

UNIT 1

UNIT

I

SPEAKING

- › Talk about family events
- › Talk about people in your life
- › Role-play an interview
- › Create a new identity

LISTENING

- › Listen to someone describing his family history
- › Listen to a set of instructions and do a test
- › Listen to a set of interviews
- › Watch a BBC documentary about Second Life

READING

- › Read about a BBC programme that reveals family histories
- › Read tips on successful interviews

WRITING

- › Write an email of introduction
- › Answer a questionnaire

BBC CONTENT

- ▶ Video podcast: What does *family* mean to you?
- ▶ DVD: The Money Programme: Second Life

identity



▶ Who do you think you are? p8



▶ Men and women p11



▶ Tell me about yourself p14



▶ Second Life p16

B Introduce your partner to the class.

- 1 Do you know a lot about your **family history**?
- 2 Which do you know best: your mother's or your father's **side of the family**?
- 3 Where did your **ancestors** come from?
- 4 Did you ever meet your **great-grandparents**?
- 5 Do you know most of your **relatives**?
- 6 Are you **related to** anyone famous?
- 7 Have you **inherited** any family characteristics?
- 8 Who in your family do you **take after**?
- 9 Would you like to know more about your **roots**?
- 10 Do you live with your **extended family**?

- a) Quite a lot. My parents told me a lot of stories about my background.
- b) Yes. I'm very shy, like my father and my older brothers.
- c) I'd love to, but it's difficult because my parents don't often talk about the past.
- d) Yes, I live with my immediate family and my grandparents.
- e) No, there are no celebrities in the family!
- f) They came from Lagos, in Nigeria.
- g) I know about half of them. The others live in New Zealand and I've never met them.
- h) My father's. I grew up next door to his sister's family.
- i) My mother. We look alike and we have similar characters.
- j) No. Unfortunately, they died before I was born.

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B Read the text to find out.

- 1 Who has a royal ancestor?
- 2 Who has a relative who was a policeman?
- 3 Who has roots in three continents?
- 4 Who has a relative who started a second family?
- 5 Who has an ancestor who built boats?
- 6 Who has a criminal relative?



- 1 a lot of money (paragraph 2)
- 2 someone who won a gold medal in sport (paragraph 3)
- 3 making arrangements so someone is safe (paragraph 4)
- 4 extremely sad (paragraph 5)
- 5 left someone (or something) in a bad condition (paragraph 5)
- 6 given a punishment for a crime (paragraph 6)

4 Work in pairs and discuss. Would you like to be on the programme? Why/Why not?

5A **1.1** Listen to an interview with a man describing his family history. Which family members does he talk about?

- 1 How many of his great-grandparents and grandparents did he meet?
- 2 Where did his father's family come from?
- 3 What three types of job did most of his ancestors do?
- 4 How many people are in his 'immediate family'?
- 5 Who does he think tells the best family stories?

6A Read questions 1–6 from the interview. Answer questions a)–e).

- 1 Do you know a lot about your family history?
 - 2 Did you ever meet your great-grandparents?
 - 3 Where did your ancestors come from?
 - 4 What happened to them?
 - 5 Which members of your family do you feel close to?
 - 6 Who tells the best family stories?
- a) Underline the main verb in each question. (The first has been done for you.)
 - b) Circle the auxiliary verbs. Which auxiliaries refer to the past? Which refer to the present?
 - c) Which two questions are *yes/no* questions?
 - d) Which two questions end in a preposition: *of*, *to*, *by*, etc.?
 - e) Which two questions use *wh-* words to refer to the subject (the person who does the action) and don't use an auxiliary verb?

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B **1.2** Listen to the questions above. Are the question words (*wh-* words) in 3–6 said in a higher or a lower voice?

C Listen and shadow the questions (say them at the same time).

7A Put the words in the correct order to make questions.

- 1 do / every / your / family / you / day / see / ?
- 2 your / anything / did / teach / grandparents / you / ?
- 3 remembers / who / always / birthday / your / ?
- 4 read / taught / to / you / who / ?
- 5 do / do / you / relax / what / to / ?
- 6 holiday / do / next / to / you / want / go / on / your /
where / ?
- 7 words / you / what / describe / three / ?
- 8 happy / what / you / makes / ?
- 9 knows / best / you / who / ?
- 10 did / speak / first / when / English / you / ?

B Choose three of the questions to ask other students.

8A Write four dates, four names and four places that are connected with your family.

Dates: 7 May 2008 – My son was born.

Names:

Places:

B Work in groups. Take turns to explain what you wrote. As you listen, think of questions to ask afterwards.

WRITING emails of introduction

9A When do you need to write a letter or email to introduce yourself? Which of these things have you done or will you do in the future?

- apply for a job/course
- arrange to meet someone for the first time

B Read the emails. Why are the people writing? Which sentences tell us?

To: CTEBS committee

Subject: introductions

Dear Colleagues,

As you probably know, next month I will start work as the new director of the Teacher Education Programme. For those of you who don't know me, I would like to take this opportunity to introduce myself. Since 2006, I have worked at the School of Education at Sidis University. My specialisation is in maths and science, and I have been involved in a number of teacher education projects in these fields.

I look forward to working with you.

Yours sincerely,

Nicholas Collett

To: maxperkin@hotmail.co.uk

Subject: hi!

Hi Max,

How are you? Zeinab told me it'd be OK to write to you at this email address. My name's Julia. I was at school with Zeinab years ago. I'm coming to Leeds for a week at the end of May. She told me you'd be able to show me some of the sights and help me find my way around. It'd be great if we could meet. Hope to hear from you soon.

All the best,

Julia :)



10 Read the five stages of email writing below. Do the emails in Exercise 9B follow all the stages?

- 1 Aim for your audience: think about who you are writing to. Is the email formal or informal?
- 2 Be brief: try not to use too many words. Emails shouldn't go on for pages.
- 3 Communicate clearly: use simple, clear language and simple sentence structure.
- 4 Do two drafts: write a first version and then rewrite.
- 5 Edit everything: check grammar, vocabulary, spelling and punctuation before sending.

LEARN TO write formal and informal emails

11A Look at the emails in Exercise 9B again. Which one is formal and which is informal? How do you know?

B Answer questions 1–4 with formal (F) or informal (I).

- 1 Which email uses full forms of verbs (*I am, I would*) instead of contractions (*I'm and I'd*)?
- 2 Which email leaves out words (e.g. *Hope to ...* instead of *I hope to ...*)?
- 3 Which email sounds more like spoken English?
- 4 Which email uses longer, more complex sentences?

C Complete the notes with phrases from the email.

Greeting (formal): 1 _____.
(informal): Hi/Hello.

Opening line (formal): I am writing to ...
(Informal): 2 _____.

Introduction (formal): I would like to take this 3 _____.
(informal): My name's ...

Final message (formal): I look forward to ...
(informal): 4 _____.

Goodbye (formal): 5 _____.
(informal): All the best.

12 Read the situations below and write the emails. Think about who you are writing to, the reason for writing and if you need to use a formal or informal style.

Situation 1

Next week you start a new job as Project Manager for a publishing company. Your job is to start new book projects and organise teams to work on the projects. Write to your new colleagues. Introduce yourself.

Situation 2

You are going to Sydney, Australia, for the first time. Your brother's friend, Tom, lives there. You've never met Tom. You want him to show you around the city. Write to Tom. Introduce yourself, and say when you are coming and what you want to do.

MEN AND WOMEN

- GRAMMAR | review of verb tenses
- VOCABULARY | relationships
- HOW TO | talk about people in your life

SPEAKING

1A Work in groups and discuss. Do you think male and female brains are different? How? What are the stereotypes of men and women in your country?

B Read the BBC blog and discuss the points you agree/disagree with. Can you think of any opinions to add?

GRAMMAR review of verb tenses

2A Match the underlined verbs below with the tenses a)–d).

- 1 Scientists recently discovered that there are seventy-eight genetic differences.
 - 2 Men can't remember what they were wearing yesterday.
 - 3 Women hide things in cupboards.
 - 4 A baby is crying.
- a) present simple b) present continuous
c) past simple d) past continuous

B Complete the rules with the correct tenses a)–d).

Rules:

- 1 We use _____ for actions, events or situations that are finished.
- 2 We use _____ for things that are going on at a particular moment in the present.
- 3 We use _____ for habits, routines and things that are always true.
- 4 We use _____ when someone was in the middle of an action at a particular moment in the past.

C Read about state verbs and underline three examples in the blog opposite.

Rule: Some verbs are not usually used in the continuous, e.g. *want, like, remember, understand, know*. These are called 'state verbs'.

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PRACTICE

3A Read the personal profile and put the words in brackets into the correct tense.

My name is Matsuko Tamazuri. I am twenty-three and I 1 _____ (be) a student. I study French and Spanish at university in Osaka, where I 2 _____ (grow up), but at the moment I 3 _____ (learn) English in New York. When I first 4 _____ (get) here, everything 5 _____ (seem) different: the food, the clothes and the weather. Now I 6 _____ (enjoy) it and it feels like home! I have a boyfriend called Josh. I 7 _____ (meet) him three weeks ago when I 8 _____ (look) for an internet café! My hobbies 9 _____ (be) surfing the net and singing. I 10 _____ (sing) every day, usually in the bathroom!

B Work in pairs. Ask questions and write your partner's personal profile. Use the profile above to help.



Scientists recently discovered that there are seventy-eight genetic differences between men and women.

BBC Online News readers suggest what those differences might be.

- Women have a multi-tasking gene. Men can never prepare dinner so that everything is ready at the same time.
- Men like to have all their stuff (DVDs, CDs) on show to impress their friends. Women hide things in cupboards.
- Women have an ability to make men think they are in charge.
- Men refuse to pay more than £5 for a haircut because it's not that important.
- A baby is crying, a dog is barking, a doorbell is ringing. It doesn't matter: the man of the house is sleeping. Men can sleep through anything. Women can't.
- A man can choose and buy a pair of shoes in 90 seconds over the internet.
- Women know what to do when someone starts to cry.
- Women remember every outfit they've worn for the past twenty years. Men can't remember what they were wearing yesterday without looking on the floor.
- Men speak in sentences. Women speak in paragraphs.

LISTENING

4A Read the description of a BBC TV documentary and answer the questions.

- 1 What is the aim of the documentary?
- 2 Whose lives does it follow? For how long?
- 3 What is the purpose of the test?

Child of Our Time

Child of Our Time is a BBC documentary that aims to discover what makes us who we are. The programme follows the lives of twenty-five children and their families for a period of twenty years. During the series, the children and their parents do a number of tests. In this programme, they do a test to discover whether a male brain is different from a female brain and how this affects our character and abilities.

B 1.3 Take a piece of paper, listen to Parts 1 and 2 and follow the test instructions.

C 1.4 Listen to the explanation in Part 3. Turn to page 158 and check your picture. How many parts did your bike have? Could it work? Does it have a person on it? Compare your picture with other students'.

D 1.5 Listen to people discussing their pictures of the bicycle. Who says sentences 1–6? A man (M) or a woman (W)?

- 1 None of us got the chain, did we?
- 2 Pedals nor chains, so mine will never work.
- 3 None of us drew a person.
- 4 I've got a little bird on my handlebars, though.
- 5 Yours is the most accurate one.
- 6 And you've got lights on yours.

5 Discuss the questions.

- 1 Was the explanation correct for you?
- 2 Do you agree with the presenter's views about men and women?

Women think people are important. Men, on the other hand, are more interested in getting the machine right.

VOCABULARY relationships

6A Work in pairs. Look at the words in the box and answer the questions.

boss-and-employee classmates partner team-mates member
godfather and godmother mentor and pupil fiancée and fiancé

- 1 Which pair works together? *boss and employee*
- 2 Which pair promises to help guide a child through life?
- 3 Which pair is going to get married?
- 4 Which pair involves one person learning from the other?
- 5 Which word describes people who play in the same sports team?
- 6 Which word describes people who go to the same class?
- 7 Which word describes a person who is part of a club?
- 8 Which word is a general word for 'someone who you do something with'?

B Work in groups and discuss.

- 1 Do you associate the roles with men or women or both?
- 2 Do you think men and women are different in the roles? How?

I think women bosses are often less aggressive than male bosses and they are better at listening.

C 1.6 Listen to six sentences. Number the words in Exercise 6A in the order that you hear them.

D Six of the words have two syllables. Find the words and underline the stressed syllable. Say the words aloud, putting the stress on the correct syllable.

speakout TIP

Remember: most two-syllable words in English have the stress on the first syllable. Hold a hand under your chin. Say the word slowly. The jaw (the bottom part of your chin) drops more on the stressed syllable.

SPEAKING

7A Think about your own relationships. Prepare to talk about one man and one woman in your life. Use the questions below to make notes.

- Who are they?
- What is their role in your life?
- How often do you see them?
- How have they helped you and how have you helped them?

I'm a member of a football club, and we meet every week. Our coach is fantastic and he has helped our team a lot.

B Tell other students about these relationships.



VOCABULARY PLUS collocations

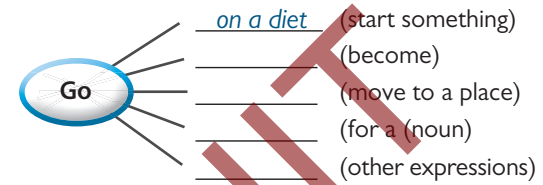
8A Work in pairs and do the quiz opposite.

B Turn to page 158 and read the text to check your answers.

9A Look at the quiz again. Find and circle five expressions using *take*, *get*, *do* and *go*.

B Write the expressions in italics in the correct places in the word webs below.

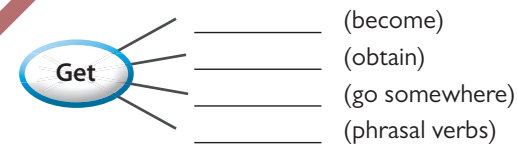
1 *on a diet, home, off something, for a drink/a walk/a meal, grey*



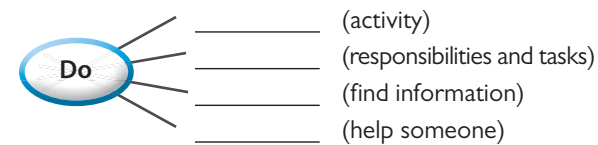
2 *responsibility for, after someone, part in something, a taxi*



3 *married, a job/degree, on with someone, here*



4 *exercise, research, housework, someone a favour*



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SPEAKING

10A Think about your classmates. Write down the name of someone who:

- never gets angry.
- does research for his/her job.
- took a test in the last six months.
- went for a meal last weekend.
- took up a new hobby recently.
- always gets here early.
- went for a walk today.
- got a new job recently.

B Work in groups. Ask the other students to check if they agree with your ideas.

What Women Really Think

Stella magazine commissioned YouGov, a research agency, to interview over 1,000 women in the UK about what they really think. How do you think they responded?

1 How many women in the UK would prefer to have a male boss?

- (a) less than 30%
- (b) about 50%
- (c) over 70%

2 How many women have gone on a diet in the past?

- (a) 20%
- (b) between 35% and 45%
- (c) over 50%

3 How many women spend more than seven hours a week doing exercise?

- (a) 4%
- (b) 15%
- (c) 30%

4 What is the biggest challenge for women today?

- (a) staying healthy
- (b) making enough money
- (c) balancing home and work life

5 What do women think is the best age to get married?

- (a) between 21 and 24
- (b) between 25 and 29
- (c) over 30

6 What do 59% of women think fathers should take more responsibility for?

- (a) their children
- (b) doing the housework
- (c) organising holidays

7 According to women, how much housework do they do?

- (a) more than 50%
- (b) over 75%
- (c) nearly all of it

8 How many women aged 45–54 met their husbands through the internet?

- (a) 1%
- (b) 9%
- (c) 16%



SPEAKING

1A What type of interview can you see in the photo?
Is it a/an:

- job interview?
- interview for a place at university?
- newspaper/magazine interview?
- interview for a talk show/other television programme?
- police inquiry?
- placement interview for a language course?

B Look at the list of interview types above. Answer questions 1–3.

- 1 Which types of interview above have you experienced?
- 2 Which will you experience in the future?
- 3 Do you think it is possible to show 'the real you' in a short interview? Why/Why not?

VOCABULARY interview advice

2A Work in pairs. Look at topics 1–3 below and match them to the expressions in the box.

dress smartly 3 speak clearly answer briefly
shake hands firmly send references
arrive on time avoid eye contact do some research
show enthusiasm be prepared

- 1 Should do during an interview
- 2 Shouldn't do during an interview
- 3 Might do before an interview

B What else should/shouldn't you do in an interview?
Think of as many things as you can in two minutes.

You should try to ask questions.

5 tips to help you do well at interviews

How do you get into the university or the job of your dreams? Even before the interview, you might need to catch someone's attention. The Dean of Admissions at Harvard University says he often receives flowers and chocolates from potential students. One student sent references every day for three months. Eventually, he even sent a letter from his dentist saying how nice his teeth were. He didn't get an interview.

For those of you who do make the interview stage, here are five top tips:

- 1 Be prepared. Do some research about the university or company so you know what questions to ask.
- 2 Dress appropriately. You don't have to dress smartly but you should look clean. And don't wear 'bling' (large pieces of jewellery).
- 3 Arrive on time. Fifteen minutes early is OK.
- 4 Shake hands firmly and make eye contact. First impressions are important.
- 5 Speak clearly and try to offer full answers rather than short responses. This shows your enthusiasm.

FUNCTION talking about yourself

3 Read the text and answer the questions.

- 1 What type of things do people do to get an interview at Harvard University?
- 2 What should you do before and during an interview?

4A ▶ 1.7 Listen to three extracts from the audio and answer the questions.

- 1 What types of interview are they?
- 2 Which interviewee doesn't follow the five tips? What does he/she do wrong?

B Answer questions 1–6. Listen again to check.
Interview 1

- 1 What does the student want to practise?
- 2 What types of classes are in the afternoons?

Interview 2

- 3 What did the girl organise on the summer camp?
- 4 What 'can be difficult', according to the interviewer?

Interview 3

- 5 What does the man want to know?
- 6 Why are online courses more difficult than face-to-face courses, according to the interviewer?

5A Read the extracts from audio 1.7. Underline the expressions that introduce a question.

Extract 1

T: OK. You've got a very good level of English so we'd put you in the advanced class. Is there anything else?

S: Could I ask a question?

Extract 2

I: There are a couple of things I'd like to ask about. Your CV says you have some experience of looking after children?

A: Yes, I was a tutor on a summer camp last year.

I: Can I ask you about that? What type of things did you do?

A: Um, well, I organised games.

Extract 3

I: I think that's about it. Do you have any questions? Any queries?

S: Um, yes, actually I do have a query.

I: Yes, go ahead.

S: It's about online classes at the university.

B Read the extracts below and underline the expressions that are used to introduce an opinion.

