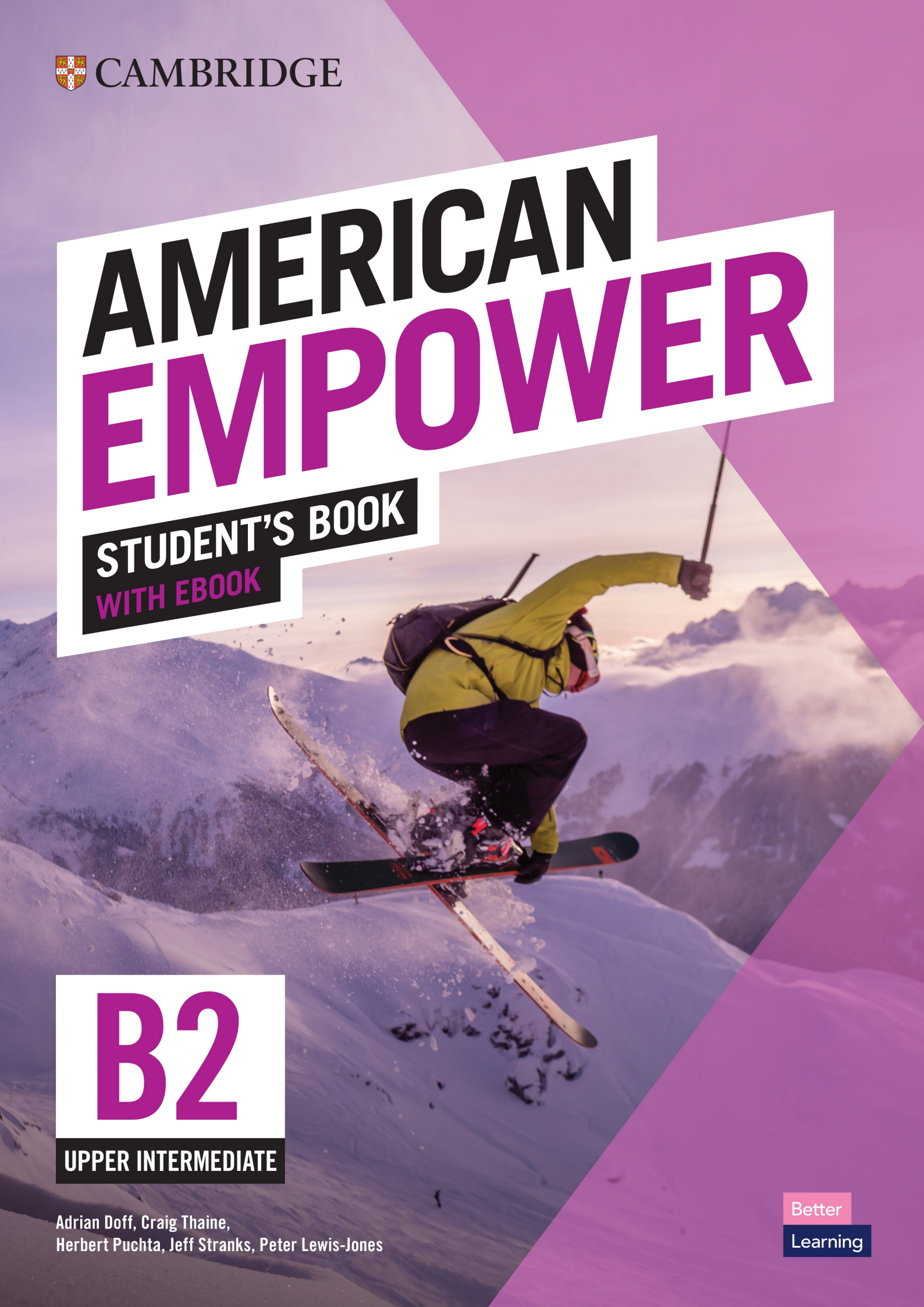
CAMBRIDGE

AMERICAN EMPOWER

STUDENT'S BOOK WITH EBOOK



B2

UPPER INTERMEDIATE

Adrian Doff, Craig Thaine,
Herbert Puchta, Jeff Stranks, Peter Lewis-Jones

Better Learning

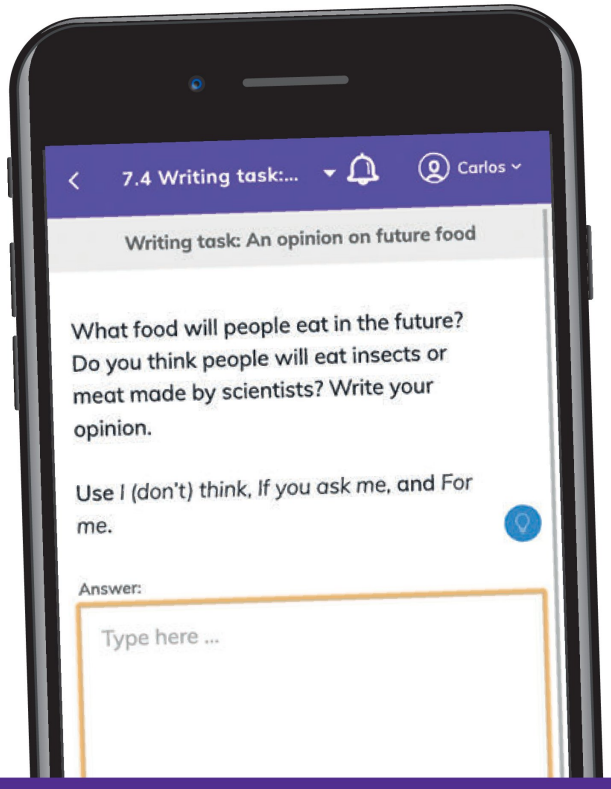
CAMBRIDGE

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

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

Content you'll love.

Assessment you can trust.





Better Learning with *American Empower*

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

Learner engagement

1 Content that informs and motivates

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

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

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



5A YOU COULD LIVE TO BE A HUNDRED

Learn to discuss possible future events
G Future probability
V Adjectives describing attitude

1 SPEAKING

Are you an OPTIMIST or a PESSIMIST?

a Are you an optimist or a pessimist? Mark your place on this scale, then compare with others in your group.
Optimist ⟷ Pessimist

b Decide what you think about the questions, then compare your answers.
1 If you take a test at the end of this class, how well will you do?
I'll get a perfect score. ⟷ I'll probably fail.
2 Do you expect the coming week to be … ?
exciting/great ⟷ boring/terrible
3 Imagine you left your bag on the bus. Do you expect to get it back?
Yes ⟷ No
4 You start a new workout routine and you're really tired the next day. Do you expect it to be easier the next time?
Yes ⟷ No

c Communication 5A Now go to p. 129.

d Based on your answers in 1b, decide who in your group … ?
- is the most optimistic
- is the most pessimistic
- is the most realistic

e Write a question to find out if other students are optimistic or pessimistic. Add a) and b) answer choices.
Example:
You want to buy a shirt you like, but the store is sold out. What do you think?
a) I'm sure I can find it somewhere else.
b) Why am I always so unlucky?

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WHY WE THINK WE'RE GOING TO HAVE A LONG AND HAPPY LIFE

Researchers have found that people all over the world share an important characteristic: optimism. Sue Reynolds explains what it's all about.

WE'RE ALL ABOVE AVERAGE!
Try asking a 20-year-old these questions:
- What kind of career will you have?
- How long do you think you'll live?

Most people think they'll be able to earn above-average salaries, but only some of the population can make that much. Most young men in Europe will say they expect to live well into their 80s, but the average life expectancy for European men is 75. Most people will give an answer that is unrealistic because nearly everyone believes they will be better than the average. Obviously, they can't all be right.
Most people are also optimistic about their own strengths and abilities. Ask people, "How well do you get along with other people?" or "How intelligent are the people in your family?" and they'll usually say they're above average. Again, they can't all be right. We can't all be better than everyone else, but that's what we think.

LOOKING ON THE BRIGHT SIDE
There is a reason for this. Research has shown that, on the whole, we are optimistic by nature and have a positive view of ourselves. In fact, we are much more optimistic than realistic and frequently imagine things will turn out better than they actually do. Most people don't expect their marriages to end in divorce, they don't expect to lose their jobs, or to be diagnosed with a life-threatening disease. Furthermore, when things do go wrong, they are often quick to find something positive in all the gloom. Many people who fail exams, for example, are convinced they were just unlucky with the questions and they'll do better next time. Or people who have had a serious illness often say that it was really positive because it made them appreciate life more. We really are very good at "looking on the bright side."

Even if our optimism is unrealistic and leads us to take risks, without it we might all still be living in caves …

… we keep polluting the planet because we're sure that we'll find a way to clean it up some day …

THE OPTIMISM BIAS
This certainty that our future is bound to be better than our past and present is known as the "Optimism Bias," and researchers have found that it is common to people all over the world and of all ages. Of course, the Optimism Bias can lead us to make some very bad decisions. Often, people don't take out travel insurance because they're sure everything will be all right, they don't worry about saving up for old age because the future looks fine, or they smoke cigarettes in spite of the health warnings on the pack because they believe "It won't happen to me." Or on a global scale, we keep polluting the planet because we're sure that we'll find a way to clean it up some day in the future.

OPTIMISM IS GOOD FOR YOU
But researchers believe that the Optimism Bias is actually good for us. People who expect the best are generally likely to be ambitious and adventurous, whereas people who expect the worst are likely to be more cautious, so optimism actually helps to make us successful. Optimists are also healthier because they feel less stress – they can relax because they think that everything is going to be just fine. Not only that, but the Optimism Bias may also have played an important part in our evolution as human beings. Because we hoped for the best, we were prepared to take risks such as hunting down dangerous animals and traveling across the sea to find new places to live, and this is why we became so successful as a species. Even if our optimism is unrealistic and leads us to take risks, without it we might all still be living in caves, too afraid to go outside and explore the world in case we get eaten by wild animals.

Many people who fail exams are convinced they were just unlucky with the questions …

UNIT 5

2 READING

a Read the article "Why We Think We're Going to Have a Long and Happy Life" quickly. Choose the correct words to complete the summary.
Most people are naturally *optimistic / pessimistic*, and this is generally *an advantage / a disadvantage* for the human race because it helps us to be *realistic about the future / more successful*.

b Read the article again. Check (✓) the five points made in the article.
1 ☐ Pessimists usually have fewer friends than optimists.
2 ☐ Humans are naturally positive about their future.
3 ☐ Reality is often worse than we imagine it to be.
4 ☐ People who live in warmer countries are usually more optimistic.
5 ☐ We often act (or don't act) because we're confident everything will work out.
6 ☐ If we imagine a better future, we will take more risks.
7 ☐ Optimists spend a lot of time daydreaming.
8 ☐ Optimism about the future makes us feel better in the present.

c Discuss the questions.
- Look again at your answers in 1b. Do you think you have the "Optimism Bias"?
- Do you agree that it's better to be optimistic than realistic? Why / Why not?
- How do you see yourself 20 years from now?

3 VOCABULARY
Adjectives describing attitude

a Find adjectives in "Why We Think We're Going to Have a Long and Happy Life" that mean:
1 expecting the future to be good
2 seeing things as they are
3 not seeing things as they are
4 prepared to take risks
5 not prepared to take risks
6 wanting to be successful.

b Which of these adjectives best describe you?

c Now go to Vocabulary Focus 5A on p. 158.

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2 Personalized and relevant

Insights
Language learners benefit from frequent opportunities to personalize their responses.

