

OXFORD

oxford
exam
support

Third Edition **Solutions**

Upper-Intermediate

Student's Book

Tim Falla Paul A Davies
Paul Kelly Helen Wendholt Sylvia Wheeldon

| Unit | A Vocabulary | B Grammar | C Listening | D Grammar |
|----------------------------------|---|--|---|--|
| 1 Fame | <p>p8 What are they like? Personality adjectives Compound adjectives Speaking: Personal qualities Recycle: Present perfect and past simple contrast ☞ Life experiences</p> | <p>p10 Past perfect simple and past perfect continuous Use of English Speaking: Emotions</p> | <p>p11 Press intrusion Strategy: Identifying similar words with different connotations Vocabulary: The media Speaking: The paparazzi ☞ Celebrities in the public eye</p> | <p>p12 used to and would Use of English Speaking: Things you used to do</p> |
| 2 Problems | <p>p20 It drives me crazy! Describing feelings Idioms to describe feelings Speaking: Talking about feelings, using idioms Recycle: Present continuous ☞ What things affect feelings</p> | <p>p22 Comparison Comparative structures Qualifying comparatives (<i>almost, not quite, nowhere near as ... as, etc.</i>) Use of English Speaking: Agreeing and disagreeing with statements</p> | <p>p33 Keep calm! Strategy: Word stress Speaking: Are you good in a crisis? ☞ Teens talking about a difficult situation</p> | <p>p34 Infinitives and -ing forms Infinitives without to (<i>if I'd rather, I'd sooner, etc.</i>)</p> |
| 3 Customs and culture | <p>p30 Express yourself Gestures and expressions Human sounds Speaking: When do you use different gestures? Recycle: The first conditional for predicting ☞ People talking about different cultural habits</p> | <p>p32 Modals: present and future Advice, obligation and necessity Possibility, probability and certainty Use of English Speaking: Discussing how a visitor to your country should behave</p> | <p>p33 When in Rome ... Strategy: Identifying text type Speaking: Role-playing formal and informal situations ☞ Matching speakers to situations</p> | <p>p34 Modals in the past <i>needn't have / didn't need to</i> Speaking: Advising what should have been done</p> |
| 4 Holidays and tourism | <p>p42 Getting away from it all Holidays and holiday accommodation Holiday activities Describing places Speaking: The pros and cons of different types of holiday Recycle: Second conditional; <i>I wish, if only</i> ☞ People describing holidays</p> | <p>p44 Future continuous, future perfect simple and future perfect continuous</p> | <p>p45 Trip of a lifetime Strategy: Identifying the context of a conversation Vocabulary: Travel collocations Grammar: Uses of <i>just</i> ☞ A dialogue about a holiday</p> | <p>p46 Future time clauses <i>By the time ... , This time tomorrow ... , etc.</i> First conditional sentences</p> |
| 5 Relationships | <p>p52 Relating to people <i>admire, adore, etc.</i> Verbal interaction Recycle: The passive ☞ Teens talking about their family relations</p> | <p>p54 Negative structures Negative adverbials Negative questions, infinitives and -ing forms Use of English</p> | <p>p55 Sibling rivalry Strategy: Features of fast speech ☞ Talking about sibling rivalry</p> | <p>p56 Articles and quantifiers Use of English</p> |
| 6 Health | <p>p64 Food science Food and health Nutrition Speaking: Discussing food and diet Recycle: Obligation and prohibition ☞ People talking about health</p> | <p>p66 The passive Verbs with two objects in passive structures</p> | <p>p67 Keeping fit Strategy: Differences of expression between the task and the audio Vocabulary: Exercise verbs and nouns; Collocations Speaking: Giving opinions on sports and fitness ☞ People talking about sport</p> | <p>p68 The passive: advanced structures Use of English</p> |
| 7 Tall stories | <p>p74 Truth and lies Truth and falsehood: verbs and adjectives Speaking: Discussing situations where it is acceptable to lie Recycle: Defining relative clauses ☞ People telling lies</p> | <p>p76 Reported speech Changes in reported speech Reported questions</p> | <p>p77 Urban legends Strategy: Identifying intonation and stress patterns to help understand meaning ☞ Interview with an expert on urban legends</p> | <p>p78 Reporting verbs Other reporting structures</p> |
| 8 Change the world | <p>p86 Protest Protesting Political issues Protest collocations Speaking: Talking about global issues Recycle: Non-defining relative clauses ☞ People talking about political events</p> | <p>p88 Second and third conditional Alternatives to <i>if</i> Use of English</p> | <p>p89 Hashtag activism Strategy: Listening for linking words and discourse markers Key phrases: Discourse markers ☞ People talking about online campaigns</p> | <p>p90 Mixed conditionals Speaking: Talking about imaginary situations</p> |
| 9 Consumerism | <p>p96 Shopping Shopping: verbs (<i>afford, budget, etc.</i>) Online shopping Recycle: Present perfect simple and present perfect continuous ☞ People talking about bargains</p> | <p>p98 Emphasis <i>It was Joe who ... , What Kate lost was ... , etc.</i> <i>One thing I really like is ...</i></p> | <p>p99 Moneyless living Strategy: Distinguishing between fact and opinion Key phrases: Introducing facts and opinions ☞ Talking about consumption</p> | <p>p100 Participle clauses Conjunctions and prepositions</p> |

Culture Bank p108

1 RADA 2 The Longitude Prize 3 Erasmus 4 Aborigines and Maoris 5 Race relations
6 Healthy cities 7 Cowboys 8 BBC Radio 1 9 Shopping with a difference

Vocabulary Builder p117
Extra Speaking Tasks p143
E Word Skills

p13 Position and order of adjectives
Speaking: A famous person you'd like to meet

p25 Preposition + noun phrases
Dictionary work

p35 American English
American English spelling and word stress
Dictionary work

p47 Adverbs and adverbial phrases

p57 Phrasal verbs
Dictionary work

p69 Compound adjectives
Strategy: Dictionary entries for compound adjectives
Dictionary work

p79 Nouns and dependent prepositions
Strategy: Using the dictionary to check
Dictionary work
Use of English

p91 Verb patterns
Verb + object + infinitive
Verb + object + present or past participle

p101 Money idioms
hard up, rolling in it, etc.
Dictionary work

F Reading

p14 Vloggers
Stars of the vlogosphere
Strategy: Multiple-choice questions
Vocabulary: Digital media
Speaking: Vloggers
Internet research: Vloggers in your country

p26 Solving crime
Strategy: Matching texts to questions
Vocabulary: Crime collolocations
Speaking: Debating CCTV

p36 *The Kite Runner*
Strategy: Looking for clues in gapped-sentence tasks
Vocabulary: Compound adjectives
Speaking: Friendships with people from different cultural and social backgrounds
Internet research: The author of *The Kite Runner*

p48 Globetrotters
"Travelling" online
Strategy: Matching questions to different texts
Vocabulary: Phrasal verbs
Speaking: The pros and cons of tourism

p58 Love is in the air
Strategy: Dealing with unknown words when doing a multiple choice task
Vocabulary: Experiments
Speaking: The most important qualities in another person

p70 Junk food
Food addiction
Strategy: Looking for connecting words when doing gapped-sentence tasks
Vocabulary: Food adjectives and nouns
Speaking: Debate about fast food


p80 Media wars
Who can you trust?
Strategy: Answering multiple-choice questions
Vocabulary: Phrasal verbs
Speaking: Discussion about the influence of the media


p92 Making a difference
Strategy: Matching texts to questions
Vocabulary: Phrasal verbs
Speaking: People who have made a difference in your country

p102 Playing with our emotions
Strategy: Using vocabulary links to help with gapped-sentence tasks
Vocabulary: Advertising
Project: Prepare an advert


G Speaking

p16 Photo comparison
Strategy: Speculating
Vocabulary: Extreme adjectives
Key phrases: Comparing photos
 Photo comparisons

p28 Role-play
Strategy: Listening with interest; Using question tags
Key phrases: Being diplomatic
Grammar: *be supposed to*
 Negotiating cleaning duties in a flat share


p38 Topic-based presentation
Strategy 1: Moving on to another topic
Strategy 2: Paraphrasing
Key phrases: Moving on to another topic; Paraphrasing
 Describing celebrations

p50 Interview and stimulus-based discussion
Strategy: Giving reasons for your choice
Key phrases: Making a selection
 Planning a holiday abroad

p60 Photo description and comparison
Strategy: Speculating and deducing
Key phrases: Speculating and deducing
Grammar: *might / must / can't have*
 Photo comparisons

p72 Role-play
Strategy: Asking for clarification
Vocabulary: Illnesses, injuries and symptoms; Treatments and remedies
Key phrases: Asking for clarification
 Patient-doctor dialogue

p82 Presentation
Strategy: Developing your responses
Key phrases: Introducing examples and extra information
 Discussing the impact of social media on crime

p94 Collaborative task
Key phrases: Starting a discussion; Expressing an opinion; Adding an opinion; Agreeing and disagreeing
Strategy: Responding to what the other person says
Key phrases: Involving your partner; Interrupting; Reaching an agreement
 People talking about combatting climate change

p104 Photo comparison
Strategy: Useful language for comparing photos and discussing the topic
Key phrases: Justifying your opinion; Expressing a tentative opinion
 Buying a present for a friend

H Writing

p17 A formal letter
Strategy: Using formal language

p29 A for and against essay
Strategy: Structuring an essay
Key phrases: Introducing different sides of the argument
Grammar: *provided that / providing / on condition that / even though / even if*

p39 A blog post
Strategy: Structuring a blog post
Grammar: Sequencing clauses for describing past events

p51 A letter of complaint
Strategy: Structuring a formal letter
Grammar: The subjunctive

p61 An opinion essay
Strategy: Making your writing more interesting
Grammar: *do / did* for emphasis; structures and features to use in essays

p73 An article
Strategy: Using adverbs and conjunctions to help coherence
Key phrases: Comment adverbs

p83 A story
Strategy: Writing a narrative
Grammar: Nominal clauses with *what*

p95 A report
Strategy: Structuring a report
Key phrases: Introducing the subject; Reporting views; Summing up; Recommending / Suggesting

p105 A letter to a newspaper
Strategy: Using synonyms and paraphrases

4

Holidays
and tourism

Unit map

Vocabulary

Types of holiday and holiday accommodation
Holiday activities
Describing places
Travel collocations
Phrasal verbs

Word Skills

Adverbs and adverbial phrases

Grammar

Future continuous, future perfect
and future perfect continuous
Future time clauses

Listening Trip of a lifetime



Reading Globetrotters



Speaking Interview and stimulus-based discussion



Writing A letter of complaint

Culture 4 Aborigines and Maoris



Vocabulary Builder page 119

Grammar Builder and Reference page 131

Extra Speaking Task page 143

4A

Vocabulary

Getting away from it all

I can describe types of holidays.

1 **SPEAKING** Tell your partner about a memorable holiday you went on. Talk about:

- where you went.
- how you got there.
- where you stayed.
- what you did.
- who you went with.
- what the weather was like.

2 **VOCABULARY** Make two lists of the words below, dividing them into a) holidays and b) accommodation. Check the meaning of all the words.

Types of holiday and holiday accommodation adventure holiday B&B backpacking beach holiday beach house cabin camper van camping campsite caravan city break cottage couch-surfing cruise cycling holiday ecotourism guest house holiday camp holiday home hotel houseboat house swap package holiday self-catering apartment tent time-share apartment villa volunteering winter sports holiday youth hostel

3 Use the words in exercise 2 to describe the photos (A–D).



4 **SPEAKING** Work in pairs. Which of the holidays in exercise 2 would you most like to go on? Why?

5 **VOCABULARY** Complete the holiday activities (1–14) with the verbs below.

Holiday activities be broaden eat enjoy get away hang out have meet pamper recharge see soak up take try

- | | |
|-----------------------------|----------------------------|
| 1 _____ the sights | 8 _____ local food |
| 2 _____ it easy | 9 _____ physically active |
| 3 _____ out in a restaurant | 10 _____ yourself at a spa |
| 4 _____ from it all | 11 _____ with your friends |
| 5 _____ your horizons | 12 _____ the nightlife |
| 6 _____ new experiences | 13 _____ people |
| 7 _____ the sun | 14 _____ your batteries |

6 Which type of holiday do people go on if they want to do the things in exercise 5? Use words from exercise 2.

If people want to take it easy, they go on a beach holiday or a cruise.

7 Complete the holiday finder with words from exercises 2 and 5.

What type of holiday should I go on?



➔ Vocabulary Builder Holiday idioms: page 119

8 **SPEAKING** In pairs, answer the questions in the holiday finder and find the best holiday for you. Do you agree with the choice?

9 **VOCABULARY** Check the meaning of the adjectives below. Then look at the photos again. Can you match any of the adjectives with the photos?

Describing places breathtaking commercialised dingy dull hospitable inaccessible mind-blowing overcrowded remote run-down unique unspoilt vibrant

10 Work in pairs. Are the adjectives in exercise 9 positive or negative? Do you know any other adjectives you could add?

11 **2.03** Listen to four dialogues about different holidays. Use adjectives from exercise 9 to describe each holiday destination.

RECYCLE! Second conditional, *I wish*, *If only*

We use the second conditional to talk about an imaginary situation and its result. *If we saved our money, we could go travelling around the world.*

We use *I wish* or *If only* with the past perfect to say that we want a present situation to be different.

I wish we'd rented a villa, instead of staying in a hotel.

If only we'd booked in advance – everywhere's full!

12 **2.03** Read the **Recycle!** box. Then listen again and answer the questions in writing.

- In dialogue 1, what does the woman wish? *She wishes that...*
- In dialogue 2, how would the boy feel if he spent a few nights at Lindisfarne Castle?
- In dialogue 3, what advice would the woman give if somebody wanted a relaxing holiday?
- In dialogue 4, how would the girl feel if her parents decided to book a holiday in Spain?

13 **SPEAKING** Work in pairs or small groups. Imagine you are going on holiday together. Discuss the pros and cons of different types of holiday, and reach a decision on where you want to go.

If we went on a city break, we would enjoy the nightlife.

Future continuous, future perfect and future perfect continuous

I can use the future continuous and future perfect forms.

- 1 Read the text. What sort of company is Teen Trips? How long has it been running?
- 2 Read the **Learn this!** box. Then find examples of rules 2 and 3 in exercise 1.

LEARN THIS! Future continuous, future perfect and future perfect continuous

- 1 We use the future continuous to:
 - a talk about an action in progress in the future.
This time tomorrow we'll be boarding our plane.
 - b make polite enquiries about the future.
Will you be taking much luggage with you on holiday?
- 2 We use the future perfect to talk about a completed action in the future.
I'll have finished packing my bags in about ten minutes.
- 3 We use the future perfect continuous, usually with *for ...*, to say how long an action will have been in progress in the future.
We'll have been travelling for a month by next weekend.

- 3 Read the holiday itinerary. Complete the sentences (1–6) with the correct form of the verbs in brackets.

Friday 5th

- 11 a.m.: depart London by coach
1 p.m.: arrive Portsmouth – lunch
5 p.m.: catch ferry

Saturday 6th

- 6 p.m.: arrive Santander, Spain
7 p.m.: check in to youth hostel

- 1 At 10 a.m. on Friday, we _____ (leave) London.
- 2 We _____ (travel) for one hour by midday on Friday.
- 3 We _____ (take) a ferry to Spain on Friday afternoon.
- 4 By midnight on Friday, we _____ (sail) to Santander.
- 5 We _____ (arrive) at our accommodation by 7 p.m. on Saturday.
- 6 We _____ (stay) in a youth hostel on Saturday night.

► Grammar Builder 4.1 page 131


- 4 Rewrite the sentences using the future continuous for polite questions.

- 1 Are you having a package holiday this year?
- 2 What time are you getting to the airport?
- 3 Where does the cruise ship visit?
- 4 Who's going to travel with you to the States?
- 5 When does the restaurant serve breakfast?

LOOK OUT!

We can use the future continuous and the future perfect to make predictions about the present.

You'll have received our newsletter by now and you'll be reading about all our fantastic trips.



TeenTrips
Next year, Teen Trips will be giving away loads of free holidays.

Why?

Because next year is our tenth anniversary! By the end of the year, we'll have been organising educational holidays for a whole decade! We'll have sent thousands of young people to more than twenty countries on four continents. To celebrate our special birthday, we're adding some exciting new destinations, including Santander, Cairo and Florence! All our trips are designed to be informative and fun, so whatever you're into, there's a trip that's ideal for you. If you've registered online, you'll have received our newsletter by now, so we hope you'll already be reading about all our fantastic trips. Don't forget to enter the prize draw to be in with a chance of winning a free holiday!

- 5 Read the **Look out!** box. Then complete the dialogue with the verbs in brackets in the future continuous or future perfect.

- Ryan** Hi, Beth. When does your brother go to Greece?
Beth Oh, he ¹ _____ (arrive) already. He flew out yesterday.
Ryan So I guess he ² _____ (lie) on the beach in the sun today?
Beth Actually, he doesn't like sunbathing – he's more interested in photography, so I think he ³ _____ (find) a scenic walk and he ⁴ _____ (take) lots of pictures by now.
Ryan And ⁵ _____ (practise) his Greek with the locals?
Beth Oh yes; I'm sure he ⁶ _____ (make) lots of friends already!

- 6 Complete the sentences with the correct future continuous or future perfect form of the verbs below.

enter go learn miss save visit wait

- 1 By the time I go to Holland, I _____ Dutch for a year.
- 2 The bus is very late. We _____ for half an hour soon.
- 3 _____ you _____ the competition for a free holiday? I think you should.
- 4 We can't wait for our trip; we _____ ten new cities.
- 5 I need another €50, then I _____ enough for the trip.
- 6 I hope you _____ lunch by the time you arrive.
- 7 Without a valid passport, she _____ abroad!

- 7 **SPEAKING** Tell your partner about two things you will be doing, will have done, or will have been doing at these times:

in three hours from now at midnight tonight
 in three months' time by this time next year
 by your 20th birthday

In three hours from now, I'll be ... / I'll have ...

Trip of a lifetime

I can identify the context of a conversation.

ANTARCTICA – trip of a lifetime!

Cruise past towering crystal icebergs. Watch a midnight sunset. Encounter pods of whales and colonies of seals and penguins. Tread where few have ever walked!

As the world's driest, coldest and windiest place, it is no wonder that it is our only uninhabited continent. Although it holds 90% of the Earth's frozen water, Antarctica is actually a desert, and conditions are harsh. But it is spectacularly beautiful. With cruise packages to suit all budgets – an eleven-day trip starts from £3,700 – you'd be surprised how easy it can be to visit – and how hard it will be to forget!

- 1 **SPEAKING** Work in pairs. Look at the advert. Would you like to go there? Discuss the advantages and disadvantages of such a holiday.
- 2 **VOCABULARY** Complete the travel collocations with the verbs below.

Travel collocations

do get go have help light put up sleep
taste travel

- 1 ____ a campfire 6 ____ someone with their bags
2 ____ a local dish 7 ____ away from it all
3 ____ a lovely view 8 ____ light
4 ____ rough 9 ____ off the beaten track
5 ____ the tent 10 ____ some volunteer work

Listening Strategy

Listen carefully for who the speakers are and where they might be. This will help you to identify the context of the conversation, and also to find out what the speakers' purpose is.

- 3 **2.04** Read the **Listening Strategy**. Listen to four dialogues and identify a) who the speakers are and b) where they are.
- 4 **2.04** Listen again. For each dialogue, answer the questions below. Say which clues helped you to answer.
- 1 What kind of relationship is it?
 - 2 What is the approximate time or time of day of the dialogue?
 - 3 What is the reason for the dialogue?

LEARN THIS! Uses of just

The adverb *just* has many different uses in conversational English.

- 1 for emphasis *This coffee's just so good!*
- 2 only *I just need to finish my homework.*
- 3 for politeness *Could you just open a window?*
- 4 close to the time *I saw him just before he left.*

- 5 Match each use of the word *just* (A–D) with its meaning (1–4) in the **Learn this!** box.

- A I just have this small bag. ____
B Could I just ask you some questions? ____
C I just made the 4.55 train, after all! ____
D It's just amazing! ____

- 6 **2.05** Listen to another conversation. Decide if the statements are true (T), false (F), or if the information is not given (NG).

- 1 The conversation is happening outside a coffee shop. ____
- 2 Annie and Simon usually go to the gym together. ____
- 3 Annie's first reaction to Simon's suggestion is disbelief. ____
- 4 Simon generally prefers to go somewhere remote on holiday. ____
- 5 Simon cannot persuade Annie that a holiday in the Antarctic is harmless for the environment. ____
- 6 Annie and Simon work for the same company. ____
- 7 Simon explains he's only joking about the holiday. ____

- 7 **SPEAKING** Work in pairs. Role-play a dialogue between a travel agent and a customer. Ask and answer about trips to the remote locations below (or use your own ideas).

the Amazon Rainforest Greenland the Himalayas
Mount Vesuvius the Sahara Desert Tornado Alley

Good morning. Could I just ask a few questions about ...

Future time clauses

I can use future time clauses.

Hi Emma,

Greetings from Amsterdam! (Although, by the time you read this, I'll probably be travelling to Berlin – the next destination on my European tour ☺) Amsterdam is great! I've done so much already – if I don't slow down a bit, I'll have run out of energy before the end of the trip! Luckily, this time tomorrow I'll be on a canal cruise, so that should be a bit calmer. I hope you're not studying too hard – I'll think of you while I'm relaxing on the boat! Don't worry, your exams will be over soon and it's great that you'll be joining me in Paris next month. Guess what? Maroon 5 are touring there. If there are tickets left, I'll buy some for us. Right, I'd better go, but I promise I'll keep sending a postcard from each city on the tour. I'll get another one as soon as I've arrived in Berlin.

See you soon!

Josh



- 4 Read the **Learn this!** box. Then find two examples in exercise 1. Which verb forms are used in each clause?

LEARN THIS! First conditional sentences

We can use first conditional sentences to talk about the future. We can use the present simple, present continuous, or present perfect in the *if* clause and any future form or imperative in the other clause.

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

If I work hard, I'll have finished by Saturday.

If Sam's not going, I'm not going either.

If I haven't called by lunchtime, go without me.

- 1 Read the postcard. What country is Josh meeting Emma in?
- 2 Read the **Learn this!** box. Then find examples for rules 1–3 in exercise 1.

LEARN THIS! Future time clauses

1 We use present tenses instead of *will* or *going to* in future time clauses after these time conjunctions: *after, as soon as, by the time, immediately, in case, once, on condition that, the minute, the moment, until, when*. I'll write to you when I have time.

NOT ~~I'll write to you when I'll have time.~~ X

2 In future time clauses, we usually use the present perfect rather than the future perfect for actions that are complete in the future.

I'll phone as soon as I've checked in.

NOT ~~I'll phone as soon as I'll have checked in.~~ X

3 In future time clauses, we use the present continuous rather than the future continuous for actions that are in progress in the future.

This time tomorrow I'll be sunbathing. I'll think of you while I'm enjoying the sun!

NOT ~~I'll think of you while I'll be enjoying the sun!~~ X

► Grammar Builder 4.2 page 131

- 3 Choose the correct verb forms (a–c).

- 1 He'll let us know the moment ... to the festival.
a he gets b he will have got c he's getting
- 2 We'll have lunch after ... some sightseeing.
a we've done b we're doing c we do
- 3 The hostel won't reserve a room until ... in full.
a we're paying b we'll pay c we pay
- 4 You could write some postcards while ... breakfast.
a you'll be having b you're having c you've had
- 5 Let's take plenty of suncream in case ... really hot.
a it'll be b it's c it's being

- 5 Complete the email with the correct form of the verbs below.

arrive bring catch get give phone rain remind see

To: matt@email.com

Hi Matt,

I'm still waiting for the festival tickets we booked! If they ¹ _____ by tomorrow, I ² _____ the box office. The journey should be quite easy. If we ³ _____ the ten o'clock train next Friday, we ⁴ _____ there by noon. We can wait until later to put the tents up if it ⁵ _____ when we arrive. I ⁶ _____ the food and drinks if you ⁷ _____ me some money for them. Oh, and if you ⁸ _____ Carl later, ⁹ _____ him to bring his wellies – it's bound to rain! See you next Friday.

Pete

► Grammar Builder 4.3 page 132

- 6 Rewrite the sentences using the words in brackets.

- 1 I won't get there before it's dark. (by the time)
- 2 If someone else drives, I'll go tonight. (on condition that)
- 3 When Josh gets here, we'll go out. (until)
- 4 Book your flight by midnight and get a discount! (if)
- 5 We won't pay for the room until we arrive. (when)
- 6 I'm not going swimming unless the sun shines. (if)
- 7 He'll talk to me and then he'll email you. (after)

- 7 **SPEAKING** Think of an appropriate way to finish each sentence. Then compare your ideas with your partner.


- By the time I've left school, ...
- If the weather's good next weekend, ...
- The minute I get home, ...

The minute I get home, I'll make a snack. What about you?

Adverbs and adverbial phrases

I can use adverbs and adverbial phrases.

Laura's TRAVELBLOG

 Thinking of travelling around Europe? Having just completed my own three month trip, here are my top tips for InterRailing.

InterRailing is one of the best ways to travel. It's easier and quicker than flying and you see some amazing scenery. But it's worth planning ahead:

» Be realistic about money. Make a weekly budget and stick to it (and it's good to have a back-up plan in case you run out of money or lose your credit card).

» Decide which InterRail ticket is best for you. You can visit up to thirty European countries with the Global Pass, or, if you'd rather discover one country at a more leisurely pace, I'd recommend the cheaper One Country Pass.

» Book accommodation in advance. You can find some pretty good deals if you book early. Don't arrive in an unknown city with nowhere to sleep. You waste valuable sightseeing time if you're endlessly looking for somewhere to stay.

» Don't pack too much luggage. You'll have to carry it everywhere, so think hard about what you really need and don't buy too many souvenirs while you're away.


» Take appropriate clothing. You're hardly going to need a suit or high heels, but you will need comfortable shoes – and it's worth taking a hat for the sun.

1 SPEAKING Read the travel blog and discuss the questions. Give reasons for your answers.

- 1 Would you like to go InterRailing?
- 2 Which type of pass would you prefer?
- 3 Where would you go?

2 Read the **Learn this!** box. Then find an example of each rule in exercise 1.

LEARN THIS! Adverbs and adverbial phrases

 1 Some adverbs have the same form as the adjective: *early, fast, weekly, monthly, yearly*, etc.

*A weekly bus pass is cheaper.
I buy my bus pass weekly.*

2 Other adjectives ending *-ly* do not have an adverbial form: *friendly, lively, cowardly, motherly, lovely*, etc. Instead we put the adjective in an adverbial phrase: *She smiled at me in a friendly way.*

3 Some adverbs have two forms: one with *-ly* and one without: *close / closely, deep / deeply, late / lately, pretty / prettily*, etc.

The meanings are sometimes very similar:

Let's stay close together.

The policeman watched them closely.

But they can also be unrelated:

The train arrived late.

Have you been abroad lately?



3 Complete the response to the blog in exercise 1. Use each word once to form an adverb or adverbial phrase.

closely daily early friendly late quick

Great tips – thanks, Laura! I'd also add that it's worth booking accommodation ¹ _____ as you may get a discount. Check travel websites ² _____ too, as the special offers don't last for very long. And watch your luggage ³ _____ if you're travelling by train – there have been several thefts reported ⁴ _____. Finally, in each country it's worth ⁵ _____ learning a few local phrases as soon as you arrive – you'll find the locals treat you in a more ⁶ _____ way!

4 Choose the correct adverb to complete the sentences. Use a dictionary to help you.

- 1 a The journey took us **deep / deeply** into the country.
b I was **deep / deeply** shocked by the cost of the ticket.
- 2 a It's **rough / roughly** five kilometres to the next village.
b The sight of homeless people sleeping **rough / roughly** makes me really sad.
- 3 a We should get a **pretty / prettily** good deal at the hostel.
b You need to dress comfortably, not **pretty / prettily!**
- 4 a They stayed somewhere **near / nearby**.
b We've **near / nearby** reached the end of our trip.
- 5 a Which flight goes **direct / directly** to Moscow?
b The receptionist will be with you **direct / directly**.
- 6 a No one I know has travelled as **wide / widely** as you!
b The door was left **wide / widely** open.
- 7 a Lie the map **flat / flatly** so we can see it.
b 'We've missed the train,' she said **flat / flatly**.

5 Complete the sentences with the adverbs and adverbial phrases below. Use each one only once.

daily flat far free hard lately monthly pretty rough

- 1 We've been driving for hours, so we must be _____ near.
- 2 Tina updates her Facebook page _____.
- 3 Tap water is available _____ in the restaurant.
- 4 If you look _____, you can see me at the back of the photo.
- 5 You've been so busy _____; you really should take a break.
- 6 For the next exercise, let's start by lying _____ on the floor.
- 7 I lost my money and had to sleep _____ for two nights.
- 8 I've taken out a _____ subscription to a travel magazine.

6 SPEAKING Work in pairs. Tell each other about:

- 1 something you have / haven't done lately.
- 2 two things you do weekly.
- 3 a film which deeply affected you.
- 4 a time when a stranger behaved in a friendly way.

Globetrotters

I can understand a text about different travellers' experiences.

- 1 SPEAKING** Look at the photos. Which do you think is the best method of travelling?
- Read the texts quickly. Match titles 1–4 with texts A–C. There is one extra title.
 - The art of travelling light ___
 - Non-stop traveller ___
 - On the road to nowhere ___
 - Follow your dreams ___
- Look at the texts again. What was the purpose of each trip?

Reading Strategy

When you have to match statements or questions with different texts, remember that some of the topics or key words from the task may appear in several of the texts. Study each text carefully to decide which of the statements or questions matches it most closely.



- Read the **Reading Strategy** and look at the first question in exercise 5. Then follow the steps below.

- Does the word 'blog' appear in texts A, B and C? Find examples in each text.
- Read the texts carefully and decide which person used their blog for the purpose described in question 1 in exercise 5.

- Match texts A–C with questions 1–6. Each text may be matched with more than one question.

Which text mentions ...

- the traveller using his/her blog to ask people to do things? ___
 - the things that the traveller took with him/her on the journey? ___
 - a first travel experience that was the inspiration for more? ___
 - the traveller asking people both online and that he/she met to take part in something? ___
 - the traveller helping people to collect money for a good cause? ___
 - the speed at which the traveller went? ___
- Read the texts again. Answer the questions in your own words if possible.
 - In what three ways does Alex Chacón use his blog?
 - If Alex's plans succeed, how many years will he have been travelling?
 - What were the advantages of travelling by tractor for Manon Ossevoort?
 - How will future generations learn about our hopes for the future thanks to Manon?
 - Why did Rolf Potts seem to be the right person to try the no-baggage challenge?
 - What never, ever happens according to Rolf?
 - Which traveller's journey sounds most a) fun, b) challenging and c) worthwhile? Why?

- VOCABULARY** Match the highlighted phrasal verbs in the text with the definitions. Write the base forms.

Phrasal verbs

- to return home _____
- to stop a vehicle _____
- to leave a place to do something _____
- to move from place to place _____
- to begin a journey _____
- to find something by chance _____
- to include _____
- to stay somewhere for a short time during a journey _____

- Work in pairs. Decide who is for and who is against this statement: 'More tourism would be bad for the planet.' Prepare arguments in favour of and against the statement. Use the ideas below to help you.

build hotels create pollution / more traffic
 damage the environment keep traditions alive
 learn about other cultures more air travel prices go up
 promote international understanding protect wildlife
 provide jobs provide money for poorer countries
 provide new facilities for local people threaten our culture

- SPEAKING** Work in pairs. Discuss the statement in exercise 9. Use the phrases below to show that you agree or disagree.

That's exactly how I feel.
 I couldn't agree more. In fact, ...
 I see your point, but ...
 That may be true to some extent. However, ...
 I don't really agree that ...
 I'm afraid I disagree. I think ...



'Travelling' online

If you love travelling, but haven't got time to go, you can still enjoy it by following a traveller's experiences on their blog. Here are three of the most interesting and unusual globetrotters online!

2.06

A

At the age of seventeen, Alex Chacón **set off** from his home in El Paso, Texas and went for a motorbike ride. It was a life-changing experience. Alex's thirty-day tour of the USA **look in** California, Washington and Florida and gave Alex an aim in life: to travel the world on his motorbike.

Since then, Alex has covered over 200,000 km and visited more than 35 countries. However, although Alex usually travels alone, he has shared his experiences on his blog and has turned the holiday selfie into an art form. While travelling, Alex videos himself doing all sorts of activities against breathtaking backgrounds of remote jungles, deserts and mountains. On one trip, he filmed himself by moving in a 360° circle so that all the famous landmarks would be included. The result was a viral video that received five million views in its first week on the internet.

Alex's motorcycle expeditions, however, are not just about seeing and filming the sights. He regularly stops during his trips and takes part in volunteering projects at orphanages that he **comes across** on his route. Furthermore, he uses his blog to raise donations for a charity that works with orphans.

Alex is now planning to cross the African continent from north to south, and once he has done that, he will head for Portugal, where he will embark on a journey across Europe and Asia to Mongolia. It seems that by the time he's thirty, Alex will have ridden his bike across most of the planet!

B

35 If you were planning to travel 38,000 km and visit 22 countries, what form of transport would you choose? A campervan, perhaps, taking all the comforts of home with you? Not Dutch actress Manon Ossevoort. Manon had dreamed of travelling from Europe across Africa to the South Pole for years, and she chose a slow form of transport that would symbolise the time needed to fulfil her dreams: a tractor.

40 Manon only averaged 5 km/h as she drove, but that allowed her to get to know the hospitable people that she met everywhere, and the tractor became the star attraction when Manon **stopped over** in villages for the night. She would explain why she was going to the South Pole and ask people in the villages and following her blog to write down their own dreams. She promised that she would build a snowman

45 when she arrived at her destination and leave all their dreams inside it. The idea was popular and Manon received thousands of dreams on pieces of paper and in emails. Finally, on 9 December 2014, Manon's dream came true, and she **pulled up** in a big red tractor at the South Pole. She then built a snowman and left a time capsule inside it with all the dreams that she had collected on her journey. Manon explained on her blog that when the time capsule is opened in eighty years' time, future generations will be able to read something about our lives and our hopes for the future.

