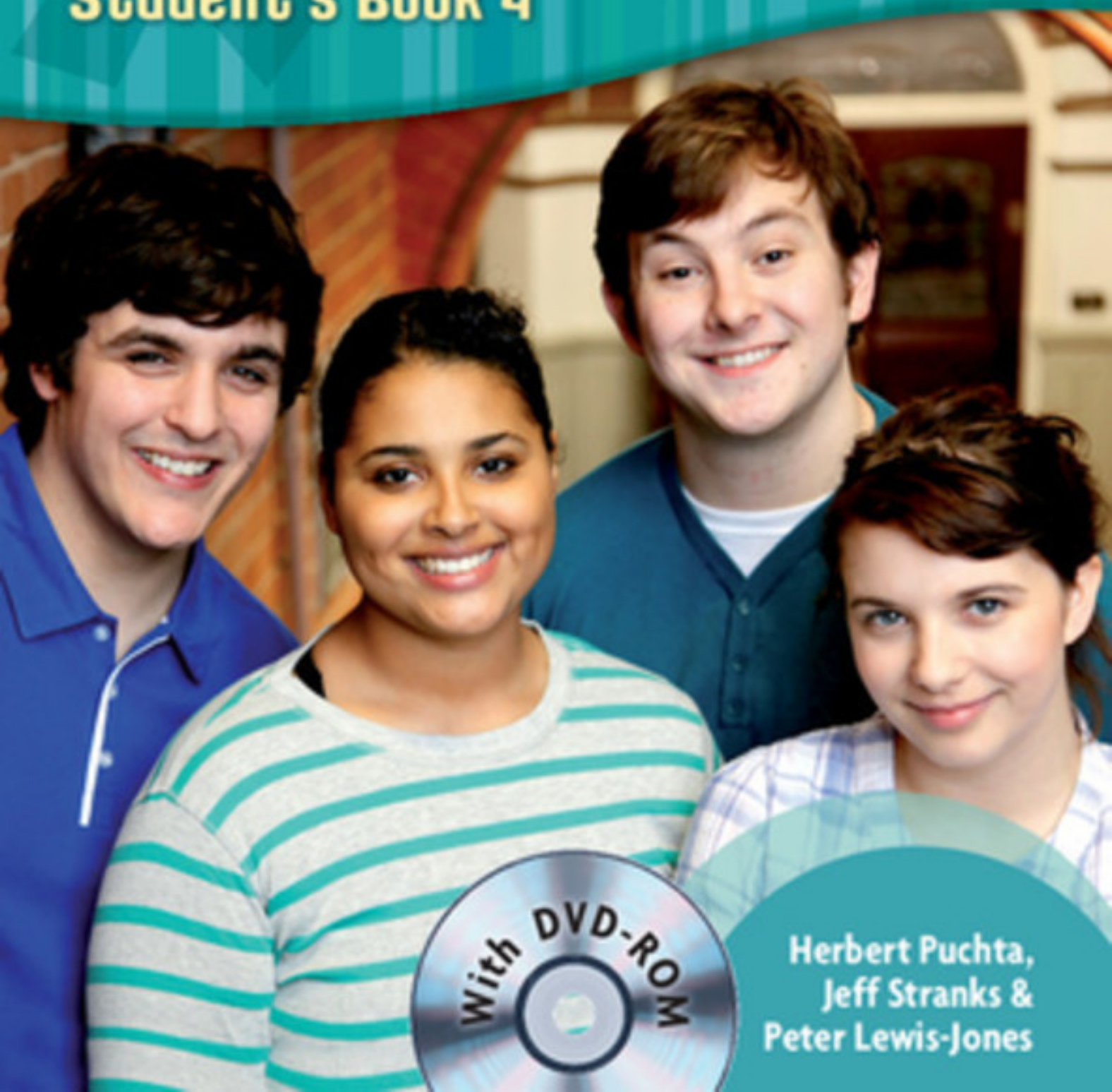


CAMBRIDGE

English in Mind

Second edition

Student's Book 4



Herbert Puchta,
Jeff Stranks &
Peter Lewis-Jones

Herbert Puchta, Jeff Stranks & Peter Lewis-Jones

English in Mind

Second edition

Student's Book 4



CAMBRIDGE
UNIVERSITY PRESS

Welcome section

A Grammar Past tense review; *be used to* + gerund vs. *used to* + infinitive;
Vocabulary Personality; *make* and *do*
Reading The Real Rain Man

B Grammar *should* / *should have*; *wish*
Vocabulary Problems; friends
Reading Magazine reader's problems

Unit	Grammar	Vocabulary	Pronunciation
1 Sport with a difference	Relative clauses review Relative clauses with <i>which</i>	Sports	Intonation in questions
2 People are people	<i>What</i> clauses Verbs + gerund/infinitive review	Personality Vocabulary bank: Personality	Sentence stress and rhythm
CHECK YOUR PROGRESS			
3 Time travellers	Reported speech review Reporting verbs review	Expressions with <i>time</i> Vocabulary bank: Expressions with <i>time</i>	Schwa /ə/
4 In and out of fashion	<i>Would</i> and <i>used to</i> Adverbs and adverbial phrases	Common adverbial phrases Vocabulary bank: Adverbial phrases	/æ/ <i>accident</i> and /e/ <i>excitement</i>
CHECK YOUR PROGRESS			
5 Do something!	Conditionals review Mixed conditionals	Ways of getting involved Vocabulary bank: Ways of getting involved	Contractions in third conditionals
6 Our world	Future continuous Future perfect	Global issues	/ð/ <i>the</i> and /θ/ <i>thing</i>
CHECK YOUR PROGRESS			
7 Peacemakers	Past perfect passive Past perfect continuous	Conflicts and solutions Vocabulary bank: Conflicts and solutions	Linking sounds
8 Kindness matters	Dummy <i>it</i> Modal verbs review	Making an effort Vocabulary bank: Making an effort	Linking sounds: intrusive /w/ and /j/
CHECK YOUR PROGRESS			
9 Language	Phrasal verbs review	Meanings of phrasal verbs Understanding language Vocabulary bank: Language	Words ending in -ough
10 Using fame to help	Reduced relative clauses Question tags review	Fame Expressing opinions Vocabulary bank: Expressions with <i>opinion</i>	Intonation in question tags
CHECK YOUR PROGRESS			
11 Music is everywhere	Indirect questions Verbs + <i>wh</i> - clauses	Qualifying comparisons Listening to music Vocabulary bank: Music	<i>Record</i> (noun) and <i>record</i> (verb)
12 Nature's best	Participle clauses <i>Didn't need to</i> / <i>needn't have</i>	Geographical features Travel verbs Vocabulary bank: Travel	/ɪ/ <i>sit</i> and /i:/ <i>seat</i>
CHECK YOUR PROGRESS			
13 Natural health	Passive report structures	Health and medicine Feelings Vocabulary bank: Feelings	/n/ <i>thin</i> and /ŋ/ <i>thing</i>
14 Movie magic	Clauses of purpose: <i>to</i> / <i>in order to</i> / <i>so as to</i> Result clauses with <i>so</i> / <i>such (that)</i>	Reacting to films Vocabulary bank: Reactions	Word stress in multi-syllabic words
CHECK YOUR PROGRESS			

C Grammar Present perfect and future passives; Future predictions
Vocabulary Crimes; getting into trouble
Reading Interview about young people and gangs

D Grammar *Make / let / be / allowed to*; modals of deduction (past)
Vocabulary Television; anger
Reading Dialogue between mother and daughter

Speaking & Functions	Listening	Reading	Writing
Talking about new sports Talking about sportsmen and sportswomen	An interview with two sportswomen	Article: chessboxing Culture in mind: Weird sports from around the world	A composition about a sport
Important qualities in a friend Talking about jokes	Practical jokes	Questionnaire on personality Photostory: You're both being a pain	A physical and personality description
Using expressions with <i>time</i> Talking about revision for exams Talking about time travel	An interview about a TV series	Article: <i>Dr Who</i> Magazine: advice column Literature in mind: <i>The Time Machine</i>	An email
Toy crazes Talking about flash mobs	Flash mobs Song: <i>Accessory</i>	Popular gimmicks	A formal letter
Talking about raising money for charity Talking about voluntary work Talking about politicians and voting Coming of age	An interview about politicians and voting	Article: Run, Izzie, run! Culture in mind: Raising money for charity	A letter to raise money for charity
Talking about the future of the planet Talking about The Global Village	The Global Village	A blog on a town in Colombia The Global Village Photostory: It's not very green, is it?	An article on the future
Talking about conflicts and resolutions	Conversation about a <i>Conflict Resolution Programme</i>	Alfred Nobel Rests in Peace Literature in mind: <i>Pride and Prejudice</i> Aung San Suu Kyi	Writing about a person you admire
Talking about kindness Talking about presents	People talking about special presents Song: Put a Little Love in Your Heart	The Kindness Offensive	Writing a summary
Talking about language, accents and translation	A TV programme on different accents People who speak English around the world	Lost in Translation Culture in mind: Artificial languages	A story
Talking about UN Goodwill Ambassadors	Opinion on politics and famous people	Celebrity Ambassadors Photostory: Isn't she that model?	A composition about the advantages and disadvantages of a given topic
Talking about TV talent shows Talking about music	An interview: talking about music and musical instruments	TV talent shows Literature in mind: <i>High Fidelity</i>	Mini saga Limerick Haiku
Talking about the Seven Wonders of the World Talking about trips	A holiday story Song: <i>Over the Rainbow</i>	Extracts of a travel guide, a travel blog and a work of fiction	A description of your favourite place in the whole world
Talking about animal behaviour Talking about flower remedies	Flower remedies	Article: When animals are ill Advert: alternative medicine Culture in mind: Great breakthroughs in medicine	An article for a school magazine
Talking about films and movie therapy	A conversation about the film, <i>The Beach</i> and movie therapy	Movie therapy Photostory: What's so funny?	Synopsis of a film

Welcome section A

- * Grammar: past tense review; *be/get used to* + gerund vs. *used to* + infinitive
- * Vocabulary: personality adjectives; *make* and *do*

1 Read and listen

- a** Read about Laurence Kim Peek. How was he special?



The Real Rain Man

Laurence Kim Peek was born in Salt Lake City on 11 November 1951. It was clear from an early age that he was not like other children. A scan showed that the two halves of his brain were not connected in the usual way. As a result, Laurence developed the most amazing memory skills. From as early as two, he showed a fascination with books. He used to pick up books, read them and put them back on the shelf upside down to show that he had finished reading them. He remembered everything he had read.

He soon began to memorise huge amounts of information on subjects such as history, geography, sport, music and literature. He also had an incredible ability with numbers and dates.

He developed a special technique to help him read quickly. He read the left page with his left eye and the right page with his right eye. He could read at a speed of about ten seconds a page and, by reading two pages at the same time, it would take him less than an hour to read a whole book. By the age of 30 he had memorised the contents of around 12,000 books.

However, other areas of his development were not so advanced. He did not walk until the age of four and had problems with ordinary motor skills such as doing up a button or tying his shoe laces. He had poor social skills and was extremely sensitive when meeting new people. He also did badly in intelligence tests.

In 1984, Peek and his father were attending a convention, when they met Hollywood film writer Barry Morrow. He was fascinated by Peek and began to write a new script based loosely on his experiences. The result was *Rain Man*, a film which won four Oscars, including best film, in 1988. The film made a big difference to Peek's life. His new-found fame helped him to become more self-confident and independent. He quickly got used to being the centre of attention and made several appearances on TV. He also travelled extensively around the country with his father to raise awareness of the condition he suffered from. Morrow gave his Oscar statuette to Peek to take with him. It became known as the 'most loved Oscar ever', as Peek insisted that everyone he met should take a turn at holding it. He died, sadly, of a heart attack at the end of 2009.

- b** ▶ **CD1 T02** Read the text again and listen. Mark the statements *T* (true) or *F* (false).

- 1 The right and left sides of Peek's brain were not connected. ☒ *T*
- 2 Peek had an amazing memory. ☐
- 3 Peek could read two different things at the same time. ☐
- 4 Peek had trouble carrying out basic physical actions. ☐
- 5 Peek won an Oscar. ☐
- 6 Peek was never comfortable with his fame. ☐

2 Past tense review

Complete the text with the correct past tense of the verbs.

Gilles Trehin was born in France in 1972. When he was eight, his family ¹ *moved* (move) to the USA. While they ² (live) in America, doctors ³ (diagnose) Gilles with autism. Over the years he ⁴ (develop) a great talent for music, mental calculation and drawing. He ⁵ (begin) to draw plans of an imaginary city called Urville in 1984.

While he ⁶ (work) on plans for the modern form of the city he ⁷ (start) creating a culture and history for it. Gilles says that the Romans ⁸ (give) Urville its name, but it was founded by the Phoenicians who ⁹ (call) it Sea Horse City before the Roman invasion.

3 **be / get used to + gerund vs. used to + infinitive**

Circle the correct words.

I ¹used / *am used* to go surfing every morning. That's how I lost my leg to a shark. I ²*used* / *am used* to enter competitions. I won quite a few trophies. Now I have to watch from the beach. It was tough at first but ³*I'm used* / *I used* to it now.

At first it was really weird having only one leg. I spent about six months getting used to ⁴*go* / *going* everywhere in a wheelchair and then the doctor told me I was ready for an artificial leg. He fitted it a year ago and, at first, I found it really hard to use but ⁵*I completely used* / *I'm completely used* to walking on it now. It's so comfortable I sometimes forget it's not my real leg.

I used to ⁶*have* / *having* a really active life. Apart from the surfing I ⁷*am used* / *used* to go mountain biking and hiking. At first I thought I'd lose all that, but it's amazing how much you can still do. Of course, I'm not as quick as I used to ⁸*being* / *be* but I can still have fun.

I haven't got used to ⁹*go* / *going* back into the sea yet. It's difficult to get the memory of that shark attack out of my head.



4 **Personality adjectives**

Match the adjectives with the people.

bossy	☐	imaginative	☐
considerate	☐	sensible	☐
sensitive	☒	independent	☐
determined	☐	insensitive	☐
bad-tempered	☐	ambitious	☐

- Whatever you do, don't say anything about her new haircut. She hates it and gets really upset when people say anything negative about her.
- Everyone says that Tim's not good enough for the school football team but he says he's going to prove them all wrong.
- Paul spends a lot of time visiting his elderly aunt. He knows how lonely old people can get.
- Your son makes up the most amazing stories. He's got real talent!
- I love Jim but he does have a habit of always saying the wrong thing at the wrong time.
- Lucy says she's going to be a big boss before she's 25. Good luck to her!
- My big sister is always telling me what I can and can't do. Who does she think she is? My mother?
- Nathan's always liked doing things on his own. Even as a baby, he would never let me feed him. He always wanted the spoon in his own hands.
- You can leave your kids with Maria. She won't let them do anything stupid.
- I can't ask my dad anything. He just shouts at me every time I open my mouth.

5 **make and do**

Complete the text with the correct form of **make** or **do**.

My problems at school began when we started to learn to read and write. All those letters of the alphabet – they just didn't ¹ make any sense to me. I tried to ² my best, but every time I wrote a word I just ³ a mess on the page. The other kids started to ⁴ fun of me and call me stupid. It got really bad and I started to hate school. I had to ⁵ a real effort just to get out of bed in the mornings. My mum got quite worried and took me to an educational psychologist. The psychologist ⁶ some tests and found out that I was dyslexic, which basically means that I have a problem with the written language. Finding this out ⁷ a huge difference because, once my teacher knew what the problem was, she could start to help me. Although my writing was still bad, I ⁸ a lot of progress because people stopped treating me as if I was stupid.

Welcome section B

- * Grammar: *should / should have; wish*
- * Vocabulary: problems; friends

1 Read and listen

a Read the letter of advice from a magazine's 'Readers' Problems' column. Which of these best describes the original problem?

- 1 Annie has fallen out with her father about what she should do when she leaves school.
- 2 Annie wants to give up her job and go to university but she hasn't got enough money.
- 3 Annie has had an argument with her father about her boyfriend.

Dear Annie X,

I understand exactly how you feel – I left school at 16 to work in a supermarket. My parents thought it was a bad idea. They told me I should stay at school and get the best education possible. For a couple of years it was great. I had more money than my friends, could spend more time with my boyfriend and, of course, I didn't have to go to school. Two years later they all finished school and went off to university, while I was still stuck at home living with my parents. For five years I wished I hadn't left school so early. I wished I had done the same as my friends. Then one day I realised that it wasn't too late. I enrolled at night school and three years later I proudly took myself off to university to start my journalism course. Since then I've never had a single regret about my professional life.

There are two reasons why I am telling you this story. Firstly, and most importantly, you need to realise that it's never too late to change your mind. The choices that you make now don't have to be for the rest of your life. In many ways, going to university when I was 26 was the best thing I ever did. I had more experience of life and I was more motivated because I was older. I certainly knew that I didn't want to spend the rest of my life working in a supermarket.

The second reason for this story is that I want you to know your mum and dad aren't quite the fools you might think they are. My dad wasn't as forceful as yours, but I should have listened to

what he had to say, even if I didn't take his advice. Remember, parents always want what's best for their children, even if it doesn't always seem that way.

The first thing you need to do is make friends with your dad again. I'm sure if you sit down with him and talk things over, you'll both be able to work things out. You need to let him know that you're willing to listen to him but that the final decision is yours. This is not about feeling guilty because you don't want to let him down, this is about doing what you think is right for you. I'm sure that if he can see that you are serious, he will stand by you and offer you the support you need. And remember, if one day you decide to do things differently, there's nothing stopping you from doing so.



b ▶ **CD1 T03** Read the letter again and listen. Tick (✓) the four pieces of advice it offers Annie.

- 1 It's important to realise that you don't have to do the same thing your whole life.
- 2 It's essential to make the right decision about what you want to do when you leave school.
- 3 Listen to your parents – they can be a good source of advice.
- 4 You should understand that parents have their children's interests at heart.
- 5 Ask your mother to talk to your dad for you.
- 6 Don't let the bad feeling between you and your dad get any worse.

☐
☐
☐
☐
☐
☐

2 should / should have

Match the two parts of the sentences.

- | | |
|---|---|
| 1 You should go to the doctor's, | a you'd be feeling better by now. |
| 2 You should have gone to the doctor's, | b that's a nasty cut. |
| 3 We should leave in five minutes, | c so we don't have to run to the station. |
| 4 We should have left earlier, | d now we're going to miss the train. |

3 wish

a Do these sentences refer to a present or past situation? Write *present* or *past*.

- | | |
|--|---|
| 1 I wish my parents understood me better. <u>present</u> | 4 I wish I wasn't so bad at football. |
| 2 I wish I hadn't shouted at my mum. | 5 I wish I had more time to do things. |
| 3 I wish I had told her how I was feeling. | 6 I wish I hadn't lied to him. |

b Write *wish* sentences for these people.



1 I wish



2 I wish



3 I wish

4 Problems

Choose the correct words to complete the text.

A really big problem ¹ b up yesterday. I spent hours thinking it ² and trying to ³ it out. I just couldn't ⁴ my mind up about what to do. I ⁵ it over with my friends but no one could help. So I tried ignoring it during the afternoon, but it just wouldn't ⁶ away. In the end I decided to ⁷ on it and ⁸ back to it in the morning. And guess what? It worked. When I woke up, I found I'd completely forgotten what the problem was!

- | | | |
|------------|-------------|------------|
| 1 a went | b came | c appeared |
| 2 a over | b about | c around |
| 3 a fix | b solve | c work |
| 4 a make | b do | c decide |
| 5 a talked | b discussed | c spoke |
| 6 a go | b disappear | c come |
| 7 a sleep | b rest | c nap |
| 8 a think | b return | c come |

5 Friends

Read the poem and match the underlined phrases with the meanings.

Best friends?

I thought you'd always ¹ stand by me
And be there by my side,
But then you went and ² told on me
And said that I had lied.

I thought you would ³ stick up for me
When others called me names,
But then you went and ⁴ let me down
And joined in with their games.

I thought we always ⁵ got on well,
I thought you were my friend.
But then you went and fought with me.
We've ⁶ fallen out again.

- | | |
|--|-------------------------------------|
| a told someone about a bad thing I did | ☒ |
| b disappointed me | ☐ |
| c had a good relationship | ☐ |
| d support me | ☐ |
| e stopped being friends | ☐ |
| f defend me | ☐ |

Welcome section C

- * Grammar: present perfect and future passives; future predictions
- * Vocabulary: crimes; getting into trouble

1 Read and listen

- a** Paddy Thomas is concerned about young people and gangs. Read the interview. How does he think he can help fight this problem?



Presenter: New statistics have been released today that show gang crimes are on the increase in the UK. They also show that there has been a rise in teenagers being arrested for crimes such as burglary, shoplifting and vandalism. Many people feel that, if nothing is done soon, then this problem is likely to get worse. One man who wants to do something is Paddy Thomas from the *Chance UK* charity. He hopes his new plan will prevent children from getting into trouble and committing more serious crimes in the future.

Paddy Thomas: More and more children in deprived inner-city areas are turning to gangs because they don't know anything different. These children are often from broken families in which there is no father figure. Our idea involves identifying children between the ages of five and eleven who we feel are at risk. We then assign these children to police officers who act as mentors. The officers meet up with the children once a week to do things like going to football matches or going on days out to the beach. It's a chance for the kids to hang out with a strong role model and do the normal things that most children of their age do.

Presenter: Why are you concentrating on children who are so young?

Paddy Thomas: Because the problem starts at an early age. We know that children as young as seven have been used by gangs to carry their weapons. One of the biggest problems is peer pressure. A lot of these children feel that, because all their friends are in gangs, they should be too. If we can show these children that there are other options, we hope they won't be persuaded to join the gangs. We've been experimenting with the scheme for six months in the London area and the results are very encouraging. We will probably be taking the idea to other cities throughout the UK next year. If we are successful, then we will see fewer young children turning to crime and these neighbourhoods will be made safer for everyone.

- b** ▶ **CD1 T04** Read the article again and listen. Answer the questions.

- 1 What do new crime figures show?
- 2 What areas are most hit by gang crime?
- 3 How does Paddy's scheme work?
- 4 What sort of things do the police mentors do with the children and why?
- 5 Why is the scheme for such young children?
- 6 What future plans does Paddy have?

2 Present perfect and future passives

- a** Complete the sentences with the words in the box.

have given will be taken
will spend will be helped
will apologise has been chosen
~~has been arrested~~ will tell

- 1 14-year-old Gary Hall
 has been arrested four times in the last year.
- 2 Now the police him one last chance.
- 3 He to take part in a new government anti-crime experiment.
- 4 Gary to meet the victims of his crimes.
- 5 Gary an afternoon with the victims.
- 6 They him how their lives have been changed by his crimes.
- 7 Then Gary for what he has done.
- 8 He is one of hundreds of teenagers who by the new scheme.

b Make the sentences passive.

- 1 They have chosen our town to hold the next world swimming championships.
- 2 They will spend a lot of money on a new swimming pool.
- 3 They have already sold a lot of tickets.
- 4 More than 10,000 people will visit our town.
- 5 They will hold a big opening ceremony before the championships begin.
- 6 They have invited lots of famous people to watch the championships.

3 Future predictions

Put these events in order of how likely Steve thinks they are to happen. 1= most likely, 6 = least likely

- | | |
|---|--------------------------------|
| I'm not likely to have any children. | <input type="text" value="4"/> |
| I won't work in the family business. | <input type="text"/> |
| I'll probably be in a successful rock band. | <input type="text"/> |
| I might live abroad. | <input type="text"/> |
| I probably won't get married. | <input type="text"/> |
| I'll be famous before I'm 30. | <input type="text"/> |



4 Crimes

What crimes have these people been arrested for? Match the words with the pictures.

- | | |
|------------------|-------------|
| 1 burglary | 4 vandalism |
| 2 shoplifting | 5 joyriding |
| 3 pick-pocketing | 6 arson |



5 Getting into trouble

Complete the text with the words in the box.

getting sent put do broke doing
committing pay getting got

As a child I was always ¹ getting into trouble: whether at school or at home, it seemed I was always ² something wrong. I don't know why. I wasn't a bad child. I just think I got bored too easily. I think I first ³ the law when I was about 15. I used to go shoplifting with my friends. We didn't really think we were ⁴ any crime. We thought it was a fun way of getting stuff we wanted. Anyway, we kept ⁵ away with it so why would we want to stop? Then we started doing more serious stuff, like burglary and taking cars for a joyride. Of course, one day I ⁶ caught. It was on my 17th birthday and it felt like my world had come to an end. I remember the police taking me to my parents' house. On the way there, they were talking about how I might be ⁷ to prison. I was so scared. Because it was my first offence I was ⁸ on probation – but they told me that next time it would be prison. I also had to ⁹ some community service. It was either that or ¹⁰ a large fine, but I didn't have any money, so I spent 200 hours gardening in the local park. Looking back now, the day I got arrested was the best day of my life, because it stopped my life of crime before it was too late. I never broke the law again.

Welcome section D

- * Grammar: *make / let / be allowed to*; modals of deduction (past)
- * Vocabulary: television; anger

1 Read and listen

a Read the dialogue and find out why Dana and Emily are upset.



Emily: What's up with Dana? I asked her if I could borrow her red shoes and she nearly bit my head off!

Mum: It's not you she's cross with. It's your dad. She's mad at him because he forgot to record the latest episode of her favourite serial. You know, that one set in a hospital.

Emily: *Casualty*! She must have been furious. That's her favourite TV show.

Mum: She was. She's refusing to speak to him.

Emily: Well, it's her own fault. Why does she make him do everything for her? She should learn how to set the recorder on the DVD player herself.

Mum: Well, you know your dad. He won't let anyone mess with his TV control.

Emily: I suppose you're right. No one's allowed to touch his remote control. Anyway, can't she watch it on the computer?

Mum: Well, she could, if the computer was working.

Emily: What? It's not working? Why not?

Mum: I'm not sure. It might have been something I did while I was tidying up.

Emily: What do you mean?

Mum: Well, I accidentally knocked over a vase with water in it. It went all over the computer. And then it just stopped working.

Emily: What? The computer was on?

Mum: Well, no. But I switched it on to check and it sort of just sparked a bit and then the screen never came on.

Emily: You switched on a wet computer? Don't you know anything about water and electricity?

Mum: I know. It wasn't a great idea. I can't have been thinking straight. I'm sorry.

Emily: Well, that's just great. How am I going to chat with my friends now? And what about my homework? I've got three compositions to write.

Mum: What about pen and paper? It worked fine for me when I was at school.

Emily: Ha, ha, Mum, that's really funny. Honestly, I don't know how I'm supposed to do anything in this family. Thanks a lot, Mum.

Mum: It was an accident. We'll get it fixed. Don't worry.

Emily: That'll take weeks. I'm off to bed. I've had enough of this house.

Mum: Oh, the pleasures of having teenage daughters!

b ▶ **CD1 T05** Read the dialogue again and listen. Who...

- 1 did Dana shout at for no real reason?
- 2 is Dana angry with?
- 3 doesn't like people messing with the TV?
- 4 broke the computer?
- 5 needs the computer to do homework?
- 6 is Emily mad at?

2 make / let / be allowed to

a Use the correct form of *make*, *let* or *be allowed to* to complete the sentences.

- My dad makes us do our homework before we can watch any TV.
- My parents me stay out until 11 pm at the weekends.
- I use dad's computer if I ask him first.
- Mum my little sister write 'Thank you' letters for her Christmas presents every year.
- Dad me practise driving in his car.
- My little sister eat sweets after dinner on Fridays as a special treat.
- My sister sometimes me borrow her clothes if she's feeling generous.
- My brother me pay him £1 every time I borrow his bike.

b Write some of the rules in your family. Use *make*, *let* and *be allowed to*.

3 Modals of deduction (past)

Complete the sentences with *might*, *must* or *can't* and the correct form of the verb in brackets.

Ben: Hey! Who's eaten my ham sandwich? I was looking forward to that.

Will: It ¹ must have been (be) the dog, I'm sure. He always eats food that's lying about.

Ben: No, it ² (be) him. I left the sandwich in the fridge. I know the dog's clever but he can't open the fridge door.

Will: What about Steve? He ³ (take) it by mistake. He ⁴ (think) you made it for him.

Ben: No way! Steve ⁵ (eat) it. He's a vegetarian.

Will: Right, so it ⁶ (be) someone else. What about Kevin?

Ben: I suppose it ⁷ (be) him but it's not the sort of thing he usually does. No, I don't think it was him.

Will: And it ⁸ (be) Dave, because he's visiting his parents this weekend.

Ben: You're right. So it's not Dave, it's not Kevin, it's not Steve and it's not the dog. That leaves one person: You. You ⁹ (steal) it.

Will: Oh, *that* ham sandwich. Was it yours? I'm sorry.



4 Television

Complete the text with the words in the box.

serial contestant celebrity
presenter viewing figures
episode audience viewers

The BBC has been forced to cancel its latest quiz show *Famous Brains* after disappointing ¹ viewing figures. The show, which features a ² and a non-famous ³ trying to answer questions in front of a studio ⁴ , has been attracting less than 100,000 ⁵ a week since it started eight weeks ago. ⁶ Jim Diamond says that he was disappointed by the BBC's decision but hopes that he will still be able to work for the corporation. The show will be replaced by the American ⁷ *The Vyper Squad* and the first ⁸ can be seen this Friday at 9 pm on BBC 2.

5 Anger

Match the two parts of the sentences.

- | | |
|---------------------------------------|---------------------------------------|
| 1 There's no need to bite my | ☒ h |
| 2 Mum always gets cross | ☐ |
| 3 My mother really lost | ☐ |
| 4 My dad's mad | ☐ |
| 5 I can't believe you still bear | ☐ |
| 6 I like Olivia but she is a bit hot- | ☐ |
| 7 My little brother always has | ☐ |
| 8 Calm down. Keep your | ☐ |
-
- | | |
|---|---|
| a | with me when I don't tidy my bedroom. |
| b | at me because of my school report. |
| c | headed and you have to be careful what you say. |
| d | a tantrum when he doesn't get what he wants. |
| e | cool. It's only a game! |
| f | her temper today. She shouted at us. |
| g | a grudge after all this time. |
| h | head off – I only asked to borrow £10. |

- * Relative clauses: review
- * Relative clauses with *which*
- * Vocabulary: sports

1 Read and listen

- a** Which of these words refer to boxing? Which of them refer to chess? Which of them refer to both? Write each word in the correct column.

queen gloves ring board round referee checkmate

boxing	chess	both
.....		
.....		
.....		

- b** Read the text quickly to find answers to these questions.

- 1 What is chessboxing?
- 2 What nationality is the first chessboxing world champion?



Is it chess? Or is it boxing?

It's fight night in a Berlin club. The lights go down, the door opens and out walks a salesman from San Francisco. David 'Double D' Depto has travelled 8,000 kilometres in search of glory. As he first walks, then jogs, towards the boxing ring, the muscular, bare-chested American looks cool and confident. But so does his opponent. Waiting for him in the blue corner is Frank Stoldt, a tall, strong German policeman, who calls himself 'Anti-Terror Frank'. For obvious reasons, the crowd is on his side.

The bell rings. Round one! The fighters come out. But then, something rather strange happens. The two players sit down at a table which has a chessboard on it and start playing chess – in the middle of the boxing ring.

'Why?' you may ask yourself. Well, this is chessboxing, and tonight is the final of the first chessboxing World Championship.

The rules of a chessboxing match are simple. There is one round of chess and then one round of boxing. Punching power alternates with brain power. (And if you're wondering how they can move the pieces with their boxing gloves on, well, they take them off before the rounds of chess.) All in all, you have 11 rounds in which to checkmate your opponent – or knock him out.

Two sports in one means double the pain, and double the pressure. Before this big fight, Frank spent hours doing exercises that prepared his mind as well as his muscles. Winners in chessboxing are people whose

mental strength equals their physical strength.

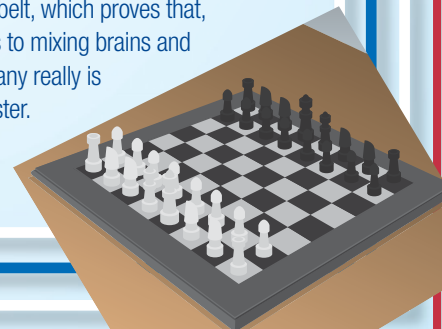
But why do it in the first place? Why put yourself through this physical and mental torture? For David Depto, it's all about proving that you can be a boxer and still have a brain.

'Everybody thinks that boxers aren't very clever, which isn't necessarily true,' says David. 'When you combine chess and boxing, it shows that fighters can be smart people, and that smart people can be tough.'

The sport has taken off in Germany, where they are preparing the next generation of chessboxing champions. It's even being taught in a Berlin school. 'My mum said I should learn boxing for self-defence,' a ten-year-old pupil says. 'I just love the way you can combine it with chess.'

Back in the ring, it is round seven and the players are locked in battle around the chessboard, sweat pouring from their foreheads. Suddenly, Frank Stoldt sees an opening and moves in to finish the match. Queen to G7... checkmate!

The referee stops the match, the crowd erupts – the local hero has won and is given the world title belt, which proves that, when it comes to mixing brains and muscle, Germany really is the Grand Master.



- c** ▶ **CD1 T06** Read the text again and listen. Answer the questions.

- 1 Why is it 'obvious' that the crowd wants Frank Stoldt to win?
- 2 What are the two ways in which a match can finish?
- 3 How can chessboxing change some people's opinions, according to David Depto?
- 4 How did Stoldt win the match to become champion?

Discussion box

Think of two other sports that could be combined to create a new sport, and explain how it would work.

2 Grammar

* Relative clauses: review

a Use the text in Exercise 1 to complete these sentences.

- 1 He is a tall, strong German policeman, who calls himself 'Anti-Terror Frank'.
- 2 They sit down at a table has a chessboard on it.
- 3 Frank spent hours doing exercises prepare his mind as well as his muscles.
- 4 Winners in chessboxing are people mental strength equals their physical strength.
- 5 The sport has taken off in Germany, they are preparing the next generation of champions.

b Complete the rule.

RULE: We use to refer to people.
We use or to refer to things.
We use to refer to places.
We use to refer to possession.

c Mark the sentences *D* or *A*.

D = the underlined part gives defining, important information about the person or thing(s).

A = the underlined part gives additional information about the person or thing(s).

- 1 One of the best fighters is David Depto, who comes from San Francisco. *A*
- 2 There are more and more people who are interested in watching chessboxing.
- 3 There are schools in Germany that prepare kids to become chessboxers.
- 4 Chessboxing, which is a mixture of chess and boxing, is growing in popularity.
- 5 Frank Stoldt, whose nickname is 'Anti-Terror Frank', comes from Germany.

3 Grammar

* Relative clauses with *which*

a Look at the examples. What does *which* refer to in these two sentences?

- 1 Everybody thinks that boxers aren't very clever, *which* isn't necessarily true.
- 2 He won the world championship, *which* proves that he's a great fighter.

b Complete the rule. Write *which* and *that*.

RULE: The pronoun normally refers to a noun, but it can sometimes refer to the whole of a previous clause.

What, and *who* cannot be used in this way.

Frank won the match, which made his fans very happy.

NOT Frank won the match, what made his fans very happy.

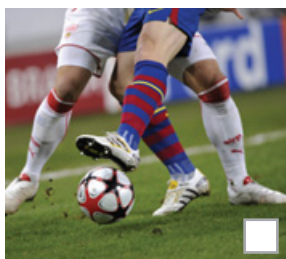
c Complete the second sentence so that it has a similar meaning to the first. Use *which*.

- 1 People sometimes get badly hurt in boxing. That makes it a controversial sport.
People sometimes get badly hurt in boxing, ... *which makes it* a controversial sport.
- 2 You need to be mentally and physically tough. This is why you need to prepare well.
You need to be to prepare well.
- 3 It is terrible that some people have been killed in boxing matches.
Some people terrible.
- 4 Chess is quite a complicated game. This means players have to concentrate a lot.
Chess concentrate a lot.
- 5 It is quite strange that two men sit in a boxing ring and play chess.
Two men sit quite strange.
- 6 The fact that chessboxing is becoming more popular means that we might start to see it on TV soon.
Chessboxing is becoming to see it on TV soon.

4 Speak and listen

- a** Look at the pictures and say what the sports are. Then put them into three categories. Write the numbers in the boxes.

1 = have tried 2 = have never tried but would like to try 3 = have never tried and wouldn't like to try



- b** What other sports can you add to each category?

- c** Work in pairs. Discuss your categories and give reasons for your choices.

- d** You are going to hear about two sportswomen: Fabiola da Silva (inline skater) and Allison Fisher (snooker and pool player). Try to guess who says the sentences.

- 'Being a girl just didn't seem to matter.'
- 'Back in those days, there weren't so many girls skating, and the skaters I really admired were men.'
- 'There was talk about me competing against the men and that created a lot of attention.'
- 'I didn't know the game of pool, but I thought: how hard can it be?'
- 'I keep pushing the limits, you know.'
- 'I have my bad days, too.'

- e** ▶ **CD1 T07** Listen and check your answers.

- f** ▶ **CD1 T07** Listen to the first part (about Allison Fisher) again and answer the questions.

- How old was she when she started playing snooker? And when she became the number one player?
- Why did she move to the USA?
- How successful was she as a pool player in the USA?



- 9** ▶ **CD1 T07** Listen to the second part (about Fabiola da Silva) again and answer the questions.

- How old was she when she started skating? And when she turned professional?
- Why did she become famous?
- Why does she think she does well in competitions?



Discussion box

- Do you know of any women who made it or tried to make it in a male sport?
- Do you think women and men should be allowed to compete in the same sports? Give your reasons.

5 Vocabulary and speaking

* Sports

a Read the texts. What sports are the people talking about? Choose from the sports in the table in Exercise 5c.

- 'The sea was really rough and the waves were huge. I got knocked off my board a few times but it was great.' *surfing.*
- 'I took the ball past three of their defenders and then kicked it into the back of the net. All my team-mates ran across the pitch to celebrate with me. What a goal!'
- 'I love going down to the local rink to watch a game. The way those men move so quickly across the ice on their skates. And the control they have of the puck with their sticks. It's amazing.'
- 'His glove hit me really hard in the face. I'm glad I was wearing a helmet. They had to carry me out of the ring.'
- 'He hit the ball into the net. He was so angry that he threw his racket on the ground. All around the court the spectators started booing him.'
- 'It's my favourite sport. All you need is a cap, a costume and some goggles. There's a really good pool just down the road from my house. I go every day. It's great exercise.'

b ▶ **CD1 T08** Listen and check your answers.

c Read the texts again and complete the table.

	equipment needed	place where it is done
tennis	<i>ball,</i>	
football		
ice hockey		
boxing		
surfing		
swimming		

d Work in pairs. Take turns to choose a sport. Your partner has five *yes/no* questions to guess it.
Do you need a ball? Is it a team sport? Do you play it inside?

e Complete the questions with the correct form of the verbs in the box.

win score get sent off
draw beat lose

- Do you think it's silly that people get upset when their team *loses* a match?
- Have you ever a medal or a cup in a sport?
- How would you feel if your best friend you in a race?
- What do you think of footballers' celebrations after they a goal?
- How do you think players feel when they by the referee?
- In some sports (like basketball and baseball), it is impossible to – one team must win. Do you think all sports should have this rule?

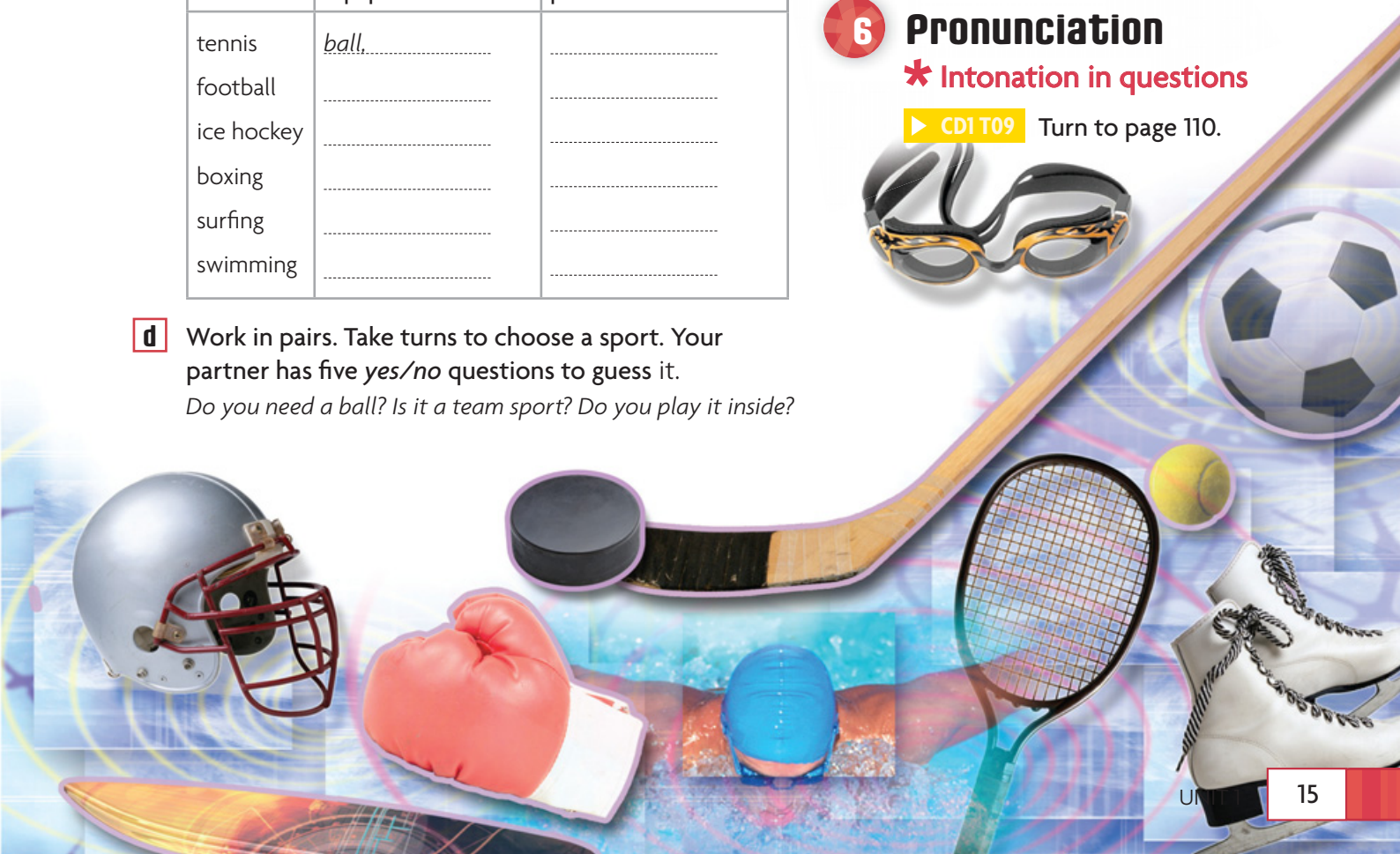
f Work in groups. Discuss the questions above.