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

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

> *"There are so many adjectives to describe such a wonderful series, but in my opinion it's very reliable, practical, and modern."*
>
> **Zenaide Brianez, Director of Studies, Instituto da Língua Inglesa, Brazil**

Measurable progress

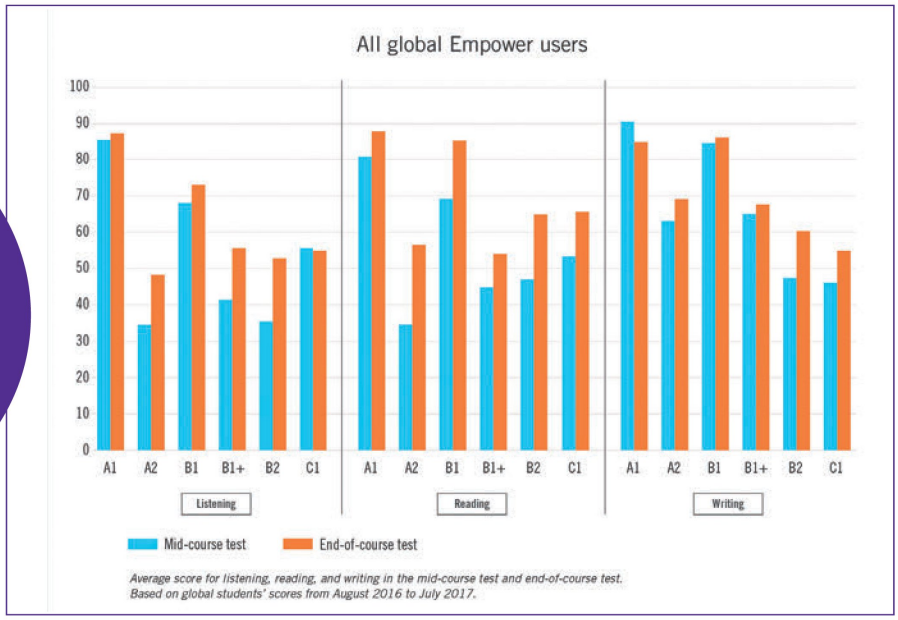
1 Assessment you can trust

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

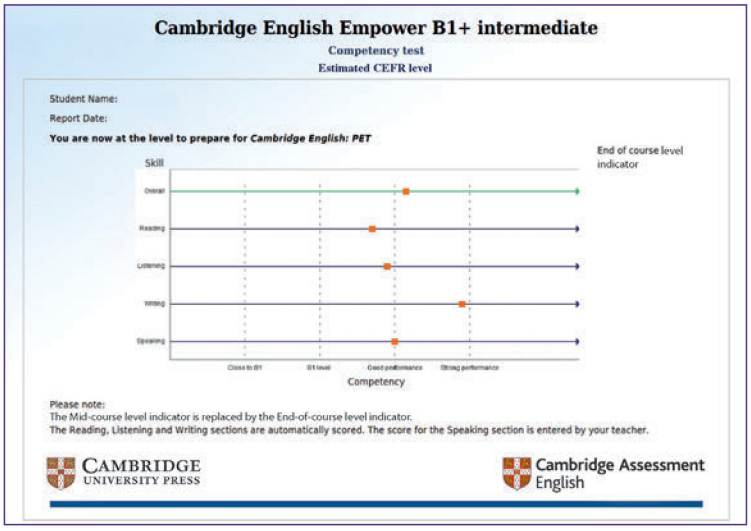
Content
End-of-unit tests, mid- and end-of-course competency tests, and personalized CEFR test report forms provide reliable information on progress with language skills.

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

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



Average score for listening, reading, and writing in the mid-course test and end-of-course test. Based on global students' scores from August 2016 to July 2017.


Cambridge English Empower B1+ intermediate

Competency test

Estimated CEFR level

Student Name:

Report Date:

You are now at the level to prepare for *Cambridge English: PET*

Skill

End of course level indicator

Competency

Please note:
The Mid-course level indicator is replaced by the End-of-course level indicator.
The Reading, Listening and Writing sections are automatically scored. The score for the Speaking section is entered by your teacher.

CAMBRIDGE UNIVERSITY PRESS

Cambridge Assessment English

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

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

2 Evidence of impact

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

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

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

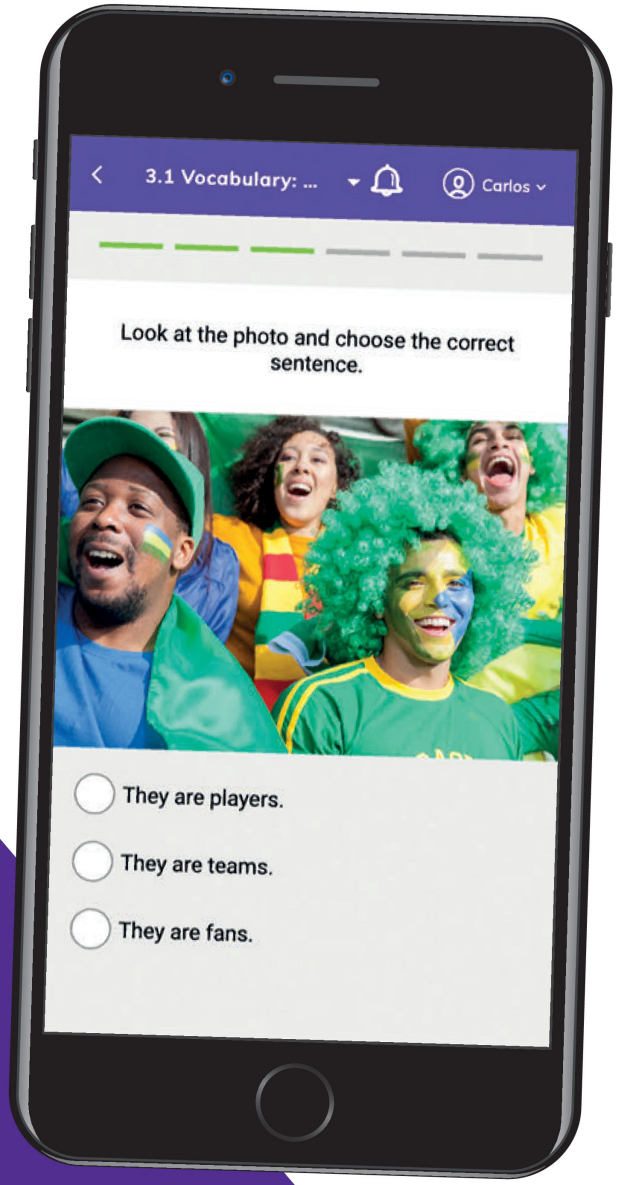
Manageable learning

1 Mobile friendly

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

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

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



> *I had been studying English for 10 years before university, and I didn't succeed. But now with* Empower *I know my level of English has changed.*

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

2 Corpus-informed

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

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

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

Rich in practice

1 Language in use

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

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

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



5D SKILLS FOR WRITING
We need to change the way we live

Learn to write an argument for and against an idea
W Arguing for and against an idea

1 SPEAKING AND LISTENING

a Discuss the questions.
1 What environmental problems are shown in photos a–d?
2 What environmental problems exist in your country or region? Which do you think are the most serious?
3 What action can people take to help solve them?

b 05.10 Listen to the news reports and match them with photos a–d. What key words helped you decide?

c 05.10 What did the news reports say about these topics?
1 beekeepers – bees – pesticides – farmers – fruit trees
2 air pollution – smog – masks – coal – exhaust fumes
3 plastic – birds, sea animals, and fish – the sea – 2050
4 fires – rainforest – wildfires – clearing forest for land – soccer fields

Retell the reports. Listen again if necessary.

d Discuss the questions.
1 Have you ever heard a news report like those in 1b about your own country or a country you know? What happened?
2 Which of these statements do you agree with the most and why?
- We are responsible as individuals for protecting the environment. We can solve most environmental problems by behaving in a more responsible way.
- The main responsibility for protecting the environment should lie with governments and large companies. There isn't much that individuals can do to change things.

3 What actions do you think (a) governments, (b) large companies, and (c) individuals can take to protect the environment?

How can we help protect the environment?

Leon

[1] Modern technology has many benefits – we can produce food cheaper and in greater quantities, we can manufacture the things we need more efficiently, and we can travel and communicate more easily. On the other hand, our activities can have negative impacts on the environment. It is well known that we are polluting our oceans with plastic and chemicals, many species are dying out, and natural areas are disappearing as cities spread. Scientists agree that we need to take urgent action to protect the world we live in before it's too late. But how can we do this?

[2] Most people accept that in order to protect the environment, we need to change the way we live. As individuals, we can help the environment by living simpler: we can buy fewer things and keep things we buy longer. We can also use public transportation and only use cars and planes when necessary; we can eat locally-produced food to cut down on transportation costs; and we can recycle more. People with their own houses and gardens can compost their food, grow organic vegetables, and invest in solar panels to provide energy.

[3] However, not everyone agrees that the responsibility for protecting the environment lies with individuals. They point out that most environmental destruction is caused by companies, not individual people. For example, many people are worried that widespread use of fertilizers and pesticides threatens wildlife and pollutes soil and water, and that cutting down forests destroys the habitats of birds and animals. Also, pollution of the sea is often caused by waste from factories or by spills from oil tankers, and scientists warn that overfishing by large commercial fishing fleets could lead to fish disappearing from our oceans. Some people believe these things can only be changed by introducing new laws, not by asking individuals to change their lifestyle.

[4] My own view is that both of these opinions are correct. We can do a lot as individuals to help the environment by behaving in a more responsible way, but that is not enough. We also need governments to take action to reduce pollution and improve the environment, and rich countries should lead the way in doing that.

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UNIT 5

2 READING

a Leon wrote an essay discussing the topic of protecting the environment. Read the essay and answer the questions.
1 Which of these sentences best summarizes the essay?
a Leon considers whether individuals or governments can do the most to protect the environment.
b Leon describes different ways in which we are damaging the environment.
2 What is Leon's conclusion?
a It's not clear how we can best protect the environment.
b Both individuals and governments should act to protect the environment.

b Read the essay again and make brief notes on the main points Leon makes.

3 WRITING SKILLS
Arguing for and against an idea

a Match four of the descriptions below to paragraphs 1–4 in the essay.
- Introduction – stating the problem
- Introduction – giving Leon's point of view
- How individuals can help protect the environment
- How large companies damage the environment
- How large companies can help the environment
- Conclusion – restating the problem
- Conclusion – Leon's point of view

b Answer the questions.
1 Why does Leon ask a question in the first paragraph?
2 How does Leon make his arguments seem more objective (i.e., not just his own opinion)?

c Notice how Leon uses expressions like these to report people's opinions.

It is well known that ...
Scientists agree that ...

Find more expressions in the essay that:
1 report what other people say or think (x3)
2 report how people feel (x1)
3 report what scientists say (x1)
4 report what Leon thinks himself (x1).

d Write sentences in response to these questions, using expressions from 3c.
Does recycling plastic really make much difference to the environment?
Would eating less meat help protect the environment?
Are pesticides causing bees to die out?

4 WRITING

a Work in pairs. Choose one of the essay topics.
Are extreme weather events a sign of climate change?
Is building nuclear power stations the best way to provide "clean" energy?
Should airfares be increased to discourage people from traveling by plane?

b Discuss the topic you chose and take notes on possible arguments for and against. Then decide on your conclusion.

c Work on your own. Plan your essay using the structure in 3a.

d Compare your notes with your partner and explain roughly what you plan to write.

e Write the essay in about 150–200 words, using expressions in 3c.

f Swap essays with another student. Does the essay ... ?
1 have a clear structure
2 set out the arguments in a clear way
3 use suitable expressions for reporting opinions

Do you agree with the conclusion?

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2 Beyond the classroom

> *There are plenty of opportunities for personalization.*
>
> **Elena Pro, Teacher, EOI de San Fernando de Henares, Spain**

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

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

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

Unit overview

Unit Opener

Getting started page – Clear learning objectives to give an immediate sense of purpose.

Lessons A and B

Grammar and Vocabulary – Input and practice of core grammar and vocabulary, plus a mix of skills.

Digital Workbook (online, mobile): Grammar and Vocabulary

Lesson C

Everyday English – Functional language in common, everyday situations.

Digital Workbook (online, mobile): Listening and Speaking

Unit Progress Test

Lesson D

Integrated Skills – Practice of all four skills, with a special emphasis on writing.

Digital Workbook (online, mobile): Reading and Writing

Review

Extra practice of grammar, vocabulary, and pronunciation. Also a "Review your progress" section for students to reflect on the unit.

Mid- / End-of-course test

Additional practice

Further practice is available for outside of the class with these components.