C

It's the job that even the most enthusiastic traveller hates: packing. But just how essential are the things that we take with us? That was the question that Rolf Potts aimed to answer on the 'no-baggage challenge'. However, the task wasn't simply a question of **going off** for a week to soak up the sun on a beach. Rolf had to travel 50,000 km by plane and **get around** eleven countries in 42 days with just the things he could carry in his pockets. Would he be able to do it?

Rolf was certainly well qualified enough to try. He was an experienced traveller who wrote a blog that had become a big favourite with people who wanted advice about budget **60** travel. Now he planned to update it with regular reports about travelling extremely light.

His first 'no-baggage challenge' entry listed the items that he took with him: a toothbrush and toothpaste, a small bottle of soap, a mobile phone and charger, deodorant, sunglasses, a passport, cash and a credit card. His second entry explained that he had got into the habit of showering twice a day and washing his clothes before going **65** to bed. By the third entry, he was really enjoying luggage-free travel.

When Potts **got back**, he did recognise that a few extra items would have been useful, and when he is travelling in the future, he will take a small bag with him. But, he says, he will never pack any 'just in case' items again, because the imagined situations that they are packed for never, ever happen.

Interview and stimulus-based discussion

I can discuss a topic and select and justify my choice from a range of options.

A *Luxury*
**COACH
TOUR!**



Spend three weeks seeing the European sights! Travel in style and comfort with us and visit twelve different countries and their capital cities. All inclusive!

**Only
£500 for
students!**

- 1 SPEAKING** Work in pairs. Ask two questions each. Make a note of your partner's replies and report back to the class.

Student A

- When did you last go on a long journey? What was it like?
- Do you prefer to travel alone or in a group? Why?

Student B

- Which country would you like to visit and why?
- Do you prefer adventure holidays or holidays where you just relax? Why?

- 2 SPEAKING** Which of the methods of transport in the photos have you tried? Which do you prefer and why? Tell your partner.

You are planning a holiday abroad in your gap year. Say which of these trips is most appealing to you and why. Say why you are rejecting the other options.

- 3** Read the task and the **Speaking Strategy** below. Make notes under the headings below for each method of transport.

boredom comfort convenience cost luggage
safety time travel sickness

Speaking Strategy

When you explain which item you are choosing, try to give a number of different reasons for your choice. When you are saying why you reject the other options, try again to give more than one reason. Do not simply give the opposite reasons. Try to come up with different arguments.

- 4** **2.07** Listen to a student doing the task. Answer the questions.

- Which option does he select and what reasons does he give?
- What are his reasons for rejecting the other options?

- 5** How well does the student follow the **Speaking Strategy**? Does he give enough reasons for each of his opinions? Are any of them similar to your ideas in exercise 3?

- 6 KEY PHRASES** Complete the phrases with the words below.

best go opting pick think why

Making a selection

- I _____ I'll choose ..., mainly because ...
- I'm _____ for ... and that's because ...
- The _____ option would be the ... because ...
- The reason _____ I'm (not) choosing the ... is that ...
- I wouldn't _____ for the ... for a number of reasons ...
- I wouldn't _____ the ... for the reason that ...

- 7** **2.07** Listen to the student again. Which key phrases from exercise 6 did you hear?

- 8** **2.08** Listen to another student and answer the questions from exercises 4 and 5.

- 9 SPEAKING** Work in pairs. Turn to page 143 and do the extra speaking task. Use the phrases from exercise 6.

B **Travel Europe Train Ticket!**



Buy a ticket and get free train travel around Europe! Go where you want, when you want for a month. If you book sleeper trains, you pay extra, but save on your accommodation!

Only £199 for students!

C **MEDITERRANEAN
CRUISE!**



Come on a voyage of discovery around the islands of the Mediterranean! Visit ancient sites on Crete, Santorini, Mikonos and Corfu. Soak up the sun too!

Special discount for under 25s. Only £999!

A letter of complaint

I can write a formal letter of complaint.

- 1 **SPEAKING** Why do people stay in youth hostels? What are the advantages and disadvantages?
- 2 **SPEAKING** Read the task. What things do you think might have gone wrong? Discuss and make a list of possible problems.

On a recent holiday, you and a group of friends stayed in a youth hostel. You were very dissatisfied with the experience. Write a letter to the owner saying why you are unhappy and suggest ways in which he/she could improve the hostel.

- 3 Read the letter. Were any of the complaints similar to your list in exercise 2?

Writing Strategy

When you write a formal letter:

- 1 Divide your letter into paragraphs.
- 2 In the introduction, explain why you are writing. At the end, tell the reader what you would like them to do.
- 3 Use formal language and avoid contractions and abbreviations.
- 4 Use the appropriate phrases to start and finish your letter, depending on whether you know the recipient by name.

Dear Sir or Madam → Yours faithfully

Dear Mr Black / Ms White, etc. → Yours sincerely

- 4 Read the **Writing Strategy** and find examples of each of the four points in the letter.
- 5 Match the highlighted formal expressions in the letter with the informal words and phrases below.

do not have problems got happen looked at
really think said she didn't say sorry showed her

► **Vocabulary Builder** Word building patterns: page 119

LEARN THIS! The subjunctive

- We can use the subjunctive in formal English for requests, suggestions, demands, etc.
- The subjunctive form of the verb is the same as the base form (e.g. go, be, look, etc.)
- We use the subjunctive in *that* clauses with *ask, demand, insist, recommend, propose, request, suggest*.
He insists that you leave now.
I suggest that the showers be cleaned more regularly.

► **Grammar Builder 4.5** page 133

Dear Sir or Madam,

I am writing to complain about our stay at your youth hostel from 14–16 May.

I reserved a room for four with a shower room, and I received confirmation of the booking. However, when we arrived, the receptionist maintained there was no record of my reservation. I produced my confirmation slip, but she just said that 'something must have been wrong with the website that day'.

We were given beds in a fourteen-person room with ten other people. The room did not seem clean. There was one bathroom for all of us, which was dirty with no toilet paper. I complained about it, but the receptionist said that she had enough to do. Then she said the hostel was full and that we might have to do without sheets on the beds! Eventually, we found some sheets and cleaned the bathrooms ourselves. There was no apology at any point.

I feel strongly that we were treated very poorly by your organisation. Firstly, I suggest that your online booking system be reviewed, as there are clearly problems. Secondly, your staff should be trained to be more welcoming, and more helpful when problems arise. Thirdly, there should be more staff when the hostel is full. And finally, I request that there be sufficient bed linen, so that other guests are not inconvenienced as we were.

I feel we deserve some compensation and I look forward to hearing from you.

Yours faithfully,

Gemma Winters

- 6 Read the **Learn this!** box. Then find two examples of the subjunctive form in the letter.

On a recent holiday you and a group of friends stayed on a campsite. You were very dissatisfied with the experience. Write a letter to the owner saying why you are unhappy and suggest ways in which he/she might improve the campsite.

- 7 Read the task above. Make notes about what you will complain about. Use the ideas below or your own ideas.
no food available overcrowded queues for everything
shop / swimming pool, etc. was closed
showers / restaurants, etc. were dirty
staff were impolite / unhelpful
- 8 Write your letter of complaint using your notes in exercise 7.

CHECK YOUR WORK

Have you ...

- followed the structure in the Writing Strategy?
- used appropriate opening and closing phrases?
- used the subjunctive to make suggestions?

5

Relationships

5A

Vocabulary

Relating to people

I can talk about relationships and describe behaviour.

- SPEAKING** Work in pairs. What do you think is the difference between immediate family and extended family? Which family members would you include in each group?
- VOCABULARY** Check the meaning of the phrases below. Choose three family members and describe your relationship with them.

Relating to people admire adore be on the same wavelength (as) be (very) close (to) be wary of envy feel sorry for have a lot in common (with) have nothing in common (with) look down on look up to not see eye to eye (with) respect trust

I don't always see eye to eye with my brother!

I really look up to my grandfather.

Unit map

● **Vocabulary**

Relating to people
Verbal interaction
Experiments

● **Word Skills**

Phrasal verbs

● **Grammar**

Negative structures
Articles and quantifiers

● **Listening**

Sibling rivalry



● **Reading** Love is in the air



● **Speaking** Photo description and comparison



● **Writing** An opinion essay

● **Culture 5** Race relations



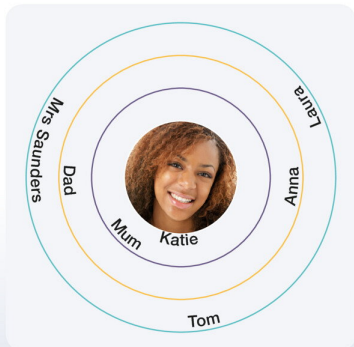
● **Vocabulary Builder** page 119

● **Grammar Builder and Reference** page 133

● **Extra Speaking Task** page 143



- 3 **2.09** Listen to a teenager, Katie, talking about her relationships. Correct the mistakes in this 'social circle' diagram.



- 4 **2.10** Now listen again to Katie and three more teenagers. Choose the correct answers.
- Katie has a lot in common with / doesn't see eye to eye with her cousin Tom.
 - Katie respects / has a lot in common with Mrs Saunders.
 - Ben admires / trusts his sister, Emma.
 - Ben looks down on / is a bit wary of his football coach.
 - Mark feels sorry for / looks up to his aunt Julia.
 - Mark doesn't always see eye to eye with / respect his brother.
 - Amy has nothing in common with / is on the same wavelength as her grandmother.
 - Amy is wary of / looks up to Mrs White.

- 5 **SPEAKING** Work in pairs. In your notebook, draw a 'social circle' diagram and add six names to it. Explain your relationship with each person in the circle.

- 6 **VOCABULARY** In pairs, check the meaning of the verbs below.

Verbal interaction compliment (sb on sth) flatter (sb) insult (sb) lecture (sb about sth) nag (sb about sth) offend (sb) praise (sb for sth) tease (sb about sth) tell (sb) off (for sth) warn (sb about sth)

RECYCLE! The passive

- We use the passive when we want to focus on the subject, or when we do not know who performed the action.
Family portraits are taken in this studio.
They take family portraits in this studio.
- The object of an active verb can become the subject of a passive verb.
This photo was taken recently.
- We use a passive infinitive with modal verbs.
They might be offended if you say that.
- We can use *by* to say who performed the action.
We were warned by the teacher about the test.

- 7 **2.11** Listen to five dialogues. Choose a verb from exercise 6 and write down what is happening in each dialogue. Use the passive.

In dialogue 1, a man is being teased.

- 8 **2.11** Listen again. Write who is doing the action.
a boyfriend a colleague a parent a police officer a teacher

In dialogue 1, a man is being teased by ...

- 9 **SPEAKING** Work in pairs. Use verbs from exercise 6 to ask and answer questions about things that have happened to you.

When was the last time you were told off at home?

When was the last time that you were praised at school?

Negative structures

I can use negative structures.

- 1 Read the text. Which is the best piece of advice, in your opinion? Do you disagree with any of the advice?

How to talk to teens – a parents' guide



Wouldn't it be great if parents and their teenagers got on all the time? Post your best advice for parents below.



Be calm and reasonable and treat me like an adult. Under no circumstances should you speak to me as if I'm still a small child. **KATIE, NEWCASTLE**



Not only should you avoid speaking down to me, you should also notice when I do things that are good! **PETE, DEVON**



Surely, part of being a teenager is being allowed to make mistakes. So it's not a good idea to tell me off every time I get something wrong! **AMY, LEICESTER**



If you're worried about me, just talk to me – calmly! On no account should you get angry. I'm not likely to want to confide in you if you're shouting! **TOM, LONDON**



Rarely do teens and their parents agree all the time, but you can still get on well even if you don't always see eye to eye. The best advice to parents? Try not to argue! You may regret not being patient!



- 2 Read the **Learn this!** box. Which negative adverbials can you find in exercise 1?

LEARN THIS! Negative adverbials

We can use these negative adverbials to make emphatic negative statements:

never, nowhere, rarely, hardly, in no way, at no time, on no account, only (if / when / once), not until, under no circumstances, not only ... also, no sooner ... than.

If we use them at the beginning of a sentence, the subject-verb word order changes – they are usually followed by an auxiliary verb.

Rarely do friends get along all the time.

► Grammar Builder 5.1 page 133

- 3 Write the sentences with the correct form of the words in brackets.

- No sooner (we / eat) dinner than he got up and left.
- Only once (I / break) a promise in my whole life.
- At no time (anyone / explain) what had happened.
- Never before (she / meet) a more disagreeable man.
- Rarely (anyone / be) so rude to me – I demand an apology!
- In no way (he / trust) you in the future after all your lies.

- 4 Rewrite the sentences using inversion.

- We've never faced such a serious problem.
Never have we faced such a serious problem.
- You won't be allowed to go under any circumstances.
- We couldn't find a coffee shop open anywhere.
- I had hardly woken up when my mobile rang.
- They weren't aware of the danger at any time.
- There won't be any more festivals until next year.

LEARN THIS! Negative questions, infinitives and -ing forms

We can use negative questions to ask for confirmation of something we think is true or not true.

Didn't you go out with Tom yesterday?

We can also use negative questions to express our opinions politely.

Wouldn't it be better to tell her the truth?

We usually form negative infinitives and -ing forms by putting *not* or *never* before them.

I was lucky not to miss the train.

She regrets never telling him the truth.

- 5 Read the **Learn this!** box. Find examples of negative questions and negative infinitives and -ing forms in exercise 1.

- 6 Write the words in the correct order to make sentences.

- to / not / I'll / late / tomorrow / be / try
- be / the / shouldn't / test / for / Aidan / studying / ?
- honest / not / with / I / being / him / resent / me
- not / upset / was / Kat / invited / be / to
- about / should / you / argue / try / to / not / it
- to / it / judge / not / people / difficult / isn't / ?

► Grammar Builder 5.2 page 133

- 7 **USE OF ENGLISH** Rewrite the sentences beginning with the words in brackets. Do not change the meaning.

- He doesn't often go out during the week. (Rarely)
- He wasn't to blame. (In no way)
- Don't worry about the future. (Try)
- Luckily she didn't hurt herself badly. (She was)
- They won't decide until they know the facts. (Only when)
- I'm sure we've been here before. (Haven't)

- 8 **SPEAKING** Work in pairs. Think of different ways to complete the sentences below. Compare your sentences with another pair.

- Under no circumstances should ...
- At no time have I ever ...
- Rarely do people ...
- Only once have I ...
- Isn't it surprising that ...
- It's so important not to ...

Sibling rivalry

I can understand a discussion about sibling rivalry.



1 **SPEAKING** Work in pairs. What do you understand by the term 'sibling rivalry'? Why do you think it can happen?

2 Read the text and compare your ideas from exercise 1.

Listening Strategy

Remember that spoken English can sound quite different from written language. In fast speech, fluent speakers often shorten or omit certain elements.

It is possible to train yourself to understand fast speech. You do not need to imitate fast speakers, but focus on trying to understand what they are talking about.

3 **2.12** Read the **Listening Strategy**. Then listen and write down the sentences you hear.

- 1 _____
- 2 _____
- 3 _____
- 4 _____

4 **2.12** Read the **Learn this!** box. Listen again and repeat the examples.

LEARN THIS! Features of fast speech

1 Consonants are sometimes inserted between two vowel sounds:

two eggs sounds like *two gegs*

three eggs sounds like *three yeggs*

four eggs sounds like *four reggs*

2 Consonants at the end of words (especially *n*, *d* and *t* sounds) change when the next word also begins with a consonant:

ten pounds sounds like *tem pounds*

band practice sounds like *bam practice*

Did you ... ? sounds like *Dij je ... ?*

3 Sounds, usually consonants, sometimes disappear:

Let's go sounds like *Les go*

What's your name? sounds like *Wos your name?*

5 Match each sentence you wrote down in exercise 3 with a point in the **Learn this!** box.

6 Read the sentences (1–6) aloud. Each contains one feature of fast speech from the **Learn this!** box. Can you say where in the sentence it occurs?

- 1 I've got two or three dictionaries. (point 1)
- 2 Is this your address? (point 1)
- 3 I've got a bad cough. (point 2)
- 4 We went ten-pin bowling. (point 2)
- 5 She's my best friend. (point 3)
- 6 This coffee tastes bad. (point 3)

7 **2.13** Listen, check and repeat.

What causes sibling rivalry?

- * Each child tries to define who they are as an individual and wants to show they are separate from their sibling(s).
- * One child may feel that he/she is getting an unequal amount of parental attention.
- * A child can feel that their relationship with their parents is threatened by the arrival of a new baby.
- * Younger children may want to copy or join in with an older sibling's activities, which can annoy the older child.

What can be done about it?

- * Parents must treat their children fairly, rather than equally. Age must be taken into account.
- * Siblings should be encouraged to co-operate with each other, not to be aggressive or competitive.
- * Siblings need space to be on their own sometimes with their own things and their own friends. However, time is the great healer. Research shows that after the age of 25, siblings get on with each other much better.

8 **2.14** Listen to a monologue and two dialogues. For questions 1–3, choose the correct answers (a–c).

- 1 What has helped the girl improve her relationship with her sister?
 - a Spending time with each other rather than with friends.
 - b Strengthening her sister's relationship with their mother.
 - c Discussing why her sister used to behave unkindly.
- 2 What does the boy accuse his sister of lying about?
 - a Whether she has taken something from his room.
 - b Whether she has only just written her name on something.
 - c Whether she asked permission before borrowing something.
- 3 What do the brothers explain to the interviewer?
 - a Why they didn't get on when they were younger.
 - b Which brother behaved worse while growing up.
 - c Why they always spoiled each other's things.

9 **2.15** Look at these sentences from the dialogues. How were they spoken? Listen again and check. Practise saying them.

- 1 Sarah always had to take care of me after school ...
- 2 I had no idea about any of this at the time.
- 3 Give me that back!
- 4 I've been looking for it for ages!
- 5 I always wanted to be like him.
- 6 How did you feel, Isaac?

10 **SPEAKING** In pairs, discuss this quotation from a famous British writer. What does it say about sibling relationships? Do you agree with its message?

“It snowed last year too: I made a snowman and my brother knocked it down and I knocked my brother down and then we had tea.” *Dylan Thomas*

Articles and quantifiers

I can use articles and quantifiers.



Buddy movies always have two male friends, often from different backgrounds or with different personalities. They usually face a challenge together during the course of the film, and the challenge (eventually) makes their friendship stronger. They're more popular in the USA than in Europe, and can be aimed at both the old and the young. The earliest buddy movies starred Laurel and Hardy and were made in black and white around a hundred years ago. Nowadays, many are also action films, road movies or westerns – famous examples include *Die Hard 3* and *22 Jump Street*. In most of them, women only play a minor role, never one of the buddies. In a few films, one of the 'buddies' is an animal!

1 Look at the photo and the title. What is a 'buddy'? What sort of film is a 'buddy movie'? Read the text to check.

2 Read the **Learn this!** box. Complete the gaps with *a/an*, *the* or no article (–) and find examples in exercise 1.

LEARN THIS! Articles

We often use ¹ _____ when we mention something for the first time, but ² _____ when we mention it again.

We sometimes use ³ _____ to refer to one of several similar things or people and we don't need to be more definite.

We use ⁴ _____ for towns, cities, continents and most countries. But we do use ⁵ _____ with a few countries.

We use ⁶ _____ when we talk about something in general.

We use ⁷ _____ with superlatives.

We use ⁸ _____ with an adjective to refer to everyone who has that characteristic.

►► Grammar Builder 5.3 page 134

3 Choose the correct answers to complete the sentences.

- Mont Blanc is **an** / **the** tallest mountain in – / **the** France.
- It's usually **the** / – poor who have **a** / **the** most problems.
- He was in **a** / – film about **the** / – people with – / **the** superpowers.
- Let's go for **the** / **a** pizza while we're in – / **the** town.
- I've got – / **a** cat and **a** / **the** dog. – / **The** dog is eighteen years old!
- My cousin's gone to **the** / – Nassau in – / **the** Bahamas.

LEARN THIS! Quantifiers

Examples of quantifiers are: *a lot of, a little, all, another, both, each, every, few, many, no, several, some, etc.*

Most quantifiers can be followed by *of* + a determiner:

Some of my favourite films are buddy movies. Just a few of these star women.

No and every can't be followed by of; instead we use none of and every one / each of:

None of the main characters are female.

After *both* and *all*, we often leave out *of* before determiners:

All the actors have starred in other films.

Both my parents are film fans.

We use *few / little* instead of *a few / a little* to emphasise the smallness of the number or quantity. Compare:

There are a few westerns I really like. The ones with Clint Eastwood are brilliant.

There are few westerns I really like. I just don't find the characters interesting.

►► Grammar Builder 5.4 page 134

4 **USE OF ENGLISH** Read the **Learn this!** box. Then choose the correct answers (a–d).

Only ¹ _____ of my favourite films are sequels, but *22 Jump Street* is an exception. ² _____ the viewers who enjoyed the original *21 Jump Street* will be pleased to see the return of officers Jenko and Schmidt. There's ³ _____ difference in the plot – it's ⁴ _____ undercover operation in a high school on the trail of ⁵ _____ violent drug dealers. As the action unfolds, ⁶ _____ men form close relationships with other people, threatening their friendship. There's ⁷ _____ of good-natured humour and ⁸ _____ clever jokes about whether this adventure will be as good as the last. It is, and of course in the end ⁹ _____ of the buddies wants to end their 'bromance'. Now ¹⁰ _____ of those *Jump Street* fans will be hoping for a number 23 ...

- | | | | |
|-------------|------------|-----------|-------------|
| 1 a much | b a few | c every | d none |
| 2 a Each of | b Every | c All of | d Most |
| 3 a any | b none | c little | d several |
| 4 a both | b another | c other | d each |
| 5 a some | b few of | c either | d little |
| 6 a few | b each | c both | d neither |
| 7 a all | b most | c some | d a lot |
| 8 a none | b several | c much of | d every |
| 9 a neither | b either | c no | d both |
| 10 a every | b a little | c few | d every one |

5 **SPEAKING** Work in pairs. Find out the information below about your partner. Try to use quantifiers from the **Learn this!** box in your answers.

- how much free time he/she spends with classmates
- how many of his/her friends have the same taste in films

Do you see a lot of your classmates outside school.

I see a few of them every day, but ...

Phrasal verbs

I can use phrasal verbs.

- 1 Read the dialogue. Underline six phrasal verbs which match meanings a–f below. How many more phrasal verbs are there in the dialogue?

- a fail to do what someone expects
b make someone look stupid
c mention in conversation
d make someone lose enthusiasm for something
e stop having a relationship with someone
f accept something that is annoying

Mina How was your date with Donna last night?

Bill I wish you hadn't brought that up. She didn't turn up – again – so I'm not going out with her any more.

Mina But I thought you two got on really well!

Bill So did I. But she started putting me down in front of her friends, and when she let me down again last night ... Well, I couldn't put up with it any more. I decided she'd put me through enough, so I split up with her.

Mina That's a shame. But you'll soon get over her. Don't let it put you off dating other girls!

Bill Oh, it won't. I've already asked her friend out!

- 2 Read the **Learn this!** box. Which verbs in the dialogue are transitive and which are intransitive?

LEARN THIS! Phrasal verbs

- 1 Phrasal verbs can be transitive (they have an object) or intransitive (they don't have an object).

Can you pick me up after school?

My brother and his girlfriend broke up yesterday.

- 2 When a transitive phrasal verb is inseparable, the object comes after the particle.

He's trying to get over their break-up.

- 3 When a transitive phrasal verb is separable, the object can usually go before or after the particle.

He's decided to call their date off / call off their date.

However, when the object is a pronoun, it must come before the particle.

Do you think Ella will turn him down?

- 4 With some transitive phrasal verbs, the object must come before the particle.

Donna messed Bill about, so he finished with her.

NOT *Donna messed about Bill, so he finished with her.* X

- 5 Three-part phrasal verbs are always transitive and are usually inseparable, so the object comes after the particles.

I've decided to split up with my boyfriend.

- 3 **DICTIONARY WORK** Read the dictionary entries A–F and answer the questions.

- 1 Which phrasal verbs are separable? Which are inseparable? Which one must be separated by the object?
2 How is this information shown in the entries?

- A **talk sb into sth** to persuade sb to do sth: *I didn't really want to go out, but my friends talked me into it.*
B **turn sb/sth ↔ down** to reject an offer or the person who makes it: *I'd invite Kim, but she may turn me down.*
C **look after sb/sth** to be responsible for sb/sth: *Fred's old enough to look after himself.*
D **run into sb** to meet sb by chance: *Guess who I ran into in town today?*
E **make sth ↔ up** to invent a story, especially in order to trick or entertain sb: *She made up an excuse that she wasn't feeling well.*
F **take after sb** to look or behave like an older member of your family: *Your daughter doesn't take after you at all.*

- 4 Are the transitive verbs in exercise 1 separable or inseparable? Which three must be separated by the object? Use a dictionary to check.

➔ **Vocabulary Builder** Relationship phrasal verbs: page 119

- 5 Complete the sentences with the words in brackets in the correct order.

- 1 Did she manage to talk _____
_____ come? (letting / her / her / into / parents)
2 After _____ boyfriend,
Laura went travelling _____
(splitting / her / with / up) (get / him / to / over)
3 Neither of my cousins _____
_____. (aunt / takes / my / after)
4 Nobody believes your stories because you _____
_____! (making / them / keep / up)
5 That experience _____
another relationship. (me / off / put / having)
6 Their relationship is terrible. Will they _____
_____ much longer? (for / it / put / with / up)
7 My dad went shopping this morning. I'm surprised
_____ town. (into /
you / him / in / run / didn't)
8 If _____ too much,
she may leave you. (her / you / through / put)

- 6 Rewrite the questions using phrasal verbs from this lesson.

- 1 Has a friend ever failed to do what you expect?
Has a friend ever let you down?
2 Have you ever invented a reason not to meet someone?
3 Who do you most resemble in your family?
4 Have you ever regretted rejecting an invitation?
5 Which person do you have the best relationship with?
6 Would you agree to care for a friend's pet if they asked?

- 7 **SPEAKING** Work in pairs. Discuss the questions from exercise 6 using phrasal verbs.

Has a friend ever let you down?

None of my friends have let me down badly. But ...

Love is in the air

I can understand an article about science and experiments.

LOVE

is in
the air

2.16

When John Paul Young sang his disco classic *Love Is in the Air*, he probably wasn't thinking about how human beings **release** smells into the atmosphere to attract potential **mates**. However, the success of this song in the 1990s coincided with an increasing interest from the scientific community in discovering why people fall in love. For centuries, poets, artists and musicians had tried to provide the answers, but now it was time for scientists to have their say.

The first scientists to investigate love **in depth** were sociologists, and they quickly destroyed the common belief that people fall in love with each other because of destiny. They discovered that reality was much less romantic. In 2005, sociologists Christine R Schwartz and Robert D Mare presented a **paper** on their extensive study of couples who had married between 1940 and 2005 that showed that people very rarely marry someone who has a different level of education from theirs. Neither, according to research by other academics, do we fall for people from different socioeconomic **backgrounds**, nor with different beliefs. Sociologists concluded that we want to go out with people who are just like us. However, you can walk into a room full of people with the same background as you, with the same level of education, intelligence and looks as you, and you are unlikely to fall in love with any of them. As a result, scientists suspected that there must be more to falling in love than just having a lot in common with someone. Their suspicions were **confirmed** when, in 1995, a Swiss scientist presented **proof** to the world: a sweaty T-shirt.

Claus Wedekind was a zoologist at the University of Bern in Switzerland, and he was studying how fish chose their mates. Since the 1970s, scientists had known that animals, and humans, used their sense of smell to detect a group of **genes** known as MHC in potential mates. These genes are a very important part of our **immune systems** and all animals want mates with very different MHC genes because that means they will produce strong **offspring** that can resist disease. (MHC genes are also important because they control the acceptance or rejection of transplanted **organs**.) Wedekind suspected that all animals had a preference for certain signals and smells, but he had a problem: fish can't talk. So, in a reversal of the normal laboratory situation, human beings became the **guinea pigs** for research that would help scientists understand animals better. For the study, Wedekind recruited 49 women and 44 men who all had a wide range of different MHC genes. Then, on a Sunday morning, he gave the men a clean T-shirt and instructed them to wear it for the following two days and nights. The men weren't allowed to use either deodorant or perfumed soaps during that time. On the following Tuesday, the men handed in their sweaty T-shirts and Wedekind put each one in a box with a small hole in the top for the women to smell the T-shirt through. He then presented each woman with a set of seven boxes. In three of the boxes, there were T-shirts from men that had similar MHC genes to the woman's and in three others there were T-shirts from men with different MHC genes. In the seventh box, he put a clean T-shirt. The next step was to ask

1 Look at the photo and read the title of the article. What are the people doing?

2 Read the article. Was your answer to question 1 correct?

Reading Strategy

When you come across an unfamiliar word in a text, ask yourself if you need to know its meaning to do the task. If you do, first decide what part of speech it is. Then try to work out from the context what it might mean.

3 Read the Reading Strategy. Then find the words below in the text and decide whether each one is a verb, noun, adjective, etc.

backgrounds confirmed findings in depth release

4 Look again at the context of the words in exercise 3. Choose the correct definition (a or b) for each one.

- a your family and your experience of education, life, etc.
b the conditions that existed before an event happened
- a to make an arrangement, etc. certain by phoning, etc.
b to show that a belief or opinion which was not certain is true
- a a decision made by a judge
b information that is discovered as a result of research
- a in a serious and detailed way
b the distance from the surface to the bottom
- a to make something available to the public
b to give free movement to something

55 the women to say which T-shirts had a pleasant smell and which hadn't, and nearly all of them preferred the scent of men with different MHC genes to theirs. In fact, some of the women even commented that the smells reminded them of their own boyfriends.

60 Wedekind's experiment demonstrated that humans, and therefore possibly other animals, detect a perfect mate by being attracted to their smell. Since then, research into the importance of smell in human relationships has increased and further investigations have supported his findings. The

65 now famous 'sweaty T-shirt experiment' has also inspired a new kind of social event in Los Angeles that supposedly helps people find others that are attracted to them without the bother of having to flatter or flirt: smelly T-shirt parties. Guests take a T-shirt that they have worn for three days to a club, put it in a plastic bag and then let other people smell it. The hope is that someone will like your scent and it will be the beginning of a beautiful relationship. What could be more romantic than that?

5 Choose the correct answers (a–d).

- When the disco classic *Love Is In The Air* was a hit in the 1990s,
a poets, artists and musicians were becoming interested in why people fell in love.
b scientists were beginning to investigate love.
c the importance of smell in human relationships was understood.
d the scientific community was studying the importance of music in human relationships.
- Sociologists Schwartz and Mare demonstrated that people prefer to marry someone
a from the same social class.
b with a different level of education.
c with similar beliefs.
d educated to the same level.
- Humans were used in Wedekind's experiment because
a they would be able to provide certain information.
b animals are unable to smell MHC genes.
c animals don't have MHC genes.
d MHC genes are important for our immune systems.
- The men that took part in the experiment
a couldn't use soap.
b all had the same type of MHC genes.
c slept in their tops.
d couldn't change clothes during the weekend.
- As a result of Wedekind's experiment,
a scientists believe that humans detect MHC genes similar to their own in smells that they like.
b scientific experiments have been done at a club in Los Angeles.
c other scientists have done more work on the subject.
d other scientists have questioned his findings.

6 **VOCABULARY** Match the underlined words with the highlighted words in the article.

Experiments

- Scientists will pay students to act as test subjects in their investigations into the causes of the common cold.
- If your internal body parts don't work, you might die.
- People's natural defences get weaker with age.
- Male peacocks use their beautiful tails to attract female partners.
- The average dog can give birth to four or five puppies at one time.
- The doctors think the disease is caused by damaged parts of the DNA.
- There was an academic article about animal communication in *The Scientific Journal*.
- He didn't provide any evidence that his experiments had been successful.

7 **SPEAKING** Work in pairs. Look at the words below. Say which three things you think are the most important in making people attractive to others. Then compare your answers with your partner's. Do you agree? Why? / Why not?

car clothes education family job looks money
personality popularity property sense of humour
smell smile social class

Photo description and comparison

I can describe and compare photos and give opinions about friendship.

- 1 **SPEAKING** Work in pairs. Think of three things that might cause friends to fall out.

Speaking Strategy

When you talk about photos, say what you can guess or deduce as well as about what you can see. Use modal verbs of deduction and phrases such as *it appears to show ...*, *I can't be certain, but ...*, etc.

- 2 **KEY PHRASES** Read the **Speaking Strategy** and complete the phrases with the words below.

appears as be can't certain like must say seems to wrong

Speculating and deducing

- 1 He's yawning, so he _____ be tired or bored.
- 2 She's laughing, so she _____ be sad.
- 3 He may / might / could _____ lonely.
- 4 It looks _____ if ...
- 5 The photo _____ to show (a living room).
- 6 She looks _____ a (nice person).
- 7 Judging by (their expressions), I'd _____ that ...
- 8 I can't be _____, but ...
- 9 I might be _____, but ...
- 10 The boy _____ be (accusing him of something).

➔ **Vocabulary Builder** Adjective suffixes: page 119

- 3 **SPEAKING** In pairs, describe one photo each (A and B). Use phrases from exercise 2 to speculate about the people.



Judging by her expression, I'd ...

LEARN THIS! might / must / can't have

We use *might have* to speculate about past events. We use *must have* / *can't have* to make deductions about past events and say what is or is not possible.

They might have been good friends once – I don't know.
I haven't got my phone. I must have left it at home.
She can't have gone home. Her coat is still on the chair.

- 4 Read the **Learn this!** box. Make up two more sentences about your photo in exercise 3 beginning with *must have*, *might have* or *can't have*.

- 5 **2.17** Listen to a student doing the task below using the photos in exercise 3. Answer the questions below.

Compare the photos. Then give your own opinion about whether arguments always damage friendships or sometimes make them stronger.

- 1 Are his speculations about the photos similar to yours?
 - 2 What phrases from exercise 2 does he use?
 - 3 What is his overall opinion about friendships and arguments? Do you agree? Why / why not?
- 6 **2.17** Listen again. Complete the extracts below with *might have*, *must have* or *can't have*.

- 1 They _____ gone there together for a game.
- 2 One boy _____ accused the other boy of cheating.
- 3 They _____ thought about the other girl's feelings at all.

