

OXFORD

Matrix

Upper-Intermediate Student's Book

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1 Powerful images

Images in nature

In pairs, talk about:

- what you think these people do and what kind of lifestyle they have.
- what kind of image they want to show.
- why our image is important to us.

Skills

1 Skim reading

Exam training

Skim reading means reading a text through quickly to get a general idea of what it is about. This prepares you for answering more detailed questions.

A Read the article quickly. Which is the best heading for paragraphs 1–5?

• Inspiration • Safety • Variety • Appeal • Invisibility

B What would be a suitable title for the article?



1 Wherever we look nowadays we are surrounded by images. They are a constant feature of today's world. We see them on TV, at the cinema, in magazines. However, not all of them have been created by human beings. Nature itself has created some of the most beautiful images, and the variety of images in nature is enormous. Over millions of years, each species has developed its own 'look'. There are three main reasons for this diversity of natural images.

2 Let's begin by looking at two very different species – the stick insect and the tiger. Stick insects have evolved to look exactly like the branches and leaves they live amongst. For them, the ability to hide from their enemies is essential because they are small and camouflage offers them the only way to protect themselves. Yet it's not only small creatures that use camouflage. Large mammals do too, only in a totally different way. Tigers, for example, have stripes to hide themselves in the long grass where they can launch their attacks on their prey. Camouflage made it possible for tigers to become successful hunters.

3 But hiding from their predators isn't the only way animals can ensure their survival. The armadillo from Central and South America, for example, is protected by thick pieces of hard bone which form a shell around its body. The armadillo looks more like an armoured machine from a science fiction film than an animal. Or let's take a more common example. The hedgehog is a much smaller animal, but nature has provided it with a coat of long, sharp spines to protect itself from its enemies.

4 There is yet another reason for nature's variety of images. For the species to survive it's not enough to escape from predators. Sometimes it's important to stand out in the crowd. Male peacocks, for instance, developed their extraordinary blue and green tail to attract peahens (female peacocks) during mating season. Many other animals use their image to appeal to potential mates and to get ahead of their rivals.

5 An animal's appearance sends out a very important message. Their image helps them to hide, to defend themselves or to find partners. We humans have stolen many of our own images from wildlife over the centuries. Just think of military armour, for example, or the feathers in expensive hats, leopard skin fabrics, punk hairstyles, camouflage trousers, fake fur... the list is endless. In fact, when it comes to fashion, it seems as if the human race has learned everything it knows from just one source – nature.

2 Scanning

Exam training

Scanning means looking quickly through a text without reading every sentence to find the information you need. This helps you to find detailed information more quickly.

Read the article again and find the answers to these questions.

- Where do we come across images? What are the sources of these images?
- Why have stick insects developed their image? Have tigers evolved stripes for the same reason?
- What does the armadillo use to protect itself? What other species uses similar ways of protection?
- What important role does image play in the life of peacocks?
- Where do people often look for fashion ideas?

Vocabulary

3 Wordsearch

Find:

- nouns in paragraph 1 which mean:
 - a number of different types of something.
 - a range of things that are different from one another.
 - a group of animals or plants that share the same characteristics.
- verbs in paragraph 2 which mean:
 - develop gradually from a simple to a more complex form.
 - keep something or somebody safe.
 - be in a place where you cannot be seen.
- nouns in paragraphs 2 and 3 which mean:
 - an animal that kills and eats other animals.
 - an animal that is killed and eaten by other animals.
 - the way in which an animal becomes difficult to see in its surroundings.
- verbs in paragraph 4 and 5 which mean:
 - make someone feel that they like you.
 - make someone interested in you.
 - be easily noticed.
 - be more successful than others.
 - give out or transmit.

4 Verbs and prepositions

Match the verbs in list 1 to those in list 2 that are similar in meaning.

- protect • evolve • provide • attract • create
- offer • form • appeal • develop • defend

Use one of the verbs from list 1 in its correct form and a suitable preposition to complete sentences 1–5. More than one preposition may be correct.

- The school will _____ students _____ pens and paper for the examination.
- Scientists believe that our Universe _____ a huge explosion called the Big Bang.
- Many visitors _____ Lake Bled because of its natural beauty.
- Darwin was the first to claim that the human race _____ a species of animal.
- Antibiotics are effective against bacteria but they don't _____ patients _____ viruses.

5 Suffixes and prefixes

We add the suffixes *ful* (with one 'l' only) and *less* to nouns to mean *with plenty of* or *without any at all*, e.g. beautiful, successful, endless. Which of these nouns can form adjectives by adding *ful* and/or *less*?

- help
- peace
- worth
- count
- wonder

What do the words you have formed mean?

These adjectives all appear in the article. Find what they are used to describe, then write a word with a negative prefix, i.e. 'un', 'im', 'in', which means the opposite.

- successful
- common
- natural
- essential
- important
- expensive
- possible

Time to talk?

Read the quotation about image. What do you think it means? Do you agree?

'That is the best part of beauty, which a picture cannot express.' (Francis Bacon)

Let's focus on the present perfect and the past simple

Quick quiz

Three of these sentences are incorrect. Can you explain why they are incorrect?

- 1 I have bought a new pair of jeans yesterday.
- 2 I phoned you a couple of minutes ago.
- 3 I never was in Ireland.
- 4 When you finished your meal, you can watch the film on TV.

1 The present perfect and the past simple



- A** What is a brand name? What do you think makes clothes, etc. with brand names so popular?
- B** Underline the examples of the present perfect in the extract. Do you agree with what the writer says? Why (not)?

Since about the middle of the 20th century, brand names have been a way of helping people to express their own individuality while, at the same time, being part of a group. Buying items like these is a bit like being a fan of a popular band or a famous football team. It gives you a sense of identity. These products play an increasingly important part in our lives today. People need security. Buying an easily identifiable product means that you know exactly what you've just bought – there are no nasty surprises! – and you know that your friends will approve of what you are wearing.

2 Past participles

Some verbs have irregular past participles. Divide these verbs into three groups:

- | | |
|------------|---|
| verbs with | 1 a regular past participle |
| | 2 an irregular past participle which is different from the simple past form |
| | 3 an irregular past participle which is the same as the simple past form |

- begin • bring • come • decide • fall • find • go
• know • leave • promise • remember • see • sing
• stop • teach • think • visit • wash • write

3 Adverbs of time

Put the adverb in the correct place in sentences 1–8.

- 1 already Don't feed the cat. I've given him his dinner.
- 2 yet Have you paid the telephone bill?
- 3 still My letter from my penfriend hasn't arrived.



- 4 just Paula's missed the bus.
- 5 ever This is the first time I have tried skateboarding.
- 6 never I've been abroad.
- 7 always Anna has liked classical music.
- 8 yet The Rutherfords have not moved to their new flat.

4 The present perfect and the present perfect continuous with *since* or *for*

- A** Do we use *since* or *for* with the following words and phrases connected with time?

- a long time • two weeks • last March
- three hours • 1998 • Monday
- a few minutes • 9 o'clock

- B** Which of the tenses in bold emphasises the length of time of the action?

I've **lived** here since I was a child.
I've **been living** here for 10 years.

- C** Use a phrase with *for* or *since* and either the present perfect or the present perfect continuous to complete the sentences.

- 1 Peter (read) the same book _____
- 2 We (try) to phone them _____
- 3 Our next-door neighbours (have) their new car _____
- 4 Maria (do) this job _____
- 5 Karl (have) a cold _____
- 6 I (not be) to the theatre _____
- 7 Jessica (be) a student at this school _____
- 8 John (not watch) a football match _____
- 9 Sam (stay) with her grandmother in the countryside _____

- D** Make sentences about the Irish rock group U2, using the information in 1–6 and the words in brackets.

Example

The members of U2 first played together in 1976. (since / play together)

The members of U2 have been playing together since 1976.

- Adam Clayton, the bassist of the band, moved to Dublin from England when his father got a job at the Irish airline Aer Lingus. (since / Adam / live in Dublin)
- The band decided to change their name from The Hype to U2 in 1978. (since / be called)
- U2's first album 'Boy' appeared in October 1980. (for / record albums)
- Singer Bono Vox – born Paul Hewson – married Alison Stewart in 1982. (for / be Bono's wife)
- Their 1984 album 'The Unforgettable Fire' was the first they recorded with producers Brian Eno and Daniel Lanois. (since / work with)
- In 1988, 'U2: Rattle and Hum' was the first of many films to which the band contributed songs. (for / write songs for the cinema)



5 In other words

- A** Complete sentence 2 so that it has the same meaning as sentence 1.

- It's ages since I bought a new pair of trainers.
- I haven't _____ a new pair of trainers _____ ages.

- B** Match 1–5 with a–e to make sentences like the first one in A.

- | | |
|---------------------------|-------------------------------|
| 1 It's a long time | a we (have) anything to eat. |
| 2 It's over a year | b we (go) to the cinema. |
| 3 It's about two months | c my family (have) a holiday. |
| 4 It's nearly a fortnight | d Susan (phone) me. |
| 5 It's hours | e I (have) a haircut. |

- C** Rewrite the sentences that you have made in B the same way as in sentence 2 in A.

- D** Use the sentence openers 1–5 in B to write sentences about yourself.

6 The present perfect with when, if or until

We sometimes use the present perfect instead of a present tense after *when*, *if* or *until* to talk about something that might be finished now or soon, e.g.

If / When you have finished your homework, you can go out.

You cannot go out until you have finished your homework.

Complete these sentences using your own words.

- We can't go to the cinema until we _____ what's on.
- If they _____ (not) _____ by lunchtime, we will have to ring and find out where they are.
- When you _____ your bedroom, we can have dinner.
- I'll be ready to go out when I _____ my hair.
- When you _____ the table for dinner, you could help me with the vegetables.
- I can't tell you what my secret is until I _____ to Anna.

Let's activate!

7 Personal experience

In pairs, you have five minutes to find out whether (or how many times) your partner has done the things in 1–10 and what happened when he/she did them. Ask and answer questions and make notes of your partner's replies.

Example

- *Have you ever been to New York?*
- *Yes, I have.*
- *When did you go there?*
- *I went to New York on holiday last summer.*

• What • When • Who/with • How • How long • Why

- | | |
|------------------------------|--------------------|
| 1 go to a wedding | 6 go to a concert |
| 2 break a bone | 7 win a prize |
| 3 miss a train | 8 climb a mountain |
| 4 be late for school | 9 perform on stage |
| 5 forget to do your homework | 10 be abroad |

8 Group discussion

- A** Which of these statements might apply to you? Why?



- I've just spent all my money on a pair of brand name jeans.
- I've never bought anything with a brand name in my life and I never will!
- I don't know if I've ever bought any brand name products because I never check the name before I buy things.

- B** How have brand name companies changed people's spending habits and your life?

Vocabulary

1 Negative prefixes

We make some adjectives negative by adding the prefixes *un*, *in*, *im*, *ir*, *dis* or *il*. We use the negative prefix *im* before the letters *p* and *m*, *ir* before the letter *r*, and *il* before the letter *l*. Complete the sentences with the negative form of the adjectives below.

- expensive • clear • attractive • possible • responsible • organised
- mature • legal

- 1 The photograph was blurred and _____. We couldn't see who was in it.
- 2 It's _____ to become a supermodel unless you're very good-looking.
- 3 I don't spend lots of money on clothes. I usually buy things which are _____.
- 4 It is very _____ to leave the children without supervision near the pool.
- 5 The young man had an _____ scar on his cheek.
- 6 The concert was completely _____. Nobody knew where to buy tickets.
- 7 Some models are too _____ to realise the risks associated with working in the fashion industry.
- 8 In England it's _____ to drive a car if you're under 17.

2 Verbs and prepositions

Match the sentence halves 1–4 with the prepositions, then with a–d.

- with • by • against • to

- 1 The perfume *CK one* was created _____
- 2 The audience were provided _____
- 3 Many people are attracted _____
- 4 The designer defended himself _____
- a the glamorous image of the film industry.
- b criticism that his clothes were too expensive.
- c the designer Calvin Klein.
- d a programme of the fashion show.

3 Word formation

Put the words in brackets into the correct form.

Image is important in most professions, but some jobs put more emphasis on ¹ _____ (appear) than others. Nobody knows this more than Jodie Keller, make-up artist for *Vogue* magazine. 'My work involves covering up tiny ² _____ (imperfect) as well as completely transforming faces,' explains Jodie. 'For me the ³ _____ (attract) of the job is its constant ⁴ _____ (vary) – each photo shoot presents a new challenge. It can be demanding at times, but the stylists are very ⁵ _____ (help) and the models usually patient. The work I do is very ⁶ _____ (create) and I've made up ⁷ _____ (count) faces. All in all it's a ⁸ _____ (wonder) career!'

Grammar

4 The present perfect and the past simple

Choose the correct tense.

- 1 *Have you ever seen* / *Did you ever see* U2 live?
- 2 Simon *has bought* / *bought* some new designer jeans last week.
- 3 Sara *worked* / *has worked* as a model before she went to university.
- 4 I can't call Jessie – I *forgot* / *have forgotten* my mobile.
- 5 *Did you watch* / *Have you watched* the episode of *The X-files* last night?
- 6 You look tanned. *Did you go* / *Have you been* on holiday?
- 7 • Why don't you take a picture?
• I *ran* / *have run* out of film.
- 8 I *saw* / *have seen* two films starring George Clooney recently.
- 9 *Did you visit* / *Have you visited* the Rock Café when you were in London?
- 10 Ethan *has always been* / *was always* obsessed with his appearance. He's incredibly vain.

5 Adverbs of time

Complete these dialogues with the most appropriate adverb. Sometimes more than one answer may be possible.

- yet • already • still • just • ever • never
 - always
- 1 • Hurry up, the film has _____ started.
• Has anything happened _____?
 - 2 • Have you _____ been on a photo shoot?
• No, I've _____ been on one, but I did go to a fashion show once.
 - 3 • Has Holly _____ been very popular?
• Yes, she has, although she's _____ had a boyfriend.
 - 4 • Have you finished surfing the Internet _____?
• Yes, I have. I've _____ found what I was looking for.

6 The present perfect and the present perfect continuous

Rewrite these sentences so that the meaning is the same.

- It's about two months since I started learning photography.
I've been learning photography for about two months.
- Mandy bought an Oasis CD yesterday – she hasn't stopped playing it!
Mandy has _____
- When did you buy those trainers?
How long _____
- The last time I saw my grandparents was at Christmas.
I haven't _____
- It's nearly a fortnight since I went rollerblading.
I haven't _____
- Ross hasn't seen Rachel for a long time.
It's been _____
- It's hours since I arrived at the café and Monica still hasn't arrived.
I've been waiting _____
- I gave up football over a year ago.
It's been _____

7 The present perfect with when, if and until

Choose the correct alternative.

- When / Until* you've finished playing the computer game, can I have a go?
- I'm not lending you any money *until / when* you promise to pay me back.
- I'm not going anywhere *until / if* you tell me the truth.
- If / Until* you've already seen *X-Men*, we can go and see something else.
- When / Until* you've taken the photo, give the camera back to me.
- If / When* you're going to shop, could you get me a carton of milk?

8 The right verb

Complete this text with the correct form of the verbs in brackets.

THE ART OF TATTOOS

1 _____ (ever / you / think) about having a tattoo? Nowadays lots of young people 2 _____ (copy) their favourite footballers and pop singers and experimenting with 'body art'. Singers such as Mel C, also known as Sporty Spice, 3 _____ (already / have) as many as seven tattoos, and Robbie Williams 4 _____ (just / pay) to have a lion tattooed on his shoulder. Body art 5 _____ (become) an essential fashion accessory, and recently, more and more people 6 _____ (spend) money on it. Originally the word tattoo 7 _____ (come from) the Tahitian word 'tatu' which means 'to mark something'. Polynesian warrior kings 8 _____ (have) tattoos across their entire body – including the eyelids – to reflect their status. However, when tattoos 9 _____ (introduce) in Britain in the early eighteenth century, they 10 _____ (begin) to develop quite different associations.

'Body art 11 _____ (develop) a negative image because of criminals,' explains tattoo artist Jon Hanson. 'In the past, prisoners 12 _____ (tattoo) as a form of identification. In fact, it was only prisoners, sailors and members of the army who had them.'

But this image seems to be part of the attraction – at least for teenagers. 'Recently young people 13 _____ (start) to have tattoos because they think it 14 _____ (make) them look rebellious,' explains sociologist Mark Dean. 'They use them 15 _____ (establish) a tough image.'

But if you 16 _____ (not have) a tattoo yet and you 17 _____ (think) about it, think again. Tattoos are impossible to remove without leaving a scar, and what looks fashionable now could look dated in ten years' time.

Factfile

A Complete the factfile with the following words and phrases.

- look good • unattractive • image conscious • talent or intelligence
- dieted • model figure • eating habits

Looks count

A recent poll of British teenagers has shown that both boys and girls believed appearance rather than 1 _____ was the key to success.

Boys said that a 2 _____ was more important than intelligence in a girlfriend. They also admitted being increasingly 3 _____ and were likely to reject a girl because of her looks. In fact, most teenagers believe that being 4 _____ is more likely to stop them from getting a job than having a criminal record.

All the teenagers admitted having a physical ideal which had an effect on their 5 _____, and over half of 14-year-olds admitted to having 6 _____.

Many of those questioned confessed they felt under too much pressure to 7 _____ all the time and admitted they would be willing to try cosmetic surgery. One researcher commented: 'This study emphasises how important it is for British teenagers to look good, even if it means neglecting other things in their lives.'

B Is your attitude to appearance similar to or different from the opinions above? Discuss your ideas in groups.

Photographic images

A These words are all connected with photography. What do they mean?
• develop • negative • print • enlargement • lens • flash • snapshot

B Discuss these questions with a partner.

- 1 How do you feel about:
 - taking photographs?
 - seeing photographs of yourself?
 - looking at other people's photographs?
- 2 Why do people take photographs of each other?
- 3 How do people react when they know their photograph is being taken? Why?
- 4 How were images represented before people took photographs? How are photographs different or better?

Listening skills



1 Note-taking

A Look at this very old photograph and answer the questions.

- 1 When do you think it was taken?
- 2 What words would you use to describe the man?
- 3 How do you think he felt about the photo?

B Listen to a short news item about the old photograph. Answer the questions. Write notes like those in the example.

Exam training

Note-taking Remember that notes do not have to be grammatically correct, e.g. (an) antique market (in) Paris.

Example

Where did Monsieur Pagneux buy it?
antique market / Paris

- 1 Why is it so important? _____
- 2 When was it taken? _____
- 3 When did the public hear about the photograph? _____
- 4 Who was Nicolas Huet? _____
- 5 What did he have to do? _____
- 6 Why didn't he comb his hair or smile? _____

C Now expand your notes into sentences and compare your answers with a partner's.



2 Listening for specific information

A Look at these photographs of two young people. How old do you think they are? What do they do?

B Listen to the tape and fill in the table with the correct information.

Anna Pimm

Age:	
Nationality:	
Main occupation:	
Part-time job:	
Earnings:	
Father's occupation:	
Father's advice:	
Main ambition:	

C Who do you think was right, Anna or her father? What do you think has happened to Anna since then?

3 Yes/no statements

A Imagine you are going to interview Zack, the young man in the photograph. You want to find out about the good and bad aspects of his job. What questions would you ask him? Make a list.

B Now listen to someone else interviewing Zack. How do your questions compare with those the interviewer asks?

- C Listen again and decide whether these statements match what Zack says about himself. Write *yes* or *no* beside each statement.

- 1 I always wanted to be a model. _____
- 2 I have only worked with one agency. _____
- 3 I sometimes spend long periods without work. _____
- 4 I like to work hard. _____
- 5 I was responsible for my worst experience. _____
- 6 I have lost some friends because of my career. _____
- 7 My parents have tried to make me give up modelling. _____
- 8 My academic work suffered as a result of modelling. _____
- 9 I would like a complete change of career. _____

Speaking skills

4 Phrasal verbs

- A Zack says he doesn't really try to *live up to* the image people have of models. Here are some other phrasal verbs from the listening. Match them with their meanings in 1–7.

- live up to • drop out of • fall over • carry on
• fall / get behind with • go on about • go out with

- 1 be as good as expected
- 2 continue
- 3 talk about repeatedly
- 4 leave unexpectedly
- 5 suddenly stop standing
- 6 spend time regularly with
- 7 fail to keep up with

- B Now discuss these questions in pairs or groups.

- 1 Have you ever found it difficult to live up to other people's expectations?
- 2 What subjects would you like to carry on studying, perhaps at university?
- 3 What can students do if they fall behind with their studies?
- 4 For what reasons do people drop out of university or school?
- 5 What kinds of subjects do people that you know usually go on about?
- 6 Why do you think Hollywood stars usually choose to go out with other famous people?

5 Word stress

- A Words can be divided into syllables: units usually containing a vowel and a consonant before and/or after it, e.g. af-ter. Underline the stressed syllable in each word. The part of speech is written beside each word.

- | | |
|------------------|--------------------|
| 1 contract (n) | contract (v) |
| 2 commerce (n) | commercial (adj) |
| 3 satisfy (v) | satisfaction (n) |
| 4 assign (v) | assignment (n) |
| 5 react (v) | reaction (n) |
| 6 photograph (n) | photographic (adj) |

- B Now listen to the words on tape and check your answers. Practise saying the words with the correct stress.

6 Role-play: Exchanging information

- A You are going to interview Anna or Zack. Make a list of questions to find out about:
- length of time doing the activity
 - big break
 - any problems
 - most exciting/worst experience
 - effect on his/her family life/lifestyle
 - the future
- B In pairs, interview each other. Try to refer back to what your partner has said to show that you are listening. The phrases in *How can I ...?* will help you.

How can I ...?

Show that I'm listening

Now, you mentioned ...

So, that's how ...

Yes, I was going to ask you about ...

Could you give me an example of ...?

Could you explain in more detail ...?

7 Picture-based discussion

- A Describe what is happening in the two pairs of pictures.



- B Discuss these questions.

- 1 What kind of image do the people in the pictures show?
- 2 Should they try to live up to their images? Why (not)?
- 3 In your opinion, what contribution has photography made to world events?
- 4 What effect has photography had on your culture/lifestyle?

Images of Britain



Images of Britain poster project

- A** A group of British students designed this poster as part of a group project called *Images of Britain*. What different images of Britain do you think it shows?
- B** What images do you have of Britain which are not in the poster?

Studying the sample

1 Understanding the task

The students also wrote a report to accompany the poster illustrating their points of view. What do you think should appear in a report?

- personal feelings and emotions
- facts and figures
- descriptions of who, what, when, where and why
- informal, conversational-type language, e.g. contractions
- stories or narrative
- pictures, drawings and/or diagrams

2 Choosing the right heading

This is the report the students wrote. Read the report and decide which heading fits each part.

- A country of cultures
- British culture today
- Our intended audience
- Typically British

1 _____

We will send our poster all over the world to schools, colleges and travel agencies. People abroad will see our poster and recognise the traditional images we show of Britain. They will also get a good impression of what British life is like today.

2 _____

Many people think of Britain and immediately think of London. So we felt it was important to choose one characteristic image of London. We chose Big Ben because it is part of the Houses of Parliament, which stand for tradition as well as today's government. We decided not to include other tourist images because they don't symbolise the whole country in the same way.

Many people think of a British man wearing a dark suit and carrying an umbrella, which is not very typical these days. We agreed that we should include the umbrella, however, because it says something about the weather, which people talk about all the time.

We all thought we ought to include an image of food or drink. Tea is a traditional image, but most young people now drink more coffee. We still eat a lot of fish and chips, however, so we decided on this to represent British food.

3 _____

We did not think it would be a good idea to include one particular British musician or band because there are so many types of music in Britain. The musical instruments give an idea of music in general.

We were all determined to include a sport because so many sports originally came from Britain. We opted for a football rather than a cricket bat because it is easier for foreigners to recognise.

4 _____

Finally, we made a unanimous decision to put ourselves in the poster because we believe that young people have an important part to play in British life. We considered that it was really important to show that Britain is a multi-cultural society, which makes it such a fascinating place.

3 Saying the same thing in different ways

Exam training

Avoiding repetition *Never write exactly the same thing more than once when you are writing. Try to use a variety of ways of repeating similar ideas.*

- A** Look again at the report about Britain. The writers do not repeat the same words over and over again but use different ways of saying very similar things. Underline the other phrases which tell us about the decisions the group made, e.g.
... we felt it was important to choose ...

- B** Here are some other phrases from the students' report. They say similar things about what the images mean but in a different way. What images are they referring to?

- 1 ... show ...
- 2 ... stand for ...
- 3 ... don't symbolise ...
- 4 ... is not very typical of ...
- 5 ... says something about ...
- 6 ... is a traditional image of ...
- 7 ... to represent ...
- 8 ... give an idea of ...
- 9 ... have an important part to play in ...

- C** Why did they decide to include each of the images? Which images did they decide not to include? Why?

Steps to better writing

4 Completing sentences

Here are some openings of sentences based on information in the report on Britain. Complete them with information for a report on your own country.

- 1 Many people think of _____ and immediately think of _____
- 2 I would choose an image in my country like _____
- 3 _____ stands for _____
- 4 _____ doesn't / don't symbolise the whole country.
- 5 Many people think of a _____ man or woman as _____
- 6 _____ is a traditional image of _____
- 7 We eat a lot of _____
- 8 People in my country listen to _____
- 9 Our national sport is _____
- 10 _____ is a _____ society.

5 Prepositions

Match 1–10 with a–j, then write the sentences filling in the missing prepositions.

- 1 Our poster will go
- 2 People will have
- 3 The Houses of Parliament
- 4 An umbrella says
- 5 We decided _____ fish and chips

- 6 There are fast food restaurants
- 7 So many sports originally
- 8 We opted
- 9 Young people play
- 10 Britain is a fascinating place
- a something _____ British weather.
- b to represent British food.
- c _____ every town.
- d an important part _____ British life.
- e a good impression _____ life here.
- f to live _____ and visit.
- g stand _____ tradition.
- h _____ a football.
- i came _____ Britain.
- j all _____ the world.

Writing your report

6 Brainstorming

You are going to design a poster and write a report about your country. In groups, talk about what images you should include in your poster and why. Use *How can I...?* to help you.

How can I...?

Justify my opinions

Personally, I (don't) think we should choose... because...
Let's (not) have ... because ...
In my opinion, I (don't) feel we should put ... because ...
I would definitely (not) include ... because ...
It would be better to include ... as ...
I (don't) feel that it's important to include ... as ...

7 Planning

- A** Think about your poster report and make two lists in note form about your decisions:
- 1 which images you have decided to include and why.
 - 2 why you have decided not to include certain images.
- B** Decide:
- 1 how to introduce your report.
 - 2 which order to put your decisions in.
 - 3 how to end your report.

8 Writing

With the help of your notes, write the report (200 to 300 words).

9 Checking

Read your report and check that you have:

- expanded your notes into complete sentences.
- used different ways of saying what you decided and what the images represent.
- included a heading for each section.
- written the correct number of words.

Vocabulary

1 Phrasal verbs

Complete sentences 1–7 with one of the phrasal verbs in the correct form.

- live up to • drop out of • fall over • carry on
- go on about • fall behind with • go out with

- 1 Jessica decided _____ college and travel round the world for a year.
- 2 The newspapers claimed that the supermodel _____ a famous actor.
- 3 The athlete failed _____ his reputation as the world's best sprinter.
- 4 Amy didn't enjoy the ice-skating trip. She _____ three times.
- 5 Matt is obsessed with his new motorbike. He can _____ it for hours.
- 6 Greg _____ working until midnight. He had an exam the next day.
- 7 Mark took on too many part-time jobs to pay for his college training and soon _____ his studies as a result.

2 Word building

Put the words in brackets into the correct form.

- 1 I had to take a lot of _____ (photograph) equipment with me to the fashion shoot.
- 2 Nadia was only 15 when she got her first modelling _____ (contract).
- 3 Jenna got a lot of _____ (satisfy) from her work as an architect.
- 4 What was Sean's _____ (react) to the good news?
- 5 The modelling _____ (assign) was for three days on a beach in the Caribbean.
- 6 The film was a huge _____ (commerce) success. It broke all box-office records.

3 Prepositions

Complete the text with the correct prepositions: *in, to, on, with, of, for, from* or *around*.

Advertising plays an important part ¹ _____ our everyday life. On average, people are exposed ² _____ over 1,000 adverts a day – on television, in newspapers, on the radio or in the streets. You may think you decide ³ _____ what products you need, but advertisers know better. They shape our attitude ⁴ _____ what we consume.

Advertisements give a positive impression ⁵ _____ a brand through the images they use. For example, the images in sportswear adverts often stand ⁶ _____ strength and success, whereas perfume ads suggest you will be irresistible to other people. Ads also say 'buy this product and you will be part ⁷ _____ this group'. We often go ⁸ _____ the product which promotes the group we identify ourselves ⁹ _____, so teenagers might buy Calvin Klein rather than Chanel.

But the most successful brands are those which appeal to many different groups of people. In particular, products which have come ¹⁰ _____ America have had huge success. Coca-Cola, for example, is popular all ¹¹ _____ the world – over 7,000 Cokes are consumed every second. And Levi's jeans are popular ¹² _____ teenagers worldwide.

Grammar

4 It's time

In clauses with *it's time* the past tense form has a present or future meaning. We use *it's time* to express what the best thing to do would be in a certain situation.

Our television keeps breaking down. It's time we bought a new one.

Use *it's time* to write sentences about these situations.

- 1 Tina hasn't decided what she wants to study next year.
- 2 Karl is difficult to contact. He hasn't got a mobile phone.
- 3 Eva has been smoking for three years. It's affecting her health.
- 4 Rachel can't go windsurfing because she doesn't know how to swim.
- 5 Lisa hasn't told Matt the truth about her new boyfriend.

Speaking

5 Discussion

A Which adjectives would you use to describe these famous brands?

- Fanta • Adidas • Lada • Nokia • Panasonic
- Pizza Hut • Benetton • Trabant • Zanussi
- interesting • boring • fashionable • exciting
- mysterious • powerful • positive
- depressing • predictable • unusual
- amusing • surprising

B Where have you seen these brands advertised – on TV, on the radio, on billboards? Were the adverts memorable? Why?

C What sort of people would buy these brands?

D Would you buy any of these brands? Why (not)?

Writing

6 Paragraphing

Complete the report on American products with these sentences. The sentences introduce the topic of each paragraph (A–D). Ignore gaps 1–18.

However, not all American products have had global success.

To sum up, nowadays many American products are part of our everyday life.

This report looks at the popularity of American products in today's society.

But why have these products become so popular?

7 Articles

Complete gaps 1–18 in the report with *a*, *an*, *the* or no article.

Aim of the report

Over the last sixty years ¹ _____ American products have become household names in many countries. People watch ² _____ Hollywood movies at their local cinema, ³ _____ sitcoms on TV and buy ⁴ _____ products such as McDonald's hamburgers, Nike trainers and Levi's jeans. All these things have had ⁵ _____ huge impact on our culture and lifestyle.

Worldwide products

Primarily, it is because American brands often exploit the powerful images we see on television and in films such as westerns. ⁶ _____ adverts for Marlboro cigarettes are a good example of this. They often show a picture of ⁷ _____ cowboy lighting a cigarette and looking out across wild open plains. This clearly symbolises ⁸ _____ adventure, ⁹ _____ freedom, and ¹⁰ _____ excitement of the American Wild West – and helps people forget about ¹¹ _____ health risks! McDonald's is another example of ¹² _____ successful product. This is probably thanks to its all-American image of somewhere clean, friendly and cheap to eat. Nowadays everyone recognises ¹³ _____ golden arches forming its logo, and over 20 million hamburgers are served every day.

Home-grown products

For example, not many people watch American football outside ¹⁴ _____ USA. In addition, although lots of ¹⁵ _____ people wear ¹⁶ _____ baseball caps, very few people actually play the game abroad.

Conclusion

People watch *The X-files* on television, buy ¹⁷ _____ jeans made by Diesel and drink ¹⁸ _____ cans of Coca-Cola. In the future we'll probably use American products more and more.

8 Saying the same thing in different ways

Find different ways in the report in 7 of saying these things.

- the aim of this report is to examine
- for example
- clearly illustrates this point
- on the other hand
- in conclusion

2 Natural reactions

Happiness

A A group of American psychiatrists believes that happiness can be learned, practised and applied to any situation. Give yourself a score, on a scale of 1–10, for each question.

NEVER 1 2 3 4 5 6 7 8 9 10 ALWAYS

As you go through the day, do you actively aim to be as happy as possible? ☐

Do you take responsibility for your life? ☐

Do you make a point of doing one thing which makes you happy each day? ☐

Do you work through problems and gain knowledge from them? ☐

Do you give without wanting anything in return? ☐

Are you honest with yourself and others? ☐

B What do you think the scores show about your attitude towards life?



Skills

1 Matching

Read the case studies and the suggested action plan for each one. For questions 1–6, choose from the case studies A–F. For questions 7–12, choose from the action plans A–F.

Exam training

Matching The words in the questions may not be the same as those in the text. Read each paragraph carefully and underline the information that gives you the correct answer.

Which person in the case studies:

- 1 couldn't compete with someone they loved?
- 2 decided to adopt a more adult approach to things?
- 3 didn't want to face up to the truth?
- 4 refused to take part in something?
- 5 never had a single free moment?
- 6 is not bothered by the difficulties of everyday life?

Which action plan suggests that you:

- 7 shouldn't put the blame on other people?
- 8 should change a difficult situation into one that teaches you something?
- 9 should make a decision not to be affected by the negative side of life?
- 10 should be generous but not expect any reward?
- 11 should be able to admit how you feel?
- 12 shouldn't put off doing things you want to do?

Case study A Jill, Personnel Manager

'Every morning I promise myself I'm going to have a good day. It doesn't matter if my flatmate has used all the hot water, my train is cancelled, or I have a problem at work. Whatever happens, happens. I just let the negative things go and think of the things that make me feel good, like the way my flatmate can always make me laugh.'

Action plan:

The intention to be happy is the most powerful tool you can have. Without it, it's easy to be overwhelmed by the bad things in life.

Case study B Liz, Fitness Instructor

'My sisters and I recently had to plan a party. However, our 'discussions' usually end up in a big argument with everyone yelling. So I made a conscious decision not to join in; instead, I listened to what they were saying. When they finally stopped shouting, I suggested what I thought we should do and why. Everyone calmed down and we got ourselves organised.'

Action plan:

It's important to have control over your own life, rather than to simply react to events. Happy people don't become defensive or say to others: 'It's all your fault'.

Case study C Tim, TV Producer

Although I love work, last year I felt as if I was drowning. I was constantly rushing around making sure everything ran smoothly. Then I started training for a marathon, and I realised how much I needed some time to myself. I decided that I'd definitely keep running. It gives me a chance to escape and think about myself for a change.'

Action plan:

Happy people make sure they do things they enjoy. They don't 'wait for next year'. Neither should you.

Case study D Suzanne, Investment Analyst

I've never had a great relationship with my mother, so I was horrified when she moved into my flat for a while. We started arguing immediately. Then I realised I was behaving like a child, so we sat down and talked about the past for the first time. A lot of emotional things were said but it really cleared the air. Now we can get along.'

Action plan:

If things go wrong, you can turn the problem into an opportunity. Even serious problems can be turned into something meaningful if you are prepared to learn from them.

Case study E Martin, University Student

'When I first started going out with my girlfriend, we were always buying presents for each other. The problem was that she had much more money than me so her presents were expensive. I felt pressurised to buy something of equal value and ended up really resenting it. Eventually, I lost my temper and told her that it had to stop. We still exchange gifts but nowadays I'm more likely to spoil her with a home-cooked dinner.'

Action plan:

When you give to others, do you always expect something in return? If you give openly, honestly and from the heart, you are far more likely to be happy.

Case study F Brian, Graphic Designer

'I wasn't happy in a relationship with a girlfriend I had had for a long time. I kept telling myself things would improve – as soon as she got a better job, or we spent more time together. It took me a long time to be honest with myself about my feelings for her. I'd pretended that we were the perfect couple for too long. Breaking up was really hard but it was a huge relief.'

Action plan:

Being honest with yourself is a vital step on the road to happiness. Pretending you are happy when you're not only leads to problems.

Vocabulary

2 Expressing feelings

In pairs, discuss the meanings of the phrases in *italic*, then complete the sentences using your own words.

- 1 People *are* sometimes *not honest with themselves* about ____.
- 2 People often *resent the fact* that ____.
- 3 It doesn't *matter to me / bother me* if ____.
- 4 I sometimes *lose my temper* when ____.
- 5 I never *feel overwhelmed* by ____.
- 6 I am sometimes *horrified* by ____.

3 Words that go together

A Combine the words on the left with those on the right according to how they are used in the text.

- | | |
|----------|------------------------|
| 1 make | a defensive |
| 2 have | b wrong |
| 3 become | c the air |
| 4 run | d control over |
| 5 clear | e pressurised by |
| 6 go | f smoothly |
| 7 feel | g a conscious decision |

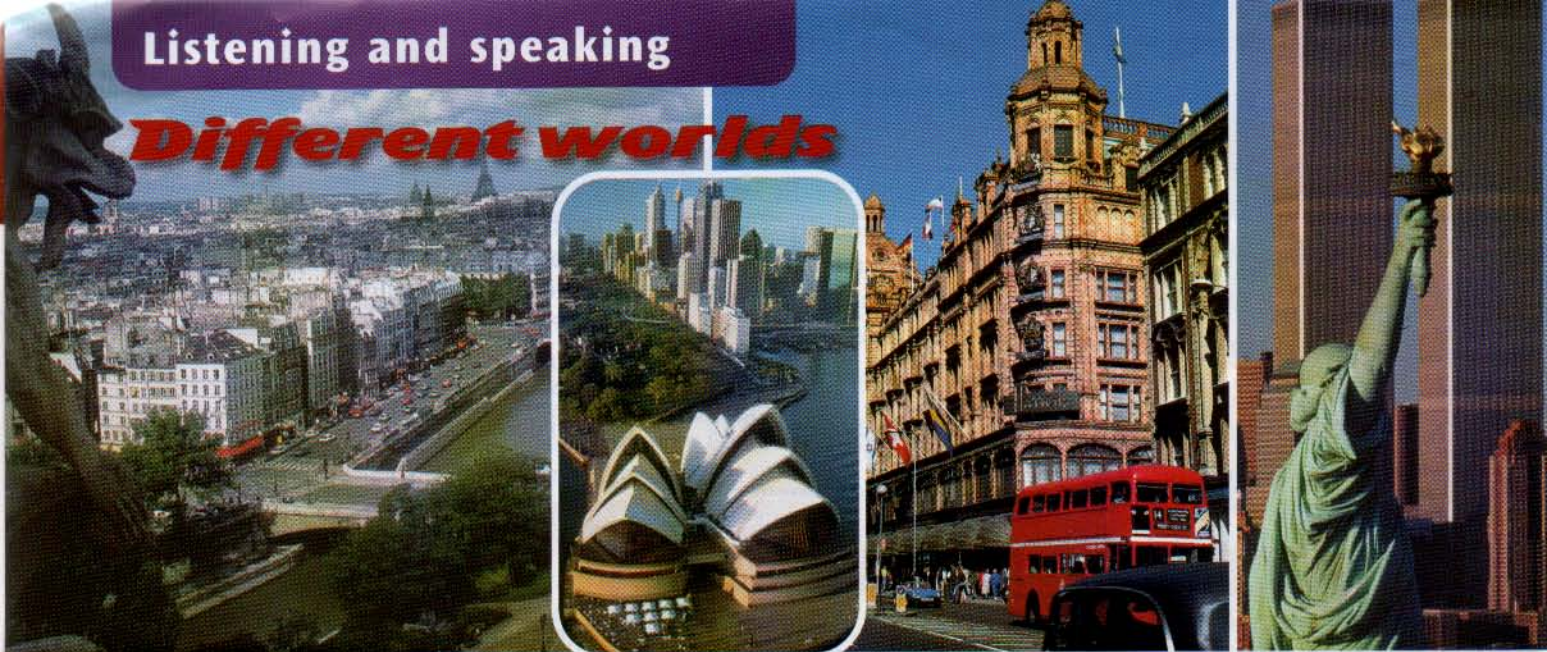
B Now use one of the word combinations in A in its correct form to complete sentences 1–7.

- 1 People often ____ when they are asked to justify their actions.
- 2 David ____ last week to work harder and pass his exams.
- 3 Do you really think we ____ any ____ our own destiny?
- 4 Everything will ____ if we are careful not to make any mistakes.
- 5 Don't worry! If things ____, I'll be there to help you.
- 6 Please don't ____ all the work we have to do. Just do it when you feel you have the time!
- 7 Pat and Jim had an argument at work but agreed to have a drink together just to ____.

Time to talk!

Can we really learn to be happy? Why (not)? What kinds of things make you feel happy?

Different worlds



- A** Can you describe and name the cities in these pictures? Which of these cities would you like to visit? Why?
- B** Here are some facts and figures about these cities. Which statement applies to which city? Some statements may apply to more than one city.
- 1 There are over 100 theatres here.
 - 2 The city population is more than five million.
 - 3 The city lies on the banks of a river.
 - 4 This is a capital city.
 - 5 There is an island in the middle of its river.
 - 6 It is near some famous bathing beaches.

Exam training

True or false? *You may think a statement is true because it contains phrases from the text. But, if you listen carefully, you may find it does not have the same meaning as the text.*

- 1 Tom needed special training to be a perfumer.
- 2 Tom began his new career in Paris.
- 3 He found the language difficult at first.
- 4 He prefers to tell people he's French.
- 5 Tom is a non-smoker.
- 6 Tom's original contract was for a fixed time.

Listening skills

1 Ordering information 5

You are going to hear Hadley Freeman, an American, talking about how she felt when she and her family moved from New York to London. As you listen, number the comments a–e in the order in which you hear them, 1 to 5.

Exam training

Ordering information *Before you listen, read through the statements carefully so that you know what kind of information you are listening for. Remember, the words the speaker uses on the tape might be different.*

- a When I went to live in France, I began to have more confidence in myself.
- b I chose to study a subject which would prove I was really English.
- c You have to accept that people find your country amusing.
- d I soon realised that I would have to be the same as everyone else.
- e I found it difficult to get rid of my American accent.

2 True or false? 6

You are going to hear Tom Turner, who is Australian, talking about his new life and job making perfume in Paris. Before you listen, read through the statements carefully. As you listen, decide whether they are true or false.

3 Understanding what you hear

Divide into small groups. Half the students in each group discuss the questions on Listening in 1; the other half in each group discuss the questions on Listening in 2. When you have finished, discuss your answers in class.

Listening 1

- 1 When you move to another country, what do you have to get used to?
- 2 How did Hadley try to become more like the English?
- 3 How did Hadley's sister cope with moving to another country?
- 4 How does Hadley feel about her identity now?

Listening 2

- 1 How did Tom get his job in Paris?
- 2 What was life like in the first six months he spent there?
- 3 What does he not like so much about Paris?
- 4 Why has he decided to stay there?

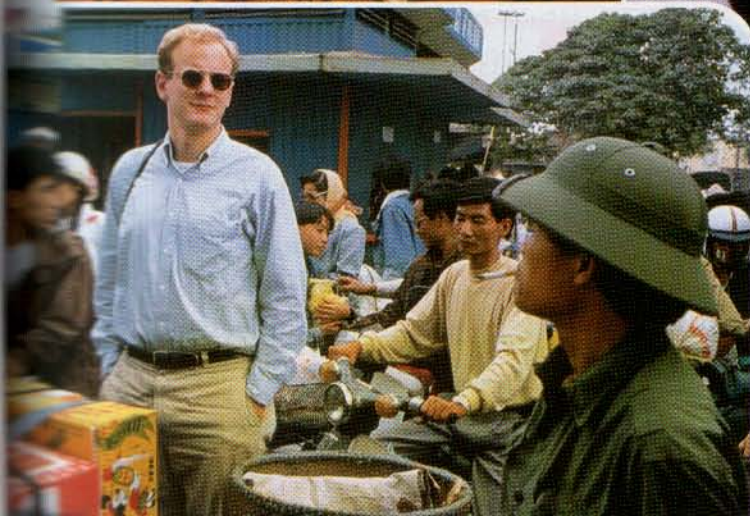
Speaking skills

4 Role-play: Exchanging information

Do this exercise in pairs. Turn to page 141.

5 Picture-based discussion

- 4 In small groups, each describe one of these pictures, then discuss together what messages the pictures are giving.



- B In the same groups, discuss questions 1–6 below. Use the *How can I...?* box to help you.

How can I...?

Express two points of view

On the one hand... , on the other hand...

Although I'd ... , I certainly wouldn't ...

While I might ... , I don't think I'd ...

Of course I'd ... , but I'm not sure if I'd ...

There's no doubt that it would ... , but there's also a chance it might ...

- 1 How would you feel if you and your family went to live in another country for a short time / permanently?
- 2 What would you miss / be happy to leave behind? Why?
- 3 What problems / advantages might you have in your new country?
- 4 What jokes do you think people might make about your country? Why?
- 5 Do people in your country have stereotypical images of other countries? Why (not)?
- 6 Why do you think some people use stereotypes when they express their opinion? What effect could this attitude have?

Soundbites

One vision

Listen to a song by Queen and answer the questions.

- 1 What kind of vision is the group singing about?
- 2 What dream did the lead singer have when he was young?
- 3 What happened to his dream?
- 4 How realistic do you think this vision of the world might be?



Vocabulary

1 Words that go together

Choose the correct words to complete the sentences.

- 1 Paul _____ a conscious decision to give up smoking cigarettes.
a made b had c gave
- 2 The police _____ no control over the crowd at the demonstration.
a took b did c had
- 3 Sarah looked upset this morning, but when I asked her if she was all right, she _____ very defensive.
a turned into b changed c became
- 4 We should arrive at the wedding early to make sure things _____ smoothly.
a run b pass c move
- 5 I've had a terrible argument with my boyfriend. It _____ the air a bit, but I still feel awful about it.
a cleaned b cleared c lifted
- 6 When things started to _____ wrong, Rachel decided to resign from her job.
a be b progress c go
- 7 Peter didn't want to study sciences. He _____ pressurised by his parents to do it.
a felt b experienced c had

2 Expressions with get

A Match sentences 1–7 with sentences a–g.

- 1 Brad couldn't *get used to* living in London.
- 2 Luke decided to *get rid of* his old CDs.
- 3 Amy *gets on well with* Tina.
- 4 Matthew was trying to *get round* his parents.
- 5 Rob didn't *get away with* cheating in the exam.
- 6 Louise *got into trouble* for shoplifting.
- 7 Simon couldn't *get over* his team losing the football match.

- a He offered to do some housework.
- b He was really upset.
- c They have the same taste in music and clothes.
- d The teacher caught him.
- e A store detective saw her.
- f He wanted to go back to New York.
- g He took them to a second-hand record shop.

B Now match the expressions in *italic* in A with the meanings below.

- a persuade someone to do something
- b overcome a problem
- c do something bad and not be punished
- d have a good relationship with someone
- e become involved in something bad or illegal
- f remove something
- g become accustomed to something

C Answer these questions so they are true for you.

- 1 Name three people you get on well with.
- 2 Do you ever get into trouble with your parents / teachers?
- 3 What things do you do to get round your parents?

3 Expressing feelings

Complete the sentences with the words below.

• lost • resented • horrified • bothered • overwhelmed

- 1 Tina was _____ by John's bad behaviour. He was arrogant and rude.
- 2 David _____ his temper when I asked him for more money.
- 3 Linda _____ the fact that Gill was very popular.
- 4 Paul worked late every evening. He felt _____ by the amount he had to do.
- 5 I'm not really _____ by spiders, but I am frightened of mice!

Speaking

4 Role-play: Exchanging information

Work in pairs.

STUDENT A (YOU SPEAK FIRST)

You are going on a short trip to New York. Ask a friend who has just returned from New York:

- about the best place to stay.
- what they would recommend seeing or doing.
- how much a weekend would cost.
- what kind of things were similar or different from your country.

STUDENT B

You have just returned from the trip to New York advertised below. Tell a friend who is going to New York:

- about accommodation.
- what you would recommend seeing or doing.
- about the cost of a weekend.
- what kind of things were similar or different from your country.

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5 Multiple choice

Choose the correct option, a–c, to complete gaps 1–15 in the text.

- | | | | | | | | |
|---------------|------------|-------------|---|--------------|--------------|------------|---|
| 1 a changed | b decided | c adopted | ✓ | 9 a arriving | b coming | c turning | ✗ |
| 2 a to | b too | c very | ✓ | 10 a certain | b conscious | c constant | ✗ |
| 3 a stress | b pressure | c influence | ✓ | 11 a prepare | b anticipate | c consider | ✓ |
| 4 a with | b for | c in | ✓ | 12 a in | b about | c of | ✗ |
| 5 a real | b true | c honest | ✗ | 13 a forms | b turns | c creates | ✓ |
| 6 a challenge | b contest | c pressure | ✗ | 14 a effect | b affect | c result | ✓ |
| 7 a with | b by | c for | ✗ | 15 a take | b give | c end | ✗ |
| 8 a doing | b having | c making | ✓ | | | | |

Is too much happiness good for you?

People used to think that positive thinking was good for them. However recently, American psychologists have ¹ c a different approach to happiness. According to their research, moaning, whinging and being generally pessimistic can be more beneficial to people.

While it's still true that positive thinking is useful in some situations, cheerfulness can sometimes be taken ² too far. Constant ³ to be upbeat makes some people feel worse instead of better. According to Dr Matthew Francis, many Americans are suffering because they are not allowed to feel bad. 'Life is very hard,' he says. 'And it can be harder to cope ⁴ with something if you feel pressure to act okay when you're not. It's better to be ⁵ with yourself and say how you feel.'

But how can being negative help you? According to Dr Francis, some people are 'defensive pessimists'. This means that they often set unrealistically low expectations for themselves in order to deal with a ⁶ problem. If 'defensive pessimists' are bothered

⁷ by a job interview, they don't try to persuade themselves that it will be fine on the day, but instead imagine ⁸ many mistakes, such as ⁹ waking up late or not being able to answer a question.

This may sound like a recipe for disaster, but the 'defensive pessimist' responds to such a nightmare scenario by making a ¹⁰ bad decision to stop things going wrong. As a result they'll arrive early and ¹¹ wait for every possible question. 'This gives defensive pessimists more confidence ¹² in themselves, so they actually perform better,' explains Dr Francis.

The research has also challenged the idea that positive thinking ¹³ turns us into healthier people. 'Evidence suggests that when people are falsely upbeat and cheerful, it has a negative ¹⁴ effect on their health,' said Dr Francis. Nervous, unhappy people, who constantly complained, were no more unhealthy and no more likely to ¹⁵ show up at the doctor's than cheerful ones.

The Guardian

Let's focus on gerunds and infinitives

Quick quiz

A Match these uses of the gerund with the examples in *italic* in the sentences:

- a the subject of the sentence
- b the object of a sentence
- c after a preposition

- 1 I'm quite good at *learning* new languages.
- 2 *Studying* in this way can change your attitude.
- 3 I think *studying* like this is a good idea.

B Correct the mistakes in these sentences. One sentence is correct.

- 1 Did you enjoy to go to the cinema last night?
- 2 My father is trying to give up to smoke.
- 3 I'm looking forward to going on holiday to the States.
- 4 Have you finished to have your dinner?

1 A good day or a bad day?

Do you enjoy going to school? Describe what you consider to be a typical good or bad day at school.

2 Note-taking

You are going to hear someone talking about what is happening in some schools in Britain. As you listen, complete the notes.

United States:	origin of the idea of ¹ _____ into lessons
Effect of this on lessons:	way of ² _____
Reactions of visitors:	surprised to ³ _____
Conclusion:	if students can ⁴ _____:
	chances of ⁵ _____ are greater, helps ⁶ _____
	concentration, helps ⁷ _____ better results

3 Verbs followed by the gerund or the infinitive

A Put the verbs in two groups: those which are always followed by 1) the gerund or 2) the infinitive.

- afford • agree • arrange • avoid • can't stand • consider • decide • deny
 • (don't) mind • enjoy • fancy • finish • give up • help • hope • imagine
 • manage • miss • practise • promise • put off • refuse • risk • want

B Put the verbs in brackets in their correct form in sentences 1–8.

- 1 The TV's not working but we can't afford (buy) a new one. *to buy*
- 2 I don't mind (study) grammar but I sometimes find it difficult. *studying*
- 3 Do you fancy (go) out tonight? *going*
- 4 The teacher refused (tell) us when the test was. *to tell*
- 5 My brother has given up (smoke). *smoking*
- 6 Martin denied (steal) the bicycle. *stealing*
- 7 I hope (go) to university next year. *to go*
- 8 Brian arranged (meet) his friends at the cinema. *to meet*

4 Gerunds after prepositions

Complete these sentences in your own words using a suitable preposition from the list below and a gerund.

• on • to • with • of • in

- 1 Nobody in my family is interested *in* _____
- 2 I'm tired *of* _____
- 3 Children get bored *of* _____
- 4 Mary is fed up *with* _____
- 5 My friends and I are very keen *on* _____
- 6 We are all looking forward *to* _____
- 7 If you work hard, I'm sure you'll succeed *in* _____
- 8 We could rent a video instead *of* _____

5 Verbs which change their meaning

Some verbs are followed by the gerund or infinitive with no change in meaning, e.g. *begin, bother, continue, intend, start*. Others change in meaning. Look at the examples and answer the questions.

• remember

Which of the sentences below means:

- a you remembered something, then you did it?
- b you can remember something that you have already done?

I remember phoning Maria.

I remembered to phone Maria.

• need

Which of the sentences below means:

- a it is necessary that something is done?
- b it is necessary for me to do something?

I need to see the doctor.

My hair needs cutting.

• regret

Which of the sentences below means:

- a I'm sorry about what I did?
- b I am sorry about what I am going to tell you?

I regret to say that I haven't done the work you asked me to do.

I regret splitting up with my boyfriend.

• try

Which of the sentences below means:

- a I made an effort to do something but couldn't do it?
- b I tried to do or did something, but I was unsuccessful?

I tried to tell him what I had done but he didn't want to listen.

I tried making an omelette with only one egg but it wasn't very nice.

5 Other uses of the infinitive

We can use the infinitive:

- to talk about our intention or purpose:
 - Why did you buy that dictionary?
 - To help me with my English.

Answer this question in the same way.

Why are you studying English?

- after a question word in an indirect question:

'What should I say?' → 'Tell me what to say'.

- as the object of a verb:

'I know what to do.'

Complete these sentences using an infinitive and any other necessary words. You may need to change the words in the sentence.

- 'Where can I buy a radio?'
Sally doesn't know ____.
- 'Who shall I ask for when I telephone?'
Eva wants to know ____.
- 'I'm going to Italy next summer.'
Mary has decided ____.
- 'I can play chess.'
Chris has learned ____.
- 'I've forgotten what our homework is.'
Paul can't remember ____.
- 'This is the way you send an email.'
I showed Peter ____.
- 'Where should I go for help?'
I don't know ____.

7 Expressions used with the gerund

Some expressions with *it* can be used with the gerund, e.g. *it's worth ...*, *it's no use ...*, *it's no good ...*, *it's a nuisance ...*, *it's pointless ...*. Complete sentences 1-5 with one of these verbs in the correct form.

ask • have • turn • complain • watch

- It's pointless watching on the television. It isn't working.
- It's a nuisance having to cycle to school, especially when it's raining.
- It's no use asking me for Jessica's phone number. I don't remember it.
- It's no good comparing if nobody is listening.
- It's worth seeing the film if you enjoy science fiction stories.

8 The right word

Put one of the verbs in its correct form (gerund or infinitive) in the gaps in the text.

go • persuade • have • be • copy • study • encourage • improve

The best motivator?

In some US schools, laughter is being taken seriously as a mechanism for increasing motivation and ¹ having better student / teacher relationships. Schools are using laughter ² to improve the results of their students. The findings of recent research into how students learn has helped ³ to persuade education experts that humour is a good thing. According to Dr Sam Barnes, a leading education expert: 'Laughter loves crowds, and crowds love laughter. While the personal advantages of ⁴ being fun at school are obvious, the educational benefits have not been recognised. Students have to work hard all the time.

⁵ As a student can be extremely tedious. By the end of the day, many students have switched off and their concentration has gone. But now they look forward to ⁶ going to school. They enjoy ⁷ being in an atmosphere like this and we are getting better results in examinations.'

On the other hand, humour has to be handled carefully. What one person sees as a joke, another may find offensive and embarrassing. It's not simply a question of ⁸ copying techniques from other countries: ideas have to be adapted to fit particular situations.

Let's activate!

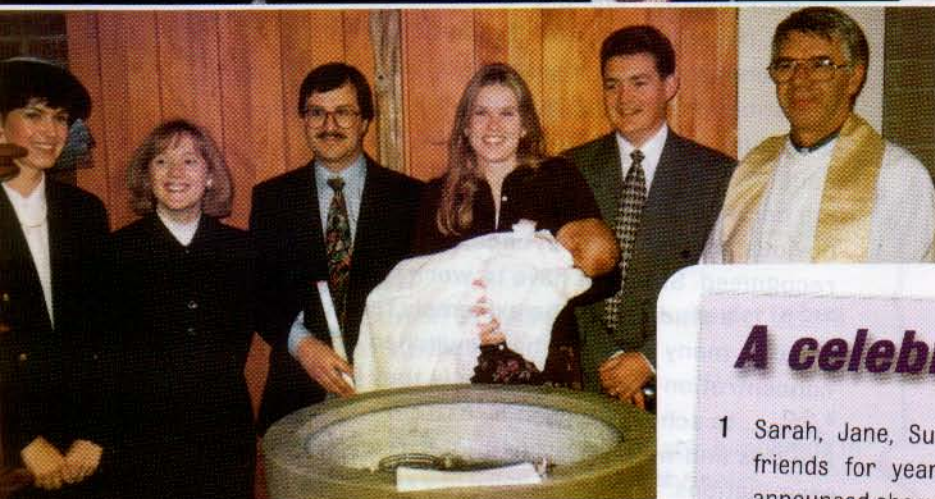
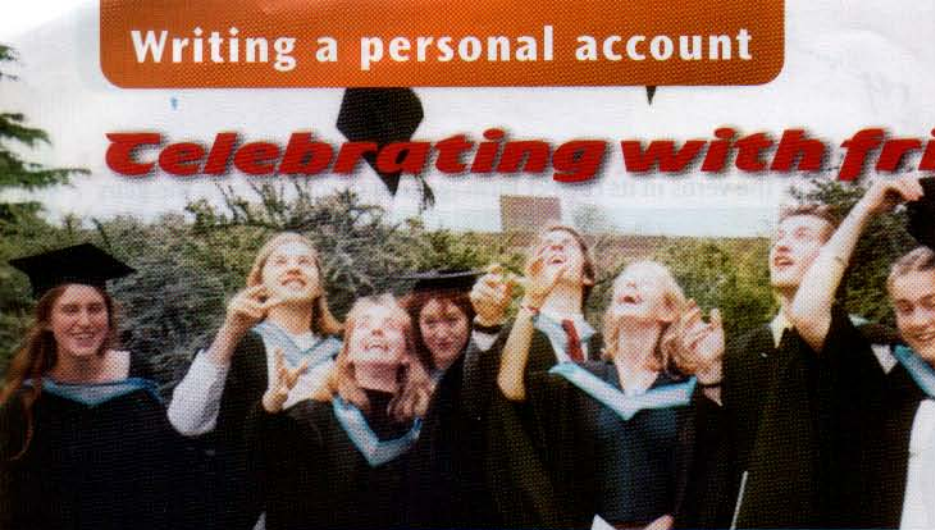
9 A 'humour day'

A Your school has decided to organise a 'humour day', i.e. a day which has a comic theme and encourages people to laugh more. In small groups, discuss:

- what theme the day will have, e.g.
 - a fun committee? a silly photograph day?
 - a laughter room? a joke wall?
 - a funny film day? a favourite cartoon day?
 - or a choice of your own?
- how people might feel about the idea.
- how to organise the day.
- what people need to bring on the day.
- what effect this may have on students and staff, e.g. form better relationships, encourage students to work harder, etc.
- how to get feedback from students and staff about the experiment afterwards.

B When you have finished, exchange ideas with another group and find out what they think of your ideas.

Celebrating with friends



- What celebrations are taking place in these pictures?
- How do people celebrate these occasions in your country?
- In Britain, when two people get married, they often celebrate before the wedding with a 'hen' (all girls) or 'stag' (all boys) party. Is this common in your country?

Studying the sample

1 Understanding the task

Read this personal account of a different kind of hen party. Ignore the missing words. Decide which paragraph mentions:

- the problems the friends had after they'd found a campsite.
- what the friends did before going to sleep.
- what kind of night they spent in the tent.
- how the friends felt about the hen party.
- what the friends imagined the hen party would be like.
- why the friends organised the camping weekend.

A celebration with a difference

1 Sarah, Jane, Sue and I had been friends for years, so, when Jane announced she was getting married, we agreed we would organise a hen party with a difference. We arranged a camping weekend in North Wales. We ¹ _____ imagined finding a beautiful spot in the mountains, pitching our tent by a ² _____ flowing river, building a camp fire and cooking supper outside in the fading light.



- ³ _____, on the day we left, the weather took a turn for the worse. We arrived, tired and irritable, just before the sun set on Friday evening. As it was drizzling ⁴ _____, we decided that the best place to sleep would be a proper campsite with facilities.
- ⁵ _____, we found one on the edge of a forest. After a tremendous struggle, we managed to put the tent up, then headed for a celebratory meal in the nearest pub.
- Three hours later, we were sitting in the tent, listening ⁶ _____ to the rain beating down on the canvas. 'Don't you just love the sound of rain on a tent?' Sarah commented ⁷ _____ as we got ready to go to sleep.
- After one of the most uncomfortable nights I have ever spent in my entire life, we ⁸ _____ packed up the next morning and made our way home. 'A few spots of rain can't dampen my spirits,' said Jane ⁹ _____. 'It's been the best hen party anyone could wish for!' The rest of us smiled ¹⁰ _____ and said nothing.

2 Missing adverbs

Using adverbs can make your writing more interesting and expressive. Put an adverb from the list in a suitable place in 1–10 in the personal account.

- hurriedly • ironically • miserably
- enthusiastically • gently • eventually
- feebly • unfortunately • steadily
- optimistically

Steps to better writing

3 Using gerunds

Complete these sentences with a suitable verb in the gerund form.

- I was really excited about _____ to the wedding.
- We imagined _____ our meals out of doors in the mountains.
- We finished _____ up the tent, then went to the nearest pub.
- We gave up _____ to cook a meal out of doors.
- We were looking forward to _____ camping.
- Sarah kept on _____ us that the rain would stop.

4 Using present participles

We can often combine sentences using a present participle.

Example

We sat in the pub. We ate hamburgers.

We sat in the pub, eating hamburgers.

Combine 1–6 with an appropriate ending in a–f to make similar sentences using a present participle.

- We decided to go camping.
 - We drove to the campsite.
 - We put up our tent.
 - We sat close together.
 - We packed up our things.
 - We drove home.
- We looked forward to a nice, warm bed.
 - We listened to the rain on the tent.
 - We sang as we went.
 - We tried not to forget anything.
 - We shouted instructions to each other.
 - We thought it would be exciting.

5 Using the simple past and the present perfect with superlatives

Rewrite sentences 1–6 using the simple past, the present perfect and a superlative.

