

# FOCUS

  
GLOBAL SCALE  
of English

**STUDENTS' BOOK**

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**4**

ALWAYS LEARNING

PEARSON



# FOCUS

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# 0.1 Diet

Grammar: Present tenses – review

Vocabulary: Food

## SHOW WHAT YOU KNOW

1 In pairs, list food and drinks that can be described using the adjectives in the box.

bitter dried fattening fresh greasy raw  
ripe salty sour spicy stale sweet

bitter = black coffee

2 Tell your partner which items on your list you like and how often you eat or drink them.

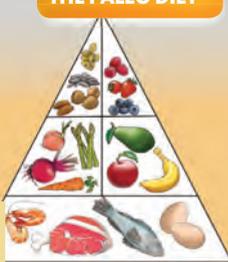
3 **CD-1.2 MP3-2** Read the comments about three cult diets and choose the correct options. Then listen and check.



**THE HONEY DIET**

<sup>1</sup>I try / I'm trying the Honey Diet at the moment. Basically, <sup>2</sup>you use / you're using honey instead of sugar. Also, <sup>3</sup>you avoid / you're avoiding junk food, <sup>4</sup>you're always having / you always have breakfast and <sup>5</sup>you drink / you're drinking lots of water and full-fat milk. Since I started the diet, <sup>6</sup>I've been having / I've had so much more energy! <sup>7</sup>I've lost / I've been losing a kilo this week.

Winnie19 20 Jan, 8.15 a.m.



**THE PALEO DIET**

<sup>8</sup>I've done / I'm doing the Paleo Diet. I eat like the cavemen! My diet <sup>9</sup>consists / is consisting of meat, fish, fresh fruit and vegetables, eggs, nuts and seeds. <sup>10</sup>I give up / I've given up wheat and dairy. <sup>11</sup>I think / I'm thinking it's a very natural way to eat. <sup>12</sup>I'm following / I've been following the Paleo Diet <sup>13</sup>for / since two months but <sup>14</sup>I don't lose / I haven't lost any weight yet.

Flintstone# 21 Jan, 9.40 p.m.



**THE 5:2 DIET**

<sup>15</sup>I'm doing / I've been doing the 5:2 Diet <sup>16</sup>for / since 1 January. It's simple: <sup>17</sup>you eat / you're eating normally on five days of the week, but on two days <sup>18</sup>you're only eating / you only eat 500 calories. I'm on a 500-calorie day today and <sup>19</sup>I have / I'm having my breakfast – scrambled egg and some smoked salmon. That's the kind of diet <sup>20</sup>I like / I'm liking!

C@lorieCounter 22 Jan, 7.14 a.m.

5 Read REMEMBER THIS. Then complete the cartoon caption with the correct form of the verbs in brackets. Use each tense once only.

## REMEMBER THIS

### NOW

- Present Simple = facts, habits, routines
- Present Continuous = activities in progress

### TIME UP TO NOW

- Present Perfect Simple = finished actions or unfinished states
- Present Perfect Continuous = unfinished or 'just finished' actions



Amy: Wow, you look great! <sup>1</sup>\_\_\_\_\_ (you/lose) weight?

Mia: Yes, I have. For the past two weeks I <sup>2</sup>\_\_\_\_\_ (follow) the 5:2 Diet.

Amy: Well, I <sup>3</sup>\_\_\_\_\_ (eat) all the time!

I just tell people that, at the moment, I <sup>4</sup>\_\_\_\_\_ (do) the 24:7 Diet.

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6 Complete the sentences with the correct present form of the verbs in brackets. Explain your choice of tense. Then tick the sentences that are true for you.

1 I \_\_\_\_\_ (think) coffee \_\_\_\_\_ (taste) bitter. I \_\_\_\_\_ (not like) it.

2 My grandma \_\_\_\_\_ (bake) a lot. She \_\_\_\_\_ (probably/make) a cake right now.

3 My dad \_\_\_\_\_ (not see) why young people \_\_\_\_\_ (love) fast food so much.

4 I \_\_\_\_\_ (never/be) on a diet in my life.

5 I \_\_\_\_\_ (think) of giving up chocolate.

6 I \_\_\_\_\_ (do) some cooking. That's why I \_\_\_\_\_ (smell) of onions!

7 Use the prompts to write questions in the correct present tense. Then, in pairs, ask and answer the questions.

1 you / ever / try / spicy Thai food?

2 food prices / go up / at the moment?

3 you / ever / cut / your finger / preparing food?

4 how often / you / cook / a meal / for the family?

5 how long / you / have / school lunches?

6 how long / you / have / the same dining table?

4 Read the comments again. Which diet do you think would be the easiest to do?

# 0.2 Fun and games

Grammar: Past tenses – review

Vocabulary: Sport

## SHOW WHAT YOU KNOW

1 In pairs, match the verbs in box A with the nouns in box B to make collocations.

A beat break come  
go keep score  
throw win

B a ball cycling first  
fit a goal an opponent  
a prize a record

beat an opponent

2 Choose three collocations and write three true sentences.

The opponent I like beating most is my brother!

3 CD•1.3 MP3•3 Read the joke and choose the correct options. Then listen and check. Do you like the joke? Why?/Why not?

The other day I <sup>1</sup>was speeding / had sped down a narrow, twisting mountain road on my bicycle. A man <sup>2</sup>had driven / was driving very slowly uphill towards me.

As I <sup>3</sup>passed / had passed him, he <sup>4</sup>was honking / honked his horn and he <sup>5</sup>had shouted / shouted at me. 'COW!' he yelled.

I was surprised because I <sup>6</sup>didn't do / hadn't done anything wrong. But it <sup>7</sup>wasn't / hadn't been the first time a driver <sup>8</sup>was shouting / had shouted names at me, so I <sup>9</sup>ignored / was ignoring him and I <sup>10</sup>carried on / was carrying on.

4 Read REMEMBER THIS. Then complete the cartoon caption with the correct form of the verbs in brackets. Use each tense once only.

## REMEMBER THIS

- **Past Simple** = describing the main events of a story: completed past actions
- **Past Continuous** = setting the scene: an activity in progress around a time in the past
- **Past Perfect** = clarifying, if necessary, that one past event happened before another



I <sup>1</sup>\_\_\_\_\_ (play) chess with my friend. We <sup>2</sup>\_\_\_\_\_ (play) several games when he said, 'Let's find a way of making this game more interesting.' So we <sup>3</sup>\_\_\_\_\_ (stop) playing chess.

5 CD•1.4 MP3•4 Complete two more jokes with the correct past form of the verbs in brackets. Then listen and check.

A I've got a good joke about football. The FA Cup Final dinner and dance <sup>1</sup>\_\_\_\_\_ (take) place in London. The party <sup>2</sup>\_\_\_\_\_ (already/start) when three men <sup>3</sup>\_\_\_\_\_ (arrive). They <sup>4</sup>\_\_\_\_\_ (forget) their tickets, but they told the bouncer, 'It's all right, we're friends of the referee.'

So the bouncer said, 'I've never heard of a referee with three friends,' and <sup>5</sup>\_\_\_\_\_ (throw) them out.

B A man <sup>1</sup>\_\_\_\_\_ (ride) a tandem when a police officer <sup>2</sup>\_\_\_\_\_ (stop) him. 'What's the matter, officer?' asked the rider.

'You clearly haven't noticed, sir, but your wife <sup>3</sup>\_\_\_\_\_ (fall off) your tandem a couple of kilometres back ...'

'Oh, that's a relief,' said the rider. 'I <sup>4</sup>\_\_\_\_\_ (think) I <sup>5</sup>\_\_\_\_\_ (go) deaf!'

6 Complete the sentences with the correct past form of the verbs in the box.

break never beat not bring score  
skate train

- Tom slipped on the ice and broke his leg when he \_\_\_\_\_.
- It was 2-2. Then Joe \_\_\_\_\_ the winning goal in injury time.
- Beth couldn't do PE because she \_\_\_\_\_ her PE kit.
- Jack was ecstatic. He \_\_\_\_\_ his brother before.
- Tess couldn't believe she \_\_\_\_\_ the school record!
- Lucy \_\_\_\_\_ for a triathlon when she twisted her ankle.

7 In pairs, put the underlined verb into the Past Perfect. Discuss how this changes the meaning. Then tick the sentences that are true for you.

- I started walking when I was eighteen months old.  
I had started walking when I was eighteen months old.
- When I was four, I learned how to ride a bike.
- I had swimming lessons when I started primary school.
- When I started playing for the school, they didn't win a game.
- At 7 o'clock this morning I left my house.
- This lesson started when I arrived in class.

# 0.3 Teenage types

**Grammar:** Conditionals • *wish* and *if only*

**Vocabulary:** Family • People

## SHOW WHAT YOU KNOW

- In pairs, decide whether these adjectives are positive (+) or negative (-) ways of describing personality. Put (?) if they can be both.
 

assertive	<input type="checkbox"/>	caring	<input type="checkbox"/>	charming	<input type="checkbox"/>
cheeky	<input type="checkbox"/>	fussy	<input type="checkbox"/>	immature	<input type="checkbox"/>
selfish	<input type="checkbox"/>	spoilt	<input type="checkbox"/>	thoughtful	<input type="checkbox"/>
- Choose three adjectives and give examples of typical behaviour for each one.
 

*If you are selfish, you only think about yourself and don't care about other people. For example, when ...*
- Complete the questionnaire with the correct form of the verbs in brackets. Then do the questionnaire and compare with a partner.

- Read REMEMBER THIS I and find examples of the First, Second and Third Conditional in the questionnaire.

## REMEMBER THIS I

- First Conditional** = the probable future result of an action
- Second Conditional** = the present or future result of an imaginary action
- Third Conditional** = the imaginary past result of an imaginary past event

- Choose the most appropriate verb form and explain the reasons for your choices. Then complete the conditional sentences.
  - If I *live / lived* to be seventy, ...
  - If I *live / lived* to be 170, ...
  - If I *go / went* out tonight, ...
  - If I *go / went* out every night, ...
  - If it *was / had been* sunny at the moment, ...
  - If it *was / had been* sunny yesterday, ...
  - If I *forget / had forgotten* my mum's next birthday, ...
  - If I *forget / had forgotten* my mum's last birthday, ...
- Read REMEMBER THIS II and the cartoon. Who is unhappy with the situation? Who is unhappy with someone's behaviour?

## REMEMBER THIS II

- wish/if only + Past Simple** = you want a present situation to be different
- wish/if only + would + verb** = you want someone's present behaviour to change



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- Write sentences with *wish* or *if only* to show that you would like the situation (S) or behaviour (B) to be different. Then tick the wishes that are true for you.
  - I don't live abroad. (S)  
*I wish/if only I lived abroad.*
  - I can't read music. (S)
  - My sister doesn't help around the house. (B)
  - My dad has to work very long hours (S)
  - My sister doesn't let me use her laptop. (B)
  - My brother is very annoying. (S)
  - My mum always embarrasses me in front of visitors. (B)
  - Our neighbours play loud music at night. (B)

## GOODY-GOODY? OR SPOILT BRAT?



- What are your parents most likely to say before your birthday?
  - If you want (want) a new car, we'll get you one.
  - If you \_\_\_\_\_ (continue) to do well at school, we'll pay for a few driving lessons.
- If your parents \_\_\_\_\_ (ask) you to look after a younger sibling, would you ...
  - refuse and tell them you're not their slave?
  - accept and do it willingly?
- If you \_\_\_\_\_ (be) at a restaurant and your parents \_\_\_\_\_ (order) something you hated, would you ...
  - make a big fuss?
  - eat it and say nothing?
- What are your parents most likely to say about you?
  - If we \_\_\_\_\_ (not do) so much for him/her, he/she wouldn't have turned into a spoilt brat.
  - If he/she \_\_\_\_\_ (not be) such a goody-goody at the summer camp last year he/she would have had more fun.

Mostly As: You're spoilt! Somebody needs to challenge your selfish behaviour before it's too late!

Mostly Bs: You're a thoughtful person and a bit of a goody-goody. You need to be more assertive.

# 0.4 Visitors from space

Grammar: Modal verbs for speculation

Vocabulary: Science

## SHOW WHAT YOU KNOW

- 1 In pairs, write the noun forms of the verbs in the box. Include nouns for people if appropriate. Then underline the stressed syllables.

analyse conclude destroy evolve explore  
investigate observe preserve research

analyse = analysis, analyst

- 2 In pairs, discuss which of these three things governments should spend most money on.
- preservation of planet Earth
  - space exploration
  - medical research
- 3 Read REMEMBER THIS and choose the correct options in the cartoon caption. Then tell your partner which opinion is closest to your own.

## REMEMBER THIS

- **must + infinitive/perfect infinitive\*** = you're sure something is/was true
- **might/may/could + infinitive/perfect infinitive** = you think it's possible something is/was true
- **might not/may not + infinitive/perfect infinitive** = you think it's possible something isn't/wasn't true
- **can't + infinitive/perfect infinitive** = you're sure something isn't/wasn't true

\*perfect infinitive = have + past participle

We <sup>1</sup>must / can't be alone in the universe – it's too big. There <sup>2</sup>must / can't be other life somewhere.

There <sup>3</sup>must / can't be – there's no evidence to prove it.

There <sup>4</sup>might / might not be life on other planets, but they <sup>5</sup>may / may not be as advanced as we are.



Aliens <sup>6</sup>could / must be watching us right now; or they <sup>7</sup>may / may not have observed us and decided not to get in touch!

- 4 Replace the underlined verb structures with alternatives using **can't**, **could**, **may**, **might** and **must** and an infinitive or perfect infinitive. Use each modal verb once only.

## IS ANYBODY OUT THERE?

According to a recent UK survey, many people still believe that aliens <sup>1</sup>have possibly visited Earth. When people report sightings of Unidentified Flying Objects (UFOs), they usually describe strange lights and shapes. Other people say aliens <sup>2</sup>definitely haven't approached our planet because otherwise there would be some proof. They believe that all 'sightings' of UFOs <sup>3</sup>are definitely either natural weather events or man-made, i.e. aircraft, Chinese lanterns or even hoaxes. But certain government officials think that aliens <sup>4</sup>have possibly been to Earth for military reconnaissance, scientific research or tourism and <sup>5</sup>will possibly continue to do so in future.

- 5 In pairs, discuss your views on space exploration and whether you think there is 'anybody out there'.
- 6 Choose the correct meaning, A or B, for the underlined phrases.
- Space exploration might lead to the discovery of other life forms.
    - It's possible.
    - It's certain.
  - So you're a scientist. You must be very intelligent.
    - It's compulsory.
    - It's my opinion.
  - Many explorers may not have understood the significance of their discoveries.
    - I don't know if they understood or not.
    - They didn't understand.
  - Early computer analysts can't have imagined how important the Internet would become.
    - I'm sure about this.
    - I'm not sure about this.
  - It must have been a very interesting documentary.
    - I watched it.
    - I didn't watch it.
- 7 Rewrite the comments using the modal verb in capitals. Then think about situations when you might make such comments.
- I'm sure you're very pleased. **MUST**
  - It's possible that she is sleeping. **MIGHT**
  - What? I'm sure she isn't that old! **CAN'T**
  - It's possible that he hasn't received it yet. **MAY NOT**
  - I'm certain you left it at home. **MUST**
  - I'm sure you're not serious. **CAN'T**
  - It's possible that you don't want to hear this. **MIGHT NOT**
  - It's possible that they overheard what we said. **COULD**

# 0.5 Advertising

Grammar: Reported Speech

Vocabulary: Advertising

## SHOW WHAT YOU KNOW

- 1 Match the words in box A with the words in box B to make a shopping list.

A a bottle of a box of a bunch of a can of  
a jar of a packet of a pair of a tube of

B anti-ageing cream crisps energy drink  
flowers trainers matches mouthwash  
toothpaste

*a bottle of mouthwash*

- 2 In pairs, choose four products from Exercise 1 and decide why a consumer might complain about them.

*This bottle of mouthwash is past its sell-by date.*

- 3 Read the slogans in blue below and, in pairs, discuss whether you think they are believable. Then read the report and find out what other people thought.

## Do products live up to their advertising claims?

I asked three people if they ever bought these products and whether they believed their claims. Here are their reactions.

### This cream will make you look ten years younger!

One woman said that she'd started using anti-ageing cream a few months before, but she knew that it would require more than a cream to keep her young.



### This chocolate spread is a healthy breakfast for children.

A mother said that her children loved chocolate spread. She said that she had hidden the jar away because it was full of sugar and fat. She asked me when they were going to invent healthy chocolate!



### You can avoid colds and flu if you use our mouthwash every day.

One man I spoke to was a doctor. He told me that it was impossible for a mouthwash to prevent illness. He told me not to believe everything I read in adverts.



- 5 Read REMEMBER THIS. Find at least one example for each rule in Exercises 3 and 4.

## REMEMBER THIS

- **Reporting statements** = after *he said/he told me*. move 'one tense back'
- **Reporting questions** = after *she asked me* put the subject before the verb; don't use *do/does/did*; use *if* or *whether* for *yes/no* questions
- **Reporting imperatives** = use *I asked/told him (not) to move/to sing/to go*, etc.
- **Other changes depending on the context** = time and place words, pronouns and possessive adjectives

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- 6 Look at the cartoon. Why is the customer dissatisfied? Rewrite the sentences to report the situation.



These trainers aren't working. I haven't lost any weight. The shop assistant told me that I'd use more calories when I wore them. He said that was why they were so expensive.

- Customer: Do you remember me? I bought some trainers here last month.  
*She asked him if she remembered her. She said ...*
  - Customer: They're not working. Do I look any thinner? I'm not! I'm the same weight now as I was four weeks ago.
  - Customer: You made false claims about the trainers. Don't offer me a replacement. I want a refund.
  - Shop assistant: I can't refund you today because I need my manager's permission. Can you come back tomorrow?
- The next day:**
- Customer: How can I get a refund? These trainers haven't made me lose weight.
  - Manager: Oh, I'm sorry. You have twenty-eight days to return purchases. From today, it's twenty-nine days since you bought them.

- 7 Think about things you have said to other people today. Write three sentences using *said*, *told* and *asked*.

*I got up late so, I asked my mum if she could drive me to school.*

- 4 CD-1.5 MP3-5 Look at the underlined words in the report. Complete these sentences from the reporter's notes with one word in each gap. Then listen and check.

- Questions: Do you ever buy these products? \_\_\_\_\_ you believe their claims?
- Woman: I \_\_\_\_\_ using anti-ageing cream a few months \_\_\_\_\_ but I know that it \_\_\_\_\_ require more than a cream to keep \_\_\_\_\_ young.
- Mother: \_\_\_\_\_ children \_\_\_\_\_ chocolate spread. I \_\_\_\_\_ hidden it away because it \_\_\_\_\_ full of sugar and fat. When \_\_\_\_\_ they going to invent healthy chocolate?
- Doctor: It' \_\_\_\_\_ impossible for a mouthwash to prevent illness. \_\_\_\_\_ believe everything you read in adverts.

# 0.6 Performers

Grammar: Articles

Vocabulary: Culture • The arts

## SHOW WHAT YOU KNOW

1 In pairs, list as many types, genres or styles as you can for each category in sixty seconds.

- |                             |            |
|-----------------------------|------------|
| 1 Art: <i>watercolours,</i> | 4 Dance:   |
| 2 Books/Literature:         | 5 Music:   |
| 3 Cinema:                   | 6 Theatre: |

2 Choose three subjects from Exercise 1 and tell your partner how you feel about them.

*Art is really important to me. I enjoy painting with watercolours but not so much with ...*

3 **CD•1.6 MP3•6** Read the article and choose *a/an, the or Ø* (no article) to complete it. Then listen and check.

5 Read **REMEMBER THIS**. Complete the cartoon caption with *a/an, the or Ø* (no article). Then find examples for the rules in the text in Exercise 3.

## REMEMBER THIS

### Indefinite article *a/an*

- new information when it means 'one of many'
- jobs – *an artist*
- frequency – *twice a day*
- actions with *have* – *have a chat*

### Definite article *the*

- known information when the listener knows 'which one(s)'
- places in a town – *the park*
- superlatives – *the best*
- some countries – *the USA, the UK*

### No article

- things in general when it means 'all this or all these things'
- meals *have lunch*
- most countries, continents and cities – *Germany*



**Reporter:** What's your pre-show ritual?

**Singer:** Oh, I'm <sup>1</sup> \_\_\_ singer, not <sup>2</sup> \_\_\_ diva! I just need <sup>3</sup> \_\_\_ cheese, <sup>4</sup> \_\_\_ bowl of sweets and some water. <sup>5</sup> \_\_\_ cheese must be from <sup>6</sup> \_\_\_ France, <sup>7</sup> \_\_\_ sweets should be blue and <sup>8</sup> \_\_\_ water has to be <sup>9</sup> \_\_\_ Swiss spring water served in <sup>10</sup> \_\_\_ Viennese glass. I'm <sup>11</sup> \_\_\_ least demanding singer in <sup>12</sup> \_\_\_ world!

# PRE-SHOW RITUALS

In theatres all over <sup>1</sup> *the / Ø* London, artists are getting ready to perform. Most of them are too nervous to have <sup>2</sup> *Ø / a* dinner before the show, so how do they spend the few hours before the show begins? Here, three performers talk about their pre-show rituals.



Tinie Tempah

**TINIE TEMPAH** is <sup>3</sup> *a / Ø* singer.

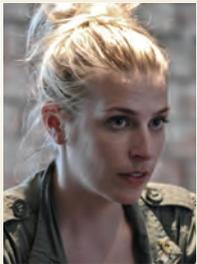
He prepares for a gig in the same way <sup>4</sup> *an / the* athlete gets ready for <sup>5</sup> *the / a* big event. About an hour before the gig, he does a lot of stretching. Sometimes he has <sup>6</sup> *a / Ø* massage.



Stephen Mangan

**STEPHEN MANGAN** is <sup>7</sup> *a / an* actor.

After six months of doing the same show eight times <sup>8</sup> *the / a* week, <sup>9</sup> *the / a* biggest challenge is getting himself into exactly the same mental state every night. He comes to <sup>10</sup> *a / the* theatre, and sometimes he doesn't want to be there. But <sup>11</sup> *a / the* fact that people are waiting to see him is <sup>12</sup> *a / Ø* great motivating factor.



Sara Pascoe

**SARA PASCOE** is a comedian.

She always gets nervous before a gig. She looks at <sup>13</sup> *a / the* script and tries not to think about <sup>14</sup> *Ø / the* things that could go horribly wrong. She tells herself <sup>15</sup> *Ø / the* positive things like 'Who cares? Even if you're <sup>16</sup> *the / a* worst comedian in <sup>17</sup> *a / the* world, you've got <sup>18</sup> *Ø / a* boyfriend who you love.'

4 Read the article again and match the performers with their main worry **a, b** or **c**.

- a making mistakes   b getting into character   c feeling fit

## Grammar Focus page 127

6 In pairs, look at the sentence pairs and explain how the use of different articles changes the meaning.

- |   |   |
|---|---|
| 1 a I love listening to music on my phone.    | b I love listening to the music on my phone.      |
| 2 a I'd like to go to an art exhibition.      | b I'd like to go to the art exhibition.           |
| 3 a I prefer reading books to watching films. | b I prefer reading the book to watching the film. |

7 In pairs, complete the question in eight different ways using the words in the box. Use *a* where necessary. Then ask and answer the questions.

When was the last time you had ... ?

bad day   breakfast in bed   dream   flu  
fun   lunch at home   nap   row

*When was the last time you had a bad day?*

# 0.7 UK vs USA

**Grammar:** Comparative structures  
**Vocabulary:** Adjectives and adverbs

## SHOW WHAT YOU KNOW

1 Find pairs of words that describe the same thing in American and British English. Use a dictionary if necessary.

biscuit closet cookie elevator  
 garbage holiday lift pavement  
 rubbish sidewalk subway  
 underground vacation wardrobe

biscuit (UK) = cookie (US)

2 **CD-1.7 MP3-7** In pairs, read the blog entry and discuss which option you think is correct. Then listen to Jess talking to a friend and check your ideas with hers.



## An American in London

I've been chatting to a British friend, comparing life in the USA with life here in the UK. Here are some of my conclusions.

In the UK ...

- the cost of living is a lot <sup>1</sup>higher / lower than
- salaries are <sup>2</sup>quite a bit / a little lower than
- food portions are a lot <sup>3</sup>smaller / bigger than
- most people live in <sup>4</sup>slightly / much smaller houses than
- housework is a lot <sup>5</sup>harder / easier because there are <sup>6</sup>more / fewer appliances than
- health care <sup>7</sup>is more expensive than / isn't as expensive as
- employees get <sup>8</sup>a lot / slightly more time off than
- people visit museums far <sup>9</sup>more / less frequently than ... in the USA.



where I lived in the USA



where I live now in the UK

3 Read **REMEMBER THIS**. Then complete the cartoon caption with *as, less, much, quite, than* or *the*.

## REMEMBER THIS

- Adjective forms = add *-er/the -est* to short adjectives, *more/the most* to long adjectives; irregular adjectives: *good, bad, far*
- Adverb forms = add *more/the most* or *less/the least* to adverbs; exceptions include *early/earlier, fast/faster, well/better*
- Modifying comparisons = *far/much/a lot/quite a bit/ a bit/a little/slightly* + comparative adjective/adverb
- Other structures = *as ... as, not as/so ... as, the ... the*



- A: Wow that coffee cup is as big <sup>1</sup>\_\_\_\_\_ my head! Is everything <sup>2</sup>\_\_\_\_\_ larger in the USA than in the UK?  
 B: Yes, except one thing: bathtubs are <sup>3</sup>\_\_\_\_\_ a bit smaller.  
 A: Why? There's far more space in American houses <sup>4</sup>\_\_\_\_\_ British ones.  
 B: Americans take baths <sup>5</sup>\_\_\_\_\_ regularly than British people. They prefer showers. But their shower rooms are <sup>6</sup>\_\_\_\_\_ biggest in the world!

## Grammar Focus page 128

4 Form the comparative and superlative forms of the adjectives and adverbs in the box.

badly-paid (adj) extreme (adj) fit (adj) late (adv)  
 healthy (adj) soon (adv) well-dressed (adj)

*badly-paid/worse-paid/the worst-paid*

5 Complete the second sentence so that it has a similar meaning to the first. Use the words in capitals.

- 1 British comedies aren't as funny as American comedies. **THAN**  
 American comedies are \_\_\_\_\_ British ones.
- 2 Andy Roddick's serve is faster than Andy Murray's. **AS**  
 Andy Murray's serve \_\_\_\_\_ Andy Roddick's.
- 3 One World Trade Center in New York is much taller than the Shard in London. **LESS**  
 The Shard in London is \_\_\_\_\_ the One World Trade Center in New York.
- 4 If you live in Boston, you grow to love it more each day. **MORE**  
 The longer you live in Boston, \_\_\_\_\_ you love it.
- 5 English rock music is better than any other. **BEST**  
 English rock music is \_\_\_\_\_ world.

6 Use the prompts and the words in brackets to write comparative sentences. Which facts did you already know?

- 1 football players / well-paid / American Football players (much)
- 2 Big Ben / high / Statue of Liberty (a bit)
- 3 US life expectancy / short / UK life expectancy (a little)
- 4 US military expenditure / great / UK military expenditure (far)

# 0.8 USA vs UK

**Grammar:** The Passive • *have something done*

**Vocabulary:** Politics • Society

## SHOW WHAT YOU KNOW

1 Complete the table. Put words and phrases with similar meanings side by side under *The USA* or *The UK*.

Congress Conservatives 50 States Pound  
 Constitutional Monarchy 98 Counties Dollar  
 Democrats Houses of Parliament Labour  
 President Prime Minister Republic Republicans

The USA	The UK	Your country
Congress	Houses of Parliament	

2 Add equivalent words to describe the institutions in your country. Then, in pairs, discuss similarities and differences between all three countries.

3 Read the quiz and choose the correct options.



- 1 This country *hasn't been / hasn't* invaded since 1066, when King Harold *was / has* defeated by William the Conqueror.
- 2 Until 1913 it was legal to *have / be* children sent to other parts of this country by parcel post.
- 3 One in eight workers in this country *has had / has been* employed by McDonald's at one time or another.
- 4 Eighty percent of everything on sale in this country *is / has* bought by women.
- 5 When Abraham Lincoln became President of this country in 1861, slaves *were still being / had still* imported from Africa. During his presidency, Lincoln *had / was* slavery abolished.
- 6 In 1918 women over thirty *were / have* allowed to vote in elections in this country. Women over twenty-one *weren't / haven't* allowed to vote until 1928.
- 7 Eight billion chickens *are / have* consumed in this country each year.
- 8 This country's king, Henry VIII, *had been / had had* married six times and *had been / had had* two of his wives executed by the time he died in 1547.

4 **CD-1.8 MP3-8** Replace *this country* with *the USA* or *the UK* in Exercise 3. Then listen and check. Which facts did you find surprising?

5 Read **REMEMBER THIS**. Then complete the cartoon caption with the correct auxiliary verbs.

## REMEMBER THIS

- **The Passive** = it isn't important or you don't know who performed an action
- **Passive sentence + by + agent** = a way to mention who (or what) performed an action
- **have something done** = you don't perform an action yourself (somebody does it for you)



**American:** I love your royal family, especially William and Kate. Their wedding in 2011 <sup>1</sup> \_\_\_\_\_ shown by the biggest American TV stations. I <sup>2</sup> \_\_\_\_\_ my hair done like Kate's for the occasion! Do you think George <sup>3</sup> \_\_\_\_\_ be crowned King one day?

**Brit:** Um, maybe, but he's just a child now, so he's only interested in <sup>4</sup> \_\_\_\_\_ his meals served and the TV tuned into his favourite cartoons.

## Grammar Focus page 129

6 Read some more trivia facts about the USA and the UK. Rewrite the sentences in the passive, using *by + agent* only if it is necessary.

- 1 Most people think that Christopher Columbus discovered America.  
*Most people think that America was discovered by Christopher Columbus.*
- 2 Every year in the USA judges sentence around 100 criminals to death.
- 3 In 1811 in Britain, parents named nearly a quarter of all girls Mary.
- 4 People in the UK drink more tea than in any other country.
- 5 French people built the Statue of Liberty in France.

7 Use the prompts to write questions with *have something done*. Then, in pairs, ask and answer the questions.

- 1 have you ever / repair / a bicycle?
- 2 when did you last / test / your eyes?
- 3 will you ever / colour / your hair?
- 4 are you going to / redecorate / your bedroom?
- 5 have you / pierce / your ears?
- 6 when did you last / take / a passport photo?

# 1

## DO YOUR BEST

If you think education is expensive, try ignorance.

DEREK BOK (B. 1930), FORMER PRESIDENT OF HARVARD UNIVERSITY

### UNIT LANGUAGE AND SKILLS

#### Vocabulary:

- Show what you know – verb-noun collocations
- phrasal verbs – education
- collocations
- synonyms – personality adjectives
- word families – verbs ending in *-ise*
- collocations
- Word in focus – do

#### Grammar:

- present and past habits
- verb patterns

#### Listening:

- people talking about memory
- multiple matching

#### Reading:

- an article about experiments in education
- gapped text

#### Speaking:

- describing and speculating about photos

#### Writing:

- a report

### FOCUS EXTRA

- Grammar Focus pp. 130–131
- WORD STORE booklet pp. 2–3
- Workbook pp. 8–21 or MyEnglishLab
- MP3s – www.english.com/focus

## 1.1 Vocabulary

Education • Phrasal verbs • Collocations • Personality adjectives

*I can talk about education and different kinds of student.*

### SHOW WHAT YOU KNOW

1 In pairs, make as many verb-noun collocations as you can in sixty seconds.

#### verbs

attend drop fail  
pass pursue skip  
study take

#### nouns

a career a course  
an exam a lesson  
a subject university

+

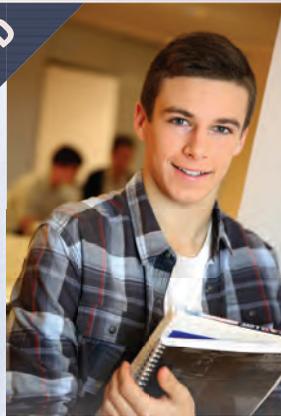
*attend a course/attend a lesson/attend university*

2 Write three questions with different collocations from Exercise 1. Then, in pairs, ask and answer your questions.

*Which university would you most like to attend? Why?*

3 Look at the photos and read about four kinds of student. Which one describes you best? Compare with a partner.

### SELF-MOTIVATED



You're very well-organised and you usually remember to bring the right books to your lessons. You want to do well and you try not to **fall behind** with your homework. You're **studious**, and **eager to learn**. You get good marks because you **pay attention** in class. You're an enthusiastic learner.

### SOCIABLE



You're **gregarious** and fun to be with. You sometimes get into trouble in class because you can't stop talking. You particularly like interaction with other people at school. You **have a gift for** languages and you enjoy taking part in interactive activities. You're a team-player and a communicator.

### SPORTY



You're a popular member of the class with a **good circle of friends**. You particularly enjoy teamwork and learning in an active way. However, you'd prefer to be outside on the sports field than in the classroom. You're competitive and **single-minded**, but you're also a cooperative learner who likes motivating other people.

### BRAINY



You're lucky – you're naturally **bright**. You're **curious** about the world and you **soak up** **knowledge** like a sponge. You have a thirst for knowledge and you excel at subjects that many other students struggle with, such as Maths and Sciences. You're a **deep thinker** and an **analytic** learner.

- 4 Do the questionnaire and check your score. Do you get the same answer as in Exercise 3?

# WHAT KIND OF STUDENT ARE YOU?

Do our questionnaire and find out.

1 The summer holidays are over and term begins on Monday. What are your thoughts?

- A I'm **looking forward to reaching my goals.**
- B I can't wait to see old classmates again.
- C I'm going to train really hard this term.
- D I can't wait to tackle some advanced Maths.

2 Teachers are most likely to say to you:

- A 'Thank you for **handing in** your assignment on time.'
- B 'Yes, very funny. Now get on with your work.'
- C 'Can you keep still for a moment, please?'
- D 'Well done, you've got top marks again.'

3 You have a free period. What do you do?

- A Go to the library and do some research for your school project.
- B Hang out with your friends in the canteen and chat.
- C Get two teams together and have a game of basketball.
- D Go to the IT room and **catch up on** the latest science news.

4 You have an exam tomorrow. What do you do?

- A Your revision timetable tells you to take the night off.
- B You go out - it's Thursday night!
- C You go to the gym and **put off** thinking about the exam.
- D You've always done well in exams, so you watch a film.

5 Your number one reason for liking school is because ...

- A you want to **go on to** further studies and a great career.
- B it's where your friends are.
- C it has the best football team in the region.
- D it has a great science lab.

## WHAT DOES IT MEAN?

Mainly **As** = You're **self-motivated**.

Mainly **Bs** = You're **sociable**.

Mainly **Cs** = You're **sporty**.

Mainly **Ds** = You're **brainy**.

- 5 In pairs, discuss how you would describe the worst student in the world.

## WORD STORE 1A

- 6 **CD-1.9 MP3-9** Complete WORD STORE 1A with the base form of the phrasal verbs in red in the texts. Then listen, check and repeat.

- 7 Complete the questions with prepositions or particles. Then, in pairs, ask and answer the questions.

- 1 At the start of term, what do you look forward \_\_\_\_\_ ?
- 2 Do you get on with your homework as soon as you get home or do you put it \_\_\_\_\_ ?
- 3 Have you ever finished an assignment and then forgotten to hand it \_\_\_\_\_ ?
- 4 When you go online, what's the first thing you catch up \_\_\_\_\_ ?
- 5 Is there a particular university you want to go on \_\_\_\_\_ ?
- 6 Are there any subjects where you are falling \_\_\_\_\_ ?

## WORD STORE 1B

- 8 **CD-1.10 MP3-10** Complete WORD STORE 1B with the underlined phrases in the texts. Then listen, check and repeat. Add a translation.

- 9 In pairs, match the sentence halves. Which statements do you agree with?

- |                         |                          |                          |                          |
|-------------------------|--------------------------|--------------------------|--------------------------|
| 1 To become a deep      | <input type="checkbox"/> | 5 Children soak up       | <input type="checkbox"/> |
| 2 It's difficult to pay | <input type="checkbox"/> | 6 It's important to have | <input type="checkbox"/> |
| 3 If you don't reach    | <input type="checkbox"/> | a supportive circle      | <input type="checkbox"/> |
| 4 Students who have     | <input type="checkbox"/> | 7 Most teenagers aren't  | <input type="checkbox"/> |
| a gift                  | <input type="checkbox"/> | very eager               | <input type="checkbox"/> |

a your educational goals, it doesn't matter.

b of friends at school.

c knowledge like a sponge. It's easy for them.

d thinker you need a thirst for knowledge.

e for drama should attend special drama schools.

f to learn. They find lessons boring.

g attention in class just before lunch.

## WORD STORE 1C

- 10 **CD-1.11 MP3-11** Complete WORD STORE 1C with the highlighted adjectives in the texts. Then listen, check and repeat.

- 11 Replace the underlined adjective with a synonym from WORD STORE 1C.

- 1 Hannah is very hard-working. She's always in the library.
- 2 Dan has a \_\_\_\_\_ way of thinking. He likes problem-solving.
- 3 Jim is a \_\_\_\_\_ person. He loves a good party!
- 4 Eva is very \_\_\_\_\_. She never gives up.
- 5 Tom likes to discover new things. He's always interested.
- 6 Rosa is really intelligent. She gets everything right.

- 12 Replace the names in Exercise 11 to describe students in your school. Does your partner agree with you?

## WORD STORE 1D

- 13 **CD-1.12 MP3-12** Complete WORD STORE 1D with more synonyms for personality adjectives. Then listen, check and repeat. Write example sentences.

# 1.2 Grammar

## Present and past habits

*I can talk about present and past habits.*

- 1 Read Gillian Lynne's story. What do you think she did when her mum and the psychologist left the room?
- 2 **CD•1.13 MP3•13** Listen to two friends talking about Gillian's story and check your ideas in Exercise 1. In pairs, discuss what lessons this story teaches us about educating children.
- 3 Complete the GRAMMAR FOCUS with the phrases in blue in the text.

### GRAMMAR FOCUS

#### Present and past habits

- You can use the **Present Simple** and the **Past Simple** to talk about habits.
  - You can use **used to** to talk about regular past actions that don't happen any more or past states that are no longer true.  
She **used to fail** all her exams.  
Life <sup>2</sup> \_\_\_\_\_ so good.
  - You can use **will** (present) or **would** (past) to talk about characteristic, repeated or predictable actions. You don't use them to talk about states.  
She <sup>3</sup> \_\_\_\_\_ and move around instead of listening to the teacher.  
Her teachers <sup>4</sup> \_\_\_\_\_ about her disruptive behaviour.
- Note:** You don't usually ask questions with this use of *will* and *would*.
- You can use the **Present** or **Past Continuous** with **always** to stress the repetitiveness of an action sometimes to show your annoyance.  
She <sup>5</sup> \_\_\_\_\_ people.  
She <sup>6</sup> \_\_\_\_\_ and handing in her homework late.

- 4 Complete the sentences with the correct form of the verbs in brackets. Use **would** where possible. If **would** is not possible, use **used to**. If **used to** is not possible, use the **Past Simple**.
  - 1 This school **used to be** (be) smaller than it is now.
  - 2 Mum \_\_\_\_\_ (take) me to school every day.
  - 3 I \_\_\_\_\_ (not like) going to school.
  - 4 I \_\_\_\_\_ (hate) having school lunches.
  - 5 I \_\_\_\_\_ (go) swimming every week.
  - 6 I \_\_\_\_\_ (go) on a school trip to England.
- 5 Write **yes/no** questions for the sentences in Exercise 4. Use **used to** or the **Past Simple**. Then, in pairs, ask and answer your questions.
  - 1 **Did this school use to be smaller than it is now?**

# THE RIGHT EDUCATION

**Ken Robinson is an educationalist. In his book *The Element*, he interviews people who have made a successful living doing what they love. This is Gillian Lynne's story.**

Gillian has had a successful career in the theatre, but life **didn't use to be** so good. When she was eight, her schoolwork was a disaster, her handwriting was awful and she **used to fail** all her exams. Her teachers **would complain** about her disruptive behaviour; she **was always fidgeting** and handing in her homework late. They told her mother that she had a learning disorder. So Gillian's mother took her to see a psychologist and listed some of the problems: she never pays attention in class - she **il get up** and move around instead of listening to the teacher; she **'s always disturbing** people and her homework's always late. Finally, the doctor turned to Gillian and said, 'Gillian, I need to speak to your mother privately now. Don't worry. We won't be long.' As they left the room he turned on the radio on his desk ...



- 6 Write sentences comparing your routine in primary school and now. Then compare with a partner. Who has changed the most?

	Primary school	Now
1 For breakfast	I'd ...	I'll ...
2 Before setting off for school	I'd ...	I'll ...
3 At break time	I'd ...	I'll ...
4 At lunchtime	I'd ...	I'll ...
5 After school	I'd ...	I'll ...
6 Before going to bed	I'd ...	I'll ...

*For breakfast I'd have cereal with milk in primary school, but now I'll just have a piece of toast.*

- 7 Complete the sentences about annoying habits with the correct form of the verbs in the box.
 

check   **chew**   lose   talk   tell

  - 1 Before, Tim **was always chewing** the end of his pen. Now he **'s always chewing** gum.
  - 2 Before, Julie \_\_\_\_\_ her make-up. Now she \_\_\_\_\_ her phone.
  - 3 Before, Sam \_\_\_\_\_ about himself. Now he \_\_\_\_\_ about his girlfriend.
  - 4 Before, Dave \_\_\_\_\_ his temper. Now he \_\_\_\_\_ his keys.
  - 5 Before, Mary \_\_\_\_\_ lies. Now she \_\_\_\_\_ people what to do.
- 8 In pairs, list the habits in Exercise 7 from least to most annoying. Do you know people who had or have any of these habits?

# 1.3 Listening

## Multiple matching

*I can understand the main points in short monologues.*

- 1 In pairs, discuss how good you are at remembering the different things in the box.

dates and times   English words   faces  
items on a shopping list   names   song lyrics

- 2 **CD•1.14 MP3•14** Read about two methods of memorising a shopping list. Choose the best heading A–E for each method. Then listen and check.

- A Use your imagination
- B Make up a dramatic narrative
- C Learn how to give a speech
- D Imagine what each item tastes like
- E Visualise the items in a familiar place

## Memory tips

Greek philosopher Socrates famously said, 'Learning is remembering.' So how can we improve our memory? The key is to use your imagination. Here are two ways of remembering a shopping list of eight items:

- 1  First, imagine a huge loaf of bread and suddenly, coffee squirts out of the top and makes a fountain of dark brown liquid. After a few seconds, the dark brown changes to white yoghurt. The yoghurt forms a river and it goes under a bridge – the bridge is a steak. Some black and green olives are crossing the bridge and some big brown eggs are chasing them. The olives hide behind a big carton of orange juice. You lift an olive to your mouth to eat and it turns into an onion which tastes horrible. That's it! You've reached the end.

- 2  Think of your home and get a mental image of the rooms in your house. Then put the items on the list, one by one, in specific places in the rooms. For instance, you imagine the bread on the doormat as you come in the door. Then you go into the living room and the coffee is in front of the television, the yoghurt is on the sofa and the steak is stuck to the mirror on the wall and so on; it's all about making personal associations – you get the idea. This method isn't just useful for memorising shopping lists. Some famous people have used it to give a speech without using notes.

- 3 In pairs, test your memory. Follow the instructions.

- Make a shopping list of eight items and give it to your partner.
- Study your partner's list for sixty seconds using one of the methods in the text.
- After sixty seconds, take it in turns to recall your list. Did the memory tip help?

## EXAM FOCUS Multiple matching

- 4 **CD•1.15 MP3•15** Listen to four people talking about memory. Choose from the list (A–F) what each speaker says. Use the letters only once. There are two extra letters.

Speaker 1:

Speaker 3:

Speaker 2:

Speaker 4:

The speaker:

- A refers to someone who is incapable of forgetting anything.
- B wanted a family member to confirm whether his/her memory was correct.
- C disagrees with someone about how they keep a good memory.
- D wishes they could forget a memory of witnessing a crime.
- E has problems remembering the names of things well.
- F can describe someone accurately after seeing them for only a few seconds.

- 5 **CD•1.15 MP3•15** Complete the questions with the words in the box. Then listen again and answer the questions.

detail   earliest   good   losing   slip   vividly

- 1 What is Speaker 1's \_\_\_\_\_ memory?
- 2 What is the first birthday party Speaker 1 can remember \_\_\_\_\_ ?
- 3 Is Speaker 2's grandfather \_\_\_\_\_ his memory or does he manage to recall things in \_\_\_\_\_ ?
- 4 Does Speaker 3 have a \_\_\_\_\_ memory for names or faces or both?
- 5 Do key facts in TV programmes sometimes \_\_\_\_\_ Speaker 4's mind?

- 6 In pairs, ask and answer the questions in Exercise 5. Give details wherever possible.

1 What is your earliest memory?

## PRONUNCIATION FOCUS

- 7 **CD•1.16 MP3•16** Listen and repeat the words in the box. Do any of the words have the same vowel sound?

bread   clear   learn   mean   steak   wear

- 8 **CD•1.17 MP3•17** Add the words from Exercise 7 to the table. Then listen, check and repeat.

Sound	Typical spelling	Occasional spelling
/i:/	need, detail, <sup>1</sup> mean	piece
/ɪə/	here, career, <sup>2</sup> _____	
/zɪ:/	reserved, squirt, turn	<sup>3</sup> _____
/e/	egg	<sup>4</sup> _____
/eɪ/	made, detail, pay	<sup>5</sup> _____
/eə/	pair, rare	<sup>6</sup> _____

## WORD STORE 1E

- 9 **CD•1.18 MP3•18** Complete WORD STORE 1E. Add nouns, adjectives or verbs to the table. Mark the stress. Then listen, check and repeat.

# 1.4 Reading

## Gapped text

*I can understand the structure of a text.*

- 1 In pairs, discuss how you use technology to help you learn. Think about in school and out of school.
- 2 Read the article and answer the questions.
  - 1 What two experiments did Dr Sugata Mitra set up in India? Why?
  - 2 How did technology help Indian children learn?

### EXAM FOCUS Gapped text

- 3 Read the article again. Choose from the sentences (A–E) the one which fits each gap. There is one extra sentence.

- A 'The children are forming relationships with them and the teachers, many of whom were upset at the thought of having finished their careers, have realised they're more important than ever,' he says.
- B For many years he has been interested in a form of learning in which children are unsupervised and involved in self-learning and peer-teaching.
- C Traditional education models assume that children are empty vessels who need to be filled with content, but Dr Mitra's experiments prove that wrong.
- D 'Computers cannot replace good teachers, but they can get a high standard of education into the schools where they are needed most,' he says.
- E He then left them to use it unsupervised and found that after only a month, the children had taught themselves how to use the computer and go online.

- 4 Complete the sentences with the correct form of the words in capitals. Then check your answers in the article.

- 1 Dr Sugata Mitra thinks the current education system is outdated and not fit for purpose. **DATE**
- 2 Using a child's natural \_\_\_\_\_ is at the heart of Mitra's ideas. **CURIOSUS**
- 3 He put a computer in a hole in the wall between his work premises and an \_\_\_\_\_ slum. **JOIN**
- 4 The experiment became the \_\_\_\_\_ for a very successful film. **INSPIRE**
- 5 In 2010 Mitra \_\_\_\_\_ a new project for Indian children involving Skype. **INITIAL**
- 6 \_\_\_\_\_, the children wanted to listen to British grandmothers reading them fairy tales. **SURPRISE**
- 7 There are now 200 \_\_\_\_\_ reading to Indian children via Skype. **VOLUNTARY**
- 8 Mitra has won a prize for the project he calls '\_\_\_\_\_ Invasive Education'. **MINIMUM**

# Lighting the

CD•1.19 MP3•19

- Dr Sugata Mitra, Professor of Educational Technology at Newcastle University, England, thinks it's time for a radical shake-up of education. He believes that the present education system is outdated because it doesn't prepare children for the jobs of the future, which have changed, thanks to technology. <sup>1</sup> \_\_\_\_\_ Dr Mitra calls this methodology 'Minimally Invasive Education' and explains that it is based on the idea of using children's natural curiosity and then providing an environment where they can learn on their own.



Dr Sugata Mitra

- In 1999 he decided to test his ideas and set up an experiment, now known as the Hole-in-the-Wall Experiment, with children living in slums who didn't have access to good teachers. At the time he was working in New Delhi and his place of work shared a wall with a slum. He cut a hole in the wall between his work premises and the adjoining slum and placed a computer with Internet access in a kiosk where children could use it freely. <sup>2</sup> \_\_\_\_\_ He then repeated the Hole-in-the-Wall experiment in a village with no Internet access. This time he left the computer in a kiosk with just a few CDs in English and when he went back after

- 5 Do you think these things will be more, less or equally important in the schools of 2025? Discuss with a partner.

books blackboards computer rooms desks  
exams and tests group-work homework  
hand-held computers language laboratories  
paper teachers whiteboards wi-fi

### WORD STORE 1F

- 6 **CD•1.20 MP3•20** Complete WORD STORE 1F. Replace the underlined word with a word in the box to make another collocation with a similar meaning. Then listen, check and repeat.

# spark of learning



children from India learning from a 'Skype Granny'

two months, the children surprised him by asking, in English, for a faster processor and a better mouse! When he asked how they knew all this, they said that they taught themselves some English so that they could understand the machine that only talked in English.

The project was so successful that it became the inspiration for the hugely successful film *Slumdog Millionaire*. The film was based on a book entitled *Q&A* by Vikas Swarup. Swarup said that his book was inspired by the Hole-in-the-Wall experiment. He said, 'I realised that there's an innate ability in everyone to do something extraordinary, provided they are given an opportunity.'



children learning from a computer in a wall, India

In 2010 Dr Mitra initiated another project for children in India – this time using a Skype connection. Mitra explains: 'When I last visited India, I asked the children what they would like to use Skype for most and, surprisingly, they said they wanted British grandmothers to read them fairytales.' Dr Mitra recruited a British woman to spend a few hours a week reading to the children and set up webcams so that a life-size image of the storyteller is projected onto a wall in India. He now has 200 volunteers reading to the children via Skype. He also has retired teachers and educators regularly teaching slum children in India by Skype. <sup>3</sup> — Hundreds of children in India are now learning from 'Skype Grannies', but Dr Mitra's plan is to create a School in the Cloud using retired teachers as a resource for children all around the world to tap into.

In 2013 Dr Sugata Mitra was the winner of the \$1 million TED\* prize for his revolutionary work with Indian children and for showing the power of 'Minimally Invasive Education'. Dr Mitra believes that technology should be seen not as a threat to teachers, but as an asset. <sup>4</sup> — With the prize money he will continue to fulfil his wish of building a School in the Cloud, where children can find information and learn from one another.

\*TED (Technology, Entertainment, Design) is a global set of conferences under the slogan 'Ideas Worth Spreading'.

# 1.5 Grammar

## Verb patterns

*I can use a wide range of verb patterns.*

- CD•1.21 MP3•21** Listen to Part 1 of a podcast about being left-handed. What jobs seem to be more suited to 'lefties'?
- CD•1.21 MP3•21** Listen to the podcast again. Are the statements true (T) or false (F)?
  - No one knows what **makes someone use** their right or left hand.
  - Left-handers **tend to choose** creative professions.
  - Dominance of the left hemisphere **enables left-handers to be** better at 3D perception.
  - Rafa Nadal **keeps winning** because he is naturally left-handed.
- Read and complete GRAMMAR FOCUS I with the verb patterns in blue in Exercise 2.

### GRAMMAR FOCUS I

#### Verb patterns

- verb + to-infinitive: **tend to choose**
- verb + object + to-infinitive: \_\_\_\_\_
- verb + object + infinitive without to: \_\_\_\_\_
- verb + -ing: \_\_\_\_\_

- Match the verbs in the box with verb patterns 1–4 in GRAMMAR FOCUS I. Check the lists in Grammar Focus page 130 if you are not sure.

advise  allow  arrange  avoid  cause   
 can't afford  can't help  can't stand   
 decide  expect  encourage  fancy   
 force  imagine  intend  let  seem   
 offer  refuse  remind  manage   
 spend/waste time  urge  warn (not)

- CD•1.22 MP3•22** Complete Part 2 of the podcast with the correct form of the verbs in brackets. Then listen and check. How many left-handed people do you know?

So that's the good news about being left-handed. The bad news is that manufacturers don't remember to make tools and machinery for left-handers. Society <sup>1</sup> \_\_\_\_\_ (force/us/use) objects that are designed for right-handed people and this <sup>2</sup> \_\_\_\_\_ (make/us/look) clumsy.

As a child, I don't remember deciding that I was left-handed. But when my primary school teacher saw me using my left hand for writing and drawing, she <sup>3</sup> \_\_\_\_\_ (encourage/me/swap) hands. She didn't <sup>4</sup> \_\_\_\_\_ (manage/change) my natural inclination and I didn't

stop writing with my left hand. Why <sup>5</sup> \_\_\_\_\_ (waste/time/try) to change someone's natural handedness? Just <sup>6</sup> \_\_\_\_\_ (let/them/use) the hand they feel comfortable with – you can't <sup>7</sup> \_\_\_\_\_ (expect/people/do) what isn't natural to them!

I once heard someone say that left-handed people were strange. But when you stop to think about famous historical figures who were left-handed, you can't <sup>8</sup> \_\_\_\_\_ (avoid/conclude) that they were brilliant! I'm sure Leonardo Da Vinci, Mahatma Gandhi, Albert Einstein, Winston Churchill and Marie Curie would agree!

- Read GRAMMAR FOCUS II. Find examples of verb patterns with *remember*, *stop*, *hear* and *see* in the text. Explain the changes in meaning.

### GRAMMAR FOCUS II

#### Verb patterns – change in meaning

- You can use *remember*, *forget*, *stop* and *try* with the -ing form or a to-infinitive, but with a change in meaning.
 

*I remember doing my homework. Sadly, I didn't remember to hand it in.*

*Jim will never forget going on that school trip. He forgot to take any money.*

*'I've stopped eating chocolate.' 'Really? Why did you stop to buy some on the way home?'*

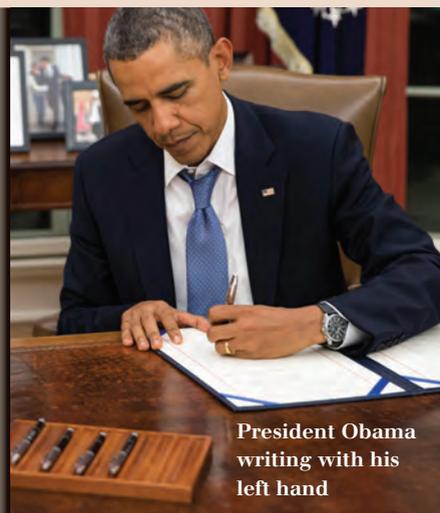
*'I tried to convince Jane but she doesn't want my advice.' 'Why don't you try talking to her best friend? Jane always listens to her.'*
- You use *feel*, *hear*, *see*, *watch* + object + -ing to describe ongoing actions or the same verbs + object + infinitive without to to describe finished actions.
 

*I watched Dan playing football and saw him score the winning goal.*

- Complete the sentences with the correct form of the verbs in brackets. Then tick the sentences that are true for you.

- I often forget \_\_\_\_\_ (bring) my pens to school.
- I'll never forget \_\_\_\_\_ (meet) my best friend.
- I don't remember \_\_\_\_\_ (learn) how to swim.
- I always remember \_\_\_\_\_ (switch) my phone off in lessons.
- I stopped \_\_\_\_\_ (take) piano lessons a while ago.
- I usually stop \_\_\_\_\_ (buy) sweets on my way home.
- If my laptop freezes, I try \_\_\_\_\_ (restart) it.
- I've never seen my dad \_\_\_\_\_ (lose) his temper.
- I often see my neighbour \_\_\_\_\_ (drive) to work.

Grammar Focus page 130 



President Obama writing with his left hand

# 1.6 Speaking

## Describing a photo

*I can speculate about photos and answer a related question.*

- 1 Look at the adjectives in the box. In pairs, talk about the last time you experienced these feelings while you were learning something.

confused determined enthusiastic  
frustrated relieved terrified thrilled

*The last time I felt really confused was when I was trying to understand when to use the Present Perfect tense in English! But, fortunately, I understand it now.*

- 2 Describe photos A and B.

- Say what the photos show.
- Speculate about the people and their feelings.



- 3 **CD-1.23 MP3-23** Listen to someone describing photos A and B. Does the speaker have the same ideas about the situations as you?

- 4 **CD-1.23 MP3-23** Read the **SPEAKING FOCUS** and complete the description of photos A and B with one word in each gap. Then listen again and check.

These are both photos of people learning new things. In the first photo a girl is in a car. It's **'hard** to tell whether she's having a driving lesson or taking her driving test. The man in the passenger seat has got a pen, so the <sup>2</sup> \_\_\_\_\_ are he's an examiner. <sup>3</sup> \_\_\_\_\_ on his body language, I'd say they might be <sup>4</sup> \_\_\_\_\_ to crash! <sup>5</sup> \_\_\_\_\_, something is wrong.

In the second photo a boy is learning to play the guitar. He <sup>6</sup> \_\_\_\_\_ be learning from a teacher or a friend. It's not <sup>7</sup> \_\_\_\_\_ to say whether he's a beginner or not, but he <sup>8</sup> \_\_\_\_\_ to be enjoying himself. The girl in the car, however, <sup>9</sup> \_\_\_\_\_ by the expression on her face, isn't enjoying the situation much at all!

### SPEAKING FOCUS

#### Speculating about people

Based on ... , I'd say he's/she's/it's ...  
Judging by ... , I (don't) think ...  
It looks/seems as if/as though ...  
He/She/It appears/doesn't appear to be ...  
The chances are (that) he's/she's/it's ...

#### Showing certainty

Clearly, (there's a problem/something is wrong).  
It's obvious/clear (from the expression on his/her face) that ...  
He/She/It is definitely/certainly (not) ...

#### Showing uncertainty

It's hard to be sure (whether/if) ...  
It's not easy to say (whether/if) ...  
I can't really tell (whether/if) ...

#### Speculating about the situation

He/She could/might have ('ve) just + past participle (recent past)  
He/She could/might be + -ing (present)  
He/She could/might be about to + infinitive (near future)

- 5 Work in pairs. Go to **WORD STORE** page 23 and take it in turns to describe and speculate about the photos.
- 6 **CD-1.24 MP3-24** Listen to a teenager answering a question. Which of these questions has he been asked?
- 1 Which school subject do you feel is the most useful? Why?
  - 2 Is it important for you to learn to drive? Why?/Why not?
  - 3 What qualities should a good teacher or instructor have?
  - 4 Given the choice, which new subjects or skills would you like to learn and why?
- 7 **CD-1.24 MP3-24** Listen again and tick the phrases you hear.

- Personally, I think ...
- In my opinion, ...
- Actually, ...
- To be honest, ...
- I intend to ...
- For this reason, I feel ...
- That's why I think ...

- 8 In pairs, ask and answer the questions in Exercise 6. Use the phrases in Exercise 7 to help you.

# 1.7 Writing

## A report

*I can write a report that summarises information from a meeting.*

**1 Read Mandy's post on the school website. Then, in pairs, discuss the questions.**

- 1 What is the next school meeting about?
- 2 What does Mandy want students in her year to do?
- 3 What does a student representative do?

**2 Now read Mandy's report and choose the best answer.**

When writing a report of a meeting, the writer needs to

- A write down exactly what people said.  
B summarise the main points to inform the readers.

**3 Read the report again and answer the questions.**

- 1 What are the three types of event that Mandy writes about?
- 2 Which two of these events also happened last year?
- 3 What was Mandy's impression of the meeting?
- 4 What action do students need to take?

**4 A report is usually divided into sections with headings. Match these headings with the paragraphs in Mandy's report.**

- |                        |                          |
|------------------------|--------------------------|
| 1 Summer charity event | <input type="checkbox"/> |
| 2 Conclusion           | <input type="checkbox"/> |
| 3 End-of-year parties  | <input type="checkbox"/> |
| 4 Introduction         | <input type="checkbox"/> |
| 5 Summer barbecue      | <input type="checkbox"/> |

**5 Complete the WRITING FOCUS with the examples in purple in Mandy's report.**



[About](#) [Students](#) [School's programmes](#) [Parents](#) [News](#) [Diary](#) [Contact](#)

### Latest news

#### Student representatives meeting



Posted on 9 January at 9:03 AM

Hi everyone,

As you know, I'm your Student Representative for this year and I'm going to a big meeting on Thursday, where we'll be discussing school social events for the summer term. One of these will be an important charity event to raise money for the local children's hospital.

If you've got anything you'd like me to say at the meeting, please email me and I'll try to mention it on Thursday.

I'll upload my report of the meeting next week.

Remember: my job is to represent you, so let me know what ideas you've got!

Mandy

### School meeting about summer social and charity events

#### Report by Mandy Collins, Year 10 Student Representative

- A** The aim of this report is to inform Year 10 students of the summer social events that were discussed at the recent school meeting and to recommend action that needs to be taken.
- B** The school will fund end-of-year parties for each year group. These will be organised by students in those classes. The parties should be held at school in the week before the end of term and could take place at lunchtime, after school or in the evening.
- C** We have decided to hold another summer barbecue near the river. Any ideas for a theme for the barbecue from students would be welcome.
- D** There will be another charity event in June to raise money for Belford Hospital. It is hoped that this year the school can raise even more money than last year. Each year group is asked to put forward an idea that they can organise for the day.
- E** The meeting was very informative and several of Year 10 students' ideas were considered. Students should now think about what we can do for the charity event. Any suggestions should be posted on the website.

## WRITING FOCUS

### A report

#### Overall structure

- Organise your report clearly. Divide it into different sections, each with a heading.
- Include an introduction, sections giving different information and a conclusion with suggestions or recommendations.
- Use a semi-formal style.

#### Introduction

In your introduction, explain the purpose of your report. It doesn't need to be long or detailed.

*The purpose of this report is to describe ...*

1

#### Main sections

- Divide your report into different sections relating to different types of information. Give each section a heading.
- Give factual statements using simple active and passive verb forms.

*The school will fund ...*

2

*It is hoped/advised that ...*

3

#### Conclusion

In your conclusion, summarise your findings in a summary sentence.

4

*A lot of points were discussed.*

*There are still a number of decisions to be made.*

#### Make recommendations/suggestions.

*I would recommend/suggest that ...*

*We hope that students will ...*

*One suggestion/idea would be to ...*

*We should consider ...*

*It would benefit everyone if ...*

5

#### Use a semi-formal style.

- Use full forms, not contractions: *it is*, not *it's*.
- Don't leave out words or have one word sentences: *I shall write a new report later*, not *new report later*.
- Don't use exclamation marks: *It was very informative*, not *It was very informative!*.
- Don't use idiomatic expressions: *They appreciated our ideas*, not *They loved our ideas*.

### 6 Rewrite the sentences using language from the WRITING FOCUS.

- 1 In this report I want to describe some changes to the school timetable.
- 2 I learned a lot from the lecture.
- 3 Let's think about some alternatives.
- 4 It would be a good idea to go on the website and look at the plans.
- 5 Some of the ideas were absolutely brilliant!

### 7 Read the LANGUAGE FOCUS and choose the correct options.

- 1 The students suggested *to have / having* a big end-of-term party.
- 2 The people at the meeting recommended *to reconsider / that we reconsider* the proposals.
- 3 We intend *to discuss / discuss* the subject again next month.
- 4 The suggestions caused us *to have / that we had* some concerns.
- 5 It was decided *to have / having* a fashion show.
- 6 Everyone is advised *to wear / wearing* warm clothes.

## LANGUAGE FOCUS

### Verb patterns

You can use these verbs in reports to make recommendations and suggestions. Note the verb patterns.

- *advise* + person + to-infinitive  
*You are advised to check the website.*
- *intend* + to-infinitive  
*The committee intends to contact all members.*
- *cause* + noun/pronoun + to-infinitive  
*Poor weather caused us to reconsider our plans for a barbecue.*
- *suggest* + *that* + a person + to-infinitive/-ing  
*The head teacher suggests that we donate the money to charity.*  
*The head teacher suggests donating the money to charity.*
- *recommend* + *that* + noun + infinitive without *to*  
*We recommend that the barbecue takes place in August.*
- *decide* + to-infinitive  
*It was decided to delay the plans until next term.*

### 8 Read Jack's email about a meeting he attended. Note down points for his report under these headings.

- |                  |                                  |
|------------------|----------------------------------|
| 1 Introduction   | 3 Facilities                     |
| 2 Where and when | 4 Conclusion and recommendations |

Hi Ella,

Just got back from my student rep meeting – all about the new school sports building. It's going to be at the back of the school where the old car park used to be. The builders say that they'll start work in the summer holidays. So, who knows – it might be ready for the new term!

The facilities are going to be great. There's going to be a new indoor swimming pool with changing rooms. Next to that, they hope to have a big room for indoor games like table tennis and badminton. Brilliant!

The school's got the money for the building, but they need us to raise some money for equipment. We talked about having a talent competition and maybe a sponsored walk. We're hoping students will give us some more ideas for fundraising and we can talk about those at the next meeting.

Must write up my report now,

Jack

### 9 Write Jack's report for the school website in 140–190 words. Use the WRITING FOCUS and the LANGUAGE FOCUS to help you.

# 1.8 Language in focus

## -ing forms

I can use -ing forms in a range of different contexts.

- 1 Read the information about -ing forms and match uses 1–6 with examples a–f from this unit.

All -ing forms express some sense of 'ongoing activity'. -ing forms can be used as verbs (I'm **learning** Spanish.); as adjectives (The lessons are **boring**); or as nouns (**Reading** is easier than **listening**).

- Use -ing forms in continuous tenses.
- Use -ing forms after certain verbs.
- Use -ing forms in certain adjective/noun constructions.
- Use -ing forms after prepositions.
- Use -ing forms to describe people or things.
- Use -ing forms as the subject or object of a sentence.

- a Learning is remembering.  d ideas worth spreading   
 b Nadal keeps winning.  e She's always disturbing people.   
 c a shocking piece of news  f I'd be good at recognising criminals.

- 2 Translate examples a–f in Exercise 1. What are the differences between your language and English?

- 3 Use the prompts to write sentences with the -ing form. Which sentences do you agree with?

- know how to type / useful skill  
*Knowing how to type is a useful skill.*
- take exams / very stressful
- watch TV / waste of time
- copy your friend's homework / cheat
- always be late / annoy habit
- not have breakfast / bad for you

- 4 Read REMEMBER THIS. Then complete the sentences using the words in brackets. Add *but* and any other words necessary.

### REMEMBER THIS

Certain adjective/noun constructions begin with *it* or *there*.  
*It's nice being here. Is there any use trying to explain?*

- It's \_\_\_\_\_ (no/good/talk) to her – she never listens.
  - Is it \_\_\_\_\_ (worth/buy) that textbook? All the information is online.
  - It's \_\_\_\_\_ (no/use/complain) about your exam results. You didn't revise!
  - There's \_\_\_\_\_ (no/point/discuss) this any more. I've made up my mind.
- 5 Complete the questions with the correct form of the words in the box. There are two extra words. Then answer the questions.

[ do fail forget pass speak write ]

- Have you been \_\_\_\_\_ much exam revision recently?
- Have you ever listened to yourself \_\_\_\_\_ English?
- Do you think speaking is more difficult than \_\_\_\_\_?
- Has the thought of \_\_\_\_\_ your English exams ever entered your head?

