I don't do _____ exercise.
2 I can't walk to school. It's _____ far.
3 There are _____ cars on the roads today.
4 I spend _____ time on the computer – it gives me headaches.
5 I don't read _____ – only five or six books a year.
6 I didn't buy the coat because it was _____ expensive.
7 There were _____ people at the hospital, so it was impossible to see a doctor.
8 I don't like watching films on my phone because the screen isn't big _____.

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6

GRAMMAR BANK

6A *will / won't* (predictions)

1 **A** I'm seeing Jessica at six. **B** She**'ll be** late.
The film's in French. We **won't understand** anything.
2 It's a great book. I'm sure you**'ll like** it.
I don't think it**'ll rain** tomorrow.

6.4

+		−	
I / You / He / She / It / We / They	**'ll** be late.	I / You / He / She / It / We / They	**won't be** late.

Contractions: *'ll = will; won't = will not*

?			✓			✗		
Will	I / you / he / she / it / we / they	be late?	**Yes,**	I / you / he / she / it / we / they	**will.**	**No,**	I / you / he / she / it / we / they	**won't.**

1 We often use *will / won't* + infinitive for future predictions, i.e. to say things we think, guess or know about the future.

2 We often use *I think / I don't think / I'm sure + will.*
I think *he****'ll fail*** *the exam.* ***I don't think*** *he****'ll pass*** *the exam.* **NOT** ~~*I think he won't pass.*~~

be going to for predictions
We can also use *be going to* for predictions when we know or can see something is going to happen (see **3A** p.130), e.g.
Look at the clouds.
*It****'s going to*** *rain.*
They're playing very well.
*They****'re going to*** *win.*

6B *will / won't / shall* (other uses)

decisions 6.10
I **won't stay** for dinner. I think I**'ll go** home early.

offers
I**'ll help** you with your homework. **Shall** I **open** the window?

promises
I**'ll** always **love** you. I **won't tell** anybody.

- We use *will / won't* + infinitive for making instant decisions, offers, and promises. We don't use the present tense.
  *I****'ll help*** *you with those bags.*
  NOT ~~*I help you with those bags.*~~
- When an offer is a question, we use *Shall I...?* or *Shall we...?*
  Shall I *pay?* ***Shall we*** *do the washing-up?*

6C review of verb forms: present, past, and future

tense	example	use 6.17
present simple	I **live** in the city centre. She **doesn't smoke**.	things that always or usually happen
present continuous	He**'s looking** for a new job. I**'m leaving** tomorrow.	things that are happening now or around now things that we have arranged for the future
past simple	We **saw** a good film last night. We **didn't do** anything yesterday.	finished actions that happened once or more than once in the past
past continuous	He **was working** in Paris. What **were** you **doing** at 7.00?	actions that were in progress at a past time
be going to + infinitive	I**'m going to see** Tom tonight. Look! It**'s going to snow**.	future plans predictions when we know / can see what's going to happen
will / won't + infinitive	You**'ll love** New York. I**'ll phone** her later. I**'ll help** you. I**'ll pay** you back tomorrow.	predictions instant decisions offers promises
present perfect	I**'ve finished** the book. **Have** you **ever been** to Iran?	recently finished actions (we don't say when) past experiences

6A

a Write sentences and questions with *will / won't*. Use contractions where you can.

⊟ the exam / easy to pass
It won't be easy to pass the exam.

1 ⊞ I think they / lose the match
2 ? the meeting / be long
3 ⊟ she / get the job – she's not qualified enough
4 ? you / see him at work later
5 ⊞ I don't want to go. it / be impossible to park
6 ⊟ you / like that book
7 ⊞ I'm sure she / love the present I bought her
8 ⊟ there / be a lot of traffic in the morning
9 ⊞ you / find a good job, I'm sure
10 ⊞ everything / be OK, so there's no need to worry

b Complete with *will* + a verb from the list.

be (x2) get like pass snow

A Do you think the traffic *will be* bad?
B No, because it's a holiday today.
1 **A** Do you like this band?
B Yes, I think they _____ famous one day.
2 **A** Is this a good film?
B Yes, I'm sure you _____ it.
3 **A** Do you think it _____?
B No, it's not cold enough.
4 **A** What do you think James _____ me?
B I'm sure it will be something nice.
5 **A** I'm so worried about the exam!
B Don't worry. I'm sure you _____.

p.46

6B

a Match the sentences.

It's hot in here. G
1 I'm thirsty. ___
2 I have a headache. ___
3 This exercise is hard. ___
4 I'm hungry. ___
5 These bags are heavy. ___
6 I left my wallet at home. ___
7 I need that photo urgently. ___
8 We haven't got any milk. ___

A I'll lend you some money.
B Shall I make you a sandwich?
C I'll get you a glass of water.
D I'll help you to do it.
E I'll buy some on my way home.
F I'll email it to you now.
~~G Shall I open the window?~~
H Shall I get you some paracetamol?
I Shall I carry one for you?

b Complete the sentences with *will / won't* (or *shall*) + a verb.

buy call forget get ~~have~~ help pay take tell

A What would you like? **B** I*'ll have* the fish.
1 **A** I can't do this crossword. **B** _____ you?
2 **A** It's a secret. **B** I _____ anyone, I promise.
3 **A** When will I hear from you again?
B I _____ you tonight.
4 **A** Can I borrow €50?
B When _____ you _____ me back?
5 **A** It's my birthday next week.
B Don't worry. I _____.
6 **A** I feel ill. **B** _____ I _____ you home?
7 **A** These shoes are too small.
B I _____ a bigger pair for you, madam.
8 **A** This chocolate you bought isn't very nice.
B Yes, I know. I _____ it again.

p.48

6C

a Complete the questions with one word.

I didn't see you last week. *Were* you ill?
1 _____ you often remember your dreams?
2 _____ you watch the match last night?
3 Who do you think _____ win the election next year?
4 _____ you been to the supermarket?
5 _____ your brother like rock music?
6 What _____ you going to watch on TV tonight?
7 _____ it snowing when you left?
8 _____ you at the party last night?
9 _____ the film finished yet?

b Read the conversation. Put the verb in the correct form.

A What *are* we *doing* tonight? (do)
B We [1]_____ dinner with Jack and Mary. (have)
A But we [2]_____ dinner with them last week! (have)
B Yes, but they [3]_____ to tell us some good news. (want)
A Oh, OK then. [4]_____ I _____ some champagne? (buy)
…
B It's eight o'clock! Where [5]_____ you _____? (be)
A I'm sorry. When I [6]_____ home I [7]_____ to buy the champagne. And then I [8]_____ Mark in the shop… (walk, decide, see)
B Well, hurry up. We [9]_____ late! (be)
A It's OK. I [10]_____ a taxi and I [11]_____ ready in five minutes. (already book, be)

p.51

7

GRAMMAR BANK

7A uses of the infinitive with *to*

1 You need **to be** on time. Try **not to talk** too much. 7.3
2 It'll be nice **to meet** new people. It's important **not to be** late.
3 I don't know where **to go** or what **to do**.
4 **A** Why did you wear a suit?
B **To make** a good impression.
I wore a suit **to make** a good impression.

- The infinitive is the base form of the verb. It is often used with *to*. It can be positive (e.g. *to be*) or negative (e.g. *not to be*).

- We use the infinitive with *to*:
  1 after some verbs, e.g. *want, need, would like*, etc. See **Verb forms** p.158.
  2 after adjectives.
  3 after questions words, e.g. *what, where, when*, etc.
  4 to say why you do / did something.
  I came to this school ***to learn*** *English.* **NOT** ~~*for learn English.*~~

Infinitive without *to*

Remember that we use the infinitive without *to* with auxiliary verbs (*do / does / didn't*) and after most modal verbs (*can, could, will, would*, etc.), e.g. ***Do*** *you* ***live*** *near here?* ***Can*** *you* ***help*** *me? I* ***won't forget****. What* ***would*** *you* ***do****?*

7B uses of the gerund (verb + *-ing*)

1 **Eating** outside in the summer makes me feel good. Happiness is **getting up** late and **not going** to work. 7.7
2 I love **having** breakfast in bed. I hate **not getting** to the airport early.
3 I'm thinking of **buying** a new car. Jim left without **saying** goodbye.

- The gerund is the base form of the verb + *ing*. It can be positive (e.g. *going*) or negative (e.g. *not going*).
- We use the gerund:
  1 as a noun, e.g. as the subject or object of a sentence.
  2 after some verbs, e.g. *like, love, hate, enjoy*, etc. See **Verb forms** p.158.
  3 after prepositions.
- Remember the spelling rules for the *-ing* form. See **1C** p.126.

7C *have to, don't have to, must, mustn't*

have to, don't have to

+ I **have to** speak English at work. She **has to** get up at seven every day. 7.13
− We **don't have to** wear a uniform at this school. He **doesn't have to** work on Saturdays.
? **Do** I **have to** buy a grammar book? What time **does** she **have to** get up in the morning?

- We use *have to* + verb (infinitive) to talk about rules and obligations.
- We use *don't have to* + verb (infinitive) to say that there is no obligation, or that something is not necessary.
- We use *do / does* to make questions and negatives.
  Do *I have to go?* **NOT** ~~*Have I to go?*~~
- We don't contract *have* or *has*.
  I ***have to*** *go.* **NOT** ~~*I've to go.*~~

must / mustn't

+ You **must** do your homework tonight. She **must** tidy her room before she goes out. 7.14
− You **mustn't** leave your bags here. (**mustn't** = **must not**) I **mustn't** forget to call her tonight.
? **Must** I go to bed now? When **must** we decide about the party?

- We use *must* + verb (infinitive without *to*) to talk about rules and obligations.
- *must / mustn't* are the same for all persons.
- We use *mustn't* + verb (infinitive without *to*) to say something is prohibited.

must* and *have to

Must and *have to* are very similar, but there is a small difference. We normally use *have to* for a **general** obligation (a rule at work / school or a law) e.g. *We have to start work at seven.* We normally use *must* for a **personal** obligation (one that the speaker imposes), e.g. a parent to a child: *You must go to bed now!* But often we can use either *must* or *have to*.

mustn't* and *don't have to

Mustn't and *don't have to* have completely different meanings. Compare:
You ***mustn't*** *go.* = It's prohibited. Don't go.
You ***don't have to*** *go.* = You can go if you want to, but it's not obligatory / necessary.

Impersonal *you*

We often use *have to* and *must* with impersonal *you* (*you* = people in general), e.g.
You ***have to*** *wear a seatbelt in a car.*
You ***mustn't*** *take photos in the museum.*

7A

a Match the sentence halves.

You need to be ready B
1 I know you're tired, but try ___
2 In my job it's important ___
3 I don't know where ___
4 We were late, so Simon offered ___
5 When you give a presentation it's normal ___

A to give us a lift to the station.
~~B to show your ID at the gate.~~
C to feel nervous.
D to dress smartly.
E to park.
F to stay awake for the party.

b Complete the sentences with a positive or negative infinitive.

not be do not drive ~~have~~ learn look for not make meet pay

I'm planning *to have* a party next week.
1 **A** Hi, I'm Donna. **B** I'm Renée. Nice _____ you.
2 What do you want _____ tonight? Stay in or go out?
3 Let's meet outside the cinema. I promise _____ late.
4 Try _____ a noise. Your father's asleep.
5 I'd really like _____ a new language.
6 Be careful _____ too fast – the roads are icy.
7 My brother has decided _____ a new job.
8 The museum is free. You don't need _____ to go in.

p.55

7B

a Complete the sentences with a verb from the list in the *-ing* form.

~~do~~ not know message practise remember study swim teach travel

I really enjoy *doing* exercise. It makes me feel great!
1 One thing that always makes me happy is _____ in the sea.
2 You can't learn to play a musical instrument well without _____ regularly.
3 My mother's very bad at _____ names.
4 _____ teenagers is very hard work.
5 My sister spends hours _____ her friends.
6 I hate _____ the answer when somebody asks me a question.
7 _____ by train is usually cheaper than by plane.
8 My brother wants to go on _____ French for as long as he can. He'd like to speak it really fluently!

b Put the verbs in the *-ing* form or infinitive.

I like *listening* to the radio in the mornings. (listen)
1 _____ Pilates is good for your health. (do)
2 We offered _____ for the meal. (pay)
3 We won't take the car. It's so expensive _____. (park)
4 I'm not very good at _____ directions. (give)
5 You can borrow the car if you remember _____ some petrol. (get)
6 Has it stopped _____ yet? (rain)
7 I don't mind _____, but I don't like _____ the washing-up. (cook, do)
8 I hate _____ in the dark during the winter. (get up)

p.56

7C

a Complete the sentences with the correct form of *have to*.

I *don't have to* go to school on Saturdays.
1 Janice _____ study very hard – she has exams soon.
2 You _____ buy a ticket before you get on the bus. It costs £4 and the machine is over there.
3 _____ your sister _____ go to London for her job interview?
4 Mike _____ wear a really ugly uniform at his new school. He hates it.
5 We _____ get up early tomorrow. Our flight leaves at 6.30.
6 Harry _____ work today – he has a day off.
7 Can you wait a moment? I _____ make a phone call.
8 _____ we _____ go to bed? It's only ten o'clock!

