

Do you know?

- 1 a** Do you know these tenses? Match the sentences (1–7) with the tenses (a–g).
- I've lived here since I was a child.
 - She's studying French at the Sorbonne.
 - We left the office at about 7:00 p.m.
 - I'd already eaten lunch so I wasn't hungry.
 - He was playing his guitar when the string broke.
 - I'm leaving the company in July.
 - I write about fifteen emails a day.
- Present Simple
 - Present Continuous (for ongoing actions)
 - Present Continuous (for future actions)
 - Present Perfect
 - Past Simple
 - Past Continuous
 - Past Perfect

b Complete the sentences with the tenses (a–g) from exercise 1a.

- We use the _____ to describe something that started and finished in the past.
- We use the _____ to describe a future plan.
- We use the _____ to describe something that started in the past and continues in the present.
- We use the _____ to describe something that is a state, habit or general truth.
- We use the _____ to describe a temporary situation that is happening around now.
- We use the _____ to describe something that happened before another event in the past.
- We use the _____ to describe something temporary that was in progress at a time in the past.

- 2** Can you recognise the underlined parts of the sentences? Label them with the headings in the box.

idiom (x2) phrasal verb (x2) prefix (x2)
suffix (x2)

- The story was unbelievable!
- Can you give me a hand with this?
- She grew up in Ecuador.
- I've given up eating chocolate!
- This meat is overcooked.
- Happiness is the most important thing.
- This is the poem that I learned by heart.
- I was always useless at Maths.

- 3 a** Complete the mind maps with words from the box.

beach coffee colleague daughter
doorbell hall husband island potato
roof sightseeing stepmother tourist
vacuum cleaner vegetable yoghurt



- b** Underline any /ə/ sounds in the words in exercise 3a.

c Add some more words to each mind map.

- 4 a** Complete the table with the correct verbs, nouns and adjectives.

verb	noun	adjective
<i>educate</i>	(1) _____	<i>educated</i>
(2) _____	<i>improvement</i>	<i>improved</i>
<i>televis</i>	(3) _____	xxx
<i>govern</i>	(4) _____	xxx
xxx	<i>expense</i>	(5) _____
xxx	<i>beauty</i>	(6) _____
<i>attract</i>	<i>attraction</i>	(7) _____
(8) _____	<i>application</i>	xxx

- b** Mark the main stress in the words in the table in exercise 4a. How many syllables are there in each word?

- 5** Put the words in the correct order to make useful phrases for the classroom.

- could/a/little,/speak/you/please/up ?
- dictionary,/I/could/your/borrow ?
- you/paper,/give/some/could/please/me ?
- these/down/words/write .
- in/do/English/say/you/how/'X' ?
- mean/does/'X'/what ?
- and/the/between/what's/'X'/'Y'/difference ?
- you/again/say/can/that ?
- are/page/on/we/what ?

Unit One: Friends

- 2 a** Complete the phrases in **bold** with the prepositions from the box.

about (x3) at for on (x2) in (x2) to

- 1 What subjects do you like reading _____ ?
- 2 What do you **use** the Internet _____ ?
- 3 What activities and hobbies are you **good** _____ ?
- 4 What do you **spend** too much time _____ ?
- 5 What do you **worry** _____ ?
- 6 What types of exercise are you **keen** _____ ?
- 7 What do you usually talk _____ with friends?
- 8 What cultures are you **interested** _____ ?
- 9 What clubs do you **belong** _____ ?
- 10 How many languages are you **fluent** _____ ?

- 3** Match the phrases in **bold** from A with the correct definition from B.

A	B
1 I'm sorry you're leaving. Let's keep in touch .	a not stay in contact
2 We have the same sense of humour and like the same jokes.	b like to be with him/her
3 We're both sporty. In fact, we have a lot in common .	c know him/her better
4 I hope we don't lose touch when you move away.	d find the same things funny
5 He's really nice when you get to know him .	e like/enjoy the same things
6 I really enjoy her company .	f stop being friends
7 They fell out over money and didn't speak to each other for years.	g understand each other well
8 We're really on the same wavelength .	h stay in contact

Active grammar

A Wh- questions

- 1 A: *How* _____ you learn to do that?
B: *Well, I started off...*

B Yes/No questions

- 2 _____ *she* have a telescope then?
3 _____ *you* been there?

C Echo questions (to check understanding or show interest)

- 4 A: *I'm quite good at juggling.*
B: _____ *you?*

D Negatives

- 5 A: *Can you juggle with plates?*
B: *No, I* _____ *think I could do that!*
6 *I* _____ *even been skiing!*

E Short answers

- 7 A: *Do you do it regularly?*
B: *No, I* _____ .
8 A: *Have you been there?*
B: *Yes, I* _____ .
9 A: *Isn't it terrifying?*
B: *Yes, it* _____ . *That's the whole point!*

Pronunciation | intonation in echo questions

7 a Write echo questions for these sentences.

I grew up in Peru.

Did you?

- 1 I live in a seven-bedroom house.
- 2 My boyfriend has travelled round South America.
- 3 Next year I'm going to university.
- 4 Last year I won a medal for swimming.
- 5 I'm learning to drive at the moment.
- 6 We both hate spaghetti.
- 7 They've just moved to Egypt.
- 8 He eats six eggs a day.

6 Find and correct two mistakes in each dialogue.

- 1 A: What subjects do you likes reading about?
B: Oh, I'm quite interested in sport.
A: Are you? What sports you like?
B: Tennis and football, mainly.
- 2 A: What do you worry about?
B: I not worry much. I guess sometimes I worry about money.
A: Does you? I do too.
- 3 A: Use you the Internet a lot?
B: No, not really. I not have time. Do you?
A: Yes, all the time.
- 4 A: Have you seen that film yet?
B: No, I didn't. What about you?
A: Yes. I saw it last week.
B: Was it any good?
A: Yes, it were.

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Not in my culture...

'Ah, Kyle, gordita, como estas?' (translation: 'Ah, Kyle, fatty, how are you?').'

This is how my father-in-law would greet me every time we went over to his house. At first, I thought I needed to be on my best behaviour for my husband's parents, so I would just smile and nod, when really I felt furious as he insulted me about my weight over and over again.

Finally, one day I'd had enough. When my father-in-law mentioned my weight at the dinner table once again, in front of everybody, telling me I looked 'even fatter than normal', I lost my temper, 'Well, you look older and more wrinkly than normal.' Silence. I turned bright red as I realised I'd just said something truly offensive. Eventually someone coughed politely and changed the subject. But, after dinner my husband took me aside. 'Why in the world would you insult my dad like that?!' he asked. I told him, 'I've had enough of the weight comments, tell him to stop insulting me.' And then my husband told me that in Chile, 'gordita' is a term of endearment and is only used lovingly. He also explained that it's not at all impolite to bring up other people's weight loss/weight gain and that if people do, that just means they care about you enough to notice.

So I explained to my husband that telling someone they look fat/fatter is one of the rudest things you can possibly do in my culture. Well, my husband had a little chat with my father-in-law and my size was never mentioned again.

1.2 How many friends?

Grammar Present Simple and Present Continuous

Can do start a conversation with a stranger

Vocabulary | personality

- 2 a** Work in pairs. Complete the definitions (1–10) with the adjectives from the box.

dependable encouraging generous
jealous kind-hearted mean
pleasant selfish sulky upbeat

A/An _____ person ...

- 1 is friendly and well-behaved.
- 2 cares about you and wants to help you.
- 3 always does what you need them to.
- 4 is unhappy if you have something they'd like themselves.
- 5 happily gives you whatever you need.
- 6 has a positive, optimistic attitude.
- 7 tries to give you the confidence to succeed.
- 8 is angry and unhappy for long periods.
- 9 thinks of themselves first.
- 10 doesn't like giving anything away.

Speaking

- 4 a** Work in pairs and discuss the questions.

- 1 When was the last time you made a new friend?
- 2 How did you meet?

- b** Complete the How to... box with the headings below.

- at a bus stop • at a party • on public transport

How to... start a conversation with a stranger

A _____ : Cold today, isn't it?
: Excuse me, could you tell me the time?

B _____ : Excuse me, is anyone sitting here?
: Is it always this crowded?

C _____ : So how do you know Jason? (the host)
: Have you tried this chicken? It's delicious!

How many friends should you have?

People often say that while money may bring wealth, friends bring riches. New research, however, shows that friends may bring both kinds of riches. An American study asked eighteen-year-olds to list their three best friends. Years later, it was discovered that those named most often tended to be earning the most. In fact, every extra friend added two percent to their salary. The researchers believed that this is because people with better social skills do better in the workplace. So, the more friends the better?

One theory states that we all have about 150 friends. This may sound like a lot, but only about five of those are really close friends, the kind you can ring at 4:00 a.m. About another ten are part of an inner group, and these can include family members. Then there are about thirty-five not so close friends, and the other 100 are really just acquaintances. Susie, a market researcher, agrees: 'I have loads of friends, but I'm studying as well as working at the moment, so I only see a few friends once a week or so.'

Have social networking websites changed this? Facebook™, one of the most popular social networking sites, has more than 300 million active users worldwide, all making new friends online. The average number of Facebook friends is 130, but many people have hundreds or even thousands of online friends. Paulo, a graphic designer, thinks he is fairly typical of his generation: 'I have more than 700 Facebook friends, many of them from other countries. It is as easy nowadays to have a friend on the other side of the world as one round the corner.' However, research indicates that while some people may have more than 150 friends, the number of close friends remains exactly the same – about five.

It appears that whatever technology may make possible, human beings can only manage a small number of 'true' friends.

Reading

5 a Work in pairs. Do you think that the following statements are true (T) or false (F)?

- 1 People who have more friends usually earn more money.
- 2 Most people have about 150 friends.
- 3 The average number of online friends on Facebook is 700.
- 4 Most people only have one or two close friends.

b Read the article above and check your answers.

6 Read the article again and answer the questions.

- 1 According to the American study, how much was each friend 'worth'?
- 2 Why did the researchers believe that more popular children earned more as adults?
- 3 How many of the 150 friends mentioned are really acquaintances?
- 4 How many people use Facebook worldwide?
- 5 What is the writer's opinion about the effect of technology on how many close friends we have?

Active grammar

- 1 *People with better social skills **do** better in the workplace.*
- 2 *I **have** more than 700 Facebook friends.*
- 3 *I'm **studying** as well as working.*
- 4 *I **see** them once a week.*
- 5 *I'm **reading** this at work.*

We use the Present Simple for ...

- A habits/routines, e.g. sentence ____ .
- B things that are always true/permanent, e.g. sentence ____ .
- C describing a state, e.g. sentence ____ .

We use the Present Continuous for ...

- D things that are happening now at this precise moment, e.g. sentence ____ .
- E temporary situations that are happening around now, e.g. sentence ____ .

~~believe~~ ~~do~~ ~~eat~~ ~~go~~ have like ~~live~~ need
play think understand want

Action verbs	State verbs	Both
<i>go, ...</i>	<i>believe, ...</i>	<i>live, ...</i>

We do not usually use state verbs in continuous tenses.

10 Put the verbs in brackets into the correct form of the Present Simple or Present Continuous.

- 1 _____ (you/read) that book? Can I see it?
- 2 Sasha _____ (not/work) on Tuesdays, so she's at home now.
- 3 I'm so tired. I _____ (need) a holiday!
- 4 That looks hard. _____ (you/want) any help?
- 5 I'm afraid we _____ (not/have) any tea because I always drink coffee.
- 6 Where _____ (you/live) at the moment?
- 7 _____ (you/understand) this computer manual?
- 8 You look very happy! Who _____ (you/think) about?
- 9 I _____ (not/want) to leave too late because I _____ (hate) driving in the dark.
- 10 What horrible weather! I _____ (stay) inside until the rain stops.

11 Make questions from the prompts using the Present Simple or Present Continuous.

- 1 What/you/do? (job/occupation)
- 2 What/you/do/at work (or school)/at the moment?
- 3 How often/you/go out with friends?
- 4 What/you/like/do?
- 5 What films/you/like/watch?
- 6 What/you/usually/do/at the weekends?
- 7 You/read/a good book/at the moment?
- 8 You/play (or watch)/any sports/these days?
- 9 Why/you/study/English/this year?
- 10 You/do/any other courses/at the moment?

1.3 Brotherly love?

Grammar Present Perfect Simple and Past Simple

Can do retell a simple narrative in your own words

Brotherly Love

Adidas® and Puma® have been two of the biggest names in sports shoe manufacturing for over half a century.

Since 1928 they have supplied shoes for Olympic athletes, World Cup-winning football heroes, Muhammad Ali, hip hop stars and rock musicians famous all over the world. But the story of these two companies begins in one house in the town of Herzogenaurach, Germany.

Adolph and Rudolph Dassler were the sons of a shoemaker. They loved sport but complained that they could never find comfortable shoes to play in. Rudolph always said, 'You cannot play sports wearing shoes that you'd walk around town with.' So they started making their own. In 1920 Adolph made the first pair of athletics shoes with spikes, produced on the Dasslers' kitchen table.

On 1st July 1924 they formed a shoe company, Dassler Brothers Ltd and they worked together for many years. The company became successful and it provided the shoes for Germany's athletes at the 1928 and 1932 Olympic Games.

But in 1948 the brothers argued. No one knows exactly what happened, but family members have suggested that the argument was about money or women. The result was that Adolph left the company. His nickname was Adi, and using this and the first three letters of the family name, Dassler, he founded Adidas.

Rudolph relocated across the River Aurach and founded his own company too. At first he wanted to call it Ruda, but eventually he called it Puma, after the wild cat. The famous Puma logo of the jumping cat has hardly changed since.

After the big split of 1948 Adolph and Rudolph never spoke to each other again and their companies have now been in competition for over sixty years. Both companies were for many years the market leaders, though Adidas has always been more successful than Puma. A hip hop group, Run DMC, has even written a song called *My Adidas* and in 2005 Adidas bought Reebok®, another big sports shoe company.

The terrible family argument should really be forgotten, but ever since it happened, over sixty years ago, the town has been split into two. Even now, some Adidas employees and Puma employees don't talk to each other.

5 Read the article again. Write true (T) or false (F).

- 1 The Dasslers' father was a sportsman. ☐
- 2 The brothers first made sports shoes at home. ☐
- 3 They argued about the shoes. ☐
- 4 They decided to start their own companies. ☐
- 5 Puma sells more shoes than Adidas. ☐
- 6 People in the town have now forgotten the argument. ☐

6 Read the Lifelong learning box. Then practise the skill by finding words in the story which mean the following:

- 1 provided a product (paragraph 1)
- 2 created (an institution/company, etc.) (paragraph 4)
- 3 moved permanently to a different place (paragraph 5)
- 4 one or more of the most successful companies (paragraph 6)

Guessing from context

! When you are reading, it is often better to try to guess the meaning of a new word rather than stopping to use a dictionary. It will help you to read more fluently.

Lifelong learning

Grammar | Present Perfect Simple and Past Simple

8 a Work in pairs. Look at the extracts (1-8) from the story on page 15. Does each one use the Present Perfect Simple or the Past Simple?

