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New ENGLISH FILE

Upper-intermediate
Student’s Book

Paul Seligson and Clive Oxenden are the original co-authors of English File 1 (pub. 1996) and English File 2 (pub. 1997).
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**Look out for Study Link:**
This shows you where to find extra material for more practice and revision.

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<td>structures after wish</td>
<td>-ed / -ing adjectives and related verbs; expressions with go</td>
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1 GRAMMAR revision: question formation

a. Complete the following questions with one or two question words or an auxiliary verb.
1. How much do you earn?
2. Are you married?
3. Have you been learning English?
4. Do you prefer, small towns or big cities?
5. Do you go to the theatre a year?
6. Tall are you?
7. Religion are you?
8. You want to have children?
9. Music do you listen to?
10. Advice do you listen to most?
11. Ever you said 'I love you' and not meant it?
12. Did you vote for in the last election?

b. Cross (X) the questions above which you wouldn’t ask a person you don’t know very well. Which questions might you expect to find in a magazine interview with a famous person?

c. Read the two interviews. Which question is...
- the most personal
- the most boring
- the most original.

Read the interviews again and write your answers.

d. Read the interviews again and write N (Norah) or L (Lionel).

Who...
- 1. never has enough time for what he / she wants to do
- 2. has happy childhood memories
- 3. avoids answering one of the questions
- 4. feels guilty about something
- 5. is probably a fan of the Rolling Stones
- 6. is very proud about something
- 7. says he / she is an insecure person
- 8. needs help in his / her daily life

e. In pairs, look at questions 8–12 in the Lionel Richie interview. Find an example of...
- 1. a question where an auxiliary verb has been added to make the question
- 2. a question where there is no auxiliary verb
- 3. a question which ends with a preposition
- 4. a negative question
- 5. a question where the auxiliary verb and subject have been inverted to make the question

f. p.132 Grammar Bank 1A. Read the rules and do the exercises.

2 PRONUNCIATION intonation, stress, and rhythm in questions

Using the right intonation or tone helps you to sound friendly and interested when you speak English. Stressing the right words in a sentence helps you speak with a good rhythm. 

<table>
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<th>6</th>
<th>7</th>
<th>8</th>
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<tbody>
<tr>
<td>Listen to the questions and write the stressed words in these questions.</td>
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</tr>
<tr>
<td>1. What’s your favourite kind of music?</td>
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<td>2. Have you ever been to a health club?</td>
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<td>3. How often do you go away at the weekend?</td>
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<td>4. Do you know what’s on TV tonight?</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>5. How long have you been living here?</td>
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<td></td>
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<td>6. Are you thinking about?</td>
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<td>7. Are you a vegetarian?</td>
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<td></td>
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<tr>
<td>8. Do what do you relax?</td>
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Listen again and repeat the questions in b. Try to sound as friendly as possible. Then ask each other the questions.

3 SPEAKING

a. Look at the answers other celebrities gave to some other questions in The Guardian interview series. In pairs, try to guess what the original questions were.

b. Now choose six questions from the interviews to ask a partner. Only ask questions which you would be comfortable to answer yourself.
**Three minutes to get to know the love of your life**

4 READING & VOCABULARY

a Do you know what ‘speed dating’ is? Read the first half of the article to check, or to find out how speed dating works.

**Working out meaning from context**

When you are reading and you find a word or phrase you don’t know, try to guess the meaning from the context (the other words around it). Think also about what part of speech the unknown word is (e.g. a verb, an adjective, etc.), whether it is similar to another English word you know, or whether it is similar to a word in your language.

If you still can’t work out what the word or phrase means, either ignore it and carry on reading or use a dictionary (or glossary if there is one) to help you.

b Read the first half of the article carefully. With a partner, say or guess what the highlighted words and phrases mean. Then check with Glossary 1.

c Using your own words, answer questions 1–4 with a partner.

1 According to the writer, how did people use to get to know a prospective partner?
2 What kind of people is speed dating designed for?
3 Why does Anushka Asthana think speed dating is a good idea?
4 Now read the second half of the article on page 7 and find out with the correct word or phrase.

**In recent years speed dating has become popular all around the world.**

FINDING A PARTNER has always been a complicated process. It is a ritual which has evolved over the centuries, from a man taking food to a prospective partner in the Stone Age to young couples having tea together in Victorian times (under the watchful eye of an unmarried aunt) to dancing in a club to deafening music in the twenty-first century.

But now busy men and women who don’t have the time for a slow, gentle courtship have a quick and easy way to find a partner: speed dating, where single people have exactly three minutes to decide if the person they are talking to could be Mr or Ms Right. The idea, which started in the USA, involves bringing together people for an evening of frenzied, ‘quick-fire’ dating. This is how it works.

Small tables are placed in a line and the women sit down at the one which has been given to them. They stay at their table all evening. The men take it in turns to sit next to each woman and have a very quick conversation. After three minutes a bell rings and, if you are in mid-sentence, it is time for the man to move to the next table. If you like the person you have just spoken to, you put a tick in the ‘yes’ box on a scorecard. If the other person chooses you as well, this is called a ‘match’, and the organisers will send you the other person’s email address. If not, they will be sent yours too.

‘Three minutes is enough time to talk to someone,’ says Adèle Testani, who runs a speed dating company. ‘Because you can get an idea of what a person is like in that time and you can eliminate them if you see immediately that they’re not your type.’

Britain’s largest ever speed dating evening took place this week at the Hydro Bar in London, so I decided to go along and see what it was all about. I pretended to be a single 24-year-old lawyer...

**Glossary 1**

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<th>Prospective partner</th>
<th>someone who might become your partner in the future</th>
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<tr>
<td>Courtship</td>
<td>the period of time when two people have a romantic relationship before they get married</td>
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<tr>
<td>Mr or Ms Right (informal)</td>
<td>the man / woman who would be the perfect partner for somebody</td>
</tr>
<tr>
<td>Quick-fire</td>
<td>(a series of things) done very quickly</td>
</tr>
<tr>
<td>Scorecard</td>
<td>a card or paper where you write the points, e.g. in a game</td>
</tr>
<tr>
<td>Match</td>
<td>when two things or two people fit together</td>
</tr>
<tr>
<td>Not your type</td>
<td>not the kind of person who you would normally like or get on with</td>
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W **HEN I ARRIVED** at the Hydro Bar, the women, who were wearing fashionable dresses and smart suits, were giggling nervously as they put on badges with their experiences. How successful was it for them?

**Glossary 2**

| Smartphone | a small piece of metal, plastic, or cloth with words or a design on it |
| Expression | an expression on your face that shows you are in pain |
| Look a silly way | laugh in a silly way because you are embarrassed or nervous |
| Disgusted | move the line of hair above your eyebrow |
| Talk to a friend in a friendly way | because you are attracted to them |
| Talk to a friend in a friendly, informal way |

5 LISTENING

a **Listen to a radio programme about speed dating.** A man and a woman who have both tried it talk about their experiences. How successful was it for them?

b **Listen again.** Then answer the questions with E (Emily), A (Alex), or B (both).

Who...?

1 preferred to ask normal questions
2 was asked an unusual question
3 was asked the same question again and again
4 got the fewest matches
5 had a disastrous date because he / she wasn’t feeling well
6 was invited on a date which never took place
7 had a good date in spite of having had some bad news
8 realized on a date that his / her first impression was wrong
9 says he / she isn’t planning to go speed dating again

c **Does hearing about Emily and Alex’s experiences make you feel more or less positive about speed dating?**

6 SPEAKING

a You are going to do ‘speed questioning’ with other people in the class. Before you start, think of five questions to ask.

b When your teacher says ‘Start’, you have three minutes to talk to the person next to you. Ask and answer each other’s questions and ask for more information. When the teacher says ‘Change’, stop and go to talk to another student.

c Which questions were the best for finding out about other students?

f Complete Glossary 2 with the correct word or phrase.

g Using your own words, answer questions 1–4 with a partner.

1 Why did the journalist feel a bit uncomfortable at first?
2 What kind of men went to this speed dating evening?
3 What kind of signs did she make to the girl next to her? What for?
4 What kind of questions did she think worked best?

h Do you think speed dating is a good way of meeting people? If you were looking for a partner, would you try it? What questions would you ask?
Do you believe it?

1 READING & SPEAKING

What your signature says about you
Your signature is the part of your handwriting that says the most about your personality. It is quite normal for your signature to change during your life, as your signature reflects how you evolve as a person. It is also common to have several signatures, for example a more formal signature (name and surname) when you sign a credit card or passport, and an informal signature (just your first name) when you sign a birthday card.

Your formal signature
A signature usually contains either a first name and a surname, or initials and a surname, or less frequently a first name and initials.

Your surname represents your public self, how you are socially and at work.

Your first name is more prominent in your signature, this implies that you have positive feelings about your childhood and that your ‘private’ self is more important to you than your ‘public’ self.

If your surname is more prominent, this means that your ‘public’ self is more important to you. The more space there is between your name and surname, and the more you wish to keep your private and public self separate.

If you use only initials either for your first name or your surname in your signature, this means that you are more secretive about this part of your personality (your private or public persona).

Legibility
A legible signature, where names can be clearly read, implies that you are a person with clear ideas and objectives. The more illegible your signature is, the less assertive you are as a person, and the more you tend to avoid conflict.

Angle
Most signatures are horizontal, rising, or descending. A rising signature means that you are the kind of person who, when faced with problems, will go through a temporary phase where they go down, which shows that they are emotionally stable person who is well-balanced and generally satisfied with the way their life is going.

Size
If your signature is bigger than the rest of the letter or document you have written, that means that you are self-confident and have quite a high opinion of yourself. People actually sign in capital letters, which suggests they are arrogant rather than self-confident. People whose signature is smaller than the rest of the text may be insecure and have low self-esteem.

b Read the first paragraph of an extract from a book about graphology. On a piece of paper, write the sentence 
"I look forward to hearing from you," and then sign your name under the sentence.

c Now read the rest of the extract and answer the questions. According to the extract, which of the people A–F…?

1 has / had no separation between their public and private self, and is / was not very assertive
2 is / was more identified with their public self, optimistic, and ambitious
3 is / was more identified with their private self, and without much self-confidence

4 is / was probably rather arrogant
5 keeps / kept their public and private life separate, is / was ambitious, and has / had positive feelings about their childhood
6 is / was secretive about their private life, and keeps / kept it very separate from their public life

d Try to guess the meaning of the highlighted words and phrases from the context. Check with your dictionary or the teacher.

e Now look at your partner’s piece of paper with his / her signature, and explain what it means.

f Did you agree with your partner’s interpretation? Do you think graphology is a serious science? Why (not)?

2 VOCABULARY

a Without looking at the text, how many of the ten highlighted adjectives / phrases can you remember?

b p.146 Vocabulary Bank Personality.

Add either a suffix or a prefix or both to the bold words to make an adjective that fits the sentence.

1 I don’t think he’s going to get very far. He’s totally

2 You’ll have a lively evening if Jane’s coming because she’s very

3 You can’t trust John to help. He’s completely

4 You look very

5 He’s a bit

6 She’s not very

7 People say he’s

8 He’s so

9 She’s so

10 She’s so

b (A) Listen and check. Are the negative prefixes or suffixes stressed?

2 PRONUNCIATION

Using a dictionary to check word stress
In a dictionary, word stress is shown by an apostrophe before the stressed syllable, e.g. begin /bɪ'ɡɪn/. Some words, especially compound words, have a primary (or main stress) and a secondary stress, e.g. good-looking /gʊdˈlʊkɪŋ/. Secondary stress is shown by a low apostrophe. It is less strong than primary stress.

a Use the phonetics to underline the stressed syllable.

1 arrogant /ˈærətnt/ 7 possessive /ˈpəzəsɪv/
2 assertive /əˈsɛrɪv/ 8 loyal /ˈləʊəl/
3 bad-tempered /ˈbedˈtɛmpərd/ 9 stubborn /ˈstʌbərn/
4 creative /ˈkriːtɪv/ 10 impatient /ɪmˈpaɪənt/

b (A) Listen and check. Are the negative prefixes or suffixes stressed?

1 If you are happy, you are nicer to other people.

2 If you study more, you learn more.

3 The colder it is, the more clothes you need to wear.

4 If you leave soon, we’ll get there earlier.

5 If you don’t know the exact adjective you need, use a phrase, e.g. She’s the kind of person who…, He tends to….

c Remember the third person s.

4 SPEAKING

GET IT RIGHT paraprasesing
If you don’t know the exact adjective you need, use a phrase, e.g. She’s the kind of person who…, He tends to….

Talk in small groups. Give examples where you can of people you know or have known.

What kind of person makes…?

• a bad flatmate
• a bad travelling companion
• a bad boss
• a good teacher
• a good friend
• a good politician

MINI GRAMMAR

The more illegible your signature is, the less assertive you are as a person.

Use the + comparative adjective or adverb to show that one thing depends on another, e.g.

The sooner you do it, the easier it will be = how easy it will be depends on when you do it.

The colder it is, the more clothes you need to wear.

Rewrite the sentences using the… + a comparative adjective or adverb.

1 If you study more, you learn more.

The __________, the __________.

2 If we leave soon, we’ll get there earlier.

The __________, the __________.

3 If you are sociable, you have more friends.

The __________, the __________.

4 If you are happy, you are nicer to other people.

The __________, the __________.

5 SONG You gotta be
6 LISTENING & READING

a Read the beginning of a magazine article. Do you know what a psychic is? Do you believe psychics have special powers or are you sceptical?
b You're now going to listen to Jane describing her visit to the psychic, Sally Morgan. After each part, discuss the questions with a partner.
Part 1 1.15
Answer the questions.
1 What was Jane’s first impression of the room and of Sally?
2 What are the first questions Sally asked her?
3 Why is Jane surprised by two things Sally mentions?
Part 2 1.17
True or false?
1 Jane lived in Ireland when she was a child.
2 The psychic says there will be a new man in Jane’s life.
3 Jane is above average height.
4 She thinks Jane will be attracted to him by his looks.
5 Jane thinks she knows who the man is.
Part 3 1.18
Choose a, b, or c.
1 Sally says that, in the future, Jane ___.
a will have the same health problems as her mother
b will live longer than her mother
c should have plastic surgery
2 According to Sally ___ is good at reading and writing.
a neither Jane’s son nor her daughter
b neither Jane’s ex-husband nor her daughter
c neither Jane’s ex-husband nor her son
3 What Sally says about Jane’s children makes Jane feel ___.
a convinced that Sally is a genuine psychic
b less sceptical about Sally being a psychic
c sure that Sally is not a genuine psychic
c Read about some typical techniques used by psychics. Match the titles with the paragraphs.
A Getting information from the client
B Using a name
C The flattering statement
D Identifying common medical problems
d Listen to Jane talking about her visit again. Which techniques did Sally use?
e 1.9 Now listen to Jane talking a few weeks later. What was her final opinion about Sally’s psychic abilities? What has happened since she went to see Sally?
f Do you know anyone who has been to a psychic? What happened?

7 GRAMMAR auxiliary verbs

a Look at some extracts from the listening. Circle the correct auxiliary verb.
‘Australia is very important in your life:’
‘Is / Isn’t / Was it? I’ve never been to Australia.’
‘Another place which is very important in your life is Ireland.’
‘Yes Ireland is / does / has play a big role in my life.’
‘Let’s see, your mother suffers from headaches, doesn’t / isn’t / does she?’
‘Yes, she is / does / has, actually.’
‘Well, you’ll need to watch out for headaches, and so is / does / will your mother.’
b 1.10 Listen and check. Underline the auxiliaries which are stressed.
c In pairs, decide which auxiliary is used...
A as a short answer.
B to add emphasis.
C to check information.
D to show surprise.
E to avoid repeating a verb or phrase.
d p.132 Grammar Bank 1B. Read the rules and do the exercises.

8 PRONUNCIATION intonation and sentence rhythm

a 1.14 Listen to the conversation and circle the auxiliary verbs which are stressed.
A What’s your sister like?
B Well, she’s rather shy and quiet.
A (Sh) she? So is my brother!
B Isn’t your brother a doctor?
A That’s right. And your sister works in a bank, doesn’t she?
B No, she doesn’t. She’s a journalist.
A Oh yes, you did tell me, but I forgot. I think they’d probably get on well.
B Do you? But if my sister doesn’t talk much and neither does your brother...
A Yes, you’re probably right. We won’t introduce them then.
b Listen and repeat the conversation copying the intonation and rhythm. Then practise it in pairs.
c 1.42 Listen and respond to the sentences you hear with an echo question, for example Are you? Didn’t you?, etc.
d Complete the sentences on the left so that they are true for you. Then read them to your partner who will respond with an echo question and then say whether he / she is the same as you or different.

I’m not very good at _______. (activity) "Aren’t you?"
I’m very _______. (adjective) "Are you?"
I hate _______. (food) "Do you?"
I don’t often _______. (verb) "Don’t you?"
My favourite season is _______. (town / country) "Neither am I. / I am not."
Neither am I. / I am not. So am I. / I’m not. So do I / I don’t. I like it.

e Communication You’re psychic, aren’t you? A p.116 B p.119. Make guesses about your partner and then check if they are true.

Can psychics really see the future?
Jane Dickson investigates.
I am almost the only person I know who has never been to a psychic.
Everyone I asked had a story about how key events in their lives had been predicted in some way. So I was really looking forward to my first visit to a psychic...

Tricks of the trade?
These are some of the techniques used by psychics...

1. Getting information from the client
2. Using a name
3. The flattering statement
4. Identifying common medical problems

Listen to Jane talking about her visit again. Which techniques did Sally use?

Now listen to Jane talking a few weeks later. What was her final opinion about Sally’s psychic abilities? What has happened since she went to see Sally?

Do you know anyone who has been to a psychic? What happened?

Listen about some typical techniques used by psychics. Match the titles with the paragraphs.

A Getting information from the client
B Using a name
C The flattering statement
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Listen to Jane talking about her visit again. Which techniques did Sally use?

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Now listen to Jane talking a few weeks later. What was her final opinion about Sally’s psychic abilities? What has happened since she went to see Sally?

Do you know anyone who has been to a psychic? What happened?
1 SPEAKING & VOCABULARY  illness and treatment
a Read about the two situations and work out the meaning of the highlighted words. Then decide which you think is the correct answer for each one.

You’re at home with some friends watching a football match on TV. In the excitement, one of your friends suddenly starts having a nosebleed.

DO YOU…?

- get some ice from the freezer and put it on his nose
- get some toilet paper, tell him to put it in his nose, and suggest that he goes to the doctor to check his blood pressure
- tell him to pinch the soft part of his nose for five minutes

b How do you pronounce the sounds below? Write the words from the list in the correct column.

acne infection ankle bandage specialist chemist choking GP allergy pressure rash check-up stomach temperature unconscious

2 PRONUNCIATION consonant and vowel sounds

The phonetic symbols in a dictionary help you check the pronunciation of words which have an irregular sound-spelling relationship.

a /k3/ Use the phonetic symbols to help you pronounce these words. Then listen and check.
- cough /kɒf/ 4 bruise /bruːz/
- heart /hɑːt/ 5 blood /blʌd/
- asthma /’æstfəmə/ 6 diarrhoea /’dɑːriəʊ/na

b How do you pronounce the sounds below? Write the words from the list in the correct column.

ache   infection  ankle   bandage   specialist   chemist choking   GP allergy   pressure   rash   check-up stomach   temperature   unconscious

You’re having a barbecue with some friends on the beach. One of your friends accidentally picks up a very hot piece of wood and burns her hand. It hurts a lot and she has blisters on her skin.

DO YOU…?

- pour cold water on the hand and then cover it with a plastic bag
- cover the burn with suncream
- break the blisters and put on antiseptic cream

3 READING & LISTENING
a You are going to read an article about two people who found themselves involved in life or death situations. Work in pairs. A read the first article and B read the second.

Help! My friend’s choking!

Library assistant, Mrs Johnson was having dinner with friends in a restaurant. They were all having steak and Mrs Johnson had just swallowed a piece of meat when she suddenly found that she couldn’t breathe. Her friends hit her hard on the back, but the piece of steak remained stuck in her throat. She was starting to panic. One of her friends shouted out desperately: ‘Discuss me, can anyone help my friend? She’s choking!’ At another table in the restaurant Trisha Goddard, a TV chat show presenter, saw what was happening and rushed over to try to help. She stood behind Mrs Johnson and put her arms round her waist, and then pulled hard inwards and upwards three times...

b Take turns to tell each other your story. Explain:

1 what the situation was
2 what the person who was giving first aid did
3 discuss whether you think they did the right thing or not

4 SPEAKING

GET IT RIGHT keep going!

Even when you know a lot of vocabulary connected with a topic, you may find that you don’t know the exact word or phrase for what you want to say. If this happens, don’t freeze! Paraphrase (use other words to say what you mean) and keep going!

Useful language

What I mean is…

I can’t remember I don’t know the word, but it’s…

She had a sort of…

Talk to a partner.

Have you ever had to give first aid?

YES

Who to? Why?

What happened?

Has anyone ever had to give your first aid?

YES

What happened?

NO

How much do you know about first aid?

Where did you learn it?

First Aid

What do you think you should do if…?

What I mean is…

I can’t remember I don’t know the word, but it’s…

She had a sort of…

Talk to a partner.

c someone accidentally takes too many painkillers

1.15

Injuries above?

- heart
- cough
- ankle
- bandage
- specialist
- chemist
- choking
- GP
- allergy
- pressure
- rash
- check-up
- stomach
- temperature
- unconscious

b Work in pairs. Discuss whether you think they did the right thing or not.

1 What happened to Mrs Johnson in the end? Did her mother do the right thing?
2 What happened to Peter in the end? Did Trisha Goddard do the right thing?

1.14

injuries above?

- heart
- cough
- ankle
- bandage
- specialist
- chemist
- choking
- GP
- allergy
- pressure
- rash
- check-up
- stomach
- temperature
- unconscious

Useful language

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YES

Who to? Why?

What happened?

Has anyone ever had to give your first aid?

YES

What happened?

NO

How much do you know about first aid?

Where did you learn it?

First Aid

What do you think you should do if…?

What I mean is…

I can’t remember I don’t know the word, but it’s…

She had a sort of…

Talk to a partner.

1.14

injuries above?

- heart
- cough
- ankle
- bandage
- specialist
- chemist
- choking
- GP
- allergy
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- stomach
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Useful language

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Talk to a partner.

Have you ever had to give first aid?

YES

Who to? Why?

What happened?

Has anyone ever had to give your first aid?

YES

What happened?

NO

How much do you know about first aid?

Where did you learn it?

First Aid

What do you think you should do if…?

What I mean is…

I can’t remember I don’t know the word, but it’s…

She had a sort of…

Talk to a partner.
**5 GRAMMAR** present perfect (simple and continuous)

- a Check what you know: present perfect / past simple. Right (✓) or wrong (✗)? Correct the wrong highlighted phrases.
  1. A Have you ever had an operation?
  2. Yes, I’ve broken my leg two years ago.
  3. A How long was your uncle in hospital?
  4. Since last Tuesday. He’s coming home tomorrow.
  5. You haven’t taken your medicine yet.
  6. I know my doctor for ten years. She’s very good.

- b (来自 Workbook p.10)
  1. New grammar. Read the jokes and use your instinct to cross out the wrong form (present perfect simple or continuous). Listen and check.

  Patient: Doctor, my son has swallowed / has been swallowing my pen, what should I do?
  Doctor: Use a pencil until I get there.

  Patient: Doctor, have you / has been drinking a lot of water?
  Doctor: Yes, I’ve had / has been drinking a lot of water today.

  Patient: Doctor, I think I have / has been feeling very ill.
  Doctor: Have you been / has been eating well?

Patient: Doctor, anything wrong with my / has been eating?
Doctor: Anything’s wrong with your eating / has been eating?

Patient: Doctor, you look exhausted! Have you / has been running after a cat?
Doctor: Yes, I think I’m a dog, doctor.

Patient: Doctor, how long has / has this been going on for?
Doctor: Since I was a little puppy.

Patient: Doctor, OK. Just lie down here on the couch and we’ll talk about it.
Doctor: I can’t.

Patient: Doctor, why not?
Doctor: I’m not allowed on the furniture.

- c p.132 Grammar Bank 1C. Read the rules and do the exercises.

- d In pairs, use the prompts to ask and answer the questions. Is there anything you could do to improve your health?

  1. / drink much water? How many glasses / drink today?
  2. / do any physical exercise? What? How long / do it?
  3. / eat a lot of fruit and vegetables? How many portions / have today?
  4. / smoke (yes / no)? How many cigarettes / have today?
  5. / take any vitamins at the moment? How long / take them?
  6. / take any vitamins at the moment? When (please)
  7. / sleep a night? / sleep well recently?
  8. / allergic anything? / ever have a serious allergic reaction?

- e Complete the sentences using words from the article.

  1. When we try to do less of something, we try to c... (paragraph 1).
  2. An illness that you have for a long time is called a... illness (1).
  3. Something which is good for us is... (2).
  4. The verb to make something stronger is... (2).
  5. Our body is made up of millions of... (2).
  6. When we treat our body badly we... (3).
  7. Another word for illness is... (3).
  8. Something which is bad for us is... (3).
  9. Doing exercise helps to make our... bigger and stronger (4).

- f Use your dictionary to check the pronunciation of the words in e.

- g Discuss these questions with a partner.

  1. Do you agree with what you have read in this article? Why (not)?
  2. What kinds of ‘good stress’ do you have in your life?
  3. What other health stories have you heard about recently?
  4. Do you pay much attention to them? Do you believe them?

- h p.157 Phrasal verbs in context File 1.

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**6 READING**

- a What symptoms do people have when they feel stressed?

- b Which three of these things do you think are the most stressful? Number them 1–3 (1 = the most stressful) and compare with a partner.

  - Packing for a trip at the last minute.
  - Being stuck in a traffic jam when you have an appointment.
  - Writing a report for your boss when you don’t have much time to finish it.
  - Running for a bus or train.
  - Looking after a family member who has a chronic illness.
  - Shopping in your lunch break.
  - Programming a DVD player using the instruction manual.

- c Read the article once quite quickly and then tick (✔) the activities that are bad for your health. What does the article say about the others?

- d Read the article again more slowly. Circle the correct main idea for each paragraph.

  1. a being in traffic jams is bad for our health.
  2. a some people think that not all kinds of stress are bad for us.
  3. a doctors don’t agree how we can reduce our levels of stress.
  4. a young people suffer more from stress than older people.
  5. a alzheimer’s is one of the illnesses many old people suffer from.
  6. a good stress stops us from getting ill.
  7. a situations which produce good stress are always short term.
  8. a some stress can make our cells stronger.
  9. a too much protein can make us ill.
  10. a we need some stress to exercise our cells’ self-repair mechanism.

- e For decades doctors have warned us about the dangers of stress and have given us advice about how to cut down our stress levels. Everyone agrees that long-term stress, for example having to look after someone who has a chronic illness, or stressful situations where there is nothing we can do, for example being stuck in a traffic jam, is bad for our health and should be avoided whenever possible. However, some medical experts now believe that certain kinds of stress may actually be good for us.

- f Dr Marios Kyriazis, an anti-ageing expert, claims that what he calls ‘good stress’ is beneficial to our health and may, in fact, help us stay young and attractive and even live longer. Dr Kyriazis says that ‘good stress’ can strengthen our natural defences which protect us from illnesses common among older people, such as Alzheimer’s, arthritis, and heart problems. He believes that ‘good stress’ can increase the production of the proteins that help to repair the body’s cells, including brain cells.

- g According to Dr Kyriazis, running for a bus or having to work to a deadline are examples of ‘good stress’, that is situations with short-term, low or moderate stress. The stress usually makes us read quickly and efficiently, and gives us a sense of achievement — we did it! However, in both these situations, the stress damages the cells in our body or brain and they start to break down. But then the cells’ self-repair mechanism ‘switches on’ and it produces proteins which repair the damaged cells and remove harmful chemicals that can gradually cause disease. In fact, the body’s response is greater than is needed to repair the damage, so it actually makes the cells stronger than they were before.

- h ‘As the body gets older, this self-repair mechanism of the cells starts to slow down,’ says Dr Kyriazis. ‘The best way to keep the process working efficiently is to “exercise” it, in the same way you would exercise your muscles to keep them strong. This means having a certain amount of stress in our lives.’ Other stressful activities that Kyriazis recommends as being good stress include redecorating a room in your house over a weekend, packing your suitcase in a hurry to reach the airport on time, shopping for a dinner party during your lunch break or programming a DVD player. He says you should program your DVD player by following the instruction manual.

- i So next time your boss tells you that she wants to see your progress report finished and on her desk in 45 minutes, don’t panic; just think of it as ‘good stress’ which will have benefits for your long-term health!
THE INTERVIEW

a You are going to listen to an interview with Frank Clifford, an astrologer and palmist. Before you listen, read the glossary and look at how the words are pronounced to help you understand what he says.

GLOSSARY

birth chart: a chart which shows the position of the planets when a person was born.
unalterable: not able to be changed.
destiny: what will happen to somebody in the future.
genuine: real, authentic.
scared the life out of me: terrify me.
curse: a word or phrase which has magic power to make something bad happen.

b Listen to part 1. Answer the questions with a partner.
1 What does an astrologer find out from a person’s birth chart?
2 What does a palmist find out from reading someone’s palm?
3 How can astrologers and palmists help people with their future?
4 Would Frank Clifford tell people if he ‘saw’ that they were going to have a serious illness? Why (not)?

b Listen to part 2. Answer the questions with a partner.
1.19 What does a palmist find out from reading someone’s palm?
1.20 What does an astrologer find out from a person’s birth chart?
1.21 Would Frank Clifford tell people if he ‘saw’ that they were going to have a serious illness? Why (not)?

b Listen to part 3. Answer the questions with a partner.
1.22 Would you like Frank Clifford to read your birth chart, or predict your future?

b Listen again and write the name of the person.

COMMON PHRASES

1 …or he may do a print and have ______ at what is being shown in the hands now…
2 So it’s our job really to encourage people to live their ______.
3 I’m not a doctor so I wouldn’t ______. (informal)
4 …so I thought I’d learn this subject and understand ______ on earth she was talking about. (informal)
5 A lot of people would expect bored housewives, and people with ______ to do, or…
6 …but in the truth you tend to get ______ of people. (informal)

b Listen to the interview again with the tapescript on page 121. Would you like Frank Clifford to read your birth chart, or predict your future?

b Listen and write the name of the person.

COMMON PHRASES

1 particularly, no.
2 I think it’s ______. (informal)
3 You can definitely ______ their, sort of, personality straight away.
4 ______ whatever.

b Listen again and write the name of the person.

b Listen and write the name of the person.

COMMON PHRASES

1 ______, no.
2 I think it’s ______. (informal)
3 You can definitely ______, their, sort of, personality straight away.
4 ______ whatever.

b Listen to the interviews again with the tapescript on page 122. Then answer the same questions with a partner.

IN THE STREET

a Listen to five people talking about horoscopes. Write the number of the speakers next to their star sign.

b Listen again and write the name of the person.

COMMON PHRASES

1 ______, no.
2 I think it’s ______. (informal)
3 You can definitely ______, their, sort of, personality straight away.
4 ______ whatever.

c You are going to answer Chris’s email. Look at the Useful language expressions and try to complete them.

USEFUL LANGUAGE

Opening expressions
Thanks ______ your email / letter. It was great ______ hear from you.
Sorry for ______ writing earlier / that I haven’t been in touch for a while.
I ______ you and your family are well.

Responding to news
Sorry ______ hear about your exam results.
Glad ______ hear that you’re all well.
Good luck ______ the new job.
Hope you ______ better soon.

Closing expressions
Anyway, ______, that’s all ______ now.
Hope to hear from you soon. / Looking ______ to hearing from you soon.
______ my regards (love) to…
Take ______ / ______ wishes / Regards / (Lots of) love from…
______ (= something you forgot and want to add). Please send me the photos you promised.

WRITING

If you are writing an email, it is more usual to start with Hi.
If you are writing a letter you should start with Dear.

a Read the email from Chris. It has 12 mistakes: four grammar, four punctuation, and four spelling. With a partner, correct the mistakes.

b Read Chris’s email again and find phrases that mean…

I haven’t written or phoned.
I’ve been reading and replying to my emails.
Say hello to your family from me.

From: Chris

To: Eva

Subject: News

Hi, Eva,

Sorry that I haven’t been in touch for a while but I’ve been ill. I got flu last week and I had a temperature of 39°C so I’ve been in bed since four days. I’m feeling a bit better today so I’ve been catching up on my emails. Luckily my classes at university don’t start till next week.

How are you? What have you been doing? Anything exciting. Here everyone are fine – apart from me and my flu! My brother lan has just started his new job with a record company – I think I told you about it when I last wrote – anyway, he’s really enjoying it. How are your family? I hope they’re well.

I have a good news – I’m going to a conference in your town in may, from 16th to 20th. Could you recommend a hotel where I could stay in the centre of town? It needs to be somewhere not too expensive because the university is paying. I’ll have a free half-day for sightseeing. Do you think you’ll can show me around? That would be great.

Well, that’s all for now. Please give my regards to your family. I hope to hear from you soon.

Take care,

Chris

Close your email / letter.

b Underline other places in the letter where you think they mean.

7 (informal)
8 (informal)
9 (informal)
10 (informal)

b Underline other places in the letter where you think they mean.

2 (informal)
3 (informal)
4 (informal)
5 (informal)

b Underline other places in the letter where you think they mean.

3 Think about how to respond to each of the questions.

b Underline other places in the letter where you think they mean.

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2 Think about how to respond to each of the questions.
What do you remember?

**GRAMMAR**

a. Complete the sentences with one word.
1. What were you and Sarah talking about?
2. You didn’t like the film, ___ you?
   - Yes, I didn’t like it.
   - No, it wasn’t bad.
   - I thought it was good.
3. My father loves opera, and so ___ my mother.
   - I pet the dog.
   - I don’t listen to music.
   - I go to the movies.
4. A ___ I’ve been to India twice.
   - B ___ you’d love to go.
   - C ___ have you ___ doing since I last saw you?

b. Circle the right answer, a, b, or c.
1. Could you tell me what time it is?
   - a. It’s 10 o’clock.
   - b. You didn’t like the film, you?
   - c. It’s 9 o’clock.
2. I’ve been reading ___ book since I was young.
   - a. a
   - b. the
   - c. an
3. She’s very good at listening to people.
   - a. at
   - b. in
   - c. on
4. Luke is very cheerful one moment and sad the next.
   - a. cheerful
   - b. happy
   - c. sad
5. The sooner you start, ___
   - a. the sooner you’ll be done.
   - b. the sooner you’ll start.
   - c. the sooner you’ll finish.

**VOCABULARY**

a. Word groups. Underline the word that is different. Say why.
1. vain        stubborn     possessive
2. cheerful    loyal        sincere
3. flu         blister      cold
4. GP         A & E        specialist

b. Complete the sentences with a preposition.
1. Who were you talking to on the phone?
2. She’s very good at listening to people.
3. Sam is a real pain in the neck.
4. She’s allergic to milk.
5. What are you waiting for?

c. Complete the sentences with an adjective made from the word in bold.
1. Damien is very smart. He never remembers our anniversary.
2. I’m very good – I want to go far in my profession.
3. My brother is very stubborn. I can always depend on him for anything.
4. Luke is very cheerful – happy one moment and sad the next.
5. Madeleine is very sarcastic. It’s very easy to hurt her feelings.

d. Write words for the definitions.
1. b _____ (verb) when blood comes out of, for example, your finger
   - bleed
2. b _____ (adj) bigger than normal, especially because of an injury or infection
   - larger
3. b _____ (noun) a piece of cloth used to tie round a part of the body that has been hurt
   - bandage
4. b _____ (adj) (a person who) gets angry very easily
   - irritable
5. b _____ (adj) (a person who is) always telling other people what to do
   - nagging
6. b _____ (adj) (a person who thinks he / she is superior to other people)
   - arrogant

**PRONUNCIATION**

a. Underline the word with a different sound.
1. cheerful    headache    sneeking    stitches
2. sociable    unconscious    pressure    bossy
3. funny       impulsive     blood     flu
4. cough       open         swollen      throat
5. heart       calm         earache     arm

b. Underline the stressed syllable.
   - arrogant
   - immature
   - injection
   - allergic
   - specialist

What can you do?