Digital Workbook (online, mobile)

Workbook (printed)

Components

Resources – Available on cambridgeone.org

- Audio
- Video
- Unit Progress Tests (Print)
- Unit Progress Tests (Online)
- Mid- and end-of-course assessment (Print)
- Mid- and end-of-course assessment (Online)
- Digital Workbook (Online)
- Photocopiable Grammar, Vocabulary, and Pronunciation worksheets

CONTENTS

Lesson and objective		Grammar	Vocabulary	Pronunciation	Everyday English
Unit 1	**Outstanding people**				
Getting started	Discuss meeting famous people				
1A	Discuss people you admire	Review of tenses	Character adjectives	The letter *e*; Word stress	
1B	Discuss a challenge	Questions	Trying and succeeding		
1C	Explain what to do and check understanding			Rapid speech	Cutting a conversation short; Explaining and checking understanding
1D	Write an article				
Review and extension	More practice		**WORDPOWER** *make*		
Unit 2	**Survival**				
Getting started	Discuss coping with natural disasters				
2A	Discuss dangerous situations	Narrative tenses	Expressions with *get*	*had been*	
2B	Give advice on avoiding danger	Future time clauses and conditionals	Animals and the environment		
2C	Give and respond to compliments			Intonation in question tags	Agreeing using question tags; Giving compliments and responding
2D	Write guidelines in a leaflet				
Review and extension	More practice		**WORDPOWER** *face*		
Unit 3	**Talent**				
Getting started	Discuss what makes something a work of art				
3A	Discuss ability and achievement	Multi-word verbs	Ability and achievement		
3B	Discuss sports activities and issues	Present perfect and present perfect continuous	Words connected with sports	Word stress	
3C	Make careful suggestions			Sound and spelling: Consonant sounds	Keeping to the topic of the conversation; Making careful suggestions
3D	Write a description of data				
Review and extension	More practice		**WORDPOWER** *up*		
Unit 4	**Life lessons**				
Getting started	Discuss childhood experiences				
4A	Discuss events that changed your life	*used to* and *would*	Cause and result		
4B	Discuss and describe rules	Obligation and permission	Talking about difficulty	Sound and spelling: *u*	
4C	Describe photos			Contrastive stress	Describing photos; Expressing careful disagreement
4D	Write an email to apply for work				
Review and extension	More practice		**WORDPOWER** *as*		
Unit 5	**Chance**				
Getting started	Discuss attitudes to risk				
5A	Discuss possible future events	Future probability	Adjectives describing attitude	Sound and spelling: *th*	
5B	Prepare for a job interview	Future perfect and future continuous	The natural world		
5C	Discuss advantages and disadvantages			Intonation groups	Responding to an idea; Discussing advantages and disadvantages
5D	Write an argument for and against an idea				
Review and extension	More practice		**WORDPOWER** *side*		

Listening	Reading	Speaking	Writing
Conversation about Jocelyn Bell-Burnell	Articles: "Apple's Design Genius" and "The Woman Who Reinvented Children's TV"	Discussing inspiring people	
Podcast: The 30-Day Challenge	Interviews: "30-Day Challenge"	Asking and answering questions about challenges	
Starting a new job		Cutting a conversation short; Explaining and checking understanding	Unit Progress Test
Conversation about technology	Article: "Tech Free!"	Discussing technology	Article Organizing an article
Conversation about a survival situation	Article: "Lost at Sea"	Telling a survival story	
Interview: *The Tiger*	Leaflet: "How to Survive … an Animal Attack"	Giving advice; Asking questions	
Cooking for a friend		Agreeing using question tags; Giving compliments and responding	Unit Progress Test
Talking about getting lost	Leaflet: "Be Wise and Survive!"	Discussing the natural environment	Guidelines Organizing guidelines in a leaflet
Conversation: learning experiences	Text about learning: "Learning to Learn"	Talking about something you have put a lot of effort into	
Radio show: *The Sports Gene*	Article: "Born to Be the Best"; Three articles about athletes	Discussing sports and ways to improve performance	
Making party plans		Planning a party; Keeping to the topic of the conversation; Making careful suggestions	Unit Progress Test
Interviews about sports	Article: "Fitness: Seattle Snapshot"	Talking about popular sports	Article describing data Describing data
Interview: Psychology of Money; Two monologues: Life-Changing Events	Two texts about winning the lottery	Talking about how your life has changed	
Two monologues: training for a job	Article: "Training for the Emergency Front Line"	Discuss experiences of training and rules	
Presenting photos		Describing photos; Expressing careful disagreement	Unit Progress Test
Three monologues: living in different places	Ad for being an international student "buddy"	Discussing living in a different country	Job application Giving a positive impression
Monologue: What Are Your Chances?	Quiz: "Are You an Optimist or a Pessimist?"; Article: "Why We Think We're Going to Have a Long and Happy Life"	Discussing possible future events	
Conversation: talking about work	Quiz: "The Unknown Continent"; Article: "Working in Antarctica"	Role play: a job interview	
Money problems		Discussing advantages and disadvantages; Responding to an idea	Unit Progress Test
News reports: environmental problems	Essay about protecting the environment	Giving opinions on environmental problems	For and against essay Arguing for and against an idea

Lesson and objective	Grammar	Vocabulary	Pronunciation	Everyday English
Unit 6 Around the globe				
Getting started Discuss traveling				
6A Discuss choices	Gerunds and infinitives	Travel and tourism	Consonant groups	
6B Discuss changes	The passive	Describing change		
6C Introduce requests and say you are grateful			Consonant sounds	Introducing requests; Showing you are grateful
6D Write a travel blog				
Review and extension More practice		**WORDPOWER** *out*		
Unit 7 City living				
Getting started Discuss the design of new buildings				
7A Discuss living in cities	*too* / *enough*; *so* / *such*	Describing life in cities		
7B Discuss changes to a home	Causative *have* / *get*	Movies and TV; Houses	Sound and spelling: *o*	
7C Imagine how things could be			Stress in compound nouns	Imagining how things could be; Using vague language
7D Write an email to complain				
Review and extension More practice		**WORDPOWER** *down*		
Unit 8 Dilemmas				
Getting started Discuss attitudes to money				
8A Discuss personal finance	Future real and present / future unreal conditionals	Money and finance		
8B Discuss moral dilemmas and crime	Past unreal conditional; *should have* + past participle	Crime	Stressed and unstressed words	
8C How to be encouraging			Word groups	Being encouraging; Showing you have things in common
8D Write a review				
Review and extension More practice		**WORDPOWER** *take*		
Unit 9 Discoveries				
Getting started Discuss the impact of new inventions				
9A Discuss new inventions	Relative clauses	Health	Sound and spelling: *ui*	
9B Discuss people's lives and achievements	Reported speech; Reporting verbs	Verbs describing thought and knowledge		
9C Express uncertainty			Linking and intrusion	Expressing uncertainty; Clarifying a misunderstanding
9D Write an essay expressing a point of view				
Review and extension More practice		**WORDPOWER** *come*		
Unit 10 Possibilities				
Getting started Discuss goals and expectations				
10A Speculate about the past	Past modals of deduction	Adjectives with prefixes	Word stress	
10B Discuss life achievements	Wishes and regrets	Verbs of effort		
10C Describe how you felt			Consonant groups	Describing how you felt; Interrupting and announcing news
10D Write a narrative				
Review and extension More practice		**WORDPOWER** *way*		
Communication Plus p.127	**Grammar Focus** p.134		**Vocabulary Focus** p.154	

Listening	Reading	Speaking	Writing
Two monologues about sightseeing tours	Website about three tourist destinations; Website: "Where to Go?"	Comparing different tourist destinations	
Interview: disappearing languages	Article: "Danger! Dying Languages"	Agreeing and disagreeing	
Asking for a favor		Asking for a favor; Introducing requests; Showing you are grateful	Unit Progress Test
Conversation: a trip to the Grand Canyon	Travel blog: "Around the Grand Canyon"	Discussing local tourist destinations	Travel blog Using descriptive language
Interview: "Smart" Cities; Two monologues talking about "smart" cities	Article: "Quick – Slow Down!"	Discussing good and bad points about a city	
Two monologues: house renovations	Article: "Who Put the 'Real' in Reality TV?"	Planning a home renovation	
Apartment hunting		Designing and describing a new room; Imagining how things could be; Using vague language	Unit Progress Test
Interviews about a new shopping mall	Email: complaining about an important issue		Email of complaint Using formal language
Radio show: personal finance	Article: "Is It Time to Give Up on Cash?"	Giving opinions on financial matters	
Three monologues about honesty	Newspaper article: "The Honesty Experiment"	Discussing moral dilemmas	
Job hunting		Talking about hopes and worries; Being encouraging; Showing you have things in common	Unit Progress Test
Conversation about a TV show	Review: "Crime with a Smile"	Discussing shows about crime	Review Organizing a review
Conversation about inventions	Article: "Too Good to Be True?"	Talking about inventions	
Conversation about an email hoax	Article: "The Rise and Fall of Barry Minkow"	Describing a hoax or a scam	
A surprise/misunderstanding		Giving and receiving surprises; Expressing uncertainty; Clarifying a misunderstanding	Unit Progress Test
Four monologues about alternative medicine	Essay: "The Value of Alternative Medicine"		Opinion essay Presenting a series of arguments
Interview about Dan Cooper	Story: "The Man Who Disappeared"; Blog: "The Wreck of the *Titan*"	Telling stories about coincidences	
Two monologues: pursuing a dream	Article: "Dream to Help"	Describing and comparing brave or amazing people	
Celebrating good news		Telling an important piece of news; Describing how you felt; Interrupting and announcing news	Unit Progress Test
Conversation about goals	Story: "Rosa's Diary: The Ultimate Goal"	Talking about performing	Story Making a story interesting

Phonemic symbols and Irregular verbs p.164

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CAN DO OBJECTIVES

- Discuss people you admire
- Discuss a challenge
- Explain what to do and check understanding
- Write an article



UNIT 1

OUTSTANDING PEOPLE

GETTING STARTED

a Look at the picture and answer the questions.

1 Who do you think the people taking a selfie are? Where are they?
2 What are the people around them doing?
3 What do you think they have just said to each other? What's going to happen next?

b Discuss the questions.

1 On what occasions do you normally take photos?
2 If you could take a selfie with a famous person, who would you choose and why?
3 What role do you think famous people play in society? Should they be good role models? Should they inspire other people?

1A SHE IS AN INSPIRING WOMAN

Learn to discuss people you admire

- G Review of tenses
- V Character adjectives

1 READING

a What kinds of people do you admire most? Why?

b Look at photos a and b. What do you think these people have done to make other people admire them?

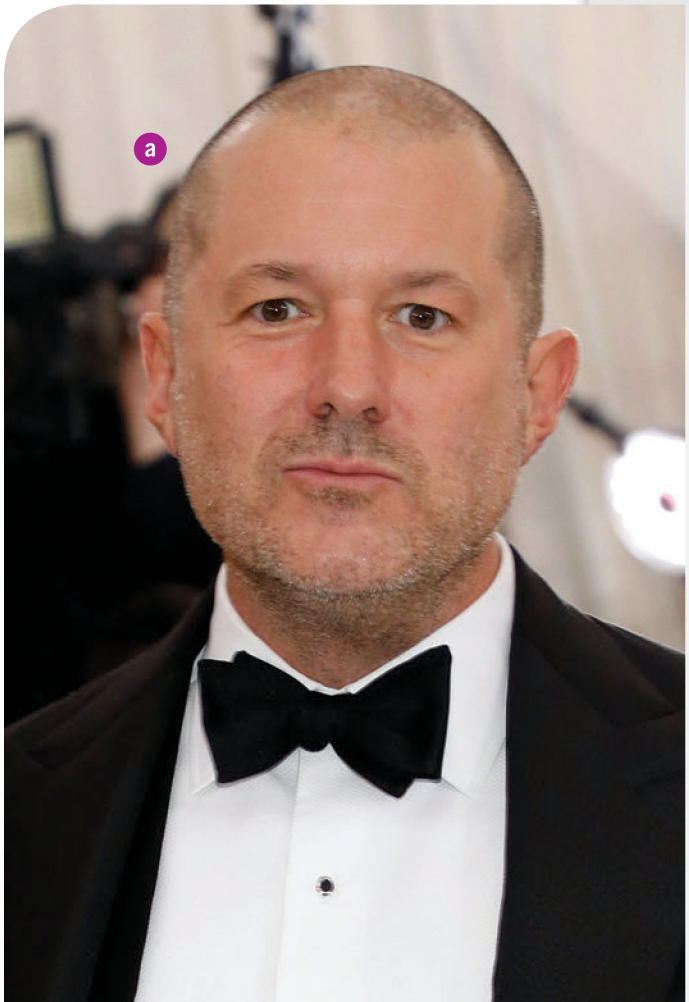
c Read "Apple's Design Genius" and "The Woman Who Reinvented Children's TV" quickly and check your answers.

d Read the texts again and answer the questions. Write *JI* (Jony Ive), *JGC* (Joan Ganz Cooney), or *B* (both).