Extract 1

S: I've studied English for many years and spent time in Britain, but that was a few years ago. So for me the most important thing is to just refresh ... and try to remember my English and practise speaking and listening.

Extract 2

I: OK. And you enjoyed it?

A: Yes.

I: What aspect, what part did you enjoy, would you say?

A: I suppose I'd have to say I liked the games best.

I: And any problems?

A: Um, no.

I: What about the different ages? We often find that different ages together can be difficult.

A: It depends. In my opinion, you can usually get the older children to help the younger ones.

Extract 3

S: If I'm accepted, I saw that there are, that it's possible to take some courses online.

I: That's right.

S: So I wouldn't need to attend classes?

I: Not for the online courses. But ... well, one thing I'd like to say is that the online courses are, in many ways, more difficult than face-to-face courses.

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6 Put the words in the correct order to make sentences or questions.

- 1 query / I / a / have / do
- 2 I / a / could / question / ask / ?
- 3 like / couple / of / are / about / I'd / things / to / a / ask / there
- 4 ask / you / I / can / that / about / ?
- 5 true / this / opinion / my / isn't / in
- 6 to / I'd / I / agree / have / say
- 7 thing / that / like / I'd / one / say / is / to / is / course / the / difficult
- 8 is / thing / important / most / for / the / me / to / study

LEARN TO use two-word responses

7A Match expressions 1–5 with expressions a)–e).

- 1 Of course.
 - 2 That's right.
 - 3 I see.
 - 4 No problem.
 - 5 Go ahead.
- a) Please continue.
b) You're correct.
c) You're welcome.
d) Yes, definitely.
e) I understand.

B Which expressions are more formal: 1–5 or a)–e)? Which do you use regularly?
Read audio script 1.7 on page 164 to see how the expressions are used.

SPEAKING

8A Work in pairs and role-play the interview. Student A: read the instructions below. Student B: turn to page 158.

You work for a famous business school. Student B wants to do a course at the school. Interview him/her. Use the following prompts and ask about:

- his/her reason for doing the course
- his/her work experience
- his/her expectations of the course
- his/her plans for the future

Prepare the questions. Remember to ask your partner why he/she is a good candidate for the school and, at the end, if he/she has any queries about the business school.

B Change roles and role-play the interview again.



DVD PREVIEW

1A What can you do in Second Life? Do you think the statements below are true?

- 1 In Second Life you can **alter** your appearance.
- 2 You can become more **attractive** than you actually are.
- 3 You can **pick** a different skin colour.
- 4 You can wear strange **outfits**.
- 5 You can **socialise** with people from different countries.
- 6 You can talk to other **residents** of Second Life.
- 7 You can make money in Second Life's own **currency**.

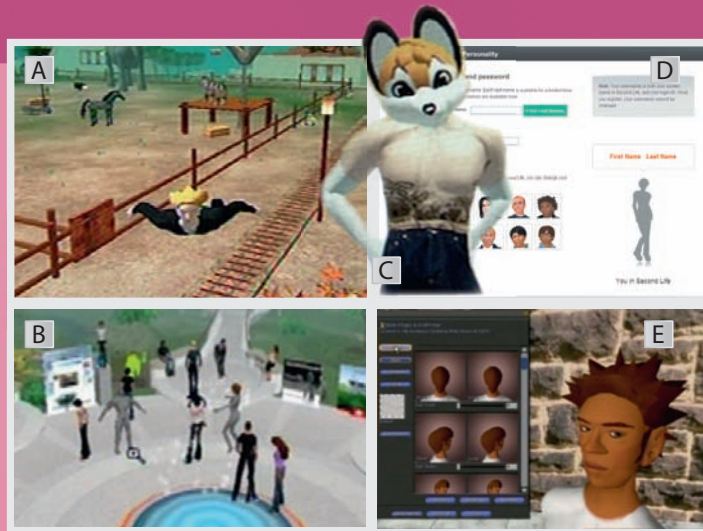
B Match the words in bold above with the words/phrases in the box.

clothes	type of money from one country
change	beautiful
choose	meet and talk to
	people who live in one place

C Read the programme information and check your answers to Exercise 1A.

BBC The Money Programme: Second Life

This BBC programme investigates Second Life, a virtual world with its own communities. In Second Life, you reinvent yourself: you choose a different name, change your appearance in any way you want and get a new personality. What is more, Second Life is a world of endless pleasure. You can go shopping, take English classes, meet and chat to people from all over the world, live in a perfect house on a magical island and even make money. There's only one rule in Second Life: there are no rules!



DVD VIEW

2 Watch the DVD and put pictures A–E in the correct order.

3A Match pictures A–E with sentences 1–5.

- 1 Once you've created an account, you can create an avatar.
- 2 You can be female, male or even something called a 'furry': half-animal, half-human.
- 3 It turns out there are not a lot of unattractive people in Second Life.
- 4 But it's more fun flying, and with maps I can find almost anything I want.
- 5 You can go up to anyone and chat.

B Watch the DVD again to check.

4 Work in groups and discuss.

- 1 Have you been in Second Life? If not, would you like to spend time there?
- 2 What might you enjoy about Second Life? What would you not like about it?
- 3 Why do you think people get addicted to Second Life?

speakout create a new identity

5A 1.8 Listen to someone talking about her avatar. Answer the questions.

- 1 Where did she hear about Second Life?
- 2 What did she change about her appearance?
- 3 What job did she decide to do in Second Life?
- 4 What is the 'one thing that hasn't changed'?
- 5 What type of building does she talk about?

B Listen again and tick the key phrases you hear.

Keyphrases

(You can) create a different version of yourself.
I reinvented myself as a ...
I created a new image of myself.
I didn't change my appearance that much.
One thing I decided to alter was my ...
One thing that hasn't changed is ...
My avatar is based on ...

C Create your own avatar. Complete your profile using the prompts below:

- | | |
|---------------|---------------------------------------|
| • name | • nationality |
| • age | • languages spoken |
| • height | • job and/or hobbies |
| • weight | • favourite places to hang out |
| • hair colour | • would like to meet (type of people) |
| • eye colour | • motto or personal philosophy |
| • clothes | • one thing no one knows about you |

D Talk to other students. Introduce your new (avatar) self. What do you have in common with other avatars in the class?

writeback answer a questionnaire

6A Read the questionnaire. Choose to be either yourself or your new identity and write answers to the questions. Write 1–2 sentences for each question.

Who are you?

- 1 What three words best describe you?
- 2 What is your idea of perfect happiness?
- 3 What possession is most important to you?
- 4 What is your greatest achievement?
- 5 What is your favourite sound, smell and taste?
- 6 What do you like most about your lifestyle?
- 7 What do you like least about your lifestyle?
- 8 What do you always carry with you?
- 9 Who would be your perfect dinner date? Why?
- 10 What's your favourite month and why?
- 11 If you could change one thing about the past, what would it be?
- 12 If you could learn one new thing, what would it be?

B Share your answers with other students. Decide if the other students' answers are for themselves or their avatar.

FAMILY

1A Complete the sentences with the words in the box.

history inherited after
extended ancestors relative
great side roots related

- 1 My parents told me about my family history.
- 2 My _____ probably came from the place where I was born.
- 3 I once met my _____ grandparents.
- 4 I take _____ my mother, especially my personality.
- 5 I know someone who _____ a house when their parents died.
- 6 My family's _____ are in another country.
- 7 I have a _____ living in Australia.
- 8 I know someone who is _____ to someone famous!
- 9 I know my mother's _____ of the family much better than my father's.
- 10 I have a very large _____ family: lots of cousins, nephews and nieces.

B Tick the sentences that are true for you. Compare with another student.

QUESTION FORMS

2A Find and correct the mistakes in the questions below. Three of the questions are correct.

- 1 When you started studying English?
- 2 Who did helped you to learn English?
- 3 Do you be enjoy learning languages?
- 4 Did you to learn anything important from your teachers?
- 5 What annoys you about your job or your studies?
- 6 In your job or studies, is there anything you are not happy?
- 7 When you imagine the perfect career, what do you think of?
- 8 What keeps you awake at night?

B Work in pairs. Choose four of the questions to ask your partner.

REVIEW OF VERB TENSES

3 Find and correct the mistakes. Five of the underlined verbs are incorrect.

12.10.09

I was walking to work this morning when I was seeing Mr Gonzalez, my old Spanish teacher. He was wearing a leather jacket and carrying a guitar. I ask him how he was. He said, 'Fine. I go to my band practice.' I said, 'What band?' He replied, 'I don't teach any more. It wasn't really the best job for me. A few years ago I was starting a band called The Big Easy. We don't make much money, but I 'm liking the lifestyle.' I asked him where he lived and he said, 'I 'm living in my caravan at the moment. I travel a lot. I'm a child of the 60s!'

RELATIONSHIPS

4A Put the letters in the correct order to find the names of twelve types of people.

- 1 tomdogher
- 2 niface
- 3 ilupp
- 4 nraterp
- 5 ceanife,
- 6 breemm
- 7 stamcasel
- 8 dethagorf
- 9 sobs
- 10 emeyloop
- 11 trenom
- 12 maatteme

B Work in pairs. Which of these people do you know or have? Which of these are you?

I have a fiancée. We're getting married next summer.
I'm a member of a gym.

TALKING ABOUT YOURSELF

5A Complete the conversations with the pairs of words in the box.

query about like to to say
you about I ask thing I'd

query about

- 1 A: I have a ~~the~~ class. Do I have to bring a pen?
B: No, it's a computer class.
- 2 A: Could a question? Where does the tennis class meet?
B: At the tennis courts.
- 3 A: I'd have I'm not sure you're qualified. Why should we employ you for the library position?
B: Because I'm good with children and animals.
- 4 A: There are a couple of things I'd ask. Firstly, can you work on Saturdays?
B: Is that at the weekend?
- 5 A: One like to say is that you look good for your age. How old are you?
B: Thirty.
- 6 A: Can I ask your latest film, *Philadelphia*? Where is it set?
B: In Philadelphia.

B Work in pairs and write a conversation. Use the expressions in Exercises 5 and 7 on page 15 to help.

C Work in groups and take turns to perform your conversations.

BBC VIDEO PODCAST



Download the video podcast and view people describing their family and what 'family' means to them.

Authentic BBC interviews

www.pearsonlongman.com/speakout

UNIT 6

UNIT

6

SPEAKING

- › Talk about your emotions
- › Discuss what you would do in different situations
- › Introduce/Respond to news
- › Talk about memorable moments

LISTENING

- › Listen to a radio show about therapies
- › Listen to conversations where people hear news
- › Watch a BBC comedy about a man's terrible day

READING

- › Read about basic emotions
- › Read about a BBC programme *The People Watchers*

WRITING

- › Write a letter of advice
- › Write a website entry

BBC CONTENT

- 📺 Video podcast: How are you feeling today?
- 📀 DVD: My Worst Week

emotion



▶ Feeling stressed? p68



▶ The people watchers p71



▶ That's great news! p74



▶ My worst week p76



6.1 FEELING STRESSED?

▶ **GRAMMAR** | zero and first conditionals

▶ **VOCABULARY** | -ing/-ed adjectives

▶ **HOWTO** | talk about your emotions



The Six Basic Emotions

According to BBC Focus Magazine, there are **six basic emotions which we all experience, recognise in other people, and show in our own facial expressions. They are:**

- 1 FEAR** – probably the most basic emotion, fear activates a part in our brain which allows us to escape from danger.
- 2 ANGER** – our ancestors used this emotion to try and deal with a problem rather than run away from it.
- 3 DISTRESS** – loss or tragedy prompt a feeling of sadness. This often results in tears, a lump in the throat and a feeling of heaviness in the chest. See a sad person and you may feel sad, too.
- 4 JOY** – the simplest things can induce this, like a kind word, or a sunny day. This is the most positive emotion and a great motivator as we will actively try to repeat activities which bring us joy.
- 5 SURPRISE** – life is unpredictable, so surprise is a useful emotion. When something surprising happens to us, we raise our eyebrows to open our eyes wider, to allow us to see what is happening.
- 6 DISGUST** – we will naturally feel disgust at certain objects and smells (like the smell of rotten food). We move away from these things (which may carry disease) so this emotion protects us.

SPEAKING

1A Look at photos A–F. What emotions do you think these people are feeling? Why are they feeling them?

B Read the text and match photos A–F with the emotions.

C When was the last time you felt these emotions? Give some examples.

VOCABULARY -ing/-ed adjectives

2A Work in pairs and complete the questions.

- 1 What makes you angry or **annoyed**?
- 2 What sorts of things do you find **relaxing**?
- 3 Do you enjoy spending time alone, or do you get **bored**?
- 4 Is there anything you are **frightened** of?
- 5 What kinds of things make you **worried**?
- 6 Have you ever been really **embarrassed**?
- 7 What makes you feel **exhausted**?
- 8 What sorts of things do you find **confusing**?
- 9 When was the last time you were **shocked** by something? What was it?
- 10 Do you find your job/hobbies **satisfying**?

B Look at the quiz again and answer the questions.

- 1 Which ending is used to talk about feelings: *-ed* or *-ing*?
- 2 Which ending is used to talk about the cause of feelings: *-ed* or *-ing*?

C Complete the sentences with the correct form of the adjectives above. Remember to use *-ed* or *-ing* endings.

- 1 It's very worrying watching the news at the moment. I think there's going to be another war.
- 2 I'm going to bed. I'm _____ because I've been working late every night this week.
- 3 My face went bright red when I realised what I'd said. It was really _____.
- 4 I can't watch sport on television. It's so _____ that I just go to sleep.
- 5 I don't understand the grammar. I find the rules very _____.
- 6 I go to yoga every week, because it makes me feel so _____.

D Choose two sentences above and make them true for you. Compare your ideas with a partner.

▶ page 138 **VOCABULARYBANK**



LISTENING

3 **6.1** Read the definition and listen to the radio programme. Answer the questions.

therapy treatment of a physical or mental illness, often without the use of drugs

- Which two therapies does the programme talk about?
- The therapies are used in different situations. What situations are mentioned in the programme?

4A Are the statements true (T) or false (F)?

- Eight out of ten people have trouble controlling their anger.
- With destruction therapy you use your anger to destroy something in a controlled way.
- If you think about a situation when you were angry, the therapy will be more enjoyable.
- In Spain, some companies pay for their workers to build hotels.
- In Mexico, they use destruction therapy in hospitals.
- Laughter therapy can help people to feel less pain.
- On average, children laugh 100 times a day, and adults laugh seventeen times.

B Listen again to check. Correct the false statements.

C Discuss the questions.

- Do you think destruction therapy and laughter therapy are good ideas? Why/Why not?
- Would you try any of the ideas in the programme?

GRAMMAR zero and first conditionals

5A Look at four sentences from the programme. Which talk about a general situation (GS) and which talk about a specific/future situation (FS)?

- When people get angry, they don't know what to do with their anger.
- When we get there, I'll give you a hammer.
- If I smash the car to pieces, will I feel better?
- If people laugh about something, they feel better.

B Underline the correct alternative to complete the rules.

Rules:

- Use the zero conditional (*If/When* + present simple + present simple) to talk about a *general/specific* situation (fact), or something which is always true.
- Use the first conditional (*If/When* + present simple + *will/might/could*) to talk about a *general/specific* (possible) situation in the future.

page 128 **LANGUAGEBANK**

6A **6.2** Listen and underline the alternative you hear.

- If he shouts, *I get/I'll get* angry.
- If I see him, *I tell/I'll tell* him.
- When they arrive, *we eat/we'll eat*.
- When we get there, *I phone/I'll phone* you.
- If I finish early, *I go/I'll go* home.

B Listen again and repeat. Pay attention to the weak form of *'ll* /əl/ in the contraction *'ll* /əl/ or *we'll* /wɪəl/.

PRACTICE

7A Complete the sentences with the correct form of the verbs in brackets. Mark each sentence zero (0) or first (1st) conditional.

- If I go running every day, it _____ (make) me feel good.
 - I'm feeling down. If I go for a run, I _____ (feel) better.
- When I finish reading this book, I _____ (give) it to you to read.
 - When I _____ (finish) reading a book, I usually feel disappointed.
- I'm meeting my boss later. If I tell him about my new job, he _____ (get) angry.
 - If I _____ (get) angry, I take a deep breath and count to ten.
- If I'm tired, I _____ (like) to eat in front of the television and go to bed early.
 - I'm planning to drive through the night. If I get tired, I _____ (stop) and sleep.

B Complete the sentences so that they are true for you. Compare your ideas with a partner.

When I get older ...

When my English gets better, I ...

If I'm happy, I usually ...

When I get home this evening ...

If I'm stressed, I usually ...

SPEAKING

8A Work in pairs. What do you do in situations 1–5? Write three pieces of advice to give to someone in the same situation.

- 1 You're nervous about a job interview/exam.
- 2 You're annoyed with someone in your family.
- 3 It's the weekend and you're bored.
- 4 You're stressed about your work/studies.
- 5 You've got too many things to do.

B Work in groups and compare your ideas. Who has the best ideas?

VOCABULARY PLUS multi-word verbs

9A Match the following topics: *Clothes*, *Computers* and *Love and friendship* with paragraphs 1–3.

1 _____: I met my ex-boyfriend when he **chatted me up** in a bar. We **got on** really well. We were together for two years and we were planning to **settle down**, but then I **went off** him!