**CAN YOU UNDERSTAND THIS TEXT?**

a. Read the article and choose a, b, or c.
1. The survey was paid for by ___.
   - a. Dr Petrie
   - b. City University
   - c. CentralNic
2. If your password is ‘family oriented’, you ___
   - a. probably have a large family
   - b. probably don’t use a computer very often
   - c. are likely to be an animal lover
3. If your password is ‘Brad Pitt’, you probably ___
   - a. want to identify yourself with a famous person
   - b. watch a lot of TV
   - c. go to the cinema very often
4. People who belong to the ‘cryptic’ group ___
   - a. worry about other people reading their emails
   - b. don’t spend much time trying to invent a password
   - c. can’t think of an interesting password
5. Passwords say something about our personalities because ___
   - a. we like to use them to work out our feelings.
   - b. we think for a long time before choosing one
   - c. we choose something without thinking about it consciously

b. Look at the highlighted words and phrases. Can you guess what they mean?

**CAN YOU UNDERSTAND THESE PEOPLE?**

a. L23 Listen and circle the correct answer, a, b, or c.
1. How did the woman meet her current partner?
   - a. By speed dating.
   - b. Through a friend.
   - c. By speed dating.
2. How does the man describe the girl he met?
   - a. shy
   - b. extrovert
   - c. hard-working
3. How will the man be travelling?
   - a. By train and taxi.
   - b. By bus and taxi.
   - c. By train and bus.
4. What does the doctor tell Mr Strong to do?
   - a. Take antibiotics.
   - b. Drink a lot.
   - c. Stay in bed.
5. What do the two commentators agree about?
   - a. That the player won’t be playing in the next match.
   - b. That the player has twisted his ankle.
   - c. That the player won’t be able to play again for two months.

b. L24 You will hear two women who visited a psychic talking about their experiences with a man from the Psychic Association. Answer the questions.
1. Why did Lorenna go to a psychic?
2. What did the psychic tell her?
3. Was it good advice?
4. What’s the man’s opinion of the psychic Lorenna saw?
5. Why doesn’t Alice agree with Lorenna?
6. What did the psychic tell her?
7. How did the psychic’s advice help her?
8. What advice does the man give Alice?

**CAN YOU SAY THIS IN ENGLISH?**

Can you…?
- ask questions with or without auxiliaries and with prepositions
- describe your and your friends’ / family’s personalities
- talk about health problems and describe symptoms to a doctor

Passwords reveal your personality

The words or phrase that you use to open your email account may provide a key to your personal qualities as well as to your correspondence, according to a British psychologist. Helen Petrie, professor of human / computer interaction at City University in London, analysed the responses of 1,200 Britons who participated in a survey funded by CentralNic, an Internet domain-name company. The results were recently published on CentralNic’s website.

Petrie identifies three main password ‘genres’. ‘Family oriented’ respondents numbered nearly half of those surveyed. These people use their own name or nickname, the name of a child, partner, pet, or a birth date as their password. They tend to be occasional computer users and have strong family ties. ‘They choose passwords that symbolize people or events with emotional value,’ says Petrie. One third of respondents were ‘fans’, using the names of athletes, singers, movie stars, fictional characters, or sports teams. Petrie says fans are young and want to ally themselves with the lifestyle represented by a celebrity. Two of the most popular names were Madonna and Homer Simpson. The third main group of participants are ‘cryptics’ because they pick unintelligible passwords or a random string of letters, numbers, and symbols such as ‘Ia4b157’. Petrie says cryptics are the most security-conscious group. They tend to make the safest but least interesting choices.

Passwords are revealing for two reasons. First, because they are invented on the spot. ‘Since you are focused on getting into a system, for example your email account, you’re likely to write down something that comes quickly to mind,’ says Petrie. ‘In this sense, passwords tap into things that are just below the surface of consciousness. Also, to remember your password, you pick something that will stick in your mind. You may unconsciously choose something of particular emotional significance.’
1 LISTENING & SPEAKING

a You’re going to listen to four people talking about the typical characteristics of people from their country (England, Ireland, Scotland, and the USA). Before you listen, with a partner try to predict what positive and negative characteristics the speakers might mention.

b 2.1 Listen and try to match the speakers 1–4 with the nationalities they describe. Use their accent and what they say to help you. English  [ ] Scottish  [ ] Irish  [ ] American  [ ]

c Listen again. Write down at least one positive and one negative characteristic about each nationality. Does each person think they are typical or not? Why (not)?

d 2.2 Now listen to two extracts from each speaker. Try to write in the missing words. What do you think they mean?

1 a We think that if we work hard we can _____ anything.
   b I think I have _____ the typical optimism and drive.

2 a Historically there has always been a lot of _____.
   b It’s probably because of our _____ and our history.

3 a It’s difficult to generalize about us as a people, especially as our big cities now have such a _____ population.
   b Just think of our inability, or our _____, to learn foreign languages!

4 a There is also a negative _____ towards our neighbour.
   b I feel that we tend to focus too much on the _____ done to us in the distant past.

e In pairs or small groups, discuss the questions.

1 What do you think are the strengths of your nationality?
2 What are the weaknesses?
3 In what way would you say you are typical?

2 GRAMMAR adjectives as nouns

a In many parts of the world there is a joke which is based on national stereotypes. With a partner, complete Heaven and Hell with five different nationalities. Then do the same for Hell. Compare your version of the joke with another pair.

Heaven
‘Heaven is where the police are _____, the cooks are _____, the mechanics are _____, the lovers are _____, and everything is organized by the _____.’

Hell
‘Hell is where the police are _____, the cooks are _____, the mechanics are _____, the lovers are _____, and everything is organized by the _____.’

b Read the article Do we see ourselves as we really are? and answer the questions.

1 How was the research done?
2 What does it tell us about national stereotypes?

3 a It’s difficult to generalize about us as a people, especially as our big cities now have such a _____ population.
   b Just think of our inability, or our _____, to learn foreign languages!

4 a There is also a negative _____ towards our neighbour.
   b I feel that we tend to focus too much on the _____ done to us in the distant past.

e In pairs or small groups, discuss the questions.

1 What do you think are the strengths of your nationality?
2 What are the weaknesses?
3 In what way would you say you are typical?

The English are cold and reserved, Brazilians are lively and fun-loving, and the Japanese are shy and hardworking – these are examples of national stereotypes which are widely believed, not only by other nationalities but also by many people among the nationality themselves. How much truth is there in such stereotypes? Two psychologists, Robert McCrae and Antonio Terracciano, have investigated the subject and the results of their research are surprising. They found that people from a particular country do share some general characteristics, but that these characteristics are often very different from the stereotype.

In the largest survey of its kind, a team of psychologists used personality tests to establish shared characteristics among 49 different nationalities around the world. They then interviewed thousands of people from these same groups and asked them to describe typical members of their own nationality. In most cases the stereotype (how nationalities saw themselves) was very different from the results of the personality tests (the reality).

For example, Italians and Russians thought of themselves as extrovert and sociable, but the personality tests showed them to be much more introvert than they imagined. The Spanish saw themselves as very extrovert, but also as rather lazy. In fact, the research showed them to be only averagely extrovert and much more conciliatory than they thought. Brazilians were quite neurotic – the opposite of their own view of themselves. The Czechs and the Argentinians thought of themselves as bad-tempered and untruthful, but they turned out to be among the friendliest of all nationalities. The English were the nationality whose own stereotype was the furthest from reality. While they saw themselves as reserved and closed, Dr McCrae’s research showed them to be among the most extrovert and open-minded of the groups studied.

The only nationality group in the whole study where people saw themselves as they really are was the Poles – not especially extrovert, and slightly neurotic.

Dr McCrae and Dr Terracciano hope that their research will show that national stereotypes are inaccurate and unhelpful and that this might improve international understanding – we’re all much more alike than we think we are!

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Watching the English: how the English dress

Kate Fox, an anthropologist, spent twelve years researching various aspects of English culture in order to try to discover the ‘defining characteristics of Englishness’. The following is an extract from her book Watching the English.

The English have a difficult and, generally speaking, dysfunctional relationship with clothes. Their main problem is that they have a desperate need for rules, and are unable to cope without them. This helps to explain why they have an international reputation for dressing in general very badly, but with specific areas of excellence, such as high-class men’s suits, ceremonial costume, and innovative street fashion. In other words, we English dress best when we are ‘in uniform’.

You may be surprised that I am including ‘innovative street fashion’ in the category of uniform. Surely the parrot-haired punks or the Victorian vampire Goths are being original, not following rules? It’s true that they all look different and eccentric, but in fact they all look eccentric in exactly the same way. They are wearing a uniform. The only truly eccentric dresser in this country is the Queen, who pays no attention to fashion and continues to wear what she likes, a kind of 1950s fashion, with no regard for anyone else’s opinion. However, it is true that the styles invented by young English people are much more outrageous than any other nation’s street fashion, and are often imitated by young people all over the world. We may not be individually eccentric, apart from the Queen, but we have a sort of collective eccentricity, and we appreciate originality in dress even if we do not individually have it.

You may be surprised by my inclusion of Queen Elizabeth II. Is she eccentric? No. The Queen is the most unoriginal person I have ever met. She is constantly dressed in the same clothes, every year the same thing. You can even order her clothing online. She wears a uniform. The only truly eccentric dresser in this country is the Queen, who pays no attention to fashion and continues to wear what she likes, a kind of 1950s fashion, with no regard for anyone else’s opinion. However, it is true that the styles invented by young English people are much more outrageous than any other nation’s street fashion, and are often imitated by young people all over the world. We may not be individually eccentric, apart from the Queen, but we have a sort of collective eccentricity, and we appreciate originality in dress even if we do not individually have it.

IN OTHER AREAS OF RESEARCH another ‘rule’ of behaviour I had discovered was that it is very important for the English not to take themselves too seriously, to be able to laugh at themselves. However, it is well known that most teenagers tend to take themselves a bit too seriously. Would a ‘tribe’ of young people be able to laugh at the way they dress? I decided to find out, and went straight to a group whose characteristics of Englishness. The following is an extract from her book Watching the English.

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Air travel: the inside story

**MINI GRAMMAR**

**so / such…that**

The passenger is normally so embarrassed that he disappears as quickly as possible. When this happens there is often such a strong smell of roast bird that passengers on the plane think that chicken is being cooked.

We often use so / such (that) to express a consequence.

Use so + adjective / adverb

Use so much / so many + noun

Use such a + adjective + single countable noun

Use such a + adjective + uncountable or plural noun

The film was so good (that) we went to see it again.

2. Passengers leave from Departures and arrive at .

3. Two general words for bags and suitcases are and .

4. When you arrive at the airport, you go to to get your boarding pass.

5. Before you get on the plane you have to show identification at and go through security.

6. After you have arrived you go to baggage reclaim to your luggage.

7. When you go through , you may be asked, ‘Do you have anything to declare?’

8. A person whose job is to carry your bags for you is called a .

9. Ryanair and easyJet were two of the first low-cost .

10. The pilots and other people who work in the plane are the .

11. The people who have paid to travel in a plane are .

12. The person who looks after you during a flight is the .

13. You can usually ask for a window or aisle .

14. The noun from the verb fly is .

15. When a plane is going up into the sky it is .

16. When a plane is coming down from the air it is .

**1 READING**

**a** Read the back cover of a book about air travel. Can you guess the answers to any of the questions?

**b** Now quickly read the extract from Air Babylon. Did you guess correctly?

**c** Now read the extract again. Complete each paragraph with one of the sentences below. Be careful, as there is one sentence you do not need to use.

A. Wheelchairs are a big problem for us.
B. It flies into the engine, totally destroying itself and the machinery.
C. I’ll never forget the last time it happened to me.
D. So you can see, it really does pay to be nice to the person at the desk.
E. This is mainly because the transport times between the terminals are so tight.
F. And, as every flight attendant knows, a snoring plane is a happy plane.
G. narrative tenses, past perfect continuous; so / such…that
H. irregular past forms

1. Air Babylon is a best-selling book, .

2. Can you remember all the words and pronounce them correctly?

3. What are the check-in staff really doing when they type at computer?

4. Why is the heating often suddenly turned up halfway through a flight?

5. Why can you sometimes smell roast chicken in a plane when they are serving you fish?

6. Why do airport staff sometimes have a problem with wheelchairs?

7. Why is the heating often suddenly turned up halfway through a flight?

8. Out of 1,000 passengers, how many will not get their bags or suitcases at the other end?

9. Some airports are notorious for losing passengers’ luggage. Heathrow has a poor reputation – most airports lose about two in every thousand bags, but Heathrow loses eighty per thousand, which means for every five hundred people who check in, forty won’t get their bags or suitcases at the other end.

10. Why do airport staff sometimes have a problem with wheelchairs?

11. What is an aisle?

12. What is a window?

13. What is the cabin?

14. What are air travel?

15. What are the main problems of air travel?

16. What is the main reason that people fly?

17. What are the main advantages of air travel?

18. What are the main disadvantages of air travel?

19. Why do people fly?

20. What are the main reasons why people fly?

**2 VOCABULARY**

**air travel**

a. Complete the column on the right with a word or phrase (all the words come from the Air Babylon extract).

At the airport

1. Most big airports have several different buildings called .

2. Passengers leave from Departures and arrive at .

3. Two general words for bags and suitcases are and .

4. When you arrive at the airport, you go to to get your boarding pass.

5. Before you get on the plane you have to show identification at and go through security.

6. After you have arrived you go to baggage reclaim to your luggage.

7. When you go through , you may be asked, ‘Do you have anything to declare?’

8. A person whose job is to carry your bags for you is called a .

9. Ryanair and easyJet were two of the first low-cost .

On the plane

10. The pilots and other people who work in the plane are the .

11. The people who have paid to travel in a plane are .

12. The person who looks after you during a flight is the .

13. You can usually ask for a window or aisle .

14. The noun from the verb fly is .

15. When a plane is going up into the sky it is .

16. When a plane is coming down from the air it is .

**d** Cover the words on the right and read the definitions again.

**2524**
3 GRAMMAR  narrative tenses, past perfect continuous
a Read a newspaper story about an incident during a recent flight. What happened?
Do you think the flight attendant should lose her job?

4 PRONUNCIATION  irregular past forms
a Match the sentences 1–8 with the correct sounds A–H according to the pronunciation of the vowel sound.

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Sound</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suddenly one of the flight attendants screamed, ‘We’re going to crash!’</td>
<td></td>
</tr>
<tr>
<td>The hotel was built in 1950. The date was written above the door.</td>
<td></td>
</tr>
<tr>
<td>We’re going to crash!</td>
<td></td>
</tr>
<tr>
<td>The police stopped the driver because he…</td>
<td></td>
</tr>
<tr>
<td>She screamed during the flight.</td>
<td></td>
</tr>
<tr>
<td>She said she’d paid for the train with money she’d taken from her wallet.</td>
<td></td>
</tr>
</tbody>
</table>

b Copy the highlighted verbs into the chart.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Sound</th>
</tr>
</thead>
<tbody>
<tr>
<td>hold on tightly to sb / sth</td>
<td></td>
</tr>
<tr>
<td>scream</td>
<td></td>
</tr>
<tr>
<td>pay for</td>
<td></td>
</tr>
</tbody>
</table>

5 LISTENING

4.1 Listen to the interview.

4.2 Listen to the first part of the interview. How many of the questions did you answer correctly?

b 2.3 Listen to the second part. What questions do they answer?

c 2.4 Listen again and try to remember the anecdotes.

d 2.5 Do you think you would like to work as a pilot? What are the main advantages and disadvantages?

6 SPEAKING

GET IT RIGHT  active listening

When someone tells us a story or anecdote, we normally interact with the person who is telling the story.

Useful language

• asking for more information
  What happened next?
  What happened?
  How did you feel?
  What was it like?

• showing surprise
  Really?!
  Wow!
  Oh no!
  That’s great / fantastic!

• showing approval
  Yes!
  No!
  I don’t believe it.

Communication

a Communication Flight stories A p.116 B p.119. Read a newspaper story to retell to your partner.
b You are going to tell an anecdote. The story can either be true or invented. If it is invented, you must try to tell it in such a convincing way that your partner thinks it’s true.

Choose one of the topics below and plan what you are going to say. Look at the Story plan below, and ask your teacher for any words you need.

Talk about a time when you (or someone you know)…
• had a frightening / funny / unusual experience when travelling by plane / bus / train.
• got ill or had an accident while travelling.
• missed a bus / train / flight which caused serious complications.
• arrived home from a trip and had a surprise.

Story plan

Setting the scene
This happened to me when I was… I was… doing when…
 I… because I had / hadn’t…

The main events
I decided to… because…
So then I…
Suddenly / At that moment…

What happened in the end?
In the end… / Eventually…
I felt…

b 2.5 Listen and check. Then practise saying the sentences.
Incredibly short stories

Mini sagas

A mini saga is a story which must be told in exactly 50 words. The original idea came from science fiction writer Brian Aldiss and the British newspaper the Daily Telegraph. The newspaper Daily Telegraph has run several mini-saga competitions.

I GRAMMAR adverbs and adverbial phrases

a Read the four mini sagas and match them with the titles. You don’t need to use one of the titles.

b Read the mini sagas again. Some of them are quite cryptic and the story is not immediately obvious. In pairs, explain each story in your own words. Which story do you like most / least?

c Look at the highlighted adverbs or adverbial phrases in the stories. Think about what they mean and notice their position in the sentence. Write them in the correct place in the chart.

Types of adverbs

Time (when things happen, e.g. now) immediately

Manner (how you do something, e.g. slowly)

Frequency (how often sth happens, e.g. sometimes)

Degree (describing / modifying an adjective, e.g. very)

Comment (giving an opinion about a phrase, e.g. luckily)

d Use your instinct. Where should the adverb go in these sentences?

1 He speaks three languages. 
   fluently

2 I have breakfast during the week. 
   hardly

3 My brother was in a car crash, but he wasn't hurt. 
   ever / even

4 It's often hot in Greece in July and August. 
   extremely

5 When I know the date, I'll call you. 
   straight away

e p.134 Grammar Bank 2C. Read the rules and do the exercises.

f 2C Listen to some sound effects or short dialogues. Then use the adverb in bold to complete the sentence.

1 When he got to the bus stop, the bus had just left. 
   suddenly

2 They were having a party when… 
   luckily

3 He thought he had lost his boarding pass, but… 
   almost

4 The woman thought Andrea and Tom were friends, but in fact… 
   surely

5 The driver couldn’t see where he was going because… 
   hard

6 Alain couldn’t understand the man because… 
   hard

Glossary

beg ask sb very strongly or anxiously for sth

confrontation a situation where there is angry disagreement

fantastic very worried

maid female servant

master man who has people working in his house as servants

poodle a dog with very curly hair

housekeeper woman empleado in charge of a house and its servants

hopeless very bad

2 VOCABULARY confusing adverbs and adverbial phrases

a Match each pair of adverbs with a pair of sentences.

b I’ve been all over the USA – I’ve been to Alaska!

Adverb

ever / even

ever

ever

hard / hardly

hard

hardly

late / lately

late

near / nearly

near

still / yet

still

1 a Her French isn’t very good. She can’t say anything.
   b He works very late – at least ten hours a day.

2 a My boss always arrives for meetings.
   b He’s unemployed, but he’s looking for a job.

3 a She looks younger than me, but she’s two years older.
   b A friend of the concert, everybody applauded.

4 a I didn’t want to go, but they persuaded me.
   b I love all sports, but basketball.

5 a We haven’t seen Mary for two years.
   b He’s Brazilian.

6 a Alain couldn’t understand the man because…
   b He’s unemployed, but he’s looking for a job.

7 a The lie was all a lie. 
   b They haven’t seen each other in years.

8 a Have you found a flat?
   b You already have! laughed the housekeeper.

2.10

3 PRONUNCIATION word and sentence stress

a Underline the main stressed syllable in these adverbs.

b 2C Listen and check.

Remember adverbs, like other ‘information’ words, are normally stressed in a sentence.

1 There was a lot of traffic, and unfortunately we arrived extremely late.

2 We definitely want to go abroad this summer, ideally somewhere hot.

3 It’s incredibly easy – even a child could do it!

4 I thought he was Portuguese, but actually he’s Brazilian.

5 You said they’d already gone, but apparently they’re still here.

6 I absolutely love Italian food, especially pizza.

4 WRITING

a You are going to write a mini saga.

Your story must be 50 words exactly (not including the title) and you must include at least two adverbs. Contracted forms (e.g. Id) count as one word. First choose one of the titles below.

A holiday romance Revenge is sweet

The He Never again

b Think of a plot. Then write a first draft without worrying about the number of words.

c Now count the words and then try to cut or add words until the story is the right length. Write your final version.

d Read two other students’ stories. Which do you like best?
Little Brother™
by Bruce Holland Rodgers

Peter had wanted a Little Brother™ for three Christmasses in a row. His favourite TV commercials were the ones that showed just how much fun he would have teaching Little Brother™ to do all the things that he could already do himself. But every year, Mommy had said that Peter wasn’t ready for a Little Brother™. Until this year.

This year when Peter ran into the living room, there sat Little Brother™ among all the wrapped presents, babbling baby talk, smiling his happy smile, and getting one of the packages with his fat little hand. Peter was so excited that he ran up and gave Little Brother™ a big hug around the neck. That was how he found out about the button. Peter’s hand pushed against something cold on Little Brother™’s neck, and suddenly Little Brother™ wasn’t babbling any more, or even sitting up. Suddenly, Little Brother™ was limp on the floor, as lifeless as any ordinary doll.

“Peter!” Mommy said.

“I didn’t mean to!”

Mommy picked up Little Brother™, sat him in her lap, and pressed the black button at the back of his neck. Little Brother™’s face came alive, and it wrinkled up as if he were about to cry, but Mommy bounced him on her knee and told him what a good boy he was. He didn’t cry after all.

“Little Brother™ isn’t like your other toys, Peter,” Mommy said. “You have to be extra careful with him, as if he were a real baby.”

She put Little Brother™ down on the floor, and he took tottering baby steps toward Peter. “Why don’t you let him help open your other presents?”

So that’s what Peter did. He showed Little Brother™ how to tear the paper and open the boxes. The other toys were a fire engine, some talking books, a wagon, and lots and lots of wooden blocks. The fire engine was the second-best present. It had lights, a siren, and hoses just like the real thing. There weren’t as many presents as last year, Mommy explained, because Little Brother™ was expensive. That was okay. Little Brother™ was the best present ever! Well, that’s what Peter thought at first.

When Mommy came into the living room again, Peter had built a tower that was taller than he was, the best tower he had ever made. “Look!” he said. But Mommy didn’t even look at the tower. “Peter!” She picked up Little Brother™, put him on her lap, and pressed the button to turn him back on. As soon as he was on, Little Brother™ started to scream. His face turned red.

“I didn’t mean to!”

“Peter, I told you! He’s not like your other toys. When you turn him off, he can’t move but he can still see and hear. He can still feel. And it scares him.”

“He was knocking down my blocks.”

“Babies do things like that,” Mommy said. “That’s what it’s like to have a baby brother.”

Little Brother™ howled.

“His mine,” Peter said too quietly for Mommy to hear. But when Little Brother™ had calmed down, Mommy put him back on the floor and Peter let him toddle over and knock down the tower.

Mommy told Peter to clean up the wrapping paper, and she went back into the kitchen. Peter had already picked up the wrapping paper once, and she hadn’t said thank you. She wasn’t even noticed.

Peter wadded the paper into angry balls and threw them one at a time into the wagon until it was almost full. That’s when Little Brother™ broke the fire engine.

At first, everything that Little Brother™ did was funny and wonderful. Peter put all the torn wrapping paper in the wagon, and Little Brother™ took it out again and threw it on the floor. Peter started to read a talking book, and Little Brother™ came and turned the pages too fast for the book to keep up.

But then, while Mommy went to the kitchen to cook breakfast, Peter tried to show Little Brother™ how to build a very tall tower out of blocks. Little Brother™ wasn’t interested in seeing a really tall tower. Every time Peter had a few blocks stacked up, Little Brother™ swept the tower with his hand and laughed. Peter laughed, too, for the first time, and the second. But then he said, “Now watch this time. I’m going to make it really big.”

But Little Brother™ didn’t watch. The tower was only a few blocks tall when he knocked it down.

“Now!” Peter said. He grabbed hold of Little Brother™’s arm. “Don’t!”

Little Brother™’s face wrinkled. He was getting ready to cry.

Peter looked toward the kitchen and let go. “Don’t cry,” he said. “Look, I’m building another one! Watch me build it!”

Little Brother™ watched. Then he knocked the tower down.

Peter had an idea.
THE INTERVIEW

a) You are going to listen to an interview with Hayley Levine, a flight attendant with First Choice Airways. Before you listen, read the glossary and look at how the words are pronounced to help you understand what she says.

Glossary
- immediate care: medical treatment given to passengers
- sick bag: a plastic bag kept in the seat pocket in case someone needs to be sick on a flight
- gruelling: very difficult and tiring
- emergency exit: the way out of a plane or building, e.g. in a dangerous situation
- aircraft: a vehicle which can fly
- immediate care: medical treatment given to passengers
- sick bag: a plastic bag kept in the seat pocket in case someone needs to be sick on a flight
- gruelling: very difficult and tiring
- emergency exit: the way out of a plane or building, e.g. in a dangerous situation
- aircraft: a vehicle which can fly

b) 2.28 Listen to part 1. Answer the questions with a partner.
1. Why did Hayley apply for a job as a flight attendant?
2. What did she learn in her first week of training?
3. What did she learn in the next four weeks?
4. What kind of person makes a good flight attendant?
5. What are the good and bad sides of the job?
6. What tips does she give for the problem of jet lag?

IN THE STREET

a) 2.30 Listen to four people talking about air travel. Match the speakers to what they most dislike about air travel.

Speaker 1 enjoys not being able to use their phone
Speaker 2 had a problem with excess baggage
Speaker 3 had a problem at an airport in the USA
Speaker 4 enjoys not being able to control what happens to them

b) Listen again. Who …?
1. enjoys not being able to use their phone
2. had a problem at an airport in the USA
3. had a problem with excess baggage
4. enjoys not being able to control what happens to them

COMMON PHRASES
1. if (something happens) …you need to be trained to
2. …just someone who's a
3. Yeah, it's good. I wouldn't ________ for the world.
4. You do suffer a lot, but, you know, it's part of the job.
5. Poor guy, I felt really ________ him.
6. I feel really safe up there, really safe, I wouldn't ________ it.

Listen to the interview again with the tapescript on page 123.

A short story

It was only a small mistake, but it changed my life.

I had been working at JB Simpson's for ten years. It was a company which exported garden furniture. I was ________ happy with my job – I got on well with the owner, Arthur Simpson but not with his wife, Linda. She was a loud, ________ woman, who ________ used to turn up at the office and start criticizing us for no reason. Everyone disliked her.

One afternoon Mrs Simpson came in while I was finishing writing a report. She looked at me and said, 'If I were you, I wouldn't wear that colour. It doesn't suit you at all.' I was wearing a ________ pink shirt that I was ________ fond of, and her comment really annoyed me. I typed a ________ email to Alan Simmonds in Sales. 'Watch out! The old witch is on the warpath!' and pressed 'send'.

A couple of minutes later I was surprised to receive an email from Mr Simpson asking me to come to his office ________ . When I opened the door, I saw his wife glaring at the computer screen, and I realized, to my horror, what I had done. I had clicked on Simpson instead of Simmonds. ________ I was packing my things. I had been sacked!

Writing

a) Read the story. What was the 'small mistake'? What happened?

b) Using adverbs and adjectives helps to make a story come alive and makes it more enjoyable to read. Complete the story with an adjective or adverb from the list below.

aggressive an hour later extremely family-run frequently
immediately new reasonably quick well

c) You may want to write some dialogue as part of your story. Rewrite the following with the correct punctuation. Use the dialogue in the story to help you.
sit down mr simpson said coldly i want to talk to you about an email you sent

’sit ________’

You are going to write a story beginning with the sentence ‘It was three o'clock in the morning when the phone rang. Look at the time expressions in Useful language and correct one word in each.

COMMON PHRASES

Useful language

Time expressions

1. in that moment, the door opened. At
2. As soon as I saw him, I knew something was wrong.
3. Ten minutes after, I went back to sleep.
4. A morning in September, I got to work early. We got to the station just on time to catch the train.

PLAN the content.
1. Invent a plot and write what happened simply, in about 50 words.
2. Then think about how you could improve your story by adding more details, e.g. with adjectives and adverbs.
3. Think about what tenses you need for each part of the story, e.g. how to set the scene, what significant events happened before the story starts.

WRITE 180 words, organized in two or three paragraphs. Use a variety of narrative tenses and adverbs and adjectives to make your story more vivid.

CHECK your short story for mistakes (grammar, punctuation, and spelling).
What do you remember?

1. Some people think that _______ don’t pay enough tax.
   a. the rich
   b. the rich people
   c. rich

2. A Which shoes do you like best?
   B I like _______.
   a. the reds
   b. the red
   c. the red ones

3. I got a _______ bag for my birthday.
   a. beautiful leather Italian
   b. Italian leather beautiful
   c. beautiful Italian leather

4. We _______ for about five hours when we decided to stop and rest.
   a. were driving
   b. had been driving
   c. have driven

5. When we got to Terminal 2, the flight _______.
   a. had already landed
   b. had already been landing
   c. already landed

6. As soon as we arrived at the airport, we _______.
   a. had checked in
   b. were checking in
   c. checked in

7. Her father _______.
   a. speaks very fluently English
   b. speaks English very fluently
   c. speaks English very fluent

8. I just need another five minutes, _______.
   a. I’ve nearly finished
   b. Nearly I’ve finished
   c. I’ve finished nearly

9. The driver _______.
   a. was seriously injured
   b. was injured seriously
   c. was seriously injured

10. It was _______ boring film that we left in the middle of it.
    a. a so
    b. such a
    c. a such

VOCABULARY

1. Word groups. Underline the word that is different. Say why.
   a. striped spotted hooded patterned
   b. silk cotton fur smart
   c. station flight land pilot
   d. backpack scarf vest cardigan
   e. to fit to suit to hang up to match
   f. slowly slowly nearly friendly

2. Complete the sentences with one word.
   a. I like _______.
   b. Underline the word that is different. Say why.
   1. The plane took _______ at 7.15.
   2. I’ve just found _______ that my boss is going to work for another company.
   3. You’d better walk a bit faster if you don’t want to get left _______.
   4. People here dress _______ a lot for weddings – long dresses and suits.
   5. We checked _______ as soon as we got to the airport.
   7. I live quite near here, _______.

3. Pronunciation
   a. Underline the word with a different sound.
   b. Underline the stressed syllable.
   c. Underline the stressed syllable.

PRONUNCIATION

WHAT DO YOU REMEMBER?

D Like many fearful fliers, I often experienced a heightened sense of hearing, noticing small changes in noises and amplifying them dramatically in my mind.

C It was an experience I would rather not go through again.

B 'You see how safe it is,' he smiled.

A 'I can’t exactly stay at home.'

CAN YOU UNDERSTAND THIS TEXT?

a. Circle the right words.
   1. We haven’t seen each other much lately.
   2. The skirt doesn’t fit / suit me. It’s a bit too big.
   3. The view is awful! You can’t even / ever see the sea!
   4. I’ve been working so hard / hardly that I think I need a holiday.
   5. How much cases / luggage have you got?
   6. I love all pasta, especially / specially lasagne.

b. Can you say this in English?
   2.21 I’ve been working so lately / nearly friendly.
   2.22 Listen to a Swede talking about people from his country. Answer the questions.
   1. What does he think is the stereotype of the Swedes?
   2. How much of the stereotype does he think is true?
   3. Why does he mention the Swedish army?
   4. What three other aspects of the Swedes does he mention?
   5. What does he say about Swedish men?

CAN YOU SAY THIS IN ENGLISH?

a. What can you do?
   1. Some people think that _______ don’t pay enough tax.
   2. Which shoes do you like best?
   3. Look at the words and phrases. Can you guess what they mean?
   4. How I conquered my fear of flying

b. The plane was going almost vertically upwards before moving sharply to the left. To make matters worse, my seat was shaking violently because of severe turbulence. My stomach was turning.

CAN YOU UNDERSTAND THESE PEOPLE?

a. Listen and circle the correct answer, a, b, or c.
   1. What did the woman buy in the sales?
      a. A black sweater.
      b. A blue jacket.
      c. A black jacket.
   2. How did the man feel?
      a. embarrassed
      b. offended
      c. confused
   3. What is the man’s criticism of the book?
      a. It’s too long.
      b. It’s boring.
      c. It’s complicated.
   4. The flight to Budapest will leave from _______.
      a. Gate B 50
      b. Gate P 50
      c. Gate B 15
   5. The man is stressed because _______.
      a. his friends have a problem with their luggage
      b. his friends may think he isn’t there
      c. his friends’ flight was late

b. Listen to a Swede talking about people from his country. Answer the questions.
   1. What does he think is the stereotype of the Swedes?
   2. How much of the stereotype does he think is true?
   3. Why does he mention the Swedish army?
   4. What three other aspects of the Swedes does he mention?
   5. What does he say about Swedish men?
The one place a burglar won’t look

1 SPEAKING & LISTENING

a) Do the quiz in pairs. Give reasons for your answers.

BEAT THE BURGLARS!

1 How long do you think a burglar normally takes to search someone’s house?
   a) 10 minutes
   b) 20 minutes
   c) 30 minutes

2 Which of these are the most common things burglars steal?
   a) TVs, digital cameras, etc.
   b) paintings and antiques
   c) money and jewellery

3 Which of these is more likely to stop a burglar coming into your house?
   a) a dog
   b) a burglar alarm

4 Which three of these would most influence a burglar to choose a particular house or flat?
   a) It looks expensive.
   b) There is no one at home.
   c) There aren’t many other neighbours nearby.
   d) There are good places to hide around house.
   e) They have burgled the house before.

5 How are burglars more likely to get into a house?
   a) through an open door or window
   b) by breaking a door or window

6 What is the best place to hide your valuables? Number these rooms in the order that burglars usually search them.
   a) the living room
   b) the main bedroom
   c) the kitchen
   d) a child’s bedroom
   e) the dining room
   f) the study

The best place to hide your valuables is:

b) p.117 Communication There’s only one place burglars won’t look... Read the answers to the quiz – provided by ex-burglars themselves!

d) James Freedman, an ex-magician, worked as the ‘pickpocket consultant’ for Roman Polanski’s film Oliver Twist. Listen to him being interviewed on the radio and answer the questions.
1 What is the main trick pickpockets use when they steal from someone?
2 Why are tourists particularly at risk from pickpockets?

Listen again for more detail. Then answer with a partner.
What does he say about...
1 training boys
2 Prague
3 Roman Polanski’s watch
4 Fagin
5 ‘misdirection’
6 some keys
7 the journalist’s wallet and pen
8 a map
9 Westminster tube station and Big Ben.
10 “Watch out! Pickpockets about!”

f) What have you learned to do or not to do...
   a) to protect your house
   b) if you are on holiday in London

2 VOCABULARY crime and punishment

a) Match the words for people who steal with the definitions in the list.

pickpocket
mugger
burglar
robber
shoplifter
thief
1 A is someone who breaks in and steals from a private house.
2 A is someone who breaks in and steals from e.g. a bank or business.
3 A is someone who steals something when he/she is in a shop.
4 A is someone who steals from you in the street, often without you noticing.
5 A is someone who uses violence to steal from you in the street.
6 A is the general word for someone who steals.

b) p.149 Vocabulary Bank Crime and punishment.

3 PRONUNCIATION

Listen and check. Underline the stressed syllable.

What happens to the pronunciation of u in guilty?

a) p.319 Vocabulary Bank Crime and punishment.

b) p.33 Listen and check. Which two words are pronounced exactly the same?

What crimes have been in the news recently?

Do you know anyone who has been...
   a) stopped by the police while driving
   b) unfairly accused of shoplifting
   c) been offered a bribe
   d) a burglar
   e) a mugging
   f) who has been kidnapped

What crimes have been in the news recently?

Do you have trial by jury in your country? Do you think it’s a good system?

What do you think about...?

1 He was accused of smuggling drugs.
2 ‘Murderers must be punished!’ said the judge.
3 The burglar is doing community service.
4 It wasn’t murder, it was manslaughter.
5 The jury said he was guilty of fraud.
6 The mugger was caught and taken to court.

d) Talk to a partner. Find out as much information as possible.