- 7 **SPEAKING** Work in pairs. Student A: Look at the photos and do the task below. Student B: Turn to page 143 and do the picture comparison task.

Compare the photos. Then say whether you think there are differences between girls and boys when it comes to friendships.



An opinion essay

I can write an opinion essay on the topic of friendship.



1 SPEAKING Work in pairs. Discuss the questions below.

- Who are the people you are closest to?
- What qualities do you look for in a friend?

2 Read the task and the essay. In which paragraphs does the writer cover each element of the task?

It is sometimes claimed that 'opposites attract' when it comes to friendship. Write an essay in which you give your own opinion of this view taking into consideration personality and appearance.

It is sometimes claimed that opposites attract when it comes to friendship. On the whole, I don't agree with that opinion. I think that people pick friends with the same interests as them. That extends to physical appearance – if you have similar tastes, you're likely to appreciate similar clothes and hairstyles. Personally, I think that you are more likely to be long-term friends with someone who is on the same wavelength as you. I think opposites do attract, but I don't think it lasts as those different qualities that attracted you at first can annoy you later! My closest friend, Helen, is quite similar to me. Having said that, we do not have everything in common – in fact, the differences keep our friendship interesting. However, our broad interests and personalities do resemble each other's and so it is easy to spend a lot of time together. It's in the details that we differ. For example, we both love sport, but we don't support the same teams. And although we're both sociable, Helen is more outgoing than me. When it comes to appearance, a similar appearance can lead to attraction. Helen and I both have similar taste in clothes. We enjoy shopping together and swapping clothes. If we had different interests, we wouldn't be able to enjoy these activities together. So, in my view, although you may be attracted to a friend who is completely opposite to you, the best kind of friend is one that you have enough in common with, so that your friendship lasts a long time.

3 Read the **Learn this!** box. Then find two examples of *do / did* for emphasis in the essay.

LEARN THIS! *do / did* for emphasis

We can use *do / did* for emphasis:

- after a concession: *Although we're very different, we do get on well.*
- to clarify or correct: *'Why didn't you do your homework?' 'I did do my homework! But I've lost it.'*

LEARN THIS! Structures and features to use in essays

- Join clauses with linkers to make longer, more complex sentences.
I like him. But he can be a bit mean. → I like him, although he can be a bit mean.
- Passive structures. These can create a sense of objectivity and authority.
People often say that ... → It is often said that ...
- Preparatory *it*. We can use *it* in a cleft sentence to emphasise a particular part of a sentence.
Honesty is important. → It is honesty that is important.

Writing Strategy

Use a variety of grammatical structures and vocabulary instead of simple sentences. This will make your essay more interesting and more effective.

4 Read the **Learn this!** box and the **Writing Strategy**. Then underline an example of each of the structures below in the essay.

- contrasting clauses with *but* and *although*
- an example of another linker
- a passive form
- an example of preparatory *it*

5 Rewrite the sentences using a structure from the **Learn this!** box. Start with the words in brackets.

- Online conversations are quick and easy. They are often superficial. (Although ...)
- The non-verbal aspects of conversations are really important. (It is ...)
- A lot of people believe that you only need a few close friends. (It is ...)
- People are busy. They can still keep in touch using social media. (Even if ...)
- Sometimes people say that today, we live our lives through our phones. (It is ...)

6 Read the task. Then make notes under headings A–C below. Include ideas from exercise 5 and your own opinions.

It is sometimes said that social media friends are not real friends. Give your own opinion of this view, commenting on the best and worst aspects of online friendships and how face-to-face interactions are different.

- Online friendships: benefits
- Online friendships: possible problems
- Face-to-face relationships: unique features

7 Write your essay using your notes in exercise 6.

CHECK YOUR WORK

- Have you ...
- structured your essay?
 - used a range of more complex grammatical structures?
 - checked the spelling and grammar?

6

Health

6A

Vocabulary

Food science

I can talk about nutrition and health.

- SPEAKING** Look at the 'eatwell' plate. What does it suggest we eat the most / least of?
- VOCABULARY** Complete the information in the texts with the words below.

Food and health dairy products fizzy drinks poultry processed foods pulses saturated fat wholegrain

Vegetables and fruits are full of nutrients. Consuming more of this food can reduce the risk of heart disease. Carbohydrates from fruits and vegetables are digested slowly and boost our energy levels for longer. You should eat five portions of fruit and vegetables a day.

Carbohydrates produce energy. Choose ¹ _____ varieties where possible. They contain more fibre and so help you to feel full.



Fish, ² _____, ³ _____, nuts and eggs are important sources of protein.

⁴ _____ high in ⁵ _____ and sugar, such as cakes, biscuits, crisps and chocolate should only be eaten very occasionally. Avoid sweets and ⁶ _____ as these are very high in sugar.

⁷ _____ give our bones the vitamin D they need to stay strong.

If you burn as many calories as you take in, your weight remains the same, so regular exercise can help control your weight.

Unit map

Vocabulary

Food and health
Nutrition
Exercise: verbs and nouns
Exercise: collocations
Food

Illnesses, injuries and symptoms
Treatments and remedies

Word Skills

Compound adjectives

Grammar

The passive
The passive: advanced structures

Listening

Keeping fit



Reading

Junk food



Speaking

Role-play



Writing

An article

Culture

6 Healthy cities



Vocabulary Builder

page 120

Grammar Builder and

Reference page 135

- 3 **VOCABULARY** Look at the list of nutrition words below. Find one food on the eatwell plate that contains each thing in the list.

Nutrition additives calcium calories carbohydrate cholesterol fat fibre mineral nutrient preservative protein vitamins

additives – sweets
calcium

- 4 **SPEAKING** Work in pairs. Think about your own diets. How do they compare to the advice on the plate?

► **Vocabulary Builder** Food preparation: page 120

- 5 Complete the quiz with the correct form of the highlighted verbs from the text in exercise 2. Use a dictionary to help you.

HOW MUCH DO YOU KNOW ABOUT healthy eating

Do our quiz and find out!

- Which activity _____ more calories?
A walking B cycling C skateboarding
- How long does it take your stomach to _____ a three-course meal?
A 2 hours B 24 hours C 10 hours
- Which food _____ the most protein?
A broccoli B cheese C eggs
- Which type of meat do Americans _____ the most of at mealtimes?
A chicken B beef C pork
- Which food will _____ your energy levels and help you work better?
A yoghurt B banana C pastry
- What's the best way to _____ your weight?
A Don't eat carbohydrates.
B Eat three times a day.
C Eat healthily and do regular exercise.
- Which food best helps to _____ the risk of heart problems?
A apples B coconut C white bread
- What is lost when you _____ food in a factory?
A nutrients B salt C additives

QUIZ ANSWERS:
1 B 2 B 3 C 4 A 5 B 6 C 7 A 8 A

- 6 Do the quiz in pairs. Check your answers at the bottom of the page.

- 7 **2.19** Listen to four people talking about food. Match the speakers (1–4) with what they say (A–E). There is one extra sentence.

Speaker 1 _____ Speaker 3 _____
Speaker 2 _____ Speaker 4 _____

- A I've changed my lifestyle by making an effort to change.
B We can't expect technology to help us lose weight; it depends on our own determination.
C Technology is a positive tool, helping us to be healthy.
D One substance in particular will help our bodies store the power they need for physical exercise.
E I can easily find food products that help me avoid health problems.

RECYCLE! Obligation and prohibition *must* and *have to*

When we decide something is an obligation ourselves, we usually use *must*. When the obligation is decided for us by other people, we usually use *have to*.

I must eat more fruit and vegetables.

To enter the marathon, you have to visit the website.

mustn't and *don't have to*

We use *mustn't* to say something is prohibited, or to give very strong advice.

You mustn't eat a lot of sugar.

We use *don't have to* to say it isn't necessary to do something.

We don't have to take the train next week.

- 8 Read the **Recycle!** box. Then complete the sentences with the correct form of *must*, *mustn't*, *have to* and *don't have to*.

- The trainer tells the marathon runners that they _____ eat lots of carbohydrates, but that they _____ eat fast food.
 - The speaker has coeliac disease, so he _____ buy gluten-free food. But he _____ go to special shops; he can find it at the supermarket.
 - The man's doctor warned him that he _____ start eating more healthily.
 - According to the speaker, people _____ count how many calories they eat. There are apps to do it for them.
- 9 **SPEAKING** Work in pairs. Use the information from the eatwell plate to answer the questions.
- Do you agree with the phrase 'you are what you eat'? Why? / Why not?
 - Do you care about what additives your food contains? Why? / Why not?
 - Why do you think more and more people are becoming overweight in western countries? What can governments do to encourage people to eat more healthily?

The passive

I can identify and use different forms of the passive.



A history of hygiene

Ancient ideas of hygiene

The ancient Greeks and Egyptians enjoyed relatively high standards of personal hygiene – they had been taught about the importance of cleanliness by their religious leaders. But it was the Romans who developed the first public toilets and enormous public baths.

19th century developments

Louis Pasteur and Joseph Lister's revolutionary ideas about using sterile instruments in clean hospitals were adopted in the 19th century. Before then, up to half of Lister's patients who had survived surgery were being killed by infections spread by germs. Infection and disease haven't been eliminated entirely in our hospitals yet, but they have been significantly reduced.

Today and tomorrow

Although hygiene in developing countries is being improved all the time, 36% of the world's population is still affected by poor hygiene. Furthermore, medical organisations will be challenged in the future by new infections and diseases; the world's population is so closely connected that potentially catastrophic epidemics will be transmitted around the globe in days.

- 6 Read the **Look out!** box and the text below. Then rewrite the underlined text (1–12) in the passive. Decide whether you need to include the agent. Which sentence can be written in two different ways?

It was called 'The Great Mortality', but today we know it as the Black Death. In 1348, rats brought the plague from Asia to Europe. The disease killed millions of people. Bad weather had ruined crops for years and this had left thousands hungry. Frightened people were filling the cities and, living so close together, coughs and sneezes quickly infected them. This terrible event still fascinates us. Journalists warn us about deadly diseases and ever-increasing air travel isn't helping the situation. For now, antibiotics give us some protection, but can they save us from a future plague?

- 7 **SPEAKING** Work in pairs. Talk about these things.

- the funniest joke you've been told
- a job you'd like to be offered
- the most interesting photo you've been shown
- the most useful advice you've been given

- 1 **SPEAKING** Work in pairs. In what ways do you think these things were different in the past?

diseases hospitals hygiene

- 2 Read the text. Does it mention your ideas from exercise 1?

- 3 Find passive examples of tenses a–g in the text.

- | | |
|-------------------|----------------------|
| a present simple | e present continuous |
| b present perfect | f past simple |
| c past continuous | g past perfect |
| d will future | |

- 4 Read the **Learn this!** box. Complete the rules.

LEARN THIS! The passive

- 1 We form the passive with the verb ¹ _____ and the ² _____ of the main verb. The object of an active verb can become the ³ _____ of a passive verb.

They haven't found a cure for colds yet. (a cure = object)

A cure for colds hasn't been found yet. (a cure = subject)

- 2 If we need to mention the agent, we use ⁴ _____.

Enormous public baths were built by the Romans.

- 3 We use the passive:

- when we do not know (or do not want or need to say) who does something.
- for more formal language, e.g. for processes.
First, the coffee beans are dried. Then they are roasted.
- when we want to focus on the person to whom the action is done, not the person doing the action.

- 4 We use the ⁵ _____ and past continuous forms of the passive, but we do not use other continuous forms.

Hygiene is being improved. ✓

Hygiene has been being improved. ✗

They have been improving hygiene. ✓

- 5 Rewrite the sentences (1–5) in the passive. Match them with rules 2–4 in the **Learn this!** box. The sentences may match with more than one rule.

- A doctor has examined me and told me to rest at home.
- It was in the 19th century that they invented anaesthetics.
- Scientists are making more advances in medicine every year.
- They'll stitch the wound now and remove the stitches next week.
- Kazimierz Funk, a Polish scientist, discovered the fact that vitamins could cure many diseases.

➔ Grammar Builder 6.1 page 135

LOOK OUT!

If an active verb has two objects, either can become the subject in the passive form. However, it is more common for the indirect object (in this case, the scientist) to become the subject.

They awarded a Nobel Prize to the scientist.

The scientist was awarded a Nobel Prize.

A Nobel Prize was awarded to the scientist.

Keeping fit

I can listen to and understand people talking about exercise.



1 SPEAKING Work in pairs. Answer the questions.

- Describe the photo. What do you think is happening?
- If you were an athlete, what would be your chosen sport and why?

Listening Strategy

Remember that the information in the task may be expressed in a different way in the text.

2 Read the **Listening Strategy** and the sentence below. Think of other ways to express the underlined information.

The speaker could not have worked harder on the exercise bike.

3 **2.20** Listen to the first part of a radio programme about fitness. Is the sentence in exercise 2 true or false? What words did the speaker actually use?

4 **2.21** Now listen to the rest of the programme. Are the sentences about High Intensity Training true or false? Write T or F.

- Your heart rate and breathing quickly recover afterwards. ___
- It's better than many other ways of exercising. ___
- The benefits aren't yet known for serious sports training. ___
- Increasing the mitochondria in your body makes you fitter. ___
- Your body fat is reduced. ___
- You feel hungry afterwards. ___
- It takes much less time than other forms of exercise. ___

5 **2.22** **VOCABULARY** Complete the sentences (1–4) with the correct form of the words below. Then listen and check.

Exercise verbs ache burn convert pump

Exercise nouns adrenalin burst energy intensity

- I was exercising so hard that my heart was _____, and my leg muscles were _____.
- It's good to push yourself to the absolute limit with short _____ of high-_____ exercise.
- Mitochondria _____ fat and sugar in the body into _____.
- This type of exercise also releases _____ – a hormone which _____ fat.

6 SPEAKING Work in pairs. Discuss the questions.

- What is different about this form of exercise?
- Do you believe it works? Why? / Why not?
- Would you like to exercise in this way? Why? / Why not?

7 **2.23** Listen to four speakers talking about their preferred form of exercising. Choose the correct answers (a–c). Remember the advice in the strategy.

- Speaker 1 says that
 - he usually plays twice a week in winter.
 - his attitude makes up for his deficiencies as a player.
 - it's more important to enjoy yourself than to win.
- The intention of speaker 2 is to
 - detail the exercise options available at her gym.
 - explain how she chooses to exercise and why.
 - advise on the best way to exercise.
- Speaker 3 is being interviewed about
 - her dedication to her sport.
 - her reasons for choosing this particular sport.
 - her latest fitness craze.
- Speaker 4 says that
 - he and his friends took up this activity quite recently.
 - he and his friends improve by copying others.
 - his friend is always injuring himself.

8 **2.23** How did you choose your answers? Listen again and write down the phrases that helped you. Then match them to words with a similar meaning in exercise 7.

9 VOCABULARY Complete the collocations that the speakers used in exercise 7 with the verbs below. Use each verb once, and choose the best verb for each noun.

Exercise: collocations

attend be beat do go keep lift play
push pedal

- | | |
|-----------------------------|-------------------------|
| 1 _____ a team sport | 6 _____ competitive |
| 2 _____ myself to the limit | 7 _____ weights |
| 3 _____ aerobics | 8 _____ a fitness class |
| 4 _____ running | 9 _____ an opponent |
| 5 _____ on an exercise bike | 10 _____ fit |

► **Vocabulary Builder** Fitness idioms: page 120

10 SPEAKING Work in pairs. Give personal opinions about sports and fitness activities using the collocations in exercise 9. Include reasons and examples.

Well, I don't like lifting weights in the gym. I've tried, but I find it boring. What about you?

I agree. But I enjoy doing fitness classes.

The passive: advanced structures

I can use advanced passive structures.



1 SPEAKING Work in pairs. Read the statements below. Which do you think are true?

- If you wake a sleepwalker, they will have a heart attack.
- You should drink at least eight glasses of water a day.
- Being slightly fat is good for you.
- Sleeping longer at weekends makes up for lost sleep.

2 Read the text and check your answers to exercise 1.

MYTH BUSTING

Never wake a sleepwalker

Waking a sleepwalker was once widely believed to be dangerous because it was thought something terrible would happen to them. While nobody likes being woken up, the worst thing they will experience is confusion because they are not in bed!

Drink eight glasses of water a day

This myth is thought to have been started by the bottled water industry. In fact, some of us need as little as a litre of liquid a day, which doesn't have to be consumed as water. Food, soft drinks, milk, tea and coffee all count.

Being a bit overweight is unhealthy

It is often reported that serious health problems can be caused by obesity. However, people carrying an extra couple of kilos in weight might actually live longer.

You can catch up on lost sleep

During the week, your sleep might be disturbed by late-night study, noisy neighbours, or a night out. But forget about sleeping longer at the weekend – staying in bed too long is thought to make you feel more tired!

3 Read the **Learn this!** box. Then find examples of each rule in the text in exercise 2.

LEARN THIS! The passive: advanced structures

1 We can use passive structures with present and past forms of modal verbs.

*Everyone should be encouraged to eat healthily.
My computer must have been hacked.*

2 Verbs that are followed by an infinitive or gerund can also be followed by a passive infinitive or gerund.

*She hopes to be accepted into medical school.
I hate being told what to eat.*

3 We can introduce ideas and opinions by using *think*, *believe*, *say*, *know*, *report*, etc. and passive structures.

a *it* + passive + *that*:

It is estimated that we need eight hours' sleep each night.

In the past, it was thought that bathing was bad for you.

b subject + passive + present or perfect infinitive:
Cigarettes are known to cause lung cancer (to express a belief about the present)

In the past, smoking wasn't thought to be bad for you (to express a past belief)

Heart disease is known to have caused over 80,000 deaths in the UK last year (to express a present belief about a past event)

4 Write the sentences with the words in brackets and the correct passive form. Then match each sentence with a rule from the **Learn this!** box.

- It (just / report) that too much exercise is bad for you.
- I (not / remember / tell) about this diet before.
- Mia (should / give) better advice by the doctor.
- Nobody (want / criticise) for their appearance.
- The actress (rumour / lose) more than five kilos last year.
- Some medicines (must / only / take) with food.

► Grammar Builder 6.2 page 136

5 USE OF ENGLISH Complete the second sentence so that it has a similar meaning to the first.

- People have known for years that too much salt is unhealthy.
It _____.
- Did they really expect anyone to believe those health myths?
Did they really expect those _____?
- Someone ought to have checked the facts carefully.
The facts _____.
- I don't like anyone telling me how much exercise to do.
I don't like _____.
- Should we blame parents for overweight children?
Should parents _____?
- It is said that Einstein slept for ten hours every night.
Einstein is said _____.

6 SPEAKING Work in pairs. Discuss the food myths and think of reasons why they are untrue. Try to use some of the passive structures from this lesson.

- Frozen vegetables are never as good for you as fresh ones.
- Any type of brown bread is better for you than white bread.
- In a fast food restaurant, a burger contains more calories than a milkshake.

It's often thought that vegetables ... However, ...

It's sometimes said that any type ...

A burger is believed to ...

Compound adjectives

I can use compound adjectives.

1 **SPEAKING** Work in pairs. Discuss the questions.

- 1 What was your last dream or nightmare about?
- 2 Can our dreams help us in our waking lives?

2 Read the text. How could 'lucid dreaming' help students?

The idea that we can control our dreams through a technique called 'lucid dreaming' is usually the stuff of sci-fi films. During lucid dreaming, the sleeper knows they are dreaming and can control what happens – even deciding to have **brehtaking** experiences like flying. Now, **thought-provoking** research has received **broad-based** support from some **highly respected** scientists, who think it may not be as **far-fetched** as it sounds.

Lucid dreaming isn't just about **mind-blowing** experiences. It can be used to improve a variety of skills, from playing the piano to public speaking. It's been shown that people who dream about practising things, like playing the piano, do them better in 'real life' the next day. **Well-known** athletes also use lucid dreaming to help them deliver **record-breaking** performances. You don't need to be highly trained to have lucid dreams, but **half-hearted** efforts won't work, so try the following steps regularly:

- 1 Do difficult tasks during the day, such as studying a foreign language; it makes lucid dreaming more likely.
- 2 Decide what you want to dream about before you sleep.
- 3 As soon as you wake up and are still **bleary-eyed**, make notes about dreams while they are fresh in your memory.



3 Put the highlighted compound adjectives in the text into the correct columns.

| adjective + noun + -ed | noun + -ing form | adverb + past participle |
|---------------------------|------------------|-----------------------------|
| 1 _____ | 4 _____ | 8 _____ |
| 2 _____ | 5 _____ | 9 _____ |
| 3 _____ | 6 _____ | 10 _____ |
| | 7 _____ | |

4 Underline the compound adjectives in sentences 1–7 then match them with definitions a–g. Then answer the questions.

- 1 Would you describe yourself as single-minded?
- 2 Do you ever buy second-hand goods?
- 3 When did you last watch a light-hearted film?
- 4 Which school subjects do you find most straightforward?
- 5 Do you think it's better to be good-looking or talented?
- 6 What upcoming events are you looking forward to?
- 7 Were you a high-spirited child?

- | | |
|--------------------|---------------------|
| a attractive _____ | e determined _____ |
| b easy _____ | f energetic _____ |
| c imminent _____ | g not serious _____ |
| d not new _____ | |

Dictionary Strategy

Compounds adjectives made up of a noun / adjective + -ed adjective or a noun + -ing form usually have their own dictionary entries. However, compound adjectives made up of an adverb + past participle do not have their own entries, as the meaning is similar to the meaning of the headword.

5 **DICTIONARY WORK** Read the Dictionary Strategy. Which of the compound adjectives below are likely to have their own entry? Check your answers in a dictionary.

densely populated **English-speaking**
light-hearted **much-needed** **old-fashioned**
record-breaking **well-respected**

6 Complete the compound adjectives with the words below. Use a dictionary to help you.

mind ed **populated** **reaching** **saving** **watering** **written**

- 1 Sarah often forgets things because she's absent-_____.
- 2 His novel was well-_____, but I didn't like the characters.
- 3 The microwave is one of the best time-_____ devices ever invented.
- 4 The cakes at the baker's were so mouth-_____ that I wanted to eat them all!
- 5 That decision could have far-_____ consequences for us.
- 6 Singapore is one of the most densely _____ places in the world.

7 **SPEAKING** Work in pairs. Discuss the questions. Give reasons and examples.

- 1 Who is the most single-minded person you know?
- 2 What's the most breathtaking experience you've ever had?
- 3 What's the most useful time-saving device you own?
- 4 What is the most thought-provoking book you have read?

Junk food

I can react to an article about food addictions.

1 SPEAKING Work in pairs. Discuss the questions.

- Why is fast food so attractive to some people?
- What can be done to encourage people to eat less of it?

2 Read the three texts about food addiction. What were the consequences of the three people's addictions?

Reading Strategy

When you do a gapped sentence task, look for clues before and after each gap. For example, if a sentence starts with *And* or *Furthermore*, it probably introduces additional information.

Other words can be used for contrast (*But*, *However*) and consequences or conclusions (*So*, *Therefore*).

3 Read the Reading Strategy. Match the sentences (A–E) with the gaps (1–4). There is one extra sentence.

- Not surprisingly, a diet that contained few nutrients and an excess of fat and carbohydrates could only have negative consequences.
- Its aim was to encourage food addicts to beat their addictions with the help of a psychologist and nutritionist.
- One of the first steps was to get rid of her collection of free gifts.
- Parties, picnics and barbecues with friends and family used to be a nightmare.
- The doctor who treated her said she had never seen such an extreme case of food addiction.

FOOD addiction

2.24

A Pizza boy

Few people would disagree that one of the world's most popular dishes is pizza. Twenty-two-year-old Zack certainly wouldn't. He would eat any type of pizza that he could find: homemade pizza covered in fresh ingredients, precooked microwave pizza full of additives and preservatives, and even the pizza leftovers from the night before. He ate pizza for breakfast, lunch and dinner and was consuming 800 kg of it a year.

As a child, Zack had eaten a wide variety of food and it wasn't until he started secondary school that he became addicted to pizza. American school meals have often been criticised for the large amount of fast food present on the menu. At Zack's school, pizza was the star dish and he couldn't get enough of it. Furthermore, Zack was receiving pocket money, and there was only one thing he wanted to spend it on: slices of pizza.

Naturally, Zack's family were worried about their son's diet was high in calories and low in vitamins. So was Zack. In a desperate attempt to break his addiction, he agreed to appear on a TV programme. '____' It wasn't easy, but Zack finally demonstrated that he had given up eating pizza in a dramatic end to the show. He had to eat a fish dish, while his brother sat in front of him enjoying ... a pizza! Zack met the challenge and, according to the programme makers, he has never eaten pizza again.

B Chicken nugget girl



4 Are the sentences true or false? Write T or F. Correct the false sentences.

- 1 Josh ate well until he was a teenager. ___
- 2 Josh ate his last pizza on *Freaky Eaters*. ___
- 3 Stacy became addicted after a member of her family introduced her to a certain type of food. ___
- 4 Stacy has recovered from her health problems. ___
- 5 Hanna's condition affected her work and social life. ___
- 6 Hanna was cured by an unusual treatment. ___

5 **VOCABULARY** Complete the sentences with highlighted words from the texts in the correct form.

Food

- 1 What _____ of ice cream would you like?
Strawberry or vanilla?
- 2 It's a simple _____ to prepare, consisting mainly of rice and vegetables.
- 3 I'm trying to reduce the _____ of food I eat. I want to eat the same food, but in smaller quantities.
- 4 I'll just have one _____ of bread, please.
- 5 Most Japanese people eat a _____ of rice, fish and vegetables.
- 6 We can eat the _____ from tonight's dinner for tomorrow's lunch.
- 7 The restaurant serves smaller _____ for children.
- 8 We can't order yet because we haven't seen the _____.

When seventeen-year-old Stacy Irvine's friends visit her, they know that they are going to have a struggle to find a place to sit in her bedroom. Why? Because Stacy shares her room with the thousands of free toys that she has received as a reward for her loyalty as a regular customer of fast food restaurants.

If Stacy's mother could travel back in time and change one thing, it would be the moment that she decided to take two-year-old Stacy to a McDonald's restaurant and give her a **portion** of chicken nuggets. Since then, Stacy has refused to eat anything else except for pieces of fried chicken, and as a result, her diet has created serious health problems. In fact, so serious are her problems that she has been warned that if she doesn't soon change her **diet**, she will die.

Stacy's body had so few vitamins and nutrients that she recently collapsed and had to be admitted to hospital. ² She insisted that Stacy adopt a healthier lifestyle. Stacy's mother was obviously worried, but said that while Stacy was beginning to understand the seriousness of her situation, she couldn't eat anything else but chicken nuggets.

6 **SPEAKING** Work in pairs. Read the statement and decide together whether you agree or disagree with it.

It is the fault of fast food restaurants if people are addicted to their food.

Discuss your ideas and make notes to support your opinion. Use the words below to help you.

Adjectives addictive cheap convenient expensive fresh high-calorie low-calorie processed tasty value for money

Nouns fat fibre free choice ingredients salt sugar will power

Present your opinions to the class. Use the phrases below to help you.

Presenting opinions

There's no doubt in my mind that ...
As far as I'm concerned, ...
I believe very strongly that ...
I'm absolutely convinced that ...
Nobody can deny that ...
It's perfectly clear that ...

Twenty-year-old Hanna Little was keen on 60 chips. In fact, she loved them. With the exception of a little toast for breakfast, the only thing that Hanna consumed for fifteen years was one plate of chips after another. ³ And it did, because not only did Hanna 65 develop health problems, but she also had to leave her job after collapsing at work.

Hanna's love of chips had turned into an addiction at the age of five, and although her mother tried to encourage her to eat fruit and 70 vegetables, she refused. Hanna says that she was terrified of tasting the **flavour** of different types of food and she would feel anxious just at the idea of doing it. ⁴ Furthermore, Hanna was soon seen as 'odd' by her friends' 75 parents.

It wasn't until she reached the age of sixteen that Hanna discovered that she had been suffering for years from a psychological disorder called SED, Selective Eating Disorder. Hanna 80 discovered that SED was usually caused by a bad experience with food as a baby that the sufferer had no memory of. However, this new knowledge failed to produce a solution and it wasn't until she lost her job before she 85 took the action that would convert her into a normal eater. Hanna decided to seek help and went to see psychologist Felix Economakis, who administered a treatment that none of the doctors that she had seen before had 90 mentioned: hypnosis. It worked. After just one one-hour session, Hanna was ready to try fruit, and since then she has been willing to eat anything ... including chips!

Chip girl



Role-play

I can role-play a conversation at the doctor's.



- 1 **SPEAKING** Describe the photo. How do you think the people are feeling?
- 2 **VOCABULARY** Put the words below in the correct groups. Can you add any more words to each group?

Illnesses, injuries and symptoms ache bruise
 chest infection be congested cough cut feel dizzy
 feel fatigued flu fracture heartburn insect sting
 feel nauseous nose bleed rash sore throat sprain
 feel stiff be swollen temperature virus wound

Illnesses: chest infection, ...

Injuries: bruise, ...

Symptoms: ache, ...

- 3 **SPEAKING** Work in pairs. Look at the illnesses and symptoms in exercise 2 and discuss the questions.
- Are there any you have had repeatedly / more than once?
 - Are there any you have never suffered from?

While on holiday in the UK, you are taken ill and go and see the doctor. Have a conversation with him/her and discuss the following points:

- what the illness is
- how long you have had it
- medicine you can take
- how much medicine to take, when and how often

- 4 **2.25** Read the task and listen to a student doing it. What does the doctor say is wrong with her? Which words from exercise 2 does the girl use?

- 5 **VOCABULARY** Check the meaning of the treatments and remedies in a dictionary. Find possible treatments / remedies for the illnesses, symptoms or injuries in exercise 2.

Treatments and remedies antacid antibiotics
 antihistamine anti-inflammatories antiseptic cream
 bandage cough medicine lots of liquids painkillers
 rest tablets throat sweets X-ray

You could treat a sore throat with ...

- 6 **2.25** Listen again. What treatments are discussed? What does the doctor recommend?

- 7 **2.26** Listen to a second student doing the task in exercise 4. Make notes on the following topics.

- what the illness is
- how long he has had it
- treatment / medicine he can take
- taking the treatment

Speaking Strategy

Don't get nervous if you're unsure whether you've understood the question or what the other person has said. Simply ask the person for clarification.

- 8 **KEY PHRASES** Read the **Speaking Strategy**. Complete the phrases with the words below.

didn't mean mind same as something think

Asking for clarification

Sorry, do you ¹ _____ you could repeat that?

I'm afraid I ² _____ quite catch that.

Would you ³ _____ saying that again?

What do you ⁴ _____ by ... ?

Is that ⁵ _____ like ... ?

Is that the ⁶ _____ ... ?

- 9 **2.26** Listen to the second dialogue again and answer the questions.

- What two things does the student ask the examiner to repeat or explain?
- How does she/he ask for clarification?

- 10 Read the task below. Make notes on each section.

While on holiday in the UK, you go and see the doctor because you have had an accident. Have a conversation with him/her and discuss the following points:

- the injury
- how you did it
- treatment
- a follow-up visit

- 11 **SPEAKING** Work in pairs, taking turns to be the patient and the doctor. Remember to ask for clarification if you are unsure about something.
- 12 **SPEAKING** Work in pairs. Discuss this quote. Say to what extent you believe it is true, and why.

'The best medicine is laughter.'

An article

I can write an article for a school website.

1 SPEAKING Work in pairs. Discuss the questions.

- Do you have a sweet tooth? What are your favourite sweet treats?
- Why is too much added sugar bad for you? What problems can it cause?

2 Read the task below. Identify the elements that need to be included in the article. How many paragraphs do you think it should have?

You've read an article about the dangers of eating too much sugar. Write an article for your school website about the risks associated with a high sugar diet and propose ways of persuading young people to eat less of it.

3 Read the article and compare it to your ideas in exercise 2. Are there any differences?

Writing Strategy

Organise your ideas or opinions into a coherent argument by using linking words or phrases, for example: *therefore, although, furthermore, as a result.*

4 Read the **Writing Strategy**. Underline the words the writer uses in the article to link ideas together.

5 KEY PHRASES Look at the phrases. Which ones are included in the article?

Comment adverbs

| | |
|---------------------------|--------------------|
| Personally, (I think) ... | Amazingly, ... |
| Surprisingly, ... | Interestingly, ... |
| Obviously, ... | Naturally, ... |
| Consequently, ... | Admittedly, ... |
| Unfortunately, ... | Hopefully, ... |
| Ideally, ... | Basically, ... |

6 SPEAKING Work in groups. Discuss the opinions below. Decide which view you hold and use a comment adverb to introduce your view. Then add a reason.

- Our school should/shouldn't stop serving fast food.
- It is/isn't OK to have some fat in your diet.
- Additives in food are/aren't bad for you.
- Fast food should/shouldn't be banned in leisure centres.
- Children should/shouldn't make their own food choices.

Personally, I think that our school should stop serving fast food. We eat too much of it.

Really? ...

7 Read the task below. Make notes on your opinions.

You've read an article about teenagers and fast food. Write an article for your school website about the dangers of teenagers eating too much fast food, and how students can be persuaded to eat less of it.



Not so sweet?

I don't know anyone who doesn't love sugar. Humans have a natural sweet tooth and it can be difficult to control our sugar-eating habits. But how can something so nice be so bad for us?

Obviously, naturally occurring sugar, for example in fruit, is considered healthy sugar. However, refined sugar is not healthy and is added to many processed foods to make them taste better. Surprisingly, this 'hidden' sugar can be found in many savoury foods like bread, tins of vegetables and sauces. Moreover, refined sugar has no nutritional value and therefore offers 'empty' calories. It also has no fibre, unlike the natural sugar in fruit, and therefore is easy to eat a lot of. Consequently, excess calories lead to weight gain. Too much sugar also encourages tooth decay in children and diabetes in later life.

So, what can we do about too much sugar, especially the hidden sugars in our diet? It seems to me that the government must take some responsibility for this situation. Ideally, it should regulate the amount of sugar that companies can add to processed foods. Furthermore, education must also be part of the answer and students should learn in school about the health issues associated with eating a lot of sugar. This approach has worked for smoking, after all.

Personally, I think it is extremely important that young people know about the dangers of sugar so that we can make informed choices. Although it is delicious, we must not put our future health at risk.

