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5th edition

Headway

Upper Intermediate Student's Book e-book



Liz & John Soars • Paul Hancock

5th edition

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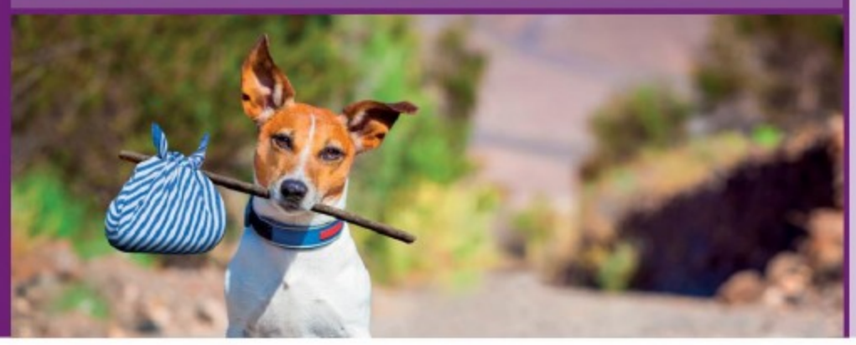
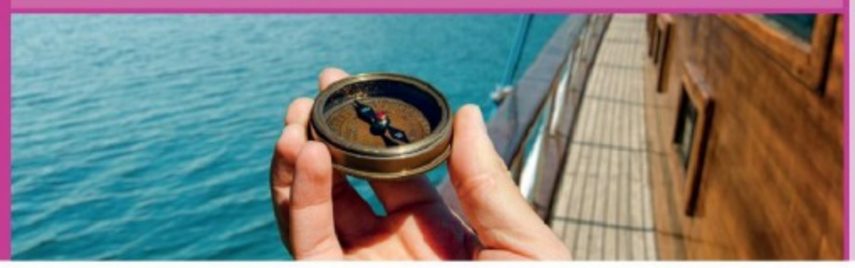
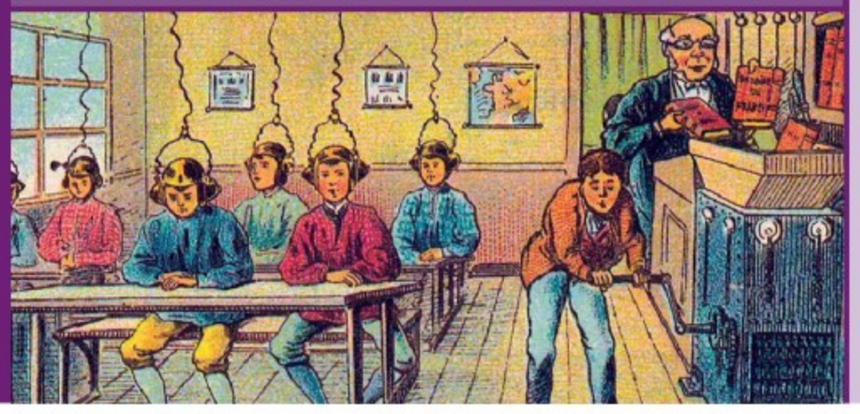
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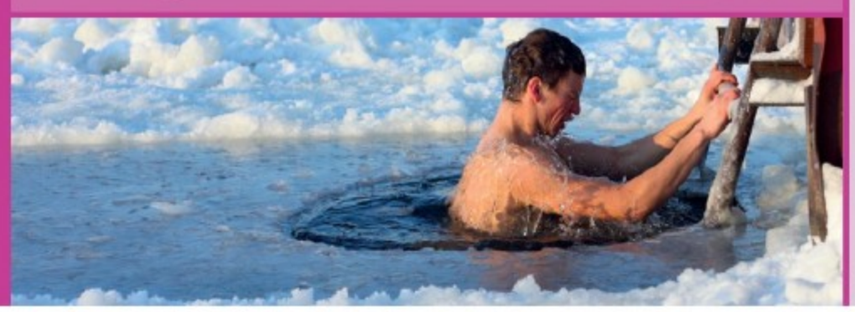
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Go to **headwayonline.com** to download the Wordlist and full Audioscript.

Course overview

5th edition
Headway

Welcome to **Headway 5th edition**. Here's how the blended syllabus helps you link learning in the classroom with meaningful practice outside.





Student's Book

All the language and skills you need to improve your English, with grammar, vocabulary and skills work in every unit. Also available as an ebook.

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

Workbook

Exclusive practice to match your Student's Book, unit by unit.

Use your Workbook for homework or for self-study to give you new input and practice.

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

ACTIVITIES AUDIO VIDEO WORDLISTS

AT HOME



LOOK AGAIN

- Review the language from every lesson
- Watch the videos and listen to all the class audio again

PRACTICE

- Develop your skills with extra Reading, Writing, Listening and Speaking practice

CHECK YOUR PROGRESS

- Test yourself on the main language from the unit and get instant feedback
- Try an extra challenge

Online Practice

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

Use the Online Practice at home to extend your learning and get instant feedback on your progress.

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Videos

Go to **headwayonline.com** to find a video to use with each unit.

1 A global village

Interviews with two generations of traveller, and how they communicated with friends and family back home.



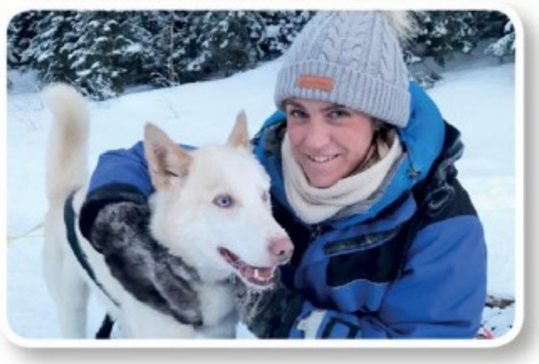
2 Making a difference

An interview with Martin Dorey about his project using social media to inspire people to get involved around the UK.



3 Courage to be kind

An interview with Abi Elphinstone, a writer of adventure and fantasy books, whose latest book celebrated the kindness in her life.



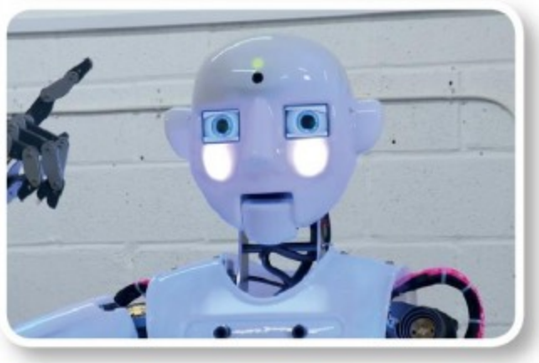
4 What's your news?

Jon Roozenbeek describes how easily news stories spread, and suggests a solution for protecting ourselves against 'fake news.'



5 Acting robots

Listen to Will Jackson, director of Engineered Arts, a company which is developing robots for our entertainment.



6 A brand story

Visit the wild and wonderful highlands of Scotland to discover how pure wool cloth has become an international success story.



7 Soulmates

Listen to how couples met each other. Olivia and James tell their story and describe how their relationship started.



8 Wild Tree Adventures

Spend time with climber Tim Chamberlain, who provides an unforgettable experience high up in some of the most spectacular trees in the world.



9 Living history

Watch and learn about the skills, traditions and culture that have shaped our world, and experience the fascination which people have with the past.



10 The Vikings

Relive the Viking age through Søren Nielsen's account of the construction and sailing of a replica Viking longboat from Roskilde to Dublin in Ireland.



11 Synaesthesia

A look at understanding people's experiences of synaesthesia and how it affects their everyday lives.



12 Age is just a number

Listen to opinions about the best age to be. Find out when different skills peak and what contributes to a long and healthy life.



Home and away 1

- **Language focus** The tense system & informal language
- **Vocabulary** Compound words
- **Everyday English** Casual conversations
- **Reading** Saroo's story
- **Listening** Things I miss from home
- **Writing** Informal writing



1 Why do you think the dog is leaving home? Why and when do people leave home?

2 Read the quote. Do you agree with Terry Pratchett? Have you experienced this? In what ways did your home seem different with new eyes?

'Why do you go away? So that you can come back. So that you can see the place you came from with new eyes.'

Terry Pratchett

Watch the video introduction

Use your **Workbook** for self study

Go online for more practice and to *Check your Progress*

Language focus

Tense review and informal language

TEST YOUR GRAMMAR

1 Which of these time expressions can be used with the sentences below? Make sure the sentences sound natural.

when I was born	in the 1990s	tonight
frequently	for ages	years ago
the other day	next month	recently
during a snowstorm	for a year	since 2015
later	sometimes	

1 My parents met in Paris …
2 They travel abroad …
3 They were working in Canada …
4 I was born in Montreal …
5 My grandfather has been retired …
6 I wrote to my grandmother …
7 My sister's going to work in Peru …
8 She's been learning Spanish …
9 I'll see you …

2 Talk to a partner about yourself and your family using some of the time expressions. Tell the class some things you've learned about each other.

> Jacob's parents met at a party over twenty years ago. His brother …

Far from home

1 1.1 Listen to and read **Nancy's** email home. Is the text formal or informal?

- Where is she?
- Who is she with?
- Are they working or on holiday?
- What are some of their experiences so far?

2 Form the questions about **Nancy** and **Kiri**. Notice the variety of tenses. Ask and answer them with a partner.

1 How long / they / travel / round South America?
2 Which countries / visit / so far?
3 When / arrive / Santa Cruz?
4 What / do / that morning?
5 What / sea lions / doing?
6 Why / go / San Cristóbal / tomorrow?
7 Why / Kiri not looking forward / journey?
8 What / particularly / want / see on Isabela Island?

1.2 Listen and check your answers.



From: Nancy Baines
Date: Monday. 20 March 6.56 pm



Hi Mum! Hi Dad!

Thanks for yours – always love news from home.

So, at last, the **Galapagos Islands**! A dream come true! We've been travelling for two months now – **Chile, Argentina, Bolivia, Peru**. It's been **a-maze**-ing!! Can't believe I've seen Machu Picchu and camped in the mountains of Torres del Paine! Ma – you'd go mad for the views! But the Galapagos are a different planet!

We flew to **Santa Cruz** last Friday – it's one of the biggest islands. And get this! This morning we snorkelled with sea turtles! Probably the best experience of my life! **Kiri** and I actually swam alongside them! Also saw sea lions and their pups relaxing on the rocks – so cute! Oh – and some sharks! Don't freak, Mum! They were just babies.

Tomorrow we're taking the ferry to **San Cristóbal** – time to start work! Kiri's worried because she always gets seasick and it'll be a hot, cramped ride. Our work at the volunteer centre is just for one week – it's going to be mainly farm work. After that, it's on to **Isabela island**. It's wildlife heaven – penguins, flamingos, pelicans, and … coolest of all, the mega-famous giant tortoises! Can't wait to see them!



Missing you loads – but I'll be sad to leave this paradise. Definitely going to come back one day!

Love and hugs,

Nancy XXX 😎🐢🐢🐧🐧
(**Kiri** sends love, too.)





3 Read '**Tyler's Tweets**'. Where is **Tyler** from? Who is **Dave**? Who are the **Wilsons**? What does Tyler find strange in London?



Tyler's Tweets

Tuesday, September 4, 1:42 p.m.
Still sitting in the airport in NYC. Been waiting three hours, but seems like FOREVER!

Tuesday, September 4, 3:20 p.m.
Just boarded the plane for London. My first trip abroad except for a week in Mexico last year. I'm going to stay with my buddy Dave for a few days in north London before I meet my host family. Dave lives in a place called '**Chalk Farm**'. I don't get it – a farm in London?

CHALK FARM

Thursday, September 6, 4:35 p.m.
It's fun here, but kind of weird. Dave doesn't live on a farm. His folks have a large apartment in a big old house. They call it a 'flat'. I asked for the 'bathroom' – they thought I wanted a bath. I'm learning fast.

Friday, September 7, 10.30 a.m.
Dave and I are hanging out together today. We're on a bus! Upstairs! Amazing! Just drove past Buckingham Palace. But they drive on the WRONG side of the road here. Crazy! Also, people say 'cheers' all the time. Isn't that for making toasts? A guy just said it to me when I'd let him pass.

Saturday, September 8, 7:19 p.m.
First night with my host family, the Wilsons. They seem very nice, but their house is a million-mile walk to the subway! (They call it 'The Tube' here!)

Saturday, September 8, 11:10 p.m.
Big day tomorrow. We're visiting Shakespeare's hometown. He wrote plays and stuff hundreds of years ago. He's mega famous.

4 Read '**Tyler's Tweets**' again and complete the questions and answers. Then ask and answer them with a partner.

1 'Where *is* Tyler *spending* the year?'
'In London.'
2 'Is this his first trip abroad?'
'No, it _____. He _____ abroad once before. Last year he _____ to Mexico.'
3 'Where _____ Dave _____?'
'In north London.'
4 'How long _____ Tyler _____ to stay with Dave?'
'A few days.'
5 'Why _____ the guy _____ "cheers" to Tyler?'
'Because he _____ him pass.'
6 'What _____ he _____ of his host family?'
'He _____ they're very nice.'
7 'What _____ they _____ do on Sunday?'
'They _____ Stratford-upon-Avon, Shakespeare's birthplace.'

1.3 Listen and check your answers.

LANGUAGE FOCUS

1 Name the **tenses** you used in **2** and **4**. Why are they used?

2 **Informal writing** often has a lot of colloquial language and missing words.

> *And get this!* = You won't believe this!
> *kind of weird* = fairly strange
> *Always love news from home.* = I always love news from home.
> *Still sitting in the airport.* = I'm still sitting in the airport.

3 Read the email and the tweets again.
1 What do *'You'd go mad for the views!'*, *'Don't freak, Mum!'*, *'coolest of all'* mean?
2 What do *'my buddy'*, *'I don't get it'*, *'hanging out together'*, *'he wrote plays and stuff'*, and *'mega famous'* mean?
3 Find examples in both texts where words are missing.

Grammar reference 1.1–1.2 pp151–152



Practice Identifying tenses

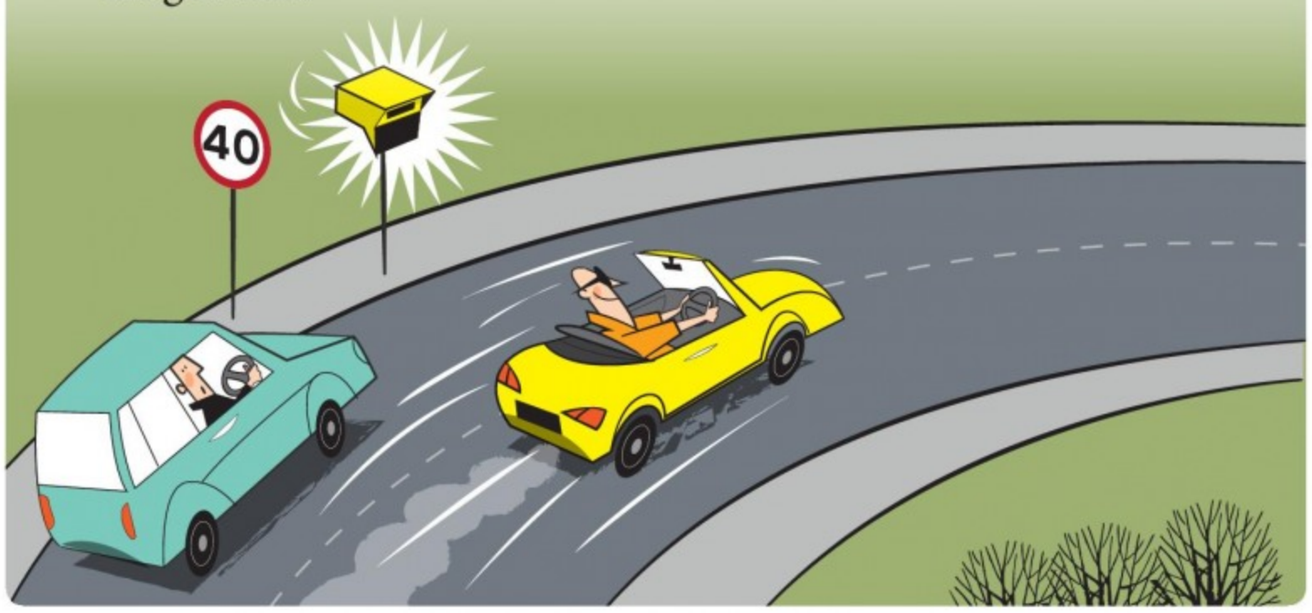
1 Complete the tense charts. Use the verb *work* for the active and *make* for the passive.

ACTIVE	Simple	Continuous
Present	he *works*	we *are working*
Past	she _____	I _____
Future	they _____	you _____
Present Perfect	we _____	she _____
Past Perfect	I *had worked*	you _____
Future Perfect	they _____	he *will have been working*
PASSIVE	**Simple**	**Continuous**
Present	it *is made*	it *is being made*
Past	it _____	it _____
Future	they _____	
Present Perfect	they _____	
Past Perfect	it _____	
Future Perfect	it *will have been made*	

2 Read these lines from conversations. Work with a partner. Discuss what the context *might* be. Identify the tenses in each line.

1 I**'ve heard** that Hannah**'s been seeing** a lot of Patrick recently.
It might be two friends gossiping about another friend's relationship.
Present Perfect Simple and Continuous.

2 **Are** you **being served**, sir?
3 I**'ll be seeing** Bill this afternoon. I**'ll tell** him the good news then.
4 **Do** you **have** any idea which address it **was sent** to?
5 I **hadn't seen** her since she was a little girl and she**'d changed** beyond all recognition.
6 Nobody **will believe** him. He's the kind of guy who **isn't believed** by anyone.
7 I **haven't been told** yet if I've got it. I**'ll be told** in writing sometime next week.
8 Apparently, he **was overtaking** on a bend at 70 mph when they caught him.



3 1.4 Listen to the complete conversations. Were you right about the contexts? Try to remember and practise some of them with your partner.

Discussing grammar

4 Compare the meaning in the pairs of sentences. Which tenses are used? Why? Discuss your answers with a partner.

1 Klaus **comes** from Berlin.
Klaus **is coming** from Berlin.

2 You**'re** very kind. Thank you.
You**'re being** very kind. What do you want?

3 What **were** you **doing** when the accident happened?
What **did** you **do** when the accident happened?

4 I**'ve lived** in Singapore for five years.
I **lived** in Singapore for five years.

5 When we arrived, he **tidied** the flat.
When we arrived, he**'d tidied** the flat.

6 We**'ll have** dinner at 8.00, shall we?
Don't call at 8.00. We**'ll be having** dinner.

7 I **didn't teach** English very well.
I **wasn't taught** English very well.

8 How much **are** you **paying** to have the house painted?
How much **are** you **being paid** to paint the house?

Check it

5 There is *one* tense mistake in each of these sentences. Correct them. Then check your answers with your partner.

1 How long have you learned English?
2 I know what Sarah's doing. She's a lawyer.
3 I stayed with my uncle when suddenly he fell ill.
4 He was breaking his leg and was taken to hospital.
5 I'm going to Leo's party, too. I see you there.
6 I've checked my emails and I haven't finished yet.
7 I can't use my car – it's repairing at the garage.
8 When we were introduced, I realized we met before.

Go online for more **grammar** practice

Talking about you

6 Complete these sentences with your ideas. Compare in small groups.

1 At weekends, I often …
2 My parents have never …
3 I don't think I'll ever …
4 I was saying to a friend just the other day that …
5 I hate Mondays because …
6 I'd just arrived home last night when …
7 I was just getting ready to go out when …
8 I've been told that our teacher …
9 In my very first English lesson I was taught …
10 The reason I'm learning English is because …

1.5 Listen and compare ideas. What are the responses?

Informal language

SPOKEN ENGLISH Missing words

1 Which words are missing in these lines from conversations?

1 Heard about Jane and John? Thought not.
2 Leaving already? What's wrong?
3 Failed again? How many times is that?
4 Sorry I'm late. Been waiting long?
5 Doing anything interesting this weekend?
6 Like the car! When did you get it?
7 Bye, Jo! See you later.
8 Just coming! Hang on.
9 Want a lift? Hop in.
10 Seen Jim lately?

Read the lines aloud to a partner and think of a suitable response.

1.6 Listen and compare.

2 Read the conversation. Which words can you leave out to make it more informal?

A Good morning!
B Good morning. It's a lovely day, isn't it? Are you on your way to the park?
A No, unfortunately I'm not. I'm just off to work.
B You're working on a Saturday! That is a shame.
A I know. It just can't be helped.

1.7 Listen and compare. Practise with a partner.

Writing p130 Informal writing – Correcting mistakes

Listening and speaking

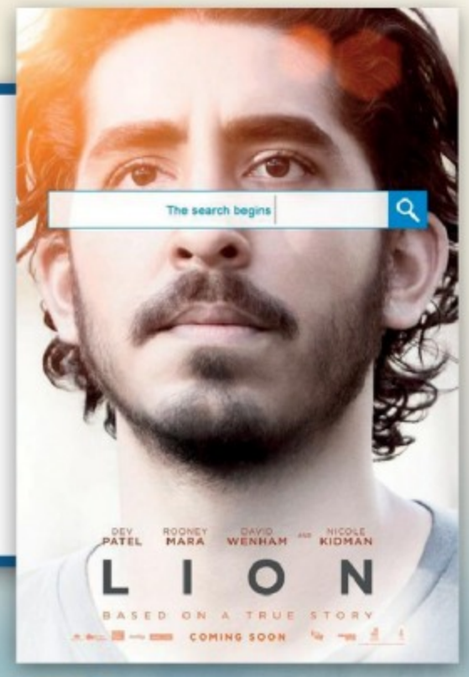
'Lion' – the remarkable story of Saroo Brierley

1 **Saroo Brierley** became famous worldwide when his incredible life story was made into a film. Look at the photos and read the **Fact File**.

- What nationality is Saroo?
- Where was he born?
- What was his birth name?
- Where does he live now?
- What is his book called?
- What is the film called?
- Who starred in the film? Have you seen it?

FACT FILE Saroo Brierley

Born	Sheru Munshi Khan, 1981 in Ganesh Talai, India
Home	Hobart, Tasmania, Australia
Nationality	Indian and Australian
Occupation	Businessman and author
Books	*A Long Way Home* – autobiography, made into a film, *Lion*, starring Dev Patel, Sunny Pawar and Nicole Kidman.







2 Why do you think he changed his name? What happened to him? Discuss with a partner.

3 1.8 Listen to some of the things Saroo said about his story in an interview with the **BBC World Service**. Answer the questions.

1 Where did Saroo fall asleep?
2 He says: '*We got off the train.*' Why do you think he was on a train? Who do you think he was with?
3 Where was he? Why was he so scared?
4 How do you think he ended up in Australia?
5 What do you think is the significance of '14 hours' and '1,200 km'?
6 '*I zoomed down and bang – the waterfall where I used to play.*' How did he 'zoom down'? What did he find?
7 Why didn't he recognize his mother at first? What had his mother believed?
8 Why was Saroo heartbroken?

Now turn to the next page to find out more about Saroo.

Reading and speaking

Saroo's story

1 Look at the pictures and read Saroo's full story. Were your ideas correct?

2 Read the story again. Are these statements true ✓ or false ✗? Correct the false ones. Check with a partner.

1 Saroo and his brother both had jobs cleaning the trains.
2 Saroo fell asleep at the station in Calcutta.
3 He lived on the streets and continued to work on the trains.
4 He was given food and shelter by a man.
5 He was adopted from an orphanage by an Australian family.
6 He had a happy childhood in Tasmania.
7 When he found his hometown, his mother was still living in the family home.
8 He moved back to live with his birth family.

Vocabulary

3 Try to work out the meanings of the highlighted words or phrases in the text. Replace the underlined words below with the highlighted words.

1 Crowds of people poured out of the stadium after the football match.
2 I had some difficulty understanding what the professor was saying.
3 My grandpa always has a short sleep after lunch.
4 He was very lucky with his first novel. He made a fortune.
5 When he went away to university, he had to learn to look after himself.
6 There are too many homeless people sleeping on the streets these days.
7 We soon became accustomed to our new home.
8 The police didn't know if the man's death was a crime or an accident.
9 I was invited to a celebrity-packed charity event.

What do you think?

- Why was it important to Saroo to find his family?
- Would he be happy living back in his hometown now? Why/Why not?
- Why do you think his story made a good film?
- How important is it to know your ancestry?
- Who in your class has ever used Google Earth? What for?



Lost & Found

Lost Indian boy finds his mother

Saroo Brierley was only five years old when he got lost. He was working with his older brother as a sweeper on India's trains. Together, they travelled hundreds of miles up and down the vast network.

> *"It was late at night. We got off the train, and I was so tired that I just sat down at the train station, and I ended up falling asleep."*

That fateful nap would determine the rest of his life. He thought his brother would come back for him, but when he woke up the brother was nowhere to be seen. There was a train in front of him. Perhaps his brother was on board. He got on it to look for him. However, Saroo did not meet his brother on the train. Instead, he fell asleep again and when he woke up 14 hours later, he had a terrible shock. There were hordes of people, pushing, rushing, speaking in an unfamiliar tongue. He had arrived in Calcutta (Kolkata), India's third biggest city and notorious for its slums. He was nearly 1,500 kilometres (930 miles) from his home. Soon, he was sleeping rough.

> *"It was a very scary place to be. I do not think any mother or father would like to have their five-year-old wandering alone in the slums and train stations of Calcutta. I was scared. I didn't know where I was."*

The little boy learned to fend for himself. He became a beggar, one of the many children begging on the streets of the city. Once he was approached by a man who promised him food and shelter. But Saroo was suspicious and ran away. In the end, Saroo was taken in by an orphanage and put up for adoption. He was adopted by the Brierleys, a couple from Tasmania.

> *"I accepted that I was lost and that I could not find my way back home, so I thought it was great that I was going to Australia."*



after 25 years – using Google Earth.

Saroo settled down well in his new home. But, as he got older, the desire to find his birth family became increasingly strong. The problem was that as an illiterate five-year-old he had not known the name of his hometown. All he had to go on were his vivid memories. So, he began using Google Earth to search for where he might have been born.

It was difficult, but eventually Saroo hit on an effective strategy.

> *"I multiplied the time I was on the train, about 14 hours, with the speed of Indian trains and I came up with a rough distance, about 1,200 km."*

He drew a circle on a map with its centre in Calcutta, with its radius about the distance he thought he had travelled. Incredibly, he soon discovered what he was looking for: the town of Khandwa.

> *"When I found it, I zoomed down and bang – the waterfall where I used to play."*

He journeyed to Khandwa. He found his way around the town with his childhood memories. Eventually, he found his home. But it was not what he had hoped for. It looked old and shabby, as if nobody had lived there for a long time. A neighbour said that his family had moved. Then he struck gold, another neighbour said he knew where his mother lived now. The man guided Saroo to where three women stood waiting. He stared at them blankly. Only the woman in the middle seemed remotely familiar. The man gestured towards her. 'This is your mother,' he said.

She had been young, in her 30s, the last time he saw her. She looked so much older now. But behind the weathered face, there was something unmistakable, unforgettable, his mother, **Fatima**.

> *"The last time I saw her she was 34 years old and a pretty lady. I had forgotten that age would get the better of her. But then I recognised her and I said, 'Yes, you are my mother.' She grabbed my hand and took me into her house. She could not say anything to me. She had a bit of trouble grasping that her son, after 25 years, had returned. She had long feared I was dead."*

Fatima and Saroo reunited

Fatima had searched the train stations for her missing son, but she had never ventured as far as Calcutta. She couldn't imagine he had gone so far. However, she had never lost hope – a fortune teller had told her that one day she would see her son again.

And what of the brother with whom Saroo had originally gone travelling? Unfortunately, the news was not good.

> *"A month after I had disappeared, my brother was found in two pieces on a railway track. We were extremely close. When I left my mother to return to Tasmania, I was heartbroken knowing that my older brother had passed away."*

His mother had never known whether foul play was involved or whether the boy had simply slipped and fallen under a train.

Saroo Brierley's lifelong wish had been to see his birth mother again. He feels incredibly grateful that this wish was granted. He has kept in touch with his newly found family. And now Hollywood studios have made a star-studded, award-winning film about his amazing story.

Listening and speaking

Things I miss from home

1 Look at the British tourist. Where is he? What is he missing from home?

2 Have you ever spent time away from home? Where? Write on a piece of paper one thing you missed. Give it to your teacher.

3 1.9 Listen to six people talking about what they miss when they're away from home. Where are they from? Where are they now?

4 1.9 Listen again and complete the chart after each one.

	What they miss	Other information
Brenda		
Shona		
Martin		
Oliver		
Artem and Dasha		
Carter		

5 Read these lines from the texts. Who is speaking? Answer the questions.

1 *Over here you're kind of expected to be a salesman.*
Where is 'here'? What is he selling?
2 *It's lovely, but it's not really the same.*
What's 'lovely' but not 'the same'? The same as what?
3 *I keep buying them, but every single one is a disappointment.*
What are they? What else is 'a disappointment'?
4 *My mom says I miss them more than I miss her.*
What does he miss so much, and why?
5 *… once you've been out of the country for more than 15 years.*
Which 'country'? What can't you do after '15 years'?
6 *Up there, the air is quite crisp and clear …*
Where is 'there'? How is it different from where she lives now?

6 Your teacher will read aloud the things you wrote in **2**. Guess who wrote them. Whose is the funniest? Most interesting?



What do you think?

Work in groups.

- Make a list of the disadvantages of moving abroad (–). For each one, try to find an advantage (+).
  - **– The language barrier, if you don't speak the language.**
  - **+ It is an opportunity to learn a new language.**
- Do you know anyone from abroad who has come to live in your country? Why did they come? Have they had any problems adjusting?
- Which other countries would you like to live in? Why?

Watch a video about two people living abroad, and how they kept in touch with home.



Vocabulary and pronunciation

Compound words

Compound nouns and adjectives

Words can combine to make new words.

1 Look at the examples. Which are nouns and which are adjectives?

life

lifelong *lifestyle* *life expectancy* **life story** **life-size**

heart

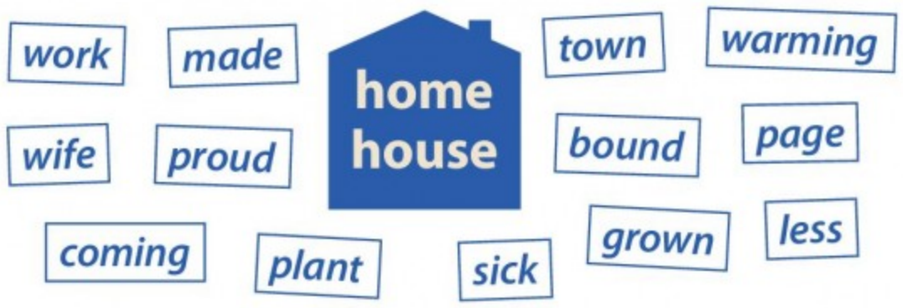
heartbroken *heart attack* **heartbeat** ***heart-warming***



Your dictionary can tell you when to use hyphens and spaces.

2 Read the compounds aloud. Which part of each word is **stressed**?

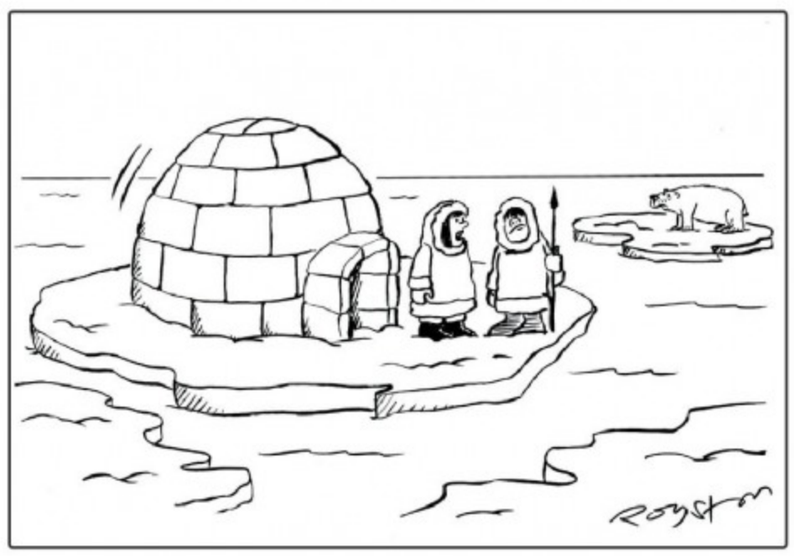
1 How many compounds can you make by combining the words in the middle with the words around them?



Which are nouns and which are adjectives? Use a dictionary to help with meaning and spelling.

2 1.10 Listen to five conversations. They contain examples of some of the compounds in **1**. After each conversation, discuss these questions.

- Who is talking to who?
- Which compounds are used?
- What exactly are they talking about?



"In the circumstances, I think we should skip the house-warming party."

3 Complete these lines from the conversations.

1 I'm going away for a few days. Do you think you could possibly water my _____ for me?
2 Don't worry, I know how _____ you are. I'll make sure your flat stays clean and tidy.
3 Let's give her a spectacular _____ party when she gets back from New York.
4 Me? I'm just a _____. Four kids, _____ cakes and _____ vegetables!
5 Come to our _____ party on the 12th! I'll give you our new address.
6 The drag is, with it being much bigger, there's much more _____ to do!
7 I never thought you'd be so _____.
8 Her grandma's sick and _____ so they have to go and help.

4 Practise saying the lines in **3** with correct stress and intonation. Then use them to help you remember more of the conversations. Act some of them out with a partner.

5 Work in small groups. How many compounds can you make by combining words from **A** and **B**? There is sometimes more than one option for the words in **A**. Use a dictionary to help.

A	B
sea book junk head text open business fire sleeping air	pill air escape alarm line house man shelf mail bag studies message sick office conditioning card phones food mark way book

6 Which group made the most compounds? Check the meanings.

Go online for more **vocabulary** practice

Everyday English

Casual conversations

1 Work with a partner. Match a line in **A** with a line in **B**.

A	B
1 Great to see you! Come on in.	a Let me see. No, actually, I don't think I'll bother with dessert.
2 Excuse me, don't I know you from somewhere?	b I was just passing, and I thought I'd drop in.
3 What d'you mean, you're not coming?	c Really! That's a shame. I was hoping to meet her.
4 I think I'll have the chocolate mousse. What about you?	d No, I don't think so.
5 My flatmate can't make your party.	e Well, I just don't feel up to going out tonight.
6 How come you're not having a holiday this year?	f Great stuff! I knew you'd swing it for us.
7 You really should take it easy. You look stressed out.	g We just can't afford it.
8 I've got you the last two tickets for the show.	h That's as maybe, but we have a lot on at work at the moment.

2 1.11 Listen and check. Pay attention to the stress and intonation. Practise the lines with your partner.

3 1.12 Read and listen to a conversation. Where are the people? Do they know each other?



A Excuse me, is this yours?
B Let me see. Yes, it is. Thank you. I must have dropped it.
A Are you going far?
B Yeah, all the way to London. What about you?
A I'm getting off at Bristol.
B Oh, d'you live there?
A Actually, no. I work in Bristol, but I live in Bath.
B Lucky you! I think Bath's a beautiful city!
A Yeah, you and thousands of others!
B What d'you mean?
A Well, you know, the tourists. There are so many, all year round.
B Ah yes, that's a drag. You don't like tourists then?
A Well, I shouldn't really complain.
B How come? You can complain if you want.
A I can't. Not really – you see, I'm a travel agent so I make a living from tourists.

4 Work with your partner. Read the conversation aloud, using the stress marks to help your pronunciation.

1.12 Listen again and practise it again.

5 The stressed words are given in these conversations. Try to complete the lines. Practise saying them as you go.

1
A Tony! Hi! Great …
B Well, … just passing … drop in … 'hello'.
A … in! … drink!
B … sure? … too busy?
A Never … talk … you.
B Thanks, Jo. … really nice … chat.
A Great! Let … take … coat.

2
A Excuse … know you … somewhere?
B No, … think so.
A … Gavin's party last week?
B Not me. … know anyone … Gavin.
A Well, someone … looked just like … there.
B Well, that's … maybe … certainly wasn't …
A … am sorry!

6 1.13 Listen and compare your ideas and your pronunciation.



The ends of the Earth

2

- **Language focus** Present Perfect; Simple and Continuous
- **Vocabulary** *make* and *do*
- **Everyday English** Talking about places
- **Reading** Our plastic planet
- **Listening** Bucket lists
- **Writing** A formal email

‘Take nothing but pictures, leave nothing but footprints, kill nothing but time.’

Aliyyah Eniath

1 What is the person in the photo doing? Why? How do people find their way nowadays? Does it make exploring less impressive? Why/Why not?

2 Read the quote. What do travellers often take, leave and kill? Why is it particularly important *not* to do this today?

Watch the video introduction

Use your **Workbook** for self study

Go online for more practice and to *Check your Progress*

Language focus

Present Perfect – Simple and Continuous

TEST YOUR GRAMMAR

1 Why are these sentences strange? Correct them.

1 Columbus has discovered America.
2 I travelled all my life. I went everywhere.
3 I've learned English recently.
4 Ow! I've been cutting my thumb!

2 Which of these verb forms can change from simple to continuous? How does the meaning change?

1 What do you do at the weekend?
2 I don't like her boyfriend.
3 I had a shower at 7.00.
4 Someone's eaten my sandwich!

All around the world

1 Look at the pictures and read about two women sailors, **Jeanne Baret** and **Riikka Meretniemi**. Answer the questions.

- Where are/were they from? Why are they both called 'circumnavigators'?
- Why did people circumnavigate the globe in the 18th century? Why do you think people do it today?
- What have Riikka's children been learning about? How?
- Would you like to have done what they are doing?

2 Which lines below do you think go with Jeanne Baret (**JB**) and which go with Riikka Meretniemi (**RM**)?

1 ☐ She's been downloading educational programs and games.
2 ☐ She did hard physical work on board the ship, just like the rest of the crew.
3 ☐ After crossing the Atlantic, she sailed around South America and discovered many new plants, including Bougainvillea.
4 ☐ She's been teaching the kids about marine conservation projects and has shown them the problem of plastic pollution.
5 ☐ She's met a lot of native people, such as the Kuna Indians of Panama.
6 ☐ On Tahiti, a native recognized that she was a woman, and told the other sailors.
7 ☐ She's seen killer whales and dolphins.
8 ☐ She left the ship on Mauritius and married a French sailor. She later returned to France, completing her seven-year voyage around the world.

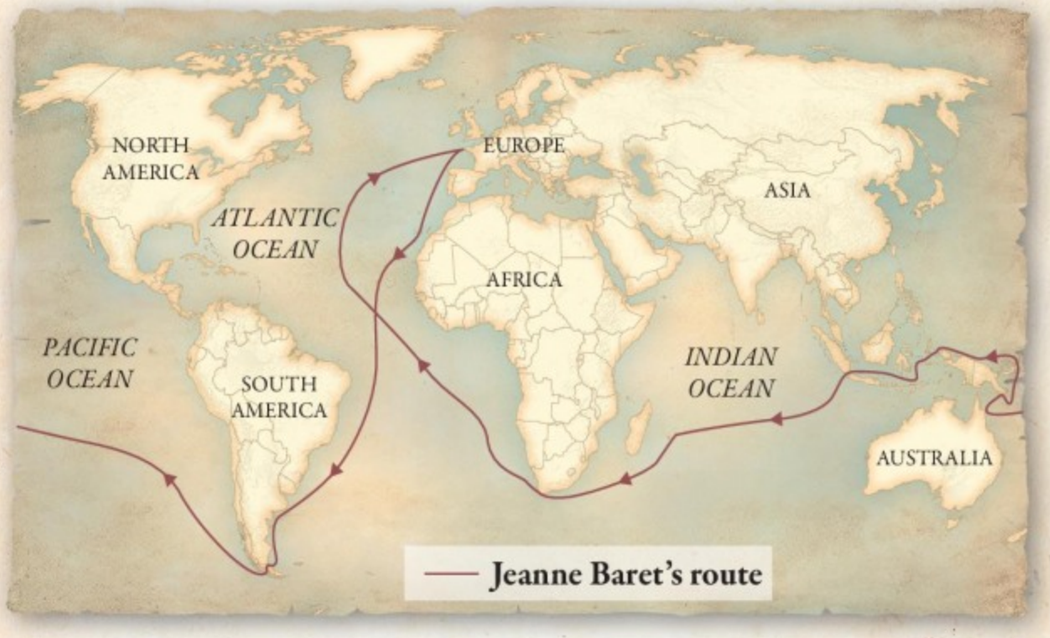
2.1 Listen and check. What other information do you learn?



Jeanne Baret
French Circumnavigator
1740–1807

Jeanne Baret was the first woman to circumnavigate the globe – but she had to do it as a man.

She was born in France in 1740, to a peasant family. She loved plants, and became a self-taught expert on them, working as a herbalist.



In 1767, the French government sent two navy ships to look for new lands and needed an assistant to the chief botanist, Phillibert Commerson. Commerson wanted to take Baret, but women weren't allowed in the navy. So, Baret dressed as a man, called herself 'Jean' instead of 'Jeanne', and was given the job.



RIIKKA MERETNIEMI
Finnish Circumnavigator
1973–

Riikka Meretniemi is an IT professional, but since 2016 she's been sailing around the world with her husband, **Tuomo** ('the captain'), and their three children ('the crew'), **Aare** (7), **Kerttu** (5) and **Martta** (3).

They aim to visit 75 countries in 75 months. They set out from Turkey two years ago and sailed around Europe, and they've already crossed the Atlantic to Barbados. They've just passed through the Panama Canal and have recently been sailing down the coast of Ecuador.

They haven't just been having exciting adventures. As well as being in charge of navigation and food, Riikka has also been teaching the children. She and Tuomo want to show how digital distance-learning can bring education to children in remote parts of the world.

3 Match the lines about Riikka and her family in **A** and **B**. Practise saying them, paying attention to the contracted and weak forms.

A	B
1 She's been watching	through the Panama Canal.
2 They've sailed	ten birthday cakes on board.
3 The kids have	sail power most of the time.
4 She's baked	by jellyfish four times.
5 They've been using	out for hurricane warnings.
6 They've been stung	used 3,000 sheets of drawing paper.

2.2 Listen and check.

LANGUAGE FOCUS

1 What tense is used most often in the text about Jeanne Baret? Why?
What tenses are used most often in the text about Riikka Meretniemi? Why?

2 Compare the use of tenses in these sentences.

1 She's **been writing** emails all morning. She's **written** 12 emails.

2 I've **read** that book on Ancient History – it's really interesting.
I've **been reading** a really interesting book on Ancient History.
I've **been reading** a lot of books on Ancient History. I've **read** two about Ancient Greece and three about Ancient Rome.

3 He's **played** tennis since he was five.
He's **been** playing tennis since he was five.

Grammar reference 2.1–2.2 pp152–153



"We want our kids to see the world and understand how beautiful it is. As we've visited different countries, they've been learning about geography, culture, history, nature and science. They've also been speaking English everywhere they go, so learning it has become an everyday task for them."



Questions and answers

4 Work with a partner. Decide who each question in these pairs is about, **Jeanne Baret**, or **Riikka Meretniemi**. Then ask and answer them.

1 Did she visit many countries?
Has she visited many countries?

2 How long has she been travelling around the world?
How long did she travel around the world?

3 Did she cross the Atlantic?
Has she crossed the Atlantic?

4 What kind of work did she do on board?
What kind of work has she been doing on board?

5 Has she met any native people?
Did she meet any native people?

5 Look at the answers and use the prompts to write the questions. Then ask and answer them.

Jeanne Baret

1 In 1740, in France.
When and where?

2 By dressing as a man.
How / get / job in the navy?

3 Bougainvillea.
Which plant / discover?

4 Because she felt unsafe.
Why / leave / ship?

5 A French sailor.
Who / marry?



Riikka Meretniemi

6 The Panama Canal.
Which canal / just sail / through?

7 Down the Ecuadorean coast.
Where / sail / recently?

8 The kids' education.
What / take care of?

9 Marine conservation projects.
What / teach / them about?

10 Yes, including killer whales and dolphins.
see / a lot of wildlife?

2.3 Listen and check/compare.

Project

Go online and find out where the Meretniemi family are now. Can you still use the Present Perfect to talk about their round-the-world trip?



Practice

Discussing grammar

1 Choose the correct tense.



1 Before he died, **Groucho Marx** *said / has said*, 'This is no way to live!'

2 'Thank you for having us. We*'ve had / 've been having* a wonderful evening.'

3 'I*'ve planted / 've been planting* three trees today.'

4 'I've found maths lessons hard recently. We*'ve learned / 've been learning* algebra.'

5 'I'm really sorry. I*'ve crashed / 've been crashing* the car.'

6 'I'm out of breath. I*'ve run / 've been running*.'

7 'Cara and I *fell out / have fallen out*, but we're friends again now.'

8 'I*'ve eaten / 've been eating* biscuits all afternoon. I*'ve eaten / 've been eating* a whole packet!'

2 Use the verbs in the Past Simple, Present Perfect Simple and Present Perfect Continuous.

Discuss the reasons for using each tense with your partner.

drive

1 We _____ over 500 miles yesterday.

2 We _____ nearly 200 miles already today.

3 We _____ for hours without a break.

try

4 _____ you ever _____ Korean food?

5 _____ you _____ *kimchee* when you were in Seoul?

6 I _____ to eat five portions of vegetables every day for the past month.

live

7 My mother _____ in the same house since she was born.

8 I _____ there until I left school and went to university.

9 I _____ with her for the past month while I'm looking for a job.

go

10 I can't find Sean. _____ he _____ out?

11 He _____ out in his car just before you arrived.

12 He'll be in *Mario's* restaurant. He _____ there often recently.

Simple and Continuous

LANGUAGE FOCUS

1 Simple verb forms see actions as complete and/or permanent.
He **works** in London.
It **rained** all night.
I**'ve run** six miles.

2 Continuous verb forms see actions as 'in progress' and/or temporary.
I**'m working** in Rome this week.
It **was raining** when I got up.
I**'ve been running** for nearly an hour.

3 State verbs are not usually used in the continuous.
I **know** Peter well, and I've always **liked** him.
Give other examples of state verbs in different tenses.

Grammar reference 2.1–2.2 pp152–153

3 Match the lines in **A** and **B**.

A	B
1 Martina comes 2 Martina is coming	a from Slovakia. b round at 8.00 tonight.
3 I painted the kitchen this morning. 4 I was painting the kitchen this morning.	a I'll finish it this afternoon. b I'm going to paint the bathroom this afternoon.
5 What have you done 6 What have you been doing	a since I last saw you? b with the scissors? I can't find them.
7 I've had 8 I've been having	a a headache all day. b headaches for weeks now.
9 I've known 10 I've been getting to know	a my new neighbours. b Anna for over ten years.
11 I've cut 12 I've been cutting	a my finger. It's bleeding. b wood all morning.



Writing p131 A formal email – An email of complaint

The story of *TripAdvisor*

4 Work with a partner and discuss the questions.

1 How do you plan trips and holidays?
2 Have you ever used *TripAdvisor*?
3 What are the advantages and disadvantages of reviews written by hotel guests?

5 Work with your partner.

Student A read the story of TripAdvisor on this page.

Student B turn to page 164.

Ask and answer questions to complete the missing information in the text.

How long has Steve Kaufer been running the company?

Since its birth, in 2000. Why did he start it?

Because he couldn't … Who … ?

6 Read *TripAdvisor Trivia*. Did anything surprise you?

What do you think?

- Can you think of ways to solve the problem of fake reviews on *TripAdvisor*?
- Which reviews do you take most notice of – the positive or the negative ones?
- Go on *TripAdvisor* and find out which are the top ten restaurants in your hometown. Do you agree?

Go online for more **grammar** practice



TripAdvisor – the traveller's friend

Steve Kaufer

TripAdvisor was founded in a small office above a pizza shop in Massachusetts, US.

The CEO is Steve Kaufer, and he's been running the company … (How long?). He started it **because he couldn't find reliable hotel reviews** when planning a trip to Mexico – they were all by hotel owners and travel agents, saying how wonderful the hotels were. … (Who?) suggested starting a website with reviews written by real hotel guests. She told him to 'keep it easy to use', and *TripAdvisor* has always tried to **follow that advice**. It has become … (How big?), reviewing hotels, restaurants and tourist attractions, and is now worth $3 billion. It has **over 3,000** employees, and has received reviews from … (Where?).

TripAdvisor has shown **that success can come by accident**. The original site had only professional reviews, and it was … (How long?) before reviews from users appeared. Someone thought it might be fun to have a button on each page saying 'Add your own review', and it's this **user-generated content** that has attracted 450 million users.

Success has brought … (What?), however. Hotel owners have become anxious about *TripAdvisor* feedback, **because it can make or break their business**, and some have offered discounts to guests … (Which?). One senior executive of a big hotel group posted fake negative reviews of his rivals' hotels. *TripAdvisor* has been trying to solve these problems **by screening all its reviews**, and stresses that fake ones are a tiny minority.

TripAdvisor Trivia

- Have you noticed that the *TripAdvisor* owl logo has different colour eyes? One eye is green, for 'GO!', and the other is red, for 'DONT GO!'.
- Steve Kaufer still runs the company from a modest office block in Massachusetts, where his own office doesn't even have a window.
- The most *TripAdvisor* reviews have been written by an American expat, Brad Reynolds. He's been writing reviews since 2010 and has posted nearly 6,000, with 68,000 photos.

Reading and speaking

Our plastic planet

1 The article you are going to read talks about *'the infinite number of plastic products that fill our lives'*.

In groups, make a list of all the plastic products you use in a typical day. Share your list with the whole class.

2 Here are some more lines from the article. What do you think they are talking about?

I realized the sandy beach was being transformed into a plastic beach.

Twice the size of France, the Garbage Patch is like a plastic soup in the sea.

They are being gobbled up by small fish, which in turn are eaten by larger fish – which in turn are eaten by us.

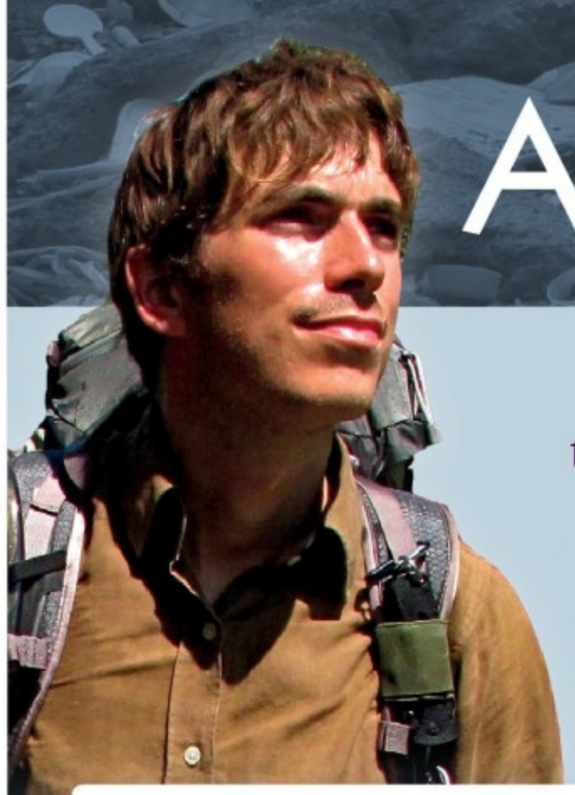
We need to spurn and reject the main culprits.

3 Read through the article quickly. Answer the questions.

1 Who is Simon Reeve?
2 Which products from your list in **1** are mentioned?
3 Which of your ideas about the lines in **2** were correct? Which were not?
4 Which places in the world are mentioned?
5 What are 'nurdles'?

4 Read the article again. Are these statements true ✓ or false ✗? Correct the false ones.

1 Hawaii is protected from rubbish because of its position in the Pacific Ocean.
2 Volunteers clear the nurdles from the beaches.
3 The sea makes the nurdles smaller and smaller.
4 By 2025, 600,000 tons of plastic rubbish will be polluting our seas.
5 Factories are reducing the amount of plastics they produce.
6 There are three major ways that plastic is ruining our planet.
7 Most of the plastic garbage is made up of plastic bags, bottles and packaging.
8 Bangladesh and Modbury have something in common.



A PLANET

'From Hawaiian beaches to the coast of Britain, we're paying a lethal price for our throw-away society,'
says TV adventurer,
Simon Reeve.

Hawaii is generally considered to be one place in the world where you should be able to guarantee finding paradise. The beautiful tropical islands have been used as the setting for countless TV series and films, ranging from *Lost* to *Jurassic Park*. Isolated in the middle of the vast Pacific Ocean, distance alone should protect Hawaii's spectacular landscapes and turquoise sea from the environmental problems facing the rest of the planet.

So when I arrived in Hawaii, I was staggered to discover beaches covered in plastic rubbish washed up from around the world. Pristine sand was covered by old plastic toothbrushes, combs, shoes, belts and mouldings. Sam Gon, a Hawaiian conservationist, took me to one beach where 70 local volunteers were doing their best to remove tons of garbage. But as soon as it was cleaned, the waves dumped another mountain of rubbish.

The larger pieces of waste can be collected by hand. But when Sam and I dropped to our knees, I could see the surface of the beach was covered with millions of small plastic pellets, known as 'nurdles'. These are the raw material that factories use to form the infinite number of plastic products that fill our lives. These are dumped out of factories into our seas in their trillions.

Yet the big shock came when Sam told me to dig in the sand. Plastic doesn't biodegrade. Instead it breaks down into even smaller pieces. Among the grains of sand were billions of tiny plastic flecks, which the pounding of the sea was reducing in size. As I dug through the plastic, I realized the sandy beach was being transformed into a plastic beach. A chill went down my spine.

From the beaches of Hawaii, to the seas around Britain, we are soiling our own nest. It was a shock to realize how much British beaches have changed since I was a child playing on beautiful coastlines in Dorset and south Wales. Just like those in Hawaii, they are now covered in more litter than ever before.



Small plastic pellets, known as 'nurdles'

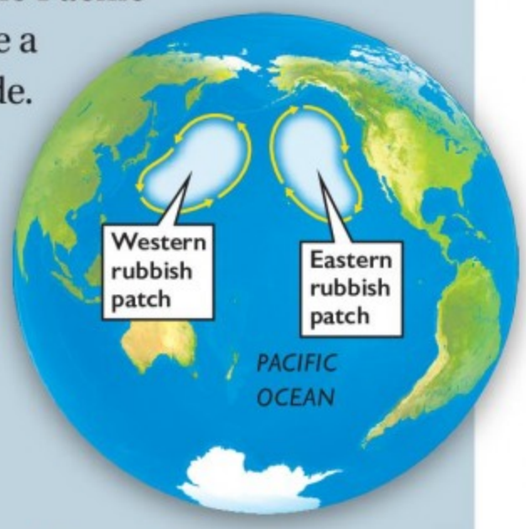
POISONED BY PLASTIC



Since 1994, plastic litter has increased by an extraordinary 140%. The plastic we see on our beaches is just a fraction of the plastic waste that is clogging our oceans. Incredibly, all the plastic ever created – totalling hundreds of millions of tons – is still out there in the environment in some form.

There are an estimated 600,000 plastic containers dumped overboard by ships every single day.

Nine million tons of plastic enter our seas every year, which means that by 2025, there will be around 150 million tons of it sloshing around. And even more unbelievably, by 2050 the oceans will contain more plastic by weight than fish. The scale of the problem is extraordinary. The beaches in Hawaii are being swamped by rubbish from the 'Great Pacific Garbage Patch', a vast accumulation of the world's plastic debris floating in the Pacific Ocean. Twice the size of France, the Garbage Patch is like a plastic soup in the sea and is doubling in size each decade.



And this is not the only such 'patch'. Scientists believe that sea currents have created five vast swirling garbage patches in our oceans, including a huge one in the North Atlantic with up to 520,000 bits of rubbish per square mile. This is an international scandal and a global problem, for which we are all responsible.

'Factories produced more plastic in the first decade of this 21st century than in the entire 20th century.'

From bicycle helmets to food packaging, from water bottles to toothbrushes, plastic makes our lives easier. But its production and use are completely out of control. Factories produced more plastic in the first decade of this 21st century than in the entire 20th century.

Because tiny fragments of plastic in our oceans are so small and look like food, they are being gobbled up by small fish, which in turn are eaten by larger fish – which in turn are eaten by us.

Plastic is ruining our beaches, choking the oceans, and poisoning our food chain. The consequences are still not fully understood, but they are likely to be devastating. We need to spurn and reject the main culprits: plastic bags, packaging and single-use water bottles – a wasteful obscenity. These make up the bulk of plastic garbage.

In Bangladesh and Kenya, they have done away with plastic bags completely, and replaced them with natural jute bags. The UK has joined the growing number of countries which impose a tax on plastic bags, and the small town of Modbury has banned them completely. Supermarkets around the world are beginning to introduce plastic-free aisles, where none of the goods on sale are packaged in plastic.

At stake is the future of beaches, our seas, and the food chain. It is nothing short of an environmental emergency.



What do you think?

- Give your personal reactions to the text. Use these phrases.

  I didn't know/I already knew that …
  What surprised me was …
  It's incredible that …
  It's a shame that …
  I wonder what can be done to …

- Do you believe plastic is causing 'an environmental emergency'?
- Are there other things that are more harmful to the environment than plastic? What?
- What could you do to reduce your use of plastics?

Vocabulary

5 How many words meaning 'rubbish' can you find in the article?

6 Discuss the meaning of the highlighted words in the article.

7 Match the words in **A** and **B**. Use them in sentences.

A	B
1 turquoise	a number
2 infinite	b water bottles
3 grains of	c chain
4 food	d society
5 mountain of	e currents
6 sea	f sea
7 single-use	g rubbish
8 throw-away	h sand

Watch a video about an initiative to get everyone to help clean up the world we live in.



Listening and speaking

Bucket lists



1 What is a 'bucket list'? How is the phrase connected with the idiom 'to kick the bucket'?

2 Look at the bucket list. Which of the activities in the list can you see in photos **A**–**F**?

3 On a website called *Ranker*, 5,000 people ranked the activities. Put a cross ✗ against the **ten** activities *you* think were most popular. Which do you think came 1st, 2nd and 3rd? Compare with a partner. Check your answers on page 166.

4 2.4 Listen to three people, **Helen**, **Keith** and **Judy**, talking about doing activities from the bucket list. Answer the questions for each person.

1 Which activity are they talking about?
2 Why did they decide to do it?
3 How did the experience affect them?

5 Answer the questions with **H** (Helen), **K** (Keith) or **J** (Judy). More than one is possible. Who …

1 mentions the cost? *H and J*
2 was worried beforehand? Why? _____
3 had a disappointment at first? What? _____
4 thought about changing their mind and not doing it? Why? _____
5 had the experience twice? _____
6 talks about the weather? What about it? _____
7 mentions a sound? What was it? _____
8 says that time slowed down? _____
9 is planning to do it again? _____

2.4 Listen again and check/complete your answers.

SPOKEN ENGLISH Fillers

Fillers give us time to think of what to say next.

'We stayed in a treehouse, well, er, a kind of treehotel …'

'… because, I mean, it's a shock to see this, like, massive hole where the door usually is.'

Common fillers in English are:

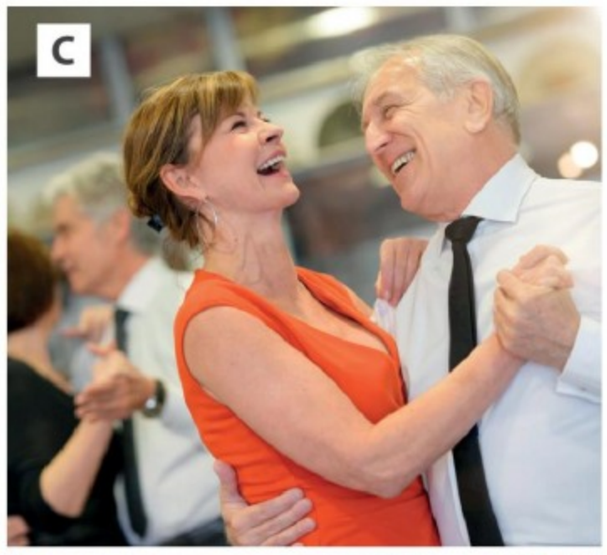
well you know like I mean you see kind of sort of anyway so

Find examples in audioscript 2.4 on page 144.

6 Which **five** of the activities would be top of <u>your</u> bucket list? In what order? Write a list and add a sixth item.

7 Compare your lists in groups. Can you agree on three activities to do as a group?











Vocabulary *make* and *do*

1 There are many expressions with *make* and *do*. Look at these examples.

- Plastic *makes* our lives easier.
- Bags and bottles *make up* most of the garbage.
- 70 local volunteers were *doing their best* to remove tons of garbage.
- In Bangladesh, they have *done away with* plastic bags completely.

2 Put the words in the correct column.

~~a good impression~~	business
arrangements	a difference
a profit/a loss	a decision
research	a suggestion
your best	a good job
a start/a move	a degree
sb a favour	sth clear
an effort	

make	do
a good impression	

3 Complete the sentences with expressions from **2**.

1 When you go for a job interview, it's important to _____.

2 I think we're all tired, so can I _____ _____? How about a break?

3 A lot of _____ has been _____ into the causes of cancer.

4 Italy's an important market for us – we _____ a lot of _____ there.

5 I know you don't like my mother, but you could at least _____ to be nice to her!

6 We need to have this room painted by lunchtime, so we should _____ now.

7 I don't mind if we go by train or bus. It _____ no _____ to me.

8 Could you _____ me _____ and lend me £10?

2.5 Listen and check.

4 Match the lines in **A** and **B**. Underline expressions with *make* or *do*.

A	B
1 Restaurant reviews can do a lot of damage.	a 'Yes. I can just about make myself understood now.'
2 We'll never make the airport in time.	b 'I'm in PR. I do interviews and make speeches.'
3 'What do you do for a living?'	c 'Yeah, that'll do fine.'
4 'We'll have to do even more overtime.'	d 'Yes. It really made my day.'
5 'Can we make the cake with this plain flour?'	e We're doing about ten miles an hour in this traffic.
6 'I hear you've done a Spanish course!'	f They can make or break the business.
7 'So, the boss said you'd done a great job!'	g 'Well, that does it! I'm going to resign.'

2.6 Listen and check. What extra comment do they make?

Phrasal verbs

5 Replace the phrases in *italics* with a phrasal verb with *make*.

make sth up | make up for sth | make of sb | make off with sth

1 Thieves broke into the gallery and *stole* three priceless paintings.
2 Jake's parents are always buying him toys. They're trying to *compensate for* not spending enough time with him.
3 What do you *think of* Carol's new boyfriend? I quite like him.
4 I don't believe his story. I think he *invented* the whole thing!

2.7 Listen and check.

6 Do the same with phrasal verbs with *do*.

do away with | do without sth | could do with sth | do sth up

1 I'm thirsty. I *really fancy* a cup of tea.
2 We've bought an old farmhouse. We're going to *renovate* it.
3 We should *abolish* the Royal Family. They're a waste of money.
4 I could never *manage without* my personal assistant. She organizes everything for me.

2.8 Listen and check.



"This just isn't doing it for me. Could we go back to using the crystal ball?"

Go online for more **vocabulary** practice

Everyday English Talking about places

Where is it exactly?

1 Look at the ways of describing location. What preposition goes with each group of phrases?

1	_____	the middle of nowhere the suburbs the far south of Japan the heart of the countryside
2	_____	the outskirts of Paris the corner of Brook Street the south coast the River Thames
3	_____	a crossroads the bottom of the hill the end of the track the side of the road

2 2.9 Listen to four people talking about places they have been to. Where are they talking about?

3 2.9 Listen again and complete the lines.

1 They stand just _____ desert ... I kind of expected them to be right _____ _____.
2 There's a viewing terrace right _____ _____ building ...
3 We were staying _____ city ...
4 It's a magnificent white building, right _____ river ... I loved the colourful streets _____ Old City.

SPOKEN ENGLISH Adding emphasis

Look at the sentences in **3** again.
Notice how *right*, *just* and *very* add emphasis.

Use them to complete this description.

'We rented a flat _____ in the centre of town. The Grand Canal was _____ at the end of the street. It was wonderful to be in the _____ heart of the city.'

Go online for more **speaking** practice

'That's not what the hotel website said!'

4 Read the two descriptions of the same hotel complex. Who wrote them? Where would you find them? Complete them with the words in the boxes.

50-minute 360-degree 20-square 14-night four-bedroom

Enjoy a [1]_____ stay in our magnificent hotel complex, set in a [2]_____ mile area of coastal parkland. Our luxury suites have [3]_____ views of the surrounding area, and access to our private beach. Also available are [4]_____ villas on a self-catering basis. All this just a [5]_____ drive from the airport.



five-star 30-mile-an-hour 100-metre-tall two-hour five-minute

Reviewed 7 September

Big disappointment ★☆☆☆☆

Don't believe the description on the hotel website – it's totally misleading! Our expectations of [6]_____ luxury accommodation were certainly not met – the rooms were tiny! The suggested travel time to and from the airport was wildly inaccurate – there's a [7]_____ speed limit on most of the roads and the traffic was terrible, which meant it was nearly a [8]_____ journey both ways. Although the view from our suite could have been impressive, the hotel failed to mention the [9]_____ wind turbines all along the coast, which completely ruined it. And we assumed that 'access to our private beach' would mean it was right by the hotel, and a [10]_____ stroll. It was actually about half an hour's walk away.

5 Work in groups. Where do you think would be a good place to do these things? Use some of the expressions in **1** and **4**.

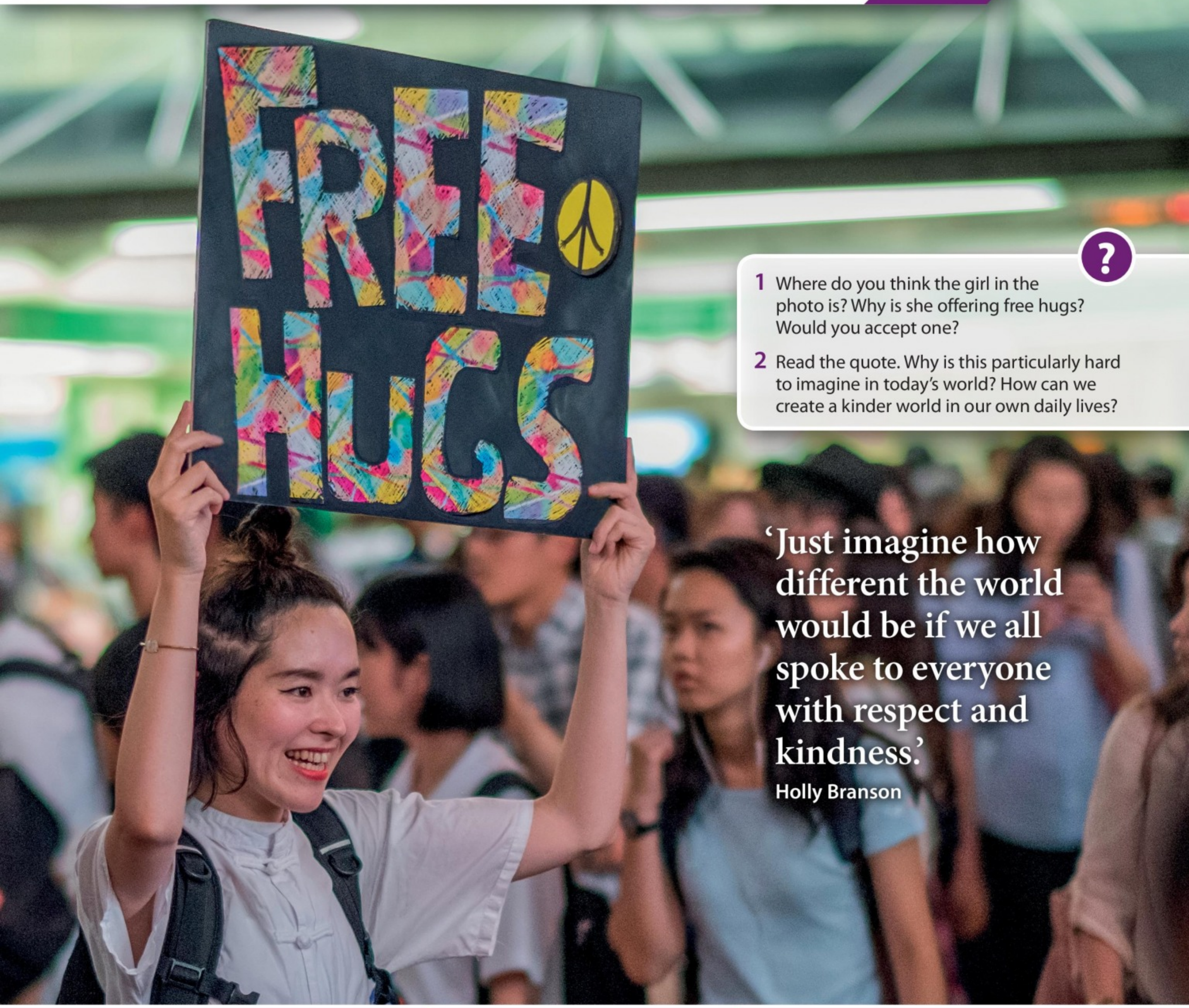
- have a holiday home
- spend a relaxing weekend
- have a picnic
- escape from the world for a month

I'd love to have a four-bedroom holiday home on the edge of a forest, in the heart of the Scottish countryside.