What are the most common crimes in your town or city?

What have you learned to do or not to do...
   a) to protect your house
   b) if you are on holiday in London

2 What crimes have been in the news recently?

What crimes have been in the news recently?

Do you have trial by jury in your country? Do you think it’s a good system?

Do you know anyone who has been...
   a) unfairly accused of shoplifting
   b) a burglar
   c) a mugging
   d) who has been kidnapped

What crimes have been in the news recently?

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Do you know anyone who has been...
   a) unfairly accused of shoplifting
   b) a burglar
   c) a mugging
   d) who has been kidnapped

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   c) a mugging
   d) who has been kidnapped

What crimes have been in the news recently?

Do you have trial by jury in your country? Do you think it’s a good system?

Do you know anyone who has been...
   a) unfairly accused of shoplifting
   b) a burglar
   c) a mugging
   d) who has been kidnapped
World Cup thief’s own goal

A thief who 1. ______ (steal) a World Cup ticket from a woman’s handbag 2. ______ (catch) after he sat down to watch the game at the Munich stadium for the game between Brazil and Australia. The thief, a 34-year-old man, 3. ______ (discover) the ticket in her bag and he decided to use it. But when he 4. ______ (take) the woman’s seat in the stadium, he 5. ______ (find) the ticket in the bag and decided to watch the game. When he sat down next to his victim’s husband, officers on duty at the stadium 6. ______ (inform) of the case. As he sat down next to his victim’s husband, 7. ______ (inform) the ticket holder, he immediately called the police on his mobile.

A Munich police spokesman said, “The thief 8. ______ (find) the ticket, and decided to watch the game. He has robbed at least three banks in the last month. But when he 9. ______ (take) the woman’s seat in the stadium, he 10. ______ (arrest).”

Parrot held in prison

A parrot has spent five days 11. ______ (interrogating / being interrogated) by police in a prison in Argentina. A judge 12. ______ (order) was ordered the parrot, which 13. ______ (call) Pepo, 14. ______ (keep) in custody until he told police who his real owner was. Two neighbours, Jorge Machado and Rafael Vega, were disputing who the bird 15. ______ (belong to) was belonged to. Judge Osvaldo Carlos decided the parrot should 16. ______ (send / be sent) to prison until he said the name of his owner. After five days, Pepo said Jorge’s name and also sung the anthem of his favourite football team, San Lorenzo. Mr Machado said, “I knew he wasn’t going to let me down. He is a real friend and we 17. ______ (support / I support) are supported the same football team.’

1. New grammar. Read another true story. How does the hypnositob rob banks!

Hypnotic bank robber

Bank clerks in Moldova have been told by the police not to make eye contact with customers after a series of robberies. The robber is believed to be a trained hypnotist from Russia. He is said to put cashiers in a trance before making them hand over tens of thousands of dollars’ worth of notes.

It is thought that the criminals begin talking to bank tellers and gradually hypnotize them. After getting them to give him money, he then brings them back out of the trance and leaves them with no memory of handing over the cash. It is believed that the man has robbed at least three banks in the last month.

4 GRAMMAR passive (all forms), it is said that…, he is thought to…, etc.

a Check what you know. You are going to read two true crime stories. In World Cup thief’s own goal complete the article with the verb in brackets in the past simple active or passive. Then in Parrot held in prison, circle the right form.

Any problems? Workbook p.25

b Compare with other groups and decide which you think are the best solutions.

5 READING

a What do you think would be an appropriate punishment for…?

1 a woman who abandoned some kittens in a forest
2 people caught speeding in a residential area
3 a man who was caught carrying a loaded gun in the street
4 some teenagers who vandalized a school bus
5 noisy neighbours who play rock music very loudly at all hours

b Read the first four paragraphs of the article. What sentence did Judge Cicconetti give these people? Why do you think his sentences would be more effective than yours?

Sometimes when you read a newspaper article for detail, the information is not given in a chronological order. You may need to re-read the article to clarify in your mind information about people and events.

Read through the questions below. Then read the whole article to find the information.

1 The judge
   a What was his early life like? How successful has he been professionally?
   b The punishments
   Which three creative punishments get the offenders to learn from a personal experience? Which two punishments get them to do something for other people?
   c The reasons behind his system
   Why does he think his system is better than conventional punishments?
   d What evidence does he have that the punishments are successful?
   e Complete the article with the verbs in brackets in the past simple active or passive.

Judge Cicconetti’s unusual ruling was just the latest example of his unique brand of ‘creative justice’, which has won him national acclaim. He was elected unopposed to serve another six years in Lake County, Ohio last month, and this year won the presidency of the American Judges Association.

Cicconetti allows offenders to choose between jail, and an alternative, ‘creative’ sentence. For example, people accused of speeding are offered a choice between having their license suspended for 10 days, or being suspended for a shorter period and spending one day working as a school crossing guard. The judge says that offenders who spend a day helping school children across the street never appear in his courtroom for speeding again.

The judge also sent a man who was caught with a loaded gun to the community to view dead bodies and ordered teenagers who let down byes on school buses to organize a picnic for primary school children. He has ordered noisy neighbours to spend a day at stience in the woods, or to listen to classical music instead of rock.

Cicconetti attributes his unusual approach to his tough family background. He was the oldest of nine children and had to work part-time collecting rubbish to pay his way through college. He studied law at night school. ‘I didn’t go to a prestigious law firm,’ he says, ‘I had to get to where I am the hard way. It makes you understand what the working man has to go through, and why some of them commit crimes. I want to give people a positive lesson, not a negative one.’

A drawer in his cramped office in the Painesville Municipal Courthouse is full of thank-you letters from both victims and criminals. ‘Some people say that my punishments are cruel or unusual,’ the judge says. ‘OK, it’s a little bit of embarrassment and humiliation. But when you have people fulfilling these sentences, you are doing it for them and they are fulfilling it for the community. And above all, I can remember only two people to have returned to alternative punishments and who have reoffended.’

5 SPEAKING

GET IT RIGHT giving your opinion

When we are giving our opinion about the right way to punish someone, we often use should + passive infinitive: I think they should be made to… I don’t think they should be allowed to…

a In groups, decide on creative punishments for these crimes or offences.
   • An arsonist who sets fire to a local beauty spot, for example, a forest.
   • A 15-year-old who is caught drinking and smoking.
   • Someone who parks illegally causing major traffic delays.
   • A group of teenagers who paint graffiti all over walls in a small town.
   • A couple whose dogs barking incessantly and bother the neighbours.
   • A young person who creates a computer virus which infects thousands of computers.
   • A young person who creates a computer virus which infects thousands of computers.
   b Compare with other groups and decide which you think are the best solutions.

6 READING

What do you think would be an appropriate punishment for…?

1 a woman who abandoned some kittens in a forest
2 people caught speeding in a residential area
3 a man who was caught carrying a loaded gun in the street
4 some teenagers who vandalized a school bus
5 noisy neighbours who play rock music very loudly at all hours

b Read the first four paragraphs of the article. What sentence did Judge Cicconetti give these people? Why do you think his sentences would be more effective than yours?

Sometimes when you read a newspaper article for detail, the information is not given in a chronological order. You may need to re-read the article to clarify in your mind information about people and events.

Read through the questions below. Then read the whole article to find the information.

1 The judge
   a What was his early life like? How successful has he been professionally?
   b The punishments
   Which three creative punishments get the offenders to learn from a personal experience? Which two punishments get them to do something for other people?
   c The reasons behind his system
   Why does he think his system is better than conventional punishments?
   d What evidence does he have that the punishments are successful?
   e Complete the article with the verbs in brackets in the past simple active or passive.

Judge Cicconetti’s unusual ruling was just the latest example of his unique brand of ‘creative justice’, which has won him national acclaim. He was elected unopposed to serve another six years in Lake County, Ohio last month, and this year won the presidency of the American Judges Association.

Cicconetti allows offenders to choose between jail, and an alternative, ‘creative’ sentence. For example, people accused of speeding are offered a choice between having their license suspended for 10 days, or being suspended for a shorter period and spending one day working as a school crossing guard. The judge says that offenders who spend a day helping school children across the street never appear in his courtroom for speeding again.

The judge also sent a man who was caught with a loaded gun to the community to view dead bodies and ordered teenagers who let down byes on school buses to organize a picnic for primary school children. He has ordered noisy neighbours to spend a day at stience in the woods, or to listen to classical music instead of rock.

Cicconetti attributes his unusual approach to his tough family background. He was the oldest of nine children and had to work part-time collecting rubbish to pay his way through college. He studied law at night school. ‘I didn’t go to a prestigious law firm,’ he says, ‘I had to get to where I am the hard way. It makes you understand what the working man has to go through, and why some of them commit crimes. I want to give people a positive lesson, not a negative one.’

A drawer in his cramped office in the Painesville Municipal Courthouse is full of thank-you letters from both victims and criminals. ‘Some people say that my punishments are cruel or unusual,’ the judge says. ‘OK, it’s a little bit of embarrassment and humiliation. But when you have people fulfilling these sentences, you are doing it for them and they are fulfilling it for the community. And above all, I can remember only two people to have returned to alternative punishments and who have reoffended.’

A drawer in his cramped office in the Painesville Municipal Courthouse is full of thank-you letters from both victims and criminals. ‘Some people say that my punishments are cruel or unusual,’ the judge says. ‘OK, it’s a little bit of embarrassment and humiliation. But when you have people fulfilling these sentences, you are doing it for them and they are fulfilling it for the community. And above all, I can remember only two people to have returned to alternative punishments and who have reoffended.’
1 READING

a Look at the photos, and read extracts from three blogs. In pairs, guess which country / city the people are writing from.

b Read the blogs again and tick ✔️ the right box(es). In which blog does someone,…?

1 go out in spite of a severe weather warning
2 seem to be a foreigner living abroad
3 have fun in spite of the weather
4 complain about how the weather makes him / her feel
5 talk about problems with transport
6 describe how surprised people are by the weather
7 criticize some people for doing something
8 talk about the damage caused by the weather
9 complain that people are not well prepared to cope with the weather

c Look at the highlighted words in the blogs and discuss what they mean with a partner.

d Would any of these three types of weather be surprising where you live? Have you had any surprising weather where you live recently?

2 VOCABULARY weather

a p.150 Vocabulary Bank Weather

b Talk to a partner.

1 What kind of weather do you think is good or bad for…?
   a camping
   b going for a walk in the mountains
e
   c running a marathon
   d sailing
   e sightseeing

2 What cities or countries do you associate with…?
   a fog
   b snow
   c heavy snow
d
   e floods
   f hurricanes

3 PRONUNCIATION vowel sounds

Most vowels, or combinations of vowels, can be pronounced in more than one way.
If you are unsure what the vowel sound is in a new word, check with your dictionary.

1 blow snow showers below
2 weather sweat buoy heat
3 drizzle blizzard chilly mild
4 hard warm yard farm
5 flood cool monsoon loose
6 foul autumn drought brought
7 muggy sunny hurricane humid
8 scorching tornado world storm

4 LISTENING

a 3.4 You’re going to listen to Martin Cinert from Prague talking about the night the River Vltava flooded. Mark the sentences T (true) or F (false).

1 His office wasn’t at risk, but his flat was.
2 He took his wife and child to his parents’ house.
3 He went back to the flat because he was excited by the situation.
4 He went to a place near his flat to watch the water level rising.
5 He looked out of the window and saw that his car park was starting to flood.
6 He was the last person to leave his block of flats.
7 All of the flat he tried were flooded now.
8 He decided to follow another car through the water.
9 His car broke down as he drove through the water.
10 All the flats in his building were seriously damaged.

b Listen again. Then in pairs, correct the false sentences.

5 SPEAKING & WRITING

GET IT RIGHT modifiers

Cross out the wrong form. Tick ✔️ if both are correct.

1 It’s very cold! / It’s very freezing!
2 It’s really windy! / It’s incredibly windy!
3 It’s really boiling today! / It’s incredibly boiling today!
4 I was absolutely terrified! / I was absolutely terrified!

a In small groups, talk about a time when you were somewhere where…

• there was a flood.
• was it very muddy or were there bad smog.
• it was pouring with rain for days on end.
• there was a gale or hurricane.
• there was a terrible heatwave.
• you were caught outside in a thunderstorm.

b Write a short blog (like the ones in) describing what the weather has been like recently. Talk about how it has made you feel and how it has affected what you have been doing.

6 SONG 🎶 It’s raining men
Climate change is now something that we cannot close our eyes to, and governments all over the world have finally realized that they have to sit up and take notice. These are some of the things many scientists predict will happen if we carry on polluting the atmosphere with CO₂ emissions.

Short term: by the year 2050
- More than a third of the world’s plant and animal species will have disappeared.
- The ice in the Arctic Sea will melt every summer, causing the extinction of polar bears, and many glaciers, for example on Mount Kilimanjaro, will have melted completely.
- 50% of the world’s ski resorts will have closed down due to lack of snow.

Mid term: by the year 2100
- Sea levels will have risen by between 15cm and 60cm. This means that low-lying islands like the Maldives will no longer be habitable.
- The number of serious coastal storms and tsunamis will have doubled.
- Northern European cities, e.g. Paris and London, will be under water. You could also car share with a friend.

Long term: by the year 3000
- Temperatures will have risen by about 15ºC.
- Sea levels will have risen by more than 11 metres, flooding large areas of Bangladesh, and many low-lying cities, such as London. Hundreds of millions of people will be displaced.
- One third of the world will be suffering from extreme droughts, and half the world will be suffering from moderate droughts. Tens of millions of Africans will have to emigrate.

What can YOU do to help? The top tips

1. Fly less. Use buses or trains instead where possible.
2. Drive as little as possible. Use bikes, or public transport. And if you need to drive, buy a hybrid, a car which has an extra electric motor which charges up when you brake. You could also car share with a friend.
3. Use only energy-saving light bulbs.
4. Plant trees. Two or three dozen trees can absorb a whole household’s emissions of CO₂.
5. Don’t keep your TV or other electrical appliances on standby. Switch them off completely.
6. Use the cold water wash on your washing machine, and use a dishwasher, on the economy programme, which uses less energy and water than hand-washing dishes.
7. Try to buy organic food, if possible which has been grown locally.
8. Use the cold water wash on your washing machine, and use a dishwasher, on the economy programme, which uses less energy and water than hand-washing dishes.
9. Turn your heating down and wear a sweater if you’re cold.
10. Support an environmental organization, for example Friends of the Earth or Greenpeace.
11. Regularly recycle paper, glass, plastic, and household waste.
12. Vote for the political party which is doing the most to combat climate change.
The risk factor
Our daily lives are full of dangers, from driving our cars to cholesterol in our food. But how good are we really at assessing these risks?

Not very good at all, according to Steven Levitt and Stephen Dubner in their best-selling book Freakonomics. Parents, they say, take danger very seriously but they often worry about completely the wrong things. "Doctors and nurses are adding to the same error: they are horrified by the thought of being killed in a terrorist attack, but they are not worried about the probability that this will happen in their lifetime," they write.

The authors mention that many parents worry about personal injury when their children are walking in a playground or at a swimming pool, but not about the risk of a terrorist attack when they are crossing a street.

Peter Sandman, a risk consultant at Princeton University, New Jersey, says, "The risks that scare people and the risks that kill people are very different. He compares the dangerous bacteria in our kitchen and diseases such as mad cow disease: the first is very common, but for some reason not very frightening: the second is extremely rare, but it terrifies us. 'Risks that you can control are much less worrying than risks you can't control,' says Sandman. 'We can't tell if our meat is infected, whereas we can control how clean our kitchen is.'

This 'control factor' probably explains why flying tends to scare people more than driving. Levitt argues, 'Their thinking goes like this: when I control the car, I am the one keeping myself safe; since I have no control of the airplane, I am at the mercy of external factors.' Actually, the question of which is more dangerous is not as simple as many people think. Statistics for the United States show that, although many more people die each year in road accidents than in plane crashes, driving isn't necessarily more dangerous. This is because generally people spend far less time flying than driving.

4 People believe that terrorism is much more of a threat than heart disease. shouldn't worry so much about heart disease.

4 People are more afraid of flying than driving because:
a. they are in a situation where they can't do anything.
b. more people die in plane crashes than car crashes.
c. flying is more dangerous.

5 People tend...
a. to worry too much about danger.
b. to confuse terror with danger.
c. not to do enough to stop accidents.

d Look at the highlighted words and phrases in the article and use them to complete these sentences.

1 Motorbikes are much cheaper than cars, so they are more dangerous.
2 doctors it isn't a good idea to go swimming straight after lunch.
3 The open-air concert was a success, it rained a bit.
4 People worry about terrorists, but the risk of an attack is quite small.
5 John loves meat, his wife is a strict vegetarian.
6 the weather forecast is awful I think we should cancel the trip.
7 There was nothing on at the cinema, so we went out for a meal.

e Is there anything you are scared of? Do you think this is a real risk to you?

2 LISTENING
a You are going to listen to an American risk expert talking about the risks of driving in the USA. Before you listen, in pairs, predict which option you think is correct.

1 The most dangerous thing to be on the road is:
a. a pedestrian
b. a driver
c. a motorcyclist

2 Most accidents happen because drivers:
a. fall asleep at the wheel
b. are drunk
c. drive too fast

3 Driving at night is as dangerous as driving during the day:
a. three times
b. four times
c. ten times

4 You’re most likely to have a non-fatal accident on a:
a. Tuesday morning
b. Friday afternoon
c. Saturday night

5 Most fatal accidents happen on:
a. motorways
b. A-roads
c. country roads

6 Kilometre for kilometre, women have more accidents than men.
a. minor accidents
b. severe accidents
c. fatal accidents

7 The age at which a driver is most at risk is:
a. over 75
b. between 21 and 25
c. under 25

b Listen once and check your answers.

Listen again for more information.

d Talk to a partner.
1 Would these statistics probably be similar in your country?
2 Do you often travel at dangerous times and on dangerous roads?
3 Do you think punishments for dangerous driving should be more severe?
4 GRAMMAR conditionals and future time clauses

a Check what you know. Circle the right verb form.
1 If I like / I’ll like the car when I see it, I’ll buy it.
2 I don’t go / won’t go to work tomorrow unless I feel better.
3 We’ll carry on playing until it gets / will get dark.
4 If it rains tonight, we won’t have to / don’t have to water the garden tomorrow.
5 I won’t make a decision before I have / I’ll have all the information.
6 I’ll tell you when I hear / I’ll hear from him.

Any problems? Workbook p.31

b New grammar. Match the sentence halves.
Main clause
1 Don’t walk too near the river.
2 You are more likely to have an accident.
3 They’ll call us.
4 You’re going to be late.
5 I’ll probably be driving.
6 I’ll call back later.
7 Take your umbrella.
8 Put everything away.
9 If I already had lunch.
10 I’m not starting the car.

Other clause
A in case it’s raining when you finish work.
B if you don’t hurry up.
C if you’re having supper now.
D if you’ve finished cooking.
E if you come at two.
F in case you fall in.
G when you call me so leave a message.
H until everybody has put their seat belt on.
I as soon as they’ve landed.
J if you drive too fast.

3.12 p.156 Grammar Bank 3C. Read the rules and do the exercises.

c Answer the questions with a partner.
1 Which sentence is a zero conditional and refers to something which always happens, not a future possibility?
2 In the other sentences, what tenses can be used in the main clause? What tenses can be used in the other clause after if, in case, when, etc.?
3 What does in case mean in sentences 1 and 7?

d p.157 Grammar Bank 3C. Read the rules and do the exercises.

5 PRONUNCIATION sentence stress and rhythm

a (6.4) Dictation. Listen and write six future sentences into the dialogue.
1 A If we rent a house in Italy in June, will you come and stay?
   B I’ll tell you.
2 A Do you think you’ll be able to repair them soon?
   B No, it’s too late.
3 A How will I know where to find you?
   B You’ll probably call.
4 A What time did Mandy say she was coming?
   B At 10:30.
5 A What have you got in that bag?
   B A few fruit.
6 A Will it be a problem if they stay for lunch?
   B I wouldn’t mind.

b Listen again and underline the stressed words.

c In pairs, practise the dialogues. Try to say the sentences as fast as possible with the right rhythm.

6 LISTENING

a Look at the photo and read an extract from an article about a children’s nursery in Japan.

What are the main safety measures? What do you think of them?

b 3.3 Listen to an interview with Sue Palmer, head of Farley Nursery School. How is her attitude different from that of Mr and Mrs Suzuki?

c Listen again and complete the information about the school with a word or phrase.

1 The nursery is in a ________, in southern England.
2 Children spend most of their time ________, even in the ________
3 They learn about the world by ________
4 Sue thinks children today don’t have enough ________
5 They need to be allowed to ________ when they play.
6 She thinks that schools are obsessed with eliminating risk because if children ________, their parents will sue the school.
9 Parents at her school are ________ about what the school is doing.

d Do you agree with Sue Palmer’s philosophy about young children and risk?

7 SPEAKING

Talk in small groups.

GET IT RIGHT comparing past and present

Cross out the wrong form. Tick (✔) if both are correct.
1 I must / had to walk to school by myself when I was little.
2 I was allowed / could play in the street.
3 I used to / use to go to the park alone when I was a child / young.
4 Nowadays / Today parents think this is too risky.
5 They don’t let children go / to go on the bus by themselves.

Did you use to do the following things when you were younger?

• play in the street
• walk to school
• go to a nearby park or playground alone or with friends
• use public transport on your own or with friends
• stay at home alone
• go swimming without an adult supervising
• use the Internet
• choose what TV programmes you want to watch
• travel in a car without a seat belt

Do you think it was safe? Do you think it is safe for children to do them today?

Are there any other things you used to do as a child that you think would be risky today?

p.157 Phrasal verbs in context File 3.
**High risk?**

**THE INTERVIEW**

a You are going to listen to an interview with EZ, a ‘free runner’ who started the organization Urban Freeflow. Free runners use obstacles in a town or city to create movement by running, jumping, and climbing. Before you listen, read the glossary and look at how the words are pronounced to help you understand what he says.

**Glossary**

- **the South Bank**/sauθ bænk/ the area of London on the south side of the River Thames
- **lamp post**/lkæmp pɔst/ a tall post with a lamp on top used to illuminate the street
- **BMX**/bi:eks/ a kind of mountain bike
- **calluses**/kæləs/ are thick areas of hard skin on a hand or foot

b **Listen to part 1.** Answer the questions with a partner.

1. Can you do free running anywhere?
2. Does EZ usually do it alone or with other people?
3. What sport did he do before free running?
4. Why did he take up free running?
5. How many athletes are there in the Urban Freeflow team?
6. To which school did EZ go?
7. What kind of work do they do?
8. Why do they like it?

**IN THE STREET**

a Look at this list of high-risk sports. Do you know what they all are?

- **bungee jumping**
- **parachuting**
- **caving**
- **potholing**
- **snowboarding**
- **skiing**
- **BMX**
- **skateboarding**

b **Listen to part 2.** Answer the questions with a partner.

1. What does he say about…?
   - being safety conscious
   - the sense of freedom
   - misters and sprained ankles

**Expressing your opinion**

a Read the title of the composition. Do you agree or disagree? Then quickly read the composition and see if the writer’s opinion is the same as yours.

b Complete the composition with a word or phrase from the list below. Use capital letters where necessary.

- Community service is the best punishment for young people who commit a minor offence.
- Community service is the best option.
- Community service can be an educational experience.
- Community service often persuades a young person not to reoffend.
- Community service is the worst punishment for young people who commit a minor offence.

There is nothing that we as individuals can do to prevent climate change. Look at the Useful language expressions and make sure you know how to use them.

**Useful language**

**Ways of giving your opinion**

(Personally) I think I believe…

In my opinion…

**Ways of giving examples**

There are several things we can do, for example / for instance / such as…

Another thing we can do is…

We can also…

**PLAN the content.**

1. Think about the introduction. This should state what the current situation is and why it is important. Decide what the effects of climate change are now in the world and in your country.

2. Decide whether you agree or disagree with the title. Try to think of at least two or three good reasons to support your opinion, including examples of why you think the alternative point of view is wrong.

3. Think of how to express your conclusion (a summary of your opinion). This should follow logically from the examples you have given.

**WRITE** 120–180 words, organized in four or five paragraphs (introduction, reasons, and conclusion). Use a formal style (no contractions or colloquial expressions). Use the phrases in a and in Useful Language.

**CHECK** your composition for mistakes (grammar, punctuation, and spelling).

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**COMMON PHRASES**

- …but generally the people who practise would go to
- …someone leading ________ and the rest following.
- …and had to just change my life around and become sensible all of ________
- ________ of it what we do seems to be quite dangerous.
- To ________, the risk element played a part.
- As ________, you start out very small scale…
- I believe that community service is the best option.
- ________, spending time in prison results in young people meeting other criminals and learning more about the criminal world, which may tempt them into committing more crimes.
- ________, in prisons many of the inmates take drugs and this is a terrible example for young offenders.
- ________, I do not think that a fine is a suitable punishment for young people. They do not usually have much money themselves and it is often their parents who pay the fine for them.
- ________, I believe that community service has important advantages both for minor offenders and for the community.
VOCABULARY

a Word groups. Underline the word that is different. Say why.
1 robber burglar pickpocket kidnapper
2 fraud smuggler theft terrorism
3 evidence judge jury witness
4 chilly cool scorching freezing
5 hurricane mist blizzard flood

b Complete the sentences with a verb in the past simple.
1 They c_____ a terrible crime.
2 The police c_____ the burglar at the scene of the crime.
3 The judge k_____ him to five years in jail.
4 They k_____ the politician’s son and asked for a million dollars ransom.
5 Jack the Ripper m_____ seven women in London in the 19th century.
6 The wind b_____ so hard that two trees fell down.
7 I sw_____ so much when I was at the gym that my T-shirt was soaking wet.
8 It p_____ with rain last night and we got soaked coming home.
9 We had six centimetres of snow when I woke up but it m_____ during the morning.
10 We t_____ advantage of the good weather and spent the day at the beach.

c Complete the sentences with one word.
1 The woman was charged d_____ drug dealing.
2 Are you planning to take n_____ a new sport when you go to university?
3 Who do you take m_____ your mother or your father?
4 Watch c_____ you nearly hit that cyclist.
5 It’s very hot here. Let’s move and sit in the shade.

PRONUNCIATION

Underline the word with a different sound.

a thick weather theft thunder

b mild slip icy hijack

Underline the stressed syllable.

accuse blackmail community blizzard seriously
What survival tips have you learned from this article? Which were the best options in questions 2 and 3 in "How humans behave when the worst thing happens..."?

1. SPEAKING & READING
a. Answer the questions with a partner.

1. How do you think most people react in a life or death disaster situation?
   a. They panic and become hysterical.
   b. They act calmly and calmly.
   c. They freeze and can't do anything.

2. What do you do when you are on a plane and the flight attendant starts to explain the safety procedures?
   a. I don't listen. I've heard it so many times!
   b. I listen but I don't take it very seriously.
   c. I pay attention and also read the safety information in the seat pocket.

3. What would you do if you were in a hotel on the 5th floor and the fire alarm went off in the middle of the night?
   a. I would pick up essential things like my passport and mobile and find the quickest way down to the lobby.
   b. I would follow the emergency instructions on the back of the door, which I had read when I arrived.
   c. I wouldn't pay any attention. I would think it was probably a fire drill.

b. Read How humans behave when the worst thing happens, and check your answer to question 1 above. Then answer the questions below to pair with.

1. What are two reasons given to explain why a lot of people freeze in a crisis?
2. Is it possible to predict how people will react in a crisis?
3. What do you think you would do?

A read about a survivor of the World Trade Center, and B read about a survivor from the Tenerife air crash. Then use the questions below to tell each other about what you read.

A. Where was Elia Zedeño on 11th September 2001?
1. How did she react when the plane hit the World Trade Center?
2. What saved her life?
3. How did she react when the plane hit the World Trade Center?
4. Why did she leave the plane?
5. How could more passengers have survived?

Elia Zedeño's first instinct was to run. But the vast majority (70%) of people do very quickly in a crisis and vice versa. 'Most people go a normally decisive person may not act at all quickly. It also seems that a person's personality stress our minds take much longer to process information. Why don't more people read safety information on aeroplanes and fire escape information in hotels? The answer, according to research, is that people think it's not 'cool'

B. Where was Paul Heck on 27th March 1977?
1. What previous experience influenced Paul?
2. How did the accident happen?
3. How could more passengers have survived?
4. Why did Paul Heck survive?
5. What previous experience influenced Paul?

The crash Paul did something highly unusual. While he was waiting for the plane to take off, he studied the 747's safety diagram. He looked for the nearest exit and he pointed it out to his wife. He had been in a theatre fire as a boy, and ever since then, he always checked for the exits when he was in an unfamiliar environment. When the planes collided, Heck's brain had the data it needed. He could work on autopilot, whereas other passengers froze, their minds paralysed by a storm of new information. Why don't more people read safety information on aeroplanes and fire escape information in hotels? The answer, according to research, is that people think it's not 'cool'

2. VOCABULARY feelings
a. Look at How humans behave when the worst thing happens and find adjectives which mean:
1. unable to think clearly or understand what's happening. ____________
2. not excited or nervous. ____________
3. very surprised by something unpleasant. ____________
4. so surprised that you can't move or react. ____________

b. p.151 Vocabulary Bank Feelings.

c. Look at the pictures. Try to remember an adjective and an idiom to describe how each person feels.

1. ____________
2. ____________
3. ____________
4. ____________

Choose two adjectives from below and tell your partner why you felt like that.

- amazed
- delighted
- homesick
- exhausted
- terrified
- furious
- really fed up

Office workers flee the collapsing towers on 11th September 2001.
3 GRAMMAR unreal conditionals

1. What would you do if your school caught fire?
2. What would you have done if you had been on the Pan Am plane in Tenerife?

a. Look at 1 and 2 above. Which one refers to a hypothetical situation in the past? Which one refers to a hypothetical situation in the present or future?

b. Underline the verb forms in 1 and 2. Which forms are they?

c. Without looking back at pages 52 and 53, try to complete 1–4 below.
1. What would you do if you ________ (be) in a hotel and the fire alarm went off in the middle of the night?
2. Another 130 people ________ (get out) of the World Trade Center alive if they had tried to leave the building sooner.
3. Many more people would have survived if they ________ (get off) the plane immediately.
4. If a fire alarm went off at work, I ________ (not pay) any attention.

d. 158 Grammar Bank 4A. Read the rules and do the exercises.

4 PRONUNCIATION sentence rhythm

a. 4.1 Listen and write down the beginning of six sentences. Then match them with the sentence endings A–F.

   1. A I would have died.
   2. B if my husband wasn’t afraid of flying.
   3. C if I were you.
   4. D I shouldn’t have acted so quickly.
   5. E if I’d been in that situation.
   6. F you wouldn’t believe me.

b. 4.2 Listen and check.

c. Listen to sentences 1–6 again and underline the stressed words. Practise saying the sentences.

d. Write conditional chains. For each chain, you must complete six sentences. Then match them with the sentence endings A–F.

   1. A If I had known we had an exam, …
   2. B If I hadn’t studied, …
   3. C if I hadn’t guessed the answer, …
   4. D if I hadn’t known we had an exam, …
   5. E if I hadn’t studied, …
   6. F if I hadn’t known we had an exam, …

5 READING & LISTENING

a. If you were going to go backpacking in the Amazon rainforest, what do you think would be the biggest dangers?

b. Read the beginning of a true survival story and then answer the questions below.

1. What was the three friends’ original plan? How did this change?
2. What caused tensions between …?

   a. the three men and the guide
   b. Kevin and Marcus
   c. Why did they finally separate?
4. Which pair would you have chosen to go with? Why?
5. How would you have felt if you’d been in Marcus’s situation?

6 SONG Fi I will survive

c. Now listen to the documentary. When the recording stops, answer the questions with a partner.

1. What happened to Kevin and Yossi on the raft?
2. Why was Yossi really lucky?
   Whose situation would you rather have been in?

3. How were Kevin and Yossi feeling?
   What do you think they would have done if they had been in Kevin’s situation?

4. Why did Yossi’s spirits change from desperate, to optimistic, and then to desperate again?
   Do you think you would have given up at this point?
   What do you think had happened to Kevin?

5. What had Kevin been doing all this time?
   Why was he incredibly lucky?
   If you had been Kevin, would you have continued to try to look for your friends?

6. What did he think the buzzing noise was? What was it?
   What do you think had happened to Yossi?

7. How long had Yossi been on his own in the jungle?
   What did he think the buzzing noise was?

8. Why did Kevin first try to get help?
   Do you think you would have survived if you had been in Kevin or Yossi’s situation?
   Would you have done anything differently?

9. What do you think Yossi’s last attempt to find his friend failed?
   What do you think had happened to Yossi?

10. What was his last attempt to find his friend?
    Do you think you would have given up at this point?

11. What did he think the buzzing noise was? What was it?
    What do you think might have happened to Kevin?

12. What had Kevin been doing all this time?
    Why was he incredibly lucky?
    If you had been Kevin, would you have continued to try to look for your friends?

   a. Now listen to the tapescript on page 125.
   b. Underline any words that were new for you, or words you knew but didn’t recognize.
   c. Do you think you would have survived if you had been in Kevin or Yossi’s situation? Would you have done anything differently?
Listen to check your answers to a. Check what you know.

Listen again to all three conversations and questions using, or have.

Look at the photo and then answer the questions with a partner. Which

Read the extracts from the dialogues in 1d again. Underline the stressed words. How is have pronounced?

In pairs, complete B’s responses with your own ideas. Then practise the dialogues.

In pairs, complete B’s responses with your own ideas. Then practise the dialogues.

Look at the extracts in d again. In pairs, put A, B, C, or D in the box after each sentence. Which phrases (may have, can’t have, etc.) mean…?

Check what you know. Then practise the dialogues.

Listen to check your answers to a. Check what you know.

Listen again to all three conversations and questions using, or have.

Look at the photo and then answer the questions with a partner. Which

Read the extracts from the dialogues in 1d again. Underline the stressed words. How is have pronounced?

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Check what you know. Then practise the dialogues.
4 LISTENING

a 4.14 What’s the difference between a discussion and an argument? You’re going to listen to a psychologist giving some tips to help people when they disagree with somebody about something. Listen once and tick the six things she says. 
1 Think carefully what to say when you begin a discussion.
2 Try to ‘win’ the argument as quickly as you can.
3 Say sorry if something really is your fault.
4 Never avoid an argument by refusing to talk.
5 Don’t say things which aren’t completely true.
6 Don’t shout.
7 Don’t talk about things which aren’t relevant to the argument.
8 Use another person to mediate.
9 Postpone the argument until later when you have both calmed down.
10 It’s a bad thing for a couple to argue.

b Listen again and, with a partner, try to add more detail to the tips you ticked.

c With a partner, decide which two of the psychologist’s tips you think are the most useful.

d Look at these sentences and try to work out what the missing words are.
1 But of course this is easier said than done.
2 If you’re the person who is trying to avoid an argument.
3 It is important to keep things under control.
4 Raising your voice will just make the other person lose temper too.
5 Stop for a moment and take a deep breath.
6 It is also very important to focus on the point.
7 There is much more chance that you will be able to reach an agreement.
8 Handling conflict is an important part of any relationship.

e 4.15 Listen and check.

5 SPEAKING

a Communication Argument! A p.117 B p.120. Roleplay two arguments with a partner.

b Did you follow any of the psychologist’s advice about how to argue? Was there anything you should / shouldn’t have done?

6 VOCABULARY

verbs often confused

a Circle the correct verb in each pair of sentences.

1 a When I saw my wife’s face, I noticed / realized that I had bought the wrong size.
   b My husband never notices / realizes when I’ve been to the hairdresser’s.

2 a The water level in the river is raising / rising.
   b Don’t raise / rise your voice when you are having an argument.

3 a I think we need to argue / discuss our new marketing plan.
   b Teenagers often argue / discuss with their parents.

4 a There is a new road safety campaign to avoid / prevent accidents.
   b We took the ring road to avoid / prevent going through the city centre.

5 a Please remember / remind to lock the door before you go out.
   b Remember / Remind me to phone my mother later – it’s her birthday.

6 a I expect / hope she’ll come to the party. I’d really like to see her.
   b My driving test is next week, but I’m not expecting / hoping to pass – I’ve only had ten lessons.