Who … ?

1 had training in their area of work
2 carried out some research
3 set up their own company
4 was one of the first people in their role
5 initially found the work challenging
6 was interested in other people's learning
7 believes the things we use should be beautiful
8 has won prizes for their work

e Who do you think is more inspiring, Jony Ive or Joan Ganz Cooney? Why?



Apple's Design Genius

I've always loved great design. Ever since I can remember, I've been fascinated by the shape and look of objects. In my opinion, Apple Inc. is the number one company in the world for product design.



In the time that [1]**you're reading** this article, around 750 iPhones and 300 iPads will be sold internationally. These iconic devices generate millions of dollars a day for Apple, and the man behind their iconic look is known as a "design genius." *Time* magazine once listed him as one of the 100 most influential people in the world, but can you name him?



If you said Steve Jobs, you'd be wrong, although it was Jobs who first recognized this man's talent. His name is Jony Ive.

Born in London, Jony Ive studied industrial design in college. After graduating, [2]**he helped** set up the London design agency Tangerine. In 1992, while [3]**he was working** at Tangerine, he accepted a job offer from Apple.

His first years in the job were tough, and the design work wasn't very interesting. The company was also struggling to make money. However, when Steve Jobs returned to Apple in 1997 and saw the design work that Ive [4]**had produced**, he immediately recognized Ive's ability and promoted him. Ive's first success in his new role was the design of the original, colorful iMac in 1998, which was quickly followed by the first iPod in 2001. Thanks to Ive's simple, elegant designs, Apple became one of the most successful companies in the world. From then, until his retirement in 2019, he was responsible for the iPhone, iPad, and Apple Watch. Ive's designs involved not only the way these products look but also the way they work. [5]**He believes** devices have to be both beautiful and practical.



Jony Ive's key contribution to Apple is recognized, and [6]**he has received** numerous awards for his designs. There is no doubt that Steve Jobs was a larger-than-life idea man and businessperson who created a hugely successful company. However, without Jony Ive's design talent, Apple may not have become such a huge success.

So what have I learned from Jony Ive? That the best designs are often the simplest.

THE WOMAN WHO REINVENTED CHILDREN'S TV

I've always felt passionate about television's ability to entertain and educate. I grew up watching what I consider to be a master class in how you can combine these two aspects of television: *Sesame Street*. This is the show that brought us Big Bird, Elmo, Cookie Monster, and more. These characters were brought to TV thanks to a woman I consider a genius: Joan Ganz Cooney.

In the mid-1960s, Ganz Cooney was working as a producer of television documentary shows in America. She realized television could play an important role in the education of preschool children. She researched this idea and, in 1967, she wrote an outline for *Sesame Street*.

Ganz Cooney presented her ideas to the TV network she was working for at the time. However, the network rejected her proposal, saying that they thought she didn't have the right experience to produce a TV show for children. As a result, she set up Children's Television Workshop with a colleague, and two years later they had managed to raise $8 million to finance production. Even so, many people working in the television industry questioned her ability to manage such a project. This was during the 1960s, when the industry was largely controlled by men.

At first, Ganz Cooney didn't want to fight to keep her role as the director of the production company and the producer of the show. However, her husband and a colleague encouraged her to do so because they knew the project would fail without her involvement. This meant she became one of the first female television executives in the United States.

In 1969, two years after her initial research, *Sesame Street* went on the air, and today it's still going strong. However, Joan Ganz Cooney didn't stop there. She continued to take an interest in early childhood education, and in 2007, the Joan Ganz Cooney Center was founded to help improve children's digital literacy. I really admire the way she continued helping young children. She's not a household name like Big Bird, but she's won many awards for her work and had a huge impact on the education of millions of children around the world.

Sesame Street Facts
- more than 150 million viewers worldwide
- shown in more than 150 different countries
- now has a production budget of around $17 million a year



2 GRAMMAR Review of tenses

a Match the verbs 1–6 in **bold** in "Apple's Design Genius" with the tenses below.

- ☐ simple present
- ☐ simple past
- ☐ present continuous
- ☐ past continuous
- ☐ present perfect
- ☐ past perfect

b Complete the sentences with the tenses in 2a.

We use the:

1 _____ to refer to an event that takes place at a specific time in the past.
2 _____ to refer to a temporary event in progress in the present.
3 _____ to refer to a state or action that began in the past and has continued until now.
4 _____ to refer to something that's generally true.
5 _____ to refer to an action that was in progress in the past when something else happened.
6 _____ to refer to a past action that occurred before another past action.

c Underline examples of the six tenses in the second text.

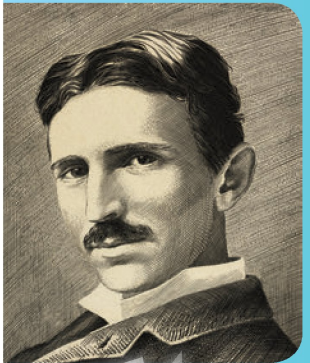
d Now go to Grammar Focus 1A on p. 134.

e Read the text about Nikola Tesla and underline the correct words.

f 01.02 Listen and check your answers.

NIKOLA TESLA

Not many people [1]*have heard / heard* of Nikola Tesla, who [2]*played / was playing* a key role in creating the alternating current (AC) supply of electricity we [3]*are having / have* in our homes today. Early in his career, Tesla [4]*has worked / worked* with Thomas Edison. He [5]*had emigrated / has emigrated* to the U.S. from Europe in 1884. While Tesla [6]*was working / had worked* for Edison, they had an argument over payment for an invention, so Tesla [7]*was deciding / decided* to work independently. It was then that he developed a motor that could produce an alternating current. Throughout his life, Tesla continued to conduct experiments and [8]*helped / was helping* develop X-ray radiography and wireless communication. There is no doubt that he [9]*has had / had had* a large impact on modern technology. Many of the gadgets that we [10]*are enjoying / enjoy* today would not have been possible without Nikola Tesla.



3 LISTENING

a 01.03 Listen to two roommates, Amelia and Chloe, talking about a female scientist, Jocelyn Bell-Burnell. Check (✓) the correct sentences.

1 She's always been famous. ☐
2 She isn't very well known. ☐
3 She made an amazing discovery. ☐
4 She created a new mathematical theory. ☐

b 01.03 Listen again. Are the sentences true or false?

1 Amelia's reading a nonfiction book about planets and stars.
2 Jocelyn Bell-Burnell discovered a kind of star.
3 Bell-Burnell won a Nobel Prize for her discovery.
4 Bell-Burnell did badly when studying science in high school.
5 Life wasn't easy for her when she made her discovery.
6 The press didn't treat Bell-Burnell seriously.
7 Amelia has been inspired by Jocelyn Bell-Burnell.

c Discuss the questions.

1 Could Jocelyn Bell-Burnell's story have happened in your country? Do you know any similar examples?
2 How popular is science in your country? Is it popular with both men and women?
3 Is it important what gender a scientist is? Why do you think it was important in the case of Jocelyn Bell-Burnell?



4 VOCABULARY
Character adjectives

a Underline the five adjectives that describe people's character in sentences 1–4. Which two adjectives have a similar meaning, and what's the difference between them?

1 She's a respected physicist.
2 She is an inspiring woman.
3 She was really determined, but in a quiet way.
4 Well, you've always been motivated, that's for sure. And stubborn.

b 01.04 **Pronunciation** Listen to the pronunciation of the letter *e* in these words. Which two sounds are the same? What are the other two sounds?

r**e**sp**e**cted d**e**t**e**rmined

c 01.05 Look at the words in the box and decide how the underlined letter *e* is pronounced. Add the words to the chart, then listen and check. Practice saying the words.

slept revise helpful serve desire
prefer identity university women

Sound 1 /ɪ/	Sound 2 /e/	Sound 3 /ɜ/

d Complete the sentences with the character adjectives in 4a.

1 Once Dan gets an idea in his head, nothing will change his mind. He's the most _____ person I know, and it's really annoying.
2 I'm not the sort of person who gives up easily – I'm very _____ to achieve new goals.
3 He's worked hard and has done some very interesting research. He's a highly _____ chemist who's known around the world.
4 Doing a PhD is hard work, so you have to be really _____ if you want to complete one.
5 In my last year of high school, we had a really _____ biology teacher. Her lessons were so interesting that we all worked very hard for her.

e Now go to Vocabulary Focus on p. 154.

5 SPEAKING

a Think of an inspiring person who has influenced you in some way. It can be someone you know or someone famous. Take notes about the person. Use the questions to help you.

- What is this person's background?
- What important things has this person done in their life?
- Why are they inspiring?
- How have they changed or influenced your life?

b Tell other students about your person. Ask questions.

How does she stay motivated?

My cousin Vera is an athlete. She trains really hard every day – she's very determined.

1B ARE YOU FINDING IT DIFFICULT?

Learn to discuss a challenge

- G Questions
- V Trying and succeeding

1 SPEAKING AND LISTENING

a Look at photos a–c and read "The 30-Day Challenge." Then discuss the questions.

1 What are the people in the photos doing? Have you ever taken up similar activities? If so, how successful were you?
2 Do you think doing something for 30 days gives you a better chance of succeeding? Why / Why not?

b 01.09 Listen to a podcast about the 30-day challenge. Check (✓) the main point that Alison makes.

1 The 30-day challenge is the only way to give up bad habits.
2 It's too difficult for the brain to adapt to new habits.
3 If you try something new for 30 days, you're more likely to stick with it afterward.

c 01.09 Alison took some notes at the seminar. Complete her notes with one or two words in each blank. Listen again and check.

Seminar Notes

- It takes the brain 30 days to adapt to a new [1] _____.
- 30 days isn't a [2] _____ time, so it's fun to challenge yourself.
- Also a chance to try something [3] _____ – not just giving up bad habits.
- Two ways to do it:
  1 do something that doesn't get in the way of your [4] _____
  2 take time out to do something you've always [5] _____ do
- You need to make an [6] _____ !

The 30-Day Challenge

Have you ever started a new hobby but given up after only a couple of weeks? Or started a class and stopped after the first few lessons? Most of us have tried to learn something new, but very few of us ever really get any good at it – it's just too difficult to continue doing something new.

But now there's some good news: did you know that if you can keep up your new hobby for just 30 days, you have a much better chance of succeeding? And you may learn something new about yourself, too.

d What examples of 30-day challenges did you hear? Use words from both boxes for each challenge.

Bike everywhere, even in the rain.

~~bike~~ drink climb get up cook paint write

sunrise poem coffee meal picture mountain ~~rain~~

e What do you think of the ideas Alison talks about? Take notes.

f Compare your ideas.







2 VOCABULARY
Trying and succeeding

a 01.10 Complete the sentences with the phrases in the box. Listen and check your answers.

give up take a chance keep it up stick with
make an effort manage to drop out
try out work out

1 Often if we try something new, we _____ after about a week or two because our brain hasn't adapted.
2 So if you _____ do something new for a month, you'll probably _____ it.
3 Maybe you wouldn't want to _____ for your whole life, but it might be fun to do it just for 30 days.
4 If you're successful it's great, but if it doesn't _____, it doesn't matter too much.
5 It's not just about giving up bad habits. The idea is that you _____ on something new.
6 You can be motivated and _____ something you've always wanted to do.
7 You must _____ to complete your goal.
8 Don't _____ of the challenge! Keep going and you will succeed.

b Match words and phrases from 2a with the meanings.