The kindness of strangers

3

- **Language focus** Narrative tenses
- **Vocabulary** Talking about books and films
- **Everyday English** Showing interest and surprise
- **Reading** Book at bedtime
- **Listening** An interview with a BBC journalist
- **Writing** Narrative writing (1)



1 Where do you think the girl in the photo is? Why is she offering free hugs? Would you accept one?

2 Read the quote. Why is this particularly hard to imagine in today's world? How can we create a kinder world in our own daily lives?

'Just imagine how different the world would be if we all spoke to everyone with respect and kindness.'

Holly Branson

Watch the video introduction

Use your **Workbook** for self study

Go online for more practice and to *Check your Progress*

Language focus Narrative tenses

TEST YOUR GRAMMAR

Match the verbs in the sentences with their past tense names.

It **was raining** …	**Past Simple**
I **was soaked** to the skin …	**Past Continuous**
I'**d missed** my bus …	**Past Simple Passive**
I'**d been walking** for an hour …	**Past Perfect Simple**
A kind passer-by **gave** me an umbrella …	**Past Perfect Continuous**



The bee professor!

1 Look at the photos and read the captions. Who and what is the article about?

What else do you want to know? Write some questions with a partner.

Where does Dr Alsous come from? Who is Razan? Why … ?

2 Read the whole article. What does the title refer to? Can you find answers to your questions?

3 Use the prompts to make questions about **Dr Alsous**. Ask and answer them with your partner.

1 Why / Dr Alsous leave / country?
2 What / been doing / Damascus University?
3 What / to / his beehives?
4 Why / England?
5 Where / Razan living when / arrived?
6 Why / not find / job as a beekeeper?
7 How / helped / start a business?
8 When and why / launch the Buzz Project?





3.1 Listen and check.

4 Match a line in **A** with a line in **B** to tell Dr Alsous' story. Read the story aloud to your partner. Name the past tenses used.

A	B
1 Dr Alsous left his home	a few years before him.
2 His daughter had moved to England	didn't help him find any work.
3 When he arrived to join her	he wanted to help people like himself.
4 Posting on Facebook	after war broke out.
5 He was helped	she was just starting her cheese company.
6 He launched the Buzz Project because	because of the project.
7 He was interviewed by the BBC	the World Cheese Award in 2017.
8 Razan won	by a kind lady who gave him a beehive.

3.2 Listen and check.

Bees, Cheese and Refugees!



Dr Ryad Alsous knows a lot about bees. Back home in his country, Syria, he worked in the Agriculture Department at the University of Damascus, where he was known as the 'Professor of Bees'. He had 500 beehives and had been researching bees for many years when civil war broke out and all his hives were destroyed.



Dr Ryad Alsous – the university professor and beekeeper who arrived in England with only the jacket he was wearing.

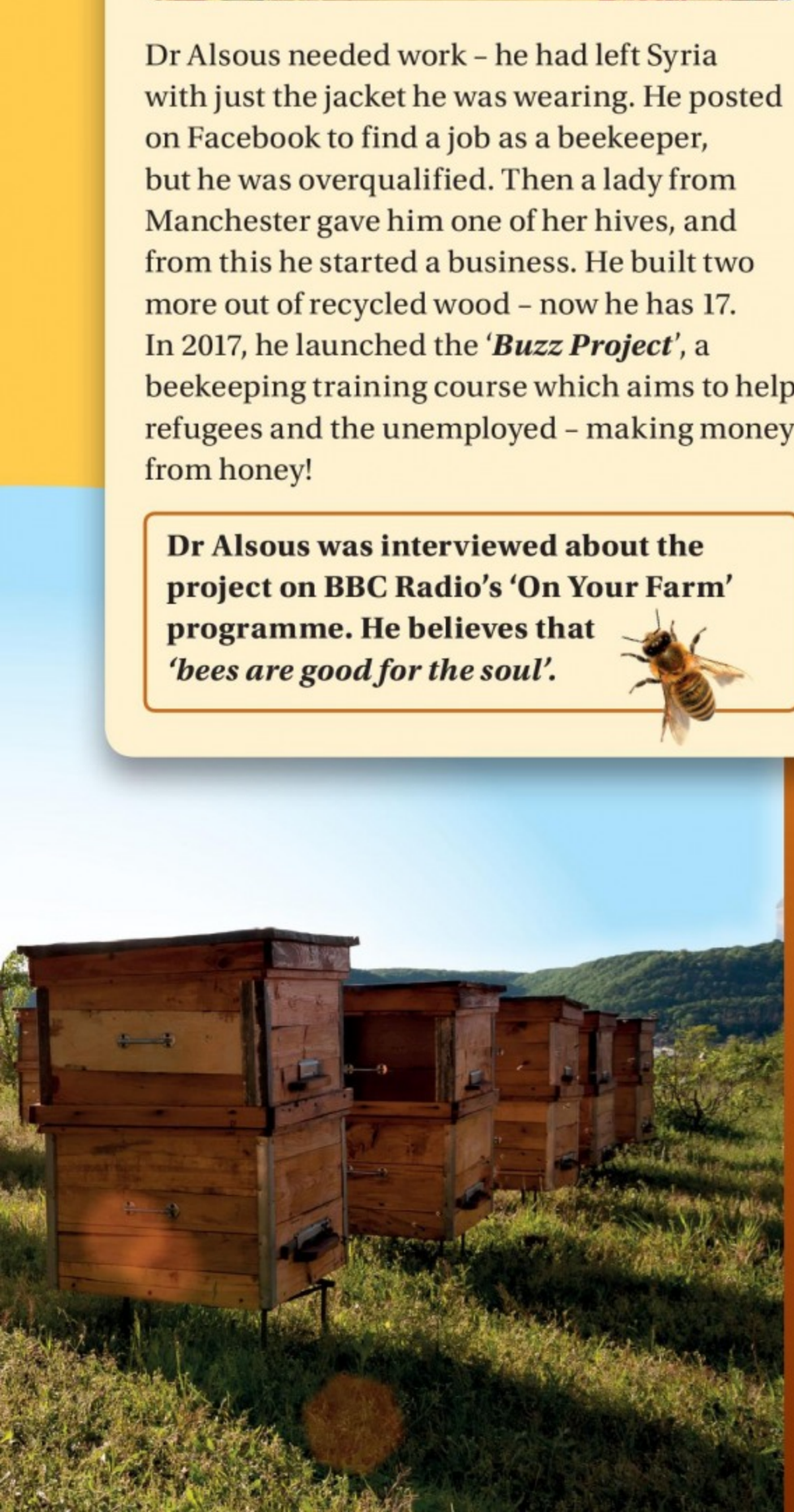
Dr Alsous' daughter, Razan, had already left Syria. She had moved to England with her husband and three children. They were living in Huddersfield, in the north-west, where Razan was setting up ***The Yorkshire Dama Cheese Company***, producing 'squeaky', Syrian-style cheese, using Yorkshire milk. This has since become extremely successful and won many awards. Dr Alsous says: *"Razan told us it was a friendly place and the people had been good to her, so my wife and I came here."*



Razan's award-winning Yorkshire Dama Cheese Company

Dr Alsous needed work – he had left Syria with just the jacket he was wearing. He posted on Facebook to find a job as a beekeeper, but he was overqualified. Then a lady from Manchester gave him one of her hives, and from this he started a business. He built two more out of recycled wood – now he has 17. In 2017, he launched the '***Buzz Project***', a beekeeping training course which aims to help refugees and the unemployed – making money from honey!

Dr Alsous was interviewed about the project on BBC Radio's 'On Your Farm' programme. He believes that *'bees are good for the soul'*.



LANGUAGE FOCUS

1 Which paragraph, **a** or **b**, is better in style? In what ways?

a Dr Alsous studies bees. His hives were destroyed in the war. He came to England. Life was difficult. He was looking for work for many months. A kind lady gave him a beehive. He started his own business.

b Dr Alsous, known as the 'Syrian Bee Professor', came to England after his hives had been destroyed in the war. At first life was difficult. He had been looking for work for many months before, finally, a kind lady gave him a hive, and with this he started his own business.

2 Underline examples of past tenses, active and passive, in the article.

Grammar reference 3.1–3.2 pp153–154

Writing p132 Narrative writing (1) – Using adverbs in narratives

Practice

1 Rewrite the sentences, beginning with the part in **bold**.

1 He wasn't always poor. He had a successful business. Unfortunately, it went bust. **Mick was a homeless beggar.**

Mick was a homeless beggar, but he hadn't always been poor, as he'd had a successful business which, unfortunately, had gone bust.

2 She won £2,000 in a competition. **Last night, Sally was celebrating.** (*because*)

3 He got up at dawn. He was driving for ten hours. **Peter was tired when he arrived home.**

4 I parked my car on a yellow line. It was towed away. **I went to get my car, but it wasn't there.** (*because*)

5 They were shopping all day. They spent all their money on clothes. **Jane and Dan were broke.** (*because*)

6 He bought a house in Scotland. He first saw it while he was driving there on holiday. **Last week, John moved to the house.**

Discussing grammar

2 Work with a partner. Compare the use of tenses in these sentences. Say which tense is used and why.

1	When Alice arrived,	I made a cake. I was making a cake. I had made a cake.
2	The film started The film had started	when we got to the cinema.
3	He was sacked because	he had stolen some money. he had been stealing money for years.
4	When I got to the garage, my car	was being repaired. had been repaired.
5	I read /red/ I was reading	a novel on the plane. the report on the plane.

Heart-warming stories

3 News stories are usually bad news, but here are four good news stories. Look at the photos and the headlines. What are the stories about?

4 Look quickly through the stories. Answer a question about each one.

1 What had the security officer kept for Maudie?
2 What did Chris do with the money?
3 Why didn't the new mum pay the fine?
4 Why did the commuters lift the bus?

5 These lines have been taken from the texts. Where do they go?

a **had been browsing** through
b **had been given**
c **had been hit**
d **had been staying** in hospital
e **had made** him smile
f **was forced** to give up all her painting supplies
g **was waiting** for her in the baggage area
h **worked** together

6 3.3 Listen and check. Who are the kind strangers in each story?

SPOKEN ENGLISH Giving and reacting to news

In conversation when we *tell* or *hear* news, we can use certain expressions. Put the expressions under the correct headings.

You're kidding!	**It says here that …**
Apparently …	**Then what happened …?**
That's such a shame.	**Where did this happen?**
Who called the police?	**I don't believe it.**
Anyway, in the end …	**What happened was …**

Giving news	Reacting to news	Asking for more information
Did you hear about …? The incredible thing was that …	Really? That's amazing.	How did it happen? Did he die?

7 3.4 Listen to a conversation about one of the stories. Which story? Which expressions from *Spoken English* do the people use?

8 Work with a partner. Have similar conversations about two of the other stories. Use some of the expressions. Act them out to the class.

Did you hear about … ? **No, I didn't. What … ?**

Go online for more **grammar** practice

Airport Security Officer's act of kindness

Canadian artist, **Maudie Gaouette**, had forgotten the airport rules about taking liquids onto the planes. So, when she got to airport security, she [1]_____. However, when she returned a week later, a security officer [2]_____ with her paints. Not only had he kept them safe for her, he'd also looked up her return date so he could meet her. Maudie was amazed.



£5 notes hidden in books



Chris Topping, from **Liverpool**, **England**, [3]_____ some children's books in his local Waterstones bookshop when, in the pages of one, he came across a £5 note and an anonymous message. 'Hi, if you find this money, then know the universe is smiling at you. Have a great day!' Chris said the note [4]_____, so he used the money to buy sandwiches and drinks for some homeless people he'd seen on the street. He hoped that would please the anonymous donor.

No parking ticket for sick baby's mum



A new mum in Canberra, Australia [5]_____ with her sick baby boy. She returned to her car after being discharged and discovered that she [6]_____ a parking ticket. But when she opened the envelope on her windscreen, she discovered a note from a kind lady called Laura. Laura had seen the ticket and written, 'I'm sure whatever you were going through in hospital was tough enough, so I've paid it for you. Hope things get better!'.

Bus lifted by 100 Londoners

A crowd of Londoners [7]_____ to lift up a double-decker bus when a cyclist had become trapped beneath it. Amazing pictures on YouTube showed about 100 commuters in east London lifting the huge 212 bus, when Anthony Shields [8]_____ and knocked off his bike. Anthony spent a month in hospital, but has now recovered completely. He said he was 'moved to tears' when he watched the video of his rescue.



Reading and speaking

Writers and reviews

1 Read the profile of **Ruth Rendell**, a well-known bestselling English writer.

- What kind of stories did she write?
- Was she just famous in Britain?
- Which word tells you that she wrote a lot of books?
- Who is Barbara Vine?

Profile



Ruth Rendell (1930–2015) was an English author of crime fiction, specializing in psychological thrillers. She won many awards for her writing, including three from the Crime Writers Association and three *Edgar Awards* from the Mystery Writers of America. She was a prolific writer, and many of her novels have been successfully adapted for film and TV. The series *The Ruth Rendell Mysteries* ran for 13 years on British TV. She also wrote under the pen name, Barbara Vine.

2 *The Fallen Curtain* is a collection of short stories by Ruth Rendell. Look at the cover and read the reviews. What are some of the words used to describe her work? What's a 'page-turner'?

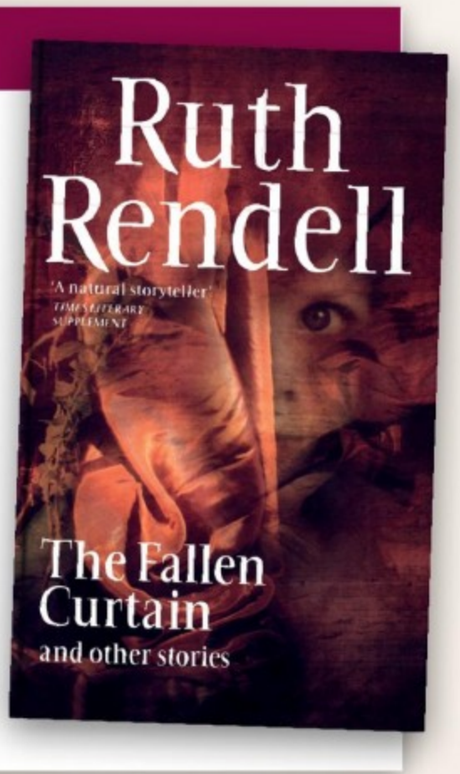
Reviews

"*Suspense at its best.*"
The Times

"*One of the best inventors of plots since Agatha Christie.*"
Daily Telegraph

"*Haunting dramas with unexpected twists and shocking conclusions.*"

"*The author's spine-chilling skills produce another page-turner.*"



3 *The Clinging Woman* is one of Ruth Rendell's short stories. It opens with the attempted suicide of a young woman. Only the prompt action of a young neighbour saves her life. Work with a partner.

- What questions could you ask about the story?
- What do you think the title means?
- Now turn to the next page and find out more about *The Clinging Woman*.

Reading and listening

Book at bedtime



1 You are going to listen to *The Clinging Woman* as read on a late-night radio programme called *Book at Bedtime*.

Look at the picture and discuss these questions.

1 What is the woman doing? What is the man in the window doing?
2 What is she thinking? What is he thinking?
3 What do you think happens next?

2 3.5 Listen to and read **Part 1** of the story. Complete this synopsis of the facts so far.

- There are two characters, a girl and …
- She lives …
- He lives …
- It is … in the morning.
- He has been woken by …
- The weather …
- Suddenly he notices …

The Clinging Woman

Part 1

The girl was hanging by her hands from the railings of a balcony. The balcony was on the twelfth floor of the high-rise block next to his. His flat was on the sixth floor and he had to look up to see her. It was half-past six in the morning. He had been awakened by the sound of an aircraft flying dangerously low overhead, and he had got out of bed to look. His sleepy gaze, descending from the blue sky which was empty of clouds, empty of anything but the bright vanishing arrow of the aircraft, alighted – at first with disbelief – on the hanging figure.

Part 2

He really thought he must be dreaming, for this sunrise time was the hour for dreams. Then, when he knew he wasn't, he decided it must be a stunt. This was to be a scene in a film. There were cameramen down there, a whole film unit, and all the correct safety precautions had been taken. Probably the girl wasn't even a real girl, but a dummy. He opened the window and looked down. The car park, paved courts, grass spaces between the blocks, all were deserted. On the balcony rail one of the dummy's hands moved, clutching its anchorage more tightly, more desperately. He had to believe then what was obviously happening – unbelievable only because melodrama, though a frequent constituent of real life, always is. The girl was trying to kill herself. She had lost her nerve and now was trying to stay alive. All these thoughts and conclusions of his occupied about thirty seconds. Then he acted. He picked up the phone and dialled the emergency number for the police.

The arrival of the police cars and the rescue of the girl became the focus of gossip and speculation for the tenants of the two blocks. Someone found out that it was he who had alerted the police and he became an unwilling hero. He was a modest, quiet young man, and, disliking this limelight, was relieved when the talk began to die away, when the novelty of it wore off, and he was able to enter and leave his flat without being pointed at as a kind of St. George and sometimes even congratulated.

About a fortnight after that morning of melodrama, he was getting ready to go to the theatre, just putting on his overcoat, when the doorbell rang. He didn't recognize the girl who stood outside. He had never seen her face.

She said, 'I'm Lydia Simpson. You saved my life. I've come to thank you.'



3 3.6 Listen to and read **Part 2**.

1 What is the man's first interpretation of what he sees?
2 What is his second interpretation? How does he know it's wrong?
3 What is his third interpretation? What does he do?
4 How do other tenants react?
5 Why is he an 'unwilling hero'? What do you learn about his character?
6 What happened two weeks later?
7 Why doesn't he recognize the person at the door?

4 3.7 Listen *only* to **Part 3** of the story.

1 How does the man feel as she talks? What does he say?
2 What does he want her to do?
3 What *doesn't* he want to happen?
4 How does he feel as she goes? How does she seem?

Vocabulary

5 Match the highlighted words in the text with a synonym or near synonym from below.

a dangerous act	holding tightly	disappearing
woken up	look (noun)	empty
chat	a model	faded
informed	attention	courage

What do you think?

- Why is it 'curious' that they meet the next morning?
- What do you think happens at the bus stop? Do they get to know each other? Go out together?
- The writer doesn't ever give the man a name. Why not?
- Here are some lines from the rest of the story.

"My life has been yours ever since you saved it."

"We don't need children to bring us together. You're my husband and my child and my friend all in one."

The first thing he noticed when he let himself in at his front door at six was the stench of gas.

"How long," she asked dully, "will you be gone?"

"Three months." She paled. She fell back as if physically ill.

... she had been lying there, the empty bottle of pills still clutched feebly in her hand.

6 Discuss what you think happens? Look at page 165 and read a synopsis of the story. Why is *The Clinging Woman* a clever title?

Watch a video and learn more about the creative writing process from an author.



Vocabulary and speaking

Talking about books and films

1 We usually want to know some things about a book before we start reading it. Here are some answers. Write in the questions.

1 *Who wrote it?*
Ruth Rendell.

2 _____?
It's a psychological thriller.

3 _____?
It's about a psychologically disturbed young girl.

4 *Where and* _____?
Modern-day London.

5 _____?
A girl called Lydia and a young man.

6 _____?
No, it hasn't. But other stories by the same author have been adapted.

7 _____?
It has quite a shocking end.

8 _____?
Yes, I would – absolutely. It's a real page-turner. I couldn't put it down.

9 *What* _____ *like*?
They all said that it was a very clever story.

3.8 Listen and compare.

2 Which questions in **1** could also be asked about a film? What **extra** questions can be asked about a film?





3 Are these words connected with film, theatre or books? Write them in the correct column. Some go in more than one.

act	plot	storyline	chapter
stalls	critic	director	backstage
documentary	rehearsal	script	review
dressing room	musical	matinée	novelist
starring role	trailer	sequel	screen
blockbuster	animation	interval	fairy tale
programme	whodunnit	hardback	thriller
playwright	performance	full house	paperback
autobiography			

Films	Theatre	Books

Talking about you

4 Work in groups. Talk about films, plays or books you have seen or read recently. You can use the questions from **1** and words from **3**.

Who has seen any good films lately?

I haven't been to the cinema for a while – but I'm watching a really good 'whodunnit' series on Netflix. I love thrillers.

What's it about?

Go online for more **vocabulary** practice

Listening and speaking An interview with a BBC journalist

1 3.9 Listen to and read about **Kate Adie**. Answer the questions.

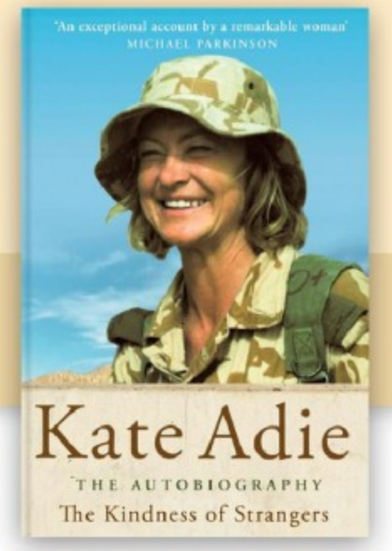
1 What does she do now?
2 What did she do before?
3 Why is she particularly well known?

Kate Adie CBE, BBC journalist



Kate Adie CBE is an English journalist. She worked for the BBC for 14 years as their Chief News Correspondent, and she currently presents *From Our Own Correspondent* on BBC Radio 4. In this programme, journalists and writers from all over the world take a closer look at the stories behind the headlines.

Kate herself has travelled widely in her career. She became well known as one of the first British women journalists to face extreme danger in war zones around the world. Her most memorable reports include the Gulf wars and Belfast during The Troubles.



Her best-selling autobiography is called *The Kindness of Strangers*.

2 Discuss these questions as a class.

- Why do you think she called her autobiography *The Kindness of Strangers*?
- Do you think her career will have made her an optimist or a pessimist about the world? Why?

3 3.10 Sit back and listen to the complete interview with Kate. Simply see if any of your ideas were correct. If so, which?



"Welcome, Kate! What I'd really like to know is why you called your autobiography ***The Kindness of Strangers?"***

4 3.10 Work with a partner. Listen again and answer the questions.

1 Why does the interviewer think what Kate says is 'refreshing'?
2 In what ways did people help her during the protest?
3 Where was she when 'there was a lot of pressure and a lot of extraordinarily vicious, misogynistic press at home'? Who was she with?
4 Which act of kindness is both frightening and funny? In what ways?
5 The interviewer says, 'That's so lovely to hear?' What is?
6 Kate says: 'we go two steps forward and one step back'. What is she referring to?
7 Does she believe absolutely that the world will get better? How do you know?

What do you think?

- Why were parts of the British press so 'anti-Kate'?
- Which qualities do you think Kate has, that make her such a successful war correspondent?
- Do you know what The Troubles in Ireland were? What caused them?
- What's happening in the world at the moment that foreign correspondents like Kate are covering?

In your own words

Tell the story of what happened to Kate in Belfast in your own words. Begin like this:

Kate was working in Belfast during The Troubles. One day she was reporting on a riot when …

Everyday English Showing interest and surprise

1 3.11 Listen to the conversation. Write in **B**'s answers. How does she show interest and surprise?



A Jade's got a new boyfriend.
B _____? Good for her!
A Apparently, he lives in a castle.
B _____? How amazing!
A Yes. She met him in Slovenia.
B _____? That's interesting.
A Unfortunately, he can't speak much English.
B _____? Well, as long as he can say 'I love you'!

2 **B** uses **echo questions** and **reply questions**. Which are which? Practise the conversation with a partner.

3 Complete the conversations with either an echo or a reply question.

1



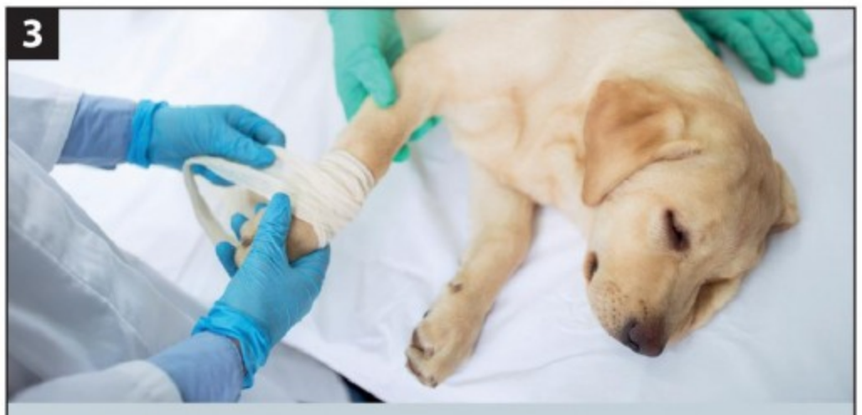
A Sam wants to apologize.
B _____? Why?
A Well, he's broken your mother's Chinese vase.
B _____? Oh, no!

2



A We had a terrible holiday.
B _____?
A Yes. It rained all the time.
B _____? How awful!
A Yes. And the food was disgusting!
B _____? What a disaster!

3



A I'm broke.
B _____? How come?
A Well, I had a £500 vet's bill for my dog.
B _____? Poor Ziggy. What happened?
A He was attacked by another dog in the park.
B _____? Where was the owner?

4



A It took me three hours to get here.
B _____? But it's only ten miles.
A Yes, but there was a huge traffic jam on the motorway.
B _____? That's awful!
A We didn't move at all for two hours.
B _____? I bet you were really fed up.

5



A I'm on a mountain, watching the sun set.
B _____? How lovely.
A It is. And I've got something to ask you.
B _____? Is it important?
A Yes, you see … , I'd like to marry you.
B _____? Wow! How romantic.

3.12 Listen and compare. Practise them with your partner.

4 Write a surprising sentence about yourself. Read it aloud to the class. Other students respond using an echo or a reply question.

I have 30 cousins! — Do you? — 30? How come?

Go online for more **speaking** practice

A pack of lies 4

- **Language focus** Questions and negatives
- **Vocabulary** Saying the opposite
- **Everyday English** Being polite
- **Reading** The post-truth age
- **Listening** Guilty secrets
- **Writing** Linking ideas



'For people who say they hate being lied to, just start telling them nothing but the pure truth, about everything. That will teach them.'

Seth Adam Brown

1 Who was the horse in the picture a gift from? Who to? Why was the giving of this gift 'a pack of lies'?

2 Read the quote. Do you sometimes prefer people not to tell you the 'pure truth'? When, and why?

Watch the video introduction

Use your **Workbook** for self study

Go online for more practice and to *Check your Progress*

Language focus Questions and negatives

TEST YOUR GRAMMAR

1 What is the missing word in each question?

1 What ___ of music do you like?'
2 'How do you wash your hair?' 'Every day.'
3 'Who do you look?' 'My mother.'
4 'Do you know what the time?' 'Just after three.'
5 'What were you talking to Carol?' 'Oh, this and that.'

2 Make the sentences negative. Sometimes there is more than one way.

1 I agree with you.
2 I think you're right.
3 I told her to go home.
4 I knew everyone at the party.
5 I've already done my homework.
6 My sister likes jazz, too.

White lies

1 What are *white lies*? Why do people tell them? Can you give examples?

2 All the people in photos **A–F** are lying. Who to? Why? Do you think they are all 'white lies'? Would you ever tell any of them?

3 4.1 Listen to what the people are thinking. What is the truth? Why did they lie?

A = He was watching an exciting football match with his mates.

4 Which question was each person asked before they lied?

1 What's wrong? Don't you like it? (I hope she isn't going to complain.)
2 Why haven't I received the report? Who *have* you sent it to?
3 Have you heard who Suzi is going out with? I don't think you'll like it.
4 How come you're not at work today? You were fine yesterday.
5 Who gave you those? Why won't you tell me?
6 Why didn't you call or text? I had no idea where you were.

LANGUAGE FOCUS

1 Find examples of these questions in **4**.

1 questions with auxiliary verbs
2 a subject question (with no auxilliary)
3 another way of asking 'Why?'
4 negative questions
5 a question with a preposition at the end
6 indirect questions

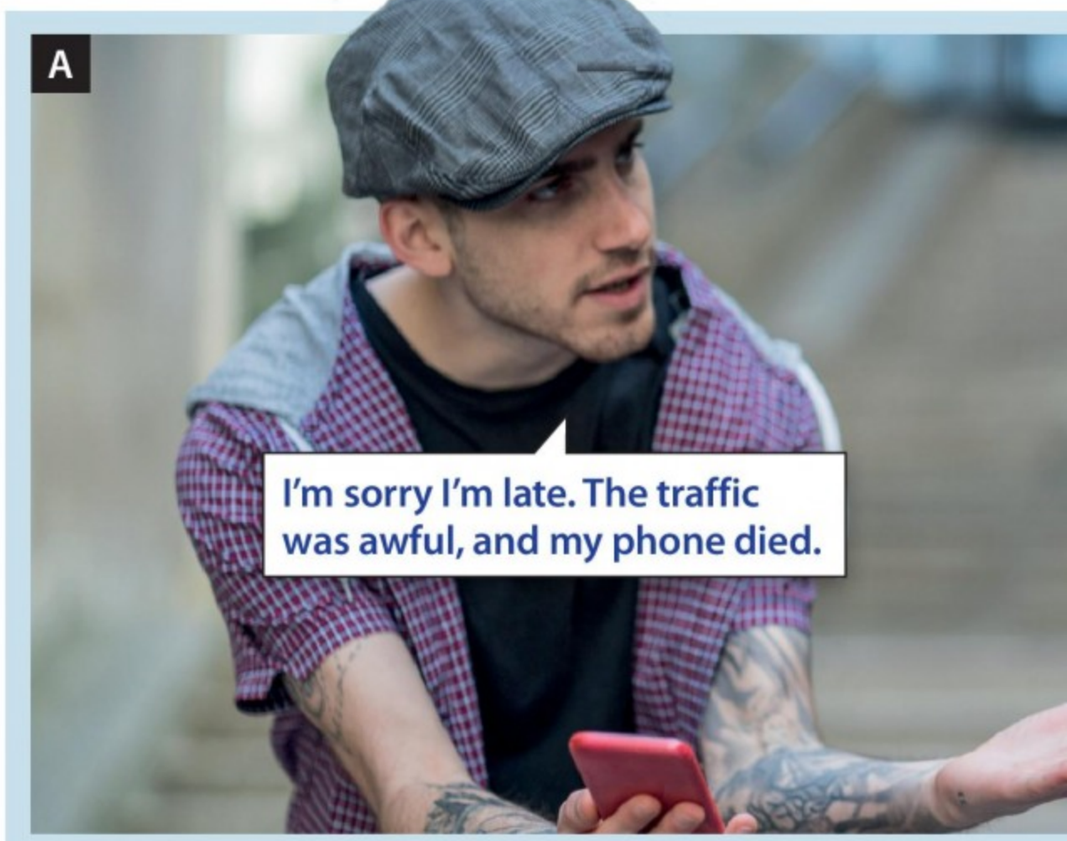
2 Make these **direct** questions **indirect**.

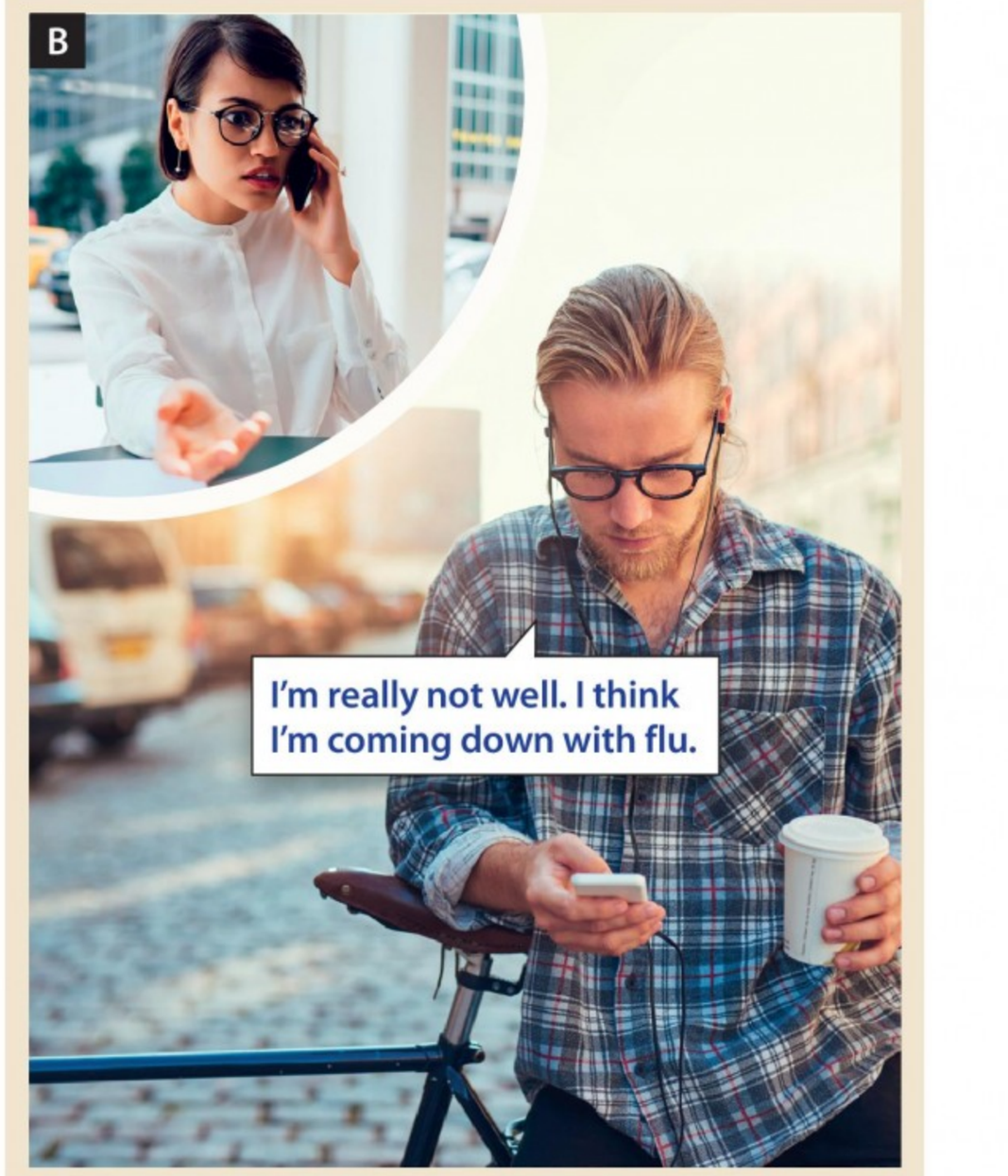
What's the answer? I've no idea what ...
Where does he work? Do you know where ... ?

3 Find examples of these **negatives** in **4**.

... negative questions. ... a future negative. ... negatives with *think* and *hope*.

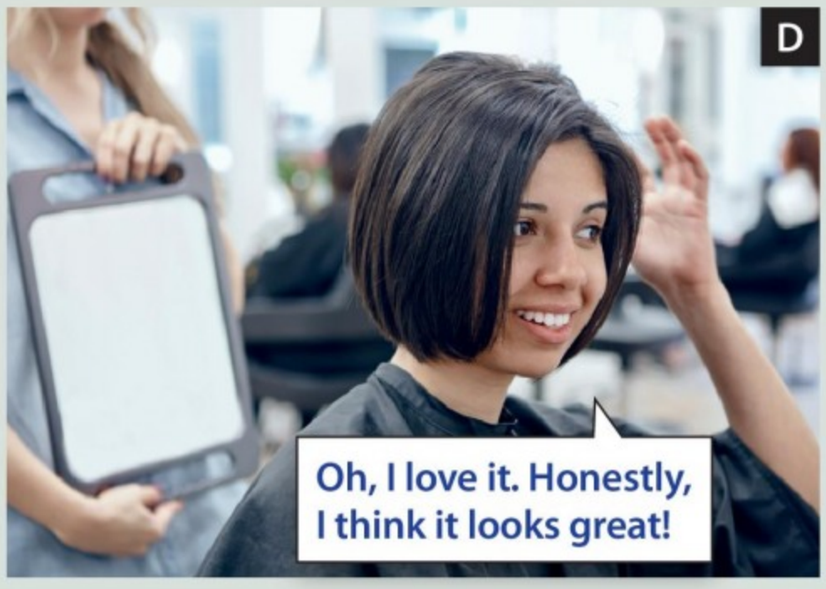
Grammar reference 4.1 pp154–155

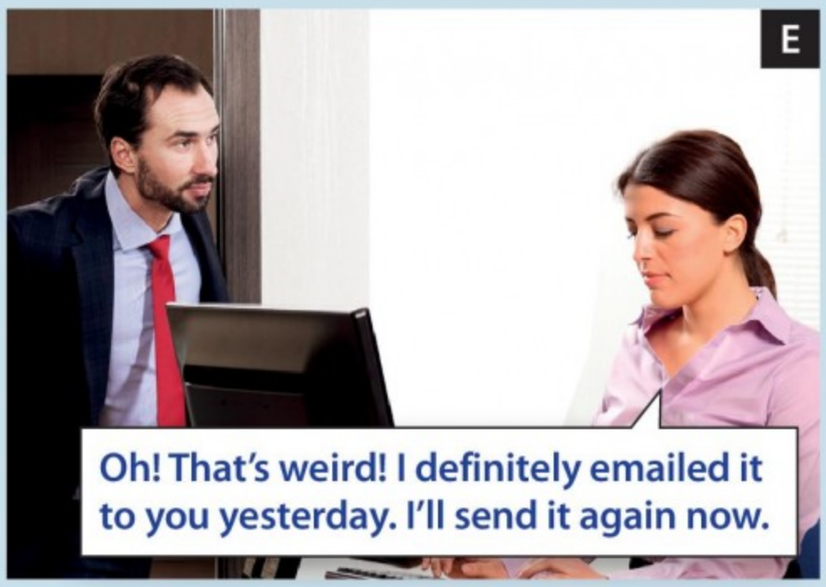














Practice

Questions

1 Put the words in the correct order to make **A**'s questions.

1 **A** light / this / on / all / who / night / left / has / ?

_____

B Oh, sorry, it was me. I thought I'd switched it off.

2 **A** often / battery / need / to / will / how / change / the / we / ?

_____

B About every six months.

3 **A** you / who / from / this / have / text / is / idea / any / ?

_____

B It says 'D x'. It must be Deirdra. Or it could be Diana.

4 **A** what / do / the / know / is / time / you / match / on / ?

_____

B I think it starts at 7.30.

5 **A** before / film / seen / haven't / we / this / ?

_____

B I think you may be right. I remember how it ends.

6 **A** has / you / hair / Keri / with / have / done / what / her / seen / ?

_____

B Yes! I think it looks quite nice!

4.2 Listen and check.

Negative questions

2 4.3 Read and listen to two conversations. Which expresses surprise? Which is checking information?

1 **A** Don't you like pizza?
B No. Not everybody likes it, you know!

2 **A** Don't you live near the park?
B Yes, I do. I go running there most days.

4.3 Listen again and repeat. Notice the stress and intonation.

3 Work in pairs. Use negative questions to ask and answer about these things.

Surprised!	like / ice cream can / swim	have got / smartphone watch / match last night
Just checking	is / birthday next week play / piano	work / Berlin once have got / twins

4.4 Listen and compare. What are the answers?

Talking about you

4 Write two sentences about yourself using **negative** forms. One is *true*, the other is *false*! Read them aloud to the class. Can they guess which is which?

I can't cook at all.

I never go to the hairdresser's – I cut my own hair.

Hypocritical Hugo

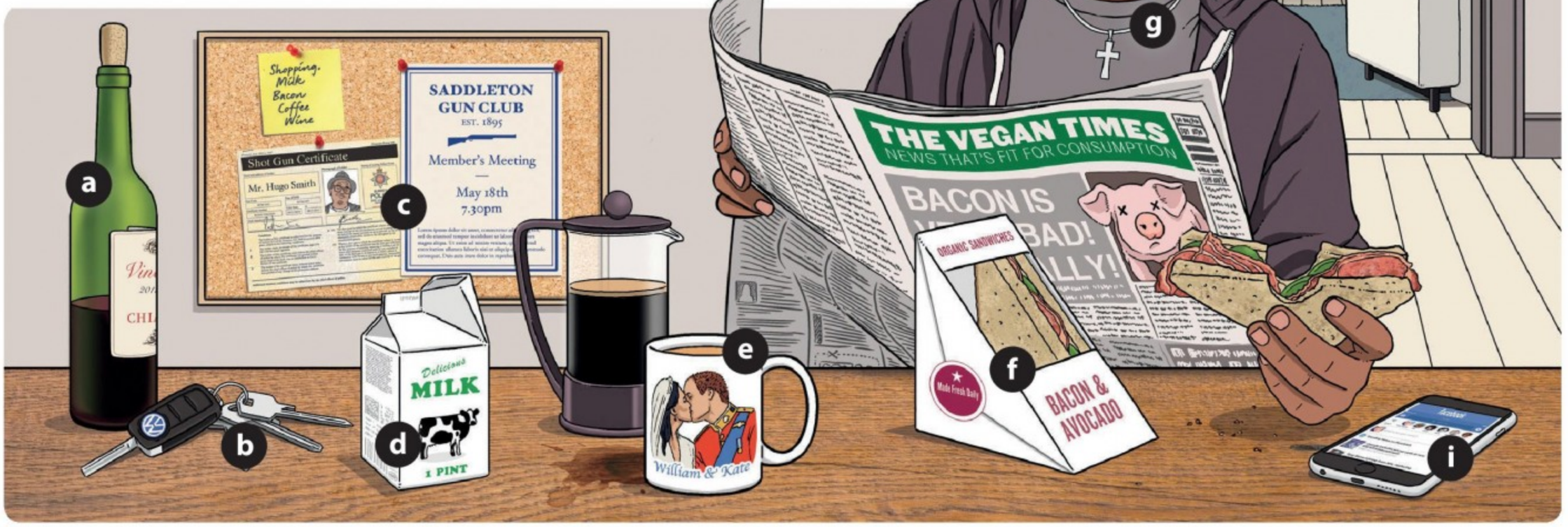
1 Make a *negative* sentence about these people. Check in a dictionary if necessary.

vegetarian	vegan	insomniac	teetotaller	xenophobe	pacifist
atheist	anti-royalist	technophobe	environmentalist	hypocrite	

A vegetarian doesn't eat meat. **A vegan won't …**

2 4.5 Listen to a man called **Hugo**. Which of the things in **1** does he say he is? What impression do you get of him?

3 Look at the picture of **Hugo**. Why do the things *a–i* in the picture show what a hypocrite he is?



SPOKEN ENGLISH *How come?*

4.6 ***How come?*** can be used in informal English instead of *Why?* Listen to the questions. Which ones express surprise and puzzlement?

1 Why is he eating bacon if he's a vegan?
2 **How come** he's eating bacon? He's a vegan!
3 Why has he got a Royal Wedding mug if he's an anti-royalist?
4 **How come** he's got a Royal Wedding mug? He's an anti-royalist!

4 Make questions about Hugo, using *How come … ?*

If he's a vegetarian, how come he's eating bacon?

1 He's a vegetarian.
2 He's a vegan.
3 He's a teetotaller.
4 He doesn't own a car.
5 He's a technophobe.
6 He never watches TV.
7 He hates social media.
8 He's an atheist.
9 He's a pacifist.
10 He's an anti-royalist.

4.7 Listen and compare.

Roleplay

5 Work in pairs. One of you is Hugo. Confront him with the questions from **4**. Hugo has to justify his behaviour.

Hey, if you're a vegetarian, how come you're eating a bacon sandwich?

Oh, er, my brother left it here after he stayed, and it seems wrong to waste it.

Asking for more information

6 We can respond to a statement with a short question, using *Wh … ?* + preposition.

Hugo's gone out for a meal. **Who with?**

I had a nice chat with Beth today. **What about?**

Write short questions with a preposition in reply to these statements.

1 Can I have a word with you, please?
2 Could you give me a lift?
3 I got a lovely email today.
4 I bought a brilliant birthday card yesterday.
5 I need £5,000 urgently.
6 I'm really worried.
7 We're going on holiday next week.
8 I spoke a lot of English yesterday.

4.8 Listen and check. Practise with a partner.

Go online for more **grammar** practice

Listening Guilty secrets

1 Look at the pictures. Each one shows someone's guilty secret. What do you think happened?

2 4.9 Listen to the three people talking on a radio show called *Confessions*. Why are these statements wrong?

1 **Jane** was given the restaurant's speciality to eat on two occasions.
2 **Kevin**'s daughter has always been keen on football.
3 **Maggie** spent the whole coach journey sitting next to a man.

3 4.9 Listen again and answer the questions. Why does each person feel guilty?

1 **Jane** says:
They had a famous speciality there, … Where was *there*?
I was starving … Why was this?
… which wasn't visible from the kitchen or the dining area … What wasn't visible?
… I did the only thing I could … What did she do?

2 **Kevin** says:
… it shows just how much I love my wife. What shows this?
… her next words made my blood run cold. What were they?
… these things can get fixed very early … What can get fixed?
… it just came out … What came out?

3 **Maggie** says:
… I used to travel there by coach and ferry. Where is *there*?
… he went on and on about it. What was *it*?
… he asked if everyone was back on board. Who was *he*?
… it was a desperate attempt to feel less guilty … What was *it*?

4 Which phrases go with which story? Who or what do they refer to?

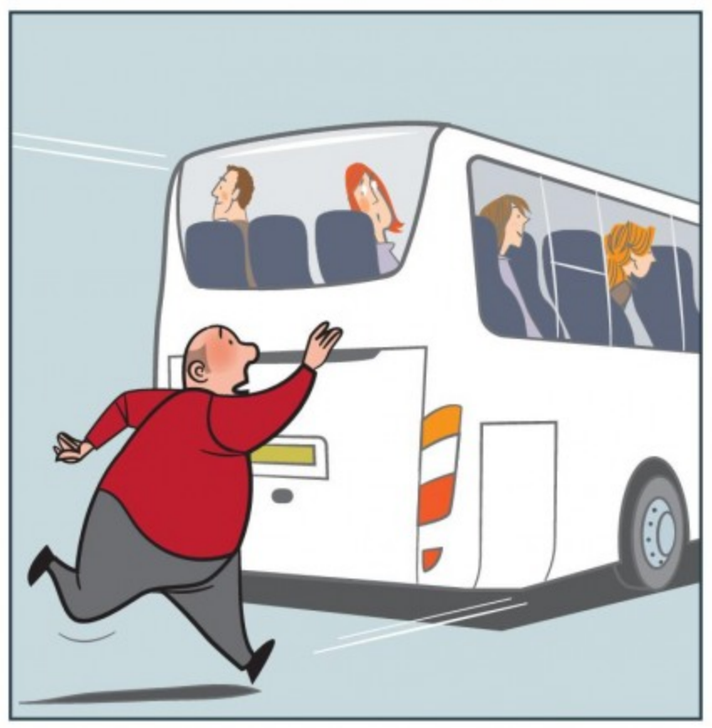
stretch their legs	my mouth was watering	diehard Arsenal supporters	
scalding hot	get some shut-eye	colouring-in book	waving frantically
my worst nightmare	the temptation was too great		

What do you think?

- Whose story did you find the most shocking? Who would you forgive? Why?
- Do you have a guilty secret you'd like to share?
- Are you good at keeping other people's secrets? Why is it sometimes difficult?







Speaking *Can that really be true?!*

1 Look at facts 1–8 with a partner. **Three** of them are ***not*** true. Which are they?

1 *Saudi Arabia doesn't have enough camels – it imports them from Australia.*
2 *The Aztec Empire is older than Oxford University.*
3 *North Korea and Finland are separated by only one country.*
4 *Rome is further south than New York.*
5 *If a piece of paper were folded 42 times, it would reach to the moon.*
6 *An octopus has three hearts and nine brains.*
7 *Peanuts are not nuts.*
8 *Mammoths went extinct a thousand years before the Egyptians finished building the Great Pyramid.*

2 **Student A** turn to p164. **Student B** turn to p167. Which facts are true? Tell your partner more about each one.

Reading and speaking

The post-truth age

1 Answer the questions.

1 How do you get your news stories? How do you know they are accurate and reliable?
2 What is *fake news*? Can you think of any recent examples?
3 What do people mean when they say that we're living in a *post-truth* age?

2 Work with a partner. Use a dictionary to check the words in the box, and write them under the heading they are connected with, *Truth* or *Untruth*.

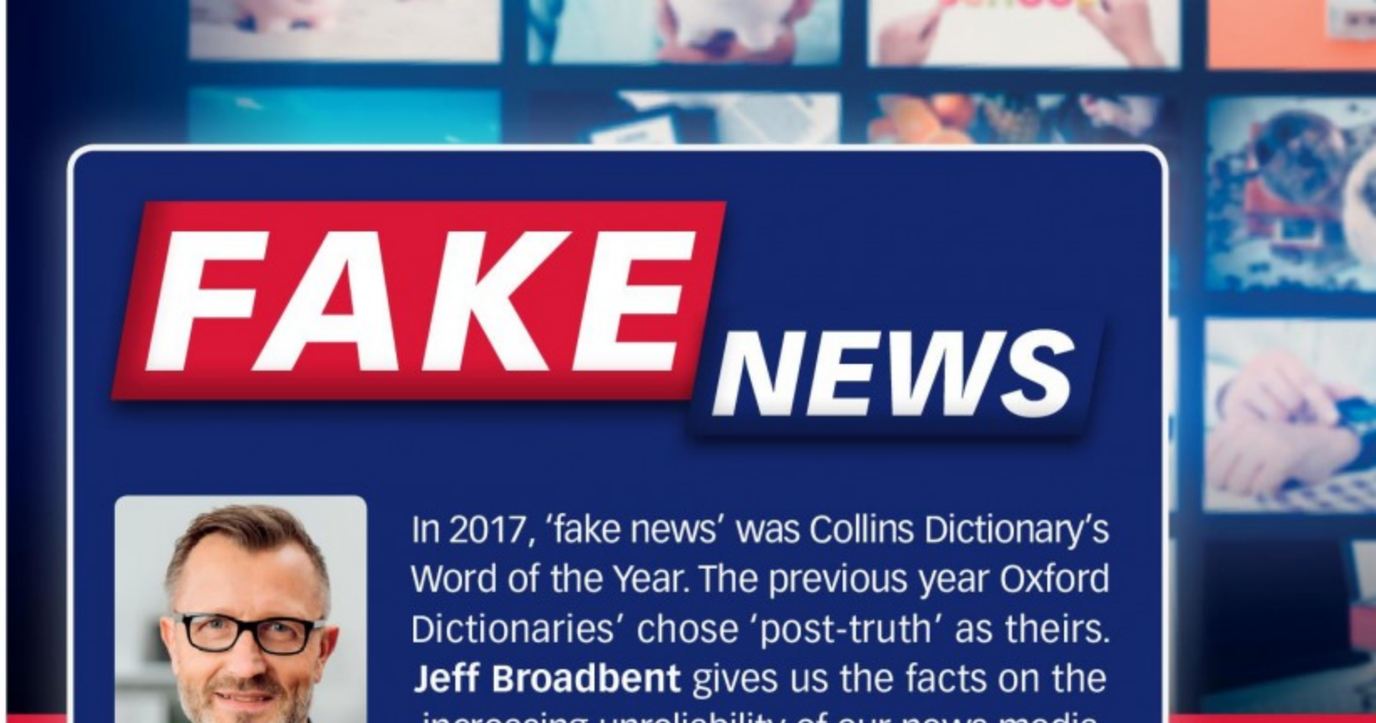
~~evidence (n)~~	~~fiction (n)~~	bias (n)
fabrication (n)	real (adj)	bogus (adj)
accurate (adj)	fake (adj)	doubtful (adj)
fact (n)	fantasist (n)	credible (adj)
exaggeration (n)	prejudice (n)	reliable (adj)
conspiracy theory (n)		

Truth	Untruth
evidence	fiction

3 Read the introduction and the first paragraph of the text. Who is Jeff Broadbent? What keeps him awake at night?

4 Read the full text and answer the questions. Discuss your answers with your partner.

1 What's the problem with amateur journalism on the Internet?
2 Why weren't old-fashioned conspiracy theories as big a problem as modern fake news?
3 Why do we know that we can't completely trust mainstream news outlets?
4 Why was fake news such a problem during the 2016 US election campaign?
5 How can political leaders take advantage of fake news?
6 Why are some people happy to believe that the facts they hear are unreliable?
7 How can people make money from writing fake news stories?
8 Why is the increase in fake news a danger to democracy?



FAKE NEWS

In 2017, 'fake news' was Collins Dictionary's Word of the Year. The previous year Oxford Dictionaries' chose 'post-truth' as theirs. **Jeff Broadbent** gives us the facts on the increasing unreliability of our news media (or at least we think he does).

As an investigative journalist, I spend my days checking facts and making sure I have evidence for the stories I'm writing. So it's not surprising that the idea of being in a post-truth age keeps me awake at night. It's a terrifying thought, that many people no longer care whether a news story is actually true, and are simply content to read something that *feels* true.

The good old days?

Now, I'm not pretending that everything in the media was 100% reliable in the past. We sometimes got things very wrong, and separating fact from fiction became more challenging as soon as the Internet provided every amateur journalist with an audience. So what's different now?

Well, in the past, we usually knew which articles had left reality behind – conspiracy theories telling us that men didn't really land on the moon, or that the British Royal Family ordered the murder of Princess Diana. This stuff was on fringe websites that looked like they were written by fantasists, and was read by a small minority. Most of us went to mainstream news outlets to find out what was really happening in the world, and although we know that newspapers and news stations have their own political bias, we felt safe in assuming that the basic facts were accurate.



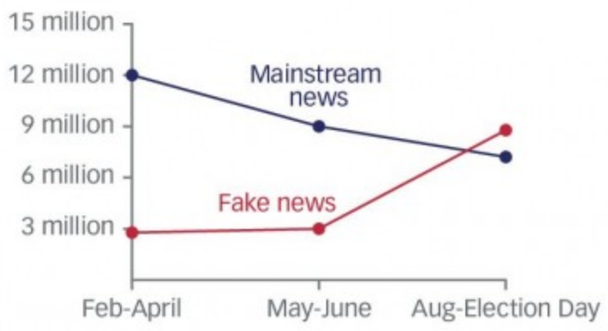


Spreading lies

The big difference nowadays is that most people don't go to news outlets for their news stories – the stories come to them, via social media sites such as Facebook. Articles appear in people's newsfeed, or are shared and forwarded by friends. And this is why millions now read stories that may appear to be from credible news sources, but are in fact not merely biased, but total fabrication.

And it matters. One of the first instances where fake news may have influenced an election was in the US in 2016. There have always been exaggerations and untruths during election campaigns, but in this one there was an organized strategy of targeting key voters with fake news stories via social media. An analysis of how millions of Facebook users engaged with these fake stories showed that in the last three months of the campaign, they got more shares, likes, and comments than all the real stories from traditional news outlets. And is it just coincidence that most of the fake stories were in favour of the eventual winner, Donald Trump?

Facebook shares/comments/reactions for top 20 US election stories



Choosing what to believe



President Trump was also one of the first politicians to take advantage of the fake news phenomenon. When reporters confronted him with negative news stories, his answer was simple: 'Fake news … next question'. Other world leaders have done the same, and their supporters are quick to believe them. Many people are happy to view all facts as doubtful – it makes it easy for them to choose what to believe and stick to their prejudices.

Bogus is business



Now there are whole fake news sites out there, producing bogus stories that people share unthinkingly. It's big business, because the most sensational stories get thousands of clicks, and advertisers will pay huge sums to make use of this traffic. And so we end up with a very worrying question in a democracy – how do we know who or what to vote for if we can't be sure what's true? But then I'll leave you with an even bigger question: how many of us really want to know the truth, if it challenges our deeply-held beliefs and lifestyles?

What do you think?

- People write fake news stories for different reasons. What are they?
- Do you agree that fake news is a serious problem? Why/Why not?
- Do you ever send your friends links to news articles? Why/Why not?
- What can be done to stop fake news being a problem?



Spot the fake!

1 Turn to page 46 and read just the headlines of some stories that were widely circulated on social media. Discuss as a class which ones you think are true.

2 Work in two groups.

Group A: Read stories 1–3.

Group B: Read stories 4–6.

Discuss again in your group whether you think each story is real or fake. Check on page 166.

3 Find a partner from the other group. Tell each other which stories are real and fake, and give more details.

Writing p133 Linking ideas – Conjunctions

Watch a video and learn more about increasing our awareness that things we believe may not be true.



Spot the fake!

Group A

1

Irma – first Category 6 Hurricane on record!

A Facebook live video of passengers trapped in an overturned bus on Saint Martin has shown the havoc Hurricane Irma is causing in the Caribbean. Many news reports predicted Irma could become the first Category 6 storm on record, and a Tweet from website journalist Alex Jones has confirmed this. Another Tweet included a photo of the flooding in Texas, showing a shark swimming along a flooded highway!



2



Man with piercings dies going through airport metal detectors

Gerard M. Rogers, who was the Guinness Book of Records' 'most pierced person', was killed as he attempted to go through a new high-strength metal detector in Los Angeles' LAX airport.

LAX spokesman Joey Goldsmith said 'We'd warned him not to go through, but he said he'd been through one of these before with no problem. Maybe he was lying'. When Mr Rogers walked through the detector, he suffered multiple fatal wounds as it ripped out his piercings. Airports will now be screening which people can use the new machines.

3

Passenger's peacock not allowed on flight

A passenger on a United Airlines flight from Newark Airport in New Jersey was told she wouldn't be allowed on the plane with her peacock. The woman had tried several times to get the bird on board, and even offered to buy a separate ticket for it – she claimed it was her 'emotional support peacock', and wouldn't be able to fly without it. A United spokesman said passengers needed to provide a doctor's letter before bringing an emotional support animal onto a flight.



Group B

4

Man fined after implanting travel card chip under skin

An Australian man says the law needs to catch up with technology, after being fined A$220 for failing to produce his travel card on a train in Sydney. 34-year-old **Mr Meow-Meow** (full name Meow-Ludo Disco Gamma Meow-Meow), had had the chip from his travel card inserted into his hand by a piercing expert, so he could pass his hand over the card scanner. He had done this before boarding the train, but was convicted of travelling without a valid ticket.



5



Flash flood destroys Kentucky Noah's Ark Exhibit

A new Noah's Ark Christian theme park set to open in Kentucky has been destroyed by a flash flood. 1½ inches (40 mm) of rain fell on the area in just one hour yesterday. The founder of the recently built visitor attraction, Ken Ham, is set to lose hundreds of thousands of dollars. Although the park is insured, insurance companies are not obliged to pay out for flash floods because they are something for which no person can be held responsible, and are therefore legally known as an 'Act of God'.

6

Winner of French Scrabble Championship speaks no French

Nigel Richards from New Zealand has won the French-language Scrabble tournament in Belgium, despite not speaking any French. In the nine weeks before the championship, Mr Richards memorized the French Scrabble Dictionary. He has no idea what the words mean, but this didn't stop him winning the final match easily, against a French speaker from Gabon. The mainly French-speaking audience stood and applauded his victory.



Vocabulary

Saying the opposite

Antonyms

Read these sentences. Which **antonyms** are used? Which uses a **prefix**?

1 Some news stories are accurate, but others are totally inaccurate.
2 Some news stories are accurate, but others are totally false.

1 Which negative prefix goes with these words to form antonyms?

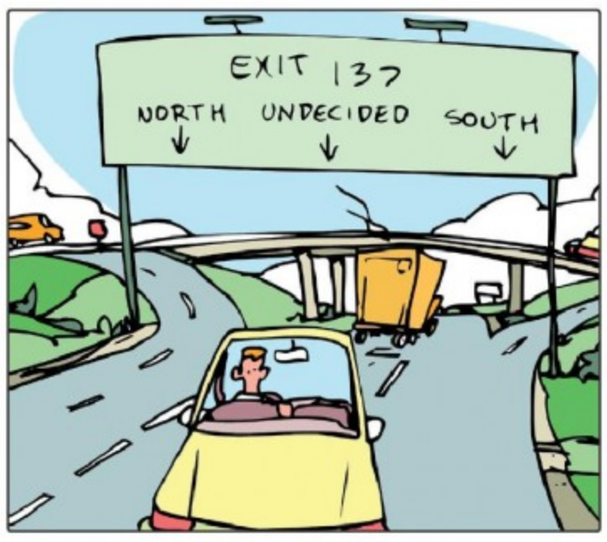
reliable credible probable honest legal responsible

2 Match the different words and their meanings.

A	B
1 **ab**used	not ever used
2 **dis**used	used too much
3 **un**used	used in the wrong way
4 **mis**used	not used enough
5 **over**used	used cruelly or badly
6 **under**used	not used any more

3 What parts of speech are these words? Write antonyms for them, using prefixes where possible.

Word	Antonym
fake *adj*	genuine, real, authentic
like *vb*	dislike, hate, loathe, can't stand
tiny	
happiness	
guilty	
safe	
allow	
improve	
sincere	
success	
mature	
encourage	
generous	
appear	



4 Complete the conversations with the correct form of words from **1**, **2** and **3**.

1 **A** Barry's a very _____ businessman, isn't he?
B Yeah, but he's a complete _____ as a father. He never sees his kids.

2 **A** My grandad's so _____. He gives me a £20 note every time I see him.
B Lucky you! My grandad's famous for his _____. A fiver every birthday, if he remembers.

3 **A** Well, Henry, I'm pleased there's been some _____ in your behaviour this term, but unfortunately your work has _____.
B It's not fair, sir. You never say anything _____ about my work.

4 **A** The word 'literally' is so _____ these days! People drop it into every sentence!
B Yeah, and they don't just use it too much – they _____ it, with a totally wrong meaning!

5 **A** Don't worry, I'm confident the jury will find you not _____.
B They'd better! I'm completely _____!

4.10 Listen and compare.

5 What's the opposite of … ?

1 a tough question / some tough meat
2 a clear sky / a clear conscience
3 fair hair / a fair decision
4 a hard mattress / a hard exam
5 a live animal / a live concert
6 a light colour / a light sleeper

6 What is the effect of using antonyms in these conversations?

A What **lousy** weather!
B Yes, it's **not exactly tropical**, is it?

A Oh, this food's **awful**, isn't it?
B Well, it's **not the most delicious** meal I've had, that's for sure.

Write similar conversations with a partner about these topics, and act them out.

- a small hotel room
- a boring party
- some stale bread
- a stingy friend
- a hard exam
- a tough steak

4.11 Listen and compare.

Go online for more **vocabulary** practice

Everyday English Being polite

1 4.12 Listen and repeat the pairs of lines. Which lines are more polite?

1
- Where's the station?
- Could you tell me where the station is, please?

2
- Have you got change for a £10 note?
- I'm sorry to bother you, but could you possibly change a £10 note?

2 4.13 Listen to five pairs of conversations. After each pair, say which conversation is more polite. Which expressions made it polite?

3 Look at audioscript 4.13 on page 146. Underline the expressions which make the conversations sound polite. Practise them with a partner.

4 Make the requests and offers more polite using these expressions.

Would you mind …ing? ***I could … if you like.***
I wonder if I could … ? **Could you possibly … ?**
Would you like me to … ?
Would you mind if I … ?
Do you happen to know … ?
Do you think you could … ?
I wonder if you could … ?

1 Check my homework!
2 I'll give you a lift.
3 Can I come in?
4 Can I put some music on?
5 Look after my dog on Saturday afternoon.
6 Where's the toilet?
7 I'll make you something to eat!
8 Lend me a fiver!

5 Work with a partner. Take turns to make the polite requests and offers in **4** and refuse them politely. Use the expressions in the box.

I'm afraid I …
That's very kind of you, but …
It's OK, thanks. I …
I'd rather you didn't
I'd love to, but …
I would if I could, but …
I'm really sorry, but …

4.14 Listen and compare.



Roleplay

6 **Sophie and Gavin** have invited two of their friends, **Henry and Camila**, round for dinner. Work in groups of four and discuss what you think Camila says. Practise the conversation.

Gavin Camila! Hello! Come on in. Let me take your coat.
Camila …
Sophie Ah, what lovely flowers! Thank you – that's very kind of you! Now, I'd better get on with preparing dinner.
Camila ….
Sophie Thank you, but there's no need, it's nearly ready. But first let me introduce you to Henry. Henry, this is Camila.
Henry Hello, Camila. Nice to meet you. I've heard a lot about you.
Camila …
Henry Of course! So, where exactly are you from, Camila?
Camila …
Henry That's interesting. And what are you doing in London?
Camila …
Henry Really? I didn't know that.
Gavin Now, Camila. Would you like me to get you a drink?
Camila …
Gavin Absolutely. I'll just get that for you.
Camila …
Sophie Right, everybody! Dinner's ready! Come and sit down. Camila, could you sit over there, next to Henry?
Camila …
Gavin Has everyone got a drink? Great. Cheers, everybody!
Camila …
Sophie Camila, help yourself. Would you like some cheesy parsnips?
Camila …
Sophie Well, they're parsnips coated in parmesan cheese and roasted. Would you like to try some?
Camila …
Gavin Some more wine, perhaps?
Camila …
Gavin Yes, of course. Sparkling or still?
Camila …
Henry Well, bon appetit, everyone!

4.15 Listen and compare. Act the conversation to the class.

Go online for more **speaking** practice

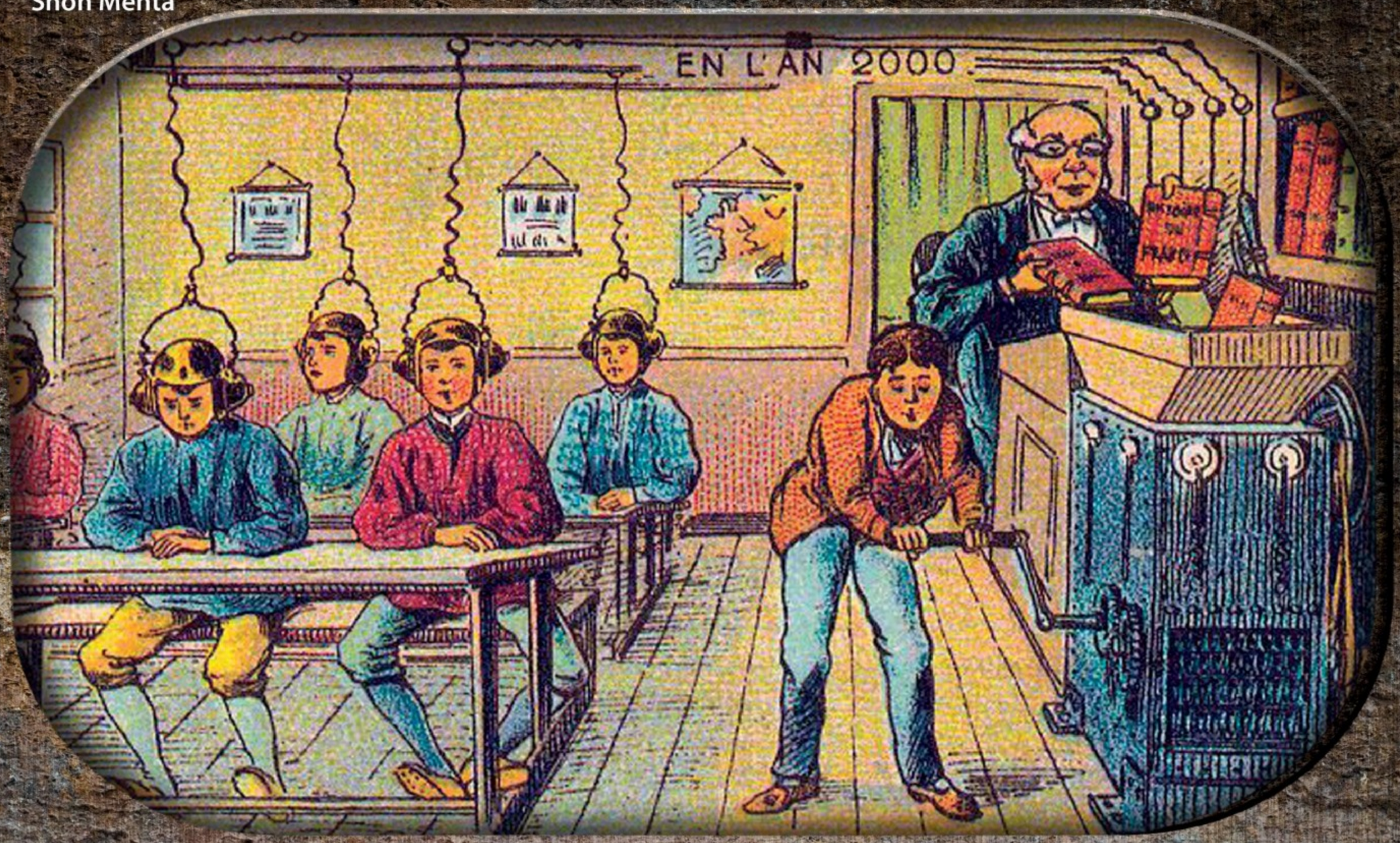
A future perfect?

5

- Language focus Future forms
- Vocabulary Common verbs – *take* and *put*
- Everyday English Over the phone
- Reading The *Boomerang* generation!
- Listening The future of the future
- Writing Applying for a job

'People who live in the past should not decide the course of the future.'

Shon Mehta



1 What vision of the future does the picture from 1899 suggest? Has this vision become a reality? How/Why not?

2 Read the quote. Do you think this is happening in the world today? Where and how? Why do people often fear the future? Do you?