Get it right! Turn to page 118.

6 Pronunciation

* Intonation in questions

▶ **CD1 T09** Turn to page 110.



Culture in mind

7 Read and listen

a Read the text quickly and find out:

- 1 where sand boarding is popular.
- 2 which sport you can do in lots of different settings.

Weird sports from around the world

You might be surprised at the number of rather unusual sports that exist around the world. Mostly, they are little known outside the areas where they were invented – though occasionally they have gained international recognition. Here are some examples – but, if you're interested, have a look on the web. You may find other, even crazier, ones!

Sandboarding

Of course there can't be many people who don't know what snowboarding is, but how about sandboarding? The basic principle behind the two sports is the same; start at the top of a slope and use a board to get you to the bottom. But whereas snowboarding is practised on freezing cold snowy mountain tops, sandboarding takes place on sand dunes by sunny beaches or in the desert. It's popular in many countries, including Australia, Namibia and South Africa.

The quickest way of getting to the bottom involves standing with both feet on a board and weaving from side to side while trying not to fall off. If this sounds a little bit adventurous you could always just get on your stomach and slide down. Either way, it's a lot of fun! However, don't forget to keep your mouth closed.

Extreme ironing

Extreme ironing is called an extreme sport by some and a performance art by others. It's all about taking an ironing board to a remote location, where you then proceed to iron your clothes! According to the official website, extreme ironing is 'the latest danger sport that combines the thrills of an extreme outdoor activity with the satisfaction of a well-pressed shirt'.

Part of the attention this has attracted in the media is to do with the issue of whether it is really a sport or not, and it is often not taken so seriously. Some locations where such performances have taken place include on a mountainside, in a forest, in a canoe, on a ski slope (while skiing), underwater, in mid-air (while parachuting) and under the ice on a frozen lake!

Wife-carrying

This sport was inspired by an ancient Finnish tradition in which a man courted a woman by running to her village, picking her up and carrying her away. In the modern sporting version, the man has to carry the woman along an obstacle course without her feet touching the floor. There is a clear set of rules. The track has to be 253.5 metres long and have one water and two dry obstacles. There are several ways of carrying the woman, including piggyback, fireman's lift (over the shoulder) or Estonian-style (the wife hangs upside down with her legs around the husband's shoulders and holds onto his waist). Whoever completes the course in the fastest time wins the trophy (but not necessarily a wife these days!).

b ▶ **CD1 T10** Read the text again and listen. Answer the questions.

- 1 What do the sports described here all have in common?
- 2 Which of the sports can't you do on your own?
- 3 There are two different techniques mentioned for one sport and three for another. What are they?
- 4 Which of the sports mentioned here is seen by some people as a type of theatre rather than a sport?

Discussion box

- 1 Which of these sports would you like to try most? Give your reasons.
- 2 What other unusual sports have you heard of? Have you tried any of them?
- 3 Invent a crazy sport for a competition organised by a big national newspaper. Discuss what the rules are and how to play it.

8 Write

- a** Read the composition quickly. Do you think the text was written by a girl or a boy? Give your reasons.

What I think of boxing as a sport

- ☐ Boxing is a popular sport that many people seem to be fascinated by. Newspapers, magazines and sports programmes on TV frequently cover boxing matches. Professional boxers earn a lot of money, and successful boxers are treated as huge heroes.
- ☐ It seems to me that some people, especially men, find it appealing because it is an aggressive sport. When they watch a boxing match, they can identify with the winning boxer, and this gives them the feeling of being a winner themselves. Sometimes fans are rooting for a particular boxer, ¹ because the boxer comes from their own country, and if 'their' boxer loses, they often feel as if they have lost a fight themselves. It is a fact that many people have feelings of aggression from time to time, but they cannot show their aggression in their everyday lives. Watching a boxing match gives them an outlet for this aggression.
- ☐ ², there is a negative side to boxing. It can be a very dangerous sport. Although boxers wear gloves during the fights, and amateur boxers even have to wear helmets, there have frequently been accidents in both professional and amateur boxing, sometimes with dramatic consequences. Boxers have suffered head injuries and, occasionally, fighters have even been killed as a result of being knocked out in the ring. ³, studies have shown that there are often long-term effects from boxing in the form of serious brain damage, even if a boxer has never been knocked out.
- ☐ ⁴, I am personally not at all in favour of aggressive sports like boxing. I think it would be better if less time was given to aggressive sports on TV, and we celebrated more men and women from non-aggressive sports as heroes and heroines in our society. I believe that the world is aggressive enough already! Of course, people like competitive sports, and so do I, but I think that hitting other people is not something that should be regarded as a sport.

- b** Read the composition again and complete it with the words in the box.

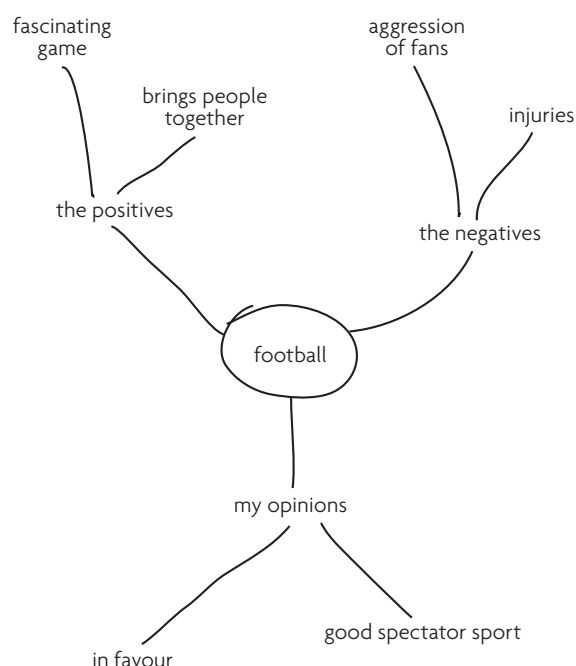
to conclude moreover however
for example

- c** What is the purpose of each paragraph? Write A–D in the boxes.

- A the writer's conclusion
B positive points
C introducing the topic
D negative points

- d** Write your own composition on a different sport. Use the steps below to help you.

- Think about the topic. Note down your ideas in a mind map.



- Organise your ideas to fit into four paragraphs:
Paragraph 1: introduce the topic
Paragraph 2: positive points
Paragraph 3: negative points
Paragraph 4: your conclusion
- Write your composition. Use your notes to help you.
- If possible, have a break. Then check your writing and try to improve it, if you can.

- * what clauses
- * verbs + gerund/infinitive review
- * Vocabulary: personality

1 Read and listen

- a** ▶ **CD1 T11** Read the questionnaire and listen.
Answer the questions.



Are you a people person?

Situation 1:

Your teacher has asked you to help him or her to carry a few books to the staffroom. It's break time. Suddenly you find yourself in the staffroom and all the teachers are there. What do you do?

- a** You don't feel entirely comfortable but get involved in a conversation when one of the teachers asks you a question. You feel quite relieved when you can leave the staffroom.
- b** You feel very awkward when you are with people who are older than you, so you leave the staffroom immediately without speaking to anyone.
- c** You think that this is your chance for a chat with some teachers outside the classroom. You are always keen to get to know people and learn from them.

Situation 2:

A friend of yours is organising a bike ride to a place in the countryside. You love cycling and you have always wanted to see the place. You don't know any of the other people that your friend has invited.

- a** You are really keen to go and you see this as a great opportunity to meet new people and make new friends.
- b** There is no way you would consider going. You find a good excuse for not going and thank your friend for the invitation.
- c** You go on the bike ride, but you keep close to your friend and try not to talk to the others.

Situation 3:

You are sitting on a bus reading a really good book. The person sitting next to you asks you what you are reading.

- a** You really don't want to chat to the person. You close your book and get off at the next stop.
- b** You tell them why you like the book and then start chatting about what they are reading at the moment.
- c** You give a short answer because you don't want to be impolite but then go back to reading your book. You don't want to get involved in a conversation with someone you don't know.

Situation 4:

You have just arrived at a friend's house to get a DVD that you wanted to borrow. Your friend's mum is cooking – it smells absolutely delicious and you are hungry. She asks you if you want to eat with them.

- a** You are embarrassed to accept, so you say that you haven't got time.
- b** You say that you are not really hungry but hope that your friend's mum will insist and ask you a second time to stay and eat with them.
- c** You tell her that you would love to stay and eat.

Situation 5:

You have just been given a new camera for your birthday. It's pretty complicated and you don't really know how it works. There are two or three kids in your class who are really good with cameras.

- a** You take your camera into school and, in the lunch break, you get the kids to explain how it works. If you still have doubts after using the camera, you go back to them with more questions.
- b** You ask one or two questions but feel a bit awkward about wasting their time.
- c** There is no way you would ask anyone to explain the camera to you. You would be afraid of looking silly.

b Turn to page 126 to find out what kind of person you are. Do you agree with the description of you?

c Write another situation (Situation 6), with three possible answers for the questionnaire. Then work with a partner. Ask your partner to read Situation 6 and choose their answer. Then discuss together.

2 Grammar

* what clauses

a Complete the rule with *what* and *that*.

RULE: can also mean 'the thing that'. When there is a second clause in the sentence, the two clauses are linked by the word

What you need to realise is **that** there are lots of positive things about yourself.

This is **what** makes you popular with people who know you.

Sometimes it is better to listen to **what** others have to say.



LOOK!

We can also use a comma instead of *that*.
What you need to realise is, there are lots of positive things about yourself.

b Join the sentences to make one.

- Jacob's really imaginative. I like this about him.
What I like *about Jacob* is *that he is*
really imaginative.
- He told me something. I don't remember it now.
I don't remember
- He never says 'please' or 'thank you'. This makes him seem rude.
What makes
- Everyone makes mistakes. You should remember this.
What
- He never stops talking. I find this really annoying.
What

3 Vocabulary

* Personality

a Read about Matthew's classmates. Tick (✓) the ones that you think he considers to be his friends.

- Sophie's *sympathetic*. She always listens to my problems and understands how I feel. ☐
- Charlie's *charming*. He's good at making people feel good about themselves. ☐
- Waseem's *witty*. He's always quick to think of something funny to say. ☐
- Clara's *careless*. She does things too quickly and always makes mistakes. ☐
- Iago's *intellectual*. He loves learning things. ☐
- Paul's *pushy*. He always wants me to do what he wants. ☐
- Shannon's *shallow*. She doesn't think seriously or carefully about anything. ☐
- Polly's *pretentious*. She tries to appear more important and cleverer than she is. ☐
- Sam's *smug*. He's always pleased with himself – and shows it! ☐
- Brittany's *bubbly*. She's always happy, fun to be with and full of energy. ☐
- Chelsea's *cheeky*. She shows a lack of respect, but often in a funny way. ☐
- Henry's *hypocritical*. He says one thing but does another. ☐
- Stephan's *scatty*. He's always forgetting things, but that's what I love about him. ☐

b ▶ CD1 T12 **Circle** the correct word.

Then listen and check.

- All my friends were very sympathetic / *smug* when they heard about my accident. That helped me a lot.
- She always gets high marks, but I wish she weren't so *smug* / *witty* about it.
- We thought he was nice, but later we found him to be rather *witty* / *shallow*.
- She's rather *careless* / *pretentious* about her appearance – she always wears scruffy clothes.
- His speech made everyone laugh. He's such a *witty* / *pushy* person!
- The shop assistant was so *pushy* / *intellectual*. She tried to make us buy things we didn't want!
- He's lost his keys for the third time this week! He's so *cheeky* / *scatty*.

Vocabulary bank

Turn to page 112.

4

Pronunciation

* Sentence stress and rhythm

▶ CD1 T13 Turn to page 110.

5

Speak

Work in small groups. Discuss the following.

- 1 Agree on the four qualities you think are most important in a friend.

A friend should be sympathetic.

For me it is more important that someone is ... than ...

Why is that?

Well, let me give you an example: once I was ...

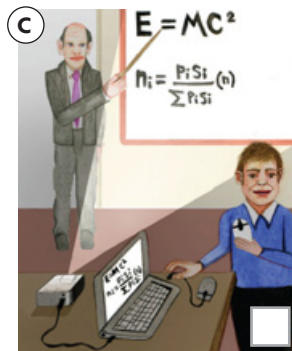
- 2 For each quality, think of a famous person (a film star, singer, politician, etc.) who you think has this quality.
- 3 Think about someone you have met. What was your first impression of them? Has your first impression changed since you got to know the person better?

When I first met my brother's new girlfriend she came across as a bit shallow. But she isn't like that at all. Once you get to know her, you realise that she's a very interesting person, just a little shy.

6

Listen

- a Look at the drawings and the photo. Each one has got to do with a practical joke or something funny someone said. What and who do the pictures show? Can you guess what the jokes are about?



b

▶ CD1 T14 Listen to Clara, Kate and James talking about the funniest people they know. Put the pictures in the order you hear about them.

c

▶ CD1 T14 Listen again and take notes to find answers to these questions:

- 1 What kind of jokes does Clara's uncle love?
- 2 Clara gives three examples of what he put in the walnuts. What are they?
- 3 Who is Mr Simmons?
- 4 What did Jack need in order to play his practical joke on Mr Simmons?
- 5 How did Mr Simmons react?
- 6 What does James's sister think about her dad's love of cars?
- 7 What practical joke did she play on her dad one day?
- 8 What did Groucho Marx say about the educational value of TV?
- 9 What did he say about honesty?

d

Compare your answers with a partner.

Discussion box

- 1 Which of the jokes from the listening did you find the funniest?
- 2 What problems could playing practical jokes on people cause?
- 3 Give an example of a practical joke you or someone you know has played on someone else.
- 4 Not all jokes work in another language. Can you think of a joke that works in English but not in your language? Tell the others.

7

Grammar

* Verbs + gerund/infinite review

- a** Circle the correct words in the sentences from the listening in Exercise 6b.

- 1 He really enjoys *to play* / playing tricks on people.
- 2 My sister hates *to play* / *playing* this game.
- 3 He really can't stop *to play* / *playing* practical jokes on other people.
- 4 Jack started *to move* / *moving* the wireless mouse on the palm of his hand.
- 5 He couldn't stop *to go* / *going* round and round the car.

- b** Complete the rules with *an infinitive* or *a gerund*.

RULE: The verbs *like, love, hate, prefer, begin* and *start* are usually followed by _____, but _____ can also be used. There is no difference in meaning.

The verbs *enjoy, detest, don't mind, imagine, feel like, suggest, practise, miss, can't stop* and *can't stand* must be followed by _____.

The verbs *refuse, hope, promise, ask, learn, expect, decide, afford, offer, choose* and *want* must be followed by _____.

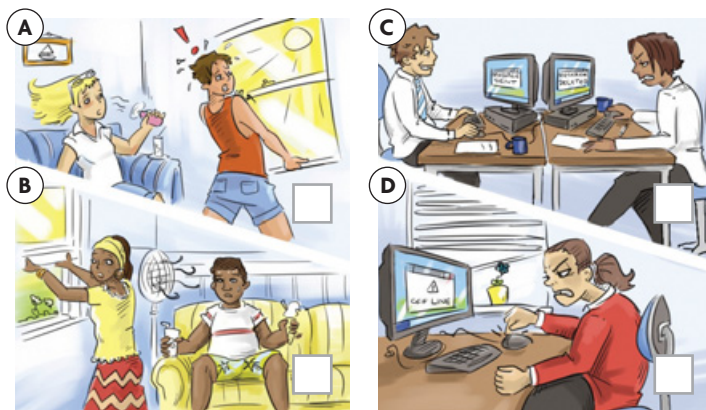
- c** Look at these examples. What is the difference in meaning?

- 1a I stopped to drink my coffee.
- 1b I stopped drinking my coffee.
- 2a I remember buying the book.
- 2b I remembered to buy the book.

- d** Complete the rule with *different* or *the same*.

RULE: The verbs *stop* and *remember* can be followed by either a gerund or an infinitive but the meaning is _____.

- e** Look at the pictures and match them with the sentences. Then complete the rule.



- 1 We tried opening the window, but it was still really hot in the room.
- 2 I tried to open the window, but it was stuck.
- 3 I tried sending an email to her, but she was still angry with me.
- 4 I tried to send an email, but my internet connection wasn't working.

RULE: We use *try* + _____ to say that somebody tries something to see what will happen.
We use *try* + _____ to say that someone tries something but they aren't successful.

- f** Complete the sentences with the verbs in brackets. Use the gerund or *to* + infinitive.

- 1 I can't stop watching (watch) this programme. It's brilliant.
- 2 They tried _____ (help) him but he wouldn't let them.
- 3 He's really charming. Please remember _____ (invite) him.
- 4 I can't remember _____ (see) that film.
- 5 We tried _____ (surf) the internet, but we didn't find any information.
- 6 I met Oliver in town yesterday, so I stopped _____ (talk) to him.
- 7 I remember _____ (be) quite shy when I was little.
- 8 I thought she was very self-centred, so I stopped _____ (go) around with her.
- 9 I tried _____ (phone) you, but my mobile was broken.
- 10 Please remember _____ (give) me my book back tomorrow.

You're both being a pain

8 Read and listen

a ▶ **CD1 T15** What are Nick and Amy fighting about? What do Lily and Jack think about it? Read, listen and check your ideas.

Amy: Hi, Nick.

Nick: Hi, Amy. Amy, is this your backpack on the floor?

Amy: That's right.

Nick: Well, could you perhaps put it somewhere else? It's kind of in the way.

Amy: No, it's not. It's where I always leave it.

Nick: Yes, I know you always leave it there. And it's always in the way. This is a pretty small place, Amy. So perhaps just for once you could put your backpack somewhere where it isn't in the way, hmm?

Amy: You don't own this place, Nick. So don't try and tell me what to do. I came in early to get some things done. I put my backpack on the floor. You deal with it!

Nick: Well, if you won't move it, perhaps you won't mind if I do.

Amy: Hey, put that down. It's mine, not yours. Let go!

1



Nick: No chance! It's in the way!

Jack: Morning. Whoa! What's going on?

Lily: Hey. Mind out! You nearly hit me with that thing.

Amy: Ah, sorry. I'm sorry. This is ridiculous.

Lily: But I don't understand. What are you arguing about?

Amy: Oh, Nick was being impossible, as usual.

Nick: Hey, don't look at me. It isn't me who leaves things lying around all over the place.

Amy: I've got a lot of things to do, Nick. I'm feeling stressed and I can do without you finding fault with everything.

2



Jack: Well, it really doesn't matter who started it or whatever – we've got to sort this out. There isn't a lot of room here and there are four of us that have to share it. So we need a bit of give-and-take. I'd have thought we could do that.

Lily: Jack's right. I thought we were all friends, doing things together.

Amy: We are.

Nick: We are.

Jack: And we've all got pressure too – schoolwork, the radio programmes, and so on. What's going to happen if we let little things get on our nerves all the time?

Nick: Well, Amy's so careless.

Amy: And you're so pushy.

Lily: And you're both being a pain. I'm off to class. Have a nice day, everyone!

Jack: See you guys. Sort it out, OK?

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

- 1 This is the first time that Amy has left her backpack on the floor. ☐
- 2 Nick starts to move the backpack himself. ☐
- 3 Nick thinks that Amy is the cause of the argument. ☐
- 4 Jack thinks they shouldn't argue about little things. ☐
- 5 Jack wants Nick and Amy to sort out the things in the backpack. ☐

Discussion box

- 1 Who do you agree with in the argument – Nick or Amy?
- 2 Give examples of 'little things that can get on your nerves'.

9 Everyday English

a Find expressions 1–6 in the story. Who says them? Match them with meanings a–f.

- | | |
|------------------------|--|
| 1 No chance! | a I'm not the person responsible for this. |
| 2 Mind out. | b ... and other similar things |
| 3 Don't look at me. | c It's not going to happen. |
| 4 I can do without ... | d It is my understanding that ... |
| 5 I'd have thought ... | e Be careful. |
| 6 ... and so on. | f I prefer not to have / don't need ... |

b Complete the sentences with an expression from Exercise 9a.

- 1 A: That plate looks very hot!
B: It is very hot! – I'm going to come past you with it.
- 2 A: I'm going to spend all my money on those shoes.
B: Really? you were more sensible than that.
- 3 A: Someone should pick all this litter up.
B: Well,! I never drop things on the floor.
- 4 A: Your project's about education – right?
B: Yeah, you know: schools, colleges
- 5 A: Miranda – can you come round tonight and help me with the history homework?
B:, Steve. I'm going out this evening. Sorry.
- 6 A: Hey, James – where did you get that awful sweater?
B: It was a present from my granny – and I your comments, thank you very much.

10 Improvisation

Work with a partner. Take two minutes to prepare a short role play. Try to use some of the expressions from Exercise 9a. Do not write the text, just agree on your ideas for a short scene. Then act it out.

Roles: Jack and Lily

Situation: somewhere at Fairbank

Basic idea: Jack has an idea for a programme about fashion and wants Lily to do it. Lily is not enthusiastic.

11 Making Waves



a In Episode 1, we go back to the first time that Lily is introduced to Nick. Nick and Amy worked on the radio show last year but Lily is new. Jack did a few things for the show last year but he's going to be more involved this year.

- 1 What story do you think Lily and Nick are doing?
- 2 Nick doesn't really want to work with Lily on this story. Why not, do you think?

b Match the phrases and the definitions.

- | | |
|------------------------|---|
| 1 to step in | a (to say or do) something unpleasant or unsuitable |
| 2 short (of money) | b it proves |
| 3 (to find) an angle | c to replace someone |
| 4 (to be) out of order | d a way of thinking or looking at something |
| 5 it just shows | e not having enough |

As you watch the episode, check your ideas.

c Watch Episode 1. What do Amy, Lily and Jack think about Nick at the end? Why?

12 Write

- a** Put the adjectives in the box into the two lists. If necessary, use a dictionary to help you.

sensible disorganised smart
tall cheerful handsome
wavy plump honest
slim scruffy lazy

personality	appearance
<i>sensible</i>	

- b** Can you add four more adjectives to each list? Compare lists with a partner.
- c** Read the email. What does Olivia talk about in the:
first paragraph?
second paragraph?
third paragraph?
fourth paragraph?
fifth paragraph?
- d** When we write a physical description, we don't need to mention everything, just the most interesting parts. Look back at the third paragraph. Which two sentences could we leave out?
- e** How does Olivia describe Harry's eyes and smile? Write similar descriptions of someone's:
1 hair
2 mouth.
- f** When we describe someone's personality, we often give examples of the person's behaviour to illustrate their qualities. Look back at paragraph four and find two examples of this.

- g** Write a short description of someone who is:

- generous
- imaginative.

Give examples of their behaviour to illustrate.

- h** Now write an email to a friend and tell them about a person you've met recently.

To: grace@fastemails.co.uk

Hi Grace,

(1) You missed a great party on Friday. Everyone was there, and we all missed you so much. The food was great and the music was brilliant. I don't think I've ever danced so much in my life.

(2) Anyway, let me give you the gossip before anyone else does. I met a really interesting guy at the party. His name's Harry and he's from Toronto. I've never met a Canadian before. He's in his last year at school and he's over here visiting his cousin for the summer holidays.

(3) But let me get to the interesting part. Harry must be the best-looking guy I've ever met. I mean he's gorgeous. He's average height. The first thing that caught my attention was his amazing blue eyes. They're bright blue, like the colour of the ocean you see in those holiday postcards. I'm not exaggerating, honestly. His nose is quite small. He's got a great smile too. It's warm and friendly and you can't help liking him immediately when he smiles at you.

(4) But of course, the most important thing is that he's a very nice guy too. He's a very charming person and he made me feel good about myself. He said loads of nice things about me, which is always going to help you like someone, isn't it? But he's not just one of these guys who says things without meaning them. He came across as really being interested in me. I told him all about my problems with Lucy and he really listened. He was so sympathetic and he gave me some good advice too. Now, you don't meet a guy who listens like that every day.

(5) Well, the bad news is that he's going back to Canada next week and I don't think I'll see him again. We said we'd email but you know how these things go. Never mind. It was just nice to have met someone so kind. Give me a call later.

Love, Olivia

Check your progress

1 Grammar

a Connect the two sentences using the word in bold. You may need to take a word out of one of the original sentences.

- He told me that it was my mistake. It was nonsense. **which**
He told me that it was my mistake, which was nonsense.
- My friend wants to become a psychologist. She loves helping people. **who**
- This is the book. Our teacher was talking about it. **that**
- Many experts will attend the conference. New theories will be presented. **where**
- Our neighbour is going to the UK soon. Her daughter lives in Portsmouth. **whose**

4

b Rewrite the sentences. Begin with 'What'.

- Mary's really pushy. I don't like this about her.
What I don't like about Mary is that she's really pushy.
- He's always singing. This makes him seem friendly.
- No one is perfect. You should remember this.
- Paul always interrupts when I speak. I find this really annoying.
- She gave me a really nice smile. I'll never forget that.

4

c Use the correct form of the verb in brackets to complete the sentences.

- I remember seeing (see) the car coming towards me but nothing after that.
- Try (phone) John at home. Sometimes he doesn't work on Fridays.
- We stopped (have) a cup of coffee for ten minutes.
- I tried (apologise) to him but he wouldn't listen.
- You must remember (invite) Carl to your party. If not, he'll be upset.

4

2 Vocabulary

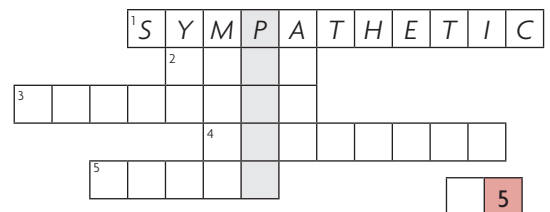
a Match the two halves of the sentences.

- | | |
|--|---|
| 1 She was clearly the best in her team. She | a got sent off by the referee. |
| 2 The player who had kicked the goalkeeper | b that he got knocked out in the first round. |
| 3 I hope they won't draw again since | c amazing with the puck. |
| 4 She got knocked off the board a few times, | d scored most of the goals. |
| 5 He was wearing a helmet, but was hit so hard | e but she really enjoyed the strong wind. |
| 6 He was the best player on the rink. He's so | f their last three games all ended 1:1. |

5

b Write adjectives in the word grid to describe each person and find the mystery word.

- Bobby always understands how I feel and he's always ready to listen to my problems.
- Jenny's always so pleased with everything that she does. It annoys me a bit.
- Henry doesn't always pay attention to what he does and that's why he makes mistakes.
- Kevin always says things to make people feel good about themselves.
- Sue is really funny. She makes me laugh a lot.
- The mystery word is ...



How did you do?

Check your score.

Total score	Very good	OK	Not very good
22			
Grammar	10 – 12	6 – 9	less than 6
Vocabulary	8 – 10	4 – 7	less than 4

- * Reported speech review; reporting verbs review
- * Vocabulary: expressions with *time*



TODAY'S TV
Sat 3 April

The wait is over. After more than 18 months without appearing regularly on our Saturday night TV screens, *Doctor Who* finally returns this evening. In this new series, the charismatic time-travelling Time Lord is played by Matt Smith, while Karen Gillan plays his enthusiastic assistant, Amy Pond. How well will Matt Smith do in one of the biggest roles on British TV? Watch tonight's episode, *The Eleventh Hour*, and find out.

1 Read and listen

- a** Read the extract from a TV guide. Have you ever seen this TV programme? Complete the statements.

- 1 The last time *Doctor Who* was seen regularly on TV was
- 2 The character Doctor Who is a
- 3 Doctor Who works with an
- 4 The first episode of the new series is called

- b** ▶ **CD1 T16** Read the quiz then listen and choose the correct answers.

1 When was the cult BBC TV series, *Doctor Who*, first broadcast?

- a** 1963 **b** in the 1970s **c** 1989 **d** 2005

2 Why do many teenagers think that the series began much later than it did?

- a** Because they don't realise that TV existed so long ago.
b Because they think there has only been one Doctor.
c Because there was a gap of 26 years when the series wasn't on TV.
d Because they think the Doctor was a child in the 1970s.

3 What genre is the programme?

- a** science fiction
b comedy
c horror
d a mixture of different genres

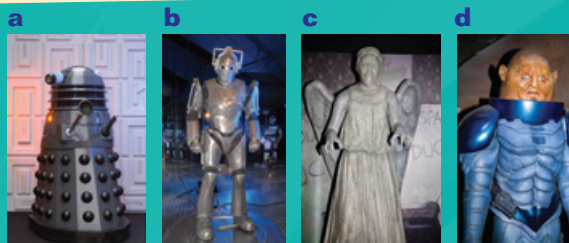
4 Why doesn't the Doctor respect the Time Lords' promise?

- a** Because he's evil.
b Because he wants to make the world a better place.
c Because he was sent away from the planet Gallifrey.
d Because he's bored and wants something to do.

5 Which of these is the Tardis?



6 Which of these is a Weeping Angel?



7 How many actors have played Doctor Who?

- a** 8 **b** 9 **c** 10 **d** 11

8 Most of Doctor Who's assistants are

- a** young women from another planet.
b young women from Earth in the past.
c young women from Earth in the present.
d young women from Earth in the future.

2 Grammar

* Reported speech review

a Write down what each person actually said.

- William Hartnell said that his health was getting worse.
'My health is getting worse.'
- He said that he couldn't play the Doctor any more.
- He said it was a fancy way of saying it's bigger on the outside than the inside.
- The Time Lords said that they would never change anything in the universe.

b What happens to the verb in reported speech when the reporting verb is in the past?

Complete the table.

Direct speech	Reported speech
present simple →	<i>past simple</i>
present continuous →	
present perfect →	
past simple →	
can / can't →	
will / won't →	
must →	

c What other words change in reported speech?

d Write these sentences in reported speech.

- 'The Daleks are coming!' said the assistant.
The assistant said that the Daleks were coming.
- 'We have to get to the Tardis before it's too late,' said the Doctor.
- 'We'll only know what year it is outside when we arrive,' said the Doctor.
- 'I've got a plan and I know how we can kill the Ice-men,' said the Doctor.
- 'You're getting the time wrong!' Romana told the Doctor.
- 'I've heard so much about you,' Chronotis told the Doctor.
- 'We don't know what is going on,' said the Doctor.
- 'There won't be enough time!' announced the Doctor.

3 Vocabulary

* Expressions with time

▶ **CD1 T17** Circle the correct option. Then listen and check.

- Come on! Quickly! We're *taking* / *running out of* time!
- My father's always busy. He never *wastes* / *has* time to relax.
- I'm not in a hurry. *Take* / *Give* your time.
- Our maths teacher often complains that we *give* / *spend* him a hard time.
- I got home just *in* / *off* time to avoid the rain.
- I'm not late. I'm exactly *off* / *on* time. Look at the clock.
- Come on! Let's get started – we've *spent* / *wasted* a lot of time already.
- I think you should take some time *off* / *on* and go on holiday. You've worked too hard.
- Annie's a very relaxed person. She *gives* / *spends* a lot of time meditating.

Vocabulary bank Turn to page 112.

Get it right! Turn to page 118.

4 Pronunciation

* Schwa /ə/

▶ **CD1 T18 and T19** Turn to page 110.

5 Speak

Work with a partner. Student B: Turn to page 126. Student A: Ask your partner these questions. You start.

- Are you always on time for your lessons? If not, what excuse do you give?
- When did you last have the feeling that you had wasted a lot of time?
- If you could take a day off school next week, which day would it be? Why?
- Have you ever given a teacher a hard time? What did you do?



6 Read

- a** Read the text and underline the piece of advice you like best.

Well, it's that time of year again: the sun's finally decided to show its face and you're stuck inside revising for exams. But don't worry. You're not alone. We're thinking of you and have drawn up an action plan that will help you get all that work done in time and still have a little time left to relax. We like to call it GRM (that's Good Relaxation Management in case you were wondering).



Problem	Solution
A Procrastination	A recent report claims that more than 40% of students wait until the last minute before getting down to work. Why? Because procrastination helps us keep a safe distance from all that stressful stuff. Maybe you have six exams to study for, so we recommend starting with one. That way you'll reduce the stress as you'll have just one clear task to work on. When you've done that one thing on the list, make another 'list' with one thing on it. We promise that this will get things moving.
B Getting started	OK, so now you've decided not to leave it all for the last minute and have brought your books home to study this evening. But you're still finding it difficult to start that one 'to do' task. That's because you're afraid it's going to take you too long. What you have to do is convince yourself that you just need to start and do ten minutes' work. Once those ten minutes have passed, you'll be surprised to find that you're now really into the task and don't even want to stop.
C Motivation	'I can't be bothered to do any work this evening!' How often do you find yourself saying this? Maybe we can persuade you to look at motivation in a different light. Motivation doesn't get people working: motivation comes once you've started working. Try it! The more you get into your work, the more you'll 'get into' your work, if you get what we mean. Got it?
D Time wasting	How much time do you waste waiting about for something? The bus, the teacher, your brother or sister to get out of the shower? We suggest always carrying some revision notes in your back pocket — a list of dates from history, some chemical formulas, whatever. Something you can get out when you find you've got a bit of time to kill. Using your time well means you'll have more time to spend later on things you'd rather be doing.
E Interruptions	So you've finally got down to some serious revision and your parents tell you dinner's ready. You'd like to refuse to eat but you can't. Of course, there are going to be times when your study plan gets interrupted, but we advise you not to lose your cool — it never helps. Look on the positive side. The fact that you're annoyed shows you're getting into your work and that's a good thing. It should encourage you to do more!

- b** Read the article again. Match each of these statements with the sections (A–E).

- 'There's just so much to do. I won't have enough time to get it all done.'
- 'Every time I start working, my little sister keeps coming in and talking to me.'
- 'I can't believe it. My exam's in two days' time and I haven't even started revising.'
- 'I just don't feel like doing anything. It's all so boring.'
- 'I'm just too busy doing other things to start my revision.'

☐
☐
☐
☐
☐

Discussion box

- What other problems do you have when revision time comes round?
- What advice can you think of to help others to be more successful with their revision?

7

Grammar

* Reporting verbs review

- a** Different reporting verbs have different patterns after them. Find these verbs in the text in Exercise 6 and look at the patterns that follow them. Then write them into the table.

claim recommend promise persuade
suggest refuse advise encourage

say claim recommend suggest deny	that...
tell warn	someone that
deny (not) (not)	doing...
warn	someone not to do
.....	someone (not) to do...
promise (not)	to do

- b** Look at the tables and complete the sentences. Sometimes there is more than one option.

- The lifeguard us not to go into the sea. He said it was dangerous.
- She's not very happy with me. In fact, she to talk to me at all.
- He breaking the vase. He said it was the dog.
- She going swimming but I was too tired.
- They us to leave the car at home and go by train.

- c** Match sentences 1–8 with speech types a–h.



- 'No, I won't help you,' she said. ☒ d
- 'I won't be late,' he said. ☐
- 'My father has won over fifty golf competitions,' he said. ☐
- 'You'll get really ill if you don't eat more healthily!' the doctor said to her. ☐
- 'It's not true that I work too hard,' she said. ☐
- 'Try the new cafe. It's excellent,' they said. ☐
- 'I think perhaps you should take a break sometimes,' the doctor said. ☐
- 'Come on, Steve, you can do it! Jump!' she said. ☐

- a a claim
- b a promise
- c a warning
- d a refusal
- e a denial
- f encouragement
- g a recommendation
- h advice

- d** Report the sentences in Exercise 7c.

- She refused to help me.

Get it right! Turn to page 119.

Literature in mind

8

Read

a Look at the cover of the book and the photo from the film. Read the short summary at the beginning of the extract. Would you be interested in reading the book? Why / Why not?

b ▶ **CD1 T20** Read the extract and listen. It is the man's first trip in the Time Machine. Put the events in the order they are mentioned in the extract.

- ☐ He sees someone walking extremely quickly.
- ☐ The room he is in disappears.
- ☒ 1 He sees that the time on a clock has changed.



- ☐ He makes the machine go as fast as it can.
- ☐ He starts to think about what he will find in the future.
- ☐ He thinks that he's going to crash at any moment.

The Time Machine by H. G. Wells

Hoping to change the past, a 19th-century inventor instead travels 800,000 years into the future, where he finds humans divided into two races which are always at war.

It was at ten o'clock today that the first of all Time Machines began its career. I gave it a last tap, tried all the screws again, and sat in the chair. I took the starting lever in one hand and the stopping one in the other, pressed the first, and almost immediately the second. I seemed to spin; I felt a nightmare sensation of falling; but, looking round, I saw the laboratory exactly as before. Had anything happened? For a moment I thought that my mind had tricked me. Then I saw the clock. A moment before, as it seemed, it had stood at a minute or so past ten; now it was nearly half-past three!

I drew a breath, set my teeth, gripped the starting lever with both hands, and went off with a thud. The laboratory got hazy and went dark. Mrs. Watchett came in and walked, apparently without seeing me, towards the garden door. I suppose it took her a minute or so to cross the room, but to me she seemed to shoot across like a rocket. I pressed the lever over to its extreme position. Night arrived like the turning out of a lamp, and in another moment came tomorrow. The laboratory grew faint and hazy, then fainter and fainter. Tomorrow night came, then day again, night again, day again, faster and faster still.

I am afraid I cannot convey the peculiar sensations of time travelling. They are incredibly unpleasant. There is a feeling exactly like that you have on a roller-coaster – of a helpless, headlong motion. I felt the same horrible anticipation, too, of an imminent crash. As I speeded up, night followed day like the flapping of a black wing. Soon the dim outline of the laboratory seemed to fall away from me, and I saw the sun hopping quickly across the sky, crossing the sky once every minute, and every minute marking a day. I supposed the laboratory had been destroyed and I had come into the open air. I was going too fast to be conscious of any moving things. The slowest snail that ever crawled sped past, too fast for me to see. [...]

The unpleasant sensations of the start were not so strong now. They became a kind of crazy excitement. But soon a new series of impressions appeared in my mind – a certain curiosity and with it, a certain fear – until at last they took complete possession of me. What strange developments of humanity, what wonderful advances from our simple civilization, I thought, might appear when I got to look closely at the dim world that raced and fluctuated in front of my eyes!

C All these statements are incorrect. Correct them by referring to the text.

- 1 The Time Machine has only one lever to control it.
- 2 His first, very short flight takes him ten hours into the future.
- 3 When he starts travelling, he can see his laboratory clearly.
- 4 He enjoys travelling in time.
- 5 He can see his laboratory all the time when he's travelling.
- 6 He sees a snail going past him.
- 7 He isn't interested in what he will find when he stops.

Discussion box

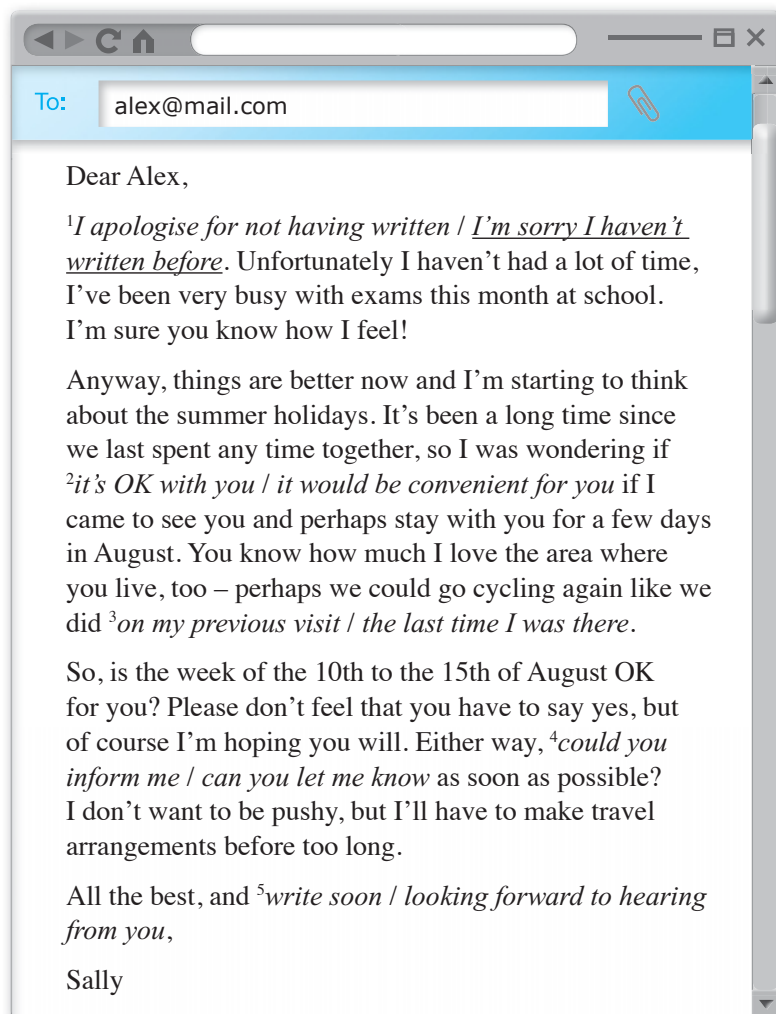
- 1 Do you think this is a good description of what time travel might be like? Why / Why not?
- 2 If you could travel in time, would you prefer to go to the past or the future? Why?

9 Write

a Read the email and answer the questions.

- 1 Why hasn't Sally written before?
- 2 What is she thinking about now?
- 3 When does she want to stay?
- 4 What does she want Alex to do?

b Read the email again. There are two options – one informal, the other formal. Underline the informal option.



