



CAMBRIDGE

EMPOWER

SECOND EDITION

STUDENT'S BOOK
WITH EBOOK

B1+

INTERMEDIATE

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Better
Learning

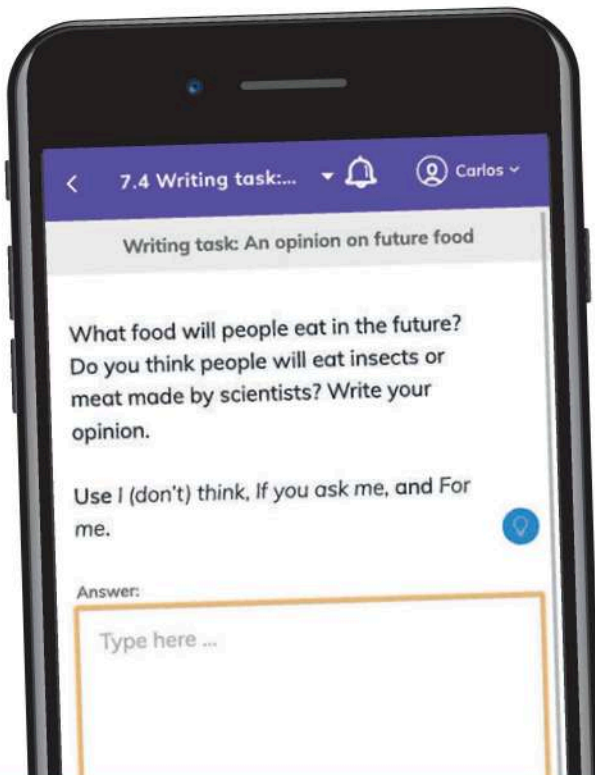
EMPOWER SECOND EDITION is a six-level general English course for adult and young adult learners, taking students from beginner to advanced level (CEFR A1 to C1). *Empower* combines course content from Cambridge University Press with validated assessment from the experts at Cambridge Assessment English.

Empower's unique mix of engaging classroom materials and reliable assessment enables learners to make consistent and measurable progress.

Content you love.

Assessment you

can trust.



Better Learning with *Empower*

Better Learning is our simple approach where **insights** we've gained from research have helped shape **content** that drives **results**.

Learner engagement

1 Content that informs and motivates

Insights

Sustained motivation is key to successful language learning and skills development.

Content

Clear learning goals, thought-provoking images, texts and speaking activities, plus video content to arouse curiosity.

Results

Content that surprises, entertains and provokes an emotional response, helping teachers to deliver motivating and memorable lessons.

6A

YOU SHOULD WEAR GOOD WALKING SHOES

Learn to talk about advice and rules

- 6 Modals of obligation
- 7 Compound nouns

1 SPEAKING AND READING

a Discuss the questions.

- What do you think the phrase 'culture shock' means? What difficulties might culture shock cause?
- Think of a country you would like to visit. How do you think it is different from your own country? Think about the words in the box.

cities and streets customs food getting around people

b Quickly read the article about CultureMee, an app for tourists travelling to other countries. Which of the things below does the app provide?

- Insider tips about the culture
- Information about main tourist sites
- A history of the country
- Detailed descriptions of famous buildings
- Lists of recommended hotels and restaurants
- Tips about how to behave in the country
- Information about local attitudes and customs

CULTURE SHOCK? THERE'S AN APP TO DEAL WITH THAT

Many travel apps and guidebooks can help you to book a cheap homestay or an expensive hotel with a swimming pool, and they can tell you where to go windsurfing or what restaurants serve the best seafood. But what if you want information on how to greet people politely in Tokyo, how much to tip a taxi driver in Madrid or where to meet local people in Rio de Janeiro? Well, a new app for your smartphone can now do all that for you.

The app is called CultureMee, and it not only gives straightforward travel advice, but it also provides **insights** into the culture of the country you're visiting. It was set up by an Irish couple, John and Dee Lee, and has quickly grown in popularity. Thousands of people are already using the app, which now covers locations all over the world. It has also won several international awards.

The idea for the app came to them while they were on holiday in Spain a few years ago. They had guidebooks that told them about places to visit, but they found it difficult to find out about what kind of plug they needed for their hair dryer or exactly what vaccinations they needed.

They realised that it would be very useful to have an app that could give people this kind of basic travel advice. They also wanted to help people understand the culture of any country they might visit, so this became an **integral** part of the app's content.

The couple decided not to take the conventional **approach** to culture, which is already a feature of standard guidebooks, but rather to focus on the everyday lives of people in the country. There are plenty

of apps available that can help you book holidays and places to stay, and that give you information about tourist sights and museums. However, John and Dee felt that most travel apps didn't focus on ordinary people, so they decided to put this **at the heart** of what CultureMee does.

CultureMee offers a wide range of cultural content, including background information about the country and its history, details on contemporary culture and advice on dealing with culture shock. Users can access videos, produced by the couple themselves, that **supplement** the core content of the app. Many of these give tips on how to engage with local people and how to behave in an appropriate way. They are based on interviews with people who have visited the country, and who can talk **with authority** about it from a visitor's point of view. There are also interviews with local people who provide insights into how they view their own culture.

So imagine that someone from the UK wants to travel to Thailand. They can select the appropriate culture videos and hear a Thai person talking about how to get on with Thai people and understand their culture. They can also watch a video of a non-Thai person talking about how to get on with Thai people and understand their culture.



John and Dee Lee, founders of CultureMee

c Read the article again. Decide if the sentences are true (T) or false (F). Find phrases in the text that tell you the answer.

- The new app only gives cultural advice, not practical travel advice.
- CultureMee has already been successful.
- John and Dee's guidebook on East Africa didn't tell them everything they needed to know.
- John and Dee decided to interview ordinary people who know about a country.
- All the interviews are with people who come from the country they talk about.
- They would like people who use the app to contribute to it and improve it.

d What do the words in **bold** mean in the context of the article? Choose a or b.

- insights**
a knowledge of something
b suggested places to visit
- integral**
a additional, extra
b central, essential
- approach**
a information about
b way of looking at
- at the heart of**
a feeling strongly about something
b central to something
- supplement**
a add to something
b use instead of something
- with authority**
a knowledgeable about something
b having permission to talk about something

2 VOCABULARY Compound nouns

a Read the information below about compound nouns, then underline the compound nouns in the title and introduction to the article on p. 68.

Compound nouns combine two words. We write some compound nouns as one word (e.g., **lunchtime**) and others as two words (e.g., **living room**). They are usually formed by:

- noun + noun (e.g., **newspaper**)
- verb + ing + noun (e.g., **washing machine**)
- noun + verb + ing (e.g., **ice skating**)

b **6A.6 Pronunciation** Listen to the compound nouns from the article. Which part is stressed – the first or the second word? Practise saying the words.

c Complete the compound nouns with the words in the box.

- | | | | | | | | |
|-------------------|--------------------|--------|------|--------|------|------|---------|
| baseball | book | insect | pack | screen | shop | tour | walking |
| 1. _____ guide | 5. back _____ | | | | | | |
| 2. suit _____ | 6. guide _____ | | | | | | |
| 3. souvenir _____ | 7. shoes _____ | | | | | | |
| 4. cap _____ | 8. repellent _____ | | | | | | |

The Ruins of Tikal: Insider Tips

If you're in Guatemala, you really must go to Tikal. It's a huge ancient city, built by the Maya civilisation in the 5th century, and it's one of the world's most amazing sights.

You can hire an official **1** to show you around, but it's better to take a good **2** with you – it will tell you everything you need to know about the ruins and also tell you to look at them at your own pace. The sun is very strong, so don't forget to put **3** on your face and arms and wear a(n) **4**. Also, there are mosquitoes in the area, so you should put on some **5** before you start. The ruins cover several square kilometres and you have to walk, so you should wear good **6**. You can buy food at the site, but it's pretty expensive. I always carry a small **7** with my own food and plenty of water to drink. After your visit, you might want to stop off at the visitor centre near the entrance, where you can find a cafe and enjoy **8**.

Special tip: Go at dawn to watch the sunrise over the ruins. It's an experience you'll never forget!



d Read the travel tips for Tikal in Guatemala. Complete the text with compound nouns from 2c.

e **6A.7 Communication 6A** Student A: Go to p. 130. Student B: Go to p. 132.

3 LISTENING

a Look at the photos and the information about Kim, Will and Tasia. What cultural differences do you think they noticed when they lived overseas? Compare your ideas with other students.



Kim from England

Will from the USA

Tasia from Greece

2 Personalised and relevant

Insights

Language learners benefit from frequent opportunities to personalise their responses.

Content

Personalisation tasks in every unit make the target language more meaningful to the individual learner.

Results

Personal responses make learning more memorable and inclusive, with all students participating in spontaneous spoken interaction.

There are so many adjectives to describe such a wonderful series, but in my opinion it's very reliable, practical and modern.

Zenaide Brianez, Director of Studies, Instituto da Língua Inglesa, Brazil

Measurable progress

1 Assessment you can trust

Insights

Tests developed and validated by Cambridge Assessment English, the world leaders in language assessment, to ensure they are accurate and meaningful.

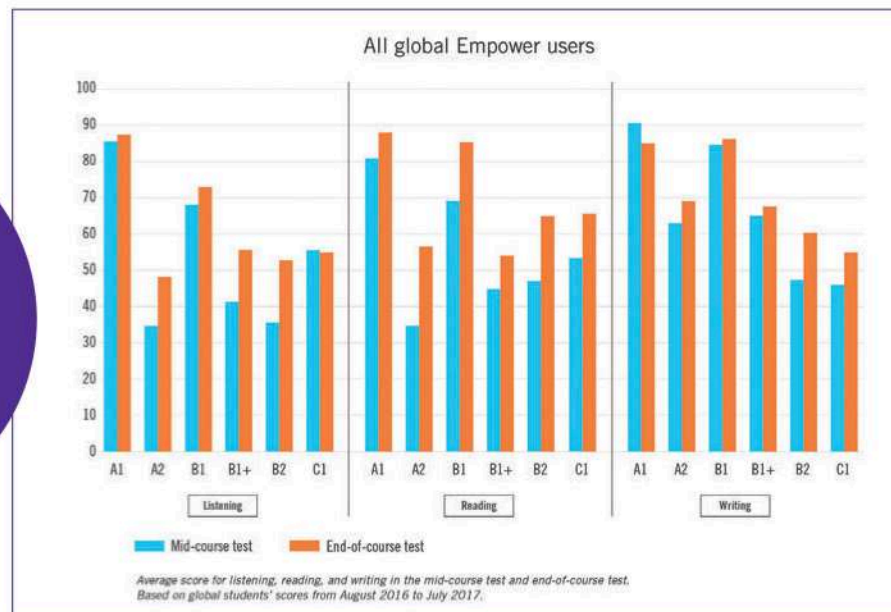
Content

End-of-unit tests, mid- and end-of-course competency tests and personalised CEFR test report forms provide reliable information on progress with language skills.

Results

Teachers can see learners' progress at a glance, and learners can see measurable progress, which leads to greater motivation.

Results of an impact study showing % improvement of Reading levels, based on global Empower students' scores over one year.



“We started using the tests provided with Empower and our students started showing better results from this point until now.”

Kristina Ivanova, Director of Foreign Language Training Centre, ITMO University, Saint Petersburg, Russia

2 Evidence of impact

Insights

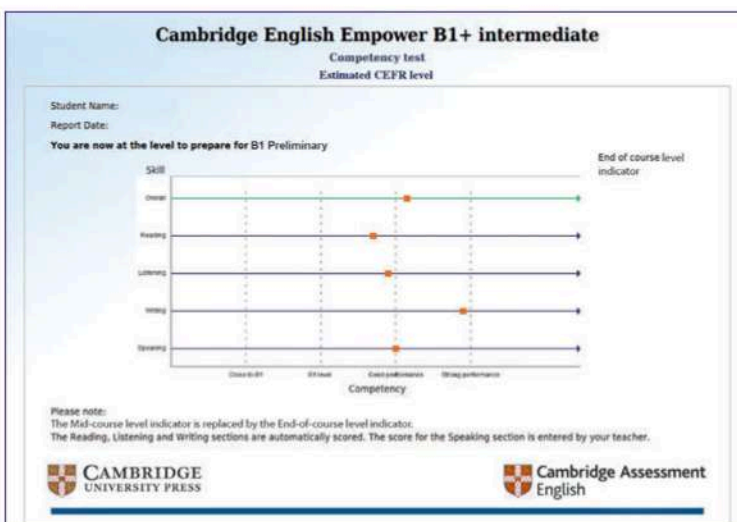
Schools and colleges need to show that they are evaluating the effectiveness of their language programmes.

Content

Empower (British English) impact studies have been carried out in various countries, including Russia, Brazil, Turkey and the UK, to provide evidence of positive impact and progress.

Results

Colleges and universities have demonstrated a significant improvement in language level between the mid- and end-of-course tests, as well as a high level of teacher satisfaction with Empower.



Manageable learning

1 Mobile friendly

Insights

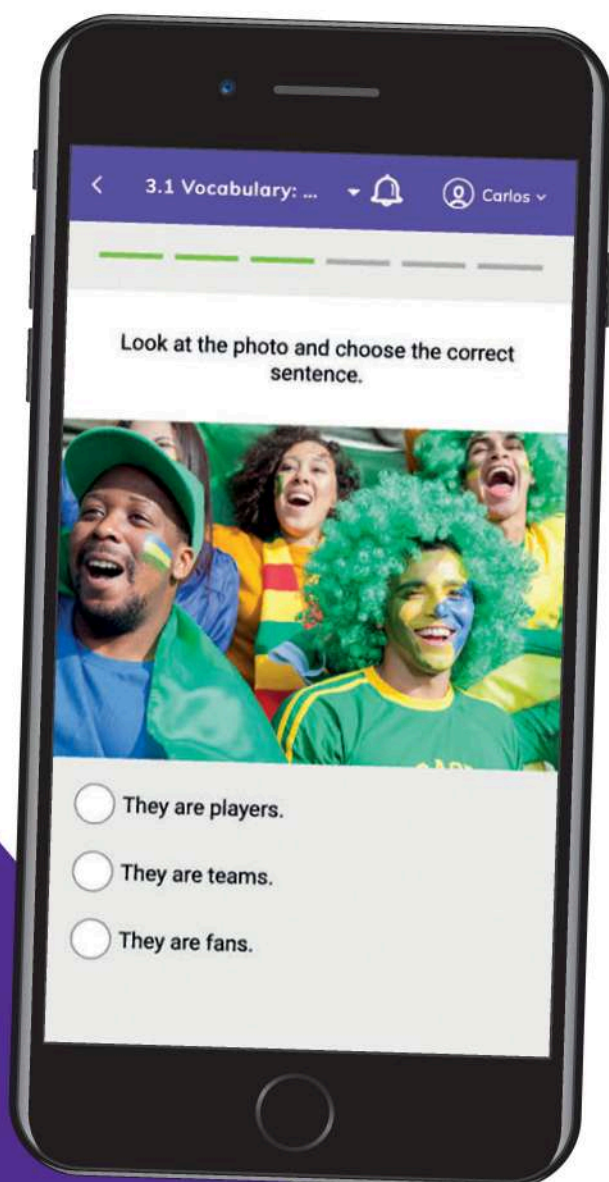
Learners expect online content to be mobile friendly but also flexible and easy to use on any digital device.

Content

Empower provides easy access to Digital Workbook content that works on any device and includes practice activities with audio.

Results

Digital Workbook content is easy to access anywhere, and produces meaningful and actionable data so teachers can track their students' progress and adapt their lesson accordingly.



I had been studying English for ten years before university and I didn't succeed. But now with Empower I know my level of English has changed.

**Nikita, Empower Student,
ITMO University, Saint
Petersburg, Russia**

2 Corpus-informed

Insights

Corpora can provide valuable information about the language items learners are able to learn successfully at each CEFR level.

Content

Two powerful resources – Cambridge Corpus and English Profile – informed the development of the *Empower* course syllabus and the writing of the materials.

Results

Learners are presented with the target language they are able to incorporate and use at the right point in their learning journey. They are not overwhelmed with unrealistic learning expectations.

Rich in practice

1 Language in use

Insights

It is essential that learners are offered frequent and manageable opportunities to practise the language they have been focusing on.

Content

Throughout the *Empower Student's Book*, learners are offered a wide variety of practice activities, plenty of controlled practice and frequent opportunities for communicative spoken practice.

Results

Meaningful practice makes new language more memorable and leads to more efficient progress in language acquisition.

6D SKILLS FOR WRITING

It's definitely worth a visit

1 SPEAKING AND LISTENING

a Look at situations 1-3. Where would you go for these occasions? Choose from the locations in the box.

- to meet friends for a chat and a cup of coffee
- a birthday or an anniversary
- a party at the end of term or the end of a language course

b Compare your ideas. Do you agree?

c Listen to Jeff, Fabio and Carla. Which place in photos 1-3 is each of them talking about?

d Listen again and answer the questions.

- Why doesn't Jeff like the atmosphere at expensive restaurants?
- What does he say about the food?
- Does Fabio go to cafes alone, or with friends, or both?
- Why does he like pavement cafes?
- What does Carla do before she starts dancing?
- What kind of music does her favourite place play?

e Think of one place to go out that you really like and one that you don't really like. Make notes about their good and bad points.

f Discuss your places. Do you agree with your partner's descriptions? Why / Why not?

2 READING

a Read the four reviews of a cafe on p. 77. The first reviewer gave it five stars (= excellent). How many stars do you think the other reviewers gave it?

b Read reviews a-d again. Underline any words or phrases that are used to describe the things below.

- the atmosphere
- the kind of food and drinks they serve
- the quality of the food
- the service
- value for money
- the location

3 WRITING SKILLS Positive and negative language; Adverbs

a Add adjectives or phrases from the reviews above to the table.

Positive	Fairly positive
delicious	fantastically enough
Fairly negative	Negative
a bit noisy	awful

b Compare your answers. Did you choose the same adjectives and phrases?

c Compare the two sentences. They are both negative, but they are not exactly the same. In which sentence is the writer trying not to sound too negative?

- The portions weren't **very generous**.
- The portions were **absolutely tiny**.

d Which of these sentences are slightly negative? Which are very negative?

- It was **extremely** disappointing.
- The bread **wasn't** very fresh.
- The sauce **wasn't** completely tasteless.
- My soup **wasn't** really hot enough.
- The portions **were** rather small.
- The service **was** awful.

UNIT 6

1 'Very highly recommended. Would go back again.' ★★★★★

I came here on my birthday. The coffee and cakes were delicious and there was a relaxing atmosphere, with plenty of space. The staff were very friendly and gave us free birthday drinks. I can definitely recommend this cafe and I'll be going back.

2 'Violent force in 3 days!' ★★★★★

We had wonderful food here. The fish was very fresh and they had delicious salads. It's also a great place to just sit and relax. The second time we went, we just ordered coffee, and the waiters were friendly and left us alone. We stayed for three hours! It's right in the town centre, so it's a bit noisy, but it's a convenient place to meet and fairly easy to get to. It's definitely worth a visit!

3 'Completely overrated.' ★★★★★

We had seen good reviews of this cafe, but it was extremely disappointing. The service was awful – we waited for 30 minutes before anyone even noticed we were there. We ordered pasta, but it was overcooked and the sauce was completely tasteless. My soup was lovely, but it was half cold and I had to send it back. The waiters were friendly enough, but they were so slow.

4 'A nice place to meet friends.' ★★★★★

This is a bright, friendly cafe and they also serve good food, although the portions aren't very generous and it's a bit overpriced. I usually go there for a coffee. It has a fairly pleasant atmosphere and the service is always reasonably friendly and relaxed. I'd recommend it as a place to get something to drink with friends, but it might be better to eat somewhere else.

5 Do we use these adverbs to make adjectives or phrases stronger or weaker?

a bit absolutely completely extremely fairly not really not very quite rather really reasonably slightly terribly

6 Change the strong comments in the sentences in 3d so that they sound weaker. Change the weaker comments so that they sound stronger.

1 Is now a bit disappointing.
2 The bread was really cold.

7 WRITING Two reviews

a Choose two places you know (restaurants, cafes or venues with music). Think of one place you like a lot and one place you don't really like. Make notes about the points below.

- general atmosphere
- what they serve
- location
- how busy it is
- friendliness
- quality of food
- prices
- service
- value for money

b Compare your ideas with a partner.

c Write two reviews, one for each place.

d Work in pairs. Read your partner's reviews. Check that your partner has done the things below.

- covered all the points in 5a
- used appropriate adjectives and phrases
- used adverbs appropriately

e Show your reviews to other students. Do you agree with your partner's descriptions? Why / Why not?

2 Beyond the classroom

There are plenty of opportunities for personalisation.

Elena Pro,
Teacher, EOI
de San Fernando
de Henares,
Spain

Insights

Progress with language learning often requires work outside the classroom, and different teaching models require different approaches.

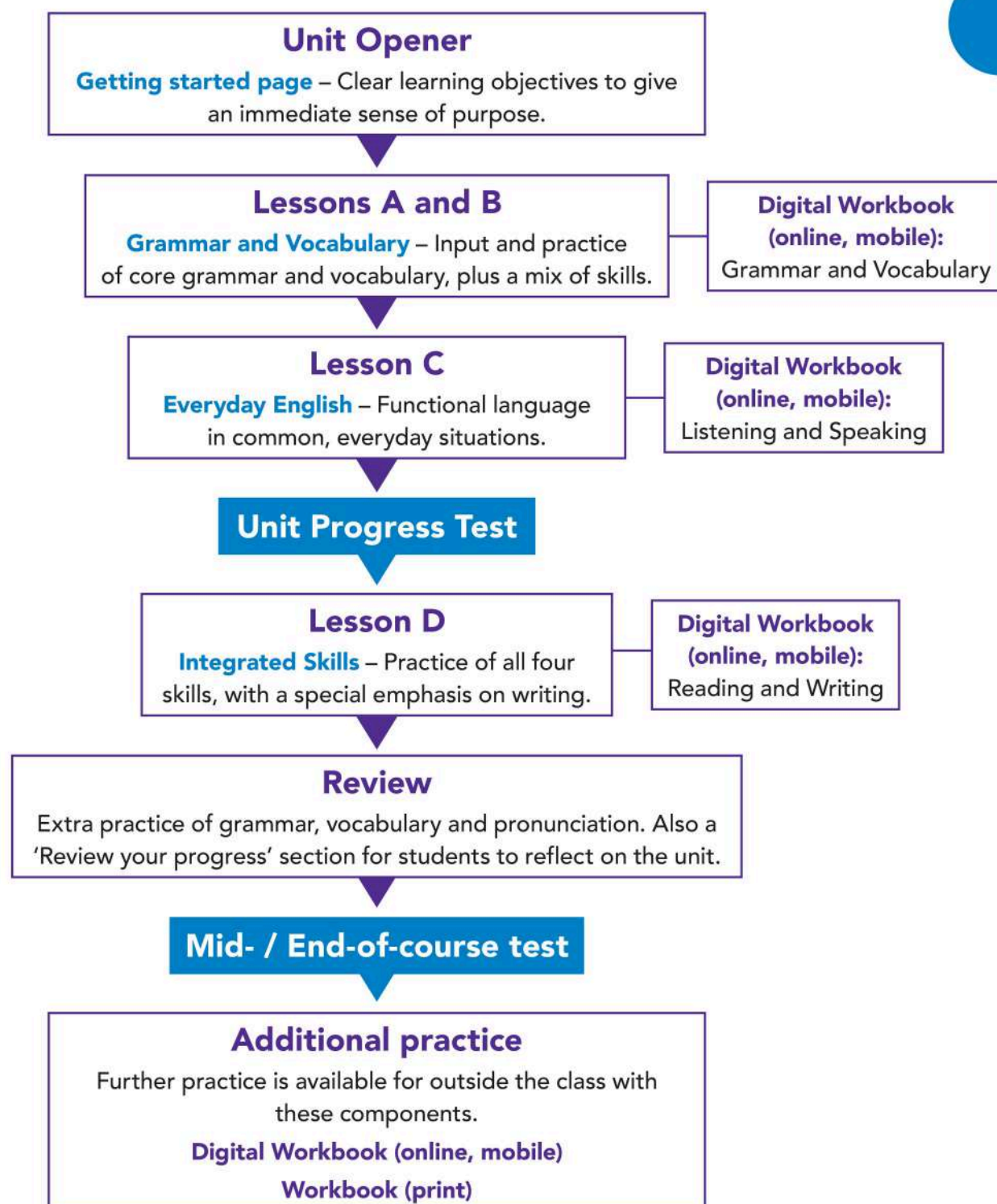
Content

Empower is available with a print workbook, online practice, documentary-style videos that expose learners to real-world English, plus additional resources with extra ideas and fun activities.

Results

This choice of additional resources helps teachers to find the most effective ways to motivate their students both inside and outside the classroom.

Unit overview



Components

Resources – Available on [cambridgeone.org](https://www.cambridgeone.org)

- | | | |
|--|--|--|
| <ul style="list-style-type: none">• Audio• Video• Unit Progress Tests (print)• Unit Progress Tests (online) | <ul style="list-style-type: none">• Mid- and end-of-course assessment (print)• Mid- and end-of-course assessment (online) | <ul style="list-style-type: none">• Digital Workbook (online)• Photocopiable Grammar, Vocabulary and Pronunciation worksheets |
|--|--|--|

CONTENTS

Lesson and objective	Grammar	Vocabulary	Pronunciation	Everyday English
Unit 1 Talk				
Getting started Talk about communication				
1A	Talk about friendship and communication	Subject and object questions	Friendship and communication	
1B	Describe experiences in the present	Present simple and present continuous	Gradable and extreme adjectives	Word stress: extreme adjectives
1C	Give and respond to opinions		Word groups	Giving and responding to opinions
1D Write a guide				
Review and extension More practice		WORDPOWER yourself		
Unit 2 Modern life				
Getting started Talk about the workplace				
2A	Talk about experiences of work and training	Present perfect and past simple	Work	Present perfect and past simple
2B	Talk about technology	Present perfect and present perfect continuous	Technology	Sentence stress: main verb / auxiliary verb
2C	Make and respond to suggestions		Sentence stress	Making and responding to suggestions
2D Write an email giving news				
Review and extension More practice		WORDPOWER look		
Unit 3 Relationships				
Getting started Talk about relationships				
3A	Talk about a friendship	Narrative tenses	Relationships	Linking sounds
3B Talk about families used to, usually				
3C	Tell a story		Multi-word verbs	Sentence stress: multi-word verbs
			Stress in word groups	Telling a story
3D Write about someone's life				
Review and extension More practice		WORDPOWER have		
Unit 4 Personality				
Getting started Talk about people				
4A	Describe people and their abilities	Modals and phrases of ability	Ability	Stress with modal verbs
4B	Describe feelings	Articles	Personality adjectives	
4C	Offer and ask for help		Intonation in question tags	Offering and asking for help
4D Write an informal online advert				
Review and extension More practice		WORDPOWER so and such		
Unit 5 The natural world				
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5A	Talk about the future	Future forms	Environmental issues	Sound and spelling: a
5B	Talk about if and when	Zero and first conditionals	The natural world	Consonant clusters
5C	Give reasons, results and examples		Voiced and unvoiced consonants	Giving reasons, results and examples
5D Write a discussion essay				
Review and extension More practice		WORDPOWER problem		

Listening	Reading	Speaking	Writing
Three monologues: Online friendships	Article: <i>But are they real friends?</i> Article: <i>Can you really learn a language in 22 hours?</i>	Things you have done recently Learning a foreign language	
At the flower shop		Giving and responding to opinions; Using <i>me too / me neither</i>	Unit Progress Test
Conversation: learning vocabulary	Article: <i>What kind of learner are you?</i>	Ways of learning vocabulary	A guide Introducing a purpose; Referring pronouns
Radio show: likeability	Article: <i>Not the best interview I've ever had!</i> Article: <i>What's your favourite app?</i>	Work and training experiences Interviewing classmates about technology use	
A problem		Making and responding to suggestions; Sounding sympathetic or pleased	Unit Progress Test
Conversation: life changes	An email about a new job	Life changes	An informal email Adding new information
Two monologues: being a twin A mistake	Article: <i>60 years and 1,000 miles: How a word game brought two unlikely people together</i> Article: <i>Twin tales</i>	The story of a friendship Family traditions Reacting to what people say; Telling a story	Unit Progress Test
Conversation: great-grandparents	An email about how great-grandparents met	A member of your family	A biography Describing time
Radio show: successful people	Article: <i>When will I be famous?</i>	Becoming successful at something	
Two monologues: personality types	Article: <i>Why the world needs introverts</i>	Describing a person	
Asking for help		Question tags; Offering and asking for help	Unit Progress Test
Three monologues: websites	Three online adverts	Things people use the Internet for	An informal online advert The language of adverts
Conversation: an environmental project Interview: inventions inspired by nature Talking about possible jobs	Web page: The Whitley Fund for Nature Article: <i>Animals have adapted to survive everywhere</i>	Predictions about the future The best place to experience natural beauty Giving reasons, results and examples; Giving yourself time to think	Unit Progress Test
Monologue: rescuing whales	An essay about water pollution	A quiz about whales	A discussion essay Organising an essay; Signposting language

Lesson and objective	Grammar	Vocabulary	Pronunciation	Everyday English
Unit 6 Different cultures				
Getting started Talk about different cultures				
6A	Talk about advice and rules	Modals of obligation	Compound nouns	Word stress: compound nouns
6B	Describe food	Comparatives and superlatives	Describing food	Sound and spelling: /f/ and /tʃ/
6C	Ask for and give recommendations		Sounding interested	Asking for and giving recommendations
6D	Write a review of a restaurant or café			
Review and extension More practice		WORDPOWER go		
Unit 7 House and home				
Getting started Talk about ideal houses				
7A	Describe a building	Modals of deduction	Buildings	Modal verbs: final /t/ and /d/ sounds
7B	Describe a town or city	Quantifiers	Verbs and prepositions	Sentence stress: verbs and prepositions
7C	Make offers and requests and ask for permission		Sounding polite	Making offers and requests and asking for permission
7D	Write a note with useful information			
Review and extension More practice		WORDPOWER over		
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Getting started Talk about an interesting news story				
8A	Talk about podcasts	Reported speech	Sharing information	Sound and spelling: /g/ and /k/
8B	Talk about what other people say	Verb patterns	Reporting verbs	
8C	Generalise and be vague		Sound and spelling: /h/ and /w/	Generalising and being vague
8D	Write an email summary of a news story			
Review and extension More practice		WORDPOWER in / on + noun		
Unit 9 Entertainment				
Getting started Talk about street entertainers				
9A	Talk about films and TV	The passive	-ed / -ing adjectives	Sound and spelling: final -ed in adjectives
9B	Give extra information	Defining and non-defining relative clauses	Music; Word-building (nouns)	Relative clauses: pausing; Word stress
9C	Recommend and respond to recommendations		Showing contrast	Recommending and responding to recommendations
9D	Write an article			
Review and extension More practice		WORDPOWER see, look at, watch, hear, listen to		
Unit 10 Opportunities				
Getting started Talk about different kinds of opportunities				
10A	Talk about new things it would be good to do	Second conditional	Sport; Adjectives and prepositions	Sentence stress: would
10B	Talk about imagined past events	Third conditional	Expressions with do, make and take	Sentence stress: would and have
10C	Talk about possible problems and reassure someone		Sounding sure and unsure	Talking about possible problems and reassuring someone
10D	Write an email with advice			
Review and extension More practice		WORDPOWER Easily confused words		
Communication Plus p. 127 Vocabulary Focus p. 133 Grammar Focus p. 144				

Listening	Reading	Speaking	Writing
Three monologues: culture shock	Article: <i>Culture shock? There's an app to deal with that</i>	Describing different cultures	
Radio show: vending machines in Japan	Blog: <i>Hungry adventures</i>	Describing a special meal	
A special gift		Asking for and giving recommendations; Expressing surprise	✓ Unit Progress Test
Three monologues: special occasions	Reviews of a café	Places to go out	Two reviews Positive and negative language; Adverbs
Four monologues: describing buildings	Web page: <i>A more personal place to stay</i>	Describing buildings	
Conversation: comparing life in a town and a city	Web page: <i>Five reasons why small towns are better than cities</i>	Talking about where you live	
Visiting a friend's family		Making offers and requests and asking for permission; Imagining people's feelings	✓ Unit Progress Test
Conversation: a holiday in Florida	Article: <i>Top five things to do ... in and around Miami, Florida</i> ; A note	A recent holiday	A note with useful information Offering choices
Podcast: Pod-on-pod	Article: <i>Thinking of making a podcast? Just give it a try!</i>	Giving opinions about podcasts	
Interview: fake reviews	Article: <i>The restaurant that wasn't there</i>	Describing experiences using reporting verbs	
A job interview		Generalising; Being vague	✓ Unit Progress Test
Monologue: a news story	A news story	Air travel	An email about a news story Summarising information
Conversation: film trailers	Article: <i>To binge or not to binge ...</i>	Recommending a film or TV programme	
Three monologues: musical experiences	Article: <i>The three best music festivals you've probably never heard of</i>	A musical experience	
Planning an evening out		Recommending and responding; Asking someone to wait	✓ Unit Progress Test
Two monologues: live music	A blog about staying at home	Live vs. recorded music	An article about a form of entertainment Contrasting ideas; The structure of an article
Conversation: trying new activities		Taking new opportunities	
	Article: <i>Searching for serendipity</i>	A past event that made life better	
Making a marriage proposal		Talking about possible problems and reassuring someone; Changing the subject	✓ Unit Progress Test
Monologue: volunteering	A web page about volunteering; Emails giving advice	Volunteering	An email with advice Advising a course of action
Phonemic symbols and Irregular verbs p. 164			

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CAN DO OBJECTIVES

- Talk about friendship and communication
- Describe experiences in the present
- Give and respond to opinions
- Write a guide

UNIT 1

TALK

GETTING STARTED

a  Look at the photo and answer the questions.

- 1 Where do you think the girls are?
- 2 What do you think the girl on the left is saying? Why do you think that?
- 3 How do you think the other girl feels? Why?

b Discuss the questions.

- 1 Do/Did you talk a lot in class in school or at university?
- 2 Do you talk a lot when you are with your friends? What about with your family?
- 3 Do you think you should change anything about the way you talk (e.g., talk more, less, more loudly, more quietly)? Why / Why not?

1 SPEAKING AND VOCABULARY

Friendship and communication

a Discuss the questions.

