

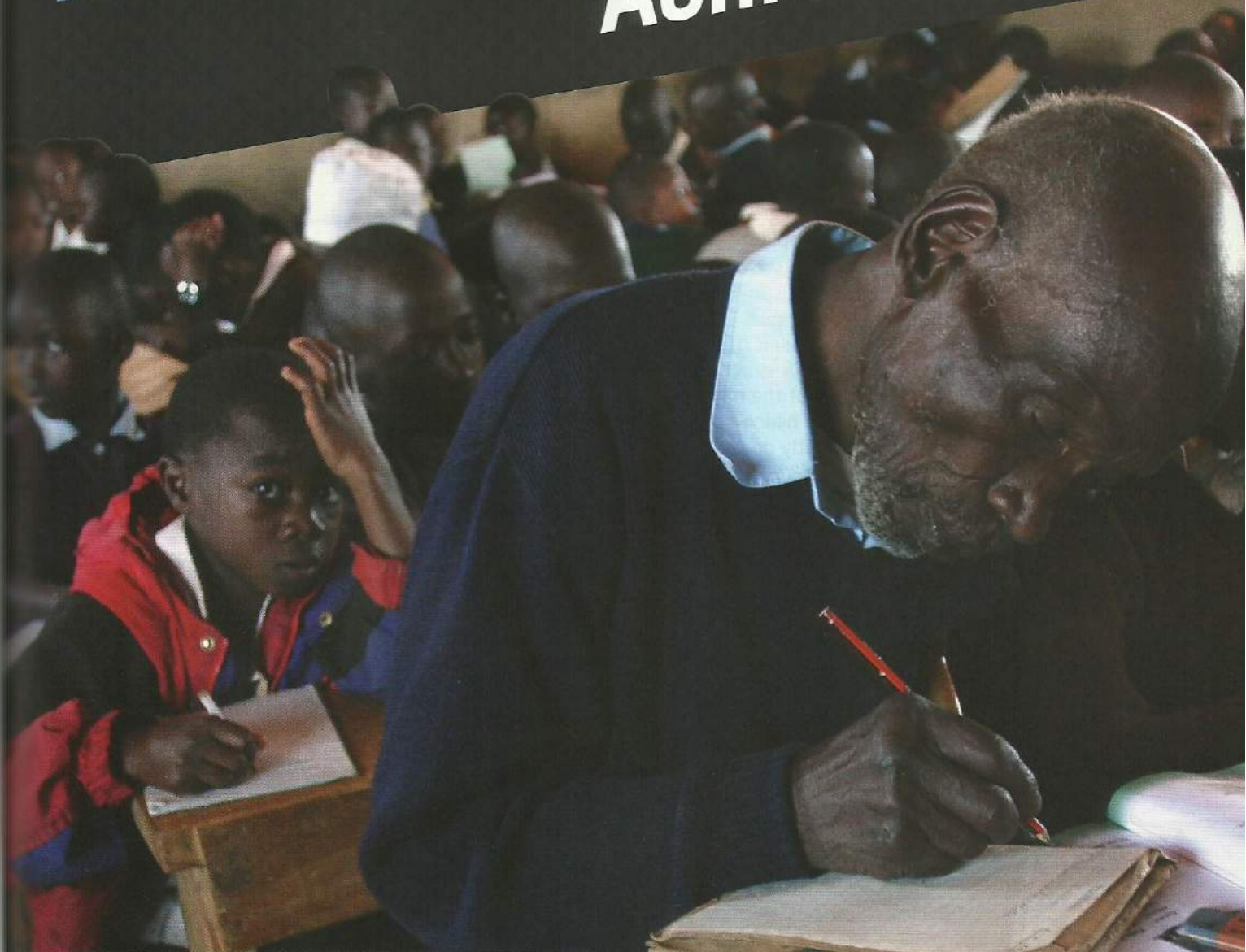


## CAN DO OBJECTIVES

- Talk about future possibilities
- Describe actions and feelings
- Make telephone calls
- Write a personal profile

# UNIT 9

## Achievements



### GETTING STARTED

**a** Look at the picture and answer the questions.

1. How old do you think the man in the picture is?  
How old are the children?
2. How do you think the man feels to be studying at this school? Why do you think he is doing it?

**b** **3.2** Listen to some information about the man.  
Why do you think they made a film about his life?  
Would you like to see the film?

**c** In pairs, think of three things you will find out about the man in the film.

# 9A If I don't pass this exam, I won't be very happy

Learn to talk about future possibilities

**G** First conditional

**V** Degree subjects; Education collocations

## 1 VOCABULARY Degree subjects

**a** Ask and answer the questions.

- Do most people in your country go to university? What are three popular degree subjects?
- Is it important to go to university? Why / Why not?

**b** **3.3** Look at the pictures. Match the university degree subjects with the pictures. Listen and check.

- |  |                                     |                                      |
|--|-------------------------------------|--------------------------------------|
| <input type="checkbox"/> law                 | <input type="checkbox"/> drama      | <input type="checkbox"/> medicine    |
| <input type="checkbox"/> art                 | <input type="checkbox"/> psychology | <input type="checkbox"/> engineering |
| <input type="checkbox"/> business management | <input type="checkbox"/> education  |                                      |

**c** Are the subjects in 1b common degrees in your country? Why do you think people study each subject?



## 2 READING AND SPEAKING

**a** Read the introduction and look at the names of the degree subjects in the article. Which degrees have you heard of before? What exactly do you think students learn in each of the degrees?

**b** Read the article and check your ideas in 2a. Underline the words which tell you what the students study.

**c** Discuss the meaning of any new words you underlined in the article with a partner.

**d** Work in pairs. Ask and answer the questions.

- Which jobs do you think people can do with the degrees in the article? What kind of companies could they work for? Could they be self-employed?
- Which degree in the article do you think would be the most useful in your country? Which would be the least useful?
- Which degree would be the most fun or interesting for you? Which would you do well at?

# Unusual degrees

Are you thinking about going to university? Do you think mathematics, physics and history sound boring? Well, there are a lot of unusual degrees that you might not know about. Here are some of our favourites.

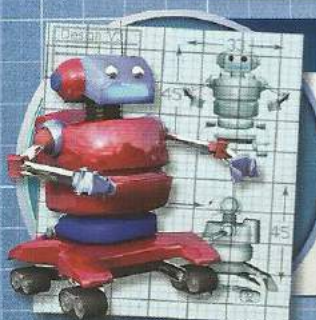


### Football Studies

Students learn about football and business, society and the media. They also study sports injuries and coaching. You don't need to play football to apply – there won't be any footballs in the exam room.

### Citrus Studies

Yes, you can do a degree in oranges, lemons and limes! Students learn how to grow citrus fruits, which includes a lot of chemistry and biology. You'll get really healthy from all that fresh fruit!



### Toy Design

Not ready to grow up yet? Then maybe you'd like to learn how to design toys for children. But don't think it will be easy just because you see the word 'toy'. Students on this course study child psychology, 3D design and mechanical engineering.

### Bakery Science

Eating cake or biscuits is probably something you do for fun. But for students doing this course, it's part of studying. Students learn about chemistry and how to manage production. There is a bakery at the university, so students can practise what they're learning.



**3 VOCABULARY**

**Education collocations**

a Look at the words and phrases. Which refer to good students? Which refer to bad students? Write *G* or *B*.

- |  |  |
|--|--|
| <input type="checkbox"/> pass your exams | <input type="checkbox"/> fail your exams       |
| <input type="checkbox"/> get low grades  | <input type="checkbox"/> take notes            |
| <input type="checkbox"/> revise          | <input type="checkbox"/> hand an essay in late |

b Now go to Vocabulary Focus 9A on p.139

**4 LISTENING**

a **3.5** Listen to five students talking about their studies. Which speakers have good study habits? Which have bad study habits?  
good habits \_\_\_\_\_ bad habits \_\_\_\_\_

b **3.5** Listen again. Which speaker ... ?

- has just finished all their exams
- is worried about an exam
- has to make an important decision
- is finding it difficult to complete a piece of work
- knows what subject they want to study at university

c Which students in 4a are the most similar to you when you study?

**5 GRAMMAR First conditional**

a **3.6** Listen to the sentences and complete the missing words.

- If I \_\_\_\_\_, I'm going to have a big party!
- If I \_\_\_\_\_ soon, I'll miss the deadline.
- I might fail the year if she \_\_\_\_\_ me more time.
- If the questions \_\_\_\_\_ too hard, I might be OK.
- I'm sure I'll get the grades I need if I \_\_\_\_\_ hard.

b Look at the sentences in 5a. Answer the questions and complete the rules.

- Are the students talking about the present or the future?
- Are the events possible or certain to happen?
- What tense are the verbs in the *if* clause? Complete the rule.

We use *if* + subject + \_\_\_\_\_ to talk about a possible future situation.  
We use a future form to talk about the result of this situation.

c Now go to Grammar Focus 9A on p.158

d **3.8 Pronunciation** Listen to the sentences. Notice the pause (//) between the two parts of the sentences.

- If it rains this weekend, // I'll stay at home.
- If I don't study hard, // I might not pass the exam.
- If I see you after class, // I'll give you the book.
- If I wake up at 10 am tomorrow, // I'll be in trouble at work.
- If I have enough money next year, // I'm going to buy a new car.

e **3.8** Listen again and repeat.

f Look at the sentences in 5d again. Change the second half of the sentences so they are true for you.

g Work in pairs. Student A: read a sentence from 5d. Student B: ask an *if* question. How many exchanges can you make?

If it rains this weekend, I'm going to watch TV at home.

What if there aren't any good programmes?

If there aren't any good programmes, I'll probably ...

**6 SPEAKING**

a Think about your own future. Write down four important plans that you have. Think about:

- jobs
- relationships
- hobbies
- travel

b Work in small groups. Tell the group your plans. Listen to the other students' plans and ask *if* questions.

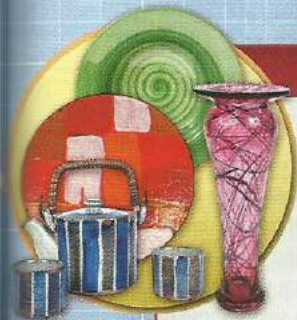
Next week, I'm going to have a job interview in London.

Will you move to London if you get the job?



**Popular Music**

You might think that students who do this degree just listen to pop music all day. But that's not true. Pop music involves the science of sound, production and engineering. Students get lectures from some really important people in the music industry.



**Ceramics**

If you like using your hands, then a course in ceramics might be for you. Students learn how to produce all kinds of ceramics – from fine art to dinner plates. They don't write any essays – all their grades are for exhibitions of their work.

# 9B I managed to stop feeling shy

Learn to describe actions and feelings

**G** Verb patterns

**V** Verbs followed by to + infinitive / verb -ing

## 1 SPEAKING AND LISTENING

- a Which of these situations do you find easy? Which do you feel shy in?



1 speaking to people you don't know at a party



2 speaking to a stranger on a train or bus



3 talking in front of a big group of people



4 asking a stranger for directions

- b Read the sentences about shy people. Do you think they are true (T) or (F) false?

- More people are shy now than in the past.
- Shy people are not interested in talking to other people.
- Technology like the Internet can help shy people.
- Shy people often have negative ideas about the future.

- c 3.9 Listen to an interview about shyness with Dr Lamb on a news programme. Check your answers to 1b.

- d 3.9 Listen again. What does Dr Lamb say about ... ?

- when shyness becomes a problem
- why technology may cause shyness
- the worries shy people have
- how she helps shy people

- e What do you think of Dr Lamb's advice? What do you do if you feel shy or nervous?

## 2 READING

- a Are you interested in the lives of celebrities? Why / Why not? Which celebrities are you interested in?

- b Look at the pictures of the celebrities in the article. Which problems from the list do you think each celebrity had?

- family disagreements
- language problems
- shyness
- not finishing school
- bullying

- c Read the article. Check your answers to 2b.

## THE NOT-SO-EASY LIVES OF CELEBRITIES

You might think that the rich and famous have easy lives. But many had serious problems before they became successful.

### Lady Gaga

Lady Gaga is famous for her unusual clothes and amazing performances. But she says she's actually very shy and she avoids meeting other artists. She says, 'I might not be shy with people that I know, but with people that I don't know I am very shy.'



### Michael Phelps

Michael Phelps was bullied at school. Other children laughed at his big ears and long arms – the same long arms with which he won 18 Olympic gold medals. But Phelps says the experience helped him to become a champion. 'I kind of laugh at it now,' he says. 'I think it made me stronger going through that.'



### Salma Hayek

When Mexican actress Salma Hayek moved to America, she couldn't speak English. She also has dyslexia, so she found it difficult to read and write. But Salma refused to give up. She **learned to speak** English quickly and in less than a year she was in her first English-language film. She says, 'Some people read really fast, but you'll ask them questions about the script and they'll forget. I take a long time to read a script, but I read it only once.'



- d Cover the article. Can you remember who these sentences are about?
- 1 He often wears dark glasses and a hat in public.
  - 2 He went to university to do a degree in business.
  - 3 He has managed to win six Oscars.
  - 4 Other children laughed at his big ears and long arms.
  - 5 She learned to speak English quickly.
  - 6 She avoids meeting other artists.
- Read the text again and check.

- e Answer the questions in pairs.
- 1 Who does Lady Gaga feel shy around?
  - 2 Does Salma Hayek think it's better to read a script quickly?
  - 3 How did bullying affect Michael Phelps's career?
  - 4 Did Johnny Depp want to be famous?
  - 5 Why did Peter Jackson leave school young?
  - 6 What did Benicio Del Toro's father want him to do?
- f Who do you think had the most difficult problem to deal with? Do you admire any of the celebrities? Why / Why not?

### Johnny Depp

Johnny Depp is one of the most recognised actors in the world. But he **doesn't enjoy being** famous. He often wears dark glasses and a hat in public. He says, 'I'm shy. I hate fame. I've done everything I can to avoid it.'



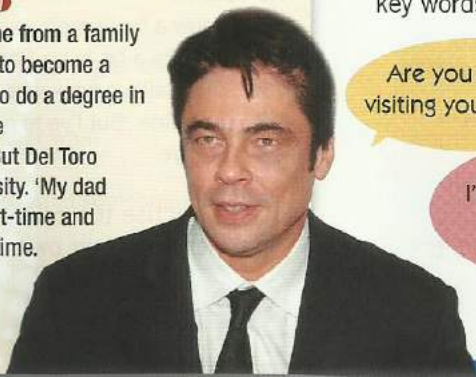
### Peter Jackson

When Peter Jackson – the director of *Lord of the Rings* – was nine years old, he saw the 1933 film *King Kong*, and from that moment he was always **thinking about making** films. He **loved using** the family video camera and at only 16 he left school. 'I just **wanted to get** out of school and into a job, any job, so that I could **start saving** money for the next piece of film equipment.' Without going to film school he has managed to win six Oscars and he has remade *King Kong* with a \$207 million dollar budget.



### Benicio Del Toro

Oscar winner Benicio Del Toro came from a family of lawyers. His father wanted him to become a lawyer, too. He went to university to do a degree in business, but before he finished he **decided to leave** to study acting. But Del Toro doesn't regret not finishing university. 'My dad wanted me to go to law school part-time and work on my acting the rest of the time. But I couldn't do that. I had made up my mind to become an actor.'



## 3 GRAMMAR Verb patterns

- a Look at the sentences below. What verb form follows the underlined verbs?
- 1 He decided to leave to study acting.
  - 2 He loved using the family video camera.
- b Look at the table and the **highlighted** words in the article. Complete the table with the verbs.

Verbs followed by <i>to</i> + infinitive	Verbs followed by verb + <i>-ing</i>
<i>decide</i>	<i>love</i>

- c Now go to Grammar Focus 9B on p.158

## 4 VOCABULARY Verbs followed by *to* + infinitive / verb + *-ing*

- a Find four more verbs in the article that are followed by *to* + infinitive or verb + *-ing*. Add them to the table in 3b.
- b Work in pairs. What do the verbs in 4a mean?
- c Now go to Vocabulary Focus 9B on p.139

## 5 SPEAKING

- a Choose five topics from the list below. Think of an idea for each one. Write key words in each of the boxes, for example:

visit parents

- A place you've **arranged to go** to soon.
- Something you **regret doing** when you were younger.
- Something you **promised to do** but didn't.
- Something difficult you **managed to do** recently.
- Something you're **avoiding doing** at the moment.
- Something you **forgot to do** that was very important.
- A place you would **recommend visiting** in your town or city.
- Something you **enjoy doing** when you have some free time.
- Something that you **miss doing**.

- b Work in pairs. Try to guess your partner's ideas from their key words. Use the words in **bold** in 5a to ask questions.

Are you **avoiding** visiting your parents?

Did you **forget** to visit your parents?

No. Of course I'm not avoiding visiting my parents. I love visiting them.

Yes, I did. We had an arrangement, but I forgot.

- P** Main stress: contrastive
- C** Dealing with problems on the phone

### 1 LISTENING

**a** Ask and answer the questions.

- 1 How often do you use the phone to talk to friends and family? How long are your calls?
- 2 When do you speak to people you don't know on the phone?
- 3 Have you ever spoken English on the phone? Who did you speak to? Did you have any problems?
- 4 Do you ever find speaking on the phone difficult? When?

**b** **3.12** Watch or listen to Part 1. Who is Annie trying to call? Is she going to call again later?

**c** **3.12** Watch or listen again. Answer the questions.

- 1 Why can't Annie speak to Mark?
- 2 What does Annie ask Mark's colleague to do?
- 3 What does Mark's colleague offer to do?
- 4 What two pieces of information does Mark's colleague ask for?



### 2 USEFUL LANGUAGE

#### Telephoning people you don't know

**a** **3.13** Complete the sentences with the words in the box. Then listen and check.

available back calling got there  
possible put speaking take

- 1 Is it \_\_\_\_\_ to speak to Mark Riley?
- 2 I'll just \_\_\_\_\_ you through.
- 3 Is Mark \_\_\_\_\_?
- 4 I'm afraid he's not \_\_\_\_\_.
- 5 Can I \_\_\_\_\_ a message?
- 6 Who's \_\_\_\_\_, please?
- 7 This is Annie Morton \_\_\_\_\_.
- 8 Shall I ask him to call you \_\_\_\_\_?
- 9 Has he \_\_\_\_\_ your number?

**b** Which sentences in 2a do you use if ... ?

- 1 you are calling
- 2 you have received a call

**c** Which sentence in 2a do you use ... ?

- 1 to say that you will connect the call
- 2 to say that someone else is busy
- 3 to ask for the caller's name
- 4 to suggest a future call

**d** Work in groups of three. You are a caller, a receptionist and a colleague. Use the expressions in 2a to have a conversation like the one in Part 1.

### 3 LISTENING

**a** **3.14** Watch or listen to Part 2. When do Annie and Mark arrange to meet?

**b** **3.14** Watch or listen again. Answer the questions.

- 1 How is Annie feeling about her work situation?
- 2 What has Annie done about her work problems since she talked to Rachel?
- 3 Why does Mark suggest Annie comes to the office?
- 4 Why does Rachel want to speak to Mark?

### 4 USEFUL LANGUAGE

#### Telephoning people you know

**a** **3.15** Listen and complete the sentences.

- 1 Hi, \_\_\_\_\_ Annie?
- 2 Hi, \_\_\_\_\_ Mark here.
- 3 Is now a \_\_\_\_\_?
- 4 Sorry, can I \_\_\_\_\_ back?
- 5 I've \_\_\_\_\_ go.
- 6 Speak \_\_\_\_\_ soon. Bye.

**b** **3.16** Correct five mistakes in the conversation. Listen and check.

**A** Oh hi, are you Bernice?

**B** Yes?

**A** It's Andrea here.

**B** Oh, hi.

**A** Is now a free time?

**B** Well, I'm a bit busy. Can I call you?

**A** Sure. Call me back when you're free. Is everything OK?

**B** Yeah, fine. But I've to go. Speak you soon.

**A** OK, bye.

**c** Practise the conversation in 4b with a partner. Use your own names.



### 5 CONVERSATION SKILLS

#### Dealing with problems on the phone

- a** 3.17 Listen and complete the exchanges.
- Mark** Rachel explained you're looking for a new job.
- Annie** Sorry, Mark, <sup>1</sup> \_\_\_\_\_.
- Annie** How about two thirty tomorrow?
- Mark** Sorry, <sup>2</sup> \_\_\_\_\_ three thirty tomorrow?
- Annie** No, two thirty.

- b** Look at the completed exchanges in 5a. Which phrase do you use ... ?
- to say that you didn't hear what someone said
  - to check that you heard what someone said correctly

### 6 PRONUNCIATION Main stress: contrastive

- a** 3.18 Listen to the exchange. Which of the underlined words is emphasised most strongly?
- Mark** Sorry, was that three thirty tomorrow?
- Annie** No, two thirty.
- b** Why does Annie say the time differently? Choose the best answer.
- 1 because she doesn't understand what Mark said
  - 2 because she is correcting what Mark said
- c** Work in pairs. Complete the questions about your partner. If you don't know, guess.
- 1 Were you born in \_\_\_\_\_? (place)
  - 2 Is your birthday in \_\_\_\_\_? (month)
  - 3 Do you live in \_\_\_\_\_? (place)
  - 4 Do you come to class by \_\_\_\_\_? (transport)
  - 5 Do you have a \_\_\_\_\_ mobile phone? (make of mobile phone, e.g. *Samsung*)
  - 6 Do you prefer to listen to \_\_\_\_\_? (type of music)
- d** Ask and answer the questions in 6c. Correct any mistakes your partner makes about you.

Were you born in Madrid?

No, I was born in Valencia.

### 7 SPEAKING

- a** Work in pairs. Choose one of the situations and have a telephone conversation.
- Caller**
- 1 Call reception and ask for Mr Taylor.
  - 2 Call your friend to arrange a trip to the cinema.
  - 3 Call your friend about the trip next week.
  - 4 Call Mr Colson's office. Ask him to call you back.
- Person receiving the call**
- 1 Mr Taylor isn't in. Take a message.
  - 2 You'd prefer to go to a restaurant. There's someone at the door.
  - 3 You're very busy and you can't hear very well.
  - 4 Answer your colleague Mr Colson's phone. Take a message.

Hello. Is it possible to speak to Mr Taylor?

I'm afraid he's not in ...

- b** Swap roles and have a conversation for a different situation in 7a.

### Unit Progress Test

#### CHECK YOUR PROGRESS

You can now do the Unit Progress Test.

## 1 LISTENING AND SPEAKING

- a Look at the different ways of learning and answer the questions.
- reading about a topic
  - listening to someone explain
  - group work
  - online or with an app
  - in a classroom with a teacher
  - one-to-one with a teacher
  - studying on your own

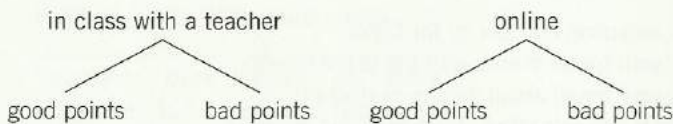
- 1 What different ways have you experienced?
- 2 Are there any other ways you can think of?
- 3 Which ways do you prefer?

- b **3.19** Listen to Janina and Roberta talking about online learning. Who is worried about online learning? Why?

- c **3.19** Listen again. Are the sentences true (T) or false (F)? Correct the false sentences.

- 1  Janina's going to do an online course next year.
- 2  Roberta prefers learning in a classroom.
- 3  Roberta likes to choose when she studies.
- 4  Roberta couldn't meet her teachers during her online course.
- 5  Roberta liked reading the students' online profiles.
- 6  Janina needs to have excellent IT skills for the course.
- 7  Janina must do the introduction course very soon.

- d Make a list of good and bad points for studying in class with a teacher and studying online.



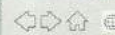
- e Work in small groups. Talk about your ideas. Decide which kind of study you prefer and tell the group.

## 2 READING

- a Janina decided to do the online learning introduction course. Read her profile and the profile of another student, Gonzalo. What do Janina and Gonzalo have in common?

- b Read the profiles again. Make notes and complete the table.

	Janina	Gonzalo
degree subjects		
languages		
reason for doing the online course		
work / free time		



WELCOME VISITOR

Login

Home

Teach

Learn

Community

Janina  
Jakubowska



### TELL US ABOUT YOU ...

Hello, everyone. My name's Janina and I'm doing a psychology degree here in Birmingham. <sup>1</sup>It's a great course and I'm really enjoying it, although it's hard work. I've just finished my second year, so I've got <sup>2</sup>one left – the hardest one!

I was born in Poland, but I came to live in England when I was about eight years old. I speak English and Polish, but I'm better at writing in English than in Polish.

### HOW DO YOU FEEL ABOUT THIS COURSE?

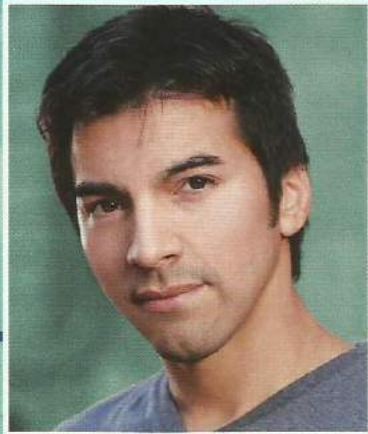
I'm really looking forward to learning about online courses. <sup>3</sup>They're completely new to me. I think my IT skills are a bit poor so this course might be a good way to improve <sup>4</sup>them.

### WHAT DO YOU DO WHEN YOU'RE NOT STUDYING?

I have a part-time job in a restaurant. I work there one night in the week and all day on Saturday. <sup>5</sup>This means I don't have a lot of time for myself, but that's OK. It's not forever.



## Gonzalo Lopez



### TELL US ABOUT YOU ...

Hi, everyone. I'm Gonzalo and I come from Mexico. Next year, I really want to do a business degree. I've already got one in sports science. I did it here in Mexico City, but <sup>6</sup>it was in English and not in Spanish. I'm sure you've already guessed that I can speak Spanish as well as English – <sup>7</sup>it's my first language after all.

### HOW DO YOU FEEL ABOUT THIS COURSE?

If I pass this online introduction course and an English test, then I'll get a place on a business degree programme. I'm excited about being in Mexico, but studying with people in the UK! <sup>8</sup>It's really cool.

### WHAT DO YOU DO WHEN YOU'RE NOT STUDYING?

I work as the manager of a gym, and that's why I want to do the Business Administration degree. Some day I'd like to own it, or <sup>9</sup>one that is similar. In my free time, I watch sport. I'll watch any sport and I'll try anything, but my favourite sport is football. I also have a girlfriend, Claudia. Luckily, she likes football too, so I can watch matches with <sup>10</sup>her!

## 3 WRITING SKILLS Avoiding repetition

- a Look at the sentences. How is the second sentence different from the sentence in Janina's profile? Underline the different words.

My name's Janina and I'm doing a psychology degree here in Birmingham. My psychology degree is a great course and I'm really enjoying the course, although the course is hard work.

Why didn't Janina use the sentence above?

- b We use different pronouns to avoid repeating information. Notice the highlighted words in the profiles. Find and underline the information the pronouns replace.
- c Look at these sentences from Gonzalo's profile. What is the difference between the pronouns *it* and *one*?

I work as the manager of a gym and that's why I want to do the Business Administration degree. Some day I'd like to own it, or one that is similar.

- d Read Muneera's profile and change the highlighted words to pronouns.

## Muneera Farzath

### TELL US ABOUT YOU ...

Hello, everyone. My name's Muneera. <sup>1</sup>Muneera's an Arabic name and <sup>2</sup>Muneera means 'brilliant'. I have a degree in International Studies, which I did in English. Arabic is my first language, but I can speak and write English well. I live in Kuwait with my family – my father, my mother and my two brothers. <sup>3</sup>My family all work in my father's electronics shop.

### HOW DO YOU FEEL ABOUT THIS COURSE?

I'm looking forward to this course and I hope <sup>4</sup>this course will help me to study online more easily. <sup>5</sup>Studying online is something I find quite difficult.

### WHAT DO YOU DO WHEN YOU'RE NOT STUDYING?

In my free time I like seeing my friends. I often go to the cinema with <sup>6</sup>my friends. One of <sup>7</sup>my friends, Aaminah, is also taking this course, so you'll meet <sup>8</sup>Aaminah here too!

## 4 WRITING

- a Write a student profile about yourself for an online English language course. Use the same headings as the students on this page. Make notes.

- Tell us about you ...
- How do you feel about this course?
- What do you do when you're not studying?

- b Write your student profile. Make sure you use pronouns to avoid repeating information.

- c Work in pairs. Exchange profiles. Check your partner has used pronouns to avoid repetition.

# UNIT 9

## Review and extension

### 1 GRAMMAR

a Choose the correct answers.

- 1 If I *study / will study* hard, I think I'll pass my exams.
- 2 I *go / 'm going to go* on holiday later in the year if my boss lets me.
- 3 If I *don't / won't go* to the lesson, I might miss something.
- 4 I might get a pay rise if I *work / 'll work* hard this year.
- 5 I *might buy / buy* tickets for the concert next week if I have enough money.
- 6 If I *won't / can't* find a job in my country, I'll move abroad.

b Complete the conversation between a careers adviser and a student with the best answers.

- A So, have you thought about what to do after your course?  
B I've decided <sup>1</sup>to *leave / leaving* education and find a job.  
A OK, and what kind of job do you want <sup>2</sup>to *do / doing*?  
B I'm not sure, but I need to start <sup>3</sup>to *think / thinking* about it!  
A OK, well let's think about the work environment. Imagine <sup>4</sup>to *work / working* in an office – does that sound good?  
B Not really. I really love <sup>5</sup>to *be / being* outside. And I don't like <sup>6</sup>to *use / using* computers.  
A Right. I'd like you to go away and make a list of outdoor jobs you could do. Then we can arrange <sup>7</sup>to *talk / talking* again.  
B All right, I'll come back next week then.  
A Great. And don't forget <sup>8</sup>to *bring / bringing* the list!

c Practise the conversation in 1b.

### 2 VOCABULARY

a Write the names of the degree subjects.

- 1 I'm learning to become an actor. d \_\_\_\_\_ a
- 2 When I finish I'm going to work as a teacher. e \_\_\_\_\_ n
- 3 I've always wanted to be a doctor, so it's the right course for me. m \_\_\_\_\_ e
- 4 I want to be a manager at a big company one day. b \_\_\_\_\_ s m \_\_\_\_\_ t
- 5 I'm learning to design roads and bridges. e \_\_\_\_\_ g
- 6 I study how the brain works. p \_\_\_\_\_ y

b Complete the sentences with the verbs in the box.

fail get (x2) hand in revise take

- 1 If you \_\_\_\_\_ into a good university, you'll find a good job.
- 2 It's important to \_\_\_\_\_ notes when you're in a lesson.
- 3 It's embarrassing to \_\_\_\_\_ an exam.
- 4 It's difficult to \_\_\_\_\_ good marks without studying.
- 5 It's a bad idea to \_\_\_\_\_ the evening before you have an exam.
- 6 If you \_\_\_\_\_ work late, the teacher should give you zero.

c Do you disagree with any of the sentences in 2b?

### 3 WORDPOWER Multi-word verbs with put

a Match sentences (1–7) with the replies (a–g).

- 1  It's too dark to read in here.
- 2  Have you seen my glasses?
- 3  Don't you have a meeting with your teacher today?
- 4  You don't look very happy.
- 5  Come on – the exam starts in 20 minutes.
- 6  Can I borrow your dictionary?
- 7  Are you still on the phone?

- a I think you **put them down** there, next to your books.
- b No, the university has **put up** its prices. I don't think I can pay for my course.
- c OK – but **put it back** in my bag once you've finished.
- d I'll **put on** the light.
- e Yes. I'm waiting for them to **put me through** to the right person.
- f I just want to **put on** my coat. It's always cold in that big room.
- g No, she **put it off** until next week – she's too busy at the moment.

b Match the multi-word verbs with *put* in 3a with the meanings.

- 1  decide to do something later than you planned
- 2  start to wear
- 3  turn on (something electrical)
- 4  put an object on the floor or on top of something
- 5  connect someone on the telephone to the person they want to speak to
- 6  make a price higher
- 7  return something to the right place

c Complete the sentences with expressions with *put*.

- 1 My mum puts her things down and then can't find them!
- 2 The government \_\_\_\_\_ the prices of train and bus tickets every year.
- 3 I \_\_\_\_\_ my work \_\_\_\_\_ until I really need to do it.
- 4 I \_\_\_\_\_ the TV as soon as I get home.
- 5 Most receptionists \_\_\_\_\_ you \_\_\_\_\_ to the right person when you phone.
- 6 I \_\_\_\_\_ my favourite clothes at weekends.
- 7 I \_\_\_\_\_ things \_\_\_\_\_ when I've finished using them.

d Work in pairs. Which of the sentences in 3c are true for you?

### REVIEW YOUR PROGRESS

How well did you do in this unit? Write 3, 2 or 1 for each objective.