C You're going to write Alex's email back to Sally. Look at the expressions below. For each pair, tick the one you think you're likely to use in the email.

- 1 a I was extremely pleased to hear ...
b It was great to hear ...
- 2 a Is it OK if ...?
b Would it be acceptable if ...?
- 3 a I hope you see ...
b I trust you will understand ...
- 4 a I must apologise for the fact that ...
b I'm sorry that ...
- 5 a Of course we can put you up here.
b Naturally we can let you have a room.

d Write Alex's email. Give Sally the following information:

- you want to see her again
- she can stay with you
- you already have plans for the week she suggested
- you can't change the plans
- the week before or after is OK

Add any further information or ideas that you want to.

- * would and used to
- * Adverbs and adverbial phrases

- * Vocabulary: common adverbial phrases

1 Read and listen

- a** What can you see in the photos? Have you ever tried any of these things?
- b** Read the texts quickly. Which sentence best describes the main topic?
- 1 The three objects were a lot more expensive than they should have been.
 - 2 The objects were bought not only by children, but also by adults in many countries.
 - 3 Each of the objects was, at some time, the latest fashion.
- c** ▶ **CD1 T21** Read the texts again and listen. Write **ME** (*Magic Eye*), **P-M** (*Pac-Man*) or **y-y** (*yo-yo*) next to the sentences below.
- 1 It was invented by a Japanese man.
 - 2 It's used by the medical profession.
 - 3 It's more than 2,500 years old.
- d** Read the texts again. Underline the words and expressions that mean:
- 1 extremely popular (text 1)
 - 2 an activity, object or idea that is extremely popular, usually for a short time (text 1)
 - 3 the most recent or modern (text 2)
 - 4 fashionable or popular (text 2)
 - 5 excitedly (text 2)
 - 6 describes something that you can't stop doing once you have started (text 2)
 - 7 become popular (text 3)
 - 8 the time when something was at its most popular (text 3)

Discussion box

- 1 What toy crazes have you seen in your lifetime? What's 'in' at the moment?
- 2 What do you think made each of the toys so popular?
- 3 What does it take for something to become a craze?

1

Magic Eye®

Back in the mid 1990s men, women and children would spend hours staring into books which contained nothing but pages and pages of brightly-coloured psychedelic patterns.



© 2011 Magic Eye Inc. *

They had been promised that, if they looked in the right way, these pictures would jump into life, as 3D images came shooting out towards them. For most people it happened if they stared for long enough, but there were also many who used to end up tearing their hair out in frustration as the images never appeared.

For a while, Magic Eye books were all the rage. The images also appeared in magazines, on postcards, mouse mats and even on men's ties. And they also featured in episodes of top TV series, such as *Friends* and *The Simpsons*.

The secret behind the images is a horizontally-repeating pattern which is slightly different each time it is repeated. This creates an illusion of depth when the eye focuses beyond the image.

Like all crazes, the Magic Eye craze ended after several years, although it's still a successful business and the images are now used by eye doctors to help in the treatment of problems such as binocular vision.

* Turn to page 126 for the solution to this image.

2 Speak

- a** Work in small groups. Choose one of the crazes from the reading texts in Exercise 1. Imagine your job is to re-market this item to today's teenagers. Discuss the following:
- 1 What changes are you going to make to it so that it will appeal to consumers today?
 - 2 How are you going to advertise it?
- b** Present your ideas to the rest of the class. Which group has the best ideas?

2

Pac-Man

While children these days spend hours playing the latest sophisticated games on their computers, consoles and TV sets, it's worth remembering the kind of electronic games that were 'in' when their parents were young.

Back in the early 1980s, children used to queue up in amusement arcades eagerly waiting for their turn to put 10p in the video machine and play a game of Pac-Man. Pac-Man was a yellow circle with a cheese-shaped wedge missing and you had to steer him around a maze of dots until you had eaten all the dots up. All the time you were being chased by four ghosts (which even had names!) and if they caught you, that was 'game over'. However, if you ate one of the four 'power pills' found in each of the corners of the maze, then you could turn the tables for a while and eat the ghosts for maximum point scoring.

Created by a Japanese video-game designer, Toru Iwatani, who used to be a designer for the Namco software company, Pac-Man became one of the most famous and addictive of the original arcade video games. It is still loved today all over the world.



3

Yo-yos

There can't be many toys that have been around as long as the yo-yo. Early examples have been discovered in Greece and date from around 500BC. In the 16th century the yo-yo was used as both a toy and a hunting weapon in the Philippines and, by the 17th century, it had caught on in many European countries. In 1928, a Filipino-American called Pedro Flores started the first yo-yo factory in the USA, but it was an American businessman, Donald Duncan, who saw the great potential of the toy. He bought the factory from Flores and, by 1962, he had sold 65 million yo-yos in a country that had only 40 million children.

Although the yo-yo had its heyday back in the 1950s, it is a toy that regularly finds itself back in fashion and each year various yo-yo competitions are held all over the world. Like the toy itself, the yo-yo fad is one that keeps bouncing back.



3

Grammar

* would and used to

a Complete the sentences from the text.

Habits and repeated actions

- 1 Men, women and children spend hours staring into books.
- 2 Back in the early 1980s, children queue up in amusement arcades.

States

- 3 Toru Iwatani be a designer for the Namco software company.

b Complete the rule with *used to* and *would*.

RULE: When we talk about *habits* and *repeated actions* in the past we can use or

If we talk about a *permanent state* or *situation* (with verbs such as *be* / *think* / *love* / *have* / *want*, etc.), we can only use

c Look at the sentences. **Cross out would** when it is not possible to use it.

- 1 I ~~would~~ / *used to* have an electronic pet called a Tamagotchi.
- 2 I *would* / *used to* love it a lot.
- 3 I *would* / *used to* feed it every morning.
- 4 I *would* / *used to* sing it to sleep at night.
- 5 I *would* / *used to* think it was my best friend.
- 6 I *would* / *used to* take it everywhere I went.
- 7 I *would* / *used to* want nothing else.
- 8 I *would* / *used to* play with it for hours.

d Work with a partner. Talk about the toys you played with when you were small. Use *would* and *used to*.

I used to spend hours playing with ...
When I was young, I would ...



4

Listen

a Look at the photos. What do you think is happening in each photo? What do you think they might have in common?

b ▶ **CD1 T22** Listen and choose the correct answers.

- Why have flash mobs become more popular over the years?
 - Because it has become easier to pass on information about them.
 - Because more people know what they are.
 - Because young people have more free time.
- What does Ian Hicks like most about flash mobs?
 - They bring people together.
 - They're very entertaining.
 - They can be seen as works of art.
- How many different cities took part in the great pillow fight of 2008?
 - About 25.
 - More than 25.
 - No one really knows.
- Why did officials try to stop the silent disco at Victoria Station?
 - Because it was making too much noise.
 - Because they said it was causing a problem for travellers.
 - Because it was illegal.
- Why does Ian choose the Macy's Store flash mob as his favourite?
 - Because it was the first.
 - Because it was so imaginative.
 - Because it was so big.
- How many of his top three flash mobs has Ian Hicks taken part in?
 - 0.
 - 1.
 - 2.



Discussion box

- Which of the flash mobs do you think sounds the most fun?
- If you could take part in a flash mob, would you? Why / Why not?
- Do you think flash mobs are a craze or will they continue into the future?

5

Speak

a Work in small groups. Invent a fun flash mob event. Remember that:

- the event must not hurt anyone or be illegal!
- it should only last for a short time.

b Compare ideas with other groups. Which do you think is the best?

6

Grammar

* Adverbs and adverbial phrases

- a** Complete the sentences with *sudden* or *suddenly*.

We all started dancing to music from our iPods.
Flash mobs are impromptu gatherings.

- b** Complete the rule. Write *adverbs* or *adjectives*.

RULE: We use to add information to nouns.

We use to add information to verbs.

- c** We can also use adverbial phrases to say how someone does something. Look at lists A and B in Exercise 6d. What types of words do we use with the expressions in A? What types of words do we use with the expressions in B?

- d** Add the words in the box to the lists below.

difficulty excitement
exciting horrible
interest different

A

in a friendly way

in an interesting way

in a fun way

in an way

in a way

in a way

B

with surprise

with enthusiasm

with fear

with

with

with

e

Complete the sentences with the phrases from Exercise 6d. (There is often more than one possibility.)

- It was a fantastic match – I was jumping up and down with
- She seemed very nice – she smiled at me in
- The homework was really hard – I finished it with
- In the film, I got scared when the woman screamed with
- My sister is fun to be with. She always has ideas for doing things in
- They come from a different part of the country, so they speak in



7

Vocabulary

* Common adverbial phrases

- a** Match phrases 1–8 with definitions a–h.

- | | |
|---------------|---------------------------------------|
| 1 by accident | a without other people being present. |
| 2 in a hurry | b one thing happening after another |
| 3 in private | c intentionally |
| 4 in public | d without other people knowing |
| 5 in secret | e not intentionally |
| 6 in a row | f needing to do something quickly |
| 7 on purpose | g without thinking properly |
| 8 in a panic | h so that other people can hear |

b

Complete the sentences with the expressions in Exercise 7a.

- It wasn't an accident – I think he did it *on purpose* .
- They organised the party, so I knew nothing about it.
- We've won the competition five years
- Please go away, Jack. I want to talk to Sol
- I'm really sorry – I broke your camera
- My homework isn't very good. I did it
- Please don't talk about my personal life !
- A fire broke out in the hotel and we all ran out

Vocabulary bank

Turn to page 113.

8

Pronunciation

* /æ/ accident and /e/ excitement

▶ CDI T23 and T24

Turn to page 110.

- a** What different fashion accessories can you think of?
- b** Read through the song quickly. How many examples of the words in *italics* can you see in the picture?

- c** ▶ **CD1 T25** Listen to the song and write the verbs in the spaces.

go without go with goes with match with
comes in scoop up carry round

Accessory by Jordyn Taylor

He's like my Chloe shoes, Betsey *bag*
Oh he's cute
He's like my Marc Jacobs *chain*, Prada *shades*
What's his name?
He's my, he's my, he's my, he's my latest accessory

They see my Gucci bag (got it)
Loving my Juicy tag (got it)
They like the shoes I wear (already got it, everyone stop it)
They wanna see me shine
The latest custom line
Snap snap it's photo time (Take a picture, who's that with ya?)

Ooh he's the latest thing I ¹ all my clothing
I ² him right from the stores soon as
they open
Where ya get it from? Was he on sale? Now everybody wants
to know
He can ³ me anywhere I go cuz he ⁴
everything I own

Get on the merry-go-round (round)
Wanna ⁵ him (round)
All over town (town)
He's my latest accessory
Now (now) got the Hollywood
Bam Bam
Look what I found (found)
He's my latest accessory

They see my Fendi *watch* (love it)
And my Rock and Re
Dolce Gabbana *heels* (Now that I got them everyone wants them)
He ⁶ every size
Got to accessorize
He's like my *low rise* (Can't ⁷ them, it's something
about him)

Discussion box

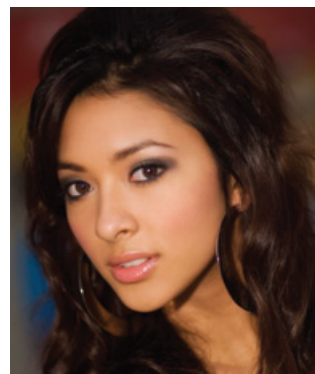
- 1 How does the songwriter feel about her boyfriend?
- 2 How do you think he feels about this?
- 3 How would you describe the singer?
- 4 What do you feel about the fashion world and why?

Did you know?

Jordyn Taylor is a singer from California. She says on her website that she 'grew up with dreams to follow, just like the rest of you'.

Her hobbies are 'hanging with friends, chatting on myspace, texting till my fingers are sore and eating homecooked meals ... lol ...'

Her inspiration comes from singers like Toni Braxton, Mariah Carey and Alicia Keys. She also works as an actor and model.



d Match the verbs in Exercise 9c with their meanings.

- | | |
|-------------------------------------|----------|
| 1 is available in | comes in |
| 2 take with (me) everywhere | |
| 3 looks good with (x2) | |
| 4 choose to look good together | |
| 5 accompany | |
| 6 pick up quickly (with both hands) | |
| 7 not have | |

10 More speaking

a Look at the photo. What do you think the performer is trying to say through her style? Add one more idea.

Look at me!

I just want to be different.

It's all about having fun.

☐
☐
☐

I'm dangerous.

☐


b Work in small groups. Think of four famous rock/pop stars.

- 1 Talk about their image.
- 2 Discuss what you think their style says about them.

c To what extent do you agree with the comments below? Discuss in your groups.

(3 = completely agree – 0 = completely disagree)

- | | |
|---|--------------------------|
| 1 There is no room for fashion in the pop world. | ☐ |
| 2 Stars who depend on fashion only do so because their music is so bad. | ☐ |
| 3 Bands need a good image. It helps the fans identify with them more. | ☐ |
| 4 I try and adopt the same look as my favourite bands. | ☐ |
| 5 The look is as important as the music. | ☐ |
| 6 Singers like Lady Gaga will never be taken seriously as musicians. | ☐ |



11 Write

a Read the letter to a newspaper (A) and the notes made on it. Answer these questions.

- 1 Were the notes written by the same person who wrote the letter?
- 2 What does the person who wrote the notes think of the letter?
- 3 What does the person who wrote the notes think of flash mobbing?

b Read the letter written to the editor by the person who made the notes (B). Which of the notes made above has the writer forgotten to consider in their letter?

c Read the letter to the editor below (C). Underline the main points in the letter. Decide whether you agree or disagree with each of these points. Make notes about your own views.

d Write to the editor, saying what you think about the letter.

1 This claim itself is ridiculous – no reason given!

2 What an intolerant view!

3 Don't people have the right to decide for themselves?

(A) Dear Sir,

The claim that flash mobs are a form of art is clearly ridiculous. Indeed, we should stop for a minute and ask ourselves if these pathetic exhibitions should be banned altogether. Do people have nothing better to do but waste their time turning up in dozens at a sofa shop and asking in song for the price of the same armchair, as customers and shop assistants in one shop in the West End recently witnessed? Maybe I'm being old-fashioned but I think that flash mobbing is not only a waste of time, it is also potentially dangerous. What if someone gets scared by a flash mob one day, overreacts, and then the whole thing turns into a mini-riot? Surely no one will claim then that that is art.

5 In fact this letter is potentially dangerous since it might lead people to believe flash mobs are something to be afraid of and react against!

6 Yes, it is!

4 Yes, you are!

(B) Dear Sir,

I am writing with regard to the letter in your newspaper concerning the flash mobs. I am concerned about the biased tone of the letter, and I would like to express my disagreement with it.

To begin with, the writer, without giving any reasons whatsoever, dismisses the idea that flash mobbing could be art. This in itself is a ridiculous view which I cannot share at all. Flash mobbing is a perfect example of playfulness and creativity, and I am grateful that there are people who put time into coming up with such provocative and 'useless' activities.

The writer also argues that flash mobs are a waste of time. Although nobody should have to take part in flash mobs unless they want to, we must accept that people have the right to decide for themselves how to use their time. The writer's position is not only extremely old-fashioned, it is also potentially dangerous. Whereas I see no potential danger in people coming together for a few minutes in public places to have fun and make others think, I see a lot of danger in leading people to believe that flash mobs are something we need to be afraid of. I can only say – beware of such unfair and narrow-minded views!

(C) Dear Sir,

The tendency of young people today to fall for whatever the commercial world wants to sell them is, in my opinion, very worrying. Whether it is mobile phones, MP4 players, the latest fashion or, dare I say it, the internet itself – aren't all these things just crazes that cost money and do no good to young people today? When we were young, things used to be different. We had time for each other, we would take the time to go for walks and enjoy the countryside, and we would spend hours reading good books. Where is the world going if the only things young people are interested in are fads and electronic communication?

All I can say is that I'm deeply concerned, and I hope that parents and teachers soon become more aware of all the dangers of the modern world, and influence children to turn more towards the things that really matter!

Check your progress

1 Grammar

a Rewrite the sentences, using reported speech and the verb in bold.

- Ken: *Doctor Who* is one of my favourite programmes. **said**
Ken said that Doctor Who was one of his favourite programmes.
- The alien: We are approaching the Earth. **shouted**
- The commander: Our spaceship will be landing soon. **announced**
- My girlfriend: I'll be at the club by five o'clock. **promised**
- Steve: It's not true that I broke your mobile. **denied**
- Our teacher: Try repeating the phrases twice a day before the test. **recommended**
- Lucy: You're a great singer, Sophie. You should go in for that competition. **encourage**

6

b Complete the sentences. Use *would* when you can and *used to* when you have to.

- My mother *used to* be a nurse.
- My father write me a letter every week.
- They go for long walks on the beach every Sunday.
- I live in London.
- Our neighbours keep us awake with their loud music every weekend.
- She be a really good ballet dancer when she was younger.
- I think that fashion was boring but now I like it.

6

2 Vocabulary

a Circle the correct word.

- I'm afraid you've (run)/gone out of time. I need your answer now.
- Take/Have your time. We don't need to leave for another hour.
- We arrived just in/by time to see the beginning of the film.
- Kev never arrives on/off time. He's always late.
- Don't kill/waste time asking him. He won't tell you anything.
- I think I need to give/take some time off. I've been working too hard.
- How much time do you have/spend watching TV a week?

6

b Circle the correct word.

- He's always by/(in)/on a hurry. He needs to slow down a bit.
- You said that by/in/on purpose. Why are you so mean to me?
- When we heard the explosion, everyone started running by/in/on a panic.
- I'm telling you this by/in/on secret. I don't want you to tell anyone.
- We met by/in/on accident. We were both on the same train.
- Could you leave me alone, please. I want to do this by/in/on private.

5

How did you do?

Check your score.

Total score	 Very good	 OK	 Not very good
23			
Grammar	10 – 12	5 – 9	less than 5
Vocabulary	9 – 11	5 – 8	less than 5

- * Conditionals review
- * Mixed conditionals
- * Vocabulary: ways of getting involved

1 Read and listen

- a** Look at the pictures and discuss these questions with a partner. What is this man doing? Why do you think he is doing it?



Run, Izzie, run!

Most people make a donation if they want to help those in need. And they hope that if they join demonstrations, sign petitions or hand out leaflets, they'll make others aware of the terrible conditions some people face. But 47-year-old British comedian, Eddie Izzard, did something completely different. He decided to raise money by running 1,100 miles through England, Wales, Northern Ireland and Scotland. And he managed to raise more than £200,000!

'Run 1,100 miles?' we hear you say. 'That's 1,760 kilometres – how long did it take him to run that? Two years?' Well, it would take most people at least that long if they were crazy enough to try and run such a distance. But Eddie Izzard? Well, believe it or not – it took him just 51 days. For six days out of every seven he ran at least 26 miles (43 km). In other words, he ran 43 marathons in less than two months, before he finished in great style and pouring rain in London's Trafalgar Square!

When asked how he felt, he told the BBC that he was planning to 'sleep for a week'. He thanked the people who had waited for him in Trafalgar Square despite the rain. They had all come to support him and to applaud his incredible achievement. But they weren't the only people who had accompanied him on his epic journey – in all four countries he was joined for parts of his run by local people.

And how long did he have to train for all this? Well, amazingly, only five weeks – a fact that is even more amazing when you consider that he wasn't even particularly fit when he decided to put himself in for this ordeal.

And what an ordeal it was! The comedian admitted that his journey was pretty painful. He had to have his feet bandaged every day but still lost several of his toenails, and he had blisters all over his feet. He wouldn't have been able to do what he did if he hadn't taken ice baths for his legs at the end of each day. These baths helped to 'stop your legs inflating to twice the size of an elephant', as Eddie commented.

People who have no idea about running and experts alike are impressed with what he has achieved. Andy Dixon, editor of *Runner's World*, a magazine for long-distance runners, says, 'Covering 26 miles in a day at whatever speed for 43 runs, it's demanding. A five-hour marathon is a fairly decent pace. It's a massive achievement.'

So, how did he do it? Well, he ran his marathons slowly at first. Ten hours a day to begin with and, as he got fitter, he got faster. In the end he was finishing in just over five hours. But fitness alone was not enough. What was more important was the fact that he wanted to make a difference to other people's lives.

What Eddie Izzard did was so special that the documentary of his run has been made into an inspiring film: *Believe!* 'You've got to believe you can be something else,' Eddie says in the film. 'I've done that a few times. That's why I keep going.'



b Read the article quickly to check your answers.

c ▶ **CD2 T02** Read the text again and listen. Answer the questions.

- 1 What's unusual about Eddie Izzard's story?
- 2 Why did it take him more than 43 days to run his 43 marathons?
- 3 How did people support him on his race?
- 4 Why was the journey an 'ordeal'?
- 5 How was such an achievement possible for a person who is not a top athlete?

Discussion box

- 1 Have you ever helped raise money for charity? What did you do?
- 2 Do you think it's a good idea to raise money in the way Eddie did? Why / Why not?
- 3 What ideas for raising money have you heard or read about?

2 Grammar

★ Conditionals review

a Look at the examples from the text and complete the table.

- A Most people make a donation if they want to help those in need.
- B ... if they ... hand out leaflets, they'll make others aware of the terrible conditions some people face.
- C It would take most people at least that long if they were crazy enough to try and run such a distance.
- D He wouldn't have been able to do what he did if he hadn't taken ice baths for his legs at the end of each day.

	Example sentence	If clause	Main clause
Zero conditional	.....	present simple	.....
First conditional	B	.....	.....
Second conditional	.....	.....	would(n't) + infinitive
Third conditional	.....	past perfect	.....

b Which of these conditional types is used to talk about:

- 1 An imagined situation in the past, and its consequence, which cannot be changed?
- 2 A condition, and its consequence, that are always true?
- 3 An imagined situation in the present, and its consequence, that are very unlikely to happen?
- 4 A possible present situation and its possible consequence?

c Look at what people have said in conversations about Eddie Izzard and decide which type of conditional they are.

- 1 'If more people were like Eddie, the world would be a better place.'
- 2 'If you have an ice bath after a race, it stops your feet from swelling.'
- 3 'You won't understand what this man achieved if you don't see the film *Believe!*'
- 4 'Would Eddie have made it if he hadn't taken a day off per week?'

3 Vocabulary

★ Ways of getting involved

Complete the leaflet with the words in the box.

hand out do raise sign make join

Support us and get involved

Six things that you can do!

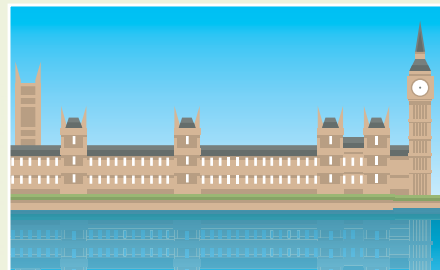
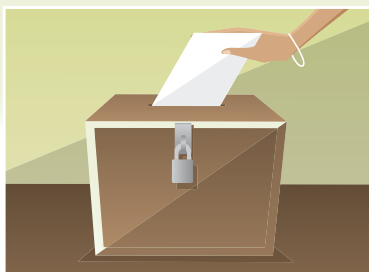
- 1 Visit our internet site and *sign* our petition.
- 2 our demonstration in the park this Sunday.
- 3 leaflets in the street.
- 4 a donation.
- 5 Do something unusual to money for us.
- 6 some voluntary work for us – we always need people to help out in the office!

Vocabulary bank Turn to page 113.

4 Listen

- a** What is the connection between the words in the box?

to vote an election
the government to run a country



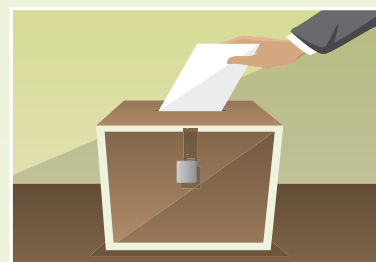
- b** ▶ **CD2 T03** Listen to a radio talk show and find out

- 1 what Emma's great passion is.
- 2 why Emma thinks young people should have the vote.
- 3 what has changed Emma's life.



- c** ▶ **CD2 T03** Listen again and choose the correct answers.

- 1 Emma thinks that teens need to stand up for their rights
 - a because adults have no interest in teen rights.
 - b because this could mean a lot of fun for them.
 - c because she is a bit bored and fed up with her parents.
- 2 Emma thinks 15-year-olds should
 - a be part of the government.
 - b become aware that they have political power.
 - c not go into politics because they will become corrupt too.
- 3 Emma thinks teens have 'number power' and 'economic power' because they make up
 - a 50% of the population.
 - b 15% of the population and they have a lot of money to spend.
 - c 15% of the population but they have very little money.
- 4 Emma thinks the right way for teens to use their economic power is to
 - a save money rather than spend it.
 - b support political campaigns with their money.
 - c think green before they buy things.
- 5 When Emma says young people have 'persuasion power' she means that teens
 - a are very charming and can easily persuade others of what they believe in.
 - b are at ease with modern technology and should use it to make others listen to their ideas.
 - c should change the way they live and use the internet less often than they do.



Discussion box

- 1 Which of Emma's points do you agree with? Why?
- 2 Which of Emma's points do you disagree with? Why?
- 3 What is your own attitude to politics? Give reasons.

5

Pronunciation

★ Contractions in third conditionals

▶ **CD2 T04 and T05** Turn to page 110.

6 Grammar

* Mixed conditionals

- a** Conditional sentences do not always follow the patterns you looked at in Exercise 2a. Look at these examples and answer the questions.

If young people had the vote, this government wouldn't have won the last election.

- Do young people have the vote now?
- Did the government win the last election?

If I had learned about politics at school, I would understand how to vote better today.

- Did I learn about politics in school?
- Do I understand how to vote better today?

- b** Complete the rules. Write *past participle*, *conditional*, *past* and *past perfect*.

RULE When we want to talk about the past consequence of a situation that is still true at the time of speaking, we use the simple in the *if* clause and *would/wouldn't + have +* (conditional perfect) in the main clause.

When we want to talk about the present consequence of a past action, we use the in the *if* clause and a in the main clause.

- c** Match the two parts of the sentences.

- If I hadn't gone to bed so late last night,
- If I'd gone to bed late last night,
- If I liked horror films,
- If I didn't like horror films,
- If they hadn't lost that game,
- If they'd lost that game,

☒ e

☐

☐

☐

☐

☐

- I'd be feeling very tired now.
- I wouldn't have gone to see *Nightfright* with you.
- they'd be world champions now.
- they wouldn't be world champions now.
- I wouldn't be feeling so tired today.
- I would've gone to see *Nightfright* with you.

- d** Combine the two sentences to make mixed conditionals. Use the verb form in bold to help you.

- I ate a huge supper last night. I feel ill today. **eaten**
If I hadn't eaten a huge supper last night, I wouldn't feel ill today.
- I really don't understand maths. I failed the test. **understood**
- I spent all my money on CDs. I haven't got any money today. **spent**



- I don't speak Spanish. I didn't understand what they said. **spoke**
- I can't swim. I couldn't save the young girl. **been able**

7 Speak

- a** Work with a partner. Discuss the following. At what ages do you think young people in the UK can do these things?

- buy a pet
- work part-time
- be legally responsible for a crime they commit
- drive
- buy a lottery ticket
- become a Member of Parliament
- leave school
- give blood
- borrow money from a bank

- b** Work with a partner. What are the age limits for these things in your country?

- c** Think of the consequences if the age limits were lower/higher.

If all kids had to stay at school until they were 18, the teachers would have a lot of trouble.

If I'd won the lottery when I was a child, I'd have spent all the money on sweets and toys.

- d** Discuss your ideas in small groups.

Get it right! Turn to page 119.

8 Read and listen

a Read the texts quickly and find out:

- 1 how many goals were scored in the world's longest football match.
- 2 how much money was raised in the *Twestival* event.
- 3 what charity is supported by J. K. Rowling.

b ▶ **CD2 T06** Read the texts again and listen. Answer the questions.

- 1 Why did the Bishops Cleeve football players have to finish the game in the end?
- 2 In what ways has Twitter helped to aid humanitarian projects?
- 3 Why did J. K. Rowling produce seven handwritten copies of *Beedle the Bard*?

FUN FUNDRAISING

The world's longest football match



The world's longest football match finished on Sunday after a remarkable 36 hours of play. An incredible 626 goals were scored at Bishops Cleeve,

Gloucestershire, in a match that enters the Guinness Book of Records as the longest ever played. The two sides kicked off at 6.30pm last Friday and the final whistle was blown at 6.30am on Sunday morning, ending an epic charity match which raised £30,000 to help build a school in India.

The match would have carried on for even longer if torrential rain hadn't made conditions too dangerous to continue. Several players from the two 18-man teams had already been taken off with injuries.

THE 140 CHARACTERS THAT MADE A DIFFERENCE

@twestival I think it was a great success, lets all try to raise even more money next time **#charity**



Can people change the world for the better in 140 characters? The answer is a clear and definitive 'yes'. *Twestival*, which was first held in 2009, brings Twitter users from around the globe together to raise money for charity. In the first event, over \$250,000 was raised for *charity: water*, which aims to get access to clean and safe drinking water for people in the developing world. But this is not the only charity event held through Twitter. *Tweetsgiving* has raised \$10,000 to build a classroom in Tanzania and *Tweet-a-thon* – a 12-hour marathon of video and tweeting – raised money for *Water is Life*.

HANDWRITTEN BOOK BRINGS IN £1.9 MILLION FOR CHARITY

The Tales of Beedle the Bard is a book of children's stories by British author J. K. Rowling. The book was originally produced in a limited edition of only seven copies, each handwritten and illustrated by the author. One of them was offered for auction in late 2007 and was expected to sell for £50,000; ultimately it was bought for £1.95 million by Amazon.com, making the selling price the highest achieved at auction for a modern literary manuscript. The money earned at the auction of the book was donated to *The Children's Voice* charity campaign. The book was published for the general public about a year later, with all income earned going to the charity.

'The idea came really because I wanted to thank six key people who have been very closely connected to the Harry Potter series, and these were people for whom a piece of jewellery wasn't going to cut it. So I had the idea of writing them a book, a handwritten and illustrated book, just for these six people. And well, if I'm doing six I really have to do seven, and the seventh book will be for this cause, which is so close to my heart,' said J. K. Rowling.



Discussion box

- 1 Can you imagine taking part in any of the fundraising ways described here? Why / Why not?
- 2 Which of the ways of fundraising described here do you find most/least impressive? Why?
- 3 What creative ways of fundraising can you think of?
- 4 If you were well off, would you be prepared to donate a large sum of money to charity? Why / Why not?

a Read the letter and answer the questions.

- 1 Who's the letter from?
- 2 What do they want to raise money for?
- 3 What are they organising?
- 4 What two kinds of sponsorship do they hope to get?
- 5 Is the letter to some friends or to a business?

b Read the letter again and answer the questions.

- 1 Where does the sender put his own address and the date?
- 2 How does James MacDonald start the letter?
- 3 Does James use any contracted verb forms (e.g. *it's* or *I'm*)?
- 4 How does James end the letter?

c Work in groups. Imagine you want to raise money for charity. Decide on a charity, what you're going to do and how you hope to raise money.**d** Write a letter (maximum 250 words) to a company and ask for their support. Include:

- what it is that you plan to do
- what you would like from them
- what you could offer them in return.

The Half-marathon Committee

Trent High School
16 York Street
ECCLES ES12 5JP

2 May 2012

Dear Sir/Madam,

As I am sure you already know, next month will see the beginning of the *Have a Heart* campaign to raise money for heart research. As part of popular support for this campaign, a group of students here at Trent High School have decided to organise a half-marathon on 28 June. Of course, all the money that we hope to raise by doing this will go to *Have a Heart*.

In order to raise as much money as possible, we are doing two things: firstly we are asking members of the public to sponsor individual runners in the race and secondly, we are looking for institutional sponsors to help with the fundraising. It is for this second reason that I am writing to you now.

As the representative of Trent High School's Half-marathon Committee, I am writing to ask if your company would be willing to consider providing sponsorship for our event. What we had in mind, if you agree, is to put the sponsor's name on the numbers of each runner, and on banners along the route, as well as at the finishing line. We hope and believe that our sponsor will, in this way, gain a lot of positive publicity.

It is difficult, of course, to make a request for a specific amount of money, but we are hoping that your company will sponsor us for £1,000 or more, and will perhaps also contribute to the making of banners, etc.

Should you be interested, please contact us at the above address.

Thank you for considering our request. We look forward to hearing from you.

Yours faithfully,

James MacDonald

- * Future continuous
- * Future perfect
- * Vocabulary: global issues

1 Read and listen

a Read Danni's blog quickly and find out:

- 1 where Danni went for her holidays.
- 2 what she thought of the town before she went and after she had been there.
- 3 what her dream is.



<http://www.danni.blogpages.com>

[Share](#) [Report](#) [Next blog](#)

B my trip to Gaviotas

Last summer I had the most amazing experience of my life. My dad's an engineer who works with green technology and he was sent by the university he works for to a small town called Gaviotas in Colombia. As it was the school holidays, he decided to take me with him. At first I wasn't too keen. What was I going to do in the middle of nowhere, in a country where I couldn't even speak the language? And anyway, what was so special about Gaviotas?

My dad is always talking about how, 50 years from now, we will have used up all the Earth's resources and how, by 2050, half the ice caps will have disappeared and global temperatures will have risen by 2°C, and so on. He told me that Gaviotas was an example of how people could live without destroying the environment. This got me a bit more interested, so I did some research. I found out that Gaviotas was founded in 1971 by a group of scientists and artists led by a man called Paolo Lugari. They had decided to build a completely new town in the remote savannas of eastern Colombia. Not only was there nothing there, but the whole area was caught up in a political war between the army and guerrillas. However, 40 years later, it is still there and doing really well.

The journey there was quite an adventure. It seemed to take forever, but eventually we arrived. I was amazed by how green it was and my dad explained that they had replanted millions of trees and created a whole new forest. There were loads of different species of birds flying about and flowers everywhere. I was beginning to like this place.

- My dad's contact in Gaviotas has a son exactly my age, Ricardo. He speaks really good English and so for the next week he was my guide to this amazing place. The first thing he pointed out to me was all the fantastic technology that had been invented there. That was why my dad was there and I could see why he was excited. They have really cool windmills to generate power from the wind. They have solar panels to heat water. They even use cow dung to power their hospital. Ricardo told me that they produce 70% of all their own energy and food and they produce very little waste. The trees they planted more than compensate for any greenhouse gases they emit. What's more, the technology they've developed here is used in several other places in central and southern America and they don't charge a peso, it's free for everyone.
- But Gaviotas is not a success just because of its green technologies, it's also a model for how people can live more peacefully together. Every family gets a free home, free meals and free schooling for the children. So there is no poverty. Guns are not allowed and neither are dogs (they do this to protect the wildlife). There are no police and there is no jail. There's not even a mayor. People just have to get on with each other. It's fantastic.
- I was really sad to leave Gaviotas, especially as Dad won't be going there again for years. Still, I made a great new friend and now I have a new dream: I hope that, 20 years from now, we'll all be living in towns like Gaviotas.

- b** ▶ CD2 T07 Read the text again and listen.
Mark the statements *T* (true) or *F* (false).
Correct the false statements.

- 1 Danni got really excited when her dad told her where they were going for the holidays. ☐
- 2 Danni doesn't speak Spanish. ☐
- 3 Her dad is optimistic about the future of the world. ☐
- 4 Danni wasn't expecting Gaviotas to have so many trees and plants. ☐
- 5 Her dad went to Gaviotas to find out more about the energy technologies there. ☐
- 6 Gaviotas doesn't need to import any food or energy. ☐
- 7 The police in Gaviotas don't carry guns. ☐

Discussion box

- 1 What would you like best about living in a community like Gaviotas?
- 2 Are you worried about the future of the planet? Why / Why not?

2 Grammar

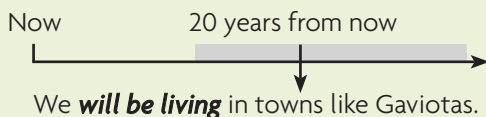
* Future continuous

- a** Look at the example. Then complete the rule. Write *be*, *present participle* and *will*.

I hope that, 20 years from now, we'll all be living in towns like Gaviotas.

RULE: When we want to talk about things that will be in progress at a specified future time, we use the future continuous.

To form the future continuous we use followed by and finally the



* Future perfect

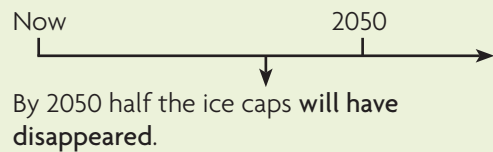
- b** Look at the example sentences and complete the rule. Write *have*, *past participle* and *will*.

50 years from now, we will have used up all the Earth's resources

By 2050, half the ice caps will have disappeared.

RULE: When we want to talk about things that will finish some time between now and a specified time in the future, we use the future perfect.

To form the future perfect we use followed by and finally the



- c** Circle the correct words in the sentences.

- 1 We will have used up / be using up all the Earth's fresh water by the year 2050.
- 2 Some animals will probably *have died out* / be dying out completely 30 years from now.
- 3 I think people will *have lived* / be living environmentally-friendly lives in the future.
- 4 Scientists will *have looked* / be looking hard for a solution over the next few decades.

- d** One scientist has a solution to the problem of overcrowding on the Earth. Write sentences, using the prompts. Use the future perfect or future continuous.

- 1 During 2014 / politicians / meet to discuss / the problem.
During 2014 politicians will be meeting to discuss the problem.
- 2 By 2017 / politicians / decide on / an undersea policy.
- 3 In 2024 / engineers / build / homes under the sea.
- 4 In 2050 / people / live / under the sea.
- 5 By 2055 / half the world's population / move / to a home under the sea.

3

Vocabulary

* Global issues

- a** Complete the sentences with the words in the box. Then match the underlined phrasal verbs with meanings a–f.

waste starvation
species temperatures
resources atmosphere

- Many species of animals are in danger of dying out over the next 50 years. ☐ **b**
- We will soon use up all our natural ☐
- We need to find a safe way of getting rid of nuclear ☐
- Too many industries are fouling up the without getting punished. ☐
- Scientists say around the world will go up by as much as six per cent over the next century. ☐
- It's only by helping local people to grow food that we can bring about an end to ☐

- a achieve
b becoming extinct
c increase
d disposing of
e completely finish
f polluting

- b** Work in pairs. Which of the issues in Exercise 3a worries you most? Put the issues in order of importance.

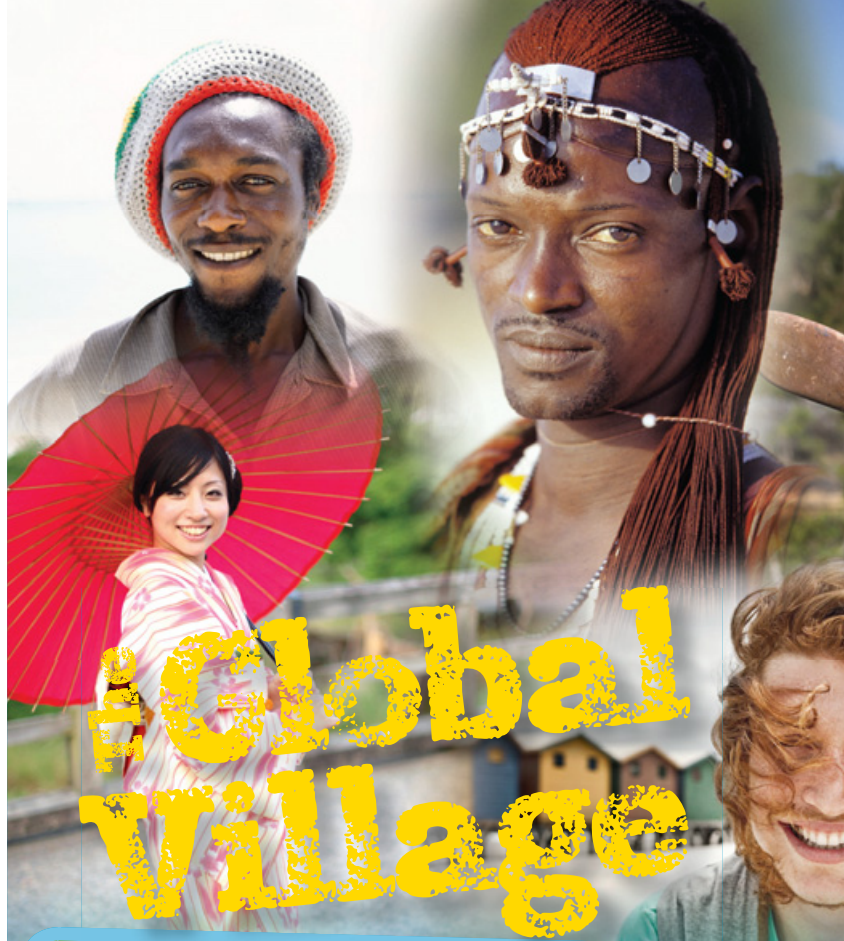
- c** Work in small groups. Compare your lists.

4

Read and listen

- a** Look at this website. Some of the information is missing. In groups, discuss what the missing information might be.

- b** ▶ **CD2 T08** Listen and complete the text with one word in each gap.



If we could turn the population of the Earth into a small village community of 100 people, keeping roughly the same proportions we have today on our planet, it would be something like this.

Welcome to our Global Village, the village Earth.

In our village there are 100 people.

51 people are women and 49 are ¹

61 people are from ²

12 people are from ³

14 people are from North and South

⁴

There are 13 people from ⁵

13 people don't have enough to ⁶ , or are actually dying from hunger.

More than 40 people in the village live without basic sanitation, and 16 people live without water that can be drunk.

Roughly 14 adults in the village can't read or write.

Only 7 have had a secondary school

⁷

8 people have a computer, and 4 are

⁸ to the internet.

8 people have a car, and 10% of the houses are powered by electricity.



Discussion box

- 1 Do you think any of the numbers are surprising? If so, which ones?
- 2 The numbers and percentages change over time. Which do you think are getting smaller, and which do you think are getting bigger?

5 Pronunciation

★ /ð/ the and /θ/ thing

▶ CD2 T09 and T10 Turn to page 110.