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

We *don't have to* / *mustn't* go to school next week. It's the holiday.
1 You *don't have to* / *mustn't* cross the road when the traffic lights are red.
2 What *do I have to* / *must I* do when I finish this exercise?
3 The concert is free. You *don't have to* / *mustn't* pay.
4 We're late for the meeting. We *have to* / *must* go now.
5 You *don't have to* / *mustn't* leave the door open – the dog will get out.
6 I *have to* / *must* pay Jane back the money she lent me.
7 In Britain you *have to* / *must* drive on the left.
8 You *don't have to* / *mustn't* be tall to be good at football.

p.59

8

GRAMMAR BANK

8A *should / shouldn't*

1 You **should** leave your boyfriend. 8.2
She's very stressed. She **shouldn't** work so hard.
You **shouldn't** drink coffee in the evening. It'll keep you awake.
2 I think you **should** get a new job.
I don't think you **should** speak to him.

1 We use *should / shouldn't* + verb (infinitive without *to*) to give somebody advice or say what we think is the right thing to do.
should / shouldn't is the same for all persons.

2 We often use *I think you should...* or *I don't think you should...*
NOT ~~*I think you shouldn't...*~~

> ***ought to***
> You can also use *ought to / ought not to* instead of *should / shouldn't*, e.g.
> *You **ought to** leave your boyfriend.*
> *She **ought not to** work so hard.*

8B first conditional: *if* + present, *will / won't* + infinitive

1 **If** we **get** to the airport early, the flight **will be** delayed. 8.12
If you **tell** her the truth, she **won't believe** you.
What **will** you **do if** you **don't find** a job?
2 **If** you **don't go**, she **won't be** very pleased.
She **won't be** very pleased **if** you **don't go**.
3 **If** you **miss** the last bus, **get** a taxi.
If you **miss** the last bus, you **can get** a taxi.

1 We use *if* + present to talk about a possible situation and *will / won't* + infinitive to talk about the consequence.

2 The *if*-clause can come first or second. If the *if*-clause comes first, we usually put a comma before the next clause.

3 We can also use the imperative or *can* + infinitive instead of *will* + infinitive in the other clause.

8C possessive pronouns

Whose coat is it? It's my coat. It's **mine**. 8.22
Whose jacket is it? It's your jacket. It's **yours**.
Whose phone is it? It's his phone. It's **his**.
Whose bag is it? It's her bag. It's **hers**.
Whose dog is it? It's our dog. It's **ours**.
Whose house is it? It's their house. It's **theirs**.

- We use possessive pronouns to talk about possession.
*Is it **yours**? Yes, it's **mine**.*
- We use *Whose* to ask about possession.
***Whose** book is it? **Whose** is that bag?*
- We don't use possessive pronouns with a noun.
NOT ~~*It's mine book.*~~
- We don't use *the* with possessive pronouns, e.g.
*Is this **yours**?* **NOT** ~~*Is this the yours?*~~

pronouns and possessive adjectives overview

subject pronouns		object pronouns		possessive adjectives			possessive pronouns	
I			me.		my			mine.
You			you.		your			yours.
He			him.		his			his.
She	can come.	She loves	her.	This is	her	seat.	It's	hers.
It			it.		its			its.
We			us.		our			ours.
They			them.		their			theirs.

8A

a Complete with *should* or *shouldn't*.

You *should* lose a bit of weight.

1 You _____ work really long hours every day.
2 You _____ stop smoking.
3 You _____ eat more fruit and vegetables.
4 You _____ put so much sugar in your coffee.
5 You _____ start doing some exercise.
6 You _____ drink less alcohol.
7 You _____ drink more water.
8 You _____ go to bed so late.

b Complete the sentences with *should* or *shouldn't* + a verb from the list.

be buy book drive ~~leave~~
relax spend study wear

We *should leave* now. It's getting late.

1 You _____ a scarf. It's really cold today.
2 I _____ this afternoon. I have an exam tomorrow.
3 You _____ a holiday. You need a break.
4 You look really ill. You _____ at work.
5 She _____ more. She's very stressed at the moment.
6 You _____ so fast – this road's very dangerous.
7 Parents _____ more time with their children.
8 You _____ him an iPad – he's only seven years old.

p.62

8B

a Match the sentence halves.

If you leave now, C

1 The hotel will be cheaper
2 If you don't hear from me this afternoon,
3 You'll learn more quickly
4 If you get that new job,
5 You won't pass your driving test
6 If I lend you this book,

A if you don't have enough lessons.
B will you remember to give it back?
~~C you'll catch the 8.00 train.~~
D if you book it early.
E if you come to every class.
F will you earn more money?
G call me this evening.

b Complete the sentences with the correct form of the verbs.

If we *start* walking, the bus *will come*. (start, come)

1 If you _____ me what really happened, I _____ anybody else. (tell, not tell)
2 If I _____ it down, I _____ it. (not write, not remember)
3 _____ you _____ me if you _____ any news? (call, get)
4 She _____ you if you _____ her nicely. (help, ask)
5 I _____ you if I _____ from Alex. (phone, hear)
6 You _____ your friends if you _____ to Paris. (miss, move)
7 If you _____ carefully, you _____ everything. (listen, understand)
8 Your boss _____ pleased if you _____ late for work today. (not be, be)
9 I _____ you home if you _____ me directions. (drive, give)
10 If you _____ an umbrella, it _____! (not take, rain)

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8C

a Circle the correct form.

Whose car is that? It's *her* / *hers*.

1 This isn't *my* / *mine* pen, it's Susan's.
2 I think this book is *your* / *yours*.
3 This isn't your suitcase, it's *ours* / *our*.
4 Where's Mary? I think these are *her* / *hers* gloves.
5 These keys are *mine* / *the mine*.
6 They showed us all *theirs* / *their* holiday photographs.
7 These seats are *theirs* / *their*, not ours.
8 Is this *yours* / *your* bag?
9 This isn't my jacket. It's *her* / *hers*.

b Complete the sentences with a pronoun or a possessive adjective.

This isn't my coffee, it's yours. Where's *mine*?

1 **A** Is that Sue's car?
B No, it's her boyfriend's. _____ is a white Peugeot.
2 Maya has a new boyfriend, but I haven't met _____ yet.
3 Look. Here's a photo of Alex and Kim with _____ new baby.
4 We've finished paying for our house, so it's _____ now.
5 These are your tickets. Can you give Maria and Marta _____?
6 We're lost. Can you tell _____ how to get to the station?
7 Would you like to see _____ garden? We've got some beautiful flowers.
8 London is famous for _____ beautiful parks.

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9

GRAMMAR BANK

9A second conditional: *if* + past, *would / wouldn't* + infinitive

1 **If** a cow **attacked** me, I**'d run** away. 9.5
If she **didn't have** a dog, she **wouldn't do** any exercise.
Would you **go** for a swim **if** there **were** sharks in the sea?
2 **If** I **had** more time, I**'d do** more exercise.
I**'d do** more exercise **if** I **had** more time.
3 **If** we **went** by car, we **could stop** at places on the way.

1 We use *if* + past to talk about an imaginary or hypothetical future situation and *would / wouldn't* + infinitive to talk about the consequence.

- *would* + infinitive is sometimes known as the conditional tense. We also use it without an *if*-clause to talk about imaginary or hypothetical situations e.g. *I'd never have a cat as a pet. They'd be happier in a bigger house.*
- *would / wouldn't* = is the same for all persons. Contractions: *'d = would* (*I'd, you'd, he'd*, etc.); *wouldn't = would not.*

2 In a second conditional the *if*-clause can come first or second. If the *if*-clause comes first, we usually put a comma before the next clause.

3 We can also use *could* + infinitive instead of *would* + infinitive in the other clause.

be in second conditionals

With the verb *be* we can use *were* (instead of *was*) after *I / he / she / it*, e.g.
*If Jack **was** / **were** here, he'd know what to do.*
Use *were* (not *was*) in the expression *If I were you,…*
We often use this expression for advice, e.g.
***If I were you**, I wouldn't take that job.*

first or second conditional?

Compare the first and second conditionals:

- We use the **first conditional** for **possible** future situations.
*If I **don't have to** work tomorrow, I**'ll help** you.*
(= It's a possibility. Maybe I will help you.)
- We use the **second conditional** for **imaginary** or **hypothetical** situations.
*If I **didn't have to** work tomorrow, I**'d help** you.*
(= It's a hypothetical situation. I have to work, so I can't help you.)

9B present perfect + *for* and *since*

A Where do you live now? 9.7
B In Manchester.
A **How long have** you **lived** there?
B I**'ve lived** there **for** 20 years.

A Where do you work?
B In a primary school.
A **How long have** you **worked** there?
B I**'ve worked** there **since** 2015.

- We use the present perfect + *for* and *since* to talk about actions and states which started in the past and are still true now.
***I've lived** in Manchester **for** twenty years.* = I came to live in Manchester twenty years ago and I live in Manchester now.
We don't use the present simple in this type of sentence, e.g.
NOT ~~*I live in Manchester for twenty years.*~~
- We use *How long…?* to ask questions about the duration of an action or a state, e.g. *How long have you been married?*

***for* or *since*?**

- We use *for* + a period of time, for example, ***for** two weeks*, ***for** ten years*, etc.
*I've had this car **for** three months.*
- We use *since* with the beginning of a period of time, for example, ***since** 2014*, ***since** last June*, etc.
*I've been afraid of spiders **since** I was a child.*

9C present perfect or past simple? (2)

1 A How long **was** Janet Leigh married to Tony Curtis? 9.15
B She **was** married to him for 11 years.
A How many books **did** she **write**?
B She **wrote** four books.
2 A How long **has** Jamie Lee Curtis **been** married?
B She**'s been** married since 1984.
A What kind of books **has** she **written**?
B She**'s written** children's books.

1 We use the **past simple** to talk about a finished period of time in the past. Janet Leigh and Tony Curtis are dead, so **NOT** ~~*She has been married to him for 11 years.*~~

- We can use *for* with the past simple for a finished period of time in the past.

2 We use the **present perfect** with *for* and *since* to talk about an unfinished period of time, from the past until now. Jamie Lee Curtis is still alive and still married.

- Compare the past simple and the present perfect.
*Jack **was** married for ten years.* = Jack is not married now. He's divorced or dead.
*Jack **has been** married for ten years.* = Jack is married now. He got married ten years ago.

9A

a Match the sentence halves.

You'd feel much better A
1 I'd enjoy the weekend more ___
2 If you didn't have to study for your exams, ___
3 Would you really wear a suit ___
4 If we took a taxi, ___
5 I wouldn't work ___
6 If I went to live in London, ___

~~A if you did some exercise.~~
B would you come to visit me?
C if I bought one for you?
D we could go out tonight.
E if I didn't have to work on Saturday.
F we would get there sooner.
G if I didn't need the money.

b Complete the sentences with the correct form of the verb to make second conditional sentences.

If I *found* a good job, I *'d move* to the USA. (find, move)
1 We _____ a dog if we _____ a garden. (get, have)
2 If you _____ Indian food, I'm sure you _____ it. (try, like)
3 I _____ it if I _____ it. (not buy, not like)
4 If we _____ a car, we _____ drive to the mountains. (hire, can)
5 We _____ our children more often if they _____ nearer. (see, live)
6 I _____ to that restaurant if I _____ you – it's very expensive. (not go, be)
7 You _____ more if you _____ more homework. (learn, do)
8 I _____ to work if the traffic _____ so bad. (cycle, not be)
9 _____ you _____ abroad if you _____ a well-paid job? (work, find)
10 I love living here. I _____ happy if I _____ leave. (not be, have to)

p.71

9B

a Write questions with *How long* and the present perfect.

/ you / be married *How long have you been married*?
1 / you / be afraid of flying _____?
2 / your sister / have her new car _____?
3 / they / live in this town _____?
4 / your dad / be a teacher _____?
5 / you / know your boyfriend _____?
6 / Spain / be in the EU _____?
7 / you / have / your cat _____?
8 / Dan / be in this class _____?

b Answer the questions in **a**. Use the present perfect + *for* or *since*.

I *'ve been married for* 20 years.
1 I _____ I was about 15.
2 She _____ three weeks.
3 They _____ a long time.
4 He _____ more than 20 years.
5 I _____ May.
6 It _____ 1986.
7 We _____ about two years.
8 He _____ last month.

p.73

9C

a Circle the correct form.

She was / She's been ill since May.
1 *Martin left / Martin has left* school two years ago.
2 *I lived / I've lived* in Cardiff for two years, but then I moved to Swansea.
3 *Anna was / Anna's been* in this company since April.
4 *My sister had / My sister has had* her baby yesterday!
5 I work in a travel agency. *I worked / I've worked* there for 20 years.
6 *The city changed / The city has changed* a lot since I was a child.
7 They're divorced now. *They were / They have been* only married for three years.
8 *I met / I've met* Sandra when I *was / have been* on holiday in Italy.

b Complete with the present perfect or past simple.