3 = very well 2 = well 1 = not so well

#### I CAN ...

- |                                 |                          |
|---------------------------------|--------------------------|
| Talk about future possibilities | <input type="checkbox"/> |
| Describe actions and feelings   | <input type="checkbox"/> |
| Make telephone calls            | <input type="checkbox"/> |
| Write a personal profile        | <input type="checkbox"/> |



## CAN DO OBJECTIVES

- Talk about moral dilemmas
- Describe problems with goods and services
- Return goods and make complaints
- Write an apology email

# UNIT 10

## Values

### GETTING STARTED

- a Describe what is happening in the picture.
- b What do you think happens next? Think of three ideas.
- c In pairs, ask and answer the questions. Say why.
- 1 If you were looking from a window and you saw this happening, would you call the police?
  - 2 Would your answer be the same if ... ?
    - you were abroad
    - you knew the man
    - it was your car
    - you were in the street (not looking out the window)

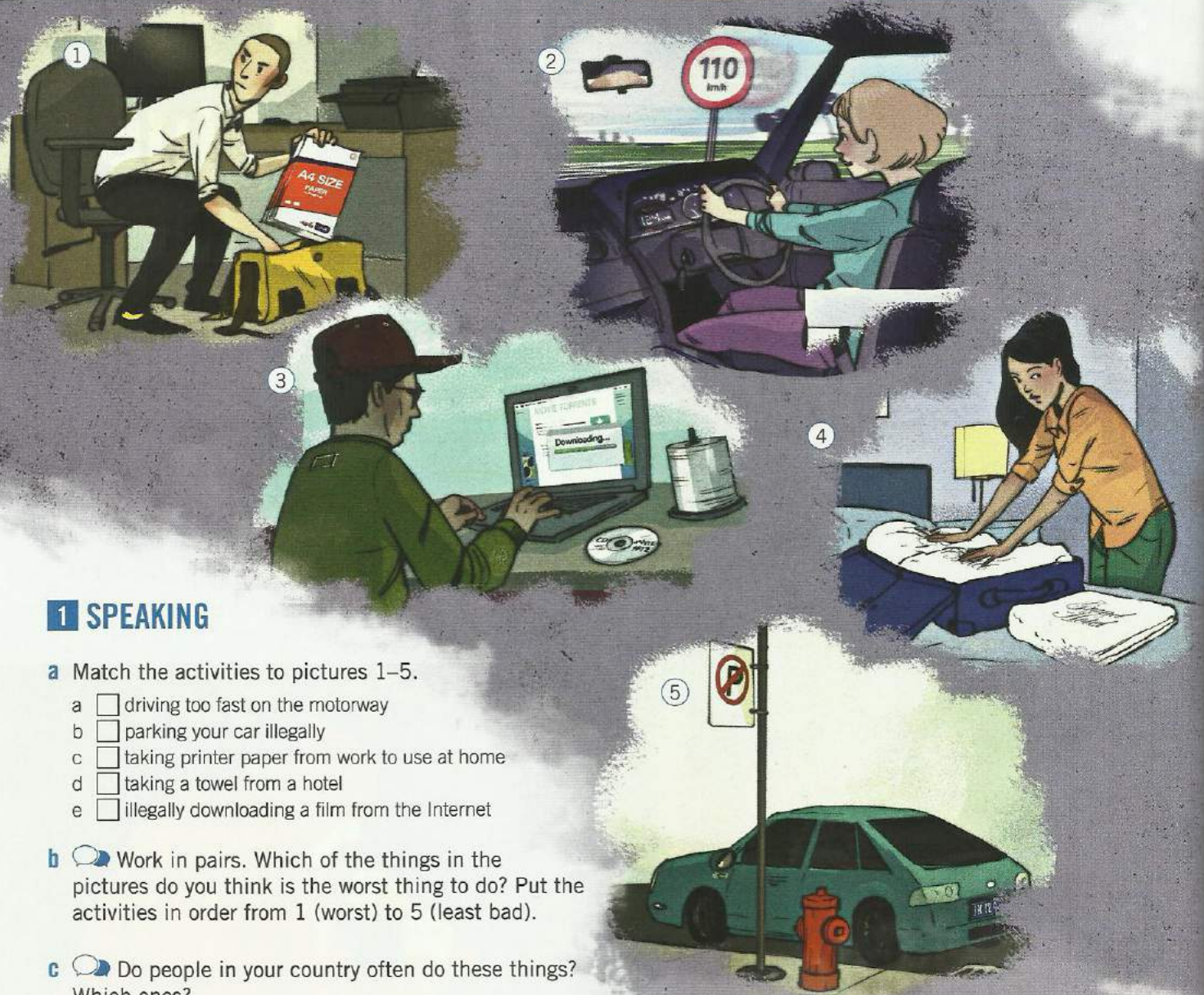


# 10A Would you do the right thing?

Learn to talk about moral dilemmas

**G** Second conditional

**V** Multi-word verbs



## 1 SPEAKING

**a** Match the activities to pictures 1–5.

- a  driving too fast on the motorway
- b  parking your car illegally
- c  taking printer paper from work to use at home
- d  taking a towel from a hotel
- e  illegally downloading a film from the Internet

**b** Work in pairs. Which of the things in the pictures do you think is the worst thing to do? Put the activities in order from 1 (worst) to 5 (least bad).

**c** Do people in your country often do these things? Which ones?

## 2 LISTENING

**a** Read the text about illegal downloading. Do you agree with Philip Pullman?

**b** **3.20** Listen to a radio programme about illegal downloading. Would each speaker download anything illegally? What would they download?

- Speaker 1 \_\_\_\_\_  
 Speaker 2 \_\_\_\_\_  
 Speaker 3 \_\_\_\_\_  
 Speaker 4 \_\_\_\_\_  
 Speaker 5 \_\_\_\_\_

**c** **3.20** Listen again. What reason does each speaker give for their answers in 2b?

**d** Which speakers 1–5 do you disagree with? Which speakers do you feel similar to?

### Illegal downloading is wrong, says author Philip Pullman

Philip Pullman, the author of the famous *His Dark Materials* book series, says in an article that downloading illegally from the Internet is like stealing money from someone's pocket. In the article, he writes that it's wrong to steal an artist's work. He says that people who want to enjoy an artist's work should have to buy it first.

### 3 GRAMMAR

#### Second conditional

a **3.21** Complete the sentences from the listening with a verb. Listen and check.

- If you \_\_\_\_\_ to watch a TV programme, would you download it illegally?
- If the programme \_\_\_\_\_ available, I'd **download** it.
- If I \_\_\_\_\_ the album, I'd **buy** it afterwards.
- I wouldn't download an album if it \_\_\_\_\_ for charity.
- I'd **ask** my granddaughter to download it for me if I really \_\_\_\_\_ to see it!

b Look at the sentences in 3a. Choose the correct option, a or b, to complete the sentences.

- We use the second conditional to talk about:
  - a real future situation
  - an imagined present or future situation
- The verb form that follows *if* is:
  - a present tense
  - a past tense
- The highlighted verb in the examples is:
  - would + infinitive
  - had + infinitive

c Now go to Grammar Focus 10A on p.160

d **3.23 Pronunciation** Listen to the sentences. Notice how the vowel sounds in **bold** are pronounced.

- Would** you download the album?
- Yes, I **would**.
- No, I **wouldn't**.
- I **wouldn't** download a charity album.
- What **would** you download?

e **3.23** Listen again and answer the questions about the sentences in 3d.

- Do you hear the /I/ or is it silent?
- When is **would** (or **wouldn't**) unstressed? Tick ✓ one.
 

<input type="checkbox"/> questions	<input type="checkbox"/> negatives	<input type="checkbox"/> short answers
------------------------------------	------------------------------------	--
- When **would** is stressed is it pronounced ... ?
 

<input type="checkbox"/> /wʊd/	<input type="checkbox"/> /wɔd/
--------------------------------	--------------------------------

f Think of two different ideas to complete each sentence.

- If it wasn't against the rules, ... I'd **listen to music at work**.
- If it wasn't so expensive, ...
- ... if I practised.

g Compare your sentences with a partner's.

If it wasn't against the rules, I'd play my music at work.

Why?

It helps me concentrate!

### 4 VOCABULARY Multi-word verbs

a What's happening in each picture below? Choose the best thing to do next from the two phrases.



- carry on driving
- stop and look at the damage



- look after a lost cat
- not do anything



- hand in lost money to the police station
- look for the person who dropped it



- put off your arrangements
- say no

b Look at the multi-word verbs in **bold**. Match them with the dictionary definitions.

- \_\_\_\_\_ take care of something or someone
- \_\_\_\_\_ decide or arrange to do something at a later time
- \_\_\_\_\_ continue doing something
- \_\_\_\_\_ give something to someone in a position of authority

c Now go to Vocabulary Focus 10A on p.140

### 5 SPEAKING

a Ask and answer the questions.

- Do you always tell the truth? Why / Why not?
- Who is the most honest person you know? Why did you choose that person?

b **Communication 10A** How honest is your partner? Do the quiz to find out. Student A: go to p.129. Student B: go to p.131.

# 10B I'm too embarrassed to complain

Learn to describe problems with goods and services

**G** Quantifiers; too / not enough

**V** Noun formation

## 1 READING AND SPEAKING

- a** In your country, is it OK to complain in a shop? What do people complain about?
- b** What are these people complaining about? Match the complaints (1–4) with the words in the box.
- service   quality   price   delivery
- This pizza is much cheaper in the other shop.
  - I bought this watch last week and it's already broken.
  - I ordered the rug two weeks ago, but it hasn't arrived yet.
  - I've been in this queue for 20 minutes now – they're so slow.
- c** Have you had any similar problems to b1–4 recently?
- d** Read the title of the text below. Does the information surprise you?
- e** Read the text quickly and underline:
- the top four nations of complainers in Europe
  - the survey questions
  - what the British complain about most
  - the maximum time British people are happy to queue
  - the most common reason not to complain
- f** Read the text again. Are there any things that people in your country wouldn't complain about, but the British do? Why / Why not?

## 2 GRAMMAR Quantifiers; too / not enough

- a** Look at the complaints and answer the questions.
- The service is not good enough.  
31% are too embarrassed to complain.  
There aren't enough shop assistants.  
The queue isn't moving quickly enough.  
There are too many people in the pool.  
There's too much salt on my food.
- Which of the underlined words say something is ... ?
    - more than the right amount
    - less than the right amount
  - Do we put *enough* before or after ... ?
    - adjectives
    - adverbs
    - nouns
  - Which word do we use after *too* with ... ?
    - countable nouns
    - uncountable nouns
- b** Now go to Grammar Focus 10B on p.160
- c** Choose the correct options to complete the complaints.
- The water was *too much* / *too* cold.
  - There were *too much* / *too many* children running around.
  - The room wasn't *warm enough* / *enough warm*.
  - There was *too* / *too much* noise, so we couldn't hear everything.
  - There weren't *enough seats* / *seats enough* for everyone.
  - We didn't stop for *long enough* / *enough long* in each place.
- d** What do you think the situation was for each complaint in 2c?



## UK shoppers are some of the biggest complainers in Europe

A recent survey has found that British people complain more than any other European nation. 96% of British people said that they would complain if they received poor service in a shop. The top four complaining nations also included the Germans, the Italians and the Swedish.

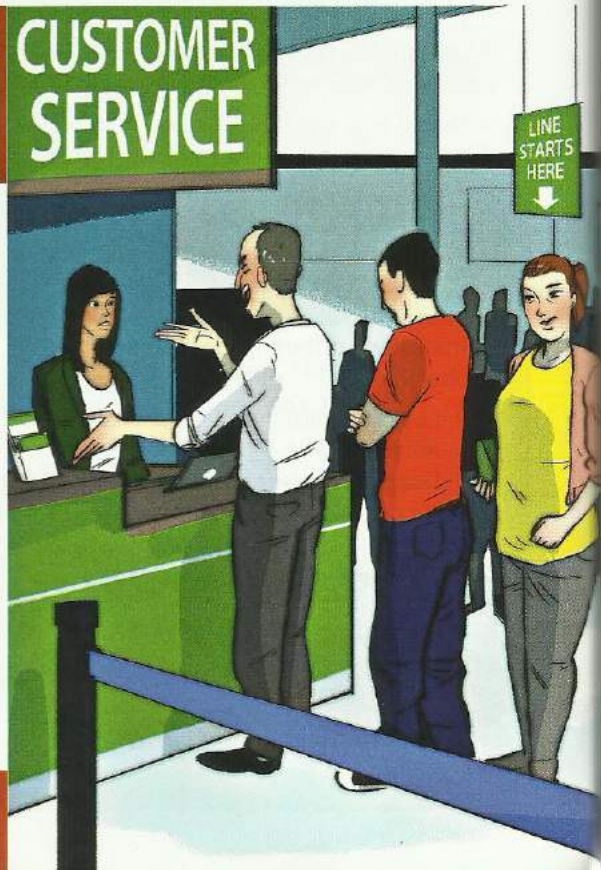
In the survey, shoppers across Europe were asked how often, why and when they complain. Shoppers who don't complain were asked why not?

### What do the British complain about?

The most common reason British shoppers give for a complaint is that the service is not good enough. If there aren't enough shop assistants or the queue isn't moving quickly enough, the British get angry. The British love a well-organised queue. When asked how long they queue before they get annoyed, they said more than five minutes was too long. Poor-quality products, rude staff and delivery problems are also common reasons. 76% of British shoppers feel 'If customers don't complain, companies can't improve.'

### Why do some choose not to complain?

For the few British people who don't complain, 42% don't have time, 37% feel it doesn't help and 31% feel too embarrassed.



# COMPLAINTS AROUND THE WORLD

A recent survey has revealed the countries where people like to complain the most. 30,000 people in 30 different countries were asked the question, 'Have you made a complaint in the last 12 months?'

Top of the list was the UK, with Sweden second and Australia third. At the bottom of the list were Saudi Arabia, China and Poland.

TOP TEN	BOTTOM TEN
1 UK	30 Saudi Arabia
2 Sweden	29 China
3 Australia	28 Poland
4 Canada	27 Russia
5 USA	26 Turkey
6 Brazil	25 Spain
7 Argentina	24 Egypt
8 South Africa	23 Thailand
9 France	22 Indonesia
10 Venezuela	21 Japan

## 3 LISTENING

- a Look at the results of an international survey above. Where is your country on the list? If it's not there, where on the list do you think it would be?
- b **3.26** Listen to a radio programme about the survey. Answer the questions.
- 1 What two countries are the guests from?
  - 2 Are the guests surprised by the survey results?
- c **3.26** Listen again. Answer the questions.
- 1 What two reasons does the first guest give for why people in her country complain more these days?
  - 2 What does the second guest say are two advantages of buying things online in his country?
- d Is your country similar to the guests' countries?
- e Work in pairs. Complete the sentences to make seven good pieces of advice.
- 1 Don't wait to complain. Do it \_\_\_\_\_ the problem happens.
  - 2 Be polite: choose your words carefully and don't \_\_\_\_\_.
  - 3 Be clear: give a good \_\_\_\_\_ of the problem.
  - 4 Give the company a time limit. Say you want a \_\_\_\_\_ within ten days.
  - 5 Don't be afraid to go to the top: speak to the \_\_\_\_\_ or write to the \_\_\_\_\_ of the company.
  - 6 Letters are usually the best way to complain: you can \_\_\_\_\_ the problem in detail and avoid getting too \_\_\_\_\_.
  - 7 Tell them how you \_\_\_\_\_. Say how the problem spoiled your \_\_\_\_\_.
- f **3.27** Now listen to an interview with an expert on complaining. Is his advice the same as yours?

- g Ask and answer the questions.
- 1 Which advice from the listening would work in your country? Which advice wouldn't? Why?
  - 2 Is there any different advice you would give to a visitor to your country if they wanted to complain about something?

## 4 VOCABULARY Noun formation

- a Complete the table with words from this lesson.

Verb	Noun
_____	choice
complain	_____
deliver	_____
_____	explanation
decide	_____
describe	_____
enjoy	_____
_____	queue

- b **3.28 Pronunciation** Listen to the words in 4a. Underline the stressed syllable in each word.
- c **3.28** Listen again. Notice when the vowel sound changes, for example *choose* /u:/ *choice* /ɔɪ/. Then listen again and repeat.
- d Complete the sentences with words from 4a.
- 1 Do you have a good c\_\_\_\_\_ of shops where you live?
  - 2 When was the last time you made a c\_\_\_\_\_ in a shop?
  - 3 Does it annoy you when you have to q\_\_\_\_\_ in a shop?
  - 4 Have you ever bought something online that was different from the d\_\_\_\_\_ when it arrived?
  - 5 Have you ever had a problem with the d\_\_\_\_\_ of something you bought?
  - 6 What's the worst d\_\_\_\_\_ you've ever made when buying something?
- e Ask and answer the questions in 4d.

## 5 SPEAKING

- Ask and answer the questions. Who is the biggest complainer?
- 1 Would you complain if ... ?
    - your bill at a restaurant was a bit too high
    - you booked a hotel room with one large bed but you got a room with two single beds
    - you ordered a pizza but they delivered the wrong one
    - you ordered something online and it arrived a week late
    - you couldn't hear a film in the cinema because other people were too noisy
  - 2 How would you complain in each situation? What would you say?

### 1 LISTENING

- a What reasons can you think of for returning each of these things to a shop?
- a pair of jeans
  - a DVD
  - a sandwich
  - a present you've received

- b Look at the notice in a shop. Match the highlighted words with the definitions.

**For customers who wish to return goods to this shop**

We will give a **refund** or **exchange** your **goods** for **products** of equal value if:

- i) you bought the goods less than 14 days ago
- ii) you have a **receipt**.

Thank you for shopping with us.

- 1 \_\_\_\_\_ a piece of paper that shows how much you paid for something
  - 2 \_\_\_\_\_ to change a product you bought for a different one
  - 3 \_\_\_\_\_ money given to you when you return something to a shop
  - 4 \_\_\_\_\_ something which is sold in a shop
- c Are the rules in 1b the same as shops in your country? Do all shops in your country have the same rules? Explain any differences.
- d 3.29 Watch or listen to Part 1. What does Leo want to return? Why? Why isn't it possible?



### 2 USEFUL LANGUAGE

#### Returning goods and making complaints

- a 3.29 Look at the phrases. Which of the phrases did you hear in Part 1? Watch or listen again and check. Tick ✓ the phrases.

**Returning something to a shop**

- Could you help me, please?
- I'd like to return this clock, please.
- It doesn't fit.
- I've changed my mind.
- It was a present, but [I've already got one].
- I'd like a refund.
- Can I exchange it for something else?

**Complaining**

- Could I speak to the manager, please?
- I'd like to make a complaint.
- I've been here for [a very long time].
- Your sales assistant hasn't been very helpful.
- This isn't what I ordered.
- It doesn't work.

- b Look at the phrases you didn't tick in 2a. What shopping situations could you use them in?

- c 3.30 Now look at the phrases that shop assistants use. Complete them with the missing words. Listen and check.

refund receipt replace sorry right away exchange

- 1 Would you like to \_\_\_\_\_ it for something?
- 2 Do you have a \_\_\_\_\_?
- 3 I'm terribly \_\_\_\_\_ ...
- 4 I'll ask someone to look at that for you \_\_\_\_\_.
- 5 I'll \_\_\_\_\_ it immediately.
- 6 I'll give you a full \_\_\_\_\_.

- d Complete the conversations with words from 2a and 2c. Where are the people in each conversation?

- 1 **A** I'd like to make <sup>1</sup> \_\_\_\_\_ .  
**B** What's the problem?  
**A** This phone doesn't <sup>2</sup> \_\_\_\_\_. It's completely dead.  
**B** I'm <sup>3</sup> \_\_\_\_\_ sorry. I'll ask someone to <sup>4</sup> \_\_\_\_\_ that for you right away.
- 2 **A** I'd like to exchange these jeans please. They don't <sup>5</sup> \_\_\_\_\_ - they're too small.  
**B** OK. Do you have a <sup>6</sup> \_\_\_\_\_?  
**A** Yes, here you are.
- 3 **A** Excuse me?  
**B** Yes, sir?  
**A** We've been <sup>7</sup> \_\_\_\_\_ for an hour, but we haven't ordered yet.  
**B** I'm terribly sorry, sir, but we're extremely busy. We'll be with you as soon as we can.  
**A** Right. Could I speak to the <sup>8</sup> \_\_\_\_\_, please?

- e Work in pairs. Practise the conversations in 2d.





### 3 LISTENING

- a 3.31 Leo is going to speak to the manager about his clock. Do you think he will get a refund? Why / Why not? Watch or listen to Part 2 and check.
- b 3.31 Watch or listen again. Answer the questions.
- What three questions does the manager ask Leo?
    - What \_\_\_\_\_?
    - Is there anything \_\_\_\_\_?
    - Why do you \_\_\_\_\_?
  - What reasons does Leo give for returning the clock?
  - Why does the manager agree to let Leo return the clock?
  - What does Leo decide to do in the end?
  - What reason does he give for his decision?
- c What was the last thing you returned to a shop? Why did you return it?

### 4 PRONUNCIATION Sentence stress

- a 3.32 Listen to the questions. Which of the highlighted words are stressed?
- Do you **have** a receipt?
  - Could you **help** me, please?
  - Could I **speak** to the manager, please?
  - Why do you **want** a refund?
  - What would you **like** to exchange it for?
  - How can I **help**?
- b Look at your answers in 4a. Which kinds of word are not normally stressed in questions?
- question words (e.g. *why, what*)
- auxiliary verbs (e.g. *do, be, can, could*)
- pronouns (e.g. *I, you*)
- main verbs (e.g. *help, speak*)
- c 3.32 Listen again and repeat the questions in 4a.

### 5 CONVERSATION SKILLS

#### Sounding polite

- a Look at the pairs of sentences. Which sentence in each pair is more polite? Which did Leo use?
- a It's a bit ugly.                      2 a It's not very adult.  
b It's ugly.                                b It's childish.

- b Choose the correct words to complete the rules.

To describe a problem more politely, we use:

- *not very / a bit* + negative adjective
- *not very / a bit* + opposite positive adjective

- c Write two ways to say each adjective more politely.

- dirty*: a bit \_\_\_\_\_, not very \_\_\_\_\_
- slow*: not very \_\_\_\_\_, a bit \_\_\_\_\_
- rude*: not very \_\_\_\_\_, a bit \_\_\_\_\_
- cold*: a bit \_\_\_\_\_, not very \_\_\_\_\_

- d Work in pairs. Think of things you could complain about using the phrases in 5c. Make sentences.

This seat isn't very clean.

The waiter was a bit rude.

### 6 SPEAKING

- a Work in pairs.
- Student A: you are a customer. Choose something to complain about. Use ideas from this lesson or your own ideas. Think about:
- where you are
  - what the problem is
  - what you want
- Student B: deal with Student A's complaint.
- b Swap roles. Choose a different thing to complain about and deal with the complaint.

Could you help me, please?

Of course. What seems to be the problem?

This food isn't very hot ...

### Unit Progress Test

#### CHECK YOUR PROGRESS

You can now do the Unit Progress Test.

# 10D Skills for Writing

We're really sorry we missed it

Learn to write an apology email

**W** Formal and informal language



Tim



Vicki



Rebecca

## 1 LISTENING AND SPEAKING

- a** What would you do in these situations? Read and make notes.
- You invite a lot of people to a party and ask them to reply to your invitation. However, some people don't reply.
  - You go into a shop and the two shop assistants continue having a private conversation and do not offer you any help.
- b** Compare your ideas in 1a with a partner.
- c** **3.33** Listen to Tim, Vicki and Rebecca. Match each person with a situation in 1a. Who talks about a different situation? What is it?
- d** **3.33** Listen again and answer the questions.
- What did Tim want to ask the shop assistants?
  - What did he do when the shop assistants didn't help him?
  - What would Vicki do if she was the manager of a company?
  - What does she say she won't do in the future?
  - Why did Rebecca want people to reply to her invitation?
  - Why did she feel embarrassed at her party?
- e** Think of an experience you had where you felt someone's behaviour was rude. Make notes. Use the questions to help.
- When? • Who? • Where? • What happened?
  - What was the result?
- f** Tell a partner about your experience.

## 2 READING

- a** Read the three apology emails. Which email is about ... ?
- customer service
  - work
  - a social situation
- b** Read the emails and answer the questions.
- What is each person apologising for?
  - What offer or suggestion does each person make?
- c** What are the relationships between the writer of each email and the person they are writing to? Which relationship is the most formal?

**a**

Hi Jack and Brenda,

A quick message to say we're really sorry we had to leave early last Saturday. The dinner was terrific and we had a great time. It's a shame the woman looking after the kids felt unwell and we had to go home. You must come round to our house for dinner. We'll be in touch soon.

We'll be in touch soon.

All the best,

Don

### 3 WRITING SKILLS Formal and informal language

a Look at the sentences from the texts in 2a. Match 1–4 with a–d.

	Informal language	Semi-formal	More formal
1	Hi Jack and Brenda,	Dear Celia,	Dear Mrs Palmer,
2	A quick message to say ...	I'm writing to let you know ...	We are writing to ...
3	We're really sorry ...	I'm very sorry to ...	We are writing to apologise ...
4	All the best, Don	Best wishes, Katie	Yours sincerely, Keith Hughes

a  reason for writing    b  sign off    c  greeting    d  apology

b Look at the examples in the table. Which type of email does not use contractions? Why?

c Make this email between two close friends more informal. Use the examples in 3a to help you.

Dear Mark,  
I hope you are well. I am writing you a quick message to say we got the invitation to your party. We apologise, but we cannot come. We are going to a wedding that day. We will be in touch soon.  
Yours sincerely,  
Paul

d Look at the first paragraph of each apology email in 2a. How do the writers organise their ideas?

- 1 apologise then explain
- 2 explain then apologise

Do they apologise and explain in the same sentence? Or in two separate sentences?

### 4 WRITING

a You are going to write an informal email of apology. Write to Rebecca in 1a, or use your own idea. Make notes using these ideas.

- think about how you can say sorry
- think of an explanation for what you did
- make an offer or a suggestion to make things better

b Write the email. Use informal language.

c Read other students' emails. Is the correct kind of language used? Would you feel better if you received this apology?

b

Dear Mrs Palmer,

Thank you for your email of 22 May about the delivery problem you had. We are writing to apologise about the long delivery time you experienced. Recently, we have had a few problems and we are working hard to reduce these times for our customers.

We hope you will shop with us again, so we are offering you a 10% discount on the next book you buy from us. This is our way of saying sorry about the problems you have had.

Yours sincerely,

Keith Hughes

Customer Services Manager

c

Dear Celia,

I'm writing to let you know that we need to rearrange tomorrow's meeting. I'm very sorry about that.

Unfortunately, Garry has just asked me to prepare a report on the staff we have here in our London office – he says it's urgent. Could we meet next Monday afternoon instead? I'm very sorry to put our meeting off, but I have to finish this report by end of the day tomorrow. Let me know if next Monday afternoon is possible for you.

Best wishes,

Katie

# UNIT 10

## Review and extension

### 1 GRAMMAR

a Complete the conversation with the correct form of the verbs.

- A There was an interesting story in the newspaper yesterday. A man found €10,000 in a bag on the train and he gave it to the police.
- B He sounds very honest. What <sup>1</sup> \_\_\_\_\_ you \_\_\_\_\_ (do) if you <sup>2</sup> \_\_\_\_\_ (be) in the same situation?
- A Well, I think if it <sup>3</sup> \_\_\_\_\_ (be) a lot of money, I <sup>4</sup> \_\_\_\_\_ (keep) it!
- B But if someone <sup>5</sup> \_\_\_\_\_ (see) you take it, you <sup>6</sup> \_\_\_\_\_ (get) into trouble. And if you <sup>7</sup> \_\_\_\_\_ (hand) it in, I think the owner <sup>8</sup> \_\_\_\_\_ (give) you some money to say thank you.
- A Maybe, but the newspaper said the owner of the bag wanted to take the man out for dinner.
- B Only dinner? I <sup>9</sup> \_\_\_\_\_ (expect) more than that if I <sup>10</sup> \_\_\_\_\_ (give back) a bag full of money!

b Practise the conversation in 1a.

c Choose the correct answers.

- 1 I can't work here. There's too *much* / *many* noise.
- 2 It's not *warm enough* / *enough warm* to sit outside.
- 3 We had *a few* / *a bit of* time before our flight to look round the duty free.
- 4 It was a great concert – there were *too many* / *a lot of* fans in the crowd.
- 5 We don't have *money enough* / *enough money* to buy it.
- 6 They don't have *many* / *much* kinds of bread in this shop.

### 2 VOCABULARY

a Choose the correct answers.

- 1 There isn't much *choice* / *choose* in shops in my town/city.
- 2 I never *complain* / *complaint* in shops.
- 3 I'm not very good at making a quick *decide* / *decision*.
- 4 I don't believe the *descriptions* / *describes* of products.
- 5 I really *enjoy* / *enjoyment* going shopping.

b Which of the sentences in 2a are true for you?

c Complete the sentences with the correct form of the verbs in the box.

break carry come feel look pass join turn

- 1 Can you \_\_\_\_\_ after my bag while I go and get a ticket?
- 2 I was sorry to hear that Sara and Michael have \_\_\_\_\_ up.
- 3 We don't really \_\_\_\_\_ like going out this evening.
- 4 He got offered a great job, but he \_\_\_\_\_ it down.
- 5 Mrs Robson isn't here at the moment, but I can \_\_\_\_\_ on a message.
- 6 This is fun. Why don't you \_\_\_\_\_ in?
- 7 I asked him to be quiet, but he \_\_\_\_\_ on talking.
- 8 \_\_\_\_\_ round for a coffee tomorrow if you've got time.

### 3 WORDPOWER Multi-word verbs with on

a Read the sentences. Which of the expressions in **bold** are about ... ?

- continuing to do something
- wearing something

- 1 He was really tired, but he **carried on** jogging.
- 2 Louise really needs to **get on with** her essay tonight.
- 3 It was sunny, so he **put on** his sunglasses.
- 4 I don't know if I can **go on** living in this flat.
- 5 I **tried on** the trousers, but they weren't very comfortable.
- 6 I asked him to be quiet, but he **kept on** talking.
- 7 It was cold inside, so he **kept** his coat **on**.

b Read the definitions of the 'continuing' expressions. Complete the sentences with the best verbs.

*go on, carry on – continue to do*  
*keep on – continue to do, often something annoying*  
*get on with – continue work or activities you need to do*

- 1 My phone \_\_\_\_\_ on switching off. It's really annoying.
- 2 I'm going home now. I have to \_\_\_\_\_ on with my revision.
- 3 My father \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ on working until he was 80.

c Match the 'wearing' expressions (1–3) with the meanings (a–c).

- 1  try on clothes
- 2  put on clothes
- 3  keep clothes on

- a you do this in the morning or when you feel cold
- b this is when you continue to wear clothes longer than normal
- c you normally do this in a clothes shop

d Match the sentence halves.

- 1  I always try on
- 2  I want to carry on
- 3  I have to get on with
- 4  I normally keep my shoes on
- 5  In winter, I usually put on

- a studying English next year.
- b when I go to someone's house.
- c clothes before I buy them.
- d a hat and scarf when I go out.
- e some really important work tomorrow.

e Which of the sentences in 3d are true for you?

### REVIEW YOUR PROGRESS

How well did you do in this unit? Write 3, 2 or 1 for each objective.

3 = very well 2 = well 1 = not so well

#### I CAN ...

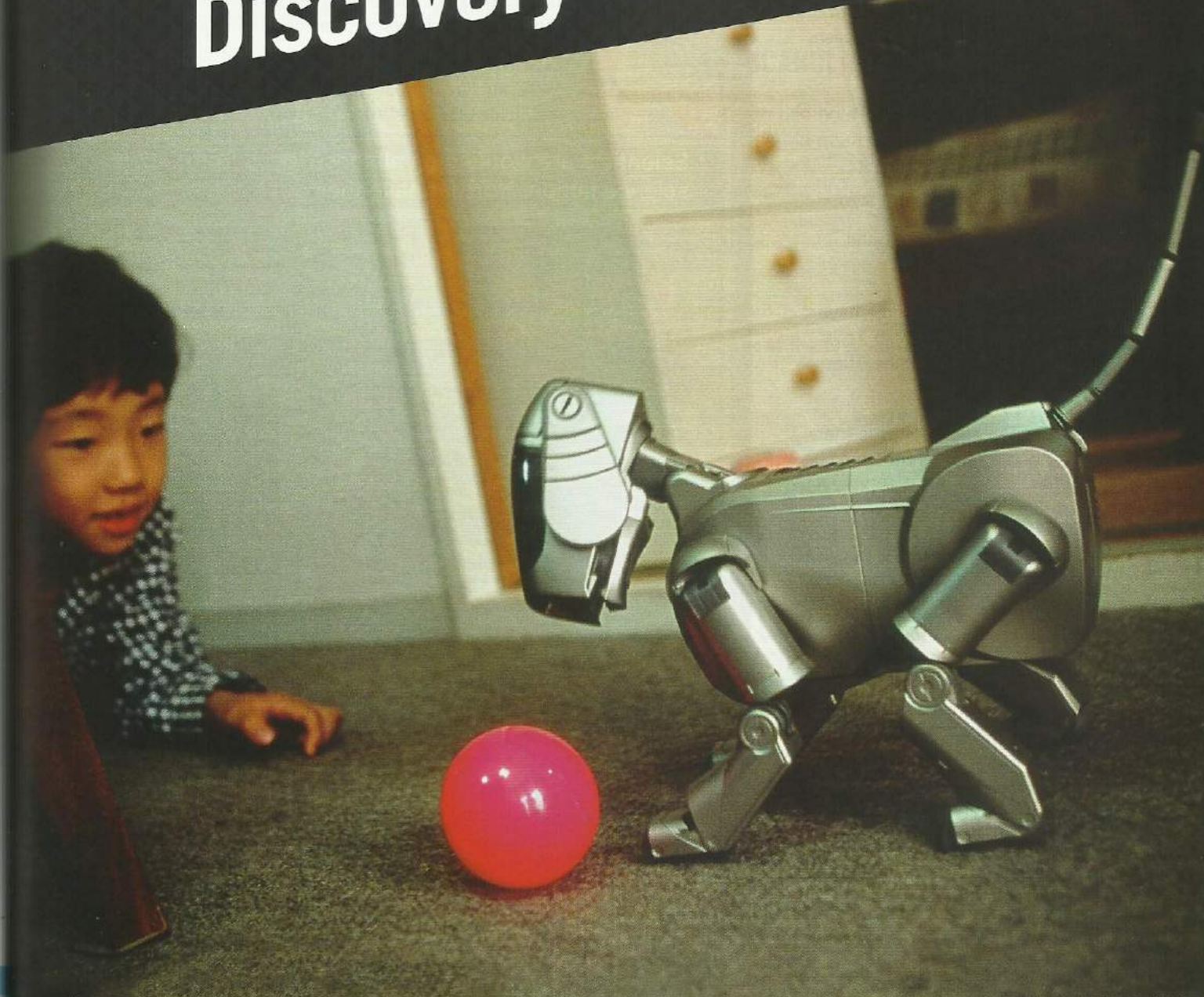
- |   |                          |
|---|--------------------------|
| Talk about moral dilemmas                 | <input type="checkbox"/> |
| Describe problems with goods and services | <input type="checkbox"/> |
| Return goods and make complaints          | <input type="checkbox"/> |
| Write an apology email                    | <input type="checkbox"/> |

## CAN DO OBJECTIVES


- Explain what technology does
- Describe how discoveries were made
- Ask for and give directions in a building
- Write a post expressing an opinion

# UNIT 11


## Discovery and Invention



### GETTING STARTED

**a**  Look at the picture and answer the questions.

- 1 What is the robot dog doing?
- 2 Why do you think the boy's parents bought him a robot dog?
- 3 Do you think he would prefer a real dog? Why?
- 4 What can the robot dog do that a real dog can't do? What can't it do?
- 5 In pairs, make a list of the good and bad things about having a robot dog (not a real dog).

**b**  In pairs, ask and answer the questions.

- Would you like to own any kind of robot?
- If yes, what would it do?
  - If no, why not?