1 succeed _____, _____
2 stop trying _____, _____
3 not stop trying _____, _____
4 try hard _____
5 try to see if it works _____, _____

c Complete the sentences below about 30-day challenges. Use the words and phrases in 2a and your own ideas. There is more than one possible answer.

1 He tried giving up coffee for 30 days. It wasn't easy, but he …
2 You have woken up at 5:30 every morning for three weeks now. You only have one week to go, so …
3 Thirty-day challenges sound fun. I want to do something different, so I think I'll …

d Work in small groups. Tell the group about a time when you:

- found something difficult but didn't give up
- made a real effort to succeed
- took a chance at something unusual
- managed to do something that worked out successfully
- tried to do something that didn't work out.

3 READING

a Look at challenges 1–3. Who do you think will find it easy and who will find it difficult?

b Read the interviews and check your ideas.

30-DAY CHALLENGE



Challenge 1: Sofia decided not to eat meat.

What made you decide to become a vegetarian, Sofia?

Well, for a long time now I've been trying to eat less meat, partly for health reasons. I think vegetables are better for you.

1 _____

Yes, but I always thought I'd miss meat too much. The idea of being a vegetarian for 30 days was really good because I could give it a try and then see how I feel.

2 _____

No, I feel really good. Actually, I don't miss meat at all, so I think I'll easily manage the 30 days, and I might try to keep going longer.

Challenge 2: Carla decided to draw something every day.

Carla, why did you decide to draw something every day?

Well, I've never been very good at drawing, but I've always thought I'd like to start drawing things around me. It's one of those things that you think about doing, but you never actually do.

3 _____

All kinds of things. At the beginning, I drew objects around me at home. Then I went out on my lunch break and started drawing things outdoors, like yesterday I drew a duck in the park – that was really difficult!

So do you feel like it's been worthwhile?

Oh yes, definitely. I'm still not very good at drawing, but it's been a lot of fun and it's very relaxing.

c Complete the interviews with the missing questions.

a And who do you practice with? Or are you just working alone?
b Didn't you ever think of being a vegetarian before?
c And how do you feel? Are you finding it difficult?
d And do you think you'll keep going after the 30 days?
e What have you drawn pictures of so far?

d 01.11 Listen and check your answers.



Challenge 3: Steve decided to learn Italian.

Steve, what language did you decide to learn?

Well, I thought I'd choose a language that isn't too different from English, so I decided to try Italian.

Isn't it difficult to keep it up?

Yes, it is. I've had to be very strict with myself. I'm using a book with online support, so I usually try to cover one lesson a night.

4 _____

Well, there's an Italian restaurant nearby and I'm friends with the owner, so I go there and I talk to him. That's another reason I chose Italian.

5 _____

Maybe, or I might try a different language every month. I'm thinking of trying Japanese next.

4 GRAMMAR Questions

a Read the rules about questions. Find examples of each type of question in the interviews and 3c.

1 In questions, we usually put the auxiliary verb before the subject. If there is no auxiliary verb, we add *do* or *did*.
Are you *making dinner?* ***Have you*** *eaten?*
What ***did you*** *eat?*
2 If the question word (*who*, *what*, or *which*) is the subject, we keep normal word order.
Who spoke *to you?* ***What happened*** *next?*
3 If a question has a preposition, it can come at the end:
You were talking to someone. ➔ *Who were you talking* ***to****?*
4 To ask an opinion, we often ask questions starting with a phrase like *Do you think … ?*
Is it a good idea? ➔ ***Do you think*** *it's a good idea?*

b Compare examples a and b.

a Did you see her at the party? b Didn't you see her at the party?

Which example … ?
1 is a neutral question (= maybe she was there, maybe not)
2 expresses surprise (= I'm sure she was there)

c Compare examples c and d.

c Which color do you want? d What color do you want?

Which example … ?
1 asks about an open choice (there may be a lot of colors to choose from)
2 asks about a limited range (e.g., black, red, or green)

d Now go to Grammar Focus 1B on p. 134.

e Work in pairs. You are going to role-play two of the interviews in 3b and continue with your own questions.

1 Choose one of the interviews.
Student A: Interview Student B. Add your own questions.
Student B: Answer Student A's questions using your own ideas.
2 Choose a second interview. This time Student B interviews Student A.

5 SPEAKING

a Work in pairs.

1 Write down three challenges you might do in the next three months.
2 Look at your partner's challenges. Write some questions to ask about each one. Ask about:
- reasons for doing the challenge
- details of what he/she plans to do
- how he/she feels about it.

1 Write a short poem every day
2 Get up at dawn
3 Go running

Are you planning to … ?

Do you think it will be … ?

How are you going to … ?

b Interview your partner about his/her three challenges. Do you think he/she will be successful?

1C EVERYDAY ENGLISH
Don't touch the food

Learn to explain what to do and check understanding

- G Cutting a conversation short
- V Rapid speech

1 LISTENING

a Answer the questions.

1 In your country, how do students manage financially? Do they … ?
- rely on their parents
- get a part-time job
- use student loans

2 What do you think is the best way? Why?

3 If you had to get a part-time job to earn some money as a student, what job would you choose and why?

b Look at the photo of Emma and Susana below. Who do you think they are?

1 tourists visiting a famous building
2 college students leaving a class
3 journalists who have just given an interview

c 01.14 Listen to Part 1 and check your ideas.

d 01.14 Listen again. Answer the questions.

1 Are Emma and Susana friends? How do you know?
2 Why does Susana have to go?

e 01.15 Listen to Part 2. Are these sentences true or false?

1 Susana and Tomás are roommates.
2 Susana is free this evening.
3 Susana is in a hurry.



2 CONVERSATION SKILLS
Cutting a conversation short

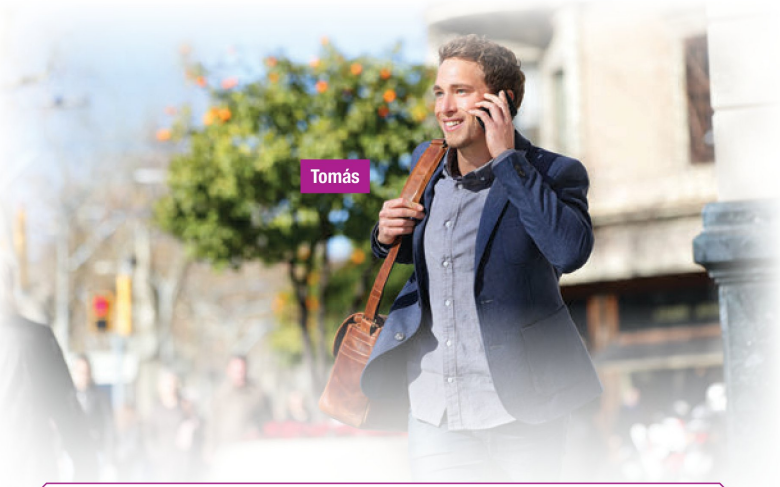
a Look at these ways to cut a conversation short and say goodbye.

1 I really have to go now.
2 I have to run.
3 I have no time to talk now.
4 I'll see you tomorrow.

01.16 Listen to the speaker. Which words does she not use in 1–4?

b Look at some more ways to cut a conversation short. Which words are not included?

1 Got to run now.
2 Talk to you later.
3 Can't talk now.
4 Nice talking to you.



3 PRONUNCIATION Rapid speech

a 01.17 In rapid speech, we often leave out sounds. Listen to the phrases below. Which sound is left out? Is it a consonant sound or a vowel sound?

1 must go
2 got to run
3 got to go
4 can't talk

b Read the conversation. Put B's replies in order. Is more than one order possible?

A So how was your vacation?
B Got to go. / Sorry. / Can't talk now. / It was great.
A OK, well, have a nice evening.
B Bye. / See you tomorrow. / Yeah, thanks. / Must go now.

c Work in pairs. Have short conversations.

Student A: Tell Student B about what you did last weekend. Continue until he/she stops you.
Student B: You're in a hurry. Use expressions in 2b and 3b to cut the conversation short.

Then switch roles.

4 LISTENING

a 01.18 Listen to Part 3. What happens to Susana? Choose the correct answer.

1 She does her homework in the café.
2 She learns how to do her job.

b 01.18 Listen again. Answer the questions.

1 Dave explains things to Susana. What are they?
2 What does Dave do in the café?

c Discuss the question with other students. Give reasons for your answers.

Do you think Susana will be good at her new job?

d 01.19 Listen to Part 4. Which of these topics do Susana and Tomás mention?

coffee	food	Susana's new job	the reason Tomás is there
a test	a presentation		

e 01.19 Listen again. What do Tomás and Susana say about each topic?

5 USEFUL LANGUAGE
Explaining and checking understanding

a Look at the expressions Dave uses to explain what to do. Put the words in *italics* in the correct order.

1 *most / thing / is, / the / important* don't touch the food.
2 *to / always / remember* use these tongs.
3 *is, / remember / thing / to / another* the tables are all numbered.

b 01.20 Listen and check your answers.

c Why does Dave use these expressions?

1 because he needs time to think
2 because he's not sure
3 to emphasize important points

d Look at these ways to check that someone has understood an explanation. Complete the questions with the endings in the box.

the idea?	get that?	clear?	I mean?

1 Is that …
2 Do you know what …
3 Did you …
4 Do you get …

e 01.21 **Pronunciation** Listen to each question in 5d said two ways. Which way sounds … ?

- friendly and polite
- unfriendly and not so polite

To sound friendly, does the speaker's voice go up (↗) or down (↘) at the end?

f Practice asking the questions in 5d in a friendly and polite way.



g Here are some other things Dave could explain to Susana. Imagine what he could say using language in 5a and 5d. What could Susana say to show she has understood?

1 how to clear and arrange a table when a customer leaves
2 what to do with the coffee machine at closing time
3 what to do if customers leave something behind

h Practice the conversation in 5g. Switch roles.

6 SPEAKING

a Choose a process you are familiar with or something you know how to do. It could be:

- something connected with a sport or a hobby
- how to use a machine or an electronic device
- how to make or cook something.

b You are going to explain the process to your partner. Prepare what you will say. Think how to emphasize the important points and check that your partner understands. Use expressions from 5a and 5d.

c Work in pairs. Take turns explaining the process to your partner and ask each other questions to check understanding.

UNIT PROGRESS TEST

CHECK YOUR PROGRESS

You can now do the Unit Progress Test.

1D SKILLS FOR WRITING
I really missed my phone all day

Learn to write an article
G Organizing an article

1 SPEAKING AND LISTENING

a Discuss the questions.

1 In your daily life, how much do you depend on technology?
2 What aspects of technology make your daily life easier?

b Look at the research results below and discuss the questions.

1 Do you think people you know would agree with these results?
2 Do you agree with the results? Is there anything you would add to the list?

IT Anxiety!

Recent research in the U.S. has revealed the things that make people the most anxious about information technology (IT). Here are the top five:

1 There is less face-to-face social contact.
2 IT companies know too much about us.
3 Artificial intelligence could mean job losses.
4 Too much time is wasted online.
5 Information online is often unreliable.

c 01.22 Listen to Gina and Derek talking about technology. What aspect of technology do they talk about? Are they describing positive or negative experiences?

d 01.22 Listen again. What's the speaker's relationship with the other person in the story? What made the experience positive or negative? Why?

e Discuss the questions.

1 Do you agree with Gina's reaction to her boss? Why / Why not?
2 Do you know people like Derek? Do you think they should try to change? Why / Why not?

f Work on your own. Think about the questions below and take notes.

- When has technology created a problem for you?
- When has technology helped you solve a problem of some kind?

g Discuss your experiences in 1f.

2 READING

a Read "Tech Free!" Did Sam have a really difficult day or some nice surprises?

b Read the text again. Are the sentences true or false?

1 Before the experiment, Sam was a little worried by the idea.
2 Sam was annoyed that he had to talk to someone in the bank.
3 The bank teller was surprised that Sam wanted to withdraw money.
4 Sam was able to work better when he wrote by hand.
5 As the day progressed, Sam thought less about using his phone.
6 The book he read made him fall asleep.
7 Sam learned something about the way we depend on technology.

c How would you feel if you had to live without using technology for one day? Discuss what you would enjoy and not enjoy.

3 WRITING SKILLS
Organizing an article

a How does Sam organize his article? Choose the correct summary.