Watch the video introduction

Use your **Workbook** for self study

Go online for more practice and to *Check your Progress*

Language focus Future forms

TEST YOUR GRAMMAR

1 Situations 1–8 all contain a future form. Match them to their meanings.

1 Don't worry, you'**ll pass** the exam.	a timetable
2 I'**m seeing** Jo for lunch on Friday.	a suggestion
3 The train to Dover **leaves** at 10.00.	a prediction
4 **Shall** we have a break now?	an intention
5 I'**m going to** go on a diet.	a spontaneous decision
6 I'**ll make** some coffee.	a future action in progress
7 We'**ll have finished** by Friday.	the past from the future
8 This time tomorrow I'**ll be lying** on the beach.	an arrangement

2 Name the different future forms.

An eye to the future

1 5.1 Look at the photos and listen to the people talking about the future. Who says what? Put a number 1–6 next to the names. What are they all looking forward to?

2 Answer the questions about the people.

1 Where are Ted and Pamela going?
What will they be doing at this time tomorrow?
2 What is Francesca going to study?
How long does her course last?
3 Who will be coming to watch Jason?
What time does the match start?
4 Why is Asha going to San Francisco?
Why will she be able to buy her own place?
5 Why are Lucy and Mark excited?
What does Mark hope?
6 What is Jonathan going to do to ensure success?
What's his ambition?

5.2 Listen and check. Practise them with a partner.

3 Who gave these answers? What are the questions? Ask and answer them with your partner.

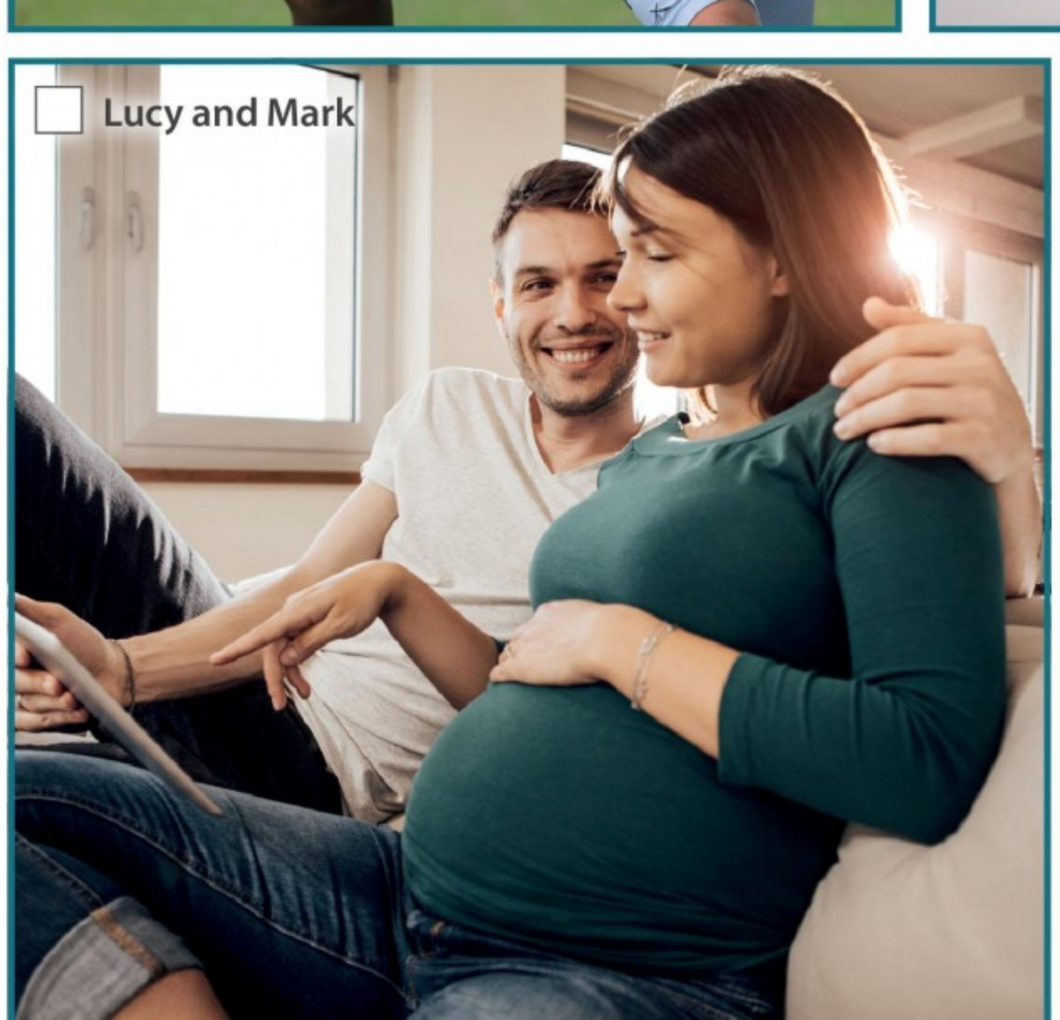
1 The amount of debt she'll have.
2 Because the teams are great rivals.
3 Sebastian.
4 Two o'clock.
5 No, they're not. It's all work, work, work!
6 Twice what she's earning now.

5.3 Listen and check.

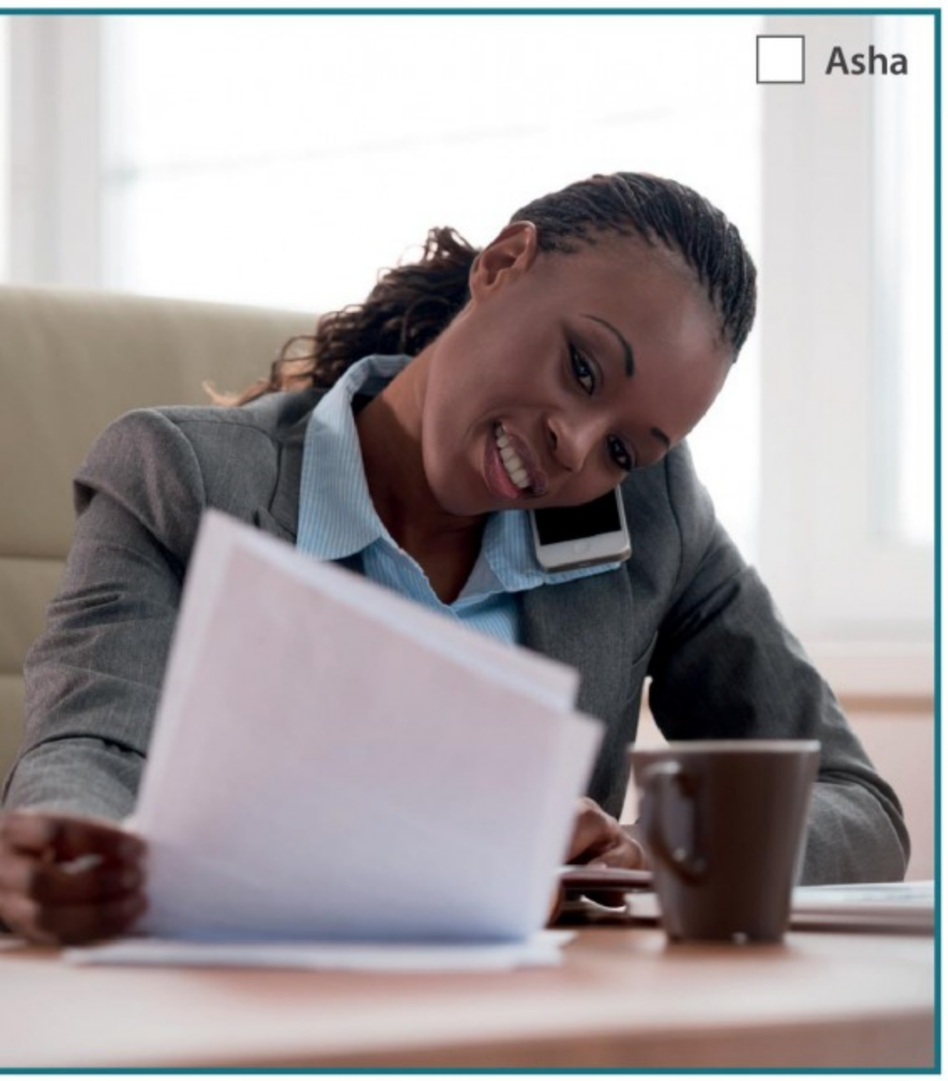














LANGUAGE FOCUS

1 What's the difference between these sentences?

What **do** you **do** on Sundays? / What **are** you **doing** this Sunday?
Get in the car. I'**ll give** you a lift. / I'**m going to give** Dan a lift to the airport.
I'**ll write** the report tonight. / I'**ll have written** the report by tonight.
We'**ll have** supper at 8.00. / We'**ll be having** supper at 8.00.

2 There are many ways to talk about the future in English. The differences in meaning can be quite subtle, and in many situations more than one form is possible:

I'**m meeting** George for lunch. / I'**m going to meet** George for lunch.
I'**m working** at home tomorrow. / I'**ll be working** at home tomorrow.
The flight **arrives** at 14.56. / The flight **will arrive** at 14.56.

Grammar reference 5.1 pp155–156

Practice

Discussing grammar

1 Choose the correct form in the pairs of sentences. In which sentences are both forms possible?

1 *'ll see / 'm going to see*

a I'm very excited. I _____ all my family this weekend.
b I don't know if I have time to come tonight. I _____.

2 *are you going to do / will you do*

a So, you're off to the US for a year! What _____ there?
b I'm sure you'll pass the exam, but what _____ if you don't?

3 *'ll come / 'm coming*

a I _____ with you if you like.
b I _____ with you whether you like it or not.

4 *are you doing / are you going to do*

a Your school report is terrible. What _____ about it?
b What _____ this evening?

5 *'m giving / 'm going to give*

a I've had enough of her lazy attitude. I _____ her a good talking to.
b I _____ a presentation at 3.00 this afternoon. I'm scared stiff.

6 *leaves / is leaving*

a John! Peter _____ soon. Come and say goodbye.
b The coach _____ at 8.00, so don't be late.

7 *'ll see / 'll be seeing*

a I _____ you outside the cinema at 8.00.
b I _____ Paul this evening, so I'll tell him your news.

8 *'ll see / 'll have seen*

a You _____ enough of me by the end of this holiday.
b I'm going to make a success of my life. You _____.

Which future form?

2 5.4 Complete the pilot's announcement with the most natural future form – **Present Simple**, ***will*** or the **Future Continuous**. There can often be more than one form! Listen and compare.

"This is your captain speaking ..."



"Good afternoon ladies and gentlemen. Welcome aboard this Virgin Atlantic flight to Boston. In a short time, we [1]_____ (*take off*). Our flight time today [2]_____ (*be*) approximately six and a half hours and we [3]_____ (*fly*) at 37,000 feet, at a cruising speed of 575 miles per hour. We [4]_____ (*come in*) over the coast of Newfoundland before heading down to Boston. We [5]_____ (*arrive*) in Boston at 20.45 US time. The cabin crew [6]_____ (*serve*) an evening meal during the flight. If you need any assistance, just press the call button and a flight attendant [7]_____ (*come*) to help you. In case of turbulence, [8]_____ you please _____ (*keep*) your seatbelt fastened when in your seat?"

(Near the end of flight)

"In a few moments time, the crew [9]_____ (*give out*) landing cards for those who [10]_____ (*need*) them. In 20 minutes, we [11]_____ (*land*) at Boston Logan airport where the temperature is a chilly 5 °C. Please put your seats in the upright position and remain seated until the plane [12]_____ (*come*) to a complete standstill. We hope you have enjoyed your flight with Virgin Atlantic."

Talking about you

3 Work with a partner. Complete the questions with the most natural future form. Sometimes there are several possibilities.

1 Where _____ (you go) on holiday this year?
2 When _____ (you go)?
3 How _____ (you get) there?
4 (you stay) _____ in a hotel? Which?
5 How long _____ (you be) away for?
6 What _____ (you all do) there?

4 5.5 Use the questions to make a conversation about holiday plans. Act it out to the class then listen and compare.

I hope so / I don't think so

5 5.6 Listen to the questions and complete the different responses.

1 **'Do you think you'll ever get a promotion?'**
- 'I _____ so.'
- 'I _____ one day.'
- 'It's possible, but I _____ it.'
- 'I'm sure I _____.'
- 'I'm sure I _____. My boss doesn't even know my name!'

2 **'Are you going out tonight?'**
- 'Yes, I am.'
- 'I think _____, but I'm not sure.'
- 'I _____ be.'
- 'You _____! I'm meeting the guys at the pub.'

3 **'Do you think the world's climate will change dramatically in the next 50 years?'**
- 'I _____ so.'
- 'I hope _____.'
- 'Who _____. Maybe.'
- 'I'm convinced it _____. All the experts say so.'

6 Work in small groups. Ask and answer similar *yes/no* questions about future possibilities in your life.

Do you think you'll ever be famous? / **I'm sure I will, because I ...**

1 **be famous**
work abroad
marry a millionaire
speak perfect English
have grandchildren

2 ***go to the cinema soon***
meet friends this weekend
eat out in the next few days

3 ***we discover life on another planet***
people live for 150 years
find a cure for cancer

Go online for more **grammar** practice

Listening and speaking 'The future of the future'



Future Proofing is a BBC Radio 4 series about the future. You're going to listen to excerpts from an episode called 'The future of the future'. In this, presenters **Timandra Harkness** and **Leo Johnson** talk to people with very different ideas about what the future will be.

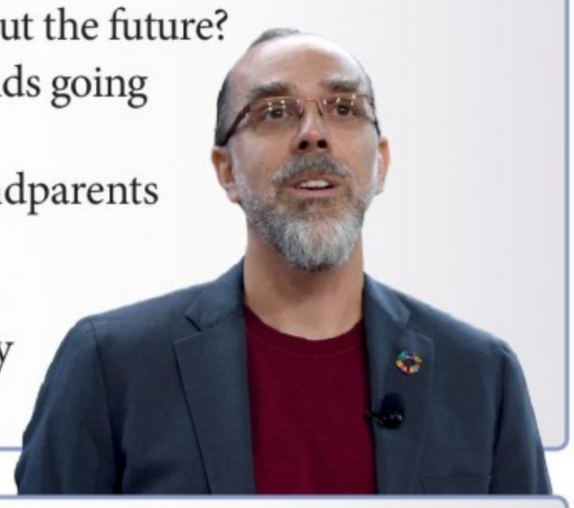
1 What will life be like 100 years from now? Write down two things. Share ideas with the class.

2 5.7 **Timandra** and **Leo** are in **New York**. The first person they talk to is a fortune teller – **Angela Lucy, a Tarot card reader**. Listen to the conversation. Answer the questions about these extracts from it.

1	*"'The Three of Swords' – it means physical separation from somewhere."*	What is the 'Three of Swords'? Separation from which city?
2	*"'The Fool' – it means the leap of faith. Going to New York City, looks like you take the leap."*	What does Timandra think 'The Fool' card might mean?
3	*"I'm starting to suspect you're paid by some New York estate agent."*	Why does Timandra think this?
4	*"The future of the future is people trusting their own intuition more."*	Who believes this? Who questions it? Why?
5	*"Do you think it is overstated … that we will put more and more of our trust in the machines and less trust in own judgement?"*	How does Angela respond? What does she call machines at the end of the conversation?

3 5.8 Listen to **Astro Teller – Captain of Moon Shots**.

1 Which company does Astro work for? What's his job and what does he have to do?
2 What's his basic belief about the future?
3 What does he say about kids going to college today?
4 How does he say his grandparents viewed the future?
5 Who are the 'surfers' and who are the 'turnips'? Why are these terms used?



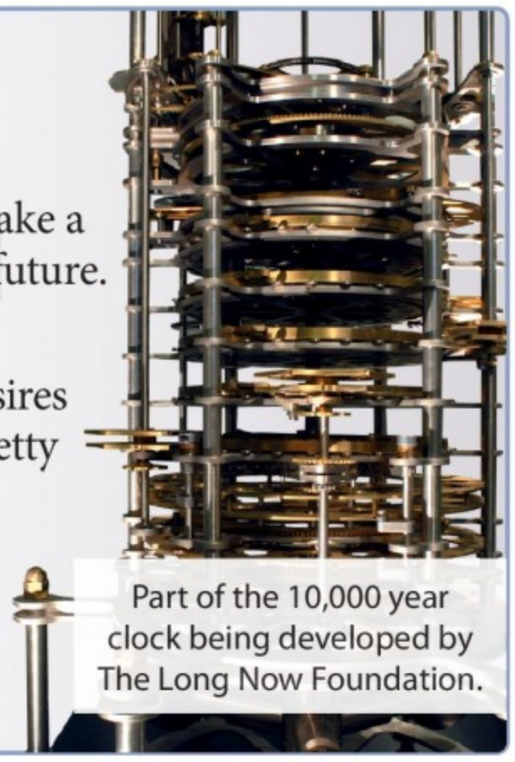
4 5.9 **Matt Novak** is the editor of **Gizmodo Paleofuture Blog**. This looks at **how past times viewed the future**. How does the picture illustrate this? Listen to Matt and answer the questions.

1 Where is he?
2 How does his view differ from Astro Teller's?
3 What does he say about these things?
- people at the start of the 20th century
- older people
- TV in the US
- the smartphone
- the Internet
- electricity



5 5.10 Listen finally to **Alexander Rose** of **The Long Now Foundation**, which aims to make us take a longer-term view of the future.

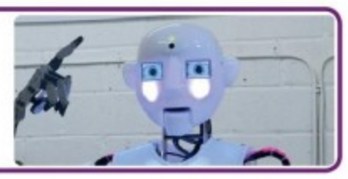
1 What is his project?
2 What fundamental desires does he say remain 'pretty much the same'?
3 What does he say about the way we often view the past and the future?


Part of the 10,000 year clock being developed by The Long Now Foundation.

What do you think?

- Whose ideas about the future do you agree with most? Whose most surprised you? Why?
- If the four people met, who do you think would agree or disagree?
- What's your opinion of fortune tellers? Have you ever been to one?
- Why do people often think the past was better than the present or future?

Watch a video about robots in action, and one company's view on how they can help us.



Reading and speaking

The 'BOOMERANG' generation!

1 When do young people usually leave home in your country? Work in two groups. List reasons for and against leaving home when you grow up:

Group A: From the children's point of view.
Group B: From the parents' point of view.

Share ideas with the class.

2 Read the introduction to the article and answer the questions.

1 Why are they called 'Boomerang kids'? What's a 'kidult'?
2 What does 'fled the nest' mean? Who are the 'empty nesters'?
3 What do you think causes them to 'boomerang'?

3 Read about *The Kids* and answer the questions in your groups.

Group A: Read about **Julian**. | **Group B:** Read about **Amy**.

1 What did she/he do when they left home?
2 Why did he/she move back?
3 What does she/he like/not like about being back home?
4 How does he/she feel about other people in the house?
5 What does the future hold for her/him?

Work with someone from the other group and compare the kids.

4 Read about the parents of your child. Answer these questions and discuss them with your partner from the other group.

1 What do the parents like about the arrangement?
2 What do they complain about? What do they hope for?

SPOKEN ENGLISH The use of *thing*

1 Work with a partner. Look at the examples of the word 'thing' from the texts. How can you express the sentences differently?

'He's going to try and put things right with his wife.'
'She's always tidying away my things.'
'The thing is, I'm not sure about her new boyfriend.'
'One thing I do like, is having their friends round.'

2 Find three more examples in audioscript 5.1 page 146.

3 Ask and answer these questions with your partner.

- Is rugby your kind of thing? What is?
- How are things with you at the moment?
- Do you have a thing about tidiness?
- Do you make a big thing of birthdays? What do you do?
- What's the thing you like most/least about learning English?

What do you think?

- What's your opinion of the children and the parents?
- Do you sympathize with their parents' views? Why?
- Is it possible to 'grow up' while still living at home? Why might it be difficult for both kids and parents?

Meet the 'Boomerang' Kids & their parents

A



B



Who are they? They're the children who just CAN'T or WON'T leave home. Or, to put it another way, they are 'kidults', in their 20s or 30s, who 'boomerang' back home, having previously fled the nest. In the UK, more than 3 million 20-somethings still live in the family home. It is a trend echoed throughout the world.



The Kids

Julian Hanlon, (25)

back living with parents, Alan and Barbara.

"I didn't expect to return home. I studied music at Cambridge and after graduating, I went travelling with some guys – round Europe, singing in bars to pay our way – it was great! But it had to end. I'd got a place to do Opera Studies at the *Guildhall School of Music*, but I came back with a load more debt – so here I am, back in my old bedroom. It feels weird, but thanks to mum and dad, I'm rent free. We get on well most of the time – but my elder brother, Tim, has joined us now. He's just separated from his wife. I think it's tough on mum and dad – both their big sons back. My brother's depressed, but he's going to try and put things right with Annie. My girlfriend calls us 'mummy's boys' because mum still cooks and washes for us! That's a real bonus – I'll miss that when I move out. Anyway, I'm singing in *Don Giovanni* next month. I hope my family will be proud of me in the end."

The Parents

Alan Hanlon, (61)

"In some ways it's nice having the boys back. Family is important to us and we're happy to help Julian while he's training, and, of course, we're sorry for poor Tim. But we had got over the 'empty nest' syndrome, or at least *I* had. We'll both be retiring soon, and I was looking forward to having the freedom that brings. Now it's like we've gone back in time – the mess and the noise. But Barbara seems to love it! I think she does far too much for them and I take issue with that. The boys seem to take it for granted that they live rent free, and their mum will cook and clean for them.

One thing I do like is having their friends round again – we have some good times together. Julian's girlfriend is great fun and this takes Tim's mind off his problems for a while. We're all hoping he'll get back with his wife. And, of course Barbara and I take great pride in Julian's singing. I suppose we'll put up with it for the time being."



Amy Butcher, (22)

left home at 18 but now back with mum, Faye.

"I loved my independence. I work in the make-up section in a city department store, and I was sharing a flat with two girlfriends. But then the landlord put up the rent and that was that. So, I'm back with mum. It's not easy. It's not that I don't get on with her – I do. And I know the bit of rent I pay her, helps. But she gets on my nerves sometimes – she's obsessively tidy. She's always tidying away my things and I can't find them. Also she worries when I'm out late with friends. But I worry about her, too. The thing is, I'm not sure about her new boyfriend. I know he doesn't like me.

I love when it's just mum and me and we stretch out on the sofa and watch a film together. We'll be doing that tonight. I'm saving like mad – but the store is going to close. I don't know what I'll do then. I think I'll look for work in a beauty parlour."

Faye Butcher, (57)

"I missed Amy a lot when she moved out. You see, I've been a single mum since Amy's dad left when she was ten, so we're very close and I love having her around again. She helps me with my make-up and keeps me in touch with the world of music, films and phone apps. But it's not all fun. Amy's as untidy today as she was as a teenager. The house is littered with her stuff. It's my house and I like it tidy – I'm always putting her things away. I'm going to make her a list of house rules. I know she'll take offence and say I'm treating her like a kid. She's right.

But a bigger problem is Rob – he's an old friend. He helps me with household chores from time to time. Amy won't speak to him – she thinks he's my boyfriend. He's not – well, not yet. Anyway, it's an awkward situation for me. I'm going to have to say something to her. I'm always kind to her boyfriends."

Speaking

Discussion

1 Read about the study. Do any of the figures surprise you? Which? Why? Is **Matthew's** problem a familiar one in your country?

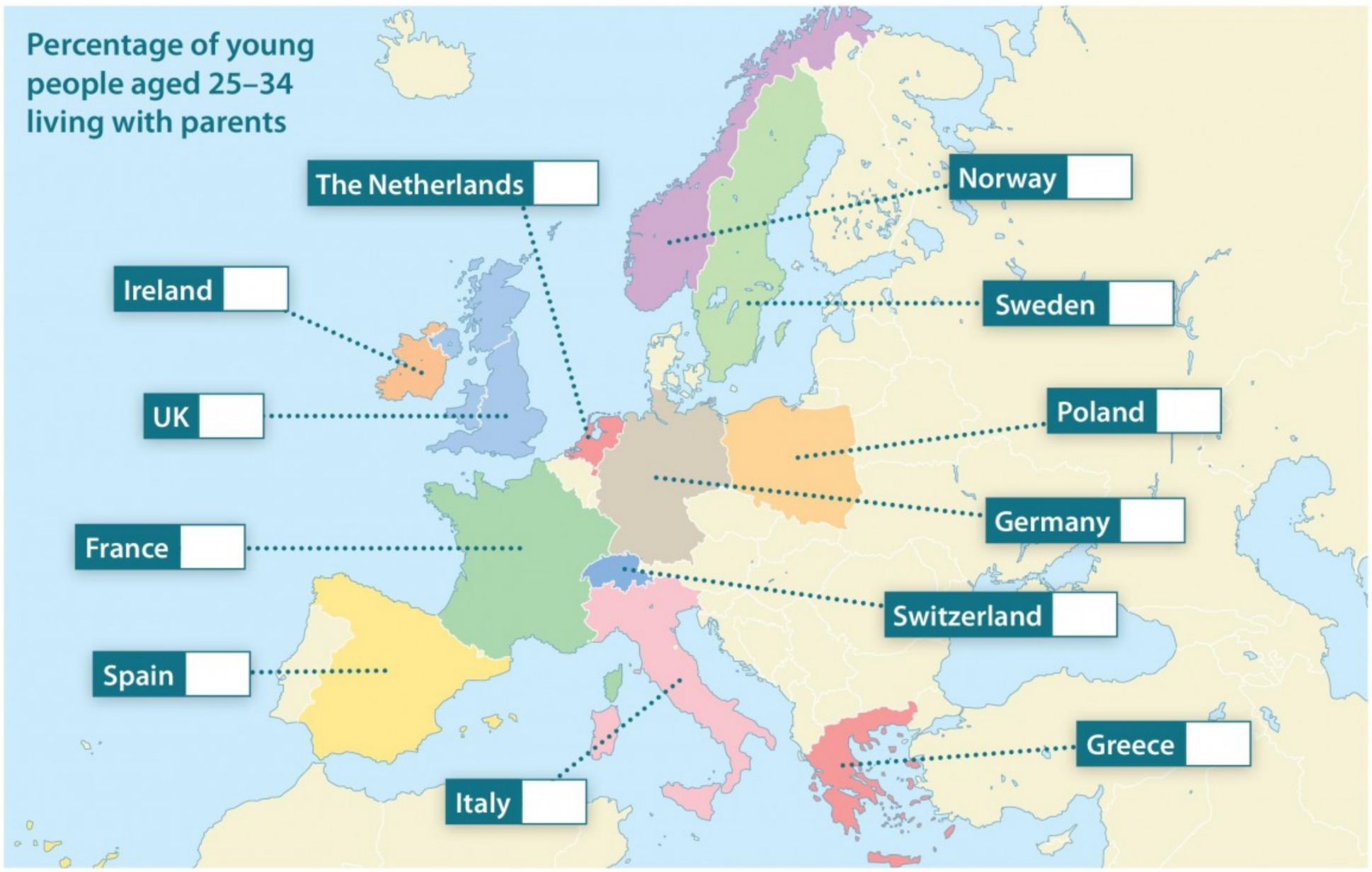
'Boomerang' statistics

A study in the UK has shown that the number of young people who still live at home has grown to 1.24 million. Of this number 835,000 are men, 395,000 women, and almost 100,000 think they will never move out. It is not only a problem in the UK – it is a growing problem throughout Europe and in the US.

"When I graduated, I already had a huge debt, and I very quickly realized that I couldn't afford to rent, let alone buy, even a shoe-box sized flat, so I moved back home." Matthew O'Neill.



2 Work with a partner. Look at the map and decide which percentage goes with which country.



3 Compare your ideas with the rest of the class. Give reasons for your decisions.

4 Turn to page 167 and see whose ideas were closest to the facts. Do you think things will get better or worse for young people in the years to come? Why?

Writing p134 Applying for a job – A CV and a covering letter

5 Conduct a class survey.

A class survey

1 Who still lives at home with their parents? What's it like?
2 Who has left home? When? Why?
3 Who wants to leave one day? When? Why/Why not?
4 Do you know any 'Boomerang kids'? Who?

Vocabulary

Common verbs – *take*, *put*

1 The verbs *take* and *put* can be used in many ways. The expressions in **bold** all come from the texts on page 55. Replace them with their synonyms.

1 The landlord **put up** the rent.	tolerate
2 They **take** it **for granted** that they live rent free.	increased
3 We'll **put up with** it for the time being.	have a problem with
4 I **take issue with** my wife doing that.	accept without question

2 Put the words in the correct column.

offence place a stop to sth my arm round her no notice
sb in charge of responsibility my advice part in a risk criticism
pressure on sb ages your mind off sth

take	put

3 Complete the sentences with an expression with *take* or *put* in the correct form.

1 The wedding is going to _____ in an old country church. It's lovely, but it's miles away. It _____ to get there.
2 My son spends hours each day playing video games. I don't know how I can _____ to it.
3 Please don't _____, but the colour of that dress doesn't suit you at all.
4 I told you that boy was no good for you. Why didn't you _____ and have nothing to do with him?
5 The older you get, the more you have to learn to _____ for your own life.
6 My boss is _____ me to work extra hours, but I won't. I don't want to.
7 I tried to get the teacher's attention, but she _____ of me at all. She just ignored me.
8 You need to stop being so defensive and learn how to _____.

5.11 Listen and check.

4 Match a line in **A** to a line in **B**. Underline the expressions with *take* or *put*.

A	B
1 Take your time.	Put it in your diary.
2 The party's on the 21st.	You always take things too personally.
3 Take it easy. Calm down.	There's no hurry.
4 I asked who the boring guy at the bar was – and it was her boyfriend!	What would *you* do?
5 Put yourself in my shoes!	There's no need to panic!
6 It's not your fault.	I really put my foot in it!



Phrasal verbs with *take* and *put*

5 Use a dictionary. Complete the sentences with a phrasal verb with *take*.

take sth back take sth in
take off take sb on take over

1 I expect the stores will be _____ _____ a lot of extra staff during the sales.
2 The news was such a shock to me, I couldn't _____ it _____ at first.
3 The business really _____ _____ after the new manager _____ _____.
4 You called me a liar. How dare you! _____ that _____ and say sorry!

Do the same with these phrasal verbs with *put*.

put sth out put sb off
put sth away put sth on

5 Why don't we _____ some music _____? What would you like?
6 The disgusting smell of the cheese _____ me _____ eating my sandwich.
7 Could you _____ _____ all your clothes, please? Your room's a total mess.
8 There was a fire in the factory. It took nearly 50 firefighters to _____ the blaze.

5.12 Listen and check. What are the responses? Practise with a partner.

Go online for more **vocabulary** practice

Everyday English

Over the phone

1 5.13 Listen to the beginning of three phone calls. What kind of call is each one?

- When and why do we make small talk? Who with? What about?
- Why do organizations have automatic caller menus?
- Why do people find them frustrating?

2 A caller is trying to get through to the Customer Services Department in a credit card company. Complete the text with the missing lines.

a All our lines are now closed.
b We are currently experiencing unusually heavy call volumes.
c and you will be connected to an operator.
d Please continue to hold.
e to report a lost or stolen card, press 3

Calling Customer Services

"Thank you for calling **Fast Response Credit**.

Our priorities are service, quality and customer satisfaction.

To help us deal with your call more efficiently, please select one of the following options.

- to update your account details, press 1
- to check your balance, press 2
- [1]_____
- to request a statement, press 4
- to leave a voice message, press 5

For all other enquiries, please hold [2]_____

♩♪♩

[3]_____ You may experience a delay of up to five minutes. Please hold and you'll be connected to an operator shortly.

♩♪♩

Your call is important to us. [4]_____
Alternatively, please submit your query online at www.fastresponse.com.

♩♪♩

Thank you for calling Fast Response Customer Services Department. [5]_____
To speak to an operator, please call Monday to Friday, between 8.30 a.m. and 4.30 p.m."

5.14 Listen and check your answers.

Trying to end a phone call

3 Here is the end of a telephone conversation between two work colleagues, **Andy** and **Barry**. Put the lines in the right order.



1 **A** So, Barry. It was good to talk to you. Thanks for calling.
☐ **A** I certainly will. And you'll email me a copy of the report?
☐ **A** That's great, Barry. Have a good weekend! Now, I really must …
☐ **B** My pleasure. By the way, how's your golf these days? Still playing?
☐ **B** Same to you, Andy! Bye! Oh, did I tell you …
☐ **B** OK. Don't want to keep you. So, you'll give me a call when you're back, right?
☐ **A** No, not much. I just don't seem to find the time these days. Anyway, Barry …
☐ **B** It'll be with you first thing tomorrow.
☐ **A** It's true. Right, Barry. I must fly. I'm late for a meeting.
☐ **B** What a shame! You used to enjoy it so much.
11 **A** Bye, Barry. Tell me next time.

5.15 Listen and check your answers.

4 Discuss the questions.

- Who's trying to end the conversation? Who wants to chat?
- How does Andy signal that he wants to end it?
- How do they confirm their arrangements?

5 Work with a partner. **Student A** – look at the role card below. **Student B** – turn to page 166. Plan your phone conversation. Sit back-to-back and have the conversation.

Student A

You have a summer job in London and you need accommodation for two months. You see an advert for a house share.

1 Decide what date you would need to move in and out.
2 Call the number on the advert and find out the following:
- What is the room like?
- How many people live in the house?
- Is the house near a bus stop/Tube station/shops?
- How much is the rent and what happens with bills?

Go online for more **speaking** practice

Making it big 6

- **Language focus** Expressions of quantity
- **Vocabulary** Words with variable stress
- **Everyday English** Business expressions & numbers
- **Reading** Scandi successes
- **Listening** Advertisements
- **Writing** Report writing

> ‘A satisfied customer is the best business strategy of all.’
>
> **Michael LeBoeuf**

1 Look at the photo. Is it a natural urge to always want more? Is this a positive thing? Why/Why not?

2 Read the quote. Why is this the best strategy? How do companies sometimes forget this? Which companies do you think get it right? How?



Watch the video introduction

Use your **Workbook** for self study

Go online for more practice and to *Check your Progress*

Language focus

Expressions of quantity

TEST YOUR GRAMMAR

1 Underline the words that can go with the expressions of quantity.

a few … difficulties / profit / failures / research
not many … problems / trouble / advice / plans
several … times / emails / news / people

very little … time / room / confidence / people
not much … unemployment / jobs / work / success
a bit of … luck / fun / problem / difficulty

a lot of … enthusiasm / energy / children / girls
enough … eggs / food / knives / cutlery
hardly any … money / experience / problems / friends

2 What do you notice about the three groups of quantifiers?

The sky's not the limit!

1 **Elon Musk** is a well-known entrepreneur and inventor. What do you know about him? What do the photos tell you about his activities?

2 Read the text. How would you describe his character?

3 Complete the questions about Elon. Take turns to ask and answer them with a partner.

1 How _____ is known about his early life?
What was it like?

How much is known about his early life?
Little information is known about it.
What was it like?
It …

2 How _____ discipline was there in his childhood?
Who did it come from?
3 How _____ did he live in South Africa?
Why did he leave?
4 How _____ days did he spend doing a PhD?
Why did he drop out?
5 How _____ did it take him to become successful?
Which companies did he found?
6 How _____ money did he make from *Zip2* and *PayPal*?
What did he do with the money?
7 How _____ seconds does a Tesla Roadster take to go from 0–60 mph?
Where did one of the cars go in 2018?
8 How _____ companies does he currently have?
Why is the name of his tunnelling company funny?




A Tesla Roadster – on the ground, and in space!

"I think that's the single best piece of advice: constantly think about how you could be doing things better and questioning yourself."

Elon Musk



Elon Musk was born in 1971, in South Africa. Little information is known about his early life, but it clearly wasn't happy. His parents divorced when he was ten, and Elon lived with his father. It seems there was a great deal of harsh discipline around, and not a lot of love, and he was also bullied at school. He thinks all these difficulties made him strong, however, and worries that his children have too few struggles in life!

Elon left South Africa in 1989, to avoid doing military service for the apartheid government. He graduated in Physics and Economics in the US, and started a PhD in Physics, but dropped out after only two days. The Internet was booming, and Elon wanted to seize the countless opportunities it offered. In a short time, he made $187m from founding and selling **Zip2**, which produced online city guides, and **PayPal**. He used the money to fund the ventures closest to his heart – alternative technology, and space travel.

Musk's car company, Tesla, makes electric cars that every car fanatic would desire – the Roadster sports model can accelerate from 0 to 60mph in 3.7 seconds. His company **SpaceX** successfully launched its Falcon 9 rocket in 2012. There are plenty of private rocket enthusiasts (Amazon's Jeff Bezos is another famous one), but Musk's rockets were the first to dock with the International Space Station. In 2018, a bigger rocket, the Falcon Heavy, took a Tesla Roadster into space! Both types of Falcon rocket are reuseable – each rocket booster can land and be used again.

Musk currently has several companies on the go, and a great number of projects, including artificial intelligence, solar energy, and a new tunnel-boring machine (that idea came while he was stuck in traffic). His tunnelling company is called **The Boring Company**.



4 6.1 Listen to a similar text about Elon Musk. Complete the chart with the different quantifiers you hear that are similar in meaning to those in the text.

Reading text	Listening text
Little information is	Few facts are
a great deal of	a lot of
not a lot of	
all	
have too few	
two	
countless	
a short time	
every car fanatic	
plenty of	
Both	
each	
several	
a great number of	

LANGUAGE FOCUS

1 Why do we say … ?

very few facts
BUT **very little** information

a great number of projects
BUT **a great deal of** discipline

a lot of / **hardly any** problems
AND **a lot of** / **hardly any** success

2 Who is happier, **A** or **B**?

A I have a few friends and a little money.
B I have few friends and little money.

3 The nouns in **A** and **B** can be both countable and uncountable. Which are they in each sentence? What's the difference in meaning?

A	B
I do a lot of business in China.	I've opened a business there.
I love chocolate!	Have a chocolate!

Grammar reference 6.1 pp156–158

Practice Countable or uncountable?

1 Work with a partner. Ask and answer the questions about you, using *How much … ?* or *How many … ?*

How much money have you got on you?
How many … ?

1 money / on you
2 cups of coffee / day
3 times / been abroad
4 time / watching TV
5 salt / on your food
6 pairs of jeans / own
7 books / read in one year
8 films / a month
9 exercise / every week
10 languages / speak

6.2 Listen and compare.

2 Complete the sentences with *a(n) / many*, or *– / much*.

1 Children mustn't play with _____ fire.
It's cold! I'm going to light _____ fire.
2 I never had _____ success as a salesman.
Elon Musk's first business venture was _____ big success.
3 I prefer _____ black coffee to white.
Could I have _____ black coffee, please?
4 The hotel is right in the city centre, so you have to expect _____ noise at night.
Shh! What was that? I heard _____ noise outside the window!
5 What _____ lovely room! And such nice furniture!
There isn't _____ room in the back of the car, but you'll be OK.
6 Could you get _____ paper while you're out – *The Times* or *The Guardian*?
There's not _____ paper in the printer – you'll need to put some more in.

3 Find word pairs connected by meaning and write them in the correct column.

~~dollar~~	travel	furniture	job	advice
trouble	fact	suggestion	fruit	journey
work	traffic	information	chair	suitcase
~~money~~	lorry	baggage	apple	problem

Countable noun	Uncountable noun
dollar	money

4 Work with a partner and choose three pairs of words from **3**.
Student A: write three sentences using the uncountable nouns.
Student B: write three sentences using the countable nouns (in the plural). Read them out to each other.

I need some new furniture.
I don't like these chairs – they're uncomfortable!

Expressing quantity

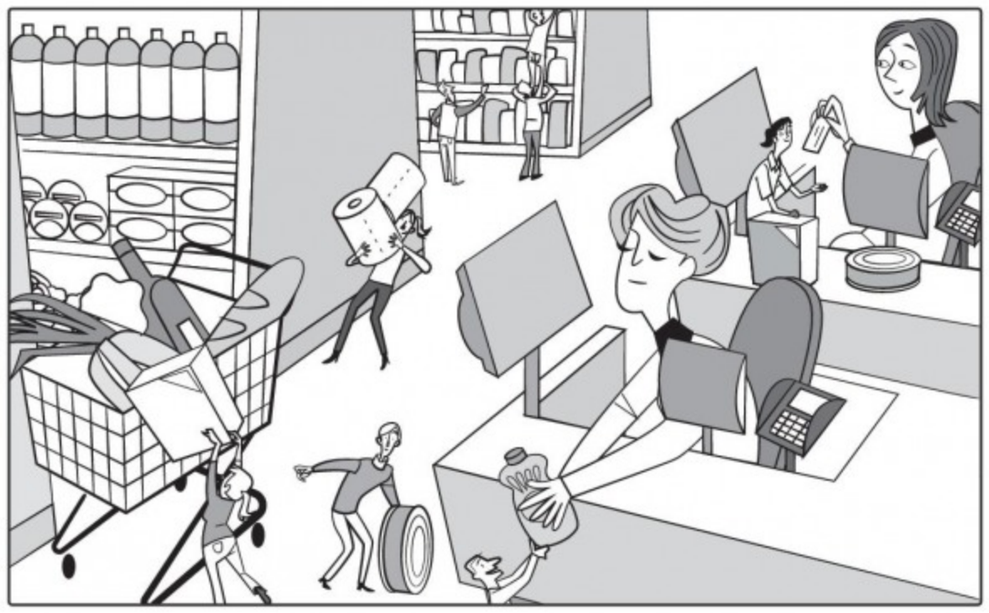
5 Use the prompts to rephrase the sentences.

1 She earns only £8 an hour.
much / very little
She doesn't earn much money.
She earns very little money.
2 We've only got one apple and two oranges.
very little / hardly any
3 There aren't any tomatoes.
no / not a single
4 We've got more than enough time to get ready.
loads of / plenty of
5 I don't have much baggage.
only a couple / two
6 Did you spend many days in France?
much / a lot of
7 I get only five days' holiday.
very little / much
8 I've put on 20 kilos!
a huge amount of / far too much / loads of
9 There was very little traffic on the road.
many / very few
10 We've had rather a bit of trouble with our Wi-fi.
some / a few
11 There isn't one of my friends who is married.
none / not one
12 Chris works 100% of the time.
all / the whole
13 I ate hardly anything at all yesterday.
much / almost nothing



"She worked at the airport behind the check-in counter. Dumped me after our first date. Said I had too much baggage."

6 Look at the cartoon of the supermarket. Why is it funny?



There were very little people in the supermarket this morning.

7 Choose the correct alternative for 1–8.

1 I'm afraid we have *very little / a little* money left.
2 I have *a few / few* cousins, but not as many as you!
3 We only spent *not much time / a short time* in Paris.
4 I read far *less / fewer* books than I used to.
5 *All people / Everybody* enjoyed the meal.
6 My house was flooded last year. *All / Everything* was ruined.
7 *Everyone / All the people* from work was at the party.
8 We've had *plenty of / a lot* sunshine this winter.

A lifestyle survey

8 Work in groups of four. Ask and answer the questions.



Do you ... ?

	S1	S2	S3	S4	Class total
eat out often					
do any exercise					
go for long walks					
play games on your phone					
spend a lot of time shopping					
cook for friends					
go to the cinema often					
do puzzles					
collect anything					
binge watch box sets of TV series					

9 Share your answers with the class and write the class total for each question. Give feedback using expressions from the box.

Most of us go to the cinema often. **Hardly anyone collects anything.**

all of us	most of us	a few of us	hardly anyone	quite a lot of us	nobody
(nearly) everybody	none of us	quite a few people	very few of us		

Writing p136 Report writing – A survey

SPOKEN ENGLISH *loads of*

1 People often use very informal expressions of quantity in spoken English.
'Oh, I've got loads of work to do!'
'She's got stacks of files on her desk!'

6.3 Listen and complete with expressions of quantity.

1 _____ of time
2 _____ of money
3 _____ of ideas
4 _____ of food
5 _____ of washing
6 _____ jobs
7 _____ of things
8 _____ of people
9 _____ of homework

2 Use different ways to say what you and your friends have a lot of.
'I've got tons of work at the moment.'
'Anna's got loads of friends.'

Go online for more **grammar** practice

Reading and speaking

Scandi successes

1 Do you know anything about **LEGO** and **IKEA**?

- Why do you think the two companies have been so successful?
- Have you and your friends and family bought their products?
- Is there anything you don't like about them?

2 Look at the **Success in stats** boxes. Just how successful are these companies?

3 Work in two groups. Answer the questions on your text.

Group A: Read *The Story of LEGO*.

Group B: Read *The Story of IKEA*.

1 When and where was the company established?
2 Who was the founder? What early story tells us about his character?
3 Who helped him to get started? How?
4 What was his motto? How did he demonstrate it?
5 Where did the name of the company come from?
6 Where did he get the idea for his main product from?
7 What made the company so successful?
8 What features of the product do some people see as negative?
9 What difficulties has the company faced?
10 When did the founder die?

4 Find a partner from the other group and swap answers to the questions in **3**.

Vocabulary

5 Work out the meanings of the highlighted words and phrases in your text from the context.

LEGO spare a telling-off business consultants to diversify went bust quadrupled

IKEA in bulk goods driven to boycott a lightbulb moment storage

Explain them to your partner and say what they refer to.

'Spare' means extra, not needed. Ole Christiansen first made toys from spare bits of wood.

What do you think?

- Who do you find most impressive, Ole or Ingvar? Why?
- What are the possible disadvantages of being as driven as these two entrepreneurs?
- Would you like to start a business? What kind?

Watch a video about the extraordinary story of a brand succeeding in global business.



The Story of LEGO

Success in stats

There are more LEGO figures on Earth than people, and 86 Lego bricks for every person alive. LEGO is actually the world's biggest tyre manufacturer – they make 400 million a year!





Ole Kirk Christiansen, 1891–1958

In 1932, in Billund, Denmark, **Ole Kirk Christiansen** had an idea. He'd had a woodworking workshop since 1916, but the Great Depression had come, and the locals couldn't afford to buy much. Ole saw that people often spent what little money they had on toys for their children, and decided to make some, using spare bits of wood. He was helped by his grandson, Godtfred, who joined the business aged 12.

The Story of IKEA

Success in stats

IKEA has over 300 stores in 41 countries. On some Sundays in Britain, almost twice as many people visit an IKEA branch as attend church.





Ingvar Kamprad, 1926–2018

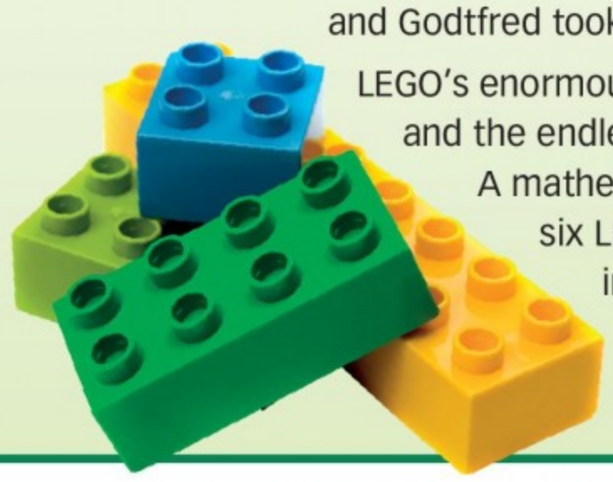
All children ask their grandparents for things, but 5-year-old **Ingvar Kamprad's** request to his grandmother was unusual. He asked her to buy boxes of matches for him in bulk, which he then sold to people for a profit. At the age of ten, he was cycling around Småland, Sweden selling seeds, fish and pencils!

An early story demonstrates how seriously Ole took his motto: *Only the best is good enough*. Godtfred came home looking pleased one evening, and told Ole he'd saved the business money by putting only two layers of varnish on a toy duck, instead of three. Ole gave him a good telling-off, and made him go back to the workshop immediately to add a third layer, in order to achieve the quality required.



Success – brick by brick

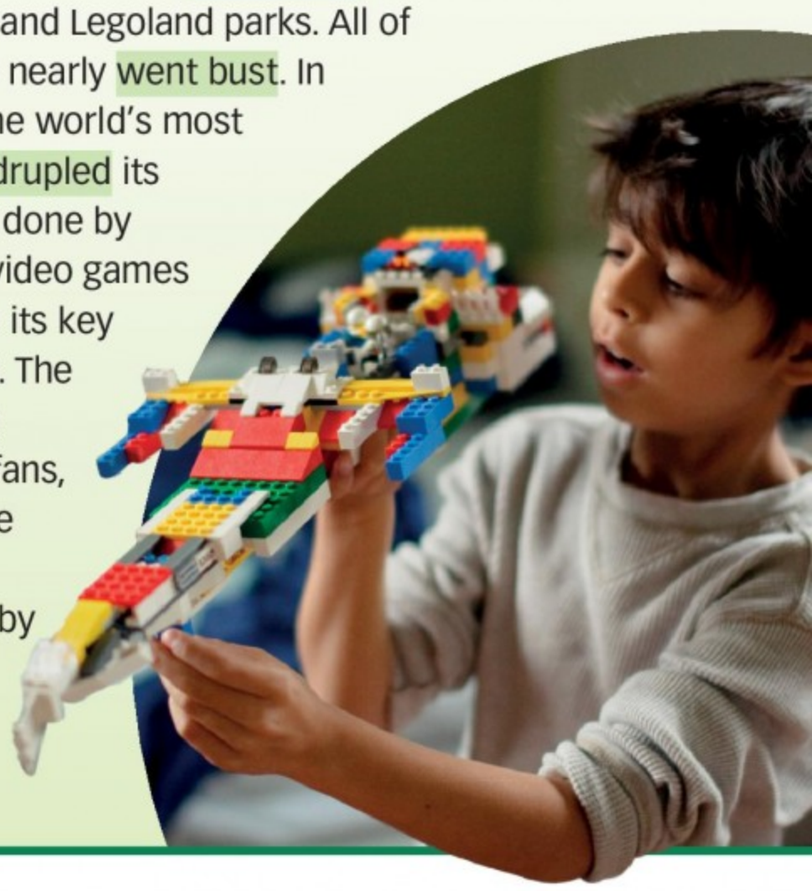
The LEGO toy company was established in 1934. The name comes from the Swedish **le**g **go**dt, meaning 'to play well'. Only much later, after the company began making its connecting bricks, was it discovered that *lego* in Latin means 'I put together'! The idea for plastic self-locking building bricks actually came from a British company, *Kiddicraft*. LEGO started making them in 1949, but it wasn't until 1958, when the locking design was much improved, that sales took off. That was also the year Ole died, and Godtfred took over the company.



LEGO's enormous success is due to its quality, and the endless creativity it allows children. A mathematician recently calculated that six LEGO bricks could be combined in 915,103,765 ways! And it's not just children who love it; AFOLs – Adult Fans Of LEGO – include David Beckham and Ed Sheeran, and are a valuable market. Less enthusiastic adults are those who spend hours on Christmas morning assembling complicated LEGO sets for their children (and also discover that standing on a LEGO brick in bare feet can be very painful)!

Surviving difficult times

In the new millennium, children began to spend a lot more time playing digital games. By 2003, LEGO sales were down by 30%, and the company was $800 million in debt. Business consultants said the brick was dead, and told LEGO to diversify into clothes and jewellery, video games, and Legoland parks. All of these lost money, and LEGO nearly went bust. In 2015, however, it became the world's most powerful brand, having quadrupled its profits since 2008. This was done by selling off its Legoland and video games arms, and focusing again on its key product, the bricks and sets. The Internet was used to build a strong community of LEGO fans, and the huge amount of love they have for the physical bricks and figures is shown by the thousands of YouTube videos they share of their collections.



In 1943, when he was 17, Ingvar's father gave him some money for doing well at school despite his dyslexia. Ingvar used it to start a mail-order company selling household goods, and called it IKEA – it stands for Ingvar Kamprad from Elmtaryd, Agunnyard (his boyhood address). An early story shows how driven he was. When his father said he slept too late, Ingvar set his alarm clock for 6.00 a.m. and removed the 'off' button!

Fast furniture

Ingvar's main competitor sold furniture, and it gave him an idea. At the time, stylish furniture was a luxury few could afford, and only after saving up for years. What if he could make it affordable for all, sooner? He did it by buying and selling in bulk as cheaply as possible – his motto was: *It's better to sell 600 chairs at a lower price than sell 60 chairs at a high price*. He bought an old factory and manufactured even cheaper furniture himself, keeping quality high.

Other furniture manufacturers were horrified at IKEA's low prices, and persuaded all the wood suppliers in Sweden to boycott the company. Ingvar's entire business was threatened, and he was forced to find suppliers from abroad. In fact, the Polish wood he bought made his products even cheaper.



Flatpack fans?

He opened his first big showroom in 1958, with the familiar IKEA sign (but in red and white – the yellow and blue of the Swedish flag came later). As more Swedes bought cars, Kamprad cut rental costs by opening stores out of town. The real lightbulb moment came when a colleague couldn't get an IKEA table into his car, and unscrewed the legs and taped them underneath the table to make it go in. Introducing flatpack furniture, which customers took home and assembled themselves, brought huge savings in storage and delivery costs.

Not everyone was a fan of self-assembly furniture. Many people got frustrated with the text-free diagrams, and with each other, when putting the furniture together. One of the biggest self-assembly items became known as 'the Divorce Maker'! IKEA also hit cultural problems when expanding abroad – in America customers thought the glass vases were expensive drinking glasses – the actual drinking glasses were way too small for them!

IKEA's global success has continued, however, and Ingvar played a major role in it right up until his death. In 2014, he said, 'I have so much work to do and no time to die', but in 2018, aged 91, he finally found enough time, and left his three sons in charge of the company.

Speaking

Opening a restaurant

1 Which restaurants where you live are most popular? Why?



2 Work in small groups. You are going to open a restaurant. Discuss your business strategy.

1 What kind of restaurant will it be?
2 What will make it stand out from the other restaurants around?
3 How will you raise the money to start it?
4 Where will it be located?
5 What kind of customer do you want to attract?
6 How many staff will you employ? What kind of people are you looking for? How much will you pay them?
7 How will you advertise the restaurant?

Business presentation

3 Two people from each group will give a business presentation on the group's plans for a new restaurant.

4 Vote as a class on whose restaurant you think will be most successful.

5 Work in your groups again. Your restaurant is now very successful. Discuss these questions.

- Should you raise prices?
- Should you stop taking bookings, because people are happy to queue?
- Should you expand?
- The economy goes into recession. What do you do to stay profitable?

Vocabulary and pronunciation

Words with variable stress

progress: /ˈprəʊgres/ or /prəˈgres/?

1 Look at the words below. Check any you don't know in a dictionary. Work with a partner. Take turns to explain what the words in the box mean.

a	progress	b	import	c	decrease	d	increase	e	export	f	record
g	refund	h	produce	i	permit	j	transport	k	insult	l	protest

2 6.4 Listen and repeat the words in **1**, first as nouns, then as verbs. How does the word stress change? Do any of the sounds in the words change?

3 Practise saying the words in **1** with your partner. Give instructions like this.

Say b as a noun. ˈimport

Say g as a verb. reˈfund

4 6.5 Complete the sentences with the correct form of one of the words. Read the sentences aloud to each other. Then listen and check.

1 Scotland _____ a lot of food from other countries. Its _____ include whisky and beef.
2 I'm pleased with my English. I'm making a lot of _____.
3 Unfortunately, there's been an _____ in the number of unemployed.
4 Fortunately, the crime rate has _____ significantly.
5 How dare you call me a cheat! What an _____!
6 I'm going on a _____ march against student fees.
7 I'll _____ the lecture on my phone, so I can listen to it later.
8 The trains were cancelled, but I got a _____ on my ticket.

refuse: /ˈrefjus/ or /rɪˈfjuːz/?

5 These words have different meanings according to the stress. Discuss what they mean as verbs, nouns, or adjectives. Check in a dictionary.

a	refuse	b	present	c	minute	d	desert
e	content	f	object	g	invalid	h	contract

6 6.6 Listen to the words. After each one, say which part of speech they are.

in'valid adjective!

7 Ask and answer the questions using the words in **5**.

1 What does 'UFO' mean?
2 What's the Sahara?
3 What do you get on your birthday?
4 What are pages 2 to 5 in this book?
5 How do lawyers in court say they disagree?
6 What's another way of saying … ?
- out-of-date
- rubbish
- very small
- a written agreement
- satisfied

6.7 Listen and check.

Go online for more **vocabulary** practice

Listening and speaking Advertisements

1 What's your favourite advertisement at the moment? What's it for? Does it have a story? Is it funny?



2 6.8 Listen to the beginning of five radio advertisements and after each one, guess which of the things in the chart they are advertising. Write the number.

What's advertised?	Company/Product name	Characters involved	Selling point
Washing powder ☐			
Batteries ☐			
New car with free insurance ☐			
Store opening hours 1			
Chocolate snack ☐			

6.9 Listen to the complete adverts and check, and complete the chart.

3 6.9 Listen again and answer the questions.

1 How does the vicar try to hurry up the wedding? What is he in a rush to do after the service? Why isn't that necessary?
2 Describe Sarah's playshirt. What do you think she might be bringing into the house?
3 Which river does the guide refer to? Which cathedral? Which painting? Why is what he says a problem?
4 What does the man want to invite Sue to do? Why does he keep correcting himself? Why is this not successful?
5 How old do you think the father and daughter are? In what ways does the daughter make fun of her father?

Writing an advert

4 Work in pairs or small groups. Write a radio or TV advert based on a dialogue between people.

Choose or make up a product or service, or use one of these ideas.

- Bonzo dog food
- Blue Mountain Coffee
- Carlton bank accounts for students
- Dazzle washing-up liquid
- Carlo's Restaurant
- Scrumptious Chocolate

5 Rehearse your advert and then act it out to the class.

Everyday English

Business expressions and numbers



1 Match a line in **A** to a reply in **B**.

6.10 Listen and check.

A	B
1 OK. We have a lot to get through, so shall we get down to business?	a No, sorry, that's a deal breaker for me. I can't budge on that.
2 Could I speak to someone who deals with refunds?	b I'm afraid he's unavailable at the moment. Shall I ask him to call you back when he's free?
3 Could you put me through to Conrad Jones, please?	c OK, I'll just read that back to you. That's zero four one zero, one nine, five zero zero, six four.
4 Could you give me last month's sales figures?	d Yes, that'll be Mr Soames. Who shall I say is calling?
5 What kind of price did you have in mind? I could offer £2,000.	e I'm sorry to hear that. If you give me the details, I'll look into it and get back to you.
6 Is there any leeway on the July deadline?	f Yes, could you just run through the relocation timetable again?
7 I'm afraid something's come up and I can't make our meeting on the 9th.	g I'm afraid I don't know them off hand. Bear with me a moment while I look them up.
8 I'd like to make a complaint. The parts we ordered two weeks ago still haven't arrived.	h Yes. The first thing on the agenda is our latest restructure.
9 If you have any questions, I'd be happy to answer them now. Patrick?	i I was looking for £3,000, but I could meet you halfway and do £2,500.
10 Here's the invoice number you need. It's … 041019 50064.	j That's OK. Let's go for the following week. Is Wednesday the 13th good for you?

2 Work with a partner. Cover the lines in **B** and have the conversations. Then cover the lines in **A** and do the same.

3 Look at the invoice number in conversation 10. How is it said in two different ways?

4 Practise saying these numbers.

a **375 1,250 13,692 23,806 150,000 5,378,212**

b **½ ¾ ⅓ ¼ ⅔**

c **3.142 0.05 4.3% 355 ml 10.5 m**

d **11 Sept 2001 Feb 3 1980 22 Nov 1786 Aug 14 1902**

e **12.00 p.m. 12.00 a.m. 14.05 22.30**

f **0775 360722 0800 664733 0990 21 22 23**

g **2 – 0 (football) 30 – 0 (tennis)**

6.11 Listen and check.

5 Write short dialogues using some of the numbers in **4**. Practise them with your partner.



No, Thursday's out. How about never – is never good for you?

Go online for more **speaking** practice

Let there be love!

7

- **Language focus** Modals and related verbs
- **Vocabulary** Common verbs – *get*
- **Everyday English** Exaggeration and understatement
- **Reading** From India to Sweden with love
- **Listening** Professional matchmakers!
- **Writing** Arguing your case

‘When the power of love overcomes the love of power, the world will know peace.’

Jimi Hendrix

1 Look at the photo. What do you think has happened? Do you think it’s still romantic for men to ask this question as a surprise, or is it old-fashioned?

2 Explain the quote. How close is the world to achieving this? Is it possible to love someone *and* want to have power over them?

Watch the video introduction

Use your **Workbook** for self study

Go online for more practice and to *Check your Progress*

Language focus

Modals and related verbs

TEST YOUR GRAMMAR

Modal verbs have many meanings. Match the sentences to their meanings.

1 She **can** ski very well.
2 **Can** I park in your drive?
3 You **must** have a driving licence.
4 They **must** be in love!
5 We **must** get an early night tonight.
6 You **should** stop seeing him.
7 **I'll** help/**won't** help you.
8 It **might** snow tonight.
9 He **may** be coming later.

a	permission
b	advice
c	obligation
d	ability
e	(un) willingness
f	probability/ possibility

We can work it out!

1 Look at the photos. What do you think the people are talking about?

2 7.1 Read and listen to conversations **A** and **B**. Underline all the modal verbs. What are their meanings?

3 7.2 Listen to two similar conversations. Which expressions are used *instead of* the modal verbs? Write the expressions in the correct column. Compare answers with a partner. Listen again and check.

Conversation A	Conversation B

LANGUAGE FOCUS

1 Match the modals in the box with their related expressions.

should	**ought to**	**may**	**must**	**won't**
can	**will**	**might**	**could**	

be able to	If I were you, I'd …	be likely to
manage to	promise to	had better
be allowed to	refuse to	Why don't you … ?
be bound to	have (got) to	It's possible that …

2 Put these sentences into the past and future.

She **can** speak Spanish. He**'s able to** speak three languages.
I **must** go. I **have to** go.

Grammar reference 7.1–7.3 pp158–160



A

A I think you should swallow your pride and forgive and forget.
B Never! I will not!
A You'll have to in the end. You can't ignore each other forever.
B I might forgive him, but I can never forget.
A It must be possible to talk it over, and work something out.
B Oh dear! I just don't know what to do for the best.



B

A What the … where d'you think you're going?
B What d'you mean?
A Well, you can't turn right here.
B Who says I can't?
A That sign does mate. 'NO ENTRY'. Can't you read?
B I couldn't see it, could I?
A You should get your eyes tested, you should. You're not fit to be on the roads!

Practice

What are they talking about?

1 7.3 Listen and complete the conversation.

- Who are the people talking?
- What is the secret?
- Who do you suppose Claire is?



2 Practise the conversation with a partner.

3 7.4 Listen to another conversation and answer the questions.

- Who are the people?
- How old do you think they are?
- What are they talking about?
- Which modals or related verbs do you hear?



Discussing grammar

4 Which of the verbs or phrases below can fill the gap correctly? Cross out the verb or verbs which cannot. Check your answers with your partner. What are the differences in meaning?

1 I _____ be able to help you.

a won't ~~b can't~~ c might d may

2 Did you _____ keep it secret?

a could b manage to c able to d have to

3 You _____ be exhausted after such a long journey.

a must b can c had better d are bound to

4 The book is optional. Our teacher said that we _____ read it if we don't want to.

a mustn't
b don't have to
c don't need to
d aren't supposed to

5 I absolutely _____ work late again tonight.

a will not
b should not
c might not
d refuse to

6 _____ hold your breath for more than a minute?

a Are you able to
b Can you
c May you
d Could you

7 _____ tell me where the station is?

a May you
b Could you
c Are you able to
d Can you

8 _____ I have some more dessert?

a Could b May c Will d Would

9 Will you _____ come on holiday with us?

a can b be able to c be allowed to d may

10 You _____ go to England to learn English.

a should b don't have to c mustn't d could

11 You _____ worry so much. You'll make yourself ill.

a mustn't b shouldn't c don't have to d can't

12 I _____ call home.

a 'd better b ought to c am likely to d had to

Related verbs

5 Replace the words in **bold** with a modal verb.

1 I **wasn't able to** go to Tara's wedding. I was ill.
2 He**'s bound to** win the race. I just know it.
3 You**'d better** pack a jumper. The evenings are chilly.
4 She **refuses to** share her toys with anyone!
5 I don't know – but I think he**'s likely to** fail his driving test.
6 **Am** I **allowed to** use my phone, or **have** I **got to** turn it off?

6 Use the words in brackets to rephrase the sentences.

1 I just know it'll rain at the weekend. (*bound*)
2 Can you tell which twin is which? (*able*)
3 I should wear a suit for work, but I don't. (*am supposed*)
4 You mustn't tell anyone about it. (*'d better not*)
5 He wouldn't put out his cigarette. (*refuse*)
6 He finally gave up smoking. (*succeed in*) (*manage*)
7 My parents say I can't have a puppy. (*allowed*) (*won't let*)
8 You ought to take it back and complain. (*should*) (*If I were you*) (*had better*)

7 Work with a partner. Underline the modal verbs in **A**. Match them with an expression in **B**.

A

1 I can take you to the airport, after all. **f**
2 May I make a suggestion?
3 You can smoke in the designated area only.
4 You shouldn't wear red, it doesn't suit you.
5 You must obtain a visa to work in Australia.
6 You should always make an appointment.
7 You'll pass. Don't worry.
8 You mustn't walk on the grass.
9 I couldn't get through, the line was engaged.
10 I won't discuss the matter any further.

B

a Is it OK if … ?
b I didn't manage to …
c If I were you, I wouldn't …
d You're bound to …
e You are required to …
f I'll be able to …
g You're allowed to …
h I refuse to …
i It's always a good idea to …
j You aren't permitted to …

7.5 Say the rephrased sentences aloud to your partner. Listen and check your answers.

8 Complete the expressions in **B** in **7** with your own ideas. Compare with your partner.

I'll be able to come on Saturday after all.

Check it

9 Correct the sentences. Some have errors in form, others in meaning.

1 We'd better to go inside – it's starting to rain.
2 Only gym users are able to park here.
3 I haven't prepared my talk. It should be a disaster.
4 My mum won't let me to stay out after 11.00.
5 If anyone ought know the answer, it's you!
6 You don't have to drive through a red light.
7 Are you able to smell something burning?
8 I'd better go now, wouldn't I?
9 Will I give you a hand carrying those bags in?
10 When the plane caught fire, the passengers could escape via the emergency chutes.

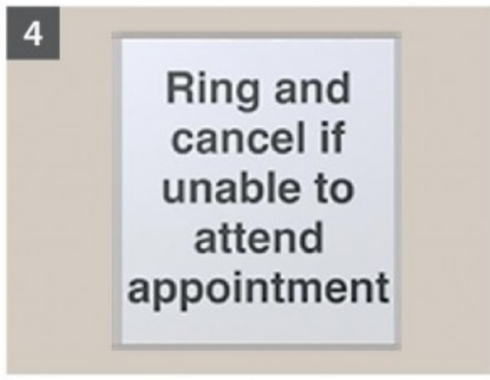
Speaking

10 7.6 Look at the signs and tell your partner what they mean, using informal spoken English. Then listen and compare.

1


2


3


4


5


6


7


An exciting phone call

1 7.7 Read and listen to one side of a telephone conversation between **Isabel** and **Rick**.

- Why is Isabel so excited?
- Where is she going?
- Who do you think David is?
- Why is she calling Rick?

2 Work with a partner. What do you think Isabel says in the conversation?

3 7.8 Listen to the whole conversation and compare your ideas.

4 Practise the conversation with your partner. Try to remember Isabel's lines.



R Isabel, hi!
I …
R You've got to talk to me – about what?
I …
R Yes, I can. I remember you doing it in the coffee bar. It was the one in the *Daily Sun*, wasn't it? Didn't you have to identify loads of states in the US?
I …
R Never! I don't believe it. What's the prize?
I …
R You've won what? You must be kidding! That's brilliant. For how long?
I …
R You're staying where? The Ritz Carlton! I'm impressed! Doesn't that overlook Central Park?
I …
R I thought so. Not that I've been there, of course.
I …
R What do you mean? How would I ever be able to?
I …
R You can't be serious? You know I'd love to! But why me? Surely you should be taking David?
I …
R You've done what? When? I didn't know.
I …
R Well, what can I say? How could I possibly refuse an offer like that?
I …
R I certainly will!



SPOKEN ENGLISH
Echo questions

1 What is unusual about Rick's questions?

a **I** I've won a trip to New York.
R You've won what?

b **I** I'll be staying in the Ritz Carlton.
R You're staying where?

c **I** David and I have split up.
R You've done what?

What emotions do Rick's questions express? Does he really not know the answer?

2 Work with a partner. Take turns to read the statement and ask the questions.

1 My mum and dad went to Alaska on holiday.
'They went where?'
2 I got home at 5.00 this morning.
3 Laura paid €300 for a pair of jeans.
4 I saw the president while I was out shopping.
5 He invited me to the palace for a drink.

7.9 Listen, check and practise. Pay attention to stress and intonation.

Go online for more **grammar** practice

Reading and speaking

From India to Sweden with love

1 Look at the pictures. Read the introduction and the headings – they are the synopsis of a love story. Discuss in small groups. What do you think happens? Share your ideas as a class.

2 Read through the rest of the text quickly. Were your ideas correct?

3 All these words and expressions come from the story. Read the text again. Make notes about what they refer to, then go through them with a partner.

- December 1975
- January 1976
- VW camper van
- an astrologer
- his blessing
- a ladies' Raleigh
- a German girl
- Switzerland
- border guards
- train tickets
- 16 months
- Kid Sid

4 Who from the story could have said these lines? About what?

1 'I won't give up! I'll find a way.'
2 'We can remember when our eyes met.'
3 'He won't marry a local Indian girl.'
4 'You have my blessing. I wish you happiness in your life together.'
5 'I can't afford that bike. I'd better buy this one.'
6 'I was so grateful. He took me to a hospital.'
7 'It's a good likeness. I'm going to hang it in my office! You can go!'
8 'You're a talented artist, on an incredible journey! How can I help you?'
9 'Don't cry! I always knew you would turn up.'
10 'They are soulmates. We love that about them.'