8 Plan your article in your notebook. Organise your ideas into paragraphs and link them. Then write your article.

CHECK YOUR WORK

- Have you ...
- organised your ideas into paragraphs?
 - used adverbs and linking words to connect your ideas in each paragraph?
 - included one or two comment adverbs?
 - checked the spelling and grammar?

7

Tall stories

7A

Vocabulary

Truth and lies

I can talk about telling the truth and lies.

Unit map

Vocabulary

Truth and falsehood: verbs
Truth and falsehood: adjectives
Phrasal verbs

Word Skills

Nouns and dependent prepositions

Grammar

Reported speech
Reporting verbs

Listening Urban legends

Reading Media wars



Speaking Presentation



Writing A story

Culture 7 Cowboys



Vocabulary Builder page 120

Grammar Builder and Reference page 136



- 1 SPEAKING** Look at the photos (A–C). How do they illustrate ways of being honest and dishonest?
- 2 VOCABULARY** Check the meaning of the verbs below. Which could you use to describe the situations in the photos?

Truth and falsehood: verbs cheat deceive sb disguise (the truth, the fact that, etc.) distort exaggerate (the truth, a difficulty, etc.) fabricate (a story, evidence, etc.) fib fool sb lie (to sb) make an excuse manipulate sb mislead sb own up (to sth) pass sth/sb off as photoshop (a picture, an image, etc.) reveal swear that / to do sth tell a lie tell the truth

Do **you** always know what the **right** thing to do is?

7A

Do our quiz and find out!

1 On your social network page, you post a photo of yourself that you have photoshopped. Everyone likes the photo, but you feel bad about **'lying / deceiving** people. Do you **'own up to / reveal about** it or keep quiet?

2 Your friend asks for your opinion about their new hairstyle, which you don't like. Do you **'swear / lie** to them or are you **truthful** about what you think?

3 You buy your aunt a handbag by a famous brand, but it's a **fake** brand. Do you tell her or do you **'mislead / disguise** her and say it's an **original**?

4 Your teacher praises you for research that a classmate did. Do you **'distort it / pass it off** as your own or are you **straight** with her?

5 You discover that your friend **'disguised / fabricated** a story that caused someone problems. He asks you never to **'reveal / fib** the secret to anybody. Do you tell your friend that they've been **devious** and must **'say / tell** the truth?

6 A friend **'cheats / exaggerates** their work experience on a CV for a summer job. Do you congratulate them for **'fooling / manipulating** the company or warn them that they won't appear **trustworthy** if they are discovered?

3 Read the quiz above and underline the correct verbs 1–10.

4 SPEAKING Work in pairs. Discuss the situations in the quiz and decide what you would do. Can you suggest alternative solutions for any of the situations?

5 VOCABULARY Copy and complete the table below. Decide if the highlighted adjectives in the quiz refer to honesty or dishonesty.

Truth and falsehood: adjectives

Honesty: ...

Dishonesty: ...

6 Check the meaning of the adjectives below. Then add them to the correct lists in exercise 5.

biased direct dishonest honest hypocritical
manipulative open unethical

7 Write the best adjective from your list in exercise 5 for each of the situations below.

- 'The father of one of the children from the other team was the referee and he gave them two penalties that didn't exist!'
- 'My mum told me not to eat sweet things because they are bad for my teeth and then I found her eating a box of chocolates!'
- 'Jack doesn't worry too much about other people's opinions and he always tells you exactly what he thinks about something.'
- 'Amy really knows how to control her friends and get them to do what she wants.'
- 'I don't think it's right to do experiments on animals just so that people can wear cosmetics.'

8 SPEAKING Work in pairs. Think of two situations that you have experienced that illustrate two of the adjectives in exercises 5 and 6. Explain the situations to your partner. Can he/she identify the adjectives?

9 **3.02** Listen to five dialogues. What are the situations and what are the lies that are told? Which lies do you think are the most serious?

RECYCLE! Defining relative clauses

We use defining relative clauses after a noun to tell us which person, thing, place, etc. we are talking about. We don't use a comma before a defining relative clause.

10 **3.02** Read the **Recycle!** box and listen again. Complete the sentences with a defining relative clause.

- At first, the man didn't believe the words **he was hearing**.
- Sean's mother tells him to pick up all the things ...
- Max has just spoken to a girl ...
- Jessica explains to her teacher the reason ...
- Kate tells Tom she has a family event ...

11 SPEAKING Work in pairs. In which of these situations do you think it is acceptable to tell a lie or make an excuse? What would you say in each situation?

- You've just received a birthday present that you don't like.
- Yesterday was your friend's birthday and you forgot to phone them.
- A child's pet cat has been run over – but they don't know.
- You are playing football in a relative's garden and you destroy some flowers.
- You meet someone whose name you can't remember.

Reported speech

I can report what people have said and asked.

- 1 Read the email. Look at the phrases in bold. What were the actual words used by the speakers?

To: daisy@email.com

Hi Daisy,

So last week, **John said that he'd take me out for my birthday to the new pizza place** in town. Then he phoned the next day and **'told me that his sister had had an accident the night before** and **'he wouldn't be able to see me** after all. **'I said I didn't believe him** and that **'he'd been avoiding me for ages**. **'My dad said that I shouldn't call John any more**. **'My mum says he's a liar and he's let me down too many times**. What do you think? Eva

- 2 Read the **Learn this!** box. Then find examples of the rules in exercise 1.

LEARN THIS! Changes in reported speech

- After reporting verbs in the past, the verbs of the original speech move back in time.
'I'll call later.' She said she'd call later.
- After reporting verbs in the present, future or present perfect, the tense is usually the same as the original because the time reference is the same.
'Jo's passed her exams.' He says Jo's passed her exams.
- Modal verbs are usually unchanged after past reporting verbs.
'I might get a new bike.' He said he might get a new bike.
- We make changes to personal and possessive pronouns, determiners like *this / that*, and expressions when the time reference has changed.
'I'll lend you this DVD tomorrow.' She said she'd lend me the DVD the next day.

► Grammar Builder 7.1 page 136

- 3 Read what Daisy said to Eva. Rewrite the paragraph, changing the direct speech to reported speech.

I saw John yesterday. I don't think he noticed me. He was talking to that girl from the pizza café. I heard them arrange to meet tomorrow. They've been chatting on Facebook too. You must speak to him about it tonight. Everyone knows he's deceiving you!

Daisy told Eva that she'd seen John the day before. She said that ...

- 4 Rewrite the sentences, changing the direct speech to reported speech. Use the reporting verb in brackets. (Each speaker is/was talking to you.)

- Lee: 'I'm scared of heights.' (tells)
- Simon: 'You should always tell the truth.' (said)
- Alison: 'I've never believed in ghosts.' (says)
- Pete: 'I'll be watching TV this evening.' (has said)
- May: 'You might see me at the concert.' (told)
- Jim: 'I won't be late tomorrow.' (says)

LEARN THIS! Reported questions

- Tense changes for reported questions are the same as for reported speech. The word order is the same as for statements. We don't use auxiliary verbs.
'Do you like reggae?'
She asked me if I liked reggae.
'What time does the concert start?'
She asked me what time the concert started.
- We use *if* or *whether* to report *yes/no* questions.
'Was the bus late?' He asked me if the bus had been late.
- We don't include question tags in reported questions.
'Pat's coming, isn't he?' He asked me if Pat was coming.
- To report short answers, we use the auxiliary or modal from the short answer.
'Do you speak French?' 'I don't.'
She asked me if I spoke French and I said I didn't.

- 5 Read the **Learn this!** box. Then write the words in the brackets in the correct order to complete the sentences.

- The shop assistant (me / was / asked / for / I / what / looking).
- Our teacher asked (who / understand / us / didn't / exercise / the).
- I asked Sam (he / and / brother / whether / knew / you / your).
- A tourist asked (where / if / him / he / knew / the / was / station).
- Fiona asked (if / to / Italy / had / Don / he / been).
- He asked me (bus / needed / for / which / he / the / centre / town).

► Grammar Builder 7.2 page 137

- 6 Rewrite each sentence using the word in brackets.

- 'What time will the café open tomorrow?' he asked us. (next day)
- 'Shall I call you a taxi?' Pam asked me. (whether)
- 'Don't believe anything Jim says,' Fran told us. (not)
- 'We must get to the airport on time,' I told her. (that)
- 'Who did you see at the club last night?' Tony asked me. (before)

- 7 **SPEAKING** Work in pairs. Tell your partner about an occasion when somebody told you a lie. (Invent one if necessary.) Include reported speech and reported questions in your account.

My brother / sister / friend said that ... I asked him/her what / when / why / whether / if ...

Urban legends

I can understand how intonation affects meaning.

1 SPEAKING Work in pairs. Discuss the questions.

- Do you enjoy scary films, stories or fairground rides?
- Do you find any of these things scary?

dogs heights large crowds snakes spiders water

2 **3.03** Read the definition of an urban legend, then listen to the story. What happened? Did you like it?

urban legend *noun* a modern story that spreads spontaneously and has elements of humour or horror

Listening Strategy

Speakers often use intonation to express their opinion or attitude about the statements they make. Pay attention to the speaker's tone of voice and the intonation they use to find out how they feel about their subject.

3 **3.04** Read the **Listening Strategy**. Listen again to the first part of the story. Pay attention to the extracts (1–4) and match each extract with one of the adjectives below. There are two extra adjectives.

angry enthusiastic nervous patient sarcastic surprised

- Max** A horror story. Great, Ian. They're so interesting.
- Jill** Oh shush, Max. Fantastic! How scary is it?
- Ian** Well, whatever. I'm not saying it isn't true. It could easily be true.
- Caro** Oh, dear. I don't like this story already.

LEARN THIS! Intonation and meaning

1 Agreeing or disagreeing

As in question tags, our voice goes down at the end when we are making a statement or up when we aren't sure.

Her name's Sarah. ↘ (You don't expect people to disagree.)

Her name's Sarah. ↗ (You aren't sure.)

2 Qualifying an opinion

Rising intonation can give the spoken words a slightly modified opinion:

The film's quite good... ↗ (there's an implied *but* at the end)

3 Flat voice for sarcasm or irony

If we use a flat tone, we mean the opposite to the words we use:

Brilliant! ↘ (You mean it.)

Brilliant. ... (You don't mean it.)

4 **3.05** Read the **Learn this!** box. Then listen carefully to the examples. Repeat them, copying the intonation.

5 **3.06** Listen to the examples from the story. Match them with rules 1–3 in the **Learn this!** box.

- Ian** You all like horror stories. ___
- Caro** Well, I think I like horror stories. ___
- Max** Oh, yeah. It's so scary. ___
- Jill** I quite like this kind of story. ___
- Caro** She shouldn't get out of the car. ___

6 **3.07** Listen to the sentences (1–6). Choose the correct meaning (a or b).

- I enjoyed the story.
 - qualifying
 - a statement
- Brilliant. It's snowing.
 - enthusiastic
 - sarcastic
- You'll love it.
 - sarcastic
 - expecting agreement
- This is the road home.
 - expecting disagreement
 - expecting agreement
- This is nice.
 - qualifying
 - statement
- Oh, great. Just what we need.
 - enthusiastic
 - sarcastic

7 **3.08** Listen to the interview. Choose the correct answers (a–d).

- Dr Miriam Webster
 - is a professor of urban myths and legends.
 - studies urban legends with her students.
 - writes down urban legends in her spare time.
 - is the author of many different urban legends.
- The presenter thinks that urban legends
 - generally seem unpleasant.
 - are very charming.
 - are always a fantasy.
 - put you in a good mood.
- Dr Webster says that an urban legend
 - is based on a traditional fairy story.
 - is nearly always written down.
 - generally has a single source.
 - has many different versions.
- Urban legends are popular because
 - most ordinary people like to be shocked or scared.
 - they are better than Hollywood blockbuster films.
 - humans have a need for turning life events into stories.
 - generally people don't read novels much any more.
- The aim of the programme is to
 - convince us that urban legends are generally true.
 - show us exactly where urban legends came from.
 - explain why we are wrong about urban legends.
 - give background information about urban legends.

8 SPEAKING Work in pairs. Do you have urban legends in your country? Do you know any creepy, scary or incredible stories? Find a story and make notes for it. Share your story with another pair.

Reporting verbs

I can report what people have said in a variety of ways.

1 Read the news report and answer the questions.

- 1 What has the man been accused of doing?
- 2 Can you give examples of similar telephone or internet scams?

Last night, police arrested a man on suspicion of using social media to obtain people's phone numbers. Martin Wheeler, 41, had phoned a number of people and apparently convinced them that they had won a free gift. In order to claim it, they were asked to provide their financial details. Wheeler has admitted that the free gifts didn't exist, but has denied that he actually stole any money. He claimed that he'd been trying to raise awareness of the dangers of giving away their details. Police have warned the public never to make personal or financial information available to others unless absolutely certain that they are genuine.



2 **3.09** Listen to what the people in exercise 1 actually said. In each case, identify:

- 1 the part of the report where the direct speech is reported.
- 2 the reporting verb that is used (e.g. *warn*, *admit*, etc.).

LEARN THIS! Reporting verbs

We can report statements with *say* and *tell* or other verbs, e.g. *admit*, *announce*, *argue*, *complain*, *deny*, *explain*, *insist*, *promise*, etc. and *that*.

'Excuse me, but my soup is cold,' the customer said.

'It's meant to be served that way, sir,' said the waiter.

The customer complained that his soup was cold. The waiter explained that it was meant to be served that way.

Grammar Builder 7.3 page 137

3 Read the **Learn this!** box. Then report the sentences with the reporting verbs below and *that*.

admit announce deny explain insist promise

- 1 Luke said, 'Actually, I did eat the last chocolate in the box.'
Luke admitted that he had eaten the last chocolate in the box.
- 2 Dan said to Mia, 'I'm late because I missed the bus.'
- 3 Pete said to me, 'Seriously, you are definitely wrong.'
- 4 Jen said, 'Guess what! I've passed all my exams!'
- 5 Pablo said, 'Of course I'll be there on time.'
- 6 Jack said, 'I haven't taken your keys, honestly.'

LEARN THIS! Other reporting structures

We can use other structures to report commands, promises, requests, suggestions, etc.

- 1 verb + infinitive with to
agree, offer, promise, refuse, threaten
- 2 verb + object + infinitive with to
advise, ask, beg, encourage, forbid, invite, order, remind, tell, warn
- 3 verb + -ing
deny, recommend, suggest
- 4 verb + preposition + -ing
admit to, apologise for, boast about, confess to, insist on
- 5 verb + object + preposition + -ing
accuse of, blame for, congratulate on, criticise for
- 6 verb + *that* + *should* clause / verb + *that* + subjunctive clause
demand, insist, propose, recommend, request, suggest

Grammar Builder 7.4 page 138

4 **3.10** Read the **Learn this!** box. Then listen and complete the sentences, using one of the verbs from rules 1–6 in the past simple.

- 1 She _____ to make a decision.
- 2 He _____ her not to see the film.
- 3 She _____ ordering some more food.
- 4 He _____ about having lots of friends.
- 5 She _____ him for missing the bus.
- 6 He _____ that they make less noise.

5 **3.11** Listen and report the direct speech. Use the verbs given, followed by the appropriate structure.

- 1 *She invited him to go to the park.*
- 1 invite
- 2 congratulate
- 3 remind
- 4 deny
- 5 propose
- 6 apologise
- 7 agree
- 8 threaten
- 9 encourage
- 10 confess
- 11 accuse
- 12 recommend

6 **SPEAKING** Work in pairs. Using reporting verbs, tell each other about:

- 1 a useful thing that someone recommend that you do.
- 2 something your parents warned you not to do as a child.
- 3 a time when a friend refused to do something.
- 4 something that you had to apologise for doing.
- 5 a time when someone accused you of something you didn't do.
- 6 something you did that you later denied doing.

Nouns and dependent prepositions

I can use nouns and dependent prepositions.

- Look the photos. How do you think these images were made?
- Read the article. What's the most amusing or unusual hoax image you've seen? Do you think hoaxes are a problem? Why? / Why not?



Although technology has created an increase in hoax images, the first fake photo dates back to the 1830s. Some years later, a book claimed to show the surface of the moon – even though this wasn't actually photographed for another 100 years. An obsession with the spirit world led to a series of photos claiming to show ghosts and fairies, and 1960s interest in space travel produced numerous images apparently proving the existence of alien life. Nowadays, there is plenty of online evidence of our addiction to this visual trickery – there seems to be an endless demand for amusing images of monster cats, mutant squids, and friends posing with Hollywood stars. But there is a need for caution; with modern technology it can be almost impossible to tell the difference between what's real and what's fake.

LEARN THIS! Nouns + dependent prepositions

Some nouns are followed by certain prepositions, called dependent prepositions. The choice of preposition depends on the noun and its specific use and meaning. When a verb follows a preposition, we use the *-ing* form.

The trouble with putting images online is that anyone can see them.

➔ Grammar Builder 7.5 page 138

- Read the **Learn this!** box. Then find the nouns below in the text in exercise 2. Which prepositions are they followed by?
addiction demand difference evidence existence increase interest need obsession

Dictionary Strategy

Some nouns can be followed by more than one dependent preposition. To decide which preposition is needed, consider the sense in which the noun is used. If you're not sure what preposition to use, always check in a dictionary.

- DICTIONARY WORK** Read the **Dictionary Strategy** and the dictionary entry below. Answer the questions.

- Which two prepositions can follow 'evidence'?
- In what two ways is the information about dependent prepositions given?

evidence *noun* 1 [U, C] the facts, signs or objects that make you believe that something is true **evidence (of sth)** *There is convincing evidence of a link between exposure to sun and skin cancer. The room bore evidence of a struggle. evidence (for sth)* *We found further scientific evidence for this theory.*

- Add the nouns to the table. Use a dictionary to help you.

belief dependence effect objection preference
reason rise solution

| | | | |
|-------|-------|-------|-------|
| _____ | _____ | _____ | _____ |
| + on | + in | + for | + to |

- Choose the correct prepositions to complete the sentences. Check your ideas in a dictionary.

- There's been a recent rise **with** / **in** cases of online fraud.
 - Her rise **to** / **for** fame came with the release of her film.
- What's the matter **with** / **of** Tom? He looks terrible!
 - This is a serious crime which is a matter **for** / **on** the police.
- His taste **for** / **of** travel led him to become an explorer.
 - I really can't stand my parents' taste **with** / **in** music.
- We had a difference **on** / **of** opinion about where to go.
 - Have you noticed a difference **for** / **in** Liv's behaviour?

- USE OF ENGLISH** Complete the text by writing one dependent preposition in each gap.

The 21st century has seen a huge rise ¹ _____ the number of images we are exposed to, along with an apparent addiction ² _____ watching news events as they happen. Some might argue that there's nothing the matter ³ _____ this, but the existence ⁴ _____ today's sophisticated image-editing software makes it hard for people to tell the difference ⁵ _____ what's real and what's fake. Now experts have shared evidence ⁶ _____ the negative effect of this kind of technology. It seems that even when we're aware that some images we see are false, they can have a dramatic effect ⁷ _____ our behaviour, from what we eat, to how we vote. And worryingly, we have little control over the false memories that these images can create in us.

➔ Vocabulary Builder Nouns formed from phrasal verbs: page 120

- SPEAKING** Work in pairs. Read the statements and say whether you agree or disagree with them.

- There's no difference between creating amusing images and trying to deceive someone.
- I have no interest in images that try to deceive me.
- There's nothing wrong with looking at fake images.

Media wars

I can understand an article that discusses different types of media.

1 SPEAKING Work in pairs. Discuss the questions.

- 1 What is the difference between the mass media and social media?
- 2 What types of media do you frequently use?

2 Read the article. What are the two lies that it mentions?

Reading Strategy

In a multiple-choice task:

- 1 Questions always appear in the same order as the information about them in the text.
- 2 The correct answer will match the meaning of what you find in the text, but it isn't usually expressed in the same words.
- 3 When there's a question about the main idea of the text or the author's opinion, it usually appears last.

3 Read the Reading Strategy and the first multiple-choice question in exercise 4. Then answer questions 1 and 2 below.

- 1 In which paragraph do you expect to find the answer to question 1 in exercise 4?
- 2 Having answered question 1 in exercise 4, say how the ideas in the correct answer are expressed in the text.

4 Choose the correct answers (a–d).

- 1 The traditional media find ways to attack social media because it
 - a is untrustworthy and unsafe.
 - b can't defend itself.
 - c sees it as a threat.
 - d isn't a dangerous rival.
- 2 Zilla van den Born's project
 - a shows how social media can be used to lie.
 - b was done to deceive her family.
 - c was done to fool the traditional media.
 - d shows how universities can distort the truth.
- 3 To deceive her family and friends, Zilla
 - a just created a virtual holiday world on her computer.
 - b went on holiday to a local beach.
 - c used both real objects and computer programs.
 - d stayed in a hotel room.
- 4 Zilla's experiment was used by the traditional press to
 - a highlight the difference between social and traditional media.
 - b discuss how the mainstream media manipulates reality.
 - c show how young people deceive their families.
 - d promote the use of social media.
- 5 A lot of readers of sports journalism think that
 - a talented foreign players are often lazy.
 - b it's more difficult to write about football when games aren't being played.
 - c stories about players are usually invented.
 - d Masal Bugdudv really exists.
- 6 The writer includes the story about Masal Bugdudv to
 - a show sports journalism is not very serious.
 - b provide a balanced approach to the topic.
 - c demonstrate how untrustworthy traditional media is.
 - d show how lazy journalists are.

5 SPEAKING The text describes two examples of deception. Do you think that Zilla's and the Irish football fan's acts of deception were justified? Why? / Why not?

6 VOCABULARY Match the highlighted phrasal verbs in the text with the definitions. Write the base forms.

Phrasal verbs

- 1 to tell people about a secret _____
- 2 to notice and give special attention to something _____
- 3 to deceive someone _____
- 4 to state that something false is true _____
- 5 to create something _____
- 6 to hide somewhere _____
- 7 to discover something _____
- 8 to take advantage of someone's feelings _____

► **Vocabulary Builder** Media headlines: page 120

7 SPEAKING Work in pairs. Discuss the question. Give reasons for your opinions. Use the phrases below to help you.

What is more important to the media: the truth, money, or a good story?

I honestly (don't) believe that ...
 On the one hand, you can argue that ...
 On the other hand, it's also true that ...
 People often say that ... However, ...
 You're right to say that ...
 I can't agree with you on that point.
 One example of the media (doing ...) is ...
 Overall, I think that ...

WHO can you TRUST?

3.12

Despite predictions that the traditional media were going to disappear in the internet age, newspapers, the radio and television have managed to survive. However, their survival has come at a price. Digital technology has given birth to social media, tools that allow ordinary people to create, share and exchange information without the need for the usual news channels. Moreover, social media is also attracting a large share of advertisers' money away from the traditional media. As a result, newspapers, the radio and television are always looking for ways to hurt their rival and they are more than happy to publish stories that play on people's fears about how untrustworthy and unsafe social media is.

When Zilla van den Born left home for a five-week trip around South-East Asia, she promised her family in Amsterdam that she would keep in touch and she did. Zilla regularly uploaded photos to her Facebook page of herself on the beach, on sightseeing trips and dining out. She also made Skype calls to her family to tell them that everything was going just as she had planned. And it was, but not as she had led her family to believe, because Zilla hadn't gone abroad; she was holed up in her flat in Amsterdam.

The reason for Zilla's devious behaviour was her university project, which aimed to demonstrate how social media can distort the truth. Zilla certainly succeeded. In her flat she made out she was on holiday – photoshopping pictures by inserting images of herself into photos of South-East Asian beaches and temples. For the Skype calls, she used old Christmas decorations and a Chinese paper umbrella to disguise her bedroom and create an Asian hotel room. When Zilla finally let on that her holiday had been a hoax, her family admitted that they had been completely taken in. Zilla explained that the experiment demonstrated how today we can manipulate reality and the press loved the

story. Here was a perfect example of why people should only trust the traditional media. However, while the mainstream media takes every opportunity to expose the dangers of social media, social media has become good at demonstrating that the traditional press is also far from perfect.

As all football fans know, the sports media has to work harder between matches to fill their pages and sites. The most popular method of doing this is by speculating about the players that clubs might buy or sell, especially talented foreigners. However, many readers often suspect that these stories are the products of lazy journalism and, if not completely false, contain very little truth and a lot of exaggeration. One Irish football fan decided to find out by using social media to invent Masal Bugdov, a sixteen-year-old football superstar from the small Eastern European country of Moldova. The fan set up a Wikipedia page for the player that explained that Bugdov had already played for his national team and that his nickname was 'Massi'. He then wrote false press agency stories that claimed Bugdov would soon join Arsenal and sent them to sports blogs. The blogs accepted the stories as true, but the big surprise came when *The Times* newspaper included an article entitled Football's Top 50 Rising Stars. At number thirty on the list was 'Moldova's finest', sixteen-year-old Masal Bugdov, who had been linked with Arsenal and 'plenty of other top clubs as well.'

While most people would agree that the traditional press should warn people about the dangers of new technology, it is also good to know that social media can expose the unprofessional practices of some journalists. The more they zoom in on each other's unacceptable practices, the better for the readers.



Zilla's fake holiday



Presentation

I can discuss the link between technology and crime.

1 SPEAKING Discuss the questions in pairs.

- Have social media, and modern technology in general, created any new kinds of crime? If so, what are they?
- Have they created any new ways to fight crime? If so, what are they?

2 Read the news reports. In what two different ways did Facebook help to catch criminals? Which story does the photo belong with?

1

BURGLAR LEAVES HIS FACEBOOK PAGE ON VICTIM'S COMPUTER

MARTINSBURG – The popular online social networking site Facebook helped lead to an alleged burglar's arrest after he stopped to check his account on the victim's computer, but forgot to log out before leaving her home with two diamond rings.



2

Fugitive caught after updating his status on Facebook

Maxi Sopo was living the dream of a fugitive abroad, kicking back on the beaches of Cancún by day, partying in the clubs by night. Then he did two things that are never a good idea when you're on the run from the authorities: he started posting Facebook updates about how much fun he was having – and he added a former Justice Department official to his list of Facebook friends.

3 **3.13** Listen to a student doing the task below. Do you agree or disagree with his opinions? Does he mention any of your ideas from exercise 1?

Look at the news reports. Then talk for about one minute about how social media can lead to crime and/or be used to fight crime. Think about:

- people posting untrue and/or threatening messages.
- people sharing information about crimes.
- criminals boasting online.

Speaking Strategy

Avoid speaking in short, single sentences. Try to develop your statements with extra information, details and examples. Use the phrases below to introduce them.

Introducing examples and extra information

One example of that would be ...

So, for instance, ...

What I mean by that is ...

The kind of thing I'm talking about is ...

In other words, ...

Or to put it another way, ...

4 **3.13** Read the **Speaking Strategy**. Then listen again. What example does the student give for each of the points (1–3) below? What phrase does he use to introduce it?

| | Example | Phrase |
|---|---------------------------------------|--------|
| 1 | Problems caused by social media | |
| 2 | Sharing information to fight crimes | |
| 3 | Criminals using social media unwisely | |

5 SPEAKING Work in pairs. Can you think of any more points you could make in relation to the task in exercise 3? What examples could you include?

Social media can give away information about a criminal. So, for instance, a status update on Facebook might include a location.

6 Work in pairs. Look at the task, news report and headline below. Choose two of the prompts each and make notes. Then work together to add details and examples to your notes.

Talk for about one minute about how mobile phones can lead to crime and/or be used to fight crime. Think about:

- victims of smartphone theft and/or mugging
- phone-related fraud, scams, identity theft, etc.
- crimes and criminals captured on camera
- using phones to report crime / call for help

Caught on camera

A security firm has developed an app that will email victims of smartphone theft a photo of the person who has stolen their phone. The photo, known as a 'theftie', is taken when an incorrect passcode is entered, and is emailed to the phone's owner together with a map of the smartphone's location.

**THE TERRIFYING
NEW MOBILE PHONE
SCAM THAT LEAVES
YOU WITH A £300
BILL FOR CALLS
YOU NEVER MADE**

7 SPEAKING Take turns to do the task in exercise 6. Use your notes to talk about your two prompts.

A story

I can write a story on a given topic.



- 1 SPEAKING** Work in pairs. Discuss whether you agree or disagree with the statement below. Explain what the term *white lie* means and give examples.

It is not always appropriate to be completely truthful; sometimes it is better to tell a 'white lie'.

- 2 Read the task and the story.** Do you think the narrator told a white lie? Give reasons for your opinion.

Write a story about an occasion when telling a lie caused a problem.

It all began after school one day when some friends and I were talking about theme parks. A girl called Rosie said she loved big, scary rides, and for some reason, I said that I loved them too. What I should have said is that I'm terrified of them.

Two days later, Rosie told me that she had booked tickets for a group of us to go to a nearby theme park the following weekend. She insisted that I go and promised that I would love the roller-coaster because it was the highest and fastest in Europe!

When we arrived at the theme park, Rosie and her friends headed straight for the roller-coaster. As we stood in the queue, I became more and more nervous. By the time we reached the front of queue, I was panicking. I refused to go on the ride. What made the situation worse was the fact that I couldn't go back the way we'd come, so I had to use the emergency exit. I was so embarrassed, I went home on my own.

The next day, I spoke to Rosie and apologised for spoiling the trip. She was very sympathetic and didn't blame me at all for being afraid. What she couldn't understand was why I had lied in the first place – and neither can I!

Writing Strategy

When you write a story:

- you can choose to narrate the events in the first person (using *I*) or the third person (using *he, she, it, they, etc.*).
- use paragraphs to show that events happened at different times.
- include time expressions (*a week later, soon afterwards, etc.*) to move the story forwards.
- describe how people felt and reacted to the events.

- 3 Read the Writing Strategy.** Then answer the questions below with reference to the story in exercise 2.

- 1 Is the story written in the first or third person?
- 2 On how many different days do the events take place? Does each day have its own paragraph?
- 3 What time expressions does the writer use to move the story forwards?
- 4 Find three adjectives in paragraphs 3 and 4 which describe feelings or reactions.

LEARN THIS! Nominal clauses with *what*

Nominal clauses with *what* can make your writing more expressive by emphasising the important part of a sentence. Notice you have to add a verb (often *is* or *was*) after the clause. Study the examples below.

I loved her voice. → *What I loved was her voice.*

I really wanted to go home. → *What I really wanted to do was go home.*

She was annoyed that we were late. → *What annoyed her was the fact that we were late.*

► Grammar Builder 7.6 page 139

- 4 Read the Learn this! box and find three examples of nominal clauses with *what* in the story.**
- 5 Rewrite the sentences to begin with *What*.** You may need to include *the fact that*.
- I needed to hear the truth.
What I needed to hear was the truth.
- 1 His arrogance made me angry.
 - 2 Harry lied to me and I found that really upsetting.
 - 3 I've always admired her honesty.
 - 4 I was very surprised that he posted the photo online.
 - 5 She was trying to make us feel better.
- 6 Read the task below and write down the events in your story.** Plan your paragraphs according to when the events took place.

Write a story about an occasion when telling the truth caused a problem.

- 7 SPEAKING** Work in pairs, taking turns to be A and B.

Student A: Tell your partner the events in your story.

Student B: Ask questions about how the people in A's story felt and reacted.

Student A: Answer B's questions and add the information to your paragraph plan.

- 8 Write your story using your plan from exercises 6 and 7.** Use time expressions to move your narrative forwards. If possible, include at least one nominal clause with *what* to make your writing more expressive.

CHECK YOUR WORK

Have you ...

- organised the events into paragraphs?
- included adjectives to describe feelings and reactions?
- used appropriate time expressions?
- checked the spelling and grammar?

8

Change
the world

Unit map

● Vocabulary

Protesting
Protest collocations
Phrasal verbs

● Word Skills

Verb patterns

● Grammar

Second and third conditional
Mixed conditionals

● Listening Hashtag activism



● Reading Making a difference



● Speaking Collaborative task

● Writing A report

● Culture 8 BBC Radio 1



● Vocabulary Builder page 121

● Grammar Builder and

Reference page 139

● Extra Speaking Task page 143

8A

Vocabulary

Protest

I can talk about local and global issues.



- 1 **VOCABULARY** Look at the photos (A–C). Use the words below to describe what is happening.

Protesting demonstrate / protest (against sth) go on a demonstration / a march hold a rally hold up placards listen to speeches shout slogans sign a petition

- 2 **SPEAKING** What have people demonstrated against in your country in recent years? What kind of protest was it? How successful was it?

- 3 **VOCABULARY** Check the meaning of the nouns below. Then match the issues with newspaper headlines 1–7. You can match more than one noun with some of the headlines.

Global issues censorship corruption disease famine gender inequality globalisation global warming homelessness immigration nuclear weapons racism terrorism unemployment

1 **DEFENCE MINISTER ACCEPTED \$1 MILLION FROM ARMS COMPANY**

2 **Google banned in some countries**

3 **Foreign workers take more UK jobs**

4 **Woman sacked for being pregnant**

5 **FREAK HURRICANE DESTROYS HUNDREDS OF HOUSES**

6 **FBI DISCOVER BOMB PLOT**

7

50% OF UNDER 25s WITHOUT JOBS



4 SPEAKING In pairs, discuss which are the three most important issues in exercise 3 in your country now. Do you agree with each other?

5 VOCABULARY Complete the text with the correct form of the verbs below.

Protest collocations campaign demonstrate organise sign stand support vote write

Getting 12,000 people to ¹ _____ a petition in favour of allowing sixteen- and seventeen-year-olds to register to ² _____ in elections would be considered a success by most people. But when it is a twelve-year-old that is asking people to ³ _____ her campaign, it's even more impressive. Madison Kimrey decided to ⁴ _____ a protest when the governor of the State of North Carolina refused to meet her because she was a 'kid'. She ⁵ _____ to her governor criticising his position, and has set up a blog, which is one of the ways that she ⁶ _____ against the governor's policies. She also regularly ⁷ _____ outside the state government building with other people who disagree with the governor. Many people think that Madison will one day ⁸ _____ for election because of her interest in politics.



6 **3.15** Listen to five dialogues. Match each dialogue with an event below. There are three extra events.

a benefit concert a demonstration election day
an interview a political advert a political debate
signing a petition a speech in parliament

RECYCLE! Non-defining relative clauses

A non-defining relative clause gives us extra information about a person, thing, place, etc. The sentence still makes sense without the clause.