- 1 How do you usually meet new people – face-to-face or online? Why?
- 2 Are your online friendships different from your other friendships? How?
- 3 What kinds of things do you talk about online? Is this different from most of your face-to-face conversations? Why / Why not?



b Match the words in **bold** in sentences 1–6 with definitions a–f.

- 1 ☐ Social media is a great way to **get in touch** with old friends you haven't seen in a while.
- 2 ☐ It's really difficult to **express your feelings** online because you can't look people in the eye.
- 3 ☐ When her brother, Mike, was in hospital, Susanna **reached out** to all his friends to come and visit him.
- 4 ☐ It's easier to **interact with** people online because you can think about what you want to say before you write it.
- 5 ☐ With good friends, you often don't have to **put** how you feel **into words**, because you just understand each other.
- 6 ☐ It's not a good idea to **give your opinion** in an online discussion because it's written. If you change your mind, you can't get rid of what you wrote.

- a to communicate with and react to a person or people
- b to say or write what you think or believe about something
- c to contact someone by phone, email or text message
- d to try to communicate with a person or group of people, usually to help or involve them
- e to talk about your emotions
- f to explain a feeling using language

c Do you agree with sentences 1–6? Why / Why not?

d Now go to Vocabulary Focus 1A on p. 133.

2 READING

- a Read the article and find out if it has similar ideas to the ones you talked about in 1a.



You've probably heard it before, haven't you? 'Facebook and Instagram friends aren't the same as the real thing.' People from generations that didn't grow up with online friendships criticise younger adults who say they have a lot of online friends. They don't think friendships that are made online are as real or as meaningful as face-to-face ones. But it looks like they may be wrong.

Researchers at the University of California have come to the conclusion that online friendships have the same qualities as those in the real world. In a study, the researchers looked at exchanges between online friends and observed the same kinds of behaviours that exist in face-to-face friendships. Online friends share experiences and interests, express their feelings and reveal things about themselves. Sometimes they offer each other practical help, and they can keep each other company at any time of the day or night.

Another way that face-to-face and online friendships are similar is that they take time to develop. You can't just go online hoping to find a friend – it's not as simple as that. Experts say that you need to build online friendships carefully, and they offer the following advice:

- **Join a discussion or community that talks about something you're interested in.**
- **Make sure it's an app or website where you can exchange ideas and information – not one where you just follow what other people say.**
- **Write a clear and honest profile of yourself. Make it interesting and use a friendly tone.**
- **Don't expect to find a friend immediately – it can take time.**

And when you do find a friend ...

- **Take things one step at a time, but make sure you stay in touch.**
- **Share things about your life, but not very personal things, and try to build trust.**

b Read the article again. Are the sentences true (T) or false (F)? Correct the false sentences.

- 1 Some older people don't think online friends are true friends.
- 2 Researchers say there are many differences between face-to-face and online friendships.
- 3 Online friends can be available to interact with day and night.
- 4 You will find online friends very quickly.
- 5 To help an online friendship develop, share some details about yourself and your life.

c  Discuss the questions.

- 1 Do you think the advice in the article is good? Why / Why not?
- 2 What problems can happen as a result of online friendships? What are the benefits?
- 3 Do you think people express their feelings more or less carefully online? Why?
- 4 Do you think it's easier to find someone you have something in common with in the real world or online? Why?

3 GRAMMAR Subject and object questions

a Look at the questions and answers. The main verb is in **bold**. Underline the correct words in the box.

- 1 **Q:** What do experts **say** about making friends online?
A: You need to build friendships carefully.
- 2 **Q:** Who **thinks** online friendships aren't real?
A: People from generations that didn't grow up with online friendships.

- a In question 1 the subject is *what / experts / making friends*. Question 1 is a(n) *subject / object* question.
- b In question 2, the subject is *Who / online friendships*. Question 2 is a(n) *subject / object* question.
- c We use auxiliary verbs *do, does, did* in *subject / object* questions.

b Are the questions below subject (S) or object (O) questions?

- 1 ☐ Who do I give this to?
- 2 ☐ What happened to your leg?
- 3 ☐ Which of these books do you want to borrow?
- 4 ☐ Who gave you the flowers?
- 5 ☐ Which car uses less petrol?
- 6 ☐ What did he say to you?

c  Now go to Grammar Focus 1A on p. 144.

d Make subject (S) or object (O) questions with the words below. You may need to change the verb or add *do, does* or *did*.

- 1 Who / call / you / yesterday? (S)

- 2 Who / you / last / text? (O)

- 3 What / you and your friends / talk about? (O)

- 4 What / make / you and your friends / laugh? (S)

- 5 Which of your friends / you / see / every day? (O)

- 6 What / post / last / make / you laugh? (S)

e  Ask and answer the questions. Try to ask follow-up questions.

Here's a checklist of questions you can ask yourself as you explore the world of online friendships:

- 1 Is it easy to use the app/website? ☐
- 2 Is this a community I want to join? ☐
- 3 Are there people I want to communicate with? ☐
- 4 Am I interested in replying to posts? ☐
- 5 Are the posts friendly and honest? ☐
- 6 Do other people like or reply to my posts? ☐

4 LISTENING

a Discuss the questions.

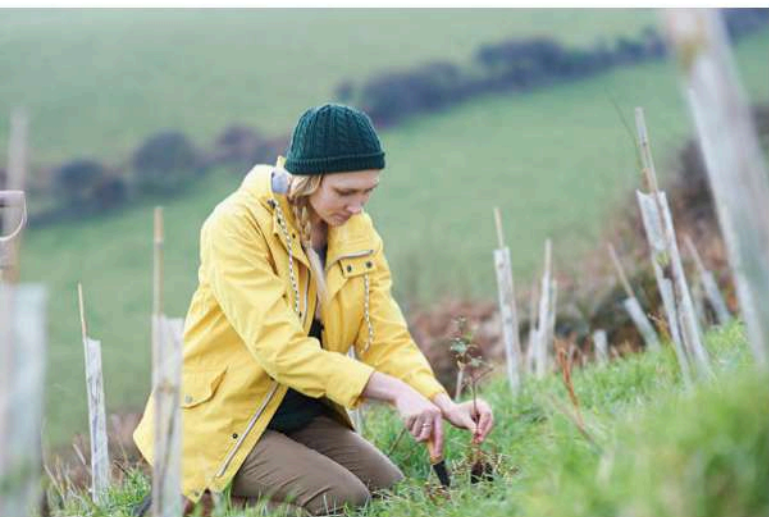
- 1 Do you think online friends can become face-to-face friends? How can this happen?
- 2 What are the advantages and disadvantages of this change in friendship?

b 01.05 You are going to hear Kris, Alex and Kelly talk about online friendships. Listen and put a name with each photo.

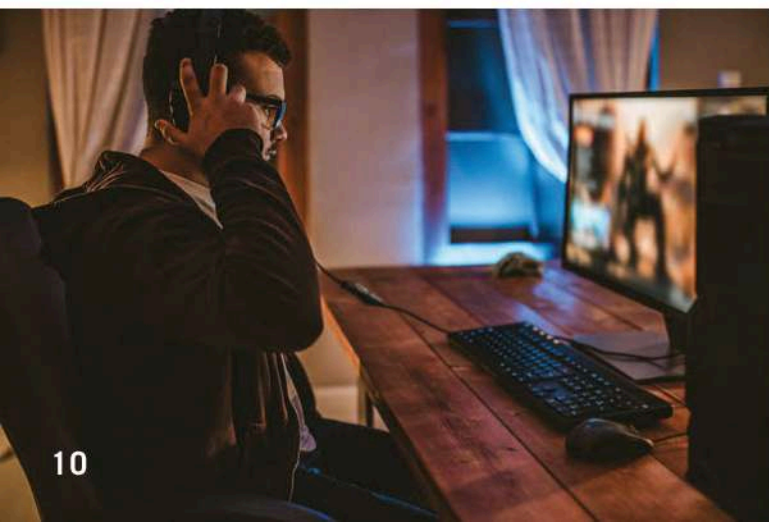
1 _____



2 _____



3 _____



c 01.05 Listen again and complete the information in the chart.

	Kris	Alex	Kelly
Friend's name			
Common interest			
Met – yes or no?			
What have they done together?			

d Which of the three speakers would you like most as an online friend? Why?

5 SPEAKING

a Tick (✓) the things you have done recently. Make notes about the experience.

- ☐ met someone new face-to-face
- ☐ met someone new online
- ☐ met someone face-to-face who you first met online
- ☐ met an old friend you hadn't seen in a long time
- ☐ posted a strong opinion on social media or a discussion board
- ☐ posted a video story on social media
- ☐ created a playlist of your favourite music
- ☐ started a new job/course

b Look at the experiences your partner ticked and write three questions to ask them.

met someone new

Who was it?

Where were you?

What did you talk about?

c Ask your partner about their experiences. Try to ask follow-up questions.

1B

I'M USING AN APP FOR LEARNING ENGLISH

Learn to describe experiences in the present

- G** Present simple and present continuous
- V** Gradable and extreme adjectives

1 SPEAKING

a Discuss the questions.

- How many languages can you say 'Hello' in?
- How many languages can you order a meal or have a simple conversation in?
- What language are you best at (apart from your own)?

b Choose one idea below and continue using *because*. Write your idea.

Learning a new language is like ...

- making a new friend
- going on a long journey
- being a child again
- growing plants in a garden
- learning a musical instrument.

Learning a new language is like being a child again because you feel like you are starting from the beginning and everything is new.

c Read your sentences to each other. Do you agree with each other's ideas?

d Look at photos a–d and discuss the questions.

- What are the different ways of learning a language in the photos?
- What are the advantages and disadvantages of each way of learning a language?
- Which have you tried? Have you tried any other ways?

Dy bannee diu

Guten Tag

Gouden Dai

Salut

Сәлем!

Bonjour

Halito

Salute

Hallo

Håfa ådai

Ç'kemi

Guuten takh

Héébee

Bon die!

Servas

Tungjatjeta

Ola

Ahoj

Bitao

Góðan dag

Hoi

Salud

Hola / Buenos días

Bom dia



c



d



a



2 READING

a Read *Can you really learn a language in 22 hours?* quickly and answer the questions.

- 1 What is Memrise?
- 2 Why is Jon Foster using it?
- 3 How much has he learned?

b Read the article again and choose the correct answers for questions 1–4.

- 1 The writer wants to learn Lingala because he ...
 - a loves new languages
 - b wants to talk with the people who speak it
 - c wants to try Memrise
- 2 Ed Cooke wants learners to ...
 - a enjoy learning more
 - b improve quickly
 - c do more vocabulary practice
- 3 A 'mem' is ...
 - a a digital plant that you 'water'
 - b a translation of a new word
 - c a picture that helps people remember new words

4 Where do the mems come from?

- a Ed Cooke creates them.
- b Users can create mems for themselves and other users.
- c Every user creates mems only for themselves.

c Match the words in **bold** in the article with meanings 1–8 below.

- 1 getting better
- 2 changes a word from one language into another
- 3 what someone wants to do
- 4 learned something so that you remember it exactly
- 5 something difficult that tests your ability
- 6 able to communicate freely and easily
- 7 to make someone remember something
- 8 do something again

d Have you used or would you like to use Memrise? Why / Why not?

Can you really learn a language in 22 hours?

We all know that people learn better if they enjoy learning.

Jon Foster reports on an app that makes learning a new language like playing a game.



I've never been very good at languages.

But next month, I'm travelling to a remote area of Central Africa and my **goal** is to know enough Lingala – one of the local languages – to have a conversation. I wasn't sure how I was going to do this – until I discovered a way to spend just a few minutes, a few times a day, learning all the vocabulary I'm going to need.

To be honest, normally when I get a spare moment at home, I go on Facebook or play games on my phone. But, at the moment, I'm using those short breaks for something more useful. I'm learning a foreign language. And thanks to Memrise, the app I'm using, it feels just like a game.

'People often stop learning things because they feel they're not **making progress** or because it all feels like too much hard work,' says Ed Cooke, one of the people who created Memrise. 'We're trying to create a form of learning experience that is fun and is something you'd want to do instead of watching TV.'

And Memrise is fun. It's a **challenge**. It gives you a few new words to learn and these are 'seeds' that you plant in your 'greenhouse'. (This represents your short-term memory.) When you practise the words, you 'water your plants' and they grow. When the app believes that you have really remembered a word, it moves the word to your 'garden'. You get points as your garden grows, so you can compare yourself to other Memrise users. I want to get a high score and go to the next level. And if I forget to log on, the app sends me emails that **remind** me to water my plants.

The app uses two principles about learning. The first is that people remember things better when they link them to a picture in their mind. Memrise **translates** words into your own language, but it also encourages you to use 'mems' – images that help you remember new words. You can use mems that other users have created or you can create your own. I **memorised** *motele*, the Lingalan word for 'engine', using a mem I created – I imagined an old engine in a motel room.

The second principle is that we need to stop after studying words and then **repeat** them again later, leaving time between study sessions. Memrise helps you with this because it's the kind of app you only use for five or ten minutes a day.

I've learned hundreds of Lingalan words with Memrise. I know this won't make me a **fluent** speaker, but I hope I'll be able to do more than just smile and nod when I meet people in the Congo.

Now, why am I still sitting here writing this? I need to go and water my vocabulary!



3 GRAMMAR Present simple and present continuous

a Match present simple sentences a–c with uses 1–3.

- When I get a spare moment at home, I normally **go** on Facebook or **play** games on my phone.
- I **know** this won't make me a fluent speaker.
- People **learn** better if they enjoy learning.

We can use the present simple:

- to talk about things that are generally true (sentence ____)
- to talk about habits and routines (sentence ____)
- with state verbs – verbs about thoughts (e.g., *understand*), feelings (e.g., *want*) and possession (e.g., *own*) (sentence ____).

b Match present continuous sentences a–c with uses 1–3.

- I'm **learning** a foreign language.
- Now, why **am** I still **sitting** here writing this?
- Young people **are spending** more and more time playing video games.

We can use the present continuous to talk about:

- actions in progress at the same time as speaking/writing (sentence ____)
- actions in progress around (before and after) the time of speaking/writing (sentence ____)
- changing situations (sentence ____).

c Complete the rule about how we make the present continuous.

subject + *am* / ____ / *is* + verb + ____

d >>> Now go to Grammar Focus 1B on p. 144.

e >>> Make questions with the words below. Then discuss the questions.

- you / think / you / communicate / well in your own language?
- How often / you / hear / foreign languages where you live?
- you / think / you / have / a good memory?
- What / help / you / learn / English grammar?
- What / you / think / about / right now?
- you / prepare / for an exam at the moment?
- more people / learn / languages in your country than before?

f >>> **Communication 1B** >>> Student A: Look at the picture on p. 127. Student B: Look at the picture on p. 129. Follow the instructions on the page.

4 VOCABULARY Gradable and extreme adjectives

a >>> 01.08 You will hear four short conversations about learning languages. Which conversation is about someone who ... ?

- is having pronunciation problems.
- has been practising another language a lot.
- doesn't have good learning material.
- is very good at learning languages.

b >>> 01.08 Listen to the conversations again. What word do you hear?

- I'm OK, but I'm really *tired* / *exhausted*.
- I'm trying to, but this book's absolutely *bad* / *useless*!
- That's absolutely *amazing* / *good*. I can only speak one language.
- It's very *hard* / *impossible*. I'll never get it right!

c Underline the word that comes before each adjective. Does it make the meaning weaker or stronger?

d Read about gradable and extreme adjectives. Complete sentences 1–6 with a word to make the meaning stronger.

- With some adjectives (*good*, *bad*, *difficult*), we can use words like *very*, *really* and *extremely* to make their meaning stronger (e.g., *His pronunciation is really good.* *The exam was extremely difficult.*).
- Other adjectives already have a strong or extreme meaning (e.g., *perfect*, *useless*). We can use words like *really* or *absolutely* before these adjectives to add emphasis (e.g., *Her English is absolutely perfect.*).

- Online dictionaries are often ____ **useful**.
- That cake's ____ **enormous**.
- I think Anna's ____ **confident**.
- I went for a swim in the river and the water was ____ **freezing**.
- There are only seven houses in my village – it's ____ **tiny**.
- She's a(n) ____ **important** figure in world politics.

e >>> Now go to Vocabulary Focus 1B on p. 134.

5 SPEAKING

a >>> Talk about learning a foreign language. Use the questions below.

- What do you want to be able to do with English?
- What level of English do you hope to reach?
- How often do you revise what you have learned?
- How often do you watch or read things in English?
- How often do you communicate with native speakers?
- What are you doing at the moment to learn English?
- Are you having any problems with English at the moment?

b Report back to the class about what you found out.





1 LISTENING

a Discuss the questions.

- 1 Do you enjoy meeting new people?
- 2 Do you usually decide what you think of someone from a first impression? Or do you get to know them first?

b Look at the photo above. What do you think the customer is buying?

c Watch or listen to Part 1 to check.

d Watch or listen again and underline the correct answers.

- 1 Becky is buying flowers because she's *going to someone's house / getting married*.
- 2 She doesn't want roses because *she doesn't like them / they're too romantic*.
- 3 She *likes / doesn't like* the tulips.
- 4 She will *buy flowers in another shop / come back later*.

e Look at the photo below right and answer the questions.

- 1 Where are the people?
- 2 What are they doing?

f Watch or listen to Part 2 to check.

g Watch or listen again and answer the questions.

- 1 What will happen to the bookshop?
- 2 What problem will this cause for Rachel?
- 3 What is Mark's advice?
- 4 What does Rachel say happened at work?

2 USEFUL LANGUAGE

Giving and responding to opinions

a Listen and complete the sentences with one word.

- 1 Well, in my _____, roses are always a good option.
- 2 I _____ something like tulips might be better.
- 3 I _____ it's going to be impossible with another florist's in the same street.
- 4 Well, if you _____ me, it's not worth worrying about until we know for sure.

b Put the words in the correct order to make more formal phrases for giving an opinion.

- 1 it / me / seems / that / to
- 2 as / as / concerned / far / I'm

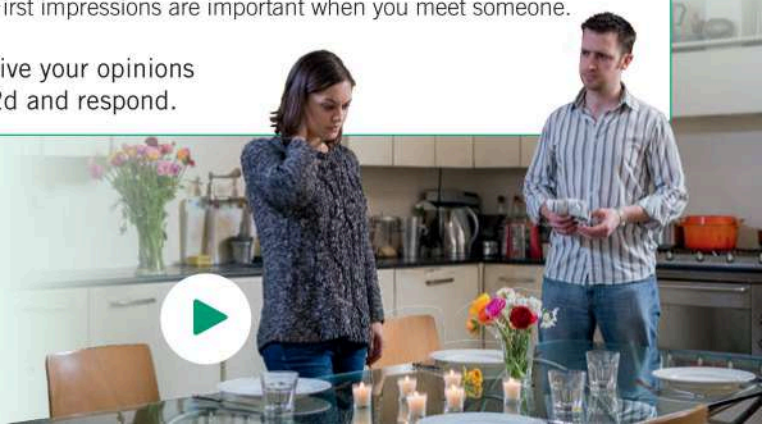
c Look at five ways of responding to an opinion. Does the speaker agree (A) or disagree (D)?

- 1 ☐ I know what you mean, but ...
- 2 ☐ I know exactly what you mean.
- 3 ☐ I'm not so sure about that.
- 4 ☐ That's right.
- 5 ☐ I see where you're coming from, but ...

d Tick (✓) the sentences you agree with. Change the other sentences so you agree with them.

- 1 ☐ English is an easy language to learn.
- 2 ☐ It's difficult to communicate with older people.
- 3 ☐ First impressions are important when you meet someone.

e Give your opinions from 2d and respond.



3 PRONUNCIATION Word groups

- a **01.14** Listen to these sentences. Notice where the speaker pauses to make the message clearer.
I'm really worried. Jo phoned today with some bad news.
- b **01.15** Listen to this similar sentence. Does the speaker pause?
I'm really worried I won't make enough money.
- c Look at the conversation. Write // where you think the speakers pause.
- Rachel** Oh, I'm sorry, love. I'm just a bit worried. Jo phoned today and said that the old bookshop is going to be turned into another florist's.
- Mark** The bookshop on the corner? I didn't know they'd sold it.
- Rachel** Me neither. But what am I going to do? It's hard enough already to make money, but I think it's going to be impossible with another florist's in the same street.
- d **01.16** Listen and check.

4 CONVERSATION SKILLS

Using *me too* / *me neither*

- a **01.17** Listen and underline the correct words.
- Mark** The bookshop on the corner? I didn't know they'd sold it.
Rachel *Me too / neither.*
 - Mark** Hey, don't worry about it. Let's just forget about work. Personally, I need a relaxing evening!
Rachel *Me too / neither.*
- 1 We use *Me too* and *Me neither* to say we agree or are in the same situation.
2 We use *Me too* after a positive sentence.
3 We use *Me neither* after a negative sentence.
- b Complete the exchanges with appropriate responses.
- A** I need a nice cup of tea.
B _____.
 - A** I don't really like watching football.
B _____.
 - A** I wasn't invited to the wedding.
B _____.
 - A** I'm looking forward to the party.
B _____.
 - A** I don't really eat chocolate.
B _____.
 - A** I hate going out in the rain.
B _____.

5 LISTENING

- a Look at the photo. What is happening? What do you think will happen next?



- b **01.18** Watch or listen to Part 3 and check your ideas.
- c Discuss the questions.
- How would you feel in Becky's situation?
 - How would you feel in Rachel's situation?
 - Have you ever made a bad first impression?

6 SPEAKING

- a Think of an example of:
- a good way to meet new people
 - a good way to make a good first impression
 - a good topic of conversation with someone you don't know well
 - a good reason to dislike someone you've just met.
- b Discuss your ideas in 6a.

If you ask me, the best way to make a good impression is to use people's names a lot.

I'm not so sure about that.

UNIT PROGRESS TEST

→ CHECK YOUR PROGRESS

You can now do the Unit Progress Test.

1 SPEAKING AND LISTENING

- a**  What do you think are some good ways to learn new vocabulary in English? Talk about the ideas in photos a–e or your own ideas.
- b**  **01.19** Listen to Maria and Gilberto talking about learning vocabulary. Are you more like Maria or Gilberto?
- c**  **01.19** Listen again and answer the questions.
- 1 What system does Maria use for learning vocabulary?
 - 2 What system did Maria's sister use?
 - 3 Does Gilberto think either system will work for him? Why / Why not?
- d** Read the descriptions of each style. What kinds of learners are Maria and Gilberto?

VISUAL LEARNERS



They prefer to learn by seeing or reading things. They need to see new information written down.

AUDITORY LEARNERS



They prefer to learn by listening to new information. They also like to talk about the new things they've learned.

KINAESTHETIC LEARNERS

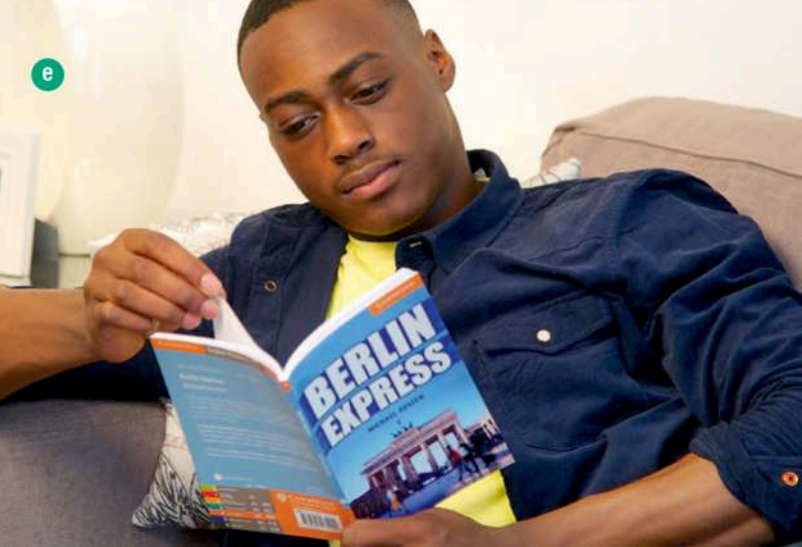
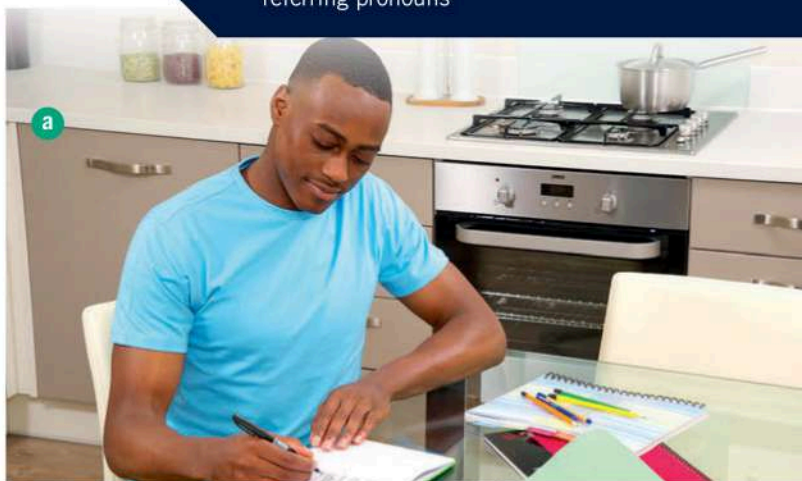


They prefer to learn by doing something. They don't like sitting still for very long.

- e**  Talk about what kind of learner you are and why.

2 READING

- a** Read *What kind of learner are you?* on p. 17. Answer the questions.
- 1 Which of Maria's ideas is mentioned?
 - 2 Does the article talk more about understanding new information or remembering it?
- b** Read the article again. Make notes about the key study techniques for each learning style.
- visual
 - auditory
 - kinaesthetic



What kind of learner are you?

Different people learn in different ways. In order to find the most useful way to learn new information, it's a good idea to think about the kind of learner you are: visual, auditory or kinaesthetic. Knowing your learning style helps you study more effectively, so you remember what you have learned more easily. Remember, you don't just learn when you study – this advice can also be useful for learning at work or in your free time.

VISUAL LEARNERS

It helps to study in a quiet place so that you can concentrate. To learn new information, try to think of an image in your head, or make a diagram to highlight different points. ¹**This technique helps your memory and it means you can find the information easily when you look at your notes again.**



AUDITORY LEARNERS

Going to a lecture is a good way for you to learn. Read your notes aloud, then cover them and try to say them again from memory. Also, try to use new words when you're talking to people. If you are studying words on a particular topic, you can listen to podcasts that include this vocabulary. ²**These ideas should help you remember what you need to know.**



KINAESTHETIC LEARNERS

In order to learn new information, you need to be doing something. It helps to study in a place where you can walk around the room, touch things and move as freely as possible. Make sure you take regular breaks and go for a walk. ³**This will help you to concentrate and remain interested in what you are studying.**



These descriptions are only a guide. Most people have a mixture of learning styles. To study successfully, you need to experiment and find the best method.

3 WRITING SKILLS Introducing a purpose; referring pronouns

- a** Look at these sentences from the article. Circle the words or phrases in the underlined parts which introduce the purpose in each sentence.
- In order to find the most useful way to learn new information, it's a good idea to think about the kind of learner you are.
 - Knowing your learning style helps you study more effectively, so you remember what you have learned more easily.
 - To learn new information, try to think of an image in your head.
- b** Underline other examples of purpose words/phrases in the article.
- c** Join the sentences using purpose words/phrases. More than one answer is possible.
- I write the new words in a vocabulary notebook. I remember them.
 - I practise pronunciation. I record myself saying words on my phone.
 - I write grammar rules on a piece of paper. I understand them better.
- d** Look at sentences 1–3 in **bold** in the article and underline the correct words in the rules.
- This* and *these* refer to *ideas already mentioned / new ideas*.
 - In sentences 1 and 3, *this* refers back to *one word / a complete idea*.
 - We sometimes put *a noun / an adjective* after *this* and *these*.

4 WRITING A guide

- a** Think of a skill you know how to do well. It can be something to do with school, work, sport or a free-time activity. Make notes using these questions.
- How easy is it to learn this skill?
 - What are the problems people have when learning it?
 - What are good ways to learn this skill?
 - Why are they good ways?
- b** Write a guide on how to learn this skill. Use words/phrases to introduce purpose and *this* or *these*, if possible, to refer back to ideas.
- c**  Work in pairs. Read your partner's guide. How easy do you think it would be to learn their skill?

UNIT 1

Review and extension

1 GRAMMAR

- a Complete the questions. Then ask and answer the questions.
- You live with someone.
Who do you live with?
 - Something woke you up this morning.
What _____ this morning?
 - You talk to someone every day.
Who _____ every day?
 - You read something yesterday.
What _____ yesterday?
 - Something made you laugh recently.
What _____ recently?
 - Someone speaks to you in English.
Who _____ in English?
 - You know different ways of learning English.
Which different ways of learning English _____?
 - Some ways of learning English work best for you.
Which ways of learning English _____?

- b Tick (✓) the four correct sentences. Then correct the mistakes in the other sentences.

- ☐ John's having a shower.
- ☐ I think we need a new laptop. Are you agreeing?
- ☐ I'm hardly ever writing letters.
- ☐ You look sad, Maria. What do you think about?
- ☐ Monkeys communicate with sounds.
- ☐ I don't know at the moment.
- ☐ Carrie doesn't work this week because she's ill.
- ☐ I'm getting cold.

2 VOCABULARY

- a Complete the sentences with the verbs in the box.

argue complain encourage express
forgive persuade refuse update

- Are you going to _____ about the terrible food?
- I'm very sorry. Will you please _____ me?
- Please _____ me on your progress.
- I _____ you to try Thai food. It's delicious!
- He prefers to _____ his feelings in writing.
- She's trying to _____ me to go on holiday with her.
- Please don't _____ my request! You have to say yes.
- I try not to _____ with my boss – even when he's wrong!

- b Match the extreme adjectives in the box with gradable adjectives 1–8.

awful brilliant enormous exhausted
filthy freezing furious tiny

- | | | |
|---------------|---------------|--------------|
| 1 big _____ | 4 cold _____ | 7 bad _____ |
| 2 dirty _____ | 5 tired _____ | 8 good _____ |
| 3 small _____ | 6 angry _____ | |

3 WORDPOWER yourself

- a Match sentence beginnings 1–6 with endings a–f.

- ☐ Why do you keep **talking**
- ☐ This room needs a lot of work, but you can **do**
- ☐ Come in! **Make yourself**
- ☐ Good luck at the interview! Just **be**
- ☐ Bye! Have a wonderful time! **Look**
- ☐ Are you OK? Have you

- after yourself** and have fun – **enjoy yourself**!
- yourself** and **tell yourself** 'I can do this!'
- to yourself**? Is it because you're **teaching yourself** German?
- hurt yourself**?
- at home** and **help yourself** to food and drink.
- it yourself** – you don't need to pay someone.

- b Underline the correct words in the rule.

We use *yourself* in the phrases in **bold** in 3a because the object of the verb is *the same as / different from* the subject of the verb.

- c Underline the correct words.

- Is it possible to *help / teach* yourself how to swim?
- You could pay someone to clean the car, or you could *do / do it* yourself.
- There's a lot of food in the fridge. Please *help / make* yourself.
- Don't copy other people. *Be by / Be* yourself.
- Sit down. Make yourself *to / at* home!
- You should *tell / tell to* yourself 'I'm wonderful!' every day.

- d Complete the questions with the correct form of the verbs in the box and *yourself*.

enjoy hurt look after talk to teach

- Have you ever _____ how to do something? What was it? Was it easy or difficult to learn?
- Do you _____? Do you eat well and get enough sleep?
- Have you ever _____ at home? Did you have to go to hospital?
- Do you ever _____? What do you say?
- Are you _____ at the moment? If not, what would make you happy?

- e Discuss the questions in 3d.

REVIEW YOUR PROGRESS

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

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

I CAN ...

- | | |
|---|--------------------------|
| talk about friendship and communication | ☐ |
| describe experiences in the present | ☐ |
| give and respond to opinions | ☐ |
| write a guide. | ☐ |

CAN DO OBJECTIVES

- Talk about experiences of work and training
- Talk about technology
- Make and respond to suggestions
- Write an email giving news



UNIT 2

MODERN LIFE

GETTING STARTED

a Look at the photo. Where do you think the person is?

b  Discuss the questions.

- 1 What else do you think might be in this building?
(Think of the furniture, rooms and facilities.)

- 2 Would you like to work in a place like this?
Why / Why not?
- 3 What would your ideal workplace be like?

1 READING

a Discuss the questions.

- 1 Have you ever had a job interview?
- 2 Was it a good experience? Why / Why not?

b Read *Not the best interview I've ever had!* Who got the job? Who didn't get the job?

c Read the stories again. Match a–d with headings 1–4.

- 1 ☐ Wrong word!
- 2 ☐ Better to tell the truth
- 3 ☐ The interviewer probably felt worse than I did!
- 4 ☐ An unlucky call

d Tell your partner which story you liked best. Have you had any embarrassing experiences like the ones in the stories?

I've received a phone
call at a bad moment.

Really? What
happened?

Not the best **interview** I've ever had!

Most people feel nervous when they go for a job interview, but some interviews are worse than others. Fortunately, they don't all end in disaster!

a They wanted to test how fast I could type. My fingers were over the keyboard, ready to type. The interviewer said, "Right click to open the file," but all I heard was "Write click," so I typed "click" on a window that was already open. I felt so embarrassed when I realised my mistake, but we both laughed and I got the job. I've worked there for eight months now.

Laura

b I've had a lot of good interviews, but this one was a disaster. I had put on my CV that I could speak "some French". I learned some French at school, but I've never really used it and my listening skills are really bad. The three interviewers began the interview by speaking to me in French, and I didn't understand a word. No, I didn't get the job, and yes, I've changed my CV.

Dan

c I've never forgotten to turn my phone off in the cinema, but for some reason I forgot when I went for my first job interview. My friend called me to wish me good luck – right in the middle of the interview. Oops! I didn't get the job.