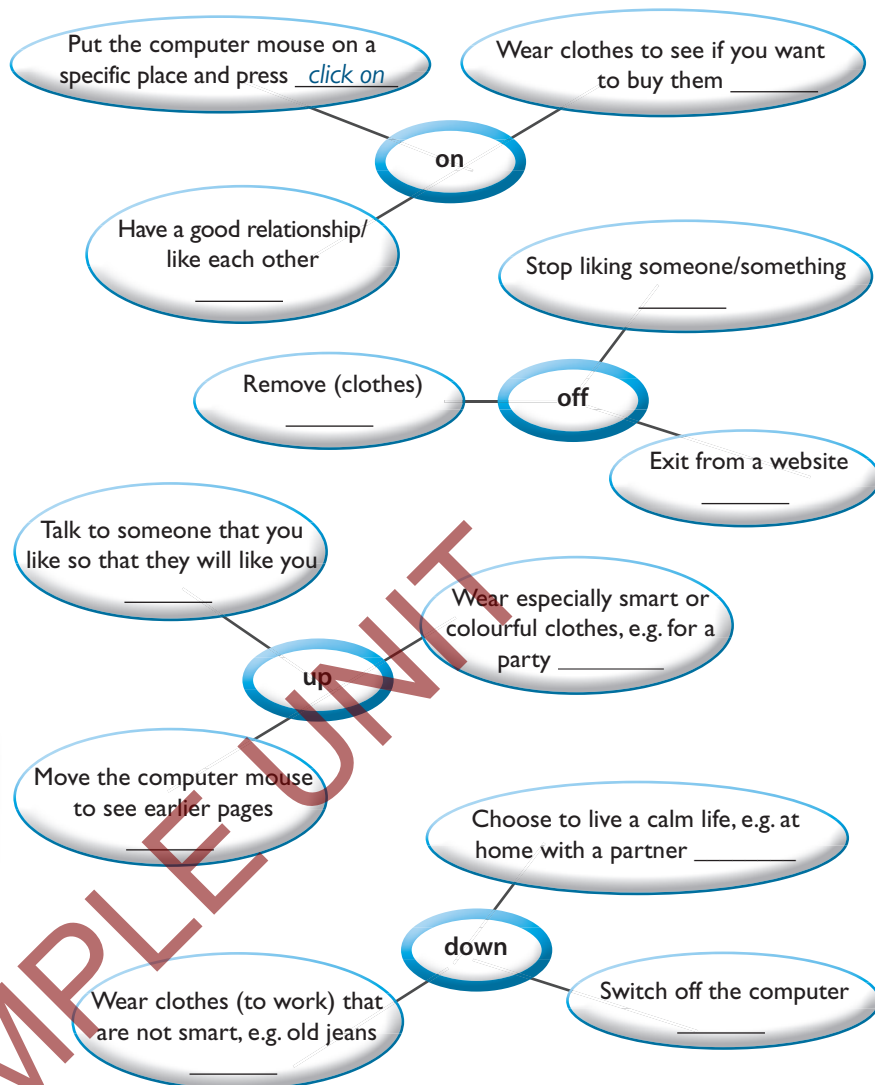
2 _____: You have to **scroll up** and then **click on** the arrow icon. And don't forget to **log off** before you **shut down**.

3 _____: I love **dressing up** so when I **tried on** that purple suit, I thought it was perfect for my first day at work! So I arrived and the receptionist told me to **take off** my tie because everyone **dresses down** at the company!

speakout TIP

There are different ways to group multi-words verbs (including phrasal verbs) in your notebook. For example, you can group them by topic (e.g. weather, travel, work), or by preposition (e.g. multi-word verbs with *on*, *over*, *by*). Decide how you want to group them and then add the phrases to your notebook.

B Match the multi-word verbs in bold in Exercise 9A with the correct definition in the word webs. You will need to use the infinitive form.



10A Look at the dictionary definitions below and answer the questions.

- 1 Which verb needs an object?
- 2 Which verb does not need an object?
- 3 Which verb can be followed by another preposition?

try sth ↔ **on** phr v to put on a piece of clothing to find out if it fits or if you like it: *Can I try these jeans on, please?*

get on phr v 1 Br E if people get on, they have a friendly relationship: + **with** *She doesn't get on with my mum very well.*

shut down phr v if a company, factory, machine etc shuts down, or if you shut it down, it stops operating: *Hundreds of local post offices have shut down.* | **shut** sth ↔ **down** *Did you shut the computer down?*

B Use the dictionary definitions to help you decide which sentences are possible. Mark the sentences with a tick or a cross.

- 1 I **tried** the suit **on** / I **tried on** the suit.
- 2 I **get on** really well with Simon / I **get** Simon **on** really well.
- 3 You need to **shut down** the computer / You need to **shut** the computer down.

C Choose 3–4 verbs from above and write your own example sentences. Use a dictionary to help. Then compare them with a partner's.

IF you wanted to persuade someone to dress up as a tree in public, what would you do? If you wanted to raise money for charity on the streets, who would you ask to help you? What would you do if you wanted to sell cakes and nobody was buying them? What would you do if you needed to think creatively but didn't have any ideas?

One thing you could do is watch a programme from the BBC series *The People Watchers*. The programme asks the question 'Why do we do what we do?' Through twenty episodes, Professor Richard Wiseman, two psychologists and a neuroscientist do experiments involving members of the public, secretly filming them with a hidden camera. The experiments show why we behave the way we do in everyday situations. If you wanted to know how to get a seat on a crowded

train, stop people from jumping queues, get someone to do you a favour, work out if someone is lying, and get a complete stranger to lend you a mobile phone, you could find out by watching.

In one experiment, two of Wiseman's psychologists pretended to be cake-sellers. They stood at a stall on the street and tried to sell cakes for a pound each. No one bought any. So they did what shops do: they held a sale. But it wasn't a real sale. They pretended that one cake cost two pounds, and if you bought a cake, you would get another one free. People started buying! Later they told people that the cakes usually cost two pounds but they were doing a special deal and selling them for just one pound. Again, people bought the cakes. It seems that everyone loves the idea of a bargain even if they aren't really getting one.

Another experiment looked at

'experts' who aren't. Emma, a psychologist, pretended to be a hairdresser. While 'cutting' three people's hair, she talked like a hairdresser, saying all the right things, and dropped a few bits of fake hair. The three volunteers later said they were very happy with their haircuts. In reality, Emma hadn't cut any hair. Richard Wiseman's conclusion? People would do better if they didn't always listen to 'experts'. Instead, they should trust their own eyes.

In another experiment, Jack, a psychologist, had to persuade ordinary people to dress up as a tree. The trick was to 'start small'. First, Jack asked a man to wear a badge; then he asked him to wear a cap; and finally the tree suit. This, Wiseman says, is called 'The foot in the door technique': if you want a big favour from someone, first ask for a small favour!



READING

1A Work in pairs and discuss. What do you think 'people-watching' means? What professions need to be good at people-watching? Why?

B Read the article and check your ideas.

2A Work in pairs and answer the questions.

- 1 Who is in Professor Wiseman's team?
- 2 What question does the programme answer?
- 3 Why did people suddenly start buying the cakes?
- 4 How much hair did Emma cut?
- 5 What is 'The foot in the door technique'?

B Read the article again. Make notes under headings 1–3.

- 1 People involved in the programme
- 2 Situations
- 3 Conclusions from the experiments

C Work in pairs and take turns to explain the article using your notes.

VOCABULARY verb–noun collocations

3A Match verbs 1–7 with nouns a)–g).

- | | |
|---------|--------------------------|
| 1 hold | a) money (for something) |
| 2 raise | b) experiments |
| 3 do | c) a programme |
| 4 get | d) hair |
| 5 jump | e) a queue |
| 6 cut | f) a seat |
| 7 watch | g) a sale |

B Which do you do:

- 1 to sell something cheaply?
- 2 to avoid standing up in a train/bus/waiting room, etc.?
- 3 to help a charity?
- 4 to be informed or entertained?
- 5 to make someone look more beautiful?
- 6 to obtain new scientific information?
- 7 to avoid waiting in a long line (for example, to get tickets)?

GRAMMAR second conditional

4A Read a review of *The People Watchers*. Why does the reviewer like the programme?

Pick of the month

My own favourite series this month? *The People Watchers*. Presented by Professor Richard Wiseman and his rather attractive psychologist friends, the show asks some very interesting questions. If no one saw you, would you take something without paying for it? How close to someone would you stand if you didn't know them? It's all good stuff, but maybe the programme could be even better if we heard from more experts. Unfortunately, for most of the series, we only hear Professor Wiseman's voice. And it would also be nice if we had more statistics. Some of the experiments using hidden cameras show only one or two people in action – not enough to make big conclusions about human nature. But overall, this is good TV: light, easy on the eye, and fun.



B Look at the four underlined sentences above and complete the rules with the words in the box.

would could hypothetical imaginary past

Rules:

- 1 We use the second conditional to describe a _____ or _____ situation.
- 2 In the *if* clause, we use the _____ simple.
- 3 In the result clause, we use _____ or 'd.
- 4 If we are not sure of the result, we can also use _____.

C Find other examples of the second conditional in the article on page 71.

page 128 LANGUAGEBANK

5A 6.3 Listen and complete the conversations.

- 1 A: What _____ if your laptop exploded?
B: If my laptop exploded, I'd call for help!
- 2 A: What would you do if you lost your house keys?
B: If I lost my house keys _____ climb through the window!
- 3 A: How would you feel if your car broke down?
B: If my car broke down, I _____ happy!

B Listen again and answer questions 1–3.

- 1 How do we pronounce *would* in the question form?
- 2 How do we pronounce *would* in fast spoken English in positive sentences?
- 3 How do we pronounce the negative of *would*?

PRACTICE

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

write work do can learn fail have not/rain
see (x2) go like ~~not/have~~ not/be not/work tell

- 1 I would write my autobiography if I didn't have so much work to do.
- 2 If I _____ enough time, I _____ Japanese.
- 3 If I _____ go anywhere in the world, I _____ to the Caribbean.
- 4 If it _____ so much, I _____ to live in Norway.
- 5 You _____ very happy if you _____ the exam.
- 6 Who _____ for if you _____ for our company?
- 7 What _____ if you _____ a UFO?
- 8 If you _____ a friend stealing something, would you _____ the police?

7A Complete the sentences about your classmates.

- 1 If _____ could go anywhere, he/she ...
- 2 If _____ wasn't so busy, he/she ...
- 3 If _____ was able to speak to the President of his/her country, he/she ...
- 4 If _____ knew how to, he/she ...
- 5 _____ would feel very happy if ...
- 6 _____'s life would be easier if ...
- 7 _____ wouldn't like it if ...
- 8 _____ wouldn't care if ...

B Ask your classmates if your sentences are true.

SPEAKING

8A Work in pairs and discuss. What would you do if ...

- 1 you saw a very young child smoking in the street?
- 2 you found a bag of money in the street?
- 3 you inherited a house on the other side of the world?
- 4 you discovered that one of your colleagues was taking drugs?
- 5 you heard someone saying bad things about your friend?
- 6 one of your relatives asked to live with you?
- 7 someone asked you to take part in a TV programme?
- 8 you saw someone stealing bread in the supermarket?

It depends. If they looked like they were hungry, I might not say anything.

B Tell other students your ideas. Which dilemmas were the most difficult?





WRITING a letter of advice

9 Look at the photo and discuss. What do you do when you need advice? Would you ever consider getting professional help, going online or asking a relative/friend/experienced older person? What does it depend on?

10A Read the dilemma. What do you think the person should do?

My cousin has asked me to lend her some money to start an internet business. She is intelligent and reliable, and I like her, but she is only twenty years old. Also, I know nothing about internet businesses. Should I lend her the money?

B Read the responses. Which do you agree with? Why?

YES

You have the money. She has the ideas, the energy and the expertise. If I were you, I wouldn't worry about her age. As a young person, in all likelihood she knows more about the internet than you do. And she isn't asking for your advice, only your money. So, come on - you're a member of her family. What do you have to lose apart from a bit of money? And if you're really worried, maybe tell her you want 50% of the money back within two years. If she's reliable, you'll probably get it.

NO

So your cousin wants money. Perhaps you really trust her, but aged twenty, she probably doesn't have much experience in business. If I were you, I'd ask a lot of questions first. I'd find out how much research she has done, how well she knows the market, and who else is involved. It's possible that she will be successful, but over 90% of new companies disappear within the first year. The other thing is time. In all probability, it'll take her a few years to start making a profit. Can you wait that long to get your money back? And think about this: if it wasn't your cousin asking, would you lend the money?

C Tick the things a letter of advice might include. Compare your ideas with other students.

- 1 a short summary of the situation
- 2 a few sentences describing your qualifications
- 3 some ideas about what the person should do
- 4 some background information explaining your ideas
- 5 a question for the reader to think about

D Find the things you ticked in the letters of advice in Exercise 10B.

LEARN TO qualify what you say

11A Look at the words/phrases in the box. Find and underline these in the letters of advice in Exercise 10B. Then answer the questions.

maybe probably perhaps in all likelihood
It's possible that in all probability

- 1 Which words/phrases mean 'there is a strong possibility'?
- 2 Which two phrases have the same meaning?

B How do you feel about statements 1–4? Qualify them, using the words and phrases above.

- 1 As life in the twenty-first century gets more complex, people will have more complex problems.
- 2 In the future, machines will 'read' our emotions and 'know' if we have a problem.
- 3 In the future, most young people will prefer to talk to strangers online about their problems rather than have face-to-face conversations with family and friends.
- 4 I'd never write to a problem page if I needed advice.

Most people ask their family and friends for advice. They don't need to write to problem pages.

*Most people **probably** ask their family and friends for advice. **In all likelihood**, they don't need to write to problem pages.*

12A Read the problem below. Work with other students and think of possible solutions.

I have a problem. My twenty-six-year-old brother has always loved football, but now it's becoming an obsession. He goes to watch matches every weekend even though the tickets are expensive and he doesn't have much money. At his house, he sometimes watches three or four matches on TV a day! His only friends are football fans, and his last girlfriend broke up with him because of his obsession. I want to help him, but he's older than me and he thinks it's none of my business what he does in his free time. Please can you give me some advice?

B Write a letter of advice to the letter writer above.

C Work in groups and take turns to read your letters. If you were in the person's situation, which letter would you like to receive?

6.3 THAT'S GREAT NEWS!

FUNCTION | giving news

VOCABULARY | life events

LEARN TO | respond to news

VOCABULARY life events

1A Look at phrases 1–12. Are they good news (G), or bad news (B)?

- | | |
|-----------------------------|---------------------------|
| 1 pass your exams | 7 fail a test |
| 2 have an accident | 8 split up with a partner |
| 3 be offered a job | 9 win a competition/match |
| 4 get a place at university | 10 get promoted |
| 5 get engaged/married | 11 get a degree |
| 6 lose your job/money | 12 buy a house |

B Work in pairs and answer the question. Have any of the things above happened recently to you, or anyone you know?

2A Work in groups and discuss. What is the best way to give bad news?

B Complete the article with the phrases in the box. Does it mention any of your ideas?

give a reason tone of voice prepare your listener
making people too upset bad news good news

Good ways to give bad news

It's easy to give someone good news, but what about when you have some ¹_____ to tell? Are there any good ways to give bad news without ²_____? The following steps might help:

- Say something positive: Try to start or end the conversation with some ³_____, so that it's not all bad. For example, 'You did very well in the interview, but unfortunately we've given the job to somebody else.'
- ⁴_____ for the news: Use phrases to introduce what you're going to say, like 'Unfortunately, ...', 'I'm really sorry, but ...' or 'I'm afraid I've got some bad news.' This gives the listener time to prepare for what you're going to say.
- Try to ⁵_____: People like to know why things go wrong. Try to explain the decision: If someone doesn't get the job, can you explain why? If you have to cancel an arrangement, try to give a reason.
- Use a soft ⁶_____: If you're giving someone bad news, try to use a soft, calm voice to make you sound kind. Say things to show you understand, like, 'I'm really sorry,' or 'I know this must be disappointing.'

C Read the article again. Do you agree with the advice? Why/Why not?



A



C



B



D

FUNCTION giving news

3A 6.4 Listen to seven conversations. Match the conversations to pictures A–G.

B Look at the pictures again. What is the good news or bad news in each situation?

4A Look at the phrases the speakers use to introduce their news. Listen again and write the conversation number next to each phrase.

good news	I've got some good news (for you). I'm really pleased to tell you ... You'll never guess what.
bad news	Bad news, I'm afraid. I'm sorry to have to tell you, but ... I'm afraid / Unfortunately, ... I'm afraid I've got some bad news ... There's something I've got to tell you.
good or bad news	You know ...? Well, ... I've/We've got something to tell you. 1

B 6.5 Listen to some of the phrases in the table again. Underline the stressed syllables.

C Listen again. Is the speaker's voice high or low for good news? Is it high or low for bad news? Practise the phrases.

page 128 **LANGUAGEBANK**

5 Put the words in the correct order to make sentences.

- news / afraid / I'm / bad – / the / we / match / lost
- to / I'm / the / you / tell / got / pleased / you / really / job / that
- going / I'm / to / late / we're / be / afraid
- got / you / there's / tell / I've / to / something
- never / what / you'll / guess
- got / news / I've / for / good / you / some
- was / concert / the / unfortunately, / cancelled
- lost? / you / the / we / cat / know / we / again / found / him / well,



LEARN TO respond to news

6 How do the speakers respond to the news? Complete the conversations with the words in the box.

joking sorry lucky annoying pleased
Congratulations done shame terrible

- 1 W: We're getting married.
M: Wow! That's fantastic. _____!
- 2 W: We've offered the job to someone else.
M: Oh. That's a _____. Thanks, anyway.
- 3 W1: I've just won some money on the Spanish lottery.
W2: You're _____? ... How much did you win?
W1: 1,000 euros.
W2: You _____ thing!
- 4 M1: I've crashed the car.
M2: Oh no. That's _____.
- 5 W: They've offered me a place.
M: That's wonderful news. Well _____! I'm so _____ for you.
- 6 W1: Steve's lost his job.
W2: Oh no. That's awful. I'm really _____ to hear that.
- 7 M: I've got too much work to do.
W: Oh no. That's really _____.

speakout TIP

Exaggerate! Sometimes when you speak in a foreign language, your intonation can sound flat. This can mean that you don't sound as polite or enthusiastic as you want to. Try to exaggerate the intonation pattern to sound enthusiastic or concerned. Say the responses in Exercise 7A with an exaggerated intonation.

7A **6.6** Listen to responses 1–4. Notice the intonation patterns.

- 1 Congratulations!
- 2 That's fantastic news!
- 3 That's a shame.
- 4 That's awful.

B Practise saying the phrases with the correct intonation.

C **6.7** Mark the main stress on sentences 1–6. Which ones use a higher voice? Listen and check, then listen and repeat.

- 1 You lucky thing!
- 2 That's terrible.
- 3 Well done.
- 4 I'm so pleased for you.
- 5 That's really annoying.
- 6 That's awful. I'm really sorry to hear that.

SPEAKING

8A Work in pairs and role-play the situation. Student A: you interviewed your partner for a job last week. You have asked him/her back to the office to give them the job. Student B: you were interviewed for a job last week, but since then you have been offered a better job with another company, and you have decided to accept their offer.

Student A

Student B

Welcome Student B into your office. Tell him/her you were very pleased with their interview.

Thank Student A.

Tell Student B that you think they are the right person for the job, and offer them the job.

Thank Student A for the offer, but explain your other job offer and tell Student A that you plan to accept the other offer.

Respond to the news.

B Work in pairs. First, think of three pieces of good/bad news to tell your partner. Then take turns to give and respond to each other's news using expressions in Exercises 4 and 6.



DVD PREVIEW

1 Read about a BBC comedy. Why is this week supposed to be special for Howard? What's the problem?

BBC My Worst Week

The week before a wedding can be a difficult time, but for publisher Howard Steele, marrying the beautiful Mel, it becomes a complete **nightmare**. Everything that can possibly go wrong does go wrong, even though Howard tries desperately to do the right thing. During the week, Howard accidentally kills his in-laws' dog, puts Mel's granny in hospital, and loses the wedding ring (which has been in the family for many generations) twice. It's not a good start, and what should have been a very special week soon turns into the worst week of his life.