# 01 WORD LIST

## Education and schoolwork

- attend university/a lesson /ə'tend ,ju:nɪ'vɜ:səti/ə 'lesən/  
 do research (into sth) /,du: rɪ'sɜ:tʃ (ɪntə ,sʌməθɪŋ/  
 do well (in exams) /,du: wel (ɪn ɪg'zæməz/  
 drama school /'drɑ:mə sku:l/  
 drop a course/a subject /drɒp ə 'kɔ:s/ə 'sʌbdʒɪkt/  
 education model /,edʒu'keɪʃən ,mɒdl/  
 educator /'edʒukətə/  
 fail an exam/a subject /feɪl ən ɪg'zæm/ə 'sʌbdʒɪkt/  
 get good/top marks /,get gʊd/tɒp 'mɑ:ks/  
 handwriting /'hænd,rʌɪtɪŋ/  
 have/pursue a career /hæv/pɜ:sju: ə kə'riə/  
 (high) standard of education /('haɪ) stændəd əv ,edʒu'keɪʃən/  
 learn in an active way /lɜ:n ɪn ən ,æktɪv 'weɪ/  
 learner /'lɜ:nə/  
 learning disorders /'lɜ:nɪŋ dɪs'ɔ:dəz/  
 mentor (n, v) /'mentə/  
 pass an exam /,pɑ:s ən ɪg'zæm/  
 peer-teaching /piə 'ti:tʃɪŋ/  
 period /'piəriəd/  
 problem-solving /'prɒbləm ,sɒlvɪŋ/  
 revise for exams /rɪ'vɪz fɔ: ɪg'zæməz/  
 revision timetable /rɪ'vɪʒən ,tʌɪm,təɪbəl/  
 school management /,sku:l 'mænɪdʒmənt/  
 skip an exam/a lesson/a subject /,skɪp ən ɪg'zæm/ə 'lesən/ə 'sʌbdʒɪkt/  
 spokesperson (for a class) /'spəʊks,pɜ:sən (fɔ: ə 'klɑ:s)/  
 spread ideas /,spreɪd aɪ'dɪəz/  
 student representative /,stju:dənt ,reprɪzentətɪv/  
 take a course/an exam/a lesson/a subject /,teɪk ə 'kɔ:s/ən ɪg'zæm/ə 'lesən/ə 'sʌbdʒɪkt/  
 take part in interactive activities /teɪk ,pɑ:t ɪn ,ɪntə,æktɪv ,æk'tɪvətɪz/  
 tap into a resource /tæp ,ɪntə ə rɪ'zɔ:s/  
 teach yourself sth /'ti:tʃ jə'self ,sʌməθɪŋ/  
 teamwork /'ti:mwɜ:k/  
 train hard /,treɪn 'hɑ:d/  
 volunteer /vɒlən'tiə/

## School discipline

- cheat /tʃi:t/  
 complain about sth /kəm'pleɪn əbaʊt ,sʌməθɪŋ/  
 disruptive behaviour /dɪs'rʌptɪv br'hɛɪvjə/  
 disturb /dɪ'stɜ:b/  
 fidget /'fɪdʒət/  
 get into trouble /,get ,ɪntə 'trʌbl/  
 keep still /,ki:p 'stɪl/  
 pay attention in class /,peɪ ,ətənʃən ɪn 'klɑ:s/  
 unsupervised /,ʌn'su:pəvaɪzɪd/

## Abilities and learning styles

- 3D perception /θri:,di: pə'sepʃən/  
 analytic /,ænə'lɪtɪk/  
 brainy/bright/sharp/intelligent /'breɪni/brɑ:tʃ/ɔ:p/ɪn'telədʒənt/  
 competitive /kəm'petətɪv/  
 curiosity /kjuəri'ɒsəti/  
 curious/interested /'kjʊəriəs/ɪn'trəstəd/  
 deep thinker /,di:p 'θɪŋkə/  
 determined/single-minded /dɪ'tɜ:mənd/,sɪŋglə 'maɪndɪd/  
 diligent /'dɪlɪdʒənt/  
 do your best /,du: jə 'best/  
 dominance (of the left hemisphere) /'dɒmənəns (əv ðə ,left 'heməsfɪə)/  
 eager to learn /,i:ɡə tə 'lɜ:n/  
 enthusiastic /ɪn,θju:zɪ'æstɪk/  
 excel at /ɪk'sel ət/  
 gift for /'gɪft fɔ:/  
 hard-working /,hɑ:d 'wɜ:kɪŋ/  
 incapable of doing sth /ɪn,kɛɪpəbəl əv 'du:ɪŋ ,sʌməθɪŋ/  
 inquisitive /ɪn'kwɪzətɪv/  
 (innate) ability to do sth /(ɪ,neɪt) ə'bɪləti tə 'du: ,sʌməθɪŋ/  
 logical way of thinking /lɒdʒəkəl ,weɪ əv 'θɪŋkɪŋ/  
 motivate /'məʊtəveɪt/  
 natural inclination /,nætʃərəl ɪŋkɪlə'neɪʃən/  
 self-motivated /,self 'məʊtəveɪtəd/  
 struggle with (Maths) /,strʌgl əwɪð ('mæθs)/  
 studious /'stju:diəs/

**Personality**

communicator /kə'mju:nəkeɪtə/  
 cooperative /kəʊ'pəreɪtɪv/  
 fair-minded /,feə 'maɪndɪd/  
 fun to be with /,fʌn tə 'bi wɪð/  
 fun-loving /'fʌn ,lʌvɪŋ/  
 gregarious/sociable /grɪ'ɡeəriəs/'səʊjəbəl/  
 level-headed /,levəl 'hedɪd/  
 persistent /pə'sɪstənt/  
 popular /'pɒpjələ/  
 self-confident /,self 'kɒnfədənt/  
 sensible/rational /'sensəbəl/'ræʃənəl/  
 sporty /'spɔ:ti/  
 tactful /'tæktfəl/  
 team-player /,ti:m 'pleɪə/  
 well-organised /wel 'ɔ:gənəɪzd/

**Feelings and emotions**

be relieved /bi ri'li:vɪd/  
 confused /kən'fju:zd/  
 frustrated /frʌ'streɪtəd/  
 lose one's temper /,lu:z wʌnz 'tempə/  
 scared /skeəd/  
 terrified /'terəfaɪd/  
 thrilled /θrɪld/  
 trust /trʌst/  
 upset (at the thought of doing sth) /,ʌp'set (ət ðə θɔ:t əv 'du:ɪŋ ,sʌmθɪŋ)/

**Social life**

be supportive /bi sə'pɔ:tvɪv/  
 charity/social/environmental event /'tʃærəti/'səʊʃəl/ɪn,vairən'mentl ɪvent/  
 chat /tʃæt/  
 circle of friends /,sɜ:kəl əv 'frendz/  
 form relationships /,fɔ:m ri'leɪʃənʃɪps/  
 interaction with other people /,ɪntər,ækjən wɪð ,əðə 'pi:pəl/

**Memory**

(earliest) memory /,(ɜ:lɪəst) 'meməri/  
 keep a good memory /,ki:p ə gʊd 'meməri/  
 lose your memory /,lu:z jə 'meməri/  
 memorable /'memərəbəl/  
 memorise /'meməraɪz/  
 recall/remember sth vividly/in detail /rɪ,kɔ:l/rɪ,membə ,sʌmθɪŋ 'vɪvɪdli/ɪn 'di:teɪl/  
 remember/forget doing sth /rɪ,membə/fəget 'du:ɪŋ ,sʌmθɪŋ/  
 remember/forget to do sth /rɪ,membə/fəget tə 'du: ,sʌmθɪŋ/  
 slip one's mind /slɪp wʌnz 'maɪnd/

**Speculating and recommending**

admire /əd'maɪə/  
 appear to be /ə'piə tə bi/  
 assume /ə'sju:m/  
 based on/judging by /'beɪst ɒn/'dʒʌdʒɪŋ baɪ/  
 be regarded as /,bi ri'gɑ:dɪd əz/  
 clear/obvious /kliə/'ɒbvɪəs/  
 clearly /'kliəli/  
 conclude /kən'klu:ɪd/  
 conclusion /kən'klu:ʒən/  
 confirm /kən'fɜ:m/  
 considering /kən'sɪdərɪŋ/  
 contribute to a discussion /kən'trɪbjʊt tə ə dɪ'skʌʃən/  
 (dis)agree /,(dɪs)ə'ɡri:/  
 hesitate /'hezɪteɪt/  
 it looks/seems as if/as though ... /ɪt 'lʊks/'si:mz əz ɪf/əz ðəʊ/  
 nominate /'nɒmɪneɪt/  
 nominee /,nɒmɪ'ni:/  
 notice /'nəʊtɪs/  
 point of view /,pɔɪnt əv 'vju:/  
 prove /pru:v/  
 realise /'riəlaɪz/  
 suggest /sə'dʒest/  
 the chances are that ... /ðə 'tʃɑ:nsɪz ɑ: ðæt/

**Phrasal verbs**

catch up /kætʃ 'ʌp/  
 do away with /,du: ə'weɪ wɪð/  
 do up /,du: 'ʌp/  
 fall behind with (your homework) /fɔ:l br'hænd wɪð/  
 get on with (your homework) /get 'ɒn wɪð/  
 go on to (further studies) /,gəʊ 'ɒn tə/  
 hand in (an assignment) /,hænd 'ɪn/  
 hang out (with) /,hæŋ 'aʊt (wɪð)/  
 look forward to (new challenges) /lʊk 'fɔ:wəd tə/  
 put forward /,pʊt 'fɔ:wəd/  
 put off /,pʊt 'ɒf/  
 set off /,set 'ɒf/  
 set up /,set 'ʌp/  
 soak up (knowledge) /,səʊk 'ʌp/

**Other**

access to /'ækses tə/  
 accurately /'ækjərətli/  
 adjoining /ə'dʒɔɪnɪŋ/  
 asset /'æset/  
 avoid doing sth /əvɔɪd 'du:ɪŋ ,sʌmθɪŋ/  
 be involved in /bi ɪn'vɒlvɪd ɪn/  
 current /'kʌrənt/  
 do harm /,du: 'hɑ:m/  
 drama /'drɑ:mə/  
 dramatic /drə'mætɪk/  
 dramatise /'dræmətaɪz/  
 enable sb to do sth /ɪ'neɪbəl ,sʌmbɒdi tə ,du: ,sʌmθɪŋ/  
 expect sb to do sth /ɪk'spekt ,sʌmbɒdi tə ,du: ,sʌmθɪŋ/  
 familiar /fə'mɪliə/  
 familiarise /fə'mɪliəraɪz/  
 familiarity /fə'mɪli'ærəti/  
 force sb to do sth/make sb do sth /'fɔ:s ,sʌmbɒdi tə ,du: ,sʌmθɪŋ/'meɪk ,sʌmbɒdi ,du: ,sʌmθɪŋ/  
 fulfil one's wish /fʊl'fɪl wʌnz 'wɪʃ/  
 initiate /ɪ'nɪʃɪət/  
 inspiration /ɪnspə'reɪʃən/  
 inspired /ɪn'spaɪəd/  
 keep doing sth /,ki:p 'du:ɪŋ ,sʌmθɪŋ/  
 left-handed /left 'hændɪd/  
 left-hander /left 'hændə/  
 let sb do sth /let ,sʌmbɒdi ,du: ,sʌmθɪŋ/  
 manage to do sth /'mænɪdʒ tə ,du: ,sʌmθɪŋ/  
 minimally invasive /,mɪnɪməli ɪn'veɪsɪv/  
 outdated /,aʊt'deɪtəd/  
 personal /'pɜ:sənəl/  
 personalise /'pɜ:sənəlaɪz/  
 personally /'pɜ:sənəli/  
 piece of news /,pi:s əv 'nju:z/  
 reach one's goal /,ri:tʃ wʌnz 'gəʊl/  
 recognisable /'rekəg,nəɪzəbəl/  
 recognise /'rekəgnaɪz/  
 recognition /,rekəg'nɪʃən/  
 replace /rɪ'pleɪs/  
 represent /,reprɪ'zent/  
 revolutionary work /,revə,lju:ʃənəri 'wɜ:k/  
 shake-up /'ʃeɪk ʌp/  
 surprisingly /sə'praɪzɪŋli/  
 swap /swɒp/  
 tackle sth /'tækəl/  
 tend to do sth /tend tə 'du: ,sʌmθɪŋ/  
 threat /θret/  
 urge sb to do sth /'ɜ:dʒ ,sʌmbɒdi tə ,du: ,sʌmθɪŋ/  
 vessel /'vesəl/  
 vision /'vɪʒən/  
 visual /'vɪʒuəl/  
 visualise /'vɪʒuəlaɪz/  
 waste time doing sth /,weɪst taɪm 'du:ɪŋ ,sʌmθɪŋ/

# FOCUS REVIEW 1

## VOCABULARY AND GRAMMAR

### 1 Choose the correct options.

- 1 She's always had a positive *outlook / approach / goal* on life.
- 2 Would you say that girls have a natural *thirst / attention / gift* for languages because they're more talkative than boys?
- 3 Do you think that success at school is down to being *diligent / gregarious / persistent* and spending hours studying?
- 4 Will you *memorise / recognise / familiarise* your school friends when you meet them at a school reunion?
- 5 Only those who have some kind of *inquisitive / sharp / innate* ability to get on well with people should become teachers.

### 2 Match verbs from box A with prepositions from box B to make phrasal verbs. Then use them to complete the sentences.

A	set	fall	put
	hand	soak	

 + 

B	up	in	up
	off	behind	

- 1 The principal may \_\_\_\_\_ his resignation if many students fail.
- 2 Don't \_\_\_\_\_ doing your assignments until the last minute. You may miss the deadline.
- 3 Recently, several students wanted to \_\_\_\_\_ a committee to organise a charity event.
- 4 I was ill for three weeks and have \_\_\_\_\_ with school work.
- 5 It's often said that children will \_\_\_\_\_ information very quickly if they are left to discover things for themselves.

### 3 Complete the text with one word in each gap.

Last week I went to a school reunion and I was amazed at how different the school looks now. For a start, the building where we <sup>1</sup> \_\_\_\_\_ to have PE classes has been demolished and a new sports centre has been built instead. I clearly remember how we <sup>2</sup> \_\_\_\_\_ beg our sports teacher to allow us to play games every afternoon.

Then I bumped into Caroline, who I <sup>3</sup> \_\_\_\_\_ always having arguments with. I hardly recognised her. She didn't <sup>4</sup> \_\_\_\_\_ to wear such elegant clothes. But one thing hasn't changed about her. She <sup>5</sup> \_\_\_\_\_ always talking about others behind their back. It's so unpleasant!

The reunion also reminded me of the importance of discipline and punctuality that our head teacher talked about so often. I got used to certain things so much that even now I <sup>6</sup> \_\_\_\_\_ arrive at meetings at least fifteen minutes earlier than necessary!

### 4 Complete the sentences with the correct form of the verbs in brackets.

- 1 If you can't find a prospectus, try \_\_\_\_\_ (look) online for the information you need.
- 2 The Music Academy exam board first listened to us all \_\_\_\_\_ (sing) and then they announced who was admitted.
- 3 I'm sorry, sir. I forgot \_\_\_\_\_ (check) if my essay is within the word limit you required.
- 4 Do you think our Chemistry teacher will let \_\_\_\_\_ (we/use) the lab to carry out our own experiments?
- 5 We were warned \_\_\_\_\_ (not touch) any of the exhibits.
- 6 My sister spent the whole night \_\_\_\_\_ (check) her students' homework and then she left it on her desk at home.

## LANGUAGE IN USE

### 5 Complete the text with the correct form of the words in brackets.

Book reviews

## MAKING SCIENCE POPULAR

By Nicholas Booker

Science is one of the most difficult subjects and even the most <sup>1</sup> \_\_\_\_\_ (study) students sometimes struggle to solve scientific problems. If you want a book that makes science more <sup>2</sup> \_\_\_\_\_ (access), I can recommend Bill Bryson's *A Short History of Nearly Everything*. Full of amusing anecdotes and stories about quantum mechanics, evolution, astronomy and chemistry, it's a book that will satisfy

your thirst for <sup>3</sup> \_\_\_\_\_ (know) and help you to <sup>4</sup> \_\_\_\_\_ (vision) certain scientific processes.

The author brings science to life by, for example, giving a graphic and entertaining description of the universe. This is both a well-written book and a highly enjoyable one. Not <sup>5</sup> \_\_\_\_\_ (surprise), it is considered a must-read by many.

23

### 6 Complete the second sentence so that it has a similar meaning to the first, using the word in capitals. Do not change the word in capitals.

- 1 I was in the habit of skipping early morning classes. **USED**  
I \_\_\_\_\_ early morning classes.
- 2 Does it make sense to apply to university or should I take a gap year? **WORTH**  
\_\_\_\_\_ to university or should I take a gap year?
- 3 Our English teacher took us to the cinema to watch foreign films once a month. **WOULD**  
Our English teacher \_\_\_\_\_ the cinema to watch foreign films once a month.
- 4 Mark won't help me with my homework, so why should I ask him? **USE**  
\_\_\_\_\_ Mark to help me with my homework. He won't help me anyway.
- 5 My best friend has a very irritating habit of chewing gum loudly. **ALWAYS**  
My best friend \_\_\_\_\_ loudly.
- 6 I'm not sure if I've told my parents about the school trip. **REMEMBER**  
\_\_\_\_\_ my parents about the school trip.

## READING

- 7 Read the text and choose from the sentences (A–E) the one which fits each gap. There is one extra sentence.

# AT THE BEIJING DANCE ACADEMY 舞蹈學院

from *Mao's Last Dancer*, by Li Cunxin

Those first few weeks at the Beijing Dance Academy were an agony of loneliness. Nights were the worst. I couldn't wait to get to bed so I could clutch onto my niang's\* quilt, my only security.

I knew I had no choice but to stay in Beijing. My parents, my brothers, relatives, friends, my old school teachers and classmates, my village and commune, all of their wishes and expectations made it impossible for me to go back. <sup>1</sup> C My success was my parents' only hope of breaking that vicious cycle of poverty. I couldn't let them down, even if I did feel trapped in a cage of rules and routines. Every day I couldn't wait for the year to end so I could return home to see my family and roam the streets and fields once more.

I wasn't alone in missing home. I witnessed many teary eyes among my fellow classmates. The girls sobbed more than the boys. <sup>2</sup> D The boys would be told that crying was a sign of weakness. [...]

Our first weeks weren't made any easier when a virus swept through the school. I was among those who had the severe cough, sore throat and high fever. <sup>3</sup> A I offered to share it with some of my classmates but it was as though I'd offered them poison. I lost a few friends over that, but I did notice that their symptoms lasted much longer than mine. [...]

One of the treats at the academy once a month was watching documentaries and occasionally a movie. All the foreign films were from other communist countries. A North Korean movie I remember particularly well was about a young man who had lost his ambitions for the communist cause, and a beautiful girl, a Communist Youth Party member, who helped him and fell in love with him. What I enjoyed most about this movie wasn't the politics but the love story. <sup>4</sup> E I imagined that if I performed badly enough in class, the political head might send this girl to help me, but the longed-for love never materialised.

\*niang: grandmother

- A Naturally, I did what my niang would have done – I took out a few pieces of my precious dried snakeskin and wrapped a green onion in them.
- B We knew what we had to do – and there was a great determination amongst every boy and girl to succeed.
- C The loss of face would be unbearable. It would damage my family's reputation forever.
- D Our political heads and teachers showed more tenderness towards the girls.
- E For the next couple of weeks I started to behave differently towards the captain of the girls' class, a pretty Qingdao girl with big, bright eyes.

## LISTENING

- 8 **CD-1.25 MP3-25** Listen to four people talking about classes they attend. Choose from the list (A–F) what each speaker says. Use the letters only once. There are two extra letters.

Speaker 1:

Speaker 3:

Speaker 2:

Speaker 4:

The speaker:

- A wants to develop a professional goal.
- B is struggling with the amount of work on the course.
- C is motivated by feedback from the tutor.
- D is concerned about other students' motivation.
- E is thinking of quitting the course.
- F is surprised by the attitude of the tutor.

## SPEAKING

- 9 In pairs, complete the speaking task.

Student A, your photos show people of different ages learning new things. Compare the photos and say how difficult it can be to learn new things at these ages.



Student B, do you prefer to learn by studying or by doing?

- 10 Now go to **WORD STORE** page 23 and complete another speaking task.

## WRITING

- 11 Complete the writing task.

You are the student representative for your class. You recently attended a meeting about plans for a new cafeteria for the school. Write a report of the meeting for the website. Your report should:

- include some information you learned about the plans.
- ask for suggestions from the students for the new cafeteria.

Write your report in 140–190 words.

# 2

## IT TAKES ALL SORTS

Everybody knows how to raise children, except the people who have them.

P.J. O'ROURKE (B. 1947),  
AN AMERICAN SATIRIST

### UNIT LANGUAGE AND SKILLS

#### Vocabulary:

- Show what you know – compound nouns – family
- family, celebrations and religious ceremonies
- verb-noun collocations
- common phrases
- dependent prepositions
- word families
- Word in focus – take

#### Grammar:

- Past Perfect Simple and Continuous
- relative clauses

#### Listening:

- a talk by a neuroscientist
- sentence completion

#### Reading:

- a literary extract and a news report about mysterious events
- multiple choice

#### Speaking:

- telling a personal anecdote

#### Writing:

- an article

### FOCUS EXTRA

- Grammar Focus pp. 131–132
- WORD STORE booklet pp. 4–5
- Workbook pp. 22–35 or MyEnglishLab
- MP3s – www.english.com/focus

## 2.1 Vocabulary

Family • Celebrations • Religious ceremonies • Verb-noun collocations • Common phrases

I can talk about families and describe ceremonies.

### SHOW WHAT YOU KNOW

- 1 Cross out the family word which cannot be used with the underlined part-word.
 

1 <u>ex</u> - wife / boyfriend / <u>nephew</u>	4 <u>single</u> mother / daughter / parent
2 <u>great</u> - child / uncle / grandson	5 <u>step</u> father / children / husband
3 <u>half</u> brother / niece / sister	6 <u>god</u> mother / cousin / son
- 2 In pairs, form other words with the underlined part-words in Exercise 1. Choose words to describe different people in your family.  
My great-grandmother lives in Cardiff. She is ninety and ...
- 3 Look at the photos and read the title and introduction of the article. What does coming of age mean?
 

a getting married	b becoming an adult	c having a party
-------------------	---------------------	------------------

# Coming-of-age ceremonies

Most countries have customs that celebrate young people's journey into adulthood. This is how they do it in two very different cultures.

In Japan, we have a festival  
5 called Seijin-no-hi and it takes place on every second Monday of January. Anyone who has their twentieth birthday in that  
10 year celebrates on that day.

For the young men and women taking part, it's a once in a lifetime  
15 experience. The highlight of everyone's day is seeing the young women in their kimonos. Women wear a special kimono made of brightly coloured silk,  
20 with long sleeves. Men get dressed up in formal suits.

The day is divided into several stages. First, everyone goes to the town hall to listen to speeches made by government officials. After that, people usually go to a shrine with members of their family. On my coming-of-age day, there were three generations of my family there, including distant relatives and great-  
25 grandparents who were in their nineties. I was showered with gifts and by the end of the day, my wallet was full of money – I'm an only child, so I was really spoilt. After the formalities are over, the rest of the day is for fun. I had a meal with my extended family, and then I met up with my friends for a big party. I had the time of my life.



4 Read the article and make notes about the ceremonies.

Country	Age	Guests	Formal part	Informal part
Japan		<i>extended family and friends</i>		
Mexico				

5 In pairs, discuss the questions about your country.

- At what age are you legally allowed to:
  - vote?
  - buy alcohol and tobacco?
  - drive a car?
  - join the army?
  - leave school?
  - have children?
- What customs are associated with coming of age?
- When do you think people really come of age?



Quinceañera

Ana from Mexico

30 I'm Mexican and one of our customs is a celebration for young girls on their fifteenth birthday called Quinceañera. In the past, the Quinceañera ceremony signified that girls were ready for marriage. That's definitely not the case today!

My mum had a **small gathering** for her Quinceañera, just the **immediate family** and some close friends. Nowadays there's a lot of pressure to **put on a big party** with DJs and fireworks. So we did, and it was **worth the effort**. It was unforgettable.

My family's very modern, but we didn't want to **lose sight of** the spiritual side of the celebration. So first we went to church for a special **mass** and a **blessing**. The **priest** and my godparents talked to me about my new responsibilities, and I read a letter thanking my parents for everything. It was very moving – I **had a lump in my throat** and I could see my parents had tears in their eyes.

45 After the mass, we went on to the **reception**. Towards the end of the meal my father **proposed a toast** and he got very emotional when he talked about his hopes for my future. After blowing out the candles on my birthday cake, I danced all night. Everyone **made a fuss of me** and I enjoyed being **the centre of attention** all day.

WORD STORE 2A

6 **CD•1.26 MP3•26** Complete WORD STORE 2A with the words in red in the article. Then listen, check and repeat. Add a translation.

7 Complete the sentences with names of people you know. Then, in pairs, take it in turns to tell each other something interesting about each person.

- \_\_\_\_\_ is an only child.
- In my extended family, \_\_\_\_\_ is the oldest relative I have and \_\_\_\_\_ is the youngest.
- \_\_\_\_\_ is one of my distant relatives.
- \_\_\_\_\_ is the first person I'd invite to a small gathering for my birthday.
- I sat next to \_\_\_\_\_ at the last reception I went to.
- The people in my immediate family are \_\_\_\_\_.

WORD STORE 2B

8 **CD•1.27 MP3•27** Complete WORD STORE 2B with a noun from the underlined collocations in the article. Then listen, check and repeat. Add a translation.

9 In pairs, match the sentence halves. Then tick the statements that are true for your country.

- Parents sometimes have a lump in their
- The bride's father always proposes
- People have lost
- Most families don't put on
- Couples are often showered
- It's important to make 
  - a sight of what's important in life.
  - with gifts on their engagement.
  - a fuss of people on their eighteenth birthday.
  - throat when their children leave home.
  - a toast at his daughter's wedding.
  - a big coming-of-age party.

WORD STORE 2C

10 **CD•1.28 MP3•28** Complete WORD STORE 2C with more verb-noun collocations. Then listen, check and repeat. Write example sentences.

WORD STORE 2D

11 **CD•1.29 MP3•29** Complete WORD STORE 2D with the highlighted phrases in the article. Then listen, check and repeat.

12 In pairs, complete the questions with one word in each gap. Then ask and answer the questions.

- What has been the \_\_\_\_\_ of your day so far today?
- Have you ever been the centre of \_\_\_\_\_?
- Were you really \_\_\_\_\_ your last birthday?
- Do you think big parties are \_\_\_\_\_ the effort?
- Which once in a \_\_\_\_\_ experience would you most like to have?
- When was the last time you had the \_\_\_\_\_ of your life?

## 2.2 Grammar

### Past Perfect Simple and Continuous

*I can talk about a past action or situation that took place before another past action or situation.*

- 1 Read the story. Why did Amelie and Steve wait seventeen years to get married?

### IT WAS MEANT TO BE

Amelie was studying English in the UK when she met Steve. It was love at first sight and they spent a wonderful summer together. Amelie returned to France after her course finished. They tried to keep a long-distance relationship going, but they drifted apart.



A few years later, Steve wrote to Amelie but Amelie's mother put the letter on the mantelpiece, forgot to tell Amelie, and it slipped down the back of the fireplace. Many years later, a builder was removing the fireplace when he found the letter. It had been there for ten years.

During that time, Amelie had remained single and had never forgotten the love of her life. Meanwhile, Steve had been working in a factory in his home town. He had been thinking about Amelie too, but he assumed she had got married to somebody else.

When she finally read the letter, Amelie was too nervous to call as so much time had passed. But she finally plucked up courage and they arranged to meet.

They got married seventeen years after they first met.

- 2 Read the GRAMMAR FOCUS. Match the underlined examples in the story with rules 1–4.

### GRAMMAR FOCUS

#### Past Perfect Simple and Continuous

You use the **Past Perfect** to make it clear that an activity took place before the main events in a story.

- You use the **Past Perfect Simple** to describe a completed action.
- You use the **Past Perfect Continuous** to describe an activity in progress.
- You use the **Past Perfect Simple** (NOT **Continuous**) with state verbs (*be, have, know, etc.*).
- You don't have to use the **Past Perfect** if a time expression (i.e. *before or after*) makes the order of events clear.

- 3 Find other examples of the Past Perfect in the story. Then discuss why the simple or continuous forms have been used.

- 4 Choose the correct options.

- Amelie didn't know that Steve *wrote / had written* to her.
- Steve didn't know that Amelie *had never received / had never been receiving* his letter.
- Steve thought Amelie *had got / got* married to somebody else.
- Amelie found the letter and realised it *was lying / had been lying* behind the fireplace for ten years.
- Amelie was nervous about calling Steve because they *hadn't seen / didn't see* each other for a long time.

- 5 Complete the sentences with the Past Perfect Simple or Continuous form of the verbs in brackets.

- The roads were wet this morning. It had been raining (rain) all night.
- Yesterday I was tired. I \_\_\_\_\_ (not sleep) well the night before.
- I went to the doctor last week because I \_\_\_\_\_ (not feel) well.
- I \_\_\_\_\_ (have) the same phone for ages, so I got a new one last month.
- I didn't understand yesterday's homework because I \_\_\_\_\_ (not listen) to the teacher in class.
- By the time I arrived, the lesson \_\_\_\_\_ (already/start).

- 6 Tick the sentences in Exercise 5 that are true for you. Then write three more sentences using the Past Perfect Simple or Continuous.

- 7 Complete the story with the Past Perfect Simple or Continuous form of the verbs in the box. Why did Eric and Vilma wait forty years to get married?

grow hear know live make  
meet move search see work

### ERIC AND VILMA FORTY YEARS ON



Vilma was my wife's best friend. They <sup>1</sup> \_\_\_\_\_ each other since childhood. When Vilma moved away, we lost touch but she <sup>2</sup> \_\_\_\_\_ a big impression on me. So when my wife and I separated, I decided to ask my friends if anyone <sup>3</sup> \_\_\_\_\_ from her, but no one had. Vilma was a very compassionate person, so I imagined that she <sup>4</sup> \_\_\_\_\_ to Tibet and <sup>5</sup> \_\_\_\_\_ for a charity for a few years. Finally, my niece called to say she <sup>6</sup> \_\_\_\_\_ Vilma's profile on Facebook. I rang her and found that she <sup>7</sup> \_\_\_\_\_ in Paris, so I <sup>8</sup> \_\_\_\_\_ in the wrong place! We met up and when we saw one another, it was magical. We <sup>9</sup> \_\_\_\_\_ older, but that didn't matter. She was widowed and didn't have children. I proposed immediately. Forty years after we <sup>10</sup> \_\_\_\_\_ for the first time, we got married.

- 8 Use the prompts to write questions about the story. Then answer the questions.

- how long / Eric's ex-wife / know / Vilma?  
*How long had Eric's ex-wife known Vilma?*
- any of Eric's friends / hear / from Vilma / after she / move away?
- why / Eric / think / Vilma / move / to Tibet?
- where / Vilma / live / since Eric / lose / touch with her?
- vilma / have / any children / with her late husband?

## 2.3 Listening

### Sentence completion

I can understand specific detail in a talk.

- 1 'What is love?' is the most popular search on Google. In pairs, try to match people 1–4 with their definition of love A–D. Which definition do you like best?

- 1 a novelist                       3 a parent   
2 a nun                               4 a neuroscientist

- 2 **CD-1.30 MP3-30** Listen to a talk by a neuroscientist and answer the questions.

- 1 What have scientists become interested in recently?  
2 Why do they think humans first developed the instinct to fall in love?  
3 What might happen in the future?

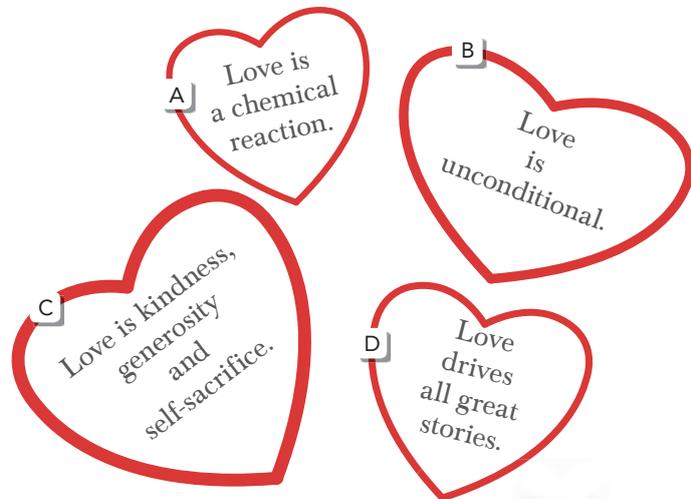
### EXAM FOCUS Sentence completion

- 3 **CD-1.30 MP3-30** Listen again and complete the sentences with a word or short phrase.

- 1 Ruby Niverton first wanted to be a \_\_\_\_\_ .  
2 She refers to some new research that has been carried out in \_\_\_\_\_ .  
3 Ruby compares the reasons we want love to the reasons we want a \_\_\_\_\_ .  
4 According to Ruby, the need for us to love someone becomes an \_\_\_\_\_ .  
5 When they put people in \_\_\_\_\_ , Chinese scientists got interesting results.  
6 The area of the brain responsible for this function first developed about \_\_\_\_\_ years ago.  
7 Ruby mentions \_\_\_\_\_ as an example of something else that produces similar brain activity.  
8 There's a possibility that people could take a \_\_\_\_\_ to recover from a failed love affair.

- 4 Complete the relationship phrases from the talk with prepositions.

- 1 be attracted \_\_\_\_\_ sb  
2 go out \_\_\_\_\_ sb  
3 fall \_\_\_\_\_ sb  
4 be madly \_\_\_\_\_ love \_\_\_\_\_ sb  
5 be obsessed \_\_\_\_\_ st  
6 split \_\_\_\_\_ with sb



- 5 In pairs, match the phrases in Exercise 4 with these phrases with similar meanings. Can you put the stages in a logical order?

- a fancy sb = be attracted to sb  
b adore sb = \_\_\_\_\_  
c end a relationship = \_\_\_\_\_  
d fall in love with sb = \_\_\_\_\_  
e start seeing sb = \_\_\_\_\_  
f worship sb = \_\_\_\_\_



- 6 In pairs, write a short love story. Use at least four phrases from Exercise 5.

*When Harry met Sally ...*

- 7 Read other students' love stories and vote for the best one.

### PRONUNCIATION FOCUS

- 8 **CD-1.31 MP3-31** Listen and repeat the words in the box. Make pairs of words with the same consonant sound.

church confusion courage feature  
Japan measure official pressure

church – feature

- 9 **CD-1.32 MP3-32** Add the words from Exercise 8 to the table. Then listen, check and repeat.

Sound	Typical spelling	Example
/ʃ/	sh- ti- + vowel ci- + vowel ss-	shrine, worship attention, emotional <u>official</u> passionate, <sup>2</sup> _____
/ʒ/	s- + -ion s- + -ure	<sup>3</sup> _____, decision <sup>4</sup> _____, pleasure
/tʃ/	-ch t- + -ure	<sup>5</sup> _____, match <sup>6</sup> _____, picture
/dʒ/	j- g-	<sup>7</sup> _____, journey <sup>8</sup> _____, marriage

### WORD STORE 2E

- 10 **CD-1.33 MP3-33** Complete WORD STORE 2E. Replace the underlined words/phrases with words/phrases with similar meanings from the box.

## 2.4 Reading

### Multiple choice

I can find specific detail in a text.

- 1 Look at the list. Put ✓ for things you often read, ? for things you sometimes read and X for things you never read.

advertisements	<input type="checkbox"/>	cartoons	<input type="checkbox"/>
comics	<input type="checkbox"/>	information on websites	<input type="checkbox"/>
magazine articles	<input type="checkbox"/>	news reports	<input type="checkbox"/>
novels	<input type="checkbox"/>	non-fiction books	<input type="checkbox"/>
short stories	<input type="checkbox"/>		

- 2 In pairs, compare your answers to Exercise 1 and discuss the questions.

- 1 How much reading for pleasure do you do in your own language?
- 2 How much do you do in English?

- 3 Read text A and tick the features that you think it contains. Then compare with a partner.

- |                       |                          |                                 |                          |
|-----------------------|--------------------------|---------------------------------|--------------------------|
| 1 likeable characters | <input type="checkbox"/> | 5 a situation you can relate to | <input type="checkbox"/> |
| 2 mystery             | <input type="checkbox"/> | 6 a great opening line          | <input type="checkbox"/> |
| 3 humour              | <input type="checkbox"/> | 7 romance                       | <input type="checkbox"/> |
| 4 believable dialogue | <input type="checkbox"/> | 8 descriptive language          | <input type="checkbox"/> |

- 4 In pairs, discuss which features from Exercise 3 are important in the first chapter of a novel. What makes you want to read further?

### – ONE –

A CD•1.34 MP3•34

299 hours, 54 minutes

One minute the teacher was talking about the Civil War. And the next minute he was gone. There.  
Gone.

No 'poof'. No flash of light. No explosion.

- 5 Sam Temple was sitting in third-period History class staring blankly at the blackboard, but far away in his head. In his head he was down at the beach, he and Quinn. Down at the beach with their boards, **yelling**, bracing for that first **plunge** into the cold Pacific water.

For a moment he thought he had imagined it, the teacher disappearing. For a moment, he thought he'd slipped into a daydream. Sam turned to Mary Terafino, who sat just to his left. 'You saw that, right?'

- 10 Mary was **staring** hard at the place where the teacher had been.

'Um, where's Mr Trentlake?' It was Quinn Gaither, Sam's best, maybe only, friend. Quinn sat right behind Sam. The two of them favoured window seats because sometimes, if you caught just the right angle, you could actually see a tiny sliver of sparkling water between the school buildings and the homes beyond.

'He must have left,' Mary said, not sounding like she believed it.

- 15 Edilio, a new kid Sam found potentially interesting, said, 'No, man. Poof.' He did a thing with his fingers that was a pretty good illustration of the concept.

Kids were staring at one another, craning their necks this way and that, **giggling** nervously. No one was scared. No one was crying. The whole thing seemed kind of funny.

'Mr Trentlake poofed?' said Quinn, with a suppressed giggle in his voice.

- 20 'Hey,' someone said, 'where's Josh?'

Heads turn to look.

'Was he here today?'

'Yes, he was here. He was right here next to me.' Sam recognised the voice. Bette. Bouncing Bette.

'He just, you know, disappeared,' Bette said, 'Just like Mr Trentlake.'

- 25 The door to the hallway opened. Every eye locked on it. Mr Trentlake was going to step in, maybe with Josh, and explain how he had pulled off this magic trick, and then get back to talking in his excited, strained voice about the Civil War nobody cared about.

But it wasn't Mr Trentlake. It was Astrid Ellison, known as Astrid the Genius, because she was ... well, she was a genius. Astrid was in all the AP\* classes the school had. In some subjects she was taking online courses from the university.

- 30 Astrid had shoulder-length blonde hair, and liked to wear starched white short-sleeved blouses that never failed to catch Sam's eye. Astrid was out of his league, Sam knew that. But there was no law against thinking about her.

'Where's your teacher?' Astrid asked.

There was a collective **shrug**. 'He poofed,' Quinn said, like maybe it was funny.

'Isn't he out in the hallway?' Mary asked.

Astrid shook her head. 'Something weird is happening. My math study group ... there were just three of us, plus the teacher.'

- 35 They all just disappeared.'

'What?' Sam said.

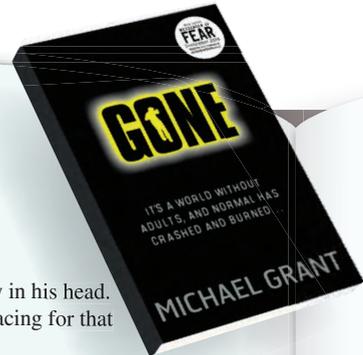
Astrid looked right at him. He couldn't look away like he normally would because her **gaze** wasn't challenging, sceptical like it usually was: it was scared. Her normally sharp, discerning blue eyes were wide, with way too much white showing. 'They're gone. They all just ... disappeared.'

- 40 'What about your teacher?' Edilio said.

'She's gone too,' Astrid said.

'Gone?'

'Poof,' Quinn said, not giggling so much now, starting to think maybe it wasn't a joke after all.





## 2.5 Grammar

### Relative clauses

I can identify and use different types of relative clause.

- 1 In pairs, discuss the advantages and disadvantages of being the firstborn child in a family.
- 2 Read Part 1 of an article about birth order. Are any of the things you discussed in Exercise 1 mentioned?

### WHAT BIRTH ORDER SAYS ABOUT YOU

Birth order is the key <sup>1</sup>that can unlock your personality. Here are some generalisations that have come out of research <sup>2</sup>carried out over the years.

#### The firstborn

Parents <sup>3</sup>learning to bring up their first child tend to be extremely attentive and protective. Firstborn children, <sup>4</sup>who have their parents' undivided attention, are responsible, reliable and well-behaved. Firstborns tend to be perfectionists bursting with confidence, <sup>5</sup>which makes it hard for them to admit when they're wrong.



- 4 Read Part 2 of the article and choose the correct options.

#### The middle child

Middle children, <sup>1</sup>which have been / [ Ø ] given less attention by their parents, are more independent. Middle children <sup>2</sup>which / whose older siblings boss them around feel life is unfair. They often believe their other siblings get all the attention, <sup>3</sup>which / that can make them feel left out.

#### The baby of the family

Parents <sup>4</sup>which are / [ Ø ] bringing up their youngest children are more lenient, <sup>5</sup>which / [ Ø ] means that last-borns are rarely told off. Youngest children, <sup>6</sup>that / who have fewer responsibilities, are carefree and easy-going. The baby of the family, <sup>7</sup>whose / who is used to having things done for them, tends to be bad at making decisions.

#### The only child

Only children have many of the same qualities as the oldest child, <sup>8</sup>that / which is not surprising. Only children, <sup>9</sup>which / who spend more time with adults, will often act older than their age. The typical only child likes being the centre of attention, <sup>10</sup>which / whose sometimes makes them appear self-centred.

- 5 What position are you in your family? Which comments in Parts 1 and 2 of the article do you agree with?

- 6 Rewrite the sentences using reduced relative clauses. Then tick the statements you agree with.

1 Siblings who share a bedroom tend to be less selfish.  
*Siblings sharing a bedroom tend to be less selfish.*

2 Children who have been brought up as the baby of the family are often fussy eaters.

3 Firstborns, who are accustomed to accepting rules, are better behaved at school.

4 Middle-born children, who grow up with a younger and older sibling, can be argumentative.

5 Only children who spend a lot of time alone tend to be very creative.

6 The youngest child, who is used to being the centre of attention, usually has a good sense of humour.

- 7 Complete the sentences with **who**, **which**, **that**, **where**, **whose** or – if you can leave out the relative pronoun. Then tick the sentences that are true for you.

1 My sister always leaves her clothes on the floor, \_\_\_\_\_ is very annoying!

2 In my family, the person \_\_\_\_\_ cooks the most delicious food is my grandmother.

3 I'm jealous of people \_\_\_\_\_ parents let them do whatever they want.

4 The only place \_\_\_\_\_ I can get some peace at home is in the bathroom!

5 My mother, \_\_\_\_\_ thinks I'm still a baby, worries when I go out late.

6 I've got several cousins \_\_\_\_\_ living in the same town as me.

7 We live in a house \_\_\_\_\_ built over 100 years ago.

- 3 Read the GRAMMAR FOCUS. What type of clause are the examples in blue (1–5) in Part 1 of the text?

### GRAMMAR FOCUS

#### Relative clauses

- In **defining relative clauses** you can leave out *who*, *which* or *that* when it is the object of the verb.

*Olga is the girl **who sits next to me**.* (*Who is the subject of sit.*)

*Olga is the **girl (who) I sit next to**.* (*Who is the object of sit.*)

- In **non-defining relative clauses**, which always come after a comma, you cannot leave out *who*, *which*, *where* or *whose*.

*Eva is friends with Sam, **who I can't stand**.* (= I can't stand Sam.)

- In **reduced relative clauses** you use a present participle for active verbs and a past participle for passive verbs.  
*There's a new teacher **teaching** Year 4.* (= ... who is teaching)  
*The students **taught** by him are delighted.* (= ... who are taught)

- In **comment clauses**, which always come after a comma, you refer to the whole of the main clause using *which*.  
*Eva is friends with Sam, **which I can't stand**.* (= I can't stand the situation.)

## 2.6 Speaking

### Telling a personal anecdote

*I can tell a personal anecdote about a memorable day out.*

- 1 Look at the website. Which days out would you most like to go on? Why?

Are you tired of doing the same old things with your friends? Why not try something different with one of our alternative days out?

- go mountain biking
- visit a gallery or photo exhibition
- sing karaoke
- rent a rowing boat or kayak
- attend a workshop (e.g. dancing or DJing)
- go go-kart racing
- visit an aquarium or zoo



- 2 In pairs, describe the photo in Exercise 1 and answer the questions.

- 1 What might the people be thinking/feeling?
- 2 In your opinion, what factors make a memorable day out?

- 3 Put the parts of an anecdote about a memorable day out in a logical order.

- a where and when the day took place and other background information
- b who was involved
- c why the day was so memorable
- d what the anecdote is going to be about
- e what happened, step by step


- 4 **CD•1.37 MP3•37** Listen to someone describing a memorable day out and check your ideas in Exercise 3. In pairs, try to retell the anecdote.

- 5 **CD•1.37 MP3•37** Complete the SPEAKING FOCUS with the words in the box. Then listen again and check.

all as as soon as blue doubt  
funnily initially place

### SPEAKING FOCUS

#### Introducing the anecdote

(Right, so) I'm going to tell you about (a great day out).

(OK, so) this is a story about (a day I'll never forget.)

This took <sup>1</sup> \_\_\_\_\_ about (a month ago).

#### Sequencing events in the anecdote

<sup>2</sup> \_\_\_\_\_ /When/Just after (we got there, the sun came out).

<sup>3</sup> \_\_\_\_\_ /To begin with, (we were the only people there).

As/While (we were sitting there) ...

Suddenly/<sup>4</sup> \_\_\_\_\_ of a sudden, (the weather changed).

#### Describing events vividly

Predictably/<sup>5</sup> \_\_\_\_\_ expected, (other people soon started) ...

Unexpectedly/Out of the <sup>6</sup> \_\_\_\_\_, (it started pouring with rain).

Luckily/Fortunately, (after it stopped raining, the sun came out again).

#### Finishing the anecdote

Without a <sup>7</sup> \_\_\_\_\_, it was (one of the best days I've had in ages).

When I look back (on that day) now, I feel ...

It turned out to be (an unforgettable day out).

Strangely/<sup>8</sup> \_\_\_\_\_ enough, (the best days are often the ones you don't really plan).

- 6 **CD•1.38 MP3•38** Read the anecdote and choose the correct options. Then listen and check.

Right, so this <sup>1</sup>took place / is a story about a day I'll never forget. I've always loved music and last month my friend and I went to a DJing workshop. <sup>2</sup>To begin with / Just after, we learnt about the equipment. We can't afford our own stuff yet but <sup>3</sup>fortunately / out of the blue, we were able to use the decks, mixers and laptops at the centre. <sup>4</sup>When / While we had understood the basics, it was time to have a go.

<sup>5</sup>Strangely / Predictably, it was really difficult at first, but after a while I started to get the hang of it. It feels and sounds fantastic when you get it right. It turned out to be an <sup>6</sup>unexpected / unforgettable day.

I can't wait for the next workshop.



- 7 In pairs, follow the instructions. Take turns to be A and B.

**Student A:** Tell a personal anecdote about a memorable day out. Use the SPEAKING FOCUS to help you.

**Student B:** Listen to your partner's anecdote and think of a question to ask them when they have finished.

## 2.7 Writing

### An article

*I can write an article that attracts and holds the reader's attention.*

- 1 Look at the photos. Which aspects of adolescence do they illustrate?

- 2 In pairs, read the *Last week's competition* section on the website and discuss the questions.

- 1 Why is adolescence described as 'a roller coaster ride'?
- 2 What are the best things about being a young adult?
- 3 What new challenges do you face as a young adult?

- 3 Read the winning article on the website and answer the questions.

- 1 Did the author mention any of the pleasures or challenges you discussed in Exercise 2?
- 2 What is the author's conclusion? Do you agree? Why?/Why not?

# Psychology Magazine

## Have your say Last week's competition

The journey from teenager to adult can bring joy and pain, success and failure, friendship and heartbreak. If you are riding the roller coaster of adolescence right now, then *Psychology Magazine* wants to hear from you. Send us an article in which you describe some of the very best things about coming of age and discuss the most challenging aspects of life for people living through these 'in-between' years.

As usual, a selection of articles will be published in an upcoming edition of *Psychology Magazine*.

### The winning article:

## Adolescence: pain and pleasure in equal measure

by Josh Payne

Remember when you were little and school summer holidays seemed to go on forever? Being children, most of us lived carefree and happy lives. Sadly, this does not last and we must all grow up. I can reliably report that the process brings pain and pleasure in equal measure.

First, there is the pain. Adolescence is a time of huge physical and emotional change. For many of us this change is accompanied by feelings of self-doubt, envy and embarrassment. Apparently, we are neither children nor adults; asked to act like 'grown-ups' in certain situations, but not in others. 'Be responsible and act your age ... but be home by 9 p.m.!' These mixed messages can be hard to deal with. Add to this the pressure of schoolwork and it is no wonder we sometimes feel unable to cope.

Thankfully, alongside the pain, there is also pleasure. Though we have to study, few of us need to worry about bills or housework. As a result, whether it is playing sport or online games, we have time to enjoy ourselves. On top of this, we have our friends. Pleasure and pain alike can be shared with those who know exactly how we feel.

Despite the challenges, as far as I am concerned, the pleasure of being a young adult outweighs the pain. Although it may not always seem so now, perhaps in the future we will look back on adolescence as 'the best days of our lives'.



## This week's competition

There are many unfair gender-based stereotypes concerning the interests and attitudes of adolescents. Write an article of 200–250 words in which you describe some of these common stereotypes and challenge them by explaining why they are untrue or unfair. As usual, a selection of articles will be printed in an upcoming edition of *Psychology Magazine*.

- 4 Read the **WRITING FOCUS** and look at the article again. Tick the techniques the author uses for writing a title, an introduction and a conclusion.

## WRITING FOCUS

### An article

#### Title

Attract the reader's attention from the start:

- 1 Ask a question. (*Are these the best days of our lives?*)
- 2 Use vivid adjectives. (*Adolescence: thrilling and terrifying*)
- 3 Summarise the topic. (*The pains and pleasures of adolescent life*)
- 4 Use rhyme/wordplay. (*Ten top tips for troubled teens*)

#### Introduction

Define the topic and hold the reader's attention:

- 5 Ask a question.
- 6 Tell a short anecdote.
- 7 Give an interesting or surprising fact or figure.
- 8 Give a quotation.

#### Main paragraphs

Develop the topic and discuss all the issues mentioned in the question.

#### Conclusion

Give your personal opinion and leave the reader with something to think about:

- 9 Ask a question.
- 10 Refer to the future.
- 11 Make an appeal or suggestion.
- 12 Return to the idea in your title or introduction.

**Note:** Articles are usually written in a formal or semi-formal style. In a formal article, avoid informal phrases (*I think ... = As far as I am concerned ...*), colloquial language (*Most parents reckon that ... = In most parents' opinions ...*) and contractions (*don't = do not*).

- 5 Match the article introductions and conclusions with techniques 5–12 in the **WRITING FOCUS**.

#### Introductions

- a It's easy to forget that 100 percent of adults alive today were once teenagers like us. As a young man, my 'sensible' father was a real rebel. He rode a motorbike and got a tattoo at the age of sixteen.  and
- b In his famous book, American author John Gray said, 'Men are from Mars, women are from Venus.' Does this also apply to adolescents? Are younger men and women really so different from each other?  and

#### Conclusions

- c As I began by saying, men and women differ in many ways, but individuals also differ regardless of their gender. We should be wary of stereotyping, respect each other and cooperate to use our strengths for a common good.  and
- d So, as a regular teenage girl, am I really that different from the boy sitting opposite me in class? Perhaps not. Whether we will become more or less alike in later life remains to be seen.  and

- 6 Read the **LANGUAGE FOCUS** and rewrite the underlined parts of the sentences using participle clauses.

- 1 Because they want to look stylish, many adolescent boys also enjoy shopping for clothes.
- 2 Because they attend mixed schools, most adolescent boys and girls receive the same education.
- 3 Because I grew up with three sisters, I know something about the differences between boys and girls.
- 4 Because they are stereotypes, such statements do contain an element of truth, of course.
- 5 Because I have always got on well with boys, I think I understand some of their attitudes.

## LANGUAGE FOCUS

### Participle clauses to express reason

You can use **participle clauses** in formal writing to express the **reason** for a statement made in the main clause.

- Use a present participle (verb + *-ing*) when states or actions occur at the same time.  
*Being children*, most of us lived carefree and happy lives.  
= *Because we were children (past)*, most of us lived carefree and happy lives. (past)
- Use a perfect participle (*having* + past participle) when one state or action occurs before another.  
*Having grown physically*, many adolescents expect to be treated as adults.  
= *Because they have grown physically (past)*, many adolescents expect to be treated as adults. (present)

- 7 Read the statements and decide if they are stereotypes about adolescent girls or boys. Do they reflect the reality? Discuss in pairs.

- They find it difficult to talk about their feelings.
- They are always gossiping.
- They love fashion and shopping.
- They love sports and gadgets.
- They are kind and considerate.
- They are rude and aggressive.

- 8 You are going to write an article for this week's competition in *Psychology Magazine*. Read the instructions on the website and think about these things.

- 1 Where will your article appear and who will read it?
- 2 Choose two or three gender-based stereotypes you think are untrue or unfair (see Exercise 7 for ideas). Note down reasons to support your views.
- 3 Select techniques from the **WRITING FOCUS** to help you attract and hold the reader's attention.
- 4 Make sure you use a formal or semi-formal style.

- 9 Write your article. Include at least one participle clause to express reason. Use the **WRITING FOCUS** and the **LANGUAGE FOCUS** to help you.

# 2.8 Language in focus

## Collocations

I can recognise and use common collocations.

### 1 Read the information about collocation and match types of collocation 1–6 with examples a–f from this unit.

Collocation is a central feature of any language. It refers to typical, natural-sounding combinations of words. For example, you can have *strong feelings* but not *tough feelings*. You might *break someone's heart* but not *destroy someone's heart*. Choosing the right collocation will make your English sound more natural.

- |                      |                          |  |
|----------------------|--------------------------|--|
| 1 adjective + noun   | <input type="checkbox"/> | a the <b>centre of attention</b>                 |
| 2 verb + noun        | <input type="checkbox"/> | b It's <b>absolutely fantastic</b> .             |
| 3 noun + verb        | <input type="checkbox"/> | c her <b>late husband</b>                        |
| 4 noun + noun        | <input type="checkbox"/> | d Mary <b>was staring hard</b> .                 |
| 5 verb + adverb      | <input type="checkbox"/> | e My father <b>proposed a toast</b> .            |
| 6 adverb + adjective | <input type="checkbox"/> | f The <b>door</b> to the hallway <b>opened</b> . |

### 2 Translate the examples in Exercise 1. Discuss how 'strong' each collocation is in your language.

stronger = few or no alternatives e.g. *the centre of attention*

weaker = some alternatives e.g. *stare hard/intently/fixedly*

### 3 Complete the sentences with the correct form of the words in capitals. Could any of the sentences describe people you know?

- Donna is \_\_\_\_\_ shy in social situations. It's embarrassing for her. **PAIN**
- Bill has an outgoing \_\_\_\_\_ and a great sense of humour. **PERSON**
- Jane would never swallow her \_\_\_\_\_ and admit that she's wrong. **PROUD**
- Tom is a \_\_\_\_\_ friend. He's always there for me. **FAITH**

### 4 Choose the correct answer, A, B, C or D. Then tick the sentences that are true for you.

- Dad says it's important to \_\_\_\_\_ high standards for yourself.  
A aim      B put      C set      D fix
- My sister has a \_\_\_\_\_ imagination and draws incredible pictures.  
A vivid      B detailed      C sharp      D strong
- The last film I saw was rubbish. I was \_\_\_\_\_ disappointed.  
A totally      B absolutely      C bitterly      D completely
- Most of my Facebook friends are best described as \_\_\_\_\_ acquaintances.  
A occasional      B casual      C nearby      D relaxed

### 5 Complete the questions with one word in each gap. Then answer the questions.

- Is your best friend reliable? Can he/she \_\_\_\_\_ a secret?
- Is anybody in your extended family \_\_\_\_\_ a baby? When is it due?
- Do you tend to \_\_\_\_\_ your temper when you are angry?
- Are you busy at the moment? Do you have a lot on your \_\_\_\_\_ ?
- Are you emotional? How likely are you to \_\_\_\_\_ into tears?
- Can you remember the last time you roared with \_\_\_\_\_ ?

# 02 WORD LIST

## Family members

- cousin /'kʌzən/
- (distant) relative /,(dɪstənt) 'relatɪv/
- ex-wife/ex-boyfriend /,eks 'waɪf/,eks 'bɔɪfrɛnd/
- extended family /ɪk'stendəd 'fæməli/
- firstborn /'fɜːstbɔːn/
- generation /,dʒenə'reɪʃən/
- godmother/godparents /'gɒd,mʌðə/'gɒd,pɛərənts/
- godson /'gɒdsən/
- great-grandson/great-grandmother/great-grandparents /,greɪt 'grænsən/,greɪt 'græn,mʌðə/,greɪt 'grænd,pɛərənts/
- great-uncle /,greɪt 'ʌŋkəl/
- half-brother/half-sister /'ha:f ,brʌðə/'ha:f ,sɪstə/
- immediate family /ɪ,mɪ:diət 'fæməli/
- late husband /,leɪt 'hʌzbənd/
- only child /,əʊnli 'tʃɪld/
- siblings /'sɪblɪŋz/
- single mother/single parent /,sɪŋɡəl 'mʌðə/,sɪŋɡəl 'pɛərənt/
- stepchild /'steptʃɪld/
- stepfather /'steptʃɑːðə/
- widowed /'wɪdəʊd/

## Life stages, life events

- adolescence /,ædə'lesəns/
- adolescent (n, adj) /,ædə'lesənt/
- adulthood /'ædʌlθʊd/
- become an adult /,bɪ,kʌm ən 'ædʌlt/
- childhood /'tʃɪldhʊd/
- come of age /,kʌm əv 'eɪdʒ/
- expect a baby /ɪk'spekt ə 'beɪbi/
- fall in love (with) /'fɔ:l ɪn 'lʌv (wɪð)/
- get married (to) /,get 'mæɪrɪd (tə)/
- grow old /,grəʊ 'əʊld/
- grown-up /'grəʊn ʌp/
- join the army /,dʒɔɪn ðɪ 'ɑːmɪ/
- leave home /,li:v 'həʊm/
- leave school /,li:v 'sku:l/
- vote /vəʊt/

## Relationships

- adore/worship /ə'dɔː/'wɜːʃɪp/
- be attracted to/fancy /bi ə'træktɪd tə/'fænsi/
- be madly in love with /bi ,mædli ɪn 'lʌv wɪð/
- be obsessed with /bi əb'sest wɪð/
- casual acquaintance /,kæʒʊəl ə'kweɪntəns/
- couple /'kʌpəl/
- end a relationship /,end ə rɪ'leɪʃənɪp/
- engagement /ɪn'geɪdʒmənt/
- gender-based stereotypes /,dʒɛndə ,beɪst 'steriə,tɪps/
- get/have sb's undivided attention /,get/,hæv ,sʌmbdɪz ,ʌndɪ'vaɪdəd ə'tenʃən/
- give sb attention /,gɪv ,sʌmbdɪ ə'tenʃən/
- heartbreak /'hɑːtbreɪk/
- lenient /'liːniənt/
- long-distance relationship /,lɒŋ ,dɪstənts rɪ'leɪʃənɪp/
- lose touch /,luːz 'tʌtʃ/
- love at first sight /,lʌv ət ,fɜːst 'saɪt/
- love of sb's life /,lʌv əv ,sʌmbdɪz 'laɪf/
- make a fool of sb /,meɪk ə 'fu:l əv/
- make an impression on sb /,meɪk ən ɪm'preʃən ɒn/
- marriage /'mæɪrɪdʒ/
- propose /prə'pəʊz/
- respect each other /rɪ'spekt ɪtʃ ,ʌðə/
- romance /rəʊ'mæns/
- separate /'seɪpəreɪt/
- shower sb with praise /,ʃəʊə ,sʌmbdɪ wɪð 'preɪz/
- single /'sɪŋɡəl/
- start seeing sb /,stɑːt 'siːŋ ,sʌmbdɪ/
- stereotyping /'steriə,tɪpɪŋ/
- unconditional /,ʌnkən'dɪʃənəl/

## Celebrations

- be the centre of attention /bi ðə ,sentə əv ə'tenʃən/
- birthday cake /'bɜːθdeɪ keɪk/
- blessing /'blesɪŋ/
- celebrate /'seləbreɪt/
- coming-of-age party/ceremony /,kʌmɪŋ əv 'eɪdʒ ,pɑːtɪ/ ,serəmɒni/
- custom /'kʌstəm/
- DJ /'diː ,dʒeɪ/
- festival /'festɪvəl/
- fireworks /'faɪəwɜːks/

formalities /fɔ:'mælətɪz/  
 gathering /'gæðərɪŋ/  
 get dressed up /get drest 'ʌp/  
 have a lump in one's throat /hæv ə ,lʌmp ɪn wʌnz 'θrəʊt/  
 have the time of one's life /hæv ðə ,taɪm əv wʌnz 'laɪf/  
 highlight /'haɪlaɪt/  
 make a fuss of sb /,meɪk ə 'fʌs əv/  
 make a speech /,meɪk ə 'spi:tʃ/  
 mass /mæs/  
 moving /'mu:vɪŋ/  
 once in a lifetime experience /wʌnz ɪn ə ,laɪftaɪm ɪk'spɪəriəns/  
 priest /pri:st/  
 propose a toast /prə'pəʊz ə 'təʊst/  
 have a party /hæv ə 'pɑ:ti/  
 reception /rɪ'sepʃən/  
 shower sb with gifts /,ʃaʊə ,sambɒdi wɪð 'gɪfts/  
 shrine /ʃraɪn/  
 spiritual side /'spɪrɪtʃuəl saɪd/  
 stage /steɪdʒ/  
 unforgettable /,ʌnfə'getəbəl/  
 worth the effort /wɜ:θ ðɪ 'efət/

### Personality, feelings, emotions

act your age /,ækt jər 'eɪdʒ/  
 aggressive /ə'ɡresɪv/  
 argumentative /,ɑ:gjə'mentətɪv/  
 attentive /ə'tentɪv/  
 bitterly disappointed /,bɪtəli ,dɪsə'pɔɪntəd/  
 burst into tears /bɜ:st ,ɪntə 'tiəz/  
 bursting with confidence /bɜ:stɪŋ wɪð 'kɒnfədəns/  
 carefree /'keəfri:/  
 compassionate /kəm'pæʃənət/  
 considerate /kən'sɪdərət/  
 creative /kri'eɪtɪv/  
 easy-going /i:zi 'gəʊɪŋ/  
 embarrassment /ɪm'bærəsmənt/  
 emotional /ɪ'məʊʃənəl/  
 enthusiastic /ɪnθju:zɪ'æstɪk/  
 envy /'envi/  
 faithful (friend) /,feɪθfəl ('frend)/  
 fussy /'fʌsi/  
 generosity /dʒenə'reɪsəti/  
 get emotional /get ɪ'məʊʃənəl/  
 independent /,ɪndə'pendənt/  
 jealous of /dʒeləs əv/  
 joy /dʒɔɪ/  
 keep a secret /,ki:p ə 'sɪkrət/  
 kindness /'kaɪndnəs/  
 outgoing personality /aʊt'gəʊɪŋ ,pɜ:sə'næləti/  
 (painfully) shy /(,peɪnfəli) 'ʃaɪ/  
 passionate about /'pæʃənət ə,baut/  
 perfectionist /pə'fekʃənəst/  
 protective /prə'tektɪv/  
 rebel /'rebəl/  
 reliable /rɪ'laɪəbəl/  
 responsible /rɪ'spɒnsəbəl/  
 rude /ru:d/  
 sceptical /'skeptɪkəl/  
 self-centred /,self 'sentəd/  
 self-doubt /,self 'daʊt/  
 self-sacrifice /,self 'sækrɪfaɪs/  
 selfish /'selfɪʃ/  
 sense of humour /,sens əv 'hju:mə/  
 sensible /'sensəbəl/  
 set high standards for yourself /set ,haɪ 'stændədz fə ,jə:self/  
 spoil /spɔɪl/  
 strength /streŋθ/  
 strict /strɪkt/  
 swallow your pride /,swɒləʊ jə 'praɪd/  
 vivid imagination /,vɪvəd ɪ,mædʒə'neɪʃən/  
 well-behaved /,wel bi'heɪvd/

### Body language

catch sb's eye /,kætʃ ,sambɒdɪz 'aɪ/  
 crane your neck /,kreɪn jə 'nek/  
 discerning eyes /dɪ'sɜ:nɪŋ 'aɪz/  
 gaze /geɪz/  
 gesture /'dʒestʃəl/  
 giggle /'gɪɡəl/  
 lock your eyes on sth /,lɒk ðə 'aɪz ɒn/  
 look hard/intently/fixedly /,lɒk 'hɑ:d/ɪn'tentli/'fɪksədli/  
 lose sight of sb/sth /,lu:z 'saɪt əv/

shake your head /,ʃeɪk jə 'hed/  
 shrug /ʃrʌɡ/  
 stare /steə/  
 strained voice /,streɪnd 'vɔɪs/  
 suppress /sə'pres/  
 suppression /sə'preʃən/  
 yell /jel/

### Phrasal verbs

blow out (the candles) /,bləʊ 'aʊt/  
 boss around /,bɒs ə'raʊnd/  
 bring up (a child) /brɪŋ 'ʌp/  
 dive/plunge into (the sea) /,daɪv/,plʌndʒ 'ɪntə/  
 drift apart /,drɪft ə'pɑ:t/  
 fall for /'fɔ:l fə/  
 go out (with) /,ɡəʊ 'aʊt (wɪð)/  
 grow up /,ɡrəʊ 'ʌp/  
 hear from /'hɪə frəm/  
 leave out /,li:v 'aʊt/  
 look back on /,lʊk 'bæk ɒn/  
 meet up (with) /,mi:t 'ʌp (wɪð)/  
 pluck up (courage) /,plʌk 'ʌp/  
 pull off /,pʊl 'ɒf/  
 put on /,pʊt 'ɒn/  
 split up (with) /,splɪt 'ʌp wɪð/  
 take off /,teɪk 'ɒf/  
 tell off /,tel 'ɒf/  
 turn out /,tɜ:n 'aʊt/

### Other

abduct /əb'dʌkt/  
 abduction /əb'dʌktʃən/  
 accustomed to sth /ə'kʌstəmd tə/  
 alike /ə'laɪk/  
 associated with sth /ə'səʊsi,eɪtɪd wɪð/  
 challenge /'tʃæləndʒ/  
 challenging /'tʃæləndʒɪŋ/  
 conceive /kən'si:v/  
 concept /'kɒnsept/  
 cope /kəʊp/  
 daydream /'deɪdri:m/  
 disappear without a trace /,dɪsə'piə wɪð,aʊt ə 'treɪs/  
 disappearance /,dɪsə'piərəns/  
 explode /ɪk'spləʊd/  
 explosion /ɪk'spləʊʒən/  
 focused on sth /'fəʊkəst ɒn/  
 get the hang of sth /,get ðə 'hæŋ əv/  
 go missing /,ɡəʊ 'mɪsɪŋ/  
 have a frog in your throat /hæv ə 'frɒŋ ɪn jə θrəʊt/  
 have a go /hæv ə 'ɡəʊ/  
 have a lot on your mind/plate /hæv ə ,lɒt ɒn jə 'maɪnd/pleɪt/  
 illustrate /ɪ'ləstreɪt/  
 illustration /ɪ,lɪ'streɪʃən/  
 involved in sth /ɪn'vɒlvɪd ɪn/  
 it takes all sorts (to make a world) /ɪt teɪks ɔ:l ,sɔ:ts (tə meɪk ə 'wɜ:ld)/  
 lose count of sth /,lu:z 'kaʊnt əv/  
 measure /'meʒə/  
 numerous /'nju:mərəs/  
 nun /nʌn/  
 outweigh /aʊt'weɪ/  
 permanent condition /,pɜ:mənənt kən'dɪʃən/  
 propose a motion /prə'pəʊz ə 'məʊʃən/  
 recognise /'rekəɡnaɪz/  
 recognition /,rekəɡ'nɪʃən/  
 regardless of sth /rɪ'ɡɑ:dləs əv/  
 specialise in sth /'speʃəlaɪz ɪn/  
 take /teɪk/  
 take a course /,teɪk ə 'kɔ:rs/  
 take a day off /,teɪk ə deɪ 'ɒf/  
 take part /,teɪk 'pɑ:t/  
 take place /,teɪk 'pleɪs/  
 take risks /,teɪk 'rɪks/  
 unexpectedly/out of the blue /,ʌnɪk'spektɪdli/aʊt əv ðə 'blu:/  
 wary of sth /'weəri əv/  
 weird /wɪəd/

# FOCUS REVIEW 2

## VOCABULARY AND GRAMMAR

### 1 Complete the sentences with words from the unit. The first letter of each word is given.

- 1 The church ceremony was followed by a **r**\_\_\_\_\_ for over 200 guests.
- 2 I was **b**\_\_\_\_\_ disappointed when I couldn't go to my best friend's birthday party because I had flu.
- 3 I have lots of uncles, aunts and cousins, but my **i**\_\_\_\_\_ family is rather small. I've just got one brother.
- 4 The fireworks display was definitely the **h**\_\_\_\_\_ of my parents' anniversary party.
- 5 We all **s**\_\_\_\_\_ my sister's daughter with gifts on her first birthday.