In your own words

With your partner use the word prompts in **3** to tell the story in your own words.

What do you think?

- Do you believe in love at first sight? Why/Why not?
- Were you surprised in any way by the attitude of PK and Lotta's parents?
- Do you believe in having a 'soulmate'? Why/Why not?
- Why does the world like a love story?
- What problems might you face if you tried PK's journey today?

Watch a video about a couple who met on a blind date.



"I cycled from India to Europe for love!"

It was December 1975, and in New Delhi, India, a street artist, known as PK, met a Swedish tourist. They fell in love. It was love at first sight. But she had to return home. He refused to give up. Months later, he set off on a 7,000 km bike trip to join her.

Short-lived married bliss!

Pradyumna Kumar Mahanandia, (PK), was a street artist from what was known as the 'untouchable' caste. He was drawing portraits of tourists, when he met a young **Swedish student, Charlotte von Schedvin (Lotta)**. She was travelling round India in a VW camper van with friends, and she had asked him to draw her. Now, after more than 40 years of marriage and two children, they can still remember every detail of their meeting.

PK holds up a palm leaf inscribed by an astrologer and given to his parents on the day he was born. 'It says that I would marry a foreign lady with white skin who was musical,' he tells me. 'I knew it was Lotta as soon as I saw her.'

In January, 1976, just a few days after they met, the couple made the journey to PK's home village in Orissa, in the east of India, to meet his family and get married. PK's father gave them his blessing, but their married bliss was short-lived. Lotta had to get back to Sweden to continue her studies, but she made PK promise that he would follow her. So, with her companions in the camper van, she began the long trek back, *overland* through Asia and Europe.





An impossible journey made possible

For some young lovers, this might have marked the end. Not so for PK and Lotta. Letters flew between the two. Still sketching tourists, PK started planning the seemingly impossible – an overland journey of 7,000 km to rejoin Lotta in Sweden.

'Flying was out of the question,' he says. Eventually, he realized a pushbike might offer him salvation and bought a ladies' Raleigh – it was half the price of the men's model. He set off with his passport, a spare pair of trousers, a sleeping bag – and $80 sewn into his clothes.

The route was tough, through Pakistan, Afghanistan, Iran, but PK recalls it fondly. He says he became part of a 'family' on the hippy trail. 'We helped each other. We looked after each other,' he says. He talks of how he helped a German girl, after a car accident in Afghanistan left her badly injured; and of how a Belgian traveller pointed out to him that Sweden was, in fact, a different country from Switzerland!

His talent as an artist attracted attention along the way. He managed to get past the border guards into Pakistan by drawing their portraits. He earned enough money to eat and travel – Lotta says being an artist was a kind of currency for him. 'He could get very close to people quickly. When you draw them, they trust you.'

PK ditched the old bike and bought a slightly less shaky one. He was getting there, slowly but surely. Were there any doubts at all? 'On the journey, I had doubts that I would die and wouldn't be able to fulfil my meeting with Lotta,' he says. 'But I knew in the next life I would find her,' he says. Lotta adds that she had no doubts. 'It was just a matter of time that you would turn up,' she says. 'His journey was a test for us being separated.'

PK's journey was accelerated when Linnea – the German girl he had helped – sent him a train ticket to Vienna, and again when a gallery owner in the city, impressed with both his story and talent as an artist, handed over the means to the final leg of his journey – tickets to Copenhagen and Gothenburg.

Together again

About 16 months after their parting as newlyweds, PK and Lotta got together again. It was a moment of intense emotion. PK, overcome with excitement and tiredness, started to cry. Lotta took him for a walk in the local park, where they sat among the flowers, drinking coffee.

'It was a great step for my parents to embrace our lives together,' says Lotta. 'My mother had been initially cautious, but I had my willpower and strong belief that this would work.'

They never seriously considered returning to India to live. But they set up a scholarship for children in PK's village. Their children, Emilie and Karl Siddhartha – known as Kid Sid – are now 31 and 29. 'I love that they know that as soon as we met, we wanted to be with each other,' says Lotta. 'We will never be separated.'

PK says, 'Bumping along on my bike, my goal was just to get to Lotta.'



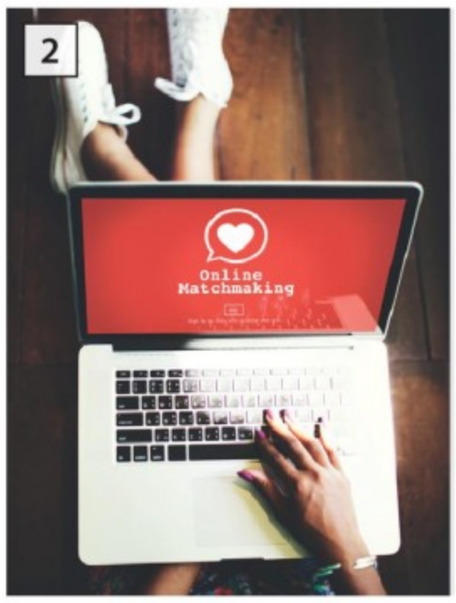
Listening and speaking

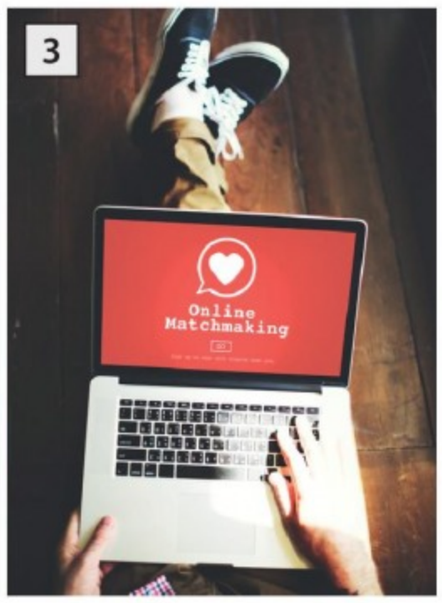
Professional matchmakers!

1 Work in small groups. Discuss together.

- What story do photos 1–5 illustrate?
- What are common ways for people to meet their marriage partner?
- How did your parents meet?
- How and why do people sometimes 'matchmake' for each other?











2 7.10 Listen to and read the introduction to a radio programme about matchmakers. Answer the questions.

1 What does the presenter say may be 'antiquated' today? Why?
2 Where are the two matchmakers from?
3 How do you think their approach to matchmaking might differ?



BBC WORLD SERVICE – The Conversation: 'Matchmakers'

Kim Chakanetsa:
Hello, and welcome to *The Conversation*. Today we are talking about love with two matchmakers.
In an age where meeting the love of your life is a matter of logging on, the notion of paying someone to help you find love may seem a little antiquated. 'Not so,' say my guests, who have brought together many couples over the years. My first guest is **Aleeza Ben Shalom**. She's based in Philadelphia in the United States. Aleeza, welcome.

ABS: Hi Kim, thank you.
KC: My other guest, **Geeta Khanna** describes her role as that of a professional matchmaker and she's based in New Delhi. Geeta, hello.
GK: Hello, how are you?
KC: Very well, thank you. Now, let's get started.

3 7.11 Listen to the rest of the programme. Answer the questions.

1 Aleeza and Geeta both compare a first date to a job interview, but they have different views. What are they?
2 What examples do they give of 'typical questions'? What are less typical?
3 Why does Aleeza say that a bit of coaching is necessary? What does Kim say about this?
4 Who charges the most for their services? What does Kim think of their fees?
5 Why do you think Aleeza says 'How expensive is divorce?'
6 Why does Kim say 'Wow!' when she hears how Geeta met her husband?
7 Why does Geeta think marrying young is a good idea?
8 What has changed about the gender balance and people's expectations over the years?

What do you think?

- What is the best age to get married?
- Are matchmakers a good or bad thing? Make a list of possible advantages and disadvantages.
- Is a blind date matchmaking?
- Would you ever use any kind of matchmaking?

Writing p137 Arguing your case – For and against

Vocabulary and speaking

Common verbs – *get*

1 The verb *get* has many different uses. Look at the cartoon. Explain what's happened. Why is it funny?



Bob knew it was over when she stopped returning his calls. Still, the card was a nice touch.

2 Look at the examples of *get* from this unit. Replace the words in **bold** with one of the words or phrases below.

become	begin	marry	pass	reach	return	listen to this
were reunited	haven't had a good relationship					

1 Well, **get this**! I've won!
2 We **haven't been getting on well** for ages.
3 I think we should **get married**.
4 She had to **get back** to Sweden.
5 He managed to **get past** the border guards.
6 He could **get** very close to people quickly.
7 PK and Lotta **got together again**.
8 My goal was just to **get to** Lotta.
9 Let's **get started**!

Phrasal verbs with *get*

3 *Get* can combine with particles to make phrasal verbs. Complete each group of sentences with one particle from the box below. (Careful, only six of the particles are used.)

at	away	into	off	on	out	over	round	through	up

1	If news of this gets		, there'll be a huge scandal!
	You always get	_____	of doing the washing-up. It's not fair!
	I'm in a hurry! Get		of the way!
2	You're always getting		me! Leave me alone!
	What are you getting	_____	? Just say what you mean!
	I can't get		the sugar. It's on the top shelf.
3	It took him ages to get		the operation.
	He couldn't get his point	_____	to the audience. They didn't understand.
	I can't get		how much your children have grown!
4	We got		to page 56 in the last lesson.
	That man is getting	_____	to no good. I think he's a thief!
	I had to get		at 5 a.m. to catch the plane.
5	I couldn't get		to Joe. His phone was switched off.
	I failed, but Bob got	_____	his driving test first time.
	We got		loads of money on our holiday.
6	She can always get		her dad! She gets exactly what she wants.
	Sorry! I haven't got	_____	to answering your email yet.
	I can't see how we get		this problem. It's really difficult.

7.12 Listen and check.

4 Find a phrasal verb in **3** which can be replaced by …

- avoid
- criticizing
- recover
- explain
- behaving suspiciously
- passed
- spent
- solve

Talking about you

5 Ask and answer these questions with a partner.

1 How do you get on with your parents?
2 What have you got to do when you get home tonight?
3 How do you usually get in touch with friends and family?
4 When did you last get angry? Why?
5 What are two things that always get on your nerves?
6 How often do you get your hair cut?
7 In what ways is your English getting better?
8 Are you worried about getting old?

6 Try to rewrite the questions in **5** without using *get*. Is *get* generally more formal or informal?

Go online for more **vocabulary** practice

Everyday English

Exaggeration and understatement



1 Which nationalities have a reputation for being passionate, spontaneous and temperamental? Which nationalities are more controlled and reserved?

2 Which of these declarations of love are exaggerated? Which are understated?

I adore you and I can't live without you.

I'm really rather fond of you.

I'm absolutely crazy about you.

We get on pretty well, don't you think?

I worship the ground you walk on.

I quite fancy you, you know.

3 Match a line in **A** to a line in **B**. Use a dictionary to look up new words.

A	B
1 They are obviously madly in love.	a You're not kidding. He was totally out of order!
2 I think Tony was a bit rude last night.	b Well, yes, I was a bit upset.
3 His family are pretty well off, aren't they?	c I suppose it is a bit chilly.
4 I can't stand the sight of him!	d Yes, it was a nice little break.
5 I'm knackered. Can we stop for a rest?	e You can say that again! They're absolutely loaded!
6 I'm absolutely dying for a drink!	f Yeah, they do seem to get on quite well.
7 She isn't very bright, is she?	g Yes, my throat's a bit dry, I must say.
8 I bet you hit the roof when she crashed your car!	h Too right! She's as thick as two short planks.
9 I'm fed up with this weather! It's freezing.	i OK. I feel a bit out of breath, too.
10 Well, that was a fantastic holiday!	j I must admit, I'm not too keen on him either.

4 7.13 Listen and check your answers. Pay attention to stress and intonation. Underline the examples of exaggeration. Circle the understatements. Practise the conversations with a partner.

5 Work with a partner. Take turns to read aloud these understated remarks and give an exaggerated reply.

1 These shoes are rather nice, aren't they?

These shoes are rather nice, aren't they?

They're absolutely fabulous! I want them!



2 Is that a new watch? I bet that cost a bit.
3 It's a bit chilly in here, don't you think?
4 Can we stop at the next service station? I could do with something to eat.
5 I think those two like each other, don't you?
6 I bet you were a bit upset when your team lost.

7.14 Listen and compare.

Go online for more **speaking** practice

Going to extremes

8

- **Language focus** Relative clauses, present & past participles
- **Vocabulary** Adverb collocations
- **Everyday English** Exclamations
- **Reading** A fairy tale of New York
- **Listening** Extreme temperatures
- **Writing** Describing places



‘Everything is good in moderation. Even moderation.’

Iveta Cherneva

1 Do you think the man in the photo is enjoying himself? Why do you think he is doing this? Would you?

2 Read the quote. What does it mean? Do you agree with it? When do you break this rule?

Watch the video introduction

Use your **Workbook** for self study

Go online for more practice and to *Check your Progress*

Language focus Relative clauses

TEST YOUR GRAMMAR

1 Complete the sentences with one of the relative pronouns.

who	which	where	what	when	whose

1 The woman _____ you met at the party was my sister.
2 She's decided to stop teaching, _____ surprised us all.
3 My other sister, _____ lives in London, is a teacher.
4 Apparently, _____ she wants to do is move to Australia.
5 Her boyfriend, _____ parents live in Perth, is delighted.
6 They don't know _____ or _____ they're going.
7 Their flat, _____ they bought last year, is up for sale.
8 The flat _____ I bought recently isn't far from theirs.

2 In which sentences can the relative pronoun be replaced by *that*?

3 Underline the present and past participles in these sentences. Rewrite them using relative pronouns.

1 The bored woman standing next to him is his wife.
2 Most houses built in the 16th century are listed buildings.

Skeleton superhero

1 Look at the photos. What sport is the man doing? Would you like to do it? Why/Why not?

2 Read the text about **Akwasi Frimpong** quickly. What impression do you get of him?

3 Read the text again and complete it with clauses a–j.

a whose coaches believed he'd lost his passport
b some of whom had been training for years
~~c was the day when~~
d in which a short, quick sprint start is essential
e which will be held in Beijing
f earned by selling vacuum cleaners
g which housed a family of ten
h using a wooden board with wheels
i who had moved to The Netherlands
j where he set up the improbable-sounding

8.1 Listen and check.

The African



Feb 15th 2018 [1] *was the day when* 32-year-old Akwasi Frimpong from Ghana entered history. Sprinting alongside a tiny sled, jumping onto it face first, and hurtling down an ice track at 100 km an hour, he became the first African to compete in the Olympic Skeleton.

From Africa to Europe

Born in 1986, Akwasi was brought up by his grandmother in Kumasi, Ghana, in a 4m² room [2]_____. Aged eight, he joined his mother, [3]_____.

He loved sport and was a talented sprinter, becoming the Dutch junior 200 metre champion at the age of 17. However, he *never* travelled to competitions abroad. Akwasi, [4]_____, had a secret! His paperwork hadn't been processed, so he was an illegal immigrant, and wouldn't have been allowed back into The Netherlands.

From sprinting to 'Skeleton'!

In 2008, he finally got his Dutch passport and trained for the 2012 London Olympics, but injury ended his sprinting ambitions. He changed sport, and trained in bobsled, an event [5]_____, but after failing to get into the 2014 Winter Olympic team, he decided to give up competitive sport altogether. However, his wife, Erica, told him she didn't want him forever moaning about his lost Olympic dreams, so Akwasi changed sport again – this time to *Skeleton* racing. He loved it, and set his heart on competing in the 2018 Olympics in South Korea, but not for The Netherlands ... for his birth country, Ghana.

Iceman



The Skeleton race

> "I have to push, dive on the sled, and navigate a mile of ice track at 80–90 mph with my chin three inches from the ice."





Back to Africa

Aged 31, for the first time in 23 years, Akwasi returned to Ghana, [6]_____ *Bobsled and Skeleton Federation Ghana*. In a country with no snow or ice, he introduced fellow Ghanains to *winter* sports [7]_____! Back in The Netherlands, he trained for the Olympics with money [8]_____ door-to-door, and just managed to qualify for South Korea, entering the top 60 in the world.

Success of a sort

In a Hollywood movie, Akwasi would have won Olympic gold, but of course he had no chance against his competitors, [9]_____.
He came last. 'That is OK,' he said. 'For me, being at the Winter Olympics is about breaking barriers ... to show black people from warm countries can do this as well.' But he now hopes to win the first Olympic gold medal for Ghana in the 2022 Winter Games, [10]_____
_____.



4 Answer the questions.

1 What record did Akwasi Frimpong break in February 2018?
2 Why was he brought up by his grandmother?
3 Why did he tell his athletics coaches that he'd lost his passport?
4 Did he compete in the 2012 London Olympics?
5 Why was bobsled a good option for him?
6 Why did he decide to give up his sporting career?
7 What made him change his mind?
8 Why is the *Bobsled and Skeleton Federation Ghana* 'improbable-sounding'?
9 What are Akwasi's aims for the future?

What do you think?

- What is Akwasi trying to prove? Why?
- Why do you think his helmet has a rabbit escaping from a lion's mouth on it?
- Which of these adjectives do you think best describe him?

fearless determined **childish** gutsy
spirited passive **resourceful** daring
hot-headed **enthusiastic** **brave** **inspiring**

LANGUAGE FOCUS

Relative clauses

Relative clauses are like adjectives. They give more information about nouns.

We have *a lovely neighbour* who comes from Peru.

1 Underline the relative clauses in these sentences.
a I met a woman who works at the UN. (*defining*)
b My sister, who lives in New York, works at the UN. (*non-defining*)
c The house which we just passed is Lisa's. (*defining*)
d Lisa's house, which cost over a million, was flooded last month. (*non-defining*)

2 Explain the use of commas in the sentences. Read them aloud. How do the commas affect the pronunciation?

3 In which sentence in 1 can the relative pronoun be omitted? Why?

Present and past participles

Underline the present and past participles in these sentences. Which are adjectives?

1 Who is that boring man standing at the bar?

2 The house sold for over £1m was demolished and rebuilt!

3 The owner has four houses, including a ruined castle in Scotland.

Grammar reference 8.1–8.2 p160–161

Practice

Punctuation and pronunciation

1 Take turns to read the sentences aloud, then write any necessary punctuation.

1 The area of London I like best is Soho.
2 My father who's a doctor plays the drums.
3 The book that I'm reading at the moment is great.
4 Ed passed his driving test first time which surprised me.
5 People who eat too much sugar risk getting diabetes.
6 I met a man whose aim in life was to visit every capital city in the world.
7 The Channel Tunnel which opened in 1995 is a great way to get from England to France.
8 A short bald man seen running away from the scene of the crime is being sought by the police.

8.2 Listen and repeat the sentences.

2 What does each of these sentences mean with, and without, commas? Which sentences *need* commas?

1 Jeanette's husband who works in advertising is a very interesting man.
2 My two children who love sports are really good tennis players.
3 Mercury which melts at –39°C is a liquid at room temperature.
4 The star in the sky which never moves is called the 'North Star'.
5 I'd like to visit the house where Picasso lived while we're in Spain.
6 Our house which is in France has a swimming pool.

Relative clauses – adding information

3 Work with a partner. Put a cross ✗ next to the sentences that *need* more information in the gap to make sense.

1 The apple tree in our garden _____ _____ needs cutting down.
2 People _____ live longer.
3 She married a man _____.
4 The Great Barrier Reef _____ _____ is the largest coral reef in the world.
5 Did I show you the photographs _____ _____?
6 Let me introduce you to Lindy Russell _____ _____.
7 I'm looking for a book _____ _____.
8 I was speaking to someone _____ _____.

4 Use the information below to complete the sentences in **3**, rewriting them as relative clauses.

a She works in our Oxford office.
b You know this person.
c We took them in Barbados.
d She met him on holiday in Greece.
e It explains German grammar.
f They do regular exercise.
g My grandfather planted it 60 years ago.
h It's situated off the NE coast of Australia.

5 Discuss with a partner. Which sentences in **4** need commas around the clauses? Why?

Proverbs

6 Work with a partner. Make proverbs using lines from **A** and **B**, and the relative pronouns in the box. What do they mean? Are there similar proverbs in your language?

~~who~~	where	that (x3)	when (x2)	what

A

1 People *who* live in glass houses **d**
2 It's the exception _____
3 Don't put off until tomorrow _____
4 Time flies _____
5 All _____ glitters
6 Home is _____
7 I'll cross that bridge _____
8 All's well _____

B

a I come to it.
b the heart is.
c you're having fun!
d shouldn't throw stones.
e proves the rule.
f is not gold.
g you can do today.
h ends well.

8.3 Listen and check.

7 Think of lines that will make your partner say some of the expressions.

Wow! It's five o'clock already!

Well, time flies when you're having fun!

Present and past participles: *-ing* and *-ed*

8 Complete each pair of sentences with the correct form of the same verb, once as a present participle, and once as a past participle.

1 I hurt my leg _____ football.
Bridge is a card game _____ by four people.

2 It says _____ *in China* on these trousers.
I work in a café, _____ sandwiches and hot drinks.

3 I've spent the whole morning _____ this essay.
On the wall was some graffiti _____ in huge letters.

4 Goods _____ in the sale cannot be refunded.
I've spent all day _____ Christmas gifts online.

5 The burglar was caught _____ into the house.
Be careful of the _____ glass on the floor!

9 Which group of adjectives **B** or **C**, go with the topics in **A**?

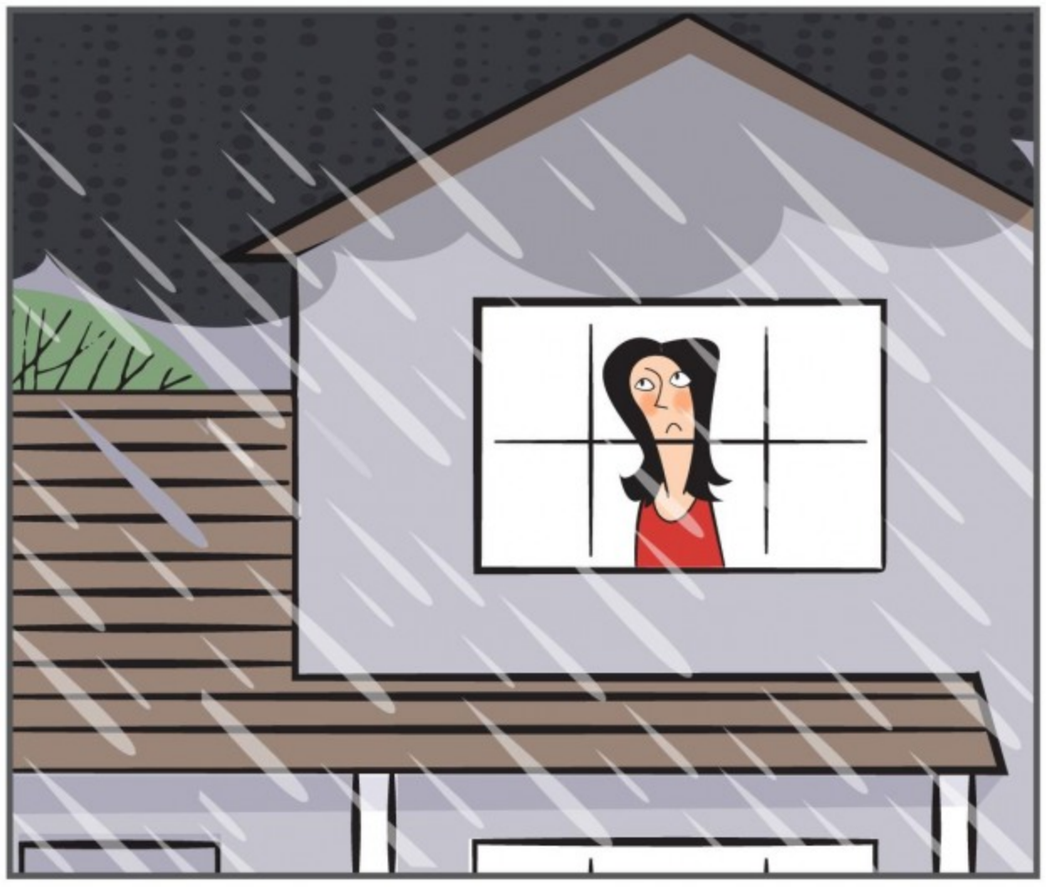
A	B	C
1 the weather	annoying	annoyed
2 a holiday	shocking	shocked
3 news	depressing	depressed
4 a journey	relaxing	relaxed
5 a neighbour	exhausting	exhausted
6 a mistake	boring	bored
7 a film	embarrassing	embarrassed

Match each topic to one or more adjectives.

10 8.4 Listen to conversations about the topics in **9**. For each, say how the woman feels, and why.

'It's raining again!'
'Oh no! Another miserable day when we're stuck indoors!'

She's depressed. The weather is depressing.



Adding more detail

11 Add *all* the words and phrases from the box to make this short sentence longer.

A man was walking down the street.

slowly	humming to himself
busy	lost in thought
young	listening to music
cool	



8.5 Listen and compare.

12 Work with a partner. Choose two sentences and make them longer. Read them aloud to the class. Who has the longest sentence?

1 A girl was sunbathing on the beach.
2 A policeman came into the room.
3 A boy stole a wallet on a bus.
4 The actor was seen in a restaurant.
5 The conference was a success.

8.6 Listen and compare your ideas.

Go online for more **grammar** practice

Reading and speaking

A fairy tale of New York

1 Write down three things you know about New York. Share ideas with the class.

2 Read this conclusion of a story about a man called **Bob Redman**, a resident of New York. Answer the questions.

> This story just goes to prove that America is still a land of opportunity, where dreams can become reality. And, in the hectic, competitive world of New York, it is comforting to know that a man like Bob Redman exists.

1 Why has America always been seen as 'a land of opportunity'?
2 Why does New York have a reputation for being *hectic* and *competitive*?
3 What do you think are the themes of this story? Why might it be *comforting*?
4 What kind of person do you think Bob Redman is? Is he a successful businessman?

3 Read the title of the article and the introduction. Answer the questions.

1 Why is Bob Redman called 'Tarzan'?
2 What advice is given about where to stay in New York? Why?
3 What are the 'enormous cliffs of stone and cement'?

4 Read the headings of the paragraphs. What can you guess now about Bob Redman's story?

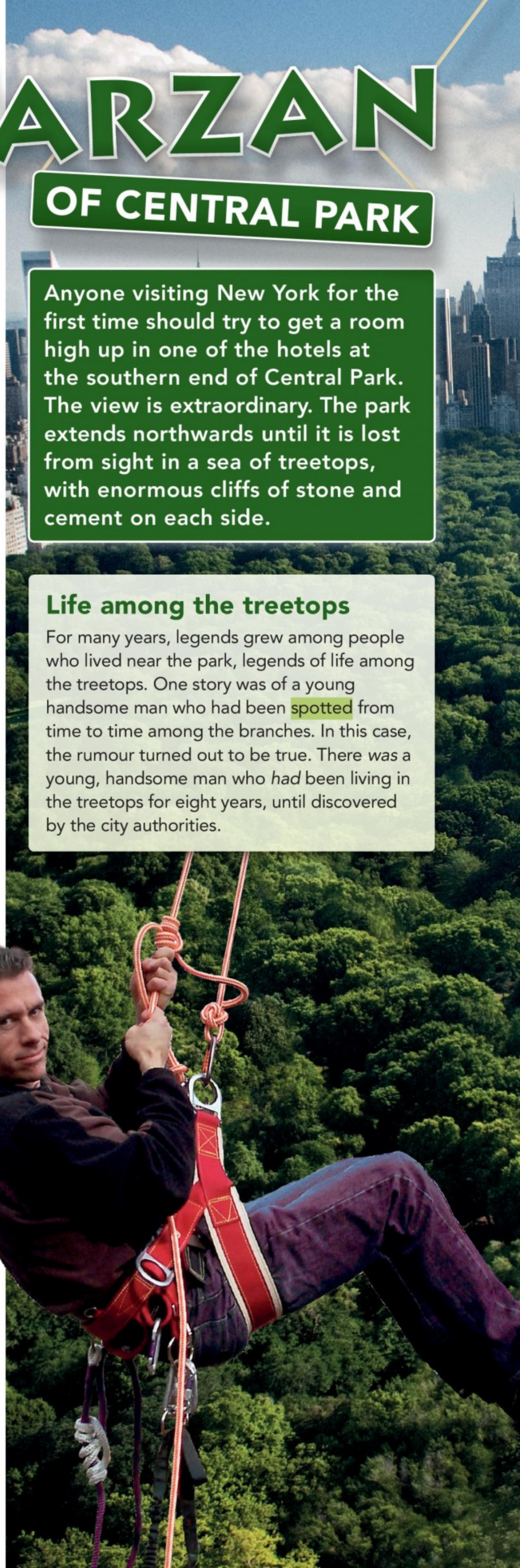
5 Read all of the article. Were any of your guesses correct? Are these statements true (✓) or false (✗)? Correct the false ones.

1 All the stories of people living among the treetops were rumours.
2 Bob Redman's childhood home was situated among trees.
3 Bob felt lonely sometimes in the park, especially at night.
4 Estate agents rented out his final house, but we don't know for how much.
5 Not many people went to the parts of the park where his tree houses were.
6 Friends were welcome to visit, but sometimes behaved badly.
7 The Park Director was impressed with Bob's exceptional skills.
8 He's not completely happy with his new job because he can't build tree houses.

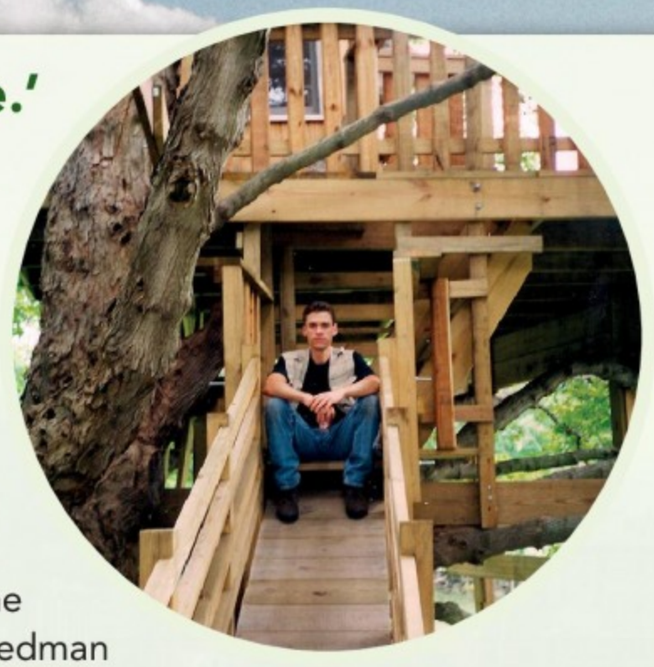
Vocabulary

6 Use context to work out the meaning of the highlighted words in the text. Then match them with the synonyms.

1 very sad
2 next to
3 take apart
4 seen
5 moving
6 were amazed by
7 unnoticed
8 took a lot of trouble



‘I like the solitude.’



It’s a touching tale. Bob Redman, brought up by his mother in a tiny Manhattan apartment, had always been addicted to trees. When he was 14, he went into the park and built himself a tree house. It was the first of 13 houses, each one more elaborate than the last. ‘I like to be in trees,’ Redman explained to a reporter from *The New York Times*. ‘I like to be up, away from everything. I like the solitude. I love most of all to look at the stars. The view at night of the city lights and stars is beyond description.’

A five-room split-level home

His final house was the grandest of them all. Constructed at the top of a huge beech tree, it was what an estate agent would describe as a ‘five-room, split-level home, commanding spectacular views of the city skyline and Central Park’. It included ladders and rope bridges leading to an adjacent tree, as well as wooden benches and tables. Who can imagine what the rent might be for such a house?

Friends come to visit

Redman went to great pains to hide his tree houses, building them in neglected corners of the park and camouflaging them with branches and green paint. Friends used to come to visit him, sometimes as many as 12 people at a time, bringing sandwiches and radios and books and torches. Certain rules had to be obeyed: no breaking branches, no litter, no fires, and no loud music – except his brother Bill, who sometimes brought a set of conga drums and played them very late at night, giving rise to the rumours of a tree-dwelling tribe.

The party’s over!

Although the park authorities quickly became aware of his activities, the houses would often go undetected for long periods of time. Some lasted as long as a whole year before they were found and destroyed by officials, with a mournful Bob Redman watching from a distance. His magnificent final house went unnoticed for four months before Bob was awoken one morning with the word: ‘Come down! The party’s over!’

He climbed down and was met by Frank Serpe, Park Director, and ten officers of the Parks Enforcement Patrol. Mr Serpe had been hunting Redman for years. But he was generous in his praise for the houses. ‘We marvelled at the spectacular workmanship,’ he said. ‘The floors were strong enough to hold a truck, and not one nail was driven into the tree.’ And when Bob offered to help dismantle the tree house, ‘Well, he *walked* up the tree’ an officer said. ‘It was amazing!’

The perfect job!

Mr Serpe concluded that rather than lock him up, they should offer Redman a job. He is now a professional pruner and tree climber for the Central Park Conservancy. However, he has had to promise not to build any more tree houses. He says he cannot believe that a job so perfect for him could possibly exist.

This story just goes to prove that America is still a land of opportunity, where dreams can become reality. And, in the hectic, competitive world of New York, it is comforting to know that a man like Bob Redman exists.

Postscript

When a New York writer called Shira Boss needed her tiny Japanese maple tree pruning, someone suggested a man called … Bob Redman. They are now married, with two sons, and Shira has written a children’s book telling Bob’s story, *Up In The Leaves*, which was published in 2018.





Roleplay

Work in pairs. **Student A** is Bob Redman. **Student B** is a journalist. Act out an interview with Bob Redman.

Tell me Bob, when did you build your first tree house? And why exactly?

Well, I was 14 and ….

What do you think?

- If you were Park Director, would you have allowed Bob to build tree houses in the park? Why/Why not?
- What are the pros and cons of living in big cities? Why do cities have parks?

Watch a video about the excitement of being high up in the treetops.



Listening and speaking

Extreme temperatures

1 Work in groups. What's the coldest, hottest or wettest place you've ever been? What were you doing there? What was it like?

2 You are going to listen to **Helena** and **Abi** recalling their extreme experiences of heat and cold. Look at the words in the box about Helena. What do you think happened to her?

3 8.7 Listen to Helena and answer the questions.

1 Where was she?
2 What was the temperature?
3 What did she do that was silly?
4 What kinds of transport did she use?
5 Where was she going? Why?
6 What did she see when she arrived?
7 Who did she meet? Was this person helpful?
8 How did the temperature affect her?
9 What happened in the end?

4 Look at the photo and the words in the box about Abi and guess the answers to the questions in **3** for her story.

5 8.8 Listen to Abi and give answers to the questions in **3**, comparing them with your ideas.



Helena

- a night club
- the pyramids
- a motorbike
- broke down
- heat exhaustion
- rehydration salts
- the sunrise
- a taxi



Abi

- friends / outskirts of town
- an anonymous landscape
- huge blocks of flats
- frozen nostrils
- tram
- an old lady
- feet and hands
- bonfires

Vocabulary

6 Complete the sentences with the adverbs used by Helena and Abi. Then check on page 148.

completely	dramatically	exactly
extremely	profusely	properly
really	seriously	stupidly

1 It was _____ hot and _____ we decided to go dancing.
2 We were sweating _____.
3 The temperature rises _____.
4 My brain wasn't working _____.
5 It was _____ anonymous, this landscape.
6 They all looked _____ the same.
7 I was beginning to _____, _____ panic.

Writing p138 Describing places – My favourite part of town

SPOKEN ENGLISH Adding a comment

In conversation we can use *which* to add a comment as an afterthought. This often expresses our reaction to what we have just said.

'He gave me a lift home, which was nice of him.'

1 Add a suitable comment from **B** to Helena's and Abi's comments in **A**. Sometimes more than one is possible.

A	B
1 It was over 40°C and we went dancing,	which is hardly surprising with *my* Russian!
2 We visited the pyramids at sunrise,	which was rather a stupid thing to do.
3 The motorbike broke down in the desert,	which was very painful.
4 My friends were worried I'd get lost,	which was no laughing matter.
5 My nostrils actually froze,	which was understandable.
6 The old lady couldn't understand me,	which was just amazing!

8.9 Listen and check/compare. Practise the comments with a partner.

2 Write sentences ending with a comment from **B**. Tell the class.

'I missed the last bus home, which was no laughing matter.'

Vocabulary and pronunciation Adverb collocations

Extreme adjectives

1 Which group of adjectives, **A** or **B**, goes with *very*? Which goes with *absolutely*? Why?

A	surprised	good	bad	hungry	big
	interesting	tired	upset	happy	clever
	beautiful	funny	nice	hot	cold
	lovely	sad	silly	wet	

very	absolutely

B	wonderful	fascinating	huge	freezing
	exhausted	hilarious	starving	boiling
	enormous	drenched	thrilled	devastated
	awful	amazed	ridiculous	brilliant
	gorgeous	fabulous	stunning	dreadful

2 Match each adjective in **A** to one or more adjectives with a similar meaning in **B.**

3 Complete the conversations using adjectives from **1**.

1 **A** Shall I turn the heating down? It's very hot in here.
B Please do! I'm absolutely _____!

2 **A** It's silly having to use all these passwords for everything, isn't it?
B Oh, it's absolutely _____! How are you supposed to remember them all?

3 **A** Cara looks _____, doesn't she? What a beautiful dress!
B Oh, wow! She looks absolutely _____!

4 **A** Dan tells such good jokes. He's very funny, isn't he?
B Oh, yes! He's absolutely _____ sometimes!

5 **A** I'll cook some lunch if you're hungry.
B _____? You bet! I didn't have breakfast, so I'm absolutely _____!

6 **A** Was Lisa upset when she heard the bad news?
B Oh, she was absolutely _____!

4 8.10 Listen and compare, and practise with a partner. Make similar conversations on topics such as holidays, books, films, people, the weather, etc.

Quite

5 8.11 The adverb *quite* has different meanings. Listen and repeat these sentences and notice the stress and intonation. Which in each pair is more positive?

1 a He's quite nice. b He's quite nice.
2 a She's quite clever b She's quite clever.

6 Read these lines aloud to give them the right meaning.

1 a That book was quite interesting. You should read it.
b That book was quite interesting, but I wouldn't really recommend it.

2 a I'm quite tired. Shall we stop playing?
b I'm quite tired, but I could play one more game.

8.12 Listen, check and repeat.

A night at the Oscars

7 Read the speech. Who is speaking? Work with a partner and rewrite it. Make it much more dramatic by changing and adding adjectives and adverbs.

And the Oscar goes to ...

"Well, I certainly know how sad it is to lose out on these awards, so I'm very happy, and surprised, to finally receive one. I am grateful to all the nice people who voted for me. It's a big honour to be named best actor, and for *Riviera Rose* to win best film. We were all very tired at the end of shooting, but we knew we'd made a good film. I guess none of us imagined it would be *such* a big success though! OK, I know it's bad to have to listen to long lists of thank-yous, but I have to say *something* about some of the clever people involved. So, special thanks to writer Clare Baxter for creating such interesting characters and a very funny script, to Michael Davis for his good direction, and to Barry Kenwood for his very beautiful cinematography. And last but not least, thank you to my very lovely wife, for her support. I love you Kayla, and I love you all."



8 8.13 Listen and compare your choices, and practise reading the speech. Try not to cry!

Go online for more **vocabulary** practice

Everyday English

Exclamations

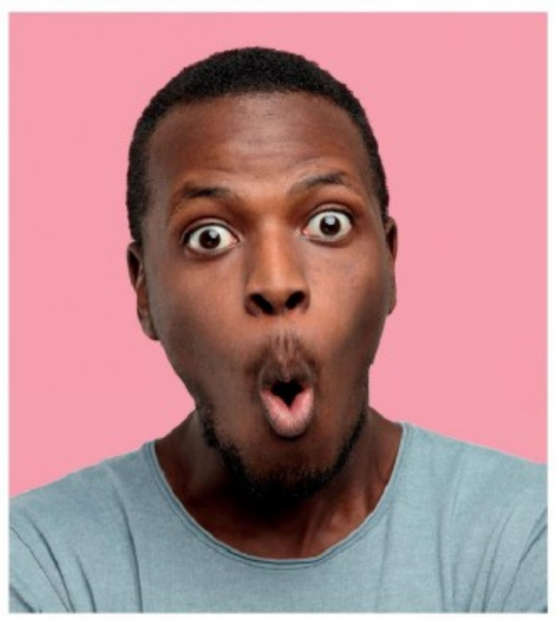
Exclamations often begin with ***How*** or ***What***. We use:

- ***What*** + adjective + plural or uncountable noun
  What fabulous shoes! What awful music!
- ***What*** *a/an* + adjective + singular countable noun
  What a lovely surprise! What an idiot!
- ***How*** + adjective
  How amazing! How incredibly weird!









1 Complete the exclamations with *What*, *What a* or *How*.

1 _____ silly mistake!
2 _____ brilliant idea!
3 _____ utterly ridiculous!
4 _____ dreadful weather!
5 _____ rubbish!
6 _____ mess!
7 _____ awful!
8 _____ wonderful!
9 _____ relief!
10 _____ terrible thing to say!

Which are positive reactions? Which are negative?

2 8.14 Listen to some situations. React to them using one of the exclamations from **1**.

3 8.15 Listen to these sounds used in exclamations. After each one, write it in the correct line.

Oops! **Phew!** **Yuck!** **Oh!** **Duh!**
Ouch! **Wow!** **Mmm!** **Eh?** **Ha ha!**

1 _____ How amazing!
2 _____ Very funny!
3 _____ That really hurt!
4 _____ That's disgusting!
5 _____ I'm sorry to hear that! What a shame!
6 *Oops!* I've spilt it. Sorry about that!
7 _____ It's absolutely delicious!
8 _____ What a relief!
9 _____ What did you say?
10 _____ You forgot to plug it in!

What sounds do you make in your language with these meanings?

4 8.16 Listen to these lines of conversation and reply with a line from **3**.

5 8.17 Listen and check. Complete the extra lines from the conversation.

1 Just the _____ I like it – spicy, but not too hot!
2 You _____ be so disappointed!
3 What are the _____ of that happening?!
4 It's a _____ being tall sometimes!
5 They do work _____ with electricity.
6 At _____ it's white and not red!
7 You wouldn't _____ me eating any of those!
8 You really _____ get a job as a comedian.
9 It must be a _____ off your shoulders!
10 Don't talk with your mouth _____!

6 Work with a partner. Practise some of the conversations. Act one of them out to the class and make it longer.

7 Write a conversation with your partner, using some of the exclamations on this page. It could be about a holiday, a sporting event, an exam result, a meal, etc. Act it out to the class.

Go online for more **speaking** practice

The good old days! 9

- **Language focus** Expressing habit
- **Vocabulary** Homonyms and homophones
- **Everyday English** Moans and groans
- **Reading** Living in the past
- **Listening** A teacher to remember
- **Writing** Writing for talking

‘Nostalgia isn’t what it used to be.’

Peter De Vries

1 When did phones look like this? How did you dial the number? How does it compare with making a call today?

2 Read the quote. What is the joke? Is nostalgia a good or a bad thing? What do you feel nostalgic about?



Watch the video introduction

Use your **Workbook** for self study

Go online for more practice and to *Check your Progress*

Language focus Expressing habit

TEST YOUR GRAMMAR

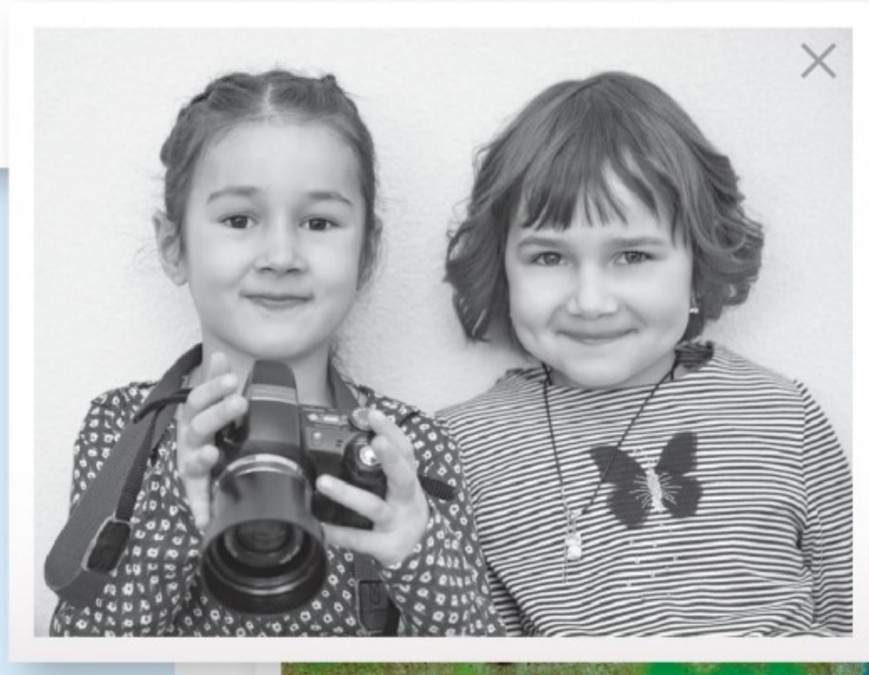
1 Match a line in **A** to a line in **B**.

A	B
1 When we were little we	will never let you down.
2 A good friend	spends hours gazing at Dan's photo.
3 My sister's in love – she	is always talking about himself.
4 I love my job, but I	can't get used to working night shifts.
5 Bill is so self-centred, he	used to wear top hats.
6 In Victorian times, men	used to be best friends.

Underline the words that express habit. Which are past and which present?

2 Choose the correct ending for these sentences.

He used to work hard | because he's a builder.
He's used to working hard | but now he's retired.



Friends forever!

1 How do you keep in touch with friends? How can you get back in touch if you've lost touch? Have you ever got back in touch with an old friend?

2 Read quickly through **Nicky's** email. Who is it to? Why is she writing?

3 Complete the email with phrases a–l.

a meet up	g get used to calling
b 'd go cycling	h loved
c were always giggling	i 'd argue
d would go	j used to listen
e painted	k 'll always arrive
f used to sit	l would never wear

To: anastasia.peabody@smalltalk.co.uk
Subject: Memories of Ash House School

Hi Tazy! (Anastasia!)

It's great to be in touch again. The wonder of social media – sometimes! How could anybody forget a name like yours? Crazy Tazy Jones! And now you're a 'Peabody'!

You and I were friends from the start. We [1]_____ next to each other in class, but then the teachers made us sit apart, because we [2]_____ and whispering.

Do you remember how we [3]_____ back to your house after school and listen to music for hours on end? CDs in those days! We both [4]_____ **Oasis**, but we [5]_____ endlessly about who was better – Liam or Noel. Oh, and we also [6]_____ to the **Spice Girls** – but 'in secret', because they were so 'uncool'.

Then there was that time we [7]_____ your bike bright pink. Then we [8]_____ round town on it, and we [9]_____ our helmets. Your dad was furious – but we didn't care!

I [10]_____ with Polly and Tina from time to time. They're both married with kids, and, like us, balancing work and home life. Polly's the same as ever, a rotten timekeeper – she [11]_____ late and rush in, full of apologies.

It'd be so great if you could join us – in the meantime keep on keeping in touch! It's great to catch up.

Love,

Nicky

PS I can't [12]_____ you Anastasia Peabody! To me, you'll always be Crazy Tazy Jones.

9.1 Listen and check. Who are the four friends? What do you learn about their lives now?

4 Match lines in **A** and **B**. Practise saying them. Pay attention to contracted forms and weak forms.

A	B
1 We used to sit	round town.
2 We were always giggling	you Anastasia.
3 We'd go back	late.
4 We'd go cycling	and whispering.
5 I can't get used to calling	to your house.
6 She'll always arrive	next to each other.

9.2 Listen and check.







LANGUAGE FOCUS

1 Look at the sentences that express present habit.

a My grandpa **loves** gardening.

b He's **always trying** to get me to help and I don't want to.

c He**'ll go out** into the garden early in the morning and **won't come in** until dusk.

Which sentence expresses … ?

1 my attitude to this habit of his (*I find it annoying.*)

2 a simple fact about him

3 characteristic behaviour (*This is typical of him.*)

2 Put sentences **a–c** into the past. Express sentence **a** in two ways.

3 Look at the sentences.

a I **used to live** in Rome, but now I live in Paris.

b I **didn't use to** like French cheese, but now I love it.

c I've lived near the airport for years, so I**'m used** to the noise.

d I**'m getting used to** travelling on the Metro.

Which sentence(s) express … ?

- a past state/habit now finished
- a situation which is familiar, and no longer strange
- a situation which is still strange, but becoming easier

Grammar reference 9.1 p161–162

Practice

Characteristic behaviour

1 What adjective describes someone like this? Choose from the box.

easy-going	clumsy	stubborn	absent-minded
mean	argumentative	sensitive	sensible

1 He's always losing things or forgetting where he's put things.

2 She'll always cry at the end of a sad film.

3 Nothing ever upsets her or annoys her, or worries her.

4 I'm always dropping things or bumping into things.

5 She's ruled by her head, not her heart. She'll always think carefully before she acts.

6 He just won't listen to anyone else's suggestions.

7 I remember that bloke Dave. He'd never buy you a drink.

8 And he'd pick a fight with anyone about anything.

2 Add similar sentences to support these statements.

1 My flatmate is the untidiest person in the whole world.
She's always leaving her things around the place …

2 My boyfriend is insanely jealous.

3 Freddy is just the coolest guy I know.

4 My dog Bruno was my best friend.

5 Your problem is you're self-obsessed.

6 My mum really gets on my nerves.

7 But my grandma was so sweet.

8 My grandpa hated all modern technology.

9.3 Listen and compare.

Discussing grammar

3 Work with a partner. Decide which sentence in **B** best continues the sentence in **A**.

A	B
1 **My friend** Joe buys and sells cars.	He's a real techno-geek.
2 He's always buying new things for himself – the latest iPhone or smartwatch.	Don't you think that's wasteful of him?
3 He'll buy an expensive shirt and only wear it once.	He earns loads of money.
4 **John** usually does the cooking	because he's been doing it for years.
5 He's used to doing the cooking	but he isn't tonight. I am.
6 Dave used to do the cooking	but then he stopped.
7 Mike's getting used to doing the cooking	but he still burns things sometimes.
8 **When I was young**, we used to have holidays by the seaside.	What an adventure that was!
9 My dad and I would go rock climbing and I'd go swimming with my mum.	We'd go to the same place year after year.
10 One year we went to America.	I remember those day with such fondness!

used to and *would*

4 Read *When I was a boy*, and note the verbs *in italics*. They are all in the **Past Simple**. Which are **state** verbs? Which are **action** verbs?

5 With your partner decide which verbs … ?

1 can take *would* or *used to*
2 can take only *used to* not *would*
3 must stay in the Past Simple

9.4 Discuss how to rewrite the text to make it sound more nostalgic, then listen and compare.

used to do/*used to doing*

6 Answer the questions with a form of *used to do, be/get used to doing/sb/sth.*

1 **A** You don't like your new teacher, do you?
B Not a lot, but *we're getting used* to her.
2 **A** How can you get up at five o'clock every morning?
B No problem. I _____ it now.
3 **A** How come you know New York so well?
B I _____ live there.
4 **A** How are you finding your new job?
B Difficult, but I _____ it bit by bit.
5 **A** Do you still have any CDs?
B No, I _____ have loads, but not anymore.
6 **A** Do you get on well with your sister?
B Well, we _____, but now we're really close.
7 **A** You two argue so much. How can you live together?
B After 20 years we _____ each other.

9.5 Listen and check. What else does **B** say? Practise with your partner.

Go online for more **grammar** practice

When I was a boy…

When I was a boy, we *lived* in a village, in the heart of the countryside and I *liked* going for long walks, especially on summer mornings. I *got up* early in the morning without waking my parents. We *had* a dog called Bob and he and I *crept* out of the house and down the lane. Bob and I *climbed* the hills together while the rest of the world was sleeping. Once I *walked* for nearly twenty miles and my parents *got* very worried. I *loved* those days, so innocent, so carefree. I *went* back there last year – but it wasn't the same.



Listening – me and my parents

7 Work with a partner. Look at the photos of the families.

- Which decade do you think each is?
- How old are these children now?
- What do you think the relationships between the children and parents were like?

8 9.6 Listen to four people talking about their relationship with their parents. Who had a good relationship? Who didn't? Why?

9 9.6 These lines are similar to what the people said. Which lines can be expressed in a different way? Which can't? Listen again. What are the people's actual words?

1 **Kathryn**

- We did a lot together as a family.
- We used to go on walks, and have picnics.
- Once he bought me a necklace with a heart … just cheap, but I loved it.
- My mother said he was spoiling us.

2 **Michael**

- My dad drove me mad.
- He kept telling me to get my hair cut.
- She used to get angry when I picked at food.
- When I was 16, I suddenly shot up. I'm 6ft 5" now.

3 **Jonny**

- My mum always nagged me. She used to tell me to get off my computer.
- She was all put out when I used to shut myself away in my room.
- We didn't use to talk much in our family.
- My wife always asks me about my childhood.

4 **Gillian**

- I told her everything, well, nearly everything.
- She talked to me very openly.
- My dad left when I was three.
- We used to go out shopping.

Talking about you

10 Talk to your partner about your parents and your family life, past and present.

Writing p139 Writing for talking – *An early memory*









Reading and speaking

Living in the past

1 What do you know about the time when your grandparents and great-grandparents were young? When was it? What were their houses like? What did they do for entertainment?

2 Look at the photos. What things can you find that are typical of the 19th century and the 1950s?

3 Work in two groups.

Group A: Read about **Peter Saunders**.

Group B: Read about **Joanne Massey**.

Answer the questions.

1 Which era is he/she obsessed by? What started the obsession?
2 What does she/he wear?
3 How does he/she source the things for the house?
4 What does she/he not like about modern life?
5 What does he/she like about the bygone era?
6 Which 'mod cons' do they have in their houses? Where do they keep them?
7 How do they entertain friends?
8 What do other people think of their lifestyle?
9 What do you learn about other members of the family?

4 Work with a student from the other group. Use the questions to tell each other about your person.

5 With your partner try to guess the meaning of the highlighted words in your text.

What do you think?

- Why do some people like the idea of past times so much?
- Which past era would you like to live in, or do you prefer life today?
- Which 'mod cons' would you miss?
- What is your opinion of Peter's and Joanne's lifestyles? Which do you prefer? What do you like/not like about them?

Project

Choose a past time which interests you. Research it and present your findings to the class.

Watch a video about a living history museum, and learn about how people lived in Victorian times.





Peter Saunders is a council worker from Nottingham. He's just 35 years old, but he is a huge fan of all things Victorian. He has spent £1,000s turning his house into a late 1800s haven.

Peter takes Victorian life very seriously, even down to wearing a waistcoat and flat cap. Every item in his cottage is 100 per cent authentic. There is no factory-produced furniture, everything from the toilet to the tins in his pantry have been lovingly hand-picked from car boot sales, antique fairs and eBay auctions. A portrait of Queen Victoria hangs proudly above the sitting room fireplace.



Peter's four-bedroom house now looks much like it used to look when a real-life Victorian family lived there and Peter is considering opening its doors to the public.

He says: 'I've gone to a lot of trouble and I would like to share it with people who will appreciate it. The Victorian period was a fascinating time. Both my mum and my sister are interested in it, too, so I guess my passion for it started from them. My mum is always picking things up for me from car boot sales. I like the idea of the lifestyle that the Victorians had. They would entertain themselves. They used to love a sing-song round the piano. And they were less wasteful than we are today. Things were built to last. I can't stand all that modern stuff made of plastic that all looks the same. Most of my friends are very supportive and they love coming round for dinner parties when all the old glasses and cutlery comes out.'

Peter uses all the original cooking features in his kitchen, but admits to having a microwave oven. He also has a television, central heating and a fridge freezer, but he says: 'All my mod cons are cleverly hidden around the house in cupboards or behind curtains. And I have running water, as most Victorians had, but they didn't have hot water like I do.'

The house has an outside loo, which Peter is restoring. 'But I also have a Victorian-style indoor bathroom with antique fittings, so I suppose I have the best of both worlds – all the modern conveniences but with the romantic and quaint feel of the Victorian period, and it's very cosy – the Victorians were all about comfort.'

Experts agree with Peter that the house genuinely reflects Victorian times. Hilary Silvester, chairman of Nottingham Civic Society, said: 'Peter's done it extremely well. It's not twee in any way and has been restored in such a genuine fashion.'





Joanne is a housewife. She says:

'I love nothing better than fastening my pinny round my waist and baking a cake for Kevin in my 1950s kitchen. I put on some lovely Frank Sinatra music and am completely lost in my own little fantasy world. In our marriage, I am very much a lady and Kevin is the breadwinner. We've been married for 13 years and we're extremely happy because we both know our roles. I make sure our home is immaculate, there is dinner on the table, and I look pretty to welcome my husband home.'

Joanne doesn't even put petrol in their Ford Anglia car, which is 43 years old, because she thinks that is unladylike. She asks Kevin to do it. She only ever wears 1950s clothing, such as tight pencil skirts, a white blouse and a wide belt. Her furniture is all from the 50s. The kitchen is an original 'English Rose' design, which used to be very much the 'in thing'. They advertised for it in an antiques magazine and bought it from a family in Scotland who had it in their garage to keep tools in.

Joanne thinks modern life is too hectic. Shopping in supermarkets is an ordeal, and she doesn't read newspapers – they are just too distressing. She says: 'We do have a television set, but we hide it in a retro cabinet. Neither of us drinks and our social life revolves around visiting like-minded friends for tea and cakes.'

Her obsession began as a teenager. She loved old movies because they seemed to represent a halcyon time, when women were more feminine and men more protective. She could have gone to university, but chose to work in a bank.



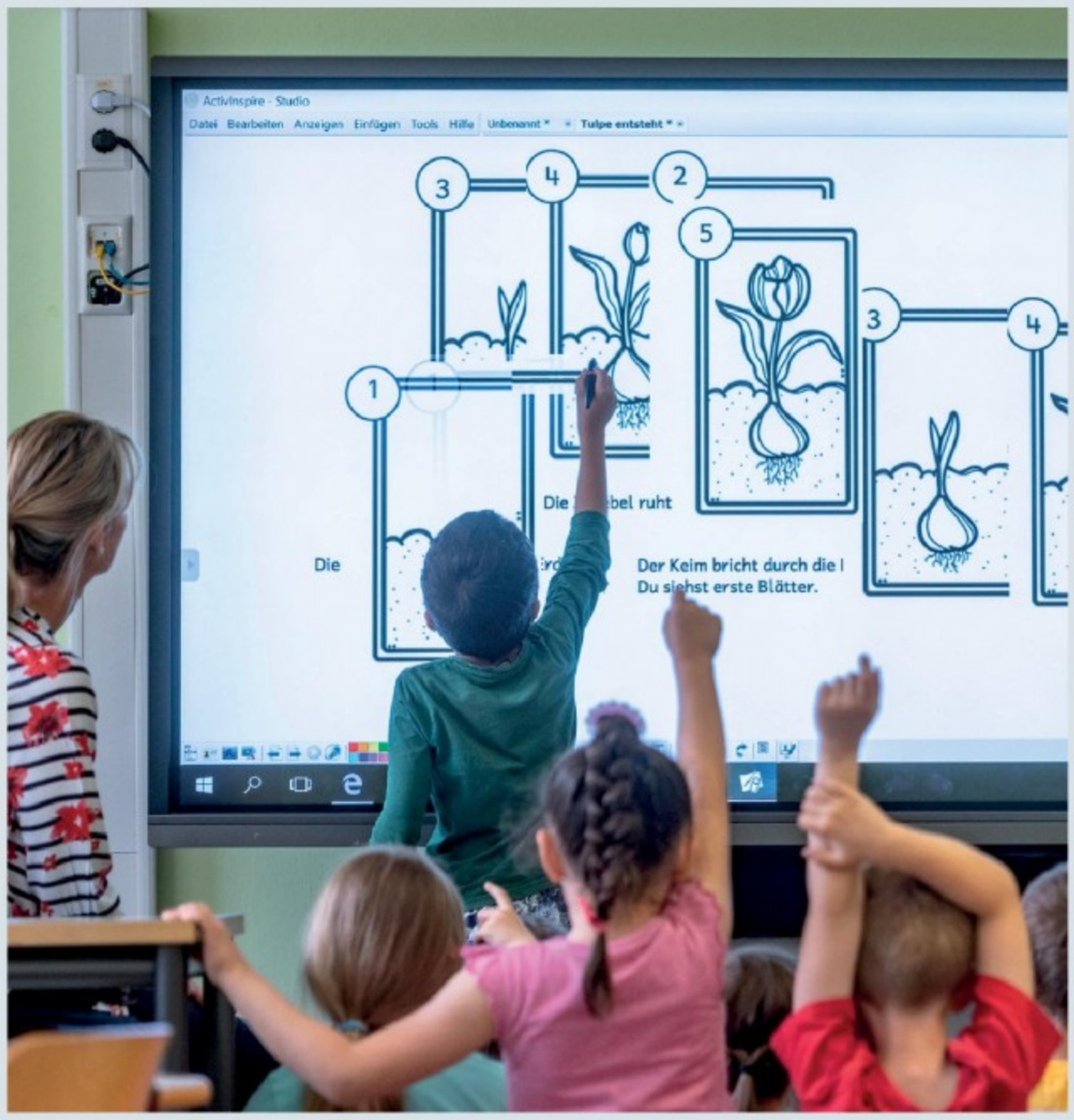
She says: 'I was marking time until I met the right man. Kevin and I met at a Fifties Convention, and we had an old-fashioned courtship before he proposed. I was ecstatic, because I had found someone with the same passion. Some women I meet ask me if I feel patronized by spending all my time caring for Kevin, but I never would.'

At work, Kevin gets teased because he's the only one with home-made cakes and even home-made jam in his sandwiches. Joanne thinks his colleagues are jealous that he has a wife who devotes herself solely to his happiness. How many men these days can really say that?

Listening and speaking

A teacher to remember

1 Look at the photos. What are modern classrooms like? What were classrooms like years ago? How have teaching styles changed?





2 9.8 Listen to four people, **Sean**, **Samantha**, **Rupert** and **Charlotte**, talking about a teacher they remember well. Answer these questions after each one.

1 What was the teacher's subject?
2 What did she/he look like?
3 What is said about the age of the teacher?
4 Why is she/he so memorable? Is it for positive or negative reasons?
5 Did he/she influence the speaker in any way? If so, how?

3 9.8 Listen again. Which teacher …

- poked students? With what? Why?
- taught 'dry' subjects? What were they?
- had to 'crouch'? Where? Why?
- had a 'mission in life'? What was this?
- slammed something down on the desk? What? Why?
- had a 'razor-sharp wit'? What was hidden in his words?
- glowed with gratitude? Why?
- gave crystal clear explanations? About what?

What do you think?

Work in small groups.

- What makes a teacher memorable? Think of positive, negative and funny reasons.
- Who is a teacher you'll never forget? Why? What was/is she/he like?

SPOKEN ENGLISH Adjective intensifiers

1 Look at these lines from what the people said. Which words intensify the adjective?

'He used to make these dead languages seem *dead easy*.'
'He had a *razor-sharp* wit.'

2 Complete the sentences with a word from the box.

brand	stiff	freezing	tiny	wide	great	boiling	fast

1 They live in this _____ **big** house in the centre of London.
2 I made one _____ **little** mistake in my driving test, but I still failed.
3 Careful with the soup – it's _____ **hot**. Don't scald yourself.
4 It's _____ **cold** in here. Can't we put on the heating?
5 Do you like my car? It's _____ **new**.
6 Don't worry. You won't wake the children. They're _____ **asleep**.
7 I have a cold shower every morning, then I feel _____ **awake**.
8 'I'm fed up with this lesson.''Me, too. I'm **bored** _____.'

3 Find more examples in audioscript 9.8 on pages 148 and 149.

Vocabulary

Homonyms and homophones

1 Work on your own. What do these words mean?

right ***fine*** mean
fan glasses *park*

2 9.9 Listen and write down the words you hear.

3 Work with a partner. Compare your answers to **1** and **2**. Do you have any differences? What are they?

Homonyms

4 Homonyms are words with the same spelling and more than one meaning.

- A **bank** in the High Street.
- The **bank** of a river.
- Don't **bank** on my support forever.

Complete the pairs of sentences with the same word used twice.

1 Grandma's leaving now. Come and _____ goodbye!
He was swept out to sea by a freak _____, but he survived.

2 Oh dear! We have a _____ tyre and no spare wheel.
I'm renting a _____ near where I work.

3 'What's today's _____?' 'The third.'
I've got a _____ tonight. I'm going out with Carl.

4 He goes to the gym every day. He's very _____.
The trousers are too small. They don't _____ you at all.

5 It's not _____. Everyone else is allowed to stay out till midnight.
She has beautiful _____ hair and blue eyes.

9.10 Listen and check.

5 Think of two meanings for these words. Make sentences using them.

suit miss type **kind**
point train ***cool***

Homophones

6 Homophones are words with the same pronunciation, but different spellings and different meanings.

/rəʊd/ **It's the road to Oxford.** **I rowed across the river.**

Write the word in phonetics in the correct spelling.

1	/həʊl/	the _____ world	a _____ in the ground
2	/piːs/	a _____ of cake	war and _____
3	/ˈflaʊə(r)/	a rose is a _____	_____ to make bread
4	/seɪlz/	a yacht has _____	buy clothes in the _____
5	/sel/	shops _____ things	a prisoner lives in a _____

7 Think of a word with the same pronunciation but a different spelling for these words.

bored caught ***hire*** *pair* maid
plain **waist** **aloud** *write* seas

Children's jokes

8 9.11 A lot of children's jokes are made with **homonyms** and **homophones**. Read and listen to some. After each one say which words make the joke.

1 **Why will you never starve in the desert?**
... Because of the sand which is there.

2 **Why is Sunday the strongest day?**
... Because the others are weak days.

3 **A** **Your battery's flat. That's why your car won't start.**
B **Oh dear! What shape should it be?**

4 **A** **Waiter! What's wrong with this egg?**
B **Don't ask me, sir. I only laid the table.**

5 **A** **What do you get when 5,000 strawberries try to go through a door at the same time?**
B **I don't know. What do you get?**
A **Strawberry jam!**

6 **A** **Waiter, this food tastes funny?**
B **So, why aren't you laughing?**

7 **What do you give to a sick lemon?**
... Lemon aid!

8 **What did one toilet say to the other?**
... You look a bit flushed.

9 **Why can't Cinderella play soccer?**
... Because she's always running away from the ball.





Go online for more **vocabulary** practice

Everyday English

Moans and groans



1 Read the complaints in **A**. Match them to a response in **B**. Which of the items in the box do they refer to?

a leather jacket	texting	boots	ordering by phone	a bookcase	an exam	a TV series	a dishwasher

A	B
1 I **could kick myself**. As soon as I'd handed it in, I remembered what the answer was.	a No joy! **What a pain!** Why don't you try phoning them instead?
2 I went away to think about it, and when I went back it'd been sold. **I'm gutted!** I should have bought it there and then.	b **Give me a break.** I was in a hurry. Anyway, they're only a bit muddy.
3 **I don't believe it!** All I get is 'Message failed to send. Try again'. So, I try again and guess what?	c I'm awfully sorry, sir. I'm afraid there's nothing I can do about it. **It's out of my hands.**
4 These instructions **don't make any sense** to me at all. If you can follow them, you're a genius.	d I know, **it drives me mad** – but worse is when they say, 'This call is important to us,' when it obviously isn't.
5 **It's not fair.** I'd been looking forward to curling up with a box set and then my phone goes and rings!	e **That's always so annoying!** But do you think you've still passed?
6 **How many times do I have to tell you?** Take them off *before* you come into the house!	f **That's a shame.** Didn't you ask if they had another one in stock?
7 **This is beyond a joke.** You promised you'd deliver it Tuesday at the latest. Now you're saying next month!	g Well, **don't ask me**! This flatpack stuff is a nightmare! I had the same trouble with a coffee table.
8 **What a waste of time!** Ten minutes listening to ghastly music, punctuated by 'All our lines are busy. Thank you for waiting'.	h **You didn't have to** answer it. Who was it? Anyone interesting?

2 9.12 Listen and check your answers. Read them aloud with a partner.

3 Read this conversation with your partner. Then choose two more conversations from **1** and continue them.

A **I could kick myself.** As soon as I'd handed it in, I remembered what the answer was.
B **That's always so annoying!** But do you think you've still passed?
A Who knows? I always get so nervous taking exams.
B I'm the same. I never do myself justice.

4 What are some of the events in a typical day in your life? For each event think of something to moan about. Take it in turns to *moan* through the day with your partner.

I don't believe it! I forgot to set my alarm again, so I overslept and I was late for work. — What a pain!

5 Do you have any moans and groans about anything that is happening at the moment in your country or in the world? Discuss as a class.

Go online for more **speaking** practice

Over my dead body!

10

- **Language focus** Modal verbs of probability in the past
- **Vocabulary** Metaphors and idioms – the body
- **Everyday English** Stress and intonation
- **Reading** The amazing Vikings
- **Listening** Rhyme and reason
- **Writing** Adding emphasis



1 Look quickly at the photo. What is it? Look more closely. What do you see? Do you think it's respectful to the dead? Why/Why not?