7 a Mandy hasn’t invited me to her party, but I don’t mind / matter.
   b It doesn’t mind / matter if we’re a bit late.

8 a Oh no! Somebody’s stolen / robbed my bike!
   b A 40-year-old man has been charged with robbing / stealing a bank in the High Street.

9 a I woke up in the night because I heard / listened to a noise.
   b If you had heard / listened to what I was saying, you’d know what the problem was.

10 a Your brother seems / looks exactly like your father – he’s got the same eyes.
   b When I spoke to him on the phone, I thought he seemed / looked quite friendly.

b Compare your answers with a partner, and try to explain what the difference is between the verbs in each pair.

c Complete the questions with one of the verbs from each pair in a in the right form. Then ask and answer with a partner.
1 Do you usually ______ what colour eyes people have?
2 What would you ______ do if you asked him / her to ______ your salary?
3 Do you often ______ with people in your family? Who with? What about?
4 What do you think is the best way to ______ catching colds in winter?
5 Are you good at ______ people’s birthdays?
6 Are you ______ to pass or fail your next English exam?
7 Do you think it ______ if a wife earns more than her husband?
8 Has your car or bike ever been ______ ?
9 Are women really better at ______ than men?
10 Who do you ______ like in your family?

MINI GRAMMAR would rather, had better

a Look at two sentences from the listening. Which of the highlighted phrases means should? Which means would prefer to? Do you know what ‘d refers to in each case?

I’d rather talk about this tomorrow when we’ve both calmed down.
I think we’d better have another look at how we divide up the housework.

b Now read the rules for using had better and would rather.

• Use had better with the infinitive (without to), e.g. You’d better hurry up. Your train leaves in ten minutes.
You’d better not tell your parents – they’ll be furious. NOT: You’d better hurry up.!

• had better is stronger and more immediate than should and is often used as a warning.
• Use would rather with the infinitive without to, e.g. I’d rather go on holiday in July this year, not August. Would you rather stay in or go out tonight?
I’d rather not come to the meeting this afternoon. I’m really busy. NOT: I’d not rather.

69
Let your body do the talking

1 GRAMMAR verbs of the senses
a Look at the photo. In pairs, choose the best description of the man.
1 He looks…
   a angry.  b in pain.  c depressed.
2 He looks like…
   a a teacher.  b a bank manager.  c a builder.
3 He looks as if…
   a he has just eaten something nasty.
   b he has just been told some bad news.
   c he is listening to something that sounds awful.
b Now read about a book called In character: actors acting and check your answers.
1 Who is the man in the photo?  2 What’s he doing?

In character: actors acting
The photographer Howard Schatz had a very unusual idea for a book. He invited actors into his studio, and asked them to ‘be’ certain characters in certain situations, and he then photographed them. For example, he told the actor Christopher Lloyd to ‘be a violin teacher who is listening to his pupil massacre a Mozart piece’.

c  p.138 Grammar Bank 4C. Read the rules and do the exercises.
d Look at the photos of Alan Cumming and Michael Cumpsty from the book and describe the actors. Use looks, looks like, and looks as if.
e Match the faces A–D with situations 1–4, and the faces E–H with situations 5–8.
1 You realize you have been betrayed by your best friend.
2 You are a four-year-old letting the family’s pet parrot out of its cage.
3 You are a man begging your partner to come with you to visit your parents.
4 You are a young child trying not to listen as your mother tells you off.
5 You are a young driver telling a police officer that you haven’t had anything to drink.
6 You are a police officer leaning on the door waiting for a driver to show his license.
7 You are a young driver admitting that you’ve had maybe a small beer.
8 You are a police officer looking into a car filled with teenagers.

f  4H Listen to these sounds. What do you think is happening? Use It sounds as if… or It sounds like…
g Make pairs of opposites from the adjectives in the list. Do they usually describe how something feels or how something tastes / smells?
   hard  loose  rough /rx/?  smooth /smu;D/?  soft  sour / bitter  strong  sweet  tight  weak
h Use feels, smells, or tastes + an adjective or + like + noun, etc. to describe one of the objects below for your partner to guess. Then swap.

   a full ashtray
   a hair which has just been washed
   a cigar smoke
   a cheap wine
   a cabbage being cooked
   a marble statue
   a silk scarf
   a lemon
   a baby after its bath
   a cat’s tongue
   espresso coffee without sugar
   a two-day beard
   Mexican food
   jeans which are too small for you

2 LISTENING
a  4F You are going to listen to a radio quiz show. Use your senses, where contestants have to identify the mystery food and the mystery drink, a mystery object, and a mystery sound. Listen once and write what you think the answers are.
1 ____________
2 ____________
3 ____________
4 ____________
b Listen again and complete the phrases.
Mystery drink
It smells ____________
It smells a bit ____________
Mystery food
It tastes a bit ____________
It tastes quite ____________
Mystery object
It feels like ____________
It definitely feels ____________
Mystery sound
It sounds ____________
It sounds ____________
c Discuss your answers to a with a partner.
d  4H Now listen to the answers. Were you right?
**3 VOCABULARY** the body

a Look at a photograph of the actress Judi Dench. Match the words in the list with 1–8 in the photo.

- check
- chin
- eyebrows
- eyelashes
- forehead
- /fɪʃɪd/ lips
- neck
- wrinkles
- /ˈrɪŋklz/

b **p.152 Vocabulary Bank The body.**

c Do the Body quiz with a partner.

**BODY QUIZ**

**A Which part of the body?**

1. The place where you wear a watch.
2. The two places where you might wear a belt.
3. The place where you wear a watch.
4. When you have said something which you shouldn’t have said because it is a secret or may cause embarrassment (foot).

**B Which idiom do you use...?**

1. When you are very nervous (stomach)
2. When you can’t quite remember something (tongue)
3. When you can’t stop thinking about something (e.g. a particular song / head)
4. When you think a friend is telling you something which isn’t true as a joke (leg)
5. When you remember something (heart)
6. When you have said something which you shouldn’t have said because it is a secret or may cause embarrassment (foot).

**6 SPEAKING**

**GET IT RIGHT describing pictures**

When you are describing the pictures, use these expressions to explain precisely what / who you are referring to.

- The woman... on the right / left / in the centre of the picture... in the background / foreground.
- Remember you can also use might be / may be / could be for speculating, as well as looks, looks as if, etc.

**Let your body do the talking**

One of the areas of our body which conveys most about how we feel is our hands and arms. Hand and arm gestures are sometimes deliberate, but most often they occur unconsciously and naturally.

**Saying something important**

Open hands and arms, especially extended, and with palms up in front of the body at chest height, indicate that what you’re saying is important, and, especially when people are speaking in public, a pointing finger or a hand waving above the shoulders emphasizes an individual point. However, research shows that people often find speakers who point their fingers a lot rather annoying.

**Openness or honesty**

When people want to be open or honest they will often open both or one of their palms out to the other person. Footballers who have just committed a foul often use this gesture to try to convince the referee that they didn’t do it.

**Nervousness**

If a person puts his hand to his mouth, this either indicates that he is hiding something, or that he is nervous. Fidgeting with your hands, for example tapping the table with your fingers also shows nervousness, and so does holding a bag or briefcase very tightly in front of the body.

**Superiority**

People who feel superior to you often appear relaxed, with their hands clapped behind their heads. The chin and head is often held high. This gesture is typical of lawyers, accountants, and other professionals who feel they know more than you do. Another gesture of superiority is to put your hands in your pockets with the thumbs protruding.

**Feeling defensive**

Arms folded tightly over the chest is a classic gesture of defensiveness and indicates that you are protecting yourself. It is often seen among strangers in queues or in lifts or anywhere where people feel a bit insecure. People also sometimes use this gesture when they are listening to someone, to show that they disagree with what is being said. However, this gesture can simply mean that the person is cold!

**Thinking hard**

A hand-to-cheek gesture, where someone brings a hand to his face and extends his index finger along his cheek, with the remaining fingers positioned below the mouth, often shows that someone is thinking deeply. When someone thinks his chin, he is probably thinking about something important, or making a decision.

**Attraction**

If men are attracted to someone, they sometimes play with one of their ear lobes, whereas women will play with a lock of hair or continually tuck their hair behind their ears.

**Lying**

There are many gestures that indicate that someone is lying and in order to be sure you would expect a person to show more than one. Gestures include putting your hand in front of your mouth, touching your nose, rubbing your eyes, touching your ear, scratching your neck, pulling at your collar, or putting your finger or fingers in your mouth.

a In pairs, look at the painting. Talk about how the woman is, how she is feeling, and what is happening or has happened. Use her body language to help you.

b **Communication** Two paintings A p.118 B p.120. Describe your painting for your partner to visualize.

c **p.157 Phrase verbs in context File 4.**
**THE INTERVIEW**

a. You are going to listen to an interview with Trevor White, a Canadian actor. Before you listen, read the glossary and look at how the words are pronounced to help you understand what he says.

**Glossary**

- **voice-over** /'vɔɪs ə vər/ information or commentary given by a person who you do not see on the screen.
- **props** /prɒps/ objects used by actors during the performance of a play or film.
- **rehearsal** /'rɪhteərəl/ time that is spent practicing a play or piece of music.
- **Dissophone** /dɪsəˈfoʊn/ a small machine used to record people speaking.
- **off-sentence** /'ɒf sɛns'tɛnt/ (North American English) often.
- **Royal Shakespeare Company** a British drama company which specializes in Shakespeare’s plays.
- **Coriolanus** /kərɪələnəs/ one of Shakespeare’s lesser known plays set in Roman times.
- **feature film** /ˈfɪtʃər ˈfɪlm/ a full-length film with a story, i.e., not a documentary.
- **sword** /sɔːd/ a weapon with a long metal blade.
- **axe** /æks/ a weapon with a wooden handle and a heavy metal blade, also a tool for chopping wood.
- **parry** /'pɛri/ to defend yourself by stopping a hitting you, e.g., with your arm or a weapon.

b. (4.23) Listen to part 1. Answer the questions with a partner.

1. What kinds of acting does he do?
2. How did he become an actor?
3. What does he find most difficult about preparing for a part?
4. How does he learn his lines?
5. What kinds of acting does he do?

**COMMON PHRASES**

1. I was in a music video once, and that’s about as acting goes.
2. You just ________ and you’re expected to know all your lines. (pv, informal)
3. You do it a few times and ________.
4. It’s amazing the ________ when the writing is good.
5. I gave the other guy three stitches on his fingers ________ point when he parried in the wrong place.
6. You get to do it ________ and again. (idiom)

**Plan your interview**

- **You**
  - I was in a music video once, and that’s about as acting goes.
  - You just ________ and you’re expected to know all your lines. (pv, informal)
  - You do it a few times and ________.
  - It’s amazing the ________ when the writing is good.
  - I gave the other guy three stitches on his fingers ________ point when he parried in the wrong place.
  - You get to do it ________ and again. (idiom)

- **Partner**
  - I was in a music video once, and that’s about as acting goes.
  - You just ________ and you’re expected to know all your lines. (pv, informal)
  - You do it a few times and ________.
  - It’s amazing the ________ when the writing is good.
  - I gave the other guy three stitches on his fingers ________ point when he parried in the wrong place.
  - You get to do it ________ and again. (idiom)

**Listen and complete the phrases. What do you think they mean?**

- Listen to the interview again with the tapescript on page 126. Does he make acting sound like an attractive job to do?

**Stage and screen**

b. You’re going to listen to five people talking about acting. Write the number of the speaker next to what they say.

- 2 a musical
- 3 a music video
- 4 a play
- 5 a school play

**COMMON PHRASES**

1. There isn’t much I don’t do, I guess, ________ as acting goes.
2. You just ________ and you’re expected to know all your lines. (pv, informal)
3. You do it a few times and ________.
4. It’s amazing the ________ when the writing is good.
5. I gave the other guy three stitches on his fingers ________ point when he parried in the wrong place.
6. You get to do it ________ and again. (idiom)

**Listen to the interviews again with the tapescript on page 127. Then answer the same questions with a partner.**

**An article**

a. Look at the three pictures. What do you think the child’s parents should / shouldn’t have done? Read the article and check.

**Useful language**

**Giving advice**

Don’t forget to… Remember to…

- Make sure you …
- You should …
- Never …

**Reasons**

- … in case
- … so (that)
- … because it might …

**MAKE YOUR HOME A SAFER PLACE!**

You probably think that your home is the one place where you are safe. That’s what I thought until last week. Now I know our flat is full of accidents waiting to happen. Next month we’re looking after my niece and nephew while their parents go away for a short break. We asked them to come and make sure everything was OK. We got a few surprises.

We started in the spare bedroom, where the children will sleep. Everybody knows you shouldn’t put children’s beds under a window in case a child tries to climb out. Everybody except us! Next was the bathroom. We keep our medicines on a shelf above the washbasin. A terrible idea, as my sister explained. Never leave medicines somewhere children can find them. They might think they are sweets. Finally, the kitchen. This is the most dangerous room in the house. Knives should be kept in drawers which children can’t reach, and all cleaning liquids in high cupboards. So we have three weeks to make our house safe. It’s not difficult… once you know how.

**CHECK YOUR ARTICLE FOR MISTAKES ( , , ) .**

**Write 120–180 words. Use a neutral or informal style.**

**PLAN**

- The content in pairs or small groups.
- Think of a good title, and one or two introductory sentences.
- Write down a few tips, e.g., what to take with you (see picture below for ideas). Then divide the tips into two or three groups and put them into a logical order.

**WRITE**

120–180 words. Use a neutral or informal style.
**Vocabulary**

**a** Word groups. Underline the word that is different. Say why.

1. upset / disappointed / relieved / offended
2. amazed / astonished / surprised / anxious
3. palm / calf / wrist / nail
4. kidney / heart / liver / hip
5. nod / wave / clap / point

**b** Circle the right verb.

1. Please remind / remember the children to do their homework.
2. A / I’m terribly sorry.
4. A / If you know the answer, raise / rise your hand, don’t shout.
5. D / Don’t argue / discuss with your father about it! He doesn’t / listen.

**c** Complete with one word.

1. I was __________ the moon when I heard I’d passed the exam!
2. You look fed __________. Have you been waiting for a long time?
3. I really put my foot __________ it when I mentioned the war.
4. We set __________ our journey just after dawn.
5. My car broke __________ the motorway.

**Write the verbs for the definitions.**

1. ch / to bite food into small pieces in your mouth
2. y / to open your mouth wide, when you are tired or bored
3. sc / to rub your skin with your nails
4. cr / to make a serious, angry, or worried expression
5. st / to look at something / somebody for a long time

**Pronunciation**

**a** Underline the word with a different sound.

1. miserable / realize / notice / rise
2. devastated / delighted / terrified / desperate
3. blow / homesick / brown / lonely
4. tongue / lungs / discuss / comb
5. anxious / shrug / chew / brush

**b** Underline the stressed syllable.

exhausted / prevent / expect / kidney / elbow
The psychology of music

1 LISTENING & SPEAKING

a [Listen to some short pieces of music. How do they make you feel? Would you like to carry on listening?]

Taking notes
We often need to take notes when we are listening, for example, to somebody giving a lecture. If you need to take notes when you are listening to someone speaking in English, try to write down key words or phrases because you won’t have time to write complete sentences. After the lecture you may want to expand your notes into full sentences.

b [Listen to John Sloboda, a music psychologist, talking about why we listen to music. Try to complete the notes below by writing key words or phrases. Then with a partner try to remember as much as you can of what he said.]

Why do we listen to music?
1 to make us...
   e.g.
2 to help us...
   e.g.
3 to intensify...
   e.g.

How does music affect our emotions?
Three important human emotions
1 happiness
2
3

How we feel affects the way we speak, e.g.
1 happy – speak faster / higher
2
3

Music copies this, e.g.
1 fast / high music sounds happy...
2
3

Examples
Music that sounds
1 happy, e.g.
2 angry, e.g.
3 sad, e.g.
This is especially exploited in...

2 GRAMMAR gerunds and infinitives

a [Check what you know. Put the verbs in brackets in the infinitive (with or without to) or the gerund (-ing form).]

1 to music can change how we feel. (listen)
2 We play sad music when we want even sadder. (feel)
3 Film score writers are experts at music an atmosphere. (use, create)
4 Most people enjoy music in the car. (play)
5 It’s difficult when there’s loud music playing on the radio. (concentrate)

Any problems? Workbook p.44

b New grammar. Now look at the pairs of sentences. Use your instinct to circle the right form.

1 I remember to hear / hearing that song the first time we met.
2 Don’t forget to listen / listening to that song. You'll love it!
3 I need to change / changing the CD I bought Mark. He’s already got it.
4 A These headphones don’t work.  B Try to plug / plugging them in!
   I tried to hear / hearing all the words in the song, but I couldn’t.

Read the rules and do the exercises.

c [Tell your partner about something that…

you’ll never forget seeing for the first time.
you often forget to do before you go out...
you remember doing when you were under five years old.
you have to remember to do before you go to bed.
needs doing in your house / flat.
you need to do this evening.
you tried to learn but couldn’t.
you usually try doing when you can’t sleep at night.
Listen and check.

Now read the rules for the letter e.

• are usually pronounced /i:/, e.g. church.
• are sometimes pronounced /ɪ/, especially in words of Greek origin, e.g. chemistry, Christmas.
• are very occasionally pronounced /i:/, especially in words of French origin, e.g. chauffeur, chef.

Use the rules to put some more words in each column.

change /tʃeər/ cheerful /ˈtʃɪərəl/ choir /ˈtʃɔːr/ choose /tʃuːz/ choral /ˈkɔːrəl/ chorus /ˈkəʊəs/ 

machine /məˈʃiːn/ moustache /məˈʃtəʊʃ/ orchestra /ˈɒktrəsə/ psychologist /pəˈsiːmətst/ 

Do you have a favourite…?

• a singer with a monotonous voice.
• a classical composer.

Do you play a musical instrument?

• a song with a catchy chorus.
• a kind of music which has a very strong beat.

You have ever played in a band /ˈbænd/ or orchestra /ˈɒktrəsə/.

What do you think of…?

• Can you read music?
• Have you had lessons?

Do you play a musical instrument?

• Have you ever tried to learn to play an instrument?
• Is there an instrument you would like to learn to play?

What do you think of…?

• alternative music /əlˈtɜːnətɪv/ classical music /ˈkælɪsɪk/ country music /ˈkɒntɹi/ dance music /dɑːns/ folk music /fɔːlk/ funk /fʌŋk/ 

country band /ˈkɒntɹi/ artist /ˈɑːstər/ song (or album track) /sɒŋ/ composer /ˈkɒməzər/ piece of music /piːs/ of music 

What's your soundtrack?

What kind of music do you like?

Do you have a favourite…?

• a famous singer-songwriter.
• a song or piece of music you find very moving.

Do you play a musical instrument?

• the lead singer of a well-known band.
• a world-famous tenor.

Do you have a favourite…?

• a singer with a monotonous voice.
• a song or piece of music you find very moving.

What do you think of…?

• Can you read music?
• Have you had lessons?

Do you play a musical instrument?

• Have you ever tried to learn to play an instrument?
• Is there an instrument you would like to learn to play?

What do you think of…?

• alternative music /əlˈtɜːnətɪv/ classical music /ˈkælɪsɪk/ country music /ˈkɒntɹi/ dance music /dɑːns/ folk music /fɔːlk/ funk /fʌŋk/ 

Apply country /ˈkɒntɹi/ heavy /ˈhiːvɪ/ lifestyle /ˈlaɪf/sty/ lyrics /ˈlaɪriz/ musical /ˈmjuːzɪkl/ psychiatrist /ˈspiːθətst/ 

What's the best live concert you've ever been to?

What's your soundtrack?

Your taste in music can reveal a lot about you...

The question ‘What kind of music do you like?’ is very revealing. It is the number one topic of conversation among young adults who are getting to know each other, according to psychologists from the universities of Cambridge and Texas. Their research has shown that knowing another person’s musical tastes can provide remarkably accurate personality predictions. For most people, music is a very important part of their lives and psychologists believe that their preferences reveal information about their character and their lifestyle. They think that personality clues are conveyed in the music’s tempo, rhythm, and lyrics.

A Upbeat and simple music

Fans of ‘flip-flop’ pop, country, and soundtrack music tend to be more conventional and conservative compared with fans of other genres; family and discipline are important life values. They are also typically cheerful, outgoing, and sociable kinds of people who enjoy helping people. In their free time they often enjoy doing or watching sport. They also enjoy watching major Hollywood films, especially comedies. According to the psychologists, ‘People who like country and pop try to avoid making their lives unnecessarily complex.’

B Energetic and rhythmic music

Hip hop, funk, rap, soul, dance, and electronic music attracts people who are talkative, extrovert, and socially aware and who tend to express their thoughts impulsively. They are the kind of people who love going to parties and for whom friendship and social recognition is very important. They tend to see themselves as physically attractive. When they go to the cinema, they typically enjoy watching action films, science fiction, gangster films, and comedies.

C Complex and reflective music

Fans of classical, jazz, and other ‘complex’ music typically have above-average intelligence. They tend to be creative and open to new experiences and lovers of classic or foreign films. Regarding lifestyle, fans of this kind of music tend to be politically liberal, are usually quite sophisticated, and often don’t like sport. However, compared with other music fans, opera lovers are three times more likely to commit suicide, psychologists say. But don’t blame Madame Butterfly – people with dramatic personalities, whose moods go up and down a lot, are attracted to opera, not influenced by it.

D Intense and rebellious music

Fans of alternative, heavy metal, rock music, and gangsta rap tend to be people who enjoy taking risks and having thrilling experiences. They are usually physically active. They are typically independent, curious about the world, and rebellious. They’re the kind of people who are likely to enjoy watching action films, fantasy, war, and horror movies. Parents often worry that this kind of music promotes aggressive behaviour in teenagers, but research has found no direct link. In fact, younger fans of gangsta rap or heavy metal are often quieter and shyer than other young people.

According to the article, what kind of music would these people like best?

A Upbeat and simple music

B Energetic and rhythmic music

C Complex and reflective music

D Intense and rebellious music

Write A, B, C, or D.

1 Someone who is quite vain.
2 Somebody who enjoys doing dangerous sports.
3 A person who speaks their mind without thinking.
4 Someone who watches subtitled films.
5 A person who does voluntary work in the community.
6 Somebody who enjoys the simple things in life.
7 A person who might have been quiet as a child.
8 Someone who is intellectual.

Read the essay again and underline five new words or phrases that you would like to learn, and compare with a partner.

Do you think about people you know who like each kind of music? Do you agree with what the article says about their personalities?
1 GRAMMAR

used to, to be used to, to get used to

a. Take turns to interview each other with the questionnaire.
Are you sleep deprived? Ask for and give as much information as you can. Circle the answer that best describes your partner.

b. Match the sentence beginnings 1–4 with endings A–D.

1. I usually sleep 6 hours a night
2. I used to sleep 7 hours a night
3. I'm used to only sleeping 4 or 5 hours a night
4. I'm getting used to only sleeping 4 or 5 hours a night

A. but now I sleep less.
B. so it's new and strange for me.
C. I'm getting used to linking words I usually use to
D. or more if I can.

P.140 Grammar Bank 5B. Read the rules and do the exercises.

2 PRONUNCIATION

linking words

a. Dictation. Listen and write down six sentences. Try to separate the words in your head before you write.

b. Practise saying the sentences quickly, trying to link the words.

c. Ask and answer the questions with a partner. When you were a child did you use to be frightened of the dark?

3 PRONUNCIATION

 linking words

Did you use to share a room with a brother or sister? Do you think you could get used to working at night and sleeping during the day?

What do you usually do as soon as you wake up in the morning?

What's the last thing you usually do before going to bed?

3 READING & SPEAKING

a. Read the first paragraph of the article. What exactly is the text and what does it show? What does the last sentence mean?

b. Work in pairs. A read So much to do, so little time and Going against nature. B read Sleepy people and SLEEP TIPS. Then tick (✓) the questions which are answered in your paragraphs.

1. Do the ideas of the invention of light change our sleep habits?
2. Why do you think it's probably better to have an operation during the day than at night?
3. Are naps really useful?
4. How much does the average person sleep?
5. Does it vary according to profession?
6. Why should politicians sleep more?
7. What is the world's most popular drug?
8. What's the difference between driving when you are drunk and when you are very tired?
9. Do people sleep more or less than they used to? Why?
10. What should your bedroom not be if you want to sleep well?
11. How did lack of sleep cause the Chernobyl nuclear disaster?
12. How much sleep does the average person get during the week?

c. Read your two paragraphs again so you can answer the questions in b.

d. In pairs, explain your answers giving as much information as you can.

e. Now read the parts of the article that you didn't read, to see if your partner left anything out.

f. In pairs, or small groups, discuss these questions.

1. Do you agree with Paul Martin that we live in a sleep deprived society?

2. Why is it probably better to have an operation during the day than at night?

3. Are naps really useful?

4. How much does the average person sleep?

5. Does it vary according to profession?

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SLEEP TIPS

1. Get a sleep high priority in your life.
2. Listen to your body. If you feel tired, you probably need more sleep.
3. Pay off your ‘sleep debt’ by going to bed an hour earlier for a few weeks.
4. Have a regular routine – try to go to bed at roughly the same time every day.
5. Take a nap during the day (ideally after lunch). Research has shown that short naps are very effective in restoring our energy levels and mood.
6. Make sure your bedroom isn’t too hot.
7. Don’t use your bedroom as an office or for watching TV.
a Vocabulary race. In pairs, write the correct word in the column on the right.

1. Most people feel ___ around 11:00 at night.
   
2. They often open their mouth and ___ their钟.

3. They go to bed and ___ their clock.

4. They get into bed and put their head on the ___.

5. They cover themselves up with a ___ or with ___ and ___.

6. Soon they ___ asleep.

7. Some people make a loud noise when they breathe. They ___.

8. During the night people have ___ or ___.

9. If you don’t hear your alarm in the morning, you might ___.

10. If you drink coffee in the evening, it might ___.

b Look at the photo and the headline. Why do you think the girl was asleep on the crane? How did she get there?

c Listen to the first part of a radio news programme and check your answers.

What happened next?

d Read a newspaper article about the same incident. The article got eight details wrong. Listen to the news programme again and correct the mistakes.

5.10 alarm blankets dreams duvet fall keep you awake insomnia jet-lagged log nap nightmares

oversleep pillow set sheets siesta sleeping tablets sleepy snore yawn

You are going to listen to the second half of the programme. Before you listen, work with a partner and discuss if you think the information in sentences 1–10 is T (true) or F (false).

1. A sleepwalker can drive a car while he is asleep.
2. It is easy to know if someone is sleepwalking or not.
3. Sleepwalking is quite uncommon.
4. Sleepwalking is most common among young boys.
5. Stress can cause people to sleepwalk.
6. You should never wake up a sleepwalker.
7. A sleepwalker cannot hurt himself.
8. People usually sleepwalk for a short time.
9. Sleepwalkers don’t remember anything afterwards.
10. Sleepwalking is no excuse if you have committed a crime.

e Listen once to check your answers. Then listen again and correct the false statements.

15-year-old girl found asleep on crane

Yesterday a 15-year-old girl was discovered lying on top of a 30-metre-high crane. A passer-by saw her when he was walking past a building site in Dulwich, south-west London, and immediately called the fire brigade. The police and fire brigade arrived at 1.30 in the morning. At first they thought the girl was suicidal but when a fireman climbed up the crane he realized she was drunk. The fireman crawled along the arm of the crane and carefully put a safety harness on the girl. Then the girl used her mobile phone to call her parents, who came quickly to the building site. The rescue took two hours and the girl was brought safely down from the crane on a ladder.

After talking to her parents, the police discovered that the girl had been sleepwalking. She had left her house during the night, and had been able to get into the building site because the security guard was asleep. Her parents said that it wasn’t the first time that she had sleepwalked, and that she had left the house on several other occasions.

d You are going to listen to the second half of the programme. Before you listen, work with a partner and discuss if you think the information in sentences 1–10 is T (true) or F (false).

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1 GRAMMAR reporting verbs
a Read the headline of this news story. What do you think it's about? Then read the story. What do you think of Mr Ivanov?

A Macedonian man drove six hours across Italy at the start of his holiday before he noticed that he had forgotten something – his wife. Ljubomir Ivanov left her at a petrol station when he stopped to fill up with petrol, and didn't realize his mistake until he got a call from the police on his mobile phone. ‘Are you Ljubomir Ivanov?’ they asked. ‘Yes, I am,’ he said. ‘What’s the matter?’ ‘Where are you?’ ‘I’m in Germany.’ ‘Well your wife is waiting for you at a petrol station near Pesaro in central Italy.’ ‘I was very tired and not thinking,’ Ivanov told reporters later. ‘She usually sits in the back seat so I didn’t notice that she wasn’t there.’ Mr Ivanov immediately drove back to Pesaro to pick up his wife so that they could continue their holiday. ‘I’ll have to apologize a lot when I see her,’ he said.

b Check what you know. Re-read the conversation between the policeman and Ivanov. Then complete the sentences in reported speech.

1 The police asked the man __________. __________
   __________

2 Then they asked him __________. __________, and he told __________ that __________. __________

3 He later told police that he __________. __________, that his wife wasn’t there because she usually sat in the back seat.

4 He said that he __________. __________ to apologize a lot when he saw her.

Any problems? Workbook p.50

c New grammar. Read four more news stories. Three of them are true but one has been invented. Which do think is the invented one?

Back to school for red-faced council

Local council officials have apologized for misspelling the word ‘grammar’ on a new road sign outside a school in Stockton in north-east England. Council workers had come back to take down the sign, which should have said ‘Grammar School Road.’ Children at the school (aged between four and eleven) immediately noticed that the sign said ‘Grammer School’ and told their teacher. A spokesman for Stockton council blamed the manufacturers for making the mistake. ‘Our order for the sign was correct, but the manufacturer got it wrong. They have offered to make us a new sign free of charge.’ Teacher, Mrs Taylor said: ‘If they want someone to check the spelling, I’m sure the children can help!’

Builder mistaken for jumper

A German builder is expecting a big bill after emergency services mistook him for a potential suicide jumper. When police saw the man on the roof of a five-floor building, they closed off a busy main road and called the fire brigade. They then asked negotiators to talk to Dieter Holmblutter. The negotiators tried to convince him not to jump by shouting to him. Dieter Holmblutter. The negotiators tried to convince him not to jump by shouting to him. But the builder was so busy talking on the phone to his girlfriend that he didn’t realize what was happening below, until she asked him what the sirens were for. A police spokesman said that Dieter would be given a bill for wasting police time.

locked out of her life

When Andy Barker from Huddersfield forgot his wife’s birthday for the third year running she decided she had had enough and locked him out of the house. Sue Barker had reminded her husband several times to buy a table for a romantic meal, and she was hoping for a nice present too. Andy promised not to forget, but when the day came, it went right out of his mind. He was working late and when he got home the door was locked and a suitcase with his things in it was on the doorstep. Since then Andy has been living in a tent in the garden. He says, ‘I’m hoping that if I stay here for a few days, she will forgive me’.

Read the stories again and match sentences A–I with the people who said them. Then underline the words in the text where these ideas are reported.

1 The football team
2 The angry neighbour
3 Sue Barker
4 Andy Barker
5 Stockton council officials
6 A spokesman for Stockton council
7 The sign manufacturers
8 The police
9 The negotiators
A ‘Don’t jump! It’s not worth it.’ B ‘I’m not going to give them back.’ C ‘Please talk to this man.’ D ‘It was their fault.’ E ‘We’ll make you a new one for free.’ F ‘Don’t forget to phone the restaurant.’ G ‘We’re going to take you to court!’ H ‘We’re terribly sorry. We spelt it wrong.’ I ‘I’ll remember this time. I really will.’

c P.140 Grammar Bank 5C. Read the rules and do the exercises.

2 PRONUNCIATION word stress
a Look at all the two-syllable reporting verbs in the list. All except three are stressed on the second syllable. Circle the three exceptions.

b (8.15) Listen and check.

If a two-syllable verb ends in consonant–vowel–consonant, and is stressed on the second syllable, the final consonant is doubled before an -ed ending, e.g. regret > regretted, admit > admitted.

c Complete the sentences below with the right reporting verb in the past simple. Practise saying the reported sentences.

1 You sit down. I’ll do it. He __________. I’ll do it.

2 No, I won’t do it. He __________. I won’t do it.

3 OK, I’ll do it. He __________. I’ll do it.

4 I’ll do it, believe me. He __________. I do it.

5 Don’t forget to do it! He __________. I do it.

6 I think you should do it! He __________. You should do it.

7 Would you like to do it? He __________. I’ll do it.

8 I didn’t do it. He __________. I didn’t do it.

9 ‘Yes, it was me. I did it.’ He __________. He did it.

10 ‘I wish I hadn’t done it.’ He __________. I wish I hadn’t done it.

11 ‘Let’s do it.’ He __________. Let’s do it.

12 ‘You did it!’ He __________. You did it.

d (8.15) Now listen to the sentences in a different order. Respond with the reported sentence.
3 VOCABULARY  the media

a Look at the dictionary extract for the word news. Then correct the mistakes in sentences 1–3.
1 The news on TV are always depressing.
2 I have a really exciting news for you!
3 It’s 9:00. Let’s watch news.
b p.154 Vocabulary Bank  The media.
c Talk in small groups.

4 READING & LISTENING

a With a partner discuss what you think would be the good side and bad side of being a theatre critic and a sports writer.

b Now read the articles by two journalists who write for The Times newspaper and see if your ideas are there.

The positive side of the job is ______ getting to see a lot of plays and shows which I love. But the really great thing about being a theatre critic is that, as theatre is an ongoing thing, something that’s going to be repeated night after night for some time, there’s also the feeling that you may have a ______ impact on the work. If the producer or the actors read what you’ve written and agree with you, they might actually change something and improve the performance. That’s not something that film or book critics can do. Some critics also like making friends with the stars and all that – but personally I don’t.

For me the worst part of the job is all the travelling. Getting there on time, parking, getting back to the office to write for a nightly deadline. That all gets really stressful. Another awful thing is that editors — hits from your review without you knowing. You learn as a critic that if you’ve got anything — say it straight away because it might not get printed. I once wrote a review of a play by Julian Mitchell called Another Country. I didn’t like it much, but there was a new young actor who I thought was great, called Kenneth Branagh. That was in the last paragraph and it got cut, so it looked as if I’d never ______ this great new talent.

What kind of news stories do you find most / least interesting? Write 1–6 in the box.
1 news on sport
2 news on crime
3 news on health
4 news on business
5 news on celebrity gossip
6 news on music

The media and you

b The war reporter

1 The plus sides – I must have seen some of the most spectacular moments in cricket and football over the past forty years. I’ve also had the ______ to travel to places I wouldn’t have seen otherwise, like India, Australia, New Zealand, the Caribbean, South Africa and Fiji. There are many ______ ways to make a living and it’s great to get away from Britain as much as you can during the winter. One of the main downsides is the ______. You don’t work regular hours — you can spend a couple of days not working, but you never relax because you’re waiting for the phone to ring. And then, when a story breaks — it might be on your day off, it might be in the middle of the night — you just have to ______ everything and go. And you never know what time you’re going to be home. Another thing is the constant travelling. It’s been fantastic visiting the Taj Mahal or spending Christmas Day on the beach in Australia, but it does get lonely and it can also be very ______. I’ve spent a large proportion of the last forty years driving up and down the motorways of Britain, which I can assure you isn’t much fun.

c You’re going to listen to Alice, a freelance restaurant critic, and Tim, a war reporter, talking about the good and bad sides of their jobs. Before you listen, predict some of the things they might say.

d You’re going to listen to Alice, a freelance restaurant critic, and Tim, a war reporter, talking about the good and bad sides of their jobs. Before you listen, predict some of the things they might say.

The restaurant critic

1 She sometimes reviews restaurants in other countries.
2 She never orders the most expensive things on the menu.
3 She often misses having company when she’s eating out.
4 She used to be slimmer than she is now.

The war reporter

1 Most war reporters would prefer regular hours.
2 They choose the job partly because it’s dangerous.
3 The job can be quite lonely.
4 He has problems getting used to normal life when he comes home.

You will hear the text being read. Listen quickly and note down the sentences T (true) or F (false). Correct the false sentences.