We listened to Dave Smith's speech, which was about students' rights.

We listened to Dave Smith's speech.

7 **3.15** Read the **Recycle!** box. Then listen again and write down extra information from the recording about the underlined words in 1–5 using non-defining relative clauses.

- The woman who signs the petition doesn't cycle, but her eldest son cycles everywhere.
- The politician is standing as a candidate in the election for the government.
- The collection for the homeless centre ends on Monday.
- The students are protesting against cuts in British university education.
- The advert says voters can choose to vote for Mary Harrison.

► **Vocabulary Builder** British politics: page 121

8 SPEAKING Work in pairs. Think of a social or political issue that is important to you. Make notes under the following headings. Add extra information to your ideas to persuade people to support you.

- What is the cause?
- What would you like to change?
- Why is it important to you?
- What action will you take?

9 SPEAKING With your partner, present your ideas to the class and try to persuade them to support your cause. The class votes on whether or not to support you.


Second and third conditional

I can use second and third conditionals.

- 1 Match the views (A–D) in the forum with the global issues below. There are two extra issues.

disease famine global warming nuclear weapons
racism unemployment

GLOBAL FORUM



A If we hadn't invented antibiotics, it's possible that we might have died out by now. And if we don't develop new ones soon, it won't be long before the existing ones become ineffective.

B I wouldn't give money to charity unless I thought it really made a difference. There's enough to go round – we could feed everyone if we organised national spending better.

C The signs have been there for a long time; even if we'd done something about it sooner, it would still be a threat – not just to our climate and landscapes, but to the future of the entire planet.

D I'm worried about how many countries have got them now; we might have destroyed the whole world if there'd been a war in the '80s. And supposing they got into the wrong hands, it could still happen.

- 2 Read the **Learn this!** box. Then find examples of the second and third conditional with *if* in exercise 1.

LEARN THIS! Second and third conditional

1 We use the second conditional to talk about imaginary situations or events and their results. We use a past tense in the *if* clause and we use *would / could / might* + infinitive without *to* in the main clause.

If we lived in Africa, we might see more poverty.

We often use *were* instead of *was* in the *if* clause. We can use *could* instead of *would be able to* in the main clause.

If I were taller, I could reach that shelf.

2 We use the third conditional to talk about imaginary situations in the past and to say how things could have been different. We use *if* + past perfect and *would / could / might have* + past participle. It is not important which clause comes first.

If they hadn't protested, nothing would have changed.

- 3 Rewrite the sentences using the second or third conditional. Do not change the meaning.

- We got a taxi so we weren't late.
If we hadn't got a taxi, we would have been late.
- I bought some new glasses because I broke my old ones.
- Jane's exhausted so she won't go to the party.
- The dog got out because Harry had left the door open.
- I can't find his number so I can't call him.
- They fell off their bikes because the road was icy.
- We didn't realise you were coming so we didn't wait.
- You feel tired because you don't get enough sleep.

► Grammar Builder 8.1 page 139

LEARN THIS! Alternatives to *if*

We can use *even if* instead of *if* in conditional sentences.

Even if I had enough money, I wouldn't buy that T-shirt.

We can use *unless* and the past simple to mean *if ... not*.
She wouldn't have signed the petition unless she thought it was important.

We can use *supposing (that)* to mean *what if*.

Supposing I'd missed the bus, we might never have met!

- 4 Read the **Learn this!** box and find examples of alternatives to *if* in exercise 1. Then complete the sentences with *unless*, *even if*, or *supposing*.

- Aren't you taking an umbrella? _____ it rains?
- She wouldn't have lent us the money, _____ she'd wanted to.
- He wouldn't have called you so late _____ it was urgent.
- _____ you'd lost your keys, it would have been a disaster!
- Sam wouldn't have invited you _____ he was sure you were going to come.
- _____ they won this game, they still couldn't win the championship.

► Grammar Builder 8.2 page 140

- 5 **USE OF ENGLISH** Write the sentences with the correct form of the words in brackets. Do not change their order. Use a maximum of six words.

- It would have been cheaper if (he / buy / the boots) online.
- Supposing you (win / cash), what would you buy first?
- If (you / forget / bring) an umbrella, we'd have stayed dry!
- I couldn't work for that company (unless / know how to speak) French.
- If she'd listened carefully, (she / know / the answer).
- We wouldn't protest if (the government / make cuts) to education so often.

- 6 **SPEAKING** Work in pairs. Complete the sentences with your own ideas, using second or third conditionals. Then discuss them with another pair.

- If I could change one thing in the world, ...
- Supposing that world governments worked together, ...
- We wouldn't have endangered the planet ...

Hashtag activism

I can use discourse markers to help predict what will be said next.

- 1 **SPEAKING** Work in pairs. Look at the slogans. What are they about?

#occupywallstreet

#blacklivesmatter

#anti-war

#climatesummit

→ Vocabulary Builder Prefixes: page 121

- 2 Read the text. Is it generally in favour of or against online campaigns?



Hashtag activism - worth clicking on?

Platforms like Facebook and Twitter are being used more and more to raise awareness of injustices and to campaign for good causes. There have been several examples of successful campaigns in recent years. For instance, the #IceBucketChallenge proved a viral success in raising awareness and funds for ALS, a disease that progressively paralyses the body. Not only did people all over the world post videos of themselves tipping a bucket of iced water over their heads, but they also nominated other people to do the challenge, as well as donating to the Association.

It is not always clear how effective many of these social media campaigns actually are. Critics claim that 'hashtagging' a cause is more about copying the crowd than showing true commitment. They say that clicking on a hashtag trend is easy and doesn't initiate a real desire for change. Though there may be some truth in this, raising awareness is surely the first step to a successful campaign.

Listening Strategy

As you listen, pay special attention to discourse markers (linking phrases), which connect pieces of information to each other. For example, *however* introduces a contrast, whereas *for instance* introduces an example.

- 3 **KEY PHRASES** Read the **Listening Strategy**. Then, add the phrases below to complete the examples.

as I was saying even so for instance incidentally nevertheless still

Discourse markers

An example / more detail: you know ... /¹ _____

A contrast or contradiction: however ... /² _____ / mind

you ... /³ _____ / all the same ... /⁴ _____

An afterthought: by the way ... /⁵ _____

A continuation of the topic / going back to an earlier topic: talking of which, ...⁶ _____

- 4 **3.16** Listen to speakers 1–6. What do you predict you will hear next? Choose one of the following lines.

- A ... it hasn't been very well publicised.
B ... they often work very long hours.
C ... we should not stop trying.
D ... unemployment is down this year.
E ... he handled the public's questions well.
F ... how much did you pay for your TV?

- 5 **3.17** Now listen and check your answers.

- 6 **3.18** Choose the correct linker to complete the sentences. Then listen and check your answers.

- 1 I get fed up with listening to politicians and I'm not sure who to vote for. **Even so / As I was saying**, I think we're lucky to have a democracy, and we should vote.
2 Social media sites are a powerful force. **For instance / Nevertheless**, information on Facebook travels far and fast.
3 Have you seen that film with David Oyelowo? **You know / Mind you**, the one about the march from Selma to Montgomery?
4 I was discussing climate change with Tom the other day. **Even so / Incidentally**, he's joined the Green Party.
5 OK, thanks for calling ... Sorry about that interruption, Dad. **Still / As I was saying**, I've been very busy with work lately.
6 It was really nice meeting and talking to you. **All the same / By the way**, here's the address of the café I mentioned.

- 7 **3.19** Listen to four people. Match speakers 1–4 with sentences A–E. Write the correct number. There is one extra sentence.

The speaker ...

- A is enthusiastic about learning about global issues through social media. ____
B has found that donations made to online campaigns are not as high as those achieved by other methods. ____
C thinks that young people get involved with an online cause without really understanding it. ____
D proves that social media campaigning is the most effective form of raising awareness of an issue. ____
E feels strongly that fighting for a cause online is largely ineffective. ____

- 8 **SPEAKING** Work in pairs. Discuss the questions.

- 1 What online or Twitter campaigns are you aware of? Do you take part in them? Why? / Why not?
2 Do you think that protests and campaigns can make a difference? Why? / Why not?

Mixed conditionals

I can use mixed conditionals.

- 1 Read the text. Are there any similar charities or events in your country?

In 2015, the charity Comic Relief celebrated its 30th anniversary. Based in the UK, it was set up by a group of comedians in response to the 1985 Ethiopian famine. They started 'Red Nose Day', a day when people across the UK get together for fundraising activities. People buy red noses and all of the money from this goes towards Comic Relief. The money raised by Comic Relief helps people living in difficult conditions in the UK and around the world, and it's estimated that over 50 million people would be worse off today if the charity hadn't been set up. If it weren't for Comic Relief, literacy rates in Uganda would probably not have reached 73%. And the number of children attending primary school in Africa might not have increased by 60 million if the charity didn't exist. In 2015, the British public donated a staggering £78.1 million, bringing the total raised by Comic Relief in its thirty-year history to over £1 billion. But it couldn't have achieved all this if it didn't have the support of the comedians who take part and inspire the public to give so generously.



- 2 Read the **Learn this!** box. Then find examples of mixed conditionals in exercise 1.

LEARN THIS! Mixed conditionals

Mixed conditionals are a mixture of second and third conditional sentences. They occur when the *if* clause and main clause refer to different times (past and present).
 (past) *if he'd read the map*, (present) *we wouldn't be lost*.
 (present) *if he could drive*, (past) *he'd have got the job*.

- 3 Match the two halves of the mixed conditional sentences.

- If he'd gone to bed earlier,
 - If it wasn't so cold,
 - If I were him,
 - If you hadn't already eaten it all,
 - If you hadn't been so rude,
 - If they'd remembered the address,
- ___ a we could have some cake now.
 ___ b she wouldn't be angry.
 ___ c he wouldn't be so tired.
 ___ d they'd be here by now.
 ___ e we might have gone for a run.
 ___ f I wouldn't have made that decision.

- 4 Complete the dialogue. Use the verbs in their correct form to make mixed conditional sentences.

answer buy go have leave

- Lee Are you going to the fundraising concert later?
 May No, but I¹ _____ a ticket if I didn't have so much homework.
 Lee That's a shame. If you'd finished your homework, you² _____ with me.
 May Anyway, isn't it sold out?
 Lee It is now – and if I hadn't seen Leo last night, I³ _____ a ticket either, but he had two spare ones.
 May Why didn't you let me know? I⁴ _____ the homework so late if I'd known you were going.
 Lee Well, I might have called you if you⁵ _____ your phone sometimes, but you're always studying!

► Grammar Builder 8.3 page 140

- 5 **USE OF ENGLISH** Write mixed conditional sentences that mean the same as the first sentence. Use the words in brackets.

- I didn't reply because I can't hear you properly. (could)
 I *would have replied if I could hear you properly*.
- Our car broke down this morning, so we have to walk to school now. (wouldn't)
- He didn't vote because he's not interested in politics. (if)
- Beth failed her exams so she isn't at college this year. (hadn't)
- Because Max didn't go to university, he doesn't have a degree. (had)
- I didn't help with the cooking because I'm a terrible cook. (weren't)
- The forecast isn't good so they didn't go out. (have)
- She's afraid of flying so she took a boat. (taken)
- He didn't help the tourist because he can't speak Greek. (would)
- Because I didn't eat breakfast, I'm hungry. (be)
- Jay isn't good at maths so he couldn't help us. (could)

- 6 **SPEAKING** Work in pairs. Take turns to ask and answer questions with *What if ... ?* about these imaginary situations. Use mixed conditionals in your answers.

What if ...

- you were the leader of your country?
- you'd been born a boy/girl instead?
- the internet hadn't been invented?
- time travel were possible?
- you had to live abroad for a year?
- you were asked to give a speech to your school?

If I were the leader of my country, I'd have ...

If I'd been born a boy instead, I think I'd...

Verb patterns

I am aware of and can use different verb patterns.

- 1 Read the text. How many casualties were there during the protest?



In the 1960s and '70s, there were many demonstrations against the Vietnam War. One particular demonstration in 1970 ended badly. Most people who sympathised with the students' protests would have preferred them to continue their previous peaceful demonstrations against the Vietnam War, but this one became violent. Protestors threw rocks and bottles at police officers and left a building burning. The Mayor declared a state of emergency and got the Governor of Ohio to send in soldiers. They used tear gas to try to make the students disperse, before opening fire, killing four students. As a result of the nationwide protest that followed, Governor Reagan had California University close its entire college system, affecting over a quarter of a million students. Nearly 5 million students then joined a national strike, which remains the biggest in American history. Museums and art galleries closed in solidarity, and many US soldiers refused to continue fighting in Vietnam. There's no doubt that, because of the students' actions, thousands of Americans were made to reconsider their attitude to the Vietnam War.

- 2 Read the **Learn this!** box. Then find examples of rules 1–3 in the text.

LEARN THIS! Verb + object + infinitive

1 We can use these verb patterns to talk about making things happen:

get + object + infinitive with to

I shouted, but couldn't get her to hear me.

have + object + infinitive without to

We'll have someone fix the computer.

make + object + infinitive without to

My parents make me clean my room every week.

2 In a passive structure we use *sb was made to do sth* (infinitive with to).

He was made to pay back the stolen money.

3 We can use *I'd prefer + object + infinitive* to talk about preferences.

I'd prefer the government to spend less money on arms.

- 3 Complete the sentences with the correct form of the verbs below.

arrest decide keep not tell resign sign

A local MP has been made¹ _____ after a radio interview during which he made racist and sexist remarks. Angry listeners got over two thousand people² _____ a petition demanding his resignation and threatened to have the police³ _____ him. The strength of opinion made the disgraced politician⁴ _____ that he could no longer keep his job. One protestor commented that while she would prefer politicians⁵ _____ lies, in this case she would have preferred him⁶ _____ his opinions to himself!

LEARN THIS! Verb + object + present or past participle

1 We can use these verbs + object + present participle with an active meaning: *find, get, have, keep, leave*

I can't get the TV working!

The doctors will soon have you walking again.

2 We can use these verbs + object + past participle with a passive meaning: *get, have, leave, prefer, want*

Some people want him arrested for his actions.

I'm getting my hair cut tomorrow.

- 4 Read the **Learn this!** box. Complete the sentences with the correct form of the verbs in brackets.

1 Soldiers got the students _____ by using tear gas. (leave)

2 Everyone would prefer politicians _____. (not lie)

3 The film made me _____ how serious climate change is. (realise)

4 If you want these laws _____, sign our petition! (change)

5 Recent riots have left dozens of people _____. (injure)

6 The press should be made _____ for their actions. (apologise)

- 5 Complete the sentences with the correct form of the verbs below.

ban do hide investigate throw wait wonder

1 Police have just found their suspect _____ in a derelict building.

2 He kept the crowd _____ for an hour to hear his speech.

3 The club will have him _____ out for being under age.

4 This debate has left voters _____ who will win the election.

5 I managed to get the homework _____ by working all night.

6 The president has someone _____ the claims at the moment.

7 There are some countries that turn the internet _____.

- 6 **SPEAKING** Work in pairs. Take turns to tell each other about something that:

- you haven't managed to get done this week.
- has had you laughing recently.

Making a difference

I can understand an article about young people who are making a difference.

1 SPEAKING In pairs, think about the image of young people in the media and society in general. Discuss the questions, giving reasons for your opinions.

1 Which of these words are sometimes associated with a media image of young people?

gang misunderstood social conscience thoughtful
thoughtless threatening vandalism volunteer

2 How does the media image of young people differ from reality in your opinion?

2 Read the articles. Whose idea was not connected to their school lives?

Reading Strategy

Read all the texts once and then read the questions.

Match any questions that are immediately obvious, and identify and note the parts of the text that contain the evidence for your answer. Then carefully read each section of the text again and look for the answers to the remaining questions.

3 Read the **Reading Strategy**. Then look at the question below. Which text(s) match with it? What is the information in the text(s) that helps you answer it?

Who started their project because they had already identified a need?

MAKING A DIFFERENCE

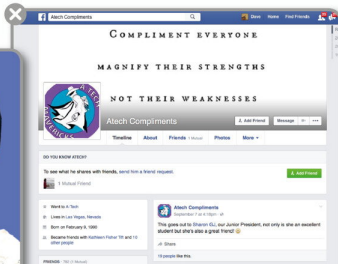
3.20

A A-tech compliments

Wilson To was beginning his final year at school when he decided to get a school Facebook page started. Nothing unusual about that, you might think, but Wilson's motivation for **setting up** the page wasn't generated by a wish to discover the latest school gossip. He believed that Facebook could help him take on a problem that was making life difficult for a few schoolmates: bullying.

Without mentioning his plans to his friends, Wilson launched 'A-tech compliments', a Facebook page which invited students to send in anonymous compliments about each other, their teachers and their school. At first, Wilson wasn't expecting much of a response and although he didn't want to limit anyone's right to freedom of speech, he monitored messages closely in case unpleasant comments or racism appeared. However, Wilson needn't have worried. 'A-tech compliments' was an instant success and quickly had five hundred regular followers, all of them being positive. It seems that the students were just waiting for the opportunity to say nice things about each other and their school!

Although everybody wanted to know who had **thought up** this great idea, Wilson kept his identity secret until the end of the school year; when the school intercom asked the creator of the Facebook page to reveal themselves. Wilson stepped forward to receive the applause and thanks of the whole school. He was also given one last job to do: train a new administrator so the page could continue after Wilson **stepped down**. Today, not only does the compliments page continue to be a success, but the idea has also spread to high schools across the country.



B YOUTH MATTERS!

Morgan Baskin was a very busy eighteen-year-old. She **put in** ten hours a week doing voluntary work and she was in her final year at school preparing for exams. However, she felt she still had enough free time to **squeeze in** another activity: politics. But Morgan felt that unless she did more than join a political party and **help out**, her voice wouldn't be heard. So she decided to be a candidate.

Morgan decided to stand for election to the post of mayor of the city of Toronto, the biggest city in Canada, and used money that she had earned from babysitting to register. Naturally, elections for such an important job receive a lot of media coverage and Morgan soon found herself the centre of attention. Morgan realised that if she had been male and older, she probably wouldn't have interested journalists so much, but she used her new-found fame to get the media to talk about what had made her want to become mayor: politicians didn't care about young people.

4 Match the texts (A–C) with questions 1–6 below. Each of the texts can match more than one question.

Who ...

- 1 used their own money to start a new activity? ____
- 2 took advantage of their situation to attract the media? ____
- 3 was given an idea by someone else? ____
- 4 published something? ____
- 5 worked in the most dangerous conditions? ____
- 6 worked anonymously? ____

5 Decide if the statements 1–8 are true (T), false (F), or the information is not given (NG).

- 1 Wilson To was worried that his Facebook page would attract the wrong type of comments. ____
- 2 Wilson has left the school, but continues with his job as administrator of the school page. ____
- 3 Wilson didn't let anyone know he was the creator of the page because he was too modest. ____
- 4 Morgan Baskin studied politics at school. ____
- 5 Morgan thinks she received a lot of press attention because of the importance of the post she stood for. ____
- 6 Morgan inspired people to do something that they wouldn't normally have done. ____

Morgan explained that while many politicians claimed that young people were the 'leaders of tomorrow', young people couldn't make politicians address any of the problems that they face today. Morgan's criticism of the political situation made an impact as she received emails from young people who said that they were going to vote for the first time because of her.

- 60 After an intense period of campaigning, election day finally arrived. When all the votes had been counted, it was announced that Morgan had finished in eighth position out of a list of over sixty candidates. It was a great performance for a teenager who many young Canadians hope will **get ahead** and continue to put issues that affect young people on the political agenda.



7 Rene Silva got the funding for his newspaper from local residents. ____

8 Rene's reporting has had a big impact outside the favela. ____

6 **VOCABULARY** Match the underlined words with the appropriate form of the highlighted phrasal verbs in the article.

Phrasal verbs

- 1 Amy spends a lot of time raising funds for the election campaign.
- 2 I can't do all the work for the school Facebook page, but I can do part of it.
- 3 Jack always invents great ideas for our politics blog.
- 4 Mark accepted too much work and responsibility in the organisation and suffered from stress.
- 5 The governor is very busy this week, but she could find the time to see you on Friday morning.
- 6 Alice left the job so that Andy could take her place.
- 7 Sara has been successful in her political career.
- 8 My grandad established the party in 1958.

7 **SPEAKING** Work in pairs. Discuss the questions.

Which of the three young people do you think has made the biggest difference? Why?

C

VOICE OF THE COMMUNITY

A teacher spotted Rene Silva's talent for writing when he was just eleven and encouraged him to set up a community newspaper. Rene accepted the challenge and **took on** publishing *Voz da Comunidade* (Voice of the Community) and he soon realised that the monthly newspaper could help his neighbourhood. However, Rene's neighbourhood isn't just any neighbourhood. Rene lives on the edge of Rio de Janeiro in a *favela*, a poor town that used to be controlled by armed drug gangs. Rene's newspaper quickly became a vehicle for protest about the poor conditions in the *favela* and gave a voice to local residents who were campaigning to make the community a safer and better place to live.

But one Saturday morning, *Voz da Comunidade* was transformed from a small local newspaper into Brazil's most popular source of information. The government had decided to force the drug dealers out of the *favela* and had sent soldiers onto the streets. Journalists from the mainstream media waited outside the *favela* for news, but Rene and his team of teenage reporters were in the middle of the action. Using their mobile phones to film and take photos, the *Voz da Comunidade* Twitter account suddenly had thousands more followers than usual and the quality of Rene's reporting soon attracted praise from the mainstream media. More importantly, it started a debate about how the government should help the inhabitants of Brazil's hundreds of *favelas*. Rene and the *Voz da Comunidade* had taken a big step towards bringing positive change to the community.



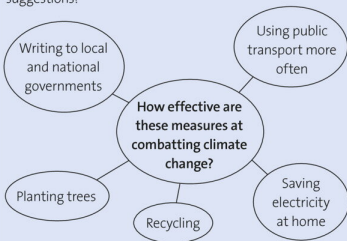
Collaborative task

I can use written prompts to discuss a question with a partner and work towards an agreement.



- 1 **SPEAKING** Work in pairs. Discuss these questions. What do organisations such as Greenpeace and WWF (the World Wide Fund for Nature) aim to do? How do they do it?
- 2 Look at the task below. Which of the five ways of combating climate change do you personally employ? Give examples.

Discuss practical ways in which people can help to combat climate change. How effective are each of the five suggestions?



- 3 **KEY PHRASES** Complete the phrases with the words below.

another agree by chief feel how let's mind
not of opinion point right some start sure
take would you

Starting a discussion

- 1 Shall we _____ with ... ?
2 _____ begin with ..., shall we?
3 We could start _____ talking about ...

Expressing an opinion

- 4 To my _____ ...
5 In my _____ ...
6 I'm _____ the opinion that ...
7 For me, the _____ consideration is ...
8 Personally, I _____ say that ...
9 I _____ quite strongly that ...

Adding an opinion

- 10 _____ only that, ...
11 Yes, and _____ thing: ...
12 Good _____. And I also believe that ...

Agreeing and disagreeing

- 13 Absolutely. I couldn't _____ more.
14 I'm with _____ on that.
15 Yes, I think you're _____.
16 That's true to _____ extent. However, ...
17 I'm not _____ I agree.
18 I _____ a rather different view on that.
19 That's not quite _____ I see it.

- 4 **SPEAKING** Work in pairs. Take turns to do the task. Use the phrases from exercise 3 to help you.
- 5 **3.21** Listen to two students doing the task. Answer the questions below. Compare your ideas in exercise 2.
- Which measures do the students think will be most effective?
 - What were their reasons?
 - Do you agree with any of their opinions?
- 6 **3.22** Listen to the students doing the second part of the task. Which two measures do they choose?

Speaking Strategy

In a discussion, listen carefully and respond to what your partner says. Learn phrases for interacting with your partner so that you take turns and both contribute to the discussion.

- 7 **3.22 KEY PHRASES** Read the **Speaking Strategy** and check the meaning of the phrases below. Then listen again. Tick ✓ the phrases that the students use.

Involving your partner

- Would you agree with that?
..., don't you think?
Can we agree that ...?
What's your view on that?
What do you think about ...?

Interrupting

- Sorry to interrupt, but ...
Hang on a moment, I think ...
Not only that, ...

Reaching an agreement

- So, shall we reach a decision?
We need to come a decision.
We need to decide what / which ...
That's settled, then.

- 8 **SPEAKING** Do you agree with the choices the students made? Why? / Why not?
- 9 **SPEAKING** Work in pairs. Turn to page 143 and do the speaking task. Use words and phrases from this lesson.

A report

I can write a report about a local issue.



- 1 SPEAKING** Work in pairs. Think of two advantages and two disadvantages of banning traffic from town centres.

Your town council is proposing to create a traffic-free zone in the town centre. The local newspaper wants to hear the views of local people. Write a report for the paper outlining the advantages and disadvantages of the scheme, taking into account the views of local people and visitors. Make a recommendation.

- 2** Read the task above and the report. Answer the questions.

- Which points in the report did you also mention in exercise 1?
- Are there any other points in the report that you think are good?

Writing Strategy

When writing a report:

- think carefully about the target reader and write in an appropriate style and tone.
- state the purpose of the report in the first paragraph and any recommendations and suggestions in the final paragraph.
- consider using headings to give the report a clear structure.

- 3** Read the **Writing Strategy**. Did the writer follow all of the advice? Find and underline evidence for your opinions.

- 4 KEY PHRASES** Look at the phrases below. Which are in the report?

Introducing the subject

The aim of this report is to ...

This report is intended to ...

The report is based on / draws on ...

Reporting views

It would seem that ...

It was thought that ...

According to ...

It was reported that ...

(People) were of the opinion that ...

Summing up

To conclude, ...

To sum up, ...

On balance ...

In conclusion ...

Taking all the points into consideration, ...

Recommending / Suggesting

It is recommended that ...

I would suggest ...

In my opinion, it would be worth ...

Introduction

The aim of this report is to assess the plan to ban traffic from the town centre. I have interviewed a number of local people and visitors, and my conclusion and recommendation take their views into account.

Advantages

Most visitors were of the opinion that the town centre would be a quieter and more pleasant place to spend time if there were no traffic. An added benefit mentioned was a reduction in air pollution. Finally, it was thought that the roads would be safer for cyclists.

Disadvantages

According to some local shopkeepers, banning cars from the centre would damage trade as shoppers would have to park some distance away and carry heavy shopping to their cars. What is more, visitors would also have to park outside the town and this might discourage them from paying a visit.

Conclusion

Although opinion seems to be divided on the desirability of the scheme, people expressing opposition to the proposal were in a minority. I would suggest that the council press ahead with its plan as it will improve the quality of life of both residents and visitors.

- 5** Rewrite the sentences with the correct word to link them.

- Few people use buses nowadays. That doesn't mean that services should be discontinued. (**Therefore / Nevertheless**)
- The roads around the school are quite dangerous. Students probably wouldn't cycle to school. (**However / Therefore**)
- Bus tickets are not very expensive. Buying a season ticket is even more economical. (**Although / Moreover**)
- It's difficult to cross the road by the school. There's a plan to put in a pedestrian crossing. (**However / What's more**)
- Too many parents drive their children to school. They all arrive at about the same time. (**Although / What's more**)

- 6** Read the task below. Write your report.

Your school has asked you for a report on transport to and from the school. Give an outline of the ways in which students get to and from school, and make recommendations for how things could be improved.

CHECK YOUR WORK

Have you ...

- divided the report into paragraphs?
- used headings to make the report clearer?
- used appropriate linking words?
- checked the spelling and grammar?

Shopping

*I can talk about the consumer society.*1 **SPEAKING** Work in pairs. Answer the questions.

- Which do you prefer: going to the shops or shopping online? Why?
- Who do you prefer shopping with: your family, your friends, or by yourself? Why?
- Do you regard shopping as a pleasure or a chore?

2 **VOCABULARY** Read the shopping guide and replace the words in blue (1–15) with the correct form of the verbs below.1 *ripped off*

Shopping: verbs afford budget get into debt haggle knock down
overcharge overspend pick up rip off shop around snap up splash out

Unit map

● **Vocabulary**

Shopping: verbs
Online shopping
Advertising

● **Word Skills**

Money idioms

● **Grammar**

Emphasis
Participle clauses

● **Listening** Moneyless living● **Reading** Playing with our emotions● **Speaking** Photo comparison● **Writing** A letter to a newspaper● **Culture 9** Shopping with a difference● **Vocabulary Builder** page 121● **Grammar Builder and Reference** page 141● **Extra Speaking Task** page 143

Savvy shopping

Four ways to go on a shopping spree without being 'charged too much for low-quality products or ending up penniless!

1 Make a plan

Write a list before you go and don't buy anything that isn't on it. That way, you will avoid coming home with a lot of things you don't need. ¹Make a spending plan for how much you can ²let yourself spend and don't ³spend more money than you planned. Pay in cash and leave your plastic at home so you don't ⁴end up owing money.

2 Compare

Check online comparison sites to find the lowest available price. ⁵Compare the prices of goods in different shops in order to find the best price. Don't be tempted to ⁶buy a product quickly because it seems cheap, as you might find it cheaper somewhere else. If you're feeling lazy, scan the product bar code with a comparison app to see if you can get a better deal. Finally, when you pay for something, always check your change to make sure you haven't been ⁷charged too much.

3 Try something different

Go to shops that you wouldn't normally visit or go to markets. You might ⁸buy some real bargains and even manage to ⁹reduce the price if you try to ¹⁰negotiate with the stallholder.

4 Choose the right friend

Shop with a friend who will be honest with you about what you want to buy. Avoid going with friends who will encourage you to ¹¹spend a lot of money on things you don't need.

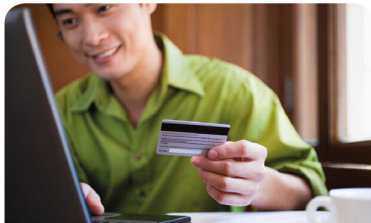


➔ **Vocabulary Builder** Phrasal verbs with up and down: page 121

3 SPEAKING In pairs, discuss the advice in the shopping guide. Do you agree with it? Can you think of another piece of advice to add?

4 VOCABULARY Complete the guide to online shopping with the nouns below.

Online shopping basket checkout delivery items
notifications reviews track wish list



When shopping online, add ¹ _____ that interest you to your ² _____. This will give you time to read opinions about the products in online ³ _____ to see if they're really worth buying. When you add the item to the ⁴ _____, remember that the price shown rarely includes the ⁵ _____ cost so it might not be such a bargain. Transport costs will not be added until you get to the ⁶ _____. When you have bought the product, the seller might send you regular ⁷ _____ that inform you about delivery to your house, or you can go to the website and ⁸ _____ the progress of your order.

5 SPEAKING In pairs, discuss how often you use the internet for shopping. Do you use comparison sites to compare prices? What type of things do you buy?

6 4.02 Listen to four people talking about bargains they have bought. Match the opinions (A–E) with speakers 1–4. There is one extra opinion.

- A I've always wanted one, but this is something that I couldn't afford in a normal shop. ____
 B People have become more familiar with this brand since I bought it. ____
 C This product is still in good condition, but I won't be able to use it any more. ____
 D This was very cheap when I bought it, but the price has risen. ____
 E It was quite expensive, but I've had it for a long time and it has been a good purchase. ____

RECYCLE! Present perfect simple and present perfect continuous

We use the present perfect simple and the present perfect continuous to say how long a current situation or action has been in progress.

I've lived here since 2014.

I've been watching this programme for two hours.

We do not use state verbs (*have, want, like, believe*, etc.) in the present perfect continuous form.

7 4.02 Read the **Recycle!** box. Then listen again and answer the questions.

- Why does the first speaker think his purchase was worth paying more for?
- How do we know the second speaker really loves her leather jacket?
- Why is the third speaker surprised that his mobile phone battery is still 75% charged?
- Why does the fourth speaker think her trainers were a bargain?

8 SPEAKING Work in pairs. Ask and answer the questions about bargains. Then, think of two more questions to ask your partner.

- What was the last bargain that you picked up?
- How much did it cost?
- How long have you had it?
- Why do you consider it a bargain?
- Would you recommend the product to other people? Why?

arket



Emphasis

I can use sentence structure to create emphasis.

- 1 Is there a problem with litter where you live? Read the opinions below. Who do you think should be responsible for reducing litter?

A load of rubbish?

One thing I can't stand is all the litter outside fast food restaurants. What they should do is employ extra staff to help clean up the streets. **Rob K**

The people that I blame are the teenagers – it's them who cause all the problems. The town where I live is full of youngsters, hanging around in gangs and leaving rubbish everywhere – it's a disgrace. **Daniel**

There's so much plastic packaging nowadays. All the government needs to do is force companies to use biodegradable or recyclable materials in their products and the problem will be solved. **Bex**



- 2 Read the **Learn this!** box. Then find examples of each rule in exercise 1.

LEARN THIS! Emphasis (1)

1 We can emphasise key information in a sentence by:

- a adding a clause with *It is / was, etc. ... that ...* at the start of the sentence.

Joe bought a tablet last weekend.

It was Joe who bought a tablet last weekend.

It was a tablet that Joe bought last weekend.

It was last weekend that Joe bought a tablet.

We often use this structure to make a contrast:

It was a tablet that Joe bought, not a smartphone.

- b adding a clause with *What*.

Kate lost her debit card.

What Kate lost was her debit card.

What Kate did was lose her debit card.

What happened was that Kate lost her debit card.

- 2 We can use *All (that)* in the same way as *What*. It means 'the only thing.'

I just need some money.

All (that) I need is some money.

They only needed to ask.

All (that) they needed to do was ask.

- 3 Rewrite the sentences (1–7) to make a contrast. Begin with *It* and emphasise the underlined words.

1 Mia isn't coming shopping with us. Lara is.

It's Lara who's coming with us, not Mia.

2 I haven't got a credit card. I've got a debit card.

3 The first supermarket opened in 1916. It wasn't 1920.

4 Her mum doesn't work in a store. Her aunt does.

5 Many people don't want quality. They want low prices.

6 The sales start on Friday. They don't start today.

7 I blame teenagers for the litter. I don't blame the restaurants.

LEARN THIS! Emphasis (2)

We can start a sentence with a phrase that describes the person, thing, or place that we want to emphasise.