- 1 Since 1928 they have supplied shoes for Olympic athletes.
- 2 Adidas has always been more successful than Puma.
- 3 On 1st July 1924 they formed a shoe company, Dassler Brothers Ltd.
- 4 Run DMC has even written a song called *My Adidas*.
- 5 They worked together for many years.
- 6 The family argument happened ... over sixty years ago.
- 7 The companies have now been in competition for over sixty years.
- 8 Ever since it happened ... the town has been split into two.

b Read the Active grammar box and choose the correct underlined words to complete the rules. Use the sentences from exercise 8a and the examples to help you.

Active grammar

- 1 We use the Past Simple/Present Perfect Simple to talk about actions or states which happened in a finished period of time in the past. There is no connection to now.
- 2 We use ago/for with the Past Simple to say when something happened and ago/for to talk about the period when something happened.
- 3 We use the Past Simple/Present Perfect Simple to talk about actions or states which happened in a period of time that is connected to now.
- 4 We often use for and since with the Present Perfect. We use for + a point/period of time and since + a point/period of time.
- 5 We use just with the Present Perfect Simple/Past Simple to show that an action is very recent.
I've just bought some new shoes.
- 6 We use not yet/already with the Present Perfect Simple to emphasise that a situation has not started. We use not yet/already to emphasise that a situation has started or an action has finished.
I haven't done the shopping yet.
I've already finished cooking.

9 Read the texts below about other famous brothers and sisters and choose the correct words in *italics*.

Venus and Serena Williams are both famous tennis stars. They (1) *have played/played* each other professionally more than twenty times.

In 2001, the actors Jake and Maggie Gyllenhaal (2) *starred/have starred* together in the film *Donnie Darko*, where they (3) *played/have played* brother and sister.

Penelope Cruz is a world famous actor, but her siblings, Eduardo and Monica are also quite famous. Eduardo (4) *had/has had* several international hits and Monica is a well-known Spanish actor. She would like to star internationally but she (5) *didn't learn/hasn't learnt* English yet.

10 Complete the sentences with the time expressions from the box.

ago already for just since yet

- 1 Kylie and Dannii Minogue have been professional performers ____ they were children.
- 2 Kylie's first performance on television took place over thirty years ____.
- 3 Kylie has ____ achieved a lot in her career, but she still seems to have plenty more to offer.
- 4 Kylie hasn't ____ had as much success in America.
- 5 Dannii has been a judge on a TV talent show ____ a few years now.
- 6 Dannii has ____ started a family. She had her first baby last year.

1 Vocabulary | phrasal verbs

1 a Read the text below and answer the questions.

- 1 What languages did the author speak? Why?
- 2 What language did her father tell her off for using? Why?
- 3 Why did the author want to become a painter? Why was she not successful?

b *Brought up* is a phrasal verb. Which other phrasal verbs can you find in the text?

I was brought up in a small town near Paris. My parents are English, so I grew up speaking English and French. A young English student lived with us during the school holidays, and she looked after me when my parents were away on business. I remember my father always told us off if he heard us speaking in English, because she was studying French. Usually we changed to French for a few minutes, and then carried on in English when he couldn't hear us, because it was easier for both of us. She was an artist, and we got on very well. I looked up to her, and later tried to become a painter myself. Unfortunately, I took after my father, who wasn't artistic, and so I was never successful.

2 Use the text in exercise 1 to help you match the phrasal verbs from A with the definitions from B.

A	B
1 grow up	a admire and respect someone
2 bring up	b continue (doing something)
3 tell (someone) off	c develop from being a child to being an adult
4 take after (someone)	d take care of (someone or something)
5 look after (someone or something)	e talk angrily to someone because they have done something wrong
6 get on (with) (someone)	f have a friendly relationship with someone
7 look up to (someone)	g look or behave like another member of your family
8 carry on (doing something)	h care for children until they are adults

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5 Read the Lifelong learning box and follow the instructions.

Personalising vocabulary

! One of the best ways to remember vocabulary is to make it mean something to *you*.

Using the ideas from exercise 4, write one sentence for each phrasal verb that is true for you.

I grew up in a small country town.

Lifelong learning

1 Reference

Auxiliary verbs: do, be, have

Questions

Invert the subject and the auxiliary verb. If there is no auxiliary verb, use *do/does* or *did*.

Yes/No questions

Are you Polish?

Wh- questions

Where are you going? How did you learn to do that?

Echo questions

'He lives in the country.' *'Does he?'*

Negatives

We use *not* or add *n't* to the auxiliary. If there is no auxiliary verb use *doesn't*, *don't*, *didn't*.

I'm not afraid.

Short answers

Repeat the auxiliary verb used in the question.

'Have you finished yet?' *'Yes, I have.'*

Present Simple and Present Continuous

We use the Present Simple for habits/routines, things that are always true/permanent and describing a state.

Seung-Ah starts work at eight o'clock.

Spain is a hot country.

Dimitri is really happy about his new job.

We use the Present Continuous for things that are happening now, at this moment and temporary situations that are happening around now (but not at this exact moment).

Jade's having a shower. I'm learning Spanish for my job.

Main verbs can describe actions or states.

Some verbs have an action meaning as well as a state meaning, so can be used in continuous tenses.

We're having a wonderful holiday. (have = action/experience – can be used in the continuous)

We have a lovely room by the sea. (have = possess – can't be used in the continuous)

Present Perfect Simple and Past Simple

We use the Past Simple to talk about completed actions or states which happened in a **finished** period of time in the past. There is no connection to now.

I went to Disneyland last year.

We use *ago* with the Past Simple to say when something happened and *for* to talk about the period of time.

They met ten years ago and worked together for two years.

We use the Present Perfect Simple to talk about completed actions which happened in an unfinished period of time that is connected to now.

I've eaten out twice this week. (this week is not yet finished)

I've been to Disneyland. (some time in my life up to now)

We often use *for* and *since* with the Present Perfect.

We use *for* + a period of time and *since* + a point in time.

I've known her for two months/since April.

We use *just* with the Present Perfect Simple to show that an action is very recent.

I've just bought some new trainers.

We use *not yet* with the Present Perfect Simple to emphasise that a situation has not started, and *already* to emphasise that a situation has started or an action has finished.

I haven't done the shopping yet.

I've already finished cooking.

Phrasal verbs

Form: verb + one or two prepositions (or adverb)

He grew up in France. I got on well with her.

One phrasal verb can have more than one meaning.

Take off: *The plane took off at 6:00. I took off my coat.*

The meaning often has no connection with the verb.

We ran out of money. (= there is none left)

Phrasal verbs are often informal/spoken English. Often there is a more formal word which means the same.

She looks up to him. (= she respects him)

Key vocabulary

Relationships and arguing

acquaintance be on the same wavelength boss

classmate close/old/best friend colleague

enjoy his/her company ex-girlfriend

fall out (about/over sthg) father-in-law

friend of a friend get angry get on well

get to know him/her have a lot in common

have an argument/row have the same sense of humour

husband keep in touch lose touch lose your temper

see red stepmother stranger team-mate

Verbs/Adjectives + prepositions

belong to fluent in good at keen on read about

spend money on talk about interested in

use (something) for worry about

Personality

dependable encouraging generous kind-hearted

jealous mean pleasant selfish sulky upbeat

Phrasal verbs

bring up carry on get on with grow up look after

look up to take after tell off



ACTIVEBOOK

Listen to the explanations and vocabulary.



see Writing bank page 153

1 Review and practice

1 Choose the correct words in *italics*.

- 1 Mary *is/has* taking a shower.
- 2 *Does/Has* the postman delivered the post yet?
- 3 They *are/do* writing in their journals now.
- 4 *Had/Have* your friends spoken to you today?
- 5 I *don't/haven't* understand this question.
- 6 *Do/Are* we going to the theatre tonight?
- 7 She *has/is* never been to Hawaii before.
- 8 *Doesn't/Don't* his mother live here?
- 9 *Haven't/Didn't* we seen this film already?

2 Complete the dialogues with auxiliary verbs.

- 1 A: Hi. _____ you know many people here?
B: Yes, a few. Some of us _____ doing an English course together.
- 2 A: _____ you live near here?
B: No, we _____. We live in Italy.
- 3 A: _____ you staying in a nice hotel?
B: Actually, we _____ like it very much.
- 4 A: _____ you know this area well?
B: No, we _____. We _____ never been here before.
- 5 A: _____ you like the city?
B: Yes, we _____ enjoying our stay here.
- 6 A: _____ you worked here long?
B: No, I _____. Only one year.
- 7 A: Liz! What _____ you doing here in Rio?!
- B: I _____ travelling around South America!
- 8 A: _____ we met before?
B: Yes, we _____. We met in Jakarta.

3 Complete the telephone conversation with the Present Simple or Present Continuous form of the verbs in brackets.

- Sara: Hi, it's me. I'm just ringing for a chat. How are you?
Lucy: Oh, fine, you know. How are things?
Sara: Well, I (1) _____ (not/feel) very well, actually.
Lucy: Oh no, what's the matter?
Sara: I (2) _____ (not/know) exactly. Probably just a cold. What about you?
Lucy: Well, I (3) _____ (work) in a different office this week.
Sara: Why's that?
Lucy: I (4) _____ (help out) at another branch because there are a lot of people away. Actually, I (5) _____ (enjoy) the change this week. I (6) _____ (like) meeting new people.
Sara: (7) _____ (do) the same job?
Lucy: More or less, but I (8) _____ (deal) with clients more here. I (9) _____ (think) I might try and do more of that when I go back to my own office.
Sara: Well, it sounds great.
Lucy: Yes, mmm. I'm a bit tired though. I usually (10) _____ (get up) at about 7:30, but this week I (11) _____ (get up) at about six! You know I (12) _____ (hate) getting up that early.

4 Complete the email with the Past Simple or Present Perfect Simple form of the verbs in brackets.

Hi Mateus,

It's amazing to get in touch with you again on Facebook. You asked for my news. Well, since I (1) _____ (leave) university three years ago, I (2) _____ (do) a Master's degree in Portuguese literature. I'm now teaching at London University - I (3) _____ (be) here for nearly a year now. It's hard work, but the students are great! Last year I (4) _____ (get) married - to Sheila, remember her? She (5) _____ (work) in Portugal for a year, but (6) _____ (come) back to the UK last year so we could be together. What else? We (7) _____ (buy) a house and we (8) _____ (be) very busy re-decorating it. It's nearly finished now. Why don't you come and stay?

Hope to hear from you again soon,

Chris

5 Complete the sentences with a word or phrase which means the same as the words or phrases in brackets.

Let me introduce you to my colleague Gustav. (someone you work with)

- 1 He was a complete _____. (someone you don't know)
- 2 We get on well because we have a lot _____. (share similar interests)
- 3 Barbara is _____ Spanish. (speaks very well)
- 4 When she told me what she'd done, I really _____. (lost my temper)
- 5 Are you sure? That's very _____ of you! (happily give you whatever you need)
- 6 I told my boss I was having problems at work, but he wasn't very _____. (positive towards me)
- 7 Sophie really _____ her big brother. (admires and tries to be like)
- 8 Mike _____ smoking even when he felt ill. (continue)
- 9 I'm not very _____ watching TV. (like/interested in)
- 10 When we left school, I _____ with him. (stopped being in contact)

Unit Two: Media

Recent research has shown that young people now spend more time on the Internet than watching TV. This is partly explained by the fact that the average person surveyed does five other things at the same time as watching TV, including going online to look at websites or to IM(instant message) their friends.

Television remains popular, however, particularly reality shows and soaps. Young people are less likely to watch

documentaries or chat shows and tend to get their news online. If they do read a newspaper, their favourite sections are the sports pages, gossip and human interest stories, rather than current affairs or the business section.

Film is also still very popular, particularly comedies and horror films. In recent years, the docu-drama, such as Morgan Spurlock's *Super-size Me*, about McDonald's, has also become fashionable.

- 3 a** What vocabulary can you find in the article in exercise 2 connected with different media? Complete the table.

Computers	Television	Film	Newspapers
<i>Internet</i>			

2.1 Silver screen

Grammar defining relative clauses

Can do give opinions and agree/disagree

MAN ON WIRE

A film to make you feel alive ...

In 1968 a young Frenchman, Philippe Petit, saw a picture in a newspaper which would change his life. He was sitting in a dentist's waiting room when he saw an artist's impression of the soon-to-be-built World Trade Center and decided that one day he would walk on a high wire between the twin towers.

Man on Wire is the gripping story of a man who made his dream happen. The film starts on Tuesday August 7th, 1974, the day when Petit finally achieved his goal. We see him heading for the twin towers and then, through interviews and flashbacks, we see everything that led up to that day.

The film first shows us how Petit made his earlier high wire walks at Notre Dame and Sydney Harbour Bridge, using film and photos taken from the time.

Then the film almost becomes a crime thriller as we see how Petit and his team forged documents, got past security guards and somehow managed to set up the wire between the towers without anyone seeing them or hearing anything.

There were hundreds of unforeseen difficulties; not least how to get the wire from the tower where they stood across to the other tower. They finally solved this by shooting it across with a bow and arrow!

Finally Petit makes his great walk between the towers. There is no film of the original walk, so the whole thing is shown using photos that were taken at the time, a poignant reminder of how the towers used to look. He stayed 1,350 feet above the ground, apparently quite relaxed, for 45 minutes. The policemen whose job it was to arrest Petit, could only stand and watch while he smiled and laughed at them.

What Petit did was, of course, actually a crime, but that doesn't seem as important as the fact that it was a fascinating and inspiring adventure. A film to make you feel alive.

b Read the review again and write true (T) or false (F).

- 1 The World Trade Center had just been completed when Petit decided to do his high wire walk. ☐
- 2 He finally made his walk between the twin towers six years later. ☐
- 3 He was already an experienced high wire walker when he made the crossing at the twin towers. ☐
- 4 Petit and his team managed to get permission to walk between the towers. ☐
- 5 They used a bow and arrow to get the wire across from one tower to the other. ☐
- 6 Petit's team filmed him as he crossed the wire. ☐
- 7 As soon as he saw the policemen waiting he came off the wire and let them arrest him. ☐

Grammar | defining relative clauses

- 3 a** Complete the extracts from the review with the words in the box.

that when where which who whose

- 1 In 1968 a young Frenchman, Philippe Petit, saw a picture in a newspaper ____ would change his life.
- 2 *Man on Wire* is the gripping story of a man ____ made his dream happen.
- 3 The film starts on Tuesday August 7th 1974, the day ____ Petit finally achieved his goal.
- 4 There were hundreds of unforeseen difficulties; not least how to get the wire from the tower ____ they stood, across to the other tower.
- 5 The whole thing is shown using photos ____ were taken at the time.
- 6 The policemen ____ job it was to arrest Petit, could only stand and watch while he smiled and laughed.

- b** Complete the Active grammar box with the relative pronouns in the box in exercise 3a.

Active grammar

Man on Wire is the gripping story of a man who made his dream happen.

'who made his dream happen' is an example of a defining relative clause; it defines exactly who or what we are talking about. This is essential information about a person, a place or a thing.

We use that or ____ for people.

We use ____ or ____ for things or animals.

We use ____ for places.

We use ____ for possessions.