DVD VIEW

2 Watch the DVD then number the events in the correct order.

- Mel calls Howard in his office. _____
- Eve tries to take the ring off using soap in the bathroom. _____
- Howard arrives in his office and shows his secretary, Eve, the ring. _____
- Mel reminds Howard to collect the ring. _____
- The ring gets stuck. _____
- Eve bursts into tears, so Howard lets her try the ring on. _____

3A Who says this: Howard (H), Eve (E) or Mel (M)?

- 'Don't forget the ring.'
- 'It's been in Mel's family for 150 years. They have this rather charming tradition where they (uh) pass it down from generation to generation.'
- 'I always wanted a fairy-tale wedding of my own.'
- 'Try it on. See what it feels like.'
- 'When the vicar asks me to put the ring on my fiancée's finger, it would be very nice if my secretary was not attached.'
- 'No, really – it's stuck.'
- 'I'll get a plumber.'

B Watch the DVD again to check.

4A Complete the sentences about how the characters felt.

- Mel is worried about ...
- Eve is impressed when she sees ...
- Eve gets upset about ...
- Howard is annoyed when ...
- Eve is anxious about ...
- Howard is shocked when ...

B Compare your ideas with another student.

spekout memorable moments

5A  **6.8** Listen to a man talking about a special weekend. Which of the following statements is not true?

- 1 His brother organised a surprise weekend away.
- 2 They went on a boat trip to a lighthouse, and slept there.
- 3 They went shopping with his brother's money.
- 4 They went to the theatre and then ate an expensive five-course meal.

B Listen again and tick the key phrases you hear.

keyphrases

One of the most memorable moments/events in my life was ...

The happiest moment of my life was when ...

It all started one day when ...

I was so embarrassed/delighted/shocked/terrified when ...

I had absolutely no idea.

The funniest thing that ever happened to me was ...

(The) next thing/morning ...

That weekend/day is one of my happiest memories.

C Choose one of the following questions. Plan your answer using some of the key phrases.

- 1 What are your strongest memories of your childhood?
- 2 Have you ever done anything you regret?
- 3 What's the most embarrassing/funniest/scariest thing that has ever happened to you?
- 4 What do you remember about the house you lived in as a child?
- 5 Can you remember a time when you felt very proud?
- 6 What is your happiest memory?

D Work in groups and tell your stories.

writeback a website entry

6A Read the website entry. What kind of things do people write about on this website? What was special about Ross's car journey?

100 lives: real life, real people, real experiences

Join people from around the world who want to share their stories and experiences. Read true personal stories, chat and get advice from the group.

Q: What's your happiest memory?

One of my happiest memories is of a car journey I took with some friends from Canada down to California nearly fifteen years ago. It was a clear night with a full moon, and as we drove we listened to music, and talked. The roads were empty, and there was a wonderful sense of freedom and adventure. We were driving away from our families and everything we knew so well. We drove with the windows open and I can remember the warmth of the wind on my face, and the sound of the music playing out to the open skies. Even now, when I hear any of the songs on that album, it takes me straight back to that journey, and that feeling. I hope it never goes away.

Ross, Calgary

B Choose another question from Exercise 5C and write your story (150–200 words). Use the website entry above and the key phrases to help.



-ING/-ED ADJECTIVES

1A Work in pairs. Use adjectives to describe how you feel in the following situations.

- 1 you lose your bus/train ticket
- 2 you get lost at night in a foreign city
- 3 you wait for a delayed flight
- 4 you forget someone's name (when you should know it)

B Write situations for the adjectives in the box.

annoying worried
boring embarrassing
relaxing confusing
exhausted frightening
satisfied

annoying – When you discover your phone has run out of power, it's ...
worried – My exams are tomorrow. I'm really ...

C Work in pairs. Take turns to read your situations. Don't say the adjectives they describe. Can your partner guess the adjective?

ZERO AND FIRST CONDITIONALS

2A Match 1–7 with a)–g) to make sentences.

- 1 If you drink too much coffee,
- 2 If you go to bed early,
- 3 If you go to bed late all the time,
- 4 If you listen to loud music when you study,
- 5 You won't get fit if you
- 6 If you don't like your job,
- 7 You'll have problems at work if you

- a) drive everywhere in your car.
- b) you won't sleep tonight.
- c) it's difficult to concentrate.
- d) you'll exhaust yourself.
- e) don't finish that report on time.
- f) you'll feel better in the morning.
- g) look for a new one.

B Look at the sentences in Exercise 2A. Can you think of other ways to complete them? Compare your

ideas with a partner.

3 Work in pairs and take turns.

Student A: write down three things you would like to achieve this year. Show your list to your partner.

Student B: look at Student A's list and make *if/when* sentences to give advice.

*A: one: find a new job two: get fit
three: improve my English*

B: one: find a new job: If you look on the internet, you might find a new job.

VERB-NOUN COLLOCATIONS

4 Rearrange the letters in blue to complete the sentences with *watch/hold/raise/do/get/cut*.

- 1 We should go to the concert early so we can *est gates* *get seats*
- 2 They are going to *heal loads* to sell their old clothes.
- 3 The schoolchildren decided to *ease my iron* for cancer research.
- 4 I'm going home early because I want to *grammar two peach* on TV.
- 5 He gave up his job because he didn't want to *opened term six* on animals.
- 6 My cousin *i shut car* for a living.

SECOND CONDITIONAL

5 Work in pairs. Student A: use an *if* clause with the phrases in your box. Student B: respond with the correct *would* clause from your box.

*I/be/rich there/be/no war
there/be/more hours in the day
I/have/more/energy
nobody/smoke I/give up/coffee
can/paint/well*

B

*dance/all night sleep/better
people/be/healthier
do/a portrait of you
give/money/charity
people/work/more
the world/be/peaceful*

A: If I was rich ...

B: I'd give some money to charity.

GIVING NEWS

6A Each conversation has two words missing. Write in the missing words. You may have to change the punctuation.

I'm
1 A: Bad news *I'm* afraid.

B: What's the matter?

A: The computers aren't working.

B: Not again! Annoying.

2 A: You'll never what.

B: What?

A: I got the job.

B: Congratulations! That's news.

3 A: I've got some good news you.

B: What is it?

A: I've been promoted.

B: Well. That's great news.

4 A: I'm to have to tell you, but I'm leaving the company.

B: What? Why?

A: The company has got

problems, so they're reducing the number of managers.

B: I'm sorry to that.

5 A: You that exam I did last week?

B: Yes?

A: Well, I passed.

B: Congratulations! I'm so for you.

B Work in pairs and practise the

BBC VIDEO PODCAST



Watch people talking about whether they are an optimist or pessimist on ActiveBook or on the website.

Authentic BBC interviews

www.pearsonELT.com/speakout

UNIT 7

UNIT

7

SPEAKING

- › Talk about success
- › Talk about your abilities
- › Give/Clarify opinions
- › Describe an achievement

LISTENING

- › Understand a radio programme about success
- › Listen to a conversation about memory
- › Listen to a discussion about intelligence
- › Watch a BBC documentary about an achievement

READING

- › Read a biographical text
- › Read about qualifications

WRITING

- › Write a summary
- › Write an internet post

BBC CONTENT

- ▶ Video podcast: What has been your greatest achievement to date?
- ▶ DVD: The One Show: Water Ski Challenge

success



▶ The secret of success p80



▶ The memory men p83



▶ Are you qualified? p86



▶ Water ski challenge p88

7.1 THE SECRET OF SUCCESS

► **GRAMMAR** | present perfect simple vs continuous

► **VOCABULARY** | success

► **HOW TO** | talk about interests

SPEAKING

1A Work in pairs and read the quotes. What do they tell you about success? Do you agree or disagree?

'The difference between failure and success is doing a thing nearly right and doing a thing exactly right.'
Edward Simmons

'Success doesn't come to you ... you go to it.' **Marva Collins**

'The secret of success in life is for a man to be ready for his opportunity when it comes.'
Benjamin Disraeli

B Write the names of three very successful people. Answer the questions.

- How and why did these people become successful?
- Do you think they have a special talent, or have they just been lucky?
- What advice would you give to someone who wants to be as successful as these people?

VOCABULARY success

2A Complete sentences 1–8 with the phrases in the box.

~~work hard (at something)~~ have a natural talent focus on
get better at have the opportunity (to do something)
believe in yourself practise (something) be a high achiever

- You will never achieve anything, if you don't work hard at it.
- I don't _____ for languages. I find them difficult to learn.
- If you _____ and your abilities, then you can achieve anything.
- It's amazing what children can achieve if they _____ to try different skills.
- If you want to develop any skill, you have to _____ regularly.
- I'm sure she will _____. She is determined to do well at everything.
- When I really want something, I try to _____ my goal.
- If you keep trying, you'll _____ it. Don't give up!

B Find phrases above to match meanings 1–6.

- be sure about your ideas/abilities
- only think about one objective
- improve
- do something again and again
- have the chance to do something
- be successful in your work or studies

C Choose two of the phrases and make sentences which are true for you. Compare your ideas with a partner.

page 139 **VOCABULARY BANK**



LISTENING

3A Read the introduction to an article about success. What do you think the secret of success is?

What is the secret of success?

BBC Focus Magazine investigates

What makes the most successful people on the planet different from the rest of us? If we were more like Albert Einstein or John Lennon, surely we could enjoy the same level of success they did. In truth, however, we pay too much attention to what high achievers are like, and not enough to where they come from and the opportunities they had along the way. In his new book, Malcolm Gladwell reveals that there is one factor – so obvious that it's right under our noses – that all successful people share ...

B  **7.1** Listen to the radio programme to find out.

C Listen again and complete the summary.

In this new book, *The Outliers*, Gladwell argues that Beethoven, The Beatles and Bill Gates all have one thing in ¹ _____. They ² _____ what they do, and they practised a lot. In fact, Gladwell discovered that in order to be truly ³ _____ in anything, it is necessary to practise the ⁴ _____ for more than ⁵ _____ hours. These people have done that which is why he believes they have been so ⁶ _____.

4A Are the statements true (T) or false (F)?

- 1 If we want to learn from Bill Gates' achievements, we need to look at where he came from and the opportunities he had.
- 2 If you're going to be world-class at something, you need to have parents who are high achievers.
- 3 The Beatles played all-night concerts in Hamburg, and this helped them to master their craft.
- 4 Bill Gates got into computer programming, and through a fortunate series of events, he was able to do lots and lots of programming.
- 5 Bill Gates had access to a computer at home during the 60s and 70s when computers were 'the size of rooms'.
- 6 In order to be very successful, you need a very talented teacher, and enough money to pay for your tuition.

B Listen again to check.

SPEAKING

5 Discuss the questions in groups.

- 1 Do you have a special skill/interest? How many hours do you think you have spent practising it? (10,000 hours is approximately ten hours per week for twenty years.)
- 2 Do you agree that if you practise something enough, you can become world-class at it, or do you think you need to have a natural talent?
- 3 What things have you been successful at? Why?



GRAMMAR present perfect simple versus continuous

6A Read sentences a)–e). Underline examples of the present perfect simple and circle examples of the present perfect continuous.

- Martina's been playing tennis since she was three years old.
- She's been going to ballet lessons since she was a child.
- I've known Max for years.
- How long have you been studying French?
- He's always enjoyed playing sport.

B Match sentences a)–e) with rules 1–3. Some sentences will match more than one rule.

Rules:

- Use the present perfect continuous to emphasise that an action has been long and repeated.
- With state verbs (e.g. *like, love, understand, remember, know*, etc.), we cannot use the present perfect continuous, so we use the present perfect simple.
- We often use *for, since* and *How long have you ...?* with the present perfect simple and the present perfect continuous.

page 130 **LANGUAGEBANK**

PRACTICE

7A Complete the sentences with the present perfect simple or continuous form of the verbs in brackets.

- I _____ (write) books for years, but I haven't written a best-seller yet!
- They _____ (play) music for hours! I can't get to sleep.
- I _____ always _____ (love) art, but I'm not very good at it.
- She _____ (not study) a lot because she's been ill.
- How long _____ you _____ (know) Sheila?
- I _____ (learn) Mandarin for two years.
- I _____ (have) my own car since I was twenty.
- Will Smith? I've never _____ (hear) of him.

B **7.2** Listen to check. Notice the pronunciation of *have*. Is it strong or weak? Practise saying the sentences.

8A Make questions with the prompts.

- how long / you / know / best friend?
- how long / you / do / your hobby?
- how long / you / study / English?
- how long / you / live where you live now?
- how / you / spend / your days off recently?

B Work in pairs. Take turns to ask and answer the questions above. Think of two or more follow-up questions for each question.

A: *How long have you known your best friend?*

B: *For about fifteen years.*

A: *Where did you meet?*

VOCABULARY PLUS verb phrases

9A Choose the correct preposition to complete the verb phrases in sentences 1–7.

- I don't have a lot in common *to/with/for* my sister.
- We don't have access *with/at/to* the internet at work.
- She's world-class *in/for/at* playing the violin.
- He works very hard. He puts *in/to/with* a lot of hours.
- I've got a lot to think *with/for/about* at the moment.
- The film picks up *on/to/at* the difficulties people experienced during the war.
- She has a talent *about/for/in* finding a bargain.



B Add the verb phrases to the correct group below.

1 agree		5 depend	
argue	with	rely	on
_____		_____	
2 worry		6 look	
complain	about	laugh	at
_____		_____	
3 belong		7 succeed	
pay attention	to	believe	in
_____		_____	
4 pay			
wait	for		

speakout TIP

There are many verbs in English which use prepositions. Keep a record of which prepositions go with which verbs in your notebook. Can you add any more phrases you know to the diagram in Exercise 9B?

C Write three questions using the verb phrases above.

Do you argue with anyone in your family?

What kind of things do you worry about?

D Work in pairs. Ask and answer your questions.

page 139 **VOCABULARYBANK**

VOCABULARY ability

1 Work in pairs. Take turns to ask and answer as many questions as you can about the things you are good/bad at.

When did you start playing the drums? How often do you play? Do you ...

2A What do the phrases in bold mean?

- 1 He's **an expert** in Italian art. He's written several books about it.
- 2 He's **gifted at** painting. He had his first exhibition when he was sixteen.
- 3 She **has a lot of ability** as a dancer. I think she could become a professional.
- 4 She's the most **skilful** footballer I've ever seen. She can play in any position.
- 5 He **has an aptitude for** maths. He learns new formulas very quickly.
- 6 He is a really **talented** musician. He can play six instruments.
- 7 I'm **hopeless at** geography. I failed my exam three times.
- 8 I'm **useless at** ball sports. I can't play any.

B ▶ 7.3 Look at the words in bold above. Then listen to the sentences from above and answer the questions.

- 1 Which parts of the words in bold are stressed? Underline the stressed part.
- 2 Which five words have two syllables? Where do we normally put the stress on two-syllable words?

C Listen again and repeat the sentences. Focus on the stressed parts.

3A Write the name of:

- an expert in your own area of interest.
- someone in the class who is talented.
- a gifted musician.
- something you are useless at.
- something you have an aptitude for.

B Work in groups. Ask each other to explain what they wrote and why.

READING

4A Work in pairs. Look at the photos opposite and on page 143, then discuss. The men in the photos have been called 'The human camera' and 'The human computer'. What special abilities do you think they have?

B Student A: read the text opposite to see if your ideas are mentioned. Student B: turn to page 143.

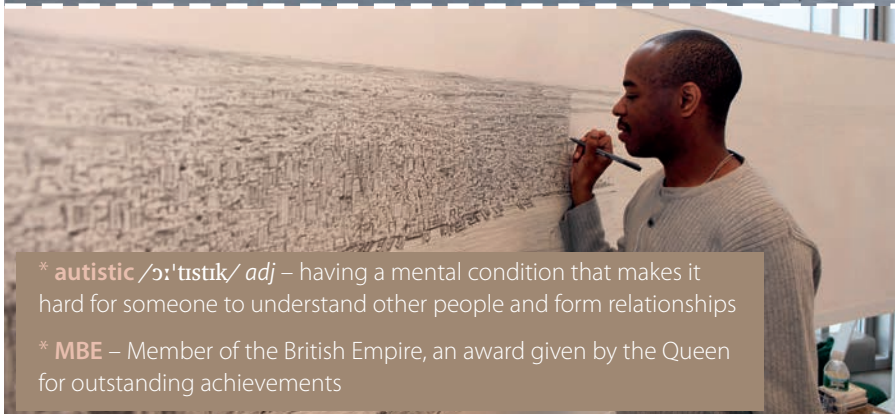
The human camera

There is no one quite like Stephen Wiltshire. Born in 1974, Stephen was always different. As a child, he couldn't make friends. In fact, he talked to nobody, showed no interest in school subjects and wasn't able to sit still. Stephen was diagnosed as autistic. He didn't learn fully to talk until he was nine years old and he didn't manage to pass his exams, but he found one thing he liked doing: drawing. Art became his way to communicate.

He started by drawing funny pictures of his teachers, but soon began to draw buildings. His eye for detail was perfect. He could see a building just once and remember everything about it. In 1987, aged twelve, he saw a train station in London called St Pancras. Hours later, in front of TV cameras, he managed to draw this complicated building, with the time on the station clock saying 11.20, the exact time when he was there. The drawing showed every detail perfectly.

Since that television programme made him famous in the UK, many great things have happened to Stephen. He has become a well-known artist, published four books of his drawings, taken helicopter rides above the world's great cities – including London, Rome, Hong Kong and New York – and drawn amazing pictures of them, and opened his own art gallery, where he now works, in London.

His drawings are incredibly accurate – he always manages to draw everything in the right place – but also beautiful to look at. In 2006, he was given an MBE by the Queen of England for services to art.



* **autistic** /ɔː'tɪstɪk/ *adj* – having a mental condition that makes it hard for someone to understand other people and form relationships

* **MBE** – Member of the British Empire, an award given by the Queen for outstanding achievements

C Student A: read the text above again and answer the questions.

- 1 How was his behaviour different from other children's?
- 2 What special talents does he have?
- 3 How did the public learn about his special talents?
- 4 What country/countries has he been to and what did he do there?
- 5 What has he published?
- 6 What is his 'job' now?

D Tell your partner about your text. Use questions 1–6 to help.

GRAMMAR present and past ability

5 Read sentences 1–9. Which describe present ability and which describe past ability? Which three sentences are negative?