The person (that) you need to speak to is Tom.

One thing (that) I really hate is consumerism.

A place (that) I'd really like to visit is Norway.

- 4 Read the **Learn this!** box. Then find two examples in exercise 1. How would the sentences read without the emphatic structure?

- 5 Rewrite the sentences (1–6). Begin with the words in brackets and emphasise the underlined words.

1 Store loyalty cards have really caught on. (One idea ...)

2 It's the directors of companies who should change. (The people ...)

3 Many European firms are investing in Asia. (One place ...)

4 Greed drives most consumerism. (The thing ...)

5 Plastic packaging creates most waste. (The thing ...)

6 Self-service stores first opened in the USA. (The country ...)

- 6 Complete the text with the words below. Use each word once.

all it's one that thing what where

The ¹ _____ that annoys me most is the litter. Clearly ² _____ that some people care about is convenience, not the environment. So ³ _____ the government needs to do is prosecute those involved in anti-social behaviour. But ⁴ _____ the businesses themselves that also need to take more responsibility – for example, the place ⁵ _____ I usually shop has installed CCTV to deter people from dropping rubbish outside. And ⁶ _____ thing they've tried successfully in some places is putting up lifeseize cardboard police officers. It seems all ⁷ _____ some people need is a gentle reminder to act responsibly.

- 7 **SPEAKING** In pairs, think of different ways to complete each sentence. Then compare your ideas with other pairs.

- 1 The places in my town that have the most litter are ...
2 All we need to do to reduce litter is ...

Moneyless living

I can distinguish between fact and opinion.



Mark Boyle



Daniel Suelo

1 SPEAKING Work in pairs. Describe the photos. Then answer the questions.

- 1 Could you live without money?
- 2 What do you think the biggest challenge would be?

2 SPEAKING In pairs, read the text and give your opinions on the people's lifestyles.

These people have lived without money. Could you?

Daniel Suelo has lived in a cave in the Utah desert, USA, since 2000. He forages for food in the wild, as well as going into town and hunting for leftover food and unwanted items. He is now in his late sixties and wants people to see that you needn't be a slave to money.

Heidemarie Schwerner is in her seventies and has lived without money in Germany for over twenty years. She housesits for people and formed Germany's first exchange circle, 'Give and Take Central', where people exchange goods and services. She gives her pension money away and has written a book about her experiences. There is now a film about Heidemarie called *Living without money*.

Mark Boyle, an Irish business graduate, lived without money for over two years during his thirties in a caravan on a farm. He grew his own food and made his own toothpaste. He has formed the 'Freeconomy Community', where skills are shared online, and is currently building his first house out of straw bales.

Listening Strategy

To answer some comprehension questions, you need to be able to distinguish between fact and opinion. Listen carefully for words or phrases that may indicate whether the speaker is expressing a fact or an opinion.

3 KEY PHRASES Read the **Listening Strategy** and the key phrases. Which do you use most often?

Introducing an opinion

in my view, ... personally, ... as I see it, ... to my mind, ...
my impression is ... I've a feeling that ...
as far as I'm concerned, ... I strongly believe ...

Introducing a fact

actually, ... in fact, ... in reality, ... the truth is, ...
it's true that ... it's undeniable that ... undeniably, ...
it's been proved that ...

4 4.03 Listen to the information about Daniel and Heidemarie and decide if each sentence is fact (F) or opinion (O). Write F or O. What words were used to introduce the sentences?

- 1 Daniel didn't always live outside society. ____
- 2 The tribes used the cash for things they didn't need. ____
- 3 Money was impoverishing them. ____
- 4 Heidemarie's father was a successful businessman. ____
- 5 Her family became poor for a while. ____
- 6 Money had begun to define her. ____

5 4.04 Listen to three recordings and choose the correct answers (a, b or c).

- 1 What is the purpose of the radio programme?
 - a To discourage people from some forms of saving money.
 - b To discuss how practical the advice for cheaper living is.
 - c To invite people to make suggestions on how to live more cheaply.
- 2 The speakers agree that
 - a everyone can live as they want.
 - b some large corporations make consumers pay too much.
 - c they should try to reuse other people's unwanted goods.
- 3 Which of the following is stated in the lecture as an opinion, not a fact?
 - a Our consumption of consumer goods cannot continue to rise in the future as it has done in the past.
 - b Two centuries ago, people didn't spend a lot of time and thought on buying things.
 - c For most of history, leisure time was considered more important than wages.

6 SPEAKING Work in pairs. Discuss the questions. Support your opinion with facts. Use some of the phrases in exercise 3.

- 1 What is your attitude to money and buying things?
- 2 Do you think our modern consumer society is sustainable? Why? / Why not?

Participle clauses

I can use participle clauses.

- 1 SPEAKING** What are some of the advantages and disadvantages of shopping online?
- Read the text. Does it mention any of your ideas in exercise 1?



The downside of online shopping

Used sensibly, the internet offers an irresistible opportunity for shoppers. Countless consumers sit at home every day, enjoying the convenience and cheapness of online shopping. But for high street stores struggling to compete, it's a bleak outlook. Around twenty shops a day close down in the UK, with travel agents and phone retailers among the worst affected. The environment suffers too. Having made an online order, people are sometimes not at home when the goods are delivered, so they get sent back. When it comes to clothes, people often order three different sizes, knowing that only one will fit. All of this adds extra journeys for the delivery vans, increases the amount of packaging used and so creates more pollution.

- Read the **Learn this!** box. Match the highlighted examples in exercise 2 with rules 1–5. Then rewrite them expanding participle clauses like example 1–5 below.

LEARN THIS! Participle clauses

A participle clause contains a present participle, a past participle or a perfect participle. It can be used:

- to replace a relative clause.
 - A present participle replaces an active tense.
There were hundreds of people hoping for bargains.
 - A past participle replaces a passive tense.
Made in China, my new TV was very cheap.
Note: The subject of the participle must be the subject of the other verb.
- to indicate two things happening at the same time.
Closing the door, I realised I'd locked myself out.
(replaces *While ...*)
- with a perfect participle to show a sequence of events.
Having shopped all morning, we finally went home.
(replaces *After ...*)
- to give a reason or cause.
Being hard up, I couldn't go abroad. (replaces *Because / Since / As ...*)
- to express a condition.
Spent wisely, this money will last for years. (replaces *If ...*)

- Complete the participle clauses (1–6) with the correct form of the verbs below.

charge keep not be pay realise spend

- _____ a deposit, she settled the balance a month later.
- _____ I had been overcharged, I asked to see the manager.
- Customers _____ over €50 will be entered into a prize draw.
- _____ with shoplifting, he's likely to receive a large fine.
- _____ from the area, we didn't know the best places to visit.
- _____ in good condition, this product should last for life.

- Rewrite the sentences. Start each one with a participle clause.

- If you wash it by hand, this T-shirt should keep its colour.
Washed by hand, ...
- The bookshop opened just six months ago, then closed in November.
- Because I didn't have any money, I couldn't afford a cab.
- Berlin's KaDeWe, which was opened in 1905, is the biggest department store in Europe.
- Online shopping has brought some benefits, but also has disadvantages.
- We weren't free that evening, so we didn't go to the party.

► Grammar Builder 9.2 page 142

LEARN THIS! Conjunctions and prepositions

Participle clauses can contain different conjunctions and prepositions, e.g. *after, although, before, on, once, since, until, when, while.*

*On hearing the fire alarm, everyone left the building.
While not wishing to seem rude, I must ask you to leave.
Since ordering the goods online, he's changed his mind.*

- Read the **Learn this!** box. Then complete the second sentence so that it has the same meaning as the first. Use participle clauses.

- I switched to a newer mobile and now my life is much easier.
Since _____, my life is much easier.
- After he compared the prices, he bought a bike.
Before _____, he compared the prices.
- Sal looks for bargains and often shops in charity shops.
When _____, Sal often goes to charity shops.
- She noticed a problem when she read the guarantee.
On _____, she noticed a problem.
- He finally found the store after he spent ten minutes looking for it.
After _____, he finally found it.

► Grammar Builder 9.3 page 142

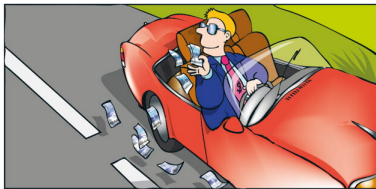
- Complete the text with the verbs in brackets forming participle clauses.

Internet shopping's perfect for me. ¹ _____ (compare) different prices, I can be sure I've found the best deal. ² _____ (have) to drive to the shops uses petrol – and of course, ³ _____ (pay) to park in town is really expensive! Instead, ⁴ _____ (shop) from the comfort of my home, I have a more relaxed and enjoyable experience. There are millions of people ⁵ _____ (do) the same as me every day. ⁶ _____ (give) time, I'm sure everybody will be doing all their shopping online.

- 8 SPEAKING** In pairs, discuss which view of internet shopping you agree with most: the one in exercise 2 or exercise 7. Give reasons.

Money idioms

I can use money idioms.



Dictionary Strategy

In most dictionaries, you can find idioms listed under the most important key word from the idiom. All idioms with the headword are usually listed in a separate section at the end of the entry.

- 4 **DICTIONARY WORK** Read the **Dictionary Strategy**. Then find an idiom related to money in the dictionary entry below.

killing /'kɪlɪŋ/ noun, adj.

• noun an act of killing sb deliberately **SYN** murder

IDM, **make a killing** (informal) to make a lot of money quickly

- 5 Underline the words you would look up to find the meanings of these idioms 1–7. Match idioms 1–7 with definitions a–g. Use a dictionary to help you.

- 1 tighten one's belt
 - 2 live in the lap of luxury
 - 3 make ends meet
 - 4 pay through the nose for something
 - 5 live hand to mouth
 - 6 make a fortune
 - 7 be in the red
- ___ a make a lot of money
 ___ b live in very comfortable conditions
 ___ c pay too much money for something
 ___ d earn just enough money for your needs
 ___ e spend all your money on basic needs
 ___ f spend more money than you have in your bank account
 ___ g spend less money

- 6 Complete the sentences. Use each idiom from exercise 5 once.

- 1 It's difficult to _____ with today's high cost of living.
- 2 Many hotels will _____ this year because of a lack of tourists.
- 3 Without _____, I won't be able to afford a new phone.
- 4 Having _____ through her website, she was a millionaire in six months.
- 5 Because of the recession, thousands are _____.
- 6 Not all celebrities _____. Some are not so well off.
- 7 I know I _____ for it, but I just had to buy it!

- 7 **SPEAKING** Work in pairs. Using money idioms, tell each other about:

- 1 something you paid through the nose for.
- 2 which shops you think are a rip-off.
- 3 something you bought that was dirt cheap.
- 4 someone who has made a fortune.

- 1 **4.05** Listen to four people talking about money. Match the speakers (1–4) with the statements (A–F). There are two extra statements.

This speaker:

- A doesn't have any money. ___
 B thinks that things that don't cost very much aren't good value. ___
 C is unsympathetic to people who spend more than they have. ___
 D thinks that special offers aren't always good value. ___
 E wants to buy something but needs to save up for it. ___
 F has recently bought something for a really good price. ___

- 2 **4.05** Listen again. Complete the idioms with the words below. Which of the idioms did each speaker in exercise 1 use?

broke comfortably dirt hard rip rolling

- 1 be _____ in it (= be extremely wealthy)
- 2 be _____ (= have no money at all)
- 3 be a _____ off (= not be worth the price)
- 4 be _____ cheap (= cost very little money)
- 5 be _____ up (= have very little money)
- 6 be _____ off (= have enough money)

- 3 Complete the sentences. Use each idiom from exercise 2 once in the correct form.

- 1 I've been invited to go skiing next month, but I'm completely _____ so I won't be able to go.
- 2 The flights were _____ so they all sold out in minutes.
- 3 This week's lottery prize was the biggest ever. Whoever picked the winning numbers will be _____!
- 4 I'd lend you some cash, but I'm afraid I'm a bit _____ at the moment.
- 5 What _____ – we expected a lot more for our money!
- 6 It's a very expensive hotel; you'd have to be quite _____ to stay there.

Playing with our emotions

I can understand an article that discusses advertising techniques.



1 SPEAKING Work in pairs. Discuss the questions.

- 1 What do you think the purpose of advertising is? Can it have more than one purpose?
- 2 In what ways do you think people are influenced by advertising?

2 Read the article. Do you agree with the conclusion of the article?

Reading Strategy

Read the missing sentences carefully before you match them with the gaps in the text. Look at the parts of the text before and after each gap, and try to find words that may link them to the sentences, for example synonyms, paraphrases, opposites, or pronouns.

3 Read the Reading Strategy and the article again. Match sentences A–F with gaps 1–4. There are two extra sentences.

- A The internet is full of websites where brand fans can go online and talk with other fans about their enthusiasm for the products they buy.
- B After more research, the advertisers' answer to that question was a clear 'yes'.
- C Adverts aimed at tired working mothers show super-women who are completely in control of their families and professional lives thanks to the products they use.
- D However, contrary to what most of us believe, when we go shopping we are controlled by our hearts, not our heads.
- E They know that most consumers know exactly what they want before they go shopping.
- F Advertisers take unpleasant problems and make them seem far worse, but then offer miracle solutions for them.

4 Read the article again and tick ✓ the advertising techniques which are mentioned. Then number them in the order they are mentioned.

- 1 Music is used to help us remember products. ___
- 2 A slogan is repeated and repeated during an advertisement. ___
- 3 Advertisers try to link their products to the success of others. ___
- 4 Advertisers appeal to our finances by making special offers of giving away free gifts. ___
- 5 Unimportant difficulties are given importance and then solved. ___
- 6 We are told that by using certain products we will appear richer and more successful than others. ___

5 VOCABULARY Complete the sentences (1–8) with the highlighted words from the article in the correct form.

Advertising

- 1 'Impossible is nothing' was first said by the boxer Muhammad Ali and then used as an advertising _____ by a sports company.
- 2 Today, _____ want more information about what is in the products that they are buying.
- 3 I hate the _____ from that advert, but I can't help whistling or humming it all the time!
- 4 That actor gives more _____ for products in adverts than he makes films!
- 5 I've stopped watching films on TV because of all the _____ that interrupt them.
- 6 The supermarket's own _____ are cheaper than the well-known ones.
- 7 They invited the press to the _____ of the company's new range of computers.
- 8 They have put the sponsor's name and _____ across the players' shirts.

6 SPEAKING Work in pairs. Discuss the questions.

- 1 Which advertising methods mentioned in the article do you think are the most effective with teenagers? Why?
- 2 Would you like to work in the advertising industry? Why? / Why not?
- 3 Have you ever bought something because you saw it advertised? What do you think made you buy it?

7 PROJECT Work in pairs. Prepare an advert for a real or imaginary product. Decide who the product would be aimed at. Say what advertising techniques and media you would use. Vote for the best advert in the class.



PLAYING WITH OUR

EMOTIONS

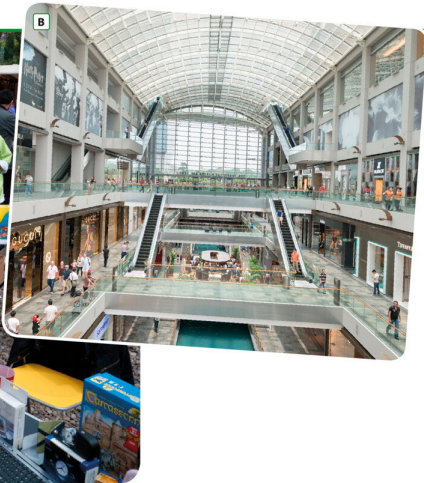
4.06

Ask an advertiser what their job involves and they'll probably tell you that they prepare the **launch** of new products and then inform **consumers** about them. Surprisingly, many consumers are willing to accept this explanation because they think that shopping is a rational activity. ¹ ____ As a result, advertisers bombard us with images and messages that try to create an emotional link between us and their **brands**. To encourage consumers to splash out on their products, advertisers divide society into groups, and **commercials** with different emotional messages are created and targeted at each group. ² ____ Caring parents are persuaded to buy medicines and toiletries for their children by people dressed in white coats who use 'facts' to demonstrate that their products have passed a number of 'tests' easily. Are they doctors, dentists, or scientists? Who were the 'tests' done by? We are never told and we never ask, which is exactly what advertisers want, otherwise we would discover that there is little scientific evidence to support their claims. ³ ____ Commercials for 'cures' for grey hair, wrinkles and skin problems are a perfect example. A serious-looking grey-haired man looking sadly in the bathroom mirror suddenly finds himself on a beach with an attractive woman once he has stocked up on the advertiser's product and dyed his hair. The same positive transformation occurs in young people's social lives when they use the 'right' product. The message is clear: use our goods and you'll enjoy life. ⁴ ____ Music is also used to connect with our emotions. **Jingles** often accompany TV and radio commercials, but they aren't added just to make them more attractive. What the jingles do is activate our memories. Go into any nursery class and you'll find young children learning the alphabet or multiplication tables in maths by singing or chanting. Teachers have known for years that singing short sentences helps us

memorise things and advertisers use simple songs to help us remember the names of products. They don't even mind if the jingle annoys us. Annoying jingles have been shown to stay in our memories for longer than tunes that we actually like. Advertisers are also willing to invest large sums of money in promoting brands by getting famous people to provide **endorsements** for their products. The media has converted sport, music and entertainment celebrities into heroes and many of them are admired and respected for the success that they have achieved. Advertisers know that people rarely talk about what their perfumes or trainers are made of, but do discuss Mila Kunis's great new film, Lionel Messi's latest fantastic goal, or Shakira's recent amazing concert. In other words, people talk about emotional experiences and advertisers hope that the people who produce these emotional experiences will increase the popularity of their brands dramatically. Our emotions are constantly being studied by advertising agencies as they search for new ways to manipulate them. A study of car owners that took place a few years ago discovered that the owners talked about their cars in the same way as members of a cult: a small, sometimes secret group whose beliefs are considered strange and extreme by other people. As a result, advertisers studied cults and found out that their members were looking for something to belong to and a meaningful life. 'Could they turn brands into cults?' the advertisers asked themselves. ⁵ ____ And people's emotional connection to brands can also be found in the real world. Walk along any city street and you'll find people dressed in clothes covered in manufacturers' **slogans** like Nike's 'Just do it' and **logos** such as Adidas's three stripes. Perhaps the answer to the advertisers' question is 'Yes, they can.'

Photo comparison

I can compare two photos.



- 1 **SPEAKING** Work in pairs. Compare the photos and say what you might buy in each place.

Compare the photos and say which place would be better for buying a present for a friend.

- 2 **4.07** Read the task above. Then listen to a student doing the task and her answer to the examiner's follow-up question. Answer the questions.

- 1 Which place does the student choose to answer the task?
- 2 What reasons does she give for her choice?
- 3 What further question is the student asked?
- 4 What answer does she give?

- 3 **SPEAKING** Work in pairs. Answer the questions.

- 1 Do you agree with the place the student chose to answer the task? Why? / Why not?
- 2 Which place would you prefer to go shopping? Why?

Speaking Strategy

When performing the task, it is important that you have useful language ready at your disposal, for example:

- Introducing opinions: *In my view, ...*
- Making additional points: *Not only that, but ...*
- Giving examples: *... for instance, ...*
- Introducing contrasting points: *However, ...*
- Gaining time: *That's an interesting question.*

- 4 Read the **Speaking Strategy**. How many more formulaic phrases can you think of for each function?

- 5 **4.07** Listen again and answer the questions.

- 1 How well do the students use the advice in the Strategy?
- 2 Which formulaic phrases do they use?

- 6 **4.08** Listen to another student doing the task on his own. Answer the questions in exercise 2 about him.

- 7 **KEY PHRASES** Complete the phrases with the words below.

another argued arguing definitely main opinions reasons suppose sure thing think top

Justifying your opinion

- 1 The reason I _____ that is ...
- 2 The _____ reason is that ...
- 3 For one _____, ...
- 4 _____ thing is ...
- 5 On _____ of that ...
- 6 I _____ think that ... is better, because ...
- 7 For those _____, I think that ...

Expressing a tentative opinion

- 8 I don't have any strong _____ either way ...
- 9 I'm not _____ about that. Let me think.
- 10 It could be _____ that ...
- 11 There might be a case for _____ that ...
- 12 Thinking about it, I _____ that ...

- 8 **4.08** Listen again. Which key phrases from exercise 7 does the student use?

- 9 **SPEAKING** Work in pairs. Turn to page 143 and do the speaking task. Use words and phrases from this lesson.

A letter to a newspaper

I can write a letter about solutions to a problem.

1 SPEAKING Work in pairs. Discuss the questions.

- Do you shop in shopping centres? Why? / Why not?
- Are there any problems with petty crime in your area?

A newspaper recently published an article about an increase in crime in the local shopping centre, suggesting that young people hanging out there are mostly to blame. Write a letter to the editor where you express your opinion of the article, and suggest ways in which people / shops could prevent petty crime.



2 Read the task above. How would you answer the question? Make notes on your ideas.

3 Read the letter and answer the questions.

- How many paragraphs are there in the letter?
- What is the topic of each paragraph?
- How do the writer's ideas differ from yours in exercise 2?

Writing Strategy

Use synonyms and paraphrases to avoid repeating the same words too often, for example: *very angry = furious*.

4 Read the Writing Strategy. Match the highlighted words in the text with pairs of words below that have a similar meaning.

- submit / put forward _____
- cut / slashed _____
- made clear / claimed _____
- growth / rise _____
- certain / undeniable _____

5 In the letter, find words from exercise 4 that the writer uses in order to avoid repeating each of the highlighted words.

➔ **Vocabulary Builder** Synonyms: page 121

6 SPEAKING Read and discuss the task below in pairs. Make notes on each element of the task.

A newspaper recently published an article about an increase in petty crime levels in cities, blaming a general obsession with consumerism. Write a letter to the editor where you express your opinion about this, suggesting ways to decrease the levels of petty crime.

Dear Sir/Madam,

I am writing in response to the article about rising crime in our local shopping centre. It **stated** that there was an **increase** in theft, shoplifting and vandalism and claimed it was because of teenagers spending a lot of time there.

I'd like to say that I strongly disagree with the assumption that it is teenagers who are at fault here. I feel that it is always young people who are blamed without there being any actual evidence. It is **true** our local council's spending has been **reduced**. Therefore there have been cuts in youth activities, and teenagers do meet up more at the shopping centre. However, this does not mean that they are criminals. To my mind, there could be other reasons why petty crime has increased. It is undeniable that the country's economic situation has worsened and this must surely be a factor in the rise in crime.

I would like to **suggest** some ways of improving the situation. Firstly, the shopping centre should invest in more security cameras, which would help identify the actual criminals. Secondly, why aren't there more security guards in the shopping centre? If there were, it would really deter shoplifters from stealing things. Finally, if the council would prefer young people not to meet in the centre, they should find some money for alternative venues for them. Then teenagers can no longer be held responsible for petty crime.

I believe that the measures I am putting forward would go some way towards reducing crime in our shopping centre.

Yours faithfully,

Sophie Bennett

7 Use your notes in exercise 6 to write your letter to the newspaper.

CHECK YOUR WORK

- Have you ...
- covered both elements of the task in your letter?
 - started and finished your letter correctly?
 - used synonyms to avoid repetition where possible?
 - checked the spelling and grammar?

RADA

1 SPEAKING Look at the photo. What are the people doing? Would you like to be an actor? Why? / Why not?

2 Read the text. What three things does it mention that a RADA student learns?

RADA

4.10

A Becoming a truly great actor requires talent, hard work and hours of study. In Britain, the Royal Academy of Dramatic Art (RADA) ¹ _____ trained and produced many of the country's most famous actors since it was established in 1904, but just how does RADA turn passionate young hopefuls into respected professionals?

B One of the methods RADA teaches is the Stanislavski acting technique. The technique was devised ² _____ the famous Russian actor Konstantin Stanislavski in 1911, after he had been performing in theatres ³ _____ over thirty years. It requires actors to really live the role that they are playing. The actors not ⁴ _____ have to learn the lines that they have to say, but also recreate everything about the character's life.

C But if modern audiences would be surprised to discover that students learn an acting technique that is over a century old, they might ⁵ _____ astonished to discover that they also study a form of theatre that has been around for over two millennia: Greek tragedy. The Greeks used to study playwriting and acting and produced some important theoretical works on the subject. Their ideas are still considered very relevant today and anybody ⁶ _____ wants to obtain a degree from RADA has to study them.

D RADA students also spend many hours training their voices and learning ⁷ _____ use their bodies to communicate in the same way that a musician learns how to play an instrument. A RADA student's objective is to use their creativity to transform written words into a three-dimensional character. Evidently, becoming an actor is ⁸ _____ serious business and definitely not for people who are only interested in fame.



3 USE OF ENGLISH Complete the text about RADA. Write one word in each gap.

4 **4.11** Listen to an interview about how actors prepare for their roles. Match the people (1–3) with the things that they did (A–C).

- 1 Konstantin Stanislavski
- 2 Meryl Streep
- 3 Leonardo DiCaprio

- ___ A studied psychiatric patients
- ___ B prepared a list of questions
- ___ C prepared for a film about the Second World War

5 **4.11** Listen again. Are the sentences true or false? Write T or F.

- 1 Copying certain emotions is not so difficult for actors. ___
- 2 The Stanislavski system involves actors asking themselves questions about their own acting ability. ___
- 3 Meryl Streep studied a foreign language. ___
- 4 Meryl Streep wanted to read poetry in a foreign language. ___

- 5 Leonardo DiCaprio met people who had had experiences that he wanted to recreate in a film. ___
- 6 Leonardo DiCaprio visited a psychiatric hospital on an island to prepare for a film. ___

6 SPEAKING Work in pairs. Discuss the questions (1–2). Use the ideas below to help you.

build confidence cause embarrassment
develop communication skills feel uncomfortable
understand human behaviour

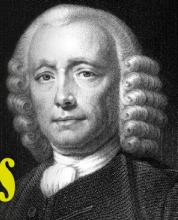
- 1 Do you think drama should be a school subject for all students, or just a hobby for those who are really interested?
- 2 What skills do you think you can learn from studying drama and how useful are they in real life?

7 INTERNET RESEARCH Find out how your favourite actor / actress started their career. Did they study drama? Where? What was their big break? Then share your information with the class.

The Longitude Prize



The World's First GPS



- 1 SPEAKING** Work in pairs. Think of three important problems that the world faces today. How do you think we can solve them?
- Read the text. What solution did the British government suggest for a problem in the 18th century? Was it successful?
- Read the text again. Answer the questions.
 - 1 What was the situation that the British government decided to deal with?
 - 2 Why did the government think it was necessary to interest the best scientists in Britain?
 - 3 What surprised people about the winner of the Longitude Prize?
 - 4 Why didn't sailors use mechanical clocks to calculate their positions?
 - 5 Why do you think the successful sea clock was called H4?
 - 6 How was the challenge for the new Longitude Prize decided on?
- 4 SPEAKING** Work in pairs. The Longitude Prize is a prize for anyone that can solve one of the problems in the list. Which one would you choose to be the challenge for the new Longitude Prize? Why?

THE LONGITUDE PRIZE CHALLENGES

- Flight** – How can we fly without damaging the environment?
- Food** – How can we make sure everyone has nutritious, sustainable food?
- Antibiotics** – How can we prevent the rise of resistance to antibiotics?
- Paralysis** – How can we restore movement to disabled people?
- Water** – How can we provide access to safe and clean water for everyone?
- Dementia** – How can we help people who are losing their memories and other mental abilities?

- 4.13** Listen to a podcast. Which problem from exercise 4 was chosen as the challenge for the Longitude Prize?
- 4.13** Listen again. Choose the correct answers (a–c).
 - 1 On the podcast, they begin by talking about what happened
 - a on a TV programme.
 - b on a podcast.
 - c in a government debate.
 - 2 The prize is being offered to
 - a any scientist.
 - b government scientists.
 - c famous scientists.
 - 3 Dr Kenny uses the example of the warplane to demonstrate that the prize money
 - a is a lot.
 - b is reasonable.
 - c isn't so much.
 - 4 World health organisations are worried that antibiotics
 - a endanger people's lives.
 - b are less successful.
 - c have become unnecessary.

4.12

On a stormy night in 1707, four ships struck rocks off the south coast of England and sank. One thousand, four hundred sailors were drowned. The ships had crashed because they had no way of knowing how far they had travelled in a particular direction; they could not calculate their longitude, which required accurate time measurement. It was the most serious in a series of accidents at sea, and a stunned British government decided to act. In such difficult circumstances, they believed that the best response to the 10 disaster was a competition: the Longitude Prize.

The Longitude Prize was no ordinary competition. To win it, someone had to find a way of calculating how far a ship had travelled east or west from its point of departure. Geniuses such as Sir Isaac Newton had failed to find a solution, so to 15 ensure the interest of Britain's greatest scientific minds, the government offered a prize of £20,000 – the equivalent of \$2.6 million in today's money. But to everyone's surprise, it wasn't a famous academic who solved the problem, but an unknown carpenter.

20 When John Harrison wasn't working with wood, he was making clocks. An accurate clock would allow sailors to calculate their position, but at the time it was thought impossible to create a mechanical clock that could work on a ship. The movement of the sea and the changes in 25 temperature destroyed the delicate parts. However, after three frustrated attempts, Harrison's fourth sea clock, H4, finally triumphed. Its mechanics were so good that the H4 worked better than most clocks on land.

The Longitude Prize and Harrison's success generated a lot 30 of interest in the 18th century, but it was soon forgotten. However, in 2013, the British government created a new Longitude Prize, offering £10 million to the person who could solve a great challenge to humanity. An enthralled public then took part in a TV programme where viewers chose one 35 challenge from a list of six for scientists to focus on. The question now is, will someone be able to solve it just as well as Harrison solved the challenge presented to him?

- 5 If nobody wins the challenge, in the future, doctors may not be able to
 - a carry out some types of surgery.
 - b treat patients for certain illnesses.
 - c work in hospitals.
- 7 SPEAKING** Work in pairs. What important problem in the world would you add to the list in exercise 4?
- 8 INTERNET RESEARCH** Find out if someone has won the Longitude Prize 2014. If they have, who are they? If they haven't, what is the current situation? Share your information with the class.

Erasmus

- 1 SPEAKING** Work in pairs. Where would you like to study abroad for a year? Why would you choose that country? What would you study?
- 2** Read the text. How have the experiences of a 15th century student influenced university students in the 21st century?

4:14

The Erasmus programme

New friends, new experiences and the chance to learn a new language – that's what one young Dutch student from Rotterdam was hoping to find when he set off around Europe to study. He was keen to learn as much as he could. He started at the Collège de Montaigu at the University of Paris before moving on to the University of Cambridge, where his work was so impressive that his professors even suggested that he should stay and teach. The Dutch student, however, was determined to continue with his journey and left for the University of Turin in Italy. Obviously, he was a student from a wealthy family, you might think. Well, no, the student in question was a poor orphan called Erasmus, travelling between the years of 1495 and 1506.

Students in the 21st century aren't in a position to spend ten years of their lives touring European centres of learning. Nonetheless, if someone really wants to fulfil their dream of studying abroad, there has never been more opportunity. One of the reasons for this is the European Union's education programme named after the Dutch student mentioned above. Erasmus is an ambitious educational programme which aims to promote cooperation between European students and European institutions of higher education. Since its launch in 1987, over 5 million European students have taken advantage of it.

Students on the Erasmus programme can spend from three months to an academic year at a university in another European country. They do not have to pay any extra fees to the host university, and they can apply for a grant to help them with the cost of accommodation.

The 250,000 Erasmus students that take part in the programme every year have a great time and return home not only with new skills, but also more mature, independent and confident. So if you're dreaming of going to university in the future, why don't you include a year on the Erasmus programme in your plans?

- 3** Read the text again. Answer the questions in your own words.

- 1 What three aims did the young student from Rotterdam have?
- 2 What happened to him in Cambridge?
- 3 What is the difference between students today and Erasmus?
- 4 How does the Erasmus programme work?
- 5 How does the Erasmus programme help students financially?
- 6 What benefits do students get from taking part in the Erasmus programme?

- 4** **4:15** Listen to a radio report about sport scholarships in the USA. Which two sports do they talk about?



- 5** **4:15** Listen again. Decide who the sentences refer to, Sean or Matt. Write S or M, or S/M for both.

- 1 He has already received financial help. ___
- 2 His parents will pay \$40,000 a year for him to go to university. ___
- 3 He doesn't think he knew enough about sport scholarships. ___
- 4 He won't get any more money if he plays badly. ___
- 5 His parents would like financial help to pay for university. ___
- 6 He wins an important match. ___

- 6 SPEAKING** Work in pairs. Imagine you are going to study abroad. Look at the list of things to do before leaving and decide which three are the most important. Compare your choice with your partner's. Do you agree? What ideas of your own can you add to the list?

Before you go ...

Learn a few essential phrases in the language of the country you are going to visit.

Search the internet for the best places for entertainment in your new home town.

Pack some drinks or food that you like in case you can't find them in your new country.

Find out where the embassy of your country is and how to contact them in case of an emergency.

Check they use the same electrical plugs in the country that you are going to.



Aborigines and Maoris

- 1 SPEAKING** Look at the two photos. What do you know about the Aborigine and Maori cultures?
- Read the text. What two customs do the texts mention?
- 3 USE OF ENGLISH** Complete the text. Write one word in each gap.

4.16

Anybody who is hoping to have new experiences when they visit Australia or New Zealand should meet the original inhabitants of ¹ _____ two countries, the Aborigines and the Maoris. However, ² _____ both cultures have experienced similar problems caused by the arrival of Europeans to their lands, the Aborigines and the Maoris are very different.



The Aborigines

The Aborigines have one of the oldest surviving cultures in the world. It is more ³ _____ 60,000 years old, and during this period of time, they have formed hundreds of tribes that have developed different customs and around seven hundred different languages. In 1971, a flag ⁴ _____ designed to represent all the Aborigine tribes and help unite them.

The Aborigines hold a lot of ceremonies to celebrate different events, but one of the most important to nearly ⁵ _____ of the tribes is the 'walkabout'. It might seem like an adventure to people from other cultures, but ²⁰ the walkabout involves boys aged thirteen sleeping rough for as long as six months in the Australian desert. They spend the whole time alone and ⁶ _____ to hunt for food to survive. Once the walkabout period has finished, they are welcomed back by their village, which celebrates the arrival of ²⁵ a new man in the community.