We use ____ for time.

In spoken English we often use *that* instead of *who* or *which*.

The actress that stars in that film has beautiful eyes ...

We can leave out the pronouns *who*, *which* or *that* if they are the object of the relative clause.

The director was able to use film (which) Petit took in the 70s.

- 4** Add *who*, *which* or *where* to each sentence.

- 1 That's the studio the last Bond film was made.
- 2 Goldeneye is the name of the house Ian Fleming wrote the original stories.
- 3 *Dr No* is the first Bond book was made into a film.
- 4 George Lazenby is the man only played Bond once.
- 5 Daniel Craig is another actor took the role.
- 6 Derby County is the football team Bond actor Timothy Dalton supports.

- 5** Rewrite the sentences using a relative pronoun. Make any necessary changes.

Daniel Radcliffe stars in the Harry Potter films.

Daniel Radcliffe is the actor who stars in the Harry Potter films.

- 1 The first Harry Potter film was made in 2001.
2001 is the year ...
- 2 Joanne Rowling's books were turned into the Harry Potter films.
Joanne Rowling is the author ...
- 3 Most of the outdoor scenes were filmed in Scotland.
Scotland is the country ...
- 4 Warner Brothers produced the films.
Warner Brothers is the company ...
- 5 Richard Harris and Michael Gambon have taken the role of Dumbledore.
Richard Harris and Michael Gambon are the actors ...
- 6 The first three films made \$1.3 billion.
\$1.3 billion is the amount of money ...

- 9** Complete the How to... box by putting the headings in the box in the correct places (A–E).

Agreeing Asking for an opinion
Disagreeing Giving an opinion
Saying it may change (according to what happens)

How to... give opinions and agree/disagree

- | | |
|---------|---|
| A _____ | : I think ... |
| | : I guess ... |
| B _____ | : What do you think? |
| | : What's your opinion? |
| C _____ | : I agree actually. |
| | : That makes sense. |
| D _____ | : That's true, but ... |
| | : I'm not sure about that. |
| E _____ | : Well, maybe it just depends (on/who/when) ... |

2.2 Built to last

Grammar the passive

Can do describe an object

- 4** Complete the How to... box with the prepositions *of, for, by* and *to*.

How to... describe an object

Comparing it to something else	- It's a kind _____ music player. - It's similar _____ an mp3. - It looks like an mp3 player.
Describing its function	- It's used _____ playing music. - It's used _____ joggers. - It's a thing _____ playing music.
Describing its features	- It's made _____ plastic. - It's rectangular/square/circular - etc.

Vocabulary | television

- 6 a** Work in pairs. The words in the box collocate with *television*. Does each word go before or after *television*?

channel commercials digital
live on (the) presenter producer
programme satellite screen set
viewers

- b** Put the word in brackets in the correct place. Then complete the sentences with your own ideas.

- The best _____ television _____ (channel) is ...
- My favourite _____ television _____ (presenter) is ...
- ... is the worst thing _____ television _____ (on).
- _____ television _____ (digital) is better because ...
- ... is the most exciting _____ television _____ (programme) I've ever seen.

- c** Divide the adjectives in the box below into *positive* and *negative*.

annoying boring entertaining
exciting gripping incredible
inspiring moving nauseating
nonsense unrealistic unwatchable

Completely reliable ... and built to last

It was made over seven decades ago – and unlike modern gadgets it is completely reliable: it was built to last.

A television that was around for King George VI's 1937 Coronation and survived the Second World War is now thought to be Britain's oldest working set.

The black-and-white Marconiphone 702 dates back to 1936 and is still in its original condition. It has a 12-inch screen and was manufactured around November 1936, the same month as the BBC television service from Alexandra Palace was first broadcast.

The set is likely to have screened landmark occasions including George VI's Coronation Procession, the 1948 London Olympic Games and the Queen's Coronation in 1953. When new, it cost 60 Guineas – the equivalent of around £11,000 today.

The set has been converted from analogue to digital, bringing it firmly into the twenty-first century. Jeffrey Borinsky, a consultant engineer from North London, entered a competition to find the country's oldest TV. He has owned the set for ten years. He said: 'I still enjoy watching my Marconiphone occasionally, especially cartoons from the 1930s, which the original owner might also have seen on the set. Now it is digital, it can be used for many years to come.'

The competition was set up in May by Iain Logie Baird, television curator at the National Media Museum in Bradford and grandson of the inventor of TV, John Logie Baird. He said: 'A small fraction of pre-War televisions still exist – many stopped working or were simply thrown out when a newer set arrived, and we know about 3,000 were lost in the London bombings.'

The set will join a display of televisions from across the ages at the National Media Museum.

10 Read the article again and write true (T), false (F) or not given (NG).

- 1 The television is in excellent working order. ☐
- 2 It was removed from London during the Second World War. ☐
- 3 It is possible to use the television to watch digital TV. ☐
- 4 Jeffrey Borinsky has owned the television since it was made. ☐
- 5 Jeffrey particularly likes watching old programmes on the set. ☐
- 6 Iain Logie Baird is an inventor. ☐
- 7 The majority of pre-War TVs were destroyed during the War. ☐
- 8 The television will now go to a museum. ☐

Grammar | the passive

11 Look at the Active grammar box. Complete the example sentences using the article on page 26 to help you. Then match the rules (A–C) with the sentences (1–3).

Active grammar

Present Simple	<i>It _____ thought to be Britain's oldest working set.</i>
Past Simple	<i>It _____ made over seven decades ago.</i>
Present Perfect Simple	<i>The set _____ converted from analogue to digital.</i>
Modal verbs	<i>It can _____ used for many years to come.</i>

A We use the active to describe what someone/ something does.

B We use the passive to describe what happens to someone or something.

We often use the passive to describe processes:

Then the glass is heated ...

and in more formal or written contexts:

It is thought to be ...

and to avoid saying who is responsible:

The washing-up hasn't been done yet!

C If we want to say who or what does the action in a passive sentence we often use *by*.

- 1 *The competition was set up in May by Iain Logie Baird.*
- 2 *Iain Logie Baird set up the competition in May.*
- 3 *The competition was set up in May.*

12 Complete the second sentence so it means the same as the first.

- 1 In 1939 people could only receive one channel – the BBC.
In 1939 only one channel _____ – the BBC.
- 2 In the 1930s a television was owned for ten to fifteen years.
In the 1930s people _____ a television for ten to fifteen years.
- 3 Nowadays people replace their television every two to three years.
Nowadays a television _____ every two to three years.
- 4 All pre-War televisions were made in Britain.
The British _____ all pre-War televisions.
- 5 The Chinese make ninety percent of televisions now.
Ninety percent of televisions _____ the Chinese now.
- 6 In 1936 people could watch the BBC for just two hours a day.
In 1936 the BBC _____ for just two hours a day.

13 a Add one missing word to each sentence.

- 1 A father and son who made millions of pounds from fake DVDs have jailed for six years.
- 2 Hundreds of thousands of DVDs were produced workers hired by the gang.
- 3 The DVDs sold cheaply in pubs and markets.
- 4 It is estimated the police that the criminals made around £43,000 a day from the operation.
- 5 The gang members lived a life of luxury until they caught.
- 6 However, police believe that most of the money the gang made been taken out of the country.
- 7 Is estimated that criminal gangs in the UK make about £300 million a year from fake DVDs.
- 8 Police dogs have now trained to find hidden DVDs.

b  1.15 Listen and check your answers to exercise 13a.

2.3 Stories in the news

Grammar Past Simple and Past Continuous

Can do describe an important event from your life

Different newspapers report the same story in different ways.

Newspapers sometimes try to make news stories sound worse than they are.

Newspapers have to make stories sound exciting in order to sell.

Reading

3 a Read the news stories (A–F) quickly. Match the headlines (1–6) from exercise 2a with the stories.

b Write the letter(s) of the news story/stories next to the topics (1–7) below.

- | | |
|----------------------------|------------------|
| 1 restaurants: <i>B, D</i> | 5 food or drink |
| 2 travel | 6 babies or pets |
| 3 animals | 7 survival |
| 4 people getting lost | |

c Work in pairs and compare your answers.

2 a Complete the newspaper headlines (1–6) with the words in the box.

delivers escapes inherits saves
survives takes

- 1 Traffic police officer in Bangkok ____ baby in car
- 2 Lost driver ____ a wrong turn for 5,000 miles
- 3 Circus monkey ____ and destroys a restaurant
- 4 Top chef ____ giant lobster from cooking pot
- 5 Sailor ____ four months at sea
- 6 Cat ____ £350,000 house and £100,000 from owner

A

A nervous driver who went on a day-trip to Calais ended up in Gibraltar after a five-day mystery tour. Mrs Bright, a recent divorcee, was planning to go to France to buy some wine for a party to celebrate her divorce. However, as she was driving around Calais looking for the supermarket, she took a wrong turn and lost her way. Without a map, and unable to speak French, she was too embarrassed to ask for directions and eventually she found herself in Gibraltar.

B

A giant lobster, saved from the cooking pot by a top chef, has been returned to the sea. Chef Anton Gretzky said he was planning to serve the lobster at his expensive restaurant, but decided he couldn't boil such a fine creature. An employee from the Aquarium Restaurant in Victoria, Australia, took the lobster, named Billy, to the coast to free him. Gretzky said: 'He has been on this Earth much longer than I have.'

C

Pooker, a grey and white cat, has become Britain's most famous pet. The eight-year-old cat inherited a £350,000 house and £100,000 after its owner, Mrs Raffaella Barese, died. Mrs Barese's neighbours will use the £100,000 to buy food for the lucky cat. The rich and famous always seem to make new friends easily. After just one day, two local cats were trying to move in with Pooker.

D

A monkey, who escaped from a local circus, caused €10,000 of damage to a pizzeria after the owner of the restaurant tried to feed it bread and salad. The monkey, named Lala, was sitting in the restaurant bathroom when the owner found her. The escapee dropped a vase, then started throwing paper towels around, and finally turned on the water taps and flooded the restaurant in Lehre, Germany.

E

'He was eating a seagull when we found him,' said a member of the South African navy team that rescued Vietnamese refugee, Parn Hung Kuk from the Atlantic Ocean. Kuk took a day-trip from Cape Town in his boat. After getting lost in a storm, he was rescued four months later. 'He was living on seagulls, a turtle and rain water. It's a miracle he's still alive,' said the rescue ship's captain.

F

Bangkok traffic police helped to deliver another baby yesterday. Sergeant Sakchai Kodayan is one of 130 members of the city traffic police whose special skills include giving first aid to motorists and helping mothers as they give birth. 'I was drinking a coffee and having a cigarette in a café by the road when a taxi driver shouted for help,' said Sakchai. 'His passenger was having a baby. It was a boy. The woman said she would call it Sakchai as a way to say thank you.' Sakchai has so far assisted with the birth of twenty-eight babies in his career.

5

a Look at the table. Complete the collocations (1–7) from the news stories with the words in the box. Then match them to the correct definitions (a–g).

cause get give return move take (x2)

Collocation	Definition
1 ____ a wrong turn (story A)	a stop working for a short time
2 ____ lost (story E)	b go to live in the same house
3 ____ in with someone (story C)	c go/give back to
4 ____ damage (story D)	d help someone when they have an injury
5 ____ to the sea (story B)	e not know where you are
6 ____ first aid (story F)	f drive in the wrong direction
7 ____ a break (story F)	g break something by physically attacking it

b Work in pairs. Use the phrases (1–7) in the table in exercise 5a to retell the stories.

c Work in pairs and discuss the questions.

- Which stories did you find most interesting/unbelievable/funny?
- What interesting stories have you heard/seen/read about recently?

Grammar | Past Simple and Past Continuous

7 a Read the Active grammar box and answer question 1.

b Read rules A and B and find more examples of the Past Continuous in the news stories on pages 28–29. Then answer question 2.

Active grammar

*Mrs Bright was planning to go to France ...
She was driving around Calais ...*

1 Do the underlined verbs describe something complete or something temporary and in progress?

A We use the Past Continuous and Past Simple together to say that something happened in the middle of a longer action.

I was taking a break in a café by the road when a taxi driver shouted for help.

B The Past Continuous is often used to set the scene at the beginning of an article or story.

This happened about eight years ago when I was studying for my degree. I was feeling a bit tired and ...

2 Which verbs are not normally used in the continuous form?

9 Complete the story by putting the verbs/verb phrases from the box in the correct place.

didn't know fell hoping visited was
was expecting was having ~~was staying~~

I remember when my little sister was born. I was ten years old, and I was staying in London with my parents. I knew my mother a baby, but I how soon it would arrive. I was really for a girl. It happened when I at a friend's house. It was her birthday and so she a party. My grandmother came to collect me, but when she told me the news I was so excited that I ran down the stairs, and I and broke my arm. I my mother and sister in hospital, and I had to spend the night there with my arm in plaster too.

8 Complete the sentences with the Past Simple or Past Continuous form of the verbs in brackets.

They were watching (watch) a film in the cinema so they didn't realise (not/realise) it was snowing (snow) outside.

- I _____ (work) in a school in Prague when I _____ (meet) my boyfriend.
- When I _____ (be) a child, I _____ (like) swimming.
- My sister _____ (arrive) just as I _____ (cook) some lunch.
- I _____ (know) I wanted to marry him the first time I _____ (meet) him.
- He _____ (not/break) his arm while he _____ (play) rugby. He _____ (fall) down the stairs.
- I _____ (check) on the children and both of them _____ (sleep).
- The phone rang while I _____ (listen) to my mp3 player and I _____ (not/hear) it.
- I think I _____ (see) you yesterday in the station. _____ (wear) a blue shirt?

2 Vocabulary | In the news

1 a Find the odd one out in these phrases.

go on (a) strike ✓ (b) holiday ✓ (c) work X

You can go to work, but not go on work.

- | | | | |
|-------------|-------------|-----------------|---------------------|
| 1 make | (a) a job | (b) a discovery | (c) a profit |
| 2 come into | (a) fashion | (b) money | (c) movement |
| 3 win | (a) a team | (b) a race | (c) a match |
| 4 commit | (a) a crime | (b) business | (c) suicide |
| 5 develop | (a) news | (b) an idea | (c) a product |
| 6 have | (a) a baby | (b) death | (c) plastic surgery |
| 7 perform | (a) a match | (b) a song | (c) a play |
| 8 cause | (a) trouble | (b) an accident | (c) time |
| 9 break | (a) a price | (b) a record | (c) up with someone |

5 a Write the name of a famous person who ...

- 1 has had plastic surgery.
- 2 won a race recently.
- 3 performs songs on TV.
- 4 committed a crime.
- 5 causes trouble regularly.
- 6 has broken a record.

3 On which newspaper pages might you find the collocations from exercise 1? Choose from the words and phrases in the box.

go on strike, go on holiday = from news and current affairs

arts section business section current affairs news and gossip
science section sports pages

4 Complete the sentences with expressions from exercise 1. Use the correct tense.

- 1 Yesterday The Rolling Stones _____ that did the most to make them famous: *I Can't Get No Satisfaction*.
- 2 When his father died, Paul Getty _____ billions of dollars.
- 3 Marie Curie _____ that changed the world: she found radium.
- 4 When a food or drinks company _____ for the international market, it takes years to test it.
- 5 Many ageing celebrities _____ in order to look young, but it doesn't guarantee everlasting beauty!
- 6 In the UK there is a 45 percent possibility that criminals will _____ after their release from prison.
- 7 Ice on the roads _____ yesterday, but luckily no one was hurt.