- If you tell Daniel your birth date, he can tell you what day of the week you were born on. *present ability*
- He could see a building just once and remember everything about it.
- As a child, he couldn't make friends.
- He is able to do extremely difficult mathematical calculations.
- He was able to calculate $82 \times 82 \times 82 \times 82$.
- He wasn't able to sit still.
- He always manages to draw everything in the right place.
- He managed to learn Icelandic in a week.
- He didn't manage to pass his exams.

page 130 **LANGUAGEBANK**

PRACTICE

6 Complete the text with the words in the box.

can isn't can't managed could to couldn't able

When four-year-old Derek Paravacini heard the sound of the piano, he ran towards it. Although he was blind, he ¹ _____ to reach the instrument. He pushed the piano player – a small girl – off her stool, and started to play. Adam Ockleford, a piano teacher, said, 'It was ... extraordinary. He was hitting the notes with his hands, his feet, his nose, even his elbows.' Paravacini was ² _____ to play the tune he had just heard and at that moment Ockleford realised the boy was a genius.

Paravacini was born blind and autistic and had great learning difficulties. As a child, he ³ _____ do many things that ordinary children do. Even today, as an adult, he ⁴ _____ count to ten, and he ⁵ _____ able to dress or feed himself. But Paravacini has one incredible gift: music. Like Mozart, he ⁶ _____ remember every piece of music he hears.

It started when his parents gave him a plastic organ when he was eighteen months old. He couldn't see the notes, but he managed ⁷ _____ play tunes on it. By the time he was four, he ⁸ _____ play many pieces on the piano. With Ockleford's help, Paravacini developed his technique and played his first major concert at the Barbican Hall in London, aged nine. He has performed all over Europe and the US and in 2006 recorded his first CD.

SPEAKING

7A Look at the activities opposite and read the instructions below.

- Put one tick next to the things you can do now.
- Put two ticks next to the things you could do when you were a child.
- Put three ticks next to the activities you are very good at.

B Work in groups. Compare your abilities. Say how often you do these things, and which ones you enjoy(ed). Describe any special experiences you have had while doing these things.

change the wheel
on a car



paint pictures

run for an hour



tell a joke in a
foreign language

catch and
cook a fish



write with your
'wrong' hand



remember
important dates
from history

1066
1901 1666
1837



climb a mountain



play tennis



ride a
motorbike



WRITING a summary

8A Read the summary and answer questions 1–3.

Daniel Tammet and Stephen Wiltshire are two gifted young Englishmen who suffer from forms of autism. These men have one thing in common – they are able to remember large amounts of information – but their talents are very different. Wiltshire has an ability to draw complicated images after seeing them only once, while Tammet has an amazing aptitude for remembering numbers. They have both appeared on television programmes, which helped make them famous, and both published books. While Tammet and Wiltshire experienced difficulties during their childhood, their great achievements are now recognised by the public. And best of all: they both seem happy with their lives.

- 1 Does the summary explain the main idea of the text(s) (who, what, where and why)?
- 2 Is the summary shorter or longer than the original text(s)?
- 3 Does the writer of the summary copy sentences from the original text(s) or does he/she use his/her own words?

B Work in pairs. Look at phrases 1–5 from the summary. What details do these phrases leave out? What information is missing?

- 1 Wiltshire has an ability to draw complicated images.
He drew a train station in London and pictures of other cities, including Rome, Hong Kong and New York.
- 2 Tammet has an amazing aptitude for remembering numbers.
- 3 They have both appeared on television programmes.
- 4 Both published books.
- 5 (They) experienced difficulties during their childhood.

LEARN TO make notes for a summary

9A Read the notes and find examples of 1–6 below.

THE MEMORY MEN

Tammet & Wiltshire = Very gifted. They are able to remember lots of info. Their abilities → them becoming famous

The artist

Wiltshire remembers things he sees

The mathematician

Tammet remembers numbers & does maths problems

- 1 an abbreviation
- 2 symbols for: a) and b) resulted in
- 3 a number to represent a word that sounds the same
- 4 a heading
- 5 a subheading
- 6 highlighted information

B Look at suggestions 1–8. Are they good or bad ideas for taking notes? Change the bad ideas.

- 1 Use abbreviations and symbols.
- 2 Use diagrams or drawings.
- 3 Try to write down every word you hear/copy down every word you read.
- 4 Write fast. Don't worry about handwriting.
- 5 Don't worry about spelling. You can check later.
- 6 Highlight important information.
- 7 Don't use your own words – you might make mistakes.
- 8 Use a space or a new heading when there's a change of speaker or topic.

10A **7.4 Listen to three people talking about memory. Tick the things they talk about in the box.**

names faces dates words birthdays
directions to places books you've read places
films jokes information about products
things that happened to you when you were very young

B Read the notes about Peggy. Listen again and use the same headings to write notes about John and Tim.

PEGGY

Job

Sales rep 4 publishing company

Memory

needs to remember lots

not good at directions → used to get lost all the time.

has to remember names & faces of people she talks to +
information about products

C Compare your notes with a partner. What else can you remember about what they say? Use the phrases below to help you.

Sally or Samantha? makes mistakes
blocking all other students
after an hour of watching a film

She spent an hour calling a woman Sally when her real name was Samantha.

11A Work in pairs. Ask and answer the questions.

- 1 Do you have a good memory, generally?
- 2 Which things in the box in Exercise 10A are you good at remembering?
- 3 Which would you like to be better at remembering?
- 4 Do you use any special strategies to remember things?

B Write a summary (100–120 words) of what you learned about your partner.

7.3 ARE YOU QUALIFIED?

► **FUNCTION** | clarifying opinions

► **VOCABULARY** | qualifications

► **LEARN TO** | refer to what you said earlier



VOCABULARY qualifications

1A Discuss. Which jobs do you think require the most qualifications?

In my country you have to study for six years to become an architect.

B Read the text. What did Steve Eichel do? Why?

Steve Eichel, a psychologist, was worried about the number of therapists with false diplomas and degrees. He thought it was too easy to get these qualifications. So, one day, he decided to do an experiment. Eichel had a cat called Zoe. Using the name Zoe D Katze (in German, the name means Zoe the Cat), Eichel applied for a number of diplomas and a degree in hypnotherapy for his cat. He completed some forms, paid the money, and invented a CV and a job for Zoe at the Tacayllaermi Friends School (Tacayllaermi backwards spells 'I'm really a cat'). In a few weeks, the cat had two diplomas and a PhD.

2A Work in pairs. What do the words in bold mean? Which words are shown in the photos?

- What **qualifications** do you have? Apart from school exams, what other exams have you taken or will you take in the future?
- In your country, when you leave school do you get a **certificate**?
- Do you have a **driving licence**? What other **licences** can you get?
- Have you ever done an **online course**?
- Is **distance learning** popular in your country? Is it more popular than **face-to-face learning**? Which do you prefer?
- For which professions do you have to **do an apprenticeship**? Does the company usually pay you while you do your training?
- Do you have a **degree**? From which university?
- Do you know anyone with an **MA** or a **PhD**? What subject, and in which university, did they do it?

B Discuss the questions in groups.

FUNCTION clarifying opinions

3A Work in pairs and discuss. Do you think people with a lot of qualifications are usually intelligent?

B ▶ 7.5 Listen to two people discussing intelligence. What do they talk about?

- intelligent animals
- intelligent people
- 'intelligent' technology

C Answer the questions, then listen again to check.

- Why does the man think the boy from Egypt is intelligent?
- Why does the woman think her two friends are intelligent? What did/do they do?
- Why are qualifications useful, according to the woman?
- What does the woman say about 'real life experience, going out and meeting people, talking, travelling'?

4A Complete the phrases in the table.

offering opinions
The ¹ _____ I say (he's intelligent) is (that)
For me
In ² _____ view
I do think
I must say
giving examples
For example,
Let me ³ _____ you (an/another) example.
For ⁴ _____ thing

B ▶ 7.6 Listen to some three-word phrases from Exercise 4A. Which word is stressed?

C ▶ 7.7 Listen to the full sentences. Copy the stress patterns.



5 Complete the sentences with the words/phrases in the box. Do you agree with the statements?

must In my Let me give The reason I
For one For example I do For

- I must say many creative people are bad students. _____, most artists and musicians don't have many academic qualifications.
- _____ me, qualifications aren't that important. _____ thing, they don't show a person's character.
- _____ view, face-to-face learning will disappear. _____ say that is because people want to study from home, so they prefer distance learning.
- _____ think geniuses usually have personal problems. _____ you an example: Vincent Van Gogh suffered from depression.

LEARN TO refer to what you said earlier

6 Read the phrases from the audio script and answer questions 1–3.

- Like I said**, he doesn't go to school but, for me, he's super-intelligent.
- Having said that**, I do think qualifications are useful.
- Exactly. **That's what I was saying**. Just like the boy from Egypt.

Which phrase shows that you:

- have already given an opinion that someone else is now giving?
- have already said something?
- have said something but now want to give a different opinion?

7 Complete the conversation using the phrases below.

Like I said, Having said that, That's what I was saying.

- A: I think online courses are great if you can't travel to class. _____ I prefer to have a real teacher.
- B: I agree. You learn more with other people in the room.
- A: _____, an online teacher is not the same.
- B: I've done some online courses, though. It was really convenient because I could study at home.
- A: _____. They're great for people who can't travel.

SPEAKING

8A Read the job advertisement. What qualifications does it mention?

Guides needed for Eco-Tours cruise ships



Location: along the River Nile
Salary: £20,000
Duration: 6 months (includes four 5-week tours)
Date posted: 18th July 09.22

Duties: introduce tourists to the plant and animal life of the Nile, organise day trips for tourists, write a regular blog. Must speak Arabic and English plus one other language. Must have a tour guide licence, a university degree, and basic qualifications in biology and/or land management.

B Work in groups of three. Student A: read about candidate A. Student B: read about candidate B. Student C: read about candidate C. What benefits can they bring to the job? Are there any skills or qualifications they don't have?

Candidate A

Suresh Perera,
Sri Lanka, 42

- was a tour guide in Sri Lanka (2 years), geography teacher in Saudi Arabia (10 years)
- has a tour guide licence and MA in Geography
- speaks English, Arabic, Tamil
- visited Egypt many times, knows the culture and people
- hobbies: sailing and swimming



Candidate B

Dr. Ahmed Nasari, Egypt, 54

- biologist (20 years), experience in 11 countries.
- PhD in marine biology
- published three books about marine biology, writes regularly for biology journals
- speaks Arabic, English, basic German
- will take the exam for a tour guide licence next month
- wants to research animal life in the Nile



Candidate C

Delilah Olufunwa, Nigeria, 28

- former TV actress and model, then tour guide in Nigeria
- degree in performing arts
- excellent physical fitness (qualified scuba diver, strong swimmer)
- speaks English, Arabic, Spanish, Portuguese, French, is studying Japanese
- loves animals and nature



C Present your candidate to your group. Who should get the job? Why?

DVD PREVIEW

1 Work in groups. Discuss the questions.

- 1 Do you enjoy sport? Which ones?
- 2 Have you ever tried to learn a new sport? How successful were you? Why?
- 3 Have you ever won a sporting competition or attempted a sporting challenge? How did you feel?

2A Read about the programme below. What is Christine's challenge exactly? Why is she doing it? What are the problems?

BBC The One Show: Water Ski Challenge

Sport Relief is a UK charity which asks celebrities to perform sporting challenges in order to raise money for people in Africa. After visiting Uganda with Sport Relief Christine Bleakley, a presenter on *The One Show* (a BBC magazine show), decided to accept a sporting challenge herself. She agreed to water ski across the English Channel from the UK to France. It was an incredibly **tough** challenge because Christine had never been on water skis before. After a few months training, she **attempted** the crossing in the middle of winter. Would her physical and mental **determination** help her to complete the challenge, or would she **give up** half way? Could she add this **outstanding** achievement to her already successful career?



B Match the words/phrases in bold in the text with their definitions 1–6.

- 1 very difficult
- 2 tried
- 3 stop doing something (because it is difficult)
- 4 something that tests your skill or ability
- 5 excellent/very impressive
- 6 desire to continue doing something even when it is difficult

DVD VIEW

3 Watch the DVD. Choose the correct summary.

- 1 Christine completed the challenge without ever falling off her skis.
- 2 Christine attempted to cross the Channel but failed.
- 3 Christine crossed the Channel successfully despite falling a lot during the first half.
- 4 Christine nearly completed the challenge, but fell at the end and broke her leg.

4A Watch the DVD and number the statements in the order you hear them.

- a) 'My arms and body hurt so much, but I just don't want to give up.'
- b) 'She's fallen in ten times in ten miles, and that simply isn't good enough for this challenge. She has got to (dig in now, and) start to focus.'
- c) 'After several falls into the freezing water, I already feel like I can't take much more.'
- d) 'I can see France, and nothing is going to stop me.'
- e) 'The first woman to water ski across the Channel, in the winter, having only got on water skis four months ago. She is remarkable. It's a truly outstanding achievement.'
- f) 'This challenge is incredibly tough. She is going to be operating in sub-zero temperatures for over 90 minutes.'
- g) 'I am determined not to fall in, but I soon realise that determination might not be enough.'

B Watch the DVD again and decide who says what. Mark statements with a C (Christine) or a T (trainer).

C Discuss. What do you think of what Christine achieved? Would you do anything like this in order to raise money to help people in Africa? Why/Why not?



speakout an achievement

5A  **7.8** Listen to someone talking about a recent challenge/achievement. Answer the questions.

- 1 What was her challenge?
- 2 Was it a good or bad experience?
- 3 What did she find easy?
- 4 What problem(s) did she have?
- 5 Did she succeed?

B Listen again and tick the key phrases you hear.

keyphrases

I found it really easy/quite difficult.
 It was the ... I had trouble with.
 I was/We were very nervous.
 At first, I couldn't ... but then I started to ...
 One thing I tried ...
 I tried to/experimented with ... but it didn't work/I couldn't ...
 I got very frustrated/annoyed/tired.
 I didn't know how to ...
 I'm (so) glad/Eventually I managed it.
 It was a (really) difficult challenge/good experience ...
 For me, it was quite an achievement.

C You are going to talk about a recent challenge/achievement. Before you talk, make some notes on the following:

- What was your challenge? (Were you learning a new sport/how to drive, etc?)
- Where were you?
- How did you feel?
- What was the experience like?/What did the challenge involve?
- Who helped you?
- Did you try any special techniques?
- Did you succeed?

D Work in groups and take turns. Tell each other about your experiences. Who had the funniest/most interesting/most embarrassing experience?

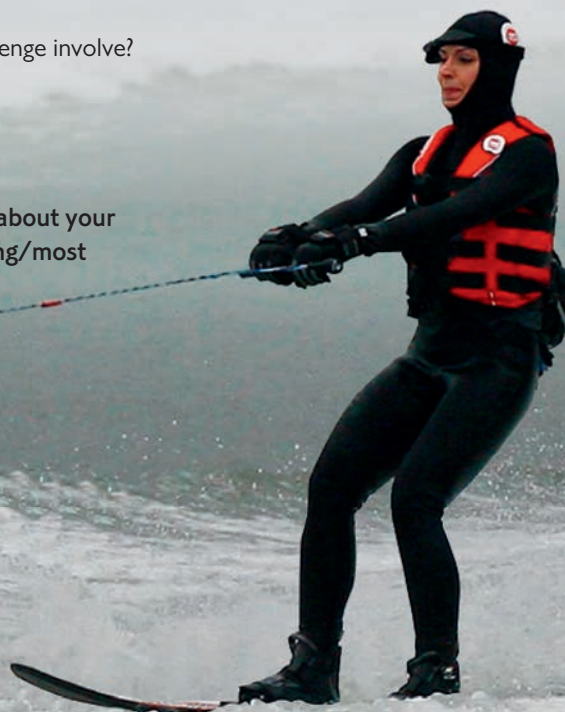
writeback an internet post

6A Read the internet post and answer the questions. What was Jim's challenge? What helped him to learn?

A Beautiful Language, by Jim

I was never very good at languages when I was at school so learning Welsh **was a huge challenge for me**. I wanted to learn Welsh because I was living in Wales and my wife spoke Welsh. **So, I decided** to enrol for a course at the university and go for classes twice a week. I **soon** fell in love with the language → it's so gentle and musical. **I began to realise** how many people living around me loved and treasured their national language. Welsh has beautiful expressions and has often been called the language of poets. **It's not an easy language to learn, but it's very satisfying**. I feel like **I've achieved a lot**. **Now**, when I go into my local shop, I try to speak to people in Welsh. I'm sure **I make a lot of mistakes**, but everyone is very kind to me, and they always smile.

B The *My Story* website publishes stories from the public about their experiences and achievements. Write your own story (120–180 words) to submit to the website. Use the words in bold above and the key phrases to help.



SUCCESS

1A Underline the correct alternative to complete the quotes. Which quotes do you think could be important for you? Why?

- 1 'When you are not *believing/practising*, remember someone else is *believing/practising*, and when you meet him he will win.'
- 2 'I was seldom able to see *an opportunity/a talent* until it had ceased to be one.'
- 3 'Focus *on/in* where you want to go, not on what you fear.'
- 4 'Some people dream of success, while other people wake up and work hard *on/at* it.'

B Work in pairs and discuss.

- 1 Do you know anyone who is a high achiever? What have they done?
- 2 What are you focusing on at the moment in your work/studies?
- 3 How do you think you can get better at speaking English?

PRESENT PERFECT CONTINUOUS

2A Complete the sentences with the present perfect continuous form of the verbs in brackets.

- 1 I _____ (practise) learning my lines. Rehearsals start next week.
- 2 I _____ (visit) patients in their homes.
- 3 I _____ (mark) homework for hours.
- 4 I _____ (try) some new ideas for a recipe.
- 5 I _____ (research) a news story.

B Think of a job to go with each sentence above. Write two or three sentences that this person could say at the end of a busy day. Use the present perfect continuous.

I've been reading all day. I've been saying my lines out loud.

C Work in pairs. Take turns to say your sentences. Can your partner guess the job?

ABILITY

3 Complete the text with the words in the box.

hopeless gifted skilful
useless expert ability have

As a child, I was ¹ hopeless at school. I was ² _____ at maths, English, science, everything, because I just didn't ³ _____ an aptitude for that kind of study. One day we were playing football and the ball got stuck in a tree. I climbed the tree to get it, and one of my teachers, John Marston, looking out of the staffroom window, noticed that I was a talented climber. He was an ⁴ _____ in climbing – he'd been in the Alps and up Mount Kilimanjaro – and he invited me to try it one weekend. I really enjoyed it. After a month, he told me I was a very ⁵ _____ climber for my age. I left school three years later with no qualifications, but I kept climbing regularly until I became very ⁶ _____ at it. In my early twenties, I became a professional climber. I'll always remember Mr Marston because he showed me I had an ⁷ _____ which no one else, including me, knew about.

PRESENT AND PAST ABILITY

4A Underline the correct alternative.

- 1 I *can to/am can/can* type very fast.
- 2 When I first heard English, I *not able/not could/couldn't* understand anything.
- 3 Even when I'm stressed, I'm usually *able to/can/able* sleep.
- 4 I recently had a problem but I *can able to/was able to/managed* solve it.
- 5 I *'m not able/was able not/wasn't able* to do the job of my dreams (not yet, anyway).
- 6 Last weekend I *managed to/managed/am managed to* relax completely.