Andy

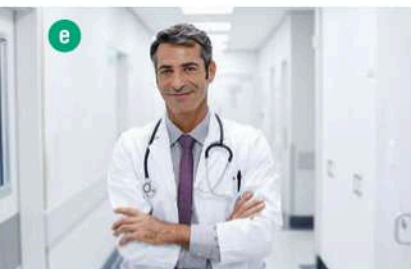
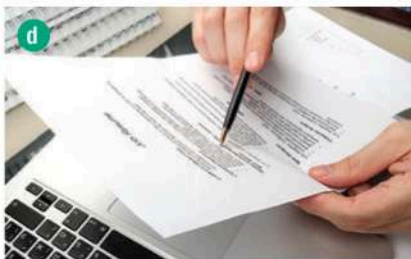
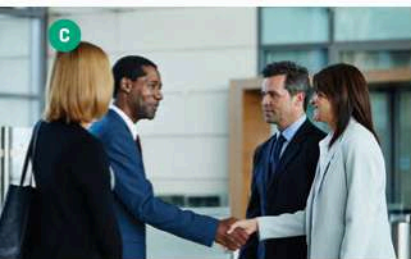
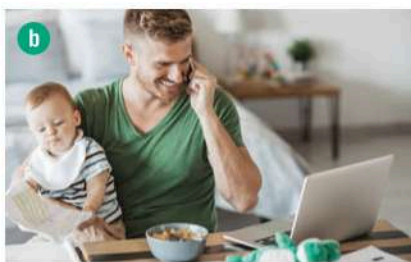
d I had a job interview with two people last week. One of them was leaning back in his chair when suddenly it fell over, and it was soon clear that he couldn't get up again. I didn't know if I should try to help or not, and I was worried I was going to start laughing. Fortunately, the other interviewer asked me to wait outside the room for a minute, and then the interview carried on as if nothing had happened. Guess what? They've just offered me the job!

Ellie

2 VOCABULARY Work

a Look at photos a–f below and match them with sentences 1–6.

- 1 ☐ Hundreds of people **applied for** the job, but only six **candidates** were invited for an interview.
- 2 ☐ It's hard to balance family life and a **career**.
- 3 ☐ I'm proud of my practical skills and medical **knowledge**.
- 4 ☐ There are 200 **employees** in this organisation, but I'm only **in charge of** a small team.
- 5 ☐ I've got good **marks**, but I haven't got much experience to put on my **CV**.
- 6 ☐ I've got a lot of **business contacts** who work for **employers** in different countries.



b Match the words in **bold** in 2a with these meanings.

- 1 a series of jobs you do during your working life
- 2 people you know who might be useful to you in your work
- 3 contacted a company to ask for a job
- 4 people who work for a company
- 5 the results of your school or university exams
- 6 the things you know from experience or study
- 7 people who are trying to get a job
- 8 responsible for something or someone
- 9 the people you work for
- 10 a document that describes your education and the jobs you have had

c What do managers look for when they employ someone new? Choose the four qualities that you think are most important.

- creative thinking
- good marks
- work experience
- self-confidence
- good problem-solving skills
- a friendly personality
- the ability to work in a team
- a positive attitude at work
- practical skills

3 GRAMMAR Present perfect and past simple

a Look at these sentences from the stories on p. 20. Which verbs in **bold** are in the present perfect and which are in the past simple?

- 1 I **'ve had** a lot of good interviews, but this one was a disaster.
- 2 I **had** a job interview with two people last week.
- 3 They **'ve** just **offered** me the job!

b Complete the sentences using the words in the box.

have/has irregular -ed past participle

- a To form the **past simple**, we add _____ to the verb, or we use a(n) _____ past form of the verb.
- b We form the **present perfect** with _____ + _____.

c Complete the rules. Add *present perfect* or *past simple* in the gaps. Match the rules (a–c) with the examples (1–3) in 3a.

- a ☐ We use the _____ to talk about events at a particular time in the past.
- b ☐ We use the _____ to talk about recent events that have an effect on the present.
- c ☐ We use the _____ to talk about experiences at some time in our life.

d **02.01 Pronunciation** Listen and choose the sentences you hear. Then practise saying them.

- 1 a I applied for the job.
b I've applied for the job.
- 2 a I had a lot of good interviews.
b I've had a lot of good interviews.

e **02.02** Listen and practise saying the sentences.

f Now go to Grammar Focus 2A on p. 146.

g Complete the sentences with the present perfect or past simple form of the verbs in brackets.

- 1 I _____ (never / have) a really terrible job interview.
- 2 Once, I _____ (forget) to turn off my phone when I was at the cinema.
- 3 Sorry, I can't come with you. My boss _____ (ask) me to work at the weekend.
- 4 I don't have very much work experience, but I _____ (be) the leader on a project at school.
- 5 I _____ (get) some useful work experience last year.
- 6 I _____ (finish) my exams, but I _____ (not / get) the results yet.
- 7 I _____ (already / work) for more than three organisations.
- 8 I _____ (know) what career I wanted when I was a child.

h Which sentences in 3g are true for you? Tell your partner or change them so they are true and give more information.

Number 1 is true for me. I've only had two or three job interviews, but they've all been OK.



4 LISTENING

- a** Think of five reasons why an employer might not offer a candidate a job. Compare your ideas with a partner.
- b** **02.06** Listen to the beginning of a radio programme. Answer the questions.
- Are any of your ideas in 4a mentioned?
 - What quality does Nancy Maynard believe all employers are looking for in a job interview?
- c** **02.06** Listen again and complete each sentence with one or two words.
- People with likeability can _____ with other people.
 - Nancy believes likeability is more important than other abilities in the first _____ of a new job.
 - She advises job hunters to spend time with _____.
 - Nancy encourages people to apply for jobs even if they don't have the right _____.
 - During an interview, it's important to _____ the interviewers by showing that you're friendly, positive and can communicate well.
- d** **02.07** Listen to five speakers. Do they agree that being likeable is more important than other skills? Write agree (A) or disagree (D).
- Speaker 1 _____ Speaker 3 _____ Speaker 5 _____
Speaker 2 _____ Speaker 4 _____
- e** **02.07** Listen again and answer the questions.
- According to Speaker 1, why don't people know that likeability is important?
 - According to Speaker 2, what's the advantage of developing your 'soft skills'?
 - What does Speaker 3 believe are the most important things in his job?
 - What problem does Speaker 4 have with 'soft skills'?
 - According to Speaker 5, what are the most important things you can offer an organisation?
- f** Discuss the questions.
- Think of different kinds of jobs. When applying for each job, what is more important – likeability or good qualifications? Why?
 - Do you think schools should help students develop 'soft skills'? How could they do this?

5 SPEAKING

- a** You are going to talk about your experiences. Tick (✓) three things you have done. Then make notes about your experiences.

☐ got qualifications (which?)

☐ learned practical skills (what?)

☐ studied/worked in a foreign country (where?)

☐ chosen a career

☐ worked for no money

☐ visited an interesting office or factory

☐ written a CV

☐ given a talk or presentation

☐ done some online learning

☐ studied or worked as part of a team

☐ been in charge of a project

- b** Take turns to talk about your work and training experiences. Ask questions to find out more information.

I've been in charge of a project. It was a small team, and we all worked well together.

Was this at work or at school?

- V Technology
G Present perfect and present perfect continuous

1 VOCABULARY Technology

a Think of things you can do on a smartphone. Compare ideas with other students. Who has the most ideas?

b Match words 1–5 with definitions a–e.

- 1 ☐ app 3 ☐ icon 5 ☐ username
2 ☐ browser 4 ☐ text message

- a a name you need to type (with a password) to start using something
b a written message that you send from one phone to another
c a computer program that you use to read information on the Internet
d a small picture on a computer/phone screen that you click on to open a program or an app
e a small computer program that you can download onto a mobile phone or other device

c Cross out the wrong verb in each group.

- 1 *turn off / send / delete* an email
- 2 *download / press / share* a video
- 3 *install / share / upload* some photos
- 4 *install / download / press* a new app
- 5 *turn off / turn on / delete* a phone
- 6 *upload / press / click on* a button or icon
- 7 *connect to / send / browse* the Internet
- 8 *type / change / turn on* a password

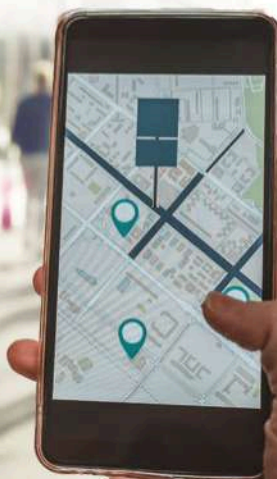
d Think of five things that you've done recently using phrases from 1c. Tell a partner.

I've just changed my email password.

Why? Did you forget it?

e Discuss the questions.

- 1 What apps have you got on your phone or tablet?
- 2 Which apps do you like or use the most?
- 3 Look at the apps on this page. What do you think they do?



2 READING

a Read *What's your favourite app?* and answer the questions.

Which app ... ?

- 1 is good for music lovers
- 2 helps you learn about the stars
- 3 keeps you interested because you can keep improving
- 4 helps busy people get organised
- 5 helps you create and keep photos online
- 6 helps you make funny photos
- 7 is useful if you've got too many apps on your phone
- 8 records your fitness information

b Read the comments again and answer the questions.

- 1 What do you get from ThingsToDo at the end of each week?
- 2 How do you find a planet with SkyWatch?
- 3 What changes can you make to photos with Imagegram?
- 4 Why does Enzo play Balloon Pop every day?
- 5 What information does ActivityTracker give you when you run?
- 6 What information can TuneSpotter tell you about a song?
- 7 How can StopApp make your phone work better?
- 8 What kinds of photos does Luke think are funniest on Crazy Faces?

c Discuss the questions.

- 1 Do you use any apps like the ones in the article? Which ones? How useful are they?
- 2 Would you like to use any of the apps in the article? Which ones? Why?

3 GRAMMAR Present perfect and present perfect continuous

a Read the extracts from *What's your favourite app?* and answer the questions.

I've always been keen on photography. I've been taking photos since I was 12, when I got my first camera.	StopApp is a really useful app and I've been recommending it to all my friends.	I've had it for a week, and I've been using it a lot.
---	--	---

- 1 Which verbs in **bold** are ... ?
 - a the present perfect
 - b the present perfect continuous
- 2 Complete this rule.
To form the present perfect continuous tense, use *have/has* + _____ + _____.

b Answer these questions about the extracts in 3a.

- 1 Which verbs are about activities (things you do) and which are about states (the way things are)?
- 2 Which sentences show how long something has continued up until now?
- 3 Which verbs are about a repeated activity that started recently?

I've just installed the ThingsToDo app. It's so easy to use – which is really important when you've got a lot of things to do and not much time! You just create a list and then add items to it. Once a week it sends you a list of everything you've done. I've been so busy lately and this app has really helped me! I've only been using it for three weeks and I've already done 30 things on my list. **Juan**



My favourite game at the moment is Balloon Pop. You select groups of coloured balloons and pop them. I've been playing it on the bus every day because I always want to get to the next level – it's very addictive! **Enzo**



What's your favourite app?

ActivityTracker is a great app for running. You just press the start button when you begin your workout and the app records your speed, distance and heart rate. After the workout, you can then upload your information to social networking websites and compare with your friends. I've never found an app as good as this before. **Fay**



Have you heard about SkyWatch? It's great. You just point your phone at the night sky and it tells you the names of the stars. You can also type in the name of a planet and the program tells you where to look for it. **Katya**



I've always been keen on photography. I've been taking photos since I was twelve, when I got my first camera. So Imagegram is a great app for me. You can use different effects to make photos look different, like old-fashioned photos or with brighter colours. Then you can store them online and share them with your friends. **Paul**



c >>> Now go to Grammar Focus 2B on p. 146.

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

- 1 I _____ this phone for three years. (own)
- 2 I _____ for my own name online. (never / search)
- 3 I _____ TV all day. (watch)
- 4 I _____ for a new tablet, but I haven't got enough money yet. (save up)
- 5 I _____ the same phone for a few years now, but I don't want to buy a new one. (have)

e **02.09 Pronunciation** Listen to sentences 1–3. Is the stress on the main verb (M) or the auxiliary verb (A)?

- 1 This app has really helped me.
- 2 I've been using it more and more.
- 3 I've been playing it on the bus.

f **02.09** Listen again and repeat the sentences.

g **02.09** Are the sentences in 3d true for you? Change the false sentences so that they are true for you. Tell your partner about your sentences.

4 SPEAKING

a You are going to find out which of your classmates use the most technology. Think of six questions to ask about what people have used recently. Use the topics below or your own ideas.

apps / mobile phones video games
the Internet social networking sites

How often have you been on Instagram in the last two days?

What apps have you been using recently?

b **02.09** Use your questionnaire to interview different people in the class. Who has used the most and least technology recently? Now think about your own technology use. Could you be addicted to technology?

I've just downloaded TuneSpotter. If you hear a song you like but you don't know what it is, you can use this app. It identifies the name of the song and the singer. And if you like it, you can buy the song really easily. I've had it for a week, and I've been using it a lot.

Mehmet



StopApp is a really useful app and I've been recommending it to all my friends. If too many apps are open on your phone, your phone can be really slow. This app turns them off, which can make your phone faster. **Ana**



I've been using Crazy Faces a lot recently. It's very silly, but it's fun. You just take photos of your friends and then you can change their faces. You can make them look older or younger, taller or shorter, and you can add beards, moustaches and glasses. I've seen a lot of photos where people have put baby faces on adult bodies and they make me laugh every time!

Luke





1 LISTENING

- a Talk about a problem you have had recently. What was the problem? Did you solve it? How?
- b Look at the photos. What has just happened?
- c 02.10 Watch or listen to Part 1 to check.
- d What do you think Rachel and Becky will do next?
- e 02.11 Watch or listen to Part 2. Do they mention any of your ideas?
- f 02.11 Watch or listen again. Are the sentences true (T) or false (F)?
- 1 Becky's screen is still working.
 - 2 Rachel thinks removing the SIM card might help.
 - 3 Becky is worried about losing all her phone numbers.
 - 4 Becky bought the phone very recently.
 - 5 Becky has got insurance.
 - 6 Rachel heard on the radio about using rice to dry phones.



2 USEFUL LANGUAGE Making and responding to suggestions

- a Choose the correct words.

- 1 Have you tried *turning* / *turn* it off and on again?
- 2 What about *taking* / *take* the SIM card out and drying it?
- 3 Could you *taking* / *take* it back to the shop?
- 4 Can you *claiming* / *claim* on your insurance?
- 5 You could *trying* / *try* that.

- b 02.11 Watch or listen to Part 2 again and check your answers to 2a.

- c Complete the responses with the words from the box.

give idea why worth

- 1 A How about just leaving it until it dries out?
B I'll _____ it a try. What have I got to lose?
 - 2 A Why don't you try drying it with a hair dryer?
B That's _____ a try, but wouldn't the heat damage the phone?
 - 3 A Shall we phone Mark and see if he has any ideas?
B Yes, _____ not? He might know what to do.
 - 4 A Let's go to the phone shop and ask for advice.
B That's a great _____. They should be able to help.
- d What solutions can you think of for these problems? Make notes.
- 1 You missed your bus home and the next one is in an hour. It's raining.
 - 2 You don't have any ideas about what to buy your friend for their birthday.
 - 3 You've spilt coffee on your shirt and you have an important meeting in 20 minutes.
 - 4 The battery in your phone is low and you need to make an important call in an hour.

- e Take turns to ask for advice and make suggestions.

3 LISTENING

- a  Look at the photo. Who do you think Becky is talking to?
- b  **02.12** Watch or listen to Part 3. Does the phone work now? Why / Why not?



4 CONVERSATION SKILLS

Sounding sympathetic or pleased

- a  **02.13** Listen and complete the conversations.
- Rachel** How's the phone?
Becky Not good. The screen's frozen.
Rachel _____! Have you tried turning it off and on again?
 - Becky** I hope I haven't lost all my contacts. I haven't saved them anywhere else.
Rachel Oh no, _____.
 - Becky** My phone's working. That rice trick worked.
Rachel That's _____! I'm really _____ to hear that.
- b Look at the completed conversations in 4a. Which phrases sound sympathetic? Which phrases sound pleased?
- c  Take turns to say sentences 1–6 below. Respond, sounding sympathetic or pleased. Then ask for more details.

1 I've lost my phone.

2 I've found a new place to live.

3 My car has broken down.

4 I was woken up very early this morning.

5 My sister is coming to visit.

6 I've been offered a great new job.

5 PRONUNCIATION Sentence stress

- a  **02.14** Listen to these sentences. Underline the stressed syllables.
- Have you tried turning it off and on again?
 - What about taking the SIM card out and drying it?
 - Could you take it back to the shop?
 - Can you claim on your insurance?
- b We usually put stress on the words which are important for our message. Which syllables do you think are stressed in these sentences?
- I can't find my phone!
 - My computer's broken. I've lost all my work!
 - I have a very annoying colleague at work – he complains about everything.
 - I'm really worried. I have a big exam tomorrow.
 - My car has been making a strange noise recently. I hope there isn't a problem.
- c  **02.15** Listen and check. Then practise saying the sentences.

6 SPEAKING

- a Think of a problem you have or might have (e.g., with a colleague, your studies, a car, your computer). Make notes about the problem.
- b  Take turns to explain your problem and make suggestions.

UNIT PROGRESS TEST

→ CHECK YOUR PROGRESS

You can now do the Unit Progress Test.



1 SPEAKING AND LISTENING

- a What changes would you like to make to your life? Make notes about one of the topics below.

your job the flat/house you live in
the town/city you live in your free-time activities
your studies your friends

- b Talk about the changes you would like to make to your life. Give reasons.
- c 02.16 Listen to two friends, Tania and Lin, talking on the phone. What two changes is Tania thinking about?
- d 02.16 Tania writes an email to an IT company in Singapore called PaySNG. Listen to the conversation again and complete the application email.



Application

Dear Sir/Madam,

I'm writing to enquire about the possibility of working for your company. I'm an application software developer. I've been ¹_____ for my current company for just over ²_____ now, but I'd like a change. I'm good at ³_____ thinking and I have excellent ⁴_____ - _____ skills. In addition, I also have a positive ⁵_____ towards my work and my colleagues.

I don't speak Mandarin, but I'm very interested in ⁶_____ and would love the opportunity to live and work in Singapore. I'd be interested in any information you can send me.

Please find my CV attached.

Yours faithfully,
Tania Sampson

- e Ask and answer the questions.

- How common is it for people from your country to work abroad?
- What are the main reasons they go?
 - better work opportunities
 - more money
 - a cultural experience
 - language learning
 - other reasons

2 READING

- a Read Tania's email to Lin about Singapore and answer the questions.

- Has Tania got good or bad news?
- When does she hope to see Lin?

- b Read the email again and answer the questions.

- What did Tania do the day after the interview?
- What kind of apps will she create in her new job?
- Will she only work on the company's current products?
- Does the company pay well?
- Besides seeing Lin, what would Tania like to do in Singapore?

✉ ✎ ☆ 🚩
✕

Singapore!!!

Hi Lin,

I'm sorry I haven't been in touch for the past few days, but it's been a very busy time.

On Monday, I had a job interview with PaySNG, the IT company in Singapore that I emailed. Then the next day, I had to do a practical test. **¹You won't believe this, but** they've just rung to offer me a job!

The work sounds really interesting – they want me to work on developing apps that can be used for making mobile payments. **²And what's really exciting is that** they also want me to think of ideas for new products. The job offer is very generous. Apart from giving me a good salary, they're also going to pay me a bonus if I do well. And they'll pay for my flight and help me with accommodation when I arrive.

³But the best thing is that I'm going to live in Singapore! Besides seeing you, I'm also looking forward to learning Mandarin. Everyone at PaySNG speaks English, of course, but I'd like to be able to talk to some of the local staff in their preferred language, if that's Mandarin. I've always wanted to learn a second language well, and I'm sure I'll be able to do it when I'm living there.

We'll have to meet when I get there, so you can show me around Singapore. I haven't booked my flight yet, but I'll let you know when I'm arriving. I can't wait to see you.

Tania

3 WRITING SKILLS Adding new information

a Look at **bold** phrases 1–3 in the second email. Why does Tania use them? Choose the correct reason.

- 1 to summarise her news
- 2 to introduce new information
- 3 to show she is very busy

b Rewrite phrases 1–3 in the second email using the words in brackets.

- 1 _____
(will never)
- 2 _____
(brilliant)
- 3 _____
(most amazing)

c Put the words in the correct order and add the necessary punctuation to make sentences.

- 1 but I've / believe this / bought a house / you'll never

- 2 is / more amazing / what's even / the location

- 3 it wasn't / thing is that / too expensive / but the best

d Read sentences a–c and underline the correct words in the rules below.

- a I have excellent problem-solving skills. **In addition**, I also have a positive attitude towards my work.
- b **Apart from** giving me a good salary, they're also going to pay me a bonus if I do well.
- c **Besides** seeing you, I'm also looking forward to learning Mandarin.

- We can use phrases like *in addition (to)*, *apart from* and *besides* when we want to ¹*emphasise / add* information.
- We use them at the ²*beginning / end* of a sentence.
- We use *in addition (to)* in more formal writing.
- After *apart from* and *besides*, we use an ³*infinitive form / -ing form* or a noun.
- In the other part of the sentence, we can use ⁴*and / also* to emphasise that we are adding information.

e Read the sentences. Which words/phrases in **bold** mean *as well as* and which mean *except for*?

- 1 They're going to pay all my expenses **apart from** meals.
- 2 **Apart from** my travel expenses, they're also going to pay for my meals.
- 3 **Besides** seeing you, I'm also looking forward to learning Mandarin.
- 4 I've done everything I can to prepare, **besides** learning Mandarin.

f Rewrite these sentences using the words in brackets. Write two sentences if necessary. There may be more than one possible answer.

- 1 I have a degree in software development and I have a diploma in interactive media design. (in addition)
- 2 They'll pay for a hotel when I arrive and they'll pay the first month's rent on a flat. (apart from)
- 3 They're going to give me a return airfare now, and they're going to pay for another return airfare in the middle of my contract. (besides)

4 WRITING An informal email

a Imagine you have some exciting news. Choose one of the topics below or your own idea. Make notes about extra things you can say about this news.

- 1 You've won a trip to a tropical island.
(How did you win it? When are you going? What have you been doing to prepare?)
- 2 You've just got a new job.
(What's the job? Why did you apply?)

b  Compare your ideas with a partner.

c Write an email to a friend explaining your good news. Use phrases to introduce new information, if possible, and try to use the present perfect and present perfect continuous.

d Work in pairs. Read your partner's email. Is their news similar to yours? Do they use phrases to add information correctly?



UNIT 2

Review and extension

1 GRAMMAR

a Underline the best answers. Then ask and answer the questions.

- What job *did you want / have you wanted* to do when you were a child?
- How long *have you used / have you been using* this book?
- How many emails *have you written / have you been writing* today?
- Have you ever *lost / been losing* your phone?
- How long *have you known / have you been knowing* your colleagues or classmates?
- Have you taken / Have you been taking* your driving test yet?

b Complete the text using the present perfect, present perfect continuous or past simple.

1 _____ (you / ever / imagine) what it's like to be a successful game designer? That's my goal.
 I 2 _____ (always / love) playing games. In fact, I
 3 _____ (play) video games since I was just three!
 I 4 _____ (leave) school at 18 and studied computer animation at university. Then I 5 _____ (work) for a software company. I 6 _____ (develop) some useful skills there, but it wasn't the right job for me.
 Then, six months ago, I got an internship at a gaming company. It doesn't pay very much, but I 7 _____ (already / gain) a lot of experience.
 I 8 _____ (work) on an idea for a game in my free time for the last six months. When it's ready, I'll present it to my company. I know I'll be a success.

2 VOCABULARY

a Complete the words.

- We have 72 e _ p _ _ _ _ s at this company. Some of them have worked here for a long time.
- We have two c _ _ d _ _ _ _ s for the job. We need to choose one.
- Schools should teach p _ _ c _ _ _ _ I skills, like cooking and driving.
- He's got great p _ _ b _ _ m-s _ _ v _ _ g skills.
- My uncle had a long c _ _ e _ _ r in the army.

b Match the words in the box with definitions 1–5.

app browser icon text message username

- a software program that allows users to find and read information on the web _____
- a word that you use along with a secret password to log in to a website _____
- a computer program designed for one purpose _____
- a small symbol on a computer screen that you point to and click on with a mouse _____
- something you write and send from one mobile phone to another _____

3 WORDPOWER look

a Match questions 1–8 with answers a–h.

- ☐ What do employers usually **look for**?
- ☐ Did you see John's office?
- ☐ What does 'disconnect' mean?
- ☐ What are you **looking at**?
- ☐ How do you feel about your trip to Moscow?
- ☐ What do you think of my new smartwatch?
- ☐ **Look out!** Didn't you see that bicycle?
- ☐ Are you coming to the meeting tomorrow?

- It **looks** good. Can I try it?
- I don't know. **Look it up** online.
- No, I have to **look after** some customers.
- I'm really **looking forward to** it.
- Someone who is reliable and hard-working.
- No! It came out of nowhere!
- No, we didn't **look around** the building.
- It's an advert for a sales job.

b Match the phrases in the box with definitions 1–8.

look + adjective look after someone/something
 look at someone/something look around (somewhere)
 look for something/someone look forward to something
 look out look (something) up

- try to find _____
- feel excited about a future event _____
- check a meaning or other fact in a book or online _____
- explore _____
- seem _____
- be careful _____
- watch _____
- be responsible for _____

c Complete the sentences with the correct form of *look* and a particle (*after, up, etc.*), if necessary. Sometimes more than one answer is possible.

- Do you like _____ trees, flowers and other plants?
- Have you ever _____ a factory?
- Do you know anyone who's _____ a job at the moment?
- Where do you usually _____ new English words?
- Do you often _____ your sister's children?
- What are you _____ to doing this year?
- Does the weather _____ good today?
- In what situation would you shout '_____!' to someone?

d Discuss the questions in 3c.

REVIEW YOUR PROGRESS

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

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

I CAN ...

- | | |
|---|--------------------------|
| talk about experiences of work and training | ☐ |
| talk about technology | ☐ |
| make and respond to suggestions | ☐ |
| write an email giving news. | ☐ |

CAN DO OBJECTIVES

- Talk about a friendship
- Talk about families
- Tell a story
- Write about someone's life



UNIT 3

RELATIONSHIPS

GETTING STARTED

a  Look at the photo and discuss the questions.

- 1 Where are the two women? What do you think they have been doing?
- 2 Do you think they have known each other a long time? Why / Why not?
- 3 What is their relationship like? Think of three words to describe it.

b Complete the sentences.

- 1 My oldest friend is ...
- 2 My closest friend is ...
- 3 When I'm old, I'll still be friends with ...

c  Talk about the people in your answers in b.

1 SPEAKING AND VOCABULARY Relationships

a Write down the names of three people you know well and show them to your partner. Ask and answer the questions about each person.

- 1 How long have you known this person?
- 2 When did you meet?
- 3 How often do you see each other?
- 4 What do you do together?

b Match the words in **bold** in sentences 1–7 with the definitions a–g. Sometimes there is more than one possible answer.

- 1 ☐ My sister and I **have a lot in common**, but we don't like the same music.
- 2 ☐ I **get on well with** most of my family, but I don't like my aunt very much.
- 3 ☐ I **have a good relationship with** my cousin. We're more like friends.
- 4 ☐ I think you really **get to know** people well when you go on holiday with them.
- 5 ☐ Most of my friends **come from the same background** as I do. We all grew up in the same neighbourhood and went to the same school.
- 6 ☐ I'm not very good at **keeping in touch** with friends when they move far away.
- 7 ☐ My longest **friendship** is with someone I met when I was eight years old.

- a to find out what someone is really like
- b to see or contact someone often
- c to be interested in the same things
- d to have someone as a friend
- e to like someone and enjoy being with them
- f to grow up in the same kind of family and/or social group
- g to find it easy to be with someone

c Use the correct form of the words and phrases in **bold** in 1b to complete the sentences. Sometimes there is more than one possible answer.

- 1 I _____ with my brother, but not as well with my sister.
- 2 My _____ with Jackie goes back to when we were at primary school.
- 3 My mother and I both love sport, so we _____ and have plenty to talk about.
- 4 I still _____ with friends from school on social media.
- 5 When I went to university, I _____ a lot of new people.
- 6 My friend Melissa and I don't _____ – she comes from a rich part of the city and I come from a poor one.
- 7 I _____ most of my colleagues, but not such a good one with my boss.

d Which sentences from 1b are true for you? Change the others so they are true. Tell your partner.

2 PRONUNCIATION Linking sounds

In a sentence, when one word ends in a consonant sound and the next word starts with a vowel sound, we often link these words. We say them without any pause between the words.

a 03.01 Listen to the sentences. Can you hear the linking between the words in **bold**?

- 1 We don't have **much in** common.
- 2 I **get on** with **most of** my family.
- 3 I'm not very **good at keeping in** touch.

b Underline the words you think will be linked in this way (consonant sound + vowel sound).

- 1 I fell in love with my husband the moment I saw him.
- 2 Kate lives in the USA, but we keep in touch online.
- 3 My friends and I have a very silly sense of humour.
- 4 I don't think a shared background is important.
- 5 My relatives are all very close.

c 03.02 Listen and check. Then practise saying the sentences.

3 READING

a Look at the headline and the photos in the article on p. 33. Answer the questions.

- 1 What do you think is the relationship between these two people?
- 2 How do you think they met?
- 3 How do you think they became friends?
- 4 Where might they be in these photos?

b Read the article and check your answers.

c Read the article again and answer the questions.

- 1 Why did Spencer stop playing the game with Rosalind? Why did he start again?
- 2 Who is Amy Butler? Why is she important in this story?
- 3 How long did Spencer and Rosalind meet for in Florida? Was their meeting a success? Why / Why not?
- 4 What kind of reaction was there on social media when Spencer posted his photos? How did Rosalind feel about this?
- 5 Choose all the words below that describe Rosalind's attitude towards life.

calm	open-minded	prejudiced
old-fashioned	positive	

60 years and 1,000 miles



How a word game brought two unlikely people together

What do a young rapper, a retired woman and an online word-game app have in common? Not much, you might think. In fact, they are at the heart of an incredible true story of friendship.

Spencer Sleyon, a New York rapper in his early twenties, and Rosalind Guttman, an elderly woman living a thousand miles away in Florida, are two people who would seem to have very little in common. And yet the pair became good friends. How did their unlikely relationship begin?

The answer is that they got to know each other online, but not through social media, as you might expect. Their friendship began completely by chance when they both started playing a popular word-game app on their mobile phones.

The two played each other almost every day and soon they also began chatting on the app. Rosalind talked about her life in Florida and Spencer spoke of his plans to move to New York and follow a music career. They soon discovered that they were not only perfect gaming partners, but they also got on really well, even though they came from such different backgrounds.

After some time, though, Spencer decided to delete the app. He was looking for a job in New York and his life was getting too busy. He just didn't have time to play any more. But before he stopped, he asked Rosalind if she had any advice for him. 'Shoot for the stars,' she told him. 'Whatever you want out of life, just go grab it!'

After he had been in New York for a few months, Spencer found he did actually have a little free time. He decided to reinstall the app and he and Rosalind started playing again. Then one day Amy Butler, the mother of one of Spencer's friends, overheard a conversation Spencer and his friends were having. He was telling them about his friendship with an 81-year-old woman who lived in a retirement village in Florida. Amy thought it would be a great idea to arrange a meeting between the two. Soon, she and Spencer were flying down to Florida to meet Rosalind. The meeting was a great success. Spencer and Rosalind found that they got on just as well face-to-face as they did online.

They only spent one day together – they had lunch in a restaurant and Rosalind showed Spencer around her neighbourhood. But when Spencer posted photos of their meeting on social media, they quickly went viral and received more than a million likes. Several newspapers even reported the story of how the pair had become friends. Rosalind said she had enjoyed the meeting, but she wasn't sure why it had become such a big story. She felt that it was quite natural that they should have a good relationship and there wasn't anything unusual about it.

And what happened next? Well, Spencer and Rosalind are still playing the word game online, but now they have a new way to keep in touch – they've become friends on Facebook.



d Discuss the questions.

- Why do you think this story went viral? Were the reasons ... ?
 - mainly positive
 - mainly negative
 - both positive and negative
- Do you know of any unlikely friendships or relationships? Think about people you know or famous people. Why are these relationships 'unlikely'?

4 GRAMMAR Narrative tenses

a Underline the correct words in the summary.

Spencer and Rosalind ¹*first got / were first getting* to know each other through playing an online word game. Rosalind was living in a retirement community in Florida. She ²*moved / had moved* there 20 years earlier, when she retired. Spencer was living in Massachusetts, but he ³*looked / was looking* for a job in New York because he wanted a career in music. Later, after he moved to New York, Amy Butler overheard Spencer talking with his friends. They ⁴*told / were telling* each other who their best friends were, and that's how she heard about Rosalind. Amy ⁵*decided / had decided* to go with Spencer to visit Rosalind in Florida. Spencer's pictures of the meeting ⁶*went / had gone* viral, and many newspapers reported the story of how they had met and ⁷*were becoming / had become* friends.

b Look at the example sentences from the summary. Which examples show ... ?

- an event that took place before another event in the story
- an activity over a period of time that gives background to the story
- events in the story

- Rosalind **was living** in a retirement community in Florida.
- Later, after he **moved** to New York, Amy Butler **overheard** Spencer talking with his friends.
- Many newspapers reported the story of how they **had met** ...

c Match the verbs in 4b to the tenses 1–4. One tense is not used.

- | | |
|-------------------|-------------------|
| 1 past simple | 3 present perfect |
| 2 past continuous | 4 past perfect |

d Find five more examples of the past continuous and three more examples of the past perfect in the article.

e Complete the story with the correct form of the verbs in brackets. Use narrative tenses (past simple, past continuous, past perfect).

I ¹_____ (meet) my friend Amy in 2015. She ²_____ (work) in a café at the time and I ³_____ (go) there often. She ⁴_____ (not be) very happy because she ⁵_____ (just / finish) a degree in art history and she couldn't find an interesting job. One day she ⁶_____ (notice) that I ⁷_____ (read) a book about Leonardo da Vinci, and we ⁸_____ (start) talking about art. We realised we had a lot in common, including a love of Italian art. A few months later, Amy ⁹_____ (hear) about an art history course in Italy, and we ¹⁰_____ (decide) to take it together. We both still live in Rome, and we love it here.

f >>> Now go to Grammar Focus 3A on p. 148.

5 SPEAKING

a Think about yourself and a close friend, or two people you know who are close friends. Prepare to tell the story of how the friendship started. Make notes about these topics:

- life before you/they first met
- what happened when you/they met
- what happened next
- things you/they have in common.

b Take turns telling your stories.

I got to know my best friend at secondary school. We had been at the same primary school, but we were in different classes.