Example

I spent a very uncomfortable night.

It was the most uncomfortable night I have ever spent.

- I had a very long journey.
- I ate a really expensive meal.
- I saw a very bad road accident.
- I drove along an extremely bumpy road.
- We had a really good celebration.
- I spent a dreadfully boring evening.

Writing your personal account

6 Planning

Exam training

Making your writing more interesting Try to make your account interesting for the reader, e.g. amusing, unexpected, dreadful, by contrasting your expectations of the event with the event itself.

- A** You are going to write a personal account of 'A celebration with a difference.' You may include a picture of the celebration. Decide:

- what kind of celebration you are going to write about, e.g. a wedding, a party, an outing.
- what information each paragraph should contain, e.g. the reason for the event, the event itself, your reactions to the event.
- who you will include in the story.

- B** Make notes to remind yourself of what you have decided.

7 Writing

Expand your notes into sentences adding more details. These ideas may help you.

- your expectations of the event (perhaps you didn't want to go?)
- what happened before the event (maybe something went wrong?)
- what happened during the event (did something amusing occur?)
- how you felt about it afterwards (was it an interesting experience?)

Write your account (200 to 250 words).

8 Checking

As you write, check that you have:

- used no more than 250 words.
- organised your account in paragraphs.
- included all the important details of your story.
- mentioned your feelings and reactions.

Let's practise 2

Grammar

1 Gerund or infinitive?

A Complete the sentences with a verb from the list in the correct form.

play • phone • tell • dry • survive • come • go • use

- 1 Clare wanted _____ Matthew, but the line was engaged.
- 2 Maria has to practise _____ the present perfect because she finds it difficult.
- 3 The explorer managed _____ in the jungle for months.
- 4 Nick enjoys _____ basketball. He's captain of the school team.
- 5 When I asked Louise about the secret, she refused _____ me.
- 6 Have you ever considered _____ to university?
- 7 Amy promised _____ home before midnight.
- 8 After Sue had finished _____ her hair, she went to the park with her boyfriend.

B Complete these sentences so they are true for you. Use either a gerund or an infinitive.

- 1 I enjoy _____
- 2 I can't stand _____
- 3 I'm good at _____
- 4 I hate _____
- 5 I'd like _____
- 6 I'm looking forward to _____
- 7 I'm fed up with _____
- 8 I don't mind _____

2 Gerunds after prepositions

Rewrite sentences 1–6. Use a gerund after the preposition.

Example

Matt tells jokes very well. He often makes people laugh.
Matt is good at *telling jokes and making people laugh*.

- 1 I didn't go to the party, I stayed at home.
Instead of ...
- 2 When Greg passed his exams, he went to university.
After ...
- 3 Rachel was annoyed when she lost her mobile phone.
Rachel wasn't pleased about ...
- 4 Zoe read a book, then she went to bed.
Before ...
- 5 Although he lost the game, Paul wasn't upset.
In spite of ...
- 6 Karl likes tennis. He's always playing it.
Karl is keen on ...

3 Verbs which change their meaning when followed by a gerund or the infinitive

Put the verb in brackets into the correct form – the gerund or the infinitive.

- 1 Did you remember _____ (bring) the beach towel?
• No, I didn't, but I brought my swimsuit.
- 2 I remember _____ (go) on holiday to Australia when I was a child.
- 3 Are you going out tonight?
• I can't. I need _____ (revise) for my exams.
- 4 My bike needs _____ (fix). It's got a puncture.
- 5 I regret _____ (tell) Fred he was an idiot.
• Perhaps you ought to apologise to him?
- 6 I regret _____ (inform) you that you've failed your exam.
- 7 My computer isn't working properly.
• Have you tried _____ (restart) it?
- 8 I've been trying _____ (phone) Clare since 6 o'clock, but there's still no reply.

4 Other uses of the infinitive

Rewrite these sentences using an infinitive.

- 1 'How can I send a text message?'
Sean wanted to know _____
- 2 'We're going rollerblading this weekend.'
We've decided _____
- 3 'I'm seeing Lisa tonight.'
I've arranged _____
- 4 'Fiona has passed her driving test.'
Fiona has learned _____
- 5 'Who should I ask for help?'
I need to know _____
- 6 'This is how you play the computer game.'
Tina showed Mark _____
- 7 'Where can I buy an MP3 player?'
Nick wasn't sure _____
- 8 'I'm going to climb that mountain!'
Liz was determined _____



Writing

5 Ordering events

A Read the personal account below and put the events a-h in the correct order.

- a The weather improved. 5
- b The writer went to the carnival. 2
- c Brett came to stay. 1
- d It started to rain. 4
- e They had something to eat. 7
- f They watched the parade. 6
- g They got stuck in a traffic jam. 3
- h They talked to local people. 8

B What phrases does the writer use to order events? e.g. An hour later...

Although I've lived in London for several years, I'd never been to the Notting Hill Carnival, so when my American friend Brett came to stay, I decided to take him.

Luckily, Brett was interested in going. He hadn't heard about the Carnival before, so I explained it was a huge Afro-Caribbean street procession which always took place in August. Brett was impressed, especially when I added that it was second only to Rio in size. 'So why haven't you gone before?' he asked. I smiled feebly and muttered something about being too busy.

On the day of the Carnival we set out early. An hour later we were stuck in traffic and it began to rain heavily. 'Maybe this wasn't such a good idea,' I said uneasily. 'Everyone seems to be going.' But by the time we arrived the rain had stopped and the streets weren't too crowded. We both felt relieved.

For a while we just stood watching the parade go by. The costumes were incredibly colourful; people were wearing impressive outfits, blowing whistles and dancing to the music of live bands. 'We have multi-cultural festivals in Washington, but nothing like this,' said Brett enthusiastically.

Eventually the clouds disappeared and the sun came out. We were hungry now, so we quickly made our way to the food stores to get some delicious Jamaican curry. The rest of the afternoon was spent drinking tea punch, chatting to friendly locals and dancing to calypso music. At the end of the day we were tired, but happy. It was definitely the best carnival I've ever been to!

6 Making your writing more interesting

A Find ten adverbs in the article in 5B which the writer uses to make the account more interesting.

B What adjectives does the writer use to describe the carnival?

C How did the writer feel:

- during the journey to the carnival? • when he arrived?
- at the end of the day?

D SUMMARY (is given a description) + opinion

Factfile

A Read the text about London and complete the notes.

Number of languages spoken	304
Percentage whose mother tongue is not English	33%
Most common languages	Bengali, Punjabi, Gujarati, Hindi
Least common language	
Biggest number of languages in one school	50

A multi-racial city

More languages are spoken in London's schools than in any other city in the world, according to research published yesterday. At least 307 different languages are spoken by pupils, with nearly one in three children now from homes where English is not the mother tongue. Almost 125,000 children - whose families originate from the Indian subcontinent - speak Bengali, Punjabi, Gujarati, Hindi or Urdu, making these languages the most common after English. However, other languages are known by just a handful of children. There is Abe from the Ivory Coast, which is spoken by two pupils in South-East London, and Tok Pisin, from the Pacific Islands, which is only spoken by one pupil.

Other languages which are widely used include Turkish and Arabic, followed by English-based Creole, which originates in Jamaica. The study proves that London is the most multilingual city in the world, more so than New York. In fact, several schools in the capital have pupils who speak over 50 different languages among them!

B Discuss these questions with a partner.

- 1 How many different languages do you think are spoken in your country? How many languages do you know?
- 2 What are the advantages of speaking several languages?

Grammar

1 Choose the correct option, a, b or c, to complete the article.

From Chanel to the Circus

22-year-old Iris Palmer works for Gifford's Circus. She ¹ c there for six months. It may seem surprising, but two years ago Iris ² c a top model for Chanel. Today her circus outfit with a butterfly design is a far cry from the days when she only ³ a designer labels. So why did she quit modelling? 'I remember ⁴ c quite nervous when I first started because I ⁵ a what to do,' she says. 'But it didn't take me long ⁶ b because there isn't much to modelling. Your whole career is based on ⁷ b you look like. After a while I got fed up with ⁸ a shows. I don't regret ⁹ c it up at all.' But why the circus? 'I ¹⁰ b interested in performance arts since I was small,' explains Iris. 'So when some family friends ¹¹ b the circus last year, I asked them if there was anything I ¹² b do.' Iris was given various jobs from mending costumes to ¹³ b the animals. 'I didn't know what to expect ¹⁴ c I started,' she admits. 'But I've done some jobs that I'd never dreamed of ¹⁵ a before.' Although ¹⁶ b in a tent, often knee-deep in mud, lacks the glamour of her former profession, Iris embraced her new career with open arms. 'I've made more friends here than anywhere else,' she insists. In fact, Iris enjoys it so much that she ¹⁷ b a full-time career in the circus. 'I ¹⁸ b to go to circus school,' she says. 'If I did gymnastics – ¹⁹ b I have always wanted to do – I could move into dancing. The circus is my life now. I ²⁰ c so happy.'

Daily Express

- | | | |
|----------------------|-------------------------|------------------------|
| 1 a worked | b is working | c has been working |
| 2 a was being | b has been | c was |
| 3 a has worn | b wore | c is wearing |
| 4 a to be | b be | c being |
| 5 a didn't know | b wasn't knowing | c hadn't known |
| 6 a learn | b learning | c to learn |
| 7 a how | b what | c whom |
| 8 a doing | b to do | c done |
| 9 a to give | b given | c giving |
| 10 a was always | b have always been | c am always |
| 11 a founded | b found | c were founding |
| 12 a must | b could | c may |
| 13 a look after | b looking after | c looked after |
| 14 a if | b as | c when |
| 15 a doing | b to do | c have done |
| 16 a to live | b living | c live |
| 17 a considers | b is considering | c will consider |
| 18 a already applied | b have already applied | c was already applying |
| 19 a which | b that | c what |
| 20 a never was | b have never been being | c have never been |

2 Put the verbs in brackets into the correct tense: the past simple, the present perfect or the present perfect continuous.

- Iris started (start) work at the circus in May. It's the first job she has had (have) since she was a model.
- Why are you late? I was waiting (wait) for ages!
 - Sorry, I missed (miss) the bus.
- I went (go) to Budapest last summer.
 - Really? I have never been (be / never) there. What was it like?
- Paul wants to work in advertising. He has applied (apply) for lots of jobs, but he hasn't been (have) an interview yet.
- Sarah is going to finish (finish / just) a textile and design course. It will take (take) her two years to complete.
- What did you do (you / do) last weekend?
 - On Sunday I started (start) revising for my exams and I have been revising (revise) ever since!
- Did you have a good holiday?
 - Yes, it was (be) great, but we haven't had (not have / still) the photos developed.
- You look tired.
 - I was working (work) on my computer all morning.

3 Complete each sentence with the gerund or the infinitive form of the verb in brackets.

- When Clare finished college she decided to travel (travel) round the world for a year.
- Ben was keen on becoming (become) an actor, so he applied for a place at drama school.
- I regret missing (miss) the concert. Everyone said how good it was.
- Jill went outside. She needed to make (make) a call on her mobile phone.
- In spite of feeling (feel) ill, Tom still insisted on going to school.
- Greg couldn't afford to buy (buy) a car, so he got a motorbike instead.
- After 5 years, Brad finally gave up smoking (smoke) cigarettes.
- Instead of going (go) to the gym, Lucy decided to play tennis.
- Did you remember to phone (phone) Guy?
 - I didn't need to. I saw him at school.

- 10 Kate often imagined being (be) a fashion designer. It was her dream job.
- 11 Sue was fed up with watching (watch) TV, so she read a magazine instead.
- 12 Luke wanted to go (go) to the concert, but the tickets were sold out.

Vocabulary

4 Choose the best meaning, a or b, for the verbs in *italics*.

- 1 Pete didn't want to *drop out of* the basketball team despite his injury.
☐ a stop being part of ☐ b carry on being part of
- 2 According to the tabloids, the young pop star is *going out with* her aging producer.
☐ a having a relationship with ☐ b leaving the country with
- 3 Gary wasn't feeling well, but he *carried on* working.
☐ a took a break from ☐ b continued
- 4 The new striker of the football team failed to *live up to* the manager's expectations. He only scored four goals all season.
☐ a fulfil ☐ b understand
- 5 Kirsty wouldn't stop *going on about* her new boyfriend.
☐ a complaining about ☐ b talking endlessly about

5 Replace the phrases in *italic* with the correct form of these expressions with *get*.

- get on well with • get used to • get rid of • get round
 • get over • get away with • get into trouble

- ✓ 1 Although Jennifer is a good actress, it took her a long time to *overcome* her stage fright.
- ✓ 2 After a few weeks, Peter *became accustomed to* his new job.
- ✓ 3 Tina decided to *throw out* all her old clothes and give them to charity.
- ✓ 4 I *have a really good relationship with* my parents. They let me do what ever I want.
- 5 Kate *wasn't punished for* arriving late. The teacher didn't notice her coming in.
- 6 Although I tried to help him, Andy kept on *getting involved in* crime.
- 7 Daniel managed to *persuade* his parents. They agreed to buy him a mobile phone.

6 Put the words in brackets into the correct form to complete the sentences.

- 1 Despite his tough appearance (appear), Dave is quite a gentle person.
- 2 Simon wanted a job that offered plenty of excitement and variety (vary).
- 3 Karen's negative reaction (react) to the good news was completely unexpected.
- 4 Iris didn't get any satisfaction (satisfy) from her career as a model.
- 5 She was sent on modelling assignments (assign) all over the world.
- 6 The new perfume was a commercial (commerce) success, thanks to a brilliant advertising campaign.
- 7 Fashion designers are very creative (create) people.
- 8 If you want to be a fashion photographer, you'll need to buy expensive photography (photograph) equipment.
- 9 There are lots of interesting tourist attractions (attract) in London, such as the London Eye.

Listening

7 Listen to this interview with fashion editor Florence Torrens, who works for *Elle* magazine, and answer the questions.

- 1 What are the advantages of her job?
 2 What are the disadvantages?
 3 How does Florence sum up her job?

B Listen to the interview again and decide whether these statements match what Florence says. Write 'yes' or 'no' beside each statement.

- 1 My work involves a lot of different things. ✓
- 2 I originally wanted to be a lawyer. ✗
- 3 I got my first job thanks to good careers advice. ✗
- 4 I didn't earn any money as a press officer. ✓
- 5 Travelling a lot can be quite difficult. ✗
- 6 I don't have time to do extra freelance work. ✗
- 7 You may have to do holiday work for nothing. ✓
- 8 I'm always excited about going to work. ✓

- 1) advantages - some gifts, well paid, variety
- 2) disadvantages - you aren't at home too much
- 3) sum up - how career got

The trouble with TV



Discuss these questions about TV in small groups.

- How many hours of TV do you watch each day?
- How many TVs do you have in your home?
- How do you decide what programmes your family watches?
- How much advertising is there on TV in your country? What do you think about commercials?
- How would you describe the TV channels in your country?

Skills

1 Reading for gist

Read the newspaper article quickly, then match 1–3 with a–c to make three possible titles for the article. Choose the one you think is best.

- | | |
|-------------------|-----------------|
| 1 No TV, | a. less TV. |
| 2 TV is | b. no problem? |
| 3 We should watch | c. bad for you. |

Title: _____

- 1 I can now conclusively prove that the common factor to all modern-day trouble-makers and criminals is this: they didn't watch enough TV. All the problems of the last century or so would have been avoided if people had spent their time watching soap operas or the news on TV. I know this because, after a rather heated argument with my parents about my TV habits, I volunteered to spend a whole month without TV, video or anything remotely related to them. The bottom line is that it turned me into a far worse person.
- 2 There are two things you quickly notice about not watching TV. The first is that everyone with a telly watches it far more than they admit. The second is that it gives thousands of hours of good quality entertainment for astonishingly little cost. What critics have long maintained is that TV destroys the mind, but I've now got to admit that people who haven't got a TV become restless, edgy and ultimately obsessed with trivia.
- 3 I tried keeping a diary of the experiment: 'Day 1. Life is so much better without TV. I'm doing so much more, and feel a better person...' and so on... The second week was just dull. I felt slightly numb and dimly aware that everyone else was having fun while I couldn't allow myself to do so. Going out with friends also got problematic. I now realise that at least two-thirds of conversations begin: 'Hey! Did you see ... the other night?' Of course, I hadn't! People started regarding me as some sort of sad case.
- 4 The lowest points of the month were two England-Scotland football matches, for which I joined Britain's long-distance lorry drivers and shop staff in listening to the radio. Whilst I am sure life went on as normal in Wales, life everywhere else in mainland Britain came to a complete halt that day. I know because I stared out of the window watching the whole of the rest of the population hurrying home to watch the matches.
- 5 Then total disaster struck. I got flu and had to spend a day at home. Despite the thrill of comfort food and reading the newspaper in bed with the central heating on, there seemed no point in having a day off sick if you can't watch TV. I was back at work the next day.
- 6 The last few days were like being a small child before Christmas: each minute took twice as long as the preceding one. Eventually, midnight crept around, and, like a drowning man finding dry land, I leapt in front of the set and grabbed the remote control as if it was pure gold! I had reached an oasis of televisual delights. And, of course, you've guessed it! There was nothing interesting on!



Toby Scott *The Guardian*

2 Multiple choice questions

Read the article again and choose the best answers to questions 1–6.

Exam training

Multiple choice questions Read all the options carefully and underline the parts of the text which help you make your choice.

- 1 What is the writer suggesting about troublemakers and criminals in paragraph 1?
 - a They get most of their ideas from watching TV.
 - b Watching TV turns them into even worse people.
 - ☒ c Watching TV could have a beneficial effect on them.
 - d Without TV they would have nothing to do.
- 2 What does 'it' refer to in paragraph 1?
 - a a TV programme
 - ☒ b not watching TV
 - c the TV news
 - d being a volunteer
- 3 Which two comments does the writer make about TV in paragraph 2?
 - a Most TV programmes appeal to very few people.
 - ☒ b On the whole TV programmes are excellent value for money.
 - c People who own TV sets often do not watch them very much.
 - ☒ d People spend more time watching TV than they say they do.
- 4 What did the writer realise as time wore on?
 - a Keeping a diary was not as easy as he had thought.
 - b He had fewer friends than he thought he had.
 - ☒ c After the first few days, his feelings began to change.
 - d He was having more interesting conversations with friends.
- 5 What did he do when he couldn't watch the football matches on TV?
 - a He decided to spend some time visiting Wales.
 - b He went shopping while everyone watched TV.
 - c He came across some lorry drivers who told him about them.
 - ☒ d He discovered that he could listen to them on the radio.
- 6 The 'total disaster' in paragraph 5 refers to the fact that
 - a his illness prevented him from going to work.
 - b he had lost his appetite and couldn't eat anything.
 - ☒ c he was ill and unable to watch TV at home.
 - d he was unable to work because he had an accident.

Vocabulary

3 Verbs and meanings

- prove • avoid • maintain • stare • strike • leap • grab
- A Find a verb in the list above which has a similar meaning to:
 - 1 a) jump high b) move quickly
 - 2 a) say something is true b) keep in good condition
 - 3 a) show something is true b) turn out to be
 - 4 take something suddenly or roughly
 - 5 attack suddenly
 - 6 a) prevent b) keep away from
 - 7 look at somebody or something for a long time because you are interested or surprised
 - B What do these verbs mean in the article?

4 Phrases and meanings

The phrases in 1–5 are from the article. Choose the correct explanation of their meaning, a or b, as they are used in the article.

- 1 the common factor (paragraph 1)
 - ☒ a a shared point
 - b an unimportant point
- 2 the bottom line (paragraph 1)
 - a the least important fact
 - ☒ b the conclusion
- 3 obsessed with trivia (paragraph 2)
 - ☒ a constantly thinking about unimportant things
 - b often considering what is important in life
- 4 slightly numb (paragraph 3)
 - a rather sad
 - ☒ b not really able to feel things
- 5 a sad case (paragraph 3)
 - a someone who is upset about something
 - ☒ b someone to feel sorry for

Time to talk!

With a partner, discuss these questions.

- 1 How many different types of TV programme can you think of?
- 2 What kinds of TV programmes do you consider to be a) entertaining, b) useful or c) boring? Why?
- 3 What would you do to improve TV programmes in your country?
- 4 Could you spend a month without watching TV? What would you do instead?

Let's focus on noun and relative clauses

Quick quiz

There is a mistake in each of these sentences. Can you find and correct it?

- ✓ 1 I understand that you are saying. *what*
- ✗ 2 What you are saying ~~it~~ makes sense to me. *what*
- ✓ 3 This is the advertisement ~~what~~ I was talking about. *show*
- ✓ 4 Is this the place ~~which~~ you saw the advert? *where*
- ✓ 5 This is the advertising agency ~~who~~ first advert was an overnight success. *whose*

1 Comparing advertisements

Which advertisement do you think would be more effective in selling the product? Why?



2 Noun and relative clauses

- A Read this questionnaire, which appeared on the back of a packet of food. What do you think the aim of the questionnaire is? What do you think the food inside the packet was?

- 1 If you're at a party where someone offers you peanuts and crisps, what do you say?
 - a 'Not at the moment, thanks.'
 - b 'Can I also take a handful for my friend?'
 - c You look worried and say, 'That's not the only plate, is it?'
- 2 You visit a dentist who points out that you now have more fillings than teeth. Do you:
 - a make a firm resolution to give up taking sugar in your coffee?
 - b start using a sugar-free substitute but still have a biscuit with your coffee?
 - c feel depressed and ask your mother, who is a fantastic cook, to make you a chocolate cake?
- 3 You are on the top floor of a building. What you need to do is go down to the ground floor. The lift doesn't come for ages. Do you:
 - a take the stairs?
 - b wait another 15 minutes for a lift that you know isn't going to come?
 - c pretend you're ill and wait for someone to come and help you?
- 4 Your neighbour, whose dog you adore, asks you to exercise the pet. Do you:
 - a go for a two-kilometre walk through the park?
 - b leave the animal to run around by itself in the garden?
 - c throw a stick out of the window and settle down to watch TV?

- B Underline all the noun and relative clauses in the questionnaire. How many can you find?

- C Are the noun clauses you found the subject or the object of the main verb?

- D Are the relative clauses you found:
 - a telling you what the speaker is talking about?
 - b mentioning something which is extra or additional information?

3 Defining and non-defining relative clauses

Defining relative clauses give us essential information so they cannot be left out of the sentence. They define the person or thing we are talking about.

Mr Smith is the man who helped me.
This is the film that won an award.

Non-defining relative clauses do not define the noun. They give us extra information and could be left out of the sentence without changing its meaning. Note that we use commas with non-defining relative clauses.

My neighbour, who is very nice, helped me in the garden.

War and Peace, which is a great book, is being serialised on television.

- A In which of these sentences is the speaker defining the noun?

- 1 My brother, who is younger than I am, lives in Paris.
- 2 The hotel that we stayed at in Budapest was expensive.

- B Here are two similar pairs of sentences. Can you explain the difference between them?

- 1 a All the customers who were invited to the promotion received a free gift.
 b The regular customers, who were invited to the promotion, received a free gift.
- 2 a The car that was parked in front of our house was bright red.
 b The car, which was parked in front of our house, was bright red.

deals - satyer's re
 deal into - slopes re

4 Pronouns in defining relative clauses

Can you complete these rules about pronouns in defining relative clauses?

- 1 We use *that* for people or things.
- 2 We use *which* for thing
- 3 We use *who* for people
- 4 We use *whose* for people
- 5 We use *where* for place

Look at these sentences. Correct any mistakes you find.

- 1 The man ~~who~~ ^{that} bought the red car is very wealthy.
- 2 The garage ~~who~~ ^{where} sold him the car is in the High Street.
- 3 The radio ~~was~~ ^{which} in the car has been stolen.
- 4 The man ~~which~~ ^{who} radio was stolen went to the police.
- 5 The policeman ~~which~~ ^{who} dealt with the case is my next door neighbour.
- 6 The garage ~~which~~ ^{where} the man kept the car was broken into.

5 Pronouns in non-defining relative clauses

We use the pronouns *which*, *who*, *whom* or *whose* in non-defining clauses. Which sentence is correct, 1 or 2? Why?

- 1 My new dress, which I bought in a sale, is pale blue.
- 2 My new dress, that I bought in a sale, is pale blue.

Combine these pairs of sentences to make one sentence using a non-defining relative clause and a suitable relative pronoun.

- 1 This watch was a birthday present. My boyfriend gave me the watch.
- 2 Peter is 15 years old. Peter's father is in advertising.
- 3 I bought these old books in Paris. The books are worth a lot of money.

6 Noun clauses as subject and object

Which noun clause in *italic* is the subject and which the object of the verb in the main clause?

- 1 I've heard *that Sue is getting married*.
- 2 *What you are telling me* is untrue.

Match the phrases 1–6 with a–f to make sentences with a noun clause.

- 1 I have no idea
- 2 what you are suggesting
- 3 what they asked me to do
- 4 Have you noticed
- 5 We often fear
- 6 what people think of my behaviour
- a makes a lot of sense.
- b that people often buy useless things?
- c what we know nothing about.
- d is of no importance to me.
- e was completely unreasonable.
- f what you are talking about.

Complete these sentences in your own words using a noun clause.

- 1 I didn't believe what/that ...
- 2 what upset me a lot.
- 3 I don't know what/that ...
- 4 what is news to me!
- 5 what can't possibly be correct.
- 6 Do you think what?

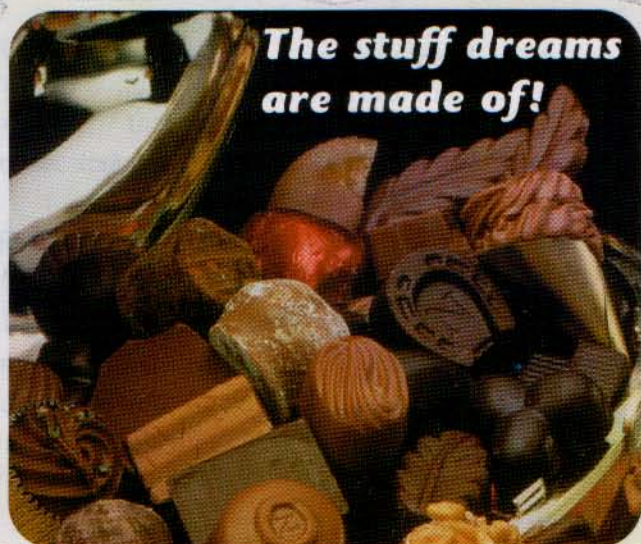
Let's activate!

7 Advertising slogans

Here are some advertising slogans which appear on billboards, on TV and in magazines and newspapers. They all include defining relative clauses. In small groups, talk about what the slogans are advertising, and how successful they might be in attracting attention.

It's the tobacco that counts!

The car that thinks it's a plane!



The trainers athletes prefer!

The drink everyone's talking about!

The band you've all been waiting for!

You are going to write some slogans for your favourite products. Choose three products you particularly like and write slogans for them like those in A.

Vocabulary

1 Verbs with different meanings

Complete the pairs of sentences with one of these verbs in the correct form, then match each verb with its meaning in a-h below.

• maintain • strike • avoid • prove

- 1 a In 1926 John Logie Baird _____ that you could transmit pictures by radio.
- b Watching television has _____ to be one of our most popular pastimes.
- 2 a If you want to _____ bad headaches, watch less TV!
- b Brad didn't go to the cinema. He wanted to _____ Phoebe.
- 3 a The army gathered behind the hill, ready to _____.
- b Although the climber _____ by a falling rock, he wasn't badly injured.
- 4 a The psychologist _____ that too much television was bad for your health.
- b It's often difficult to _____ colour photographs. After a while the original colours change.

- a keep in good condition
- b say something is true
- c prevent
- d keep away from
- e show something is true
- f hit something
- g turn out to be
- h attack suddenly

2 Prepositions

Complete these sentences with the correct preposition.

• with • as • of • on • in • to

- 1 There's no point _____ watching TV just for the sake of it. Why don't you read a book instead?
- 2 My brother is really obsessed _____ playing computer games.
- 3 Tanya stared out _____ the café window. It was 9 o'clock and Peter still hadn't turned up.
- 4 The amount of violence on TV could have a negative effect _____ children.
- 5 Game shows really don't appeal _____ me. They're often boring and predictable.
- 6 I wouldn't regard myself _____ a TV addict, I only watch television for two hours a day.

3 TV programmes

Look at the different things that are broadcast on British television. Match the programme descriptions to the type of programme below.

- | | |
|-------------------------------|----------------------|
| 7 a music programme | 2 e quiz show |
| 1 b current affairs programme | 5 f news broadcast |
| 6 c chat show | 8 g sports programme |
| 4 d soap opera | 3 h documentary |

- 1 **Question Time:** A studio audience puts their questions to leading politicians.
- 2 **Come Fly With Me:** Five couples fight it out for a dream holiday in Tokyo.
- 3 **Walking With Dinosaurs:** A fascinating insight into life on Earth in prehistoric times.
- 4 **EastEnders:** Dot is surprised when Nick returns to Albert Square, and Ian's ambitious investment plans end in disappointment.
- 5 **Weekend 24:** The latest news and weather. Plus a preview of the weekend's sport.
- 6 **Parkinson:** Michael Parkinson greets and meets British Olympic champions.
- 7 **Top of the Pops:** The biggest hits from this week's Top 20, with live performances.
- 8 **Grandstand Final Score:** Check the final scores coming in from around the grounds.

Grammar

4 Defining and non-defining relative clauses

- A Underline the relative clauses in sentences 1-6. Which clauses are defining and which non-defining?

- 1 That's the DVD player that I want to buy. D
- 2 Friends, which is on every Thursday, is a popular American show. D N
- 3 My mother, who is a TV producer, works very long hours. N
- 4 The photo, which was taken by Man Ray, was sold for thousands of pounds. N
- 5 Isn't that the video shop where you used to work? D
- 6 My brother, who is an actor, lives in London. N

- B Choose the correct relative pronouns in the sentences.

- 1 Here's the book that / who / whose I told you about.
- 2 That's the man who / which / whose was arrested.
- 3 The fans, that / who / which had been waiting for hours, finally met the TV star.
- 4 The film, which / that / who had amazing special effects, was a box-office success. which
- 5 Police are looking for a man which / who / whose briefcase was found at a railway station.
- 6 Did you see the new sitcom which / who / whose was on TV last night?

Complete the sentences with a relative pronoun.

- There's the girl whom I was telling you about.
- The book, which I've almost finished, is by Stephen King.
- Are they the people whom we met last weekend?
- My motorbike, which is very old, broke down on the motorway.
- Have you seen the leather jacket which Anne has bought?
- Everybody enjoyed the film, which starred Cameron Diaz.

Which pronouns could we leave out?

Noun clauses

Combine these sentences to make noun clauses.

Example

She wanted to buy something. It was too expensive.

What she wanted to buy was too expensive.

- You are going out somewhere. I know where it is.
I know _____
- Jade told me something. I don't believe it.
I don't _____
- It's a good idea. The thing you are suggesting.
What _____
- People are often bored by something. It's what they watch on TV.
People _____
- People love playing computer games. I understand why.
I understand _____
- You're angry about something. I don't know what it is.
I don't know _____
- I've heard some news. Our neighbours are moving house.
I've _____

6 The right word

A Choose the correct option, a or b, for each gap.

My dad invented TV

– but it's so bad I can hardly bear to watch it

Hidden in a corner of the living room sits an ageing portable TV, 1 a old-fashioned aerial fixed haphazardly on top. The TV, 2 a was bought from a charity for £10, looks as if it's a relic 3 a another era.

You wouldn't think it, but 4 a is the home of TV inventor John Logie Baird's daughter. And 67-year-old Diana Richardson won't be replacing her old set. TV just doesn't appeal 5 a her. She claims there's no point 6 a buying a new one because there's nothing worth watching.

'To be honest,' she says, 'I just don't watch television any more. Why watch TV 7 a there is nothing you want to look 8 a ?'

Divorce, violence, swearing – these are some of the things 9 a Diana finds unacceptable, and she thinks there is far 10 a much of it on TV.

'11 a people really want to watch violent films and game shows in 12 a home, then they are welcome,' she says. 'But what's wrong 13 a a little bit of quality there as well?'

It's not that she wants to ban anyone 14 a watching what she doesn't like – she just can't understand 15 a people want to watch it in the first place. She's proud 16 a her father's invention, but disapproves of 17 a it is used.

So hasn't she seen anything decent 18 a TV lately? Diana replies: 'The Forsyte Saga – 19 a was superb.' But that series was broadcast more than 30 years 20 a.

Daily Mirror

- | | | | |
|-------------|---------|----------------|---------|
| ✓ 1 a it's | b its | ✗ 11 a whether | b if |
| ✓ 2 a which | b that | ✓ 12 a their | b there |
| ✓ 3 a in | b from | ✗ 13 a with | b about |
| ✓ 4 a this | b that | ✗ 14 a from | b for |
| ✓ 5 a for | b to | ✓ 15 a why | b how |
| ✓ 6 a in | b on | ✓ 16 a of | b for |
| ✓ 7 a when | b where | ✓ 17 a why | b how |
| ✓ 8 a for | b at | ✓ 18 a in | b on |
| ✓ 9 a who | b that | ✓ 19 a this | b that |
| ✓ 10 a to | b too | ✓ 20 a ago | b later |

B Do you agree or disagree with Diana's opinions about television? Why (not)? Discuss this question with a partner.

Listening and speaking

The power of the press

A What do these pictures show?

B In small groups, use these ideas to find out about your partners' reading habits.

- how often / read magazines or newspapers
- name of magazines or newspapers
- type of articles
- favourite section
- most boring section

Listening skills

1 Describing pictures

- 1 The *Guardian* newspaper holds a competition every year to find the most promising student journalists. What do you think this picture shows?
- 2 Why do you think *The Guardian* newspaper holds a competition like this?
- 3 Where do you think these young journalists find stories to put in their student newspapers?



B Listen to the five speakers and choose the **two statements** each speaker makes from options a–j in A. Write the appropriate letter in each box 1–10.

Exam training

Multiple matching As you listen, try to read quickly through every item for each different speaker. Once you have chosen an answer and are fairly certain it is correct, cross that option out.

2 Multiple matching 10

A You are going to hear five student journalists talking about the future of the news media. Before you listen, read statements a–j carefully.

- a Many news sites on the Net are much less detailed than papers and magazines.
- b In the next decade, the Net will increase in importance.
- c Information is sometimes very difficult to find on the Internet.
- d The Net will add to, not be a substitute for, the news in magazines and papers.
- e Traditional newspapers and magazines will become more important.
- f People read their daily news at breakfast or on the way to work.
- g Traditional newspapers and magazines will not disappear in the next decade.
- h People don't trust many Internet sites.
- i When the Internet starts broadcasting television programmes, the nature of the Web will change fundamentally.
- j Reading the news on a computer screen is less enjoyable than in a newspaper.

First statement Second statement

Speaker 1 Jessica Leeman (20)	1 <input checked="" type="checkbox"/> c	2 <input checked="" type="checkbox"/> f
Speaker 2 John Woodcock (21)	3 <input checked="" type="checkbox"/> a	4 <input checked="" type="checkbox"/> g
Speaker 3 Chris Campbell (26)	5 <input checked="" type="checkbox"/> d	6 <input checked="" type="checkbox"/> h
Speaker 4 Richard Colebourn (20)	7 <input checked="" type="checkbox"/> b	8 <input checked="" type="checkbox"/> i
Speaker 5 Jonti Small (20)	9 <input checked="" type="checkbox"/> e	10 <input checked="" type="checkbox"/> j

C Now listen for the second time and check your answers.

3 Sentence stress and meaning 11

- A Listen again to what one of the young journalists said and write down the sentence.
- B Now listen to the sentence read out in five different ways. Match the five versions with their meanings a–e.
- a but I do have the occasional look _____
 - b but I do spend a long time looking through the papers _____
 - c but my colleagues do _____
 - d but I could _____
 - e but I do for other information _____

There are two other sentences about magazines. In pairs, read out the sentence in ways that support the meanings of statements a–e.

- 1 I think magazines will still be popular in 10 years' time.
 - a but newspapers won't
 - b but not necessarily after that
 - c but not necessarily important
 - d but my friends don't
 - e but I don't know
- 2 In the future, I think traditional magazines will become more relevant.
 - a not less
 - b not new-style magazines
 - c but my colleagues don't
 - d but not now
 - e but I'm not sure

Speaking skills

Picture-based discussion

In pairs, talk about what is happening in these pictures of current events and whether these events would make good news stories or not.

Think about

- what kind of events they are.
- how the people in the pictures might be feeling.
- how interested you think people would be in reading about these events.



5 Preparing a short presentation

In pairs, choose one of the pictures in 4 and imagine you are both presenting a TV news item on the event. Prepare a short presentation (about 2 minutes) in note form to read out to the class. Include the following information.

- when it happened, e.g. last night, early this morning
- what happened, e.g. a flood, the Oscars
- who is / was involved, e.g. hundreds of people, one person's name
- what is happening now, e.g. flying abroad, cleaning up the mess
- what will / might happen next, e.g. government action, re-housing, a new film
- a quote by one of the people involved in the event, e.g. 'It was a fantastic experience' / 'We had no warning'.

6 Giving your short presentation

In small groups, take it in turns to give your short presentation. The following advice will help you.

- Look directly at your audience. Maintaining eye contact will help you communicate your message and hold people's interest.
- Refer to your notes from time to time but do not simply read them out in a boring way.
- Take a deep breath and try to project your voice so that your audience can hear you clearly. Remember it is not necessary to shout at your audience.

7 Discussion

In the same groups, decide what you think is the best way to learn about what is happening in the world. Use *How can I...?* to help you.

How can I...?

Agree

That's absolutely right.

True.

That's exactly what I think.

I couldn't agree with you more!

Disagree

I'm not sure if that's strictly true.

You have a point there but ...

Actually, I'm not sure if I agree with that.

Think about:

- the difference between seeing moving pictures and photographs.
- the amount of information given in a radio or TV news item and in a magazine or newspaper article.
- the time busy people have to find out what's happening in the world.
- how quickly situations can change.

A student newspaper

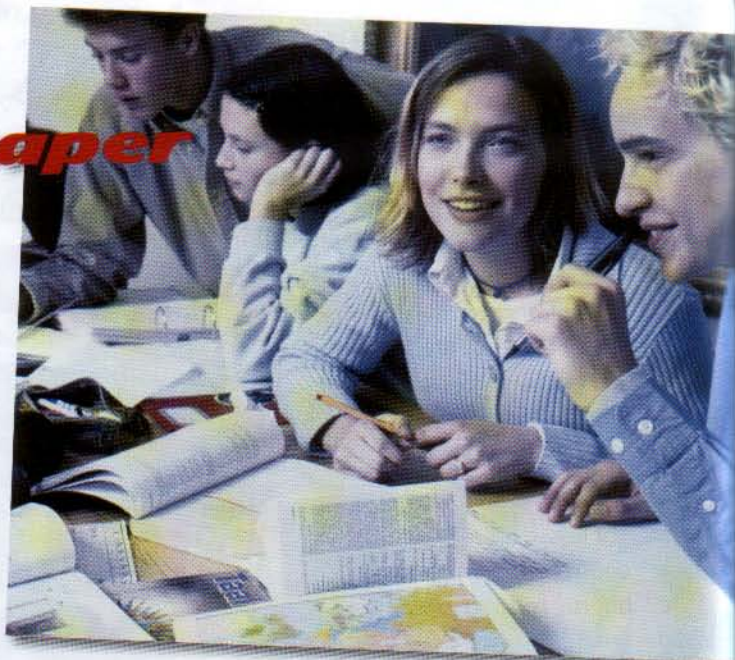
- 1 What kind of articles do you think a student newspaper might contain?
- 2 How difficult do you think it would be to publish a student newspaper?

Studying the sample

1 Understanding the task

Read the two short articles which appeared in a student newspaper. Ignore the gaps.

- 1 Which article is about:
 - a study trip abroad?
 - an educational visit?
- 2 Which article do you think has been written by:
 - a teacher?
 - a student?



①

Annual trip to the Science Museum



On February 8th, the whole of our year travelled by coach to the Science Museum. The Flight Gallery of the museum contains some impressive full-sized aircraft, the secrets of a flight box recorder and what was ¹ _____ the students' favourite exhibit – the amazing flight simulator experience. The 'Secret Life of the Home' Gallery also had some good interactive demonstrations of televisions and CD players. ² _____, it was a very enjoyable trip, ³ _____ spending three and a half hours stuck in London traffic jams. ⁴ _____, our coach did not have a computerised traffic system! On the way home, we all started to ask the teachers: 'Where are we going next year?'

2 Looking at content detail

Both articles contain facts and impressions. Read the articles again. What happened on the two trips? How do the writers feel about them?

Steps to better writing

3 The right words

A Choose the correct meaning of these words.

- 1 According to ...
 - in imitation of
 - as stated or reported by
- 2 Unfortunately, ...
 - unluckily
 - hopelessly
- 3 Nevertheless, ...
 - however
 - not at all
- 4 All in all, ...
 - at the end
 - taking everything into consideration

- 5 Without doubt ...
 - almost certainly
 - hesitantly
- 6 Apart from ...
 - except for
 - in a different direction

B These words and phrases are missing from the articles in 1. Can you put them in their correct place in 1–10?

- according to • this year • unfortunately
- on the way back • nevertheless • all in all
- in high spirits • without doubt • apart from
- the first day

C Imagine you are writing about a trip of your own. Write sentences beginning with the words 1–6 in A.

② MODEL UNITED NATIONS (MUN) CONFERENCE

In January every year, over 3000 students from all over the world gather in the Hague for the MUN conference. Schools are allocated a member country of the official United Nations, which it is their duty to represent. ⁵ _____, our school represented Samoa. We set off ⁶ _____ with thirteen members in our delegation. ⁷ _____ established the 9 to 5 routine for the rest of the week. 'A pity we have to work so hard', said most of the delegates. ⁸ _____, all our students made new friends and the evenings were entirely devoted to socialising. ⁹ _____ the comments I heard from my students ¹⁰ _____, a wonderful time was had by all!



Using different verbs to give information

- Use a dictionary to find out the meanings of any of these words you do not know.

• contain • gather • allocate • represent • establish • devote • encourage
• achieve • apply • select • maintain

Use the verbs in A in their correct form to complete sentences 1–9.

- 1 More than 3000 students _____ in the Hague for the conference last month.
- 2 The museum we visited _____ a wonderful collection of old aeroplanes.
- 3 The students were _____ by their teachers for the trip to the Hague.
- 4 Every student in the school year _____ to go on the trip.
- 5 Each school _____ the member of the United Nations it has been _____.
- 6 The UN was _____ after the Second World War in 1945 to _____ international peace and security.
- 7 Students are _____ to take part in discussions at the conference.
- 8 Each day was _____ to a different topic for discussion.
- 9 At the end of the conference, students felt that they had _____ a great deal.

Quoting direct speech

- Choose the correct information to complete the sentences.

- 1 We use a *comma* / *colon* to introduce direct speech when we are reporting a quotation.
- 2 We use a *comma* / *colon* to introduce direct speech before or after a reporting verb.

- Put either a comma or a colon and speech marks in the correct place in these sentences.

- 1 This was one of my grandfather's favourite sayings It's never too late to learn!
- 2 Every time I saw my grandfather, he asked me Have you got a boyfriend?
- 3 Time flies my grandfather used to say.

- Read part of another article. All the punctuation of the direct speech has been left out. Can you put it back in?

Writing an article

6 Planning

You are going to write a short article (about 150 words) for a student newspaper.

Exam training

Timing your writing In an exam you only have a limited time to write each task. Try timing yourself each time you practise writing a particular task to see how long the whole process takes.

Decide what your articles are going to be about. Choose from one of these:

- programmes organised at the school
- a trip students have been on
- an activity students have taken part in
- courses students take
- achievements of particular students of the school

7 Writing

Give as much information as possible in your article. You could include:

- what happened / is happening
- who it happened / is happening to
- what people said / say about it
- where / when / why it happened / happens
- what the consequences were / may be

8 Checking

As you write, check that you have:

- where appropriate, included quotes from the people mentioned in the article.
- used the correct punctuation.
- used words efficiently, e.g. have not included any unnecessary or boring information.
- included some amusing information or personal points of view.
- provided a heading.

A former Woodside Park student, Roger Morton, has written a book *Never Say Goodbye*, which is about to be turned into a major feature film. I had written a couple of chapters at school just for fun says Roger, 22, of Hillcourt Road, London. I came out of university and ended up with a job I didn't want — just to earn money Roger explained. After about six months, I'd saved enough money to go to Australia. While he was there, Roger started writing his first proper notes on scraps of paper. Roger said I just thought up unusual stories wrote a few chapters and left it at that. Now, Roger's book is about to make it to the cinema screen.

Vocabulary

1 Newspapers

A Match these words and phrases with their definitions.

- columnist • feature • editorial • tabloid • broadsheet • headline
- gossip column • foreign correspondent

- 1 A newspaper with small pages, short articles and lots of pictures and gossip.
- 2 A newspaper with large pages that deals with serious news stories.
- 3 The title of a newspaper article.
- 4 An article in a newspaper written by the head of the newspaper (the editor).
- 5 A special article in newspapers or magazines about a particular topic.
- 6 Part of a newspaper where you can read about famous people's private lives.
- 7 A journalist who reports on events in other countries.
- 8 A journalist who writes regular articles for a magazine or newspaper.

B Check your answers in a dictionary.

C Now complete these sentences with one of the words or phrases in A.

- 1 *The Sun* is a typical tabloid newspaper. Its gossip column is full of celebrity stories.
- 2 My sister is a columnist for *Vogue*. She writes for the magazine every month.
- 3 When I look at the headline I already know if I'm interested in the article or not.
- 4 I prefer to read sensational rather than broadsheet newspapers. They're more entertaining.
- 5 The editorial in this newspaper always supports the government.
- 6 Robert is a foreign correspondent for *The Times*. He travels all over the world to report on different events.
- 7 I buy the Sunday newspapers for their feature on fashion.

D Match the halves of these sentences.

- 1 Most newspapers cover the same current
 - 2 There was an interesting news
 - 3 *Rolling Stone* is the best magazine for in-depth
 - 4 The student newspaper had such a small
 - 5 I've just read a sensational
 - 6 I read a worrying feature
 - 7 The Sydney Olympics made headline
- a about genetic engineering the other day.
 - b coverage of pop music.
 - c events every day of the week.
 - d item in *The Times* today. It was all about extreme sports.
 - e circulation that the university closed it down.
 - f story about a UFO sighting in the tabloids.
 - g news whenever a British athlete won a medal.

2 Prepositions

Complete the text with the correct prepositions.

- in • into • for • on • to

Nowadays, more and more people are turning ¹ to regular Internet users. The Internet offers us a substitute ² for newspapers, novels, shops, entertainment and even a social life. In the future, people will rely ³ on the Internet more and more in their daily life. Search engines such as *Yahoo!* make it easier to look ⁴ for the things you are interested ⁵ in. You only have to key in a topic or title and the search engine will go straight ⁶ for it. Soon newspapers ⁷ in print, supermarkets on our high street and trips to the cinema could be a thing of the past – the future, it seems, is on line.

3 Words that go together

Choose the correct word to complete the sentences.

- 1 Julie found it difficult to track down the information she was looking for on the Internet.
a down b out c up
- 2 Pete wanted to take part in the Internet start-up. He hoped to make a lot of money.
a have b take c make
- 3 My sister is turning into an Internet addict. She spends more than 3 hours a day surfing the Web.
a becoming b changing c turning
- 4 MP3 files have had a huge impact on record company CD sales.
a over b through c on
- 5 The newspaper was the first to break the story about the political scandal.
a break b make c open
- 6 The Internet has changed the way that we gain access to the news.
a fashion b way c approach

Speaking

4 Television

In pairs, discuss these statements. Which do you agree with? Why?

'Nowadays, there's too much violence on TV which encourages violent behaviour and crime.'

'The violence in TV shows is just fantasy. People aren't influenced by it.'

Think about:

- TV programmes or soap operas you have seen recently. Were there violent scenes?
- children's shows. Statistics show that they are more violent than adult shows. What effect might this have?
- why violence in TV shows is so popular.

Look at *How can I ...?* on page 37 to help you.

Writing

5 Identifying the topic

Read the article and match the topics to each paragraph.

- What we thought about the trip
- Other things we saw
- What we saw: the best exhibition
- Where we went on the trip

Annual trip to London

- On this year's class trip to London we visited the Museum of the Moving Image. According to the museum guide, MOMI has been collecting and maintaining television programmes and films for over 40 years. Today it has an _____ (impress) archive of more than 275,000 feature films and 200,000 television programmes!
- The best exhibit was almost certainly the one about small-screen television. It showed popular archive programmes, ranging from serious documentaries to pop programmes and game shows. This gave us a 2 _____ (fascinate) insight into TV twenty or thirty years ago, as well as everyday life.
- Another popular exhibit showed us what went on behind the scenes of a news programme. It's 3 _____ (amaze) how much work goes into regular news broadcasts every day! We were also impressed by the soap opera exhibit, which demonstrated how storylines from our 4 _____ (favour) soaps are developed.
- After looking around the exhibitions, we planned to see a film at the MOMI film theatre, but unfortunately it was closed for 5 _____ (renovate). Nevertheless, it was a interesting trip. One student 6 _____ (accurate) summed up MOMI as 'one of the best museums I've been to'. All in all it was a very 7 _____ (enjoy) day.

6 Word formation

Complete gaps 1–7 in the article in 5 with the correct form of the words in brackets.

7 Linking words

Find words or phrases in the article in 5 which mean:

- without doubt
- as stated by something
- unluckily
- however
- taking everything into consideration

Factfile

A Quickly read the text and complete the table.

Average time per day spent in front of TV: _____
 People who watch TV the most: _____
 Percentage of people who own two sets: _____
 Two things people do while they watch: _____
 Other things people use TV for: _____

Half of us spend 14 years watching TV

A new survey shows that millions of Britons spend an astonishing 14 years watching television. Nearly six in 10 adults spend five hours a day, every day, in front of the box – or 14 years of their lives staring at the screen! The survey showed that women are more dependent on TV than men, and that more than a third of British families own two sets. It also found out about the activities people do while they watch. Eating is the most popular activity, followed by chatting on the phone and reading a book.

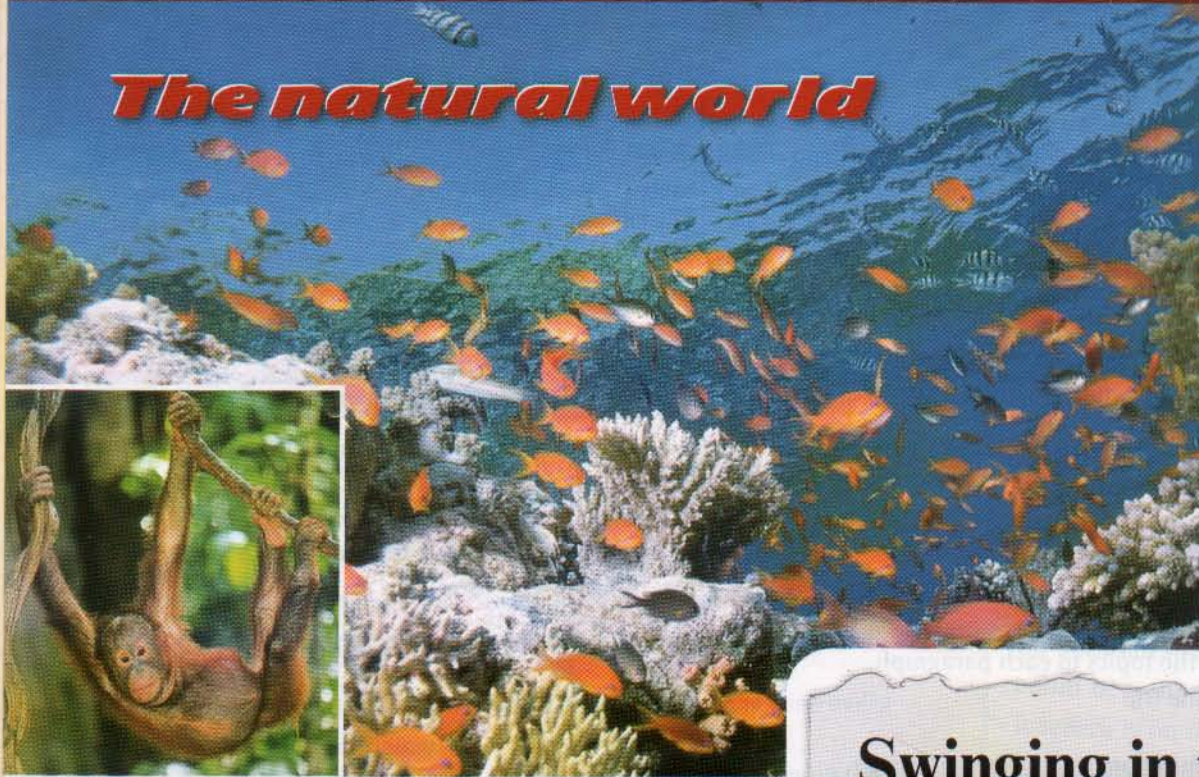
And it's not just soap operas that make us switch on. 61 per cent use television's Teletext for the latest football scores or the weather forecast. One industry expert commented: 'TV has always influenced people's attitudes and habits. And with the hundreds of new digital TV channels, we're going to spend even more time in front of it.'

B Discuss these questions with a partner.

- How do these facts compare with your own TV habits?
- How often do you watch TV and what type of things do you do while you watch?

4 A helping hand

The natural world



Test your knowledge. Here are some facts about the natural world. Put these words in the correct places in sentences 1–10.

- jungles • orang-utan • conservationist
- global warming • habitat • capercaillie
- coral reef • ecosystem • cheetahs • food chain

- 1 A place where an animal or a plant lives is called its habitat.
- 2 global warming is one of the biggest threats to the natural world today.
- 3 If the plants in a(n) ecosystem are destroyed, dependent wildlife might starve.
- 4 A(n) ecosystem sustains a great variety of plant and animal life in the sea.
- 5 A(n) ecosystem is a habitat and the group of plants or animals that live in it.
- 6 The capercaillie belongs to an endangered species of bird.
- 7 cheetahs are the fastest land mammals.
- 8 jungles are tropical lands overgrown with vegetation and forests.
- 9 A(n) orang-utan is a large, red, long-haired ape that lives in the wild.
- 10 A(n) conservationist is someone who tries to reduce the damage done to the earth by pollution and other human activities.

Swinging in the rainforest

Lucy Wisdom used to swing on the trapezes in a circus. Now she is swinging among the trees of the Sumatran rainforest, teaching orphaned orang-utans what should have come naturally.

Helpless young orang-utans have been arriving almost daily into Lucy's care at the Bohorok rehabilitation centre, usually after they have been in captivity for a couple of years or more. Regarded as charming when tiny, they soon outgrow their cages and are sometimes close to starvation when they appear at the centre.

Being 'mother' to a growing proportion of one of the world's most endangered species is not for the faint-hearted, yet it is something in which Lucy clearly revels. 'I feel so lucky when I'm surrounded by the apes,' she says. 'I feel safe in the jungle with the apes when I am doing practical stuff.'

Her mission is certainly practical. She has been setting up a website, trying to gain global charity status and recruiting rock stars in her campaign to save the orang-utans, whose numbers have fallen by three-quarters since the mid-1970s. But Lucy's superhuman contribution to saving and rehabilitating infant apes lies in the fact that most of her adulthood has been spent as a performing artist and acrobat. She may not talk to the animals like Dr Doolittle, but Lucy thinks nothing of climbing 20-metre high trees and peeling patches of bark with her teeth to show young orang-utans what they should be doing.

Skills

1 True or false?

Exam training

True or false? Read each statement carefully before you decide, as the statements may be partially true but not completely true.

Read the article about Lucy Wisdom and decide whether statements 1–10 are true or false.

- 1 Lucy has not always worked as a conservationist. *T*
- 2 The orang-utans Lucy looks after are usually brought in from the wild. *F*



'There is an intensely strong tie between mother and baby, and if that's broken, the infants don't learn anything,' she explains. 'I go into the forest and use my trapeze skills to help teach the small apes how to climb.'

It is little wonder that Lucy feels she has arrived at her life's calling. There can be few jobs which need acrobatic training and stage experience – another skill she is about to utilise to organise a touring show to educate youngsters about the importance of conservation. Yet, as the need increases to provide an even stronger safety net for the ever-decreasing population of orang-utans, the Bohorok centre was forced to close its doors to new entrants. Part of the difficulty was the proximity of a wild orang-utan population, which made the local release of previously captive apes impossible and, further afield, the trees have been cut down. Unless funding is raised for a new centre, it will be impossible to look after the large numbers of pets which owners are now willing to give up. Lucy is now contacting multi-national companies to help her campaign to save the orang-utans.

Orang-utans tend to be solitary animals, noticeably so in older age. This is one of the reasons they have been less studied than other apes such as chimpanzees – even though they are 96.4% genetically linked to humans and appear to share many characteristics with us. They even suffer from the same diseases as we do. With the help of Lucy and people like her, the future of these gentle giants may well be assured.

Lisa Buckingham Guardian Society

- 3 Lucy feels the jungle is a dangerous place. *F*
- 4 Lucy has turned to famous people to help her in her work. *T*
- 5 Lucy is one of the few people able to help orang-utans learn vital life skills. *T*
- 6 Baby orang-utans have a close relationship with both parents. *F*
- 7 Lucy aims to use her acting experience to teach people about conservation. *T*
- 8 The area Lucy works in is in desperate need of a new centre. *T*
- 9 Orang-utans spend a lot of time in groups. *F*
- 10 Orang-utans are not as similar to humans as other apes. *F*

Vocabulary

2 Nouns

Match the nouns on the left with the meanings on the right.

- | | |
|---------------------------|---|
| <i>d</i> 1 captivity | <i>a</i> setting free |
| <i>f</i> 2 starvation | <i>b</i> giving or supplying something together with others |
| <i>e</i> 3 status | <i>c</i> helping to return to a useful life |
| <i>b</i> 4 contribution | <i>d</i> not being free |
| <i>a</i> 5 release | <i>e</i> a fight for or against something |
| <i>g</i> 6 survival | <i>f</i> suffering or dying from lack of food |
| <i>e</i> 7 campaign | <i>g</i> remaining alive or in existence |
| <i>c</i> 8 rehabilitation | <i>h</i> a social or professional position |

3 Adjectives and their opposites

A Find words in the article which mean the opposite of these explanations. The first two letters are given to help you.

- | | | |
|----------------------------------|-------------------|---------------------------------|
| 1 able to manage by oneself | <i>capable of</i> | <i>helpless</i> |
| 2 having an unpleasant manner | | <i>charming</i> |
| 3 extremely large | | <i>tiny</i> |
| 4 brave or courageous | | <i>fearful</i> – he <i>used</i> |
| 5 becoming bigger in number | | <i>decreasing</i> |
| 6 nearer | | <i>further</i> |
| 7 living with others / not alone | | <i>solitary</i> |
| 8 aggressive | | <i>gentle</i> |

B Give one or two examples of nouns these opposites could be used to describe.

Example

- 1 a helpless baby

Time to talk?

What other animals in the world are facing extinction? Why is it important to try and save animals from extinction? What else can humans do to preserve the world around them?

Rescue

Listening skills

1 Multiple choice questions 12

You are going to hear a man called Nigel speaking on a radio programme about dogs that help to save people's lives in Scotland. Before you listen, read through the questions carefully, then as you listen, choose the correct answer.

Exam training

Multiple choice questions Put a dot • beside the answer you think is correct when you listen the first time, then make your final choice when listening for the second time.

- 1 Nigel is suffering from
 - a shock after a fall.
 - b a broken hip.
 - c nothing at all.
 - d hypothermia.
- 2 Nigel is on the radio programme because he is
 - a a dog handler.
 - b a pet owner.
 - c a reporter.
 - d a climber.
- 3 What is the purpose of the weekend activity Nigel is talking about?
 - a to find people who are suitable to train rescue dogs
 - b to assess the risks of climbing in the Scottish mountains
 - c to give dogs on rescue teams some further training
 - d to decide which dogs and handlers join rescue teams
- 4 Good rescue dogs are those which, amongst other things, can be trained
 - a to keep calm in unusual situations.
 - b not to go anywhere near farm animals.
 - c to get used to the noise of aircraft.
 - d not to touch the rescue flares.
- 5 Which of these facts about the dogs is true?
 - a They are all working dogs.
 - b They were previously police dogs.
 - c They belong to the Royal Air Force (RAF).
 - d They are privately owned.
- 6 Why are dogs particularly suitable for mountain rescue work?
 - a They can run a lot faster than human beings.
 - b They are easier to transport to the site of the search.
 - c They can sniff out a human some distance away.
 - d They can be trained in a very short time.

2 Expressions

Match the expressions in *italic* in 1–6 with the meanings in a–f.

- 1 hypothermia will *finish me off* f
 - 2 the dogs *can't afford to* be nervous c
 - 3 when rescue flares *go off* a
 - 4 today's mountain rescue *owes a lot to* e
 - 5 rescue has *come a long way since* b
 - 6 the dogs haven't *lost their touch* d
- a explode
b make a lot of progress
c are not in a position to
d no longer have the ability
e has a lot to thank somebody for
f kill me

3 Weak form words 13

A Which of these groups of words would you expect to have weak forms?

- prepositions
- auxiliaries
- articles
- pronouns
- nouns
- verbs
- adjectives
- adverbs

B Listen to the weak form words (in *italics*) in this sentence. I'm playing *the* role of a climber.

C Circle the words you think will be stressed in 1–8, then listen to the sentences and underline the weak form words.

- 1 but I can hear an excited bark
- 2 I'm here to cover the annual assessment weekend...
- 3 it's a tough test
- 4 when they're being winched up into a helicopter
- 5 who was invited to Switzerland to see the work of avalanche dogs
- 6 it's me next
- 7 I needn't worry...
- 8 it'll only be a matter of minutes

D Now read out sentences 1–8, paying special attention to the weak form words.



Speaking skills

4 Exclamations

Which of the expressions in 1–9 are used to express:

- a praise?
- b sympathy or comfort?
- c a refusal or unwillingness to do something?

- 1 Never mind!
- 2 Bad luck!
- 3 Not if I can help it!
- 4 Well done!
- 5 Never again!
- 6 Not on your life!
- 7 Too bad!

- 8 What a pity / shame!
- 9 Not to worry!

Use one of the exclamations in A 1–9 to comment on these sentences, then add a comment of your own.

Example

- *I can't find my homework diary.*
- *Never mind! You can phone one of your friends for the homework.*

- 1 I broke my toe in a skiing accident.
- 2 I can't go to the cinema with you tonight.
- 3 Are you playing in the football match on Saturday?
- 4 I've come first in the English test!
- 5 I failed my driving test yesterday.
- 6 Are you going to try and get a part-time job in the summer holidays?
- 7 I didn't manage to get a ticket for the concert on Friday.
- 8 I've been chosen for the lead in the school play.

5 Problem-solving

Imagine you and a group of friends are going on a mountain activity weekend in your own country. First, decide where to go, how to get there, and which two activities to do. *How can I...?* shows you how to interrupt politely when you want to express your point of view.

- skiing • walking • climbing • paragliding
- bungee jumping • snowboarding

How can I...?

Interrupt politely

- Could I just say something?
- Actually, I'd just like to say ...
- Sorry to interrupt but ...
- Sorry to butt in, but ...
- Oh, while I remember / before I forget ...