6 Speak

- a** Work in pairs. Read the following and note down as many examples as you can think of.

We also use the term Global Village to refer to the fact that so much trade takes place today between different countries around the world. We drink Brazilian coffee in Canada, watch American films in Thailand and so on. What foreign influences are there in your country? Think about:

- TV programmes from abroad that are popular in your country
- groups / singers / kinds of music from abroad that are popular in your country
- food you eat regularly that is imported from another country
- products you use every day that are made in another country.

- b** What percentage of the things mentioned above come from abroad? Discuss in pairs.

I think that roughly 60 per cent of the TV programmes here are from abroad.

No, it's less than that! If you ask me, it's something like 25 per cent.

- c** What are the advantages and disadvantages of the importing of foods and other products across the world?

Get it right! Turn to page 119.

Some people keep their food in a refrigerator, and their clothes in a ⁹; they have a roof over their heads, and they have a bed to sleep in. These people represent about 75% of the entire ¹⁰ of the village.

6 people in our village own 59% of the entire wealth of all the people in our community.

47 people live on two dollars or less a day.

25 people struggle to live on a ¹¹ a day or less.

If you have a bank account, you're one of the 30 ¹² people in the village.

Of all the money that the village spends every year:

about 5.5% is spent on weapons and ¹³ , roughly 3.4% is spent on ¹⁴ and something like 2.6% is spent on keeping people ¹⁵

Next year, there will be 105 people in the village.

Work with passion,
Love without needing to be loved,
Appreciate what you ¹⁶ ,
And do your best for a ¹⁷ world.

It's not very green, is it?

7 Read and listen

a ▶ **CD2 T11** Amy, Jack, Nick and Lily are talking about something that perhaps 'isn't very green'. Read, listen and find out what it is.

1



Nick: I was just talking to Sandra Jenkins.

Lily: I know her. Isn't she the one who's really into gymnastics and stuff?

Nick: Yeah, that's her. She was telling me how her whole family's into athletics and things – her mum's a swimmer, nearly made the Olympics one time, so Sandra says. Her brother's a squash player, club level. And her dad's a pretty good runner: he does triathlons.

Jack: Triathlons? Blimey. You've got to be fit to do that.

Nick: He's a big cricket fan too.

Lily: He likes cricket? The world's most boring sport?

Jack: Are you out of your mind? Cricket's brilliant!

Nick: Whatever. Anyway, Sandra said her dad's such a big fan that he's going to New Zealand to watch the next match against England.

Amy: Hang on a minute – you mean, he's flying all the way to New Zealand to watch a cricket match?

Jack: Wow. That's just so cool. Wish I could do that.

Amy: No, it isn't cool at all. What's cool about it? Sandra's dad is going to fly all the way to New Zealand and back, with all the pollution that causes, to watch sport? Have you never heard of carbon footprints, Jack?

Jack: Give me a break, Amy. Of course I have. But that plane to New Zealand will fly there anyway, whether Sandra's dad is on it or not. It's hardly his fault.

Lily: But people should only travel because they need to, not just because they want to.

Jack: Oh yeah? Go tell that to all the holidaymakers in the world. See where it gets you.

Amy: But she's right, Jack.

Nick: Well, the way I see it – it's none of our business what he does. And actually ...

Amy: None of our business? Huh!

Later

Amy: We were talking about your dad earlier on, Sandra – you know, his trip to New Zealand and all that.

Sandra: Really? Why? What's there to talk about?

Amy: Well, let's face it. It's not very green, is it? You know – flying thousands of kilometres just to watch a sport.

Sandra: Well, Amy, if you must know – it isn't only to watch sport. He's going to run in a triathlon. And he's being sponsored, you know, for charity. If he does well, he'll raise more than £3,000 for medical research.

Amy: Oh. I see. Well, I suppose that puts things in a different light.

b Read the text again. Answer the questions.

- 1 How does Jack feel about Sandra's father's trip? And Amy?
- 2 What is the other reason that Sandra's father is going to New Zealand?
- 3 How does Amy feel when Sandra tells her the other reason?

Discussion box

- 1 What is your opinion of Sandra's father's trip?
- 2 Make a list of reasons why people take long flights. How justifiable do you think each reason is? How could people avoid flying so much?

8 Everyday English

a Find expressions 1–6 in the story. Who says them? Match them with meanings a–f.

- | | |
|--|--|
| <p>1 Are you out of your mind?</p> <p>2 Whatever.</p> <p>3 Hang on a minute</p> <p>4 Give [me] a break</p> <p>5 it's none of [our] business</p> <p>6 let's face it</p> | <p>a you don't need to know about that, because it doesn't affect you.</p> <p>b what you said isn't important. (disrespectful)</p> <p>c stop criticising / annoying [me].</p> <p>d the idea is unpleasant but true.</p> <p>e I can't believe you think that.</p> <p>f wait a moment (before I disagree).</p> |
|--|--|

b Use one of the phrases in Exercise 8a in each space.

- 1** A: Gorillas aren't monkeys – they're apes!
B: They live in trees, don't they?
- 2** A: You shouldn't spend all your money on clothes.
B: Hey –! It's my money and I can spend it any way I want.
- 3** A: We need to practise a lot before the match.
B: Yeah, we can practise – but , they're the champions, so we're not going to win.
- 4** A: I'm going bungee-jumping this weekend.
B: It's really, really dangerous!
- 5** A: Jake's new haircut is awful.
B: , Rosie! That's a really horrible thing to say!
- 6** A: Oh, Chloe, Chloe, Chloe – all you do is talk about Chloe! It's so boring!
B: , Mike. Chloe's my girlfriend – of course I talk about her a lot!

9 Improvisation

Work in groups of three. Take two minutes to prepare a short role play. Try to use some of the expressions from Exercise 8a. Do not write the text, just agree on your ideas for a short scene. Then act it out.

Roles: Nick, Amy, Jack

Situation: somewhere at Fairbank

Basic idea: Jack has bought a CD by a rap musician he likes, and is inviting the other two to go to a rap concert. Neither Nick nor Amy like rap much.

10 Making Waves

DVD Episode 2



- a** The girl with the bike, Mary, has seen Lily getting out of her mother's car. Why is she upset by this, do you think?
- b** Complete the sentences with phrases from the box.

How dare you running late Bring it on up for it

- 1** 'Mum? Can you take me to school? I'm
- 2** '..... lecture us about pollution?'
- 3** 'Discuss this on the air? Sure. Why not?
- 4** 'So, great. An on-air discussion. I thought you'd both be

As you watch the episode, check your ideas.

- c** Watch Episode 2. Who do you agree with more when they are arguing: Mary or Lily?

11 Write

a Read the article. Is the writer optimistic or pessimistic about the future?

b Read the article again. Which of the following areas does the writer cover in his/her text?

- his/her personal situation in 50 years' time
- scientists' warnings concerning the Earth's future
- his/her own beliefs about what the future will be like
- peace vs. war
- his/her professional situation in 50 years' time
- the future of the car and other means of transport
- people's lifestyles
- what people will eat / hunger in the world

c Write your own magazine article with the same title. Follow these steps:

- Go through the list of ideas in Exercise 11b. Decide which you would like to include.
- Brainstorm each of the ideas and write down key words.
- Organise your ideas into paragraphs.
- Write a draft of your article. Read it through and check it. Try to improve it. Write a final draft.



Our life – 50 years from now

Earthquake in Chile! Deadly forest fires in Spain! Floods in Pakistan! Hardly a month goes by without headlines that lead us all to believe that the world will be coming to an end soon. And indeed there are lots of warnings from scientists that the future of the Earth will be a gloomy one if we carry on exploiting natural resources and polluting our environment.

But isn't the history of mankind a record of warnings that the end of the world is near? Hasn't man so far been perfectly able to come up with new inventions and ideas that have overcome difficult situations? The answer to these questions can only be yes – and yes it has to be!

So, let's look forward. Exciting times are ahead of us. Over the next decades, the governments of the most powerful countries in the world will learn to accept that our planet needs peace and the creativity and talent of people from all countries. By the year 2060, there will be no more war in the world. All weapons of mass destruction will be destroyed, and the best minds of humankind, men and women, will be working together to find solutions to all the world's problems.

By 2060, I think that more than half of the world's population will be living in big cities under the seas. Of course, the water in the oceans will have been rid of pollution by then, and scientists will have found new fuels that do not pollute the environment. Although the fish in the oceans will have disappeared, new ways of producing food will have been found to prevent starvation.

I am absolutely sure that in 50 years' time the world will be a place in which people will love to live.

Check your progress

1 Grammar

a Join the two sentences into one. Use the sentence beginnings

- I had a big lunch. That's why I'm not hungry now.
If I hadn't *had a big lunch*, I would be *hungry now*.
- I didn't get the job because I don't speak French.
If I spoke
- She didn't pass her driving test. That's why she's not happy now.
If she had
- I don't have enough money. That's why I didn't buy a bigger motorbike.
If I had
- I don't like dancing. That's why I didn't go to the club.
I would
- The dog barked all night. That's why I'm tired.
I wouldn't

5

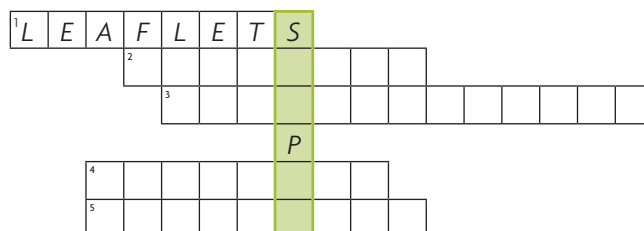
b Complete the sentences, using the future perfect or the future continuous form of the verb in brackets.

- They will *have lived* here for 25 years in May. (live)
- Don't phone me before nine. I'll my homework until then. (do)
- At six o'clock next Wednesday I'll first class to New York. (fly)
- I hope I'll all my work by Friday evening. (finish)
- I'll be OK. Scientists will a 'cure' for old age by the time I'm 50. (discover)
- Have a great birthday tomorrow. I'll of you. (think)
- By the time the film finishes, you'll asleep. (fall)

6

2 Vocabulary

a Write the missing words in the grid and find the mystery phrase (to write on your protest banner).



Things you can do to help us:

- Hand out ... in the street.
- Sign our ...
- Go on our ... this Sunday.
- Make a Any amount will help.
- Do some ... work in our office.
- The mystery phrase is ...

5

b Circle the correct verb.

- The Giant Panda is in danger of dying *in* / *over* / *out* unless we do something now.
- I can't believe it. You've used *up* / *over* / *on* all my printer ink.
- You've had that bike since you were ten. It's time you got rid of / *out* / off it.
- That factory is really fouling *in* / *up* / down the air in this town.
- My maths grades have gone *up* / above / over from 56% to 78%!
- We must all work together to bring about / out / down an end to racism.

5

How did you do?

Check your score.

Total score	Very good	OK	Not very good
21			
Grammar	9 – 11	5 – 8	less than 5
Vocabulary	8 – 10	4 – 7	less than 4

- * Past perfect passive
- * Past perfect continuous
- * Vocabulary: conflicts and solutions

1 Read and listen

- a** Do you recognise the people in the photos? What do you know about them?
- b** Read the text quickly and answer the questions.
- 1 How did Alfred Nobel make his money?
 - 2 Why did he decide to start the Nobel Prizes?



Alfred Nobel Rests in Peace

People like Martin Luther King Jr, Nelson Mandela, Aung San Suu Kyi, Kofi Annan, Lech Walesa and Mother Teresa have become famous all around the world. ^A They are all winners of the Nobel Peace Prize. But none of them would have received their prize and the recognition it brings if it had not been for one Swedish man, Alfred Nobel.

When Alfred joined the Nobel family company, it had been developing explosives for many years. Alfred's father, Immanuel, had started the family fortune by working for the Russian army to produce landmines and sea mines, which are bombs that are put under the ground or in the sea and which explode when people move over them. But the family made even more money by manufacturing nitroglycerine, which was an effective but very dangerous explosive.

One day Alfred arrived home to find that his 20-year-old brother Emil had been killed in a nitroglycerine explosion. ^B The result was dynamite, which became an immediate success all over the world.

Alfred Nobel always wanted dynamite to be used for peaceful means. And when it was used to blast a path for the Panama Canal in 1914 he couldn't have been happier. Unfortunately, in the same year, the First World War started and, when it ended four years later, dynamite had been used to take away the lives of thousands of young men.

^C To see his invention being used in this way made him very sad.

Sometime later Alfred's older brother Ludwig died. One newspaper accidentally printed Alfred's obituary instead of his brother's. The obituary described Alfred as a man who had become rich

by inventing a weapon of mass destruction. When Alfred read this review of his life, he was horrified and decided to do something about it. He decided that he would use the great fortune that he had made to reward people who had been working to promote good in society. ^D The Nobel Peace Prize was awarded to the person who had done the most, or the best, work to promote friendship between countries, to abolish armies or to hold and promote peace conferences.

In 1997 the Nobel Peace Prize went to an American called Jody Williams for her efforts to get landmines banned. ^E Perhaps now, Alfred Nobel will rest more easily in his grave.

Discussion box

- 1 Why did the people in the photos win the Nobel Prize?
- 2 If you could award a Nobel Peace Prize, who would you give it to? Why?

c ▶ CD2 T12 Read the text again and add the sentences. Listen and check.

- 1 Alfred was determined to invent a safer explosive.
- 2 The five awards he created were for physics, chemistry, medicine, literature and, most significantly, peace.
- 3 Ironically, of course, the Nobel family fortunes had been built on mines.
- 4 Alfred had always hated war and considered it to be 'the horror of horrors and the greatest of all crimes'.
- 5 And what do they have in common?

d Read the text again and put these events in order.

- 1 Alfred started working with his father. ☐
- 2 Alfred read about his own 'death' in a newspaper. ☐
- 3 Alfred's brother Emil died in an accident. ☐
- 4 Dynamite killed many people during the First World War. ☐
- 5 Alfred created the Nobel Prizes. ☐
- 6 Alfred invented dynamite. ☐
- 7 Dynamite was used to build the Panama Canal. ☐

2 Grammar

* Past perfect passive

a Complete these sentences from the text in Exercise 1.

- 1 One day he arrived home to find that his brother killed in an explosion.
- 2 When the war ended four years later, dynamite used to take away the lives of thousands of young men.

b Circle the correct options to complete the rule.

RULE: We form the past perfect passive with the past perfect form of the verbs *be* / *have* plus the *infinitive* / *past participle* of the main verb.

c Read the text about the end of the First World War and circle the correct verb forms.

At 11 o'clock on 11 November, 1918, the peace treaty that ended the First World War ¹*was signed* / *had been signed* in a railway carriage. When the war ended, all the soldiers ²*were sent* / *had been sent* home, but millions of men ³*were killed* / *had been killed* in the fighting and vast amounts of money ⁴*were spent* / *had been spent*. Large parts of the French countryside were in terrible condition, and many towns and cities ⁵*were destroyed* / *had been destroyed* by the guns of the opposing armies.

Because of the destruction, a decision ⁶*was taken* / *had been taken* in 1919 to start the League of Nations, to make sure that such a war would never happen again. The idea of a League ⁷*was discussed* / *had been discussed* for several years, but it was the First World War that made it happen.

Unfortunately, the League of Nations didn't work. Between 1939 and 1945, another World War ⁸*was fought* / *had been fought* between countries from all over the world.



d Complete the sentences. Use the past simple passive or past perfect passive form of the verbs in brackets.

- 1 When the soldiers got home, they discovered that their homes *had been destroyed* (destroy) during the war.
- 2 When we got to the bookshop, we were too late! The last copy (sell).
- 3 There was a terrible car accident in my street last night – one man (kill).
- 4 The 2010 football World Cup (hold) in South Africa.
- 5 I was angry when I got to the shop because my bicycle (not repair).
- 6 It was strange to see my old school again – all the walls (paint) a different colour by the new caretaker.

3 Listening

a Try to guess the meaning of the underlined words and phrases.

- For a long time it seemed that the conflict between the two states could not be resolved.
- A growing percentage of conflicts among people lead to violence.
- He seems to think that avoiding fights is a sign of weakness.
- They started to shout at each other and almost got into a physical fight.
- As I was walking round the corner, a boy talking on his mobile bumped into me.
- When I saw them starting to kick each other, I decided to step in.
- When there is a conflict, it's good to listen to the perspectives of both sides.
- Before we do what he suggests, let's see if we can find other options.



b ▶ **CD2 T13** Listen to an American teenager, Jackson, talking to his friend Olivia about a conflict resolution programme at his school. Answer the questions.

- What are the results of a study carried out among US teenagers?
- What does Jackson think about the conflict resolution programme at his school?
- What example of a conflict does he give?
- What did the psychologist say about conflicts and disagreements?

c ▶ **CD2 T14** Listen to the second part of the conversation and put the steps of the conflict resolution programme in the correct order. Then discuss with a partner what each step is about.

.....	Gather perspectives	.....	Set the stage
.....	Create options	.....	Evaluate options
.....	Create an agreement	.....	Find common interests

4 Grammar

* Past perfect continuous

a Read the examples, then circle the correct option to complete the rule.

Because they had been working so well together, they became really good friends. It turned out later that the two guys had been having similar problems for some time.

RULE: We use the past perfect continuous to talk about *continuous / single* actions that began *before / at the same time as* a specific time in the past.

b Underline another example of the past perfect continuous in the text in Exercise 1.

c Circle the correct verb forms.

Last Friday evening, Zoe was on a train to London. She ¹was going / *had been going* home. She was hungry because she hadn't eaten for several hours, and she was tired because she ²*had travelled* / *had been travelling* for almost a day. Yet she was happy, too, because she ³*had received* / *had been receiving* a letter from her parents. She was also happy because she ⁴*had looked* / *had been looking* forward to going home ever since the day she left.

d Complete the sentences with the past continuous or past perfect continuous form of the verbs in brackets.

- When my alarm clock went off, I had been sleeping (sleep) for eleven hours.
- Her face was red and she had a handkerchief in her hand, so I knew she (cry).
- I met an old friend of mine yesterday when I (shop).
- When she finally got to see the doctor, she (wait) for over an hour.
- A car almost hit me when I (cross) the road last Saturday.
- I (think) about the problem for hours, when suddenly the answer came into my head!

5 Vocabulary

* Conflicts and solutions

a Complete the sentences from the listening with *find* / *resolve*.

- 1 A study carried out among US teenagers shows that a growing percentage of them see fighting as the only acceptable way to disagreements.
- 2 They have to agree that they will try to work together to a peaceful solution.

b Read this web page. Match the underlined expressions with definitions a–h. Write 1–8 next to the definitions.

www.freindsonceagain.com

Friends once again .com
– we are here to help you!

If you have a disagreement with a neighbour, a friend or a partner, and can't seem to resolve it, don't worry, we're here to help. Sometimes people ¹fall out completely, and even when they try to ²sort things out between themselves, they ³get stuck and are unable to ⁴make up. Problems like this can easily be sorted out if you know the best way to do it. And we know the best way!

We have years of experience in managing and ⁵resolving conflicts. We believe that it is always possible to ⁶make a compromise that satisfies everyone involved. We do everything we can to ⁷stay neutral. We're not interested in ⁸taking sides, we're only interested in helping you to end the deadlock. So contact us and let us help you find a solution.

- a not support one person more than another
- b have a disagreement and no longer be friendly
- c be unable to go any further
- d be friendly again after a disagreement
- e reduce demands or change opinion in order to agree
- f find a way to end a disagreement or fight
- g make things clearer/better
- h support one person against another

7

☐
☐
☐
☐
☐
☐
☐

c ▶ **CD2 T15** Complete the sentences with the correct form of the underlined expressions in Exercise 5b. Then listen and check.

- 1 He's a bit upset because he's fallen out with his best friend.
- 2 Can you help me with my Maths homework? I keep
- 3 Let's If you change your mind and let me go to the party, I'll be back by 11 o'clock instead of 12!
- 4 I get angry at home because my parents always my brother's
- 5 The presidents of the two countries are meeting to try and a that started last month.
- 6 Annie can help you with any problems you've got. She's really good at things
- 7 Haven't you and your brother yet? I'm tired of seeing the two of you fighting all the time!
- 8 There are many countries in the world that always when a war starts.

Vocabulary bank Turn to page 114.

6 Pronunciation

* Linking sounds

▶ **CD2 T16** Turn to page 111.

7 Speak

Read the text. Work in groups and discuss how the conflict described in the text could be resolved.

www.freindsonceagain.com

Evie is brilliant at Physics. One of her best friends in class, Jake, has asked her several times to help him with his physics homework. She has always been happy to help him, but recently the situation has started to get uncomfortable because Jake has stopped doing the homework himself and has started copying it from her. Yesterday, Mr Donovan, their physics teacher, confronted Evie with the situation and accused her of letting Jake copy the homework from her. Evie confessed to it, but Jake was furious when he found out. How can the situation be resolved?

[comments\(4\)](#)

Friends once again says:

Literature in mind

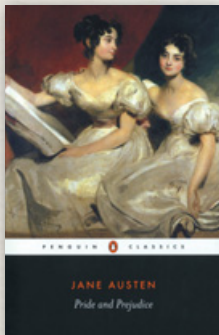
8 Read

- a** Look at the cover of the book and read the short description of the story. Would you be interested in reading the book, or seeing the film? Why / Why not?

Pride and Prejudice

by Jane Austen

In 18th century England, Elizabeth Bennett and Mr Darcy meet and he appears to dislike her. Darcy is very rich, Elizabeth comes from a poorer family. Elizabeth believes that Darcy has treated her sister badly, and also her friend Mr Wickham. So she is very surprised when, one day, Mr Darcy asks her to marry him. She says 'No' and they argue.



'Your character was revealed many months ago by Mr. Wickham. On this subject, what do you have to say? How can you defend yourself?'

'You take an eager interest in that gentleman's concerns,' said Darcy in a less tranquil voice, and with heightened colour.

'How can anyone who knows about his misfortunes help feeling an interest in him?'

'His misfortunes?' repeated Darcy contemptuously. 'Yes, his misfortunes have been great indeed.'

'And inflicted by you,' cried Elizabeth with energy. 'You have reduced him to his present state of poverty. [...] You have deprived him of the best years of his life, of the independence he deserved.'

'And this,' cried Darcy, as he walked quickly across the room, 'is your opinion of me? This is the estimation in which you hold me! I thank you for explaining it so fully. My faults, according to this calculation, are heavy indeed! But perhaps,' he added, stopping in his walk, and turning towards her, 'these offences might have been overlooked, if your pride had not been hurt by my honest confession [...]. These accusations might have been suppressed, if I had hidden my struggles, and flattered you into thinking that my feelings were driven by inclination, by reason, by

reflection, by everything. But I hate any kind of disguise. And I am not ashamed of the feelings I expressed. They were natural and just. Could you expect me to rejoice in the inferiority of your connections? To congratulate myself on the thought of joining a family whose condition in life is so beneath my own?'

Elizabeth felt herself growing more angry every moment, but she tried very hard to speak with composure when she said: 'You are mistaken, Mr. Darcy, if you think that the manner of your proposal affected me – it only spared me the concern that I might have felt about refusing you, if you had behaved in a more gentlemanly manner.'

She saw his surprise, but he said nothing, so she continued.

'You could not have made me an offer of marriage in any way that would have tempted me to accept it.'

Again his astonishment was obvious, and he looked at her with an expression of disbelief mixed with embarrassment. [...]

'You have said quite enough, madam. I perfectly comprehend your feelings, and can now only be ashamed of my own. Forgive me for taking up so much of your time, and accept my best wishes for your health and happiness.'

And with those words he hastily left the room, and Elizabeth heard him open the front door and leave the house.

- b** ▶ CD2 T17 Read the extract again and listen.
Which underlined word or phrase means:

- | | |
|---------------------|------------------------------------|
| 1 very quickly | 5 saved me from being worried |
| 2 in a calm way | 6 might not have been said |
| 3 increased | 7 completely understand |
| 4 to be happy about | 8 made me think about saying 'yes' |

Discussion box

- 1 Do you feel more sympathetic to Elizabeth, or to Darcy? Why?
- 2 Do you think Elizabeth and Darcy get married at the end of the story, or not? Why?

9 Write

a Read the text about a Nobel Prize winner. Which paragraph describes:

- a the writer's own opinion of this person?
- b the person's early biographical history?
- c the person's achievements?
- d who the person is?

Aung San Suu Kyi

- 1 Aung San Suu Kyi is an opposition leader from Myanmar (formerly Burma) and the 1991 winner of the Nobel Peace Prize.
- 2 When she was two years old, her father, who was expected to become prime minister of independent Burma, was assassinated. She went to school in Burma until 1960, when her mother became ambassador to India. After studying in India, she attended the University of Oxford, where she met her future husband. She had two children and lived a rather quiet life until 1988, when she returned to Myanmar to look after her mother who was very ill.
- 3 When Aung San Suu Kyi arrived in her country, people were protesting against the rule of the military government. On one occasion, hundreds of protesters were killed by the army, and this was the reason why Aung San Suu Kyi began to speak out. She began a non-violent struggle for democracy and human rights. She joined the National League for Democracy, which won more than 80 per cent of the parliamentary seats in 1990, but the military government refused to recognise the results. Aung San Suu Kyi was placed under house arrest from July 1989. The military offered to free her if she agreed to leave Myanmar, but she refused to do so until the country was returned to civilian government and political prisoners were freed. Since 1989, she has spent most of her time under house arrest, but during this period she has also been freed on several occasions. She was finally freed again from house arrest on 13 November 2010.
- 4 I admire Aung San Suu Kyi for what she has done for the people of her country. Although she must have known from the very beginning that speaking out against the dictatorship in her country could be very dangerous for her personally, she believed in her dream of a free Myanmar and has continued her fight for democracy and human rights. I think, as an opposition leader, Aung San Suu Kyi has set a perfect example of what politicians should be like. They should see themselves as serving the people of their country, rather than aiming to gain personal advantages, money and a life of luxury. Aung San Suu Kyi has very courageously shown the world how one woman, who truly believes in her ideals, can stick by her people in the face of all kinds of adversity.

b Read the last paragraph of the text again. What things does the writer admire about Aung San Suu Kyi? How does the writer express his/her admiration?

c Write about a person you admire. Use the notes to help you. Write about 200–250 words.

- 1 Decide on the person you want to write about. Make notes about what you already know about them. Use the internet or an encyclopaedia to find more information.
- 2 Think about the structure of your text. Organise your information into paragraphs. Use the text in Exercise 9a to help you. Decide on which information the reader will find interesting. You don't have to include every detail.
- 3 Consider why you have chosen this person. Ask yourself what the person has achieved, what is special about the person and what you admire about him/her.

- * Dummy it
- * Modal verbs review
- * Vocabulary: making an effort

1 Read and listen

- a** Who are the people and what are they doing? Read the text to check your ideas.



THE KINDNESS OFFENSIVE

Behind the walls of a house in north London there are 35 tonnes of toys and food, piled from floor to ceiling.

The four people who live there have persuaded companies to give them £250,000 worth of toys and food – for nothing. And next Monday, they are going to give them away across north London housing estates from the top deck of a specially painted double-decker bus.

David Goodfellow and his three friends, Benny Crane, James Hunter and Callum Teach, call themselves 'The Kindness Offensive'. They specialise in carrying out random acts of kindness for total strangers.

Mr Goodfellow says: 'I believe that, deep down, most people are good. They genuinely want to help other people. They watch programmes about poverty on TV and wonder how they might be able to help people but it's all a bit half-hearted. I feel we live in a climate where everyone is taught to mistrust each other,' he adds. 'We're told to report our neighbour's suspicious behaviour. We're never encouraged to help each other.'

According to them, it is remarkably easy to get hold of items to give away, if you persist. You simply phone endless manufacturers to see if they are willing to donate something. 'You have to make a lot of calls,' Mr Goodfellow explains. 'Our phone bills are enormous, but eventually you reach someone sympathetic.'

The four friends started working together a year ago when they set up a stand to ask passers-by how their lives could be improved. It was a period of trial and error.

'At first, people didn't believe that we were genuine,' said Mr Crane, a musician. 'Most people were deeply suspicious. They didn't think we'd live up to our promises.' But the group soon learned how to do it properly and convince people of their good intentions.

Their first successful 'kindness act' was to persuade a company to donate a red guitar to a boy who really wanted one. Since then they have sent someone to see the Moscow State Circus, fulfilled another person's dream of watching a football match at Wembley and, last October, they distributed more than 25 tonnes of food to asylum seekers. 'It is awful to see how asylum seekers are treated,' said Mr Hunter, 'We've met people who are struggling just to live. They desperately want to contribute to society but they can't work and they don't find it easy even to buy food.'

The Kindness Offensive goes to great lengths to avoid publicity. But they would like to see more people performing kind deeds for one another. David's father, Michael, is the latest person to sign up. 'What I've learnt is that kindness is infectious,' he said. 'If you do good deeds, you'll get a lot out of it and others will follow.'

- b** ▶ **CD2 T18** Read the text again and listen. Answer the questions.

- 1 Where do the members of The Kindness Offensive live?
- 2 What does their movement do?
- 3 What does Mr Goodfellow think about how people are educated?
- 4 Why was it difficult for The Kindness Offensive when they started?
- 5 How does The Kindness Offensive feel about the situation of asylum seekers?

Discussion box

- 1 Would you become a member of The Kindness Offensive? Why / Why not?
- 2 Remember a time when someone did something kind for you. What happened?
- 3 Do you believe that if you do good to someone, then something good will happen to you? Can you think of any examples when this has happened?

2 Grammar

* Dummy it

- a** What same three words are missing in each sentence. Check in the text.

- easy get hold of items to give away.
- awful see how asylum seekers are treated

- b** Look at the words in the box and make five statements that you agree with. Compare your answers with a partner.

It's (not) nice	to see people who are unhappy.
It's (not) easy	to ignore other people.
It's (not) unusual	to be kind.
It hurts	to feel lonely.
It doesn't cost anything	to understand why people don't help each other.
It feels good	to help people who need it.
	to say you're sorry.
	to see people smile.

- c** Rewrite the ideas, beginning 'It ...'.

- Living in the city is great. *It's great to live in the city.*
- Being kind to people is fun.
- Helping other people is important
- Giving things to people for free is crazy!
- Sometimes people are a bit suspicious. That's normal.

- d** Think about the place where you live. Write true sentences with the structure 'It ... to ...'.

Where I live, it's difficult to get from one place to another.

3 Vocabulary

* Making an effort

- a** Find the underlined expressions in the text in Exercise 1 that mean:

- to make a great deal of effort to do something
go to great lengths
- to do something without enthusiasm or real interest
.....
- to find something very difficult
- (to get the right result) by experimenting
- (to do something) without having to make much effort
- to find all your effort very rewarding
- to do something the right way

- b** Complete the text with the expressions from Exercise 3a in the correct form.



Mum and Dad have always ¹ gone to great lengths to make sure I have a happy family life, and I wanted to do something for them. So I decided to become an expert in washing up. And I mean an expert – this wasn't something I was going to do in a ² way. I was going to be the best!

At first I ³ and I didn't always ⁴ to get those knives and forks as clean as I wanted. Occasionally a plate would fall from my hands and break on the floor but I wasn't going to give up.

I found the best washing-up liquid through ⁵ I must have experimented with more than a dozen before I found one that ⁶ the job After weeks of practice I had finally become what I wanted to be – the best washer-up in the world. And I admit I used to ⁷ looking at that rack of shining plates, glasses and dishes. I felt proud.

And then one day I came home from school, all excited at the thought of washing up after the evening meal, and there it was standing right in the middle of the kitchen – all sparkling and new.

My parents had bought a dishwasher. What had I done wrong?

- c** Work with a partner. Use the expressions in Exercise 3a to talk about things you've learned to do.

I learned to play the guitar through trial and error.

At first I struggled to read the music.

Vocabulary bank Turn to page 114.

4 Pronunciation

* Linking sounds: intrusive /w/ and /j/

▶ **CD2 T19** Turn to page 111.

5 Listen and speak

a Look at the photos. Complete the sentences, then match two of the sentences with each photo.

had learning kept ~~lend~~ making got

- 1 I didn't know anyone who could *lend* me one either, so I had to walk.
- 2 I had never said that I was interested in to play one.
- 3 I used to go to work on it but then one day it stolen.
- 4 It the colours of his favourite team.
- 5 It was really cool – it was me those musical sounds!
- 6 I it for a long time and I even wore it sometimes.



Sally



Graham



Eve

b ▶ CD2 T20 Listen to three people talking about a special present that they remember. Check your answers to Exercise 5a.

c ▶ CD2 T20 Listen again and choose answer a, b or c.

- | | |
|--|--|
| <ol style="list-style-type: none"> 1 When Sally told Alan she was leaving, the little boy <ol style="list-style-type: none"> a started to cry. b went back into his house without saying anything. c looked very unhappy and went back into his house. 2 Sally <ol style="list-style-type: none"> a doesn't know where Alan is or what happened to him. b sees Alan sometimes. c moved back to the same house but Alan wasn't there. 3 Why did Graham smile and say thank you to the elderly couple? <ol style="list-style-type: none"> a Because they gave him some money. b Because they ordered two coffees and asked him if he wanted one too. c Because they said they were sorry to hear that his bike had been stolen. | <ol style="list-style-type: none"> 4 What did Graham do when he found the money on the table? <ol style="list-style-type: none"> a He went after the couple to say thank you, but he was too late. b He went to serve another customer. c He ran out of the door to go and get a new bicycle. 5 Why was Eve surprised when her grandparents gave her a guitar? <ol style="list-style-type: none"> a She had asked them to buy her one, but didn't think they would. b She had never told them that she wanted a guitar. c She thought that it wasn't a very good present for a ten-year-old girl. 6 Why is Eve happy that she got a guitar as a present when she was young? <ol style="list-style-type: none"> a Because now she is a musician and plays the guitar very well. b Because it still gives her pleasure and reminds her of her grandparents. c Because it allowed her grandmother to teach her how to play it. |
|--|--|

- d** Think about the best present you have ever received. Make notes under the headings.

- 1 What was it?
- 2 Who gave it to you?
- 3 Why was it so special?

- e** Work in small groups. Talk about the best present you have ever received.

6 Grammar

* Modal verbs review

- a** Look at the examples from the listening text in Exercise 5. Can you remember which present the words in *italics* refer to? Write *S* for shirt, *B* for bicycle and *G* for guitar.

- 1 He said I should look at *it* every day. *S*
- 2 They must be joking! I don't want *this*!
- 3 When you look at *it*, you'll never forget me.
- 4 Try *it*. Who knows? You might like it.
- 5 I must have lost *it* somewhere.
- 6 I couldn't buy another *one*, I didn't have enough money.

- b** Circle the modal verb in each sentence in Exercise 6a.

- c** Match the sentences in Exercise 6a with these uses of the modal verb. Write the number of the sentence next to each use.

- a make a prediction 3
- b talk about an impossibility in the past
- c talk about a possible future event
- d make a deduction about something in the present
- e express a mild obligation
- f make a deduction about something in the past

- d** Circle the correct options.



- 1 What do you think we *might* / *should* get Mum for her birthday?
- 2 Promise me you *won't* / *can't* sing 'Happy Birthday'.
- 3 She's going to be forty next week. She *must* / *can't* be very happy because she doesn't like getting older.
- 4 She *can* / *may* say 'happy birthday' in twenty different languages.
- 5 *May* / *Would* I ask you how old you are?
- 6 I *might* / *can* go to her party. I'm not sure yet.
- 7 I *would* / *will* be very angry if my father forgot my birthday.
- 8 You *can* / *must* remember to write your grandmother a 'thank you' letter.

Get it right! Turn to page 120.

7 Speak

- a** Complete the questions with a modal verb. Compare your answers with a partner.

- 1 What you most like to get for your next birthday?
- 2 If you have a birthday party, what you do to make sure it's a success?
- 3 Imagine it was your best friend's birthday and you couldn't afford a present. What you give him/her?
- 4 How do you think you feel when it's your 40th birthday?

- b** Now discuss the questions with a different partner.

8 Speak and listen

a You are going to listen to a song called 'Put a Little Love in Your Heart'. Read quickly through the lyrics. What is the message of the song?

- 1 Find someone to love.
- 2 No one is perfect.
- 3 Let's look after each other.

b ▶ **CD2 T21** Listen and put the verses in order.

c Find a three-word phrase in the song to complete the sentence.

Will the government's latest economic plan make the country a fairer place? No one knows for sure. I guess we'll just have to

Put a Little Love in Your Heart

by Annie Lennox with Al Green

- ☐ You see it's getting late
Oh please don't hesitate
Put a little love in your heart
- ☐ Think of your fellow man
Lend him a helping hand
Put a little love in your heart
- ☐ Take a good look around
And if you're looking down
Put a little love in your heart
- ☐ And the world will be a better place
And the world will be a better place
For you and me – You just wait and see
- ☐ I hope when you decide
Kindness will be your guide
Put a little love in your heart
- ☐ Another day goes by
And still the children cry
Put a little love in your heart
- ☐ If you want the world to know
We won't let hatred grow
Put a little love in your heart

- d** The sentences below all contain other common 'verb and verb' phrases. Complete them with the missing verbs in the box.

pray think go take

- 1 Ideas on how to make society a fairer place come and all the time.
- 2 We need to stop and about what we can really do to make a difference.
- 3 Life is all about give and That's what too many people forget these days.
- 4 I hope and that one day we really will all be able to live together in peace.

9 More speaking

- a** Discuss with a partner. Which of these do you agree with?

The world would be a better place if...

- 1 ... there were no borders between countries.
- 2 ... people stopped buying so many things.
- 3 ... there were no more wars.
- 4 ... we stopped cutting down the rain forests.
- 5 ... the World Cup and the Olympics were held every two years.
- 6 ... we had no cars.
- 7 ... all politicians were under 40.
- 8 ... school didn't start so early in the morning.



- b** Write four more sentences.

The world would be a better place if...

- 1
- 2
- 3
- 4

- c** Read out your sentences to the class. Decide on the best idea.

Did you know?

With over 80 million records sold, Annie Lennox has been one of the world's biggest recording stars for the last 30 years. Whether as part of the Eurythmics in the 1980s or as a solo artist since the 1990s, Annie has always enjoyed a huge amount of success.

So when the woman described by American TV station VH1 as 'the greatest white soul singer alive' teamed up with the legendary Al Green to record 'Put a Little Love in Your Heart', it was a match made in heaven. Green is one of the world's best-loved gospel and soul singers and was named 65th on *Rolling Stone* magazine's list of the '100 greatest artists of all time.'



The 1988 single was recorded by the duo for the soundtrack of the film *Scrooged* and reached number two in the US charts.

10 Write

- a** Read the summary of the text in Exercise 1. Is it a good summary or not?



I thought this text was very interesting. It's about four people in London who have decided that they want to do nice things and to get other people to do nice things too. One example of this is that they persuaded companies to give them £250,000 worth of toys and food, which they then gave away to poorer people using a bus. They say that it is quite easy to do this - all you need to do is make lots of phone calls to companies until you get to talk to someone who is friendly. Then they give you things that you can give away.

The four men started working together a year ago with their 'Kindness Offensive'. Many people didn't really trust them at first, but now it's OK. They say that they are trying to help people to be nicer and to trust other people more. So far they have helped many different kinds of people, including giving a lot of food to asylum seekers in the UK - the men say that these people are treated very badly and need a lot of help to become full members of society, which is what they want to be but they can't because they can't get jobs or buy food.

The 'Kindness Offensive' people are not trying to make themselves well-known or famous, they are just trying to get more people to see that it is possible to be kind to other people.

- b** Read the summary again and check the following:

- 1 Does it include the key points from each paragraph of the text in Exercise 1?
- 2 Is it factually correct?
- 3 Is there any extra information that isn't in the original text?

- c** Re-write the summary in Exercise 10a. Improve the summary, using the guide below to help you.

- When writing a summary, read the text and make notes about the main ideas.
- Read the text again. Underline the key points in each paragraph.
- Write the summary. Make sure you cover all the key points.
- Check that all your facts are correct.
- It is OK to use a few phrases *verbatim* (word for word) but don't copy longer pieces of text.
- When paraphrasing, try not to repeat the same words too often (see 'nice' in the summary above). Use the same word as appears in the text if you can't think of a good alternative.
- **Don't** include your personal opinion in a summary (see the first line of the summary above).

Check your progress

1 Grammar

- a** Use the verb in brackets in the past perfect simple or the past perfect passive to complete the sentences.
- By the time I got to the party, she had already gone (go) home.
 - When we got to the party, all the food (eat) and there was nothing left for us.
 - I opened my wallet and found that I (leave) all my money at home.
 - The police discovered the letter (write) two days before the murder.
 - After five minutes I realised I (see) the film before.

4

b Circle the correct option.

- I was tired because I had worked / had been working all day.
- She had waited / had been waiting for three hours and she wasn't very happy.
- They had eaten / had been eating too much and they didn't feel very well.
- I had sat / had been sitting down for too long and I needed a walk.

3

c Circle the correct word in each sentence.

- I don't think we should / can / might have told him. He wasn't very happy.
- What can / will / would you do if you were me?
- May / Must / Should I ask you a personal question, please?
- I'm sorry but I wouldn't / can't / must help you.
- I can / might / must go away this weekend but I'm not sure.

4

2 Vocabulary

a Match the two parts of the sentences.

- | | |
|--|--|
| 1 Dave and his brother have fallen | a out all your problems. |
| 2 Have you and your mum made | b sides with either of you on this issue. |
| 3 You should talk to Sue and try to sort | c neutral – Jean's my best friend. |
| 4 I'm sure if you talk you can reach | d out. They're not speaking to each other. |
| 5 I know you're unhappy but I'm not taking | e a compromise so you're both happy. |
| 6 I'm finding it difficult to stay | f up yet? Or are you still angry with her? |

5

b Complete each sentence, using a word from the box.

properly struggled heartedly
error lengths find

- I don't mind changing school. I find it really easy to make new friends.
- The only way to get the perfect haircut is through trial and
- You shouldn't have said that. She went to great to try and please you.
- When we moved to Paris, I a lot with French for a year or so but now I speak it quite well.
- She did it really half- I don't think she really wanted to do it.
- I tried to do it but I made too many mistakes.

5

How did you do?