2 Reference

Defining relative clauses

A 'clause' is part of a sentence. A defining relative clause makes it clear who or what we are talking about in a sentence. It gives essential information.

*The man **who lives next door** had an accident.*

Relative clauses begin with relative pronouns:

who for people; *which* for things and animals, and *whose* for possessions.

After place, area, room, etc. we use *where*.

After time, day, year, etc. we use *when*.

We don't use *what* as a relative pronoun.

*The vase **that I broke** was very expensive.* (NOT: ~~*The vase what I broke was very expensive.*~~)

In less formal and spoken English we often use *that* instead of *who* or *which*.

*The police caught the man **that** robbed the bank.*

We can leave out the pronouns *who*, *which* or *that* if they are the object of the relative clause.

*The film **which** I saw was called Heroes.*

The film I saw was called Heroes.

*The boy **who** she met was nice.*

The boy she met was nice.

The passive

We make the passive with the verb *to be* + past participle.

*James **is paid** a lot of money.*

Are you being followed?

***We were given** a new car to drive.*

***She has been told** this before.*

In **active sentences**, the person (or thing) who does the action comes first.

***The man** kissed the baby.*

In **passive sentences**, the person (or thing) affected by the action comes first and is the main focus.

***The baby** was kissed by the man.*

The person (or thing) who did the action is often not known or not the main focus.

***The programme** has been shown since 1959.* (The focus is on the programme, not who has shown it.)

We use *by* to include the person (or thing) who did the action in a passive sentence.

***The book** was written by Faulks.*

The passive often sounds 'impersonal'. It is used in formal English and often in the news.

***The President** was asked to resign.* (It isn't important who asked him to resign.)

Past Simple and Past Continuous

The Past Continuous form: *was/were* + *-ing*

We use the **Past Continuous** to talk about what was happening at a particular moment in the past.

***What were you doing** at 10 o'clock last night?*

We use the **Past Simple** for complete, finished actions in the past.

When the Past Simple and Past Continuous are used together, the Past Continuous refers to the longer, background action or situation. The Past Simple refers to the shorter action or main event that happened to interrupt it.

***I was walking** through the park **when the storm began**.*

We use the **Past Continuous** for temporary actions and situations.

***I was living** in Barcelona last summer.*

We use the **Past Simple** for longer or permanent situations.

***I lived** in Berlin for ten years **when I was** a child.*

We do not usually use the continuous form with 'state' verbs such as *like*, *want*, *know* and *understand*.

Key vocabulary

Internet

IM (instant messaging) online website

Film

comedy docu-drama horror film romantic film thriller

Television

channel commercial digital documentary reality/chat show live presenter producer programme satellite screen soap (television) set viewers

Describing films and TV

annoying boring entertaining exciting gripping incredible inspiring moving nauseating nonsense unrealistic unwatchable

Newspapers

arts/business section current affairs gossip human interest story sports pages

News collocations

go on strike/on holiday make a discovery/a profit come into fashion/into money win a race/a competition commit a crime/suicide develop an idea/a product have a duty/plastic surgery cause trouble/an accident perform a song/a play break a record/a promise

2 Review and practice

- 1** Complete the news stories with the active or passive form of the verbs from the box. Change the tense as necessary. You may use some verbs more than once.

announce call discover find kill sell start

A new service which will *find* anyone's mobile phone number *has been announced*.

One thousand people (1) _____ by a freak storm in South Africa. The storm (2) _____ in the early hours of the morning.

Zac Efron (3) _____ as the star of a new film, the most expensive ever made.

A cure for cancer (4) _____. Scientists (5) _____ the breakthrough at a conference yesterday.

The film director Richard Attenborough (6) _____ much of his art collection after claiming that there was no more room on his walls.

Yesterday a three-year-old boy successfully (7) _____ an ambulance after he (8) _____ that his mother had fallen down the stairs.

A ring which once belonged to the opera singer Maria Callas (9) _____ in an attic. The new owner (10) _____ it online, with a reserve price of nearly £100,000.

- 2** Complete the television guide with the relative pronouns from the box. In which sentences can you use *that*?

when where which who whose

- 7.30 Brothers in Arms:** Marlon is a lawyer (1) _____ brother works with ex-criminals. Now he wants Marlon to help him. Has Marlon reached a time in his career (2) _____ he can take a risk?
- 8.00 Home Questions:** the quiz show (3) _____ asks contestants questions about the place (4) _____ they were born.
- 8.30 The Year (5) _____ I Made History:** Roy Johns speaks to the people (6) _____ have been in the news this year. Guests include Milly Cheiz, a doctor (7) _____ anti-cancer treatment is being tested in Australia, and Moses Kenui, an athlete (8) _____ shocked the world when he broke four athletics records in one year.
- 9.30 News**
- 10.00 Restaurant:** follows the progress of two restaurants (9) _____ famous chefs have visited. They both opened last year – one in Clydehead, a town (10) _____ there is 60 percent unemployment, and one in Tindell, a city (11) _____ the rich are happy to pay €350 for dinner.
- 11.00 Fright Kids:** comedy horror film about a woman (12) _____ has twins.

- 3** Choose the correct words in *italics*.

- 1 I *was/was being* at school when I *started/was starting* learning French.
- 2 We *watched/were watching* TV when we *heard/were hearing* about the accident.
- 3 A: What *did you do/were you doing* this time yesterday?
B: I *read/was reading* a novel.
- 4 When I last *saw/was seeing* my sister, she *looked/was looking* for a flat in Madrid.
- 5 I *crashed/was crashing* into the car because I wasn't looking where I *went/was going*.
- 6 A: *Did they win/Were they winning* when you left the match?
B: No. They *lost/were losing* 2 – 1, but there were still twenty minutes left.
- 7 While I *studied/was studying* yesterday I *found/was finding* this great website.
- 8 A: *Did you see/Were you seeing* our new boss at the conference?
B: Yes. He *wore/was wearing* a white suit. *Didn't you notice/Weren't you noticing* him?
- 9 A: What *did you do/were you doing* under the table?
B: I *just looked/was just looking* for something I dropped.
- 10 I'm quite good at acting because I *studied/was studying* drama at university.

- 4** Complete the sentences with suitable words or phrases from the unit.

- 1 Did you read about the play? It was in the _____ section of the paper.
- 2 I saw an interesting _____ about Ancient Egypt on TV yesterday.
- 3 I'm sure that actor's had _____. He looks twenty years younger!
- 4 Which _____ of the paper do you read? I like the sports pages.
- 5 The company made a _____ of €50,000 this year.
- 6 Speeding drivers cause a lot of _____.
- 7 Asafa Powell broke the _____ for the 100 metres. He ran it in 9.77 seconds.
- 8 There's an _____ about immigration in the newspaper today.
- 9 Platform shoes are back! The shoes from the 70s have _____ fashion once again.
- 10 American actor Anne Hathaway is going to _____ on the London stage in a new play by John Miller.
- 11 My husband threw his shoe at the television and broke the _____ into a thousand pieces.
- 12 The _____ announced the winner of the game show.

Unit Three: Lifestyle

- 2 a** Decide in which section of the table (A, B, C or D) the words and phrases in the box belong.

an apartment a cellar a commercial district a fireplace a garden
a garage a gate a park and a playground a studio flat the suburbs

House	Area/neighbourhood
A I live in ... a (semi) detached/terraced house a block of flats a cottage	C I live in ... a residential area the centre/outskirts of town
B It's got ... a lift an attic a balcony a good view high ceilings a drive wooden floors stairs	D It's got ... lots of green spaces shops and restaurants cinemas and theatres

3.1 Your place or mine?

Your home – Myhome

We help families to exchange homes with other families, so both can experience a fantastic break in another country without it costing a fortune!

Property 1

Bright and comfortable apartment in the centre of Seville, in a quiet street with no heavy traffic around; in fact, the only noise you can hear during the day is the bells of the cathedral nearby.

The apartment is decorated in a very traditional Sevillian style, with plenty of plants and sunlight. The property is on the third floor (there is a lift) and covers an area of 60 square meters. There are two bedrooms, one with a single bed and one with a double bed.

The apartment has recently been completely refurbished and opens onto the balcony with a beautiful view of the cathedral.

The area

The apartment is in the historical centre of Seville. It is a very beautiful area, with narrow bustling streets and little gardens behind iron gates. There are plenty of local bars and restaurants serving 'tapas' (typical Spanish dishes).

Your home – Myhome

Property 2

Ideal for a family holiday, this is a beautiful four-bedroomed Victorian house, situated on a quiet residential road. This charming property has a large living area and a separate dining room and well-equipped kitchen. Upstairs there are four bedrooms, all doubles, and two ensuite bathrooms, one with a shower and one with a bath. There is a large garden, with a patio area where you may enjoy a typical English afternoon tea!

The area

The property is located close to Wimbledon Park, with a children's playground. The nearest tube station, just five minutes walk away, will take you straight into central London, where you will find all the museums, shops, theatres and restaurants you could wish for!

Grammar | future plans

- 5** Match the sentences (1–6) in exercise 4b with the rules (A–C) in the Active grammar box.

Active grammar

We can use the Present Continuous, *be going to* or *will* to talk about future plans.

- A** We use *be going to* to talk about something you've decided to do.
e.g. sentences ____
- B** We use *will* for a decision made at the time of speaking, or an offer.
e.g. sentences ____
- C** We use the Present Continuous to talk about arrangements (plans that you have already organised, i.e. you have arranged the dates).
e.g. sentence ____

- 6** Complete the texts with words and phrases from the box.

is going to (x2) 're going to (x2) 'll (x2)
's moving 'm starting

Sarah and Jeremy

I (1) _____ a new job in June and it's in Oxford, so we (2) _____ need to move house. We'd like to buy somewhere in the countryside, so we (3) _____ to look at some of the small villages outside the city. Jeremy says he (4) _____ take a day off next week to go and look.

Miriam and Carlos

My mother (5) _____ in with us next year, because she's old and doesn't want to stay on her own. She (6) _____ to sell her house. Carlos isn't too happy about this plan, but he says he (7) _____ put up with it to please me. It (8) _____ be great because I'll have some help looking after the baby.

- 11** Look at the How to... box. Listen again and write *M* next to the phrases Miriam says and *R* next to those the company representative says.

How to... complain politely

Stating a complaint	: I don't like to complain, but ... : I'm sorry, but ... : I'm sorry but it just isn't good enough.
Disagreeing politely	: Well, ... : Actually, ...
Asking for what you want	: I'd like you to ... : I think you should ...
Apologising/ sympathising	: I'm sorry to hear that. : We must apologise about/for that. : I do apologise for the inconvenience.

1 In the city
I live in
city I love
mornings wake
to
swishes, swashes,
sputters
of sweepers
swooshing litter
from gutters

2 In the city
I live in
city I love –
afternoons pulse
with
people hurrying,
scurrying
races of faces
pacing to
must-get-there
places.

3 In the city
I live in –
city I love –
nights shimmer
with lights
competing
with stars
above unknown heights.

4 In the city
I live in –
city I love –
as dreams
start to creep
my city
of senses
lulls me to sleep.

Glossary

- swish** (*noun*) – the sound of something moving quickly and quietly through the air
swash (*noun*) – the sound of water hitting a surface
sputter (*noun*) – a noise like a small explosion
swoosh (*verb*) – making the sound of air or water moving quickly
scurrying (*verb*) – moving quickly with short steps
pacing (*verb*) – walking with regular steps
shimmer (*verb*) – to shine with a soft light
lull (*verb*) – to make someone feel calm and ready to sleep

Vocabulary | adjectives describing places

- 5 a** Look at the adjectives in the box. Find pairs of words that mean the opposite.

bustling clean dull enormous
friendly lively modern picturesque
polluted quiet tiny ~~touristy~~
traditional ugly ~~unspoilt~~ unwelcoming

unspoilt – touristy

WHY NOT MOVE TO...?

Fed up with where you're living, or just fancy a change? We take a look at some of the best cities in the world to live in. So, why not move to ...

Santiago, Chile?

Santiago has one of the most attractive settings of any city in the world, circled by snow-topped mountains. Unfortunately, the mountains hold in the pollution, so it isn't one of the world's cleanest cities. Despite that, life expectancy is higher than the global average and the quality of life is very good.

The city is fast becoming a major economic centre, with one of the most efficient subway systems in the world. It also has a lively arts scene and leafy urban parks. Outside the city, an hour will take you to the mountains, for skiing, hiking or snowboarding, or to the coast for surfing or scuba diving.

Sydney, Australia?

If you're an outdoors type, you won't find anywhere better to live than Sydney. Hot summers and mild winters mean that you can be outside most of the time, swimming or surfing at the city's thirty-seven beaches, walking in the bush ... the list is endless. Sydney was also recently voted the friendliest city in the world. It is the world's fifteenth most expensive city, though, so you'd better be prepared to work hard as well as play hard!

Vancouver, Canada?

Vancouver has been named the world's most liveable city on several occasions over the last decade. Although the weather is not as good as in some cities, it's at least very mild. The city is clean and, perhaps most importantly, it's very beautiful. The city lies with the Strait of Georgia on one side and the Coast Mountains on the other, providing some of the finest skiing in the world. Vancouver has a reputation for being more relaxed than other cities and, certainly, the Vancouverites have the longest lifespans of any city in Canada, with an average life expectancy of 81.1 years.

Krakow, Poland?

With more than forty public parks, Krakow is one of Europe's leafiest cities. Perhaps the most famous park, the Planty, is a collection of about thirty gardens which go all the way around the Old Town. Krakow also has one of the best preserved medieval city centres in Europe, with churches around every corner and the second oldest university in Central Europe. It also offers hundreds of restaurants and bars, hidden away in narrow streets and cellars. It is also sunnier than you might imagine, with average temperatures of 24 degrees in summer.

Grammar | comparatives and superlatives

- 11** Match the rules (A–I) in the Active grammar box with the underlined examples in the article.

Active grammar

	Comparatives	Superlatives
One-syllable adjectives	A + <i>-er than</i>	F + <i>the -est</i>
Two (or more) syllable adjectives	B <i>more + adjective + than</i>	G <i>the most + adjective</i>
Two-syllable adjectives ending in -y	C remove -y and add <i>-ier than</i>	H <i>the -iest</i>
Irregular adjectives: e.g. <i>bad</i>	D <i>worse than</i>	I <i>the worst</i>
For negative comparatives	E <i>not as + adjective + as</i>	

- 12** Complete the text with the comparative or superlative forms of the adjectives in brackets. Add *than* where necessary.

Just finished my tour of Russia, which is (1) _____ (big) country in the world and one of (2) _____ (interesting) too. My flight was much (3) _____ (comfortable) this time – big seats! Also, the service was (4) _____ (good) last time – free food and drink! When I arrived in Warsaw, the people at Customs were (5) _____ (friendly) before (on my first trip I waited an hour while they checked my passport!). Fortunately, Poland isn't (6) _____ (cold) Moscow, which was freezing! This afternoon I had (7) _____ (delicious) lunch of my trip so far: a Polish speciality called *bigos* in a great restaurant in (8) _____ (old) part of the city.