Which things from the list might be essential and which could you manage without on your activity weekend?

- tent • food supplies • ice axe • anorak • matches
- sleeping bag • compass • mobile phone • rope • boots
- first aid kit • binoculars

What would you do and/or say if:

- 1 you discovered your equipment was faulty?
- 2 one member of the group had an accident or fell ill?
- 3 it suddenly started to snow heavily?
- 4 you ran out of food or water?
- 5 your shelter was damaged in a storm?

6 Researching a short presentation

You are preparing a short presentation (2-3 minutes) on natural disasters. Which of the following sources of information do you think would be the most accessible and the most useful? Why?

- your local library
- an encyclopaedia
- newspapers and magazines
- people's personal accounts

Can you think of any other sources of information?

7 Assembling your information

Group the information you have found into different categories. You might choose to deal with:

- different kinds of disasters.
- famous rescues.
- advice for people who find themselves in dangerous situations.

Can you think of any other types of information to include?

Make notes to help you remember what to say in your presentation. Keep them short, however.

8 Giving your presentation

When you give your presentation think about the following:

- Try to relax and speak confidently. Your audience will be more interested in what you are saying.
- Don't forget to keep an eye on the time. Try not to overrun or finish too soon.
- Don't speak too quickly or too quietly. Maintain a steady pace and pause for breath.

Now give your presentation to the class.

Vocabulary

1 Word building

Complete these newspaper extracts with the correct form of the word in brackets.

According to new statistics, last year saw the most ¹ dramatic (drama) storms and droughts for ten years. The worst-hit countries were in the third world, where extreme weather resulted in ² starvation (starve) and homelessness. Scientists say that increased global ³ pollution (pollute) is making a significant ⁴ contribution (contribute) to climatic changes.

According to the Worldwide Fund for Nature, the ⁵ survival (survive) of Europe's bears, lynxes and wolves is being threatened. Some species are on the brink of ⁶ extinction (extinct). There have been several ⁷ conservation (conserve) programmes, but attempts to raise species such as the Iberian lynx in ⁸ captivity (captive) have failed. The continuing ⁹ destruction (destroy) of the lynxes' habitat means that it will probably die out over the next fifty years.

2 Environmental problems

A Match the environmental problems in 1–6 with their definitions a–f.

- 1 global warming o
- 2 acid rain e
- 3 endangered species f
- 4 severe drought b
- 5 chemical pollution c
- 6 oil slick a

- a area of oil that floats on the sea
- b long dry period
- c substance that makes the environment dirty and dangerous
- d increase in temperature of the Earth's atmosphere
- e rain that has been affected by factory pollution
- f animals or plants that are close to extinction

B Complete these sentences with one of the phrases 1–6 in A.

- 1 Scientists say that unless ¹ global warming is stopped, rising temperatures will cause disastrous floods in low-lying countries.
- 2 ² acid rain caused by pollution in the atmosphere has destroyed many trees in Northern Europe.
- 3 A lot of river wildlife has been killed by ³ endangered species from factories.
- 4 In 1998, a ⁴ severe drought in Africa caused widespread famine.
- 5 Some ⁵ chemical pollution, such as the Iberian lynx, have been hunted almost to extinction.
- 6 The ⁶ oil slick had a disastrous effect on seabirds and marine life.

3 Adjectives with -less and -ful

Complete the sentences with one of the words below plus the correct suffix: *less* or *ful*. There may be more than one answer for each gap.

- harm • success • care • home • help

- 1 After his fall, the climber lay helpless until a rescue team arrived.
- 2 Leaving litter in the countryside is careless and irresponsible.
- 3 Global warming is having a harmful effect on the environment.
- 4 *Shelter* is a British charity devoted to helping the homeless.
- 5 Recycling paper, glass and aluminium cans is a successful way of reducing pollution.
- 6 The demonstration against nuclear energy was very successful. Lots of people attended.

4 Prefixes

A Add these prefixes to the words in brackets to complete the sentences.

- post • mis • sub • super • trans • inter

- 1 After she finished her science degree, Emma decided to do (graduate) research in maths.
- 2 Sarah (understood) Jeff's directions and arrived at the party late.
- 3 Psychoanalysis involves the study of the (conscious) mind.
- 4 Last month there was an important (national) conference about global warming.
- 5 It took Hannah three months to complete her (continental) journey across Asia.
- 6 Madonna is one of the most successful pop (stars) in the world.

B Now match the prefixes in A with their meanings a–f.

- a wrongly
- b across
- c between
- d over / beyond
- e under
- f after

Speaking

5 Role-play

A You are going to talk about a natural disaster. First choose one from the list.

- avalanche • tornado • tidal wave • earthquake
- river flood • volcanic eruption

B Turn to page 141. Read your instructions, make notes to help you to prepare for the task, then act out the role-play.

C Now change roles and choose another natural disaster from the list in A.

6 The right word

Choose the correct option, a, b or c, in gaps 1–14 to complete the text below.

- | | | |
|--------------------|------------------|----------------|
| 1 a faint-hearted | b strong-hearted | c warm-hearted |
| 2 a went | b took | c made |
| 3 a started over | b started off | c started up |
| 4 a happened | b came | c struck |
| 5 a fell down | b dropped down | c went down |
| 6 a adventure | b operation | c ordeal |
| 7 a climbed out of | b pulled out of | c moved out of |
| 8 a from | b of | c for |
| 9 a second | b point | c minute |
| 10 a pick out | b pick over | c pick up |
| 11 a growing | b doing | c having |
| 12 a sign | b mark | c signal |
| 13 a make | b have | c take |
| 14 a Gratefully | b Thankfully | c Hopefully |

Factfile

A Complete the factfile with the following words and phrases.

- a necessity • the right label • materialistic
- switched off from • possessions • judged on
- purchasing

The generation which has everything

According to a recent survey, British teenagers are more ¹ materialistic than ever before. Most have expensive trainers with ² switched off from, mountain bikes in the garage and home entertainment systems in their bedrooms. In fact, high-tech ³ possessions are the most popular items amongst teenagers. More own a television set (83 per cent) than a book (80 per cent), and nearly a quarter want a computer.

But is this really materialism or is it something else? 'What young people are actually doing is ⁴ a badge of belonging,' explains Jo Gardiner, from the Industrial Society: 'If they don't own a CD player for example, they are ⁵ judged on youth music culture, so this becomes ⁶ a necessity rather than a luxury.'

'We are ⁷ switched off from everything,' agreed 17-year-old Jessica Stuart. 'What clothes we have, what trainers we wear, even what walkman we have. That's why these things are so important.'

B Discuss these questions with a partner.

- 1 What type of possessions are important to you? Are they necessities or luxuries?
- 2 Do you agree that your friends judge you by your possessions?

Saved from an icy hell

When Mike Stringer was invited to go on an introductory Alpine course, he got more than he bargained for.

Climbing mountains is not for the ¹ faint-hearted. We set off from our Alpine chalet at 4 a.m. and ² took our way to the Weissmies mountain. Our guide assured us that it would be an 'easy' 4,000-metre climb, but although things ³ went well, by 9 a.m. the weather was getting bad. We were about 100 metres from the top of the mountain, when disaster ⁴ struck. My friend Damon slipped suddenly and ⁵ created a narrow opening in the rock. One of the guides held onto Damon's rope, but several rocks ⁶ fell and hit Damon's leg. Silence, shouts, silence again. A simple accident was going to turn an easy climb into a major rescue ⁷ operation. Damon was slowly ⁸ pulled the crevice and on to the snow slope. He was suffering ⁹ from a broken leg, so one of the guides suggested calling the emergency services. It was

at that ¹⁰ point that the limitations of modern technology became apparent. All of our mobile phones failed to get any connection. Bruce, our second guide, began an hour's climb downhill where he hoped to ¹¹ get a signal. Four hours later it was ¹² very cold and damp and there was still no ¹³ sign of a rescue team. If we stayed where we were, no one would arrive before nightfall which meant a freezing, sleepless night at 3,800 metres. But should we ¹⁴ take the risk of moving Damon?

It was 2 p.m. when we finally decided to lower Damon down the snow slope. ¹⁵ As we hadn't got far when we spotted the rescue teams. Soon a helicopter was circling above us and Damon was winched up to safety. In future I'll think twice before climbing a mountain.

Vincent London *The Observer*

Let's focus on continuous tenses

Quick quiz

There are some mistakes in these sentences. Can you correct them?

- I'm getting up at 7 every morning.
- I've been visiting Scotland twice.
- I was coming home from school when it was starting to rain.

1 True or false?

A Read the statements, then listen and decide whether they are true or false.

- For the last 17 years, Percy Ross has been making a fortune from his bin bag business. *column*
- Mr Ross has also been editing several newspapers. *several of million*
- Percy is now almost coming to the end of his money. *old his company*
- He is going to keep what remains of his wealth. *family*
- He has always had plenty of money.
- He was going to give his money to deserving causes but he changed his mind.
- He is now considering hosting his own TV show.

B Explain in your own words what kind of life Percy Ross has had.

C What is your opinion of what Percy has been doing?

2 The present continuous for temporary actions

We can use the present continuous for temporary actions and situations that are happening 'around now' but not necessarily at the moment of speaking.

- What are you doing?
- I'm making phone calls.
- Peter's working in Italy at the moment.
- Jack's living with a friend until his new flat is ready.

A What's the difference between a and b in these pairs of sentences?

- a I write letters.

b I'm writing letters.
- a Isabelle's working in New York for a month. *temporary - distant*

b Isabelle works in New York. *permanent - now*
- a I eat a lot of fruit. *habit*

b I'm eating a lot of fruit these days. *conscious choice - momentary*

B Write two examples of your own to show the difference between the present simple and the present continuous for temporary actions.

3 The present continuous with always

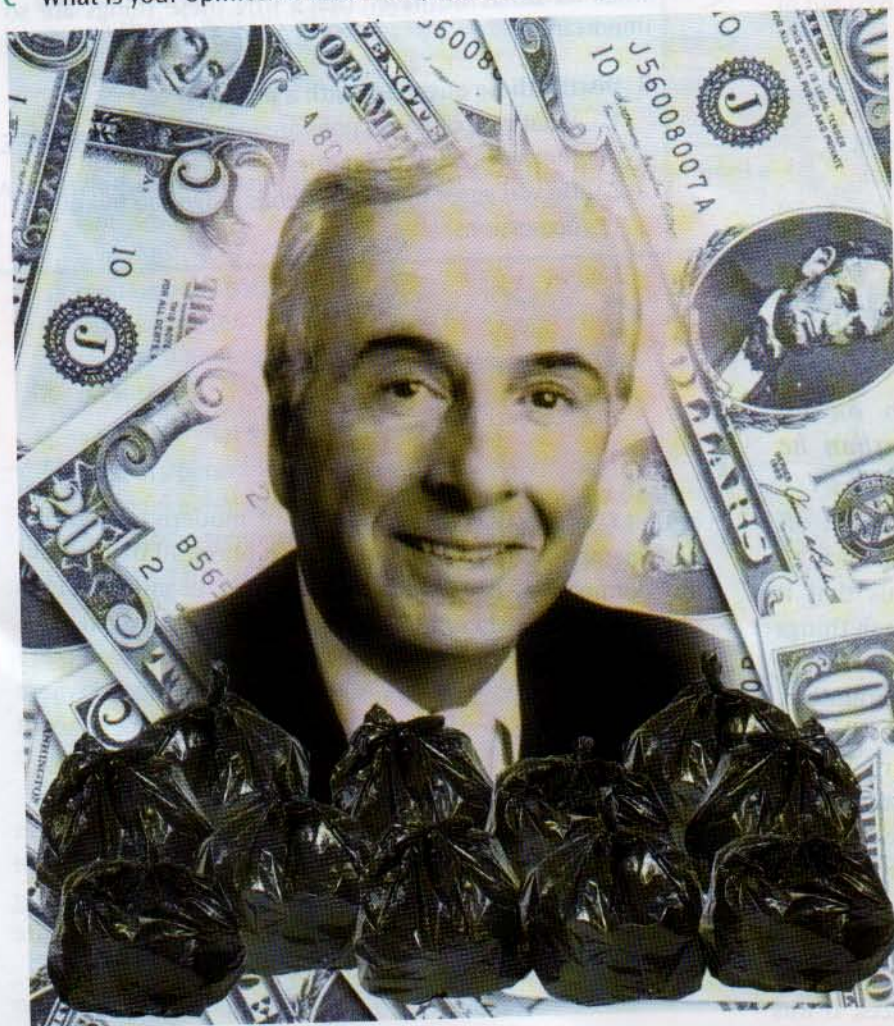
A What's the difference in meaning between these two sentences?

- Percy is always supporting worthy causes. *has to*
- Percy always supports worthy causes. *enjoys*

B Decide what emotions the speaker is expressing in these sentences with always.

- I'm always being asked for money for charities. *angry*
- I'm always making the same mistake in my homework! *frustrated*
- My brother's always winning prizes in competitions. *amused*
- Our neighbours are always making a noise when we're trying to go to sleep. *angry*
- My parents are always telling me to tidy up my room. *irritated*

C Think of two examples of your own to describe something which makes you feel like the speaker in B.



4 The present perfect continuous or the present perfect?

In some of these pairs of sentences, both sentences are correct, in others they are not. Which sentences are not correct?

- 1 a For the last 17 years, Percy *has been giving away* the fortune he made from his bin bag business.
b Percy *has given away* the fortune he made from his bin bag business.
- 2 a He says he *has always believed* his health would give out before his wealth.
b He says he *has always been believing* his health would give out before his wealth.
- 3 a Now the money *has gone*.
b Now the money *has been going*.
- 4 a ... which he *has decided* to give to anyone who comes up with an idea to improve road safety.
b ... which he *has been deciding* to give to anyone who comes up with an idea to improve road safety.

Explain why you think the incorrect sentences are wrong.

Put the verbs in these sentences into their correct form.

- 1 I _____ (study) English for three years now.
- 2 _____ you ever _____ (be) to New Zealand?
- 3 Mary _____ (try) to talk to John on the phone all week.
- 4 I _____ finally _____ (decide) to go to university when I finish school.
- 5 How long _____ you _____ (wait) for me?
- 6 The time _____ (come) to make a decision about your future.
- 7 What _____ you _____ (do) all morning?
- 8 My mother's new business _____ already _____ (make) a lot of money.
- 9 My father's business _____ (go) bankrupt.
- 10 Percy's money _____ (make) a big difference to many people's lives.

5 The past continuous or the past simple?

Which verb in bold in the sentence below suggests that:

- a the action went on for some time?
- b the action happened quickly or 'interrupted' something else?

*I met someone really interesting while I **was doing** a language course in London.*

B Does the verb in bold in the sentence below mean:

- a this happened?
- b this didn't happen?

*I **was going to go** to the local secondary school but my parents decided to send me abroad to study.*

C Rewrite these sentences with the correct form of the verb in brackets.

- 1 Percy's family (live) in Michigan when he (be) born.
- 2 His family (be) very poor when they (arrive) in America.
- 3 Percy (work) hard to make money.
- 4 Percy (go) to keep his money but he (decide) to give it to worthy causes instead.
- 5 Percy (launch) a radio show some years ago.
- 6 People (always phone) in with their hard luck stories.
- 7 Percy (always send) them money to help them out.
- 8 Percy (think) of retiring when he (be) offered the chance of hosting a TV show.

Let's activate!

6 Give while you live!

Work in pairs. Imagine that one of you (Student B) has suddenly become very wealthy and has decided to use his or her money to help others. The other (Student A) is the host of a TV chat show and has invited the new millionaire to appear on the show.

Student A

You are the chat show host.

Ask questions about:

- 1 what / were doing / usually did before / became wealthy.
- 2 what / were going to do with the money before / decided to give it away.
- 3 what / have been doing / have done with some of / money.
- 4 whether / all the money is now being used to help others.
- 5 how / decide who to give the money to.
- 6 if being poor again is changing / attitude to life.
- 7 whether / think money is the most important thing in life.

Student B

You are the new millionaire.

Answer your host's questions.

A trip to Scotland

- A** What do you know about Scotland? What would you expect to see or do in Scotland? Think about the climate, the food, the people and the customs.
- B** Would you like to visit Scotland? Why (not)?

Studying the sample

1 Understanding the task

- A** Bob lives in London but he has some cousins in New Zealand who are coming to visit Britain. Read part of the letter Bob received from them.

Bob, we'd be really grateful if you could arrange a trip to Scotland for us. Ideally, we'd like to travel by train and stay there for five or six days. We're particularly interested in seeing the Scottish scenery and some of the historical sights but, as we've never been there before, we're not sure how to go about it. We arrive in London in the evening on the 11th April and would be able to catch a train around 8 or 9 to Scotland the next morning. Would it be all right for us to stay overnight at your flat? Really looking forward to seeing you.

Yours,

Chris and Sarah

- B** Read Bob's reply to his cousins. Ignore the missing words. Is his letter a) formal or b) informal in style? Give a reason for your answer.

2 Missing words

Choose the correct word, a, b, c or d, to complete gaps 1–12 in Bob's letter.

- | | | | |
|----------------|-------------|------------|-------------|
| 1 a give | b pay | c make | d do |
| 2 a upset | b unhappy | c sorry | d miserable |
| 3 a happy | b welcome | c pleased | d invited |
| 4 a still | b yet | c but | d however |
| 5 a that | b who | c whose | d which |
| 6 a pick | b turn | c get | d take |
| 7 a for | b with | c into | d at |
| 8 a assured | b assisted | c assessed | d assumed |
| 9 a much | b many | c far | d long |
| 10 a scene | b scenery | c scenic | d scenario |
| 11 a convicted | b converted | c conveyed | d convinced |
| 12 a my | b the | c best | d many |



Dear Chris and Sarah,

Thanks for your letter. It was great to hear that you are coming to Britain to ¹ _____ us a visit. I'm ² _____ to say that I won't be in London on the evening you arrive, although you're very ³ _____ to stay overnight in the flat. I will, ⁴ _____, be able to meet you when you get back from Scotland. You asked me to arrange a trip to Scotland, ⁵ _____ I've done. I've booked you two seats on the 09.00 train from King's Cross to Edinburgh. You're in Coach B and your seats are 29 and 30. I've left you a note with the details of your trip which I suggest you ⁶ _____ up with the tickets from my flatmate. I've also booked you ⁷ _____ the Lochy Hotel in the centre of Edinburgh for five nights. Edinburgh's a beautiful, historical city with a magnificent castle and the staff have ⁸ _____ me that they can organise excursions anywhere in Scotland for you. As ⁹ _____ as visits go, I can really recommend the Highlands. You can see Ben Nevis, Scotland's highest mountain and the wonderful ¹⁰ _____ of Glencoe, a spectacular mountain valley. You should take a trip to Loch Ness, too - you might see the resident monster, which everyone's ¹¹ _____ lives in the lake. Looking forward to seeing you in London. With ¹² _____ wishes,

Bob

3 Writing notes

Read the note Bob left for his cousins about their trip to Scotland, then underline the same pieces of information in Bob's letter.

¹ train tickets to Edinburgh 12 April
Coach B Seats 29 and 30
² tickets with my flatmate Jake
³ accommodation for 12–16 April
Lochy Hotel, Edinburgh - tel: 01379 207 771
Jake has address
⁴ visits (organised by hotel):
Highlands
Ben Nevis – highest mountain!
Glencoe – valley!
Loch Ness – monster!

Notes should always be brief and informative. They do not have to be written in correct grammatical forms. Rewrite these sentences in note form, leaving out any unnecessary information.

- I have reserved a room for you from May 10th to May 15th at the Highland Hotel on the outskirts of Aberdeen.
- I really think you should visit the islands off the west coast of Scotland because they're fantastic.
- The most beautiful of the islands is Skye, and many people visit Iona because of its historical significance.
- To get to the islands, you can take the ferry from the coast and there is a bridge to Skye from Kyle of Lochalsh.
- On the island of Lewis, you can see the standing stones at Callanish and enjoy the peace and quiet that surrounds them.

Now check with a partner that you have included all the important details.

Steps to better writing

4 Levels of formality

Decide which phrase, a or b, in 1–6 is formal or informal.

- a It was great to hear that ...

b I was extremely pleased to hear that ...
- a I sincerely apologise for not being available.

b I'm sorry to say I won't be there.
- a We are not certain how to organise it.

b We aren't sure how to go about it.
- a You're very welcome to stay.

b It would be convenient for you to stay.
- a You should take a trip to ...

b I would advise you to arrange a visit to ...
- a As far as visits go, ...

b With regard to visits, ...

5 Writing about your own country

Write sentences giving advice to someone visiting your country using these prompts and your own ideas.

- _____ is a _____ city with a _____
- As _____ visits _____ concerned, I can recommend _____
- You should also _____ a visit to _____, where you can see _____
- _____ is also incredibly beautiful.
- Two things _____ is famous for are _____ and _____

Writing your letter and notes

6 Understanding the task

Imagine you have cousins who live abroad and are coming to visit you. You have never met them but they have asked you to make all the arrangements (travel, accommodation and visits) for them to go on a five-day trip to visit a popular tourist area in your country. You are going to write a reply (200–250 words) to their letter and tell them what you have arranged.

7 Using notes to plan a letter

Write short notes under the headings in 1–3 reminding yourself what to tell your cousins in your letter.

Exam training

Including all the necessary information When writing a letter, make sure you include all the necessary details. If you do not, you will lose marks.

- transport:
- accommodation:
- recommended visits:

8 Writing your letter

Decide what other information you might need and include it in the letter, for example,

- how you feel about their visit.
- if you will be there when they arrive.
- where they will pick up tickets.

9 Checking

As you write, check that you have:

- written brief, legible and informative notes.
- included all the necessary information in your note and letter.
- written between 200 and 250 words in your letter.
- used an appropriate informal style.

Vocabulary

1 Words that go together

Choose the correct words or phrases to complete the sentences.

- If you won millions of pounds, would you _____ your family and friends?
a help out b help over c help along
- Lisa _____ all her old clothes to charity.
a gave up b gave over c gave away
- Scientists have _____ with a new type of car engine to help reduce pollution.
a come up b come away c come across
- If you want to make _____ money, you ought to become a lawyer.
a much b plenty of c many
- In his will, Sir John left a lot of property to _____ causes.
a worthy b valuable c precious
- Once Mark had given Zoe the money, it was too late to _____ his mind and ask for it back.
a change b make c modify

2 Money

A Match these adjectives with their opposites.

- | | |
|----------------|---------------|
| 1 well-off | a worthless |
| 2 tight-fisted | b over-priced |
| 3 inexpensive | c generous |
| 4 priceless | d hard-up |

B Which adjectives in A can we use to describe a) people? b) things?

C Now complete the sentences with one of the adjectives in A.

- Most students are _____ when they leave university. There is a lot of pressure on them to start earning money.
- People thought that the antique was valuable, but in fact it was a _____ fake.
- The biggest diamond in the world is said to be _____. It's impossible to say how much it is worth.
- Those shoes are very _____. They're £10 cheaper in the shop across the road!
- The rich old man was incredibly _____. He refused to put the heating on in winter.
- Karen looked for a computer in the sales. She wanted something good but _____.

Grammar

3 The present perfect or the present perfect continuous?

Complete the sentences with a verb from the list in the present perfect or the present perfect continuous. Sometimes both forms may be possible.

• look for • see • spend • work • learn • buy • save up • shop

- Eric _____ for the charity Oxfam for three years.
- Stewart won £5,000 on the lottery last month, but he _____ already _____ all of it.
- _____ you ever _____ the game show *Who wants to be a Millionaire*?
- Jo _____ a job ever since she arrived in London.
- Susie _____ for a motorbike for ages. She's planning to buy one next month.
- Dave has been revising for hours. So far he _____ some French and some German.
- Gail _____ this morning. She's already _____ two CDs and a pair of jeans.

4 The past continuous or the past simple?

Choose the past continuous or the past simple form of the verbs.

- I *was talking* / *talked* on my mobile as I was walking along the road.
- Bryan was watching TV when the pizza *was arriving* / *arrived*.
- Sam was listening to his personal stereo while he *was reading* / *read* a magazine.
- Chris couldn't go skateboarding because he *was hurting* / *hurt* his ankle.
- While I *waited* / *was waiting* for the train to arrive, I made a few phone calls.
- I *was studying* / *studied* in the library when Linda walked in.

5 Other uses of the past continuous

The past continuous can be used to make questions, requests and suggestions sound more indirect and polite.

Could you lend me your dictionary?

→ *I was hoping you could lend me your dictionary.*

Why don't we go away for the weekend?

→ *I was wondering if we could go away for the weekend.*

Rewrite these requests, suggestions and questions using *I was thinking*, *I was wondering* or *I was hoping*.

- Can I borrow your guide book?
I was wondering if I _____
- Let's go to the theatre tonight.
I was thinking that we _____
- Do you have the address of a good hotel?
I was hoping you _____
- Why don't we go sightseeing this afternoon?
I was thinking we _____
- Have you got a room with a sea view?
I was wondering if you _____
- Do you know a good place to eat?
I was hoping you _____

6 Verb tenses

Complete the text with the verbs in brackets in the appropriate tense.

A dream come true

1 _____ (you / ever dream) of winning the lottery? Every weekend thousands of people imagine winning the million-pound jackpot and last week one person's dream 2 _____ (come) true.

When Rob White 3 _____ (buy) his lottery ticket, he had no idea that he would soon be a millionaire. We asked him what he was doing when he 4 _____ (find out).

'I 5 _____ (cook) dinner while my girlfriend was checking the lottery numbers,' says Rob. 'When she 6 _____ (rush in) to tell me I'd won, it was the best moment of my life.'

Once he knew he was the winner, Rob 7 _____ (not waste) any time. 'I immediately went to a local car showroom and 8 _____ (buy) a Ferrari,' he said. 'I 9 _____ (not need) any money, I just showed the salesman my winning ticket.'

Since then Rob 10 _____ (spend) non-stop. So far he 11 _____ (buy) a luxury holiday in the Caribbean, a five-bedroomed house and he 12 _____ (just / spend) £90,000 on a yacht. 'People 13 _____ (always / tell) me how lucky I am,' he says. 'And they're right.'

But 14 _____ (he / save) any money? 'Not yet,' says Rob. 'I'd rather enjoy it. I 15 _____ (work) hard all my life, now I want to have some fun.'

B Now choose the best option, a or b, to fill gaps 1–8 in the letter.

- 1 a It's great news that
b I was pleased to hear that
- 2 a I am sorry to say that
b I'm really sorry but
- 3 a I'll be back for
b I will return for
- 4 a you are quite welcome to stay at
b you can use
- 5 a The best thing to do is to
b It is advisable to
- 6 a As far as sightseeing is concerned
b As for things to see and do
- 7 a I recommend to you
b you really must go on
- 8 a Can't wait to see you
b I look forward to seeing you

8 Writing notes

Look at the note that Beth left for Eva. Expand the notes into sentences.

- 1 Food in fridge – help yourself
 - 2 Elaine has spare key if needed
 - 3 Dishwasher not working!
 - 4 Clean towels in bathroom
 - 5 Plants need water – twice a week
- See you soon,
Beth

Example

1 There is some food in the fridge. You can help yourself to what you want.

Writing

7 An informal letter

A Read the letter quickly and answer the questions. Ignore the gaps.

- 1 What is the relationship between Eva and Beth?
- 2 When is Eva coming to London?
- 3 When is Beth going away?
- 4 How far is Beth's flat from Paddington?
- 5 What activities does Beth recommend?

Dear Eva

Thanks for your letter. 1 _____ you're coming to London this Easter. However, 2 _____ I won't be here during your first week. I'm actually on a training course in Brighton! But don't worry, 3 _____ the end of your stay and 4 _____ my flat while I'm away. In your letter you asked me about how to get from Heathrow to central London. 5 _____ take the Heathrow Express from the airport. It only takes half an hour to get to Paddington. And once you're there it's just a couple of stops to my flat (I've enclosed a map of the underground with directions).

6 _____, there are lots of historical sights to visit in London. You could spend a whole afternoon walking round Buckingham Palace, and for a good view of the city 7 _____ the London Eye. You'll have to book this in advance as it's really popular. Another good place to visit is Covent Garden. There are plenty of trendy cafés with nice terraces, so you can sit outside and enjoy a cappuccino (if it's not raining!).

I'll leave the flat keys with my friend Elaine (she lives in the flat below). Her mobile number is 607843221, but she'll probably be at home when you arrive.

8 _____,

Love
Beth

Grammar

1 Complete the text with the correct word. Use one word in each gap.

Surviving the storm

Rescuers were searching ¹ for more victims last night after tornadoes struck in Oklahoma injuring 800 people. Entire towns ² were destroyed as the storm raced across mid-west America. Today thousands of people are relying ³ on emergency shelter, food and water after one of the worst storms ⁴ in history. Survivors told ⁵ us they emerged from their basements to find that their houses – and those of their neighbours – had simply vanished. 'It looks ⁶ like if an atom bomb has gone off,' said Kirk Humphreys, mayor of Oklahoma City. Worst hit was the town of Moore, ⁷ which is south of Oklahoma City. Moore resident Lee Ann Richardson, ⁸ who survived by hiding in her storm cellar, said: 'There was no point ⁹ in trying to escape – the only way to protect ¹⁰ us was to get underground. When I came out, I looked ¹¹ at my house, but it just wasn't there.' One tornado was more ¹² than a mile wide. Weathermen described it ¹³ as a 'wall of death', it was the biggest tornado they'd ever seen. A weekend trip to Moore turned ¹⁴ into a nightmare for Chad Harris. Harris, who was inside a trailer ¹⁵ when the tornado struck, said he was lucky to ¹⁶ be alive. 'I couldn't believe ¹⁷ it was happening,' said Mr Harris. 'The trailer rolled over several times. It was the ¹⁸ most frightening experience of my life.' Nurse Ruth Hensley sheltered under a motorway bridge in Moore ¹⁹ and watched the tornadoes pass by. She then helped ²⁰ a injured mother who had just saved ²¹ her 11-year-old son. 'The little boy said he flew up ²² from the air,' she said, 'but his mother managed to catch him and hold him down. Their house was completely destroyed.' The storms are thought to ²³ have reached F5 level – the worst possible for tornadoes. At this level houses are lifted off ²⁴ their foundations, cars fly through the air, and trains are overturned.

Daily Mail

2 Combine these sentences to make relative clauses.

- That's the house. It was hit by a tornado.
- Richard is travelling around the world. He's a student.
- The earthquake completely destroyed the city. It was the worst disaster in living memory.
- The climbers were caught in a snow storm. It lasted four hours.
- The volcano suddenly erupted. It had been inactive for years.
- Jordan is excited about the trip. He has never been skiing before.
- The latest disaster film was released on Friday. It stars Bruce Willis.
- The Natural World* is a very good series. The programme deals with environmental issues.

3 Combine these sentences to make noun clauses.

- You want to go skiing. I don't know why.
- My friends have gone somewhere. I don't know where it is.
- They asked us to do something. It was to complete a questionnaire.
- Someone left behind their dictionary. I don't know who it was.
- I put my glasses somewhere. I remember where.
- Peter is upset about his exam results. I understand why.

4 Rewrite these sentences using the present perfect or the present perfect continuous.

- This is Michael's first trip to Poland. Michael hasn't ____.
- It's been months since I saw Helen. I haven't ____.
- It started raining this morning, and it hasn't stopped. It's ____.
- When did you buy your mobile phone? How long ____?
- The last time I went to a zoo I was ten years old. I haven't ____.
- Chris started playing the computer game an hour ago and he doesn't want to stop. Chris has ____.

5 Complete this newspaper article with the verbs in brackets in the correct tense.

Yesterday sixteen British holidaymakers ¹ ____ (walk) towards the main crater of Mount Etna in Sicily when it ² ____ (start) to erupt. They were just 500 metres from the top when it ³ ____ (happen). 'I ⁴ ____ (take) a photograph of my friend when there ⁵ ____ (be) this terrible noise and ash and lava were thrown into the air,' said tourist Lynn Newton. 'The tour guide just ⁶ ____ (scream) at us to run – and he ⁷ ____ (not need) to tell us twice. It looked like the lava ⁸ ____ (come) straight at us!' The eruption was the volcano's most

Vocabulary

6 Complete the sentences with one of these verbs in the correct form.

- take part in • give away • help out • change • track down
• come up with

- It took Mark a long time ____ a solution to the problem.
- Lara decided ____ her old clothes to charity.
- Sue has ____ her mind three times about where she wants to go on holiday.
- It took the police weeks ____ information about the computer fraud.
- Nicola offered ____ John when he was having trouble with maths.
- David didn't want ____ the football match. He was too tired.

7 Put the words in brackets into the correct form.

- After a severe drought in Africa, thousands of people were dependent on international charities for ____ (survive).
- Tina decided to make a monthly ____ (contribute) to the charity *Friends of the Earth*.
- The avalanche caused millions of pounds worth of damage and ____ (destroy).
- Nowadays there are many endangered species that are on the brink of ____ (extinct).
- A swift and ____ (drama) rescue operation managed to save hundreds of people's lives.
- The increase in air ____ (pollute) means that global warming will continue to get worse.
- Some people think it's cruel to keep wild animals in ____ (captive).
- Environmental organisations are setting up programmes of ____ (conserve) in an attempt to reduce pollution.

violent this year and could be seen for miles. 'I ⁹ ____ (run) over the ash and ice when I ¹⁰ ____ (fall over) and badly hurt my ankle,' said Terry Walker, 'but I had to carry on. Every time I looked behind the black cloud above the volcano ¹¹ ____ (get) bigger and bigger. Fortunately, the eruption only ¹² ____ (last) a few minutes.' 'We ¹³ ____ (go) on the holiday to look at volcanos,' added Lynn, 'but we ¹⁴ ____ (end up) with more than we bargained for!'

8 Complete the sentences with the correct preposition.

- to • as • with • in • on • for

- Tom is obsessed ____ soap operas. He spends hours every day watching TV.
- There's no point ____ telling Mark that he should revise more. He won't take any notice.
- The increase in global warming has had a negative effect ____ the weather.
- Helen has always been interested ____ marine life. That's why she became a marine biologist.
- Working abroad doesn't appeal ____ me. I'd rather live near my family and friends.
- Don't rely ____ Emma to help you. She often lets people down.
- The job advertisement was looking ____ someone who was fluent in two languages.
- Brad regards himself ____ an actor, even though he's never had a job.

Listening

9 You are going to hear four people talking about the influence of television soap operas. Before you listen, read statements a–h carefully.

- Soap operas make it easier for teenagers to talk about their problems.
- Soap operas usually deal with realistic situations.
- British teenagers have picked up American expressions from soap operas.
- Soap operas help to educate teenagers about what is right and what is wrong.
- Some soap operas could have a negative influence on people.
- Teenagers prefer to watch soap operas made for adults rather than children's programmes.
- More TV channels could mean poorer programmes.
- Soap operas help people deal with difficult circumstances.

B Listen to the four speakers for the first time and choose the two statements each speaker makes from options a–h. Write the appropriate letter in each box.

	First statement	Second statement
Speaker 1	<input type="checkbox"/>	<input type="checkbox"/>
Speaker 2	<input type="checkbox"/>	<input type="checkbox"/>
Speaker 3	<input type="checkbox"/>	<input type="checkbox"/>
Speaker 4	<input type="checkbox"/>	<input type="checkbox"/>

C Now listen again and check your answers.

D Which opinions do you agree / disagree with? Why?

Peak performance

These are names of ten mountains in Europe. Complete the names of the countries where they are found. The first letter of the country is given.

Elbrus R _____	Ben Nevis B _____
Musala B _____	Mont Blanc F _____
Gerlachova S _____	Duforspitze S _____
Rysy P _____	Galdhopiggen N _____
Sneka C _____ R _____	Gran Paradiso I _____



Skills

1 Predicting content

Describe what the people in the picture are doing and say why you think they might be doing these things.

2 Reading for general understanding

Read the article quickly and find out if your ideas about the picture were correct. Ignore the gaps.

THE CHALLENGE!

Mountains are stressful places: weather conditions deteriorate as wasted hours pile up at a rate second only to the increasing cost of your expedition. Enthusiasm can easily turn to frustration as months of planning, red tape and sponsor-hunting start to add up.

D That was the exact number of mountains in Europe Rod had to conquer in 180 days if he was to win himself a place, if not in the history books, then at least in the record books.

1_____ Nevertheless, it was taken seriously. The whole project, for which Rod raised £80,000 in sponsorship, was planned down to the last detail. It took some time to work out the best route to encompass the highest point of every country in Europe.

2_____ There were also some slightly less demanding ascents, including a stroll around the Vatican, a leisurely walk up a moderate incline in Denmark, and a drink on a small mountain in Monaco. Says Rod: 'Funnily enough, sometimes the small mountains, especially those in Eastern Europe, would be the most difficult to climb. They were often on private property, as was the case in Belarus.'

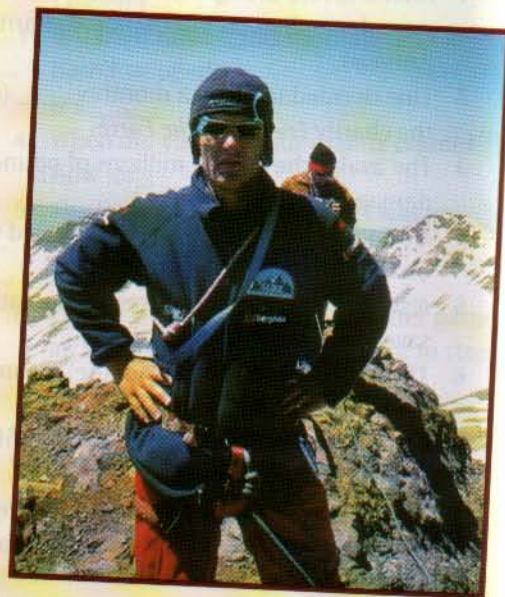
3_____ Each climb had to be made on foot, the height of each peak had to be measured, and photographs of the north, south, east and west views had to be provided.

To help him, Rod had a back-up team of dedicated amateurs, including Giles Pitman, who had the dual role of driver and cameraman:

'Logistically, the preparation and organisation needed to travel through and climb in every European country was like piecing together a multi-dimensional jigsaw – blindfolded!' said Giles.

4_____ 'In one country,' said Rod, 'I spent days with a colleague deciding on the best route to cross some difficult terrain. In another, I arrived at the base of the mountain in July, believing I had completed all the necessary paperwork to climb it. But after being told I'd failed to produce the most important document, I had to go back and pick it up. That added another two days to the journey!'

5_____ 'We knew we could do it, provided that the mountains were still there and the car didn't explode – and there were no major problems by the time we reached Ben Nevis,' joked Rod. 'We were knackered – but we loved every minute of it!'



Focus magazine

3 Missing sentences

Six sentences are missing from the article. Choose from sentences A–G the one which fits each space. There is one sentence you do not need. Sentence D has been done to help you.

Exam training

Missing sentences always refer to what comes before or after each gap. Underline the words in each missing sentence and the words in the main text which help you make your choice of answer.

- A The journey took the team through thousands of kilometres but it wasn't just a question of climbing 47 mountains: it was also a matter of getting from mountain to mountain, and country to country.
 B At the end of their marathon task, Rod and the team were in jubilant mood.
 C Rod's team faced some real challenges, like France's formidable Mont Blanc and Russia's Mount Elbrus.
 D But it all must have been worth it for Rod Baber, because he climbed 47!
 E For Rod, who works in telecommunications in London, the challenge came about in the best tradition – a bet.
 F Occasionally, there were problems which took some time to solve.
 G Whether the peak was one of those towering snow-capped monoliths or a small slope in the heart of Italy, the rules laid down were the same.

4 Comprehension

In pairs, discuss answers to these questions.

- What exactly did Rod have to do to win himself a place in the record books?
- What does Rod say about climbing small mountains?
- Why do you think rules had been laid down for the team?
- How did Giles describe the job they had to do?
- What problems did they have to face?

Vocabulary

5 The right meaning

Choose the best explanation, a, b or c, for the words in 1–10 according to how they are used in the article and in the missing sentences.

- deteriorate
a go off b defeat c become worse
- red tape
a official paperwork b the finishing line of a race
c sound recording made by the police
- sponsorship
a earning money b financial support c savings
- peak
a most intense time b greatest success c highest point
- bet
a risking money on a certain event b prediction or certainty c game
- stroll
a run b limp c walk
- enthusiasm
a great interest b serious commitment c simple pleasure
- frustration
a astonishment b disappointment c sadness

- ascent
a increase b climb c improvement
- amateur
a unskilled b non-professional
c clumsy

6 Phrasal verbs

Underline the phrasal verbs in 1–7, match them with meanings a–g, then answer the questions.

- The time spent organising the expedition soon started to add up.
 - Excitement can quickly turn to boredom.
 - The organisation broke up after a few years.
 - If I tell the organisers what I think, will you back me up?
 - The team had to pick up necessary supplies before beginning the climb.
 - The rules which had been laid down made sense.
 - The paperwork began to pile up.
- a *cease to exist* – What other things can do this?
 b *established or drawn up* – Give an example of this at your school.
 c *increase or amount to* – Can you do the same with this? $456 + 546 = ?$
 d *change into or become* – Does this ever happen to you?
 e *go and collect* – Can this phrasal verb be used for people, too?
 f *grow in numbers, become a large heap* – Do you let this happen to homework?
 g *support or encourage* – Why is it important to do this?

Time to talk!

- A Work in groups. Imagine you are planning a two-week activity trip round Europe. What natural features of each country would you like to visit; in which order would you visit them; what would you do; how would you travel?
- B What problems might you have planning a trip like this round Europe?

Let's focus on narrative tenses and adverb clauses

Quick quiz

Some of the information in these statements has been left out. Put in the missing tenses and words.

We use the _____ to talk about an action which happened before others in the past.

We use the _____ to set the scene in a story.

We use the _____ to describe a chain of events in the past.

We use *so that* ... to express _____

We use *because* ... to express _____

We use *so ... that* ... to express _____

1 Grammar in context

- A What do you think this woman does for a living?



- B Do you know anyone who has set up their own business or works for themselves, perhaps at home? How difficult do you think it is to do this? What might the advantages be?

- C Read the article about Sarah Renny and answer the questions below.

- 1 What happened to the money Sarah borrowed?
- 2 What did Sarah do immediately after she left university?
- 3 What had been Sarah's original motive in working from home?
- 4 When did she start to think about setting up her own company?

2 The past simple or the past continuous?

- A Complete the missing information by filling in the right tense.

- 1 The _____ can be used to 'interrupt' a longer action in the past.
- 2 The _____ can be used to emphasise the length of time an action in the past took.
- 3 The _____ can be used to talk about two actions which happened together over a period of time.

- B Read this paragraph about Sarah and put the verbs into the correct tense: the past simple or the past continuous.

When Sarah ¹ _____ (begin) looking for customers, she ² _____ (approach) one of the biggest supermarket chains. 'It ³ _____ (be) when I ⁴ _____ (explain) my ideas to them that they really ⁵ _____ (become) interested in the product,' says Sarah. 'I ⁶ _____ (be) delighted when they ⁷ _____ (decide) to buy three of my home-made flavours - banana and toffee, honey and sesame seed, and white chocolate and coconut.' She ⁸ _____ (do) further research on flavours when she ⁹ _____ (win) orders from seven big supermarkets. It ¹⁰ _____ (not be) always easy, however. There were some difficult times. For several months, she ¹¹ _____ (work) all day in the office and at the same time she ¹² _____ (supervise) work all night in the factory.

Pop goes the cash till!

When an idea popped into her head, 26-year-old Sarah Renny really got cracking - and she soon started to enjoy the taste of success! With a £3,000 loan Sarah launched her business which soon became worth a staggering £800,000!

It all came about because Sarah, who studied maths at university, couldn't settle down to a job after she graduated. She decided to go backpacking around Africa. After she'd been travelling around for several months, she returned home broke, but determined to raise the money to go again.

She started working from her home in Gloucestershire, importing novelty food from America to sell in supermarkets. She had only intended to make a little money but she got bitten by the business bug. She was doing some research when she hit on the idea of manufacturing top-class popcorn. She didn't even eat it herself - but she was so convinced that there was a market for it that she decided to risk setting up her own company. Before too long, she had taken on 16 people.

The past perfect or the past simple?

Read the information in 1–5 and make sentences using either the past perfect or the past simple, and one of these words or phrases.

• before too long • by the end of the month • after • because • when

- 1 Sarah receive help from her family / Sarah be able to survive
- 2 Sarah win orders from seven big supermarkets
- 3 clients / come to office / expect to find an older person
- 4 Sarah become successful / Sarah sell her idea to supermarkets
- 5 clients ask to speak to boss / not realise / just speak to the boss

The past perfect or the past perfect continuous?

Which tense emphasises how long the action took – the past perfect or the past perfect continuous?

Choose the correct tense in sentences 1–8.

- 1 Sarah had come up with an idea no one else *had thought / had been thinking of*.
- 2 Sarah *had travelled / had been travelling* abroad for several months when she decided to come back home.
- 3 She *had borrowed / had been borrowing* £3,000 to set up her own company.
- 4 Sarah *had researched / had been researching* flavours when she suddenly won orders from seven supermarkets.
- 5 She came back home because her money *had been running out / had run out*.
- 6 Sarah *had been exporting / had exported* novelty food from America for a while when she hit on the idea of making popcorn.
- 7 She *had never expected / had never been expecting* to be so successful.
- 8 She *had never liked / had never been liking* popcorn herself.

Adverb clauses

Adverb clauses give us more information about verbs and make our sentences more interesting. Match sentences 1–7 with the types of clause a–f below.

- 1 I went to Africa so that / in order that I could see the wildlife.
- 2 Africa was so enormous that I managed to see very little of it.
- 3 I liked Africa because / as / since it was so different from other continents.
- 4 After / When I had returned from Africa, I felt differently about wildlife.
- 5 If I went back to Africa, I would stay for longer.
- 6 While I was there, I did a lot of travelling.
- 7 Although I don't like the heat, I enjoyed being in Africa.

- a condition
- b reason
- c time
- d result
- e concession
- f purpose

B Complete these sentences using one of the following: *so that, as, because, since, after, when, if, while, so ... that or although*.

- 1 I like being my own boss _____ I can make my own decisions.
- 2 _____ it's hard work, I'd rather work for myself than anyone else.
- 3 I borrowed £3,000 _____ I could set up my own business.
- 4 I set up my own business _____ I wanted to make a little money.
- 5 _____ I was doing my accounts, a supermarket phoned me to order some popcorn.
- 6 I was _____ excited about the order _____ I had to phone a friend to tell her!
- 7 _____ I had the money, I'd go back to Africa tomorrow.
- 8 _____ I'm terrified of long-distance flights, I try not to go too far on holiday.
- 9 _____ I was travelling round Africa, I made a lot of friends.
- 10 _____ my business is a great success, I still want to achieve more.

C Write an example using your own words of each type of adverb clause: condition, purpose, time, concession, reason and result.

Let's activate!

6 Student café

A Imagine you and your friends started up a lunchtime café at school a couple of years ago and it was a huge success. In small groups, make a list of questions to ask each other to find out:

- where students had been going for snacks before you got the idea.
- what you were doing when you got the idea for the café.
- why you thought the café might be successful.
- why you were determined to make a success of the café.
- how you advertised the café.
- what happened next.
- how much money you made.
- how working for yourself compared with working for someone else.

B Now ask your partners your questions about the café.

Vocabulary

1 Word building

Read this article about Martine McCutcheon, a British actress. Complete the text with the correct form of the words in brackets.

THE SECRET OF MY SUCCESS

I've always loved dressing up and being glamorous. My first ¹ _____ (perform) was when I was aged 10 at stage school. Then when I was a teenager, I spent a few years in a girl band, but we didn't get anywhere. I'd always believed that having ² _____ (able) and a ³ _____ (believe) in yourself would be enough, but it isn't. You need a formidable team of people behind you and you also need a lot of money. ⁴ _____ (lucky), I got the chance to audition for a role in a famous soap opera and since then I've been working non-stop. I think I'm ⁵ _____ (success) for my age because I've worked very hard. I think you need dedication, ⁶ _____ (confident) and ⁷ _____ (ambitious) to be an actor. You also need to be able to accept rejection and ⁸ _____ (criticise) – and that can be frustrating. I think the secret to success is being happy in your career. You spend most of your time working so you should have lots of ⁹ _____ (enthusiastic) for it. I may feel nervous when I go on in front of the cameras, but each time I see it as a new ¹⁰ _____ (achieve), a new conquest.



2 Phrasal verbs

Complete the sentences with one of these phrasal verbs in the correct form.

- break up • turn to • pile up • lay down • pick up
- back up

- 1 When Luke arrived at the foot of the mountain, his enthusiasm for the climb _____ fear.
- 2 The company _____ after a few months. Nobody was buying their product.
- 3 Thanks to my boss _____ me _____, I managed to get the promotion.
- 4 Before leaving for the airport, I had to _____ my ticket from the travel agent.
- 5 On my first day at work, the manager _____ the rules and told me what I was responsible for.
- 6 Emma couldn't cope with her new job. The work _____ and there was no time to do everything.

Grammar

3 The past simple and the past continuous

Complete these sentences with the correct past tense form of the verb in brackets.

- 1 The athlete _____ (run) towards the finishing line when he _____ (fall over).
- 2 It _____ (rain) when they _____ (set out) on their journey.
- 3 Phoebe _____ (look out) of the café window when she _____ (see) Ross.
- 4 The burglar _____ (not know) that the police _____ (follow) him.
- 5 Matt _____ (watch) a video when he _____ (hear) a car outside.
- 6 As soon as Richard _____ (meet) Monica, he _____ (remember) who she was.
- 7 The sun _____ (shine) brightly as we _____ (jog) along the beach.

4 The past perfect or the past simple?

Choose the correct alternative.

- 1 Sarah was surprised by the success of her popcorn business. She *hadn't expected* / *didn't expect* it to be so popular.
- 2 Dan was shocked when he saw Jess. He *hadn't seen* / *didn't see* her for a long time.
- 3 After Tanya finished writing her diary she *had gone* / *went* to bed.
- 4 As soon as I arrived at the airport, I *took* / *had taken* a taxi to the hotel.
- 5 Ian was late. By the time he got to the football stadium, the match *was* / *had been* over.
- 6 ◦ Did you help Kate with her homework?
• Not really. By the time I arrived, she *had already finished* / *already finished* it.
- 7 By the end of the day Steve *wrote* / *had written* three letters applying for jobs.

5 The past perfect or the past perfect continuous

Read these newspaper extracts and choose the best alternatives.

18-year-old Liz Slaney has become the latest Internet success story. Liz ¹ *had just been finishing / had just finished* her A levels when she started work on an Internet site offering up-to-the-minute fashion tips for teenage girls. 'I ² *had been thinking / had thought* of setting up my own site for a while, but I wasn't sure what to do,' says Liz. 'I had the idea for futurefashion.com after I ³ *had been reading / had read* fashion magazines all morning! I ⁴ *had been planning / had planned* to take a year out after my exams, but now I'm just too busy.'

A British climber has gone missing on Mount Everest. Paul Steiner ⁵ *had spent / had been spending* more than 15 years climbing professionally and ⁶ *had climbed / had been climbing* Everest three times before. Rescue teams have been working around the clock to locate him.

Two men escaped from prison yesterday morning. The men ⁷ *had been serving / had served* 10-year sentences for armed robbery. Prison officers didn't notice they ⁸ *had gone / had been going* until it was too late.

6 Adverb clauses

Combine these sentences using the words in brackets.

- 1 You should plan your career carefully. Then you'll be successful. (if)
- 2 Sally went to university. She wanted to get a good job. (so that)
- 3 I got to the concert on time. However, there weren't any tickets left. (although)
- 4 The job was very boring. Mike left after one week. (so ... that)
- 5 Susie was late. Her car had broken down. (because)
- 6 I saw two men breaking into the house. I called the police. (when)

7 The right verb

Complete the text with the correct form of the verbs in brackets in 1–15.

Tom was feeling a bit bored... so he cycled to Australia

When life becomes a routine, and you need a change, most people have a haircut or go on holiday. Not many ride a bicycle 12,746 miles from their home town to Australia.

Tom Fremantle ¹ _____ (work) as a barman when he had the idea of cycling to Australia. 'You can imagine what people thought when I ² _____ (tell) them,' said Tom. 'But the more they said it was thoroughly irresponsible, the more my resolve hardened.' A few months later Tom ³ _____ (cycle) across Europe, on his way to Iran, India, China and south-east Asia before finally reaching Australia.

But why Australia? In the eighteenth century several of Tom's ancestors had been sailors. One in particular ⁴ _____ (become) a captain and had successfully captured a piece of Australia's west coast. As a reward, the harbour of Fremantle ⁵ _____ (name) after him. And Fremantle was Tom's destination.

During his journey, Tom ⁶ _____ (spend) £6,000, but he also earned £43,000 in sponsorship for a local hospital. 'The sponsorship ⁷ _____ (give) the trip an added focus,' he explains. 'During the darkest hours it gave me the courage not ⁸ _____ (give up).'

Apart from an unfortunate breakdown three miles from the start of his journey, Europe ⁹ _____ (conquer) with ease. Then things began to get difficult. Tom ¹⁰ _____ (travel) through the Syrian desert when he ¹¹ _____ (start) to hallucinate with thirst. Before that he ¹² _____ (cycle) through Turkey when his tyre had blown up, and in Egypt a taxi driver had almost run him over. By the time he reached his destination, sixteen months later, he ¹³ _____ (have) a total of 54 punctures, several accidents and ¹⁴ _____ (be) seriously ill.

So ¹⁵ _____ (he / learn) anything from the journey? 'I suppose I realised there are two types of people in this world,' says Tom. 'There are those who are bored with life and those who are not.'

The Express

Beating the stereotypes!

- A Describe these pictures of people at work. What skills or qualities do people need to do these jobs successfully?
- B Which of the jobs above do you think are:
- more suitable for men?
 - more suitable for women?
 - difficult / easy for both men and women?

Give reasons for your answers.



Listening skills

1 Identifying statements the speakers make 16

You are going to hear Darren Filkins interviewing Rachel Anderson, a female football agent, on the radio. Before you listen, read through statements 1–10 carefully, then as you listen, write R beside the statements Rachel makes, D beside those Darren makes, and N beside those neither speaker makes.

Exam training

Identifying statements the speakers make *The speakers may make statements which sound similar to or refer to those in the task but which mean something quite different.*



- Rachel used to be a journalist.
- Rachel met footballer Julian Dicks at a press conference.
- Women are not as successful as men at handling the press.
- Rachel became a football agent by chance.
- Players need another job to fall back on.
- Rachel seems to be making a lot of money.
- Rachel has always loved football.
- Rachel never plays football herself.
- Success in football does not depend on whether you are male or female.
- Rachel's family is probably pleased she is a football agent.

2 Understanding what you hear

Answer these questions about the interview. You may need to listen again.

- How did Rachel become a football agent?
- What are women sometimes better at doing than men?
- What does a football agent actually do?
- What expenses does Rachel have to pay out of the money she earns?
- What does Rachel's family think of her being a football agent?

3 Idioms

The speakers use the idioms in *italic*. What do you think they mean?

- I've been *dying to* ask you. (D)
- The reporters can *give* players *a hard time*. (R)
- Players couldn't really *deal with* the press very well. (R)
- Things just *took off* from there. (D)
- It *makes sense*. (R)
- That sounds like *an awful lot* of money. (D)
- It's *nowhere near as much* as it sounds. (R)
- It must give them a lot of *street cred*. (D)

4 Vowel sounds 17

- Which of the underlined vowel sounds are pronounced /æ/ e/ɪ/ ɒ/ ʌ/ ʊ/ and which pronounced /eɪ/ i:/ aɪ/ ɔʊ/ u:/ ɪə/?

1 women	injured	time	give
2 good	fool	look	book
3 sense	scene	career	press
4 fact	happy	pay	male
5 rugby	huge	must	unhappy
6 job	only	from	most

- Look at the groups of words again, and listen and repeat them.

Speaking skills

5 Using fillers and connectors

Match the fillers and connectors in *How can I ...?* with the uses a–g.

How can I ...?

Use fillers and connectors appropriately

Anyway, ...

True – but ...

As a matter of fact, ...

... sort of ...

Hmm ...

... you know ...

... believe me ...

- a to stress that what you are saying is true
- b to disagree with something or somebody
- c to paraphrase what you are trying to say
- d to talk about something the listener knows about
- e to admit the other person has a point but then say what you really feel
- f to hesitate before saying something
- g to resume what you were saying

Exam training

Using fillers and connectors Fillers and connectors are useful words which can give you time to think. Do not overuse them, however, as this will give the impression that you cannot find the words you are looking for!

6 Discussion

- A Do you think men and women are looking for the same things in life? Why (not)?
- B How would you define success in life? In pairs or small groups, rank a–h in order of importance, where 1 = the most important.
- a earning a good salary / good wages
 - b having enough time to do what you are interested in
 - c having job security
 - d achieving what you set out to do
 - e being liked by everyone
 - f being promoted at work
 - g becoming famous
 - h getting married and raising children you love

7 Short presentation

- A You are going to give a short presentation (2 or 3 minutes) on 'A successful person'. Prepare your presentation by doing some research, then writing notes on what you are going to say.

You could include:

- who or what the person is, does or did.
- how they became successful.
- the effect success has / had on them.
- their private / family life, e.g. married or single? / any children?
- why you admire or respect them.

- B In small groups, give your presentation to your partners. When each student has finished, think of one question to ask her / him about the presentation, e.g.:
- Why did you choose this particular person?
Where did you find the information?
Where did you do your research?
Were you surprised by the information you found? Why?

Soundbites

Money money money 18

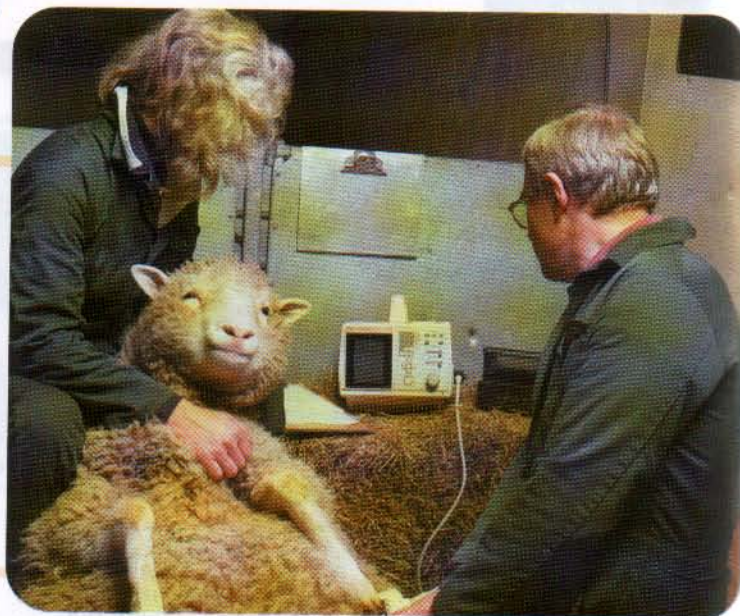
Listen to a song by ABBA and answer the questions.

- 1 What kind of life do the singers have?
- 2 What way of making money have they dreamed of?
- 3 Why would the idea probably not work?
- 4 Do you agree with the statement: *It's a rich man's world?* Why (not)?

Writing an argument for and against

Cloning

- 1 This sheep called Dolly was born in 1997. Do you know why Dolly was a scientific breakthrough?
- 2 Choose what you think is the correct definition of the word 'cloning'.
 - a creating a person or thing identical with another
 - b having the same characteristics as a person or thing
 - c imitating another person or thing
- 3 Do you know any twins or triplets? How are they similar / different from each other? What would be the advantages and / or disadvantages of being an identical twin?



Studying the sample

1 Understanding the task

Dr. Wilmut is the scientist who led the team that cloned Dolly. Read his article about cloning human beings and complete the missing information in the notes below.

Introduction: disagreement about cloning humans

Other people's arguments for:

- 1 _____
- 2 _____
- 3 _____

Dr. Wilmut's reasons against:

- 1 _____
- 2 _____
- 3 _____

Conclusion: _____

Steps to better writing

2 Presenting an argument

Use one of these verbs to complete the gaps in 1–7.

are • accept • consider • is • disagree • reject • put

- 1 Many arguments have been _____ forward in favour of cloning.
- 2 Many people _____ the idea that we should clone humans.
- 3 We should _____ how the child might feel.
- 4 Most people cannot _____ the idea of cloning humans.
- 5 There _____ strong arguments against cloning humans.
- 6 The point _____ that the child would be an identical twin.
- 7 I am afraid I would have to _____ with that point of view.

Since we cloned Dolly successfully in 1997, there have been endless arguments about whether we should clone human beings.

As far as I can see, there have been three main reasons put forward for cloning humans. The first advantage is that a couple who at the moment can't have children will be able to have them. The second is that, if a child dies, the family might want to bring it back somehow – and the third and final reason is that parents could choose the characteristics of their child.

I, personally, am not in favour of any of these things. In fact, I find them quite disturbing. The point is that a child produced by cloning would be an identical twin of the original, so physically very similar. On the other hand, these two people would have completely different personalities. Secondly, it's my opinion that children should be wanted for their individuality. In making a copy, the parents are deliberately trying to specify the way they wish the child to develop. Finally, we should consider how the child might feel about this in later life – and reject this use of cloning.

To sum up, despite the arguments put forward in favour of cloning humans, I feel that the main disadvantage of cloning is that families created in this way would not provide a normal environment for the children to grow up in.

3 Expressing feelings

- Underline the different ways in which Dr Wilmut expresses his feelings in the article.
- Use some of these expressions to write sentences saying how you feel about statements 1–3.
- Research into human cloning should be encouraged.
 - We should all be able to decide to have as many children as possible.



- We should be able to choose the characteristics of our children.

4 Presenting different points of view

Use one of the combinations of words below to express views both for and against statements 1–3.

One big (dis)advantage of ... is while
The main (dis)advantage is ... however
A further benefit/drawback would be whereas

Example

One big advantage of creating children just like ourselves is that we can pass on all our good points. However, it might not be such a good idea to pass on all our bad points.

- It would be wonderful to create a human being just like ourselves.
- Nobody can have too much intelligence.
- Who you are is much more important than what you are.

5 In spite of / despite

In spite of / despite mean *even if*. We use *in spite of / despite* before a noun or gerund, and *in spite of / despite the fact that* before a clause.

In spite of / Despite the heavy snow, we drove into the countryside.

In spite of / Despite missing the bus to school, we were not late for our lesson.

In spite of / Despite the fact that it was snowing heavily, we drove into the countryside.

What are the missing words in these sentences?

- _____ I don't like flying, I agreed to go by plane.
- _____ all the hard work, we enjoy studying English.
- _____ I don't really like animals, I enjoyed our visit to the zoo.
- _____ not having much money, we had a great camping holiday this summer.

Writing an argument for and against

6 Understanding the task

You are going to write an argument for and against one of the following statements. You should write about 200–250 words.

- We should all live until we are at least 200 years old.
- The rich should share all their wealth with the poor.
- The school-leaving age should be raised to 21.

Decide which of these ideas could be used to support or reject each statement.

- impossible to make everyone equal
- who pays for the extra education?
- medicines enable us to live longer
- possessions don't make you happy
- fewer jobs would need to be created
- who looks after / supports the elderly?
- some countries are already over-populated
- who organises the distribution of wealth?