3B

PEOPLE USED TO MIX US UP ALL THE TIME

Learn to talk about families

G *used to, usually*

V Multi-word verbs

1 READING



a Discuss the questions.

- 1 Look at the photos of the twins. Which twins are identical (they look exactly the same)?
- 2 If you are a twin, what is it like? If you are not a twin, what do you think it would be like?

b Do the quiz. Answer the quiz questions with your partner. Then check your answers at the bottom of p. 37.

QUIZ: TWIN FACTS

Do you think the following facts about twins are true or false?
Not sure? Have a guess!

- 1 There are about three chances out of 100 of twins being born – they make up 3% of the general population. **T / F**
- 2 Identical twins have exactly the same DNA. **T / F**
- 3 Mothers of twins are likely to be a bit taller than other women. **T / F**
- 4 Most twins would prefer to be an only child. **T / F**
- 5 When twins are very young, about 40% develop a language of their own. **T / F**
- 6 Many twins believe they can read each other's thoughts. **T / F**
- 7 Identical twins have the same fingerprints. **T / F**
- 8 Cândido Godói in Brazil is the twin capital of the world – between 1959 and 2008, 8% of the births there were twins. **T / F**
- 9 Many twins are left-handed. **T / F**
- 10 Film stars Rami Malek, Scarlett Johansson and Vin Diesel each have a twin. **T / F**



Rami Malek



Scarlett Johansson



Vin Diesel

c Read *Twin tales* and answer the questions.

- 1 How do Martina and Bianca feel about being twins?
- 2 Do they feel the same as each other?

d Read the article again and answer the questions.

- 1 What does Martina think was typical from their childhood?
- 2 How does Martina think she is different from Bianca?
- 3 How does Martina say they were different as teenagers?
- 4 What is Bianca's view of their childhood?
- 5 How does Bianca think she is different from Martina?
- 6 What is the 'crazy thing' that Bianca mentions?
- 7 What is the life of the twins like now?

e  If you've got a brother or sister, compare your relationship to Martina and Bianca's. If you haven't got a brother or sister, would you like to have one? Why / Why not?

2 VOCABULARY Multi-word verbs

a Look at the nine multi-word verbs in **bold** in the article. Match them to the definitions a–i.

- a to be similar to an older member of the family
- b to meet (when you have planned it before)
- c to have a friendly relationship with someone
- d to gradually have a less close relationship
- e to incorrectly think one person/thing is another person/thing
- f to remove or make shorter, using a knife or scissors
- g to spend time with a person or people you like
- h to gradually become an adult
- i to look after a child until they are an adult

b Complete rules 1–3 with the verbs in **bold**.

- I mainly **take after** my dad.
- We started to **grow apart**.
- We'd both **cut** all our hair **off**.
- We'd both **cut off** all our hair.
- We'd both **cut it off**.

- 1 Some multi-word verbs have no object (e.g., ____).
- 2 Some multi-word verbs are separable (e.g., ____).
This means that the object can go either between the verb and the particle or after the particle.
(When the object is a pronoun (e.g., *you, him, it*), it must go between the verb and the particle.)
- 3 Some verbs are not separable (e.g., ____). When we use a pronoun with these, it goes after the particle.

c  **03.06 Pronunciation** Listen to these sentences. Which word in **bold** is stressed?

- 1 Bianca is the sister I **grew up** with.
- 2 We didn't **get on with** each other very well.
- 3 We had both **cut** all our hair **off**.

We usually stress the particle in multi-word verbs, not the main verb. If the multi-word verb has two particles, we stress the first one. If the multi-word verb is separated by an object (e.g., *all our hair*), then we often stress the object.

TWIN TALES

Statistics tell us that one in every 30 people is a twin. If you're one of the other 29, you've probably always wondered what that's like. Are twins closer than other brothers and sisters? Do they know each other's thoughts? Is it fun being an identical twin, or is it annoying when people mix you up? We asked twin sisters Martina and Bianca for the inside story.

MARTINA

When people ask me what it's like being a twin, I don't really know how to answer because I've never *not* been a twin! So, Bianca is the sister I ¹**grew up** with, and that's probably no different from having an ordinary sister. We're identical twins, so when we were growing up, people used to ²**mix us up** all the time – even our parents! These days we look a little bit different and we don't wear matching clothes.

We also have different personalities. I ³**take after** my dad a lot more – we're both good at drawing and love art and films. Bianca is more into science, and she's much better at sport than I am. There's one quality we have that probably has to do with being twins. I usually know what Bianca is thinking or feeling, and it's the same for her. I suppose you could say it's a kind of telepathy.

When we were teenagers, we didn't ⁴**get on with** each other very well and we both wanted to discover our own identities, but now that we're older, we ⁵**hang out** together all the time. We talk on the phone two or three times a day and see each other once or twice a week.

BIANCA

Martina and I had a great childhood – it was so much fun. We did all the things identical twins do at some stage, like exchange classes at school and pretend to be each other. But from the beginning, we had quite different personalities. Martina has always been a bit kinder and more caring than I am, but she's often very forgetful! I'm usually a little more organised and maybe a bit more confident. Our parents understood this from the beginning and ⁶**brought us up** to be different people. Sometimes twins are treated like they're one person, but that was never the case with us.

Sometimes we do some crazy things that people think are typical of twins. We went to different colleges in different cities. Then, when we came home for the summer, we had both ⁷**cut** all our hair **off** so it was really short. But we hadn't told each other we were going to do that. Although we're very different people, we know each other well and Martina is my best friend. We usually ⁸**get together** once or twice a week. I don't think we'll ever ⁹**grow apart**.

3 LISTENING

a Discuss the questions.

- 1 Think of a family event from your childhood that you remember well. What happened?
- 2 Do family members sometimes have different memories of past events? What are some examples from your family or the family of someone you know?



b 03.07 Listen to Martina and Bianca talk about their childhood. Tick (✓) the topics where they remember the same information.

- 1 ☐ wearing the same clothes in school
- 2 ☐ talking together as children
- 3 ☐ wearing different clothes at secondary school
- 4 ☐ not liking questions from other people
- 5 ☐ their parents bringing them up well

c 03.07 Listen again for more information about the topics in 3b and make notes. Then compare with a partner.

4 GRAMMAR *used to, usually*

a 03.08 Underline the correct words in the sentences. Sometimes both words are correct. Then listen and check which form is used in the recording.

- 1 We *wore* / *used to wear* different clothes.
- 2 That's when you *started* / *used to start* wearing black.
- 3 I *hated* / *used to hate* being asked the same question all the time.
- 4 I *usually* / *used to* know what you think about things.
- 5 I *usually felt* / *used to feel* that people wanted us to compete all the time.

All answers are true except for 2, 4 and 7.

b Complete the rules with the words in the box.

always the past simple usually used to

- 1 We can use _____ to talk about events that happened only once in the past.
- 2 We can use _____ + infinitive (without *to*) to talk about past habits and states.
- 3 We can use _____ and _____ with the present simple and past simple to talk about present and past habits.

c Now go to Grammar Focus 3B on p. 148.

d Complete the sentences so they are true for you.

- 1 The whole family usually _____ once a year.
- 2 My mum/dad/parents used to _____ when I was a child.
- 3 My mum/dad/parents didn't use to _____ when I was a child.
- 4 My grandmother/grandfather/uncle/aunt used to _____.
- 5 My brother/sister usually _____.
- 6 Families in my country usually _____.
- 7 Families in my country used to _____.

e Talk about your sentences from 4d.

The whole family usually gets together once a year.

Really? How big is your family?

There are about 20 of us.

5 SPEAKING

a You are going to talk about a tradition in your family. Make notes using these questions to help you.

- What's the tradition?
- How often does it happen?
- When/Where does it happen?
- Which family members are involved?
- How did the tradition start?
- Was there anything you used to do that you don't do now?
- Do you like the tradition?
- Do you think the tradition will continue in the future?

b Tell each other about your family traditions. Are your traditions similar?

We always go out for dinner on my birthday. We used to go for pizza, but now I usually choose a Japanese restaurant – I love sushi!



1 LISTENING

a Discuss the questions.

- 1 When was the last time you bought a present for a friend or relative? What was it? Did they like it?
- 2 Do you do a lot of shopping online? Do you buy different things online and in 'real' shops? Which do you prefer?

b Look at the photo below and the words in the box. What story do you think Mark is telling Tom?

a desk Mark's dad online shopping
very small for children

c Watch or listen to Part 1 and check your ideas. What mistake did Mark make?



2 CONVERSATION SKILLS

Reacting to what people say

a Watch or listen to Part 1 again. Match Mark's comments 1–4 with Tom's replies a–d.

- | | |
|--|----------------|
| 1 ☐ You won't believe what I did. | a Great! |
| 2 ☐ It was a fantastic price, too. | b What? |
| 3 ☐ So I ordered it. | c Sounds good. |
| 4 ☐ It turned out I'd ordered a desk for a child. | d No way! |

b Match responses a–d in 2a with the descriptions below.

- 1 responding positively ____
- 2 showing surprise ____
- 3 asking for more information ____

c Underline two other ways to show surprise in the exchange below.

- A I've just bought my sister's birthday present. She loves running, so I got her a sports watch.
B Wow! That's a coincidence. I ordered one for myself yesterday.
A Really? What make did you get?

d Complete the sentences so they are true for you.

- | | |
|---------------------------|-------------------------|
| 1 I like / don't like ... | 3 I really want to ... |
| 2 Last week, I ... | 4 I haven't been to ... |

e Take turns to say your sentences and then react to what your partner says. Use the phrases in 2a and 2c.

I don't like
chocolate cake.

Really? I thought
everyone liked chocolate
cake.

3 LISTENING

a What do you think Mark did when he discovered his mistake?

b Watch or listen to Part 2. What did Mark do next? Did he get a desk for his dad in the end?

c Watch or listen again. Are the sentences true (T) or false (F)? Correct the false sentences.

- 1 The company Mark bought the desk from didn't offer a refund.
- 2 Looking on a freecycling website for a new desk was Rachel's idea.
- 3 Freecycling is where people can give away unwanted things.
- 4 Tom already knew about freecycling.
- 5 Mark is waiting for the desk to be delivered.

d Have you ever had any problems with online shopping? What happened?

4 USEFUL LANGUAGE

Telling a story

- a 03.12 Complete each sentence with one or two words. Then listen and check.
- 1 You **won't** *believe* **what** I did.
 - 2 The _____ **thing is**, it was really, really small.
 - 3 It _____ I'd ordered a desk for a child.
 - 4 But _____, I still had to find a desk.
 - 5 In the _____, Rachel suggested I try one of those freecycling websites.
 - 6 I found the perfect desk straight away, and **the** _____ **thing is** it's free.

- b Add the phrases in 4a to the list below.

- starting a story:
You'll never guess what (happened to me last week).

- adding new information:

- finishing a story (or part of a story):

- c Tell each other stories using the notes below and the phrases in 4b.

- 1
 - went to the shops
 - saw an old friend I hadn't seen for years
 - had lunch
 - she knew my wife/husband from work
- 2
 - went shopping
 - wanted new clothes for wedding
 - found perfect dress/suit
 - got 25% discount

5 PRONUNCIATION

Stress in word groups

- a 03.13 Listen to these sentences from the conversation. Notice how the speaker pauses between word groups. Use // to mark where the speaker pauses.

- 1 The funny thing is, it was really, really small.
- 2 In the end, Rachel suggested I try one of those freecycling websites.
- 3 Well, I phoned the company to explain and luckily they agreed to give me a refund.

Notice how, in each word group, one syllable is stressed more than all the others in the group. This is the main stress.

- b 03.13 Listen again. Underline the syllable in each group which is stressed more strongly than the others.

- c 03.13 Listen again and repeat the sentences.

6 SPEAKING

- a Think of an interesting thing that happened to you (or someone you know) recently. Choose from the topics below or your own ideas:

- making a stupid mistake
- meeting a new person
- going on an interesting trip

Make notes about what happened. Think about which phrases from 4a you can include when you tell your story.

- b Tell each other your stories. Make sure you react to what your partner is saying.

UNIT PROGRESS TEST

→ CHECK YOUR PROGRESS

You can now do the Unit Progress Test.

1 SPEAKING AND LISTENING

a Discuss the questions.

- 1 How much do you know about past generations of your family? Are there any interesting stories in your family history?
- 2 Do you know more about your mother's or your father's side of the family? Why?

b **03.14** Listen to Bryan talking to his cousin, Susie, about their family. Which relatives are they talking about?

c Look at the photos. How do you think Bryan and Susie's relatives met?

d Make notes about someone in your family who interests you. Why do they interest you?

e Tell a partner about the person in your family.

2 READING

a Read Bryan's email to Susie. Why did their great-grandparents decide to live in Australia?



Our great-grandparents

Hi Susie,

I've done some investigating about our great-grandparents, Mary and Joe, and how they ended up living in Australia. I told you that Joe worked as a chef on cruise ships from 1937 until 1939, when World War II started. And you know that while he was working on one of the ships, he met Mary. She was the ship's nurse.

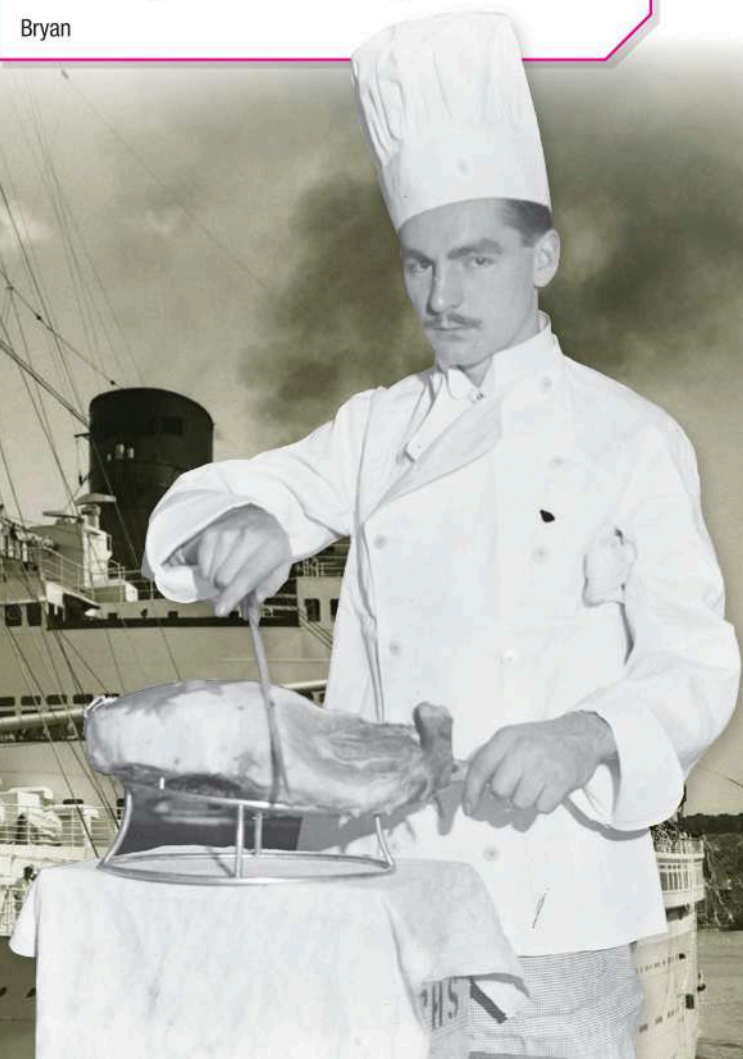
Well, apparently, that ship's destination was Melbourne. When the ship arrived, they spent a couple of days there. That's when Joe proposed to Mary and she said yes. During their stay in Melbourne, they decided that they really liked the city and that they would start a new life in Australia.

However, World War II started and Joe had to go back to England and join the British army. Meanwhile, Mary stayed in Australia because it was much safer. They were separated for several years and missed each other very much. Mary was quite lonely at first, but after a couple of months, she got a job in a hospital and made friends there – she was always very friendly and good at talking to people.

In 1946, Joe returned to Australia and they got married. Five years later, our grandmother was born. After she grew up and got married, she had two daughters – our mothers!

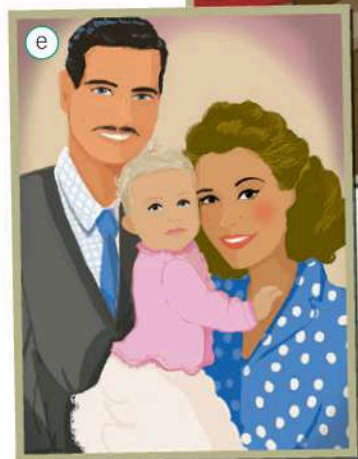
Our great-grandparents lived in the same house in Melbourne for 30 years. I found it over the summer when I was on holiday. Would you like me to take you to see the house one day?

Bryan



b Read the email again and put pictures a–e in the order they are described.

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐



3 WRITING SKILLS Describing time

a Look at the words in **bold** in the examples. Do they all describe a *point* in time or a *period* of time?

- 1 Joe worked as a chef on cruise ships **from** 1937 **until** 1939.
- 2 **While** he was working on one of the ships, he met Mary.
- 3 **During** their stay in Melbourne, they decided that they really liked the city.
- 4 They were separated **for** several years.
- 5 **Meanwhile**, Mary stayed in Australia.
- 6 I found their house **over** the summer.

b Underline the correct words to complete the rules.

- 1 We can use *while / during* before a noun or noun phrase.
- 2 We can use *while / during* before a verb phrase.
- 3 We *can / can't* use 'during' before lengths of time (e.g., six months).
- 4 *Meanwhile / Over* means 'at the same time' and is usually at the beginning of a sentence.
- 5 *Meanwhile / Over* can mean the same as 'during'.

c Underline the correct words.

- 1 I lived alone *from / until* 2012 *from / until* I got married.
- 2 I worked as a chef *while / during* the 1990s.
- 3 I usually go abroad *over / from* the winter months.
- 4 I lived in Singapore *while / meanwhile* I was working for the government.
- 5 I had a job in Ankara *from / for* about two years.
- 6 *Meanwhile / While*, my sister was living in Pattaya.

d Complete the sentences from another life story.

- 1 He was a soldier in the army _____ five years.
- 2 He went to India twice _____ he was working on the ship.
- 3 He was in Italy _____ 1943 until 1945.
- 4 She was in Rome for about six months. _____, her husband stayed in Milan.
- 5 From 1950 _____ two years later, he worked as a chef in an Italian restaurant.

e Make notes about some important events in your life (e.g., your job, your studies, your activities).

Over the summer, I worked at a swimming pool.

I started work four years ago. Meanwhile, I was studying for a degree.

f Take turns to read your events to your partner. Ask questions to find out more.

4 WRITING

a You are going to write a biography of someone you know or know about. Choose a person and make notes about the topics below.

- 1 why this person is important to you
- 2 what you remember most about this person
- 3 what the key events in this person's life are

b Write the biography. Use words and phrases to describe time (*from, while, etc.*).

c Work in pairs. Read your partner's biography. Do they use time words correctly? Ask a question about the person they described.

UNIT 3

Review and extension

1 GRAMMAR

a Complete the sentences with the past simple, the past continuous or the past perfect form of the verbs.

- When I _____ (get) home, everyone _____ (wait) for me. My family and friends _____ (plan) a surprise party for my birthday!
- When I _____ (wake up) this morning, I _____ (be) shocked. The wind _____ (blow) a tree down and it _____ (block) the front door.
- As soon as the doctor _____ (show) me the X-ray, I _____ (know) I _____ (break) my leg.
- As I _____ (sit) on the grass, I _____ (realise) that I _____ (wear) socks that _____ (not match). I _____ (feel) very silly.

b Underline the correct words.

- We *occasionally* / *used to* had a big family party.
- My parents *used to give* / *gave* me a bike on my eighth birthday.
- Did you *used* / *use* to be shy when you were a child?
- Terry and his twin brother *always wear* / *used to wear* the same clothes. They wear matching outfits to work and at home.
- My sister and I *always used to walk* / *walked always* home from school together when we were young.
- My aunt doesn't *used to* / *usually* celebrate her birthday, but I always phone her.
- I didn't *use to* / *hardly ever* like George, but now we're best friends.
- My grandfather says, 'Young people *used to be* / *always were* more polite than they are now.'

2 VOCABULARY

a Complete the sentences with the correct word.

- Do you have a lot in _____ with your brother?
- We became friends at university and our _____ lasted for 50 years.
- Will you keep in _____ after you move to Lima?
- He comes from the same _____ as I do. Our childhoods were very similar.
- I get _____ well with most people I meet.

b Complete the sentences with a multi-word verb that has a similar meaning to the words in brackets.

~~bring~~ cut grew grow hang
apart off out ~~up~~ up

- It's a book about how to bring up children. (raise)
- When did he _____ all his hair _____? (remove)
- Where did you _____? (live when you were a child)
- We used to be good friends, but we _____ when she changed schools. (become less close)
- I often _____ with Martin and his cousin. (spend time relaxing)

3 WORDPOWER *have*

a Complete the conversations with sentences a–g.

- Yes, we did, but we **had an accident** in the car we hired.
- Yes, I did. Well, I **had a go**. I wasn't very good!
- Shall we **have lunch** at a restaurant today?
- Neil **has three brothers**, doesn't he?
- I **have no idea**. What Spanish restaurant?
- Does he **have brown eyes and a beard**?
- You should **have some lessons**.

A 1 _____

B Yes, but I only know the oldest one, Carl. I sometimes **have a bite to eat** with him after work.

A 2 _____

B Yes, he does.

A How was your holiday? Did you **have fun**?

B 3 _____

A 4 _____

B Yes, I'd like that. Where's that new Spanish restaurant?

A 5 _____

B It's a new place. Let's go into town and **have a look**.

A How was the wedding? Did you dance?

B 6 _____

A 7 _____

B Yes, maybe I will.

b Add the phrases with *have* in **bold** in 3a to the table.

eating/drinking	possession	experience	other phrases
		<i>have fun</i>	

c Complete the sentences with the correct form of *have* or *have a/an*.

- When was the last time you _____ special meal?
- Are any of your friends or family _____ language lessons at the moment?
- Do you usually _____ breakfast with your family or on your own?
- Have you ever _____ accident in a car or on a bike?
- Did you _____ good time last weekend? Why / Why not?

d  Ask and answer the questions.

REVIEW YOUR PROGRESS

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

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

I CAN ...

talk about a friendship	☐
talk about families	☐
tell a story	☐
write about someone's life.	☐

CAN DO OBJECTIVES

- Describe people and their abilities
- Describe feelings
- Offer and ask for help
- Write an informal online advert



UNIT 4

PERSONALITY

GETTING STARTED

a  Look at the photo and discuss the questions.

- 1 What three words would you use to describe the child on the right?
- 2 What three words would you use to describe the other child?

b  Discuss the questions.

- 1 Who in your family is most similar to you in personality? What is that person like?
- 2 Which of your friends is most different from you in personality? What is that person like?

1 READING AND VOCABULARY

Ability

a Write down three things you were good at as a child. Think about sport, school subjects, art and music or other skills.

b  Talk about what you were good at.

I was good at drawing people's faces. I won a prize in a drawing competition when I was ten.

c Read *When will I be famous?* What problems did Christian Bale have? How does he feel about his success now?

d Read the article again and underline the correct words.

e Complete the table with the words you chose in the text.

adjective	noun / noun phrase	verb
successful	ability	

f Complete each sentence with the preposition *about*, *at*, *to* or *towards*. Sometimes more than one answer is possible.

- She is **good** _____ making friends.
- I'm not very **talented** _____ art.
- It's important to have a **positive attitude** _____ your work.
- She has the **ability** _____ pass exams without even trying.
- He is **confident** _____ his ability to pass the exam.

g Complete the sentences so they are true for you.

- It's important to have a positive attitude and not give up because ...
- I'm talented at ...
- I'm not very good at ...
- If you want to be successful in life, you need to ...
- One of my biggest achievements was ...

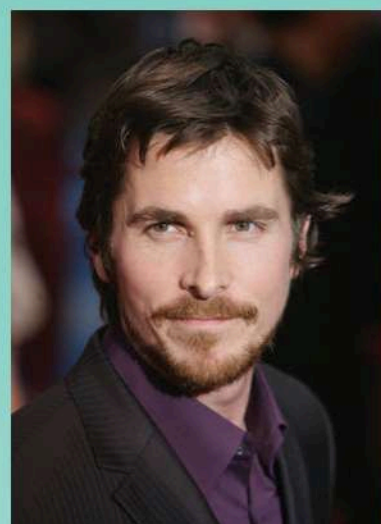
h  Talk about your sentences in 1g.

When will I be famous?

Who remembers Mara Wilson and Jake Lloyd? Both were big stars as children in films like *Matilda* (Wilson) and *Star Wars: The Phantom Menace* (Lloyd) but neither had successful film careers in later life. Read about one child star who did make it ...

The Dark Knight, *The Big Short*, *Vice* – ¹successful / confident films starring Christian Bale. He's now thought of as one of the world's biggest stars, but his was a career that almost ended before it began. The story of how this ²talented / positive performer went from promising child actor to Hollywood leading man is itself like something from a film.

Bale had an unusual childhood – his father was an entrepreneur* and his mother was a circus performer, so they moved around a lot. As a young boy, Christian was good at ballet and playing the guitar, but it was his sister's interest in theatre that first gave him the idea of trying acting. From early on, it was clear he had real ³achievement / ability. Although he was a(n) ⁴intelligent / successful child, school work didn't interest him nearly as much as performing.



Christian's first acting role was in a TV advert, when he was just eight years old. Further roles in TV dramas followed, before his big break in 1987, playing the lead in Steven Spielberg's *Empire of the Sun*. Despite his early ⁵achievement / ability, he didn't always enjoy the film star attention he received. He almost decided to ⁶give up / achieve acting, until a director offered him a role in a film version of Shakespeare's *Henry V*. This experience gave him a more ⁷positive attitude / positive success towards his profession.

Bale left school when he was 16 years old and he was ⁸determined / confident to become a successful actor. In the 1990s, he played a wide range of characters from romantic hero to rock star. Then, in 2005, he starred in Christopher Nolan's film *Batman Begins*. The rest, as they say, is history. Nowadays, Bale is famous as one of Hollywood's best 'method' actors, meaning he often changes his appearance or body shape for a film. He also manages to change his personality and 'become' the person he is playing.

Despite all his success, he's still not ⁹confident / talented that he will continue to get roles and worries about where the next job will come from.

***entrepreneur** (n) someone who starts their own business

2 LISTENING

- a **04.01** Listen to a radio programme about age, talent and success. Complete the table.

Name	What do they have a talent for?	Did they show this talent at a young age?	At what age did they first become famous or successful?
Tsung Tsung			
Lionel Messi	playing football		
Vivienne Westwood			
Andrea Bocelli	singing		

- b **04.01** Listen again. Are the sentences true (T) or false (F)?

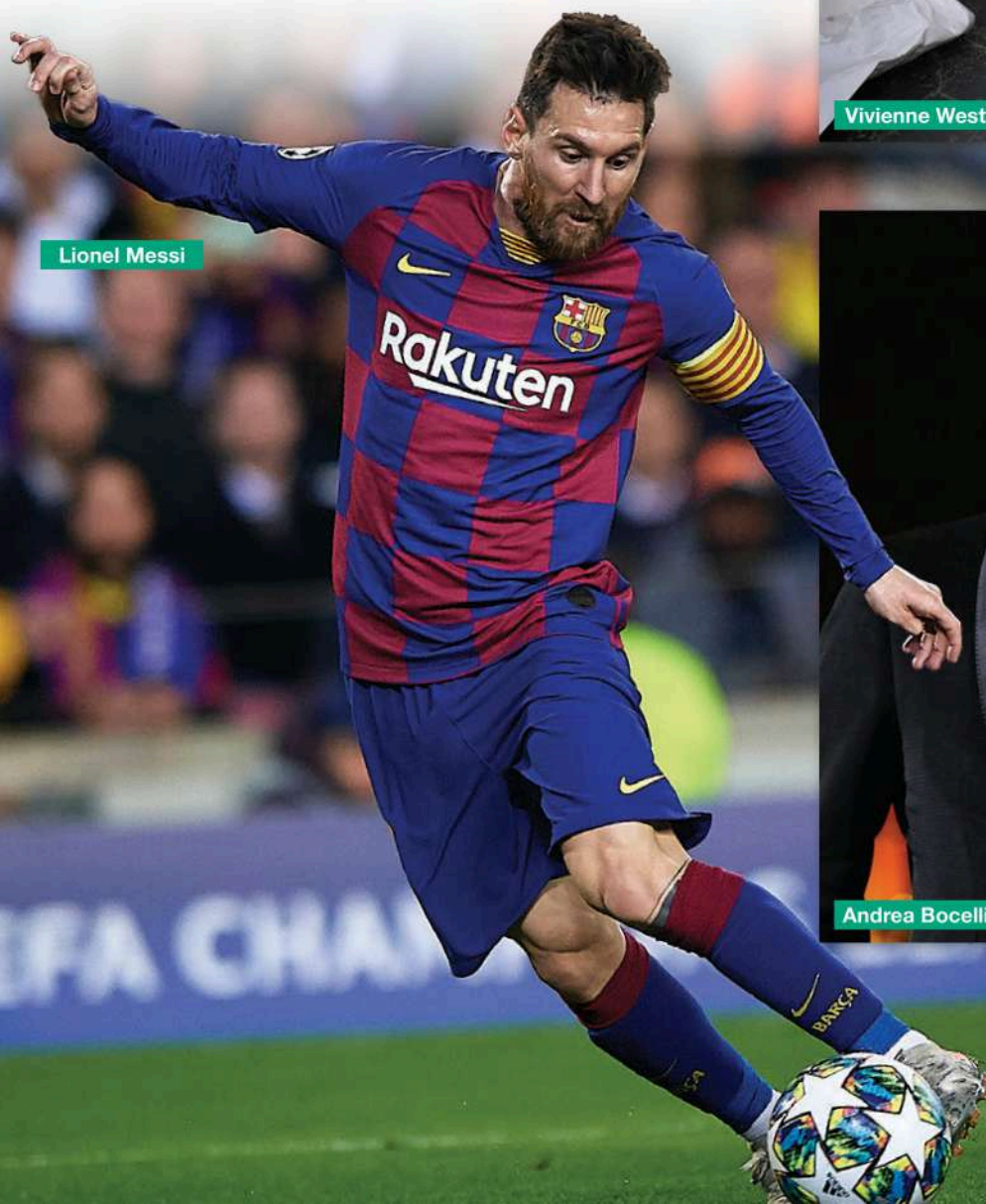
- 1 Tsung Tsung first became famous when he appeared on a TV programme.
- 2 As a boy, Messi could play football better than the older boys.
- 3 A recent study showed that most talented children do much better than other adults when they grow up.
- 4 Vivienne Westwood was a teacher before she became a successful designer.
- 5 Bocelli's solo classical album became an international success when he was in his forties.
- 6 Ed believes that talented people don't usually make mistakes.

- c **04.01** Do you agree with these statements?

- 1 Talented children don't succeed as adults because they don't develop good social skills.
- 2 It's better to be successful when you are young – you can enjoy it more.
- 3 If you want success in a creative job, hard work is more important than talent.



Vivienne Westwood



Lionel Messi



Andrea Bocelli

3 GRAMMAR Modals and phrases of ability

a Underline the words and phrases used to talk about ability in these sentences.

- 1 Tsung Tsung could play the piano when he was three.
- 2 He said his dream was to be able to play like Mozart.
- 3 He was so good that he was able to join the Barcelona junior team when he was 11.
- 4 Less than 5% managed to become very successful adults.
- 5 He's been able to sing well since he was a child.
- 6 Say to yourself: 'I can do it!'
- 7 They'll be able to do it when they're a bit older.

b Look at the sentences in 3a. Complete rules 1–5 with the words in the box.

be able to can will be able to
could manage to was/were able to

- 1 We use _____ and *be able to* to talk about ability in the present.
- 2 In the past, we usually use _____ to talk about general ability and _____ to talk about a single time.
- 3 There is no present perfect or infinitive form of *can*, so we use forms of _____ instead.
- 4 We can't say 'will can', so we say _____ instead.
- 5 The verb _____ means to succeed in doing something difficult.

c **04.02 Pronunciation** Listen to this sentence from 3a. Which is stressed more: *could* or *play*?

Tsung Tsung could play the piano when he was three.

d **04.03** Now listen to this sentence. Which word is stressed the most?

Say to yourself: 'I can do it!'

e Underline the correct words in the rules below.

- 1 We usually / don't usually stress words and phrases that talk about ability, unless we are emphasising something.
- 2 We usually / don't usually stress the main verb we are focusing on (e.g., *play the piano*).

f Complete the sentences with forms of *can*, *could*, *be able to* and *manage to*. More than one answer may be possible.

- 1 I took my exam today and I _____ finish all the questions before the end.
- 2 After trying for 20 minutes, we _____ open the door.
- 3 I've _____ ski since I was five years old.
- 4 Lisa _____ already read simple books when she was three years old.
- 5 I live near the sea, but I _____ swim.
- 6 My Spanish is getting better. I'll _____ speak to my Spanish friends on the phone soon.

g **»»** Now go to Grammar Focus 4A on p. 150.

h Make notes about these topics.

- 1 three things you could do when you were a child that you can't do now
- 2 two things you managed to do after a lot of hard work
- 3 one thing you want to be able to do better in the future
- 4 two things you didn't manage to do last week because you had no time

i **»»** Talk about the topics in 3h. Ask each other questions to find out more information.

4 SPEAKING

a Think about ways in which you have succeeded (e.g., learned a new skill, passed an exam, solved a problem). Tick (✓) the things that helped you to be successful.

☐ a positive attitude

☐ patience

☐ working long hours

☐ knowing the right people

☐ good luck

☐ good health

☐ talent

☐ support from friends and family

☐ self-confidence

☐ intelligence

b **»»** Which of the things from 4a helped you to be successful? Which do you think are the most important?

My parents helped me a lot when I was at university. You definitely can't succeed without the support of your family.



4B

ARE YOU AN INTROVERT?

Learn to describe feelings

G Articles

V Personality adjectives

1 SPEAKING AND READING

a Discuss the questions.

- 1 Do you prefer spending time alone or with other people?
- 2 Do you think you are an extrovert (confident and sociable) or an introvert (quiet and happy to be alone)?

b Complete the quiz and compare your answers with your partner. Then go to [p. 128](#) to see your results. Do you agree with them?