### 2 Complete the sentences with the correct form of the verbs in the box. There is one extra verb.

[ do have involve lose make propose put ]

- 1 We stood at the shore waving goodbye to the newlyweds until we \_\_\_\_\_ sight of their yacht.
- 2 My older sister has just bought her own flat and is planning to \_\_\_\_\_ on a housewarming party.
- 3 It's great that Jane wants to get \_\_\_\_\_ in organising a hen party for her younger sister. She always has loads of ideas.
- 4 I'd like to \_\_\_\_\_ a toast to the bride and groom. May they have a long life together.
- 5 When I got home after travelling for a year, my family \_\_\_\_\_ a fuss of me. Everyone was super nice to me.
- 6 The bride's father \_\_\_\_\_ a lump in his throat when he walked his daughter down the aisle on her wedding day.

### 3 Complete the sentences with the Past Perfect Simple or Past Perfect Continuous form of the verbs in brackets.

- 1 Joshua \_\_\_\_\_ (already/be) married twice before he met Carol.
- 2 I asked Martha and Sue to organise my wedding because they \_\_\_\_\_ (prepare) quite a few before.
- 3 Stewart was really exhausted because he \_\_\_\_\_ (look) after the twins the whole afternoon.
- 4 Dad, how long \_\_\_\_\_ (you/date) Mum before you got engaged?
- 5 I split up with my girlfriend because we \_\_\_\_\_ (have) a serious quarrel for the third time that week.
- 6 When I saw Jane the other day, I could see she \_\_\_\_\_ (cry), but I didn't know why.

### 4 Choose the correct options.

- 1 Maria accepted Niko's invitation to a candlelit dinner, *which / that / what* made him really happy.
- 2 Last week I bumped into the Smiths, *who / that / whose* son used to be my boyfriend.
- 3 Would you like to meet the cousin *which / that / whose* I told you about yesterday?
- 4 Here are some lovely photos from Greece, *which / where / that* we went on our honeymoon.
- 5 I can't find my engagement ring, *that / which / whose* is a complete disaster!

## LANGUAGE IN USE

### 5 Complete the text with the correct form of the words in the box. There is one extra word.

[ attend depend grow lazy lose spoil ]

## IT'S NOT ONLY THE ONLY CHILDREN

by Ted Abbott

Don't we often wrongly assume that it's only children who are always the most <sup>1</sup>\_\_\_\_\_ and selfish ones? Are we right in thinking that because they are raised with no siblings, they often get everything they want from their parents?

<sup>2</sup>\_\_\_\_\_ up with two older sisters, I think it may not always be the case. As the only son who my mother had always longed for, I was the centre of

<sup>3</sup>\_\_\_\_\_, leaving my sisters to fight for recognition. It meant that they were always complaining about me, saying what a horrible younger brother I was.

That kind of behaviour made my blood boil and so I often <sup>4</sup>\_\_\_\_\_ my temper with them. At the age of eighteen, I was eager to strike out on my own. I left home to study as far away as I could. That made me more <sup>5</sup>\_\_\_\_\_ and mature and also helped my sisters realise that I was actually quite a decent guy.

### 6 Choose the correct options.

- 1 Let me introduce you to Gina, *whose late husband / who her late husband* left all his paintings to the Arts Museum in his will.
- 2 My *granny had lived / was living* in the countryside for five years before her family moved to the city.
- 3 When we got to the reception, we realised that we *had left / were leaving* the wedding gift at home!
- 4 Mark says he didn't have time to make his bed this morning because he was *oversleeping / had overslept*.
- 5 My cousin in Australia phoned me on my birthday, *that it surprised / which surprised* me a great deal.

7 Complete the second sentence so that it has a similar meaning to the first, using the word in capitals. Do not change the word in capitals.

1 First we went for a meal and then we went to the cinema.

**BEEN**

After we \_\_\_\_\_, we went to the cinema.

2 Cathy's parents really liked Dan when they met him at the party.

**IMPRESSION**

Dan \_\_\_\_\_ Cathy's parents when they met him at the party.

3 I first met Sally at the restaurant over there.

**WHERE**

That's the restaurant \_\_\_\_\_ Sally.

4 After working for ages, I decided to take a break.

**SO**

I'd \_\_\_\_\_ I decided to take a break.

**SPEAKING**

9 In pairs, complete the speaking task.

Student A, your photos show people arguing about different things. Compare the photos and say if you think the people often argue about these things.



Student B, do you often argue with your parents or siblings?

10 Now go to WORD STORE page 23 and complete another speaking task.

**LISTENING**

8 **CD-1.39 MP3-39** Listen to a scientist giving a talk and complete the sentences with a word or short phrase.

1 The speaker has a particular interest in the subject because he is a twin and a \_\_\_\_\_.

2 Fraternal twins are babies that are born from \_\_\_\_\_.

3 Identical twins make up only \_\_\_\_\_ of all the twins in the world.

4 About \_\_\_\_\_ sets of twins in every thousand births are born in some areas of Africa.

5 The record for the greatest number of twins at one school is in \_\_\_\_\_, England.

6 One question the speaker asks is whether twins can tell when their brother or sister is \_\_\_\_\_.

7 The speaker mentions a story about a twin whose son was born \_\_\_\_\_ after her twin sister's baby.

8 He gives another example of well-known twins whose second wives were both called \_\_\_\_\_.

9 A problem that twins often experience is that of \_\_\_\_\_.

10 It's difficult for twins to be different because of their \_\_\_\_\_.

**WRITING**

11 Complete the writing task.

You have seen this announcement on an international students' website.

*What do parents and teenagers argue about most in your country?*

Write an article about the most common things teenagers and parents argue about in your country. We'll put the best articles on the website next month!

Write your article in 140–190 words.

# 3

## A PLACE TO LIVE

When in Rome, do as the Romans do.

A POPULAR SAYING, ATTRIBUTED TO SAINT AMBROSE

### UNIT LANGUAGE AND SKILLS

#### Vocabulary:

- Show what you know – landscapes and cityscapes
- dependent prepositions
- adjective-noun collocations
- useful phrases to describe cities
- word families – adjectives ending in *-able*
- prepositions *at, in, on*
- Word in focus – *to*

#### Grammar:

- future forms
- quantifiers

#### Listening:

- news reports and a conversation about places to live
- multiple choice

#### Reading:

- a text about the International Space Station
- true/false

#### Speaking:

- suggesting, agreeing to and objecting to a course of action

#### Writing:

- a 'for and against' essay

### FOCUS EXTRA

- Grammar Focus pp. 133–135
- WORD STORE booklet pp. 6–7
- Workbook pp. 36–49 or MyEnglishLab
- MP3s – [www.english.com/focus](http://www.english.com/focus)

## 3.1 Vocabulary

Dependent prepositions • Collocations • Useful phrases to describe cities

*I can describe cities and talk about city life.*

### SHOW WHAT YOU KNOW

- 1 In pairs, tick the townscape and landscape features you can find near your school.

a river bank  a ruined castle  a housing estate   
 a dense forest  a busy harbour  a steep hill   
 an industrial area  a famous monument   
 a market square  a breathtaking view

- 2 Discuss how far you need to go to see an example of each feature in Exercise 1. Which is the nearest? Which is the furthest?

- 3 **CD-1.40 MP3-40** Listen to four teenagers talking about what makes a city a good place for young people. Which things are important to them?

#### 1 Lisa

- open spaces and cheap sports facilities
- great nightlife
- affordable things to do

#### 3 Liang

- gleaming skyscrapers
- clean air
- job opportunities

#### 2 Gudrun

- street art and fashion
- expensive designer shops
- cheap public transport
- safe cycle lanes

#### 4 Josh

- quaint little backstreets
- leafy neighbourhoods
- a run-down, inner-city area with lots going on
- a young, multi-cultural population

- 4 In pairs, discuss the five most important things for you in a city. Choose from the things in Exercise 3 or add your own ideas.

- 5 Read *The Youthful Cities Index*. In pairs, decide which city is most suitable for you and explain why.



Berlin

Toronto

# The Youthful CITIES INDEX

The Youthful Cities Index have ranked the biggest cities in the world according to how **youth-friendly** they are. 'Youth' is defined as people aged fifteen to twenty-nine and over 1,500 participants from around the world helped to compile the list.

## 1 Toronto

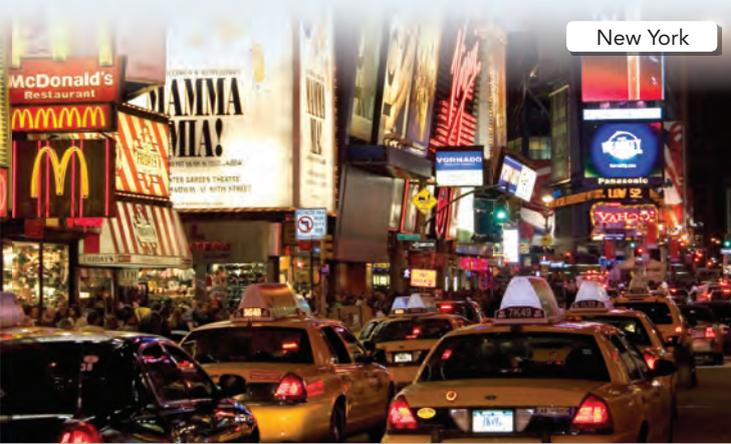
In first place is Canada's largest city, with a population of 2.7 million. The city's **most famous landmark** is the CN Tower, which, at 553 metres tall, is one of the world's tallest buildings. In Toronto there's a large student population who **benefit from** the vibrant nightlife. Toronto **prides itself on** its wide range of cultures, languages, food and arts. Almost half of its population are immigrants, so you can find world-class restaurants serving **mouth-watering food** from every country you can think of. Public transport is great, with a **reliable network** of buses, streetcars (trams) and underground.

## 2 Berlin

Berlin could be the coolest city in the world! People are open-minded and easy-going, and Berliners welcome visitors with open arms. The city boasts an incredible arts and music scene – the nightlife starts late and never ends. There are hundreds of nightclubs, **packed with** partygoers every night of the week. Nightlife is affordable, as is accommodation and transport. The city is flat and **easy to get around** by bike. But there is also a state-of-the-art public transport system. Berlin is **steeped in** history, and the **historical heart of** the city is the area called Mitte. Most of the main sights are **within walking distance of** the centre. Finally, Berlin's **best kept secrets** are the beautiful lakes, canals and parks.

## 3 New York

**Located at the mouth of** the Hudson River, there is no place like New York with its **iconic skyline**. There's a first-class music scene: hip-hop was invented here! There is a huge number of theatres: more than 400 in total. In summer, this cosmopolitan city is full of free cultural activities like public art installations, museum nights and live music. The **bustling city** of New York is **renowned for** its traffic jams, but unlike other cities where the subway closes at night, the NY subway runs twenty-four hours a day. New York isn't the cheapest place to live, but this is **offset by** high salaries and good youth employment.



New York

Go to WORD STORE 3 page 7.

### WORD STORE 3A

- 6 **CD•1.41 MP3•41** Complete WORD STORE 3A with the phrases in red in the text. Then listen, check and repeat.
- 7 Complete the questions with prepositions. Then read the text again and answer the questions.
- 1 What do Toronto students benefit \_\_\_\_\_ ?
  - 2 What does Toronto pride itself \_\_\_\_\_ ?
  - 3 What sort of people are Berlin nightclubs packed \_\_\_\_\_ ?
  - 4 What is Berlin steeped \_\_\_\_\_ ?
  - 5 What problem is New York renowned \_\_\_\_\_ ?
  - 6 What are New York's living costs offset \_\_\_\_\_ ?

### WORD STORE 3B

- 8 **CD•1.42 MP3•42** Complete WORD STORE 3B with adjectives from the underlined collocations in the text and in Exercise 3. Then listen, check and repeat.
- 9 **CD•1.43 MP3•43** In pairs, put the lines of a teenager's views into the correct order. Then listen and check.

At the moment I'm living in a **leafy skyline** of gleaming skyscrapers. I'd live in an **inner-city city** with a multi-cultural population and an **iconic food**, modern art, good music and **vibrant neighbourhood** of a picturesque town with **quaint little backstreets**. It's so boring! I dream of a **bustling area** where I could enjoy **mouth-watering nightlife**. I'll go mad if I stay here!

- 1
- 2
- 3
- 4
- 5
- 6

- 10 Use the collocations in WORD STORE 3B to give your own views – negative or positive – about where you live.

### WORD STORE 3C

- 11 **CD•1.44 MP3•44** Complete WORD STORE 3C with more adjective-noun collocations. Then listen, check and repeat. Write an example sentence for one collocation in each pair.

### WORD STORE 3D

- 12 **CD•1.45 MP3•45** Complete WORD STORE 3D with the highlighted phrases in the text. Then listen, check and repeat.
- 13 In pairs, complete the sentences about places in your country. Then compare your sentences with other pairs. Do they agree with your opinions?
- 1 \_\_\_\_\_ is my local city's best kept secret.
  - 2 The most famous landmark in my area is \_\_\_\_\_ .
  - 3 \_\_\_\_\_ has a very reliable network of \_\_\_\_\_ .
  - 4 \_\_\_\_\_ is within walking distance of this school.
  - 5 \_\_\_\_\_ is easy to get around by bike.
  - 6 The most youth-friendly city in my country is \_\_\_\_\_ .

## 3.2 Grammar

### Future forms

I can use a variety of forms to talk about the future.



## THE VOYAGE OF A LIFETIME

In a few weeks' time, the Franklin family will <sup>1</sup> **be** embarking on a three-year sailing voyage. We asked the children how they felt about the adventure. Billy, fifteen, said, 'We'll <sup>2</sup> \_\_\_\_\_ missing a lot of school, but I think that by the end of this trip we'll <sup>3</sup> \_\_\_\_\_ learnt more than in a classroom. We'll have <sup>4</sup> \_\_\_\_\_ travelling for three years and we <sup>5</sup> \_\_\_\_\_ have seen places with our own eyes. We won't <sup>6</sup> \_\_\_\_\_ just read about them in books.' Mandy, twelve, had a few worries: 'The worst thing is that I'll <sup>7</sup> \_\_\_\_\_ spending three years in a small space with my untidy brothers.' Finally, Jake, seventeen, was less keen than his younger brother: 'By the time we go, I'll have <sup>8</sup> \_\_\_\_\_ playing basketball for my school for seven years, and I want to be a professional. I'll! <sup>9</sup> \_\_\_\_\_ practising whenever I can, but it's not easy on a boat.'

- 1 Rewrite the sentences in the negative. Then think about your life three years from now and decide which alternative is more likely.

In three years' time:

- 1 I'll **have moved** to another part of the country.  
I **won't have moved to another part of the country.**
- 2 I'll **have been studying** at university for a year.
- 3 I'll **still be living** at home with my parents.
- 4 I'll **have saved up** enough money to go travelling.
- 5 I'll **have been driving** for over a year.
- 6 I'll **be sailing** across the Pacific Ocean with my family.

- 2 In pairs, read the GRAMMAR FOCUS and follow the instructions.

- 1 Translate example sentences 1–3 into your own language.
- 2 Discuss the difference in meaning between each sentence.
- 3 Look at Exercise 1 and name the future verb forms in blue.

- 4 Complete Part 2 of the article with the Future Continuous, Future Perfect Simple or Future Perfect Continuous form of the verbs in brackets. Would you like to go on a voyage like this? Why?/ Why not?

### GRAMMAR FOCUS

#### Future forms

- You use the **Future Continuous** to talk about unfinished actions in progress at a time in the future. It often refers to future events that are fixed or expected.  
<sup>1</sup>At 11 a.m. tomorrow, I'll **be doing** an exam.
- You use the **Future Perfect Simple** to talk about an action that will be completed before a certain time in the future.  
<sup>2</sup>By 11 a.m. tomorrow, I'll **have done** an exam.
- You use the **Future Perfect Continuous** to talk about how long an action will have been in progress before a certain time in the future. The form is: *will + have been + -ing form*.  
<sup>3</sup>By 11 a.m. tomorrow, I'll **have been doing** an exam for an hour.

Eileen Franklin told us, 'We're not in a hurry, so after leaving San Francisco we <sup>1</sup> \_\_\_\_\_ (travel) down the coast of Mexico for a few weeks. After that we <sup>2</sup> \_\_\_\_\_ (sail) across the Pacific and we <sup>3</sup> \_\_\_\_\_ (end) our journey in Indonesia. It's a long voyage, but by the time we leave, we <sup>4</sup> \_\_\_\_\_ (plan) for several years, so I think we're as prepared as we can be.' 'Yes,' added Bob. 'And by the time we set off, we <sup>5</sup> \_\_\_\_\_ (do) everything possible to make this a safe trip: Mandy <sup>6</sup> \_\_\_\_\_ (learn) how to swim and Eileen <sup>7</sup> \_\_\_\_\_ (do) an advanced first aid course. On the boat, we <sup>8</sup> \_\_\_\_\_ (use) top-of-the-range technology to chart our route. It's the trip of a lifetime, so we <sup>9</sup> \_\_\_\_\_ (not take) any chances!'

- 5 Read REMEMBER THIS. Then rewrite the questions in the Future Continuous to make them more polite.

#### REMEMBER THIS

You can also use the **Future Continuous** to make polite enquiries. Compare:  
*Will you be staying in tonight?* = I just want to know. (polite)  
*Are you going to stay in tonight?* = I'd like a decision. (more direct)

- 3 Read Part 1 of an article. For each gap, choose from options A–D. Then discuss the questions below in pairs.

A 'll B be C been D have

- 1 What problems do the children predict?
- 2 Which child seems most positive about the voyage?

- 1 Are you going home straight after school?
- 2 Are you doing anything interesting this evening?
- 3 Who do you plan to see at the weekend?
- 4 When will you go on your next holiday?
- 5 Are you going to have a party for your 18th birthday?
- 6 Do you think you'll leave home permanently before you're 25?

- 6 In pairs, ask and answer the rewritten questions in Exercise 5.

# 3.3 Listening

## Multiple choice

I can understand distinguish between fact and opinion..



1 Match photos A–C with descriptions 1–3. Use the photo captions to complete the texts.

1  In the \_\_\_\_\_ of the future all appliances will be connected through wireless networking systems. The house and car would use power that is collected through solar panels and stored.

\_\_\_\_\_ is a housing development where each household has a self-contained house or flat. People have the opportunity to eat together and meet regularly in a large communal house.

3  The \_\_\_\_\_ is designed to be twenty-five storeys high. If the concept became reality, it would feature a casino, an art gallery, a park, a shopping centre and accommodation for 50,000 people. It would cost \$10 billion to build.

2 In pairs, discuss which place in Exercise 1 you would most/least like to live in. Give reasons for your answers.

3 **CD•1.46 MP3•46** Listen and match the extracts (1–3) with the photos (A–C).  
A  B  C

### EXAM FOCUS Multiple choice

- 4 **CD•1.46 MP3•46** Listen again and choose the correct answer, A, B or C.
- Which statement is an opinion and NOT a fact?
    - A Over a third of British people don't know their neighbours.
    - B In Denmark a small percentage of the population live in co-housing developments.
    - C The neighbourly relations at Springhill will be 100 percent better.
  - The speakers think that the *Freedom Ship* project is
    - A unlikely to happen.
    - B not big enough for 50,000 people.
    - C a good investment opportunity.
  - Choose the most appropriate headline for this news report.
    - A Smart homes mean less shopping
    - B Smart homes save time and money
    - C Smart homes need smartphones

5 Complete the collocations from the recording with the adjectives in the box. Then complete the sentences to make them true for you.

- domestic household housing
- multi-storey residential second
- self-contained tower

- My least favourite \_\_\_\_\_ chore is ...
- The nearest \_\_\_\_\_ car park is ...
- The one \_\_\_\_\_ appliance I couldn't live without is ...
- The newest \_\_\_\_\_ development in my neighbourhood is ...
- The tallest \_\_\_\_\_ block in my city is ...
- The \_\_\_\_\_ area I'd most like to live in is ...
- I'd love to have a \_\_\_\_\_ home in ...
- I'd prefer to live in a small \_\_\_\_\_ flat than ...

### PRONUNCIATION FOCUS

6 **CD•1.47 MP3•47** Listen and repeat the chants.

A

What \_\_\_\_\_ doing?  
 What \_\_\_\_\_ seen?  
 Where \_\_\_\_\_ living?  
 Where \_\_\_\_\_ been?

B

How long \_\_\_\_\_ learning?  
 How much \_\_\_\_\_ learnt?  
 How long \_\_\_\_\_ earning?  
 How much \_\_\_\_\_ earned?

7 **CD•1.47 MP3•47** Complete the chants in Exercise 6 with you and the correct future forms. Then listen again and check. Practise saying them again and focus on stress and rhythm.

### WORD STORE 3E

8 **CD•1.48 MP3•48** Complete WORD STORE 3E. Add the suffix *-able* to make adjectives from the verbs. Then listen, check and repeat. Write example sentences.

# 3.4 Reading

## True/False

I can find details in a text about the International Space Station.

1 In pairs, read some facts about living on the International Space Station (ISS) and discuss the questions.

- Astronauts change their clothes every day – they don't wash them but throw them away.
- Astronauts often lose their sense of smell and taste, so everything tastes like cardboard.
- To use the computer, astronauts have to sit in mid air, holding onto a wall-strap with their toe.
- In space, astronauts lose muscle power quickly, so they have to exercise at least two hours a day.
- When repairs are necessary on the outside of the ISS, astronauts have to do spacewalks.
- Astronauts' urine is recycled as drinking water.

- 1 Which facts do you find most surprising?
- 2 What would you like about living on board the ISS?
- 3 What would you find most difficult about it?

2 In pairs, guess which numbers in the box complete the fact sheet about the International Space Station.

[ 6 16 16 90 350 28,000 ]

# ISS

## Fact sheet

**Altitude:**  
<sup>1</sup> \_\_\_\_\_ kilometres above the Earth

**Speed:**  
<sup>2</sup> \_\_\_\_\_ kilometres per hour

**Power source:**  
<sup>3</sup> \_\_\_\_\_ solar panels

**Permanent crew:**  
<sup>4</sup> \_\_\_\_\_ astronauts

**Time to orbit the Earth:**  
<sup>5</sup> \_\_\_\_\_ minutes

**Number of orbits:**  
<sup>6</sup> \_\_\_\_\_ per day

3 Read the article and check your ideas in Exercise 2.

4 Read the article again. Are the statements true (T) or false (F)?

- 1 Hardly anybody bothers to look out for the International Space Station (ISS).
- 2 Astronauts get used to weightless conditions before they go on the ISS.
- 3 Lack of gravity prevents astronauts from using fresh water to wash themselves.
- 4 The transition from daytime to nighttime lasts a few minutes.
- 5 Attaching sleeping bags to the wall solves the problem of falling asleep.
- 6 Spacewalkers can't sense the speed at which the space station is flying around the world.

5 Put the words and phrases in blue in the article under an appropriate heading.

Light	Water	Sleep
reflecting		

6 Complete the questions with the correct form of a word or phrase from Exercise 5.

- 1 What does it look like when the sunlight's \_\_\_\_\_ off the ISS?
- 2 What do the astronauts use \_\_\_\_\_ wipes for?
- 3 How do the astronauts \_\_\_\_\_ the water and shampoo after washing their hair?
- 4 What do the astronauts wear when the light is \_\_\_\_\_ ?
- 5 What colour light is the ISS \_\_\_\_\_ in when day turns into night?
- 6 Where do the astronauts attach their \_\_\_\_\_ when they go to bed?
- 7 What sensation do the astronauts get just as they are \_\_\_\_\_ ?
- 8 What is used to wake the astronauts up in place of an \_\_\_\_\_ ?

7 Read the article again and answer the questions in Exercise 6.

8 Think about the idea of living on a space station for a year. What would you miss most about living on Earth? What would you miss least? Discuss in pairs.

### WORD STORE 3F

9 CD-1.50 MP3-50 Complete WORD STORE 3F. Add at, in and on to the diagram. Then listen, check and repeat.

# LIFE ON BOARD THE INTERNATIONAL SPACE STATION



At 6.41 p.m. this Thursday, a small bright light will appear low in the night sky before disappearing in the darkness.

1 Few people will notice and even fewer will care, but for a handful of people, that light on the horizon is a place called home. What looks like a wandering star in the heavens is sunlight **reflecting** off the International Space Station. To get to the space station takes two days. The station flies at an altitude of about 350 kilometres (that's more than thirty times the cruising height of a jumbo jet) and travels at an incredible 28,000 kilometres per hour.

In total, the living space on the station is the equivalent of roughly one and a half Boeing 747s. This living space is made up of different 'modules' built by Russians, Americans and other nations. There are sixteen solar panels attached to the station and they provide electrical power. The space station has a permanent crew of six. Although they have some training in how to live in weightlessness, when they first arrive on board the ISS, they take a while to get used to living without gravity, crashing into things as they try to move from one room to another. In time, people learn to fly down the length of the station without touching anything.

20 As they live so close together, personal hygiene is essential, but the weightless conditions make washing difficult. Many astronauts use **moist** wipes. Hair-washing is trickier. Sunita Williams, who spent 195 days on the space station, explains how she managed: 'Washing hair took time. I'd put a little water under my hair, pat it down with my hand so it wasn't **splashing** everywhere, then put some shampoo in my hand and move it around. Then I'd **wet** a towel and try to **soak** it up.'

It takes the space station one and a half hours to fly around the planet, meaning that it circles the globe sixteen times a day. For those on board, the visual effect is spectacular. If the covers on the windows are opened, the light can be

so **blinding** that astronauts reach for their sunglasses. But after forty-five minutes of daylight, a dark line appears on the planet, dividing Earth into night and day. For a couple of seconds, the space station is **bathed in light** which is a coppery colour, and then complete darkness. Another forty-five minutes later, the sun rises to fill the station with brilliant light again.

The short days and nights would disrupt the astronauts' body clocks, so a bedtime schedule is imposed by mission controllers: the crew are told when to put the shutters down on the windows and go to bed. Each of the crew has a cabin where they can attach a **sleeping bag** to the wall and **settle down** for the night. Unsurprisingly, falling asleep can be difficult. Just as you are **nodding off**, the lack of gravity can make you feel as though you've fallen off a ten-storey building. In place of an **alarm clock**, sleeping crews are woken by music played over the communication system controlled by staff on the ground.

When astronauts first arrive at the space station, they're in awe of the views. It is the sight of our planet that takes the breath away. On board, you can get a panoramic view of Earth. But for the really exceptional views, you need to step outside for a spacewalk. One astronaut describes the experience: 'Sometimes you feel that you are on this big flying building and it's going round the world, but most commonly you feel that someone is rolling this huge ball-shaped map beneath you. You have no feeling of motion.'

Those who have visited the space station can look at it shooting across the sky at night. They can imagine the astronauts in their sleeping bags and think, 'My goodness, I was there!'



# 3.5 Grammar

## Quantifiers

I can use a range of different quantifiers correctly.

- In pairs, take turns to describe your bedroom. On a scale of 1 to 10 (1 = extremely tidy and 10 = extremely untidy), what score is your bedroom?
- CD-1.51 MP3-51** Read and listen to Part 1 of a vlog post. Why does the vlogger want to tidy her room?

Welcome, fellow teens, to my video blog. Today's vlog is called 'How to tidy your room in ten minutes!' I'm sure **all of you** know what I'm talking about – your room's a total nightmare. It looks as if a bomb has exploded. There's **loads of dirty washing** – in fact, the whole floor is covered. There's **no space** anywhere. You have **plenty of clothes** but you don't wear half of them because you can't find them. **Most of them** are in a pile because there are not enough drawers to put them in. You've had **a number of opportunities** to tidy your room but you haven't, and now the very cool new friend you like is coming round. **Very few of your friends** know what a slob you are and you want to keep it like that. You don't have **much time**, so here are **a few speed-cleaning tips**.



- Read the GRAMMAR FOCUS. Then match the examples in blue in the vlog post with rules 1–3.

all of you = rule 2

### GRAMMAR FOCUS

#### Quantifiers

You can use a wide range of different expressions to talk about quantity:

	Countable nouns	Uncountable nouns	Both
100%	every, each		all
↑	many	much, a great deal of*	most
	a number of*, several		a lot of*, lots of*, loads of*, plenty of*
	a few	a little	some
	(very) few	(very) little	
	both, a couple of*, either		
0%	neither		no, none of*

- Use quantifiers without *of* before nouns: **most people**
- Use quantifiers with *of* before determiner + noun: **most of the people**, and before pronouns: **most of them**
- \* Always use these quantifiers with *of*: **a lot of people**

**Note:** *All the people* and *all of the people* are both possible. You can't use *of* after *no* and *every*. Use *none of* and *every one of*.

- CD-1.52 MP3-52** Read Part 2 of the vlog post and choose the correct options. Then listen and check.

- Find a laundry basket and put <sup>1</sup>*all / each* the clothes on the floor into it. Too <sup>2</sup>*much / many* clothes? OK, get <sup>3</sup>*a couple / a few* of bin bags and put the rest in there. Then hide <sup>4</sup>*both / either* of the bags in the wardrobe. If the cool friend sees <sup>5</sup>*plenty / either* of the bags, just say it's <sup>6</sup>*a few / few* things you're collecting for charity.
- The whole place smells of snacks, so take <sup>7</sup>*every / some* half empty drink and stale half-eaten crisp packet to the kitchen immediately. There's a big difference between messy and disgusting.
- There are <sup>8</sup>*a number / several* of things that would give the wrong impression – things like your huge pink teddy bear. Hide them.
- Make the bed. There's <sup>9</sup>*no / any* excuse for an unmade bed.
- Open <sup>10</sup>*plenty / all* the windows – now!

You're ready! Just one more thing: – check your computer and delete any messages that say something like, 'OMG, I'm so excited! I can't believe X is coming over!'

- Complete the sentences with **of where necessary**. Tick the sentences that are true for you. Then add other quantifiers to the rest of the sentences to make them true for you.

- A couple \_\_\_\_\_ my friends are quite tidy.
- Some \_\_\_\_\_ classmates are very untidy.
- Several \_\_\_\_\_ people I know share a bedroom.
- Very few \_\_\_\_\_ my neighbours have big gardens.
- Many \_\_\_\_\_ the buildings in my street are old.
- Every \_\_\_\_\_ room in my house has wi-fi.
- None \_\_\_\_\_ my friends have a TV in their room.
- Most \_\_\_\_\_ rooms in my house have paintings on the walls.

- Write three sentences about yourself – two true and one false. Use a different word from the box in each sentence.

[ all couple every little loads  
lots most none plenty ]

*All of my music is on my phone.*

- In pairs, take turns to read your sentences from Exercise 6 to your partner. Can he/she guess which one is false?

## 3.6 Speaking

### Organising a place to live

*I can suggest, agree to and object to a course of action.*

- 1 In pairs, put these factors in order of importance when looking for a flat to share with friends.

decoration/furniture  location   
rent  size  security  privacy

- 2 Compare your ideas from Exercise 1 with another pair. Agree on a final order.
- 3 **CD•1.53 MP3•53** Listen to a conversation between two friends who are looking for a flat to share. Which two factors from Exercise 1 are not mentioned?
- 4 **CD•1.53 MP3•53** Read the **SPEAKING FOCUS** and complete the conversation with one word in each gap. Then listen again and check.

**Zoe:** I can't believe we've both been accepted into the same university!

**Amy:** Isn't it great? I'm so excited! And we'll be living together.

**Zoe:** I know. I can't wait!

**Amy:** What do you think <sup>1</sup>\_\_\_\_\_ living in halls of residence? To be honest, I'm not sure.

**Zoe:** No, me neither. Do you know Jay?

**Amy:** Yep, why?

**Zoe:** Well, his brother studies there and he says the halls are really old and noisy. Maybe we ought to just look for a place of our own.

**Amy:** You're <sup>2</sup>\_\_\_\_\_ right.

**Zoe:** The question is, do we want to share with other people? It would probably be cheaper.

**Amy:** Well, yeah, but <sup>3</sup>\_\_\_\_\_ it be better to get our own place? Obviously, it depends how much it costs, but if we could find the right flat at the right price, I think I'd prefer not to share.

**Zoe:** I know what you mean, but I'm not <sup>4</sup>\_\_\_\_\_ we'll be able to afford it. Why don't we <sup>5</sup>\_\_\_\_\_ half way and look for shared accommodation, but in a place where we could have our own rooms?

**Amy:** I suppose that could <sup>6</sup>\_\_\_\_\_. That way we might even be able to afford something near the university. Given the choice, I'd <sup>7</sup>\_\_\_\_\_ be within walking or cycling distance. And you?

**Zoe:** Totally. I don't even mind if it's a small room as long as it's close to the campus.

**Amy:** That's <sup>8</sup>\_\_\_\_\_ then. So, let's have a look online and see what we can find.



### SPEAKING FOCUS

#### Suggesting a course of action

What do you think about (+ -ing)?

Maybe we ought to (just) ...

What would you say if we (+ Past Simple)?

Given the choice, I'd rather ... And you?

#### Objecting

No way!/Absolutely not!/You must be joking! (informal)

Fair? I think it's completely unfair.

(Well, yeah, but) wouldn't it be better to ... ?

I know/see what you mean/what you're saying, but ...

I'm not convinced (we'll be able to afford it/that's a good idea/that'll work).

#### Compromising

If you agree to (pay more), I'll (take the smaller room).

We could (split the cost/go halves/share).

Why don't we compromise/meet half way (and agree that ...)?

I guess so./I suppose that could work.

OK, that seems like a fair compromise.

#### Agreeing

True./Right./Absolutely./Totally.

You're absolutely right.

I fully/completely agree.

OK, that's settled then.

- 5 Three teenagers are going to share a flat. Here are some possible rules that could make sharing a flat easier. Look at each rule and decide if you think it's a good or bad idea. Note down your opinion about each rule (with reasons). Then think of one more rule of your own.

- 1 We need to have a plan for cleaning the flat every week. We should write down exactly who is doing what and when.
- 2 We need to have a cooking rota so that we all cook for the others on different days.
- 3 We should have a rule about noise! Like, after a certain time we should keep our noise down so others can sleep or work.
- 4 Parties! We can have parties but we need to tell the others and always invite them!
- 5 The bathroom – we need a timetable for who uses the shower and bathroom at different times in the morning.
- 6 We all need to give the same money to decorate the living room and choose the colours and do the work on it together.
- 7 We DON'T eat our flatmates' food in the fridge or use their things without asking.

- 6 In pairs, compare your ideas from Exercise 5 and then decide whose extra rule is better. When you disagree, try to reach a compromise. Then look at all the rules again and choose the two best ones.

# 3.7 Writing

## A 'for and against' essay

I can use a range of formal language when arguing for and against an issue.

1 Read *UK TODAY*. How similar or different do you think the situation is in your country?

**UK TODAY**

**Halls of residence**

- Most UK universities provide accommodation for first-year students in university-owned halls of residence, on or near the campus.
- There is often a supervisor, whose job it is to maintain order and support students with everyday issues.
- Rooms in these halls are generally small but private and in most cases, bills are included in the rental price. Kitchen facilities are usually shared.
- In 2014 the average cost of renting a room in halls of residence in the UK was £123.96 per week.

2 Read the comments from first-year university students. Are they advantages (A) or disadvantages (D) of living in halls of residence? Compare your answers with a partner.

- 1 Freedom! (Ammar, Newcastle)
- 2 It's impossible to get any studying done. (Ian, Edinburgh)
- 3 I'm exhausted. There are parties every night. (Nick, Hull)
- 4 There's a supervisor we can talk to if we have any problems. (Emma, Durham)
- 5 Rules, rules, rules! Keep quiet, clean up, no visitors. (Ollie, Oxford)
- 6 We all help each other out. I've made so many new friends. (Abigail, Liverpool)
- 7 Someone stole my sausages! (Jason, Manchester)
- 8 Our halls are on campus. I fall out of bed and into my lectures. (Anahita, London)
- 9 My room is OK but it's tiny. (Richard, Nottingham)

3 Read the essay and underline the advantages and disadvantages from Exercise 2 that the writer mentions. Which one is not mentioned? 5



Some university students prefer to live with their families until they graduate and can earn their own living. However, it is also very common for young people beginning university to choose to live together with other students in halls of residence. Although there are several potential downsides to this communal way of living, there are also numerous benefits.

One of the most convincing arguments for halls of residence is that they allow students to experience independent living in a safe place with a strong sense of community. Having never lived alone, most new students appreciate this supportive environment. In the same way, the presence of an official supervisor is likely to be reassuring for students and their parents. Yet another plus is that halls of residence are usually very convenient because they are located on, or close to, university campuses. This allows residents to save time and money.

Despite these clear advantages, there are also considerable drawbacks. The first downside is that the rooms tend to be very small and bathrooms may sometimes have to be shared. Being full of young people, halls can also be very noisy. This can make them difficult places in which to study. Likewise, parties and late nights are common, and can interfere with students' academic progress. Other minuses are that food can 'go missing' from shared fridges and cupboards, and communal kitchens are often busy and sometimes dirty.

All things considered, there are pros and cons to living in halls. Certainly, residents need to be self-disciplined in order to successfully balance study and social life. Personally, I imagine the benefits of living closely with other students outweigh the drawbacks.



4 In pairs, discuss the questions.

- 1 What is the writer's opinion of halls of residence?
- 2 Would you like to live in this type of student accommodation? Why?/Why not?

5 Complete the WRITING FOCUS with the words and phrases in purple in the essay.

## WRITING FOCUS

### A 'for and against' essay

#### Introduction

- Begin with general or factual comments on the topic.  
Many young people beginning university choose to live in halls of residence.
- End with a statement that mentions both sides of the issue. Although there are several potential <sup>1</sup>\_\_\_\_\_ to ... , there are also numerous upsides.

#### Main paragraphs

- Present *arguments for* in one paragraph and *arguments against* in another.  
The first/One/A further/Another/<sup>2</sup>\_\_\_\_\_ another benefit/drawback of ...  
There are numerous/potential/clear/considerable pluses/<sup>3</sup>\_\_\_\_\_ to ...  
One of the most <sup>4</sup>\_\_\_\_\_ /most persuasive/strongest arguments for/against ... is ...
- Develop and support some of your arguments with additional comments or examples.  
This allows residents to save time and money.
- Make comparisons.  
In the same <sup>5</sup>\_\_\_\_\_ , ...  
Similarly,/Equally,<sup>6</sup>\_\_\_\_\_ , ...

#### Conclusion

- Make a summarising statement.  
All things <sup>7</sup>\_\_\_\_\_, /All in all,/On balance, there are pros and cons to ...
- End with your personal opinion. Personally, I think/feel/believe/<sup>8</sup>\_\_\_\_\_ ...

6 Choose the correct options.

- 1 One of the most *persuasive* / *potential* arguments for living at home is the amount of money that can be saved.
- 2 There are also several *numerous* / *clear* upsides to living independently while at university.
- 3 The daily commute is one of the drawbacks *of* / *for* living a long way from the university campus.
- 4 Living alone, students learn to cook and clean for themselves. *On balance* / *Equally*, they gain experience in managing their money.
- 5 *All in all* / *Personally*, there are pluses and minuses to remaining in the family home while at university.

7 Read the LANGUAGE FOCUS. Then find two sentences in the essay which express concession.

## LANGUAGE FOCUS

### Expressing concession

You can increase the variety in your written English by including sentences that express concession.

- **Although/Even though + clause**  
*Although halls of residence are not always the cheapest option, many students prefer them.*  
*Many students prefer halls of residence **even though they are not always the cheapest option.***
- **In spite of/Despite + noun/-ing**  
*In spite of the cost, many students prefer halls of residence.*  
*Many students prefer halls of residence **despite the cost.***  
***Despite living** cheaply, many students still find themselves short of money.*

8 Rewrite the sentences using the words in capitals.

- 1 Although there are numerous arguments for living with your parents while at university, there are also considerable drawbacks. **DESPITE**  
*Despite the numerous arguments for living with your parents while at university, there are also considerable drawbacks.*
- 2 Many students live at home with their parents, even though there are minuses. **SPITE**
- 3 In spite of the cooking facilities in halls of residence, students often survive on fast food only. **ALTHOUGH**
- 4 Although some student accommodation offers good value for money, it is still likely to be cheaper for students to live with their parents. **DESPITE**
- 5 Many teenagers have plenty of freedom despite living with their parents. **THOUGH**

9 Read the writing task and follow the instructions below.

Many young people who enter higher education choose to study in their hometown and continue living with their parents throughout their university years.

Write an essay of 200–250 words, in which you present arguments for and against this arrangement.

- 1 Think about general or factual comments you could make on the topic.
- 2 Write down arguments for and against the statement and choose the ones you want to use. Decide which ones you will develop and support, and how.
- 3 Think about your personal opinion on the topic and where you will include it.
- 4 Choose sentences from Exercises 6 and 8 to adapt for your essay.

10 Complete the writing task in Exercise 9. Use the WRITING FOCUS and the LANGUAGE FOCUS to help you.

# 3.8 Language in focus

## Determiners – special cases

I can use all, both, each, every, whole, another, other and others correctly.

- 1 Read the information and choose the correct options in the example sentences from this unit.

### all, both, each, every and whole

	+ noun	+ of + my/the, etc. + noun	+ pronoun
<b>all</b>	all the relatives	all (of) the relatives	all of them
<b>both</b>	both (my) parents	both (of my) parents	both of them
<b>each</b>	each twin	each (one) of the twins	each (one) of them
<b>every</b>	every relative	every one of the relatives	every one of them
<b>whole</b>	the whole flat	the whole of my flat	the whole of it

### another, other and others

**Another friend** means 'a different friend' or 'an additional friend'.

**Other friends** means 'different friends', but not usually 'additional friends'. (Use *more friends*.)

**The others** refers to people/things that have already been mentioned.

- Every / All** of you know what I'm talking about.
- Unlike **another / other** subways, the NY subway runs twenty-four hours a day.
- Each / Every** of the crew members has a cabin.
- The whole / All the** place smells of snacks.
- Both / Every** country you can think of.

- 2 Complete the questions with the words in the box. Then answer the questions.

[ all   both   each   every   whole ]

- Can you write your name with \_\_\_\_\_ hand?
- Have you got earrings in \_\_\_\_\_ ears?
- Do \_\_\_\_\_ your relatives look like you?
- Does \_\_\_\_\_ one of your Facebook friends know you personally?
- Are you off school for the \_\_\_\_\_ month of August?

- 3 Match sentences 1 and 2 with meanings a and b. In which case is there no difference in meaning?

- |  |   |
|--|---|
| A 1 Have <b>another</b> biscuit.                 | 2 Have <b>the other</b> biscuit.                  |
| a There is one biscuit available.                | b There are several biscuits available.           |
| B 1 Here's one photo, where's <b>the other</b> ? | 2 Here's one photo, where are <b>the others</b> ? |
| a There's one photo missing.                     | b There are several photos missing.               |
| C 1 We text <b>each other</b> every day.         | 2 We text <b>one another</b> every day.           |
| a I text him and he texts me.                    | b I text her and she texts me.                    |
| D 1 Could I have <b>another</b> coffee?          | 2 Could I have <b>the other</b> coffee?           |
| a I'd like the same coffee again.                | b I'd like the alternative coffee you offered.    |

# 03 WORD LIST

## Townscape and landscape, describing cities

- at the mouth of a river /ət ðə ˌmaʊθ əv ə ˈrɪvə/
- benefit (from) /ˈbenəfɪt (frəm)/
- breathtaking view /ˌbreɪtkeɪkɪŋ ˈvjuː/
- built-up/urban area /ˌbɪlt ʌp/ˌɜːbən ˈeəriə/
- bustling city /ˌbʌsəlɪŋ ˈsɪti/
- busy harbour /ˌbɪzi ˈhɑːbə/
- canal /kəˈnæl/
- casino /kəˈsɪniəʊ/
- city's best kept secret /ˌsɪtiz best kept ˈsiːkrət/
- cityscape /ˈsɪtiskeɪp/
- clean air /ˌkliːn ˈeə/
- cool /kuːl/
- cosmopolitan /ˌkɒzməˈpɒlətən/
- dense forest /ˌdens ˈfɒrəst/
- designer shop /ˌdiːzəna ʃɒp/
- dramatic/impressive/iconic skyline /drəˈmætɪk/ɪmˌpresɪv/ ˌaɪkɒnɪk ˈskaɪlaɪn/
- dull/hectic/vibrant nightlife /dʌl/ˌhektɪk/vaɪbrənt ˈnaɪtlaɪf/
- famous monument/landmark /ˌfeɪməs ˈmɒnəmənt/ˈlændmɑːk/
- gleaming skyscrapers /ˌɡliːmɪŋ ˈskɑɪskreɪpəz/
- historical heart of the city /hɪˈstɒrɪkəl ˌhɑːt əv ðə ˈsɪti/
- immigrant /ˌɪmɪgrənt/
- industrial area /ɪnˈdʌstriəl ˈeəriə/
- inner-city area /ˌɪnə ˈsɪti ˈeəriə/
- job opportunities /ˌdʒɒb ɒpəˈtjuːnətɪz/
- leafy neighbourhood /ˌliːfi ˈneɪbəhʊd/
- living costs /ˌlɪvɪŋ kɒsts/
- main sights /ˌmeɪn ˈsaɪts/
- market square /ˌmɑːkət skweə/
- mouth-watering food /ˌmaʊθ ˌwɔːtərɪŋ ˈfuːd/
- multicultural population /ˌmʌltɪˌkʌltʃərəl ˌpɒpjəˈleɪʃən/
- narrow/cobbled/quaint backstreets /ˌnærəʊ/kɒbəld/ˌkwent ˈbækstriːts/
- nightclub /ˌnaɪtklʌb/
- open spaces /ˌəʊpən ˈspeɪsɪz/
- packed with partygoers /ˌpækt wɪð ˈpɑːtɪˌɡəʊəz/
- population /ˌpɒpjəˈleɪʃən/
- pride yourself on sth/boast sth /ˈpraɪd jəˌself ɒn/ˈbəʊst/
- renowned for /rɪˈnaʊnd fɔː/
- river bank /ˈrɪvə bæŋk/
- ruined castle /ˌruːɪnd ˈkɑːsl/
- sports facilities /ˌspɔːts fəˌsɪlətɪz/
- sprawling /ˈsprɔːlɪŋ/
- steep hill /ˌstiːp ˈhɪl/
- steeped in history /ˌstiːpt ɪn ˈhɪstəri/
- welcome visitors with open arms /ˌwelkəm ˌvɪzɪtəz wɪð ˌəʊpən ˈɑːmz/
- wide range of (cultures/languages/food/arts) /ˌwaɪd ˌreɪndʒ əv (ˈkʌltʃəz/ˈlæŋɡwɪdʒɪz/ˈfuːd/ɑːts)/
- world-class restaurant /ˌwɜːld ˌklaːs ˈrestərɒnt/
- youth employment /ˌjuːθ ɪmˌplɔɪmənt/
- youth friendly /ˌjuːθ ˈfrendli/
- youthful /ˌjuːθfəl/

## City transport

- cycle lane /ˌsaɪkəl leɪn/
- easy to get around (by bike) /iːzi tə ˌɡet əˈraʊnd (baɪ ˈbaɪk)/
- multi-storey car park /ˌmʌlti ˌstɔːri ˈkɑː pɑːk/
- reliable network (of buses) /rɪˌlaɪəbəl ˌnetwɜːk əv (ˈbʌsɪz)/
- (state-of-the-art) public transport system /(ˌsteɪt əv ði ɑːt) ˌpʌblɪk ˈtrænsˌpɔːt sɪstəm/
- streetcar/tram /ˈstriːtkɑː/træm/
- subway/underground /ˌsʌbweɪ/ˌʌndəgraʊnd/
- traffic jam /ˈtræfɪk dʒæm/

## Culture

- art gallery /ˌɑːt ˌɡæləri/
- art installation /ˌɑːt ɪnstəˌleɪʃən/
- fashion /ˈfæʃən/
- incredible/first-class arts and music scene /ɪnˌkredəbəl/ˌfɜːst ˌklaːs ˌɑːrts ənd ˈmjuːzɪk siːn/
- live music /ˌlaɪv ˈmjuːzɪk/
- modern art /ˌmɒdn ˈɑːt/
- museum night /ˌmjuːziəm naɪt/
- street art /ˈstriːt ɑːt/

## Types of houses and estates

- Freedom Ship /ˈfriːdəm ʃɪp/
- hall of residence /ˌhɔːl əv ˈrezɪdəns/

housing estate/(co-)housing development /'haʊzɪŋ ɪˌsteɪt/(kəʊ)ˌhaʊzɪŋ dɪˈveləpmənt/  
 residential area /ˌrezɪdəntʃəl ˌeəriə/  
 second home /ˌsekənd 'həʊm/  
 self-contained flat/house /ˌself kənˌteɪnd 'flæt/'haʊs/  
 smart house/home /ˌsmɑːt 'haʊs/'həʊm/  
 tall/ten-storey building /tɔːl/ten ˌstɔːri 'bɪldɪŋ/  
 tower block /'taʊə blɒk/

## Looking for/sharing accommodation

afford /ə'fɔːd/  
 affordable /ə'fɔːdəbəl/  
 bill /bɪl/  
 campus /'kæmpəs/  
 communal house/meal/kitchen /ˌkɒmjənəl 'haʊs/'mi:l/'kɪtʃən/  
 communal way of living /ˌkɒmjənəl weɪ əv 'lɪvɪŋ/  
 compromise (n, v) /'kɒmpromaɪz/  
 convenient /kən'veɪniənt/  
 daily commute /ˌdeɪli kə'mjuːt/  
 decoration /ˌdekə'reɪʃən/  
 domestic chores /dəˌmestɪk 'tʃɔːz/  
 go halves/share/split the cost /gəʊ 'hɑːvz/'ʃeə/splɪt ðə 'kɒst/  
 hometown /ˌhəʊm'taʊn/  
 included in the rental price /ɪnˌkluːdɪd ɪn ðə ˌrentl 'praɪs/  
 kitchen/cooking facilities /'kɪtʃən/'kʊkɪŋ fə'sɪlətɪz/  
 living space /'lɪvɪŋ speɪs/  
 located /ləʊ'keɪtɪd/  
 location /ləʊ'keɪʃən/  
 maintain order /meɪnˌteɪn 'ɔːdə/  
 messy /'mesi/  
 neighbourly relations /ˌneɪbəli rɪ'leɪʃənz/  
 noisy /'nɔɪzi/  
 on each floor /ɒn ɪtʃ 'flɔː/  
 privacy /'prɪvəsi/  
 provide accommodation /prəˌvaɪd əˌkɒmə'deɪʃən/  
 rent (v, n) /rent/  
 resident /ˌrezɪdənt/  
 run-down/respectable neighbourhood /ˌrʌn daʊn/rɪˌspektəbəl 'neɪbəhʊd/  
 safe /seɪf/  
 security /sɪ'kjʊərəti/  
 sense of community /ˌsens əv kə'mjuːnəti/  
 share a bedroom/flat /ˌʃeə ə 'bedrɒm/'flæt/  
 shared (fridge/bathroom) /ˌʃeəd ('frɪdʒ/'bɑːθrɒm)/  
 size /saɪz/  
 slob /slɒb/  
 supervisor /ˌsuːpəvaɪzə/  
 unmade bed /ʌnˌmeɪd 'bed/  
 untidy /ʌn'taɪdi/  
 washing/laundry /'wɒʃɪŋ/'ləʊndri/  
 within walking/cycling distance /wɪðɪn ˌwɔːkɪŋ/saɪkɪŋ'dɪstəns/

## On board a space station

arrive on board /əˌraɪv ɒn 'bɔːrd/  
 astronaut /'æstrənɔːt/  
 at (100 km) per hour /ət (ˌwʌn ˌhʌndrəd ˌkɪləmi:təz) pər 'aʊə/  
 at an altitude of ... /ət ən 'æltə:tjuːd əv/  
 attach /ə'tætʃ/  
 bathed in light /beɪðɪd ɪn 'laɪt/  
 bedtime schedule /'bedtaɪm ˌʃedjuːl/  
 blinding light /ˌblaɪndɪŋ 'laɪt/  
 cabin /'kæbən/  
 circle /'sɜːkl/  
 communication system /kəˌmjuːnə'keɪʃən ˌsɪstəm/  
 cruising height /ˌkruːzɪŋ 'haɪt/  
 daylight /'deɪlaɪt/  
 disrupt the body clock /dɪsˌrʌpt ðə 'bɒdi klɒk/  
 electrical power /ɪˌlektɪkəl 'paʊə/  
 feeling of motion /ˌfiːlɪŋ əv 'məʊʃən/  
 globe /gləʊb/  
 gravity /'grævəti/  
 ground /graʊnd/  
 heavens /'hevənz/  
 in mid air /ɪn ˌmɪd 'eə/  
 in the night sky /ɪn ðə ˌnaɪt 'skaɪ/  
 ISS (International Space Station) /ˌaɪ es 'es (ɪntəˌnæʃənəl 'speɪs ˌsteɪʃən)/  
 lose muscle power/the sense of smell/taste /lʊz ˌmʌsəl ˌpaʊə/ðə ˌsens əv 'smel/'teɪst/  
 mission controller /ˌmɪʃən kənˌtrɒlə/  
 on the horizon /ɒn ðə həˌraɪzən/  
 orbit (v, n) /'ɔːbət/

panoramic view /ˌpænəˌræmɪk 'vjuː/  
 permanent crew /ˌpɜːmənənt 'kruː/  
 power source /'paʊə sɔːs/  
 put down the shutters /pʊt ˌdaʊn ðə 'ʃʌtəz/  
 reflect off sth /rɪˈflekt ɒf/  
 rise /raɪz/  
 shoot /ʃuːt/  
 sleeping bag /'sliːpɪŋ bæɡ/  
 solar panels /ˌsəʊlə 'pænlz/  
 spacewalk /'speɪswɔːk/  
 speed /spiːd/  
 transition /trænˌzɪʃən/  
 wandering star /ˌwɒndərɪŋ 'stɑː/  
 weightlessness/weightless conditions /ˌweɪtləsnes/ˌweɪtləs kən'dɪʃənz/

## Sea travel

chart the route /tʃɑːt ðə ˌruːt/  
 embark on a voyage /ɪmˌbɑːk ɒn ə ˌvɔɪdʒ/  
 sail /seɪl/  
 top of the range technology /tɒp əv ðə ˌreɪndʒ teknɒlədʒi/  
 travel down the coast of (Mexico) /trævl daʊn ðə ˌkəʊst əv ('meksəkəʊ)/  
 trip/voyage of a lifetime /trɪp/vɔɪdʒ əv ə ˌlaɪftaɪm/

## Phrasal verbs

get down to (work) /ˌget ˈdaʊn tə/  
 hold onto /həʊld ɒntə/  
 look out for /lʊk ˈaʊt fə/  
 look up to /lʊk ˈʌp tə/  
 nod off /nɒd ɒf/  
 rely on /rɪˈlaɪ ɒn/  
 set off /set ɒf/  
 settle down /ˌsetl ˈdaʊn/  
 soak up /səʊk ˈʌp/

## Other

alarm clock /əˈlɑːm klɒk/  
 at least /ət ˈliːst/  
 back to back /ˌbæk tə ˈbæk/  
 balance /ˈbæləns/  
 be in a hurry /bi ɪn ə ˈhʌri/  
 be in awe of sth /bi ɪn ɔː əv/  
 be made up of sth /bi meɪd ˈʌp əv/  
 bin bag /ˈbɪn bæɡ/  
 bother /ˈbɒðə/  
 cardboard /ˈkɑːdbɔːd/  
 coppery /ˈkɒpəri/  
 disposable /dɪˈspəʊzəbəl/  
 dispose /dɪˈspəʊz/  
 downside/drawback/minus /ˌdaʊnsaɪd/ˌdrɔːbæk/'mænəs/  
 face to face /feɪs tə feɪs/  
 feature /ˈfi:tʃə/  
 gain experience /geɪn ɪkˌspɪəriəns/  
 impose /ɪmˈpəʊz/  
 in time /ɪn ˈtaɪm/  
 interfere /ɪntəˈfɪə/  
 investment opportunity /ɪnˌvestmənt ɒpəˌtjuːnəti/  
 moist wipes /ˌmɔɪst ˈwaɪps/  
 offset/balanced by sth /ɒfset/'bælənst baɪ/  
 on the outside /ɒn ði aʊtˈsaɪd/  
 persuasive /pəˈsweɪsɪv/  
 plain/exotic food /ˌpleɪn/ɪɡˌzɒtɪk ˈfuːd/  
 prevent /prɪˈvent/  
 profit /ˈprɒfɪt/  
 profitable /ˈprɒfɪtəbəl/  
 reassuring /ˌriːɪˈʃʊərɪŋ/  
 respect /rɪˈspekt/  
 self-disciplined /ˌself ˈdɪsəplɪnd/  
 sensation /senˈseɪʃən/  
 sense /sens/  
 splash /splæʃ/  
 stale /steɪl/  
 suit /suːt/  
 suitable /ˌsuːtəbəl/  
 sustain /səˈsteɪn/  
 sustainable /səˈsteɪnəbəl/  
 take your breath away /teɪk jə ˈbreθ əˌweɪ/  
 to be honest /tə bi ˈɒnəst/  
 tricky /ˈtrɪki/  
 upside/benefit/plus /ˌʌpsaɪd/'benɪfɪt/plʌs/  
 wet /wet/

# FOCUS REVIEW 3

## VOCABULARY AND GRAMMAR

### 1 Complete the sentences with the correct form of the words in capitals.

- 1 There isn't enough affordable housing, so many young people live with their parents. **AFFORD**
- 2 I live in a vast \_\_\_\_\_ city with a huge population but I'd much prefer to live somewhere more compact. **SPRAWL**
- 3 When I was nine, we moved into a new house in a peaceful, \_\_\_\_\_ neighbourhood in Los Angeles. **RESPECT**
- 4 Most \_\_\_\_\_ sights are located in the old town, but other parts of the town are also worth a visit. **ICON**
- 5 My grandparents live in a \_\_\_\_\_ neighbourhood in the suburbs. **LEAF**
- 6 Some \_\_\_\_\_ areas are in remote places, which makes commuting difficult. **RESIDENT**

### 2 Complete the sentences with prepositions.

- 1 If you're interested in historic sites, this region is what you are looking for – it's steeped \_\_\_\_\_ history.
- 2 I've always been \_\_\_\_\_ awe of those who put their own lives at risk to help others.
- 3 During the carnival, Venice gets packed \_\_\_\_\_ tourists.
- 4 In the newly built blocks of flats, there are only two large apartments \_\_\_\_\_ each floor.
- 5 It's not the cheapest flat to rent but the cost is offset \_\_\_\_\_ its location.

### 3 Complete the sentences with the correct future form of the verbs in brackets.

- 1 They're so excited. This time next week they \_\_\_\_\_ (move) into their new home.
- 2 How many more places do you want to view today? By teatime we \_\_\_\_\_ (view) six flats!
- 3 \_\_\_\_\_ (you/put) in new bathroom fittings next weekend?
- 4 I hope that by the time Olivia starts living on her own, she \_\_\_\_\_ (learn) to cook.
- 5 I'm truly exhausted. By next week I \_\_\_\_\_ (renovate) our house for a month.
- 6 By tomorrow the plumber \_\_\_\_\_ (fix) the dripping tap.

### 4 Choose the correct options.

- 1 I've asked five or six people to help me move. Unfortunately, *no / none / neither* of them will have enough time tomorrow.
- 2 In the old days, students at this boarding school were allowed to go home *every / each / whole* three weeks.
- 3 I'm sure we had two new light bulbs. But now, when I need them, I can't find *either / both / all* of them.
- 4 Having done some DIY on her apartment, Jane spent *all the / most / the whole* week trying to clean up the mess.
- 5 I've noticed that *a great deal / a number / a couple* of furniture has been delivered next door.
- 6 There's only *a few / a little / a couple* of paint left. Do you think it will be enough?

## LANGUAGE IN USE

### 5 Complete the text with one word in each gap.



At the end of the nineteenth century, Sir Ebenezer Howard became renowned <sup>1</sup> \_\_\_\_\_ what he called 'garden cities': self-contained communities surrounded by a 'green belt' which would provide the best of city and country living. They were thought to be the answer <sup>2</sup> \_\_\_\_\_ the overcrowding and industrial pollution of Victorian cities. Letchworth and Welwyn Garden City were the only two towns in the UK based on his vision. For various reasons no <sup>3</sup> \_\_\_\_\_ garden cities were built.

After World War II, the provision of inexpensive housing surrounded by green spaces <sup>4</sup> \_\_\_\_\_ a short distance of larger industrial towns became an urgent matter. In 1945 the British government created the New Towns Committee, <sup>5</sup> \_\_\_\_\_ aim was to investigate the possibility of building new fully planned self-sufficient towns. The last of these was Milton Keynes, which was formally designated in 1967.

And now, more than a century after Howard's manifesto, Britain is again facing a housing crisis. According to current demographic trends, by 2050 at least another ten million people will <sup>6</sup> \_\_\_\_\_ moved to Britain. It means that six million houses should be built to satisfy the most pressing housing needs.

### 6 Complete the sentences with no more than six words in each gap. Use the correct form of the words in brackets and add any other words necessary.

- 1 By Saturday, \_\_\_\_\_ (Rob/design/new) kitchen for us.
- 2 Despite \_\_\_\_\_ (take out/loan), they still don't have enough money to renovate their house.
- 3 I asked \_\_\_\_\_ (every/one/friend) to put me up for the night but none of them was able to do so.
- 4 This semi has been for sale for a year now, \_\_\_\_\_ (spite/be) relatively cheap.
- 5 There is \_\_\_\_\_ (deal/accommodation) for rent but you have to start looking well before the academic year begins.
- 6 Don't call tomorrow afternoon because \_\_\_\_\_ (we/paper/walls) in my parents' house all day.

## READING

7 Read the article. Are the statements true (T) or false (F)?

# A MODERN CAVEMAN

People have dwelt in caves since the dawn of time. But if you're picturing a cold, damp and cramped space, you'll need to think again. In Spain there are literally thousands of modern day cave-dwellers who call a hole in the ground their home and there are a large number of luxurious houses carved into the Andalusian mountains which offer more comfort than you might imagine.



Why choose to live in a cave? To begin with, cave houses are affordable, easy to heat in the winter and stay cool in the summer. Being carved into stone, their temperature does not fluctuate much, but rather a steady twenty degrees Celsius is maintained throughout the year. Each home is unique and, if you purchase a property which is licensed to be modified, it's easy enough to carve yourself out an extra shelf in the wall or even a whole new room. The largest cave home boasts as many as forty rooms and can be had for as little as 200,000 euros.

You don't need such a vast, sprawling cavern to feel the charm of a cave home, however. Even those of a much more modest size seem surprisingly open – there is no sense of being underground or feeling cooped up. Cave houses exude a warmth and cosiness which is a unique selling point for many buyers: sound is gently muffled and the amount of light seems to defy common logic. Most cave homes face southward to allow for natural light to enter through the windows cut into the rock face. But due to the ingenious layout of many homes and the white matte of the walls, light is easily transmitted throughout. In areas further back, modern builders often use a system of ordinary mirrors to reflect natural light around the interior.

Cave dwelling is also surprisingly safe. They are not prone to fires or earthquakes and they do not tend to collapse. Ventilation is important, however, as a cave home needs to breathe and excess moisture can become problematic and in extreme cases even trigger asthma attacks. Electricity is generally preferred over gas – although when gas fittings are provided, these tend to be closer to the front of the cave for safety reasons.

As cave communities tend to be in small villages, a car is essential for getting around and nightlife is hard to find. Such homes are very much for those who prefer a quiet rural lifestyle, quaint cobbled backstreets and breathtaking views.

- 1 Cave homes tend to meet people's initial expectations of living in a cave.
- 2 A cave home might be a good purchase for the economically minded.
- 3 Every cave home can be adapted by the owner to suit their own tastes.
- 4 Owners typically enjoy the unique ambience and interior design of cave homes.
- 5 Sophisticated modern technology is used to light the deeper parts of cave homes.
- 6 Natural disasters are a common hazard of living in a cave house.
- 7 The article suggests everyone would enjoy living in a cave home.

## SPEAKING

8 In pairs, complete the speaking task.

Here are some things people sometimes have problems with when they move to a big town or city, and a question for you to discuss. Talk to each other about why these things can cause problems.



Now talk about which of these things is most difficult for people to do in a big town or city.

9 In pairs, discuss the questions.

- 1 Would you prefer to live in a town, a city or in the countryside? Why?
- 2 Do you think it's a good idea for children to live and study in cities? Why?/Why not?
- 3 Some cities attract a lot of tourists. Do you think this is a good thing for the people who live there? Why?/Why not?
- 4 How important is it to keep old traditional buildings in our cities and towns and not knock them down? Why?
- 5 Which city in the world would you like to live in for a short time? Why?

## WRITING

10 Complete the writing task.

In your English class you have been talking about life in a big city. Now your English teacher has asked you to write an essay. Write an essay using **all** the notes and give reasons for your point of view.

*What are the advantages and disadvantages of moving from the city centre to the suburbs?*

### Notes

Write about:

- socialising and free time activities
- work or study
- \_\_\_\_\_ (your own idea)

Write your essay in 140–190 words.



4 Read the article again and match comments a–g with places 1–4. Which comments do you agree with?

- a 'I had my first fish pedicure and I didn't have to pay through the nose for it. It only cost £10.'
- b 'This place is for people who have money to burn. It's ridiculous to pay for something you can get out of a tap for free! They're ripping people off!'
- c 'I don't understand this craze for vintage fashion. They're making a fortune out of old rubbish!'
- d 'This sounds disgusting! Anyway, I'm broke, so I'm not forking out £10 to have my skin eaten by fish!'
- e 'They've uncovered a niche market – clearly it's for affluent, health-conscious New Yorkers who are not struggling to make ends meet.'
- f 'These clothes are great value for money – they don't cost an arm and a leg and they're fun.'
- g 'I can't imagine anything worse – having to send my coffee back because it's got cat hairs in it!'

5 What's the best, worst or most unusual shopping experience you've ever had?

# TO HANG OUT IN TOWN



3

## JUNK SHOP UK, Manchester

Junk Shop UK is the place to **30 snap up** a bargain from a range of vintage jewellery and sustainable fashion. This unusual boutique was set up to fill a gap in the market for fun, original and, most **35 importantly**, affordable clothes. They don't only sell one-off vintage pieces, but have recently **brought out** their own labels. You can also sign up for dressmaking **40 courses**, which don't **cost** a fortune.



4

## MOLECULE WATER CAFÉ, New York

The range of products on sale in this fashionable New York café is somewhat limited: the only drink customers will be sipping here is **45 filtered** tap water costing \$2.50 a bottle. Molecule Water Café claims to filter water to its purest form before selling it to customers. To keep costs down, you can fill up **50 your own** bottle for a **discounted** price, and then you can **splash out on** some extras like vitamin A, electrolytes, calcium and magnesium.

## WORD STORE 4A

- 6 **CD-2.1 MP3-54** Complete WORD STORE 4A with the base form of the phrasal verbs in red in the article and Exercise 4. Then listen, check and repeat.
- 7 Replace the underlined phrases with phrasal verbs from WORD STORE 4A.
- 1 Why are young people looking in different places for new shopping experiences?
  - 2 How can you reduce the price of your fish pedicure?
  - 3 Where can you find and immediately buy a bargain?
  - 4 What new items has Junk Shop UK released recently?
  - 5 What extras can you spend a lot of money on in Molecule Water Café?
  - 6 Which place is cheating their customers?
  - 7 Why is one person unwilling to spend £10 on a fish pedicure?
- 8 Read the article and comments in Exercise 4 again and answer the questions in Exercise 7.

## WORD STORE 4B

- 9 **CD-2.2 MP3-55** Complete WORD STORE 4B with the underlined idioms in Exercise 4. Then listen, check and repeat. Do you have similar idioms in your language?
- 10 Complete the idioms. Then, in pairs, discuss whether you agree or disagree with the statements.
- 1 People pay through the \_\_\_\_\_ for popular brands of trainers.
  - 2 Most university students struggle to make ends \_\_\_\_\_. Some end up in debt.
  - 3 It costs an \_\_\_\_\_ and a leg to study English in the UK. Few people can afford it.
  - 4 Footballers are paid too much. They have money to \_\_\_\_\_.
  - 5 It's better to be \_\_\_\_\_ and happy than rich and unhappy.

## WORD STORE 4C

- 11 **CD-2.3 MP3-56** Complete WORD STORE 4C with nouns from the highlighted collocations in the article and Exercise 4. Then listen, check and repeat.
- 12 Complete the questions for a supermarket survey with collocations from WORD STORE 4C. Then, in pairs, ask and answer the questions.
- Supermarket survey**
- 1 What's the biggest \_\_\_\_\_ in your country?
  - 2 What sort of advertising do supermarkets do to \_\_\_\_\_?
  - 3 Which supermarket is the best \_\_\_\_\_?
  - 4 Which supermarket has the lowest \_\_\_\_\_?
  - 5 Which supermarket stocks the widest \_\_\_\_\_?
  - 6 Would a new supermarket fill a \_\_\_\_\_ in your area?