1 **A** Where does your brother live?
B In Verona.
A How long _____ there? (he / live)
B Only for six months. He _____ there last September. (move)
2 **A** When _____? (Picasso / die)
B In 1977, I think. In Paris.
A How long _____ in France? (he / live).
B For a long time. He _____ Spain when he was 25. (leave)
3 **A** My brother and his wife get on very well.
B How long _____ married? (they / be)
A They _____ married since 1995.
They _____ at university. (be, meet)
B Really? What university _____ to? (they / go)

p.75

10

GRAMMAR BANK

10A expressing movement

10.4

The ball **went over** the goalkeeper's head and **into** the goal.

He **drove out of** the car park and **along** the street.

I **ran over** the bridge and **across** the park.

- To express movement we use a verb of movement, e.g. *go*, *come*, *run*, *walk*, etc. and a preposition (or adverb) of movement, e.g. *up*, *down*, *away*, etc.

come or *go*?

We use *come* for movement towards you, and *go* for movement away from you.

in or *into*? *out* or *out of*?

We use *into* / *out of* + noun.
*Come **into** the living room.*
*He went **out of** the house.*

We use *in* / *out* if there isn't a noun.
*Come **in**.*
*He went **out**.*

10B word order of phrasal verbs

10.6

1 What time do you **get up**?
I don't usually **go out** during the week.
2 **Put on** your coat. **Put** your coat **on**. **Put** it **on**!
Turn off the TV. **Turn** the TV **off**. **Turn** it **off**.
3 I'm **looking for** my glasses.
A Have you found your glasses?
B No, I'm still **looking for** them.

- A phrasal verb = verb + particle (preposition or adverb), e.g. *get up*, *go out*, *turn on*, *look for*.
  1 Some phrasal verbs don't have an object, e.g. *get up*, *go out*.
  2 Some phrasal verbs have an object and are separable. With these phrasal verbs we can put the particle (*on*, *off*, etc.) before or after the object.
- When the object is a pronoun (*me*, *it*, *him*, etc.) it always goes between the verb and particle.
  Here's your coat. Put it on. **NOT** ~~*Put on it.*~~
  3 Some phrasal verbs have an object and are inseparable, e.g. *look for*. With these phrasal verbs the verb (e.g. *look*) and the particle (e.g. *for*) are never separated.
  *I'm **looking for** my glasses.* **NOT** ~~*I'm looking my glasses for.*~~
- See **Phrasal verbs** p.163.

10C the passive: *be* + past participle

Present: *am* / *is* / *are* + past participle 10.14
+ 20 billion pieces of Lego **are produced** every year.
− CDs **aren't used** very much nowadays.
? **Is** Spanish **spoken** in New Mexico?

Past: *was* / *were* + past participle
+ The hot-air balloon **was invented** by two Frenchmen.
− Stamps **weren't invented** until 1840.
? When **was** the watch **invented**?

- We can often say things in two ways, in the active or in the passive.
  *Alfred Nobel **invented** dynamite.* (**active**)
  *Dynamite **was invented** by Alfred Nobel.* (**passive**)
- In the **active** sentence, the focus is more on **Alfred Nobel**.
- In the **passive** sentence the focus is more on **dynamite**.
- We often use the passive when it isn't known or isn't important who does or did the action.
  *My car **was stolen** last week.*
  *Volvo cars **are made** in Sweden.*
- We use *by* to say who did the action.
  The Lord of the Rings *was written **by** Tolkien.*

10A

a Circle the correct word.

I lost my mobile signal when we went *across* / *through* a tunnel.

1 We ran *to* / *down* the sea, and jumped *into* / *out of* the water.
2 If you go *over* / *past* the bank, you'll see the supermarket on the right.
3 James walked *along* / *across* the street until he came to a big house.
4 Look! We're flying *on* / *over* the mountains now.
5 The dog started to run *towards* / *to* me, but then it suddenly stopped.
6 We cycled *over* / *out of* the bridge and *in* / *into* the park.
7 In the 800 metres, the runners run *round* / *across* the track twice.
8 The cat suddenly ran *across* / *through* the road.

b Complete the sentences with the correct word.

Alex jumped *into* his car and drove away.

1 When I was walking under the bridge, a train went _____ it.
2 Come _____. The door's open.
3 This is the first floor. Go _____ the stairs – the office is on the second floor.
4 He walked _____ the café and ordered some lunch.
5 Go _____ of the building and turn left.
6 Go _____! I don't want to talk to you.
7 I cycle _____ a big hill on my way home. I go really fast!

p.78

10B

a Circle the correct form. If both are correct, tick (✓) the box.

Turn off your mobile / *Turn your mobile off* before the film starts. ✓

1 Tonight I have to look *my little sister after* / *look after my little sister.* ☐
2 Let's *go out this evening* / *go this evening out.* ☐
3 I'll *drop off the children* / *drop the children off* at school. ☐
4 My brother is *looking for a new job* / *looking a new job for.* ☐
5 You should *throw away those old jeans* / *throw those old jeans away.* ☐
6 I don't like shopping for clothes online – I prefer to *try them on* / *try on them* before I buy them. ☐
7 *Take off your shoes* / *Take your shoes off* before you come in. ☐
8 We're meeting my mother tomorrow – I think you'll really *get on with her* / *get on her with.* ☐
9 If the jacket doesn't fit, *take back it* / *take it back* to the shop. ☐
10 What time do you *get up in the morning* / *get in the morning up*? ☐

b Complete the sentences with *it* or *them* and a word from the list.

back in on (x2) up (x2)

I can't hear the radio. Turn *it up*.

1 Your clothes are all over the floor. Pick _____.
2 Here's your coat. Put _____.
3 **A** What does this word mean?
B Look _____.
4 To get your passport there are three forms. Please fill _____ now.
5 You remember that money I lent you? When can you give _____?
6 **A** Is the match on TV?
B I don't know. Turn _____ and see.

p.81

10C

a Complete with the present or past passive.

The Eiffel Tower *was completed* in 1889. (complete)

1 Many of the things we use every day _____ by women. (invent)
2 In the UK most children _____ in state schools. (educate)
3 DNA _____ by Watson and Crick in 1953. (discover)
4 This morning I _____ by the neighbour's dog. (wake up)
5 Cricket _____ in the summer in the UK. (play)
6 The songs on this album _____ last year. (write)
7 Millions of toys _____ in China every year. (make)
8 Carols are songs which _____ at Christmas. (sing)
9 These birds _____ in northern Europe. (not usually see)
10 The London Eye _____ on 31 December 1999 to celebrate the new millennium. (open)

b Rewrite the sentences in the passive, beginning with the highlighted words.

Shakespeare wrote *Hamlet* in 1603.
Hamlet was written by Shakespeare in 1603.

1 Christopher Wren designed St Paul's Cathedral.
2 A small Italian company produces this olive oil.
3 The Russians discovered Antarctica in 1820.
4 Spielberg didn't direct the Star Wars films.
5 Van Gogh painted *Sunflowers* in 1888.
6 The Chinese didn't invent glass.
7 J.K. Rowling wrote the Harry Potter books.
8 They make Skoda cars in the Czech Republic.

p.83

11

GRAMMAR BANK

11A *used to / didn't use to*

+ When I was a child I **used to** play in the streets. 11.4
My brother **used to** have very long hair when he was a student.

− Nick **didn't use to** go out much, but now he goes out every night.
I **didn't use to** like vegetables, but now I love them.

? **A** **Did** you **use to** wear a uniform at school? **B** Yes, I did.
A **Did** you **use to** like your teachers? **B** No, I didn't.

- We use *used to / didn't use to* + verb to talk about things that happened repeatedly or were true for a long period of time in the past, but are usually not true now, e.g. things which happened when you were a child.
- *used to / didn't use to* is the same for all persons.

! Be careful with negatives and questions:
I didn't use to like maths. **NOT** ~~*I didn't used to like maths.*~~
Did you use to like maths? **NOT** ~~*Did you used to like maths?*~~

- Instead of *used to* you can use the past simple with an adverb of frequency.
When I was a child I often played in the street.

used to or usually?
used to is only for talking about the past.
For habits in the present, we use *usually* + present simple, **NOT** ~~*use to*~~.
I usually cook *in the evenings.*
NOT ~~*I use to cook in the evenings.*~~

11B *might / might not* (possibility)

We **might** have a picnic tomorrow, but it depends on the weather. 11.10
Karen **might** come with us tomorrow, but she's not sure yet.
I **might not** take my laptop on holiday. I haven't decided yet.
We **might not** see the boss today. I think she's away.

- We use *might / might not* + verb (infinitive without *to*) to say that perhaps somebody will or won't do something.
- *We might have a picnic tomorrow.* = Perhaps we will have a picnic tomorrow.
- *might / might not* is the same for all persons.
- *might not* is not usually contracted.

may / may not
We can also use *may* instead of *might* for possibility, e.g.
*We **may** have a picnic tomorrow.*
*I **may not** take my laptop on holiday.*

11C *so, neither* + auxiliaries

1 **A** I love classical music. 11.19
B **So do I.**
A I went to a classical concert last night.
B **So did I.**
2 **A** I'm not married.
B **Neither am I.**
A I don't want to get married.
B **Neither do I.**

- We use *So do I, Neither do I,* etc. to say that we have something in common with somebody.
  1 Use *So* + auxiliary + *I* to respond to positive sentences.
  2 Use *Neither* + auxiliary + *I* to respond to negative sentences.
- The auxiliary we use after *So…* and *Neither…* depends on the tense of the verb that the other speaker uses.

present simple	**A** I don't like classical music.	**B** Neither **do** I.
present continuous:	**A** I'm having a great time.	**B** So **am** I.
can / can't	**A** I can swim.	**B** So **can** I.
past simple	**A** I didn't like the film. **A** I was very tired.	**B** Neither **did** I. **B** So **was** I.
would / wouldn't	**A** I wouldn't like to go there.	**B** Neither **would** I.
present perfect	**A** I've been to Brazil.	**B** So **have** I.

! Be careful with the word order.
So do I / Neither do I. **NOT** ~~*So I do / Neither I do.*~~

neither and nor
We can also use *nor* instead of *neither*, e.g.
A *I didn't like the film.* **B** ***Nor / Neither*** *did I.*
Neither is usually pronounced /ˈnaɪðə/, but can also be pronounced /ˈniːðə/.

11A

a Look at how Alex has changed. Write six sentences about how he was before with *He used to* or *He didn't use to*.

He used to be slim.

1 _____ long hair.
2 _____ glasses.
3 _____ a beard.
4 _____ football.
5 _____ a tie.

b Make sentences with *used to, didn't use to,* or *did…use to?*

? / you / have long hair *Did you use to have long hair?*
1 + Angie / hate maths, but she loves it now
2 ? / you / work when you lived in Cairo
3 – I / like reading when I was a child
4 ? What / you / do in the summer holidays when you were young
5 – The British / cook with olive oil, but now it's very popular
6 + This restaurant / be a cinema in the 1960s
7 ? / your sister / eat meat, or has she always been a vegetarian
8 – I / be interested in athletics, but now I always watch it
9 ? / you / have a motorbike when you were a student
10 + Telegrams / be the quickest way to send important messages

p.87

11B

a Match the sentences.

Take some sun cream. D
1 Let's buy a lottery ticket. ☐
2 Can you phone the restaurant? ☐
3 Don't finish the milk. ☐
4 Let's use the satnav. ☐
5 You should try the shirt on. ☐
6 Don't wait for me tonight. ☐
7 Be careful with that knife! ☐
8 Ask how much it costs. ☐

A Someone might want some for breakfast.
B It may not be your size.
C We might get lost.
~~D It might be really hot.~~
E We may not have enough money.
F You might cut yourself.
G It may be closed on Sundays.
H We might win.
I I may finish work late.

b Complete the sentences with *might* + a verb phrase from the list.

be cold be ill be in a meeting
~~go to the cinema~~ not have time
not like it have the pasta

I'm not sure what to do tonight.
I *might go to the cinema*.
1 Kim isn't at school today. She _____.
2 His phone is turned off. He _____.
3 It's an unusual book. You _____.
4 I don't know if I'll finish this today.
I _____.
5 I'm not sure what to order. I _____.
6 Take a warm jacket. It _____ later.

p.88

11C

a Complete **B**'s answers with an auxiliary verb.

A I love chocolate ice cream. **B** So *do* I.
1 **A** I'm really thirsty. **B** So _____ I.
2 **A** I didn't go out last night. **B** Neither _____ I.
3 **A** I was born in Rome. **B** So _____ I.
4 **A** I don't eat meat. **B** Neither _____ I.
5 **A** I've been to Moscow. **B** So _____ I.
6 **A** I can't sing. **B** Neither _____ I.
7 **A** I'd like to go to Bali. **B** So _____ I.
8 **A** I saw a great film last week. **B** So _____ I.
9 **A** I wouldn't like to be famous. **B** Neither _____ I.
10 **A** I can play rugby. **B** So _____ I.

b Respond to **A**. Say you are the same. Use *So…I* or *Neither…I*.