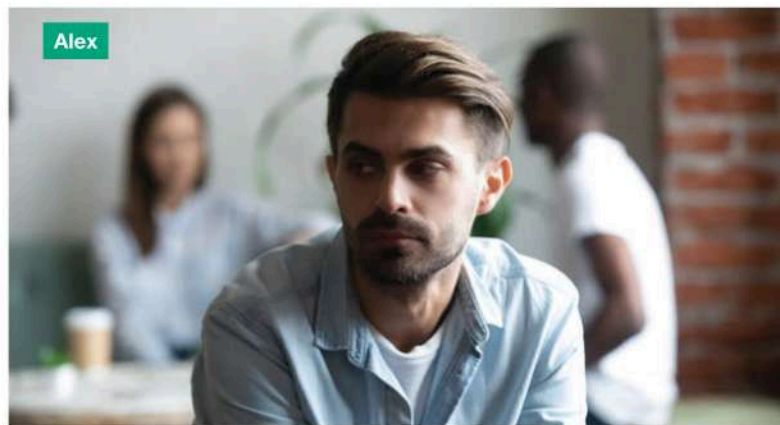
2 LISTENING

a Discuss the questions.

- 1 Do you think you can tell whether a person is an extrovert or an introvert from their appearance? Think about the following topics.

body language clothes hairstyle make-up

- 2 Look at these people. Which person seems outgoing and sociable and which person seems serious and reserved? Why?



b **04.05** Listen to the two people. What number do you think they are on the scale on [p. 128](#)?

c **04.05** Listen again. What do Kate and Alex say about the topics below?

Kate:

- 1 parties
- 2 being alone
- 3 other people's opinions of her
- 4 speaking in public

Alex:

- 1 parties
- 2 being alone
- 3 making people laugh
- 4 chatting with people

QUIZ

Are you an INTROVERT?

Read each statement and tick **Yes** or **No**.

1 I can be alone for a long time without feeling lonely.
Yes ☐ No ☐

2 In class, I prefer listening to talking in groups.
Yes ☐ No ☐

3 I express myself better in writing than speaking.
Yes ☐ No ☐

4 I don't always answer my phone when it rings.
Yes ☐ No ☐

5 I prefer working on my own or in a small group of people.
Yes ☐ No ☐

6 I don't like other people seeing my work before I've finished it.
Yes ☐ No ☐

7 People often describe me as quiet.
Yes ☐ No ☐

Number of Yes answers =

3 VOCABULARY Personality adjectives

a Match words 1–8 with definitions a–h.

- | | |
|--|---|
| 1 ☒ sociable | a likes talking a lot |
| 2 ☐ outgoing | b not confident with other people |
| 3 ☐ talkative | c full of energy |
| 4 ☐ shy | d quiet and doesn't laugh a lot |
| 5 ☐ reserved | e likes being with other people |
| 6 ☐ lively | f feels emotions deeply and often easily upset |
| 7 ☐ serious | g doesn't show what they're feeling or thinking |
| 8 ☐ sensitive | h friendly and interested in meeting new people |

b Which adjectives would you use to describe Kate and Alex? Why?

c Read about these people. Which adjectives would best describe them? Sometimes more than one answer is possible.

- 1 Lisa loves romantic poetry. It often makes her cry. _____
- 2 Louis doesn't say much when he's with people he doesn't know. _____
- 3 Stefan always has something to say. _____
- 4 Jon loves parties and meeting new people. _____
- 5 Anna doesn't talk to many people, but you can have an interesting discussion with her. _____

d Which adjectives in 3a best describe you? Explain your choices.

4 READING

a Look at the four photos of famous people. Then answer the questions.

- 1 What do you know about these people?
- 2 Do you think they were/are introverts or extroverts? Why?

b Read *Why the world needs introverts* quickly to check your ideas.

c Read the article again and answer the questions.

- 1 What is the attitude that Susan Cain calls the 'Extrovert Ideal'?
- 2 How do people organise classrooms and offices to make them better for extroverts?
- 3 How are extroverts useful to introverts?

d Discuss the questions.

- 1 Do people in your culture think that being quiet is a good thing? Why / Why not?
- 2 Are schools and offices in your country designed for extroverts? How?

Why the world needs *introverts*

It's good to be sociable! It's good to be confident! It's good to be loud! In her book *Quiet*, Susan Cain points out how deeply this belief is held by society. Very often the qualities of extroverts – being active and lively, making quick decisions and working well in a team or group, for example – are valued more than the shy, serious and sensitive qualities of introverts.

Susan Cain calls this attitude the 'Extrovert Ideal'. In her book, she looks at the way society places such value on the Extrovert Ideal that many modern schools and workplaces are built around it. Desks in classrooms are pushed together so students can work in groups more easily. In Europe and the USA, employees are frequently put in shared offices so they can work in teams. Students and employees are also expected to be confident and talkative.

Why are the needs of introverts ignored in this way when introverts have so much to offer? Introverts need

less excitement around them than extroverts, it's true, but that doesn't make them less exciting people. Many of the world's greatest ideas, art and inventions have been produced by introverts. The Indian leader Mahatma Gandhi was an introvert, as were the artist Vincent van Gogh and the physicist Albert Einstein.

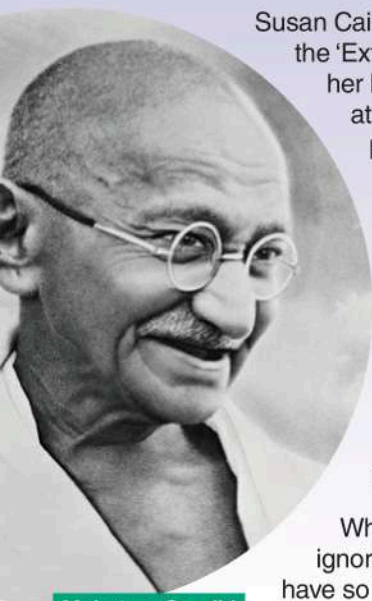
Then there was Rosa Parks, who helped start the US civil rights movement in 1955 by bravely and quietly saying no when a white passenger wanted to sit in her seat on a bus.

Famous introverts in modern times include Angelina Jolie and Lorde. Jolie, a hugely successful actor, supports charities that help people in war zones. She describes herself as an introvert, saying she loves to spend time alone or with small groups of people because it helps her develop as a person.

And despite seeming incredibly comfortable on stage, pop singer Lorde also sees herself as an introvert and says she is 'really a shy, library person'.

But let's not forget that we need extroverts, too – because introverts can come up with great ideas but they may need help in communicating those ideas to the world. Songwriters need singers. Designers need salespeople. In other words, extroverts and introverts need each other.

Mahatma Gandhi was an introvert, as were Vincent van Gogh and Albert Einstein.

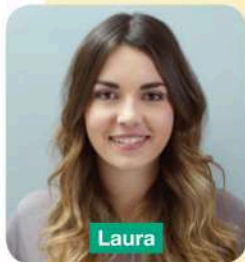


Mahatma Gandhi

5 GRAMMAR Articles

- a Read Laura's post. Which personality adjectives in 3a do you think best describe ... ?

a Laura b her husband



Laura

I have always been ¹an introvert. At ²school, I was really shy, and I have always preferred to spend hours alone with ³a good book or to go for a long walk. I hate ⁴clubs and groups. For example, I went to ⁵a birthday party last week and I felt really nervous. But I tried to look happy at ⁶the party because I didn't want people to think I was strange.

My husband is totally different. He's ⁷the friendliest person in ⁸the world. He loves going out and being with people. Every so often he says to me, 'You really don't like ⁹people, do you?'

- b Match the examples in Laura's post (1–9) with the descriptions (a–h). Sometimes more than one answer is possible.

a, an

- a one of several people or things (*I bought **a** new car.*)
 b when we mention a person or thing for the first time (*They have **a** boy and **a** girl.*)
 c one of a particular type or group (*He's still **a** child.*)

the

- d when it is clear which one we are talking about (*I'm going to **the** supermarket.*)
 e when there is only one of something (***The** sun was shining.*)
 f when we mention a person or thing again, especially to make it clear which one we mean (*They have a boy and a girl. ... **The** boy is 10 ...*)

no article

- g to talk about people or things in general (*I never play **video games**.*)
 h in some fixed phrases about places (*Are they at **home**?*)

c >>> Now go to Grammar Focus 4B on p. 150.

- d Write a short paragraph about one of the topics below. Try to use articles correctly.

- someone you know who is an extrovert/introvert
- an interesting book you would recommend
- a famous person you admire

- e Read and check your partner's paragraph. Are there any mistakes with articles?

6 SPEAKING

- a Choose one of the topics below. Make brief notes about the person. Include some of the adjectives from 3a.

- someone you know who is an extrovert/introvert
- a famous person you admire
- a person in your family you admire

- b Work in groups. Tell other students in your group about the person you chose and answer any questions.

- c Tell the class about one of the people you talked about in your group.



Rosa Parks



Angelina Jolie



Lorde



1 LISTENING

a Discuss the questions.

- 1 Do you think that you're a helpful person?
Why / Why not?
- 2 Do you know anyone who's
very helpful? Have they
helped you?

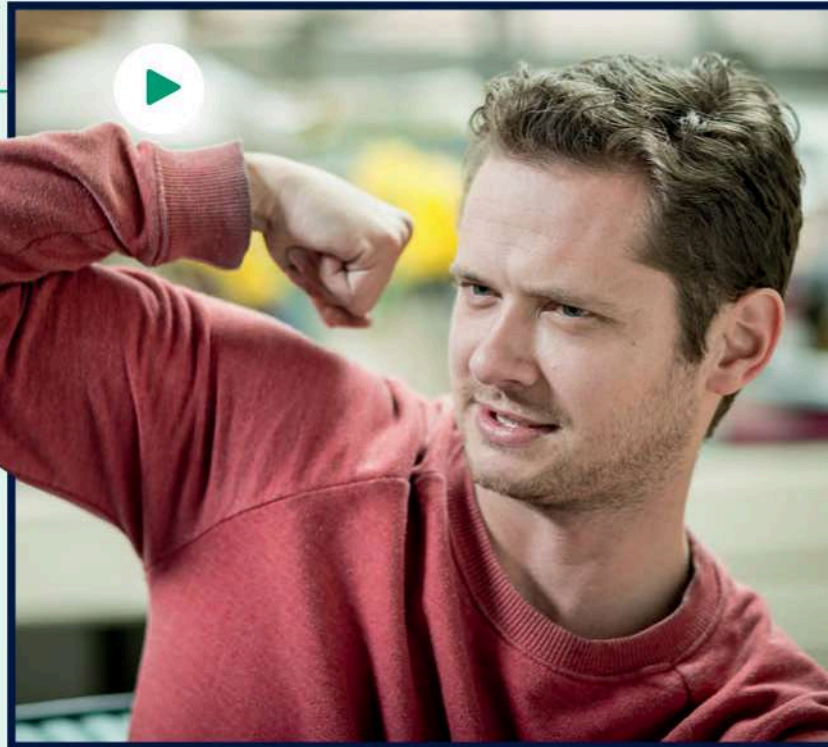
b Look at the photo. What do
you think Tom is offering to do to help?

c 04.07 Watch or listen to Part 1 and check
your answers to 1b.

d 04.07 Watch or listen to Part 1 again.
Underline the correct answers.

- 1 Becky is showing Rachel photos of her *holiday* / *house*.
- 2 Rachel asks Becky to take photos for *her website* / *fun*.
- 3 Mark is going to *buy* / *pick up* the desk on Saturday.
- 4 Becky suggests that *Mark goes alone* / *Tom helps Mark*.

e What favour do you think Tom might ask Rachel?



2 CONVERSATION SKILLS

Question tags

a 04.08 Listen to the questions below and look at the
question tags in **bold**. Match the question tags with uses
a or b.

- 1 ☐ That's the hotel you stayed in, **isn't it**?
- 2 ☐ You know I'm making a new website, **don't you**?

- a a statement checking something you already think is true
b a real question

b Match 1–4 with a–d to complete the rules.

- | | |
|---|--|
| 1 ☐ We usually use a positive
question tag | a after a positive sentence. |
| 2 ☐ We usually use a negative
question tag | b after a negative sentence. |
| 3 ☐ If there is an auxiliary
verb (<i>do/have/be</i>), and <i>be</i> is
not the main verb, | c use <i>do/don't</i> in the
question tag. |
| 4 ☐ If there is no auxiliary verb,
and the main verb isn't <i>be</i> , | d use the auxiliary verb in
the question tag. |

c Complete the question tags.

- 1 You don't drink coffee, _____?
- 2 It's cold in here, _____?
- 3 You've eaten, _____?
- 4 It was you I saw, _____?
- 5 Steve's gone to France, _____?
- 6 You didn't come to class yesterday, _____?

3 PRONUNCIATION

Intonation in question tags

a 04.09 Listen to this sentence. Here,
the speaker thinks she knows the
answer. Does the intonation go up or
down on the question tag?

That's the hotel you
stayed in, isn't it?

b 04.10 Now listen to the same
sentence with a different intonation on
the question tag. This time, the speaker
isn't sure about the answer. It is a real
question. Does the intonation go up or
down on the question tag?

That's the hotel you
stayed in, isn't it?

4 LISTENING

- a 04.11 Watch or listen to Part 2 and underline the correct words.
- Tom wants Rachel to help him to *ask Becky to marry him / buy a ring*.
 - Rachel *agrees / refuses* to help Tom.
- b Look at the photo. What do you think is happening?
- c 04.12 Watch or listen to Part 3 and check your ideas.
- d Which of these things have you done to help a friend? Were you happy to do it? What happened?
- move furniture / help them move house
 - use your creative skills (e.g., taking photos)
 - talk through a problem they have
 - buy a present
 - give them a lift in your car

5 USEFUL LANGUAGE

Offering and asking for help

- a 04.13 Complete each sentence with one word. Listen and check.
- Do you think you _____ take them?
 - Do you _____ a hand?
 - Could I _____ you a favour in return?
 - So what do you _____?
 - I _____ if you could come with me to buy the ring.

- b Add the phrases in **bold** in 5a to the table.

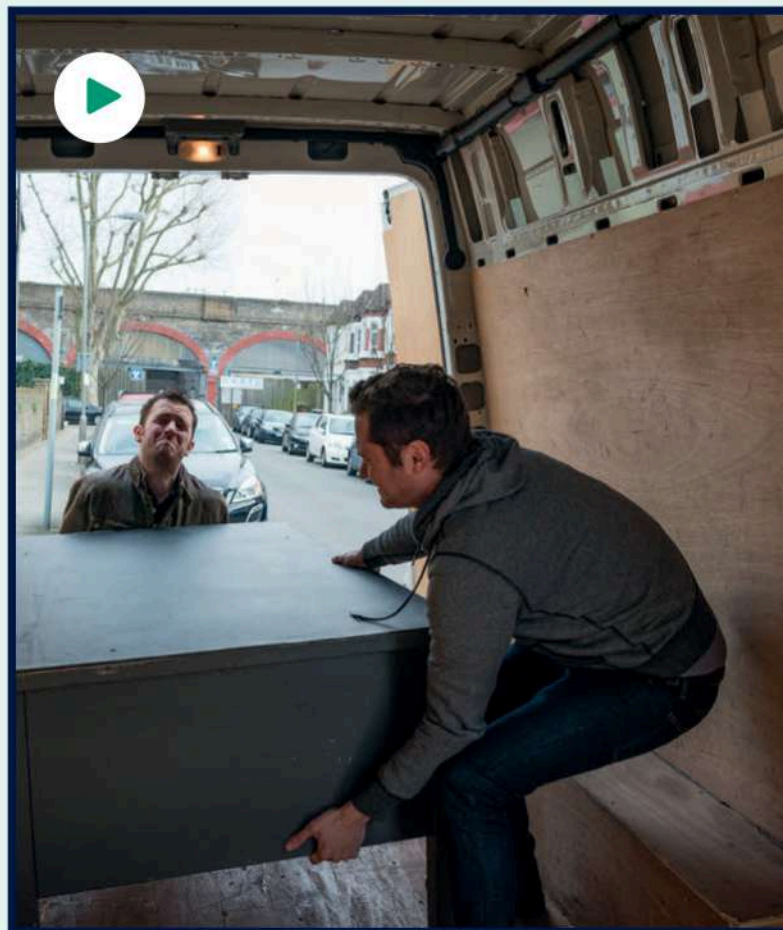
Offers to help	Asking for help

- c Add these questions to the table in 5b.

- Can you do something for me?
- Can you give me a hand (with something)?
- Is there something I can do?
- How can I help you?

- d Complete the conversations with the phrases in 5b. There may be more than one answer.

- A I'm having a fridge delivered this evening.
B _____?
A No, it's fine, thanks.
- A _____ with this report?
B Of course, what do you need?
A _____ check it and see if it makes sense?
- A _____?
B Depends what it is.
A _____ look after my plants while I'm away.



6 SPEAKING

- a **Communication 4C** Student A: Go to 6b below. Student B: Go to p. 128.
- b You are going to have two conversations offering and asking for help. Read the information and think about what you are going to say.

Student A

- You need some help to buy a new computer. You think Student B knows about computers. You would like Student B to come shopping with you.
- You have a big car. Student B would like your help with moving some furniture. You are free at the weekend, but you aren't free on Friday.

- c Have conversations using the language in 5b.

UNIT PROGRESS TEST

→ CHECK YOUR PROGRESS

You can now do the Unit Progress Test.

1 SPEAKING AND LISTENING

- a Discuss the questions.
- Which of these things do you usually prefer to do on the Internet?
 - buy or sell things
 - book trips or holidays
 - meet other people or join groups
 - find work
 - What do you think are the advantages and disadvantages of using the Internet for these things?
- b 04.14 Listen to three people talking about websites they have used. What is the purpose of each website?
- c 04.14 Listen again. What do the speakers in brackets say about each topic?
- how she travelled in India (Sheena)
 - her personality (Sheena)
 - earning money (Alya)
 - teaching children (Alya)
 - his skills (Brad)
 - being serious (Brad)
- d Would you use websites like these? Why / Why not?

2 READING

- a Read adverts a–c quickly. Which of these topics does each advert mention?
- dates or times money travelling types of people work
- b Read the adverts again and answer the questions.
- Advert a**
- Where is the trip?
 - How many people are they looking for?
 - What kind of person are they looking for?
- Advert b**
- What are the main responsibilities of the job?
 - When does the work start?
 - What kind of person are they looking for?
- Advert c**
- What does the job involve?
 - What experience is needed?
 - How long is it for?

b

VC
Volunteer Community Project

home about us community projects accommodation applications



Volunteer needed

Duties include teaching English, art, maths, etc., as well as leading educational play groups. Support will be given by local teachers or project staff. Occasionally, volunteers will be asked to help with domestic duties such as preparing meals and keeping the classrooms and gardens clean to help create a happy and healthy atmosphere for the children.

Volunteers should be available to start work next month. No qualifications required, but candidates should have a positive and outgoing personality and be good with young children.

Please send a CV and a short personal profile.

a TRAVELGROUPS

Home Profile Account

North India and the Himalayas – come and join us in October!

Hi there,

We're planning a trip to North India and the Himalayas this October and we're looking for people to join us.

We'll be doing some climbing (not too much!) and also travelling around North India. We're meeting up in Delhi in mid-October and spending about four weeks on the road.

We're looking for one or two people, male or female, under 30, reasonably fit, and able to live cheaply. Climbing experience preferred (and experience in India would be good, too). Ideally you should be sociable and not too serious.

If this sounds like the trip for you, send a reply plus a photo and we'll get back to you!

Cristina, Matt and Rob



3 WRITING SKILLS The language of adverts

- a** Read about the language used in the adverts. Which adverts do sentences 1–6 describe? Write *a*, *b* or *c*.
- Sentences start with *we* or *you*. a, c
 - Sentences start with impersonal nouns like *jobs* or *duties*. _____
 - Sentences use formal words like *candidates* or *volunteers*. _____
 - Passive verb forms are often used. _____
 - The advert uses conversational expressions (e.g., *Hi there*, *get back to*, *fixing things*). _____
 - Some sentences and phrases end in exclamation marks. _____
- b** Which features in 3a make the adverts seem ... ?
- more personal and friendly
 - more impersonal and official
- c** Look at advert a. What is the purpose of each section? Match sections 1–4 with these descriptions.
- ☐ tells the reader what to do next
 - ☐ gives details of the situation (work, travel, plans, etc.)
 - ☐ shows briefly what the advert is about
 - ☐ says what kind of person they're looking for

- d** In adverts and messages, we often use fixed 'reduced' expressions. Find expressions in the adverts that mean the following:
- You don't need any experience.
 - We'd prefer a person with climbing experience.
 - We need a volunteer.
 - We don't require you to have any qualifications.
- e** Look at some more examples of reduced expressions in writing. How can you express the same ideas in full sentences?
- Assistance urgently needed.
 - Driving licence required.
 - Male or female under 40 preferred.
 - Accommodation included.

4 WRITING An informal online advert

- a** Write an advert. Choose one of these situations.
- You're travelling somewhere and you want more people to join you to make a group.
 - You're organising charity work and you want some volunteers to help you.
 - You want to employ someone to work for you for a couple of weeks.
- Follow this plan.
- Create a heading to draw attention to the advert.
 - Describe the situation (the job, your plans, etc.).
 - Say what kind of person you're looking for.
 - Ask for a reply.

- b** Read and check your advert.
- Do you think it's too formal, not formal enough or about right?
 - Have you used any reduced expressions?
- c** Read another student's advert and write a reply.
- Say you're interested.
 - Give details about yourself.
 - Ask any further questions.

SHORT WORK

Home Profile Account

Wanted – help with garden and house

We're a big family (three small children) and we need help with work on our garden and house for two weeks.

Jobs that need doing include general work in the garden, painting in the house and fixing minor electrical problems.

No experience needed, but you should be good at fixing things and willing to work hard. Payment to be arranged.

Reply to: Mel and Nick



UNIT 4

Review and extension

1 GRAMMAR

a Tick (✓) the correct sentences. Sometimes both are correct.

- 1 ☐ a I can kick a ball, but I can't play football!
☐ b I manage to kick a ball, but not manage to play football!
- 2 ☐ a Were you able to answer all the questions?
☐ b Did you manage to answer all the questions?
- 3 ☐ a Unfortunately, I couldn't relax.
☐ b Unfortunately, I wasn't able to relax.
- 4 ☐ a You need to can swim.
☐ b You need to be able to swim.

b Underline the correct words. (Ø means 'no article'.)

The COLOURFUL WORLD of AELITA ANDRE

Aelita Andre is ¹a / Ø young artist from Melbourne, Australia. She loves ²the / Ø colours and her paintings are bright and wild. She sometimes adds ³the / Ø small toys to her pictures, such as plastic dinosaurs and butterflies.

⁴A / The young painter has already earned a lot of money, and ⁵Ø / the people have described her as 'the youngest professional artist in ⁶Ø / the world'. When Aelita was five, her work was on display in ⁷the / an art gallery in New York.

Aelita's mother says, 'You know how ⁸Ø / the young children paint for a few minutes and then lose interest? When Aelita was two, she often painted for an hour without stopping.'



c Complete the questions with a, an, the or Ø. Then ask and answer the questions.

- 1 Do you like spending time in ____ countryside?
- 2 How many times ____ year do you go to ____ cinema?
- 3 Can you remember ____ first time you went to school?
- 4 Have you ever called ____ police?
- 5 Did you go anywhere interesting ____ last week? If so, where?
- 6 Can you play ____ piano or any other musical instrument?
- 7 Would you like to be ____ artist? Why / Why not?

2 VOCABULARY

a Underline the correct words. Which sentences are true for you?

- 1 People think I'm *talented* / *confident*, but in fact I'm very shy.
- 2 I'd like to be a *determined* / *successful* businessperson.
- 3 I've already *succeeded* / *achieved* a lot of my goals.
- 4 I'm very *patient* / *bright* with young children.
- 5 I'm very *talkative* / *sensitive*, so people often tell me to be quiet.

b Complete the sentences with *ability*, *attitude*, *confident* or *good* and a preposition.

- 1 I'm not very ____ languages. I only speak English.
- 2 How ____ are you ____ passing your driving test?
- 3 I used to have a positive ____ my job, but now I don't care much.
- 4 You need the ____ solve problems to be a good project manager.

3 WORDPOWER so and such

a Match statements and questions 1–6 with responses a–f.

- 1 ☐ How many people were in the group?
 - 2 ☐ Julie works **so** hard!
 - 3 ☐ How many pages have you written?
 - 4 ☐ Simon's a bit of an introvert, isn't he?
 - 5 ☐ You're getting married. That's **such** good news!
 - 6 ☐ We're going to need a lot of stuff!
- a Yes, paper, glue, paint, scissors **and so on**.
b About 20 **or so**, I think. I didn't speak to all of them.
c Absolutely! **So** he wouldn't like to give the presentation.
d Yes, I'm **so** happy!
e Ten **so far**, but I haven't finished yet.
f I know. And she's **such** a nice person, too.

b Find examples of rules 1–3 in 3a.

- 1 We use *so* + clause to describe a result. ____
- 2 We use *so* before an adjective or adverb to add emphasis.
____, ____
- 3 We use *such* before an adjective + noun to add emphasis.
____, ____

c Match the words in the box with the meanings.

and so on or so so far

- 1 up to now ____
- 2 there are more things on the list ____
- 3 more or less ____

d Complete the sentences with one, two or three words. One of the words must be *so* or *such*.

- 1 Emma speaks ____ quickly!
- 2 We need to leave in 10 minutes ____.
- 3 It was too difficult, ____ I asked for help.
- 4 She's ____ interesting person.
- 5 I've been trying to find a present for my brother, but I haven't had much success ____.
- 6 I don't like ____ hot weather.
- 7 We need simple food for the picnic, like bread, cheese, crisps, fruit ____.
- 8 It was ____ big achievement for me.

e Think of famous people who match the descriptions below.

- 1 ... is such an amazing singer.
- 2 ... is so funny.
- 3 ... is so rich.
- 4 ... does such good things for other people.

REVIEW YOUR PROGRESS

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

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

I CAN ...

describe people and their abilities	☐
describe feelings	☐
offer and ask for help	☐
write an informal online advert.	☐

CAN DO OBJECTIVES

- Talk about the future
- Talk about *if* and *when*
- Give reasons, results and examples
- Write a discussion essay



UNIT 5

THE NATURAL WORLD

GETTING STARTED

- a**  Imagine you are the person in the photo. How do you feel? What would you do next?
- b**  How much do you know about this animal?
- 1 Where does it live?
 - 2 What does it eat?
 - 3 Is it dangerous?
 - 4 Is it endangered?
- c**  Is protecting the environment and endangered animals important to you? If so, what kinds of things are you doing about it? What other things could you do?

1 VOCABULARY Environmental issues

- a Match the words in **bold** in sentences 1–8 with the descriptions in a–h below.
- Is air **pollution** a problem where you live? If yes, how can we **prevent** it?
 - What **wildlife** or natural environments are **endangered** in your country?
 - Are there any **conservation projects** to help **protect** animals and plants in your local area?
 - How important is it to **save** our natural environments?
 - Have new roads and buildings **damaged** the environment near you?
 - Do most people in your country care about **climate change**?
 - What can ordinary people do to help **the environment**?
 - Should people always buy **environmentally friendly** products and **recycle** their glass and plastic?
- a noun that means the air, land and water where people, animals and plants live
 - four verbs that are used to talk about solutions
 - a verb that means 'destroy' or 'spoil'
 - a noun and a noun phrase that are environmental problems
 - a noun phrase that can be a solution to environmental problems
 - a noun that means 'animals that are not pets or farm animals'
 - an adjective that describes animals and plants that may disappear
 - a phrase that means 'not bad for the environment'

- b **05.01 Pronunciation** How is the underlined letter *a* pronounced in each word below? Complete the table. Listen and check.

animals change climate conservation damaged
endangered glass natural paper plants

/eɪ/	/ɑː/	/æ/	/əl/
			animals

- c **05.01** Listen again and repeat the words.
- d **05.01** Choose two questions from 1a that interest you. Discuss your answers to the questions.
- e **05.01** Now go to Vocabulary Focus 5A on p. 135.

2 READING

- a Read about the Whitley Fund for Nature below and answer the questions.
- Who do they give money to?
 - How much money do they give?
 - What can winners do with the money?



THE WHITLEY FUND FOR NATURE

The **WFN** is a UK-based charity that aims to help the environment in different parts of the world. They give money to people who are trying to save their local environment from danger. They believe that the best projects:

- are practical
- are based on good science
- help local people but also depend on local people's help.

Every year, they give awards of up to £45,000 to help people run projects that will bring long-term positive change to the environment. With the help of the Whitley Award money, these people will be able to increase the size of their projects and become better known, both in their own country and abroad.

- b You are going to read about three people who have won a Whitley Award to help their local environments. Look at the photos on p. 57. What do you think their projects are?
- c Work in groups of three. Each group member should read one part of the article (a, b or c) on p. 57 and answer the questions below.
- Where does the person work?
 - How did they first get interested in conservation?
 - What wildlife are they trying to protect?
 - Do they work with local people? What do they do?
 - What do they hope will happen in the future?
- d **05.01** Work in your group. Use your answers from 2c to discuss these questions.
- What do the people and their projects have in common?
 - Do you think one project is more important than the others? Why / Why not?
 - Which project would you like to visit or help? Why?

a Ekwoge Enang Abwe

The Ebo Forest in Cameroon covers almost 2,000 km² and is home to a unique mix of 11 primates, including gorillas and the Nigeria–Cameroon chimpanzee, the most endangered of the chimpanzees. These amazing chimps use tools to fish and open fruit. In addition, the spectacular Goliath frog, the largest frog in the world, lives here.

The Cameroon government is considering turning the Ebo Forest into a national park, with a focus on conservation research and tourism, but there are still threats from local people and large companies who want to use the land for farming.

Ekwoge Enang Abwe grew up in a village in Cameroon, so his love for chimpanzees began at an early age. He has played an important role in the area for over a decade and, since 2010, he has been managing the Ebo Forest Research Project.

As well as encouraging local communities to be proud of the forest's unique biodiversity, this project has been doing biological research in the forest. The project has regular contact with communities through environmental and conservation education. They hope they will be able to create a safe future for the Ebo Forest.



b Alexander Blanco

The harpy eagle is one of the world's largest eagles – its wings stretch six feet (1.83 metres) from end to end! These eagles live in forests all the way from Mexico to northern Argentina. Unfortunately, environmental problems like logging, deforestation and poaching have endangered the species. Since 1996, veterinary surgeon Alexander Blanco has been working to save these important birds in Brazil and Ecuador, as well as in his home country of Venezuela. 'After my first experience of tagging an eagle chick nearly 20 years ago, I decided that this was what I wanted to do,' he explained. Now he leads a national programme to protect the species. His vision is to develop protection strategies so that local people can help to save the harpy eagles and the land around them. By working with communities, he hopes to reduce deforestation and protect a greater number of places where the birds nest.

b



c Çağan Şekercioğlu

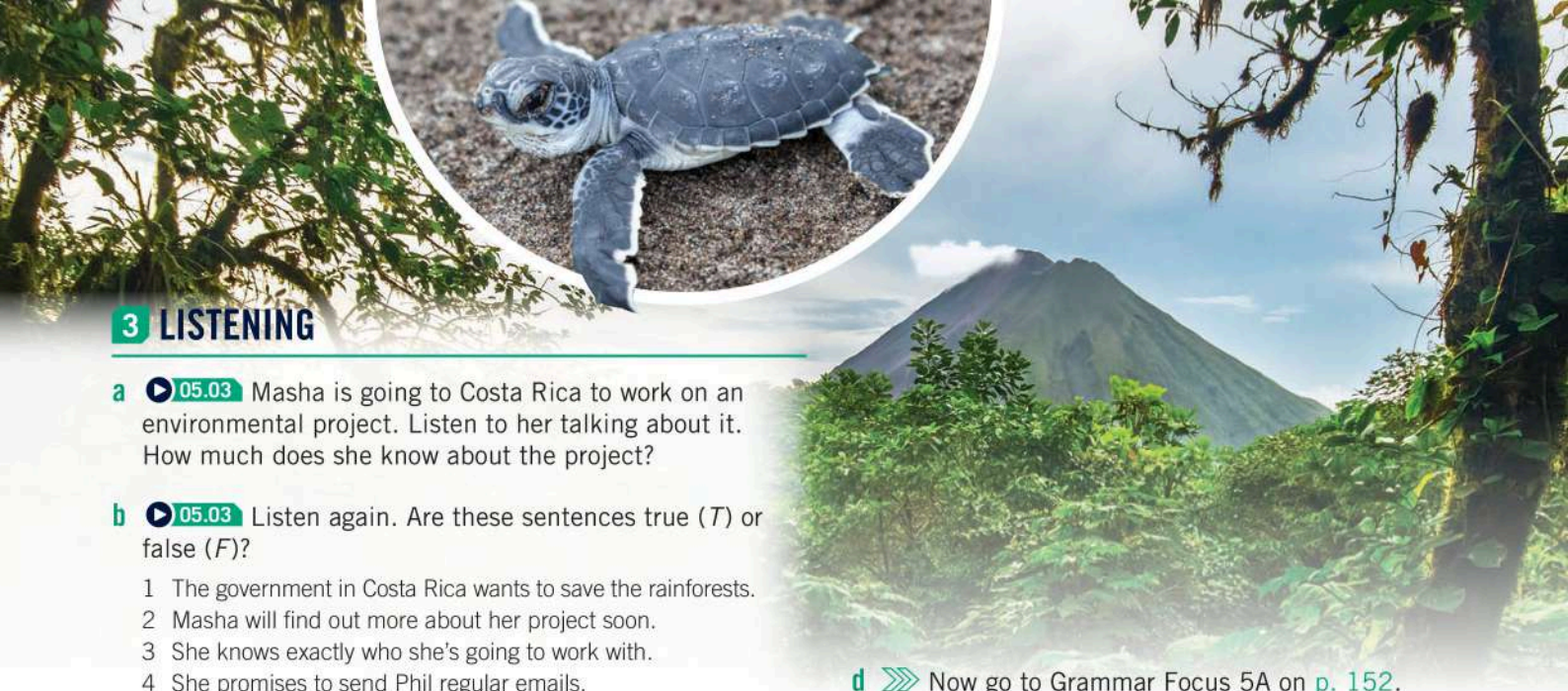
Turkey has a huge variety of natural environments, from Mediterranean forests to coastal mountains. But many of these areas are threatened by the construction of new dams and roads. Çağan Şekercioğlu has been working hard to protect some of these areas. He is the first conservationist to win two Whitley Gold Awards.