# 11A It's a robot that looks like a human

Learn to explain what technology does

**G** Defining relative clauses

**V** Compound nouns

## 1 READING AND LISTENING

**a** Look at titles of the films and books in the article. What kind of stories are they? Have you seen or read any of them? What are they about?

**b** Read the introduction to the article. What do e-book readers and cash machines have in common?

**c** Read the article. What ideas come from each sci-fi book/film?

*Back to the Future II* flying cars

*AI* \_\_\_\_\_

*Iron Man* \_\_\_\_\_

*Minority Report* \_\_\_\_\_ and \_\_\_\_\_

**d** **3.34** Do you think people have invented the technology in 1c in real life yet? Tell a partner. Then listen and check.

**e** **3.34** Listen again. How is the real technology different from the book/film?

**f** **3.34** Listen again. Are the sentences 1–8 true (T) or false (F)? Correct the false sentences.

- 1  The *Terrafugia* flying car can go on normal roads.
- 2  Anyone who has a driving licence can fly a *Terrafugia* car.
- 3  The *Kirobo* robot was designed to fall in love with the astronauts.
- 4  The *Kirobo* robot knows what the astronauts look like.
- 5  Robotic suits are used to help people with health problems.
- 6  *Cyberdyne* hope their robotic suit is used to save lives.
- 7  *Blue CRUSH* has not reduced crime in Memphis.
- 8  The *NEC* billboards know if you are interested in their adverts or not.

**g** Answer the questions.

- 1 Which of the new technologies from the listening do you think are the most useful? Why?
- 2 Think of three more kinds of technology you have seen in sci-fi books/films. Is it real yet? Do you think it will be real one day?

## SCIENCE FICTION: THEY THOUGHT OF IT FIRST!

Did you know that a lot of the technology we use today appeared in science fiction *before* scientists invented it?



E-book readers didn't appear until 1999, but as long ago as 1961, author Stanislaw Lem wrote about them in his book, *Return from the Stars*.



Cash machines were invented in the 1980s. But Ray Bradbury thought of them first, in his 1953 novel, *Fahrenheit 451*.

Scientists are working on all these ideas from science fiction. How far have they got?



**Back to the Future Part II**, Steven Spielberg (1989)

When the heroes of the film travel to the future, one of the most amazing machines they find is flying cars. The cars fly along 'roads' in the sky which have signs and streetlights.

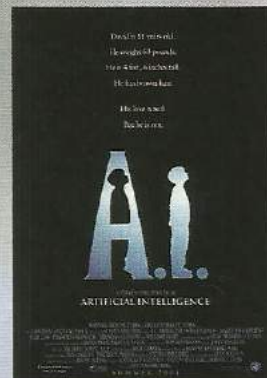
**AI**, Steven Spielberg (2001) based on **Super-Toys Last All Summer Long**, Brian Aldiss (1969)

When a young child dies, his mother is given an android which looks and behaves exactly like a real boy. The robot loves her like a son.



**Iron Man** Marvel Comics (1963) Marvel films (2008 onward)

A rich scientist and engineer is badly hurt. To save his own life, he builds himself a robotic heart and a powerful metal suit which makes him stronger and faster than any other man. He becomes a cyborg – part man, part machine.



**Minority Report** short story by Philip K. Dick (1956) and a film by Steven Spielberg (2002)

Tom Cruise plays a detective who can stop crimes before they happen. His team use information from psychics, who can see the future. They know who will break the law and when it will happen, but they don't know where.

Another idea that appeared in *Minority Report* is personalised advertising. All around the future city there are advertising billboards which use cameras to recognise the people walking by. The billboards speak to people by name and suggest things to buy.



## 2 GRAMMAR Defining relative clauses

a Look at the words from the reading and listening. Can you remember what they mean? Complete the definitions with the words in the box.

androids billboards cyborgs psychics space

- \_\_\_\_\_ are people that can predict the future.
- \_\_\_\_\_ are robots that look like humans.
- \_\_\_\_\_ are people who have some robot body parts.
- \_\_\_\_\_ are large signs which show adverts.
- \_\_\_\_\_ is the place where astronauts go.

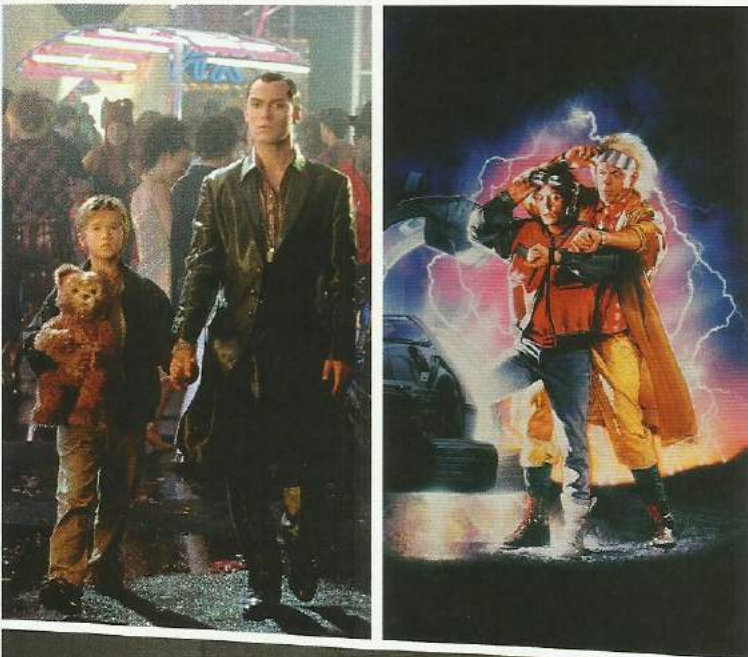
b Look at the underlined words in 2a. Complete the rules.

In defining relative clauses use:

- \_\_\_\_\_ or \_\_\_\_\_ to describe people
- \_\_\_\_\_ or \_\_\_\_\_ to describe things
- \_\_\_\_\_ to describe places

c Complete the sentences with *who*, *which* or *where*.

- Robots are machines \_\_\_\_\_ do human jobs.
- Detectives are police officers \_\_\_\_\_ solve difficult crimes.
- Earth is the planet \_\_\_\_\_ we all live.



d Now go to Grammar Focus 11A on p.162

e Look at the sentences. What are A and B describing?

A It's a person who gives you medicine when you're not feeling well.

B It's a thing that is very comfortable. You sleep on it.

f **Communication 11A** Work in pairs. Student A: go to p.129. Student B: go to p.131.

## 3 VOCABULARY Compound nouns

a Match one noun from each column to make compound nouns. Use the article on p.108 to help you.

science	programme
cash	fiction
street	machines
television	sign
road	lights

b Look at the first word in each compound noun. Is it singular or plural?

c Now go to Vocabulary Focus 11A on p.140

## 4 SPEAKING

- Have you started using any new technology recently? What is it? Why did you get it?
- Look at the inventions in the pictures. What do you think they are for? Compare your ideas with a partner.
- Check with your teacher. How many did you get correct?



# 11B I think they discovered it by chance

Learn to talk about discoveries

G Articles

V Adverbials: luck and chance

## 1 READING

a Look at the pictures and match the headlines 1–3 to the stories. Which story are you most interested in reading? Why?

① **5,000-year-old body found in the Alps**

② **Farmers uncover ancient army in the fields**

③ **Scientist discovers how to cook food in seconds**

b Now read the stories and answer the questions for each story.

- 1 Who made the discovery?
- 2 What were they doing when they made the discovery?
- 3 What exactly was the invention/discovery?

c Read the stories again and answer the questions.

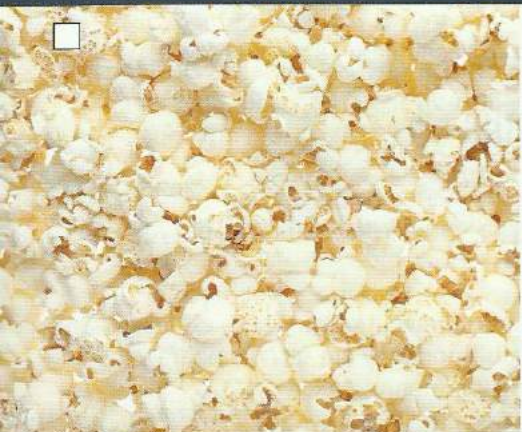
- 1 How did Percy LeBaron Spencer test his machine?
- 2 Why weren't the police careful with Ötzi's body? What damage did they do?
- 3 Why don't archaeologists know exactly how many terracotta soldiers there are?

d Ask and answer the questions.

- 1 Which discovery do you think was the luckiest?
- 2 How important do you think each of the discoveries was? Put them in order (1–3).
- 3 What important discoveries can you think of from your lifetime?

## Lucky discoveries

Some of our most important discoveries happen when we aren't expecting them at all ...



Percy LeBaron Spencer, an engineer, was working on radar for the army. One day, he was walking past a machine when the chocolate bar in his pocket melted. He was curious, so he did a test. He put a small bowl of popcorn in front of the machine. **As expected**, a minute later it started popping and jumping out of the bowl.

Spencer realised the microwaves from the radar were heating the food. Next, he made a metal box and sent microwaves into it through a hole. When he put some food in the box, it cooked. This was the first microwave oven – invented totally **by chance**.



In 1991, two German tourists, Helmut and Erika Simon, were hiking in the mountains in Italy, near the border with Austria. They were coming back down the mountain when one of them saw something in the ice. As they got closer, they realised that they were looking at a man's body. They reported the body and carried on hiking.

When the police arrived the next day, they tried to get the body out of the ice. Everyone thought that it was the body of an unlucky mountain climber and they weren't very careful. They **accidentally** tore the clothes and also broke one arm. But when scientists studied the body they were shocked. **Amazingly**, the body was 5,000 years old. He was quickly given the name 'Ötzi the Iceman'. Ötzi is one of the oldest, most complete human bodies ever found.



In 1974, local farmers were digging in Xi'an, a city in China. They were looking for water, but instead they found a life-size soldier made out of terracotta. **Fortunately**, the farmers stopped digging before they damaged anything and soon archaeologists arrived to look at the area. **Surprisingly**, there was not just one, but thousands of clay soldiers. They were made around 2,200 years ago and they were buried **on purpose** – together with the body of the First Emperor of China.

Archaeologists now believe that there are around 6,000 soldiers and their horses in the Terracotta Army, but most of them are still buried underground. All of the soldiers look different. Some are tall, some are short and they all have different clothes and faces. Archaeologists think 700,000 people helped to make them.





## 2 GRAMMAR Articles

- a Read the sentences and the rules for articles. Match the rules with examples 1–7.

He put <sup>1</sup>a small bowl of popcorn in front of the machine. A minute later, it started popping and jumping out of <sup>2</sup>the bowl.

In 1974, some local farmers were digging in <sup>3</sup>Xi'an, a city in <sup>4</sup>China ... Fortunately, <sup>5</sup>the farmers stopped digging ...

<sup>6</sup>Archaeologists think 700,000 people helped to make <sup>7</sup>the Terracotta Army.

- a  Use no article before plural nouns to talk generally.
- b   Use no article before most countries and place names.
- c  Use *a/an* the first time you talk about something.
- d   Use *the* if you have already mentioned something.
- e  Use *the* when there is only one of something in the world.

- b ▶ Now go to Grammar Focus 11B on p.162

- c Complete the text with *the*, *a/an* or no article.

### New species of lizard discovered on menu



In 2010, Ngo Van Tri, of <sup>1</sup>\_\_\_\_\_ Vietnam Academy of Science and Technology, was at <sup>2</sup>\_\_\_\_\_ small village restaurant.

While he was eating, he saw <sup>3</sup>\_\_\_\_\_ box of lizards on <sup>4</sup>\_\_\_\_\_ cooking bench. He thought they looked unusual, so he sent some pictures to <sup>5</sup>\_\_\_\_\_ biologist in America, L. Lee Grismer.

When Grismer saw <sup>6</sup>\_\_\_\_\_ pictures he was sure <sup>7</sup>\_\_\_\_\_ lizards were special. He wanted to be <sup>8</sup>\_\_\_\_\_ scientist to make

<sup>9</sup>\_\_\_\_\_ discovery, so he got on <sup>10</sup>\_\_\_\_\_ plane to <sup>11</sup>\_\_\_\_\_

Vietnam. Then he rode on <sup>12</sup>\_\_\_\_\_ motorbike for eight hours to get from <sup>13</sup>\_\_\_\_\_ airport to <sup>14</sup>\_\_\_\_\_ restaurant.

But, **unfortunately**, while he was travelling <sup>15</sup>\_\_\_\_\_ restaurant owner cooked <sup>16</sup>\_\_\_\_\_ lizards and served them

to his customers. When Grismer arrived, they were all gone. **Luckily**, <sup>17</sup>\_\_\_\_\_ nearby restaurant also had the same kind of lizards on their menu. The species of lizard was new to scientists – but not to the Vietnamese villagers!

- d 3.38 Listen and check.

- e Work in pairs. Answer the questions about the story in 2c.

- 1 Who discovered the lizards?
- 2 Why did he take pictures of the lizards?
- 3 How did Grismer travel to Vietnam?
- 4 What happened while Grismer was travelling?
- 5 Where did Grismer find the lizards in the end?

- f Cover the story and try to tell it with a partner. Use the prompts to help you.

- small village restaurant
- motorbike
- box of lizards
- restaurant owner
- biologist
- luckily
- plane
- new species

## 3 VOCABULARY

### Adverbials: luck and chance

- a Work in pairs. Look at the **highlighted** words and phrases in the four stories on these pages. What do they mean?

- b Add the opposite words and phrases from the stories to the table.

1 _____	unfortunately
2 _____	
3 _____	on purpose
4 _____	
5 _____	as expected
6 _____	

- c 3.39 Listen to the words and phrases. Underline the stressed syllables.

luckily fortunately accidentally by chance  
unfortunately surprisingly amazingly  
on purpose as expected

- d Write about three occasions when something unexpected happened to you. Use three of the new words and phrases.

*I lost my house keys last week. Luckily, my neighbour had an extra key.*

- e Compare your sentences with other students in the class. Whose are the most interesting?

## 4 SPEAKING

- ▶ **Communication 11B** Student A: go to p.128. Student B: go to p.132.

- P** Sound and spelling: ʊ: and ɔ:
- C** Checking information

## 1 LISTENING

- a** Ask and answer the questions.
- Have you ever got lost? When was the last time it happened?
  - Do you like to ask for directions or do you prefer to use maps?
  - Have you ever got lost in a building?
- b** **3.40** Annie goes to visit Mark at his office. Why does she get lost? Watch or listen to Part 1 and find out.
- c** **3.40** Watch or listen to Part 1 again. Complete the directions the receptionist gives to Annie.  
It's on the <sup>1</sup>\_\_\_\_\_ floor. Go <sup>2</sup>\_\_\_\_\_ the stairs and turn <sup>3</sup>\_\_\_\_\_. Go through the <sup>4</sup>\_\_\_\_\_ and turn <sup>5</sup>\_\_\_\_\_. Then go <sup>6</sup>\_\_\_\_\_ the corridor and it's the <sup>7</sup>\_\_\_\_\_ door on the <sup>8</sup>\_\_\_\_\_.

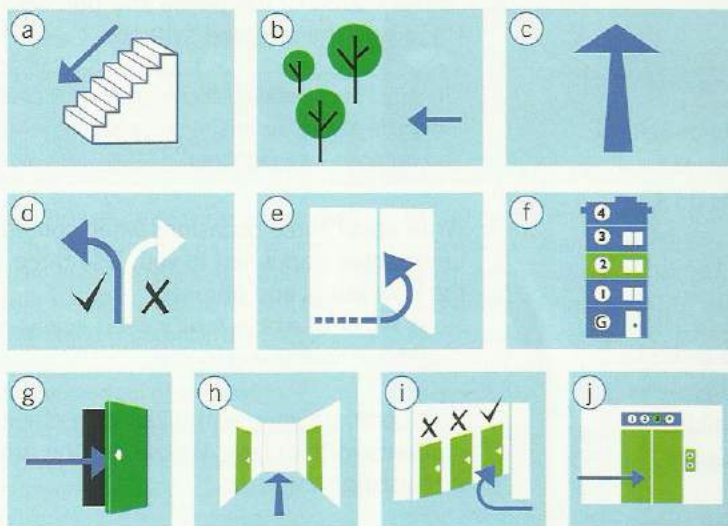
## 2 USEFUL LANGUAGE Asking for and giving directions in a building

- a** **3.41** What phrase does Annie use to ask for directions? Complete the question with the words in the box. Then listen and check.

is tell you can me

Excuse me, \_\_\_\_\_ where the reception \_\_\_\_\_?

- b** **3.42** Match the phrases with the pictures. Listen and check. Repeat the phrases.



- |   |  |
|---|--|
| 1 <input type="checkbox"/> It's over there, by the trees. | 6 <input type="checkbox"/> Turn left.                        |
| 2 <input type="checkbox"/> It's on the second floor.      | 7 <input type="checkbox"/> Go down the stairs.               |
| 3 <input type="checkbox"/> It's straight ahead.           | 8 <input type="checkbox"/> It's the third door on the left.  |
| 4 <input type="checkbox"/> Go through the door.           | 9 <input type="checkbox"/> Take the lift to the third floor. |
| 5 <input type="checkbox"/> Go down the corridor.          | 10 <input type="checkbox"/> Go round the corner.             |

- c** Cover the phrases and try to remember the directions for each picture.

## 3 CONVERSATION SKILLS

### Checking information

- a** **3.43** What do you think Annie does next after she gets lost? Watch or listen to Part 2 and check your ideas.
- b** **3.44** Read and listen to the three exchanges. Look at the underlined phrases 1–4. Which phrases do we use ... ?
- to check information by repeating it
  - to show we understand
- R** First, go up the stairs to the first floor and turn left.
- A** <sup>1</sup>So go up the stairs to the first floor and turn left.
- A** <sup>2</sup>Sorry, the fourth office?
- R** No, the first.
- A** <sup>3</sup>Right, I think I've got that.
- A** <sup>4</sup>So can I just check? Go up the stairs and turn right ...
- R** No, turn left.

- c** Work in pairs. Student A: write three directions for the building you are in and read each one to your partner. Student B: listen and repeat the information to check it's correct. Use the phrases in 3b. Then swap roles.

Go through that door. Then go up the stairs to the second floor.



So I go through that door, then I go up the stairs to the second floor?

That's right.

- d** **3.45** Watch or listen to Part 3. What does Mark think about Annie getting a job at his company?
- e** Would you give Annie a job at your company? Why / Why not?

### 4 PRONUNCIATION

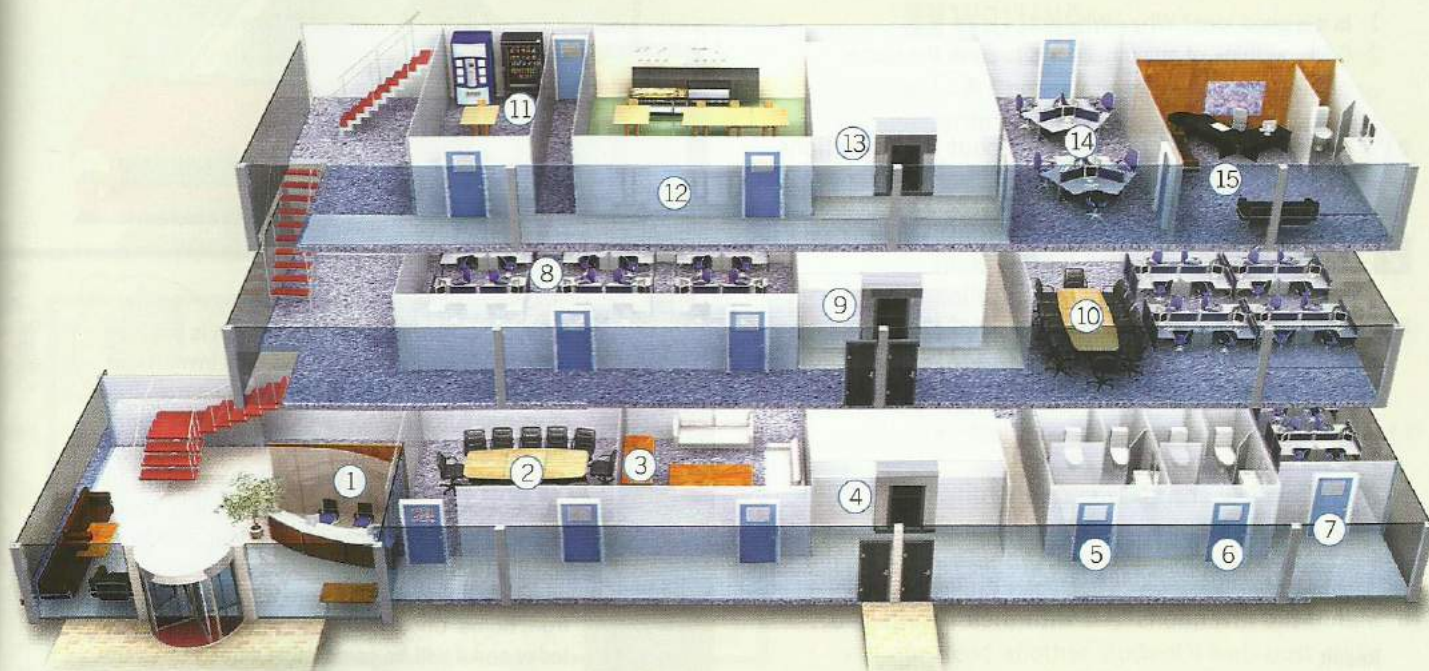
Sound and spelling: /ɜ:/ and /ɔ:/

- a**  **3.46** Listen to the vowel sounds in **bold**. Then listen and repeat.
- /ɜ:/ the **first** office  
/ɔ:/ the **fourth** office
- b** Look at sentences 1–5. Which of the words in *italics* have the /ɜ:/ sound?
- The *third* / *fourth* floor.
  - On *Tuesday* / *Thursday* evening.
  - It's office number *thirty* / *forty*.
  - It's hard to *walk* / *work* there.
  - There's a *board* / *bird* in the meeting room.
- c**  **3.47** Listen to the sentences in 4b. Circle the words you hear. Listen again and repeat.




### 5 SPEAKING

Look at the building. Take turns to ask for directions to different places. Give your directions from the entrance. Follow your partner's directions. Are they correct?



- |                       |   |
|-----------------------|---|
| 1 Reception           | 10 Meeting room 2 / Sales and Marketing |
| 2 Meeting room 1      | 11 Snacks and drinks machine            |
| 3 Staff lounge        | 12 Buildings and maintenance            |
| 4 Lift – Ground Floor | 13 Lift – Second Floor                  |
| 5 Gents toilets       | 14 Administration                       |
| 6 Ladies toilets      | 15 Director's suite                     |
| 7 HR / Finance        |   |
| 8 IT                  |   |
| 9 Lift – First Floor  |   |

 **Unit Progress Test**

**CHECK YOUR PROGRESS**

You can now do the Unit Progress Test.

# 11D Skills for Writing

In my opinion, it's because of the Internet

Learn to write a web post giving an opinion

**W** Giving opinions; Expressing results and reasons

## 1 LISTENING AND SPEAKING

- a** Look at the pictures of ideas for inventions. What do you think the inventions are?
- b** **3.48** Listen to people talking about the inventions. Complete the first row of the table.
- c** **3.48** Listen again and complete the table.



	Amir	Uta	Pierre
What's the invention?			
Why is it important / useful?			
Do they think it will happen?			

- d** Think about each invention and answer the questions. Make notes.
- Is it a good idea? Why / Why not?
  - Can you think of any other ways to solve the same problems?
- e** Work in small groups. Talk about the inventions and compare your answers.



## 2 READING

- a** People were asked the question *What is the most important invention of the last 2,000 years?* Read the web posts and write the names of the inventions.

### Invention

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

- b** Match the inventions 1–4 with their results a–d.

### Result

- Older people can continue to work and learn.
- All the different sciences could develop.
- Everyday life will change completely.
- People could record and send information.

- c** Read the web posts again and answer the questions.

- Which of the four inventions was the earliest? Which was the latest?
- In what way might schools, offices etc. change as a result of the Internet?
- How did the invention of paper change communication?
- How would the world be different without numbers?
- How do reading glasses make a difference to the writer of the web post?

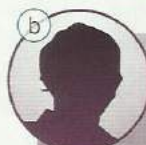


Mark Turner

I think the most important invention is the Internet. The 'world wide web' was invented in 1989 by Tim Berners-Lee and now nearly all of us use it in our daily lives. We haven't even started to see how much the Internet will change our lives in the future. We still have schools, post offices, newspapers, cinemas, shopping malls, but not for long. All these things will change as a result of the Internet. For example, we may stop using shops or offices as we will do everything from home. Choose any part of the way we live today and it will be completely different in the future – because of the Internet.

Comment added at 12.35

[Like](#) [Reply](#) [Send Mark a message](#)



Eva Sorensen

Around 100 AD, the Chinese invented paper, and by 600 AD paper was used all over Asia. As a result of this, people were able to write down information, keep it and send it over long distances. Paper completely changed the way people communicated, as previously people wrote on clay or stone, which was heavy and broke easily. Later there were printed books and then, in our time, the Internet, but it all started with the invention of paper. So it seems to me that paper is a really important invention, perhaps one of the most important ever.

Comment added at 11.16

[Like](#) [Reply](#) [Send Eva a message](#)

### 3 WRITING SKILLS

#### Giving opinions; Expressing results and reasons

- a** Look at the example and underline the phrase which shows the writer is giving an opinion. Then underline four more phrases for giving opinions in web posts b–d.

I think the most important invention is the Internet.

- b** Look at the sentences. Correct the phrases for giving opinions.

- From my view, the most important invention is the wheel.
- According to my opinion, the steam engine changed the world the most.
- I belief the car is a very important invention.
- It seems like me that the jet engine has made the biggest difference.

- c** Each example 1–4 below describes a change. What is the cause or reason for each change? What is the result?

- Because of** the invention of numbers, science could develop.
- Around 100 AD, the Chinese invented paper. **As a result of** this, people could send messages long-distance.
- We may stop using shops and offices, **as** we can now do everything online at home.
- Because** they had reading glasses, people could stay active in old age.

- d** Look at the words in **bold** and phrases in 3c. Which ... ?

- are followed by a noun / noun phrase / pronoun and a comma
- join two clauses in the same sentence

- e** Which two words or phrases from examples 1–4 in 3c can go in each gap?

- \_\_\_\_\_ they can use email, most people have stopped sending letters by post.
- \_\_\_\_\_ cheap air travel, people are able to visit countries anywhere in the world.
- Most people now have mobile phones. \_\_\_\_\_ this, they can now keep in touch wherever they are.

- f** Look at these notes about the invention of the telephone. Make sentences using:

- a phrase for giving your opinion
- two words / phrases from 3c to connect a cause with a result.

The telephone:  
most important invention /  
19th century  
talk to people in other places  
we can communicate more quickly

- g** Write one more sentence about the telephone using your own ideas.

### 4 WRITING

- a** Choose one of these inventions to write about or use your own idea.

- cars
- the aeroplane
- glass
- photography
- boats
- TV

Think about the questions below and make notes. Walk around the class and collect ideas from other students.

- Why is the invention important?
- What good or bad results has it had?
- How was life different before?
- What other things have changed because of it?

- b** Write a web post for the website. Remember to explain results and reasons using *as*, *because*, *because of* and *as a result of*.

- c** Read another student's web post and respond to it. You can:

- agree or disagree and say why
- add another idea

- d** Look at the response you received. Have they ... ?

- agreed or disagreed with your comment
- used phrases to give opinions
- used the correct language to connect reasons and results

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Tomas Valnek

**c** I believe the most important invention is the Hindu-Arabic number system, which was invented around the sixth century in India. It spread throughout the Middle East and was finally brought to Europe in the 13th century. People could add numbers together easily for the first time, so because of this system, science could develop. Numbers are essential to almost all aspects of life, and without this invention there might be no science, engineering or computers.

Comment added at 10.55 Like Reply Send Tomas a message



Hiroko Okuzawa

**d** In my opinion, the most important invention has been reading glasses. Reading glasses were invented in Italy around 1280 and they changed the world. Because they had reading glasses, people could read, stay active and work even in old age. In my view, that's really important, especially as I'm over 60 myself. I can still do lots of things because of my reading glasses. I don't know where I would be without them.

Comment added at 10.47 Like Reply Send Hiroko a message

# UNIT 11

## Review and extension

### 1 GRAMMAR

a Write sentences with relative clauses. Add *be* and a relative pronoun.

- 1 He / the man / invented the colour TV.
- 2 These / the mobile phones / work under water.
- 3 That / the machine / makes the screens for the computers.
- 4 This / the place / they found the statue.
- 5 These / the people / discovered the ancient city.
- 6 This / the shop / they sell that delicious bread.

b Complete the conversation with *a/an* or *the*.

- A I saw <sup>1</sup> \_\_\_\_\_ brilliant film last week.  
 B Oh yeah, why was <sup>2</sup> \_\_\_\_\_ film so good?  
 A It was <sup>3</sup> \_\_\_\_\_ great story. I think it's probably <sup>4</sup> \_\_\_\_\_ best crime film I've ever seen. It's about <sup>5</sup> \_\_\_\_\_ group of criminals in <sup>6</sup> \_\_\_\_\_ USA. They want to steal <sup>7</sup> \_\_\_\_\_ painting from <sup>8</sup> \_\_\_\_\_ gallery.  
 B It sounds good. I saw <sup>9</sup> \_\_\_\_\_ good film last week, too. <sup>10</sup> \_\_\_\_\_ story's simple, but <sup>11</sup> \_\_\_\_\_ actors are great. And it's got <sup>12</sup> \_\_\_\_\_ amazing ending.

c Practise the conversation in 1b.

### 2 VOCABULARY

a Choose two words in the box to make a compound noun for definitions (1–8).

bag bottle cash kitchen knife lights  
 machine office road rock shopping  
 signs star street ticket top

- 1 You get money from this when the banks are closed.
- 2 This is a famous musician.
- 3 People go here to pay for a journey on a train, or a concert.
- 4 These tell you what to do when you're driving your car.
- 5 These help you see when you're driving in the dark.
- 6 You put the things you buy in a supermarket into this.
- 7 You use this to cut things when you're making food.
- 8 You put this back on when you've finished drinking.

b Choose the correct answers.

- 1 I *accidentally* / *luckily* broke your mug – I'm really sorry.
- 2 We thought our product was probably too expensive, and *as expected* / *on purpose* it wasn't successful.
- 3 The money was found *by chance* / *unfortunately* by an old man while he was looking for a book.
- 4 They wanted to build a house there, but *amazingly* / *luckily* someone told them about the plan to build an airport.
- 5 A: You did that *on purpose* / *as expected*!  
 B: No, it was just an accident!
- 6 They thought it was a modern painting. *Surprisingly* / *By chance*, after some tests, they found that it was much older.

### 3 WORDPOWER preposition + noun

a Match the phrases (1–7) with their meanings (a–g).

- 1  People who go abroad **on business** are lucky.
- 2  Buses and trains where I live normally arrive **on time**.
- 3  There are lots of houses **for sale** on my street.
- 4  I once met an old friend **by chance** when I was abroad.
- 5  You should book a hotel **in advance** if you visit my city.
- 6  I sometimes broke things **on purpose** when I was a child.
- 7  You can always tell if two people are **in love**.

- a available to buy
- b having strong romantic feelings
- c not by chance, because it was planned
- d at the expected time
- e without planning it
- f working, but in a different place
- g before something happens

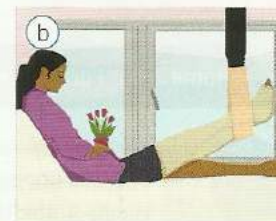
b Which of the sentences in 3a are true for you?

c We sometimes use a preposition without an article before a place name. This means 'in a particular place for the usual reason'.

*He's at home. NOT He's at the home.*

Match the sentences (1–4) with the pictures (a–d).

- 1  Mara's in hospital. She's got a broken leg.
- 2  My brother's at university. He studies Physics.
- 3  My daughter's not in school today. She's on a class trip.
- 4  The police found the stolen painting in his house. Now he's in prison.



d Underline the preposition + noun combinations in sentences 1–4 in 3c. Write a sentence about somebody you know (of) who is in each place.

### REVIEW YOUR PROGRESS

How well did you do in this unit? Write 3, 2 or 1 for each objective.

3 = very well 2 = well 1 = not so well

#### I CAN ...

- |   |                          |
|---|--------------------------|
| Explain what technology does              | <input type="checkbox"/> |
| Describe how discoveries were made        | <input type="checkbox"/> |
| Ask for and give directions in a building | <input type="checkbox"/> |
| Write a post expressing an opinion        | <input type="checkbox"/> |



## CAN DO OBJECTIVES

- Tell a story
- Talk about family relationships
- Agree and disagree in discussions
- Write a short story

# UNIT 12

## Characters



### GETTING STARTED

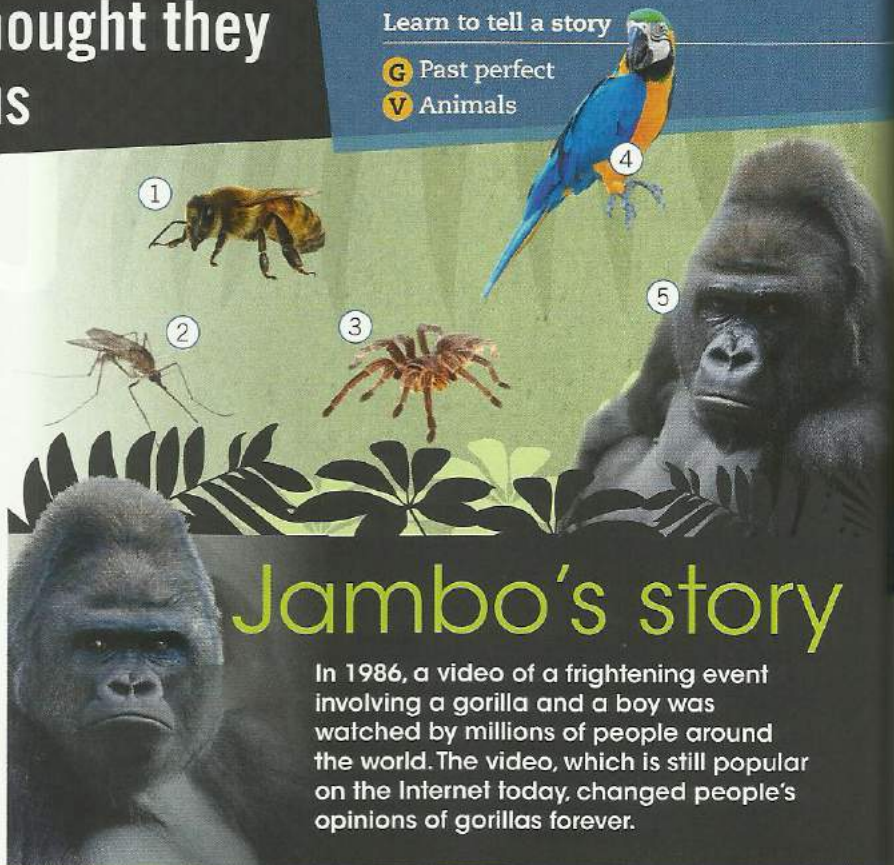
- a** Look at the picture and answer the questions.
- 1 What kind of animal is this? What kind of place is it in?
  - 2 What is the woman's job? Do you think the woman enjoys it? Why?
  - 3 What does the woman have to do for the animal every day? What does the animal need to learn? What could she teach it to do?
  - 4 Would you enjoy this job? What would you enjoy? What wouldn't you enjoy?
- b** Write down three words to describe the orang-utan. Compare them with a partner.
- c** Do you think this orang-utan will go back to the wild one day? Why / Why not?