The restaurant critic

1 She sometimes reviews restaurants in other countries.
2 She never orders the most expensive things on the menu.
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4 She used to be slimmer than she is now.
5 She goes back to restaurants she has criticized.
6 She never feels like eating out at weekends.

The war reporter

1 Most war reporters would prefer regular hours.
2 They choose the job partly because it’s dangerous.
3 The job can be quite lonely.
4 He has problems getting used to normal life when he comes home.
5 Being a war reporter is more dangerous than it used to be.
6 One of his best friends was kidnapped last year.

f From what you’ve read and heard, which person’s job would you most like to have? Which one would you least like to have?

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**Music festivals**

**THE INTERVIEW**

- **Glossary**
  - impresario: a person who arranges plays or concerts
  - requiem: a piece of music composed for a person who has recently died
  - the Queen's Hall: a concert hall in London where the Proms were first held
  - season tickets: tickets that are for many concerts and are cheaper than buying individual tickets
  - Faure: a famous French composer 1845–1924

**Common Phrases**

1. The Promenade Concerts started in 1895.
2. ...it basically means that people are able to _______ and stand during the music.
3. Very few people attend actually all of them, _______.
4. We had programmed two or three requiems in that last two weeks of the season.
5. As it _______, he died just a week later.
6. Unfortunately, it could have been called absolutely anything.

**Listen and complete the phrases. What do you think they mean?**

**IN THE STREET**

- **Study Link**

**A formal letter**

- **Typical openings**
  1. I am writing to express my dissatisfaction with…
  2. I am writing to complain about…
  3. I am writing to…

**Common Phrases**

1. There were thousands and thousands of people just chilling. (informal)
2. You can just go and hang and listen to some music. (informal)
3. There were thousands and thousands of people just chilling. (informal)
4. I went to a festival with members of their family.
5. I didn’t _______ any sleep at all.
6. In the 1970s and early 80s I went to _______ a few.
7. We had no _______ whose tent we were in the next morning.

**Listen again. Which speaker…?**

- **Typical endings**
  1. Yours sincerely (when you begin Dear Mr Waters)
  2. Yours faithfully (when you begin Dear Sir / Madam)

**Useful language**

- **Typical openings**
  1. Dear Sir / Madam,
  2. Dear Mr Waters,

- **Typical endings**
  1. Yours faithfully (when you begin Dear Sir / Madam)
  2. Yours sincerely (when you begin Dear Mr Waters)

**Check** your letter for mistakes (grammar, punctuation, and spelling).
GRAMMAR
a Complete the second sentence so that it means the same as the first.
1 After being in London for a year, I still find driving on the left difficult. After being in London for a year, I still can’t get ________ ________ on the left.

VOCABULARY
a Make nouns for people from the following words. Underline the stressed syllable.
1 conduct ________
2 violin ________
3 drums ________
4 edit ________
5 compose ________
6 journal ________
7 solo ________
8 report ________
9 present ________
10 contribute ________

b Complete the missing words.
1 Did you hear the word ________? It’s going to rain.
2 Let’s not see that film. It had an awful ________ in the paper.
3 This paper always supports the government. It’s very ________.
4 His latest song is really ________ Everybody’s singing it.
5 I can remember the lyrics, but I can’t remember the ________.
6 The report was ________ He wasn’t allowed to say what he wanted to say.
7 Could I have an extra ________ for my bed, please?
8 My husband says I ________ really loudly when I’m asleep.
9 I didn’t get much sleep last night so I’m going to have a ________ after lunch.
10 He has terrible ________. It takes him ages to get to sleep.

PRONUNCIATION
a Underline the word with a different sound.
1 whisper ________ whistle ________ whole ________ awake ________
2 choir ________ keyboard ________ click ________ convince ________
3 crossword ________ reporter ________ swore ________ yawn ________
4 accurate ________ advise ________ admit ________ agree ________
5 just ________ refuse ________ review ________ news ________ cartoon ________

b Underline the stressed syllable.
1 guitar ________ orchestra ________ biased ________ sensational ________ critic ________

CAN YOU UNDERSTAND THIS TEXT?
Read the article and choose a, b, or c.

1 a night ________ b dawn ________ c mid-day
2 a nothing ________ b medicine ________ c injections
3 a asleep ________ b ill ________ c well
4 a Because of ________ b According to ________ c Thanks to
5 a cooking ________ b buying ________ c taking care of
6 a so that ________ b however ________ c because
7 a appetite ________ b sleep ________ c sleeping tablets
8 a so ________ b even ________ c although

CAN YOU UNDERSTAND THESE PEOPLE?
a 5.22 You will hear five extracts from a news broadcast. Match each extract with what it is about (A–G). There are two topics you don’t need.

A business ________ B sport ________ C crime ________ D health ________
E travel ________ F weather ________ G health ________

1 Listen to a music expert talking and answer a, b, or c.
1 Music can sound like noise to you if ________
   a it is the first time you hear it
   b it is sung in a foreign language
either one is enough.
2 Modern classical music ________
a does not have rules
b can sound like noise
c is only experimental
3 A lot of young people ________
   a have negative feelings about some kinds of music
   b only like noisy music
   c never go to classical concerts
4 They changed the music in the shopping mall because ________
a the young people complained
b they knew teenagers wouldn’t like it
c they wanted to attract more customers
5 A lot of older people ________
a never listen to pop music
b associate pop music with crime
c is only experimental

CAN YOU SAY THIS IN ENGLISH?
Can you…?

■ describe the kind of music you listen to and how it makes you feel
■ describe your sleep habits and any problems with sleeping you have
■ talk about things you used to do and things you have got used to doing
■ talk about where you get your news from and compare the different kinds of newspapers in your country

REVISE & CHECK

The man who has become the village ‘alarm clock’

As birds awaken the early risers at ________ on the farm, one person is already up; in fact, he hasn’t even been to bed. Sixty-four-year-old Thai Ngoc, from central Quang Nam province in Vietnam, claims that he has not slept for 33 years! ‘My insomnia started many years ago after I got a fever. I have tried sleeping pills and Vietnamese traditional medicine but ________ helps, not even to get me to sleep for a few minutes,’ said Ngoc. But amazingly, despite 11,700 consecutive sleepless nights since then, he has never once been ________. Fortunately, the insomnia doesn’t seem to have had a negative impact on my health. I still feel healthy and can farm normally like other men. I even carry two 50kg bags of fertilizer for 4km every day.’

‘My husband, when Ngoc went for a medical check-up recently, his doctor said he was in perfect health except for a minor decline in liver function. Ngoc lives with his six children on his farm at the foot of a mountain. He spends the day farming and ________, his pigs and chickens, and at night he often does extra farm work or guards his farm to prevent theft. His neighbour Vu said that Ngoc volunteered to help beat a drum during the night and guard the house for the relatives of the dead during funeral ceremonies ________. They could take a nap. Vu also said that when the villagers were planting sugar cane, several people asked Ngoc to be their alarm clock and to wake them up early in the morning to go to work as he was up anyway.

Phan Ngoc Ha, director of the Hoa Khanh Mental Hospital in Danang, said that a chronic lack of ________ often causes anaemia, lassitude, and irritability. But, in special cases, some extreme insomniacs can still live and work normally, ________ this is a very small minority. Thai Ngoc is obviously one of them.

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Speaking to the world

One small word, one big difference in meaning

1 READING
a What do you know about the first moon landing? Answer the questions with a partner.
1 Who was the first man to set foot on the moon? a Yuri Gagarin  b Buzz Aldrin  c Neil Armstrong
2 When did he land on the moon? a In 1959. b In 1969. c In 1979.
3 What was the first thing he said when he landed? a ‘Wow! It’s so big!’ b ‘I’m floating in a most peculiar way.’ c ‘That’s one small step for man, one giant leap for mankind.’

b Read the article and check. What controversy has there been since then about what Neil Armstrong actually said? "That’s one step for man, one giant leap for mankind." Why is the missing 'a' so important?
Armstrong has always insisted that he wrote ‘one small step for man, one giant leap for mankind,’ which would have been a more meaningful and grammatically correct sentence. Without the missing ‘a’, the intended meaning of the sentence is lost. In effect, the line means, ‘That’s one small step for mankind (i.e. humanity), one giant leap for mankind.’

b Read the article again. In pairs, say why the following names and numbers are mentioned.
20th July 1969 First Man 6 hours and 40 minutes James Hansen 500 million Peter Shann Ford

D Cover the article and try to complete the sentences making words from the words in bold. What do they mean?
1 Armstrong made the first human ___________ on the lunar surface. foot
2 His first words were ‘That’s one small step for a man, one giant leap for mankind,’ which would have been a more meaningful and grammatically correct sentence. Without the missing ‘a’, the intended meaning of the sentence is lost. In effect, the line means, ‘That’s one small step for mankind (i.e. humanity), one giant leap for mankind.’
3 It was the perfect quote for such an occasion. moment
4 ‘One small step for a man’ would have made it a more meaningful sentence. mean
5 They were possibly the most famous words in history. memory
6 Armstrong said the ‘a’ so quickly that it was difficult to hear on the recording. audio

Listen to the original recording of Armstrong speaking. Can you hear the ‘a’?

2 GRAMMAR articles
a Right (✓) or wrong (✗)? Correct the mistakes in the highlighted phrases.
1 Neil Armstrong was born in the USA. ✓
2 He was a shy boy, who loved the books and the music. ✗
3 He studied aeronautical engineering at the university. ✓
4 He was the first man who set foot on a moon. ✗
5 His famous words were heard by people all over the world. ✓
6 Before becoming a astronaut, he worked for the US navy. ✗
7 Since 1994 he has refused to give the autographs. ✓
8 In 2005 he was involved in a lawsuit with an ex-barber, who tried to sell some of Armstrong’s hair. ✓

b p.142 Grammar Bank 6A. Read the rules and do the exercises.
c Read three extracts from some famous historical speeches. Use the glossary to help you. Complete the sentences with a, the, or (–).

From Stettin in the Baltic to Trieste in the Adriatic, a Iron Curtain has descended across Europe, from Greece in the east to France in the west. Behind that line lie all the capitals of ancient states of central and Eastern Europe, Warsaw, Berlin, Prague, Vienna, Budapest, Belgrade, Bucharest, and Sofia. All these famous cities, and ancient peoples around them, lie in what we must call the Soviet sphere.

Winter Churchill (1874–1965) was the British Prime Minister during the Second World War. In this extract from a speech given in 1946, the year after the war ended, Churchill first used the phrase ‘iron curtain’ to describe the boundary which ideologically and physically divided the East and the West. This speech marked the beginning of the ‘Cold War’.

3 PRONUNCIATION sentence stress
a ▌ Dictation. Listen and write down six sentences.
b Listen again and underline the stressed words. What is the vowel sound in a, and the in 1–5? Why is the pronunciation different in number 6?
c Practise saying the sentences from a. Try to pronounce the weak forms correctly.

4 ▌ SONG Space oddity
I have a dream. That my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

From The Times

At last I am able to say ________ few words of my own. I have never wanted to withhold anything, but until now it has not been constitutionally possible for me to speak. But you must believe me when I tell you that I have found it impossible to carry ________ heavy burden of ________ responsibility, and to discharge my duties as King as I would wish to do, without ________ help and support of ________ woman I love.

Martin Luther King (1929–1968) was a leader of the American Civil Rights movement who was assassinated in Memphis in April 1968. In this extract from a speech made in 1963 King spoke of his ‘dreams’ of a future when all people would be treated equally.

At long last I am able to say ________ few words of my own. I have never wanted to withhold anything, but until now it has not been constitutionally possible for me to speak. But you must believe me when I tell you that I have found it impossible to carry ________ heavy burden of ________ responsibility, and to discharge my duties as King as I would wish to do, without ________ help and support of ________ woman I love.

abdicate give up the position of being king or queen
at long last finally, in the end
withhold keep back, not give
burden sth which is carried with difficulty, an obligation
discharge a duty do what you have to do
PRESENTATION DISASTERS!

However bad you think your presentation has been, take some comfort from the fact that at least it probably wasn’t as bad as these true stories...

A FEW YEARS AGO I had to give a presentation to the Belgian management team of an international IT company. Not wishing to be the typical ‘bril’ presenting in English, I had carefully prepared my presentation in French. I intended it as a surprise so I didn’t say anything beforehand. After speaking in French for 45 minutes I was halfway through my presentation and we had a break for coffee. At this point the manager of the company came up to me and asked me if I would change to speaking in English. ‘Is my French that bad?’ I said. ‘No,’ he replied, ‘it’s just that we are all from the Dutch-speaking part of Belgium.’

Ten top tips for speaking in public
1. Don’t make your presentation too long.
2. Don’t have more than four or five main points.
3. Even if something distracting happens try not to lose your concentration.
4. Be careful about telling jokes – they may not be appropriate.
5. Always be punctual: start on time and try to finish on time.
6. Get to know as much as possible about your audience beforehand.
7. Try not to repeat yourself too much.
8. Be careful not to speak too fast.
10. Make sure the equipment you need is working properly before you start.

You’re going to hear five other people talking about a disastrous presentation. Before you listen, look at pictures A–E. What do you think the problem was?

6 VOCABULARY collocation: word pairs

Some pairs of words in English which go together always come in a certain order, for example, we always say ‘Ladies and Gentlemen’ and ‘right or wrong’.

a Read the information in the box. How do you say ‘Ladies and Gentlemen’ and ‘right or wrong’ in your language? Is the order the same?

b Take one word from A and match it with another from B. Then decide which word comes first. They are all joined with and.

A lemon butter knife black
breakfast quiet backwards

B white fork ice bed forwards

A French for 45 minutes I was halfway through my presentation, I intended it as a surprise so...
**1 READING & SPEAKING**

a. Look at the photos and read the quote. Do you know who the Amish are? What do you think happens in the programme?

b. Read a preview of the series and find out. Discuss the questions with a partner.

1. What is Rumspringa? Do you think it is a good idea?
2. What do you think will be the biggest culture shock for the Amish when they go to Los Angeles?
3. What do you think the majority of the five young Amish will choose to do?

**2 VOCABULARY towns and cities**

Typical endings for making a noun from a verb are:

-ment, e.g. government, loan, e.g. congestion, and -ation e.g. information.

-ity, e.g. reality, -ness, e.g. darkness, and -ence/ance, e.g. convenience, entrance.

Some nouns from verbs/adjectives are irregular, e.g. poor/poverty, lose/loss, choose/choice.

**3 PRONUNCIATION word stress in multi-syllable words**

Underlining highlighted words show you've heard them before.

**4 GRAMMAR uncountable and plural nouns**

Circle the correct form.

1. Amish men can't have long _hair_ / a long hair.
2. During Rumspringa the Amish tolerate bad _behaviour_ / behaviour.
3. There is often _terrible traffic_ / a terrible traffic in Los Angeles.
4. A good guidebook will give you _advice_ / advices about what to see.
5. We usually have _some bad weather_ / a bad weather in April.
6. Walking round cities in the summer can be _hard work_ / hard work.
7. It's best not to take _too much luggage_ / too many luggages.
8. I've just heard a _very interesting news_ / piece of news.

**REVIEW – Last night’s TV**

In the first episode, the five young Amish, three boys (Mose, Jonas, and Randy) and two girls (Miriam and Ruth) are amazed by the height of the skyscrapers, the noise of the traffic in Los Angeles and the number of cars on the freeways. They are amused by parking meters – a totally new concept for them – and they love riding in elevators. Even a trip to a grocery store is an adventure. Mose said, ‘I’m a farmer, but there are so many vegetables here that I’ve never see before.’

Ruth is entranced by a visit to an art gallery as she has never seen art before. ‘I didn’t know you could make something so beautiful,’ she exclaims. ‘The Amish don’t do art at school because they feel it isn’t important.’ Ruth is also as excited as a little child when, for the first time in her life, she sees the ocean.

The Amish are not allowed to use CD players or iPods, and the city kids introduce them to pop music. City girl Gillian asks if any of the Amish have heard any reggae at all. ‘Reggae?’ replies Amish boy Mose, ‘I’ve never heard of him,’ as the city kids burst out laughing, he adds, ‘But he sounds interesting.’

As the programme progresses, slowly but surely you feel that the people who are really learning something are the city kids. One evening when they are eating at a pavement café in a run-down neighbourhood, a beggar approaches them and asks for money. City boy Nick ignores him, but Amish girl Miriam offers him a piece of her chicken. ‘The Amish wouldn’t let anyone be homeless,’ she says. ‘It just wouldn’t happen.’

Of course the big question is, what happens when they are more of the world. Of the five of them, only Ruth decides to go back to the Amish lifestyle. A sad ending or a happy ending? It depends on your point of view.

**PREVIEW – Tonight’s TV**

Los Angeles, home to many of the world’s most famous movie stars, is known as the entertainment capital of the world – a city so completely unknown to one group of people – the Amish. For 300 years this fascinating community has lived in isolation, working together to grow their own food, make their own clothes, and build their own communities. They reject conveniences like electricity, telephones, and cars, and focus on hard work, Christian worship, and family.

However, once Amish people reach their late teens, they are allowed to explore modern society and are given the chance to experience the outside world for the first time. This period is known as Rumspringa, to explore modern society and are given the chance to experience

**6B**

**Bright lights, big city**

Pleasingly entertaining...The Amish kids’ innocence and sense of wonder about the new world they’re seeing makes this series more moving than any reality show I’ve ever seen before.

**Now read a review of the programme. Then without looking back at the text, mark the sentences below T (true), or F (false), and say why the F ones are false.**

1. The reviewer thinks 'Reggae' is the name of a singer.
2. Mose thinks that the city kids are given the chance to experience Rumspringa.
3. The Amish are not allowed to use CD players or iPods.
4. Ruth is excited as a little child.
5. The reviewer thinks that the Amish learned a lot.
6. The best way to see Los Angeles is from a double-decker bus.
7. The reviewer says that the programme didn’t end in a good idea.
8. The city kids thought the parking meters were rather funny.
9. The Amish kids aren't used to seeing such tall buildings.
10. The reviewer thinks the programme didn’t end as a very positive way.

**Answer the questions.**

1. Do you think that the kind of television programme is a good idea? Why (not)?
2. Do you think Rumspringa really gives Amish teenagers freedom of choice? Why (not)?
3. Do you think that the fact that only one of the five young Amish went back is a happy ending or a sad ending?
5 LISTENING

a. You are going to hear to part of a radio programme where Sebastian Hope, a travel writer, talks about London. Listen and match the questions with the photos.
1. What advice would you give to someone visiting London for the first time?
2. What’s the one thing you would say someone visiting London should do or see?
3. What’s the best place to have your photo taken?
4. What’s your favourite landmark?
5. What’s the best place to watch the sunset?
6. What’s the best place to be at dawn?
7. What would be a good thing to do on a scorching hot day?
8. What’s a good thing to do which is absolutely free?
9. What do you think is the most romantic place in London?

b. Listen again and answer the questions.
1. What does he mean when he says ‘get to know the village that you know well’?
2. It’s so _ that when you catch your first sight of it it’s always a thrill.
3. But I’m _ to say I have never been on it.
4. I love _ on the pavement outside for a salmon and cream cheese bagel in the early morning.
5. I have memories of _ the squids there.
6. Which of the places he mentions would you most like to see? How would you answer the same questions about a city or town that you know well?

6 SPEAKING & WRITING

a. Read the questions in Help me, I’m a tourist! and decide how you would answer them about your town if you were asked by a tourist.

b. Work with another student. A is a tourist and B is a local person. A asks B the questions from sections 1–3. B tries to answer A’s questions as fully as possible. A should ask for as much information as possible. Swap roles for sections 4–6.

Help me, I’m a tourist!

1 Safety
Is crime a problem in the city? What should I be careful of?
Are there any areas of the city I should avoid…
a. during the day?
b. at night?
Can I trust the police if I have a problem?

2 Getting around
What’s the best way to get around the city?
Is it OK to take taxis? Are there many taxi ranks?
Can I hire a bicycle? Is it a good city for cycling?
Are there any landmarks that will help me to know where I am?

3 Sightseeing
If I’m short of time, what three sights should I see?
What two galleries or museums should I visit? Do they charge for admission?
Where should I go to get the real atmosphere of the city:
a. by day?
b. by night?

4 Local customs
Are there any dress rules if I go into a place of worship?
Are there any topics of conversation I should avoid if I talk to local people?
How much should I tip…?
a. waiters?
b. taxi drivers?

5 Shopping
What would be a good souvenir to take back with me?
What’s the best market to visit?
Is there anywhere where I should haggle?

6 Food and drink
Is the local tap water drinkable?
Is there any food or drink I must try?
Is there any food or drink I should avoid or be careful with?

MINI GRAMMAR have something done

Where’s the best place to have your photo taken?
Use have (something) done when you ask or pay another person to do something for you.

Tense Change: I asked someone to take my photo.

Have is the main verb in these sentences so it changes according to the tense.

I’m going to have my hair cut tomorrow.
I had my car repaired after the accident.

A You can also use get instead of have.
I’m going to get my hair cut tomorrow.

Complete the sentences with the right form of have and the past participle of a verb from the list.

<table>
<thead>
<tr>
<th>Safety</th>
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<th>Sightseeing</th>
<th>Local customs</th>
<th>Shopping</th>
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<td></td>
</tr>
</tbody>
</table>

Common past participles:

- clean
- build
- paint
- renew
- service
- cut
- repair
- charge
- have done

Complete the sentences with the right form of have and the past participle of a verb from the list.

1. We __________ our flat __________ next month.
2. A Your hair looks fantastic!  B Thanks. I __________ it __________ yesterday.
3. My coat is really dirty. I need to __________ it __________.
4. You should __________ your car __________ every 10,000 kilometres.
5. A Our fridge is broken.
   B Are you going to buy a new one or __________ it __________?
6. I’ll need to __________ my passport __________ before my next holiday.
7. Our neighbour __________ a new garage __________ at the moment.
Eureka! Thinking outside the box...

Master magician Harry Houdini once amazed the world by making an elephant vanish. You are now going to do the same.

Look at the picture of Houdini’s head and an elephant. Now close your left eye and hold the book up at arm’s length. Now slowly bring the book towards your face, but make sure that you keep looking at Houdini’s head with your right eye. At some point, usually when the book is about 20 cm from your face, the elephant will suddenly disappear. This simple illusion works because each of our eyes has a ‘blind spot’, a small area inside the eye which cannot see.

According to Dr Richard Wiseman, professor of psychology at the University of Hertfordshire, most people have psychological ‘blind spots’ which cause us to miss seeing the obvious, simple solution to a problem. The few people who do not have these psychological blind spots are the people like the Greek mathematician Archimedes, who was having a bath when he suddenly realized that the volume of an object could be calculated by the amount of water it displaced and cried ‘Eureka!’ (I have found it), or the English scientist Isaac Newton, who developed the notion of gravity after seeing an apple fall. Dr Wiseman has studied people who frequently experience this kind of ‘eureka moment’ and thinks that the difference between them and ordinary people is that they think in a different way, what he calls ‘creative thinking’.

Now look at the title of the lesson. Who said it, and why? Read the second paragraph and check your answer. What kind of people have ‘Eureka moments’? Why don’t most people have them?

You are going to listen to a radio programme about creative thinking. First look at the photo. What do you think is happening? Then listen to the first part of the programme and answer the questions.

1. Why don’t most people think creatively?
2. What was the gorilla experiment?
3. What happened when Dr Wiseman tried the experiment on a group of top scientists?

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2. What was the gorilla experiment?
3. What happened when Dr Wiseman tried the experiment on a group of top scientists?

Are you a creative thinker?

1. Circle true or false.
   a. I don’t consider myself an especially lucky person.
   true false
   b. If I’m working on a problem and I’m not making progress, I usually stop for a bit and wait for a solution to present itself. true false
   c. I like dealing with problems that have clear answers.
   true false
d. I don’t like breaking rules. true false
e. The best part about working on a problem is solving it. true false

2. Think of a number between 1 and 50 that contains two odd digits but not the same digits. In three minutes, add lines to these boxes to make each one into a different object.

3. Look at this clock and fill in the missing numbers.

4. While you are asleep, you are in REM sleep (or dreaming sleep) for...
   a. all of the night.
   b. some of the night.
   c. most of the night.
   d. some of it.
   e. All of it.
   f. None of it.

5. Do the science quiz with a partner.
   a. Nearly all of the time.
   b. All of the time.
   c. Some of the time.
   d. Neither of them.
   e. Some years.
   f. Nearly every year.
   g. All years.
   h. Some of the years.
   i. Neither of them.
   j. All of the night.
   k. Most of the night.
   l. Some of it.
   m. All of it.
   n. None of it.
   o. Nearly all year.
   p. Some years.
   q. Nearly every year.
   r. All years.
   s. Some of the years.
   t. Neither of them.
   u. All of the years.
   v. Some of the years.
   w. All of the years.
   x. Some of the years.
   y. None of the years.
   z. Neither of them.
3 READING

a You are going to find out about how scientists throughout history have suffered to make their discoveries. Read the extracts and label the illustrations A–D. How many of the scientists actually died as a result of their research?

b Read the extracts again and answer the questions. Write A–D in the right box.

Which scientist...?

A had a very dangerous way of working with chemicals
B was injured twice while he / she was doing experiments
C discovered something which slowly killed him / her
d was very unlucky to die doing his / her job

c 6.13 Look at the highlighted words, which are all related to science. What do they mean? Are they similar in your language? How do you think they are pronounced? Listen and check.

d 6.13 Look at the highlighted words, which are all related to science. What do they mean? Are they similar in your language? How do you think they are pronounced? Listen and check.

4 VOCABULARY & PRONUNCIATION

4.13 In some word ‘families’ the stressed syllable changes in the different parts of speech, e.g. photograph, photographer, photographic.

In pairs, complete the table.

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<td>chemistry</td>
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<tr>
<td>biologist</td>
<td>biological</td>
<td>biology</td>
</tr>
<tr>
<td>physicist</td>
<td>physical</td>
<td>physics</td>
</tr>
<tr>
<td>geologist</td>
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b Complete the sentences with the correct form of a verb from the list. Underline the stressed in the verbs and also in the bold words.

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5 SPEAKING

Answer the questions with a partner.

A Which scientific subjects do / did you study at school? Which did you enjoy the most / least?

B Is there a scientist (living or dead) who you admire? Why?

C Would you ever agree to be a volunteer in a clinical trial of a new drug?

D Is there any scientific discoveries that you wish hadn’t been made?

E What scientific stories are in the news at the moment?

F What scientific stories are in the news at the moment?

G What would you most like scientists to discover in the near future?
You are going to listen to an interview with John Bigos, the managing director of London Duck Tours Limited. This company uses ‘Ducks’, renovated World War II amphibious vehicles which can travel on land and water. Before you listen, read the glossary and look at how the words are pronounced to help you understand what he says.

**Glossary**
- vessel /ˈvɛsəl/: a large ship or boat
- anchor /ˈæŋkər/: a heavy metal object which is dropped over the side of a ship or boat to keep it in one place
- Nelson's Column /ˈnɛlnz kəlmən/: the statue of Admiral Nelson on a column in Trafalgar Square
- the Thames /θiːz/ the river which runs through London
- MI6 /mɪːˌɛm ˌarkjuːtʃər/ Service, whose headquarters are on the banks of the River Thames

**The Living Daylights and The World is Not Enough**
- two James Bond films
- ECMOline Pinkhurst /ˈɛkməln ˈpæŋkɜːθər/: a member of the Intelligence movement who fought for women's rights to vote in the early twentieth century
- Horse Guards (Parade) /hɔːz ɡɑːrdz/ the place near Buckingham Palace where military ceremonies are held
- mink /mɪŋk/: a small mammal whose fur is used to make very expensive coats

You have been asked to write a report on either entertainment or cities and a city they would like to visit. Write the number of each speaker.

**IN THE STREET**

**The INTERVIEW**

Listen to part 1. Answer the questions with a partner.
1. What are the advantages of Duck tours compared with other tours?
2. What happens if a Duck boat breaks down?
3. Who recently changed their mind about their favourite city?
4. Who is only interested in cities for one reason?

Listen to part 2. Answer the questions with a partner.
1. What are the advantages of Duck tours compared with other tours?
2. What was the problem with the lady in a mink coat?
3. What happens if a Duck boat breaks down?

Listen to the interview again with the tapescript. What do you think they mean?
**COMMON PHRASES**
1. What makes Duck tours more interesting in terms of the tour, as compared with other tours?
2. And that fortunately is a rare thing that’s the first statue that I’m aware of that has been erected whilst someone is still alive…
3. Additionally, we have quite a number of heroes in our country…

Listen to the interview again with the tapescript on page 129. Would you choose a Duck tour instead of a normal tour of London? Why (not)?

**IN THE STREET**

You’re going to hear five people talking about their favourite cities and a city they would like to visit. Write the number of each speaker next to the two cities they mention. Who only mentions one city?

**Theresa**
- Barcelona
- Rome

**Anne**
- Delhi
- Stockholm

**Agne**
- Bali
- London

**Matandra Harley**
- Cape Town
- New York

**IN THE STREET**

Listen again.
1. Who especially likes the contrasts between their favourite city and the UK?
2. Who is only interested in cities for one reason?
3. Who has recently changed their mind about their favourite city?
4. Who talks about how the city makes them feel?
5. Whose favourite city is in fact their home town?

**A report**

Read the report on restaurants and think of a suitable heading for paragraphs 1, 3, and 4.

**Useful language**

**Talking in general**
- Must / (cinemas in my town) (paragraph 1)
- Can / (I have a limited budget) (paragraph 2)
- Almost always / (you can drive) (paragraph 3)

**CHECK** your report for mistakes (grammar, punctuation, and spelling).

**Plan the content.**
1. Decide which report you are going to write.
2. Decide what headings you can use to divide up your report.
3. Decide what information to include under each heading.

**Write** 120–180 words, organized in three or four paragraphs with a heading. Use a neutral style (no contractions or colloquial expressions).

**Study Link**

MultiROM

**Writing**

This report describes various options for students who want to eat out while staying in London.

**Fast food**
- The majority of fast food restaurants are clean and the service is fast, but they are often noisy and crowded, and of course the food is the same all over the world.

**World food**
- London has restaurants offering food from many parts of the world, for example India, Thailand, and China. These are often relatively inexpensive and have good – quality food and a nice atmosphere.

**Italian restaurants**
- You can normally get a good pasta dish or a pizza and a salad in most Italian restaurants without spending too much.

There are many options if you want to try somewhere special, but be aware that this nearly always means spending a lot of money. French restaurants are often quite expensive, and so are the runway by celebrity chefs.

**French restaurants**
- French restaurants are often quite expensive, nearly always means spending a lot of money.

**Fast food**
- Fast food is nearly always means spending a lot of money.

**Gastropubs**
- These pubs which serve high-quality food and tend to be slightly cheaper than the majority of mid-range restaurants.

**Useful language**
- Generally speaking, the food is well cooked and
- The food is well cooked and

**Common phrases**
1. I would like to visit Barcelona.
2. I like the hustle and
3. It’s the right compromise between a laid-back and, you know, the
4. hot, with shops.

Listen to the interviews again with the tapescript. (

Common phrases
1. I would like to visit Barcelona.
2. I like the hustle and
3. It’s the right compromise between a laid-back and, you know, the
4. hot, with shops.

Listen to the interviews again with the tapescript. Which phrase do you think they mean?
**GRAMMAR**

Choose a, b or c.

1. After the accident, I was in ___ hospital for three weeks.
   a. the
   b. a
   c. an

2. I now live next door to ___ school I used to go to.
   a. the
   b. a
   c. an

3. I think __ Lake Constance is the biggest lake in Switzerland.
   a. the
   b. a
   c. an

4. He’s looking for ___ cheap accommodation in London.
   a. a piece of
   b. some
   c. a

5. Let me give you ___ – don’t marry him!
   a. some advice
   b. an advice
   c. some advices

6. I need to buy a new ___.
   a. trouser
   b. trousers
   c. pair of trousers

7. I’m going to the optician’s. I need to ___.
   a. have my eyes tested
   b. test my eyes
   c. have my eyes tested

8. There’s ___ milk. I’ll have to buy some.
   a. no
   b. any
   c. none

9. I didn’t buy my jeans in that shop because ___ were so expensive.
   a. everything
   b. all
   c. all of them

10. They shouldn’t go in the boat alone because ___ of them can swim.
    a. both
    b. either
    c. neither

**VOCABULARY**

a Complete the sentences with the right form of the bold word.

1. Tonbridge is a small ___ town in south-east England.
   a. province
   b. poor
   c. govern

2. One of the biggest problems in big cities is ___.
   a. province
   b. poor
   c. govern

3. The ___ must do more to protect the environment.
   a. province
   b. poor
   c. govern

4. A lot of research is being done into human ___.
   a. province
   b. poor
   c. govern

5. Many important ___ discoveries were made in the 19th century.
   a. province
   b. poor
   c. govern

b Complete the phrases.

1. Please turn the TV down. I need some peace and ___.
   a. quiet
   b. quietness
   c. quite

2. He arrived back from his adventure safe and ___.
   a. safe
   b. safely
   c. safely

3. The dancers moved backwards and ___ across the floor.
   a. forward
   b. forwards
   c. forward

4. I don’t know him very well. I’ve only met him once or ___.
   a. twice
   b. twicely
   c. twice

5. We’ve moved almost everything to the new office. There are just a few bits and ___ left.
   a. pieces
   b. pieces of
   c. piece of

6. What do you remember?

   * 6. I didn’t buy my jeans in that shop.
   * 7. I’m going to the optician’s. I need to ___.
   * 6. I need to buy a new ___.

**PRONUNCIATION**

Underline the word with a different sound.

1. neither
   - government
   - prove
   - clothes
   - geologist

2. vibrant
   - prove
   - slums
   - research
   - synagogue

3. science
   - slums
   - discovery
   - biology
   - industrial

4. neighbourhood
   - prove
   - slums
   - biology
   - industrial

Underline the stressed syllable.

1. biological
   - physicist
   - cosmopolitan
   - outskirts
   - industrial

**CAN YOU UNDERSTAND THIS TEXT?**

a Complete the article with a sentence A–E.

A. For most of us the idea of having the weaknesses of our speech exposed is scary.
B. I talk for two minutes on four topics: a happy memory, a sad memory, something that makes me angry, and a neutral work-related topic.
C. The idea is that when you are tempted to say ‘um’ you simply remain quiet.
D. Mr Grant receives a report on the results and, armed with that information, he and his colleagues coach me to use my voice more effectively.
E. On the other hand I do not vary my pitch much, which means I have a monotonous voice.

b Look at the highlighted words and phrases. Can you guess what they mean?

**CAN YOU UNDERSTAND THESE PEOPLE?**

a. 4.21 Listen and circle the correct answer, a, b, or c.

1. What does the woman offer to do?
   a. Get a technician.
   b. Fix the projector.
   c. Make the room darker.

2. Which of these problems doesn’t the man mention?
   a. Too many people.
   b. A lot of crime.
   c. Too much traffic.

3. What does the tour guide recommend the tourists do?
   a. Visit the Roman room.
   b. Plan their own tour of the museum.
   c. Too much traffic.

b. 6.22 You will hear an interview with a woman who moved from the city to the country. Mark the sentences T (true) or F (false).

1. Her friends thought she would miss her job.
   a. T
   b. F
   c. Neither

2. She sees friends more often than before.
   a. T
   b. F
   c. Neither

3. Her friends thought she would miss her job.
   a. T
   b. F
   c. Neither

4. She often gets a takeaway for dinner.
   a. T
   b. F
   c. Neither

5. She gets on well with the people in the village.
   a. T
   b. F
   c. Neither

6. She misses the city.
   a. T
   b. F
   c. Neither

**CAN YOU SAY THIS IN ENGLISH?**

Can you…?

- give a short presentation on a subject you know about
- give advice about how to speak in public successfully
- describe a big city you know well and its attractions or problems
- talk about famous scientists and their discoveries

I’m sitting in an office in Covent Garden having my voice recorded.

□ The reason I am about to have my voice recorded is I am hoping to get a job as a voice analyst for a company that uses voice analysis to determine whether a person is telling the truth. I’m very interested in this field because I think it is a fascinating way to use language and I have always been interested in speaking and listening.

□ A badly delivered speech can have a devastating impact on the public image of a politician, and for chief executives too an unconvincing speech can damage the company’s standing with employees, customers, or investors.