7 Planning

Decide which statement you are going to write about and which of the ideas in 6 to use. In groups, brainstorm some ideas of your own and choose the statement you have more to say about, or feel more strongly about.

8 Writing

Now write your argument, making sure to present the views of both sides.

Exam training

Looking at both sides of an argument Remember to include views you do not agree with before stating your own opinion and giving reasons for disagreeing with these points of view.

9 Checking

As you write your argument, check that you have:

- included a suitable personal introduction.
- written in a suitable personal and / or impersonal style.
- included ways of presenting an argument.
- expressed personal reactions in your conclusion.

Vocabulary

1 Prepositions

Complete the article with the prepositions. You can use a preposition more than once.

• as • by • for • in • of • on • to • under • with

During the week, Jessica Simpson is a 18-year-old student, preparing for her A levels. But at the weekends she is a referee in professional rugby league matches.

Rugby matches usually end in a peaceful victory ⁽¹⁾ _____ one side and defeat for the other, but sometimes during the match players ⁽²⁾ _____ the opposing teams get into heated arguments ⁽³⁾ _____ the pitch. Jessica Simpson is the person who has to deal ⁽⁴⁾ _____ these angry giants, and restore the peace.

'As a referee, you are ⁽⁵⁾ _____ pressure to keep things running smoothly,' Jessica points out. 'Most ⁽⁶⁾ _____ the time it's only about enforcing the rules, but when those rules are broken, somebody has to step in and save the day.' And her skills as a peacemaker have earned her a job ⁽⁷⁾ _____ a referee on the professional circuit.

It wasn't ⁽⁸⁾ _____ chance that Jessica was introduced ⁽⁹⁾ _____ rugby. She got interested ⁽¹⁰⁾ _____ the sport because her father was once a referee himself. And when she started playing rugby ⁽¹¹⁾ _____ her school's team, the others soon learned to depend ⁽¹²⁾ _____ her for advice about the rules.

But despite a busy schedule, Jessica still manages to fit ⁽¹³⁾ _____ college work and her social life. 'My friends often come to the games to watch me referee,' she says, 'I've been asked many times how I cope ⁽¹⁴⁾ _____ all the pressure. But to me, it's just a job I have to do.'

2 Words that go together

Complete the sentences with the best word.

- Oliver was _____ to ask the pop star for her autograph, but he was too shy.
a dying b shocked c excited
- If Brad loses his job, he'll be in real trouble. He has nothing to _____ back on.
a fall b come c look
- Teenage stars often find it difficult to _____ the press.
a deal b handle c cope
- International football players are able to earn a(n) _____ lot of money in a very short time.
a awful b terrible c horrible
- If you're a model it _____ sense to prepare yourself for another job. Most modelling careers are very short.
a sees b makes c has

3 Skills and qualities needed in different jobs

Match the following skills or qualities to the jobs below.

- patient • computer-literate • fluent in two languages
- organisational skills • creative • good communication skills • sociable • confident • physically fit • responsible
- secretarial skills • able to drive

- life guard
- personal assistant
- tour guide
- nurse
- photographer
- referee
- taxi driver

Speaking

4 Role-play

- A Work in pairs. Read your instructions, then act out the role play.

STUDENT A

You are a newspaper reporter and you are going to interview a sportsperson. Note down the questions you want to ask him. Find out:

- which team sport they play.
- the team they play for.
- when they started playing the sport and why.
- what they like most about the game.
- what they like least about the game.
- how they became successful – any advice they might have for younger players.
- what are their plans for the future.

STUDENT B

You are a sportsperson and you are going to be interviewed by a journalist. First of all, decide which team sport you play. Now make notes under the following headings:

- the team you play for
- when you started playing the sport and why
- what you like most about the game
- what you like least about the game
- how you became successful – any advice you might have for younger players
- what are your plans for the future

Remember! If you are asked a difficult question, use phrases from the *How can I ...?* on page 62 to give yourself more time to answer.

- B Now change roles.

Writing

5 Arguments for and against

A Read the essay and answer these questions.

- 1 What are the arguments for sports sponsorship?
- 2 What are the arguments against?

Arguments for and against sports sponsorship

Many people think that athletes in the first Olympic games competed for honour rather than money. ¹ *However*, the word 'athlete' comes from the Greek words meaning 'the one who competes for a prize' and champions of the ancient Olympics often received financial rewards.

Today sponsorship by corporations such as Nike and Coca-Cola provides a huge amount of money for sportspeople. The advantages of such sponsorship are obvious. ² _____, sportspeople, especially amateurs, need money to pay for training and travel. ³ _____, advertising contracts promote sport and encourage other people to exercise and compete. Thirdly, sports sponsorship promotes positive role models for people, showing that hard work and dedication can lead to success.

⁴ _____, there are some arguments against sponsorship. Many sponsorship deals are worth millions of pounds, and people argue that professional sportspeople already earn too much. Secondly, some sports stars, such as Anna Kournikova, have won sponsorship deals because of their ability to look good rather than their sporting ability. ⁵ _____, sports such as Formula One racing are sponsored by cigarette companies, which promote a dangerous habit.

To sum up, ⁶ _____ although there are several arguments against sponsorship, without it, the popularity of sports activities in schools and in people's lives in general would suffer. As for the argument that athletes are overpaid, in my opinion if someone is outstanding in their field they deserve to be rewarded financially. And ⁷ _____ the sponsorship deals, most athletes are still motivated by success in their field rather than money.

B Complete the essay with the following words and phrases.

- *However* • I feel that • On the other hand • Finally
- Secondly • First of all • in spite of

C Do you agree with the conclusion? Give reasons for your answers, e.g. *As far as I can see ..., I personally feel that...*

Factfile

A Quickly read the results of a recent survey and complete the chart.

BRITISH TEENAGERS	AVERAGE AGE
get a part-time job	_____
choose a career	_____
leave home	_____
get first loan	_____

Teens aim to secure a successful future

The stereotypical image of teenagers as financially irresponsible, work-shy and immature is a myth. In fact, recent research shows that most teenagers – over two-thirds – start part-time or summer jobs by 16 and over half decide on their full-time career choice by 18. The survey also revealed that teenagers are taking on adult responsibilities sooner than their parents and grandparents. For example, thanks to student loans, young people now take out bank loans earlier. One in five has their first loan by 18. In addition, a quarter of teenagers leave home by 18, and at 19, one in six lives with their boyfriend or girlfriend, despite high house prices and rent. Jo Grant, 17, of north London, is typical. 'Since I started part-time work I always try to put around 75 per cent of my earnings into a separate bank account, which I don't touch,' she said. 'It's for future things such as a car or a house.'

B Discuss these questions with a partner.

- 1 How do the results of this survey compare with teenagers in your country? At what age do most teenagers leave home / get a part-time / full-time job?
- 2 When do you plan to leave home / get a job? Do you know what you want to do?

The Mary Celeste

In which part of a ship would you find these things?

- crew's quarters • cargo • deck • lifeboat • sails
- the captain's cabin



Skills

1 Reading for specific information

Read the story quickly and fill in the missing information.

Mary Celeste

Ship's destination: _____

Ship's cargo: _____

Original number of people on board: _____

First sighting of the ship: _____

Beginning of US Naval Court investigation: _____

Date of ship's destruction: _____

A MARITIME MYSTERY

On 5 November 1872, Captain Benjamin Briggs and his crew raised the sails of their ship the *Mary Celeste* in New York's East River and sailed out of the harbour into the Atlantic Ocean. They were making for the Italian port of Genoa, where they planned to unload their cargo of industrial alcohol.

On 4 December, the ship was sighted by Captain Moorhouse of the ship *Dei Gratia*, about 600 miles west of the Azores. Puzzled by her irregular movements, Moorhouse sent a small boarding party to investigate. What they found on deck is still argued over today. The ship was deserted: the Captain, his wife, their two-year-old daughter and seven crew members, along with the only lifeboat, had all disappeared.

What they had left behind suggested that they must have abandoned the ship in a great hurry. Only some navigational instruments and the ship's official documents were taken. Everything else (provisions, water, clothing and the crew's tobacco) remained on board. Even the cargo was untouched. In the crew's accommodation below the decks, they found bedding and floors soaked with rainwater, suggesting the ship could have run into severe weather after leaving port.

On 13 December, the US Naval Court of Investigation started looking into the case of the *Mary Celeste* and the legend began

to take shape. The Chief Investigator concentrated on some strange discoveries made aboard the abandoned ship: an axe-mark and brown stains on the deck and Briggs' sword could have been evidence of a fight. This theory did not stand up, however, after tests showed that the brown stains were not blood and there was no other evidence of a conflict on board.

Another theory was that the captain and his family might have been murdered by his crew who had been drinking from one of the barrels of industrial alcohol, usually called methanol. But there were flaws in this theory, too. Methanol doesn't turn people into drunks: it poisons them.

A slightly more sensible theory was that the crew might have become alarmed by the amount of water the ship took on during a storm, and decided to abandon ship in the lifeboat. Yet Briggs, an experienced sailor, would have known the amount of water wasn't enough to threaten the ship.

The most likely explanation is connected with the ship's cargo. Industrial alcohol is potentially explosive. If something happened to one of the barrels on board, the crew would have to act quickly. Investigators did find out that one of the barrels was damaged. It could have been damaged during a storm and might have begun to release lethal fumes. Fearing an explosion, the captain may have ordered the crew to abandon ship. The crew lowered the lifeboat, which then sank during the violent storm. This would explain many of the mysterious features of the ship.

Unfortunately, it can't be put to the test: the ship was destroyed by fire in an insurance fraud 12 years after its crew disappeared. So the *Mary Celeste* took with her the last hope of solving the most famous maritime mystery of all time.

Focus magazine

2 Reading for general understanding

Four theories are suggested in the text about the crew's disappearance. What are they?

- 1 There had been a fight on board the ship.
- 2 _____
- 3 _____
- 4 _____

3 Multiple choice questions

Choose the best answer to questions 1–4.

Exam training

Multiple choice questions Read the questions only (not the options), then read the text. This will help you to focus on what to look for in the text. After this, go back to the questions and read all the answers carefully before you choose one.

- 1 Why did Captain Moorhouse decide to send some men to board the *Mary Celeste*?
 - a He could see no one at all on board the ship.
 - b The sailors on the ship had sent a request for help.
 - c The ship was sailing in a very strange way.
 - d There was something odd about the shape of the ship.
- 2 What did the men discover after boarding the ship?
 - a All the essential provisions for survival had disappeared.
 - b There was evidence that the ship had met with a storm.
 - c The ship's instruments and documents were all below the decks.
 - d The crew's accommodation had not been slept in.
- 3 What does 'the legend *began to take shape*' mean?
 - a had not been heard by anyone before
 - b slowly developed into something definite
 - c gradually got longer and more complex
 - d became a story everyone wanted to hear
- 4 The mystery remained unsolved because the ship
 - a was too damaged for any conclusions to be drawn.
 - b sank as it was being brought back to the port.
 - c was broken up by an insurance company.
 - d was later deliberately set on fire.

Vocabulary

4 Verbs and meanings

A These pairs of verbs all appear in the article. Which verb in each pair, a or b, would you use to talk about 1–6?

- | | | |
|-----------------------------------|-----------|---------------|
| 1 wet clothing | a raise | b soak |
| 2 someone who felt confused | a puzzle | b concentrate |
| 3 a disagreement | a argue | b order |
| 4 being harmed | a damage | b sink |
| 5 getting out of prison | a release | b abandon |
| 6 something which has been ruined | a destroy | b disappear |

B What do the other verbs mean? Explain their meaning in your own words.

5 Words that go together

These word combinations all appear in the article. Can you describe in your own words what they mean?

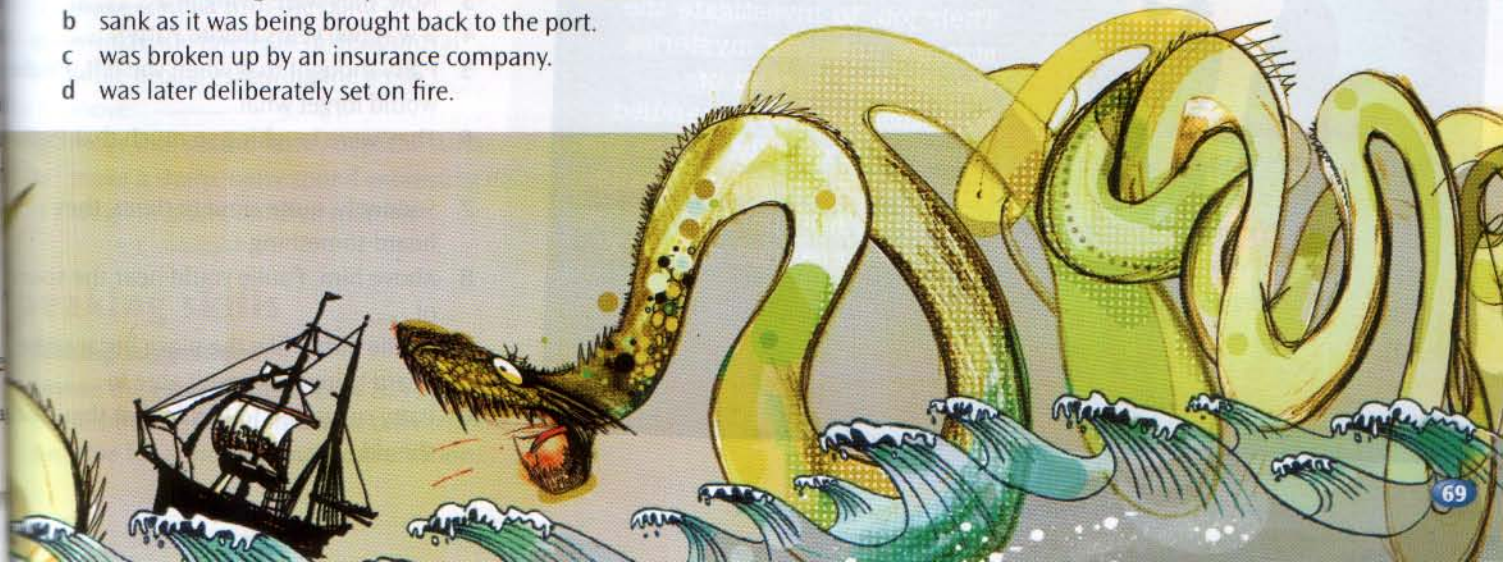
- 1 official documents
- 2 severe weather
- 3 strange discoveries
- 4 boarding party
- 5 likely explanation
- 6 lethal fumes
- 7 violent storm
- 8 last hope

Time to talk?

With a partner, discuss these theories about the *Mary Celeste*. Say why you think they could be possible explanations of what happened to the ship.

- 1 The ship's water poisoned the crew.
- 2 The crew ran out of food.
- 3 The crew died of a strange new virus.
- 4 A sea monster attacked the ship.

Can you think of any other possible explanations?

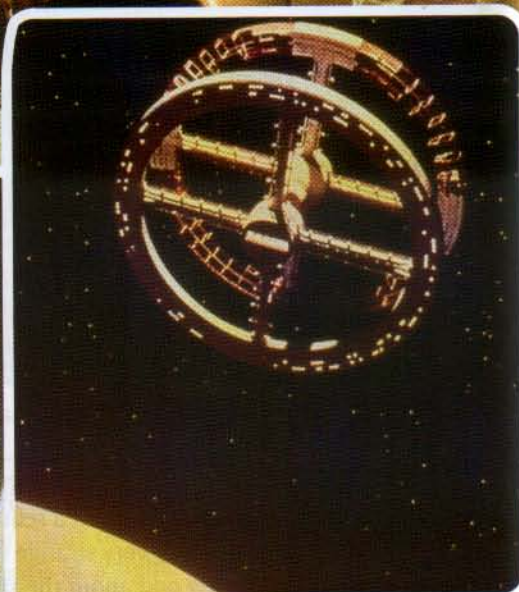


Listening and speaking

Science fiction

- 1 What does 'science fiction' mean?
- 2 What science fiction films / books have you seen / read? Did you like them? Why (not)?
- 3 Why do you think some people enjoy this kind of story?

Describe these scenes from well-known science fiction films. Do you recognise any of them? Which scene looks the most interesting to you? Why?



Listening skills

1 Completing sentences 19

A Read this description from the back of a science fiction book and answer the questions.

- 1 Who are Mulder and Scully?
- 2 Who do they work for?
- 3 What's their job?
- 4 What would happen if the public knew about these mysteries?
- 5 What are the X-files?

MULDER AND SCULLY, FBI

Mulder and his female partner, Scully, are FBI agents. Their job: to investigate the strange unsolved mysteries the Federal Bureau of Investigation wants handled quietly, but quickly, before the public finds out what's really out there. And panics. The cases are filed under 'X'.

B You are going to hear an extract from a book called 'Whirlwind', a story from *The X-Files*, based on a popular TV series. As you listen, complete sentences 1–10.

Exam training

Completing sentences Read the sentences carefully and try to imagine what the answers might be. Whatever you write to complete the sentence must fit in grammatically.

- 1 Paulie and his sister Patty were sitting beside _____
- 2 Their original home had been in _____
- 3 Now, they were living in a _____
- 4 It was two years before Patty's _____
- 5 Patty thought that when she left, Paulie would forget what _____
- 6 They were laughing so much that Patty _____
- 7 Suddenly, quite close to them, they heard something _____
- 8 Above him, Paulie could hear the sound of _____
- 9 Paulie didn't like the place because he heard things he wasn't able to _____
- 10 Patty suggested to Paulie that they should _____



2 Understanding what you hear 19

If necessary, listen to the extract again and discuss the questions.

- 1 What did Paulie and Patty really think of the place they had come to live in?
- 2 What were they both determined to do?
- 3 What time of the day was it?
- 4 What was the weather like?
- 5 What do you think Paulie and Patty really heard?
- 6 What do you think is going to happen next?

3 Verbs describing actions

These verbs in 1–12 appear in the listening. Group them according to the explanation of their uses on the right.

- | | |
|--------------|---------------------------------|
| 1 reach over | • a movement of the hand or arm |
| 2 frown | • a facial gesture |
| 3 grab | • a way of making a noise |
| 4 rub | • a complete body movement |
| 5 grin | |
| 6 whisper | |
| 7 touch | |
| 8 shift | |
| 9 crawl | |
| 10 release | |
| 11 giggle | |
| 12 hiss | |

Find an explanation for each of the verbs 1–12 in A.

- a move along the ground on your hands and knees
- b set free or let go
- c put your hand out towards
- d catch a tight hold of
- e speak very quietly under your breath
- f make contact with the hand
- g wrinkle the forehead in disapproval
- h smile broadly showing the teeth
- i move
- j move one's hand firmly over the surface of
- k make a sharp, noisy sound expressing disapproval
- l laugh in a silly, childish manner

Speaking skills

4 Making suggestions

Divide the expressions in *How can I ...?* into two groups: those suitable for an informal conversation and those suitable for a more formal conversation.

How can I ...?

Make suggestions

- Why don't we / you ...?
- I suggest that we / you ...
- Let's ...
- It might be a good idea if we / you ...
- How about ...?
- I think the best way of dealing with this situation would be to ...
- If you ask me, I think we / you should ...

B Work with a partner. Imagine you are in the situations in 1–6. Make suggestions about what you think you should do next. Use suitable expressions from *How can I ...?* to help you.

- 1 You and your brother hear a strange sound in the middle of the night in your living room.
- 2 You are walking home with a friend at night and you hear footsteps behind you.
- 3 You and a friend are robbed of all your money while on holiday.
- 4 The lift you are travelling in suddenly stops between two floors.
- 5 You and your parents hear a loud bang and see a flash of light in the street outside your house.
- 6 You and your family hear an announcement on the radio that a tornado is on its way.

5 Problem sounds 20

A Some of these words are on the tape. Underline which words in each group rhyme with each other.

Example

laughter daughter after water shorter

- | | | | | |
|----------|---------|----------|-------|--------|
| 1 enough | through | thorough | tough | cough |
| 2 drew | too | through | blue | took |
| 3 right | height | site | light | eight |
| 4 brown | own | blown | moan | alone |
| 5 course | worse | horse | force | coarse |
| 6 wear | bear | fair | fear | care |

B Now listen to check your answers.

6 Creating suspense

Work in groups. You are going to re-create an exciting scene which is full of suspense. It could be from a film or TV programme you have seen. Using these ideas, take turns to build up the scene and tell your story.

- Say where / when the scene / story starts.
- Explain briefly who the characters in your story are.
- Say where they were and what they were doing there.
- Explain why the scene was so exciting, e.g. what happened.
- Suggest an explanation for what happened.
- Say how the scene ended.
- Explain what happened next.

Vocabulary

1 Prepositions

Complete the article with the prepositions below.

• in • to • of • with • by • from

There's no longer any need to feel alarmed ¹ _____ things that go bump in the night. According ² _____ a recent study, ghosts could be the result ³ _____ the random activity of an idle brain.

The theory comes ⁴ _____ a study of hallucinations experienced ⁵ _____ blind people. It was put ⁶ _____ the test by scanning patient's brains while they were hallucinating. The scans showed evidence ⁷ _____ activity ⁸ _____ the brain's visual cortex when people were half asleep.

The visions they experienced were often frightening, such as grotesque faces ⁹ _____ prominent eyes and teeth, and ghostly figures ¹⁰ _____ old-fashioned costumes.

'When there's no information coming in and the brain is idle, it starts to produce these images,' said one researcher. 'I'm sure ghosts, fairies and witches all relate in some way ¹¹ _____ these disembodied hallucinations. It explains why characters ¹² _____ supernatural tales from around the world look so similar.'

The Express

2 Missing verbs

Complete the sentences with the suitable verbs in the correct form.

• abandon • damage • destroy • order • puzzle • raise

- There have been many plans _____ the wreck of the Titanic from the bottom of the ocean, but so far no-one has come up with one that worked.
- In the second World War, the retreating Nazi army _____ the bridges over the Danube to prevent the Allies from following them.
- The crew had no choice but _____ the sinking ship.
- The secret of the origin of crop circles _____ experts of the paranormal for decades.
- When the ship hit an iceberg, the Captain _____ the crew to lower the lifeboats.
- The storm seriously _____ the sails, making the ship unable to continue its journey.

3 Verbs describing actions

Complete the sentences with the suitable verbs in the correct form.

• whisper • touch • grab • rub • reach over • frown • grin • crawl

- Paul was too frightened to _____ the spider. Jenny had to pick it up and put it outside.
- Liz _____ hold of the rock and pulled herself up the side of the mountain.
- The thief _____ through the open window and into the house.
- Neil _____ something funny into Pam's ear. It made her laugh out loud.
- Tom _____ his ankle. He'd just fallen over and hurt himself.
- Matt _____ and took down his suitcase from the luggage rack.
- Why is Mike _____?
• He's disappointed about his exam results.
- Dave _____ when I told him the good news.

4 Making suggestions

We can use *suggest* with

- the gerund when the speaker is included in the suggestion: *Martin suggested going to the cinema.*
- a noun clause in the past tense: *Martin suggested that they went to the cinema.*
- a noun clause with *should*: *Martin suggested that they / you / we should go to the cinema.*
- an indirect object: *Martin suggested to his sister that she / they went / should go to the cinema.*

A Match the halves of these conversations.

- I'm worried about my exams.
 - I've got a terrible headache.
 - I'm bored.
 - I don't know how to fix this computer.
- Maybe you should phone the customer helpline?
 - Perhaps you ought to revise more?
 - Why don't you take an aspirin?
 - What about going out to the cinema?

B Now rewrite sentences a–d from A. The beginning of the sentences is given.

- Holly suggested that I _____
- The teacher suggested to Mike _____
- Jenny suggested that _____
- Mark suggested _____

Speaking

5 Problem-solving

In pairs, discuss solutions to these problem situations. The *How can I...?* on page 71 might help you.

- 1 You and your friends are camping in a forest. It's night and you hear a strange noise outside. What do you do?
- 2 You are driving along a deserted road when you see an abandoned car at the side of the road. There's someone running away from it. What do you do?
- 3 You and a friend are out walking when you see a strange light in the sky. It seems to be following you. What do you do?
- 4 You and your friends are watching a video at home when all the lights go out. You think you hear someone open the front door. What do you do?

6 The right word

Choose the correct option, a, b or c, to complete the text.

- | | | |
|--------------------|----------------|----------------|
| 1 a logical | b considerable | c sensitive |
| 2 a panicked | b alarmed | c fearful |
| 3 a looking around | b looking over | c looking into |
| 4 a find out | b look out | c try out |
| 5 a take in | b take off | c take on |
| 6 a experiments | b experiences | c research |
| 7 a break | b avoid | c escape |
| 8 a make at | b make out of | c make for |
| 9 a run into | b run over | c run down |
| 10 a alone | b deserted | c vacant |
| 11 a make | b see | c watch |
| 12 a Quickly | b Suddenly | c Immediately |
| 13 a held | b kept | c seized |
| 14 a turned over | b turned up | c turned out |



Last weekend David Smith visited Hampton Court Palace and had a strange encounter.

A sudden wind made the hairs rise on the back of my neck... I had just set foot in the haunted gallery. 'A ghost?' I said. 'Actually there's a draught from those doorways,' grinned the tour guide.

For sceptics, there's always a ¹ _____ explanation. But recently so many visitors have been ² _____ by the sight of a phantom that Hampton Court Palace has called in the ghostbusters.

Dr Richard Wiseman, a professional investigator of the paranormal, is ³ _____ the sightings. He's filling Henry VIII's home with 21st century gadgets to try to ⁴ _____ whether the ghost really exists.

But as he prepared to ⁵ _____ the paranormal, Dr Wiseman admitted: 'I don't think we're going to find a ghost here. I don't believe in ghosts. But I don't think people are lying,' he adds. 'I'm here to understand what have been real ⁶ _____, and I have to admit this is quite a mystery.'

People say the ghost is Henry's VIII's wife, the 20-year-old Catherine Howard. Catherine spent her last days at Hampton Court before being beheaded at the Tower of London. Days before her death she tried to ⁷ _____ from her lodging and ⁸ _____ the room of the King. But before she could reach him and beg for mercy, she was dragged back.

Now visitors to Hampton Court are invited to identify areas of the gallery where they feel "cold", "tingly" or something more to help Dr Wiseman's ghost-hunt.

One night I went to the gallery alone, hoping to ⁹ _____ the ghost. It was 1 a.m., the gallery was ¹⁰ _____ and it was difficult to ¹¹ _____ things out in the darkness. I couldn't quite walk along the corridor without expecting something dreadful to happen.

¹² _____ there was a noise – the door was slowly opening. I ¹³ _____ my breath, then as I turned round, I was blinded by bright white light. Was this the ghost of Catherine? No, it wasn't. It ¹⁴ _____ to be the newspaper's photographer armed with a camera flash!

From 'A Palace Spook: not a ghost of a chance' by David Smith, *The Express* – Internet Edition

Let's focus on past modals

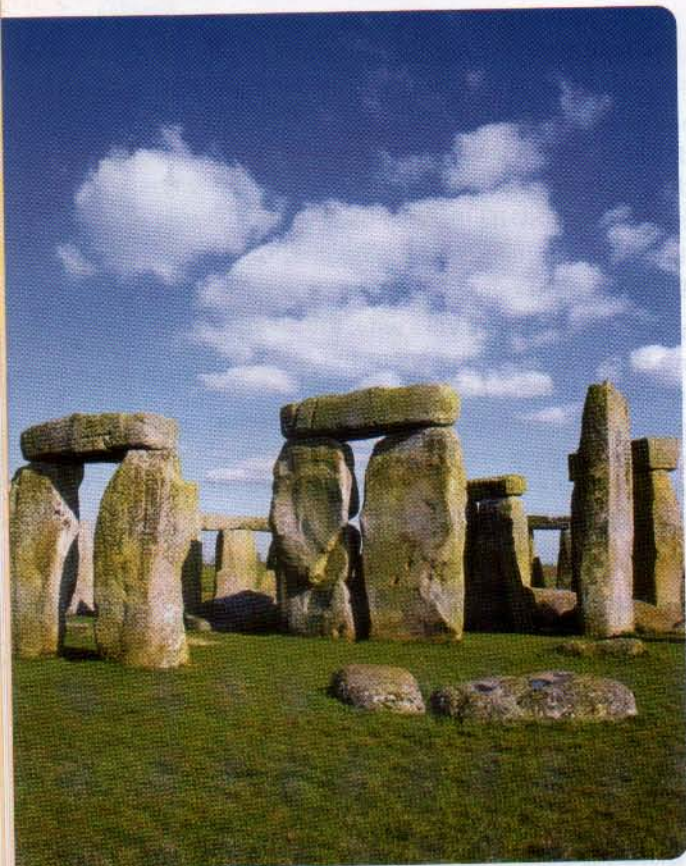
Quick quiz

Choose the correct information.

- 1 Modals form their negative by adding 'not' / using 'do'.
- 2 Modals form questions by using 'do' / inversion.
- 3 One modal can have many different meanings / forms.

1 Note-taking 21

- A Describe what you can see in this picture. Can you guess what it is or might have once been?



- B You are going to hear a news item about the ancient monument Stonehenge, which is in the south of England. Read the notes carefully, then fill in the missing information.

Stonehenge

Meaning of 'Stonehenge': _____

Possible date of building: _____

Possible nationality of 'architect': _____

Where stones probably came from: _____

Possible purpose of the building: _____

2 Comprehension

Listen again if necessary, and find out:

- 1 how popular Stonehenge is.
 - 2 why the druids couldn't have built Stonehenge.
 - 3 why Stonehenge couldn't have been designed by an English person.
 - 4 what problem the builders might have had with the stones.
- Do you have any buildings or monuments like this in your country?

3 Past modals and meaning

- A Which of the past modals *must have*, *might have*, *needn't have*, *may have*, *should have* or *ought to have* expresses:

- 1 possibility?
- 2 certainty?
- 3 obligation?
- 4 lack of necessity?

- B Expand the notes at the end of these sentences using one of the past modals in A.

Example

I got up late so I missed the bus to school. I / get up earlier.

I ought to have got up earlier!

- 1 I only got 3 out of 10 for my homework. I / do better!
- 2 Jim isn't here yet. It's not like him – he's always on time. His car / break down.
- 3 I phoned Mary this morning but there was no reply. She / leave the house early.
- 4 I can't find my swimming things anywhere. I / leave / at the pool.
- 5 I brought my swimming things but we don't have swimming today. I / bring them.
- 6 I called you earlier but you didn't answer the phone. You / be asleep.
- 7 The grass looks wet. It / rain last night.
- 8 Mary phoned last night after I wrote to her. I / write her a letter.

4 Logical explanations

- A Match the past modals on the left with the meanings on the right.

- | | |
|-------------------------|--|
| 1 can't / couldn't have | a This is possible. |
| 2 must have | b This is almost certainly impossible. |
| 3 could have | c This is almost certainly the case. |

- B Write sentences saying why the people can't / couldn't / must have done these things. Use the verb in brackets.

Example

Paul (paint) this picture. He has no artistic talent whatsoever!

Paul couldn't have painted this picture.

- 1 Sam (discover) a new restaurant in town. He said he had a fantastic meal out last night.
- 2 Sara (get) top marks in the exam if only she had worked harder.
- 3 The neighbours (go) on holiday because their car is still in the driveway.
- 4 The twins (come) back home very late last night. It's midday and they still haven't got out of bed yet.
- 5 I (phone) you to say that we'd be late. I forgot I had my mobile with me!

5 Choosing the right modal

Read this article about an exciting discovery in the United States. These modal verbs are missing. Can you put them in the correct place?

- | | |
|------------------------------|----------------------------|
| a needn't have worried | e might have been damaged |
| b can't have been | f could have formed |
| c might have originated | g must have been put there |
| d ought to have been stopped | h might have been |

Construction workers in the United States ¹ _____ too happy when they were suddenly ordered to stop all building work. It appears that the area they were excavating for the foundation of a new block of flats revealed some ancient stones in a circular formation. At this early stage, it is impossible to say exactly what the stones ² _____ put there for. It was originally thought that they ³ _____ part of an ancient temple but one thing is certain: they ⁴ _____ several hundred years ago, if not longer.

Archaeologists, alarmed that the stones ⁵ _____ by the excavation work, _____ . The construction company agreed to put a halt to the building work so that experts could determine what period of history the stones ⁷ _____ from. However, they also stressed that the stoppage was costing millions of dollars a day and that they would not be able to wait indefinitely.

City officials agreed that work ⁸ _____ sooner but assured inhabitants that their history would be preserved at all costs. However, as one local put it, 'What good is a pile of stones when what we want is new homes?'

Let's activate!

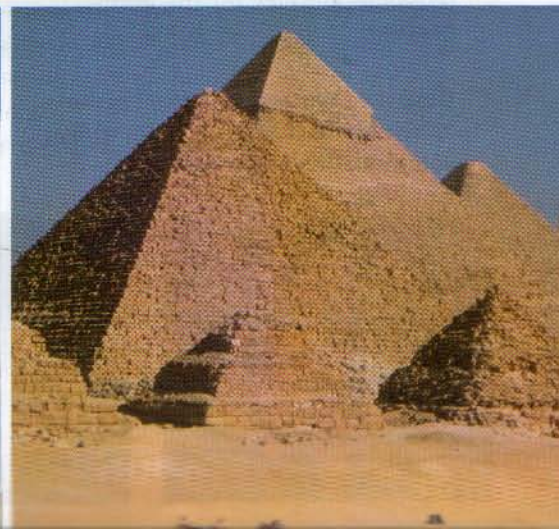
How did they do it?

In pairs or small groups, describe what these pictures show, then discuss:

- how these monuments and buildings could / might / must / can't have been constructed.
- what it must have been like working to build these monuments.

7 Discussion

Imagine you had discovered some interesting historical remains on a piece of land where you were going to build a house. In small groups, decide what you would / might / could have done. Give reasons for your decisions.



A murder investigation



- 1 Why do you think so many people enjoy reading detective stories?
- 2 How does the writer help the reader to try and work out who the criminal is?

Studying the sample

1 Understanding the task

- A** Read the detective story quickly and choose the best title for it.

Clues in a rubbish bag
Murder at Willowdale Court Mansions
Accidental death
The man with the bald head

- B** Now read the story again and complete the missing information.

Possible crime committed: _____
Location: _____
Victim: _____
Clues: _____
Suspects: _____
Possible motives for the crime: _____
Possible solution to the crime: _____

- C** Describe the people in these pictures. Which of the characters in the story do you think they represent?



1 It was a cold winter afternoon just before my birthday when Detective Sergeant Finney rang to say there had been a death in a mansion block. Accidental, according to the neighbours. A man had fallen down some steps.

2 Snow began as I left for Willowdale Court Mansions. The deceased was Graham Dunn, a 56-year-old, divorced estate agent who lived alone. The body was at the back near the dustbins. Nearby, there was a plastic bag and some rubbish which had fallen out of it: an apple, some tea bags, a bottle of shampoo, a tin of cat food and a nappy. I was suspicious. The man was bald. Why a bottle of shampoo? He had no pets or children, either. The rubbish couldn't have been his. We went to talk to the neighbours.

3 DS Finney and I began our enquiries in the basement. The owners, Rebecca and Stewart Morris, a couple in their twenties, had a baby. They told us that Dunn often complained about its crying. They made us tea. They had noticed Dunn's body only when they let the cat in.

4 The owner of the flat on the first floor was a divorcee, Abigail Stratton. She had two cats, and she often looked after the baby for the couple downstairs. She couldn't stand the deceased, but she didn't say why. She offered us tea.

5 On the ground floor, we had a look at Dunn's flat. The door was open and his rubbish bin was empty. Otherwise all was in order. We decided to talk to the remaining neighbours.

6 A woman called Mrs Pritchard lived alone on the second floor. She admitted that she didn't like Dunn. All day long he played music. Finally, we questioned the porter, but he had been next door all day mending a roof.

7 The death certificate showed Dunn's death was no accident. The murderer must have left the rubbish to make it look accidental, but the rubbish provided clues. We were fairly certain who the murderer was. We stood on the doorstep, about to push a bell.

Can you guess whose bell it was?

Can you think why the person might have committed the crime?

2 Creating atmosphere

In which paragraph(s) does the writer:

- 1 ask himself a direct question?
- 2 describe what the weather was like?
- 3 leave the reader in suspense?
- 4 mention the time of year?
- 5 use very short sentences, as if he is thinking aloud or reading his notes?

Steps to better writing

3 Visualising your story

- 4 Decide which of the words in the list below could be used to describe:

- a the weather.
- b surroundings or objects.
- c a person's physical appearance.
- d a person's character.

• cold, grey • poor, unfortunate • a light fall of
• half-eaten • disposable • smiling, round-faced
• strong-looking • rather cramped
• middle-aged • with short, brown hair
• appallingly loud • vital

- 5 The words in A could be written into the story to make it more interesting. Can you decide where to put them? The list follows the order of the story.

4 Creating characters

- 6 Read this description of the victim in the detective story, then use the notes in 1–3 to write a sentence describing each character below.

Example

The victim was a bald, elderly man called Graham Dunn, a 56-year-old estate agent, who was divorced and lived alone.

- 1 female / red-haired / middle-aged / Ruth Thompson / 48 / shop assistant / unmarried / three cats
- 2 male / dark-haired / youngish / Brian Smith / 32 / computer salesman / separated / 2 children
- 3 male / grey-haired / older / Tim Winter / 68 / retired / married / no children

- 7 Now write one sentence building up a character of your own.

5 Paragraph openers

Expand these notes to make one or two sentences you could use to begin paragraphs in a detective story.

- 1 it / be / one / day / just / New Year / 6 p.m. / phone / ring
- 2 snow / begin / as / make my way / hotel / deceased / name?
- 3 we / enquiries / reception / deceased / guest / two weeks
- 4 2nd floor / look / deceased / room / everything in order
- 5 hotel porter / admit / people not like / deceased / unfriendly
- 6 death certificate / clear / death / not accident / murderer / be / member of staff

Writing your detective story

6 Understanding the task

You are going to write a short detective story of your own. It should contain five or six paragraphs.

7 Planning

Brainstorm your ideas in small groups. Decide:

- when and where the story is going to take place.
- what is going to happen.
- what characters you are going to create.
- who is investigating what happens.
- what the suspects are doing when the event happens.

As you make your decisions, make notes of the details of your story before you start to write.

Exam training

Planning your writing efficiently When you are planning your story remember that you are being tested on your ability to write in good English, not on your ability to be a best-selling author!

8 Writing

Write your story as if you were a detective, possibly including an illustration of either the place, an object or a character in the story. Do not reveal the identity of the person who committed the crime.

9 Checking

As you write your story, check that you have:

- described the weather and the time of year.
- described the place and important objects.
- built up characters sufficiently.
- used adjectives and adverbs to give more details.
- created atmosphere.
- provided clues for readers.
- provided a title.

10 Guess who did it!

In pairs, read your stories to each other and try to guess who committed the crime and why.

Vocabulary

1 Adjectives describing people

Put the adjectives into the correct categories.

- bald • elderly • small • curly • grey-haired • middle-aged
- thin • dark-haired • ugly • straight • casual • youngish
- fashionable • in their teens / twenties • scruffy • tall
- overweight • well-built • interesting-looking • attractive
- red-haired • beard • blonde • moustache • wavy • smart
- suspicious-looking

- 1 age:
- 2 size:
- 3 hair:
- 4 clothes:
- 5 general appearance:

2 Order of adjectives

Put the adjectives in 1–5 in the correct order.

- 1 A / black / small / suspicious-looking ... briefcase.
- 2 A(n) / Swiss / gold / expensive ... watch.
- 3 A / leather / brown / large ... chair.
- 4 A(n) / fast / impressive-looking / Japanese ... motorbike.
- 5 Some / old / dirty-looking / blue ... jeans.

Grammar

3 Past modals

Rewrite these sentences using *should(n't) have / ought not to have, needn't have, may have, could have* or *might have*.

- 1 It was a silly thing to argue about.
We ...
- 2 It wasn't a good idea to lie about your exam results.
You ...
- 3 If you hadn't wasted your money, you wouldn't be hard-up.
You ...
- 4 It's possible that police have caught the murderer.
The police ...
- 5 It wasn't necessary to take a coat. It was hot all day.
I ...
- 6 John had the ability to win the race, but he fell over at the start.
John ...
- 7 It's probable that Chris failed his exam. He didn't do enough revision.
Chris ...

4 Logical explanations

Write sentences using the prompts in 1–7 and *can't have, could have, couldn't have* or *must have*. There may be more than one answer for each sentence.

- 1 I'm certain that he was at the bank that afternoon. He / commit / the robbery.
- 2 Ruth is on holiday at the moment. You / not see her / at the record shop.
- 3 Graham didn't pass his driving test. He / not practise / very much.
- 4 I can't remember when Andy left exactly. It / be / 8 or 9 o'clock.
- 5 Tom ran the London Marathon last year.
• That / be / difficult.
- 6 I'm sure Mel will turn up. She / not forget / the party was this evening.
- 7 I wish I'd bought a lottery ticket. I / win / the jackpot.

5 Speculating about past events

A Choose the best modal in 1–6 to complete this discussion about the detective story on page 76.

- | | |
|--------|---|
| Clare | So who do you think committed the crime? |
| Luke | Well, it ¹ <i>couldn't have been / mustn't have been</i> the porter because he was mending the roof all day. |
| Yasmin | And it ² <i>mightn't have been / can't have been</i> Mr and Mrs Morris because they reported the crime. |
| Clare | What about Mrs Pritchard? |
| Rob | Well, she ³ <i>can have done / might have done</i> it. She didn't like Dunn's music, but that's not really a motive. |
| Yasmin | I think it ⁴ <i>must have been / should have been</i> Abigail Stratton. She's the only one who won't say why she disliked Dunn. And that's suspicious. |
| Clare | The detective ⁵ <i>needn't have asked / should have asked</i> her more questions. We ⁶ <i>could have identified / must have identified</i> the murderer by now. |

B Do you agree with their arguments? Why (not)?

Writing

6 ■ Ordering paragraphs

Read the story and put the paragraphs in the correct order.

The runaway

1 After about ten minutes, we arrived at a house on the edge of the village. I got out of the car and knocked on the door. A middle-aged woman opened it. She looked at me suspiciously when I explained that I'd brought her daughter home. 'Daughter?' she said. 'But I haven't got a daughter.' The girl must have mistaken the house, I thought. After all, it was a dark night. 'Her name's Sarah Pritchard,' I said hopefully. 'Maybe you know where she lives?' The woman's face went pale. 'Pritchard?' she whispered. 'Why, they used to live here, but they moved out years ago. There was a family tragedy. A road accident, I think.'

2 It was freezing now and the stars shone brightly in the winter sky. She was very cold, so I helped her in the back of the car and covered her up with a coat. Her name was Sarah Pritchard and she lived with her mother and two brothers in a nearby village. As I carried on along the road, it seemed to get colder. 'Poor thing,' I thought. 'She looks so tired.'

3 As I walked back to the car, I started to feel uneasy. There was no sign of Sarah. All that remained was a crumpled coat on the back seat.

4 It was a cold December night and I was driving along a deserted country lane. Suddenly I noticed a pale figure standing at the side of the road. It was a young girl. I stopped the car to see if she was all right. The girl must have been in her teens. She had short dark hair and a sad expression on her face. She looked as if she'd been crying. When I asked her what was wrong, she frowned and said she was running away. I smiled and told her that perhaps it wasn't the best night to leave home and offered to take her back.

7 Details of a story

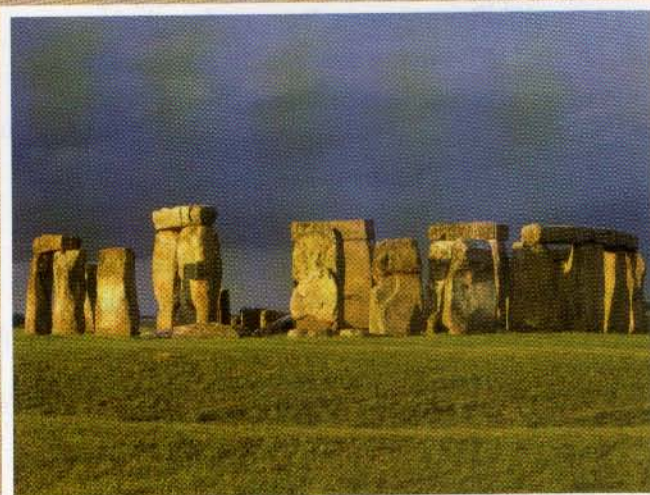
A Now read the story again and answer these questions.

- 1 Where was the writer? What was the weather like? What time of day was it?
- 2 How does the writer describe the girl / the woman?
- 3 What strange thing happened as they drove towards the village?
- 4 Why was the woman suspicious? Why did she suddenly go pale?
- 5 How did the writer feel as he went back to the car?
- 6 What happened to Sarah in the end?

B What words and phrases does the writer use to order events in the story?

Factfile

How much do you know about Stonehenge? Complete the text with the numbers below.



• 600 • 2000 • 80 • 240 • 2500 • 50 • 20

Stonehenge is one of the wonders of the world. It was constructed between ¹ _____ and ² _____ BC and is as old as many of the temples and pyramids in Egypt. However, nobody knows who built the ancient stone monument or exactly why it was built.

³ _____ blocks of bluestone were used to form the inner circle of Stonehenge. These were brought from the Prescelly Mountains in Wales, almost ⁴ _____ miles away, and were probably transported by rafts along the coast, then dragged to the site.

Massive sarsen stones were used for the outer circle. These were taken from Marlborough Downs, over ⁵ _____ miles away, and some of them weigh as much as ⁶ _____ tons. According to experts it would have taken at least ⁷ _____ men to drag each stone up the steepest part of the route! Today, it's still a mystery how such huge stones could have been moved there at all.

Grammar

1 Put the verbs in brackets into the correct tense.

THE ROSWELL MYSTERY

UFOs are big business. Movie producers ¹ _____ (make) huge fortunes out of them, scientists and writers make their livings from investigating them, and huge parts of the Internet ² _____ (dedicate) to them. In fact, most people ³ _____ (be) fascinated by the thought of aliens visiting Earth.

Perhaps one of the most famous UFO sightings ⁴ _____ (happen) in Roswell, New Mexico in 1947. In July, some strange wreckage and a crash site ⁵ _____ (find) at the US Air Force base at Roswell, just a month after someone ⁶ _____ (spot) nine disc-shaped UFOs flying over Mount Rainier. All sorts of reports followed of aliens, dead and alive, which ⁷ _____ (see) at the site. An investigation ⁸ _____ (carry out) by Government Agents, but what actually happened ⁹ _____ (never / reveal).

To try and find out more, we ¹⁰ _____ (interview) Dr Green, a member of the Roswell Institute. Several years ago, Green ¹¹ _____ (work) at the Centre when he ¹² _____ (contact) by the son of the security man who ¹³ _____ (be) on guard duty when the UFO crash happened. Apparently, his father ¹⁴ _____ (see) alien corpses and even a live alien near the crash site.

After the incident, government agents ¹⁵ _____ (threaten) his father and he was forbidden to tell anyone about what he ¹⁶ _____ (witness). But many years later, when he was ill, he ¹⁷ _____ (reveal) it to his son, who then told Dr Green. Soon afterwards, the son himself ¹⁸ _____ (warn off) by mysterious men dressed in black suits.

Since Roswell, there ¹⁹ _____ (be) thousands of UFO sightings worldwide. Some ²⁰ _____ (be) explained by natural phenomena, but what about the others?

And if there really are extraterrestrials living on alien planets, ²¹ _____ (be) interested in visiting us?

2 Choose the best alternative.

- As soon as Trevor *noticed* / *was noticing* the strange light in the sky, he reported it to the police.
- By the time the police arrived, the strange light *had disappeared* / *disappeared*.
- Did you visit* / *Had you visited* New Mexico in 1947?
- The guard saw the alien while he *had worked* / *was working* at Roswell.
- After he *had seen* / *saw* the alien, he wanted to tell people about it.
- Scott was fascinated. He *has never heard* / *had never heard* about Roswell before.
- Debra was tired. She *had been reading* / *was reading* about strange phenomena all night.
- Eddie *told* / *was telling* a ghost story when all the lights went out.
- Tina *wasn't believing* / *didn't believe* in ghosts until she saw one.
- I *was hearing* / *heard* a strange noise while I was lying in bed. It sounded like an aeroplane *was flying* / *flew* over the house.

3 Complete these adverb clauses with *if*, *so that*, *although*, *because*, *so ... that*, *while* or *when*.

- The UFO story was _____ mysterious _____ everyone wanted to know more.
- _____ I didn't believe in aliens, I decided to visit Roswell.
- I went to the Air Force base _____ I could see if the story was true.
- _____ I was there, I had a strange experience.
- _____ people asked me about it, I couldn't remember anything.
- _____ I had remembered something, I might have proved that the story was true.
- No one listened to me _____ I had no proof.

4 Choose the best modal for each sentence.

- Tim is convinced he saw a UFO.
 - He *must have* / *should have* imagined it!
- I can't find my mobile phone anywhere.
 - You *ought to have* / *may have* left it at school.
- I've brought this *Star Trek* video to watch this evening.
 - You *needn't have* / *couldn't have*. We've already seen it.
- I think Peter has forgotten about my birthday.
 - He *can't have* / *must have* done. He never forgets anything.
- I've finished repairing the computer.
 - You *can't have* / *should have*. You only started 10 minutes ago!
- Clare was unsure about what she saw.
 - Do you think she *might have* / *ought to have* had a paranormal experience?

Vocabulary

5 Complete the sentences with one of these phrasal verbs in the correct form.

• track down • back up • turn into • break up • take off • pile up

- 1 Unanswered emails begin to _____ on my computer whenever I go on a long holiday.
- 2 The rocket _____ and disintegrated as it entered the Earth's atmosphere.
- 3 My career finally _____ after I got the scholarship to Harvard.
- 4 The agents of the government failed to _____ the source of the UFO reports.
- 5 Kim _____ Tony's story about the haunted house. She had had a similar experience.
- 6 The Roswell incident _____ a source for science fiction films and novels.

6 Put the words in brackets into the correct form.

- 1 Pam is very _____ (ambition). She wants to be an astronaut at NASA.
- 2 Karen questioned Tim's _____ (believe) in the paranormal. She thought he was very gullible.
- 3 The expedition to Mars was very _____ (success). Scientists found out a lot about the planet.
- 4 Jess has _____ (confident) in her horoscope. The predictions are often true.
- 5 I've always had a lot of _____ (enthusiastic) for astrology. It's a fascinating subject.
- 6 The audience enjoyed the show. The magician's _____ (perform) was very good.
- 7 Bill is very arrogant. He finds it difficult to accept _____ (criticise).
- 8 If you want to work abroad, you need the _____ (able) to learn languages.

Complete the text with the prepositions from the list below.

• for • in • by • at • to • of • as • under • with

Simon studied physics ¹ _____ university and had always been interested ² _____ a career as a rocket scientist. One day, quite ³ _____ chance, he saw a newspaper advertisement ⁴ _____ a job ⁵ _____ a scientist at NASA, so he applied ⁶ _____ it. Amazingly he was offered a contract, but when he first started, he was alarmed ⁷ _____ the amount ⁸ _____ work involved. At first, he found it difficult to deal ⁹ _____ all the things he had to do. He always felt ¹⁰ _____ pressure, but fortunately his colleagues gave him a lot of support. His first shuttle launch really put his talent ¹¹ _____ the test, but he managed to get through it. Everyone was proud ¹² _____ what he achieved.

Listening 22

8 You are going to hear an interview with 19-year-old Jordan Walker, an Internet entrepreneur. As you listen, fill in the missing information.

Jordan Walker – Career File

Jordan has been interested in computers since ¹ _____

Today Jordan has made £4 million from ² _____

The idea for his first website came from emailing ³ _____

It was very successful and was visited by ⁴ _____ a day.

Eventually the site was bought by ⁵ _____

Jordan's next idea was inspired by ⁶ _____

His new website provides students with:

- ⁷ _____
- sample essay plans
- ⁸ _____

There are also links to ⁹ _____

In the future, Jordan wants to ¹⁰ _____

His advice to other entrepreneurs is ¹¹ _____ and ¹² _____

B Jordan's ambition is to get a university degree. What are your ambitions? What would you like to be doing in two / five / fifteen years' time? Why?

A gap year

- 1 At what age do people go to university in your country?
How long do university courses last?
- 2 Students in Britain often take a gap year to do something different before or after going to university. What happens in your country?
- 3 What do you think the advantages or disadvantages of a gap year might be?
- 4 What kinds of things would you like to do if you had a gap year?

Skills

1 Skim reading

Read the article quickly and decide who might have written it. Ignore spaces 1–6.

- a newspaper reporter • a university professor • a university student • an ex-student

2 Headings

Match headings a–g with the correct paragraph 1–6. Give reasons for your choice. There is one heading you do not need.

Exam training

Matching headings A heading usually highlights the most important piece of information or the main idea in a paragraph. Read each paragraph carefully and decide what you think it is about, then choose a heading.

- a A change of attitude
- b A noticeable division
- c A journey into the unknown
- d A way of protesting
- e A sense of humour
- f A chance meeting
- g An unrealistic expectation

The reluctant backpacker

1 _____

Every year, as the University of Warwick's halls of residences are piled high with new and unworn faces, two kinds of students emerge: those desperate to tell anyone within earshot about their year-out travelling experiences, and those who want the ground to open up beneath them every time the word 'backpack' is mentioned.

2 _____

As I made the uneasy change to university life, I quickly joined the second category. The crucial moment came when I was drawn into conversation one evening by a fellow student. 'You'd better not believe what you read in the guide books,' he told me. 'You need at least three weeks to do India. And take my word for it, you haven't lived until you've seen the sun rise over the Taj Mahal.'

3 _____

Completely oblivious to his own ridiculousness, he ordered a curry with rice and ate the whole thing with his hands, because that's the way it's done in Nepal. For reasons I could not fathom, people like him regarded their year out as some kind of radical lifestyle choice which signified a reaction against the values of their upbringing.

4 _____

The notion that you were travelling to broaden your horizons, putting yourself in touch with older, wiser civilisations, was beyond me. It had nothing to do with that. How can anyone gain a realistic understanding of a culture that has taken thousands of years to develop simply by hanging around in a market town for a few days? It's impossible – you just can't have it both ways! How could these jumped-up tourists gain a sense of superiority from the fact that they had spent a few months abroad with only a *Rough Guide* book and a handful of notes in their pockets? I decided to have it out with every backpacking, inter-railing, island-hopping individual I met.

5 _____

Two years on, not quite the angry young man I was, I seem to have had a change of heart about these things. Many of my friends have begun to refer to vague plans to 'go travelling' when they graduate. They want to take off to somewhere like Australia or New Zealand, and maybe just hang out there for a year or so. It's not that difficult to find work apparently. Actually, I've a good mind to do the same. I'm not sure if I'm ready for a steady job.



3 Identifying style

Which adjectives best describe the writer's style? Use a dictionary to help you if necessary.

- academic • argumentative • amusing • anonymous
- anecdotal • affirmative

4 Comprehension

In pairs, discuss these questions.

- 1 What does the author suggest divides university students into two categories?
- 2 What was his opinion of the student he talked to one evening?
- 3 Describe how he thinks backpackers regard their year out.
- 4 Why has the author changed his mind about travelling round the world?

Vocabulary

5 Expressions with *have*

These expressions with *have* appear in the article. Choose the correct explanation for each one.

- 1 ... has nothing to do with ...
 - a ... has no connection with ...
 - b ... is bored with ...
- 2 I have a good mind to ...
 - a I am very good at ...
 - b What I'd really like to is ...
- 3 have a change of heart
 - a make up your mind
 - b alter your opinion
- 4 You can't have it both ways.
 - a You won't be able to find two things to do.
 - b You must decide on either one thing or another.
- 5 have it out with somebody
 - a have an argument with somebody
 - b try to settle an argument with somebody

6 Adjectives

A In pairs, match the adjectives in *italic* in 1–10 with their meanings a–j.

- 1 Is there anything you are *reluctant* to do?
- 2 What kinds of things make people feel *uneasy*?
- 3 What do you consider to be the most *crucial* decision we ever make?
- 4 What kinds of things are usually considered *outrageous*?
- 5 What can happen if people are *oblivious* to something?
- 6 Do you think you have a *realistic* attitude towards life?
- 7 How can being *vague* cause problems?
- 8 Would you prefer to find a *steady* job or go travelling?
- 9 Would you enjoy making a *radical* change in your lifestyle?
- 10 What are considered *proper* table manners in your country?

- a unclear
- b shocking
- c unwilling
- d unaware something is happening
- e slightly worried
- f extreme
- g vitally important
- h true to life
- i right / correct / acceptable
- j regular

B Choose three questions each to answer yourself. Give reasons for your answers.

7 Idioms

Explain in your own words what these idioms from the article mean.

- 1 piled high (line 2)
- 2 within earshot (line 4)
- 3 want the ground to open up beneath them (line 6)
- 4 take my word for it (line 15)
- 5 I could not fathom (line 21)
- 6 was beyond me (line 25)
- 7 hanging around (line 28)
- 8 to take off (line 37)
- 9 hang out (line 38)
- 10 in tune with (line 41)

Time to talk!

In pairs, discuss the following questions.

To what extent do you think travel helps us to be more understanding and tolerant towards others?
How can we change ourselves from tourists into travellers?
What would travellers to your country find interesting and / or different?

Jonathan Stubbs *Guardian Higher*

Let's focus on the passive and the causative use of *have* and *get*

Quick quiz

Which of these statements is true, and which false?

- 1 All verbs can be used in the passive.
- 2 'Have something done' has a similar meaning to 'get something done'.

1 Grammar in context

Read this extract from a guide book for tourists visiting New Zealand. Underline all the examples of the passive. Which tenses and / or forms are they used in?



Sheep should not necessarily be regarded as New Zealand's greatest export. The country's talented inhabitants have also made their mark on the wider world. Two of the most famous, writer Katherine Mansfield and painter Frances Hodgkins, were forced to travel abroad to find success. However, now that the speed of travel has been greatly increased and communications are being improved almost daily, international recognition has also been achieved by New Zealanders who have chosen to stay at

home. Rock musicians no longer have to go to Australia to get their music launched onto the international stage, and in recent years, films like *The Piano*, which was directed by New Zealander Jane Campion, have been hugely successful. Geographical isolation has become a plus as more entertainers, artists and musicians feel they can live and work here yet extend their audiences beyond New Zealand's shores. In addition, people like opera singer Kiri Te Kanawa, who was once said to have been a more familiar sight in Milan than Masterton, New Zealand, now make regular trips back home to perform.

2 How to form the passive

- A** What three things do you have to do to change this sentence from the active into the passive form?
The bubbling springs and mud pools of Rotorua have attracted tourists for over half a century.
- B** Change these sentences from the active to the passive. More than one answer may be correct.
- 1 The islands have attracted tourists from all over the world.
 - 2 The new hotel will attract tourists from abroad.
 - 3 People think the islands are the perfect holiday destination.
 - 4 People say the climate there is very pleasant.
 - 5 The travel agent had booked the flights before he arranged the accommodation.

3 When to use the passive

Underline the examples of the passive in 1–4, then match them with their uses in a–c.

- 1 Fish weighing up to 400kg are often caught in New Zealand's Bay of Islands.
- 2 The Treaty of Waitangi, which admitted New Zealand to the British Empire in 1840, was signed by Governor William Hobson on behalf of Queen Victoria.
- 3 The North Cape region was labelled 'the winterless north' because of its mild, damp winters and warm, humid summers.
- 4 In 1956, a young dolphin appeared on the beach at Opononi. When she died, she was lovingly remembered by the local residents with a song and a monument.

We use the passive:

- a when we do not know who or what did the action.
- b when we are not interested in who did the action or it's not important who did it.
- c with *by* when we want to say who or what did the action.

4 Passive forms with the gerund and the infinitive

Passive forms can often be used after verbs which are followed by the gerund (remember, enjoy, like, etc.):

I remember being given a tour of the museum at Dargaville.

He enjoyed being taken to famous tourist attractions.

We like being told the history of the country we're visiting.

and after verbs which are followed by the infinitive (arrange, hope, want, etc.):

I've arranged to be met at the station in Auckland.

He hopes to be taken on a helicopter flight over Mount Cook.

We want to be told about the discovery of the Bay of Islands.

Passive gerunds can also be used after some prepositions:

The Maori guide was quite relaxed about being asked the same questions all the time, but he soon got tired of being photographed by every visitor.

Use a passive gerund or passive infinitive to complete the sentences.

- 1 We've arranged for someone to take us at the airport.
We've arranged _____ to the airport.
- 2 I wouldn't risk someone driving me up Mount Cook.
I wouldn't risk _____ up Mount Cook.
- 3 I remember someone showing me the geysers at Rotorua last year.
I remember _____ the geysers at Rotorua last year.
- 4 She was looking forward to someone teaching her scuba diving.
She was looking forward to _____ scuba diving.
- 5 My friend can't stand people telling him about history.
My friend can't stand _____ about history.
- 6 I need someone to advise me on which Maori village to visit.
I need _____ on which Maori village to visit.
- 7 I don't mind people guiding me round tourist sites.
I don't mind _____ round tourist sites.
- 8 We expect someone to give us a lift to the North Cape.
We expect _____ a lift to the North Cape.

5 Transformations

Put the verbs in these sentences into the passive. Some words are given to help you.

- 1 Families often choose the beaches of Mount Maunganui for their holidays. The beaches _____
- 2 Water and ice carved the volcanoes we can see in New Zealand today. The volcanoes _____
- 3 They built Auckland city amongst numerous extinct volcano cones. Auckland _____
- 4 In AD 130, an enormous volcanic explosion formed Lake Taupo. Lake Taupo _____
- 5 The explosion wiped out the forests in the North Island and everything in them. The forests _____
- 6 You can find five of the best hiking trails in New Zealand in the Fiordland National Park. Five _____

6 The causative use of *have* and *get*

We can use *have* or *get* in the causative structure. *Get* is more informal than *have*.

In the causative, *get* and *have* can sometimes have a negative meaning 'to experience (usually something unpleasant)', for example: *I had my house broken into last night.* (My house was broken into.)

A Which of these statements a–d are true?

We use *have / get something done*

- a when we ask, tell or pay someone else to do something for us.
- b when we do something ourselves.
- c when something happens to us.
- d when we are talking about something we have just done.

B Decide which statement in A, a, b, c or d, fits these two sentences.

- 1 I had my car stolen the other night.
- 2 I had these shoes made by a local craftsman.

C Complete these sentences using *have / get something done* and the ideas in brackets.

- 1 My hair is too long. I must _____ (it / cut).
- 2 Your jacket looks as good as new. _____ (you / clean)?
- 3 We were walking around the old part of the city one day when we _____ (money / steal).
- 4 It was so hot last summer that we decided to _____ (air conditioning / install).
- 5 Do you like my leather bag? I _____ (it / make) by a local craftsman.
- 6 I really must _____ (the car / repair). It's making terrible noises.

Let's activate!

7 A tourist guide's presentation

Work in pairs. Imagine you are guides on a short coach tour for tourists in your area. Prepare a short presentation explaining to passengers what they are going to see, and recommending what they should visit on their own after the tour. Give reasons for your recommendations.