## WORD STORE 4D

- 13 **CD-2.4 MP3-57** Complete WORD STORE 4D with more verb-noun collocations. Then listen, check and repeat. Write example sentences.

## 4.2 Grammar

### Question tags and reply questions

I can use question tags and reply questions.

1 **CD•2.5 MP3•58** Listen to a conversation between Laura and her mum. What is Laura's mum concerned about?

2 **CD•2.5 MP3•58** Read GRAMMAR FOCUS I and complete the examples from the conversation with auxiliary verbs. Then listen again and check.

#### GRAMMAR FOCUS I

##### Question tags

You form question tags with an auxiliary/modal verb + a pronoun.

##### Positive statement + negative tag

I'm always careful when I borrow your things, <sup>1</sup> *aren't I?*

You know it's risky buying tickets online, <sup>2</sup> \_\_\_\_\_ you?

##### Negative statement + positive tag

He hasn't passed his driving test, <sup>3</sup> \_\_\_\_\_ he?

But you never wear them, <sup>4</sup> \_\_\_\_\_ you?

**Note:** Pay attention to these special cases:

Don't lose them, <sup>5</sup> \_\_\_\_\_ you?

That's Jamie at the door, *isn't it?*      Let's go, *shall we?*

Everybody had a good time, *didn't they?*      Nothing happened, *did it?*

3 **CD•2.6 MP3•59** Complete the conversation between Laura and Jamie with appropriate question tags. Then listen and check. What was Laura concerned about?

**Laura:** This is the place he told you to meet him, <sup>1</sup> *isn't it?*

**Jamie:** Yes, it is. He said he'd be waiting at the main entrance.

**Laura:** Did he? So why are we waiting at the staff entrance?

**Jamie:** Oh no, you're right! Come on, we'd better hurry.

**Laura:** Let's call him, <sup>2</sup> \_\_\_\_\_ ? I'm sure he'll wait ten minutes. You took his phone number, <sup>3</sup> \_\_\_\_\_ ?

**Jamie:** No, but he's got mine. If he's wondering where we are, he'll call me, <sup>4</sup> \_\_\_\_\_ ?

**Laura:** Yes – I suppose he wants his cash. Don't lose it, <sup>5</sup> \_\_\_\_\_ ?

**Jamie:** What cash?

**Laura:** For the tickets! You haven't paid him yet, <sup>6</sup> \_\_\_\_\_ ?

**Jamie:** Yes, I have – I transferred the money to his account online.

**Laura:** Did you? Hey, that's him over there, <sup>7</sup> \_\_\_\_\_ ?

**Jamie:** Is it? How do you know?

**Laura:** He's holding up a piece of paper with your name on it.

4 **CD•2.7 MP3•60** Complete some things Jamie said at the concert with question tags. Then listen, check and answer the questions.

1 We can go in now, *can't we?* ↗

2 There's a support band on first, \_\_\_\_\_ ?

3 This is a great concert, \_\_\_\_\_ ?

4 Beyoncé toured the UK last year, \_\_\_\_\_ ?

5 Don't forget where we're sitting, \_\_\_\_\_ ?

6 Excuse me, nobody's seen a silver earring, \_\_\_\_\_ ?

• Which tags have a rising intonation (↗) and show you expect the listener to answer your question?

• Which tags have a falling intonation (↘) and show you expect the listener to agree with you?



5 Read GRAMMAR FOCUS II. Find three reply questions in the conversation in Exercise 3.

#### GRAMMAR FOCUS II

##### Reply questions

You use reply questions to react to what somebody has said and to show interest. They usually have rising intonation.

##### Positive statement + positive reply question

'We're going to a concert.' 'Are you?' ↗

##### Negative statement + negative reply question

'Beyoncé hasn't played here before.' 'Hasn't she?' ↗

6 Write true sentences about you. Then, in pairs, take turns to read your sentences to your partner for him/her to respond with a reply question.

1 I / need / a new phone

A: *I don't need a new phone.*

B: *Don't you?*

2 my dad / give / me money for my last birthday

3 I / go / shopping recently

4 I / think / I'm a very lucky person

5 my mum / usually / do / the shopping online

6 I / have got / a credit card

7 Write four more true sentences about you. Then, in pairs, take turns to read them to your partner for him/her to respond with a reply question.

A: *I'm saving up to buy a new laptop.*

B: *Are you?*

8 You are going to write a conversation between a teenager and a parent. In pairs, follow the instructions.

- Think of a situation. Choose from the box or use your own ideas.

The teenager wants to:

form a band    get a tongue piercing  
give up a sport or a musical instrument  
get more pocket money  
go to a music festival  
go abroad with friends  
open a bank account

- Include at least five different question tags and/or reply questions in the conversation.
- Practise your conversation and then act it out.

# 4.3 Listening

## Multiple choice

*I can understand specific details in an interview.*

- 1 In pairs, read **UK TODAY** and discuss the questions.
- Do you have similar types of market in your nearest town or city?
  - When did you last go to a market? What did you buy there?
  - What sort of pre-owned goods would or wouldn't you buy?

### UK TODAY

#### Where do British people go to buy and sell second-hand/pre-owned goods?

- **Flea markets** – Camden market is the biggest one in London. It sells both second-hand clothes and reasonably-priced new fashion.
- **Car boot sales** – Every weekend thousands of people take their unwanted domestic clutter to car boot sales around the country. One person's rubbish is another person's treasure.
- **Online auctions** – More than 17 million people log on to sites like eBay each month to bid for a bargain.
- **Antiques markets** – London's Portobello market is located in fashionable Notting Hill. It specialises in antiques and bric-a-brac (old-fashioned ornaments).



- 2 Have you ever been to an auction or bid for something online? Discuss in pairs.
- 3 **CD•2.8 MP3•61** Listen to an interview. What does Martin do for a living?

## EXAM FOCUS Multiple choice

- 4 **CD•2.8 MP3•61** Listen again and choose the correct answer, A, B or C.
- In this episode the interviewer wants to focus on the
    - increased size of the markets that sell second-hand goods.
    - increased earnings of people involved in second-hand selling.
    - increased interest in buying second-hand goods.
  - How does Martin get hold of the second-hand goods he sells?
    - He buys them from the owners.
    - He gets them at a special sale.
    - He claims them from the airport.
  - What kind of things can Martin find in the suitcases he buys?
    - designer clothes
    - electrical goods
    - rotten food
  - The thing that surprises Martin most is that people
    - check in bags in advance.
    - forget something important.
    - come to the airport at the last minute.
  - What is Martin most likely to say about the way he earns his living?
    - 'It makes me feel sad.'
    - 'It's just a way to earn a living.'
    - 'It's very strange.'

- 5 Complete the sentences with the words in the box. Then number the sentences in the correct order to explain what can happen to lost luggage at an airport.

auction auctioneers belongings bid checked  
high missing off stall unclaimed

- \_\_\_\_\_ throw away things that have gone \_\_\_\_\_
- \_\_\_\_\_ bags go for \_\_\_\_\_ at the auction house.
- Personal \_\_\_\_\_ from lost luggage end up on a market \_\_\_\_\_
- \_\_\_\_\_ bags go \_\_\_\_\_ at the airport.
- Market stallholders \_\_\_\_\_ for \_\_\_\_\_ quality bags.

## PRONUNCIATION FOCUS

- 6 **CD•2.9 MP3•62** Listen and repeat the words in the box. Then put them in the correct column depending on the vowel sound.

auction boot bought could gone goods  
lose put rotten stall through watch

1 /ɔ:/	2 /ɒ/	3 /u:/	4 /ʊ/
auction	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

- 7 **CD•2.10 MP3•63** Listen, check and repeat.

## WORD STORE 4E

- 8 **CD•2.11 MP3•64** Complete WORD STORE 4E. Add the adjectives in the box to complete the collocations. Then listen, check and repeat. Check the meaning of the other collocations.

# 4.4 Reading

## Multiple matching

I can find specific details in short texts.

1 **CD•2.12 MP3•65** In pairs, discuss whether you think these 'jean facts' are true (T) or false (F). Then read and listen to *Jeaneology* and check your ideas.

- 1 'Denim' and 'jeans' are named after two European cities.
- 2 Blue jeans were invented in Germany.
- 3 Jeans were mainly worn by cowboys until World War II.
- 4 During the 50s and 60s jeans were accepted by mainstream society.
- 5 Every American owns about seven pairs of jeans.

### Jeaneology

**1800s** Denim was a kind of cotton made in Nîmes ('de Nîmes'). The first blue denim trousers were worn by sailors in Genoa – 'Genes' in French. 'Bleu de Genes' became 'blue jeans'.

**1850s** Blue jeans as we know them originated during the 1849 Californian Gold Rush. German storekeeper Levi Strauss and Latvian tailor Jacob Davis developed a stronger design using copper rivets.

**1930s and 40s** At first jeans were only popular in western USA and worn by cowboys. Their popularity spread after World War II.

**1950s and 60s** Young people started wearing jeans to imitate young Hollywood stars like James Dean. But jeans became associated with rebellious behaviour and were banned in schools.

**2000s** Today jeans are worn by everyone. Every American owns, on average, seven pairs of jeans!



2 Label the pictures with the words in the box. Then discuss the questions in pairs.

baggy bootcut cropped distressed  
flared skinny straight-leg



bootcut



- 1 What style of jeans do you like best?
- 2 When do you wear jeans and when don't you wear jeans?
- 3 Where can you buy the cheapest/most expensive jeans in your city?

### EXAM FOCUS Multiple matching

3 Read the texts about jeans. For questions 1–8, choose from the texts (A–D). You can choose each text more than once.

Which text mentions that:

- 1 jeans can cause health problems for the people making them?
- 2 some people think it's worth paying extra for traditionally-made jeans?
- 3 a lot of water is wasted in the after-care of jeans?
- 4 the fabric of the jeans can make a difference to the health of the wearer?
- 5 we need to change our habits to make our jeans last a long time?
- 6 most countries today use modern methods of denim production?
- 7 new ways of fading jeans require the use of unnatural substances?
- 8 people should avoid a particular type of jeans?

4 Add the nouns in the box to the lists to make collocations from the texts.

cloth colours dyes jeans  
methods (of production)

- 1 dense/mass-produced/stiff \_\_\_\_\_
- 2 deep/intense/rich \_\_\_\_\_
- 3 labour-intensive/modern/traditional \_\_\_\_\_
- 4 chemical/toxic/natural \_\_\_\_\_
- 5 affordable/fashionable/hard-wearing \_\_\_\_\_

5 Read the texts again and answer the questions. Give reasons for your answers.

- 1 What effect do Japanese production techniques have on:
  - a the colour of the denim?
  - b the cost of the denim?
- 2 Why are these products used in modern methods of production?
  - a chemicals
  - b sand
- 3 In what ways can skinny jeans have a harmful effect on:
  - a your legs?
  - b your digestive system?
- 4 What can we do to
  - a help the environment?
  - b keep our jeans looking good?

### WORD STORE 4F

6 **CD•2.14 MP3•67** Complete WORD STORE 4F with nouns and adjectives from the texts. Mark the stress. Then listen, check and repeat.

**A** <sup>1</sup> Japanese denim has a reputation among enthusiasts as being the best in the world. It has a cult following in Europe and America because of its amazing look and feel. The cloth is stiffer, denser but far more comfortable than the mass-produced denim used in other countries. <sup>5</sup> Japanese denim is different because they use traditional production techniques that have been abandoned elsewhere. Most denim today is produced using chemical dye, but Japanese denim uses natural dye and the material is dipped up to thirty times to produce a deep, intense and rich colour that fades with time. These traditional methods are more <sup>10</sup> labour-intensive, which makes the product more expensive, but Tokyo's trendsetters are willing to splash out on the perfect pair of jeans.

**B** <sup>1</sup> We're hooked on jeans! In the UK alone, three pairs are sold every second of every day. But recently, modern methods of production have been <sup>15</sup> causing environmental concerns. Demand for jeans has increased so much that cotton farmers have to rely more and more on pesticides and fertilisers to raise their crops. Traditionally, jeans were dyed with a natural indigo dye. Nowadays, though, the <sup>20</sup> dye is chemical and toxic and even more chemicals are used to give the denim a vintage appearance. Distressed jeans are increasingly popular and to achieve this look – the jeans are blasted with sand. Factory workers complained of breathing problems <sup>25</sup> and as a result, some brands of jeans have banned the process. Another issue is that it takes 6,000 litres of water to produce one pair of jeans. Jeans are fashionable, affordable and hard-wearing, but at what cost to the environment?

**C** <sup>30</sup> Recent reports have suggested that skinny jeans enthusiasts may be damaging their health. Wearing jeans that are too tight could compress a major nerve on the outside of your thigh. This can lead to pain or loss of <sup>35</sup> feeling in your legs. In most cases, the nerve damage can be reversed simply by taking the tight jeans off. Jeans that are tight around the waist can also make it difficult to digest your food. Health experts are urging young <sup>40</sup> people who are committed to the skinny jeans look to choose a pair that have some stretch in them and are less likely to have a negative effect on the body. If you notice a <sup>45</sup> strange sensation in your legs, it may be time to change your style.

**D** <sup>1</sup> So, you've got that top quality pair of jeans you wanted. How can you keep them looking good and stop them from fading? Well, perhaps you're washing them too often. The CEO of Levi's caused a stir when he mentioned in public that he hadn't <sup>50</sup> washed his jeans for over a year! He wanted to show how we can help the environment by using less water. Apparently, by washing our jeans in the machine once a week for two years, we use over 3,500 litres of water. His view is supported by other professionals who believe that it isn't necessary to wash jeans very often because the material is thick <sup>55</sup> and it's the top of our bodies that sweats and makes clothes smelly, not the bottom! So, to help the environment and also keep our jeans looking good, wash less frequently, soak in cold salt water, turn them inside out and don't dry in sunlight. Oh yes, and you could wash them in vinegar.

# 4.5 Grammar

## Present and past modal structures

*I can give advice, criticise past actions and talk about past necessity.*

- 1 **CD•2.15 MP3•68** Listen to James talking to his sister Ellie. What is James' problem?



- 2 **CD•2.15 MP3•68** Listen again and choose the advice that Ellie gives. What reasons does she give?

- 1 You *shouldn't* / *should* buy her clothes.
- 2 With a bracelet you *need to* / *needn't* worry about giving the wrong message.
- 3 You *ought to* / *ought not to* get her tickets in advance.
- 4 You *mustn't* / *must* buy her the same perfume as Mum.
- 5 You *had better* / *had better not* ask her friends for advice.

- 3 In pairs, complete the advice with the affirmative or negative form of the verbs in brackets. Then discuss whether you agree with the advice.

- 1 You shouldn't (should) leave present buying till the last minute.
- 2 You \_\_\_\_\_ (ought to) buy a present unless you are sure about it.
- 3 You \_\_\_\_\_ (must) give your credit card details to a stranger.
- 4 You \_\_\_\_\_ (need to) check if you can take the item back.
- 5 You \_\_\_\_\_ (had better) remember your dad's birthday this year!

- 4 **CD•2.16 MP3•69** Read and listen to a second conversation between James and Ellie. Did James choose a good birthday present for his girlfriend?

**Ellie:** How was the birthday?

**James:** Oh, a bit of a disaster, actually. **I should have listened** to your advice, but I didn't. I got a bracelet. I thought it was such a bargain – €15 for a gold bracelet. **I ought to have asked** if it was real gold.

**Ellie:** You should have realised you couldn't get real gold for €15. But anyway, didn't she like it?

**James:** She's allergic to metal – she can only wear real gold. She put it on and got a big rash on her arm. **We had to go** to the doctor's.

**Ellie:** Oh dear! Did you have to take the bracelet back?

**James:** Yes, but **I needn't have bothered**. They refused to exchange it because I didn't have the receipt. Here you are – you can have it.

**Ellie:** Oh, thanks!

- 5 Complete the GRAMMAR FOCUS with the past modal structures in blue in Exercise 4.

### GRAMMAR FOCUS

#### Past modal structures

- You can use **should/shouldn't have + past participle** or **ought to/ought not to have + past participle** to criticise a past action or show regret.

I <sup>1</sup> sh ave listened to your advice.

I <sup>2</sup> \_\_\_\_\_ if it was real gold.

- You use **had to/didn't have to + infinitive** to say a past action was necessary/unnecessary.

We <sup>3</sup> \_\_\_\_\_ to the doctor's.

- You can also use **didn't need to + infinitive** or **needn't have + past participle** to say a past action was unnecessary. There is a slight difference in meaning: **I didn't need to bother** = I didn't bother because it wasn't necessary.

I <sup>4</sup> \_\_\_\_\_ = I bothered, but it wasn't necessary.

- 6 Choose the correct meaning for the underlined forms.

1 I needn't have revised last night – my exam was cancelled.

A I revised.

B I didn't revise.

2 I didn't need to buy a phone – I got one for my birthday.

A I bought a phone.

B I didn't buy a phone.

3 I'm tired. I should have gone to bed earlier last night.

A I went to bed early.

B I didn't go to bed early.

4 I ought not to have spent so much money last weekend.

A I spent a lot of money.

B I didn't spend much money.

5 It's a lovely day. I needn't have brought my umbrella.

A I brought my umbrella.

B I didn't bring my umbrella.

- 7 Complete the second sentence so that it has a similar meaning to the first, using the word in capitals. Use no more than four words, including the word in capitals. Do not change the word in capitals.

1 It's a pity we didn't stay at home. **SHOULD**

We \_\_\_\_\_ at home.

2 It's a shame he didn't tell her. **TO**

He \_\_\_\_\_ her.

3 It was unnecessary to do what he said. **HAVE**

You \_\_\_\_\_ do what he said.

4 That was a silly thing for me to say. **SHOULD**

I \_\_\_\_\_ that.

5 It wasn't necessary for her to come. **BOTHERED**

She \_\_\_\_\_ coming.

- 8 **CD•2.17 MP3•70** Listen to three conversations. Choose a sentence from the ones you wrote in Exercise 7 to complete each conversation.

A

B

C

- 9 In pairs, choose a sentence from Exercise 7 and write your own conversation. Then practise and act out your conversation.

# 4.6 Speaking

## Making and justifying choices

*I can evaluate options and justify choices.*

1 In pairs, look at two ways of shopping for food and answer the questions.

- 1 What are the pluses and minuses of each option?
- 2 If you were university students doing your own food shopping, which option would you prefer? Why?



2 **CD-2.18 MP3-71** Listen to Emma and Oscar discussing the options above. Do they mention any of the pluses and minuses you discussed in Exercise 1?

3 **CD-2.18 MP3-71** Complete the SPEAKING FOCUS with the words in the box. Then listen again and check.

but choice choose compare  
likely opt reason simply

### SPEAKING FOCUS

#### Comparing and contrasting options

(Going to the market) is ... <sup>1</sup>\_\_\_\_\_ (shopping online) is ...  
X is the only one/option that ...

When you <sup>2</sup>\_\_\_\_\_ the two/X and Y, ...

It is (much) more <sup>3</sup>\_\_\_\_\_ that ...

X is definitely the cheaper/better/more suitable option.

#### Choosing an option and justifying the choice

That's why I'd <sup>4</sup>\_\_\_\_\_ for X.

... and therefore, it's probably/clearly the best <sup>5</sup>\_\_\_\_\_ .

The main/Another <sup>6</sup>\_\_\_\_\_ (that X would be my choice) is that ...

I prefer X mainly/<sup>7</sup>\_\_\_\_\_ because ...

This option is (clearly) the most/least + adjective ... because ...

#### Explaining reasons for rejecting other options

X might (require less effort), but I wouldn't <sup>8</sup>\_\_\_\_\_ it because ... X isn't the best choice if you consider ...

The reason I wouldn't go for/pick/choose X is because ...

4 In your opinion, which of these is the best place to shop?

- shopping mall
- online auction
- high street shop
- charity shop
- street market
- car boot sale

5 Complete the sentences about places to shop using the words in brackets.

- 1 It is \_\_\_\_\_ (likely) that you can find what you want in a shopping mall.
- 2 I \_\_\_\_\_ (opt) the charity shop because you can help other people.
- 3 The \_\_\_\_\_ (reason/not pick) the online auction is because you can end up paying more than you had planned!
- 4 If you want something unusual and cheap, a street market \_\_\_\_\_ (definitely/better) option.
- 5 A high street shop \_\_\_\_\_ (clearly/best) place to go shopping if you're looking for good quality.
- 6 A charity shop \_\_\_\_\_ not/best/choice/consider) the quality of the things there.

6 In pairs, complete the speaking task. Use the SPEAKING FOCUS to help you.

Here are some things that can influence people when they are choosing where to buy clothes. Talk to each other about how important these things are when you're deciding which shop to buy clothes from.



Now decide which of these things is most important when you are deciding where to buy clothes.

## 4.7 Writing

### A formal email

*I can describe an incident and make a complaint about it in writing.*

- 1 Would you hang out with your friends in the places mentioned in the box? Why?/Why not? Discuss in pairs.

coffee shop   empty building   park  
fast-food restaurant   shopping centre  
skate park   street corner

- 2 Read the posts on the website. Do you think Jude and his friends were treated unfairly? What is the advice given by YCN?

- 3 Read Jude's email below and answer the questions.

- 1 Are the main events described in the email the same as those in Jude's message to YCN?
- 2 How does the style of the email differ from the style of the message?
- 3 How do you think the manager will react?

Dear Sir or Madam,

I am writing on <sup>1</sup>\_\_\_\_\_ of myself and my friends to <sup>2</sup>\_\_\_\_\_ your attention to an incident that **took place** at the Queen Plaza Shopping Centre last Saturday. I would like to <sup>3</sup>\_\_\_\_\_ a formal complaint about the way we were treated by staff at the centre.

Last Saturday, some friends and I met in the centre at Plaza Café. We had bought some drinks and were enjoying ourselves when the manager of the café **approached** our table and **accused** us of being too noisy. When we tried to **reason with** him, he immediately called security. A moment later, two guards arrived and forced us to leave the café and the shopping centre. To make <sup>4</sup>\_\_\_\_\_ worse, they **threatened** to call the police and told us not to return in the future.

We are particularly upset because the <sup>5</sup>\_\_\_\_\_ is we were no noisier than some of the other people in the café. To be honest, we are amazed that the centre security guards are allowed to treat customers in this way. Without doubt, the worst <sup>6</sup>\_\_\_\_\_ of this whole incident was being thrown out of the busy shopping centre like criminals. We were so **humiliated** that we decided to contact you and complain.

As you are the manager of the centre, we <sup>7</sup>\_\_\_\_\_ you to reconsider your policies towards teenage customers. It is simply unfair to discriminate against young people in this way. We have contacted the local media about the incident and look forward to your response.

Yours faithfully,  
Jude Seaborne

# YCN

## Youth City News

### YCN message board

Got comments? Need advice?

**This is the place ...**

Author

Post



Jude

Last Saturday, my friends and I were kicked out of Queen Plaza Shopping Centre for ... no good reason! We were having a coffee at Plaza Café when the manager came over and told us to be quiet. We honestly weren't being that loud and my friend explained this to the manager. Next thing, two security guards arrived and told us to leave or they'd call the police! They walked us to the exit and told us not to come back. It was so embarrassing and a total overreaction. What can we do?



YCN

If you really weren't disturbing anyone, then it does seem unfair, Jude. Why don't you write to the centre management and explain the situation? Be sure to let us know their reaction.

- 4 Read the **WRITING FOCUS** and complete Jude's email. Sometimes more than one answer is possible.

### WRITING FOCUS

**A formal email – describing an incident and making a complaint**

#### Introduction

- Say why you are writing and summarise your complaint.  
I am writing on behalf of myself and my friends ...  
I am writing to draw your attention to ...  
I would like to make a formal complaint about ...

#### Main paragraphs

- Use narrative tenses to describe the incident you are complaining about (see REMEMBER THIS p. 5).
- Give your reaction to the incident.  
We are particularly upset because ...  
To make matters worse, ...  
The truth/fact is (that) ...  
Without doubt, the worst part of this whole incident was ...  
... I/we decided to contact you and complain.

#### Conclusion

- Say what you would like to happen.  
I/We urge you to (reconsider your policies).  
I/We ask/demand that you (investigate the matter).
- Make a final statement.  
It is simply unfair to discriminate against young people in this way.
- Mention that you expect a reply.  
I/We look forward to your response.



- 5 Complete the sentences with the words and phrases in purple in Jude's email. Use the definitions in brackets to help you.

I am writing to complain about an incident that 1. \_\_\_\_\_ (happened) last night at Skybowl bowling alley.

- a We told her we had paid and tried to 2. \_\_\_\_\_ her (persuade her to be more sensible).
- b She 3. \_\_\_\_\_ us (said that we had done something bad) of trying to leave without paying for our drinks.
- c My friends and I had finished our game and were about to leave when a waitress 4. \_\_\_\_\_ (came towards) us.
- d All the other customers heard her shouting and we felt really 5. \_\_\_\_\_ (ashamed or embarrassed).
- e However, she started shouting at us and 6. \_\_\_\_\_ (promised to do something bad) to call the police.

In the end, the manager checked the computer and found that it was the waitress's mistake. The worst part of this whole event was that nobody apologised.

- 6 Put sentences a–e in Exercise 5 in the correct order to form an extract from an email.

- 7 Read the LANGUAGE FOCUS and complete the questions with *so* or *such (a/an)*. Then, in pairs, ask and answer the questions.

When was the last time:

- 1 you were \_\_\_\_\_ angry that you shouted at someone?
- 2 you had \_\_\_\_\_ good time hanging out with your friends that you didn't want the day to end?
- 3 you felt \_\_\_\_\_ humiliated that you went red in the face?
- 4 you received \_\_\_\_\_ terrible service that you complained or told someone else about it?
- 5 you had to deal with \_\_\_\_\_ rude people that you felt offended?

## LANGUAGE FOCUS

### Expressing cause and result

You can make your writing more varied by using **so** and **such + that clause** to give information about a cause and link it to a result:

- **so + adjective + that clause**

We were **so** humiliated **that we decided to contact you and complain.**

- **such (+ a/an) (+ adjective) + noun + that clause**

It was **such a** humiliating situation **that we decided to contact you and complain.**

- 8 You are going to write an email of complaint to a manager. Imagine you experienced one of the situations below. In pairs, make notes about:

- the details of the incident (what happened and how you felt/reacted).
- what you want the manager to do.

- 1 A bus driver refused to let you and four friends onto a bus late at night. He said he recognised you and that you had caused trouble on the bus the week before. None of you had been on the bus the week before.
- 2 You and your friends were asked to leave the cinema after a member of staff accused you of throwing popcorn around. It was actually some young children sitting a few rows in front of you.
- 3 You were leaving a supermarket when the security alarm went off. The security guards were very aggressive and searched all your bags and pockets. After keeping you there for half an hour, they found there was a fault with the alarm.

- 9 Choose one of the situations in Exercise 8 and complete the writing task below. Use your notes from Exercise 8, the WRITING FOCUS and the LANGUAGE FOCUS to help you.

Write a formal email complaining about the way you were treated. Describe the incident and say what actions you expect the recipient to take. Write 140–190 words.

# 4.8 Language in focus

## Modality – alternative structures

I can use a range of alternative structures to express modality.

### 1 Read the information about modality and complete the table with the base form of the structures in blue in sentences a–e.

As well as using modal verbs, you can express modality with adverbs (perhaps, etc.), adjectives and participles (be sure to, be obliged to, etc.), or other verbs (manage to, etc.). Here are some of the more common structures:

MODAL CONCEPT	ALTERNATIVE STRUCTURES
probability	be (un)likely to do sth, it is (un)likely that ... , 1 _____, be sure to do sth, be certain to do sth
ability	be (un)able to do sth, manage to do sth, 2 _____
permission	3 _____, be permitted to do sth
prohibition	4 _____, be forbidden to do sth/from doing sth
obligation	be obliged to do sth, be required to do sth 5 _____, be meant to do sth

- My brothers and sisters **are banned from** entering my bedroom.
- I'm supposed to** keep my bedroom tidy but I can't be bothered.
- I can't find my house keys but **they're bound to** turn up sooner or later.
- I succeeded in** transferring all my photos to my new laptop recently.
- My mum says **I'm allowed to** get a tattoo but I don't want one.

### 2 Translate the sentences in Exercise 1. Then tick the sentences that are true for you.

### 3 Rewrite the sentences. Replace the underlined phrases with phrases that include the words in capitals.

- Tim is late. He should be here by now. **MEANT**
- Rogers can't compete for three years because he failed a drugs test. **FROM**
- Janet couldn't persuade her parents to lend her any money. **IN**
- Terry should have called me last night, but he forgot. **SUPPOSED**
- Everybody has to show their ID card when they enter the UK. **REQUIRED**

### 4 Complete the conversation with one word in each gap. Use each word once only. Sometimes more than one answer is possible.

- A: I've got a part-time job in the local supermarket. I'm <sup>1</sup> supposed to be there at 7 a.m. but I'm not sure if I'll <sup>2</sup> \_\_\_\_\_ to get up in time!
- B: What are you going to wear?
- A: You have to wear smart shoes. Trainers are <sup>3</sup> \_\_\_\_\_ and you're not <sup>4</sup> \_\_\_\_\_ to wear jewellery or piercings. You are <sup>5</sup> \_\_\_\_\_ to put on a uniform and I think I'm <sup>6</sup> \_\_\_\_\_ to wear a hat if I'm working on the fresh food counter.
- B: What about phones?
- A: You're <sup>7</sup> \_\_\_\_\_ to bring a mobile phone onto the premises but it has to be switched off at all times.
- B: Knowing you, you're <sup>8</sup> \_\_\_\_\_ to forget. What happens if it rings?
- A: I'm not sure, but it's <sup>9</sup> \_\_\_\_\_ that the manager would be very angry, so I'll be <sup>10</sup> \_\_\_\_\_ to switch mine off tomorrow!

# 04 WORD LIST

## Types of shops

- baker's /'beɪkəz/
- bookshop /'bʊkʃɒp/
- boutique /'buːtiːk/
- branch /brɑːntʃ/
- butcher's /'bʊtʃəz/
- chain of (cafés/supermarkets) /tʃeɪn əv ('kæfeɪz/ 'suːpə,mɑːkɪts)/
- charity shop /'tʃærəti ʃɒp/
- chemist's /'kemɪsts/
- department store /dɪ'pɑːtmənt stɔː/
- florist's /'flɒrɪsts/
- greengrocer's /'ɡriːn,ɡrəʊsəz/
- hardware store /'hɑːdweə stɔː/
- jeweller's /'dʒuːləz/
- junk shop /'dʒʌŋk ʃɒp/
- newsagent's /'njuːz,edʒənts/
- pet shop /'pet ʃɒp/
- shopping mall/centre /'ʃɒpɪŋ mɔːl/sentə/

## Buying and selling

- advertising /'ædvɜːtɪzɪŋ/
- attract customers /ə'trækt 'kʌstəməz/
- counter /'kaʊntə/
- demand for /dɪ'mɑːnd fə/
- fill a gap in the market /fɪl ə ,ɡæp ɪn ðə 'mɑːkət/
- launch/release /lɔːntʃ/'riːls/
- new shopping experience /njuː 'ʃɒpɪŋ ɪk'spɪəriəns/
- niche market /'niːʃ 'mɑːkət/
- on sale /ɒn 'seɪl/
- promote a product /prə'məʊt ə 'prɒdʌkt/
- range of products /reɪndʒ əv 'prɒdʌkts/
- reputation /,repjə'teɪʃən/
- serve customers /,sɜːv 'kʌstəməz/
- specialise in sth /'speʃəlaɪz ɪn/
- stock /stɒk/
- storekeeper /'stɔːkɪ:pə/
- supply/monopolise the market /sə'plaɪ/mə'nɒpələɪz ðə 'mɑːkət/
- trade /treɪd/
- treat yourself to sth /'triːt jə'self tə ,sæmθɪŋ/

## Auctions and market places

- antiques market /æn'tɪkz ,mɑːkət/
- auction house /'ɔːkʃən haʊs/
- auctioneer /,ɔːkʃə'nɪə/
- bid for sth /'bɪd fə ,sæmθɪŋ/
- car boot sale /'kɑː bʊt seɪl/
- flea market /'fliː ,mɑːkət/
- market stall /'mɑːkət stɔːl/
- market stallholder /'mɑːkət 'stɔːl,həʊldə/
- online auction /ɒnlaɪn 'ɔːkʃən/

## Money and prices

- affluent /'æfluənt/
- borrow /'bɒrəʊ/
- broke /brəʊk/
- cash /kæʃ/
- charge /tʃɑːdʒ/
- cheat /tʃiːt/
- cost an arm and a leg /kɒst ən ,ɑːm ənd ə 'leg/
- cost of living /kɒst əv 'lɪvɪŋ/
- cost/be worth a fortune /kɒst/bɪ ,wɜːθ ə 'fɔːtʃən/
- credit card details /'kredɪt kɑːd ,diːteɪls/
- cut/raise prices /kʌt,'reɪz 'praɪsɪz/
- discounted price /dɪs,kɑʊntɪd 'praɪs/
- earn a living /,ɜːn ə 'lɪvɪŋ/
- good/great value for money /ɡʊd/ɡreɪt ,væljuː fə 'mʌni/
- have money to burn /hæv 'mʌni tə bɜːn/
- hourly fee /'aʊəli 'fiː/
- in debt /ɪn 'det/
- make a fortune /,meɪk ə 'fɔːtʃən/
- make ends meet /,meɪk endz 'miːt/
- open a bank account /,əʊpən ə 'bæŋk ə,kɑʊnt/
- overpriced /,əʊvə'praɪsɪd/
- owe sb money /əʊ ,sæmbədi 'mʌni/
- pay through the nose /peɪ θruː ðə 'nəʊz/
- pocket money /'pɒkət ,mʌni/
- reasonably-priced /,riːzənəbli 'praɪsɪd/
- reduce the price /rɪ'djuːs ðə 'praɪs/

spend a lot of money on sth /ˌspend ə lɒt əv  
ˈmʌni ɒn ˌsʌmθɪŋ/  
thirty percent off /θɜːtɪ pəˈsent ˈɒf/  
transfer /trænsˈfɜː/  
withdraw money /wɪðˌdrɔː ˈmʌni/

## Goods

antique /ænˈtiːk/  
bracelet /ˈbreɪslət/  
brand/label /brænd/ˈleɪbəl/  
bric-a-brac /ˈbrɪk ə ˈbræk/  
consumer goods /kənˈsjuːmə ɡʊdz/  
designer clothes /dɪˈzaɪnə kləʊðz/  
domestic clutter /dəˈmestɪk ˈklʌtə/  
electrical goods /ɪˈlektrɪkəl ɡʊdz/  
evening/party/wedding dress /ˈiːvɪŋ/ˈpɑːti/  
ˈwedɪŋ dres/  
fashion /ˈfæʃən/  
item /ˈaɪtəm/  
jewellery /ˈdʒuːəlri/  
ornament /ˈɔːnmənt/  
perfume /ˈpɜːfjuːm/  
pre-owned/second-hand/used goods /ˌpriː  
ˈəʊnd/ˌsekənd ˌhænd/ˌjuːzd ˈɡʊdz/  
vintage piece /ˈvɪntɪdʒ piːs/

## Adjectives describing goods

affordable /əˈfɔːdəbəl/  
fashionable/trendy /ˈfæʃənəbəl/ˈtrendi/  
fun /fʌn/  
hard-wearing /ˌhɑːd ˈweəriŋ/  
high quality /ˌhaɪ ˈkwɒləti/  
one-off /wʌn ˈɒf/  
quirky /ˈkwɜːki/  
unwanted /ʌnˈwʌntəd/  
vintage /ˈvɪntɪdʒ/

## Complaints

apologise /əˈpɒlədʒaɪz/  
complain /kəmˈpleɪn/  
demand /dɪˈmɑːnd/  
draw sb's attention to sth /ˌdrɔː ˌsʌmbədɪz  
əˈtenʃən tə ˌsʌmθɪŋ/  
exchange /ɪksˈtʃeɪndʒ/  
fault /fɔːlt/  
incident /ˈɪnsədənt/  
investigate the matter /ɪnˌvestəgeɪt ðə ˈmætə/  
make a formal complaint about sth /ˌmeɪk ə  
ˌfɔːməl kəmˈpleɪnt əˌbaʊt ˌsʌmθɪŋ/  
receipt /rɪˈsiːt/  
reconsider your policies /ˌriːkənˌsɪdə jə ˈpɒləsɪz/  
refuse /rɪˈfjuːz/  
response /rɪˈspɒns/

## Jeans

### Production process

blast with sand /blɑːst wɪð ˈsænd/  
chemical/toxic/natural dye /ˌkemɪkəl/ˌtɒksɪk/  
ˌnætʃərəl ˈdaɪ/  
dense/stiff/mass-produced cloth /ˌdens/ˌstɪf/  
mæs prəˈdʒuːst ˈklɒθ/  
dye /daɪ/  
indigo dye /ˈɪndɪɡəʊ daɪ/  
labour-intensive/modern/traditional methods  
of production /ˌleɪbər ɪnˌtensɪv/ˌmɒdn/  
trəˈdɪʃənəl ˌmeθədz əv prəˈdʌkʃən/  
produce /prəˈdjuːs/  
producer /prəˈdjuːsə/  
production cycle/technique /prəˈdʌkʃən ˌsaɪkəl/  
tekˌnɪk/

### Look and style

bagggy /ˈbæɡi/  
bootcut /ˈbuːtkʌt/  
copper rivet /ˌkɒpə ˈrɪvət/  
cotton /ˈkɒtn/  
cropped jeans /ˌkrɒpt ˈdʒiːnz/  
deep/rich/intense colour /ˌdiːp/ˌrɪtʃ/ɪnˌtens  
ˈkʌlə/  
design /dɪˈzaɪn/  
distressed /dɪˈstrest/

fade /feɪd/  
feel /fiːl/  
flared jeans /ˌfleəd ˈdʒiːnz/  
skinny /ˈskɪni/  
stiff/stretch denim /ˌstɪf/ˌstretʃ ˈdenɪm/  
straight-leg /ˌstreɪt ˈleg/  
tight /taɪt/

## Phrasal verbs

bring out /ˌbrɪŋ ˈaʊt/  
deal with (customers) /ˈdiːl wɪð/  
fork out (£10) /ˌfɔːk ˈaʊt/  
go off /ɡəʊ ˈɒf/  
hang out /ˌhæŋ ˈaʊt/  
keep (costs) down /ˌkiːp ˈdaʊn/  
knock (a few pounds) off (the price) /ˌnɒk ˈɒf/  
rely on /rɪˈlaɪ ɒn/  
rip off /ˌrɪp ˈɒf/  
run out (of) /rʌn ˈaʊt əv/  
save up /ˌseɪv ˈʌp/  
shop around /ˌʃɒp əˈraʊnd/  
sign up /ˌsaɪn ˈʌp/  
snap up (a bargain) /ˌsnæp ˈʌp/  
splash out on /ˌsplæʃ ˈaʊt ɒn/  
take/send (an item) back /ˌteɪk/ˌsend ˈbæk/

## Other

abandon /əˈbændən/  
accuse (of) /əˈkjuːz (əv)/  
be banned from doing sth /bi ˈbænd frəm ˌduːɪŋ  
ˌsʌmθɪŋ/  
be bound to do sth /bi ˌbaʊnd tə ˈduː ˌsʌmθɪŋ/  
be committed to sth /bi kəˈmɪtəd tə ˌsʌmθɪŋ/  
be hooked on sth /bi ˈhʊkt ɒn ˌsʌmθɪŋ/  
be permitted to do sth /bi pəˈmɪtɪd tə ˈduː  
ˌsʌmθɪŋ/  
checked/unclaimed luggage /ˌtʃekt/ʌnˌkleɪmd  
ˈlʌɡɪdʒ/  
chemical /ˌkemɪkəl/  
compress /kəmˈpres/  
concern /kənˈsɜːn/  
craze (for) /ˈkreɪz (fə)/  
digest /daɪˈdʒest/  
digestive system /daɪˈdʒestɪv ˌsɪstəm/  
discriminate against /dɪˈskrɪmɪneɪt əˌɡenst/  
domestic/long-haul/international flight  
/dəˈmestɪk/ˌlɒŋ ˌhɔːl/ɪntəˌnæʃənəl ˈflaɪt/  
enthusiasm /ɪnˈθjuːzɪæzəm/  
enthusiast /ɪnˈθjuːzɪæst/  
enthusiastic /ɪnˈθjuːzɪˈæstɪk/  
environment /ɪnˈvaɪrənmənt/  
environmental /ɪnˌvaɪrənˈmentl/  
environmentalist /ɪnˌvaɪrənˈmentəlɪst/  
expert (n, adj) /ˈeksɜːpt/  
expertise /ˌeksɜːˈtiːz/  
fertiliser /ˈfɜːtɪləɪzə/  
fish pedicure /ˈfɪʃ ˌpedɪkjʊə/  
go missing /ɡəʊ ˈmɪsɪŋ/  
go mouldy/rotten /ɡəʊ ˈməʊldi/ˈrɒtn/  
go red in the face /ɡəʊ ˌred ɪn ðə ˈfeɪs/  
hips /hɪps/  
humiliated /hjuːˈmɪliətɪd/  
increase /ɪnˈkriːs/  
intellectual/private property /ɪntəˌlektʃuəl/  
ˌpraɪvət ˈprɒpətɪ/  
likely /ˈlaɪkli/  
loss of feeling /ˌlɒs əv ˈfiːlɪŋ/  
lost property /ˌlɒst ˈprɒpətɪ/  
major/root/common cause /ˌmeɪdʒə/ˌruːt/ˌkɒmən  
ˈkɔːz/  
member of staff /ˌmembər əv ˈstɑːf/  
offended /əˈfendəd/  
on behalf of sb /ɒn bɪˈhaʊf əv/  
opt for sth /ɒpt fə/  
perfect /ˈpɜːfɪkt/  
perfection /pəˈfekʃən/  
perfectionist /pəˈfekʃənɪst/  
personal belongings /ˌpɜːsənəl bɪˈlɒŋɪŋz/  
pesticide /ˈpestɪsaɪd/  
productive /prəˈdʌktɪv/  
rebellious /rɪˈbeljəs/

recent /ˈriːsənt/  
risky /ˈrɪski/  
security alarm /ˌsɪˈkjʊərəti əˌlɑːm/  
security guard /ˌsɪˈkjʊərəti ɡɑːd/  
stolen goods /ˌstəʊlən ˈɡʊdz/  
stroke /strəʊk/  
succeed in doing sth /səkˌsɪd ɪn ˈduːɪŋ ˌsʌmθɪŋ/  
threaten /ˈθreɪn/  
to make matters worse /tə ˌmeɪk ˌmætəz ˈwɜːs/  
tongue piercing /ˌtʌŋ ˈpiəriŋ/  
tradition /trəˈdɪʃən/  
traditional /trəˈdɪʃənəl/  
traditionalist /trəˈdɪʃənəlɪst/  
trendsetter /ˈtrendˌsetə/  
waist /weɪst/  
wardrobe /ˈwɔːdrəʊb/

# FOCUS REVIEW 4

## VOCABULARY AND GRAMMAR

### 1 Match the sentence halves.

- 1 Have you ever been ripped
  - 2 When did you last pay
  - 3 What do you like to splash
  - 4 Why is it a good idea to shop
  - 5 Do you think you'll manage to knock a few pounds
- a out on when you're feeling rich?  
b off the original price of the headphones you want to buy?  
c off while shopping abroad?  
d around before choosing what you want to get?  
e through the nose for a piece of electronic equipment?

### 2 Complete the sentences with the words in the box. There is one extra word.

consumer fork make market  
snap value withdraw

- 1 You must be quick if you want to \_\_\_\_\_ up a bargain during the sale. The best items disappear in no time.
- 2 I think that our brand new car is good \_\_\_\_\_ for money. It's very economical.
- 3 It's difficult to \_\_\_\_\_ ends meet when you only work part-time.
- 4 You must be joking! Why should I \_\_\_\_\_ out £20 on something that I don't really like?
- 5 The prices of most \_\_\_\_\_ goods have risen recently.
- 6 A bank clerk explained to me how to \_\_\_\_\_ money from a cash machine using PayPal.

### 3 Complete the sentences with questions tags or reply questions.

- 1 Nobody has had a refund yet, \_\_\_\_\_ ?
- 2 That's a nice dress she's wearing tonight, \_\_\_\_\_ ?
- 3 Let's talk about insuring the house, \_\_\_\_\_ ?
- 4 A: Tim had to take out a loan to buy a car.  
B: \_\_\_\_\_ ?
- 5 A: I'm not going to lend him money ever again!  
B: \_\_\_\_\_ ?
- 6 A: Eve wants to pay a deposit on the house next week.  
B: \_\_\_\_\_ ?

### 4 Choose the correct options.

- 1 We *had better* / *had to* find the receipt before we even attempted to take the camera back to the shop.
- 2 I told you not to order a wedding dress online. You *should listen* / *ought to have listened* to me then, and we wouldn't have to look for one now!
- 3 Amy is a shopaholic. She really *mustn't* / *needn't* spend any more on unnecessary purchases.
- 4 I *didn't need to spend* / *needn't have spent* a fortune on all this fancy food. They didn't come after all.
- 5 Hurry up, Kate. There are *bound* / *supposed to be* crowds trying to get into the shop when it opens.

## LANGUAGE IN USE

### 5 Read the text and choose the correct answer, A, B, C or D.

#### BAR CODE

You may have never heard of Joe Woodland or Bernard Silver, but you <sup>1</sup> \_\_\_\_\_ to come across their groundbreaking invention on a daily basis – the bar code.

While studying engineering, Woodland and Silver were approached by a retail food company and asked to find ways to automate checkout operations. They designed and then <sup>2</sup> \_\_\_\_\_ a bar code in the shape of a bull's eye. It meant that employees no longer <sup>3</sup> \_\_\_\_\_ manually input prices for every single product at the checkout or replace price tags whenever an item's cost changed. <sup>4</sup> \_\_\_\_\_ the idea didn't catch on at first, the food industry didn't give up looking for an easy way to scan products. Finally, an IBM employee, George Laurer, designed the bar code as a rectangular box with vertical lines and numbers. The first ever item was scanned on 26 June 1974. It was a pack of chewing gum, <sup>5</sup> \_\_\_\_\_ is now a museum exhibit, together with the scanner used.

Nowadays, not only food but a wide <sup>6</sup> \_\_\_\_\_ of products are branded with a bar code. It has even become a feature in some modern paintings.



- 1 A are meant B manage C are certain D are required
- 2 A brought out B kicked off C put in D set up
- 3 A ought to B must C should D had to
- 4 A Despite B Only if C Even though D However
- 5 A what B which C that D whose
- 6 A matter B chain C niche D range

### 6 Complete the second sentence so that it has a similar meaning to the first, using the word in capitals. Do not change the word in capitals.

- 1 It would have been better if we hadn't given Tony so much money for his birthday. **SHOULD**  
We \_\_\_\_\_ Tony so much money for his birthday.
- 2 Sam's advice was so good that I knew immediately which bank account to open. **ADVICE**  
Sam gave me \_\_\_\_\_ that I knew immediately which bank account to open.
- 3 It wasn't necessary for Sarah to pay her university fees because they were covered by her employer. **NEED**  
Sarah \_\_\_\_\_ her university fees because they were covered by her employer.
- 4 If I were you, I wouldn't exceed the credit card limit just because it's Christmas. **HAD**  
You \_\_\_\_\_ the credit card limit just because it's Christmas.
- 5 We didn't manage to launch a new campaign due to lack of funding. **SUCCEED**  
We \_\_\_\_\_ a new campaign due to lack of funding.

## LISTENING

7 **CD•2.19 MP3•72** Listen to an interview with Anne, a mystery shopper. Choose the correct answer, A, B or C.

- 1 Anne is asked by her clients to
  - A buy specific products.
  - B dress in a particular way.
  - C go to any store she wants.
- 2 The services of mystery shoppers are in demand mainly because
  - A shops want to attract more customers.
  - B they provide information on the competition.
  - C online shopping is becoming a danger to regular stores.
- 3 Anne believes she is doing a good job because the stores she has visited
  - A are hiring more staff.
  - B are cleaner than they were before.
  - C are winning awards for customer service.
- 4 What does Anne say about being a mystery shopper in expensive restaurants?
  - A It's a task requiring a good memory.
  - B She has to take notes during the meal.
  - C She finds it a rather disappointing experience overall.
- 5 What is Anne's attitude to her job?
  - A It isn't always easy.
  - B It's quite monotonous.
  - C It pays well.

## WRITING

8 **Complete the writing task.**

Read part of an email you sent to an English friend. Write an email of complaint to the manager of the museum.

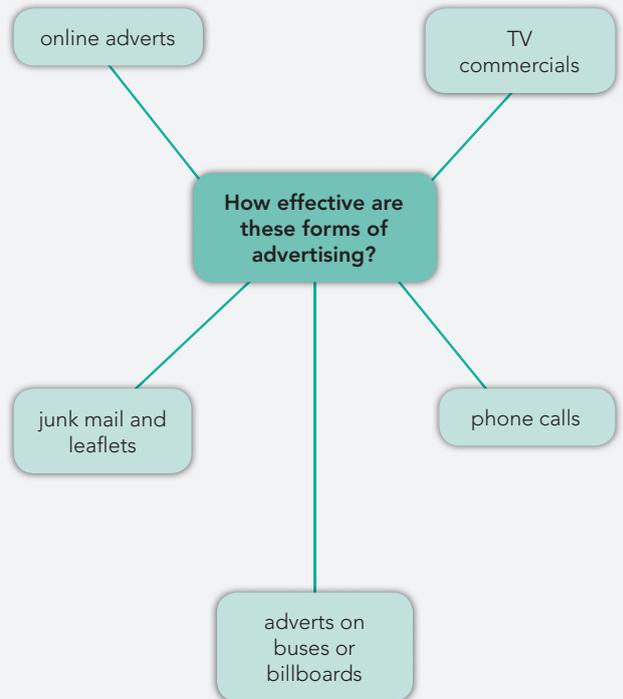
I really enjoyed our visit to the museum yesterday, but I can't believe that they wouldn't let you go into the Egyptian room. They said that your wheelchair might damage the delicate exhibits in there! I think their attitude was really wrong and totally unfair. I'm going to write an email to the director of the museum and complain about their behaviour.

Write your email in 140–190 words.

## SPEAKING

9 **In pairs, complete the speaking task.**

Here are different ways in which companies advertise their products or services. Talk to each other about how effective these forms of advertising are.



Which form of advertising do you think irritates people the most?

10 **In pairs, discuss the questions.**

- 1 Do you often buy things because of adverts? Why?/ Why not?
- 2 What's your favourite TV advert at the moment?
- 3 Do you think a personal recommendation is better than an advert? Why?/Why not?
- 4 Some people say that adverts persuade us to buy things we don't need. What do you think?
- 5 Which forms of advertising do you think will become less common in the future? Why?

# 5

## THE WORLD AT YOUR FEET

If a job is worth doing,  
it's worth doing well.

A PROVERB

### UNIT LANGUAGE AND SKILLS

#### Vocabulary:

- Show what you know – job titles
- employment – phrasal verbs, collocations, word families
- adjectives to describe jobs
- linking phrases
- Word in focus – at

#### Grammar:

- Reported Speech
- reporting verbs

#### Listening:

- an interview on the future of work
- people talking about their jobs
- multiple matching

#### Reading:

- a literary text about men's and women's roles
- multiple choice

#### Speaking:

- discussing problems and solutions, expressing annoyance

#### Writing:

- an article

### FOCUS EXTRA

- Grammar Focus pp. 136–137
- WORD STORE booklet pp. 10–11
- Workbook pp. 64–77 or MyEnglishLab
- MP3s – www.english.com/focus

## 5.1 Vocabulary

Employment • Phrasal verbs • Collocations • Word families

I can talk about work and employment.

### SHOW WHAT YOU KNOW

- 1 In pairs, try to note down a job title for each letter of the alphabet. How many can you think of in two minutes?  
*accountant beautician civil servant detective*
- 2 In pairs, choose three jobs from your list and discuss the advantages and disadvantages of each one. Compare the following:
  - requirements (qualifications/training/experience)
  - terms and conditions (salary/working hours/place of work)

## The return of the Best Job

In 2009 Ben Southall applied for 'The Best Job in the World' and after a rigorous **selection process**, he **was taken on** as Island Caretaker on the Great Barrier Reef. The dream post was not just an opportunity to **pick up** new surfing skills: it came with a pay packet of \$150,000 for six months' work, and accommodation in a five-million-dollar villa on Hamilton Island, off the coast of Queensland Australia.

Ben's 2009 **contract expired** long ago, but Tourism Queensland decided to **keep him on** as their official Ambassador. The new role that he **took up** still involves travelling and blogging about his adventures.

In 2013 as he **stepped down from** his Island Caretaker job and became an official Ambassador for Tourism Queensland, he said this: 'Unfortunately for me, my time is up. But luckily for the world "The Best Job in the World" is back. It was one of the most successful tourism campaigns in recent times, so they decided to do it again but this time they're recruiting for several vacancies around Australia!'

The successful applicant for each job was paid a six-month package of up to \$100,000, including **living expenses**. More than 330,000 people from 196 countries **expressed interest** in the dream jobs, and Tourism Australia had to deal with more than 40,000 video applications. A final shortlist of eighteen candidates **was drawn up** and they were flown in to Australia for interview.

The aim of the promo was to push Australia's lucrative holiday industry and **target the** international **youth market** from around the world – they wanted to attract people on holiday but also employ people who wanted to work, helping to **fill many vacant posts** in the tourism industry. Here are four of the jobs and the lucky people who were hired to do them:



Allan, Ireland

### OUTBACK ADVENTURER DUTIES

This role requires **a sense of adventure**; his job is to **uncover** the best holiday experiences in the Outback of Northern Australia.

### PERKS

Being immersed in indigenous Aboriginal culture.

Roberto, Brazil

### LIFESTYLE PHOTOGRAPHER DUTIES

He's responsible for documenting Melbourne's unique culture and lifestyle.

### PERKS

Trying out the coolest dining places in Melbourne.

- 3 How would you define the best job in the world? Complete the table and compare with a partner.

Location	Working hours	Duties	Salary	Perks

- 4 Read the article and answer the questions.
- 1 What was the original Best Job in the World?
  - 2 What does the role of official Ambassador for Tourism Queensland involve?
  - 3 How did people apply for the new vacancies?
  - 4 Why did Tourism Australia run the competition again?
  - 5 What are the key responsibilities of each job described?
- 5 Which of the four jobs described in the article is the closest to your ideas in Exercise 3?

## in the World!



### PARK RANGER

#### DUTIES

Her primary responsibilities are protecting Australian native plants and animals and informing people about them.

#### PERKS

Experiencing the Great Barrier Reef.

### CHIEF FUNSTER

#### DUTIES

He's in charge of promoting and reviewing gigs, parties, VIP events and festivals in Sydney.

#### PERKS

Having fun!



## WORD STORE 5A

- 6 **CD-2.20 MP3-73** Complete WORD STORE 5A with the base form of the phrasal verbs in red in the article. Then listen, check and repeat.
- 7 Replace the underlined verbs in the questions with the correct form of a phrasal verb. Then read the article again and answer the questions.
- 1 When was Ben Southall employed as an Island Caretaker?
  - 2 What new skill could Ben    as an Island Caretaker?
  - 3 When Ben's contract expired, did Tourism Queensland retain him?
  - 4 What is the title of the new post Ben accepted in 2013?
  - 5 How do you think Ben felt about leaving his island job?
  - 6 What happened to the candidates after the shortlist had been prepared?

## WORD STORE 5B

- 8 **CD-2.21 MP3-74** Complete WORD STORE 5B with the underlined collocations in the article. Then listen, check and repeat. Add a translation.
- 9 Complete the text with collocations from WORD STORE 5B. Did the person find their dream job? Why?/ Why not?

When I left school, I <sup>1</sup>    a vacant post in a restaurant but I didn't enjoy the job. So when my contract <sup>2</sup>   , I left. At school I had always <sup>3</sup>    interest in working abroad. I have a good <sup>4</sup>    of adventure and so when I found out that the tourist industry were targeting the youth <sup>5</sup>   , I took a restaurant job on a cruise ship. The perks were good – my living <sup>6</sup>    were covered. But the job was the same as my previous one, just on a ship.

## WORD STORE 5C

- 10 **CD-2.22 MP3-75** Complete WORD STORE 5C with the words in the box to make more collocations. Then listen, check and repeat. Write example sentences.

## WORD STORE 5D

- 11 **CD-2.23 MP3-76** Complete WORD STORE 5D with words from the article. Then listen, check and repeat. Which verbs and nouns have the same forms?
- 12 Complete the sentences with words from WORD STORE 5D.
- 1 You should always    your homework before you hand it in.
  - 2 Most people would prefer to be an    than an interviewee.
  - 3 Few local companies    teenagers for part-time jobs.
  - 4 Very few men    for primary school teaching posts.
  - 5 Full    is an impossible dream for this country.
- 13 In pairs, discuss whether you agree or disagree with the statements in Exercise 12.

# 5.2 Grammar

## Reported Speech

I can report speech naturally and fluently, making appropriate grammatical changes.

1 **CD•2.24 MP3•77** Listen to three people in job interview situations. Would you employ them? Why?/Why not?

2 **CD•2.24 MP3•77** Read the reports of the interviews in Exercise 1. Rewrite the underlined parts in Direct Speech. Then listen again and check.

1 We were interviewing someone to be a part-time postman. We asked him to tell us about his weaknesses. He told us that he wasn't a morning person. In fact, he said he had struggled to get up that morning. He said he would like to start work after lunch.

A: Tell us \_\_\_\_\_

B: I \_\_\_\_\_

2 We interviewed two young men for jobs as waiters. We said it was a pity that they hadn't had any experience of restaurant work. They told us not to worry. They were very good at eating and that was why they thought they should get the job.

A: It's a \_\_\_\_\_

B: Don't \_\_\_\_\_

3 We're currently interviewing somebody for a receptionist position. We've just asked her whether she likes the job she has now. She says she doesn't because she has to answer the phone a lot, and she hates that.

A: Do \_\_\_\_\_ ?

B: 'No, \_\_\_\_\_

3 Read the GRAMMAR FOCUS. Then look at the way Direct Speech is reported in Exercise 2 and find examples for each rule.

### GRAMMAR FOCUS

#### Reported Speech

When you report someone's words, remember these rules:

- You usually move the verbs 'one tense back' when your reporting verb is in a past tense (*She said ...*).
- You **don't** change the verb form if your reporting verb is in a present tense (*She says ... or He has told me ...*).
- You **don't** change verbs in the Past Perfect or modal verbs such as *would, should, could, might*.
- You change pronouns, possessive adjectives and words for time and place as necessary.
- You change the word order in questions and don't use *do, does or did*.
- You use *told + sb + to-infinitive* to report orders and *ask + sb + to-infinitive* to report requests.



4 Harry is preparing for a job interview. Report his parents' comments. Don't change the tense if it isn't necessary.

- 'You didn't prepare well enough for your last interview.' They said that he hadn't prepared well enough for his previous interview.
- 'You'll never get a job if you don't have your hair cut.' They said ...
- 'You forgot to clean your shoes last time and they always look at shoes.' They said ...
- 'You should buy a new suit.' They said ...
- 'You mustn't drink too much coffee beforehand because you'll be nervous.' They said ...
- 'Don't worry if you don't get it. Something better might come up.' They told him ...

5 Report the interview questions. Don't change the tense if it isn't necessary. Which questions would you be happy with/worried about? Why?

- 'Did you write this CV?' They asked me whether I had written that CV.
- 'Don't call us, we'll call you.' They told me ...
- 'I'll be contacting your references tomorrow.' He says ...
- 'Will you be available to start here next month?' They've asked me ...
- 'You're exactly the person we're looking for.' She says ...
- 'Could we give you some advice?' They asked me ...

6 Complete the reported statements to make them true for you.

- The last time my friends gave me good advice, they told me ...
- My brother/sister annoys me when he/she tells me ...
- I think I'm pretty good/bad at English. My teacher says ...
- I heard something interesting recently. Somebody told me ...
- I don't know what I want to do when I leave school. My parents say ...
- The last person who spoke to me was \_\_\_\_\_. He/She said ...

# 5.3 Listening

## Multiple matching

I can understand the main points in short talks.

1 In pairs, look at the photos and discuss which of these categories each job belongs to. Think of three more jobs for each category.

- jobs that will always be needed
- jobs that are at risk
- jobs of the future

2 **CD•2.25 MP3•78** Listen to an interview with a data analyst. Compare his findings with your ideas in Exercise 1.

3 **CD•2.25 MP3•78** Complete the sentences with the words in the box. Then listen again and check.

[ decline marked rise sharp unchanged ]

- 1 There's been a **steady** \_\_\_\_\_ in people working from home.
- 2 There's been a \_\_\_\_\_ **drop in** the number of people commuting to work.
- 3 Jobs in the medical and teaching professions will **be** \_\_\_\_\_.
- 4 There will be a \_\_\_\_\_ **increase in** jobs connected with alternative energy.
- 5 There will be a **gradual** \_\_\_\_\_ in jobs in retail.

4 Match the phrases in green in Exercise 3 with these phrases with similar meanings.

- |                       |                          |                           |                          |
|-----------------------|--------------------------|---------------------------|--------------------------|
| a a sharp rise in     | <input type="checkbox"/> | d a drop in the number of | <input type="checkbox"/> |
| b a growing number of | <input type="checkbox"/> | e a rapid decline in      | <input type="checkbox"/> |
| c remain constant     | <input type="checkbox"/> |                           |                          |

5 In pairs, describe trends in your country using the phrases in Exercise 4. Think about the things in the box.

[ cost of going out    cycling to work/school  
getting married in your twenties    shopping online  
studying English ]

### EXAM FOCUS Multiple matching

6 **CD•2.26 MP3•79** Listen to four people talking about their jobs. Choose from the list (A–F) what each speaker says. Use the letters only once. There are two extra letters.

- Speaker 1:                       Speaker 3:   
Speaker 2:                       Speaker 4:

**The speaker:**

- A is concerned about his/her elderly customers.
- B believes that technology has replaced parts of the jobs in his/her industry.
- C has seen a decrease in his/her salary.
- D thinks that it's better to do an apprenticeship than go to university.
- E has a hobby that has taught him/her skills that are relevant for his job.
- F thinks technology has led to a better experience for his/her clients.



7 **CD•2.26 MP3•79** Listen again and answer the questions.

- 1 What makes law such a stable profession?
- 2 Why are law firms now offering apprenticeships?
- 3 How have dental patients benefited from medical advances?
- 4 Why is it useful to have good interpersonal skills as a shop assistant?
- 5 What qualifications and skills do you need to be a wind turbine technician?

8 In pairs, discuss the questions.

- 1 Would you prefer to work from home or commute? Why?
- 2 What are the pros and cons of working freelance?
- 3 What kind of qualifications and skills do you hope to gain in the future?

### PRONUNCIATION FOCUS

9 **CD•2.27 MP3•80** Listen and repeat the words said as nouns and as verbs. Mark the stress. Which pairs have different stress patterns?

[ contract export import increase  
market recruit review target ]

a contract/to contract

10 In pairs, take turns to say a word from Exercise 9. Your partner must decide whether the word is a noun or a verb.

### WORD STORE 5E

11 **CD•2.28 MP3•81** Complete WORD STORE 5E. Match the adjectives in the box with the synonym that has the closest meaning. Then listen, check and repeat.

# 5.4 Reading

## Multiple choice

I can find specific detail in a literary text.

- In pairs, read *US TODAY* and answer the questions.
  - What percentage of women earn the biggest salary in the family?
  - How much time do men spend doing the housework and child care?
  - What is the trend for couples where both people work compared to previous eras?

### US TODAY



#### Work/Home life for the average American family

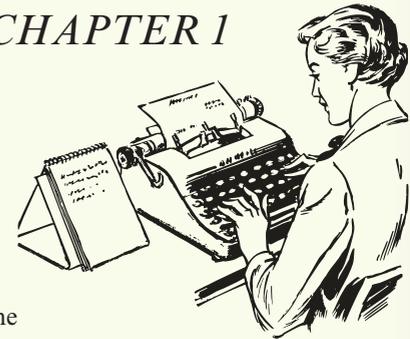
- Seventy percent of American children live in households where both parents are employed.
- Women **are primary breadwinners** in forty percent of homes with children. Two thirds of these women are single parents.
- With the rise of **dual-income marriages**, women do less housework than in previous **generations**, and men do more. However, women still tend to do more housework than men; in the USA, women spend 248 minutes per day on domestic work, while American men spend 161 minutes per day cooking, cleaning or on **child-rearing duties**.



- Replace the underlined words and phrases in Exercise 1 with the words and phrases in blue in *US TODAY*.
- In pairs, discuss what similarities/differences there are between working life in the US and in your country.
- Read the text and answer the questions.
  - What was the author's mother's job and what did his father think about it?
  - How many siblings did the author have and what sort of house did they live in?
  - Which of these descriptions do you think best describes the book that this extract was taken from?
    - a historical novel
    - a memoir
    - a travel guide

CD•2.29 MP3•82

## CHAPTER 1



*Harper's* magazine in December 1951 published an article by Nancy B. Mavity on an unsettling new phenomenon, the two-income family, in which husband and wife both went out to work to pay for a more ambitious lifestyle. Mavity's worry was not how women would cope with the demands of employment on top of child-rearing and housework, but rather what this would do to the man's traditional status as breadwinner. 'I'd be ashamed to let my wife work,' one man told Mavity tartly, and it was clear from her tone that Mavity expected most readers to agree. Remarkably, until the war many women in America had been unable to work whether they wanted to or not. Up until Pearl Harbor, half of the forty-eight states had laws making it illegal to employ a married woman.

In this respect, my father was commendably – I would even say enthusiastically – liberal, and was completely in favour of my mother working. She worked for the *Des Moines Register*, as the Home Furnishings Editor, in which capacity she provided calm reassurance to two generations of homemakers who were anxious to know whether the time had come for paisley in the bedroom and whether they should have square sofa cushions or round. [...]

Because they both worked, we were better off than most people of our socio-economic background (which in Des Moines in the 1950s was most people). We – which is to say, my parents, my brother, Michael, my sister, Mary Elizabeth (or Betty) and I – had a bigger house on a larger lot than most of my parents' colleagues. It was a white clapboard house with black shutters and a big screened porch on top of a shady hill on the best side of town. [...]

**The Life and Times of the Thunderbolt Kid**, by Bill Bryson

The only downside of my mother's working was that it put a little pressure on her with regard to running the home and particularly with regard to dinner, which, frankly, she wasn't very good at anyway. My mother always ran late and was dangerously forgetful. You soon learned to stand aside about ten to six every evening, for it was then that she would fly in the back door, throw something in the oven and disappear into some other quarter of the house to embark on the thousand other household tasks that greeted her each evening. In consequence, she nearly always forgot about dinner until a point slightly beyond way too late. As a rule, you knew it was time to eat when you could hear potatoes exploding in the oven. We didn't call it the kitchen in our house. We called it the Burns Unit.

'It's a bit burned,' my mother would say apologetically at every meal, presenting you with a piece of meat that looked like something – a much-loved pet perhaps – salvaged from a tragic house fire. 'But I think I scraped off most of the burned part,' she would add, overlooking that this included every bit of it that had once been flesh.

Happily, all this suited my father. His palate only responded to two tastes – burned and ice cream – so everything was fine by him so long as it was sufficiently dark and not too startlingly flavourful. Theirs truly was a marriage made in heaven, for no one could burn food like my mother or eat it like my dad.

As part of her job, my mother bought stacks of housekeeping magazines – *House Beautiful*, *House and Garden*, *Better Homes and Gardens*, *Good Housekeeping* – and I read these with a certain avidity, partly because they were always lying around and in our house all idle moments were spent reading something, and partly because they depicted lives so absorbingly at variance with our own. The housewives in my mother's magazines were so collected, so organized, so calmly on top of things, and their food was perfect – their lives were perfect. They dressed up to take their food out of the oven!

**EXAM FOCUS Multiple choice**

**5 Read the text again. For questions 1–6, choose the correct answer, A, B, C or D.**

- 1 Nancy B. Mavity
  - A believed both husbands and wives should work.
  - B worried about women who were ambitious in their work.
  - C wondered how couples would share housework.
  - D thought that gender roles should not be changed.
- 2 The writer's family
  - A were sure that their home furnishings were up-to-date.
  - B came from a better socio-economic background than most people.
  - C had a more comfortable lifestyle thanks to their dual income.
  - D knew a lot of people with large houses in a good part of town.
- 3 In paragraph 4, the writer
  - A sympathises with his mother's situation.
  - B complains that his mother was always late.
  - C suggests that his mother was overworked.
  - D recommends that women shouldn't work.
- 4 How does the writer's mother feel about the food she cooks?
  - A upset that her food is burned
  - B uncaring about the family's reaction
  - C aware that it is not perfect
  - D confident that the family will enjoy it
- 5 What does *this* refer to in line 62?
  - A the lack of meat on the plate
  - B his wife's way of cooking
  - C his wife's apology
  - D the appearance of his meal
- 6 The writer liked reading the magazines because
  - A they showed a different way of living.
  - B he didn't have anything else to read.
  - C he wanted to learn about his mother's job.
  - D he envied the lifestyle they portrayed.