- 13 a** Complete the comparative sentences about cities that you know.

- 1 You won't find anywhere _____ than _____.
- 2 The _____ is/are not as _____ in some cities.
- 3 _____ has a reputation for being _____ than other cities.

- b** Now use the phrases in the box to write five superlative sentences about cities that you know.

probably the ... in ...
... of any city in ...
one of the most ...
one of the world's ...
some of the best ... the ...

Reading

eco-friendly /'i:kəʊ,frendli/ *adj* not harmful to the environment

- 1** Work in pairs. Look at the definition above and discuss the questions.

- 1 Have you made any changes to the way you live in order to be more eco-friendly?
- 2 If so, explain what you have done and why.

- 2 a** Read the title and introduction to the article below and look at the words in the box. How do you think each word is significant in the article?

adaptable climate flooding fuel household waste
insulated recycling self-sufficient sound waves

- b** Read the article and check your predictions.

- 3 a** Read the article again and answer the questions.

- 1 How is a 'passive house' mainly heated?
- 2 What is the advantage of moveable walls?
- 3 How will the plants in the fish tank help the fish?
- 4 What can the energy created by the fish tanks be used for?
- 5 Why will there be no more private swimming pools?
- 6 What two things will 'clever' fridges be able to do?

- b** Work in pairs. Which of the predictions in the article do you think are likely to happen? Why?

What does the future hold?

We spoke to Professor John Williams, futurologist, for his expert predictions on life in the next few decades.

Well, the first thing to say is that I don't believe we're all going to be living in treehouses and walking or cycling everywhere. We are going to have to make changes though.

Unfortunately, it looks quite likely that the climate may change significantly, with hotter summers, colder winters and more flooding. At the same time, fuel for heating or air conditioning will probably become much more expensive. For these reasons, our houses will definitely have to become much better insulated. People are already building so-called 'passive houses', which have little or no central heating at all, relying on the bodyheat of the people who live there.

Homes probably won't be as big, and so we will need more adaptable furniture, such as sofa-beds, and when we are not using our furniture we will be able to fold it away into wall cabinets. Houses could have moveable walls so that the same space can be arranged in different ways. Tabletops may double as computer screens or DVD players.

New technology will make us more self-sufficient. Kitchens may have fish tanks which, as well as providing fish to eat, also produce fresh vegetables (see photo). The plants will provide oxygen for the fish. These tanks will be powered by household

Grammar | future possibility

- 5** Complete the Active grammar box using the underlined words and phrases from the article. Then answer the questions.

Active grammar

Certain

- + : Our houses ____/ certainly have to become much better insulated.
- : We definitely won't waste so much.

Probable

- + : Fuel ____ become much more expensive.
- : Homes ____ be as big.

Possible

- + : The climate ____/ might/could change significantly.
- : We may/ ____ all have cars.

- 1 How does the position of the adverb (*probably, definitely, certainly*) change in positive and negative sentences?
- 2 Which modal verb can't be used in the negative to talk about possibility?

- 10 a** *Motorhome* is a compound noun (a noun made from two smaller words put together). Can you find other compound nouns in the descriptions in exercise 9?

- b** Match words in box A with words in box B to make compound nouns.

A

washing central sofa wall computer DVD mobile air
fish swimming bunk

B

heating cabinets conditioning phone machine pool player
screen bed tank bed

3 Vocabulary | prefixes and suffixes

- 1 a** Which parts of the words in the box are prefixes? Which are suffixes? What do you think the prefixes and suffixes mean?

endless forgetful successful unfair
unspoilt

- b** Add some more examples to the prefix table below. Use a dictionary or ask your teacher to help you.

Prefixes	Examples	Your examples
un = not	<i>uninteresting</i> <i>unusual</i>	un_____
re = again	<i>rearrange</i> <i>review</i>	re_____
ex = former/ previous	<i>ex-boyfriend</i> <i>ex-Prime Minister</i>	ex-_____
mis = wrong	<i>mispronounced</i> <i>misheard</i>	mis_____
dis = not	<i>dislike</i> <i>disappear</i>	dis_____

- 2 a** What are the noun and/or verb forms of the adjectives in the suffix table below?

- b** Add some more examples to the table.

Suffixes	Example adjectives	Your examples
ive	<i>creative, attractive, ...</i>	_____ive
(l)y	<i>dirty, friendly, ...</i>	_____y/ly
ful	<i>careful, helpful, ...</i>	_____ful
less	<i>useless, careless, ...</i>	_____less
able/ible	<i>enjoyable,</i> <i>comprehensible, ...</i>	_____able _____ible

- 3** Read the Lifelong learning box. Can you think of any other words you have learned recently which use prefixes or suffixes? Use a dictionary to help you.

Word building

! When you learn a new word, find out if it uses prefixes and suffixes, and if it has other forms (for example, the noun can change to a verb). This will help you to increase your vocabulary.

Lifelong learning

- 4** Read the advertisements below. Then complete them with the correct form of the words in **bold**.

- 5** Write a short advertisement for one of the things below, or use your own ideas. Try to include at least three words with prefixes or suffixes.

- a flat to rent
- a flatmate
- a new person for a team or club

FLAT TO RENT

Airy flat (60 square metres)
in _____ area of London. Two
bedrooms, sitting room, bathroom.
_____ neighbours.
_____ rent – £680.

air
peace

friend
week

Call **Mr Johnson** on 0207 931674

Home needed!

_____ cat, Musa
soon to be _____
needs _____ owner
with large, _____ garden.

love
home
response
sun

Please call Luke on **01823 273305**

Flatmate wanted

Very _____ flatmate is wanted
to share home full of _____,
_____ antiques.
No _____ people, please.

care
expense
break
mess

Call Miss Crabbins – **393 3321**

3 Communication

Can do describe hopes, dreams and ambitions

- 1** Read the advertisement looking for people to be on a TV programme.
What happens in the programme? How can you apply to appear on it?

Country or City?

Ian Brown and Chiara Woods help people find their dream home, whether they want to move from the city to the country, or vice versa.

In each programme we find out where the person lives, why they want to move and what exactly they're looking for. Then we take them to the area they've chosen and show them round some dream properties. We also let them try out their new lifestyle, be it raising animals or clubbing all night!

If you want to change your lifestyle for the one you've always dreamed of, then please apply.

Prepare a short speech explaining ...

- why you dream of moving to the country or city.
- what you plan to do when you move.

Interviews will be held in London.

Irregular adjectives

good – better (than) – (the) best bad – worse (than) – (the) worst

far – further (than) – (the) furthest or far – farther (than) – (the) farthest

(not) as + adjective + as

*The train is **as expensive as** flying. (the same)*

*It's **not as warm as** last week. (different)*

3 Reference

Future plans

We use **be going to** to talk about plans for the future or intentions (things you have already decided to do).

I'm going to take a holiday in March.

Sue isn't going to buy that car.

With the verbs *go* and *come* we often use the Present Continuous.

We use the Present Continuous to talk about fixed future arrangements (usually involving another person).

I'm meeting Sam at 2p.m. (I called him this morning to arrange it)

Are you coming to the party this evening? (You have been invited)

In many cases you can use either **be going to** or the Present Continuous.

I am playing rugby tomorrow.

I am going to play rugby.

We use **will** for unplanned decisions (made at the time of speaking), offers or promises.

I'll/won't tell her I saw you.

Will you carry this box for me?

For general predictions you can use **will** or **be going to**.

I think Brazil will/are going to win the next World Cup.

Comparatives and superlatives

One-syllable adjectives, or two-syllable adjectives ending in -y

Adjective	Comparative	Superlative	Notes
<i>old</i>	<i>older (than)</i>	<i>(the) oldest</i>	Add -er, -est
<i>big</i>	<i>bigger (than)</i>	<i>(the) biggest</i>	With short vowels (/ɪ/, /e/, /ʊ/, /æ/), double the consonant.
<i>friendly</i>	<i>friendlier (than)</i>	<i>(the) friendliest</i>	If the adjective ends in -y, change it to -i and add -er, -est.

Two-syllable, and longer adjectives

Adjective	Comparative	Superlative	Notes
<i>useful</i>	<i>more/less useful (than)</i>	<i>(the) most/least useful</i>	Add <i>more</i> (+), or <i>less</i> (-),
<i>dangerous</i>	<i>more/less dangerous (than)</i>	<i>(the) most/least dangerous</i>	<i>(the) most</i> (++), or <i>(the) least</i> (--)

Future possibility

We use **will/won't** + adverb to say how likely something is in the future. **Will** comes before the adverb in affirmative sentences and after the adverb in negative sentences.

I'll definitely go. (you are certain)

I certainly won't go. (you are certain)

I'll probably stay. (quite certain)

I probably won't stay. (quite certain)

We use **may/might/could** when you are not certain.

Do not use **could** in the negative to talk about possibility.

Alice may meet us later for a drink.

The shop might not be open.

With modal verbs (**will, may, might, could**) we use the infinitive without **to**.

Key vocabulary

Home

apartment attic balcony
block of flats ceiling cellar
centre of town commercial district
cottage (semi-) detached house
drive fireplace floor gate
green spaces lift neighbourhood
outskirts of town residential area
park playground stairs studio flat
suburbs terraced house view

Adjectives describing places

bustling clean dull enormous
friendly lively modern picturesque
polluted quiet tiny touristy
traditional ugly unspoilt
unwelcoming

Compound nouns

air conditioning bunk bed(s)
central heating computer screen
DVD player mobile phone sofa bed
swimming pool wall cabinets
washing machine

Environment

adaptable climate flooding fuel
household waste insulated
recycling self-sufficient soundwaves

3 Review and practice

1 Choose the correct words in *italics*.

- 1 I'm *thinking*/will think of moving house soon.
- 2 Will you go/Are you *going* out tonight?
- 3 We would love to come and see you at the weekend, but Lorenzo *is working*/will work.
- 4 A: Who is that at the door?
B: I'll *go*/m going to go and see.
- 5 What *will*/are you going to wear to the theatre tonight?
- 6 I can't see you on Sunday because I'm *playing*/will play football with some friends.
- 7 I am too tired to finish the washing up now. I think I'll *do*/m doing it in the morning.
- 8 What *are you doing*/will you do after class?

2 Rewrite the sentences using the phrases in brackets so that the meaning stays the same.

I don't know if I'll find a flat I like.

(might not) I might not find a flat I like.

- 1 I think I'll go and look at flats tomorrow.
(probably) _____
- 2 I don't think I will be able to afford one right in the centre.
(probably won't) _____
- 3 But I have a good chance of finding one in the outskirts of town.
(might) _____
- 4 I don't have a lot of time, so it's possible that I won't be able to see very many flats tomorrow.
(might not) _____
- 5 But I'm almost certain I'll find one if I keep looking.
(probably) _____
- 6 Maybe I'll find a flatmate to help with the bills.
(could) _____

3 Complete the second sentence so it has the same meaning as the first.

The blue sofa and the green sofa both cost €200.

The blue sofa is as cheap as the green sofa.

- 1 The white cabinet is 96 cm tall, the blue one is 78 cm tall.
The white cabinet is _____ the blue one.
- 2 No rooms in the house are bigger than the sitting room.
The sitting room is _____ in the house.
- 3 I thought the curtains were very beautiful, but not the rug.
The curtains were _____ the rug.
- 4 The sofa was more comfortable when it was new.
The sofa is not _____ it was when it was new.
- 5 The bedroom and the bathroom are the warmest rooms in the house.
The bedroom is one _____ rooms in the house.

4 Complete the sentences with comparative forms of the words in the box. Use *than* if necessary.

cold crowded easy far
old-fashioned picturesque polluted
quick quiet

It takes such a long time to drive to Scotland. We usually fly because it's quicker.

- 1 Bangkok is such a noisy city. I'd prefer to live somewhere _____.
- 2 There were so many people on the train. It was _____ usual.
- 3 We saw them a lot when they lived in Paris, but now they have moved _____ away.
- 4 Our old apartment was much _____ our new one, which is really modern.
- 5 Look at all the snow! It's much _____ today _____ it was yesterday.
- 6 Cities are so ugly. I prefer living in the countryside where the views are _____.
- 7 Some parts of the city are _____ others because of all the traffic.
- 8 It's _____ to find your way around New York streets _____ in London because in New York the streets have numbers.

5 Rewrite the letter using the opposite of the underlined words.

Dear Juliana,

I'm here in El Paso for six months. I'm staying in a house in the modern (historical) part of town. The part of town where I'm staying is really (1) clean, (2) picturesque and (3) unspoilt. The house is (4) enormous. During the day it's very (5) quiet. The city centre is very (6) lively at night and I go for a walk with friends most evenings. My landlady is quite (7) unwelcoming.

Speak to you soon.

Clara

Unit Four: Wealth

4.1 Catch me if you can

Grammar question tags

Can do use intonation to check and confirm information

c Read the article. Match the headings (1–5) to the paragraphs (A–E).

- 1 Childhood and tricks
- 2 Frank today
- 3 Wanted all over the world
- 4 The FBI's opinion of Frank
- 5 Three top jobs and five happy years

The true story of a real fake

A _____

Frank Abagnale, a good-looking American boy with more dreams than money, pretended to be first a pilot, then a doctor and then a lawyer.

For five years he travelled the world for free, stayed in expensive hotels and had relationships with beautiful women. By the age of twenty-one he had tricked and cheated his way to \$2.5 million.

B _____

In the golden age of James Bond, Abagnale really was an international man of mystery. He was wanted by the FBI and Interpol (International Police) in twenty-six countries. His good looks and greying hair helped him, but his charm was his most important tool. He dressed well and everybody believed the stories he made up. Leonardo DiCaprio, who plays Frank Abagnale in the film *Catch me if you can* said, 'Frank Abagnale is one of the greatest actors who has walked the Earth.'

C _____

Abagnale was a lonely child. When his mother, who was French, broke up with his father, a New York shopkeeper, Abagnale had to choose which parent to live with. Instead, aged sixteen, he dropped out of school, ran away from home and began his life as an international trickster. He used magnetic ink to change bank code numbers illegally. He managed to steal \$40,000 of other customers' money before the banks worked out what he was doing. He also got a Pan Am pilot's uniform by saying that his was lost at the dry cleaner's and that he had an urgent flight.

This allowed him to stay in any hotel he wanted: Pan Am always paid the bill. He even pretended to be a doctor and worked as a hospital administrator for a year. With no formal training, he picked up the skills by reading medical books and watching other doctors at work.