- A Decide which route the sight-seeing coach will take and which places of interest you will talk about. Think about: monuments • parks • museums • places of historical interest • entertainment • natural features
- B Make notes to remind you what to mention in your presentation. Add any information you think the tourists will find interesting, e.g. when something was built, why local people are attracted to these places, where you can have your photograph taken.
- C Divide the expressions in *How can I ...?* into two categories: those used to make a positive and those used to make a negative recommendation. Use some of the expressions in your presentation.

How can I ...?

Make recommendations

You mustn't miss the ...
 You must go to the ...
 You've got to see the ...
 You'll love the ...
 I wouldn't recommend the ...
 You definitely wouldn't enjoy going to the ...

- D Now give your presentation (about two minutes each) to another pair of students.

Vocabulary

1 Words that go together

Complete the sentences with the best word.

- Travelling is a great way to _____ your horizons and experience new cultures.
a lengthen b straighten c broaden
- When Neil went camping in the mountains, he felt completely in _____ with nature.
a relationship b tune c unity
- I wasn't sure that the hotel was suitable, but I had to _____ the travel agent's word for it and pay for it in advance.
a have b believe c take
- Once Jess had booked her flight, it was too late to _____ her mind and cancel the trip.
a make b turn c change
- His experiences abroad had left their _____ on Gary. He felt much more confident.
a mark b sign c impression
- Diane brought _____ some unusual souvenirs from Thailand.
a back b over c along

2 Expressions with have

Replace the words in *italic* in 1–5 with these expressions in the correct form.

- I have a good mind to • has no connection
- have it out • have a change of heart
- you can't have it both ways

- Independent travelling *has nothing to do* with package tourism.
- What I'd really like to do is* give up my job and travel round the world for a year.
- Amy *altered her opinion*, and cancelled her trip to Peru. It was too risky to travel alone.
- It's difficult to work and go travelling at the same time – *you must decide one thing or another*.
- Brett *tried to settle an argument* with his girlfriend about where they were going to go.

3 Adjectives

Complete the sentences with the adjectives below.

- reluctant • radical • vague • oblivious • proper
- uneasy • outrageous • crucial • realistic • steady

- Dave was _____ to admit he had made the wrong decision.
- Greg felt _____ about not inviting Lucy to the party but he knew she didn't like the host.
- It is _____ to take care if you're travelling alone. It's not a good idea to hitch-hike.
- The price of the Caribbean cruise was _____. Only millionaires could afford it!
- It was the first time Mark had been to the Amazon rainforest. He was completely _____ to danger.
- Tony had _____ expectations of travel in Asia. He was well-prepared for his trip.
- The directions to the youth hostel were _____. We got lost several times.
- When she finished university, Karen decided to travel. She didn't want a _____ job.
- After his year abroad, everyone was amazed at the _____ change in Matthew's behaviour. He was much more mature.
- If you go to India, you must have the _____ vaccinations.

Grammar

4 The passive

Put the verb in brackets into the correct form of the passive.

- Nowadays, students _____ (warn) not to travel alone in dangerous countries.
- Tom doesn't have to work abroad. He _____ (support) by his parents.
- Last summer, the children _____ (teach) English by a student volunteer.
- At the moment, gap years _____ (take) by more and more students.
- What was Tina doing yesterday?
• She _____ (interview) for a gap-year job.
- The holiday destination _____ (decide) before Clare knew whether she could go.
- We can't go out tonight. We _____ (give) too much homework to do.
- The new school building _____ (not complete) until next year.

5 Using *been* or *being*

Choose the correct alternative to complete the sentences.

- 1 The art of making pottery is *been* / *being* revived in the city of Nelson.
- 2 Some pretty churches have *being* / *been* built on the Waimea Plain.
- 3 When the railway was *been* / *being* built, several workers were killed.
- 4 Gum trees are said to have *being* / *been* introduced into the area many years ago.
- 5 Nelson has never *being* / *been* linked to the country's rail network.

6 Causative use of *have* and *get*

Rewrite these sentences in the passive using causative *have* or *get*.

- 1 The passport agency has to renew my passport before I go abroad.
I ...
- 2 Someone stole Matt's traveller's cheques while he was at the hostel.
Matt ...
- 3 My motorbike had broken down. It needed to be repaired.
I had to ...
- 4 This computer doesn't work. Someone needs to fix it.
I need to ...
- 5 Sarah wants someone to pierce her nose. It's very fashionable.
Sarah wants ...
- 6 Someone delivered a parcel to Jackie's house.
Jackie ...

7 The right word

Complete gaps 1–20 with one word only.

Making the most of a year out

According to ¹_____ a recent survey, gap years ²_____ usually being put to good use. This is especially true for women, who tend to be seeking new cultural experiences in their year out while many men rate having a good time higher ³_____ broadening their horizons. Women are also more likely to head off to a number of foreign lands ⁴_____ their own, while men prefer to travel in groups and to limit their visits ⁵_____ just one country.

When asked about what they expected from their year out, more women than men mentioned enrolling in language courses abroad and doing voluntary work, such ⁶_____ teaching or participating ⁷_____ various development projects. Women were also more likely to socialise ⁸_____ the locals than men, who often chose to stick to their travelling companions. Women ⁹_____ also more willing to ¹⁰_____ an effort to learn the language of the countries they visited, while some men never ventured beyond the most basic phrases.

Charlotte Pierce, 22, is a good example ¹¹_____ a female adventurer. She started off in Mexico where she learned Spanish and familiarised ¹²_____ with the rich Aztec and Mayan heritage, then she travelled down overland across Latin America to Colombia, Brazil, and finally Peru.

'I have always ¹³_____ fascinated by the ancient American civilisations,' she says. 'To me, a gap year is not just a chance to ¹⁴_____ travelling and have fun. When I'm out there, I'd also like to see and learn new things.'

While exploring the Inca temples and cities in ¹⁵_____ free time, Charlotte also tried her hand at some unusual jobs to help pay for her adventures. 'I had this job once in Peru where I helped a scientist to catch snakes in the mountains,' she recalls. '¹⁶_____ I'd found the idea exciting at first, I soon realised ¹⁷_____ getting so close to snakes, armed with just a stick, was not fun but quite terrifying.'

Charlotte feels she ¹⁸_____ the right choice when she decided to ¹⁹_____ a year out. 'When I got back ²⁰_____ England, I was exhausted and broke. But it was still the best year of my life. So, would I do it again? Definitely! I'd leave tomorrow...'

The London Eye



The London Eye is a gigantic wheel which takes about 30–40 minutes to turn completely. Visitors travel in its capsules which hold about 20 people comfortably.

A Here are some famous landmarks you can see from the London Eye. Can you match the names to the landmarks above?

- a The Thames Barrier
- b Tower Bridge
- c The Globe Theatre
- d The Millennium Dome
- e Big Ben and the Houses of Parliament
- f St Paul's Cathedral

B Which of the famous landmarks:

- 1 has a roof strong enough to support a jumbo jet?
- 2 was built by Sir Christopher Wren between 1675 and 1710?
- 3 was nearly blown up by Guy Fawkes in the 17th century?
- 4 was built after rioting in the street by angry citizens who were fed up with having to cross the river by boat?
- 5 was built to protect London?
- 6 is named after a bell inside it which was installed in 1859?
- 7 is a reconstruction of a famous 16th century building?



Listening skills

1 True or false? 23

Read statements 1–5, then listen to someone phoning to book some tickets for the London Eye. As you listen, decide whether the statements are true or false.

- 1 All tickets for the London Eye must be booked in advance.
- 2 Demand for tickets is particularly high at the moment.
- 3 The ticket seller suggests that the caller books the tickets in person.
- 4 The caller wants to know if he can pay for the tickets by cheque.
- 5 The tickets can be picked up just before the ride.

2 Note-taking 24

You are going to hear a guide talking to a group of tourists who are going for a trip on the London Eye. Read through the notes. As you listen, fill in the missing information.

London

Situated: on the ¹ _____
 Roman settlement of Londinium: at the ² _____
 Importance of the river: the ³ _____ of the city
 River travel: ⁴ _____ than road travel
 River problems: ⁵ _____, ⁶ _____ and pollution
 Change on river in 20th century: river no longer used by ⁷ _____

The London Eye

Time taken for construction: ⁸ _____
 Reason for construction: to mark the ⁹ _____
 Why interesting?: project genuinely ¹⁰ _____

3 Understanding what you hear 24

Listen again if necessary and answer the questions.

- 1 Why did the Romans settle in Londinium?
- 2 What has been done to protect London against floods?
- 3 Why did London stop being a major port?
- 4 Why were the different parts of the London Eye not built in one place only?
- 5 Where were some of its parts built?

4 Formal and informal language

Which of these different phrases and sentences did the speaker use? Why?

- 1 this didn't happen by chance / this is no coincidence
- 2 as it was called / that's what people called it
- 3 the river was vital to trade and travel / the river was really important for trade and travel
- 4 bringing in and sending goods to sell / importing and exporting goods for sale
- 5 happened often / were frequent
- 6 conditions have greatly improved / things are much better now
- 7 was really different / changed profoundly
- 8 Londoners like the Thames a lot / the Thames has become a source of pleasure to Londoners
- 9 they finished it in seven years / it took seven years to complete

Speaking skills

5 Booking tickets

With a partner, act out this short dialogue following the instructions.

Customer Ask for some tickets for one of the landmarks on page 88.

Ticket seller Inquire when for.

Customer Say when.

Ticket seller Apologise and explain why there is a problem.

Customer Say that you didn't realise.

Ticket seller Offer an alternative.

Customer Accept the alternative.

Ticket seller Ask about payment.

Customer Answer the question about payment.

Ticket seller Thank the customer.

6 Giving a formal talk

Imagine you are giving a talk to a group of tourists in London. Use a suitable word from the list below to complete the sentences below.

- relied • inhabitants • source • changed • floods • called
- coincidence • vital

As you are probably all aware, Londinium, as it was ¹ ... in those days, was important for its trade. However, it is no ² ... that London became the capital of England. Many years ago, good communications were ³ ... for trade and travel, and London was ideally situated, although ⁴ ... were frequent in London in the past. Britain's trade grew and ⁵ ... on importing and exporting goods all round the world. As you can see, London and its river have ⁶ ... profoundly since those days. The river has now become a ⁷ ... of pleasure to the ⁸ ... of the city.

7 Expressing personal preferences

Say which of the places below you would like to visit if you were in London and why. Use *How can I ...?* to help you.

Exam training

Saying which you prefer When saying which you prefer or giving your opinion, try to compare one thing with another, use a variety of structures, and give a reason for your answer. This will make what you are saying much more interesting and create an opportunity for you to show the examiner what you can do.

How can I ...?

Say which I prefer

I'd much rather go to ... than ...

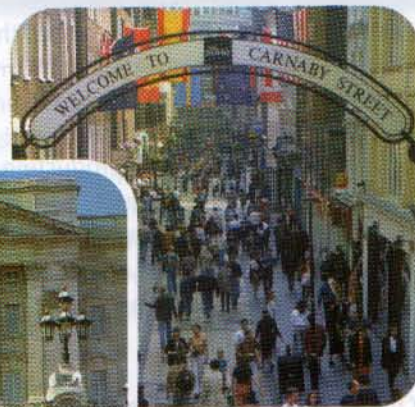
I prefer ... to ...

I'd prefer to visit the ... today ... because ...

I think ... are much more interesting than ...

Actually, I find ... rather boring.

I don't find ... half as interesting as ...



Writing a review

The Woman In Black

A How often do you do the following? Tick the appropriate box.

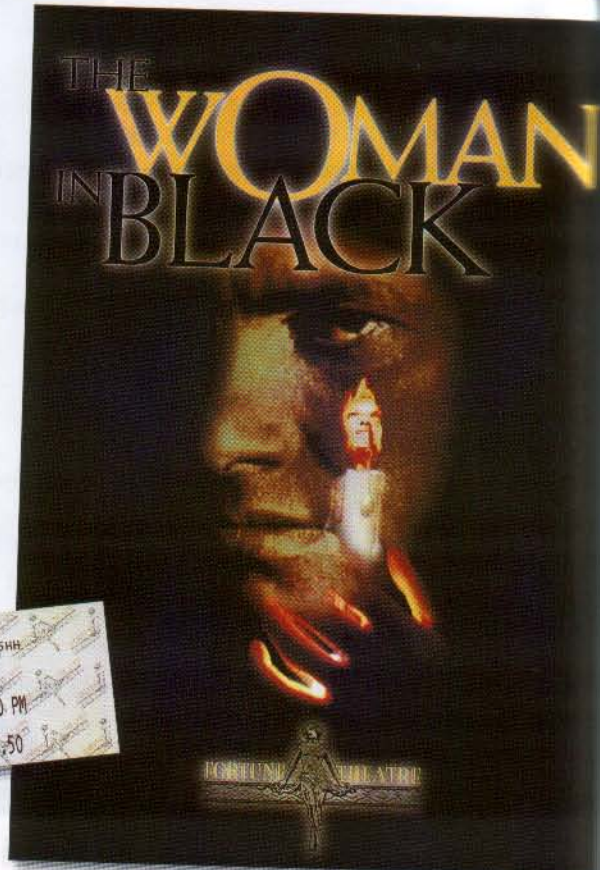
	never	sometimes	quite often	very often
watch TV	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
listen to the radio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
go to the cinema	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
go to the theatre	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
listen to a cassette or CD	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B Compare your class results. What do they show about your preferences for entertainment?

Studying the sample

1 Understanding the task

A Look at the pictures. What information are they giving?



THE WOMAN IN BLACK

Adapted by Stephen Mallatrat from the novel by Susan Hill
Directed by Robin Herbert
Cast: Robin Herbert, Michael Price, Kevin Sleep

FROM THE CLASSICS OF Alfred Hitchcock to the modern Hollywood thriller, such as *The Shining*, *Silence of the Lambs* and *The Sixth Sense*, audiences have flicked to be terrified. However, live theatre is the natural home of the most terrifying entertainment experience of all. There has never been a more spine-chilling and successful example of this than *The Woman in Black* at the Fortune Theatre.

UNANIMOUSLY ACCLAIMED by the critics, Stephen Mallatrat's adaptation of Susan Hill's best-selling novel, combines the power and mystery of live theatre with a cinematic quality inspired by the world of film noir. It is a formula that provides audiences with an evening of unrelenting drama as they are transported into a terrifying and ghostly world.

OVER 15 MILLION PEOPLE have lived to tell the tale of one of the most exciting, gripping and successful theatre events ever staged, *THE WOMAN IN BLACK*.

"DON'T GO UNLESS YOU LIKE BEING SCARED OUT OF YOUR WITS"
Sunday Mirror

"A BRILLIANTLY EFFECTIVE SPINE-CHILLER... IT PLAYS ON ALL OUR PRIMAL FEARS"
The Guardian

"PREPARE FOR SLEEPLESS NIGHTS"
Daily Express

"A TRULY NERVE-SHREDDING EXPERIENCE"
Daily Mail

B Read this review of the play. Match the reviewer's ideas a-f to paragraphs 1-6. Ignore the nouns in brackets.

- a recommendations to readers
- b technical details of the production
- c brief summary of the plot
- d introduction to the characters
- e subject of the review
- f own opinions about the play

2 Word formation

Change nouns 1-10 in the review into their adjective form.

- 1 *The Woman in Black*, now showing at the Fortune Theatre in London, is a play based on a ghost story adapted from a novel by Susan Hill. It tells the tale of a strange figure who appears unexpectedly throughout the play.
- 2 Although there are six main characters – young, old, male and female – there are only two male actors playing the ¹(difference) parts. They do this extremely successfully by adopting another voice or physical appearance, or simply putting on another coat.
- 3 The story centres around a young man who visits the isolated house of someone who has recently died. The local inhabitants seem unwilling to talk about the house, or its previous owner. As the story develops, the truth about the strange figure is slowly revealed but the real twist comes at the end, when the audience is left ²(amazement) that a stage play could convey such a ³(power) message.
- 4 The stage direction is quite simply ⁴(spectacle). For a start, the use of lighting is highly ⁵(originality), transporting the audience from place to place in seconds. In addition, a basket becomes a railway carriage, eliminating the necessity for ⁶(expense) and ⁷(inconvenience) scene changes.
- 5 Some scenes are truly ⁸(fright) and there were occasions when the audience was screaming in terror. However, the play never allows the audience to see too much, and merely suggests supernatural happenings, which is surprisingly ⁹(effect).
- 6 To say more would give everything away. So, if you are ready to suspend your belief in reality, and be transported into the thrill of a lifetime – you won't be ¹⁰(disappointment).

3 Structuring a review

- A** Look at a–f in 1B again. In what order are they arranged in the review?
- B** Here are some ideas which might be included in a review of a play. Use a–f as headings and group these ideas in the appropriate paragraph.
- producer • location of theatre • setting • length of play
 - strengths • your opinion • writer • recommendations
 - cost of production • other critics' opinions • weaknesses
 - plot • characters • director • special effects • music
 - stage props • actors • technical details
- C** Decide which ideas in B are important to include and which ones are unnecessary.

Steps to better writing

4 Intensifying adverbs

- A** Put these adverbs in groups 1–3. Some adverbs may appear under more than one heading.
- completely • quite • truly • rather • slightly • absolutely
 - fairly • totally • highly • really • considerably • extremely
- 1 adverbs which intensify the meaning a little
 - 2 adverbs which tone down or decrease the effect of meaning
 - 3 adverbs which are used with ungradable, or 'limit' words, e.g. correct
- B** Choose one of the adverbs from the list in A and add them before the adjectives to sentences 1–6.
- 1 The actress who took the lead was pretty.
 - 2 The end of the play was terrifying.
 - 3 The seats we had were uncomfortable.
 - 4 The use of lighting was original.
 - 5 The music was terrific.
 - 6 The tickets were expensive.

5 Words that go together

- A** Match the verbs on the left with words they are often used with on the right.
- | | |
|-------------------|------------------------|
| 1 adapt from a(n) | a truth |
| 2 scream in | b secret |
| 3 reveal the | c one place to another |
| 4 convey a(n) | d necessity for |
| 5 transport from | e novel |
| 6 eliminate the | f belief in reality |
| 7 seem unwilling | g terror |
| 8 give away a(n) | h to talk about |
| 9 suspend your | i powerful message |

- B** Write five sentences of your own using the phrases in A.

Example

The play was adapted from a novel by Susan Hill.

6 Link words

Match the link words on the left with their uses on the right.

- | | |
|----------------------|--------------------------------------|
| 1 For a start, | a to introduce the last point of all |
| 2 In addition, | b to introduce a contrasting idea |
| 3 Finally, | c to introduce the first point |
| 4 However, | d to introduce a further point |
| 5 Furthermore, | |
| 6 On the other hand, | |
| 7 Nevertheless, | |
| 8 To sum up, | |

Writing your review

7 Planning

You are going to write a review of a play or a film. Use the following suggestions to plan your writing.

- Choose a play or film that interests you. Do not write a review of something you have not seen.
- Decide on the number of paragraphs you will write and the order in which they will appear.
- Decide what details the reader will need to know, e.g. the name of the film/play, where it is on, the background to the story, the setting, the author, actors, or any other interesting information.
- Make a list of what are the most important characteristics of the play or film, e.g. the (treatment of the) story, the number of actors, the special effects, the scenery, the location.

8 Writing

Write your review (200–250 words).

Exam training

Thinking about your intended audience Remember not to give too much of the story away when you are writing a review of a play or film. This would spoil everything for people reading the review then going to see the performance.

9 Checking

As you write your review, check that you have:

- included all the necessary details.
- written the right amount.
- organised your review logically in paragraphs.
- used phrases, adverbs, etc. to make your writing more interesting for your readers.
- used link words to make your review coherent.
- made some personal recommendations about the play or film.
- not given away surprises.

Vocabulary

1 Prepositions

Complete the sentences with the correct prepositions.

• against • around • at • to • for • in • on

- 1 People visit London from all _____ the world. It's one of Europe's top tourist destinations.
- 2 Red double-decker buses are a fun alternative _____ taking the Underground.
- 3 Hyde Park is London's biggest park. _____ its heart is the lake Serpentine.
- 4 It can take some time to settle _____ and get used to London. It's a very confusing city!
- 5 If you're lost, you can always rely _____ a London policeman to help you out.
- 6 Dover Castle was built in 1180 as a defence _____ invading armies.
- 7 Nowadays the castle's important _____ the tourist trade. Thousands of people visit it every year.

2 Words that go together

Complete these sentences with the correct words.

- 1 Action films often require the audience to _____ their belief in reality.
a suspend b delay c forget
- 2 The play conveyed a _____ message about family conflicts.
a powerful b thoughtful c hard
- 3 The horror film made Nadia scream in _____.
a fright b terror c dread
- 4 The critic's review _____ the ending of the play.
a gave up b gave out c gave away
- 5 The film was so bad that people left halfway through. It really wasn't _____ seeing.
a advised b recommended c worth
- 6 The director managed to _____ an atmosphere of danger and suspense.
a direct b create c invent
- 7 The play was _____ from a novel by Henry James.
a arranged b adapted c prepared
- 8 The famous director _____ a multi-million dollar blockbuster film.
a constructed b made c did

3 Word building: adjectives

Complete the sentences with the correct form of the words in brackets.

- 1 The _____ storm at the beginning of the film set the scene for the rest of the story. (terrify)
- 2 The audience was amazed by the _____ stunts in the action movie. (spectacle)
- 3 The book told a _____ story of love and revenge. (power)
- 4 The actor gave a _____ performance in the play. (disappoint)
- 5 The most _____ way to tell a good story is to keep the audience guessing. (effect)
- 6 *Titanic* was one of the most _____ films ever released. Fortunately it was also a box-office success. (expense)
- 7 In the film, the actress played the part of a _____ jazz singer. (success)

Speaking

4 Expressing preferences

- A** What things do you like to do on holiday? Put the list of activities in order of preference.
- a lie on the beach and get a good suntan
 - b do lots of watersports
 - c explore the region on your own
 - d visit historical places
 - e go shopping
 - f eat at exotic restaurants
 - g go diving
 - h go on organised excursions
- B** Now compare your list with another student's. Imagine you are going on holiday together. Try to come to an agreement about the four things you most want to do. Use the *How can I ...?* on page 89 to help you.

Writing

5 The theme of a paragraph

Read the review. Match these descriptions with paragraphs 1–4.

- a The writer's recommendation
- b Facts about the film
- c An evaluation of the film
- d A description of the plot

- 1 *Book of Shadows: Blair Witch 2* is a sequel to the first-rate horror film *The Blair Witch Project*. The film is directed by Joe Berlinger and is set in the Black Hills – the same location as the original *Blair Witch*.
- 2 The film tells the story of five college students who are obsessed with the spine-chilling events of *The Blair Witch Project*. Eventually, they go to the Black Hills to find out what really happened and end up camping overnight in the forest. The next morning, they realise that they didn't sleep, but they can't remember anything about the night before. Worse still, there are bizarre symbols on their bodies. Terrified, they rush back to town, only to discover that something ... or someone has come with them.
- 3 Although *Book of Shadows* is similar to the first *Blair Witch* movie, it also explores terrifying new territory. The main actors give convincing performances as the unfortunate teenagers, and Jeffrey Donovan is compelling as the organiser of the trip. But the real strength of the film is its fast-moving and unpredictable storyline. The horrific ending is completely unexpected.
- 4 To sum up, *Book of Shadows* is a gripping sequel which is action-packed and frightening. If you were intrigued by *The Blair Witch Project*, you'll enjoy it!

6 Comprehension

Read the review more carefully and answer these questions.

- 1 What is the title of the film that inspired *Book of Shadows*?
- 2 Where does the story take place?
- 3 Why do the students visit the forest?
- 4 Which adjectives does the writer use to describe:
 - the students? • Jeffrey Donovan? • the storyline?
 - the ending?
- 5 What is the writer's recommendation?

7 Using adjectives

Match these adjectives from the review with their meanings.

- | | |
|------------------|----------------------------------|
| 1 spine-chilling | a lots of things happen |
| 2 gripping | b excellent, top quality |
| 3 fast-moving | c quickly developing |
| 4 action-packed | d frightening in a thrilling way |
| 5 first-rate | e holding your attention |

Factfile

How much do you know about New Zealand? Complete the quiz below.

- 1 New Zealand is made up of

a four islands.	b two islands.	c three islands.
-----------------	----------------	------------------
- 2 The capital of New Zealand is

a Wellington.	b Christchurch.	c Auckland.
---------------	-----------------	-------------
- 3 The population of New Zealand is

a 3.5 million.	b 6.5 million.	c 9.5 million.
----------------	----------------	----------------
- 4 Its nearest neighbour is

a Japan.	b Indonesia.	c Australia.
----------	--------------	--------------
- 5 The original inhabitants of New Zealand are:

a the Indians.	b the Aborigines.	c the Maoris.
----------------	-------------------	---------------
- 6 The first Europeans to arrive in 1642 were

a the British.	b the Dutch.	c the Spanish.
----------------	--------------	----------------
- 7 New Zealand gained full independence from Britain in

a 1937.	b 1947.	c 1957.
---------	---------	---------
- 8 In New Zealand the warmest months are

a January and February.	b July and August.	c March and April.
-------------------------	--------------------	--------------------

8 The way ahead

Visions of the future

- 1 Look at these pictures. Compare and contrast them saying what images of the future they show.
- 2 What do you think has already happened in these pictures?
- 3 What do you think might happen next?



Skills

1 Key information

Read what is on the back cover of this novel and complete the missing information.

- 1 Significance of Fahrenheit 451: _____
- 2 Name of author: _____
- 3 How Guy Montag earns a living: _____
- 4 Why his job is necessary: _____

Fahrenheit 451 is the temperature at which book paper catches fire and burns. In Ray Bradbury's astonishingly prophetic vision of the future, Guy Montag is a fireman. His job is to burn books, which are forbidden as they are the source of all discord and unhappiness. Even so, Montag is unhappy; his marriage is breaking down. Are books hidden in his house?

2 Reading literary texts

Read this extract from the novel then discuss the questions with a partner.

- 1 What visions of the future does the extract show?
- 2 What do you think Montag found unusual about Clarisse?
- 3 What kind of man do you think Clarisse expected Montag to be?
- 4 Why do you think Clarisse mentions the two times her uncle was arrested?
- 5 How does Clarisse's family seem to be different from everyone else?
- 6 What do you think will happen to Montag and Clarisse in the story?

Fahrenheit 451

The trees overhead made a great sound of letting down their dry rain. The girl stopped and looked as if she might pull back in surprise, but instead stood regarding Montag with eyes so dark and shining and alive that he felt he had said something quite wonderful. But he knew his mouth had only moved to say

hello, and then when she seemed hypnotised by the salamander on his arm and the phoenix disc on his chest, he spoke again.

'Of course,' he said, 'you're a new neighbour, aren't you?'

'And you must be' – she raised her eyes from his professional symbols – 'the fireman.' Her voice trailed off.

'How oddly you say that.'

'I'd – I'd have known it with my eyes shut,' she said slowly.

'What – the smell of kerosene? My wife always complains,' he laughed. 'You never wash it off completely.'

'No, you don't,' she said, in awe.

'Kerosene,' he said, because the silence had lengthened, 'is nothing but perfume to me.'

'Does it seem like that, really?'

'Of course. Why not?'

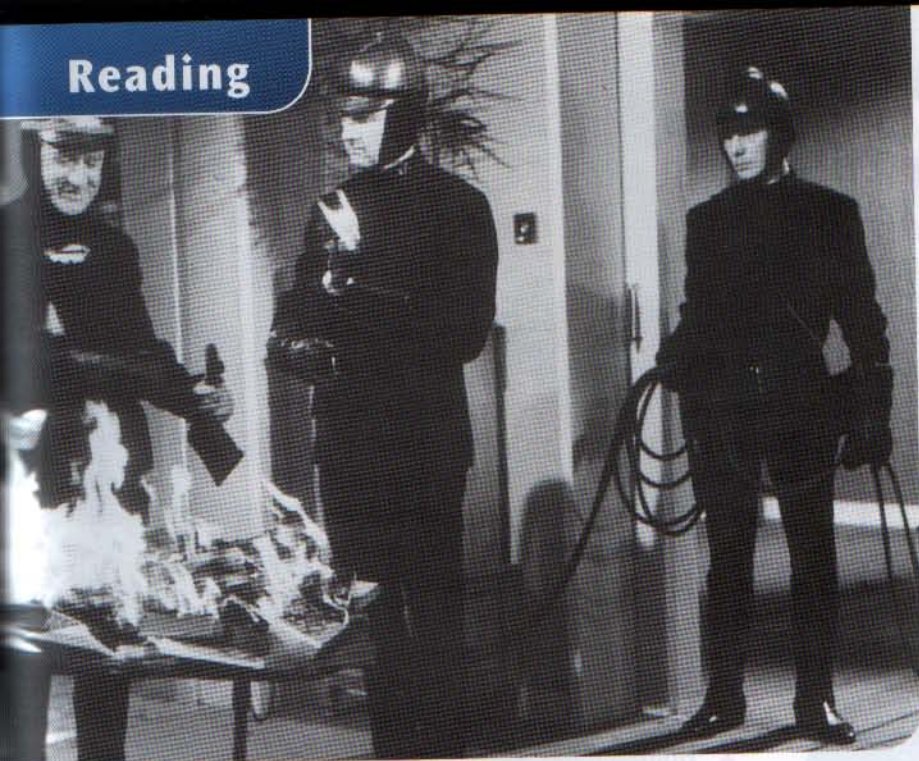
She gave herself time to think of it. 'I don't know.' She turned to face the sidewalk going towards their homes. 'Do you mind if I walk back with you? I'm Clarisse McClellan.'

'Clarisse. Guy Montag. Come along. What are you doing out so late wandering around? How old are you?' There was only the girl walking with him now, her face bright as snow in the moonlight, and he knew she was working his questions around, seeking the best answers she could possibly give.

'Well,' she said. 'I'm 17 and I'm crazy. My uncle says the two always go together. When people ask your age, he said, always say 17 and insane. Isn't this a nice time of night to walk? I like to smell things and look at things, and sometimes stay up all night, walking and watching the sun rise.'

They walked on again in silence and finally she said, thoughtfully, 'You know, I'm not afraid of you at all.'

He was surprised. 'Why should you be?'



'So many people are. Afraid of firemen, I mean. But you're just a man, after all...'
And then Clarisse McClellan said: 'Do you mind if I ask? How long have you worked at being a fireman?'

'Since I was twenty, ten years ago.'

'Do you ever read any of the books you burn?'

He laughed. 'That's against the law!'

'Oh. Of course.'

'But it's fine work. Monday burn Millay, Wednesday Whitman, Friday Faulkner, burn 'em to ashes, then burn the ashes. That's our official slogan.'

They walked still further and the girl increased her pace. 'Have you ever watched the jet cars racing on the boulevards down that way?'

'You're changing the subject!'

'I sometimes think that drivers don't know what grass is, or flowers, because they've never seen them slowly,' she said. 'My uncle drove slowly on a highway once. He drove 60 km an hour and they jailed him for two days. Isn't that funny, and sad, too?'

'You think too many things,' said Montag, uneasily.

'I rarely watch the 'parlour walls' or go to the races or Fun Parks. So I have lots of time for crazy thoughts, I guess. Have you seen the 70 metre-long billboards in the country beyond the town? Did you know that once billboards were only about 6 metres long? But cars started rushing by so quickly they had to stretch the advertising out so it would last.'

'I didn't know that!' Montag laughed abruptly. They walked the rest of the way in an uncomfortable silence. When they reached her house all its lights were blazing.

'What's going on?' Montag had rarely seen so many house lights.

'Oh, it's just my mother and father and uncle sitting around, talking. It's like being a pedestrian, only rarer. My uncle was arrested another time – did I tell you? – for being a pedestrian. Oh, we're most peculiar!'

'But what do you talk about?'

She laughed at this. 'Good night!' She started up her walk. Then she seemed to remember something and came back to look at him with wonder and curiosity.

'Are you happy?' she said.

'Am I what?' he cried.

But she was gone – running in the moonlight. Her front door shut gently.

Vocabulary

3 Verbs and meanings

A Match these verbs with their meanings 1–6.

- pull back (line 2) • trailed off (line 9)
- wash off (line 13) • go together (line 26)
- rush by (line 53) • stretch out (line 53)

- 1 remove from a fabric or a surface
- 2 make something last longer than expected
- 3 become gradually quieter then stop
- 4 move at great speed
- 5 move away
- 6 combine well with

B What are these verbs used to talk about in the extract?

4 Adverbs

Choose the correct meaning of the adverbs in 1–6 according to how they are used in the extract.

1 oddly (line 10)

- a unevenly b strangely

2 thoughtfully (line 30)

- a thinking deeply b thinking about other things

3 uneasily (line 49)

- a anxiously b with difficulty

4 abruptly (line 55)

- a quickly and unexpectedly b loudly and rudely

5 rarely (line 58)

- a not completely b not often

6 gently (line 67)

- a quietly b kindly

Time to talk!

In pairs, discuss these questions.

What did you think of the story you have just read?

How was suspense created?

How does reading a science fiction novel compare with watching a science fiction film?

Which would you rather do: read a novel first or see a film based on the novel first?

No end in sight!

Look at this picture. What do you think it might / could show?

Exam training

Speculating about pictures Even if you are uncertain about what a picture is showing, start talking about it. Admit that you are puzzled by the picture but speculate on what it might / could show.



Listening skills

1 Multiple choice questions 25

A Listen to the description, fill in the missing information, and find out if you were correct.

The picture is a large ¹ _____ showing the ² _____
The small, central circle marks the ³ _____

B You are going to hear part of an interview with Stuart Millar, who is talking about the picture. Read through questions 1–5 carefully, then listen and choose the correct answer.

- 1 Stuart thinks that the picture above looks like
 - a a new, undiscovered continent.
 - b a scientific diagram.
 - c a map of the human mind.
 - d a 3D puzzle.
- 2 How many years would it take for a light to travel from one side of the map to the other?
 - a 10 million
 - b 50 million
 - c 100 million
 - d 500 million
- 3 The map-makers claim they have been able to prove that in the future the universe will
 - a survive for a while yet.
 - b gradually lose its power.
 - c keep on getting bigger.
 - d become more complex.
- 4 Stuart says that the real achievement of the map is that it
 - a affects the future of the universe.
 - b helps to predict the weather.
 - c provides answers to cosmic problems.
 - d expands existing maps.
- 5 Stuart claims that this map
 - a is just as unreliable as many great historical maps.
 - b is reasonably accurate.
 - c is one of many similar maps now being produced.
 - d will probably be improved upon in the future.

2 Homophones 26

Some words look different and have different meanings but sound the same.

A Listen to some parts of the interview again and underline the word you hear.

- | | |
|-----------|--------|
| 1 weigh | way |
| 2 new | knew |
| 3 sighed | side |
| 4 a team | teem |
| b been | bean |
| 5 a baste | based |
| b there | their |
| 6 hear | here |
| 7 least | leased |

B Can you explain what the words you have not circled mean?

3 Homonyms

A Some words look and sound the same but they have different meanings. These words appear on the tape. Can you match them with the meanings in a–h?

- | | |
|-----------|---------|
| 1 space | 5 side |
| 2 might | 6 model |
| 3 produce | 7 power |
| 4 light | 8 term |

- a create / arrange a performance / show or bring out
- b period of time / word or phrase
- c electrical energy / political status
- d room / the universe beyond our Earth
- e sports team / right or left part
- f person employed to display fashion items / scientific formula / small-scale copy of an object
- g strength / modal verb expressing possibility
- h brightness / not heavy

B In which sense are words 1–8 used in the interview?



Speaking skills

4 Speculating

- A Look at the picture above and try to guess what it might show. Use *How can I ...?* to help you speculate.

How can I ...?

Speculate

It's difficult to say exactly but I suppose it could be ...

I have no idea but it might be ...

It can't be ... because ...

It must be ... because ...

- B Now turn to page 141 to find out.

5 Question tags

- A Complete the rules about question tags in 1–5 using the information in a–e.

1 We use a negative / positive tag, e.g. *It doesn't, does it?*

2 We cannot form question tags _____

3 We use a positive / negative tag, e.g. *It does, doesn't it?*

4 We can form question tags _____

5 We often use question tags _____

a using modals and auxiliary verbs.

b when we expect the answer yes.

c when we expect the answer no.

d when we do not expect an answer but are just checking that something is correct.

e using ordinary verbs, e.g. *to come, go*.

- B Complete the question tags in 1–6, then decide whether you think the question expects the answer yes or no, or perhaps no answer at all.

1 Wormholes don't really exist, _____?

2 The solar system is enormous, _____?

3 We can't travel across galaxies, _____?

4 The journey would take a long time, _____?

5 We haven't solved the mystery of space, _____?

6 People thought the earth was flat, _____?

6 Picture-based discussion

- A Work in groups. Imagine you are helping to design a large Space Station. Discuss what facilities you are going to provide in each of the categories below, then decide which three of the facilities you think should have the greatest priority. Use *How can I ...?* and the suggestions in 1–5 to help you.



Think about:

- 1 who will live there and what they will do.
- 2 what kind of facilities they would need.
- 3 the size and location of the facilities.
- 4 the demand/need for the facilities.
- 5 the popularity of the facilities.

How can I ...?

Prioritise

... would be much more important than ...

I don't think ... would be nearly as (useful/popular) as ...

... will definitely be the most / least ...

People are (not) going to want ...

- B Make notes on what you have agreed then compare your notes with another group.

Vocabulary

1 Prepositions

Complete the text with the correct preposition.

• in • between • at • on • by • of • with

2001: A Space Odyssey is a science fiction film based ¹ a short story by Arthur C. Clarke and directed ² Stanley Kubrick. Most of the film is set ³ a spaceship and looks ⁴ the relationship between an astronaut, Dave Bowman, and the ship's computer, HAL. Bowman relies ⁵ HAL to run the ship, but he starts to feel afraid ⁶ the computer when it becomes clear it has a mind ⁷ its own. *2001: A Space Odyssey* explores the nature ⁸ intelligence, and the division ⁹ man and machine. It presents us ¹⁰ a fascinating and frightening vision ¹¹ the future.

2 Phrasal verbs

Complete the sentences with a phrasal verb in the correct form.

• pull back • trail off • wash off • stretch out • go together • rush by

- Karen _____ without saying hello. She was late for school.
- It took a long time _____ the ink stain _____ Phil's shirt.
- The noise from the motorbike _____ as it disappeared into the distance.
- Do you think this blue top and these jeans _____?
• Yes – you look great.
- When Sam tried to kiss Lisa, she _____ in surprise. She thought they were just friends.
- The climber managed to _____ his food supplies until a rescue team arrived.

3 Adjectives and adverbs

Complete the sentences with the most appropriate adverbs formed from these adjectives.

• abrupt • gentle • odd • rare • thoughtful • uneasy

- Simon looked around _____. Everyone thought he had stolen the money.
- Vanessa had just opened her umbrella when the rain _____ stopped.
- Matt was behaving _____. He kept changing his mind all day about coming to the party.
- Rachel listened to Ross _____. Was he serious or was he joking when he asked her to marry him?
- How often do you go to the cinema?
• Very _____. The last film I saw was *Titanic*!
- The burglar _____ shut the window behind him so that he wouldn't make any noise.

4 Homonyms

Complete the pairs of sentences with one of these homonyms in the correct form.

• might • space • produce • light • side
• model • power • term

- Hilton is planning to be the first company to open a _____ hotel on the Moon.
 - You can put your bag on the luggage rack. There's plenty of _____.
- Are you going away this weekend?
• I _____. It depends on the weather.
 - Jane pushed with all her _____, but she still couldn't move the car.
- The studio is going to _____ a new science fiction film.
 - The prosecution was able to _____ new evidence to prove that Jackson was guilty.
- The bright _____ from the car blinded Sean. He couldn't see the road ahead.
 - The suitcase was surprisingly _____. Liz hadn't packed much for her week away.
- The match ended with a surprise result. The Bristol _____ scored three times against the Premiership champions.
 - Sarah had a small beauty spot on the _____ of her face.
- The _____ of the ship was incredibly detailed. It was exactly like the real thing.
 - Katy had always wanted to be a _____, but she was just too small.
- There was a _____ cut in London last night. Over 5,000 homes were affected.
 - The present government came to _____ over two years ago.
- The school _____ ends this Friday. We've got a three-week holiday.
 - What does the _____ 'inter-galactic' mean?

Speaking

5 Prioritising

A Look at the list of items for the house of the future. Decide which five items would be the most useful. Use the *How can I...?* on page 97 to help you.

- a digital TV with hundreds of channels
- an intelligent kitchen that cooks your food
- a robot helper that cleans your house
- intelligent furniture that automatically adjusts itself
- a computer security system
- a virtual reality machine for virtual reality holidays
- an intelligent bathroom that automatically runs your bath
- video phones in every room
- electronic books
- a robot pet

B Compare your list with a partner's. Now decide on the four most important items. Give reasons for your decisions.

6 The right word

Choose the correct option, a, b, or c, in 1–16 to complete the text.

- | | | |
|-------------------|------------------|----------------|
| 1 a about | b for | c of |
| 2 a place | b area | c destination |
| 3 a it's | b its | c its' |
| 4 a faint-hearted | b strong-hearted | c warm-hearted |
| 5 a broken up | b broken down | c broken in |
| 6 a adapt | b change | c transform |
| 7 a confirmed | b decided | c convinced |
| 8 a record | b history | c note |
| 9 a having | b making | c taking |
| 10 a from | b with | c against |
| 11 a for | b of | c from |
| 12 a turned | b made | c become |
| 13 a make | b do | c fulfil |
| 14 a gave | b came | c turned |
| 15 a take off | b go off | c make off |
| 16 a travel | b tour | c trip |

7 Discussion

Discuss these questions in pairs.

- 1 If you had the opportunity, would you visit a space station? Why (not)?
- 2 If you had £15 million, what would you spend it on?
- 3 What is your dream holiday destination? Why?

Factfile

How much do you know about space travel? Complete the factfile about the Mir space station with the statistics below.

• 2 to 3 • 6 • 12 • 14 • 390 • 1987 • 20,000 • 83,500

The Mir space station was built in ¹_____ and re-entered the Earth's atmosphere in 2001. During its ²_____ years in orbit, astronauts from over ³_____ nations lived on the station and carried out over ⁴_____ space experiments – everything from space life sciences to earth observation. There were usually ⁵_____ astronauts on the station and sometimes up to ⁶_____ lived there.

Mir floated above us at ⁷_____ kilometres and completed an amazing ⁸_____ trips around the Earth. Mir was also used by NASA as a home base while astronauts were working on the International Space Station. Before the Russian space administration decided to end the Mir programme, there had also been plans to commercialise the station for space tourists.

A room with a view

For years science fiction writers have speculated ¹_____ holidays in space. Now science fiction has become fact. The International Space Station is the ultimate holiday ²_____. And Dennis Tito, a billionaire businessman from California, was ³_____ first guest.

Space travel is not for the ⁴_____. It has always been a dangerous business and space stations have ⁵_____ several times. But Tito didn't ⁶_____ his mind. He'd looked at the history of space exploration and is still ⁷_____ that it is safe.

The space programme has an excellent safety ⁸_____. 'he explained before his flight. 'The risk I'm ⁹_____ is very low.' Another problem could have been accommodation. Mr Tito normally lives in a huge mansion in Los Angeles. The house has 30 rooms, 50 telephones and an eight-car garage. How did he cope ¹⁰_____ the cramped conditions in space? Didn't he suffer ¹¹_____ claustrophobia? The dream holiday could easily have ¹²_____ into a nightmare.

Yet Tito could not be swayed. 'My commitment is to ¹³_____ all of my dreams,' he said. 'And travelling into space is one of them.'

Is this then the beginning of a new era of space holidays? Experts remain unconvinced. 'Whoever ¹⁴_____ up with the idea of tourists in space didn't consider the costs,' says one scientist. 'Most people will never be able to afford it, so it's unlikely to ¹⁵_____.'

In fact Mr Tito paid £15 million just to make the ¹⁶_____!

Let's focus on ways of talking about the future

Quick quiz

Match the verbs in *italic* with the meanings a–d.

- 1 *I'll phone* Paula now to see if she can come to the cinema.
- 2 *We're going to go out* for a pizza tonight.
- 3 *I'm having* an interview for a job tomorrow.
- 4 The English class *starts* at 8.30.

- a an event on a timetable
- b an intention
- c a definite arrangement
- d a decision which has just been made

1 Describing pictures

Describe this picture of a *smart house*. What do you think a *smart house* is? How does it compare with a typical home nowadays?



2 True or false? 27

A Listen to someone talking about the smart house and decide if these statements are true or false. Correct those which are false.

- 1 The builders will have finished the house by the end of the year.
- 2 What is inside the house will have a tremendous effect on our lives in future.
- 3 The inside of the house looks completely different from most modern houses.
- 4 Residents will find much more than expected in the house.
- 5 Only the rich will be able to afford a house like this.
- 6 The design means the elderly will be living independently for much longer than they do today.

B Do you think any of the predictions are likely to come true? Why (not)?

3 The future with *will* or *going to*

Complete the missing part of the conversations in 1–6 using *will* or *going to*, according to whether the person has already decided to do something or is deciding or agreeing to do something at the time of speaking.

- 1 ○ Aren't you coming with us to the cinema?
● No, I'm exhausted. I _____ put my feet up in front of the TV and do nothing at all.
- 2 ○ What do you fancy doing on Saturday night?
● Haven't a clue! Oh, I know. We _____ try that new Italian restaurant in the High Street.
- 3 ○ _____ do your Maths homework tonight?
● Too true! I want to get it out of the way before the weekend.
- 4 ○ What _____ do about that invitation we received to Paul's party?
● Search me! I don't really want to go, do you?
- 5 ○ When I leave school, I _____ find a job that really interests me!
● I've made my mind up to do that, too!
- 6 ○ I _____ give you a ring about the concert tomorrow night.
● That's fine. I should be at home then.

4 The future perfect or the future with *will*?

A Read the example and put the verbs in **bold** in the correct place on the time line.

By 7 o'clock tonight **I'll have finished** my homework.

I'll phone you at 7 o'clock tonight.

now 7 o'clock tonight tomorrow

B Match 1–2 with a–b to make rules about the two future forms in A.

- 1 We use the future with *will* ...
 - 2 We use the future perfect ...
- a to talk about an action which will be over **before** a certain time in the future.
 - b to make a prediction about what will happen **at** a certain time in the future.

C Put the verbs in these sentences into the future with *will* or the future perfect.

- 1 The engineers (connect) the telephone by lunch time.
- 2 In future, parents (use) remote-control cameras to check that their small children are safely tucked up in bed.
- 3 By 2005, every household (install) a security alarm system.
- 4 People (be) able to switch on every light in the house via a computer, even if they are away from home.
- 5 Smoke detectors (switch) off the gas supply if high levels of carbon monoxide are detected.
- 6 By the end of the next century, our homes (become) places we rarely leave.

5 The future continuous

4 Read the sentence and choose the best explanation(s) of the use of the future continuous.

This time next week I'll be moving into my new house.

We use the future continuous:

- a to emphasise when the action is going to happen.
- b to make an arrangement for the future.
- c to emphasise the length of the action.

3 Write sentences about what you will be doing at these times in the future.

- 1 this evening
- 2 this time tomorrow
- 3 next Saturday afternoon
- 4 next year
- 5 in two years' time

6 Find the extra word!

Read the text. Some of the lines are correct, but most have an extra word which does not fit into the sentences. Cross out the extra words and tick the lines which are correct.

Exam training

Extra words Do not just read each line individually. Read each sentence as a whole. This will help you decide if a word is needed or not.

Robotic future rushes towards us

- ☒ The first robot-controlled taxi will ~~to~~ be installed somewhere
- ☒ in the world between 2004 and 2007. Not only that, but before
- ☐ this decade is over, news presenters will be transmit what they
- ☐ see live to TV screens from micro-sensors planted in their
- ☐ optic nerve. What they say will have be picked up by mobile phone
- ☐ transmitters implanted in the their shoulders. Two years after that,
- ☐ the first of factories will be working in space, making micro-chips
- ☐ from crystals which grown in space, and shipping them back to the
- ☐ earth in auto-pilot shuttles. By 2006, biometric signatures will be
- ☐ commonplace. Workers will gain entry, and customers will get
- ☐ their credit balances at a glance, through being computer-based optical
- ☐ recognition of their eyes. Stolen with personal technical equipment will
- ☐ refuse to work because it cannot been recognise the patterns of the owner's
- ☐ fingerprints. People will vote on-line in local and national elections
- ☐ from mobile terminals in all over the world. By 2005, 'going out'
- ☐ will be a matter of a staying in and downloading films, live concerts
- ☐ and football matches to watch at a time by which suits your routine.

Let's activate!

7 Fifty years on

Use some of the ideas in 1–6, and some of your own, to talk about what everybody's life will be like in fifty years' time. Use the future continuous or the future perfect where possible.

Example

We'll all have learned to speak the same language.

- 1 domestic robots iron our clothes
- 2 online schools replace traditional schools
- 3 visit other planets on holiday
- 4 buy nuclear-fuelled cars
- 5 move to another planet
- 6 work in space

Which of these suggestions do you think is the most or least likely to become reality?

Writing a personal statement and a letter

Applying for a job

Words connected with work

Match the words in 1–8 with those in a–h to make phrases connected with work, then discuss what the phrases mean.

- | | |
|-----------------|-------------------------|
| 1 apply for a | a high / low salary |
| 2 earn a | b retirement |
| 3 be on | c staff |
| 4 gain some | d job / post / position |
| 5 take early | e work experience |
| 6 recruit extra | f reference |
| 7 supply a | g redundant |
| 8 be made | h maternity leave |

Studying the samples

1 Understanding the task

A Read the information about a personal statement and answer the questions.

- 1 Who writes a personal statement?
- 2 Why do you think an employer might find it useful?

Personal statement

- 1 This is an overall or supplementary statement about your achievements, interests and abilities. It may highlight any which are particularly significant to you.
- 2 It is often useful to discuss what you are going to say in your personal statement with another person.
- 3 It is important to remember that the statement is yours.

B Read Angela's personal statement. Ignore the missing words. Which paragraph focuses on:

- a her character and personality?
- b her long-term career plans and main interests?
- c her hobbies and short-term plans for the future?

Name: Angela Taylor

The role of sport and physical education in today's world has always
1 _____ me and I would like to pursue a 2 _____ in this field. I enjoy
3 _____ in all kinds of sport and, on many 4 _____, have 5 _____
medals for athletics in both track and field events.

My hobbies are reading, playing chess, 6 _____ travelling. I climbed
Mount Kilimanjaro at the age of 17 with an organised 7 _____. I am
8 _____ learning to drive and am computer-literate. My full-time
education will have finished by July this year and I will be spending
August and September in Australia.

While I am a creative person, I am able to 9 _____ calm in a crisis
and very rarely lose my temper. Working as a member of a team is
something I would welcome. I feel I have an 10 _____ for working
with young people and taking on responsibility for others.

Angela Taylor

2 The right word

Read Angela's personal statement again and choose the correct word, a, b, c or d, to fill each gap.

- | | |
|-----------------|--------------|
| 1 a regarded | b noticed |
| c interested | d concerned |
| 2 a career | b job |
| c work | d post |
| 3 a doing | b exercising |
| c participating | d making |
| 4 a instances | b occasions |
| c opportunities | d times |
| 5 a earned | b won |
| c passed | d taken |
| 6 a in addition | b as well as |
| c after all | d too |
| 7 a excursion | b experience |
| c exploration | d expedition |
| 8 a already | b actually |
| c currently | d really |
| 9 a hold | b have |
| c keep | d find |
| 10 a aptitude | b appearance |
| c application | d approval |

3 A letter of application

Read the letter Angela sent with her application form, CV and personal statement to apply for a job as a sports coach. Can you put these words in the correct position in the letter?

- | | |
|------------------------|--------------------|
| a most convenient | e hearing from |
| b successful applicant | f find enclosed |
| c as requested | g application form |
| d advertised in | h take up |

Dear Sir or Madam,

I am writing to apply for the job of sports coach 1 _____ yesterday's Daily News. I notice that the 2 _____ will be required to 3 _____ the post in September of this year, which would be 4 _____ for me. Please 5 _____ my CV and personal statement, 6 _____, together with my completed 7 _____

I look forward to 8 _____ you,

Yours faithfully,

Angela Taylor

Steps to better writing

4 Formal and informal language

Can you rewrite these sentences changing the words in *italic* into more formal language as they appear in the samples?

- 1 I would like to *try and find* a career in this field.
- 2 I am looking forward to *doing* all different kinds of sports.
- 3 I can type *and also* use a word processor.
- 4 I *am good at* dealing with young people.
- 5 I *now* have a part-time job.
- 6 I *can use* a computer.
- 7 *Whoever is chosen* will begin working in September.
- 8 September would be *fine* for me.
- 9 *As you asked me*, I am sending my CV.
- 10 I'm *expecting* a letter from you.

5 Completing sentences

A Use one of these verbs in its correct form to complete the sentences.

• earn • gain • win • achieve

- 1 Sam _____ quite a lot of money in the school lottery.
- 2 Tina likes being a nurse but she doesn't _____ a high salary.
- 3 Students who are not very academic can often _____ great success in their chosen careers.
- 4 I _____ a lot of experience working abroad last summer.

B Complete these sentences so that they are true for you.

- 1 I would like to pursue a career in _____.
- 2 The kind of work I am interested in is _____.
- 3 In my first job, I would expect to earn _____.
- 4 At school I have gained _____.
- 5 I enjoy participating in _____.
- 6 I am currently learning to _____.
- 7 _____ is something I would welcome.
- 8 I feel I have an aptitude for _____.

Writing your personal statement and letter of application

6 Understanding the task

You are going to write a personal statement and an accompanying letter to send with your application for one of these jobs. Read the two advertisements and decide which job you would like to apply for.

Local Newspaper

requires

Trainee Reporter

Ability to write creatively essential
Position available from September
Send completed application form,
together with a personal statement to:

Morton Times,
23, High Road,
Clington NW12 3BD

Mega Video Store

requires

TRAINEE MANAGER

- Previous retail experience desirable but not essential
- Must be able to co-operate with other staff members and deal sympathetically with customers
- Post available from October
- Apply in writing by sending a CV and personal statement to

MEGA VIDEO,
16, LONDON ROAD,
RUNFORD NE44 6AN

7 Planning

Exam training

Highlighting information Underline the most important information in the job advert. This will help you to focus on the necessary details to include in your writing.

- Discuss your personal statement and accompanying letter with a partner.
- Decide how many paragraphs your statement will contain.
- Decide what each paragraph will focus on.
- Make a list of points to include in each paragraph.
- Decide what details to put in your accompanying letter.

8 Writing

Write your statement and letter. Give them to your partner to read. Check each other's writing and correct any mistakes.

9 Checking

As you write, check that in your personal statement you have:

- used appropriate formal English.
- given reasons for your main interests.
- included other hobbies and interests.
- described your character and abilities.

Check that in your letter of application you have:

- stated your reason for writing.
- referred to the starting date.
- mentioned what other documents you have enclosed.
- used the right ending.

Vocabulary

1 Words that go together

Choose the most appropriate word, a, b or c, to complete the sentences.

- Stella dreamed of ____ a career in fashion design. She'd always been interested in clothes.
a making b following c pursuing
- The company asked me to ____ a reference before they offered me the job.
a apply b supply c fill in
- Oliver wanted to ____ a high salary, so he applied for a job as a banker.
a make b win c earn
- Mark didn't want to ____ early retirement. He preferred to carry on working.
a have b make c take
- If you're interested in a career in television, you need to ____ relevant work experience.
a develop b gain c achieve
- The company was so successful it had to ____ 50 extra staff.
a recruit b enrol c raise
- When the factory closed down, all of the workers were ____ redundant.
a given b made c ordered
- Monica has ____ for over 30 jobs and she still hasn't got an interview.
a written b submitted c applied
- Tina did her boss's job while she was ____ maternity leave.
a on b in c over
- In order to ____ success in your chosen career, you need to be completely dedicated.
a win b achieve c gain

- Do you fancy going out tonight?
• No thanks, I can't. *I'm going to visit / 'll visit* my aunt in the hospital.
- How are you going to explain that broken vase?
• I'm not sure. Maybe *I'll say / 'm going to say* it was the cat.

3 The future continuous

Rewrite these sentences using the future continuous.

- Laura is going to fly to London next Tuesday.
Next Tuesday ____
- David is going to meet her at the airport at 6 o'clock.
At 6 o'clock ____
- We're going to watch *Lord of the Rings* at the cinema from 8 this evening.
At 8 this evening ____
- I'm going to get the train home tomorrow morning.
Tomorrow morning ____
- Brad is going to revise for his exam this weekend.
This weekend ____

4 The future perfect, the future continuous, will or going to?

Put the verbs in brackets into the correct future form. There may be more than one possible solution.

- This May we ____ (know) each other for two years.
- By 2050 man ____ (probably / colonise) the planet Mars.
- I'm not sure where Jenny ____ (go) this evening. Why do you want to know?
- Shall I call you later on?
• Yes, but not after 9 p.m. I ____ (watch) the football match on TV.
- Peter is 16 years old today. This time next year he ____ (be able to) to drive a car.
- ____ Jordan ____ (be) home by 7 o'clock?
• No, he won't. He ____ (still / play) basketball at school.
- We're moving next month. By that time the builders ____ (finish) our new house.
- The director is making a new film. He ____ (work) on it for six months.

Grammar

2 will or going to?

Choose the correct alternative, *will* or *going to*.

- Aren't you starting university this October?
• That's right. *I'm going to study / 'll study* physics.
- Can I take your order, please?
• *I'll have / 'm going to have* a hamburger and an orange juice. Thanks.
- This suitcase is really heavy!
• Hold on! *I'll help / 'm going to help* you carry it.
- Are you going to see / Will you see* Judy this weekend?
• Yes, we're going shopping together on Saturday.

5 Extra word

Read the text. Four of the lines are correct, the other lines have an extra word which does not fit into the sentences. Cross out the extra words and tick the lines which are correct.

An electronic future

- 1 ☐ *Matrix* could have be the last book you will ever buy.
- 2 ☐ Scientists have developed an electronic book that
- 3 ☐ capable of carrying thousands of the titles in a single
- 4 ☐ volume. The revolutionary design uses 'electronic ink'
- 5 ☐ located within the pages, which can be programmed for to
- 6 ☐ print any text downloaded into the book from the Internet.
- 7 ☐ The volume, which it is the size and shape of a normal book,
- 8 ☐ will have been up to 200 pages of 'digital paper' and is
- 9 ☐ as likely to be on sale within three years. 'My interest is to
- 10 ☐ preserve all the great aspects of books but to add additional
- 11 ☐ features that will take with them into the 21st century,' said Professor
- 12 ☐ Joseph Jacobson, who has invented the book. 'It could have be the
- 13 ☐ Bible one day and the story of Peter Pan the next. People will be
- 14 ☐ able to have whole libraries that they consist of just one book.'
- 15 ☐ The book is expected to be cost between £300 and £600
- 16 ☐ when it eventually goes on the sale.

Writing

6 A letter of application

- A Complete the job advertisement with the correct preposition.
• throughout • for • in • with • under

SK SysKo International

SysKo International is looking ¹ _____ Junior Computer Programmers

Are you a recent computing graduate?

Are you fluent ² _____ Italian or French?

Can you work ³ _____ pressure?

Are you able to deal ⁴ _____ several projects at once?

Then contact us!

We have offices ⁵ _____ Europe and are looking ⁶ _____ junior
programmers to join local teams.

⁷ _____ application forms please write to:

Human Resources
SysKo International
315 Walworth Road
London SN2 9QB

- B Now choose the correct option, a or b, to complete the letter.

Dear Sir or Madam

I am writing to apply for the job of
junior computer programmer

¹ _____.

I have recently completed a Computing
and Italian degree at Middlesex
University. I also have some work
experience ² _____.

As part of my degree course, I worked
in Italy for 3 months for Sega.

³ _____ testing games and
identifying faults. ⁴ _____, I

also spent one month developing new
products. More recently I have been
working for the local government,

⁵ _____.

I would be free for interview at any
time and would be available to

⁶ _____.

Please find enclosed my CV

⁷ _____, together with a
completed application form

⁸ _____.

I look forward to hearing from you,

Susan Mitchell

- 1 a advertised in *The Times* on 3rd July
b that I saw in the newspaper the other day
- 2 a which would be relevant to the post
b which could be really useful
- 3 a I spent lots of time
b My main responsibilities were
- 4 a As well as doing all that
b In addition
- 5 a implementing a new computer network
b doing stuff on a new computer network
- 6 a to start work whenever you want
b take up the post immediately
- 7 a with details of my work experience to date
b with information about the things I've done
- 8 a which you asked for in your ad
b as requested

Grammar

- 1 Read the text. Four of the lines are correct, the other lines have an extra word which does not fit into the sentences. Cross out the extra words and tick the lines which are correct.

Forever Young

- 1 ☐ 22 March, 2148: It is Andrew's birthday, but he doesn't feel
- 2 ☐ like celebrating. He was born in 1998, and he suddenly feels as
- 3 ☐ old and tired. He decides to see to a doctor. He waves his hand
- 4 ☐ and a 3D virtual doctor steps through out of the wall screen and into
- 5 ☐ his living room. 'Andrew,' the doctor says, 'I see from them
- 6 ☐ your records that you're 150. Congratulations! Now what's the
- 7 ☐ problem?' Andrew sighs. 'I feel as if I'm 200. What's wrong?'
- 8 ☐ The virtual doctor frowns and says: 'Give to me your GeneCard.'
- 9 ☐ Andrew gives his credit card that containing all 100,000 of his genes,
- 10 ☐ to the doctor. 'Hmm, your genes are they perfectly normal. However,
- 11 ☐ some of are quite old.' The virtual doctor injects new genes into
- 12 ☐ Andrew's bloodstream, then next disappears from the wall screen.
- 13 ☐ After the treatment, Andrew feels himself better. He leaves the house
- 14 ☐ for a relaxing day at the beach. He is just falling to asleep, when
- 15 ☐ suddenly the computer which in his ear starts to bleep. A video image
- 16 ☐ appears up in the lens of his sunglasses. It's his sister Jane, calling on
- 17 ☐ the Internet. She is fifty years younger than him, but they have a good
- 18 ☐ chat. 'You know,' his sister also says. 'I think I miss the passage of time.
- 19 ☐ Youth, middle age, old age. Everything seems the same as when you
- 20 ☐ live for the centuries.'

- 2 Choose the correct alternative.

- 1 The International Space Station *is being built / is been built* by astronauts from many different countries.
- 2 By 2020 the Station *will have been completed / will have been being completed*.
- 3 Nowadays the Internet *is being used / was used* by more and more people for entertainment.
- 4 By the time I got to the shop, the last copy of the computer game *has been sold / had been sold*.
- 5 We had to show our passports before we *are allowed / were allowed* to board the plane.
- 6 Jeff broke his leg in a skiing accident. He's *having / 's been having* the plaster cast removed today.
- 7 A suspicious-looking bag *had been left / is left* at the airport check-in desk.
- 8 The DVD player is broken. We need *to get it fixed / it to get fixed*.

- 3 Rewrite these sentences using the words given in brackets.

- 1 The Treaty of Waitangi admitted New Zealand to the British Empire in 1840. (was admitted) _____
- 2 An engineer installed our Internet connection this morning. (had) _____
- 3 Someone stole Zoe's wallet while she was on the bus. (stolen) _____
- 4 The shop is delivering Rob's bike next week. (getting) _____
- 5 Astronauts use complex instruments aboard the spacecraft to monitor their flight. (used) _____
- 6 The hairdresser is dyeing Maria's hair on Saturday. I'm not sure what colour. (having) _____

- 4 Complete the text with the correct form of the verbs below.