The Maoris

The Maoris arrived in New Zealand from East Polynesia in the second half of the 12th century. The Maoris all speak the ⁷ _____ language and share the same customs, and this has helped them to have a strong presence in ³⁰ modern New Zealand. Maori is one of the country's two official languages. Maoris believe that all natural things and living things are connected, and modern Maoris are very concerned ⁸ _____ the protection of the environment.

One important aspect of Maori culture is *Ta moko* – tattooing. ³⁵ Both men and women can have tattoos ⁹ _____ their bodies or their faces. The tattoos represent the family or tribe that they belong ¹⁰ _____. The designs are very intricate and are now inspiring a lot of the designs of tattoo artists around the world.

4 Read the text again. Write A for Aborigines or M for Maoris.

Which people ...

- involve both females and males in a ritual? ___
- are interested in ecology? ___
- tried to symbolically unite their different groups? ___
- might have problems understanding each other? ___
- visually display their association with certain people? ___
- expect teenagers to be able to look after themselves? ___

5 Answer the questions in your own words.

- Why do you think the creation of a flag was useful for the Aborigines?
- Why is 'walkabout' so important?
- Why are Maoris so interested in looking after the environment?
- How would you be able to know what tribe a Maori adult belongs to?

6 4.17 Listen to a radio interview. What is Nikau's attitude to his own culture? Is he proud, indifferent, concerned, or ignorant? How do you know?

7 4.17 Listen again and answer the questions.

- What does *kia ora* mean?
- What does *whenua* refer to?
- What type of holiday do a lot of tourists go on in New Zealand?
- Which sport are Maoris good at?
- What is a *haka*?

8 SPEAKING In pairs, discuss what you think about the customs of 'walkabout' and 'Ta moko'.

9 INTERNET RESEARCH Work in pairs. Find out five more facts about the Aborigines or five more facts about the Maoris. Explain the facts to your partner.

Race relations

1 **SPEAKING** Work in pairs. Discuss the questions.

- 1 What different ways of protesting can you think of?
- 2 What recent protests have taken place in your country, or in other countries?

2 Read the text and say which things the Freedom Riders did.

- 1 The Freedom Riders broke the law.
- 2 They won the support of civil rights leaders.
- 3 They attracted a lot of media attention.

4.18

Freedom Riders

After the Second World War, African Americans who had served their country were not willing to return to a segregated society, where they would not be allowed to make use of the same public services, educational facilities and transport as white Americans. America was aware that change was necessary, but for many citizens, both black and white, it wasn't changing fast enough, especially in the south.

In 1960, the Supreme Court had ruled that African Americans had the right to use the same facilities as white people when travelling across the country. However, black people still faced hostility and racism in the south. At coach and rail stations in states such as Alabama, Mississippi and Louisiana, black travellers found signs in waiting rooms and restaurants that said 'Whites only'. These signs openly broke the laws of the country, but President Kennedy's government was more worried about the nuclear threat from the USSR than domestic issues.

As a result, a civil rights organisation called the Congress of Racial Equality (CORE) decided that if they couldn't count on the government to enforce the law, they would force the country to sit up and notice the unconstitutional behaviour of the southern states. Thirteen people, black and white, were chosen to travel on two coaches from Washington, D.C. to New Orleans in Louisiana in the Deep South. The objective was to see what would happen when the African Americans attempted to exercise their rights in the southern states.

However, not everybody in the civil rights movement thought the trip was a good idea. Neither Martin Luther King nor other prominent leaders thought that the Freedom Riders, as they became known, would arrive safely at their destination, and told them to call it off. Despite these warnings, on 4 May 1961, the thirteen volunteers boarded two coaches with three journalists and set off on a trip that would become front page news around the world.

3 Read the text again and answer the questions.

- 1 What did African Americans not want to experience again after the war?
- 2 What did some citizens think of the changes taking place in American society?
- 3 Why was there a problem with the Supreme Court's decision about transportation?
- 4 Why didn't the Kennedy government show much interest?
- 5 What was CORE's objective?
- 6 Why were some prominent civil rights leaders against the trip?

4 **4.19** Listen and match the events (1–5) with the towns on the map (A–E).

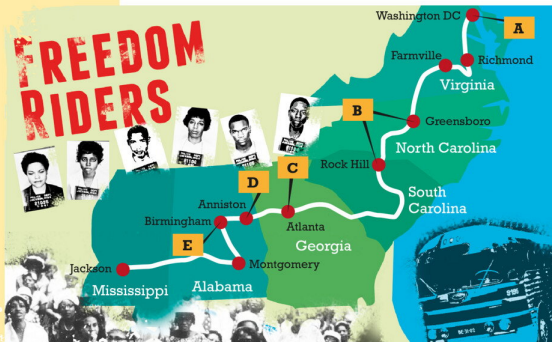
- 1 The local police allowed a crowd to violently attack the Freedom Riders at the coach station. ___
- 2 The Freedom Riders received several days of training in how to deal non-violently with aggression. ___
- 3 One of the coaches was attacked and firebombed by around two hundred white men. ___
- 4 The Freedom Riders felt people were trying to avoid problems. ___
- 5 Martin Luther King met them. ___

5 **4.19** Listen again. Are the sentences true or false? Write T or F.

- 1 The Freedom Riders thought they were well prepared. ___
- 2 The Freedom Riders were attacked in Rock Hill. ___
- 3 Martin Luther King warned them about the next stop on their journey. ___
- 4 A policeman acted to stop the crowd in Anniston. ___
- 5 A local police chief promised to protect the Freedom Riders. ___
- 6 The racist signs were removed. ___

6 **SPEAKING** In pairs, discuss the questions about protest.

- 1 Do you think peaceful protests have any effect on governments? Why? / Why not?
- 2 Would you have joined the Freedom Riders or an organisation like it if you had suffered injustice? Why? / Why not?
- 3 Are there any circumstances when you think violent protest is justified? Can you give any examples?



Healthy cities

- 1 **SPEAKING** In pairs, say what health problems living in a city might cause.
- 2 **USE OF ENGLISH** Complete the article about London. Write one word in each gap.
- 3 Match questions 1–6 with paragraphs A–C.

Which paragraph talks about ...

- 1 future plans? ___
- 2 something coming back to life? ___
- 3 people dying? ___
- 4 an attempt to stop something from happening again? ___
- 5 charging people so that everyone's lives would be improved? ___
- 6 something that has received awards? ___

- 4 **4.21** Listen to a radio programme about London's sewers and answer the questions.

- 1 What dangers did the reporter expect to meet in the sewers?
- 2 What causes the biggest problems for the maintenance teams?

- 5 **4.21** Listen again and answer the questions.

- 1 How many kilometres of sewers are there?
- 2 What caused the pollution in the River Thames?
- 3 What made the politicians feel nauseous?
- 4 What does 90% of the liquid in the sewers consist of?
- 5 What are less common in the sewers than many people expect?
- 6 Where does a lot of the fat come from?

- 6 **SPEAKING** In pairs, discuss which three projects you would choose to make your home town cleaner, healthier and more attractive. Give reasons for your choices.

- Create more parks, green spaces, etc. in the city.
- Build more leisure facilities such as sports centres, swimming pools, theatres, etc.
- Provide more youth activities such as after-school clubs.
- Promote transport initiatives such as bicycle lanes, bicycles for rent, etc.
- Restore old buildings, etc. in the city.
- Build more health centres and hospitals.



MAKING LONDON HEALTHIER

4.20

As the capital of the nation where the Industrial Revolution began, London has suffered badly from the effects of pollution. Recent efforts to make the city cleaner, however, are turning it into one of the world's least polluted major cities.

A A RIVER FILLED WITH LIFE

For years, the River Thames was a health hazard because of pollution, and in 1957 it ¹_____ declared biologically dead. Half a century later, the Thames has won international prizes for rivers that have ²_____ restored. There are now hundreds of different types of animal and bird feeding on its banks, over 125 different species of fish swimming beneath its surface, and even seals and dolphins have swum up the river from the coast to visit the centre of the city.

B THE GREAT SMOG

Since the beginning of the Industrial Revolution, Londoners had become used ³_____ suffering from coughs and chest infections caused by smog, which is a combination of smoke and fog. However, when the smog of December 1952 caused four thousand deaths in one week, the government finally realised that something had to ⁴_____ done. A series of 'clean-air' laws were passed to avoid a repeat of the tragedy, and ⁵_____ then the quality of London's air has improved greatly, although there is still plenty of work to do.

C PAYING TO DRIVE

At the beginning of the new millennium, because of the number of vehicles, traffic in London was moving at the same speed that it ⁶_____ moved at a hundred years before, when people travelled in horse-drawn carriages; just 16 km/h. To improve journey times and the quality of London's air, a daily charge of £5 was introduced in 2003 for all vehicles being driven in the city. Not ⁷_____ did the number of cars on the roads immediately drop by 15%, but also the number of people cycling increased by 49%, so people benefitted ⁸_____ cleaner air and more exercise. In the last decade, the number of vehicles in central London has fallen by a further 30% and plans to reduce the number of parking spaces for cars will probably cause it to drop again.

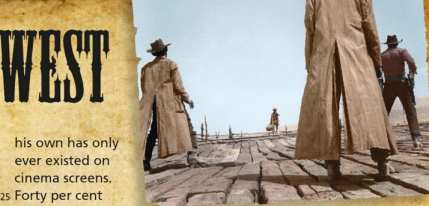


Cowboys

- 1 **SPEAKING** In pairs, choose the words that you think best describe a cowboy.

aggressive cooperative dangerous honest
independent mean short strong tall weak

- 2 Read the article. Do the words that you chose in exercise 1 match what real cowboys were like?



THE NOT-SO-WILD WEST

4.22

The tall stranger stands in the sunlight and looks down the road to where his rival stands, nervously touching his gun with his right hand. Meanwhile, groups of frightened townspeople watch from the safety of shop doorways.

- 5 Suddenly, the rival pulls out his pistol, but before he can pull the trigger, the stranger shoots him. The man falls to the ground and dies: just another victim of a Wild West shoot-out.

A familiar scene, but only to fans of westerns, because if you had lived in the Wild West, you would probably never have seen a gunfight. According to official statistics, there were only three organised gunfights during the whole of the 19th century – less than in some films! And although cowboys did occasionally get involved in gunfights between gangs, shootings were a rare occurrence. In fact, between the years of 1870 and 1885, only 45 people were killed by gunshot in all the major cowboy towns of the West.

But the violent history of cowboys is not the only invention that Hollywood has passed off as true. The whole cowboy image is a fake. The tall, strong, white cowboy who rides off into the sunset to face danger on

his own has only ever existed on cinema screens.

- 25 Forty per cent of cowboys

were African Americans, Native Americans or Mexicans, and they were usually short, thin men. Their horses had to support their weight for up to fifteen hours a day, so being tall and very muscular would have made this extremely difficult. And cowboys always worked together in teams, as controlling a large group of cattle was an impossible job for just one man.

Why, then, did Hollywood manipulate the truth and create a character that had little to do with reality? Some people say that the cinema industry wanted to take advantage of Americans' fascination with the West, but that the lives of real cowboys were just not interesting enough and had to be reinvented. Others, however, see a political motivation to create a role model that would serve the social and economic interests of the country.

- 3 Read the text again. Answer the questions in your own words.

- 1 What does the last sentence of the first paragraph suggest about the Wild West?
- 2 Why would someone living in the Wild West probably not have seen a gunfight?
- 3 What does the fact that only 45 people were shot in fifteen years suggest about the Wild West?
- 4 What does the writer suggest that Hollywood did?
- 5 Why were cowboys usually physically small?
- 6 Why do some people believe Hollywood reinvented the lives of cowboys?

- 4 **4.23** Listen to a podcast about the actor Clint Eastwood's career. What jobs did he do in the film *Unforgiven*?

- 5 **4.23** Listen again. Are the sentences true or false? Write T or F.

- 1 Clint Eastwood played a cowboy on TV before he played one in films. ___
- 2 Sergio Leone's films were very similar to Hollywood westerns. ___
- 3 Eastwood doesn't think Sergio Leone's films were of a very high quality. ___
- 4 Eastwood's character was seen as anti-American. ___
- 5 *Unforgiven* includes few scenes of violence. ___
- 6 *Unforgiven* shows a more realistic image of the lives of cowboys. ___

- 6 **SPEAKING** Work in pairs. Discuss the questions.

- 1 Why do you think the image of the cowboy has been so successful in popular culture?
- 2 Who or what do you think has replaced the cowboy as an icon in modern popular culture?

BBC Radio 1

1 **SPEAKING** Work in pairs. Discuss the questions.

- How do you listen to music?
- How often do you listen to music on the radio?

2 **Read the text.** In which decade did Radio 1 change the most? How did it change?3 **Read the text again.** Are the sentences true or false? Write T or F. Correct the false sentences.

- People in different countries listened to British music. ___
- Some people refused to listen to Radio 1 because it played chart music. ___
- Radio 1 was aimed at a younger age group after the changes. ___
- Some people said Radio 1 didn't represent all members of the community. ___
- Modern technology has had little effect on Radio 1. ___

4 **4.25** Listen and choose the best summary (A–C).

- A The girl thinks the best moment was seeing the award for the best pop song. The boy enjoyed a few things about the event, but says it's not a good idea to combine awards for celebrities and inspirational young people because people only want to hear about the celebrities.
- B The girl thinks the best moment was the award for the boy who stood up against bullying. The boy enjoyed a few things about the event, but says they shouldn't mix awards for celebrities with awards for inspirational young people because the celebrities are so unimportant.
- C The girl thinks the best moment was the award for the boy who stood up against bullying. The boy enjoyed a few things about the event and says it's a good idea to combine awards for celebrities and inspirational young people because everybody benefits.

5 **4.25** Listen again. Choose the correct answers (a–c).

- The teen awards are for
 - a number of different categories.
 - pop musicians.
 - Britain's teenagers.
- The girl thinks
 - she would have been as brave as Jack G.
 - she would like to meet Jack G at the sanctuary.
 - Jack G's actions were impressive.
- The boy enjoyed
 - the feeling that was created at the event.
 - hearing what the winners had to say.
 - seeing celebrities.
- The boy thinks the most important thing was
 - the celebrities.
 - what the inspirational teenagers did.
 - the pop music.
- Thanks to the celebrities appearing at the awards, more people learn about
 - society.
 - the celebrities' image.
 - the teen heroes.

6 **SPEAKING** What award ceremonies take place in your country? What do they give people awards for?7 **INTERNET RESEARCH** Find out about a popular radio station in your country. When was it launched? What is the target audience? What type of music does it play?

BRITAIN'S RADIO 1

4.24

1960s

1970s

1990s

2000s

2010s

BBC Radio 1 was set up in 1967 to replace the pirate radio stations that the government had just made illegal. British pop and rock music was popular all over the world, but Britons couldn't listen to it on the radio because there were only three national radio stations, which broadcast a mixture of classical music and talk shows.

At first, some music fans boycotted the station because it wasn't cool enough, but it soon attracted the world's biggest radio audiences, up to 20 million for some shows, with a mix of chart pop music during the day and promising bands at night. The station also created the Radio 1 Roadshow, where DJs would broadcast the show live from a seaside resort.

The 1990s saw radical changes, with the director of the BBC claiming that the radio station wasn't different enough. The target audience was changed from 13–40 to 13–25, and The Beatles were banned because the DJs weren't allowed to play any songs that were more than five years old.

After accusations of racism and failing to ensure gender equality, Radio 1 started to employ more female DJs and DJs from ethnic minorities. The station also launched the BBC's Teen Awards, an annual event that gives prizes to celebrities and inspirational young people.

Radio 1 set up a 'youth council' of young people aged from 16 to 24 to hear their opinions on what they wanted to listen to. Audience numbers fell at the beginning of the decade as young people switched to streaming music services on their smartphones.

Shopping with a difference



1 SPEAKING Work in pairs. Discuss the questions about the photos. Give reasons for your answers.

- In which place are you more likely to find a bargain?
- Which place do you think you can buy things from online?
- In which place do you think you can haggle?

2 USE OF ENGLISH Complete the text about auction houses. Write one word in each gap.

4.26

Works of art

'Going once ... going twice ... gone for \$179 million'

- 1 _____ were the works heard at Christie's auction house in May 2015 as a painting by Pablo Picasso became the world's most expensive painting ever sold at a public sale. Just another example of how Christie's, and its great rival Sotheby's, have become the world's experts in selling art to the extremely well - 2 _____.
- 3 _____ was the French Revolution at the end of the 18th century that turned London into the centre of the international art trade, as Parisian collectors moved their works of art to the safer environment of 4 _____ British capital. Having just set up their own auction houses a 5 _____ years before, it was an incredible opportunity for James Christie and John Sotheby. The number of pieces of art in the city increased dramatically and 6 _____ Christie's and Sotheby's quickly established reputations 7 _____ important auctioneers, and soon dominated the London market.
- 8 Since then, the two companies have gone on to open offices in other countries and today they are the two biggest auction houses in the world. This 9 _____ created an intense rivalry as they try to achieve the status of being the world's number one. However, Christie's and Sotheby's haven't always fought each other. At the beginning of this century, it was discovered that the two companies were making a killing together by illegally controlling the prices of works of art and they 10 _____ fined £13 million.
- 11 Despite the damage that the court case did to their reputations, both houses have recovered and are now diversifying in what they sell and how they sell it. Apart from art, they now sell jewellery, 12 watches, wine, classic cars and property, and all of it is auctioned through their websites. Both sites offer articles and videos on 13 _____ to buy and sell online at a live auction. Obviously, these are not sites for bargain hunters, but both auction houses have realised that 80% of the world's art is sold for \$5,000 or less.
- 14 That means that the comfortably-off can now take part in an activity that was once considered only suitable for millionaires.

3 Read the text again and explain the importance of the dates and numbers below.

£13 million 18th century 80% \$179 million

4 4.27 Listen to a podcast. Answer the questions. Write CBS (car boot sale) or DSM (Dover Street Market).

Where can you ...

- find something that most people don't use any more? _____
 - buy things that are different from the things available in most shops? _____
 - see work created by people who don't normally work in shops? _____
 - buy things that other people have used? _____
 - meet people who are looking for things to add to their own collections? _____
 - shop in an environment that is made to look like something else? _____
- 5 4.27** Listen again and choose the correct answers.

- Alice is standing in a place where she can
 - see people parking their cars.
 - study what is going on.
 - buy a car.
- The man is at the car boot sale because he
 - is a collector.
 - wants to buy a record player.
 - has no use for his vinyl records any more.
- The girl has gone to the car boot sale because
 - she hopes to do as well as a friend did.
 - she bought a good desktop from the sale.
 - her friend bought a mobile phone there.
- The Dover Street Market
 - takes place in a theatre.
 - is indoors.
 - always looks the same.
- Both young people interviewed at Dover Street Market think
 - there are lots of bargains available.
 - it's expensive.
 - the designs on sale are nothing special.

6 SPEAKING In pairs, recommend a place in your town where people can find bargains. Say where it is, when it is open and what type of things can be bought there.

Introduction

1A Word families

- 1 Word families are groups of words formed from a base word. Complete the chart.

| Noun | Adjective | Verb | Adverb |
|----------|-----------|--------|-------------|
| wonder | wonderful | wonder | wonderfully |
| ease | easy | _____ | _____ |
| hope | _____ | _____ | _____ |
| _____ | lazy | _____ | _____ |
| beauty | _____ | _____ | _____ |
| _____ | _____ | create | _____ |
| _____ | _____ | please | _____ |
| _____ | sad | _____ | _____ |
| surprise | _____ | _____ | _____ |
| annoy | _____ | _____ | _____ |

- 2 Use the chart in exercise 1 to complete the sentences with the correct form of the word.

- Because of your laz _____, we'll never get finished in time.
- I must say, I find your attitude a little sur _____.
- He really does play the piano beaut _____.
- She's far too clever. She does everything annoy _____ well.
- We have to solve this problem fast. We need to think creat _____.
- He never even gave me a birthday card and that sad _____ me.
- Take two of these tablets. It'll help to eas _____ the pain.
- They spent a very pleas _____ hour in the park walking and talking.
- I've eaten John's cake, but hop _____ he won't notice!

1C Adjective + preposition

- 3 Complete the sentences with the prepositions below.

about at by from of on to with

- My little brother is obsessed _____ football. He talks about nothing else.
- Her unruly behaviour at school is characteristic _____ a troubled home life.
- Your teacher is very concerned _____ your lack of progress in maths.
- I know my car is getting old now, but I'm very attached _____ it.
- Sarah is very emotionally detached _____ her family.
- My grandma is very dependent _____ my parents.
- You're very skilful _____ putting your bike back together again.
- He was completely shocked _____ his parents' divorce.

Unit 1

1C Adjectives with positive and negative meanings

- 1 The pairs of adjectives below have similar meanings, but one has a positive and the other a negative association. Copy the table and write the adjectives in the correct column.

arrogant / self-assured calculating / shrewd
 courageous / foolhardy pushy / enthusiastic
 reserved / antisocial stingy / thrifty

| Positive | Negative |
|----------|----------|
| _____ | _____ |

- 2 Complete the sentences with one adjective from each pair in exercise 1.

- Don't expect a birthday present from her – she's well-off, but so _____ with her money.
- The new sales assistant is wonderful. She's so genuinely _____ about the products that everybody buys them.
- I know you think you're being brave, but actually I think climbing that wall is just _____.
- Leo's a very _____ judge of character. He knew immediately that the journalist wasn't being honest.
- Come over and chat to the rest of the group. Don't be so _____!

1G Gradable and extreme adjectives

LEARN THIS! Rules for gradable / extreme adjectives

Gradable adjectives:

- describe qualities that can be measured in degrees, such as size, beauty, age, etc.
- can be used in comparative or superlative forms.
- are used with grading adverbs: *a bit / little, slightly, fairly, rather, very, extremely, immensely*.

Extreme adjectives:

- talk about an absolute state.
- can't be used with comparative or superlative forms.
- are used with intensifying adverbs: *absolutely, completely, utterly, totally*.

NOTE: *Pretty* and *really* can be used with both types.

- 3 Complete the sentences with the adjectives below.

clean cold scary small starving terrible

- My room is always very _____. I tidy it every day.
- I want to go home. This party is really _____!
- I need some lunch now because I'm absolutely _____!
- The food was good, but the portions were rather _____.
- I don't want a lift with Anna – her driving's pretty _____.
- It was slightly too _____ to be sitting outside in March.

Unit 2

2F Crime

1 Check the meaning of the words below. Complete the newspaper article with one word in each gap.

arrested authorities convicted court drug dealer
judge operation prosecutor raided sentence
summing up suspicion

Carl Jones, a well-known ¹ _____, has finally been ² _____ for leading a family-run drugs ³ _____. Carl and four relatives were brought before a high-court ⁴ _____ to hear their ⁵ _____ for their part in a drug supply ring.

⁶ _____ Ian Wright QC told the ⁷ _____ that Carl and his wife's lavish lifestyle had made them conspicuous to the ⁸ _____, as they still claimed state benefits. The drugs network was taken apart after police ⁹ _____ their houses and the couple were immediately ¹⁰ _____.

In ¹¹ _____, the judge told the couple that driving top-of-the-range sports cars around the housing estate where they lived was bound to cause ¹² _____.

2G Household chores

2 Match the groups of verbs in A with the nouns in B.

- | | |
|-------------------------------|---------------|
| A | B |
| 1 wash rinse dry put away | a the floor |
| 2 set clear wipe | b the dishes |
| 3 buy cook put away | c the clothes |
| 4 sweep vacuum mop scrub | d the table |
| 5 wash dry iron fold put away | e the food |

3 Complete the sentences with the phrases from exercise 2.

- I'm back from the supermarket! Max, can you take the shopping bags and _____, please?
- Sorry! I've spilled a carton of milk in the kitchen. I'll _____ if you tell me where the cleaning things are.
- Can you take everything out of the dryer, please? I've got to _____ now. I can't wear crumpled shirts to work!
- I'll wash the dishes if you can _____ them and _____ them _____ in the cupboard?
- Dinner's nearly ready. Can someone take the knives, forks and plates and _____, please?
- I've just washed and dried the laundry and folded everything. Can you all _____, please?
- Can you _____, please? It's a bit of a mess after dinner.

Unit 3

3C Formal versus informal language

LEARN THIS! Use of formal language

Phrasal verbs tend to be used in more informal situations. We tend to avoid them in written English, though they are not incorrect:

go away → depart look at → review come up → arise

1 Match the phrasal verbs with their formal equivalents.

- | | |
|--------------------|--------------|
| 1 let someone know | a represent |
| 2 look forward to | b submit |
| 3 put off | c inform |
| 4 hand in | d anticipate |
| 5 stand for | e omit |
| 6 leave out | f postpone |

2 Complete the sentences with the correct form of the words and phrases below. Say which sentence is formal or informal.

apologise inform let you know postpone
put off sorry

- _____ about breaking your vase!
- We are writing to _____ for the late delivery of your order.
- We regret to _____ you that the item you requested is no longer in stock.
- Just thought I'd better _____ that we can't make your party.
- We regret to announce that the meeting has been _____.
- We'll have to _____ that dinner till next week.

3E American English

3 Match the American words in A with the British words in B.

- Clothes
A bathing suit pants sneakers sweater undershirt vest
B jumper swimming costume trainers trousers vest waistcoat

- School
A eraser hot lunch math recess teachers' lounge
B break time maths rubber school dinner staff room

- Food
A cupcake dessert eggplant jelly takeout
B aubergine fairy cake jam pudding takeaway

Unit 4

4A Holiday idioms

- 1 Check the meanings of the idioms below. Then complete the sentences in the correct form.

everything but the kitchen sink have a whale of a time
 home from home in the middle of nowhere
 just what the doctor ordered make a nice change
 recharge one's batteries a short break

- 1 'Did you have a good holiday with your friends?' 'It was brilliant, thanks. We _____.'
- 2 Wow! That's a lot of luggage! It looks like you've packed _____!
- 3 I feel great. Our holiday was fantastic – good food, good weather. It was _____.
- 4 We stayed in a great apartment that was really comfortable and had everything we needed. It was a real _____.
- 5 I've booked a relaxing holiday in a spa hotel so that I can _____ before work starts again.
- 6 They're renting a cottage _____. The nearest village is 30 km away!
- 7 I'm not around at the end of the week. We're taking _____ and going to Paris for a few days.
- 8 We usually go to France on holiday, but this year we're going to Cyprus – it'll _____.

4H Word building patterns

LEARN THIS! Word building patterns

We use suffixes to form new words.

+(t)ive / ative makes an adjective from a verb, e.g. *act* → *active*

+(t)ion makes a noun from a verb, e.g. *pollute* → *pollution*

+er / or makes a noun from a verb for a person who does an activity, e.g. *write* → *writer*

- 2 Read the **Learn this!** box. Complete the letter with the correct form of the words below. There are two extra words.

appreciate communicate express imagine impress
 organise produce promote suggest

Dear Sir or Madam,

I am writing to ¹ _____ my dissatisfaction with my recent stay in your hotel.

When I arrived, my first ² _____ of your establishment was not a good one. The queues in reception highlighted the general lack of ³ _____ in your establishment.

The events ⁴ _____ was late for most of the excursions and the sightseeing programme wasn't particularly ⁵ _____ – we didn't even leave the town!

I complained to the receptionist, but couldn't understand his explanations as he seemed to lack basic ⁶ _____ skills.

My ⁷ _____ would be that in future, you, the manager, are available to deal with problems as they arise.

Yours faithfully,

Unit 5

5E Relationship phrasal verbs

- 1 Copy the table and write the phrasal verbs in the correct columns.

ask someone out break off something chat someone up
 fall for someone get over someone / something
 go off someone go out with someone pack something in
 run after someone split up (with someone)

| Starting a relationship | Finishing a relationship |
|-------------------------|--------------------------|
| | |

- 2 Complete the dialogue with the correct form of the phrasal verbs from exercise 1.

- A Have you heard? Maddy and James have ¹ _____!
- B I don't believe it! But they're engaged!
- A Well, they were, but she's ² _____ the engagement.
- B But why?
- A I have no idea. She must have ³ _____ him all of a sudden. Why else would she ⁴ _____ it _____?
- B But that's terrible. She can't do that! He's madly in love with her, poor guy. Remember how quickly he ⁵ _____ her when he first met her? He'll never ⁶ _____ it.

5G Adjective suffixes

- 3 Read the **Learn this!** box. Add an example of your own for each type of adjective formation.

LEARN THIS! Adjective formation

We can add suffixes to nouns and verbs to make adjectives. These are the most common. (Note there can be spelling changes.)

- + -ful: beauty → beautiful, _____ → _____
- + -ive: support → supportive, _____ → _____
- + -al: exception → exceptional, _____ → _____
- + -able: comfort → comfortable, _____ → _____
- + -ous: fame → famous, _____ → _____
- + -y: wit → witty, _____ → _____
- + -less: effort → effortless, _____ → _____

- 4 Complete the sentences with adjectives formed from the nouns in brackets.

- 1 I didn't mean to break it. It was entirely _____ (accident)
- 2 I don't know if I'll pass that exam, but I'm _____ (hope)
- 3 I hope the show goes well. It could be _____ (disaster).
- 4 I hope your meal is better than mine! Mine's really _____ (taste).
- 5 What's the weather like? Is it _____ (wind) or just _____ (breeze)?
- 6 Ask Jack. He'll do it. He's always _____ (rely) and _____ (depend).

Unit 6

6A Food preparation

1 Complete the recipe with the verbs below. Use a dictionary to help you.

add beat crush melt pour stir whisk

No-bake cheesecake

1 _____ some butter in a pan over a medium heat. Finely 2 _____ some biscuits and 3 _____ to the butter in the pan. Then put the mixture into a cake tin.

4 _____ some cream cheese and icing sugar together until they are soft. 5 _____ the cream until it is stiff and add to the cream cheese. 6 _____ in some chopped chocolate pieces.

Then 7 _____ the mixture over the biscuit base and put in the fridge to cool.

6C Fitness idioms

2 Match the idioms below with the definitions (1–8). Use a dictionary to help you.

be fighting fit be in good / bad shape be on the mend
get back into shape go down with something
have a new lease of life look the picture of health
look / be under the weather

- 1 to be in poor / excellent physical condition _____
- 2 to feel not quite well or in low spirits _____
- 3 to get some exercise and become fit again _____
- 4 to become ill _____
- 5 to appear extremely well and healthy _____
- 6 to be recovering after an illness _____
- 7 to have an opportunity to live with greater enjoyment and satisfaction _____
- 8 to be very healthy and physically fit _____

3 Complete the sentences with idioms from exercise 2 in the correct form.

- 1 Hello, Mrs White. I must say, you _____! Have you been on holiday?
- 2 What's wrong with Tim? He's been looking a bit fed up and _____ lately.
- 3 I've just weighed myself and I was horrified. I'm in pretty _____, it seems.
- 4 Let's join the gym again. I need to _____ for the summer.
- 5 I've had terrible flu, but I think I _____ now, thank goodness.
- 6 She's shivering and she's got a temperature. She must be _____ with something.
- 7 My grandad had _____ after his hip operation. He was so happy he could move about again.
- 8 I can't wait for the 10 km race. I'm _____ and ready to go.

Unit 7

7E Nouns formed from phrasal verbs

LEARN THIS! Nouns from phrasal verbs

Compound nouns can often be formed from phrasal verbs. They are not always formed the same way:

Jen and Sam are going to break up.

Have you heard about Jen and Sam's break-up?

We passed by the park on the way home.

The town built a bypass to avoid traffic in the centre.

You often find these types of nouns in news headlines.

1 Read the Learn this! box. Make compound nouns from the phrasal verbs below. Use a dictionary to help you.

crack down cut back rip off sell out stop off
write off

- 1 The show was a complete _____. The tickets were gone within minutes.
- 2 The police are having a _____ on speeding. There are lots of police cars on the streets in the evening.
- 3 This flight has two _____, one in Berlin and one in Bangkok.
- 4 You paid £300 for those boots? What a _____!
- 5 I crashed my car and it turned out to be a complete _____.
- 6 The health service is suffering from budget _____ because of the economic climate.

7F Media headlines

LEARN THIS! Understanding headlines

1 Headlines are often incomplete sentences:

- a noun phrase with no verb or articles: *Overwhelming response from public voters*
- a string of nouns: *Pension pay committee*
- verbs in simple tenses and no auxiliary verbs: *Missing brother reappears*
- infinitive refers to future: *Mayor to open mall*

2 Some words are particularly used in 'newspaper language' that are not used in everyday speech, e.g. *Minister vows to improve services* = promises
Doctors in bid to ban smoking = attempt

2 Read the Learn this! box. Match the underlined words in the headlines with their definitions.

be in charge of criticise cut promise request resign

- 1 Bank of England slams new rules on bankers' pay
- 2 Council to axe rural bus services
- 3 PRIME MINISTER TO HEAD CLIMATE SUMMIT
- 4 Desperate plea for blood donors
- 5 FOOTBALL STAR TO QUIT AT END OF SEASON
- 6 PRESIDENT PLEDGES MONEY FOR HOSPITALS

Unit 8

8A British politics

- 1 Complete the text with the correct form of the words below. Use a dictionary to help you.

candidate coalition constituency general election
hung parliament majority member of parliament
prime minister proportional representation vote (n)

BRITISH ELECTORAL SYSTEM 

How often do elections take place?

1 _____ in Britain take place at least every five years.

How is voting in Britain organised?

The country is divided up into ² _____. In each of these areas, various people offer themselves as ³ _____ to represent a particular political party while others stand independently. Each candidate hopes to become the ⁴ _____ for that constituency.

How are the votes for each party counted?

The British system is not ⁵ _____, where the total number for each party is taken into account. Instead, it's called 'first past the post', where the winner in each constituency is elected and all the other ⁶ _____ count for nothing. If a party wins a ⁷ _____ of seats in parliament, they form a government and their leader becomes ⁸ _____.

What happens if no party gets a clear majority?

If no party has a majority, then it is a ⁹ _____, and two parties may agree to form a ¹⁰ _____. But this is uncommon in a 'first past the post' system.