# 12A I had always thought they were dangerous

Learn to tell a story

**G** Past perfect

**V** Animals



## 1 VOCABULARY Animals

**a** In pairs, match pictures 1–8 with the names of the animals below.

- |                                 |                                   |
|---------------------------------|-----------------------------------|
| <input type="checkbox"/> whale  | <input type="checkbox"/> mosquito |
| <input type="checkbox"/> spider | <input type="checkbox"/> gorilla  |
| <input type="checkbox"/> tiger  | <input type="checkbox"/> parrot   |
| <input type="checkbox"/> camel  | <input type="checkbox"/> bee      |

**b** 3.49 Listen and check your answers. Practise saying the words in 1a.

**c** Which of the animals in the pictures ... ?

- 1 have you seen
- 2 have you touched
- 3 would you like to see and why
- 4 would you be scared to be close to and why

I touched a whale when I went diving in Tonga.

I'm not frightened of most spiders, but this one probably bites.

## 2 READING

**a** What do you know about gorillas? Do you think they are dangerous?

**b** Read the introduction to *Jambo's story*. Answer the questions.

- 1 What was the video about?
- 2 Why was it important?

**c** Look at the words from the story in the box. What do you think happened between the gorilla and the boy? Tell a partner.

five-year-old boy rescue enclosure wall disappear scream seriously hurt stroke (v.) zookeeper alive hero

**d** Work in pairs. Start at square 1. Read each section and answer the questions together. Follow the instructions.

**e** Ask and answer the questions.

- 1 Why do you think Jambo protected the boy?
- 2 Have you changed your opinion of gorillas after reading the story?
- 3 Would you like to watch the video of what happened?

## Jambo's story

In 1986, a video of a frightening event involving a gorilla and a boy was watched by millions of people around the world. The video, which is still popular on the Internet today, changed people's opinions of gorillas forever.

**1** On 31 August 1986 a couple took their two young sons to Jersey Zoo. When the family arrived, they went to see the gorillas straight away. The father noticed that the children were too small to see the animals, so he picked up his five-year-old son, Levan, and put him on top of the enclosure wall. Then he turned round to pick up his other son.

What do you think happened next?

Go to 3 to find out.

**2** Jambo! People had always thought that gorillas were dangerous animals, but the video changed their minds. Journalists named Jambo 'the Gentle Giant', and soon letters, cards and even boxes of bananas arrived for him at the zoo. Jambo died in 1992, but a statue at the zoo reminds the world of this wonderful animal.

Go to 2e and answer the questions.

**3** When the father turned back, Levan had disappeared. The boy had fallen off the wall, into the gorilla area. The shocked parents looked down and saw that their son was lying on the ground, about four metres below them. He wasn't moving.

What do you think the father did next?

Go to 5 to find out.

**4** Jambo moved carefully around Levan. He softly stroked his back. Then he sat down between Levan and the other gorillas. When he saw that a young gorilla had come too close, Jambo stood up and did not let him pass. His message to the other gorillas was clear: "Don't touch him!" Jambo pulled gently at Levan's clothes and after a while Levan opened his eyes and started to cry.

What do you think Jambo did when Levan started to cry?

Go to 6 to find out.

**5** Levan's father tried to climb down into the enclosure to rescue the boy, but he was stopped by the other zoo visitors. Slowly, the gorillas came closer to Levan. A large crowd of people had come to see what was happening. Everyone was screaming and shouting. They were scared that the gorillas might seriously hurt the boy.

Jambo, a 200kg male gorilla, got to Levan first.

What do you think Jambo did?

Go to 4 to find out.

**6** Jambo ran away and his gorilla family followed him. Some time later, zookeepers rescued Levan from the enclosure. He had broken several bones in the fall, and had seriously hurt his head, but he was alive. A man had filmed everything and millions of people around the world watched the video on the news. The zookeepers became heroes and so did ...

Who else do you think became a hero?

Go to 2 to find out.





### 3 GRAMMAR Past perfect

a Look at the verbs in **bold** in the sentences. Which action happened first? Write 1 (first) or 2 (second) after each of the verbs.

- When the father **turned back** ( ), Levan **had disappeared** ( ).
- Zookeepers **rescued** ( ) Levan from the enclosure. He **had broken** ( ) several bones.

b Look at the sentences in 3a again. Complete the rule with the words in the box.

simple perfect participle

We use the past \_\_\_\_\_ to make it clear that something happened **before** a past \_\_\_\_\_ action.  
We form the past perfect with *had* + past \_\_\_\_\_.

c Read Jambo's story again and underline more examples of the past perfect.

d Now go to Grammar Focus 12A on p.164

e **3.51 Pronunciation** Look at the vowels in **bold** in the past participles in the box. Put the words in the correct column in the table. Then listen and check.

**brought** **chosen** **drunk** **become** **bought** **caught**  
**flown** **thought** **swum** **stolen** **thrown** **won**

/ʌ/	/ɔ:/	/əʊ/
drunk	brought	chosen

f **3.52** Practise saying the sentences with the correct vowel sounds. Then listen and check.

- He'd never **thought** of getting a pet.
- Had you ever **swum** with whales before?
- The camel had **thrown** him off before it started to run.
- A mosquito had **flown** into the room in the night!
- I went to the zoo because I'd **won** a free ticket.
- After three hours I still hadn't **caught** a fish.

g **3.53** What kind of animal do you think caused problems 1–5?

- When I woke up my skin was red and itchy ...
- This morning I found a dead mouse on the kitchen floor ...
- I suddenly felt a pain in my arm ...
- There was hair all over my new coat ...
- Suddenly, she screamed ...

h Complete sentences 1–5 in 3g using the past perfect.

i **3.54** Have you ever had any bad experiences with animals? What happened?

### 4 SPEAKING AND LISTENING

a **3.55** Work in pairs. Look at the pictures. Put them in order to make a story.



b **3.53** Listen to the story. Check your answers to 4a.

c **3.56** Tell the story of Willie the Parrot. Use the pictures to help you.

d **3.57** Do you know any stories about ... ?

- animals helping or saving humans
- humans helping or saving animals

# 12B He said I was selfish!

Learn to talk about family relationships

- G** Reported speech
- V** Personality adjectives

## 1 LISTENING

- a** When you were a child, did you get on well with other children? How about with your brothers and sisters?
- b** Look at the pictures below. What do you think is happening in each picture?
- c** **3.54** Listen and match stories 1–3 to the pictures. Were you right about what was happening?



## 2 GRAMMAR Reported speech

- a** Look at these examples of reported speech from the stories. What did the people actually say? Match 1–7 with a–g.

- 1 I said that she **could** ride one of the horses.
- 2 I told my mum that my sister **had tried** to ride a cow and I **had saved** her.
- 3 My brother said that he **wasn't feeling** very well.
- 4 I told my brother that I **was going to** make 'grass soup'.
- 5 I told him that I **had drunk** some.
- 6 My dad told them that he **was** very proud of my sister.
- 7 I said that I **had just finished** reading the books.

- a  'I'm not feeling very well.'
- b  'I'm very proud of Lisa.'
- c  'I'm going to make grass soup.'
- d  'You can ride one of the horses.'
- e  'She tried to ride a cow and I saved her.'
- f  'I've just finished reading these books.'
- g  'I've drunk some.'

- b** How do verb forms change when we report what someone said in the past? Look at the sentences in 2a and complete the rules.

present simple	>	<u>past simple</u>
present continuous	>	_____
present perfect	>	_____
past simple	>	_____
am / is / are going to	>	_____
can	>	_____

- d** **3.54** Listen again. Are the sentences true (T) or false (F)? Correct the false sentences.

### Claire

- 1  Claire told her sister that the cows were horses.
- 2  Claire found it funny when her sister jumped on the cow.
- 3  Claire's sister went back home on her own.
- 4  Claire told her mum the truth about what had happened.

### Jeremy

- 1  Jeremy wanted to do something nice for his brother.
- 2  Jeremy's brother thought the soup looked good.
- 3  Jeremy drank some of the soup first.
- 4  Jeremy's brother was ill after eating the soup.

### Tanya

- 1  Tanya couldn't read as well as her sister.
- 2  Tanya hated her father saying nice things about her sister.
- 3  Tanya's father asked her to read aloud to the visitors.
- 4  Tanya knew the stories in the books.

- e** Answer the questions in small groups.

- 1 Which story did you like best? Why?
- 2 Did you do anything like this when you were a child?

- c** Look at the reported speech in 2a again. Complete the sentences with *said* or *told*.

- 1 I \_\_\_\_\_ him that I had drunk some.
- 2 I \_\_\_\_\_ that I had drunk some.

- d** Now go to Grammar Focus 12B on p.164

- e** **3.56 Pronunciation** Listen to how *that* is pronounced in the following two exchanges. What difference do you notice? Do you think they both have the same meaning?

**A** Hi, Chris. Jane wants to know where her diary is.

**B** I haven't got it. I told her <sup>1</sup>that yesterday.

**A** Hi, Chris. Jane wants to know where her diary is.

**B** Yeah, I've just seen her. I told her <sup>2</sup>that I hadn't got it.

f 3.57 Report the sentences 1–6. Then listen and check your answers.

- 1 You can't read my diary. *I told her ...*
- 2 I'm going to tell Dad. *She said ...*
- 3 I'm not talking to you. *I told him ...*
- 4 I don't want to play with you. *She said ...*
- 5 It's not fair! *He told me ...*
- 6 You broke my toy! *I said that he ...*

g Practise saying the reported sentences in 2f.

h Do you remember anyone saying any of the things in 2f to you?

My sister always said it wasn't fair when I won games.

i Can you remember any other things people have said to you? Make notes on:

- something a teacher said to you
- something someone told you to frighten you
- something that made you feel good
- something that wasn't true

j Tell a partner about your answers in 2i.

### 3 VOCABULARY Personality adjectives

a Write down the names of four family members. What kind of people are they? Tell your partner one thing about each person.

b Now go to Vocabulary Focus 12B on p.141

### 4 READING AND SPEAKING

a Ask and answer the questions.

- 1 Which people in your family are you closest to? Why?
- 2 Does anyone in your family have a strong personality? What are they like?

I'm very close to my younger sister. We tell each other everything.

My father is very easygoing and he has a very loud laugh.

b Work in pairs. Complete *Brothers and Sisters: The Facts* with words in the box. There are different possible answers.

are more sociable   play together   live to over 100 years old!  
get on with women   fight   do activities   possessions  
earns a higher salary   do better at school   talk

c Communication 12B Go to p.131



## BROTHERS AND SISTERS

### THE FACTS

1 **80%** of fights between brothers and sisters are about possessions.

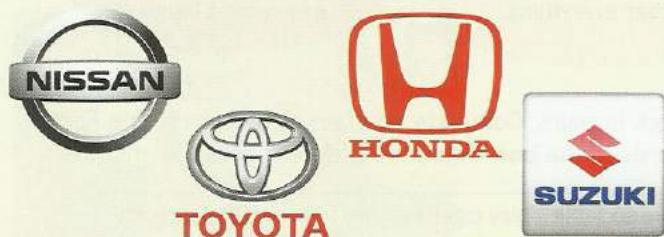
- 2 Children who are of a similar age \_\_\_\_ less.
- 3 Children who are more than three years apart in age \_\_\_\_ less.
- 4 When sisters are together, they prefer to \_\_\_\_ than do anything else.
- 5 When brothers, or brothers and sisters, are together, they prefer to \_\_\_\_.
- 6 Children with no brothers and sisters \_\_\_\_ and get better jobs.
- 7 The oldest child in a family is normally more intelligent and usually \_\_\_\_ than younger brothers and sisters.
- 8 Younger brothers and sisters \_\_\_\_ when they become adults.
- 9 Boys with older sisters find it easier to \_\_\_\_ when they are adults.
- 10 Older brothers and sisters have more allergies, but more of them \_\_\_\_.

## 1 LISTENING

**a** Ask and answer the questions.

- 1 What kind of things do you normally talk about with your friends?
- 2 Do you ever argue? What do you argue about?
- 3 Do you think male friends and female friends argue about the same things? What are the differences?

**b** Look at the logos. What do you know about the companies?



**c** **3.59** Watch or listen to Part 1. What is wrong with Leo's car? What kind of car does he have? Why do they start arguing?

**d** **3.59** Watch or listen again. Who agrees with the statements below, only Mark (M) or both Leo and Mark (B)?

- 1  Japanese cars are reliable.
- 2  Nissan cars are made in South Korea.
- 3  Toyota is the biggest car company in Japan.
- 4  Mazda is a larger company than Suzuki.

**e** **3.60** Watch or listen to Part 2. What does Mark do to end the argument? Do you know who is right?



## 2 USEFUL LANGUAGE

### Agreeing and disagreeing

**a** **3.59** Look at these phrases. Which of the phrases do Mark and Leo use? Watch or listen again to Part 1 and tick ✓ phrases you hear.

- That's true.
- I'm afraid ...
- Exactly.
- I don't think so.
- I'm sorry, but ...
- You're absolutely right.
- Definitely.
- That's right.
- Oh, please.
- I'm not sure about that.

**b** Look at all the phrases in 2a and answer the questions.

- 1 Which phrases show we agree?
- 2 Which phrases show we disagree?
- 3 Which phrases show we very strongly agree?
- 4 Which phrase shows we very strongly disagree?

**c** **3.61** Listen and repeat the phrases from 2a. There are sometimes some extra words.

**d** **3.62** Complete these conversations with the expressions from 2a. Then listen and check.

- 1
 

**A** Rock music is the best kind of music.

**B** I'm not \_\_\_\_\_ that. Classical music is more relaxing.
- 2
 

**A** Basketball is the most interesting sport.

**B** \_\_\_\_\_ true. It's so fast and exciting.
- 3
 

**A** Beach holidays are boring.

**B** You're \_\_\_\_\_ right. I prefer to stay in big cities.
- 4
 

**A** English food is boring.

**B** Oh, \_\_\_\_\_. It's much more interesting than it used to be!
- 5
 

**A** It's a bad idea to listen to music when you study.

**B** I'm \_\_\_\_\_, but I think it helps you concentrate.

**e** Complete the sentences with your own ideas.

- 1 \_\_\_\_\_ is the best artist ever.
- 2 \_\_\_\_\_ is really boring.
- 3 \_\_\_\_\_ is an amazing singer.
- 4 \_\_\_\_\_ is a great film.
- 5 \_\_\_\_\_ is a really relaxing place.
- 6 \_\_\_\_\_ is a very funny person.

**f** Compare your sentences with your partner. Use phrases from 2a to agree or disagree.



### 3 PRONUNCIATION

Main stress: contrastive

a 3.63 Listen to Leo and Mark talking about Nissan. Notice how the underlined words have extra stress.

**Leo** Nissan's a Japanese company.

**Mark** Err, it's actually a Korean company.

**Leo** No, it's Japanese.

b Complete the rule.

To show that we disagree with someone, we put **extra / less** stress on the information we think is different.

c Practise the exchange in 3a using these ideas.

- 1 Coffee's really bad for you. (good for you)
- 2 Business management is an easy subject. (difficult)
- 3 The best way to travel is by plane. (by train)
- 4 Tennis is a really boring sport. (exciting)
- 5 The shops in this area are excellent. (terrible)

Coffee's really bad for you.

Err, it's actually good for you.

No, it's bad for you.

d What's your real opinion about each idea in 3c? Tell your partner. Do you agree?

### 4 SPEAKING

a Think about these opinions. Which do you agree with? Think of reasons why you agree or disagree. Make notes.

- Money makes people happy.
- Celebrity magazines are fun to read.
- Italian food is the best in the world.
- There should be no speed limits on motorways.
- Children should stay at school until 5 pm.
- Video calls are better than normal phone calls.

b Work in pairs. Compare your ideas. How many opinions do you agree about?

I think celebrity magazines are fun to read.

Oh please. They're silly. I don't care about celebrities.

I'm sorry, but I think they're fun. It's interesting to read about other people's lives.

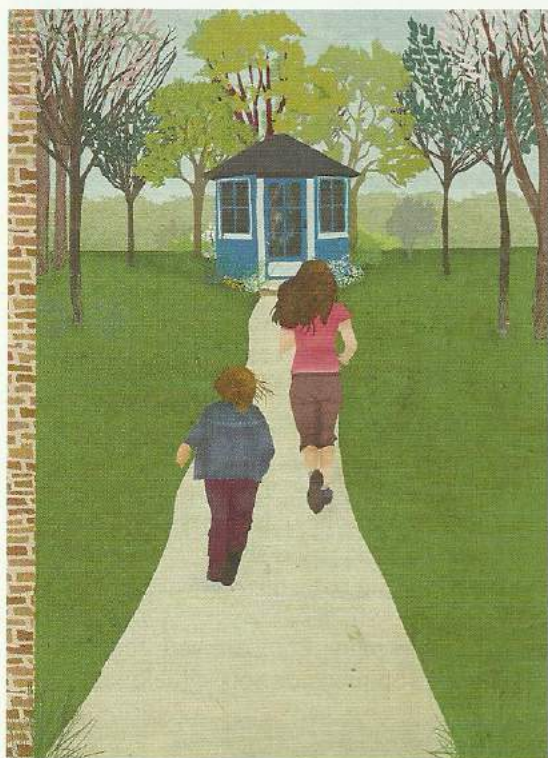
## Unit Progress Test

### CHECK YOUR PROGRESS

You can now do the Unit Progress Test.

## 1 LISTENING AND SPEAKING

- a** Ask and answer the questions.
- Where do you normally read or hear stories?
  - Who do you know who is good at telling stories?
- b** **3.64** Listen to Olga telling a story about when she was a child.
- 1 Who did she play with?
  - 2 Where did they play?
  - 3 Who did she see?



- c** **3.64** Put the events from the story in the correct order. Then listen and check.

- Olga saw an old lady.
- Olga's mother spoke to the neighbour.
- Olga was playing with her sister.
- Olga told her mother.
- Olga found out the old lady was dead.
- Olga's family went to live in the country.

- d** Do you think the story is true? Which of these opinions is closest to your own? Why?

- 'Yes, it's quite possible. Things like this often happen.'
- 'It could be true, but I don't really believe it.'
- 'Things like this only happen in stories. She probably imagined it.'

- e** **3.64** Work in pairs. Practise telling the story. Then listen again and check. Did you remember all the details?

## 2 READING

- a** Cover the story and look at the picture at the bottom of the page. Answer the questions.
- 1 Why do you think the people are walking in the rain?
  - 2 Do you think they know the man?
  - 3 What do you think happens in the story?
- b** Read the story. How similar is it to your ideas in 2a?
- c** Read the story again and answer the questions.
- 1 Why didn't they take a map on their walk?
  - 2 How did they find the cottage?
  - 3 Why did the man invite them in?
  - 4 How long had the man lived in the house?
  - 5 How did they find their way to the hotel?
  - 6 What was different about the path when they went back?
  - 7 Why didn't they give the old man the present?
- d** Answer the questions.
- 1 Can you explain why they didn't find the cottage again?
  - 2 Do you think the story is true? Why / Why not?

We were cold, wet and tired. We'd walked for hours by the sea, following a path that had become smaller and smaller and then stopped. We had been very careless and we hadn't brought a map. Mary, who is more confident than she is reliable, had told me she knew the way and I had believed her. But, of course, she didn't know the way and we were lost. We knew we could be several kilometres from the nearest house. We sat down under a tree, feeling very sorry for ourselves.

Suddenly we heard a sound. It was a dog barking, not far away. We got up and walked on quickly. A minute later we came to the top of a small hill, and saw a very old stone cottage. An old man with a black dog was looking out from the front door. 'Oh dear! You look wet!' the man called to us. 'Yes, we're completely lost,' Mary replied. 'Well,' the man said, 'why don't you come in and get dry?'

We went inside and I started to feel better. We sat next to the fire and the man went into the kitchen.



### 3 WRITING SKILLS Linkers: past time

- a Complete the sentences from the story with time linkers. Check your answers in the story.

a minute later suddenly after a while later that week  
the following day about an hour later

- We sat down under a tree, feeling very sorry for ourselves. \_\_\_\_\_ we heard a sound.
- We got up and walked on quickly. \_\_\_\_\_ we came to the top of a small hill.
- \_\_\_\_\_, the rain stopped and we got up to leave.
- \_\_\_\_\_, we didn't think much about what had happened.
- \_\_\_\_\_, we decided to visit the old man and take him a present.
- \_\_\_\_\_, we got to the place where the cottage had been.

- b Which of these expressions from 3a ... ?

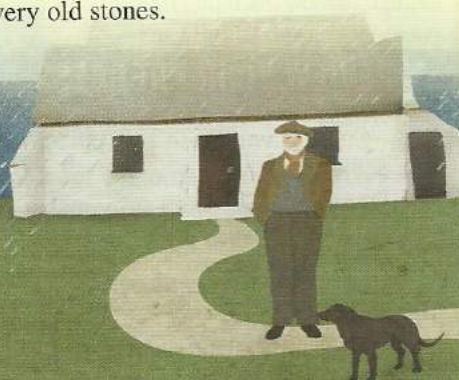
after a while suddenly

- tells you that an event was not expected \_\_\_\_\_
- tells you that an event happened after another event, but doesn't say how long \_\_\_\_\_

He came out with coffee and biscuits and we chatted for a while. He told us he had always lived in that house. 'Ever since I was a child ... but that was many years ago,' he said.

About an hour later, the rain stopped and we got up to leave. 'Just walk down that path and you'll come to a village,' the man told us. He said goodbye and we started walking. And he was right – soon we were back in the village and back at the hotel where we were staying.

The following day, we didn't think much about what had happened, but later that week, we decided to visit the old man and take him a present. We wanted to say thank you. So we went back up the path the old man had shown us. But everything was a bit different this time. Plants were growing across the path, making it difficult to walk. After a while, we got to the place where the cottage had been and we stopped and looked around. There was no cottage by the sea – just grass and some very old stones.



- c We can use time expressions in two ways:

- to show the period when something happened:
  - the following **day**
  - later that **week**
- to show the time between two events:
  - a minute** later
  - after **a while**

Which phrases in the list below could you use instead of the **highlighted** words? Write 1 or 2.

- |                                       |  |                                     |
|---------------------------------------|--|-------------------------------------|
| <input type="checkbox"/> five minutes | <input type="checkbox"/> year          | <input type="checkbox"/> a few days |
| <input type="checkbox"/> evening      | <input type="checkbox"/> about a month | <input type="checkbox"/> morning    |
| <input type="checkbox"/> a short time | <input type="checkbox"/> many years    | <input type="checkbox"/> night      |

- d Correct the mistakes with time linkers.

- She left university. About two years after, she got a job.
- He started reading his book. Sudden, the plane dropped 500 metres.
- Jose and Amal met on an English course. Week later he asked her to marry him.
- He bought a new car. Later morning he crashed it.
- We went straight to bed. Following the morning we went to the Old Town.

### 4 WRITING

- a Work in small groups. Take a sheet of paper. Choose one of these sentences to begin your story and write it at the top.

After the party, Amanda felt very pleased with herself.

Riccardo found his seat on the plane and sat down.

Anton felt lucky to be alive.

- b Follow these steps:

- Write the next few sentences of the story. Write about what *had happened* earlier. Then give your paper to the next group.
- Continue the story. Begin *Suddenly ...* and write a few more sentences. Give your paper to the next group.
- Continue the story. Begin *A few minutes later, ...* or *About an hour later, ...* and write a few more sentences. Give your paper to the next group.
- Continue the story. Begin *After a while, ...* and write a few more sentences. Give your paper to the next group.
- Write the end of the story. Begin *The following week, ...* and write a few more sentences to finish the story. Give the paper back to the group who started the story.

- c Read your story. Did the other groups use time linkers correctly?

- d Read your story to the class. Which story did you enjoy the most?

# UNIT 12

## Review and extension

### 1 GRAMMAR

- a Which action in the sentences happened first? Write 1 or 2.

- I arrived late for my flight, because  I'd written the wrong time in my diary.
- The man had run away by the time  the police got there.
- When I saw the questions in the exam, I realised  I'd revised the wrong things.
- It had snowed in the night and  some of the roads were closed.
- I was tired, because  I'd worked so hard the day before.

- b Choose the correct answers.

- A <sup>1</sup>Did you read / Had you read the story about the man who was almost attacked by a shark yesterday?  
B No, what <sup>2</sup>happened / had happened?  
A He was swimming and he <sup>3</sup>saw / had seen a dolphin next to him. Then suddenly, the dolphin <sup>4</sup>hit / had hit a shark. The swimmer <sup>5</sup>didn't see / hadn't seen the shark before the dolphin hit it!  
B That's incredible. Well, I <sup>6</sup>read / had read another nice animal story. There was a goat that <sup>7</sup>looked after / had looked after a farmer for five days. The farmer <sup>8</sup>fell / had fallen over and he couldn't walk or get help.

- c Report the statements.

- 'We can't leave the party.' He said ...
- 'Marc has moved to a new flat.' She told me ...
- 'I'm seeing Sarah later.' He said ...
- 'I'll help you with the shopping.' She said ...
- 'Michele got a great new job.' He told me ...
- 'I'm going to get a new car.' He said ...
- 'I don't like the hotel.' She told me ...

### 2 VOCABULARY

- a Complete the animal words.

- |                 |                   |
|-----------------|-------------------|
| 1 w _ _ le      | 4 t _ g _ r       |
| 2 sp _ _ _ r    | 5 m _ _ q _ _ _ o |
| 3 g _ r _ _ _ a | 6 p _ r _ _ t     |

- b Choose an adjective in the box to describe each person (1–8).

anxious careless funny generous  
honest reliable selfish sensible

- Jo really makes me laugh. \_\_\_\_\_
- Manfred only thinks about himself. \_\_\_\_\_
- Jill always tells the truth. \_\_\_\_\_
- Shin Li always gets worried about little things. \_\_\_\_\_
- If Ben says he'll do something, he always does it. \_\_\_\_\_
- Steve often loses or breaks things. \_\_\_\_\_
- Jack always gets me great presents. \_\_\_\_\_
- Susi never makes stupid decisions. \_\_\_\_\_

### 3 WORDPOWER age

- a Look at the sentences. Which is about ... ?

- children who are almost the same age  
 children who are different ages

- Children who are more than **three years apart in age** play together less.
- Children who are **of a similar age** fight less.

- b Match the expressions (1–4) with the definitions (a–d).


- At your age**, I was studying a lot – not going out all the time.
- I learnt to swim **at an early age**. I was only about three years old.
- She's **about my age**, I think, because we were at university at the same time.
- It isn't always easy to learn new things **in old age**.

- a a similar age to me  
b younger than expected, during childhood  
c when someone is over 70  
d the age you are now

- c Complete the sentences with the phrases in the box.

about my age apart in age at an early age  
at your age early twenties middle-aged  
of a similar age old age

- John looks much older than Martin, but surprisingly they're \_\_\_\_\_.
- Mozart started to write music \_\_\_\_\_ – he was only five years old.
- \_\_\_\_\_, I never used a computer for homework. I wrote everything by hand.
- I had a lot of fun when I was 21 – it's great to be in your \_\_\_\_\_.
- My brother and I are only two years \_\_\_\_\_, so we played together all the time when we were little.
- My grandparents are still really active – I think that's important in \_\_\_\_\_.
- The person I spoke to was \_\_\_\_\_, maybe a year younger or older than me.
- Don't say to her that she's \_\_\_\_\_ – she thinks 45 is still very young.

- d  Work in pairs. Use each of the phrases in 3c to describe someone you know.

### REVIEW YOUR PROGRESS

How well did you do in this unit? Write 3, 2 or 1 for each objective.

3 = very well 2 = well 1 = not so well

#### I CAN ...

- |                                   |                          |
|-----------------------------------|--------------------------|
| Tell a story                      | <input type="checkbox"/> |
| Talk about family relationships   | <input type="checkbox"/> |
| Agree and disagree in discussions | <input type="checkbox"/> |
| Write a short story               | <input type="checkbox"/> |



# Communication Plus

## 3C Student C

a You are a shop assistant. Look at the photos of your products and read the descriptions.



**Hot lips telephone** £15.50

- Fun gift: people who love to talk
- Looks great in any home
- Ringtone: choose, five fun sounds



**Modern spice rack** £39.99

- Perfect gift: cooks, food lovers
- 20 jars, quality herbs and spices
- Fix to wall / free standing



**Football mug** £4.99

- Great gift: football fans
- Fill with favourite hot drink
- Dishwasher safe



**Scented candles** £9.99

- Colourful gift for the home
- Three scents: vanilla, rose, pine
- Create a romantic atmosphere



**Classic clock** £20.00

- Stylish gift: man or woman
- Traditional design
- Batteries included



**Animal slippers** £15.99 one pair

**SPECIAL OFFER** £25.99 both

- designs
- Fun gift: man, woman, couple
- Fox / Rabbit design

b Students A and B are customers in your shop. Listen to their questions and describe some of your products. Ask your customers to pay for the product when they have chosen.

c Now swap roles. Go to p.130

## 5A

1 gardeners, 2 hairdressers, 3 nurses, 4 accountants, 5 bankers

## 2B Student A

a Read the text and answer the questions.

- 1 Where were they going?
- 2 How were they travelling?
- 3 What was the problem?
- 4 Who helped solve the problem? How?
- 5 What happened in the end?

### Did you mean Capri?

#### Swedish tourists miss their destination by 600 km

Two Swedish tourists on holiday in Italy got a surprise after a spelling mistake on their GPS took them 600 kilometres from their destination.

The Swedish couple were travelling around Italy, and wanted to go to Capri. Capri is an island in the south of the country, famous for its beautiful

coastline and a popular tourist destination. The couple put their destination into their car's GPS, but they made a spelling mistake. They accidentally typed CARPI instead of CAPRI. There is a real place called Carpi in Italy, but it is a small town in the north of the country.

The couple followed the GPS directions. Although they were travelling to an island, it didn't worry them that they didn't cross a bridge, take a boat or see the sea. When they arrived in Carpi, they went to the tourist office. They asked for directions to the Blue Grotto, a famous sea cave in Capri. But, of course, the tourist official couldn't understand. He thought they wanted to go to a restaurant called the Blue Grotto.



When the official realised that the couple thought they were in Capri, he explained their mistake. The couple got back into their car and started driving south. The official said, 'They were surprised, but not angry.'

b Now go back to p.21

## 10A RESULTS

**0-5 points:** You tell the truth to people even if they don't want to hear it. You may be the most honest person around, but you're not always the most popular.

**6-13 points:** You care about other people, and you don't want to upset them with the truth. Sometimes life is easier for people who aren't 100% honest. You're not hurting anyone else - that's the important thing.

**14-25 points:** You don't always do what other people think is the right thing. Watch out - you might cause problems for yourself one day!

## 11B Student A

- a Read the texts about three accidental discoveries. Answer the questions.
- 1 Who made each discovery?
  - 2 What exactly was the discovery?
  - 3 How did they make the discovery?

1 Car keys were invented by an American businessman, Louis Spencer, in 1912. Until then, cars didn't have keys, because there weren't many of them and they couldn't travel very far. But one day Spencer had some important papers that he wanted to leave in his car. He had the idea for the car key.

2 Matches were invented by John Walker, a chemist in England in 1826. He was trying to find a way to start fires quickly. He didn't make much money from his idea – he wanted to share it with everyone, because he already had enough money.

3 Saccharin was invented by accident in 1878 by Constantin Fahlberg, a chemist in the USA. He was eating some bread at home, but it tasted sweeter than normal. He realised that he had some chemicals on his hands from his day at work. The chemicals were making the bread taste sweet. At work the next day, he started working on saccharin.

- b Use your dictionary to check new words. You may have to explain words to your partner.
- c Tell your partner about the three texts. Which one is not true? Talk about the texts and decide together.

## 2C Student B

- a Read card 1. Think about what Student A will ask you.

You are a platform attendant at a UK train station.

- first train to Manchester at 7.10 am
- trains every hour
- prices: adult £32, student £22
- passengers can only use their tickets on the train they book
- no lockers in UK stations
- the waiting room is by the station entrance

- b Start the conversation with Student A. Say 'How can I help you?'
- c Now look at card 2. Listen to Student A and reply. Find out the information you need.

2 You want to visit Warwick Castle.

- where / castle?
- ☺ open?
- £ adult and child tickets?
- where / buy tickets?
- how often / tours?
- take a picnic?

## 2B Student B

- a Read the text and answer the questions.
- 1 Where were they going?
  - 2 How were they travelling?
  - 3 What was the problem?
  - 4 Who helped solve the problem? How?
  - 5 What happened in the end?

### Coach passengers asked to get out and push

A group of coach passengers got some unexpected exercise when their coach broke down and the driver asked them to get out and push. The driver asked his 25 passengers for help after the 11.15 am coach from Heathrow airport to Norwich broke down while it was turning a corner.

A 77-year-old passenger, who was travelling back from a holiday in Italy with his wife, said, 'We heard an awful noise ... and the driver could not get the coach to move.' The coach was stopping other cars from using the road, so ten passengers got out and tried to push the coach, which weighed 14 tonnes\*. The passenger said, 'It was an amazing sight ... Luckily, there were lots of strong young men on board – but a couple of women joined in as well.'

A car stopped to help and pulled the coach along with a rope while the people pushed it 200 metres to the bus station. The passengers then waited over an hour with their luggage for another coach to arrive, so they could complete their journey.