□ When I have finished, the man who has been listening to me, Alastair Grant of presentation analysts Grant Pearson Brown, sends the recording to Branka Zei, a Swiss psychologist who specializes in linguistics. Using software, Ms Zei measures the recording against an ‘ideal’ voice, whose pitch, articulation, and fluency, among other things, are derived by analysing the voices of hundreds of good speakers.

□ So, what does my analysis show? The good news is that my median pitch is 158.25Hz compared with the standard reference for a woman of 200Hz – another way of saying that my voice is quite deep. ‘Deeper voices carry more authority than high-pitched voices,’ says Mr Grant. My loudness level and range are perfect. □ Also my articulation is not clear enough, because I sometimes have difficulty pronouncing the letter ‘r’. Lastly, I use ‘disfluencies’, which means that I overuse terms such as ‘um’ and ‘er’. The best news, however, is that my ‘vocal indicators’ point to a balanced personality, with no clear tendency towards introversion or extroversion.

□ If Mr Grant were to work with me further, he would get me to read from a script and pause after each phrase. ‘If people are comfortable with silence, then they don’t have to put in those filler words,’ to counteract the problem of sounding monotonous he would ask me to imagine myself telling a story to a child, as this very naturally makes people vary their pitch.

□ But for those brave enough to try it, voice analysis offers the chance of really improving the way we speak in normal life and when we are on the podium.
I wish you wouldn’t…!

1 SPEAKING

GET IT RIGHT expressing annoyance

When you talk about things that annoy you, you can use these expressions:

- It really annoys me when…
- It drives me mad when…
- It drives me up the wall when…
- It really gets on my nerves when…

People who shout on mobile phones… really annoy me, etc.

a) Read through the list of annoying things in the magazine article. With a partner, say which of these things annoy you too. Choose your top three pet hates.

b) Think of three other things which annoy you. Then compare your three with other students.

2 GRAMMAR wish + past simple and would

a) 1. Listen to four conversations. Which of the irritating things in the magazine article do they refer to?

b) Listen again and complete the sentences.

1. I wish ___ ___ that!
2. I wish ___ ___ a pound for every time I've picked the broken one.
3. I wish ___ ___ but it depends on the traffic.
4. I wish ___ ___ the road.

c) Which speakers would like somebody else to change their behaviour?

d) p.144 Grammar Bank 7A. Read the rules for wish + past simple and wish + would. Do exercise a.

e) Complete the sentences so that they are true for you. Compare with a partner.

About me

I wish I could ___ ___ (ability)
I wish I was more ___ ___ (adjective of personality)
I wish I wasn’t so ___ ___ (adjective of personality)
I wish I had ___ ___ (personal possession)
I wish ___ ___ (adjective, but not the -ing adjective)

Things people do that annoy me

I wish my ___ ___ would/ wouldn’t ___ ___ (beater, sister, friend)
I wish ___ ___ wouldn’t ___ ___ (drivers / cyclists)
I wish young people today would/ wouldn’t ___ ___
I wish there was a law against people who ___ ___

We often talk about feelings in three different ways, either by using a verb (e.g. annoy) or by using the -ed or -ing adjective (e.g. annoying, annoyed).

It really annoys me. (verb)

That noise is really annoying. (—ing adjective describes the thing or person that produces a feeling)

I’m really annoyed about last night. (—ed adjective describes how a person feels)

a) Complete the sentences with the correct form of the word in bold.

1. I get very ___ ___ when I speak French and people don’t understand me.
2. I’m very ___ ___ when you can’t remember someone’s name.
3. It really ___ ___ me when people are late.
4. I wish the sun would come out. I find these grey days so ___ ___.
5. We were ___ ___ when the plane suddenly began to lose height.
6. The journey had been very ___ ___ , so he decided to go to bed early.
7. I wish he’d come home! It’s so ___ ___ when he’s out late at night.
8. Jack wasn’t very ___ ___ when we laughed at his new tie.
9. The end of the film really ___ ___ me. It was totally unbelievable.
10. It was a ___ ___ match! England won 3-2 with a goal in the last minute.
11. He really ___ ___ his parents when he told them he was getting divorced.
12. What an ___ ___ day! I need to relax and put my feet up.

b) A few ‘feeling’ verbs have an -ed adjective, but not the -ing form. Complete the adjective in the sentences below.

1. I was delighted to meet her. She was a ___ ___ person.
2. I was scared during the film. The film was very ___ ___.
3. We were extremely impressed by your CV. Your CV was extremely ___ ___.
4. I’m very stressed by my job. My job is very ___ ___.
5. I was really offended by what you said. What you said was really ___ ___.

In pairs, talk about some of these:

- something in the news recently that shocked you
- a film you found really disappointing
- something that frustrates you about learning English
- the kind of weather that makes you feel depressed
- an embarrassing mistake you once made
- an area of your town / city which is scary at night
- a partner.
4 READING
a Look at the photos of the actress Paula Wilcox as she is today, and in the TV series which made her famous, *Man about the house*. How old do you think she is in each photo? How has she changed?
b Read a magazine article where Paula talks about things she regrets. In which paragraph does she talk about…?
   A a time when she misjudged other people
   B a time when she didn’t want to seem different from other people
   C her insecurity about her appearance
   D how she regrets not taking more risks
   E situations when she shouldn’t have talked so much
f something she could have been better at
c Read the article again carefully. Find words or phrases which mean:
   1 it makes me remember
   2 very beautiful
   3 a missed opportunity
   4 a lot of
   5 amusing in a clever way
   6 the most amusing and interesting person
   7 kind, soft
   8 something that is new or difficult, but stimulating
d Use your own words to summarize the advice she gives in each paragraph to younger people. What do you think of her advice?

5 GRAMMAR wish + past perfect
a Underline the seven sentences in the article with wish. What tense is the verb after wish? Are they wishes about the present, the past, or the future?
b p.144 Grammar Bank 7A. Read the rules for wish + past perfect. Do exercise b.
c What regrets might these people have? Make sentences with wish + past perfect.

6 PRONUNCIATION sentence rhythm
a 1 Dictation. Listen and write down six sentences with wish.
   b Listen again and underline the stressed words.
c Match each sentence with a sentence below. In pairs, practise the dialogues.
   A Do you want me to phone and make an excuse?
   B I thought you said we were in a hurry!
   C So I did. I didn’t bring an umbrella today.
   D Well, it’s not my fault. You’ve got no self-control!
   E Why don’t you go back to the shop and see if they still have it?
   F Sorry, but it is. And I’m getting hungry.

7 LISTENING & SPEAKING
a 13 Listen to five people and match the speakers with the regrets.
   Who…?
   A I wish I had been brave enough to go to London to study.
   B The Russian Revolution. Old letters.
   C 'Mercedes and Bosch. ' It would have opened doors for me.
   D 'The top and skirt I wore were really skimpy.'
   E 'The Russian Revolution.' 'Old letters.'
   F 'I just did the bare minimum.' 'This was a unique opportunity.'
   g Complete the questions with the correct word.
   1 What do you think of her advice?
   2 What do you think of her attitude?
   3 What do you think of her appearance?
   4 What do you think of her behaviour?
   5 What do you think of her education?
   6 What do you think of her prospects?

Psychologists at Cambridge University have been researching things that people regret about their lives. These were some of the things people wrote:

<table>
<thead>
<tr>
<th>Family</th>
</tr>
</thead>
<tbody>
<tr>
<td>I regret arguing with my parents yesterday.</td>
</tr>
<tr>
<td>I wish I’d listened to my sister when she had problems.</td>
</tr>
<tr>
<td>I regret not visiting my grandfather when he was earning a good salary.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lifestyle</th>
</tr>
</thead>
<tbody>
<tr>
<td>I wish I hadn’t eaten so much last night.</td>
</tr>
<tr>
<td>I wish I hadn’t had my hair cut short last month.</td>
</tr>
<tr>
<td>I regret not buying some really cheap shoes in the sales when I first saw them - when I came back an hour later they had gone.</td>
</tr>
<tr>
<td>I wish I had been brave enough to go up to the top floor of the Eiffel Tower when I was in Paris.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Education, work, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I wish I’d studied more for my exams last year.</td>
</tr>
<tr>
<td>I wish I’d saved more money when I was earning a good salary.</td>
</tr>
<tr>
<td>I regret not learning the guitar when I was younger.</td>
</tr>
</tbody>
</table>

Think of three regrets (big or small) that you would add to the lists. Compare with a partner and ask for more information.
A test of honesty

1 READING & LISTENING
a Look at the title of the article and the photos. Try to guess what the article is about.
b Read Honest workers or thieves? and check. Then in pairs, cover the article and say what you can remember about…
1 Paul Feldman's original job.
2 the incident that made him decide to change his job.
3 how the ‘bagel habit’ started, and what is consisted of.
4 why he started asking for money, and the proportion of people who paid.
5 his friends' and family's reaction to his change of job.
6 how his business progressed.
7 the economic experiment he had (unintentionally) designed.
c You are going to hear an American economist talking about Paul Feldman's experiment. Before you listen, in pairs, predict the answers to the questions.
1 What do you think the average payment rate was? a 70–80%  b 80–90%  c 90–100%
2 Were smaller offices more or less honest than big ones? a more honest  b about the same  c less honest
3 How often has the cash box been stolen? a 2 or 3 weeks  b 2 or 3 months  c 2 or 3 years
4 Did people ‘cheat’ more during good or bad weather? a during good weather  b during bad weather  c it doesn't matter
5 Did people 'cheat' more or less before Christmas? a Why? b Why not? c It doesn't matter
6 Who 'cheated' more, executives or lower status employees?

d 25 Listen and check your answers to c.
e Listen again and choose a, b, or c.
f 1 More people paid in Feldman's own office… a after he had caught somebody stealing. b because he asked them personally for the money. c because the workers were his colleagues.
2 Feldman eventually stopped selling bagels to… a a company where less than 80% paid for their bagels. b a company where the money box got stolen. c a company where less than 90% paid for their bagels.
3 People are more honest in smaller companies because… a they were more likely to get caught. b they would be more embarrassed about being caught. c there is more control from the management.
4 People 'cheat' more… a after a day off. b before all public holidays. c before some public holidays.
5 Which of these people is most likely to pay? a An employer who doesn't like his boss. b An executive who is very popular with his staff. c An employer who likes the company where he works.

g 26 Read again and choose a, b, or c.
h 1 Paul Feldman dreamed big dreams.
2 Were smaller offices more or less honest than big ones?
3 People are more honest in smaller companies because…
4 People ‘cheat’ more…
5 Which of these people is most likely to pay?

Honest workers or thieves? Take the bagel test.

Once upon a time, Paul Feldman dreamed big dreams. Trained as an agricultural economist, he wanted to tackle world hunger. Instead, he took a job in Washington, analysing weapons expenditures for the US Navy. He held senior-level jobs and earned good money, but he wasn't fully engaged in his work. At the office Christmas party, colleagues would introduce him to their wives not as 'the head of the public research group' (which he was) but as 'the guy who brings in the bagels'.

The bagels had begun as a casual gesture: a boss treating his employees whenever they won a research contract. Then he made it a habit. Every Friday, he would bring in some bagels, a serrated knife, and cream cheese. When employers from neighbouring floors heard about the bagels, they wanted some too. Eventually he was bringing in 15 dozen bagels a week. In order to recoup his costs, he set out a cash basket and a sign with the suggested price. His collection rate was about 95 per cent; he attributed the underpayment to oversight, not fraud.

In 1984, when his research institute fell under new management, Feldman decided to quit his job and sell bagels. His economist friends thought he had lost his mind, but his wife supported him.

Driving around the office parks that encircle Washington, he solicited customers with a simple pitch: early in the morning, he would deliver some bagels and a cash basket to a company's snack room; he would return before lunch to pick up the money and the leftovers. Within a few years, Feldman was delivering 8,400 bagels a week to 140 companies and earning as much as he had made as a research analyst.

He had also, quite without meaning to, designed a beautiful economic experiment. By measuring the money collected against the leftovers, he could see if the bagels had been stolen or not. And, as he continued to deliver bagels, he became more and more interested in what proportion of people liked to pay. For example, he found that after he had caught somebody stealing, the proportion of people who paid increased to 95 per cent; he attributed the underpayment to oversight, not fraud.

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**4 GRAMMAR** clauses of contrast and purpose

a Read the advert below. Would you try Pumavite? Why (not)?

b Read the magazine article. Tick the ‘tricks’ that the Pumavite advert uses.

---

**How advertisers win our hearts and minds... and get our money**

**There’s no such thing as a free lunch**

‘Get a free camera when you subscribe to our magazine for two years.’ There’s something about the word ‘free’ that immediately attracts us – something for nothing – I want it! The idea makes us feel clever, as if we’ve got the better of the company. But that camera (which will probably break as soon as you get it out of the box) wasn’t a gift at all. In spite of 1 its price was really included in the magazine subscription.

**Buy now while stocks last!**

‘There are only a few left! And after they’ve been sold, there won’t be any more available!’ What happens when we read or hear these words? Even though 2 maybe don’t even like them, we immediately want to be among the lucky few who have them. But no manufactured products are ever scarce. Do you really think the manufacturers of that ‘limited edition’ DVD couldn’t produce a few more, if they thought they could sell them?

**Just sign your name here – and give us your address**

‘Just fill in this form for 3 and 4. Do you think manufacturers really want to spend their money on sending you a free brochure? It costs them to produce it and to mail it. In fact, these kinds of adverts are really produced so as to 4. From then on, they will bombard you with more direct advertising, probably passing on your name and address to other companies too.

---

**Everybody’s doing it**

And everybody can’t be wrong, so the product must be fantastic. In order to 5, they use expressions like, ‘It’s the new sensation sweeping the country’, ‘People just can’t get enough of them’, ‘Record sales’, ‘Unbelievable response!’ and combine this with a photograph of a large group of people, so that 6. But don’t be fooled. Even if it everybody is doing it (and they may not be), everybody can be wrong.

**The camera never lives, or does it?**

Adverts frequently use ‘real people’ to 7 on our health or fitness. But of course the person in the advert or TV commercial is a gym-toned model!

**Trust me I’m a doctor (or a celebrity)**

If a celebrity is using the product, it must be fantastic. If a doctor recommends it, it must work. The bigger the authority, the more powerful the advertising message is. But be careful. Although 8 do you really think she colours her hair with it at home? Do the authorities mentioned really exist? ‘My dog biscuits are recommended by the International Association of Dog Nutritionists’ (an organization I started last week). A recent study found that my lemonade tastes better than any other brand’ (my mother liked it better).

---

**Glossary**

subscribe pay money regularly in order to receive sth

got the better of sb defeat sb/sth or gain an advantage

available able to be bought or found

be scarce there is not much of it

bombard attack sb with e.g. too many questions, too much information

be fooled be tricked

---

**Sentence race.** Try to complete all the sentences in two minutes.

1 The customer took the shoes back to the store and got the better of the saleswoman.

2 Even though I was really late, my boss said be scarce.

3 She applied for a job with a company in London so on.

4 He was promoted to branch manager despite be scarce.

5 Most of the staff don’t like the new M1 although be scarce.

6 He left the company he used to work for in order to be scarce.

7 Although Jim was the hardest worker in the company, he was fooled.

8 In spite of a huge marketing campaign, he was fooled.

9 I went to our head office in New York for be scarce.

10 I think the advertising of cigarettes and alcohol should be banned, so as not to be scarce.

---

**5 SPEAKING**

**GET IT RIGHT** stress in word families

• Underline the stressed syllable in this word family. Be careful – the stress is different on one of the words: advertise / advertisement / advert advertiser

• You can also use the abbreviation ad when talking about advertisements, and commercial to talk about an advertisement on TV or radio.

Talk in small groups.

1 Are there any products that you have bought recently… a because of the adverts?

b in spite of the adverts?

2 Have you bought something recently which wasn’t as good as the advertisement made you think?

3 Are there any adverts which make you not want to ever buy the product? Why do they have this effect on you?

4 Do you think people should be allowed to advertise the following? Why (not)?

• alcoholic drinks

• expensive children’s toys

• junk food

• political parties

5 How successful do you think the following forms of advertising are?

• cold-calling

• leaflets / brochures in your letter box

• junk emails

• website pop-ups

• sports sponsorship

6 Think of adverts which use the following to sell a product: a celebrity

b an authority (e.g. a doctor)

c a good song

d something free

e humour

f a good slogan

g a story

• animals or nature

7 Which of the above marketing techniques might influence you to buy the product?
1 GRAMMAR relative clauses

a English has borrowed many words and phrases from other languages. In pairs, try to match the words with the languages they come from. Do you use any of these words (or very similar ones) in your language?

1. muesli /mju:zli/ a Arabic
2. igloo /’iglu/ b Czech
3. chauffeur /’ʃoʊfər/ c French
4. shampoo /’ʃæmpu:/ d German
5. algebra /’ældʒɪbrə/ e Hindi
6. robot /’rəʊbɒt/ f Inuit
7. macho /’mɑ:ʃo/ g Italian
8. tycoon /’tɪkən/ h Japanese
9. graffiti /’ɡræfi/ i Spanish
10. yoghurt /’jɒɡət/ j Turkish

b Check what you know. Complete definitions 1–6 with which, who, or whose and write the correct word from a.

1. a robot __________ can perform a complicated series of tasks automatically.
2. a house __________ walls and ceilings are made of hard snow.
3. a mixture of grains, nuts and dried fruits __________ is usually eaten for breakfast.
4. a person __________ is successful in business or industry.
5. a person __________ job is to drive a car, especially for somebody rich or important.
6. writing or drawings __________ people do on a wall or building.

c. What word could you use instead of who / which?

d. How would you define the other four words in a?

Any problems? Workbook p.70

e New grammar. Read about the book THE MEANING OF TINGO. Do you have words for any of these concepts in your language?

f Now complete the definitions with which (x4), who (x5), whose (x2), whom, or what (x2).

g Look at the completed definitions in f. Answer the questions with a partner.

1. Which two sentences contain non-defining relative clauses (ones which add extra information to a sentence)?
2. In which sentences could you also use that?
3. In which sentences can you leave the relative pronoun out altogether?
4. Look at the definitions for Pontare and Rujuk. How does the position of the preposition affect the relative pronoun?

h p.144 Grammar Bank 7C. Read the rules and do the exercises.

i Communication What's the word? A p.118 B p.120. Define more foreign words that English has borrowed for your partner to guess.

2 SPEAKING

GET IT RIGHT giving examples

If you want to give examples when you are speaking English, you can use these phrases: for example, for instance, or such as.

English has borrowed many words from other languages, such as 'shampoo' and 'yogurt'.

Work in groups of three or four. Discuss the questions, giving as many examples as you can.

• Which three of the twelve words in 1e would you choose to add to your language? Why?

• Think of five words or phrases that your language has borrowed from English?

• How do you feel about these borrowed English words?

• Can you think of any words / phrases which have been borrowed from other languages?

• Can you think of two English words or phrases that don’t have an exact translation in your language? Why do you think that is?

• Do you know any words in your language that don’t have an exact translation in English?

• Do you have any favourite words in English? Why do you like them?

THE MEANING OF TINGO

In this book, Adam Jacot de Boinod, 1 ________ , works as a researcher for BBC quiz programmes, has collected words from all over the world which do not exist in English, but which he thinks that perhaps English ought to incorporate into the language. The title of the book comes from one of his favourites. 'Tingo', 2 ________ , is a word from the language spoken on Easter Island in the Pacific Ocean, means to borrow things from a neighbour’s house one by one until there is nothing left!

• How do you think that is?

• Do you know any words in your language that do not have an exact translation in English?

• Do you have any favourite words in English? Why do you like them?
3 READING & LISTENING

a Read about the origin of ten English words. Can you guess what any of them are? Use the pictures to help you.

The story behind the words

1. ______________________ Comes from two Old Norse words (the language spoken by the Vikings) which mean ‘house’ and ‘owner’. The word originally had nothing to do with marital status, except for the fact that home ownership made these men extremely desirable marriage partners.

2. ______________________ From ‘cabraside’, a French word which means ‘jump like a goat’. The first carriages for public hire bounced up and down so much that they reminded people of goats jumping on a hillside.

3. ______________________ From the Italian ‘To arms!’, which was what soldiers shouted when they saw that the enemy was attacking.

4. ______________________ Genoa, called ‘Gene’ by sixteenth-century Europeans, was the first city to make denim cloth. The trousers were named after the city.

5. ______________________ In Latin, this means ‘without your cape’. The ancient Romans would often avoid capture by throwing off their capes when fleeing so that they could run more quickly.

6. ______________________ It is believed that this term originated because of an Irishman called Patrick with this surname who, with his family, terrorized a section of London in the 1800s.

7. ______________________ Many banks in post-Renaissance Europe issued small, porcelain ‘borrower’s tiles’ to their customers. Like credit cards, these tiles were imprinted with the owner’s name, his credit limit, and the name of the bank. Each time the customer wanted to borrow money, he had to present the tile to the bank clerk, who would compare the imprinted credit limit with how much the customer had already borrowed. If the borrower was over the limit, the clerk broke the tile on the spot.

8. ______________________ From the Latin, originally meant ‘placed on the knees’. In Ancient Rome, a father legally claimed his newborn child as being his by setting in front of his family and placing the child on his knee.

9. ______________________ The popular explanation of the origin of this word is that it is an acronym meaning ‘To Insure Promptness’, that is to make sure the service in e.g. a restaurant is fast. This is incorrect. The word was underworld slang from the early 1600s meaning ‘to pass on a small sum of money’.

10. ______________________ This was the Latin name for a slave given to Roman soldiers to reward them for performance in battle. Eventually, this term was applied to anyone who was a slave to anything, e.g. a drug.

b Now complete 1–10 with the words below. Did you guess any of them?

• addict alarm broke (adj = having no money) cab (= taxi) escape genuine jeans hooligan husband tip

c Read the article again carefully. Underline any words you don’t know and try to guess their meaning from the context. Check with your teacher or a dictionary.

d Now cover the article and focus on the words in the list in b. In pairs, try to remember the origin of each word.

e 23 You’re going to listen to a dictionary expert talking on the radio about the origin of the words below.

• ketchup
• orange
• tennis

1 Which word’s origin is related to a legend?

2 Which word changed its form because the original word was hard for the English to say?

3 Which word originated from the way the English pronounced a foreign word?

f Listen again and complete the summaries with one or more words.

Ketchup

The original sauce was invented by ______________________

Orange

This word, and also the word for orange in ______________________

tennis

The sport started in ______________________

Glossary

bounce (paragraph 2) move up and down like a ball
cape (1) a piece of clothing with no sleeves worn over your shoulders
tile (17) flat brick used to cover roofs or floors
embran (11) short word which is made using the first letters of a group of words e.g. PIN = personal identification number

promptness (11) quickness

slang (16) informal words and expressions

4 VOCABULARY & PRONUNCIATION

Prefixes and word stress

One way of making new words is by adding a prefix to the beginning of a word, e.g. over-, under-, mis-. These prefixes change the meaning of a word. They are usually used without a hyphen, but sometimes need one.

a Look at the words in the list. Then match the bold prefixes with their meanings.

1 after
2 again or back
3 against
4 badly / wrongly
5 before
6 former
7 half
8 many
9 not enough
10 of or by oneself
11 one
12 small
13 too much
14 twice

b 28 Listen and underline two stressed syllables in the words in a (except autograph and monosyllable, which just have one).

c Which prefix(es) could you add to the words in the list to describe…?

• circle cook Impressionists pilot sleep understand

f This is a list of phrasal verbs. Give your own meanings for them and write them down.

• Who do you think are better at multitasking, men or women?
• Do you like reading autobiographies?
• Do you know any ex-smokers?
• Do you know any people who are bilingual?
• Are there any English words you sometimes mispronounce?
• Who do you think are better at multitasking, men or women?
• How often do you buy pre-cooked meals?

Unlike suffixes (which aren’t stressed), prefixes are often stressed, so a word with a prefix may have two stressed syllables, the main stress on the base word and secondary stress on the prefix, e.g. antimissed.

Phrasal verbs in context

File 7

1 food that tastes a bit raw in places
2 when you wake up later than you had planned to
3 the instrument that controls a plane without the need of a person
4 the artists who came after Monet, Van Gogh, etc.
5 what happens if you don’t understand something correctly
6 the shape of a half moon

Ask and answer the questions with a partner. Ask for more information.

• Are there any professions which you think are overpaid?
• How often do you take antibiotics?
• Do you like reading autobiographies?
• Do you know any ex-smokers?
• Do you know any people who are bilingual?
• Are there any English words you sometimes mispronounce?
• Who do you think are better at multitasking, men or women?
• How often do you buy pre-cooked meals?

When was the last time you redecorated your room or flat?
**Words**

**IN THE STREET**

a You are going to hear four speakers talking about English words used in their language. Who is most positive about using English words? Who is most negative?

b 19 Listen to part 1. Answer the questions with a partner.

1 How many new words are ‘born’ every year?
2 How many go into the Oxford English Dictionary every year?
3 Why do dictionary makers usually wait five years before including a new word?
4 Where did the word ‘bling’ come from?

b 20 Listen to part 2. Answer the questions with a partner.

What does she say about …?
1 ‘chof’, ‘vapazazz’ and ‘mandah’
2 ‘cool’
3 ‘wireless’
4 ‘sushi’ and ‘sashimi’
5 ‘Kleenex’ and ‘Hoover’
6 ‘a marmalade dropper’ and ‘a muffin choker’

c 21 Listen and complete the phrases. What do you think they mean?

**COMMON PHRASES**

1 Normally dictionary makers will wait about five years to see whether ________ a word will survive.
2 It went ________ mainstream incredibly quickly.
3 One of my favourites is ‘chofas’, which is a ________ a chair and a sofa.
4 …basically citizen journalists, if you like, going around ________ celebrities with their WAP phone. (informal)
5 ‘Se’ cool, for example, ________ probably in the late nineteenth century.
6 They are still brand names, but we’ve ________ imported them.

**IN THE STREET**

a You are going to hear four speakers talking about English words used in their language. Who is most positive about using English words? Who is most negative?

b Listen again.

1 Who says that their own language is dominant in one particular field?
2 Who mentions a language which doesn’t use English words for many modern inventions?
3 Who talks about an ‘English word’ that isn’t really English?
4 Who mentions two words connected with food?

c 22 Listen and complete the phrases. What do you think they mean?

**COMMON PHRASES**

1 It’s used, I think ________.
2 …which actually doesn’t ________ sense in English.
3 …everything to ________ with technology. (py)
4 Most people just ________ with downloaded. (py)
5 And if there are new inventions or ________ like that, we don’t invent new words (informal)!

d 23 Listen and complete the phrases. What do you think they mean?

**COMMON PHRASES**

1 It’s used, I think ________.
2 …which actually doesn’t ________ sense in English.
3 …everything to ________ with technology. (py)
4 Most people just ________ with downloaded. (py)
5 And if there are new inventions or ________ like that, we don’t invent new words (informal)!

d Listen to the interviews again with the tapescript on page 131. Then answer the same questions with a partner.

**‘For and against’**

1 Decide what you could say about how people today are interested in famous people or want to be famous themselves.
2 List two or three advantages and disadvantages, and number them in order of importance.
3 Decide if you think on balance there are more advantages than disadvantages.

**PLAN**

a Complete the composition with a linking expression from the list. Use capital letters where necessary.

a complete/although/another advantage because of for example on the other hand such as the main advantage to sum up

b Put the linking expressions in the correct spaces below.

**Useful language**

To list advantages / disadvantages

______

To add more points to the same argument

In addition, …

Furthermore,

To introduce an example

For instance, …

To make contrasting points

However,

In spite of (the fact that)…

To give a reason

Because (+ clause)...

(+ noun)…

To introduce the conclusion

In conclusion,

**WRITE**

120–180 words, organized in four paragraphs:

introduction, advantages, disadvantages, (or disadvantages then advantages), and conclusion. Use a formal style (no contractions or colloquial expressions). Use the linking expressions in Useful language.

**CHECK** your report for mistakes (grammar, punctuation, and spelling).
What do you remember?

1. What do you remember of the stressed syllable.
2. Did you lose this year?
3. What's the house in Shakespeare's play?
4. He still works because he won a million pounds on the lottery last year.
5. He got a good job despite the right qualifications.

What can you do?

1. Complete the second sentence so that it means the same as the first.
   a. I don’t have a car, but I would like one.
   b. I wish ______ ______ a car.
2. Please stop whistling, I’m trying to concentrate.
   a. I wish ______ stop whistling. I’m trying to concentrate.
3. I regret not speaking to her before she left.
   I wish ______ ______ to her before she left.
4. He got a good job although he didn’t have the right qualifications.
   He got a good job ______ ______ the right qualifications.
5. That’s the man for whom I used to work.
   That’s the man I used ______ ______ to work.

b Choose a, b, or c.

1. I opened the door quietly ______ my father up.
   a. to wake
   b. so that I don’t wake
   c. so as not to wake
2. He still works ______ he won a million pounds on the lottery last year.
   a. in spite of
   b. despite
   c. even though
3. That’s the house in ______ Shakespeare was born.
   a. which
   b. that
   c. where
4. Do you realize ______ you’ve done?
   a. that
   b. what
   c. which
5. That dog follows me ______ I go.
   a. wherever
   b. however
   c. whatever

PRONUNCIATION

a Underline the word with a different sound.

1. amazing, business, whose, misunderstand
2. staff, branch, launch, market
3. colleague, logo, though, owner
4. client, biannual, irritate, tiring
5. company, shocked, money, worried

b Underline the stressed syllable.

disappointed, increase (verb), export (noun), employee.autograph

VOCABULARY

a Circle the right word.
1. That walk was exhausting / exhausting. I need a good rest now.
2. The ______ for their new advertising campaign is ‘You’ll never find a better one’.
3. My uncle was made ______ wealthy, and had to look for another job.
4. We are planning to ______ our new product in September.
5. The bank has ______ ______ all over the country.

b Complete the missing words.
1. Will the company make a ______ ______ or loss this year?
2. The ______ ______ ______ their new advertising campaign is ‘You’ll never find a better one’.
3. My uncle was made ______ wealthy, and had to look for another job.
4. We are planning to ______ ______ our new product in September.
5. The bank has ______ ______ all over the country.

Complete the sentences with one word.
1. He has set ______ a new company which makes software.
2. Our local shop has been taken ______ by a big supermarket chain.
3. They missed the last bus so I ended ______ ______ having to drive them home.
4. There are many different kinds of pasta, such as fettucine.
5. Many English words come from French, ______ example royal.

c Pronounce the word and a prefix.
1. This word is very difficult to say; I always ______ ______ it.
2. When I finish my first degree I want to get a ______ ______ ______ qualification.
3. The city centre was completely ______ ______ after the war.
4. We are really ______ ______; We can hardly survive on our salary.
5. The actress wrote her ______ ______ after she retired.

A world without time or number

The Pirahã are an isolated Amazonian tribe of hunter-gatherers who live deep in the Brazilian rainforest. The tribe has survived, their culture intact, for centuries, although they are now only around 200 left. The Pirahã, who communicate mainly through hums and whistles, have fascinated ethnographers for many years mainly because they have almost no words for numbers. They use only three words to count: one, two, and many.

We know about the Pirahã thanks to an ex-hippy and former missionary, Dan Everett, now a Professor of Phonetics, who spent seven years with the tribe in the 70s and 80s. Everett discovered a world without numbers, without time, without words for colours, without subordinate clauses and without a past tense. Their language, he found, was not just simple grammatically; it was restricted in its range of sounds and differed between the sexes. For the men, it has just eight consonants and three vowels; for the women, who have the smallest number of speech sounds in the world, to seven consonants and three vowels. To the untutored ear, the language sounds more like humming than speech. The Pirahã can also whistle their language, which is how men communicate when hunting.

Their culture is similarly constrained. The Pirahã can’t write, have little collective memory, and no concept of decorative art. In 1980 Everett tried to teach them to count; he explained basic arithmetic to an enthusiastic group keen to learn the skills needed to trade with other tribes. After eight months, not one could count to ten; even one plus one was beyond them. The experiment seemed to confirm Everett’s theory: the tribe just couldn’t conceive the concept of number.

The Pirahã’s inability to count is important because it seems to dispose of Noam Chomsky’s influential Theory of Universal Grammar, which holds that the human mind has a natural capacity for language, and that all languages share a basic rule structure, which enables children to understand abstract concepts such as number. One of Chomsky’s collaborators has recently gone on an expedition with Everett to study the tribe. We do not yet know if the Pirahã have persuaded him to change his theory.

b You will hear part of a radio programme about a book called The Surgeon of Crowthorne. Listen and answer the questions.

1. What does the woman find irritating?
   a. The man never does the washing-up.
   b. The man leaves dirty dishes on the table.
   c. The man eats too slowly.
2. Why does the man regret not going to university?
   a. He would have been able to get a more interesting job.
   b. He would be earning much more money.
   c. He would have enjoyed the experience.
3. People who buy the fitness programme ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ ______ 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1B You’re psychic, aren’t you? Student A

1 Your favourite colour is …?
2 You really like … (a sport or hobby)?
3 You went to … last weekend, …?
4 You haven’t been to … (a country), …?
5 You were born in … (place), …?
6 You’d like to be able to … , …?
7 You can’t … very well, …?
8 You’re very good at … , …?

b Check if your guesses are true, by saying the sentences to B and checking with a question tag, e.g. Your favourite colour is pink, isn’t it? Try to use a falling intonation.

c Now B will check his / her guesses about you. Respond with a short answer. If the guess is wrong, tell B the real answer.

d Count your correct guesses. Who was the better psychic?

1C You’re the doc! Students A + B

Check your answers.

1 The correct treatment is to pinch the soft part of the nose. This will usually cure a nosebleed if you do it for five minutes. If not, repeat for 10 minutes, and if that still doesn’t work, go to your nearest hospital.

2 The correct treatment is first to pour cold water on the burn for at least 10 minutes and then to cover it with a loose bandage. If you haven’t got a bandage, you can use a clean plastic bag or kitchen film. Do not break blisters and don’t put any cream on the burn.

2A Clothes quiz Student A

a Ask B the questions (the answers are in italics).

1 What’s the opposite of …?
   • trendy clothes (old-fashioned clothes)

2 What material are the following usually made of?
   • a sweater (wool)
   • cycling shorts (Lycra™)

3 What does it mean if you say “These shoes don’t fit me”? 
   (They’re too big or too small.)

4 When do people normally …?
   • try clothes on (in a shop before they buy them)
   • dress up (for a party, a wedding, etc.)

5 What does it mean if you say “Paula’s dressed to kill tonight”? 
   (People will admire her because of her clothes.)

b Answer B’s questions.

2B Flight stories Student A

a You’re going to read a newspaper article and then tell your partner about it. Read the article and write down 10 words that will help you remember the story.

b Close your book and tell B your story in your own words, e.g. There was a woman called Nuala who was a violinist from Ireland…

c Now listen to B’s story, and ask your partner to clarify or rephrase if there’s anything you don’t understand.

2C Reading habits Students A + B

a Answer the questions in the reading questionnaire with a partner.

b How similar are your reading habits?

3A There’s only one place burglars won’t look… Students A + B

Read and check your answers.

4B Argument! Student A

Read the situations and roleplay the arguments.

1 It’s your birthday today. Your husband (h) had promised to come home early. You have prepared a great dinner. You have been dropping hints for the past month that what you really want for your birthday is some jewellery as your partner is usually very unimaginative about choosing presents. Last Christmas he bought you some DVDs which you didn’t particularly like. He arrives home late, and produces a box of chocolates (you’re on a diet, and he knows this) which looks as if it was bought at a petrol station.

Start B has just given you the chocolates.

2 You’re in your first year of university, studying medicine. You haven’t enjoyed it at all, and have just failed all your first year exams. In fact, you never really wanted to study medicine, but your parents are both doctors and you feel they pushed you into it. You would like to change courses and study journalism, which you think would suit you better. You want to try to convince your mother / father, although you know they’re not very pleased with your exam results.

If B will start…
**Communication**

### 4C Two paintings Student A

- Look carefully at your painting. Then describe it in detail to B, focusing especially on the people and their body language. Say who you think they are and what you think they’re doing.
- Show your picture to B and see if he / she agrees with you.
- Listen to B describe another painting. Try to visualize it.
- B will now show you the picture to see if you agree with his / her description and interpretation.