B Tick the sentences that are true for you. Compare your answers with other students.

I can't type very fast, but I don't have to look at the letters when I type.

CLARIFYING OPINIONS

5A Complete the conversations by adding your opinions and giving examples.

- 1 A: I think that, to be happy, people need to have dreams and ambitions.
B: For me, _____. Let me give you an example: _____.
- 2 A: The most important thing to remember is, if you want to be successful in anything, it's hard work, not talent that gets you there.
B: I do think _____. The reason I say this is _____.
- 3 A: Being rich or famous is not the same as being successful.
B: In my view, _____. For example, _____.
- 4 A: There is too much focus on sporting achievement. Games aren't important.
B: I must say _____. For one thing, _____.
- 5 A: If you want to be successful in your job, you need a good education and you need to understand modern technology.
B: In my opinion, _____. For one thing, _____. For another, _____.

B Work in groups and take turns. Share your opinions with each other and ask follow-up questions.

BBC VIDEO PODCAST



Watch people talking about their greatest achievements on ActiveBook or on the website.

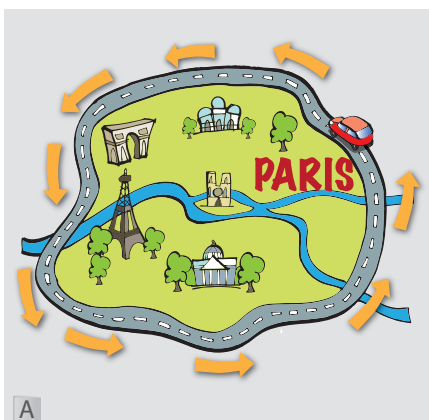
Authentic BBC interviews

www.pearsonELT.com/speakout

PREPOSITIONS of place

1 Match descriptions 1–5 with pictures A–E.

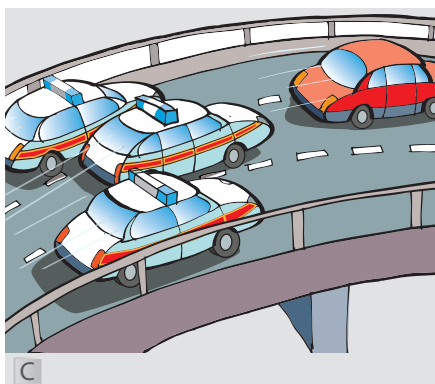
- 1 They drove along the motorway, and over the bridge.
- 2 They went around the city.
- 3 They drove through the main square, past the post office and turned left by the station.
- 4 The hotel is near the city centre, between the National Museum and the cathedral.
- 5 The house is next to the supermarket, opposite the cinema.



A



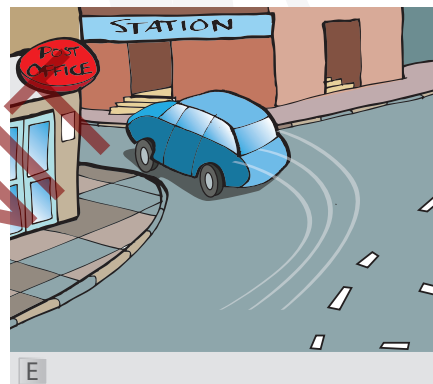
B



C



D



E

NEWS

1 Read the text and match the words/phrases in bold with definitions 1–13 below.

- 1 continued to _____
- 2 a group of criminals who work together _____
- 3 took someone away because they have done something illegal _____
- 4 thieves carrying weapons _____
- 5 an attack by criminals on a bank, shop, etc., to steal money or valuable things _____
- 6 (doing something) while threatening to shoot someone _____
- 7 people whose job it is to protect people or a place, or to make sure that a person does not escape _____
- 8 leave a place or dangerous situation when someone is trying to catch you _____
- 9 people who saw the crime _____
- 10 tried _____
- 11 warn people that something bad is happening _____
- 12 made someone do this _____
- 13 a vehicle for the escape _____

Two **security guards** were kidnapped and held hostage for twelve hours by a **gang of armed robbers**, who **attempted** to **raid** a security depot. The robbers held the guards **at gunpoint** and **forced** them to hand over keys and security information. They then **proceeded to** fill a lorry with more than £53 million in notes. Another £150 million was left behind because there was no more room in the **getaway vehicle**. Luckily, one of the guards managed to **raise the alarm**, and the police arrived and **arrested** the gang before they could **escape**. **Eye witnesses** said that they saw at least eight men being arrested.



COMMUNICATION

1A Underline the phrases in sentences 1–8 which involve communicating.

- 1 She tried to get hold of you but your mobile was dead.
- 2 I'm going to have a chat with Tom about his appearance.
- 3 The film director got in touch with him through his agent.
- 4 I don't get what you mean.
- 5 She goes on and on about her problems – it's so boring!
- 6 I'm so pleased we've stayed in touch all these years.
- 7 We said sorry for the mess.
- 8 They sometimes have arguments about money.

B Match the underlined phrases in Exercise 1A with phrases a)–h) below.

- a) talk to
- b) disagree
- c) contact you get hold of you
- d) apologised
- e) understand
- f) maintained contact
- g) contacted
- h) talks too much

IDIOMS

1A Match pictures A–F with the idioms in the box.

be in two minds let your hair down break the ice travel light
learn (something) by heart go window shopping



A



B



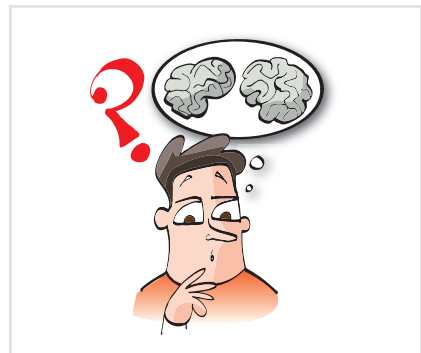
C



D



E



F

B Complete the sentences with the idioms above.

- 1 Tomorrow there's a test on this poem. I have to _____ it _____.
- 2 I'm _____. I don't know if I want the black one or the red one.
- 3 Everyone was nervous, so Jackie told a few jokes to _____.
- 4 He always _____. He only takes one suitcase even for long trips.
- 5 I've got no money at the moment but we can go _____ if you want.
- 6 You've been working non-stop. Why don't you go out and _____?

C What do you think the idioms mean? Use a dictionary to help you.

PERSONAL QUALITIES

1A Complete the sentences with the adjectives in the box.

reliable sensible easy-going
aggressive clever/bright honest
lazy punctual moody
independent

- 1 She is very _____. She works well by herself.
- 2 You never know what to expect. She's very _____, so one minute she's happy, and the next minute, she's shouting at you.
- 3 She's very _____. I'm sure she will know what to do if there's a difficult situation.
- 4 He's extremely _____. He is never late for appointments.
- 5 My new manager is very _____. She doesn't mind what time we get to work, what we wear. She never looks stressed.
- 6 He always tells the truth. He's very _____.
- 7 She likes to do as little work as possible. She's a bit _____.
- 8 He's very _____. He learns very quickly.
- 9 You know that you can trust and depend on him. He's hardworking and very _____.
- 10 He nearly attacked one of his employees when he arrived late for the meeting. He's very _____.



B Look at the adjectives in the box again. Do they describe positive or negative characteristics? Do you have any of these characteristics?

WORKING LIFE

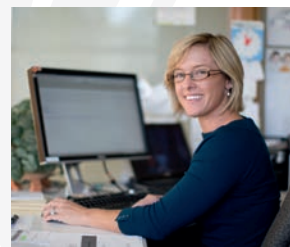
1 Match descriptions 1–3 with jobs A–C.

1 I work as a _____ for a large corporation. I usually **work nine-to-five**, but sometimes I have to work late. My job involves **checking and responding to emails, answering phone enquiries and organising my boss's diary**.



A Window cleaner

2 I'm an _____. I tend to **work long hours**. I'm responsible for a small team of people. I spend a lot of my time **attending meetings, and dealing with problems**. I advise clients on their accounts and **write updates and reports** for the website.



B Personal assistant

3 I'm a _____. Lots of people wouldn't like what I do, because it's an **outdoor job**, and it's a **physical job**, but I love it. I **work for myself**, so I can be very independent, and I **work flexible hours**, which is good for me. It's a very sociable job, too. I talk to people all day long. I couldn't do an office job. I would die of boredom!



C Accountant

B Work in pairs. What do the phrases in bold mean?

CONFUSING WORDS

1A Choose the correct option from the words in bold to complete the pairs of sentences.

1 **actually** • **currently**

- a) I expected the first week in my new job to be awful, but _____ it was fine.
- b) I am _____ working in London, but before I was working in Paris.

2 **career** • **course**

- a) She's doing a Spanish _____ at the moment, and she's really enjoying it.
- b) Ted spent most of his _____ as a teacher.

3 **borrow** • **lend**

- a) Do you think you could _____ me a pen?
- b) I had to _____ some money from a friend.

4 **argument** • **discussion**

- a) We had an interesting _____ about the Prime Minister and we all agreed he should resign.
- b) I had an _____ with my mother. She's always telling me what to do!

5 **miss** • **lose**

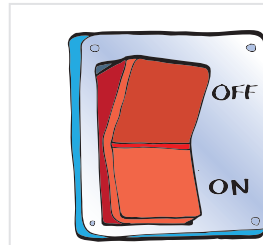
- a) Hurry up, or we'll _____ the bus.
- b) Why do I always _____ my car keys?

B Check your answers in a dictionary.

TECHNOLOGY

1 Match words/phrases 1–10 with pictures A–J.

- 1 plug it in
- 2 press the button
- 3 have an injection
- 4 have an operation
- 5 run out of petrol
- 6 break down
- 7 (not) get a connection
- 8 restart/reboot the computer
- 9 do an experiment
- 10 switch it on/off



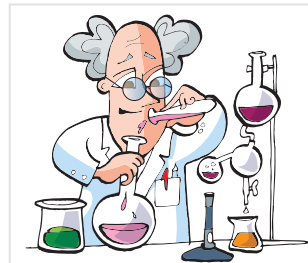
A



B



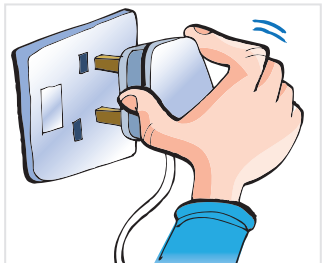
C



D



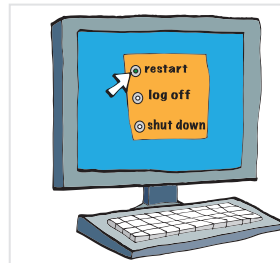
E



F



G



H



I



J

WORD-BUILDING nouns (suffixes)

1A Look at the table which shows six different suffixes used to form nouns from verbs and adjectives.

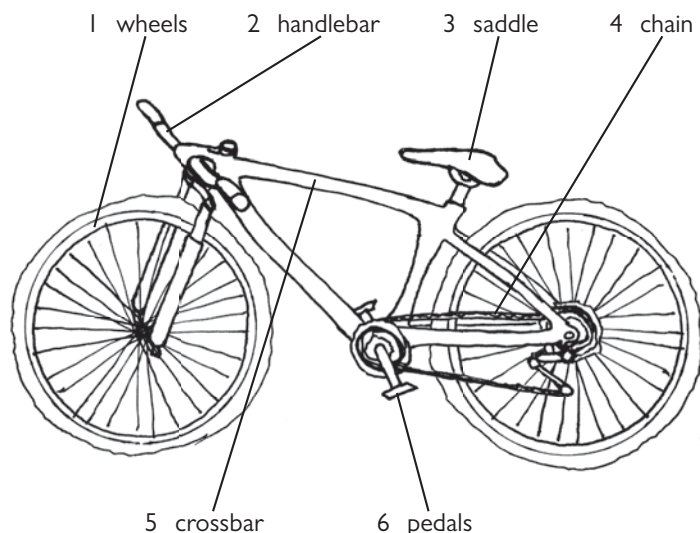
-ation	education	relaxation	imagination	immigration
-ion	pollution	instruction	depression	competition
-ment	entertainment	improvement	employment	agreement
-ing	running	smoking	laughing	eating
-ness	weakness	loneliness	happiness	kindness
-ity	creativity	stupidity	sensitivity	responsibility

B Cover the table and complete sentences 1–10 with the correct form of the verbs/adjectives in brackets.

- 1 I think a bit of _____ (compete) in schools is a good thing.
- 2 There has been a great _____ (improve) in his work recently.
- 3 Dealing with problem clients is not my _____ (responsible).
- 4 _____ (lonely) is one of the worst aspects of getting old.
- 5 He suffers from _____ (depress).
- 6 Try to use your _____ (imagine).
- 7 I couldn't believe my own _____ (stupid)!
- 8 There is live _____ (entertain) from 8p.m.
- 9 I was amazed by his _____ (kind).
- 10 I didn't hear the last _____ (instruct).

1.2

4C Look at your drawing. Does it include these things?



1.2

8B Read the text and check your answers.

Stella magazine commissioned YouGov, a research agency, to interview over 1,000 women in the UK about what they really think. Here are some of the results.

80% of women say that losing their health is their greatest concern, followed by putting on weight (52%) and losing their jobs (24%). It seems that British women aren't too happy with their bodies: 23% of women are on a diet now and 58% have **gone on a diet** in the past. Only 4% of women **do** more than 7 hours' **exercise** per week, while 21% do no exercise at all.

The biggest challenge for modern women is balancing home and work life (82%), followed by bringing up happy children (56%) and finding time for themselves (52%).

As for their love lives, 9% of women aged 45–54 met their husbands through the internet, and 49% of women believe that the best age to **get married** is between 25 and 29.

And what about the relationships between men and women? 59% think fathers should **take** more **responsibility** for their children. These women are also less than content with their husbands' efforts at home: 51% say they currently **do** over 75% of the **housework**. Despite this, over 70% of women would prefer to have a male boss than a female.

And their heroes? The woman they most admire is ex-Prime Minister Margaret Thatcher (7%), followed by the Queen (5%).

1.3

8A Student B: read your instructions below.

You want to do a course at a famous business school which is well-known for its practical courses. It will give you contacts in the business world. Think about these things:

- the business you want to start
- relevant work experience you have with another company

Student A will interview you for the course. He/She will ask about your:

- reason for doing the course
- work experience
- expectations of the course
- plans for the future

Prepare your answers and think of some questions to ask about the school.

2.1

2A Read and check your answers.

Fact or fiction:

1 Fiction: the film *The Last Samurai* does tell the story of the samurai rebellion, but the character Nathan Algren did not exist.

2 Fiction: in truth, we know very little about William Shakespeare's personal life, or what provided his inspiration.

3 Partly true: whilst *Gladiator* did take a few liberties with history, it's true that the Emperor was killed by a gladiator in the Roman baths.

4 Partly true: the film *Braveheart* does tell the story of how William Wallace fought to free Scotland, but kilts were not worn in Scotland until 300 years later. And there are many other historical inaccuracies.

5 Partly true: the film *Apollo 13* was praised for its accuracy. Much of the dialogue was taken directly from recordings. However, the pilot's exact words were, 'OK, Houston, we've had a problem here'.

5.1

6B Which do you think is the best form of transport, A–E for each challenge? Why? Compare your ideas with other students.

Hi, I'm James May. I'm a car journalist and BBC presenter. Welcome to my Big Ideas. In this challenge, we're going to explore some of the ways of getting from A to B using a range of transport options.

Mostly we're looking at transport available today but there's a couple that are just around the corner, so we'll pretend we're a few years into the future.

Challenges

1 Challenge: Get to Scotland – easily

I'm in London and need to get to Scotland. I need to get there as quickly as I can. The only problem is I'm too tired to actually drive anything. I want to put my feet up and do the crossword on the way.

Transport: _____

2 Challenge: Get to concert in Hyde Park – without sitting in traffic

OK, for this challenge I've got to get to a classical music concert in Hyde Park (Central London). If I fly, I'll need transport from the airport. Got any good ideas?

Transport: _____

3 Challenge: Go to see elephants in Africa – quickly

Do you ever want to experience the wonders of the world? Me, too. Right now I want to see elephants, maybe even feed a few and I'm not talking about a trip to a zoo here in Great Britain. I want to see them in their natural environment. Get me to Africa. And get me there, and back again, fast.

Transport: _____

4 Challenge: See Moulin Rouge in Paris – efficiently

I fancy an expensive night out, let's go to Paris to see the Moulin Rouge. But, I want to be green, so I want to get there using the most energy-efficient way possible.

Transport: _____

5 Challenge: Get out of here – quickly

Oh dear – I've upset someone. I need to get out of here quickly.

Transport: _____

4.1

7A Work out your score. Add up the number of points (0, 1 or 2) for each answer. Use your total to find out if you work like a millionaire.

Question 1: a) 0 b) 1 c) 2

Question 2: a) 1 b) 2 c) 0

Question 3: a) 0 b) 1 c) 2

Question 4: a) 1 b) 2 c) 0

Question 5: a) 0 b) 1 c) 2

Key:

Score 8–10 You work like a millionaire!

You are very ambitious and enjoy your work. Keep going. Sooner or later all your hard work will pay off and you can live like a millionaire, too.

Score 6–7 You have millionaire potential!

You understand hard work, and if you make it your top priority, you could be a millionaire, too. Keep focused on your goal.

Score 0–5 You don't work like a millionaire!

The clearest characteristics of self-made millionaires is that they work hard and they enjoy their work. You seem to prefer a work–life balance, where work and money are not your top priorities.

4.1

9B Read the vocabulary notes and check your answers.

remember • remind

If you **remember** something, a fact or event from the past, or something you earlier decided to do, comes back into your mind:

He suddenly remembered he had to go to the bank.

If someone **reminds** you to do something, or something reminds you of something, they make you remember it:

Remind me to call him later today.

forget • leave

If you want to talk about the place where you have left something, use the verb **leave**, not the verb **forget**. Compare:

I've forgotten my book and I've forgotten my keys.

I've left my keys in the car.

Don't say: *I've forgotten my keys in the car.*

listen • hear

If you **hear** something, you know that sound has been made, and can often recognise what it is:

Did you hear that noise?

If you **listen** to something or someone, you pay attention to the words, sounds and music that they are making:

I am sorry, could you repeat the question? I wasn't listening.

fun • funny

Use **fun** to talk about events and activities that are enjoyable, such as games and parties:

Let's go to the beach and have some fun.

Funny is an adjective that describes someone or something that makes you laugh:

Bob's jokes are really funny.

earn • win

Use **earn** to talk about getting money by working:

She earns about \$50,000 a year.

Use **win** to say that someone gets a prize in a game or competition.

Brian won first prize in the skating competition.