D _____

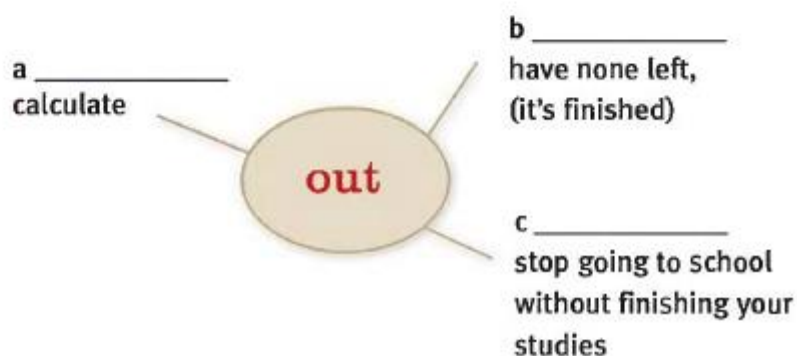
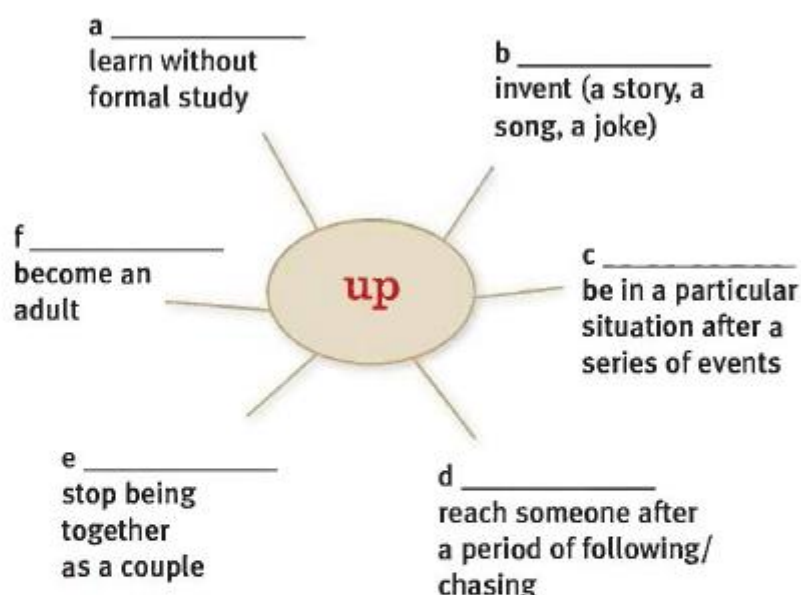
Abagnale broke the law repeatedly. He ran out of luck in France, where he spent time in prison, before the FBI finally caught up with him in the US. Despite his crimes, Abagnale never had any enemies. Joseph Shea, the FBI man who arrested him and later became his friend, said, 'I think Frank is close to genius. What he did as a teenager is incredible. His crimes weren't physical. There were no guns, no knives, he just used his brain. He's charming and I admire him. I think he's a good man and a moral character, but, like anybody, he wants to better himself and in this country, money is the way to do it. He makes \$3 million a year and that's a lot more than I ever made.'

E _____

These days Abagnale doesn't need to trick anybody: he is a successful consultant. He advises companies on security, and he also lectures – for free – at the FBI Academy. It is ironic that he has ended up working for the people who were trying to catch him for so long! He wrote his autobiography in the 1970s and sold the film rights for \$250,000. Abagnale says, 'When I was twenty-eight I thought it would be great to have a movie about my life, but when I was twenty-eight, like when I was sixteen, I was egotistical and self-centred. We all grow up.' That's true. But not many people grow up like Frank Abagnale.

Vocabulary | phrasal verbs

- 4** Find nine phrasal verbs in the article and put them in the correct place in the mind maps.



The Ghosh test, named after a famous law case, is a way of judging what are the 'ordinary standards of most reasonable and honest people'. It is used in courts to help the jury decide if the person on trial knew they were being dishonest or not. A recent survey of 15,000 people in Britain, however, has shown that people do not always agree about what is wrong, and, as a result, the Ghosh test may have to be changed.

- 9** Read the Active grammar box and choose the correct underlined words to complete the rules.

Active grammar

To make question tags, we repeat the main verb/auxiliary verb. *

If the question is positive, the question tag is negative/positive.

If the question is negative, the question tag is negative/positive.

If there is no auxiliary verb, the question tag uses the main verb/do, does or did. *

*The verb *to be* acts as an auxiliary verb in question tags.

- 10** Complete the questions with the correct question tags.

- 1 Stealing is wrong, _____?
- 2 You didn't cheat, _____?
- 3 It's illegal, _____?
- 4 You have never stolen anything, _____?
- 5 You don't do that, _____?
- 6 You're copying my answers, _____?
- 7 You will tell me the truth, _____?
- 8 I wouldn't lie to you, _____?

4.2 Getting rich quick

Grammar modal verbs of obligation and prohibition

Can do carry out a survey and present results

Vocabulary | personal qualities (1)

- 2 a** Work in pairs. Check you understand the expressions in the box. Check any words you don't know with another pair.

be ambitious
be charming
be confident
be determined
be egotistical
be extravagant
be flexible
be generous
be good with figures
be good with people
be mean
be tolerant
have a sense of humour
know your strengths and weaknesses
work long hours

Reading

- 3 a** Read the article about a British entrepreneur. Which of the qualities in exercise 2a do you think he has?

Duncan Bannatyne is a successful businessman with a chain of health clubs and hotels. He also appears on the BBC series *Dragons' Den*, where he judges new entrepreneurial ideas.

6 The only thing I enjoyed at school was maths. I had the ability to add up, but my maths teacher didn't have much time for me because I couldn't write down how I got the answers. I hated things like English – I was slightly dyslexic. I was hopeless at sport, too, having no coordination. I could see that the kids who went to high school had better toys than me so I made it my mission to do as well as I could, so that I could pass the exam and get into the best school. I worked hard, and when I passed – I was the only one in the family who did – my parents were so proud of me.

I started delivering newspapers when my mother said I couldn't have an ice cream because we were too poor. When I went to the newsagent's, he told me that there was no need for a delivery boy. I said that my mother would like her paper delivered, but he told me, 'That's one person; I need 100.' I knocked on 150 doors. When the ice cream van came around again, I had enough money to buy ice creams for my whole family.

When I left school, I didn't use my entrepreneurial skills for fifteen years. I was in the Navy and then worked as a garage mechanic. It was always at the back of my mind, though. When I was twenty-nine, I was on a beach in the Channel Islands with my girlfriend and we decided to go back to the mainland and make money. Believe it or not, my first entrepreneurial venture was *Duncan's Super Ices*, which expanded from a single ice cream van to a small fleet. 9

Adapted from *The Independent*.

b Read the article again and write true (T) or false (F).

- | | |
|--|--------------------------|
| 1 Bannatyne's favourite school subject was English. | ☐ |
| 2 He wasn't very good at sports. | ☐ |
| 3 He wanted to go to high school to make his parents proud. | ☐ |
| 4 When he left school he worked as a mechanic before joining the navy. | ☐ |
| 5 He was nearly thirty when he set up his first business. | ☐ |

Grammar I modals of obligation and prohibition

- 5** Match the modal verbs in **bold** in exercise 4c with the correct meaning (A–E) in the Active grammar box. Then answer the question.

Active grammar

A I strongly advise you to do it.

1 _____ 2 _____

B I strongly advise you not to do it.

4 _____

C It's the right thing to do, in my opinion.

3 _____

D It isn't the right thing to do in my opinion.

5 _____

E It is not necessary but you can do it if you want to.

6 _____

Look at these pairs of sentences. In each case do the modal verbs express advice (A) or obligation (O)?

- 1 You **mustn't** smoke in here.
You **mustn't** waste your money.
- 2 You **have to** wear a suit to work.
You **have to** see that film!
- 3 You **must** believe in yourself.
You **must** have a passport if you want to enter the country.

GOOD WITH MONEY

Most people think that being good with money is about saving it rather than spending it. However, what's most important is how and why you spend it. Ask yourself:

Do I need it, can I afford it, can I get it cheaper somewhere else?

Impulse buys

An impulse buy is when we buy something that we hadn't originally planned to. Often this is because we see something reduced in the sales. 'Oh look', we think, 'what a bargain, I can save £50 buying this'. But it isn't saving £50, it's spending £100 on something you don't actually need. If you are about to buy something like this, put it down and wait a day. It gives you time to decide if you really do need it.

Food shopping

Very often we end up throwing away part of what we've bought, or ending up with a lot more at the checkout than we planned. Don't go food shopping when you're hungry — you'll end up with a trolley full of junk food. And make a shopping list and stick to it.

Clothes shopping

Fashion is a way for businesses to make lots of money selling us things we don't need. A high fashion item can only be worn a few times before it's out of fashion. Can you really afford to pay hundreds of pounds for something you'll only wear a few times? If you want to follow high fashion, make sure you buy it really cheaply.

Shop around

Never buy any big ticket item without shopping around to see where you can get it most cheaply. The Internet can really help here, with lots of price comparison websites to make sure you're getting the best deal. Take a look at the reviews as well, to make sure you're not making an expensive mistake. Always keep the receipt in case you need a refund.

4.3 Spend more!

Grammar Zero and First Conditionals with *if/when/unless/as soon as*

Can do ask for and give clarification

How you are persuaded to spend more by ... salespeople.

If you really believe in a product, this will help you sell it. But the best professional salespeople can sell anything, to anybody, at any time. They do this by using very simple psychological techniques. It is human nature to prefer to speak rather than to listen, and good salespeople use this. They ask buyers what they want before showing how their product is the best.

Most salespeople will get to know their client by asking questions about hobbies, family and lifestyle. If customers think of the salesperson as a friend, they will probably keep coming back to the same man or woman.

Salespeople will try to behave like the buyer. If the buyer makes jokes, the salesperson does too. If the buyer wants detail, the seller provides it. The salesperson may even try to 'mirror' the body language of the buyer. Lastly, salespeople will use careful language. They will not say 'if you buy ...', but 'when you buy', so that they cannot fail.

Warning signs:

- Body language: when the salesperson moves away from the desk, or towards the door, it gives the impression that the sale is complete.
- Appointment book open: it is hard to say 'no' when the salesperson is already making an appointment.
- Repetition: the salesperson repeats the last phrase you said. It gives the illusion of interest.

How to... ask for clarification

Asking for clarification : *I'm sorry, I didn't quite get that ...*
: *Could you explain that again?*
: *Sorry, I'm not with you.*

Checking that you have understood : *Are you saying that ... ?*
: *So what you're saying is that ... ?*
: *Do you mean ... ?*

Grammar | Zero and First Conditionals with *if/when/unless/as soon as*

6 a Read the example sentences (1–6) in the Active grammar box. Use the rules A and B to decide if they are Zero Conditionals or First Conditionals.

b Look at the sentences (1–6) in the Active Grammar box again. Then complete the rules in C with the words in the box below.

c Underline six more examples of the First Conditional in the three articles on pages 56, 147 and 151.

Active grammar

- 1 *If customers think of the salesperson as a friend, they **will** probably keep coming back to the same man or woman.*
- 2 *If I buy lots now, I **won't** have to come back later.*
- 3 *If the advertisement makes us feel good, then we **start** to associate good feelings with the product.*
- 4 *Supermarkets usually **offer** these **when** a fruit and vegetable is in season.*
- 5 ***As soon as** you walk into the shop, you **can** smell bread and coffee.*
- 6 ***Unless** you buy this (face cream), you **will** look old.*

Zero and First Conditionals

A Zero Conditional sentences describe real or possible situations that are always true.

We use *if* + present tense + present tense or a modal verb.

B First Conditional sentences describe situations in the future which we see as a real possibility.

We use *if* + present tense + *will* or a modal verb. The order of the clauses can be reversed.

C when unless as soon as

For Zero Conditionals, *if* and (1) _____ have the same meaning.

For First Conditionals, we use (2) _____ rather than *if* to show that something is 100 percent certain to happen.

We use (3) _____ instead of *if* to emphasise that an event happens immediately.

(4) _____ + positive verb means the same as *if ... not*.

see Reference page 61

7 Match the beginnings of the sentences in A with the endings in B.

A	B
1 I will miss everyone	a we might make fewer mistakes.
2 I will be home by six	b unless it rains.
3 If we study hard,	c when I leave my job.
4 I will show my friends around the city	d when they arrive.
5 I will buy a new suit	e as soon as I get paid.
6 I am going to have a barbecue	f unless the train is delayed.

8 a Rewrite the sentences below three times using the words a–c. How does the meaning change?

- 1 If they offer me the job, I will take it.
a when
b might
c as soon as
- 2 When I see Tom, I'll tell him.
a as soon as
b If
c can

b Rewrite the sentences below using *unless*. Make any other necessary changes.

- 1 If you don't pay the bill on time, you'll get a fine.
- 2 If there isn't something urgent to discuss, he won't phone us.
- 3 I will help you if you help me.
- 4 If Sandro doesn't find an apartment soon, he'll have to stay at home.
- 5 If you work hard, you'll do well in your exams.
- 6 It will be a great day out if it doesn't rain.

Speaking

9 a Complete the sentences so they are true for you.

I'll study tonight if I have time.

- 1 I'll buy a new ... as soon as ...
- 2 I'll ... next weekend if ...
- 3 If there is enough time ... , I'll ...
- 4 I'll go on holiday ... unless ...
- 5 I'll change my ... when ...

b Work in pairs and discuss your sentences.

2 Choose the correct word in *italics*.

- 1 a Hurry up. We're going to *lose/miss* the bus.
b I have *lost/missed* my wallet. I can't find it anywhere.
- 2 a Did you have a good *travel/trip*?
b My job involves a lot of *travel/trip*.
- 3 a Yes, I enjoyed the picnic. It was good *fun/funny*.
b Charlie Chaplin films are so *fun/funny* that I laugh out loud.
- 4 a He *said/told* me to come at 11:00.
b He *said/told* the train was late.
- 5 a She found a good *work/job* in a bank.
b She is lazy and doesn't like *work/job*.
- 6 a She is going to *lend/borrow* me another book.
b Can I *borrow/lend* your pen?
- 7 a Can you *remember/remind* me to call Giovanni tomorrow?
b I can never *remember/remind* his name!
- 8 a The National Bank was *robbed/stolen* last week.
b \$200 million was *robbed/stolen*.

3 Read the Lifelong learning box. Then write similar notes for the other words in *italics* in exercise 2.

Personalising vocabulary

! Write notes to help you remember how to use new vocabulary. A good dictionary will help you. For example:

rob/steal

You *steal* something from someone/somewhere but you *rob* a place, e.g. a bank.

travel/trip

Travel is a general word for talking about moving from one place to another. *Trip* refers to a specific journey and the time you spend there, e.g. business trip.

fun/funny

Use *fun* to talk about activities you enjoy doing. *Funny* describes something that makes you laugh.

say/tell

You *say* something (to someone) but you *tell* someone something, or *tell* someone to do something.

Lifelong learning

4 Complete the sentences with words from exercises 1 and 2.

- 1 Am I too early? You _____ me the shop opens at 8:00 a.m.
- 2 I can _____ you €10. Can you pay me back soon?
- 3 'Waiter! Could we have the _____, please?'
- 4 I have come to report a crime. My bag was _____ last night.
- 5 Do you have any _____ for the bus? I only have a £5 note and I need the exact money.
- 6 On my last holiday I went on a _____ to India.
- 7 I parked my car in a no-parking area and had to pay a _____.
- 8 That's great! Jenny got the new _____ she applied for.
- 9 Do you think the Mr Bean films are _____? I always laugh when I watch them.
- 10 I'm sorry I'm late. I _____ the train.
- 11 I prefer to use a _____ card so I can pay later.
- 12 I'm sorry but this jumper doesn't fit. Can I have a _____, please?
- 13 The museum charges an entrance _____.