A I don't like Indian food. *Neither do I.*
1 **A** I live near the football stadium. _____
2 **A** I'm not afraid of snakes. _____
3 **A** I went to bed late last night. _____
4 **A** I haven't been to Canada. _____
5 **A** I don't have any pets. _____
6 **A** I can speak three languages. _____
7 **A** I'll have the chicken with rice. _____
8 **A** I'm waiting for Maria. _____

p.91

12

GRAMMAR BANK

12A past perfect

[+] When I woke up the garden was all white. 12.1
It **had snowed** during the night.
I suddenly realized that I**'d left** my phone in the taxi.

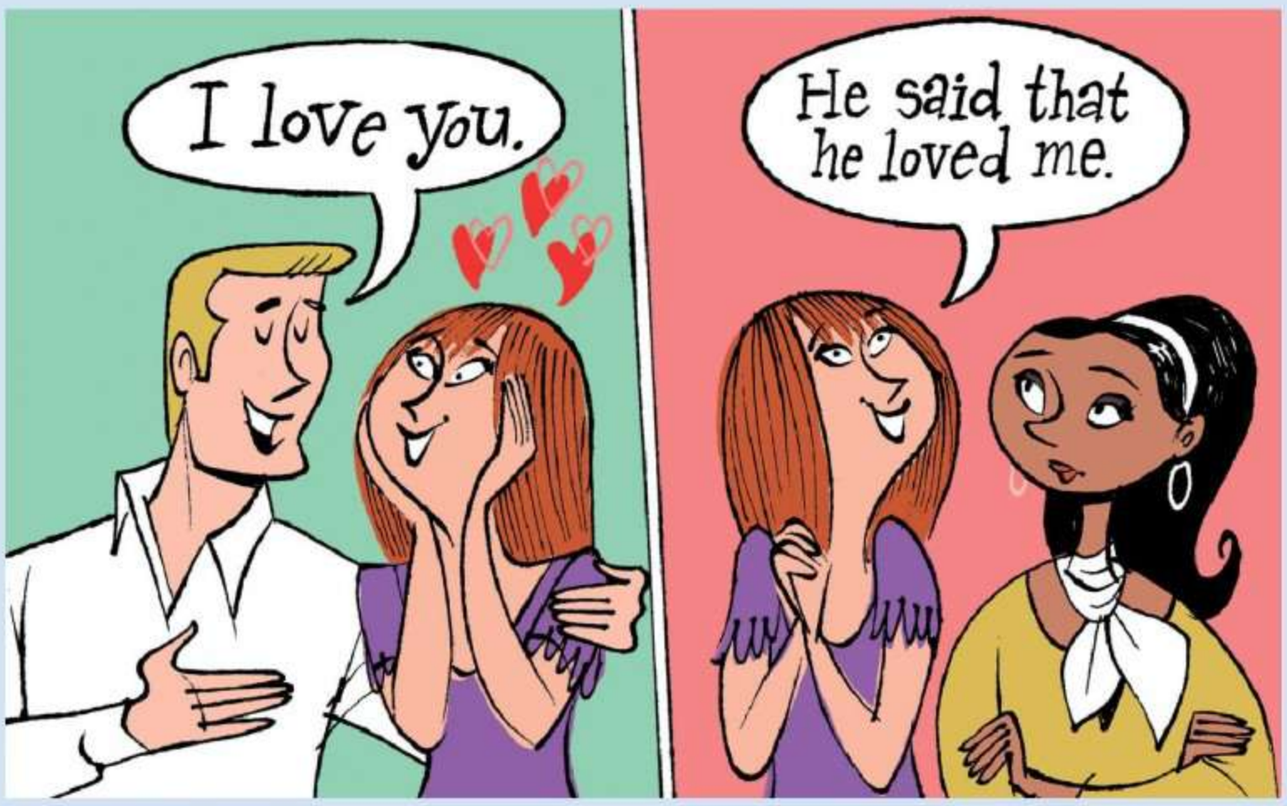
[−] We got home just in time – the match **hadn't started**.
When she got to class, she realized that she **hadn't brought** her book.

[?] **A** I went to Paris last weekend. I really loved it.
B **Had** you **been** there before?
A No, I **hadn't**.

- We use the past perfect when we are already talking about the past and want to talk about an earlier past action.
- *When I woke up the garden was all white. It **had snowed** during the night.* = It snowed before I woke up.
- We make the past perfect with *had / hadn't* + the past participle.
- The form of the past perfect is the same for all persons.
- *had* is sometimes contracted to *'d*.

had or would?
Be careful, *'d* can be *had* or *would*.
*I didn't know that you**'d** found a new job.* (*'d* = had)
*If you went by taxi, you**'d** get there much quicker.* (*'d* = would)

12B reported (or indirect) speech



direct speech	reported speech
'I love you.'	He said (that) **he loved me**.
'I've just arrived.'	She said (that) **she had just arrived**.
'We'll come at eight.'	He told me (that) **they would come** at eight.
'I don't want to go to the party.'	Jack told Anna (that) **he didn't want** to go to the party.

12.5

- We use reported speech to tell somebody what another person said.
- We often introduce reported speech with *said* or *told* (+ person).
- After *said* or *told* **that** is optional, e.g. *He said* (***that***) *he loved me.*

- Pronouns often change in reported speech, e.g. *I* changes to *he* or *she*.
*'**I**'m tired.'* ***She*** *told me (that) she was tired.*
- Verb tenses change like this:

direct speech	reported speech
'I **can** help you.' (present simple)	He said (that) he **could** help me. (past simple)
'I**'m driving.**' (present continuous)	She said (that) she **was driving.** (past continuous)
'I**'ll** call you.' (will)	He told me (that) he **would** call me. (would)
'I **met** a girl at a party.' (past simple)	John told me (that) he **had met** a girl at a party. (past perfect)
'I**'ve broken** my arm.' (present perfect)	Sara said (that) she **had broken** her arm. (past perfect)

say or *tell*?
We use *say* or *tell* in reported speech. They mean the same thing, but they are used differently.
We use *say* without an object or pronoun.
*He **said** (that) he loved me.*
NOT ~~*He said me (that) he loved me.*~~
We use *tell* with an object or pronoun.
*He **told me** (that) he loved me*
NOT ~~*He told (that) he loved me.*~~

12C questions without auxiliaries

subject	verb	12.9
Who	painted	*The Milkmaid*?
Which city	has	the most honest people?
How many people	live	near the school?
Who	wants	a cup of coffee?

- When the question word (*Who?, What?, Which?, How many?,* etc.) is the subject of the verb in the question, we don't use an auxiliary verb (*do / does / did*).
***Who painted** The Milkmaid*? **NOT** ~~*Who did paint…?*~~
- In most other questions in the present and past simple we use the auxiliary verb *do / does / did* + the infinitive.
*What music **do** you like*? **NOT** ~~*What music you like?*~~
- See **1A** p.126.

12A

a Match the sentence halves.

I couldn't get into my flat because C
1 When our friends arrived, ___
2 I took the jacket back to the shop because ___
3 Jill didn't come with us because ___
4 I turned on the TV news ___
5 He was nervous because ___
6 When I got to the supermarket checkout, ___

A she'd made other plans.
B I realized that I'd left my wallet at home.
~~C I'd lost my keys.~~
D I'd bought the wrong size.
E it was the first time he'd flown.
F to see what had happened.
G we hadn't finished cooking the dinner.

b Complete the sentences. Put the verbs in the past simple or past perfect.

We *didn't get* a table in the restaurant because we *hadn't booked*. (not get, not book)
1 Caroline _____ a lot, and I _____ her. (change, not recognize)
2 My friend _____ to tell me that I _____ my coat in his car. (phone, leave)
3 When I _____ the radio, the news _____. (turn on, already finish)
4 She _____ me the DVD because she _____ it yet. (not lend, not watch)
5 The bar _____ by the time we _____. (close, arrive)
6 When we _____ home, we saw that somebody _____ the kitchen window. (get, break)
7 When we _____ in the morning, we _____ that it _____ in the night. (get up, see, snow)

p.95

12B

a Write the sentences in reported speech.

'I love you.' He told her that he *loved her*.
1 'I'm hungry.' Ana said that she _____.
2 'I'll call the doctor.' He said he _____.
3 'I've bought a new phone.' Paul told us that he _____.
4 'I live in the city centre.' She said that she _____.
5 'We can't do it!' They said that they _____.
6 'I saw a great film at the cinema.' Julie said that she _____.
7 'I don't like dogs.' Ben told her he _____.

b Write the sentences in direct speech.

He told her that he was a doctor.
He said: '*I'm a doctor*.'
1 She said that she was studying German.
She said: '_____.'
2 Tony told me that his car had broken down.
Tony said: '_____.'
3 Paul said that he would send me an email.
Paul said: '_____.'
4 Wanda and Jack said they were in a hurry.
Wanda and Jack said:
'_____.'
5 He said he hadn't finished his essay yet.
He said: '_____.'
6 She told us that she wouldn't arrive on time.
She said: '_____.'
7 David said he had just arrived in London.
David said: '_____.'

p.96

12C

a Circle the correct question form.

What *you did* / *did you do* last night?
1 What *happened* / *did happen* to you?
2 What *means this word* / *does this word mean*?
3 How many people *came* / *did come* to the meeting?
4 Which bus *goes* / *does go* to the city centre?
5 Which film *won* / *did win* the most Oscars this year?
6 What *said the teacher* / *did the teacher* say?
7 Who *made* / *did make* this cake? It's delicious!

b Write the questions. Do you know the answers?

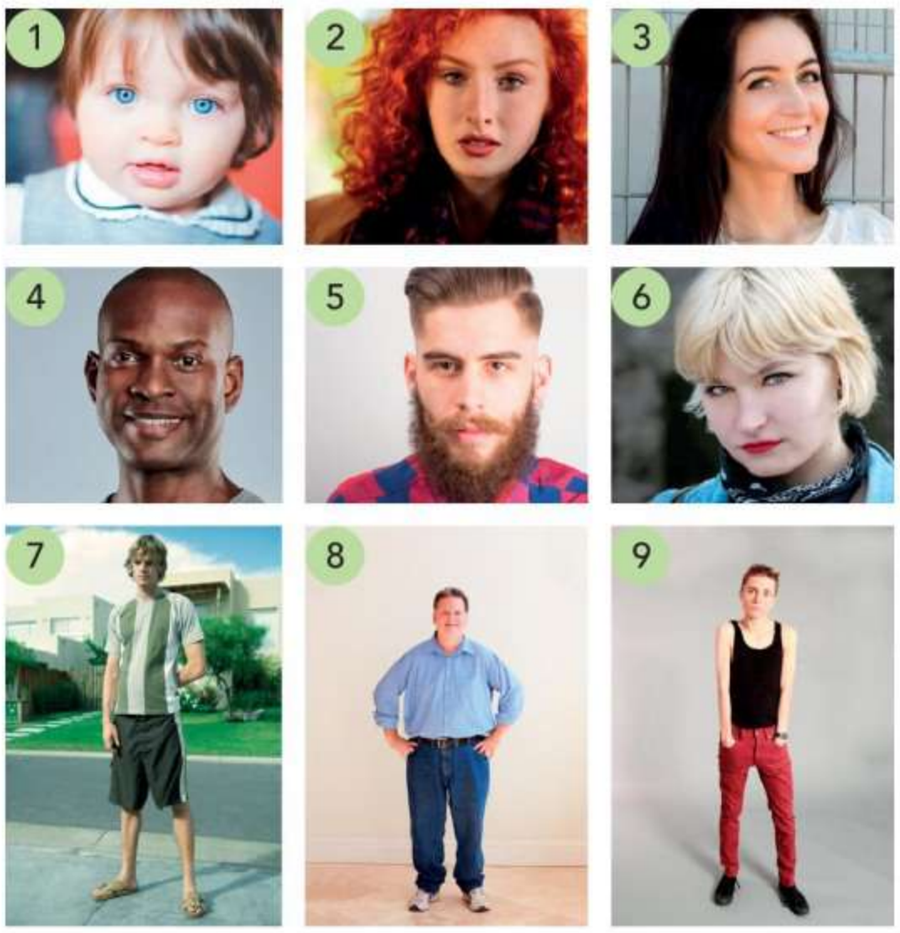
How many Formula 1 championships *did Michael Schumacher win*? (Michael Schumacher / win)
1 When _____ president of the USA? (Barack Obama / become)
2 Which US state _____ with the letter 'H'? (start)
3 Which books _____? (George R.R. Martin / write)
4 Who _____ the football World Cup in Russia in 2018? (win)
5 Which sport _____ the lightest ball? (use)
6 Where _____? (the 2016 Olympics / take place)
7 Which company _____? (Steve Jobs / start)

p.98

Describing people

1 APPEARANCE
What does he/she look like?

a Match the sentences and photos.



- She has curly /ˈkɜːli/ red hair.
- She has long straight /streɪt/ hair.
- *1* She has big blue eyes /aɪz/.
- She has short blonde hair.
- He has a beard /bɪəd/ and a moustache /məˈstɑːʃ/.
- He's bald /bɔːld/.
- He's very tall and thin.
- He's medium height /haɪt/ and very slim.
- He's quite short and a bit overweight /əʊvəˈweɪt/.

b 1.13 Listen and check.

c Cover the phrases and look at the photos. Test yourself or a partner.