**6 Think about your grandparents', your parents' and your own generation. Discuss how family/working life has changed.**

**WORD STORE 5F**

**7** **CD-2.30 MP3-83** Complete WORD STORE 5F with the phrases in the box. Then listen, check and repeat. Find and underline examples in the text on pages 72–73.

# 5.5 Grammar

## Reporting verbs

I can use a range of reporting verbs correctly.

- 1 In pairs, look at the title of the article below. What do you think it means? Then read Part 1 of the article. What's the answer?



### SPOILT BRAT OR NEGLECTED CHILD?

US teenager Rachel Canning took her parents to court and tried to sue them for financial support. She accused them of abandoning

her when she had turned eighteen and refusing to fund her college education. She **claimed** that they had thrown her out of her home and **explained** that she had been living at a friend's house.

Mr Canning refused to accept his daughter's version of events.

- 10 He denied kicking Rachel out and **assured** the court that she had left voluntarily after an argument about household rules and her choice of boyfriends. He **suggested** that Rachel's friends had encouraged her to take the matter to court. He **insisted** that he and his wife loved and missed their child and

- 15 **added** that the situation was having a terrible effect on them. He begged his daughter to come home soon.

- 2 Translate the verbs in blue in Exercise 1. Which five can be replaced with *said*? Which one can be replaced with *told*?

- 3 Read the GRAMMAR FOCUS. Then find five more reporting verbs in Exercise 1. Which verb patterns do they illustrate?

### GRAMMAR FOCUS

#### Reporting verbs

1 Verbs without a direct object

• **verb + that clause:** *add, admit, agree, claim, deny, explain, insist, promise, propose, recommend, suggest*  
She **promised that** she would come home.

• **verb + to-infinitive:** *agree, claim, offer, promise, refuse*  
He **offered to help**.

• **verb + -ing form:** *admit, deny, propose, recommend, suggest*  
They **suggested talking** to the lawyer.

• **verb + preposition + -ing form:** *apologise for, object to, insist on*  
I **insisted on paying** for everything.

2 Verbs with a direct object

• **verb + object + that clause:** *assure, convince, inform, promise, remind, warn*  
She **assured me that** she was OK.

• **verb + object + to-infinitive:** *advise, beg, convince, encourage, invite, order, persuade, remind, urge, warn (not)*  
He **begged them to leave**.

• **verb + object + preposition + -ing form:** *accuse sb of, blame sb for, congratulate sb on, thank sb for*  
I **accused her of telling** lies.

- 4 Read Part 2 of the article and choose the correct answer, A, B, C or D. Do you agree with the judge's decision?

The judge rejected the teenager's demands and 1 \_\_\_\_\_ everyone in the court that in future, children may consider suing their parents for a smartphone. The judge 2 \_\_\_\_\_ Rachel and her family to have family counselling. The teenager has 3 \_\_\_\_\_ to return home and the Cannings have 4 \_\_\_\_\_ the media to give the family some privacy while they work things out. The parents have 5 \_\_\_\_\_ to relax the house rules and in return, Rachel has 6 \_\_\_\_\_ them that she won't leave home again.



Rachel Canning and her father in court

- 1 A warned B explained C promised D suggested  
2 A denied B insisted C advised D reminded  
3 A agreed B proposed C reminded D ordered  
4 A refused B warned C insisted D urged  
5 A convinced B offered C suggested D told  
6 A agreed B denied C warned D promised

- 5 Some reporting verbs can follow two or more patterns. Report each of these sentences in two different ways.

- 1 'I did not kick my daughter out!' Rachel's father denied ...  
2 'We reckon you should take your parents to court.'  
Rachel's friends suggested ...  
3 'We have been terribly upset.' Her parents admitted ...  
4 'You should have some family counselling.' The judge recommended ...  
5 'OK. We'll relax some of the house rules.' Rachel's parents promised ...  
6 'All right. I'll move back in.' Rachel agreed ...

- 6 Complete the sentences with the correct form of the verbs in the box. Use the correct verb pattern. Add *me* if necessary.

[ buy have lose not copy owe redecorate ]

Recently:

- 1 my friends have persuaded \_\_\_\_\_ a haircut.  
2 my brother/sister has accused \_\_\_\_\_ his/her camera.  
3 a teacher has warned \_\_\_\_\_ homework from the Internet.  
4 a friend has reminded \_\_\_\_\_ him/her some money.  
5 my grandparents have offered \_\_\_\_\_ me a laptop.  
6 Dad has suggested \_\_\_\_\_ my bedroom.
- 7 In pairs, discuss whether the sentences in Exercise 6 are true for you. Use the sentence beginnings to report other things that people have said to you.

## 5.6 Speaking

### Problem solving

*I can discuss problems and solutions, and express annoyance.*

1 In pairs, describe what happened last time you experienced one of these problems.

- Something was lost or stolen (bag, keys, bike, etc.).
- Something was broken (computer, car, phone, etc.).
- Something was forgotten (test, alarm, appointment, etc.).



2 **CD•2.31 MP3•84** Listen to two friends, Hannah and Daniel, discussing a problem and answer the questions.

- 1 What was the problem and how did Hannah and Daniel try to solve it?
- 2 What would be a better solution in your opinion?
- 3 What do you think might happen next?

3 **CD•2.31 MP3•84** Choose the correct options to complete the **SPEAKING FOCUS**. Then listen again and check.

### SPEAKING FOCUS

#### Talking about a problem

What's wrong/the matter?

What's <sup>1</sup>up/on (with it)?

I seem/appear to have lost/forgotten/broken ...

I haven't (got) a clue./I've no <sup>2</sup>thought/idea./I wish I knew.

Every time I try to ..., it ...

Perhaps there's something wrong/a problem with the ...

#### Talking about a solution

Have you tried ...+ -ing?

It's worth a try/a go, I suppose.

I <sup>3</sup>doubt/know that'll work/help, but let's see.

Problem solved!

No, that doesn't/didn't make any <sup>4</sup>solution/difference.

#### Expressing annoyance

What are we <sup>5</sup>about/supposed to do now?

Why on earth did/didn't you ... ?

How should I <sup>6</sup>know/hink?

You should've checked/asked first.

You should've thought about that earlier.

4 **CD•2.32 MP3•85** Complete the conversations with one word in each gap. Sometimes more than one answer is possible. Then listen and check.

1

Abi and Beth are working in a supermarket during the school holidays.

Abi: What's <sup>1</sup>\_\_\_\_\_ ?

Beth: Well, unfortunately, I <sup>2</sup>\_\_\_\_\_ to have broken the bar code scanner.

Abi: Oh no. What happened?

Beth: I put it on the table during the break and spilled my coffee on it – like an idiot!

Abi: Whoops. The manager isn't going to be happy.

Beth: Yeah, tell me about it. <sup>3</sup>\_\_\_\_\_ time I try to switch it on, it beeps and switches off again.

Abi: Have you <sup>4</sup>\_\_\_\_\_ drying it under the hand dryer in the toilets?

Beth: Actually, no, but it's worth a go, I <sup>5</sup>\_\_\_\_\_ .

2

Leo is working on his uncle's farm in the summer.

Pete: Hello, Woodtop Farm.

Leo: Uncle Pete, it's me. I'm in the bottom field. The tractor has broken down.

Pete: What? What's the <sup>6</sup>\_\_\_\_\_ with it?

Leo: Er ... I <sup>7</sup>\_\_\_\_\_ I knew.

Pete: OK, listen, are the lights working?

Leo: Hang on a second ... Yep.

Pete: OK, then it's not the battery. You did remember to put some fuel in it, right?

Leo: Er ... oh.

Pete: Leo! I told you it was nearly empty.

Leo: I, er ... I forgot. Sorry.

Pete: Well, you'll have to walk back up here and get some, won't you?

Leo: What? It's miles!

Pete: Well, you should have thought about that

<sup>8</sup>\_\_\_\_\_ . Next time, perhaps you'll remember.

Leo: Can't you bring some down in the ... Hello? Hello?

5 In pairs, follow the instructions to prepare a conversation. Use the **SPEAKING FOCUS** to help you.

As part of a school project, you are giving a joint presentation about summer job opportunities in your local area. Together, you prepared notes and visuals on a laptop at home.

**Student A:** You were responsible for bringing a pen drive with all the notes and visuals. The presentation is in twenty minutes and you've just realised you left the pen drive at home.

**Student B:** You worked hard on the presentation and are very annoyed that your partner forgot to bring the pen drive.

There isn't enough time to go home. Together, you need to come up with a solution.

6 Practise your conversation and act it out.

## 5.7 Writing

### An article

*I can introduce the topic of main paragraphs, generalise and discuss consequences in an article.*

- 1 You are going to suggest a suitable job for your partner based on his/her interests. In pairs, follow the instructions.**
  - Thinking about yourself, make a list of the following items:
    - two personal interests
    - the two school subjects you enjoy most
    - two university subjects that interest you
  - Exchange lists with your partner and suggest at least one job that would suit him/her, based on their interests.
  - Do you like your partner's suggestion(s)? Why?/Why not?
- 2 Read the writing task and Ben's article. Do you agree with the author's point of view? Why?/Why not?**

An increasing number of young people choose a university subject based on what is likely to lead to a good job rather than what interests them. Write an article for a website in which you explain the reasons for such a decision and discuss the possible consequences.

- 3 Read Ben's plan. Then mark the paragraphs in his article.**

#### Introduction

*Introduce the topic. Refer to school. Ask the reader what they would do.*

#### Main paragraph 1

*Though interesting, some subjects are unlikely to lead to a career. Graduates have to be lucky, or the best, to get a job.*

#### Main paragraph 2

*Even if some subjects are likely to lead to a job, how will you motivate yourself to study a subject you find boring? Likely to lead to low grades and unhappiness.*

#### Conclusion

*Difficult decision. I'll take my chances on a subject I enjoy. Four years is a long time so think carefully!*

- 4 Underline two sentences in Ben's article that tell you what the topic of each main paragraph will be.**

# Teen2Teen

School

Relationship

Parents

Health

Career



Ben, Manchester posted on 7 March, 8.17 p.m.

### We are not robots

At school we all have to study the subjects we do not like alongside the ones we find interesting. However, would you consider spending four years studying a single subject that does not interest you in order to have a bigger chance of getting a good job? Although some university courses sound very interesting, young people often avoid them because in **many** cases they don't lead to an obvious career. Examples include film studies, popular music and philosophy. To get a job in one of these areas, graduates have to be very lucky or be the very best. It is fair to say that there are not many millionaire philosophers in this world! Understandably, many students decide that a more practical degree, in accountancy or engineering, for example, is a safer option, even if the particular subject doesn't really interest them. However, we are humans, not robots, and opting for a subject we find **boring** creates significant problems when it comes to motivation. The **outcome** of such a choice could be low grades and a **very unhappy** time at university. Deciding which way to go is **difficult**, but personally, I think I will take my chances and choose a subject I am interested in. Four years is a long time to dedicate yourself to anything, especially if you do not enjoy it. It is a good idea to think very carefully before you make your choice. It could affect the rest of your life.



5 Read three main paragraphs from other articles on this subject. Then choose the best topic sentence for each paragraph.

<sup>1</sup> \_\_\_\_\_ According to recent figures, nearly half of new UK graduates work in jobs that don't normally require a degree. **Some** would say they are the fortunate ones, compared to around ten percent of new graduates who can't find employment at all.

- A More and more young people are completing university degrees these days.
- B It is increasingly difficult for university graduates to find jobs that suit their qualifications.
- C Unemployment among young people has reached worrying levels in recent years.

<sup>2</sup> \_\_\_\_\_ Compared to decades spent in a poorly-paid and unsatisfying job, a few years of studying a course that you may not always find stimulating seems like a small sacrifice. This should be a strong enough motivation for most young people.

- A People **tend** to retire much later in life nowadays.
- B Most people **agree** there is no such thing as a job for life these days.
- C When deciding what to study, it is important to consider the long-term future.

<sup>3</sup> \_\_\_\_\_ It is therefore often the case that, once you have chosen to study one of these subjects, your other career options are limited. As a **consequence**, before you decide on one of these courses, you need to be certain that this is the career for you.

- A Courses such as nursing, architecture and primary school teaching lead to very specific jobs.
- B Examples of traditional courses include medicine, law and economics.
- C Such courses as management or business studies prepare graduates for a wide range of jobs.

6 Complete the WRITING FOCUS with the words in purple in Ben's article and Exercise 5.

## WRITING FOCUS

### An article

#### Generalising

Broadly speaking,/In general,/On the whole, ...

In some/certain/<sup>1</sup> \_\_\_\_\_ /most cases ...

It is rarely/sometimes/often/usually the case that ...

Many/Most people/of us feel/believe/<sup>2</sup> \_\_\_\_\_ ...

People <sup>3</sup> \_\_\_\_\_ (not) to ...

<sup>4</sup> \_\_\_\_\_ would say (that) ...

#### Describing possible consequences

The result/consequence/<sup>5</sup> \_\_\_\_\_ of (such a decision/choice) could be (that) ...

This could lead to/result in/cause/trigger ...

As a <sup>6</sup> \_\_\_\_\_ /result/Consequently, ...

7 Make the following statements more general using the prompts in brackets and phrases from the WRITING FOCUS.

- 1 Secondary school students in my country don't have Saturday jobs. (tend)  
*Secondary school students in my country tend not to have Saturday jobs.*
- 2 In my country, lots of people think students should focus only on their studies. (most/agree)
- 3 Secondary school students don't need to work to help pay for their education. (rarely/case)
- 4 Work experience is as valuable as a university education. (some/say)
- 5 The skills young people learn through a part-time job are valued by future employers. (most/cases)

8 Match the underlined adjectives in Ben's article with the adjectives with similar meanings in the LANGUAGE FOCUS.

## LANGUAGE FOCUS

### Range of adjectives

Hold the reader's attention by using a wide range of adjectives in your writing.

- 1 interesting = stimulating
- 2 \_\_\_\_\_ = fascinating
- 3 \_\_\_\_\_ = dull
- 4 \_\_\_\_\_ = tough
- 5 \_\_\_\_\_ = greater
- 6 \_\_\_\_\_ = miserable
- 7 \_\_\_\_\_ = fortunate

9 Read the writing task. Then follow the instructions below.

You have seen this announcement on an international students' website.

#### Get a part-time job!

Have you had or would you like to have a part-time job? Why? Can a part-time job be useful for your education or future career?

Write an article for our website answering these questions.

Write your article in 140–190 words.

- 1 Note down your ideas for each of the questions in the task.
  - 2 Organise your notes into a plan similar to the one in Exercise 3.
  - 3 Think about how you will attract and hold the reader's attention (see page 35 if necessary).
  - 4 Write sentences that tell the reader what each main paragraph is going to be about.
  - 5 Develop these sentences into full paragraphs, then add a title, an introduction and a conclusion.
- 10 Complete the writing task in Exercise 9. Use the WRITING FOCUS and the LANGUAGE FOCUS to help you.

# 5.8 Language in focus

## Phrasal verbs

I can recognise and use common phrasal verbs.

### 1 Read the information about phrasal verbs and complete the table with examples a–d.

With phrasal verbs you need to think about:

- the **meaning**: is it literal – she picked the baby up (= lifted), or idiomatic – she picked a skill up (= learnt)?
- the **grammar** and syntax: you can say she picked French up, she picked up French, she picked it up but NOT she picked up it.

Phrasal verbs are usually divided into four types:

GRAMMAR (SYNTAX)	EXAMPLES
verb + particle + object	1 _____
verb + particle	2 _____
verb + object + particle	3 _____
verb + particle + object (NOT pronouns)	<i>We've taken on Jo.</i>
verb + particle + particle + object	4 _____

- a The service was bad but the food **made up for** it.
- b I'm busy. Can you **deal with** them?
- c Sarah's good so we've **taken** her **on**. / We've **taken on** Jo.
- d **Hang on**, I'm not ready yet!

### 2 Complete the phrasal verbs with in, off or out. Then answer the questions.

- 1 separate sth by cutting } **CUT** \_\_\_\_\_
- 2 stop working (a machine, an engine) } \_\_\_\_\_
- 3 hand sth to sb (an essay) } **GIVE** \_\_\_\_\_
- 4 accept that you can't win } \_\_\_\_\_
- 5 remove sth (clothing) } \_\_\_\_\_
- 6 become successful very fast (a business) } **TAKE** \_\_\_\_\_

- Which phrasal verbs have a literal meaning?
- Which phrasal verbs have an idiomatic meaning?

### 3 For each gap, choose from options A–D to complete the sentences. Which statements do you agree with?

- A come B take C get D put
- 1 Most people enjoy their job and just want to \_\_\_\_\_ on.
  - 2 People always try to \_\_\_\_\_ out of paying their taxes.
  - 3 Do tasks you hate straight away and don't \_\_\_\_\_ them off.
  - 4 On your first day in a new job there's always a lot to \_\_\_\_\_ in.
  - 5 It's important to \_\_\_\_\_ across as confident in an interview.

### 4 Rewrite the sentences. Replace the underlined phrases with phasal verbs that include the words in capitals. Which sentences are true for you?

- 1 My friend once cheated in a test but he didn't get caught. **GOT**
- 2 Police officers are people who I really respect. **TO**
- 3 My sister is always inventing stories that aren't true. **UP**
- 4 I'd never reject part-time work. I need the money! **DOWN**
- 5 I've never quarrelled with my friends. **OUT**
- 6 Half the workforce have been dismissed at a local factory. **LAI**

# 05 WORD LIST

## Jobs

- accountant /ə'kauntənt/
- beautician /bju:'tiʃən/
- caretaker /'keə'teɪkə/
- civil servant /'sɪvəl 'sɜ:vənt/
- detective /dɪ'tektɪv/
- lifestyle photographer /'laɪfstɑɪl fə'tɒgrəfə/
- official ambassador /ə'fɪʃl ə'm'bæsədə/
- park ranger /'pɑ:k ,reɪndʒə/
- wind turbine technician /'wɪnd ,tɜ:bən tek,nɪʃən/

## Career

- accept a post /ək'sept ə 'pəʊst/
- application /,æplɪ'keɪʃən/
- apply for sth /ə'plai fə/
- available /ə'veɪləbəl/
- be in charge of sth /bi ɪn 'tʃɑ:dʒ əv/
- be responsible for sth /bi rɪ'spɒnsəbəl fə/
- candidate /'kændɪdət/
- career prospects/options /kə'riə ,prɒspekts/ɒpʃənz/
- colleague /'kɒli:g/
- commute to work /kə'mju:t tə 'wɜ:k/
- contract /'kɒntrækt/
- create a vacancy/vacant post /kri:et ə 'veɪkənsi/veɪkənt 'pəʊst/
- dedicate yourself to sth /'dedəkeɪt jə'self tə/
- degree /dɪ'grɪ:/
- dismiss /dɪs'mɪs/
- do an apprenticeship /,du: ən ə'prentəsɪp/
- duties /'dju:tɪz/
- employ/hire /ɪm'plɔɪ/'haɪə/
- employee /ɪm'plɔɪi:/
- employer /ɪm'plɔɪə/
- experience of restaurant work /ɪk'spiəriəns əv 'restərənt wɜ:k/
- expire /ɪk'spaɪə/
- express interest in sth/concern about sth /ɪk'spres 'ɪntrəst ɪn/kən'sɪn ə'baʊt/
- fill a vacancy/vacant post /fɪl ə 'veɪkənsi/veɪkənt 'pəʊst/
- find employment /,faɪnd ɪm'plɔɪmənt/
- gain skills/qualifications /geɪn 'skɪlz/,kwɒlɪfɪ'keɪʃənz/
- graduate /'grædʒuət/
- interpersonal skills /ɪntə'pɜ:sənəl 'skɪlz/
- interview (n, v) /'ɪntəvju:/
- interviewee /,ɪntəvju:'i:/
- interviewer /'ɪntəvju:ə/
- involve /ɪn'vɒlv/
- job opportunities /dʒɒb ɒpə'tju:nətaɪz/
- (key/primary) responsibilities /,(ki:/praɪməri) rɪ'spɒnsə'bɪlətɪz/
- leave a job /li:v ə 'dʒɒb/
- living expenses /'lɪvɪŋ ɪk'spensɪz/
- living standards /'lɪvɪŋ ,stændədz/
- long-term future /lɒŋ tɜ:m 'fju:tʃə/
- medical/teaching profession/post /'medɪkəl/'ti:tʃɪŋ/prə'feʃən/ 'pəʊst/
- morning person /'mɔ:ɪŋ ,pɜ:sən/
- motivate yourself to do sth /'məʊtəveɪt jə'self tə du: ,sə'mθɪŋ/
- motivation /,məʊtə'veɪʃən/
- pay packet of ... /'peɪ pækət əv/
- perk /pɜ:k/
- place of work /,pleɪs əv 'wɜ:k/
- position/post /pə'zɪʃən/pəʊst/
- prepare a shortlist of candidates /prɪ'peə ə ,ʃɔ:tɪst əv 'kændɪdət/
- promote /prə'məʊt/
- recruit (v, n) /rɪ'kru:t/
- recruitment /rɪ'kru:tmənt/
- reference /'refərəns/
- relevant /'reləvənt/
- replace /rɪ'pleɪs/
- require /rɪ'kwaɪə/
- requirements /rɪ'kwaɪəmənts/
- retail /rɪ'teɪl/
- retain sb as ... /rɪ'teɪn ,səmbədi əz/
- retire /rɪ'taɪə/
- review (n, v) /rɪ'vju:/
- reviewer /rɪ'vju:ə/
- (rigorous) application/selection process /,(rɪ'gərəs) ,æplɪ'keɪʃən/sə'leksən ,prəʊses/
- run a competition /rʌn ə ,kɒmpə'tɪʃən/
- salary /'sæləri/
- sense of achievement /,sens əv ə'tʃi:vmənt/

sense of adventure /sɛns əv əd'ventʃə/  
 stable profession /steɪbəl prə'feʃən/  
 (successful) applicant /(sək'sesfəl) 'æplɪkənt/  
 suit your qualifications /su:t jə ,kwɒlɪfɪ'keɪʃənz/  
 target the youth market/the college sector /tɑ:ɡə't ðə 'ju:θ ,mɑ:kət/  
 ðə 'kɒlɪdʒ ,sektə/  
 terms and conditions /tɜ:mz ənd kən'dɪʃənz/  
 tourism industry /'tʊərɪzəm ,ɪndəstri/  
 training /'treɪnɪŋ/  
 unemployment /,ʌnɪm'plɔ:mənt/  
 VIP event /vi: ɑ: 'pi: ɪ'vent/  
 weaknesses /'wi:kni:sɪz/  
 work freelance /wɜ:k 'fri:lɑ:ns/  
 work from home /wɜ:k frəm 'həʊm/  
 workforce /'wɜ:kfɔ:s/  
 working hours /'wɜ:kɪŋ ,aʊəz/

## Adjectives to describe jobs

challenging/demanding /tʃæləndʒɪŋ/dɪ'mɑ:ndɪŋ/  
 fulfilling/rewarding /fʊl'fɪlɪŋ/rɪ'wɔ:ɪdɪŋ/  
 high-powered /haɪ 'paʊəd/  
 lucrative/well-paid /lu:kɹətɪv/wel 'peɪd/  
 monotonous/tedious /mənətəns/'ti:diəs/  
 part-time /pɑ:t 'taɪm/  
 poorly-paid /pɔ:li 'peɪd/  
 secure/stable /sɪ'kʊə/'steɪbəl/  
 unsatisfying /ʌn'sætɪs,fajɪŋ/

## University courses

Accountancy /ə'kaʊntənsɪ/  
 Architecture /'ɑ:kətɛktʃə/  
 Business studies/Management /'bɪznəs ,stʌdɪz/'mænɪdʒmənt/  
 Economics /i'ekə'nɒmɪks/  
 Engineering /,endʒə'nɪərɪŋ/  
 Law /lɔ:/  
 Medicine /'medsən/  
 Nursing /'nɜ:sɪŋ/  
 Philosophy /fə'lɒsəfi/  
 Primary School Teaching /'praɪməri sku:l ,ti:tʃɪŋ/

## Gender roles, family issues

abandon /ə'bændən/  
 be engaged in sth /bi ɪn'geɪdʒd ɪn/  
 childcare/child-rearing duties /tʃɪldrɪ'keə/'tʃɪldrɪ ,rɪərɪŋ ,dju:tɪz/  
 disagreement /,dɪsə'ɡri:mənt/  
 do the housework/domestic work/domestic duties/household tasks  
 /,du: ðə 'haʊswɜ:k/də'mestɪk wɜ:k/də'mestɪk 'dju:tɪz/'haʊshəʊld tʃɜ:z/  
 'haʊshəʊld tɜ:sks/  
 dual-income/two-income family /,dju:əl ,ɪŋkɑ:m/,tu: ,ɪŋkɑ:m 'fæməli/  
 family counselling /fæməli 'kaʊnsəlɪŋ/  
 fund /fʌnd/  
 homemaker /'həʊm,meɪkə/  
 neglect /nɪ'ɡlekt/  
 overworked /,əʊvə'wɜ:kt/  
 primary breadwinner /,praɪməri 'bred,wɪnə/  
 privacy /'prɪvəsi/  
 put pressure on sb /pʊt 'preʃər ɒn/  
 quarrel /'kwɒrəl/  
 reject sb's demands /rɪ,dʒekt ,səmbɒdɪz dɪ'mɑ:ndz/  
 relax the house rules/household rules /rɪ,læks ðə 'haʊs 'ru:lz/  
 'haʊshəʊld 'ru:lz/  
 run late /rʌn 'leɪt/  
 run the home /rʌn ðə 'həʊm/  
 sacrifice /'sækrɪ'faɪs/  
 siblings /'sɪblɪŋz/  
 socioeconomic background /,səʊsɪəʊekə,nɒmɪk 'bækgraʊnd/  
 spoilt brat /,spɔɪlt 'bræt/  
 take sb/sth to court/sue sb (for sth) /teɪk ,səmbɒdɪ/,sə'mθɪŋ tə 'kɔ:t/  
 'sju:,səmbɒdɪ fə ,sə'mθɪŋ/  
 turn (eighteen) /tɜ:n (eɪ'ti:n)/

## Statistics

average /'ævərɪdʒ/  
 be unchanged/remain constant /bi ʌn'tʃeɪndʒd/rɪ,meɪn 'kɒnstənt/  
 gradual decline/drop in the number of  
 /grædʒuəl dɪ,klaɪn/,drɒp ɪn ðə 'nʌmbər əv/  
 marked increase/sharp rise in sth /mɑ:kt 'ɪŋkri:s/,ʃɑ:p 'raɪz ɪn/  
 recent figures /rɪ:sənt 'fɪɡəz/  
 sharp drop/rapid decline in sth /ʃɑ:p 'drɒp,ræpɪd dɪ'klaɪn ɪn/  
 steady rise in/growing number of sth /stedi 'raɪz ɪn/,grəʊɪŋ 'nʌmbər əv/

## Phrasal verbs

carry out (a study) /kæri 'aʊt/  
 come across as (polite) /,kʌm ə'krɒs əz/  
 cut out /kʌt 'aʊt/  
 deal with /di:l wɪð/  
 draw up (a list) /drɔ: 'ʌp/  
 embark on (household tasks) /ɪm'bɑ:k ɒn/  
 fall out /fɔ:l 'aʊt/  
 get away with /get ə'weɪ wɪð/  
 get on /get 'ɒn/  
 get out of /get 'aʊt əv/  
 give in /gɪv 'ɪn/  
 hang on /hæŋ 'ɒn/  
 keep sb on (as ...) /ki:p 'ɒn/  
 kick/throw out /kɪk/θrəʊ 'aʊt/  
 lay off /leɪ 'ɒf/  
 lead to /li:d tə/  
 look down on /lʊk 'daʊn ɒn/  
 look up to /lʊk 'ʌp tə/  
 make up /meɪk 'ʌp/  
 make up for /meɪk 'ʌp fə/  
 pick up (new skills) /pɪk 'ʌp/  
 put off /pʊt 'ɒf/  
 step down (from a job) /step 'daʊn/  
 take off /teɪk 'ɒf/  
 take on /teɪk 'ɒn/  
 take in /teɪk 'ɪn/  
 take off /teɪk 'ɒf/  
 take up (a post) /teɪk 'ʌp/  
 try out /traɪ 'aʊt/  
 turn down /tɜ:n 'daʊn/  
 work (things) out /wɜ:k 'aʊt/

## Other

at dawn /ət 'dɔ:n/  
 at last /ət 'lɑ:st/  
 at once /ət 'wʌns/  
 at present /ət 'prezənt/  
 at risk /ət 'rɪsk/  
 attract /ə'trækt/  
 be immersed in sth /bi ɪ'mɜ:st ɪn/  
 be short of money /bi ʃɔ:t əv 'mʌni/  
 benefit (n, v) /'benɪfɪt/  
 blame /bleɪm/  
 campaign (n, v) /kæm'peɪn/  
 campaigner /kæm'peɪnə/  
 collective responsibility /kə'lektɪv rɪ,sponsə'bɪləti/  
 congratulate /kɒn'grætʃəleɪt/  
 consequently/in consequence/as a consequence /'kɒnsəkwəntli/  
 ɪn 'kɒnsəkwəns/əz ə 'kɒnsəkwəns/  
 dull /dʌl/  
 fortunate /fɔ:tʃənət/  
 indigenous culture /ɪn,dɪdʒənəs 'kʌltʃə/  
 memoir /'memwɔ:z/  
 miserable /'mɪzərəbəl/  
 object /əb'dʒekt/  
 outcome /'aʊtkɑ:m/  
 persuade /pə'sweɪd/  
 phenomenon /fɪ'nɒmənən/  
 provide reassurance /prə'vaɪd ,ri:ə'ʃʊərəns/  
 stimulating /'stɪmjəleɪtɪŋ/  
 tough /tʌf/  
 warn /wɔ:n/  
 well-off /wel 'ɒf/

# FOCUS REVIEW 5

## VOCABULARY AND GRAMMAR

### 1 Complete the sentences with the correct form of the words in capitals.

- 1 It is important that \_\_\_\_\_ try to be relaxed when they talk to their prospective employers. **INTERVIEW**
- 2 Having done the same \_\_\_\_\_ job for five years, Alan decided to leave and set up his own business. **MONOTONY**
- 3 My brother's salary covers his \_\_\_\_\_ expenses, but he doesn't save anything at all. **LIFE**
- 4 There aren't many \_\_\_\_\_ in the car factory at the moment. **VACANT**
- 5 Rob felt a certain sense of \_\_\_\_\_ when an extensive leisure centre was built to his avant-garde design. **ACHIEVE**

### 2 Choose the correct options.

- 1 Now that we've won the contract, we need to *keep on / pick up / take on* some new architects.
- 2 Are you going to apply for a job in a different company once your contract has *expired / secured / declined*?
- 3 How long are you going to *put off / draw up / hold up* asking the boss for a pay rise?
- 4 Since you have so many family issues, have you thought of *looking down on / stepping down from / coming up with* the position of Finance Director?
- 5 Josh found his first job so *high-powered / tedious / fulfilling* that he quit after a month.

### 3 Rewrite the sentences in Reported Speech.

- 1 'You should take a few days off,' the manager said.  
The manager said that he \_\_\_\_\_ a few days off.
- 2 'I've been working in this company for ten years,' Ann told them.  
Ann said \_\_\_\_\_ for ten years.
- 3 'I must notify the police because some important documents have gone missing,' Mr Jones explained.  
Mr Jones explained \_\_\_\_\_ missing.
- 4 'When are you going to look for a permanent post?' my parents keep asking me.  
My parents keep asking me \_\_\_\_\_ a permanent post.

### 4 Complete the sentences using the words in brackets.

- 1 The other day mum's boss \_\_\_\_\_ (refuse/give/she) a pay rise.
- 2 Our new interpreter \_\_\_\_\_ (suggest/make) a few changes in the speech so that it would sound more natural.
- 3 The manager \_\_\_\_\_ (thank/team/work) so hard.
- 4 My team leader \_\_\_\_\_ (convince/I/sign) for a training course.
- 5 Last month my dad \_\_\_\_\_ (offer/show/I/class) around different departments in his company.
- 6 Yesterday the chief accountant \_\_\_\_\_ (deny/boss/spend) any of the company's money on personal expenses.

## LANGUAGE IN USE

### 5 Complete the article with the correct form of the verbs in the box. There are two extra verbs.

[ apply come get look prize reward ]

#### My first summer job

I was just twenty-one and a student of Tourism when I took my first summer job. A friend of mine told me that the hotel where she was a receptionist <sup>1</sup> \_\_\_\_\_ for more staff to work on reception during the summer holidays.

I applied and, to my surprise, I got the job. I realised that it wasn't going to be the most <sup>2</sup> \_\_\_\_\_ job but probably good enough to gain some experience. My duties included answering the phone, dealing with the guests' queries and complaints. Apparently, I <sup>3</sup> \_\_\_\_\_ across as communicative and efficient, which was nice to know.

After three months, it was time for me to go back to my university studies. I was happy to return home but, at the same time, I knew I had been extremely lucky to have been chosen from all the <sup>4</sup> \_\_\_\_\_ for the job. The hotel manager offered me a permanent post, which I obviously declined. But I promised to be back the following summer.



### 6 Rewrite the sentences using the verbs in brackets.

- 1 'Congratulations on winning the scholarship, Amanda!' said her mum.  
Amanda's mum \_\_\_\_\_ . (congratulate)
- 2 'I'll help you prepare for the job interview, Karen,' said Dave.  
Dave \_\_\_\_\_ . (offer)
- 3 'Do you want to become a fitness instructor, Dan?' asked Ronny.  
Ronny \_\_\_\_\_ . (ask)
- 4 'I'm sorry I made a mistake with your flight reservation,' the travel agent told me.  
The travel agent \_\_\_\_\_ . (apologise)
- 5 'Don't forget to fill in the questionnaire,' the teacher said to the class.  
The teacher \_\_\_\_\_ . (remind)

## READING

- 7 Read the article and choose the correct answer, A, B, C or D.

### The human scarecrow

**Being told to bring a deckchair and a good book for the first day in a new job might not be the kind of advice you'd expect to receive from your new boss, but that's exactly the advice Jamie Fox was given when he took up a post to help out a local farmer.**

Fox, twenty-two, a music graduate from Bangor University, uses a range of musical instruments to scare off partridges that have been destroying crops because ordinary scarecrows don't quite seem up to the job. Despite working from 7.30 a.m. to 4.00 p.m. for a minimum wage, Fox, who is saving up to finance a trip to New Zealand, is quite content with his unique position. Indeed, he'd much rather be out in the open air reading and playing instruments, he says, and time passes much quicker than sitting at home doing nothing and claiming unemployment benefit.

Fox can do anything he likes to pass the time. As well as playing musical instruments and reading to relieve the monotony, other perks of the job include doing Sudoku puzzles, observing the wildlife and daydreaming. He does, however, need to get out of the comfort of his chair occasionally to scare the partridges off the fields. And although the work is far from lucrative, some of Jamie's friends, including those with more generously paid jobs, are reportedly envious of his position and the fact that he spends the best part of the day doing largely as he pleases.

His employer, farmer William Youngs, claims that he was forced to take someone on as a human scarecrow after the partridges didn't respond to more traditional methods of frightening them away. Since losing thirty acres worth of crops to the birds at a cost of thousands of pounds, Youngs has tried a variety of approaches to protect his livelihood. Now, however, he is happy with the solution and claims that Jamie's presence in the fields is proving very effective and making a real difference.



- Jamie Fox's plans include
  - joining a band.
  - becoming a farmer.
  - travelling abroad.
  - earning more money.
- Jamie Fox is happy with his job because
  - he never gets bored.
  - he uses his educational background.
  - he has plenty of free time during the day.
  - he thinks it is better than being out of work.
- What is true about Jamie's job?
  - He doesn't need to move.
  - He has replaced another person.
  - He gets uncomfortable.
  - He makes a lot of noise.
- Jamie's friends are envious because of
  - the hours he works.
  - the nature of his work.
  - the money he earns.
  - the fact he enjoys what he is doing.
- Mr Youngs decided to employ Jamie because
  - he can pay him a low wage.
  - he considered Jamie a good worker.
  - he lost lots of crops previously.
  - he wants to help with the problem of unemployment.

## SPEAKING

- 8 In pairs, discuss the questions.

- What types of part-time jobs are offered to teens in your area?
- What are the advantages and disadvantages of setting up your own business?
- Is it better to choose a job that you like doing or one which has a good salary?
- How can young people find out about the best job for them?
- Some famous people, like footballers, earn very high salaries. Is this a good thing? Why?/Why not?

## WRITING

- 9 Complete the writing task.

You have seen this advertisement in an international students' website.

### Gap year students, we want articles!

Are you considering taking a year off before university or have you already done this?

Write an article for our magazine about your plans for a gap year or your experiences. How can a gap year help or hinder your education?

The best articles will be published in the next edition.

Write your article in 140–190 words.

# 6

## TRUE OR FALSE?

Never let the truth get in the way of a good story.

MARK TWAIN (1835–1910),  
AN AMERICAN WRITER

### UNIT LANGUAGE AND SKILLS

#### Vocabulary:

- Show what you know – adjectives to describe people
- describing truth and falsehood
- phrases with take
- compound adjectives
- word families
- phrasal verbs
- Word in focus – or

#### Grammar:

- conditional clauses – alternatives to *if*
- mixed conditionals

#### Listening:

- a conversation about a street artist
- sentence completion

#### Reading:

- an article about an imposter
- gapped text

#### Speaking:

- answering questions, expressing tentative opinions

#### Writing:

- an opinion essay

### FOCUS EXTRA

- Grammar Focus pp. 137–138
- WORD STORE booklet pp. 12–13
- Workbook pp. 78–91 or MyEnglishLab
- MP3s – [www.english.com/focus](http://www.english.com/focus)

## 6.1 Vocabulary

Truth and falsehood • Phrases with take • Compound adjectives

*I can describe people and talk about the media.*

### SHOW WHAT YOU KNOW

1 In pairs, make two compound adjectives with each word in the box.

[ -haired -eyed -skinned -faced -looking -dressed ]

*wavy-haired, dark-haired*

2 In pairs, take turns to describe people you know using your compound adjectives from Exercise 1.

3 In pairs, describe the photos of people in the article using the words in the box.

[ acne bags under the eyes crow's feet wrinkles  
furrowed brow fine lines greying hair ]

## Why can't you believe everything you see in the media?

### Models and celebrities are airbrushed

When celebrities and models appear on posters with smooth skin, the aim is to **create the illusion** that they are perfect. Most celebrities **take it for granted** that their photos will be digitally improved. But it's **far-fetched** to suggest that anybody over the age of thirty would have **wrinkle-free skin**, and this is why Brad Pitt has refused airbrushing because he felt it was inauthentic – he prefers his photos to show his **crow's feet** and **furrowed brow**.



Eighteen-year-old singer Lorde tweeted two photos of herself: one had been airbrushed to remove her acne and the other one was left as she is. She commented that imperfections are fine. Other celebrities such as Keira Knightley **take pride in** the fact that they reject any digital alteration.

Most people recognise digitally improved images and **take them with a pinch of salt**, but these images can affect young people's self-image. Photographers, designers and editors should **take some responsibility** for showing true images that don't **distort the truth**. But it's unlikely to happen, so young people must become more **worldly-wise** and learn to see the difference between **fake** images and **genuine** ones.

**4 Read the article and answer the questions.**

- 1 What do Brad Pitt and Keira Knightley have in common?
- 2 How does Lorde feel about her skin?
- 3 What is an important message for young people in Part 1 (lines 1–33) of the article?
- 4 Why was the photographer of the Obama selfie angry with the press?
- 5 Does the writer think the photo of the shark in New York was real? How do we know?

**5 In pairs, talk about some of the weird or hilarious photos and video clips you have seen online. How do you know whether they are true or false?****Photos can be taken out of context**

- When President Obama posed for a selfie with the Danish and British Prime Ministers at Nelson Mandela's funeral, the press went crazy. The photo showed three Heads of State sharing a **light-hearted** moment. Meanwhile, Michelle Obama remained **stony-faced** and appeared unamused. Newspapers around the world thought it was **ill-advised** to pose for a selfie on such a sombre occasion and published it on their front pages.
- 40 However, you can't **take everything you read in the press at face value**. The photographer responsible for the shot claimed that the press had **taken his photo out of context** and called it 'a **misleading** image'. He wrote on his blog: 'Photos can lie. In reality, just a few seconds earlier Mrs Obama was joking with those around her.' This is an example of how photos can **manipulate** public opinion. The photograph is **authentic** and the photographer's intention was not to **deceive** the public, but the press saw an opportunity to **sensationalise the story**.

**Some photos are doctored**

- This is the most extreme form of digital alteration, and often just a bit of fun. Photos like this went viral during floods in New York. Real or **doctored**? You decide!

**WORD STORE 6A**

- 6** **CD•2.33 MP3•86** Complete WORD STORE 6A with the base form of the words in red in the text. Then listen, check and repeat. Are the words verbs (v) or adjectives (adj)?
- 7** Complete the sentences about the text with words or phrases from WORD STORE 6A.
- 1 Journalists and photographers often try to \_\_\_\_\_
  - 2 Not all celebrities want to \_\_\_\_\_ hat they are perfect.
  - 3 \_\_\_\_\_ images can be harmful for young people.
  - 4 The Obama selfie was \_\_\_\_\_
  - 5 The photographer described the Obama selfie as \_\_\_\_\_
  - 6 The press used the selfie to \_\_\_\_\_ the public.

**WORD STORE 6B**

- 8** **CD•2.34 MP3•87** Complete WORD STORE 6B with the underlined phrases with **take** in the text. Then listen, check and repeat. Add a translation.
- 9** Complete the sentences with phrases from WORD STORE 6B. Then tick the sentences that are true for you.
- 1 I admire people who admit their mistakes and take \_\_\_\_\_ their actions.
  - 2 I don't realise how much my parents do for me. I just take them \_\_\_\_\_.
  - 3 I tend to believe what people tell me. I generally take things \_\_\_\_\_.
  - 4 I think the media manipulate the truth by taking things \_\_\_\_\_.
  - 5 I don't believe most of the silly stories I read online. I usually take them \_\_\_\_\_.
  - 6 I'm a perfectionist and like to do my homework well. I take \_\_\_\_\_ my work.

**WORD STORE 6C**

- 10** **CD•2.35 MP3•88** Complete WORD STORE 6C with the highlighted compound adjectives in the text. Then listen, check and repeat.
- 11** Complete each question with a contrasting compound adjective. Then, in pairs, ask and answer the questions.
- 1 Are people in your family usually **serious** or \_\_\_\_\_?
  - 2 Is it **wise** or \_\_\_\_\_ to believe everything you read in the media?
  - 3 Would you describe your best friend as **naive** or \_\_\_\_\_?
  - 4 Is it more natural for older people to **have wrinkles** or be \_\_\_\_\_?
  - 5 Is the chance of your national football team winning the World Cup **likely** or \_\_\_\_\_?
  - 6 Does your English teacher look **cheerful** or \_\_\_\_\_ when you don't do your homework?

**WORD STORE 6D**

- 12** **CD•2.36 MP3•89** Complete WORD STORE 6D with more compound adjectives. Then listen, check and repeat. Write example sentences.

## 6.2 Grammar

### Conditional clauses – alternatives to *if*

*I can form conditional sentences using if, unless, imagine, provided, suppose and inversion.*

- 1 'The dog ate my homework' is a typical excuse used by students. In pairs, think of other excuses.
- 2 Read the story. What excuse did the students use for missing their exam? What happened next?

## W

Imagine you were taking an important exam on Monday, what would you do the weekend before? You almost certainly wouldn't do what two Chemistry students did in Kansas, Missouri. They went to a different city and partied all weekend. They had a great time, but they knew that **unless they got back in time for the exam**, they wouldn't be able to take it. So they drove through the night and got back to college in the early hours of Monday morning. Sadly for them, they overslept and missed the exam.



When they found their professor afterwards, they decided to invent a story. They told him that they would have got back for the exam **had they not had a flat tyre**. The professor thought about this for a moment and then agreed that, **provided they arrived before 9 a.m.**, they could take the exam the next day. He placed them in separate rooms and gave them the exam paper. The first question was simple and worth five points. But they were unprepared for the question on the next page:

Question 2 (95 points): Which tyre?

- 3 Read the GRAMMAR FOCUS. Then rewrite the conditional clauses in blue in the story using *if*.

### GRAMMAR FOCUS

#### Conditional clauses – alternatives to *if*

- You use **unless** to mean 'except if'.  
*I wouldn't lie to you **unless it was necessary** (= ... if it wasn't necessary.)*
- You use **imagine** or **suppose/supposing** to ask questions.  
***Imagine you were getting married**, how would you feel? (= If you were getting married, ...)*
- You use **provided/providing** to create a condition.  
*I'll lend you €10 **provided you pay me back** tomorrow ... (= if you pay me back ...)*
- You can use **inversion** in formal contexts – mostly with the auxiliary verbs *were*, *had* or *should*.  
***Had they followed** my instructions, they wouldn't have got lost. (= If they had followed ...)*

**Note:** In inversion you do not contract negative forms.  
*... **had they not called**, we wouldn't have known.*  
(**NOT ... hadn't they called ...**)

- 4 Rewrite the conditional sentences using **unless**. Then tick the sentences that are true for you.

- 1 I'll fail all my exams if I don't revise properly.  
*I'll fail all my exams **unless I revise properly**.*
- 2 I wouldn't be able to do my homework if I didn't have a laptop.
- 3 I wouldn't study English if I didn't need it to get a job.
- 4 My parents wouldn't have let me go out last night if I hadn't finished my homework.
- 5 I'd never get to school on time if my mum didn't wake me up.
- 6 I can't understand American films if I don't watch them with subtitles.

- 5 Complete the second sentence so that it has a similar meaning to the first, using the word in capitals. Use no more than six words, including the word in capitals. Do not change the word in capitals. Then tick the sentences that are true for you.

- 1 I'll probably go out this evening if I don't get too much homework. **PROVIDED**  
I'll probably go out this evening \_\_\_\_\_ too much homework.

- 2 If my mum hadn't reminded me, I would've forgotten her birthday. **NOT**

Had \_\_\_\_\_ me, I would've forgotten her birthday.

- 3 I'd never eat fast food unless I was absolutely starving. **WASN'T**

If \_\_\_\_\_, I'd never eat fast food.

- 4 I'd have watched Mr Bean if I'd known it was on TV last night. **WAS**

Had \_\_\_\_\_ on TV last night, I'd have watched it.

- 5 I don't watch football unless my team are playing. **IF**  
I don't watch football \_\_\_\_\_.

- 6 If I wasn't so tired, I'd go out this evening. **NOT**  
Were \_\_\_\_\_, I'd go out this evening.

- 7 If I should ever get married, I'd want a huge party. **EVER**  
Should \_\_\_\_\_, I'd want a huge party.

- 6 Use the prompts to write conditional questions. Begin each question with *Imagine ...* or *Suppose ...* and complete it with your own ideas.

- 1 You can't live anywhere in the world.  
***Imagine/Suppose you could live anywhere in the world, where would you live?***
- 2 You didn't find €100 in the street yesterday.
- 3 You're not able to travel back in time.
- 4 You don't have to live without technology.
- 5 You didn't see an old man steal something from a shop last week.
- 6 You can't have three wishes.

- 7 In pairs, ask and answer your questions from Exercise 6.

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# 6.3 Listening

## Sentence completion

I can identify specific detail in a conversation.

- In pairs, describe these two murals by controversial British artist Banksy. What do you think they mean?
- CD-2.37 MP3-90** Listen to a news report. Tick the information if it has been confirmed. If not, put a question mark.

### BANKSY BIO

- real name is Robin Gunningham
- was born in Bristol in 1973
- trained to be a butcher
- became famous in the 1990s
- has never been arrested
- authenticates his work on his website
- is a multi-millionaire



- In pairs, add *pro-* or *anti-* to the words to describe whether you think Banksy is for or against these things.

- |                 |                        |
|-----------------|------------------------|
| 1 ___ anonymity | 4 ___ peaceful protest |
| 2 ___ authority | 5 ___ fairness         |
| 3 ___ war       | 6 ___ equality         |

- CD-2.38 MP3-91** Listen to Robert and Alice talking about Banksy and check your ideas in Exercise 3.

### EXAM FOCUS Sentence completion

- CD-2.38 MP3-91** Listen again and complete the sentences with a word or short phrase.

- Robert needs information to write a(n) \_\_\_\_\_.
- Alice did something like Robert when she was doing her \_\_\_\_\_.
- Alice first thought Banksy was \_\_\_\_\_.
- Banksy started painting graffiti \_\_\_\_\_ years ago.
- He used spray cans and stencils instead of paintbrushes so that he could \_\_\_\_\_ his work.
- Banksy doesn't want to be identified because his activities are \_\_\_\_\_.
- Some murals show soldiers with \_\_\_\_\_ in their hands.
- Robert admires a mural showing a little girl with a \_\_\_\_\_.

- Complete the sentences with the words in the box.

aware law peaceful stand strong underlying

- Breaking the \_\_\_\_\_ is always wrong.
- It's a bad idea to **make** people \_\_\_\_\_ of your political views.
- Teenagers have no idea what they \_\_\_\_\_ for.
- Street art can be an effective form of \_\_\_\_\_ protest.
- Only experts understand the \_\_\_\_\_ messages in modern art.
- Nobody has \_\_\_\_\_ beliefs about anything any more.
- In pairs, discuss whether you agree or disagree with the statements in Exercise 6.

### PRONUNCIATION FOCUS

- CD-2.39 MP3-92** Listen and put these four-syllable words into the correct group A, B or C.

alteration authority ceremony commentator  
inauthentic photographer uncomfortable  
underlying vandalism

A ■■■■

B ■■■■

C ■■■■

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

alteration  
\_\_\_\_\_  
\_\_\_\_\_

- CD-2.40 MP3-93** Listen, check and repeat.

### WORD STORE 6E

- CD-2.41 MP3-94** Complete WORD STORE 6E. Add nouns or adjectives to the table. Mark the stress. Then listen, check and repeat.

# 6.4 Reading

## Gapped text

I can understand the structure of a text.

- 1 Look at the ways of changing one's appearance. Put ✓ if they are reversible and ✗ if they are irreversible. Which changes would/wouldn't you consider?

bleach or dye your hair <input type="checkbox"/>	change your hairstyle <input type="checkbox"/>
draw a mole/beauty spot/scar <input type="checkbox"/>	go on an extreme diet <input type="checkbox"/>
have a fake/real tattoo <input type="checkbox"/>	have plastic surgery <input type="checkbox"/>
wear colour-change contact lenses <input type="checkbox"/>	wear a wig <input type="checkbox"/>

- 2 Read the introduction and first paragraph (lines 1–12) of the article. Explain the link between Nicholas Barclay and Frederic Bourdin.
- 3 Read the rest of the article and answer the questions.
- 1 Why did Bourdin try to make people believe he was Nicholas?
  - 2 How certain was Bourdin that Carey would realise it was a trick?
  - 3 What solemn promise did Carey make in Spain?
  - 4 What made Parker suspect that Bourdin wasn't Nicholas?
  - 5 When did Bourdin stop pretending that he was Nicholas?
  - 6 What suggestions does the writer make about the family's motivations?

### EXAM FOCUS Gapped text

- 4 Read the article again. Choose from the sentences (A–F) the one which fits each gap. There is one extra sentence.
- A In spite of Bourdin's brown eyes and French accent, she was in no doubt that this was her long-lost family member.
- B In fact, he managed to live as Nicholas for three and a half months, moving into the teenager's bedroom and even attending a local school.
- C Conversely, the boy claiming to be him had dark features and spoke with a French accent.
- D His mother's health prevented her from making the trip, so Nick's older married sister Carey flew to Spain in order to be reunited with her brother.
- E Initially he was puzzled by the boy's accent, but it was when he came across a photo of the missing teenager that he realised something was very wrong.
- F Having seen a photo of Nicholas on a missing person's flyer, Bourdin bleached his dark hair.

- 5 Complete the table with the underlined linkers in Exercise 4.

Function	Linker
Showing contrast	despite = <u>in spite of</u> in contrast = <sup>2</sup> _____
Giving a reason	because he had = <sup>3</sup> _____ so that = <sup>4</sup> _____
Adding more information	what is more = <sup>5</sup> _____
Sequencing events	at first = <sup>6</sup> _____

- 6 Complete the sentences about the article with one word in each gap.

- 1 Bourdin wanted a new identity in order \_\_\_\_\_ run away from a home in Spain.
- 2 Bourdin had the wrong coloured eyes. \_\_\_\_\_ is more, he had a French accent.
- 3 \_\_\_\_\_ Bourdin thought Carey would reject him but she swore he was her brother.
- 4 Bourdin was twenty-three when he adopted his new identity. \_\_\_\_\_, Nicholas would have been much younger.
- 5 \_\_\_\_\_ Bourdin's deception, the Barclay family happily accepted him as their son.
- 6 Parker analysed Bourdin's ears \_\_\_\_\_ that he could prove that Bourdin was an imposter.

- 7 Match the phrases in blue in the article with these definitions.

- 1 continue to pretend – keep up the lie
- 2 hiding the truth about sth – \_\_\_\_\_
- 3 making people believe he is sb – \_\_\_\_\_
- 4 realise the truth about sth – \_\_\_\_\_
- 5 solemnly promised – \_\_\_\_\_
- 6 wasn't deceived – \_\_\_\_\_

- 8 Complete the text with the correct form of the phrases in Exercise 7.



### Frederic Bourdin

Born in June 1974 near Paris, Bourdin was abandoned by his parents. Raised by his poor grandparents, he <sup>1</sup> \_\_\_\_\_ the truth about his family and claimed his dad was a British secret

agent. From the age of sixteen, Frederic Bourdin <sup>2</sup> \_\_\_\_\_ an orphan. Orphanages, hospitals and schools <sup>3</sup> \_\_\_\_\_ by his stories. Authorities in more than sixteen countries failed to <sup>4</sup> \_\_\_\_\_ more than forty false identities. In particular, he used to lie about his age and he was so good at <sup>5</sup> \_\_\_\_\_ that when one doctor examined him, she confirmed that he was in his teens, although he was thirty years old at the time. Bourdin finally got married and <sup>6</sup> \_\_\_\_\_ that he would never pretend to be anyone again.

- 9 In pairs, discuss who you would choose to be if you could be anybody for one day.

### WORD STORE 6F

- 10 **CD-2.43 MP3-96** Complete WORD STORE 6F. Add particles to complete the phrasal verbs from the article. Then listen, check and repeat.

# THE IMPOSTER

Thirteen-year-old Nicholas Barclay disappeared on his way home from a basketball game in San Antonio, Texas. He was never found and was eventually assumed to be dead.

5 Three and a half years later, Nicholas's family were contacted with the news that the missing boy had been found in Spain. Carey, Nicholas's sister, travelled from Texas to Spain to take her long-lost brother home. It was an emotional reunion, and when she took the boy home to Texas, the family embraced him and told him how much they'd missed him. Nobody in the family questioned why Nicholas, who disappeared in Texas, ended up in Spain. And more surprisingly, nobody questioned the fact that this boy looked nothing like the missing boy. Nicholas was fair-haired and blue-eyed. <sup>1</sup>\_\_\_\_\_ This is the amazing story of twenty-three-year-old Frederic Bourdin, a mixed-race Parisian who, in the late 90s, adopted the identity of Nicholas Barclay, a sixteen-year-old American.

In 1997 Bourdin was living in a home for young people in Spain and was planning to run away. He needed a new identity, so he tried to **pass himself off as** the missing boy from Texas. <sup>2</sup>\_\_\_\_\_ He read on the flyer that Nicholas had a cross tattooed between his right index finger and thumb, so he got a friend to give him a tattoo using a needle and ink. There was nothing he could do about his brown eyes, but he decided that he would say his eyes had changed colour as a result of the traumas he had been through. When his disguise was ready, he presented himself at a local government office and said that he was Nicholas Barclay.

When Nicholas's sister Carey came to pick him up, Bourdin was sure that she would instantly **see through** his disguise and realise he wasn't her brother. But instead, Carey rushed towards him and hugged him. <sup>3</sup>\_\_\_\_\_ She even **swore under oath** that he

was her brother and an American citizen, and he was granted an American passport.

On the flight back to America, Carey showed Bourdin photos of the family and he listened carefully, learning everyone's name so that he could recognise them later. He was worried that the family would reject him, but they took him in and he quickly blended into family life.

<sup>4</sup>\_\_\_\_\_ Not long after Bourdin had settled into his new home, a TV station heard about the extraordinary return of the sixteen-year-old Nicholas and hired Charlie Parker, a private investigator, to look into the disappearance of Nicholas Barclay for a TV show. Parker and the TV crew turned up at Carey's house to interview Bourdin. Right from the start, Parker **wasn't taken in** by Bourdin. <sup>5</sup>\_\_\_\_\_ Having once read that ears are distinct, like

fingerprints, he told the cameraman to zoom in on his ears. Once he was back in his office, he studied the ears of both boys and found that they didn't match. He passed on his suspicions to the police. He then called Nicholas's family to tell them what he had discovered, yet they still believed that Bourdin was their son.

In the end, Bourdin found it impossible to **keep up the lie** and he finally admitted to Charlie Parker that he was Frederic Bourdin. He was later sentenced to six years in jail.

Many questions remain unanswered: how could the family not recognise that he wasn't their flesh and blood? Were they really taken in by Bourdin or were they **covering up** a more sinister truth?

# 6.5 Grammar

## Mixed conditionals

I can use mixed conditionals to talk about hypothetical situations in the past or present.

- 1 Read the article and find out what these two British actors think about their screen characters.

### ACTORS LIKE THEIR SCREEN CHARACTERS. OR DO THEY?



Daniel Radcliffe

Daniel Radcliffe doesn't mind being called Harry Potter. **If he hadn't played the part of Harry Potter, he wouldn't be one of the richest young stars in cinema today.** But

- 5 there have been times when his fame has been difficult for him to deal with. **If he was less famous, he would have gone out dancing with his friends more,** but sadly, he's never had that freedom.

- 10 Robert Pattinson

didn't like the character he played in the *Twilight* series. He says that **if Edward Cullen wasn't a fictional character, he would have been an axe murderer.** Pattinson understands that **he wouldn't be so mega-famous if he hadn't played the role of Edward Cullen,** but he says it's really weird being famous for a character he doesn't like.



Robert Pattinson

- 2 Read the article again and match the situations with the results.

#### Situations

- 1 Radcliffe played Harry Potter.
- 2 Radcliffe is very famous.
- 3 Edward Cullen is fictional.
- 4 Pattinson played Edward Cullen.

#### Results

- a He didn't go out dancing much.
- b He is very famous.
- c He is very rich.
- d He wasn't an axe murderer.

- 3 Match the conditional sentences in blue in the article with the situations and results in Exercise 2.

- 4 Read the GRAMMAR FOCUS and complete the gaps with *past* or *present*.

### GRAMMAR FOCUS

#### Mixed conditionals

You use a **mixed conditional** to describe certain imaginary situations and their imaginary results. There are two main types:

- 1 imaginary <sup>1</sup>**present** condition → imaginary <sup>2</sup>\_\_\_\_\_ result  
**if + Past Simple, would/wouldn't have + past participle**  
*If he **was** less famous, he **would have gone out** dancing with his friends more.*
- 2 imaginary <sup>3</sup>\_\_\_\_\_ condition → imaginary <sup>4</sup>\_\_\_\_\_ result  
**if + Past Perfect, would/wouldn't + infinitive**  
*If he **hadn't played** the part of Harry Potter, he **wouldn't be** one of the richest young stars in cinema today.*

**Note:** As well as *would*, you can also use *could*, *might* and *should* in mixed conditional sentences.

- 5 For each sentence, tick the explanations (a and b) that are correct.

- 1 If I'd watched the *Twilight* films, I'd know who Edward Cullen was.  
 a I didn't watch the *Twilight* films.   
 b I know who Edward Cullen is.
- 2 If I was interested in Harry Potter, I'd have read the books.  
 a I'm not interested in Harry Potter.   
 b I haven't read any of the books.
- 3 If Robert Pattinson was ugly, I might not have watched *Twilight*.  
 a Robert Pattinson is handsome.   
 b I watched *Twilight*.
- 4 Pattinson and Radcliffe wouldn't be enjoying so much success if they hadn't worked hard on these roles.  
 a They aren't enjoying success.   
 b They worked hard on these roles.

- 6 In pairs, compare your answers to Exercise 5 and correct the explanations that are wrong.

- 7 Use the prompts to write mixed conditional sentences. Begin with the words in brackets. Then tick the sentences that are true for you.

- 1 It's cold today, so you came to school by bus. (if)  
*If it wasn't cold today, I wouldn't have come to school by bus.*
- 2 You're reading this book because your friend recommended it. (I)
- 3 You don't like football, so you didn't watch the game last night. (if)
- 4 You passed all your exams because you're a good student. (I)
- 5 You didn't have a big breakfast, so you're hungry now. (if)
- 6 You're learning how to drive because your parents paid for some lessons. (I)

- 8 Complete the sentences to make them true for you. Then compare with a partner.

- 1 If I didn't have a smartphone, (*imaginary past result*) ...
- 2 If antibiotics hadn't been invented, (*imaginary present result*) ...
- 3 If I had been born in the USA, (*imaginary present result*) ...
- 4 If I could fly, (*imaginary past result*) ...
- 5 If I was a better student, (*imaginary past result*) ...
- 6 If my dad hadn't woken me up this morning, (*imaginary present result*) ...
- 7 If my parents were famous actors, (*imaginary past result*) ...

# 6.6 Speaking

## Ethical issues

I can express tentative opinions and add comments using adverbials.

1 Which of these ways of highlighting ethical issues is the most effective and why? Discuss in pairs.

- handing out leaflets
- posts on social media
- the involvement of public figures
- protest marches
- petitions

2 Look at the posters. Which one do you think would be most effective in an anti-fur campaign? Why?

3 **CD•2.44 MP3•97** Listen to three extracts from an interview with an anti-fur campaigner. For each extract, choose the question the campaigner is answering.

- 1 a Do awareness-raising campaigns and protests really make a difference and if so, how?  
b How important is it to stop the fur trade?
- 2 a Why do you think fur is still popular with fashion designers and wealthy consumers?  
b What are the advantages of getting public figures involved in anti-fur protests?
- 3 a Apart from avoiding fur products, what else can members of the public do to help?  
b If you could send any message to people who wear fur, what would it be?

4 **CD•2.44 MP3•97** Complete the SPEAKING FOCUS with the words in the box. Then listen again and check.

- argued
- emphasise
- firmly
- obvious
- particularly

### SPEAKING FOCUS

#### Beginning your answer

- I <sup>1</sup>\_\_\_\_\_ believe / I'm not convinced they do because ...
- One <sup>2</sup>\_\_\_\_\_ /clear advantage/disadvantage is that ...
- I think I'd <sup>3</sup>\_\_\_\_\_ /explain that/how ...
- It's absolutely vital/quite important, I think, because ...
- As well as (avoiding fur products), other (things that can help) include ...
- I think the main/one/a significant reason is that ...

#### Expressing tentative opinions

- It could be <sup>4</sup>\_\_\_\_\_ that ...
- I don't feel <sup>5</sup>\_\_\_\_\_ strongly about ...
- I don't have a strong opinion about ...
- I suppose you could say that ...



5 Match the questions in Exercise 3 with appropriate ways to begin answers to them in the SPEAKING FOCUS.

6 Read the extracts from the interview and complete REMEMBER THIS with the words in orange.

- 1 **Sadly**, fur seems to be fashionable again these days ...
- 2 **Obviously**, protesting is a good way to promote awareness ...
- 3 **Frankly**, I find some of the pictures extremely difficult to look at.

### REMEMBER THIS

You can use comment adverbials to add your opinion to statements you make.

- You use **clearly**/<sup>1</sup>\_\_\_\_\_ to introduce something that can easily be noticed or understood.
- You use **to be honest**/<sup>2</sup>\_\_\_\_\_ to show that you are saying what you really think about something.
- You use **regrettably**/<sup>3</sup>\_\_\_\_\_ to show you wish something was not true.

7 In pairs, follow the instructions.

- Decide who is A and who is B.
- Read the questions below and make notes on how you will answer them.
- Use the SPEAKING FOCUS and REMEMBER THIS to help you.
- Ask and answer the questions.

**Student A: Ask Student B the questions below.**

- 1 How important is it to stop the practice of testing cosmetics on animals?
- 2 If you could send any message to the governments of countries that still test cosmetics on animals, what would it be?

**Student B: Ask Student A the questions below.**

- 1 Why do you think hunting animals for sport is still popular with certain groups and individuals?
- 2 How important is it to stop the practice of hunting animals for sport?

## 6.7 Writing

### An opinion essay

*I can explore an issue in writing from different aspects or viewpoints.*

- 1 In pairs, discuss whether you enjoy celebrity gossip magazines and websites.
- 2 Read the extract from a website. In pairs, discuss which of the opposing opinions you agree with. Give reasons.



# IMHO

IN MY HUMBLE OPINION

👍 YES ? 🗳️ NO

**Today's question: should the media have greater respect for the private lives of public figures?**

**77% say YES**

#### Latest comment:

YES! Politicians, sports personalities and entertainers do their jobs in the public eye, but they have the same rights to privacy and fair treatment by the media as you or me. Working life and private life are separate and the media should respect this.

**23% say NO**

#### Latest comment:

NO! Public figures use the media to increase their popularity and sometimes to earn large amounts of money. Dealing with media attention is part of being famous. You can't have it both ways.

- 3 Read the writing task and the essay below. Which of the opinions in Exercise 2 do you think the author would agree with?

The private lives of public figures are often reported in the media. Personally, I think this should only be allowed when there is a clear benefit to society. To justify this point of view, it is necessary to consider public figures' responsibility as role models as well as their rights to privacy.

In terms of public figures as role models, I believe that those with influence should take responsibility for the

example they set. Politicians, for example, are chosen as representatives and lawmakers, and so have a duty to behave as model citizens. Likewise, entertainers and sports stars should be aware that their behaviour influences their fans. With this in mind, I feel the media should be allowed to report unacceptable behaviour such as racism or drug abuse among public figures, even if this means looking into their private lives.

It is also important to consider this issue with regard to public figures' rights to privacy. Whereas certain stories may expose unacceptable behaviour, others are really only printed to satisfy people's curiosity and make money. Articles concerning celebrities who have gained or lost weight or left their house without make-up, for instance, serve no useful purpose. Unless permission is given, I personally don't think such articles should be allowed.

All in all, I am of the opinion that public figures' private lives should only be reported if this benefits society by exposing irresponsible behaviour. Otherwise, I think it is unfair unless the person has specifically given permission. I certainly would not like my own private life to be reported on in this way.

Magazines, newspapers and websites often report on the personal lives of politicians, sports stars and entertainers. In your opinion, should the media be allowed to print stories about the private lives of public figures? Write an opinion essay on this topic, analysing the two aspects below:

- public figures' responsibilities as role-models
- public figures' rights to privacy.

**4 Read the WRITING FOCUS. Then find these things in the essay.**

- 1 a sentence which states the writer's main opinion
- 2 a sentence that says which two aspects will be discussed
- 3 two sentences which expand the discussion by giving examples
- 4 a sentence which restates the writer's main opinion
- 5 a final comment

## WRITING FOCUS

### An opinion essay

#### Introduction

- Introduce the topic and state your main opinion.

- Say which two points of view or aspects will be discussed.

To explain the reasons for my opinion, I will explore this issue from the viewpoint of (an old person) and (a teenager).

It is my intention to examine this issue in terms of (freedom of speech) and (public safety).

This essay will look at this question from the perspective of (both) (customers) and (shop owners).

#### Main paragraphs

- Discuss different aspects of the issue and support the main opinion you stated in the introduction.

In terms of (public figures as role models), I believe ...

It is also important to consider this issue with regard to (public figures' rights to privacy).

Another important angle on this issue is (public safety).

From the perspective/viewpoint of (a teenager), ...

- Expand the discussion by giving examples.

#### Conclusion

- Use a linking phrase to introduce a conclusion.

In conclusion, ...

To sum up, ...

All things considered, ...

All in all, ...

- Restate your main opinion.

- Include a final comment.