- mean • do • not have to • transport
• become • be • work • start • do

What ¹ _____ we _____ in the next twenty years? According to scientists, new developments in technology ² _____ that we have more free time. By 2050, experts predict that most of us ³ _____ in offices at home. Our new smart homes ⁴ _____ everything for us, from ordering supermarket groceries to cleaning the house. And we ⁵ _____ worry about booking holidays as virtual reality machines ⁶ _____ us anywhere in the world. But ⁷ _____ life _____ better? Psychologists fear that people ⁸ _____ less sociable, spending more time in their homes enjoying virtual entertainment. And with so many things available at our fingertips, people ⁹ _____ to become lazy and exercise less.

5 Choose the best future form to complete the sentences.

- By this time next year, Gregory *will have sailed* / *will sail* around the world.
- When he reaches Australia, he *will be visiting* / *will have visited* eight countries.
- In three years time I *ll be finished* / *ll be finishing* my university degree.
- What are you doing this evening?
 - I don't know. Perhaps I *ll watch* / *'m going to watch* TV.
- What *will you be doing* / *will do* in ten years' time?
 - Maybe I *ll be working* / *'m going to have worked* abroad.
- I'm late for school and I can't find my coursebook.
 - I *ll help* / *'m going to help* you look for it.
- Have you got any plans for this summer?
 - Yes, I *'m going to go* / *ll go* to the States. I'm already saving up for the plane ticket.
- What time will you get home tonight?
 - I *ll probably be* / *ll probably have been* back at around 10 o'clock.

8 Complete these sentences with the correct preposition.

• to • with • of • on • in

- Mark was fluent _____ three languages. He wanted to be a translator.
- Karen was afraid _____ flying. She always travelled by train.
- Peter couldn't deal _____ the pressures of his job. In the end, he had to resign.
- Astronauts on the space station rely _____ recycled air for their survival.
- According _____ scientists, space tourism will never be popular. It's just too expensive.
- The film *Red Planet* is set _____ the future and based _____ a book about Mars.

Vocabulary

6 Complete these sentences with an expression with *have* in the correct form.

- have it out with • have a good mind to
- can't have it both ways • have a change of heart
- have no connection with

- Although Dave planned a gap year after college, he _____ when he was offered a good job.
- The hotel turned out to be a big disappointment. Fiona and Steve _____ book a room somewhere else.
- We don't have enough money to buy a car and go on holiday – you _____.
- The restaurant _____ the hotel, despite having the same name.
- Clare _____ her boss about why she hadn't been promoted.

7 Complete the sentences with the correct form of these verbs.

- change • pursue • set • gain • tell • give • achieve

- Phoebe took a summer job at a pizza restaurant. She wanted to _____ some work experience.
- The audience was delighted. The actor _____ a brilliant performance.
- The first few minutes of the film _____ the scene for a powerful story of love and betrayal.
- Gill wanted _____ a career as a marine biologist. Her ambition was to work with dolphins.
- Mike _____ his mind and decided to go to the party after all.
- If you want _____ success in life, you have to work hard and make the right choices.

Listening 28

9 You are going to hear an extract from an interview with Jack Armstrong, a NASA astronaut. Read through questions 1–4 carefully, then listen to the tape and choose the correct answer.

- How many times has Jack Armstrong travelled on the space shuttle?
 - 28 times.
 - 10 times.
 - 3 times.
 - 12 times.
- How do astronauts prevent muscle wastage while they are in space?
 - They play physical games.
 - They receive special training.
 - They exercise on a special machine.
 - They exercise at specific times.
- Why is eating in space a problem?
 - Because the food often floats away.
 - Because you can only eat certain types of food.
 - Because the food is too salty or spicy.
 - Because you lose interest in eating.
- According to Jack, what is the most thrilling thing about space travel?
 - Taking off in the space shuttle.
 - The experience of weightlessness.
 - Travelling into the unknown.
 - Working on the space station.

Culture Vulture

- 1 Compare and contrast these three paintings. Say which you like best and which you like least.
- 2 Do you know the names of the artists who painted them?
- 3 Which painting is
 - a) Impressionist in style,
 - b) Cubist in style?
- 4 Would you recognise other works by the same artists if you saw them?



Skills

1 Reading for gist

Read the text quickly and find out what experiments connected with art were carried out and what the results showed.

2 Matching statements to content

From statements 1–8, choose four which reflect the content of the text.

- 1 It is generally thought that pigeons are stupid.
- 2 Birds are very discerning about what they eat.
- 3 Scientists can assess pigeons' intelligence by rewarding them with food.
- 4 Pigeons appear to be able to recognise different artistic styles.
- 5 Pigeons can tell one Impressionist artist from another.
- 6 The test with students proved that pigeons could be trained to do anything.
- 7 The students probably failed the tests because they approached them in a different way.
- 8 Pigeons apparently enjoy appearing on TV.

3 Writing a summary

Discuss these questions with a partner, then write answers to form a summary of what you have read in the text.

- 1 What did the pigeons have to do in the first experiment?
- 2 What were the results?
- 3 What could the pigeons not do?
- 4 What did the British study consist of?
- 5 What were the results?
- 6 What did the TV programme show?

Art-loving pigeons are not so dumb after all!

1 Pigeons are not as daft as they appear. In fact, they are so discerning that they can tell a Picasso from a Monet. For years, we have assumed that the flocks at Trafalgar Square were not capable of doing anything but waiting to scrounge food from gullible tourists. But new research suggests that they are probably just resting after taking in the art at the National Gallery.

2 Scientists in Japan have shown that pigeons can outperform art students in telling Picassos from Monets while in Britain pigeons have beaten university students in a race to work out where food is hidden. The Japanese researchers repeatedly showed pigeons in individual cages 30 different paintings by Picasso and Monet. The pictures were flashed up in the birds' cages on a screen below which was a full container of seed.

3 The birds rapidly learned that if they pecked at a Picasso, they were rewarded with food while Monets brought no reward at all. When they began to enjoy near-perfect scores, the scientists thought this was because the birds had perfect memories. So they showed them new, unseen Picassos and Monets and found the pigeons were able to identify the right artists again, showing they had a visual concept of style. They could tell the difference between Monet's dappled light and vivid colours and Picasso's surreal angular figures. But when work by artists who painted in the same Impressionist or Cubist art style were brought in, the birds became confused – just like some art students.



4 In the British study, town pigeons beat 200 university students in a contest to work out which of 60 coloured bar charts showed where food was. Slides showing three red columns of varying heights on a white background were projected on to a wall. The pigeons, who had learned earlier they would get the right food if they pecked the right images, got it right every time. Only two students in 200 worked out that the food lay under the graphs with the smallest coloured areas. The kindest explanation is that the students were searching for a more complicated answer. However, the pigeons no doubt feel that it's time their human rivals tried a little bit harder in future.

5 The pigeons' amazing brainpower was revealed in a three-part TV documentary called *Animal Minds*. Producer Paul Reddish said: 'When it comes to visual concepts, the brain of the art student and the pigeon may be very similar.' The programme also arrived at these rather startling conclusions: certain monkeys in the jungle suffer from the same levels of stress as office workers; bees teach each other not only where to find food but whether it is of a high quality, and most animals can show some emotion.

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Vocabulary

4 Word search

Find words or phrases in the text which mean:

- Paragraph 1
a unintelligent b take or accept as being true
c easily persuaded or deceived
- Paragraph 2
d do better than e again and again
- Paragraph 3
f strike or bite with a beak g a general or abstract idea
h unable to make a decision
- Paragraph 4
i difficult j competitors
- Paragraph 5
k shown l very surprising

5 What's the difference?

Many of these words appear in the text. Use the correct alternatives to complete sentences a and b in 1–5.

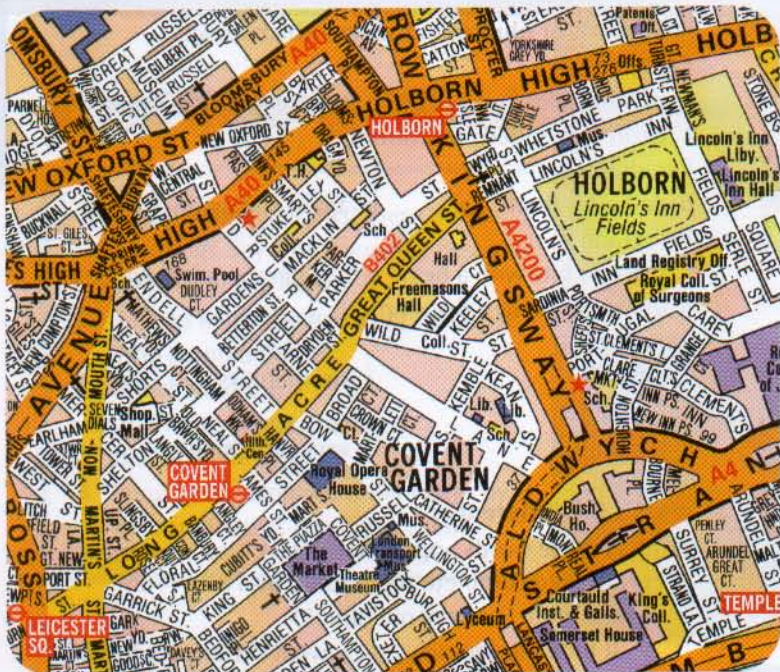
- 1 take in (line 6) / work out (line 11)
 - a It took me ages to _____ what the answer to the question was.
 - b The teacher speaks so quickly that I find it difficult to _____ everything she says.
- 2 tell the difference between (line 23) / mistake one for another
 - a The twins look so similar that most people _____
 - b Can you _____ a Monet and a Picasso painting?
- 3 vivid (line 24) / surreal (line 25)
 - a I really like wearing _____ colours like red and orange.
 - b The woman's face in that painting is so strange that it looks _____
- 4 win / beat (line 29)
 - a Did England ever _____ the World Cup?
 - b Our local baseball team always seems to _____ its opponents.
- 5 contest (line 30) / context
 - a You can't always understand the meaning of a word from its _____
 - b The tennis champion's victory was so easy there was really no _____

Time to talk!

Discuss these statements about human beings and animals. Say why you agree or disagree with them.

- Humans are just animals who can talk.
- Animals have feelings just like humans.
- Pets are always more reliable than people.
- Humans should leave animals in the wild where they belong.

Good for the brain?



Look quickly at the map of Central London and try to memorise it. Close your books, then see if you can answer the questions the teacher asks you.

Listening skills

1 Completing notes

Listen to part of a radio programme about London taxi drivers, or cabbies, and complete the notes.



- Name of test taken: _____
- What research shows: drivers _____
- Difference in brain capacity: _____
- Type of memory increased: _____
- What cabbies are famous for: _____

2 Listening for detailed information

Listen to the tape again and answer these questions.

- What do London taxi drivers do as part of their training?
- The speaker calls the taxi drivers a 'rare breed'. Why?
- Who did the researchers compare the taxi drivers to?
- What do the cabbies have to do to pass the knowledge test?

3 Statements the speaker makes

Listen to another part of the programme. Eleanor Maguire, a researcher from University College, London, is talking about the hippocampus, the part of the brain where we store the things we consciously remember. Tick (✓) the statements she makes and put a cross (X) beside those she does not.

- Researchers already knew about the power of an animal's hippocampus.
- The human hippocampus is different from an animal's.
- A damaged hippocampus makes life difficult for creatures.
- Taxi drivers who knew more places had a larger hippocampus.
- Taxi drivers are difficult people to study.
- This study could have been done in any city in the world.
- The researchers used two completely different methods of testing cabbies.
- Experienced taxi drivers were more willing to spend time being tested.

4 Words and meanings

These words appear on the tape. Choose the correct meaning according to how they were used.

- | | |
|-----------------------------|-----------------------------|
| 1 navigation | a finding the way somewhere |
| | b sailing a boat |
| 2 intimately | a loosely |
| | b closely |
| 3 ordinary mortals | a rather boring people |
| | b normal human beings |
| 4 acquired | a obtained |
| | b developed |
| 5 elsewhere | a in other places |
| | b in another situation |
| 6 a significant correlation | a an important connection |
| | b a related sign |

Speaking skills

5 Sentence pauses

- A Look at this sentence from the tape and decide where there would be a pause and where the voice would fall in spoken English. This is sometimes indicated by a comma in writing. Can you put a comma where you think it is necessary in this sentence?

As part of that we could include navigation.

- B** Mark the pauses in these sentences from the tape with /.

Example

In animals / navigation and the hippocampus are intimately linked.

- 1 So it would seem now is the human hippocampus.
- 2 If any part of a creature's hippocampus was damaged the animal could no longer find its way around.
- 3 They are an excellent group to study.
- 4 What we did was look at the amount of time spent as a taxi driver.
- 5 The longer you had been a taxi driver the bigger the brain got.

- C** Now listen to check your answers.

6 Silent letters

Some of the words in 1–7 contain letters which are silent, others do not. Read the words out loud and circle the letters which are silent.

Example

Knowledge knock kind

- | | | |
|-------------|---------|--------|
| 1 write | worried | wrong |
| 2 when | which | why |
| 3 house | honest | hour |
| 4 ignore | signal | sign |
| 5 racial | crucial | trial |
| 6 conscious | science | scream |
| 7 built | bullet | guilt |

7 Brainstorming a presentation

You are preparing a presentation on the following topic: 'To what extent does children's upbringing affect their achievements in life?' In small groups, brainstorm what kind of information you will need for your presentation and where you might find it. Think about the different meanings of 'upbringing' and how you might interpret the word 'achievements'.

8 Organising your information

In the same groups, decide what information for your presentation you might put under these headings.

- Introducing your project
- Arguments supporting the topic
- Arguments against the topic
- Conclusions

9 Presenting your information

Look at the ways of presenting information in *How can I...?* Divide them into the following categories:

- A Introduce a topic
- B Support an argument
- C Introduce a contradictory argument
- D Support your opinion
- E Conclude an argument

How can I...?

Present information

On the other hand, ...
To sum up, ...
In my opinion, this is a result of ...
Overall, it would seem that ...
Research has shown that ...
I, personally, feel this is true because ...
Most people would agree that ...
However, ...
This would appear to be true because ...

10 Giving a presentation

You have prepared the presentation in 7. Give a presentation (4–5 minutes) using the outline plan in 9. The presentation checklist below will help you.

Presentation checklist

- Stick to the organisation of your presentation. This will help you to present your ideas clearly.
- Demonstrate your knowledge of the topic. This will show you have done some research.
- Present more than one point of view. This will show that your information is not one-sided.
- Be prepared to defend your opinion quoting examples. This will show your ideas are based on evidence, not imagination.
- Speak clearly and watch your grammar. Incorrect grammar can interfere with the communication of your message.
- Practise your delivery and timing before your presentation. This will help you to build up your confidence.

11 Answering questions about your presentation

What answers might you give if you were asked the following questions about the presentation in an examination?

- Why did you choose this topic?
- Where did you find your information?
- Were you surprised by any of the information you found?
- What conclusions have you drawn from your research?
- What action could be taken to improve the situation?

Vocabulary

1 Word formation

- A Complete the table with the correct form of the words. Use a dictionary to help you if necessary.

verb	noun	adjective
1 X	intelligence	_____
2 to think	_____	thoughtful
3 to memorise	_____	_____
4 _____	_____	knowledgeable
5 _____	imagination	_____
6 to inform	_____	_____
7 _____	_____	concentrated
8 _____	_____	confusing

- B Complete these sentences with a suitable word from the table above.

- The experiment seemed to show that pigeons were more _____ about art than art students.
- Can you turn the radio off? I'm finding it difficult _____.
- Have you ever tried _____ a 20-digit number?
- Mark is very _____ about computers. He helped me fix my PC.
- It was _____ of you to buy Heather a birthday present.
- You need a lot of _____ to write a good adventure story.
- Rob must be very _____. He can speak three languages.
- The book on how to improve your memory was very _____. There was a lot of practical advice.

2 Phrasal verbs with take

- A Match the phrasal verbs in *italic* with their meanings a–f.

- It didn't take long for Sue to *take in* the equation. She was very good at maths.
 - Rachel *took to* Tim immediately. They had the same hobbies and interests.
 - Zoe said Gareth was useless at hockey. She had to *take back* her words when he scored a goal.
 - When he missed the football match, Matt *took it out on* his girlfriend. It was her fault they arrived late.
 - Luke was keen to *take on* more work and earn his promotion.
 - Lisa is really good at sciences. She *takes after* her father.
- a admit you are wrong
b look or behave like a member of your family
c take responsibility for something
d behave badly towards someone because you are upset
e like something / someone
f understand something

- B Answer these questions so they are true for you.

- When was the last time you had to take something you said back?
- Do you like taking on extra responsibilities at school?
- Do you find English grammar easy to take in?
- Who do you take after most in your family?

3 Prepositions

Complete these sentences with the correct preposition.

• at • out • from • with • for • of

- If the pigeons choose the correct answer, they were rewarded _____ food.
- Scientists are searching _____ an explanation of why the pigeons did so well.
- The amount _____ time the experiment took was longer than expected.
- Researchers looked _____ all the evidence, then came to a conclusion.
- Michelle was suffering _____ a terrible headache. She'd spent hours in front of her computer.
- It took Daniel a long time to work _____ a solution to the problem.
- Dominic O'Brien is famous _____ his phenomenal memory.

Speaking

4 Talking about memories

- A Make notes about three or four memorable events in your life. They can be positive or negative experiences. Use this list to help you.

- a memorable birthday party
- a journey somewhere
- a concert, match or film you saw
- a special festival, e.g. Christmas
- a holiday
- an accident
- your first date with your boyfriend / girlfriend
- passing a test or an exam

- B Work in pairs. Talk about your memories. See if you can find any similar memories.

5 The right word

Choose the correct option, a, b or c to complete the text.

How to have a perfect memory

Dominic O'Brien is one of that ¹ _____ breed of people who can memorise a whole deck of cards in 35 seconds. But how does he do it? In an extract from his new book, *Learn To Remember*, he ² _____ the secrets of his amazing ³ _____.

'In 1988 I was watching a television programme called *Record Breakers*, when a man called Creighton Carvello came on. His challenge was to ⁴ _____ a pack of 52 cards. He did it in two minutes and 59 seconds without ⁵ _____ a mistake.'

'I was fascinated, but I couldn't ⁶ _____ how he managed to do it. Either he had a special brain, or he knew a good technique. So I ⁷ _____ a lot of time trying to discover my own technique and, about three months later, I had begun to perfect one.'

'The way I remembered was to give each card a personality. I started with the court cards. I ⁸ _____ their faces, and they ⁹ _____ me of friends and family or famous people. I then had to come up ¹⁰ _____ a system that would make me remember the number cards as people as well. For example, I would think of the six of spades as Sylvester Stallone because the initials of both are "S.S.". I then put each person in a location using a journey that was familiar to me. At various stages, I would ¹¹ _____ meeting the different people.'

'Four years after seeing Creighton Carvello perform his feat on *Record Breakers*, I ¹² _____ a risk and gave up my job. I'd decided to ¹³ _____ a career as a memory man. Since then I have won the World Memory Championships six times and I'm able to memorise a 2,000-digit number.'

'Some people are surprised that, at 42, I can still be a champion, but it's not true that memory fades with age. As we get older, we think our memory is ¹⁴ _____ worse, but in truth we are just getting lazy. We are able to ¹⁵ _____ as much information as before. The secret is to keep your mind active. I'm hoping I'll still be memory champion of the world when I'm 90!'

The Express

- | | | |
|-----------------|--------------|---------------|
| 1 a different | b rare | c alone |
| 2 a says | b exposes | c reveals |
| 3 a thought | b memory | c imagination |
| 4 a memorise | b know | c concentrate |
| 5 a doing | b having | c making |
| 6 a work out | b work over | c work up |
| 7 a spent | b did | c had |
| 8 a looked over | b looked for | c looked at |
| 9 a remembered | b reminded | c recollected |
| 10 a with | b against | c for |
| 11 a invent | b imagine | c think |
| 12 a made | b had | c took |
| 13 a make | b take up | c do |
| 14 a being | b making | c getting |
| 15 a take up | b take in | c take on |

Factfile

A Read the factfile and complete the notes.

Number of participants:
Men and women both good at:
Men better at:
Women better at:
Possible reason for bad memory:

The Memory Machine

If someone recites a telephone number to you, can you repeat it without thinking? Or are you the kind of person who steps out to buy some bread and milk and forgets the milk? A recent memory experiment at the Science Museum has analysed the memory of thousands of volunteers with some interesting results. Over three thousand people participated in the experiment which revealed whether men or women are better when it comes to remembering things. While men and women showed little difference in their ability to remember numbers, men turned out to have better spatial skills. Researchers looked at map reading in particular, and found that women rotate their maps more than men because they are not as good at visualising their surroundings. However, women outshone men when it came to tests of verbal memory, such as learning a foreign language.

Some participants felt that their memory was deteriorating. Scientists speculated that computers and personal organisers, which store information for us, may have made our memories worse.

B Discuss these questions with a partner.

- 1 What type of things do you find easy / difficult to remember? Think of telephone numbers, languages, directions, etc.
- 2 Do you think you have a stronger spatial memory or a stronger visual memory?
- 3 Do you agree that computers are making our memories worse?

Let's focus on the third conditional, wishes and regrets

Quick quiz

Match 1–4 with a–d to complete the rules.

- 1 We use the zero conditional to talk about _____
 - 2 We use the first conditional to talk about _____
 - 3 We use the second conditional to talk about _____
 - 4 When expressing wishes with *would* we do not use _____
- a something which is unlikely to happen.
 - b something which is always true.
 - c something which may happen in the future.
 - d the pronouns *I* and *we*.

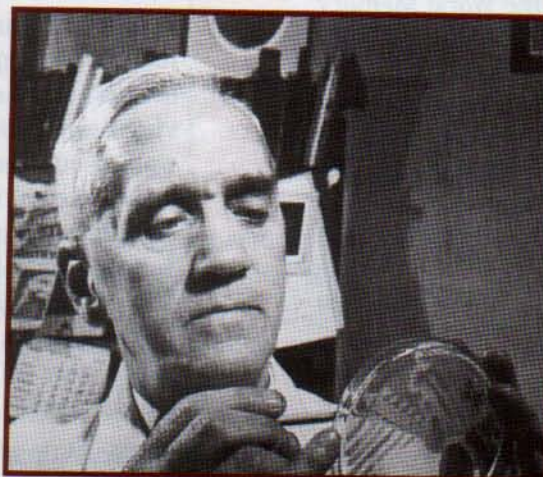
1 Grammar in context

Read the text and complete the details.

- 1 Discovery: _____
- 2 Significance of discovery: _____
- 3 Discoverer: _____
- 4 Born: _____
- 5 Died: _____
- 6 Date of discovery: _____
- 7 Accident: _____
- 8 In 1945: _____

ACCIDENTS OF SCIENCE

Sir Alexander Fleming (1881–1955) had a colleague who until quite recently still worked at St. Mary's Hospital, London. According to this colleague, the discovery of penicillin would never have happened if one day in 1928 a piece of mould had not floated in through an open window (possibly from the pub opposite) and landed on a glass plate Fleming was using in an experiment. The plate was covered with a nasty bacterium called *staphylococcus*.



A less observant scientist might have dumped it straight in the bin, but Fleming noticed there were no bacteria near the green mould. In tests, he discovered that the mould also killed other bacteria, yet could be given to animals with no obvious side-effects. The discovery, which became known as penicillin, was the first antibiotic, and was able to combat a host of fatal bacterial diseases. Finally, in 1945, Fleming and two other scientists shared a Nobel prize for the discovery that was to save millions of lives.

2 The third conditional

- A Complete the sentence about Fleming's discovery and answer the questions below.
If a piece of mould _____ through the open window, Fleming _____ penicillin.

- 1 Did a piece of mould float in through the window?
- 2 Was penicillin discovered because of this?

- B Read these two sentences and answer the questions below.

If Fleming had been careless, he would have dumped the plate in the bin.

If Fleming hadn't been so observant, he might not have noticed what was on the plate.

- 1 Which tense is used after *if*?
- 2 Which form of the verb is used in the other part of the sentence?
- 3 Which sentence means '*But he wasn't*', so *he didn't*', and which means '*But he was*, so *he did*'?

- C Complete the information about the third conditional using the words in *italic*.

had or hadn't done would / wouldn't have done

To form the third conditional we use:

- a *If* + _____, + _____
- b _____, + *if* _____

3 The right form

Read the factfile about Greenwich. Rewrite sentences 1–5 beginning with the word 'If ...'.

Example

If the Greenwich Observatory hadn't been set up in 1675 to solve the problem of fixing longitude at sea, it would never have become the centre of world time.

How did Greenwich become the centre of world time?

- 1 The Greenwich Observatory was set up in 1675 to solve the problem of fixing longitude at sea, and it became the centre of world time.
- 2 One of the Observatory's first jobs was to check the rotation of the earth, so Greenwich astronomers brought in two newly-invented pendulum clocks.
- 3 Time-keeping began at Greenwich Observatory when these clocks were introduced.
- 4 Scientists then started to produce almanacs of the stars – charts relating back to the Greenwich meridian, and these charts were used by most of the world's navigators.
- 5 Because they produced these almanacs, Greenwich was chosen as the prime meridian of the world, in other words the starting point of both longitude and time.

4 Expressing wishes and regrets about the past

A One of these wishes and regrets about the past is stronger than the other. Which one, a or b?

- 1 a I wish I had gone to university.
b If only I hadn't dropped out of school.
- 2 a I wish I had won the jackpot!
b If only I hadn't lost my lottery ticket!

B Write two sentences about what you wish or regret about the past.

- 1 I wish I had(n't) _____
- 2 If only I had(n't) _____

C Write sentences expressing wishes and regrets about the past using the ideas in 1–6. Add a reason or explanation for the wish or regret.

Example

Paul doesn't like working in his new office.



*Paul wishes he had stayed in his old office. His new one is too crowded.
If only Paul hadn't moved from his old office. His new one is too noisy.*

- 1 I have never won anything in my whole life.
- 2 Sam went on a camping trip to Canada last year.
- 3 The students didn't study hard enough for the test on Monday.
- 4 You weren't able to go the party last Friday night.
- 5 The teacher gave you a lot of homework last weekend.
- 6 You have never had the opportunity to travel abroad.

Let's activate!

5 A world of difference!

In small groups, try to imagine what the world would have been like if some of these things had never happened. Try to use the third conditional where possible.

Example

If fire hadn't been discovered, humans wouldn't have been able to cook their meat, so they might not have developed in the same way. They might have had a very different type of diet. Also, they wouldn't have been able to keep warm.

- 1 the discovery of fire
- 2 the development of the power of speech
- 3 the invention of boats and ships
- 4 the development of atomic energy
- 5 the building of towns and cities
- 6 the invention of the microchip

6 Every student's worst nightmare!

Imagine that your worst nightmare has become reality. Tell a partner what it is, then say what you wish you had or hadn't done before it happened.

Example

If only I'd done more revision for my exam! I can't answer a single question!



Academic attitudes

Which school subjects are the most popular in your class?

Which subjects do you find the most difficult? the easiest? Why?

Which subjects do you do better in when you take examinations?



Studying the sample

1 Understanding the task

Read about a survey carried out in England for an educational newspaper and fill in the missing information in 1–10 in the table. Ignore the missing headings in the text. Do any of these statistics surprise you? Why (not)?

2 Using headings

A Which paragraph of the survey report focuses on the following points? Write a–e as headings in the appropriate place 1–5.

- a Encouraging an interest in science
- b Jobs which appear to attract students
- c Reactions to the findings of the survey
- d Subjects which interest students
- e What students had to say

B Why do you think the writer included section e in the report?

3 Vocabulary

Explain the following phrases from the report in your own words.

- 1 there was a twist to all this (line 7)
- 2 a wide range of (line 11)
- 3 rather negative in their tone (line 12)
- 4 dead boring (line 13)
- 5 not in the least surprised (line 18)
- 6 as it tended to be (line 26)

Report on Science Survey conducted at the National Space Science Centre, Leicester

Results obtained:	
1 _____:	1,026
2 _____:	secondary school students
3 _____:	four out of five
4 _____:	15%
5 _____:	90%
6 _____:	only one in 14
7 _____:	43%
8 _____:	23%
9 _____:	20%
10 _____:	65%

1 _____

Last week, a survey of 1,026 secondary school students was conducted by the National Space Science Centre in Leicester. Four out of five thought science at school was boring, 15% thought biology the only subject of any interest, and 90% criticised the way they had been taught science. Only one student in 14 wanted to take up a career in science.

2 _____

However, there was a twist to all this: 43% of the students would like to be astronauts, compared with 23% who wanted to be footballers and 20% who would prefer to be fashion models. Some 65% wanted to see some form of space science introduced into the classroom.

3 _____

The students who were questioned in the survey produced a wide range of comments, some rather negative in their tone. Examples include: 'The experiments are good but the rest is dead boring'; 'I don't mind experiments but I hate recording results'. However, one comment was much more encouraging: 'I want to be an astronaut, so I need to get all the knowledge I can because astronauts must have lots of qualifications.'

4 _____

Researchers at the Space Centre were not in the least surprised by the findings. They confirmed what had been suspected for a long time – that astronomy, space, and the origin of the universe are the most important subjects when it comes to attracting young people into science and maintaining their interest.

5 _____

It seems that a passion for science can be maintained by enthusiastic teachers who highlight the relevance of the subject in a modern world and who can overcome the idea that science is represented by white-coated academics, as it tended to be in the past.

Steps to better writing

4 Presenting statistics and information

Complete the gaps in these sentences with suitable words.

- 1 A survey _____ 2,000 students was _____ in Leicester.
- 2 Only one student _____ 12 was interested _____ taking _____ science as a career.
- 3 _____ expressed an interest _____ art, compared _____ 15% who were more attracted _____ history.
- 4 Five students _____ of ten said they thought geography was interesting.
- 5 20% _____ the students who were _____ in the survey produced rather negative comments.
- 6 It _____ that most students are interested in space travel.
- 7 The survey _____ that biology is the only aspect _____ any interest.
- 8 A quarter _____ students said that science was boring.
- 9 The minority _____ that science would be useful.
- 10 The results _____ what had been suspected.

5 Using the passive

A There are six examples of the passive in the report. Can you find and underline them? What tenses are the passive verbs in? Why is the passive suitable for a report of this kind?

B Rewrite these sentences in the passive form. Use the beginnings given.

- 1 People carried out a survey. A survey ...
- 2 Enthusiastic teachers had greatly motivated students. Students ...
- 3 They will publish the findings of the survey next week. The findings ...
- 4 We can encourage students to take more interest in scientific subjects. Students ...
- 5 People often think science is boring. It is ...
- 6 People often thought science was difficult. Science ...

Writing your report

6 Understanding the task

You are going to carry out a class survey to find out what kind of jobs students would like to do when they leave school, then write a report on your findings.

Exam training

Writing for a particular reader *Think carefully who your report is for and what information might be useful to your readers. This will help you focus on the important issues when you plan your writing.*

7 Designing a questionnaire and conducting your survey

- A** In small groups, brainstorm what information you will need to know, then design a questionnaire to find the information. You will need space for both questions and results. Use the ideas from each group to design your final questionnaire.
- B** Record your findings by asking students to raise their hands when the survey questions are asked, then calculate the percentages of students for each question.
- C** Ask individual students for some personal comments. Make a note of them.

8 Planning

- 1 Decide how many paragraphs your report will have.
- 2 Decide what to include in each paragraph.
- 3 Decide which student comments to include in your report. Try to choose at least two different kinds of comments.

9 Writing

Write your report (250–300 words).

10 Checking

As you write your report, check that you have:

- presented statistics clearly and logically.
- shown negative and positive attitudes.
- included some personal comments.
- mentioned your reaction(s) to the findings.
- suggested an overall conclusion.
- given sections headings.
- used the correct number of words.

Vocabulary

1 Words that go together

Choose the correct words or phrase to complete the sentences.

- Joe accepted the job offer. It was a golden _____ for him.
a chance b opportunity c fortune
- _____ a fortune wasn't important to the scientist. All he wanted was recognition for his work.
a Doing b Creating c Making
- The company _____ a survey on the popularity of science subjects.
a carried on b carried off c carried out
- Is there a connection _____ a good memory and intelligence?
a between b across c with
- Alexander Fleming _____ penicillin by accident.
a discovered b invented c found
- When she was in Florida, Fiona _____ the opportunity to visit the Kennedy Space Center.
a gave b won c had
- Researchers interviewed a _____ range of students before they wrote their report.
a large b wide c width

- They / catch / the train if they had got up earlier.
(might)
- If you had invited Jess to the party, she / come. (would)
- If you wanted to pass your exam, you / revise more.
(should)
- If they didn't want to miss the show, they / arrive earlier. (ought to)
- The athlete / win / the race if he hadn't injured himself.
(could)
- Clare / be / a good violin player if she hadn't given it up. (could)

4 Expressing wishes and regrets about the past

Rewrite these sentences with *I wish* or *If only*.

- Bryan was sorry that he left school at 16.
He wishes ...
- Jenny forgot to lock the door of her flat.
If only ...
- Unfortunately Tina broke her leg when she was skiing.
She wishes ...
- I feel awful about forgetting Pam's birthday.
I wish ...
- I regret not travelling abroad when I was younger.
If only ...
- It's a shame that we couldn't go to the mountains last weekend.
I wish ...
- Martin missed the bus and was late for school.
He wishes ...
- It's unfortunate that Ben didn't get the job.
If only ...

Grammar

2 Third conditional

Rewrite these sentences in the third conditional.

- Maria didn't go on holiday because she didn't have enough money.
If Maria ...
- We didn't see the concert because we didn't book tickets in advance.
If we ...
- The police didn't catch the thief so he didn't go to jail.
If ...
- I was able to watch the film because I found my glasses.
If ...
- Matt didn't buy the car because it was too expensive.
Matt ...
- They had an accident because they weren't driving carefully.
If ...

3 Speculating about the past

Expand the halves of these sentences using the prompts and the modal verbs in brackets.

- If you had told Matt about your problem, he / offer / help. (might)

5 Using *had better*

We use *had better (not)* to say what is the best thing to do in a situation.

*It's started to rain. You **had better** open your umbrella.*

*The train is leaving in ten minutes. You'd **better not** be late.*

We could also use *should (not)* or *ought (not)* in these sentences, but *had better (not)* is stronger.

Read these situations and write a sentence with *had better (not)*.

- You and your friend are lost in a strange town. You see a policeman walking along the street.
- You're travelling on a plane when the person next to you lights a cigarette. It's a no smoking flight.
- Andy wants to go trekking, but he hasn't got any walking boots.
- Michelle has had her wallet stolen. It had her all her money in it.
- Karl wants to go swimming, but the sea looks rough.

Writing

6 Factual information

Quickly read the report and complete the notes.

Number of students interviewed: _____
Number of sixth formers interviewed: _____
Average cost of accommodation: _____
Average cost of food: _____
Average cost of clothes: _____
Percentage of students with part-time jobs: _____
Average student debt: _____
Number of sixth formers worried about costs: _____

7 Matching headings

Now match these headings to paragraphs 1–5 in the report.

- a Reactions to the findings of the survey
- b Things which were cheaper
- c What students had to say
- d Aim of the report
- e Things which were more expensive

8 Word search

Find words and phrases in the report which mean:

- 1 as stated by
- 2 carried out by
- 3 most
- 4 a standard amount
- 5 guess that the amount of something will be less than it actually is
- 6 say what you think or feel about something
- 7 information discovered as the result of research

9 Discussion

Discuss these questions in groups.

What type of problems do university students face in your country? Are they similar or different to the problems in the report? How do students deal with them?

REPORT ON THE COST OF UNIVERSITY LIFE

1 According to a recent survey, many sixth-formers* could experience money trouble by underestimating the cost of life at university. The survey which interviewed over 500 sixth-formers and 1,700 university undergraduates was
5 conducted by NatWest Bank. It found that sixth-formers had no idea about the real costs of college life.

2 Areas where sixth-formers underestimated costs included going out with friends and accommodation. The majority of sixth-formers expect to pay an average of £97 per month in
10 rent, while students already at university say the average rent is £173.

3 However, although sixth-formers underestimated costs in some areas, they overestimated spending on books, food and clothes. For example, undergraduates said they spent
15 £55 a month on food, compared to sixth-formers' expectation of £74, and £28 on clothes compared with £54.

4 Undergraduates who were questioned commented on the ways they managed their money. 'Most of the books I need for my course are in the university library, so I don't usually
20 buy them,' said one student. 'I try to cut down on the cost of transport by cycling to university,' said another. And 36% of university students had part-time jobs to help them pay for their studies.

5 All in all, researchers were surprised by the findings. The
25 survey showed that nearly four out of ten of this year's sixth-formers had considered not going to university because of the costs involved. One researcher commented: 'The results are quite worrying. Many students don't seem to be prepared for the financial realities of life at college.
30 The average student debt at the end of their studies is £4,300. This is putting some sixth-formers off going to university at all.'

*sixth-formers = students in the final two years of secondary school.

10 Divided loyalties

Love conquers all



- 1 The two people in these photographs are Romeo and Juliet. What happens to the two characters in Shakespeare's play?
- 2 Why do you think this kind of story interests people?
- 3 What sacrifices would *you* make to be with the one you loved?

Skills

1 Reading for gist

Read the newspaper article quickly and find out why the story refers to Romeo and Juliet.

Love in a hot climate

1 It had everything a film studio could dream of: not only a clean-cut hero and an exotic heroine, but also love across the divide – in short, the story of a modern Romeo and Juliet. He was a 25-year-old American marine, a Lieutenant Corporal called Jason Johnson. She was a 19-year-old Arab princess called Merian. When their eyes met in a crowded shopping mall in Bahrain, it was love at first sight. When her family discovered the courtship, Merian was confined to her home but the romance continued by telephone. Finally, the couple decided to flee and make their lives together in the USA. It may sound like a script for a film but this one is – more or less – a true story.

2 Jason knew that US marines did not have to show a passport to leave Bahrain so he forged documents for Merian so that she would appear to be a member of the marine corps. Merian was kitted out in sloppy, baggy American clothes. She hid her long hair under a New York Yankees baseball cap and together they boarded a flight to Chicago.

3 After being released by the immigration service while a decision was made as to whether she would be allowed to stay in the USA, the princess married the marine. Jason, the son of a cement truck driver, was duly demoted to the rank of Private for bringing an illegal immigrant into the country but is still serving at his unit's base in California, where the couple now live. Technically, Merian could still be deported, even though she is married to a US citizen.

4 A key figure in the lovers' story is Tom Colbert, the president of a company that promotes stories that first appeared in local newspapers by placing them on TV and in national newspapers and magazines. Colbert arranged for a contact, Mary Aloe, to sign up the film rights to their story.

5 'I fell in love with them,' said Aloe. 'They are an awesome couple. Their story has everything. It's a thriller and there could be three different endings. They could live happily ever after and find out that her family secretly supported her. Or she could be sent back and he has to let her go. Or she's an independent woman who realises that, although she loves Jason, now that she's in America she wants to move on. No matter what the ending is, it's still a great movie!'

The Guardian

2 Multiple choice questions

A Read the text again and choose the best answer, a, b, c or d, to questions 1–6.

- 1 What does the word 'it' refer to in line 1?
 - a the film studio
 - b the American marine corps
 - c the couple's story
 - d the play *Romeo and Juliet*
- 2 Jason and Merian fell in love when they
 - a were studying together.
 - b were working on a film together.
 - c went to see the play *Romeo and Juliet*.
 - d noticed each other in a busy place.
- 3 How did Merian manage to flee to the US?
 - a She already had an American visa.
 - b She carried papers proving she was serving as an American marine.
 - c She pretended to be a member of a baseball team.
 - d She had her hair cut short to make her look more American.
- 4 What happened immediately after the couple arrived in Chicago?
 - a Merian was detained by the immigration authorities.
 - b The couple told Jason's family they were getting engaged.
 - c Jason was discharged from the US marines.
 - d Jason got a job as a cement truck driver.
- 5 What does Tom Colbert do for a living?
 - a He works for a local newspaper.
 - b He runs his own company.
 - c He owns a TV company.
 - d He produces film adaptations of plays.
- 6 Why does Mary Aloe think the story would make a great movie?
 - a The story has three different endings.
 - b The main character is an independent woman.
 - c The story offers many interesting possibilities.
 - d The story is similar to a successful American thriller.

B What ending do you think the story will have?

Vocabulary

3 In your own words

Explain in your own words what these words and phrases from the text mean. Use a dictionary if necessary.

- 1 confined to her home (line 8)
- 2 flee (line 10)
- 3 forged documents (line 14)
- 4 after being released (line 20)
- 5 was duly demoted (line 23)
- 6 could still be deported (line 26)
- 7 promotes stories (line 29)
- 8 sign up the film rights to the story (line 32)

4 Uses of make

A Match the uses of *make* with the explanations on the right.

- | | |
|------------------------------|----------------------------------|
| 1 make sacrifices | a go towards |
| 2 make for | b laugh at somebody |
| 3 make somebody do something | c do regularly |
| 4 make fun of | d become friends after a quarrel |
| 5 make a habit of | e force somebody to do something |
| 6 make it up | f give one thing up for another |

B Put one of the meanings of *make* in its correct form in these sentences. There is one phrase you won't need.

- 1 When the plane landed, the passengers _____ the passport control office.
- 2 It is often necessary to _____ to be able to get what you want in life.
- 3 Don't _____ Ted. He's trying his best to be serious!
- 4 When the children were younger, we _____ of spending our holidays in the mountains.
- 5 Cristina and her boyfriend quarrelled but _____ soon afterwards.

5 Masculine and feminine nouns

Some nouns have masculine and feminine forms. Fill in the missing words in the table.

Masculine nouns	Feminine nouns
1 hero	
2	princess
3 son-in-law	
4	niece
5 actor	
6	queen
7 lion	
8 bull	
9 cockerel	
10	heiress

Time to talk?

Which of these conflicting points of view is closest to what you think? Why?

Family ties are the most important things in life. Your job or studies play a much more important role in your life than personal relationships!

Let's focus on reported speech

Quick quiz

Decide whether these statements about reported speech are true or false.

- 1 There are three types of reported speech: statements, orders and questions.
- 2 There are only two things you need to think about when you change direct speech into reported speech.
- 3 The verbs used to report an order and a polite order are the same.
- 4 The form of past modals doesn't change in reported speech.
- 5 If the reporting verb is in the present we still change the verb tense in reported speech.

1 Reporting statements

A Most verb tenses after a reporting verb in the past change in reported speech. Complete the table showing how these tenses change.

- | | | |
|------------------------------|---|-------------|
| 1 present simple | → | past simple |
| 2 present continuous | → | |
| 3 present perfect | → | |
| 4 present perfect continuous | → | |
| 5 past simple | → | |
| 6 past continuous | → | |
| 7 past perfect | → | |
| 8 past perfect continuous | → | |

What happens to words like *will*, and other modals?

B What do you think this picture shows?



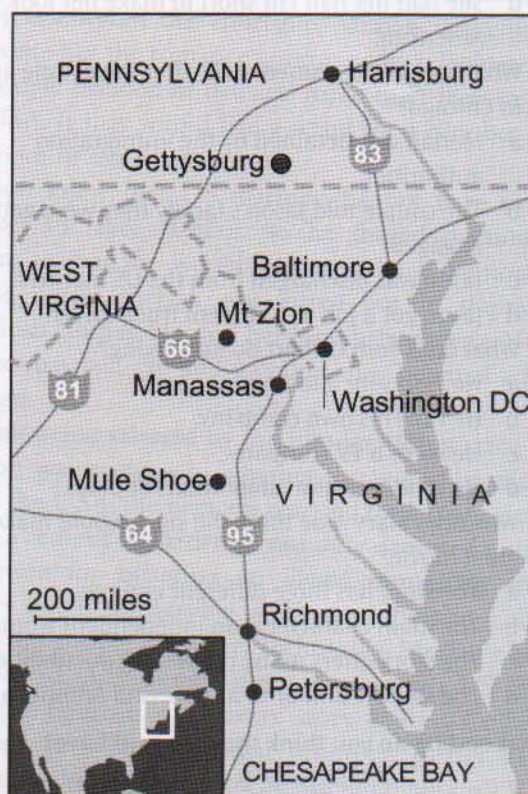
- C Read the newspaper cutting then report statements 1–6. Use the reporting verbs in brackets. Remember to make any necessary changes to the verb tenses, the pronouns, and words which refer to the present. Leave out any unnecessary words.

Example

Yes, OK, the battle today looks terrible, but we aren't getting hurt. (admit)

One person admitted that the battle that day looked terrible, but they weren't getting hurt.

Re-enactments of famous battles from the American Civil War are frequent. One re-enactment of the battle of the Mule Shoe between the South and the North in 1864 (see the map) took place over three days and attracted 7,000 re-enactors and 20,000 spectators.



- 1 The battle this morning was fought in mist and swirling smoke. (tell)
- 2 You see, the re-enactment is only part of this weekend's entertainment. (explain)
- 3 I take my role-playing seriously – yes, I do. (admit)
- 4 Everyone chooses to be a soldier who is similar in age or background. (say)
- 5 We would never, and I mean *never*, change the character we have chosen. (insist)
- 6 Actually, we're remembering the days when we had to fight for a cause. (make it clear)

2 Reporting orders

A Match sentences 1–4 with the ways of reporting them in a–d.

- 1 'Sit in the first row,' said the person who showed us to our seats.
- 2 'Please keep quiet,' said the man sitting next to us.
- 3 'Don't go anywhere near the battlefield,' said a man.
- 4 'Please don't allow young children near the horses,' said a woman.

- a told _____ to _____
- b asked _____ not to _____
- c told _____ not to _____
- d asked _____ to _____

B Use the verbs *ordered*, *asked*, *pleaded with*, *urged* or *told* to report these orders. Use a suitable subject and object of the verb.

- 1 'Fire!'
- 2 'Don't talk with your mouth full!'
- 3 'Stay where you are.'
- 4 'Please, please, let me come with you.'
- 5 'Take your time.'
- 6 'Please do not put your feet on the seats.'

3 Reporting questions

A Read these reported questions. What were the direct questions? What is the difference between them?

- 1 The reporter asked what time the re-enactment was going to start.
- 2 Someone asked if Robert E. Lee was a Confederate or a Federal General.

B What changes do we have to make when we report questions?

C Match the direct questions 1–6 with answers a–f.

- 1 Where is the museum devoted to the Civil War?
 - 2 What makes the museum special?
 - 3 How many lives were lost in the Civil War?
 - 4 What did the soldiers do to amuse themselves in the winter?
 - 5 When was President Lincoln assassinated?
 - 6 How was he killed?
- a It uses the latest interactive technology.
 - b At Pamplin Park near Petersburg.
 - c Just three days after the South surrendered.
 - d 620,000.
 - e He was shot while watching a play.
 - f They had snowball battles.

D Report the questions and the answers in C. Use these verbs:

- asked • answered • enquired • responded • told • said
- wondered • wanted to know

4 Embedded questions

When we use embedded questions to report what has been asked, we:

- change the word order.
- use *whether*, *if* or the question word as relative pronoun.
- do not change the tense of the direct speech.

Example

Is it time for the interval? → *Do you know if it is time for the interval?*

Rewrite these questions as embedded questions. Use the sentence openers given.

- 1 Are the re-enactors mad? I wonder _____
- 2 Does anybody ever get hurt? Do you know _____
- 3 When does the re-enactment finish? I want to know _____
- 4 What do all these re-enactors do for a living? I'd like to find out _____
- 5 Will you come back for the re-enactment next year? Have you any idea _____
- 6 How long have you been taking part in the battle? Tell me _____

Let's activate!

5 Note-taking 32

A You are going to hear part of a live radio programme about a Civil War re-enactment. Listen to the tape and make notes under these headings.

- 1 Where the presenter is:
- 2 Why he is there:
- 3 The weather today:
- 4 The scene at five this morning:
- 5 The appearance of the re-enactors:

B In pairs, report to each other what the presenter said. These sentence openers will help you.

He said, explained, ... that

He told/asked/urged the listeners (not) to ...

He wondered / wanted to know ...

6 What did your partner say?

If you could take part in the re-enactment of an important event in your country's history, what event would you choose to re-enact? Why? Write your answer on a piece of paper and give it to a partner who will then report what you said to the rest of the class.

Vocabulary

1 Words that go together

Choose the best word, a, b or c, to complete these sentences.

- William Shakespeare is a _____ figure in English literature.
a basic b key c first
- Shakespeare's *Romeo and Juliet* is all about love across the _____.
a difference b division c divide
- When Romeo first saw Juliet it was love at first _____.
a sight b look c impression
- Usually it takes some time for people to truly _____ in love.
a get b become c fall
- Although Romeo found _____ that Juliet was a Capulet, he still wanted to see her.
a after b about c out

2 Expressions with make

Complete the sentences with these expressions in the correct form.

- make a sacrifice • make up • make for • make a habit of
- make (someone) wait • make fun of

- The singer _____ her fans _____ for over an hour before she appeared on stage.
- As soon as he got to the town, Mark _____ the nearest hotel.
- You shouldn't _____ smoking. It's bad for your health.
- Linda _____ a lot of _____ to pursue a career in television.
- People always _____ David. He takes himself far too seriously.
- Tina and Jeff have _____. They haven't cancelled the wedding after all.

Grammar

3 Reporting statements

Report these statements using the verbs in brackets in the correct form. Begin the sentences with the names given.

- 'I'm not interested in romantic films. I'd much rather see a western.' (make it clear) Clint _____
- 'I stayed up last night watching TV. That's why I'm tired.' (explain) Meg _____
- 'It's too late for you to walk home. I'll take you in the car.' (insist) Ryan _____
- 'Ross and Emily have just split up. They had a terrible argument.' (tell) Monica _____
- 'If I had seen Peter yesterday, I would have told you.' (explain) Diane _____

4 Reporting orders

Rewrite these reported orders as direct speech.

- The waitress asked me not to smoke in that area of the restaurant.
- The shoplifter pleaded with the store detective not to phone the police.
- The teacher told us to sit down and open our books at page 67.
- The traffic warden told me not to park my car there.
- John urged me to be careful when I went climbing that weekend.
- My parents told me to be quiet because the baby was sleeping.

5 Reporting questions

- A Read the interview with Pauline Fairhurst, who has been married for 50 years. Complete gaps 1–6 with the questions a–f.
- How did you meet?
 - How long have you been living with your husband, Bill?
 - And did you fall in love straight away?
 - If you could change something about him, what would it be?
 - And what is your advice to newly-weds?
 - Why do you think your marriage has lasted so long?

Presenter	1 _____
Pauline	Well, we've been married for 50 years.
Presenter	That's a long time! 2 _____
Pauline	At a concert in 1950. I was at a jazz club with my friends when he walked over and asked me for a dance.
Presenter	3 _____
Pauline	No, although I thought he was very handsome. It was only after a few months that I realised I was in love.
Presenter	4 _____
Pauline	Well, I'd like him to be tidier, but I wouldn't change anything about his personality.
Presenter	5 _____
Pauline	I think it's because we've always had shared interests. We've done a lot together.
Presenter	6 _____
Pauline	Don't give up when you have problems. Accept each other's weaknesses. Remember that no one's perfect!

- B Now report questions a–f.

6 Embedded questions

Here are some more questions the presenter asked Pauline in 5. Rewrite questions 1–6 as embedded questions using the sentence openers given.

- 1 What is the secret of a successful marriage? I wonder _____
- 2 Have you ever had a serious disagreement? Could you tell me _____
- 3 How did you resolve it? I'd like to know _____
- 4 Do you have any regrets? I want to know _____
- 5 How will you celebrate your wedding anniversary next year? Do you know _____
- 6 Is it difficult being married for so long? Could you tell me _____

7 The right verb

Complete the text with the correct form of the verbs in brackets.

Married to a complete stranger

Elizabeth Runze, a 27-year-old nursing student, ¹ _____ (walk) to her next class when she picked up a copy of her Minnesota college newspaper and ² _____ (read) an article that would change her life. David Weinlick, a fellow student, ³ _____ (advertise) for a wife. He had already set a date for the wedding – Saturday, June 13.

Elizabeth ⁴ _____ (think) it was quite a good idea. She ⁵ _____ (split up) with her last boyfriend four months earlier and had no other romance in prospect. Later that week she ⁶ _____ (see) a television programme which featured Dave's story and she ⁷ _____ (find) him rather attractive.

13 June arrived and Elizabeth ⁸ _____ (turn up) with other hopefuls at the shopping mall, where she ⁹ _____ (select) after three hours of interviews. 'When they announced my name the crowd went wild,' Elizabeth says. In the same mall later that afternoon, just as Dave ¹⁰ _____ (plan), the couple ¹¹ _____ (marry) in front of 3,000 shoppers.

Nearly two years on, the Weinlicks are still together, and they ¹² _____ (enjoy) married life. 'Why ¹³ _____ (people / find) it surprising?' asks Dave. 'Arranged marriages can work very well.' However, in traditional arranged marriages the couple ¹⁴ _____ (support) by their families. The Weinlicks were not. Although Elizabeth's mother ¹⁵ _____ (approve), Dave's parents were shocked by the marriage: why didn't they wait, even a month? 'We had seen each other and we ¹⁶ _____ (know) there was attraction there,' says Dave. But what if they ¹⁷ _____ (not get on) well together? Weren't they worried? 'Not really,' David shrugs.

Elizabeth laughs. 'I didn't want to get to 85 and always wonder if he ¹⁸ _____ (be) the one,' she says. 'I guess I just didn't want to spend my whole life waiting.'

The Times

8 Discussion

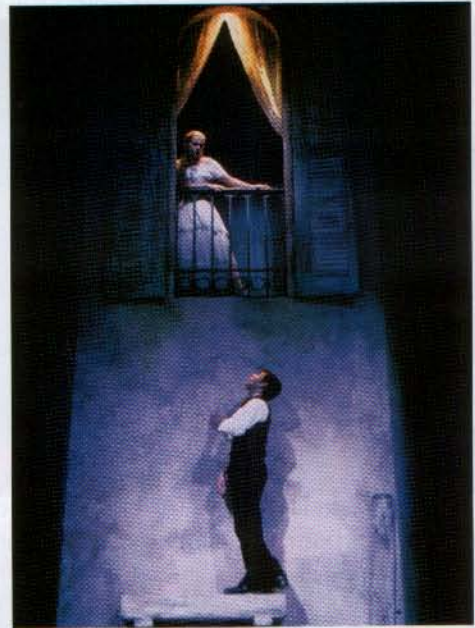
Discuss these questions in pairs.

- 1 What do you think are the advantages and disadvantages of arranged marriages?
- 2 Do you think the Weinlicks approach to marriage is sensible? Why (not)?

Factfile

How much do you know about Shakespeare's *Romeo and Juliet*? Complete the factfile below.

- 26 • Capulets • 1500s • Paris • Montagues • 1595
- Verona • Romeo • balcony • secretly married



Romeo and Juliet was written around ¹ _____, when Shakespeare was producing some of his best writing. He was about ² _____ years old when he wrote it.

The play is set in ³ _____, Italy in the late ⁴ _____. It tells the story of two teenagers who fall in love, despite the fact that their families, the ⁵ _____ and the ⁶ _____, have been feuding for years.

Old Capulet, Juliet's father, is holding a party for all his friends. The Montagues are not invited, of course, but ⁷ _____ goes to the party in disguise. While he is there, he sees Juliet and they instantly fall in love. Later Juliet goes out onto the ⁸ _____ of her room while Romeo is waiting in the garden below. Romeo reveals his love to her and the next day they are ⁹ _____.

Meanwhile, Juliet's father, ignorant of his daughter's marriage, decides to marry her to another young man named ¹⁰ _____. The resulting tragedy ends with the young lovers taking their own lives.

Romeo and Juliet combines misunderstanding, tragedy, humour, and some of the most romantic language found in literature – all in the name of true love.

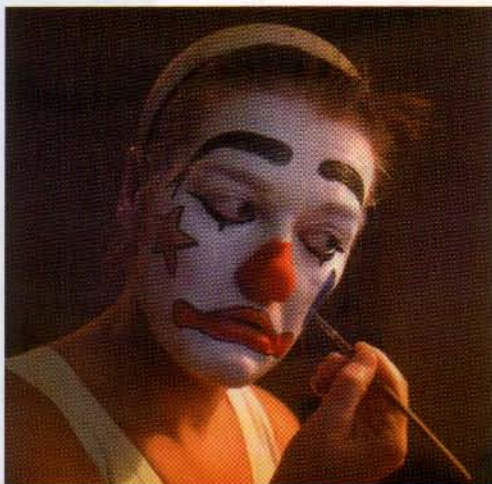
Opting out

- 1 If you could live anywhere you wanted in your country, where would you choose? Why?
- 2 How difficult do you think it would be to move away from the kind of life you have now? Why?

Listening skills

1 Describing contrasts

Compare and contrast these three pairs of pictures. What kind of lifestyles do they show?



2 Multiple matching 33

- A You are going to hear six speakers talking about how they turned their backs on their lifestyles to do something completely different. Decide which speaker, 1–6, expresses statements a–g. One statement does not fit any speaker.

Speaker 1 _____

Speaker 2 _____

Speaker 3 _____

Speaker 4 _____

Speaker 5 _____

Speaker 6 _____

- a I was surprised by my own success.
- b I felt isolated because of my talent.
- c I made a sudden decision to change my lifestyle.
- d I regret making the decision to change my lifestyle.
- e I have made sacrifices to change my lifestyle.
- f I had a little trouble with the locals.
- g I planned my change in lifestyle carefully.

- B Which speakers' stories do you think the pictures illustrate?

3 Idioms 33

- A Listen again to what the speakers say on the tape and fill in the missing words.

Speaker 1

- 1 I was getting a bit _____ with city life, and I'd just _____ with my girlfriend.
- 2 I made a _____ decision.

Speaker 2

- 3 I was getting _____ with travelling.
- 4 the _____ grind
- 5 we'd soon get _____ of it

Speaker 3

- 6 _____ for the end of its natural life
- 7 They thought it would _____ the tone of the area.

Speaker 4

- 8 It turned out that I had a _____ for clowning around.

Speaker 5

- 9 They thought that I'd _____ my _____.
- 10 It's _____ hard work.

Speaker 6

- 11 I decided it wasn't _____ the effort.

- B Can you describe what the idioms mean?

Speaking skills

4 Vowel sounds 34

A Which of the words in these groups contain the same vowel sound?

- | | | |
|---------|-------|-------|
| 1 area | tea | reach |
| 2 door | soon | room |
| 3 head | great | said |
| 4 look | book | pool |
| 5 work | fork | talk |
| 6 huge | hug | few |
| 7 plane | plain | plan |
| 8 first | hurt | worth |

B Listen to the tape and see if your answers are correct.

5 Communicating meaning

Which of the sentences in *How can I ...?* could be used to:

- ask for information?
- refuse to do something?
- justify your opinion?
- make a suggestion?
- persuade somebody?
- warn somebody?

How can I ...?

Express different meanings

I know you're not keen on the idea, but, you never know, you might enjoy...

I'm sorry but I really don't want to ...

The thing is that it's (not) a good idea because ...

Just be careful because ...

How about going ...?

Can you tell me ...?

6 Negotiating

In pairs, role-play these situations taking turns to play A and B. Use *How can I ...?* in 5 to help you.

Exam training

Role-play Look carefully at what you are asked to do and try to remember how to do this in English. Remember, you must include all the points in the role-play and show your ability to express yourself in English.

1

A

You are watching a video with your friend and not enjoying it.

- Suggest that you watch another one.
- Explain why you don't like the video you are watching.
- Persuade your friend to watch your favourite video.
- Give reasons for insisting on watching it.
- Refuse to watch anything else.
- Suggest a solution to the problem.

B

You are enjoying the video and don't really want to watch something else.

2

A

Your friend's parents want him/her to go to university. He/she doesn't want to go.

- Find out his/her reasons for not wanting to go.
- Persuade him/her to talk it over with his/her parents.
- Warn him/her that he/she might regret his/her decision in future.
- Explain why you feel university would be the right option for him/her.
- Justify your opinion.

B

You want to get a job after finishing school. You are angry with your parents for not listening to you.

Soundbites

Memory 35

Listen to a song from the musical *Cats* and answer the questions.

- What memories does the singer have of her past life?
- What has she decided to do when daylight comes?
- Do you think our memories of the past are accurate pictures of what our life was like? Why (not)?

Conflicting interests

- What do you think it would be like to be the manager of a teenage superstar?
- What problems / satisfactions might the job bring?
- How much money do you think you would earn?

Studying the sample

1 Understanding the task

- A** A summary is a brief statement of the main points of a piece of writing. Read this introduction to a newspaper article and underline the most important pieces of information.

Just imagine: thanks to your extremely dynamic manager, you're a teenage superstar, selling millions of records and earning tremendous amounts. Suddenly it happens: your parents fire your manager and pocket his 20% commission. Where do your sympathies lie? This is exactly the kind of situation teenage stars can find themselves in if their former manager decides to take the family to court to seek compensation for a dramatic drop in income.

- B** Compare your answers with a partner.

- C** Which of these sentences best summarises the content of the paragraph in A? Why?

- 1 Famous teenage stars can find themselves in a very difficult situation if their former manager, who has made them into a superstar, takes their parents to court after being fired.
- 2 Teenage stars can face a dilemma if the manager with whom they rocketed to fame sues their parents for loss of earnings after his dismissal.
- 3 Teenage stars are often surprised when their highly successful manager decides to get his own back on their parents, who have sacked him.

2 Deciding what is important

Read another part of the article. With a partner, discuss what you consider to be the most important information in each paragraph.

- 1 But the fact of the matter is, however much we might identify with the teenage star's problems, it could be the manager who deserves our sympathy. It is perhaps the manager who should be applauded for having the stamina and resolve to stand up not just for his own rights but for the rights of all managers and agents operating in the entertainment industry.
- 2 A music industry lawyer says that he advises his manager clients to take it for granted that no matter what their contracts say, and no matter what how well they perform, they will be fired one day and the likelihood of that is all the greater the more successful the artist becomes.
- 3 Artists have no problem with paying managers commission when they themselves aren't earning much money, but as soon as they are, some of them become resentful, choosing to ignore the blood, sweat and tears managers have put in over the formative years.

3 Answering questions to write a summary

Now answer the following questions fully to form a summary of the article in 2.

Why should we congratulate artists' managers?

What should even managers of famous artists never do?

What do artists who become successful easily forget?

Steps to better writing

4 Summarising a paragraph

- A** Read this paragraph, which also appeared in the same article, and find words or phrases which have a similar meaning to those in the list below.

- 1 dismissed
- 2 the means of achieving
- 3 end up being
- 4 calculated
- 5 more than
- 6 money of your own
- 7 to finance
- 8 going to (a court of) law
- 9 do everything necessary
- 10 cleared of blame



Ed Bicknell, former manager of Dire Straits, says: 'It happens all too often that, when managers are fired, they have neither the financial resources nor the appetite for what might prove to be a long legal fight. The legal costs of bringing a case to court are often reckoned to be in excess of £250,000. Some managers have the necessary capital to fund a legal case; others are not so fortunate. Litigation is a scary business but managers should be prepared to go the whole way. If they do, they may be lucky enough to be vindicated.'

- B** Complete these sentences in your own words to make a summary of the paragraph in A. The definitions might help you.