Check your score.

Total score			
21	Very good	OK	Not very good
Grammar	9 – 11	5 – 8	less than 5
Vocabulary	9 – 10	5 – 8	less than 5

- * Phrasal verbs review
- * Vocabulary: meanings of phrasal verbs
- * Vocabulary: understanding language

1 Read and listen

a What do you think are the biggest challenges in translating from one language to another?

b Read the article quickly and find:

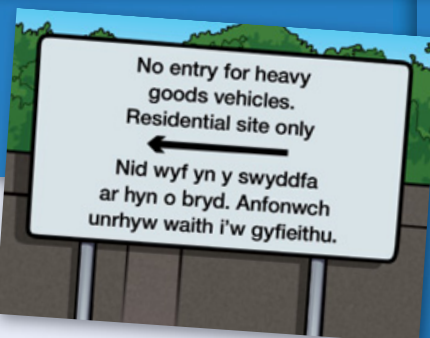
- 1 what mistake was made on a sign welcoming visitors to a National Park.
- 2 what two languages were in the Welsh road sign?

c ▶ **CD2 T22** Read the text again and listen. Answer the questions.

- 1 In your opinion, what does the writer think of people who only speak one language?
- 2 What can happen when a dictionary is used without knowing how to use one?
- 3 How can we test the accuracy of automatic online translation services?
- 4 Why did the officials from Swansea believe they were doing the right thing when they used the email reply for that road sign?

LOST IN TRANSLATION

- 1 People who have never learnt a foreign language often don't understand that translating from one language to another can be a rather tricky business. Unfortunately, on quite a number of occasions, this ignorance can bring about embarrassing misunderstandings.
- 2 English-speaking tourists who go to the Tirkavaya Balka National Park in Tajikistan, for example, may be rather surprised to be greeted by a sign saying 'Welcome, expensive visitors.' Well, someone with good intentions but little language sensitivity had obviously looked up a word in a bilingual dictionary and found two possible translations, 'dear' and 'expensive'. Unfortunately, they went for the wrong one. They were obviously completely unaware of what the English on the sign really said!
- 3 Some people think they can get away with using automatic online translation services rather than human translators, but this too can lead to surprising results. You can easily find out for yourself. Just key in a phrase in your mother tongue into an online translator and choose any language from the drop-down menu that you want to have your phrase translated into. Then use the translated phrase and ask the machine to translate it back into your mother tongue. You may be rather surprised by the results you get!
- 4 Fortunately, automatic online translation services have never really taken off – they just don't seem to work well enough! However, translation is a dangerous thing, even when professional translators are involved – as officials from the city council of Swansea in Wales recently found out. Wales has two official languages, English and Welsh, and so road signs have to



be in both languages. The officials wanted to come up with a sign in both languages that made it clear to lorry drivers that their vehicles were banned from a certain area. So they wrote it in English, and sent it to a translation bureau in an email. When they got a message back, they thought it was the reply they needed, after all it was in Welsh. However, what the email response actually said was something like 'I'm not in the office at the moment. I'll get back to you later.' And so a big board went up, with exactly that sentence in Welsh, causing a lot of hilarity for local people who speak both languages!

5 Your comments:

Hi! I recently came across another striking example of Lost in Translation, and again from English to Welsh. Not far from our place, there's a sign for pedestrians reading 'Look right' in English. The same sign says 'Look left' in Welsh! *Gerry, Cardiff*

I was in stitches when I recently read that the producers of a famous soft drink (let's call it 'X' here!) had their slogan 'Come alive with X' translated into Chinese. Imagine their surprise when they found out it had been translated as 'X brings your ancestors back from the grave'! *AL, New York*

Good one, AL. Reminds me of a famous fast-food chain selling fried chicken. Their slogan is something like 'finger-lickin' good'. Only, when it was translated, it came out as 'eat your fingers off'!

[14 Comments](#)

Discussion box

- 1 People sometimes misunderstand each other even when they talk in their mother tongue. Tell the story of a misunderstanding you have experienced yourself or heard about.
- 2 There are some areas where translation mistakes can have terrible consequences. Do you know of any? If so, which ones?
- 3 People often say that you need to 'think in English' if you want to be successful in the language. Do you agree?
- 4 Have you come across any other examples of wrong translation? Talk about them.

2

Grammar

★ Phrasal verbs review

- a** Underline the phrasal verbs in the text in Exercise 1 which mean:

- | | |
|--|-----------------------------|
| 1 produce | 5 discover |
| 2 researched | 6 become successful |
| 3 chose | 7 think of an idea or plan |
| 4 do something successfully even though it's not the best way to do it | 8 found something by chance |



LOOK!

- A With some phrasal verbs, the two parts cannot be separated.

If you have come across similar errors, write to us.

(Not: ~~If you have come similar errors across, write to us.~~)

- B Other phrasal verbs can be separated, and we can put an object between the two parts.

Look up the word in a dictionary.

Look the word **up** in a dictionary.

In fact, when we use a pronoun with these verbs, we have to put it between the two parts of the verb.

Look it up. (Not: ~~Look up it.~~)

- C Some phrasal verbs have three or more parts. These cannot be separated.

*Some people think they can **get away with** using automatic online services.*

- b** What type of phrasal verb, A, B or C, are the other verbs in Exercise 2a?

- c** Put the words in order to make sentences. In one sentence, there is more than one possibility.

- 1 vanilla / went / ice cream / she / for / the

She went for the vanilla ice cream.

- 2 gets / away / studying / he / always / with / not

- 3 with / plan / she / came / a / great / up

- 4 they / brought / many / about / changes / have

- 5 is / her / taking / career / off / a / as / translator

3

Vocabulary

★ Meanings of phrasal verbs

Phrasal verbs can have more than one meaning. Look at these sentences. What does *take off* mean in each sentence?

- 1 His acting career had just *taken off* when he was tragically killed in a car crash.
- 2 He's really good at *taking me off*. I mean, he sounds just like me.
- 3 The plane had a problem as it was *taking off* and had to return to the airport.

4

Pronunciation

★ Words ending in -ough

▶ CD2 T23 and T24 Turn to page 111.

5 Listen

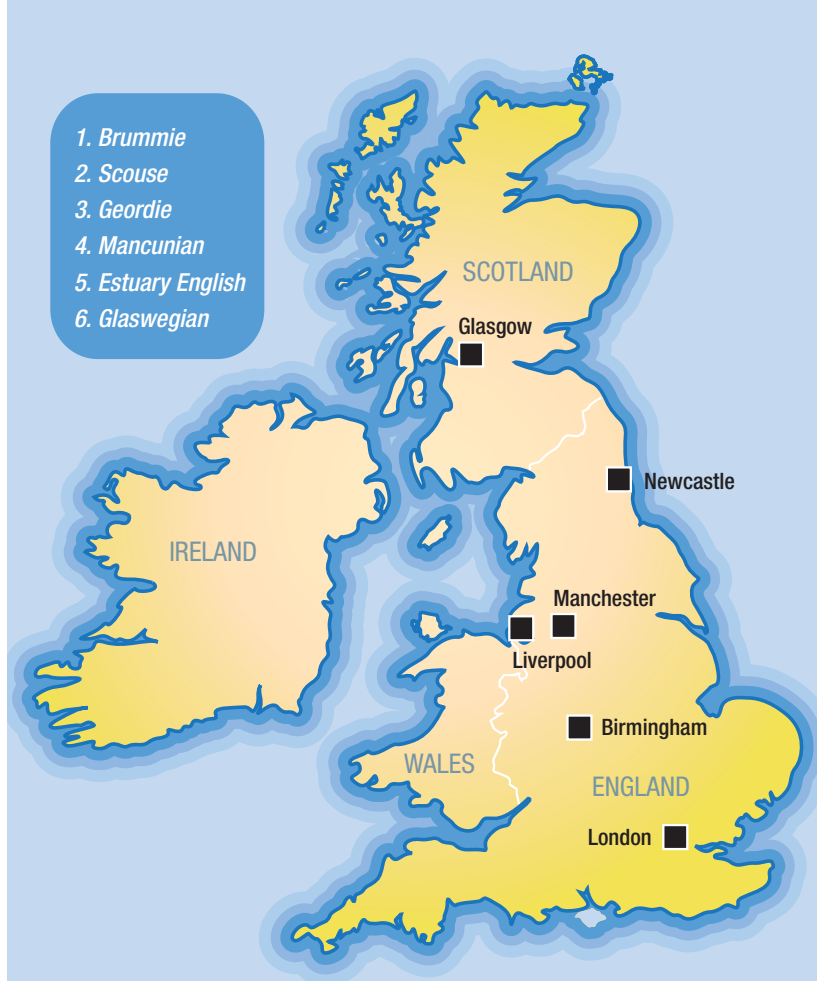
a ▶ **CD2 T25** Listen to the beginning of a TV programme. Draw lines between the accents (1–6) and the cities where they are spoken.

b ▶ **CD2 T25** Listen again. What examples are given of:

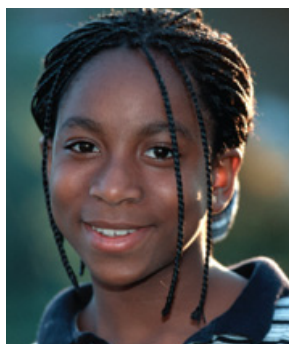
- 1 pronunciation differences (accent)?
- 2 vocabulary differences (dialect)?

LOOK!

foreign regional
a London accent
heavy strong slight



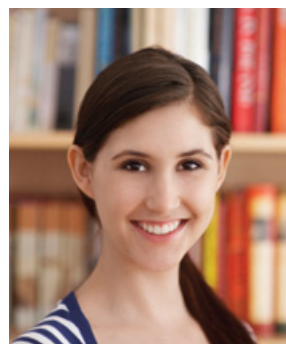
c ▶ **CD2 T26** Listen to the next part of the TV programme. You are going to hear four teenagers talking about their accents. Where do they come from? Write the places under the names.



Marie



Patrick



Tina



John

1 2 3 4

d ▶ **CD2 T26** Write the names. Listen again and check.

- 1 had a small problem at school.
- 2 is not very concerned about his accent.
- 3 isn't going to change how she speaks.
- 4 thinks she didn't get a job in the past because of her accent.
- 5 thinks she wouldn't have got a job in the past because of her accent.
- 6 was not completely understood in London.
- 7 thinks he could lose his accent in the future.
- 8 thinks accents aren't very important these days.

Discussion box

- 1 Are there many different accents in your country?
- 2 Are there any accents that you really like (in your own language or in English)? Why?
- 3 When you meet someone for the first time, can you tell where they come from by their accent?

6

Vocabulary

* Understanding language

a ▶ CD2 T27 Circle the correct option. Then listen and check.

- They don't speak English, so of course they didn't understand a word / sentence of what I said.
- He spoke so fast, we just couldn't understand anything. It was *not* / *totally* incomprehensible!
- Sorry, could you repeat what you just said? I didn't *miss* / *catch* it.
- He's speaking so quietly that I can't *make* / *do* out anything at all.
- I *caught* / *listened* the drift of some of what she said, but I certainly didn't understand everything.
- My German is so poor now that I managed to pick a few words *out* / *in* but that was all.
- I got the *part* / *gist* of it – you know, the general meaning – but no details at all.
- I don't understand computers, so he *lost* / *missed* me completely after about two sentences!

b Complete the table with the words in the box.

word drift catch lost pick

understood got	everything a lot / the gist (of it / of what they said)
caught managed to pick out	the ¹ <i>drift</i> some (of it / of what she said)
couldn't ² out didn't ³	very much a ⁴ (of it / of what they said) anything (at all)
didn't get didn't understand	
He/She ⁵ me completely. It was totally incomprehensible.	

c Complete the dialogues. Use the correct form of the expressions from Exercise 6b. Sometimes there is more than one possibility.

- A: Did they enjoy your talk?
B: I don't think so. I don't think they understand a word of what I said.
- A: What's he saying now?
B: I don't know. It's too noisy in here. I anything at all.
- A: Did you understand the lesson?
B: I think so. Well, I she said. But not everything.
- A: I really didn't understand that. My German isn't good enough.
B: Nor mine. I managed to, but that's all.
- A: Wow! That talk was difficult to understand.
B: It was. I – I mean, he was talking about science – but that's all I understood!
- A: Did you understand him?
B: No! He from the very beginning!

Vocabulary bank Turn to page 115.

7

Listen and speak

- a** ▶ CD2 T28 You are going to hear four people speaking English in their national accents. What country are they from?
- b** ▶ CD2 T28 Listen again and make a brief note of what each speaker talks about.
- c** Work in pairs or groups. Compare answers. Then discuss the four speakers' accents. How much did you understand? Use expressions from Exercise 6b to help you.

'I got the gist of what the person from India was saying.'

'Yes, she's/he's got a strong accent but I managed to pick a few words out.'

Get it right! Turn to page 120.

8 Read and listen

a Look through the text quickly. Find out what happened:

1 in 1889 2 at the beginning of the 19th century 3 in 1977 4 in 1984

ARTIFICIAL LANGUAGES

When people are faced with a foreign-language barrier, the usual way round it is to find someone to translate for them. However, the process of translation itself is often a source of miscommunication. The mistakes that are made can often lead to great amusement – for example, a refrigerator in Asia that had a sign saying ‘This refrigerator is out of control’ rather than ‘out of order’! So it’s not surprising that many people believe that the foreign-language barrier can be overcome more easily through the use of an ‘artificial’ language (AL) – a language invented to facilitate international communication.

Although there have been many attempts to create a simple, logical and plausible AL over the centuries, very little progress has really been made towards the creation of an internationally-recognised and universally-used language. Here are three examples of ALs:

Esperanto

This was invented by the Pole, Ludwig Lazarus Zamenhof, and it is the best-known of all ALs. The first Esperanto journal was published in 1889, and the First Universal Congress of Esperanto was held in 1905, bringing together nearly 700 delegates from 20 countries. In the 1970s, it was estimated to be taught in 600 schools and 31 universities around the world. Today, estimates of the number of fluent speakers worldwide vary from less than 1 million to over 15 million. The Universal Esperanto Association has members in 121 countries, and most speakers are from Eastern Europe (especially Bulgaria, Poland, the Czech and Slovak Republics, and Hungary).

Solresol

This remarkable language was invented by a French music master, Jean François Sudre, at the beginning of the 19th century. Solresol was based on the principle that the tones of music, as named in the seven-note diatonic scale (do, re, mi, fa, so, la, ti), could be used as the basic syllables of a universal language. Two-note combinations were used for grammatical words, e.g. *dore* ‘I’, or *domi* ‘you’. Common words used three-note combinations, e.g. *doredo* ‘time’ or *doremi* ‘day’. Opposites in meaning were expressed by reversing the order of syllables, e.g. *misol* ‘good’ and *solmi* ‘evil’. The unique feature of this AL is that it could be played, whistled, sung or spoken. It became quite popular in the 19th century, but it was difficult to learn and did not succeed in the end. Maybe its biggest success was in 1977, when it was used by Stephen Spielberg in his film *Close Encounters of the Third Kind*.

Klingon

Invented by Marc Okrand for the 1984 film *Star Trek III*, this is the official language of the Klingon Empire, and it is the only known intergalactic language. There is now a Klingon dictionary of 1,500 words, an outline grammar, conversational course material for those who want to learn it, and a growing number of enthusiasts on the internet! A small number of people, mostly dedicated Star Trek fans, can have a conversation in Klingon. Its vocabulary, heavily centred on Star Trek-Klingon concepts, can sometimes make it difficult for everyday use – for instance, while there are words for ‘spacecraft’, ‘war’ or ‘bridge’ (of a ship), there is currently no word for ‘bridge’ in the sense of a crossing over water.



ALs – some live, some die. Creating one isn’t easy – but no doubt more attempts will be made in the future.

b ▶ **CD2 T29** Read the text again and listen. Answer the questions.

- How can translation be unsuccessful sometimes?
- Which two of the three ALs mentioned in the text are still used by some people today?
- How many speakers of Esperanto are there?
- Where is Esperanto most commonly spoken?
- If ‘happy’ in Solresol is *misoso*, what is the word for ‘sad’?
- Why did Solresol not succeed?
- How many people can speak to each other in Klingon?
- What problems does Klingon have as a language?

Discussion box

- 1 Would you be interested in learning an AL? Why / Why not?
- 2 Imagine a hundred years from now. Do you think language barriers will still be common? Why / Why not?
- 3 Do you think it would be good if there was only one language in the world? Why / Why not?

9 Write

a Read the story. Which two words or expressions were misunderstood? What do each of them mean in 'standard' English?

b Fill in the spaces with these adverbs or adverbial phrases.

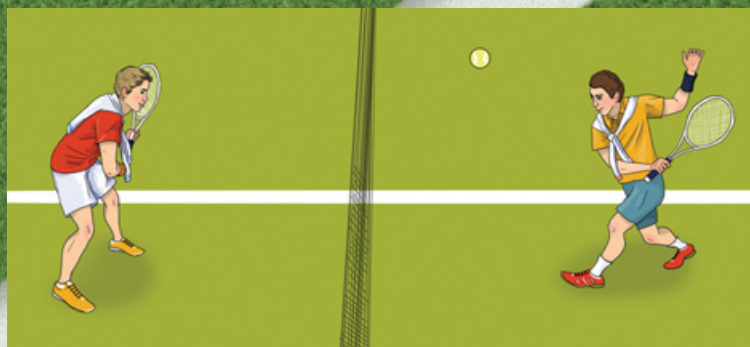
in a panic exactly
unfortunately suddenly
desperately immediately
easily fortunately

c Write a story, between 150 and 250 words, with this title: *A misunderstanding*.

Use an incident that happened to you, or make up a story, where there was a misunderstanding due to language (a foreign language or the same language).

Use adverbs and adverbial phrases to make your story as lively as possible.

Misunderstandings



University was a new experience for me. I had grown up in the confines of a small seaside town in the south of England, and ¹ *suddenly* I was thrown together with people my age from all over the country. People were speaking in accents that I had only ever heard on TV, and sometimes using words that I had never heard before.

I had only been at university for about a week when I met Dave Pitman, from Liverpool in the north of England. We discovered that we both played tennis, and arranged to meet up one afternoon for a game.

I went to the sports hall at the time we'd agreed, and went into the changing rooms. Dave was already there, and ² I could see that he wasn't very happy. He was searching ³ for something inside his bag. He looked up at me as I walked in.

'I've forgotten my keks,' he said. 'You haven't got any, have you?'

⁴ I had no idea what he was talking about. ⁵ , I thought: Tennis balls? Shorts? Trainers? What? but, I said: 'Sorry?' Dave repeated: 'Have you got any spare keks with you?'

Of course, I could ⁶ have asked him what the word meant, but I was too embarrassed and didn't want to offend him. ⁷ Dave saw the look on my face, and said: 'You know – keks. Shorts.'

Now I understood, and luckily, I did have some spare shorts in my bag. I lent them to him, we played, and he won. Then we went to get a drink. The woman at the canteen asked me what I wanted. 'I'd like a Black Vanilla, please,' I said. (Where I come from, that's cola and ice cream.) 'What on earth is that?' said the woman. I knew ⁸ how she felt.

* Reduced relative clauses

* Vocabulary: fame

* Question tags review

* Vocabulary: expressing opinions

1 Read and listen

- a** Look at the photos. Do you recognise the people? What do they have in common? Read the text quickly and find out.



Celebrity Ambassadors

A Lionel Messi became a UNICEF Goodwill Ambassador in March 2010. What does that mean, you ask? Read on and find out!

In the 1950s, the United Nations had an idea: why not use celebrities to help promote children's rights? So they created the idea of UNICEF (the UN children's fund) ambassadors. Ever since then, hundreds of sports, music and film stars have been seen spreading the word for the international peace organisation at photo calls all over the world.

B A lot of stars are brought in independently by the various UN agencies. The UN Development Programme uses Ronaldo, the Brazilian footballer, to draw people's attention to poor children. And the refugee agency UNHCR uses Angelina Jolie to focus on people made homeless because of war. These days, Angelina is probably as famous for her humanitarian work as she is for her acting!

C But perhaps the agency most represented by the stars is UNICEF. There are lots of stars who are Goodwill Ambassadors for UNICEF: for example, footballer David Beckham, singer Shakira and actor Susan Sarandon. There are also celebrities used to promote one-off projects every now and then: pop singer Robbie Williams has given several concerts for UNICEF even though he isn't a Goodwill Ambassador. The UN has got offices in more than 200 countries, so of course it's important that they are represented by an international mix of celebrities. And some of their most important stars, like West African singer, Angélique Kidjo, aren't exactly household names in many parts of the world.

D They have to be very careful to choose the right people. UNICEF looks for celebrities who haven't just made it big, but who are also probably going to stay famous for quite a few years to come. 'We can't have someone who has just enjoyed success for a few minutes and then disappeared,' a spokeswoman said. In the same way, the star has to want to do more than just look caring in front of the cameras. 'Our celebrities do it because they really care about children,' says the spokeswoman. 'They should have the power to draw the cameras but without wanting the attention for themselves.'

So, now you know – that's what Goodwill Ambassadors do!



Lionel Messi is ...

an internationally famous footballer.

What he does:

Messi supports access to education and health care for vulnerable children.

What he says:

'I feel grateful to UNICEF for this chance to give support to children. I hope that in my role as a global Goodwill Ambassador for UNICEF I will be able to support children who need our help.'

Whoopi Goldberg is ...

an international film star, producer and TV host.

What she does:

Using her popularity and interest in children's issues, Goldberg promotes health for all children around the world.

What she says:

'We have to think about how health issues affect children in every country.'

b Match the headings 1–4 with the paragraphs. Write A–D in the boxes.

- 1 Stars who put children first ☐
- 2 A few of the familiar faces ☐
- 3 More than fifty years of tradition ☐
- 4 Star qualities ☐

c ▶ **CD3 T02** Read the text again and listen. Answer the questions.

- 1 What did the UN decide to do in the 1950s?
- 2 What two things is Angelina Jolie famous for?
- 3 What factors are taken into consideration when choosing UN Goodwill Ambassadors?

Discussion box

- 1 What are the advantages/disadvantages for the UN of having stars involved in their campaigns?
- 2 What other stars do you know who do charity work?
- 3 Which famous people in your country would be good as UN Goodwill Ambassadors? Why?

c Complete the text about another UNICEF Goodwill Ambassador. Use the words in the box.

attended written who was born which was given
which was held ~~who is regarded~~ accompanied won

Factfile

The pianist Lang Lang was just 23 years old when he became a UNICEF Goodwill Ambassador. Lang Lang, ¹ *who is regarded* as the most exciting pianist of our times, works, like other UNICEF Goodwill Ambassadors, to bring awareness to the needs of children throughout the world.

Lang Lang, ² _____ into a musical family in Shenyang, started piano lessons at the age of three.

At nine, he entered the Central Music Conservatory of China.

As his talent grew, he began to enter competitions. Among the awards

³ _____ by him was first prize at the prestigious Tchaikovsky International Young Musicians' Competition ⁴ _____ in 1995 in Japan.

In 1997, 15-year-old Lang Lang, ⁵ _____ by his father, went to the US to study at the Curtis Institute in Philadelphia. In April 2001, Lang Lang made his Carnegie Hall debut, ⁶ _____ great reviews by the American critics. At the Great Hall of the People in Beijing he gave a concert ⁷ _____ by an audience of 8,000 people.

An article ⁸ _____ about him some years ago in *Teen People* identified him as one of the 'Top Twenty Teens who will change the World'. He's no longer a teenager, but he is certainly making his mark on the world and helping to make it a better place.



2 Grammar

★ Reduced relative clauses

a Look at the examples. Where could you add the words *that is* and *who are*?

There are also celebrities used to promote one-off projects every now and then.

But perhaps the agency most represented by the stars is UNICEF.

b Circle the correct words to complete the rule.

RULE: When relative clauses are *passive* / *active*, we can leave out the relative pronoun and the *verb be* / *past participle*.

d Read the sentences and cross out the words in *italics* that are not needed.

- 1 An appeal *that was* launched by UNICEF is looking to raise millions for victims of the Haitian earthquake.
- 2 Robbie Williams *whose* TV advert was used to raise money for the appeal was very successful.

3 Vocabulary

★ Fame

Circle the correct words. Then work in pairs and think of answers to the questions.

Think of someone in your country who:

- 1 is famous for / famous by entertaining children.
- 2 made a name / did a name for themselves by marrying someone famous.
- 3 did it big / made it big in international cinema.
- 4 is a household name / household person in sport.
- 5 enjoyed / liked a lot of success a few years ago but has since disappeared.
- 6 is a singing excitement / sensation for teenagers.

4 Listen

- a** ▶ CD3 T03 Listen to Paul and Maria's opinions on famous people and politics. Answer the questions.



Paul



Maria

- Who is in favour of famous people getting involved in politics? Why?
- Who is against famous people getting involved in politics? Why?

- b** ▶ CD3 T04 Listen to six more people. Do they have the same opinion as Paul or Maria, or neither? Tick the boxes.

	Same as Paul	Same as Maria	Neither
Speaker 1	☐	☐	☐
Speaker 2	☐	☐	☐
Speaker 3	☐	☐	☐
Speaker 4	☐	☐	☐
Speaker 5	☐	☐	☐
Speaker 6	☐	☐	☐

- c** ▶ CD3 T04 Listen again. Who says what? Write the number of the speaker next to each sentence. Then decide who the underlined pronouns refer to.
- (...) They don't really know what they're talking about anyway. famous people.
 - (...) They've formed their opinion already.
 - (...) They don't have to agree with the famous person, after all.
 - (...) These people should stick to what they know.
 - (...) It's getting harder and harder to tell the difference between them.
 - (...) Most of them look and sound really old and boring.

- d** Whose opinion do you agree with most?

5 Vocabulary

* Expressing opinions

- a** Complete the phrases for expressing opinions. Use the words in the box.

see thought ~~mind~~ opinion
concerned ask

- To my mind, ...
- I'd have (that) ...
- As far as I'm , ...
- If you me, ...
- In my , ...
- The way I it, ...

- b** What do these expressions mean? Write ✓ (= I agree), X (= I disagree) or Ø (= I neither agree nor disagree).

- It's not a good idea. ☐
- I'm all for it. ☐
- It doesn't (really) matter either way. ☐
- It can't be a bad thing. ☐
- I'm completely against it. ☐
- I couldn't care less. ☐

- c** Work in groups. Give your opinions about the topics in the box. Try and use some of the expressions in Exercise 5b.

graffiti background music in shops
advertising on websites fast food
mobile phones on public transport

Vocabulary bank Turn to page 115.

Get it right! Turn to page 120.



6 Grammar

* Question tags review

a Read the sentences from the listening text in Exercise 4b. Circle the correct question tags.

- 1 It gets lots of people interested, *does it / doesn't it* ?
- 2 It can't be a bad thing, *can it / can't it* ?
- 3 They've formed their opinion already, *haven't they / have they* ?
- 4 They don't really know what they're talking about, *don't they / do they* ?
- 5 They aren't going to listen to politicians, *are they / aren't they* ?
- 6 It's getting harder and harder to tell the difference between them, *is it / isn't it* ?
- 7 They should leave politics to professional people, *shouldn't they / should they* ?
- 8 We wouldn't expect to see the prime minister getting involved in music, *wouldn't we / would we* ?

b Complete the rule. Write **positive** and **negative**.

RULE: We often use question tags at the end of statements, to check facts or to make conversation. If the statement is positive we use a tag, and if the statement is negative we use a tag.
If the statement does not have an auxiliary or modal verb, we use *do/does* (present) or *did* (past).

c Complete the tags for these statements.

- 1 There was a programme on TV about celebrity politicians, *wasn't* there?
- 2 You didn't have the time to sit down and watch it, you?
- 3 It wasn't as boring as the one we saw last week, it?
- 4 The presenter said some really interesting things about the topic, she?
- 5 We would've watched it if we'd known it was on, we?
- 6 We should've recorded it to use for our school project, we?
- 7 I'm sure the teacher will ask us to watch the one next week, he?
- 8 The way I see it, we don't have to listen to celebrities when they talk about politics, we?

7 Pronunciation

* Intonation in question tags

▶ CD3 T05 Turn to page 111.

8 Speak

a Work in small groups. Imagine you are the people who run an organisation that does good work for less privileged people.

- 1 Choose which organisation it is. If it is one you make up, give it a name.
- 2 Decide which good cause you work for. Choose from:
 - helping poor children
 - solving water problems in developing countries
 - getting better medicine to poor countries
 - stopping landmines being used in wars
 - another good cause.
- 3 Together, decide which two celebrities you want to invite to help you in your work. Think of reasons why these two people would be good choices and what they could do to help you to achieve your aims.

b As a group, tell the rest of your class what you have decided in Exercise 8a. The others in the class can ask you questions.



GREENPEACE



Oxfam

Isn't she that model?

9 Read and listen

- a** ▶ **CD3 T06** Why is Lily so excited in the first photo? Why is she unhappy in the second? Read, listen and check your ideas.

Jack: This place is really packed today. I don't think I can face going into any more shops.

Lily: Yeah. But we're here now, so we might as well do what we came here for. I've got to find a present for my mum, remember?

Jack: Yeah, OK.

Lily: Jack – look! Over there, looking in that window. Isn't she that model – you know, the really famous one?

Jack: Lily, there's no way I'm going to recognise a model, it doesn't matter how famous she is. But I tell you what – I bet it isn't her. What's a famous model going to be doing in a shopping mall in our town?

Lily: I think it is her, you know! And she's going into that shop. Come on – let's go in too.

Jack: No way. Even if it is her – leave her alone, she just wants to do some shopping. And anyway, what are you going to do – ask her for her autograph or something?

Lily: I don't know. Maybe I'll just go up and say hello. What do you reckon?

Jack: Right, that's just what she needs. Then maybe you can become friends. Perhaps she'll ask you to help her choose a dress or something.

Lily: Leave it out, Jack. It isn't every day I see someone famous.

Jack: I didn't think you were into this celebrity culture stuff, Lily. I'm a bit disappointed.

Lily: Well, I couldn't care less what you think, Jack. And you know what? I bet if it wasn't a model – if it was a sportsman or an actor, you know, someone you recognised – you'd already be in there.

Jack: No, I wouldn't! Well, if it was someone like Rafael Nadal, maybe ...

Lily: I thought as much. Typical!

Jack: OK, OK – let's go into the shop, then. Come on.



2



Lily: See? If I hadn't stood around arguing with you, she'd still have been inside when we got there.

Jack: Well she can't have gone far. Let's look in some other shops.

Lily: No, I can't be bothered. And maybe you're right anyway – maybe famous people don't want to be recognised.

Jack: Oh, I'm sure they want to be recognised! Just, perhaps, not followed into shops.

Lily: Come on, let's go.

Jack: What about your mum's present?

Lily: I'll get her something at the weekend. And from now on, Jack – I'm going shopping on my own, OK?

b Read the text again. Answer the questions.

- 1 What have Jack and Lily gone to the shopping mall for?
- 2 Why does Jack think that the woman is not the famous model?
- 3 Why is Jack 'a bit disappointed' with Lily?
- 4 How does Lily feel about Jack being 'disappointed' with her?

Discussion box

- 1 Have you ever seen a 'famous' person? Tell the others who it was / what you did.
- 2 If you were famous, would you want people to recognise you? Why / Why not?

10 Everyday English

a Find expressions 1–6 in the story. Who says them?

Match them with meanings a–f.

- | | |
|--------------------------|---|
| 1 (we) might as well ... | a What do you think? |
| 2 What do you reckon? | b Stop saying / doing that |
| 3 I bet ... | c there are no reasons not to (do something) |
| 4 Leave it out | d I'm sure |
| 5 (I) couldn't care less | e It is of no importance at all to me. |
| 6 I thought as much | f I'm not surprised (by what you said / by what happened, etc.) |

b Complete the dialogue. Use the expressions in Exercise 10a.

- 1 A: Oh, I'm so tired and I've got so much work. It's awful.
B: Oh, _____, Joanne! You're always complaining.
- 2 A: What a horrible day! It's cold and raining.
B: Yes, it's awful. We _____ stay at home and revise for the exams.
- 3 A: We could go out tonight. _____?
B: Good idea. I'll meet you in town at 8 o'clock.
- 4 A: James has asked Sally to go out with him.
B: _____. He's been looking at her and smiling at her for weeks!
- 5 A: I think that guy's French.
B: _____ he isn't. He hasn't got a French accent at all.
- 6 A: I think Mike's a bit angry with you.
B: Well, _____. I don't even like him, so why should I worry?

11 Improvisation

Work with a partner. Take two minutes to prepare a short role play. Try to use some of the expressions from Exercise 10a. Do not write the text, just agree on your ideas for a short scene. Then act it out.

Roles: Nick and Amy

Situation: In town

Basic idea: Nick and Amy are in town when it starts raining. They haven't got an umbrella. They try to decide what to do, where to go ...

12 Making Waves

DVD Episode 3



a Amy, Nick, Lily and Jack are greeting a former Fairbank pupil. Who might he be, and why is he back at Fairbank?

b Here are four things that people say in this episode. Who or what do you think the underlined parts refer to?

- 1 Jack: Fairbank isn't exactly full of them, is it?
- 2 Amy: He seemed so full of himself.
- 3 Amy: I'm dreading it, to be honest.
- 4 Jason: I owe this place a lot, you know.

As you watch the episode, check your ideas.

c Watch Episode 3. How does Amy sum up Jason's visit at the end? Do you agree with her?

13 Write

- a** Read the composition. What arguments does the writer give for/against politicians becoming media stars?

Should politicians become media stars?

¹In the nobody would have known what the British prime minister had for breakfast, or what the name of the American president's dog was. Many politicians ²these , however, are trying to become media stars, and we learn details of their private lives from chat shows and glossy magazines. Is this a development we should be happy with?

³Of , there are people who think it is perfectly acceptable that politicians are media stars. They might argue that society has changed, and entertainment is part of our daily lives. If politicians want to be accepted by a large number of people, they need to adapt to our lifestyles and appear on chat shows, and not just on news programmes. They could also argue that the better we get to know our politicians as humans, and not just as representatives of a political party, the easier it is to decide who to vote for.

⁴In , politics is about gaining power, and, in a democracy, a politician's ambition must be to gain as much power as possible so that they can have a greater influence on how society is run. If a good politician gets more public support by turning up on chat shows, so be it!



⁵On the other , there are lots of arguments against politicians becoming media stars. Although entertainment is certainly part of our daily lives, politics should not be about fun. Politicians need to be serious and professional, and they should focus on their important work, and not be distracted by seeking fame and celebrity status.

⁶In the way, one might argue that people switch on the TV because they want to get away from politics and the problems of their daily lives, and they don't want to see politicians spoiling their favourite TV shows. And ⁷last not least, it can be harmful for the development of a political system if politics becomes mixed up with entertainment. Politics should be about truth and reality, not entertainment, and so there should be strict rules to keep them apart.

⁸All considered, I personally am not really against politicians becoming media stars because I am not affected by their celebrity personas. In order to decide who to vote for, I try to be well informed by reading newspapers and through discussions with friends who are also seriously interested in politics. I will definitely never be influenced in my decisions by superficial TV programmes!

- b** Read the composition again. Complete it with the words in the box.

days same addition things past
hand course but

- c** Replace expressions 1–8 in the text with the expressions below.

a Then again b At the end of the day
c Years ago d obviously e nowadays
f Moreover g Equally h finally

- d** Work in pairs. Discuss the writer's opinions. Which do you agree/disagree with? Why? What is your view about the writer's conclusion?

- e** Write your own composition about the topic, *Should pop stars become political?* Follow these steps:

- Think of one or two examples of pop stars who have become political.
- List three arguments in favour of pop stars becoming political, and three arguments against. Make notes.
- Decide what your own opinion is.
- Organise your notes into paragraphs: 1) introduction; 2) arguments for; 3) arguments against; 4) your opinion and conclusion.
- Write a first draft. Try to include some of the linking expressions from Exercise 13c.
- Take a short break, then check your writing.

Check your progress

1 Grammar

a Cross out the words in italics if possible.

- The gymnast *who is* awarded the most points wins the gold medal.
- The programme *that is* most watched is *Top of the Pops*.
- The letter *that* arrived this morning had bad news.
- The show, *which was* broadcast live, was watched by 500 million people.
- The man, *who was* last seen at the train station, is wanted by the police.
- The man *who* attacked me had a black jacket.
- The team *that* played best only came second.

b Complete the sentences with question tags.

- That was a great film, *wasn't it* ?
- You can come to my party,
- She didn't phone you, ?
- You would tell me, ?
- Dave's not very happy about it, ?
- You won't tell anyone, ?

2 Vocabulary

a Complete each sentence, using a word from the box.

word ~~make out~~ gist catch lost pick

- He spoke so quietly that I couldn't *make out* what he was saying.
- I'm sorry, but I didn't understand a of what you just said.
- My Spanish is very poor, so he me completely after two sentences.
- Could you repeat that, please? I didn't quite it.
- I got the of the lecture.
- Don't try to understand everything – just see if you can out the important words.

b Complete each sentence, using a word from the box. (There is one word you won't use.)

sensation ~~for~~ enjoyed name
big household

- He's more famous *for* his lifestyle than his talent.
- She's made a for herself as a tough interviewer of world leaders.
- Although he's not American, he's made it in Hollywood.
- Spandax 4 are not exactly a name in popular music, are they?
- They a bit of success in the 90s but then they disappeared.

c Put the words in order to make expressions to give your opinion.

- as / as / concerned / I'm / far
As far as I'm concerned
- all / I'm / it / for
.....
- less / I / care / couldn't
.....
- doesn't / it / matter / really
.....
- it / a / thing / be / bad / can't
.....
- it / I'm / against / completely
.....
- a / idea / good / it's / not
.....

How did you do?

Check your score.

Total score	Very good	OK	Not very good
26			
Grammar	9 – 11	6 – 8	less than 6
Vocabulary	13 – 15	8 – 12	less than 8

- * Indirect questions
- * Verbs + *wh-* clauses
- * Vocabulary: qualifying comparisons
- * Vocabulary: listening to music

1 Read and listen

- a** Look at the photos. Which of these two artists would you probably enjoy listening to more? Why?
- b** Read the article quickly. How did these two artists become involved in a 'battle' and who won?



MUSIC NEWS

HOW SOCIAL NETWORKING CHANGED THE CHARTS

For the previous four years it had been the same: singer wins *The X Factor*, singer's debut single goes to number one. So when Joe McElderry won the TV talent contest this year, he must have been sure he would be number one for the New Year. Unfortunately for Joe, it didn't happen that way. He was beaten to the top spot by a song that is almost as old as he is. 'Killing in the Name of' is a heavy rock song by Rage Against the Machine. It is nowhere near as catchy as a typical *X Factor* tune. Back in 1992 it reached number 25 in the British charts. Seventeen years later the Californian band were surprised to find themselves at the top of the charts as their song was downloaded 50,000 more times than 'The Climb' by Joe McElderry. Most British people didn't even know who the band were.

But what makes this story even more unusual is that the winning song was the result of an incredible online campaign to stop the talent show's production line of manufactured pop stars, who many people felt were destroying the British music scene.

The whole idea was dreamed up by Jon Morder, a part-time rock DJ from Essex, who started a Facebook campaign with the idea of beating the *X Factor* winner to the number-one spot. He had tried a similar idea the year before when he attempted to get Rick Astley's 'Never Gonna Give You Up' to the top of the New Year charts. He managed to get it to number 73. But this year Morder was far more successful when he was helped by the comedian Peter Serafinowicz, who persuaded his 268,000-plus Twitter followers to join in. When ex-Beatle Sir Paul McCartney and former *X Factor* winner Steve Brookstein decided to join the campaign, it seemed that Joe McElderry had no chance.

When Morder first found out that his campaign had worked, he wondered whether he was dreaming. Then he told *The Guardian* newspaper: 'I think it just shows that in this day and age, if you want to say something, then you can – with the help of the internet and social networking sites like Facebook and Twitter. If enough people are with you, you can beat the status quo.'

McElderry seemed just as happy with a number two song and offered his congratulations: 'Fair play to the guys who have organised the Facebook campaign – it's been exciting to be part of a much-hyped battle and they definitely deserve congratulations. This time last year I never thought for one minute I'd win *The X Factor*, never mind having a single out. I'm just delighted to be in the charts.'

And as for the lucky winners in all this: Rage Against the Machine have promised to give all profits of the single to charity and will perform a free victory gig in the UK to thank those who bought their single.

C ▶ CD3 T07 Read the text again and listen. Answer the questions.

- 1 Why did Joe McElderry think he would be number one for the New Year?
- 2 Why were Rage Against the Machine surprised to find they had a Christmas number one?
- 3 How did 'Killing in the Name of' get to the top of the charts?
- 4 Why did so many people buy the song?
- 5 Why was Joe Morder's campaign more successful this year?
- 6 How did he react when he found out what had happened?
- 7 How did Joe McElderry react to his defeat?
- 8 How did Rage Against the Machine react to their victory?

Discussion box

- 1 Are you a fan of TV talent shows? Why / Why not?
- 2 What other internet campaigns have you heard of?
- 3 Do you think these campaigns are a good thing or not? Why / Why not?

2 Grammar

★ Indirect questions

- a** Read the sentences. Then complete the direct questions below.

He wondered *whether he was dreaming*.
Most British people didn't even know *who the band were*.

- 1 dreaming?
- 2 the band?

- b** Complete the rule. Write *never*, *invert*, *don't invert* and *sometimes*.

RULE: When we use *wh-* question words in direct questions we usually the subject and the verb, and we use *do/does/did*.
We can also use *wh-* question words in statements (indirect questions). In indirect questions we the word order and we use *do/does/did*.

- c** Join the two sentences to make one.

- 1 Where did everyone go? I wonder.
I wonder where everyone went.
- 2 How much does it cost? I don't know.
- 3 Where do people buy CDs? It's easy to find out.
- 4 When do people need to listen to music to relax? We don't always know.
- 5 How easy is it to beat the status quo? I wonder.
- 6 How did Joe McElderry feel? I'd like to know.