In 2008, he won his first award for his work to protect the natural environment around Lake Kuyucuk, home to over 40,000 birds of 227 species. This work included researching the local wildlife, creating environmental education programmes for schools and promoting nature tourism to support the local economy.

He won the award again in 2013 after he persuaded the government to create Turkey's first Wildlife Corridor. Approximately 4.5 million trees will be planted to connect the Sankamış–Allahuekber Mountains National Park to the forests along the Black Sea coast and the Caucasus Mountains in neighbouring Georgia. This will allow large animals such as the wolf, brown bear and Caucasian lynx to move freely and safely.

Çağan's interest in conservation began when he was a teenager in Istanbul and a local wetland area, where he had played as a small child, was destroyed. This early experience inspired his life's work of protecting Turkey's wildlife habitats. For his next mission, he hopes to stop the construction of a dam that could destroy one of the world's most important wetlands.





3 LISTENING

- a **05.03** Masha is going to Costa Rica to work on an environmental project. Listen to her talking about it. How much does she know about the project?
- b **05.03** Listen again. Are these sentences true (T) or false (F)?
- The government in Costa Rica wants to save the rainforests.
 - Masha will find out more about her project soon.
 - She knows exactly who she's going to work with.
 - She promises to send Phil regular emails.

4 GRAMMAR Future forms

- a Match the future verb forms in 1–4 with uses a–d.
- ☐ It takes quite a long time for forests to recover.
They'll probably grow back, but not immediately.
 - ☐ Tomorrow **I'm meeting** someone who worked on the project.
 - ☐ **I'm going to make** the most of my time in Costa Rica and learn some Spanish, too.
 - ☐ **I'll write** regular updates on the blog and you can follow that.
- a to talk about an intention or plan
b to make a prediction about the future
c to make an offer, promise or quick decision to do something in the future
d to talk about something you have arranged to do in the future
- b Look at the future forms in **bold** below. How sure do they sound: very or a bit? What words change the meaning?
- They'll probably grow** back, but not immediately.
 - But **I'll definitely be able to** save some turtles!
 - Perhaps I'll work** with local people as well.
 - I'm sure you'll have** a great time.
- c Underline the best phrases in Masha's blog.

d **>>>** Now go to Grammar Focus 5A on p. 152.

- e Work in pairs. Write six imaginary predictions about your partner's future. Use the ideas in the box, and try to use different future forms from 4a and 4b.

be famous get a new job get your hair cut
learn another language live in a different country
travel around the world

I think you'll ... I think you're going to ...
You're probably going to ... I'm sure you'll ...
You probably won't ...

- f **💬** Discuss your predictions.

I'm sure you'll get a good job after you graduate.

I hope so!

5 SPEAKING

- a Read predictions 1–6. Do you agree with them? If not, change them so you do.

In the future ...

- people will stop killing endangered animals and cutting down trees.
- we will lose some animal or plant species forever.
- people will discover new wildlife species.
- pollution will continue to get worse in big cities.
- more areas of my country will become national parks.
- people will behave in a more environmentally friendly way (recycle more, use public transport more, etc.).

- b **💬** Discuss your ideas. Do you generally agree with each other? Are you optimistic or pessimistic about the future?

In general, our group is quite hopeful about pollution. It will take time, but we think it will get better. We think that people will recycle more in the future.

MY BLOG

Home About me Follow

Welcome to the first entry in my blog! Amazing news!

¹*I'm going / I'll go* to Costa Rica tomorrow for six weeks! ²*I'll work / I'm going to work* on a turtle conservation project on the west coast.

³*It will definitely be / It's definitely being* hard work – but so interesting! ⁴*I'm going to work / I'm working* with turtles every day – counting them and collecting their eggs.

⁵*I'm probably going have / I'm probably going to have* some Spanish lessons while I'm there. Perhaps ⁶*I'll be / I'm being* fluent in a few weeks!

⁷*I'll leave / I'm leaving* tomorrow and I'll be back at the beginning of March.

⁸*I'll write / I'm writing* again soon with more details. Probably not tomorrow because ⁹*I'll be / I'm being* tired after the flight. But definitely as soon as I can.

5B

IF NATURE CAN DO IT, WE CAN COPY IT

Learn to talk about *if* and *when*

- G** Zero and first conditionals
- V** The natural world

1 LISTENING

- a** Look at photos a and b and discuss the questions.
- What do you think each photo shows?
 - What is the material in photo b used for?
 - What is the connection between the things in the two photos?
- b** Read the TV guide and check your ideas.



SPOTLIGHT ON ...

IF NATURE CAN DO IT, WE CAN COPY IT

In this series, Professor Leslie Cook takes a closer look at common objects that were invented by humans but inspired by nature.

Episode 1: Professor Cook explores Velcro, a material we use every day on our shoes, clothes and bags. It was inspired by the 'hook and loop' system that some plants use to move their seeds. In 1948, Swiss engineer George de Mestral was walking with his dog in the country when he noticed that little seeds from a plant were sticking to his dog's fur. He studied the plants more closely and saw how the hooks on the plant attached themselves to the loops and curls of an animal's fur. This gave him the idea for making Velcro.

WATCH NOW

SAVE FOR LATER

- c** Match the things from the natural world (1–3) with the related objects (a–c).



thorny dragon lizard



spider



seashell



rescue robot



safety helmet



water collection device

- d** **05.07** Listen to part of the TV programme and check your answers.

- e** **05.07** Listen again and complete the summary with one word in each gap.

- One reptile, the thorny dragon lizard, can pull up water through pipes in its ¹ _____. It has inspired a device that can ² _____ water. This will help people who live in very ³ _____ environments.
- Most spiders can move ⁴ _____ and make themselves very small. This has inspired the invention of a ⁵ _____ robot, which will help people who are trapped in ⁶ _____ spaces.
- Seashells are very ⁷ _____ and light. This has inspired the production of material for safety ⁸ _____ such as gloves and helmets.

- f** Which of the inventions do you think is the most useful? Why?

- g** Compare your ideas in 1f. Do you agree about the most useful invention?

2 GRAMMAR Zero and first conditionals

- a Look at the conditional sentences from the TV programme and choose a or b to complete the rules.

- Zero conditional, e.g., *If the lizard puts a foot somewhere wet, its skin pulls the water up and over its body.*
This is about something that ...
a may happen in the future b is generally true
- First conditional, e.g., *If we're successful, the device will provide water for people who live in very dry environments.*
This is about something that ...
a may happen in the future b is generally true

- b Put words from the box in the gaps.

present simple verb will

zero conditional

if + subject + present simple, subject + ¹ _____

first conditional

if + subject + present simple, subject + ² _____ + ³ _____

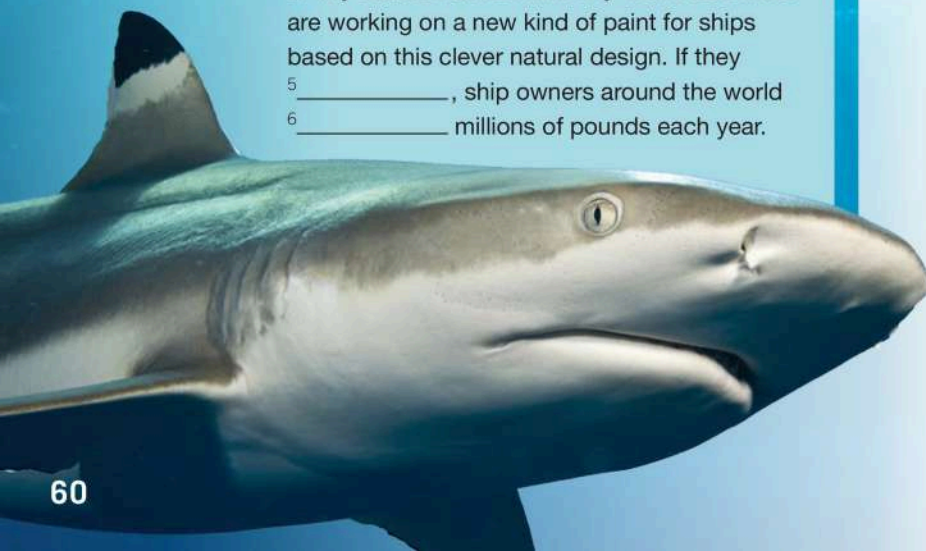
- c Complete the text below with the correct form of the verbs in the box.

attach fall off make save succeed try

BIOFOULING — Do sharks have the answer?



If tiny plants and animals ¹ _____ themselves to the surface of a ship, they ² _____ the ship slower. They call this 'biofouling' and it costs ship owners a lot of time and money to fix. Yet if the same plants and animals ³ _____ to attach themselves to a shark's skin, they ⁴ _____. This is because shark skin is made of a lot of tiny scales that look like tiny teeth. Scientists are working on a new kind of paint for ships based on this clever natural design. If they ⁵ _____, ship owners around the world ⁶ _____ millions of pounds each year.



- d >>> Now go to Grammar Focus 5B on p. 152.

- e >>> Complete the sentences so they are true for you. Work in pairs and compare your sentences.

- If I get a cold, I usually ...
- If I need to study for an exam, I ...
- If I go to a party where I don't know anyone, I ...
- If it rains today, I ...
- If I'm not too busy this weekend, I ...
- If I get up early tomorrow, I ...

3 READING AND VOCABULARY The natural world

- a Look at the photos on p. 61. Which animals or plants can you see? Read *Animals have adapted to survive everywhere* quickly and check your answers.

- b Look at the words in the box. Which can you see in the photos?

branch feathers fur leaf paws
petals scales skin tail web

- c Read the article on p. 61 again and complete the sentences with the words in 3b.

- d >>> **05.10 Pronunciation** Words with several consonants together can sometimes be difficult to pronounce correctly. Listen and practise saying these words, paying attention to the underlined parts.

adapt adapt background branch destruction
mushroom scream splash spreading threatened

- e >>> Which animal or plant on p. 61 do you think is the most amazing? Do you know any other animals that can do amazing things?
- f >>> Describe the animals and plants in the box using the words in 3b. Do not say what you are describing. Try to guess your partner's word.

chicken goldfish monkey orangutan palm tree
parrot pine tree rose shark snake spider

It's tall and has short branches. It has little leaves. It doesn't lose its leaves in the winter.

A pine tree?

- g >>> Now go to Vocabulary Focus 5B on p. 136.

ANIMALS HAVE ADAPTED TO SURVIVE EVERYWHERE

The natural world is full of animals that have adapted in amazing ways to gain an advantage in the race for survival. Polar bears are a great example. They have layers of fat under their ¹ _____, which means they can swim in freezing water. Not only that, but it's very difficult for other animals to see them in the snow. Because they have completely white ² _____, they can easily run up to other animals and attack with their huge ³ _____.

Another amazing animal is the ptarmigan. This Arctic bird is also white, which helps it hide in the snow. However, when the snow melts, the bird's ⁴ _____ change colour. From its head to its ⁵ _____, it turns grey to match the rocky environment.

Plants have adapted, too. This bee orchid looks exactly like it has a real bee resting on its ⁶ _____. This 'bee' is actually part of the flower, and it's nature's way of attracting real bees to the orchid.

Many fish can change the colour of their ⁷ _____ instantly to match their background.

At first, you might think that this is a ⁸ _____. But it's really an Indian leaf butterfly, sitting on the ⁹ _____ of a tree. Because it doesn't look like a butterfly, it can hide from other animals that would like to eat it.

This Amazon jungle spider also has an inventive way of protecting itself. It creates a ¹⁰ _____ that looks like a much larger spider, possibly to frighten other animals.



4 SPEAKING

a You are going to recommend the best place to experience the natural beauty of your country. Make notes on the topics below.

- beautiful places
- what you can see there (rivers, forests, beaches, etc.)
- animals or plants you can see
- what you can do
- the best time of year to go

b Practise talking about the places on your list. Try to use conditional sentences.

If you go to the beach near here, you will be able to see dolphins.

If you like forests, you can go to ...

c Work with another pair. Take turns to describe your places.



1 LISTENING

a Discuss the questions.

- 1 What hobbies and interests do you have?
- 2 Could any of your hobbies become a job? Would you like to do those jobs?

b You are going to watch Rachel and Becky talking about Rachel's job. Discuss the questions.

- 1 Why do you think Rachel became a florist?
- 2 What might the advantages of the job be?

c 05.13 Watch or listen to Part 1. Do Rachel and Becky mention your ideas?

d 05.13 Watch or listen to Part 1 again. Complete each sentence with one or two words.

- 1 Tina spent the morning _____.
- 2 Tina _____ to be in the photos.
- 3 Becky thinks that being a florist is good because you can be your own _____.
- 4 Becky doesn't like dealing with other people's _____.
- 5 Rachel suggests that Becky could be a _____.

2 USEFUL LANGUAGE

Giving reasons, results and examples

a Complete the sentences with the words/phrases in the box.

for instance such as like because of

- 1 That's _____ Tina. She spent the morning cleaning up!
- 2 Oh, lots of things. _____, all I seem to do is deal with other people's problems, _____ issues with their pay or holidays.
- 3 **Becky** I wish I had a job where I could travel the world, spread my wings, be free!
Rachel _____?

b 05.14 Listen and check your answers.

c Add the words/phrases in the box to the table.

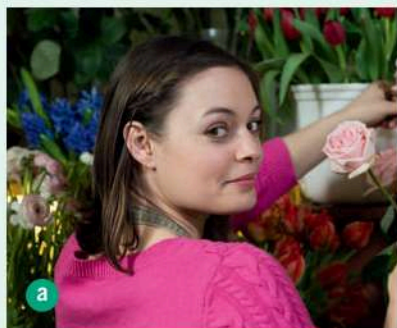
as a result because because of due to for example
for instance like since so such as

Giving reasons	Giving results	Giving examples

d Read this conversation and underline the correct words/phrases.

- A** So, do you still want to be a vet?
B Oh, yes. That's my dream. I've always wanted to work with animals, ¹for example / ²due to, in a zoo or something like that.
A A zoo! Wow, that would be good.
B Well, I need to do lots of things first, ²since / ³like finding the best university to go to.
A I see. And is it easy to become a vet?
B Not really. It takes years at university ³because of / ⁴so all the things you have to study. But that's OK. I really want to do it, ⁴so / ⁵for example I'm sure I won't find it too difficult.
A Well, if there's anything I can do to help,
⁵so / ⁶such as looking at university websites, let me know!





3 LISTENING

- a Look at photos a–c above. Which one do you think would be best for Rachel's website? Why?
- b **05.15** Watch or listen to Part 2. Which photo does Rachel suggest using first? Does Becky agree?
- c Answer the questions.
- What is Rachel looking at on the computer?
 - Do they choose a photo for Rachel's website in the end?
- d Do you think that Becky should give up her job and become a photographer?

4 CONVERSATION SKILLS

Giving yourself time to think

- a **05.16** Listen and complete the extract.
- Becky** Rachel, we can't see you in that one.
Rachel OK, _____. I think this one.
- b Complete the exchanges with the words in the box.
- Just Let sure That's Well
- A** When did you meet Frankie?
B _____ me see, I think it was in 2004.
 - A** This thermometer says it's 21°C in here.
B I'm not _____. I think that's wrong.
 - A** How old were you when you decided to work with animals?
B _____ a good question ... I was about 15, I think.
 - A** What time does the restaurant open?
B _____ a second, I'm not sure. I'll check on their website.
 - A** Why did you decide to resign?
B _____, I was bored in my job.
- c Ask and answer the questions. Give yourself time to think using phrases from 4b.
- What's your dream job?
 - What's your favourite natural place? (e.g., the beach, mountains, forest)

Let me see ... I think my dream job involves working with animals ...

5 PRONUNCIATION

Voiced and unvoiced consonants

- a **05.17** Listen to these words from the conversation which begin with the sounds /p/ and /b/.
- | | | | |
|-----|--------|-------|-------|
| pay | people | Becky | being |
|-----|--------|-------|-------|
- b Repeat the words in 5a. Touch your throat when you try to say them. Then complete the rules with /b/ and /p/.
- When you say _____, there is a sound in the throat.
 - When you say _____, there is no sound in the throat.
- c **05.18** Listen and underline the words you hear.
- | | |
|---------------|-----------------|
| 1 pay / bay | 4 rope / robe |
| 2 pie / buy | 5 pride / bride |
| 3 pair / bear | |
- d **05.19** Listen and repeat the words in 5c. Which sounds are voiced in the throat? Which sounds are not voiced?

6 SPEAKING

» **Communication 5C** Student A: Read the information below. Student B: Go to p. 128.

Student A

- You don't like your job and you want to quit. Think about the answers to these questions.
 - Why don't you like it?
 - What are you going to do next? Why?
- Student B will tell you they are going to move to another part of the country. Ask them about their decision, including why they have decided to do this.

UNIT PROGRESS TEST

→ CHECK YOUR PROGRESS

You can now do the Unit Progress Test.

1 SPEAKING AND LISTENING

- a How much do you know about whales?
- b Look at *The Whale File* on the right. Which sentence is NOT true? Check your answer on p. 127.
- c 05.20 Liz Kerr is an environmental journalist who is helping whales that have come ashore. Listen to her audio diary and answer the questions.
- 1 How many whales is Liz taking care of?
 - 2 Is she working alone or in a group?
 - 3 What happened at the end?
- d 05.20 Listen again and complete the suggestions for saving whales that have come ashore. Write one word in each gap.
- 1 Don't try and do things on your own – talk to the Marine ____ Service.
 - 2 Put on a wetsuit – it can get quite ____.
 - 3 Cover the whale with ____ towels.
 - 4 Pour buckets of water over the whale to keep her ____.
 - 5 Make sure you don't ____ the whale's blowhole.
 - 6 Make a ____ in the sand around the whale to fill with water.
 - 7 When the tide comes in, ____ the whale out to sea again.

The Whale File

TRUE or FALSE?

- 1 Whales aren't fish, so they need to come to the surface to breathe.
- 2 All whales have teeth.
- 3 Female whales are bigger than male ones.
- 4 Whales never sleep because they need to breathe.
- 5 Whales breathe every 15 minutes.
- 6 Whales can communicate by singing to each other.
- 7 Whales sometimes swim onto the shore and can't get back out to sea.



2 READING

- a** Read Tomas's essay about water pollution below. In his opinion, who should do something about this kind of pollution?
- b** Read the essay again. Are the sentences true (T) or false (F)?
- 1 Tomas suggests that we probably don't complain when people throw rubbish in water.
 - 2 He suggests there's more rubbish in lakes than on beaches.
 - 3 Eating plastic can make animals and birds ill.
 - 4 Forgotten bits of fishing net can kill fish.
 - 5 Tomas thinks water pollution is worse than air pollution.
- c**  What do you think should be done about water pollution?

Keeping our water clean

- 1 If you walk down the street and see someone throw a plastic bottle on the ground, you'll probably get annoyed. You might even say something to that person. But do we react in the same way when we see people throwing rubbish into the sea? We all know how rubbish damages the environment on land, but we often forget the effect that it can have on environments like the sea, lakes and rivers, too.
- 2 First of all, water pollution looks terrible. Beautiful beaches can become covered in rubbish when whatever we have thrown into the water comes ashore. Even rivers and lakes have some plastic bags and bottles floating in them.
- 3 Secondly, rubbish can hurt animals and birds that live in or by the water. If they see a plastic bottle, they may think it is food. However, when they try and eat the bottle, it can get caught in their mouth or stomach and stop them from eating anything else. Plastic bottles can also stop dolphins from breathing. Sometimes, fishing boats leave bits of fishing net behind in the water. Fish can get caught in this and die.
- 4 Finally, people forget that plastic contains chemicals that stay in the water. This is very bad for both fish and plants. If you eat fish containing these chemicals, then you can also get ill.
- 5 In conclusion, I would say that we need to worry about water pollution as much as we care about land or air pollution. We should all protect the seas, lakes and rivers, and remember to take our rubbish away with us.

3 WRITING SKILLS Organising an essay; Signposting language

- a** How is the essay organised? Tick (✓) 1 or 2.
- 1 ☐ introduction → a discussion of different points connected to the topic → conclusion
 - 2 ☐ introduction → points in favour of the topic → points against the topic → conclusion
- b** Look at the sentence below and answer the questions.
- First of all**, water pollution looks terrible.
- 1 Which paragraph of the essay does the sentence come from?
 - 2 Does the signposting phrase in **bold** refer to something that has already been mentioned or introduce a new topic?
 - 3 What other signposting phrases in the essay are similar to this one?
- c** Read the essay again and answer the questions.
- 1 In the first paragraph, does *you* refer to 'people in general' or 'the reader'?
 - 2 In the first paragraph, what does *we* refer to?
 - 3 Why does Tomas use these two pronouns?
 - 4 In paragraph 5, what phrase does Tomas use to introduce his opinion?

4 WRITING

- a** Plan an essay on an environmental issue. Choose one of the topics below or your own idea. Make notes about your topic. Try to think of at least three main points with examples.
- | | |
|----------------|----------------------------|
| air pollution | cutting down forests |
| climate change | illegal hunting of animals |
- b**  Compare your ideas with a partner.
- c** Write the essay. Use one of the structures in 3a. Use signposting expressions to organise your ideas. Make sure you communicate directly with the reader in the introduction and conclusion.
- d**  Read each other's essays. Do you agree with the other students' opinions?



UNIT 5

Review and extension

1 GRAMMAR

a Underline the correct words.

- The flowers close when you *will touch* / *touch* them.
- They've decided they aren't *building* / *going to build* a road through the forest.
- Shall* / *Am* I pick the apples, or do you want to do it?
- Unless the government does more to stop illegal hunting, tigers *are dying out* / *will die out*.
- If you find a plant that you haven't seen before, *don't* / *you won't* touch it, please.
- Don't eat wild mushrooms *unless* / *if* you know they're safe.

b Complete the sentences with the correct future form of the verbs in brackets. Sometimes there is more than one possible answer.

- This weekend, I _____ (not / do) anything special – just staying at home.
- _____ (you / continue) learning English when you _____ (finish) this course?
- It's very cold. I think it _____ (snow) this evening.
- If the sky _____ (be) red in the morning, it _____ (rain) later in the day.

2 VOCABULARY

a Underline the correct words.

- The children jumped across the *stream* / *river* / *lake*.
- A *valley* / *rainforest* / *national park* is a tropical, wet place with a lot of trees.
- The sun was shining, but it was completely dark inside the *bay* / *coast* / *cave*.
- We could see the monkey hanging from the *leaf* / *skin* / *branch* of a tree.
- The fish's *scales* / *feathers* / *wings* were blue, white and black.
- Dogs and bears have *webs* / *shells* / *paws*.

b Complete the words.

- The w _ _ _ d _ _ _ e in the national park is amazing – from butterflies to parrots to elephants.
- The blue whale and the mountain gorilla are both e _ _ _ _ g _ _ _ _ d s _ _ _ _ _ s.
- Most countries r _ _ c _ _ _ e paper, glass and cardboard.
- The cl _ _ _ a _ _ e is changing; some places are getting hotter and some are getting colder.
- Building new roads d _ _ m _ _ _ es the environment.
- They want to c _ _ t _ _ _ n the trees so they can use the land for farming.

3 WORDPOWER problem

a Match pictures a–f with sentences 1–6.



- ☐ His shoelaces are untied, but he **isn't aware of** the problem.
- ☐ Juan's car won't start, but he's **fixing** the problem.
- ☐ They're **facing** a lot of problems. Their bills are huge this month.
- ☐ Bad weather has **caused** a lot of problems for traffic.
- ☐ Lena is upset, but her parents are trying to **solve** the problem.
- ☐ The fire quickly got out of control, but they're **tackling** the problem.

b Replace the words in **bold** with the correct forms of the verbs in the box. Sometimes there is more than one possible answer.

be aware of cause face fix solve tackle

- Most people in my country **know about** the problem of rising sea levels. _____
- My country is **dealing with** the problem of pollution in big cities. _____
- I'm good at **finding an answer to** problems with computers. _____
- I express my opinions strongly and that sometimes **creates** problems. _____
- Damage to the environment is a problem that everyone should **try to stop**. _____
- Engineers will soon **end** the problem of people not having enough clean drinking water. _____

c Do you agree with the sentences in 3b?

REVIEW YOUR PROGRESS

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

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

I CAN ...

talk about the future	☐
talk about <i>if</i> and <i>when</i>	☐
give reasons, results and examples	☐
write a discussion essay.	☐

CAN DO OBJECTIVES

- Talk about advice and rules
- Describe food
- Ask for and give recommendations
- Write a review of a restaurant or café



UNIT 6

DIFFERENT CULTURES

GETTING STARTED

a  Look at the photo. Ask and answer the questions.

- 1 In which part of the world do you think the photo was taken?
- 2 What job are the men doing?
- 3 How is this similar to or different from the same job in your culture?
- 4 Are there any jobs in your country that still use traditional methods? Give details.

b  Have you met people from different cultures? If you have, what did you have in common? How were you different? If you haven't, what do you think they would find interesting or surprising about your country's culture?

1 SPEAKING AND READING

a Discuss the questions.

- 1 What do you think the phrase 'culture shock' means? What difficulties might culture shock cause?
- 2 Think of a country you would like to visit. How do you think it is different from your own country? Think about the words in the box.

cities and streets customs food
getting around people

b Quickly read the article about CultureMee, an app for tourists travelling to other countries. Which of the things below does the app provide?

- 1 'insider tips' about the culture
- 2 information about main tourist sites
- 3 a history of the country
- 4 detailed descriptions of famous buildings
- 5 lists of recommended hotels and restaurants
- 6 tips about how to behave in the country
- 7 information about local attitudes and customs

CULTURE SHOCK? THERE'S AN APP TO DEAL WITH THAT

Many travel apps and guidebooks can help you to book a cheap homestay or an expensive hotel with a swimming pool, and they can tell you where to go windsurfing or what restaurants serve the best seafood. But what if you want information on how to greet people politely in Tokyo, how much to tip a taxi driver in Madrid or where to meet local people in Rio de Janeiro? Well, a new app for your smartphone can now do all that for you.

The app is called CultureMee, and it not only gives straightforward travel advice, but it also provides **insights** into the culture of the country you're visiting. It was set up by an Irish couple, John and Dee Lee, and has quickly grown in popularity. Thousands of people are already using the app, which now covers locations all over the world. It has also won several international awards.

The idea for the app came to them while they were on holiday in East Africa a few years ago. They had guidebooks that told them about places to visit, but they found it difficult to find out about what kind of plug they needed for their hair dryer or exactly what vaccinations they needed.

They realised that it would be very useful to have an app that could give people this kind of basic travel advice. They also wanted to help people understand the culture of any country they might visit, so this became an **integral** part of the app's content.

The couple decided not to take the conventional **approach to** culture, which is already a feature of standard guidebooks, but rather to focus on the everyday lives of people in the country. There are plenty

of apps available that can help you book holidays and places to stay, and that give you information about tourist sights and museums. However, John and Dee felt that most travel apps didn't focus on ordinary people, so they decided to put this **at the heart of** what CultureMee does.

CultureMee offers a wide range of cultural content, including background information about the country and its history, details on contemporary culture and advice on dealing with culture shock. Users can access videos, produced by the couple themselves, that **supplement** the core content of the app. Many of these give tips on how to engage with local people and how to behave in an appropriate way. They are based on interviews with people who have visited the country, and who can talk **with authority** about it from a visitor's point of view. There are also interviews with local people who provide insights into how they view their own culture.

So, imagine that someone from the UK wants to travel to Thailand. They can select the appropriate culture video and hear a Thai person talking about Thai culture. They can also watch a video of a non-Thai person talking about how to get on with Thai people and understand their culture.

An essential aim of John and Dee's project is to create an online community of people who are interested in travel and culture. As the app becomes more popular, they hope this community will continue to **augment*** it with their own stories and viewpoints.

***augment** (v) to increase the size or value of something by adding to it



John and Dee Lee, founders of CultureMee

c Read the article again. Decide if the sentences are true (T) or false (F). Find phrases in the text that tell you the answer.

- The new app only gives cultural advice, not practical travel advice.
- CultureMee has already been successful.
- John and Dee's guidebook on East Africa didn't tell them everything they needed to know.
- John and Dee decided to interview ordinary people who know about a country.
- All the interviews are with people who come from the country they talk about.
- They would like people who use the app to contribute to it and improve it.

d What do the words in **bold** mean in the context of the article? Choose a or b.

- insights**
 - knowledge of something
 - suggested places to visit
- integral**
 - additional, extra
 - central, essential
- approach to**
 - information about
 - way of looking at
- at the heart of**
 - feeling strongly about something
 - central to something
- supplement**
 - add to something
 - use instead of something
- with authority**
 - knowledgeable about something
 - having permission to talk about something

2 VOCABULARY Compound nouns

a Read the information below about compound nouns, then underline the compound nouns in the title and introduction to the article on p. 68.

Compound nouns combine two words. We write some compound nouns as one word (e.g., *lunchtime*) and others as two words (e.g., *living room*). They are usually formed by:

- noun + noun (e.g., *newspaper*)
- verb + -ing + noun (e.g., *washing machine*)
- noun + verb + -ing (e.g., *ice skating*)

b **06.01 Pronunciation** Listen to the compound nouns from the article. Which part is stressed – the first or the second word? Practise saying the words.

c Complete the compound nouns with the words in the box.

baseball book insect pack screen shop tour walking

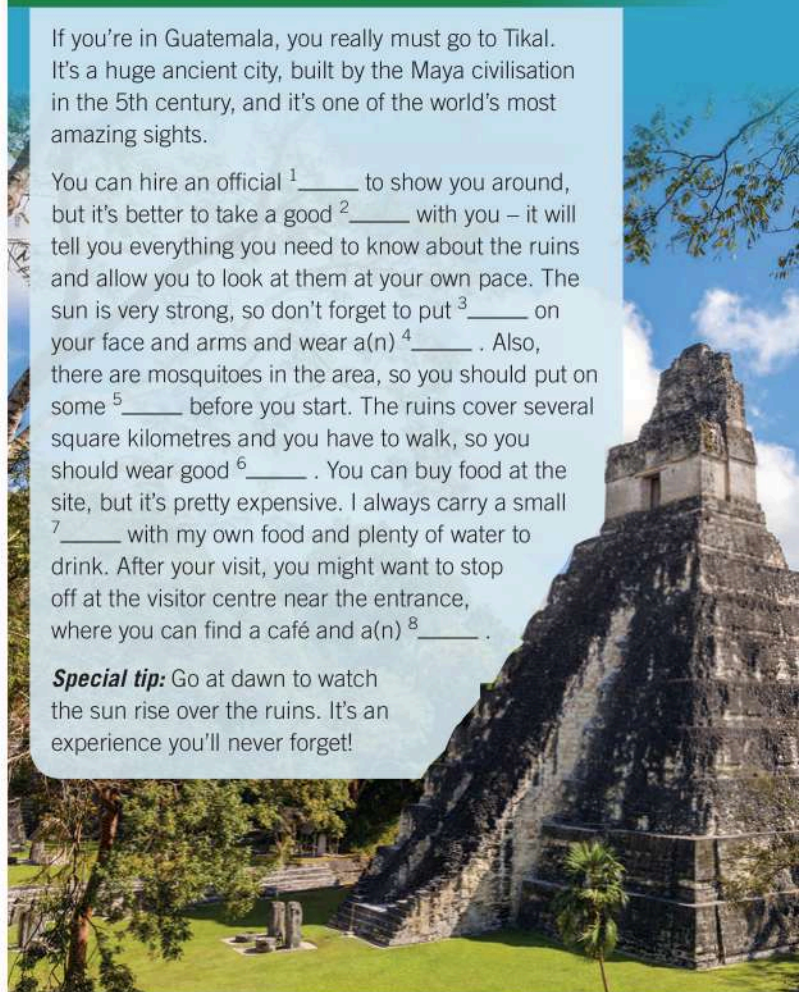
- | | |
|-----------------|------------------|
| 1 ____ guide | 5 back ____ |
| 2 sun ____ | 6 guide ____ |
| 3 souvenir ____ | 7 ____ shoes |
| 4 ____ cap | 8 ____ repellent |

The Ruins of Tikal: Insider Tips

If you're in Guatemala, you really must go to Tikal. It's a huge ancient city, built by the Maya civilisation in the 5th century, and it's one of the world's most amazing sights.

You can hire an official ¹ ____ to show you around, but it's better to take a good ² ____ with you – it will tell you everything you need to know about the ruins and allow you to look at them at your own pace. The sun is very strong, so don't forget to put ³ ____ on your face and arms and wear a(n) ⁴ ____ . Also, there are mosquitoes in the area, so you should put on some ⁵ ____ before you start. The ruins cover several square kilometres and you have to walk, so you should wear good ⁶ ____ . You can buy food at the site, but it's pretty expensive. I always carry a small ⁷ ____ with my own food and plenty of water to drink. After your visit, you might want to stop off at the visitor centre near the entrance, where you can find a café and a(n) ⁸ ____ .

Special tip: Go at dawn to watch the sun rise over the ruins. It's an experience you'll never forget!



d Read the travel tips for Tikal in Guatemala. Complete the text with compound nouns from 2c.

e **Communication 6A** Student A: Go to p. 130.
Student B: Go to p. 132.

3 LISTENING

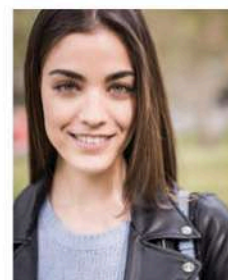
a Look at the photos and the information about Kim, Will and Tasia. What cultural differences do you think they noticed when they lived overseas? Compare your ideas with other students.



Kim from England went to live in Brazil.



Will from the USA worked for a company in Nigeria.



Tasia from Greece went to live in the UK.

UNIT 6

- b** ▶ **06.02** Listen to Kim, Will and Tasia. Which of these topics do they talk about? One topic is not mentioned.

being on time children getting up early going to bed
making eye contact talking to people

- c** ▶ **06.02** Listen again and make notes in the table. Then compare with a partner.

Country	Cultural difference	Example(s)	Comments they make about it
Brazil			
Nigeria			
UK			

- d** 🗨️ Think about the three cultural differences in the table. Have you ever been in similar situations? What happened?

4 GRAMMAR Modals of obligation

- a** Complete these sentences from the interviews with the words in the box. You will use some of the words more than once.

can can't have to don't have to must
mustn't should shouldn't

Kim

- If a meeting starts at 10 o'clock, you ____ be there at 10:00. You ____ come maybe fifteen or twenty minutes later, and that's fine.
- They expect me to show up on time. They always say, 'You ____ be late. You ____ come on time.'