- 1 According to the former manager Ed Bicknell, some managers are fortunate to have _____ to _____
- 2 Managers may risk everything but eventually succeed in _____

5 Cutting out unnecessary information

- A** Read another paragraph from the article and delete any unnecessary information.

Bicknell also says: 'The best advice I can give any new managers entering the music business is to hire a good lawyer and then to keep a meticulous file and diary notes so that, when the dreaded day comes when they get fired by fax or by an answer-phone message, they can successfully protect and enforce their rights. For every CD that is sold, a record label makes £4 to £5 profit, the artist makes £1, and of that, the manager makes 20 pence. As silly as it sounds, you need to protect those 20 pence so that when the artist is selling millions of records, your business can prosper. What needs to come out of all this is for the industry to set up some kind of arbitration service so that these court cases can hopefully be avoided.'

- B** Complete these notes, then use them to write sentences to form a summary of the paragraph in A. The summary does not have to follow the order of the information in the text but it is often easier to write your summary in this way.

- 1 What new managers need to have: _____
- 2 What they need to do: _____
- 3 Why they should do this: _____
- 4 Profit made: _____
- 5 Why profit is necessary: _____
- 6 Suggested solution: _____

Writing your summary

6 Understanding the task

You are going to write a summary of a magazine article about self-motivation. Your summary should be about a third of the length of the original article. First read the article and ask yourself questions about it, then make notes on what you consider to be the most important areas of information.

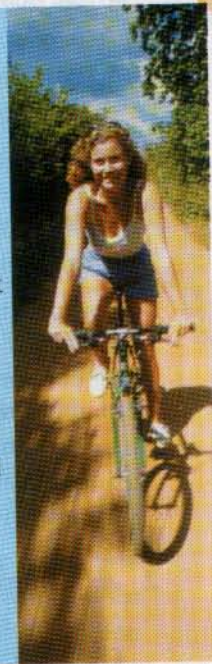
Get motivated

Do you ever suspect that people are taking advantage of you? Do you feel that you have been undervalued, or your efforts go unappreciated? Do you ever kick yourself because you haven't achieved the things you wanted to?

Well, now is the time to get motivated! People who are highly self-motivated never sit back and let luck take over the driving seat of their lives. They make plans – not just for big projects but for everyday tasks as well. They plan what they are going to buy before they go shopping and they plan what they are going to say should someone call.

Good plans keep us motivated because they stop us feeling overwhelmed, and, at the same time, they make us undoubtedly much more efficient at almost everything we do. Planning ahead is always to our advantage.

Of course, even the most carefully constructed plan must sometimes be put aside, especially if an unexpected stroke of bad luck or good fortune happens to come our way. The secret is to be adaptable!



7 Planning

Follow the five-point plan to help you write a summary.

Exam training

Identifying the main points to summarise *Think of ways of grouping examples in the text under headings, e.g. aims, advantages, possible problems.*

- 1 Decide which parts of the text are important.
- 2 Use adjectives, adverbs, link words, and adverb clauses to shorten or combine information.
- 3 Rephrase the text using your own words where possible.
- 4 Do not add your own personal views and opinions.
- 5 Decide what logical order to put your information in.

8 Writing

Read each sentence as you write to make sure that your summary:

- reads smoothly.
- makes sense without reading the original as well.
- includes all the main information.

9 Checking

As you write, check that you have:

- made your summary approximately one third of the original article.
- not repeated information unnecessarily.
- used language economically where possible.

Vocabulary

1 Idioms

A Match the sentences 1–5 with a–e.

- 1 Have you heard? Greg *has broken up with* Julie.
- 2 Tom *was fed up with* his job.
- 3 Rob *has a knack for* fixing computers.
- 4 We spent hours preparing the picnic, but it *wasn't worth the effort!*
- 5 Rosy was bored with the *daily grind*.

- a She couldn't wait to go on holiday.
- b Apparently he likes someone else.
- c He wanted a change of career.
- d Why don't you ask him for help?
- e In the end it rained.

B Now match the idioms in *italic* in A with the meanings a–e below.

- a be bored or unhappy with something
- b end a relationship
- c a waste of time
- d a repeated activity that is tiring or uninteresting
- e have the ability or skill to do something

2 Prepositions

Complete the sentences with the correct preposition. Choose from the list below.

• to • through • in • by • on

- 1 Tina was looking _____ holiday brochures, when her boss walked in.
- 2 Frances wasn't keen _____ the idea of taking a year out. She wanted to find a job.
- 3 I was very surprised _____ Helen's suggestion. I hadn't considered working abroad.
- 4 Life in the countryside is a dream compared _____ life in the city.
- 5 In order to succeed _____ athletics, you need to train very hard and dedicate yourself to the sport.
- 6 Susie decided to enrol _____ a language course. She wanted to learn Italian.
- 7 There was no doubt _____ Paul's mind about the answer. He was convinced he was right.

3 Words that go together

Choose the correct option, a, b or c, to complete the sentences.

- 1 Gail _____ her back on a career in medicine and studied art instead.
a turned b presented c made
- 2 Jason made a(n) _____ decision and bought the motorbike, even though he couldn't really afford it.
a rush b snap c abrupt
- 3 It's often very difficult to _____ a living as an actor.
a have b do c make
- 4 After releasing her first single, the pop star _____ to fame.
a launched b rocketed c took off
- 5 Nicola _____ advantage of her year in Brazil and learnt Portuguese.
a made b took c had
- 6 Missing the train was a _____ of bad luck. If only we'd arrived earlier.
a stroke b push c touch

Speaking

4 Negotiating

In pairs, take it in turns to role-play these situations. Use *How can I...?* on page 127 to help you.

- 1 You have arranged to go on holiday with a friend. Your friend is keen on a beach holiday, but you prefer to go walking in the mountains. Ask them about their reasons for wanting to go to the beach. Persuade them to go on the mountain holiday instead and justify your reasons for suggesting this.
- 2 You are at a disco with a friend and you are not enjoying it. It's too crowded and the music isn't very good. You want to go home, but your friend wants to stay because she/he has seen someone she/he likes. You don't want to leave her/him on her/his own, and you only have half of the taxi fare home. Explain why you want to leave and try to persuade her/him to come. Suggest a solution to the problem.
- 3 You have just passed your driving test and your parents have offered to buy you a small car. You tell them you really want a motorbike, but they don't think it's safe enough. Try and persuade them to buy you a motorbike. Explain why you feel a motorbike would be better for your needs.

Writing

5 A summary

A Read the article quickly and answer the question.

- What are the advantages and disadvantages of being a child star?

B Which summary of paragraph 1, a, b or c:

- uses exact phrases from the paragraph?
 - includes only some of the information in the paragraph?
 - includes irrelevant information or a personal opinion?
 - is badly organised?
 - do you think is the best?
- a Daniel Radcliffe has got a part in the latest *Harry Potter* film. I think he's extremely lucky because he's going to make a lot of money, but he may only be a 'child star'.
- b Daniel Radcliffe is going to be famous. We don't know how he will cope with his fame, or whether he will manage to build a career as an actor, but we do know it's not going to be easy.
- c Daniel Radcliffe's face will be on movie billboards all over the world. His life will never be the same again because he is a child star. He will be recognised by people all over the world.

C Answer these questions to help you write a summary of paragraph 2.

- Where does Gaynor Sheward work?
- What is she an expert in?
- What does she tell new pupils?
- Why does she give them this advice?

D Now complete this summary of paragraph 3. Make sure you include all the important information. Sheward is very careful about _____. She realises that parents' attitudes are _____. For this reason, she _____.

CAST THE PARENTS FIRST

1 Daniel Radcliffe is an 11-year-old whose childhood is about to disappear. The reason is simple: Daniel is going to star in the latest *Harry Potter* film. The young actor's face will be on movie billboards across the world and he will appear in computer games, in toy shops as a doll and countless other merchandise. He is set to enter the world of the 'child star', with all its advantages and disadvantages. Whether he survives and continues his career into adulthood is impossible to predict. One thing is certain, Daniel's life will never be the same again.

2 One woman who will be watching Daniel's progress is Gaynor Sheward. Sheward runs the Italia Conti stage school and advises children on how to cope with the pressure of sudden fame. She knows more than most people how children can find it difficult. 'At the school we spend a lot of time, care and energy preparing children for life in the limelight,' she explains. 'The first point I make is that when you're a child, the things that make you successful usually do not last. You can have lots of work when you're ten, but in just a few months it can all go horribly wrong. If you don't warn them, the sense of rejection can be devastating.' Brief careers, like *Home Alone* star Macaulay Culkin's, are often referred to so children can appreciate the short-lived nature of fame.

3 Auditions for the school are strict. When auditioning children, Sheward says that she is auditioning the parents as well. 'In many cases, if there's an over-confident child, it's often because of pushy parents. When I meet those, I generally say "Why don't you attend a part-time course and keep acting as a hobby?" Often I have to advise parents as much as the children. They can get very anxious about what's going on, they have a lot of issues about money and how to manage the child's earnings, which we discuss. But most importantly, I advise them to be protective without being pushy.'

Anita Chaudhuri *The Times*

Grammar

- 1 Complete the text with the correct word. Use one word in each gap.

The Prisoners' Dilemma

You've probably seen it countless times ¹ ____ TV detective series. The scene is set ² ____ a dimly-lit interrogation room at a local police station. A suspicious-looking man ³ ____ being questioned about a robbery. Just ⁴ ____ the corridor in another dark room is his partner. He ⁵ ____ soon be interrogated about the same crime. The police detectives haven't got enough evidence ⁶ ____ convict the men yet, but they're convinced they committed the robbery. What happens next? The next step is to 'divide and conquer'. Detectives visit the isolated prisoners ⁷ ____ at a time and offer ⁸ ____ a deal: the one ⁹ ____ agrees to testify against the other will be freed.

In this situation, the first impulse ¹⁰ ____ most criminals is to confess and try to get a good deal. However, the best outcome for both prisoners would be for ¹¹ ____ of them to talk. In ¹² ____ case, they could both be freed ¹³ ____ of lack of proof. But ¹⁴ ____ take this path, they must have no doubt ¹⁵ ____ their mind about their partner's loyalty. In addition, they need to be certain that the other one won't be 'tricked' ¹⁶ ____ making a confession. For the prisoner ¹⁷ ____ doesn't confess, the risks are high. There is no way of finding ¹⁸ ____ if his partner has 'done a deal'. If he has ¹⁹ ____ betrayed, he will receive the full punishment, because he did ²⁰ ____ help the police. If both betray ²¹ ____ other, both will be punished, but less severely than ²² ____ they had refused to talk.

This problem is known as 'The Prisoners' Dilemma' and ²³ ____ fascinated psychologists for years. The dilemma lies in the fact that each prisoner has a choice ²⁴ ____ only two options, but cannot make a good decision without knowing ²⁵ ____ the other one will do. What would you do in this situation? Would you keep quiet or would you confess?

- 2 Report the following interview between a policeman and a crime suspect.

• admit • tell • explain • say • insist • urge • make it clear
• ask • want to know • reply

- Policeman** Well, Mr Fletcher, you could be in a lot of trouble.
Fletcher I don't understand ...
Policeman Where were you at 9 pm last Saturday?
Fletcher I went out with a friend.
Policeman Were you anywhere near the jeweller's on the High Street?
Fletcher No, I wasn't. I was at a café on the corner of Cannon Street.
Policeman Are you sure?
Fletcher Er ... yes, I might have walked past the jeweller's later – on my way home.
Policeman Think carefully ... it'll be better for you if you tell me the truth. Is that really where you were?
Fletcher Yes, I'm certain. I remember it clearly.
Policeman But that's not what your friend said ...

Example The policeman made it clear that Mr Fletcher could be in a lot of trouble.

- 3 Put the verbs in brackets into the correct tense.

- If he hadn't committed a crime, he _____ (not be arrested).
- If I _____ (remember) my mobile, I would have called you.
- The pop star _____ (not become) famous if her manager hadn't supported her.
- If you _____ (bring) a map, we wouldn't have got lost.
- If they _____ (not go) climbing, they wouldn't have had an accident.
- If I had gone to university I _____ (finish) my degree by now.

- 4 Match these sentence halves.

- If the police had more evidence,
 - If we'd arrived at the concert on time,
 - If it hadn't been so dark,
 - If you wanted me to trust you,
 - If you liked the outfit so much,
 - If you hadn't forgotten your bathing costume,
- a we might have got a seat.
b you could have gone swimming.
c they could have arrested the criminal.
d you should have bought it.
e I would have seen the burglar.
f you ought to have told me the truth.

5 Use the verb in brackets in the correct form to complete the sentences. Make them positive or negative as necessary.

- 1 I wish I (learn) Spanish at school. I'm going to Madrid this summer.
- 2 If only I (eat) that hamburger. It's made me feel quite ill.
- 3 If only I (buy) a mobile phone. The bills are really expensive!
- 4 Kate wishes she (go) to the party. She didn't enjoy herself.
- 5 Mark wishes he (pay attention) in classes. His final exams are next week.
- 6 I wish I (save) more money. I can't afford to go on holiday!

Vocabulary

6 Put the words in brackets into the correct form.

- 1 IQ tests are a way of measuring people's _____ (intelligent).
- 2 Are you able to _____ (memory) telephone numbers easily?
- 3 London taxi drivers are incredibly _____ (know) about roads in the city.
- 4 Clare is very _____ (imagine). She makes up the most incredible stories.
- 5 We need more _____ (inform) about the hotel before we book it.
- 6 It takes a lot of _____ (concentrate) to play a game like chess.
- 7 These directions are very _____ (confuse). No wonder we got lost!
- 8 Susan is very _____ (think). She bought me a gift for my birthday.

7 Complete these sentences with the correct form of one of these phrasal verbs with **take**.

- take it out on • take after • take back • take in
- take on • take to

- 1 Emma never _____ life in the city. She preferred living in the country.
- 2 When things go wrong Tess always _____ everyone else. She won't admit it's her fault.
- 3 The explorer decided _____ the challenge and organise the expedition to the Himalayas.
- 4 Brett quickly _____ the assembly instructions and set up the computer.
- 5 Monica is a very talented musician. She must _____ her mother.
- 6 As soon as Tim realised his mistake, he _____ everything he had said.

8 Complete the sentences with the correct form of the verbs.

- make • have • turn • rocket • take

- 1 The film *Romeo and Juliet* _____ Leonardo DiCaprio to fame. It appeared in cinemas all around the world.
- 2 Not many people manage to _____ a living as a successful artist.
- 3 If you _____ the opportunity to work abroad, would you take it?
- 4 Child stars _____ a fortune when they're young, but they often can't find work when they grow up.
- 5 If you _____ people for granted, it means you don't appreciate what they do for you.
- 6 After a brief prison sentence, Ryan _____ his back on a life of crime.
- 7 Tim _____ advantage of his father's offer, and borrowed his car.

Listening



Ian Baldwin works as a wildlife ranger on the Surrey Heaths in England. Akwasi Gyebi works for the Ghana Wildlife Society, protecting the African rainforest. As part of a Millennium project called 'On the Line', Ian and Akwasi swapped jobs for two weeks.

9 Listen to the two people talking about their experiences and decide which speaker expresses statements a–g. Write **I** for Ian and **A** for Akwasi. One statement does not fit either speaker. Some statements may be expressed by both speakers.

- a I found that arriving late for an appointment was a problem.
- b The accommodation was completely different to what I was used to.
- c I found the the environment less varied than in my old job.
- d The risks I had to take in my new job were greater.
- e The experience benefited me physically.
- f The local people I met made me feel very welcome.
- g It was impossible to get used to the climate.

Unit 1 The present perfect and the past simple

The present perfect

We use the present perfect to talk about:

- 1 something which has or hasn't happened before (our general experience), often with *ever*, *never* and *before*.
Have you ever been to New York?
No, I've never had the opportunity.
I'm sure we haven't met before.
- 2 something which happened in the past but still has an effect in the present, often with *already*, *just*, *(not) yet* and *still*.
Have you already finished your composition?
Jack has just come back from Paris.
I haven't finished reading your letter yet.
Jane still hasn't phoned me.
- 3 something which is still going on now or is still true now, often with *for* and *since*.
Juliet and Mark have been married for five years.
Ann's had her dog since last May.
I've lived in this village all my life.

Note

We use *for* to add information about the length of time and *since* to talk about the starting point of the action.

- 4 instead of a present tense after *when* and *if* to talk about something that might (not) be finished now or soon.
When I've finished this composition, we'll go to the cinema.
If you haven't booked the tickets for the concert yet, I can do it for you.

The past simple

We use the past simple:

- 1 to talk about a completed action in the past, often with a time reference.
He rang me on Sunday morning.
I didn't go to Scotland last weekend – it was too snowy.
- 2 to tell people about past events and to tell stories.
I woke up early, quickly got dressed, caught the tram into town, and met a friend.
- 3 with the verb *to be* + *since* to talk about how long it is since something happened.
How long is it / has it been since you went swimming?
It is / has been ages since I went for a swim.

The present perfect and the present perfect continuous

We use both the present perfect and the present perfect continuous:

for an action which began in the past, has been going on for some time, and is perhaps still going on. The continuous form emphasises the length of the action.

- *Have you been at home all day?*
- *No, I've been out shopping.*
- *Have you been waiting long?*
- *Yes, I've been standing here for an hour!*
- *Why is your hair wet?*
- *I've been swimming.*

Adverbs of frequency

We use adverbs of frequency:

- 1 after the verb *to be*.
Simon is always late.
I was never any good at tennis.
- 2 before an ordinary verb.
We usually go to bed about 11 o' clock.
I often spend money on CDs.
- 3 between an auxiliary and a main verb.
I can still remember my great-grandmother.
Have you ever been to New Zealand?
I've always enjoyed jazz.
- 4 However, *yet* comes after the main verb.
I haven't finished yet.

Unit 2 Gerunds and infinitives

Gerunds

Gerunds are verbal nouns ending in *-ing*. We can use them:

- 1 as the subject of a verb.
Learning English is not too difficult.
- 2 as the object of a verb.
I like studying different languages.
- 3 after a preposition.
I'm looking forward to going to England on holiday.
- 4 after certain verbs.
avoid • can't stand • carry/go/keep on • consider • deny • (don't) mind • enjoy • fancy • finish • give up • imagine • miss • practise • put off • risk
Jo always avoids doing the washing-up.
I fancy going to the cinema tonight.
Would you mind closing the window?

Infinitives

We can use infinitives with to:

- 1 to express purpose.
*I bought this book **to read** on the train.*
- 2 after too + adjective or after (not) enough
*This exercise is **too difficult to do** in ten minutes.
The amount is **not enough to cover** the expenses.*
- 3 as the object of a verb after words like *where*, *when* and *how*.
*I don't know **how to switch** the computer on.*
- 4 after certain verbs.
 - afford • agree • arrange • decide • hope • manage
 - promise • refuse • want*Peter **agreed to help** me paint my room.
I **decided to go** to the beach.*

Verbs followed by the gerund or the infinitive

- 1 We can use the gerund or the infinitive after some verbs with no change in meaning.
*I **like travelling / to travel**.
The students **continued working / to work**.
It **started snowing / to snow**.
They **began building / to build** the new railway station last year.*

- 2 We can use the gerund or the infinitive after some verbs with a change in meaning.

A remember

We use *remember* + gerund to talk about something we did in the past and remember later.

*I **remember posting** the letter.*

We use *remember* + infinitive to talk about something that we remember we must do, and then do afterwards.

*I **remembered to phone** Pat.*

***Remember to take** your pen to school.*

B need

We use *need* + gerund to talk about things that must be done.

*The kitchen **needs decorating**.*

*My hair **needs cutting**.*

We use *need* + infinitive to talk about things that we must do.

*I **need to finish** this work by tonight.*

*We **need to get** some foreign currency before going abroad.*

C regret

We use *regret* + gerund to talk about something we did in the past and are now sorry about.

*I **regret telling** Mary that I didn't like her.*

*I **regret not going** to university.*

We use *regret* + infinitive to apologise for something we are going to do. This is used in more formal situations.

*I **regret to say** that I am unable to come to the party.*

*We **regret to inform** you that your application has not been successful.*

D try

We use *try* + gerund to say that something we tried to do was unsuccessful.

*I **tried talking** to Ben but it was no good. He wouldn't change his mind.*

We use *try* + infinitive to talk about something we made an effort to do but couldn't do.

*I **tried to phone** you last night but the line was engaged.*

- 3 We use the infinitive with or without *to* after some verbs with no change in meaning.

*I'll **help** you **to pack**.*

*Can you **help** me **carry** this suitcase?*

*I wouldn't **dare go** bungee jumping.*

*I wouldn't **dare to go** deep sea diving.*

Watch out!

- 1 A gerund, a present participle and an adjective ending in *-ing* look the same but we use them differently.

A ***Walking** is good for you.* (gerund/noun)

B *We went on a **skiing** holiday.* (adjective)

C *We sat in the pub **eating** hamburgers.* (present participle)

- 2 We can use the infinitive in a continuous, perfect, and passive form.

to buy to be bought to be buying

to have bought to have been bought to have been buying

*The news report can **be found** on the Internet.*

*The criminal is said **to be arriving** in the UK today.*

*He is said **to have been living** abroad.*

*He is thought **to have been arrested** yesterday.*

Adverbs of manner

We can use adverbs of manner:

- 1 after the object of the verb.
*My parents speak English **well**.*
- 2 immediately after a verb with no object.
*Sam stared **expectantly** out of the window.*
- 3 at the beginning of the sentence for emphasis.
***Enthusiastically**, the children opened their presents.*
- 4 between the subject and the verb.
*We **hurriedly** packed up the next morning.*
- 5 at the end of a sentence reporting what someone said.
*'Don't you just love the rain,' said Sarah **ironically**.*

Superlatives with the simple past and present perfect

We can use the simple past and the present perfect tenses together in a sentence with a superlative.

*It **was the worst** snowstorm (that) I've ever **seen**.*
*That **was the most interesting** museum (that) I've ever **visited**.*

Unit 3 Relative and noun clauses

Defining relative clauses

Use

Defining relative clauses give us essential information. They define the person or thing we are talking about. They usually directly follow the noun that we are defining.

*Mr Roberts is the man **who telephoned me yesterday**.*
*This is the book **that Peter gave me for my birthday**.*

Pronouns used in defining relative clauses

We use the relative pronouns *who*, *which*, *that* or *whose*.

- 1 We use *who* or *that* for people.
*This is the man **who / that** designed the aeroplane.*
- 2 We use *which* or *that* for things.
*Is this the letter **which / that** came yesterday?*
- 3 We use *whose* to say that something belongs to someone or something. It is more commonly used for people.
*This is the star **whose** film was a box office hit.*
*The film **whose** title was *Gone with the Wind* became very famous.*
- 4 We **can** leave the relative pronoun out if it refers to the object of the relative clause but we **cannot** leave it out when it refers to the subject of the relative clause.
*The tickets **(that)** we booked for the concert were very expensive.*
*The stars **who** appeared in the film were very famous.*

Non-defining relative clauses

Use

Non-defining relative clauses do not define the noun. They give us extra information. Note that we use commas with non-defining relative clauses.

*The Prime Minister, **who is leaving tomorrow on a Middle East tour**, made a statement this morning.*

Pronouns in non-defining relative clauses

We do not use *that* in non-defining relative clauses and we cannot leave out the relative pronoun.

*The film, **which** was made in Scotland, has been a box office success.*
*The film, **whose** director was Steven Spielberg, has made millions of dollars.*

Noun clauses

We can use noun clauses:

- 1 as the subject of a sentence.
***What you are suggesting** seems a good idea.*
- 2 as the object of a sentence.
*I don't know **what you are talking about**.*

Quoting direct speech

We can quote direct speech in three different ways:

- 1 using a comma and speech marks after a reporting verb.
Roger said, 'I wanted to earn some money.'
- 2 using opening speech marks, a comma, and closing speech marks + subject + reporting verb
'I saved up enough money to go abroad,' Roger explained.
or speech marks and a comma + reporting verb + subject.
'I saved up enough money to go abroad,' explained Roger.
- 3 using a reporting verb, a colon, then speech marks.
Roger confessed: 'I was doing a job I didn't like.'

Unit 4 Continuous tenses

The present continuous

We use the present continuous:

- 1 to talk about an action which is going on now.
*I'm **doing** my homework.*
- 2 for temporary actions and situations that are happening 'around now' but not necessarily at the moment of speaking.
*My brother's **working** in Italy for six months.*
*I'm **taking** a lot more exercise these days.*

The present perfect continuous

We use the present perfect continuous:

- 1 to talk about an action which has been going on for some time and which is still going on.
*Paul **has been jogging** round the park since seven o'clock this morning.*
- 2 with *for* and *since* to emphasise the length of an action.
*We've **been living** in the city **for** about five years now.
We've **been living** in this house **since** we were children.*
- 3 for finished actions which have a result in the present.
*I'm hot because I've **been running**.
My hair is wet because I've **been swimming**.*

The past continuous

We use the past continuous:

- 1 to talk about an action in the past which was going on when another action happened or interrupted it.
*Jim and Paula **were travelling** through Greece when they came across an old friend.*
- 2 to set the scene in a story.
*The snow **was falling** heavily and the wind **was whistling** round the house.*
- 3 to say what we intended to do but did not do.
*I **was going to buy** some new shoes but I couldn't find any I liked.*

Watch out!

- 1 Many verbs are not used in the continuous form:
 - believe • belong • consist • depend • hate • know
 - like • love • mean • need • prefer • realise
 - remember • seem • suppose • understand • want
- 2 Some verbs can be used in continuous tenses with a different meaning, e.g. *see, think, feel, have*.

Unit 5 Narrative tenses

The simple past and the past continuous

We use the simple past with the past continuous to describe an action that was in progress when another action happened or 'interrupted' it.

*We **were having** an English lesson when the lights **went off**.
I **was listening** to a CD when Peter **arrived**.*

The past perfect

We use the past perfect to talk about an action which happened before another action in the past.

*When I **arrived** at the shop it **had already closed**.
(First the shop closed, then I arrived.)*

Adverb clauses

We can use adverb clauses to express:

- 1 reason
*I borrowed some money **because / since / as** I wanted to start up my own business.*
- 2 time
***While / When** we were on holiday, we met an old friend.*
- 3 condition
***If** we can get tickets, we'll go to the concert.*
- 4 purpose
*I joined a sports club **so that** I could make friends.*
- 5 result
*The flight was **so** expensive **that** we decided to travel by train.*

Forming adverbs from adjectives

- 1 We can form adverbs from adjectives by adding *ly*.
quick → quickly
- 2 If an adjective ends in a consonant + *e*, we drop the *e* and add *ly*.
suitable → suitably
- 3 Some adverbs are irregular.
*good → well
hard → hard
fast → fast*
- 4 Some adverbs have no equivalent adjective forms.
*We had **hardly** any money left.*
- 5 Some adjectives have no adverb forms.
*friendly → in a friendly manner
silly → in a silly way*

Unit 6 Past modals

Past modals and meaning

We can use past modals to talk about:

- 1 possibility
*It **might / may have been** your parents who sent the flowers.*
- 2 ability
*I **could have** bought you chocolates instead of flowers.*
- 3 a logical conclusion
*It **can't have been** Maria who phoned. She's on holiday.
It **must have been** Sarah. She said she was going to get in touch.*
- 4 obligation
*I **ought to / should have** finished this composition last night.*
- 5 a past condition
*I **would have** finished the composition if I had had time.*

Phrasal verbs

Two- or three-word verbs are called phrasal verbs.

*I can't **put up with** this noise any longer!*

Some phrasal verbs don't have an object:

*I **get up** at seven-thirty every day.*

Some phrasal verbs have an object. The object can go before or after the particle.

*Could you **switch** the lights **on**?*

*Could you **switch on** the lights?*

If the object is a pronoun, it must go before the particle:

*Could you **turn it on**, please?*

*Shall I **wake her up**?*

Order of adjectives

When we use adjectives before nouns, we usually use them in the following order:

opinion → size → colour → country of origin → material

*It's a **beautiful, big, red, Indian, silk** carpet.*

*He was a **sweet, little, white, Dutch** rabbit.*

*My friend wears **terrible, short, orange, cotton** trousers.*

Unit 7 The passive and the causative use of *have* and *get*

The passive

Form

To make an active sentence passive, we need to make three changes:

- make the object of the verb the subject of the passive sentence.
- make the subject of the verb the agent of the passive sentence.
- use the same tense of the verb *to be* and the past participle of the active verb.

*The city **has attracted** visitors from all over the world. (active)*

*Visitors **have been attracted** to the city from all over the world. (passive)*

Use

We use the passive form:

- when we do not know who did the action.
*The Bay of Islands **was visited** as early as the tenth century.*
- when we are not interested in who did the action or it is not important who did it.
*The island **was discovered** in 1789.*

If we want to say who or what did the action, we use *by* + person or thing.

*Trade **was built up** with neighbouring islands **by the local fishermen**.*

Passive forms with the gerund and the infinitive

We can use passive forms after verbs which are followed by the gerund (→ p134):

*I remember **being shown** the main sights of London.*

and after verbs which are followed by the infinitive (→ p135):

*People expect **to be taken** seriously when they talk about their problems.*

We can also use passive gerunds after some prepositions (→ p134):

*Jack was fed up with **being sent** on business trips every weekend.*

The causative use of *have* and *get*

Form

We form the causative using *have* or *get* + object + past participle of the verb.

- When did you **get your hair cut**?*
- I **had it cut** yesterday.*
- Why did you **have central heating installed**?*
- We **got it installed** because the house was freezing cold in winter.*

Use

We can use *have* or *get* in the causative structure. *Get* is more informal than *have*. We use the causative when we are talking about something we ask, tell or pay somebody else to do for us.

*We **have had** a new carpet **laid**.*

*I **had the car washed** this morning*

In the causative *get* and *have* can sometimes have a negative meaning 'to experience' (usually something unpleasant).

*I **got / had my house broken into** last night. (My house was broken into.)*

Unit 8 Ways of talking about the future

going to

We can use *going to*:

- to talk about our intentions.
*Ingrid says she's **going to take up** swimming.*
- to make predictions based on what we can see.
*Look at that beautiful sunshine! It's **going to be** a nice day.*

The present continuous

We can use the present continuous to talk about a definite arrangement for the future.

*I'm **having** an interview tomorrow.*

*We're **going out** with friends tonight.*

The simple present

We can use the simple present to talk about events at a definite time in the future (often timetabled events).

School **starts** next Monday.

The concert **begins** at 7.30.

The train **leaves** at 16.03.

will

We use **will**:

- to make a prediction.
*The number of cars on the roads **will increase** rapidly in the next five years.*
- to make a request.
***Will** you please **go and get** me a dictionary from the library?*
- to make a 'snap' decision.
***I'll go and get** us an ice cream!*
- to make a promise.
***I'll buy** you another watch to replace the one you've lost.*
- to express determination.
*We **won't let** a little problem like this spoil our holiday!*

shall

We use **shall**:

- with *I* and *we* in formal English, e.g. in letters.
*We **shall inform** you of our decision as soon as possible.*
- when making offers or suggestions with *I* and *we*.
***Shall I phone** for a taxi?*
***Shall we go** home now?*

The future perfect

We use the future perfect to talk about an action or event which will be over before a certain time in the future.

past → present → 2007 → 2008
space station
finished

*They **will have finished** the new space station **by** 2008.*

The future continuous

We use the future continuous to emphasise the length of an action at a certain time in the future.

past → present → 2005 to 2007
*In 2006 they **will be building** the new space station.*

Unit 9 The third conditional

The third conditional

Form

We form the third conditional using *if* + past perfect, + *would* / *wouldn't have* + past participle.

*If you **had given** me your phone number, I **would have called** you.*

*If I **had set** my alarm clock last night, I **wouldn't have overslept**.*

We can also use *could have* or *might have* + past participle.

*If you **had told** me you were late, I **could have given** you a lift.*

*If Mark **hadn't been** so rude, I **might have forgiven** him.*

Use

We use the third conditional to imagine how things might have been different in the past.

*If I **hadn't been** so tired, I **wouldn't have fallen asleep** on the bus.*

(But I was tired, and I did fall asleep.)

*If Paul **had told** me about the party, I **had gone** to it.*

(But Paul didn't tell me, and I didn't go.)

Wishes and regrets about the past

We can express wishes and regrets about the past using *wish* or *wished* + past perfect. The wish we express is the opposite of what really happened.

*I **wish I'd been born** a hundred years ago.* (You weren't born a hundred years ago.)

*Paula **wishes she hadn't split up** with her boyfriend.* (But she did split up with him.)

*David **wished he hadn't argued** with his parents so much.* (But he did argue with them a lot.)

We can also express regrets about the past with *if only* + past perfect.

*If **only I had called** him!* (But I didn't call him.)

*If **only James had remembered** my birthday!* (But he didn't remember it.)

Unit 10 Reported speech

Reported speech

We use a reporting verb to report direct speech. We also need to change:

- A pronouns, e.g. *I* becomes *he / she*.
- B tenses, e.g.
 - simple present → simple past
 - present continuous → past continuous
 - will* → *would*
 - can* → *could*
 - may* → *might*
 - present perfect (continuous) → past perfect (continuous)

Note

Past modals do not change their past form in reported speech.

'I would love to know the answer,' said Sally.

Sally said she would love to know the answer.

'You should have told me about the problem with the car,' said Jim.

Jim said I should have told him about the problem with the car.

- C words connected with the present, e.g.

now → *then*

here → *there*

this → *that*

these → *those*

Reported statements

- 1 There are many different reporting verbs in English but we often use *say* or *tell*, sometimes followed by *that*, to report direct statements.

'I've bought a mobile phone,' said Ella.

Ella said (that) she'd bought a mobile phone.

'I don't know how it works,' Ella said to Mark.

Ella told Mark (that) she didn't know how it worked.

Note

tell is always followed by an object.

- 2 If the reporting verb is in the present tense, we do not change the form of the tense in the reported statement.

'I've bought a mobile phone,' says Ella.

Ella says she's bought a mobile phone.

Reported orders

We can use *tell* or *ask* + infinitive to report orders. *Ask* is more polite than *tell*.

'Stop talking,' said the teacher.

The teacher told us to stop talking.

'Please don't talk,' said the teacher.

The teacher asked us not to talk.

Reported questions

When we report questions, we:

- 1 do not use the verb in the question form in the indirect question.

'When did you arrive in London?' Simon asked Petra.

Simon asked Petra when she had arrived in London.

- 2 use *if* or *whether* if there is no question word in the direct question.

'Are you staying here long?' Simon asked Petra.

Simon asked Petra if / whether she was staying there long.

Embedded questions

Embedded questions are direct questions which follow another sentence opener, e.g. *I want to know*, *I wonder*, etc.

We do not change the tense of the direct question but we do change the word order.

'Are you hungry?'

I want to know if you're hungry.

'Are the children tired?'

I wonder if the children are tired.

'What time is it?'

Could you tell me what time it is?

'Is dinner ready yet?'

Do you know if dinner is ready yet?

Unit 2 page 19

4 Role-play: Exchanging information

STUDENT A (YOU SPEAK FIRST)

You are going to do a language course in Britain. Ask a friend who has been doing a similar course there:

- how different he/she thinks it is from your own country.
- what it's like living there.
- how you could feel more 'at home' there.
- how difficult it is to learn the language.

STUDENT B

You are almost finished a language course in Britain. Tell a friend who is coming to do a similar course:

- what kinds of things he/she might find different or similar about living there.
- what he/she might dislike or like about living there.
- what he/she could do to feel more 'at home' there.
- what you found easy or difficult about learning the language.

Unit 4 page 47 Let's practise 1

5 Role-play

STUDENT A (YOU SPEAK FIRST)

Imagine you are a journalist at the scene of disaster. You are interviewing a survivor. Make notes about what questions you are going to ask. Find out about:

- where they were and what they were doing when the disaster struck.
- how they escaped.
- how they felt.
- what damage the disaster caused.
- what other people are doing to help.

STUDENT B

Imagine you are a survivor at the scene of a disaster. A journalist is going to interview you about what happened. Make notes about your experiences. Think about:

- where you were and what you were doing at the time of the disaster.
- how you survived.
- your feelings during the disaster.
- the damage you have seen.
- what kind of help you have received from other people.

Unit 8 page 97

The picture on page 97 shows a space phenomenon called 'a wormhole' connecting our solar system on the left with the Andromeda galaxy on the right. The opening on our side is known as a 'black hole', and the one on the Andromeda side as a 'white hole'. If wormholes really exist, space travel which today would take centuries could be reduced to minutes in the future.

Unit 1

nouns

agency /'eɪdʒənsi/ (pl *agencies*) a business that provides a particular service: *a modelling agency*

aim /eɪm/ something that you intend to do; a purpose: *The aim of this course is to teach you how to take good photographs.* verb: *aim*

arch /ɑːtʃ/ a curved structure with straight sides, often supporting a bridge or roof of a large building

armadillo /,ɑːmə'dɪləʊ/ (pl *armadillos*) an American animal with a hard outer part (shell) made of pieces of bone, that eats insects and rolls into a ball if sth attacks it

armour /'ɑːmə/ clothing, often made of metal, that soldiers wore in past times to protect themselves

audience /'ɔːdiəns/ (with sing or pl verb) all the people who are watching or listening to a play, concert, speech, television, etc

billboard /'bɪlbɔːd/ a large board near a road or on the outside of a building, used for putting advertisements on

brand name /'brænd neɪm/ the name given to a product by the company that produces it

break /breɪk/ an opportunity to do sth, usually to get sth that you want or to achieve success: *She got her big break when the company asked her to appear in their adverts.*

camouflage /'kæməflɑːʒ/ the way in which an animal's colour or shape matches its surroundings and makes it difficult to see: *The polar bear's white fur provides camouflage against the snow.*

cosmetic surgery /'kɒz,metɪk 'sɜːdʒəri/ medical treatment that is intended to improve a person's appearance

criticism /'krɪtɪsɪzəm/ (an expression of) what you think is bad about sb/sth verb: *criticise*

diversity /daɪ'vɜːsəti/ the wide variety of sth: *cultural and ethnic diversity*

emphasis /'emfəsɪs/ (on sth) (giving) special importance or attention (to sth): *You should put greater emphasis on quality rather than quantity when you write.* verb: *emphasise*

enlargement /'mɔːlədʒmənt/ the act of making sth bigger or sth that has been made bigger: *an enlargement of a photo* verb: *enlarge*

eyelid /'aɪlɪd/ the piece of skin that can move to cover your eye

fan /fæn/ (of sb/sth) somebody who admires and is very enthusiastic about a sport, a film star, a singer, etc

figure /'fɪgə/ the shape of the human body, especially a woman's body that is attractive: *She spent a fortune on cosmetic surgery to achieve that model figure.* (see also Unit 6)

hedgehog /'hedʒhɒg/ a small brown European animal with sharp things like needles (spines) covering its back

identity /aɪ'dentəti/ (pl *identities*) the characteristics, feelings or beliefs that distinguish people from others: *a sense of national/cultural/ personal identity* verb: *identify*

impact /'ɪmpækt/ (on/upon sb/sth) an effect or impression: *I hope this anti-smoking campaign will have an impact on young people.*

lens /lenz/ a curved piece of glass that makes things look bigger, clearer, etc when you look through it: *a camera with an adjustable lens*

look /lʊk/ a fashion or style: *The shop has a new look to appeal to younger customers.*

mammal /'mæml/ an animal of the type that gives birth to live babies, not eggs, and feeds its young on milk from its own body

mate /meɪt/ one of a male and female pair of animals, birds, etc

negative /'negətɪv/ a piece of film from which we can make a photograph (The light areas of a negative are dark on the final photograph and the dark areas are light)

peacock /'piːkɒk/ a large bird with beautiful long blue and green tail feathers that it can lift up and spread out

print /prɪnt/ a photograph (printed from a negative): *I ordered an extra set of prints for my friends.*

scar /skaː/ a mark on the skin that is caused by a cut that skin has grown over

security /sɪ'kjʊərəti/ the state of feeling safe and being free from worry; protection against the difficulties of life

shell /ʃel/ a hard covering that protects eggs, nuts and some animals: *Tortoises have a hard shell.*

sitcom /'sɪtkɒm/ (also formal *situation comedy*) a funny programme on television that shows the same characters in different amusing situations each week

snapshot /'snæpʃɒt/ a photograph, especially one taken quickly

source /sɔːs/ a place, person or thing where sth comes or starts from or where sth is obtained: *Britain's oil reserves are an important source of income.*

spine /spain/ one of the sharp points like needles found on some plants and animals

stick insect /'stɪk 'ɪnsekt/ a large insect with a long thin body that looks like a stick

stripe /straɪp/ a long narrow line of colour

supervision /,suːpə'vɪʒn/ the state of being watched to make sure that your work is being done properly, or that you are behaving correctly: *Children should not play here without supervision.* verb: *supervise*

talent /'tælənt/ a natural skill or ability: *She has a talent for painting.*

verbs

approve /ə'pruːv/ (of sb/sth) to be pleased about sth; to like sb/sth: *Her parents don't approve of her friends.* noun: *approval*

assign /ə'saɪn/ to give sb a particular job to do

consume /kən'sjuːm/ 1 to use sth such as fuel, energy or time 2 to eat or drink sth: *Wrestlers can consume up to 10,000 calories a day.* nouns: *consumption; consumer*

diet /'daɪət/ to try to lose weight by eating less food or only certain kinds of food noun: *diet*

exploit /ɪk'splɔɪt/ to develop sth or make the best use of sth: *She exploits her image as a TV cook to advertise a supermarket.* noun: *exploitation*

expose /ɪk'spəʊz/ sb to sth to give sb the chance to experience sth: *I like jazz because I was exposed to it as a child.*

illustrate /ɪ'lʌstreɪt/ to explain or make sth clear by using examples: *These statistics illustrate the point I was making very well.* noun: *illustration*

launch /lɔːntʃ/ to start an activity, especially an organised one: *to launch an attack on sb/sth* noun: *launch*

neglect /nɪ'glekt/ to give too little or no attention or care to sb/sth: *Don't neglect your health.*

opt /ɒpt/ for sth to choose or decide to do or have sth after thinking about it

promote /prə'məʊt/ to advertise sth in order to increase its sales or make it popular: *The new face cream is being promoted as a miracle cure for wrinkles.* noun: *promotion*

react /ri'ækt/ to do or say sth because of sth that has happened or been said

represent /ˌreprɪ'zent/ to describe sb/sth in a particular way: *The king is represented as a villain in the play.*

survive /sə'vaɪv/ to continue to live or exist in or after a difficult or dangerous situation nouns: *survival; survivor*

symbolise /ˌsɪmbəlaɪz/ to represent sth: *The deepest notes in music are often used to symbolise danger.*

adjectives

associated /ə'səʊʃɪeɪtɪd/ (with sth) if one thing is associated with another, the two things are connected because they happen together or one thing causes the other: *the risks associated with taking drugs*

blurred /blɜːd/ not clear; without a clear outline

countless /'kaʊntləs/ (only before a noun) very many: *I've tried to phone him countless times but he's not there.*

dated /'deɪtɪd/ unfashionable: *This sort of jacket looks rather dated now.*

depressing /drɪ'presɪŋ/ making you feel unhappy and without hope or enthusiasm

fake /feɪk/ made to look like sth else: *a Jean Paul Gaultier jacket in fake fur*

glamorous /'glæməərəs/ seeming more exciting or attractive than ordinary things or people: *the glamorous world of show business*

identifiable /aɪ'dentɪ'faɪəbl/ that can be recognised: *The house is easily identifiable by the large tree outside it.* opposite: *unidentifiable*

irresistible /,ɪrɪ'zɪstəbl/ so strong that it cannot be stopped or prevented: *an irresistible urge to laugh*

mature /mə'tʃʊə/ 1 fully grown or fully developed 2 behaving in a sensible adult way opposite: *immature*

multi-cultural /,mʌlti'kʌltʃərəl/ for or including people of many different races, languages, religions and traditions: *We live in a multi-cultural society.*

mysterious /mɪ'stəriəs/ that you do not understand or cannot explain; strange: *Several people reported seeing mysterious lights in the sky.*

obsessed /əb'sest/ (with sth) being unable to think about anything else

potential /pə'tenʃl/ (only before a noun) that may possibly become sth, happen, be used, etc: *Wind power is a potential source of energy.*

predictable /prɪ'dɪktəbl/ 1 that was or could be expected to happen: *The match had a predictable result.* 2 (often negative) always behaving in a way that you would expect and therefore rather boring opposite: *unpredictable*

rebellious /rɪ'beljəs/ not doing what authority, society, etc wants you to do: *rebellious teenagers*

tanned /tænd/ having a brown skin colour as a result of being in the sun

unanimous /juː'nænɪməs/ (used about a decision, etc) agreed by everyone

vain /veɪn/ too proud of your own appearance, abilities, etc: *He's so vain — he looks in every mirror he passes.*

worthless /'wɜːθləs/ having no value or use

adverbs

definitely /'defɪnətli/ certainly; without doubt: *I'll definitely consider your advice.*

in conclusion /ɪn kən'kluːʒn/ finally; lastly

phrasal verbs

fall over to suddenly stop standing and drop to the ground

fall/get behind (with sth) to fail to pay or do sth at the right time: He's **fallen behind** with his school work again.

get ahead (of sb) to make progress (further than others have done): He soon **got ahead** of the others in his class.

go for sb/sth to choose sb/sth: I think I'll go for the roast chicken.

go on (about sb/sth) to talk about sb/sth for a long time in a boring or annoying way: She **went on** and on about the people she works with.

go out (with sb) to spend time regularly with sb, having a romantic and/or sexual relationship: Is Fiona **going out** with anyone?

identify with sb/sth to support or be closely connected with sb/sth

live up to sth to be as good as expected: Children sometimes find it hard to live up to their parents' expectations.

send sth out to produce sth, such as light, a signal sound etc

stand for sth to be an abbreviation or symbol for sth

idioms

have/play a part (in sth) to be involved in sth: She **plays an active part** in local politics.

Unit 2

nouns

blame /bleɪm/ responsibility for sth bad: The government **put the blame** on rising prices. **verb**: blame

case study /'keɪs stʌdi/ a detailed study of a person, group, situation, etc over a period of time

celebration /ˌselɪˈbreɪʃn/ the act or occasion of doing sth enjoyable because it is a special day **verb**: celebrate

challenge /ˈtʃælɪndʒ/ something new and difficult that forces you to make a lot of effort **verb**: challenge

cheerfulness /ˈtʃɪəfʊlnəs/ the feeling of being happy and showing it

confidence /ˈkɒnfɪdəns/ (in sb/sth) the feeling that you are sure about sb/sth: I **had no confidence** in myself at school.

demonstration /ˌdemənˈstreɪʃn/ (against/for sb/sth) a public protest for or against sb/sth **verb**: demonstrate

expectation /ˌekspekˈteɪʃn/ (of sth) (usually pl) a hope that sth good will happen: The event did not live up to my **expectations**. **verb**: expect

nuisance /ˈnjuːsəns/ a person, thing or situation that annoys you or causes you trouble: It's a **nuisance** having to queue for everything.

psychiatrist /saɪˈkaɪətrɪst/ a doctor who is trained to treat people with mental illness

outing /ˈaʊtɪŋ/ a short trip for pleasure: to **go on an outing** to the zoo

parade /pəˈreɪd/ an occasion when a group of people stand or walk in a line so that people can look at them: a **military/fashion parade**

pressure /ˈpreʃə/ (to do sth) worries or difficulties that you have because you have too much to deal with; stress: There is great **pressure** to sell as many products as possible.

relationship /rɪˈleɪʃnʃɪp/ (with sb) a friendly or loving connection between people: to **have a relationship** with sb

temper /ˈtempə/ if you have a temper you get angry easily

verbs

adopt /əˈdɒpt/ to take and use sth: What **approach** did you **adopt** when dealing with the problem?

anticipate /ænˈtɪsɪpeɪt/ to expect sth to happen and prepare for it **noun**: anticipation

bother /ˈbɒðə/ 1 to disturb, annoy or worry sb: Don't **bother** Geeta with that now – she's busy.

cope /kəʊp/ (with sb/sth) to deal successfully with a difficult matter or situation: She sometimes finds it difficult to **cope** with all the pressure at work.

deny /dɪˈnaɪ/ (sth/doing sth) to state that sth is not true; to refuse to admit or accept sth: She **denied** telling lies. **noun**: denial

drown /draʊn/ to die in water because it is not possible to breathe

fancy /ˈfænsi/ (sth/doing sth) to like the idea of having or doing sth; to want sth or want to do sth: I don't **fancy** going out in this rain.

matter /ˈmætə/ (to sb) to be important: It **doesn't matter** to me that he forgot my birthday.

mind /maɪnd/ to feel annoyed, upset or uncomfortable about sth/sb: Do you **mind** having to travel so far to work every day?

overwhelm /ˌəʊvəˈwelɪm/ (usually passive) to cause sb to feel such a strong emotion that he/she does not know how to react: He **felt** completely overwhelmed by their kindness.

persuade /pəˈsweɪd/ (sb to do sth) to make sb do sth by giving him/her good reasons: It was difficult to **persuade** Louise to change her mind. **noun**: persuasion

pretend /prɪˈtend/ to behave in a particular way in order to make other people believe sth that is not true: He's **pretending** to be hurt because I forgot our anniversary. **noun**: pretence

resent /rɪˈzent/ to feel angry about sth because you think it is unfair: I **resent** the fact that he has been promoted over me.

spoil /spɔɪl/ (sb/yourself) to do sth special or nice to make sb/yourself happy

stand /stænd/ (pt, pp stood) (in negative sentences) to not like sb/sth at all; to hate sb/sth: I can't **stand** being kept waiting.

yell /jel/ to shout very loudly, often because you are excited, angry or in pain **noun**: yell

adjectives

conscious /ˈkɒnʃəs/ (used about actions, feelings, etc) deliberate and controlled: to **make a conscious decision**

defensive /dɪˈfensɪv/ showing that you feel sb is criticising you: When I asked him about his promotion, he became very **defensive** and tried to change the subject.

fed up /ˌfed ʌp/ (with sb/sth/doing sth) bored or unhappy; tired of sth: I'm **fed up** with waiting for the phone to ring.

horrified /ˈhɒrɪfaɪd/ extremely shocked, disgusted or frightened: I was **horrified** by the conditions in which they lived.

keen /kiːn/ (on sb/sth) liking sb/sth very much; very interested in sb/sth: They are both **keen** on sport.

meaningful /ˈmiːnɪŋfl/ useful, important or interesting: Most people need a **meaningful** relationship with another person.

multi-racial /ˌmʌltiˈreɪʃl/ including or involving several different races of people

used /juːst/ (to sth/to doing sth) familiar with sth; accustomed to sth: I'll never **get used** to getting up so early.

worth /wɜːθ/ (doing sth) used as a way of recommending or advising: That museum's **worth** visiting if you have time.

adverbs

enthusiastically /m,θjuːzɪˈæstɪkli/ in a way that shows you are excited and interested in sth **adjective**: enthusiastic

eventually /ɪˈventʃuəli/ in the end; finally: He **eventually** managed to persuade his parents to let him buy a motorbike.

feebly /ˈfiːbli/ with no energy or power; weakly **adjective**: feeble

hurriedly /ˈhʌrɪdli/ quickly: I **hurriedly** got up and dressed.

instead /ɪnˈsted/ (of sb/sth/doing sth) in the place of sb/sth: You should play football **instead** of just watching it on TV.

ironically /aɪˈrɒnɪkli/ in a way that shows you mean the opposite of what you say **adjective**: ironic

miserably /ˈmɪzəbli/ in an unhappy way: I stared miserably out of the window. **adjective**: miserable

smoothly /ˈsmuːðli/ without any difficulty: Everything **ran smoothly** while the boss was away. **adjective**: smooth

steadily /ˈstedɪli/ gradually and at a regular rate: Unemployment has risen **steadily** since April 2000. **adjective**: steady

phrasal verbs

end up to find yourself in a place/situation that you did not plan or expect

get away with sth/doing sth to do sth bad and not be punished for it: Don't think you're going to get away with doing what you did!

get on with sb to have a friendly relationship with sb: Do you **get on** well with your colleagues?

get round sb to persuade sb to do sth or agree with sth: My father says he won't lend me the money but I think I can **get round** him.

join in (sth/doing sth) to take part in an activity

put off doing sth to move sth to a later time; to delay doing sth: She **put off** writing her essay until the last minute.

turn (sb/sth) **into sth** to (cause to) become: The magic spell **turned** frogs **into** men.

idioms

clear the air to improve a difficult or tense situation by talking honestly about worries, doubts, etc: I'm sure if you discuss your feelings with her it will help to **clear the air** between you.

get into trouble to get into a situation which is dangerous or in which you may be punished: You'll **get into trouble** for cheating in the exam.

get rid of sb/sth to make yourself free of sb/sth that is annoying you or that you do not want; to throw sth away: Let's **get rid of** that old chair.

go wrong 1 to make a mistake 2 to experience difficulties: Their relationship started to **go wrong** when they moved abroad.

in spite of (sth/doing sth) used to show that sth happened although you did not expect it: **In spite of** revising for weeks, she failed her exam.

be no good (doing sth) to be of no use or value: It's **no good** standing here in the cold. Let's go home.

it's no use (doing sth) used to say that there is no point in doing sth because it will not be successful or have a good result: It's **no use** worrying about it.

lose your temper to become very angry

take sth too far to continue doing sth beyond reasonable limits

Unit 3

nouns

access /'ækses/ a way of entering or reaching a place: *The police gained access to his personal files.*

archive /'ɑ:kəv/ a collection of historical documents, etc, which show the history of a place or an organisation; the place where they are kept

the bottom line /'bɒtəm 'laɪn/ the most important thing to consider or accept when you are discussing or deciding sth, etc: *A musical instrument should look good but the bottom line is how it sounds.*

broadcast /'brɔ:dkɑ:st/ a radio or television programme: *The next news broadcast is at 10 o'clock.*

broadsheet /'brɔ:dsji:t/ a newspaper printed on a large size of paper, generally considered more serious than smaller newspapers

channel /'tʃænl/ 1 a television station: *What's on Channel 4 tonight?* 2 a band of radio waves used for sending out radio or television programmes: *satellite/terrestrial channels*

chat show /'tʃæt ʃəʊ/ a television or radio programme on which well-known people are invited to talk about themselves

circulation /'sɜ:kjə'leɪʃn/ the number of copies of a newspaper, magazine, etc that are sold each time it is produced: *This newspaper has a circulation of over a million.*

columnist /'kɒləmnɪst/ a journalist who writes regular articles in a newspaper or magazine

coverage /'kʌvərɪdʒ/ the act or amount of reporting on an event in newspapers, on television, etc: *This channel offers in-depth coverage of world news.* verb: cover

current affairs /'kʌrənt ə'feəz/ important political or social events that are happening at the present time

documentary /'dɒkjə'mentri/ a film or television or radio programme that gives facts or information about a particular subject: *Did you see that documentary on genetic engineering?*

editorial /'edɪ'tɔ:riəl/ an article in a newspaper, usually written by the head of the newspaper (editor), giving an opinion on an important subject

factor /'fæktə/ one of the things that influences a decision, situation, etc: *Depression was a common factor in these case studies.*

feature /'fi:tʃə/ (on sth) a newspaper or magazine article or television programme about sth verb: feature

foreign correspondent /'fɒrən'kɒrə'spɒndənt/ a person who reports on news from a particular country for a newspaper, radio or television station

gossip column /'gɒsp kɒləm/ a part of a newspaper or magazine where you can read about the private lives of famous people

halt /hɔ:lt/ a stop (that does not last very long): *Work came to a halt when the machine broke down.*

headline /'hedlaɪn/ 1 the title of a newspaper article, printed in large letters above the story 2 the headlines the main items of news read on television or radio

host /həʊst/ a person who introduces a television or radio show and talks to the guests: *a chat show host*

insight /'ɪnsaɪt/ (into sth) an understanding of what sb/sth is like: *The book gives us an insight into how these people live.*

item /'aɪtəm/ a single piece of news: *There was an interesting item about Spain in yesterday's news.*

media /'mi:diə/ television, radio and newspapers used as a means of communication: *Reports in the media have been greatly exaggerated.*

point /pɔɪnt/ (of/in sth/doing sth) the meaning, reason or purpose of sth: *There's no point in talking to my parents – they never listen.*

press /pres/ (usually the press) newspapers and the journalists who work for them: *The story has been reported on TV and in the press.*

quiz show /'kwɪz ʃəʊ/ a competition or game on television in which people try to answer questions to test their knowledge

search engine /'sɜ:tʃ ɛndʒɪn/ a program on a computer that looks for information on the Internet

set /set/ a piece of equipment for receiving television or radio signals: *We are experiencing some interference. Please do not adjust your set.*

slogan /'sləʊɡən/ a short phrase that is easy to remember and that is used in politics or advertising

soap opera /'səʊp ɒprə/ (also informal *soap*) a story about the lives and problems of a group of people which continues several times a week on television or radio

spirits /'spɪrɪts/ the state of mind of sb/sth: *to be in high/low spirits* (= in a happy/sad mood)

tabloid /'tæblɔɪd/ a newspaper with small pages, a lot of pictures and short articles, especially about famous people

trivia /'trɪviə/ unimportant matters, details or information

verbs

allocate /'æləkeɪt/ (sth to/for sb/sth) to give sth to sb as his/her share or to decide to use sth for a particular purpose: *The government has allocated half the budget to education.* noun: allocation

ban /bæn/ (sb from doing sth) to officially say that sth is not allowed, often by law noun: ban

break /breɪk/ (used in journalism) if a story breaks or a newspaper breaks a story, then it becomes or is made known: *The tabloids were the first to break the story.*

devote /dɪ'vəʊt/ (yourself/sth to sb/sth) to give a lot of time, energy, etc to sb/sth: *Several pages of the newspaper were devoted to reports of the royal wedding.* noun: devotion

establish /'ɪstæblɪʃ/ to start or create an organisation, a system, etc: *The school was established in 1875.*

gather /'gæθə/ (used about people) to come or be brought together in a group: *The protesters gathered in the town square.*

maintain /meɪn'teɪn/ 1 to keep sth in good condition by checking and repairing it regularly: *The house is large and expensive to maintain.* noun: maintenance

regard /rɪ'ɡɑ:d/ (sb/sth/yourself as sth) to think of sb/sth/yourself in the way mentioned: *Do you regard yourself as a thorough worker?*

represent /'reprɪzent/ to act or speak in the place of sb else; to be the representative of a group or country: *It's an honour for an athlete to represent his or her country.*

adjectives

current /'kʌrənt/ of the present time; happening now: *current events/fashions*

edgy /'edʒi/ nervous, worried or quick to become upset or angry

interactive /'ɪntər'æktɪv/ (used in computing) involving direct communication both ways, between the computer and the person using it: *interactive computer games*

numb /nʌm/ not able to feel anything: *My fingers were numb with cold.*

restless /'restləs/ unable to relax or be still because you are bored, nervous or impatient

sensationalist /sen'seɪʃənəlɪst/ (used about a newspaper, etc) getting your interest by presenting facts or events as worse or more shocking than they really are: *sensationalist news stories*

prepositions

according to /ə'kɔ:dnɪŋ tə/ (before vowels tu:; tu/) as stated by sb; as shown by sth: *According to Mick, it's a brilliant film.*

phrasal verbs

key sth in to put information into a computer or give it an instruction by typing: *First, key in your password.*

look sth up to search for information in a book or on the Internet

track sb/sth down to find sb/sth after searching for him/her/it

idioms

all in all when everything is considered: *All in all it had been a great success.*

in print published in a book, newspaper, etc

without (a) doubt definitely; certainly: *It was, without doubt, the coldest winter for many years.*