3 Vocabulary

★ Qualifying comparisons

- a** Complete the sentences with the words in the box. Then check in the text on page 82.

far nowhere near almost just even

- 1 McElderry seemed *just* as happy with a number-two song.
- 2 He was beaten to the top spot by a song that is as old as he is.
- 3 It is as catchy as the typical *X Factor* tune.
- 4 But what makes this story more unusual is...
- 5 But this year Morter was more successful.

- b** Look at the phrases in Exercise 3a. Which can be replaced with the words?

much / a lot

not nearly

- c** Make sentences about each situation, using the comparative of the words in brackets and the phrases in Exercise 3a. Use a different phrase each time.

- 1 I love shopping centres. I would like them more if they didn't play music. (good)
Shopping centres would be *even*
..... *better if they didn't play music.*
- 2 I don't think classical music is interesting at all. I think rock music is very interesting. (interesting)
Rock music is
- 3 Sara plays the piano really well. She also plays the guitar – not quite so well, but still she's pretty good! (well)
Sara plays
- 4 The Rock in London concert costs 100 euros! The Charity Rock concert is 100 euros too! (expensive)
The Charity Rock concert is
- 5 It's difficult to get tickets for Saturday's gig but there are hundreds left for the one on Sunday. (difficult)
It's

Get it right! Turn to page 121.

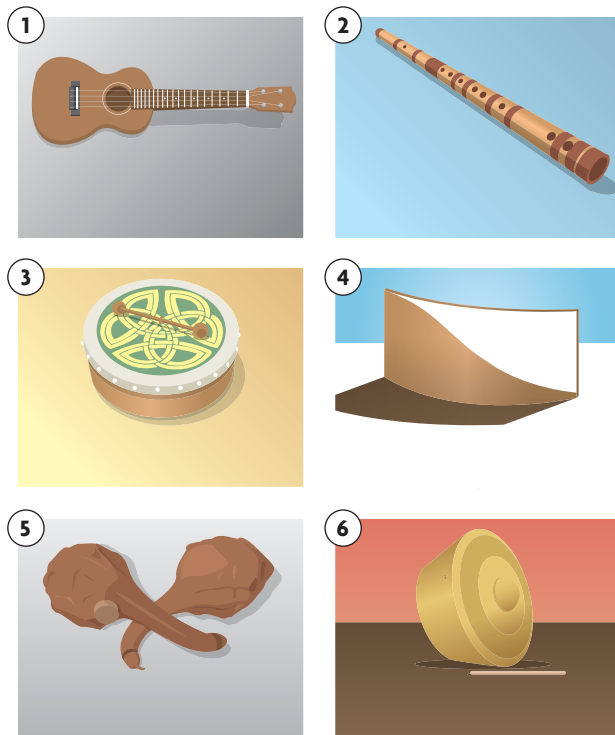
4 Speak

Complete the sentences for yourself: they should all be about music. Then compare your sentences with a partner.

- 1 ... is even more relaxing for me than ...
- 2 I think ... is a far more talented musician/singer than ...
- 3 ... is nowhere near as enjoyable for me as ...
- 4 ... is even worse than ...

5 Listen

- a** Look at the photographs. Do you recognise the instruments? Which of them have you heard?



- b** Match the instruments with the countries. Try to guess!

- | | |
|----------------|-------------------|
| 1 ukulele | a China |
| 2 dizi | b Australia |
| 3 bodhran | c Zimbabwe |
| 4 wobble board | d Hawaii |
| 5 hosho | e The Philippines |
| 6 babendil | f Ireland |

- c** ▶ **CD3 T08** Listen to a music expert talking about the instruments. Check your answers to Exercise 5b.

- d** ▶ **CD3 T08** Listen again and write the name of the instrument next to the sentence.

- It's made of bamboo.
- It was used by soldiers going into battle.
- It's famous in the UK because of Rolf Harris.
- It sounds a bit like a banjo.
- It's made from a dried fruit.
- You play it standing up.

- e** Which instrument do you like most/least?

6 Vocabulary

* Listening to music

- a** Read the sentences about music. Match the underlined words with the definitions.

- 'I prefer songs to instrumental music.' ☐ d
- 'I love being in the car and singing along to the songs on the radio.' ☐
- 'I'm a hopeless singer, so I usually just whistle or hum to the music!' ☐
- 'I don't really enjoy recorded music on the radio or on CDs. I prefer live music.' ☐ ☐
- 'I'm not really interested in the lyrics – it's the tune that's important for me.' ☐ ☐
- 'Dance music's my favourite – it's got a great beat.' ☐
- 'Sometimes I hear a song and then I can't get it out of my head!' ☐
- 'I really hate the muzak you hear in supermarkets and shopping malls.' ☐

- the words of a song
- stop hearing it in my mind
- make a musical noise with your lips closed
- music composed for instruments, not voices
- music played in front of an audience
- music played in a studio and put on a CD
- melody
- sing as you listen
- music played in shops or restaurants to increase sales
- musical pulse or rhythm

- b** Which of the sentences in Exercise 6a (if any) are true for you? Change them to make them true for you.

I prefer instrumental music to songs.

- c** Work with a partner. Compare your ideas.

Vocabulary bank Turn to page 116.

7 Pronunciation

*** record (noun) and record (verb)**

▶ CD3 T09 Turn to page 111.

8 Grammar

*** verbs + wh- clauses**

- a** Here are three questions that the interviewer asked in Exercise 5c. Circle the correct options.

- 1 Can I ask you where *you went?* / *did you go?*
- 2 Can you tell us where *it's from?* / *is it from?*
- 3 Do you know what *it is made of?* / *is it made of?*

- b** Underline the *wh-* question words in the questions in Exercise 8a.

- c** Complete the rule. Write *statement* or *question* in the space.

RULE: When we want to be polite we often use the following phrases to ask people for information:

- Can you tell me ...?
- Can I ask you ...?
- Could you tell me ...?
- Do you know ...?

This is sometimes followed by a *wh-* question word, in which case the word order is the same as in a

- d** Read the interview. Rewrite the questions in brackets, starting with the words given.

A: (What's your favourite music?)

¹ Can you tell me *what your favourite music is?*

B: Yes, it's hip-hop music.

A: (When did hip-hop music start?) Do you know ²

B: Oh, back in the 1980s, I think!

A: I see. (How many CDs have you got?) Do you know exactly ³

B: Oh, hundreds – I've lost count of them!

A: (Where do you keep them?) Could you tell us ⁴

B: Yeah, on the shelves in my room.

A: (How much money have you spent on them?) Have you got any idea ⁵

B: Oh, I've lost count of that too. I don't want to think about it!

A: (Which was the first record you bought?) Can you remember ⁶

B: No, sorry, I can't remember.

A: (Which band do you like the most?) Can you tell me ⁷

B: I guess it's Public Enemy.

A: (How often do you listen to their stuff?) Can you tell me ⁸

B: Oh, not very often – but occasionally I put it on when I'm working on my computer! It's still brilliant!

- e** Work with a partner. Ask and answer the indirect questions from Exercise 8d.

9 Speak

Work in pairs or small groups. Look at the different kinds of music and discuss the questions.

classical rock hip-hop dance
country folk pop disco

- 1 Which of these kinds of music do you like/dislike?
I don't mind but I prefer.....
- 2 Have you always liked them or has your opinion about them changed?
- 3 Which is your favourite song / piece of music / singer / band?

Literature in mind

10 Read

- a** Look at the cover of the book and read the short summary of the story. Would you be interested in reading the book? Why / Why not?
- b** Read the text quickly and choose the best answer to the question.

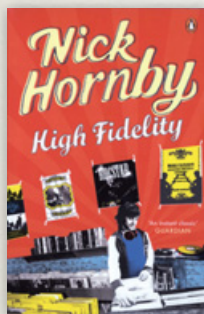
Why does the man return the record he bought?

- 1 He didn't like it.
- 2 He thought it was a different record.
- 3 Both reasons 1 and 2.



High Fidelity by Nick Hornby

Rob Fleming is a man in his 30s who owns a specialised record store in an unfashionable part of north London. He has two part-time assistants, Barry and Dick, to help him. The shop isn't doing well, and neither is Rob – his long-time girlfriend has just left him and he feels that everything is going wrong in his life. Will his business, and/or his life, improve?



Ever since I've had the shop, we've been trying to log a record by a group called The Sid James Experience. Usually we get rid of stuff we can't shift – reduce it to 10p, or throw it away – but Barry loves this album (he's got two copies of his own, just in case someone borrows one and fails to return it), and he says it's rare, and that someday we'll make somebody very happy. It's become a bit

of a joke, really. Regular customers ask after its health, and give it a friendly pat when they're browsing, and sometimes they bring the sleeve up to the counter as if they're going to buy it, and then say 'Just kidding!' and put it back where they found it.

Anyway, on Friday morning this guy I've never seen before starts flicking through the 'British pop S-Z' section, lets out a gasp of amazement and rushes up to the counter, clutching the sleeve to his chest as if he's afraid someone will snatch it from him. And then he gets out his wallet and pays for it, seven quid, just like that, no attempt to haggle, no recognition of the significance of what he is doing. I let Barry serve him – it's his moment – and Dick and I watch every move, holding

our breath; it's like someone has walked in, tipped petrol over himself and produced a box of matches from his pocket. We don't exhale until he's struck the match and set himself alight, and when he's gone we laugh and laugh and laugh. It gives us all strength: if someone can just walk in and buy The Sid James Experience album, then surely anything good can happen at any time.

[...]

The next morning the guy who bought The Sid James Experience album comes in to exchange it. He says it's not what he thought it was.

'What did you think it was?' I ask him.

'I don't know,' he says. 'Something else.' He shrugs, and looks at the three of us in turn. We are all staring at him, crushed, aghast; he looks embarrassed.

'Have you listened to all of it?' Barry asks.

'I took it off halfway through the second side. Didn't like it.'

'Go home and try it again,' Barry says desperately. 'It'll grow on you. It's a grower.'

The guy shakes his head helplessly. He's made up his mind. He chooses a second-hand Madness CD, and I put The Sid James Experience back in the rack.

C ▶ CD3 T10 Read the text again and listen. Answer the questions.

- 1 What do they usually do in the shop with things they can't sell?
- 2 Why has Barry got two copies of The Sid James Experience album?
- 3 How does the man react when he finds The Sid James Experience album in the shop?
- 4 Why do the three men in the shop laugh when the man buys the record?
- 5 How do the three men in the shop feel when the man brings the record back?

d Match the underlined words in the text with the definitions.

- 1 walking round the shop, looking at things
- 2 sell
- 3 using your fingers to go quickly through pages / lists / collections
- 4 discuss the final price of something (in a shop or market)
- 5 move, get rid of
- 6 slowly become something that you like, though you didn't like it at first
- 7 holding tightly
- 8 suddenly full of feelings of shock or worry

Discussion box

- 1 Do you buy music in shops, or only on the internet? Which kind of music shopping do you prefer?
- 2 Have you ever bought an album / CD / DVD that you didn't like when you got home? What did you do? Tell the others in your group.

11 Write

a Read the descriptions of three different types of writing and match them with examples A–C.

- 1 **Mini-saga** ☐
A mini-saga is a story of exactly fifty words. Like all good stories it must have a beginning, a middle and an end.
 - 2 **Limerick** ☐
A limerick is a humorous five-line poem with a special rhythm and rhyming scheme.
 - 3 **Haiku** ☐
Haiku is a traditional type of Japanese poetry. The poems are about everyday things and are usually three short lines which don't rhyme.
- A Curving up, then down.
Meeting blue sky and green earth
Mixing sun and rain.
- B She was crying as she took the skin off. This had happened many times before. It was agony every time she did it. She dried her eyes and put down the knife. This must be the last time – but on the other hand, her husband loved onions in his soup.

C There was an old lady from Crewe,
Who dreamed she was eating her shoe.
She woke in the night
And got quite a fright –
She found it was perfectly true.

b Which one do you like best? Why? Discuss your choice with a partner.

c Choose one or two of these writing types and try writing your own. Here are some tips to help you.

Mini-saga

- Think of a story (one you already know, or invent one). It shouldn't be very complicated, but it should have a beginning, a middle and an end.
- Write a first draft – remember, in the end you want exactly 50 words!
- Count the number of words in your first draft. If you have too many words, cut out adjectives; replace nouns with pronouns; use participle clauses instead of full verb forms (*Walking down the street, he saw ...* is shorter than *He walked down the street and then he saw ...*) If you have too few words, add some adjectives; add words like *then, next, suddenly, a few minutes later*.

Limerick

- The lines must rhyme in this sequence: AABBA.
- Lines 1, 2 and 5 have seven to ten syllables and rhyme with one another, lines 3 and 4 have five to seven syllables and also rhyme with each other.
- Remember there is a strong rhythm, like this:
da DUM da da DUM da da DUM
da DUM da da DUM da da DUM
da DUM da da DUM
da DUM da da DUM
da DUM da da DUM da da DUM
- Limericks usually begin with *There was a ... from ...*, but they don't have to!
- They should have a joke in the last line.

Haiku

- Choose a topic, for example *rain, traffic, old people, mountains*.
- Write three short lines. The first line usually contains five syllables, the second line seven syllables, and the third line five syllables. Very often, a haiku does not have any complete verb forms. Look at example A – only *-ing* forms are used.

d Swap texts with your classmates. Have fun!

- * Participle clauses
- * *Didn't need to / needn't have*
- * Vocabulary: geographical features
- * Vocabulary: travel verbs

1 Read and listen

- a** Match the names with the photos. What can you say about these places?

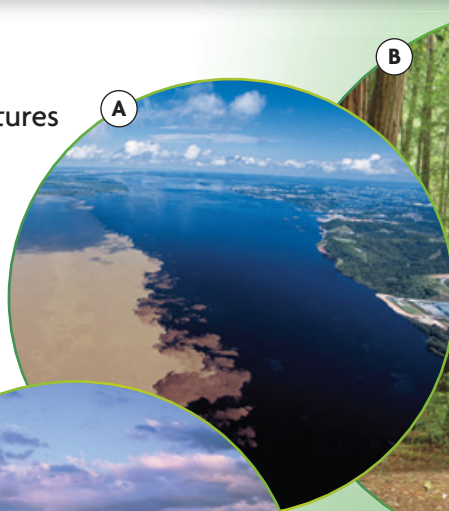
Muir Woods Ayers Rock
the Meeting of the Waters

- b** Read the texts quickly. Where do you think they come from? Write 1–3 in the boxes.

- 1 a travel guide
- 2 a travel blog
- 3 a work of fiction

He sat on the deck of the small river boat as it crawled along the ¹..... brown waters of the Amazon. The heat and the mosquitoes had become almost too much for them to bear. He'd have liked to have dived into the cool waters but he knew it was far too dangerous. Waving his hand in front of his face, Alan did what he could to keep the mosquitoes away, with ²..... effect. Here the waters were so wide that they could barely see the river banks. At times it felt as if they were at sea rather than on a river. Up ahead, Alan could see a wide bend in the river, and as the boat approached it, the crew members began to wave and to call him. Warily, he stood up and walked to the prow, where three of the men were pointing ³..... Then, as they rounded the bend, he saw it. As if ⁴..... by a magical hand, there was a line in the water – on one side, the brown water he had grown so used to, and on the other, water that was as black as night. It was the Meeting of the Waters!

Day 12 of our American adventure. Still in California, but not in San Francisco any more. Having seen most of the sights of San Francisco, and having spent five days in a city, we thought we'd maybe like to 'get back to nature' a bit, you know? It's a great city but we felt like we needed to relax a bit. So my dad hired a car and we headed north to come here and see Muir Woods (we drove over the Golden Gate to get here – how cool is that?!). Now, to be honest, I wasn't sure if I'd really be interested in seeing a whole load of trees, but I have to say the redwood trees here are pretty impressive. They're not the tallest trees in the world – that's the Sequoia trees, further south in California – but they're still pretty amazing. Mostly they're over 70 metres tall, though one of them apparently is 79 metres. And they're old, old, old! Mostly between 500 and 800 years old, but some are over 1,000 years old.



Ayers Rock, or Uluru to call it by its original aboriginal name, in central Australia, is nine km in circumference and rises an imposing 348 metres above a wide, sandy plain. The enormous size of the rock is astounding when you realise that about two-thirds of it is below the ground – that means there's double what we see above the ground underneath it. Depending on the position of the sun during the day, Uluru changes colour between shades of fiery red, delicate mauve, blue, pink and brown, and rainfall creates a silver veil over the entire rock. Watching the sunset, you feel in awe of the beauty of nature.

There is a tricky, 1.6 kilometre climb to the top of Uluru. However, the route goes over a sacred religious track of the Anangu people. They prefer visitors to respect their site by choosing the trails around and near Uluru, and not by climbing it.

c Read the texts again and:

- 1 underline three facts about Muir Woods.
- 2 underline three facts about Ayers Rock.
- 3 fill in the gaps in the text about the Meeting of the Waters with these words:

little muddy painted ahead

- d** ▶ **CD3 T11** Listen to the text about the Meeting of the Waters and check your answers to Exercise 1c, number 3.

2 Grammar

★ Participle clauses

- a** Look at the examples. For each sentence, say who or what is the subject of the verbs.

Watching the sunset, you feel in awe of the beauty of nature.

Having spent five days in a city, we thought we'd maybe like to 'get back to nature'.

- b** Match sentences 1 and 2 with the meanings a and b. Then complete the rule. Write *present* or *past*.

- 1 Reading the letter, I was very nervous.
- 2 Having read the letter, I was very nervous.
- a I felt nervous after I finished reading the letter.
- b I felt nervous at the same time that I was reading the letter.

RULE: We use a participle (the *-ing* form of the verb) when the action happens or happened at the same time as the main action.

We use the present participle of *have* + participle when the action happened before the main action.

- c** Join the two sentences to make one. Use participle clauses.

- 1 I was swimming past a rock. I saw a shark in the distance.
Swimming past a rock, I saw a shark in the distance.
- 2 She waved her hands. She tried to keep the flies away from her face.
- 3 You walk between the trees. You can see the sun coming through the branches.
- 4 The visitors watched the sunset on the rock. Then they walked back to their hotel.
- 5 The Amazon River travels 1000 km. Then it meets the Rio Negro.
- 6 The trees stand in the forest. They seem to be indestructible.
- 7 The man listened to the sounds of nature. He felt very alone.

LOOK!

The subject of the participle clause and the main clause must be the same.

Walking down the street, the sun was shining. ✗

This would mean, the sun was walking down the street!

Walking down the street, the boy kicked a stone. ✓

This means, the boy was walking down the street and the boy kicked the stone.

These clauses are more common in writing than in speaking.

3 Vocabulary

★ Geographical features

- a** Match the words with the pictures. Write 1–10 in the boxes.

- | | |
|----------------|--------------------|
| 1 a coral reef | 6 a mountain range |
| 2 a bay | 7 a cliff |
| 3 a lake | 8 a plain |
| 4 a canyon | 9 a glacier |
| 5 a waterfall | 10 a desert |



- b** ▶ CD3 T12 Listen and check your answers.

- c** Work in pairs. You have three minutes to think of as many famous examples of these features as you can.

4 Speak

There are many different lists of the Seven Wonders of the World. Work in pairs. Make your own lists of the:

- 1 Seven *natural* Wonders of the World.
- 2 Seven *man-made* Wonders of the World.

5 Listen

- a** Look at the picture. Describe as closely as you can what the picture shows. Say what has happened.



- b** ▶ CD3 T13 Listen to the first part of Michael's story. Mark the statements *T* (true) or *F* (false).

- 1 Peru was the only country Michael visited on holiday. ☐
- 2 They reached Machu Picchu by walking the Inca Trail. ☐
- 3 The train to Machu Picchu left early in the morning. ☐
- 4 There were lots of people on the train. ☐
- 5 Michael and his dad took suitcases on the trip. ☐
- 6 It was raining during the train journey. ☐
- 7 All the wheels of the train came off the rails. ☐

- c** ▶ CD3 T14 Listen to the second part of the story and take notes so that you can retell it later. Then work with a partner. Retell the story – take turns to say a sentence.

6 Grammar

*** didn't need to / needn't have**

- a** Look at the examples from the story and answer the questions.

We didn't need to take suitcases, because we were going back the same day.

We needn't have worried, because we got there OK.

- 1 Did they take suitcases with them?
Why / Why not?
- 2 Did they worry? Was it necessary?

- b** Complete the rule. Write *did* / *didn't do*.

RULE: When we use *didn't need to* (*do something*), it often means that someone something because it was not necessary.

When we use *needn't have* (*done something*), it means that someone something but in fact it was not necessary.

- c** Complete the sentences with the phrases in the box.

didn't need to buy needn't have bought
didn't need to phone needn't have phoned
~~didn't need to take~~ needn't have taken

- 1 The doctor said my cold wasn't serious, so I didn't need to take any medicine.
- 2 I took my umbrella on the walk, but the sun shone the whole time, so I it.
- 3 I bought a new coat, but I it because my old one was really OK.
- 4 I managed to do all the homework by myself so I any of my friends to help me.
- 5 I called Chloe to tell her about the party, but I her because she already knew.
- 6 I was going to buy a new camera but I one in the end, because my parents gave me one for my birthday.

- d** Complete the sentences with the verb in brackets. Use *needn't have* where possible. Otherwise, use *didn't need to*.

- 1 I was nervous about the exam, but I needn't have worried (worry) – it was easy!
- 2 I (get up) early yesterday, so I stayed in bed until 11 o'clock.
- 3 I took my coat with me, but I (take) it because it wasn't cold.
- 4 Thanks for the flowers, but you (bring) them.
- 5 The door was unlocked, so I (use) my key.
- 6 I asked him a question in an email, and I (wait) very long – he replied in thirty seconds.



7 Vocabulary

* Travel verbs

a Complete the sentences from the listening text in Exercise 5 with a preposition.

- I hear you had quite an exciting adventure while you were holiday.
- The train set early.
- Dad and I got the train and looked at the wheels.

b Complete the table of travel verbs with the words in the box.

cruise home car flight taxi bicycle

go for	a walk a ride (on a bicycle / a motorbike / a horse) a drive (in a car)
go on	a trip a journey holiday a ¹ <i>cruise</i> a tour
go away	for the weekend / a couple of days / a few days...
get	there to [London]
get back	² / to [the hotel]
get in / out of	a car a ³
get on / off	a plane a bus a boat a ⁴ a motorbike a horse
leave for	[Manchester] = start a trip/journey to a place
set off	= start a trip / a journey
take off	= start a ⁵
drive off	= start a journey by ⁶
ride off	= start a journey on a bicycle / a motorbike / a horse

c Complete the sentences with the correct verb in the correct form.

- She *got in* her car and off.
- Yesterday we for a really long walk. We off at eight and back home at four.
- Last week we on a trip to New York. The plane off at six in the evening and we got there at four the next morning.
- He on his motorbike and off.
- A: Where are you on holiday this year?
B: Well, we might on a cruise to Norway.
- When we to Rome, there was a guided tour of the city but we decided not to on it.
- A: Have you got any plans for the weekend?
B: Yes, we're for a couple of days.
- I love the ending of western films, when the hero on his horse and into the sunset!

Vocabulary bank Turn to page 116.

Get it right! Turn to page 121.

8 Pronunciation

* /ɪ/ *sit* and /i:/ *seat*

▶ CD3 T15 and T16 Turn to page 111.

9 Speak

a Work in pairs. Think of an interesting trip you have gone on.

Take it in turns to ask questions about your partner's trip. You have three minutes each. Make notes.

b Tell the story of your partner's trip. Your partner can interrupt to make any corrections or to give more information. Then change roles.

10 Speak and listen

a You are going to listen to a song called *Over the Rainbow*. Read through the lyrics quickly and choose which sentence best describes how the singer is feeling.

- 1 The singer is quite happy with his life but would like to be a bit more adventurous.
- 2 The singer believes there is a better place for him but is not sure how to get there.
- 3 The singer is depressed and sees no hope for his life.

b ▶ CD3 T17 The underlined words are wrong. Listen and correct the mistakes.

c Complete the sentences with phrases from the song. They all refer to position.

- 1 They live in beautiful house the sea.
- 2 Can you see that kite in the sky.
- 3 Don't worry. They'll never catch us now. They're too

d Write a short description of your idea of paradise.

Discussion box

- 1 Think of possible reasons why the singer feels the way he does in the song.
- 2 Do you have a place you can visit in your mind when you're not feeling so happy? Describe it.

Over the Rainbow

by the cast of *Glee*

Somewhere over the rainbow
way up high
there's a place
that I thought of
once in a lullaby

Somewhere over the rainbow
seas are blue
and the things
that you dare to dream
really do come true

Someday I'll wish upon the moon
and wake up
where the rain is far behind me
Where problems melt like lemon drops
high above the chimney tops
that's where you'll see me

Somewhere over the rainbow
red birds fly
butterflies fly over the rainbow
why then, oh why
can't I?





Did you know...?

Glee is a US musical comedy television series which quickly became a hit all over the world. The show tells the story of an enthusiastic Spanish teacher in an American high school who decides to take on the school's singing group and transform it into a success. He encourages a group of misfit students to join the group and discover their musical talents. Each episode follows a theme and the *Glee* members sing songs related to the topic. *Over the Rainbow*, which was originally made famous by Judy Garland in the film *The Wizard of Oz*, was chosen as the show's finale for the first series of the show.

11 More speaking

- a** Look at the photos. Make a list of adjectives to describe each one. Compare with a partner.



- b** Which picture do you think these people might be talking about? Give reasons for your answers.

- 1 'It would be great for a holiday, maybe a week or two. But I wouldn't want to stay any longer. I think I'd just get bored.'
- 2 'It would be the perfect place to write my autobiography!'
- 3 'I'd love to live somewhere like this while I'm young. Imagine the fun you could have. But I'm not sure I'd want to bring up children there.'
- 4 'It's just one of those places you have to visit before you die.'
- 5 'I wouldn't want to go there even on holiday. Just think of all the insects!'

- c** Work in small groups.

- 1 Say what you think about each of the places in the photos.
- 2 Agree on a list of five places you have to see before you die.

11 Write

- a** Read through the composition quickly. What is the writer's favourite place?
- b** Read the composition again.
- 1 What aspects of the room does the author focus on? What do these things tell us about the author?
 - 2 The author asks two questions. What is the effect of these questions?
- c** To make your descriptive writing more interesting, make notes about the object you want to describe. Then experiment with different ways of combining this information until you reach the sentence you are most happy with.
- Read the notes and combine the ideas to make sentences. Look back at the text and compare your sentences.
- tiny beach in Cornwall / family vacations / summer holidays – went on for ever
 - grandparents' cottage in the country / garden with lots of flowers / birds singing all the time
 - posters on wall / mostly pop stars / change them every few months
- d** Choose three objects. Use this technique to write a couple of sentences about each one.
- e** Write about your favourite place in the whole world. Describe it and say why it is special to you.

My favourite place

There are many places that are special for me: a tiny beach in Cornwall where we used to spend family vacations during the endless summer holidays; my grandparents' country cottage with its garden full of wild flowers and birdsong; a photo in my geography textbook of a mountain scene in Switzerland, which I've only ever visited in my daydreams. All of these places have been special to me in their own way at various times in my life, but there is one place that has always been there for me, a place that I visit every day – my bedroom.

On the surface, my bedroom is pretty much like any other bedroom. It's got a door, a window and, of course, a bed. It's an unusual colour, though: bright red, like the red of a big, juicy tomato. I had a huge argument with my parents about the colour. They wanted me to paint it green because it would be good for my concentration.

I told them red would be good for my imagination. I won and they even let me paint it myself. That was fun. Of course, another reason I love my bedroom is because it's where I keep all my things. I generally like to keep them all over the floor and under the bed – something else my parents and I occasionally disagree over.

What else can I tell you about my room? There are posters on the wall, usually of pop stars, that tend to get changed every few months. There's a small desk and a chair beneath a window that overlooks the street below. Looking out of the window, I can spend hours watching the world go by while I pretend I'm working. And that's really all there is to say about it. So why do I like it so much? Well, because it's mine. It's a place I can escape to whenever I want. A place where I can be alone with my thoughts or share a joke with friends while we listen to music. It's the place where I do most of my thinking and have most of my ideas.



Check your progress

1 Grammar

a Rewrite the sentences/questions.

- What's his name? I don't know.
I don't know what his name is.
- How many people were there at the party?
Do you know?
.....
- Where's the post office? Could you tell me?
.....
- When does the concert start? Let's find out.
.....
- Who did the teacher say was responsible?
I don't know.
.....

4

b Join the two sentences to make one.

- He smiled to himself and wrote the letter at the same time.
Writing the letter, he smiled to himself.
- He wrote the letter. Then he posted it.
Having written the letter, he posted it.
- She looked out of the window and thought about her father at the same time.
.....
- They climbed the mountain. Then they sat down to look at the view.
.....
- He swam across the lake. Then he collapsed on the shore.
.....
- We saw the *Aurora Borealis* and gasped in amazement at the same time.
.....

4

c Write sentences with *didn't need to* or *needn't have*.

- We took raincoats but they weren't necessary.
We needn't have taken raincoats.
- It wasn't raining, so we didn't take our raincoats.
.....
- I studied all weekend but the test on Monday was cancelled.
.....

- There was no test, so I didn't study at the weekend.
.....

- We didn't cook any food because there was a restaurant.
.....

4

2 Vocabulary

a Mark the sentences *T* (true) or *F* (false). Correct the false statements.

- Instrumental music is music that doesn't have singing. T
- When you whistle or hum along to a song, you sing the words.
- Another way of describing music with a good rhythm is to say it's got a good beat.
- When you can't get a song out of your head, you can't stop singing it.

3

b Match the words in the box with the sentences.

range glacier lake plain bay
coral reef canyon

- A part of the coastline where the sea is surrounded by land on three sides. *bay*
- A large area of fresh water surrounded by land.
- A very large piece of ice that moves down a valley.
- A rock-like ridge made up of tiny skeletons of marine animals under the surface of the sea (two words).
- The Andes is a mountain in South America.
- A large flat area of land.
- A narrow valley with steep sides.

6

How did you do?

Check your score.

Total score			
21	Very good	OK	Not very good
Grammar	9 – 12	5 – 8	less than 5
Vocabulary	7 – 9	4 – 6	less than 4

- * Passive report structures
- * Vocabulary: health and medicine
- * Vocabulary: feelings

1 Read and listen

- a** What do you know about animals' behaviour when they are ill?
- b** Read the article quickly and find out:
- 1 which places are mentioned in the text.
 - 2 what similarities scientists noticed between humans taking medication and the chimpanzee Hugo eating the leaves of certain plants.



When animals are ill

According to recent research in biology, chimpanzees in the wild are thought to choose certain herbs and use them as medicines when they are not feeling well. After studying how chimpanzees eat the leaves of specific bushes and trees in Tanzania, two scientists, Paul Newton of the University of Oxford and Toshisuda Nashida of the University of Kyoto, concluded that there are striking similarities between how these animals eat these plants and how humans take their medicines.

Until recently, only humans were believed to be able to make intelligent decisions when it comes to curing illnesses. But that was before the two scientists carried out their research in the Gombe National Park in Tanzania. They noticed that a chimpanzee they called Hugo was behaving differently from the other animals. He was picking the leaves from a bush that does not usually make up part of the chimpanzees' diet. The bush is called aspilia, and it has very sharp leaves, which is precisely why chimpanzees don't usually eat them.

What was surprising was the way Hugo ate the plant. He not only picked it very carefully, he also rubbed the leaves before he put them in his mouth, and then he kept them in his mouth for a little while before he swallowed them. This is exactly how humans take medicine! What was even more surprising for the scientists, though, was that the very same plant that the chimpanzee selected is known to be used by local people as a medicine when they feel unwell!

Newton and Nashida were also surprised to find that when chimpanzees take this 'medicine', they only do so in the morning, whereas normally they would feed in the

afternoon. They believe that they do this because the level of medication in their body has decreased overnight. Another explanation is that these wild animals look for the juice of this bitter plant for the same reason that humans drink a cup of coffee in the morning – to help them wake up and give them energy!

In her book, *Wild Health: How Animals Keep Themselves Well and What We Can Learn From Them*, author Cindy Engel gives several other examples of how animals treat health problems. According to her, it's not only plants they use as medication. Elephants in western Kenya, for example, are said to go regularly at night-time to a cave on the side of Mount Elgon, an extinct volcano. Once they are in the cave, they use their tusks to break off parts of the soft rocks, crunch them in their mouths, and then swallow them. For a long time, little was known about the reasons for this behaviour, but recently scientists have discovered that the rocks contain a high level of sodium, which is needed to help neutralise the toxins that elephants are known to take in with their plant diet. The behaviour of these elephants and of other animals shows that they have developed amazing abilities to care for their own health – without any doctor having told them what medication to take!

Discussion box

- 1 What conclusions do you draw from reading this article?
- 2 Would you like to be a scientist studying animal behaviour? Why / Why not?

C ▶ CD3 T18 Read the text again and listen.
Tick the correct answers.

- 1 Newton and Nashida believe that animals eat plants in a similar way to how humans take medication,
 - a but the behaviour they noticed among chimpanzees did not confirm this. ☐
 - b but they have not been able to draw conclusions about their behaviour yet. ☐
 - c after carefully studying their behaviour and drawing their conclusions. ☐
- 2 Asplia is a plant that chimpanzees
 - a often eat because of its delicious leaves. ☐
 - b are only thought to eat for certain reasons. ☐
 - c never eat because its leaves are sharp. ☐
- 3 The fact that asplia is also used by humans for medical reasons
 - a shows scientists that chimpanzees are more often ill than humans. ☐
 - b is something that scientists did not initially expect. ☐
 - c shows scientists that humans and animals have similar knowledge about illnesses. ☐
- 4 The conclusion that chimpanzees use these plants for medical reasons
 - a is the only possible explanation these scientists have for their behaviour. ☐
 - b is one of two possible explanations these scientists have for their behaviour. ☐
 - c is one of several possible explanations these scientists have for their behaviour. ☐
- 5 Sodium has a certain chemical effect that helps elephants in Kenya
 - a to digest some of the poisonous plants they eat. ☐
 - b to sharpen their tusks when they break off the rocks. ☐
 - c to eat the soft rocks they find in a cave in Mount Elgon. ☐

2 Grammar

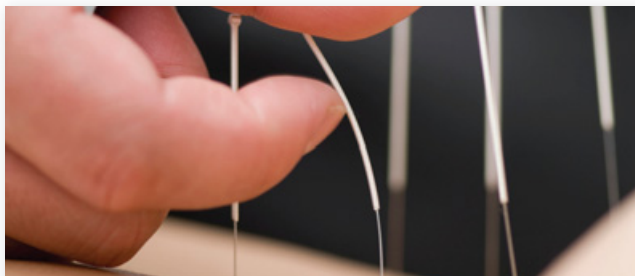
* Passive report structures

- a** Find and underline sentences in the text which mean the same as these sentences:
 - 1 Experts think that chimpanzees in the wild choose certain herbs...
 - 2 Experts know that local people use...
 - 3 Experts say that elephants in western Kenya go regularly...
- b** Compare the sentences in Exercise 2a with the sentences in the text. What difference is there in the form of the verbs *think*, *know* and *say*?
- c** Rewrite the following sentences, using passive report structures.
 - 1 Experts think animals have very strong instincts.
Animals are thought to have very strong instincts.
 - 2 People say animals can do many things that we have no idea about.
Animals lots of things that we have no idea about.
 - 3 Experts know some animals eat only certain plants.
Some animals only certain plants.
 - 4 Experts believe certain animals can make very intelligent decisions.
Certain animals very intelligent decisions
 - 5 Scientists say dolphins are among the most intelligent creatures.
Dolphins among the most intelligent creatures
 - 6 People know dogs behave in very strange ways when they are ill.
Dogs in very strange ways when they are ill.
 - 7 Experts believe that different animals have different ways of communicating with each other.
Different animals ways of communicating with each other.
 - 8 Experts say lots of animals are dying out every year.
Lots of animals out every year.

3 Read

a Read the text quickly. Is this:

- 1 a newspaper article?
- 2 an advertisement?
- 3 a blog?



There IS an alternative

You probably have a basic understanding of how modern medicine works: people have a yearly check-up, take medicine when they're sick, are operated on if they have certain diseases, and so on.

But in recent years other approaches to healing have grown in popularity. There are many 'alternative' techniques which come from all over the globe and which have been around for thousands of years.

The term 'alternative medicine' is used to describe healing treatments that are not part of conventional medical training — like acupuncture, massage therapy or herbal medicine.

Eastern countries have a long-standing tradition of using alternative medicine. And now, patients in Western countries are becoming more interested in alternative techniques and have been asking about them. As a result, many Western medical schools are starting to teach these medical techniques and theories.

If you have a problem and conventional medicine isn't helping — get in touch with us. We can help. There IS an alternative.

The Alternative Medicine Centre:
0801 732 732

b Read the text again and answer the questions.

- 1 Where does 'alternative medicine' come from?
- 2 What examples are given of medical training that is different from what most doctors learn?
- 3 Why are many Western medical schools now teaching these techniques?

4 Vocabulary

* Health and medicine

a ▶ **CD3 T19** Match definitions 1–10 with expressions a–j. Then listen and check.

- 1 to cut someone's body open to repair, remove or replace a damaged part ☒
- 2 a medicine or drug that stops you from feeling pain ☐
- 3 to become well again ☐
- 4 a drug that makes you (or a bit of you) sleep during an operation ☐
- 5 a special room in which people are operated on in a hospital ☐
- 6 a doctor's judgement about what problem or illness a patient has ☐
- 7 to experience physical or mental pain ☐
- 8 a doctor who has special training to carry out operations ☐
- 9 a sign of illness in the body ☐
- 10 a medical examination to test your state of health ☐

- | | |
|---------------------------|---------------------|
| a a surgeon | e a symptom |
| b an operating theatre | f a diagnosis |
| c to operate on (someone) | g an anaesthetic |
| d a check-up | h a painkiller |
| | i to suffer (from) |
| | j to recover (from) |

b Read the sentences and complete them with the correct form of the words from Exercise 4a.

- 1 If she is worried about her health, she should see a doctor and get a thorough check-up.
- 2 My father was his leg a week ago, but he's already in great shape again.
- 3 Claire's father will be operated on by a who specialises in knee joints.
- 4 A: Will he have to have when they operate on his toe?
B: No, I don't think so. The doctor said will do!
- 5 She had very bad flu. It took her almost three weeks to from it.
- 6 The doctor hasn't given her the yet, but she doesn't think she's seriously ill.
- 7 Sandra from terrible headaches at the moment.

5 Pronunciation

★ /n/ *thin* and /ŋ/ *thing*

▶ CD3 T20 and T21 Turn to page 111.

6 Listen

a ▶ CD3 T22 Listen to Dan and Joanna talking about flower remedies. Match the flowers 1–6 with the problems a–f.

- | | |
|---------------|--|
| 1 heather | a feeling like there's no hope for the future |
| 2 honeysuckle | b feeling very frightened all the time |
| 3 rock rose | c always living in the past, feeling nostalgic |
| 4 violet | d being very self-centred |
| 5 gorse | e feeling exhausted a lot of the time |
| 6 olive | f often feeling proud of yourself |

b ▶ CD3 T22 Listen again and mark the statements *T* (true) or *F* (false). Correct the false statements.

- | | |
|---|--------------------------|
| 1 Dan is taking medicine because he's very tired. | ☐ |
| 2 Dan doesn't believe in flower remedies. | ☐ |
| 3 Flower remedies are more for curing the mind than the body. | ☐ |
| 4 You take a flower remedy by adding drops of water to it. | ☐ |
| 5 There are more than 40 flower remedies. | ☐ |

7 Vocabulary

★ Feelings

a Match the adjectives 1–6 with the definitions a–f.

- | | |
|-----------------|---|
| 1 panicky | a not paying attention |
| 2 homesick | b thinking a lot about the past and imagining that it was better than the present |
| 3 inattentive | c worried or frightened |
| 4 absent-minded | d wishing you were at home |
| 5 over-anxious | e tending to forget things because you are thinking about other things |
| 6 nostalgic | f too worried about something |

b Complete the sentences with adjectives from Exercise 7a.

- He was so that he didn't notice that he'd left his umbrella on the bus.
- When I travel, if I get a bit, I just phone home. It's so easy these days.
- Her children make a lot of noise in the garden, but she doesn't notice. She's completely
- My parents are always talking about when they were young – they're so about the past.

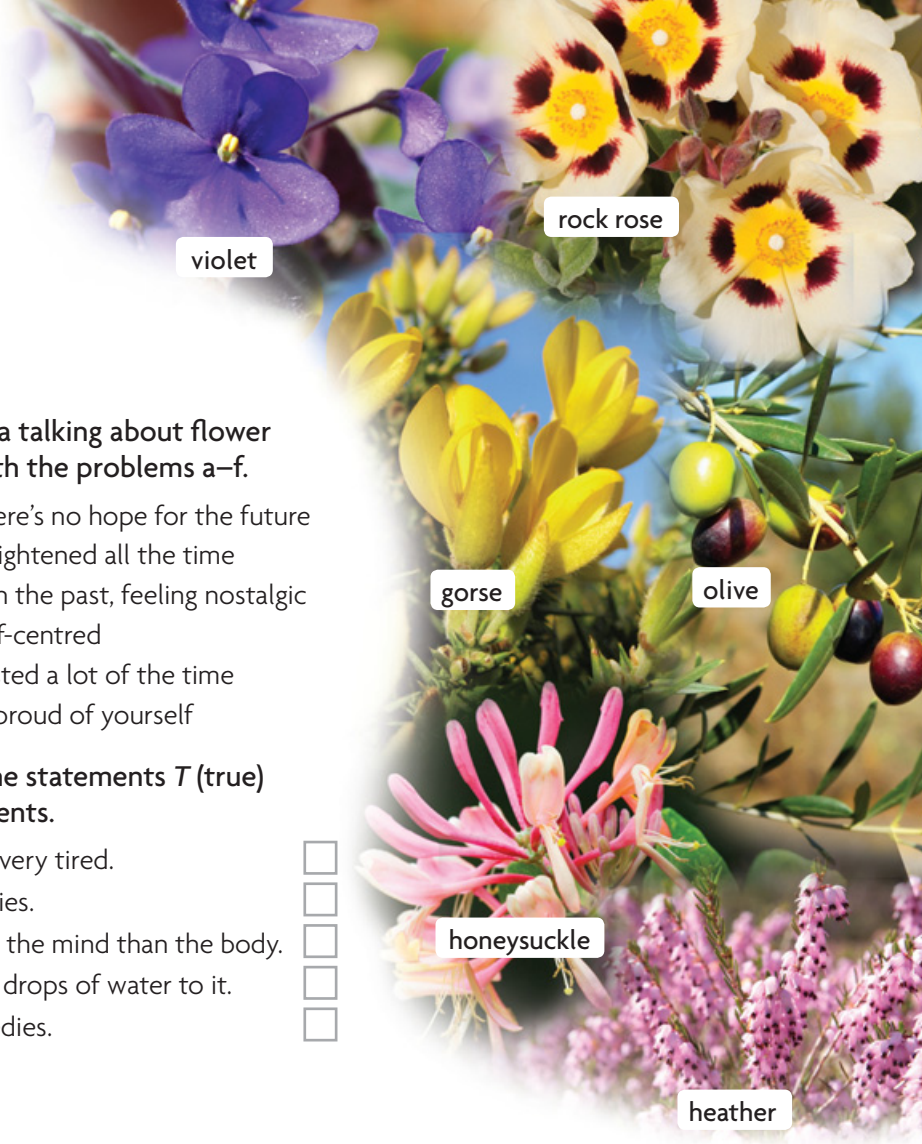
Vocabulary bank Turn to page 117.