8C Prefixes

- 2 Complete the sentences with the correct prefixes.

anti- ex- inter- mis- over- pre- re- under- up-

- At the airport, we were _____ graded to first class because it was our honeymoon.
- Your homework is unreadable. You'll need to _____ write it.
- There were _____ government demonstrations outside the House of Commons yesterday by people protesting about tax rises.
- Twenty countries attended the _____ national conference on global warming in Geneva.
- Look at the bill. We didn't have that much. We've been _____ charged.
- I won't speak French because I'm scared that I'll _____ pronounce all the words.
- At the museum, we saw dinosaur bones from _____ historic times.
- The _____ president of the company appeared at the ceremony.
- Don't _____ estimate me. I'm capable of a lot more than you think.

Unit 9

9A Phrasal verbs with up and down

- 1 Match the verbs with the definitions.

back someone up bring something up calm down
cut down (on) something put someone down
put something down to put up with someone
set something up speak up turn down

- | | |
|-------------------|--------------------|
| 1 tolerate | 6 relax |
| 2 initiate, start | 7 attribute |
| 3 talk louder | 8 mention |
| 4 reduce | 9 refuse something |
| 5 support someone | 10 criticise |

- 2 Complete the sentences with the correct form of the phrasal verbs from exercise 1.

- I can't believe that you didn't _____ me _____ in my argument with Jamie. I thought you were on my side.
- Remember to _____ the salary issue _____ in the meeting.
- You'll need a loan from the bank if you want to _____ your own business _____.
- I can't hear what you're saying. Can you _____ a bit?
- I don't know how you _____ him. He's so annoying!
- Stop eating so many biscuits! I think you should _____ on the amount of sugar you eat.
- Don't get overexcited. You have to _____ or you won't perform your best.
- I _____ his success _____ a lot of hard work, and being in the right place at the right time.
- Stop _____ me _____ in front of my friends! It's really mean of you.
- Why did he _____ the job _____? It was a really good offer.

9H Synonyms

- 3 Match the words and phrases (1–8) with their synonyms below.

allow believe criticise get better have to be rude
sort out try

- | | |
|-----------------|-----------------|
| 1 have faith in | 5 offend |
| 2 permit | 6 be obliged to |
| 3 attempt to | 7 solve |
| 4 find fault | 8 recover |

- 4 Rewrite the sentences more formally. Use the words in brackets and words and phrases from exercise 3.

- I don't believe the government can solve the issue. (ability to)
- They don't allow people to smoke in here. (smoking / not)
- I don't want to criticise your business. (wish / with / establishment)
- Hopefully you'll get better soon. (hope / in the near future)
- You have to answer that question. (respond to)
- He was rude to me on purpose. (deliberately)

Extra Speaking Tasks

Unit 4

- 1 SPEAKING** Work in pairs. Ask two questions each. Make a note of your partner's replies and report back to the class.

Student A

- When did you last go on holiday? Where did you go? Did you enjoy it?
- Do you think that all young people should have a gap year and go travelling? Why? / Why not?

Student B

- Do you intend to take a gap year? Why? / Why not?
- Do you think it's a good idea for young people to travel on their own? Why? / Why not?

- 2 SPEAKING** Do the task below. Take turns to be the traveller. Make sure you give more than one reason for your choice as well as for why you reject the other options.

You and your family are planning to travel round the world. Say which of the adverts is most appealing to you and why. Say why you are rejecting the other options.

Round the World Plane Ticket, just £1,000!
Valid for up to one year, up to twelve journeys.

See the world - fast!



Round the World Cruise Ticket!
All inclusive: £3,000.

Stop off ports in Europe, USA, South America, Hawaii, New Zealand, Indonesia and India. See the world in three months!



Round the World by Train!

Travel 80 days around the world through Europe, Asia and the USA on the world's most scenic railways! Just £2,500 to travel in style!



Unit 5

- SPEAKING** Work in pairs. Student A: Do the task in exercise 7 on page 60. Student B: Look at the photos and do the task below.

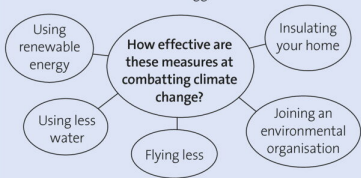
Compare the photos. Then give your own opinion about the importance of sharing hobbies with your friends. Which are the best hobbies to do with friends?



Unit 8

- 1 SPEAKING** Work in pairs. Do the task below. Use phrases from exercises 3 and 7 on page 94 to help you.

I'd like you to imagine that you are discussing practical ways in which people can help to combat climate change. How effective are each of the five suggestions?



- 2 SPEAKING** Discuss this question in pairs.

Which are the two easiest ways for young people to combat climate change?

Unit 9

- 1 SPEAKING** Work in pairs. Student A: Answer question 1. Speak for about one minute. Student B: Answer question 2. Speak for about 30 seconds.

- Compare the photos and say which shop provides the better service.
- Which shop would you prefer to shop in? Why?



- 2 SPEAKING** Work in pairs. Student B: Answer question 1. Speak for about one minute. Student A: Answer question 2. Speak for about 30 seconds.

- Compare the photos and say why people choose to shop in these different ways.
- Where do you usually do your shopping? Why?



Before you watch

1 **SPEAKING** Work in pairs. Answer the questions.

- 1 Is there a theatre in your town or city? If so, how often do you go?
- 2 Is the theatre popular among young people in your country? Why? / Why not?
- 3 What's the best experience you've ever had at the theatre?

Comprehension check

2 **▶** Watch the DVD clip. Choose the correct answers.

- 1 What is RADA?
 - a a theatre
 - b a drama school
 - c an area of London
- 2 Where is Theatre by the Lake?
 - a in London
 - b in the West End
 - c in north-west England
- 3 Whose job is it to find the furniture they use on the stage?
 - a Hayley's
 - b Charlotte's
 - c Andrew's

3 **▶** Watch again. Number the things (A–H) in the order that you see them.

- A ___ an actor, practising with backstage staff
- B ___ a popular West End Show being performed on stage
- C ___ a busy London street
- D ___ a smartly-dressed male ticket seller
- E ___ a prestigious drama school
- F ___ a recreation of a traditional Shakespearean theatre
- G ___ beautiful green hills
- H ___ an audience waiting for a play to start

4 **▶** Watch again. Complete the sentences with the words below. There are two extra words.

Andrew Lindsay Artistic Director Charlotte Globe Hayley Judi Dench RADA West End

- 1 The _____ is home to a number of famous theatres in London.
- 2 The _____ was William Shakespeare's theatre in London.
- 3 _____ is one of the celebrities who support Theatre by the Lake.
- 4 Ian Forrest is the _____ at the theatre.
- 5 _____ is the Technical Manager at the theatre.
- 6 _____ works in a team with two other people.

Round up

5 **SPEAKING** Work in groups. Answer the question.

Which theatre would you most like to visit, the Globe or the Theatre by the Lake? Why?

Vocabulary

6 RECYCLE Choose the correct adjectives.

- 1 The staff who work for the Theatre by the Lake are really **passionate** / **industrious** about their work.
- 2 The staff and volunteers at the theatre are **shrewd** / **selfless**. They just want to work hard to make the theatre a success.
- 3 The writer of the play is really **creative** / **generous**. She has so many good ideas.
- 4 The team are really **creative** / **industrious**. They built the stage and painted the set in just three hours.
- 5 The theatre owner is a **shrewd** / **selfless** businessman. He opened the theatre two weeks ago and now everyone wants to come here.
- 6 The staff at the theatre are so **generous** / **passionate** with their time. They often work late to make sure everything goes well.

7 Complete the text with the words below.

directors playhouse playwrights productions props stages

The National Theatre

The Royal National Theatre in London is one of the most famous performing arts venues in the country. It was founded in 1963 at the Old Vic ¹ _____, a theatre in south London, but since 1976 has had its own building by the Thames in central London. The building has three ² _____ and puts on about twenty ³ _____ each year, written by both well-known and new ⁴ _____. All the ⁵ _____ used in the plays can be hired from the theatre, including old furniture, stuffed animals and fake food. The National has had six artistic ⁶ _____, including one of Britain's greatest ever actors, Laurence Olivier.

Extension

- 8 Look at the photos. What jobs do you think these people are doing?
Which job would you prefer to do? Why?



- 9 Work in pairs. Describe the photos. Use the key phrases for introducing an argument.

Speculating

I can't be sure, but ...
It looks to me like he/she is ...
He/She is most likely a ...
I'd say that ...

Before you watch

- 1 **SPEAKING** Work in pairs. Answer the questions.
- 1 What famous scientists do you know?
 - 2 Do you know what they are famous for?

Comprehension check

- 2 **▶** Watch the DVD clip. Choose the correct answers.
- 1 Where was Alexander Fleming from?
 - a Scotland
 - b England
 - c Australia
 - 2 Who discovered penicillin?
 - a Howard Florey
 - b Alexander Fleming
 - c Ernst Boris Chain
 - 3 What are doctors very worried about today?
 - a new bacteria
 - b bacteria that isn't killed by antibiotics
 - c a lack of antibiotics
- 3 **▶** Watch again. Number the things (A–H) in the order that you see them.
- A ___ women in a medicine factory
 - B ___ a surgeon in an operating theatre
 - C ___ a scientist in a modern laboratory
 - D ___ a scientist in an old-fashioned laboratory
 - E ___ the exterior of a hospital
 - F ___ an old microscope
 - G ___ Alexander Fleming
 - H ___ a doctor talking to a patient
- 4 **▶** Watch again. Match the two halves of the sentences.
- | | |
|---------------------------------------|---|
| 1 Alexander Fleming worked at | a resistant to antibiotics. |
| 2 Fleming discovered | b St Mary's Hospital in London. |
| 3 Fleming couldn't produce | c many lives. |
| 4 Howard Florey worked at | d enough penicillin to treat infections. |
| 5 Ernst Boris Chain left | e Germany to come to England. |
| 6 Florey and Chain invented | f a way to produce lots of penicillin. |
| 7 Their discovery saved | g Oxford University. |
| 8 Nowadays, some bacteria have become | h a mould called <i>Penicillium</i> that could kill bacteria. |

Round up

- 5 **SPEAKING** Work in groups. Answer the question.
- What do you think is the most important scientific discovery? Why?

Vocabulary

6 RECYCLE Choose the correct adjectives.

- 1 Fleming was **stunned** / **frustrated** to discover that the mould was killing the bacteria.
- 2 Doctors today are **thrilled** / **alarmed** by bacteria that can resist antibiotics.
- 3 The scientists were **disillusioned** / **thrilled** to win the Nobel Prize.
- 4 Fleming was **frustrated** / **stunned** that he couldn't produce enough penicillin to help people.
- 5 The scientists were **disappointed** / **thrilled** when the government stopped giving them money to do their research.
- 6 They are **disillusioned** / **anxious** with the results of the tests. They were convinced that they were right.

7 Complete the sentences with the words below. There is one extra word.

an infection antibiotics bacteria discovered research surgery treatment

- 1 Lots of rest and water is usually the best _____ for flu.
- 2 I got _____ in my leg when a dog bit me on holiday last year.
- 3 Sir Richard Doll was the doctor who _____ that smoking causes cancer.
- 4 It usually takes scientists years of _____ to find a cure for a disease.
- 5 It's important to wash your hands before you eat to remove any nasty _____.
- 6 In the future, we're going to need many more _____ to kill dangerous bacteria.

Extension

8 Work in groups. Make a presentation that talks about the positive and negative effects of using antibiotics.

Think about the following:

- how antibiotics can help people who have an infection
- why doctors use them after an operation
- what's wrong with using them all the time
- what might happen in the future

9 Give your presentation to the class. Use the key phrases for introducing an argument.

Introducing an argument

It can be argued that ...

No one can deny that ...

It's also true that ...

However, ...

On the other hand, ...

Having said that, ...

Before you watch

- 1 **SPEAKING** Work in pairs. Answer the questions.
- Where is the nearest university to where you live?
 - Would you like to go there when you leave school? Why? / Why not?
 - Would you like to study abroad? Why? / Why not?

Comprehension check

- 2 **▶ Watch the DVD clip. Choose the correct answers.**
- How many foreign students study in the USA?
a less than half a million b more than 800,000 c over a million
 - How many foreign students study at Arizona State University?
a about 160 b about 400 c about 4,000
 - Why do US universities spend so much money on college sports?
a to help students get fit b to improve their reputation c to stop students getting bored
- 3 **▶ Watch again. Tick the places that you see.**
- | | | | | | |
|--------------------|--------------------------|----------------------|--------------------------|-------------------|--------------------------|
| a a library | <input type="checkbox"/> | e an athletics track | <input type="checkbox"/> | i a tennis court | <input type="checkbox"/> |
| b canteen | <input type="checkbox"/> | f a gym | <input type="checkbox"/> | j a boxing ring | <input type="checkbox"/> |
| c laboratory | <input type="checkbox"/> | g a football stadium | <input type="checkbox"/> | k a climbing wall | <input type="checkbox"/> |
| d basketball court | <input type="checkbox"/> | h a golf course | <input type="checkbox"/> | l a swimming pool | <input type="checkbox"/> |

- 4 **▶ Watch again. Complete the sentences with the correct words. Use one word in each gap.**
- About 4% of students in the USA are from _____ countries.
 - It is very _____ to study in the USA.
 - Lots of students apply for scholarships to help _____ for their education at university.
 - There are students from more than 160 _____ at Arizona State University.
 - Lots of the students at Arizona State are on _____ scholarships.
 - Sport is big _____ for American universities.
 - There is a large _____ that seats over 71,000.
 - Some of the students at ASU will become _____ sportspeople in the future.

Round up

- 5 **SPEAKING** Work in groups. Answer the question.
- Would you like to go to Arizona State University? Why? / Why not?

Vocabulary

6 RECYCLE Choose the American word to complete the sentences.

- 1 You shouldn't ride your bike on the **sidewalk / pavement**.
- 2 I've spent the whole morning baking **biscuits / cookies**.
- 3 If you're going camping, don't forget to take a **torch / flashlight**.
- 4 It's silly to buy bottled water when you can get it from the **faucet / tap**.
- 5 Could you please hang up your clothes in your **wardrobe / closet**?
- 6 I'm starting university in the **autumn / fall**.

7 Match the two halves of the sentences.

- | | |
|-----------------------------------|--|
| 1 Our team always competes | a the opportunity to study in France for a term. |
| 2 A good education can make | b the reputation of the scientists. |
| 3 You should try and gain | c great success at the last Olympics. |
| 4 Our country enjoyed | d a big difference to your life. |
| 5 Our school provided us with | e at the highest level. |
| 6 Winning the Nobel Prize boosted | f a good degree before you start work. |

Extension

8 Work in groups. Make a presentation about the school system in your country. Include the following:

- how old children are when they start at primary school, secondary school and when they leave school
- how long the school day lasts
- the subjects everyone has to study and can study
- the different types of schools there are

9 Give your presentation to the class. Use the key phrases for paraphrasing.

Paraphrasing

I'm not sure how to say ... in English.

I don't know what it's called in English.

In other words, ...

What I mean is ...

Before you watch

- 1 **SPEAKING** Work in pairs. Answer the questions.
- 1 What do you know about Australia and New Zealand?
 - 2 What famous sights are there in Australia and New Zealand?
 - 3 What languages do they speak there? Do you know why?

Comprehension check

- 2 **▶ Watch the DVD clip. Choose the correct answers.**
- 1 When was Australia discovered?
a 1717 b 1770 c 1970
 - 2 Who was the first European in New Zealand?
a Abel Tasman b Captain Cook c Captain Zealand
 - 3 Who have lived in Australia for thousands of years?
a the Maoris b the Europeans c the Aborigines
- 3 **▶ Watch again. Tick the types of holiday that you see.**
- | | | | |
|----------------------|--------------------------|---------------------------|--------------------------|
| a a city break | <input type="checkbox"/> | e an adventure holiday | <input type="checkbox"/> |
| b a cruise on a lake | <input type="checkbox"/> | f a winter sports holiday | <input type="checkbox"/> |
| c a cycling holiday | <input type="checkbox"/> | g backpacking | <input type="checkbox"/> |
| d a beach holiday | <input type="checkbox"/> | h a camping holiday | <input type="checkbox"/> |

- 4 **▶ Watch again. Put the events (A–F) in the table next to the date when they happened.**
- A Captain James Cook discovered Australia.
 B Over 7 million tourists visited Australia.
 C Aboriginal Australians settled in Australia.
 D Maoris first arrived in New Zealand.
 E Europeans began settling in New Zealand.
 F New Zealand became a British colony.

| | |
|------------------|--|
| 60,000 years ago | 1 |
| 800 years ago | 2 |
| 1642 | Abel Tasman sailed along the coast of New Zealand. |
| 1770 | 3 |
| 19th century | 4 |
| 1840 | 5 |
| 1901 | Australia became part of the British Empire. |
| 2015 | 6 |

Round up

- 5 **SPEAKING** Work in groups. Answer the question.
- Would you like to visit Australia or New Zealand one day? Why? / Why not?

Vocabulary

6 RECYCLE Choose the correct verbs.

- 1 Ellie and Sam are going to **pamper** / **broaden** themselves at a luxury hotel in Sydney next week.
- 2 When I go to New Zealand, I want to **go off** / **enjoy** the beaten track.
- 3 Did you **try** / **stay in** campsites or youth hostels when you went backpacking in New Zealand?
- 4 I think it's really important to **enjoy** / **broaden** your horizons and travel when you're young.
- 5 Don't forget to **try** / **take** the local fish dishes when you go to north Australia.
- 6 We really **enjoyed** / **got away** the views from our balcony over the Sydney Harbour.

7 Complete the text with the words below.

colonies customs explorers indigenous settlers

The origins of the USA

For thousands of years, several different groups of¹ _____ people lived on the continent of North America following their traditional² _____. But from the early 16th century, European³ _____ set sail in ships looking for new places in North America, and in 1565 the Spanish founded a small settlement in what is now Florida. In 1607, English⁴ _____ established Jamestown, Virginia, and began growing tobacco. Throughout the 17th century many more English people settled in North America, and soon there were English⁵ _____ throughout the country.

Extension

8 Work in groups. You are planning a backpacking holiday in Australia or New Zealand. Do some research on the following topics for both countries. Make a presentation saying which country you would prefer to travel around and why. Include the following:

- the sights
- adventure holidays
- the local food
- how to get around

9 Give your presentation to the class. Use the key phrases for making a selection.

Making a selection

We think we'll choose ... mainly because ...
We're opting for ... and that's because ...
The best option would be ... because ...
We wouldn't go for ... basically because ...
The reason we're not choosing ... is that ...

Before you watch

- 1 **SPEAKING** Work in pairs. Look at the photos below and answer the questions.
- Who are these two men?
 - Where were they from and what did they do?
 - Do you know any other famous protesters in history?



Comprehension check

- 2 **▶ Watch the DVD clip. Choose the correct answers.**
- Where was Martin Luther King born?
a Washington DC b Boston c Atlanta
 - What happened at the Washington Monument?
a Martin Luther King died. b King made an important speech. c King was arrested.
 - How long did Nelson Mandela spend in prison?
a 63 years b 43 years c 27 years
- 3 **▶ Watch again. Match the events (a–f) with the dates (1–6) when they happened.**
- | | |
|------------------|--|
| 1 In 1929 | a Martin Luther King gave his 'I have a dream' speech. |
| 2 In 1955 | b Martin Luther King was murdered. |
| 3 In August 1963 | c Nelson Mandela became president. |
| 4 In 1968 | d Nelson Mandela went to prison. |
| 5 In 1963 | e Martin Luther King joined the civil rights movement. |
| 6 In 1994 | f Martin Luther King was born. |
- 4 **▶ Watch again. Complete the sentences with the correct words.**
- Martin Luther King was the _____ of the civil rights movement in the USA.
 - He went to _____ in Boston.
 - 250,000 attended a _____ at the Washington Monument.
 - In South Africa at that time, white people had all the _____.
 - Black people couldn't vote in _____.
 - Nelson Mandela believed that _____ was sometimes necessary to change the world.
 - Today, South African society still isn't _____.
 - The _____ in South Africa is now improving.

Round up

- 5 **SPEAKING** Work in groups. Answer the question.
What do you think are the biggest social problems in your country?

Vocabulary

6 RECYCLE Choose the correct words or phrases.

- 1 I think it's important that you **respect / admire** everyone you meet, even if you don't like them.
- 2 Nelson Mandela **looked down on / had a lot in common with** Martin Luther King.
- 3 But they didn't **see eye to eye / admire each other** about everything and disagreed about some things.
- 4 For hundreds of years, white people **respected / looked down on** black people in the USA.
- 5 Mandela's supporters **talked / turned** him into running for president.
- 6 I **admire / have a lot in common with** people who try and make the world a better place.

7 Complete the text with the words below.

citizens election inequalities poverty speech

The welfare state in the UK

During the Second World War, there were huge ¹ _____ between the rich and the poor and many people in Britain lived in ² _____. Poor children weren't able to get a proper education, poor families lived in very old houses with few facilities, it was difficult to find a job, and too many people were still dying from diseases.

In a ³ _____ in 1942, the politician William Beveridge asked people what they wanted to see after the war, and said that there were five important things that needed to change. He suggested that the country needed a welfare state that gave its ⁴ _____ free healthcare, schools, good quality housing, money for the poor and jobs for everyone. In 1945, the Labour Party won the general ⁵ _____ and began to build this welfare state.

Extension

8 Work in groups. Go online and find a photo of an important moment in the history of your country.

Find out about:

- the people in the photo and what you think they are doing and feeling
- when it was taken
- what was happening at the time
- why it was important

9 Present your photo to the class. Use the key phrases for speculating and deducing.

Speculating and deducing

He/She must be ...

He/She might / could / may be ...

It looks as if ...

Judging by their expressions, I'd say that ...

Before you watch

- 1 **SPEAKING** Work in pairs. Answer the questions.
- 1 What are the best and worst things about living in a big city?
 - 2 In the future, would you prefer to live in a big city or a small town? Why?
 - 3 What do you like and dislike about the capital city in your country?

Comprehension check

- 2 **▶ Watch the DVD clip. Choose the correct answers.**
- 1 What is the population of the city of Seoul?
a 10 million b 15 million c 70 million
 - 2 Where is Songdo?
a under the sea b in Seoul c near Seoul
 - 3 How many people already live in Songdo?
a 50,000 b 65,000 c 90,000
- 3 **▶ Watch again. Tick the things that you see.**
- | | | | | | |
|--------------------------|--------------------------|--------------------|--------------------------|---------------------|--------------------------|
| a skyscrapers | <input type="checkbox"/> | e lots of traffic | <input type="checkbox"/> | i a large bridge | <input type="checkbox"/> |
| b a city by a river | <input type="checkbox"/> | f public transport | <input type="checkbox"/> | j a dog walker | <input type="checkbox"/> |
| c an underground station | <input type="checkbox"/> | g a sports stadium | <input type="checkbox"/> | k a tree-lined road | <input type="checkbox"/> |
| d a street market | <input type="checkbox"/> | h an old church | <input type="checkbox"/> | l a computer room | <input type="checkbox"/> |
- 4 **▶ Watch again. Complete the sentences with the words below.**
businesses crowded empty energy tallest technology temperature spaces
- 1 Seoul is more _____ than London and New York.
 - 2 Songdo uses _____ to keep the city clean and healthy.
 - 3 There are lots of open _____ in the new city.
 - 4 Korea's _____ building is in the centre of Songdo.
 - 5 Sensors in the city monitor _____ and traffic in the city.
 - 6 People's rubbish will generate _____ in the future.
 - 7 At the moment, there aren't many _____ in the city.
 - 8 Many of the apartments are _____.

Round up

- 5 **SPEAKING** Work in groups. Answer the question.
Would you like to live in a place like Songdo? Why? / Why not?

Vocabulary

- 6 **RECYCLE** Choose the correct word to complete the compound adjectives in the sentences. There are two extra words.

crowded blowing based populated respected known needed breaking

- 1 Samsung is one of the best-_____ technology companies in the world.
- 2 The city centre gets really over-_____ on a Saturday night.
- 3 They have made some much-_____ improvements to the city library recently.
- 4 Seoul has record-_____ internet speeds.
- 5 Manila in the Philippines is the most densely _____ city in the world.
- 6 The Songdo project is a mind-_____ development.

- 7 Complete the text with the words below.

congestion outskirts planners pollution traffic

The cleanest city in the world

In 2015, Calgary, in Canada, was named as the world's cleanest city. But how do they measure what is clean and what isn't? There are five important factors, including the levels of air¹ _____ and the amount of traffic² _____ in the city centre.

Calgary has an excellent public transport system that connects the³ _____ with the city, which means there is less⁴ _____ driving through its centre.

⁵ _____ in the city have also designed a huge network of over 600 km of paths for walking and cycling, helping people to stay fit and healthy.

Extension

- 8 Work in groups. Make a presentation about what you could do to make your city cleaner, greener and a healthier place to live. Include the following:

- reducing traffic congestion
- reducing air pollution
- encouraging people to use their cars less
- ways to make the city centre cleaner

- 9 Give your presentation to the class. Use the key phrases to check other groups' ideas.

Asking for clarification

Sorry, do you think you could repeat that?

What do you mean by ... ?

Is that something like ... ?

Is that the same as ... ?

Before you watch

- 1 **SPEAKING** Work in pairs. Answer the questions.
- 1 What was the last film that you saw?
 - 2 What was it about?
 - 3 Did you think it was realistic? Why? / Why not?

Comprehension check

- 2 **▶** Watch the DVD clip. Choose the correct answers.
- 1 According to the clip, who has created the USA's most famous myths?
a politicians b the movie industry c gangsters
 - 2 Film-makers often use tricks to save:
a time. b money. c energy.
 - 3 Jean-Luc Godard said that every edit was a:
a lie. b story. c mistake.
- 3 **▶** Watch again. Tick the things that you see.
- | | | | |
|-------------|--------------------------|------------------------------|--------------------------|
| a a cartoon | <input type="checkbox"/> | e a special effect | <input type="checkbox"/> |
| b a poster | <input type="checkbox"/> | f a light | <input type="checkbox"/> |
| c a cinema | <input type="checkbox"/> | g actors in a studio | <input type="checkbox"/> |
| d a film | <input type="checkbox"/> | h editing a film on computer | <input type="checkbox"/> |

- 4 **▶** Watch again. Complete the sentences with the correct words.
- 1 Characters like cowboys and gangsters appeal to large _____.
 - 2 Popular stories and characters help spread a certain _____ to audiences.
 - 3 The film-makers are using a _____ in New York to make their film.
 - 4 _____ can change the order of a film to tell a particular story.
 - 5 A film is never a clear reflection of _____.
 - 6 Most audiences want _____ to be honest.

Round up

- 5 **SPEAKING** Work in groups. Answer the question.
- What do you like and dislike about Hollywood movies?

Vocabulary

6 RECYCLE Choose the correct words.

- 1 It's a film about a sports team that **cheats / deceives** in order to win an Olympic medal.
- 2 Some Hollywood films **distorted / deceived** people into thinking something that wasn't true.
- 3 The documentary **distorts / passes off** the truth. It makes you think the police officer shot the criminal.
- 4 In the film, the politician tells a number of **myths / lies** to the interviewer.
- 5 James Bond often **passes himself off / owns up** as someone else so he can get into buildings and find out information.
- 6 A lot of Hollywood films are very good at **cheating / manipulating** people into believing in the American dream.

7 Complete the sentences with the words below.

edit footage production props scriptwriter studio

- 1 When a film is set in the 19th century, it's important that all of the _____ the characters use are also from that time.
- 2 They filmed most of the scenes for the James Bond film in a large _____ outside London.
- 3 The director didn't like the story the _____ had written and wanted to change everything.
- 4 They shot about ten hours of _____ for the film, but they need to _____ it so it's only ninety minutes long.
- 5 The film has been in _____ for over three months, but it's going to be amazing when it's finished.

Extension

8 Work in pairs. Make a presentation about a film that you know well. Think about the following:

- the characters
- the plot
- how realistic and truthful you think it is
- whether you'd recommend the film

9 Give your presentation to the class. Use the key phrases for talking about films.

Talking about films

It takes place in ...

The special effects are ...

The plot is a little far-fetched at times, but ...

It's a really fast-moving story.

Before you watch

- 1 **SPEAKING** Work in pairs. Answer the questions.
- 1 Is volunteering popular among young people in your country?
 - 2 Have you ever done any volunteering? If yes, what did you do?
 - 3 Why do you think people volunteer?

Comprehension check

- 2 **▶ Watch the DVD clip. Choose the correct answers.**
- 1 What is vInspired?
 - a an award
 - b a charity
 - c a magazine
 - 2 Young people in the UK are thought to be:
 - a unemployed.
 - b lazy.
 - c really kind.
 - 3 How can young people find out about vInspired?
 - a from school
 - b from attending a group
 - c from a website
- 3 **▶ Watch again. Number the activities (A–H) in the order that you see them.**
- A ___ a volunteer helping children
 - B ___ young people playing in an orchestra
 - C ___ volunteers on a farm
 - D ___ teenagers playing computer games
 - E ___ a volunteer preparing food
 - F ___ a volunteer working in a shop
 - G ___ volunteers picking up rubbish on a beach
 - H ___ teenagers playing pool

- 4 **▶ Watch again. Complete the summary with the words below.**
 awards campaigns charities lazy recognised unemployment voluntary website

vInspired organises ¹_____ to help young people find ²_____ work. They also give ³_____ to young volunteers. These are important because they ensure young people's efforts get ⁴_____. Lots of people think young people can't find a job because they are ⁵_____, but this isn't true. Youth ⁶_____ is very high in the UK which makes it quite hard to be a young person. Young people can find out about vInspired from their ⁷_____. It has over 2,500 ⁸_____ on it with volunteering projects across the country.

Round up

- 5 **SPEAKING** Work in groups. Answer the question.
 What kind of volunteering would you most like to do? Why?

Vocabulary

6 RECYCLE Choose the correct words.

- 1 Thousands of people **protested** / **shouted** about youth unemployment.
- 2 **inspired** doesn't **sign** / **shout** slogans to get its message across.
- 3 Instead of **holding** / **holding up** a rally to change people's opinions of teenagers, **inspired** run national awards to celebrate the work young people do.
- 4 They **march** / **organise** campaigns to help unemployed young people find volunteer work.
- 5 With **corruption** / **unemployment** so high, it's really difficult for young people to find a job at the moment.

7 Complete the text with the words below.

carers community scheme society youth group

The Riverside Club

It seems that we live in a ¹ _____ that often forgets about its youngest and oldest members. The Riverside Club is a ² _____ that organises lots of events that try and get young people involved in the local ³ _____. One ⁴ _____ that it runs trains young people to be ⁵ _____ for elderly people. The elderly people benefit from the help they receive, while the younger people can learn a lot from spending time with someone with many more years of life experience.

Extension

8 Work in groups. Make a presentation that gives your opinion on which volunteer project for your class to get involved with is the most important and why:

- helping at an old people's home
- picking up rubbish from the local park and cleaning the local river
- teaching your language to new immigrants in your city
- cooking meals for homeless people
- helping young children to read at the local primary school
- helping at an animal shelter

9 Give your presentation to the class. Use the key phrases for expressing a firm opinion.

Expressing a firm opinion

I'm of the opinion that ...
I feel quite strongly that ...
It's clear to me that ...
I firmly believe that ...

Before you watch

- 1 **SPEAKING** Work in pairs. Answer the questions.
- How often do you go shopping?
 - Where do you go shopping when you want to splash out?
 - What was the last thing that you bought?

Comprehension check

- 2 **▶** Watch the DVD clip. Choose the correct answers.
- What can you find in Camden Lock?
 - chain stores
 - vintage items
 - expensive jewellery
 - What kind of things can you buy at the Burlington Arcade?
 - luxury items
 - vintage clothes
 - mass-produced goods
 - What do the owners of the Burlington Arcade want to do?
 - Close it down.
 - Organise art exhibitions there.
 - Turn it into an art gallery.
- 3 **▶** Watch again. Match the items with the place that you see them on sale.
- CDs and records hats jewellery London souvenirs perfume second-hand jackets shoes vintage dresses

| Camden Town | Burlington Arcade |
|-------------|-------------------|
| | |
| | |
| | |
| | |

- 4 **▶** Watch again. Complete the sentences with the correct words. The first letter of each word has been given.
- About 80% of tourists who visit London want to go s_____.
 - Camden is an area of London with lots of m_____.
 - Camden Lock specialises in u_____ items.
 - Some stalls also sell works of a_____.
 - The Burlington Arcade was one of the world's first s_____ c_____.
 - At the moment, the owners of the arcade want to m_____ it.
 - You can now find global b_____ like Lulu Guinness and Jimmy Choo there.
 - Camden and the Burlington Arcade sell things that you won't find on the h_____ s_____.

Round up

- 5 **SPEAKING** Work in groups. Answer the question.
- Where would you prefer to go shopping, Camden Lock or the Burlington Arcade?

Vocabulary

6 **RECYCLE** Match the two halves of the sentences.

- | | |
|--|--|
| 1 The Burlington Arcade is a good place to splash out | a the last pair of vintage shoes at that market stall. |
| 2 I always haggle | b a bargain in London? |
| 3 He's rolling in | c over the prices at Camden Markets. |
| 4 Where's the best place to pick up | d to find the cheapest price of things. |
| 5 It's a good idea to shop around | e on a luxury item. |
| 6 I snapped up | f it after he won the lottery. |

7 Complete the text with the words below.

brands chain stores mass-produced retailers stalls

The Oxford Covered Market

The Covered Market in Oxford is one of the oldest indoor markets in England and has been open since 1770. There are over 40 ¹_____ in the market, from small independent shops selling handmade jewellery and famous luxury ²_____, to traditional market ³_____ where you can buy fresh fruit and vegetables. Every shop is independent and unique, so you won't find any ⁴_____ selling ⁵_____ wares. And if you visit in December, you'll get a real taste of Christmas.

Extension

- 8 **Work in groups.** Make a presentation that shows your plans for a new shopping centre for your city. Draw a plan of your shopping centre and decide on the following things:
- where it will be
 - the types of shops it will have
 - whether it will sell luxury items, bargains, or a mixture of both
 - what other facilities it will have to attract visitors
- 9 **Give your presentation to the class.** Use the key phrases for justifying your opinion.

Justifying your opinion

The main reason we chose ... is ...

We definitely think that ... is a good choice because ...

For one thing, ...

On top of that, ...