### 5B Sleep Students A + B

Read the results of the questionnaire and calculate your score. The higher your score the more sleep deprived you are. The maximum is 14.

| 1 a 0 | b 1 |
| 2 a 1 | b 0 | c 0 |
| 3 a 1 | b 0 | c 0 |
| 4 a 0 | b 1 | c 2 |
| 5 a 0 | b 1 | c 2 |
| 6 a 0 | b 1 | c 2 |
| 7 a 0 | b 1 | c 0 | d 1 |
| 8 1 point for each one you circle |

### 6C Are you a creative thinker? Students A + B

Check your answers to the test.

**Are you a creative thinker?**

1. The more times you have circled false, the more creative you are and the higher your ‘zona creativa’ potential.
2. The vast majority of people choose either 35 or 37. However, truly creative people usually come up with a different number, e.g. 17 or 31.
3. The more boxes you were able to fill, the more creative you are. The following are some of the more creative ideas that people have come up with:

**4 The important question concerns how you represented the number 4.** In Roman numerals the number 4 is always represented as ‘IV’. However, on almost all clocks and watches except for Big Ben in London, the number is represented as ‘II’. If you filled it in as ‘IV’, that means that although you have probably seen clocks and watches with Roman numerals hundreds of times, you have not really seen or remembered what is right in front of your eyes.

**5 What’s the word? Student A**

- Check that you know what your list of words below mean. Then define them to B, saying which language they come from.
  1. **caravan** (‘karavan’ (Persian))
  2. **embarrassed** (‘embaraʃt’ (French))
  3. **soprano** (‘soprano’ (Italian))
  4. **mosquito** (‘mosquito’ (Spanish))
  5. **sopranino** (‘sopranino’ (Italian))
  6. **an envelope** (‘envelope’ (French))
  7. **a vote** (‘vote’ (French))
  8. **a flag** (‘flag’ (Danish))

- a Look carefully at your painting. Then describe it in detail to B, focusing especially on the people and their body language. Say who you think they are and what you think they’re doing.
- b Show your picture to B and see if he / she agrees with you.
- c Listen to B describe another painting. Try to visualize it.
- d B will now show you the picture to see if you agree with his / her description and interpretation.

### 7C What’s the word? Student A

- a Look carefully at your painting. Then describe it in detail to B, focusing especially on the people and their body language. Say who you think they are and what you think they’re doing.
- b Show your picture to B and see if he / she agrees with you.
- c Listen to B describe another painting. Try to visualize it.
- d B will now show you the picture to see if you agree with his / her description and interpretation.

### 8B Flight stories Student B

- a You’re going to read a newspaper article and then tell your partner about it. Read the article and write down 10 words that will help you remember the story.

**Tourist stranded at airport for five months**

When student Sheridan Gregorio arrived at Fortaleza airport in Brazil, he was planning to fly home to Holland. He had had a great holiday, but unfortunately he had spent all his money. All he had was his return air ticket to Amsterdam. But when he checked in, the airline staff at the airport told him that he would have to pay airport tax before he could leave the country. Sheridan explained that he was completely broke, but he wasn’t allowed to fly and so he missed his flight home. His ticket was non-refundable, so now he needed to buy a new ticket and pay the airport tax.

As he had no money, Sheridan’s only option was to sleep in the airport and clean restaurants in exchange for food and some money. After working for five months, he had saved enough for the airport tax and the Brazilian police persuaded the airline to let him use his old ticket to go home. Sheridan told a newspaper reporter from Jornal da Globo, ‘The Brazilian people were really nice to me, they treated me very well.’ Sheridan finally arrived home safe and sound last week.

- a Look to A’s story, and ask your partner to clarify or rephrase if there’s anything you don’t understand.
- b Listen to A’s story, and ask your partner to clarify or rephrase if there’s anything you don’t understand.
- c Close your book and tell A your story in your own words, e.g. There was a Dutch man who was on holiday in Brazil...
A is your partner. He / She will start.

Your son / daughter is in his / her first year of university studying medicine. You yourself are a

5C Two paintings

Student B

You’re going to define them to

Emily: I said I'd go to work and play tricks on my colleagues in the office like hiding things!

Interviewer: How many dates did you get?
Emily: I got three.

Emily: I went on one date with a guy who

Jane: Sally’s office – which was much more normal than

Emily: It's very important in your life.

7C What's the word? Student A

A check that you know what your list of words below mean.

You’re going to define them to A.

1. bungalow
2. monsoon
3. lottery
4. poodel
5. bonsai
6. parasol
7. kidnap
8. iceberg

b) a petrol station on the way home and bought

A soapy mess. We were taught a lot about first aid. The

Interviewer: Who's Caroline?
Alex: Well, somebody called Caroline is going to have

Interviewer: Alex, you're a very lucky guy.
Alex: Yes, I was very lucky.

Jane: Sally's office – which was much more normal than

Emily: She’s very tall.

Jane: Sally’s office which was much more normal than

Emily: Yes, I think it’s true.

Interviewer: Why did you answer that?
Emily: It’s just what you don’t think he is in that way.

Interviewer: Are you American?
Interviewer: Yes, same as Emily, really. I also asked quite

Interviewer: Did other people ask you interesting questions?
Emily: Yes, one or two were quite interesting. Once I can

Interviewer: Yes, I went on one date with a guy who

Emily: I don't know where she got that from.

Interviewer: You're going to define them to

Emily: I emailed one of the matches, a woman I quite

Interviewer: How about you Alex?
Alex: Well, the organizers of the event suggested a

Interviewer: How did you answer that?
Emily: Why did you come to the event?

Interviewer: One woman even said ‘I've heard that you were in

Interviewer: Normal things like, 'What do you do? Have you

Interviewer: What does an astrologer do?
Interviewer: That’s right!

Interviewer: What does an astrologer do?
Interviewer: I'm not.

Interviewer: What does an astrologer do?
Interviewer: What does an astrologer do?

Interviewer: Who’s Caroline?
Alex: I’m afraid I don’t know. I don’t know anybody

Interviewer: Yes, I went on one date with a guy who

Emily: I'd made every mistake possible and I nearly killed him because of

Interviewer: What does an astrologer do?
Interviewer: What does an astrologer do?

Interviewer: What does an astrologer do?
Interviewer: What does an astrologer do?

Interviewer: I'm very very optimistic that an Irish

Interviewer: How about you Alex?
Interviewer: Yes, I went on one date with a guy who

Emily: Well, you’ll need to watch out for headaches,

Jane: Sally’s office which was much more normal than

Sally: Let's see, your mother suffers from headaches,

Interviewer: What does an astrologer do?
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Interviewer: How about you Alex?
Interviewer: How about you Alex?

Interviewer: Alex, you're a very lucky guy.
Interviewer: I'm not.

Interviewer: What does an astrologer do?
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Interviewer: What does an astrologer do?

Interviewer: What does an astrologer do?
Have you ever been in a dangerous situation?

Do you ever read your horoscope?

I'm not a doctor so I wouldn't go there. I think it's more in the hand rather than a horoscope, that someone's star sign has an influence on their personality. How do you feel when you're flying?

I've carried a lot of famous people and they were usually very bad. But I remember once I had a couple of Iraqis on the plane and the crew told me that he had just got off the plane from somewhere in a refugee camp. He was covered in a refugee camp. We're not very interested in his back story, but we're interested in how you're going to get on to all your safety training which is four weeks' in order to become a flight attendant, you need to be able to communicate effectively with people that you've never met before, you need to be able to just talk to people, to have the common sense to say, "What do you least like about flying?"

I think it's pretty obvious that they're scared of flying. They don't know the facts. They've maybe only had one experience and they've come off badly. So, that's why I'm definitely not going to fly.
Have you ever done any high-risk sports or activities? Interviewer: Yes. And you’ve stolen a plane? Hypothetical interviewee: Yes. So he gave me the job!

The police run these schemes for youth reasons, but it was more about the sense of freedom, the way to be independent, the limitations, you know, don’t need any equipment. So you can’t just put on your skis, or go to a big skiing resort. If you are just two people from BSMC, you can just be a pair of friends and I’m ready to take you as far as the freedom aspect.

Interviewer: If you had any accidents since 1985, what kind of things do children learn about the organization Urban Technology and they were happy to give you some very helpful to everyone and especially to tourists. Right. Yes, it appeared that there was a real danger that they would be sucked back up into the sky. It’s kinda cool. I’ve been to the place where the door was ... there as soon as the door opens you’re suddenly, you know, you’re hurtling towards the ground,
Now I imagine some of you are wondering what is sleepwalking. It is a condition where people do things while they are sleeping, such as walking around or talking. This happens because the brain is not fully awake, even though the person may feel like they are awake.

Interviewer: Who has ever had a problem with someone who is sleepwalking?

Presenter: Yes, I have. I've had my fair share of sleepwalking incidents, but one that really stands out was when a girl climbed up the top of a 40-metre-high crane.

Steve: Let's talk about the experience that Steve had. He was a student studying theatre and music. He's been in front of people – just being someone else is good. And for sad, something like Alfonso's Adagio, I think it's very important to be very focused on the music and the emotion.

Professor: The music is, if it has these characteristics it will make you feel happy. Babies can tell you if they're happy or sad, and they use music to help them. For example, if we're feeling sad, sometimes we want to make music to intensify the emotion that we're feeling. For example, if we're playing music to soothe a child, we might play a certain kind of music to calm them down.

Interviewer: So you have to be very disciplined and get all that knowledge together. When you show up and you're expected to know all your lines, that's very important to me.

So I'm in like a drama youth group so a couple of times we had to play stage combat, and that's when you have to be very focused and ready. I went into that saying, ‘Wow, I'm not really a fighter!’

Interviewer: What's this one? Steve: Interviewer: I think it's very interesting that human beings use music to communicate emotion or feelings to each other. For example, if we're feeling happy, sometimes we want to make music to intensify the emotion that we're feeling.

Steve: You have to identify your lines. You have to be very focused and ready. I went into that saying, ‘Wow, I'm not really a fighter!’

Interviewer: There's a role you're playing in a play. Trevor: I've always had the role of a fighter. I've been in a play where there were some scenes with a lot of action – fighting and stuff. I've been in the Royal Shakespeare Company for the first time and since then I've been in a lot of plays.

Interviewer: What's the most important role that you've played in a play?

Trevor: I played the role of a fighter. I've been in a play where there were some scenes with a lot of action – fighting and stuff. I've been in the Royal Shakespeare Company for the first time and since then I've been in a lot of plays.

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How extraordinary!

Yes, I went to Glastonbury.

One of the things that was a real challenge I think the Proms has an absolutely

I understand there was also another

What do you think is the most

What a great idea! That’s creative thinking

The promenade concerts started way back

Have you ever been to a music festival?

John Bigos is the managing

I’ve always liked the classic view of the

It’s often said that London is a city of

A wonderful American composer called

Interviewer: What was it like?

Mike incredibly musically, incredibly musically, but very
great fun, absolutely so much fun, I didn’t get any sleep

Interviewer: Have you ever been to a music festival?

I went to Bath, Bath Music Blus festival, I’ve

Interviewer: What were they like?

I had a strong suspicion that this was going to be

Interviewer: I understand there were

Another major worry about my job these days is the

I’ll shut up now because I said too much.

A wonderful American composer called

I had seen it before.

Interviewer: Are there any embarrassing or amusing

I remember a time when not for one moment

I just thought of a way of using the weak glue to make

media was always spectacular. I imagine the London Eye, by

Interviewer: What’s your favourite landmark?

The other one that I want to kick off with is,

Interviewer: What’s the best place to watch the

Yes, the views from the bridges are always spectacular. I imagine the London Eye, by

Wiseman’s main message?

And I thought that was it.

The idea is that you read the beginnings and then

I think that the London Eye must be

But in winter the best place to be at dawn is in

I was giving a presentation to a rather serious

I just apologized profusely and invited the

Interviewer: Where do you expect to receive. Why do you think that is?

and he had been a very good friend of Princess

I was giving a talk to about two hundred people

I thought it was probably a bird that had come

Yes, I want to Glantonbury.

I mean you’re absolutely

I think that’s one of the reasons why the job is so

Sometimes I really like about the job that it

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Do you have any favourite new words? What do you think is the best and which ones do you think are most people's favourites? This seems to be because of their originality. This is why I think the most interesting are the ones that are creative and unusual. At the moment, I think my three words today are 'ketchup', 'orange' and 'look'.

I would most like to visit Barcelona because it's so beautiful and I love the way they use the old buildings in the modern way. It's a great city to work in and there are lots of opportunities for learning Spanish.

Well, tomato ketchup is. Any other ways?

Are there any English words that are more or less English? It would be New York because I like the hustle and bustle of the city. I've visited New York a few times and I really enjoy it. There are so many things to do and see, and it's a great place to go shopping.

Where do new words come from?

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No, we should keep both. I like the idea that there are words that are not in the dictionary, but which are still used and understood.

So what are your three words? I think my three words today are 'ketchup', 'orange' — that's the one that I think came last, and 'look'.

Presenter: You're still with us, so your three words are 'ketchup', 'orange' and 'look'.

Molly, hello. My three words today are 'ketchup', 'orange' — that's the one that I think came last, and 'look'.

Presenter: That's a good word. It's a word that I think a lot of people use.

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Where do new words come from?
1A question formation
1 Can you drive? Why are you crying?
2 When did you die? Did you go out last night?
3 Why didn’t you like the film? Isn’t this a beautiful place?
4 What are they talking about? Where is the farm?
5 Who lives in this house? How many people came to the party?
6 Could you tell me where this bus goes?
Do you know if he’s coming?

2 To make questions with modal verbs and with negatives where there is an auxiliary verb (be, have, etc.) invert the subject and the modal / auxiliary verb.
With the present and past simple, add do / does / did or add to the subject before the question.
We often use negative questions to show surprise or when you expect somebody to agree with you.

3 If a verb is followed by a preposition, the preposition comes at the end of the question, e.g. What are you talking about?
Not: almost about, where are you talking?
We often use just the question word and the preposition, e.g. A I’m thinking. B What about?
When who / what / which, etc. is the subject of the question, don’t use do / did, e.g. Who wrote that? NOT: Who did you hear?
Use indirect questions when you want to ask a question in a more polite way. Where does she live? Could you tell me where she lives? (indirect)
In indirect questions the order is subject + verb. Can you tell me where he lives?
You can use if or whether after Can you tell, Do you know, etc. e.g. Can you tell me if (whether) he’s at home?

4 To make ‘echo questions’, to show interest.
To show emphasis in a positive sentence. With the present / past simple, add do / does / did before the main verb. With other auxiliaries stress the auxiliary verb.
To make question tags. Use a positive question tag with a negative verb and a negative question tag with a positive verb.
• Question tags are often used simply to ask another person to agree with you, e.g. A It’s a nice day, isn’t it? In this case the question tag is said with falling intonation, i.e. the voice goes down.
• Question tags can also be used to check something you think is true, e.g. She’s a painter, isn’t she? In this case the question tag is said with rising intonation, as in a normal yes / no question.

5 Complete the sentences with the present perfect simple or continuous.
1A present perfect simple / have / has / part take participle
1 I’ve been to Australia. Have you ever broken your leg?
2 We’ve just phoned the doctor. I’ve already finished my lunch.
3 It’s the best book I’ve ever read. It’s the first time we’ve done this.
4 My sister’s had a baby! Look, I’ve cut my finger.
5 I’ve known her since I was a child. She’s had the job for months.
6 How many of his books have you read? She’s been out twice this week.
7 How long have you known each other? We’ve been friends for years.
8 Where have you been? Caught in a storm, hasn’t she?
Use the present perfect simple:
1 to talk about past experiences when you don’t say when something happened.
2 with already, just, and yet.
3 with superlatives and the first, second, last time, etc.
4 for finished actions (no time is specified) which are connected in some way with the present.
5 With how long and how for / since with non-action verbs (= verbs not usually used in the continuous form, e.g. be, have, know, like, etc.) to say that something started in the past and is still true now.
6 When we say / ask how much / many we have done or how often we have done something up to now.

1A complete the sentences with the present perfect simple or continuous.
1 How long have you been feeling like this? I’ve been working here for two months.
2 I haven’t been sleeping well recently. It’s been raining on and off all day.
3 I’ve been shopping all morning. I’m exhausted.
4 Take your shoes off. They’re filthy.
5 Yes, I know. I’ve been working in the garden.
Use the present perfect continuous:
1 to talk about past experiences when you don’t say when something happened.
2 with already, just, and yet.
3 with superlatives and the first, second, last time, etc.
4 for finished actions (no time is specified) which are connected in some way with the present.
5 With how long and how for / since with non-action verbs (= verbs not usually used in the continuous form, e.g. be, have, know, like, etc.) to say that something started in the past and is still true now.
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1C present perfect continuous / have / has / been + verb + ing
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3 I’ve been shopping all morning. I’m exhausted.
4 Take your shoes off. They’re filthy.
5 Yes, I know. I’ve been working in the garden.

1B present perfect continuous / have / has / been + verb + ing
1 A I’m thinking. B What about?
2 We’ve been friends for years.
3 I’ve been working in the garden.
4 He’s been there for hours.
5 She’s been waiting for you.

1C circle the correct form of the verb. Tick (√) if both are correct.
A Have you ever / (f)ren / been trying caviar?
B She’s live / She’s been living here for years.
C You’re hot / I’ve been running three times this morning.
D The kids are exhausted because they’ve / they’re being playing outside all day.
E Has he / He’s been he / haven’t been seeing the new James Bond film yet.
F I’ve never met / I’ve never been meeting his wife. Have you?
G I’ve been studying / We’ve been studying English all our lives.
H I’ve tidied / I’ve been tidying the garage all afternoon. I’ve nearly finished.
I He’ll be here soon / He’s just left / He’s just being leaving work.
J How long have you / have had you been having your car?
K Oh no! Someone has broken / has been breaking the window.

1A order the words to make questions.
A Friend known long best have How you your How long have you known your best friend?
B You messages send ever text Do?
C party was a time you to The When last went
D bank here a you me near tell is there
eat restaurant who knows
f garden doing shop Who you like with
H doing what like
car to would What kind of music

1B complete the mini-dialogues with an auxiliary.
A You didn’t remember to buy coffee. B I did / did. It’s in the cupboard.
B So did I. C Why, it’s freezing.
C Not at the end of the film? happens
D trip to Paris last weekend? you’ve enjoyed
E kind of music? I’m usually listen to
F Mia’s handbag? (steal)
G You know when ? (the swimming pool / open)
H your boyfriend tonight? (you / meet)
I can you remember where? (she / live)
2A adjectives as nouns, adjective order

1. The English are famous for drinking tea. The Dutch make wonderful cheese. The Chinese invented paper.

2. The Aboriginals invented the tango. The Greeks are very extrovert.

3. The Turks drink a lot of coffee. The Poles play a lot of basketball.

1. You can use the with the nationality adjectives which end in -en, -or, -eer. Don’t add a and use words, or use them without the.

2. Nationality words which end in -an and a few others, e.g. Greek and Thai, are not used as adjectives and nouns. To talk about the people from that country use a plural noun ending in -s.

3. Some nationalities have a special noun for the people which is different from the adjective, e.g. Poltish = adjective, Pole = noun. To talk about the people you can either use the + adjective or the + plural noun, e.g. the Polish or the Poles.

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4 Use the (• Adverbs can describe an action (he walked slowly) or modify adjectives or verbs and go before them. If there is more than one fact adjective, they go in this order: size, age, shape / style, colour / pattern, nationality, material noun.

• You can use more than one adjective before a noun (often two and occasionally three). These adjectives in a particular order, e.g. NOT old and new cottage.

• Opinion adjectives, e.g. beautiful, nice, usually go before fact adjectives, e.g. big, old, round.

• If there is more than one fact adjective, they go in this order: size, age, shape / style, colour / pattern, nationality, material noun.

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5 A Which one would you like? B The red one, please.

• When we don’t want to repeat a noun after an adjective it is because already clear what we are talking about, we use the adjective + one (singular) or + ones (plural).

6 A Why did you go there? B To see my friends.

• Some adverbs are adjectives, e.g. friendly, not friendly.

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7 We've got a lovely old cottage just outside Bath. I bought a beautiful Italian leather belt.

• With any nationality, you can also use the adjective + people, e.g. French people.

8 We arrived at the airport and checked in.

• To talk about one person from a country you can't use a / an + adjective.

9 a Japanese man / woman / person, an Englishman / Englishwoman / English person, NOT a Japanese / an English / an Englishman, etc.

10 an Italian, a Greek, etc.

11 a Turk, a Pole, etc.

---

2B narrative tenses: past simple, past continuous, perfect, past perfect continuous

1. We arrived at the airport and checked in.

2. We were having dinner when the plane hit some turbulence.

3. When we arrived at the airport, we suddenly realized that we had left one of the suitcases in the taxi.

4. We'd been flying for about two hours when the captain told us to fasten our seat belts because we were flying into some very bad weather.

5. I saw from their faces that my parents had been drinking.

6. They were very red. They all had morning but I think they both were alcohol.

7. The worst season for people who don't have a home is winter.

8. There is a discount for students and people without a job.

---

2C adverbs and adverbial phrases

1. I don’t understand you when you speak quickly. The driver was seriously injured.

2. I never have breakfast. He’s always late.

3. The rain fell all day yesterday.

4. I’ve nearly finished. We’re incredibly tired. He works a lot.

5. Unfortunately, we arrived half an hour late. Really, we should have left at 10.00.

6. Adverbs can describe an action (he walked slowly) or modify adjectives or other adverbs (it’s incredibly expensive, he works very hard). They can either be one word (often) or a phrase (once a week).

7. Adverbs of manner (how somebody does something) usually go after the verb or phrase. However, with passive verbs they usually go in mid-position (before the main verb but after an auxiliary verb).

8. Adverbs of frequency go before the main verb but after the verb to be.

---

2D rewrite the underlined phrase using the + an adjective.

1. The people who live in Spain go to bed very late.

2. The people from the Netherlands are very good at languages.

3. The people who had injuries were taken to hospital.

4. The system of reading for people who can’t see is called Braille.

5. The people from France enjoy eating good food.

6. A nurse’s job is to look after the people who aren’t well.

7. I think the people from Switzerland are very punctual.

8. The worst season for people who don’t have a home is winter.

---

2E circle the correct verb form.

Circle the correct verb form.

1. They had run / run to the police station in a hurry to apply for an emergency passport. They had run / run to the police station in a hurry to apply for an emergency passport. They had run / run to the police station in a hurry to apply for an emergency passport.

2. A woman / man / person caught in / was filling in / was filling in the forms.

3. I saw from their faces that my parents had been drinking.

4. She danced at the ballet. She danced at the ballet.

5. We're going to be unfriendly / friendly with Shaun to the photo machine when Liam had filled in / was filling in the forms.

6. She danced at the ballet. She danced at the ballet.

7. She danced at the ballet. She danced at the ballet.

8. Put the adverbs in brackets in the correct order.

---

2F underline the adverb(s) or adverbial phrase(s) and correct the sentences which are wrong.

We’re going to be unfortunately late.

1. We rarely go to bed before 11.30. (obviously, very)

2. I like very much the theatre. (a little)

3. Dave was late for work yesterday. (very)

4. The ambulance arrived. (extremely)

5. They go jogging after work. (obviously)

6. I was extremely tired last night. (not)

7. They won easily the match because they played brilliantly. (clearly)

8. I forgot your birthday almost. (clearly)

9. We luckily had taken an umbrella. (incredibly)

10. She always eats healthily. (clearly)

---

2G write the adverbs in brackets in the right place.

1. a big car park (empty) b a big empty car park

2. an attractive man (young)

3. dirty shoes (old)

4. a kind / friendly / polite style / manner

5. a tall woman (thin)

6. a sandy beach (long)

7. a new door (lovely / wooden)

8. a smart suit (Italian)

9. beautiful eyes (big / dark)

10. an old dog (black / friendly)
3A passive (all forms), it is said that..., he is thought to..., etc.

3B future perfect and future continuous

3C conditionals and future time clauses (with all present and future forms)

3C circle the correct form.

a) Rewrite the sentences in the passive (without by...).

b) Rewrite the sentences in the passive (without by...).

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3A passive (all forms)

present simple
Murderers are usually sentenced to life imprisonment.

past simple
Jinn was arrested last month.

past continuous
The cinema was being rebuilt when it was set on fire.

future
The prison will be released next month.

passive
It is said that..., he is thought to..., etc.

3B future perfect and future continuous

future perfect: will have + past participle
I'll have finished the article by Friday, so I'll email it to you then.

future continuous: will be + verb -ing
Don't phone between 7.00 and 8.00 as we'll be having supper then.

3C conditionals and future time clauses (with all present and future forms)

zero conditional
If you want to fit, you have to do exercise every day.

first conditional
If the photos are good, I'll send them to you.

future time clauses
I'll be ready as soon as I've had a shower.

3C circle the correct form.

a) Don't worry. Rob (will have passed) has passed the exam if he's studied enough.

b) Complete the sentence with a time expression from the list.

I won't be going to the doctor's.

I won't be feeling better tomorrow. I'm going to go to the doctor's.

Don't call Chloe now. If it's eight o'clock, she'll bath / will be bathing the baby.

You can be fined if you aren't wearing / won't be wearing a seat belt in your car.

If we're lucky, we'll have sold / we've sold our house by Christmas.

If plants aren't watered, they die / will have died.

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GRAMMAR BANK

active
They say that the company may close. People think that prices will go up.

passive
It is said that the company may close. It is thought that prices will go up.

The man is said to have left the country.

He is believed to have left the country.

I've been sentenced for stealing bread.

4 Lawyers expect that the trial will last three weeks.

5 Lawyers expect that the trial will last three weeks.

6 Their last exam is on May 31st.

7 Miranda thinks she was followed.

8 They had sold the house five years earlier.

Study Link
MultiROM www.oup.com/elt/englishfile/upper-intermediate
If we couldn’t understand anybody in Paris.

You’ve got Sue in bed with a stomach ache.

They could haveCircle the correct form.

... better

... you

He by car. The train is much faster.

or

She so much chocolate cake.

/ fu with this meaning, e.g.

feel

Match the two halves of the sentence.

A

he

would

/ I ought to have told

more, you

stayed longer.

very difficult to escape.

in the other clause.

better in the exams.

/ fu

must have

or

shouldn’t have

I know. I to bed earlier.

really happy. Does that mean you got the job?

It sounds as if

smells as if

looks like

senses

She looks tired. That smells good! These jeans don’t feel comfortable.

He looks like his father. This material feels like silk. This tastes like tea. Not coffee.

She looks as if she’s been crying. It smells as if something’s burning. It sounds as if it’s raining.

look, feel, etc. + adjective.

look, feel, etc. + like + noun.

feel like can also mean want / would like, e.g. I don’t feel like going out = I don’t want to go out.

3 Use look, feel, etc. + if or + clause.

• You can use look or use instead of as if, e.g. It sounds like as though it’s raining.

4A unreal conditionals

second conditional sentences: if / past simple, would / wouldn’t + infinitive

1 If there was a fire in this hotel, it would be very difficult to escape.

2 I wouldn’t live in the country if I didn’t have a car.

2 If you weren’t making so much noise, I could concentrate better.

3 If I were you, I’d make Jimmy wear a helmet when he’s cycling.

1 Use second conditional sentences to talk about hypothetical or improbable situations in the present / future.

2 In the if clause you can also use the past continuous. In the other clause you can use could or might instead of would, e.g. If you weren’t making so much noise, I could concentrate better.

3 With the verb be you can use was or were for I, he, and she in the if clause, e.g. If I was / were here, he would know what to do. However, in conditions beginning If I were to…you’d have to give advice, always use were

third conditional sentences: if / past perfect, would / wouldn’t have + past participle

1 If you had studied more, you would have done better in the exams.

2 If you hadn’t studied more, you would probably have passed the exam.

1 We use third conditional sentences to talk about a hypothetical past situation and its consequence.

2 You can also use the past perfect continuous in the if clause. You can use could have or might have instead of would in the other clause.

second or third conditional?

1 If you studied more, you would probably pass the exam.

2 If you had studied more, you would probably have passed the exam.

• Compare the two conditionals. 1 = You don’t study enough. You need to study more. 2 = You didn’t study enough, so you failed.

We sometimes mix second and third conditionals if a hypothetical situation in the past has a present / future consequence, e.g. He wouldn’t be so relaxed if he hadn’t finished his exams.

past modals

must / might / can’t, etc. + have + past participle

1 I must have passed the exam. I’m sure I got all the answers right.

2 You must have seen something. You were there when the robbery happened.

2 Somebody might have stolen your wallet when you were getting off the train.

He still hasn’t arrived. I might not have given him the right directions.

3 They can’t have gone to bed yet. It’s only ten o’clock.

They can’t have seen us. It was too dark.

Use must / might / can’t, etc. + have + past participle to make deductions or speculate about past actions.

1 Use must have when you are almost sure that something happened or was true.

The opposite of must have is can’t have NOT mustn’t have.

2 Use might / may have when you think it’s possible that something happened or was true. You can also use could have with this meaning, e.g. They could have stolen your wallet when you were getting off the train.

3 Use can’t have when you are almost sure something didn’t happen or that it is impossible. You can also use couldn’t have.

4C verbs of the senses

look / feel / smell / sound / taste

1 She looks tired. That smells good! These jeans don’t feel comfortable.

2 He looks like his father. This material feels like silk. This tastes like tea. Not coffee.

3 She looks as if she’s been crying. It smells as if something’s burning. It sounds as if it’s raining.

4 Use look, feel, etc. + adjective.

5 Use look, feel, etc. + like + noun.

feel like can also mean want / would like, e.g. I don’t feel like going out = I don’t want to go out.

3 Use look, feel, etc. + if or + clause.

• You can use look or use instead of as if, e.g. It sounds like as though it’s raining.

4A Complete with a second or third conditional.

I didn’t wait another minute. I didn’t see you.

If I’d waited another minute, I would have seen you.

1 Luke missed the train. He was late for the interview.

If Luke hadn’t missed the train, …

2 Rebecca drinks too much coffee. She sleeps badly at night.

If Rebecca didn’t drink so much coffee, …

3 It started snowing. We didn’t reach the top of the mountain.

If it hadn’t started snowing, …

4 Millie didn’t buy the jacket. She didn’t have enough money.

Millie would have bought the jacket if …

5 I don’t drive to work. There’s so much traffic.

I’d drive to work if …

6 Matt doesn’t speak German fluently. He won’t get the job.

If Matt spoke German fluently, …

4B Rewrite the bold sentence sentence with must / might / (not) can’t + have + verb.

I’m sure I left my umbrella at home. I don’t have it now.

1 I must have left my umbrella at home.

I haven’t got my umbrella at home.

2 I must have left my umbrella at home. It’s only ten o’clock.

I can’t have left my umbrella at home.

3 I must have left my umbrella at home. It’s only ten o’clock.

I can’t have left my umbrella at home.

If she was more sociable, she’d have more friends.

7 If you’d looked after the plants, they (not die)

You know he’s a bit deaf.

8 This apple tastes H it’s been overcooked.

11 This rice tastes as if K he’s run a marathon.

2 Rebecca drinks too much coffee. She sleeps badly at night.

If Rebecca didn’t drink so much coffee, …

4 Millie didn’t buy the jacket. She didn’t have enough money.

Millie would have bought the jacket if …

5 I don’t drive to work. There’s so much traffic.

I’d drive to work if …

6 Matt doesn’t speak German fluently. He won’t get the job.

If Matt spoke German fluently, …

b Respond to the first sentence using should / shouldn’t have + a verb in the list.

buy   go   ask   save

A Sue is in bed with a stomach ache.

B She shouldn’t have eaten so much chocolate cake.

1 A We couldn’t understand anybody in Paris.

2 B You went to some French before you went.

2 A Tom told me his phone number but I’ve forgotten it.

B You still have it. I must have written it down.

3 B He only has 10p in his wallet.

A I didn’t wait another minute. I didn’t see you.

B You didn’t see me. I must have been hiding.

4 A Can you put the heating on? It’s very cold.

B You should have put it on earlier.

5 A You know he’s a bit deaf.

B He must have forgotten.

6 A Luke missed the train. He was late for the interview.

B If Luke hadn’t missed the train, …

7 A Rebecca drinks too much coffee. She sleeps badly at night.

B If Rebecca didn’t drink so much coffee, …

8 A Millie didn’t buy the jacket. She didn’t have enough money.

B Millie would have bought the jacket if …

9 A I don’t drive to work. There’s so much traffic.

B I’d drive to work if …

10 A Matt doesn’t speak German fluently. He won’t get the job.

B If Matt spoke German fluently, …

a Complete with a form of the verb in brackets.

If he hadn’t broken his leg, he would have played. (not break)

1 If you are a present if I’d known it was your birthday. (buy)

2 If you were you money some I had any. (lend)

3 If I was/ were someone’s, wallet, I’d keep it. (find)

4 If I _________ so far. (drive)

Joe wouldn’t have crashed if he _________ so fast. (not drive)

5 We would have a dog if we _________ in the country. (live)

If you’d looked after the plants, they _________ (not die).

6 They _________ be watching the TV. (hear)

B You _________ have bought that if they _________ what the neighbours were like. (know)

10 If she _________ more sociable, she’d have more friends. (be)

44 Grammar Bank

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5A gerunds and infinitives

verbs followed by the gerund and verbs followed by the infinitive

1 I enjoy listening to music. I couldn’t help laughing.
2 I want to speak to you. They can’t afford to buy a new car.
3 It might rain tonight. I would rather eat than go out tonight.

• When one verb follows another, the first verb determines the form of the second. This can be the gerund (verb + -ing) or the infinitive (with or without to).

• Use the gerund after certain verbs and expressions, e.g. admit, avoid, can’t help, can’t stand, carry on, deny, enjoy, fancy, finish, give up, keep on, love, imagine, involve, mind, miss, postpone, practice, risk, stop, suggest.

• Use the infinitive (with to) after certain verbs and expressions, e.g. agree, appear, be able to, can’t afford, can’t wait, decide, expect, happen, have (got), help, learn, manage, offer, prefer, pretend, promise, refuse, seem, teach, tend, threaten, want, would like.

• Use the infinitive (without to) after modal verbs, e.g. can, may, might, must, should, would rather, and after the verbs make and let.

In the passive, make is followed by the infinitive with to: Compare My boss makes me work hard. At school we were made to wear a uniform.

• Some verbs can be followed by the gerund or infinitive (with to) with no change of meaning, e.g. begin, start, continue.

• Some verbs can be followed by the gerund or infinitive (without to) with a change of meaning, e.g. like, love, hate, and prefer can also be used with either, but the gerund is more familiar or less strange.

• Some verbs can be followed by the gerund or infinitive (with to) with a change of meaning, e.g. remember + gerund = you remember something. Remin + gerund = you do something then you remember it.

• Try + infinitive = make an effort to do something. Try + gerund = experiment to see if something works.

• You can’t use the infinitive after be used to.

1 Remember to lock the door.
2 I’ll never forget seeing the Taj Mahal.
3 I tried to open the window.
4 Try calling Miriam on her mobile.

• You can’t use the infinitive after reporting verbs

5B used to, to be used to

verbs that can be followed by either gerund or infinitive with a change of meaning

1 I used to drink five cups of coffee a day, but now I only drink tea.
2 When I lived in France as a child I used to have croissants for breakfast.
3 I don’t use to/didn’t use to/infinitive to talk about past habits or repeated actions or situations / states which have changed.

• You can’t use the infinitive after be used to.

1 Carlos has lived in London for years. He’s used to driving on the left.
2 I’m used to sleeping with a duvet. I’ve always slept with blankets.
3 I can’t get used to working at night. I feel tired all the time.

• Don’t worry. You’ll soon get used to it.

1 Be used to / get used to + gerund

1 Use be used to + gerund to talk about a new situation which is now familiar or less strange.

2 You can’t use the infinitive after be used to. NOT I’m used to driving on the left.

5C reporting verbs

structures after reporting verbs

1 Jake offered to drive me to the airport. I promised not to tell anybody.
2 The doctor advised me to have a rest.
3 I apologized for being so late.
4 The police accused Karl of stealing the car.

• To report what other people have said, you can use say or a specific verb, e.g. ‘I’ll drive you to the airport.’

• Jake said he would drive me to the airport.