Using two adjectives together
Adjectives go in this order: **size → style → colour** noun *She has long straight blonde hair. He has big brown eyes.*

***thin* or *slim*? *fat* or *overweight*?**
Thin and *slim* are both the opposite of *fat*, but *slim* = thin in an attractive way.

Fat is not very polite. It is more polite to say someone is *(a bit) overweight.*

***handsome* or *beautiful*?**
Handsome is used for men, *beautiful* is used for women and *good-looking* and *attractive* are used for both men and women.

2 PERSONALITY What's he / she like?

a Match the adjectives to the definitions.

clever /ˈklevə/ ~~friendly~~ /ˈfrendli/ funny /ˈfʌni/ generous /ˈdʒenərəs/ kind /kaɪnd/ lazy /ˈleɪzi/ shy /ʃaɪ/ talkative /ˈtɔːkətɪv/

	Adjective	Opposite
1 A person who is open and warm is	*friendly*	
2 A person who talks a lot is		
3 A person who likes giving people things is		
4 A person who is friendly and good to other people is		
5 A person who doesn't want to work is		
6 A person who makes people laugh is		
7 A person who is quick at learning and understanding things is		
8 A person who can't talk easily to people he / she doesn't know is		

b Complete the **Opposite** column with an adjective from the list.

extrovert /ˈekstrəvɜːt/ hard-working /ˌhɑːd ˈwɜːkɪŋ/ mean /miːn/ quiet /ˈkwaɪət/ serious /ˈsɪəriəs/ stupid /ˈstjuːpɪd/ unfriendly /ʌnˈfrendli/ unkind /ʌnˈkaɪnd/

c 1.14 Listen and check.

d Cover the adjectives and look at the definitions. Say the adjective and its opposite.

What does she look like? What is she like?
What does she look like? = Tell me about her appearance. (Is she tall / short? What colour hair does she have?)

What is she like? = Tell me what kind of person she is. (Is she friendly? Is she shy?)

ACTIVATION In pairs, ask and answer questions about a member of your family or a good friend.

A *What does your sister look like?*
B *She's quite tall and she has short dark hair.*
A *What's she like?*

p.8

Things you wear

a Match the words and photos.

Clothes

- blouse /blaʊz/
- cardigan /ˈkɑːdɪgən/
- coat /kəʊt/
- dress /dres/
- jacket /ˈdʒækɪt/
- jeans /dʒiːnz/
- leggings /ˈlegɪŋz/
- pyjamas /pəˈdʒɑːməz/
- shirt /ʃɜːt/
- *1* shorts /ʃɔːts/
- skirt /skɜːt/
- socks /sɒks/
- suit /suːt/
- sweater /ˈswetə/ (synonym *jumper*)
- tights /taɪts/
- top /tɒp/
- tracksuit /ˈtræksuːt/
- trousers /ˈtraʊzəz/
- T-shirt /ˈtiːʃɜːt/
- underwear /ˈʌndəweə/

Footwear

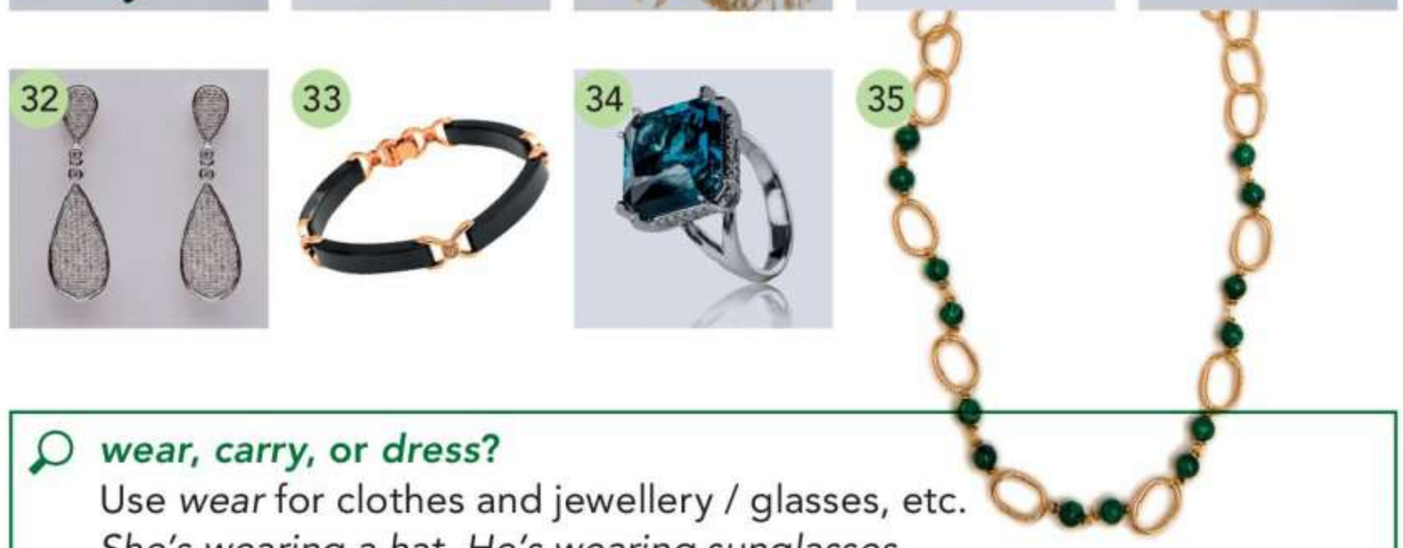
- boots /buːts/
- flip-flops /ˈflɪp flɒps/
- sandals /ˈsændlz/
- shoes /ʃuːz/
- trainers /ˈtreɪnəz/

Accessories

- belt /belt/
- cap /kæp/
- hat /hæt/
- gloves /glʌvz/
- scarf /skɑːf/
- tie /taɪ/

Jewellery

- bracelet /ˈbreɪslət/
- earrings /ˈɪərɪŋz/
- necklace /ˈneklәs/
- ring /rɪŋ/



b 1.23 Listen and check.

c Cover the phrases and look at the photos. Test yourself or a partner.

ACTIVATION Work with a partner. **A** say what someone in the class is wearing. **B** name the person.

p.10

wear, carry, or dress?

Use *wear* for clothes and jewellery / glasses, etc.
She's wearing a hat. He's wearing sunglasses.

Use *carry* for bags, cases, etc.
I can't carry this case. She's carrying a bag.

Use *dress* (with no object) to describe the kind of clothes people wear.
The Italians dress very well. Lucy always dresses in black.

a pair

We often use *a pair* to talk about plural clothes, e.g. *a pair of shoes, trainers, boots, jeans, trousers*, etc.

Holidays

1 PHRASES WITH *GO*

a Match the phrases and photos.

- go abroad /əˈbrɔːd/
- go away for the weekend
- go by bus (or car, plane, train)
- go camping
- go for a walk
- go on holiday
- go out at night
- 1 go sightseeing /ˈsaɪtsiːɪŋ/
- go skiing (or walking, cycling)
- go swimming (or sailing, surfing, fishing)

b 2.6 Listen and check.

c Cover the phrases and look at the photos. Test yourself or a partner.

2 OTHER HOLIDAY PHRASES

a Complete the verb phrases.

book buy have hire /ˈhaɪə/ rent spend ~~stay~~ sunbathe /ˈsʌnbeɪð/ take

stay _____ in a hotel / at a campsite / with friends
_____ photos
_____ souvenirs /suːvəˈnɪəz/
_____ on the beach
_____ a good time
_____ money (or time)
_____ an apartment
_____ a bicycle (or skis)
_____ a flight online (or a hotel)

b 2.7 Listen and check.

> **rent or hire?**
> *Rent* and *hire* mean the same but we normally use *rent* for a longer period of time, e.g. *you rent a flat or an apartment*, and *hire* for a short time, e.g. *you hire skis, a bike, a boat*, etc. With a car you can use *hire* or *rent*.

c Test yourself. Cover the verbs. Remember the phrases.

3 ADJECTIVES

a Match the questions and answers.

1 What was the weather like? It was…
2 What was the hotel like? It was…
3 What was the town like? It was…
4 What were the people like? They were…

- [+] comfortable, luxurious
- [+] friendly, helpful
- [+] beautiful, lovely
- [+] warm, sunny
- [−] basic, dirty, uncomfortable
- [−] unfriendly, unhelpful
- [−] noisy, crowded
- [−] very windy, foggy, cloudy

b 2.8 Listen and check.

> **General positive and negative adjectives**
> 😊 *great, lovely, wonderful, fantastic*
> 😐 *OK, not bad, all right*
> ☹ *awful, horrible, terrible*

ACTIVATION Talk to a partner. Which do you prefer? Why?

- going abroad or going on holiday in your country
- going by car, bus, plane, or train
- going to the beach or going to a city
- staying in a hotel (or apartment) or going camping
- sunbathing, going sightseeing, or going for walks
- hot, sunny weather or cool, cloudy weather
- going on holiday with friends or going with your family

p.15

Prepositions

1 *AT / IN / ON*

a Complete the chart with *at*, *in*, or *on*.

	Place	Time
1 ___	**countries and cities** Spain, Madrid **rooms** the kitchen **buildings** a shop, a museum **closed spaces** a park, a garden, a car	**months** February, June **seasons** (the) winter **years** 2018 **times of day** the morning, the afternoon, the evening
2 ___	**transport** a bike, a bus, a train, a plane, a ship **a surface** the floor, a table, a shelf, the balcony, the roof, the wall	**dates** 1st March **days** Tuesday, New Year's Day, Valentine's Day
3 ___	**places** school, home, work, university the airport, the station, a bus stop 	**times** 6 o'clock, half past two, quarter to eight night the weekend **festival periods** Christmas, Easter

b 2.10 Listen and check.

ACTIVATION Look at the chart for a few minutes. Then test a partner.

A Say a place or time word, e.g. *Madrid*, *Tuesday*.

B Close your books. Say the preposition (*at*, *in*, or *on*).

Swap roles.

p.16

2 VERBS + PREPOSITIONS

a Complete the **Prepositions** column with a word from the list.

about (x3) at for (x3) in (x2) of on (x2) to (x3) with

	Prepositions
1 I **arrived** ___ Paris on Friday night.	*in*
2 I was very tired when I **arrived** ___ the hotel.	
3 I hate **waiting** ___ people who are late.	
4 **A** What are you going to do at the weekend? **B** I don't know. It **depends** ___ the weather.	
5 I'm sorry, but I really don't **agree** ___ you.	
6 I **asked** ___ a chicken sandwich, but this is tuna!	
7 Please **listen** ___ what I'm saying!	
8 Who's going to **pay** ___ the meal?	
9 I need to **speak** (talk, write) ___ Martin ___ the meeting.	
10 I don't **spend** much money ___ food.	
11 Don't **worry** ___ the exam. It isn't very hard.	
12 Do you **believe** ___ ghosts?	
13 You're not listening! What are you **thinking** ___ ?	
14 **A** What do you **think** ___ this painting? **B** I really like it. I think it's beautiful.	
15 Who does this bag **belong** ___ ?	

> ***arrive in* or *arrive at*?**
> We use *arrive in* + cities or countries and *arrive at* + buildings, stations, etc.

b 3.7 Listen and check.

ACTIVATION

a Cover the **Prepositions** column. Say the sentences.

b Ask and answer the questions with a partner. Use the correct prepositions.

1 Do you spend more ____ clothes or technology? Why?
2 If you're worried ____ something, who do you normally talk ____?
3 Do you believe ____ love at first sight? Why (not)?
4 Do you belong ____ any clubs or organizations? Which ones?
5 How long are you prepared to wait ____ friends when you've arranged to meet?
6 Who do you think should pay ____ the meal on a first date?

p.24

Housework, *make* or *do*?

1 HOUSEWORK

a Match the verb phrases to the photos.

- clean the floor
- do the ironing /ˈaɪənɪŋ/
- do the shopping
- do the vacuuming /ˈvækjuəmɪŋ/ (or *hoovering*)
- do the washing
- do the washing-up
- dust the furniture
- 1 lay the table (opposite *clear*)
- load the dishwasher (opposite *unload*)
- make lunch (or *dinner*)
- make the bed
- pick up dirty clothes (from the floor)
- put away your clothes
- take out the rubbish
- tidy your room

b 4.1 Listen and check.

c Cover the phrases and look at the photos. Say the phrases.

2 *MAKE* OR *DO*?

a Write *make* or *do* next to the photos.

do a course

_____ a mistake

_____ an exam (an exercise, homework)

_____ a noise

_____ a phone call

_____ housework

_____ friends

_____ sport (or exercise)

_____ plans

_____ an excuse /ɪkˈskjuːs/

b 4.2 Listen and check.

c Cover the phrases and look at the photos. Say the phrases.

ACTIVATION Test a partner. **A** say a noun from this page. **B** say the correct verb.

p.30

Shopping

1 IN A SHOP OR STORE

a Match the words and photos.

- basket
- 1 changing room
- (self-service) checkout
- customer
- receipt
- shelves /ʃelvz/ (singular *shelf*)
- shop assistant
- shopping bag
- the sales
- till
- trolley /'trɒli/

b 4.12 Listen and check.

c Match the sentences.