Will

- If you're talking to someone you don't know well, you ____ look right at them.
- In the USA, you ____ definitely look the other person in the eye when you talk.

Tasia

- At a certain time, maybe 7:00 or 8:00, all the children ____ go to bed.
- In Greece, children ____ usually stay up as long as they want ... They ____ go to bed at a fixed time.
- I just think children ____ join in the life of the family and it's a pity if they ____ be part of it.

- b** ▶ **06.03** Listen and check your answers.

- c** ➤ Now go to Grammar Focus 6A on p. 154.

- d** Complete these rules about transport in your country. Use the modals in the box.

can can't have to don't have to must mustn't
need to don't need to should shouldn't

Buses

- You ____ buy a ticket in advance.
- You ____ buy a ticket on the bus.

Walking and cycling

- You ____ use a pedestrian crossing when you want to cross the street.
- You ____ wear a bike helmet.
- You ____ ride a bike on the pavement.
You ____ use cycle lanes.

Cars

- Passengers ____ wear a seat belt.
- You ____ drive with your lights on during the day.

Taxis

- You ____ stop taxis in the street.
- You ____ book taxis in advance.
- You ____ give taxi drivers a tip.

- e** A foreign visitor is coming to live in your country for six months. Prepare to give them some advice. Use the ideas in the box and your own ideas to make a list of rules and tips.

clothes eating and drinking going out at night
language parks and public spaces public transport
roads, pavements and cycle lanes
talking to people who are older than you

*You shouldn't eat or drink when walking in the street.
You should always give your seat to an older passenger on the bus.*

- f** 🗨️ Take turns to read your rules and tips aloud. Discuss the questions.

- Which rules and tips are about safety?
- Which are about being polite to people?
- Which rules and tips are the most important?

5 SPEAKING

- a** Work with a partner. Think about a foreign culture you both know something about. How is it different from your culture? Think about these topics and make brief notes.

children greetings how people dress meals
men and women older people time

- b** 🗨️ Work in groups. Tell your group about the differences in the culture you chose. Ask the other students questions about the culture they chose. Do you agree with them?

6B

IT'S TASTIER THAN I EXPECTED

Learn to describe food

- G** Comparatives and superlatives
- V** Describing food

1 VOCABULARY Describing food

a Look at photos a–e and discuss the questions.

- 1 Which food would you most like to eat?
- 2 What country do you think each dish comes from?
- 3 What ingredients does each dish contain?
- 4 Which of the dishes could a vegetarian eat?

b Match descriptions 1–5 with photos a–e.

- 1 tasty Moroccan meatballs cooked in a tomato sauce, served with couscous and fresh herbs
- 2 creamy Mexican avocado and tomato dip with crunchy tortilla chips
- 3 white fish cooked in a spicy Thai sauce with hot green chillies
- 4 Japanese noodles with vegetables in a light soup served with an egg
- 5 a slice of rich Austrian chocolate cake with a bitter orange filling

c Underline all the adjectives in 1b. Which could you use to describe ... ?

- a a salad b a bowl of soup c a curry

d Now go to Vocabulary Focus 6B on p. 137.

e **06.08 Pronunciation** Listen and repeat these words. Pay attention to the pronunciation of the letters *sh* and *ch*.

/ʃ/	/tʃ/
fresh	chocolate
mash	chop
ship	rich
shape	crunchy

f A visitor has come to your town. You're going to give advice about where to eat and what typical dishes to try.

Student A: Give the visitor advice.

Student B: You are the visitor. Listen and ask further questions.

g Now change roles and have a second conversation.

2 LISTENING

a Look at the photo on the right and discuss the questions.

- 1 Do you have vending machines in your country? What do they sell?
- 2 How often do you use them? What do you usually buy?

b Listen to part of a radio show about vending machines in Japan.

- 1 What types of food and drink are mentioned?
- 2 What are the advantages for customers of vending machines over buying things from a shop?
- 3 What does the reporter think of the hot meal?

c Would you buy hot food from a vending machine? Why / Why not?



3 GRAMMAR Comparatives and superlatives

- a **06.10** Complete the sentences with the words in the box. Then listen and check your answers.

a bit longer than as good as by far the highest
much better than much cheaper the best

- Japan has _____ number of vending machines per person in the world.
- It's _____ for sellers to run a vending machine than it is to run a shop.
- But is curry and rice from a machine _____ curry and rice from a restaurant?
- It's taking _____ I imagined.
- It's actually _____ I expected.
- I think it might be _____ vending machine meal I've ever eaten.

- b Circle the adjectives in the sentences in 3a. Then answer the questions.

- Which expression(s) talk(s) about something that is number one in a category?
- Which expression(s) talk(s) about a difference?
- Which expression(s) talk(s) about two things that are similar?
- These words change the meaning: *by far*, *much*, *a bit*. Which mean a big difference? Which mean a small difference?

- c **>>>** Now go to Grammar Focus 6B on p. 154.

- d Use the ideas below to write sentences with comparatives, superlatives and (*not*) *as ... as*.

cheap fun good for you healthy
interesting nice spicy sweet tasty

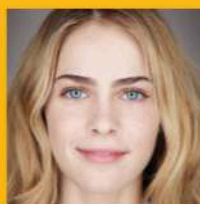
- street food / food in expensive restaurants / home-made food
- Japanese food / Mexican food / Indian food
- vegetarian food / meat dishes / fish dishes
- food from my country / food from other countries

Japanese food isn't as spicy as Mexican food.

- e **🗣️** Read your sentences aloud. Do you agree or disagree with each other?



Hungry ADVENTURES



'Have you eaten?'

13th May

Singaporeans are my kind of people – they're passionate about food and eating!

People here eat often – they have five or six meals a day. Instead of 'Hello' or 'How are you?' they ask, 'Have you eaten?' And it's hard to believe just how many different kinds of dishes you can get in this tiny country – Chinese, Indian, Arabic, European and many, many more.

The best meal of the day today was lunch. The main course was *muri ghonto* or fish head curry – far more delicious than it sounds! It's a southern Indian dish. You can have it with rice, but we had it the way the Chinese do, with a soft bread roll.

Dessert was *cendol* – coconut milk, ice and green noodles. It's a typical Southeast Asian dish. It wasn't as sweet as I expected, but the noodles were lovely – a bit like jelly.

There are places to eat here to suit everyone – from food stalls in shopping centres to more upmarket (and more expensive!) restaurants. My plan is to try as many as I can in the short time I'm here.

4 READING

- a **🗣️** Look at the photo on the left. Which country do you think it is?
- b Read the blog *Hungry Adventures*. Check your answer to 4a.
- c Read the blog again. Find the descriptions of the dishes and match them with the food photos a–d.
- | | |
|--|-----------------------------------|
| 1 ☐ chicken satay | 3 ☐ cendol |
| 2 ☐ muri ghonto | 4 ☐ thosai |
- d **🗣️** Discuss the questions.
- Did the blog writer enjoy the dishes in 4c?
 - Which of the dishes would you like to try?

Travelling and eating around the world



Hawker centres – street food, but not on the streets

14th May

Singapore is famous for its street food, but it's been illegal to sell cooked food in the streets for many years. So, if you're looking for Singapore's famous street food, hawker centres are the places to go. These are indoor food courts with stalls that sell freshly cooked food. You choose your hawker stall according to what kind of cuisine you want – Thai, Malay, Chinese, Indian, Japanese or Korean.

I went to the Golden Mile Food Centre – it was amazing to see so many different food stalls under one roof. *Sup tulang*, a Malay–Indian dish of beef bones in a red spicy sauce, looked very tasty. But in the end I wanted something lighter, so I chose *ayam buah keluak*, a Paranakan (Chinese–Malay) dish. It's chicken with Indonesian black nuts, served with steamed rice. A good choice – one of the most unusual dishes I've ever tasted.

Little India, big appetite

15th May

This part of Singapore was full of the sights and smells of India. I ate *thosai* – crispy Indian pancakes made from rice and lentils. They were served with rich and spicy dips and vegetable curry. The meal was light and fresh – delicious!

Still full from my Indian lunch, I explored the Arab Quarter. There was plenty of great food available, but sadly I wasn't hungry! I'll have to come back to Singapore. I didn't have a chance to explore Chinatown either.

By the evening I was hungry again, so I tried some of the barbecued food at Lau Pa Sat, an old market. I went for Malaysian chicken *satay*, pieces of chicken on sticks served with spicy peanut sauce. Absolutely delicious!

e Read the blog again and answer the questions.

- 1 What two habits show that the people in Singapore love food?
- 2 What did the blog writer eat with her fish head curry?
- 3 Why can't you buy cooked food on the street in Singapore?
- 4 Why didn't she have *sup tulang* at the Golden Mile Food Centre?
- 5 Why didn't she eat anything in the Arab Quarter?
- 6 Which area of Singapore did she not go to?

f Imagine you are visiting Singapore. Where will you go? What will you eat?

I'd really like to go to a big hawker centre, so we can see all the different options.

5 SPEAKING

a You are going to talk about a special meal. Make notes about one of these meals. Use the ideas in the box to help you plan what to say.

- the most special meal you've ever made
- the most delicious meal you've ever eaten
- a meal you'll never forget

where? when? who with? ingredients?
how was the food cooked? taste, smell, colour?

b Take turns to describe your meals. Then talk about which of the meals sounds the most delicious.

The most delicious meal I've ever eaten was in a little restaurant near my grandparents' house. I ate ...



1 LISTENING

a Discuss the questions.

- Which of these do you think is the most romantic?
 - flowers
 - dinner at a restaurant
 - a home-made meal
 - a handwritten love letter
 - an expensive gift (e.g., jewellery)
- Have you ever bought/done these things for anyone?

b Look at the photo below. Where are Tom and Rachel? What are they doing? What do you think they are talking about?

c Watch or listen to Part 1 and check.

d Watch or listen again. Are the sentences true (T) or false (F)?

- Tom isn't going to ask Becky to marry him.
- Tom is going to take Becky to Paris.
- Mark asked Rachel to marry him at a special place.
- Becky and Tom used to work together.

e Do you agree with Rachel's advice? Where should Tom propose to Becky?



2 USEFUL LANGUAGE

Asking for and giving recommendations

a Look at the phrases in **bold** below. Which ones are asking for recommendations? Which are giving recommendations?

- Do you think I should** take her somewhere special?
- If I were you, I'd** take her somewhere special.
- It's probably worth** asking her where she wants to go.
- What would you do** about the ring?
- Would you recommend** buying a very expensive ring?
- It's much better to** buy something that's her style.
- It's not a good idea to** ask her what she likes.

b Complete the conversations with the correct form of the verbs in brackets. Look back at the phrases in 2a to help you.

- A What do you think I should ¹_____ Dad for his birthday? (get)

B If I were you, I ²_____ him what he wants. (ask)

A But that will ruin the surprise.

B It's much better ³_____ him what he wants though. (get)

A True, I suppose.
- A Where would you recommend ¹_____ the party? (have)

B It's probably worth ²_____ Laura if she can recommend a restaurant. She knows lots of great places. (ask)

A And what about the cake? What would you ³_____? (do)

B Get it from a bakery. And it's a good idea ⁴_____ them as soon as you can. They get very busy. (contact)



3 CONVERSATION SKILLS

Expressing surprise

- a** Look at the sentences about the next part of the story. Which option do you think is most likely?
- Rachel advises Tom to buy *a huge diamond / something that's Becky's style*.
 - Tom thinks that the rings in the jewellery shop are very *expensive / cheap*.
 - Rachel and Tom see Becky and *say hello to her / hide in the shop*.
- b** **06.13** Watch or listen to Part 2 and check your answers to 3a.
- c** **06.13** Watch or listen to Part 2 again and complete the sentences.
- Tom** So, what about the ring? What would you buy? A big diamond, right? So she can show it to her friends?
Rachel ____? Tom, do you know Becky at all?
 - Rachel** It's £1,500.
Tom I _____.! That's ridiculous.
 - Rachel** Tom! It's Becky! Over there.
Tom _____.! What should we do?
- d** Take it in turns to say the sentences below and express surprise.
- I'm getting married.
 - I passed all my exams.
 - That coat costs £300.
 - I lost my phone yesterday.

4 PRONUNCIATION

Sounding interested

- a** **06.14** Listen to this extract. Is the intonation flat or not? Underline the correct word in the rule.

Rachel I am so excited. I still can't believe you're going to ask Becky to marry you.

Sometimes, intonation is more important than the words we use. If we use *varied / flat* intonation, we may sound as if we're bored or don't care about the subject.

- b** **06.15** Listen to exchanges 1–3. Which of the B speakers sounds bored?

- A** I've got a new job.
B Wow. That's incredible.
- A** I've just bought some new shoes.
B That's amazing.
- A** We lost the game last night.
B That's terrible.

- c** Practise saying the exchanges in 4b. Try to sound interested.

5 SPEAKING

» **Communication 6C** Student A: Read the instructions below. Student B: Go to p. 130.

Student A

- You have been offered an amazing job. The salary is very high and it is a great opportunity. The problem is that you need to move to New York next month! Tell your partner your news and ask for some recommendations about what to do.
- Listen to your partner's surprising news and give some recommendations.

I've been offered a new job.
It's in New York!

No way!
That's great.

Do you think I
should take it?

UNIT PROGRESS TEST

CHECK YOUR PROGRESS

You can now do the Unit Progress Test.

1 SPEAKING AND LISTENING

a Look at situations 1–3. Where would you go for these occasions? Choose from the locations in the box.

- 1 to meet friends for a chat and a cup of coffee
- 2 a birthday or an anniversary
- 3 a party at the end of term or the end of a language course

a café a cheap restaurant an expensive restaurant
a venue with music or dancing (e.g., a club)

b Compare your ideas. Do you agree?

c 06.16 Listen to Jeff, Fabio and Carla. Which place in photos 1–3 is each of them talking about?

d 06.16 Listen again and answer the questions.

- 1 Why doesn't Jeff like the atmosphere at expensive restaurants?
- 2 What does he say about the food?
- 3 Does Fabio go to cafés alone, or with friends, or both?
- 4 Why does he like pavement cafés?
- 5 What does Carla do before she starts dancing?
- 6 What kind of music does her favourite place play?

e Think of one place to go out that you really like and one that you don't really like. Make notes about their good and bad points.

f Discuss your places. Do you agree with your partner's descriptions? Why / Why not?

2 READING

a Read the four reviews of a café on p. 77. The first reviewer gave it five stars (= excellent). How many stars do you think the other reviewers gave it?

b Read reviews a–d again. Underline any words or phrases that are used to describe the things below.

- | | |
|--|-------------------|
| 1 the atmosphere | 4 the service |
| 2 the kind of food and drinks they serve | 5 value for money |
| 3 the quality of the food | 6 the location |



- a** 'Very highly recommended. Would go back again.' ★★★★★

I came here on my birthday. The coffee and cakes were delicious and there was a relaxing atmosphere, with plenty of space. The staff were very friendly and gave us free birthday drinks. I can definitely recommend this café and I'll be going back.

- c** 'Visited twice in 3 days!' ★★★★★

We had wonderful food here. The fish was very fresh and they had delicious salads. It's also a great place to just sit and relax. The second time we went, we just ordered coffee, and the waiters were friendly and left us alone. We stayed for three hours! It's right in the town centre, so it's a bit noisy, but it's a convenient place to meet and fairly easy to get to. It's definitely worth a visit!

- b** 'Completely overrated.' ★★★★★

We had seen good reviews of this café, but it was extremely disappointing. The service was awful – we waited for 30 minutes before anyone even noticed we were there. We ordered pasta, but it was overcooked and the sauce was completely tasteless. My soup was tasty, but it was half cold and I had to send it back. The waiters were friendly enough, but they were so slow.



- d** 'A nice place to meet friends.' ★★★★★

This is a bright, friendly café and they also serve good food, although the portions aren't very generous and it's a bit overpriced. I usually go there for a coffee. It has a fairly pleasant atmosphere and the service is always reasonably friendly and relaxed. I'd recommend it as a place to get something to drink with friends, but it might be better to eat somewhere else.

3 WRITING SKILLS Positive and negative language; Adverbs

- a** Add adjectives or phrases from the reviews above to the table.

Positive	Fairly positive
<i>delicious</i>	<i>friendly enough</i>
Fairly negative	Negative
<i>a bit noisy</i>	<i>awful</i>

- b** Compare your answers. Did you choose the same adjectives and phrases?

- c** Compare the two sentences. They are both negative, but they are not exactly the same. In which sentence is the writer trying not to sound too negative?

- The portions weren't **very generous**.
- The portions were **absolutely tiny**.

- d** Which of these sentences are slightly negative? Which are very negative?

- It was extremely disappointing.
- The bread wasn't very fresh.
- The sauce was completely tasteless.
- My soup wasn't really hot enough.
- The portions were rather small.
- The service was awful.

- e** Do we use these adverbs to make adjectives or phrases stronger or weaker?

a bit absolutely completely extremely fairly not really
not very quite rather really reasonably slightly terribly

- f** Change the strong comments in the sentences in 3d so that they sound weaker. Change the weaker comments so that they sound stronger.

- It was *a bit disappointing*.
- The bread was *really old*.

4 WRITING Two reviews

- a** Choose two places you know (restaurants, cafés or venues with music). Think of one place you like a lot and one place you don't really like. Make notes about the points below.

- general atmosphere
- location
- how busy it is
- what they serve
- quality of food
- service
- friendliness
- prices
- value for money

- b** Compare your ideas with a partner.

- c** Write two reviews, one for each place.

- d** Work in pairs. Read your partner's reviews. Check that your partner has done the things below.

- covered all the points in 4a
- used appropriate adjectives and phrases
- used adverbs appropriately

- e** Show your reviews to other students. Do you agree with your partner's descriptions? Why / Why not?

UNIT 6

Review and extension

1 GRAMMAR

- a Read the text and underline the best words. Sometimes more than one word is possible.

Essaouira, in Morocco, is a wonderful place to visit. You ¹*must / should / can* enjoy walking through the streets, shopping at the market or tasting local food.

It's often windy in Essaouira, so you ²*don't have to / should / have to* bring warm clothes. The wind means that the beach isn't good for sunbathing, but you ³*ought to / shouldn't / must* go kite-surfing – it's really exciting!

If you like history, you ⁴*don't have to / have to / should* explore the old part of town. There are a lot of market stalls here. If you want to buy something, discuss the price with the stallholder. You certainly ⁵*shouldn't / ought to / must* pay the first price you hear!

Many people here speak English, Spanish or French, so you ⁶*don't have to / should / mustn't* learn Arabic, although you ⁷*should / must / have to* probably learn a few useful phrases. You ⁸*can't / don't have to / mustn't* stay in expensive hotels; there are other options, including *riads*, which are hotels that feel like family homes.

- b Complete the sentences with the correct form of the words in brackets. Add any extra words you need.

- A burger in my country is ____ (slightly cheap) a burger here.
- Indonesia is ____ (a bit hot) Jamaica.
- On average, trains in Japan are ____ (much fast) trains in India.
- Thai food is ____ (by far spicy) I've ever eaten.
- Travelling on this Metro isn't ____ (nearly expensive) travelling on the London Underground.

2 VOCABULARY

- a Complete each pair of sentences with compound nouns made from the words in the boxes.

air crossing conditioning pedestrian

- It's safer to use a _____. There's so much traffic on this road.
- A It's so hot! _____ B I'll turn the _____ on.

hour public rush transport

- Let's go at ten o'clock, when _____ is over.
- Should we drive or use _____?

jam lights traffic traffic

- Sorry I'm late. I got stuck in a _____.
- Wait for the _____ to change from red to green.

cycle vending lane machine

- That car shouldn't be in the _____!
- I'd like a cold drink. Is there a _____ near here?

- b Complete the sentences with words for describing food.

- I'm not hungry. Can I have something _____, like a salad?
- I love _____ foods like chocolate and cake!
- This hasn't been cooked properly. Look! The vegetables are still _____.
- This juice is really _____. There's too much lemon in it.

3 WORDPOWER go

- a Match questions 1–6 with responses a–f.

- ☐ Where does that path **go**?
- ☐ How did your trip **go**?
- ☐ This is my new dress. Do these shoes **go** with it?
- ☐ Where's the milk?
- ☐ Where's the cake you were making?
- ☐ Was there food at the party?

- Really well. I met some very nice people.
- No, they're the wrong colour.
- To the beach, I think.
- Yes, but when I got there it had all **gone**.
- It **went** off. I threw it away.
- It **went** wrong. I threw it away.

- b Match the phrases with *go* in 3a with these descriptions.

We can use:

- go* to mean *disappear* d
- go (with)* to mean *look similar / look good together* ____
- go* to mean *go towards* ____
- go wrong* to mean *develop problems / not succeed* ____
- go* + adverb to describe how things happen (e.g., *go badly*) ____
- go* + adjective to describe a change (e.g., *go grey*) ____

- c Complete each sentence with the correct form of *go* and a word or phrase from the box, if necessary.

around bad orange really well with my eyes wrong

- In the autumn, the leaves ____.
- I had a job interview yesterday. It _____. I got the job!
- Don't worry if it _____. Just start again.
- When I turned to speak to Fred, he had already _____.
- The road _____ the lake. It's a nice drive.
- The shop assistant said the scarf _____.
- Milk that is not refrigerated will eventually _____.

- d Look at what the people are saying. Think of two things that each person might be talking about.

- It went very well, thanks.
- It went completely white.
- It goes very well with cheese.
- Oh, no! It's gone bad!
- It goes over the river.
- It's gone. Good!

REVIEW YOUR PROGRESS

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

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

I CAN ...	
talk about advice and rules	☐
describe food	☐
ask for and give recommendations	☐
write a review of a restaurant or café.	☐

CAN DO OBJECTIVES

- Describe a building
- Describe a town or city
- Make offers and requests and ask for permission
- Write a note with useful information



UNIT 7

HOUSE AND HOME

GETTING STARTED

a  Look at the photo and answer the questions.

- 1 Which room in the house is this? What items can you see?
- 2 Would you like to have a room like this in your home?
Why / Why not?
- 3 What is your favourite room in your home? Describe it.

b  Talk about your ideal home.

- 1 What would it look like?
- 2 How big would it be?
- 3 Where would it be?
- 4 Who would live there with you?

a



b



d



c



1 LISTENING

a Look at photos a–d and discuss the questions.

- Where do you think the buildings are? Are they in the city or the country? Which country? Explain your answers.
- Who do you think lives in each building? A large family? A young married couple? Explain your answers.

b 07.01 Listen to four people talking about photos a–d. Which photo is each person talking about?

Speaker 1 _____ Speaker 3 _____
Speaker 2 _____ Speaker 4 _____

c 07.01 Listen again. Where do the speakers think the buildings are? Who do they think lives there? Are their answers the same as yours in 1a?

d Do you like these buildings? Why / Why not?

2 GRAMMAR Modals of deduction

a Complete each sentence with one word.

- It's very small, so it _____ belong to a big family.
- There _____ be much space in there!
- It _____ belong to a single person or a couple.
- It _____ be on the outskirts of any big city.
- It _____ not be a house.
- Whoever lives there _____ have children.
- Or it _____ be a holiday home.

b 07.02 Listen and check your answers.

c Match sentences 1–4 with meanings a–c. Two have the same meaning.

- ☐ It **must** be a holiday home.
- ☐ It **might** be a holiday home.
- ☐ It **could** be a holiday home.
- ☐ It **can't** be a holiday home.

- I think it's a holiday home (but I'm not sure).
- I'm sure it's a holiday home.
- I'm sure it's not a holiday home.

d Look again at the sentences in 2c. What verb form comes after *must*, *might*, *could* and *can't*?

e >>> Now go to Grammar Focus 7A on p. 156.

f 07.04 Pronunciation Listen to the sentences in 2c. Underline the correct word in the rule.

When the final *t* or *d* in a word is followed by a consonant sound, it is often *easier* / *harder* to hear the *t* or *d* clearly.

g 07.05 Listen and tick (✓) the sentences where you hear the final *t* or *d*. Practise saying the sentences.

- ☐ It can't get much sun.
- ☐ You could be right.
- ☐ She must earn a lot of money.
- ☐ It might be very expensive.
- ☐ You must enjoy living here!

h Discuss the questions.

- What do you think it might be like to live in the homes in 1a?
- What would you see from the windows?
- Would you have a lot of space? Are there a lot of rooms?

3 VOCABULARY Buildings

a Read the email and underline the correct words.

Hi Jamal,

I'm ¹*moving house* / *moving my house* next Friday, so here's my new address: Flat 4b, 52 Stevens Road, Leighton, NR17 3AQ. I'm ²*renting* / *buying* the flat for six months and if I like it, I'll stay longer. It's on the fourth ³*level* / *floor* of a modern ⁴*house* / *block* of flats, and it's got ⁵*views* / *sights* of the sea!

It's in a good ⁶*location* / *located*. The ⁷*neighbour* / *neighbourhood* is quiet, but there are some nice cafés and shops nearby. You should come and visit. If it's sunny, we can sit on the ⁸*upstairs* / *balcony* and look at the sea!

I've got to move out ⁹*of* / *to* this house on Tuesday, but I can't move ¹⁰*of* / *into* my new place until Friday, so I'll be staying with my parents for a few days next week. Are you going to be in the area?

Hope to see you soon,
Alex

b >>> Now go to Vocabulary Focus 7A on p. 139.

4 READING

a Imagine you're going to stay for three nights in a city that you don't know. Discuss the questions.

- What are the advantages and disadvantages of staying in:
 - a hotel?
 - a rented flat?
 - a spare room in a local person's house?
- Where would you prefer to stay? Why?

b Read the introduction of *A more personal place to stay* and choose the best summary.

- How to be less like a tourist on holiday
- How to find out about a place before you visit
- How to find out the price of accommodation

A MORE Personal PLACE TO STAY

Do you want to live like a local when you go on holiday? Popular websites such as Airbnb help travellers find privately owned rooms, flats and houses to rent.

Hosts create profiles of places to rent. Guests can browse the profiles, read reviews written by guests and make reservations online. Prices range from about £35 to £300 per night, depending on the accommodation and the location.

But what's it like to stay at a stranger's house when you're on holiday? And if you're a host, what's it like to open your home to people you don't know? We spoke to some guests and hosts to find out.

c Would you like to stay in someone else's home? What would be good or bad about it?

d Read *What the guests say ...* and answer the questions. Write Letizia (L) or Kumi (K).

- ☐ Who stayed in a modern building?
- ☐ Who felt at home in the neighbourhood?
- ☐ Who could easily get around the city?
- ☐ Who cooked their own food?
- ☐ Who is going to see their host(s) again?

e Which of the places would you rather stay in?



WHAT THE GUESTS SAY ...



KUMI

I've stayed in Berlin a few times, but I've always stayed in a hotel. This experience was completely different. I had the entire top floor of an old house, and the rent included a bicycle, too, which was great for travelling around the city. The hosts (Karl and Alexandra) were very kind, and we had good conversations at every meal. They let me use the kitchen, which was great since the restaurants nearby were very expensive. The shopkeepers in the area knew I was staying at Karl and Alexandra's and they were all very friendly. I felt like a local by the end of the week!

LETIZIA

My friends and I stayed in this amazing modern villa in California for ten days. It had eight bedrooms, a pool and the biggest kitchen I've ever seen (in which Jeff, our host, cooked fantastic breakfasts for us!). Jeff was so nice. He gave us a lot of information about the local area and invited us to join him for dinner. We ended up becoming good friends – he's going to stay in my house when he comes to Italy next year.



- f What do you think are the advantages and disadvantages of being an Airbnb host?
- g Read *What the hosts say ...*. Do they mention the advantages and disadvantages you talked about?



WHAT THE HOSTS SAY ...

ROBERTO I've been an Airbnb host for three years. In that time, I've met some wonderful people – musicians, families, athletes, professors, hikers and students – who've needed **accommodation** for different reasons. They've come from different parts of the world, and it's been a **pleasure** to get to know them. The only problem is that you have to do so much laundry and cleaning!

LISA Some people worry about **theft**, but I've had more than 100 guests and no one has ever stolen anything from me. Some guests are nicer than others, of course, but overall they've been charming and friendly. I usually ask people why they're travelling when they make a **reservation**. It's a good way to get to know a bit about them.

CLARA My family has a holiday **cottage** in Scotland. We decided to rent it out when we're not using it. It was easy to set up the profile on the website. You have to trust people to treat your **property** as if it were their own home, but we only accept reservations from guests who have good reviews.

Scotland, UK

- h Read the texts above again and match the words in **bold** with the definitions.

- 1 a building that someone owns
- 2 place(s) to stay
- 3 a small house in the country
- 4 an enjoyable experience
- 5 the crime of stealing something
- 6 an arrangement to stay somewhere (e.g., a hotel room)

5 SPEAKING

- a Look at the buildings below and discuss the questions.
- 1 How old is each building?
 - 2 What do you think it's like inside?
 - 3 Would you like to live there?
- b Imagine you are going on holiday with your partner. Discuss which of the houses/flats you would like to stay in. Can you agree on one house/flat to visit?

I'd like to stay in the flat in photo e. New York must be a really great city to visit.



Cappadocia, Turkey



Amsterdam, The Netherlands



Essex, UK



Cork, Ireland



New York City, USA



Miami, USA

1 LISTENING

- a Where did you grow up – in a big city or a small town? What was good and bad about it?
- b Read *Five reasons why small towns are better than cities*. Do you agree with the reasons in the list? Can you add any more reasons?
- c Think of five reasons why cities are better places to live than small towns. Tell a partner.
- d 07.08 Listen to Tim and Kate's conversation. Are Tim's reasons the same as yours in 1c?

e 07.08 Listen again. Are these statements true (T) or false (F)?

- 1 Kate grew up in a small town.
- 2 Tim wouldn't want to live in a small town.
- 3 Kate thinks small towns are safer.
- 4 More people have car accidents in the city than in the country.
- 5 People who live in the country have a smaller carbon footprint.

f Discuss the questions.

- 1 Where do you think it's safer to live – in the city or in the country?
Think about:
• driving • crime • hospitals • other ideas
- 2 Is your (nearest) city designed in a way that's good for the environment? Why / Why not?
- 3 How could your (nearest) city be better? Think about:
• public transport • cycle lanes • other ideas

Five reasons

why small towns are
better than cities

- 1 There are no traffic jams. You don't need to spend hours trying to get to work. Fantastic!
- 2 Everyone knows your name and who your parents are. And they help you when times are bad.
- 3 EVERYTHING is cheaper – eating out, buying houses, even going to the cinema.
- 4 You don't have to queue for the most popular restaurant in town. You probably know the waiter anyway.
- 5 You can't get lost. Who cares if you don't have any signal on your phone – you don't need GPS!



2 VOCABULARY Verbs and prepositions

a Complete the sentences with the words in the box.

about (x2) on to

- 1 People care _____ you.
- 2 It's like you belong _____ one big family.
- 3 That makes sense if you think _____ it.
- 4 You can't rely _____ public transport in the countryside like you can in the city.

b **07.09 Pronunciation** Listen and check your answers to 2a. Then complete the rule.

When we use a verb and a preposition, we *usually* / *don't usually* stress the verb and *stress* / *don't stress* the preposition.

c **07.09** Listen again and practise saying the sentences.

d Match the verbs in the box with the prepositions. Use some verbs more than once.

apologise argue believe belong care
complain cope depend pay rely
succeed think wait worry

1 _____	with someone
2 _____	with something
think _____	about something
3 _____	
4 _____	
5 _____	
pay _____	
wait _____	for something
6 _____	
7 _____	in something
8 _____	in doing something
9 _____	
rely _____	on someone/something
10 _____	
11 _____	to someone
12 _____	
13 _____	

e Complete each sentence with the correct form of a verb + preposition from 2d.

- 1 Do I like living in the countryside? That _____ the weather – when it's warm and sunny, I love it!
- 2 My friend has just moved from the countryside to the city and she's finding it hard to _____ all the noise.
- 3 He moved here to look for work, but he hasn't _____ finding a job yet, unfortunately.
- 4 I'd like to _____ what I said earlier. I didn't mean to be so rude.
- 5 I _____ the traffic warden about the fine for ten minutes, but in the end I had to pay it.
- 6 People _____ the traffic here, but it isn't bad compared to a big city.
- 7 **A** Do you _____ bad luck?
B No, not really. I think people are in control of their own lives.
- 8 All of the land near the river is private – it _____ the university. You can't walk there.

f Complete the game instructions below with the correct prepositions. Then play the game in teams.

'TWO'

Think of two things for each category. You win a point for each answer that no other team has written.

a ways you can pay for things

1 _____ 2 _____

b things hotel guests often complain _____

1 _____ 2 _____

c ways you can apologise _____ being late

1 _____ 2 _____

d things people often do when they're waiting _____ a bus or train

1 _____ 2 _____

e things that a lot of adults worry _____

1 _____ 2 _____

f things that a lot of children believe _____

1 _____ 2 _____

3 GRAMMAR Quantifiers

a Discuss the questions.

- Are there parks and other green spaces where you live?
- What activities can people do there?
- How often do you use parks and other green spaces?

b Look at the photo of the Turia Gardens in Valencia, Spain. What do you think you can do there? Make a list. Then compare lists with a partner.

go jogging
have a picnic

c Read the article and check. Which things on your list are mentioned?

TURIA GARDENS VALENCIA, SPAIN

At one time the River Turia flowed through the beautiful city of Valencia. The trouble was – it often flooded. After a particularly serious flood in 1957, the local government decided to change the course of the river and move it further south. In its place they created nine kilometres of parks and gardens, still crossed by the river's 18 bridges. The Turia Gardens are now home to hundreds of species of plants, a network of paths for cycling and walking and even a 70-metre-long giant lying in the sand, whose body you can climb up and slide down. There are areas to play volleyball and do yoga – or you can just lie about on the grass. The Turia Gardens are a great place for tourists and locals.

What the locals say



I love the Turia Gardens. Calm and beautiful, especially if you go early in the morning when it's quiet.

Pablo



It used to be a lovely quiet place to go. Now it's full of tourists. Don't go at the weekend! But one good thing is that it's quite clean and tidy – they clean up all the rubbish regularly.

Ana



Make sure you allow plenty of time. You need about three hours to see it properly. One thing to remember – there are very few public toilets in the park, so you may need to go to a café.

Rosalía

d Read the article again. Underline the correct words.