2 Explain the quote. Is this true of people you have known? How is it true for famous historical figures?

'The dead will not die completely until they are remembered by no one.'

Mehmet Murat Ildan

Watch the video introduction

Use your **Workbook** for self study

Go online for more practice and to *Check your Progress*

Language focus

Modal verbs of probability in the past

TEST YOUR GRAMMAR

1 **All modal verbs** can be used to express degrees of **probability**. Which of these sentences do this? Put a (✓). Which don't? Put a (✗).

1 She must be very rich.
2 I must do my homework.
3 They can't be at home. There are no lights on.
4 I think it's Jane, but I might be wrong.
5 I can't sleep because of the noise.
6 You should see a doctor.
7 Cheer up! Things could be worse.
8 The train may be late due to bad weather.

2 Put all the sentences in the past.

10.1 Listen and check.

Missing for 500 years!

1 Look at the pictures and read the introduction. Discuss these questions with a partner.

1 Who was the man?
2 How did he die?
3 Why was he found in a car park?
4 How old was he when he died?
5 What is the connection with the actor, Benedict Cumberbatch?

He must have been someone important.

It might have been Shakespeare.

He could have died …

The actor may be interested in history …



2 10.2 Listen to two friends, **Andy** and **Bill**, discussing the skeleton.

1 What are their answers to the questions in **1**?
2 Were your predictions correct?

One of the greatest mysteries of English history

In August 2012, the skeleton of a 500-year-old man was discovered beneath a council car park in Leicester /lestə/, England. This find caused great excitement among archaeologists and historians.



3 Answer the questions using the modal verbs in *italics*.

1 When did Richard die?
in the 15th century (*must*)
2 What was he doing when he died?
riding a horse / fighting in a battle (*could, must*)
3 Who was he fighting in the battle?
Henry VII / Elizabeth I (*might, can't*)
4 Was he buried in the car park?
(*can't, wouldn't*)
5 How old was he when he died?
32 or 33 / 40 (*may, can't*)
6 What did they learn from his deformed spine?
a hunchback (*could*)
7 Why were his feet missing?
builders in the 16th century (*might*)
8 Did the Canadian people know they were related?
any idea (*can't*)
9 How did Benedict Cumberbatch feel about the discovery?
very surprised (*must*)

4 10.3 Listen and check. Practise the sentences, paying attention to contracted forms and weak forms.









5 Look at the photos of medieval objects from England. With your partner, discuss what you think they may have been used for.

It might have been used to …

This must be a …

That must/might/ could have been …

I suppose/reckon/ guess it could be …

They'll have used that to …



6 Check your ideas on page 164. How many did you guess correctly?

LANGUAGE FOCUS

1 Write *certain* or *possible* next to these modal auxiliary verbs according to the degree of probability they express.

They'll have They must have	arrived.	
They might have They could have They may have		
They can't have They won't have		

2 Match the lines.

You shouldn't have told a lie.	You did this, but it wasn't necessary.
You needn't have cooked. No one's hungry.	This was possible, but you didn't do it.
You idiot! You could have killed yourself!	You did this, but it was wrong.

Grammar reference 10.1 p162

7 Turn to the next page (p102) and read more about Richard III.

8 Work in small groups. Read quickly through the story of Richard III. What do these dates refer to: **1452**, **1483**, **1485**, **2012**, **2014**?

9 Read it again more carefully. Discuss these questions.

1 Is it certain or probable that Richard had the two princes murdered? How do you know?
2 Who had the biggest army? Why do you think they lost the battle?
3 Who were the three monarchs after Richard III?
4 Why do you think Richard's first burial was without a coffin?
5 What were the signs that the skeleton was Richard III? What was the final proof?
6 How did Shakespeare fall victim to 'fake news'?

Richard III



The Princes in the Tower

Richard III was born in 1452. He became king in 1483 after the death of his elder brother, Edward IV, having seized the throne from Edward's two young sons. He imprisoned the boys in the Tower of London, where he allegedly had them murdered. The scandal of 'The Princes in the Tower' caused Henry Tudor to challenge him for the throne. Richard amassed an army of 12,000 men near the town of Leicester. Henry marched towards him with his army of 5,000. They met and fought in the Battle of Bosworth Field. The year was 1485, the *last* time any English King actually fought in battle with his men. Richard, aged just 32, was killed, and Henry Tudor took the throne as Henry VII. He was the father of Henry VIII and grandfather of Elizabeth I.

Richard's first burial

According to historical records, Richard's body was taken to Leicester and buried without a coffin in a friary graveyard. This was subsequently destroyed in the 16th century. It wasn't until 500 years after his death that a team from Leicester University set out to find the site of Richard's burial. In August 2012 they began excavating in a car park in the city centre, and soon discovered a skeleton, which was found in good condition but with its feet missing. It also had a badly curved spine and ten battle-related injuries. It was subjected to months of DNA tests which linked it not only to the English actor, Benedict Cumberbatch, but also to descendants in Canada, who are genealogically linked to Richard's sister, Anne of York. This was final confirmation that the body was Richard III. A facial reconstruction of the skull was made, which looks remarkably like portraits of the King.



Shakespeare's Richard

Richard III was portrayed by Shakespeare as a hunchbacked tyrant with a withered arm, who murdered two innocent princes. However, modern historians argue that Richard was the victim of Henry VII's propaganda because archaeologists found no evidence of a withered arm.

His second burial

In 2014, the king was finally given a royal burial and his remains were laid to rest in Leicester Cathedral.



Practice

Discussing grammar

1 Underline the correct answers.

1 The two princes *had to be / must have been* terrified when imprisoned in the tower.
2 My knowledge of history is lamentable. I *had to study / should have studied* it more at school.
3 Sorry I'm late. I *should have gone / had to go* to the post office.
4 I looked everywhere for my glasses, but I *couldn't find / couldn't have found* them anywhere.
5 You *needn't have said / shouldn't have said* anything to anybody about it. It was a secret.
6 You *can't have bought / needn't have bought* a new kettle. I managed to fix the old one.
7 You *should have asked / must have asked* me. I *might have given / would have given* you a lift.
8 You *can't have done / needn't have done* your homework already!
9 You *could have told / must have told* me the lesson had been cancelled! I *shouldn't have got up / wouldn't have got up* so early.
10 Harry wasn't in class today – you *couldn't have seen / wouldn't have seen* him.

2 Complete the sentences with a past modal.

1 I *did* tell you about Joe's party. You _____ listening.
2 Thanks so much for all your help. I _____ managed without you.
3 Chocolates, for me! Oh, that's so kind, but really you _____.
4 Come on! We're only five minutes late. The film _____ started yet.
5 I don't believe that Kathy's going out with Mark. She _____ told me. I know she would.
6 We raced to the airport, but we _____ worried. The flight was delayed.
7 We've got a parcel here that isn't for us. It _____ delivered by mistake.
8 You _____ gone swimming in that river. You _____ drowned!

10.4 Listen and check. Practise the sentences with a partner.

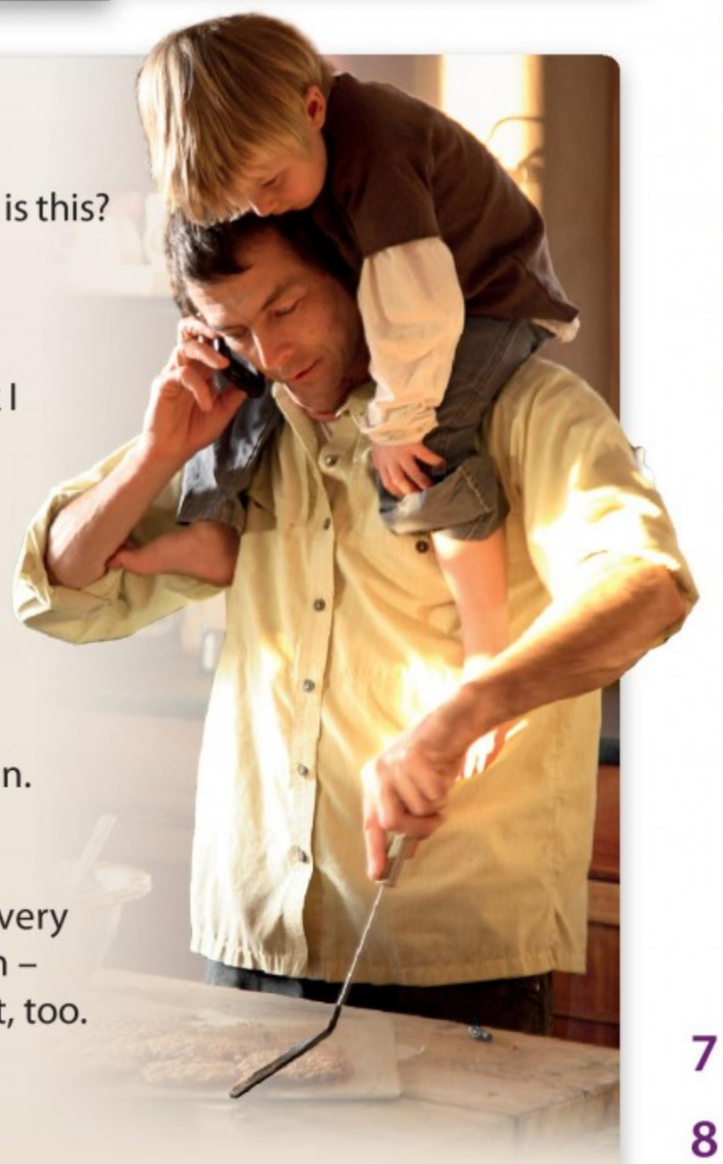
Writing p140 Adding emphasis in writing – People of influence

A tricky conversation!

3 10.5 Read and listen to one half of a phone call. Who are the people? What are they talking about?

They might have had a holiday romance.

Marlene must be Donna's friend.



R Hello?
D . . .
R Er, yes, I'm Robert. Who is this?
D . . .
R Sorry – Donna who?
D . . .
R I'm sorry – I don't think I know any 'Donnas'.
D . . .
R On holiday? Did we? Where was that?
D . . .
R Greece! Oh, yes of course! Donna and Marlene from Wisconsin. That was years ago.
D . . .
R Well, er, … thank you very much … Yes, it was fun – Alistair and I enjoyed it, too. Well, what a surprise! So, er, … what are you up to these days?
D . . .
R Really? Here … in London? What are you doing here?
D . . .
R Wow! Really? Six countries! That's ambitious.
D . . .
R Erm … well … obviously, er obviously I'd like to see you both again, but actually it's not really very …
D . . .
R Ah yes, I know we said that … but Alistair lives in Scotland now, and my flat isn't very big and my wife …
D . . .
R About three years ago, and we're about to move to a bigger place. We're expecting another baby.
D . . .
R I'm glad you understand. I suppose we could meet for a drink for old times' sake.
D . . .
R Erm – maybe you're right. But it was nice to hear your voice again, Donna. Love to Marlene and I'll tell Alistair that you got in touch. Enjoy your trip.
D . . .
R Thanks, Donna. Same to you. Bye.

4 Work with a partner. What do you think Donna says?

5 10.6 Listen to both sides of the conversation and compare. Why isn't Robert very keen to meet up with Donna? What do you learn about their lives now?

'We were so lucky!'

6 Look at the photo. Imagine the couple in the car are your friends. They tell you about their lucky escape.

'We decided to go for a drive, even though it was still blowing a gale. And look what happened! We were so lucky!'



Use the phrases to comment on their story.

Perhaps you shouldn't have …
You must feel … … you could have been …
You must have been … ! The car must be …
Don't you think you should have … ?
Why didn't you … ? Surely you …

7 10.7 Listen and compare. Practise the conversation.

8 Tell the class about an occasion in your life when something went wrong. They can comment and ask questions.

SPOKEN ENGLISH Expressions with modals

There are many fixed expressions with modal auxiliary verbs often found in spoken English. Match a line in **A** to a line in **B**.

A	B
1 'That exam was a disaster!'	a 'Sorry! I thought you knew.'
2 'You might as well apply for the job, even though you're too young.'	b 'You can say that again!'
3 'I know I shouldn't have eaten a whole tub of ice cream, but …'	c 'Yes, why not! I've got nothing to lose.'
4 'You might have told me that Lisa and Joe had split up!'	d 'I know – you just couldn't help it!'
5 'I think you should forget all about her and move on.'	e 'Me too. I'm dying for a coffee.'
6 'You should have been there! I could have died laughing!'	f 'I would if I could, but I can't.'
7 'Guess what?! Annie's going out with Joe!'	g 'What was so funny?'
8 'I could do with a break.'	h 'Huh! I could have told you that.'

10.8 Listen and check. What extra lines do you hear? Practise the conversations with a partner.

Go online for more **grammar** practice

Reading and speaking

The amazing Vikings

1 Everybody has heard of the Vikings. Discuss what you know about them.

2 Read the introduction.

- When were the Vikings powerful?
- What three things did they do across the northern world?
- How did we find out about their lives?

3 Look at the pictures about Viking history. Read through the texts quickly. What else other than raiders and pillagers were the Vikings?

4 Work with a partner. Read the texts again and find information about the Vikings in relation to their:

1 skills	4 trade	7 settlements
2 appearance	5 brutality	8 writing
3 religion	6 exploration	

Vocabulary

5 What did the Vikings do? Match a line in **A** to a line in **B**.

The Vikings …

A	B
tended	stone
carved	gods
traded	monasteries
raided	money
worshipped	livestock
extorted	far and wide
settled	expeditions
mounted	in many lands
explored	goods

6 Use the cartoon pictures to tell the story of the Vikings to your partner in your own words.

What do you think?

Discuss in small groups. Then report to the class.

- How and why do you think the power of the Vikings finally ended?
- What can you deduce? Use *must have, could have* and *might have*.

> We think they must have run out of places to raid.

Read *The End of the Viking Age* on page 167 and check your ideas.

Watch a video and learn more about the legacy of the Viking empire in Denmark.



THE VIKINGS

Raiders, traders and intrepid explorers

"From the Fury of the Northmen, O Lord, Deliver Us!"

The year is 793 AD and this was the petrified cry of the ancient Anglo-Saxons pleading with God to save them from the Vikings (or Norsemen). For nearly 300 years, from the 8th to the 11th century AD, this warrior race set out from Scandinavia on raids and voyages of discovery and colonization across the northern world. They struck fear in the hearts of the peoples of Europe, but the archaeology of their settlements and the literature of their sagas reveal a complex and fascinating culture. They were not only violent raiders and pillagers, they were a lot else besides.



1 This striking-looking race with their blond hair and blue eyes were descended from Germanic tribes that settled in what is now Scandinavia. Most Vikings were at heart farmers and fishermen, not warriors. They grew vegetables and cereal crops and tended their livestock. Skilled Viking craftsmen included blacksmiths, leather-workers and jewellers.



2 They worshipped a variety of gods. Chief among them were **Odin**, **Thor**, and **Frey**. Today we recall them as Wednesday, Thursday and Friday. It is said that Odin created the Runes, the 24 letters of the old Norse alphabet. These were carved on stone tablets with scenes of Norse myths.



3 Above all, the Vikings were skilful shipbuilders and navigators. With their magnificent longships they embarked on voyages of exploration far and wide, from Britain to Baghdad, trading their iron, furs and grindstones for goods which they could not get at home, such as silk, glass and silver.



4 However, in the late 8th century, trading was replaced by raiding. Having the fastest ships of the day they sprang surprise attacks on European monasteries, thereafter extorting protection money, as a price of peace. This was known as Danegeld. This reign of terror began in 793, with a ferocious attack on England's Lindisfarne monastery.



5 By the mid-9th century, the Vikings were seeking to increase their wealth and power even further. They struck out across the unwelcoming Atlantic and, in 870, reached Iceland. As many as 12,000 Viking immigrants ultimately settled there, setting up the Althing, the oldest parliament in the world.



6 In 982, one of these immigrants, the hot-tempered Erik the Red, banished from his homeland for killing two men in a violent feud, sailed westward again. Finally settling down in a grey, desolate land of fjords and glaciers. Cunningly, he named it '*Green*land' so as to attract more settlers to join him and his family.



7 Erik's eldest son, Leif Erikson, became intrigued by tales of yet more lands and, in 1003, he mounted an expedition further west. He finally landed in a place which he named Vinland, today known as Newfoundland, thereby discovering North America nearly 500 years before Christopher Columbus.

Listening and pronunciation

Rhyme and reason

1 10.9 Close your eyes and listen to a poem by **Lewis Carroll** from *The Adventures of Alice in Wonderland*. It is a conversation between a son and his father. Answer the questions.

1 Is the poem light-hearted or serious? How do you know?
2 What is the relationship between the son and father? Is it respectful or disrespectful?
3 Which of the son's questions can you remember? How does the father answer?
4 What do you learn about the father's life?

2 Work with a partner. Read the poem. Discuss which word best fills the gaps. It helps to read the poem aloud as you do this.

3 10.9 Compare your version with others in the class. Justify your choice of words. Listen again. Whose was closest to the original?

What do you think?

- How old do you think the son and his father are?
- The poem was written in the 1860s. Which vocabulary links it to this period?
- Which words describe the father? Which the son?

eccentric	inquisitive	irritable
rude	judgemental	nosy
patient	witty	

- How do you think old people *should* behave? Why?

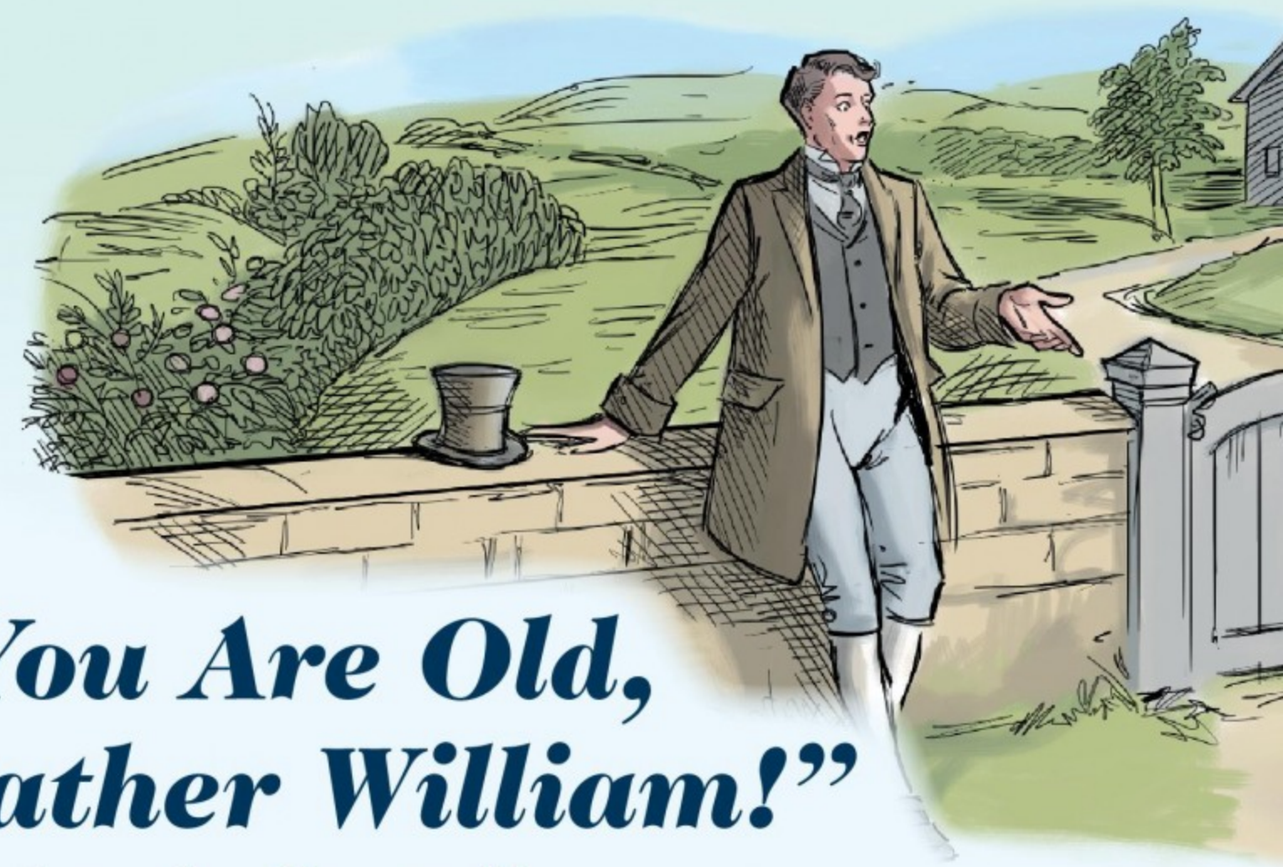
Writing your own poem

4 Some schoolchildren wrote poems modelled on Lewis Carroll's. Read this one aloud.

*"**You are old, Uncle John**," the young girl did say,*
"Yet you spend six hours a day at the gym,
And you jog down the road before break of day
Pray, why keep yourself so very trim?"

*"**In my youth**," Uncle John replied to his niece*
"I was hugely, disgustingly fat,
But now that I've met a young lady from Greece
Motivation has got rid of that!"

5 Work with your partner and write a similar poem. Read it aloud to the class.



"You Are Old, Father William!"

by Lewis Carroll

"You are old, Father William," the young man said,
"And your hair has become very white;
And yet you incessantly stand on your [1]_____.
Do you think, at your age, it is [2]_____?"

"In my youth," Father William replied to his son,
"I feared it might injure the [3]_____;
But, now that I'm perfectly sure I have [4]_____,
Why, I do it again and again."

"You are old," said the youth, "as I [5]_____ before,
And have grown most [6]_____ fat,
Yet you turned a back somersault in at the door,
Pray what is the reason of that?"

"In my youth," said the sage, as he shook his grey [7]_____,
"I kept all my limbs very [8]_____
By the use of this ointment – one shilling the box –
Allow me to sell you a couple?"

"You are old," said the youth, "and your jaws are too weak
For anything tougher than [9]_____;
Yet you finished the goose, with the bones and the [10]_____.
Pray, how did you manage to do it?"

"In my youth," said his father, "I took to the law,
And argued each [11]_____ with my wife;
And the muscular strength which it gave to my [12]_____,
Has lasted the rest of my life."

"You are old," said the youth," one would hardly suppose
That your eye was as [13]_____ as ever;
Yet you balanced an eel on the end of your nose –
What made you so awfully [14]_____?"

"I have answered three questions and that is enough,"
Said his father. "Don't give yourself [15]_____!
Do you think I can listen all day to such [16]_____?
Be off, or I'll kick you downstairs!"



[1] head/hands/bed
[2] smart/right/good



[3] wit/mind/brain
[4] none/one/gone

[5] stated/mentioned/said
[6] hugely/uncommonly/awfully



[7] curls/beard/locks
[8] supple/fit/nimble

[9] cake/suet/jelly
[10] body/feathers/beak

[11] case/day/night
[12] tongue/jaw/chin



[13] steady/true/focused

[14] skilful/clever/able

[15] airs/manners/away
[16] rubbish/stuff/nonsense

Vocabulary

Metaphors and idioms – the body



1 Which parts of the body do you associate with … ?

- intelligence
- emotions
- manual skills

2 In which one of these sentences is the word in *italics* used literally? Rephrase the words used metaphorically.

1 Can you give me a *hand* to move this sofa?
2 She's so clever. She's *heading* for great things in life.
3 But she's not at all *big-headed*.
4 We shook *hands* and introduced ourselves.
5 My daughter has a very good *head* for business.
6 I'd help, but I've got my *hands* full at the moment.
7 She shouts a lot, but she's got a *heart* of gold.
8 After a *heart-to-heart* talk, things are much clearer now.
9 I trained to be a lawyer, but my *heart* wasn't in it.

3 Complete the sentences with one of these expressions.

face the fact	putting a brave face	on its last legs
pulling your leg	goes to their heads	a sharp tongue
finding my feet		

1 My car's done over 200,000 kilometres. It's _____ now. I'll have to buy a new one.
2 With so many celebrities, success _____ and they start to believe they're really very important.
3 I know she's in a lot of pain, but she's _____ on it.
4 I'm in my first term at uni, and it's all a bit strange, but I'm slowly _____.
5 I'm nearly 75. I simply have to _____ that I'm not as young as I was.
6 'Sue says some really cruel things.'
'Yes, she's got _____.'
7 'Did you really tell Pete I don't like him?'
'No, of course not! I'm just _____.'

4 10.10 The lines below are from **two** conversations. Listen and replace the underlined phrases with the body expressions you hear.

- I'm still getting used to it.
- Underneath it all, she's kind and generous.
- She understands business very well.
- You'd better accept the fact that your computer's ancient.
- It's been about to stop working for years.
- Are you joking?

5 Look up another part of the body in a dictionary. Find idioms and explain them to the rest of the class.

Go online for more **vocabulary** practice

Everyday English Stress and intonation

Degrees of enthusiasm

1 10.11 Listen to three people **A**, **B** and **C** responding to the same question. Who is the most enthusiastic? Who is the least? Who is not sure?

What was the play like?
A Mmm. It was interesting.
B Mmm. It was interesting.
C Mmm. It was interesting.

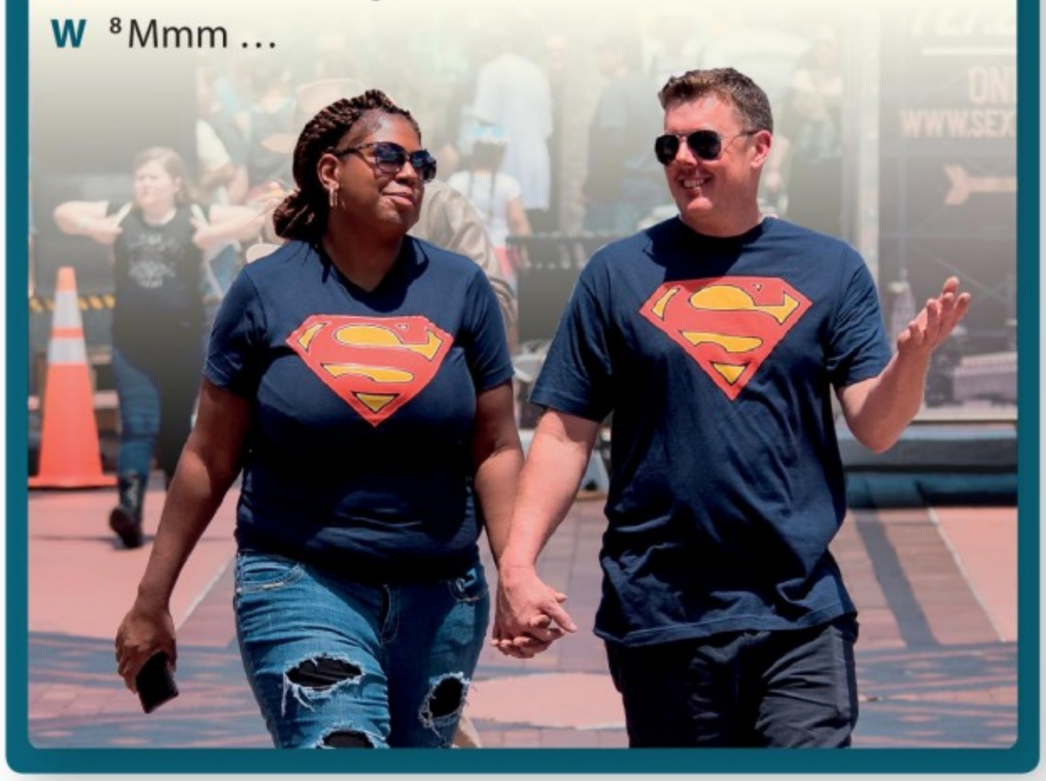
2 10.11 Listen again and practise them with a partner.

3 10.12 A couple are discussing a film they've just seen. Sometimes the woman (**W**) agrees with the man (**M**), sometimes she doesn't. Listen to the way she says *Mmm* … Write a, b, c or d next to lines 1–8.

a I'm not so sure.	b I agree.
c I agree strongly.	d I disagree strongly.

What did you think of the movie?

M Well, I thought that movie was great.
W [1]Mmm …
M I was on the edge of my seat from start to finish.
W [2]Mmm …
M Well, the ending was a complete surprise.
W [3]Mmm …
M What about the special effects? Weren't they amazing?
W [4]Mmm …
M And Julia Jones – wasn't she just perfect as the love interest?
W [5]Mmm …
M I wouldn't mind seeing it again.
W [6]Mmm …
M I'm going to recommend it to Rob and Fran. They'll love it.
W [7]Mmm …
M Come on! Let's go for a drink.
W [8]Mmm …



4 10.13 With your partner, decide what you think the woman goes on to say. Listen and compare.



Stress in sentences

5 10.14 Listen to the short dialogues and mark the main stressed word in **B**'s answers. Why does the stress shift in each reply? Practise them with your partner.

Who is John?

1 **A** Is John the man with the short, fair hair?
B No, John's the man with the short, dark hair.

2 **A** Is John the boy with the short, dark hair?
B No, John's the man with the short dark hair.

3 **A** Is John the man with the short, dark beard?
B No, John's the man with the short dark hair.

4 **A** Is John the man with the long, dark hair?
B No, John's the man with the short, dark hair.

5 **A** Is Tom the man with the short dark hair.
B No, John's the man with the short dark hair.

6 Read the short conversations with your partner. Underline the main stress in **B**'s replies and practise them.

1 **A** You look tired.
B I am tired.

2 **A** That's Sylvie over there. She's French.
B I thought she was French.

3 **A** I had such a good idea about mum's birthday present.
B I thought of it first!

4 **A** I sold my old computer to Barry.
B I thought you'd given it to him.

5 **A** Do you work for Carl?
B No, Carl works for me.

6 **A** I've never met Eva before.
B You must have met her. She knew your name.

10.15 Listen and check. Practise again.

Go online for more **speaking** practice

Just suppose … 11

- **Language focus** Hypothesizing
- **Vocabulary** Word pairs
- **Everyday English** Linking and commenting
- **Reading** Have you ever wondered?
- **Listening** Dream discoveries
- **Writing** Narrative writing (2)



‘The true sign of intelligence is not knowledge, but imagination.’

Albert Einstein

1 What is the child in the photo dreaming of? What is he/she using to act it out? Are children less likely to use their imagination these days? Why/Why not?

2 Read the quote. Do you agree? Why is imagination important for scientists such as Einstein?

Watch the video introduction

Use your **Workbook** for self study

Go online for more practice and to *Check your Progress*

Language focus Hypothesizing

TEST YOUR GRAMMAR

1 Bridget Smith is feeling sorry for herself. Read column **A**. What are her problems?

2 11.1 Match lines in **A** to wishes in **B**. Listen and check.

3 Write down one thing you're not happy about today. Tell the class what you wish.



A		B
1 It's raining again.		I was.
2 I'm not going out tonight.		I did.
3 There's nothing good on TV.		I didn't.
4 I don't like my job.	**I wish**	I could.
5 My boyfriend and I had a row.		he would.
6 I know he won't call me today.		there was.
7 I feel really depressed.		it wasn't.
8 I can't talk to anyone about it.		we hadn't.

If only!

1 Look at the photos. The people all have wishes and/or regrets. What do you think they are?

2 11.2 Listen and compare your ideas. Number the pictures in the order you hear them.

3 11.3 Listen and complete these lines from the conversations.

1 Look, I know, I shouldn't _____ here, but I was only gone five minutes.
Surely you could _____ it if you _____ to?
Supposing *your* mother _____ medicine urgently, where _____ you park?

2 I really _____ gone out last night.
If only I _____ all my revision till the last minute again!
I wouldn't worry if I _____.
I'd rather you _____ with us, though!

3 If only we could _____ now! That _____ be amazing!
I'd just _____ on the beach.
I sometimes wish _____ accepted that promotion.

4 Don't you wish you still _____, Dad?
I've always said, you _____ have gone professional if _____ wanted to.
It is time I _____ a bit more exercise, though!

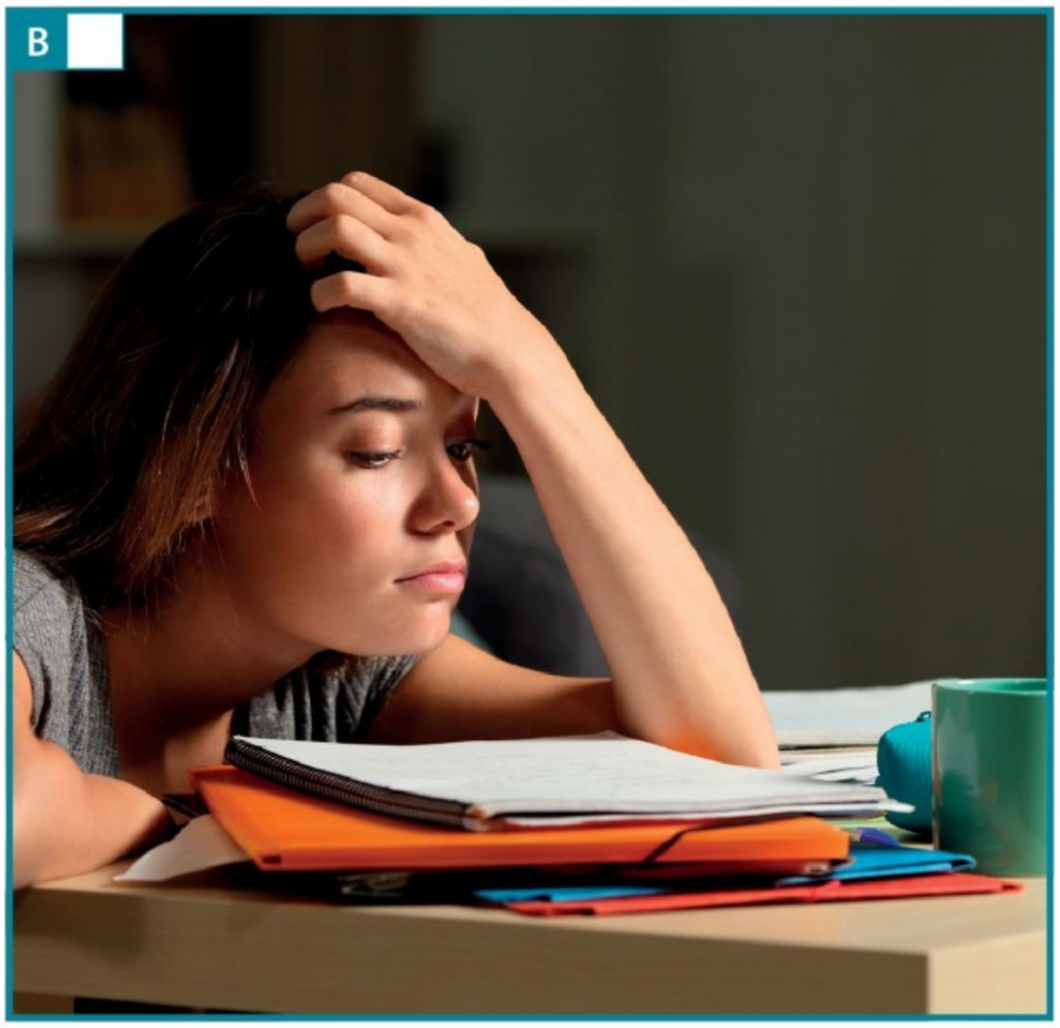
5 Wow, what would you _____ to be a pilot!
Yeah! Imagine if your job _____ jet planes!
Which would you buy if you _____ the money in the world?
I _____ buy either of those. I _____ a rocket and be an astronaut!

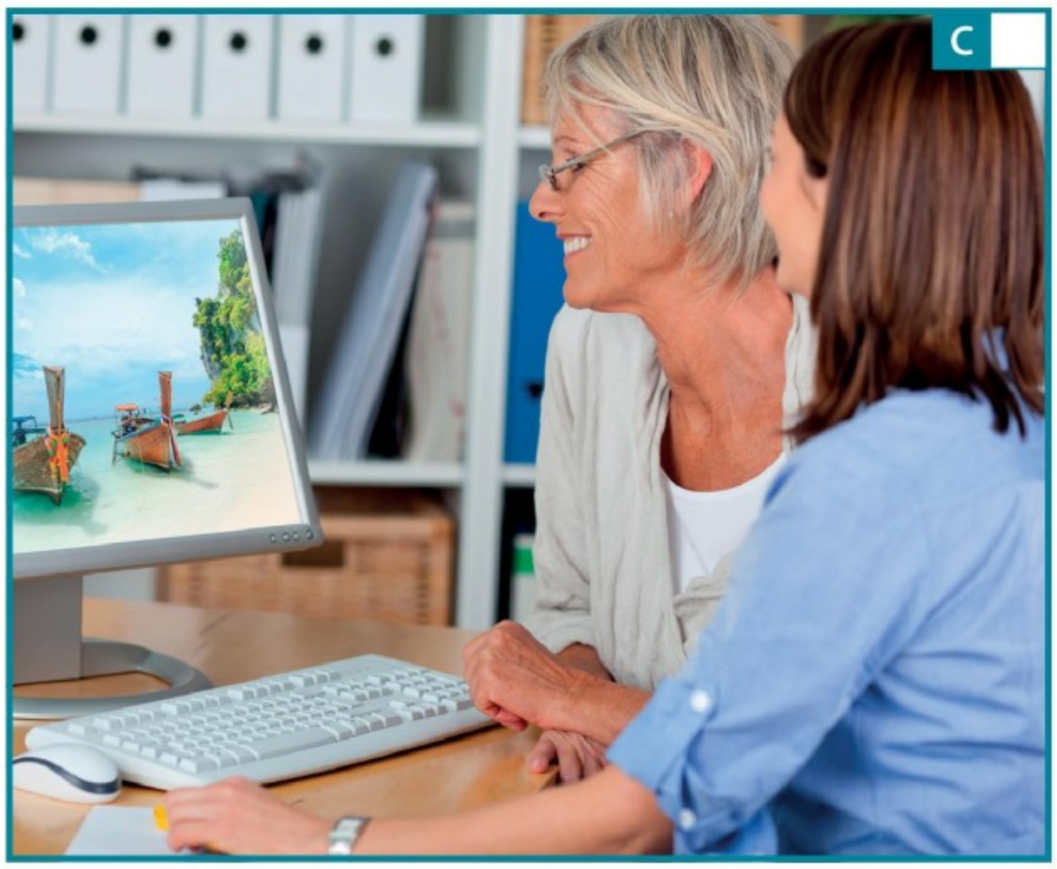
4 Work with a partner. Use the lines in **3** to help you practise the conversations.

A



B









5 Look at the facts behind this regret.

I shouldn't have gone out last night. **I went out last night.**

What are the facts behind these statements?

a I wish I *knew* the answer.
b If only I *could* come.
c If I *didn't get* so nervous, I*'d get* better exam results.
d If you*'d helped* us, we*'d have finished* by now.
e I *should have listened* to your advice.
f If only I*'d told* the truth.
g I wish I *spoke* French really well.
h I wish you *would speak* to him.
i I'd rather you *lived* with us, Mum. It's time you *had* someone looking after you.
j Supposing you *were* in charge …

LANGUAGE FOCUS

1 Which sentences in **5** are about present time? Which are about the past?

2 In sentences **c**, **d** and **f**, what are the full forms of the contractions **I'd**, **you'd** and **we'd**?

3 Other expressions are also used to hypothesize. Complete the facts in brackets.

It's time you *knew* the truth. (The fact is that you …)
I'd rather you *didn't smoke*. (The fact is that …)
Supposing you*'d fallen and hurt* yourself? (Fortunately you …)

Grammar reference 11.2–11.3 pp162–163

Practice

Wishes and regrets

1 Express a wish or regret about these facts. Use the words in brackets.

1 I don't speak English fluently. (*wish*)
2 We don't have a garden. (*If only*)
3 I'm an only child. (*wish*)
4 You're talking way too fast. I can't possibly follow you. (*If*)
5 I get up at 6.00 because I have to go to work. (*wouldn't / if*)
6 I didn't learn to ski till I was 50, so I'm not very good yet. (*If*)
7 My youngest daughter wants to be taller. (*wish*)
8 You always leave the top off the toothpaste! (*wish*)
9 I wish my sister would ask before borrowing my clothes. (*I'd rather*)
10 So you're leaving because they won't give you a pay rise? (*Supposing*)
11 We didn't read the instructions carefully enough. (*should*)
12 We need to have a break. (*It's time*)

11.4 Listen and compare. What do people say in reply?

Someone should have stopped him!

2 Read a true story and answer the questions.

- What's shocking about the story? What kind of child do you think Drew is?
- Explain the double meanings of *grounded* and *flight* in the title.

Australian boy grounded after 1,800-mile flight to Bali

12-year-old *Drew from Sydney, Australia decided to run away from home after an argument with his mother. Running away is not that unusual for young children, however, Drew ran away in spectacular fashion. He found his parents' credit cards and booked himself a 1,800-mile flight from Sydney to the Indonesian island of Bali, where he spent four days in a hotel!

Two airlines refused to let him fly without written permission from his parents, but the third didn't ask and sold him a ticket. Drew then booked the hotel online. He tricked his grandmother into telling him where his passport was kept, and headed off. His parents thought he'd gone to school.

He used self-service check-in at Sydney airport, and it was only when he changed planes at Perth airport that staff asked why he was travelling alone, but they allowed him to continue after checking he was over 12. Drew got through Indonesian immigration by telling them his mother was waiting for him in arrivals. After checking into his hotel, telling staff there that he was waiting for his older sister to arrive, he spent four days relaxing on the beach and exploring the surrounding area on a rented scooter!

The school had contacted Drew's parents to ask where he was, and he was reported missing to the police. His foreign hideout was eventually discovered when he boasted about his holiday on social media, posting a video which was geotagged.

'It was great, because I wanted to go on an adventure', Drew said. 'He doesn't like the word *no*', said his mother. Drew is now grounded until further notice, and the airline Drew flew with have since changed their policy on children flying unattended.



* not his real name, which wasn't made public

3 Use the prompts to make sentences about Drew's story.

1 If he / not argue / his mother / he / not run away.
2 If only Drew's parents / keep / credit cards in a safe place.
3 If the airline / ask / written permission / Drew / not be able / buy a ticket.
4 His grandmother wish / not tell him / where his passport was.
5 If he / not use / self-service check-in, staff / might / stop him.
6 The immigration officials / should / check / his mother / really wait / for him.
7 If the school / not contact / Drew's parents, they / not know / he / run away.
8 Supposing Drew / not post / video on social media – how long / take / to find him?

What do you *think* the answer to question 8 is? Why?

Talking about you

4 What do you wish was different about your life, present and past? Choose some of these topics to make a wish list. Discuss your lists in groups.

- home
- work
- family
- holidays
- friends
- money
- social life
- relationships

My wish list

If only I had ...

I wish I/I'd ...

If you were a …

5 In job interviews, a common style of question is *If you were a … , which … would you be?*

If you were an animal, which animal would you be?

I'd be a cat. Because they're intelligent, independent, and they get what they want.

Why do people ask this?

6 Work in groups. Use the words below to ask and answer questions. Give reasons for your answers.

If you were a/an … ,

animal | colour | car | fruit | month | musical instrument

which/what kind of … would you be?



SPOKEN ENGLISH Expressions with *if*

There are many fixed expressions with *if*. Match a line in **A** and **B**.

A	B
1 If all goes well,	a could I have a word with you?
2 'You should have come to Jo's party. That girl you fancy was there!'	b I'd never forgive myself.
3 If you've got a minute,	c If anything, he's a bit shy.
4 If anything bad happened to him,	d if I remember rightly.
5 Give Jeff a promotion?! If you ask me	e we can always postpone it.
6 It was the 13th April, not the 14th,	f 'Oh! If only I'd known!'
7 You think I'd follow your advice?	g if any at all.
8 If the worst comes to the worst,	h he should be sacked!
9 There'd be few advantages,	i we'll be finished by Friday.
10 I don't think he's cold or arrogant.	j As if!

11.5 Listen to the conversations and check. What extra lines do you hear? What are the contexts? Practise with a partner.

Go online for more **grammar** practice

Reading and speaking

Have you ever wondered?

1 Have you ever wondered about these things? Discuss them in groups. Do you know, or can you think of, the answers to any of the questions?

Why are buttons on different sides on men's and women's clothing?

Why is it so difficult to swat a fly?

How many species live in or on the human body?

Why do we dream?

What is the origin of the @ symbol?



2 Check your ideas on pages 114–115 and discuss them with your group.

Reading

3 Read the texts again. These lines have been removed from them. Which text does each line come from?

a Some 10 million occupy every square centimetre of our flesh.
b They note that they often focus on our everyday anxieties.
c As a result, they see things in slow motion compared to us.
d So they began to loop the 'd' around the 'a',
e They're on the wrong side!

4 Answer the questions.

1 Why can a fly escape a fly swatter easily?
2 What gives you the best chance of hitting the fly with your swatter?
3 Why did men carry swords on the left side?
4 Why did buttons become cheaper in the 19th century?
5 What would only be the size of a pea?
6 Is the follicle mite harmful? What does it do?
7 What's the main difference between the different theories of why we dream?
8 Why don't we act out dreams physically?
9 Why did medieval monks get tired hands?
10 What might have happened to the @ symbol if Ray Tomlin hadn't used it? Why?

Vocabulary

5 Find the highlighted words in the texts. Work with a partner and try to work out the meaning from the context.

What do you think?

- Which language has the best word for the @ sign? What is it called in your language?
- Which theory of dreams makes most sense to you? Why? Give examples of your own dreams.
- Small children often ask a lot of 'Why' questions about the world.
  Think of some examples and ask and answer them with a partner, as if one of you was a child.

Why doesn't our cat talk to me? **Because cats can't talk.**

Why can't cats talk? **Because …**

- Think of some more '*Have you ever wondered why … ?*' questions. Choose some to research and report back on.

Have you ever



1 Why is it so difficult to swat a fly?

That buzzing fly is really getting on your nerves. So, you get your fly swatter and watch silently until the fly is resting. You get as close as you can, tense your muscles, and then … thwack! But the fly is happily buzzing around on the other side of the room. And yet you moved so fast – how could it have got away?

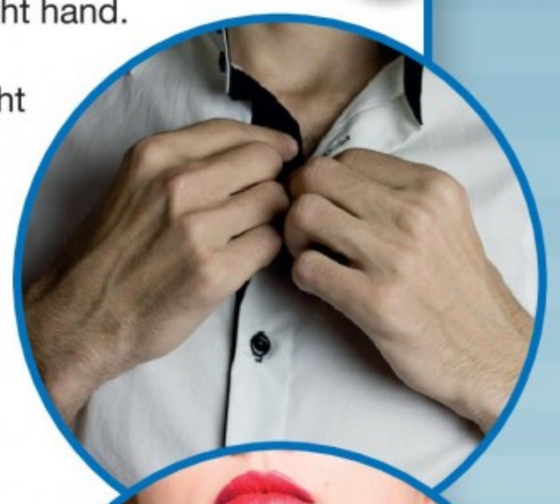
The fly's ability to escape has nothing to do with sensitivity to wind or noise; it's all to do with its eyesight and the speed of its brain signals. Flies have around 6,000 tiny lenses in each eye, and their brains and nervous systems can receive and process information seven times faster than humans. [1]_____ High-speed digital cameras show that from the fly's viewpoint, your hand is moving towards it very slowly. Within *30 thousandths* of a second of seeing the swatter, the fly has worked out where it's coming from and how to jump away from it. Your hand takes about *two hundredths of a second* to reach it, 150 times longer, so unless the fly is feeling very groggy, you stand no chance. If you still want to try, the best strategy is to aim your swatter towards where you think the fly is *going* to jump, rather than where it is now.

2 Why are buttons on different sides on men's and women's clothing?

Have you ever borrowed a boyfriend's or girlfriend's coat and found that doing up the buttons feels weird? [2]_____

The reasons for this strange inconsistency lie in the distant past. When men carried swords, they were worn on the left, so they could draw them using the usually dominant right hand. If their jackets had had buttons on the left, the handle of the sword could have easily got caught in their clothing as they pulled it across their body. It was also easier to slip the hand inside to pull out a hidden weapon if clothing was buttoned this way.

So how come women's buttons are different? Well, in the 17th and 18th centuries all buttons were made by hand, and because they were expensive, they were only used on the clothes of the wealthy. It wasn't considered proper for wealthy women to dress themselves, they had servants do it for them, and the servants found it easier to do up the buttons on someone facing them if they were on the left. In the late 19th century, when buttons became cheaper with mass-production, all women wanted to copy the style of the wealthy, and the tradition has remained to this day.





wondered ... ?

Answers to some of the puzzling questions in life

3 How many species live in or on the human body?

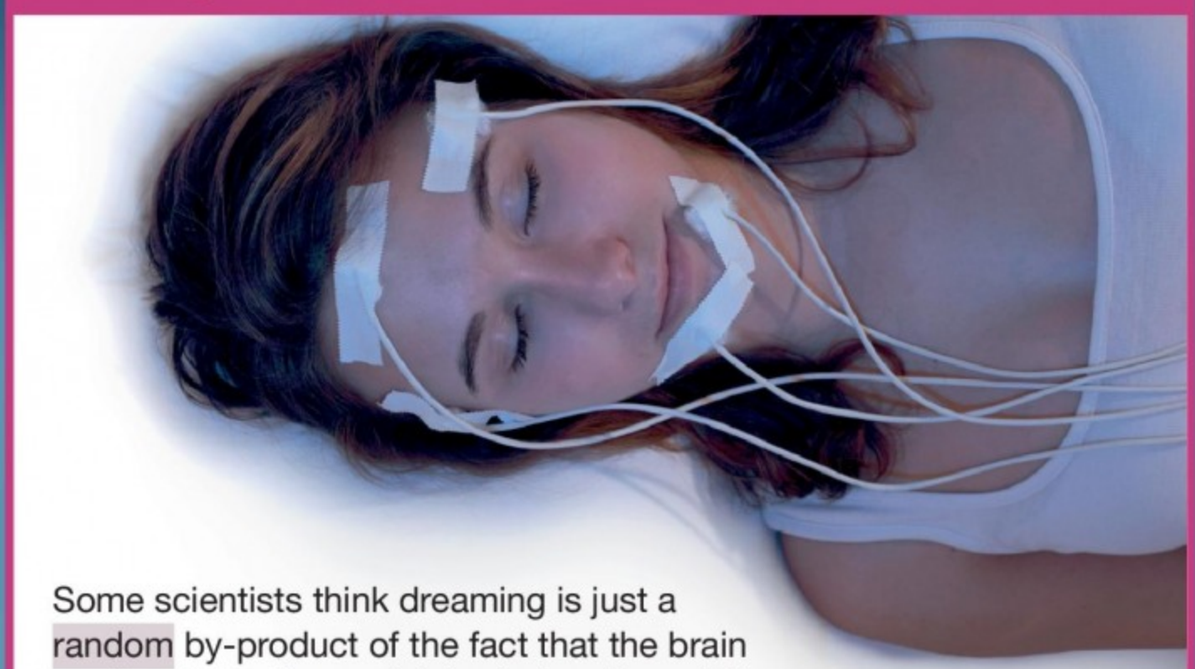
There are about 200 species, including 80 in the mouth alone, which inhabit the human body. However, alongside these, our bodies are also host to a mindboggling number of bacteria. The total excreted by the body every day ranges from 100 billion to 100 trillion. [3]_____. The most densely populated areas of the human body are the teeth, throat, and digestive tract, which overflows with 'friendly' bacteria that are essential to our health. Their numbers may be vast, but their scale is microscopic. If you put the billions of bacteria on your skin together, it would only be the size of a pea.

Another life form that keeps us company is the common parasite, for example, the follicle mite. It's found on every individual in huge numbers, and it's a good thing, too, as they spend their days harmlessly munching dead skin cells, acting as invisible refuse recyclers. A less welcome guest is the human itch mite, which lays its eggs on or under our skin, causing the intensely itchy condition known as scabies.



eyelash mites

4 Why do we dream?



Some scientists think dreaming is just a random by-product of the fact that the brain can't switch off completely during sleep. Others think it may be the brain tidying up its filing system during the night, processing memories and their associations.

Psychologists see more meaning in our dreams. [4]_____, and think we are practising facing them again, in different situations. A need to rehearse the most extreme worst-case scenarios would explain recurring nightmares – suppose you really did absolutely no revision for that exam? What if you got to work or college and had forgotten to put your trousers on? But our dreams can also show us important truths, and they sometimes seem to decide it's time we practised having the experiences we wish for – so you can even fly!

But is there any danger we'll get out of bed and jump out of the window? Well in 1951, physiologist Eugene Aserinsky connected his 8-year-old son to an early brainwave machine, and watched the results through the night. They showed that every 90 minutes we enter a different state in order to dream, called REM (because we display **R**apid **E**ye **M**ovement). However, most of our muscles switch off during this period, meaning that the flying and running away from monsters only happens in our heads.

5 What is the origin of the @ symbol?

History suggests that the @ in email addresses, commonly referred to as the 'at sign', stemmed from the tired hands of medieval monks. During the Middle Ages, before the invention of the printing press, every letter of a word had to be painstakingly transcribed by hand for each copy of a book. The monks who performed these tedious copying duties, usually in Latin, looked for ways to reduce the number of individual strokes for common words. Although the word for 'at' in Latin, 'ad', is also short, it was so common that the monks wished it were even shorter. [5]_____ making it much quicker to write.

The @ symbol, would have been largely forgotten in modern times if it hadn't been for a computer scientist called Ray Tomlinson. In 1971, he wanted a symbol to separate a person's name from that of their computer, and now all email addresses follow the format *joe@myserveraddress.com*.

The symbol has different and often charming names in different languages, many of which see the shape as a kind of animal. These include:

Klammeraffe is **German** for 'hanging monkey'

apenstaartje is **Dutch** for 'monkey's tail'

kissanhäntä is **Finnish** for 'cat's tail'

dalphaengi is **Korean** for 'snail'

papaki is **Greek** for 'little duck'

kukac is **Hungarian** for 'worm'

grisehal is **Norwegian** for 'pig's tail'

snabel is **Danish** for 'elephant's trunk'

sobachka is **Russian** for 'little dog'



Listening and speaking

Dream discoveries

1 Work with a partner. Match these discoveries and achievements with the people responsible for them.

A	B
1 The structure of DNA	a Jack Niklaus
2 The song *Yesterday*	b James Watson
3 The novel *Frankenstein*	c Mary Shelley
4 The greatest golfer of all time	d Paul McCartney

2 All the achievements in **1** were the result of a dream. How could this be possible?

3 11.6 Listen to a radio programme about 'Dream discoveries' and check your answers and ideas.

4 Which of the people …

1 was pleased to have had a nightmare? Why?
2 sang about scrambled eggs? Why?
3 became successful again because of the dream? How?
4 dreamed about a staircase? What kind of one?

5 11.6 Read the lines from the programme and try to answer the questions after them. Then listen again and check/complete your answers.

1 *Neuroscientists suggest this can happen because …*
What is 'this'? Why can it happen?

2 *… they sat in the library and read ghost stories to each other.*
Who were 'they'? Which country were they in? Why weren't they outside?

3 *'I have found it!' she wrote, 'and what terrified me will terrify others!'*
Who was 'she'? What was 'it'?

4 *'I think the title of the book confuses many people.'*
What is the title? What is the confusion?

5 *'That's great. I wonder what that is?'*
Who had this thought? What was 'that'?

6 *Imagine if he'd left it like that!*
What was 'it' and what was 'that' like?

7 *… in 1964 his form had dropped and he won none.*
Who is 'he'? He won 'none' of what?

8 *When he did, he played a wonderful round, …*
When he 'did' what?

Watch a video about how our subconscious makes strange connections between our senses.





Vocabulary

6 Match the words and phrases from the audio in **A** to their definitions in **B**. What did they refer to?

A	B
1 bizarre	a brightly
2 vividly	b a tune
3 struggled to find an idea	c hideous
4 a contest	d a game of golf or cards
5 a vision	e useable immediately
6 monstrous	f a work of music or literature
7 a melody	g something you imagine seeing
8 composition	h couldn't think of anything
9 ready-made	i a competition
10 a round	j strange or weird

What do you think?

- Which of the dream discoveries do you find most surprising? Which would you like to have discovered yourself?
- What do you do to help when you're working on something and get stuck?
- Have these stories changed your opinion of the importance of dreams? Why/Why not?
- Do dreams ever make you behave differently the next day? How?

Vocabulary and pronunciation Word pairs

There are many pairs of words joined by a conjunction. The order of the words is fixed:

*Dr Loewi scribbled something down **there** and **then**, on a notepad.*

Complete these well-known pairs.

Life's full of **ups and** _____.

It will happen **sooner or** _____.

There are always **pros and** _____ to any argument.

1 Match a word pair in **A** to a definition in **B**.

A	B
sink or swim	readiness to make compromises
wait and see	finally and forever
far and wide	not lasting long, but very pleasant
give and take	generally speaking
ifs or buts	sometimes successful, sometimes not
once and for all	absolutely everywhere
hit and miss	exact details
short and sweet	be patient and find out later
ins and outs	excuses or arguments
by and large	succeed or fail, without any help

2 11.7 Listen and repeat the word pairs. Pay attention to the linking sounds between the words.

sink or swim ifs or buts wait and see far and wide



3 Complete the sentences with a word pair from **1**.

1 There has to be some _____ in any relationship. You can't have your own way all the time.

2 I had no experience when I set up my first business and I got no help – it was _____!

3 I don't want to hear any _____ from you – it's time for bed, now!

4 **A** I hope your presentation doesn't go on too long.

B Oh, don't worry, it's _____ – it'll be over in no time!

5 It's difficult to explain the _____ of the rules of cricket. They're very complicated.

6 **A** What have you got me for my birthday?

B Ah, you'll have to _____, won't you?!

7 There are some things I'd change about my workplace, but _____ it's very pleasant.

8 People come from _____ to shop in Bicester Village – it's the second most popular destination in the UK for Chinese tourists after Buckingham Palace!

9 **A** Is the food good in that restaurant?

B It's a bit _____. I've had some great meals there, and some really poor ones.

10 It's time we settled this argument _____. Let's Google it and see who's right.

11.8 Listen and check.

4 Join the words in **A** and **C** using a conjunction in **B**.

A	B	C
now sick more touch peace safe slowly rain	**and** **but** **or**	tired quiet shine sound then go less surely

Write sentences using each pair, using a dictionary if necessary. Read them out to the class.

5 11.9 Listen to a conversation between two friends. What are they talking about? Note down all the word pairs that you hear.

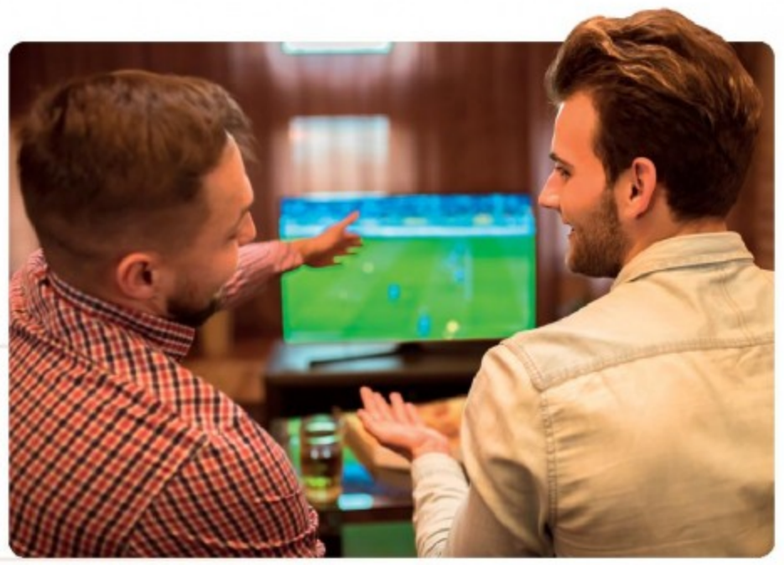
6 Look at audioscript 11.9 on page 149. Practise it with a partner.

Writing p141 Narrative writing (2) – Linking words and expressions

Go online for more **vocabulary** practice

Everyday English

Linking and commenting



1 11.10 Listen to and read the conversation. The expressions in **bold** link and comment on what has been said, or what is going to be said. They are adverbs.

A Did you see the match last night?
B No. **Apparently**, it was a great game, though. Liverpool won, didn't they?
A **Actually**, it was a draw, but it was really exciting.

2 Read four more conversations. Underline the correct linking or commenting expression.

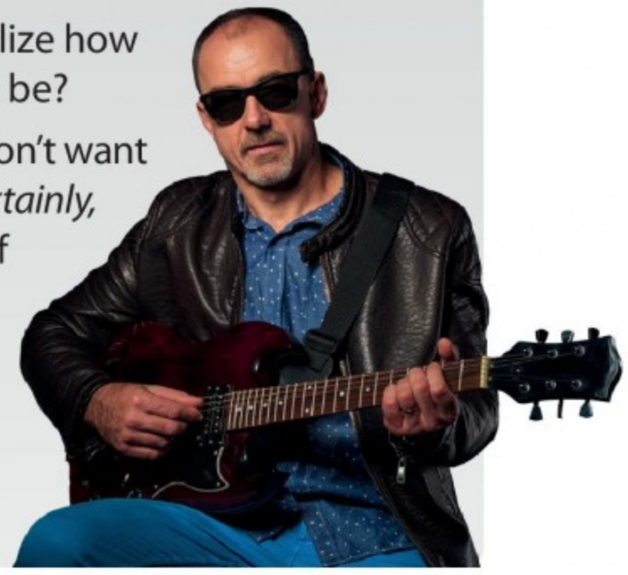
1 **A** What do you think of Clare's new boyfriend?
B *Personally, / Surely,* I think he's really nice, but I know her dad's dead against him. *At least / Still,* he's never been happy with her boyfriends.
A I know! *Surely, / Actually,* he's got to accept one of them eventually. *Honestly, / Anyway,* I guess we'll have to wait and see.



2 **A** How can you afford to buy all these new clothes?
B *Presumably, / Apparently,* I'm going to get a big bonus this month. *At least / Probably,* that's what my boss has told me. And I do deserve one. *Ideally, / After all,* I earned the company £100,000 last month.



3 **A** So, Marc, you say this is your last concert tour?
B *Surely. / Definitely.*
A But *surely / definitely* you realize how upset your fans are going to be?
B Well, *obviously, / hopefully,* I don't want to disappoint anyone, but *certainly, / basically,* I'm sick and tired of touring. *Ideally, / After all,* I'd like to spend more time in the studio, and record some great music for my fans.



4 **A** Why do you think our sales are so low this year?
B *Basically, / Apparently,* I think our prices are too high. We could *certainly / still* sell a lot more if they weren't. *Absolutely, / Ideally,* they should be lower.
A *If you ask me, / Hopefully,* our marketing team aren't good enough.
B That's true. *Probably, / All the same,* it's our prices that people complain about, and marketing can't do much about that.



11.11 Listen and check. Practise some of the conversations.

Talking about you

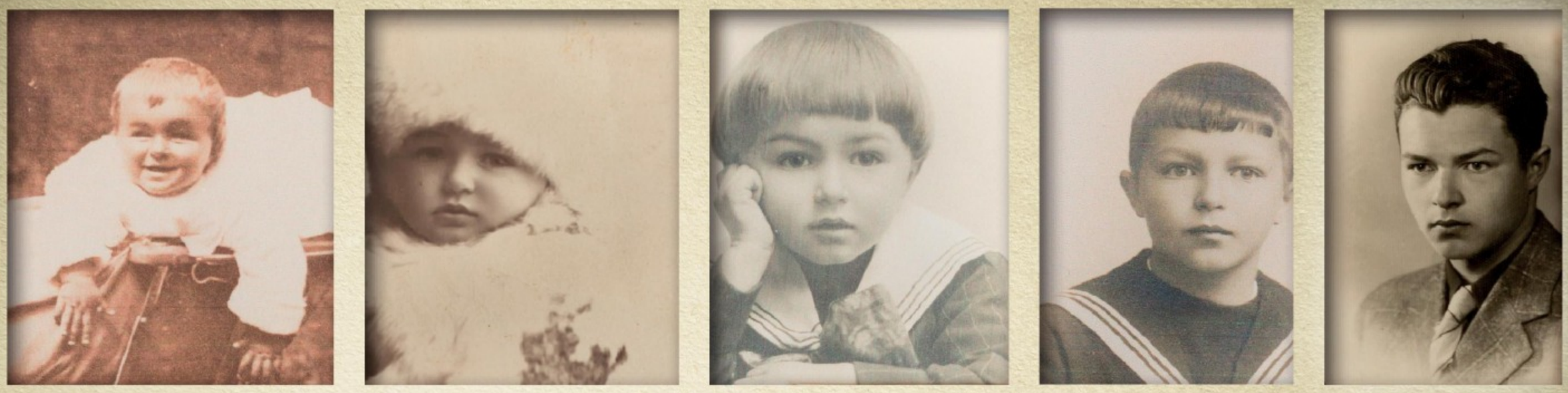
3 Complete these sentences with a suitable line. Then choose some of your sentences to tell the class.

1 Of course, my life's not perfect, but **by and large**, …
2 The weather was OK last weekend. **At least** …
3 I'm looking forward to watching … . **Apparently**, …
4 A lot of people told me I wouldn't like …, but **actually**, …
5 Some people think I'm … . **As a matter of fact**, …
6 I enjoy learning English. **All the same**, …
7 I still have some problems with …, but **hopefully**, …
8 I'm feeling a bit tired now. **Still**, …
9 Are we going to do some more exercises? **Surely**, …
10 I think we deserve a break. **After all**, …

Go online for more **speaking** practice

About time! 12

- **Language focus** Articles and determiners
- **Vocabulary** Expressions with *life* and *time*
- **Everyday English** Making your point
- **Reading** Biological time
- **Listening** Time of life
- **Writing** Improving style & cohesion





‘The bad news is time flies. The good news is you’re the pilot.’

Michael Altshuler















1 When and where do you think the man in the photos lived? What can you imagine about his life story?

2 Explain the quote. Does time ‘fly’ for you? When/When not? In what ways are you ‘the pilot’ of your life? In what ways not?

Watch the video introduction

Use your **Workbook** for self study

Go online for more practice and to *Check your Progress*

Language focus

Articles and determiners

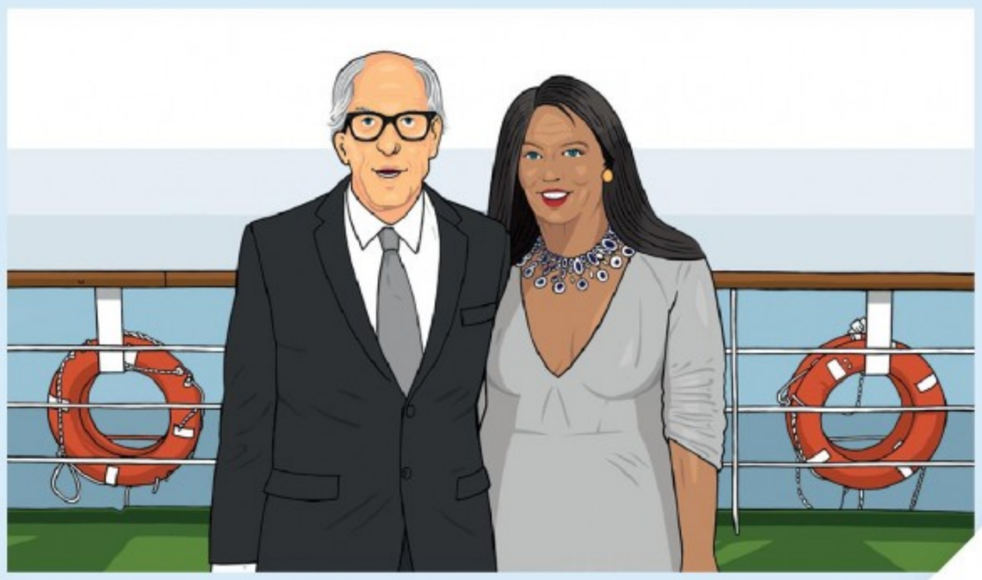
TEST YOUR GRAMMAR

1 Complete the story of the grandfather with the correct article. Tell the story to a partner.

a/an	the	one	*no article*

1 My grandfather used to be _____ judge.
2 He retired _____ year before last.
3 He decided to go on _____ cruise.
4 He sailed all around _____ world.
5 He enjoyed _____ cruise very much.
6 He met _____ attractive widow.
7 He invited her to have _____ dinner with him.
8 They got on well with _____ another.
9 My grandfather says you can find _____ love at any age.
10 They were married by _____ captain of _____ ship.

2 12.1 Listen to the full story and check. What else do you learn?



Time flies!

1 Do the quiz. Discuss your answers with a partner. Turn to page 165. What kind of person are you? Do you agree?

2 Find these highlighted words in the quiz. Underline the nouns that follow. Which are followed by *of*?

enough	the whole	all	each	plenty
a great deal	every	hardly any	several	no
none	(a) few	(a) little	most	



How well do you use your time?

1 How would you describe your pace of life?
- **a** I'm easy-going. I just take life as it comes.
- **b** Quite fast, but I leave enough time for relaxation.
- **c** At times frantic, at times relaxed.
- **d** Non-stop the whole time, but I like it that way.

2 How do you tackle all the things you have to do each day?
- **a** I do those things I feel like doing.
- **b** I prioritize. I do the important things and put off all the rest.
- **c** There's either not enough time to do everything or too much time with nothing to do. I find this difficult.
- **d** I have a daily 'to do' list that I tick off after each item is completed.