2.1

10A Student B: make *Have you ever ...?* questions using the prompts.

- 1 win an award/competition/some money
- 2 eat something very unusual
- 3 break a bone in your body
- 4 lock yourself out of the house
- 5 ride a horse/donkey/camel/motorbike
- 6 climb a mountain/run more than 2 km

3.2

8C Check your answers.

- 1 False. Compare: *I said the wrong thing.* (formal) *I put my foot in it.* (informal) *Not everyone will want them.* (formal) *They are not everyone's cup of tea.*
- 2 True. *I hate small talk. I just want to talk about the important business.* We can't say: *I hate talk-small.*
- 3 True. *They don't have much time. They're working against the clock.* (present continuous) *Tomorrow we have a lot of things to do. We're going to work against the clock.* (be going to for future plans)
- 4 True. *What's on your mind?* = *What are you thinking?* or *It's an issue close to my heart.* = *I feel passionate about it.*

3.3

1B Read the end of the story.

The waiter said, 'Mr Carson has already paid your bill.' The producer thought this was incredibly generous. So the next morning he called Carson and said, 'That was so nice of you. How generous you are!' Carson started to laugh and said, 'I didn't know that all those people outside were with you. I thought it was just the people at the table!'

The bill? About ten thousand dollars.

5.2

1B Check your answers.

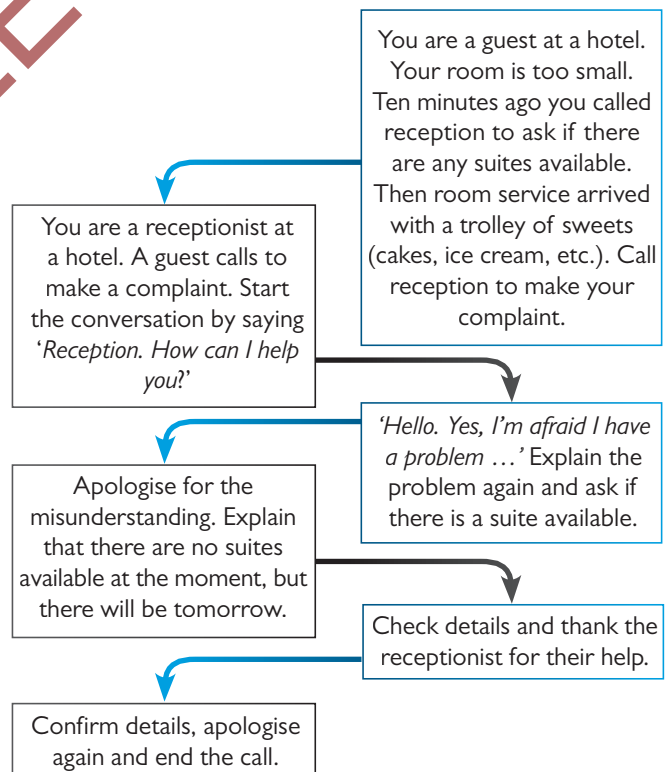
- 1 Nobody has ever done it, but in theory, yes it is possible.
- 2 Any heavy meal can make you dream more (because you spend more time in REM sleep). But cheese doesn't cause more dreams (good or bad) than any other food.
- 3 Because the heavier you are, the more difficult it is to push you out of the ring (which is how you win a sumo wrestling match).
- 4 No. Wasps do drink nectar from flowers but they don't use it to make honey.
- 5 Yes. If you travel, you'll notice that you can see different constellations of stars. This is because the surface of the Earth is curved.
- 6 When we cut an onion, it releases a substance called lachrymatory-factor synthase. When a very small amount goes in your eye it irritates the eye. We then produce tears (we cry) to wash the substance away.

3.3

6B Change roles and role-play the situation.

Student A

Student B



4.2

11 Choose one of the job advertisements below and write your covering letter.

Fashion designer wanted:

We are looking for a graphic designer with a background in the fashion trade. You should have relevant experience and be up-to-date with fashion trends. Strong hand illustration as well as computer design is essential. Please submit a copy of your CV with relevant samples of work.

Teaching assistant, Bahamas

Primary school is looking for a teaching assistant to start ASAP. The school is a short walk from the beach. No formal qualifications are necessary; however, a genuine love for the job is required. Please forward CVs or contact me for further information.

Travel writer required.

Travel writer wanted to join our small team. The successful applicant will travel around the world, staying in luxury hotels, and dining in fine restaurants. He/She will need to send a weekly update, including a short review. No previous experience required, but good communication skills and a love of travel essential.

SAMPLE UNIT

zero and first conditionals

Zero and first conditionals are sometimes called 'real conditionals' because they talk about situations which are always true, or events which are possible or probable in the future.

zero conditional

if/when +	present simple +	present simple
If/When	You* heat water to 100° Centigrade,	it boils .

* Here *you* is a general subject meaning 'anyone' or 'people in general'.

Use the zero conditional to talk about a general situation, or something which is always true (a fact).

*If plants **don't have** water, they **die**. Ice **melts** if you **heat** it.* (You here refers to 'anyone', or people generally, not 'you' specifically.)

If/When can come at the beginning or in the middle of the sentence.

If I'm not in the office by 8a.m., my boss gets angry. My boss gets angry if I'm not in the office by 8a.m.

If and *when* have the same meaning in zero conditional sentences. In this case *if* means 'when this happens' or 'every time this happens'.

When I'm feeling stressed, I eat chocolate. If I'm feeling stressed, I eat chocolate.

first conditional

if/when +	present simple +	will/ could/ might + verb
If	you give me your phone number,	I'll call you when we're ready.
When	you go into the kitchen,	you'll see the keys on the table.

Use the first conditional to talk about possible situations in the future and their consequences. If you are sure about the result, use *will/won't*. If you're not sure, use *could/might*.

We can change the order of the sentence, but *if/when* is always followed by the present simple.

*If my train **arrives** on time, I'll meet you at ten o'clock.* Or *I'll meet you at ten o'clock if my train **arrives** on time.* NOT *if my train will arrive on time.*

In first conditional sentences, *if* and *when* have different meanings. Use *if* when you are not sure if the situation will happen: *If I pass my exams, I'll be very happy.* Use *when* for a situation which you know will happen: *When I pass my exams, I'll have a party.*

Unless has the meaning of 'if not' or 'except in this situation'.

I'll go straight to the restaurant, unless you call me first. (I will go straight to the restaurant, if you don't call me first.)

Note the difference between zero and first conditional in the sentences below.

*If you sit in the sun, you **get** sunburn.* (Zero conditional for a general situation/ fact. 'You' means anyone, or people in general.)

*If you sit in the sun, you'll **get** sunburn.* (First conditional for a specific situation. I'm talking to you (personally) about what will happen today.)

6.1

second conditional

if +	past simple +	would clause
If	I lived to be 100, he was the President, we bought the house,	I would probably be very tired. he'd make a lot of changes. we'd need to sell our car.

Use the second conditional to talk about an unreal or imaginary situation and its consequences.

In spoken English, *would* is contracted in the positive and negative form.

I'd be there if I had time. If she had enough food, she'd feed us all.

Would is not usually contracted in the question form.

If you passed your exam, would you go to university? Would you help me if I paid you?

Use *If I were you ...* to give advice: *If I were you, I'd change teams.*

Instead of *would*, we can use *could* or *should*:

If you got really fit, you could probably play again.

It is common to use other expressions in the *would* clause: *would be able to*, *would need to* and *would have to*.

If I lost my job, I'd need to find another one!

We would have to cancel the game if it rained.

If you bought a larger quantity, we'd be able to offer you a better deal.

6.2

giving news

good news	I've got some good news (for you). I'm really pleased to tell you ... You'll never guess what.
bad news	Bad news, I'm afraid. I'm sorry to have to tell you, but ... I'm afraid/Unfortunately, ... I'm afraid I've got some bad news ... There's something I've got to tell you.
good or bad news	You know ...? Well, ... I've/We've got something to tell you.

responding to good news	Wow! That's fantastic/great news. Congratulations! You're joking! You lucky thing! Well done. Have you?/Did you?
responding to bad news	That's a shame. That's terrible/awful. That's really annoying. I'm really sorry to hear that.

6.3

PRACTICE

6.1

1 Complete the sentences with the correct form of the verbs in brackets.

- If I _____ (pass) my exams, my teacher _____ (be) very surprised.
- When we _____ (visit) my mother, she usually _____ (look after) the children.
- When Gaby _____ (leave) her job in the summer, she _____ (worry) about what to do next.
- If I _____ (not find) any cheap tickets, we _____ (not go) to Malta.
- If you _____ (not water) plants, they _____ (die).
- I _____ (be) surprised if Martha _____ (come) to the party. She said she wasn't feeling well.
- If you _____ (get) lost, do you usually _____ (ask) someone for directions?
- They _____ (not come) unless you _____ (invite) them.
- If it _____ (be) a nice day, I _____ (like) to go for a run in the morning.
- I _____ (listen) to classical music when I _____ (want) to relax.

2 Underline the correct alternative.

- You can't come to the conference *unless/if/when* you're invited.
- I'm not talking to you *unless/if/when* you calm down first.
- They'll arrive as soon as dinner *is/will be/won't be* ready.
- They'll cancel the flight *if/unless/when* the weather is bad.
- If you eat all of that chocolate mousse, you *'ll feel/feel/won't feel* ill.
- We'll organise a taxi when we *know/will know/might know* what time the concert starts.
- When I see a spider, I always *scream/might scream/will scream*.
- I'll get some money as soon as the bank *will open/opens/might open*.

6.2

1 Complete the sentences with the correct form of the verbs in brackets. Use contractions where possible.

- If I _____ (sell) my house now, it _____ (not/be) worth very much.
- _____ (your parents/come) if I _____ (organise) a party?
- He _____ (not/be) able to study here if _____ (not/pass) that exam.
- If you _____ (lose) your passport, _____ (need) visit the consulate.
- They _____ (be) healthier if _____ (not/eat) so much junk food.
- If you _____ (write) a novel, what _____ (call) it?
- If the students _____ (not/have) internet access, _____ (find) it difficult.
- We _____ (not/work) there if the boss _____ (not/give) us a lot of freedom.
- Where _____ (she/live) if _____ (have) to move to a different country?
- If he _____ (can) study on Tuesdays, _____ (not/need) to come on Wednesday.

2 Write answers to the questions using the prompts. Use contractions.

- A: Can we walk to the game?
B: No. (be/late)
If we walked to the game, we'd be late.
- A: Why doesn't the team enter the competition?
B: (it/lose)
If the team _____.
- A: Can I borrow his car?
B: No. (get/angry)
If you _____.
- A: Why don't we call her now?
B: No. (we/wake her up)
If we _____.
- A: Why can't we start the project again?
B: (waste/money)
If we _____.
- A: Can we extend our holiday?
B: No. (miss/school)
If we _____.

6.3

1 Complete the conversations.

- A: You'll never _____ what.
B: What?
A: I'm moving to Australia.
B: You're _____!
A: No, I'm leaving in March.
B: You _____ thing.
- A: I've passed my exams!
B: _____ you? Congratulations!
A: Yes, I got the results this morning.
- A: There's _____ I've got to tell you.
B: What is it?
A: I've decided to leave my job at the university.
B: I'm _____ to hear that. What's the problem?
- A: I'm _____ we're going to be late.
B: Why? What's happened?
A: The flight's been delayed.
B: Oh, that's a _____. That's really _____.

present perfect simple vs continuous present perfect continuous

+	I She	've/have 's/has	been	reading a book. playing the piano.
-	You	haven't		listening to me.
?	Have	you		going there for a long time?

- 7.1 Use the present perfect simple or continuous for actions/activities which started in the past and continue until now.
I've studied German for six years. I've been studying German for six years.

Often, there is little change in meaning between the two tenses (especially for verbs such as *live, work, teach, study*).

I've lived here for years. I've been living here for years.

Use the present perfect continuous to emphasise the length or duration of an activity.

I've been doing yoga for years. (but I'm still not very good at it)

He's been playing football since he was three.

As with other continuous forms, do not use the present perfect continuous with state verbs (e.g. *love, hate, enjoy, know*, etc.). With these verbs, use the present perfect simple.

I've known him for ages. NOT *I've been knowing him for ages.*

We often use *for, since* and *How long have you ...?* with the present perfect simple and continuous.

How long have you been waiting for? She's been working here since 2010.

present and past ability modal verbs to talk about ability

	present	past
+	I can cook.	I could run fast.
-	I can't drive.	He couldn't do maths.
?	Can you speak Spanish?	Could you cook when you were younger?

- 7.2 We can also use *be able to* to talk about ability.

	present	past
+	She's able to write well.	Aged three, I was able to read.
-	He's not able to drive.	Aged two, he wasn't able to walk.
?	Is he able to speak French?	Were you able to get a job?

Expressions to talk about ability at a particular moment

We can use *be able to* to talk about one particular situation.

We are able to offer you a special discount on the fridge today. She didn't answer her phone so I wasn't able to speak to her.

Use *manage to* to show that an action is/was difficult.

	present	past
+	I usually manage to finish my work on time.	We managed to book a great hotel.
-	I don't always manage to speak to my parents every week.	She didn't manage to pass the exam.
?	Do you manage to see the grandchildren regularly?	Did you manage to finish washing the dishes?

clarifying opinions

giving opinions

The reason I say this is that he didn't ask our permission.

For me, there are two options here.

In my view, we should stop selling the product.

I do think we should talk to them first.

I must say I agree with Robert.

giving examples

For example, she forgot her keys yesterday.

Let me give you an example: there was a festival last week.

For one thing, I don't like caviar.



PRACTICE

7.1

1 Complete the sentences with the present perfect simple or continuous form of the verbs in the box. Where both forms are possible, choose the present perfect continuous.

do sit (not) listen hate (not) watch
study teach (not) know read live wait

- I'm tired. I _____ in boring meetings all day.
- They _____ for their exams since five o'clock this morning.
- I'm glad you're here. We _____ for you all day.
- I can't listen to jazz. I _____ always _____ it.
- He _____ karate for nearly twenty years.
- You _____ to me. You haven't heard what I said.
- She's got a new job. She _____ economics at the university since June.
- How long _____ you _____ in the UK? When did you move here?
- I _____ TV. I _____ my book.
- We _____ each other for very long.

2 Underline the correct alternative to complete the sentences.

- Hi Tariq. I haven't seen/been seeing you for ages!
- I have been knowing/known Justin since we were at school.
- Yes, we've met/been meeting each other before.
- I 've been playing/did played the guitar for as long as I can remember.
- My brother has been travelling/have been travelled around the world for the last two years.
- He has always been enjoying/enjoyed travelling.
- Excuse me. I 've been waiting/have wait for this phone call all morning.
- I have studying/have been studying Mandarin for more than ten years, and I still find it difficult.

7.2

1 Find and correct the mistakes. There are five mistakes in the text.

Johnny isn't able make full sentences but he can to say several words such as *Mama* and *Dada*, which he couldn't a month ago. He able to understand various commands like 'No!' and 'Come here' and he recognises his name. He's becoming more mobile; yesterday he managed crawl from the living room to the kitchen. He's also getting better with his hands. He can hold a pen and he sometimes manages to drawing simple pictures.

2 Rewrite the sentences using the words in brackets. Write three words (contractions are one word).

- She knows how to ride a motorbike.
_____ a motorbike. (can)
- I'm not able to play any instruments.
_____ any instruments. (can't)
- Seyi and Denia couldn't come last night.
They _____ come last night. (able)
- Were you able to take any photos?
_____ to take any photos? (manage)
- Can you make pizza?
_____ to make pizza? (able)
- I can usually sleep for eight hours even on a plane.
Usually I _____ for eight hours even on a plane. (manage)
- Were you a fast runner when you were a child?
_____ fast when you were a child? (could)
- I haven't finished my homework.
I _____ finish my homework. (managed)

7.3

1 Underline the correct alternative.

- Jackie has been so nice. *For example*,/ *For me*, she took us to the cinema.
- You all think that new restaurant is great, but *for one thing*/ *in my view* the food isn't that good.
- Ibrahim said the concert was disappointing, and *I must say*/ *the reason I say I agree*.
- Shakespeare borrowed most of his stories. *Let me give you an example*:/ *I must say* the plot of *King Lear* is taken from a much older story.
- I like that laptop. *For one thing*/ *I do think* it's a bit heavy, though.
- People love the Rolling Stones, but *for me*,/ *the reason I say this is* Led Zeppelin is the greatest rock band.
- Dogs are the best pets. *For another*/ *The reason I say this is because* they are so faithful.
- You should buy that mobile. For one thing, it looks fantastic. *For another*,/ *For example*, it's cheap.

8.1

articles

Use **a/an** (indefinite article):

- the first time something is mentioned. *I saw **a** mouse in the kitchen.*
- before singular nouns. *She's watching **a** film.*
- with jobs. *I'm **a** doctor. He's **an** artist.*

Use **the** (definite article):

- when there is only one of something. *I see **the** sun.*
- when something has been mentioned before. ***The** mouse (that I was talking about) **was** huge!*
- with seas, oceans, rivers and country names that are plural or use extra words like Kingdom, e.g. *the River Danube, the Pacific Ocean, the United Kingdom*
- before the names of some areas, e.g. *the south of France, the coast of Italy*
- with superlatives. *Ali **was** **the** greatest boxer.*
- with some defining expressions, e.g. *the first, the only*
- in some phrases with prepositions, e.g. *in the morning, at the end, by the next day*
- with dates in spoken English, e.g. *the fifth of June*

Use **no article** (zero article):

- to talk generally about things or people. *Doctors make more money than nurses.*
- with most names of towns, cities, and countries.
- before plural nouns. *I bought six bottles of water.*
- in some phrases with prepositions, e.g. *on Monday, at work, for lunch, on foot*
- with sports. *I like tennis. He plays football.*

quantifiers

Use **some** and **any** when talking about 'a limited amount/number' (not a large or small amount/number). We often use *some* in positive sentences. In this instance *several* can also be used. *I have **some** close friends. I have **several** close friends.*

We also use *some* in questions, especially in requests and offers. *Can you give me **some** sugar? Do you want **some** help?*

We often use *any* in negatives and questions. *I don't have **any** children.* Use **much** and **many** in questions and negatives. *Much* is used with large amounts of an uncountable noun: *How **much** time do we have?* *Many* is used with large numbers of a countable noun: *I don't have **many** friends.*

All means 'everything/everyone'. We can use it with or without *of*. ***All** the people here are friendly. **All of** the people here are friendly.*

We use **a lot**, **lots of**, and **plenty of** with large amounts/numbers. We usually use these in positive sentences. *Plenty of* means 'more than enough' (so there won't be a problem). *I spend **a lot of** time in Paris.*

Too and **too much/many** mean 'more than necessary'. We use *much* with uncountable nouns. We use *many* with countable nouns. *This film is **too long**. There's **too much** salt on this meat.*

Enough means 'as much as we need'. We use it in positive and negative sentences and questions. *I don't want this task because I have **enough** to do. There isn't **enough** time. Do you have **enough** sugar?*

None and **no** can mean 'zero'. We use *none of* + noun/pronoun. We use *no* + noun (without article or possessive adjective). ***None of** the cinemas showed the film. There are **no** reasons for this.*

A few means 'a small number'. We use it with countable nouns. We usually use it in positive sentences. *She knew **a few** actors.*

A little and **a bit of** mean 'a small amount'. We use them with uncountable nouns. We usually use them in positive sentences. *I asked for **a little** water. I need **a bit of** help.*

8.2

relative clauses

defining relative clauses

Use relative clauses to talk about what a person, place or thing is or does.