The coach company says the coach driver was wrong to ask his passengers to help and that they will give him training immediately.

\* 14 tonnes = 14,000 kg



- b ► Now go back to p.21

### 5B If your partner *hasn't* got a job ...

- a Ask your partner about the job he/she would like to do in the future.

Do you think ... ?

- it'll be easy to find work
- you'll earn a good salary when you start
- you'll need to speak English at work
- there'll be a lot of other people who want this job
- you'll work for a company or be self-employed
- you'll move to another place for work
- you'll use your qualifications

- b Then swap roles and answer your partner's questions. Give more information if you can.

- c ► Now go back to p.51

7B

- a Do the quiz. Choose the answers that are true for you. Add up your score.

Are you healthier than you used to be?

- 1 I used to do more sports and exercise in the past.  
a Agree (-1)    b Not sure (0)    c Disagree (+1)
- 2 I used to eat a healthier diet.  
a Agree (-1)    b Not sure (0)    c Disagree (+1)
- 3 I smoke less today than I used to.  
a Agree (+1)    b Not sure (0)    c Disagree (-1)
- 4 I do more housework than I used to.  
a Agree (+1)    b Not sure (0)    c Disagree (-1)
- 5 I used to sleep more than I do now.  
a Agree (-1)    b Not sure (0)    c Disagree (+1)
- 6 I used to get ill more often than I do these days.  
a Agree (+1)    b Not sure (0)    c Disagree (-1)

Scores

**Below 0:** You were healthier in the past than you are now.

**0:** You are just as healthy today as you were in the past.

**More than 0:** You are healthier today than you used to be.

- b Compare your results with your partner. Whose health has changed the most? What are the most important differences in your health between now and the past?

1C Student B

- a Read card 1. Think about what you want to say.  
b Listen to Student A and reply. Use your own name.

- 1 You are walking down the street and you see your friend.
- say hello
  - listen to your friend's news and respond
  - give your news:
    - you moved to a new flat last week
    - *your own idea*
  - say goodbye

- c Now look at card 2. Start the conversation with Student A. Use your own name.

- 2 You meet a new colleague for the first time.
- say who you are
  - listen to what they say and respond
  - give some information:
    - you work in IT
    - *your own idea*
  - say goodbye

10A Student A

- a Take turns to ask and answer questions with Student B. Underline their answers below. If you answer *maybe*, you must explain your answer.

If a shop assistant gave you a £20 note instead of a £10, would you tell them?

Maybe. I'd tell them if they were young.

- 1 If a shop assistant gave you a £20 note instead of a £10 note, would you tell them?  
**Yes 0, Maybe 3, No 4**
- 2 If someone had food in their teeth, would you tell them?  
**Yes 0, Maybe 1, No 3**
- 3 If you found a wallet with \$1,000 and an ID card in it, would you hand it in at a police station?  
**Yes 0, Maybe 1, No 4**
- 4 If you got a present you didn't like, would you wrap it up and give it to someone else?  
**Yes 2, Maybe 1, No 0**
- 5 If you dropped your friend's sandwich on the kitchen floor and they didn't see, would you throw it away and make a new one?  
**Yes 0, Maybe 2, No 3**
- 6 If someone lent you something you really liked and then forgot about it, would you give it back anyway?  
**Yes 0, Maybe 1, No 3**
- 7 If your friend was upset and wanted to come round, but you were really tired, would you tell them you were busy?  
**Yes 3, Maybe 2, No 0**
- 8 Would you tell a friend if you didn't like their new hairstyle?  
**Yes 0, Maybe 1, No 2**

- b Add up Student B's score and check the results on p.127. Does your partner agree with their result?

11A Student A

Look at the list. Take turns describing the words to Student B, but do not say the word. How many words can you describe in two minutes?

scientist album laptop novel pilot visa  
hotel bank account Greece Brad Pitt

- It's a thing that ...  
It's a place where ...  
It's a person who ...

- Now go back to p.109

### 3C Students A and B

- a You want to buy a present for a friend. Choose someone you both know.
- b Student C is a shop assistant. Ask about the products in the shop. Choose the best product for your friend and buy it.



- c Now swap roles. Student B: You are the shop assistant – go to p.127. Student A: Stay on this page.

### 3B RESULTS

**Mostly 'a':** You are a big spender. You spend a lot of money without thinking. Maybe you need to start to plan your spending a bit better.

**Mostly 'b':** You are a smart spender. You spend money, but you are clever when you do it. You find all the special offers. But don't buy things that you don't need!

**Mostly 'c':** You are a non spender. You don't like spending and you only do it when you really have to.

► Now go back to p.30

### 5B If your partner *has* got a job ...

- a Ask your partner about their future in their job. Do you think ... ?
- you'll work longer hours
  - you'll earn more money
  - you'll need new skills
  - you'll go to more meetings
  - you'll travel abroad for work
  - you'll need to speak English at work
  - you'll become a boss

- b Then swap roles and answer your partner's questions. Give more information if you can.

- c ► Now go back to p.51

### 6A Student A

- a Read the advice for people who are always late.

No one wants to be the person who always arrives last. Here's some advice to help you get there on time, whatever the occasion.

Imagine the worst. Don't think that everything will go perfectly and you will arrive at a place in the shortest time possible. Leave earlier than you need to. Then, when you can't find a parking place, or there's a long queue, it won't make you late.

**Tell people how much time you have.** When someone starts talking to you, and you don't have much time, say 'I only have five minutes.' Then, after five minutes, make sure you leave. Say 'I'm sorry but I have to go.' Nobody will think you are rude.

**Find things to do while you wait.** Some people are always late, because they hate waiting for other people. If this is you, you should take something with you to do while you are waiting. Don't try to do 'just one more thing' before you leave for an appointment.



- b Cover the text. Tell Student B about the advice.
- c Listen to Student B's advice for the same problem.
- d Answer the questions with Student B.
- 1 Which of the six pieces of advice is the most useful?
  - 2 Do you know anyone who needs this advice?
- e ► Now go back to p.59

### 4B Student A

- a Read the sentences to Student B. Listen to their reply.
- 1 My flight arrives at 5 pm.
  - 2 I'd like to buy some clothes.
  - 3 I don't understand the menu.
  - 4 I don't like crowds.
  - 5 I'd love to see some art.
- b Listen to Student B's sentences. Choose the best reply.
- I'll take you to the airport soon.  
 Shall we visit the castle?  
 Shall I come and pick you up?  
 I'll take you to a nice park.  
 I'll find a good place to eat nearby.
- c Now go back to p.41

### 12B

- a Read the facts. Did you complete them correctly?

## BROTHERS AND SISTERS

### THE FACTS

- ➔ 1 **80%** of fights between brothers and sisters are about possessions.
- 2 Children who are of a similar age **fight less**.
  - 3 Children who are more than three years apart in age **play together less**.
  - 4 When sisters are together, they prefer to **talk** than do anything else.
  - 5 When brothers, or brothers and sisters, are together, they prefer to **do activities**.
  - 6 Children with no brothers and sisters **do better at school** and get better jobs.
  - 7 The oldest child in a family is normally more intelligent and usually **earns a higher salary** than younger brothers and sisters.
  - 8 Younger brothers and sisters **are more sociable** when they become adults.
  - 9 Boys with older sisters find it easier to **get on with women** when they are adults.
  - 10 Older brothers and sisters have more allergies, but more of them **live to over 100!**

- b Work in pairs. Talk about the facts. Do you think they are true? Use examples from your own family or other people you know.
- c Have a class vote on each fact. How many of the facts do your class agree with?

### 11B ANSWERS

Student A: story one is not true.

Student B: story three is not true.

### 10A Student B

- a Take turns to ask and answer questions with Student A. Underline their answers below. If you answer *maybe*, you must explain your answer.

If a friend cooked dinner for you and you didn't like it, would you eat it?

Maybe. I'd eat it if it was something really expensive.

- 1 If a friend cooked dinner for you and you didn't like it, would you eat it?  
**Yes 2, Maybe 1, No 0**
- 2 If you were at a cash machine and the person in front of you forgot to take their cash, would you run after them?  
**Yes 0, Maybe 2, No 4**
- 3 If you wanted to see a film that didn't come out at the cinema in your country for three months, would you download it?  
**Yes 3, Maybe 2, No 0**
- 4 If you were looking after a friend's pet fish and it died, would you replace it before they came back?  
**Yes 2, Maybe 1, No 0**
- 5 If you hit a parked car and no one saw you, would you carry on driving?  
**Yes 4, Maybe 3, No 0**
- 6 If you saw a job advert that was perfect for your friend, but you also wanted to apply, would you pass on the information?  
**Yes 0, Maybe 1, No 3**
- 7 If you spilt some water on someone's mobile phone, would you tell them?  
**Yes 0, Maybe 1, No 3**
- 8 If your friend offered you a free ticket to a concert, but you were working that day, would you tell your boss you were sick and go along?  
**Yes 4, Maybe 2, No 0**

- b Add up Student A's score and check the results on p.127. Does your partner agree with the result?

### 11A Student B

Look at the list. Take turns describing the words to Student A, but do not say the word. How many words can you describe in two minutes?

dentist airport freezer MP3 player plumber  
 luggage fiction Japan Thriller tourist

It's a thing that ...

It's a place where ...

It's a person who ...

- Now go back to p.109

## 4C Student B

- a Student A is going to invite you to dinner. Complete your diary with plans for three days.

Wednesday:
Thursday:
Friday:
Saturday:
Sunday:

- b Answer Student A's call. Arrange an evening for dinner. Offer to bring something.

## 6A Student B

- a Read the advice for people who are always late.

No one wants to be the person who always arrives last. Here's some advice to help you get there on time, whatever the occasion.

**Make a list of everything you need to do** the day before an important event.

Do you need to wear smart clothes? Buy a gift? Find out train times? Then do all the jobs on your list and you'll be ready to go the next day.

**Do only the things you need to do.** Use your time carefully before an appointment. Don't try to be perfect. Think about each action. Do you really need to print that document? If it's not necessary, don't do it.

**Think about how other people feel.** Being late tells other people, 'My time is more important than yours.' People who are often late don't usually understand how rude it is. Remember this and you will have another reason to arrive on time.



- b Listen to Student A's advice about the same problem.
- c Cover the text. Tell Student A about the advice you read.
- d Answer the questions with Student A.
- 1 Which of the six pieces of advice is the most useful?
  - 2 Do you know anyone who needs this advice?
- e Now go back to p.59

## 4B Student B

- a Listen to Student A's sentences. Choose the correct reply.
- Shall I read it for you in English?
  - Shall we go to a gallery?
  - OK – so we won't go to the market.
  - I'll meet you at the airport.
  - Shall we go to a shopping centre?

- b Read the sentences to Student A. Listen to their reply.
- 1 My hotel doesn't have a restaurant.
  - 2 I'd like to go for a walk.
  - 3 My flight leaves in three hours.
  - 4 I'm interested in history.
  - 5 There's a long queue for taxis.
- Now go back to p.41

## 11B Student B

- a Read the texts about three accidental discoveries. Answer the questions.
- 1 Who made each discovery?
  - 2 What exactly was the discovery?
  - 3 How did they make the discovery?

1 Coca-Cola was invented by John Pemberton, a chemist in the USA. He was trying to make a medicine for headaches. For the first eight years, the drink was only sold in chemists, as a medicine, not in normal shops as a soft drink.

2 Velcro was invented by George De Mestral, a Swiss engineer, in 1941. One day, after a day's walk in the Alps with his dog, he noticed that there were lots of seeds in his dog's fur. The seeds were difficult to remove and he looked at them using a microscope to see what was happening. From this, he had the idea for Velcro.

3 Exercise bikes were invented by the Austrian cyclist Hans Weger in 1854. He was trying to fix a problem with his bike, so he put the front wheel between two piles of books to look at what was happening. Then he realised that a bike like this would be perfect for exercise at home. The exercise bike was invented.

- b Use your dictionary to check new words. You may have to explain words to your partner.
- c Tell your partner about the three texts. Which one is not true? Talk about the texts and decide together.
- d When you have decided which stories in each set are not true, check your answers on p.131.

# Vocabulary Focus

## 1A Common adjectives

- a** 1.4 Listen to the conversations and look at the pictures. Underline the adjectives.
- b** Look at these adjectives and answer the questions. Use the conversations in **a** to help you.

delicious /dɪlɪʃəs/ ugly /ʌɡli/ serious /sɪəriəs/  
 rude /ruːd/ alright /əɪlraɪt/ silly /sɪli/  
 boring /bɔːrɪŋ/ strange /streɪndʒ/

Which adjective means ... ?

- 1 OK \_\_\_\_\_ 5 the food is good \_\_\_\_\_  
 2 not normal \_\_\_\_\_ 6 stupid \_\_\_\_\_  
 3 not beautiful \_\_\_\_\_ 7 bad (for a problem) \_\_\_\_\_  
 4 not polite \_\_\_\_\_ 8 not interesting \_\_\_\_\_

- c** Now look at these adjectives.

gorgeous /ɡɔːdʒəs/ horrible /hɒrɪbəl/ lovely /lʌvli/  
 amazing /əmeɪzɪŋ/ awful /ɔːfəl/ perfect /pɜːfekt/

Which adjective means ... ?

- very nice/good \_\_\_\_\_
- very bad \_\_\_\_\_

- d** 1.5 Listen to the adjectives in **b** and **c**. How many syllables are there in each word? Underline the stressed syllable in each word.

- e** Practise the conversations with a partner.

- f** Now go back to p.8



## 2A Tourism

- a** 1.29 Match the holiday items with the pictures. Listen and check. Repeat the words.

- backpack /'bækpæk/
- foreign currency /fɔːrən 'kʌrənsi/
- guidebook /'gaɪdbʊk/
- map /mæp/
- passport /'pɑːspɔːt/
- suitcase /'suːtkɛɪs/
- sunglasses /'sʌŋɡləsɪz/
- suntan lotion /'sʌntæn ləʊʃən/

- b** Which of the items in **a** do you always take on holiday?



- c** 1.30 Complete the travel phrases with the words in the box. Listen and check.

holiday sightseeing /'saɪtsiːɪŋ/ visa /'vɪzə/  
 campsite /'kæmpsaɪt/ souvenirs /suːvənɪz/  
 money accommodation /əkəmə'deɪʃən/  
 hotel hostel /'hɒstəl/ adventure /əd'ventʃə/  
 luggage /'lʌɡɪdʒ/

- 1 We **went away on** holiday for three weeks.
- 2 We needed to **get** a \_\_\_\_\_ from the embassy, before we travelled.
- 3 We also **exchanged** some \_\_\_\_\_ at the bank.
- 4 We **booked** all of our \_\_\_\_\_ online.
- 5 When we arrived, we **checked into** our luxury \_\_\_\_\_ and **unpacked** our \_\_\_\_\_.
- 6 We **did** some \_\_\_\_\_. The castles and gardens were gorgeous!
- 7 We **bought** \_\_\_\_\_ for our friends and family.
- 8 The second week, we **checked out of** our hotel and **stayed in** a \_\_\_\_\_. It was cheap and friendly!
- 9 The third week we **stayed on** a \_\_\_\_\_ by the beach.
- 10 We **had** a great \_\_\_\_\_ and we didn't want to come home.

- d** Work in pairs. Think of your last holiday. Which of the things in **c** did you do? Tell your partner.

- e** Now go back to p.19

## 2B Travel collocations

a 1.31 Listen to sentences 1–9 and look at the journey on the map. Match the words in **bold** with their definitions a–i.

- 1  We **travelled around** Europe last year.
- 2  We **set off** in June.
- 3  We **took off** late but ...
- 4  ... we **landed** on time in Berlin.
- 5  We **hitchhiked** across Germany.
- 6  A kind man **gave us a lift** to Frankfurt.
- 7  We **boarded a train** to Paris.
- 8  We **changed** at Strasbourg.
- 9  We **got to** Paris at seven thirty.

- a get on a bus/train/plane
- b get off one train and get on a different train
- c drive another person to their destination
- d leave an airport by plane
- e stand by the road and ask for free rides
- f arrive at a place
- g arrive at an airport by plane
- h visit many different places in a large area
- i start a journey

b Cover the sentences 1–9 and use the map to retell the story in a.

c Match the travel problems with the pictures.

- 1  They **missed** their train.
- 2  My car **broke down** on the motorway.
- 3  There was a lot of **turbulence** /'tɜːbjʊləns/ during the flight.
- 4  I **had a crash** on the drive to work.
- 5  The **traffic jam** went on for miles down the road.
- 6  There was **something wrong with** the plane.
- 7  There was a **strike** so there were no buses.
- 8  We **got lost** in the city centre.
- 9  There was a **long queue** /kjuː/ at the ticket office.
- 10  There was a **delay** at the station.

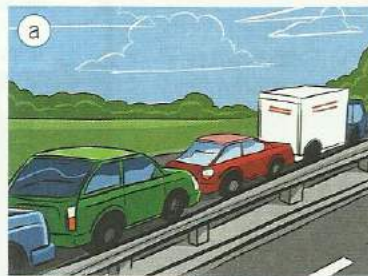
d 1.32 Listen and check. Then listen and repeat.

e Cover the sentences in c and try to remember them. Use the pictures to help you.

f Ask and answer the questions.

- 1 Which of the problems in the pictures have you had on journeys this year?
- 2 Is there a country you'd like to travel around?
- 3 When was the last time someone gave you a lift?
- 4 How do you feel when a plane takes off and lands?
- 5 Do you know anyone who hitchhikes? Do you think it's a good idea?

g Now go back to p.20





### 3B Money

- a **1.50** Match each sentence with a picture to tell two stories. Listen and check.
- Carol now **owed** Fay £700. So she **got a loan** for £1000 from the bank.
  - Fay offered to **lend** her some money, so she **borrowed** £100.
  - Carol saw some shoes she loved, but she didn't have any **cash**.
  - One day Carol and Fay went shopping in **the sales**.
  - She **paid back** the £700 pounds (and spent the rest on shoes!).
  - Carol had a problem. She **spent** a lot of money on shoes.
  - When Brian got home he found a **special offer** online.
  - Brian was **saving up for** a camera.
  - He saw a great camera but it **cost** £499.
  - He asked the shop assistant for a **discount** but she said no.
  - So he got the camera for £399! He was very happy!
  - Brian **couldn't afford** it. He only had £400 in his **bank account**.

b **1.50** Cover the sentences and use the words in the box to tell the stories.

Carol spend money on the sales cash lend  
borrow /bɒrəʊ/ owe /əʊ/ get a loan /ləʊn/ pay back

Brian save up for cost afford /ə'fɔ:d/  
bank account /ə'kaʊnt/ discount /dɪskaʊnt/  
special offer

c **1.50** Now go back to p.30



### 4A Clothes and appearance

a **1.63** Read the lists of words. Which words do you already know?

**Small clothes:** socks, shorts, underwear /'ʌndəweə/, tights /taɪts/

**Accessories:** necklace, sunglasses, belt, scarf, handbag, bracelet /'breɪslət/, earrings /'iəriŋz/, tie /taɪ/, gloves /glʌvz/

**Footwear:** trainers, boots, flat shoes, high heels, sandals /'sændəlz/

**Clothing:** jumper, suit, raincoat, top, tracksuit /'træksu:t/, sweatshirt /'swetʃɜ:t/

b Write the correct word from a next to each picture.



c **1.63** Listen and check your answers in b. Repeat the words.

d Cover the words. Can you remember the names of all the things in the pictures?

e Match the sentence halves.

- 1  I need a haircut so I'm **going**
- 2  I'm going to go shopping and **get**
- 3  I want to **look**
- 4  He should **have**
- 5  It's an expensive restaurant so please **wear**
- 6  She has very long nails so she often **goes**

- a **a new outfit** for the party.
- b **something nice**.
- c **to the hairdresser's** this afternoon.
- d **a shave** before he grows a beard.
- e **my best** because all my family is coming.
- f **to the beautician's**.

f **1.64** Listen and check your answers to e.

g **1.64** Work in pairs. Ask and answer the questions.

- When was the last time you wanted to look your best?
- What did you wear? Did you get a new outfit?
- Did you have a shave / go to the hairdresser's / the beautician's?

h **1.64** Now go back to p.38

## 5A Work

a **2.3** Match the jobs with the pictures. Listen and check.

- |  |  |
|--|--|
| 1 <input type="checkbox"/> gardener /'gɑ:dənə/     | 6 <input type="checkbox"/> accountant /ə'kaʊntənt/   |
| 2 <input type="checkbox"/> hairdresser /'heədresə/ | 7 <input type="checkbox"/> electrician /ɪlek'trɪʃən/ |
| 3 <input type="checkbox"/> plumber /'plʌmə/        | 8 <input type="checkbox"/> banker /'bæŋkə/           |
| 4 <input type="checkbox"/> scientist /'saɪəntɪst/  | 9 <input type="checkbox"/> IT worker                 |
| 5 <input type="checkbox"/> lawyer /'lɔ:ə/          |  |



We normally say *I work in IT* not *I'm an IT worker*.

b **2.3** Listen to the words in a. Which syllables are stressed? Add 1-8 to the table.

X x	X x x	x X x	x x X x
gardener			

c **2.4** Choose the correct verbs to complete the sentences. Then listen and check. Repeat the sentences.

'm deal with earn have make need work

- They have a nice working environment. /ɪn'vaɪrənmənt/ a lot of skills.
- I work long hours. weekends. in a team.
- You need several years of training. good qualifications. /kwɒlɪfɪ'keɪʃənz/ a university degree. /ju:nɪ'vɜ:sɪti dɪgri:/
- I deal with serious problems. people every day.
- I earn a good salary. /'sæləri/
- I make self-employed. /ɪm'plɔɪd/
- I make important decisions. /dɪ'sɪʒənz/

d **2.4** Name one job for each description in c.

Plumbers have a lot of skills.

e **2.4** Now go back to p.48

## 5B Jobs

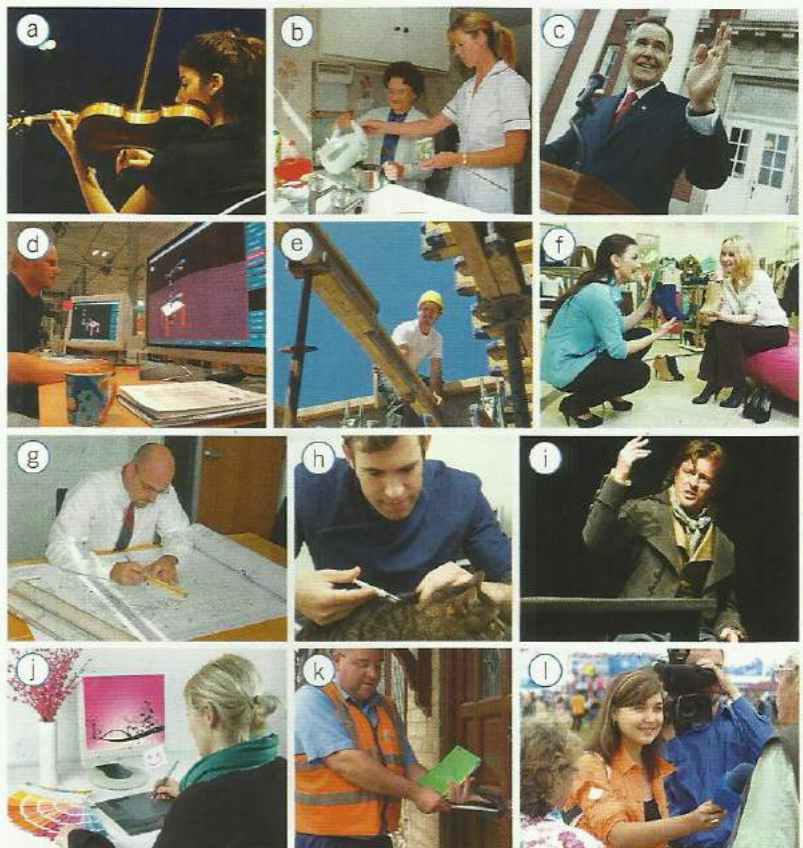
a Match the jobs with the pictures.

- shop assistant /'ʃɒp əsɪstənt/
- postman / postwoman /'pəʊstmən/ /'pəʊstwʊmən/
- computer programmer /kəm'pjʊ:tə 'prəʊgræmə/
- actor / actress /'æktə/ /'æktɪs/
- musician /mju:'zɪʃən/
- politician /pə'lɪ'tɪʃən/
- builder /'bɪldə/
- journalist /'dʒɜ:nəlist/
- architect /'ɑ:kɪtekt/
- designer /dɪ'zɑ:nə/
- vet /vet/
- carer /'keərə/

b **2.12** Listen and check. Repeat the words.

c Which of the jobs are popular in your country? Which would you like to do?

d **2.12** Now go back to p.51



## 6B -ed and -ing adjectives

a 2.26 Look at the pictures. Complete the sentences with the pairs of words. Listen and check.



**annoying / annoyed**

- 1 a Magda was \_\_\_\_\_ by the music from the neighbour's flat.  
b The music from the neighbour's flat was really \_\_\_\_\_.



**disappointing / disappointed**

- 2 a Will's birthday present was very \_\_\_\_\_.  
b Will was very \_\_\_\_\_ by his present.



**confusing / confused**

- 3 a Andreas was very \_\_\_\_\_ by the road signs.  
b The road signs were really \_\_\_\_\_.



**tiring / tired**

- 4 a Sara was \_\_\_\_\_ after a long day at work.  
b Sara had a really \_\_\_\_\_ day at work.



**frightening / frightened**

- 5 a Mehmet thought the animals were \_\_\_\_\_.  
b Mehmet was \_\_\_\_\_ of the animals.



**amazing / amazed**

- 6 a The fireworks looked \_\_\_\_\_.  
b Everyone was \_\_\_\_\_ by the fireworks.



**embarrassing / embarrassed**

- 7 a Liza was \_\_\_\_\_ by her boyfriend's dancing.  
b Liza's boyfriend's dancing was \_\_\_\_\_.



**surprising / surprised**

- 8 a Anita was \_\_\_\_\_ to get the news from her sister.  
b Anita got some \_\_\_\_\_ news from her sister.



**shocking / shocked**

- 9 a The price of the meal was \_\_\_\_\_.  
b They were \_\_\_\_\_ when they got the bill for the meal.

b 2.27 Listen to the -ed adjectives. How many syllables are there? Then listen again and repeat.

- amazed /ə'meɪzɪd/  
excited /ɪk'saɪtɪd/  
annoyed /ə'nɔɪd/  
confused /kən'fju:zɪd/  
disappointed /dɪsə'pɔɪntɪd/  
embarrassed /ɪm'bærəst/  
frightened /'fraɪtənd/  
interested /'ɪntrəstɪd/  
shocked /ʃɒkt/  
surprised /sə'praɪzɪd/  
tired /taɪəd/

c Talk to a partner. Which word(s) could describe your feelings in these situations?

- You can't understand the instructions for your new phone.
- You are walking alone in a forest at night.
- You hear some very bad news that you can't believe is true.
- You have just broken a box of eggs in the supermarket.
- Your boss has forgotten to tell you where the meeting is.
- You have just run 10 km.
- The weather on holiday was terrible every day.
- You suddenly get a big pay rise.

d Write a sentence about each situation in c using an -ed or an -ing adjective.

My new phone is very confusing.

e Compare your sentences with a partner. Are they similar?

f Now go back to p.60

## 7A get collocations

- a 2.44 Complete the sentences with the phrases in the box. Then listen and check.

get better   get a job   get paid  
get on well   get ill   get an offer

- A I would love to <sup>1</sup> \_\_\_\_\_ as a designer.  
But for now I'll take any work.
- B You could work as a waiter until you  
<sup>2</sup> \_\_\_\_\_ from a design company.
- A I've got a terrible cold at the moment. It's  
strange – I hardly ever <sup>3</sup> \_\_\_\_\_.
- B Oh dear. I hope you <sup>4</sup> \_\_\_\_\_ soon.
- A How's the new job?
- B It's great. I really <sup>5</sup> \_\_\_\_\_ with my new  
colleagues. But I don't <sup>6</sup> \_\_\_\_\_ for the  
first month so I can't afford to go out for a while.

- b Practise the conversations in a with a partner.

- c 2.45 Complete Ted's story with the phrases in the box. Use the correct form of *get*. Listen and check.

get to know   get engaged   get together  
get a place   get divorced   get in touch

Ted studied hard at school and <sup>1</sup> \_\_\_\_\_ at university. While he was there he <sup>2</sup> \_\_\_\_\_ Sylvia, another student on his course. They didn't see each other after university, but one day Ted saw Sylvia's photo in a newspaper and decided to <sup>3</sup> \_\_\_\_\_ with her again. They soon <sup>4</sup> \_\_\_\_\_ and were a very happy couple. Just six months later they decided they wanted to spend their lives together, so they <sup>5</sup> \_\_\_\_\_. But the story didn't end well. Only a year after the wedding, they <sup>6</sup> \_\_\_\_\_.

- d Work in pairs. Write your own definitions for these phrases.

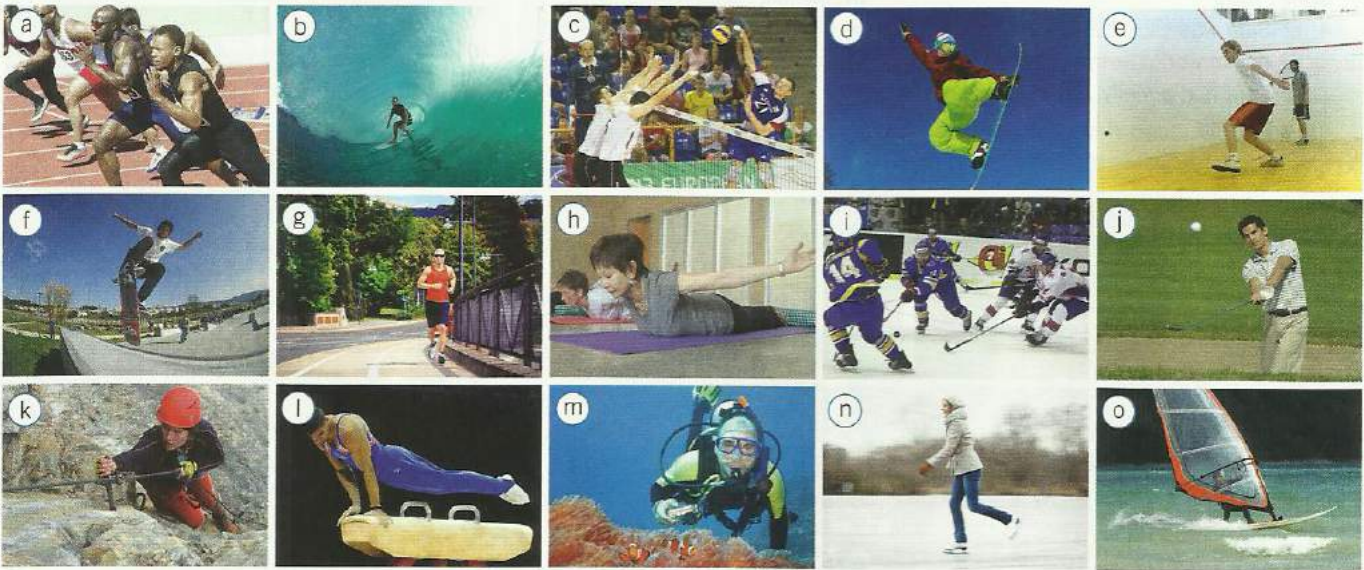
get divorced   get on well   get together  
get engaged   get in touch   get to know

- e Check your definitions in a dictionary or with your teacher. Were you right?

- f Now go back to p.69

## 8B Sports and activities

- a Match the sports and activities with the pictures.



- |   |  |   |
|---|--|---|
| 1 <input checked="" type="checkbox"/> b) surfing /sɜːfɪŋ/ | 6 <input type="checkbox"/> rock climbing /klaɪmɪŋ/           | 11 <input type="checkbox"/> windsurfing /wɪndzɜːfɪŋ/  |
| 2 <input type="checkbox"/> snowboarding /snəʊbɔːdɪŋ/      | 7 <input type="checkbox"/> gymnastics /dʒɪmnæstɪks/          | 12 <input type="checkbox"/> athletics /æθlətɪks/      |
| 3 <input type="checkbox"/> golf /gɒlf/                    | 8 <input type="checkbox"/> (scuba) diving /('skuːbə) daɪvɪŋ/ | 13 <input type="checkbox"/> ice hockey /aɪs hɒki/     |
| 4 <input type="checkbox"/> volleyball /vɒlibɔːl/          | 9 <input type="checkbox"/> yoga /jəʊgə/                      | 14 <input type="checkbox"/> squash /skwɒʃ/            |
| 5 <input type="checkbox"/> skateboarding /skeɪtbɔːdɪŋ/    | 10 <input type="checkbox"/> jogging /dʒɒgɪŋ/                 | 15 <input type="checkbox"/> ice skating /aɪs skeɪtɪŋ/ |

- b 2.67 Listen and check. Underline the stressed syllable on each word in a. Then listen and repeat.

- c Read the note below. Which verb do we use with the sports in a: *play*, *do* or *go*?

We normally use the verb *play* with sports that use a ball:  
*play volleyball / squash*

We normally use *go* with *-ing* forms: *go surfing / skateboarding*

We use *do* with other activities: *do yoga / athletics*

- d Write one sport or activity for each adjective. Use the sports and activities in a or your own ideas.

- relaxing
- exciting
- tiring
- boring
- frightening
- fun

- e Work in pairs. Compare your answers to d.

- f Now go back to p.81

## 9A Education collocations

a Match the phrases 1–5 in **bold** with the definitions a–e.

- |  |   |
|--|---|
| 1 <input type="checkbox"/> <b>fail an exam</b>         | a get a place at university                           |
| 2 <input type="checkbox"/> <b>hand in an essay</b>     | b study on a three- or four-year course at university |
| 3 <input type="checkbox"/> <b>get into university</b>  | c give a finished essay to a teacher                  |
| 4 <input type="checkbox"/> <b>do a degree in</b> maths | d study for an exam                                   |
| 5 <input type="checkbox"/> <b>revise</b> for an exam   | e not pass an exam                                    |
| 6 <input type="checkbox"/> <b>take notes</b>           | f receive a high grade in an exam or on an essay      |
| 7 <input type="checkbox"/> <b>get good marks</b>       | g write down main ideas                               |

b Choose the correct word to complete the text.

My brother was always the ambitious one in the family and he really wanted to *get into / get onto*<sup>1</sup> university. His dream was to *make / do*<sup>2</sup> a degree in physics because he wanted to become a scientist. He studied hard at school and he managed to *get / go*<sup>3</sup> a place at a top university – St Andrews!