**5 Read the LANGUAGE FOCUS. Then join each pair of sentences in two different ways. Begin with the words in brackets.**

- 1 Some people claim we should always tell the truth. Others feel there are times when it is acceptable to lie. (some people claim, while others feel)

*Some people claim we should always tell the truth, while others feel there are times when it is acceptable to lie. While some people feel ...*

- 2 Some lies are told for the benefit of the liar. Others are told to avoid hurting someone else's feelings. (whereas, some lies)
- 3 Pretending to like a gift may be acceptable. Lying about your qualifications is clearly wrong. (while, pretending)
- 4 A white lie can sometimes protect someone's self-esteem. The truth may hurt them. (a white lie, whereas)

## LANGUAGE FOCUS

### Expressing contrast

You can use the conjunctions **while** and **whereas** as more advanced alternatives to **but** when expressing contrast. Note the position of the commas and the different word order patterns.

*While/Whereas certain stories may expose unacceptable behaviour, others are really only printed to satisfy people's curiosity and make money. Certain stories may expose unacceptable behaviour, while/whereas others are really only printed to satisfy people's curiosity and make money.*

**6 You are going to write an essay about honesty. In pairs, discuss what you would say to a friend in these situations and why. What might the consequences be for you and your friend?**

- 1 A friend has cooked a meal for you. The food is tasteless and looks awful. However, they seem to be enjoying it and ask for your opinion.
- 2 You saw your friend's new girlfriend/boyfriend on a date with someone else. Your friend is clearly falling in love and asks what you think of their new partner.
- 3 A friend has spent a lot of money on a new outfit which, in your opinion, doesn't fit well and doesn't suit them. They ask if you think they should wear it for the first date they are going on tonight.

**7 Complete the writing task. Use the WRITING FOCUS and the LANGUAGE FOCUS to help you.**

In your English class you have been talking about telling the truth. Now your English teacher has asked you to write an essay. Write an essay using all the notes and give reasons for your point of view.

*Some people say that it's not always a good idea to be completely honest. Do you agree?*

#### Notes

Write about:

- friends and family
- people in positions of authority
- \_\_\_\_\_ (your own idea)

Write your essay in 140–190 words.

# 6.8 Language in focus

## Word families – suffixes

I can recognise and form a wide range of words using suffixes.

### 1 Read the information and complete the table. Mark the stress.

Words are formed and word families are created by adding different suffixes to the same 'root word'. Root words can be nouns, verbs or adjectives. The table lists the most common suffixes for each part of speech.

NOUN (concept)	NOUN (person)	VERB	ADJECTIVE
-al -ance/-ence -cy -dom -ful -hood -ing -ion -ism -ity -ment -ness -ship -y	-ant -ee -ess -er -ian -ist -or	-ate -en -ify -ise	-able/-ible -al -ary -ed -ent -ful -ic -ing -ish -ive -less -like -ly -ous -y
<sup>1</sup> employment	<sup>3</sup> _____	employ	<sup>8</sup> _____
<sup>2</sup> _____	<sup>4</sup> _____	<sup>6</sup> _____	perfect
sympathy	<sup>5</sup> _____	<sup>7</sup> _____	<sup>9</sup> _____

### 2 Translate the word families in Exercise 1. How are new words formed from a root word in your language?

### 3 Complete the statements using the root words in the box. Make any necessary spelling changes. Which statements do you agree with?

employ lead perfect point qualify  
strong sympathy terror

- The more \_\_\_\_\_ions you get, the more \_\_\_\_\_able you become.
- You should never \_\_\_\_\_ise with \_\_\_\_\_ists. Violence is always wrong.
- It's \_\_\_\_\_less looking for \_\_\_\_\_ion; it's unattainable.
- There is a need to \_\_\_\_\_en the political \_\_\_\_\_ship in our country.

### 4 Form words from the 'person' nouns in the box and write them in the table. Mark the stress.

applicant believer creator dependant pacifist purist

NOUN (concept)	NOUN (person)	VERB	ADJECTIVE
application	applicant	apply	applicable

### 5 Complete the sentences with the correct form of the words in brackets. Then tick the sentences that are true for you.

- We should never \_\_\_\_\_ (just) biased or dishonest \_\_\_\_\_ (journal).
- I think most fast food is \_\_\_\_\_ (disgust) and very \_\_\_\_\_ (fat).
- I'd like to \_\_\_\_\_ (deep) my \_\_\_\_\_ (know) of British rock music.
- I have no idea what the secret to a \_\_\_\_\_ (success) \_\_\_\_\_ (art) career is.

### 6 Complete the quote with the noun form of the words in brackets. Do you agree with the quote?

Six keys to a good relationship: <sup>1</sup>\_\_\_\_\_ (friend), <sup>2</sup>\_\_\_\_\_ (free), <sup>3</sup>\_\_\_\_\_ (honest), <sup>4</sup>\_\_\_\_\_ (trust), <sup>5</sup>\_\_\_\_\_ (understand) and <sup>6</sup>\_\_\_\_\_ (communicate).

# 06 WORD LIST

## Appearance

acne /'æknɪ/  
bags under the eyes /'bægz ,ʌndə ði aɪz/  
bleach/dye your hair /'bli:tʃ/dai jə 'heə/  
(blue-/hazel-/wide-)eyed /(\,blu:/,heɪzəl/,waɪd) 'aɪd/  
change your hairstyle /tʃeɪndʒ jə 'heəstɑɪl/  
colour-change contact lenses /,kʌlə tʃeɪndʒ 'kɒntækt ,lɛnzɪz/  
features /'fi:tʃəz/  
fine lines /'faɪn 'laɪnz/  
furrowed brow /,fʌrəʊd 'braʊ/  
greying hair /,greɪɪŋ 'heə/  
imperfection /,ɪmpə'fekʃən/  
mole/beauty spot /məʊl/'bjʊti spɒt/  
outfit /'aʊtfɪt/  
scar /skɑː/  
(pale-/olive-/dark-)skinned /(\,peɪl/,plɪv/,dɑːk) 'skɪnd/  
plastic surgery /,plæstɪk 'sɜːdʒəri/  
(thin-/round-)faced /(\θɪn/,raʊnd) 'feɪst/  
(untidy-)looking /(\ʌn,tɑɪdi) 'lʊkɪŋ/  
(wavy-/ginger-/grey-/fair-)haired /(\,weɪvi/,dʒɪndʒə/,greɪ ,feə) 'heəd/  
wear a wig /,weə ə 'wɪg/  
(well-/elegantly-)dressed /(\,wel/,elɪgəntli) 'drest/  
wrinkle-free skin /,rɪŋkəl frɪː 'skɪn/  
wrinkle /'rɪŋkəl/

## Truth, falsehood and manipulation

adopt a new identity /ə,dɒpt ə njuː aɪ'dentəti/  
airbrushed /'eəbrʌʃt/  
authentic/inauthentic /ɔːθentɪk/,ɪnɔːθentɪk/  
authenticate /ɔːθentɪkeɪt/  
be in no doubt that ... /bi ɪn ,nəʊ 'daʊt ðæt/  
be taken in/be deceived /bi ,teɪkən 'ɪn/bɪ drɪ'sɪvd/  
believable /bə'li:vəbəl/  
claim/pretend to be sb /,kleɪm/prɪ'tend tə 'bi ,sʌmbɒdi/  
create an illusion /kri'eɪt ən ɪ'ljuːʒən/  
deceive (the public) /dɪ,sɪv (ðə 'pʌblɪk)/  
deception /dɪ'sepʃən/  
digital alteration /,dɪdʒətəl ɔːl'teɪʃən/  
digitally improved /,dɪdʒɪtəli ɪm'pruːvd/  
discover /dɪs'kʌvə/  
disguise /dɪs'ɡaɪz/  
distort/hide the truth about sth /dɪ'stɔːt/,haɪd ðə 'truːθ ə'baʊt/  
doctored /'dɒktəd/  
fake /feɪk/  
false identity /,fɔːls aɪ'dentəti/  
far-fetched /,fɑː 'fetʃt/  
genuine /'dʒenjuən/  
honest /'ɒnɪst/  
honesty /'ɒnəsti/  
imposter /ɪm'pɒstə/  
in reality /ɪn rɪ'æləti/  
invent a story /ɪn'vent ə 'stɔːri/  
liar /'laɪə/  
lie (to) /'laɪ (tə)/  
make sb aware of sth /,meɪk ,sʌmbɒdi ə'weə əv/  
manipulate the truth/public opinion /mænɪ'pjʊleɪt ðə 'truːθ/ ,pʌblɪk ə'pɪnjən/  
misleading image /mɪs,lɪdɪŋ ɪ'mɪdʒ/  
mysterious /mɪ'stɪəriəs/  
mystery /'mɪstəri/  
objective /əb'dʒektɪv/  
sensationalise /,sen'seɪʃənəlaɪz/  
solemn promise /,sɒləm 'prɒmɪs/  
solemnly promise /sɒləmli 'prɒmɪs/  
suspicion /sə'spɪʃən/  
swear under oath /,swear ,ʌndə 'əʊθ/  
take sth at face value /,teɪk ,sʌmθɪŋ ət ,feɪs 'væljuː/  
take sth out of context /,teɪk ,sʌmθɪŋ 'aʊt əv 'kɒntekst/  
tell lies/the truth /,tel 'laɪz/ðə 'truːθ/  
trick /trɪk/  
white lie /waɪt 'laɪ/

## Personality, emotions, attitude

admit one's mistake /əd,mɪt wʌnz mɪ'steɪk/  
appear unamused /ə'piə ʌnə'mjuːzd/  
approve /ə'pruːv/  
become worldly-wise /bɪ,kʌm ,wɜːldli 'waɪz/  
convinced /kən'vɪnst/  
embrace/hug /ɪm'breɪs/hʌg/

express your views /ɪkˌspres jə 'vju:z/  
 kind-hearted /kaɪnd 'hɑ:təd/  
 loyal /'lɔ:əl/  
 loyalty /'lɔ:əlti/  
 naive /naɪv/  
 perfect (adj) /'pɜ:fɪkt/  
 perfect (v) /pə'fekt/  
 perfection /pə'fekʃən/  
 perfectionist /pə'fekʃənɪst/  
 puzzled by sth /'pʌzəld baɪ/  
 reject /rɪ'dʒekt/  
 role model /'rɔ:l mɒdl/  
 self-esteem /sɛlf 'i:stɪm/  
 self-image /sɛlf 'ɪmɪdʒ/  
 sombre /'sɒmbə/  
 stony-faced /sɪ'stəʊni 'feɪst/  
 strong belief /sɪ'strɒŋ bə'li:f/  
 stupid /'stju:pɪd/  
 stupidity /stju:'pɪdəti/  
 sympathetic /sɪmpə'tetɪk/  
 sympathise /sɪmpə'taɪz/  
 sympathiser /sɪmpə'taɪzə/  
 sympathy /sɪmpə'θi/  
 take pride in sth /teɪk 'praɪd ɪn/  
 take responsibility (for) /teɪk rɪ'spɒnsə'bɪləti (fə)/  
 take sth for granted /teɪk sʌmθɪŋ fə 'grʌntəd/  
 take sth with a pinch of salt /teɪk sʌmθɪŋ wɪð ə ,pɪntʃ əv 'sɔ:lt/  
 trust /trʌst/  
 trustworthy /'trʌst.wɜ:ði/  
 two-faced /tu: 'feɪst/  
 wise /waɪz/  
 worldly-wise /wɜ:ldli 'waɪz/

### Ethical issues

anonymity /ˌænə'nɪməti/  
 anti-fur protest /ˌænti 'fɜ: ,prəʊtest/  
 anti-war /ˌænti 'wɔ:/  
 authorities /ɔ:'θɔ:rətɪz/  
 avoid fur products /ə'vɔɪd 'fɜ: ,prɒdʌkts/  
 awareness-raising campaign /ə'weənəs ,reɪzɪŋ kæm,pəɪn/  
 benefit society /ˌbenəfɪt sə'saɪəti/  
 benefit to society /ˌbenəfɪt tə sə'saɪəti/  
 break the law /breɪk ðə 'lɔ:/  
 drug abuse /'drʌg ə,bju:z/  
 equal /'i:kwəl/  
 equality /ɪ'kwɒləti/  
 expose unacceptable behaviour /ɪk'spəʊz ˌʌnəkseptəbəl bɪ'heɪvjə/  
 fair treatment /feə 'trɪtmənt/  
 fairness /'feərnəs/  
 freedom of speech /ˌfri:dəm əv 'spi:tʃ/  
 get public figures involved /get ,pʌblɪk 'fɪgəz ɪn,vɒlvd/  
 hunt animals for sport /hʌnt ,ænɪməlz fə 'spɔ:t/  
 involvement of public figures /ɪn,vɒlvmənt əv ,pʌblɪk 'fɪgəz/  
 member of the public /ˌmembə əv ðə 'pʌblɪk/  
 peaceful protest /ˌpi:əsəl 'prəʊtest/  
 petition /pə'tɪʃən/  
 pro-(anonymity/fairness) /prəʊ (ˌænə'nɪməti/'feərnəs)/  
 promote awareness /prə'məʊt ə'weənəs/  
 protest (v) /prə'test/  
 protest march /'prəʊtest mɑ:tʃ/  
 public safety /pʌblɪk 'seɪfti/  
 racism /'reɪsɪzəm/  
 respect (v; n) /rɪ'spekt/  
 right to (privacy) /raɪt tə ('prɪvəsi)/  
 stop the practice of sth /stɒp ðə 'præktəs əv/  
 test cosmetics on animals /test kɒz,metɪks ɒn 'ænɪməlz/  
 violence /'vaɪələns/  
 wrong /rɒŋ/

### Phrasal verbs

blend into /'blend ɪntə/  
 come across /kʌm ə'krɒs/  
 cover up /kʌvə 'ʌp/  
 end up /end 'ʌp/  
 go through /'gəʊ θru:z/  
 hand out /hænd 'aʊt/  
 keep up (a lie) /ki:p 'ʌp/  
 look into /lʊk 'ɪntə/  
 pass yourself off as sb /pɑ:s jə'self 'ɒf əz/  
 pick up /pɪk 'ʌp/  
 run away /rʌn ə'weɪ/

see through /'si: θru:/  
 settle in /'setl ɪn/  
 stand for /'stænd fə/  
 take in /teɪk ɪn/  
 turn up /tɜ:n 'ʌp/  
 zoom in (on) /zʊ:m ɪn (ɒn)/

### Other

assumed to be dead /ə'sju:məd tə bi 'ded/  
 be reunited with sb /bi ,ri:ju:'naɪtɪd wɪð/  
 clearly /'kɪəli/  
 conversely/in contrast /kən'veɜ:sli/ɪn 'kɒntrɑ:st/  
 crew /kru:/  
 deepen your knowledge /ˌdi:pən jə 'nɒlɪdʒ/  
 distinct /dɪ'stɪŋkt/  
 employable /ɪm'plɔ:əbəl/  
 enigma /'ɪnɪgmə/  
 enigmatic /ˌenɪg'mætɪk/  
 explore/examine/consider an issue /ɪk'splɔ:r/ɪg,zæmən/kən,sɪdər ən 'ɪʃu/  
 fame /feɪm/  
 far-reaching consequences /fɑ: ,ri:tʃɪŋ 'kɒnsɪkwənsɪz/  
 get in the way /get ɪn ðə 'weɪ/  
 grant /grɑ:nt/  
 have a flat tyre /hæv ə ,flæt 'taɪə/  
 ill-advised /ɪl əd'vaɪzɪd/  
 ill-timed /ɪl 'taɪmd/  
 in terms of /ɪn 'tɜ:mz əv/  
 in the public eye /ɪn ðə ,pʌblɪk 'aɪ/  
 lawmaker /'lɔ:meɪkə/  
 leadership /'li:dəʃɪp/  
 light-hearted /laɪt 'hɑ:təd/  
 long-lost /lɒŋ 'lɒst/  
 missing person's flyer /ˌmɪsɪŋ 'pɜ:sənz ,flaɪə/  
 (model) citizen /(mɒdl) 'sɪtəzən/  
 obviously /'ɒbvɪəsli/  
 orphan /'ɔ:fən/  
 orphanage /'ɔ:fənɪdʒ/  
 oversleep /əʊvə'sli:p/  
 pointless /'pɔɪntləs/  
 pose (for) /'pəʊz (fə)/  
 private investigator /praɪvət ɪn'vestɪgətə/  
 question a fact /'kwɛstʃən ə fækt/  
 regrettably/sadly /rɪ'ɡretəbli/'sædli/  
 representative /ˌreprɪ'zentətɪv/  
 reunion /ri:'ju:njən/  
 right from the start /raɪt frəm ðə 'stɑ:t/  
 satisfy people's curiosity /sætɪsfaɪ ,pi:pəlz ,kjuəri'bsəti/  
 sb's flesh and blood /sʌmbɒdɪz ,flesh ənd 'blʌd/  
 serve a useful purpose /sɜ:v ə ,ju:sfəl 'pɜ:pəs/  
 shot /ʃɒt/  
 significant /sɪg'nɪfɪkənt/  
 sinister /sɪ'nɪstə/  
 streetwise /'stri:twaɪz/  
 strengthen /'streŋθən/  
 tax-free /tæks 'fri:/  
 trauma /'trɔ:mə/  
 unanswered question /ʌn,ɑ:nsəd 'kwɛstʃən/  
 unattainable /ˌʌnə'teɪnəbəl/  
 underlying message /ˌʌndə,læɪŋ 'mesɪdʒ/  
 unlikely to happen /ʌn,lɪkli tə 'hæpən/  
 unprepared /ʌnpri'peəd/  
 viewpoint/point of view /'vju:pɔɪnt/pɔɪnt əv 'vju:/  
 vital /vaɪtəl/  
 with regard to /wɪð rɪ'ɡɑ:d tə/  
 working life /wɜ:kɪŋ 'laɪf/

# FOCUS REVIEW 6

## VOCABULARY AND GRAMMAR

1 Match words from box A with words from box B to make compound adjectives. Then use them to complete the sentences.

A	far- ill- light- tax- two- worldly-	+	B	advised faced fetched free hearted wise
---	--	---	---	--

- The mayor's plan to raise taxes is rather \_\_\_\_\_. It'll make him unpopular.
  - Tessa's articles are never serious mainly because she chooses rather \_\_\_\_\_ topics.
  - Peter is extremely \_\_\_\_\_ – he's been a peace negotiator in war zones and created several international companies.
  - How can you be so \_\_\_\_\_, praising your brother when you see him and criticising him behind his back?
  - Suggesting that John committed the crime is a bit \_\_\_\_\_. He's just not capable of breaking the law.
  - Whenever I fly abroad, I buy gifts at the airport because they're \_\_\_\_\_, which means they're cheaper.
- 2 Complete the sentences with words from the unit. The first letter of each word is given.
- Journalists should never **d**\_\_\_\_\_ the truth when reporting a story.
  - Teenagers often take it for **g**\_\_\_\_\_ that they'll have Internet access wherever they go.
  - You really shouldn't take all her explanations at face **v**\_\_\_\_\_. She is rarely truthful.
  - I'm sure the photos of the model have been **d**\_\_\_\_\_ – her waist doesn't look natural.
  - My neighbour claims he's climbed Mt Everest, but I took his story with a **p**\_\_\_\_\_ of salt.
- 3 Choose the correct options.
- Would / Should* you need any further information, please don't hesitate to ask.
  - Had the government not / Hadn't the government* acted, there would soon have been more riots.
  - I would ask people for their IDs before letting them in *providing / unless* I knew them personally.
  - We wouldn't get involved in your project *weren't we / were we not* enthusiastic about it.
  - Imagine / Provided* you were offered a job as a foreign affairs correspondent, would you accept it?
- 4 Complete the sentences with the correct form of the verbs in brackets.
- If Karen checked (check) her sources before submitting her article last week, she wasn't (not be) in trouble with the editor today.
  - John \_\_\_\_\_ (tell) us the truth about the school incident if he \_\_\_\_\_ (be) an honest person.
  - If Jerry generally took (take) his job seriously, his manager \_\_\_\_\_ (promote) him a long time ago.
  - If my grandparents \_\_\_\_\_ (not be) such generous people, they \_\_\_\_\_ (not help) me financially at university.
  - Of course, we \_\_\_\_\_ (not have to) take them to court now if they paid (pay) the loan back on time.

## LANGUAGE IN USE

5 Complete the text with the correct form of the words in brackets.

### THE SECRET KEEPER

Do you know stories that could harm someone if the media tried to <sup>1</sup>\_\_\_\_\_ (sensation) them? Have you ever been told a secret and asked to keep it quiet? Are there any secrets that we shouldn't even try to <sup>2</sup>\_\_\_\_\_ (deep) our knowledge about?

Dilemmas like this are part of Laurel Nicholson's life, a character in Kate Morton's *The Secret Keeper*. At the age of sixteen, Laurel witnesses an act of shocking <sup>3</sup>\_\_\_\_\_ (violent) committed by her mother, Dorothy. Even as a teenager, Laurel realises that there is more to the story. She wants to know what is really behind her mother's actions but at the same time she feels it's <sup>4</sup>\_\_\_\_\_ (point) trying to discover the truth. Her mother would never share a secret with her teenage daughter. As a mature woman, Laurel has to take care of her terminally ill mother. One day prompted by the discovery of a long forgotten photo, she decides to unearth the <sup>5</sup>\_\_\_\_\_ (hide) family secret. She knows it's the last chance to find out the truth before her mother dies.

6 Complete the sentences using the words in brackets.

- I \_\_\_\_\_ (not tell) Christie my secret if she were not a trustworthy person.
- I'm pretty sure that if you \_\_\_\_\_ (listen/ advice) which I gave you last time, you wouldn't be in such a terrible situation now.
- Suppose \_\_\_\_\_ (you/miss) your flight last night, what would you have done?
- If you hadn't forgotten the keys, we \_\_\_\_\_ (not stand) outside our house in the cold now.
- I'm sure there will be an investigation \_\_\_\_\_ (unless/company/release) its financial report.
- Tim wouldn't be giving you any free lessons \_\_\_\_\_ (be/he/not) your good friend.

## READING

- 7 Read the article. Choose from the sentences (A–E) the one which fits each gap. There is one extra sentence.

### THE CONMAN WHO FIGHTS FRAUD

Frank Abagnale, the former identity thief who inspired the Leonardo DiCaprio film *Catch Me If You Can*, is now working for the FBI.

There was a time when Frank Abagnale would have come to London having deceived his way onto a plane, engineered a free room for himself at a five-star hotel, and then spent the rest of his time coming up with scams to cheat people out of their money. But those days are well and truly over. <sup>1</sup> \_\_\_\_ He has now been associated with the US crime-fighting agency for more than three decades.

No longer the slick young man portrayed on screen in the film *Catch Me If You Can* by Leonardo DiCaprio, Abagnale is now in his mid-sixties, with receding white hair and heavy bags under his eyes. <sup>2</sup> \_\_\_\_ Despite a lifestyle of crime and running from the law, time it would appear has been rather kind to him.

Recently, Abagnale was in London once again involved in fraud – only this time he was there as a good guy. As the chief executive of Abagnale & Associates, he was helping to launch a verification system that promises to authenticate financial transactions with greater security than ever before. <sup>3</sup> \_\_\_\_ 'The crooks are now targeting where the real big money is,' he says. His job is to combat the latest craze in cyber crime: the theft of corporate identities in order to steal millions of pounds from well-stocked bank accounts.

So far, the attacks have mostly been in the States, particularly in government-backed enterprises. But large companies, especially banks, have also recently been targeted. Last year, nearly 90 million dollars was drained from a corporate account held in one of America's best-known Wall Street banks. <sup>4</sup> \_\_\_\_ 'Identity theft has become a big problem in the US and elsewhere and so it will happen in Great Britain. It's just a matter of time.' Only now the challenges are bigger than ever.

- A Fifteen years ago he set up a company to facilitate electronic payments over the Internet – an 'early version of PayPal', as he describes it.
- B After being locked up in a US prison on multiple accounts of forgery, America's legendary imposter was eventually freed by the FBI on the basis that he taught them everything he knew.
- C For years, he explains, identity theft has been the problem of individuals and small businesses. But now modern-day criminals are developing the taste and the technology for far bigger sums.
- D Abagnale believes that Britain is likely to start being hit too and that UK bosses are being far too complacent about the risks.
- E There is, however, still very much an air of mischievousness in the warm smile and light-hearted laugh of this smartly-dressed and charismatic elderly man.

## SPEAKING

- 8 In pairs, complete the speaking task.

Student A, your photos show people doing different things to protest against something. Compare the photos and say how useful these ways of protesting are.



Student B, have you ever taken part in a protest march?

- 9 Now go to WORD STORE page 24 and complete another speaking task.

- 10 In pairs, discuss the questions.

- 1 Should young people get involved in campaigns that concern their local areas? Why?/Why not?
- 2 Is it better to express one's opinion on a controversial issue or to keep quiet? Why?
- 3 What's the most effective way to persuade somebody to change their opinion? Why?
- 4 What are the advantages of using social media to organise an event?

## WRITING

- 11 Complete the writing task.

In your English class you have been talking about journalists and the press. Now your English teacher has asked you to write an essay. Write an essay using **all** the notes and give reasons for your point of view.

*Should journalists use information they got illegally when writing about politicians?*

### Notes

Write about:

- informing the public
- politicians' privacy
- \_\_\_\_\_ (your own idea)

Write your essay in 140–190 words.

# 7

## LOG ON

One machine can do the work of fifty ordinary men. No machine can do the work of one extraordinary man.

ELBERT HUBBARD (1856–1915),  
AN AMERICAN WRITER AND PHILOSOPHER

### UNIT LANGUAGE AND SKILLS

#### Vocabulary:

- Show what you know – using computers
- collocations to do with Internet use
- health issues
- collocations in set phrases
- electronic communication
- what the body does
- Word in focus – on

#### Grammar:

- advanced passive forms
- passive reporting verbs

#### Listening:

- a news report and conversations about problems with technology
- multiple choice

#### Reading:

- an article about wearable technology
- multiple choice

#### Speaking:

- clarification

#### Writing:

- a 'for and against' essay

### FOCUS EXTRA

- Grammar Focus pp. 138–140
- WORD STORE booklet pp. 14–15
- Workbook pp. 92–105 or MyEnglishLab
- MP3s – [www.english.com/focus](http://www.english.com/focus)

## 7.1 Vocabulary

Collocations to do with Internet use • Health issues •  
Collocations in set phrases

*I can talk about technology and the effects it has on people.*

### SHOW WHAT YOU KNOW

- 1 Write four sentences – three true and one false – about things you have/haven't done. Use verbs and nouns from the boxes.

#### verbs

attach click download  
follow open save send  
surf text visit

#### nouns

attachment e-book email file  
icon Internet music photo  
somebody (on Twitter) website

*I have never visited this school's website.*

- 2 In pairs, take turns to read your sentences to each other. Guess which of your partner's sentences is false.
- 3 Look at the title and the headings in the article. Do you agree with the statements? Discuss in pairs. Then read the article and compare your ideas.

## TECHNOLOGY: DANGER OR USEFUL TOOL?

### 1 Technology makes you lonely.

AGREE

Constant access to social media means teens are always aware of what everyone is doing. When they compare themselves to their online friends, they think that everyone else is having more fun, and this can lead to anxiety.

### 2 Technology makes you dependent.

AGREE

Parents who have trouble tearing their teens away from their device may think they're addicted to technology. **Withdrawal symptoms** experienced by young people deprived of gadgets and technology is similar to those felt by drug addicts who need their drugs.

### 3 Technology makes you ill.

AGREE

The number of obese and overweight children is rising due to their **sedentary lifestyle**. This can lead to health problems such as **diabetes**, **high blood pressure** and **insomnia**, as well as physical problems such as **eye strain**, **joint pain** or new ailments like *WhatsAppitis*, a **repetitive strain injury** caused by using thumbs for texting.

### 4 Technology makes you stupid.

AGREE

Technology is making us lazy: why would we think for ourselves when we can google it? Why would we try to work out how to get from A to B when the GPS will plan a route? Our **attention span** is getting shorter.

4 Complete the questions with prepositions. Then read the article again and answer the questions.

- 1 What do teenagers have constant access \_\_\_\_\_ ?
- 2 What are teenagers always aware \_\_\_\_\_ ?
- 3 What can comparisons with online friends lead \_\_\_\_\_ ?
- 4 What do parents think their children are addicted \_\_\_\_\_ ?
- 5 What is the rise in childhood obesity due \_\_\_\_\_ ?
- 6 What is 'WhatsAppitis' caused \_\_\_\_\_ ?
- 7 What sort of ailments can apps help \_\_\_\_\_ ?
- 8 What does technology allow people to focus \_\_\_\_\_ ?

5 In pairs, discuss the questions.

- 1 Which of the opinions in the text do you agree with? Why?
- 2 How would you answer the question in the title?



DISAGREE

Social media **plays a crucial role** in teenagers' lives. Whether they are **updating their status**, **posting comments** or **uploading photos**, teenagers use social media to supplement face-to-face socialising.

DISAGREE

Some teens enjoy video games so much that they **lose track of time**. But **addiction** is a serious condition! Checking social media a bit too often is one thing, but that doesn't mean you're obsessed with your device **at the expense** of other aspects of your life.

DISAGREE

There are apps to help with those minor ailments. Stressed? Worried about inactivity? Get an app that measures your movements. Weight gain? A fitness app counts calories. A sedentary lifestyle is not the only reason why children suffer from obesity. Until our society **addresses all the issues** connected with childhood **obesity**, the trend is likely to continue.

DISAGREE

Technology is making us more efficient. With a search engine **at our fingertips**, we can **browse the net**, **bookmark useful sites** and **work** with our friends. We have more head space to focus on other, more interesting things.

WORD STORE 7A

6 **CD-3.1 MP3-98** Complete WORD STORE 7A with the base form of the collocations in red in the article. Then listen, check and repeat. Add a translation.

7 For each question, cross out the noun that does not collocate with the verb. Then, in pairs, ask and answer the questions.

When was the last time you:

- 1 uploaded a *laptop* / a video clip / a photo?
- 2 updated your *status* / bookmark / profile?
- 3 posted a *comment* / a link / social media?
- 4 browsed an *icon* / a website / the net?
- 5 bookmarked a *webpage* / a homepage / a password?
- 6 shared a *link* / an icon / a Facebook post?

WORD STORE 7B

8 **CD-3.2 MP3-99** Complete WORD STORE 7B. Match the underlined phrases in the article with typical symptoms. Then listen, check and repeat.

9 **CD-3.3 MP3-100** Listen and match conversations 1–6 with ailments a–f.

- |                                       |  |
|---------------------------------------|--|
| a addiction <input type="checkbox"/>  | d high blood pressure <input type="checkbox"/> |
| b diabetes <input type="checkbox"/>   | e insomnia <input type="checkbox"/>            |
| c eye strain <input type="checkbox"/> | f joint pain <input type="checkbox"/>          |

WORD STORE 7C

10 **CD-3.4 MP3-101** Complete WORD STORE 7C with the highlighted phrases in the article. Then listen, check and repeat.

11 In pairs, complete the statements with phrases from WORD STORE C. Then choose four statements to discuss.

- 1 Young people spend too much time in front of screens \_\_\_\_\_ their health.
- 2 With the Internet \_\_\_\_\_, you don't need to 'know' anything anymore.
- 3 Social media \_\_\_\_\_ in maintaining friendships.
- 4 The only way to improve a \_\_\_\_\_ is to do more exercise.
- 5 Doctors do not know how to \_\_\_\_\_ of obesity.
- 6 It's so easy to \_\_\_\_\_ when you are online.
- 7 Drug addicts suffering from \_\_\_\_\_ deserve our sympathy.
- 8 Teenagers these days have a very limited \_\_\_\_\_.

WORD STORE 7D

12 **CD-3.5 MP3-102** Complete WORD STORE 7D with more collocations. Then listen, check and repeat. Write example sentences.

## 7.2 Grammar

### Advanced passive forms

I can use a range of advanced passive forms.

- 1 In pairs, discuss what would happen in your home if all screens were banned for six months. Then read what happened to the Maushart family and compare.



Susan Maushart with children

## WHAT HAPPENED WHEN MUM PULLED THE PLUG ON TECHNOLOGY

Susan Maushart unplugged her teenagers and for six months the family lived without their devices. Family rooms were no longer lit up by the light of screens and no electronic noises **could be heard** through the night. Maushart decided to unplug the family because nothing was ever properly switched off. She'd constantly told her children to turn their devices off

when doing their homework but even when they **should have been switched** off, they were bleeping away in the background.

15 So what happened? Once the children **had been made to turn** off their technology, the family rediscovered small pleasures like board games, books and listening to music together.

20 Susan Maushart's son **was given** a

saxophone and took up music seriously. If the Internet was needed for homework, her older daughter just went to the library. The youngest daughter **hated** **being** unplugged but Susan Maushart believes her children became more focused thanks to being less dependent on technology. She now believes all families **need to be encouraged** to unplug periodically.

- 2 Read the GRAMMAR FOCUS. Complete the examples with the correct form of *be*. Then check your answers in the text.

### GRAMMAR FOCUS

#### Advanced passive forms

- Passive forms with present or past modal verb structures  
... no electronic noises **could** <sup>1</sup> \_\_\_\_\_ **heard** through the night.  
... even when they **should** <sup>2</sup> \_\_\_\_\_ **switched** off, they ...
- Passive forms with verbs that take two objects, i.e. a person and a thing (give sb sth, send sb sth, show sb sth, etc.)  
Her son <sup>3</sup> \_\_\_\_\_ **given** a saxophone. (the 'person' is the topic – more common)  
A saxophone was given to her son. (the 'thing' is the topic – less common)
- Verbs followed by passive infinitives or passive -ing forms  
The youngest daughter **hated** <sup>4</sup> \_\_\_\_\_ unplugged.  
... all families need <sup>5</sup> \_\_\_\_\_ encouraged ...

**Note:** make sb do sth → be made to do sth

Once the children **had been made to** turn off their technology ...

- 3 Rewrite the sentences in the Passive starting with the underlined object.

- You can buy absolutely anything on the Internet these days.  
**Absolutely anything can be bought on the internet these days.**
- Nobody could have predicted the importance of the Internet back in the 1970s.
- You must protect your computer by using anti-virus software.
- Architects may have designed Bill Gates's house on an Apple computer.
- You can control the volume of a YouTube video with the up/down arrows on your keyboard.
- They should have given Albert Einstein a Nobel Prize for his theory of relativity.

- 4 Underline the indirect object in each sentence. Then rewrite the sentences in the Passive using *by* if necessary. Which sentences are true for you?

- Yesterday, people sent me fifty messages.  
**Yesterday, I was sent fifty messages.**
  - My parents might give me a new laptop for my next birthday.
  - They have promised us some new computers for the school.
  - People owe me lots of money.
  - They should offer my father a new job.
  - Today a temporary teacher is teaching us IT.
- 5 Use the prompts to write sentences using the passive infinitive or -ing form. Then, in pairs, discuss the statements.

Most teenagers:

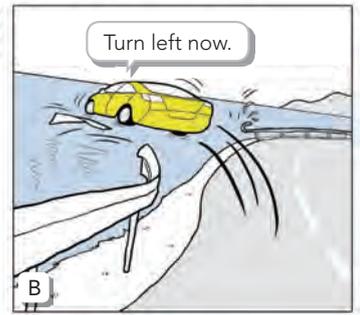
- don't enjoy / shout at  
**Most teenagers don't enjoy being shouted at.**
- can't stand / ignore
- would prefer / not criticise
- would like / take / seriously
- get tired of / judge
- just want / love
- dislike / tell / what to do
- aren't interested in / compare / to other teenagers

# 7.3 Listening

## Multiple choice

I can understand the main points in news reports and conversations.

- 1 Look at the cartoons. What problems do they illustrate? Have you had any similar problems?
- 2 **CD•3.6 MP3•103** Listen and match three of the cartoons (A–D) with the situations (1–3).  
1  2  3



## EXAM FOCUS Multiple choice

- 3 **CD•3.6 MP3•103** Listen again and choose the correct answer, A, B or C.
  - 1 The shop assistant wants to
    - A warn the girl against buying cheap laptops.
    - B persuade the girl to increase her planned budget.
    - C encourage the girl to store films and music on a laptop.
  - 2 Which sentence best describes the situation?
    - A The sat-nav has taken them the wrong way.
    - B The man wants to avoid the motorway.
    - C The woman thinks that the man should trust the sat-nav.
  - 3 What does the report say about mobile phones?
    - A Mobile phone theft is on the rise in the UK.
    - B Mobile phones are a risk to children's safety.
    - C Mobile phone thieves target male teenagers.

- 4 **CD•3.6 MP3•103** Listen again and choose the correct options.
  - 1 a The shop assistant *thinks / doesn't think* the girl will be able to **do without** a big hard drive in future.  
b The girl decides that she *needs / doesn't need* to **think it over**.
  - 2 a The couple *can / can't* **figure out** which way to go.  
b The man is *happy / unhappy* that he was **talked into** buying a sat-nav.  
c Sat-navs **wind the man / the women up**.
  - 3 a Figures have **come out** that show a sharp *fall / rise* in mobile phone thefts.  
b The government want *companies / the police* to **bring in** new security measures.

- 5 Match the phrasal verbs in green in Exercise 4 with these definitions.
  - 1 persuaded = \_\_\_\_\_
  - 2 consider it = \_\_\_\_\_
  - 3 introduce = \_\_\_\_\_
  - 4 annoy, irritate = \_\_\_\_\_
  - 5 been released or published = \_\_\_\_\_
  - 6 understand = \_\_\_\_\_
  - 7 cope without = \_\_\_\_\_

- 6 Complete the sentences to make them true for you. Then compare with a partner.
  - 1 I couldn't do without my phone because ...
  - 2 The last time I wanted to buy something expensive and I had to think it over was ...
  - 3 I always find it difficult to figure out ...
  - 4 I can't talk my parents into buying me ...
  - 5 The person who winds me up most is ...
  - 6 The government should bring in new laws to ...
  - 7 The next new book/film/album/game I want to buy is coming out ...

## PRONUNCIATION FOCUS

- 7 **CD•3.7 MP3•104** Listen and complete the table. Then listen again and repeat.

NOUN	ADJECTIVE	ADVERB
1 science	<i>scientific</i>	scientifically
2 technology	_____	_____
3 _____	electronic	_____
4 _____	electric	electrically

- 8 **CD•3.8 MP3•105** Mark the stress in the words in Exercise 7. Then listen, check and repeat.

## WORD STORE 7E

- 9 **CD•3.9 MP3•106** Complete WORD STORE 7E. Match the words in the box with the photos. Then listen, check and repeat.

## 7.4 Reading

### Multiple choice

*I can understand the main points in an article.*

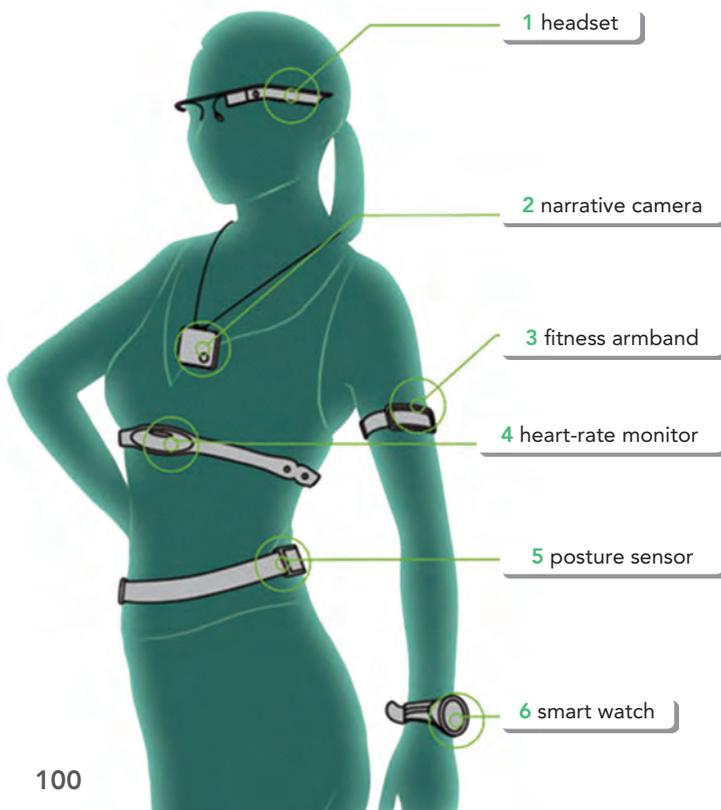
- 1 In pairs, discuss the questions.
  - 1 Which five apps on your phone or tablet do you use most?
  - 2 What does each one do and how does it work?
  - 3 Which is your favourite app? Why?
- 2 Decide if the statements below are true (T) or false (F). Then read **US TODAY** and check your ideas.
  - 1 The number of Americans interested in wearable technology is growing fast.
  - 2 More than half of wearable devices in use are used in sport activities.
  - 3 The majority of people are not worried about privacy issues.

### US TODAY



- The wearable technology market grew from \$6.3 million in 2010 to \$5.1 billion in 2014 and continues to grow rapidly.
- Sixty-one percent of all devices in the wearable technology market are activity or fitness trackers.
- Sixty percent of Americans who own wearable technology devices say that it helps them feel more in control of their lives.
- Fifty-one percent of people reported that privacy is the main thing preventing them from using wearable technology.

- 3 In pairs, discuss the infographic. What do you think the function of each wearable gadget is?



CD•3.10 MP3•107

# Rise of the 'inner-net': meet the most connected man on the planet

For most people, keeping track of emails and **staying on top** of their calendar might be hard enough, but for American software developer Chris Dancy life doesn't feel complete without being connected to several hundred devices and applications that collect data about his life at all times. 'I've been called the most connected human on Earth,' he says.

“I've spent the last four years connecting all the devices that I wear to all the smart technology in my home and transmitting all that data through to a single online platform, so I can search my entire life. I call it my “inner-net”.”

15 On a normal day, Dancy 'travels light', only wearing six devices: above his eyes sits a headset, which records everything he sees. Around his neck hangs a narrative camera, which requires no photography skills because it takes a picture automatically every thirty seconds. On his wrist is a smart watch, while around the upper arm is a fitness armband, **tracking his movement** and sleep patterns twenty-four hours a day. And then there's the stuff you can't see: a heart-rate monitor strapped to his chest to measure his heart beats and beneath his waistband, a posture sensor, which vibrates when I get tired and I forget my posture and slouch,' he beams.

30 Back in Denver, Colorado, all the data from these devices feeds directly into his home environment, which automatically adjusts according to his mood and needs. 'The house knows my moods,' he says. 'If I've been dashing around all day and get really stressed out so that I don't sleep well, when I wake up, the light is a certain colour, the room a particular temperature and certain music plays.'

Design and technology



Chris Dancy

Dancy claims this connected environment, which he calls 'data-assisted living', has **revolutionised his life**, helping him to lose 100 pounds in eighteen months and letting him live in a state of Zen-like calm, **safe in the knowledge that** his every moment is being archived. He can cast an eye over this personal data any time he needs to remember something that happened in the past: 'I was at a restaurant in Denver, and I was like, "What did I eat here last time?" So I browsed all the photos from that day and could see exactly what meal it was,' he says. He goes on to give another example: 'When I have a meeting with someone on my calendar, instead of scanning a LinkedIn\* profile, I can access information about how they made me feel the first time I met them.'

So, when you're as connected as Dancy, what's **the next frontier**? 'All this stuff has to go away,' he says. 'It all needs to be in my clothing. Why can't your shoes have sensors in them, so if you're wandering around trying to find a location, you don't need a GPS – your shoe just vibrates left or right. I think this kind of personalised data is really the future, but for now we have to fix all this stuff onto our clothes, and people stare at you because it looks silly.'

But what about the issue of ownership of data and privacy? A lot of data is fed back on the web and a lot of companies now hold huge amounts of data on their customers. Dancy frowns: he is concerned, but is optimistic about the beneficial power of mastering our data, as long as we stop giving it away. 'It's urgent that people look at the data they are creating and giving away – so much of it can be used to make our lives better, rather than **lining the pockets of** mega corporations.'

\*LinkedIn is a networking service for professional people.

4 Read the article and check your ideas from Exercise 3. Which gadget would you most like to own? Why?

EXAM FOCUS Multiple choice

5 Read the article again. For questions 1–6, choose the correct answer, A, B, C or D.

- 1 Dancy is called the most connected man because he
  - A checks his emails and calendar regularly.
  - B uses technology to track every detail of his life.
  - C wears smart clothes all the time.
  - D has a personal online platform at home.
- 2 One of the devices that Dancy wears
  - A helps him to travel without too much luggage.
  - B improves his photography skills.
  - C wakes him up when he's falling asleep.
  - D alerts him when he isn't standing or sitting up straight.
- 3 Dancy maintains that technology has enabled him to
  - A improve the quality of his sleep.
  - B live in a more secure environment.
  - C find out what other people think of him.
  - D de-stress and lose weight.
- 4 Dancy thinks that in the future wearable technology will
  - A disappear.
  - B be less visible.
  - C be worn in the shoes.
  - D look stupid.
- 5 Dancy thinks people should
  - A share their data with others online.
  - B create more data to give away.
  - C protect personal data from big companies.
  - D improve the economy by sharing data.
- 6 Which is the best summary of Dancy's attitude to wearable technology?
  - A You can use personal data to improve the quality of your life.
  - B It's difficult to use personal data to your own advantage.
  - C Wearable technology can be used to control your environment and people around you.
  - D It's only large companies that benefit from data analysis.

6 In pairs, complete the questions using the phrases in blue in the article. Then, in pairs, ask and answer the questions.

- 1 Has any technology ever revolutionised your \_\_\_\_\_ ?
- 2 Do you shop online safe in the \_\_\_\_\_ that your personal data is protected?
- 3 Do you manage to stay on \_\_\_\_\_ of your homework?
- 4 Can your smartphone track your \_\_\_\_\_ ?
- 5 Does buying things online line the \_\_\_\_\_ of big corporations?
- 6 Do you think that shoes and clothing with built-in technology is the next \_\_\_\_\_ ?

7 In pairs, discuss your thoughts on wearable technology and say whether you agree or disagree with the statements.

- 1 Chris Dancy is a weirdo! It's not for me.
- 2 I really want my life to be recorded like this. It's cool!
- 3 It's dangerous to have too much personal data online.
- 4 It will help people become healthier and happier.

WORD STORE 7F

8 CD•3.11 MP3•108 Complete WORD STORE 7F. Match the verbs in the box with their definitions. Then listen, check and repeat.

# 7.5 Grammar

## Passive reporting structures

I can use passive reporting structures to talk about general feelings or beliefs.

- 1 **CD•3.12 MP3•109** In pairs, discuss the Maths facts and choose the option you think is correct. Then listen and check your answers.

## Maths facts

- 1 It is thought that numbers and counting began with the number zero / one.
- 2 Arithmetic is considered to have originated around 20,000 / 6,000 years ago in Sumeria.
- 3 The Egyptians / Romans are known to have invented the numbers one thousand and one million.
- 4 Before 1500, the term *Mathematics* was understood to mean *Astrology / Physics*.
- 5 There are said to be limited / unlimited opportunities for mathematicians.
- 6 An increasing / A decreasing number of students are expected to be doing Maths at university in the future.

- 2 Read the GRAMMAR FOCUS and find examples of each pattern in the text.

### GRAMMAR FOCUS

#### Passive reporting structures

You can use the Passive to talk about general feelings or beliefs with reporting verbs like *believe*, *know*, *think*, etc. These structures are usually used in more formal contexts.

- it + passive verb (present or past) + *that* clause
- subject + passive verb (present or past) + to-infinitive (to do/to have done/to be doing, etc.)
- there + passive verb (present or past) + to be/to have been

- 3 **CD•3.13 MP3•110** Read the text and find one missing word in each of the underlined phrases. Then listen and check.

- 4 Complete the sentences using the words in brackets. Don't change the order of the words provided but add any other necessary words.

- 1 It is understood that Pythagoras came up with (understand/Pythagoras/come up) the idea of odd and even numbers.
- 2 Pythagoras \_\_\_\_\_ (say/prepare) the way for many famous Greek mathematicians.
- 3 It \_\_\_\_\_ (be/think/Archimedes) is one of the greatest mathematicians of all time.
- 4 Archimedes \_\_\_\_\_ (believe/make) his most famous discovery in the bath.
- 5 The Romans \_\_\_\_\_ (not/think/be interested) in Maths.
- 6 Several other civilisations \_\_\_\_\_ (be/know/contribute) to the advancement of Mathematics.

- 5 Rewrite each sentence in two ways. Begin with the words in brackets.

- 1 We know that most mathematical symbols were invented in the 1500s. (It ... / Most ...)  
*It is known that most mathematical symbols were invented in the 1500s.*  
*Most mathematical symbols are known to have been invented in the 1500s.*
- 2 Historians consider the seventeenth century to be a high point in the history of Mathematics. (The seventeenth ... / It ...)
- 3 Many teachers thought that calculators could harm students' Maths skills. (It ... / Calculators ...)
- 4 They estimate that there are over 10,000 new Maths graduates every year in the UK. (There ... / It ...)
- 6 List the school subjects you study in order from most important to least important. Discuss your list with a partner. How important is Maths?

Grammar Focus page 139

## Where do our numbers come from?

Around 500BC, the Greek philosopher <sup>1</sup>Pythagoras is understood to have come up with the idea of odd and even numbers. <sup>2</sup>It said that Pythagoras prepared the way for many famous Greek mathematicians, including Archimedes. <sup>3</sup>Archimedes is considered be one of the greatest mathematicians of all time and discovered how to measure the volume of an object with an irregular shape. <sup>4</sup>He is believed to be taking a bath when he made the discovery, and leapt out

shouting, 'Eureka!' ('I have found it!'). Unfortunately, Archimedes was killed by a Roman soldier in 212BC and Mathematics entered a dark age. <sup>5</sup>It thought that the Romans just weren't interested in Mathematics

<sup>6</sup>There are known to be several other civilisations, including the Maya people in Mexico and scholars in ancient China, who contributed to the advancement of Mathematics. However, the next big breakthrough was probably in 500AD, when the

Indians invented 'zero'. They had already created symbols for the numbers 1–9. In fact, <sup>7</sup>it could argued that our 'Arabic numerals' should rather be known as 'Indian numerals'. After all, it was actually the Indians who invented them.

1	2	3	4	5	6	7	8	9
—	=	≡	+	h	φ	?	?	?

Brahmi numerals around 300AD

# 7.6 Speaking

## Clarification

*I can ask for and give clarification.*

1 Put ✓ next to the machines you would trust in place of a human and X next to the ones you would not. Then, in pairs, discuss your choices.

- 1 a self-driving car
- 2 a robotic surgeon
- 3 a computer-generated online friend
- 4 a virtual teacher
- 5 a robot police officer

2 Imagine you are going to a technology fair. In pairs, read the adverts and discuss which exhibition you would rather visit.

**1**

## From Mario to Minecraft



an interactive history of games, gaming machines and gaming culture

**2**

## Mind-blowing machines

From self-driving cars to robo-cops



The latest developments in robotics and artificial intelligence

3 **CD-3.14 MP3-111** Listen to a conversation at the Mind-blowing Machines Exhibition. What type of machine is the 'Explainer' describing?

4 **CD-3.14 MP3-111** Listen again and tick the phrases in the SPEAKING FOCUS that you hear.

### SPEAKING FOCUS

#### Signalling confusion

- Sorry, I'm not with you.
- I'm not sure I follow (you).
- I'm afraid you've lost me there.
- I don't know what you mean by ...

#### Checking your understanding

- So, in other words, ...
- Are you saying ... ?
- If I understand correctly, you mean ... , right?

#### Giving clarification

- Yes, precisely/exactly.
- Yes, (that's) pretty much (it).
- No, that's not (quite) what I meant.
- What I meant was ...

5 **CD-3.15 MP3-112** Complete the conversations with words from the SPEAKING FOCUS. Then listen and check.

**1**

A: Not many people agree with me, but I think computer games are a bit of a waste of time. I'd rather kick back with my friends than stare at a screen for hours on end.

B: Er ... sorry, but I don't know what you mean. I \_\_\_\_\_ 'kick back'.

A: What I \_\_\_\_\_ was 'spend time together' – you know, hang out, chat, relax.

**2**

A: I think I'd die without my phone.

B: 'And this year's Oscar for best actress goes to ...'

A: Ha, ha, very funny. Are you \_\_\_\_\_ I'm being dramatic?

B: Yes, \_\_\_\_\_ . I think you'd survive without it.

**3**

A: Dan, I have to answer this question for homework. Can you help, please?

B: Sure, what's the question?

A: 'In what ways might socially-intelligent robots benefit human society?'

B: Hmm. Well, I suppose the ability to have conversations with our machines will make a big difference.

A: I'm not sure I \_\_\_\_\_ you.

B: Well, we interact with today's machines mostly by typing or pushing buttons, but some phones and tablets already understand voice commands, right? Imagine they and other machines could react to what you say and talk back to you properly.

A: Hmm, OK. If I understand \_\_\_\_\_ , you mean we'll be able to have a conversation with our television or our fridge, right?

B: Yes, that's \_\_\_\_\_ much it.

A: I'm not sure I'd want to have a conversation with a fridge.

B: Why not?

A: Well, they have a reputation for being rather cold.

B: Oh, very funny!

6 In pairs, discuss the questions. Use the SPEAKING FOCUS to help you.

- 1 In what ways are computer games good or bad for the people who play them?
- 2 What do you think has been the most important technological development during your lifetime?
- 3 Have social media made us more or less sociable? Explain your opinion.
- 4 In what ways might socially-intelligent machines benefit human society?

## 7.7 Writing

### A 'for and against' essay

*I can express certainty, contrast and condition using formal language.*

- 1 Complete the survey by choosing the information that is true for you.

**Thanks for taking the time to complete our survey. We appreciate your help!**

- 1 On average, I spend 0–2 / 2–4 / 4 or more hours a day online.
- 2 When I search for something online, I rarely / sometimes / often look beyond the first few results.
- 3 I generally believe what I read or watch online. Yes. / No.
- 4 I never / occasionally / often contribute to wikis, forums and readers' comments sections.
- 5 I never / occasionally / often pay for access to online content.
- 6 I never / occasionally / often do research using (paper) reference books.



- 2 In pairs, discuss any similarities and differences in your answers.
- 3 Read the writing task and Mark's essay. What arguments for and against does he give?

The Internet makes it possible to access vast amounts of knowledge, wherever and whenever we like. Write an essay discussing the advantages and disadvantages of having so much information at our disposal.

- 4 Read Mark's essay again and complete the paragraph plan. Check your answers with the WRITING FOCUS in Unit 3 if necessary.

- 1 introduction: \_\_\_\_ comments on the topic and a statement mentioning both sides of the issue
- 2 arguments \_\_\_\_ the issue
- 3 arguments \_\_\_\_ the issue
- 4 conclusion: a summarising statement and \_\_\_\_

- 5 Underline three passive structures in Mark's essay. Do they make the essay more or less formal?

1 The Internet and the vast amount of information it contains can now be accessed in an instant, from almost anywhere, at any time. In fact, because of smartphones and tablets, millions of us carry this resource with us constantly and use it on a daily or even hourly basis. **Undeniably**, this is a positive development in many ways, and **yet** there are also certain drawbacks.

2 There is no **doubt** that having online access to most of human knowledge has many advantages. **Provided** that a connection is available, anyone with basic computer skills can search, share and contribute to this huge digital library. In other words, when it comes to accessibility, information is no longer only for the privileged. Another key benefit is the easy availability of different forms of information such as text, images, film and sound on virtually every topic

imaginable. This leads to a much richer experience than was possible for most people before the Internet existed.

3 **Having** said that, there are also minuses. Since much of the information online is generated by users, there are few checks on accuracy. This means a significant amount of online data is likely to be incorrect or biased. Another potential drawback is the enormous amount of information available. It may **actually** be very hard to find exactly what you are looking for, and good analytical reading skills are often required.

4 All things considered, there are disadvantages and challenges associated with the accuracy and amount of information available online. However, to my mind, the benefits offered by this resource clearly outweigh the drawbacks.

Mark Forest, Class 6A

, this is a positive development.

- 6 Complete the WRITING FOCUS with the words in purple in Mark's essay.

## WRITING FOCUS

• Expressing certainty

1 \_\_\_\_\_

There are undoubtedly certain drawbacks ...

It is undeniable/There is no <sup>2</sup>\_\_\_\_\_ that having online access (to ...) has many advantages.

Without (a) doubt, there are people who believe the opposite.

• Expressing contrast

That said/<sup>3</sup>\_\_\_\_\_ said that, there are also drawbacks/minuses.

Search results may be instant, but nevertheless/even so, careful reading takes time.

• Introducing unexpected or surprising contrasts

This is a positive development in many ways and

<sup>4</sup>\_\_\_\_\_ there are also certain drawbacks.

It may <sup>5</sup>\_\_\_\_\_ be very hard to find what you are looking for.

• Expressing condition

As long as/Providing/<sup>6</sup>\_\_\_\_\_ that a connection is available, anyone can search the Internet.

- 7 Complete the sentences with words from the WRITING FOCUS. Use each word once only.

- 1 There are \_\_\_\_\_ some strong arguments against banning mobile phones in schools.
- 2 It is \_\_\_\_\_ that having access to the Internet can be very helpful during some lessons.
- 3 As \_\_\_\_\_ as phones are switched off during lessons, I see no reason to ban them completely.
- 4 Phones at school may be distracting, but \_\_\_\_\_ so some parents want their children to have one for safety reasons.
- 5 In some countries, it may \_\_\_\_\_ be illegal for schools to ban mobile phones altogether.
- 6 \_\_\_\_\_ a doubt, some parents want their children always to be contactable.

- 8 Read the LANGUAGE FOCUS. Which alternative to *because* does Mark use in his essay?

## LANGUAGE FOCUS

### Introducing reasons in formal writing

You can make your writing more formal by using these alternatives to *because*:

- **As** or **since** to introduce a reason that you already know.  
**As/Since we are overseas**, mobile phone charges are more expensive. (We know we are overseas.)  
Mobile phone charges are more expensive **as/since we are overseas**.
- **Due to** (instead of *because of*) when the reason is a noun.  
**Due to customer demand**, Internet connection speeds are constantly increasing.  
Internet connection speeds are constantly increasing **due to customer demand**.

- 9 Rewrite each sentence in two ways. For each sentence **b**, use the same alternative to *because* as in sentence **a**.

- 1 Phones should be banned at school because they are distracting.  
a As phones *are distracting*, they should be *banned at school*.  
b Phones *should be banned at school as they are distracting*.
- 2 Because of the high price of some phones, theft is not uncommon.  
a Due to ...                      b Theft ...
- 3 Phones should certainly not be allowed in classrooms because they can be used to cheat during tests.  
a Since ...                        b Phones ...
- 4 Discipline has improved because of the ban that was introduced at our school.  
a Due to ...                        b Discipline ...

- 10 Read the writing task and follow the instructions below.

In your English class you have been talking about using mobile phones at school. Now your English teacher has asked you to write an essay. Write an essay using all the notes and give reasons for your point of view.

*Should students be banned from using mobile phones during the school day?*

### Notes

Write about:

- 1 finding important information
- 2 disturbing the class/other students
- 3 \_\_\_\_\_ (your own idea)

Write your essay in 140–190 words.

- 1 What general comment could you make on the use of mobile phones at school?
  - 2 Write a sentence that mentions both sides of the argument.
  - 3 Use your answers to questions 1 and 2 to help you write the introduction.
  - 4 Note down arguments for and against a ban on mobile phones at school and supporting points.
  - 5 Expand these notes into main paragraphs.
  - 6 Add a conclusion that includes your personal opinion.
- 11 Complete the writing task in Exercise 10. Use the WRITING FOCUS and the LANGUAGE FOCUS to help you.



# 7.8 Language in focus

## Easily confused words

I can understand and use words that are easily confused.

### 1 Read the information and choose the correct options in the sentences below.

Certain words are easily confused. Words may look and/or sound similar but have different meanings (e.g. *lose/loose*) or closely related meanings (e.g. *lone/lonely/alone*). Other words look completely different but are confused, either because they have similar meanings (e.g. *include/consist of/comprise*) or because they are 'false friends' (e.g. *actual/current*).

- It's so easy to **lose / loose** track of time.
- Technology makes you **lone / lonely / alone**.
- Did you go to bed **late / lately**?
- What is the **arise / raise / rise** in childhood obesity due to?
- The conclusion must **include / comprise / consist of** your opinion.
- If **present / actual** trends continue, thefts could reach 1 million.

### 2 Change one letter in the word in bold to form a different part of speech and complete the sentences.

- You can **advise** someone or give someone **advice**.
- You can **practise** the guitar or do some guitar \_\_\_\_ .
- You can **breathe** in deeply or take a deep \_\_\_\_ .
- You can be \_\_\_\_ on someone or be someone's **dependant**.
- A situation can **affect** you badly or have a bad \_\_\_\_ on you.

### 3 Choose the correct options. Then answer the questions.

- Is your car very *economic / economical*?
- Do you *lay / lie* on your front when you're sleeping?
- Are there any *historic / historical* buildings nearby?
- Will you ever get an *occasion / opportunity* to go to Australia?
- Do you prefer exams or *continuous / continual* assessment?
- Are you a *conscious / conscientious* student?

### 4 Write example sentences for the words you didn't use in Exercise 3. Use a dictionary if necessary.

There's an economic crisis in my country at the moment.

### 5 Replace the underlined words/phrases in the sentences with the words in the box.

[ actually complement compliment currently  
eventually fantastic genial possibly ]

- I always say I've got lots of Facebook friends but  
a in fact, I've only got 100.    b at the moment I've only got 100.
  - 'Are you going to buy a new laptop?'  
a In the end, yes.'    b Maybe yes.'
  - My grandma and grandpa always  
a work well with each other.    b say nice things to each other.
  - We love our family doctor. He's a  
a great guy.    b friendly guy.
- 6 Translate the sentences in Exercise 5. Are there any 'false friends' with these words in your language? Are any sentences true?

# 07 WORD LIST

## Electronic communication

- access information/knowledge /ˌæksɪs ˌɪnfə'meɪʃən/nɒldɪz/
- access to (the Internet/online content) /ˌæksɪs tə (ði ˌɪntənət ˌɒnlain ˈkɒntent)/
- accessibility/availability /əkˌsesə'bɪləti/ə'veɪlə'bɪləti/
- adjust /ə'dʒʌst/
- alert (n, v) /ə'leɪt/
- anti-virus software /ˌæntɪvaɪrəs ˈsɒftweə/
- application/app /ˌæplɪ'keɪʃən/æp/
- attach a file /ə'tætʃ ə 'faɪl/
- attachment /ə'tætʃmənt/
- bleep /bli:p/
- bookmark a site/a homepage /'bʊkmɑ:k ə saɪt/ə ˌhəʊmpeɪdʒ/
- browse the net/a website /braʊz ðə 'net/ə 'websaɪt/
- built-in technology /bɪlt ɪn tek'nɒlədʒi/
- collect data /kə'lekt 'deɪtə/
- contribute to wikis/forums/readers' comments sections /kən'trɪbjʊt tə 'wɪkɪz/'fɔ:ɾəmz/rɪdɜ:z ˈkɒments ˌsekfənz/
- control the volume /kən'trɒl ðə ˈvɒljʊm/
- data analysis /'deɪtə ənə'leɪsɪs/
- device /dɪ'vaɪs/
- download music/e-books /daʊn'ləʊd ˈmju:zɪk/'i: bʊks/
- external drive /ɪk'stɜ:nl ˈdraɪv/
- fitness/activity app/tracker /'fɪtnəs/æk'tɪvətɪ æp/trækə/
- follow sb (on Twitter) /fɒləʊ ˌsʌmbɒdi (ɒn 'twɪtə)/
- generate /dʒenə'reɪt/
- google sth /'gʊ:ɡəl ˌsʌmθɪŋ/
- handset /'hændset/
- hard drive /'hɑ:d draɪv/
- headset /'hedset/
- Internet connection speed /ɪntənət kə'nekʃən spi:d/
- landline /'lænd,lain/
- narrative camera /nə'reɪtɪv ˈkæmərə/
- on the web/on Twitter /ɒn ðə 'web/ɒn 'twɪtə/
- online platform /ɒnlain ˌplæt'fɔ:m/
- password /'pɑ:swɜ:d/
- personalised /'pɜ:snəlaɪzd/
- post a comment/a link /pəʊst ə ˈkɒment/ə 'lɪŋk/
- privacy issues /'prɪvəsi ˌɪʃu:z/
- push a button /pʊʃ ə 'bʌtn/
- record /rɪ'kɔ:d/
- remote control /rɪ'məʊt kən'trɒl/
- sat-nav (satellite navigation system)/GPS /'sæt nəv (ˌsætəlaɪt ˌnævɪ'geɪʃən sɪstəm)/dʒi: pi: 'es/
- save a file/an attachment /seɪv ə faɪl/ən ə'tætʃmənt/
- scan sb's profile /skæn ˌsʌmbədi:z ˈprəʊfaɪl/
- search results /'sɜ:tʃ rɪ'zʌltz/
- sensor /'sensə/
- share a link/a Facebook post /ʃeə ə 'lɪŋk/ə 'feɪsbʊk pəʊst/
- smart technology /sma:t tek'nɒlədʒi/
- smartphone /'smɑ:tfəʊn/
- social media /səʊʃəl 'mi:diə/
- software developer /'sɒftweə dɪ'veləpə/
- store /stɔ:/
- surf the Internet /sɜ:f ði ˌɪntənət/
- text sb /tekst/
- track /træk/
- transmit /trænz'mɪt/
- type /taɪp/
- unplug /ʌn'plʌɡ/
- update your status/profile /ʌp,deɪt jə ˈsteɪtəs/'prəʊfaɪl/
- upload a photo/a video clip /ʌp,ləʊd ə ˈfəʊtəʊ/ə ˈvɪdɪəʊ kɪp/
- vibrate /vaɪ'reɪt/
- virtual /'vɜ:ʃʊəl/
- voice command /'vɔɪs kə'mɑ:nd/
- wearable technology /ˌweərəbəl tek'nɒlədʒi/
- www/World Wide Web /ˌdʌblju: dʌblju: ˈdʌblju:wɜ:ld ˈwaɪd web/

## Health and addictions

- addicted to sth /ə'dɪktəd tə/
- anxiety /æŋ'zæɪti/
- breathe (deeply) /bri:ð ('di:pi:li/
- circulation /ˌsɜ:kju'leɪʃən/
- condition /kən'dɪʃən/
- count calories /kaʊnt ˈkælərɪz/
- deprive sb of sth /dɪ'praɪv əv/
- diabetes /ˌdaɪə'bi:ti:z/
- drug addict /'drʌɡ ˌædɪkt/
- excess weight /ɪkses ˈweɪt/
- eye strain/sore eyes /'aɪ streɪn/sɔ: 'aɪz/

heart rate monitor /'hɑ:t reɪt mɒnɪtə/  
 high blood pressure /'haɪ 'blʌd,preʃə/  
 insomnia /ɪn'sɒmniə/  
 joint pain /'dʒɔɪnt peɪn/  
 (minor) ailments /,(maɪnər) 'eɪləmənts/  
 obese /əʊ'bi:s/  
 obesity /əʊ'bi:səti/  
 obsessed with sth /bɪ əb'sest wɪð/  
 obsessive behaviour /əb,sesɪv bɪ'hervjə/  
 overweight /,əʊvə'weɪt/  
 repetitive strain injury /rɪ,petətɪv 'streɪn ɪndʒəri/  
 sedentary lifestyle /,sedəntəri 'laɪfstɑɪl/  
 sleep disorder /'sli:p dɪs,ɔ:də/  
 sore elbow/wrist/thumb/hip /,sɔ:ɪ 'elbəʊ/'rɪst/'θʌm/'hɪp/  
 suffer from sth /'sʌfə frəm/  
 surgeon /'sɜ:dʒən/  
 take a (deep) breath /,teɪk ə (,di:p) 'breθ/  
 weight gain /'weɪt geɪn/  
 withdrawal symptoms /wɪð'drɔ:əl ,sɪmptəmz/

### Science and statistics

AD (Anno Domini) /,eɪ 'di: (ænoʊ 'dɒmɪnaɪ)/  
 advancement /əd'vɑ:nsmənt/  
 Arabic numerals /,æɪrəbɪk 'nju:mərəlz/  
 arithmetic /ə'rɪθmətɪk/  
 artificial intelligence /,ɑ:tu,'fɪʃəl ɪn'telɪdʒəns/  
 astrology /ə'strɒlədʒi/  
 BC (Before Christ) /bi: 'si: (bɪfɔ: 'kraɪst)/  
 breakthrough /'breɪkθru:z/  
 contribute to /kən'trɪbjʊt tə/  
 grow rapidly /grəʊ 'ræpɪdli/  
 high point /'haɪ 'pɔɪnt/  
 increase/be on the rise /ɪn'kri:s/bɪ ɒn ðə 'raɪz/  
 increasing/decreasing number /ɪn,kri:sɪŋ/di:kri:sɪŋ 'nʌmbə/  
 irregular shape /ɪ,regjələ 'ʃeɪp/  
 limited/unlimited /'lɪmɪtɪd/ʌn'lɪmɪtɪd/  
 make a discovery /,meɪk ə dɪs'kʌvəri/  
 mathematical symbol /mæθə,mætɪkəl 'sɪmbəl/  
 mathematician /,mæθəmə'tɪʃən/  
 measure /'meɪʒə/  
 odd/even numbers /ɒd,i:vən 'nʌmbəz/  
 robotics /rəʊ'bɒtɪks/  
 scholar /'skɒlə/  
 sharp fall/rise (in) /ʃɑ:p 'fɔ:l/'raɪz (ɪn)/  
 technological development /,tek'nɒlədʒɪkəl dɪ'veləpmənt/  
 theory of relativity /θɪəri ɒv ,relə'tɪvəti/  
 vast/enormous amount /vɑ:st/ɪ,nɔ:məs ə'maʊnt/  
 volume /'vɒljʊm/

### What the body does

beam /bi:m/  
 browse /braʊz/  
 cast an eye over /,kɑ:st ən 'aɪ ,əʊvə/  
 frown /fraʊn/  
 slouch /slautʃ/  
 stare at /'steə ət/  
 wander around /,wɒndə ə'raʊnd/

### Phrasal verbs

bring in /brɪŋ 'ɪn/  
 come out /kʌm 'aʊt/  
 consist of /kən'sɪst əv/  
 dash around /,dæʃ ə'raʊnd/  
 do without /,du: wɪð'aʊt/  
 feed into /'fi:ð ɪntə/  
 figure out /,fɪgə 'aʊt/  
 go on and on about sth /,gəʊ ɒn ənd 'ɒn ə,bəʊt/  
 have nothing on /,hæv nʌθɪŋ 'ɒn/  
 kick back /,kɪk 'bæk/  
 log on /,lɒg 'ɒn/  
 talk sb into (doing) sth /,tɔ:k ɪntə/  
 tear sb away from sth /,tiə ə'weɪ/  
 think over /θɪŋk 'əʊvə/  
 wind up /,waɪnd 'ʌp/

### Other

accuracy /'ækərəsi/  
 actual /'æktʃʊəl/  
 actually /'æktʃʊəli/  
 address an issue/problem /ə,dres ən 'ɪʃu:/'prɒbləm/  
 alone /ə'ləʊn/

and so on /ən ,səʊ 'ɒn/  
 arise /ə'raɪz/  
 at sb's disposal /ət ,sʌmbədɪz dɪ'spəʊzəl/  
 at the expense of sth /ət ðɪ ɪk'spens əv/  
 at your fingertips /ət jə 'fɪŋgətɪps/  
 ban /bæn/  
 beneficial /,benə'fɪʃəl/  
 benefit (n) /'benəfɪt/  
 benefit from /'benəfɪt (frəm)/  
 biased /'baɪəst/  
 complement /'kɒmplɪmənt/  
 compliment /'kɒmplɪmənt/  
 comprise /kəm'praɪz/  
 conscientious /kɒnʃi'entʃəs/  
 conscious /'kɒnʃəs/  
 constant /'kɒnstənt/  
 constantly/at all times /'kɒnstəntli/ət ɔ:l 'taɪmz/  
 continual /kən'tɪnjuəl/  
 continuous assessment /kən,tɪnjuəs ə'sesmənt/  
 current /'kʌrənt/  
 currently /'kʌrəntli/  
 dependant /dɪ'pendənt/  
 dependent on /dɪ'pendənt ɒn/  
 distracting /dɪ'stræktɪŋ/  
 distraction /dɪ'stræktʃən/  
 economic /,ekə'nɒmɪk/  
 economical /,ekə'nɒmɪkəl/  
 eventually /ɪ'ventʃʊəli/  
 (face-to-face) socialising /,(feɪs tə 'feɪs) ,səʊʃəlaɪzɪŋ/  
 focus on sth /'fəʊkəs ɒn/  
 focused /'fəʊkəst/  
 for hours on end /fɔ: ,əʊz ɒn 'end/  
 genial /dʒi:niəl/  
 have a (bad) effect on /,hæv ə (bəd) 'fekt ɒn/  
 help with sth /'help wɪð/  
 historic /hɪ'stɒrɪk/  
 historical /hɪ'stɒrɪkəl/  
 in an instant /ɪn ən 'ɪnstənt/  
 inactivity /ɪnæktɪvəti/  
 include /ɪn'klʊd/  
 instant /'ɪnstənt/  
 keep/lose track of time /,ki:p/,lu:z ,træk əv 'taɪm/  
 lately /'leɪtli/  
 lay /leɪ/  
 lead to /li:d tə/  
 lie /laɪ/  
 lifespan /'laɪfspæn/  
 line sb's pockets /,laɪn ,sʌmbədɪz 'pɒkɪts/  
 lone /ləʊn/  
 lonely /'ləʊnli/  
 loose /lu:s/  
 occasion /ə'keɪʒən/  
 on a daily/hourly basis /ɒn ə ,deɪli/əʊəli 'beɪsɪs/  
 on purpose /ɒn 'pɜ:pəs/  
 on time /ɒn 'taɪm/  
 opportunity /,ɒpətjʊ:ni:ti/  
 play a crucial/vital role in sth /,pleɪ ə ,kru:ʃəl/vaɪtl 'rɒl ɪn/  
 predict /prɪ'dɪkt/  
 raise /reɪz/  
 rediscover /,rɪdɪ'skʌvə/  
 revolutionise /,revə'lju:ʃənəɪz/  
 safe in the knowledge that /,seɪf ɪn ðə 'nɒlɪdʒ ðæt/  
 security measures /sɪ'kjʊərəti ,meɪʒəz/  
 short/limited attention span /,ʃɔ:t/,lɪmɪtɪd ə'tenʃən spæn/  
 stay on top of sth /,steɪ ɒn 'tɒp əv/  
 supplement /'sʌpləmənt/  
 the next frontier /ðə ,nekst 'frʌntɪə/  
 travel light /,trævl 'laɪt/  
 undeniable /,ʌndɪ'naɪəbəl/  
 undeniably /,ʌndɪ'naɪəbli/  
 use sth to your advantage /,ju:z ,sʌmθɪŋ tə jə əd'vɑ:ntɪdʒ/  
 visible /'vɪzəbəl/

# FOCUS REVIEW 7

## VOCABULARY AND GRAMMAR

### 1 Complete the sentences with words from the unit. The first letter of each word is given.

- Many doctors are concerned by the number of children who have a **s**\_\_\_\_\_ lifestyle.
- I asked him to **c**\_\_\_\_\_ an eye over my essay before I submitted it.
- Whenever you **b**\_\_\_\_\_ the web, your Internet provider collects information about websites you visit.
- It's easy to **l**\_\_\_\_\_ track of time when you're online.
- With all kinds of information at our **f**\_\_\_\_\_ , doing homework should be a piece of cake.
- We'll have finished our experiments soon and then the whole lab will be at your **d**\_\_\_\_\_ .