4 Reference

Question tags

Affirmative statements use a negative tag.

*They **are** French, **aren't** they?*

We use this structure when you think the answer is **yes**.

Negative statements use an affirmative tag.

*I **won't** be needed, **will** I?*

We use this structure when we think the answer is **no**.

If there is no auxiliary verb, use **do**, **does** or **did**, or their negatives.

*She **went** home, **didn't** she?*

For short answers, we also use the auxiliary verb.

*She **doesn't** eat meat, **does** she?*

*No, she **doesn't**.*

To ask a 'real' question, where we want to check information, the intonation of the question tag goes down, then up.

When we expect the other person to agree with us, the intonation of the question tag goes up, then down.

Modals of obligation and prohibition

Obligation

Have to is often used for rules/regulations.

*You **have to** show your passport at Customs.* (It's a law.)

Must is often used when the obligation comes from the speaker. **Must** is never followed by **to**.

*I **must** stop smoking.* (I think this.)

Both **have to** and **must** can also be used to advise someone strongly to do something.

*You **must** start looking after yourself better!*

Prohibition

Mustn't means *it is prohibited/not allowed*.

*You **mustn't** eat in the classroom.*

No obligation

Don't have to means you have a choice.

*You **don't have to** wear a suit to work.* (It's not necessary but you can if you want to.)

Recommendation

*You **should** go.* (It's a good idea.)

*You **shouldn't** smoke.* (It isn't a good idea.)

Zero and First Conditional with *if/when/unless/as soon as*

Zero Conditional

To talk about real or possible situations which are always true we can use **if** + present tense + present tense (or a modal verb).

*If it **rains** (generally), I **stay** at home.*

First Conditional

To talk about real possibilities in the future we can use **if** + Present Simple + **will/can/should/may** (and other modal verbs).

*If it **rains** (on a specific future occasion), I'll **stay** at home.*

when/as soon as/unless

Unless means *if not*.

***Unless** it rains, I'll go out.*

We use **when** to show the situation is certain.

***When** you visit, I'll cook dinner.* (It's certain that you will visit)

We use **as soon as** to emphasise that an event happens immediately.

***As soon as** I see him, I'll tell him.*

! We don't usually use **if** + **will** in conditional sentences.

We can reverse the clauses and remove the comma.

If it rains, I stay at home. I stay at home if it rains.

Key vocabulary

Time and money verbs

earn good value for have got ... to spare inherit invest in
it's not worth the lend make not have enough run out of
steal use your ... wisely waste

Phrasal verbs

break up with catch up with drop out of end up grow up
make up pick up run out of work out

Personal qualities (1)

ambitious charming confident determined egotistical
extravagant flexible generous good with figures
good with people have a sense of humour know your strengths
and weaknesses mean tolerant work long hours

Shopping

afford bargain big ticket item cash cheap checkout
credit card debit card expensive impulse buy
price comparison websites purchase receipt reduced refund
save spend shop around the sales

Easily confused words

coin/note fare/fine fun/funny lend/borrow miss/lose
receipt/bill change/cash remember/remind rob/steal
say/tell travel/trip work/job



ACTIVEBOOK

Listen to the explanations and vocabulary.



see Writing bank page 156

4 Review and practice

1 Complete the questions with the correct question tags.

- 1 I can't park here, _____?
- 2 I need to phone him, _____?
- 3 The guests will be here soon, _____?
- 4 She had a headache, _____?
- 5 This match is boring, _____?
- 6 I'm a genius, _____?
- 7 We're going out later, _____?
- 8 They haven't called yet, _____?
- 9 I shouldn't give her the money, _____?
- 10 You woke up early this morning, _____?

2 Match the questions (1–10) in exercise 1 with the answers (a–j).

- a No, they haven't.
- b Yes, we are.
- c No, you can't.
- d No, you shouldn't.
- e Yes, it is.
- f No, you're not.
- g Yes, you do.
- h Yes, I did.
- i Yes, they will.
- j Yes, she did.

3 Read the text. Some lines have one extra, incorrect word. Write the extra word in the space or tick (✓) if there is no extra word.

Memo to: all staff From: management
 At the meeting we agreed on some rules. ✓
 All staff should look smart to to
 at all times but workers don't never have
 to wear a suit unless requested. Staff
 must to go outside to smoke and should
 try not to blow smoke in through the
 windows. Workers mustn't not leave dirty
 cups in the workspaces and food must not
 to be consumed in the office. Staff do
 not have to be eat in the canteen, but
 lunch breaks must not have exceed one hour. _____

4 Choose the correct words in *italics*.

- 1 People under eighteen *don't have to/mustn't* smoke in England. It's illegal.
- 2 You *don't have to/mustn't* eat if you don't want to. It's your choice.
- 3 You *don't have to/mustn't* be late for work.
- 4 Ken's so rich he *doesn't have to/mustn't* work.
- 5 We *don't have to/mustn't* miss the last bus.
- 6 Markus *doesn't have to/mustn't* work on Sundays, but he often goes into the office.

5 Complete the sentences with *if*, *when* or *unless*.

- 1 _____ you want to make a lot of money, you'll have to work hard.
- 2 You won't be successful _____ you're very determined.
- 3 _____ you are good with figures, don't do your own business accounts.
- 4 You should leave your desk tidy _____ you finish work each day.
- 5 No one else will believe in you _____ you don't believe in yourself.
- 6 _____ you have a good business idea you could make a lot of money.

6 Correct the mistake in each sentence.

- 1 If I will see you tomorrow, I will give you the book.
- 2 She won't act in the film unless that she receives her normal salary.
- 3 We'll go as soon the taxi arrives.
- 4 If I drink another cup of coffee, I will be not able to sleep tonight.
- 5 I can't hear you unless you don't shout.
- 6 When I next go shopping, I'll to buy some milk.
- 7 Unless you drive carefully, you won't crash.
- 8 As soon as you will see him, call me.

7 Complete the sentences with the words in the box.

advert around figures lend picked
 refund run trip up value

- 1 I can't even buy you a coffee because I've _____ out of money.
- 2 This computer only cost me \$400. Do you think that is good _____ for money?
- 3 A: What's wrong with Joe?
 B: He's just broken _____ with his girlfriend.
- 4 A: I didn't know you could speak Russian.
 B: Yes, I _____ it up when I was living there.
- 5 My wife deals with the money for the business, because I'm not very good with _____.
- 6 Before I buy anything big, I always shop _____ to try and get the best price.
- 7 We need to find a new flatmate, so we're putting an _____ in the local paper.
- 8 A: I'm flying to Paris in the morning.
 B: Have a good _____!
- 9 The MP3 player I bought didn't work, so I took it back for a _____.
- 10 Can you _____ me some money until the end of the month?

Unit Five: Free Time

- 2 a** Put the activities/equipment in the box into the correct columns.

aerobics a musical instrument athletics cards climbing
computer games cooking cycling dancing drawing exercise
football horse riding jogging karate painting photography
reading sailing skiing snowboarding socialising squash
surfing swimming volleyball

Play	Go	Do	No verb
		<i>aerobics</i>	

5.1 Are you creative?

Grammar Present Perfect Continuous and Present Perfect Simple

Can do describe your response to a picture

Grammar | Present Perfect Continuous and Present Perfect Simple

6 a Look at the sentences in exercise 5b. Which use the Present Perfect Simple and which use the Present Perfect Continuous?

b Read the Active grammar box. Then match the example sentences (1–3) with the rules (A–C).

- 1 I've been trying to phone you.
- 2 I've been studying Chinese since last year.
- 3 I've been trying to lose weight for the summer.

Active grammar

We use both the Present Perfect Simple and Continuous to talk about actions/states or activities which have some connection to now.

We use the Present Perfect Continuous (*have/has + been + ing*) ...

A to emphasise how long something has taken.

I've been trying to start my own business for ages.

e.g. sentence ____

B to indicate that an activity or a situation is temporary or incomplete.

I've been staying here while I try to buy a flat.

e.g. sentence ____

C to emphasise the repetition of an activity.

I've been going jogging every night.

e.g. sentence ____

9 a Read the blog and complete it with the Present Perfect Simple or Present Perfect Continuous form of the verb in brackets. Sometimes both may be possible.

What I've been doing lately ...

This morning is the first time for a while I have been able to (be able to) to write my blog. The last few weeks (1) ____ (be) very busy. I (2) ____ (work) hard on a new painting. When it's finished, it's going to be part of an exhibition at Newport Gallery. I (3) ____ (never/exhibit) there before but it is a lovely space.

Jon (4) ____ (start) his new job. He seems to be enjoying it and he (5) ____ (make) a lot of new friends.

And we (6) ____ (look) at houses. We (7) ____ (stay) with my parents while we try to find the perfect place. It isn't that easy. I (8) ____ (see) one I liked but Jon wasn't very keen.

Reading

10 Work in pairs and discuss the questions.

- 1 Is everyone imaginative?
- 2 Which is more important for artists: hard work or inspiration?
- 3 Are there any techniques which can help us to develop our imagination?
- 4 Are children more creative than adults?

11 a Read the first paragraph of the article. Which of the questions in exercise 10 does it discuss?

b Read the rest of the article and put the paragraph headings (a–c) in the correct places 1–3.

- a No limits!
- b Be someone else!
- c Making connections

12 Read the article again and answer the questions.

- 1 Which statement is true?
 - a Most people aren't imaginative.
 - b Only children are imaginative.
 - c We are all imaginative.
- 2 How does the first technique work?
 - a You link your problem with an image or word.
 - b You link your problem with the word 'match'.
 - c You have to think of a present for a friend.
- 3 In the second technique, what must you imagine?
 - a That you are rich.
 - b That you aren't limited in any way.
 - c That you can ski.
- 4 What do you do in the third technique?
 - a Imagine you are a negotiator.
 - b Imagine you are a different person.
 - c Imagine you are a fiction writer.
- 5 In the third technique, what type of questions should you ask?
 - a Questions about other people's shoes.
 - b Questions about business techniques.
 - c Questions about motivation and making changes.

3 ways to become more creative

Most people believe they don't have much imagination. They are wrong. Everyone has imagination, but most of us, once we become adults, forget how to access it. Creativity isn't always connected with great works of art or ideas. People at work and in their free time routinely think of creative ways to solve problems. Maybe you have a goal to achieve, a tricky question to answer or you just want to expand your mind! Here are three techniques to help you.

1 _____

This technique involves taking unrelated ideas and trying to find links between them. First, think about the problem you have to solve or the job you need to do. Then find an image, word, idea or object, for example, a candle. Write down all the ideas/words associated with candles: light, fire, matches, wax, night, silence, etc. Think of as many as you can. The next stage is to relate the ideas to the job you have to do. So imagine you want to buy a friend an original present; you could buy him tickets to a match or take him out for the night.

2 _____

Imagine that normal limitations don't exist. You have as much time/space/money, etc. as you want. Think about your goal and the new possibilities. If, for example, your goal is to learn to ski, you can now practise skiing every day of your life (because you have the time and the money). Now adapt this to reality. Maybe you can practise skiing every day in December, or every Monday in January.

3 _____

Look at the situation from a different point of view. Good negotiators use this technique in business, and so do writers. Fiction writers often imagine they are the characters in their books. They ask questions: what does this character want? Why can't she get it? What changes must she make to get what she wants? What does she dream about? If your goal involves other people, put yourself 'in their shoes'. The best fishermen think like fish!

5.2 Time well spent?

Grammar verb patterns with *-ing* and infinitive

Can do describe a pastime

Grammar | *-ing* and infinitive

4 a Read the Active grammar box and put the words in **bold** from exercise 3a under the correct headings (A–D).

b Now put the verbs in the box under the headings (A–D).

adore advise agree allow decide hate
refuse remember remind stop

Active grammar

When one verb follows another, the second verb is either an *-ing* form (e.g. *going*) or an infinitive (e.g. *to go*).

- A Verbs followed by an *-ing* form
can't stand, mind, ...
- B Verbs followed by the infinitive
expect, prefer, ...
- C Verbs followed by object + infinitive
told, tell, invite, ...
- D Verbs followed by *-ing* or infinitive
(usually with a change in meaning)
*I tried **to call** him but he was out.*
(make an attempt)
*Have you tried **calling** him?*
(do something to see what will happen)
try, ...

5 Choose the correct words in *italics*.

- 1 What hobbies do you enjoy *doing/to do* in a big group/alone?
- 2 What do you expect *doing/to do* in your free time when you are old?
- 3 Is there any housework that you can't stand *doing/to do*?
- 4 What should you stop *to do/doing* if you want to be healthier?
- 5 Is there anything you stop *to do/doing* on your way home from class?
- 6 Who would you most like to invite *to go/going* out for dinner?

Reading

- 7 a** Work in pairs and discuss the questions.
- 1 Do you prefer books, films or plays? Why?
 - 2 Do you usually read reviews before going to see a film or play, or buying a book? Why/Why not?
 - 3 Have you ever liked something that had a lot of bad reviews, or not liked something that everyone else loved?

b If a book has been made into a film, which do you usually prefer, the book or the film? Which of the following opinions do you agree or disagree with? Why?

The book is always better than the film because the film always cuts bits out and changes too much.

The film has to be seen as a separate thing – why should it be just like the book?

You should always see the film first, then read the book.

I prefer books because you can imagine the characters in your mind. The film just spoils that.

- 8 a** Read the reviews. Which appeals to you the most? Why?

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

- 1 The reviewer thinks that the puppets in *War Horse* are better than the actors. ☐
- 2 The reviewer preferred the film of *War Horse* to the play. ☐
- 3 The reviewer thinks the play is realistic. ☐
- 4 The audience were very enthusiastic about *War Horse*. ☐
- 5 *The Shadow of the Wind* has sold a lot of copies. ☐
- 6 The reviewer thinks the story in *The Shadow of the Wind* moves slowly. ☐
- 7 The book Daniel chooses is very rare. ☐
- 8 The reviewer liked everything about the book. ☐
- 9 *New Moon* is the second in a series of films. ☐
- 10 The reviewer thinks that the acting in the film is very good. ☐
- 11 The reviewer doesn't say anything positive about the film. ☐
- 12 There are some similarities between the film and a Shakespeare play. ☐

Theatre

War Horse

War Horse, adapted from the book by Michael Morpurgo, tells the story of a horse in the First World War. Before seeing the play I couldn't imagine how this story could work on stage – but it does. Joey and the other horses in the play are astonishingly life-like puppets and they steal the show. Very quickly, you come to completely believe in them and the unfolding story. In fact they are so good that the human characters seem less well-rounded in comparison. The sound effects are also incredible and with the dramatic lighting create the terrifying sensation of being right in the middle of battle. Although *War Horse* is not a musical, the musical score is a highlight, with simple but beautiful melodies and lyrics. The play is altogether an amazing spectacle and I was unsurprised when the applause from the audience lasted for more than five minutes at the end. Now I can't wait to see Spielberg's film version!