University was hard but he enjoyed it. He had to *take / write*<sup>4</sup> a lot of essays but he was a good student. He always *did / took*<sup>5</sup> a lot of notes during his classes and he only *handed / put*<sup>6</sup> an essay in late once because he had a broken leg and was in hospital! Because of his hard work, he *got / made*<sup>7</sup> good marks for all his courses and he never *failed / lost*<sup>8</sup> an exam. He was an A+ student. And what about me? Well, that's a different story ...

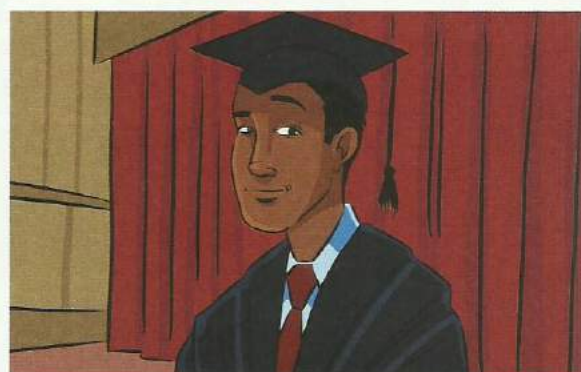
c 3.4 Listen and check.

d Complete the sentences with the words below.

notes mark degree university essay place exam

- 1 She's doing a \_\_\_\_\_ in business management.
- 2 He handed in his \_\_\_\_\_ late because he was ill.
- 3 I need to revise for my \_\_\_\_\_ next week.
- 4 She got a very good \_\_\_\_\_ for her essay: A+.
- 5 I took a lot of \_\_\_\_\_ during the lecture. You can read them if you want.
- 6 She's very intelligent. She's got a \_\_\_\_\_ at Tokyo University. She starts this year.
- 7 He got into \_\_\_\_\_ last year. He's studying law.

e Now go back to p.89



## 9B Verbs followed by *to* + infinitive / verb + *-ing*

a Match the sentences 1–12 with the things the people said, below.

- |  |  |
|--|--|
| 1 She <b>refused</b> to discuss the matter.    | 7 He really <b>disliked</b> travelling by train. |
| 2 They <b>arranged</b> to meet in the evening. | 8 The shop <b>seemed</b> to be closed.           |
| 3 He <b>forgot</b> to go to the supermarket.   | 9 They <b>agreed</b> to change tables.           |
| 4 He <b>recommended</b> ordering the cake.     | 10 She <b>managed</b> to make the sauce.         |
| 5 He <b>imagined</b> being somewhere warmer.   | 11 He <b>regretted</b> wearing a suit.           |
| 6 She <b>missed</b> living by the sea.         | 12 She <b>avoids</b> eating spicy food.          |

- "OK, so see you tomorrow evening at 7 pm."  
 "Making the sauce was really difficult, but it tastes alright."  
 "I didn't remember to go to the supermarket. Sorry. I was really busy."  
 "You should try the cake. It's delicious."  
 "I loved living by the sea. I used to go swimming every morning."  
 "Sorry, I'm not going to talk about this. I've made my decision."  
 "I hate trains. They're so noisy."  
 "I'd love to be on the beach in Greece right now. The sun, the sea ..."  
 "It looks like the shop's closed."  
 "I look so silly in this suit!"  
 "OK, let's move to that table over there."  
 "No, thanks. I don't eat curry. It gives me a bad stomach."

b Complete the table with the verbs in **bold** from a.

Verbs followed by <i>to</i> + infinitive	Verbs followed by verb + <i>-ing</i>
refuse	

c 3.11 Listen to the sentences a 1–12. Underline the stressed syllable in the words in **bold**. Practise saying the sentences.

d Complete the sentences using the verbs in the tables in b.

- 1 *This computer is terrible. Buying it was a big mistake!*  
He \_\_\_\_\_ buying the computer.
- 2 *I hate doing exams. I get so nervous!*  
He really \_\_\_\_\_ doing exams.
- 3 *Oh, no! It's my mother's birthday. I haven't sent her a card.*  
He \_\_\_\_\_ to send his mother a birthday card.
- 4 *It would be lovely to live in Paris! I could eat great food every day!*  
He \_\_\_\_\_ living in Paris.
- 5 *No, I won't pay more money.*  
She \_\_\_\_\_ to pay more money.
- 6 *OK, so let's talk tomorrow. I'll call you.*  
They \_\_\_\_\_ to talk on the phone.
- 7 *I try not to leave work at 5 pm. The traffic is terrible.*  
She \_\_\_\_\_ leaving work at 5 pm.
- 8 *You should read this book on Italy. It's great.*  
He \_\_\_\_\_ reading a book on Italy.
- 9 *I want to play with my cat but he's at my parents' house.*  
She \_\_\_\_\_ playing with her cat.
- 10 *Fine with me, I'm happy to share a dessert.*  
They \_\_\_\_\_ to share one dessert between two.
- 11 *I've finished my essay just in time to hand it in.*  
She \_\_\_\_\_ to finish her work on time.
- 12 *You look upset. Are you OK?*  
She \_\_\_\_\_ to be upset.

e Now go back to p.91

## 10A Multi-word verbs

a Read the sentences. Which multi-word verb in the box can replace the words in **bold**?

passed on put off carried on came round  
looked after handed in broke up  
turned down joined in felt like

- I asked him to be quiet, but he just **continued** talking. \_\_\_\_\_
- It was a really sunny day and he really **wanted** an ice cream. \_\_\_\_\_
- She **came to my house** to ask for some advice. \_\_\_\_\_
- I **took care of** my friend's cat while he was on holiday. \_\_\_\_\_
- They used to go out with each other, but they **ended their relationship**. \_\_\_\_\_
- He **said 'no'** to the invitation, because he had too much work. \_\_\_\_\_
- The game looked like fun, so I **did it with them**. \_\_\_\_\_
- They **delayed** the meeting, because Bob was ill. \_\_\_\_\_
- I **took** the keys I found to the receptionist. \_\_\_\_\_
- He **told her** the message as soon as he saw her. \_\_\_\_\_

b Complete the sentences with the correct form of a multi-word verb from a.

- My friend \_\_\_\_\_ for dinner last night. I cooked her spaghetti.
- She's ill, so we've \_\_\_\_\_ the party until she gets better.
- Can you \_\_\_\_\_ my new number to Bob? It's 07806 540 234.
- Mike and I were together for a year but we \_\_\_\_\_ two months ago.
- Tom started singing a song and then we all \_\_\_\_\_. It was pretty noisy!
- Somebody \_\_\_\_\_ my wallet at the police station.
- She \_\_\_\_\_ the job offer because the pay was too low.
- "Do you \_\_\_\_\_ a pizza tonight?" "Yes, that sounds nice."
- I'm \_\_\_\_\_ my niece this evening. She's only 7 years old.
- We were all tired and wanted to stop running but our teacher told us to \_\_\_\_\_.

### Tip

Multi-word verbs have different kinds of grammar. Some transitive multi-word verbs (*hand in*, *pass on*, *put off*) can be separated by an object:

We **put off** the match. ✓ We **put** the match **off**. ✓

If the object of these multi-word verbs is a pronoun, they must be separated:

I **handed it in**. ✓ ~~I **handed-in-it**.~~ X

Other multi-word verbs (*feel like*, *look after*) can never be separated:

He **felt like** an ice cream. ✓ ~~He **felt-an-ice-cream-like**.~~ X

c Now go back to p.99

## 11A Compound nouns

a Write the compound nouns. Use the words in the sentences to help you.

- A shop that sells shoes is a shoe shop.
- A book with addresses in it is an \_\_\_\_\_.
- A shelf you put books on is a \_\_\_\_\_.
- An office where you buy tickets is a \_\_\_\_\_.
- A ring you put keys on is a \_\_\_\_\_.
- A programme on the television is a \_\_\_\_\_.
- Lights on a street to help you see when it's dark are \_\_\_\_\_.
- A sign by the road is a \_\_\_\_\_.
- A machine you can get cash from is a \_\_\_\_\_.
- Fiction which describes a new kind of science is \_\_\_\_\_.

### Tip

- The first word in a compound noun is normally singular:  
*a ~~books~~ shop* X *a book shop* ✓  
This is also true if the compound noun is plural:  
*There are three ~~tickets~~ offices in the station.* X  
*There are three ticket offices in the station.* ✓
- When a compound noun is used for many years, it sometimes becomes one word, not two. For example,  
*Cambridge Advanced Learner's Dictionary* says:  
*streetlights* ✓ NOT *street-lights* X  
But not all compounds can be joined together.  
*road sign* ✓ NOT *road-sign* X  
Check the punctuation in a recent dictionary to be sure.

b 3.36 Listen to the compound nouns in a. Underline the main stressed syllable. Answer the questions.

- Which word in compound nouns is normally stressed?
- Which compound noun is stressed differently from the others?

c Practise saying the compound nouns in a.

d Make compound nouns with one word from box A followed by one word from box B. How many can you make?

### A

mountain TV bread coffee shopping city  
kitchen computer tea rock car bottle

### B

knife top park door bag climbing  
star screen cup centre game

e Complete the questions using a compound noun from d. There is usually more than one possible answer.

- Do you like playing \_\_\_\_\_?
- How long do you spend looking at a \_\_\_\_\_ every day?
- Have you ever gone \_\_\_\_\_?
- Would you like to be a \_\_\_\_\_?
- Who is your favourite \_\_\_\_\_?
- What is your favourite \_\_\_\_\_?

f Ask and answer the questions in e.

g Now go back to p.109

## 12B Personality adjectives

a Read the sentences and match the people who are opposites.

- |  |   |
|--|---|
| <p>1 <input type="checkbox"/> Sara's so <b>serious</b> – she doesn't laugh much and she never makes jokes.</p> <p>2 <input type="checkbox"/> Maria always pays for me and helps me with stuff. She's really <b>generous</b>.</p> <p>3 <input type="checkbox"/> Andrew is always so <b>anxious</b> – he worries about everything.</p> <p>4 <input type="checkbox"/> Mai-Li is quite <b>shy</b> and doesn't like meeting new people.</p> | <p>a My sister Yasmin hardly ever worries about anything – I'd love to be as <b>easygoing</b> as she is.</p> <p>b Rea is so <b>selfish</b> – she only thinks about what she wants, never other people.</p> <p>c Ros is a very <b>sociable</b> person – she's always out with friends or at parties.</p> <p>d Jon's a really <b>fun</b> person and I always have a good time when I see him.</p> |
|--|---|



b Complete the sentences with the words in the box.

generous sensible funny strict reliable  
creative careless confident honest  
patient fair

- People who make good decisions and don't do stupid things are \_\_\_\_\_.
- People who know they are good at certain things are \_\_\_\_\_.
- People who always keep their promises, arrive on time etc. are \_\_\_\_\_.
- People who make a lot of rules for children are \_\_\_\_\_.
- People who make mistakes because they are not careful are \_\_\_\_\_.
- People who don't get angry when something takes a long time are \_\_\_\_\_.
- People who give a lot to other people are \_\_\_\_\_.
- People who treat everyone equally are \_\_\_\_\_.
- People who are good at thinking of new ideas are \_\_\_\_\_.
- People who always tell the truth are \_\_\_\_\_.
- People who make other people laugh are \_\_\_\_\_.

**Tip**

*fun* and *funny* have different meanings.  
*She's funny.* = She makes you laugh.  
*She's fun.* = She isn't serious or boring.

c **3.5B** Listen to the adjectives. Underline the stressed syllable in each. The first has been done for you. Practise saying the words.

<u>an</u> xious /æŋkʃəs/	fun /fʌn/	selfish /selfɪʃ/
careless /keələs/	funny /fʌni/	sensible /sensɪbəl/
confident /kɒnfɪdənt/	generous /dʒenərəs/	shy /ʃaɪ/
creative /kri:etɪv/	honest /ɒnɪst/	sociable /səʊʃəbəl/
easygoing /i:zɪgəʊɪŋ/	patient /peɪʃənt/	strict /strɪkt/
fair /feə/	reliable /rɪlaɪəbəl/	

d Which of the adjectives in c are negative?

e Ask and answer the questions.

- Which of the adjectives do you think describe your personality?
- Which qualities would you like to have (but don't)?

I think I'm sociable and easygoing.

I'd like to be more patient.

f Now go back to p.121

# Grammar Focus

## 1A Question forms

### Questions with *be*

In questions with *be*, the verb *be* goes before the subject. We don't add an auxiliary verb.

▶ 1.6

Question word	<i>be</i>	Subject	
How	's	the food?	–
What	was	the party	like yesterday?
–	Are	you	a teacher?
–	Were	they	late?

**Tip** When we want to ask for a description or an opinion we can use:

**be like** **How ... with the verb *be***  
**A What was the film like?** **A How was your holiday?**  
**B It was alright.** **B Fantastic!**

### Questions with other main verbs

In questions with other verbs, we add an auxiliary verb to form questions. The auxiliary verb goes before the subject.

▶ 1.7

Question word	Auxiliary verb	Subject	Main verb	
Where	do	you	live?	–
What time	did	they	arrive	at the party?
–	Does	the film	have	a happy ending?
–	Did	you	make	the food?

In questions with *do* or *did*, the main verb is in the infinitive:

**Does she live here?** NOT ~~Does she lives here?~~  
**Did you come by taxi?** NOT ~~Did you came by taxi?~~  
 Modal verbs like *can* are also auxiliary verbs:  
**What can you see?**

*Wh-* questions start with a question word: *Who, What, Where, When, Why, Which, Whose, How, How much, How many, What time, What colour, What kind of car*, etc.

## 1B Present simple and present continuous

### Present simple

We use the present simple to describe:

- routines and habits  
*I send a lot of emails.*
- situations which are generally true or stay the same for a long time:  
*He doesn't work very hard.*

We use adverbs of frequency with the present simple:

*I always / sometimes / rarely / never write letters.*  
*I write letters once / ten times a week / year.*

The verb *be* doesn't have the same form as other verbs:

*I am a student. They are not here.*  
*Is she always friendly? Yes, she is.*

### Present continuous

We use the present continuous to describe:

- actions right now, at the moment of speaking:  
*He's not cooking dinner, he's watching TV.*
- temporary actions around the present time:  
*They're travelling around Asia this year.*

We often use these time expressions with the present continuous:

*I'm working at a supermarket right now / these days*  
*/ at the moment / today / this summer* etc.

**SPELLING: verb + -ing**

<b>Most verbs</b> <i>sleep watch say</i>	<b>+ -ing</b> <i>sleeping watching saying</i>
<b>Stressed vowel + one consonant (not w, x, y)</b> <i>stop run get</i>	<b>2× consonant + -ing</b> <i>stopping running getting</i>
<b>Consonant + -e</b> <i>live make have</i>	<b>--e and + -ing</b> <i>living making having</i>

▶ 1.13

	I / You / We / They	He / She / It
+	<i>We live next door.</i>	<i>He lives here.</i>
–	<i>I don't work here.</i>	<i>She doesn't work here.</i>
Y/N?	<i>Do your friends write emails?</i> <i>Yes, they do. / No, they don't.</i>	<i>Does your sister write a blog?</i> <i>Yes, she does. / No, she doesn't.</i>

**Tip** Some verbs, which describe feelings and states, are not usually used in continuous tenses:

*be like love hate prefer know understand*  
*remember forget want own need*  
*I need a new computer.* NOT ~~I'm needing a new computer.~~  
*He doesn't understand you.* NOT ~~He isn't understanding you.~~

▶ 1.14

	I	He / She / It	You / We / They
+	<i>I'm watching TV.</i>	<i>She's helping.</i>	<i>We're working hard.</i>
–	<i>I'm not feeling well.</i>	<i>It's not raining.</i>	<i>They're not sleeping.</i>
Y/N?	<i>Am I looking alright?</i> <i>Yes, I am. / No, I'm not.</i>	<i>Is he working late?</i> <i>Yes, he is. / No he isn't.</i>	<i>Are they enjoying the party?</i> <i>Yes, they are. / No, they aren't.</i>

**Tip** *is not* and *are not* can be contracted two different ways:

*is not = isn't = 's not*  
*are not = aren't = 're not*



## 1A Question forms

a Underline the main verb in each question.

- |   |                                   |
|---|-----------------------------------|
| 1 Where do you <u>live</u> ?                | 5 What did you do at the weekend? |
| 2 How are you <u>today</u> ?                | 6 What kind of food do you like?  |
| 3 Did you see the football match yesterday? | 7 What's the food like?           |
| 4 Who do you know at this party?            | 8 Can I sit here?                 |

b Look at the questions in a again. Tick (✓) the questions which have an auxiliary verb.

c Add the word at the end of the line to form a correct question. Sometimes you also need to change the punctuation.

- |  |      |
|--|------|
| 1 What kind of books you usually read?         | do   |
| <u>What kind of books do you usually read?</u> |      |
| 2 You watch the Olympics on TV?                | did  |
| <u>Did you watch the Olympics on TV?</u>       |      |
| 3 What the food like in India?                 | was  |
| <u>What was the food like in India?</u>        |      |
| 4 You go to the gym?                           | do   |
| <u>Do you go to the gym?</u>                   |      |
| 5 How much she earn?                           | does |
| <u>Does she earn how much?</u>                 |      |
| 6 It cold today?                               | is   |
| <u>Is it cold today?</u>                       |      |
| 7 Where they go on holiday?                    | did  |
| <u>Did they go on holiday where?</u>           |      |
| 8 I late?                                      | am   |
| <u>Am I late?</u>                              |      |

d Correct the mistake in each question.

- |                                     |
|-------------------------------------|
| 1 A Why do want you to go home?     |
| B Because I'm tired.                |
| 2 A What did you meet at the party? |
| B Rashid and Fran.                  |
| 3 A How much your car was?          |
| B I paid £500.                      |
| 4 A Which did you see film?         |
| B The new James Bond film.          |
| 5 A Who key is this?                |
| B Mine.                             |
| 6 A How many people you did invite? |
| B About 20.                         |
| 7 A Was the film like?              |
| B It was pretty good.               |
| 8 A What kind music do you like?    |
| B I like dance music.               |



e ▶ Now go to back to p.9

## 1B Present simple and present continuous

a Choose the best ending for each sentence from each pair. Write the number in the box.

- |   |                                  |
|---|----------------------------------|
| 1 a <input type="checkbox"/> I work in a bank ...             | 1 but I don't enjoy it.          |
| b <input type="checkbox"/> I'm working in a café ...          | 2 but it's only a summer job.    |
| 2 a <input type="checkbox"/> She drives to work every day ... | 1 so she can't answer the phone, |
| b <input type="checkbox"/> She's driving right now ...        | 2 so she spends a lot on petrol. |
| 3 a <input type="checkbox"/> I write to my parents ...        | 1 because their phone's broken.  |
| b <input type="checkbox"/> I'm writing to my parents ...      | 2 once a month.                  |
| 4 a <input type="checkbox"/> We're not eating there ...       | 1 today because it's full.       |
| b <input type="checkbox"/> We don't eat there ...             | 2 because the food is awful.     |

b Choose the correct answer.

- I eat / I'm eating* my lunch at the moment. Can you wait?
- Look at that man! He *doesn't wear / isn't wearing* any shoes.
- She normally goes / She's normally going* to the cinema on Tuesday nights.
- I study / I'm studying* hard, because I've got an exam next week.
- Some of my friends *look / are looking* at their phones every five minutes.
- My grandparents *hardly ever visit / are hardly ever visiting* us because they live in Australia.
- We want to finish the project tonight, so *we work / we're working* late.
- Is your brother liking / Does your brother like* computer games?

c Complete the conversation with the present simple or present continuous.

- A What <sup>1</sup> are you doing (you / do)?
- B <sup>2</sup> \_\_\_\_\_ (I / check) Facebook.
- A Really? But you checked it about 20 minutes ago. How often <sup>3</sup> \_\_\_\_\_ (you / check) your account?
- B Well, <sup>4</sup> \_\_\_\_\_ (I / usually check) my account once a day. But today's different. <sup>5</sup> \_\_\_\_\_ (my sister / travel) around Africa at the moment, and I'm worried about her.
- <sup>6</sup> \_\_\_\_\_ (she / usually send) me a message on Facebook two or three times a day, but the last time she wrote was a week ago.
- A Maybe <sup>7</sup> \_\_\_\_\_ (she / travel) right now, and she can't use the Internet.
- <sup>8</sup> \_\_\_\_\_ (she / go) on safari?
- B No, I don't think so. <sup>9</sup> \_\_\_\_\_ (she / not like) the countryside. <sup>10</sup> \_\_\_\_\_ (she / prefer) cities. Oh ... look! Here's a message from her. You were right! <sup>11</sup> \_\_\_\_\_ (she / drive) through the Masai Mara National Park at the moment.
- A Where's that?
- B <sup>12</sup> \_\_\_\_\_ (it / be) in Kenya.
- <sup>13</sup> \_\_\_\_\_ (there / be) lots of wild animals there.
- A Cool ... that's amazing. So why <sup>14</sup> \_\_\_\_\_ (she / spend) her time on Facebook?

d ▶ Now go to back to p.11

## 2A Past simple

We use the past simple to talk about completed actions and situations in the past.

*I **went** to Greece last summer. It **was** amazing.*

*I **didn't want** to leave.*

*Where **did** you **stay**?*

The form of the past simple is the same for all persons.

**1.25** In positive statements, regular verbs have *ed* endings:

*I **decided** yesterday.*

*We **played** volleyball on the beach.*

However, many common verbs are irregular:

**go** > *I **went** there last year.*

**have** > *We **had** a lot of fun.*

**see** > *She **saw** the Taj Mahal.*

There is a list of irregular verbs on p.176



*I **didn't want** to go water skiing but when I **tried** it, it **was** brilliant*

To form negative statements and questions, we use the auxiliary verb *did*.

	I / You / We / They / He / She / It
-	<i>I <b>didn't go</b> there.</i>
Y/N?	<i><b>Did</b> you <b>have</b> fun? Yes, I <b>did</b>. / No, I <b>didn't</b>.</i>

**1.26** *be* doesn't have the same form as other verbs:

	I / He / She / It	You / We / They
+	<i>The weather <b>was</b> great.</i>	<i>The shops <b>were</b> near the beach.</i>
-	<i>I <b>wasn't</b> very happy.</i>	<i>We <b>weren't</b> tired.</i>
Y/N?	<i><b>Was</b> your tour guide good? Yes, she <b>was</b>. / No, she <b>wasn't</b>.</i>	<i><b>Were</b> you late for your flight? Yes, we <b>were</b>. / No, we <b>weren't</b>.</i>

We often use these time expressions with the past simple:

*I drove to London **last week** / year.*

*two days **ago**.*

***when** I was a child.*

They come at the beginning or the end of a sentence:

***When I finished school**, I went to university.*

*I went to Greece **two years ago**.*

**SPELLING:** verb + *-ed*

<b>Most verbs</b> <i>play watch show</i>	<b>+ -ed</b> <i>played watched showed</i>
<b>Ending in -e</b> <i>live phone agree love</i>	<b>+ -d</b> <i>lived phoned agreed loved</i>
<b>Stressed vowel + consonant</b> (not w, x, y) <i>stop plan prefer</i>	<b>2x consonant and + -ed</b> <i>stopped planned preferred</i>
<b>Consonant -y</b> <i>marry study try</i>	<b>-y, + -ied</b> <i>married studied tried worried</i>

## 2B Past continuous

We use the past continuous to describe something in progress at a particular time in the past.

*In 2010, I **was living** in Poland.*

*At 11 o'clock, he **was waiting** by the fountain.*

*When they arrived, I **was cooking** dinner.*

Use the past continuous with the past simple:

- to describe long and short actions together:

*I **was reading** my book when the plane took off.*

- to describe a longer action that stopped suddenly because something else happened:

*When I **was driving** to work, my car broke down.*

We can use *when* to join the two parts of a sentence:

***When** my car broke down, I **was driving** to work.*

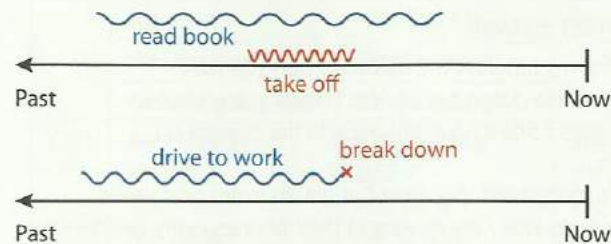
*My car broke down **when** I **was driving** to work.*

### Tip

We often use the past continuous to describe the situation at the beginning of a story.

*In 2010, we **were travelling** across Russia.*

*John **was driving** too fast down the motorway.*



**1.35**

	I / He / She / It	You / We / They
+	<i>I <b>was driving</b> to work.</i>	<i>You <b>were standing</b> on the platform.</i>
-	<i>He <b>wasn't listening</b>.</i>	<i>We <b>weren't watching</b>.</i>
Y/N?	<i><b>Was</b> she <b>waiting</b> for you? Yes, she <b>was</b>. / No, she <b>wasn't</b>.</i>	<i><b>Were</b> they <b>travelling</b> by train? Yes, they <b>were</b>. / No, they <b>weren't</b>.</i>

## 2A Past simple

a Write the past simple form of the verbs. Some of them are irregular.

- |               |                |                 |
|---------------|----------------|-----------------|
| 1 ask _____   | 6 forget _____ | 11 offer _____  |
| 2 buy _____   | 7 know _____   | 12 prefer _____ |
| 3 dance _____ | 8 learn _____  | 13 relax _____  |
| 4 enjoy _____ | 9 hurry _____  | 14 say _____    |
| 5 find _____  | 10 meet _____  | 15 wear _____   |

b Last week, Elliot's holiday was very good. Victoria's was very bad. Complete each sentence with the positive or negative form of the verb at the beginning of the line.

ELLIOT

VICTORIA

## My fantastic holiday

- be 1 My plane wasn't late.
- arrive 2 My bags \_\_\_\_\_ at the airport.
- be 3 The people at the hotel \_\_\_\_\_ very nice.
- eat 4 I \_\_\_\_\_ the local food. It was great!
- rain 5 It \_\_\_\_\_.
- spend 6 I \_\_\_\_\_ a lot of money. It was so cheap!
- speak 7 I \_\_\_\_\_ to a lot of people.
- have 8 I \_\_\_\_\_ a good time.

## My terrible holiday

- My plane was late.
- My bags \_\_\_\_\_ at the airport.
- The people at the hotel \_\_\_\_\_ very nice.
- I \_\_\_\_\_ the local food. It was awful.
- It \_\_\_\_\_ every day.
- I \_\_\_\_\_ a lot of money. It was so expensive!
- I \_\_\_\_\_ to anybody.
- I \_\_\_\_\_ a good time.

c Elliot asked Victoria about her holiday. Write Elliot's questions in the past simple.

- 1 E why / your plane / be late  
Why was your plane late?
- V I think there was a problem with the engine.
- 2 E when / your bags / arrive  
 \_\_\_\_\_?
- V On the last day of my holiday.
- 3 E what / you / wear?  
 \_\_\_\_\_?
- V I bought some new clothes.
- 4 E the people / be friendly  
 \_\_\_\_\_?
- V No, they were rude.
- 5 E what / weather / be like  
 \_\_\_\_\_?
- V It rained every day.
- 6 E what kind of food / you eat  
 \_\_\_\_\_?
- V Nothing special.
- 7 E you / have / a good time  
 \_\_\_\_\_?
- V No!

d Now go back to p.19

## 2B Past continuous

a Complete the sentences with the past continuous forms of the verbs.

- 1 A year ago, \_\_\_\_\_ (I / live) with my parents.
- 2 At nine last night, \_\_\_\_\_ (we / sleep).
- 3 A What \_\_\_\_\_ (you / do) at midnight on New Year's Eve?  
 B We \_\_\_\_\_ (watch) the celebrations on TV.
- 4 \_\_\_\_\_ (she / not study) when I got home, \_\_\_\_\_ (she / chat) to her friends online.
- 5 A \_\_\_\_\_ (Most people / not wear) suits for the job interview.  
 B What \_\_\_\_\_ (they / wear)?

b Choose the best form for each verb. There is one past simple verb and one past continuous verb in each sentence.

- 1 The Internet *stopped* / *was stopping* when I *watched* / *was watching* a film.
- 2 She *walked* / *was walking* down the street when she *saw* / *was seeing* her friend.
- 3 He *left* / *was leaving* his job when he *studied* / *was studying* for his exams.
- 4 I *did* / *was doing* some cleaning when I *heard* / *was hearing* the news on the radio.
- 5 We *felt* / *were feeling* tired when we *got* / *were getting* home.
- 6 I *didn't visit* / *wasn't visiting* Cancún when I *worked* / *was working* in Mexico.
- 7 I *wasn't looking* / *didn't look* when I *crashed* / *was crashing* my bicycle into a tree.

c Use the past continuous and the past simple of the verbs in brackets to complete the sentences about each picture.

1



When I \_\_\_\_\_ down the street, I \_\_\_\_\_ ten pounds. (walk, find)

2



It \_\_\_\_\_ when she \_\_\_\_\_ the house. (rain, leave)

3



When you \_\_\_\_\_ me, I \_\_\_\_\_ dinner. (call, cook)

4



They \_\_\_\_\_ quietly when the teacher \_\_\_\_\_ back. (not work, come)

d Now go back to p.21

### 3A Present perfect or past simple

We use the present perfect to talk about past experiences.

The present perfect refers to the whole past, not a particular time.



Regular past participles end in *-ed*, e.g. *I have worked...*

Many past participles are irregular, e.g. *I have bought...*

The past simple and the past participle are often different, e.g. *I drove; I have driven.*

See p.176 for a list of irregular verbs.

#### Tip

##### The verb *go* in the present perfect

We use *been* instead of *gone* for a past experience:

*I've been to China.* (= I went there and came back home.)

We use *gone* to say where other people are now:

*She's gone to China.* (= She's there now.)

We often use *ever* and *never* with the present perfect to talk about our whole life experience. *ever* and *never* come before the past participle in the sentence.

We can also use *once / twice / three times* etc. at the end of a sentence to say how many times we have had an experience.

**A** *I've never visited the UK. Have you ever been there?*

**B** *Yes, I have. I've been there three times.*

} Present perfect for experiences in general

When we ask or talk about specific past times we use the past simple.

**A** *When was the last time you went?*

**B** *Two years ago. I rented a car and drove to Scotland.*

} Past simple for specific events

▶ 1.47

	I / You / We / They <b>have</b> + past participle	He / She / It <b>has</b> + past participle
+	<i>I've given a stranger a lift.</i>	<i>He's given a stranger a lift.</i>
-	<i>We haven't done any charity work.</i>	<i>He hasn't done any charity work.</i>
Y/N?	<b>Have</b> you ever helped a stranger? Yes, I <b>have</b> . / No, I <b>haven't</b> .	<b>Has</b> she ever helped a stranger? Yes, she <b>has</b> . / No, she <b>hasn't</b> .

### 3B Present perfect with *just*, *already* and *yet*

▶ 1.53 We can use the present perfect to talk about the recent past.



Use present perfect with *just* in positive statements to say that something happened a very short time ago.

*just* comes before the past participle in the sentence.

We also use *just* in present perfect questions.

**A** *Has she just left?*

**B** *No, she went a few hours ago.*



The present perfect with *already* in positive statements shows that something is complete, often before we expected.

*already* usually comes before the past participle.

We also use *already* in present perfect questions to show surprise.

**Have you already done all your work?**

Use present perfect with *yet*:

- in a negative statement to show that something is not complete.
- in a question to ask if something is complete.

*yet* comes at the end of the sentence.

#### Tip

Don't use a past time expression (e.g. *five minutes ago*, *last week*) with the present perfect. Change to the past simple to talk about the time when something happened:

*I've already seen this film. I saw it last week.*

NOT *I've already seen this film last week.*

### 3A Present perfect or past simple

a Write the past participles of the verbs.

- |                     |               |                |
|---------------------|---------------|----------------|
| 1 buy <u>bought</u> | 6 lend _____  | 11 smile _____ |
| 2 do _____          | 7 ride _____  | 12 spend _____ |
| 3 drive _____       | 8 save _____  | 13 take _____  |
| 4 give _____        | 9 see _____   | 14 want _____  |
| 5 make _____        | 10 sell _____ | 15 write _____ |

b Complete the sentences with the present perfect form of the verbs in brackets. Use contractions where they are natural.

- I 've never given (never / give) money to charity.
- A \_\_\_\_\_ (you / ever / sell) anything on eBay?  
B Yes, I have. Several times.
- She \_\_\_\_\_ (live) in lots of different countries.
- I know that restaurant – we \_\_\_\_\_ (eat) there before. The food's excellent.
- I \_\_\_\_\_ (never / sing) in front of a large group of people – and I never want to!
- A \_\_\_\_\_ (he / ever / cook) for more than ten people?  
B No, he hasn't. What about you?
- She \_\_\_\_\_ (help) me several times – she's very kind.
- My car \_\_\_\_\_ (never / break) down and it's more than ten years old.
- How many times \_\_\_\_\_ (the children / see) this film?
- We \_\_\_\_\_ (never / try) this, so it'll be new experience.

c Correct the mistakes in these sentences.

- Have you ever ~~climb~~ a mountain?  
Have you ever climbed a mountain?
- I never saw that film.  
\_\_\_\_\_
- Have you ever gone to Canada?  
\_\_\_\_\_
- Where have you been on holiday last year?  
\_\_\_\_\_
- She's broken her leg two times.  
\_\_\_\_\_
- I've worked in a hospital a long time ago.  
\_\_\_\_\_
- In your life, how many times did you move house?  
\_\_\_\_\_
- When we went to London we've visited Kew Gardens.  
\_\_\_\_\_

d ► Now go back to p.29

### 3B Present perfect with just, already and yet

a Match the questions and answers.

- |  |   |
|--|---|
| 1 <input checked="" type="checkbox"/> Would you like some food?  | a Yes, I've just spoken to her.                 |
| 2 <input type="checkbox"/> Did you like the movie?               | b I've already emailed him.                     |
| 3 <input type="checkbox"/> Has Junko called yet?                 | c She's just gone out. She'll be back soon.     |
| 4 <input type="checkbox"/> Where's Liza?                         | d I'm afraid I haven't read it yet.             |
| 5 <input type="checkbox"/> Would you like to go for a walk?      | e No, thanks. I've already been out.            |
| 6 <input type="checkbox"/> Can you email Marc about the meeting? | f We haven't seen it yet.                       |
| 7 <input type="checkbox"/> Have you written your essay yet?      | g No, thanks. I've already had lunch.           |
| 8 <input type="checkbox"/> What did you think of the report?     | h Not yet. I've just finished the introduction. |

b Put the words in the correct order to make sentences or questions.