1 He explains his attitude toward technology, describes his day, requests readers to do the same thing.
2 He explains his level of dependency on technology, describes his day, finishes with an evaluation of the experience.
3 He explains his feelings about technology, describes his day, finishes by promising to repeat the experience.

b How does Sam get the reader's attention at the beginning of the article?



TECH FREE!

by Sam Winton

HOME BLOG FOLLOW ME

[1]**Have you ever wondered what it would be like to give up technology? I'm a freelance marketing consultant, and I spend a lot of my working life in front of a computer. I've been working on a marketing campaign for this nature resort where any kind of digital device is banned. I wanted to know what it's like, so I decided to conduct my own private experiment: Spend a day without technological devices – scary!**



[2]The first thing I usually do every day is reach for my cell phone to check the time and read any messages, but I'd locked it in a drawer the night before. Already I was feeling very cut off from the world, and it was only … actually, I had no idea what time it was!

[3]After breakfast, I needed to get some cash. Inevitably, this meant a trip to the bank teller because I couldn't use my card or an ATM. I had to stand in line at the bank, but I had a very nice conversation with a woman while I was waiting. She told me how they're going to upgrade the local park with a new playground and a running track. Not surprisingly, the bank teller thought I was a little strange to be making a cash withdrawal in person. Most people use machines.

[4]Afterward, I came home to try writing my marketing plan by hand. Interestingly, I found it easier to concentrate on my writing. But my hand got really sore from writing with a pen! And I have to confess – by this stage, I was having to make a real effort not to get my phone out and check my messages.

[5]Then, I wanted to relax and watch the next episode in a series that I'm streaming. Naturally, that was out – I had to read a book. It's a crime story a friend recommended to me, and it's great. I couldn't put it down and went to bed late.

[6]All in all, I wouldn't say I could live without technology. Predictably, I really missed my phone all day. However, I kept to my promise of a tech-free day and had more face-to-face interaction by avoiding machines. Undoubtedly, it made me realize just how addicted to technology we all are.

c Complete the tasks.

1 In paragraphs 2–5, underline the linking word or phrase that sequences the events in Sam's day. The first one has been done for you.
2 In paragraph 6, what linking phrase shows that Sam is going to summarize his experience?

d Look at the example sentence from the article.

Inevitably, this meant a trip to the bank teller because I couldn't use my card or an ATM.

The adverb *Inevitably* shows the writer's attitude. Find five other comment adverbs in the article.

e Add the adverbs in the box to the sentences. (There is more than one possible answer.)

amazingly	naturally	inevitably
(not) surprisingly		

1 Why do some websites ask you to change passwords? _____, after changing the password for my bank, I was asked to change it again a week later.
2 I usually hate anything to do with technology. _____, I like using the self-service check-out at my local grocery store.
3 I always expect digital devices to be expensive. _____, the tablet I bought last week cost very little.
4 I find it very difficult to install new software. _____, I downloaded the new version of a program, and now my computer is frozen.

f Which piece of advice is not correct for writing an article? Why?

1 Begin the article with a question to get the reader's attention.
2 Use direct questions to connect with the reader of your article.
3 Think about how you can structure the main part of the article. You can use a sequence of events or you could compare and contrast ideas.
4 Use linking words to guide the reader.
5 Be as objective as possible.
6 Use comment adverbs to show your opinions.
7 Summarize your experience or ideas and evaluate them.

4 WRITING

a Imagine you had to live for a week without a technological device you use in your daily life. Choose a device from the article or use your own idea. Take notes about what the experience might be like.

b Discuss your notes.

c Write an article about your experience. Organize your article to follow the structure in 3a. Use the linking phrases and adverbs from 3c–e to help you.

d Switch articles with another student.
Does the article follow the advice in 3f?
Is the article interesting to read? Why?
What could make it more interesting?

UNIT 1
Review and extension

1 GRAMMAR

a Write verbs in the blanks in the correct tense.

My wife Anna and I first [1]_____ (meet) at a party while I [2]_____ (live) in London in the 1970s. When I [3]_____, (arrive) most people [4]_____ (already/leave). I [5]_____ (notice) Anna immediately. She [6]_____ (wear) a blue dress, and she [7]_____ (chat) with a group of people on the balcony. I [8]_____ (go) up to her and we [9]_____ (start) talking. We both [10]_____ (feel) as if we [11]_____ (know) each other all our lives. Now we [12]_____ (be) both in our 70s. We [13]_____ (know) each other for 44 years.

b Read an interview with a famous actor about his life. Correct the mistakes in the questions.

1 *Where you grew up?*
In San Diego, California. I left when I was 18.
2 *Did not you like living in San Diego?*
Yes, but there were more opportunities in San Francisco.
3 *How long for did you stay there?*
About eight years. Then I moved to New York.
4 *What did make you decide to move?*
I got an offer to act at the Apollo Theater in New York.
5 *Do you think was it a good decision?*
Oh, yes. It was a chance to work with some great people.
6 *Did you work with who?*
Oh, a lot of good actors – Terence Newby, for example.

2 VOCABULARY

a Add an adjective to fill in the blanks.

1 The students are all eager to learn English. They're very m_____.
2 All Sophie's family and friends have warned her about marrying Fred, but she's going to anyway. She's so s_____.
3 Everyone agrees the new president is a good leader. She's highly r_____.
4 My brother used to be very shy, but he's become much more s_____ since he left home.
5 I've always loved acting more than anything else. I'm p_____ about it.
6 Five thousand people came to hear him talk. He's a very i_____ speaker.
7 Try not to criticize his work. He can be very s_____ about it.
8 Just because they're rich, they think they're better than everyone else. I hate a_____ people like that.

b Choose the correct answers.

1 I [1]*took / made* a chance at running a café, but it didn't work [2]*up / out*. I didn't make enough money, so I had to [3]*give / stop* up.
2 He's really [4]*doing / making* an effort to lose weight. He's on a diet, and he's [5]*kept / held* it up for six weeks now. But I don't know if he'll [6]*make / stick* with it for much longer.
3 He saw a poster for a pottery class and decided to try it [7]*out / on*. After two classes he managed [8]*to / for* make a vase.

3 WORDPOWER *make*

a Match the statements with the pictures.










a "I can't make up my mind."
b "It really makes a difference to the room."
c "I can't make out what it is."
d "We'll have to make the best of it."
e "This is to make up for last night."
f "That doesn't make sense."
g "It wants to make friends with us."

b 01.23 Listen to the conversations and check your answers.

c Add a word or phrase from **a** after *make* in these sentences.

1 What was that? I can't make _____ what you're saying.
2 Why don't you drive faster? We need to make _____ lost time, or we'll be late.
3 So do you want to come with us? You need to make _____.
4 When the sun shines, it makes _____ to the way I feel.
5 I didn't buy any more food. You'll just have to make _____ of it.
6 He gave a long explanation, but it didn't make _____ to me. I still don't understand.
7 Don't sit in front of the computer all day. You should go out and make _____ with people.

d What kind of person are you? Discuss these questions.

1 If you upset a friend, how would you make up for it? Would you buy a present, buy flowers, apologize …?
2 When you buy clothes, do you make up your mind quickly or do you need a long time to decide?
3 You have to spend the night at an airport. Would you stay there and make the best of it or would you pay money for a hotel?
4 You see a dog in the street. Would you try to make friends with it or would you keep out of its way?

REVIEW YOUR PROGRESS

How well did you do in this unit? Write 3, 2, or 1 for each objective.
3 = very well 2 = well 1 = not so well

I CAN …	
discuss people I admire	☐
discuss a challenge	☐
explain what to do and check understanding	☐
write an article.	☐



CAN DO OBJECTIVES

- Discuss dangerous situations
- Give advice on avoiding danger
- Give and respond to compliments
- Write guidelines in a leaflet

UNIT 2

SURVIVAL

GETTING STARTED

a Look at the picture and answer the questions.

1 What do you think has happened here?
2 Who are the people in the picture?
3 What's the man on the phone saying?

b Discuss the questions.

1 What do you think are the worst kinds of natural disasters? Why?
2 Think of a natural disaster that has happened in your country. How effective was the response of the emergency services? How well did people cope?
3 Why do you think some people cope better with challenging situations than others?

2A IT WAS GETTING LATE AND I WAS LOST

Learn to discuss dangerous situations

- G Narrative tenses
- V Expressions with *get*

1 LISTENING

a Look at pictures a–d. What would you be most afraid of in each situation?

b 02.01 Listen to someone talking about their vacation. Which of the pictures is being described? Where was the vacation?

c 02.01 Listen again. Number events a–h in the order that they happened.

a ☐ bought a new surfboard
b ☐ lost the board
c ☐ waved to a lifeguard
d ☐ swam against the current
e ☐ fell off the surfboard
f ☐ learned to surf with instructors
g ☐ went surfing alone
h ☐ was rescued



2 VOCABULARY Expressions with *get*

a Match expressions 1–10 in **bold** with meanings a–j.

1 ☐ I can't wait to **get away**.
2 ☐ I've always wanted to learn how to surf, and I'll finally **get to** do it.
3 ☐ I **couldn't get over** just how strong they are.
4 ☐ Actually, I **got into** a little **trouble** once.
5 ☐ I tried to **get hold of** it.
6 ☐ It **got swept away** by the wave.
7 ☐ I soon realized that I **wasn't getting anywhere**.
8 ☐ I **got the feeling** I was being pulled out to sea.
9 ☐ So I waved to **get someone's attention**.
10 ☐ I had a bad experience, but I soon **got over** it.

a make no progress
b move in a different direction in a powerful way
c have the chance to do something
d go somewhere else
e be very surprised by something
f find myself in difficulty
g take it in my hand
h recover from something negative that happened
i make someone notice
j have the sensation that

b Complete the sentences with the correct form of the phrases in 2a. Write one word in each blank.

1 She ran out on the road to _____ the police officer's _____.
2 They were exhausted and hungry, but after some food and sleep they soon _____ _____ the experience.
3 When he saw the same tree for the third time, he began to _____ _____ _____ that he was lost.
4 He took a class about surviving in the woods and _____ _____ put into practice his fire-making skills.
5 They decided to ski off the main trail where the snow was fresh, but it was also very dangerous and they soon _____ _____ _____.
6 The boat was sinking, but we all managed to _____ _____ _____ a life jacket.
7 She was crossing the river, but the current was strong and she _____ _____ _____ by the water.
8 They had been walking for hours, but they'd only walked about two kilometers. They felt like they weren't _____ _____.
9 They were in such a rush to _____ _____ to the mountains, they left without taking hiking boots.
10 When they were in the water, they _____ _____ _____ how high the waves were.

c Now go to Vocabulary Focus on p. 155.

3 READING

a Read the article "Lost at Sea" and answer the questions.

1 How long was Robert Hewitt in the water?
2 What problems did he have to overcome?

b Can you remember what these numbers refer to? Write sentences about each number. Then read the text again and check your answers.

1 200-meter
2 seven kilometers
3 fourth day
4 three hours
5 half a kilometer
6 third day

c Answer the questions.

1 What do you think most helped Robert to survive?
2 Do you think that Robert made the right decision on day one not to try to swim for shore? Give reasons.
3 What was the biggest challenge Robert had to overcome?
4 What would you have done in Robert's situation?

REAL DIVING



Stories Locations Learn to Dive Shop

LOST AT SEA

How long could you survive at sea? One day? Two? And when would you start to lose hope?

When Robert Hewitt came to the surface, he [1]**realized** right away that something was wrong. He [2]**'d been diving** for sea urchins and crayfish off the coast of New Zealand with a friend, and [3]**had decided** to make the 200-meter swim back to shore alone. But instead, strong underwater currents had taken him more than half a kilometer out to sea.

Lying on his back in the middle of the ocean, Robert told himself not to panic. He was a strong swimmer and he [4]**was wearing** his thick wetsuit. "I'm not going to die. Someone will come," he told himself. But three hours passed and still no one had come for him. Robert would soon have to make a tough decision.

He was now a long way from the coast, and the tide was taking him further out, but he decided not to try to swim for shore. He felt it was better to save his energy and hold on to his brightly colored equipment. But the decision was not an easy one. "I just closed my eyes and said, 'You've made the right decision. You've made the right decision' until that's all I heard," he remembers.