8 Speak

a Work with a partner. Discuss the questions.

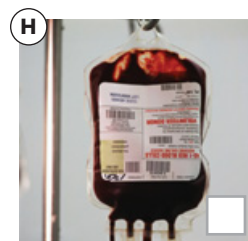
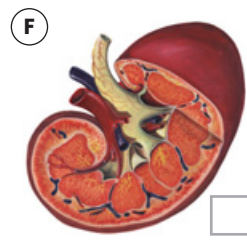
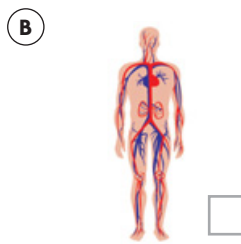
- What do you think about flower remedies? Do you think they work?
- Can you think of two friends or members of your family who have problems? How do they feel?
- Which flower remedies do you think might help?

b Now discuss your ideas with another pair.



9 Read and listen

- a** Look at the eight pictures (A–H). Say what you can see in each one.
- b** Read the text quickly and check your ideas. Match the pictures with the paragraphs in the text.



Great breakthroughs in medicine

In the 21st century, we are used to hearing news of yet another medical breakthrough – an advance that cures or prevents a disease or makes a treatment more effective and thus saves lives. But of course there have been other times in history when discoveries and breakthroughs were made that, though less frequent, were just as important. For example, when did we first have vaccines? When did organ transplants start? How long have we had X-rays? Read our timeline and find out about eight events which we think were truly groundbreaking – but remember, this is just a selection, you can probably think of others.

- 1 In 1628 in England, William Harvey published a book describing how blood is pumped throughout the body by the heart and then returns to the heart and circulates again. The book was very controversial, but it soon became the basis of all modern research on the heart and blood.
- 2 In 1796, William Jenner was the first person to use vaccination to prevent disease. When he gave a very small dose of cowpox to an eight-year-old boy, the boy did not get smallpox (a deadly disease at the time) when he was exposed to it. We now have vaccinations against hundreds of diseases, including killers like cholera and typhoid.
- 3 In 1816, René Laënnec invented the stethoscope in Paris. It was made of wood. From then on, doctors could detect chest diseases, and the stethoscope is still widely used today, though now they are usually metal. There are also electronic versions.
- 4 In the 1870s, Louis Pasteur was at the forefront of research into how germs carry disease. He is perhaps best remembered for inventing a way to kill microorganisms in milk that could cause disease, a process that is called pasteurization.
- 5 1895 was the year that Wilhelm Röntgen invented the X-ray, which now of course is commonly used to detect problems not only with bones but also with organs like lungs. X-rays are problematical because they use radiation, but it is hard to imagine modern medicine without them.
- 6 Blood transfusions help to save thousands of lives every day, but it was only in 1907 that the first successful and safe one was performed, using what was then a new technique of classifying blood into different types (A, B, O and so on). Before then, transfusions had frequently not worked because not enough was known about complications in mixing different blood types.
- 7 In 1953, Englishman Francis Crick and American James Watson announced to the world that they had found the structure of the DNA molecule, the basis of all life. From this discovery, hundreds of medical advances have been made possible, including some in the treatment of cancer and AIDS. (There have also been uses for DNA in other walks of life, including crime resolution.)
- 8 In 1954, the first kidney transplant between humans was carried out in the USA by Joseph Murray. It was between two men who were identical twins. From that beginning, transplants of other human organs, such as the liver and the heart, were developed, and they are now fairly commonplace.

Discussion box

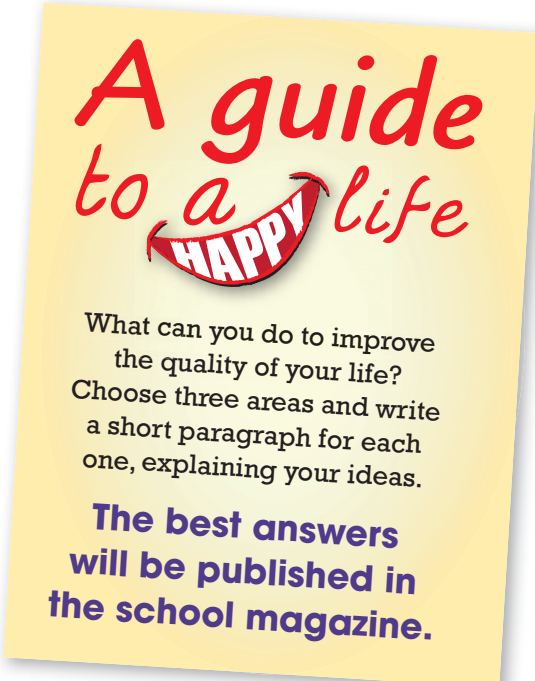
- 1 Which of the eight breakthroughs do you think was the most significant? Why?
- 2 What medical breakthrough would you like to see happen next?
- 3 Medical discoveries are often very controversial. Give an example and reasons.

C ▶ CD3 T23 Read the text again and listen. Mark the statements *T* (true) or *F* (false).

- | | | | |
|--|--------------------------|---|--------------------------|
| 1 Some people did not agree with what Harvey said in his book. | ☐ | 5 X-rays are completely safe. | ☐ |
| 2 Smallpox, cholera and typhoid can all kill people. | ☐ | 6 The first-ever blood transfusion was performed in 1907. | ☐ |
| 3 Wooden stethoscopes are widely used today. | ☐ | 7 Crick and Watson invented DNA. | ☐ |
| 4 Pasteurization is a process that makes milk safer. | ☐ | 8 Joseph Murray was the first man to receive a kidney transplant. | ☐ |

10 Write

a You see this poster on the school noticeboard and decide to enter the competition. First brainstorm some ideas. Read the list below and add more ideas of your own.





b Read the paragraphs below quickly. Which of the brainstorming ideas in Exercise 10a do they talk about?

People often don't do what they really want to because of a fear of failure. You don't apply for a job in case you don't get it. You don't perform at the school concert because others might laugh at you. A lack of confidence can cause a lot of misery.

The secret to overcoming this problem is learning to believe in yourself. This might be easier said than done, but there are many things to help you do this. Talk about your problem with a friend or look for advice on the internet. Visualise yourself being successful and practise breathing techniques to keep you calm when you get nervous. And the most important thing is: believe you can do it. When you've learned to do that, you're well on your way.

c Topic sentences are used at the beginning of a paragraph to introduce the ideas that are going to be expressed in it. Underline the two topic sentences in the model text.

d You can often make your writing more interesting by giving examples. Look back at the model text and underline the examples it contains.

e Now write two more paragraphs of your own for the competition.

- * Clauses of purpose: *to / in order to / so as to*
- * Result clauses with *so / such (that)*
- * Vocabulary: reacting to films



1 Read and listen

a Work in pairs. Discuss why you think people enjoy watching films so much.

b Read the text quickly and choose the best title.

- 1 Film stars have problems too
- 2 Films help unlock emotions
- 3 Watching films helps you relax

c ▶ **CD3 T24** Put these phrases into the correct places in the text. Then listen and check.

- a hoping to discover why she couldn't find happiness
- b despite having a high-powered job in London
- c from criminals in prison to patients in hospital
- d in a world she doesn't understand
- e without the need for a big argument
- f bringing them to the surface like a magnet,

d Read the text again and answer the questions.

- 1 How does film therapy work?
- 2 How did Bernie Wooder use the films *Ghost* and *Rocky* to help people?
- 3 What film did Bernie Wooder suggest for Bette and how did it work?
- 4 Why are black and white films good for film therapy?

Movie therapy

Problems at school? Finding it difficult to get on at home?

The answer to these problems could be as simple as sitting down to watch a DVD. At least, that is what the psychotherapist and film fan Bernie Wooder believes. He is so passionate about the healing power of films that he is pioneering the use of 'movie therapy' in Britain, and has just written a book explaining how it works. It involves finding a film that relates to someone's problem, then discussing the feelings it causes.



'Movie therapy is so powerful because it accesses feelings and emotions quickly, ¹,' explains Wooder. 'Films provide role models, clarify relationship issues, identify problems and solutions, inspire and motivate.'

Wooder, 68, has prescribed films such as *Rocky* (to help a businessman overcome his insecurity) and *Ghost* (to come to terms with death). One of Wooder's patients who responded very well to film therapy was Bette, a woman in her thirties who, ², lived in a permanent state of depression and she felt she wasn't good enough for anything. So, ³, she went to Wooder. He advised her to rent a DVD of Alfred Hitchcock's 1940 psychological thriller *Rebecca*.

Hitchcock's film tells the story of a shy young woman who marries a wealthy, sophisticated man called Maxim de Winter, and finds herself living in the shadow of his first wife, the beautiful, lively Rebecca. The second Mrs de Winter feels increasingly lonely, unattractive and out of her depth,

⁴



After watching the film several times, Bette realised she had always felt second best – first to her younger sister, and more recently to her husband's first wife.

Bette persuaded her husband to watch the film with her in order to show him how she felt. They were really able to communicate,

⁵

Wooder feels that film therapy has plenty more to offer. 'We're only at the beginning of what movie therapy can really do,' Wooder says. 'It could be used on everyone, ⁶

But which films should you watch? 'Old black and whites are very good at calming people down because they conjure up nostalgia and innocence,' says Wooder. And it's not just about the feel-good factor. 'That ends when the film is over,' says Wooder. 'It's what the film leaves you with that counts.'

Discussion box

- 1 Do you go to the cinema often, and if so, does it help you feel good?
- 2 Do you think film therapy will be popular? Why / Why not?

2 Grammar

★ Clauses of purpose: *to / in order to / so as to*

- a** Look at the examples. Then complete the rule.

- 1 Wooder prescribed *Rocky* to help a businessman overcome his insecurity.
- 2 Bette persuaded her husband to watch the film with her in order to show him how she felt.
- 3 She didn't want to talk to her husband so as not to pass her problems on to him.

RULE: We can use the *to* infinitive to talk about purpose. In more formal language, or in writing, we can use or + the verb.
To make these expressions negative, we put *not* immediately before the word

- b** Match the questions with the answers. Add *not* to the answers where it is needed. Then rewrite the question and answer as one sentence.

- 1 Why do people go to therapists?
People go to therapists in order to get help with their problems.
 - 2 Why did she cry a lot?
 - 3 Why did they go to the supermarket?
 - 4 Why did she arrive early?
- a So as to miss the beginning of the show.
b In order to get help with their problems.
c So as to run out of food over the weekend.
d In order to release her emotions.

3 Grammar

★ Result clauses with *so / such (that)*

- a** Complete the sentences with the phrases in the box. Use the text to help you.

such strong feelings so passionate

- 1 Bette had of inferiority that she felt she wasn't good enough for anything.
- 2 He is about the healing power of films that he is pioneering the use of 'movie therapy' in Britain.

- b** Complete the rule. Write *so* or *such*.

RULE: In order to show how one thing is the result of another, we can use: + adjective / adverb + (*that*) or (+ *a / an*) (+ adjective) + noun / plural noun + (*that*)



LOOK!

The word *that* can be left out, but we usually keep it in.

- c** Join the two sentences to make one. Use *so* and *such*.

- 1 We were late. We had to take a taxi.
We were so late that we had to take a taxi.
- 2 It was a moving film. I almost cried.
- 3 They were very bored by the film. They fell asleep.
- 4 He's a bad actor. You feel like laughing when you watch him.
- 5 Film therapy is effective. Many people overcome their problems.

- d** Make sentences that are true for you, using the phrases in the box. Compare sentences with a partner.

such a long time such good friends so tired
so easily so happy such bad weather
such a lot of homework such a big mistake
so often so angry

I was so tired last weekend that I didn't do anything at all.

Get it right! Turn to page 121.

4 Pronunciation

★ Word stress in multi-syllabic words

▶ CD3 T25 Turn to page 111.

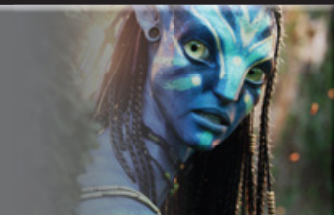
5 Speak

- a** Read the film descriptions. Have you seen any of the films? What kind of film do you think each one is? Choose from the types in the box.

epic horror comedy fantasy
thriller romantic cartoon
science fiction

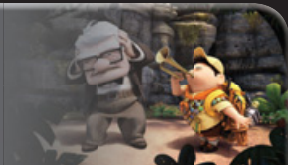
Avatar:

Sam Worthington plays Jake, a human who falls in love with an alien on a faraway planet. Conflicts arise as the two worlds collide and Jake must decide whose side he's on.



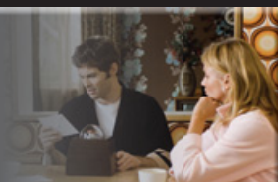
Up:

After the death of his wife, an old man attaches thousands of balloons to his house and takes it high into the sky on the adventure he has been waiting for all his life.



The Box:

A couple find a box on their doorstep. Inside is a button. If they press it they will get \$1 million but someone they don't know will die. But what will the consequences be? Something more terrible than they can imagine.



Where The Wild Things Are:

After having an argument with his mother, nine-year-old Max runs away to an island inhabited by large furry monsters who decide to make him their king. But after a while Max grows tired of his new friends and all their fighting.



- b** Work with a partner. Read about these people with problems. They want to try film therapy. Which film would you recommend for each person? Explain why.

- Nathan lives only for himself. He does whatever he likes whenever he likes and he never thinks about how his actions might affect others. He is starting to realise that he's not as popular as he thought he was.
- Dan is finding it difficult to balance what his parents expect from him and who he is when he is with his family. He'd be happier living with another family.
- Jane has watched her three children grow up and leave home. She feels there is nothing for her to do any more and that her life has very little meaning or purpose.

- c** What other films would you recommend to each of these people?

6 Listen

- a** Look at the scene from the film *The Beach*. How does it make you feel?

- b** ▶ **CD3 T26** Listen to the conversation between two friends. Mark the sentences *T* (True) or *F* (False).



- The story is about a girl who is 20. ☐
- Bernie suggested she watched *The Beach*. ☐
- It was one particular scene that made the girl upset. ☐
- After watching the film, the girl felt dissatisfied with her life. ☐
- The girl wanted to leave her boyfriend and go to Thailand. ☐
- When Bernie asked why the film had affected her so much, she couldn't explain it at first. ☐
- The girl had gone straight from school to university. ☐
- The girl went to Thailand for a holiday. ☐

- c** What film have you seen that had a really powerful effect on you? Tell your partner about it.

7 Vocabulary

★ Reacting to films

a Read the quiz and fill in the spaces with the words in the box.

exciting ~~funny~~ sad scary

WHAT KIND OF FILM GOER ARE YOU? Do our film goer's quiz and find out!

1 The hero gets up to make a wedding speech but he trips over and falls face first into the wedding cake.

- a You *fall about laughing*. ☐
- b You *chuckle* to yourself. ☐
- c You can't understand what's so ¹ *funny* about the scene. ☐

2 The hero is slowly dying in her bed. In her arms she's holding her young son. With her final words she tells her son how much she loves him and asks him to look after the family.

- a You *cry your eyes out*. ☐
- b You're determined not to cry, so you *bite your lip*. ☐
- c You can't understand what's so ² about the scene. ☐

3 The hero thinks he's being chased through a dark house by a monster. Suddenly the monster appears in front of him.

- a You *scream* and *jump out of your seat*. ☐
- b You don't see it because you've already closed your eyes. ☐
- c You can't understand what's so ³ about the scene. ☐

4 The hero is fighting lots of giant spiders when her gun runs out of bullets.

- a You *are on the edge of your seat*. ☐
- b You want to watch but you *can't stop yawning* because you're so tired. ☐
- c You can't understand what's so ⁴ about the film. ☐

b Do the quiz. Then check your scores on page 126.

c Look at the expressions in *italics*. Which means:

- 1 something you do when you are tired but trying not to fall asleep? *can't stop yawning*
- 2 to laugh a lot?
- 3 to make a loud noise when you are scared or surprised?
- 4 to cry a lot?
- 5 to laugh quietly?
- 6 something you do when you are trying to stop yourself from crying?
- 7 something you might do when you are very excited by a film?
- 8 something you might do when you are suddenly surprised?

Vocabulary bank Turn to page 117.

d Complete the sentences with the expressions from the quiz in Exercise 7a.

- 1 I was bored out of my brain, and I couldn't *stop yawning* all the time.
- 2 I didn't hear him come in, and I nearly seat.
- 3 It was so sad – I cried out.
- 4 I didn't want him to see me upset so I
- 5 It was a great joke and we all laughing!
- 6 I was so excited that I was on seat.

What's so funny?

8 Read and listen

- a** ▶ **CD3 T27** Why do Amy and Lily laugh when Jack and Nick arrive?
Read, listen and check your ideas.



Amy: Hmm, I'm so tired. Been revising too much, I think.

Lily: Me too. Let's take a break. We could watch a film together later.

Amy: Could do. But, what do you mean? At the cinema or shall we rent a DVD or something?

Lily: I'm easy. Depends what's on and what kind of thing you want to see.

Amy: Oh, I'm not bothered really. Whatever. I just love films.

Lily: Anything, as long as it's good?

Amy: Yeah.

Lily: That's my motto too. Though I'm kind of into suspense movies. You know, thrillers, things to make you bite your nails!

Amy: Me too. There was one on TV the other night, ah, what was it called? It's on the tip of my tongue. It's a pretty old film. It's about four guys from the city going on a weekend fishing trip on a river somewhere. Oh, I remember now – it's called *Deliverance*.

Lily: Oh yeah, that rings a bell. But I don't think I've seen it.

Amy: You should! I mean, if you want scary, it's seriously scary! I was on the edge of my seat the whole time.

Lily: Why? What happens?

Amy: Oh, well, the four guys kind of get lost. And ... well, there's one bit where the guys are in the woods, they're trying to find how to get back to the river, and thensuddenly these two really weird-looking guys appear ...

Nick: Hi, Amy. Lily.

Jack: Hi, you two.

Amy: Hello.

Jack: What's so funny?

Lily: Nothing – honestly.

Nick: Well, what were you talking about? You've got big wide grins on your faces!

Lily: Oh, this and that. You know, just chatting.

Amy: We were talking about thriller films. We're thinking of watching one. Want to join us?

Nick: Yeah, count me in.

Jack: Sure. I haven't seen a good film for far too long. Got anything in mind?

Lily: Well, there was one film we were thinking about ...

Amy: But I've seen it – and anyway, it'd be far too scary for you two!

Nick: Do you want to bet? There's never been a horror film that I didn't watch all the way through.

Jack: Take it easy, Nick – I think she's pulling your leg!

Nick: Oh. Right. Sorry!



b Read the text again. Answer the questions.

- 1 Why are the girls tired?
- 2 What's Lily's 'motto'?
- 3 What does Amy say that *Deliverance* is about?
- 4 Why does Nick almost get upset with Amy?

Discussion box

- 1 Do you watch films to relax? If so, what kind of films?
- 2 Are there any kinds of film that you never watch? If so, which kind?

9 Everyday English

a Find expressions 1–6 in the story. Who says them? Match them with meanings a–f.



- | | |
|---------------------------------|--|
| 1 I'm easy. | a sounds familiar |
| 2 It's on the tip of my tongue. | b from the beginning to the end |
| 3 [that] rings a bell | c Do you already have an idea / a plan? |
| 4 this and that | d I don't mind |
| 5 Got anything in mind? | e I know the word/name but I can't quite remember it |
| 6 all the way through | f various things |

b Use one of the phrases in each space.



- 1 A: Do you know Paula Hamilton?
B: Paula Hamilton? Well, the name _____, but I don't think I know her.
- 2 A: I want to eat something different for dinner today.
B: Sure. _____?
- 3 A: What did you do at school today?
B: Oh, _____. Nothing very interesting.
- 4 A: What programme do you want to watch?
B: You choose. _____.
- 5 A: I thought this book was really good.
B: Yeah. I read it _____ in about three hours.
- 6 A: What's that guy's name?
B: Ah, _____. It begins with 'F', I think – oh, Frank! That's it.

11

Making Waves DVD Episode 4



a Do you think creative work can be stressful? Why / Why not?

Melanie, the girl in the photo, doesn't want to be interviewed by Nick. Why, do you think?

b Here are four things that are said in Episode 4. Underline the option you think the person says.

- 1 Nick: I'm losing my *touch* / *hearing* / *sight*.
- 2 Jack: You need to lighten *down* / *up* / *off*.
- 3 Nick: I'm not going to *worry* / *cry* / *stress* about it.
- 4 Lily: *Teamwork* / *Hard work* / *Homework* wins every time.

As you watch the episode, check your ideas.

c Watch Episode 4. What effect does the film have on Melanie? On Nick?

10 Improvisation

Work with a partner. Take two minutes to prepare a short role play. Try to use some of the expressions from Exercise 9a. Do not write the text, just agree on your ideas for a short scene. Then act it out.

Roles: Jack and Lily

Situation: in town or at school

Basic idea: Jack and Lily want to go out somewhere in the evening. They talk about where they might go and what they might do.

12 Write

- a** Read through the synopsis of the film *School of Rock*.
- 1 Does the writer like the film?
 - 2 What do you think Dewey's 'brilliant plan' might be?
- b** Read the synopsis again and answer the questions.
- 1 How much factual information is given about the film?
 - 2 What tense is used to tell the story? Why do you think this tense is used?
 - 3 How much of the story is told?
 - 4 Why do you think the writer stops his synopsis where he does?
- c** Read the text again. What do the words in bold refer to? Why does the writer use them?
- d** Write a synopsis of a film you have seen recently. Think carefully about how you can use pronouns effectively to avoid repeating words.

School of Rock



School of Rock is one of those rare films: a comedy for both teenagers and adults. It stars Jack Black as Dewey, a guitarist who won't give up **his** dream of living a rock 'n' roll lifestyle. But in the real world of overdue rent and his flatmate Ned's nagging girlfriend, **it's** becoming almost impossible to achieve. However, Dewey has a plan – to win a \$20,000 talent contest with **his** band. Unfortunately, the other band members decide that **his** on-stage clowning is embarrassing and that **they** have a better chance of winning without **him**. So one day Dewey arrives at rehearsal to find that the band has a new guitarist.

Things look bad for Dewey: no money and no band to win the competition. One day at home, Dewey answers a phone call for Ned, **his** flatmate, who's a substitute teacher. A private school wants **his** services immediately. When Dewey learns that the job pays \$600 a week, he pretends to be Ned. An hour later he is introducing himself to a room of ten-year-olds as Mr S, **their** teacher for the next few weeks.

Of course, Dewey has no intention of teaching the kids anything. He puts **them** on permanent break time while he sits and daydreams. However, the next day, the children go for **their** weekly music lesson. While Dewey is in the toilet, he hears beautiful music outside. He goes and looks through the music room door. **There** he sees **his** kids playing a variety of instruments. And suddenly, Dewey has a brilliant plan to win that \$20,000 after all.

Check your progress

1 Grammar

a Complete the sentences, using the correct form of the verbs in brackets.

- He is believed to be in the United States. (believe)
- Many children to be extremely talented. (think)
- German to have more irregular verbs than regular ones. (say)
- More languages to die out during the next fifty years. (expect)
- Many languages are thought from Sanskrit centuries ago. (derive)

4

b Join the sentences to make one. Use the words in brackets.

- They went to London. They wanted to do some shopping. (in order)
They went to London in order to do some shopping.
- I studied hard. I wanted to get better marks than last time. (so as)
.....
- He wore his best clothes. He wanted to impress her. (in order)
.....
- We kept very quiet. We didn't want to disturb him. (so as)
.....

3

c Circle the correct word in each sentence.

- He was so / such / such a tired that he fell asleep immediately.
- My sister is so / such / such a good writer that they're going to publish her book.
- My brother was so / such / such an angry that I thought he was going to hit me!
- They're so / such / such a good friends that I can't imagine being without them.
- It was so / such / such a delicious food that I couldn't stop eating.

4

2 Vocabulary

a Complete the sentences with the words in the box. Note that you may need to change the form.

anaesthetic diagnose with symptom
suffer painkiller operating theatre

- After the accident she suffered from terrible headaches.
- Soon after she came back from her holiday in Africa she was malaria.
- If you've got a headache, why don't you take a and lie down for a while?
- Those spots might not hurt but they could be a of something more serious.
- The operation started at 9 o'clock. He was taken to the an hour before that.
- I don't remember a thing about the operation because I was under

5

b Write the letters in the correct order to make words that complete the sentences.

- I was so surprised that I jumped out of my seat. (jupedm)
- It was very exciting – I was on the of my seat. (gede)
- It was an incredibly funny joke and everyone about laughing. (left)
- The film was so sad that I my eyes out. (riedc)
- I wanted to argue with him, but I decided to my lip. (tibe)
- The comedy was quite funny and I quietly to myself. (cklucehd)

5

How did you do?

Check your score.

Total score			
21	Very good	OK	Not very good
Grammar	9 – 11	6 – 8	less than 6
Vocabulary	8 – 10	5 – 7	less than 5

Unit 1 Intonation in questions

a ▶ **CD1 T09** Listen to the questions. Does the speaker's voice go up ↑ or down ↓ at the end? Write ↑ or ↓.

- Where are you going on holiday this year?
- Are you going somewhere nice?
- When did you go to Italy?
- Did you enjoy your holiday?
- What did you see there?

b Can you make a 'rule' about intonation in questions?

c ▶ **CD1 T09** Listen again and repeat.

Unit 2 Sentence stress and rhythm

▶ **CD1 T13** Listen to the sentences. Underline the elements that are stressed. Notice the rhythm of the sentences then listen again and repeat.

- I always forget what to do.
- I don't know who he is.
- I don't remember what she said.
- What I like about her is that she's polite.

Unit 3 Schwa /ə/

a ▶ **CD1 T18** Read the sentences. How do you think the underlined words are pronounced? Listen and check your ideas.

- A: Who are you talking to? B: To Katie.
- A: What are you waiting for? B: For the bus.
- A: What are you looking at? B: At that bird.

b ▶ **CD1 T19** Listen to the sentences. Pay attention to the underlined words. Then listen again and repeat.

- We need to finish but we're running out of time.
- I was just too late to see the thing I wanted to watch.
- Look at the clock – we're not at all late for the lesson.

Unit 4 /æ/ accident and /e/ excitement

a ▶ **CD1 T23** Listen and tick the word you hear.

- | | | | |
|--------------------------------|------------------------------|---------------------------------|-------------------------------|
| 1 sat ☐ | set ☐ | 5 pan ☐ | pen ☐ |
| 2 pat ☐ | pet ☐ | 6 band ☐ | bend ☐ |
| 3 bat ☐ | bet ☐ | 7 man ☐ | men ☐ |
| 4 tan ☐ | ten ☐ | 8 sad ☐ | said ☐ |

b ▶ **CD1 T24** Listen and repeat.

- What the man said was sad.
- If this bat bends, then it's a pretty bad bat.
- I bet ten pounds that it isn't a real tan.

Unit 5 Contractions in third conditionals

a ▶ **CD2 T04** Listen and write in the missing words.

- If I ^a decided to get married at 16, the decision ^b ^c changed my whole life.
- If I ^a ^b given the vote when I was 16, I ^c ^d voted in last year's election.

b ▶ **CD2 T05** Listen to the sentences. Pay attention to the underlined contractions. Then listen again and repeat.

- If she'd asked me, I d have told her.
- I d have bought it for you if I d had enough money.
- If we'd left any later, we'd have missed the train.
- We'd have won the game if he'd scored that penalty.

Unit 6 /ð/ the and /θ/ thing

a ▶ **CD2 T09** Write the words on the correct lines according to the initial 'th' sound. Then listen and check.

thing the three these that them
this think thanks thirty thief

1	ð	the,
2	θ	thing,

b ▶ **CD2 T10** Listen and repeat.

- I think it's over there.
- I'd like these three things, thanks.
- I think that's the thief in there.
- There are thirty things in those three bags.

Unit 7 Linking sounds

a ▶ **CD2 T16** Listen to the sentences. Pay attention to how the underlined sounds are pronounced.

- I'm getting stuck with my maths homework.
- I'm sure we can sort out an answer.

- 3 She's really goodat sorting them out.
- 4 Let's try to find a solution.
- 5 I've tried hard but I can't find the answer.

b Many English words end with a consonant like /t/, /d/ or /k/. Can you make a 'rule' about when these final sounds are pronounced or not?

c ▶ **CD2 T16** Listen to the sentences again and repeat.

Unit 8 Linking sounds: intrusive /w/ and /j/

▶ **CD2 T19** Listen to the sentences. Write w (if you hear a /w/ sound) or y (if you hear a /j/ sound). Then listen again and repeat.

- 1 It's too easy to start a war.
- 2 Come with me and we'll find a solution.
- 3 So I decided to become an expert.
- 4 Can I give you any help?

Unit 9 Words ending in -ough

a ▶ **CD2 T23** Match the words that rhyme. Then listen and check.

- | | |
|-----------|--------|
| 1 enough | a new |
| 2 though | b off |
| 3 through | c slow |
| 4 cough | d puff |

b ▶ **CD2 T24** Listen and repeat.

- 1 He coughed all through the night.
- 2 Don't go through there, though.
- 3 The new material wasn't tough enough.

Unit 10 Intonation in question tags

a ▶ **CD3 T05** Listen to the sentences. Does the speaker's voice go up or down at the end? Write ↑ or ↓.

- 1 She's French, isn't she? ☐
- 2 She's French, isn't she? ☐
- 3 You don't live around here, do you? ☐
- 4 You don't live around here, do you? ☐

b ▶ **CD3 T05** Listen again. In which of the sentences in Exercise a is the speaker a) checking information, b) just making conversation?

Unit 11 record (noun) and record (verb)

▶ **CD3 T09** Listen and mark the stress on the underlined words. Then listen again and repeat.

- 1 The band made a record.
- 2 They recorded the song in Ireland.
- 3 The gold was extracted from a mine in Colombia.
- 4 Did you like the extract we read in the last unit?
- 5 She signed a contract with a record company.
- 6 The company was contracted to build a dam.

Unit 12 /ɪ/ sit and /i:/ seat

a ▶ **CD3 T15** Listen and tick the word you hear.

- | | | | |
|--------------------------------|-------------------------------|---------------------------------|--------------------------------|
| 1 sit ☐ | seat ☐ | 4 hit ☐ | heat ☐ |
| 2 bit ☐ | beat ☐ | 5 ship ☐ | sheep ☐ |
| 3 fit ☐ | feet ☐ | 6 tin ☐ | teen ☐ |

b ▶ **CD3 T16** Listen and repeat.

- 1 Don't sit on my feet.
- 2 You win – you beat me!
- 3 We need a bit of heat in here.

Unit 13 /n/ thin and /ŋ/ thing

a ▶ **CD3 T20** Listen and tick the word you hear.

- | | | | |
|---------------------------------|--------------------------------|--------------------------------|-------------------------------|
| 1 thin ☐ | thing ☐ | 4 sin ☐ | sing ☐ |
| 2 sun ☐ | sung ☐ | 5 ban ☐ | bang ☐ |
| 3 ran ☐ | rang ☐ | 6 run ☐ | rung ☐ |

b ▶ **CD3 T21** Listen and repeat.

- 1 He ran in when the phone rang.
- 2 Don't bang on the table – it's banned in here.
- 3 Sorry, Ron – you're wrong!

Unit 14 Word stress in multi-syllabic words

a How many syllables do the words in each group have?

- 1 happy silly delay nervous
- 2 medicine therapy comedy departure
- 3 reservation comedian medicinal identify

b ▶ **CD3 T25** Underline the word in each group with a different stress pattern from the others. Then listen and check.

Vocabulary bank

Unit 2 Personality

- 1 **calm** = quiet and relaxed
Helen never seems to get angry or excited – she's a very **calm** person.

- 2 **excitable** = easily and often excited

He's a nice boy, but very **excitable** when he's with other children.



- 3 **bright** = intelligent

My sister got 95% on her tests at school – she's a pretty **bright** kid!

- 4 **eccentric** = acting in a strange or unusual way – sometimes an amusing way

My uncle Joe is a bit **eccentric** – he only ever wears a suit and tie, even at home!



- 5 **upbeat** / **downbeat** = full of positive / negative feelings

He's always happy and smiling – he's a really **upbeat** person.

- 6 **(in)considerate** = (not) thinking about other people's feelings and interests

Our neighbours are playing music loudly again – they're so **inconsiderate**!



- 7 **(un)selfish** = (not) thinking only about your own advantage

He could have scored the goal himself, but he was **unselfish** and passed the ball for another player to score.

- 8 **(un)approachable** = (not) friendly and easy to talk to

If you've got a problem, go and talk to our teacher – you know, he's very **approachable**.



Unit 3 Expressions with *time*

- 1 **time's up** = the time allowed (e.g. for an examination, or in a football match) has finished
OK, everyone – **time's up**, so please stop writing and hand in your answer papers.

- 2 **at all times** = always [formal]

Please keep your luggage with you **at all times**. Luggage left unattended will be taken away and destroyed.

- 3 **no time to lose** = something must be done immediately
The match starts in ten minutes and we must watch it! Come on, there's **no time to lose**!

- 4 **of all time** = that has ever lived or existed
Many people think that Roger Federer is the greatest tennis player **of all time**.

- 5 **from time to time** = occasionally, sometimes
I don't particularly like sweet things, but I eat a piece of chocolate **from time to time**.

- 6 **time to kill** = a period of time when you have nothing to do
We've got some **time to kill** before our train leaves. Shall we go and have some coffee?

- 7 **at the time** = at the particular point when something was thought or done.
Buying this laptop was a big mistake – but I thought it was a good idea **at the time**.

- 8 **a matter of time** = [used when you think something will happen in the near future]
I've been late for school three times this week. It's only **a matter of time** before the teacher loses his patience with me.

- 9 **to have a lot of time** / **no time for** (someone) = to really like / dislike (someone)
I think she's a really unpleasant person – I've **got no time** for her at all.

- 10 **to have the time of (your) life** = a very enjoyable experience
Thanks for your party – it was brilliant! I **had the time of my life**.

Unit 4 Adverbial phrases

1 back to front



I got dressed in a hurry this morning, and I put my pullover on **back to front**.

2 from head to toe



The car drove through the puddle and splashed water all over me – I got wet **from head to toe**.

3 inside out (1)



I'm going to show you round the castle, and you can ask me any questions you want – I know this place **inside out**.

4 inside out (2)



Hey, Alex – I can see the label of your T-shirt. I think you've got it on **inside out**.

5 from top to bottom



The kitchen was filthy, so on Sunday we cleaned it **from top to bottom**.

6 upside down (1)



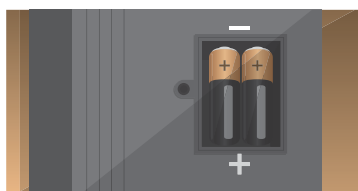
I turned my bedroom **upside down** but I still couldn't find my passport!

7 upside down (2)



The display was wonderful – at one point, the planes were flying **upside down**!

8 the wrong way round



Well, of course it doesn't work – you've put the batteries in **the wrong way round**.

Unit 5 Ways of getting involved

1 **to give someone a hand** = to help someone
I'm having lots of problems with this homework – can you **give me a hand**, Mum?

2 **to volunteer** = to do something freely that you don't have to do
My brother didn't have to join the army, but he **volunteered** and now he's a soldier.

3 **with the aid of** = with help or support
My grandma's very old, but she can still walk **with the aid of** a stick.

4 **in aid of** = in order to help
We're collecting money **in aid of** poor children in Africa.

5 **aid worker** = someone who is working in a country where there is a war, no food, etc., in order to help people
Before she started work as a doctor, Sian was an **aid worker** in Africa.

6 **to collaborate** = to work together with another person or other people
The British and French police **collaborated** to catch the criminal.

7 **to back** = to give help/support with money or with words
The government has decided **to back** plans for research, and will give £5 million.

Unit 7 Conflicts and solutions

- 1 **to not be on speaking terms (with someone)** = to refuse to speak to someone because you are angry with them

They had an argument last night and now they're **not on speaking terms** (with each other).

- 2 **a quarrel** = an argument or disagreement

They had **a quarrel** about three months ago and they haven't spoken to each other since.

- 3 **to pick a fight (an argument / a quarrel) with someone** = to start a fight (etc.) with someone

He was in a really bad mood, so he just **picked a fight** with the first person he saw.

- 4 **to come to blows** = to have a physical fight with someone

They argued and shouted for ages – but fortunately, they didn't **come to blows**.

- 5 **to negotiate** = to talk together to try to reach an agreement

The government has said that it will never **negotiate** with terrorists.

- 6 **a misunderstanding** = a small disagreement

We argued a bit last night – well, it wasn't really an argument, just a **misunderstanding**.



- 7 **ill feeling** = an unpleasant feeling between people who do not like each other

He accused me of stealing from him! So there's a lot of **ill feeling** between us now.

- 8 **give-and-take** = the willingness to discuss things with people so that you can live together easily
In every friendship there has to be some **give-and-take**.

- 9 **to get to the bottom of (something)** = to discover the facts/truth about a situation

I don't know what caused the problem, but I'm working **to get to the bottom of** it.

- 10 **to take the bull by the horns** = to do something difficult in a brave, determined way

I really wanted to know the answer, so I **took the bull by the horns** and wrote an email to the president!

Unit 8 Making an effort

- 1 **to make an/no attempt** = to (not) try to do something, especially something difficult

I tried to talk to him, but he **made no attempt** to be friendly, so I left.

- 2 **to bother** = to make the effort to do something

He could have phoned me but he just didn't **bother**.

- 3 **can't be bothered** = to be too lazy or uninterested to do something

I know I should read this book for my project, but I **can't be bothered**, so I'm going to watch TV.

- 4 **to sweat (over something)** = to work very hard

I've been **sweating over** this maths problem for an hour – but I can't solve it!

- 5 **no sweat** [informal] = it isn't difficult / not a problem

'Can you show me how to use this program on my laptop?' 'Sure – **no sweat**.'

- 6 **to be worth the effort** = to produce results which give value to the effort

This food is really difficult to make – but it's so delicious, it's **worth the effort**.

- 7 **to put everything into (something)** = to work as hard as possible, make as much effort as possible

He was only in fifth place, but then he **put everything into** the last 100 metres and he won!

- 8 **to endeavour** [formal] = to try

Thank you for your letter. We will **endeavour** to reply before the end of the week.



Unit 9 Language

- 1 **sign language** = the system of hand and body movements that deaf people use to communicate
There's a deaf girl in our street – it's amazing to watch her talking to her friends in **sign language**.
- 2 **slang** = very informal language, usually spoken rather than written
'Lolly' is **slang** for 'money' in some parts of England.
- 3 **an idiom** = a group of words in a fixed order that have a particular meaning, different from what the words on their own mean
To 'bite off more than you can chew' is **an idiom** in English. It means to try to do something which is too difficult for you.
- 4 **a cliché** = an expression that is very often used, so it's not original or interesting
My wedding day – and I know it's a cliché – was just the happiest day of my life.
- 5 **bad language** = language that many people think is rude or unacceptable
My father always says that there's too much **bad language** on television.
- 6 **to swear** = to use rude or offensive words
My mother was very angry when a man in the street **swore** at her.
- 7 **a slogan** = a short and easily remembered phrase, especially one used to advertise an idea or a product
In his campaign to become president, Barack Obama used the **slogan** 'Yes, we can'.

SIGN LANGUAGE



- 8 **to speak the same language** = to have similar ideas and similar ways of expressing them
We both come from New York and we both love baseball – so we **speak the same language**!
- 9 **terminology** = special words and phrases used by groups of people, especially in their work
It's hard to understand this letter from the lawyer – it's full of legal **terminology**.
- 10 **jargon** = terminology that you don't like, that annoys you
When Jim starts using computer **jargon**, I can't understand a word of what he's saying.

Unit 10 Expressions with opinion

- 1 **a matter of opinion** = something people can have different ideas about
Well, some people think it's a good idea, and some people don't – it's **a matter of opinion**.
- 2 **to express an opinion** = to say what you think about something
I don't know what he thinks about it – he didn't **express an opinion**.
- 3 **(my) considered opinion** = (my) opinion after thinking a lot about it
Well, I've thought about your suggestion and it's **my considered opinion** that it's the wrong thing to do.
- 4 **a difference of opinion** = when people don't think the same way
We don't agree at all – let's just say we have **a difference of opinion**.
- 5 **a second opinion** = another opinion, especially from a doctor
The doctor says my mum needs an operation, but we think she should get **a second opinion**.
- 6 **to have a high opinion of (yourself)** = to think (you) are skilled/clever, in a way that is annoying
Paul really makes me angry – he's got such **a high opinion of himself**.
- 7 **an opinion poll** = when people are asked questions to discover what they think about a subject
The latest **opinion poll** shows that the president's popularity has gone down.
- 8 **public opinion** = what people in general think
The government want to buy more planes and guns, but **public opinion** is against it.