Unit 4

nouns

acid rain /æsɪd 'rem/ rain that has chemicals in it from factories, etc and that causes damage to trees, buildings and rivers

anorak /'ænəræk/ a short coat with a covering for your head that protects you from rain, wind and cold

ash /æʃ/ the grey or black powder which is left after sth has burned: *volcanic ash*

the atmosphere /'ætməsfɪə/ the mixture of gases that surrounds the earth or any other star, planet, etc: *the earth's atmosphere*

avalanche /'ævələ:ɪʃ/ a very large amount of snow that slides quickly down the side of a mountain

axe /æks/ a tool with a wooden handle and a heavy metal head with a sharp edge, used for cutting wood, etc: *an ice axe*

binoculars /'bɪ'nɒkjələz/ an instrument with two glass parts (lenses) which you look through in order to make objects in the distance seem nearer

campaign /kæm'peɪn/ a plan to do a number of things in order to achieve a special aim: *an advertising/election campaign* verb: campaign

captivity /kæp'tɪvəti/ the state of being kept in a place that you cannot escape from: *Wild animals are often unhappy in captivity.* verb: capture

cheetah /'tʃi:tə/ a large wild cat with black spots that can run very fast

compass /'kæmpəs/ an instrument for finding direction, with a needle that always points north: *They had to find their way back to the camp using a map and a compass.*

conservation /ˌkɒnsə'veɪʃn/ the protection of the natural world: *Conservation groups are protesting against the plan to build a road through the forest.* **verb:** conserve

contribution /ˌkɒntrɪ'bjuːʃn/ (to/toward sth) something that you give, especially money or help, or do together with other people **verb:** contribute

coral reef /ˈkɒrəl riːf/ a line of rock in the sea formed by a hard red, pink or white substance from the bones of very small sea animals

crater /ˈkreɪtə/ the hole in the top of a volcano

ecosystem /ˈiːkəʊsɪstəm/ all the plants and animals in a particular area considered together with their surroundings

famine /ˈfæmɪn/ a lack of food over a long period of time in a large area that can cause the death of many people

first aid /ˈfɜːst ˈeɪd/ medical help that you give to sb who is hurt or ill before the doctor arrives: *a first aid kit/course*

flare /ˈfleə/ a thing that produces a bright light or flame, used especially as a signal: *a rescue flare*

food chain /ˈfuːd tʃeɪn/ a series of living creatures in which each creature eats the one below it in the series

habitat /ˈhæbɪtæt/ the natural home of a plant or an animal: *I've seen wolves in the zoo, but not in their natural habitat.*

handler /ˈhændlə/ a person who trains and controls animals, especially dogs

the homeless /ˈhəʊmləs/ people who have no home

jungle /ˈdʒʌŋɡl/ a thick forest in a hot tropical country: *the jungles of Africa and South America*

lava /ˈlɑːvə/ hot liquid rock that comes out of a volcano

oil slick /ˈɔɪl slɪk/ an area of oil that floats on the sea, usually after a ship carrying oil has crashed

operation /ˌɒpə'reɪʃn/ an organised activity that involves many people doing different things: *A rescue operation was mounted to find the missing children.*

orang-utan /ˌɔːræŋuː'tæn/ an animal like a large monkey with no tail (ape), with long arms and reddish hair, that lives in Borneo and Sumatra

outskirts /ˈaʊtskaːts/ the parts of a town or city that are furthest from the centre: *They live on the outskirts of Athens.*

postgraduate /ˌpɒst'grædʒuət/ a person who is doing further studies at a university after taking his/her first degree

release /rɪ'liːs/ the freeing of sb/sth or the state of being freed: *The release of the hostages took place this morning.* **verb:** release

shelter /ˈʃeltə/ protection from danger or bad weather: *to give somebody food and shelter*

snowboarding /ˌsnəʊbɔːdɪŋ/ the sport of moving over snow on a long wide board (a snowboard)

starvation /ˈstɑː'veɪʃn/ suffering or death because there is not enough food: *to die of starvation* **verb:** starve

status /ˈstetəs/ your social or professional position in regard to other people: *The new job gave him much more status.*

superstar /ˈsuːpəstɑː/ a singer, film star, etc who is very famous and popular

survival /sə'veɪvəl/ the state of continuing to live or exist, often in spite of difficulty or danger: *the fight for survival* **verb:** survive

tornado /ˈtɔːneɪdɔː/ (pl *tornadoes*) a violent storm with a very strong wind that blows in a circle

verbs

assure /ə'ʃʊə/ to promise sb that sth will certainly happen or be true, especially if he/she is worried: *I assure you that it will be safe.* **noun:** assurance

erupt /ɪ'rʌpt/ (used about a volcano) to explode and throw out fire, rock that has melted (*lava*), etc

misunderstand /ˌmɪsʌndə'stænd/ (pt; pp *misunderstood*) to understand sth wrongly: *I misunderstood the instructions and answered too many questions.*

owe /əʊ/ (sth to sb/sth) to feel that you should do sth for sb or give sth to sb, especially because he/she has done sth for you: *I owe a lot of money to Katrina.*

preserve /prɪ'zɜːv/ to keep sth safe or in good condition: *They've managed to preserve most of the wall paintings in the caves.* **noun:** preservation

rehabilitate /ˌrɪə'bɪlɪteɪt/ to help sb to live a normal life again after an illness, being in prison, etc **noun:** rehabilitation

suffer /sʌfə/ (from sth) to experience sth unpleasant, for example pain, sadness, difficulty, etc: *Mary often suffers from extreme headaches.*

adjectives

charming /ˈtʃɑːmɪŋ/ very pleasing or attractive: *a charming old church*

convinced /kən'vɪnst/ (not before a noun) completely sure about sth: *He's convinced of his ability to win.*

dramatic /drə'mætɪk/ (used about a person, a person's behaviour, etc) showing feelings, etc in a very obvious way because you want other people to notice you: *Calm down. There's no need to be so dramatic.*

extinct /ɪk'stɪŋkt/ (used about a type of animal, plant, etc) no longer existing: *Tigers are nearly extinct in the wild.* (see also Unit 7)

faint-hearted /ˈfeɪnt 'hɑːtɪd/ lacking confidence and not brave; afraid of failing: *He tried not to appear faint-hearted.*

marine /mə'reɪn/ (only before a noun) connected with the sea and the creatures and plants that live there: *marine life*

materialistic /mə'tɪəriə'lɪstɪk/ believing that money and possessions are the most important things in life **noun:** materialism

over-priced /ˌəʊvə'praɪst/ too expensive; costing more than it is worth

priceless /ˈpraɪsləs/ of very great value: *priceless jewels and antiques*

solitary /ˈsɒlətri/ (used about a person or an animal) enjoying being alone; frequently spending time alone

subconscious /sʌb'kɒnʃəs/ connected with feelings that influence your behaviour even though you are not aware of them: *the subconscious mind*

tight-fisted /taɪt 'fɪstɪd/ not wanting to spend or give much money

welcome /welkəm/ (to sth/do sth) allowed to do sth: *You're welcome to use my bicycle.* (see also Unit 8)

well-off /wel 'ɒf/ rich; having a lot of money

worthy /wɜːði/ that should receive respect, support or attention: *a worthy cause*

phrasal verbs

book sb in/into sth to arrange a room for sb at a hotel, etc in advance: *I've booked you into the George Hotel.*

butt in (on sb/sth) to interrupt sb/sth or to join in sth without being asked: *I'm sorry to butt in but could I speak to you urgently for a minute?*

come up with sth to find an answer or solution to sth: *Engineers have come up with new ways of saving energy.*

finish sb/sth off to kill sb/sth; to be the thing that makes sb unable to continue: *The cat played with the mouse before finishing it off.*

give sth away to give sth to sb without wanting any money in return: *We are giving away a free CD with this month's issue.*

help (sb) out to help sb in a difficult situation; to give money to help sb

pick sth up 1 to go and get sb/sth; to collect sb/sth: *I have to pick up my jacket from the cleaner's.* **2** to receive an electronic signal, sound or picture

start off to being in a particular way: *I'd like to start off by welcoming you all to Leeds.*

idioms

as far as sth goes... to a limited degree, usually less than is satisfactory: *It's a good plan as far as it goes, but there are a lot of things they haven't thought of.*

have come a long way to have made a lot of progress: *We've come a long way since the early days of the project.*

lose your touch to lose a special skill or ability

Never mind! don't worry; it doesn't matter

Not on your life! used to refuse very firmly to do sth

Not to worry! it is not important; it does not matter

Too bad! used to show that nothing can be done to change a situation

Well done! used to show admiration for sth sb has done

What a pity/shame! used to say that sth is a cause for feeling sad or disappointed

with regard (to sb/sth) concerning sb/sth: *The company's position with regard to overtime is made clear in their contracts.*

Unit 5

nouns

ancestor /ˈænsəstə/ a person in your family who lived a long time before you

athlete /ˈæθliːt/ a person who can run, jump, etc very well, especially one who takes part in sports competitions, etc

belief /brɪ'liːf/ a feeling that sb/sth is true, morally good or right, or that sb/sth exists **verb:** believe

breakdown /ˈbreɪkdaʊn/ a time when a vehicle, machine, etc stops working

breakthrough /ˈbreɪkθruː/ an important discovery or development: *Scientists are hoping to make a breakthrough in cancer research.*

bug /bʌg/ (the ... bug) a sudden interest in sth such as a sport or hobby: *They've been bitten by the golf bug.*

cash till /kæʃ tɪl/ the machine or drawer where money is kept in a shop etc

courtyard /ˈkɔːtjɑːd/ an area of ground, without a roof, that has walls or buildings around it, for example in a castle or between houses and flats

criticism /ˈkrɪtɪsɪzəm/ (an expression of) what you think is bad about sb/sth **verb:** criticise

dedication /ˌdedɪ'keɪʃn/ wanting to give your time and energy to sth because you feel it is important: *I admire her dedication to her career.*

destination /ˌdestɪ'neɪʃn/ the place where sb/sth is going

distribution /ˌdɪstrɪ'bjuːʃn/ the way sth is shared out; the pattern in which sth is found: *the distribution of wealth in a society*

drawback /ˈdrɔːbæk/ a disadvantage or a problem
expedition /ˌekspəˈdɪʃn/ a long journey for a special purpose: *a scientific expedition to Antarctica.*
flavour /ˈflevə/ the taste (of food): *ten different flavours of ice cream*
jigsaw /ˈdʒɪɡzɔː/ a picture on cardboard or wood that is cut into small pieces and has to be fitted together again
loan /ləʊn/ money, etc that sb/sth lends you: *to take out a bank loan*
monolith /ˈmɒnəlɪθ/ a large single standing block of stone, especially one that was put there by people living in ancient times
motive /ˈməʊtɪv/ a reason for doing sth, often sth bad: *The police discovered a motive for the murder.*
myth /mɪθ/ an idea or story which many people believe but that does not exist or is false
paperwork /ˈpeɪpəwɜːk/ the documents that need to be prepared, collected, etc in order for a piece of business to be completed: *Have you completed all the necessary paperwork?*
peak /piːk/ the pointed top of a mountain
performance /ˈpɜːfɔːməns/ the act of taking part in a play, singing, dancing, etc in front of an audience; something that you perform
puncture /ˈpʌŋktʃə/ a small hole made by a sharp point, especially in a bicycle or car tyre
record /ˈrekɔːd/ the best performance or the highest or lowest level, etc ever reached in sth, especially in sport
rejection /rɪˈdʒekʃn/ a refusal to accept sb/sth: *There has been a total rejection of the new policy.* verb: reject
resolve /rɪˈzɒlv/ strong determination to achieve sth: *The difficulties in her way merely hardened her resolve.*
role /rəʊl/ the position or function of sb/sth in a particular situation: *Parents often play a vital role in their children's education.*
role model /ˈrəʊl mɒdl/ a person that you admire and try to copy
stereotype /ˈsteriətaɪp/ a fixed idea about a particular type of person or thing, which is often not true in reality
summit /ˈsʌmɪt/ the highest point of sth, especially a mountain
terrain /təˈreɪn/ land of the type mentioned: *mountainous/steep/rocky terrain*
tip /tɪp/ a small piece of useful advice about sth practical: *She gave me some fashion tips.*
triplet /ˈtrɪplət/ one of three children or animals that are born to one mother at the same time

verbs

approach /əˈprəʊtʃ/ to speak to sb, usually in order to ask for sth: *I'm going to approach my bank manager about a loan.*
audition /ɔːˈdɪʃn/ (sb) (for sth) to give or watch sb give a short performance to find out if he/she is good enough to be in a play, show, etc
capture /ˈkæptʃə/ to take control of sth: *The town was captured by rebels.*
deserve /dɪˈzɜːv/ to earn sth, either good or bad, because of sth that you have done: *We've done a lot of work and we deserve a break.*
encompass /ɪnˈkʌmpəs/ to surround or cover sth completely: *The fog soon encompassed the whole valley.*
go backpacking /ˌɡəʊ ˈbækpækɪŋ/ to go walking or travelling with your clothes, etc in a large bag, often on a metal frame, that you carry on your back

graduate /ˈɡrædʒueɪt/ to get a (first) degree from a university, etc: *She graduated in History from Cambridge University.* noun: graduation
hallucinate /həˈluːsɪneɪt/ to see or hear sth that is not really there (because you are ill or have taken a drug)
handle /ˈhændl/ to deal with or to control sb/sth: *I have a problem with an employee. I don't really know how to handle her.*
hesitate /ˈhezɪteɪt/ to pause before you do sth or before you take a decision, usually because you are uncertain or worried: *He hesitated before going into the room.*
paraphrase /ˈpærəfreɪz/ to express sth again using different words so that it is easier to understand
pop /pɒp/ to suddenly appear, especially when not expected: *An idea suddenly popped into my head.*
raise /reɪz/ 1 to get money from people for a particular purpose: *We are doing a sponsored walk to raise money for charity.* 2 to look after a child or an animal until he/she/it is an adult: *You can't raise a family on what I earn.*
resume /rɪˈzuːm/ to begin again or continue after a pause or interruption

adjectives

awful /ˈɔːfl/ (informal) very great: *We've got an awful lot of work to do.*
blindfolded /ˈblaɪndfəʊldɪd/ with your eyes covered
broke /brəʊk/ having no money
dedicated /ˈdedɪkeɪtɪd/ giving a lot of your time and energy to sth because you feel that it is important: *She's dedicated to her children.*
demanding /dɪˈmɑːndɪŋ/ (used about a job, task, etc) needing a lot of effort, care, skill, etc: *It will be a demanding schedule – I have to go to six cities in six days.*
determined /dɪˈtɜːmɪd/ (to do sth) having firmly decided to do sth or to succeed, even if it is difficult: *He is determined to leave school, even though his parents are against it.* noun: determination
disturbing /dɪˈstɜːbɪŋ/ making you worried or upset: *I found the film about Aids very disturbing.*
dual /djuːəl/ having two parts; double: *to have dual nationality*
fluent /ˈfluːənt/ (in sth) able to speak or write a foreign language easily and accurately: *After a year in France she was fluent in French.*
formidable /ˈfɔːmɪdəbl/ 1 causing you to be quite frightened 2 difficult to deal with; needing a lot of effort: *Reforming the education system will be a formidable task.*
frustrating /frʌˈstreɪtɪŋ/ making you feel annoyed or impatient because you cannot do or achieve what you want
jubilant /dʒuːˈbɪlənt/ extremely happy, especially because of a success
knackered /ˈnækəd/ (informal) extremely tired: *I was knackered after the game.*
marathon /ˈmərəθən/ lasting a long time and needing a lot of effort: *Climbing the mountain was a marathon task.*
nasty /ˈnɑːsti/ very bad or unpleasant: *When she was asked to leave she got nasty.*
novelty /ˈnɒvlti/ different and unusual; intended to be amusing and to catch people's attention
outstanding /aʊtˈstændɪŋ/ extremely good; excellent: *The results in the exams were outstanding.*
sociable /ˈsəʊjəbl/ enjoying being with other people; friendly opposite: unsociable

towering /ˈtaʊərɪŋ/ extremely tall or high and therefore impressive: *towering cliffs/mountains*
work-shy /ˈwɜːk ʃaɪ/ not wanting to work; lazy

adverbs

leisurely /ˈleɪʒəli/ without hurry: *a leisurely Sunday breakfast*
logistically /ləˈdʒɪstɪkli/ connected with the practical organisation that is needed to make a complicated plan successful when a lot of people and equipment are involved

phrasal verbs

add (sth) up to find the total of several numbers: *The waiter hadn't added up the bill correctly.*
back sb/sth up to support sb; to say or show that sth is true: *I'm going to say exactly what I think at the meeting. Will you back me up?*
blow up to explode or be destroyed in an explosion: *The car blew up when the door was opened.*
break up (used about events that involve a group of people) to end or finish: *The meeting broke up just before lunch.*
deal with sb to treat sb in a particular way; to handle sb: *He's a difficult man. Nobody quite knows how to deal with him.*
dress up to put on formal clothes, usually for a special occasion: *You don't need to dress up for the party.*
fall back on sb/sth to go to sb for support; to have sth to use when you are in difficulty: *I have a little money in the bank to fall back on.*
fit sb/sth in to find time to see sb or to do sth: *You're tired because you're trying to fit too much into one day.*
lay sth down to give sth as a rule: *It's all laid down in the rules of the club.*
pick sb/sth up to go and get sb/sth; to collect sb/sth in a car, etc: *What time are you picking the children up from school?*
pile up (usually used about sth bad) to increase in quantity: *Work usually piles up at this time of year.*
set out to leave on a journey
set (sth) up to start a business, an organisation, system, etc: *She set up a language school in Spain.*
settle down to sth to start doing sth which involves all your attention: *Before you settle down to work, could I ask you something?*
take off (used about an idea, a product, etc) to become successful or popular very quickly or suddenly

idioms

be dying to do sth to want sth/to do sth very much: *I'm dying to go for a swim in the sea.*
get cracking to start doing sth immediately: *I have to finish this job today, so I'd better get cracking.*
give sb a hard time to make a situation unpleasant, embarrassing or difficult for sb: *They really gave me a hard time at the interview.*
loads (of sth) a lot (of sth): *There are loads of things to do in London in the evenings.*
make sense (to do sth) (used about an action) to be sensible and logical (to do sth): *I think it would make sense to wait for a while before making a decision.*
as a matter of fact... to tell the truth; in reality: *I like him very much, as a matter of fact.*
nowhere near (as many/much as) far from (as many/much as): *We've sold nowhere near as much stock as last year.*
sort of (informal) rather; in a way: *I'd sort of like to go, but I'm not sure.*

street cred a way of behaving and dressing that is acceptable to young people, especially those who live in cities and have experienced the problems of real life:

Unit 6

nouns

alien /'eɪliən/ a creature that comes from another planet
archaeologist /,ɑːki'ɒlədʒɪst/ a person whose job is to study the past, based on objects or parts of buildings that are found in the ground
barrel /'bærəl/ a large, round, wooden, plastic or metal container for liquids, that has a flat top and bottom and is wider in the middle: *a beer/wine barrel*
basement /'beɪsmənt/ a room or rooms in a building, partly or completely below ground level
cabin /'kæbm/ a small room in a ship or boat, where a passenger sleeps
cargo /'kɑːɡəʊ/ (pl *cargoes*) the goods that are carried in a ship or aircraft
conflict /'kɒnflɪkt/ a fight or an argument
corpse /'kɔːps/ a dead body, especially of a person
costume /'kɒstjuːm/ a set or style of clothes worn by people in a particular country or in a particular historical period: *dressed in 17th century costume*
crew /kruː/ all the people who work on a ship, aircraft, etc
crop circle /'krɒp sɑːkl/ a circular area in a field of crops that has suddenly become flat: *People say that crop circles were made by creatures from outer space.*
deck /dek/ one of the floors of a ship or bus: *I'm going out on deck for some fresh air.*
doorstep /'dɔːstep/ a step in front of a door outside a building: *He was standing on the doorstep.*
draught /draːft/ a flow of cold air that comes into a room: *Can you shut the door? There's a draught in here.*
encounter /ɪn'kaʊntə/ an unexpected (often unpleasant) meeting or event: *I've had a lot of close encounters (= situations which could have been dangerous) with bad drivers.* verb: *encounter*
enquiry /ɪn'kwɪəri/ (pl *enquiries*) a question that you ask about sth: *Police have been making enquiries into the woman's disappearance.*
entrepreneur /,ɒntrəprə'naː/ a person who makes money by starting or running businesses, especially when this involves taking financial risks
evidence /'eɪdɪns/ the facts, signs, etc that make you believe that sth is true: *There was no evidence of a struggle in the room.*
extraterrestrial /,ekstrə'terɪstriəl/ a creature that comes from another planet
figure /'fɪɡə/ a person that you cannot see very clearly or that you do not know: *There were two shadowy figures in the photo that I did not recognise. (see also Unit 1)*
flaw /fləʊ/ (in sth) a mistake in sth that makes it not good enough or not function as it should: *There are some flaws in her argument.*
formation /fɔː'meɪʃn/ a number of people of things in a particular shape or pattern
foundation /faʊn'deɪʃn/ a layer of bricks, etc under the surface of the ground that forms the solid base of a building.
fraud /frɔːd/ (an act of) cheating sb in order to get money, etc illegally
fumes /fjuːmz/ smoke or gases that smell unpleasant and that can be dangerous to breathe in

gadget /'ɡædʒɪt/ a small device, tool or machine that has a particular but usually unimportant purpose: *This car has all the latest gadgets.*
hallucination /həˌluːsɪ'neɪʃn/ seeing or hearing sth that is not really there (often because you are ill or have taken a drug)
inhabitant /ɪn'hæbɪtənt/ a person or animal that lives in a place verb: *inhabit*
instrument /'ɪnstrəmənt/ something that is used for measuring speed, distance, temperature, etc in a car, plane or ship
legend /'ledʒənd/ an old story that may or may not be true
lifeboat /'laɪfbəʊt/ a small boat that is carried on a large ship and that is used to escape from the ship if it is in danger of sinking
local /'ləʊkl/ a person who lives in a particular place
lodging /'lɒdʒɪŋ/ a room or rooms in sb's house where you can pay to stay
mansion /'mænsjən/ a very large house
the paranormal /,pærə'nɔːml/ events or subjects that cannot be explained by science or reason and that seem to involve mysterious forces
party /'pɑːti/ a group of people who are working, travelling, etc together
phantom /'fæntəm/ the spirit of a dead person that is seen or heard by sb who is still living; a ghost
porter /'pɔːtə/ a person whose job is to be in charge of the entrance of a hotel or other large building
provisions /prə'vɪʒnz/ supplies of food and drink, especially for a long journey
quarters /'kwɔːtəz/ rooms that are provided for soldiers, servants, etc to live in
runaway /'rʌnəweɪ/ a person, especially a child, who has left or escaped from somewhere
sail /seɪl/ a large piece of strong material that is fixed onto a ship or boat (The wind blows against the sail and moves the ship along)
sceptic /'skeptɪk/ a person who doubts that sth is true, right, etc
sighting /'saɪtɪŋ/ an occasion when sb/sth is seen: *a reported sighting of the Loch Ness monster*
site /saɪt/ a place where sth has happened: *the site of a famous battle*
suspect /'sʌspekt/ a person who is thought to be guilty of a crime: *The suspects are being questioned by the police.*
sword /sɔːd/ a long, very sharp weapon, like a large knife
suspense /sʌs'pens/ the feeling of excitement or worry that you have when you feel sth is going to happen, when you are waiting for news, etc: *Don't keep us in suspense. Tell us what happened.*
temple /'templ/ a building where people pray to a god or gods
tornado /tɔː'neɪdɔː/ a violent storm with a very strong wind that blows in a circle
UFO /juː ef 'əʊ/ an unidentified flying object
whirlwind /'wɜːlwɪnd/ a very strong circular wind that forms a tall column of air moving round and round in a circle as it travels across the land or sea
wreckage /'rekɪdʒ/ the broken pieces of sth that has been destroyed: *Investigators searched the wreckage of the plane for evidence.*

verbs

assure /ə'ʃʊə/ to promise sb that sth will certainly happen or be true, especially if he/she is worried: *I assure you that it is perfectly safe.* noun: *assurance*
behead /bi'hed/ to cut off sb's head, usually as a punishment
board /bɔːd/ to get on a plane, ship, bus, etc: *We waved goodbye and boarded the ship.*

drag /dræɡ/ to pull sb/sth along with difficulty: *The box was so heavy that we had to drag it across the floor.*
excavate /'ekskəveɪt/ to dig in the ground to look for old objects or buildings that have been buried for a long time noun: *excavation*
reveal /rɪ'veɪl/ to make sth known that was secret or unknown before: *The truth was finally revealed.*
scan /skæn/ (used about a machine) to examine what is inside a person's body or inside an object such as a suitcase: *Machines scan all the luggage for weapons.*
shift /ʃɪft/ to move or be moved from one position or place to another: *She shifted uncomfortably in her chair.*
sink /sɪŋk/ (pt *sank*; pp *sunk*) to go down under the surface of liquid or a soft substance: *If you throw a stone into water, it sinks.*
stress /stres/ to give sth special force or attention because it is important: *He stressed that it wasn't our fault.*
unload /,ʌn'ləʊd/ to take things that have been transported off or out of a vehicle
witness /'wɪtnəs/ to see sth happen and be able to tell other people about it later: *to witness a murder*

adjectives

casual /'kæʒuəl/ (used about clothes) not formal: *I change into casual clothes after work.*
cramped /kræmpt/ not having enough space: *Hundreds of people were living in terribly cramped conditions.*
deserted /dɪ'zɜːtɪd/ empty, because all the people have left
disembodied /,dɪsm'bɒdɪd/ separated from the body: *disembodied spirits*
disposable /dɪ'spəʊəzəbl/ made to be thrown away after being used once or for a short time: *a disposable nappy/razor*
grotesque /grəʊ'tesk/ strange or ugly in a way that is not natural
haunted /'hɔːntɪd/ (used about a building) believed to be visited by ghosts: *a haunted house*
idle /'aɪdl/ not wanting to work hard; lazy
lethal /'liːθl/ that can cause death or great damage: *a lethal weapon/drug*
maritime /'mærɪtaɪm/ connected with the sea or ships: *a maritime disaster*
massive /'mæsɪv/ very big: *huge*
prominent /'prɒmɪnənt/ sticking out from sth: *prominent eyes/ears*
random /'rændəm/ done, chosen, etc without sb thinking or deciding what is going to happen first: *the random killing of innocent people*
scruffy /'skraʃi/ dirty and untidy: *scruffy jeans*
severe /sɪ'vɪə/ extremely bad or serious: *severe weather conditions*
smart /smɑːt/ (used about a person) having a clean and tidy appearance: *You look smart. Are you going somewhere special?*
steep /stiːp/ (used about a hill, a mountain, etc) rising or falling quickly; at a sharp angle
suspicious /sə'spiʃəs/ that makes you feel that sth is wrong, dishonest or illegal: *We became suspicious of his behaviour and alerted the police.*
unsolved /,ʌn'sɒlvɪd/ without an answer or explanation having been found for sth: *an unsolved mystery/murder*
vital /'vaɪtl/ 1 very important or necessary: *vital information* 2 full of energy; lively

adverbs

appallingly /ə'pɔːlɪŋli/ very badly; terribly
indefinitely /ɪn'defɪnətli/ for a period of time that has no fixed end: *The meeting was postponed indefinitely.*

phrasal verbs

break up to separate into parts: *The ship broke up on the rocks.*
build sth up to create or develop sth
carry out sth to do a task, a repair, etc: *to carry out tests/an investigation*
find (sth) out to get some information; to discover a fact: *I later found out that Will had been lying to me.*
leave sth behind to go away from a place without taking sth with you: *She left her glasses behind last time she stayed with us.*
look into sth to study or try to find out sth; to investigate: *Police are looking into the matter.*
make for sth to move towards a particular place: *He was making for the door when the police caught him.*
make sb/sth out to be able to see or hear sb/sth; *I could just make out a shadowy figure in the background.*
meet with sth to get a particular answer, reaction or result: *to meet with success/failure/disaster*
run into sb to meet sb by chance: *I ran into Pete on my way to the butcher's.*
run into sth to enter an area of bad weather while travelling: *We ran into thick fog on our way home.*
stand up to sth to remain valid, etc even when tested, examined closely, etc: *It was brave of her to stand up to those bullies.*
turn out to be sth to be in the end: *The house they had promised us turned out to be a tiny flat.*
warn sb off to tell sb to leave or stay away from sb/sth, especially in a threatening way

idioms

on board on a ship or an aircraft: *All the passengers were safely on board.*
on/off duty (used about doctors, nurses, police officers, etc) to be working/not working: *The porter's on duty from 8 till 4.*
put sb/sth to the test to do sth to find out how good, strong, etc sb/sth is
set foot (in/on sth) to visit, enter or arrive at/in a place: *No woman had ever set foot in the temple.*
take shape to start to develop well: *Plans to expand the company are beginning to take shape.*
things that go bump in the night used to refer to ghosts and other supernatural things that cannot be explained

Unit 7

nouns

alternative /ɔːl'tɜːnətɪv/ (to sth) one of two or more things that you can choose between: *What can I eat as an alternative to meat?*
capsule /'kæpsjuːl/ the part of a spaceship, etc in which people travel
character /'kærəktə/ a person in a book, story, etc: *The main character in the film is a boy who meets an alien.*
clay /kleɪ/ heavy earth that is soft and sticky when it is wet and becomes hard when baked or dried: *clay pots*

coincidence /kəʊ'ɪnsɪdəns/ two or more similar things happening at the same time by chance, in a surprising way
craftsman /'krɑːftsmən/(pl *craftsmen*) a person who makes things skilfully, especially with his/her hands
critic /'krɪtɪk/ a person whose job is to give his/her opinion about a play, book, film, etc
isolation /ˌaɪsə'leɪʃn/ the state of being separate and alone; the act of separating sth: *He lived in complete isolation from the outside world.*
landmark /'lændmɑːk/ an object (often a building) that can be seen easily from a distance and will help you to recognise where you are: *Big Ben is one of the landmarks on London's skyline.*
landslide /'lændslaɪd/ the sudden fall of a mass of earth, rocks, etc down the side of a mountain
notion /'nəʊʃn/ something that you have in your mind; an idea: *I had a vague notion that I had seen her before.*
plot /plɒt/ the series of events which form the story of a novel, film, etc: *The play had a weak plot.*
plus /plʌs/ an advantage of a situation
recognition /ˌrekəɡ'nɪʃn/ a public show of respect for sb's work or actions: *She has received international recognition for her services to charity.* verb: *recognise*
review /rɪ'vjuː/ a newspaper or magazine article, or an item on the television or radio, in which sb gives an opinion on a new book, film, play, etc: *The film got bad reviews.* verb: *review*
rioting /'raɪətɪŋ/ violent behaviour by a crowd of people in a public place, often as a protest: *Rioting broke out in the capital today.* verb: *riot*
sequel /'siːkwəl/ (to sth) a book, film, etc that continues the story of the one before
setting /'setɪŋ/ the place and time at which the action of a play, novel, etc take place: *short stories with a contemporary setting*
settlement /'setlmənt/ a place that a group of people have built and live in, where few or no people lived before: *There is believed to have been a prehistoric settlement on this site.*
source /sɔːs/ a place, person or thing where sth comes or starts from or where sth is obtained: *Television is a great source of entertainment.*
storyline /'stɔːrɪlaɪn/ the series of events in a book, film, play, etc
superiority /suː'pɪəri'ɒrəti/ behaviour that shows that you think you are better than other people: *an air/a sense of superiority*
upbringing /'ʌpbɪŋɪŋ/ the way a child is treated and taught how to behave by his/her parents: *a strict upbringing* verb: *bring up*
values /'væljuːz/ beliefs about what is the right and wrong way for people to behave; moral principles

verbs

adapt /ə'dæpt/ to change a book or play so that it can be made into a play, film, television programme, etc: *The film was adapted from a novel.* noun: *adaptation*
broaden /'brɔːdn/ to increase your experience, knowledge, etc: *Travel broadens your horizons.*
carve /kɑːv/ to make objects, patterns, etc by cutting away material from wood or stone: *The statue was carved out of a single piece of stone.*
convey /kən'veɪ/ to make ideas, feelings, etc known to sb: *The film conveys a powerful message.*
dive /daɪv/ to swim under the surface of the sea, a lake, etc: *I'm hoping to go diving on holiday.*
eliminate /ɪ'lɪmɪneɪt/ to remove sb/sth that is not wanted or needed

emerge /ɪ'mɑːdʒ/ to appear or come out from somewhere: *A man emerged from the shadows.* noun: *emergence*
extend /ɪk'stend/ to cover the area or period of time mentioned: *The company is planning to extend its operations into Asia.* noun: *extension*
fathom /'fæðəm/ (usually in the negative) to understand sth: *I can't fathom what he means.*
inspire /ɪn'spaɪə/ to give sb the idea for sth, especially sth artistic or imaginative: *His novel was clearly inspired by his childhood experiences.*
label /'leɪbl/ (sb/sth as sth) to describe sb/sth in a particular way, especially unfairly
pile /paɪl/ to put things one on top of another; to form a pile: *The clothes were piled high on the chair.*
reveal /rɪ'viːl/ to make sth known that was secret or unknown before: *The police finally revealed the truth about the murder.*
set /set/ to make the action of a book, film play, etc take place in a particular time, situation, etc: *The film is set in 16th century Spain.*
settle /'setl/ to go and live permanently in a new country, area, town, etc: *Many immigrants have settled in this country.*
suspend /sə'spend/ to stop or delay sth for a time: *In the theatre we willingly suspend disbelief (= temporarily believe that the characters, etc are real).*
transport /træn'spɔːt/ 1 to take sb/sth from one place to another in a vehicle 2 to make sb feel that he/she is in a different place, time or situation: *The book transports you to another world.* noun: *transportation*
unwind /ˌʌn'waɪnd/ to relax, especially after working hard

adjectives

action-packed /ækʃn 'pækt/ full of exciting events and activity: *an action-packed film*
affirmative /ə'fɜːmətɪv/ expressing agreement or strong support for sth
amusing /ə'mjuːzɪŋ/ causing you to laugh or smile
anecdotal /ˌænɪk'dəʊtl/ based on short, interesting or amusing stories about real people or events and possible not true or accurate
anonymous /ə'nɒnɪməs/ done, written, etc by sb who does not want his/her name to be known or made public
argumentative /ˌɑːɡju'mentətɪv/ often involved in or enjoying arguments and disagreements
bizarre /bɪ'zɑː/ very strange: *The story had a bizarre ending.*
compelling /kəm'pelɪŋ/ that makes you pay attention to it because it is so interesting and exciting: *a compelling plot*
crucial /'kruːʃl/ extremely important; vital
daring /'deərɪŋ/ involving or taking risks; brave: *a daring attack*
exotic /ɪɡ'zɒtɪk/ unusual or interesting because it comes from a different country or culture: *exotic fruit/food/plants*
gripping /'ɡrɪpɪŋ/ exciting; holding your attention: *a gripping film/book*
inconvenient /ɪn'kɒn'viːniənt/ causing trouble or difficulty, especially when it affects sth that you need to do: *It's a bit inconvenient at the moment - could you phone back later?*
intrigued /ɪn'triːɡd/ very interested in sth/sb and wanting to know more about it/him/her: *I'm intrigued to know what you thought of the film.*
oblivious /ə'bliːviəs/ (to/of sb/sth) not noticing or realising what is happening around you: *She was oblivious to all the noise around them.*

spine-chilling /'spain tʃɪlɪŋ/ frightening in an exciting way: *a spine-chilling horror story*
vital /'vaɪtl/ very important or necessary

adverbs

fairly /'feəli/ quite; not very: *He is fairly tall.*
profoundly /prə'faʊndli/ very greatly; deeply: *I was profoundly relieved to hear the news.*
quite /kwaɪt/ 1 not very; to a certain degree: *The film's quite good.* 2 (used for emphasising sth) completely; very: *Are you quite sure you don't mind?*

phrasal verbs

chase sb off to force sb to run away: *Chase the dog off the lawn.*
die out to stop happening or disappear: *The use of horses on farms has almost died out in this country.*
draw sb into sth to involve sb or make sb take part in sth, although he/she may not want to take part at first: *She was painfully shy but he gradually drew her into conversation.*
give sth/sb away to show or tell the truth about sth/sth which was secret: *He smiled politely and didn't give away his real feelings.*
hang around to stay in or near a place not doing very much
hang out to spend a lot of time in a place: *The local kids hang out at the shopping mall.*
take off to leave a place, especially in a hurry: *When he saw me coming, he took off in the opposite direction.*
wipe sth out to destroy sth completely: *Whole villages were wiped out in the bombing raids.*

idioms

a change of heart a change in your opinion or the way that you feel
be beyond sb to be impossible for sb to understand or imagine: *Why she wants to go and live there is beyond me.*
be in tune (with sb/sth) to be in agreement with sb/sth; to have the same opinions, feelings, interests, etc as sb/sth: *These proposals are perfectly in tune with our own thoughts on the subject.*
make your/a mark (on sth) to become famous and successful in a particular area
on behalf of sb for sb; as the representative for sb: *On behalf of all my colleagues, I'd like to thank you.*
for a start used to emphasise your first reason for sth: *'Why can't we go on holiday?' 'Well, for a start we can't afford it.'*
take sb's word for it to believe what sb says without any proof
within earshot near enough to hear sb/sth or to be heard: *As she came within earshot of the group, she heard her name mentioned.*

claustrophobia /kloʊ'strə'fəʊbiə/ fear of being in a small or enclosed space
commitment /kə'mɪtmənt/ (to sth) being prepared to give a lot of your time and attention to sth because you believe it is right or important: *I admire his commitment to protecting the environment.*
curiosity /kjuəri'ɒsəti/ a desire to know or learn
decade /'dekeɪd/ a period of ten years
detector /dɪ'tektə/ a machine that is used for finding or noticing sth: *a smoke/metal/lie detector*
discord /'dɪskɔ:d/ disagreement or argument
division /dɪ'vɪʒn/ (between sb/sth) a disagreement or difference of opinion between sb/sth
era /'ɪərə/ a period of time in history (that is special for some reason: *We are living in the era of the computer.*
galaxy /'gæləksi/ (pl *galaxies*) a large group of stars and planets in space
gene /dʒi:n/ a unit of information inside a cell which controls what a living thing will be like (Genes are passed from parents to children)
highway /'haɪweɪ/ (especially US) a main road (between towns)
kerosene /'kerəsi:n/ (US) a type of oil that is burned to produce heat or light
maternity leave /mə'tɜ:nəti li:v/ a period of time when a woman temporarily leaves her job to have a baby: *to be on maternity leave*
microchip /'maɪkrəʊtʃɪp/ a very small piece of a special material (silicon) that is used inside a computer, etc to make it work
might /maɪt/ great strength or power: *I pushed with all my might but the rock didn't move.*
nature /'neɪtʃə/ the basic qualities of thing: *the changing nature of society*
orbit /'ɔ:bit/ a curved path taken by a planet or another object as it moves around another planet, star, moon, etc: *a space station in orbit round the moon*
pace /peɪs/ the speed at which you walk, run, etc or at which sth happens: *He increased his pace as he got closer to home.*
pedestrian /pə'destriən/ a person who is walking in the street (not travelling in a vehicle)
puzzle /'pʌzl/ a game or toy that makes you think a lot: *a jigsaw puzzle*
reference /'refrəns/ a statement or letter describing a person's character or ability that is given to a possible future employer: *I had to supply two references before they gave me the job.*
retail /'ri:teɪl/ the selling of goods to the public in shops, etc: *She works in retail.*
sensor /'sensə/ a device that can react to light, heat, pressure, etc in order to make a machine, etc do sth or show sth: *an infrared sensor*
shuttle /'ʃʌtl/ a spacecraft designed to be used, for example, for travelling between the earth and a space station
sidewalk /'saɪdwɔ:k/ (US) the hard flat area at the side of a road for people to walk on; the pavement
space /speɪs/ the area which surrounds the planet Earth and the other planets and stars: *space travel*
term /tɜ:m/ 1 a word or group of words with similar meanings: a technical term in computing 2 a period of time into which a school or university year is divided 3 a period of time for which sth lasts: *The US president is in his first term of office.*
terminal /tɜ:mɪnəl/ a piece of equipment, usually consisting of a keyboard and a screen, that joins the user to a central computer system
vision /'vɪʒn/ a picture in your imagination: He has a vision of a world without weapons.

wastage /'weɪstɪdʒ/ the fact of losing or destroying sth, especially because it has been used carelessly: *This lack of jobs has resulted in a huge wastage of talent.*

verbs

baste /beɪst/ to pour fat or juices over meat, etc while it is cooking
blaze /bleɪz/ to be extremely bright; to shine brightly: *Even at that time of night, every light in the house was blazing.*
colonise /'kɒlənaɪz/ to take control of another country or place and send people from your own country to live there *noun: colony*
commercialise /kə'mɜ:ʃəlaɪz/ to try to make money out of sth, even if it means spoiling it *noun: commercialisation*
download /daʊn'ləʊd/ to copy a computer file, etc from a large computer system to a smaller one
expand /ɪk'spænd/ to become or to make sth bigger: *We're hoping to expand our business next year.* *noun: expansion*
float /fləʊt/ to move slowly through air or water: *The balloon floated up into the sky.*
frown /fraʊn/ to show that you are angry, serious, etc by making lines appear on your forehead above your nose
hypnotise /'hɪpnətaɪz/ 1 to put sb into an unconscious state where the person's mind can be controlled 2 to interest sb so much that they can think of nothing else: *He was hypnotised by her beauty.* *noun: hypnosis*
implant /ɪm'plɑ:nt/ to put sth (usually sth artificial) into a part of the body for medical purposes, usually by means of an operation *noun: implant*
jail /dʒeɪl/ to put sb in prison: *He was jailed for life.*
lease /li:s/ to use or let sb use sth, especially property or equipment, in exchange for rent or a regular payment: *Parts of the building are leased out to tenants.* *noun: lease*
lengthen /'lenθən/ to become longer or to make sth longer
participate /pɑ:'tɪsɪpeɪt/ (in sth) to take part or become involved in sth: *Students are encouraged to participate in sporting activities.* *noun: participation*
preserve /prɪ'zɜ:v/ to keep sth in its original state in good condition *noun: preservation*
pursue /pə'sju:/ to try to achieve sth or to continue to do sth over a period of time: *She is pursuing a career in banking.*
recruit /rɪ'kru:t/ to find new people to join a company, an organisation, the armed forces, etc: *to recruit young people to the teaching profession* *noun: recruitment*
sigh /saɪ/ to let out a long, deep breath that shows you are tired, sad, disappointed, etc
speculate /'spekjuleɪt/ (about sth) to make a guess about sth: *to speculate about the result of the next election* *noun: speculation*

adjectives

accurate /'ækjərət/ exact and correct; without mistakes *opposite: inaccurate*
convinced /kən'vɪnst/ completely sure about sth: *He's convinced that his team will win.*
cosmic /'kɒzmɪk/ connected with space or the universe
desirable /dɪ'zaɪərəbl/ wanted, often by many people; worth having: *Experience is desirable but not essential for this job.* *opposite: undesirable*
digital /'dɪdʒɪtl/ using an electronic system that uses the numbers 1 and 0 to record sound or store

Unit 8

nouns

aptitude /'æptɪtju:d/ (for sth) natural ability or skill: *She has an aptitude for learning languages.*
carbon monoxide /kɑ:bən mə'nɒksaɪd/ a poisonous gas. *Motor cars produce a lot of carbon monoxide.*

information, and that gives high-quality results: *a digital recording*

online /ˈɒnˈlaɪn/ controlled by or connected to a computer or to the Internet: *an online ticket booking system*

peculiar /prɪˈkjuːliə/ unusual or strange

prophetic /prəˈfetik/ correctly stating or showing what will happen in the future: *Many of his warnings proved prophetic.*

redundant /rɪˈdʌndənt/ (used about employees) no longer needed for a job and therefore out of work: *When the factory closed 800 people were made redundant.*

relevant /ˈrɛləvənt/ connected with what is happening or being talked about: *Do you have any relevant experience?*

remote-control /rɪˈməʊt kənˈtrəʊl/ operated from a distance, using radio or electrical signals: *a remote-control camera*

spicy /ˈspiːsi/ having a strong taste because spices have been used to flavour it

thrilling /ˈθrɪlɪŋ/ very exciting and enjoyable

tremendous /trəˈmɛndəs/ very large or great: *a tremendous amount of work*

unconcerned /ˌʌnkənˈsɜːnd/ not worried or anxious about sth because you feel it does not affect you or is not important **opposite:** *concerned*

phrasal verbs

base sth on sth to use an idea, a fact, a situation, etc as the point from which sth can be developed: *This film is based on a true story.*

break down (used about a system, discussion, etc) to fail: *Talks between the two countries broke down.*

carry out sth to do a task, repair, etc: *to carry out tests/a survey/an experiment*

come up with sth to find an answer or a solution to sth: *Engineers have come up with new ways of saving energy.*

improve on/upon sth to produce sth that is better than sth else: *Nobody will be able to improve on that score (= nobody will be able to make a higher score).*

pick up to receive an electronic signal, sound or picture: *In the north of France you can pick up English TV programmes.*

rush by (sb/sth) to move past (sb/sth) at great speed, often too fast: *She rushed by without saying anything.*

trail off (used about sb's voice) to gradually become quieter and then stop

tuck sb up to make sb feel comfortable in bed by pulling the covers up around them: *The children are all tucked up in bed.*

idioms

change the subject to start talking about sth different

have a mind of your own to have your own opinion and make your own decisions without being influenced by other people: *My computer seems to have a mind of its own!*

not have a clue to know nothing about sth

on occasion(s) sometimes but not often

have sth at your fingertips to have sth ready for quick and easy use

put your feet up to sit down and relax, especially with your feet off the floor and supported: *I'm so tired that I just want to go home and put my feet up.*

search me used to emphasise that you do not know the answer to sb's question: *'Why didn't she say anything?' 'Search me!'*

Unit 9

nouns

almanac /ˈælmənæk/ a book that gives information about the sun, moon, times of the tides (= the rise and fall of the sea level), etc for each day of the year

astronomy /əˈstrɒnəmi/ the scientific study of the sun, moon, stars, etc

average /ˈævərɪdʒ/ the normal standard, amount or quality

background /ˈbækgraʊnd/ the part of a scene, view, picture, etc which is furthest away from the person looking at it: *red circles painted on a blue background*

bar chart /ˈbɑː tʃɑːt/ a diagram which uses narrow bands of different heights to show different amounts, so that they can be compared

brainpower /ˈbreɪnpaʊə/ the ability to think; intelligence

breed /brɪd/ a particular variety of animal: *a rare breed of cattle*

cab /kæb/ a taxi: *He drives a black cab in London.*

cage /keɪdʒ/ a box made of bars or wire, or a space surrounded by wire or metal bars, in which a bird or animal is kept so that it cannot escape

capacity /ˌkəˈpæsəti/ the ability to understand or do sth: *a capacity for hard work*

chart /tʃɑːt/ a map of the sea or sky: *navigation charts*

concentration /ˌkɒnsn̩ˈtreɪʃn/ (on sth) the ability to give all your attention or effort to sth **verb:** *concentrate*

concept /ˈkɒnsɛpt/ (of sth) an idea; a basic principle: *It is difficult to grasp the concept of eternity.*

confusion /ˌkɒnˈfjuːzn/ the state of not being able to think clearly or not understanding sth: *He stared in confusion at the exam paper.* **verb:** *confuse*

context /ˈkɒntekst/ the words that come before or after a word, phrase or sentence that help you to understand its meaning: *You can often guess the meaning of a word from its context.*

debt /det/ an amount of money that you owe to sb

findings /ˈfaɪndɪŋz/ information that is discovered as a result of research into sth: *the findings of a survey/ report/committee*

fortune /ˈfɔːtʃuːn/ a very large amount of money: *She made a fortune selling paintings.*

graph /ɡrɑːf/ a diagram in which a line or a curve shows the relationship between two quantities, measurements, etc: *a graph showing the number of cars sold each month*

host /həʊst/ (of sb/sth) a large number of people or things

longitude /ˈlɒndʒɪtjuːd/ the distance of a place east or west of a line from the North Pole to the South Pole that passes through Greenwich in London (Longitude is measured in degrees).

majority /məˈdʒɒrəti/ (of sb/sth) the largest number or part of a group of people or things: *The majority of students in the class come from Japan.*

meridian /məˈrɪdiən/ a line that we imagine on the surface of the earth that joins the North Pole to the South Pole and passes through a particular place: *the Greenwich meridian*

minority /maɪˈnɒrəti/ the smaller number or part of a group; less than half

mortal /ˈmɔːtl/ a human being

mould /məʊld/ a soft green or black substance like fur (fungus) that grows in wet places or on old food

navigation /ˌnævɪˈɡeɪʃn/ 1 the act of using a map, etc to find your way to somewhere 2 the act of sailing a boat along a river or across a sea

observatory /əbˈzɜːvətəri/ a building from which scientists can watch the stars, the weather, etc

opportunity /ˌɒpəˈtjuːnəti/ a chance to do sth that you would like to do; a situation or a time in which it is possible to do sth that you would like to do: *I have a golden opportunity to go to America now that my sister lives there.*

passion /ˈpæʃn/ (for sth) a very strong liking for or interest in sth: *He has a passion for music.*

pendulum /ˈpendjələm/ a chain or stick with a heavy weight at the bottom that moves regularly from side to side to work a clock

pigeon /ˈpɪdʒɪn/ a fat grey bird that often lives in towns

qualification /ˌkwɒlɪfɪˈkeɪʃn/ an exam that you have passed or a course of study that you have completed

range /remdʒ/ a variety of things that belong to the same group: *This shop has a wide range of clothes.*

reaction /rɪˈækʃn/ (to sb/sth) something that you say or do because of sth that has happened

relevance /ˈreləvəns/ a connection with what is happening or being talked about: *Most of what he said had no relevance at all to my situation.*

rival /ˈraɪv/ a person or thing that is competing with you

slide /slaɪd/ a small piece of photographic film in a plastic or cardboard frame

verbs

acquire /əˈkwaɪə/ to obtain or buy sth: *He's acquired a reputation for being difficult to work with.*

analyse /ˈænaləɪz/ to look at or think about the different parts or details of sth carefully in order to understand or explain it: *to analyse statistics/data* **noun:** *analysis*

assume /əˈsjʊːm/ to accept or believe that sth is true even though you have no proof; to expect sth to be true: *I assume that you have all the necessary documents.* **noun:** *assumption*

beat /biːt/ to defeat sb; to be better than sb: *He always beats me at tennis.*

combat /ˈkɒmbæt/ to fight against sth; to try to stop or defeat sth: *new medicines to combat heart disease*

comment /ˈkɒment/ (on sth) to say what you think or feel about sth: *Several people commented on how ill David looked.*

conduct /kənˈdʌkt/ to organise and do sth, especially research: *to conduct a survey/an inquiry*

confirm /kənˈfɜːm/ to say or show that sth is true; to make sth definite: *Seeing the two of them together confirmed our suspicions.*

draw /drɔː/ (sth from sth) to learn or decide sth as a result of study, research or experience: *Can we draw any conclusions from this survey?*

dump /dʌmp/ to get rid of sth that you do not want, especially in a place which is not suitable: *Nuclear waste should not be dumped in the sea.*

fade /feɪd/ to become less strong or fresh; to disappear slowly

flash /flæʃ/ (sth up) to appear on a television screen, computer screen, etc for a short time; to make sth do this: *His name was flashed up on the screen.*

highlight /ˈhaɪlaɪt/ to emphasise sth so that people give it special attention: *The report highlighted the need for improved safety at football grounds.*

imagine /i'mædʒɪn/ (sb/sth doing sth) to form a picture in your mind of what sth/sb might be like: *I can't imagine myself cycling 20 miles a day.*
noun: imagination

maintain /meɪn'teɪn/ to make sth continue at the same level, standard, etc: *to maintain law and order*

outperform /aʊtpə'fɔ:m/ to achieve better results than sb/sth

outshine /aʊt'shaɪn/ (pt, pp *outshone*) to be more impressive than sb/sth; to be better than sb/sth: *He far outshone the rest of the class.*

overcome /əʊvə'kʌm/ (pt *overcame*; pp *overcome*) to manage to control or defeat sb/sth: *She tried hard to overcome her fear of flying.*

overestimate /,əʊvər'estɪmeɪt/ to guess that sb/sth is bigger, better, more important, etc than he/she/it really is

recite /rɪ'saɪt/ to say aloud a piece of writing, especially a poem or a list, from memory

rotate /rəʊ'teɪt/ to turn in circles round a central point; to make sth do this: *The earth rotates on its axis.* **noun:** rotation

store /stɔ:/ to keep sth or a supply of sth for future use: to store information on a computer

tell /tel/ (A from B) to distinguish one thing or person from another: *It was hard to tell Tom from his brother. Can you tell the difference between the two versions?*

tend /tend/ (to do sth) to usually do or be sth: *Women tend to live longer than men.*

underestimate /,ʌndər'estɪmeɪt/ to guess that the amount, etc of sth will be less than it really is

visualise /'vɪʒʊəlaɪz/ to imagine or have a picture in your mind of sb/sth: *It's hard to visualise what this place looked like before the factory was built.*

adjectives

angular /'æŋɡjələ/ with sharp points or corners

complicated /'kɒmplɪkətɪd/ difficult to understand or deal with

confused /kən'fju:zd/ not able to think clearly

confusing /kən'fju:zɪŋ/ difficult to understand

contradictory /,kɒntrə'dɪktəri/ being opposite to or not matching sth else: *Contradictory reports appeared in the newspaper.*

dappled /'dæpld/ marked with spots of colour or shade

discerning /dɪ'sɜ:nɪŋ/ able to recognise the quality of sth

encouraging /ɪn'kʌrɪdʒɪŋ/ giving hope, support or confidence to sb: *This month's unemployment figures are not very encouraging.* **opposite:** discouraging

fatal /'feɪtl/ causing or ending in death; *a fatal accident/disease*

imaginative /i'mædʒɪnətɪv/ having or showing imagination **opposite:** unimaginative

informative /ɪn'fɔ:mətɪv/ giving useful knowledge or information

observant /əb'zɜ:vənt/ good at noticing things around you **opposite:** unobservant

prime /praɪm/ main; the first example of sth that sb would think of or choose

rare /reə/ not done, seen, happening, etc very often: *a rare species/breed*

significant /sɪɡ'nɪfɪkənt/ important or large enough to be noticed: *There has been a significant improvement in your work.* **opposite:** insignificant

spatial /speɪʃl/ connected with space and the size, shape, position, etc of things in it: *the development of a child's spatial awareness* (= the ability to judge the positions and sizes of objects)

startling /'stɑ:tɪŋ/ extremely unusual and surprising: *a startling contrast/discovery*

surreal /sə'ri:əl/ very strange; with images mixed together in a strange way like in a dream: *a surreal film/painting/situation*

visual /'vɪʒʊəl/ connected with seeing or sight: *the visual arts* (= painting, sculpture, cinema, etc)

vivid /'vɪvɪd/ (used about a light or a colour) strong and very bright

worrying /'wʌrɪŋ/ that makes you worry

adverbs

dead /ded/ completely, exactly or very: *The film was dead boring.*

elsewhere /els'weə/ in or to another place: *He's travelled a lot in Europe and elsewhere.*

intimately /'ɪntɪmətli/ closely: *intimately connected/linked*

repeatedly /rɪ'pi:tɪdli/ many times; again and again

phrasal verbs

cut down (on sth) to reduce the quantity or amount of sth; to do sth less often: *You should cut down on fatty foods.*

put sb off (sb/sth/doing sth) to make sb not like sb/sth or not want to do sth: *The accident put me off driving for a long time.*

take after sb to look or behave like an older member of your family, especially a parent: *James takes after his father.*

take it out on sb to behave badly towards sb because you are angry or upset about sth, even though it is not this person's fault: *Just because you've had a bad day at work, there's no need to take it out on me!*

take sth back to admit that sth you said was wrong: *You'd better take back what you said about my cooking!*

take sth in to understand what you see, hear or read: *I was too tired to take in what she was saying.*

take to sb/sth to start liking sb/sth: *I didn't take to Kate's new boyfriend at all.*

work sth out 1 to find the answer to sth; to solve sth: *I can't work out how to do this.* 2 to calculate sth: *I worked out the total cost.*

idioms

all in all when everything is considered: *All in all it had been a great success.*

be no contest used to say that one side in a competition is so much stronger or better than the other that it is sure to win easily

not in the least not at all: *It doesn't matter in the least.*

Unit 10

nouns

arbitration /,ɑ:brɪ'treɪʃn/ the official process of settling an argument or a disagreement between two people or groups

base /beɪs/ a military centre from which the armed forces operate: *an army base*

battlefield /'bætlfi:ld/ the place where a battle is fought

capital /'kæpɪtl/ an amount of money that you use to start a business or to put in a bank, etc so that you earn more money (interest) on it

cause /kɔ:z/ an idea or organisation that people believe in and support: *to fight for a cause*

citizen /sɪtɪzn/ a person who is legally accepted as a member of a particular country

cockerel /'kɒkərəl/ a young male chicken

compensation /,kɒmpen'seɪʃn/ (for sth) money that you pay to sb because you have injured him/her or lost or damaged his/her property: *I want compensation for my unfair dismissal.*

courtship /'kɔ:tʃɪp/ the relationship between a man and woman before they get married

divide /dɪ'vaɪd/ a difference between two groups of people that separates them from each other: *the North/South divide*

heir /eə/ the person with the legal right to receive (inherit) money, property or a title when the owner dies

hen /hen/ a female chicken, often kept for its eggs or meat

issue /'ɪʃu:/ a problem or subject for discussion

the limelight /'lɪmlaɪt/ the centre of public attention: *to be in/out of the limelight*

litigation /,lɪtɪ'geɪʃn/ the process of taking legal action in a court of law

loyalty /'lɔ:əltɪ/ a strong feeling that you want to be loyal to sb: *a case of divided loyalties* (= with strong feelings of support for two different causes, people, etc)

marine /mə'reɪn/ a soldier who has been trained to fight on land or at sea

merchandise /'mɜ:tʃəndaɪs/ goods that are for sale

profit /'prɒfɪt/ the money that you make when you sell sth for more than it cost you: *Did you make a profit on your house when you sold it?*

rank /ræŋk/ the position, especially a high position, that sb has in an organisation such as the army

re-enactment /,ri:ɪn'æktmənt/ the act of repeating the actions of a past event: *a re-enactment of the Battle of Hastings*

reputation /,repju'teɪʃn/ (for/as sth) the opinion that people in general have about what sb/sth is like: *Adam has a reputation for being late.*

resource /rɪ'zɔ:s/ a supply of sth, a piece of equipment, etc that is available for sb to use: *We do not have the resources (= money) to update our computer software.*

rights /raɪt/ the authority to perform, publish, film, etc a particular work, event, etc: *He sold the film rights for \$2 million.*

sacrifice /'sækrɪfəs/ giving up sth that is important or valuable to you in order to get or do sth that seems more important; sth that you give up in this way: *If we're going to have a holiday this year, we'll all have to make some sacrifices.*

script /skɪpt/ the written form of a play, film, speech, etc

spectator /spek'teɪtə/ a person who is watching an event, especially a sporting event

thriller /'θrɪlə/ a play, film, book, etc with a very exciting story, often about crime

tie /taɪ/ a strong connection between people or organisations: *family ties*

verbs

applaud /ə'plɔ:d/ to express approval of sb/sth

assassinate /ə'sæsɪneɪt/ to kill a famous or important person for money or for political reasons **noun:** assassination

betray /brɪ'treɪ/ 1 to give information about sb/sth to an enemy; to make a secret known 2 to hurt sb who trusts you, especially by not being loyal or faithful to him/her **noun:** betrayal

commit /kə'mɪt/ to do sth bad or illegal: *to commit a crime*

confess /kən'fes/ (to sth/to doing sth) to admit that you have done sth bad or wrong: *The woman confessed to the murder of her boyfriend/to murdering her boyfriend.* **noun:** confession

confine /kən'faɪn/ (sb in/to sth) to keep a person or animal in a particular, usually small, place: *The prisoners are confined to their cells for long periods at a time.*

convict /kən'vɪkt/ (sb of sth) to say officially in a court of law that sb is guilty of a crime: *He was convicted of armed robbery and sent to prison.* **noun:** conviction

demote /di:'məʊt/ to move sb to a lower position or rank, often as a punishment

deport /dɪ'pɔ:t/ to force sb to leave a country because he/she has no legal right to be there **noun:** deportation

detain /dɪ'teɪn/ to stop sb from leaving a place; to delay sb: *A man has been detained by the police for questioning (= kept at the police station).* **noun:** detention

discharge /dɪs'tʃɑ:dʒ/ to give sb official permission to leave a place or a job; to make sb leave a job: *He was discharged from the army for bad conduct.* **noun:** discharge

dismiss /dɪs'mɪs/ to order an employee to leave his/her job **noun:** dismissal

enforce /ɪn'fɔ:s/ to make people obey a law or rule or do sth that they do not want to do: *How will they enforce the new law?* **noun:** enforcement

enrol /ɪn'rəʊl/ (on sth) to become or make sb a member of a club, school, etc: *I've enrolled on an Italian course.*

feud /fju:d/ to have an angry and bitter argument with sb over a long period of time: *feuding families/gangs*

fire /faɪə/ to remove an employee from a job: *He was fired for being late.*

flee /fli:/ (pt, pp fled) to run away or escape from sth

forge /fɔ:dʒ/ to make an illegal copy of sth: *to forge a passport/ cheque/signature*

free /fri:/ to let sb/sth leave or escape from a place where he/she/it is held: *to free a prisoner* **noun:** freedom

fund /fʌnd/ to provide a project, school, charity, etc with money **noun:** fund

insist /ɪn'sɪst/ (on sth/doing sth) to say strongly that you must have or do sth, or that sb else must do sth: *Dan insisted on coming too.*

plead /pli:d/ (with sb) to ask sb for sth in a very strong and serious way: *She pleaded with him not to leave her.*

promote /prə'məʊt/ to advertise sth in order to increase its sales or make it popular **noun:** promotion

reckon /'rekən/ to calculate sth approximately: *I reckon the journey will take about five hours.*

resolve /rɪ'zɒlv/ to find an answer to a problem

rocket /'rɒkɪt/ to increase or rise very quickly: *She rocketed to stardom at the age of sixteen.*

sack /sæk/ to tell an employee that he/she can no longer work for you (because of bad work, bad behaviour, etc)

seek /si:k/ (pt, pp sought) to try to find or get sth: *Politicians are seeking a peaceful solution.*

serve /sɜ:v/ to perform a duty or provide a service for the public or for an organisation: *During the war he served in the Army.*

shrug /ʃrʌg/ (pt, pp shrugged) to lift your shoulders as a way of showing that you do not know sth or are not interested

sue /su:/ to go to a court of law and ask for money from sb because he/she has done sth bad to you, or said sth bad about you: *to sue sb for libel/damages*

surrender /sə'rendə/ to stop fighting and admit that you have lost

testify /'testɪfaɪ/ to make a formal statement that sth is true, especially in a court of law: *She refused to testify against her husband.*

urge /ɜ:dʒ/ (sb to do sth) to advise or try hard to persuade sb to do sth: *I urged him to fight the decision.*

vindicate /'vɪndɪkeɪt/ to prove that sth is true or that you were right to do sth, especially when other people thought differently

warn /wɔ:n/ to tell sb about sth unpleasant or dangerous that exists or might happen, so that he/she can try to avoid it: *He warned Billy to keep away from his daughter.*

adjectives

adaptable /ə'dæptəbl/ able to change to suit new situations

baggy /'bægi/ (used about a piece of clothing) big; hanging loosely on the body

devastating /'devəstetɪŋ/ that shocks or upsets sb very much: *The closure of the factory was a devastating blow to the workers.*

engaged /ɪn'geɪdʒd/ (to sb) having agreed to get married: *Susan is engaged to Jim.*

formative /'fɔ:mətɪv/ having an important and lasting influence (on sb's character and opinions): *A child's early years are thought to be the most formative ones.*

interactive /ɪntər'æktɪv/ involving communication both ways, between a computer and the person using it

key /ki:/ very important: *He was a key figure in the campaign.*

pushy /'puʃi/ (used about a person) trying hard to get what you want, in a way that seems rude: *You need to be pushy to be successful in show business.*

resentful /rɪ'zentfʊl/ feeling bitter or angry about sth that you think is unfair

unappreciated /ʌnə'pri:ʃɪetɪd/ not having your work or your qualities recognised and enjoyed by other people: *He was in a job where he felt unappreciated and undervalued.*

undervalued /ʌndə'veljʊ:d/ not recognised by other people for being as good, valuable, important, etc as sb/sth really is

phrasal verbs

clown around to act in a funny or foolish way

find (sth) out to get some information; to discover a fact: *Have you found out how much the tickets will cost?*

kit sb out (in sth) to give sb all the necessary clothes, equipment, tools, etc for sth

look through sth to read sth quickly

make for sb/sth to move toward sb/sth

move on to start doing or discussing sth new: *I've been in this job long enough — it's time I moved on.*

opt out (of sth) to choose not to take part in sth; to decide to stop being involved in sth

sign up to sign a form or a contract which says that you agree to do sth: *A major Hollywood studio has already signed up the film rights.*

split up (with sb) to end a marriage or relationship: *He's split up with his girlfriend.*

stand up for sb/sth to say or do sth which shows that you support sb/sth: *I admire him. He really stands up for his rights.*

idioms

go the whole way to do everything you can to achieve what you want

in excess of more than: *Her debts are in excess of \$50,000.*

fall in love (with sb) to start feeling a strong feeling of deep affection for sb that you are sexually attracted to

kick yourself to be annoyed with yourself because you have done sth stupid, missed an opportunity, etc: *I could kick myself for arriving late at the interview.*

knack for doing sth skill or ability to do sth (difficult) that you have naturally or that you can learn: *He has a knack for making money.*

make fun of sb/sth to laugh at sb/sth in an unkind way: *The older children are always making fun of his accent.*

make a habit of doing sth to start to do sth often and almost without thinking, especially sth that is hard to stop doing: *I'd prefer you not to make a habit of smoking in the house.*

no matter who, what, where, etc whoever, whatever, wherever, etc: *They never listen no matter what you say.*

not worth the effort not important, good or enjoyable enough to make sb feel satisfied, especially when difficulty or effort is involved: *Filling in all those application forms really wasn't worth the effort.*

raise the tone to improve the general character of sth such as a piece of writing, or the atmosphere of an event or a place: *By building such luxury flats, they hoped to raise the tone of the area.*

snap decision a decision made quickly and suddenly, often without any careful thought: *I made a snap decision.*

stroke of luck a single successful action or event: *It was a stroke of luck that I found you here!*

take sth for granted to accept sth as being true

take advantage of sb/sth 1 to make good or full use of sth: *We should take advantage of these prices while they last.*

take your (own) life to kill yourself

come your way to happen to you by chance, or when you were not expecting it: *He took whatever came his way.*

turn your back on sb/sth to refuse to be involved with sb/sth: *He turned his back on his career and went to live in the country.*

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