3 How many things have you begun and not finished in the last few years?
- **a** Plenty of things. I begin with a great deal of enthusiasm, but then I get bored.
- **b** Hardly any, just one or two minor things.
- **c** Several things. Sometimes I get distracted and move from one thing to another.
- **d** None. There are no uncompleted projects in my life. I see each of my projects through before I start the next.

4 When do you switch off your mobile phone?
- **a** Unlike most people these days, my problem is forgetting to switch it on!
- **b** In some public places and when I need some peace and quiet.
- **c** Not as often as I should.
- **d** Only if I have to.



5 What is your attitude to punctuality?

a I don't waste time worrying about it.
b Being late is impolite and inefficient, so I try to be punctual.
c I like to be on time in theory, but in practice I'm often late.
d I'm always on time. I have no patience with people who are late.

6 How do you spend your leisure time?

a Doing a bit of this and that. I don't know where the time goes.
b I recharge my batteries with a few hobbies and being with friends.
c I keep trying different things that people suggest, but nothing really grabs me.
d I have few hobbies and little leisure time. I try to put the whole of my life to good use.

7 How do you keep in touch with friends?

a I wait for them to get in touch with me.
b In several ways – emails, Facebook, texting, but also I like to phone them for a proper chat.
c In any way I can – but it can be difficult. I think 'I must contact X', but time passes and I find I haven't.
d Most of the time I text. It's quick and efficient.

8 Which of these is closest to your philosophy on life?

a Whatever will be will be.
b Life is not a dress rehearsal.
c There is a reason for everything.
d Grasp every moment.

3 Find the lines in the quiz that mean the same as lines 1–12. What are the differences?

1 I leave sufficient time for relaxation.
2 Non-stop all of the time.
3 More than enough things.
4 Lots of enthusiasm.
5 Very few, just a couple of minor things.
6 There aren't any uncompleted projects.
7 I see every one of my projects through.
8 I don't have any patience.
9 I have hardly any hobbies or leisure time.
10 In quite a few ways.
11 In all kinds of ways.
12 Nearly all of the time I text.

4 What is the difference between these pairs of sentences?

I have a few hobbies.
I have few hobbies.

I have a little leisure time.
I have little leisure time.

5 In which of these sentences were there *two* projects?

a I completed **each** project.
b I completed **every** project.

LANGUAGE FOCUS

1 Determiners help identify nouns and express quantity. Which group expresses quantity?

A		B	
the other another many other his only such a what a	book books good book	both neither each/every little all the whole no	book books time

2 Determiners can join a noun using *of* + *the/my/our/this/that*, etc. Which expressions can you make from these examples?

both neither each all some the whole none	of	the my those	book books time

Grammar reference 12.1 p163

Practice

Discussing grammar

1 Work with a partner. Discuss the difference in meaning between the sentences in each pair.

1 I spoke to all the students in the class.
I spoke to each student in the class.
2 None of us knew the answer.
Neither of us knew the answer.
3 There's a man at the door.
There's some man at the door.
4 There's a pair of socks missing.
There are a couple of socks missing.
5 Both of the bedrooms need redecorating.
Each of the bedrooms needs redecorating.
6 The doctor's here.
A doctor's here.
7 Dan is Area Sales Manager.
Dan is an area sales manager.
8 My mother is in the hospital.
My mother is in hospital.

2 Match lines in **A** and **B**.

A	B
We have two cars. Borrow It was great to see I have ten grandkids. I gave £10 to	each one. either one. everyone.
Both All Every	my friends like dancing. person in my class is friendly. my parents are Scottish.

A	B
Would you like Do all birds lay Where have you put	eggs? the eggs? an egg?
Love A love The love	I have for you is very special. is everything. of animals is vital for a vet.

3 12.2 Listen and reply to the lines you hear with a sentence from **2**.

I don't want cereal for breakfast today.

Would you like an egg, then? How about a boiled egg and some toast?

4 12.3 Listen and check. Look at the audioscript on page 149 and practise the conversations with a partner.

5 Correct the mistakes with articles in these sentences. How are they wrong?



1 All six of our children are in the bed at the moment.
2 I had the lunch with a colleague.
3 Training can be a big help to unemployed.
4 It's very painful if you break the rib.
5 I have only an ambition in life, and that is to be President of United States!
6 She works as interpreter for the United Nations.
7 'Where are the kids?' 'They're playing in a garden.'
8 Stop lying! Tell me a truth!
9 We're going to the Chinese restaurant in London tonight.
10 We usually have a toast at breakfast time.



Determiners – *each, every, all*

6 Read the conversations and underline the correct answer. What's the situation in each?

1 **A** So what did you think of it?
B A brilliant production! *Every* / *Each* bit as good as you said it would be!

2 **A** Did you apologize to all the guests?
B *Each and every* / *All* one of them. I felt I had to.

3 **A** They didn't all pass, did they?
B Well *all* / *every* but three did. Seventeen out of twenty – that's not bad.

4 **A** Sorry, I only have 50p on me.
B Don't worry. *Every* / *Each* little helps those in need.

5 **A** Do you think you'll be here in time for the kick-off?
B Yes. *Every* / *All* being well, we should be there at about 2.45.

6 **A** Do you want to stay for tea?
B If it's *each* / *all* the same to you, I'll leave now and try and beat the traffic.

12.4 Listen and check. Practise with a partner.

SPOKEN ENGLISH *A bit of this and that!*

The demonstratives *this, that, these* and *those* are often found in idiomatic language.

'We spent a couple of hours chatting about this and that.'
'Most people are glued to their phones these days.'
'Remember when there was no security at airports? Those were the days!'

12.5 Listen to the conversations and complete the idiomatic expressions. Discuss what they mean.

1 'Now _____ like it!' 'Yes, _____ life!'
2 'Fancy _____!' 'Well, two can _____!'
3 '_____ I need!' _____ happen.'
4 'I'm having _____ days.' '_____ are sent to try us.'
5 'I just have _____.' 'Let's leave it _____.'
6 'How does _____ you?' '_____ spirit!'
7 'One of _____ they'll charge for using the toilet!'
'If it _____, I definitely wouldn't fly with them!'

Practise the conversations, using the lines in 1–7 to remember them.

Writing p142 Improving style and cohesion – A famous female architect

Go online for more **grammar** practice

Pronunciation

7 Why is ***the*** used in these sentences?



A My grandmother once met the man who wrote the James Bond stories, Ian Fleming.
B Really! That's funny, because my niece trained Daniel Craig, the actor.
A What, you mean *the* Daniel Craig?!
B Yes, the one and only!

12.6 Listen to the conversation. *The* can be pronounced in three different ways. Which do you hear in the conversation? Practise it with a partner.

8 12.7 Practise these conversations with a partner. Then listen and check.

1 **A** Are you going to the Oscars ceremony?
B Of course, darling! It's *the* social event of the year!

2 **A** What's the paint you used when you decorated?
B Samson's. It's *the* paint to use. Expensive, but you don't need so much of it.

3 **A** I'm having tea at the Ritz on Friday!
B What, *the* Ritz, the hotel in London?
A Yes. It's for work, so the accountant says I can put it on expenses!

4 **A** How did you and Giles get to the airport?
B Train. First class, actually. It's *the* way to travel – if someone else buys the tickets!

Talking about you

9 Choose determiners from the box to put in the sentences so that they are true for you.

no	hardly any (of)	some (of)	little
all (of)	both (of)	most (of)	none of
each of	the whole (of)	every	enough
neither of	a great deal of		

1 I have _____ time to relax these days.
2 _____ my friends think I work too hard.
3 _____ my teachers think I study too hard.
4 _____ the students in my class speak English _____ the time.
5 I spent _____ (the) weekend relaxing.
6 I get enough exercise _____ day(s).
7 _____ my hobbies are sports.
8 I watch TV _____ the time.
9 _____ my parents look like me.
10 _____ my family has/have dark hair.

Tell your sentences to a partner.

Reading and speaking

Biological time

1 What is our 'body clock'? How much are you aware of *your* body clock?

2 Work with a partner. Look at the activities. What do you think are the best times of day to do them according to your body clock?

- drink alcohol
- have a nap
- do exercise
- eat a light meal
- have heart surgery
- brainstorm
- give birth
- have the flu vaccine
- start lessons

3 Read the introduction to the text and look at the photos and headings. Would you change any of your answers to **2**?

4 Now read the whole text and check your answers again.

5 Make notes on the reasons for these statements.

1 Teenagers find it hard to start school early because …

- *body clock shifts forward*
- *go to bed very late*
- *need more sleep than adults*

2 An intense burst of physical activity has risks early in the morning because …
3 We're good at coming up with ideas quickly in the morning because …
4 We feel like we need to sleep after lunch because …
5 We perform well physically late in the afternoon because …
6 You shouldn't eat a lot late in the evening because …
7 Illnesses feel worse at bedtime because …
8 Old people often wake up in the night because …
9 Driving in the middle of the night is dangerous because …
10 Women often give birth very early in the morning because …

6 Ask and answer questions about the statements in **5** with your partner.

Why do teenagers find it hard to start school early?

It's because their body clocks shift forward after puberty, and so …



the body clock

It's long been known that like much of the natural world, human biological processes follow regular patterns throughout the day. We may follow clock time in modern life, but these *circadian rhythms have always acted as our inner body clocks, telling us when to eat and sleep, whether we know the time of day or not. As more research is carried out into our body clocks, it's now becoming apparent how much we could benefit from taking their workings into account more. For example, scientists have discovered that the flu vaccine is four times more effective taken between 9–11 a.m. than between 3–5 p.m.! Heart surgery, on the other hand, is much safer in the afternoon.

So what does a typical day look like from the point of view of our body clocks?

*circadian is Latin for 'around the day'

Vocabulary

7 Work with your partner. Each of you matches the verbs in **A** or **B** to the words/phrases they go with. Explain them to your partner, giving an example. Use a dictionary to help.

To 'run a risk' means to take a chance that the result of doing something will be bad. For example, if you eat a lot of sugar, you run a risk of getting diabetes.

A			
1	run	a	research
2	carry out	b	going
3	become	c	food
4	take	d	a risk
5	get	e	a stroke
6	suffer	f	into account
7	digest	g	apparent

B			
1	follow	a	awake
2	have	b	from the world
3	fight	c	a pattern
4	put on	d	to sleep
5	stay	e	a nap
6	get	f	your enemies
7	withdraw	g	weight

What do you think?

- How well does your daily routine follow what you've learned about the body clock?
- Would you like to change the way your day is organized? How?
- How does modern life interfere with our natural way of living? What is unhealthy about it?



6.00–8.00 a.m. Up and at it

For most people it's time to rise and shine with the sun – but some body clocks disagree! From puberty until around 20, the body clock shifts forward, so most adolescents aren't ready to sleep until late at night, despite needing more sleep than adults. That's why groggy-eyed teenagers emerge from the bedroom at lunchtime at weekends. On school days, getting up for school at 7.00 feels like getting up at 4.00 for an older person, and students and teachers suffer as a result. Studies show that when schools start lessons at 10.00, 11.00, or even 12.00, students perform better and achieve higher grades.

8.00–10.00 a.m. Getting going

Many of us find it difficult to get going in the morning, so is vigorous exercise a good kick-start? It can be, but it's not the ideal time for it. Our blood thickens as our blood pressure drops during sleep, and a sudden increase of activity can send it soaring, making this the most likely time to suffer a stroke or heart attack. Gently moving into the day is what the doctor orders.

10.00–12.00 p.m. Good thinking!

Teenagers apart, mental performance is at its peak during this time due to a rise in cortisol, a stress hormone which can be a useful stimulant in the morning, making us feel awake and alert. Levels of cortisol fall during the afternoon, and drop off completely in the evening.



12.00–4.00 p.m. Time to pause

The brain slows a little and is better suited to more reflective work as the day progresses, but it's still performing well, … until after lunch! As the body digests food it produces insulin, which triggers the release of serotonin and melatonin. These bring feelings of pleasure, and sleepiness, and a nap is a good idea. It's certainly not a good time to drive – there are more motorway crashes at this time of day.

4.00–6.00 p.m. Go for it!

This is the time to hit the gym! The sleepiness has gone, the body is nicely warmed up by this time, and lung function is at its peak, providing the opportunity for our best physical performance. A study of Olympic swimmers found that they swam three seconds faster during this time than in the morning, and most athletics records are broken in the early evening.





6.00–8.00 p.m. Light refreshment

Our body temperature is still high, so things are running smoothly and, if you fancy a drink, alcohol won't cloud your mind as much now. Our minds also turn to food, but as evening advances, your liver needs a rest from breaking down fatty foods. It means we'll put on more weight if we eat too much food after 7.00, and run a higher risk of developing diabetes. Big meals are best taken at lunchtime.

8.00–10.00 p.m. Sleepytime

We feel sleepy as bedtime approaches, but it's not only teenagers who may not feel tired – older people can become night owls, too. To bring sleepiness on earlier, the trick is to avoid too much light later in the day, as the more light you get then, the longer your body will stay awake. Wearing sunglasses in the late afternoon and evening make getting to sleep easier for old people.



10.00 p.m.–12.00 a.m. Dropping off

It's definitely time for sleep, but allergy sufferers and anyone with a cold will struggle. Our immune system is particularly reactive at this time, knowing that as we begin to rest and withdraw from the outside world, it's a good time to fight those internal enemies!

12.00–2.00 a.m. Sleep tight!

Not everyone stays fast asleep, unfortunately. As their eyesight becomes weaker, old people take in less light, and suffer from interrupted sleep as their body clocks function less reliably. They should try and get as much light as possible earlier in the day, as this will help with both insomnia and dementia.

2.00–6.00 a.m. Out of it and into it

As body temperature and blood pressure drop, our energy goes into lighter biological activity, such as skin repair. 4.00 a.m. is the absolute low point, and another bad time to drive – it's about as dangerous at this time as when we are over the alcohol limit. A new day is about to dawn, and so the cycle begins again – or for the first time for some. Because the body is so relaxed, the most common time for babies to be born naturally is between 3.00 and 5.00 a.m.!



Listening and speaking Time of life

1 What stages of life can you see in the picture? Match the stages in **A** with the activities in **B**. What do you think is the usual age to do these things? Compare ideas in groups.

A	B	
infancy	own your own home	disagree with parents
childhood	settle down	go travelling
teenage years	set up a business	have fun
young adult	walk and talk	start a first job
adulthood	start primary school	have children
middle age	retire	leave school
old age	get married	be made redundant

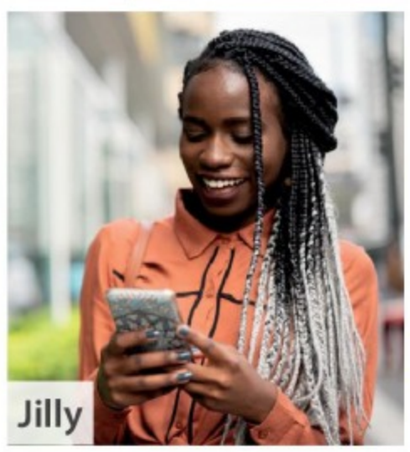


2 12.8 Look at the photos and listen to the people. After each one say at which stage of life in **1** they are. How do they feel about it? Which things in **B** do they talk about?

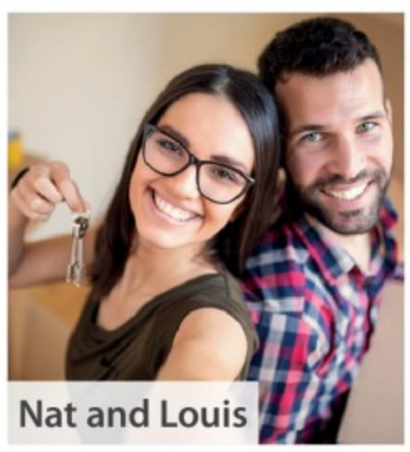

Jacob


Abi


Derek


Jilly


Frances


Nat and Louis

3 Who said these things? Read the sentences and answer the questions.

1 *… not the easiest thing in your mid-fifties.*
What is the speaker talking about? Why isn't it easy?
2 *… it isn't really my area, but a job's a job.*
What is the job? What is the speaker's area?
3 *Charlotte goes there and she likes doing it.*
Where is 'there'? How does the speaker feel about that place?
4 *Basically, I can't think of anything more awful.*
What does the speaker think is awful? Why?
5 *They don't really do anything ambitious.*
Who are 'they'? How is the speaker different?
6 *Then she had to downsize when she retired.*
Who is 'she' and what did she 'downsize'? How did this affect the speakers?

12.8 Listen again and check. What other information do the speakers give?

Vocabulary

4 Look at some lines the speakers used. What do the phrases in *italics* mean?

1 My workmates invited me to join them for lunch, which helped me to *break the ice*.
2 They've been brilliant supporting me, but I need to *stand on my own two feet* now.
3 And then I *got the bug* and I was off to South America and the Caribbean.
4 Debating details of the law just *doesn't grab me*.
5 We've never managed to get everything in its proper place. It's *such a pain*!
6 When they told me I was on the redundancy list, *it hit me like a ton of bricks*.
7 It's marvellous to be able to just *follow my nose* around a city.

What do you think?

Work in groups. Discuss these quotations about age. Which one appeals to you most? Why?

> ***Old age isn't so bad when you consider the alternative.*** Maurice Chevalier

> *Teenagers are people who act like babies if they're not treated like adults.* MAD magazine

> ***Youth would be an ideal state if it came a little later in life.*** Herbert Asquith

> *Time may be a great healer, but it's a lousy beautician.* Unknown

Watch a video about how people feel about their age throughout their lives.



Vocabulary and listening

Expressions with *life* and *time*

1 Work with a partner. Complete the expressions below with either the word *life* or *time*. Use a dictionary to help.

Having the time of your life!

take your ***time***
get a ***life***
kill _____
third _____ lucky
no _____ to lose
that's _____
not before _____
any old _____
a cushy _____
come to _____

you can bet your _____
better luck next _____
get a new lease of _____
it's high _____
for the _____ being
stand the test of _____
in the nick of _____
dead on _____
anything for a quiet _____
it's the story of my _____

2 Complete the lines with an expression from **1**.

1 No need to hurry. Take …
2 For goodness sake, hurry up. There's no …
3 The operation was a success and grandpa got a new …
4 Shakespeare's plays are still popular. They've stood …
5 I got to the bank in the … It was just about to close.
6 Come and visit any … I'm nearly always in.
7 Stop crying – you can have another ice cream. Anything …
8 The game came … after Salah scored his goal!
9 I fell in love, and she wasn't interested. It's the story …

3 12.9 Listen to five conversations. What are they about? Which expressions from **1** do you hear? Turn to page 150 and practise with your partner.

A poem

4 12.10 Close your books and listen to a poem. What is its basic message?

5 12.10 Read the poem on this page. It's similar to the one you just heard, but there are many differences. Listen again and note them all. Which poem do you prefer? Why?

No time to think

No time to think, no time to muse,
No time for anything but news.
No time to pause, no time to feed,
No time for anything but speed.

No time to wander in the snow,
No time to watch the flowers grow.
But time enough to dash about
And time enough to screech and shout.

Not time enough to love, love, love,
But time enough to shove, shove, shove.
And no time to laugh or have some fun,
No time to dawdle in the sun.

No time to rest and take a seat,
No time to chat to folks you meet.
No time to eat, no time to drink,
But most of all, no time to THINK!

6 Work with your partner and write another verse to the poem. Read aloud your verse to the class.

What do you think?

- Is life too busy for most people today? In what ways?
- What about your own life? Do you constantly keep up with the news? Do you race about? When do you find time to muse?
- If you had a lot more free time, what would you do with it?

Go online for more **vocabulary** practice



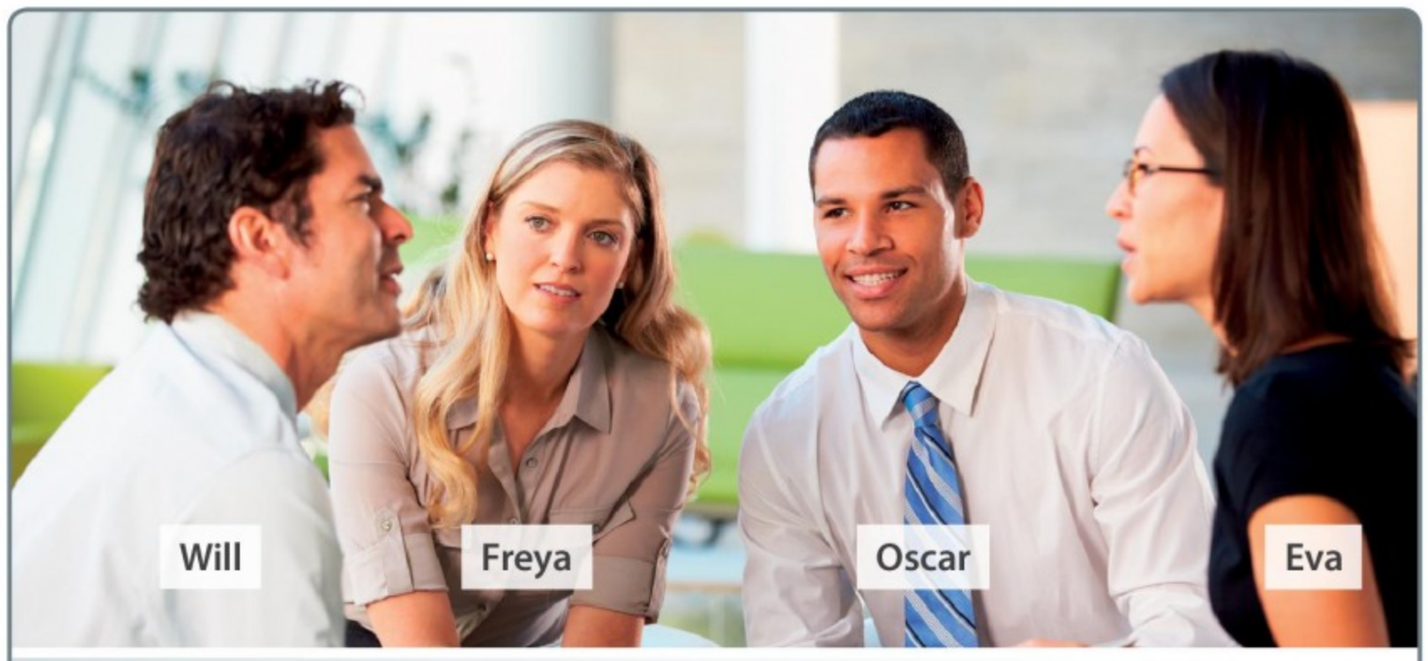
Everyday English Making your point

1 Discuss the questions in groups.

- Do you work/go to school five days a week?
- Is the weekend enough of a break for you to go back feeling refreshed?
- Do you think a 4-day working week would be a better idea. Why/Why not?

2 12.11 Listen to four managers, **Eva, Will, Freya** and **Oscar**, discussing the idea of introducing a 4-day week in their company. Who is fully in favour of the idea? Who is against it? Who is unsure?

3 12.12 Listen and complete the ways they make their points.



Eva [1]_____ **all**, let's look at these reports from companies that have tried a 4-day week. **The** [2]_____ **to make is that** working four days doesn't have to mean a drop in productivity.

Will **That** [3]_____, **true, but as** [4]_____ **I can see**, everyone here is working flat out already. **To** [5]_____, I don't think we could possibly get the same work done in four days.

Freya **That's not how** [6]_____, actually. We'd work longer hours on the four days, and **if** [7]_____ **me**, there are many ways we could improve productivity, like taking shorter lunch breaks. **And** [8]_____ the time spent on tea breaks. I think staff spend a lot of time socializing, and the incentive of a 3-day weekend would keep us focused.

Oscar I'm worried that workplace bonding would suffer. [9]_____ **said that**, a 3-day weekend would mean more time for quality socializing – with friends or colleagues!

Eva [10]_____! **And** [11]_____ **that**, it also gives you more time to get chores done at weekends. [12]_____ **all**, it means that staff come to work properly refreshed after three days off.

Will **But** [13]_____ people would end up working on their extra day off?

Oscar [14]_____ **point**. I do wonder how long people can work productively without a proper break.

Freya Well, **all** [15]_____ we seem to think it's definitely worth considering. It would certainly make a huge difference to our work-life balance.

4 Which of the expressions in **bold** in **3** mean … ?

a This is the most important point.
b But isn't it obvious that … ?
c I'm going to say something that contrasts with my previous comment.
d This is what I think, based on the information I have.
e I'm going to tell the truth, even if it's not welcome.

Class debate

5 Have a class debate on one of these topics, or choose one of your own.

- vegetarianism and factory farming
- abolishing college fees
- single sex schools
- animal testing
- the voting age
- the death penalty
- allowing Internet use in exams
- censorship and the limits of free speech

Divide into two groups to prepare arguments for and against, and then have the debate.

For

Against

Go online for more **speaking** practice

Writing contents

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Unit 3	**Narrative writing (1)** ➔ p132	Using adverbs in narratives
Unit 4	**Linking ideas** ➔ p133	Conjunctions
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Unit 6	**Report writing** ➔ p136	A survey
Unit 7	**Arguing your case** ➔ p137	For and against
Unit 8	**Describing places** ➔ p138	My favourite part of town
Unit 9	**Writing for talking** ➔ p139	An early memory
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Unit 12	**Improving style and cohesion** ➔ p142	A famous female architect

Unit 1 Informal writing – Correcting mistakes ➔ p13

1 Teachers sometimes use these symbols when correcting written work. Correct the mistakes in these sentences.

1 I / born in 1991 in ~~one~~ small town in Mexico. (WW)
2 My father is / diplomat, so ~~my all life~~ I ~~live~~ in ~~differents~~ countries. (WO, T, Gr)
3 After ~~the~~ school, I went ~~for four years~~ ~~in~~ a ~~busyness~~ college. (WO, Prep, Sp)
4 ~~I'm married since~~ five years. I ~~knew~~ my wife while I was a student. (T, Prep, WW)
5 My town ~~isnt~~ as exciting ~~than~~ London. / Is very ~~quite at~~ the evening. (P, WW, Sp, Prep)
6 I ~~learn~~ English for five years. I ~~start~~ when I ~~had~~ eleven ~~years~~. (T, T, WW)
7 My father ~~wants that I~~ work in a bank ~~becaus~~ / is a good ~~work~~. (Gr, Sp, WW)
8 I ~~do~~ ~~a~~ evening course in English. I enjoy ~~very much~~ ~~to learn~~ languages. (T, Gr, WO, Gr)

WW	Wrong word
Sp	Spelling
T	Tense
Gr	Grammar
/	Word missing
P	Punctuation
Prep	Preposition
WO	Word Order
/	This word isn't necessary

2 Read the email. Answer the questions.

1 Where was the email written?
2 Who is the guest? Who is the host?
3 Which city is described? What is it like?
4 What season is it?

3 Use the symbols to mark the mistakes in the email. Then correct them.

4 Write an email (about 250 words).

Either …

- You are going to stay with a family in an English-speaking country.

Or …

- An English-speaking guest is coming to stay with you.

Give some information about yourself – your family, interests, school, your town.

Check your work carefully for mistakes!

From: Fernando <fernando367@fsnet.com>
To: James <jsnelling@jonmail.com>

Dear James,

Thank you / your email. I ~~receive~~ it ~~the last week~~. Sorry I ~~no reply~~ you before, but I've been very busy. It's Christmas soon, and everyone are very exciting!

In two weeks I am with you in England. I can no belief it! I looking forward meet you and your familly very much. I'm sure we will like us very well.

My city, São Paulo, is biggest and noisyest city in Brasil. Is not really for tourist. Is a centre commercial. Also it have very much pollution and traffic. But there is lot of things to do. I like very much listen music. There are bars who stay open all night!

My friend went in London last year, and he has seen a football match at Arsenal. He said me was wonderfull. I like to do that also.

My plane arrive to Heathrow 3 Janury. Is very early morning.

I hope very much improve during I am with you! and happy New Year!

Fernando





Unit 2 A formal email – An email of complaint ➔ p22

1 In each statement underline what applies to FORMAL writing.

1 Open with: *Dear Ben,* / *Dear Mr Smith,* / *Dear Sir/Madam,* *Hi Bob,* / *Dear Ms Jones.*
2 Close with: *yours,* / *yours sincerely,* / *yours faithfully,* / *love,* / *best wishes,* / *best.*
3 You can / can't use some / any contracted forms.
4 Sign with: your first name / just your surname / your full name.
5 Introduce your topic with: *just a note to say …* , / *I'm writing to express…*
6 Request with: *Can you … ?* / *I'd be grateful if you could …*
7 In an email: please *find attached …* / *I've attached …*
8 End with: *I look forward to hearing from you at your earliest convenience* / *Looking forward to seeing you soon.*

2 Which of these adjectives would you expect to find in a letter or email of complaint?

dismayed	delighted	appalled	distressed
thrilled	disappointed	concerned	pleased
upset	dissatisfied	overjoyed	shocked
distraught	horrified		

3 Read the email of complaint to an airline. Where had the family been on holiday? Who wasn't well? Why couldn't the family travel home together? Who flew back from New York? Why?

4 How are these more informal lines expressed in the email?

1 because your airline didn't do the right thing
2 Tom felt a bit sick
3 We weren't very worried
4 we told her what had happened
5 the plane wouldn't leave until we got off
6 the news really upset us
7 they promised we'd definitely get seats on the next flight
8 I've also sent you a list of our expenses with receipts.

5 Discuss as a class more situations that you could complain about. Choose one and write to complain.

Date: Sat, March 3 07:50:28 -0700 (PDT)
From: "Benjamin Potts" <bjam.potts@ymail.com>
To: customers@QFlyair.com
Subject: Services complaint

Dear Sir or Madam,

BOOKING REFERENCE: 4YFHTT (Benjamin and Susan Potts)

I am writing to complain about a most upsetting travel experience, which we believe was the result of the poor judgement of your airline.

Our family group of six were due to return from the holiday of a lifetime, departing Antigua for London, Gatwick, on flight QF 5612 at 19.40 on February 26th. Our son, Tom (14), was feeling a little unwell, having spent too long in the sun. None of the adults present were overly concerned. We boarded the aircraft and a member of the crew asked if our son was all right. We explained the situation and took our seats. The same crew member returned with a thermometer and took my son's temperature. She said that it was 100.2° (the normal range is between 97° and 100°) and she left. A few minutes later, she returned to say that she had contacted paramedics and as the temperature was above normal, we would have to leave the aircraft. We were shocked to hear this, pointing out that our son now felt fine. However, we were told it was too late, and the aircraft would not depart until we disembarked. This news caused great distress to my entire family, especially my son, and his ten-year-old sister. However, we were assured that we would have guaranteed seats on the flight the following evening. In the end we disembarked, leaving our distraught daughter with her grandparents.

We were taken to a hospital, where we spent four hours and $550 dollars to get a letter saying that my son was safe to fly. We were dismayed to hear the doctor's disbelief that our son had been asked to leave the flight.

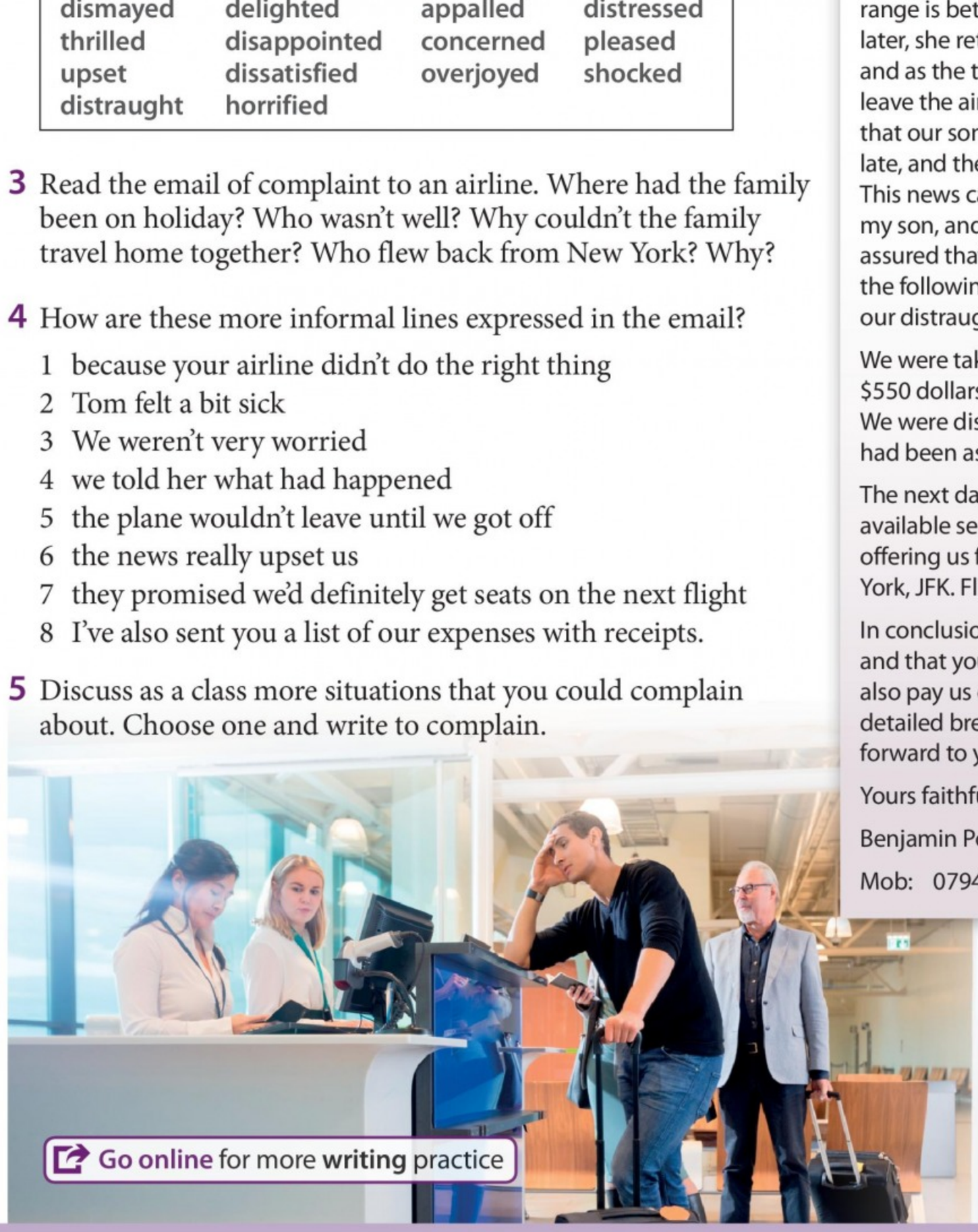
The next day, we were appalled to learn that there were no available seats. Fortunately, Delta Airlines came to our rescue, offering us flights to London, Heathrow that day via New York, JFK. Flights that cost US$3300.

In conclusion, I ask for an explanation of your airline's actions, and that you not only refund the expenses incurred, but also pay us compensation for the distress caused. I enclose a detailed breakdown of all our expenses with receipts. I look forward to your swift reply.

Yours faithfully,

Benjamin Potts

Mob: 07947 433445



Go online for more **writing** practice

Unit 3 Narrative writing (1) – Using adverbs in narratives ➔ p31

1 Have you ever been in a dangerous situation? Write some notes about what happened, where and when it happened, and who you were with. Discuss your notes with a partner and compare the situations.

2 Rewrite the sentences using the adverbs or adverbial phrases in brackets. Sometimes more than one place is possible.

My skiing disaster

1 I used to go skiing. (*in winter, frequently*)
2 I enjoyed going to Colorado. (*with my family, especially*)
3 I had a bad accident. (*two years ago, then, really*)
4 I skied into a tree. (*headfirst*)
5 I broke my leg. (*in three places, unfortunately*)
6 I'd like to go skiing again. (*definitely, one day*)
7 But I don't feel confident. (*yet, enough*)
8 My family go skiing. (*however, still, every February*)

Read the completed story aloud with your partner.

3 Read through the story of two British mountain climbers, Rachel Kelsey and Jeremy Colenso. Where were they? What went wrong? How were they saved? What does the text message mean?

4 Place the adverbs on the right of the story in the correct place in the same line (sometimes more than one place is possible). Add punctuation where necessary.

5 What background information are you given in the article? When does the actual story of what happened start?

6 Using the notes you made earlier, write the story of your dangerous experience (about 250 words).

- Begin with background information.
- Describe the events in the order they happened.
- Make sure you use plenty of adverbs to describe people's feelings and actions.

Share your stories as a class, reading some of them aloud.

Go online for more **writing** practice

Texting to the rescue

On a mid-September day, British climbers **Rachel Kelsey** and **Jeremy Colenso** were climbing in the Swiss Alps.	several years ago high / with great confidence
They were both experienced climbers. They left their base and the weather was good. They reached the summit, but as they started the climb down, an electric storm struck the mountain. Snow began to fall, making it difficult to see where they could put their hands and feet on the rock. After several frightening minutes, they found a narrow ledge and climbed onto it, hoping the snow would stop and they could continue their descent.	relatively easily suddenly / heavily / extremely safely gratefully / desperately
The snow did not stop and the temperature dropped to -10°C. 'We had to stay awake,' said Rachel, 'because it was so cold that we would have died. So we told stories, and rubbed our fingers and toes to keep them warm.'	however / dangerously afterwards / undoubtedly continuously
They decided that they had to get help. But what could they do? Rachel had brought her mobile phone with her, but the only number contacts she had were in London. She sent a text message at 1.30 a.m. to get help. She sent the same text to five friends in the UK. It read: 'Need heli rescue off north ridge of Piz Badile, Switz'. They were all asleep, so nothing happened. At 5.00 a.m., one friend, Avery Cunliffe, got the message. He jumped into action, called the rescue services in Switzerland, and called Rachel to tell her that help was coming.	eventually / possibly / fortunately unfortunately in fact urgently for hours / then immediately / then
The weather was too bad for the helicopters to operate, but Avery kept sending text messages to the climbers. At about 10.00 p.m. they were lifted off the mountain. 'We owe our lives to Avery,' they said when they were back at base.	for the next 24 hours finally safely exhaustedly



Unit 4 Linking ideas – Conjunctions ➔ p45

1 Use *but*, *although* and *however* to join these two sentences.

She's rich and famous. She's unhappy.

2 In each group complete the sentences with suitable conjunctions.

Contrast | however | although | despite | even though |

1 _____ I can't speak much Spanish, I can understand a lot.
2 I can't speak Spanish well. _____, I can order a beer.
3 He can't speak Spanish well, _____ he lives in Spain.
4 _____ living in Spain, he can't speak Spanish.

Reason & Result | such … that | so | as (x2) | because | so … that |

1 I didn't sleep well last night, _____ I'm tired.
2 I'm tired _____ I didn't sleep well last night.
3 I wanted to go, but _____ it was late, I decided not to.
4 _____ John can't be here today, I'm chairing the meeting.
5 It was _____ windy _____ we couldn't put up the tent.
6 He's _____ a terrible liar _____ no one believes him.

Time | when(ever) | while | as (soon as) | until | after | since |

1 I called you _____ I could.
2 He refused to talk to the police _____ his lawyer arrived.
3 I feel sad _____ I hear that song.
4 They were burgled _____ they were away on holiday.
5 I've known her _____ I was a small child.
6 I'll help you with this exercise _____ dinner.

Condition | if | as long as | unless | in case |

1 _____ I'm going to be late, I'll call you.
2 You won't pass _____ you work harder.
3 Take an umbrella _____ it rains.
4 You can borrow my car _____ you drive carefully.

3 Work in pairs. What do you know about Marilyn Monroe?

4 Read about Marilyn. What are the conspiracy theories surrounding her death? Underline the correct conjunctions.

5 Research and write about someone famous who interests you. Use the plan below to help.

Paragraph 1: Introduction and your interest in this person
Paragraph 2: Early life
Paragraph 3: Career path
Paragraph 4: Period of fame
Paragraph 5: Later life (and death)

Go online for more **writing** practice



Marilyn Monroe
THE DEATH OF A STAR

It is over 40 years [1]*since/after* Marilyn Monroe died, [2]*however/but* theories concerning her death still fascinate the world. [3]*Whenever/While* her name is mentioned, people recall the mystery of her final hours and [4]*although/despite* the official verdict was suicide, many believe that she was murdered by the Mafia or the FBI.

Marilyn had a reputation as a dumb blonde who had [5]*so/such* a problem with drink, drugs, and depression that she could never remember her lines. [6]*However/But*, her beauty and fame brought her into contact with some of the biggest names of the day. She dated Frank Sinatra, [7]*even though/despite* he had connections with the Mafia, and she also had affairs with President John Kennedy and his brother Bobby.

[8]*When/Until* Marilyn was found dead in bed at her home in Los Angeles in the early hours of Sunday, August 5, 1962, police assumed it was suicide [9]*but/as* there was an empty bottle of sleeping pills on the table beside her. [10]*Despite/However*, witnesses, including her psychiatrist and some of her friends, insisted she was not suicidal at the time. Other witnesses said they saw Bobby Kennedy visit her house that night, [11]*as long as/even though* he claimed to be in San Francisco. There were other suspicious events. Marilyn's housekeeper disappeared immediately [12]*after/since* she was found, only to reappear a year later as an employee of the Kennedys. Why would they employ her [13]*unless/if* they wanted her to keep silent? Marilyn's diaries also disappeared. Were they [14]*so/such* revealing that they had to be destroyed?

Marilyn's ex-husband Joe DiMaggio was convinced the Kennedys had her killed. He never spoke about it [15]*while/during* he was alive [16]*in case/unless* he also met an untimely death, but he did in his memoirs, which were published [17]*as soon as/since* he died.

Unit 5 Applying for a job – A CV and a covering letter ➔ p56

1 What is a CV? What do the letters stand for? Why do you write one? What information do you include?

2 What is the purpose of a covering letter?

3 Write the headings from **A** in the correct spaces in the CV in **B**.

A

Education
Additional information
References
Profile
Employment history
Interests
~~Personal details~~

4 Answer the questions.

1 Where did Kate go to school?
2 What did she study at university?
3 Who is Prof Jane Curtis?
4 Does Kate have a lot of work experience?



B

Personal details

Name Kate Henderson

Address 31 Rendlesham Way
Watford
Herts
WD3 5GT

Phone 01923 984663

Mobile 07764 733689

Email katehenderson@hotshot.com

_____ A highly motivated, well-travelled and enthusiastic graduate, with practical experience of working with children of all ages.

_____ **Watford Grammar School**
8 GCSEs
3 A-levels

Bristol University
BA (Hons) Psychology and Education

_____ **June 2010**
Lifeguard and supervisor at KLC Leisure Centre

July 2011
Athletics coach at training centre

June 2013
Teaching assistant at secondary school

_____ Dance, athletics, volleyball, travel, cinema

_____ One of my main interests is dance, which I have done since I was three, passing many exams, and performing in annual dance festivals. I have organized sports events and training sessions for dance, athletics and trampoline. I have travelled widely throughout the world, in Europe, the Far East and the US.

_____ **Prof Jane Curtis**
Dept of Education
Bristol University
BS5 7LA

Mike Benson
Head Teacher
Bailey School
Watford, Herts
WD3 8JG

5 This is the job that Kate is applying for. Is she well qualified for it?



Activity holiday organizer
in the Canary Islands

Are you...

- aged 18–30?
- energetic?
- good at organizing people?

Do you ...

- like kids?
- like sport?

Then come and join us as a leader for an Easter holiday of fun, looking after groups of kids at sports camp!

Send your CV to Mark Sullivan at
106 Piccadilly, Bristol BS8 7TQ

6 Read Kate's covering letter. Which parts sound too informal? Replace them with words from the box.

extensively with young adults
respect my leadership abilities
I find it easy
very interested in
have a certain understanding of
Please find enclosed
look forward to hearing
considerable
many of the relevant qualifications
have travelled widely
Mr Sullivan
Yours sincerely
in the March edition of the magazine *Holiday Jobs for Graduates*
believe
organizing a variety of activities
establish a good working relationship

31 Rendlesham
Way
Watford
Herts
WD3 5GT

Mark Sullivan
106 Piccadilly
Bristol
BS8 7TQ

March 17th

Dear Mark,

I am applying for the post of activity holiday organizer, which I saw advertised somewhere recently. Here's my CV.

I reckon I have just about everything needed for this job. I have worked loads with kids, doing all kinds of stuff. They generally do what I tell them, and we manage to have a great time together.

Having studied psychology and education at university, I know quite a bit about the behaviour of kids. I am really into sport, and have lots of experience of organizing training events. I am a very practical person, easy-going, and it's no problem for me to make friends. I've been all over the place, and enjoy meeting new people.

I can't wait to hear from you.

Best wishes

Kate Henderson

Kate Henderson

7 Write your CV and a covering letter for a job that you would really like to do and are well qualified for.

Go online for more **writing** practice

Unit 6 Report writing – A survey ➔ p63

1 Which fast-food outlets are most popular in your country? Do any of them serve organic food? Do you ever buy organic food? Why/ Why not?

2 A company called *The Organic Burger Company* has commissioned a consumer survey to find out how to increase their market share. Read the report quickly and answer the questions.

1 What does 'FAO' stand for?
2 Where was the survey done?
3 Which group of people were surveyed?
4 What are the conclusions?

3 Read the report again and complete it with the expressions below.

a Overall,
b The aim of the report
c two main findings
d The rationale for this report
e We would urge the company
f The percentages of participants
g We propose that
h were asked to choose one of these responses
i within the next six months
j We were asked to investigate
k there is insufficient evidence

Writing a survey and report

4 You work as a marketing consultant and your client is a supermarket chain. Your brief is to find out if supermarket shoppers in your town are prepared to pay more for Fairtrade products, so that farmers in developing countries can be paid a fairer price.

- Look at the **Research** section of the burger survey. Think of five similar statements for your survey, using the same options for the responses. (**SA, A, DK, D, AD**)
- Ask a range of people in or outside your class, keeping a record of age and gender.

5 Write your report. Use the *Organic Burger Company* report as a model and include expressions from **3**.

Go online for more **writing** practice



FAO: Managing Director, Organic Burger Company
TITLE: Survey into Potential Market Share Increase

BACKGROUND AND OBJECTIVES

[1]_____ is the recent drop in customers at traditional fast-food outlets. The Organic Burger Company is seeking to fill the growing gap in the market.

[2]_____ is to survey customer attitudes by carrying out preliminary research among 500 young people in Nottingham, a medium-sized English city.

[3]_____ what customers would want from the experience of buying and eating a high-quality organic burger.

RESEARCH

Participants [4]_____ to statements 1–5:

SA = Strongly Agree **A** = Agree **DK** = Don't know
D = Disagree **SD** = Strongly Disagree

1 I prefer to eat burgers made with organic meat.
2 I prefer fast-food restaurants with tasteful and modern interiors.
3 I prefer my food to be grown in an environmentally-friendly way.
4 I prefer all ingredients to be fresh and organic.
5 I am prepared to pay more for these preferences to be met.

FINDINGS

[5]_____ agreeing or strongly agreeing with each question were:

1 46% **2** 47% **3** 77% **4** 39% **5** 22%

The [6]_____ are:
1: there is a significant demand for organic food.
2: [7]_____ of the financial viability of meeting this demand.

SUMMARY AND RECOMMENDATIONS

[8]_____, our survey showed that:

- environmental awareness and health concerns are an increasingly important factor for young people.
- there is already a growing preference for more stylish fast-food outlets.

[9]_____ to prepare for an expansion into this market, as and when it develops further.

ACTION

[10]_____ further research is carried out on a larger scale in other localities around the UK. This should be completed [11]_____.

Unit 7 Arguing your case – For and against ➔ p76

1 Do you send emails? If so, who to and when? What emails have you received or sent recently? Discuss with a partner, then with the class.

2 Has email improved our lives? Brainstorm ideas on the pros and cons as a class. Divide the blackboard into two. Appoint two students to take notes, one for each column.

Pros (+)	Cons (–)

Discuss your results. On balance, which side wins? What's your opinion?

3 Read through the article quickly. How many of the points you made are mentioned? How many other points did you make?

4 Study the article more carefully.

1 How is the topic introduced?
2 What personal examples does the writer include throughout the article?
3 For each point on the plus side underline the words and expressions used to connect the ideas.
First of all **email is easy.**
4 Compare the words and expressions used to connect the ideas on the minus side. Which are similar?
5 How is the article concluded? How does the writer express his opinion?

5 Brainstorm the arguments for and against one of the topics below. Then write an introduction, the pros, the cons and your conclusion (about 250 words).

- Texting
- Social networking
- Facetime / Skype



Subject: Email – has it really improved our lives?

Email is an important means of communication. However, in my opinion, like most things it has both advantages and disadvantages.

⊕ On the plus side:

- First of all, email is easy. All you need is the appropriate software on your computer. There are no stamps to stick and no trips to postboxes.
- A second point is that email is fast. No matter where you're sending your message, whether it's to the next street or to the other side of the planet, it takes only seconds to reach its destination. Nowadays, whenever I send regular mail (or 'snail mail', as email users call it), I can't believe that it's actually going to take days to reach its destination. How primitive!
- Email is not only fast, it is also cheap. Unlike long distance telephone calls, you pay no more for messages sent from the US to London, Ohio, London, Ontario, or London, England.
- Also, email messages are easily stored. Because they're electronic, saving an email message you've received (and calling it back up again later) is a breeze.
- In addition to this, email is environmentally friendly because, being electronic, it saves natural resources such as paper.
- Last but not least, email is practically universal. Even my great aunt in Galashiels, Scotland, is using it these days.

⊖ On the minus side:

- Firstly, email is impersonal. Unlike when face to face or in telephone conversations, it's difficult to get across subtle meanings in email prose with no visual or voice clues.
- Secondly, it can be argued that email is in fact too easy. You can write a message in a few seconds and send it off with one click. And once sent, you can't get back a message that may have been written in a fit of irritation or anger.
- Another point is that email security is lax. As your email message makes its way to its destination, it has to pass through other, public systems. Anyone with the right technical know-how can intercept it without you knowing.
- Although, as stated earlier, it is an advantage that email messages are easily stored, this can also be a disadvantage. If you say nasty things about your boss in a message, a saved copy can come back to haunt you in the future.
- A final and very important point is that email can take over your life. Because it is so easy, you start getting more and more correspondence, and you end up spending most of your day reading and responding to floods of message.

Overall, however, to my mind the pros of email easily outweigh the cons. It has transformed the world of communication in largely beneficial ways, and alongside text messaging and social media, it is now a major way of keeping in touch.

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Unit 8 Describing places – My favourite part of town p86

1 What's your favourite town or city? Why do you like it? Which parts of it do you particularly like? Work with a partner and tell them about it.

2 Do the words in the box describe something positive, negative or neutral?

Do they refer to a person, a place or food? Or more than one?

picturesque	intellectual	brand-new
snoring	a down-and-out	a haven
twisting	boutiques	mouth-watering
aromas	a magnet	flock (v)

3 Read the description of Greenwich Village in New York City. Which aspects of life in the Village do the photos show? What is wrong with this text?

4 Work with your partner and decide where you could divide the text into paragraphs. What is the purpose of each paragraph? Think of a heading for each one and compare them with others in the class.

5 The description is part fact and part opinion. Find examples of both.

6 Underline examples of relative clauses and participles.

7 Write a description of your favourite part of town (about 250 words). Use the paragraph plan to help you.

Paragraph 1: General/Personal impressions
Paragraph 2: Its history
Paragraph 3: Its character
Paragraph 4: Conclusion and/or final anecdote



I'm a Greenwich Villager and proud of it!

I live in Greenwich Village, New York, which is in the 'downtown' (southern) part of Manhattan and includes Washington Square Park, New York University, and a maze of picturesque little streets. It's my favourite part of town. So why do I like it so much? It's an artistic and intellectual neighbourhood with people playing chess in the park, artists selling paintings on the sidewalk, and students discussing life in coffee shops. Life in 'the Village' is never dull. There's a surprise around every corner – maybe a brand-new restaurant that wasn't there last week, a snoring down-and-out sleeping in the doorway, or a celebrity being pursued by paparazzi and fans. A sense of history pervades Greenwich Village. It was first inhabited by Native Americans, then Dutch settlers, and then the British, who in 1713 named it 'Greenwich' after a town in England. The Village really was a small, rural village until the 1800s, when people escaping outbreaks of disease began moving there. Ever since, the Village has been a haven for artists, writers, poets, and musicians. Many famous people have lived in Greenwich Village, including the writer Jack Kerouac, the singer Bob Dylan, and the actress Uma Thurman. The popular sitcom *Friends* was set here, and busloads of tourists looking for places mentioned in the show come here every weekend. The heart of the Village is an area of pretty, twisting streets west of Sixth Avenue, where there are endless theatres, used bookstores, coffee shops, trendy boutiques, and of course, restaurants. A large part of the Village experience has to do with food. The Village is packed with food shops and restaurants from every region of the world. Mouth-watering aromas are everywhere from first thing in the morning until late at night. The Village is a genuine 24/7 part of the town. Washington Square Park is like a magnet for young people. They flock from every corner of the world to sit on the benches or beside the fountain, talking, playing musical instruments, and celebrating the freedom of friendship and youth. My mother, who grew up in New York City, used to say that Times Square is for tourists, but the Village is the real New York.

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Unit 9 Writing for talking – *An early memory* ➔ p93

1 You are going to give a talk about one of your earliest memories. Write some notes under these headings.

- Where were you?
- What happened?
- Why do you remember it?

2 9.7 Read and listen to someone talking about an early memory. Answer the questions.

1 What is the speaker's name?
2 What was her sister *not* keen to do? Why?
3 What was the weather like on the memorable day? How did it affect both sisters?
4 Why was the speaker so upset with her sister?

3 Now read the talk carefully and answer the questions.

1 There are four paragraphs. What is the aim of each?
2 What *background* information is given?
3 What are the main points of the memory?
4 How does the speaker conclude the tale?
5 Read aloud the first two paragraphs with a partner. Pay attention to pauses, stress and intonation.

Preparing your talk

4 Write a talk to give your class. Use your notes and these guidelines.

1 **Give the title** *The title of my talk is …*
2 **Introduce your topic**
I'd like to share a particular memory about …
One of my earliest memories was when …
Today I want to talk about X because …
3 **Give some background**
As you all probably know, I …
I was just four years old …
What is more I …
4 **Introduce your particular memory**
Anyway, one day it was raining and …
I want to talk about one particular day …
What happened was this, …
5 **Tell your story as it happened**
On that day …
After that I …
Finally …
6 **Conclude**
To this day I still remember …
I'll never forget …
Thank you all very much for listening to me.
Are there any questions?

5 Read your talk aloud to yourself. Think about pauses and the words you want to stress. Time yourself.

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An early memory of school

Some of my clearest and earliest memories are of my first school. So I'd like to share a memory about that. A memory that still upsets me after all these years.

I was five years old and had just started school. It was quite a long way from my house and there were no school buses, so I had to walk. My sister, who's 11 years older than me, went to the 'big' school, which was next to mine, so my mum sometimes asked her to take me to school. She was *not* keen to do this. She had no time for a small, irritating sister dragging along behind her. She liked to meet up with her 'cool' friends. What's more, because her school day started later than mine she was happy to dawdle and chat. She refused to hurry to get me there on time. I was always an anxious child and I would tug at her sleeve and fret about being late. She'd just shake me off.

Anyway, one day was particularly bad. It was pouring with rain and we splashed through puddles as we walked. My sister was moaning all the time about how the rain was ruining her hair because she was hoping to meet a certain boy on the way. On that day he didn't materialize, and this put her in a very bad mood. I was wearing my new red 'welly' boots and they were really difficult to pull on and off. I was full of fear, Miss Marks, my teacher, would kill me if I was late again. Finally, we got there and my sister ran off, leaving me to cope with the wellies. The cloakroom was empty, and I sat tearfully on the bench, tugging at the wretched boots. I put on my indoor shoes and crept into the back of the classroom. I was very late and very scared. The other kids were making mosaic pictures with lots of different-coloured bits of sticky paper. I'd been so looking forward to doing this. Art was my best subject. I'd planned to do a beautiful portrait of my black-and-white cat. Miss Marks called across the room, 'Elizabeth, late again!' I hung my head. 'You'll just have to sit in the corner and do a jigsaw.' So, I did, silently weeping and cursing my sister. I never did make that mosaic picture of my cat.



To this day my sister insists she can't remember anything about this. However, I believe it's the reason I have such a problem with lateness. I always arrive on time.

Unit 10 Adding emphasis – People of influence ➔ p101

1 Who are some of the most influential people in the world today? And in the past? Share ideas as a class.

2 Compare the two texts about **Michelangelo**. Work with a partner and find differences in the way the same information is presented. Find examples of how emphasis is added by:

1 changes of word order
2 changes of words
3 sentences that begin with *It was …* and *What …*
4 the use of *this* to refer back

Which text sounds better? Why?

3 Rephrase these sentences in different ways to make them more emphatic.

1 I love my grandfather's kind, twinkly eyes.
What I love about … The thing I love about …
What I love / The thing I love about my grandfather is his kind, twinkly eyes.
2 They don't understand the President's policies.
It's the President's policies … What they …
3 The softness of Norah Jones' voice makes it special.
What makes … It's the …
4 I admired Mother Teresa's courage.
What I admired about … It was …
5 The way Pelé could head a football was amazing.
What was … What amazed me …

4 Research the career of someone you consider influential – a sportsperson, artist, singer, actor, writer or business person. Using structures for adding emphasis, write (about 250 words) about:

- their early life
- how their career grew
- why he/she is/was a person of influence
- the high points of their professional life

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MICHELANGELO

TEXT A

1 Michelangelo had a great influence on the world of art. He was a sculptor, an architect, a painter and a poet.

2 He was born near Arezzo, but he considered Florence to be his home town. He loved the city's art, architecture and culture.

3 He concentrated on sculpture initially. He began to carve a figure of David from a huge block of marble in 1501. He finished it in 1504, when he was 29.

4 Pope Julius II asked him to paint the ceiling of the Sistine Chapel later. He worked at this every day for four years from 1508 till 1512. He lay on his back at the top of high scaffolding.

5 He designed many buildings. His greatest achievement as an architect was his work at St Peter's Basilica. Its revolutionary design is difficult to appreciate nowadays.

6 Michelangelo belongs to a small group of artists such as Shakespeare and Beethoven, who have been able to express humanity's deepest experiences through their work.

TEXT B

1 Michelangelo, sculptor, architect, painter and poet, had a tremendous influence on the world of art.

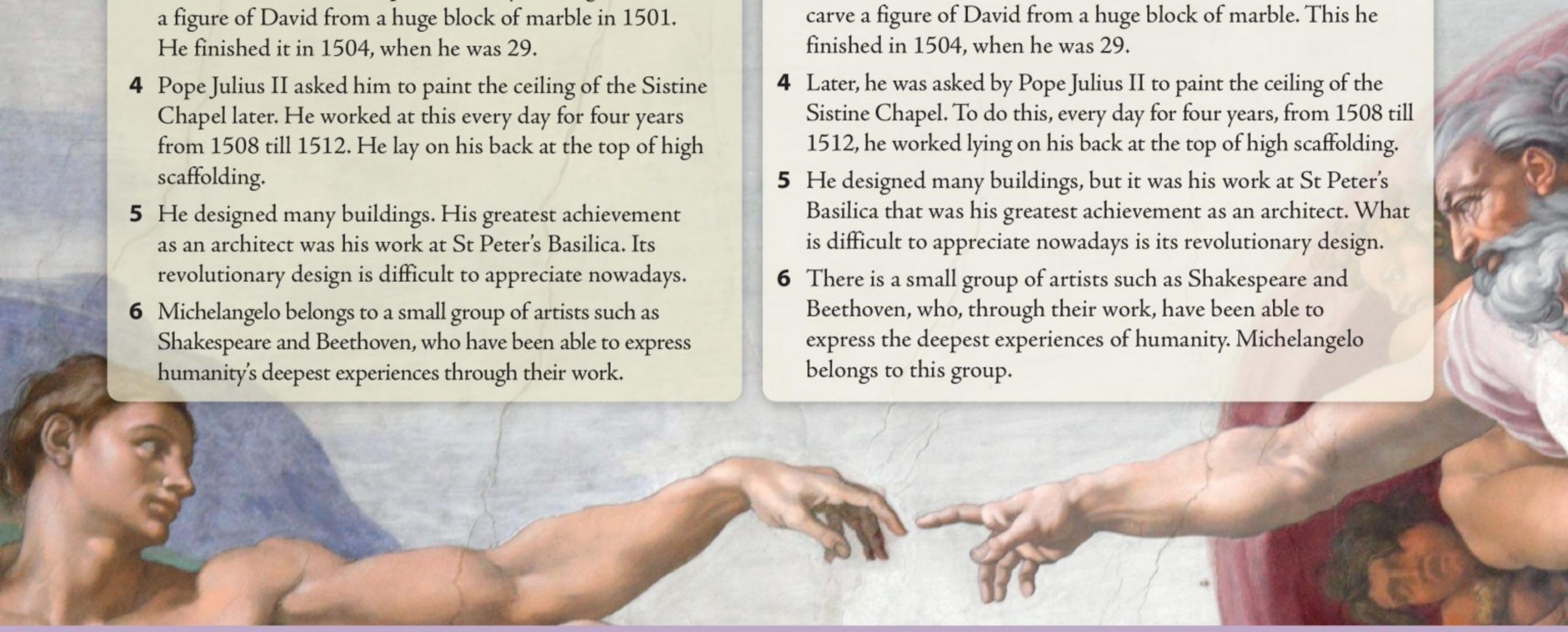
2 Although he was born near Arezzo, it was Florence that he considered to be his home town. What he loved above all about the city was its art, architecture and culture.

3 Initially, he concentrated on sculpture. In 1501, he began to carve a figure of David from a huge block of marble. This he finished in 1504, when he was 29.

4 Later, he was asked by Pope Julius II to paint the ceiling of the Sistine Chapel. To do this, every day for four years, from 1508 till 1512, he worked lying on his back at the top of high scaffolding.

5 He designed many buildings, but it was his work at St Peter's Basilica that was his greatest achievement as an architect. What is difficult to appreciate nowadays is its revolutionary design.

6 There is a small group of artists such as Shakespeare and Beethoven, who, through their work, have been able to express the deepest experiences of humanity. Michelangelo belongs to this group.



Unit 11 Narrative writing (2) – Linking words and expressions ➔ p117

1 Think of something that you looked forward to for a long time which finally happened.

- What was the occasion or event? Why did you want it so much?
- Did you have to make preparations for it? If so, what were they?
- What actually happened?
- Did the occasion/event live up to your expectations? If not, why?

Write some notes and then tell a partner about it.

2 Look at the picture and read the main points of Larry's story. Use them to say what happened.

- Larry's dream to fly aeroplanes
- bought 20 balloons
- a garden chair
- packed a few sandwiches and an air pistol
- cut the rope
- floated around
- the winds were blowing
- a British Airways pilot at 3,500 metres
- a helicopter
- a TV reporter

3 Read the full story and compare it with your version. Match these five headings to the correct paragraphs.

- ☐ Serious problems
- ☐ Preparing for take-off
- ☐ Down to earth with a bump
- ☐ Larry and his dream
- ☐ Flying high

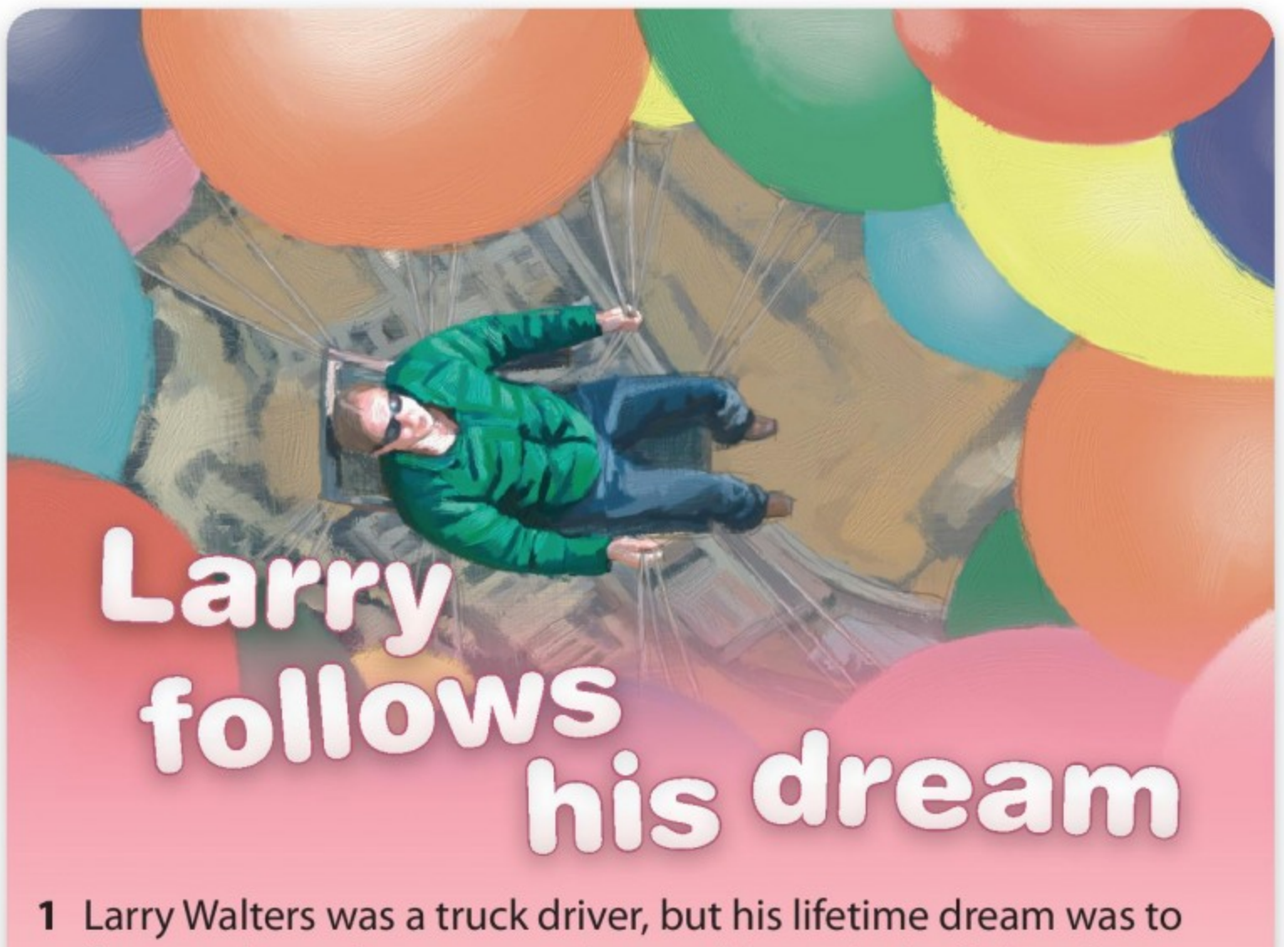
4 Read the story again and complete it with the linking words/expressions from the box.

first of all	Finally	Eventually
However	Next	All day long
Then, one day	until	By this time
As soon as	Immediately	Unfortunately
in order to	so	because
Fortunately, just at that moment		

5 Use your notes from **1** and write your story (about 250 words).

6 Read each other's stories and ask and answer questions about them.

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1 Larry Walters was a truck driver, but his lifetime dream was to fly aeroplanes. [1]_____, he would watch the fighter jets criss-crossing the skies above his back garden and dream about the magic of flying. [2]_____, he had an idea. He drove to the nearest hardware shop and bought 20 large balloons and five tanks of helium. [3]_____, they were not normal brightly-coloured party balloons, but heavy one-metre weather balloons used by meteorologists.

2 Back in his garden, [4]_____, Larry used a rope to tie a chair to his car door. [5]_____, he tied the balloons to the chair and inflated them, one by one. [6]_____, he packed a few sandwiches and a bottle of Coke, loaded an air pistol and climbed on to the chair. His plan was to float up lazily into the sky to about 60 metres, and then to pop a few balloons [7]_____ descend to earth again.

3 His preparations complete, Larry cut the rope. [8]_____, he didn't float up, he shot up, as if he had been fired from a cannon! Not to 60 metres, but up and up and up, [9]_____ about 3,500 metres. If he had popped any balloons at this height, he would have plummeted to earth, [10]_____ he just had to stay up there, floating around and wondering what to do.

4 [11]_____, night was falling and things were getting serious. Winds were blowing Larry out to sea. [12]_____ an amazed British Airways pilot spotted him and radioed the airport saying he'd just seen a man with a gun, sitting on a garden chair at 3,500 metres. [13]_____ a helicopter was sent to rescue him, but it wasn't easy [14]_____ the wind from their rotor blades kept pushing the home-made airship further away. [15]_____, they managed to drop a line down from above, and pulled him to safety.

5 [16]_____ he was on the ground, he was arrested. A TV reporter shouted, 'Hey mate, why did you do it?' Larry looked him in the eye and said, 'A man's got to follow his dreams.'

Unit 12 Improving style and cohesion – A famous female architect ➔ p123

1 Work with a partner. Describe a building you like in your town and one that you don't like. Do you know who the architects were?

2 Read texts **A** and **B** about **Zaha Hadid**, a famous Iraqi-born architect. Which text do you think has the best style? Why?