1 Can I **help** you?
2 What **size** are you?
3 Can I **try on** this shirt?
4 This shirt doesn't **fit** me.
5 That jacket really **suits** you!
6 I'm going to **take** these trousers **back**.

a Yes, the changing rooms are over there.
b It's too big for me.
c You always look good in red.
d I'm just looking, thank you.
e I'm a medium.
f They're too short.

d 4.13 Listen and check.

2 ONLINE

a Read the text about shopping online. Then complete the phrases with words from the list.

account /ə'kaʊnt/ auction /'ɔːkʃn/
basket /'bɑːskɪt/ checkout /'tʃekaʊt/
debit /'debɪt/ delivery /dɪ'lɪvəri/
item /'aɪtəm/ next-day /'nekst deɪ/
payment /'peɪmənt/ ~~web~~site /'websaɪt/

b 4.14 Listen and check.

ACTIVATION Talk to a partner. Do you prefer buying things in 'real' shops or online? Why?

p.32

Search our help pages | Go

All major chain stores and many other shops sell online, and a lot of people prefer [1]**going to their** *website* than the actual shop. The first time you use a site, you usually have to [2]**create an** _____ where you give your personal details. Then you choose what you want to buy, and [3]**click on each** _____. Everything you buy goes [4]**in your** _____, usually at the top right of the page. When you are ready to pay you click on '[5]**proceed to** _____'. You then have to give the [6]_____ **address** where you want them to send your things. You can usually pay extra for [7]_____ **delivery** – standard delivery is sometimes free. Then you choose how you want to pay, for example [8]**with a credit or** _____ **card** or with PayPal, and [9]**give your** _____ **details**, for example your credit card number and expiry date. Finally you confirm your payment and receive a reference number and a confirmation email. And then you wait! Many people also buy and sell things online at [10]_____ **sites** like eBay.

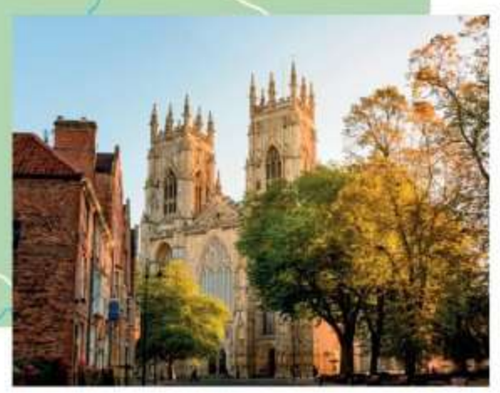
Describing a town or city

VOCABULARY BANK

1 WHERE IS IT? HOW BIG IS IT?

a Look at the map. Then read the description of York and circle the correct words or phrases.

York is a city in the *south* / *north* of England, on the *River Ouse* / *the coast*. It's about 25 miles *east* / *west* of Leeds. It's a *small* / *medium-sized* / *large* city and it has a population of about 200,000. It's famous for its cathedral, York Minster, and its historic city centre.



b 5.9 Listen and check.

2 WHAT'S IT LIKE?

a Match the adjectives to sentences 1–6.

		Opposite
5	boring /'bɔ:rɪŋ/	*exciting*
	crowded /'kraʊdɪd/	
	dangerous /'deɪndʒərəs/	
	modern /'mɒdn/	
	noisy /'nɔɪzi/	
	polluted /pə'lu:tɪd/	

1 There are a lot of bars and clubs with loud music.
2 The air is very dirty.
3 There are too many people.
4 The buildings were all built quite recently.
5 ~~There's nothing to do.~~
6 You have to be careful, especially at night.

b Match these adjectives to their opposites in **a**.

clean /kli:n/ empty /'empti/ ~~exciting~~ /ɪk'saɪtɪŋ/ historic /hɪ'stɒrɪk/ interesting /'ɪntrestɪŋ/ quiet /'kwaɪət/ safe /seɪf/

c 5.10 Listen and check your answers to **a** and **b**.

d Cover the words and look at the sentences. Remember the adjectives and their opposites.

3 WHAT IS THERE TO SEE?

a Put the words in the correct column.

bridge /brɪdʒ/ ~~canal~~ /kə'næl/ ~~castle~~ /'kɑ:sl/ ~~cathedral~~ /kə'θi:drəl/ church /tʃɜ:tʃ/ city walls /'sɪti wɔ:lz/ ~~department store~~ /dɪ'pɑ:tmənt ˌstɔ:/ harbour /'hɑ:bə/ hill /hɪl/ lake /leɪk/ market /'mɑ:kɪt/ mosque /mɒsk/ museum /mju'zi:əm/ palace /'pæləs/ ruins /'ru:ɪnz/ shopping centre (mall) /'ʃɒpɪŋ ˌsentə/ statue /'stætʃu:/ synagogue /'sɪnəgɒg/ temple /'templ/ town hall /taʊn 'hɔ:l/

Religious buildings	Places where you can buy things	Historic buildings and monuments	Others
cathedral	*department store*	*castle*	*bridge*

b 5.11 Listen and check.

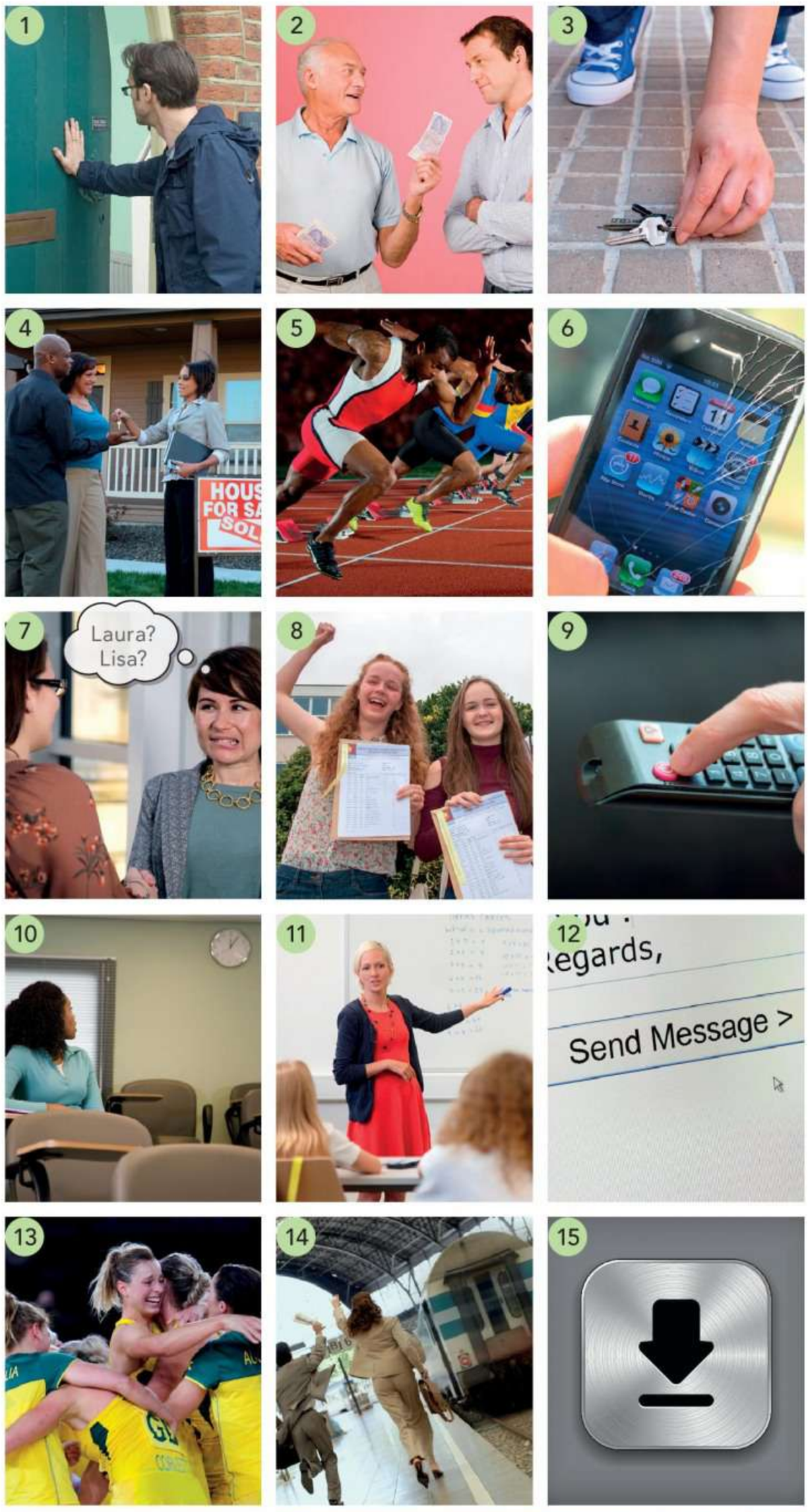
ACTIVATION Describe your nearest city in the same way as York in **1**. Choose three adjectives from **2** to describe it. Which of the places in **3** are there / aren't there in your city?

p.40

Opposite verbs

a Match the verbs and photos.

	Opposite
arrive (early) /əˈraɪv/	*leave*
break (your phone) /breɪk/	
buy (a house) /baɪ/	
download (a song) /dɑʊnˈləʊd/	
find (your keys) /faɪnd/	
forget (a name) /fəˈget/	
lend (money to somebody) /lend/	
love (cooking) /lʌv/	
miss (a train) /mɪs/	
pass (an exam) /pɑːs/	
pick up (somebody at the airport) /pɪk ʌp/	
1 push (the door) /pʊʃ/	
send (an email) /send/	
start (a race) /stɑːt/	
teach (maths) /tiːtʃ/	
turn on (the TV) /tɜːn ɒn/	
win (a match) /wɪn/	



b Find the opposite verbs in the list. Write them in the **Opposite** column.

borrow (money from somebody) /ˈbɒrəʊ/
catch /kætʃ/
drop off /drɒp ɒf/
fail /feɪl/
finish /ˈfɪnɪʃ/
get /get/
hate /heɪt/
learn /lɜːn/
~~leave~~ /liːv/
lose (x2) /luːz/
mend /mend/
pull /pʊl/
receive /rɪˈsiːv/
remember /rɪˈmembə/
repair /rɪˈpeə/
sell /sel/
turn off /tɜːn ɒf/
upload /ʌpˈləʊd/

c 6.2 Listen and check.

ACTIVATION Test a partner. **A** say a verb, **B** say the opposite.

p.46

Verb forms

1 VERBS + INFINITIVE

a Complete the ***to* + verb** column with *to* + a verb from the list.

be bring buy catch drive find get married go (x2) help pay rain see turn off

			***to* + verb**
1	decide	We've decided ___ to France for our holiday.	*to go*
2	forget	Don't forget ___ all the lights.	
3	hope	We hope ___ you again soon.	
4	learn	I'm learning ___. My test is next month.	
5	need	I need ___ to the supermarket. We don't have any milk.	
6	offer	He offered ___ me with my case.	
7	plan	They're planning ___ soon.	
8	pretend	He pretended ___ ill, but he wasn't really.	
9	promise	He's promised ___ me back when he gets a job.	
10	remember	Remember ___ your dictionaries to class tomorrow.	
11	start	It was very cloudy and it started ___.	
12	try	I'm trying ___ a job, but it's very hard.	
13	want	I want ___ the six o'clock train.	
14	would like	I'd like ___ a new car next month.	

b 7.2 Listen and check.

ACTIVATION Cover the ***to* + verb** column. Say the sentences.

p.55

2 VERBS + GERUND (VERB + *-ING*)

a Complete the **gerund** column with a verb from the list in the gerund.

be cook do have make rain ~~read~~ talk tidy wake up work

			gerund
1	enjoy	I enjoy ___ in bed.	*reading*
2	finish	Have you finished ___ your room?	
3	go on	I want to go on ___ until I'm 70.	
4	hate	I hate ___ late when I'm meeting someone.	
5	like	I like ___ breakfast in a café.	
6	love	I love ___ early on a sunny morning.	
7	mind	I don't mind ___ the ironing. It's quite relaxing.	
8	spend (time)	She spends hours ___ on the phone.	
9	start*	It started ___ at 5.30 in the morning.	
10	stop	Please stop ___ such a noise. I can't think.	
11	feel like	I don't feel like ___ today. Let's go out for lunch.	

* *start* can be used with a gerund or infinitive, e.g. *It started raining. It started to rain.*

b 7.6 Listen and check.

ACTIVATION Cover the **gerund** column. Say the sentences.

p.56

get

> **get**
> *get* is one of the most common verbs in English. It has several different meanings, e.g. *arrive*, *become*, and can also be used with many prepositions or adverbs with different meanings, e.g. *get up*, *get on with*.

a Match the phrases and pictures.