- There are *a lot of* / *too many* different kinds of plants in the Turia Gardens.
- There are *much* / *plenty of* things to see and do in the park.
- Pablo goes there early in the morning because there aren't so *many* / *much* people.
- Ana thinks there are *too many* / *enough* tourists there.
- There's *very few* / *very little* rubbish in the park.
- Rosalía thinks there *aren't any* / *aren't enough* public toilets in the park.

e Now go to Grammar Focus 7B on p. 156.

f Write sentences about each of the places below. Use quantifiers and the words in the box, and your own ideas. Don't include the name of the place.

- a city area that you know
- a country area that you know

cafés crime flowers noise people pollution
shops space things to do traffic views wildlife

It's a great place. There isn't much traffic and there's very little pollution.

g Read your sentences aloud. Can your partner guess where the places are?

A lot of people go there at weekends, but there's enough space for everyone. There aren't many shops or cafés.

Is it the beach?

4 SPEAKING

a You are going to talk about the area where you live. Make notes about these questions:

- Is it a healthy or safe place to live? Why / Why not?
- What do people like about it? (e.g., parks, restaurants)
- What do people complain about? (e.g., the noise, the roads)

b Take turns to talk about your areas. Would the places you talk about be good to live in for each of the people below? Why / Why not?

- a teenager who likes films and music
- a family with young children
- an elderly couple
- someone who likes sport and outdoor activities



1 LISTENING

a Discuss the questions.

- Do you take presents when you visit someone's house?
What might you take?
- What should you do to be polite when visiting someone's house?
(e.g., arrive on time, take your shoes off)

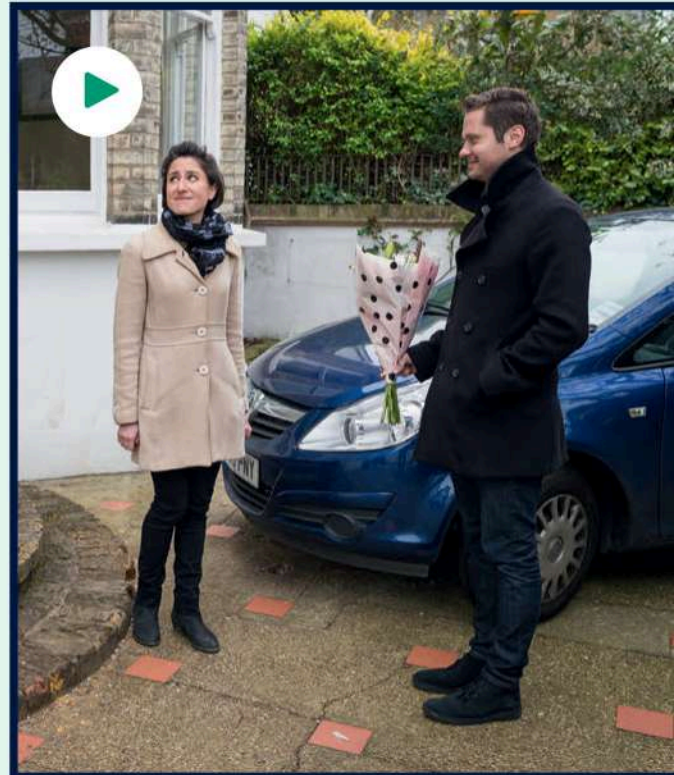
b Look at the photos on this page. What do you think is happening? How do you think the people feel?

c **07.14** Watch or listen to Part 1 and check your ideas.

d **07.14** Watch or listen again. Are the sentences true (T) or false (F)?

- Becky hasn't met Tom's parents before.
- Michael wants to watch a football match.
- Becky got Charlotte's name wrong.
- Charlotte is a teacher.
- Tom tried to tell his parents that Becky is a vegetarian.

e Do you think that Becky has been a good guest?
Has she made a good first impression?



2 USEFUL LANGUAGE Making offers and requests and asking for permission

a Match questions 1–5 with responses a–e.

- ☒ **Is there anything we can do to help?**
- ☐ **Do you think you could** give me a hand?
- ☐ **Let me** get you something else.
- ☐ **Is it OK if I** just have some bread and butter?
- ☐ **I'll** get you a green salad.

- | | |
|----------------------------------|-------------------------------------|
| a No, it's fine, really. | d OK, that would be lovely. Thanks. |
| b Sure. | e No, we can do better than that. |
| c Oh no, it's all under control! | |

b What phrases in **bold** in 2a do we use to ...

- | | |
|-----------------------------|-----------------------|
| 1 offer something politely? | 3 ask for permission? |
| 2 ask for help politely? | |

c Match requests 1–5 with responses a–e.

- ☐ Do you mind if I borrow some money?
- ☐ May I sit here?
- ☐ Do you think I could have a glass of water?
- ☐ Can I use your phone for a moment?
- ☐ Would you mind if I opened the window?

- | |
|---------------------------------------|
| a Yes, of course. Let me get you one. |
| b Not at all. How much do you want? |
| c Sure. Here it is. |
| d Not at all. It's hot in here. |
| e Of course. There's plenty of space. |



3 LISTENING

- a Look at the photo. What do you think Tom and Michael are talking about?
- b **07.15** Watch or listen to Part 2 and check.
- c **07.15** Watch or listen again. Are the sentences true (T) or false (F)?
- 1 Tom thinks Becky hasn't made a good impression.
 - 2 Michael doesn't like Becky.



4 CONVERSATION SKILLS

Imagining people's feelings

- a **07.16** What word is missing in each sentence? Listen and check.
- 1 I _____ you're excited about the match this afternoon.
 - 2 Tom tells me you're an architect. That _____ be very interesting.
- b Read the exchanges and underline the phrases we use to imagine what someone else is feeling.
- 1 A I'm doing three part-time jobs at the moment.
B You must be very tired!
 - 2 A I'm going to meet my boyfriend's parents for the first time.
B I imagine you're a bit nervous!
- c Look at the sentences below. Respond with *must* and an appropriate adjective.
- 1 I'm planning a holiday to France.
 - 2 I've just broken my tooth!
 - 3 I've lost my smartphone – and I can't remember any of my friends' numbers.
 - 4 I'm learning Japanese at the moment.

I'm planning a holiday to France.

That must be exciting!

- d Tell your partner about some of the things below. Answer with a phrase from 4a or 4b.
- something you're planning on doing soon
 - a hobby you have
 - a problem you have at school/work

I go to Spanish lessons at 7:30 in the morning before I go to work.

That must be tiring.

Yes, but I really enjoy them.

5 PRONUNCIATION Sounding polite

- a **07.17** Listen to these sentences spoken twice. Which sentence sounds more polite, a or b?
- 1 Do you think you could give me a hand? a / b
 - 2 It's lovely to meet you at last. a / b
- b **07.18** Listen to three more pairs of sentences. Which sentences sound more polite, a or b?
- 1 How long are you staying? a / b
 - 2 She seems really great. a / b
 - 3 I'm really happy to hear that. a / b
- c Practise saying the sentences in 5b with polite intonation.

6 SPEAKING

» **Communication 7C** Student A: Read the instructions below. Student B: Go to p. 132.

Student A

- 1 You are staying with Student B in their home. During the conversation, ask permission to:
 - use the Internet
 - have a shower
 - wash some clothes
- 2 Student B is a new colleague in your office. Ask them how it's going and try to sound interested (e.g., *That must be ...*). They will ask you permission to do things. Decide whether or not to give permission.

UNIT PROGRESS TEST

→ CHECK YOUR PROGRESS

You can now do the Unit Progress Test.

1 SPEAKING

- a** Talk about a recent holiday.
- 1 What kinds of activities did you do?
 - 2 Did the people you were with want to do the same things as you or different things?
 - 3 Think of a holiday you would like to go on. What would you do on the holiday?

2 READING AND LISTENING

- a** You're going to read about going on holiday in Miami. Before you do, discuss the questions.
- 1 Where is Miami? Have you ever been there? Do you know anyone who's been there?
 - 2 What is it like, or what do you imagine it's like? Talk about the points below.
 - the weather
 - the people
 - the buildings
 - the atmosphere
 - things to see and do

- b** Read about the top five things to do in and around Miami. Which things would you like to do? Why? Are there any things you would *not* want to do? Why not?

- c** **07.19** Sue is talking to a colleague, Jon. Listen to their conversation and answer the questions.

- 1 How many people are in Sue's family?
- 2 Where are they staying?
- 3 Which of the 'top five things' are they going to do?

- d** **07.19** Listen again and make notes in the table.

	Where do they want to go?	Why do they want to go there?
Sue's daughter		
Sue's son		
Sue's husband		
Sue		

- e** Do you think Sue is looking forward to the holiday? Why / Why not?

TOP FIVE THINGS TO DO

... in and around Miami, Florida



1 Admire the architecture of Miami Beach

Wander the streets of Miami Beach and admire the art deco hotels and houses from the 1930s. The film stars from the 1930s stayed here when they came to Miami. Many of the buildings have been repainted in their original colours.

2 Go to the beach

Miami has endless sandy beaches along the coast. You can find crowds if you want them or you can have a beach to yourself. And the water is always warm.

3 Visit the Everglades

Ninety minutes from Miami are the Everglades, a huge area of natural swamp that is home to alligators, snakes and rare birds. Take a boat through the area and get a close-up view of the wildlife.

4 Spend a day at Disney World

Disney World is not very far from Miami – a great day trip. You can find all the characters from Disney films and have hours of fun with (or without) your kids.

5 Take a trip to Cape Canaveral

North of Miami is Cape Canaveral, where the USA sends some of its rockets into space. You can tour the Kennedy Space Center and see where they built the Apollo rockets that went to the moon.



3 READING

- a Read the note below that Sue's cousin, Tess, left in the apartment in Miami. Underline the correct words.
- The streets are safe *during the day / all the time*.
 - The apartment is *in the centre of / just outside* Miami.
 - The apartment is *right next to / quite far from* the sea.
 - Tess will be away for *a week / more than a week*.
- b Which adjectives in the box best describe the tone of the note? Which words or phrases in the note helped you decide?

friendly formal funny practical

- c Match the purposes a–f with sections 1–6 of the note.
- ☐ to explain options for buying food
 - ☐ to give information about going to places further away
 - ☐ to finish the note
 - ☐ to greet the reader and say what the note is about
 - ☐ to give safety advice about the area around the apartment
 - ☐ to give information about things in the apartment
- d What general order are the sections in? Choose the correct answer.
- things they need to know now → things they need to know later
 - things that are very important → things that are less important
 - things that are less important → things that are more important

- Welcome to Miami! Hope you have a nice stay in the apartment. Here are a few things you need to know ...
- Please make yourselves at home and help yourselves to anything in the kitchen. There's some chicken in the fridge and a lot of fruit and salad, so that should be enough for a couple of meals. I also got a couple of pizzas for the kids – they're in the freezer.
- After that, you'll need to go shopping. The best place is the Sunshine Center. Go out of the main entrance of the apartment and turn left, and you'll see it about 100 metres down the road. It's got a couple of supermarkets, a big bookshop and a few nice places to eat. Otherwise, there's a good place for burgers a bit further down the road. Apart from that, there are some good restaurants by the sea, but they're a bit further away.
- By the way, if you do go out in the evening, don't walk around late at night – the streets round here are not very safe at night, although they're OK during the daytime.
- Anyway, the car's in the car park, so you can use that for any trips. If you're going into Miami, another possibility is to take the train, but you'll find the car easier! You'll also need the car to go to the beach. The nearest one is Golden Beach, about a 15-minute drive away. Another option is Ocean Beach, about 30 minutes further north, which is usually much less crowded. Alternatively, you could try Miami Beach, but it can be difficult to park there.
- Enjoy your stay and see you in two weeks!
Love,
Tess

4 WRITING SKILLS Offering choices

- a What do the words in **bold** below mean?
- The Sunshine Center has got a few nice places to eat. **Otherwise**, there's a good place for burgers a bit further down the road.
 - if you don't like that idea
 - however
 - finally
 - The nearest one is Golden Beach, about a 15-minute drive away. **Another option is** Ocean Beach, about 30 minutes further north.
 - a different direction is
 - a different choice is
 - a much better beach is
- b Read the note again and find three more words or phrases that you could use instead of *Otherwise* or *Another option is ...*
- c Use words or phrases from 4a and 4b in the second sentences below.
- If you drive north, you can visit Disney World. You can also go to the Space Center at Cape Canaveral.
Another option is the Space Center at Cape Canaveral.
 - There are a lot of good restaurants at Miami Beach. Or you can try the restaurants at South Beach.
 - You can get an inter-city bus to go to the West Coast. You can also hire a car for a few days.
 - You can drive through the Everglades to look at the birds and alligators. You can also see them by boat.

5 WRITING A note with useful information

- a You are going to write a note for someone who will be staying in your home while you are away. Think about:
- things in the house/flat
 - things they can and can't do
 - things you want to ask them to do
 - food and shopping
 - things to do in the area.
- b Compare your ideas with a partner.
- c Read another student's note and answer the questions.
- Did you understand all the information?
 - Did they put the information in a logical order?
 - Did they use words and phrases from 4a or 4b correctly?

UNIT 7

Review and extension

1 GRAMMAR

a Underline the correct answer.

- There are *a lot / too many / too much* stairs in this building!
- There isn't *enough light / light enough / enough of light*.
It's always dark.
- There's *too many / few / much* noise outside.
- It's got *a lot / a lot of / much* windows.
- There are very *little / much / few* buildings in the area.
- It hasn't got *many / much / little* floors.

b Discuss the pictures. Use *must*, *might*, *could* and *can't*.

- What kind of person are they?
- How old are they?
- Where are they?



2 VOCABULARY

a Complete the text with the words in the box.

block floor location neighbourhood views

Holiday home swap

This summer, we exchanged homes with the Acuna family from Lisbon. Our home is in a quiet ¹ _____ in the north of England, with beautiful ² _____ of the Pennine hills. The Acunas live on the third ³ _____ of a ⁴ _____ of flats in the Portuguese capital. The flat is in a lively ⁵ _____ and there are a lot of places to visit nearby. Home swapping is a fantastic way to discover new places.

b Complete each sentence with a preposition.

- Don't worry _____ the neighbours.
- Who does that house belong _____?
- You'll have to wait a long time _____ a bus.
- How do you cope _____ the cold winters here?
- You can't rely _____ public transport here.
- We succeeded _____ finding a good hotel.
- Are you going to complain _____ the noise?

3 WORDPOWER over

a Match questions 1–6 with responses a–f.

- ☐ When did you paint the house?
- ☐ How many people live in Hong Kong?
- ☐ How long was the meeting?
- ☐ Can we start the test?
- ☐ What's the matter?
- ☐ Was the hotel room nice?

- Yes, we had a view **over** the lake.
- Over** the summer.
- Yes, turn your papers **over** and begin.
- Over** 7 million.
- You're getting mud all **over** the floor!
- It started at 2:00 and it was **over** by 3:15.

b Match the meanings of *over* with sentences a–f in 3a.

- ☐ finished
- ☐ across / from one side to the other
- ☐ more than
- ☐ during (a period of time)
- ☐ the other way up
- ☐ covering

c Complete each sentence with *over* and the words in the box. One sentence only needs *over*.

16 a lifetime someone the last few days
the next few days the world your city

- Where can tourists go to get views _____?
- What businesses from your country are known all _____?
- How much work have you done _____?
- What can you do in your country when you are _____? How about 18?
- What kinds of things do people learn _____?
- When was the last time you were sad that something was _____?
- Imagine you spill a drink _____ else in a restaurant. What would you do?
- What are you going to do _____?

d Ask and answer the questions in 3c.

REVIEW YOUR PROGRESS

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

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

I CAN ...

describe a building	☐
describe a town or city	☐
make offers and requests and ask for permission	☐
write a note with useful information.	☐



CAN DO OBJECTIVES

- Talk about podcasts
- Talk about what other people say
- Generalise and be vague
- Write an email summary of a news story

UNIT 8

INFORMATION

GETTING STARTED

a  Ask and answer the questions.

- 1 What is happening in the photo?
- 2 What do you think happened before the photo was taken?
- 3 What might happen next?
- 4 What would be a good caption for this photo if it appeared in a newspaper or online?

b  Talk about an interesting story you heard recently. Where did you hear it (e.g., in the news, on a podcast, on social media)? Ask and answer questions to find out more about each other's stories.

I REPLIED THAT I'D BEEN BORED WITH MY MUSIC

Learn to talk about podcasts

G Reported speech

V Sharing information

1 SPEAKING AND VOCABULARY

Sharing information



a Discuss the questions.

- 1 What do you think is the best way to share information with friends and family? Why?
- 2 If you had to send out important information at university, at work or in the community, how would you do this? What are the benefits of that method?
- 3 Do you ever want to share ideas and opinions with others? What's the best way to do this?

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

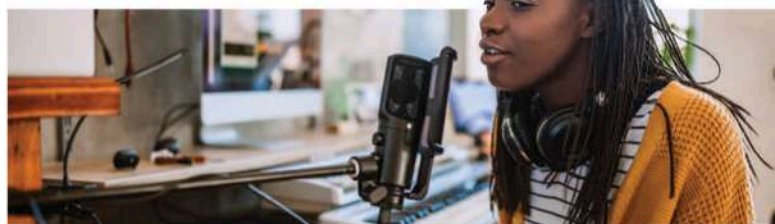
brainstorm create deliver hold post put up send

- 1 I _____ a text to Monica and told her to come ten minutes earlier if she could.
- 2 I only _____ on social media if I do something interesting, like going on holiday.
- 3 The best way to advertise the book sale is to _____ posters all around the university.
- 4 She loves local history so much that she has decided to _____ a podcast series about it.
- 5 When I was younger, I used to _____ newspapers on my bike.
- 6 Before we write our essays, we should all _____ ideas together as a group.
- 7 Last week, the city council _____ a meeting to get feedback on the new cycle lanes.

c Look at the verb phrases in 1b. Have you done any of these things recently? Tell your partner.

d Now go to Vocabulary Focus 8A on p. 140.

2 READING



a Discuss the questions.

- 1 Do you ever listen to podcasts? How often? Where?
- 2 Why do you think podcasts have become popular?
- 3 How easy or difficult do you think it is to make a podcast? Explain your answer.

b Read the article about making podcasts. In your opinion, does it sound easy or difficult?

Thinking of Making a Podcast? JUST GIVE IT A TRY!



Not so very long ago, people got their news from the radio, their entertainment from television and their knowledge from books. But, in case you hadn't noticed, times are changing. These days people can get all of that from one source: podcasts.

More than seven million adults in the UK listen to at least one podcast every week. And many of us just can't get enough of them. Podcasts are really popular with young people – 67% of people between the ages of 15 and 35 listen on a weekly basis. They are fun and they are informative, but, most of all, they are portable. Our favourite places to listen are at home, in the car or on public transport. Podcasts are perfect for taking the pain out of long traffic jams or boring trips to work on the bus or train!

Not only are a lot of people listening to podcasts, but a lot of people are now also making them. In some ways, they are very easy to make. Anyone can do it – all you need is a microphone and a computer. However, making a podcast that people really want to listen to is a little more challenging. You need to think about what's going to make people listen – what's going to get their attention? And more importantly, what's going to make them tune in again ... and again ... and again?

The best way to learn to make a podcast is to do it. You'll learn a lot by just giving it a try. Here are some useful tips to guide you in the process:

c Read the article again and make notes on the following topics.

- 1 podcast listening in the UK _____
- 2 places where people listen _____
- 3 basic requirements to make a podcast _____
- 4 making sure your content is good _____
- 5 talking on a podcast _____
- 6 before uploading _____
- 7 after you've uploaded _____
- 8 building your number of listeners _____

d Find expressions in the article that match these meanings. The first example is done for you:

- 1 make other people notice you get their attention
- 2 try to do something _____
- 3 pleased or satisfied with something _____
- 4 do what you say you will do _____
- 5 learned from doing something _____

3 LISTENING

a What are the best and worst places to listen to podcasts? Why?

b **08.01** Listen to Andrea. She is being interviewed on a podcast about podcasts. Answer the questions.

- 1 How did she start listening to podcasts?
- 2 What different types of podcasts does she listen to?

CONTENT

Before you grab a microphone and start talking, think about what you want to say. Your podcast series should have an overall aim or purpose, and each episode should feel like it's taking your listeners somewhere. It helps to think of your podcast as a kind of journey. You will probably need to plan what you say – not many people are great at improvising.

RECORDING and EDITING

If you record yourself on your podcast, try to sound as natural as possible. Don't use a special voice – just imagine you're talking to your friends. If your podcast isn't trying to be serious, make it sound like you're enjoying yourself. Finding and inviting interesting guests on your podcast can really help. You will probably record more material than you want to upload. This means you should edit it and only use what's relevant and interesting.

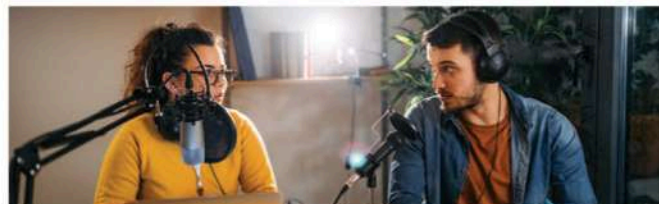
UPLOADING

Once you're happy with your episode, all you need to do is upload it. But don't imagine that thousands of people are going to find and listen to what you have to say. Use social media to tell people about your podcast, and be realistic about the number of listeners you can expect to attract when you are starting out. It takes time to build an audience. However, you should always treat your audience with respect and deliver on your promises. If you say you're going to produce one episode a week, make sure you do that. And if you're running late one week, let your listeners know.

Podcasts are fun to do. If yours doesn't end up being a big hit, it doesn't matter. You might lose some of your time, but you will have gained from the experience. So what are you waiting for? Get out there and give it a try!

c **08.01** Listen again. Are the following sentences true (T) or false (F)? Correct the false sentences.

- 1 She first listened to podcasts at home and used her computer.
- 2 She found it hard not to laugh at the comedy podcast on the train.
- 3 Listening to the comedy podcast made the trip to work take longer.
- 4 The first podcast she listens to each day is the news.
- 5 On the train she always listens to a comedy podcast.
- 6 From podcasts, she has picked up a lot of ideas about baking cakes.
- 7 She really enjoys true crime podcasts.
- 8 She's found out useful information for her job from podcasts.



d **08.02** **Pronunciation** Listen to the words below from the podcast. How are the letters *c*, *g* and *k* in bold pronounced?

podcast ago **g**uess **c**ommute work
giving **c**oncentrate baking **g**ood **o**rganisation

e Complete the rules with /g/ or /k/.

- 1 When we say _____, there is a sound in the throat.
- 2 When we say _____, there is no sound in the throat.

f **08.02** Listen again and repeat the words.

g If people listen to music or podcasts on public transport, they can't hear what's going on around them. What kinds of problems can this cause?

4 GRAMMAR Reported speech

a Andrea wrote an email to a friend about some of the things she said in the interview. Read the message and underline any reported speech.



Hi Sandy,

The interview went well. First, the interviewer asked me how I had started listening to podcasts. I replied that I'd been bored with all my music and had looked up the available podcasts on my way to the metro station. Then we talked about my podcast listening habits. I said that each day, as I was walking to the metro, I listened to a news podcast. And then I mentioned all the different kinds of podcasts I listen to. He asked me if I listened to podcast series. I told him that I loved them. I also said that podcasts could be useful for my job. I told him that I'd worked for a charity organisation for the past four years and I'd picked up some really helpful ideas by listening to podcasts.

See you soon,
Andrea

b What did Andrea and the interviewer actually say? Complete the sentences in direct speech.

- 1 Interviewer: 'How _____ you _____ listening to podcasts?'
- 2 'I _____ bored with all my music, so I _____ up the available podcasts on my way to the metro station,' replied Andrea.
- 3 'Each day, as I _____ to the metro station, I _____ to a news podcast,' said Andrea.
- 4 Interviewer: '_____ you _____ to any podcast series?'
- 5 'I _____ them,' Andrea replied.
- 6 'Podcasts _____ useful for my job,' Andrea told the interviewer.
- 7 'I _____ for a charity organisation for the past four years. I _____ some really helpful ideas by listening to podcasts,' said Andrea.

c **08.03** Listen and check your answers.

d Underline the correct words in the rules.

- 1 When we report what someone has said or written, we often change the tense of the direct speech *backwards* / *forwards* in time.
- 2 We use *question word order* / *normal word order* in reported questions.
- 3 We often don't change the tense when we report things that are *still true* / *no longer true*.

e Write the tense we use for reported speech.

Direct speech	Reported speech
present simple	_____
past simple	_____
present continuous	_____
present perfect	_____
can	_____

f Now go to Grammar Focus 8A on p. 158.

g Work in pairs. Write a story using reported speech and questions.

- 1 Write the first two sentences. Begin like this and continue using reported speech:
My friend *called me a few weeks ago with some news. He/She said ...*
- 2 Pass your sentences to another pair. Read the sentences you received and add another sentence. Begin:
I asked him/her ...
- 3 Pass your sentences to another pair. Read the sentences you received and add another sentence. Begin:
He/She said ...
- 4 Pass your sentences to another pair. Read the sentences and add a final sentence.

h Check that the reported speech is correct. Then read your story to the class.

5 SPEAKING

a Work with a partner. Look at the opinions about podcasts. Do you agree with them? Why / Why not?

- 1 Podcasts have completely changed the way we share information. They're a useful way to show people a different point of view.
- 2 Podcasts are a very valuable tool in education because you can learn so much from them.
- 3 On podcasts, you just have ordinary people saying anything they like. Some of the opinions they express are too strong.
- 4 Podcasts just feed people more and more information and stop them from thinking for themselves.
- 5 Podcasts are a fantastic form of entertainment that you can take with you almost anywhere.

b Work in small groups and discuss the opinions.



1 SPEAKING AND READING

a Discuss the questions.

- Do you read online reviews for any of these things?
 - restaurants, cafés or clubs
 - places to go on holiday
 - things to buy (e.g., computers, films, phones, cars)
- How much do you trust online reviews? Explain your answer.

b Read the review of The Shed at Dulwich and look at the photo. What is the reviewer's opinion of the restaurant? Would you like to eat there? Why / Why not?

c Now read *The restaurant that wasn't there* and look at the photos on p. 131. How is the restaurant different from the review?

The Shed at Dulwich ★★★★★

Reviewed 16 May

If you enjoy creative, exciting food, then you'll love The Shed! My husband and I occasionally take a trip to London from our home in the country. We both love food and we love to try new places. We came across The Shed at Dulwich on the Internet. They don't take reservations online, so I had to phone. It took over a week of phoning to get through to them and finally book a table, but we weren't disappointed. The whole experience was wonderful. The portions were quite small, but the food was perfectly cooked and our waiter made us feel really special. All their food is organic and comes from their own gardens, so the menu changes according to the season – a wonderful idea! We'll certainly go back!

The restaurant
that wasn't there

Have you ever been fooled by fake reviews online? Have you gone to a restaurant with five-star reviews only to find the food was terrible when you got there? And have you ever wished you could do something about it? Well, that's what London journalist Oobah Butler did. He managed to make his own garden shed into a five-star-rated restaurant, complete with a fake website and fake reviews.

Butler had always been concerned that online restaurant reviews might not always be genuine and that some of the people who wrote them had never actually eaten in the places they reviewed. Then one day in April, while sitting in his garden shed at home, he had an idea: if people were happy to believe anything they read online, maybe it would be possible not just to fake a restaurant review but to fake a restaurant itself. So he set out to make his garden shed into a top-rated London restaurant.

He created a website for The Shed at Dulwich, gave his street as the address (but no house number) and called it a 'reservation-only restaurant'. Then he made up an attractive menu with each dish named after a particular feeling – Love, Happy, Comfort and so on. He also took photos of the dishes, using things he found around the house – a kitchen sponge covered in coffee grounds, dishwasher tablets and shaving cream – all beautifully arranged on plates to look like expensive dishes. And then he submitted his restaurant to online review sites and waited.

Setting up the website was easy, but becoming well known was going to be a little more difficult. He started out ranked at 18,149, so he needed some convincing reviews, and these needed to be written by real people in different places to avoid the anti-spam technology used by review websites. So he contacted all his friends and acquaintances and asked them to write reviews.

To his surprise, a few weeks later people started phoning to make reservations. As the restaurant didn't exist, he had to reply that they were fully booked for weeks in advance, and this made the restaurant appear even more popular. Over the next month, the phone kept ringing, and he also had enquiries from people who were interested in working at The Shed and from companies who wanted to send him free samples of products.

Six months later, The Shed was ranked number 30 online out of all London restaurants, and he was receiving enquiries by phone and email from all over the world. Then in November, he found out that The Shed was London's top-rated restaurant.

He wasn't sure what to do next, but at this point he felt that it wasn't worth pretending any longer. So he decided to make his shed into a real restaurant. He put out a few chairs and tables and held an opening party for selected guests, serving microwaved meals bought from a local supermarket. The guests seemed to enjoy eating their microwaved food, and one couple even asked if they could come again.

So perhaps they really did think it was the best restaurant in London!

UNIT 8

d Read the article again and make notes in answer to these questions.

- 1 What gave Oobah Butler the idea?
- 2 How did he keep the location secret?
- 3 How did he get positive reviews?
- 4 What was unusual about the menu?
- 5 How did he create the dishes pictured on the website?
- 6 At what point did he open the restaurant?
- 7 What kind of food did he serve?

e What do you think about this story? Decide which comment(s) you agree with. Explain your answer(s).

- 1 This shows that online reviews are a waste of time.
- 2 It's easy to deceive people online, so you should be careful what you read.
- 3 What Oobah Butler did was wrong and he should feel bad about it.
- 4 Some people waste a lot of money on things just because they are fashionable.

2 GRAMMAR Verb patterns

a Match the verb patterns in sentences 1–4 with rules a–d.

- 1 ☐ **Setting up** the website was easy.
- 2 ☐ At this point he felt that it wasn't worth **pretending** any longer.
- 3 ☐ The guests seemed to enjoy **eating** their microwaved food.
- 4 ☐ He also had enquiries from people who were interested in **working** at The Shed.

We use verb + *-ing*:

- a after prepositions
- b after certain verbs (e.g., *keep, start, love*)
- c after some expressions (e.g., *it's worth, it's no use*)
- d as the subject of a sentence

b Match the verb patterns in sentences 1–4 with rules a–d.

- 1 ☐ People are happy **to believe** anything they read online.
- 2 ☐ Oobah Butler managed **to make** his garden shed into a five-star-rated restaurant.
- 3 ☐ They needed to be written by real people in different places **to avoid** anti-spam technology.
- 4 ☐ He wasn't sure what **to do** next.

We use an infinitive:

- a after question words
- b after certain verbs (e.g., *want, plan, seem, decide*)
- c after certain adjectives (e.g., *difficult, good, important*)
- d to show purpose

c Now go to Grammar Focus 8B on p. 158.

d Write the correct form of the verbs in brackets. Then choose an ending or add your own idea to make it true for you.

- 1 I enjoy _____ (shop) *for clothes / with friends / ...*
- 2 I'm planning _____ (get) *a new phone / new shoes / ...*
- 3 It's difficult _____ (choose) *clothes / music / ...* for other people.
- 4 I know how _____ (write) a good *review / blog / ...*
- 5 I think it's worth _____ (spend) a lot of money on a(n) *meal in a restaurant / good haircut / ...*
- 6 I'm not interested in _____ (hear) about *people's problems / new shops and restaurants / ...*
- 7 I often *walk around the shops / look online / ...* _____ (see) if there's anything I want _____ (buy).
- 8 _____ (go) to *language classes / the gym / ...* is a good way to meet new people.

e Compare your sentences in 2d. Can you find anyone who has four or more statements that are the same as yours?

3 LISTENING



a You are going to hear an expert on digital marketing talking about fake reviews. What do you think he will say about these topics?

- whether you can trust reviews
- how hotels and restaurants get positive reviews
- how review sites fight against fake reviews

b **08.07** Listen to the interview. Did the expert talk about any of the things you mentioned?

c **08.07** Listen again and decide if the sentences are true (T) or false (F). Correct the false sentences.

- Nearly all customers read online reviews.
- Most people are influenced by positive reviews.
- If a customer promises to write a positive review, they usually write it.
- 'Opinion spam' means that someone is paid to write a fake review.
- If Amazon finds a fake reviewer, it always takes legal action.
- TripAdvisor employs teams of people to identify fake reviewers.
- The expert says it's best to read the negative reviews instead of the positive ones.
- Fake reviews usually have fewer personal details than genuine ones.

d Work in a small group. Discuss the questions.

- What do you think of the expert's advice? Do you read reviews in the way he suggests?
- When was the last time you did the following?
 - wrote a review about a place or a product
 - thought of writing a review, but forgot or decided not to

4 VOCABULARY Reporting verbs

a Complete the sentences from the interview. Which verbs from the box do you think the expert used?

advise ask were offering persuade promise
recommend threaten warn

- You can _____ customers to give you a good review.
- Customers usually _____ to write a good review and then they forget all about it.
- You can't really _____ a customer to write a review for you – it's up to them.
- They found websites that _____ to write 10 positive reviews for \$85.
- They can _____ them not to continue.
- They can _____ to take them to court.
- I would certainly _____ reading both the good and the bad reviews.
- And I'd also _____ people to read the review carefully to see what they really say.

b **08.08** Listen to the sentences and check what the expert actually said.

c Write the verbs from 4a in the table.

Verb + to + infinitive	Verb + object + to + infinitive	Verb + verb + -ing
offer	ask	recommend

d Read these examples. Add the verbs in their infinitive form to the table.

- Because there was no hot water, the hotel **agreed** to give us a 10% discount.
- We liked the hotel so much that I **suggested** staying another night.
- The food was so bad that I **refused** to pay for it.
- Twice I had to **remind** the waiter to bring me some water.
- My colleague **admitted** to stealing from the office.

e Now go to Vocabulary Focus 8B on p. 141.

5 SPEAKING

a You're going to talk about an experience you've had. Make notes about one of the topics below.

- A time when you recommended something to someone (e.g., a restaurant or a film) or someone recommended something to you
- A time when someone warned you not to do something
- A time when you admitted making a mistake. What had you done? How did you feel? How did other people react?
- A time when you refused to do something. What did you refuse to do? Why did you refuse to do it?
- A time you or someone else promised to do something but didn't do it. What was it?

b Take turns to talk about your experience for at least a minute. Has anyone in your group had a similar experience?

I recommended my favourite restaurant to a colleague. He went there for dinner and later I found out that ...

Something similar happened when I went to a coffee shop that my brother recommended. While I was there, ...