3 Read the texts again. In each paragraph, identify differences in style. Find examples of:

1 paraphasing using more interesting vocabulary, especially adjectives
2 changes in the order information is presented
3 avoiding repetition
4 joining sentences using:
a) conjunctions of time, contrast and purpose
b) participle clauses

4 Join these sentences using the words in brackets.

1 I got my degree. I went to work in London. (*after*) (*as soon as*)
2 I'm an architect. I notice a lot about the buildings around me. (*Being*)
3 I went to work yesterday. I wasn't feeling well. (*although*) (*despite*) (*nevertheless*)
4 I've bought a flat nearer my office. I spend less time commuting. (*so that*) (*in order to*)
5 I came to London. I've made a lot of friends. (*since*)
6 Sometimes I work in Rome. I like to visit the Coliseum. (*whenever*)
7 I've done some Italian classes. I can speak Italian with my colleagues now. (*Having*)
8 The Shard was completed in 2012. It's the tallest building in London. (*Completed*)

5 Research a famous building in the world, ancient or modern. Write about the architect or the building. Write notes and use them to make a cohesive and interesting text.

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Zaha Hadid (1950–2016)

A

a Zaha Hadid was a very important modern architect. She was the first woman architect to win the important Pritzker Prize for Architecture.

b Hadid was born in Baghdad, Iraq, in 1950. She lived in London for many years. She came to London as a student in 1972. She had a design practice in London.

c She studied mathematics at the University of Beirut. She graduated and she moved to London. She studied architecture. She graduated in 1977. Then she worked in Rotterdam and London.

d Hadid became successful in 1994. She won a competition to design Cardiff Bay Opera House. The people said that the building was too modern. The building was never built.

e In 2003, Hadid designed the Centre for Contemporary Art in Cincinnati. It was her first big achievement. She designed buildings all over the world. She designed an Opera House in Dubai. She also designed the Aquatics Centre for the 2012 Olympics in London.

f Zaha Hadid designed a lot of nice buildings and she was very famous, but she died suddenly in 2016. She died in Miami, USA. She did not complete a lot of buildings. She did not complete the One Thousand Museum in Miami. They completed the museum in 2018. She did not complete her first building in Iraq. It was the Central Bank of Iraq. The Iraqi government had commissioned the building in 2010. She was a good modern architect.



Trailblazing architect of our time

B

a Zaha Hadid, a hugely important figure in the world of modern architecture, was the first woman to win the prestigious Pritzker Prize.

b Born in Baghdad, Iraq, in 1950, Hadid came to London as a student in 1972. The city became her home, and where she established her design practice.

c Having first graduated in mathematics from the University of Beirut, she moved to London to study architecture. Completing her degree in 1977, she worked in architectural practices in Rotterdam and London.

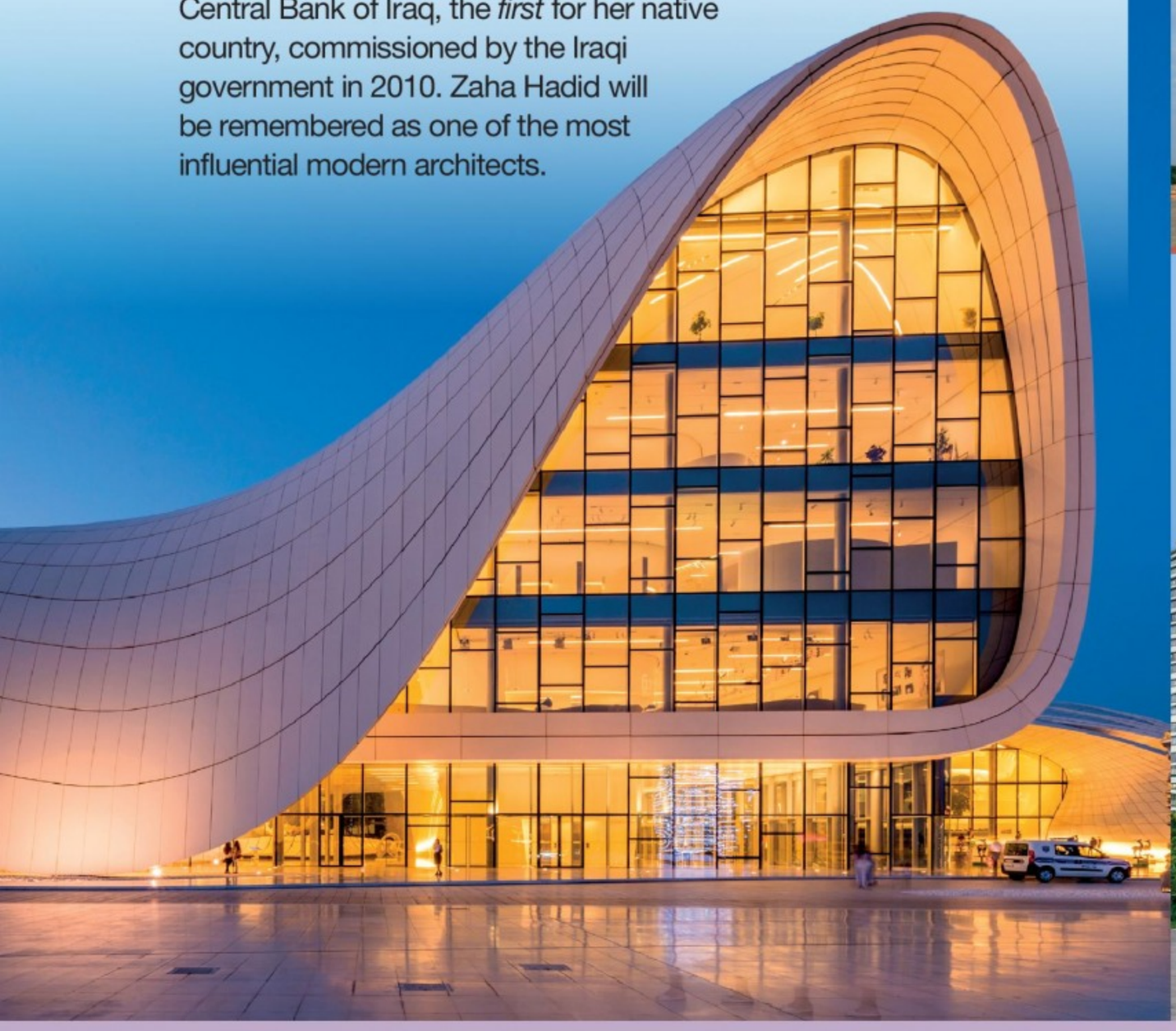
d However, it wasn't until 1994 that her career really took off. She won a competition to design Cardiff Bay Opera House, but her design was considered too modern and daring for the town. It was never built.

e Her first major achievement was the Centre for Contemporary Art in Cincinnati in 2003. She went on to design buildings all over the world, including an Opera House in Dubai and the Aquatics Centre for the 2012 Olympics in London.

f Zaha Hadid designed many exciting and extraordinary buildings. However, in 2016, at the height of her fame, while working on the One Thousand Museum in Miami, USA, she died suddenly of a heart attack. She was 65. The Museum was finally completed in 2018. Sadly, another incomplete project was the Central Bank of Iraq, the *first* for her native country, commissioned by the Iraqi government in 2010. Zaha Hadid will be remembered as one of the most influential modern architects.









Audioscript

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1.7 A short conversation

A Morning!
B Morning! Lovely day, isn't it? On your way to the park?
A Unfortunately not. Just off to work.
B Working on a Saturday! Shame!
A I know. Can't be helped.

1.9 Things I miss from home

Brenda There's only one thing I really miss about where I come from, and that's the sea. I'm originally from Yorkshire and, er, although I came to live here in Germany 30 years ago, I still miss the north-east coast of England. Erm – there's just something about the sea. Where I live now, there's a river and there are some nice walks along the banks. It's lovely, but it's not the same. The – the thing about the sea is that it changes all the time, not just every day but every *time* of day. In my hometown, when the tide comes in, the water comes right up to the road and then, when it goes out, there's just miles and miles of sand. It can take an age to walk to the sea. It's a source of amazement to me every time I see it.

Shona Er, the thing I miss about Scotland is probably the weather, believe it or not. Up there, the air is quite crisp and clear and the temperature is cooler. I find here in Madrid … erm … it can be very hot and very humid in summer, and a little bit sticky as well, and then it can be really very cold in winter. I was surprised at how cold. Back home they think it's always lovely and warm in Spain.

Martin All right, well, um, I've been living in France for the last 25 years and I suppose the things I miss most about Britain, is … well … first of all the obvious things, like every Brit living abroad … er … I miss some typical English foods. For me, that means curry, wine gums, erm, digestive biscuits, brown sauce, porridge, and of course good old warm English beer.
Erm … what else do I miss? Socially, oh, a lot … I miss meeting friends in pubs. I miss the chat, the banter, just the way that people talk to each other … I miss … I miss that sparky British humour on a day-to-day basis. On a … on perhaps a more serious note, I miss having a vote. In Britain you lose your vote once you've been out of the country for more than 15 years – and I didn't even get a vote in the referendum. And because I haven't taken French nationality, I don't have a national vote here. So, I don't get to vote anywhere these days. I guess that's one of the things I miss most.

Oliver So, things that I miss about the UK. The first would be bread. The bread here in the States seems to stay too fresh for a long time. And it doesn't actually make particularly good toast. And being British, you know, toast is an important thing.
And then, of course, there's work. I've found working in the US surprisingly different from the UK. In the US, it's very important to be very upbeat and positive about what you can do. Which, you know, is true to a certain extent in the UK, but I think in the UK, it's kind of 'OK – be good at what you do, but just get on with it'. Over here, you're kind of expected to be a salesman, like you should be selling yourself and your abilities. I guess in a way the Brits are just a bit more modest at work. And I kind of like that modesty. I'm not particularly good at selling myself, I just like to get on with my job, and I don't feel the need to tell everyone how good I am. But that's kind of the way of things over here.

Artem and Dasha

D Erm … one thing I miss is the food, all the seasonal products and the enjoyment of going to the farmers' market to buy goat's cheese from a lady that your grandma has known since you were little.
A That's right. Apricots, melons, tomatoes just don't taste right in this country!
D Yeah, and it seems that the most tasteless fruit here is a watermelon. I keep buying them, but every single one is a disappointment. I'll always miss the watermelons we used to get from the south of Ukraine.
A Hmm, that's true. But it's not the food I miss most – it's the language, *my* language. There is nothing quite like walking along the street and feeling like you are part of something bigger than yourself … hearing your own language. I always – I always feel a bit … erm … a bit insecure when it's *not* my language. I think … I think I'm … I'm missing something. It's hard to explain.
D Mmm, I know what you mean. Another thing I find hard is being away from home on our national holidays. We make much more of things like that in Ukraine. Er, you just don't get the same feeling here of people coming together to celebrate in the streets.
A Yes, it's not the same.

Carter I live with my dad on the east coast, but I visit my mom in Florida lots of times a year. And the one thing I miss is my drums. I'm in a rock band, but I can't travel with my kit, so I have to leave it at home. It's like torture; I can't wait to get home to Dad's, sit at my drums, and get playing again. My mom says I miss them more than I miss her.

2.4 Doing the bucket list

1 **Helen**
They've always fascinated me, so a couple of years ago, I booked a trip to the north of Norway, and stayed in a treehouse, well, er … a kind of … treehotel really, and went sledding with husky dogs – that was actually three bucket list items in one trip for me! And … I did worry beforehand about whether I'd actually get to see them – I mean, it's difficult not to, when you go all that way, pay all that money, and … well, it's very possible they won't show up at all while you're there. So … when we got there, um, it was so cold! I know that sounds silly, going up to the Arctic Circle and complaining about it being cold, but oh, I've never experienced cold like that before – it was minus 25! But … anyway … it was worth it, because, well, the first two nights were disappointing, nothing, but then, I felt so lucky … I saw them the next *two* nights! And they really are *so, so* beautiful – an amazing shimmering curtain that goes from a greeny to a kind of purply-red colour. And, an interesting thing is that, er, not everyone hears it, but they make a sound as well, a sort of buzzing noise. It's the most incredible experience I've ever had – life-changing, really – it filled me with awe and wonder about the universe.

2 **Keith**
I've been thinking of doing it for years now, cos I know they're short of people, and well, I'm glad I've finally done it. And it was an interesting experience! I was anxious on the way there, because … well, you hear stories of people passing out, which would be *so* embarrassing, and, you see, I am a bit squeamish! So … I thought of turning back at one point, but in I went, and, well, it was fine. They took a tiny drop first, for testing – I wanted to make the classic joke and say, 'Is that it? Can I go now?!' And, er, then they put one of those things on your arm, like when you have your blood pressure checked, and look for a vein. I looked away at that point – I mean, why would anyone *want* to see the needle going in?! It's fine when it does, it's just a short, sharp pain, and then they leave you while the machine takes it out. I didn't want to watch the bag filling up either, because, you know, three quarters of a pint does look like a *lot* of blood to lose! So, I closed my eyes and waited for the beeping sound when the machine's finished. It was about eight minutes, but it seemed *much* longer. And then of course, I got tea and biscuits! And, er … I think I'll do it again, because, well, it has made me feel better about myself!

3 **Judy**
I've always fancied the idea, so when our hotel in Spain said they could organize it, and it was pretty cheap, I went for it! It was cancelled first time, cos of the wind, which was a drag, but the weather was fine two days later. I was really nervous before take-off – that's the worst bit really, cos, well, it's the last chance to say 'I've changed my mind, can I get off?', and well … part of me really wanted to do that – I was like, 'Why am I *choosing* to fall to the ground at 180 km an hour?!' Still, once we were off, it was easier, although the seven-minute climb seemed to last *for-e-ver*! And getting to where you jump out was freaky, cos, I mean, I'm used to walking down the aisle on planes, but it's a shock to see this, like, massive hole where the door usually is! But, we jumped straight out, and … well, you get 60 seconds of freefall, and that is totally amazing! It's, like, a massive rush of air and the ground is, like, spinning, and … I literally forgot to breathe! And then your shoulders suddenly get pulled back as the chute opens, and then – it's suddenly really quiet, and you're floating through the sky. It's an incredible feeling, as if you've escaped your life completely. So … would I do it again? Hell yeah, I definitely will! It's made everyday life seem a bit dull!

2.9

1 I'll never forget my trip to Giza and getting my first sight of the pyramids. They stand just on the edge of the desert, taking you back to the time of the pharaohs. But they're surprisingly near to modern buildings, too. I kind of expected them to be right in the middle of nowhere.

2 It's a brilliant city. We did a city tour on the first day to get a feel for the place, starting at the Reichstag. There's a viewing terrace right at the very top of the building where you get incredible views of the surrounding area. Er, we stayed in what was the east side of the city. And, even though it's been unified since 1989, there's still a different feel to east and west.

3 We were staying on the outskirts of the city, so we only had a day for sightseeing. We began at the Capitol Building and walked the two miles to the Lincoln Memorial at the other end of the Mall. It's kind of a national park with gardens and lots of important museums, like the National Museum of American History.

4 I wouldn't have missed it for the world. It really is one of India's must-see destinations. It's a magnificent white building, right on the banks of the river, so you get wonderful reflections in the clear water. We also spent some time in Jaipur – I loved the colourful streets in the very heart of the Old City.

3.7 The Clinging Woman, Part 3

She said, 'I'm Lydia Simpson. You saved my life. I've come to thank you.'
His embarrassment was acute. 'You shouldn't have,' he said with a nervous smile. 'You really shouldn't. That's not necessary. I only did what anyone would have done.'

She was calm and tranquil, not at all his idea of a failed suicide. 'But no one else did,' she said.
'Won't you come in? Have a drink or something?'
'Oh, no, I couldn't think of it. I can see you're just going out. I only wanted to say thank you very, very much.'
'It was nothing.'
'Nothing to save someone's life? I'll always be grateful to you.'
He wished she would either come in or go away. If this went on much longer the people in the other two flats on his floor would hear, would come out, and another of those bravest-deeds-of-the-year committee meetings would be convened. 'Nothing at all,' he said desperately.
'Really, I've almost forgotten it.'
'I shall never forget, never.'
Her manner, calm yet intense, made him feel uncomfortable and he watched her retreat into the lift – smiling pensively with profound relief. Luckily, they weren't likely to meet again. The curious thing was that they did, the next morning at the bus stop.

Presenter And there we leave the story for today. Tune in tomorrow at the same time to find out what happens next. In the meantime, goodnight to you all.

3.10 Interview with Kate Adie

KA I think a lot of people think the world is an alien and rather frightening place, I could even say that perhaps the kind of reporting I've done has reinforced that, having been to quite a lot of the difficult, violent, and sometimes rather risky situations, which I'm afraid human life throws up. But I take the opposite view: even in the worst of situations people show extraordinary resources of concern, friendliness, and kindness. In the middle of a riot, someone will help you; in a strange place where you don't even know a word of the language, a kind person will give you a helping hand. I'm an optimist: I'm someone who believes that there's more good than bad in the world.

I That's very refreshing to hear, especially these days with every single thing you ever hear is a down and about ghastliness and horrible people.

KA One of the biggest stories I did was a massacre, where an army opened fire on unarmed people, students and ordinary citizens, without good reason – purely because the old regime disliked protest – and terrible things happened in the night in June. I was there as a reporter alongside a lot of others, but the night it happened, the midnight when the tanks came in, we went out, my crew and I, and we saw people shot round us. How we weren't shot is a matter of pure luck, and time and again, people grabbed hold of our arm(s), waved to us, beckoned, hid us behind a wall, shouted warnings, which we didn't understand but knew the secret police were after us or there was a tank coming. And these people shielded us, helped us, and on two occasions actually beat off the police, from attacking us and taking our cameras. I owe my lives to these unknown people. I mean, that is the extreme of kindness. So you get this kind of behaviour and it's happened to me in all the worst of places.

I So give us … give us another example, of … of some kindness of strangers during your career.

KA I was in the Gulf War. I was with 48,000 men of 7th Armoured Brigade and the British Army in the middle of a desert and I was the only woman, and they were great towards me, tolerating the only woman who was in the frontline troops. And there was a lot of pressure and a lot of extraordinarily vicious, misogynistic press at home about 'What's that woman doing there?' so I felt quite a lot of responsibility. I found myself in a tent one day and they were throwing gas at us and … I was very bothered and an older officer came up to me and he just said very quietly, 'Don't worry, we'll get you through it, you're not going to fail. We're going to make sure you can do it.' It was wonderful – it was just what I needed. I thought, 'oh, I'm not on my own' and it was wonderful and it's that sort of little remark that got me through.

I Fantastic!

KA And another moment I remember – at three one morning I was in Belfast during a major riot during the troubles, and there was everything coming downing the road – sticks, rocks, bricks, rubber bullets, and everybody was very bad-tempered. And I stepped backwards and I fell in a hedge, in the dark! And – never fall in a privet hedge, in the dark, because you can't get out – I completely panicked and I entwined with the privet hedge and was stuck there – and I heard a window above me, above the sound of everything that was going on, squeak open, and there was a habit sometimes of attacking people, by pouring boiling water on them, that happened sometimes in the midst of the trouble and I thought, 'What next?' I was frozen, and a voice from the window said 'You'ze down there, you want a cup of tea?'

I Have you encountered the kindness of strangers outside your professional life?

KA If a correspondent is resident in a particular country for a long time, they become much more conscious of what everyday life is like and people are just like them – have trouble paying their bills, complain about the bus service, and cannot, cannot get through the bureaucracy of their government. We all go through so many of the same things and underneath the weirdness, the difference, the language, the climate, all of this – there's a very common thread and often it's kindness.

I Hm, that's so lovely to hear. And tell me, since writing that book, is your optimism still there, do you still feel that you are surrounded by the kindness of strangers, or do you have a pessimism about the way that mankind is going in their relationships with each other?

KA I'm afraid I have a hard-headed, historical view of that, and that is that war and conflict have been part of humankind and nature. There are major wars and territorial battles happen with almost every creature on this earth – so, you have to be an optimist that we can find a way through it. I'm not a pessimist about it, I'm still very hopeful. I'm aware that smart philosophers will tell you today that the idea of us all getting more tolerant is probably not entirely natural. That we go two steps forward and one step back. If you look back two thousand years or more, you hope that we have the brains and education and technology now to keep it getting better for the large number of people. But you've got to have your fingers crossed and you've got to work at it.

I Well, on that optimistic and kind note, Kate Adie, thank you very much indeed.

4.5 Hypocritical Hugo

Hi, I'm Hugo. Let me tell you about my lifestyle and beliefs. I used to be a vegetarian, but now I've gone completely vegan – it's so much healthier! I've given up alcohol, too – I feel much better for it, and I find it such a bore now, being with people who drink.
I'm very aware of my carbon footprint, so I don't own a car – I cycle everywhere, rain or shine, or I use public transport. And I'm such a technophobe! I got rid of my phone ages ago – it feels so liberating. I mean, it's laughable to watch how people are glued to their screens all day – total addicts. I never watch TV either, and I hate social media – it's all so trivial!
I'm an atheist, because I think religion is a way of brainwashing people, and it always seems to lead to wars – I'm a total pacifist, obviously. And it goes without saying that I'm an anti-royalist! What a waste of taxpayers' money that whole charade is!

4.9 Guilty secrets

Presenter So, it's that time in the Wednesday show when we have our regular slot called 'Confessions', when listeners can finally confess to a guilty secret that's been nagging away at their consciences, and see if listeners think they can forgive them. First up is Jane, from York. Jane, what do you want to get off your chest?

Jane Good afternoon, Simon. OK … when I was 17, I had a Saturday job waitressing at a local restaurant. This restaurant had a famous speciality, an incredible fish soup – it was made to a secret recipe. I'd been given a little to try once, and it really was delicious. And, one night, when a table ordered this speciality, I was called by the chef to collect it from the kitchen. It smelled absolutely fantastic and I was starving because I hadn't eaten before my shift, so my mouth really was watering. Now, between the kitchen and the restaurant, there was a small corridor, which wasn't visible from the kitchen or the dining area, and, well, the temptation was too great. I balanced the heavy soup dish in one hand, and with the other, I put a spoonful of soup into my mouth. What I hadn't considered was that the soup would be scalding hot! There I was in the corridor, wanting to scream, but I couldn't make any noise. It felt like the boiling liquid was peeling the skin away from the roof of my mouth and I was in agony, but I couldn't swallow it, it was so hot. I was terrified that someone might catch me, so I did the only thing I could – I spat the soup back into the dish. Then I heard footsteps from the kitchen, so I put my shoulders back, walked confidently out into the restaurant, and started to serve the soup to the poor unsuspecting diners, who had no idea that there was a little extra ingredient amongst the mussels and monkfish. I ask forgiveness for my dreadful deed. I learned my lesson and never did it again!

Presenter Eurgh! Well, we all have our suspicions about what goes on in restaurant kitchens. And I guess the diners didn't really suffer – as they say, what you don't know can't hurt you! Right, our next caller is Kevin, from London. What have you got to confess, Kevin?

Kevin Thanks, Simon. Well, I'm a lifelong Tottenham Hotspur fan, and a few years ago I found myself in the unfortunate position of marrying into a family of diehard Arsenal supporters – it shows just how much I love my wife …. Anyway, one Saturday afternoon, not long before Christmas, I was relaxing at home, watching the football results on TV, while my then-four-year-old daughter was at the other end of the sofa, doing her colouring-in book.
She suddenly looked up at me and said, 'Daddy, what football team do you support?' So I told her, Tottenham Hotspur, and her next words made my blood run cold. 'Really? I support Arsenal.' I was horrified. I knew she didn't really know what she was talking about, and it was probably just something that my father-in-law had got her to say, but you never know, these things can get fixed very early, and the idea of my darling daughter becoming an Arsenal fan – that would be my worst nightmare! So, without really thinking, it just came out, I said, 'Oh well that's a shame because Father Christmas doesn't come to children who support Arsenal.' My daughter looked at me in horror, and I realized the full weight of what I'd just said. The natural thing to

do at this point would have been just to give her a hug and tell her that Daddy was only joking, but, it shames me to say, I gave her a hug and told her not to worry – all she needed to do was become a Spurs fan, and I would ring Father Christmas and she'd be back on his list. She's a teenager now, and she won't remember it, fortunately, but I would still like to beg forgiveness from my lovely daughter for behaving like a four-year-old myself, and for any sleepless nights I may have caused her.

Presenter Well, I'm glad your little girl isn't scarred for life. And is she a Spurs fan now?

Kevin She's not remotely interested in football, actually.

Presenter Ha! Well, you probably put her off! And so, to our last caller. It's Maggie from Cambridge. What's your guilty secret, Maggie?

Maggie Hello there. Right, er, when I was an au pair working in France, I used to travel there by coach and ferry. It was quite a long and difficult journey and I preferred to travel at night and try to sleep most of the way. Usually, I was lucky enough to sit next to someone who, like me, just wanted to get some shut-eye. But, on one particular occasion, I found myself squashed into a seat with a large, very chatty, and rather smelly man. I politely engaged in conversation, saying very little, in the hope that he would eventually give up, but he didn't – he went on and on about his boring job. Finally, between Calais and Paris, the coach stopped at a service station, and most of the passengers got off to stretch their legs. I got off, and after walking around for a while, I was one of the last to get back on the coach, and … there was no sign of my neighbour. When the driver got back on, he asked if everyone was back on board, and er, I found I just couldn't speak – I said nothing. I told myself that maybe he'd only been going this far anyway – it was a desperate attempt to feel less guilty, I know, but as we drove off into the night, I looked out of the window and saw the man running across the car park, waving frantically. I never even attempted to get the driver to stop. When I got off the coach in Paris in the cold light of dawn, I disappeared before the driver realized that the man wasn't there, because I knew he'd ask me why I hadn't said he was missing. So, I don't know if I can be forgiven for leaving a poor man stranded in a foreign motorway service station in the dead of night. I've been haunted by the vision of him running after us ever since.

Presenter Oh dear. Well, let's wait for some calls and texts to see what the listeners think about that. Steven, from Chester, what do you …

4.13 Which is more polite?

1a **A** Would you mind if I opened the window?
B I'd rather you didn't, actually. It's not exactly boiling in here.

1b **A** Can I open the window?
B No, I'm cold.

2a **A** Can you come to our barbecue next Saturday?
B No, I can't.

2b **A** Can you come to our barbecue next Saturday?
B Oh, sorry, I'm afraid I'm away all next weekend. What a pity!

3a **A** Can you help me carry this box upstairs?
B Yeah, if you want.

3b **A** Could I ask you a favour? Would you mind giving me a hand carrying this box upstairs?
B No, not at all. I'd be happy to help.

4a **A** Excuse me. Do you think you could turn your music down a bit?
B I'm so sorry. I didn't realize it was so loud. I'll turn it down right away.

4b **A** Can you turn your music down?
B Yeah, all right.

5a **A** Can you check my CV for me?
B Sorry, too busy.

5b **A** Could you possibly have a look at my CV and see if you think it's OK?
B I'm afraid I haven't got time at the moment. Is there anyone else you could ask?

5.1 Who is speaking?

1 I can't believe it! I did really well in my exams and I got into my first choice university – Birmingham. I'm going to study law with business studies. The course lasts four years. The thing I worry about is the debt I'll have at the end of my studies.

2 I play rugby for my school most Saturdays in winter. This week, we're playing against another local school – we're great rivals, so it'll be a mega exciting game. My dad and my grandpa are coming to watch. My mum isn't – rugby's not really her kind of thing. Kick-off is at 11 o'clock.

3 We're having a baby … due in eight weeks. It's our first, so we're very excited and a bit worried, but I know Lucy'll be a great mum. I hope I'll be an OK dad. We know it's a boy, so we're going to call him Sebastian.

4 Well, now we're retired we're going to travel the world! We're off to Sri Lanka for three weeks – our flight leaves at two o'clock this afternoon. This time tomorrow, we'll be sunning ourselves on a tropical beach. It'll be the holiday of a lifetime.

5 I've started my own business with a friend, Dan. We're going to work day and night to make it successful! Things will be tough for a few years. We're not going to have any holidays. I've set myself this goal – before I'm 30 I'll have made my first million.

6 I work for the tech company, Bitnami. And next week I'm off to San Francisco. I'm going to work there for a couple of years. I'll be earning twice as much as I earn here, so I'll be able to rent somewhere nice to live and by the time I return home I'll have saved enough to buy my own place.

5.7 'The future of the future'

P This is the BBC. Welcome to the podcast of Future Proofing, the BBC Radio 4 series exploring ideas that will shape the future. In this episode, presenters Timandra Harkness and Leo Johnson explore 'The future of the future'.

TH Have you ever been to a fortune teller before?

LJ Sure.

TH OK. Are you ready, Leo? Are you ready to find out your future?

AL Hello everyone.

TH Hello.

AL Come on in.

TH Thank you.

AL Hi, nice to meet you. I'm Angela Lucy, the Tarot card reader. I'm gonna hand you the cards. These are bigger than regular playing cards and there's more of them.

TH My question is …

AL OK, I'm picking up the deck and …

TH Where should I live?

AL First card is 'The Three of Swords'. It means physical separation from somewhere. Even if you find the wonderful place in London, it's like you wanna leave anyway. OK. Let's see if you move to: 'the most wonderful place in the world; New York City.' WOW! The card that I get is called 'The Fool'. It means the leap of faith.

TH It doesn't … it doesn't mean that it will be a foolish decision?

AL No, you are required to take the leap. Now, going to New York City, looks like you take the leap. That's how you get the good stuff.

TH This is so conclusive I'm starting to suspect you're paid by some New York estate agent … real estate agency to lure BBC presenters to go to New York.

AL Yes, we want all the BBC people to come to America.

LJ Do the cards that tell us the future.

AL OK – what is the future? The future of the future is people trusting their own intuition more. Trusting it and acting on it.

TH That goes against what a lot of people are saying: that we're moving away from trusting our own intuition and judgment and moving towards looking to technology and data and … machines predicting things for us.

AL Oh – but don't you think that's part of your intuition? That's just facts and information coming in a different way, enhancing your intuition.

TH So, d'you think it is overstated, this idea that we will put more and more of our trust in the machines and less trust in … our own judgment?

AL Yeah, I think so overstated. Those tools are just tools.

5.8

AT My name is Astro Teller and I am the Captain of Moon Shots

LJ As Captain of Moon Shots for Google's company 'X', Astro's job is to think the unthinkable. And seek solutions to global problems.

AT The future will be moving faster than today. The rate of change that we will experience five years from now will be higher than the rate of change we experience today. There are kids going to college right now, where the first job they will have out of college doesn't even have a name on the day they start college.

LJ The way you look at the future, how do you reckon that might be different from your grandma, your grandpa?

AT My grandparents at least saw the future primarily as an issue of legacy – preserving the world for future generations.

LJ And how do you think your kids, your grandkids, will think of the future?

AT My grandchildren, as they *will* live in a world in which the changes are happening faster, they will feel more like surfers on a wave, than trying to get their feet firmly planted on the ground …

LJ So, we're these, these rooted beings, these trees, these turnips, with our roots going deep …

AT Oh come on, I said surfers, that was a much more positive lyrical vision than turnips!

5.9

MN Hi Timandra, how you doing?

TH So you're speaking to us from Australia but on New York time, is that correct?

MN More or less – yes.

TH You are talking to us then literally from the future.

MN My name is Matt Novak. I am the editor of Gizmodo's Paleofuture Blog, which takes a look at past visions of the future. There's sort of this myth that the future is happening quicker than it's ever happened and this sort of grew out of the visions of the future from the 70s and then even before that, you know, there were people at the turn of the 20th century who would often believe that the future was happening much, much too quickly. And that's a product of age in my opinion; I think that people as they get older believe that the future is happening much more quickly.

TH So you don't think it is happening much more quickly?

MN No, not at all. The smartphone took about a decade to go from about 5% adoption rate to 50% in the United States. That is longer than it took for TV to do the same thing in the United States; from the late 40s to the mid 50s it went from about 5% of Americans having TV to 60%.

TH So would you say we're moving into the future at about the same speed that we were in the 1950s?

MN For sure. There are products that change the world and technologies that change the world, like the Internet, but you have to remember that the first host to host Internet connection was in 1969 – but it literally took decades of building the infrastructure before most people got online.

TH Why do people have this perception that the future is happening quicker?

MN Older people feel as if time passes faster.

TH Do generations since the 1960s have a different relationship with technology?

MN Maybe, but I think that generations since the 1960s are simply more spoiled. If you look at the technological advances of the turn of the 20th century, I mean, electric light alone – I mean, think about what electrification of the home did in the 1920s to radically change people's lives. The thing that may have changed in the 1960s was people recognizing the connections between these technological advances and consumer goods. People who were born at the end of the 19th century and lived till the 1960s saw just as much radical change as people who were born in the 60s to today.

5.10

AR My name is Alexander Rose. I am the Executive Director of The Long Now Foundation and I'm the Project Manager for the 10,000 Year Clock Project. If your present were to include the last, and the next, 10,000 years, you would act very differently than if your present only includes today.

LJ So, tell us about The Clock. Why 10,000?

AR Well 10,000 years, this is when humans really started being a technological species. You know, our fundamental desires are actually pretty much the same, and it's a question about if that will be the same in another 10,000 years.

LJ What are our fundamental desires?

AR Food, shelter, family, having a better life for your kids than you had for yourself – all of those things.

LJ What does the future mean to you?

AR How you pass information to another generation. There's this notion that the past is always better than the future, that there's a good-old-days and the future is much scarier. Why do we constantly discount that future and think that it's worse when all evidence shows us that the future has always been better, and the past has always been worse, but that's not how we think about it?

6.9 Radio ads

1 **V** Ahem! Everyone! Welcome! We're gathered here today, in the presence of others, to marry Tony and Helen. Helen, do you take Tony to be your husband? Just nod. Tony, do you take her?

T I w …

V Lovely, lovely. Rings. Oop! Leave it! Kiss! Lovely. Husband, wife. Wife, husband. Right. You're married. Job's a good 'un. I'm outta here.

P *Come to IKEA after work. But don't rush! We're open till 10 p.m. weeknights.*

2 **P** *Sarah is five and this is her favourite playshirt. It's pink with fluffy yellow ducks. Sarah loves her playshirt.*

S It's my favourite.

P *And she wears it to play in the garden.*

S Look what I've found, Mummy!

P *And you wash it at low temperature. And she wears it to play in the garden.*

S Mummy! Look what I've made!

P *And you wash it. And she wears it to play in the garden.*

M Sarah! What on earth … ?

P *And after a while, the dirt builds up, so the pink isn't quite as pink, and the yellow ducks aren't as fluffy. New System Sudso Automatic can help. Its advanced formula can remove ground-in dirt even at low temperatures. So the pink stays very pink, and the fluffy yellow ducks are happy again. Wash …*

S Mummy! Look what I've made!

P *After wash …*

S Look what I've found, Mummy!

P *After wash.*

M Sarah! Don't you dare bring that in here!

P *New System Sudso Automatic. It's all you could want from a powder.*

3 **T** Bonjour, ladies and gentlemen. I am Pascal, your guide on this tour of Paris. … ing for the city's famous river. I'm sure that none of you are … sane. Now, on the left, you'll see Notre Dame. What's that, sir? Yes, you are … a hunchback. And, for the ladies at the front, you are … so hideous gargoyles. Ooh, ha ha! And so to the Louvre. That's right, madam … you are … possibly the world's most-famous … moaner.

P *Don't let the wrong batteries spoil your day. Use Duracell Ultra, our longest-lasting batteries.*

4 **M** Hi, Sue. Met you last night. Just wondering if you, er, want to meet up sometime. Erm, I'm going away soon, so maybe it could be soon. Er, don't want to sound too keen! Not that I'm not keen, cos I am. Well, you know, within reason. Anyway, maybe lunch, or maybe just a drink? Not that you shouldn't do lunch, I mean, you're not fat, er, you're not fat at all actually, you've got a great, erm … Not that that's important, it, it's personality that counts. Erm, anyway …

P *Have a break. Have a KitKat.*

5 **D** Well, Dad. I've decided which new car I'm getting.

F It's all right for some. When I was your age …

D … you counted yourself lucky to have a bike. And that was second-hand.

F Now, well, that's where you're wrong, Miss Smartypants. I was going to say that when I was 22, I couldn't even have afforded to insure a new car.

D Neither can I.

F Well don't expect me …

D … and I don't have to. Cos all new Ford Escorts now come with one year's free insurance, for anyone between 18 and 80. Which rules you out, anyway.

P *See your Thames Ford dealer now, as offer ends soon. Free insurance, subject to age and status.*

F Just like your mother. Always have to have the last word.

D No I don't.

7.11 Matchmakers

KC Well, let's talk about how it works, Aleeza. So, I come to you, and then what happens? How does it work?

ABS I would call myself a do-it-yourself matchmaker. My goal is actually to teach you almost to be your own matchmaker. A lot of people go into dating, and I've heard this too many times, where like: 'I'm just gonna be me and if they don't like who I am then that's fine, they don't have to like me.' I said, 'You know, would you walk into a job interview like that, or would you put your best foot forward and try to show your best self, right?'

KC And how different is this to how you approach things, Geeta?

GK I encourage my clients to actually be who they really are, but I also tell them that it's *not* a job interview, so when you go to meet someone, be natural! And I also encourage them not to ask typical questions …

KC What's a typical question?

GK Typical question is, OK: Where did you study? Where did you do your education? You know, they've already been through their written profile.

ABS I would also say that instead of saying 'What do you do?' I like 'Why did you choose this field? Why – What do you love about what you do?'

KC Well, the fact that you both seem to coach your clients a little bit ahead of their dates – does that again not run the risk of them not being themselves? Aleeza?

ABS But there are people that are very shy, reserved, introverted, they have a hard time sitting there on a date, they don't know what to say or how to hold a conversation. So we do have to have conversations about conversations and how to navigate going through the dating process.

GK There's a slight difference in the way Aleeza and I work this out because all my clients, actually, I do know personally in the sense that I have met them. I don't know, Aleeza, do you know all of your clients? Or have you met them?

ABS I don't always work with both sides, sometimes I can and sometimes people are doing it on their own.

KC Geeta, you mentioned the moment the magic happens, but that magic does come at a price – how much do you charge for your services?

GK Uh, am I supposed to say this on radio?

KC Yes – please. Give us an idea of how it works and how much you charge, roughly.

GK OK so, when clients come to me and want to register with my consultancy, there's a charge of about 800 US dollars – and then if a match converts into a marriage then I charge what is called a 'success fee', which is about five and a half thousand dollars.

KC So that's a … that's a lot of money.

ABS It's not so unusual in the matchmaking world – it's actually a very nice rate.

KC But, Geeta, very few people can afford those prices, though.

GK Yes, that's right.

KC Aleeza, when I come to you, how much are you charging?

ABS So I work as a coach and when I work with somebody it's $150 an hour, but if I do make a match then it's a success fee of $2,000.

KC Well, I have to say, just listening to you talk about the different rates across the market, I do feel a little bit uneasy.

ABS How expensive is divorce?!

KC Geeta, your husband, how did you meet him?

GK Well, mine was a completely arranged set-up. My mother sold me over a game of cards.

KC OK!

GK She was playing, actually, she was playing Mahjong with a friend of hers and she was talking to her and telling her 'I have a daughter and she needs to be married' … and I was all of 20! This other lady said: 'Oh my sister has a son and, you know, they're looking out for a girl for him, and so why don't we get the kids to meet?' We met, and three weeks later to the day we were married.

KC Wow!!

GK So, we went out about three times, we didn't date, we just went out and he proposed to me and he

said: 'I think we should get married', and I agreed! I think at the age of 20 you don't know much more, but I have to say that it was probably the best decision of my life because we grew up together – you know – we grew up together. We went through all our trials and tribulations together, we supported each other through everything, and I think getting married early for me, at least, was a big blessing.

KC I'd like to know a little bit more about your clients. What's the sort of gender balance there – is it mainly women who come to you? Is it mainly men?

ABS It's so interesting; in the beginning of my business, I would say that more women came. So I think it started out probably 75% women, 25% men, and I would say now we are maybe at 60% women, 40% men – and that number for men keeps rising.

KC Geeta, who are your clients?

GK My clients really range between the ages of say 22 to 50 – they're mainly single men and women who have never been married.

KC OK. Aleeza, what's been your experience of people's expectations and how has that changed over the years?

ABS I think the largest expectation is that something should happen NOW. We live in a generation where everything is instant; if your Internet takes more than five seconds to load, you get annoyed and you're frustrated. So I think one of the biggest challenges today is reminding people that relationships take time – it's not so easy to find THE ONE.

KC You talk about 'the one' – Geeta, I want to hear from you. This concept of a single person, 'the one', a soulmate – what do you make of it?

GK You know, it's hard enough, I tell you; it's hard enough to live with one person than to imagine that there could be, you know, so many out there.

KC I guess it just comes back down to, what we were discussing earlier, about the pressure that comes with trying to find that perfect match.

GK I think we just put undue pressure on ourselves; it's really quite simple, Kim.

KC Is it?

GK I think it is. And I think we should keep it simple. Because the one thing that I always tell people is, you should look out for two things: one is a sense of humour, and one is a certain amount of chemistry – and when I say chemistry, it's not this huge feeling that you are already in love or something, it's just chemistry of being on the same page or understanding when the other person is saying something.

KC Aleeza and Geeta, thank you so much …

8.7 Helena

Well, it was when I was living in Cairo and, erm, it was in the middle of the summer, so it was, it was extremely hot – between 40 and 45 degrees centigrade – and, erm, stupidly we decided to go dancing, and, er, we went to this nightclub and we must have danced for hours and hours, erm, and it was very hot inside the nightclub and we were sweating profusely, erm, and, er, by the time we came out it was about five o'clock in the morning, and we decided, 'Ooh, wouldn't it be a great idea to go to the pyramids to see the sunrise!' So we jumped in a taxi, and the taxi was also quite stuffy and hot, erm, and we must have been starting to dehydrate at this point. Anyway, we got to the pyramids – and, erm, the sun was just starting to come up. And in, in Egypt, as soon as the sun comes up, the temperature rises dramatically, erm, but we were so excited at seeing the pyramids that we decided just to, to go and walk and see. At this point, erm, a man approached us and asked us if we wanted to borrow his motorbike, or hire his motorbike, erm, and so we said yes. So my friend and I, we jumped onto the motorbike and raced out into the desert – only to find after about ten, 15 minutes, that the motorbike was, erm, rather old and suddenly it broke down. So we were miles from anywhere and, erm, had to push this motorbike to, to get back. I was the one at the back pushing the motorbike and of course, erm, I was using lots of energy, I was, erm, losing a lot of fluid and, erm, it was getting hotter and hotter. Anyway, we ended up having to walk back, erm, to, to the village to give the motorbike back to the man. And by this time we were rather fed up and tired and very hot, so we decided to go home. By the time we got home, erm, I did start to feel a bit strange, I had a bit of a headache and, erm, I decided to go to, straight to bed. Anyway, I woke up about half an hour later, feeling rather confused, and sick, a bit nauseous, and, er, I realized that, erm, my brain wasn't working properly and that in fact I probably had … erm … heat exhaustion. Anyway, it was a, it wasn't very pleasant, and er, ah, it was a lesson in what not to do in, er, in such temperatures. I've never done that again. I always carry my rehydration salts with me.

8.8 Abi

The time that I was very, very cold, erm, was a time when I was working in Russia, in a small town in central Russia and, er, I was going to see some friends who lived on the outskirts of the town, and they were worried about me getting lost and they said that they'd come to the tram stop to meet me. But I wanted to be independent, so I, I told them, 'Don't be silly, of course I'll find it'. And on the day of, of the visit, erm, it was very, very cold, it might have been minus 30, but it might have been colder than that and, er, it was, it was so cold that at some of the tram stops and bus stops there were bonfires lit – special street fires, erm, to keep people warm, and I think it was a day when the schools were closed, when the children didn't go to school because it was so cold. So I put on all the clothes that I had – all the scarves and jumpers, and, and I took the tram to the outskirts of the town where my friends lived, and it was right, right way out to the end of the line and I, I got off the tram, which was heated, erm, into this cold white world. And, erm, it was, it was so cold that if you … when you breathed in, little balls of ice formed in your nostrils, you, you had to keep your, erm, a scarf over your mouth and nose. About a minute, two minutes after getting off the tram, my, my, er, feet and hands were already hurting, they were so cold.

So I was walking around, trying to find the, the flat, but it was completely anonymous this, this landscape, erm, and there were these huge snow-covered white blocks, these buildings, 15 or 16 floors, but they all looked exactly the same and I couldn't find the name of the, the street either, and it was very, very quiet and the, the tram had gone. Er … and I began, actually, to get very frightened because I was feeling so, so cold. Erm … my feet and hands had, had gone beyond hurting almost, I couldn't feel them any more. Erm, it was quite difficult to breathe because of the icy scarf over my mouth and nose, erm, and I, I just couldn't find where, where they lived, and I asked an old lady the way, but my Russian wasn't good enough – she didn't understand me. And I was beginning to really, seriously panic, when suddenly in the distance I, I saw my friends. They'd come to find me and, erm, they took me home.

9.6 Me and my parents

1 **Kathryn**
I have very fond memories of my childhood. To me it represented security. We used to do a lot together as a family. I remember going on walks, and having picnics, and going for car rides on a Sunday afternoon. Every Friday when my dad came home, he'd bring us each a treat, usually just something little – once he bought me a necklace with a heart … just cheap, but I loved it. My mother used to say he was spoiling us, but why not? He loved us.

2 **Michael**
It was my dad who used to drive me mad. He was always telling me to have my hair cut and dress more smartly. My mum was much more lenient. She never really minded how I dressed. But she would get angry when I picked at food before she'd put it on the table. 'Get your hands off!' she'd say. But I was always so hungry. I had such a big appetite for such a small, weedy child – then, when I was 16, I suddenly shot up – I'm 6ft 5" now!

3 **Jonny**
My mum was always nagging me, telling me to get off the computer, turn off the TV, pick up my things, do my homework. She'd keep on and on and then she'd be all put out when I'd shut myself away in my room. I just needed some peace and quiet each day. She just didn't realize how hard it was for me at school. You see, I was bullied and I never told Mum and Dad. We didn't talk much in our family. My wife is always asking me questions about my childhood, but I won't talk about it.

4 **Gillian**
I got on very well with my mother. She was my best friend, still is. We *had* to get on, really. You see, my dad left when I was three. I used to tell her everything, well, nearly everything. And she'd talk to me very openly, too. Sometimes she'd say to me 'Don't go to school today. Stay with me.' And we'd go out shopping or, or something like that. It's a wonder I had any education at all, the number of days I missed from school.

9.8 A teacher to remember

1 **Sean**
Funnily enough, the teacher I'll never forget is my Latin and Greek teacher. You may think they're dry subjects – er, dead languages – but Mr Lang, the teacher, somehow used to make these dead languages seem dead easy. He looked the part – he was kind of traditional-looking – quite formal and serious. He'd always wear a dark green or dark brown suit and he had a long black moustache. He'd been at the school over 20 years, so he must have been in his 50s, I suppose. You'd think that everything about him was boring and serious, cos he never smiled or laughed, never, but somehow he was clear, interesting, and entertaining – there were jokes hidden in his words if you listened carefully – and we all did. He had a razor-sharp wit. I passed my exams but didn't study Latin or Greek at university, but I *did* study philosophy, and that was a direct result of learning about the great philosophers – Aristotle, Socrates, and Plato – from Mr Lang.

2 **Samantha**
My most memorable teacher, hmm! I think that would be Mrs Chapman. I was about 13 or 14 and she was our English and drama teacher. She was short and a bit plump, dumpy in fact, with mousy-brown hair. She looked like everybody's kind, middle-aged auntie, but she wasn't very kind. She had a big loud voice and she used to like to get us to act out the plays we were studying and she'd shout

'Speak up, speak up and think about the meaning of the words'. But what I remember most about her is her ruler. She had this wooden ruler and if anyone was looking sleepy or bored she'd poke them on the shoulder with this ruler and shout 'Wake up, girl' or 'boy'. Then one day she spotted someone asleep, fast asleep and snoring, at the back of the class. Mrs Chapman was sooo furious she slammed the ruler down on his desk and it broke in half. We were all scared stiff. She didn't throw the ruler away – after that it was even sharper when she poked you in the back. Maybe her lessons helped me though – I'm a barrister now and when I have to speak in court Mrs Chapman's words ring in my ear: 'Speak up, speak clearly girl!'

3 **Rupert**
I don't think I ever had a favourite teacher, but I had a *least* favourite teacher and weirdly he was probably the most successful teacher I ever had. You see, when I was at primary school I was really good at maths – I could do it all. But when I went to secondary school I had a succession of dismal maths teachers, and by the time I took my exams at 16 I was absolutely hopeless. I failed miserably. And I needed to pass maths to get into university, so I had to retake it – this time with a very different teacher. Mr Biggs. He was very sarcastic and it seemed to be his mission in life to embarrass his students and me particularly because I'd joined the class to do a resit. He was always getting me out to the front of the class to do sums on the board and he'd sneer if I got it wrong, which was most of the time. I hated him with a passion, but actually his explanations were crystal clear and gradually over the year I improved. I got a really good pass in the end and got into a good university. I have no idea how old he was – just old – but when you're 16, 35 seems old. I'd say he was probably in his late 30s and big like his name with a huge booming voice.

4 **Charlotte**
Well, one teacher I'll never forget is Miss Wilkinson. She taught me chemistry and biology. I didn't like her subjects much, probably cos I wasn't much good at them. She seemed old to me, but she was probably just in her early 30s, and kind of tall and gangly. She drove this ancient mini and she always seemed too big for it. She had to crouch over the steering wheel. Anyway, the reason I remember her so well is because I think she fell for my dad. Really! You see, he'd sometimes collect me from school and one day there she was in her mini and she couldn't get it to start, so of course my dad, being the lovely gentleman he was, helped her. Miss Wilkinson was glowing with gratitude: 'Oh thank you, thank you Mr Wilson, so kind, so kind.' She went all weak and wobbly, not at all like she was when she was yelling at us in class. And then every time he came to collect me after that, somehow Miss Wilkinson would appear, and she was always asking me about him: 'How's your kind father, Charlotte?' 'Just fine Miss Wilkinson, he and my mum are going to Paris this weekend.' I just made that up to see her reaction. My friends and I used to giggle about it. When I mentioned it to my dad he just laughed and said 'Don't be silly Charlotte, nobody would fancy an old bore like me.' But my mum raised an eyebrow.

11.6 Dream discoveries

P And now for our popular science slot. This week, the subject is dreams. We all love to tell people when we've had strange dreams. They can be funny, bizarre, and sometimes embarrassing, but did you know how many important discoveries and ideas are the result of dreams? Scientist Susan Williams has been doing some research into this, and she's here today to tell us about it. Susan, welcome! So, what are some of these dream discoveries?

S Well, a famous example is James Watson, the Nobel Prize-winning American scientist. He said that the idea for the possible structure of DNA came to him after having a dream about a spiral staircase. Neuroscientists suggest that this kind of thing can happen because during REM sleep we dream extra vividly, and new connections can be formed in the brain's network, so we are able to put ideas together in a way that would *never* have occurred to us when we're awake.

P That's really interesting. What other examples are there?

S Another very famous, but very different example from many years ago, is a young woman who had a dream about the mystery of human biology. She was called Mary Wollstonecraft, and in June 1816 she was still a teenager when she and her future husband, the poet Percy Shelley, visited another poet, Lord Byron, in Switzerland. One day it was too stormy to go out walking, so they all sat around in the library and read ghost stories to each other. They then decided to have a contest to see who could write the *best* ghost story. Mary struggled to find an idea, but then that night, in a dream, she saw a vision of a man, a scientist, kneeling beside a monstrous body that he had created. It was a nightmare – the body began to come to life. Mary woke up; she was very frightened, but also delighted because at last she had her idea. 'I have found it!' she wrote, 'and what terrified me will terrify others.' Of course, it turned out to be a lot more than a story to share with friends. Mary's novel *Frankenstein* was published on 1st January, 1818, when she was still only 20, and it is often described as the very first science fiction novel. I think the title of the book confuses many people, though – Frankenstein isn't the monster, its creator is!

P Yes, I believe that's a common mistake. So, tell me – are most dream discoveries rather dark and serious?

S No, not at all. You know Paul McCartney, one of The Beatles (for me, the most famous group *ever*!)? Well, one morning in 1963, Paul woke up with a melody for a song in his head. It was fully formed, and he thought, 'That's great. I wonder what that is?' He thought it must be something he'd heard somewhere, and played it on the piano to people, to see if they recognized it. No one did, so it was clearly his own composition, but he never felt like he'd written it because it had come ready-made in a dream, and it wasn't like anything he'd written before. No lyrics had come in the dream, and whenever he played it, he sang the words 'Scrambled eggs. Oh my baby how I love your legs!' Imagine if he'd left it like that! In fact, this is a good example of how unconscious inspiration can still need some conscious work putting in, because it was two years before Paul had the lyrics right and recorded the finished song. He called it 'Yesterday', and it was a huge hit. In fact, it has been voted the number one pop song of all time.

P I've always loved that song. What about a final example, Susan?

S OK, this time on a sporting note – from one of the greatest pop song writers to one of the greatest golfers, Jack Niklaus. He has told how he managed to get out of a losing run of games by paying attention to a dream. In 1962, aged 22, Jack won the US Open, and then two more major world championships in 1963. However, in 1964 his form had dropped and he won none. One morning, he remembered he'd been dreaming about playing golf, and he had played really well, so he tried to remember exactly what he'd done in the dream and how it had felt. He realized that he'd been holding his golf club differently, and he wondered what would happen if he tried holding it the same way, for real, on the golf course that day. So that's what he did, and to his surprise and delight he played a wonderful round, and soon returned to his championship-winning form.

P Thank you very much indeed, Susan. That's all fascinating. So, maybe some of our dreams aren't just weird stories to tell friends! And maybe it would be worth keeping a notepad on your bedside table. But do make sure you write something you can read the next day!

11.9 Wait and see

A Are you having a holiday this year?
B I'd love to, but we'll have to wait and see.
A Hopefully, we're going go to that farmhouse in Devon again in September. It'll only be for a few days, so it'll be short and sweet, but it's still touch and go whether I can get the time off work.
B Why's that? I thought they were good about giving you time off?
A Yeah, they are by and large, but we're a small firm and we have to cover for each other, so it's always a case of give and take.
B Yeah, that figures. At least you and Sophie have had a holiday this year. I'm sick and tired of not being able to go anywhere.
A You still get away now and then, don't you?
B Mmm, actually, it's more 'then' than 'now'! It's too expensive to take three kids abroad.
A What's wrong with holidays here?
B Oh, it's not easy when the weather's so hit and miss. Me and Charlotte used to have holidays in the UK rain or shine, but it's no fun keeping kids happy if the weather's rubbish. You certainly don't get much peace and quiet!
A Well, look, if we can get to that farmhouse, why don't you join us? We can help look after the kids.
B Woah, that's a kind offer, but I wouldn't want to spoil your holiday! I mean, what if they …
A Honestly, I mean it, so no ifs or buts. I know Sophie would love to spend some time with your kids.
B Well, thank you so much! I'll talk to Charlotte about it if you're sure.
A I am, so do that. I'm sure we'd have a great time together!

12.3 Listen and check

1 **A** I don't want cereal for breakfast today.
B Would you like an egg, then? How about a boiled egg and some toast?
2 **A** Do any of your friends like dancing?
B Oh, yes, absolutely! *All* my friends like dancing! We go to clubs most weekends.
3 **A** What are the people you're studying with like?
B Really nice. Every person in my class is friendly, and we all get on really well with each other.
4 **A** I gave my three grandchildren £20 for Christmas.
B You have it easy! I have ten grandkids! I gave £10 to each one – I can't afford any more on my pension!
5 **A** Strange that Bob's training to be a vet when he doesn't seem to like animals!
B Yes, you'd assume a love of animals is vital for a vet. But I think he wanted to be a doctor and couldn't get into medical school.
6 **A** Isn't your mother Scottish?
B Actually, both my parents are Scottish. They come from Glasgow, but they moved down south after university.

7 **A** What do you think the most important thing in life is?
B Well, it sounds like a cliché, but I do think love is everything. It doesn't have to be romantic love though. The love I have for my children alone makes life worth living.
8 **A** I bet you've told loads of girls that you love them!
B Maybe, but the love I have for you is very special. It feels different from anything I've felt before.
9 **A** I can't take your car! You might need it later.
B We have two cars. Borrow either one! We probably won't be using either of them today anyway.
10 **A** Did you have a good time at your school reunion?
B Yes, it was great to see everyone. But wow, how some people change!

12.8 Time of life

Jacob I'm 16 and these are meant to be the best years of my life, but to be honest I can't wait for them to be over. I can't see the point of spending hours in the classroom finding out about rivers in China or the French Revolution. A friend of my dad's often says to me, 'What are you doing with all your free time?' And I think, 'What free time?' After coursework, then homework, revision for tests and exams, plus my part-time job – I'm absolutely shattered. I know you need to do all this if you want to get into uni, but I'm not even sure that's for me. I haven't told my parents yet – it's their dream that I follow in Dad's footsteps as a lawyer. Basically, I can't think of anything more awful. Years more studying, and debating details of the law, just doesn't grab me. What I really want to do is to be a theatre actor one day. English and drama are my best subjects and I'm always in the end-of-term plays. So, two more years of school, then I'd need to get a place on a drama course. But first I need to tell my parents I don't want to go into the law. Somehow I don't think they're going to like it.

Abi Mummy says it will be fun … cos … erm … there will be lots of other children to play with. But I don't want to go. I want to stay at home with Mummy and Granny. Charlotte … that's my sister … goes there and she likes it. But she's more older than me. She's seven and I'm only four. And … I got a kitten for my birthday, he's called Fluffy and he'll miss me cos we're always playing and things. I don't want to go at all.

Derek So, it's my last week in the office. I've finally got used to the idea now, but when they told me I was on the redundancy list, it hit me like a ton of bricks. I've been here over 30 years. Still, I'm trying to see it as a new opportunity – not the easiest thing in your mid 50s. I'm setting up a small business with a friend – furniture design. I've always made chairs, tables, and stuff as a hobby, so why not give it a go? You never know, we could be the next IKEA!

Jilly I never thought this day would come. Twenty-three and I've just started my first proper job – with my own desk, and phone, and even my name on the door! It's a shared office, of course, but you can't have everything! After being unemployed for two years since I left college, it feels a bit like a dream. I keep thinking the office manager is going to come over to my desk and say, 'What are you doing here? You don't work for us!' But it hasn't happened yet.
You know, I was so nervous on the first day that I didn't move from my desk all morning. Then my workmates invited me to join them for lunch, which helped to break the ice. But it feels like there's so much to learn. My first big challenge is to present some design ideas for an advertising campaign. It's for washing powder of all things. I did a course in fashion, so it isn't really my area, but a job's a job. I'm hoping that I can move back to the world of fashion once I've got a bit of work experience here. I'd like to move out from my mum and dad's place soon, too. They've been brilliant supporting me, but I really need to stand on my own two feet now.

Frances I always think the word 'retired' sounds so negative … like you're sitting passively in your armchair and waiting for someone to bring you a nice cup of tea! Yes, I gave up full-time work years ago, but I didn't give up on life! And since I stopped, I've been busier than ever. I really wanted the extra time I had to count for something. Er … so many ladies of my age somehow … disappear. Oh, they go for lunch or have their hair done, but they don't really do anything ambitious. Maybe I've been a bit selfish, but I wanted to still have challenges and ambitions. So, my first challenge was to go travelling on my own. I started just in Europe, in familiar territory, just around Italy and … and Greece. And then I got the bug, and I was off to South America and the Caribbean, and then Japan and Indonesia. All my life, I'd organized family holidays and gone on business trips with my ex-husband. I never realized what a chore it was until I went on my own. Oh, it's marvellous to be able to just follow my nose around a city without having to worry about other people – ooh, heaven.

Nat and Louis
N Well, we picked up the keys yesterday, but we haven't moved all our stuff in yet. We've got all the basics in, you know, the beds, sofa, and chairs …
L And the TV.
N Yes, Louis' flat-screen TV is definitely in place. But all our personal stuff is still in boxes. The thing is, we've moved around so much since we got married, we've never managed to get things in their proper place. It's such a pain!
L That's right. We rented a tiny flat when we first got married. Then, when we had the twins in our late 20s, we couldn't afford a two-bedroomed place, so we went to live with my mum for a while. That was great, cos she had a big old house with a huge garden, but then she had to downsize when she retired …
N Yeah, we thought about trying to rent again, but everything in our area was so expensive. In the end, my parents said, 'Just come and stay with us'. So that's what we did, so we could save to get a mortgage. But it took us ages to get the deposit together. I never thought I'd have to wait until the age of 35 before I owned my own home.
L Nat, darling, we don't own it – the bank do!
N Yes, well, you know what I mean. All I want to do is get all our bits and pieces into the new place and make it feel like home. The twins are so excited.

12.9 Expressions with *life* and *time*

1 **A** Can't believe it. I failed again.
B Never mind. You'll have better luck next time.
A But that was the second time.
B They say the best drivers pass on their third attempt.
2 **A** Come on! Get up and do something! Get a life!
B What d'you mean?
A Well, it's high time you did something other than watch daytime TV all day.
B Like what?
A I dunno. Get a hobby. Do some sport! Bob Jones' son really came to life when he took up karate.
B Huh? Too dangerous. I think I'm safer staying on this sofa.
A Oh, I give up. Be a couch potato, if that's what you want.
3 **A** Oh look! You've missed it!
B Oh typical! They're always late if I'm early, but if I get there a few seconds late, they leave dead on time. Story of my life!
A The next one's at 5.30. I don't mind hanging around with you. I'll go and get two coffees.
B Well, take your time. It says that the 5.30 is going to be 20 minutes late!
4 **A** How's it going?
B Well, they've finished at last, but not before time – only four weeks late.
A And how much is it all going to cost?
B We haven't had the final bill yet.
A Well, you can bet your life it'll be more than they estimated.
B I know. We were going to have the kitchen decorated as well, but enough's enough for the time being.
A Ahh.
5 **A** How come Dave has such a cushy life? He never seems to do any work.
B Didn't you know? He won the lottery.
A You're kidding? I had no idea. I do the lottery every week and never win a thing.
B Me neither. That's life.

12.11 Discussing a 4-day week

O OK, do you want to start, Eva?
E Yes. First of all, let's look at these reports I sent you from companies that have tried a 4-day week. The point I want to make is that working four days doesn't have to mean a drop in productivity, and these reports prove that. You don't look convinced, Will.
W Well, no, because that may be true in some companies, Eva, but as far as I can see, everyone here is working flat-out already. To be honest, I don't think we could possibly get the same work done in four days. Wouldn't you agree, Freya?
F No, that's not how I see it, actually. We'd work longer hours on the four days, and if you ask me, there are many ways we could improve productivity, like taking shorter lunch breaks. And then there's the time spent on tea breaks, which we could cut altogether. I think staff spend quite a lot of time chatting and socializing, and the incentive of a three-day weekend would keep us a lot more focused. What do you think, Oscar?
O Well, personally, I come into the office to socialize as well as work, and I'm worried that workplace bonding would suffer if we had our heads down all day. Having said that, a three-day weekend would mean a lot more time for quality socializing – with friends or colleagues!
E Exactly. And not only that, it also gives you more time to get chores done at weekends, so they're not hanging over you during the week. Above all, it means that staff come to work properly refreshed after three days off, and feel more positive about work. Can you not see that, Will?
W But surely people would end up working on their extra day off because they hadn't managed to get everything done in the four days?
O Yeah, I see your point. I do wonder just how long people can work productively without a proper break. But I am coming round to the idea the more I think about it.
F OK, well, all in all, we seem to think it's definitely worth considering, apart from Will, so I think we should put it to a vote among all the staff. It would certainly make a huge difference to our work-life balance, and everyone agrees we need to do something about that.

Grammar reference

Unit 1

1.1 The tense system

There are three classes of verbs in English: auxiliary verbs, modal verbs, and full verbs.

Auxiliary verbs

The auxiliary verbs are *be*, *do*, and *have*.

be

1 *Be* is used with verb + *-ing* to make continuous verb forms.

*You **'re lying**.* (present)
*They **were reading**.* (past)
*I **'ve been swimming**.* (Present Perfect)
*We **'ll be having** dinner at eight o'clock.* (future)
*You must **be joking**!* (infinitive)

2 *Be* is also used with the past participle to make the passive.

*These books **are printed** in China.* (present)
*Where **were** you **born**?* (past)
*My phone **'s been stolen**.* (Present Perfect)
*The city **had been destroyed**.* (Past Perfect)
*This work should **be done** soon.* (infinitive)

do

1 *Do/does/did* are used in the Present Simple and the Past Simple.

*She **doesn't** understand.*
*When **did** they arrive?*

2 *Do/does/did* are also used to express emphasis when there is no other auxiliary.

*I'm not interested in sport, but I **do** like tennis.*
*'If only she had a car!' 'She **does** have a car!'*

have

Have is used with the past participle to make perfect verb forms.

***Have** you ever **tried** sushi?* (present)
*My car **had broken down** before.* (past)
*I **'ll have finished** soon.* (future)

have* and *have got

1 *Have* and *have got* are both used to express possession in the present.

Do** you **have		*any brothers or sisters?*
Have** you **got		
Yes,	*I **do**. I **have***	*two brothers.*
	*I **have**. I **'ve got***	

2 *Have to* can be replaced with *have got to* for present obligation.

*Do you **have to***		*go now?*
Have** you **got to		
Yes,	*I **do**. I **have to***	*catch the bus.*
	*I **have**. I **'ve got to***	

3 Only forms of *have* (not *have got*) are used in all other tenses.

*I **had** my first car when I was 19.*
*I **'ve had** this car for two years.*
*I **'ll have** a strawberry ice cream, please.*
*I **'d had** three cars by the time I was 20.*
*I'd like **to have** a dog.*
*He loves **having** a sports car.*

4 *Have* (not *have got*) is used in many expressions.

have breakfast	*have a bath*
have a party	*have a good time*

5 *Have got* is generally more informal. It is used more in spoken English than in written English. However, they are often interchangeable.

Have with the *do/does* forms is more common in American English.

Other uses of auxiliary verbs

1 In question tags.

*It's cold today, **isn't** it?*
*You don't know Amelia, **do** you?*
*You haven't been to Peru, **have** you?*

2 In short answers. *Yes* or *No* alone can sound abrupt.

*'Are you hungry?' 'No, I **'m not**.'*
*'Do you like jazz?' 'Yes, I **do**.'*
*'Did you have a nice meal?' 'Yes, we **did**.'*
*'Has she seen the mess?' 'No, she **hasn't**.'*

3 In reply questions. These are not real questions. They are used to show that the listener is paying attention and is interested.

*'The restaurant was awful.' '**Was it?** What a pity.'*
*'I love hamburgers.' '**Do you?** I hate them.'*

Modal auxiliary verbs

Modal auxiliary verbs are dealt with in Units 7 and 10.

Full verbs

Full verbs are all the other verbs in the language.

The verbs *be*, *do*, and *have* can also be used as full verbs with their own meanings.

*Have you **been** to school today?*
*I want **to be** an engineer.*
*I **do** a lot of business in Russia.*
*The holiday **did** us a lot of good.*
*They **'re having** a row.*
*Have you **had** enough to eat?*

1.2 English tense usage

English tenses have two elements of meaning: time and aspect.

Time

1 The time referred to is usually obvious from the context.

*English people **drink** tea.* (all time)
*Shh! I **'m watching** this programme!* (now)
*I **'ll see** you later.* (future)
*I **went** out with Jenny last night.* (past)

2 Sometimes a present tense form can refer to the future.

*I**'m meeting** Jo later.* (Present Continuous for near future)
*The train **leaves** at 10.00 tomorrow.* (Present Simple for a timetable)
*If you **see** Peter, say hello from me.* (Present Simple in a subordinate clause)

3 Sometimes a past tense form can refer to the present.

*I wish I **could** help you, but I can't.*

This use of unreal tense usage is dealt with in Unit 11.

The simple aspect

1 The simple aspect describes an action or fact that is seen to be permanent, often an action or event that happens repeatedly and consistently.

*The sun **rises** in the east.* (= repeated)
*When I**'ve read** the book, I'll lend it to you.* (= complete)
*She **has** red hair.* (= permanent)
*He always **wore** a suit.* (= a habit)
*It **rained** every day of our holiday.* (= the whole two weeks)

2 Remember the verbs that rarely use the continuous aspect. This is because they express states that are seen to be permanent.

Verbs of the mind:	*know understand believe think mean*
Verbs of emotions:	*love hate like prefer care*
Verbs of possession:	*have own belong*
Certain other verbs:	*cost need contain depend*

3 The simple aspect expresses a completed action. For this reason we must use the simple, not the continuous, if the sentence contains a number that refers to 'things done'.

*She**'s written** three letters this morning.*
*I **drink** ten cups of tea a day.*
*He **read** five books while he was on holiday.*

Simple tenses are dealt with further in Units 2, 3, and 5.

The continuous aspect

1 The continuous aspect expresses the ongoing nature of an activity. We are aware of the passing of time between the beginning and the end of the activity. The activity is not permanent.

*I**'m staying** with friends until I find a flat.* (= temporary)
*What **are** you **doing** on your hands and knees?* (= in progress)
*I**'ve been learning** English for years.* (And I still am.)
*Don't phone at 8.00. We**'ll be eating**.* (= in progress)

2 Because the activity is seen in progress, it can be interrupted.

*We **were walking** across a field when we were attacked by a bull.*

3 The activity may not be complete.

*I **was writing** a report on the flight home.* (I didn't finish it.)
*He **was drowning**, but we saved him.* (He didn't die.)
*Who**'s been drinking** my beer?* (There's some left.)

4 The action of some verbs always lasts a long time, for example, *live*, and *work*. The continuous gives these actions limited duration and makes them temporary.

*Hans **is living** in London while he**'s learning** English.*
*I**'m working** as a waiter until I go to university.*

5 The action of some other verbs lasts a short time, for example, *lose*, *break*, *cut*, *hit*, *crash*. They are often found in the simple.