Unit 11 Music

- 1 **an album** = a CD that has several pieces of music on it
Arcade Fire have got a new CD out – I think it's their best **album** so far.
- 2 **a track** = a song or piece of music on an album/CD
I like most of the songs on their new CD, but there are one or two pretty bad **tracks** too.
- 3 **a soundtrack** = the music that is played during a film
I didn't like the film much, but there was some great music on **the soundtrack**.
- 4 **a (record) label** = a company that records and sells music
She's just signed a deal for four albums with a new **label**.
- 5 **canned music** = music played in places like shopping malls (muzak)
Everywhere you go in town, you hear **canned music** – it drives me crazy!
- 6 **a cover (version)** = a performance or recording of a song which was originally written and recorded by someone else
There have been millions of **covers** of Elvis Presley songs.
- 7 **a cover band** = a band or group that plays mostly, or only, cover songs
There's a **cover band** at the club tonight – they play music by The Beatles and The Rolling Stones.
- 8 **a composer** = a person who writes music
Mozart was one of the greatest **composers** of all time.
- 9 **a songwriter / singer-songwriter** = a person who writes / writes and sings songs
Who's your favourite **singer-songwriter**? Mine's Peter Gabriel.

Unit 12 Travel



- 1 **a journey** = the act of travelling from one place to another, especially in a car/bus/train/plane, etc.
We drove from London to Rome – it was a long **journey** but we enjoyed it.
- 2 **a trip** = a journey in which you go somewhere, usually for a short time, and come back again
Last weekend we went on a **trip** to Paris.
- 3 **a voyage** = a long journey, especially by ship but also by, for example, spacecraft
Their **voyage** to the moon and back took eight days.
- 4 **a tour** = a journey made for pleasure, especially as a holiday, visiting several different places in an area
They've just come back from a walking **tour** round the coast of Scotland.
- 5 **an excursion** = a short journey usually made for pleasure, often by a group of people
Our school went on an **excursion** to Edinburgh yesterday. But I didn't go.
- 6 **a cruise** = a journey for pleasure on a large ship, visiting several places
My mum's dream is to go on a **cruise** around the Mediterranean Sea.
- 7 **backpacking** = travelling (usually cheaply) with your possessions in a backpack
When my daughter was 18, she went **backpacking** in South America.
- 8 **a stopover** = a short stay that you make in a place while you are on a longer journey to somewhere else
We flew to Australia last year, and we had a **stopover** for two days in Bangkok.
- 9 **to commute** = to travel from your home to work and back, usually over a fairly long distance
He lives in Cambridge but he **commutes** to London.
- 10 **an expedition** = an organised journey for a particular purpose
Dad and I are going on a shopping **expedition** to London tomorrow.

Unit 13 Feelings

- 1 **uptight** = worried or nervous, not able to relax
Don't get **uptight** about the exam – it's not really so important.
- 2 **down** = unhappy, a little bit depressed
I got some bad news today, so I'm feeling a bit **down** right now.
- 3 **uneasy** = slightly worried or uncomfortable about a particular situation
I want to ask her to help me, but I know she's very busy, so I feel a little **uneasy**.
- 4 **on top of the world** = very happy
When I got the good news I was **on top of the world**.
- 5 **over the moon** = very happy
I didn't think my team would win, so I was **over the moon** when they did!
- 6 **in high spirits** = very happy, pleased
Look at her, smiling and singing – she's **in high spirits** today!
- 7 **envious** = wishing you had what another person has
My friend Alex is going to Tahiti on holiday. I've always wanted to go there – I'm so **envious**!
- 8 **jealous** = unhappy or angry because someone might take something or someone that you love away from you
I'm sure he likes my girlfriend – it makes me very **jealous**.
- 9 **irritable** = becoming angry or annoyed very easily
Be careful what you say to him – he's very **irritable** today, he's shouted at me twice already!

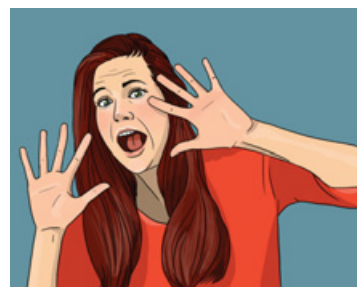
Unit 14 Reactions



- 1 **to get goose-bumps**
[excitement, fear, anxiety]



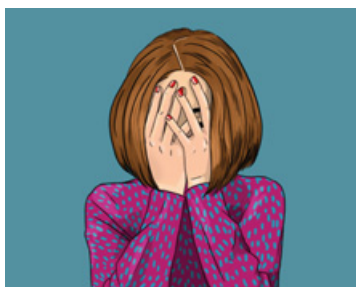
- 2 **to cry for joy** [happiness]



- 3 **to throw your hands up in horror** [shock, horror]



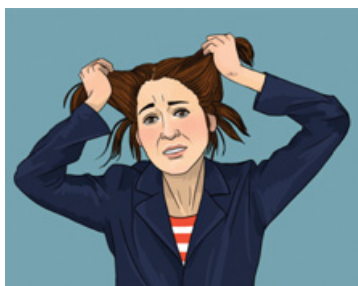
- 4 **to bite your nails**
[nervousness]



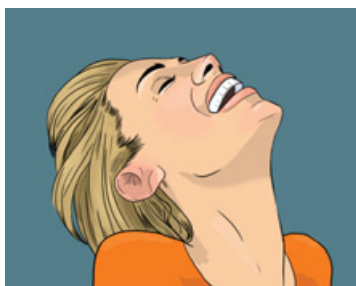
- 5 **to hide your face in your hands** [fear, embarrassment]



- 6 **to tremble** [fear]



- 7 **to pull your hair out**
[frustration, anxiety]



- 8 **to laugh out loud** [amusement]



- 9 **to frown** [confusion, unhappiness]

Get it right!



Unit 1

win and beat

Win is followed by the event you win – the game, match, competition, etc., or the prize.

Which team will **win the championship** this year?

She **won first prize** in the competition.

Beat is followed by the person or team who are the losers.

We beat all the other teams. Not *We won all the other teams.*

Complete the sentences with the correct form of **win** or **beat**. Remember, these two verbs are irregular!

- 1 I've never beaten my brother at chess, but I keep trying!
- 2 Swimmer Michael Phelps won eight gold medals at the Beijing Olympics.
- 3 Nadal became world number one after beat the French Open.
- 4 Spain beat Holland 1-0 in the 2010 World Cup final.
- 5 Who do you think will win the race?
- 6 Of course, it's a bad result, but we'll beat them next time.

Unit 2

like and would like

Like is usually followed by another verb in the gerund, especially to talk about an activity or a state.

My grandfather **likes gardening**.

I've always **liked being** part of a big family.

It can also be followed by an infinitive, especially to talk about a regular habit.

I like to read for half an hour or so before I go to sleep.

Would like is used to talk about future wishes and is always followed by an infinitive.

I'd like to visit Australia one day. Not

I'd like visiting ...

We'd really like you to come with us.

Are these sentences correct? Put a tick (✓) or a cross (X). Correct any errors.

- 1 I would like to thanks everyone for their help.
X *I would like to thank...*
- 2 A lot of students like to use online sources rather than books.
- 3 I enjoy team sports, but I don't like run and athletics.
- 4 I'd like to inviting you to stay with my family for Easter.
- 5 Would you like to be the president of your country?

Unit 3

Collocations: verb + time

You can *spend time* doing something.

*Nowadays, people **spend** a lot of **time** at a computer.* Not *...pass a lot of time ...*

You can say an activity *takes time*.

*In the rush hour, it can **take** a long time to get home.* Not *...it costs a lot of time ...*

You can *save time* or you can *waste time*.

*You'd **save** a lot of **time** if you did it online.* Not *You'd spare a lot of time ...*

*I don't want to **waste time** waiting in for a delivery.* Not *I don't want to lose time ...*

And, if you enjoy yourself, you can say that you *have a good time*.

*We **had a great time** in Paris.* Not *We spent a great time ...*

Underline the correct verb to complete the dialogue.

Jack: Did you ¹have/spend a good time in London?

Lily: It was okay, but we ²lost/wasted a lot of time looking for somewhere to stay.

Jack: Didn't you book something before you went?

Lily: No, we thought we'd find somewhere easily, but it ³cost/took a really long time. We ⁴passed/spent most of the first day going from one hostel to another. They were all full! You can really ⁵save/spare a lot of time and money if you book in advance.

Unit 3

recommend and suggest

recommend and *suggest* can be followed by a noun or another verb in the gerund form.

*The hotel receptionist **recommended a local restaurant**. Not ...recommended me ...*

*My teacher **suggested using an online dictionary**. Not ...suggested to use ...*

You can also use an object (a person) after these verbs using the pattern: *recommend/suggest (that) someone does...*

*They **suggested that we avoid the city centre**. Not ...suggested us to avoid ...*

Notice that the second verb is usually in the present simple in this pattern.

Underline the best verb pattern to complete the text.

When I was planning my trip to the mountains, some people suggested ¹*that I try/to try* skiing, but others recommended ²*to snowboarding/snowboarding*. My uncle recommended ³*me a hotel/a hotel* he'd stayed in, but my friends suggested ⁴*I stay/me staying* in a hostel because it's more fun. Some websites recommended ⁵*going/go* to a big resort with lots of different runs, but some suggested ⁶*to look/looking* for places where the slopes are less crowded.

Unit 5

Talking about age

You can use *x-year-old* as an adjective, before a noun.

47-year-old comedian Eddie Izzard

Not 47 years old comedian ...

You can use *x-year-old(s)* as a noun to refer to a person of that age.

a group of 15-year-olds **Not** a group of 15 years old

You can also say someone is *x years old* (without hyphens)

My sister is 12 years old.

There are also several phrases that use the word *age*.

Most children start school at the age of five.

Children under 16 years of age must be accompanied. (quite formal)

people aged 18 to 24 **Not** people of age 18 to 24

the 18 to 24 age group

Underline the correct phrase to complete the sentences.

- 1 In the UK, you have to be 17 years old/17-year-old to drive a car.
- 2 He left school at 14 years age/the age of 14 and started work in the family business.
- 3 She started riding when she was just six years old/six year olds.
- 4 It's hard work looking after a two years old/two-year-old all day.
- 5 The club is for young people aged 12 to 18/age from 12 to 18.

Unit 6

The environment

The environment refers to the land, air and water where people, plants and animals live.

Be careful, you usually use it with the article *the* - and pay attention to the spelling - don't forget the 'n' in the middle.

*Protecting the **environment** has to be our top priority.*

You can also talk about **environmental issues/problems**.

In English, *nature* is used to talk very generally about all the things that exist, that are not made by people. You can't say *the nature*. Instead you can talk about *the environment*, *the countryside* (= areas outside towns), *wildlife* (= animals and plants that live *in the wild*) or *the natural world*.

*He takes groups of kids out walking in **the countryside**. Not ...walking in the nature*
*He teaches them about the local **wildlife**.*
*It's great to see animals living **in the wild**, in their natural habitat.*

Complete the text with one word from above in each space.

TV programmes about the ¹ natural world are very popular nowadays. There are some programmes that focus on ² with amazing images of animals in their natural habitat. They often highlight species that are threatened in the ³ because of hunting or habitat destruction. Other programmes focus more on ⁴ issues, especially the effects of an increasing world population on the ⁵

Unit 8

may be or maybe

It **may be** cheaper to fly, but I'd rather go by train when possible.

may = modal verb + be = main verb → two words

Maybe we could go to the cinema for your birthday.

maybe = adverb (like *perhaps*, *possibly*) → one word

Complete the sentences using *may be* or *maybe*.

- 1 She loves travelling, so *maybe* a suitcase would be a good present.
- 2 It quite cold in the evenings, so bring something warm to wear.
- 3 In some cases, it difficult to find the exact cause of the problem.
- 4 If you don't like horror films, another film would be better.
- 5 Some experts believe that genes responsible for our personality.
- 6 The chances of success are only 20%.

Unit 9

Language

The language you learn as a young child is your *first language*, your *native language* or your *mother tongue*.

I'm from Argentina and my **mother tongue** is Spanish. **Not** ...my mother language ...

She gave the speech in her **native language**, Arabic.

You can call a language that you learn later a *second language* or a *foreign language*. Or you can just say that you speak English, German, Chinese, etc.

The school specialises in teaching **foreign languages**.

My first language is English, but I also speak Russian. **Not** I also speak Russian language

Match the two parts of the sentences

- | | |
|---|---------------------------------------|
| 1 We use English at school, but my first | a languages: Italian and Greek. |
| 2 Many Swiss people can speak both French | b language is Hindi. |
| 3 My family are from Martinique and my mother | c language when they moved to the US. |
| 4 At university, I studied two foreign | d from the age of six. |
| 5 My parents learnt English as a second | e and German fluently. |
| 6 In Norway, children start learning English | f tongue is French. |

Unit 10

In my opinion ...

You can use a number of fixed phrases to express your opinion.

In my opinion, celebrities shouldn't get involved in politics. **Not** For/To my opinion ...

To my mind, the most important thing is to get a balanced diet. **Not** In my mind ...

As far as I'm concerned, advertising on websites isn't a problem. I just ignore it.

As far as I'm concerned is usually used to talk about things that directly affect you, not more general issues.

You don't normally use these phrases before a verb that shows an opinion: *think*, *believe*, *agree*, *disagree*, *like*, *prefer*.

Personally, I don't like people using mobiles on the train or bus.

Not In my opinion, I don't like ...

Are these sentences correct? Put a tick (✓) or a cross (X). Correct any errors.

- 1 In my mind, both parents should be involved in childcare. **X** To my mind ...
- 2 In my opinion, it's up to parents to monitor what films their children watch.
- 3 As far as I concern, the new system is a huge improvement.
- 4 To my mind, I disagree with fast food advertising aimed at children.
- 5 E-books, for my opinion, will never replace printed books.
- 6 This film, as far as I'm concerned, is the best one he's ever made.

Unit 11

Comparisons

You can use *much more*, *far more* and *even more* to qualify a comparison, that is, to say how big the difference between two things is.

*His second album was **far more successful** than his first.*

*I really like the chocolate ice cream, but the vanilla is **even more delicious**.*

With short adjectives that have a comparative form ending *-er*, just use *much/far/even + cheaper, easier, better*, etc.

*Cycling to school is **much cheaper** than paying for the bus. **Not** ...much more cheaper than ...*

Complete these sentences with the comparative form of the adjective in brackets.

- 1 It's quite warm now, but it's even *hotter* (hot) in August.
- 2 Travelling First Class is far (comfortable).
- 3 Maria seems much (happy) since she changed jobs.
- 4 Internet connection speeds are much (fast) now than even five years ago.
- 5 My brother's far (experienced) than me when it comes to climbing.
- 6 Of course, we need to recycle things, but it's even (good) to create less waste.

Unit 12

get and arrive + preposition

In informal and spoken English, you often use *get + to* a place with the same meaning as *arrive*.

*We **got to** Berlin at midday.*

*We **arrived** in Berlin at midday.*

With this meaning, *get* is always followed by *to*, but the preposition after *arrive* changes depending on the type of place.

arrive + in a town, city, country, etc.

*When do you **arrive in** Japan? **Not** ...arrive at Japan ...*

arrive + at a building (the cinema, school, work etc.)

*We **arrived at** the airport an hour early.*

Not ...arrived to the airport ...

Remember, you don't need a preposition before *home*.

*What time do you usually **get/arrive** home? **Not** get to/arrive at home ...*

Complete the text with the correct preposition in each space or – if no preposition is needed.

What a journey! We got *to* Penang airport in plenty of time. When we got ¹ the check-in desk though, we found out our flight was delayed – by four hours! After lots of cups of coffee, we finally boarded the flight just after midnight and we arrived ² Kuala Lumpur at about two o'clock in the morning. We'd missed our flight to London, so we had to spend the night in the airport. We left at lunchtime the next day and after a 14-hour flight, we arrived back ³ the UK, extremely tired. When we got ⁴ the airport station, we'd just missed a train! We finally arrived ⁵ home nearly 48 hours after we'd started our journey!

Unit 14

Purpose

You can use the *to* infinitive (*to do*) to talk about purpose.

*Not everyone chooses a job just **to earn** a lot of money.*

*The Picture House is the best place **to see** independent films.*

You can also use *for + noun* to talk about purpose.

*Not everyone chooses a job just **for the salary**. The Picture House is the best cinema **for independent films**.*

Be careful not to mix the two structures.

Not *Not everyone chooses a job just for earning money.*

Underline the correct words.

- 1 Most people go to Cambodia to see / for seeing the temples at Angkor Wat.
- 2 Are you buying a new dress for go / for the wedding?
- 3 There's plenty of space in order for / for people in wheelchairs.
- 4 You have to go to the post office to collect / for collecting the form.
- 5 You need a username and password to / for log on to the website.

Project 1

A class presentation: a special person



1 Do your research

a Work in pairs. Make a list of 'special people' you know who are not celebrities (e.g. a local artist, entrepreneur, writer, politician, and other people who you feel are special in some way). Discuss what is special about these people.

b Choose the person on your list who you think would be the most interesting one for a class presentation. Compare your choice with other pairs. Make sure you've chosen different people.

c With your partner, do some research on the person you have selected. Check what you can find on the internet, in libraries etc., or try to arrange an interview with the person or with people who know him/her well. Make notes on the key points. Here are some ideas:

- What is unique about the person?
- What can you find out about the person's life, interests, hobbies etc?
- What stories or anecdotes can you find about the person?
- What interesting quotations by the person can you find or have you recorded?

2 Prepare the presentation

a Create a mind map of the main points you want to cover in your presentation.



b You are going to do your presentation in pairs. With your partner, decide who is going to talk about each point. Make sure you both have interesting content to talk about.

c In pairs, rehearse the presentation. Give each other feedback. Use these questions to help you:

What did you most like about your partner's part(s) of the presentation?

How could it be improved?

Are there any suggestions on language you would like to make?

Give each other feedback in a helpful way. Use phrases like:

What I really liked about your presentation was...

You could also include...

I found it difficult to understand what you said about...

Do you think you could give a concrete example of...?

3 The presentation

a Each pair takes turns to give their presentation to the rest of the class. Meanwhile, your classmates write down questions they would like to ask the person you are talking about.

b You and your partner pretend you are the person you gave the presentation about. Your classmates take turns to ask the questions. If you don't know the answer to a question, make one up as best as you can, based on what you have learnt about the person.

4 Closing up

Make a list on the board of the most important points when giving a presentation.

Project 2

A group presentation: design a social initiative or a charity



1 Do your research

- a** Work in groups of three or four. You are going to invent and plan a social initiative/charity. First decide on who or what your group should support. Brainstorm ideas. Do you want to help people, animals, or the environment? Decide whether your group is local, national or international.
- b** When you have agreed on an area, think about what your group's aim will be. What sort of help will you offer? Make a list of your aims.
- c** Think of a name for your initiative/charity, and of a short slogan that people will remember and that describes quickly, in no more than ten words, what your initiative is all about. You could also design an eye-catching logo.
- d** Discuss how your group will work. Think about the following:
 - How will you get other people to help you?
 - Will you ask for money or for volunteers, or for both?
 - How will you raise money? What sort of fund-raising events will you organise?
 - What will you do with the money? Will you be able to give it all to the people you want to help or will you need to keep some for operating costs or for buying equipment?

2 Prepare the presentation

- a** Design a poster (or a website) to advertise your charity. It should clearly show your initiative's/charity's name, its logo and slogan. Then it should show, both through words and pictures, who you're going to help and what you're going to do. If you have time, you could also make small leaflets to hand out to people telling them about your charity.
- b** Prepare your presentation. Decide who is going to talk on each aspect of the charity. Make short notes of the key points you are going to talk about. In your groups, rehearse the presentation and give each other feedback. Use the phrases from Project 1 to help you.

3 The presentation

- a** Groups take turns to give their presentation to the rest of the class. At the end of each presentation, give other students the chance to ask questions.
- b** Now it's time to put your charity idea into action. Good luck!

4 Closing up

Choose the charity idea that you like best.

Project 3

A multi-media presentation: a foreign country

1 Do your research

- a** Work with a partner. You are going to design a multi-media presentation about a country. Choose a country (one that you think your classmates will be interested in, and perhaps don't know very much about).
- b** Use the internet to research information and make notes. Find out about:
- The country's geography and climate:
Are there any mountains / lakes / rivers / places of particular interest?
What kind of weather does the country have at different times of the year?
 - The people who live there:
Are there many different ethnic groups?
What is/are the main religion(s)?
What is/are the language(s) of the country?
What kind of clothes do people wear?
 - Some aspects of the culture:
History (one or two important events or phases)
Politics (is it a democracy? a republic? a kingdom?)
Music, dance, literature, art
- c** If you can, download:
- interesting images (map of the country, photos of sights, typical places, people, etc.)
 - vodcasts (audio recordings)
 - short, attractive video clips

2 Design your multi-media presentation

- a** If you can, use professional software to put your presentation together. If necessary, find information on the internet on how to embed images, audio files and videos in your presentation.
- b** Make sure you have not got too much text per slide. It's better to have headings and a few important words. Do not write everything you are going to say – this is not a reading-out-aloud exercise!

- c** Make sure your presentation is carefully structured. In the introduction, briefly tell the audience what you are planning to cover. In your conclusion you may want briefly to sum up what you have said, or end with a question to the audience that you think will start a discussion. Make sure your question is concrete, and does not just ask for a Yes/No answer.
- d** Make sure that the font size you use is big enough for your audience to be able to read it easily. If you use colour, make sure it's a colour you can see well.
- e** Don't forget an overload of multi-media effects can distract your audience from the presentation and annoy them, rather than attract their interest.
- f** Rehearse your presentation to make sure it works well.

3 The presentation

- Make sure you have enough time before your presentation to set up the technology you are going to use (laptop? video projector? loudspeakers? screen? whiteboard?)
- Give your presentation to the class.

4 Closing up

Think back over all of the presentations and highlight the positive aspects of using multimedia in class.

Project 4

A class survey and a report: health

1 Choose the area you want to research

a You are going to carry out a survey to find out your classmates' awareness of health issues. As a class, make a list of topics you could ask questions about. These could include:

- how healthy your classmates think they are
- level of information your classmates have about health issues
- willingness to try alternative medicines (under what conditions? against what illnesses? what possible worries? etc.)

b In groups of three or four, think what sort of other questions might be good to ask to find out more about each other's awareness of health issues.

Choose one person to take notes.

2 Prepare and carry out the survey

a Using your notes, write questions for your questionnaire. Think about what type of questions you are going to ask, and what the scoring scheme will be. Decide whether a high score will mean a high level of health awareness or a low one. Use the example questions to help you:

Yes/No questions

Do you think about what ingredients something contains before you eat it?

Ranking

How often do you read articles about health issues, or discuss health topics with your friends or your family?

Open questions:

What could you do to live a healthier life?

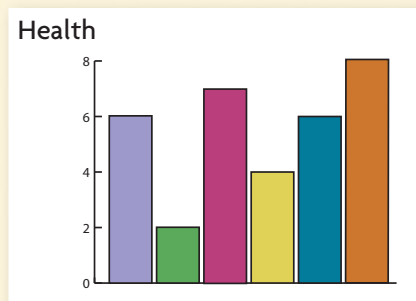
b Decide which members of the class each of you is going to interview. Carry out the survey and note down your classmate's answers.

3 Write up the results

a Collate your results.

b Add up the scores from the questionnaires and work out the average score.

c Draw charts or graphs to illustrate some of the results.



4 Present your report

Rehearse your report and then present it to the class. Discuss your results with the rest of the class.

5 Closing up

Choose the report which had the most interesting results.

Speaking exercises: Student B and quiz answers



Unit 2, page 18, Exercise 1b

Are you a people's person?

- 1 a = 2 b = 1 c = 3
- 2 a = 3 b = 1 c = 2
- 3 a = 1 b = 3 c = 2
- 4 a = 1 b = 2 c = 3
- 5 a = 3 b = 2 c = 1

5 – 7 points There are times when you would really like to be more 'open' with other people and find ways of communicating with them, but you feel that something inside stops you. You don't really like loud and extrovert people. You have a small circle of friends – being part of a bigger group makes you feel uncomfortable. Maybe you need to become a bit more confident! What you have to realise is that there are lots of positive things about you. – open your eyes and find them. And try to understand others better – that way you will also understand yourself better!

8 – 12 points: You are a little shy sometimes, but you don't like being on your own for too long. When people get to know you, they enjoy your company and you enjoy being with them. You care a lot about how other people feel and you don't like hurting their feelings. This is what makes you popular with people who know you. Maybe you should take a few more risks occasionally and talk to people who you don't know very well. You might be surprised at how many more friends you can make that way!

13 – 15 points: Wow! You certainly like being the life and soul of a party! You love being with others, and it is easy for you to make friends, But be careful – sometimes it is better to listen to what others have to say, rather than talking yourself all the time. You can learn more that way, and become even more interesting through it!



Unit 3, page 27, Exercise 5

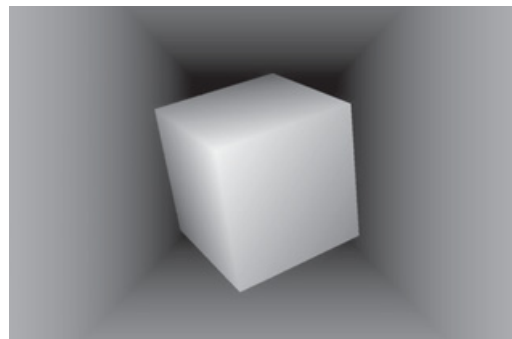
Student B: Ask your partner these questions and answer their questions. Student A starts.

- 1 Do you ever have time to just sit around and do nothing?
- 2 What do you do when you are doing a test and you realise that you are running out of time?
- 3 How much time do you spend shopping every week?
- 4 Do you ever feel that you spend too much time on things? If so, what?



Unit 4, page 32, Exercise 1

Solution to Magic Eye® image:



© 2011 Magic Eye Inc.



Unit 14, page 105, Exercise 7

Mostly A answers: You're a film-maker's dream! Whatever reaction they want from you, they get it!

Mostly B answers: Perhaps you need to lighten up a little at the movies?

Mostly C answers: Why do you go to the cinema at all? It's obvious that you're just not into films!

Irregular verbs

Irregular verbs

Base form

bear
beat
begin
bend
bet
bite
blow
break
bring
build
choose
cost
cut
deal
draw
drive
eat
fall
feed
feel
fight
find
fly
forget
grow
hang
hear
hide
hit
hold
hurt
keep
know
lay
lead
leave
lend
let
lie
lose
mean
meet
misunderstand
overcome
pay
put
read
ride
ring
run
sell
send
shine
shoot

Past simple

bore
beat
began
bent
bet
bit
blew
broke
brought
built
chose
cost
cut
dealt
drew
drove
ate
fell
fed
felt
fought
found
flew
forgot
grew
hung
heard
hid
hit
held
hurt
kept
knew
laid
led
left
lent
let
lay
lost
meant
met
misunderstood
overcame
paid
put
read
rode
rang
sold
sent
shone
shot

Past participle

borne
beaten
begun
bent
bet
bitten
blown
broken
brought
built
chosen
cost
cut
dealt
drawn
driven
eaten
fallen
fed
felt
fought
found
flown
forgotten
grown
hung
heard
hidden
hit
held
hurt
kept
known
laid
led
left
lent
let
lain
lost
meant
met
misunderstood
overcome
paid
put
read
ridden
rung
run
sold
sent
shone
shot

Base form

shut
sing
sink
sit
sleep
speak
speed
spend
spread
stand
steal
stick
swear
sweep
swim
tear
think
throw
wake
wear
win
write

Past simple

shut
sang
sank
sat
slept
spoke
sped
spent
spread
stood
stole
stuck
swore
swept
swam
tore
thought
threw
woke
wore
won
wrote

Past participle

shut
sung
sunk
sat
slept
spoken
sped
spent
spread
stood
stolen
stuck
sworn
swept
swum
torn
thought
thrown
woken
worn
won
written

Phonetic symbols

Consonants

/p/ pen
/b/ be
/t/ two
/d/ do
/k/ can
/g/ good
/f/ five
/v/ very
/m/ make
/n/ nice
/ŋ/ sing
/s/ see
/z/ trousers
/w/ we
/l/ listen
/r/ right
/j/ you
/h/ he
/θ/ thing
/ð/ this
/ʃ/ she
/tʃ/ cheese
/ʒ/ usually
/dʒ/ German

Vowels

/æ/ man
/ɑː/ father
/e/ ten
/ɜː/ thirteen
/ə/ mother
/ɪ/ sit
/iː/ see
/ʊ/ book
/uː/ food
/ʌ/ up
/ɒ/ hot
/ɔː/ four

Diphthongs

/eɪ/ great
/aɪ/ fine
/ɔɪ/ boy
/ɪə/ hear
/eə/ chair
/aʊ/ town
/əʊ/ go
/ʊə/ pure

Thanks and acknowledgements

The authors would like to thank a number of people whose support has proved invaluable at various stages of the planning, writing and production process of the second edition of *English in Mind*.

The numerous teachers and students in many countries of the world who have used the first edition of *English in Mind*. Their enthusiasm for the course, and the detailed feedback and valuable suggestions we got from many of them, have been an important source of inspiration and guidance for us in the development and creation of the second edition. We would also like to thank those teachers who gave up their valuable time for interviews and focus groups.

Our editorial and production team at Cambridge University Press for their cooperative spirit, their many excellent suggestions and their dedication, which have been characteristic of the entire editorial process: Stephanie Collins, Hannah Thacker, Flavia Lamborghini, Chris Williams, Dorota Bednarczyk-Krajewska, Michelle Simpson and last but not least, James Dingle.

The team at Pentacor for giving the book its design; Anne Rosenfeld for the audio recordings; Caroline Jeffries and Sophie Finston at Lightning Pictures for the DVD and Rob Maidment for project managing it; Laura Peco, Caroline Mapus-Smith and Eoin Higgins for their excellent editorial support; and all the other people involved in this course.

The teams of educational consultants, representatives and managers working for Cambridge University Press in various countries around the world.

The leadership team at Cambridge University Press for the spirit of innovation that they have managed to instil in the Press, and for a constructive dialogue over the years: Ron Ragsdale, David Harrison, Hanri Pieterse and Stephen Bourne.

Last but not least, we would like to thank our partners, Mares and Adriana, for their support.

The authors and publishers acknowledge the following sources of copyright material and are grateful for the permissions granted. While every effort has been made, it has not always been possible to identify the sources of all the material used, or to trace all copyright holders. If any omissions are brought to our notice, we will be happy to include the appropriate acknowledgements on reprinting.

Adapted text on p. 12 'Is it chess or is it boxing' taken from <http://news.bbc.co.uk>;

Text on p. 16 'Extreme ironing' adapted from the website www.extremeironing.com;

Marathon Media International Limited for the sound a-like recording 'Theme from Dr Who';

A P Watt Ltd for the adapted extract on p. 30 from *The Time Machine* by H G Wells. Reproduced by permission of A P Watt Ltd on behalf of The Literary Executors of the Estate of H G Wells;

p. 32 and p. 126. © 2011 Magic Eye Inc., www.magiceye.com;

Accessory on p. 36. Words and music by Rodney Jerkins, Jordan Omley and Mike Mani. Copyright © 2008. Reproduced by permission of EMI April/Blackwood Music Inc, London W8 5SW. Sound a-like recording by Bell Voice Recordings. Bellvoice.com. licensed to Cambridge University Press;

Adapted text on p. 40 'Run Izzy run' taken from <http://news.bbc.co.uk>;

Zimdiaspora.com for the adapted text on p. 44 'The world's longest football match' from Zimdiaspora.com. Reproduced with permission;

Christopher Little Literary Agency for the adapted text on p. 44 'Handwritten book brings 1.9 million for charity' Reproduced by permission of Christopher Little Literary Agency on behalf of J K Rowling;

The Independent for adapted article on p. 60 'The Kindness Offensive' from 'A Random Act of Kindness' by Jerome Taylor, *The Independent* 22 December 2008. Copyright © Independent Print Limited;

Put a little love in your heart on p. 64. Words and music by Jackie de Shannon, Jimmy Holiday and Randy Myers. Copyright © 1969. Reproduced by permission of EMI United Partnership Ltd, London W8 5SW. Sound a-like recording by Bell Voice Recordings. Bellvoice.com. licensed to Cambridge University Press;

Cambridge University Press for the adapted extract on p. 72 'Artificial languages' from *The Cambridge Encyclopedia of Language*, 3rd edition by David Crystal. Copyright © Cambridge University Press, 2010, reproduced with permission;

The Guardian for the adapted text on p. 82 'How social networking changed the charts' from 'Rage against the machine beats X factor's Joe to Christmas no. 1' by Helen Pidd, *The Guardian* 21 December 2009. Copyright Guardian News & Media Ltd, 2009;

Penguin Books and United Agents for the text on p. 86 taken from *High Fidelity* by Nick Hornby (Penguin Books 2000). Copyright © Nick Hornby, 1996. By permission of Penguin Books and United Agents Ltd (www.unitedagents.co.uk) on behalf of the author;

Over the Rainbow on p. 92. Words and music by Harold Arlen and E Harburg. Copyright © 1939. Reproduced by permission of EMI Feist Catalog Inc, London W8 5SW. Sound a-like recording by Bell Voice Recordings. Bellvoice.com. licensed to Cambridge University Press; The Nemours Foundation for the adapted text on p. 98 'There IS an alternative' from 'Complementary and Alternative Medicine' © 1995–2011. The Nemours Foundation/Kidshealth®. Reprinted with permission;

Pearson Education for the adapted text on p. 100 'Great breakthroughs in medicine' from 'Medical Advances Timeline.' Infoplease.

© 2000–2007 Pearson Education, publishing as Infoplease.

10 Feb. 2011 <http://www.infoplease.com/ipa/A0932661.html>;

The Telegraph for the adapted text on p. 102 'Movie therapy' from 'Movie therapy: Do you believe in the healing power of film?' By Kate Corr, *The Telegraph* 3 November 2008. Copyright © Telegraph Media Group Limited 2008.

The publishers are grateful to the following for permission to reproduce copyright photographs and material:

Key: l = left, c = centre, r = right, t = top, b = bottom, u = upper, lo = lower, f = far.

Alamy/©ArcadelImages p 33 (tl), ©Jon Arnold Images Ltd p 89 (H), ©Catchlight Visual Services p 10, ©Caro p 100 (tl), ©Cultura Creative p 123 (l), ©Danita Delimont Creative p 89 (E), ©Directphoto Collection p 70 (l), ©Fresh Start Images p 14 (A bcl), ©Robert Fried p 76 (tl), ©Glow Asia RF pp 18 (r), 48 (br), 70 (r), ©imagebroker pp 93 (cr), 116 (l), ©Ian Paterson p 26 (bcr, br), ©PHOTOTAKE Inc p 100 (bcl), ©jeremy sutton-hibbert p 54 (c), ©Glyn Thomas p 26 (ccl), ©United Archives GmbH pp 20 72, ©vario images GmbH & Co.KG p 54 (br); Corbis p 33 (tr), ©Sam Bloomberg-Rissman/Blend Images p 28, ©Ashley Cooper p 116 (c), ©Lynn Goldsmith p 65 (t), ©Mike Hutchings/Reuters p 54 (bl), ©Wolfgang Kumm/epa p 12, ©Kazuyoshi Nomachi p 88 (tl), ©MARKKU OJALA/epa p 16 (bl), ©Anna Peisl p 76 (br), ©Tomas Rodriguez p 48 (bc), ©Hugh Sitton p 48 (tl), ©Benoit Tessier/Reuters p 34 (b), ©Peter Zschunke/epa p 38; ©CUP/Gareth Boden p 15; ©Ben Fitzpatrick <http://bensimages.co.uk/> p 44 (t); Getty Images/AFP/SOE THAN WIN p 59, ©ChinaFotoPress p 14 (F), ©Feng Li p 14 (A bcr), ©FilmMagic/Michael Tran p 74 (l), ©Sean Gallup p 75, ©Iconica/Gazimal p 70 (cr), ©Iconica/Michelangelo Gratton p 62 (l), ©Iconica/Dougal Waters p 18 (l), ©Ben Hider p 74 (br), ©Jasper Juinen p 74 (lcr), ©Minden Pictures/Tui De Roy p 123 (r), ©Photonica/Andrew O'Toole p 16 (tr), ©Riser/PM Images p 76 (tr), ©Stockbyte p 56, ©The Image Bank/Glen Allison p 48 (tr), ©Time & Life Pictures/Kimberly Butler p 33 (br), ©Noel Vasquez p 83 (b); ©Greenpeace www.greenpeace.org.uk p 77 (c); The Independent/David Sandison pp 60, 66; iStockphoto/alex282 p 99 (tl), AvailableLight p 100 (bl), ©azndc p 99 (bl), ©buzzbuzzer p 76 (bl), ©Oliver Childs p 99 (cl), ©cinoby p 89 (l), ©colemat p 100 (tc), ©steve dangers p 100 (tr), ©diane39 p 100 (bcr), ©Firehorse p 89 (F), ©fotoVoyager pp 26 (ccr), 89 (B), ©frankysze p 14 (A tl), ©Juha Huiskonen p 99 (br), ©izusek p 93 (B), ©Ju-Lee p 62 (r), ©melhi p 14 (A tcr), ©monkeybusinessimages p 8, ©Karen Mower p 112 (tl), ©NNehring p 99 (tr), ©parema p 112 (tcl), ©Photomorph p 93 (C), ©PhotoTalk p 112 (bc), ©PictureLake p 89 (G), ©Redemption p 26 (cr), ©ricardoreitmeyer p 89 (D), ©sandsun p 112 (tcr), ©sculpies p 93 (F), ©track5 p 14 (A bl), ©vetkit p 112 (bl), ©wsfurlan p 112 (tr), ©YinYang p 46 (br), ©zilli p 98; The Kobal Collection/Dreamworks/Warner Bros/Andrew Cooper p 30 (l), ©Lin Pictures p 104 (lcl), ©Paramount/Peter Sorel p 102 (c), ©20th Century Fox/Peter Mountain p 104 (r), ©Warner Bros p 104 (bl), ©Working Title/Alex Bailey p 58 (r), ©Touchstone p 86 (t); ©NHPA/Photoshot/Daniel Heuclin p 46 (tl); ©Médécins sans Frontières www.msf.org.uk p 77 (t); ©OXFAM www.oxfam.org.uk p 77 (b); Front cover in its entirety of HIGH FIDELITY by Nick Hornby (Penguin Books, 2000) copyright © Nick Hornby, 1996. Reproduced with permission of Penguin Books Ltd p 86 (b); Front cover in its entirety of PRIDE AND PREJUDICE by Jane Austen (Penguin Books, 2003). Reproduced with permission of Penguin Books Ltd p 58 (l); Front cover in its entirety of THE TIME MACHINE by H. G. Wells (Penguin Books, 2005). Text copyright © the Literary Executors of the Estate of H. G. Wells. Reproduced with permission of Penguin Books Ltd p 30 (r); Photolibrary.com/Age fotostock/Yadid Levy p 48 (tcl), ©Age fotostock/Inger Hogstrom p 88 (tr), Peter Arnold Images p 46 (tr), ©BIOS/Renaud Fulconis p 96 (l), ©Citizen Stock/David Katzenstein p 18 (c), ©Dallas & JohnHeaton p 48 (tcr), ©Flirt Collection/ER Productions p 100 (br), ©Imagebroker.net/Michael Weber p 14 (A tcl), ©Image Source p 70 (cl), ©Oxford Scientific (OSF)/Derek Bromhall p 96 (tr), ©Oxford Scientific (OSF)/Thomas Haider p 89 (C), ©Saga Photo/Patrick Forget p 122, ©Unknown Spectrum photographer p 88 (bl), ©The Travel Library Limited p 89 (A), ©John Warburton-Lee Photography/Nigel Pavitt p 96 (bl), ©Woodham Caroline p 5; Press Association Images/AP/Tony Gutierrez p 14 (G), ©PA Archive/John Stillwell p 34 (t); Rex Features pp 16 (br), 26 (bcl), 37 (bl), ©Action Press p 74 (tr), ©Chris Balcombe p 26 (cl, bl), ©Mark Campbell p 26 (t), ©Design Pics Inc p 123 (c), ©WDisney/Everett p 104 (ucl), ©Everett Collection p 54 (tr), ©Jens Hartmann p 65 (b), ©Alfie Hitchcock p 40, ©ITV p 4, ©LARUFFA p 54 (tc), ©NBCUPHOTOBANK p 80, ©Paramount/Everett p 108, ©Brian Rasic p 83 (t), ©Sipa Press pp 14 (A tr), 54 (tl), 74 (ucr), ©SNAP p 102 (b), ©Charles Sykes p 44 (b), ©20thC.Fox/Everett pp 92, 104 (tl), ©U.A./Everett p 102 (t); ©Tommy Shih Photography www.tommyshihphoto.com p 37 (t); Shutterstock Images/Cassiede alain p 14 (A br), ©Stephen Coburn p 115, ©Julian de Dios p 93 (E), ©Kevin Eaves p 89 (J), ©EmCeDesigns p 100 (bc), ©Kert p 93 (A), ©nik0s p 62 (c), ©Nik Nikl p 116 (r), ©inacio pires p 99 (cr), ©takayuki p 48 (bl), ©juan carlos tinjaca p 46 (bl); ©twestival www.twestival.com p 44 (c).

The publishers are grateful to the following illustrators:

Dan Chernet (Bright), Rosa Dodd (NB Illustration), Mark Duffin, Jesse Ford (CIA), David Haughey (Three in a Box), Tracey Knight (Lemonade), Anna Lazareva (Lemonade), Tim Marrs (CIA), Pat Murray (Graham Cameron), Red Jelly Illustration, Mark Reihell (Lemonade), Jo Szachowska (Three in a Box), Russ Williams (Three in a Box).

The publishers are grateful to the following contributors:

Pentacor plc: text design, layouts and cover design

Hilary Fletcher: photo research

Anne Rosenfeld and Dave Morrirt: audio recordings

Steve Hall at Bellvoice: song recordings

Julie Moore: Get it right! section

Commissioned photography (photo stories and cover):

Ryan Davies

James Mason: DVD script

Lightning Pictures: DVD production

Rob Maidment: DVD project management