As night approached, Robert established a pattern to help him survive in the water. To stay warm, he kept himself moving and took short naps of less than a minute at a time. Every few hours, he called out to his loved ones, "Just yelling out their names would pick me up, and then I would keep going for the next hour and the next hour and the next."

When he woke up the next morning, he couldn't believe he was still alive. Using his bright equipment, he tried to signal to planes that flew overhead. But as each plane turned away, his spirits dropped. He managed to drink rainwater that he collected in his mask to keep himself alive, but as day turned to night again, he started to imagine things.

Robert woke up on the third day to a beautiful blue sky. Now seven kilometers off the coast, Robert decided he had to swim for it. But the sun was so strong and Robert quickly ran out of strength. Hope turned to disappointment yet again. "I felt disappointed in myself. I thought I was a lot fitter. I thought I would be able to do it." Robert then started to think he might not survive.

On the fourth day, the lack of food and water was really starting to affect him. Half unconscious, and with strange visions going through his head, he thought he saw a boat coming toward him with two of his friends on board. Another vision, surely.

But no: "They put me in the boat and I said something like, 'Oh, how's it going, what are you guys doing here?'" Then he asked them the question that he'd asked in all his visions, "Can I have some water?" As they handed him the water and he felt it touch his lips, he knew. This was not a vision. He'd been found! After four days and three nights alone at sea, Robert had been found! Sunburned, hungry, and exhausted, but alive …

GLOSSARY


sea urchin


crayfish

4 GRAMMAR Narrative tenses

a Look at the verbs in **bold** in "Lost at Sea" and match them with the uses a–d.

a a completed action that takes place before the main events in the story
b a background action in progress at the same time as the main events in the story happened
c a continuous activity that happens before the main events in the story and explains why the main events happen
d a completed action that tells you what happens at a specific time in the story

b 02.05 **Pronunciation** Listen to the three sentences. Underline the stressed verb in each sentence. How do we pronounce the words *had been*? Listen again and repeat.

He *had been* diving for seafood.
He *had been* swimming in the sea.
He *had been* wearing a wetsuit.

c Now go to Grammar Focus 2A on p. 136.

d Work in pairs. Student A: Read about Eric LeMarque. Student B: Read about Ricky Megee. Answer the questions about your text.

1 Where does the event take place?
2 Does the person survive?

e Underline the correct verbs in your text.

f You are going to tell your partner about your story. Take notes.

g Tell your partner your survival story. Use correct verb forms.

5 SPEAKING

a Think of a dangerous situation that you or someone you know was in, or it could be something you know about from a book or movie. Take notes about the questions.

- Where and when did it take place?
- Who was involved?
- What was the scene or background to the story?
- What were the main events?
- How did you / the person feel?
- What was the outcome?

b Tell each other your story. Use different narrative tenses and expressions with *get*. Ask questions.

Student A: ERIC LEMARQUE

It was getting late, and Eric LeMarque decided to have one final run on his snowboard. As he [1]*'d gone / was going* down the mountain, he [2]*came / was coming* across some thick fog and headed in the wrong direction. All of a sudden, he was completely lost. All he had with him was his snowboard, some bubble gum, and an MP3 player. Eventually, he [3]*remembered / 'd remembered* something he [4]*was seeing / 'd seen* in a movie about using an MP3 player as a compass. This meant he was able to get an idea of where he was and head in the right direction, up the mountain. Eric was missing for a week. During that time, he fell in a river, almost went down a waterfall, and had to walk through snow that was four and a half meters deep! On the eighth day, he was seen by a helicopter that [5]*had searched / had been searching* for him. He was completely exhausted but alive.



Student B: RICKY MEGEE

A farmer couldn't believe it when he found a strange man living in the Australian bush. Ricky Megee [1]*lived / had been living* off the land for over two months. It's unclear how Ricky ended up in the bush, but he claimed he [2]*had been driving / had driven* when he [3]*stopped / had stopped* to help some people whose car had broken down. He said the people stole his car and he was left alone and lost in the bush. According to his story, he [4]*ate / had eaten* insects, snakes, and frogs before he eventually found a pond with water. He built a small shelter and waited until he was rescued. The mystery of the stolen car and robbers was never solved, and some people didn't believe the story of how Ricky got there, but one thing seemed to be true. He survived for 71 days in the bush, and by the time he was discovered, he [5]*'d lost / was losing* more than 50 kg.



2B IF IT RUNS TOWARD YOU, DON'T RUN AWAY

Learn to give advice on avoiding danger

G Future time clauses and conditionals
V Animals and the environment

1 READING

a Think of three wild places.

- Would you be scared to go for a walk there?
- What dangers could you face?
- What would you do to get out of danger?

b Look at pictures a–e and answer the questions.

1 Which of the animals do you think are the most and least dangerous?
2 How good do you think your chances are of surviving an attack by these animals?

c Read the text and check your answers.

d Read the text again. Check (✓) the correct sentences.

1 ☐ Some animals are less dangerous than people think.
2 ☐ If you go walking, you can't avoid meeting dangerous animals.
3 ☐ Not many animals attack without reason.
4 ☐ Having a weapon may help you survive an attack.
5 ☐ Most animals have a part of their body that is vulnerable.
6 ☐ It's better to run away than to try to fight.

e Do you think the text is … ?

a a serious survival guide for travelers
b part of a scientific book about animals
c an article written mainly for interest and amusement

How to Survive... an Animal Attack



YOU'RE WALKING IN A FOREST WHEN SUDDENLY A WILD ANIMAL APPEARS FROM NOWHERE AND IT DOESN'T LOOK FRIENDLY. WHAT DO YOU DO?



The first important point is that there's not usually much you can do, except hope it goes away again. With luck, you may never have to defend yourself against a wild animal, but it doesn't hurt to know what to do if an escaped leopard attacks you in your backyard, or if you're going for a country walk and you suddenly meet a pack of wolves.

BE AWARE

The first thing is to know which animals are really dangerous. Many people are scared of animals that are in fact harmless, and not scared enough of animals that could kill you. Most animals won't attack people unless you do something to make them angry. Bears, for example, will usually move away as soon as they hear you, and they'll only fight if they think you're attacking them or their young. Wolves won't normally attack unless they are very hungry, and then only if they're in a group. Tarantulas are big, hairy spiders, but they aren't actually dangerous at all – you can keep them as pets. On the other hand, tigers and crocodiles are serious killers who will be happy to eat you for breakfast.

BE PREPARED

It's a good idea to take a stick, knife, or pepper spray when you go for a walk in the wild in case you meet a dangerous animal. Have it in a place where you can easily find it. It may mean the difference between life and death.

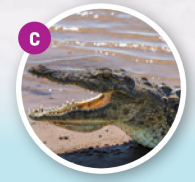
KNOW YOUR ENEMY

If you ever find yourself face-to-face with a large and dangerous animal, you'll want to know their strong and weak points. Common weak points are:

- the nose
- the eyes
- the neck.

People have sometimes survived by punching sharks, large cats, and crocodiles on the nose, and pushing your thumbs into their eyes will also work well, as long as you press hard enough. Otherwise, you might just make them angry!

You can also try to get a psychological advantage. Provided you seem bigger and more dangerous than the animal, it will probably leave you alone, so make a lot of noise and try to make yourself look bigger.







WHAT NEXT?

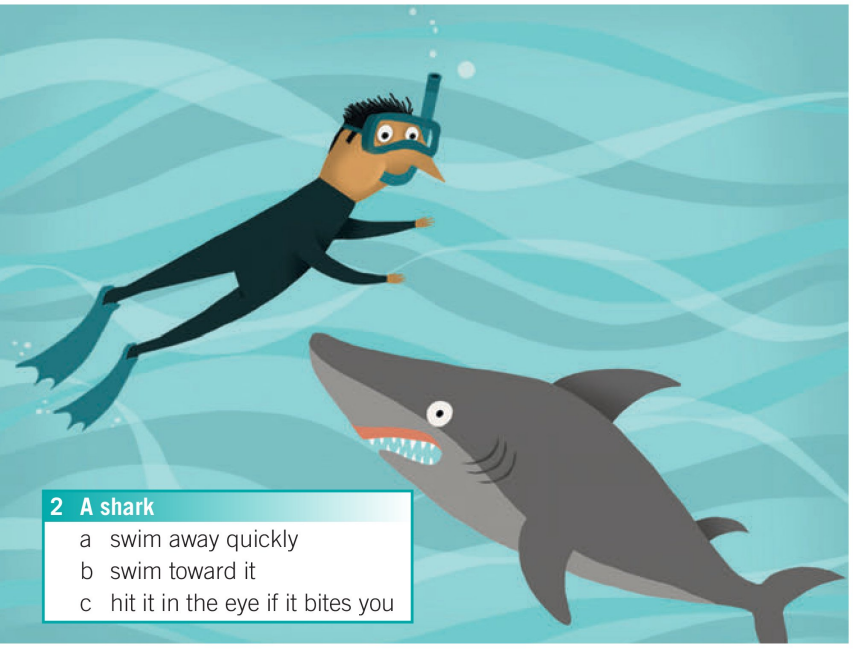
If scaring them doesn't work, then you have two options: running or fighting. Remember that most animals are better at running and fighting than humans, so don't expect things to end well. But if you decide to fight, fight back with everything you have. Often during animal attacks, people give up before the fight has even started. If you have any sharp objects or weapons, then use them. Hit the animal's weak points, keep shouting, and make sudden movements. Good luck out there!

f Look at the ideas below for surviving attacks by three different animals. For each animal, decide which ideas are the best. More than one answer is possible.

g **Communication 2B** Now go to p. 127 to check your answers.



1 A wolf
a hit it on the nose with a stick
b look it straight in the eyes
c run away immediately



2 A shark
a swim away quickly
b swim toward it
c hit it in the eye if it bites you



3 A bear
a run straight uphill as fast as you can
b lie down and "play dead"
c hit the trees with sticks if you think bears are nearby

2 GRAMMAR Future time clauses and conditionals

a Look at the words and phrases in **bold** in sentences 1–5 and answer questions a–e.

1 They'll only fight **if** they think you're attacking them.
2 They won't attack people **unless** they're trapped or provoked.
3 Bears, for example, will usually move away **as soon as** they hear you.
4 **Provided** you stay absolutely still, the bear will lose interest and go away.
5 **As long as** you don't panic, it will probably swim away.

a Which two words or phrases have a similar meaning to *if*?
b What does sentence 2 mean?
1 A bear will only attack you if it's trapped or provoked.
2 A bear will attack you anyway, even if it isn't trapped.
c What does sentence 3 mean?
1 When bears hear you they will wait, then move away slowly.
2 When bears hear you they will move away immediately.
d Look at these examples:
If you stay still, the bear will go away (= something good will happen).
If you move, the bear will attack you (= something bad will happen).
In which example could we use *as long as* or *provided* instead of *if*?
e What tense is used after the words and phrases in **bold**? What tense is used in the other part of the sentence?

b Find one more example in "How to Survive … an Animal Attack" of each of these words and phrases:

1 as long as
2 unless
3 provided.

c Now go to Grammar Focus 2B on p. 136.

d Complete the sentences. There is more than one possible answer. Compare with other students.

1 Sharks won't attack you unless …
2 Wolves will only attack if …
3 A stick may help you provided …
4 If you hit a crocodile on the nose, …

3 LISTENING AND VOCABULARY
Animals and the environment

a *The Tiger* by John Vaillant tells the true story of a hunter and a Siberian tiger. Use the words in the box to guess what the story is about.



tiger	mattress	attacked		
hut	forest	wounded	shot	
killed	boots			

b 02.10 Listen to an interview about the book. Was the story similar to yours?

c 02.10 Which of these questions *doesn't* Miles answer? Listen again and check.

1 Is a Siberian tiger bigger than other tigers?
2 How far can it jump?
3 Have many people been killed by Siberian tigers?
4 Can tigers plan ahead?

d 02.11 Listen to the second part of the interview. Check (✓) the things Miles talks about.

1 ☐ his own feelings about the tiger
2 ☐ life in Siberia
3 ☐ the relationship between humans and tigers
4 ☐ tigers as an endangered species
5 ☐ how to survive a tiger attack

e Do you think Miles would agree with statements 1–5? Write *Yes* or *No*. Then explain why.