1 After specific reporting verbs, there are three different grammatical patterns.

2 Be offered to + gerund

3 Person + to + infinitive

4 Do + infinitive

5 to + infinitive

4 offer refuse (not to) do promise something

3 think encourage somebody (not to) do something

2 persuade remind full learn

1 agree with improve or suggest

5D reporting verbs

1 I told her I was going to go on a diet.
2 We warned him about the dangers.
3 She explained her problem.

• In negative sentences, use the negative infinitive (not to be) or the negative gerund (not being), e.g. He reminded me not to be late. She regretted not going to the party.

5E complete with the gerund or infinitive of a verb from the list

1 I don’t want to go on holiday. I don’t mind late tonight if I can leave early tomorrow.
2 I usually walk to work.
3 I can’t afford to buy a new car.
4 I’m very impatient. I can’t stand in queues.
5 I tend to get angry when people disagree with me.
6 My parents used to make me go to my room every evening.
7 I’d rather spend time with my sister tonight. I need to study.
8 I can’t work on holidays.
9 I don’t mind late tonight if I can leave early tomorrow.
10 I use to see her phone number!

b Complete with used to, to be used to or to get used to and the verb in brackets.

1 Nowadays I get used to drinking tea with breakfast. 2 Can you bear to be used to living in the country? 3 I can’t get used to living in the country.

5F complete using a reporting verb from the list and the verb in brackets.

1 I didn’t want to get used to drink tea with breakfast. 2 I can’t get used to drinking tea with breakfast.

b Complete with used to, to be used to or to get used to and the verb in brackets.

1 When you don’t say something, you never think about it. 2 I can’t get used to drinking tea with breakfast.

5G GRAMMAR BANK

verbs that can be followed by either gerund or infinitive with a change of meaning

1 I used to drink five cups of coffee a day, but now I only drink tea.
2 When I lived in France as a child I used to have croissants for breakfast.
3 I don’t use to/didn’t use to/infinitive to talk about past habits or repeated actions or situations / states which have changed.

• You can’t use the infinitive after be used to.

1 Carlos has lived in London for years. He’s used to driving on the left.
2 I’m used to sleeping with a duvet. I’ve always slept with blankets.
3 I can’t get used to working at night. I feel tired all the time.

• Don’t worry. You’ll soon get used to it.

1 Be used to / get used to + gerund

1 Use be used to + gerund to talk about a new situation which is now familiar or less strange.

2 You can’t use the infinitive after be used to. NOT I’m used to driving on the left.

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4 Do + infinitive

5 to + infinitive

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5 I tend to get angry when people disagree with me.
6 My parents used to make me go to my room every evening.
7 I’d rather spend time with my sister tonight. I need to study.
8 I can’t work on holidays.
9 I don’t mind late tonight if I can leave early tomorrow.
10 I use to see her phone number!

b Complete with used to, to be used to or to get used to and the verb in brackets.

1 When you don’t say something, you never think about it. 2 I can’t get used to drinking tea with breakfast.

5F complete using a reporting verb from the list and the verb in brackets.

1 I didn’t want to get used to drink tea with breakfast. 2 I can’t get used to drinking tea with breakfast.

b Complete with used to, to be used to or to get used to and the verb in brackets.

1 When you don’t say something, you never think about it. 2 I can’t get used to drinking tea with breakfast.
6A

articles

basic rules: a / an / the, no article:

1 My neighbour has just bought a dog. 
2 The dog was black.

He went home and drove to the Town Hall.

2 Men are better at parking than women. 
3 I don't like sport or classical music.

I stayed at home last weekend.

Use a / an when you mention somebody / something for the first time or say who / what somebody / something is.

Use the when it's clear who / what somebody / something is (e.g. it has been mentioned before or it's unique).

Don't use an article to speak in general with plural run-on nouns, or in phrases like at home / work, go home / to bed, next / last week, etc.

geographical names

1 Tunisia is in North Africa.
2 Selfridges, one of London's biggest department stores, is in Oxford Street.
3 Lake Victoria and Mount Kilimanjaro are both in Africa.
4 The River Danube flows into the Black Sea.

The National Gallery and the British Museum are London tourist attractions.

1 We don't normally use the with:
2 most countries, continents, regions ending with the name of a country / continent, e.g. North America, South East Asia, islands, states, provinces, towns, and cities (exceptions: the USA, the UK / United Kingdom, the Netherlands, the Czech Republic).
3 roads, streets, parks, shops, and restaurants (exceptions: motorways and numbered roads, the M6, the A25).
4 individual mountains and lakes.

We normally use the with:
1 mountain ranges, rivers, seas, canals, deserts, and island groups.
2 the names of theatres, cinemas, hotels, galleries, and museums.

6B

uncountable and plural nouns

uncountable

1 The weather was terrible, but there wasn't much traffic.
2 The scenery is beautiful, but it's spoiled by all the rubbish people leave.

We bought some new furniture for the garden. That's a lovely piece of furniture.

3 Iron is used for building bridges.

I need to buy a new iron. My old one's broken.

The following nouns are always uncountable: behaviour, traffic, weather, accommodation, health, progress, scenery, rubbish, work, politics (and other words ending in -ics, e.g. athletics, economics).

They always need a singular verb, they don't have plurals, and they can't be used with a / an. When they are used in short phrases, they are never used without a singular verb.

Traffic jams are difficult. A traffic jam is difficult.

Traffic jams are difficult because there is a lot of traffic. Traffic jams are difficult for drivers.

There are also uncountable nouns, information, advice, homework, research, a language, a job, luck, bread, toast, luggage, baggage. Use a piece of to talk about an individual item.

Send me a piece of advice.

Sometimes they are countable or uncountable, but the meaning changes. Iron = the metal, an iron = the thing used to press clothes. Other examples: glass, business, metal, paper, food, light, space.

plural and collective nouns

Arms (= guns, etc.), threats, traffic, legs (plural with uncountable nouns, or in phrases like at home / work, go home / to bed, next / last week, etc).

Use a / an with a collective noun to mean 'all of a group.'

In every town there are clothes shops. In every town there are clothes shops for everyone.

Use a / an with a plural or uncountable noun.

There are clothes shops, and there are clothes shops for everyone.

The news are good.

The weather was awful so we stayed at home.

I went to bed early.

Romeo and Juliet is a very sad story.

The news are good.

With prison, church, school, hospital, and university, etc. don't use an article when you thinking about the institution and the normal purpose it is used for. It is just thinking about the building, use or the.

institutions (church, hospital, school, etc.)

My father's in hospital. They are building a new hospital in my town.

With the national and the British Museum.

6C

counters: all / every, etc.

all, every, most

1 All animals need food. All fruit contains sugar. All (of) the oranges are bad.
2 Use all of this food.

The animals all looked sad. Every tree was bare. Everything was beautiful.

3 Most people live in cities.

Most of the people in this class are women.

4 All of us work hard and most of us come to class every morning.

Every room has a bathroom. I work every Saturday.

Use all or all of the / a plural or uncountable noun.

All in general, all of the / a specific.

All can be used before a main verb (and after be).

All can be used without a main verb. Use everything / everybody, singular verb, e.g. everything is / are very expensive.

Use most to say the majority. Most = general. Most of = specific.

4 We often use all of / most of an object pronoun, e.g. all of us, most of them, all of you, most of it, etc.

1 Use all or all of the / a plural or uncountable noun.
2 Use every / anything, plural or uncountable noun.

Use every / anything. Use everything / everybody, singular verb, e.g. everything is / are very expensive.

Three of us went to the cinema yesterday. Three of us went to the cinema yesterday. Three of us went to the cinema yesterday.

Use both, neither, and to talk about two people, things, actions, etc. both / and / or.

Both Marie and Carrie were scientists. Neither Marie nor Carrie was aware of the dangers of radiation.

Carrie wanted to study either physics or mathematics. In the end she studied both subjects at the Sorbonne in Paris.

She and her husband both won Nobel prizes.

Neither of them realized how dangerous radiation was.

Use both, neither, and to talk about two people, things, actions, etc. both / and / or.

Both of us are in the same class.

Neither of us is in the same class.

Use the / and the or of / some object pronoun, e.g. us, them, etc. or of / the.

We often use the / both / either / another / of of / some object pronoun, e.g. us, them, etc. or of / the.

Every / anything / everything = the thing used to press clothes. Other examples:

Arms (= guns, etc.), threats, traffic, legs (plural with uncountable nouns, or in phrases like at home / work, go home / to bed, next / last week, etc).

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6A

a Circle the correct article.

James bought / the / (–) new suit at the weekend.

1 The weather was awful so we stayed at / a / the (-) home.

2 A / The / (–) dishwasher we bought last week has stopped working already.

3 I love reading / the / (–) historical novels.

4 Sarah had had an exhausting day so she went to / a / the (–) bed early.

5 My boyfriend drives / a / the (–) very cool sports car.

6 The teachers are on strike because the children aren’t going to / a / the (–) school.

7 Turn left immediately after / a / the (–) church and go up the hill.

8 My townsfolk’s in / a / the (–) prison because he didn’t pay his taxes.

9 People are complaining because the council have refused to build / a / the (–) new hospital.

10 Visitors will not be allowed to enter / a / the (–) hospital after 7.00 p.m.

b Complete with the or (–).

They're going to the USA to visit family.

1 I think Sicily is the largest island in

2 Cairo is on the Nile.

3 We haven't had time to visit / the / (–) Louvre when we were in Paris.

4 South-west England is famous for its beautiful countryside and beaches.

5 Mount Everest is in

6 The largest inland lake is

7 We stayed at the Palace Hotel while we were in Madrid.

8 Rome and Juliet is on / at / (–) Globe Theatre.

9 Channel Islands are situated between England and France.

10 I've always wanted to visit / the / (–) India.

6B

a Right (✓) or wrong (✗)? Correct the wrong phrases.

Our accommodation isn’t satisfactory. ✓

The news are good. ✗ The news is good.

We had a beautiful weather when we were on holiday. ✗ We had a beautiful weather when we were on holiday.

They've got some lovely furniture in their house. ✗ They've got some lovely furniture in their house.

My brother gave me a useful piece of advice. ✗ My brother gave me a useful piece of advice.

The police has arrested two suspects. ✗ The police have arrested two suspects.

I need to buy a new trousers on Saturday. ✗ I need to buy a new trousers on Saturday.

The staff is very unhappy about the new dress code. ✗ The staff is very unhappy about the new dress code.

Your glasses are really dirty. Can you see anything? ✗ Your glasses are really dirty. Can you see anything?

The homework were very difficult last night. ✗ The homeworks were very difficult last night.

b Complete the second sentence so that it means the same as the first. Use the bold word.

The traffic (are) are during the rush hour.

1 Athletics is my favourite sport.

2 I bought a pair of some jeans.

3 Harvey’s clothes look / looks really expensive.

4 The flight crew / work / works hard to make passengers comfortable.

5 I found out some / a piece of useful information at the meeting.

6 Is that vase made of a glass / glasses / glass?

7 I think I’ll have a / some / (–) time after lunch to help you with that report.

8 I’ve got / a / some good news for you about your job application.

9 We’ve made a lot of progress / progress in the last two weeks.

10 My eyesight is getting worse. I need a new glasses / pair of glasses.

6C

a Circle the correct word(s).

1 We’ve eaten (all / any) of all the cake.

Most of / My most closest friends live near me.

I’m afraid there’s no / none room for you in the car.

All / Everything is / are ready for the party. We’re just waiting for the guests to arrive.

Most / Most of / My most people enjoy the summer, but for some it’s too hot.

She goes dancing / all / every Friday night.

We haven’t got any / no / some / none for the soup.

None / None of / Any of us want to go out tonight. We’re all broke.

Nobody / Anybody / anybody can go to the festival. It’s free.

b Complete the second sentence so that it means the same as the first. Use the bold word.

I like meat. I like fish too.

I like meat. I like fish too. I like

both / either / neither / all / any.

Both / I could go to Greece. We could go to Italy.

We could go / both / either / neither / any.

I didn’t stay very long. You didn’t stay very long.

I didn’t stay very long. You didn’t stay very long.

I think her birthday is on the 6th of May – but perhaps it’s the 7th.

Her birthday is on the 6th of May. Her birthday is on the 6th of May.

One of my children could read when he was four.

One of my children could read when he was four.

I think (–) my children could read when he was four.

I think (–) my children could read when he was four.

My brothers don’t smoke. My sisters don’t smoke.

My brothers don’t smoke. My sisters don’t smoke.

I think (–) my children could smoke.

I think (–) my children could smoke.
7A structures after wish

wish + past simple, wish + would / wouldn’t

1 I wish I was taller!
2 I wish my brother could speak English better.
3 I wish the bus would come. I’m freezing.
4 I wish you wouldn’t leave your shoes there. I almost fell over them.

Use wish + past simple to talk about things you would like to be different in the present / future (but which are impossible/unlikely).
• After wish you can use was or were with I, he, she, and it, e.g. I wish I was taller.
• Use wish + person / thing + would to talk about things we want to happen, or stop happening because they annoy us.

You can’t use wish for a wish about yourself, e.g. NOT I wish I would...
1 Adjectives and phrases to describe personality

Match the adjectives with phrases 1–20.

1. always looks at herself in every mirror she passes.
2. expresses her ideas or opinions with confidence.
3. is emotionally in control, not moody.
4. doesn’t say what she really thinks.
5. other people often find different or unusual.
6. is fairly relaxed about most things.
7. never changes her opinion even when she’s clearly wrong.
8. shows her feelings or expressing her opinions.
9. expresses her ideas or opinions with confidence.
10. is always in a good mood.
11. feels sure about her ability to do things
12. who she hurts.
13. is determined to be successful
14. supporting his friends.
15. giving people advice because of his knowledge and experience.
16. keeping his head in a crisis.
17. who she hurts.
18. never changes her opinion even when she’s clearly wrong.
19. always looks at herself in every mirror she passes.
20. act without thinking.

b Add one adjective to each column in a by adding a suffix to the noun / verbs in the list. You may need to make other small changes.

-ive -ous -al -ic

-ible -able -ful -y

adjective

He’s such a pain in the neck .
She’s been to the toilet five times this morning.
He has difficulty breathing.
He’s sneezing a lot and he has a cough.
He’s got a temperature and his body aches.
He’s had a heart attack.
They’ve twisted / sprained his ankle.
He’s had a bruise on his toe.

2 Idioms

a Look at the [highlighted] idioms and try to guess their meanings.

1. My boss is rather a cold fish. I don’t even know if he likes me or not.
2. She has a heart of gold. She’ll always help anyone with anything.
3. She’s as hard as nails. She doesn’t care who she hurts.
4. I hope Jack doesn’t come tonight. He’s such a pain in the neck.

b Match the idioms with their meanings.

A annoying, difficult
B very kind, generous
C distant, unfriendly
D shows no sympathy or fear

3 Treatment

Write the missing word in the treatment column.

bandage / band/sdy injection medicine operation rest specialist stitches X-ray
treatment

Go to the doctor’s (GP). He / she may tell you to…
1. take some e.g. antibiotics / antibi/ triks/ or painkillers.
2. stay at home and…
3. go to hospital to see a…

Go to hospital to A & E (Accident and Emergency). You may have to…
4. have an or scan to see if anything is broken.
5. have if you have a very deep cut.
6. have a , when a drug is put into your body through a needle.
7. have a put on to keep the wound wound/ clean.
8. have an , when part of your body is cut open to remove or repair a damaged part.

Can you remember the words on this page? Test yourself or a partner.
1 Describing clothes

a Match the adjectives and pictures.

Fit
- tight
- loose / husky

Style
- sleeveless
- long (short) sleeved
- hooded / hoody
- V-neck

b Match the phrases and pictures.

Materials
- a cotton vest
- a silk scarf
- leather sandals
- nylon / nylons / stockings
- satin / linnen / suit
- a lurex // lurex / promsuit
- suede / suede / slippers
- a denim backpack
- a velvet bow / bow
- a fur / fox / collar
- a woolen / woollen / cardigan

c Write the missing word in the Opinion column.

old-fashioned scruffy smart stylish trendy

1 She’s very . She always wears the latest fashions.
2 The Italians have a reputation for being very – both men and women dress very well.
3 He looks really . His clothes are old and a bit dirty and he hasn’t shaved.
4 You ought to wear a . suit for your job interview.
5 That tie’s very . People don’t wear such wide ones any more.

2 Verb phrases

a Match the sentences.

1 I’m going to . dress up tonight.
2 Please . hang up your coat.
3 Those years don’t fit me.
4 That skirt really suits you.
5 Your bag . matches your shoes.
6 I need to . get changed.
7 Hurry up and get . undressed.
8 Get up and get . dressed.


A Don’t leave it on the chair.
B I’ve just split coffee on my dress.
C I’m going to a party.
D Breakfast is on the table.
E It’s bath time.
F They’re too small.
G They’re exactly the same colour.
H You look great in it.

3 Idioms

a Look at the highlighted idioms and try to guess their meanings.

1 What a dress! You’re really dressed to kill tonight.
2 Please . dress up tonight.
3 These jeans don’t . fit me.
4 Those years don’t fit me.
5 That skirt really suits you.
6 Your bag matches your shoes.
7 I need to . get changed.
8 Hurry up and get undressed.
9 Get up and get dressed.

b Match the idioms to their meanings.

A start trying harder
B in your place
C wearing clothes that people will notice / admire
D is exactly the right size

Can you remember the words on this page? Test yourself or a partner.

\[ p.22 \]

1 Crimes and criminals

Match the examples to the crimes in the chart.

A A gang took a rich man’s son and asked the family for money.
B She went to her ex-husband’s house and shot him dead.
C A passenger on a flight made the pilot land in the desert.
D After the party the man made the woman have sex against her will.
E We came home from holiday and found that our TV had gone.
F Someone tried to sell me some marijuana during a concert.
G When the border police searched his car, it was full of cigarettes.
H Someone threw paint on the statue in the park.
I He said he’d send the photos to a newspaper if the actress didn’t pay him a lot of money.
J An armed man walked into a bank and shouted, “Hands up!”
K A man transferred company money into his own bank account.
L A builder offered the mayor a free flat in return for a favour.
M Two men left a bomb in the supermarket car park.
N Someone stole my car last night.
O A man held out a knife and made me give him my wallet.

The crime

1 A burglary / robbery /
2 A drug dealing
3 A fraud / theft
4 A kidnapping / mugging
5 A murder / manslaughter
6 A rape
7 A robbery
8 A smuggling
9 A terrorism
10 A theft
11 A vandalism

Punishment

- community service (doing some work to help society, e.g. painting, cleaning, etc.)
- a fine of 600
- six months in prison
- a life sentence
- capital punishment (the death penalty)

Can you remember the words on this page? Test yourself or a partner.

\[ p.37 \]
Weather

1 What's the weather like?

a. Put the words or phrases in the right place in the chart.

<table>
<thead>
<tr>
<th>Below zero</th>
<th>Breaze</th>
<th>Chilly</th>
<th>Mild</th>
<th>Cool</th>
<th>Warm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freezing</td>
<td>Gale-force</td>
<td>Scorching</td>
<td>Mild</td>
<td>Cool</td>
<td>Dripping</td>
</tr>
<tr>
<td>Pouring</td>
<td>(with rain)</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

b. Complete the text with fig, mist, and smog.

When the weather is foggy or misty, or there is smog, it is difficult to see.

It is not usually very thick, and often occurs in the mountains or near the sea.

It is thicker, and can be found in towns and in the country.

It is caused by pollution and usually occurs in big cities.

2 Extreme weather

Match the words and definitions.

blizzard /ˈblɪzdər/ - a violent storm with very strong winds especially in the western Atlantic Ocean

flood /ˈflʌd/ - becomes filled and covered with water

drought /ˈdraʊt/ - a period of unusually dry weather

drought /ˈdraʊt/ - a long, usually hot, dry period when there is little or no rain

dust storm - a violent storm with very strong winds especially in the western Atlantic Ocean

3 Adjectives to describe weather

Complete the weather forecast with these adjectives.

bright | changeable | clear | heavy | icy | settled | strong | sunny | thick |

In the north of England and Scotland it will be very cold, with ______ winds and ______ rain. There will also be ______ fog in the hills and near the coast, though it should clear by midday. Driving will be dangerous as the roads will be ______.

However, the south of England and the Midlands will have ______ skies and ______ sunshine, though the temperature will still be quite low. Over the next few days the weather will be ______, with some showers but occasional ______ periods. It should become more ______ over the weekend.

4 Adjectives and verbs connected with weather

Match the sentences. Can you guess the meaning of the words in bold?

1. I'm sick and tired of telling you to do your homework. Get on with it!
   - I'm ______ of ______.
   - A ______
   - B ______
   - C ______
   - D ______
   - E ______

2. I'm over the moon!
   - I've ______ ______ ________.
   - A ______
   - B ______
   - C ______

Remember you can't use very, extremely, etc. with strong adjectives. If you want to use an intensifier, use absolutely, e.g., absolutely astonished NOT very astonished.

Can you remember the words on this page? Test yourself or a partner.

Vocabulary Bank

Feelings

1 Adjectives

a. Match the adjectives with the situations.

<p>| |</p>
<table>
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<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1</td>
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<tr>
<td>7</td>
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<tr>
<td>8</td>
</tr>
</tbody>
</table>

Some adjectives describe a mixture of feelings, e.g.,

fed up = bored or frustrated and unhappy (especially with a situation which has gone on too long)

upset = unhappy and worried / anxious

She was very upset when she heard that her cousin had had an accident.

2 Idioms

a. Look at the highlighted idioms and try to guess their meaning.

1. I'm sick and tired of telling you to do your homework. Get on with it!
   - I'm ______ of ______.
   - A ______
   - B ______
   - C ______
   - D ______

2. When I saw the burglar I was scared stiff.
   - When I saw the burglar I was ______.
   - A ______
   - B ______
   - C ______

3. He finally passed his driving test! He's over the moon.
   - He finally passed his driving test! He's ______.
   - A ______
   - B ______
   - C ______

b. Match the idioms and the feelings.

A exhausted

B (be) very surprised

C fed up

D terrified

E sad, depressed

F very happy
The body

1 Parts of the body and organs
Match the words and pictures.

- ankle
- calf /kat/ (pl calves)
- chest
- ear
- elbow /elboʊ/ (pl elbows)
- finger
- foot
- heel
- hip
- knee /ˈkjuːn/ (pl knees)
- leg
- nose
- thigh /θaɪ/ (pl thighs)
- thumb /θʌm/ (pl thumbs)
- toe
- wrist
- buttocks
- lungs
- brain
- diaphragm
- kidneys
- liver
- heart
- stomach
- spine
- mouth
- nose
- arm
- arm's length
- ribcage
- eye
- earlobe

2 Verbs and verb phrases
a Match the verbs with the parts of the body.

- bite
- blow
- brush
- clap
- comb
- fold

- nails
- nose
- shoulders
- teeth

1 bite your nails
2 blow your nose
3 brush your teeth
4 clap your hands
5 comb your hair
6 fold your hands

b Read the sentences. Write the part of the body related to the bold verb.

1 He winked at me to show that he was only joking.

2 The steak was tough and difficult to chew.
3 When we met, we were so happy we hugged each other.
4 Don’t scratch the mosquito bite. You’ll only make it worse.
5 She waved goodbye sadly to her boyfriend as the train left the station.
6 Some women think a man should kneel down when he proposes marriage.
7 The teacher frowned /frend/ when she saw all the mistakes I had made.
8 The painting was so strange I stared/ stʊd/ at it for a long time.
9 She got out of bed, and yawned /jəʊnd/ and stretched.
10 If you don’t know the word for something, just point at what you want.

3 Idioms
Complete the sentences with a part of the body.

- chest
- foot
- hand
- head
- leg
- mouth
- nose
- tongue

1 Could you give me a hand with my homework? It’s really difficult.
2 You really put your foot in it when you told Mark that Jane had been married before.
3 You can’t be serious. You must be pulling my leg.
4 I can’t remember her name but it’s on the tip of my tongue.
5 I’m not sure I want to go climbing now. I’m starting to get cold.
6 The test is on Friday. I’ve got butterflies in my stomach.
7 When Miriam left David, she broke his heart.
8 I can’t get that song out of my head. I keep whistling it.
9 You need to learn the irregular past tenses by heart.
10 I need to tell somebody about it and get it off my chest.

Can you remember the words on this page? Test yourself or a partner. p.62

Study Link MultiROM www.oup.com/elt/englishfile/upper-intermediate

Music

1 Instruments and musicians
a Match the words and pictures.

- bass
- cello
- drums
- electric guitar
- keyboard
- organ
- piano
- saxophone
- trumpet
- violin

1 a man who sings with quite a high-pitched voice
2 a man who sings with a low-pitched voice
3 a woman who sings with a high-pitched voice
4 a woman who sings with a low-pitched voice
5 a group of people who sing together, for example in a church service
6 somebody who writes and sings his / her own songs
7 somebody who speaks the words of a song
8 somebody who sings or plays an instrument on their own
9 the main singer in a band
10 the person who directs an orchestra
11 somebody who writes music
12 the person who chooses, introduces, and plays music on the radio or in a club

b What do you call the musicians who play each of the instruments above? Write the words next to the name of the instrument! Underline the stressed syllable.

c Match the words and definitions.

- bass /ˈbeɪs/ orchestra conductor /ˌkwaɪənt/ ·
- cello /ˈsɛləʊ/ singer /ˈsɪŋər/ ·
- electric guitar /ˈelɛktrɪk/ songwriter /ˈsɜːdʒər/ ·
- drums /drʌms/ - singer - songwriter
- keyboard /ˈkeɪbrəd/ - singer - songwriter
- organ /ˈɔːrɡən/
- piano /ˈpiːnoʊ/
- saxophone /ˈsæksəfɪn/·
- trumpet /ˈtrʌmpɪt/·
- violin /ˈvɪlɪən/·

2 Adjectives and phrases to describe music
Match the sentences.

- incomprehensible
- catchy
- moving
- strong
- monotonous

1 This song has incomprehensible lyrics.
2 It's a very catchy song.
3 This music is so moving.
4 It’s a song with a very strong beat.
5 I think his voice is very monotonous.
6 I don’t know what it’s called but I recognize the tune.

1 the person who chooses, introduces, and plays music on the radio or in a club
2 the person who directs an orchestra
3 a woman who sings with a high-pitched voice
4 a large group of musicians who play different musical instruments together
5 a group of people who sing together, for example in a church service
6 somebody who writes and sings his / her own songs
7 somebody who speaks the words of a song
8 somebody who sings or plays an instrument on their own
9 the main singer in a band
10 the person who directs an orchestra
11 somebody who writes music
12 the person who chooses, introduces, and plays music on the radio or in a club

3 Idioms
Complete the sentences with the correct music idiom.

- A blowing his own trumpet · B face the music · C good ear for music · D music to my ears · E out of tune

1 He has a good ear for music.
2 He can sing a tune as soon as he’s heard it.
3 He’s not singing the same notes as we are. He’s completely out of tune.
4 He’s always blowing his own trumpet. He tells everyone how wonderful he is.
5 The others ran away, leaving him to face the music. He got punished for what they had all done.
6 When I heard the news it was music to my ears.

Can you remember the words on this page? Test yourself or a partner. p.70

Study Link MultiROM www.oup.com/elt/englishfile/upper-intermediate
The media

1 Journalists and people in the media
Match the words and definitions.

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Person or Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>commentator</td>
<td>people who write about the good / bad qualities of books, concerts, plays, films, etc.</td>
</tr>
<tr>
<td>critic</td>
<td>a person who writes articles for different papers and is not employed by a single newspaper</td>
</tr>
<tr>
<td>editor</td>
<td>a person who introduces the different sections of a radio or TV programme</td>
</tr>
<tr>
<td>freelance journalist</td>
<td>a person who writes articles for different papers and is not employed by a single newspaper</td>
</tr>
<tr>
<td>newsreader</td>
<td>a person who reads the news on TV or radio</td>
</tr>
<tr>
<td>paparazzi</td>
<td>photographers who follow famous people around to get good photos of them to sell to a newspaper</td>
</tr>
<tr>
<td>press photographer</td>
<td>a person who describes a sports event while it’s happening on TV or radio</td>
</tr>
<tr>
<td>presenter</td>
<td>a person in charge of a newspaper or magazine, or part of one, who decides what should be in it</td>
</tr>
<tr>
<td>reporter</td>
<td>a person who collects and reports news for newspapers, radio, or TV</td>
</tr>
</tbody>
</table>

2 Sections of a newspaper or news website
Match the words and pictures.

3 Adjectives to describe the media
Match the sentences. Then look at the way the bold adjectives are used in context, and guess their meaning.

1 The reporting in the paper was very sensational.
2 The news on that TV channel is really biased/biased.
3 I think The Observer is the most objective of the Sunday papers.
4 The film review was quite accurate/accurate.
5 I think the report was censored.

A It said the plot was poor but the acting good, which was quite true.
B It bases its stories just on facts, not on feelings or beliefs.
C The newspaper wasn’t allowed to publish all the details.
D It’s full of life and energy.
E You can’t believe anything you hear on it. It’s obvious what political party they favour!

4 The language of headlines
Match the highlighted headline phrases with their meaning.

- Famous actress in restaurant bill row
- United boss to quit after shock cup defeat
- Thousands of jobs axed by UK firms
- Stock market hit by oil fears
- Police quit witness in murder trial
- Prime minister backs Chancellor in latest scandal
- Tarantino tipped for Oscar win

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- Tarantino tipped for Oscar win
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- Thousands of jobs axed by UK firms
- Stock market hit by oil fears

A argument
B have been cut
C question, interrogate
D is going to leave
E is going to marry
F is predicted (to be successful)
G has been badly affected
H supports

Can you remember the words on this page? Test yourself or a partner.

p.78

2 Where people live / work

a Match the words and definitions.

1 in the city / town centre
2 in a (friendly) neighbourhood
3 in the suburbs
4 on the outskirts
5 in the (financial) district
6 in the old town

A an area and the people who live there
B the area of a town outside the centre
C the historic part of a town
D an area where, e.g. all the banks (or theatres, etc.) are
E the middle
F the furthest part from the centre, on the edge of the town / city

b Describe where you live.

3 City problems

a Complete the Problems column with a word from the list.

- beggars
- homeless people
- overcrowding
- pollution
- poverty
- slums
- traffic jams
- vandalism

b Which of these are problems in your country?

- There are a lot of _______ and congestion, especially during the rush hour.
- There are _______ on the outskirts of the city, where the houses are in very bad condition.
- There is a lot of _______, and often phone boxes are destroyed and don’t work.
- In some parts of the city there is a lot of _______ with too many people living in one building.
- There is too much _______ caused by car fumes and factory emissions.
- There are a lot of _______ who sleep in the street.
- _______ are poor people who stop you in the street and ask you for money.
- There is a lot of ____ in this country. Many people are earning less than a dollar a day.

4 Adjectives to describe a town / city

Match the sentences.

1 London is a very cosmopolitan city.
2 This area of the city is quite run down.
3 It’s a very industrial city.
4 Prague is a very historic city.
5 I think my city is very provincial.
6 Buenos Aires is a very vibrant /Varvarant / city.
7 This city is terribly polluted.

A It has many interesting old buildings and monuments.
B It’s full of life and energy.
C It’s full of people from different cultures.
D People here have a small-town mentality.
E The air is full of tonic chemicals.
F The buildings are in bad condition.
G There are a lot factories in and around the city.

Can you remember the words on this page? Test yourself or a partner.

p.89
Business and advertising

1 Verbs and expressions
a Complete with verbs from the list.

became  expand expert input  launch / break  / manufacture  market  merge  set up  take over

1 ______ a company (= start)
2 ______ a product (= make in a factory)
3 ______ a product (= sell using advertising)
4 ______ materials (= buy from another country)
5 ______ your product (= sell to other countries)
6 ______ (= get)
7 ______ the market leader (= be the most successful company)
8 ______ another company (= get control of)
9 ______ a new product, an advertising campaign (= show for the first time)
10 ______ with another company (= combine to make one single company)

b Do or make? Put the words or phrases in the right column.

Do

make

2 Organizations and people

a Organizations. Match the words and definitions.

branch     a business / company / firm / firm / a chain
head office     a multinational

1 ______ a group of shops, hotels, etc. owned by the same person or company
2 ______ an organization which produces or sells goods or provides a service
3 ______ a company that has offices or factories in many countries
4 ______ the main office of a company
5 ______ an office or shop that is part of a larger organization

b People. Match the words and definitions.

client / kli:nt/ a colleague / kəˈleɪdʒ/ a customer
manager / mæˈɡɪnər/ an employee / ɪˈmpɔːr(t)/ the owner / əˈnɪər/ the staff

1 ______ the group of people who work for an organization
2 ______ a person who works for somebody
3 ______ a person or company that employs other people
4 ______ someone who buys goods or services e.g. from a shop
5 ______ someone who receives a service from a professional person
6 ______ a person who works with you
7 ______ the person who manages or controls a company or organization
8 ______ the person who owns a business
9 ______ a person who is in charge of a department in a company
10 ______ a person in charge of part of an organization, e.g. a branch

3 Advertising

Match the words / phrases and pictures.

advertising / advert / ad    slogan / slogan
commercial       linked mail    cold calling

1 ______
2 ______
3 ______
4 ______
5 ______

Can you remember the words on this page? Test yourself or a partner. p.105

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FILE 1
Complete the phrasal verbs from File 1 with the correct particle.

1 My brother and his girlfriend broke ______ last month.
2 I can’t talk now, I’m driving. I’ll call you ______ in fifteen minutes.
3 This club isn’t a very good place to chat ______ girls. The music is too loud.
4 The doctor said that I had to cut ______ to one cup of coffee a day.
5 Don’t give ______. If you keep trying, I’m sure I find a good job soon.
6 Slow ______! There are speed cameras on this road.

FILE 2
Complete the phrasal verbs from File 2 with a verb in the correct form.

1 Everyone ______ out laughing when Jimmy arrived wearing a large, white hat.
2 Can you ______ the TV? I can’t hear it with the children shouting in the kitchen.
3 Don’t ______ anything behind when you get off the plane.
4 What a pity! They’re going to ______ down our local cinema and build a car park.
5 If you take any of my things, please them ______ back when you’ve finished with them.

FILE 3
Match the phrasal verbs from File 3 with a definition A–E.

1 Watch out, there are often pickpockets on this station.
2 The company has been ______ going through a bad period recently.
3 The police told us to ______ get out because the building wasn’t safe.
4 If we ______ carry on polluting the planet, we’re going to destroy it.
5 The restaurant wasn’t popular and it ______ closed down last year.

FILE 4
Complete the phrasal verbs from File 4 with the correct particle.

down off (x2)  on  out

1 If there is an emergency, all passengers must get ______ of the plane as fast as they can.
2 It was an eight-hour journey so we ______ early in the morning.
3 Jessica was getting really angry with Tom so I told her to ______.
4 I ______ to me. It’s very slippery and you might fall.
5 The teacher told me ______ because I hadn’t done my homework.

FILE 5
Complete the phrasal verbs from File 5 with the correct verb.

catch  eat  fall  fill  lie  put

1 I’m exhausted. I’m going ______ down for half an hour.
2 I’m not very good at ice skating. I always ______ over at least twenty times!
3 We stopped at a petrol station to ______ up with petrol.
4 I’m looking forward to the party. It will be a good chance to ______ up with old friends.
5 It’s very easy to ______ on weight if you ______ out several times a week.

FILE 6
Match the phrasal verbs from File 6 with a definition A–E.

1 The teacher ______ hurried through the last part of the class.
2 I’ll only call you if something interesting ______ up in the meeting.
3 James has ______ thought up a brilliant new idea for our new product.
4 An old man was ______ run over on the pedestrian crossing.
5 A lorry ______ crashed into my car when it was parked outside my house.

FILE 7
Complete the phrasal verbs with the correct form of the verb.

go  end  pick  take

1 I don’t know what’s ______ on. Can anyone tell me what’s happening?
2 We got completely lost and we ______ miles away from where we wanted to go.
3 I’ll ______ you at the station if you tell me what time your train arrives.
4 I’ve decided to ______ a new hobby – I’m going to learn to dance salsa.

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## Sounds and spelling – consonants

### Usual Spelling

<table>
<thead>
<tr>
<th>Letter</th>
<th>Word 1</th>
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<th>Word 3</th>
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**Notes:**
- The table lists examples of usual spelling and uncommon spelling.
- The but also column provides additional examples of uncommon spelling.
- The table includes various sounds and their corresponding spelling patterns.