***get* = become (+ adjective / past participle)**

- get angry
- get divorced
- get fit
- get lost
- get married
- 1 get nervous
- get ready

***get* = become (+ comparative)**

- get better / get worse
- get colder

***get* = buy / obtain**

- get a job
- get a newspaper
- get a ticket

***get* + preposition (phrasal verbs)**

- get into (out of) a car
- get on (off) a bus
- get on with (somebody)
- get up

***get (to)* = arrive**

- get home
- get to school
- get to work

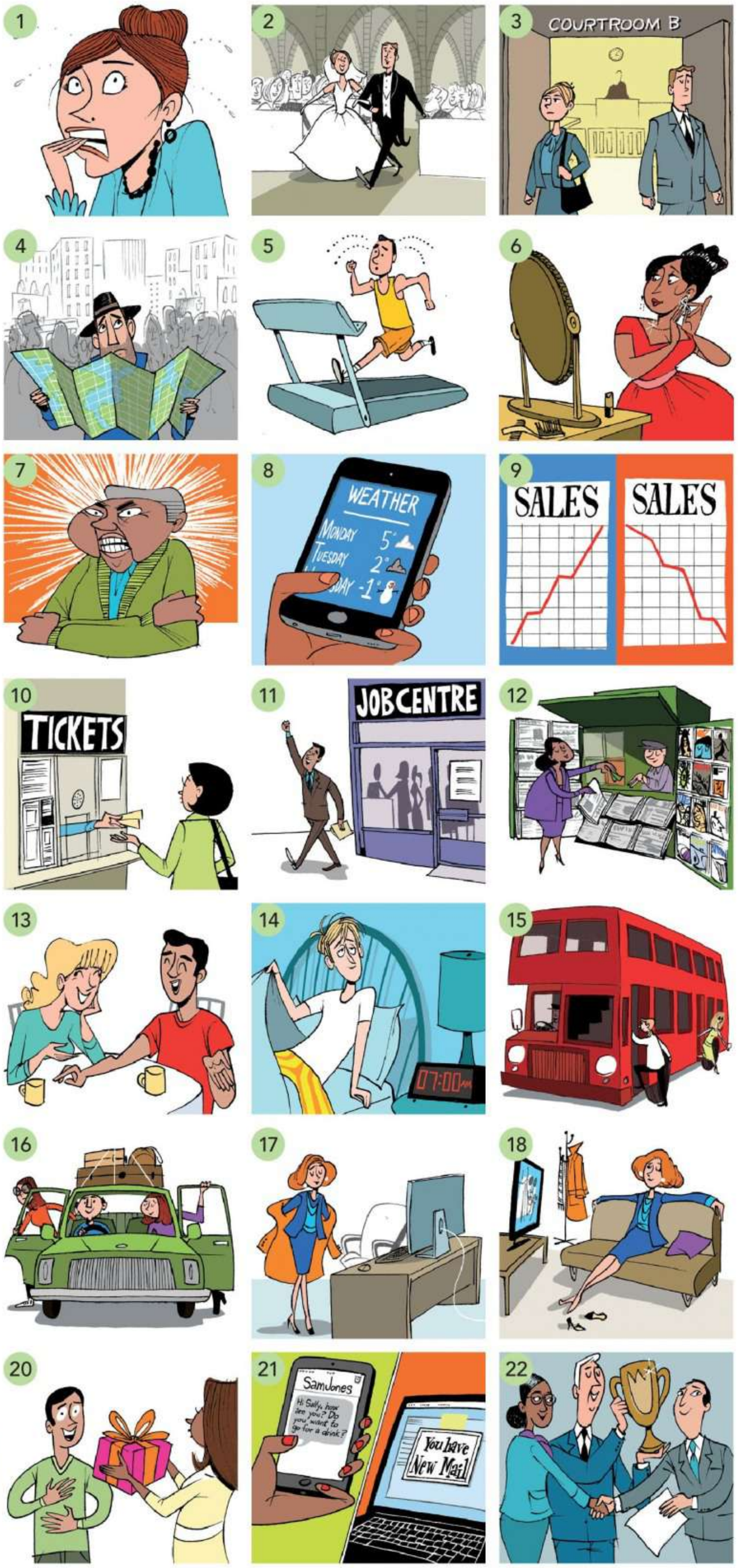
***get* = receive**

- get an email (a text message)
- get a present
- get a prize

b 8.11 Listen and check.

ACTIVATION Cover the phrases and look at the pictures. Test yourself or a partner.

p.63



Confusing verbs

a Match the verbs and photos.

2	**wear** /weə/ jewellery clothes	**carry** /ˈkæri/ a bag a baby
	win /wɪn/ a match a medal a prize	**earn** /ɜːn/ a salary money
	know /nəʊ/ somebody well something	**meet** /miːt/ somebody for the first time at 11 o'clock
1	**hope** /həʊp/ that something good will happen to do sth	**wait** /weɪt/ for a bus for a long time
	watch /wɒtʃ/ TV a match	**look at** /lʊk æt/ a photo a view
	look /lʊk/ happy about 25 years old	**look like** /lʊk laɪk/ your mother a model
	miss /mɪs/ the bus a class	**lose** /luːz/ a match your glasses
	bring /brɪŋ/ your dictionary (to class) sth back from holiday	**take** /teɪk/ an umbrella (with you) your children to school
	look for /lʊk fɔː/ your glasses a job	**find** /faɪnd/ your glasses a job
	say /seɪ/ sorry hello something to sb	**tell** /tel/ a joke a lie somebody something
	lend /lend/ money to sb	**borrow** /ˈbɒrəʊ/ money from sb
	hear /hɪə/ a noise the doorbell	**listen to** /ˈlɪsn tə/ music the radio

b 8.15 Listen and check.

ACTIVATION Work with a partner. **A** say a verb, **B** say a possible continuation.

A *Wait...* B *for a bus*

p.65

hope* and *expect

hope = to want sth to happen, always for positive things, e.g. *I hope I'll pass the exam.*

expect = to think sth will happen, usually for a reason, e.g. *I expect I'll fail because I haven't worked very hard.*

bring* and *take

Please bring your dictionaries to class tomorrow = movement towards here

Don't forget to take all your things when you leave = movement away from here

Animals

VOCABULARY BANK

a Match the words and photos.

Insects

- bee /biː/
- butterfly /ˈbʌtəflaɪ/
- fly /flaɪ/
- 1 mosquito /məˈskiːtəʊ/
- spider /ˈspaɪdə/
- wasp /wɒsp/

Farm animals

- bull /bʊl/
- chicken /ˈtʃɪkɪn/
- cow /kaʊ/
- goat /gəʊt/
- horse /hɔːs/
- pig /pɪg/
- sheep /ʃiːp/

Wild animals

- bat /bæt/
- bear /beə/
- bird /bɜːd/
- camel /ˈkæml/
- crocodile /ˈkrɒkədaɪl/
- deer /dɪə/ (plural *deer* **NOT** *deers*)
- elephant /ˈelɪfənt/
- giraffe /dʒəˈrɑːf/
- kangaroo /kæŋgəˈruː/
- lion /ˈlaɪən/
- monkey /ˈmʌŋki/
- mouse /maʊs/ (plural *mice*)
- rabbit /ˈræbɪt/
- rat /ˈræt/
- snake /sneɪk/
- tiger /ˈtaɪgə/

Sea animals

- dolphin /ˈdɒlfɪn/
- jellyfish /ˈdʒelifɪʃ/
- shark /ʃɑːk/
- whale /weɪl/

> ***bite* and *sting***
> Some insects *sting* (= inject venom into your skin), e.g. bees and wasps, and also some sea animals, e.g. jellyfish.
>
> Other insects *bite*, e.g. mosquitoes and spiders, and also snakes and all animals with teeth.

b 9.2 Listen and check.

ACTIVATION Cover the words and look at the photos. Test yourself or a partner.

p.70

Expressing movement

a Match the words and pictures.

- **under** the bridge /ˈʌndə/
- **along** the street /əˈlɒŋ/
- **round** (around) the lake /raʊnd/ /əˈraʊnd/
- **through** the tunnel /θruː/
- **into** the shop /ˈɪntuː/
- **across** the road /əˈkrɒs/
- **over** the bridge /ˈəʊvə/
- **up** the steps /ʌp/
- **past** the church /pɑːst/
- **towards** the lake /təˈwɔːdz/
- 1 **down** the steps /daʊn/
- **out of** the shop /ˈaʊt əv/

> **across or through**
> We use *across* to talk about movement from one side to the other of something which has 'sides', like a square, a street, or a river, e.g. *He swam **across** the river.*
>
> We use *through* to talk about movement from one side to the other but 'in something', e.g. a forest, a tunnel, a crowd, e.g. *We walked **through** the crowds and reached the empty streets on the other side.*

b 10.3 Listen and check.

> **away and back**
> We use *away* to express movement to another place, e.g. ***Go away**! I don't want to speak to you. The man **ran away** when he saw the policeman.*
>
>
>
>
> We use *back* to express movement to the place where something or somebody was before, e.g. *After dinner we **went back** to our hotel. Their dog ran away and never **came back**.*
>
>
>

ACTIVATION Cover the words and look at the pictures. Where did the woman and her dog go?

They went down the steps…

p.78

Phrasal verbs

a Match the sentences and pictures.

- The match will be over at about 5.30.
- My alarm goes off at six o'clock every morning.
- We set off for the airport at 6.30.
- I want to give up chocolate.
- *1* Don't throw away that letter!
- Turn down the music! It's very loud.
- Turn up the TV! I can't hear.
- He looked up the words in a dictionary.
- Could you fill in this form?
- I want to find out about hotels in Madrid.
- It's bedtime – go and put on your pyjamas.
- Could you take off your boots, please?
- My sister's looking after Jimmy for me today.
- I'm really looking forward to the holidays.

b 10.5 Listen and check.

ACTIVATION

a Cover the sentences and look at the pictures. Remember the phrasal verbs.

b Look at these phrasal verbs from Files 1–10. Can you remember what they mean?

check in (for a flight)
come on
get up
go away (for the weekend)
go back (to work)
go out (at night)
sit down
stand up
wake up
call back (later)
drop off (somebody at the airport)
give back (something you've borrowed)
pay back (money you've borrowed)
pick up (something on the floor, somebody from the airport)
put away (e.g. clothes in a cupboard)
send back (something you don't want)
take back (something to a shop)
take out (the rubbish)
try on (clothes)
turn off (the TV)
turn on (the TV)
write down (the words)
go on (doing something)
get on / off (a bus)
get on with (a person)
look for (something you've lost)
look round (a shop, city, museum)
run out of (petrol, printer ink)

Type 1 = no object
The verb and the particle (*on*, *up*, etc.) are **never separated**.
I get up at 7.30.

Type 2 = + object
The verb and the particle (*on*, *up*, etc.) **can be separated**.
Turn the TV on. OR *Turn on the TV.*

Type 3 = + object
The verb and the particle (*on*, *up*, etc.) are **never separated**.
Look for your keys. **NOT** ~~*Look your keys for.*~~

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Irregular verbs

Present	Past simple	Past participle
be /bi/	was /wɒz/ were /wɜː/	been /biːn/
become /bɪ'kʌm/	became /bɪ'keɪm/	become
begin /bɪ'gɪn/	began /bɪ'gæn/	begun /bɪ'gʌn/
break /breɪk/	broke /brəʊk/	broken /'brəʊkən/
bring /brɪŋ/	brought /brɔːt/	brought
build /bɪld/	built /bɪlt/	built
buy /baɪ/	bought /bɔːt/	bought
can /kæn/	could /kʊd/	–
catch /kætʃ/	caught /kɔːt/	caught
choose /tʃuːz/	chose /tʃəʊz/	chosen /'tʃəʊzn/
come /kʌm/	came /keɪm/	come
cost /kɒst/	cost	cost
cut /kʌt/	cut	cut
do /duː/	did /dɪd/	done /dʌn/
dream /driːm/	dreamt /dremt/ (also *dreamed*)	dreamt /dremt/ (also *dreamed*)
drink /drɪŋk/	drank /dræŋk/	drunk /drʌŋk/
drive /draɪv/	drove /drəʊv/	driven /'drɪvn/
eat /iːt/	ate /eɪt/	eaten /'iːtn/
fall /fɔːl/	fell /fel/	fallen /'fɔːlən/
feel /fiːl/	felt /felt/	felt
find /faɪnd/	found /faʊnd/	found
fly /flaɪ/	flew /fluː/	flown /fləʊn/
forget /fə'get/	forgot /fə'gɒt/	forgotten /fə'gɒtn/
get /get/	got /gɒt/	got
give /gɪv/	gave /geɪv/	given /'gɪvn/
go /gəʊ/	went /went/	gone /gɒn/
grow /grəʊ/	grew /gruː/	grown /grəʊn/
have /hæv/	had /hæd/	had
hear /hɪə/	heard /hɜːd/	heard
hit /hɪt/	hit	hit
keep /kiːp/	kept /kept/	kept
know /nəʊ/	knew /njuː/	known /nəʊn/