- they / have / us / yet? / paid  
Have they paid us yet?
- already / I've / money / all / spent / my  
\_\_\_\_\_
- arrived / our visitors / have / just  
\_\_\_\_\_
- shops / I / yet / haven't / to / the / been  
\_\_\_\_\_
- raining / just / started / it / has  
\_\_\_\_\_
- he / yet? / any / has / money / saved  
\_\_\_\_\_

c Look at Jeff's list of things to do. Write sentences about what he has already done (✓), and what he hasn't done yet. Use *already / yet* and the present perfect.

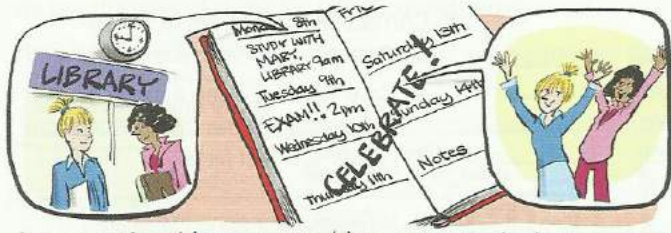
- He hasn't done the shopping yet.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Jeff To Do – Wednesday

- do shopping
- pay Mark back
- buy paper for the printer ✓
- check my emails ✓
- ask Dad for some money
- write to Daniel ✓
- finish writing my project ✓
- clean the flat
- take out rubbish
- have a haircut ✓

d ► Now go back to p.31

## 4A Present continuous and going to



*I'm meeting Mary at the library to study tomorrow. After the exams, we're going to celebrate!*

### Present continuous

The present continuous is more natural to talk about **arrangements** – when you have agreed something with other people or you have already spent money.

*I'm getting married next week.* (We have arranged and paid for everything.)

*I'm meeting Mary at the library tomorrow.* (We have arranged a time and place for the meeting.)

#### Tip

When we use the present continuous with a future meaning, we usually mention the time (e.g. *tomorrow*, *next week*). We don't need to mention the time with *be going to*.  
*She's leaving tomorrow.* (future arrangement)  
*She's leaving.* (right now)  
*She's going to leave.* (future plan)

(For the form of the present continuous see Grammar reference 1B.)

We use both the present continuous and *going to* + infinitive to talk about future plans – things we have decided to do in the future. In most situations, both forms are possible.

*I'm taking an English exam next year.* ✓

*I'm going to take an English exam next year.* ✓

### going to

*be going to* + infinitive tells people about a **plan** or **intention** – when you have already decided to do something in the future.

*We're going to get married next year.* (We have decided this, but we haven't booked anything yet.)

*After the exams, we're going to celebrate.* (But we don't know exactly where or what time.)

### 1.66 be going to + infinitive

	I	He / She / It	You / We / They
+	<i>I'm going to watch TV.</i>	<i>She's going to help.</i>	<i>We're going to work hard.</i>
-	<i>I'm not going to play.</i>	<i>It's not going to arrive today.</i>	<i>They're not going to sleep.</i>
Y/N?	<i>Am I going to pick him up?</i> Yes, I <b>am</b> . / No, I'm <b>not</b> .	<i>Is he going to work late?</i> Yes, he <b>is</b> . / No, he <b>isn't</b> .	<i>Are they going to bring anything?</i> Yes, they <b>are</b> . / No, they <b>aren't</b> .

## 4B will / won't / shall

We use *will* to show we are deciding something while we are speaking:

**A** *Would you like tea or coffee?*

**B** *Er ... I'll have tea, please.*

This is often to make **offers** and **promises**:

**A** *Oh no – I've left my money at home!*

**B** *Don't worry – I'll pay.*

**A** *Can I tell you a secret?*

**B** *Of course. I promise I won't tell anyone else.*

We can make a **request** with *will*:

*Will you take a photograph?*

*Will you give me a lift to the cinema tomorrow?*

We use *shall* in questions to make **offers** and **suggestions**:

*Shall I pay for your food?* (= I'm offering to pay.)

*Shall we go to the cinema this weekend?* (= I'm suggesting this.)

We can also use *shall* to **ask for a suggestion**:

**A** *What shall we do this evening?*

We often reply to these questions with *Let's* + infinitive:

**B** *Let's go to a nice restaurant.*

#### Tip

Reply to offers with *shall* with *Yes, please.* / *No, thanks.*  
 NOT *Yes, you shall.* / *No, you shan't.*

*will* and *shall* are modal auxiliary verbs. They are the same for all persons.

### 1.70

	I / You / We / They / He / She / It
+	<i>I'll pay for dinner.</i>
-	<i>We won't be late.</i>
Y/N?	<i>Will you help me?</i> Yes, I <b>will</b> . / No I <b>won't</b> .

Short forms: *will* = 'll, *will not* = won't

### 1.71

I / You / We / They / He / She / It
<i>Shall I pay for dinner?</i>
<i>Shall we leave soon?</i>
<i>What shall I wear?</i>



## 4A Present continuous and going to

**a** Complete the sentences with the correct form of the present continuous, using the verbs in brackets.

- My parents are buying (buy) me a computer for my birthday.
- He \_\_\_\_\_ (study) French next year.
- \_\_\_\_\_ (I / not walk) home tonight.
- '\_\_\_\_\_ (you / wear) suit to the interview?' 'No, \_\_\_\_\_.'
- 'When \_\_\_\_\_ (your sister / move) to Italy?' 'In about 2 weeks.'
- \_\_\_\_\_ (we / go) to the cinema after work.
- \_\_\_\_\_ (I / not come) into the office on Friday morning because \_\_\_\_\_ (I / go) to the doctor's.

**b** Look at the sentences in **a** again. What arrangements have the people made for each plan?

1 The parents have already ordered the computer.

**c** Martina and Anna are planning a party. Complete the conversation with the correct form of *going to*.

**A** So, how's the party planning going?

**M** Well ... We've made a list of what we need to do. And I <sup>1</sup> 'm going to invite (invite) everybody on Facebook today.

**A** What <sup>2</sup> \_\_\_\_\_ (you / do) about music?

**M** I <sup>3</sup> \_\_\_\_\_ (not play) my music. We <sup>4</sup> \_\_\_\_\_ (ask) Graeme to deal with that. He's a DJ, you know! But <sup>5</sup> \_\_\_\_\_ (we / write) a list of our favourites for him.

**A** Brilliant! <sup>6</sup> \_\_\_\_\_ (there / be) a lot of food?

**M** Yes, quite a lot. Rachael loves cooking so <sup>7</sup> \_\_\_\_\_ (she / make) the food the day before the party.

**A** Cool ...

**M** But <sup>8</sup> \_\_\_\_\_ (she / not pay) for it all! We <sup>9</sup> \_\_\_\_\_ (pay) her back for the ingredients.

**A** So what <sup>10</sup> \_\_\_\_\_ (I / do)?

**M** <sup>11</sup> \_\_\_\_\_ (you / clean) the house!

**A** Oh fantastic ... I get all the best jobs ...

**d** Choose the most natural sentence to follow sentences a and b in each pair.

- a  I'm going to have a party.

b  I'm having a party.

  - It's this Saturday. Do you want to come?
  - I don't know how many people to invite. What do you think?
- a  They're going to arrive in the afternoon.

b  They're arriving in the afternoon.

  - They're not sure what time yet.
  - They've arranged for a taxi to meet them at the station.
- a  Are we going to play tennis on Saturday?

b  Are we playing tennis on Saturday?

  - Yes, I've booked the court for 2 o'clock.
  - Yes, what time do you want to play?
- a  She's going to study all day tomorrow.

b  She's studying all day tomorrow.

  - She's got an exam next week, and she wants to pass.
  - She's got classes at university from 9 am to 6 pm.
- a  I'm going to fly from Denver to Boston.

b  I'm flying from Denver to Boston.

  - Which airline do you recommend?
  - My plane leaves at 8 am.

**e** ▶ Now go back to p.38

## 4B will / won't / shall

**a** Look at the sentences. Is each sentence a promise (P), an offer (O), a decision (D), or a suggestion (S)?

- Shall I help you carry that box? \_\_\_\_\_
- Shall we go for a walk? \_\_\_\_\_
- I'll drive you to the station if you like. \_\_\_\_\_
- I think I'll have spaghetti. \_\_\_\_\_
- Don't worry. I'll call you later. \_\_\_\_\_
- Let's go to the beach. \_\_\_\_\_
- I won't be late for the meeting. \_\_\_\_\_
- Shall we have chicken for dinner? \_\_\_\_\_

**b** Choose the correct word in *italics* to complete the sentence.

- A** I need to go to the station.

**B** *I'll / I shall* call a taxi for you.
- A** This document is secret.

**B** Don't worry – I *won't / shall not* show it to anyone.
- A** This box is really heavy!

**B** *Shall / Will* I help you carry it?
- A** Those shoes are in the sale, madam. They're only £20.

**B** Great! *I'll / I shall* take them.
- A** *Shall / Will* we go out this evening?

**B** Good idea. Let's go to the cinema.
- A** I'm working late tonight. *Will / Shall* you cook dinner?

**B** Of course.

**c** Complete the conversation with *will* or *shall* and the correct form of the verbs in brackets.

- A** <sup>1</sup> Shall we go (we / go) out for dinner tonight?
- B** Er ... well, I haven't got much money. <sup>2</sup> \_\_\_\_\_ (I / cook) something for you at my flat?
- A** Don't worry. <sup>3</sup> \_\_\_\_\_ (I / pay) for the meal.
- B** Really? Thank you! That sounds great. Where <sup>4</sup> \_\_\_\_\_ (we / eat)?
- A** Let's go for a curry. <sup>5</sup> \_\_\_\_\_ (I / book) a table?
- B** No, it's OK. <sup>6</sup> \_\_\_\_\_ (I / do) it. I know a good place near here. <sup>7</sup> \_\_\_\_\_ (I / call) them now.
- A** OK. <sup>8</sup> \_\_\_\_\_ (you / call) me after you make the booking? I'd like to know what time we're going to meet.
- B** Yes, <sup>9</sup> \_\_\_\_\_ (I / call) you later. I promise <sup>10</sup> \_\_\_\_\_ (I / forget).
- A** Great. Talk to you later then. Bye.

**d** ▶ Now go back to p.40

## 5A must / have to / can

Necessary, a rule	Not allowed, a rule
Visitors <b>must</b> wash their hands. We <b>have to</b> wash our hands.	You <b>mustn't</b> smoke in the building. We <b>can't</b> smoke here.
Allowed	Not necessary
You <b>can</b> smoke outside.	You <b>don't have to</b> wear a uniform.

*must* and *have to* have very similar meanings.

*must* is often used in written rules:  
*All patients **must** wash their hands.*

People in authority use *must* when they are speaking, for example, teachers, parents etc.:  
*You **must** switch off your mobile phone.*

We use *have to* when we say what is necessary. It is very common in spoken English:  
*Doctors **have to** work very long hours.*  
*I **have to** leave for work at 7.00 am.*

*must not* and *don't have to* have very different meanings.

*must not* means something is not allowed – it is important **not** to do something:  
*Students **must not** talk in the exam room.*  
*You **mustn't** smoke in here.*

*don't have to* means something is unnecessary:  
*Teachers **don't have to** wear a uniform.*  
*He **doesn't have to** work because he's rich.*

*can* means something is allowed:  
*You **can** take a one-hour lunch break.*  
*You **can** borrow up to five books from the library.*

*can't* is similar to *mustn't*. It means not allowed / not possible:  
*You **can't** smoke here.*  
*Bankers **can't** relax for a minute.*



### 2.6 have to + infinitive

	I / You / We / They	He / She / It
+	We <b>have to</b> work hard.	She <b>has to</b> leave early today.
-	They <b>don't have to</b> play.	He <b>doesn't have to</b> work.
Y/N?	<b>Do</b> nurses <b>have to</b> have a degree? Yes, they <b>do</b> . / No, they <b>don't</b> .	<b>Does</b> he <b>have to</b> wear a uniform? Yes, he <b>does</b> . / No, he <b>doesn't</b> .

*can* and *must* are modal auxiliary verbs. They are the same for all persons.

### 2.7 must + infinitive

	I / You / We / They / He / She / It
+	You <b>must</b> arrive on time.
-	Teachers <b>mustn't</b> be late.

Questions with *must* are rarely used in modern English.

### 2.8 can + infinitive

	I / You / We / They / He / She / It
+	You <b>can</b> leave work early today.
-	The children <b>can't</b> go outside alone.
Y/N?	<b>Can</b> I smoke here? Yes, you <b>can</b> . / No, you <b>can't</b> .

## 5B will and might for predictions

We use *will* and *might* to make predictions about what we expect to happen in the future.

*will* shows that we are very sure:  
*I'll say something silly. They **won't** give me the job.*

*might* shows we are less sure:  
*They **might** ask difficult questions. I **might not** get the job.*

*will* and *might* are modal auxiliary verbs. They are the same for all persons.

### 2.10

	I / You / We / They / He / She / It
+	You <b>will</b> get the job. You <b>might</b> get the job.
-	He <b>won't</b> get the job. He <b>might not</b> get the job.

Short forms: *will* = 'll, *will not* = won't

We usually use phrases like *I think ...*, *I don't think ...* and *Do you think ... ?* to introduce predictions when we speak.

### 2.11

	I / You / We / They / He / She / It
+	<i>I think</i> you <b>will</b> get the job. <i>I think</i> he <b>might</b> get the job
-	<i>I don't think</i> I <b>will</b> get the job.
Y/N?	<b>Do you think</b> we <b>will</b> get the job? <i>I think</i> so. / <i>I don't think</i> so. <b>Do you think</b> we <b>might</b> get the job? We <b>might</b> . / We <b>might not</b> .

We can also use *I'm sure ...* before predictions with *will*:  
*I'm sure I'll say something silly.*



5A *must / have to / can*

- a Flavia works in a call centre. Read her office rules. Complete Flavia's description of her work with *have to*, *can* or *can't* and the words in brackets.

## Office Rules

- Employees must wear a uniform at all times.
- Employees must not check emails during working hours.
- You must not talk to other employees during working hours.
- You must answer the phone within 5 seconds.
- Employees must always be polite to customers.

I'm telling you, Jo, it's a terrible place to work! The customers can't see you, but we still <sup>1</sup> have to wear a uniform all the time. You <sup>2</sup> \_\_\_\_\_ (wear) your normal clothes.  
I <sup>3</sup> \_\_\_\_\_ (check) my emails – it's not allowed – and I <sup>4</sup> \_\_\_\_\_ (speak) to my colleagues during the day! Fortunately, we <sup>5</sup> \_\_\_\_\_ (talk) to each other during our breaks!  
When the phone rings, we <sup>6</sup> \_\_\_\_\_ (answer) it very quickly – within 5 seconds. And we always <sup>7</sup> \_\_\_\_\_ (be) polite to customers, but they're often incredibly rude to us! I really <sup>8</sup> \_\_\_\_\_ (find) a new job!

- b Choose the correct option.

- 1 Visitors *must not / don't have to* smoke in the building.
- 2 It's a relaxed office – you *must not / don't have to* wear a tie.
- 3 I start at 10 am, so I *mustn't / don't have to* get up early.
- 4 Employees *must not / don't have to* park in the customer car park. It is for customers only.
- 5 If there is a fire, you *must not / don't have to* use the lift. You must use the stairs.

- c Complete the sentences with one of the expressions from the box. Use each expression once.

can can't doesn't have to has to must must not

- 1 In my office, we \_\_\_\_\_ eat or drink at our desks. We have to go to the canteen.
- 2 My job's really nice. I \_\_\_\_\_ start work when I want and finish when I want.
- 3 She works from home so she \_\_\_\_\_ drive to work.
- 4 Warning! Dangerous work area. Visitors \_\_\_\_\_ enter without permission.
- 5 Important! You \_\_\_\_\_ keep your visitor card with you at all times.
- 6 He \_\_\_\_\_ travel a lot in his job. Sometimes he goes to three or four countries in a month.

- d ► Now go back to p.49

5B *will and might for predictions*

- a Duncan is planning to move to China for a year. Look at his predictions and complete his sentences with *will / won't*, *might / might not*.

	100% sure	50% sure ???
<b>Good</b>	learn about China meet new people try new things	learn to speak Chinese? travel around China? stay more than a year?
<b>Bad</b>	difficult language not much money no friends	tiring job? miss family? not like food?

- 1 I'm sure I \_\_\_\_\_ learn a lot about China.
- 2 They have different food in China, and I \_\_\_\_\_ like it.
- 3 I'm sure Chinese \_\_\_\_\_ be really difficult, but I \_\_\_\_\_ learn to speak a bit.
- 4 I \_\_\_\_\_ have any friends at first, but I \_\_\_\_\_ meet new people.
- 5 My job \_\_\_\_\_ be tiring and I \_\_\_\_\_ have much money!
- 6 I \_\_\_\_\_ try new things and I \_\_\_\_\_ travel around the country.
- 7 I \_\_\_\_\_ want to stay more than a year – I \_\_\_\_\_ want to come back!

- b Correct the mistakes in the sentences below. Sometimes there is more than one possible answer.

- 1 She thinks she might to go to Spain for her holiday.
- 2 Which sights do you think you visit?
- 3 I sure the restaurant will be busy.
- 4 I'm sure it won't raining today – the sky's blue.
- 5 Do you think you might buying a new computer?
- 6 I'm sure I might change jobs next year.
- 7 He might not to arrive on time. The traffic's bad.
- 8 I won't think I pass my exam.

- c Write questions using *will* and the words in brackets.

- 1 **A** Are you sure (you / enjoy) it?  
**B** Yes, I'm sure I will.
- 2 **A** Do you think (she / leave)?  
**B** She might.
- 3 **A** How much do you think (it / cost)?  
**B** About fifty pounds.
- 4 **A** When do you think (they / tell) us?  
**B** I don't know.
- 5 **A** Are you sure (we / finish) on time?  
**B** No. We might not.
- 6 **A** Do you think (I / get) an interview?  
**B** I think so!

- d In which questions in c can you replace *will* with *might*?

- e ► Now go back to p.50

## 6A Imperative; should

We use the imperative and *should* to give advice – to tell other people what we think is the best or the right thing to do.

### 2.21 Imperative

The imperative is stronger than *should*. It tells somebody exactly what to do.

We can use it to give...

- advice:  
*Try to get a good night's sleep.*  
*Don't stay up late.*
- instructions:  
*Don't turn right! Turn left!*  
*Come here!*
- warnings:  
*Be careful!*

The imperative is the infinitive of the verb with no subject. For negative imperatives, use *don't* + infinitive:



### 2.22 should

*should* is a bit less strong than the imperative. It shows that what we are saying is advice, not an instruction.

*should* is a modal auxiliary verb. It is the same for all persons.

	I / You / We / They / He / She / It
+	You <b>should get up</b> early.
-	Children <b>shouldn't eat</b> a lot of sweets.
Y/N?	<b>Should I stop</b> eating sweets? Yes, you <b>should</b> . / No, you <b>shouldn't</b> .

We often use phrases like *I think ...*, *I don't think ...* and *Do you think ... ?* to introduce advice with *should*:

**I think / I don't think** you **should go to bed**.

**A Do you think** I **should say sorry**?

**B Yes, I think so.** / **No, I don't think so.**

#### Tip

Adding *I think ...* / *I don't think ...* before *should* is more polite because it shows you are talking about opinion, not fact.

## 6B Uses of to + infinitive

The infinitive is the dictionary form of the verb (*go*, *swim*, *be*, *have* etc.).

We use *to* + infinitive (*to go*, *to swim*, *to be*, etc.) in many different patterns.

The negative is *not* + *to* + infinitive (*not to go*, *not to swim*, *not to be* etc.).



### 2.30

#### 1 Infinitive of purpose

Use *to* + infinitive to give a reason:

**A Why did you go to Egypt?**

**B To see** the sharks.

I looked in the mirror **to check** my hair.

Read a book **to relax**.

#### 2 verb + to + infinitive

When two verbs go together in a sentence, certain verbs are followed by *to* + infinitive:

I **wanted to visit** Australia.

I **decided not to go** home.

Some of the verbs that follow this pattern are: *choose*, *decide*, *want*, *would like*, *try*, *promise*, *expect*, *remember*, *forget*, *need*, *plan*, *learn*, *offer*.

#### 3 adjective + to + infinitive

Many adjectives can be followed by *to* + infinitive:

I was **surprised to get** the job.

It's **important not to forget** people's names at work.

#### 4 verb + question word + to + infinitive

Some verbs can be followed by a question word + *to* + infinitive:

I **forgot what to do**.

I **don't know who to ask**.

Can you **tell me where to go**?

I **can't decide what to wear**.

Some of the verbs that follow this pattern are: *ask*, *decide*, *explain*, *forget*, *know*, *show*, *tell*, *understand*

## 6A Imperative; should

Tony gets up late every morning and has to get ready for work very quickly. He doesn't have breakfast – he just drinks a cup of strong coffee. He drives to work – it's only about 2 kilometres, but the traffic is terrible. He checks his messages while he's waiting. At work, he drinks coffee all day and he doesn't stop for lunch – he eats a takeaway pizza at his desk. When he gets home after work, he watches TV until about 1 am. Then the next day he does the same all over again.



**a** Read about Tony's normal daily routine. Write advice for him using *should / shouldn't* and the words in brackets.

- |                                  |                              |
|----------------------------------|------------------------------|
| 1 (get up earlier)               | 5 (use his phone in the car) |
| <u>He should get up earlier.</u> | _____                        |
| 2 (have breakfast)               | 6 (stop for lunch)           |
| _____                            | _____                        |
| 3 (drink less coffee)            | 7 (eat at his desk)          |
| _____                            | _____                        |
| 4 (drive to work)                | 8 (go to bed earlier)        |
| _____                            | _____                        |

**b** Tony's friend Andy is giving him advice. Complete Andy's advice with the imperative form of the verbs from the box. Be careful – two verbs need to be negative.

drink eat get go  
set spend start wake

- T I'm always tired these days. What should I do?  
**A** That's easy. <sup>1</sup> Start the day with a good breakfast. <sup>2</sup> \_\_\_\_\_ about half an hour on breakfast – it's really important.  
 T Half an hour? I don't have time in the morning.  
**A** So <sup>3</sup> \_\_\_\_\_ up earlier.  
<sup>4</sup> \_\_\_\_\_ your alarm for six thirty. And then  
<sup>5</sup> \_\_\_\_\_ back to sleep – <sup>6</sup> \_\_\_\_\_ out of bed straight away.  
 T Six thirty? Are you joking?  
**A** No, I'm serious. Get up early,  
<sup>7</sup> \_\_\_\_\_ breakfast and  
<sup>8</sup> \_\_\_\_\_ coffee. It's really bad for you.

**c** Correct one mistake in each sentence.

- Everybody should to bring warm clothes.
- How much money do I should take?
- Don't to be late for the party!
- He shoulds be more careful.
- Not spend so much money on the Internet.
- You don't should check your email every five minutes.
- What you think I should do to get fit?

**d** ▶ Now go back to p.58

## 6B Uses of to + infinitive

**a** Match the sentence halves 1–7 with the best ending.

- |  |                         |
|--|-------------------------|
| 1 <input checked="" type="checkbox"/> It's dangerous | a to get some sleep.    |
| 2 <input type="checkbox"/> They went to the gym      | b to buy some food.     |
| 3 <input type="checkbox"/> He drove to the shops     | c to visit Paris!       |
| 4 <input type="checkbox"/> It will be great          | d to apply for the job. |
| 5 <input type="checkbox"/> I'm going to bed          | e to text and drive.    |
| 6 <input type="checkbox"/> She was disappointed      | f to do some exercise.  |
| 7 <input type="checkbox"/> She emailed the company   | g not to pass her exam. |

**b** Complete the sentences with the correct question word + *to* + infinitive.

which to buy what to watch where to go  
how to use ~~what to do~~ how to get who to speak to

- I don't know what to do about my problem.
- Can you show me \_\_\_\_\_ this computer?
- I can't decide \_\_\_\_\_ for my holiday.
- Do you know \_\_\_\_\_ to the station?
- I'm not sure \_\_\_\_\_ on TV tonight.
- I like both these dresses. I can't decide \_\_\_\_\_.
- Can you tell me \_\_\_\_\_ about getting a refund?

**c** Use the verbs in the box to complete the sentences with a positive or negative *to* + infinitive.

read eat break listen wear receive go arrive

- I bought this book to read about sharks.
- It's expensive \_\_\_\_\_ in restaurants every day.
- I was annoyed \_\_\_\_\_ a reply to my email.
- It's rude \_\_\_\_\_ when she's talking.
- We promise \_\_\_\_\_ anything.
- I don't know what \_\_\_\_\_ to the wedding.
- You should leave now \_\_\_\_\_ on time.
- I decided \_\_\_\_\_ to the party. I was too tired.

**d** ▶ Now go back to p.61

## 7A Comparatives and superlatives

2.40

We use comparative adjectives and adverbs to compare two things or actions, usually with *than*:

John's **more interesting than** Michael.

He's **richer than** he was.

She drives **more carefully than** all my friends.

We use superlative adjectives and adverbs to talk about extremes, usually with *the*:

He's **the worst** guitar player in the world!

Who can run **the furthest**?

He played **the best** I've ever seen him play.

*less / least* is the opposite of *more / most*. We can use it with all adjectives and adverbs:

I'm **less happy than** I was.

She drives **less slowly than** me.

It was **the least interesting** meeting ever!

We can use *as ... as* to show that two things are equal:

He's **as tall as** me.

She drives **as carefully as** me.

We can use *not as ... as* to mean *less than*:

He **isn't as clever as** me. (= He is less clever than me. I am cleverer than him.)

She **doesn't drive as carefully as** me. (= She drives less carefully than me. I drive more carefully than her.)

We often use comparatives or *as ... as* to compare past with present:

He's **much better than** he was.

He's **not as bad as** last time.

We often use superlatives with *ever* and the present perfect:

This is **the best** meal I've ever eaten.

It was **the least interesting** book I've ever read.



### Adjectives

One syllable	<i>rich</i> → <b>richer, the richest</b> <i>big</i> → <b>bigger, the biggest</b>
Ending in -y	<i>easy</i> → <b>easier, the easiest</b> <i>friendly</i> → <b>friendlier, the friendliest</b>
Two or more syllables	<i>careful</i> → <b>more careful, the most careful</b> <i>interesting</i> → <b>more interesting, the most interesting</b>
Irregular adjectives	<i>good</i> → <b>better, the best</b> <i>bad</i> → <b>worse, the worst</b> <i>far</i> → <b>further, the furthest</b> <i>clever</i> → <b>cleverer / the cleverest</b> <i>quiet</i> → <b>quieter / the quietest</b> <i>bored / tired / ill</i> → <b>more / the most bored / tired / ill</b>

### Adverbs

One syllable	<i>hard</i> → <b>harder, the hardest</b> <i>late</i> → <b>later, the latest</b>
Two or more syllables	<i>often</i> → <b>more often, the most often</b> <i>carefully</i> → <b>more carefully, the most carefully</b>
Irregular adverbs	<i>well</i> → <b>better, the best</b> <i>badly</i> → <b>worse, the worst</b> <i>far</i> → <b>farther, the farthest</b> <i>early</i> → <b>earlier, the earliest</b>

## 7B used to

We use *used to + infinitive* to talk about past situations and habits which have now changed. *Used to* tells us something was different in the past.

I **used to be** very thin. (= I was thin in the past, but I'm not thin now.)

He **didn't use to go** to the gym. (= He didn't go to the gym in the past, but now he goes to the gym.)

*used to* has the same form for all persons.

2.48

	I / You / We / They / He / She / It
+	I <b>used to hate</b> tomatoes.
-	She <b>didn't use to wear</b> high heels.
Y/N?	<b>Did you use to be</b> good at sport? Yes, I <b>did</b> . / No, I <b>didn't</b> .

There is no present form of *used to*. Use the present simple.

I **play** tennis three times a week.

NOT ~~I use to play~~ tennis three times a week.



I **used to be** very thin.



Now I'm much stronger!

### Tip

#### *used to* and the past simple

We can usually use the past simple to talk about these situations/habits, if we make it clear that we are talking about a particular period of past time:

He **was** very fit **when he was** younger.

**When I was** a student, I **went** running three times a week.

It's natural to use a mixture of *used to* and the past simple when we write or speak about long-term past situations:

In the 1950s, people **didn't use to drive** to work – most people **walked** or **cycled**.

## 7A Comparatives and superlatives

a Complete the sentences about three brothers, Alex, Eric and Jack.



- |  |                                  |  |
|--|----------------------------------|--|
| 1 Alex is good at tennis but ...       | Eric is <u>better</u> than Alex. | Jack is <u>the best</u> tennis player. |
| 2 Alex is very fit but ...             | Eric is _____ than Alex.         | Jack is _____.                         |
| 3 Alex has travelled quite far but ... | Eric has travelled _____ Alex.   | Jack has travelled _____.              |
| 4 Alex is very friendly but ...        | Eric is _____ Alex.              | Jack _____.                            |
| 5 Alex drives carefully but ...        | Eric _____.                      | Jack _____.                            |
| 6 Alex works fast but ...              | _____.                           | Jack _____.                            |
| 7 Alex is fashionable but ...          | _____.                           | Jack _____.                            |

b Look at each group of sentences. Which sentence (a, b, or c) has a different meaning?

- |                                 |  |   |
|---------------------------------|--|---|
| 1 a I run faster than him.      | 2 a Her English is better than mine.       | 3 a It's the most boring book I've ever read.     |
| b He doesn't run as fast as me. | b Her English isn't as good as mine.       | b It's the least interesting book I've ever read. |
| c I run as fast as him.         | c She doesn't speak English as well as me. | c I've never read a more interesting book.        |

c Correct the mistakes in the sentences.

- |   |  |
|---|--|
| 1 He drives worse as me.                                | 5 The weather is not as cold than it was.                    |
| 2 This is best movie I've ever seen.                    | 6 The island was the more beautiful place I've ever visited. |
| 3 She isn't friendly as her sister.                     | 7 This book is least interesting than the last one.          |
| 4 I'm a good runner but Tom's the faster in the school. | 8 I don't speak French as well that she does.                |

d Now go back to p.68

## 7B used to

a All of the sentences about the past are false. Change them so that they are true.

500 years ago ...

- People used to work in IT. *People didn't use to work in IT.*
- People didn't use to work on farms.
- People used to live as long as they do now.
- Children's education used to be free.
- Cities didn't use to be smaller than today.
- People didn't use to travel by horse.
- People used to use microwaves to cook food.

b Rewrite the sentences. Change the underlined verbs from the past simple to *used to*.

- I ate a lot of chocolate when I was younger.  
*I used to eat a lot of chocolate when I was younger.*
- People wrote a lot of letters in the days before email.
- Where did you live when you were a child?
- She was a manager before she stopped working.
- Did your parents read you stories when you were young?
- I didn't like vegetables when I was a child.
- Were you a good student at school?
- We weren't as fit as we are today.

10 years ago



Today



c Look at the pictures of Mary and Jeff ten years ago and today. Write sentences about how they have changed. Use *used to* / *didn't use to* and the words in brackets.

- \_\_\_\_\_ (Mary / have long hair)
- \_\_\_\_\_ (Jeff / be thinner)
- \_\_\_\_\_ (Jeff / wear suits)
- \_\_\_\_\_ (They / look after the garden)
- \_\_\_\_\_ (They / ride a motorbike)
- \_\_\_\_\_ (They / own a car)

d Now go back to p.71

## 8A The passive: present and past simple

### Active:

Most verbs in English are active – the **doer** of the verb comes before the verb.

**Francis Ford Coppola** made *The Godfather* in 1972.  
**He** also made ... (We are talking about the person.)

### Passive:

In passive verb forms the **object** comes before the verb.

*The Godfather* was made in 1972 by Francis Ford Coppola.  
 It was filmed in ... (We are talking about the film.)

We use passive verb forms when the main thing we are talking about is the **object** of the verb.

Some common uses of the passive are:

- when the doer isn't important:  
 This house **was built** in the 1960s.  
 (It doesn't matter who built it – the date is more interesting.)  
 130,000 copies of *Thriller* **are sold** every year.  
 (It doesn't matter who sells them.)
- when we don't know who did something:  
 The picture **was stolen** last night. (We don't know who stole it.)  
 This photo **was taken** in Barcelona. (I don't remember who took it.)

We form the passive with **be + past participle**. **be** shows the tense of the verb, e.g. present simple.

2.59

	Present simple	Past simple
+	<i>I <b>am chosen</b> for the school football team every year.</i>	<i>Three Godfather films <b>were made</b> altogether.</i>
-	<i>This car <b>isn't sold</b> in the US or Canada.</i>	<i>Harry Potter <b>wasn't written</b> for adults.</i>
Y/N?	<i><b>Am I invited</b> to your party? Yes, you <b>are</b>. / No, you <b>'re not</b>.</i>	<i><b>Was</b> <i>The Hobbit</i> <b>written</b> for children? Yes, it <b>was</b>. / No, it <b>wasn't</b>.</i>

(See p.176 for a list of irregular past participles.)

We use *by* to introduce the doer after the verb:

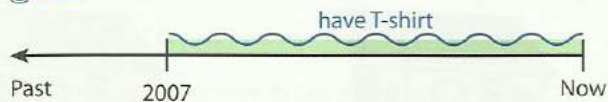
*The Godfather* was made **by Francis Ford Coppola**.  
 This house was built **by my grandfather**.

## 8B Present perfect with *for* and *since*

We can use the present perfect with *for* and *since* to describe a situation that started in the past and continues now.

In positive statements, we use the present perfect with *for* and *since* with particular verbs which describe things that are often true for a long time: *live, work, know, have, be, like, love, hate, enjoy, own*, etc.

2.66

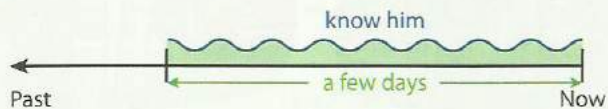


We use *since* to say when something started:

*I've had this T-shirt **since** 2007.*

We often use a verb in the past simple after *since*:

*I've loved tennis **since I was** a child.* (I was a child when I started liking tennis, and I still like it now.)



We use *for* to describe the length of time:

*I've known him **for** a few days.* (I met him a few days ago.)

We often use *How long ...?* questions with the present perfect to ask about a period of time:

**A** *How long **have you lived** here?*

**B** *Since I was a child. / For about ten years.*

We form the present perfect with *have + past participle*. See Grammar reference 3A for the full form.