### 2 Complete the sentences with the correct form of the words in capitals.

- Well-balanced meals at school might help to solve the problem of \_\_\_\_\_ among pupils. **OBESE**
- Has it been \_\_\_\_\_ proven that bilingual children have better cognitive skills? **SCIENCE**
- We need to find an \_\_\_\_\_ yet effective way to protect the system against hackers. **ECONOMY**
- Teens may suffer from various \_\_\_\_\_ symptoms when deprived of access to their mobiles. **WITHDRAW**

### 3 Complete the sentences with the correct Passive form of the verbs in brackets.

- I'm sure you will be shown (show) the test results soon.
- Your invention needs to be described (describe) in greater detail before you submit it to the Patent Office.
- I don't mind \_\_\_\_\_ (not pay) much for testing computer games because I'd be playing them anyway.
- The spare parts should \_\_\_\_\_ (deliver) a week ago. I'll phone the company to see why they aren't here yet.
- Mr Jenkins \_\_\_\_\_ (make) undergo a stomach operation by his surgeon.

### 4 Rewrite the sentences in the Passive.

- One report argued that the archaeologists had damaged some artefacts during the excavations.  
It \_\_\_\_\_ the archaeologists had damaged some artefacts during the excavations.
- Some writers believe that the lost city of Atlantis existed until the ninth century BC.  
The lost city of Atlantis \_\_\_\_\_ until the ninth century BC.
- It's not clear why the lights went out. They say there was a short circuit.  
It's not clear why the lights went out. There \_\_\_\_\_ a short circuit.
- The police think that a dangerous hacker has been stealing sensitive data for over a year.  
A dangerous hacker \_\_\_\_\_ sensitive data for over a year.

## LANGUAGE IN USE

### 5 Read the text and choose the correct answer, A, B, C or D.



**THE USE OF DRONES**

Planes and helicopters are a common sight in the sky nowadays. We can see them overhead almost everywhere. One kind that is thought <sup>1</sup> \_\_\_\_\_ popularity recently is drones, i.e. unmanned aerial vehicles.

There has been an increase in the use of drones, mainly <sup>2</sup> \_\_\_\_\_ the realisation that, apart from military operations, there is a huge market for commercial use. Drones fitted with cameras can give farmers aerial views of their crops, survey flooded areas or help ecologists monitor endangered animals. They <sup>3</sup> \_\_\_\_\_ to deliver medical supplies in remote places and, in the near future, our shopping.

The possibilities of using drones commercially or recreationally are endless and it's <sup>4</sup> \_\_\_\_\_ that soon the Internet will be full of drone footage taken at all kinds of locations and times. Obviously, this causes some concerns – we will soon need to <sup>5</sup> \_\_\_\_\_ the issue of lack of privacy when drones fly over

- |                        |                         |
|------------------------|-------------------------|
| 1 A to be gained       | C to having been gained |
| B to have been gaining | D to gain               |
| 2 A because            | C due to                |
| B provided             | D even though           |
| 3 A may be used        | C may have used         |
| B may be using         | D may have been used    |
| 4 A questionable       | C unmistakable          |
| B doubtful             | D undeniable            |
| 5 A answer             | C deal                  |
| B address              | D solve                 |

### 6 Complete the sentences with the correct form of the words in brackets. Add any necessary words.

- Amelia Earhart \_\_\_\_\_ (believe/crash) somewhere near the Howland Island in the Pacific Ocean.
- When I saw Julia last week, she looked much better, so I guess the treatment she received \_\_\_\_\_ (must/do/trick).
- My younger brother \_\_\_\_\_ (not/enjoy/tell) to switch his computer off every evening at 8 p.m.
- A place at the research station \_\_\_\_\_ (offer/Imogen) because she was the best candidate.
- Even primary school pupils \_\_\_\_\_ (expect/do) many experiments nowadays.

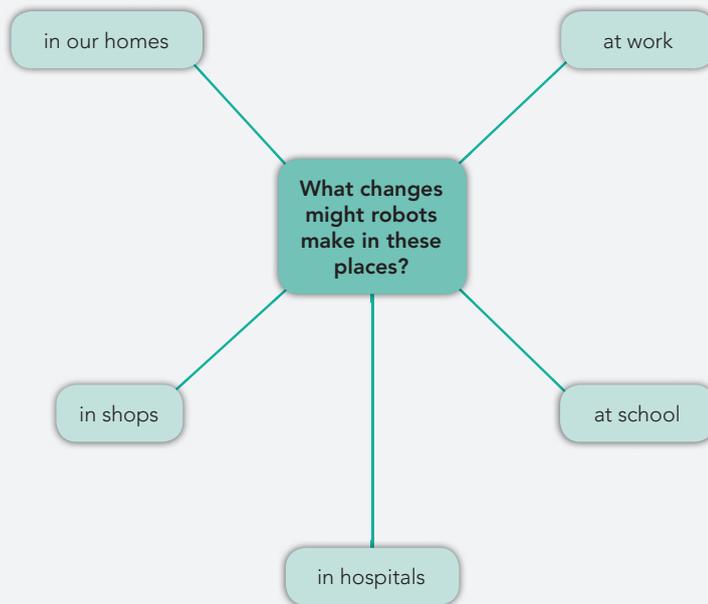
## LISTENING

- 7 **CD-3.16 MP3-113** Listen to people in six different situations and choose the correct answer, A, B or C.
- 1 What will the new scheme do?  
A It will stop Internet piracy.  
B It will warn illegal downloaders.  
C It will punish illegal downloaders more severely.
  - 2 What does the woman believe?  
A The man's moods are affected by playing the game.  
B The man ought to play a different game.  
C The man shouldn't play the game when their friends are there.
  - 3 Which statement is true?  
A There is a 'Connect' option in the settings.  
B The phone has got some pre-installed applications.  
C The 'Wi-fi' option isn't on.
  - 4 What should students try to do for the competition?  
A Invent something that shows their scientific abilities.  
B Invent something that is original.  
C Invent something related to a particular category.
  - 5 What is the girl's attitude to the new science teacher?  
A The teacher is better than they had expected.  
B The teacher is a very clever scientist.  
C The teacher engaged the class well.
  - 6 Why does the boy not want to stop texting?  
A He likes to do two things at the same time.  
B He thinks his thumb will improve with exercises.  
C He enjoys texting with his finger.

## SPEAKING

### 8 In pairs, complete the speaking task.

Here are some places where robots might make changes to our lives in the future. Talk to each other about the changes robots might make in these places.



In which place would robots help us the most?

### 9 In pairs, discuss the questions.

- 1 Do you think robots will ever be able to think like human beings?
- 2 What other kinds of technological changes will change our lives in the future?
- 3 Do you think we rely on computers too much? Why?/Why not?
- 4 Some people think science lessons are boring. How can teachers make them more interesting?
- 5 Some people believe the computer is the most important invention ever. Do you agree?

## WRITING

### 10 Complete the writing task.

In your English class you have been talking about social media. Now your English teacher has asked you to write an essay. Write an essay using all the notes and give reasons for your point of view.

*More and more people are sharing information on social network sites. What are the advantages and disadvantages of this?*

#### Notes

Write about:

- keeping in touch
- privacy
- \_\_\_\_\_ (your own idea)

Write your essay in 140–190 words.

# 8

## AROUND THE GLOBE

We know that when we protect our oceans, we're protecting our future.

BILL CLINTON (B. 1946),  
A FORMER US PRESIDENT

### UNIT LANGUAGE AND SKILLS

#### Vocabulary:

- Show what you know – land and water
- the natural world
- hazards and pollutants
- compound nouns
- collocations
- word families
- Word in Focus – around

#### Grammar:

- unreal past and regrets
- emphasis – cleft sentences and inversion

#### Listening:

- an interview about intelligent animals
- multiple choice

#### Reading:

- four summaries of films about journeys
- multiple matching

#### Speaking:

- a presentation about a natural wonder

#### Writing:

- a review of travel destination

### FOCUS EXTRA

- Grammar Focus pp. 140–141
- WORD STORE booklet pp. 16–17
- Workbook pp. 106–119 or MyEnglishLab
- MP3s – www.english.com/focus

## 8.1 Vocabulary

The natural world • Pollution • Compound nouns

*I can talk about pollution and the environment.*

### SHOW WHAT YOU KNOW

- 1 In pairs, put the words in the box under an appropriate heading. Explain your choices.

bay cliff dam float foothills fossil fuel glacier drought flood melt pond stream
---

Land	Water
	bay

- 2 Think of three more words for each category.



Boyan Slat is a young Dutchman with a mission to save the oceans from the consequences of our throwaway society.

### THE FACTS

Oceans cover seventy-one percent of the earth's surface. From the fresh water of the polar ice caps to the seabed eleven kilometres below the surface at the deepest point of the Pacific Ocean, the ocean is home to over half of all living **species**. Over the past 100 years, due to global warming, the sea level has risen ten to twenty-five centimetres.

### THE PROBLEM

The oceans are being used as rubbish tips. Thirty-three percent of toxic contaminants in oceans come from air pollution such as acid rain and debris blown from landfills. Other pollutants are sewage, industrial waste and pollution from oilfields and ships. The plastic debris concentrates in five rotating **currents** like giant



**whirlpools** called gyres. The largest gyre, called the Pacific Garbage Patch, is twice the size of France and is located between Hawaii and California.

At least 1 million seabirds and 100,000 marine mammals die each year due to plastic pollution. When plastic breaks up into smaller particles, it becomes a hazard for marine wildlife. Seabirds, whales, turtles and other sea creatures regularly consume waste products, which can be easily mistaken for jellyfish or other **prey** but cannot be degraded in the stomach. The animals die from starvation because they're not getting the **nutrients** they need. Plastics also slowly release toxins and other chemical substances that work their way up the marine food chain.

**3 In pairs, guess the correct answers.**

- 1 Oceans cover *sixty-one percent / seventy-one percent* of the earth's surface.
- 2 The deepest point of the Pacific Ocean is *7 km / 11 km* below the surface.
- 3 Sea levels have risen *10–25 cm / 5–10 cm* over the last 100 years.
- 4 Plastic waste *remains / disappears* in the oceans.
- 5 Plastic pollution kills at least 1 million *seabirds / marine mammals* every year.

**4 Read the article and check your answers. What solution to plastic pollution does Boyan Slat propose?**

**5 Answer the questions. Then check your answers in the article.**

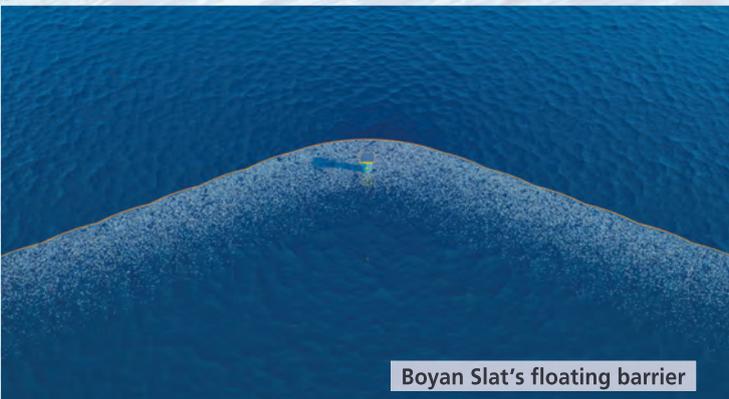
- 1 Apart from plastic, what other things pollute the oceans?
- 2 What is a 'gyre', how many are there and where is the biggest one?
- 3 Why is plastic pollution a problem for marine wildlife?
- 4 How is Slat's device different from other 'clean-up' devices?
- 5 What two claims does Slat make about the effectiveness of his device?

**6 In pairs, discuss the questions.**

- 1 How much plastic does your family throw away in a typical week?
- 2 Do you know what happens to your plastic waste? Where does it go?
- 3 What could you do to cut down on your use of plastic?

**A SOLUTION**

25 At the age of nineteen, Boyan Slat invented a device that he claims could clean up to 20 billion tonnes of plastic waste from the world's oceans. Unlike conventional methods of cleaning up plastic using ships and nets, Boyan Slat's 'Ocean Clean-up' concept is based on a simple idea: with its waves, **tides** and currents, the ocean never stops moving, so instead of going after the plastics, as most traditional methods do, you could simply wait for the plastic to come to you. A floating barrier 100 kilometres in length, would catch the debris, enabling a platform to extract it afterwards. The ocean current would pass underneath the barriers taking all sea life with it. Boyan Slat believes that his innovation could clean up half of the Pacific Garbage Patch over a period of ten years, and would make up to 500 million dollars a year from recycling the waste collected.



Boyan Slat's floating barrier

**WORD STORE 8A**

**7** **CD•3.17 MP3•114** Complete WORD STORE 8A with the base form of the words in red in the article. Then listen, check and repeat.

**8** Complete the sentences with words from WORD STORE 8A.

- 1 Most of all living \_\_\_\_\_ live in the ocean.
- 2 Coastal regions usually have a high \_\_\_\_\_ twice a day.
- 3 Jellyfish are typical \_\_\_\_\_ for seabirds.
- 4 Plastic doesn't contain any \_\_\_\_\_ to help wildlife live.
- 5 The movement of rubbish in the gyres is dependent on strong \_\_\_\_\_.
- 6 Gyres are like huge \_\_\_\_\_ of plastic rubbish.

**WORD STORE 8B**

**9** **CD•3.18 MP3•115** Complete WORD STORE 8B with words from the article. Use these definitions to help you. What is the mystery word? Listen, check and repeat.

- 1 rain that contains a high concentration of pollutants
- 2 a general word for human waste
- 3 places where unwanted rubbish is dumped
- 4 material you get rid of when it has been through the factory process
- 5 a general word for substances that pollute or poison
- 6 things that can be dangerous or cause damage

**10** What do you think are the most worrying hazards and pollutants in the ocean? Why?

**WORD STORE 8C**

**11** **CD•3.19 MP3•116** Complete the compound nouns in WORD STORE 8C with the underlined words in the article. Then listen, check and repeat. Add a translation.

**12** In pairs, complete the list of environmental problems with compound nouns from WORD STORE 8C.

- 1 melting \_\_\_\_\_
- 2 rising \_\_\_\_\_
- 3 chemicals and toxins in the \_\_\_\_\_
- 4 more non-biodegradable waste and so more \_\_\_\_\_
- 5 onshore and offshore \_\_\_\_\_

**13** In pairs, discuss how dangerous (1 = not very dangerous, 5 = extremely dangerous) you think the problems in Exercise 12 are for our planet.

**WORD STORE 8D**

**14** **CD•3.20 MP3•117** Complete WORD STORE 8D with more compound nouns. Then listen, check and repeat. Write example sentences.

## 8.2 Grammar

### Unreal past and regrets – *wish, if only, it's time and would rather*

I can express wishes and regrets using phrases like *it's time and would rather*.

- 1 In pairs, discuss your idea of an ideal holiday and a nightmare holiday. Use the words in the box and your own ideas.

adventure alone beach camping  
great nightlife historic monuments  
hot sun mountains museums no wi-fi  
peace and quiet water sports  
with the family with friends



- 2 **CD•3.21 MP3•118** Listen to the Moss family discussing what to do for their next holiday. Answer the questions.

- 1 What suggestions do they make?
- 2 What do you think they will probably do?

- 3 **CD•3.21 MP3•118** Who said what? Write **B** for Ben, **E** for Ellie, **M** for Mum and **D** for Dad. Then listen again and check.

- 1 'If **only** we could go somewhere exciting for a change.'
- 2 'I think **it's time** we did something cultural.'
- 3 'I **wish** you all realised how much I look forward to doing nothing for two weeks.'
- 4 '**I'd rather** we went to the same campsite we went to last year.'

- 4 Read **GRAMMAR FOCUS I** and answer the questions about the sentences in Exercise 3.

- 1 Which sentences refer to the present and which refer to the future?
- 2 Which tense is used after the underlined phrases?

- 6 **CD•3.22 MP3•119** Listen to the Moss family talking after the holiday. Choose the correct verb form to explain the meaning of these extracts.

- 1 'If only I'd worn more sunscreen.' =  
Ellie wore / didn't wear enough sunscreen.
- 2 'I wish I hadn't forgotten my camera.' =  
Ben had / didn't have his camera with him.
- 3 'I wish you'd fallen in, too.' =  
Ben fell out / didn't fall out of the raft with Ellie.
- 4 'I just wish I'd known about the mosquitoes.' =  
Mum knew / didn't know that there were mosquitoes.

- 7 Complete **GRAMMAR FOCUS II** with the phrases in blue in Exercise 6.

### GRAMMAR FOCUS II

#### Past regrets

You use **wish/if only + sb + Past Perfect** to talk about past regrets.

If only <sup>1</sup> \_\_\_\_\_ more sunscreen.

I wish <sup>2</sup> \_\_\_\_\_ my camera.

**Note:** *If only* is stronger than *wish*.

- 8 Complete the sentences with the correct form of the verbs in brackets. Do you have any of these regrets?

- 1 I wish I \_\_\_ (go) on holiday with my friends last summer.
- 2 If only I \_\_\_\_\_ (revise) more for my last English test.
- 3 I wish my parents \_\_\_\_\_ (be) born in another country.
- 4 I wish I \_\_\_\_\_ (not give up) piano lessons a few years ago.
- 5 I wish my brother/sister \_\_\_\_\_ (not be) so horrible to me when we were kids.
- 6 If only I \_\_\_\_\_ (go) to bed earlier last night.

- 9 Complete the sentences to make them true for you. Then compare with a partner.

- |                                |                          |
|--------------------------------|--------------------------|
| 1 I wish I could ...           | 4 If only I hadn't ...   |
| 2 It's high time I ...         | 5 I wish my parents ...  |
| 3 I'd rather people didn't ... | 6 If only my friends ... |

### GRAMMAR FOCUS I

#### Unreal past

- You use **wish/if only + sb + a past tense** to say that somebody really wants a present or future situation to be different.
- You use **it's (high) time + sb + a past tense** to say that somebody should do something (now or in the future).
- You use **would rather + sb + a past tense** to say what somebody would prefer somebody else to do (now or in the future).

- 5 Complete the second sentence so that it has a similar meaning to the first. Then tick the sentences that are true for you.

- 1 It isn't summer. I wish it **was summer**.
- 2 We always go to the mountains but I prefer the sea. I'd rather we ...
- 3 I ought to learn how to ski. It's time I ...
- 4 I can't drive. I wish I ...
- 5 I really need to plan my next holiday. It's high time I ...
- 6 It's raining. If only it ...

## 8.3 Listening

### Multiple choice

I can understand the main points of an interview.

- 1 Which of the adjectives in the box would you use to describe the animals in the photos?

adorable agile  
aggressive friendly  
gentle independent  
intelligent loyal  
playful sociable  
stupid wise



- 2 **CD•3.23 MP3•120** In pairs, decide if the statements are true (T) or false (F). Then listen to an interview with a wildlife expert and check your ideas.

- 1 Chimpanzees share exactly half of the same genes as humans.
- 2 Dolphins sometimes attack each other.
- 3 Owls are intelligent birds.
- 4 Cats have bigger brains than dogs.

### EXAM FOCUS Multiple choice

- 3 **CD•3.23 MP3•120** Listen again and choose the correct answer, A, B or C.

- 1 What is true about chimps?  
A They kill for pleasure.  
B They are affectionate towards humans.  
C They have strong family links.
- 2 Which characteristics do dolphins share with chimpanzees?  
A They are soon independent of their mothers.  
B Social relationships are important to them.  
C The males are aggressive towards the females.
- 3 Dr Matthews believes that sheep  
A are as stupid as they look.  
B don't do very well in intelligence tests.  
C show signs that they can learn.
- 4 Why are dogs smarter than cats?  
A Cats have been domesticated for longer.  
B Dogs spend more time with humans.  
C Dogs learn through helping humans.
- 5 Which of the following statements best sums up the interview?  
A Appearances can be deceptive.  
B Animals form stable communities.  
C What we think about animals isn't always true.

- 4 Complete the sentences with the correct form of the words in capitals.

- 1 The radio series *Animal World* examines animals' behaviour in the wild. **BEHAVE**
- 2 Chimpanzees experience \_\_\_\_\_ in a similar way to humans. **ADOLESCENT**
- 3 Dolphins are \_\_\_\_\_ intelligent. **DOUBT**
- 4 Dolphins can be \_\_\_\_\_ with one another. **COMPETE**
- 5 The intelligence of sheep is \_\_\_\_\_. **VALUE**
- 6 The idea that owls are intelligent is a common \_\_\_\_\_. **CONCEIVE**
- 7 Cats' brains have not evolved since they were first \_\_\_\_\_ by the Egyptians. **DOMESTIC**
- 8 Cats don't need the \_\_\_\_\_ of humans to do things. **APPROVE**

- 5 In pairs, add at least four more animals to each column. Then discuss the questions.

Domestic animals	Farm animals	Wild animals
<i>dogs, cats,</i>	<i>cows, sheep,</i>	<i>lions, dolphins</i>

Which animal is:

- a the wildest/tamest?  
b the most/least loveable?  
c the most/least useful to society?

### PRONUNCIATION FOCUS

- 6 **CD•3.24 MP3•121** Listen and repeat.

- 1 sheep /ʃi:p / ship /ʃɪp /  
2 keys /ki:z / kiss /kɪs /  
3 cats /kæts / cuts /kʌts /  
4 prove /pru:v / proof /pru:f /  
5 bag /bæg / back /bæk /

- 7 **CD•3.25 MP3•122** Listen and write down the five words from Exercise 6 you hear.

- 8 Choose five words from Exercise 6. Then, in pairs, take turns to dictate them to your partner. Check: has he/she written down the correct word?

### WORD STORE 8E

- 9 **CD•3.26 MP3•123** Complete WORD STORE 8E. Add the adjectives in the box to complete the collocations. Then listen, check and repeat.

# 8.4 Reading

## Multiple matching

I can find specific details in film summaries.

### 1 In pairs, discuss the questions.

- Would you rather visit Alaska, Australia or the Pacific coast?
- Who would you choose as your travelling companion? Or would you prefer to travel alone?
- What are the pros and cons of travelling alone?

### EXAM FOCUS Multiple matching

### 2 Read the texts about four films based on true stories of journeys. For questions 1–10, choose from the texts (A–D). You can choose each text more than once.

#### In this film, the main character(s):

- wanted to cross the western part of this country and reach the West coast.
- became very ill because of his/her food.
- took too many things on a journey.
- rejected his/her family after a betrayal.
- wanted to be reunited with family members.
- had to do a lot of climbing on the journey.
- planned to test personal limits of endurance with no help.
- wanted to rediscover something lost.
- was/were affected by a political decision.
- appreciated the wide open spaces on the journey.

### 3 Complete the questions with the prepositions in the box. Then answer the questions.

about by in of on over through to with

#### Text A

- Who did the 1869 Protection Act give the Australian Government power \_\_\_?
- What kind of journey did Molly, Daisy and Gracie set off \_\_\_?
- Who were Molly and Daisy pursued \_\_\_?

#### Text B

- What sort of family did Chris McCandless grow up \_\_\_?
- What secret did McCandless find out \_\_\_?
- What did McCandless take pride \_\_\_?

#### Text C

- What animals did Robyn Davidson set out \_\_\_?
- What sort of landscape did Davidson's route take her \_\_\_?
- What did Davidson lose all sense \_\_\_?

#### Text D

- What was Cheryl devastated \_\_\_? 11  
What did she turn \_\_\_?
- What did she struggle \_\_\_?

### 4 Complete the collocations with the adjectives in blue in the texts.

- distant/inaccessible/ \_\_\_\_\_ REGIONS
- empty/bleak/ \_\_\_\_\_ PLACES
- a tough/punishing/ \_\_\_\_\_ JOURNEY
- baking/burning/ \_\_\_\_\_ TEMPERATURES
- unexpected/deep \_\_\_\_\_ SNOWFALL
- a deserted/barren/ \_\_\_\_\_ WILDERNESS

### 5 In pairs, match collocations from Exercise 4 with the places in the box.

the Gobi Desert Death Valley the Sahara Desert  
Mount Everest the South Pole Siberia the Nile

### 6 In pairs, discuss the questions.

- Which of the four films in this lesson would you most/least like to see? Why?
- What other films or books about extraordinary journeys do you know?
- Which films or books have inspired you to visit a place? Where and why?

## WORD STORE 8F

### 7 CD•3.28 MP3•125 Complete WORD STORE 8F with adjectives or nouns from the lesson. Then listen, check and repeat.

## C TRACKS

In early 1977 Robyn Davidson set out  
55 with only four camels and her dog to  
walk 2,700 kilometres from the central  
Australian desert to the Indian Ocean off  
the western coast. Nine months later,  
ragged, blistered and burned black by  
60 the sun, she reached her destination. An  
Aboriginal man, Mr Eddie, accompanied  
her for three weeks, while photographer  
Rich Smolan joined her three times during  
the journey. Davidson, now sixty-five,  
65 is back in the limelight. The book of her  
journey, *Tracks*, has been reissued and a  
film adaptation came out in 2013.  
Her route to the sea took her through  
**remote** regions and some of Australia's  
70 most **inhospitable** places. During nine  
long, hard months she battled **scorching**  
temperatures, rotten food, thirst,  
navigation errors and injured camels. But far more challen  
At one point Davidson found herself being swallowed by t  
75 sense of self, space and time.  
Despite that, she says, 'I love the desert and its incompar  
Aborigines and learning from them. I like the freedom inhe  
growth and learning processes that develop from taking o



This week, Film Blog is bringing you four true stories about extraordinary people. Their stories don't always end happily, but their journeys will move and inspire you.

## A RABBIT-PROOF FENCE

In Australia in 1931, three Aboriginal girls ran away from their white captors and walked 2,400 kilometres to get back home. Their story is told in a film entitled *Rabbit-Proof Fence*. The Aboriginal Protection Act of 1869 gave the government powers over the lives

of Aboriginal people, including the power to forcibly remove mixed race children – those born to a white parent and a black parent – from their families.

This story follows three little girls: Molly, fourteen, her sister, eight-year-old Daisy, and their ten-year-old cousin Gracie as they are taken from their family to a camp. Upset at being so far from their mothers and their home, the young girls escape and set off on an **arduous** journey to find their way home, pursued by the authorities. Molly remembered her father once telling her about the Rabbit-Proof Fence which crosses western Australia from north to south. Her goal was simple: to find the fence and follow it home. After nine weeks of walking and hiding, they finally arrive home and are reunited with their family.



ing were the psychological aspects. the vastness of the desert and losing all

able sense of space. I enjoy being with parent in being on my own and I like the chances.'

## B INTO THE WILD

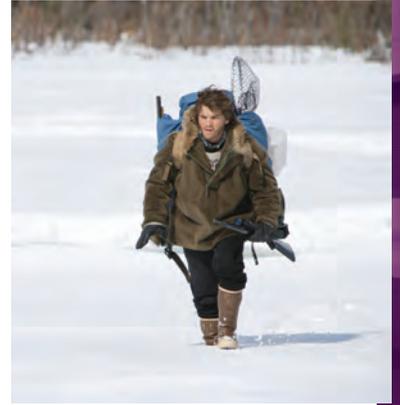
The lonely death of Chris McCandless inspired a book *Into the Wild*, and a film by the same name. Chris McCandless

was a young American graduate who grew up in an affluent family in Washington, DC.

When he found out about his father's secret second family, he was so upset that he distanced himself from his family.

He abandoned his real name and never contacted his parents or his sister again. After two years of hitchhiking around the Northwest, he decided to push himself to the extreme and hiked alone into the **desolate** wilderness of Alaska. He took pride in living simply and surviving with few belongings.

He spent the next sixteen weeks completely alone, hunting, reading and 'camping' in a deserted bus. In late July it is thought that he ate some poisonous seeds that made him extremely ill and too weak to hunt for food. Realising that he was going to die, Chris wrote a goodbye message, and a few weeks later some hunters found his body in the bus. This was his message: 'I have had a happy life and thank the Lord. Goodbye and may God bless all!'



## D WILD

Cheryl Strayed's surname is not her original name. It's a name she invented for herself. After the death of her mother in 1991, Cheryl's grief caused her to lose her way in life; she felt she had 'strayed'. Devastated by the loss of her mother to cancer, Cheryl turned to drugs. Then her husband divorced her and, finally, she realised that she had lost her own sense of identity.

Cheryl decided to challenge herself by hiking along the Pacific Crest Trail in an attempt to find the person she used to be. This was not an easy task. The PCT runs for 1,100 miles through California from Mexico to Canada and is certainly not a journey for novices. But Cheryl filled a backpack to bursting and set off. Three months later, after struggling through wilderness and crossing nine mountain ranges, Cheryl made it to the end. The journey had been physically and mentally hard for the inexperienced hiker. She had endured 100-degree temperatures, **record** snowfalls and encountered bears and rattlesnakes. The giant backpack was so heavy that she called it 'Monster'! But the journey had done what she wanted. It had healed her.

Cheryl wrote a book about her journey and this, in turn, inspired an amazing film called *Wild*, starring Reese Witherspoon as Cheryl. It shows the healing power of a journey in the wild.

# 8.5 Grammar

## Emphasis – cleft sentences and inversion

*I can use a range of sentence structures to express emphasis.*

### 1 CD•3.29 MP3•126 Read and listen to a conversation between two friends. Why does Will get angry?

**Will:** I've been watching a programme about extreme weather events – interesting but very scary! **What they did was show** the effects of some recent floods where people had lost absolutely everything. **Rarely have I seen** such devastating scenes. **What I find shocking is that** some people still believe that humans have nothing to do with climate change.

**Emma:** I don't think you can blame humans.

**Will:** What? **It's those kind of comments that** really annoy me. How can you say that?

**Emma:** **All I'm saying is that** there's no link between carbon emissions and climate change. **What's happened is that** scientists have invented global warming so they can get more funding.

**Will:** Are you serious? **Not only are you** making ridiculous accusations, **but** you don't even know the basic facts! Of course it's carbon emissions that are to blame for global warming!

### 2 Read and complete the GRAMMAR FOCUS with the words in blue in the conversation.

#### GRAMMAR FOCUS

##### Emphasis

You can emphasise a piece of information in a sentence in a number of different ways:

- Cleft sentences: 'divide' a sentence by adding a clause to emphasise key information  
*What's **happened is (that)** scientists have invented ... (= Scientists have invented ...)*

*What they <sup>2</sup> **was (to) show** the effects of ... (= They showed the effects of ...)*

<sup>3</sup> **I find shocking is (that)** ... (= I find it shocking (that) ...)

<sup>4</sup> **those kind of comments that** ... (= Those kind of comments ...)

<sup>5</sup> **I'm saying is (that)** ... (= I'm just saying (that) ...)

- Inversion: negative expression (*never, rarely, not only*, etc.) + auxiliary verb + subject (formal)

<sup>6</sup> **have I seen** ... (= I have rarely seen ...)

<sup>7</sup> **are you** making ridiculous accusations, **but** you don't even know the basic facts. (= You are making ... and you don't even know ...)

### 3 Rewrite the sentences using structures from the GRAMMAR FOCUS and the word in capitals.

- Will and Emma had an argument. **HAPPENED**  
*What happened was (that) Will and Emma had an argument.*
- Will (not Emma) started talking about climate change. **IT**
- Will told Emma how strongly he felt. **DID**
- Emma only suggested that you couldn't blame humans. **ALL**
- Will couldn't believe Emma's views on scientists. **WHAT**
- Will hadn't ever heard such ridiculous accusations. **NEVER**

## WORLD Issues CHANNEL HD



### 4 Complete the sentences with the words in the box. There are two extra words.

[ all are do does is it's has what ]

- \_\_\_\_\_ the gases from industrialisation that have caused the greenhouse effect.
- What scientists \_\_\_\_\_ is analyse air that's 800,000 years old trapped under the ice in Antarctica.
- Never \_\_\_\_\_ there been more carbon dioxide in the atmosphere than there is now.
- \_\_\_\_\_ happened was that average temperatures rose by one degree Celsius last century.
- Not only \_\_\_\_\_ we observing a rise in sea levels, but also many extreme weather events.
- If we don't act now, \_\_\_\_\_ we're doing is creating problems for future generations.

### 5 Put the words in the correct order to make sentences. Begin with the underlined words.

- worry about most / I / is / pollution / what
- I / money / my birthday / all / for / want / is
- it gets dark so early / what / winter / I / about / that / hate / is
- most / the food / what / I / my country / about / love / is
- who / in our house / the cooking / my father / does / it's
- to do / what / buy a laptop / is / want / I
- my clothes / to any of my friends / under no circumstances / lend / would / I

### 6 In pairs, tick the sentences in Exercise 5 that are true for you. Write more true sentences beginning with the underlined words.

*What I worry about most is ...*

## 8.6 Speaking

### Giving a presentation

*I can give a presentation on a natural wonder.*

**1 In pairs, follow the instructions.**

- Make a list of well-known natural wonders.
- Compare your list with another pair.
- In groups of four, discuss which of the places you have visited or would like to visit.

**2 Look at the photo and describe it using the words in the box.**

cave/cavern crystal minerals  
geologists underground

**3** CD-3.30 MP3-127 **You are going to listen to a presentation about the Giant Crystal Cave. How will the information below relate to the topic? Listen and check.**

- |                        |                      |
|------------------------|----------------------|
| 1 the year 2000        | 4 58 degrees Celsius |
| 2 half a million years | 5 10 minutes         |
| 3 55 tons              |                      |

**4** CD-3.30 MP3-127 **Complete the SPEAKING FOCUS with the words in the box. Then listen again and check.**

aware during free familiar  
realise wondered

### SPEAKING FOCUS

#### Introducing the topic

Have you ever thought about/considered/  
1 \_\_\_\_ how/why/what ... ?

2 \_\_\_\_ my/this presentation, I plan to tell  
you about ...

You may be wondering why I've chosen to talk  
about ... today. Well, let me explain ...

#### Introducing familiar information

We are (probably) all 3 \_\_\_\_ with ...

You may be 4 \_\_\_\_ that ...

You may already know that ... Perhaps  
you have heard of/about ...

#### Introducing surprising information

Most people aren't aware/don't 5 \_\_\_\_ ...  
... but, did you know that ... ?

You might not know that ...

#### Finishing your presentation

OK, that's all from me.

Thank you for listening.

I hope you found the presentation interesting. If  
anyone has any questions, please feel 6 \_\_\_\_ to  
ask now.



**5 Complete the extracts from presentations with words and phrases from the SPEAKING FOCUS.**

- 1 You may be \_\_\_\_ why I've chosen to talk about Ha Long Bay in Vietnam today. Well, let me explain.
- 2 You may already \_\_\_\_ that Komodo, an island in Indonesia, is home to the famous Komodo Dragon, the biggest lizard alive on the planet today.
- 3 Perhaps you have \_\_\_\_ of Table Mountain in South Africa. It rises high above the city of Cape Town.
- 4 We are probably all familiar with the Amazon River, in South America, but most people aren't \_\_\_\_ that it was chosen as one of the new Seven Wonders of the World in 2011.
- 5 Thanks for listening. If \_\_\_\_ has any questions, please feel free to ask now.

**6 Which of these are good tips on giving presentations? Tick one sentence in each pair. Then compare with a partner.**

- 1 a Speak with a clear voice at a natural speed.  
b Speak quickly and quietly.
- 2 a Don't look at the audience.  
b Make eye contact with the audience.
- 3 a Ask the audience questions to keep them involved.  
b Don't ask the audience questions.
- 4 a Write a script and read out every word when you present.  
b Have some notes with you but don't read them out.
- 5 a If you forget something, keep going. No one will notice.  
b If you forget something, say sorry and finish the presentation.
- 6 a When you finish, sit down as quickly as possible.  
b When you finish, thank the audience and invite questions.

**7 Prepare a presentation on a natural wonder. Follow these steps.**

- 1 Select a natural wonder that interests you.
- 2 Do some research and plan your presentation.
- 3 Find some interesting photos to illustrate the presentation if possible.
- 4 Select useful language from the SPEAKING FOCUS.
- 5 Study and practise your presentation.
- 6 Give your presentation to the class. Follow the advice in Exercise 6.

# 8.7 Writing

## A review of a travel destination

I can write a review of a travel destination and make recommendations.

- In pairs, discuss the questions. Use the collocations in the box to help you.
  - Why are some areas made into national parks?
  - Describe a well-known national park you know.

cultural heritage  
 diverse landscapes  
 environmental impact  
 natural beauty  
 sustainable tourism  
 wildlife protection

- Read Alice's comments in *Young Traveller* magazine. Do you agree with her point of view?

### Have your say ...

Last month we asked you: Is enough being done to protect the natural environment in popular tourist destinations?

Alice, 17, wrote:

I'm a nature lover and it seems to me that governments and tour operators care mainly about the money that tourism generates and not about the negative impacts that visitors have on natural environments. Development of facilities for tourists often takes priority over protection of areas of natural beauty and local wildlife, and not enough is done to establish national parks or develop tourism responsibly.

YOUNG TRAVELLER

Olly201: I get what you're saying, Alice, but there are places out there which offer eco-friendly holidays! Check out the links in my last post.

YOUNG TRAVELLER

- Read Nick's review. Would you like to visit the place he describes? Why?/Why not?
- In pairs, answer the questions. In which paragraph does Nick:
  - describe the location of the place?
  - say which place he is writing about and why?
  - make a final recommendation?
  - give details of the protective measures taken in the place chosen?

- Complete the WRITING FOCUS with the words in the box.

because    cause and result    concession    contrast    reason

### WRITING FOCUS

#### Using linking devices

You can use linking devices to:

- express <sup>1</sup>concession.
 

Although/Even though there are still problems, the situation has improved.  
 Despite/In spite of the laws, some new hotels have still been built.
- express <sup>2</sup>\_\_\_\_ formally using participle clauses.
 

Having seen a turtle swim, I know how graceful they are in the water.  
 Being a responsible tourist, I am happy to follow the rules.
- express <sup>3</sup>\_\_\_\_.
 

The river was so polluted that something had to be done.  
 Litter became such a problem that the area was closed to visitors.
- express <sup>4</sup> \_\_\_\_ .
 

While/Whereas many parts of the forest are protected, others are not.  
 Some tourists behave responsibly while/whereas others do not.
- express reason with alternatives to <sup>5</sup>\_\_\_\_ (of).
 

Governments are often reluctant to limit tourism as/since it generates huge income.  
 Certain paths have been closed due to erosion caused by visitors.

#### Making recommendations

This destination would be ideal for ...

If you're looking for ... , then this is the place for you.

I can thoroughly recommend ...

... is definitely worth visiting.

All in all, I would highly recommend ...

### Have your say ...

Nick, 17, wrote:

#### Zakynthos

- If you're looking for a holiday destination where a great deal is being done to promote wildlife protection and preserve natural beauty, then the Greek island of Zakynthos is the place for you.
- Having just returned from a holiday to beautiful Zakynthos, I have personally seen sustainable tourism in action. Zakynthos is a picturesque island **off** the west coast of mainland Greece. It is **surrounded** by turquoise waters but only a small part of its **coastline** is sandy beach. In the southern part of the island **lies** the Bay of Laganas, a major nesting area for the loggerhead sea turtle. During my trip to the island, my friends and I learnt about the ways in which the turtles are being protected.

6 Read Nick's review again and find an example for each category in the **WRITING FOCUS**.

7 Complete the **LANGUAGE FOCUS** with the words in purple in Nick's review.

## LANGUAGE FOCUS

### Describing the location of a place

Use the following structures to describe the location of a place:

- A reef/An island <sup>1</sup> \_\_\_\_\_ the (west) coast (of) ...  
... is a town/resort/region on the (east) coast (of) .../inland from .../to the south of .../high in the mountains/deep in the forest, etc.
- It is <sup>2</sup> \_\_\_\_\_ by turquoise waters/majestic mountains/lush forests/vast deserts.
- In the southern part of the island/country <sup>3</sup> \_\_\_\_\_ the Bay of Laganas/the resort of ...
- Part of its <sup>4</sup> \_\_\_\_\_ is sandy beach/the region is a national park/the beach is closed to tourists.

8 In pairs, choose a famous tourist destination in your country and describe its location. Use the **LANGUAGE FOCUS** to help you. Can your partner guess the place you are describing?

9 Read the notice from the Young Traveller website. Then follow the instructions below.

### MORE ECO-HOLIDAY REVIEWS WANTED!

We hope you enjoy the reviews on this page and find them useful. We would like to include more reviews from readers who have been to eco-friendly places on holiday. This might be a particular hotel, restaurant or a whole area. Send us a review describing the place and how it is attempting to be environmentally friendly.

1 Decide which place you are going to write about and do some research. Choose from these places or use your own idea:

- Masai Mara National Reserve, Kenya
- Fraser Island, Great Sandy National Park, Australia
- Punta Tombo Penguin Rookery, Argentina
- Yellowstone National Park, the USA

(*Hint: search for 'visitor rules' or 'visitors' guide'.*)

2 Follow the paragraph plan in Nick's review (see Exercise 4).

10 Write your review in 140–190 words. Use the **WRITING FOCUS** and the **LANGUAGE FOCUS** to help you.

## YOUNG TRAVELLER

3 Under pressure from environmental groups, the Greek government made parts of the coastline into a marine national park in 1999. As a result, building is not allowed, and vehicles and artificial lights are banned near the beach. Similarly, speedboats are so disruptive that they are not permitted, and there are no night flights to Zakynthos as the noise scares the turtles. While tourists can visit some of the nesting beaches, this can only be done at certain times and there are strict rules about contact.

4 So, for people who care about the environment and want to make an environmentally-friendly holiday choice, I can thoroughly recommend a visit to Zakynthos. If you're looking for somewhere beautiful and peaceful too, then this is the place for you.



# 8.8 Language in focus

## Word families – prefixes and suffixes

I can recognise and form a wide range of words using prefixes and suffixes.

- 1 Read the information. Then tick the example words you know. Try to guess the meaning of the other words.

Prefixes, as well as suffixes, can be added to the same root word to create word families. For example, from the root word *use* you can form *reuse*, *misuse*, *disused* and *reusable*. The table lists some common prefixes and their meanings.

PREFIX	MEANING	EXAMPLES
<b>un- in- dis- il- im- ir-</b>	not (mainly adjectives)	uneven, illogical
<b>un- dis-</b>	opposite (mainly verbs)	undo, disallow
<b>re-</b>	do again	rebuild, redistribute
<b>mis-</b>	badly, wrongly	misbehave, mismanage
<b>multi-</b>	many, several	multicoloured, multinational
<b>over- under-</b>	too much/not enough	overwork, underpay
<b>pro-/anti-</b>	in favour/against	pro-democracy, anti-communist
<b>pre- post-</b>	before/after	pre-owned, postwar

- 2 Translate the example words in Exercise 1. Are there similar prefixes in your language?
- 3 Write the negative form of the words in the box next to the correct prefix. What spelling rules can you work out for *il-*, *im-* and *ir-*?

ability believe capable fair formal legible literate  
mature patient pleasant regular relevant

- 1 dis-\_\_\_\_, \_\_\_\_\_                      4 in- \_\_\_\_\_, \_\_\_\_\_  
2 il-\_\_\_\_\_, \_\_\_\_\_                      5 ir-\_\_\_\_\_, \_\_\_\_\_  
3 im-\_\_\_\_\_, \_\_\_\_\_                      6 un-\_\_\_\_\_, \_\_\_\_\_
- 4 Give these statements the opposite meaning by changing the underlined word. Which statements do you agree with?
- It's probable that people will live on Mars one day.
  - The money I get from my parents every week is adequate.
  - It ought to be legal to ride a bicycle without a helmet.
  - Most people would describe me as responsible.
  - The roads in my country are really safe.
  - Doctors are underpaid for the job they do.
  - People who are pro-nuclear don't understand the dangers.
  - Pre-match interviews with footballers are usually boring.

- 5 Complete the sentences with the correct form of the word in capitals. Use a prefix and a suffix each time. Do you share any of these worries?

I worry about:

- jobs. Youth \_\_\_\_\_ is a big problem in my country. **EMPLOY**
- the environment. People should use more \_\_\_\_\_ energy. **NEW**
- the media. There is too much \_\_\_\_\_ : you can't trust anybody. **INFORM**
- health. There aren't enough doctors. Hospitals are \_\_\_\_\_ . **STAFF**
- politics. Politicians should be made to keep their \_\_\_\_\_ promises. **ELECT**
- our society. I think it should be more \_\_\_\_\_ . **CULTURE**

# 08 WORD LIST

## Geographical features

- bay /beɪ/
- cave/cavern /keɪv/'kævən/
- cliff /klɪf/
- coast /kəʊst/
- coastal region /'kəʊstl,rɪ:dʒən/
- coastline /'kəʊstləɪn/
- current /'kʌrənt/
- dam /dæm/
- diverse landscape /daɪvɜ:s 'lændskeɪp/
- foothills /'fʊθɪlz/
- glacier /'glæɪsɪə/
- gyre/whirlpool /'dʒaɪə/'wɜ:lpu:l/
- ice cap /'aɪs kæp/
- (lush) forest /('lʌʃ) 'fɒrəst/
- (majestic) mountains /('mæ,dʒestɪk) 'maʊntɪnz/
- natural wonder /'nætʃərəl 'wʌndə/
- pond /pɒnd/
- (sandy) beach /('sændi) 'bi:tʃ/
- seabed /'si:bɪd/
- seashore /'si:ʃə/
- stream /stri:m/
- tide /taɪd/
- (vast) desert /('vɑ:st) 'dezət/
- wave /weɪv/

## Describing location

- above/below the surface /ə,bʌv/bɪ,ləʊ ðə 'sɜ:fəs/
- cover /'kʌvə/
- deep in the forest /di:p ɪn ðə 'fɒrəst/
- high in the mountains /haɪ ɪn ðə 'maʊntɪnz/
- in the northern/southern/eastern/western part of an island/country /ɪn ðə 'nɔ:ðən/'sʌðən/'i:stən/'westən pɑ:t əv ən 'aɪlənd/'kʌntri/
- inland from sth /'ɪnlənd frəm/
- lie /laɪ/
- mainland /'meɪnlənd/
- off the coast /ɒf ðə 'kəʊst/
- on the (east/west) coast (of Australia) /ɒn ðə (i:st/west) ,kəʊst (əv ðə'streɪliə)/
- surrounded by sth /sə'raʊndɪd baɪ/
- to the north/south/east/west of sth /tə ðə 'nɔ:θ/'sauθ/'i:st/'west əv/
- underground /'ʌndəgraʊnd/

## Animals

- camel /'kæməl/
- chimpanzee /tʃɪmpən'zi:/
- domestic/farm/wild animal /də'mestɪk/'fɑ:m/waɪld 'æɪnɪməl/
- jellyfish /'dʒelɪfɪʃ/
- lizard /'lɪzəd/
- (marine) mammal /('mɑ:ri:n) 'mæməl/
- owl /aʊl/
- rabbit /'ræbɪt/
- (sea) creature /('si:) 'kri:tʃə/
- seabird /'si:bɜ:d/
- sea lion /'si: ,laɪən/
- sheep /ʃi:p/
- turtle /'tɜ:tl/
- whale /weɪl/

## Describing animals

- adorable/loveable /ə'dɔ:rəbəl/'lʌvəbəl/
- aggressive towards sb/sth /ə'ɡresɪv tə,wɔ:rdz/
- agile /ədʒaɪl/
- be competitive against sb /bi kəm'petətɪv ə'ɡenst/
- behaviour /bi'heɪvjə/
- childhood/adolescence /'tʃɪldhʊd/,'ædə'lesəns/
- develop powerful bonds /dɪ'veləp ,paʊəfəl 'bɒndz/
- do well in intelligence tests /du: ,wel ɪn ɪn'telədʒəns tests/
- domesticate /də'mestɪkeɪt/
- (extremely) violent /(ɪk'stri:mli) 'vaɪələnt/
- evolve /ɪ'vɒlv/
- follow the crowd /fɒ'ləʊ ðə 'kraʊd/
- food chain /'fu:ð tʃeɪn/
- form (stable) communities /fɔ:m ('steɪbəl) kə'mju:nətɪz/
- gentle /dʒentl/
- graceful /'ɡreɪsəfəl/
- in the wild /ɪn ðə 'waɪld/
- independent (of sb/sth) /ɪndə'pendənt (əv)/

(living) species /('li:vɪŋ) 'spi:ʃi:z/  
 lay eggs /leɪ 'egz/  
 male/female /meɪl/'fi:meɪl/  
 natural habitat /ˌnætʃərəl 'hæbɪtæt/  
 nesting area /'nestɪŋ ,eəriə/  
 playful /'pleɪfəl/  
 prey /preɪ/  
 rival gang /rɪ'raɪvəl 'gæŋ/  
 rookery /'rʊkəri/  
 sea life /'si: laɪf/  
 social/sociable /'səʊʃəl/'səʊʃəbəl/  
 social relationships /ˌsəʊʃəl ri'leɪʃənʃɪps/  
 stupid /'stju:pəd/  
 tame /teɪm/  
 undervalued /ˌʌndə'vælju:d/  
 useful to society /ˌju:zəfəl tə sə'saɪəti/  
 wise /waɪz/

## Environmental problems and protection

acid rain /ˌæsɪd 'reɪn/  
 (air) pollution /('eə) pə'lju:ʃən/  
 atmosphere /'ætməsfɪə/  
 average temperature /ˌævərɪdʒ 'tempərətʃə/  
 behave responsibly /bɪ'heɪv rɪ'spɒnsəbli/  
 carbon dioxide /ˌkɑ:bən daɪ'ɒksaɪd/  
 carbon emissions /'kɑ:bən ɪ'mɪʃənz/  
 climate change /'klaɪmət tʃeɪndʒ/  
 consume /kən'sju:m/  
 contaminant /kən'tæmɪnənt/  
 drift /drɪft/  
 dump unwanted rubbish /ˌdʌmp ʌn'wʌntəd 'rʌbɪʃ/  
 environmental group /ɪnˌvaɪrən'mentl grʊ:p/  
 environmental impact /ɪnˌvaɪrən'mentl 'ɪmpækt/  
 environmentalist /ɪnˌvaɪrən'mentəlɪst/  
 erosion /ɪ'rəʊʒən/  
 establish national parks /ɪ'stæblɪʃ ,næʃənəl 'pɑ:ks/  
 extract /ɪk'strækt/  
 floating barrier /ˌflaʊtɪŋ 'bæriə/  
 fossil fuel /'fɒsəl 'fju:əl/  
 fresh water /'freʃ 'wɔ:tə/  
 funding /'fʌndɪŋ/  
 garbage patch /'gɑ:bɪdʒ pætʃ/  
 gas /gæs/  
 global warming /ˌgləʊbəl 'wɔ:mɪŋ/  
 hazard /'hæzəd/  
 industrial/non-biodegradable waste  
 /ɪnˌdʌstriəl/nɒn ,baɪəʊdɪ'greɪdəbəl 'weɪst/  
 industrialisation /ɪnˌdʌstriələɪ'zeɪʃən/  
 (local/marine) wildlife /('ləʊkəl/məri:n) 'waɪldlaɪf/  
 make efforts /ˌmeɪk 'efəts/  
 melt /melt/  
 (negative) impact /(ˌnegətɪv) 'ɪmpækt/  
 nutrient /'nju:triənt/  
 oil well /'ɔɪl wel/  
 onshore/offshore oilfield /ɒnʃəʊ/ɒfʃəʊ 'ɔɪlfɪ:ld/  
 (plastic) pollution/pollution from sth /('plæstɪk) pə'lju:ʃən/pə'lju:ʃən frəm/  
 plastic waste /ˌplæstɪk 'weɪst/  
 pollutant /pə'lju:tənt/  
 pollute /pə'lju:t/  
 pro-nuclear /prəʊ 'nju:kliə/  
 recycle /rɪ:'saɪkəl/  
 release toxins/chemical substances /rɪˌli:z 'tɒksɪnz/'kæmɪkəl 'sʌbstənsɪz/  
 renewable energy /rɪˌnju:əbəl 'enədʒi/  
 rise (by one degree Celsius) /raɪz (baɪ wʌn dɪ'grɪ: 'selsɪəs)/  
 rise in sea level/rising sea level /raɪz ɪn 'si: ,le:vəl/raɪzɪŋ 'si: ,le:vəl/  
 rubbish tip/landfill /'rʌbɪʃ tɪp/'lændfɪl/  
 rubbish/garbage/litter/waste/debris /'rʌbɪʃ/'gɑ:bɪdʒ/'lɪtə/weɪst/'debrɪ:  
 sewage /'si:ʒu:dʒ/  
 solution /sə'lju:ʃən/  
 toxic /'tɒksɪk/  
 toxin /'tɒksən/  
 (wildlife) protection /('waɪldlaɪf) prə'tekʃən/

## Extreme weather, natural disasters

baking/burning/scorching temperatures /ˌbeɪkɪŋ/b:ɜ:nɪŋ/  
 ,skɔ:tɪŋ 'tempərətʃəz/  
 drought /draʊt/  
 flood /flʌd/  
 landslide /'lændslaɪd/  
 starvation /stɑ:'veɪʃən/

## Travelling and tourism

area of natural beauty /ˌeəriə əv ,nætʃərəl 'bjʊ:ti/  
 around the globe /əˌraʊnd ðə 'gləʊb/  
 cross /krɒs/  
 cultural heritage /ˌkʌltʃərəl 'herətɪdʒ/  
 degrade /dɪ'greɪd/  
 deserted/barren/desolate wilderness /dɪˌzɜ:təd/bærən/desələt 'wɪldnəs/  
 distant/remote/inaccessible region /ˌdɪstənt/rɪˌməʊt/ɪnək'sesəbəl 'rɪdʒən/  
 empty/bleak/inhospitable place /ˌempti/blɪ:k/ɪnhɒ'spɪtəbəl 'pleɪs/  
 facilities for tourists /fəˌsɪlətɪz fə 'tʊərɪsts/  
 goal (of the journey) /'gəʊl (əv ðə ,dʒɜ:ni)/  
 hunt (for sth) /hʌnt (fə)/  
 limit tourism /lɪmət 'tʊərɪzəm/  
 lose all sense of space/time /ˌlu:z əl sens əv 'speɪs/'taɪm/  
 navigation error /ˌnævɪ'geɪʃən ,erə/  
 path /pɑ:θ/  
 picturesque /ˌpɪktʃə'resk/  
 reach your destination /rɪtʃ jə ,destə'neɪʃən/  
 resort /rɪˈzɔ:t/  
 speedboat /'spi:dbəʊt/  
 survive /sə'vaɪv/  
 sustainable tourism /sə'steɪnəbəl 'tʊərɪzəm/  
 tough/punishing/arduous journey /ˌtaʊəpʊ'nɪʃɪŋ/ɑ:du:əs 'dʒɜ:ni/  
 tour operator /'tʊə ,ɒpəreɪtə/  
 tourist destination /'tʊərɪst ,destə'neɪʃən/  
 travelling companion /'trævəlɪŋ kəmˌpænjən/  
 visitor /'vɪzətə/

## Phrasal verbs

break up into (smaller particles) /breɪk 'ʌp ɪntə/  
 follow around /ˌfɒləʊ ə'raʊnd/  
 go around /gəʊ ə'raʊnd/  
 set off/set out /set 'ɒf/set 'aʊt/  
 sit around /sɪt ə'raʊnd/  
 turn around and around /tɜ:n ə'raʊnd ənd ə'raʊnd/

## Other

approval /ə'pru:vəl/  
 around/approximately /ə'raʊnd/ə'prɒksɪmətli/  
 challenge /'tʃæləndʒ/  
 challenging /'tʃæləndʒɪŋ/  
 common misconception /ˌkɒmən ,mɪskən'sepʃən/  
 crystal /'krɪstl/  
 distance yourself from sb/sth /ˌdɪstəns jə'self frəm/  
 food poisoning /'fu:d ,pɔɪzənɪŋ/  
 geologist /dʒɪ'blɒdʒɪst/  
 grown /grəʊn/  
 growth /grəʊθ/  
 incomparable /ɪnˌkɒmpərəbəl/  
 inherent /ɪn'hiərənt/  
 injured /ɪndʒəd/  
 injury /ɪndʒəri/  
 mineral /'mɪnərəl/  
 poison /'pɔɪzən/  
 poisonous /'pɔɪzənəs/  
 pursue /pə'sju:z/  
 rag /ræg/  
 ragged /'ræɡəd/  
 scientific research /ˌsaɪən,tɪfɪk rɪ'sɜ:tʃ/  
 seed /si:d/  
 take a chance /teɪk ə 'tʃɑ:ns/  
 thirst /θɜ:st/  
 thirsty /θɜ:sti/  
 undoubtedly /ˌʌn'daʊtɪdli/  
 unlike sth /ʌn'laɪk/  
 vastness /'vɑ:stnəs/

# FOCUS REVIEW 8

## VOCABULARY AND GRAMMAR

1 Complete the sentences with the words in the box. There are two extra words.

[species debris habitat inhospitable field prey wells]

- 1 After the hurricane there was so much \_\_\_\_\_ scattered around that it took ages to clean it up.
- 2 Animals use a number of techniques to catch their \_\_\_\_\_ such as stalking or waiting camouflaged for the most appropriate moment.
- 3 The first oil \_\_\_\_\_ in Europe were drilled 30–50 metres deep in Bóbrka, Poland.
- 4 Deforestation is a serious problem mainly because it contributes to the loss of natural \_\_\_\_\_ of the animals living in the forest.
- 5 The middle of the Sahara is one of the most \_\_\_\_\_ places on the planet. There's hardly any life.

2 Complete the sentences with the correct form of the words in capitals.

- 1 The idea that space exploration is the main reason for the loss of the ozone layer is a common \_\_\_\_\_. **CONCEIVE**
- 2 He stood on the shore admiring the ocean and feeling overwhelmed by its \_\_\_\_\_. **VAST**
- 3 It is feared that the contract for a new power plant has been \_\_\_\_\_, and this may cause a serious delay to its opening. **MANAGE**
- 4 Despite the \_\_\_\_\_ temperatures in Death Valley, we decided to go for a drive across it. **SCORCH**
- 5 The residents expressed their strong \_\_\_\_\_ of the authorities' plan to extend the supermarket in place of a park. **APPROVE**
- 6 Environmentalists worry about the \_\_\_\_\_ waste in our area. **INDUSTRY**

3 Complete the sentences with the correct form of the verbs in brackets.

- 1 I wish I \_\_\_\_\_ (choose) to do a presentation about endangered species. I'm struggling with the topic of acid rain.
- 2 It's high time you \_\_\_\_\_ (start) cycling to school. It's not too far.
- 3 If only the motorway \_\_\_\_\_ (not build) near the nature reserve. It wouldn't have affected the local wildlife so much.
- 4 I'd rather you \_\_\_\_\_ (use) reusable bags while shopping instead of those plastic ones.
- 5 I wish my parents \_\_\_\_\_ (ask) me what breed of dog I wanted to get before buying me a poodle.

4 Complete the second sentence so that it has a similar meaning to the first.

- 1 You are not allowed to use the equipment without supervision under any circumstances.  
Under \_\_\_\_\_ the equipment without supervision.
- 2 Tim not only saw a school of dolphins, but he also spotted a whale.  
Not \_\_\_\_\_ a school of dolphins, but he also spotted a whale.
- 3 Claudia needs to mow the lawn before she goes on holiday.  
What \_\_\_\_\_ the lawn before she goes on holiday.
- 4 We have never experienced such cold weather while skiing.  
Never \_\_\_\_\_ such cold weather while skiing.
- 5 Josh only recommended you should buy more organic food.  
All \_\_\_\_\_ should buy more organic food.

## LANGUAGE IN USE

5 Complete the text with one word in each gap.

### A KANGAROO AT LARGE

A couple of weeks ago the police received a strange phone call. It turned out that a kangaroo had escaped from an animal park situated in the suburbs. <sup>1</sup> \_\_\_\_\_ arrived at the scene, the police discovered that the kangaroo had got out through a hole in the fence.

The public and all police patrols were notified about the missing kangaroo. Immediately, the police received a <sup>2</sup> \_\_\_\_\_ of phone calls from members of the public with reported sightings of the escaped animal. Unfortunately,

<sup>3</sup> \_\_\_\_\_ the police getting to these places fairly promptly, the kangaroo managed to stay one hop ahead of everyone. After a couple of days, the police finally realised that the kangaroo was grazing on the grass in the park near the police station. <sup>4</sup> \_\_\_\_\_ everybody found quite surprising was how calm the animal seemed to be and how easy it was to catch.

When it was safely returned to the animal park, one policeman said, 'I wish we <sup>5</sup> \_\_\_\_\_ more cases like that.'

6 Complete the second sentence so that it has a similar meaning to the first.

- 1 Your dog needs training.  
It's high time \_\_\_\_\_.
- 2 I have never seen so many robins in the garden before.  
Never before \_\_\_\_\_.
- 3 The rescue workers really want some hot food and a rest.  
If only \_\_\_\_\_.
- 4 It's a pity I didn't listen to my brother when he told me about the weather.  
I wish \_\_\_\_\_.
- 5 We mustn't go home now because there's a tornado approaching.  
Under \_\_\_\_\_.
- 6 I don't like the fact that the teacher gives us so many photocopies.  
I'd rather \_\_\_\_\_.

## READING

- 7 Read the texts about travellers. For questions 1–5, choose from the texts (A–C). You can choose each text more than once.

Which text mentions a person who:

- 1 needed a number of accomplishments to achieve their ambition?
- 2 achieved something which had first been done many years before?
- 3 had to compete against another person trying to achieve the same goal?
- 4 became famous for a discovery that many others had failed to make?
- 5 was in danger?

**A** **Krystyna Chojnowska-Liskiewicz** (born 15 July 1936) was the first woman to sail solo around the globe, a journey initially completed by Joshua Slocum in 1900. Chojnowska-Liskiewicz set off from the Canary Islands on 28 February 1976 in the 9.5-metre vessel *Mazurek*, whose construction team was headed by her husband. She circumnavigated 31,166 nautical miles before returning to the spot where she had started some 401 days later on 21 April 1978. In completing her voyage, she officially became the first woman to sail single-handedly around the world, beating New Zealander Naomi James, who completed her circumnavigation on 8 June the same year.