Present	Past simple	Past participle
lay /leɪ/	laid /leɪd/	laid /leɪd/
learn /lɜːn/	learnt /lɜːnt/ (also *learned*)	learnt (also *learned*)
leave /liːv/	left /left/	left
lend /lend/	lent /lent/	lent
let /let/	let	let
lose /luːz/	lost /lɒst/	lost
make /meɪk/	made /meɪd/	made
meet /miːt/	met /met/	met
pay /peɪ/	paid /peɪd/	paid
put /pʊt/	put	put
read /riːd/	read /red/	read /red/
ring /rɪŋ/	rang /ræŋ/	rung /rʌŋ/
run /rʌn/	ran /ræn/	run
say /seɪ/	said /sed/	said
see /siː/	saw /sɔː/	seen /siːn/
sell /sel/	sold /səʊld/	sold
send /send/	sent /sent/	sent
shut /ʃʌt/	shut	shut
sing /sɪŋ/	sang /sæŋ/	sung /sʌŋ/
sit /sɪt/	sat /sæt/	sat
sleep /sliːp/	slept /slept/	slept
speak /spiːk/	spoke /spəʊk/	spoken /'spəʊkən/
spend /spend/	spent /spent/	spent
stand /stænd/	stood /stʊd/	stood
steal /stiːl/	stole /stəʊl/	stolen /'stəʊlən/
swim /swɪm/	swam /swæm/	swum /swʌm/
take /teɪk/	took /tʊk/	taken /'teɪkən/
teach /tiːtʃ/	taught /tɔːt/	taught
tell /tel/	told /təʊld/	told
think /θɪŋk/	thought /θɔːt/	thought
throw /θrəʊ/	threw /θruː/	thrown /θrəʊn/
understand /ʌndə'stænd/	understood /ʌndə'stʊd/	understood
wake /weɪk/	woke /wəʊk/	woken /'wəʊkən/
wear /weə/	wore /wɔː/	worn /wɔːn/
win /wɪn/	won /wʌn/	won
write /raɪt/	wrote /rəʊt/	written /'rɪtn/

Appendix

have got

I**'ve got** a brother and two sisters. 7.24
I **haven't got** any pets.
She**'s got** a beautiful house.
He **hasn't got** many friends.
Have they **got** any children? No, they **haven't**.
Has the hotel **got** a swimming pool? Yes, it **has**.

full form	contraction	negative	
I have got	I've got	I haven't got	a car.
You have got	You've got	You haven't got	
He / She / It has got	He / She / It's got	He / She / It hasn't got	
We have got	We've got	We haven't got	
You have got	You've got	You haven't got	
They have got	They've got	They haven't got	

?		✓		✗	
Have I got	a car?	Yes,	I have.	No,	I haven't.
Have you got			you have.		you haven't.
Has he / she / it got			he / she / it has.		he / she / it hasn't.
Have we got			we have.		we haven't.
Have you got			you have.		you haven't.
Have they got			they have.		they haven't.

- You can use *have got* instead of *have* for possession in the present.
  I've got a bike. = I have a bike.
  Have you got a car? = Do you have a car?
- We also use *have got* to talk about family and illnesses, and to describe people.
  I've got two sisters.
  He's got a cold.
  She's got long brown hair.
- *have got* is not used in the past. For past possession use *had*.
  I had a pet cat when I was a child.
  Did you have a pet?
- *I've got... / Have you got...?* is common in the UK especially in conversation, but *I have... / Do you have...?* is also common.

a Write +, –, and ? sentences with the correct form of *have got*.

they / big house
+ *They've got a big house.*

1 she / any brothers
– _____

2 you / big flat
? _____

3 we / a lot of work today
– _____

4 your sister / a boyfriend
? _____

5 Roger and Val / a beautiful garden
+ _____

6 I / a really good teacher
+ _____

7 My brother / a job at the moment
– _____

8 they / the same colour eyes
+ _____

9 we / a meeting today
? _____

10 he / many friends at work
– _____

b Complete the sentences with the correct form of *have got*.

They love animals. They*'ve got* two dogs and five cats.

1 I hope it doesn't rain – I _____ my umbrella today.

2 _____ your phone _____ a good camera?

3 I _____ a new iPad. Do you want to see it ?

4 Sorry kids, I _____enough money to buy sweets.

5 Jane _____ 50 pairs of shoes – can you believe it?

6 I can't call him now – I _____ a signal on my phone.

7 _____ you _____ your keys? I can't find mine.

8 Maria's so lucky – she _____ lovely curly hair.

9 One more question, Mr Jones. _____ you _____ any qualifications?

10 We might have problems getting there because we _____ a map.

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Vowel sounds

SOUND BANK

	usual spelling	! but also
fish	**i** thin slim history kiss if since	English women busy decide repeat gym
tree	**ee** feel sheep **ea** teach mean **e** she we	people machine key niece receipt
cat	**a** cap hat back catch carry match	
car	**ar** far large scarf **a** fast pass after	aunt laugh heart
clock	**o** top lost socks wrong hot box	what wash want because
horse	**or** boring north **al** walk ball **aw** awful saw	water auction bought thought abroad warm
bull	**u** pull push **oo** football book look good	would should woman
boot	**oo** school choose **u*** use polluted **ew** few knew	do suit juice shoe lose through
computer	Many different spellings. /ə/ is always unstressed. clever nervous arrive police inventor agree	
bird	**er** person verb **ir** dirty shirt **ur** curly turn	earn work world worse
egg	**e** spell lend west send very red	friendly weather sweater any said
up	**u** sunny mustn't funny run lucky cut	come does someone enough young touch

	usual spelling	! but also
train	**a*** change wake **ai** trainers fail **ay** away pay	break steak great overweight they grey
phone	**o*** open hope won't so **oa** coat goal	snow throw although
bike	**i*** quiet item **y** shy why **igh** might sights	buy eyes height
owl	**ou** trousers round account blouse **ow** crowded down	
boy	**oi** coin noisy point **oy** toy enjoy	
ear	**eer** beer engineer **ere** here we're **ear** beard earrings	really idea serious
chair	**air** airport stairs pair hair **are** square careful	their there wear bear
tourist	Not a very common sound. Europe furious sure plural	
/i/	A sound between /ɪ/ and /iː/. Consonant + *y* at the end of words is pronounced /i/. happy angry thirsty	
/u/	An unusual sound. education usually situation	

* especially before consonant + *e*

short vowels long vowels diphthongs

Consonant sounds

	usual spelling	! but also
parrot	**p** promise possible copy flip-flops **pp** opposite appearance	
bag	**b** belt body probably job cab **bb** rabbit rubbish	
key	**c** camping across **k** skirt kind **ck** checkout pick	chemist's stomach mosquito account
girl	**g** grow goat forget begin **gg** foggy leggings	
flower	**f** find afraid safe **ph** elephant nephew **ff** off different	enough laugh
vase	**v** video visit lovely invent over river	of
tie	**t** try tell start late **tt** better sitting	walked dressed
dog	**d** did dead hard told **dd** address middle	loved tired
snake	**s** stops faster **ss** miss message **ce/ci** place circle	science
zebra	**z** zoo lazy freezing **s, se** reason lose has toes	
shower	**sh** shut shoes washing finish **ti (+ vowel)** patient information **ci + a** special musician	sugar sure machine moustache
television	**si (+ on)** revision decision confusion	usually

voiced unvoiced

	usual spelling	! but also
thumb	**th** thing throw healthy south maths both	
mother	**th** neither the clothes sunbathe that with	
chess	**ch** chicken child beach **tch** catch match **t (+ ure)** picture future	
jazz	**j** jacket just journey enjoy **dge** bridge judge	generous teenager giraffe age
leg	**l** little less plan incredible **ll** will trolley	
right	**r** really rest practise try **rr** borrow married	written wrong
witch	**w** website twins worried win **wh** why which whale	one once
yacht	**y** yet year young yoga **before u** useful uniform	
monkey	**m** mountain modern remember email **mm** summer swimming	
nose	**n** need necklace none any **nn** funny dinner	know knock
singer	**ng** angry ring along thing bring going	think thank
house	**h** hat hate ahead perhaps hire helpful	who whose whole

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Patek Philippe p.82 (first Patek wristwatch); Regina Speer p.102 (*The Poor Poet* by Regina Speer, Annika Mittelmeier & Mattea Stahl); Reuters News Agency, Thomson Reuters p.85 (Robert Bauer/Marcos Brindicci); Rex Shutterstock pp.74 (Janet Leigh *Psycho* 1960/Paramount/Kobal), 154 (washing up/Burger/Phanie), 160 (Oscar Cardozo dejected/Sipa Press); Shutterstock pp.6 (flat/Photographee.eu), 6 (hospital/Spotmatik Ltd), 6 (studying/Stokkete), 6 (tablet/Kaspars Grinvalds), 14 (smartphone/Scanrail1), 15 (tickets/OrelPhoto), 15 (backpack/design56), 23 (airport/Tupungato), 25 (woman on phone/Andrey Arkusha), 25 (iPhone 7/guteksk7), 25 (Oxford/Offcaania), 25 (hotel bedroom/Eviled), 27 (kite/Roblan), 27 (bin/Selin Aydogan), 27 (stone/donikz), 27 (grapes/Phichai), 27 (tap/StockPhotoAstur), 27 (mug/terekhov igor), 30 (mop/fotohunter), 34 (social media icons/solomon7), 35 (man with glasses/creativemarc), 35 (painter/David Pereiras), 37 (texting/Andrey_Popov), 37 (latte/Dmitry Galaganov), 40 (street signs/Kizel Cotiw-an), 40 (wallet/IB Photography), 40 (Trevi Fountain/r.nagy), 57 (Tallinn/kavalenkava), 58 (Union Jack/www.3drenderedlogos com), 60 (ill man/Elnur), 60 (man with headache/Borysevych.com), 60 (man with cold/Estrada Anton), 60 (sick kid/Ermolaev Alexander), 60 (ill woman/Tepikina Nastya), 62 (Female silhouette/Butsaya), 63 (Young woman silhouette/Alexey_M), 66 (blank book/bonchan), 72 (syringe/funnyangel), 72 (web/melis), 72 (crowd/Frederic Legrand – COMEO), 73 (buttons/ZoranKrstic), 75 (Janet Leigh & Jamie Leigh Curtis/Featureflash Photo Agency), 81 (alarm clock/Ko Backpacko), 83 (dishwashing/Garsya), 83 (House roof with solar panels/manfredxy), 83 (stockings/Vladimir Gjorgiev), 86 (exam/Chinnapong), 87 (Jude Law/Bakounine), 89 (ripped jeans/elenovsky), 89 (straight jeans/elenovsky), 89 (female jeans/elenovsky), 116 (Kayseri, Turkey/Anujak Jaimook), 117 (students/Rawpixel.com), 117 (Dublin/Tilman Ehrcke), 150 (ginger haired woman/Lucky Business), 150 (young woman/Olena Z), 150 (smiling man/Uber Images), 150 (hipster guy/giorgiomtb), 150 (blonde woman/nobelio), 150 (overweight man/Monkey Business Images), 150 (young man/Tracy Whiteside), 151 (shorts/Stockforlife), 151 (blouse/Maffi), 151 (skirt/Karkas), 151 (cardigan/Tarzhanova), 151 (trainers/Jiang Hongyan), 151 (tights/Olga Popova), 151 (earrings/Ben_Neumann), 151 (bracelet/Fotosoroka), 151 (ring/Smirnof), 151 (necklace/Elnur), 152 (camping/gorillaimages), 152 (Black Forest/Juergen Wackenhut), 152 (friends/AYA images), 152 (queue/MarKord), 152 (skiing/gorillaimages), 152 (girls swimming/Monkey Business Images), 154 (making bed/Monkey Business Images), 154 (ironing/Africa Studio), 154 (mop/Morrowind), 154 (vacuum/sezer66), 154 (dishwasher/Lolostock), 155 (shopping basket/Syda Productions), 155 (trolley/Big Jamnong), 156 (York Minster/Shahid Khan), 156 (Venice/Olga Kashubin), 157 (found keys/cunaplus), 157 (download icon/Kumer Oksana), 160 (woman/Yuricazac), 160 (missed bus/Monkey Business Images), 160 (handshake/Asia Images Group), 161 (wasp/Timin), 161 (piglet/yevgeniy11), 161 (rabbit/RimDream), 161 (goat/Anna Tkach), 161 (camel/Konstantnin), 161 (crocodile/Naypong), 161 (Squirrel Monkey/l i g h t p o e t), 161 (grizzly bear/Adam Van Spronsen), 161 (bumblebee/Juraj Kovac), 161 (jellyfish/H. Tanaka), 161 (green fly/irin-k), 161 (deer/InnaVar), 161 (sheep/Studio Grand Quest), 161 (rat/anatolypareev); South West News Service pp.48 (Steve Smith & Carmen Ruiz-Perez 1993/SWNS), 48 (Steve Smith & Carmen Ruiz-Perez wedding day/David Smith), 48 (long-lost love letter/SWNS); Telegraph Media Group Limited p.62 (Graham Norton/Andrew Crowley); Thomas S. England Photography p.91 (Springer Twins/Tom England); TripAside p.22 (Emmanuel Rozenblum); Twinstrangers.com pp.90 (Cordelia Roberts & Ciara Murphy), 90 (Niamh Geaney & Luisa Guizzardi); Universal Studios Licensing LLC p.74 (Psycho Still License); Wikimedia Commons pp.82 (old Chinese Hand Cannon on display at the Shaanxi history museum in Xi'An, China. The placard reads "Bronze firearm, Yuan dynasty (1271–1368 ACE)". Photo taken by Yannick Trottier, 2007), 108 (*The Poor Poet* by Carl Spitzweg).

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