### Tip

We can also use *always* or *all my / your life*:

*I've always hated cheese. / I've hated cheese **all my life**.*

### Tip

- Don't use the present simple to talk about periods of time up to now. Use the present perfect instead:  
*How long **have you known** each other?*  
 NOT *How long **do you know** each other?*

- Don't use the present perfect for periods of time which are finished. Use the past simple (with *for, from ... to*) instead:  
*I **lived** there for two years / from 2009 to 2011.*  
 NOT *I've lived there from 2009 to 2011.*



*He's been a member of the team **since** 1975.  
 He's faster than anyone!*

## 8A The passive: present and past simple

**a** Rewrite these sentences in the passive, using the **highlighted** words as the subject of the sentence. Don't include the doer.

- 1 Somebody wrote **the story** 200 years ago.  
The story was written 200 years ago.
- 2 A company made **my car** in Germany.  
\_\_\_\_\_
- 3 Bookshops don't sell **that book** in your country.  
\_\_\_\_\_
- 4 People eat **sushi** all over the world.  
\_\_\_\_\_
- 5 In the UK, DJs play **the number 1 song** on the radio every hour.  
\_\_\_\_\_
- 6 Somebody broke **a window** in the night.  
\_\_\_\_\_
- 7 The journalist didn't describe **India** very well in the article.  
\_\_\_\_\_



**b** Rewrite these sentences in the passive. Include the doer in the new sentence.

- 1 Frank Gehry designed **The Guggenheim, Bilbao**.  
The Guggenheim, Bilbao was designed by Frank Gehry.
- 2 Marilyn Monroe wore **Chanel No. 5 perfume**.  
\_\_\_\_\_
- 3 Every year, 3 million people visit **the Taj Mahal**.  
\_\_\_\_\_
- 4 A fire destroyed **many parts of London** in 1666.  
\_\_\_\_\_
- 5 Clyde Tombaugh discovered **Pluto** in 1930.  
\_\_\_\_\_

**c** Put the words in the correct order to make questions in the passive.

- 1 made / was / the / where / film  
Where was the film made?
- 2 was / the book / written / when  
\_\_\_\_\_
- 3 made / cheese / is / how  
\_\_\_\_\_
- 4 your bike / was / when / stolen  
\_\_\_\_\_
- 5 the statue / was / in France / made  
\_\_\_\_\_
- 6 who / her wedding dress / was / designed by  
\_\_\_\_\_

**d** Now go back to p.79

## 8B Present perfect with for and since

**a** Write *for* or *since*.

- |                          |                         |
|--------------------------|-------------------------|
| 1 <u>since</u> last week | 7 _____ July            |
| 2 _____ a week           | 8 _____ 1,000 years     |
| 3 _____ a long time      | 9 _____ yesterday       |
| 4 _____ last weekend     | 10 _____ months         |
| 5 _____ five minutes     | 11 _____ ten days       |
| 6 _____ I was a child    | 12 _____ I last saw you |

**b** Rewrite the sentences with the present perfect and *for* or *since*.

- |                                 |                                 |
|---------------------------------|---------------------------------|
| 1 I work here.                  | I've worked here since January. |
| 2 I live here.                  | three months.                   |
| 3 He holds the record.          | the last Olympics.              |
| 4 She owns that car.            | 2011.                           |
| 5 They are married.             | two days.                       |
| 6 I don't listen to pop music.  | a long time.                    |
| 7 We are not friends.           | we had a fight.                 |
| 8 I don't have a TV in my home. | a few years.                    |
| 9 He doesn't eat meat.          | New Year's Day.                 |

**c** Complete the questions in the present perfect.

- 1 How long \_\_\_\_\_ (you / study) English?
- 2 How long \_\_\_\_\_ (she / live) in this area?
- 3 How long \_\_\_\_\_ (Mr Bell / teach) at this school?
- 4 How long \_\_\_\_\_ (we / have) our passports?
- 5 How long \_\_\_\_\_ (he / be) a football fan?

**d** Complete the sentences. Use past simple or present perfect.

- 1 \_\_\_\_\_ (she / work) here for ten months.
- 2 \_\_\_\_\_ (she / start) work last July.
- 3 When \_\_\_\_\_ (you / buy) your car?
- 4 How long \_\_\_\_\_ (you / have) this car?
- 5 \_\_\_\_\_ (we / not see) him since last summer.
- 6 \_\_\_\_\_ (we / not see) him in October.
- 7 \_\_\_\_\_ (I / love) animals when I was a child.
- 8 \_\_\_\_\_ (I / love) animals all my life.

**e** Now go back to p.81

## 9A First conditional

We use the first conditional to talk about a possible future situation and the result of that situation:

(possible future situation) **If the weather is good at the weekend, (result) we'll go to the park.**

(possible future situation) **If I get a good grade, (result) I'll be very happy.**

There are two clauses in a conditional sentence: the *if* clause and the main clause.

The *if* clause can go before or after the main clause.

**If I pass my exams, I'll get into university.**      **I'll get into university if I pass my exams.**  
*if clause*                      *main clause*                      *main clause*                      *if clause*

To talk about a possible future situation, use the present simple in the *if* clause.

**Tip** Never use *will* / *might* in an *if* clause.  
**If I go to London ... NOT ~~if I will go to London ...~~**

To talk about the result of the situation, use a suitable future form, e.g. *will*, *might*, *be going to*, present continuous.



**If I pass the entrance exam, I'm going to study maths at the best university in the country.**

3.7

### Statements

**I'll get a good degree if I work hard this year.**

**If he works hard, he won't fail.**

**If they don't work hard this year, they won't get good degrees.**

**Her teacher might ask her to repeat the year if she doesn't work hard.**

### Questions and short answers

**What will you do if you pass?**

**If she doesn't work hard, what will happen?**

**If you don't get in to university, will you look for a job? Yes, I will. / No, I won't.**

**Are his parents going to buy him a car if he works hard? Yes, they are. / No, they're not.**

### Tip

- The word order in the *if* clause doesn't change in questions.  
**What will you do if it rains?**  
 NOT **What will you do if does it rain?**
- We can make short questions with *What if ... ?*  
**What if it rains?**

## 9B Verb patterns

3.10

Some verbs are often followed by another verb. The two most common patterns are:

- verb + *to* + infinitive:  
**I hope to see you soon.**
- verb + verb + *-ing*:  
**I don't mind reading about famous people.**

Sometimes both forms are possible with no change of meaning:

**He started talking. / He started to talk.**

**I prefer talking to my friends. / I prefer to talk to my friends.**

To make a negative on the second verb in both verb patterns, *not* goes before the verb:

**I decided not to go to the party.**

**I hate not going to work.**

### Tip

We can make negatives with either the first verb or the second verb. This sometimes changes the meaning:

**I didn't choose to go to the party.**

(I went to the party but only because I had to.)

**I chose not to go to the party.** (I didn't go to the party.)

verb + <i>to</i> + infinitive	verb + verb + <i>-ing</i>	Both
choose decide, want would like, promise expect, need plan learn offer hope	describe discuss enjoy finish not mind stop keep think of	begin start, continue prefer* like* love* hate*

### Tip

**\*I love going to parties. ✓ I love to go to parties. ✓**

But remember, after **would like / love / hate / prefer** you must always use *to* + infinitive:

**I would love to come to the party.**

NOT ~~**I would love coming to the party.**~~

When a verb comes after a preposition (e.g. *on*, *by*, *from*, *about* etc.), it is always in the *-ing* form:

**You shouldn't worry about talking to strangers.**

**I'm thinking of studying history.**



**I enjoy reading about the lives of famous people.**



## 9A First conditional

### a Match the sentence halves.

- 1  If you study hard, ...
- 2  If you don't take a coat, ...
- 3  You won't be late ...
- 4  It'll be hard to get a good job ...
- 5  If you drive too fast, ...
- 6  If I get a place at medical school, ...
- 7  He's going to travel around the world ...
- 8  We might go to the beach tomorrow ...

- a if you don't go to university.
- b if he has enough money.
- c you'll get cold.
- d I'm going to become a doctor.
- e if you set off now.
- f if the weather is nice.
- g you'll get good grades.
- h you might have an accident.

### b Choose the correct options. All the sentences are about the future.

- 1 If you *pay / will pay* the bill, I *pay / I'll pay* you back next week.
- 2 If I *don't / won't* do some exercise, I  */ I'll* put on weight.
- 3 She *isn't going to / doesn't* catch her plane if she *doesn't / isn't going to* leave soon.
- 4 What *do / will* you do if *there is / there'll be* a traffic jam?
- 5 If we *like / might like* the hotel, we *might stay / stay* a few more days.
- 6 They *won't / don't* enjoy the journey if they *won't / don't* get a seat.
- 7 *Are you going to / Do you cook* if I *get / might get* home late?

### c Complete the conversations with the correct form of the verbs in brackets. Use *will / 'll* or the present simple. All the sentences are about the future.

- A I've just bought an old car for £500.  
 B What <sup>1</sup> \_\_\_\_\_ (you / do) if <sup>2</sup> \_\_\_\_\_ (it / break) down?  
 A <sup>3</sup> \_\_\_\_\_ (I / ask) for my money back.
- C If <sup>4</sup> \_\_\_\_\_ (it / be) sunny tomorrow, <sup>5</sup> \_\_\_\_\_ (I / take) the children to the park.  
 D That's nice. If <sup>6</sup> \_\_\_\_\_ (I / have) time, <sup>7</sup> \_\_\_\_\_ (I / make) a picnic for you.
- C Brilliant, thanks! But, if <sup>8</sup> \_\_\_\_\_ (you / not do), don't worry, <sup>9</sup> \_\_\_\_\_ (we / be) OK.
- E <sup>10</sup> \_\_\_\_\_ (I / not finish) this essay tonight, if <sup>11</sup> \_\_\_\_\_ (the cat / not get) off my laptop.  
 F Just push him off.  
 E If <sup>12</sup> \_\_\_\_\_ (I / push) him off, <sup>13</sup> \_\_\_\_\_ (he / jump) back up again.  
 F I'll put him outside.

### d Now go back to p.89

## 9B Verb patterns

### a Choose the correct option.

- 1 They want to leave / leaving.
- 2 I enjoy to play / playing football.
- 3 Do you mind to work / working late?
- 4 We discussed to start / starting a business.
- 5 We hope to visit / visiting you soon.
- 6 Why did you choose to live / living in the city?
- 7 Please stop to talk / talking now and open your book.
- 8 They've offered to help / helping us.
- 9 We really need to go / going very soon.
- 10 You should plan to save / saving more money.

### b Cross out the verb forms which are NOT possible in these sentences. Remember, after some verbs both verb forms are possible.

- 1 He began to act / acting when he was a child.
- 2 He chose not to do / not doing his homework.
- 3 He worries about making / to make mistakes.
- 4 I prefer not to be / not being late.
- 5 Do you mind to start / starting without me?
- 6 We're thinking of to become / becoming vegetarians.
- 7 The children continued to be / being noisy.
- 8 I like to cook / cooking for other people.
- 9 Would you like to have / having dinner with me?
- 10 We hate to think / thinking about money when we're on holiday.

### c Complete the sentences with the correct form of the verbs.

- 1 I don't expect \_\_\_\_\_ the exam. (pass)
- 2 She promised \_\_\_\_\_ late. (not be)
- 3 We don't mind \_\_\_\_\_ up early. (get)
- 4 I enjoy \_\_\_\_\_ on a uniform every morning. (not put)
- 5 They learned \_\_\_\_\_ English very quickly. (speak)
- 6 He couldn't concentrate on \_\_\_\_\_ his work. (do)
- 7 Which cities are you planning \_\_\_\_\_? (visit)
- 8 Did he choose \_\_\_\_\_ in the match? (not play)

### d Complete the text with the verbs in the box.

hates hated started discussed didn't expect  
 thinks of preferred continued needed

My friend says he <sup>1</sup> hates speaking in public. He told me that when he <sup>2</sup> \_\_\_\_\_ getting up in front of a crowd, he feels terrified. I'm very surprised. I thought I knew everything about my friend and I <sup>3</sup> \_\_\_\_\_ to hear this. He said that he <sup>4</sup> \_\_\_\_\_ feeling embarrassed around big groups of people when he was about 11 years old. He <sup>5</sup> \_\_\_\_\_ standing up in front of the class at school and <sup>6</sup> \_\_\_\_\_ to feel this way as an adult, when he <sup>7</sup> \_\_\_\_\_ to speak at meetings at work. We <sup>8</sup> \_\_\_\_\_ getting professional help for his problem, but he said he <sup>9</sup> \_\_\_\_\_ talking to friends about it.

### e Now go back to p.91

## 10A Second conditional



We use the second conditional when we imagine a situation in the present or future. The situation is unreal, unlikely, or impossible.

We describe the unreal situation in the *if* clause. We talk about the result of that situation in the main clause.  
 (unlikely future situation) *If I stole from work, (result) I'd feel bad.*  
 (result) *I'd take a holiday from work* (impossible present situation) *if I had more money.*

Use the past simple (and/or past continuous) in the *if* clause. We can use *would* + infinitive or *could* + infinitive to talk about the result.

*If it was raining and I saw a hitchhiker, I'd stop.*  
*I could go on more holidays if I had more money. (could = it would be possible)*

▶ 3.22

### Statements

*If she crashed my car, I'd be very angry.*  
*He wouldn't stop to help if he saw an accident.*  
*If you didn't have a job, you couldn't pay the rent.*  
*Hollywood wouldn't stop making films if people didn't go to the cinema.*  
*I'd give more money to charity if I were rich.*

### Questions and short answers

*What would you do if you lost your job?*  
*If you didn't know the answers, would you cheat?*  
*Yes, I would. / No, I wouldn't.*  
*Would you buy your child a motorbike?*  
*Yes, I would. / No, I wouldn't.*

### Tip

- When we talk about impossible present situations with *be*, we usually use *If I were*, not *If I was*:  
*If I were taller, I'd be better at basketball.*
- We can also use the second conditional to give advice, with the phrase *If I were you* (NOT *If I was you*):  
*If I were you, I wouldn't park there. (I'm imagining the situation where I'm you.)*

## 10B Quantifiers; too / not enough

### Quantifiers

We use quantifiers before countable and uncountable nouns to describe the amount of something.

Countable nouns are things that we can count:  
*one book, five books.*

Uncountable nouns are things that we don't usually count:  
*water* NOT *one water, five waters.*

▶ 3.24

	Countable	Uncountable
<b>Large quantity</b>	<i>There are a lot of books.</i>	<i>There's a lot of water.</i>
<b>No particular quantity</b>	<i>There are some books.</i>	<i>There's some water.</i>
<b>Small quantity</b>	<i>There are a few books.</i> <i>There aren't many books.</i>	<i>There's a bit of water.</i> <i>There isn't much water.</i>
<b>Zero quantity</b>	<i>There are no books.</i> <i>There aren't any books.</i>	<i>There's no water.</i> <i>There isn't any water.</i>
<b>Question</b>	<i>Are there any books?</i> <i>How many books are there?</i>	<i>Is there any water?</i> <i>How much water is there?</i>

### too / not enough

We use *too* to say something is more than the right amount:  
*There are too many people. There's too much noise.*

We use *not enough* to say something is less than the right amount:

*There isn't enough food for everyone.*

▶ 3.25

		More than the right amount	Less than the right amount
Nouns	C	<i>There are too many people.</i>	<i>There aren't enough people.</i>
	U	<i>I eat too much cheese.</i>	<i>There isn't enough cheese.</i>
Verbs		<i>He talks too much.</i>	<i>He doesn't talk enough.</i>
Adjectives		<i>It's too hot.</i>	<i>It isn't hot enough.</i>
Adverbs		<i>She eats too quickly.</i>	<i>She doesn't eat quickly enough.</i>

### very

We use *very* before adjectives and adverbs. There is an important difference between *very* and *too*:

*It's too small. / He's driving too slowly.*

(= I'm complaining about problems.)

*It's very small. / He's driving very slowly.*

(= I'm describing situations, not complaining.)

We use *very much* with verbs:

*I like it very much.* NOT *I very like it.*

## 10A Second conditional

## a Match the sentence halves.

- |                              |   |   |                                |
|------------------------------|---|---|--------------------------------|
| 1 <input type="checkbox"/> e | If you saw a celebrity in the street,     | a | I'd look for a new one.        |
| 2 <input type="checkbox"/>   | Would you help a stranger with their bags | b | if you were lost?              |
| 3 <input type="checkbox"/>   | If I didn't like my job,                  | c | my father would be annoyed.    |
| 4 <input type="checkbox"/>   | If I saw an accident,                     | d | if she were a nurse?           |
| 5 <input type="checkbox"/>   | I could sell my motorbike                 | e | would you try to talk to them? |
| 6 <input type="checkbox"/>   | Where would you go for help               | f | if we needed some money.       |
| 7 <input type="checkbox"/>   | If we got a huge phone bill,              | g | I'd try to help.               |
| 8 <input type="checkbox"/>   | Could she deal with the stress,           | h | if you were in a hurry?        |

## b Choose the correct verb forms in each sentence.

- If I *would be / were* rich, I'd give / I gave up work.
- The film *would be / was* better if it *wasn't / wouldn't be* three hours long.
- If I'd have / I had time, I'd read / I read more books.
- What *would / did* you do if *you'd see / you saw* a snake in your room?
- If you *wouldn't / didn't* smoke, *you'd save / you saved* a lot of money.
- I *wouldn't / didn't* spend time with him if I *wouldn't / didn't* like him!
- If you *would find / found* a lost phone, *would you / did you* keep it?

## c Complete the conversation with the second conditional forms of the verbs in brackets.

- A If <sup>1</sup> \_\_\_\_\_ (I / be) you, <sup>2</sup> \_\_\_\_\_ (I / not eat) those grapes.
- B It's a supermarket. Nobody cares. If <sup>3</sup> \_\_\_\_\_ (I / not eat) them, <sup>4</sup> \_\_\_\_\_ (they / throw) them away.
- A What <sup>5</sup> \_\_\_\_\_ (you / do) if <sup>6</sup> \_\_\_\_\_ (a shop assistant / see) you?
- B <sup>7</sup> \_\_\_\_\_ (I / promise) to pay for them at the till.
- A What if <sup>8</sup> \_\_\_\_\_ (they / not believe) you and <sup>9</sup> \_\_\_\_\_ (they / call) the police? <sup>10</sup> \_\_\_\_\_ (you / go) to prison for stealing grapes!
- B You're being very silly! If <sup>11</sup> \_\_\_\_\_ (the police / come) <sup>12</sup> \_\_\_\_\_ (they / not send) me to prison. But, <sup>13</sup> \_\_\_\_\_, (it / be) embarrassing.

d Now go back to p.99

## 10B Quantifiers; too / not enough

## a Choose the best quantifier to complete each sentence.

- Hurry up! We haven't got \_\_\_\_\_ time!  
a some    b no    c much    d many
- Just \_\_\_\_\_ chips, please. I'm not very hungry.  
a a few    b any    c a bit of    d much
- Can I have \_\_\_\_\_ milk in my coffee, please?  
Not much.  
a a few    b no    c a lot of    d a bit of
- You don't need to take \_\_\_\_\_ money with you. I'll pay for everything.  
a any    b no    c a few    d many
- When I moved here I had \_\_\_\_\_ friends. But now I've got lots.  
a a bit of    b much    c no    d any
- I bought \_\_\_\_\_ books last week, but I haven't read them yet.  
a any    b no    c much    d some

## b Tick ✓ the sentences which are correct.

- There aren't much people here in the winter.
- We saw a lot of hitchhikers on the motorway.
- Are there many empty seats in the cinema?
- A bit of the vegetables were not enough soft.
- I'd like a bit of bread with my soup.
- I love too hot weather.
- I don't earn enough money.
- Was the test too much difficult?

## c Correct the mistakes you found in the sentences in b.

## d Write a sentence about each picture using the words in brackets and too / not enough.



(people / on the beach)



(soup / hot)



(she / tall / to reach the top shelf)



(waiter / spoke / quickly)



(service / here / slow)



(Sorry, I / have / money)

e Now go back to p.100

## 11A Defining relative clauses

We use defining relative clauses to define a noun. A relative clause explains what kind of thing, or which particular thing, we are talking about.

**The film** is about an android. ✗ (not specific enough – you don't know which film)

**The film that is on TV tonight** is about an android. ✓ (more specific – you know which film I'm talking about).

A vet is **a doctor**. ✗ (not enough information for a clear definition)

A vet is **a doctor that looks after animals**. ✓ (more specific – you know what kind of doctor)

To add a defining relative clause after a noun, we use a relative pronoun (e.g. *who*, *which*, *that*) or a relative adverb (e.g. *where*).

### 3.35

Use *who* or *that* when the noun is a person:

It's about a man **who / that** travels through time.

Use *which* or *that* when the noun is a thing:

There's an art gallery **which / that** stays open 24 hours a day.

Use *where* when the noun is a place:

'The Matrix' is about a world **where** computers control everything.

*who*, *which*, *where* and *that* replace other words in the clause:

It's about a person **he who** travels through time.

There's an art gallery **it which** stays open 24 hours a day.

'The Matrix' is about a world **where** computers control everything **there**.



## 11B Articles

		Things in general ∅ = no article	Specific things	
			first mention	know which one
C	Singular		<b>a man, an egg</b>	<b>the man, an egg</b>
	Plural	∅ <b>scientists</b>	<b>some scientists</b>	<b>the scientists</b>
U		∅ <b>chocolate</b>	<b>some chocolate</b>	<b>the chocolate</b>

### 3.37

When we talk about things in general, we usually use no article:

∅ **Tourists** sometimes have ∅ **accidents** when they are climbing ∅ **mountains**.

When we talk about specific things for the first time, we usually use *a/an* for singular nouns:

I met **a scientist**. She was wearing **a white coat**.

We found **an underground cave**.

We don't use an article for plural and uncountable nouns. We often use words like *some*, *any*, *much*, *many*, etc., or a number:

He put **some popcorn** in a bowl.

They found **8,000 soldiers**.

When we talk about specific things that we have already mentioned, we usually use *the*:

**The popcorn** popped.

**The soldiers** were all different.

We sometimes use *the* when we mention a specific thing for the first time:

- with a defining relative clause:

**The film that I saw last night** was brilliant.

- with a superlative adjective:

Usain Bolt is **the fastest runner** in the world.

- when there is only one of something:

He was **the only / first foreigner** in the village.

**The sun** was low in **the sky**.

- when we expect the reader / listener to know what we are talking about:

Where's **the car**? (= my / your / our car)

He got a taxi from **the airport** to **the hotel**. (= the airport that he arrived at, the hotel he was staying at)

They saw a man in **the ice**. (= the ice on the mountain)

We don't use articles for the names of most places, including countries (e.g. *Vietnam, China, Austria*) or cities (e.g. *Vienna, Xian, New Orleans*) and other places (e.g. *Mount Everest, Lake Winnipeg*).

But there are exceptions: *the USA, the UK, the Alps, the Nile, the Golden Gate Bridge*.

### Tip

There are some phrases where you can't change the articles. You just have to learn the phrase:

*by accident / by chance / on purpose*;

*in bed / at home / at work*;

*by car / by plane / on foot*

## 11A Defining relative clauses

**a** Write the correct word, *who*, *which* or *where*, to complete the sentences.

- 1 A dictionary is a book \_\_\_\_\_ contains words and definitions.
- 2 An architect is someone \_\_\_\_\_ designs buildings.
- 3 That's the cinema \_\_\_\_\_ they show films at midnight.
- 4 She's the girl \_\_\_\_\_ lives next door.
- 5 What do you call a machine \_\_\_\_\_ cuts paper?
- 6 The restaurant \_\_\_\_\_ we met was very quiet.
- 7 The shop \_\_\_\_\_ sold nice cards has closed down.
- 8 The chef \_\_\_\_\_ works on Fridays isn't here today.

**b** Cross out the relative pronouns which are NOT possible.

- 1 The car *who / which / where / that* won the race was a Ferrari.
- 2 The area *who / which / where / that* he lives is very nice.
- 3 I've got a friend *who / which / where / that* loves science fiction.
- 4 That's the office *who / which / where / that* I used to work.
- 5 I read about some scientists *who / which / where / that* are studying time travel.
- 6 The film's about a planet *who / which / where / that* it's dark all the time.
- 7 He made the discovery *who / which / where / that* won the Nobel Prize.

**c** Correct one mistake in each sentence.

- 1 The actor he played the doctor was very good.
- 2 Where are the shoes what were under the stairs?
- 3 Is there a shop which I can buy DVDs near here?
- 4 A smoke alarm is a device tells you when there is a fire.
- 5 A man who fixed my dishwasher says he knows you.
- 6 Our wedding pictures were in the camera it broke.

**d** ▶ Now go back to p.109

## 11B Articles

**a** For each noun, decide which article (*a*, *an*, *the* or  $\emptyset$ ) is NOT possible. Cross out **one** wrong article.

- 1 ~~A~~ /  $\emptyset$  / The books are expensive.
- 2 We went to a /  $\emptyset$  / the shop.
- 3 They come from  $\emptyset$  / the India.
- 4 A /  $\emptyset$  / The tourists often used to come here.
- 5 An /  $\emptyset$  / The ice is dangerous – you can fall over easily.
- 6 We found it by a /  $\emptyset$  chance.
- 7 They made a /  $\emptyset$  / the clothes in that factory.
- 8 I need to go to an /  $\emptyset$  / the airport.
- 9 She's at  $\emptyset$  / the work at the moment.
- 10 An /  $\emptyset$  / The Indian food is delicious.

**b** Decide if the underlined words are the same thing or two different things. Write S or D.

- 1 He didn't find the book that he was looking for. But he found a really interesting book in the cupboard. D
- 2 He put some popcorn into a bowl, and it popped. Then he put some chocolate into a bowl and it melted. \_\_\_\_\_
- 3 Two climbers were going up a mountain. Far ahead, they could see somebody on top of the mountain. \_\_\_\_\_
- 4 He took a photograph of his son and entered it in a competition. He was very surprised to see the picture on TV. \_\_\_\_\_
- 5 I saw a girl at the station. She looked like the girl that lives next door, but she has black hair. \_\_\_\_\_
- 6 **A** I sent you a message about school. Did you get it?  
**B** No, I don't think so. Maybe you sent the message to somebody else? \_\_\_\_\_

**c** Complete the story with the correct articles: *a*, *an*, *the* or  $\emptyset$ .



In 1738, some engineers near <sup>1</sup>  $\emptyset$  Naples in <sup>2</sup> \_\_\_\_\_ Italy wanted to build <sup>3</sup> \_\_\_\_\_ palace for <sup>4</sup> \_\_\_\_\_ King of Naples, so they started digging <sup>5</sup> \_\_\_\_\_ hole.



They found <sup>6</sup> \_\_\_\_\_ wall under the ground. <sup>7</sup> \_\_\_\_\_ wall had <sup>8</sup> \_\_\_\_\_ beautiful paintings on it. After more digging, they found <sup>9</sup> \_\_\_\_\_ whole city.



<sup>10</sup> \_\_\_\_\_ city was Pompeii, which was destroyed by <sup>11</sup> \_\_\_\_\_ volcano nearly 2,000 years ago. The discovery showed <sup>12</sup> \_\_\_\_\_ world exactly how <sup>13</sup> \_\_\_\_\_ people lived 2,000 years ago.

**d** ▶ Now go back to p.111

## 12A Past perfect



When I got home my goldfish **had disappeared**.



The past perfect shows that something happened before a particular point in the past:

*In 2008, I **had left** London and I **had moved** to Cambridge. (I did this before 2008.) I **got** a job ... (I did this in 2008.)*

We form the past perfect with *had* + past participle. It is the same for all persons.

▶ 3.50

	I / You / We / They / He / She / It
+	<i>I'd left before he arrived.</i>
-	<i>He <b>hadn't</b> arrived when I left.</i>
Y/N?	<i><b>Had</b> you <b>seen</b> him? Yes, we <b>had</b>. / No, we <b>hadn't</b>.</i>

(See p.176 for a list of irregular past participles.)

The past perfect is often used with the past simple. The two clauses are often joined with *when*, *because* or *so*.

*when* + past simple, past perfect

***When I got home, my goldfish had disappeared.***

past simple, *because* + past perfect

***I was late because my car had broken down.***

past perfect, *so* + past simple

***We'd never been to a concert before, so we were very excited.***

## 12B Reported speech

When we talk about what someone said in the past, we often use reported speech:

*I don't know what happened.* (direct speech)

→ *She **said** she **didn't know** what **had happened**.* (reported speech)

We usually use the verbs *say* and *tell* in the past simple.

After *tell* you must include the person who was spoken to:

*My sister **said** (that) ...*

*My sister **told me** (that) ...*

We can also include *that* before the reported words – however, it's not necessary.

We change the verb forms in the reported words by shifting them back one tense.



***My sister told me she didn't know what had happened to my best shoes. But I didn't believe her.***

Direct speech	Reported speech	▶ 3.55
present simple	→ past simple	<i>I <b>don't like</b> this book.</i> → <i>He <b>said</b> he <b>didn't like</b> the book.</i>
<i>can</i>	→ <i>could</i>	<i>You <b>can</b> start eating.</i> → <i>He <b>said</b> we <b>could</b> start eating.</i>
<i>will</i>	→ <i>would</i>	<i>She'll be angry.</i> → <i>I <b>told</b> him she'd be angry.</i>
present continuous	→ past continuous	<i>I'm <b>watching</b> TV.</i> → <i>He <b>said</b> he <b>was watching</b> TV.</i>
<i>am / is / are going to</i>	→ <i>was / were going to</i>	<i>I'm <b>not going to</b> sleep.</i> → <i>He <b>said</b> he <b>wasn't going to</b> sleep.</i>
past simple	→ past perfect	<i>I <b>saw</b> you break it.</i> → <i>She <b>said</b> she'd <b>seen</b> me break it.</i>
present perfect	→ past perfect	<i>I've <b>never been</b> to London.</i> → <i>I <b>told</b> them I'd <b>never been</b> to London.</i>

### Tip

Don't forget to change the pronouns (e.g. *I, you, she*) and possessives (e.g. *my, her, your*) in reported speech, depending on who you are talking to.

*'I like **your** trousers!' she said.* → *She **said** she liked **my** trousers.*

## 12A Past perfect

- a Complete the text with the past perfect form of the verbs in brackets.



Staff at a supermarket were surprised to find a tiger in their shop on Monday morning. The tiger <sup>1</sup> had gone (go) into the supermarket because it was hungry. It <sup>2</sup> \_\_\_\_\_ (break) the door to get in, but the alarm <sup>3</sup> \_\_\_\_\_ (not go) off because the shop manager <sup>4</sup> \_\_\_\_\_ (forget) to put it on. The tiger <sup>5</sup> \_\_\_\_\_ (make) a terrible mess in the shop. It <sup>6</sup> \_\_\_\_\_ (find) the meat section and it <sup>7</sup> \_\_\_\_\_ (eat) a lot of the meat from the fridges. The police gave the tiger some more meat with a drug in it. When the tiger <sup>8</sup> \_\_\_\_\_ (finish) eating the drugged meat, it fell asleep. Then the police took the tiger back to the zoo. The tiger <sup>9</sup> \_\_\_\_\_ (escape) from the zoo the previous night, after a zoo worker <sup>10</sup> \_\_\_\_\_ (leave) a cage open.

- b Match the sentence halves.

- 1  f When she turned on the TV ...
- 2  Yesterday I found some old pictures ...
- 3  When I checked my emails after my holiday, ...
- 4  When I started my meal, ...
- 5  The flat was dark when we got home ...
- 6  They didn't know what to do ...

- a everybody else had already finished.
- b I saw that I'd received over 200!
- c because they hadn't listened to the instructions.
- d because we'd forgotten to leave the light on.
- e which I'd drawn when I was a child.
- f the programme had already started.

- c Complete the sentences with one past simple and one past perfect form of the verbs in brackets.

- 1 Nobody came (come) to the meeting because Jed had forgotten (forget) to send the invitations.
- 2 Zofia \_\_\_\_\_ (arrive) late because her bus \_\_\_\_\_ (break) down.
- 3 My parents \_\_\_\_\_ (not go) to Rome before, so they \_\_\_\_\_ (be) really excited.
- 4 Fred \_\_\_\_\_ (not do) his homework when the teacher \_\_\_\_\_ (ask) for it.
- 5 By the time I \_\_\_\_\_ (find) the website, they \_\_\_\_\_ (sell) all the tickets.
- 6 The kitchen \_\_\_\_\_ (be) very messy because I \_\_\_\_\_ (not have) time to clean up.
- 7 I \_\_\_\_\_ (never fly) before so I \_\_\_\_\_ (feel) very nervous.
- 8 \_\_\_\_\_ (the match / finished) when you \_\_\_\_\_ (get) there?

- d Now go back to p.119

## 12B Reported speech

- a Choose the correct option in the reported speech on the right.

- |  |  |
|--|--|
| 1 I can swim 12 km.                        | He said he <u>could</u> / would swim 12 km.                                    |
| 2 He isn't going to go to the party.       | She said he <u>wouldn't going</u> / wasn't going to go to the party.           |
| 3 We'll phone you when we get there.       | They said they <u>were</u> / would phone him when they <u>got</u> / get there. |
| 4 We saw you steal the laptop.             | We said <u>we'd seen</u> / we've seen him steal the laptop.                    |
| 5 I'll go and get the car from the garage. | She said <u>she'll go</u> / she'd go and get the car from the garage.          |
| 6 We like flying.                          | We <u>told them</u> / said them we <u>would like</u> / liked flying.           |
| 7 They can come to the party.              | They said they <u>will come</u> / could come to the party.                     |
| 8 I have been to New York a few times.     | I said I <u>went</u> / had been to New York a few times.                       |

- b Complete the reported sentences with the correct pronouns and possessive adjectives.

- |   |   |
|---|---|
| 1 I don't want to see you tonight.                  | She told me <u>she</u> didn't want to see <u>me</u> tonight.                  |
| 2 All of my friends are going to the cinema.        | He said all of _____ friends were going to the cinema.                        |
| 3 You can't go out until you finish your homework.  | He told us _____ couldn't go out until _____ finished _____ homework.         |
| 4 I've left my book on the train.                   | She told me _____ had left _____ book on the train.                           |
| 5 You'll catch a cold if you don't wear your coats. | I said they would catch a cold if _____ didn't wear _____ coats.              |
| 6 You can't tell me what I can and can't do!        | I told my parents _____ couldn't tell _____ what _____ could and couldn't do. |

- c Now go back to p.120