**B** **Jacek Palkiewicz** (born 2 June 1942) is a Polish journalist, traveller and explorer who has written over thirty books and became an internationally recognised expert on survival skills. Notable trips include his first major expedition in which he crossed the Sahara Desert on foot in 1972, a journey to the coldest place in Siberia ( $-72^{\circ}\text{C}$ ) in 1989 and crossing the jungles of Vietnam on elephants in 1992. He is best known, however, for his 1996 trek to the Andes, where he led the scientific expedition which indisputably established the sought-after source of the Amazon River.

**C** **Junko Tabei** (born 22 September 1939) is a Japanese mountain climber who became the first woman to climb Mount Everest. During the ascent, the camp Tabei was staying at was struck by an avalanche. She was buried under the snow and lost consciousness but her Sherpa guide dug her out. Twelve days after the avalanche, on 16 May 1975, Tabei reached the summit of Mount Everest. Tabei had set herself the goal of becoming the first woman to scale the Seven Summits, the highest mountains on each of the seven continents. She achieved her goal in June 1992, when she climbed Puncak Jaya on the island of New Guinea. Tabei also climbed the highest peaks in different countries around the world and by 2009 she had reached fifty-six of them. Apart from climbing, she is also working for an organisation aiming to preserve mountain environments.

## SPEAKING

- 8 In pairs, complete the speaking task.

Student A, your photos show people doing things to help the environment. Compare the photos and say how the people's actions are helping the environment.



Student B, have you ever taken part in a beach cleanup?

- 9 Now go to **WORD STORE** page 24 and complete another speaking task.
- 10 In pairs, discuss the questions.
- 1 What could be done to persuade people to recycle more?
  - 2 How can you use social media to promote an environmentally friendly lifestyle?
  - 3 Is the work of environmental organisations effective? What makes you think so?
  - 4 What are the advantages of living next to large green areas?

## WRITING

- 11 Complete the writing task.

You have seen this announcement on an English-language website.

### Film reviews wanted

Have you seen a film that was made in a particularly beautiful part of the world? Write a review for our website, describing the location and how it was important for the film. Say whether you would recommend the film to others and why.

Write your review in 140–190 words.

# GRAMMAR FOCUS

## 0.1 Present tenses – review

### Present Simple

We use the Present Simple to talk about:

- actions which are repeated regularly:  
*I always **drive** to work.*
- states and permanent situations:  
*The chef **doesn't come** from Italy.*
- with verbs expressing emotions (*hate, like, love, etc.*), states of mind (*believe, know, need, prefer, remember, seem, think, understand, want, etc.*) or senses (*feel, hear, see, etc.*):  
*Do you **prefer** Indian food or Chinese food?*

### Present Continuous

We use the Present Continuous to talk about:

- actions happening at the time of speaking:  
*Most of the guests **are sitting** on the outdoor patio at the moment.*
- temporary situations:  
*I'm **working** at Tuco's bar during the summer break.*

### Present Perfect Simple

We use the Present Perfect Simple to talk about actions and situations which:

- finished in the past and have a result in the present (and we don't know or it's not important when exactly they happened):  
*I've **made** coffee. Would you like some?*
- started in the past and continue into the present:  
*How long **have** you **owned** this restaurant?*

### Present Perfect Continuous

We use the Present Perfect Continuous to talk about:

- actions which started in the past and continue into the present:  
*Zoe **has been sleeping** since two o'clock.*
- actions which lasted for some time (and possibly still continue) and whose results we can see now:  
*I'm tired because I've **been cleaning** the house all day.*

### Present Perfect Simple vs Present Perfect Continuous

We use the Present Perfect Continuous to focus on the action or process (which may or may not be complete):

*I've **been baking** biscuits all morning.*

We use the Present Perfect Simple to focus on the result of a finished action:

*I've **baked** 200 biscuits.*

### Choose the correct options.

- 1 I'm really tired. I *have cooked* / *have been cooking* all day.
- 2 I *haven't seen* / *haven't been seeing* Margaret recently.  
How is she?
- 3 She *thinks* / *is thinking* she'll have the steak, but she can't decide.
- 4 *Do you hear* / *Are you hearing* that noise? I wonder what it is.
- 5 I'm watching my weight, so I *prefer* / *am preferring* not to have any sugar in my coffee.
- 6 The meeting *is taking place* / *takes place* upstairs today because of the flood damage on the ground floor.
- 7 Margaret *has been writing* / *has written* the reports. Can you take them up to Mr. Jones?

## 0.2 Past tenses – review

### Past Simple

We use the Past Simple to talk about:

- actions and situations which started and finished in the past.  
We often say when they happened:  
*We **bought** this house in 2013.*
- a series of actions that happened one after the other:  
*Messi **kicked** the ball and it **flew** into the net.*

### Past Continuous

We use the Past Continuous:

- to talk about actions which were in progress at a particular time in the past:  
*'What **were** you **doing** at eight yesterday evening?'*  
*'I **was watching** a football game on TV.'*
- to talk about an action which was in progress when another action took place (for the shorter action, which happened while the longer action was in progress, we use the Past Simple):  
*When she **was skiing** down the slope, another skier **crashed** into her.*
- to describe background states for other events:  
*On the day of the match the sun **was shining** and a light breeze **was blowing**.*

### Past Perfect Simple

We use the Past Perfect Simple to talk about an action that happened before a particular time in the past or before another past action (for the action that happened first, we use the Past Simple):

*The party **had finished** by midnight.*

*Owen **had scored** two goals before the coach **decided** to substitute him.*

### Choose the correct answer, A, B or C.

- I went ice-skating last weekend – it was the first time I \_\_\_\_ it.  
A tried            B had tried            C was trying
- No, I \_\_\_\_ that you were moving abroad. That's news to me!  
A wasn't hearing    B don't hear            C hadn't heard
- I \_\_\_\_ first prize in a chess competition once.  
A had won            B won            C was winning
- I'm sorry. I \_\_\_\_ about something else. What did you say?  
A thought            B was thinking            C had thought
- I broke a bone once. I \_\_\_\_ my bike and crashed into a tree.  
A rode            B had ridden            C was riding
- Had he ever \_\_\_\_ a basketball team before he took on the school team?  
A coached            B coaching            C been coaching

### Complete the sentences with the correct form of the verbs in brackets.

- I wish I \_\_\_\_\_ (not eat) so much. I feel rather ill now.
- If I \_\_\_\_\_ (not help) my mother around the house this afternoon, she \_\_\_\_\_ (not let) me use the Internet in the evening.
- If I \_\_\_\_\_ (can) meet anyone, dead or alive, I \_\_\_\_\_ (choose) to meet John Lennon.
- You \_\_\_\_\_ (not be able) to buy a new laptop last year if I \_\_\_\_\_ (not lend) you the money.
- I'd love to visit Barcelona one day. If only I \_\_\_\_\_ (can) afford to go.
- Jane's little brother is so spoilt. If you \_\_\_\_\_ (not give) him what he wants, he \_\_\_\_\_ (get) really angry.

## 0.3 Conditionals • wish and if only

### Conditionals

- We use Zero Conditional sentences (*if/when* + Present Simple, Present Simple) to talk about things that are always true:  
*If the temperature **drops** below zero, water **freezes**.*  
*When babies **are** hungry, they **cry**.*
- We use First Conditional sentences (*if* + Present Simple, *will/could/might* + infinitive) to talk about things which will happen in the future under certain conditions:  
*If you **leave** a message, they'll **call** you back.*
- We use Second Conditional sentences (*if* + Past Simple, *would/could/might* + infinitive) to talk about present or future situations or states which are impossible or unlikely:  
***Would** you **tell** him the truth if he **asked** you?*
- We use Third Conditional sentences (*if* + Past Perfect, *would have/might have/could have* + Past Participle) to talk about events in the past that did not happen:  
*If you **had accepted** my help, you **would have avoided** a lot of trouble.*

### wish and if only

- We use *wish/if only* + Past Simple to express regret and dissatisfaction with a present situation:  
*John **wishes** he **didn't have to** sell the house.*  
***If only** I **could** help you.*
- We use *wish/if only* + *would* + infinitive to express annoyance about a present situation that we would like to be different. It usually refers to things we can't change or control:  
*I **wish** they'd **stop** playing loud music in the evenings.*  
***If only** you'd **come back** to me.*
- Wish* and *if only* have a similar meaning, but *if only* is more emphatic. It expresses a greater degree of regret.
- We use *wish/if only* + Past Perfect to express regret about a past situation:  
***Wish** I **hadn't bought** this dress – it's awful!  
It's too late now. **If only** I'd **followed** my dad's advice!*

## 0.4 Modal verbs for speculation

- When speculating about present or future situations, we use *must/might/may/could/might not/may not/can't* + infinitive.
- When speculating about past situations or events, we use *must/might/may/could/might not/may not/can't* + *have* + past participle.
- Must* expresses a strong belief (bordering on certainty) that something is or was true:  
*There **must be** something wrong with the engine.*  
*She **must have made** a mistake in her calculations.*
- Might, may* and *could* express a possibility that something is, will be or was possible or probable:  
*This **might/may/could** be the article I'm looking for.*  
*Scientists disagree on what **might/may/could happen** to the Earth in the future.*  
*Life on Earth **might/may/could have originated** from another planet.*
- Might not* and *may not* express a weak possibility that something is not, will not be or was not true:  
*Black holes **might not/may not exist** at all.*  
*Here are some facts you **may not/might not have heard** about.*
- Can't* expresses a strong belief (bordering on certainty) that something is not or was not true:  
*He **can't be** English; his accent is too strong.*  
*This book **can't have been written** by a real expert.*

# GRAMMAR FOCUS

Complete the second sentence so that it has a similar meaning to the first, using the word in capitals. Do not change the word in capitals.

- I'm certain that he didn't see me. **CAN'T**  
He \_\_\_\_\_ me.
- I'm not sure she believes me. **MIGHT**  
She \_\_\_\_\_ me.
- I'm positive that John broke it. No one else was here. **MUST**  
John \_\_\_\_\_ it. No one else was here.
- Maybe the instructions fell behind the wardrobe. **MAY**  
The \_\_\_\_\_ behind the wardrobe.
- I'm convinced there's no life on other planets. **CAN'T**  
There \_\_\_\_\_ on other planets.
- I'm sure he is satisfied with the results of his research. **MUST**  
He \_\_\_\_\_ with the results of his research.

## 0.5 Reported Speech

### Statements

In Reported Speech we often report the speaker's words using verbs such as **say** or **tell** and the pronoun **that** (which can be omitted). The verb **tell** takes an object:

'I bought a bunch of flowers for my wife.' → He **told me/said (that)** he had bought a bunch of flowers for his wife.

We make the following changes in Reported Speech:

- tenses:

Direct Speech	Reported Speech
<b>Present Simple</b> Rose: 'I do the shopping at weekends.'	<b>Past Simple</b> Rose said (that) she did the shopping at weekends.
<b>Present Continuous</b> Rose: 'I am doing the shopping.'	<b>Past Continuous</b> Rose said (that) she was doing the shopping.
<b>Present Perfect</b> Rose: 'I have already done the shopping.'	<b>Past Perfect</b> Rose said (that) she had already done the shopping.'
<b>Past Simple</b> Rose: 'I didn't do the shopping this morning.'	<b>Past Perfect</b> Rose said (that) she hadn't done the shopping that morning.
<b>Past Perfect</b> Rose: 'I hadn't done any shopping before the party.'	<b>Past Perfect</b> Rose said (that) she hadn't done any shopping before the party.
<b>can/can't</b> Rose: 'I can't do the shopping.'	<b>could/couldn't</b> Rose said (that) she couldn't do the shopping.
<b>will/won't</b> Rose: 'I won't do the shopping on my own.'	<b>would/wouldn't</b> Rose said (that) she wouldn't do the shopping on her own.
<b>be going to</b> Rose: 'I'm going to do the shopping on Saturday.'	<b>was/were going to</b> Rose said (that) she was going to do the shopping on Saturday.

- time expressions and words referring to places (depending on the context):

Direct Speech	Reported Speech
now	at that time/then
today	that day
yesterday	the day before/the previous day
two hours ago	two hours earlier/before
tomorrow	the next day/the following day
here	there

- demonstrative pronouns, personal pronouns, object pronouns and possessive adjectives (depending on the context):

Direct Speech	Reported Speech
this/these	that/those
I/we	he/she/they
me/us	him/her/them
my	his/her
our	their

### Questions

To report questions, we use verbs and phrases such as **ask**, **enquire** or **want to know** and make the same changes as in reported statements (tenses, pronouns, time expressions, words referring to places, etc.). The word order in reported questions is the same as in affirmative sentences (the subject comes before the verb).

- To report *yes/no* questions, we use *if* or *whether*:  
'Can I speak to the manager?' → The customer asked **if/whether** he **could** speak to the manager.  
'Do you often watch films on TV?' → I asked her **if/whether** she often **watched** films on TV.
- To report *wh-* questions, we keep the question word (e.g. *what, who, how, where, when*):  
'How many bottles of cola did you buy?' → I asked my son **how many** bottles of cola he **had bought**.  
'When are you coming back?' → Dorothy wanted to know **when** I **was coming** back.

### Imperatives

To report imperatives (orders or requests), we use verbs such as **ask** or **tell** or other reporting verbs, an object and **(not) + to-infinitive**:

'Please refund my money.' → The customer **asked** the manager **to refund** his money.

'Don't apply the cream more than twice a day.' → The shop assistant **advised** the customer **not to apply** the cream more than twice a day.

### Report the statements, questions and imperatives.

- 1 'Our bus left two hours ago,' they told us.  
They told us \_\_\_\_\_.
- 2 'Are you from this part of town?' the stranger asked Greg.  
The stranger asked Greg \_\_\_\_\_.
- 3 'Do you like going to the cinema?' asked Pauline.  
Pauline asked me \_\_\_\_\_.
- 4 'Please don't play in the kitchen,' Barbara told the children.  
Barbara told the children \_\_\_\_\_.
- 5 'You need to get the assignment back to me by 4.00 p.m. tomorrow,' said Mr Roberts.  
Mr Roberts said \_\_\_\_\_.
- 6 'Please get some of my special toothpaste from the chemist's,' Sylvia told me.  
Sylvia asked me \_\_\_\_\_.
- 7 'I have never bought anything because of an advertisement,' said Robert.  
Robert said \_\_\_\_\_.

## 0.6 Articles

### Indefinite article (a/an)

We use **a/an** with singular countable nouns:

- when we mention something for the first time:  
*There is **a** piano in the school hall.*
- when we refer to one of many things:  
*I need **a** new laptop.*
- when we talk about someone's job:  
Brad is **an** actor.
- in expressions with the verb *have* (e.g. *have a chat/a walk/a sleep/a talk/a think*):  
*Let's have **a** look around.*
- in expressions about time, frequency, speed and price per amount:  
*twice **a** year*  
*100 miles **an** hour*  
*£1.50 **a** kilo*

### Definite article (the)

We use **the** with singular and plural nouns and uncountable nouns:

- to refer to something that we have mentioned before:  
*There is **a** piano in the school hall. **The** piano is very old.*
- to refer to something that both the speaker and the listener know:  
*Let's go to **the** restaurant we went to last week.*
- to refer to something unique or one of a kind:  
***The** sun sets at 7 p.m.*  
*Who is **the** music director of La Scala?*
- with *theatre, cinema* and *radio*:  
*I love going to **the** theatre.*  
*I heard it on **the** radio today.*
- with *morning, afternoon, evening* (but not *noon*):  
*Let's watch a DVD in **the** evening.*

- with musical instruments, when referring to someone playing them.  
*Jane plays **the** flute and **the** trumpet.*
- with the superlative form of adjectives:  
***the** most famous*
- with ordinal numbers:  
***the** third*
- with certain names of countries (if the name is in plural form or includes a common noun):  
***the** Netherlands*  
***the** United States*  
***the** United Kingdom*  
***the** Czech Republic*
- with mountain ranges, rivers, seas, oceans, archipelagos and deserts:  
***the** Himalayas*  
***the** Thames*  
***the** Red Sea*  
***the** Bahamas*  
***the** Sahara*

### Zero article

We do not use an article:

- with uncountable nouns or plural countable nouns when we are talking about something in general:  
***Music** is very important in my life.*  
*Pete loves **ice cream**.*  
***Pop stars** are often demanding and self-centered.*
- with meals:  
*Let's have **dinner**.*
- with the names of continents, most countries, cities (exception: *the Hague*), lakes, islands and mountains:  
*Europe*  
*Great Britain*  
*Manchester*  
*Lake Superior*  
*Easter Island*  
*Mount Everest*

### Complete the sentences with a/an, the or Ø (no article).

- 1 I'm going to \_\_\_\_\_ cinema tomorrow. Would you like to come?
- 2 Did you know that \_\_\_\_\_ place with \_\_\_\_\_ longest name is in \_\_\_\_\_ New Zealand? It's a hill called Taumatawhakatangiangaauotamatea-turipukakapiki-maungahoronukupokaiwhenuakitanatahu.
- 3 I just saw \_\_\_\_\_ cat with really short, silvery fur. Is that what they call a Russian Blue?
- 4 What time do you want to have \_\_\_\_\_ lunch?
- 5 I've decided I'm going to have \_\_\_\_\_ haircut. I'm tired of having long hair.
- 6 Isn't he \_\_\_\_\_ actor who's in that new soap opera?
- 7 Did you know that \_\_\_\_\_ capital of \_\_\_\_\_ Syria is Damascus?

# GRAMMAR FOCUS

## 0.7 Comparative structures

### Adjectives

We form the comparative and superlative forms of adjectives as follows:

Adjectives		Comparative	Superlative
<b>one-syllable adjectives</b>	young	younger	the youngest
	nice	nicer	the nicest
	hot	hotter	the hottest
<b>one- or two-syllable adjectives ending in -y</b>	pretty	prettier	the prettiest
	dry	drier	the driest
<b>two-syllable or longer adjectives</b>	dangerous	more dangerous	the most dangerous
<b>irregular adjectives</b>	good	better	the best
	bad	worse	the worst
	far	further	the furthest

- *less* + adjective:  
*Marie is **less ambitious** than Tess.*
- *the least* + adjective:  
*His last book was **the least interesting**.*

### Adverbs

We form the comparative and superlative forms of adverbs as follows:

Adverbs		Comparative	Superlative
<b>most adverbs</b>	quietly	more quietly	the most quietly
	carefully	more carefully	the most carefully
<b>adverbs same as adjectives</b>	hard	harder	the hardest
	near	nearer	the nearest
	early	earlier	the earliest
	late	later	the latest
	fast	faster	the fastest
<b>irregular adverbs</b>	well	better	the best
	badly	worse	the worst
	far	further	the furthest
	little	less	the least
	a lot/ much	more	the most

- *less* + adverb:  
*From now on this page will be updated **less regularly**.*
- *the least* + adverb:  
*This country is one of **the least effectively** governed countries in the world.*

### Other forms of comparison

- To compare two people, things or activities, we can use *than*:  
*The inside of the hospital is more modern **than** the outside.*  
*Does brown hair grow more quickly **than** blonde hair?*
- We can also use (not) *as* + adjective/adverb + *as*:  
*Your essay is **not as good as** mine.*

- To talk about a small difference between two people, things or activities, we can use **a little/a bit/slightly** + adjective/adverb in the comparative form:  
*Boys are a **bit more likely** than girls to be born early.*  
*The event was received **slightly more positively** than the previous one.*
- To talk about a big difference, we can use **quite a bit/far/much/a lot** + adjective/adverb in the comparative form:  
*We're going to need a **much more powerful** telescope.*  
*The new system works **far better** than everyone expected.*
- We use **not** + adjective/adverb + **enough** to say we have less than we need or want and **too** + adjective/adverb to say we have more than we need or want:  
*The new version of this video game is still **not realistic enough**.*  
*I didn't play **well enough** to win.*  
*The survivors were **too exhausted** to answer any questions.*  
*We left the hotel **too early** to have breakfast there.*
- To say that with one change (to a certain degree) comes another change (to the same degree), we use *the* + comparative, *the* + comparative:  
***The sooner** you get here, **the better**.*  
***The harder** I try, **the worse** the situation becomes.*

### Complete the sentences with the correct form of the words in brackets.

- 1 He really is \_\_\_\_\_ (talented) singer I've ever heard.
- 2 Rome isn't \_\_\_\_\_ (expensive) as I thought it would be.
- 3 Is it possible for you to come over a bit \_\_\_\_\_ (early)?
- 4 He's far \_\_\_\_\_ (intelligent) you might think.
- 5 It's much \_\_\_\_\_ (far) I expected.
- 6 Driving is the \_\_\_\_\_ (safe) way of travelling. All other ways are safer.
- 7 'When can you finish?' 'The \_\_\_\_\_ (soon, good), to be honest.'

## 0.8

The Passive; *have something done*

## The Passive

- We use the Passive when we are more interested in the action itself than the person (the agent) performing it:  
*The presidential election **will be held** in July.*
- If we want to say who performed the action, we use the word **by**:  
*The telephone **was invented** in 1876 **by** Alexander Graham Bell.*
- We form the Passive with an appropriate form of the verb to be and the past participle of the main verb.

Present Simple	Coffee <b>is grown</b> and <b>exported</b> by over fifty developing countries.
Present Continuous	The report <b>is still being examined</b> .
Past Simple	When <b>was</b> the Willis Tower <b>built</b> ?
Past Continuous	At 11 p.m. the suspect <b>was still being questioned</b> .
Present Perfect	A new community centre <b>has just been opened</b> in my town.
Past Perfect	I found out that my application <b>had been accepted</b> .
will	Over 1,000 companies <b>will be affected</b> by the new regulations.

*have something done*

We use *have* + object + past participle to talk about actions that someone else (typically an expert or a contractor) does at our request. Compare the two sentences:

*After the burglary the Jacksons **changed** their locks.* (They did it themselves.)

*After the burglary the Jacksons **had their locks changed**.* (They hired a locksmith to do it.)

Present Simple	We <b>have</b> the office <b>cleaned</b> twice a week.
Present Continuous	Why <b>are</b> you <b>having</b> your windows <b>replaced</b> ?
Past Simple	We <b>had</b> all the installations <b>checked</b> .
Past Continuous	Last year in June my neighbours <b>were having</b> their house <b>painted</b> .
Present Perfect	<b>Have</b> you ever <b>had</b> your nails <b>done</b> ?
will	When <b>will</b> you <b>have</b> your tyres <b>changed</b> ?
be going to	<b>I'm going to have</b> a burglar alarm <b>installed</b> .

We can usually replace the verb *have* with the verb *get*:

We **had** the documents translated. =

We **got** the documents translated.

Complete the sentences with the correct form of the words in brackets. Use the Passive or *have something done*.

- 1 He \_\_\_\_\_ (stop) by the police and \_\_\_\_\_ (ask) for his ID.
- 2 I think everybody – both road-users and pedestrians – \_\_\_\_\_ (affect) by the introduction of self-driving cars in the near future.
- 3 Where \_\_\_\_\_ (you/your laptop/repair) last month? I think mine's broken now.
- 4 Smoking in public places \_\_\_\_\_ (ban) for several years now.
- 5 Actually, I \_\_\_\_\_ (never/my photo/take) by a professional photographer.
- 6 More drivers \_\_\_\_\_ (fine) for speeding than for drink-driving.
- 7 An increasing number of teenagers \_\_\_\_\_ (teach) how to cook by their parents nowadays.

## 1.2 Present and past habits

To talk about someone's habits and typical behaviour, we can use:

- the Present Simple or the Past Simple, to talk about repeated present or past actions or states:  
*When I **get** home, I **do** my homework and then **practise** the violin.*  
*My grandfather **picked me up** from school every day.*
- used to + infinitive to talk about states (e.g. with the verbs *be, have, believe, like*) or actions that happened regularly in the past but are no longer happening in the present. We do not use this structure to talk about single past actions:  
*When I was your age, I **used to be** very eager to learn.*  
*I **didn't use to fall behind** with my schoolwork.*  
***Did** you **use to like** Chemistry?*
- would + infinitive to talk about past actions or behaviour typical for someone (but not states):  
*Our Maths teacher **would give** us loads of homework.*
- will + infinitive to talk about present actions or typical behaviour (but not states):  
*She'll **watch** TV or play games all day instead of studying for her exams.*  
Note: We do not use the verbs *will/would* in this meaning in questions.
- the Present Continuous or Past Continuous with the adverb *always* to complain about someone's behaviour:  
*She's **always putting** things off and is never on time.*  
*My neighbours **were always complaining** about the noise.*

### Choose the correct options.

- 1 When Marek and I shared a room in a hall of residence, he was always borrowing / will always borrow my things without asking.
- 2 When I was a kid, I would believe / used to believe that my dad was a spy.
- 3 Did you use to like / Would you like your primary school?
- 4 It's so annoying! She will always lose / is always losing her notebook.
- 5 Martha would ask / was asking the teacher plenty of questions after every lesson. She was very curious.
- 6 I always forget / will forget to bring a pen. Can I borrow one of yours?

## 1.5 Verb patterns

These are the most common verb patterns:

- verb + to-infinitive, e.g. *agree, arrange, can't afford, decide, intend, learn, manage, offer, prefer, refuse, remember, seem, tend*:  
*I **decided to leave** school and find a job.*  
*My sister **agreed to help** me with my homework.*
- verb + object + to-infinitive, e.g. *advise, allow, cause, enable, encourage, expect, force, remind, urge, warn*:  
*Robert's mother **encouraged him to study** Law.*  
*The teacher **reminded us not to use** our mobile phones during lessons.*
- verb + object + infinitive without *to*, e.g. *make, let*:  
*Do his parents **let him hang out** with his friends?*  
*My parents used to **make me do** a lot of house chores.*
- verb + -ing form, e.g. *admit, avoid, can't help, can't stand, enjoy, fancy, imagine, keep, miss, practise, spend/waste time, stop*:  
*I **can't stand wearing** a school uniform.*  
*She recently **stopped eating** fast food, and she feels better already.*
- verb + -ing form/to-infinitive:  
After the verbs *begin, continue, hate, intend, like, love, prefer* and *start* we can use both the -ing form and the to-infinitive. The meaning stays the same or changes very slightly:  
*I **started playing** chess. I **started to play** chess.*  
*He **intends using** the school website. He **intends to use** the school website.*

### Change in meaning

- After the verbs *remember, forget, stop* and *try* we can use both the -ing form and the to-infinitive. However, the meaning of the sentence changes:  
*Jenny **remembers locking** the door.* (She remembers that she locked the door.)  
*Jenny **remembers to lock** the door.* (She always remembers to lock the door.)  
  
*Dad'll **forget giving** me the money.* (He will forget that he gave me the money.)  
*Dad'll **forget to give** me the money.* (He hasn't given me the money and he'll forget to do it.)  
  
*Liz **stopped drinking** coffee.* (Liz doesn't drink coffee anymore.)  
*Liz **stopped to drink** some coffee.* (Liz stopped doing something in order to drink coffee.)

*I **tried turning** the computer **off** and **on** again, but it didn't help.* (I tried this as an experiment to see if it would work).

*I **tried to turn** the computer off, but the shutdown command didn't work.* (I made an effort to turn the computer off).

- We use *feel, hear, see, watch* + infinitive without *to* when we want to say that we saw the whole action from beginning to end:

*I **watched** Mary **paint** a picture.* (I saw Mary start on the painting, paint it and finish painting.)

- We use *feel, hear, see, watch* + *-ing* form when we witness only a part of the action:

*I **watched** Mary **painting** a picture.* (Mary was painting a picture when I saw her.)

**Complete the second sentence so that it has a similar meaning to the first, using the word in capitals. Do not change the word in capitals.**

- You're looking for volunteers? You could put a poster up in the school. **TRIED**  
Have you \_\_\_\_\_ a poster in the school?
- It's really important that you hand in your assignment on Friday. **REMEMBER**  
You must \_\_\_\_\_ your assignment on Friday.
- Would John like to come to the concert on Sunday? **FANCY**  
Does John \_\_\_\_\_ the concert on Sunday?
- I told him that dropping Spanish was a bad idea. **ENCOURAGED**  
I \_\_\_\_\_ Spanish.
- Those boots are much too expensive for me to buy. **AFFORD**  
I \_\_\_\_\_ those boots.
- Jake has been forbidden from using his dad's computer. **ALLOWED**  
Jake \_\_\_\_\_ his dad's computer.
- Janice doesn't go to dance class anymore. She quit two weeks ago. **STOPPED**  
Janice \_\_\_\_\_ two weeks ago.

## 2.2 Past Perfect Simple and Continuous

### Past Perfect Simple

We use the Past Perfect Simple:

- to talk about actions that happened before a particular time or event in the past (for which we usually use the Past Simple):

*When I arrived at the wedding reception, the bride's father **had** already **made** his speech.*

*By the age of sixteen, he **had learnt** to speak three foreign languages.*

- to talk about states that were true or happening before a particular time in the past:

*When my parents got married, they **had known** each other for fifteen years.*

### Past Perfect Continuous

We use the Past Perfect Continuous to talk about actions that were in progress up to a particular time in the past (or finished shortly before it):

*The guests **had been waiting** in front of the church for forty minutes before the bus picked them up.*

*We **hadn't been thinking** about selling the house, but then we got this great offer.*

*How long **had** you **been watching** me before I woke up?*

Affirmative	Negative
I/You/He/ She/It/ <b>had</b> We/They <b>been</b> sleeping.	I/You/ <b>hadn't</b> He/ <b>been</b> She/ <b>(had)</b> sleeping. It/We/ <b>not</b> They <b>been</b>
Yes/No questions	Short answers
<b>Had</b> I/you/he/ she/it/we/ they <b>been</b> sleeping?	Yes, I/you/he/she/it/we/they <b>had</b> . No, I/you/he/she/it/we/they <b>hadn't</b> .
Wh- questions	Subject questions
How long <b>had</b> I/you/he/ she/it/we/ they <b>been</b> sleeping?	Who <b>had</b> been sleeping?

### Past Perfect Simple vs Past Perfect Continuous

- We use the Past Perfect Simple:
  - to talk about finished actions:
 

*My father **had visited** his Scottish relatives twice before he finally went to live with them.*
  - to talk about states using stative verbs, e.g. *be, have, know, see, believe*:
 

*I **had** never **seen** such a magnificent church before I visited St Paul's Cathedral.*
- We use the Past Perfect Continuous to talk about actions but not states. We stress the duration of the action rather than the result:
 

*We **had been waiting** for three hours when they finally arrived.*



## 3.2 Future forms

### Future Continuous

We use the Future Continuous:

- to talk about actions which will be in progress at a particular time in the future:  
*This time tomorrow we'll be flying to the Maldives.*
- to talk about planned or routine future events, actions or situations:  
*I'll be going to the supermarket after work.*
- to form polite questions or requests:  
*Will you be doing the first aid course this month?*  
*Will you be using your car tomorrow?* (because I'd like to borrow it)

Affirmative	Negative
I/You/He/ She/It/ We/They <b>'ll (will) be sleeping.</b>	I/You/ He/ She/ It/We/ They <b>won't (will not) be sleeping.</b>
Yes/No questions	Short answers
<b>Will</b> I/you/ he/she/it/ we/they <b>be sleeping?</b>	Yes, I/you/he/she/it/we/they <b>will.</b> No, I/you/he/she/it/we/they <b>won't.</b>
Wh- questions	Subject questions
How long <b>will</b> I/you/he/ she/it/ we/they <b>be sleeping?</b>	Who <b>will</b> <b>be sleeping?</b>

### Future Perfect Simple

We use the Future Perfect Simple to talk about actions or situations which will be completed before a certain time in the future:

They **will have crossed** the border by five o'clock.

Affirmative	Negative
I/You/ He/She/ It/We/ They <b>'ll (will) have finished</b> by 10 o'clock.	I/You/ He/She/ It/We/ They <b>won't (will not) have finished</b> by 10 o'clock.
Yes/No questions	Short answers
<b>Will</b> I/you/he/ she/it/we/ they <b>have finished</b> by 10 o'clock?	Yes, I/you/he/she/it/we/they <b>will.</b> No, I/you/he/she/it/we/they <b>won't.</b>
Wh- questions	Subject questions
When <b>will</b> I/you/he/ she/it/we/ they <b>have finished?</b>	Who <b>will</b> <b>have finished</b> by 10 o'clock?

### Future Perfect Continuous

We use the Future Perfect Continuous to talk about actions or states which will have been in progress for some time by a certain time in the future:

By the end of the year we **will have been living** in Toronto for eight years.

Affirmative	Negative
I/You/ He/She/ It/We/ They <b>'ll (will) have been working</b> for 10 hours.	I/You/ He/ She/ It/We/ They <b>won't (will not) have been working</b> for 10 hours.
Yes/No questions	Short answers
<b>Will</b> I/you/ he/she/ it/we/ they <b>have been working</b> for 10 hours?	Yes, I/you/he/she/it/we/they <b>will.</b> No, I/you/he/she/it/we/they <b>won't.</b>
Wh- questions	Subject questions
How long <b>will</b> I/you/ he/she/ it/we/ they <b>have been working?</b>	Who <b>will</b> <b>have been working</b> for 10 hours?

Typical time expressions used with the Future Perfect Simple and Future Perfect Continuous are:

- by 2030/next month/next year
- by then
- by the time
- in two days/three weeks/one month's time/ten years' time

### Complete the sentences with the correct future form of the verbs in brackets.

- This time next week I \_\_\_\_\_ (work) here for three years. Doesn't time fly?
- Robert can't meet us at 6 p.m. He \_\_\_\_\_ (not finish) his homework by then.
- \_\_\_\_\_ (you/read) that book by Friday? I promised to lend it to George.
- Tomorrow Magda \_\_\_\_\_ (visit) her grandfather, so we can't meet for coffee as we usually do.
- I \_\_\_\_\_ (be) couch surfing three years in a row after this summer.
- This article says we \_\_\_\_\_ (not live) in space for at least another 200 years.
- \_\_\_\_\_ (you/collect) Marge from the train station tomorrow or do I need to go?

# GRAMMAR FOCUS

## 3.5 Quantifiers

Quantifiers	Countable nouns	Uncountable nouns
every, each, all	<b>each/every</b> <b>Each/Every</b> book cost £10. <b>all</b> <b>All the</b> books were quite cheap.	<b>All the</b> furniture was quite cheap.
most	<b>most</b> <b>Most</b> books were quite cheap.	<b>Most of the</b> furniture was quite cheap.
whole	<b>whole</b> I've read the <b>whole</b> book.	
many, much, a great deal of, a lot of, lots of, loads of, plenty of	<b>many</b> Have you got <b>many</b> books? I haven't got <b>many</b> books. <b>a lot of/ lots of/loads of/plenty of</b> I've got <b>a lot of/lots of/loads of/plenty of</b> books.	<b>much/a great deal of</b> Have you got <b>much/a great deal of</b> furniture? I haven't got <b>much/a great deal of</b> furniture.  I've got <b>a lot of/lots of/loads of/plenty of</b> furniture.
a number of, several, a few, a couple of, a little, some	<b>a number of/several/a few/a couple of</b> I've got <b>a number of/several/a few/a couple of</b> books. <b>some</b> I've got <b>some</b> books.	<b>a little</b> I've got <b>a little</b> furniture.  I've got <b>some</b> furniture.
few, little	<b>few</b> I've got very <b>few</b> books.	<b>little</b> I've got <b>little</b> furniture.
both	<b>both</b> <b>Both</b> these books are mine.	
either	<b>either</b> You can buy <b>either</b> book.	
neither	<b>neither</b> <b>Neither</b> book was expensive.	
no, none of	<b>no</b> I've got <b>no</b> books. <b>none of</b> <b>None of</b> the books belongs to me.	I've got <b>no</b> furniture.  <b>None of</b> the furniture belongs to me.

- A *few* and a *little* have a similar meaning to *some*, whereas *few* and *little* mean 'not as many or as much as we'd like'.  
*We're staying in London for a few days.*  
*He has few interests outside his work.*  
*Don't worry, we still have a little time left.*  
*Unfortunately, there is little hope of success.*
- The following quantifiers are always used with the preposition *of*: *a number of*, *a couple of*, *a great deal of*, *a lot of*, *lots of*, *loads of*, *plenty of*, *none of*.

- All other quantifiers (except *no* and *every*) can be used with the preposition *of*, if it is followed by a personal pronoun, a pronoun (possessive or demonstrative) + noun or the article *the*.  
**Most shops/Most of the shops** were open.  
*John spent most of his life on a farm.*  
**Most research/Most of the research** was carried out in the USA.  
**A few of us** took a taxi home.

## another/other/others

**another** + singular countable noun or the pronoun *one*

Can I have **another** cup of tea?  
We're visiting *one* museum today and **another** *one* tomorrow.

**other** + plural noun or the pronoun *ones*

I've got **other** doubts, too.  
These rolls are stale. Have you got any **other** ones?

**the others** -

Are you alone? Where are **the others**?

- Use *another* when you mean one more person of the same thing, additional.
- Use *other* when you mean *different* people or things to the ones you've already mentioned.
- Use *the other* when you refer to the second of two people or things, the one you haven't already mentioned.
- Use *the others* to refer to all the people or things in a group apart from the one you have already mentioned.

### Choose the correct answer, A, B, C or D.

- 1 I'm afraid only \_\_\_\_\_ people decided to come, so we won't be putting on the show.  
A a few      B little      C few
- 2 I hear that \_\_\_\_\_ people are unaware of the plans to build a car park in the city centre.  
A most of      B most      C none of
- 3 The head said that \_\_\_\_\_ of the students that caused the fire will be allowed to go on the trip.  
A none      B no      C very little
- 4 This flat has a slightly bigger living room than the other one we saw, but I'm afraid \_\_\_\_\_ of them have cable TV.  
A either      B both      C neither
- 5 Why is there only \_\_\_\_\_ water left? Barbara bought three bottles for the trip.  
A any      B a few      C a little
- 6 We have decided that \_\_\_\_\_ students that contribute to the school website will receive a small prize.  
A each      B all      C every
- 7 There is very \_\_\_\_\_ nightlife in Richmond so you'll have to provide your own entertainment.  
A little      B a little      C few
- 8 A \_\_\_\_\_ of people think New York City is the best place to live.  
A lot      B lots      C loads
- 9 We've got \_\_\_\_\_ bread left. We need to buy some more.  
A little      B few      C loads of
- 10 \_\_\_\_\_ dogs are very friendly.  
A Neither      B Either      C Both
- 11 This cake is delicious! Can I have \_\_\_\_\_ piece?  
A other      B others      C another
- 12 I'm sorry we are fully booked. You can try \_\_\_\_\_ hostels in town.  
A other      B another      C others

## 4.2 Question tags and reply questions

### Question tags

- Question tags are short questions added at the end of the sentence to ask for confirmation (falling intonation) or ask a question (rising intonation).
- We form question tags using an auxiliary (e.g. *be, do, have*) or modal verb (e.g. *can, should*) and the pronoun corresponding to the subject (e.g. *I, you, she, they*).
- Question tags for affirmative sentences are usually negative: *You've already been to this café, haven't you?*  
*They made a formal complaint, didn't they?*
- Question tags for negative sentences are usually affirmative: *She can't swim, can she?*  
*You aren't going to reduce the price, are you?*
- The question tag for *I am* is **aren't I?**  
*I'm late, aren't I?*
- In imperative sentences we use the question tag **will you?**  
*Wait for me here, will you?*  
*Don't spend too much, will you?*
- The question tag for *let's* is **shall we?**  
*Let's meet for a coffee later, shall we?*
- In sentences where the pronoun *something* or *nothing* is the subject, we use a question tag with the pronoun *it*. If the subject is *nothing*, we always use an affirmative question tag:  
*Something is wrong, isn't it?*  
*Nothing can be done, can it?*
- In sentences with adverbs such as *never, rarely, seldom, hardly* or *barely* we use an affirmative question tag:  
*I hardly know you, do I?*  
*They never listen to you, do they?*
- In sentences with *everybody, everyone, no one* or *nobody* as the subject, we use a question tag with the pronoun *they* and the plural form of the verb. If the subject is *no one* or *nobody*, we always use an affirmative question tag:  
*Everybody/Everyone will ask questions, won't they?*  
*Nobody/No one signed up for the dressmaking course, did they?*
- In sentences with the pronoun *that* as the subject, we use a question tag with the pronoun *it*.  
*That's your new car over there, isn't it?*
- In sentences with *there is/there are* (in all tenses), we repeat the pronoun *there* in the question tag:  
*There was a security alarm in the store, wasn't there?*  
*There won't be any problems with the complaint, will there?*

### Reply questions

We use reply questions to show interest in what somebody is saying and to signal that we want more details.

- With affirmative sentences, we use affirmative reply questions:  
*'I went to the gym yesterday.'* **'Did you?'**  
*'Your dad lent me some money.'* **'Did he?'**
- With negative sentences, we use negative reply questions:  
*'Chris and Lisa aren't flying to Japan after all.'*  
**'Aren't they?'**  
*'I never buy shoes online.'* **'Don't you?'**

# GRAMMAR FOCUS

Complete the sentences with question tags or reply questions.

- 1 You've forgotten to post my letters, \_\_\_\_\_ ?
- 2 Frank can lend you some money, *he can't* ?
- 3 No matter what we do, nothing will change, \_\_\_\_\_ ?
- 4 Don't get lost, \_\_\_\_\_ ?
- 5 A: I'm not going to the theatre tomorrow.  
B: *Are you?* ?
- 6 A: My brother never buys anything online.  
B: *Does he?* ?
- 7 Everybody decided not to visit the museum, \_\_\_\_\_ ?

## 4.5 Present and past modal structures

### The present

To give advice or express necessity/lack of necessity, we use:

- *should/shouldn't* and *ought to/oughtn't to*:  
You **should/ought to eat** more fruit and vegetables.  
You **shouldn't/oughtn't to spend** so much on clothes.
- *must/mustn't*:  
You **must try** fish spa – it's really wonderful!  
You **mustn't spoil** me like this – you're too generous!
- *need to/needn't/don't need to*:  
You **need to study** harder to pass this exam.  
I can hear you, you **needn't/don't need to shout**.
- *had better/had better not*:  
You'd **better check** the price online before you buy a phone here.  
You'd **better not be** late this time.

### The past

- To say that something was or wasn't necessary, we use *had to/didn't have to*:  
Ella's car broke down, so she **had to** take a taxi.  
Luckily, I **didn't have to** wait long.
- To express regret or criticism about something that happened or didn't happen, or to give advice, we use *ought (not) to/should (not) + have + past participle*:  
We **should have booked/ought to have booked** a different hotel. This one is terrible.  
My parents **shouldn't have sold/oughtn't to have sold** their camper van.
- To say that an action was not necessary, we can also use *didn't need to + infinitive* or *needn't have + past participle*. There is a difference in meaning:  
I **didn't need to cook** dinner for the children yesterday because they were away. (So I didn't cook it.)  
I **needn't have cooked** dinner for the children yesterday because they weren't hungry and didn't touch anything. (I cooked it but didn't have to.)
- *Must* and *had better* are not used in the past.

Complete the sentences with the correct form of the verbs in brackets and a modal structure. Sometimes more than one answer is possible.

- 1 You really \_\_\_\_\_ (tell) her that I was leaving. I thought I could trust you not to say anything.
- 2 My train was cancelled but fortunately, I \_\_\_\_\_ (wait) long for another.
- 3 It wasn't until they got to the auction that they realised they \_\_\_\_\_ (buy) tickets in advance. There were still plenty on sale on the door.
- 4 Apparently, Patty \_\_\_\_\_ (return) the shoes the next day because the sole came off.
- 5 Simon was very upset. You \_\_\_\_\_ (apologise) for the mistake yesterday.
- 6 I didn't realise we \_\_\_\_\_ (dress) smartly. No wonder they wouldn't let me in wearing these baggy jeans!
- 7 You really \_\_\_\_\_ (worry) about the driving test. I'm sure you'll be fine.

## 5.2 Reported speech

- In Reported Speech we change the following:
  - time expressions and words referring to places (depending on the context).
  - demonstrative pronouns, personal pronouns, object pronouns and possessive adjectives (depending on the context).
  - most tenses in affirmative sentences and in questions, but only when the reporting verb is in the past tense (e.g. *he said, she told me, he asked*).
- If the reporting verb is in the present tense (e.g. Present Simple or Present Perfect), we **do not** change the tense in Reported Speech:  
'I'm **not** satisfied with your performance.' →  
The teacher **has said** she **is not** satisfied with my performance.  
'How **do** you **handle** stress?' →  
She **wants to know** how I **handle** stress.
- Even when the reporting verb is in the past tense, we do not change the following in Reported Speech:
  - verbs in the Past Perfect Simple and Past Perfect Continuous:  
'Before my resignation I **had been working** on an environmental project.' →  
The candidate said that before his resignation he **had been working** on an environmental project.  
'**Had** you ever **been** to a job interview before that last one?' →  
I asked my neighbour if she **had ever been** to a job interview before that last one.
  - modal verbs *would, should, could, might* and *must*.  
'During the interview you **should** try to make eye contact.' →  
The advisor told me that during the interview I **should** try to make eye contact.  
'We **must** all try harder.' → The manager said that we **must** all try harder.

### Report the statements and questions.

- 1 'You need to fill out an application form.'  
She says she needs to fill out an application form.
- 2 'Can you wait here for a few minutes?'  
She wants to know if Jonathan or James wait here for a few minutes.
- 3 'I really love my new job.'  
Ben's told me he really loves his new job.
- 4 'I'd like to express my interest in this vacant post.'  
He said he would like to express his interest in the vacant post.
- 5 'Could you give me the report by noon today?'  
John asked if I could give him the report by noon today.
- 6 'I had never had a job interview before.'  
Paula said she had never had a job interview before.
- 7 'Did you get the job?'  
She asks if I got the job.

## 5.5 Reporting verbs

### say and tell

We usually use the verbs *say* or *tell* to report what someone said:

- *say*  
He **said** (that) he was getting married.
- *say* + to + object  
He **said to me** (that) he was getting married.
- *tell* + object  
He **told me** (that) he was getting married.

### Verbs without a direct object

- verb + (that) (e.g. *add, admit, agree, claim, complain, deny, explain, insist, promise, propose, recommend, regret, suggest*):  
'I wasted a lot of money.' →  
Sue **complained** (that) she had wasted a lot of money.
- verb + to-infinitive (e.g. *agree, claim, decide, offer, promise, refuse, threaten*):  
'I'll hire two new employees.' →  
The manager **decided to hire** two new employees.
- verb + -ing form (e.g. *admit, deny, propose, recommend, regret, suggest*):  
'I didn't take the money.' →  
The cashier **denied taking** the money.
- verb + preposition + -ing form (e.g. *apologise for, insist on, object to*):  
'I'm sorry I was rude.' →  
I **apologised for being** rude.

### Verbs with a direct object

- verb + object + (that) (e.g. *advise, assure, convince, inform, persuade, promise, remind, tell, warn*):  
'The meeting will start in an hour.' →  
The secretary **reminded them** (that) the meeting would start in an hour.

- verb + object + to-infinitive (e.g. *advise, ask, beg, convince, encourage, invite, order, persuade, recommend, remind, tell, warn, urge*):  
'You really should apply for this job.' →  
Everybody **encouraged me to apply** for that job.
- verb + object + preposition + -ing form (e.g. *accuse sb of, blame sb for, criticise sb for, congratulate sb on, praise sb for, suspect sb of, thank sb for*):  
'It's your fault that the car was damaged.' →  
Joe's boss **blames him for damaging** the car.

### Complete the sentences with the correct form of the verbs in brackets.

- 1 She reminded me \_\_\_\_\_ (fulfil) my duties.
- 2 Jonathan suggested \_\_\_\_\_ (hire) an interior designer.
- 3 She persuaded me \_\_\_\_\_ (not step down).
- 4 I was blamed \_\_\_\_\_ (cause) unnecessary problems.
- 5 He threatened \_\_\_\_\_ (tell) the boss about my lack of experience.
- 6 She congratulated me \_\_\_\_\_ (win) first prize.
- 7 Would you advise me \_\_\_\_\_ (do) a course in accountancy?

## 6.2 Conditional clauses – alternatives to *if*

To form Zero, First, Second and Third Conditional sentences, we can use the following words and structures:

- *if*  
**If** we had retouched the photo, you would have looked younger.
- *unless*  
I won't tell you what happened **if** you **don't** promise to keep it secret. →  
I won't tell you what happened **unless** you promise to keep it secret.
- *provided (that)/providing (that)*  
You can go with us **if** you pay for your own meals. →  
You can go with us, **provided that** you pay for your own meals.
- *Imagine ... or Suppose/Supposing ...* (in questions):  
**If** someone published a private email from you on Facebook, would you be angry? →  
**Imagine/Suppose/Supposing** someone published a private email from you on Facebook, would you be angry?

# GRAMMAR FOCUS

## Inversion

- We use inversion in formal language, mostly in writing, to emphasise the rhetorical effect of the sentence.
- We can use inversion in sentences with the auxiliary verbs *were* and *had*. The verb *were* is also used with the first and third person singular:  
*If it **were** my photograph, I wouldn't let anyone publish it.* → ***Were** it my photograph, I would not let anyone publish it.*  
*If I **had considered** all the aspects more carefully, I would probably have made the right decision.* → ***Had I considered** all the aspects more carefully, I would probably have made the right decision.*
- We can also use inversion with *should* if we want to say that the condition is rather improbable. Note that *should* in these types of sentences doesn't imply obligation:  
*If you **are dissatisfied** with the product, you are entitled to a refund.* (the least formal) → *If you **should be** dissatisfied with the product, you are entitled to a refund.* (more formal) → ***Should you be** dissatisfied with the product, you are entitled to a refund.* (the most formal)
- When using inversion, we do not use contractions with negatives in the dependent clauses:  
*If I **hadn't told** the police the truth, an innocent person would have been arrested.* → ***Had I not told** the police the truth, an innocent person would have been arrested.*

### Choose the correct options.

- I won't help you *if / unless* you stop misleading me.
- I'll lend you the book *providing / supposing* you give it back to me on Friday.
- You would never have met her *unless / if* you hadn't come with us that night.
- Providing / Supposing* I refuse to doctor the picture, what would you do?
- Imagine / Provided* you won the lottery, what would you buy?
- Had I not / Hadn't I* distorted the truth, there would have been even more trouble.
- Should / If* you be unhappy with the portrait, you can always get a photo taken.

## 6.5 Mixed conditionals

We can mix Second and Third Conditional forms, creating mixed conditional sentences Type I or Type II.

### Mixed conditionals Type I: *if + Past Simple, would/wouldn't have + past participle*

We use Type I mixed conditionals to speculate about permanent states or situations which had a result in the past:  
*If Sergio **didn't speak** English with an Italian accent, he **wouldn't have been recognised** and arrested last month.* (But because he speaks with an accent, he was arrested.)  
*If I **was taller**, I **would have got** the main role in the school play.* (But I didn't get the role because I'm not taller.)

### Mixed conditionals Type II: *if + Past Perfect, would/wouldn't + infinitive*

We use Type II mixed conditionals to speculate about past events which didn't happen, and this has certain effects or consequences in the present:

*If she **hadn't split up** with Harold two years ago, Gina **wouldn't be** so unhappy now.* (But she did and now she is unhappy.)

*He **would be** a free man now if the police **had stopped** looking for him then.* (But the police didn't stop looking and he isn't free.)

As with all types of conditionals, we can use *could*, *might* or *should* instead of *would* in mixed conditional sentences.

### Complete the sentences with the correct form of the verbs in brackets.

- If she \_\_\_\_\_ (not have) plastic surgery, she \_\_\_\_\_ (not look) so good now.
- Jared \_\_\_\_\_ (be) a much better actor today if he \_\_\_\_\_ (take) lessons when he was younger.
- I hope she appreciated your help. I \_\_\_\_\_ (not help) her if I \_\_\_\_\_ (be) you.
- If you \_\_\_\_\_ (not eat) so much, you \_\_\_\_\_ (feel) sick now.
- She \_\_\_\_\_ (be) angry with you now if you \_\_\_\_\_ (tell) the truth this morning.
- If Gina \_\_\_\_\_ (be) a better liar, they \_\_\_\_\_ (might/believe) the story she told them.

## 7.2 Advanced passive forms

### Passive forms with modal structures

We can use the Passive:

- with modal verbs in the present (modal verb + *be* + past participle):  
*The project **must be completed** by tomorrow.*  
*Mobile phones **may be used** as directed by the staff.*
- with modal verbs in the past (modal verb + *have been* + past participle):  
*The competition **should have been cancelled** after the accident.*  
*The server **couldn't have been repaired** properly yesterday.*  
*Her Facebook profile **must have been removed** because I can't find it.*

### Passive forms with verbs that take two objects

Some verbs, e.g. *ask*, *bring*, *buy*, *give*, *hand*, *offer*, *pay*, *promise*, *sell*, *send*, *show*, *teach*, *tell*, etc. can take a direct and an indirect object:

*The general manager promised **John** (direct object) **a pay rise**. (indirect object)*

*The pupils gave **the teacher** (direct object) **a bunch of flowers**. (indirect object)*

Depending on what we want to emphasise, we can begin with either the direct or the indirect object:

**A pay rise** was promised to John by the general manager.  
(indirect object becomes the subject, with emphasis on a pay rise)

**John** was promised a pay rise by the general manager.  
(direct object becomes the subject, with emphasis on John)

**A bunch of flowers** was given to the teacher by the pupils.  
(indirect object becomes the subject, with emphasis on a bunch of flowers)

**The teacher** was given a bunch of flowers by the pupils.  
(direct object becomes the subject, with emphasis on the teacher)

### Passive infinitive and -ing forms

- After verbs and phrases followed by an -ing form (e.g. *be interested in, can't stand, don't mind, enjoy, get tired of, hate, like/dislike, love, miss*) we form the passive -ing form with *being* + past participle:  
*My teacher **doesn't mind being asked** millions of questions. I **got tired of being criticised** for my ideas.*
- After verbs and phrases followed by a to-infinitive (e.g. *can't afford, choose, decide, hope, need, prefer, pretend, refuse, want, would like*) we form the passive infinitive with *to be* + past participle:  
*Millions of people **hope to be cured** of the disease. At some point your son will **need to be told** the truth.*

### The Passive of make sb do sth

In the Passive we use the to-infinitive after *make*:

*My mum **made me clean** my room. (Active)*

*I **was made to clean** my room (by my mum). (Passive)*

**Complete the second sentence so that it has a similar meaning to the first, using the word in capitals. Do not change the word in capitals.**

- 1 It's a bad idea not to address all the issues. **OUGHT**  
All the issues \_\_\_\_\_ addressed.
- 2 Everybody could hear the music despite my closing the windows. **COULD**  
The music \_\_\_\_\_ despite my closing the windows.
- 3 She had shown me the password the previous day. **HAD**  
I \_\_\_\_\_ the previous day.
- 4 They said that I mustn't surf the Internet. **TOLD**  
I \_\_\_\_\_ surf the Internet.
- 5 I don't like it when someone orders me around. **BEING**  
I \_\_\_\_\_ around.
- 6 The babysitter made the children go to bed early. **MADE**  
The children \_\_\_\_\_ bed early by the babysitter.
- 7 I'm sure somebody stole my sunglasses. **MUST**  
My glasses \_\_\_\_\_.

## 7.5 Passive reporting structures

### Impersonal passive structures

To talk about general opinions and views, we use verbs such as *agree, believe, claim, consider, expect, feel, hope, know, report, say, think, understand*, etc. and the following structures:

- *it* + passive verb (present or past) + *that*:  
*People generally **claim that** optimists live longer. →*  
***It is** generally **claimed that** optimists live longer. People **believed that** mathematics was the link between God and the world. →*  
***It was believed that** mathematics was the link between God and the world.*
- subject + passive verb (present or past) + to-infinitive:  
*People **consider** wearable technology **to be** the future of computing. →*  
***Wearable technology is considered to be** the future of computing. People **know that** almonds protect against diabetes and high blood pressure. →*  
***Almonds are known to protect** against diabetes and high blood pressure.*
- subject + passive verb (present or past) + *to have* + past participle:  
*People **believe that** the earthquake **has killed** more than 1,000 people. →*  
***The earthquake is believed to have killed** more than 1,000 people. The press **previously reported that** the company's profit **had reached** £100 million. →*  
***The company's profit was previously reported to have reached** £100 million.*
- *there* + passive verb (present or past) + *to be*:  
*People **expect that** there **will be** a rise in the number of jobs offered across the UK. →*  
***There is expected to be** a rise in the number of jobs offered across the UK.*
- *there* + passive verb (present or past) + *to have been*:  
*People **think that** there **were** over twenty inventors who **invented** various light sources before Edison. →*  
***There are thought to have been** over twenty inventors who **invented** various light sources before Edison.*

# GRAMMAR FOCUS

## Rewrite the sentences using impersonal passive structures.

- 1 Many people consider Bob Dylan to be the most influential musician of the twentieth century.  
Bob Dylan \_\_\_\_\_.
- 2 In February newspapers reported that crime levels were falling faster.  
It \_\_\_\_\_.
- 3 Linguists expect that by 2050 7,000 languages will disappear.  
7,000 languages \_\_\_\_\_.
- 4 Nutritionists say that kale is the most nutrient-dense food there is.  
Kale \_\_\_\_\_.
- 5 Palaeontologists think there were over 500 different species of dinosaur.  
There \_\_\_\_\_.
- 6 Experts believe that 1.24 million people were killed in road traffic accidents in 2010.  
Road traffic accidents \_\_\_\_\_.
- 7 We now know that cats are able to produce about ninety different sounds more than dogs.  
Cats \_\_\_\_\_ more than dogs.

## 8.2 Unreal past and regrets – wish, if only, it's time and would rather

### Present and future

- To express regret about a present situation which seems to be impossible to change, we use *wish/if only* + subject + Past Simple:  
*I wish I knew more about ecology.*  
*I wish oceans weren't used as rubbish tips.*  
*If only we could save sea animals from starvation.*  
*If only I didn't have to work so much.*  
*Wish and if only have a similar meaning, but if only is more emphatic than wish. It expresses greater regret.*
- To say that we believe somebody should do something in the present or in the near future, we use *it's (high) time* + subject + Past Simple:  
*It's high time people stopped driving cars in cities.*  
*It's high time you started recycling your rubbish.*
- To say what we would prefer somebody to do in the present or future, we use *would rather* + subject + Past Simple:  
*I'd rather we switched to organic fruit and vegetables.*  
*My mum would rather I didn't eat my room.*

### Past

- To express regret about a past situation, we use *wish/if only* + subject + Past Perfect:
- I wish we had done more to prevent this tragedy.*  
*My ex-boyfriend wishes we hadn't broken up.*  
*If only the city council hadn't reduced the funds for environmental protection.*  
*If only I had listened to you when you advised me not to go on that expedition!*

## Choose the correct options.

- 1 If only I *lost* / *hadn't lost* / *didn't lose* my camera on the beach that day.
- 2 It's high time we *stop* / *stopped* / *had stopped* dumping waste in the seas.
- 3 My back's all red. I wish I *had* / *did* / *would* put more sun cream on.
- 4 I'd rather she *couldn't* / *didn't* / *won't* go swimming on her own, to be honest.
- 5 If only I *hadn't to* / *had to* / *didn't have to* go camping. I hate sleeping in tents.
- 6 I wish you *knew* / *had known* / *know* just how much effort I put into this trip.
- 7 If only I *had seen* / *saw* / *did* see her earlier. I'd have asked her to join us.

## 8.5 Emphasis – cleft sentences and inversion

### Cleft sentences

Cleft sentences are used to give emphasis to the person performing an action or to the place, time or reason of the action:

*I love helping other people.* →

**What I really love** is helping other people.

They start with *what*, *it* or *all*:

*The company covered up the scandal.* →

**What the company did was (to) cover up** the scandal.

*I raised the subject of sewage being dumped into the river.* →

**It was me who raised** the subject of sewage being dumped into the river.

*We helped the flood victims clean up the debris.* →

**All we did was (to) help** the flood victims clean up the debris.

*You need love.* → **All you need is** love.

## Inversion

We use inversion in sentences which start with negative adverbs, e.g. *never, rarely, seldom, hardly, barely, scarcely, no sooner* or phrases with *no* or *not*, e.g. *under no circumstances, on no condition, on no account, at no time, in no way, not until, not only*. In these sentences an affirmative sentence takes on the order and verb form of a question: negative adverb/phrase with *no* or *not* + auxiliary verb + subject + main verb:

*He had never been so devastated.* →

**Never had he been** so devastated.

*We rarely hear about such powerful mother and child bonds in animals.* →

**Rarely do we hear** about such powerful mother and child bonds in animals.

*She had not only survived the disaster, but she had saved two other people as well.* →

**Not only had she survived** the disaster, but she had saved two other people as well.

*You are not permitted to leave the building under any circumstances.* →

**Under no circumstances are you permitted** to leave the building.

### Rewrite the sentences to add emphasis.

1 Tess promised to help tidy up the garden.

It was she who promised to help tidy up the garden.

2 We are only handing out leaflets in protest.

All \_\_\_\_\_.

3 She has never been so disappointed by the results.

Never \_\_\_\_\_.

4 You are not going out in that raging storm under any circumstances.

Under \_\_\_\_\_.

5 I want to know who started the violence.

What \_\_\_\_\_.

6 We rarely see such high temperatures at this time of year.

Rarely \_\_\_\_\_.

7 They had only just got back to the flat when they heard the news.

Hardly \_\_\_\_\_.

8 I don't believe in telling lies.

What \_\_\_\_\_.

# IRREGULAR VERBS

Infinitive	Past Simple	Past participle
be [bi:]	was/were [wɒz/wɜ:]	been [bi:n]
beat [bi:t]	beat [bi:t]	beaten [bi:tɪn]
become [brɪ'kʌm]	became [brɪ'keɪm]	become [brɪ'kʌm]
begin [brɪ'gɪn]	began [brɪ'gæn]	begun [brɪ'gʌn]
bite [baɪt]	bite [baɪt]	bitten [bɪtɪn]
break [breɪk]	broke [brəʊk]	broken ['brəʊkən]
bring [brɪŋ]	brought [brɔ:t]	brought [brɔ:t]
broadcast ['brɔ:dka:st]	broadcast ['brɔ:dka:st]	broadcast ['brɔ:dka:st]
build [bɪld]	built [bɪlt]	built [bɪlt]
burn [bɜ:n]	burned [bɜ:nd]/ burnt [bɜ:nt]	burned [bɜ:nd]/ burnt [bɜ:nt]
burst [bɜ:st]	burst [bɜ:st]	burst [bɜ:st]
buy [baɪ]	bought [bɔ:t]	bought [bɔ:t]
can [kæn]	could [kʊd]	been able to [bi:n 'eɪbl tə]
catch [kætʃ]	caught [kɔ:t]	caught [kɔ:t]
choose [tʃu:z]	chose [tʃəʊz]	chosen [tʃəʊzn]
come [kʌm]	came [keɪm]	come [kʌm]
cost [kɒst]	cost [kɒst]	cost [kɒst]
cut [kʌt]	cut [kʌt]	cut [kʌt]
deal [di:l]	dealt [delt]	dealt [delt]
dig [dɪg]	dug [dʌg]	dug [dʌg]
do [dʊ:]	did [dɪd]	done [dʌn]
draw [drɔ:]	drew [drʊ:]	drawn [drɔ:n]
dream [dri:m]	dreamed [dri:md]/ dreamt [dremt]	dreamed [dri:md]/ dreamt [dremt]
drink [drɪnk]	drank [drænk]	drunk [drʌnk]
drive [draɪv]	drove [drəʊv]	driven [drɪvn]
eat [i:t]	ate [et]	eaten [i:tɪn]
fall [fɔ:l]	fell [fel]	fallen [fɔ:lɪn]
feed [fi:d]	fed [fed]	fed [fed]
feel [fi:l]	felt [felt]	felt [felt]
fight [faɪt]	fought [fɔ:t]	fought [fɔ:t]
find [faɪnd]	found [faʊnd]	found [faʊnd]
fit [fɪt]	fit [fɪt]	fit [fɪt]
fly [flaɪ]	flew [flu:]	flown [fləʊn]
forget [fə'get]	forgot [fə'gɒt]	forgotten [fə'gɒtɪn]
forgive [fə'gɪv]	forgave [fə'geɪv]	forgiven [fə'gɪvn]
freeze [fri:z]	froze [frəʊz]	frozen ['frəʊzən]
get [get]	got [gɒt]	got [gɒt]
give [gɪv]	gave [geɪv]	given [gɪvn]
go [gəʊ]	went [went]	gone [gɒn]
grow [grəʊ]	grew [grʊ:]	grown [grəʊn]
hang [hæŋ]	hung [hʌŋ]	hung [hʌŋ]
have [hæv]	had [hæd]	had [hæd]
hear [hiə]	heard [hɜ:d]	heard [hɜ:d]
hide [haɪd]	hid [hɪd]	hidden [hɪdn]
hit [hɪt]	hit [hɪt]	hit [hɪt]
hold [həʊld]	held [held]	held [held]
hurt [hɜ:t]	hurt [hɜ:t]	hurt [hɜ:t]
keep [ki:p]	kept [kept]	kept [kept]
know [nəʊ]	knew [nju:]	known [nəʊn]
lead [li:d]	led [led]	led [led]
leap [li:p]	leapt [lept]	leapt [lept]
learn [lɜ:n]	learned [lɜ:nd]/ learnt [lɜ:nt]	learned [lɜ:nd]/ learnt [lɜ:nt]
leave [li:v]	left [left]	left [left]
lend [lend]	lent [lent]	lent [lent]

Infinitive	Past Simple	Past participle
let [let]	let [let]	let [let]
lie [laɪ]	lay [leɪ]	lain [leɪn]
light [laɪt]	lit [lɪt]	lit [lɪt]
lose [lʊ:z]	lost [lɒst]	lost [lɒst]
make [meɪk]	made [meɪd]	made [meɪd]
mean [mi:n]	meant [ment]	meant [ment]
meet [mi:t]	met [met]	met [met]
pay [peɪ]	paid [peɪd]	paid [peɪd]
put [pʊt]	put [pʊt]	put [pʊt]
read [ri:d]	read [red]	read [red]
ride [raɪd]	rode [rəʊd]	ridden [rɪdn]
ring [rɪŋ]	rang [ræŋ]	rung [rʌŋ]
run [rʌn]	ran [ræn]	run [rʌn]
say [seɪ]	said [sed]	said [sed]
see [si:]	saw [səʊ]	seen [si:n]
sell [sel]	sold [səʊld]	sold [səʊld]
send [send]	sent [sent]	sent [sent]
set [set]	set [set]	set [set]
shine [ʃaɪn]	shone [ʃɒn]	shone [ʃɒn]
show [ʃəʊ]	showed [ʃəʊd]	shown [ʃəʊn]
shut [ʃʌt]	shut [ʃʌt]	shut [ʃʌt]
sing [sɪŋ]	sang [sæŋ]	sung [sʌŋ]
sit [sɪt]	sat [sæt]	sat [sæt]
sleep [sli:p]	slept [slept]	slept [slept]
slide [slaɪd]	slid [slɪd]	slid [slɪd]
smell [smel]	smelled [smeld]/ smelt [smelt]	smelled [smeld]/ smelt [smelt]
speak [spi:k]	spoke [spəʊk]	spoken ['spəʊkən]
speed [spi:d]	sped [sped]	sped [sped]
spend [spend]	spent [spent]	spent [spent]
spill [spɪl]	spilled [spɪld]/ spilt [spɪlt]	spilled [spɪld]/ spilt [spɪlt]
split [splɪt]	split [splɪt]	split [splɪt]
stand [stænd]	stood [stʊd]	stood [stʊd]
steal [sti:l]	stole [stəʊl]	stolen ['stəʊlən]
stick [stɪk]	stuck [stʌk]	stuck [stʌk]
sting [stɪŋ]	stung [stʌŋ]	stung [stʌŋ]
strike [straɪk]	struck [strʌk]	struck [strʌk]
swear [swɛə]	swore [swɔ:]	sworn [swɔ:n]
swell [swel]	swelled [sweld]	swollen [swɒlən]
swim [swɪm]	swam [swæm]	swum [swʌm]
take [teɪk]	took [tʊk]	taken ['teɪkən]
teach [ti:tʃ]	taught [tɔ:t]	taught [tɔ:t]
tear [tiə]	tore [tɔ:]	torn [tɔ:n]
tell [tel]	told [təʊld]	told [təʊld]
think [θɪŋk]	thought [θɔ:t]	thought [θɔ:t]
throw [θrəʊ]	threw [θru:]	thrown [θrəʊn]
understand [ˌʌndə'stænd]	understood [ˌʌndə'stʊd]	understood [ˌʌndə'stʊd]
upset [ʌp'set]	upset [ʌp'set]	upset [ʌp'set]
wake [weɪk]	woke [wəʊk]	woken ['wəʊkən]
wear [weə]	wore [wɔ:]	worn [wɔ:n]
win [wɪn]	won [wʌn]	won [wʌn]
write [raɪt]	wrote [rəʊt]	written [rɪtɪn]