Use relative pronouns to join the main clause and the relative clause:

- **who** for people *He's the man **who** sold me the coat.*
- **where** for places *This is the town **where** I was born.*
- **which** for things *That computer **which** you showed me is very cheap.*
- **when** for times *This was the moment **when** Mr Moran knew he was in trouble.*
- **whose** for possessions (it means 'of which or of who') *This is Sarah, **whose** husband you met yesterday.*

We can use *that* instead of *which* or *who*. *Are you the lady **who/that** I spoke to on the phone? Is that the book **which/that** you lent me?*

We can leave out *who*, *which* and *that* when these words are not the subject of the relative clause. Compare: *She's the girl (**who**) I saw yesterday.* (The subject of the relative clause is *I* (not *who*). So we can omit *who*.) with *She's the girl **who** speaks French.* (The subject of the relative clause is *who*. So we cannot omit *who*.)

non-defining relative clauses

Use non-defining relative clauses to add extra non-essential information about a place, person or thing. The sentence is grammatically correct without the non-defining relative clause. Use a comma before the non-defining relative clause. Use a comma or a full-stop after it. We cannot omit the relative pronoun (*who*, *which* *that*, etc.) *They spoke to Tara, **who** was in a good mood.* We cannot use *that* instead of *which* or *who*. *I saw his latest film, **which** was terrible.*

8.3

being a good guest

asking for advice	
Is it OK if I (do this)?	Yes, of course. / No, you'd better not.
What should I do (in this situation)?	If I were you, I'd ...
Do I need to (take off my shoes)?	Yes, you should. / No, it's not necessary.
Did I do something wrong?	It's OK. We can sort it out. / Don't worry about it.
Is this a bad time?	No. Come in. / Can you come back later?

apologising
Sorry about that. I didn't know (you were in a meeting).
My apologies. I didn't realise (you were busy).

PRACTICE

8.1

1 Find and correct the mistakes. There is one mistake with quantifiers or articles in each sentence.

- Why don't you come and join us? There are plenty the seats.
- Bobby's girlfriend is engineer.
- Thousands of people were at the game, so there was lot of noise.
- Yesterday we saw a doctor about my illness. Fortunately, a doctor said it was nothing serious.
- Laila was hungry so she ate a bit bread.
- The women live longer than men.
- We went to the party but there weren't much people there.
- We looked up and saw an aeroplane in sky.
- I can't buy it because I only have a few money left.
- My wife and I have lived in United States for several years.

2 Complete the story with the words in the box.

a an the (x3) much many few little lot

¹ _____ old man reaches his 120th birthday. ² _____ journalist comes to interview him. 'What is the secret of your long life?' he asks. 'Well,' says ³ _____ old man, 'I don't have ⁴ _____ problems, I don't drink ⁵ _____ alcohol, I eat a ⁶ _____ of good food, and I spend a ⁷ _____ time every day relaxing. But do you want to know my real secret? I never disagree with anyone.' 'That's ridiculous!' says ⁸ _____ journalist. 'There must be another secret.' A ⁹ _____ moments later, ¹⁰ _____ old man says, 'OK, you're right.'

8.2

1 Complete the sentences with *who*, *which*, *where*, *when* or *whose*.

- I met a man _____ house had burned down.
- This was the moment _____ we knew we would win.
- I spent several months in Rome, _____ is my favourite city.
- The village, _____ Teresa grew up poor but happy, was very small.
- The girl _____ sold you the carpet is from Morocco.
- That blog, _____ he writes every day, is one of the most popular in the country.
- Jill married a guy _____ she met on a dating site.
- I don't want to be with someone _____ whole life is spent surfing the net.

2 Rewrite the sentences using relative clauses. Use the words in *italics* and the words in the box.*that* who (x2) which (x2) where when whose

- What's this programme? Did you want to watch it?
Is this the programme that you wanted to watch?
- Last year I met a translator. She spoke six languages.
Last year I met a translator _____.
- It was six o'clock on the fifth of August. At that moment, the world changed forever.
It was six o'clock on the fifth of August _____.
- They gave Jodie an apple. She ate it quickly.
They gave Jodie an apple, _____.
- You see that apartment? Felipe lived there.
That's the apartment _____.
- She spent a month in Manchester. She loved it.
She spent a month in Manchester, _____.
- The boss's office is next to mine. He's always shouting!
The boss, _____.
- My boyfriend is coming to visit me. He lives in Barcelona.
My boyfriend, _____.

8.3

1 Put the words in the correct order to make conversations.

- A: do / to / hand / I / everyone's / shake / need / ?
B: no, / necessary / not / it's
- A: / is / if / it / I / into / take / meeting / coffee / OK / the / ?
B: yes, / course / of
- A: I / to / realise / didn't / I / send / by / the / information / had / email.
B: It's OK. we / out / it / sort / can

- A: did / wrong / something / do / I / ?
B: don't / it / about / worry
- A: what / I / late / do / if / should / am / I / ?
B: if / you / I / were, / I'd / an / train / earlier / catch
- A: / sorry / that / about. I / you / know / here / were / didn't
B: No problem.
- A: is / a / bad / time / this / ?
B: fine. / it's / No,

9.1

third conditional

if clause	would clause
if + had + past participle	would have + past participle
If I had seen my friend,	I would have spoken to her.

Use the third conditional to talk about hypothetical or imaginary situations in the past. It describes an unreal or impossible situation, e.g. Real situation = I woke up late. Hypothetical situation (third conditional): *If I had heard my alarm clock, I wouldn't have woken up late.* (I didn't hear my alarm clock. I woke up late.)

We can start sentences and questions with the *if* or *would* clause.

They wouldn't have been late if they had caught the bus.

If they had caught the bus, they wouldn't have been late.

What would you have done if I hadn't called? If I hadn't called, what would you have done?

Note: When the sentence starts with *if*, we use a comma after the *if* clause.

In written and spoken English, we use contractions with third conditional sentences except in very formal documents.

She'd have told us if she'd heard anything. We wouldn't have left early if we'd known you were coming.

The defendant would not have been caught if he had stayed in his home. (formal)

9.2

active vs passive the passive

	active	passive
present simple	The shop doesn't accept credit cards.	Credit cards aren't accepted here.
present continuous	Is anyone using that computer at the moment?	Is that computer being used at the moment?
past simple	Someone told us to be here at 8.00.	We were told to be here at 8.00.
present perfect	No one has asked us about the date.	We haven't been asked about the date.
will	Someone will give me a car on my next birthday.	I'll be given a car on my next birthday.

Use the active voice to talk about the things people do, e.g. *Sam ate the chicken.*

To make the passive, use subject + *be* + past participle. Use the passive voice:

- to talk about what happens to things or people. *Khaled has been given a prize.*
- when we don't know the doer (the person or thing that does the action). *The film star was murdered.*

- when the identity of the doer of the action is not important. *This cheese is made in Italy.* (It's not important who actually makes it.)

- if the doer of the action is obvious. *The thief was arrested.* (The police are the only people who could arrest the thief.)

If we want to say who does/did the action, we use *by*. *The microwave oven was invented by Percy LeBaron Spencer.*

We sometimes use the passive to emphasise a particular part of the sentence. Compare:

Frank Lloyd Wright designed the Guggenheim Museum of Art in New York. with *The Guggenheim Museum of Art in New York was designed by Frank Lloyd Wright.*

In the second sentence, the emphasis is on Frank Lloyd Wright.

The passive is often used in newspaper reports and other formal writing.

9.3

expressing uncertainty

saying you don't know
I have no idea.*
I haven't a clue.*

*These are both informal.

saying you are not sure, but you have an idea
I'm not a hundred percent certain* but it might be ...
I'm fairly sure* it's ...

**Sure* and *certain* mean the same thing. We can use either of them in these expressions.

saying you know what it isn't
It's definitely not ...
I'm sure it isn't ...

saying you used to know
I can't remember.
I've forgotten.

PRACTICE

9.1

1 Match 1–8 with a)–h) to make sentences.

- 1 If we had arrived earlier,
- 2 I wouldn't have told her
- 3 If he hadn't fallen asleep,
- 4 We would have called you
- 5 If I'd done all my homework,
- 6 John would have brought a present
- 7 If the teacher hadn't helped him,
- 8 I would have bought that computer

- a) he would have failed the exam.
- b) if he'd known it was your birthday.
- c) he wouldn't have crashed the car.
- d) we wouldn't have missed the plane.
- e) if it had been on sale.
- f) if I'd known it was a secret.
- g) I would have passed the course.
- h) if we'd had your number.

2 Rewrite the sentences using the third conditional.

- 1 Maya was late for the meeting. Her car broke down.
If Maya's car hadn't _____.
- 2 She felt ill so she didn't come to the concert.
She would _____.
- 3 I didn't get the job. I wasn't qualified.
If I had _____.
- 4 They didn't buy the house. They didn't have enough money.
They would _____.
- 5 We lost the game. Our best player was injured.
If our best player hadn't _____.
- 6 You didn't tell me you were coming so I didn't cook a meal.
I would _____.

9.2

1 Underline the correct alternative.

- 1 Oh no! My wallet *has being stolen/has been stolen/has stolen*!
- 2 Were those documents *be sent/send/sent* by email or by post?
- 3 Not many houses *are been built/are being built/are being build* at the moment.
- 4 That piano *isn't been played/hasn't be played/hasn't been played* for years.
- 5 Cars that are parked illegally *will be removed/being removed/ to be removed*.
- 6 Are those toys *make/be made/made* by hand?
- 7 We *weren't employed/not were employed/weren't employ* by the government until 1998.
- 8 We can't use the photocopier because it's *being repaired/repairing/be repaired* right now.

2 Complete the sentences with the active or passive form of the verbs in brackets. Use the verb tense in italics.

- 1 The magazine _____ (read) mainly by teenagers. It _____ (publish) every month. *present simple*
- 2 Most of his programmes _____ (not film) in Europe; he usually _____ (work) in Asia. *present simple*
- 3 The book _____ (write) by an ex-soldier. It _____ (describe) the war in Vietnam. *past simple*
- 4 My last company _____ (make) clothes. It _____ (buy) by a multinational company called Zed. *past simple*
- 5 The buildings _____ (clean) and the walls _____ (paint). *present perfect*
- 6 I _____ (give) a new office but I _____ (not move) my things in there yet. *present perfect*
- 7 Today this dish _____ (not cook) in the oven. Instead, we _____ (use) the grill. *present continuous*
- 8 English _____ (not spoken) everywhere in future. Lots of people _____ (not speak) it. *future (will)*

9.3

1 Underline the correct alternative to complete the sentences.

- 1 What's my PIN number? *I'm forgetting/I forgotten/I've forgotten*.
- 2 Can you smoke in the restaurant? *I'm sure isn't/I sure it isn't/I'm sure it isn't* legal.
- 3 What is this drink? It's *definitely am not/definitely not/definite not* orange juice.
- 4 How old is he? I'm *surely fair/fair sure/fairly sure* he's twenty.

- 5 What's Maria's second name? *I haven't the clue/have a clue/haven't a clue*.
- 6 What's the world's biggest building? *I have no idea/have not idea/am no idea*.
- 7 Where do the Smiths live? *I not remember/can't to remember/can't remember*.
- 8 When does the game start? I'm not *a hundred percent certain/certain hundred percent/the hundred percent certain* but it might be at 2.00.

reported speech

direct speech (actual words)	reported speech
'I always buy organic food.'	He said (that) he always bought organic food.
'I'm going to see my mother tomorrow .'	She told me she was going to see her mother the next day .
'I've passed my exams.'	He said he had passed his exams.
'We saw her at the station.'	They said they had seen her at the station.
'I'll meet you here .'	He said he would meet me there .
'I can't hear you.'	She said she couldn't hear me.
'We might be late.'	They said they might be late.
'I must leave at midday.'	He said he had to leave at midday.

Use reported speech to report what someone said earlier. After a past tense reporting verb, e.g. *said*, *told*, etc., the original verb often moves one tense back (this is sometimes called 'backshifting').

There may be other changes to pronouns, possessive adjectives, and to references of time or place.

'I'll go.' → *She said she would go.*

'It's my car.' → *He said it was his car.*

'We'll see you tomorrow.' → *They said they would see us the next day.*

'I'll be here.' → *She said she would be there.*

Must changes to *had to*, but *mustn't* doesn't change.

'We mustn't be late.' → *They said they mustn't be late.* NOT *They said they didn't have to be late.*

Could, *would* and *might* also don't change in reported speech.

'We might see you later.' → *They said (that) they might see us later.*

Say and *tell* are the most common reporting verbs. Note the different verb patterns.
He told me that he'd be late. She said (to me) that she wanted to stay.

Sometimes there is no need to change the tenses (no backshift). This is the case when the reporting verb is in the present tense.

'I'll meet you at the airport.' → *He says he'll meet us at the airport.*

If the information we are reporting is still true in the present, we do not need to change the tenses but if the reporting verb is in the past, we can.

'It's a great film.' → *She said that it's a great film.* (This is still true now.) or *She said that it was a great film.* (Implies she's seen it and thought it was good at the time.)

reported questions

Reported questions have the same tense and word changes as reported statements. To report a *yes/no* question, use *if/whether* after the reporting verb.

'Do you live in Peru?' → *She asked me if I lived in Peru.* or *She asked me whether I lived in Peru.*

To report a *Wh-* question, use the question word.

'Where is the restaurant?' → *She asked me where the restaurant was.*

In reported questions, the word order is the same as for statements. We do not use an auxiliary *do/does/did*.

'Do you like eating sushi?' → *She asked me if I like eating sushi.*

verb patterns

Many different structures can follow a verb in English. Some verbs are followed by an *-ing* form, and some are followed by the infinitive.

I can't stand listening to opera. He learned to speak Mandarin when he moved to China.

verb + infinitive with to: *agree, ask, tell, expect, learn, manage, help, decide, offer, promise, want, refuse, need*

We managed to get to the theatre on time. They agreed to give us cheap tickets.

verb + -ing: *like, love, hate, can't stand, (be) keen on, look forward to, miss, enjoy, fancy, give up, practise*

I miss spending time with my friends and family. We look forward to seeing you.

Reporting verbs use many different verb patterns, so it's

important to learn the patterns. Some verbs can use more than one structure, e.g. *suggest*

He suggested that we meet at 6p.m. She suggested having lunch in the cafeteria.

verb + infinitive with to: *offer, promise, refuse, agree*

They offered to give us a lift to the station. They promised to phone when they arrive.

verb + object + infinitive with to: *invite, warn, tell, ask*

They invited us to stay for the weekend. He warned them not to tell anyone.

verb + -ing: *suggest, recommend*

They suggested trying another restaurant. He recommended eating at Café Fish.

verb + that: *explain, warn (someone), promise (someone), suggest*

She explained that she had to leave the meeting. He promised that he would take me out tonight.

giving advice/warnings

advice
Make sure you ... / If I were you, I'd ...
Don't forget to ... / You need to ...
The most important thing is to ...

warnings
Watch out for ... / Be careful to/of ...
Don't ... (or else ...) / You'd better ...
Whatever you do, don't ...

PRACTICE

10.1

1 Complete the reported statements using tense changes (backshift).

- 'We're going to have a baby.'
He said (that) _____ going to have a baby.
- 'I've lived here for more than twenty years.'
She _____ that she had lived _____ for more than twenty years.
- 'We grew these carrots in our garden.'
They told us that they _____ grown the carrots in _____ garden.
- 'I have to go to the dentist tomorrow.'
He said (that) he _____ to go to the dentist the _____ day.
- 'I've lost my passport.'
She said that _____ had lost _____ passport.
- 'I'm feeling a bit stressed.'
She _____ me that she _____ feeling a bit stressed.
- 'We'd never been to the US before.'
They said that _____ never been to the US before.
- 'I can't stay long because I have to go to a meeting.'
She said that she _____ stay long because she _____ to go to a meeting.

2 Using the words in italics, rewrite the sentences as reported speech.

- 'I think that La Tasca's is my favourite restaurant.'
She said that _____.
- 'I'm going to meet Mr Susuki this afternoon.'
He told me _____.
- 'Maja called me yesterday.'
He said that _____.
- 'We'll meet you here tomorrow.'
They told us that _____.
- 'We haven't received your application.'
We told her that _____.
- 'I might see you at the party, Matt.'
She told Matt _____.
- 'I've already sent you an email explaining the situation.'
He said that _____.
- 'I can't type very fast.'
She told her boss that _____.

10.2

1 Complete the reported statements below with the verbs in the box and any other necessary words.

refuse agree promise suggest offer warn invite explain

- 'I'm afraid I'm not going to pay for this meal.'
He _____ *refused to pay* _____ for the meal.
- 'You need to show your passport to immigration,' she said to him.
She _____ he _____ his passport to immigration.
- 'If you book your tickets in advance, you'll get two for the price of one,' she told us.
She _____ our tickets in advance.
- 'I'll pick you up on the way to the station.'
He _____ pick me up on the way to the station.
- 'Why don't you all come for lunch on Sunday?'
She _____ us _____ for lunch on Sunday.
- 'I'll definitely cook something for dinner.'
He _____ something for dinner.
- 'Be careful to hold on to your bags at the station.'
She _____ on to our bags at the station.
- 'Yes. It's a good idea to have the meeting on Tuesday.'
He _____ the meeting on Tuesday.

2 Find and correct the mistakes. There are mistakes in six of the sentences.

- The company has agreed that pay for the trip.
- They recommended going to a different hotel.
- I suggested to that she look for another job.
- She suggested to call an ambulance.
- We offered helping, but there was nothing we could do.
- The manager refused let us leave the hotel before we met his wife.
- We promised to sending her a postcard.
- I explained that there had been a delay.

10.3

1 Make sentences giving advice/warnings using the prompts.

- forget / set / alarm.
- you / need / buy / ticket / before / get on the train
- if I / you / call them / before you leave
- watch out / speed cameras. There / lots on the road.
- make sure / apply for a visa
- whatever / do / don't / leave valuable items / the room
- important / thing / check / flight times
- forget / take your mobile phone