*I **lost** all my money.*
*She**'s cut** her finger.*
*I've **crashed** your car. Sorry.*
*He **hit** me.*

In the continuous, the action seems longer or habitual.

*I**'ve been cutting** the grass.* (= for hours)
*He **was hitting** me.* (= again and again)

Note

We cannot say a sentence such as *~~I've been crashing your car~~ because it suggests an activity that was done deliberately and often.

Continuous tenses are dealt with further in Units 2, 3, and 5.

The perfect aspect

The perfect aspect expresses two ideas.

1 The action is completed before another time.

***Have** you ever **been** to America?* (= some time before now)
*When I arrived, Peter **had left**.* (= some time before I arrived)
***I'll have finished** the report by 10.00.* (= some time before then)

2 The exact time of the verb action is not important. The perfect aspect refers to indefinite time.

***Have** you **seen** my wallet anywhere? I've lost it.* (= before now)
*I**'ve travelled** a lot.* (= in my life)

The exception to this is the Past Perfect, which can refer to definite time.

*I recognized him immediately. I **had met** him **in 1992** at university.*

Perfect tenses are dealt with further in Units 2, 3, and 5.

Active and passive

1 Passive sentences move the focus of attention from the subject of an active sentence to the object.

***Shakespeare** wrote* Hamlet *in 1599.*
***Hamlet** was written in 1599.*

2 In most cases, *by* and the agent are omitted in passive sentences. This is because the agent is not important, isn't known, or is understood.

Kedgeree is made with rice and fish.
This house was built in the 17th century.

3 In informal language, we often use *you* or *they* to refer to people in general or to no person in particular. In this way we can avoid using the passive.

***You** can buy anything in Harrods.*
***They**'re building a new airport soon.*

4 Many past participles are used like adjectives.

*I'm very **impressed** by your work.*
*You must be **disappointed** with your exam results.*

Passive sentences are dealt with further in Unit 3.

Unit 2

2.1 Introduction to the Present Perfect

1 Like many languages, English has a past tense to refer to past time, and a present tense to refer to present time. But it also has the Present Perfect, which relates past actions to the present.

2 The use of the Past Simple roots an action in the past, with no explicit connection to the present. When we come across a verb in the Past Simple, we want to know *When*?

3 The use of the Present Perfect always has a link with the present. When we come across a verb in the Present Perfect, we want to know how this affects the situation now.

4 Compare these sentences.

*I **lived** in Rome.* (But not any more.)
*I**'ve lived** in Rome, Paris, and New York.* (I know all these cities now.)
*I**'ve been living** in New York for ten years.* (And I'm living there now.)

*She's **been married** three times.* (She's still alive.)
*She **was married** three times.* (She's dead.)

***Did** you **see** the Renoir exhibition?* (It's finished now.)
***Have** you **seen** the Renoir exhibition?* (It's still on.)

*It **snowed** yesterday.* (= past time)
*It**'s been snowing.*** (There's snow still on the ground.)

2.2 Present Perfect Simple and Continuous

Present Perfect Simple and Continuous have three main uses.

1 Unfinished past

The verb action began in the past and continues to the present. It possibly goes on into the future, as well.

*We**'ve lived** in this house for 20 years.*
*I**'ve been** a teacher for five years.*
*I**'ve been working** at the same school all that time.*

Notes

- There is sometimes little or no difference between the simple and the continuous.

*I**'ve played***		*tennis since I was a kid.*
*I**'ve been playing***		

- The continuous can sometimes suggest a more temporary situation. The simple can sound more permanent.

*I**'ve been living** with a host family for six weeks.*
*The family **have lived** in this castle for centuries.*

- Certain verbs always suggest duration, e.g. *wait*, *rain*, *snow*, *learn*, *sit*, *lie*, *play*, *stay*. They are often found in the continuous.

*It**'s been raining** all day.*
*She**'s been sitting** reading for hours.*

- Remember that state verbs rarely take the continuous.

*I**'ve known** Joan for years.* ~~*I've been knowing~~
*How long **have** you **had** that car?* ~~*have you been having~~

2 Present result

The verb action happened in the past, usually the recent past, and the results of the action are relevant now.

*You**'ve changed.** What **have** you **done** to yourself?*
*I**'ve lost** some weight.*
*I**'ve been doing** a lot of exercise.*

In this use, the simple emphasizes the completed action. The continuous emphasizes the activity over a period of time.

Notes

- Certain verbs always suggest a short action, e.g. *start*, *find*, *lose*, *begin*, *stop*, *break*, *die*, *decide*, *cut*. They are more often found in the simple.

*I**'ve broken** a tooth.*
*I**'ve cut** my finger.*

In the continuous, these verbs suggest a repeated activity.

*I**'ve been cutting** wood.*
*You**'ve been losing** everything lately. What's the matter with you?*

- The use of the simple suggests a completed action.

*I**'ve painted** the bathroom.*

The use of the continuous suggests a possibly incomplete action.

*I'm tired because I**'ve been working**.* (Finished? Not finished?)
*Someone**'s been eating** my chocolates.* (There are some left.)

- The continuous can be used to describe an activity without further details.

*'Why are you wet?' 'I**'ve been swimming**.'*
*'Why are you out of breath?' 'I**'ve been running**.'*

The simple sounds quite wrong in this use.

~~**I've swum.*~~ ~~**I've run.*~~

- Sometimes there is little difference between the Past Simple and the Present Perfect.

Where	***did** you **put***	*my keys?*
	have** you **put	

3 Indefinite past

The verb action happened at an unspecified time in the past. The time isn't important. We are focusing on the experience.

***Have** you ever **eaten** crocodile meat?*
*She**'s** never **been** abroad.*
***Have** you ever **been flying** in a plane when it's hit turbulence?*

Note

- Notice these two sentences.

*She**'s been** to Spain.* (At some time in her life.)
*She**'s gone** to Spain.* (And she's there now.)

Unit 3

3.1 Narrative tenses

Past Simple and Present Perfect

The Past Simple differs from all three uses of the Present Perfect.

1 The Past Simple refers to **finished past**.

*Shakespeare **wrote** plays.* (He's dead.)
*I**'ve written** a few short stories.* (I'm alive.)

2 There is **no present result**.

*I **hurt** my back.* (But it's better now.)
*I**'ve hurt** my back.* (And it hurts now.)

3 It refers to definite past.

I saw him		***last night**. **two weeks ago**.*
		***on Monday**. **at 8.00**.*

Compare this with the indefinite adverbials found with the Present Perfect.

I've seen him		***recently**. **before**. **since January**.*
I haven't seen him		***yet**. **for months**.*
I've	***never*** / ***just***	*seen him.*

Note

Even without a past time adverbial, we can imagine a past time.

***Did** you **have** a good journey*? (The journey's over. You're here now.)
*Thank you for supper. It **was** lovely.* (The meal is finished.)

Past Simple

The Past Simple is used:

1 to express a finished action in the past.

*Columbus **discovered** America in 1492.*

2 to express actions which follow each other in a story.

*I **heard** voices coming from downstairs, so I **put on** my dressing gown and **went** to investigate.*

3 to express a past state or habit.

*When I was a child, we **lived** in a small house by the sea. Every day, I **walked** for miles on the beach with my dog.*

Past Continuous

The Past Continuous is used:

1 to express an activity in progress before and probably after a time in the past.

*I phoned at 4.00, but you didn't answer. What **were** you **doing**?*

2 to set the scene of a past situation or activity.

*The cottage **was looking** so cosy. A fire **was burning** in the grate, music **was playing**, and from the kitchen **were coming** the most delicious smells.*

3 to express an interrupted past activity.

*I **was having** a bath when the phone rang.*

4 to express an incomplete activity in the past.

*I **was reading** a book during the flight.* (But I didn't finish it.)
Compare: *I **watched** a film during the flight.* (the whole film)

5 to express an activity that was in progress at every moment during a period of time.

*I **was working** all day yesterday.*
*They **were fighting** for the whole of the holiday.*

Notes

- The Past Simple expresses past actions as simple, complete facts. The Past Continuous gives past activities' time and duration.

'What did you do last night?'
*'I **stayed** at home and **watched** the football.'*
'I phoned you last night, but there was no reply.'
*'Oh, I **was watching** the football and my phone was off. Sorry.'*

- Notice how these questions and answers in the Past Continuous and Past Simple refer to different times.

When we arrived, Jan was ironing. She stopped ironing and made some coffee.
*What **was** she **doing** when we arrived? She **was ironing**.*
*What **did** she **do** when we arrived? She **made** some coffee.*

Past Perfect

The Past Perfect is used when we look back to a time in the past and refer to an action that happened before then.

*Keith was fed up. He**'d been looking** for a job for months, but he**'d found** nothing.*

Notes

- The continuous refers to longer actions or repeated activities. The simple refers to shorter, complete facts.

*He**'d lost** his job and his wife **had left** him. Since then he**'d been sleeping** rough, and he **hadn't been eating** properly.*

- The Past Perfect can refer to definite as well as indefinite time.

*I knew his face immediately. I'd first met him **in October 1993**.* (= definite)
*I recognized her face. I'd seen her somewhere **before**.* (= indefinite)

Past Perfect and Past Simple

1 Verbs in the Past Simple tell a story in chronological order.

*John **worked** hard all day to prepare for the party. Everyone **had** a good time. Even the food **was** all right. Unfortunately, Andy **upset** Peter, so Peter **left** early. Pat **came** looking for Peter, but he **wasn't** there.*
*It **was** a great party. John **sat** and **looked** at all the mess. He **felt** tired. It **was** time for bed.*

2 By using the Past Perfect, the speaker or writer can tell a story in a different order.

*John sat and looked at all the mess. It **had been** a great party, and everyone **had had** a good time. Even the food **had been** all right. Unfortunately, Nick upset Pete, so Pete left early. Dave came looking for Peter, but he**'d** already **gone**.*
*John felt tired. He**'d been working** all day to prepare for the party. It was time for bed.*

Note

For reasons of style, it is not necessary to have every verb in the Past Perfect.

*… Nick **upset** Pete … Pete **left** …*

Once the time of 'past in the past' has been established, the Past Simple can be used as long as there is no ambiguity.

3.2 Time clauses

1 We can use time conjunctions to show that two actions happened one after the other. Usually the Past Perfect is not necessary in these cases, although it can be used.

*After I**'d had**/**had** a bath, I went to bed.*
*As soon as the guests **left**/**had left,** I started tidying up. I sat outside until the sun **had gone**/**went** down.*

2 The Past Perfect can emphasize that the first action was completed before the second action started.

*When I **had read** the paper, I threw it away.*
*We stayed up until all the beer **had gone**.*

3 Two verbs in the Past Simple can suggest that the first action led into the other, or that one caused the other to happen.

*When I **heard** the news, I **burst** out crying.*
*As soon as the alarm **went off, I got up**.*

4 The Past Perfect is more common with *when* because it is ambiguous. The other conjunctions are more specific, so the Past Perfect is not so essential.

*As soon as all the guests **left,** I tidied the house.*
*Before I **met** you, I didn't know the meaning of happiness.*
*When I **opened** the door, the cat jumped out.*
*When I**'d opened** the mail, I made another cup of tea.*

See Unit 11 for information on the Past Perfect used for hypothesis.

Unit 4

4.1 Questions

Question forms

Notice these question forms.

- Subject questions with no auxiliary verb

***Who broke** the window?*
***What happens** at the end of the book?*

- Questions with prepositions at the end

***Who** is your email **from**?*
***What** are you talking **about**?*

- Other ways of asking *Why?*

***What did** you do that for?*
***How come** you got here before us?*

How come … ? expresses surprise. Notice that there is no inversion and no *do/does/did* in this question form.

what and *which*

1 *What* and *which* are used with nouns to make questions.

***What size** shoes do you take?*
***Which of these curries** is the hottest?*

2 Sometimes there is no difference between questions with *what* and *which*.

***What/Which** is the biggest city in your country?*
***What/Which** channel is the match on?*

3 We use *which* when we have a limited number of choices in mind.

*There's a blue one and a red one. **Which** do you want?*

We use *what* when we aren't thinking of a limited number of choices.

***What** car do you drive?*

Asking for descriptions

1 *What is X like?* means *Give me some information about X because I don't know anything about it.*

***What's** your capital city **like**?* ***What** are your parents **like**?*

2 *How is X?* asks about a person's health and happiness.

***How**'s your mother these days?*

Sometimes both questions are possible. *What … like?* asks for objective information. *How … ?* asks for a more personal reaction.

*'**What** was the party **like**?' 'Noisy. Lots of people. It went on till three.'*
*'**How** was the party?' 'Fab. I danced all night. Met lots of great people.'*

Indirect questions

There is no inversion and no *do/does/did* in indirect questions.

*I wonder what she's doing. *~~I wonder what is she doing.~~*
*I don't know where he lives. *~~I don't know where does he live.~~*
Could you tell me when the post office opens.
I didn't understand what she was saying.
I've no idea why he went to India.

4.2 Negatives

Forming negatives

1 The verb *have* has two negative forms in the present.

*I **don't** have* *I **haven't** got*	***any** money.*

But, in the past, only … *I **didn't** have any money.*

2 Infinitives and *-ing* forms can be negative.

*We decided **not to do** anything.*
*I like **not working**. It suits me.*

3 *Not* can go in other parts of a sentence without a verb.

*Ask him, **not me**.*
*Buy me anything, but **not perfume**.*

4 In negative ideas with verbs such as *think*, *believe*, *suppose*, and *imagine*, we make the first verb negative, not the second.

*I **don't think** you're right. *~~I think you aren't …~~*
*I **don't suppose** you want a game of tennis?*

5 In short answers, the following forms are possible.

'Are you coming?'	*'I think so.' 'I believe so.' 'I hope so.'* *'I don't think so.' 'I hope not.'*

Negative questions

1 Negative questions can express various ideas.

***Haven't** you **finished** school yet?* (surprise)
***Don't** you **think** we should wait for them?* (suggestion)
***Wouldn't** it **be** better to go tomorrow?* (persuasion)
***Can't** you **see** I'm busy? Go away!* (criticism)
***Isn't** it a lovely day!* (exclamation)

2 In the main use of negative questions, the speaker would normally expect a positive situation, and is therefore surprised.

***Don't** you **like** ice cream? Everyone likes ice cream!*
***Haven't** you **done** your homework yet? What have you been doing?*

3 Negative questions can also be used to mean *Confirm what I think is true*. In this use it refers to a positive situation.

***Haven't** I **met** you somewhere before?* (I'm sure I have.)
***Didn't** we **speak** about this yesterday?* (I'm sure we did.)

4 The difference between the two uses can be seen clearly if we change them into sentences with question tags.

*You **haven't** done your homework yet, **have you**?* (negative sentence, positive tag)
*We**'ve** met before, **haven't we**?* (positive sentence, negative tag)

Unit 5

5.1 Introduction to future forms

There is no one future tense in English. Instead, there are several verb forms that can refer to future time. Sometimes, several forms are possible to express a similar meaning, but not always.

will for prediction

1 The most common use of *will* is as an auxiliary verb to show future time. It expresses a future fact or prediction – *at some time in the future this event will happen*. This use is uncoloured by ideas such as intention, decision, arrangement, willingness, etc.

***I'll be** 30 in a few days' time.*
*It **will be** cold and wet tomorrow, I'm afraid.*
*You**'ll feel** better if you take this medicine.*

This is the nearest English has to a neutral, pure future tense.

2 *Will* for prediction can be based more on opinion than fact or evidence. It is often found with expressions such as *I think …*, *I hope …*, *I'm sure … .*

*I think Labour **will win** the next election.*
*I hope you**'ll come** and visit me.*
*I'm sure you**'ll pass** your exams.*

3 *Will* is common in the main clause when there is a subordinate clause with *if*, *when*, *before*, etc. Note that we don't use *will* in the subordinate clause.

*You**'ll break** the glass **if** you aren't careful.*
***When** you're ready, we**'ll start** the meeting.*
***As soon as** Peter comes, we**'ll have** lunch.*

going to for prediction

Going to can express a prediction based on a present fact. There is evidence now that something is sure to happen.

*Careful! That glass **is going to fall** over. Too late!*
*Look at that blue sky! It**'s going to be** a lovely day.*

Notes

- Sometimes there is little or no difference between *will* and *going to*.

*We**'ll run* *We**'re going to run*	*out of money if we aren't careful.*

- We use *going to* when we have physical evidence to support our prediction.

*Liverpool **are going to win**.* (It's 4–0, and there are only five minutes left.)
*That glass **is going to fall**.* (It's rolling to the edge of the table.)

- We can use *will* when there is no such outside evidence. Our prediction is based on our own personal opinion.

*I'm sure you**'ll have** a good time at the wedding.* (This is my opinion.)
*I reckon Liverpool **will win**.* (Said the day before the match.)

- Compare the sentences.

*I bet John **will be** late home. The traffic is always bad at this time.* (= my opinion)
*John**'s going to be** late home. He left a message on my voicemail.* (= a fact)
*Don't lend Keith your car. He**'ll crash** it.* (= a theoretical prediction)
*Look out! We**'re going to crash!*** (= a prediction based on evidence)

Decisions and intentions – *will* and *going to*

1 *Will* expresses a decision or intention made at the moment of speaking.

*There's someone at the door. I**'ll phone** you back in a minute.*
*'The phone's ringing.' 'I**'ll get** it.'*

2 *Going to* is used to express a future plan, decision, or intention made before the moment of speaking.

*When she leaves school, she**'s going to train** as an actor.*
*We**'re going to get** married in the spring.*

Other uses of *will* and *shall*

1 *Will* as a prediction is an auxiliary verb that simply shows future time. The word itself has no real meaning.

*Tomorrow **will be** cold and windy.*

2 *Will* is also a modal auxiliary verb, and so it can express a variety of meanings.

*I**'ll help** you carry those bags.* (= offer)
***Will** you **marry** me?* (= willingness)
***Will** you **open** the window?* (= request)
*My car **won't start**.* (= refusal)
*I**'ll love** you for ever.* (= promise)
*'The phone's ringing.' 'It**'ll be** for me.'* (= prediction about the present)

3 *Shall* is found mainly in questions. It is used with *I* and *we*.

*Where **shall I put** your tea?* (I'm asking for instructions.)
*What **shall we do** tonight?* (I'm asking for a decision.)
***Shall I cook** supper tonight?* (I'm offering to help.)
***Shall we eat** out tonight?* (I'm making a suggestion.)

Present Continuous for arrangements

1 The Present Continuous is used to express personal arrangements and fixed plans, especially when the time and place have been decided.

*I**'m having** lunch with Mark tomorrow.*
*What time **are** you **meeting** him?*
*What **are** you **doing** tonight?*

2 The Present Continuous is used to refer to arrangements between people. It is not used to refer to events that people can't control.

*It's going to rain this afternoon. *It's raining this afternoon.*
*The sun rises at 5.30 tomorrow. *The sun is rising …*

Notes

- Sometimes there is little or no difference between the Present Continuous and *going to* to refer to the future.

*We**'re seeing* *We**'re going to see*	Hamlet *at the theatre tonight.*

- When there is a difference, the Present Continuous emphasizes an arrangement; *going to* expresses a person's intentions.

*I**'m seeing** my girlfriend tonight.*
*I**'m going** to ask her to marry me. *~~I'm asking …~~*
*What **are** you **doing** this weekend?*
*What **are** you **going to do** about the broken toilet?* (= What have you decided to do?)

Present Simple for timetables

1 The Present Simple refers to a future event that is seen as unalterable because it is based on a timetable or calendar.

*My flight **leaves** at 10.00.*
*Term **starts** on April 4.*
*What time **does** the film **start?***

2 It is used in subordinate clauses introduced by conjunctions such as *if*, *when*, *before*, *as soon as*, *unless*, etc.

*We'll have a picnic if the weather **stays** fine.*
*When I **get** home, I'll cook the dinner.*
*I'll leave as soon as it **stops** raining.*

Future Continuous

1 The Future Continuous expresses an activity that will be in progress before and after a time in the future.

*Don't phone at 8.00. We**'ll be having** supper.*
*This time tomorrow I**'ll be flying** to New York.*

2 The Future Continuous is used to refer to a future event that will happen in the natural course of events. This use is uncoloured by ideas such as intention, decision, arrangement, or willingness. As time goes by, this event will occur.

*Stay and meet Pat. He**'ll be arriving** any minute now.*
*We**'ll be going** right back to the football after the break.* (said on TV)

Future Perfect

The Future Perfect refers to an action that will be completed before a definite time in the future. It is not a very common verb form.

*I**'ll have done** all my work by this evening.*
*It's our anniversay next month. We**'ll have been married** ten years.*

Unit 6

6.1 Expressing quantity

Quantifiers

1 The following can be used before a noun.

some/any	much/many	each/every	more/most
a little/little	a few/few	both	fewer/less
several	all/no	enough	

With count nouns only	With uncount nouns only	With singular count nouns only
(not) many biscuits a few cars very few trees fewer books several answers	(not) much luck a little cheese very little experience less time	each boy every time
		With plural count nouns only
		both parents
With both count and uncount nouns		
some money some eggs (not) any water (not) any friends	more/most wine more/most people all/no work all/no children	enough food enough apples

2 Most of the quantifiers can be used without a noun. *No*, *all*, *every*, and *each* cannot.

Have you got any money? ***Not much/a little/enough.***
Are there any eggs? ***A few/not many.***
Have some wine. *I don't want* ***any.***
How many people came? *Very* ***few.***
Have some more tea. *I've got* ***some.***
Did Ann or Sam go? ***Both.***

3 Most of the quantifiers can be used with *of* + *the/my/those*, etc. + noun. *No* and *every* cannot.

They took ***all of my money.***
Take ***a few of these tablets.***
Some of the people *at the party started dancing.*
Were ***any of my friends*** *at the party?*
Very ***few of my friends*** *smoke.*
Not ***much of the food*** *was left.*
I've missed too ***many of my French lessons.***
I couldn't answer ***several of the questions.***
I'll have ***a little of the strawberry cake,*** *please.*
Both of my children *are clever.*
I feel tired ***most of the time.***
I've had ***enough of your jokes.***

4 For *no* and *every*, we use *none* and *every one* or *all*.

None of the audience *was listening.*
All of the hotels *were booked.*

Note

When we use *none* with a plural noun or pronoun, the verb can be singular or plural. Grammatically, it should be singular, but people often use the plural when they speak.

None of my friends ***is*** *coming.*
None of my friends ***are*** *coming.*

some, any, somebody, anything

1 The basic rule is that *some* and its compounds are used in affirmative sentences, and *any* and its compounds in negatives and questions.

I need ***some*** *help.*
I need ***somebody*** *to help me.*
Give me ***something*** *for my headache.*
I don't need ***any*** *shopping.*
Is there ***any*** *sugar left?*
Did ***anyone*** *remember to buy milk?*

2 *Some* and its compounds are used in requests or invitations, or when we expect the answer 'yes'.

Have you got ***some*** *money you could lend me?*
Would you like ***something*** *to eat?*
Can we go ***somewhere*** *quiet to talk?*

3 *Any* and its compounds are used in affirmative sentences that have a negative meaning.

He ***never*** *has* ***any*** *money.*
You made ***hardly any*** *mistakes.*
I did it ***without anyone*** *helping.*

4 *Any* and its compounds are used to express *It doesn't matter which/who/where.*

Take ***any book*** *you like. I don't mind.*
Anyone *will tell you 2 and 2 makes 4.*
Sit ***anywhere*** *you like.*
I eat ***anything****. I'm not fussy.*

nobody, no one, nowhere, nothing

1 These are more emphatic forms.

I saw ***nobody*** *all weekend.*
I've eaten ***nothing*** *all day.*

2 They can be used at the beginning of sentences.

No one *was saved.*
Nobody *understands me.*
Nowhere *is safe any more.*

much and *many*

1 *Much* and *many* are usually used in questions and negatives.

How ***much*** *does it cost?*
How ***many*** *people came to the party?*
Is there ***much*** *unemployment in your country?*
I don't have ***much*** *money.*
You don't see ***many*** *snakes in England.*

2 We often find *much* and *many* in affirmative sentences after *so*, *as*, and *too*.

He has ***so much*** *money that he doesn't know what to do with it.*
She's got nearly ***as many*** *Facebook friends as I have.*
You make ***too many*** *mistakes. Be careful.*

a lot, lots of, a great deal of, a large number of, plenty of

1 In affirmative sentences, the following forms are found.

Spoken/informal

There'll be ***plenty of food/people****.* (uncount and count)
We've got ***lots of time/friends****.* (uncount and count)
I lost ***a lot of my furniture/things****.* (uncount and count)

Written/more formal

A great deal of money *was lost during the strike.* (uncount)
A large number of strikes *are caused by bad management.* (count)
Many world leaders *are quite old.* (count)
Much time *is wasted in trivial pursuits.* (uncount)

2 These forms are found without nouns.

'Have you got enough socks?' *'****Lots****.'*
'How many people were there?' *'****A lot****.'*
Don't worry about food. We've got ***plenty****.*

little/few/less/fewer

1 *A little* and *a few* express a small amount or number in a positive way. Although there is only a little, it is probably enough.

Can you lend me ***a little sugar****?*
A few friends *are coming round tonight.*

2 *Little* and *few* express a small amount in a negative way. There is not enough.

Very few people *passed the exam.* *There's* ***very little milk*** *left.*

Fewer is the comparative of *few*; *less* is the comparative of *little*.

***Fewer people** go to church these days.* (= count noun)
*I spend **less and less time** doing what I want to.* (= uncount noun)

It is becoming more common to find *less* with a count noun. Many people think that this is incorrect and sounds terrible.

*~~*Less people go to church.~~*
*~~*You should smoke less cigarettes.~~*

all

1 We do not usually use *all* to mean *everybody/everyone/everything*.

***Everybody** had a good time.*
***Everything** was ruined in the fire.*
*I said hello to **everyone**.*

But if *all* is followed by a relative clause, it can mean *everything*.

***All** (that) I own is yours.*
*I spend **all** I earn.*

This structure can express ideas such as *nothing more* or *only this*.

***All I want** is a place to sleep.*
***All I had** was a couple of beers.*
***All that happened** was that he pushed her a bit, and she fell over.*

2 Before a noun with a determiner (for example *the*, *my*, *this*) both *all* and *all of* are possible.

*You eat **all (of) the time**.*
***All** (**of**) **my friends** are coming tonight.*

Before a noun with no determiner, we use *all*.

***All people** are born equal.*

3 With personal pronouns, we use *all of*.

***All of you** passed. Well done!*
*I don't need these books. You can have **all of them**.*

Unit 7

7.1 Introduction to modal auxiliary verbs

1 These are the modal auxiliary verbs.

can	could	may	might	shall
should	will	would	must	ought to

They are used with great frequency and with a wide range of meanings. They express ideas such as willingness and ability, permission and refusal, obligation and prohibition, suggestion, necessity, promise, and intention. All modal auxiliary verbs can express degrees of certainty, probability, or possibility.

2 They have several characteristics.

- There is no *-s* in the third person.

He can swim. *She must go.*

- There is no *do/does* in the question.

May I ask a question? *Shall we go?*

- There is no *don't/doesn't* in the negative.

You shouldn't tell lies.
You won't believe this.

- They are followed by an infinitive without *to*. The exception is *ought to*.

*It might **rain**.*
*Could you **help**?*
*We ought **to be** on our way.*

- They don't really have past forms, infinitives, or *-ing* forms. Other verbs are used instead.

*I **had** to work hard when I was young.*
*I'd love **to be able** to ski.*
*I hate **having** to get up in the morning.*

- They can be used with perfect infinitives to refer to the past. For more information, see Grammar reference Unit 10.

*You should **have told** me that you can't swim.*
*You might **have drowned**!*
*She must **have been** crazy to marry him.*

7.2 Modal auxiliary verbs of probability, present and future

The main modal auxiliary verbs that express probability are described here in order of certainty. *Will* is the most certain, and *might/could* are the least certain.

will

1 *Will and won't* are used to predict a future action. The truth or certainty of what is asserted is more or less taken for granted.

***I'll see** you later.*
*His latest book **will be** out next month.*

2 *Will* and *won't* are also used to express what we believe or guess to be true about the present. They indicate an assumption based on our knowledge of people and things, their routines, and character.

*'You've just got a text.' 'That'**ll be** the taxi.'*
*Leave the meat in the oven. It **won't be cooked** yet.*
*'I wonder what Sarah's doing.' 'Well, it's Monday, so I guess right now she'**ll be taking** the children to school.'*

must and *can't*

1 *Must* is used to say what we think is the most logical or rational interpretation of a situation. We do not have all the facts, so it is less certain than *will*.

*He isn't that young! He **must be** 60 at least!*
*You **must be** tired. That was a long walk!*

2 The negative of this use is *can't*.

*She **can't have** a ten-year-old daughter! She's only 21 herself.*
*'Whose is this coat?' 'It **can't be** Mary's. It's too small.'*

should

1 *Should* expresses what may reasonably be expected to happen. This use of *should* has the idea of *if everything goes according to plan.*

*Our guests **should be** here soon (if they haven't got lost).*
*This homework **shouldn't take** you too long (if you've understood what you have to do).*
*We **should be** moving into our new house soon (as lo ng as nothing goes wrong).*

2 *Should* in this use has the idea that we want the action to happen. It is not used to express negative or unpleasant ideas.

*You **should pass** the exam. You've worked hard.*
*~~*You should fail the exam.~~ You haven't done any work at all.*

We would say … *I don't think you'll pass the exam.*

may and *might*

1 *May* expresses the possibility that an event will happen or is happening.

*We **may go** to Greece this year. We haven't decided yet.*
*'Where's Ann?' 'She **may be** having a bath, I don't know.'*

2 *Might* is more tentative and slightly less certain than *may*.

*It **might rain**. Take your umbrella.*
*'Where's Peter?' 'He **might be** ill. He didn't look well yesterday.'*

3 Learners of English often express these concepts of future possibility with *perhaps* or *maybe … will* and so avoid using *may* and *might*. However, these are widely used by native speakers, and you should try to use them.

could

1 *Could* has a similar meaning to *might*.

*You **could be** right. I'm not sure.*
*That film **could be** worth seeing. It's had decent reviews.*

2 *Couldn't* is not used to express a future possibility. The negative of *could* in this use is *might not*.

*You **might not be** right.*
*That film **might not be** any good.*

3 *Couldn't* has a similar meaning to *can't* above, only slightly weaker.

*She **couldn't have** a ten-year-old daughter! She's only 21 herself.*

Related verbs

Here are some related verb forms that express probability.

*William's so brainy. He's **bound to pass** the exam.*
***Are you likely to come across** Judith while you're in Oxford?*

7.3 Uses of modal auxiliary verbs and related verbs

Ability

1 *Can* expresses ability. The past is expressed by *could*.

*I **can** speak three languages.*
*I **could** swim when I was three.*

2 Other forms use *be able to*.

***I've** never **been able to** understand her.* (Present Perfect)
*I'd love to **be able to** drive.* (infinitive)
***Being able to** drive has transformed my life.* (*-ing* form)
*You'**ll be able to** walk again soon.* (future)

3 To express a fulfilled ability on one particular occasion in the past, *could* is not used. Instead, we use *was able to* or *managed to*.

*She **was able to** survive by clinging onto the wrecked boat.*
*The prisoner **managed to** escape by climbing onto the roof.*

Advice

1 *Should* and *ought to* express mild obligation or advice. *Should* is much more common.

*You **should** go to bed. You look very tired.*
*You **ought to** take things easier.*

2 We use *had better* to give strong advice, or to tell people what to do. There can be an element of threat – 'If you don't do this, something bad will happen.'

*You'**d better** get a haircut before the interview.* (If you don't, you won't get the job.) *I'm late. I'**d better** get a move on.* (If I don't, I'll be in trouble.)

Note

The form is always past (*had*), but it refers to the immediate future.

She'd better start revising. The exams are next week.

Obligation

1 *Must* expresses strong obligation. Other verb forms use *have to*.

*You **must** try harder!*
*You **mustn't** hit your baby brother.*
*What time do you **have to** start work?*
*I **had to** work hard to pass my exams.* (Past Simple)
*You'**ll have to** do this exercise again.* (future)
*We might **have to** make some economies.* (infinitive)
*She'**s never had to** do a single day's work in her life.* (Present Perfect)
*I hate **having to** get up early.* (*-ing* form)

2 *Must* is usually associated with a more formal, written style.

*Candidates **must** answer three questions.* (On an exam paper)
*Books **must** be returned by the end of the week.* (Instructions in a library)

3 Informally, *must* expresses the opinion of the speaker.

*I **must** get my hair cut.* (I am telling myself.)
*You **must** try harder.* (Teacher to student.)

4 *Have to* expresses an obligation based on a law or rule, or the authority of another person.

*Children **have to** go to school until they're 16.* (It's the law.)
*Mum says you **have to** tidy your room.*

5 *Mustn't* expresses negative obligation. *Don't have to* expresses the absence of obligation.

*You **mustn't** steal. It's illegal.*
*You **don't have to** go to England in order to learn English.*

6 *Have got to* is common in British English. It is more informal than *have to*.

*I'**ve got to** go now. Cheerio!*
*Don't have a late night. We'**ve got to** get up early tomorrow.*

7 Here are some related verb forms that express obligation.

*Visitors **are required to** have a visa.*
*When you're 18, you'**re supposed to** take responsibility for yourself.*
*You **aren't supposed to** park on double yellow lines.*
*You **need to** think carefully before you make a decision.*
*He **doesn't need to** work. He's a millionaire.*

Permission

1 *May, can*, and *could* are used to ask for permission.

***May** I ask you a question?*
***Can/Could** I borrow your car tonight?*

2 *May* can be used to give permission, but it sounds very formal. *Can* and *can't* are more common.

*You **can** use a dictionary in this exam.*
*You **can't** stay up till midnight. You're only five.*

3 To talk about permission generally, or permission in the past, we use *can, could,* or *be allowed to*.

*Children **can/are allowed to** do what they want these days.*

*I **couldn't*** / *I **wasn't allowed to***	*go out on my own until I was 16.*

4 Here are some related verb forms that express permission.

*Passengers **are not permitted to** use mobile phones.*
*My parents **don't allow** me **to** …*
*I'm **not allowed to** stay out late.*
*My parents **don't let** me …*

Willingness and refusal

1 *Will* expresses willingness. *Won't* expresses a refusal by either people or things. *Shall* is used in questions.

*I'**ll** help you.*
*She says she **won't** get up until she's had breakfast in bed.*
*The car **won't** start.*
***Shall** I give you a hand?*

2 The past is expressed by *wouldn't*.

*My boss said she **wouldn't** give me a promotion. I'm going to look for another job.*

Requests

Several modal verbs express a request.

***Can/Could/Will/Would** you do me a favour?*
***Can/Could** I open the window?*

Modal verbs are also dealt with in Units 9, 10, and 11.

Unit 8

8.1 Introduction to relative clauses

It is important to understand the difference between two kinds of relative clauses.

1 Defining relative (DR) clauses qualify a noun, and tell us exactly which person or thing is being referred to.

*She likes people **who are good fun to be with**.*
*Politicians **who tell lies** are odious.*
*A corkscrew is a thing **you use to open a bottle of wine**.*

She likes people on its own doesn't mean very much; we need to know which people she likes.

who tell lies tells us exactly which politicians are odious. Without it, the speaker is saying that all politicians are odious.

A corkscrew is a thing doesn't make sense on its own.

2 Non-defining relative (NDR) clauses add secondary information to a sentence, almost as an afterthought.

*My friend Andrew, **who is Scottish**, plays the bagpipes.*
*Politicians, **who tell lies**, are odious.*
*My favourite building is Durham Cathedral, **which took over 200 years to build**.*

My friend Andrew is clearly defined. We don't need to know which Andrew is being discussed. The clause *who is Scottish* gives us extra information about him.

The clause *who tell lies* suggests that all politicians tell lies. It isn't necessary to identify only those that deceive – they all do!

My favourite building is clearly defined. The following clause simply tells us something extra.

3 DR clauses are much more common in spoken language, and NDR clauses are more common in written language. In spoken language, we tend to avoid NDR clauses.

My friend Andrew plays the bagpipes. He's Scottish.

4 When we speak, there is no pause before or after a DR clause, and no commas when we write. With NDR clauses, there are commas before and after, and pauses when we speak.

I like the things you say to me. (No commas, no pauses)
My aunt (pause), *who has been a widow for 20 years* (pause), *loves travelling.*

Defining relative clauses

1 Notice how we can leave out the relative pronoun if it is the object of the relative clause. This is very common.

Relative pronoun left out

Did you like the present ( ) I gave you?
Who was that man ( ) you were talking to?
The thing ( ) I like about Dave is his sense of humour.

2 We cannot leave out the pronoun if it is the subject of the clause.

Relative pronoun not left out

*I met a man **who** works in advertising.*
*I'll lend you a book **that** changed my life.*

3 Here are the possible pronouns for people and things. The words in brackets are possible, but not as common. ( ) means 'nothing'.

	Person	**Thing**
Subject	who (that)	that (which)
Object	( ) (that)	( ) (that)

Notes

- *That* is preferred to *which* after superlatives, and words such as *all*, *every*(*thing*), *some*(*thing*), *any*(*thing*), and *only*.

*That's the **funniest** film **that** was ever made.*
***All that's** left is a few slices of ham.*
*He's good at **any** sport **that** is played with a ball.*
*The **only** thing **that'll** help you is rest.*

- Prepositions usually come at the end of the relative clause.

*Come and meet the people I work **with**.*
*This is the book I was telling you **about**.*
*She's a friend I can always rely **on**.*

Non-defining relative clauses

1 Relative pronouns cannot be left out of NDR clauses.

Relative pronoun as subject

*Rob Jennings, **who** has written several books, is a music expert.*
*His last book, **which** was on Mozart, was a great success.*

Relative pronoun as object

*Rob Jennings, **who** I knew at university, is a music expert.*
*His last book, **which** I loved, was on Mozart.*

2 Look at the possible pronouns for people and things. *Whom* is possible, but not as common as it is very formal.

	Person	**Thing**
Subject	… , who … ,	… , which … ,
Object	… , who (whom) … ,	… , which … ,

Note

Prepositions can come at the end of the clause.

*The talk was on fractals, which I'd never heard **of**.*

In a more formal written style, prepositions come before the pronoun.

*The privatization of railways, **to which** the present government is committed, is not universally popular.*

Which

Which can be used in NDR clauses to refer to the whole of the sentence before.

*She arrived on time, **which** amazed everybody.*
*The flight is at 6.00, **which** means getting up at 3.00.*

Whose

Whose can be used in both DR clauses and NDR clauses.

*That's the woman **whose son was killed recently**.*
*My grandad, **whose eyesight is terrible**, still drives.*

What

What is used in DR clauses to mean *the thing that*.

*Has she told you **what's** worrying her?*
***What** I need to know is where we're meeting.*

Why, when, where

1 *Why* can be used in DR clauses to mean *the reason why*.

*I don't know **why** we're arguing.*

2 *When* and *where* can be used in DR clauses and NDR clauses.

*Tell me **when** you expect to arrive.*
*The hotel **where** we stayed was excellent.*
*We go walking on Mondays, **when** the rest of the world is working.*
*He works in Oxford, **where** his sister lives.*

8.2 Participles

1 When present participles (*-ing*) are used like adjectives or adverbs, they are active in meaning.

*Modern art is **interesting**.*
*Pour **boiling** water onto the pasta.*
*She sat in the corner **crying**.*

2 When past participles (usually *-ed*) are used like adjectives or adverbs, they are passive in meaning.

*I'm **interested** in modern art.*
*Look at that **broken** doll.*
*He sat in his chair, **filled** with horror at what he had just seen.*

3 Participles after a noun define in the same way as relative clauses.

*I met a woman **riding** a donkey.* (= who was riding …)
*The car **stolen** in the night was found abandoned.* (= that was stolen)

4 Participles can be used as adverbs. They can describe:

- two actions happening at the same time.

*She sat by the fire **reading** a book.*

- two actions that happen one after another.

***Opening** his case, he took out a gun.*

If it is important to show that the first action is completed before the second action begins, we use the perfect participle.

***Having finished** lunch, we set off on our journey.*
***Having had** a shower, she got dressed.*

- two actions that happen – one because of another.

***Being** mean, he never bought anyone a Christmas present.*
***Not knowing** what to do, I waited patiently.*

5 Many verbs are followed by *-ing* forms.

*I **spent** the holiday **reading**.*
*Don't **waste** time **thinking** about the past.*
*He **keeps on asking** me to go out with him.*

Unit 9

9.1 Expressing habit

Present Simple

1 Adverbs of frequency come before the main verb, but after the verb *to be*.

*We **hardly** ever go out.*
*She **frequently** forgets what she's doing.*
*We don't **usually** eat fish.*
*We are **seldom** at home in the evening.*
*Is he **normally** so bad-tempered?*

2 *Sometimes*, *usually*, *normally*, and *occasionally* can come at the beginning or the end of a sentence.

***Sometimes** we play cards.*
*We go to the cinema **occasionally**.*

The other adverbs of frequency don't usually move in this way.

*~~*Always I have tea in the morning.~~*

Present Continuous

1 The Present Continuous can be used to express a habit which happens more often than is usual.

*I like Peter. He's always **smiling**.*
*She's always **giving** people presents.*

2 There is often an element of criticism with this structure. Compare these sentences said by a teacher.

*Pedro always **asks** questions in class.* (This is a fact.)
*Pedro **is always asking** questions in class.* (This annoys the teacher.)

3 There is usually an adverb of frequency with this use.

*I'**m always losing** my keys.*
*She'**s forever leaving** the bath taps running.*

will and *would*

1 *Will* and *would* express typical behaviour. They describe both pleasant and unpleasant habits.

*He'**ll** sit at his computer for hours on end.*
*She'**d** spend all day long gossiping with the neighbours.*

Would cannot be used to express a state.

*~~*He'd live in a large house.~~*

2 *Will* and *would*, when decontracted and stressed, express an annoying habit or action.

*He **will** come into the house with his muddy boots on.*
*She **would** keep criticizing my work.*

used to + infinitive

1 This structure expresses a past action and/or a state. It has no present equivalent.

*When I was a child, we **used to** go on holiday to the seaside.* (action)
*He **used to** live in a large house.* (state)

2 Notice the negative and the question.

*Where **did** you **use to** go?*
*We **didn't use to** do anything interesting.*

3 We cannot use *used to* with a time reference + a number.

*~~*We used to have holidays there for 10 years/three times.~~*

But …

*We **used to** go there every year.*

In a narrative expressing a series of past actions, it is common to begin with *used to*, then continue with *would*.

*When I was a child, we **used to** go on holiday to the seaside. We'**d play** on the beach, then we'**d eat** at a small café at lunchtime.*

be/get used to + noun + *-ing* form

1 This is totally different from *used to* + infinitive. It expresses an action that was difficult, strange, or unusual before, but is no longer so. Here, *used* is an adjective, and it means *familiar with*.

*I found travelling around London by Tube weird at first, but I'**m used to it** now.*
*After six months, I'**m used to driving** on the left.*

2 Notice the use of *get* to express the process of adapting.

*I'**m getting used to** the climate.*
*Don't worry. You'**ll get used to** eating with chopsticks.*

Unit 10

10.1 Modal auxiliary verbs 2

Modal auxiliary verbs of probability in the past

1 All modal auxiliary verbs can be used with the perfect infinitive. They express varying degrees of certainty. *Will have done* is the most certain, and *might/may/could have done* is the least certain.

*'I met a girl at your party. Tall. Attractive.' 'That'**ll have been** Sonya.'*
*It **must have been** a good party. Everyone stayed till dawn.*
*The music **can't have been** any good. Nobody danced.*
*Where's Pete? He **should have been** here ages ago!*
*He **may have got** lost.*
*He **might have decided** not to come.*
*He **could have had** an accident.*

2 *Would have thought* is common to express an assumption or supposition.

*I'**d have thought** they'd be here by now. Where are they?*
*You'**d have thought** she'd remember my birthday, wouldn't you?*

Other uses of modal verbs in the past

should have done

1 *Should have done* can express advice or criticism about a past event. The sentence expresses what is contrary to the facts.

*You **should have listened** to my advice.* (You didn't listen.)
*I **shouldn't have lied** to you. I'm sorry.* (I did lie.)

2 *Should have done* can be used for comic effect. The suggestion is 'because it was so funny!'

*You **should have been** here yesterday!*
*You **should have seen** his face!*

could have done

1 *Could have done* is used to express an unrealized past ability. Someone was able to do something in the past, but didn't do it.

*I **could have gone** to university, but I didn't want to.*
*I **could have told** you that Chris wouldn't come. He hates parties.*

2 It is also used to express a past possibility that didn't happen.

*You fool! You **could have killed** yourself!*
*When I took the burnt meal out of the oven, I **could have cried**!*

3 It is used to criticize people for not doing things.

*You **could have told** me that Sue and Jim had split up!*
*I've been cleaning the house for hours. You **could** at least **have done** your bedroom!*

might have done

1 The above use of *could have done* can also be expressed with *might have done*.

*You **might have helped** instead of just sitting on your backside!*

2 I *might have known/guessed that* … is used to introduce a typical (usually annoying) action of someone or something.

*I **might have known** that Peter would be late. He's always late.*
*The car won't start. I **might have guessed** that would happen.*

needn't have

Needn't have done expresses an action that was done, but wasn't necessary. It was a waste of time.

*I **needn't have got up** so early. The train was delayed.*
*'You **needn't have bothered** to put suncream on. It's clouded over.'*

Unit 11

11.1 First and second conditionals

1 First conditional sentences are based on fact in real time. They express a very possible condition and its result.

*If you **pass** your exams, I'**ll buy** you a car.*

2 Second conditional sentences are not based on fact. They express a situation which is contrary to reality in the present and future. This unreality is shown by a tense shift from present to past. They express an unlikely or hypothetical condition and its result.

*If I **were** taller, I'**d join** the police force.*
*What **would** you **do** if you **won** the lottery?*

Notes

- The difference between first and second conditional sentences is not about time. Both can refer to the present and future. By using past tense forms in the second conditional, the speaker suggests the situation is less probable, impossible, or imaginary.

Compare the pairs of sentences.

*If it **rains** later, we'**ll** …* (said in England where it often rains)
*If it **rained** in the Sahara, it **would** …* (this would be most unusual)
*If you **come** to my country, you'**ll** have a good time.* (possible)
*If you **came** from my country, you'**d** understand us better.* (impossible)
*If I **am elected** as a member of Parliament, I'**ll** …* (real candidate)
*If I **ruled** the world, I'**d** …* (imaginary)

- We can use *were* instead of *was*, especially in a formal style.

*If the situation **were** the opposite, would you feel obliged to help?*

11.2 Third conditional

1 Third conditional sentences are not based on fact. They express a situation which is contrary to reality in the past. This unreality is shown by a tense shift from Past Simple to Past Perfect.

*If you'**d come** to the party, you'**d have had** a great time.*
*I **wouldn't have met** my wife if I **hadn't gone** to France.*

2 Each of the clauses in a conditional sentence can have a different time reference. The result is a mixed conditional.

*If we **had eaten** (we didn't), we **wouldn't be** hungry (we are).*
*I **wouldn't have married** her (I did) if I **didn't love her** (I do).*

11.3 Other structures that express hypothesis

1 The tense usage with *wish*, *if only*, and *I'd rather* is similar to the second and third conditionals. Unreality is expressed by a tense shift.

*I wish I **were** taller.* (But I'm not.)
*If only you **hadn't said** that!* (But you did.)
*I'd rather you **didn't wear** lots of make-up.* (But you do.)

I'd rather you … is often used as a polite way to tell someone to do something differently. The negative form *I'd rather you didn't …* is especially useful as a polite way to say 'no'.

*'I'll come in with you.' 'I'**d rather you waited** outside.'*
*'Can I smoke in here?' 'I'**d rather you didn't**.'*

Notes

- *wish … would* can express regret, dissatisfaction, impatience, or irritation because someone WILL keep doing something.

*I wish you'**d** stop smoking.*
*I wish you'**d** do more to help in the house.*

- If we are not talking about willingness, *wish … would* is not used.

*I wish my birthday **wasn't** in December.* (*~~I wish it would be …~~)
*I wish I **could** stop smoking.* (**I wish I would* is strange because you should have control over what you are willing to do.)

Unit 12

12.1 Determiners

There are two kinds of determiners.

1 The first kind identifies things.

articles – *a/an*, *the*
possessives – *my*, *your*, *our* …
demonstratives – *this*, *that*, *these*, *those*

2 The second kind are quantifiers, expressing *how much* or *how many*.

some, *any*, *no*
each, *every*, *either*, *neither*
much, *many*, *more*, *most*
(a) little, *less*, *least*
(a) few, *fewer*, *fewest*
enough, *several*
all, *both*, *half*
another, *other*

Determiners that express quantity are dealt with in Unit 6.

each and *every*

1 *Each* and *every* are used with singular nouns. *Each* can be used to talk about two or more people or things. *Every* is used to talk about three or more.

***Every*/*Each** time I come to your house it looks different.*
***Each*/*Every** bedroom in our hotel is decorated differently.*

2 In many cases, *each* and *every* can both be used with little difference in meaning.

We prefer *each* if we are thinking of people or things separately, one at a time. We use *every* if we are thinking of the things or people all together as a group.

***Each** student gave the teacher a present.*
***Every** policeman in the country is looking for the killer.*

enough

1 When *enough* is used as a determiner, it comes before the noun.

*We haven't got **enough food**.*

2 When it is used as an adverb, it comes after the adjective, adverb, or verb.

*Your homework isn't **good enough**.*
*I couldn't run **fast enough**.*
*You don't **exercise enough**.*

Articles

The use of articles is complex as there are a lot of rules and exceptions. Here are the basic rules.

a/*an*

1 We use *a/an* to refer to a singular countable noun which is indefinite. Either we don't know which one, or it doesn't matter which one.

*They live in **a** lovely house.*
*I'm reading **a** good book.*
*She's expecting **a** baby.*

2 We use *a/an* with professions.

*She's **a** lawyer.*

the

1 We use *the* before a singular or plural noun, when both the speaker and the listener know which noun is being referred to.

*They live in **the** green house opposite **the** library.*
***The** book was recommended by a friend.*
*Mind the baby! She's near **the** fire.*
*I'm going to **the** shops. Do you want anything?*
*'Where's Dad?' 'In **the** garden.'*

2 We use *the* when there is only one.

***the** world* ***the** River Thames* ***the** Atlantic*

3 We use *the* for certain places which are institutions. Which particular place isn't important.

*We went to **the cinema/theatre** last night.*
*We're going to **the seaside**.*

a followed by *the*

We use *a* to introduce something for the first time. When we refer to it again, we use *the*.

*I saw **a** man walking a dog in the park today. **The** man was tiny and **the** dog was huge!*

Zero article

1 We use no article with plural and uncountable nouns when talking about things in general.

***Computers** have changed our lives.*
***Love** is eternal.*
***Dogs** need a lot of exercise.*
*I hate **hamburgers**.*

2 We use no article with meals.

*Have you had **lunch** yet?*
*Come round for **dinner** tonight.*

But …

*We had a **lovely lunch** in an Italian restaurant.*

Extra material

Unit 2 p23

Student B

The story of *TripAdvisor*

Ask and answer questions to complete the missing information in the text.

How long has Steve Kaufer been running the company?

Since its birth, in 2000. Why did he start it?

Because he couldn't … Who …?



TripAdvisor was founded in a small office above a pizza shop in Massachusetts, US.

TripAdvisor was founded in a small office above a pizza shop in Massachusetts, US. The CEO is Steve Kaufer, and he's been running the company **since its birth, in 2000**. He started it … (Why?) when planning a trip to Mexico – they were all by hotel owners and travel agents, saying how wonderful the hotels were. **His wife** suggested starting a website with reviews written by real hotel guests. She told him to 'keep it easy to use', and *TripAdvisor* has always tried to … (What?). It has become **the biggest tourism website in the world**, reviewing hotels, restaurants, and tourist attractions, and is now worth $3 billion. It has … (How many?) employees, and has received reviews from **every country in the world**.

TripAdvisor has shown … (What?). The original site had only professional reviews, and it was **a year** before reviews from users appeared. Someone thought it might be fun to have a button on each page saying 'Add your own review', and it's … (What?) that has attracted 450 million users.

Success has brought **problems**, however. Hotel owners have become anxious about *TripAdvisor* feedback, … (Why?), and some have offered discounts to guests **who leave positive reviews**. One senior executive of a big hotel group posted fake negative reviews of his rivals' hotels. *TripAdvisor* has been trying to solve these problems … (How?), and stresses that fake ones are a tiny minority.

Unit 4 p43

Student A Speaking

Can that really be true?!

1 Saudi Arabia doesn't have enough camels – it imports them from Australia.
True. Australia has the largest herd of wild camels in the world. Camels were imported into Australia in the 19th century, and their numbers have grown to become a problem – there are around 750,000 in the outback. Saudi Arabians import Australian camels for their meat, which is popular there, and their own camels cannot meet the demand for it.

2 The Aztec Empire is older than Oxford University.
Not true. Oxford University is older than the Aztec Empire. Teaching began in Oxford at the end of the 11th century, and the University of Oxford already had three colleges by 1249. The Aztec civilisation began with the founding of the city of Tenochtitlán, which was in 1325.

3 North Korea and Finland are separated by only one country.
True. North Korea has a very short land border with Russia, only 17 km long, but if you entered Russia through this border, that's the only country you would need to travel through to reach the Russian border with Finland, around 7,000 km away.

4 Rome is further south than New York.
Not true. New York is actually further south than Rome. New York's latitude is 40.7° North, while Rome is 41.9° North. New York is actually the same latitude as Naples, about 100 km to the south of Rome. It's the prevailing winds and ocean currents that give New York a much colder climate than Rome, not its latitude.

Unit 10 p101

Medieval objects

1 a skate
2 a leather water bottle
3 a seal stamp
4 chainmail armour
5 spectacles
6 a shoe
7 a bread oven

Unit 3 p35

The Clinging Woman



A man (whose name we never learn) wakes up early one morning, to see a woman hanging from her balcony. He calls the police, who come to rescue her. His neighbours treat him as a hero. He thinks he did nothing that was brave and wants to forget the whole episode. Two weeks later the woman comes to his door to thank him. She introduces herself as Lydia Simpson.

They get to know each other and have meals together. One evening he asks her why she tried to kill herself. She replies that she had been engaged to be married, but the man had left her for someone else.

He is attracted to her because she is neat, feminine, and self-reliant. In time they get married. She is the perfect wife and homemaker. They have a close, intense relationship, with very few outside people coming into their lives.

The man is promoted at work. He needs to find a secretary. Lydia proposes herself. He tries to explain that it wouldn't be a good idea for his wife to be his secretary as well, but she takes this as a rebuff of his love. The next day she tries to commit suicide again by gassing herself in the oven. She is rushed to the hospital, where she confesses to him that she had also tried to kill herself when she was 17 because a boy had let her down.

The man is determined to devote the rest of his life to looking after his wife. He refuses to go on a business trip to Canada in order to stay with her. They decide not to have children. Their own company is enough for them. He gets sick and does some work from home with Lydia acting as his secretary. He becomes depressed and even contemplates suicide himself. As he approaches 40, he sees himself trapped.

His company is opening an office in Australia, and he is offered the opportunity of going there for three months. He is worried because this will take him away from home. He tries to put off telling Lydia, but eventually she finds out. She reacts very badly, but helps him prepare for the trip. He knows that she will probably try to kill herself again. He also thinks about suicide as a way out of this suffocating relationship.

He discovers Lydia has taken an overdose of sleeping pills. She is still alive. He is about to call for an ambulance when he makes a big decision. He goes out of the house and doesn't come back until several hours later when he knows his wife will have died.

Unit 12 p120

How well do you use your time?

Answers to the quiz

Mostly a answers

You're a daydreamer. Did you actually manage to finish the quiz? You have little control over your life. Chaos surrounds you. Perhaps you tell yourself that you are being creative, but the truth is you are frightened of failure, so you don't try. Your abilities remain untested and your dreams unfulfilled.

Mostly b answers

You represent balance and common sense. Your ability to manage your life is impressive, and you know when to relax. You understand that the best decisions are never made in an atmosphere of pressure. You are able to meet deadlines and look ahead to make sure crises don't happen.

Mostly c answers

You live in hope that something or somebody will make everything in life come right for you. 'I'll get round to it,' you tell yourself. What you don't tell yourself is that you alone can manage your life. You are an expert in putting things off till later and finding excuses when you do so. Forget these excuses. The right time is now.

Mostly d answers

You are certainly an achiever. Superman or superwoman. You know how to get a job done and you are proud of the way you manage your life. You are obsessive about using every second of the day to best effect and get irritated by people who are not like you and prefer to take life at a slower pace. Learn to relax a little. Remember, stress kills.

Unit 4 p46

Spot the fake!

1 **Fake**. When Hurricane Irma hit America in 2017, the news that it was the strongest ever hurricane, a Category 6, was posted on Facebook by Alex Jones, and was shared more than 2 million times. It was fake news because there is no such thing as a Category 6 hurricane – the categories only go up to 5. The 'live' Facebook video of the bus drama was in fact a recording of an earlier hurricane incident, replaying on a loop. And while it's true that there was a lot of flooding in Texas, the photo of the shark swimming along the flooded highway was a photoshopped image.

2 **Fake**. A typically gruesome fake news story, of the kind people immediately want to share. It was posted on the parody website *Empire News* in 2017. Almost everything in the story is false, and of course, airport metal detectors don't attract metal objects, they simply detect them. Only MRI scanners could cause a problem with magnetic attraction, though not enough to pull a piercing out of the body. Patients are advised to take piercings out before an MRI scan in case the piercings move or heat up.

3 **True**. The woman tried to board a United Airlines flight from New Jersey several times with her peacock, claiming that she needed it with her for emotional support. She even offered to pay for a separate ticket for it, but airline staff refused because of its weight and size. A United spokesperson told journalists later that passengers wishing to take emotional support animals on flights needed to provide a doctor's letter at least 48 hours before the flight, to prove that it really was necessary.

4 **True**. Even the 34-year-old man's name is true, as he has had it changed and officially registered, as Meow-Ludo Disco Gamma Meow-Meow. Mr Meow-Meow had the chip from his travel card coated in bio-compatible plastic before having it inserted into his hand. He said he was very disappointed to receive the fine, as it simply showed that he was 'ahead of the law'. He complains that society is behind in applying the potential benefits of new technology, and ran as a candidate for the Science Party in Australian elections in 2017.

5 **Fake**. There really is a Christian theme park, called Ark Encounter, based on Noah's Ark in Kentucky. It was opened in 2016, but the story about it being flooded shortly before its opening was a satirical fake news story. Of course, it's also true that insurers often don't pay out for damage caused by severe episodes of bad weather, and rather bizarrely in our largely secular society, still refer to them as 'Acts of God'.

6 **True**. When it comes to actually speaking French, Nigel Richards can do little more than say 'Bonjour!' and count. He played Scrabble in French by processing in his head all the options for different combinations of letters to make words in the French Scrabble Dictionary, without knowing anything about the meaning of them. He first played the game when he was 28, but is now considered the greatest Scrabble player in history.

Unit 5 p58

Student B

Everyday English

You are in a house share in London. One of your housemates is moving out, so there is a room available over the summer.

1 Decide on the following information:

- What is the room like?
- How many people live in the house?
- Is the house near a bus stop/ Tube station/shops?
- How much is the rent and what happens with bills?

2 Find out as much as you can about the person who calls about the room. When you answer the phone, begin by giving your name.

Unit 2 p26

Bucket list order

Top ten

1 See the Northern Lights
2 Do a road trip across America
3 Get fit and feel good about your body
4 Learn a new language
5 Go zip-lining
6 Go horse riding on the beach
7 Go snorkelling on the Great Barrier Reef
8 Learn to play a musical instrument
9 Walk on the Great Wall of China
10 Swim with dolphins

Others in order

11 Experience zero gravity
12 Donate blood
13 Learn to meditate
14 Run a 5k race
15 Go skydiving
16 Bathe in the hot springs in Iceland
17 Find a career I love
18 Write a novel
19 Learn to ballroom dance
20 Visit the Galapagos Islands



Unit 4 p43

Student B Speaking

Can that really be true?!

5 If a piece of paper were folded 42 times, it would reach to the moon.
True. Fold a piece of paper once, and it becomes twice as thick. Fold it again, and it becomes four times as thick, and then, eight times, and so on. This doubling means that the thickness eventually increases hugely each time. After twenty folds, the paper is higher than Mount Everest, and after 41, it's as high as half-way to the moon, so only one more fold would be needed to get there.

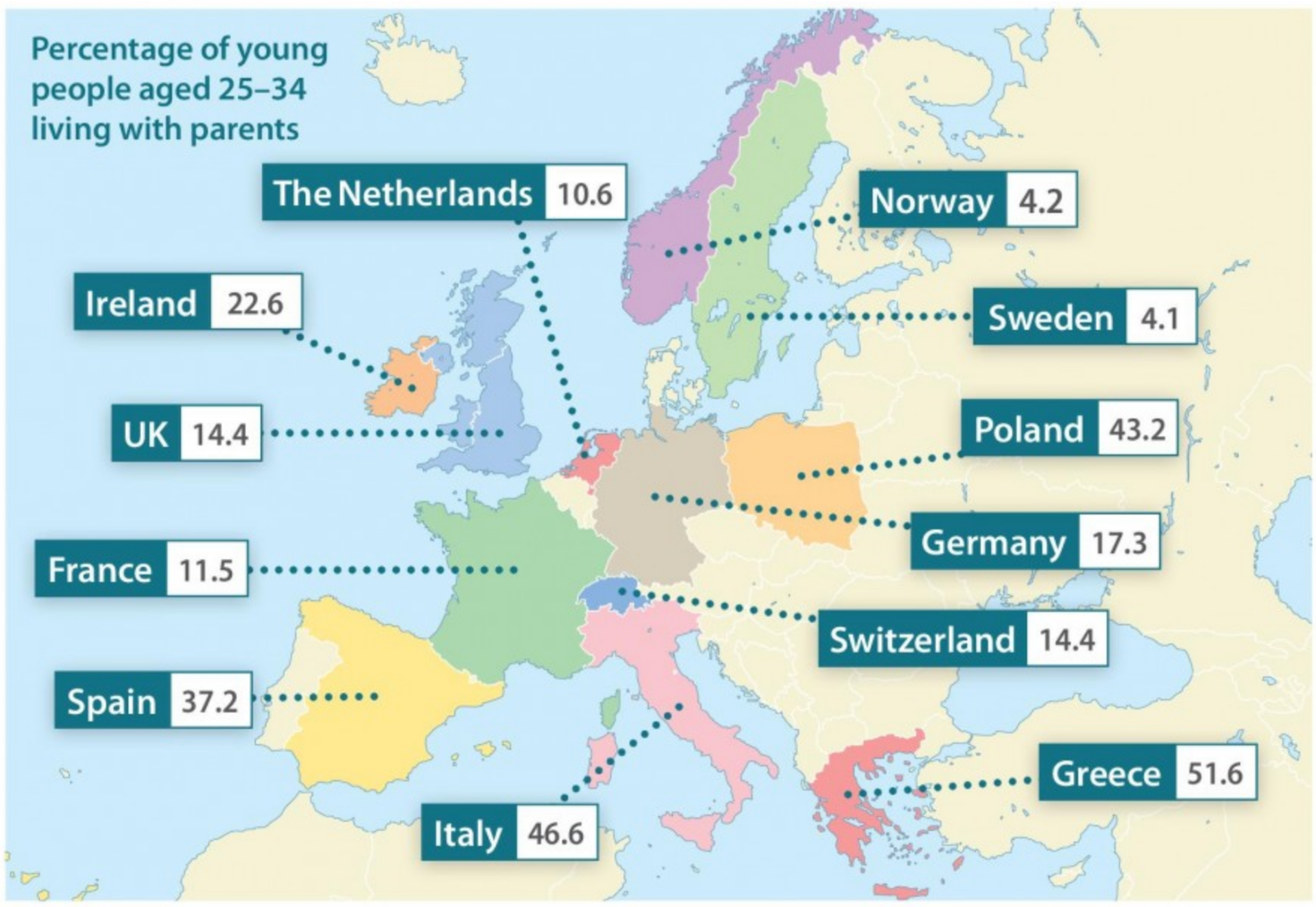
6 An octopus has three hearts and nine brains.
True. An octopus has three hearts, which send blood to different parts of the body. As well as a central brain, an octopus has eight networks of neurons at the base of each of its arms. This means that each arm can 'think' of solutions to any problems it faces, such as how to open a difficult shell, while the octopus uses its main brain to deal with other problems.

7 Peanuts are not nuts.
True. Most nuts, such as hazelnuts and almonds, grow on trees. Peanuts, however, grow under the ground, and are pulled up when ready, just like carrots and potatoes. This is why they are often called *groundnuts*, and it means they are actually a member of the legume family, along with soybeans and lentils.

8 Mammoths went extinct a thousand years before the Egyptians finished building the Great Pyramid.
Not true. The pyramids of Giza were built around 4,000 years ago. Although most of the woolly mammoth population died out before that, a significant number continued to live on Wrangel Island in the Arctic Ocean until around 1700 BC, and would have been alive while the pyramids were being built.

Unit 5 p56

Speaking



Unit 10 p104

THE END OF THE VIKING AGE

The Vikings reigned supreme in Europe for over 300 years. Indeed, fear of the Vikings played a pivotal role in reshaping that continent, but by 1100 AD, Viking power began to weaken. Back in their Scandinavian homeland, the Vikings' descendants had divided into separate kingdoms led by rival kings, which ultimately became Norway, Sweden, and Denmark. Not only in Scandinavia, but throughout Europe, the people had begun to form themselves into powerful kingdoms, and the Norse raiders ran out of easy victims. In England, the victory in 1066 of William the Conqueror, a descendant of Norsemen from Normandy, marked the end of Viking terror.

As their power collapsed, the lifestyles of Viking settlers changed and beliefs disappeared. They became part of new, mixed communities. They intermarried with the locals and forgot many of their old ways. They were converted to Christianity, and warriors no longer went on raids. However, Viking civilization has never completely disappeared. Many places in northern Europe still have Viking names and Viking ideas, such as the creation of parliaments and the right to free speech. These are still very much a part of many modern societies. And of course Viking stories, myths, and legends continue to be enjoyed worldwide. Unlike Columbus, the Vikings may not have established a permanent presence in North America, but their genes have spread widely throughout the Western world. Millions of Americans and Europeans carry at least a bit of Viking blood.



Irregular verbs

Base form	Past Simple	Past participle
be	was/were	been
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
can	could	been able
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamed/ dreamt	dreamed/ dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fit	fit	fit
fly	flew	flown
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got
give	gave	given
go	went	been/gone
grow	grew	grown
hang	hanged/hung	hanged/hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
kneel	knelt	knelt
know	knew	known
lay	laid	laid
lead	led	led
learn	learned/learnt	learned/learnt

Base form	Past Simple	Past participle
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
light	lighted/lit	lighted/lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
must	had to	had to
pay	paid	paid
put	put	put
read /riːd/	read /red/	read /red/
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	shown
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
slide	slid	slid
speak	spoke	spoken
spend	spent	spent
spoil	spoiled/spoilt	spoiled/spoilt
spread	spread	spread
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

Phonetic symbols

Consonants			
1	/p/	as in	**pen** /pen/
2	/b/	as in	**big** /bɪg/
3	/t/	as in	**tea** /tiː/
4	/d/	as in	**do** /duː/
5	/k/	as in	**cat** /kæt/
6	/g/	as in	**go** /gəʊ/
7	/f/	as in	**four** /fɔː/
8	/v/	as in	**very** /ˈveri/
9	/s/	as in	**son** /sʌn/
10	/z/	as in	**zoo** /zuː/
11	/l/	as in	**live** /lɪv/
12	/m/	as in	**my** /maɪ/
13	/n/	as in	**near** /nɪə/
14	/h/	as in	**happy** /ˈhæpi/
15	/r/	as in	**red** /red/
16	/j/	as in	**yes** /jes/
17	/w/	as in	**want** /wɒnt/
18	/θ/	as in	**thanks** /θæŋks/
19	/ð/	as in	**the** /ðə/
20	/ʃ/	as in	**she** /ʃiː/
21	/ʒ/	as in	**television** /ˈtelɪvɪʒn/
22	/tʃ/	as in	**child** /tʃaɪld/
23	/dʒ/	as in	**German** /ˈdʒɜːmən/
24	/ŋ/	as in	**English** /ˈɪŋglɪʃ/
Vowels			
25	/iː/	as in	**see** /siː/
26	/ɪ/	as in	**his** /hɪz/
27	/i/	as in	**twenty** /ˈtwenti/
28	/e/	as in	**ten** /ten/
29	/æ/	as in	**stamp** /stæmp/
30	/ɑː/	as in	**father** /ˈfɑːðə/
31	/ɒ/	as in	**hot** /hɒt/
32	/ɔː/	as in	**morning** /ˈmɔːnɪŋ/
33	/ʊ/	as in	**football** /ˈfʊtbɔːl/
34	/uː/	as in	**you** /juː/
35	/ʌ/	as in	**sun** /sʌn/
36	/ɜː/	as in	**learn** /lɜːn/
37	/ə/	as in	**letter** /ˈletə/
Diphthongs (two vowels together)			
38	/eɪ/	as in	**name** /neɪm/
39	/əʊ/	as in	**no** /nəʊ/
40	/aɪ/	as in	**my** /maɪ/
41	/aʊ/	as in	**how** /haʊ/
42	/ɔɪ/	as in	**boy** /bɔɪ/
43	/ɪə/	as in	**hear** /hɪə/
44	/eə/	as in	**where** /weə/
45	/ʊə/	as in	**tour** /tʊə/

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Student's book

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