Books

The Shadow of the Wind

A worldwide best-seller from the Spanish author, Carlos Ruiz Zafón, *The Shadow of the Wind* is an unusual and moving book which will undoubtedly become a modern classic. The book is set in Barcelona where there is an old bookshop, called the Cemetery of Forgotten Books, right in the centre of the old city. As its name suggests, the bookshop sells only forgotten and out of print books. The main character, Daniel, visits the bookshop as a child and is allowed to choose a book to keep and look after. The book he chooses is called *The Shadow of the Wind*. As he grows up several people seem very interested in this book, which is the only copy left in the world. Gradually, he discovers that he is in great danger from a mysterious man who has the same name as one of the characters in the book. *The Shadow of the Wind* is full of atmosphere and is part thriller, part love story. Both the descriptions and dialogue are beautifully written and the plot is a real page-turner. The first chapter in particular took my breath away. If I have one complaint, it is that the ending feels rather sudden, but perhaps that's just because I couldn't put it down.

Film

The Twilight Saga: New Moon

The Twilight Saga, based on the books by Stephenie Meyer, tells the story of a young girl whose boyfriend is a vampire. Robert Pattinson plays the role of the vampire, Edward Cullen, and Kristen Stewart stars as the heroine, Bella. In this sequel to the first film, *Twilight*, Bella is abandoned by Edward and starts a relationship with Jacob, a werewolf. Robert Pattinson is a well-established heart throb, and the film seems to be aimed very much at teenage girls, with plenty of romantic scenes. Fans of the books will love it, of course, but in my opinion the performances are rather dull, and the film failed to make me care about any of the leading characters. Some people have compared elements of the story to Shakespeare's play *Romeo and Juliet*, suggesting that the vampires and werewolves in the film are like the rival families the Montagues and the Capulets in the play. However, I don't think Shakespeare would approve of the plot – it's completely absurd. In fact the only thing I would recommend about the film is the soundtrack, which includes songs from The Killers and Editors, and makes a great album.

5.3 Memorable meals

Grammar countable and uncountable nouns

Can do describe a restaurant

Reading

2 a You are going to read about a strange restaurant experience. First, try to match these words from the story.

- | | |
|-------------|---------------|
| 1 long | a café |
| 2 roadside | b existed |
| 3 delicious | c road |
| 4 hungry | d soup |
| 5 never | e imagination |
| 6 wonderful | f and tired |

b Work in pairs. What do you think happens in the story? Use the phrases in exercise 2a and the photos to help you.

3 Read the story to check your ideas. Why do you think the man never found the café again?

4 Read the summary of the story below. Find eight mistakes and correct them.

While two engineers, who were hungry, were driving through a busy area in Iran, they stopped in a small city. They found a little café. The owner of the café, who spoke a little English, offered to serve the men a meal. The meal, which was delicious, was surprisingly expensive. After they had finished eating, the restaurant owner asked the engineers to recommend his restaurant to their friends. They did this, but the engineer's friends didn't believe it was possible to find such a poor restaurant in such a remote area. In the end, the engineer returned to the village with his wife. However, when they arrived, they couldn't find the train station. Eventually, they asked a local man about the restaurant. He said he had never heard of it, and he had been there for thirty years.

The world's best restaurant



When I was working as a civil engineer in Iran I had to visit a factory in Marinjab – the centre of a recent earthquake. Marinjab is about 150 miles from Tehran and is a quiet and isolated place. As we drove back along the long road, my colleague and I were both hungry and tired. We didn't have much hope of finding anything to eat, however, as the next town was 80 km ahead. Our only hope was of finding a small roadside café, where you are unlikely to get more than some weak tea and a little sugar to eat.

Just then we came to a village made of small huts with flat roofs. Outside one of the many huts was a sign, 'ghahvehkhaneh' (café) so we went in. It was cool inside, and there were men sitting around smoking pipes. The owner, a proud man, came in from the back and greeted us. 'Good afternoon,' he said, in perfect English. 'My name is Hosseini. My wife is Russian. We do not usually get any foreigners here. It will be a pleasure and an honour to prepare a meal for you.'

A pale-faced lady appeared with a tablecloth, and some knives and forks, shortly followed by Mr H himself, carrying a couple of bowls of soup. Made with spinach and yoghurt, and served hot, it was the most delicious soup I have ever eaten. Soon, the next course arrived – dolmas, stuffed vine leaves. These were so delicious I asked Mr H for the recipe. He replied, 'vine leaves and rice'. It is not an Iranian dish.

The next course was a chelo kebab – the national dish of Iran. The meat was marinated in yoghurt and spices. We ate in silence, and finished with Turkish coffee. There was something almost unreal about the atmosphere of the place. When it was time to go, we asked Mr H how much it cost, and I can tell you the price was astonishingly cheap. It was a fantastic meal – the best I have ever had, and I told him so. Mr H blushed. 'I am glad,' he said. 'As I told you, we do not see many foreigners here. Do come again, and tell your friends.'

I told a lot of friends about the meal I had, yet no one believed me. 'How could you get such a meal in such a remote place?' an English engineer friend asked me.

A few months later, I returned on exactly the same route with this engineer friend and was determined to show him my special restaurant. We reached the village – I recognised the flat roofs – but there was no sign of the café. It was as if the building had never existed. I asked a villager. 'Ghahvehkhaneh?' he said. 'There has never been one here in all the time I have been here. And that is forty years.' We drove away disappointed. Naturally, my companion laughed at me. 'You have a wonderful imagination,' he said. I don't have any explanation. I only know that I definitely had a meal in this village, in a café which, ever since, I have called 'the world's best restaurant'.

Grammar | countable and uncountable nouns

- 5 a** Read the Active grammar box. Then complete part A with the words in the box.

and countable counted restaurant rice uncountable

- b** Complete part B of the Active grammar box using the underlined examples in the story on page 70.

Active grammar

- A** Separate objects which we can count are usually (1) ____ nouns. (2) ____ nouns are often liquids, substances or abstract qualities, but some just need to be learnt.

Examples:

Countable : Uncountable

village café : *sugar water money* (4) ____ *coffee*
meal (3) ____ : *soup luggage travel information news*
 : *advice furniture weather hair bread*

Some nouns can be countable (5) ____ uncountable. This is either because we understand how much someone is talking about:

Can I have a (cup of) coffee please?

Sure. Do you take one (spoonful of) sugar or two?

Or it might be because we can look at the noun both as something that can be (6) ____ and as a substance.

chocolate (a bar) *a chocolate* (in a box)

ice cream (in a bowl) *an ice cream* (in a cone)

B Quantifiers

	None	A small amount	A large amount
Countable		<i>A ____ months</i> <i>later ...</i> <i>A ____ of</i> <i>bowls of soup ...</i>	<i>Outside one of</i> <i>the ____</i> <i>huts ...</i>
Uncountable		<i>We didn't have</i> <i>____ hope ...</i> <i>a ____ sugar ...</i>	
Countable and uncountable	<i>We do not ...</i> <i>get ____</i> <i>foreigners here.</i>	<i>____ weak</i> <i>tea ...</i>	<i>I told ____</i> <i>friends about</i> <i>the meal ...</i>

Note that *any*, *much* and *many* are usually used in negatives and questions.

- 6** Some of the following sentences are incorrect. Decide which ones and correct them.

- How many money do you have?
- We need to buy a new furniture.
- Sam ate almost all the chocolates in the box.
- She has a beautiful long blonde hair.
- I don't have some luggage.
- Would you like some rice with that?

- 7** Complete the questions with a suitable quantifier from the Active grammar box.

- Do you drink more than a ____ of cups of coffee a day?
- How ____ vegetables can you name? Which ones do you eat most often?
- Do you eat ____ meat? Why/Why not?
- Some people only eat ____ meat. Do you think this is a good idea?
- How ____ portions of fruit and vegetables should you eat a day?
- Some people only eat ____ different kinds of fruit. Do you think it's better to eat a larger variety?

Speaking

- 8** Work in pairs and discuss the questions in exercise 7.

5 Reference

Present Perfect Continuous and Present Perfect Simple

We use both the Present Perfect Simple and Present Perfect Continuous to talk about actions, states or activities which happened in an unfinished period of time and have some connection to now.

I've been to Paris. (some time before now)

I've lost my keys. (it happened some time before now and they are still lost)

I've been waiting for him. (I started in the past and I'm still waiting)

We use the Present Perfect Continuous ...

- 1 to emphasise how long something has taken.
I've been waiting for ages.
- 2 to indicate that an activity or situation is temporary.
I've been living here for a few months now.
Compare with
I've lived here all my life.
- 3 to emphasise the repetition of an activity.
I've been ringing and ringing you!

Verb patterns with -ing and infinitive

- 1 Verbs followed by -ing: verbs of feeling, e.g. *can't stand, like, love, enjoy, don't mind, hate, adore*
- 2 Verbs followed by the infinitive: verbs about future plans, e.g. *agree, promise, want, choose, decide, hope, expect, plan, would like, refuse, prefer*
- 3 Many verbs can use the pattern: verb + *somebody* + *to* + infinitive, e.g. *allow, help, want, remind, would like, advise, invite, tell*
- 4 Some verbs can be followed by both forms but the meaning may change.

Countable and uncountable nouns

Countable

A countable noun can be singular or plural. We can count countable nouns (one apple, two apples, etc.).

*She eats **an apple** a day. I love eating **apples**.*

Uncountable

Uncountable nouns have only one form, no singular or plural. We cannot count uncountable nouns.

*In Asia, people eat **rice** with every meal.*

We cannot say *a rice*, so we specify *a ... of ...*
a bowl of rice, a bottle of water ...

Uncountable nouns are generally not used in the plural, e.g. *information, advice, furniture, equipment, travel*.

Can I have some information? NOT: *informations*

Some uncountable nouns are used only in plural form, e.g. *scissors, jeans, news*.

I bought some jeans/a pair of jeans. NOT: *a-jeans*

Some uncountable nouns can be used as both countable and uncountable. Sometimes this is because we understand a certain quantity is meant.

Can I have a (cup of) coffee?

Sometimes the meaning changes, e.g. *chocolate, ice cream, hair, noise, room, time, chicken, lamb, potato*.

Quantifiers

Before countable nouns, we use *a few, a couple, some, a lot of* and *many* in positive sentences.

Before uncountable nouns, we use *a little, some* and *a lot of* in positive sentences.

Any, much and *many* are usually used in negative sentences and questions.

Key vocabulary

Leisure activities

aerobics a musical instrument athletics camping
cards climbing computer games dancing
drawing exercise jogging karate painting
photography sailing skiing snowboarding
socialising squash surfing volleyball

Equipment

belt board boots brush canvas costume goggles
helmet net poles racquet rope saddle trainers

Responding to a picture

colourful depressing disturbing intriguing odd
sad striking unusual vivid

Describing pastimes

Theatre: adapted from amazing spectacle applause
audience lighting lyrics melody on stage
puppet score sound effect steal the show
tell the story of well-rounded

Books: a classic atmosphere author

beautifully written best-seller chapter character
couldn't put it down description dialogue is set in
out of print page turner plot take your breath away

Film: album fan heart throb leading character
performance play the role of plot sequel
soundtrack star as

Describing food

It's ... grilled/baked/boiled/fried/made with .../made by
+ verb + -ing/stuffed with .../served with .../hot/cold.



ACTIVEBOOK

Listen to the explanations and vocabulary.



see Writing bank page 157

5 Review and practice

1 Choose the correct words in *italics*.

- I haven't bought your present yet because I've *worked/been working* all morning.
- How long have you *known/been knowing* Sally?
- A: Why are you looking so happy?!
B: I've *danced/been dancing*.
- Hi. I don't think we've *met/been meeting*. I'm Tim.
- Have you *finished/been finishing* the report yet?
- How long have you *learned/been learning* to play golf?
- How many matches have you *played/been playing* this season?
- Molly hasn't done her homework. She's *watched/been watching* TV all afternoon.

2 Complete the dialogues with the correct form of the verbs in brackets.

- A: You look exhausted. What _____ you _____ (do)?
B: I _____ (play) squash.
- A: You're late! I _____ (wait) for nearly an hour.
B: I'm sorry. I _____ (work) late in the office.
- A: I'm really hungry. I _____ (not/eat) all day.
B: Sit down. I _____ just _____ (finish) making dinner.
- A: I haven't seen you for hours. What _____ (do)?
B: I _____ (play) with the dog.
- A: _____ you _____ (leave) any messages for him?
B: Yes, I _____ (leave) four messages.
- A: There's paint on your clothes! _____ you _____ (decorate)?
B: Yes, I _____ (paint) the living room. It's nearly finished.

3 Complete the email with the correct form of the verbs in brackets.

Hi Virginia,

I'd like to (1) _____ (check) a few things with you about next week. I am really looking forward to (2) _____ (see) you here in New York. The good news is that my flatmate, Matt, has agreed (3) _____ (give) you his room for the week. He said he would prefer (4) _____ (stay) at his girlfriend's place because he can't stand (5) _____ (listen) to us talking about university all night!

The other thing is that on Thursday I have been invited (6) _____ (go) to dinner with a new colleague from work. I am sure you can manage (7) _____ (entertain) yourself for one night. There is a lot you can do around here if you don't mind (8) _____ (go out) on your own. Remember (9) _____ (bring) your mobile phone, so you can contact me if you get lost. I forgot (10) _____ (ask) you what time your train arrives. Let me know and I'll try (11) _____ (leave) work early so I can meet you.

Speak soon,

Love Felipa

P.S. I need to warn you (12) _____ (bring) some warm clothes with you because it is freezing here!

4 Complete the following pairs of sentences using the countable and uncountable form of each noun. Add an article or plural ending if necessary.

chocolate
I'm trying to give up *chocolate*, it isn't good for me.
He bought her a huge box of *chocolates*.

- coffee
_____ is produced in Kenya.
Would you like _____?
- hair
Waiter! There's _____ in my soup!
He has short spiky brown _____.
- noise
I jumped when I heard _____ coming from the bathroom.
There's a lot of _____ in this street.
- room
The hotel has 100 _____.
Is there _____ for me at the table?
- chicken
Susie keeps _____ in her garden.
I had _____ for dinner.

5 Correct the mistake in each sentence. There may be more than one mistake and more than one way to correct it.

We went to buy a furniture

We went to buy some furniture.

- In the evening I love listening to a music.
- We went out to lovely restaurant.
- Hurry up! We don't have many time.
- I don't think I can come to the theatre, because I only have a few money.
- Would you like a milk in your coffee?
- I've got a bad news – the show has been cancelled.
- I'm going to the market to buy some breads.

6 Choose the correct words in *italics*.

- The first film was a great success, so they're making the *sequel/chapter/performance*.
- To play volleyball you need a *racquet/a net/goggles*.
- The film is *starred/set/played* in Paris in 2001.
- I love going *aerobics/cooking/climbing*.
- I don't understand this song because the *melody/lyrics/album* are in German.
- The *dialogue/plot/description* is really good – they say such funny things!
- Flour is the *stuff/thing/type* you use to make bread.
- Pierogi is *made by/made with/served* potato flour.