1 It's a good thing they killed the tiger. _____
2 The tiger was just behaving naturally. _____
3 Tigers have always caused problems for people in Siberia. _____
4 In some ways, humans are more dangerous than tigers. _____
5 We should hunt more tigers to keep them under control. _____

f Which of the words in the box can we use to describe … ?

1 animals 2 places

at risk	creature	endangered	environment	extinct	
habitats	hunt	natural	protected	rare	species

g 02.12 Complete the sentences with the words in 3f. Then listen and check your answers.

1 Eastern Siberia is one of the wildest and most _____ _____ for tigers on Earth.
2 Imagine a/an _____ that is as active as a cat and has the weight of an industrial refrigerator.
3 Humans and tigers _____ the same animals and share the same _____.
4 Tigers are _____ because of humans.
5 Tigers have become extremely _____.
6 There are many more humans than tigers, so they really are an _____ _____, and although they're _____, they could easily become _____ in a few decades.

4 SPEAKING

a A visitor is coming to stay in your country. Take notes about:

- endangered species and where you can see them
- dangerous animals or other creatures (e.g., birds, fish, insects)
- other possible risks or dangers (e.g., diseases, dangerous places, travel, weather).

b Imagine what you could tell the visitor and what advice you could give. How could you use the words in the box?

if	as soon as	in case	unless	as long as	provided

c Work in pairs. Student A, talk about your country. Student B, you are the visitor. Ask Student A questions. Then change roles.

Take malaria pills in case you get bitten by a mosquito.

Be careful of dogs if you go jogging.



2C EVERYDAY ENGLISH
What an amazing apartment!

Learn to give and respond to compliments

- S Giving compliments and responding
- P Agreeing using question tags



1 LISTENING

a Discuss the questions.

1 Do you like trying new kinds of food? Why / Why not?
2 In your opinion, what makes a good meal?
3 Do you know how to cook? Have you ever cooked a meal for your family or friends?

b Look at the photo and answer the questions.

1 What kind of food is shown?
2 How do you think it is prepared?

c 02.13 Listen to Part 1. Check your answers.

d 02.13 Are the sentences true or false? Listen again to check.

1 Esther tells Maya how to prepare the food.
2 Esther says that the meat is usually eaten raw.
3 Maya likes the food.
4 Esther says the food needs less sauce.

2 CONVERSATION SKILLS Agreeing using question tags

a 02.13 Listen again. How does Esther respond to Maya's comment, "It cooks quickly, doesn't it?"

b Choose the correct word.

1 We can use statements with question tags to *agree* / *disagree* with someone.
2 Using a different adjective in the answer is more *interesting* / *friendly*.

c Complete B's answers with the correct verb forms.

1 **A** I think she's a delightful person.
B Yes, she's very charming, _____ she?
2 **A** Their instructions weren't very clear.
B No, they weren't helpful, _____ they?

d Complete the rule with *affirmative* or *negative*.

If the sentence is affirmative, we use a/an _____ tag.
If the sentence is negative, we use a/an _____ tag.

e Complete B's replies. Use the adjectives in the box in the first blank and the correct verb form in the second blank.

welcoming	soaking	breathtaking	worried

1 **A** Your clothes are all wet.
B Yes, they're _____, _____ they?
2 **A** The scenery there is exceptional.
B Yes, it's _____, _____ it?
3 **A** They weren't a very friendly group of people.
B No, they weren't _____ at all, _____ they?
4 **A** He looks a little anxious.
B Yes, he looks _____, _____ he?

3 PRONUNCIATION Intonation in question tags

a 02.14 Listen to the examples. Does the intonation go up (↗) or down (↘) on the question tag? What's the difference in meaning?

1 No, it isn't very fast, is it?
2 No, they weren't helpful, were they?
3 Yes, you need to make things easy, don't you?

b Practice the conversations in 2e. Try to use the correct intonation in the reply.

c Discuss people and things you and other students know – for example, a person, a café, a movie, or a car. Use the adjectives below and question tags to agree.

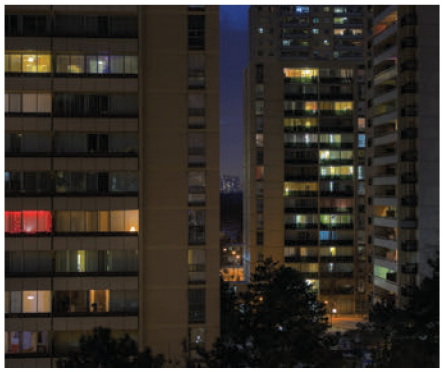
- amusing – funny
- cheerful – happy
- interesting – fascinating
- frightening – terrifying
- exhausting – tiring

That photo is really amazing.

Yes, it's impressive, isn't it?

4 LISTENING

a Look at the photo of the apartment buildings. Which floor do you think the photo is taken from? How can you tell?



b Look at the two photos below. What are Maya and Esther eating this time?





c 02.15 Listen to Part 2. Where are Maya and Esther?

d 02.15 Listen to Part 2 again. Answer the questions.

1 What did Maya just finish doing?
2 How does Maya describe the food?
3 How does Esther feel about cooking?
4 Where do they go for dessert?

5 USEFUL LANGUAGE
Giving compliments and responding

a 02.16 Listen and complete the conversation.

MAYA Wow! What an _____ apartment, Esther!
ESTHER _____. It's all _____, I guess.
MAYA Oh, you have a _____ view.
ESTHER _____, after you walk _____ _____ floors.

b Answer the questions about the conversation.

1 Do Maya's compliments sound excited?
2 Are Esther's responses grateful or neutral?

c Look at the **bold** words in compliments 1–4. Match them to the words and phrases in a–d.

1 That was **excellent**!
2 You're so **good** about working out.
3 I **love** that you know where the best places are.
4 You really **managed to** get it just right.

a motivated / dedicated
b incredible / amazing / delicious
c were able to / succeeded in
d really like / am impressed

d Which of these responses are grateful and which are neutral?

Do you think so?
It's OK, I guess.
Thanks, I'm glad you like it.
I'm really pleased you like it.

e Work in pairs. Imagine you have both finished writing an essay and have read each other's essays. Use the ideas below to have a short conversation. Take turns being A and B.

A	B
Tell your partner how easy/ difficult it was to write the essay.	Agree with A using a question tag.
Say you've read your partner's essay and compliment him/her.	Respond gratefully.

6 SPEAKING

a Work alone. What compliments can you give to your classmates? Think about:

- things they do or make as hobbies
- their jobs
- things they have done in your English classes
- the clothes they are wearing.

b Talk to different students in your class. Give compliments and respond.

That's a really nice sweater you're wearing.
Thanks. It's not bad, is it?

UNIT PROGRESS TEST

CHECK YOUR PROGRESS

You can now do the Unit Progress Test.

2D SKILLS FOR WRITING

Make sure you know where you're going

Learn to write guidelines in a leaflet

G Organizing guidelines in a leaflet

1 SPEAKING AND LISTENING

a Discuss the questions.

1 When was the last time you went to some kind of natural environment?
2 What did you do there?
3 How did you prepare for your trip?

b 02.17 Listen to Luiza talk about an experience she had in Canada. Answer the questions.

1 Which natural environment does she talk about?
2 Near the beginning, she says, "I got in trouble." What was the trouble?

c 02.17 Listen again and answer the questions.

1 Why did Luiza get lost?
2 How did she decide which way to go?
3 What helped her find the clearing?

d At the end, Luiza says, "I suddenly had the strange feeling I was not alone." What do you think happened next? Discuss your ideas.

e 02.18 Listen to the rest of Luiza's story. Were your ideas correct?

f 02.18 Listen again. Are the sentences true or false?

1 Luiza knew what to do.
2 She felt calm and wasn't afraid.
3 The helicopter saw Luiza the first time it flew over.
4 Luiza was surprised to find out she was close to the main trail.

g What would you have done in Luiza's situation?

2 READING

a Think about Luiza's experience. Imagine you are going hiking in a forest. What do you need to remember in order to be safe?

b Read the leaflet "Be Wise and Survive!" Were your ideas similar? Put headings in spaces A–C in the leaflet. There is one extra heading.

1 In the forest
2 If you get lost
3 Identifying useful plants
4 Preparation

c Read the leaflet again. What should you … ?

1 take with you when you go hiking
2 not do when you are hiking
3 do about food and drink if you are lost
4 do if you are lost: move around or stay in one place


desert


beach


forest


mountains



BE WISE AND SURVIVE!

We all enjoy being in the great outdoors. There are lots of amazing environments, but some of them can be quite challenging, even dangerous, and it's important that you think about safety. Here are some simple guidelines to help you stay safe.

A _____

1 Get a map of the area and make sure you know where you are going.
2 Check the weather forecast.
3 Wear clothes and shoes that are suitable for the conditions. If you think the weather may change suddenly, take extra clothing.
4 If you are going on a longer walk, take some emergency food with you.

B _____

5 Provided you follow the signs, you shouldn't get into trouble.
6 Never take shortcuts unless you're absolutely sure where they go.
7 Allow plenty of time to get to your destination or get back before it gets dark.

C _____

8 As soon as you realize you're lost, stop, keep calm, and plan what you will do next.
9 Don't eat all your food at once. Have a little at a time.
10 Try to find a source of water you can drink from, like a river or a stream. Being able to drink is more important than being able to eat.
11 Don't keep moving around. Find somewhere that is dry and get plenty of rest. It's easier for rescuers to find you if you stay in one place.
12 Always try to stay warm. You can cover yourself with dry plants.
13 If you need to keep moving, make sure you use rocks or pieces of wood as signs that show rescuers where you are going.
14 As long as you tell yourself you'll survive, you probably will!



3 WRITING SKILLS
Organizing guidelines in a leaflet

a Notice these verb forms used in the leaflet.

1 ***Check*** *the weather forecast.* – affirmative imperative
2 ***Don't eat*** *all your food at once.* – negative imperative
3 ***Never take*** *shortcuts …* – frequency adverb + imperative
4 ***If*** *you* ***think*** *the weather may change suddenly,* ***take*** *extra clothing.* – *if* + present tense + imperative

Find one more example of each verb form in the leaflet.

b Choose the correct answers.

1 What's the function of the verb forms in 3a?
  a to give advice
  b to make indirect suggestions
2 Why are those forms used?
  a to make the information clear and direct
  b to show hikers they have a strong obligation

c Correct the incorrect sentences.

1 Not eat any plants you don't recognize.
2 Never leave the group of people you are hiking with.
3 If you will hear a rescue team, make a lot of noise.
4 Always carries a pocket knife.
5 As soon as it starts getting dark, stop and think about what to do next.
6 If you have a map, take it with you.

4 WRITING

a Choose one of the situations in the box and take notes on advice you could include in a leaflet.

camping in a forest	backpacking in a foreign country
swimming in the ocean	hiking in the mountains

b Write a leaflet for the situation you chose above. Remember to:

- use headings
- include the different imperative forms in 3a
- make the information clear and direct.

c Switch leaflets with another student. Does the leaflet include headings and different imperative forms? Is the information clear and direct? What improvements could be made?

d Give your leaflet to other students. Read other leaflets and decide which leaflet you think is the clearest and the most useful.

UNIT 2
Review and extension

1 GRAMMAR

a Complete the text with the verbs in parentheses. Use the simple past, past continuous, past perfect, or past perfect continuous forms.

The first time I [1]_____ (try) scuba diving [2]_____ (be) when I [3]_____ (live) in Costa Rica. I [4]_____ (travel) around Central America and I [5]_____ (decide) to stop and work for a few months. I [6]_____ (be) on a break between finishing college and beginning my career. Years before, someone [7]_____ (tell) me the best way to see the ocean [8]_____ (be) by scuba diving. The diving I [9]_____ (do) in Costa Rica [10]_____ (be) amazing. As I [11]_____ (dive), I [12]_____ (see) spectacular marine life.

b Make sentences by matching the halves. Put the connecting expression in parentheses in the correct place.

1 ☐ you won't find it difficult to learn to ski
2 ☐ you won't make much progress
3 ☐ you'll make steady progress
4 ☐ you won't be able to control your skis
5 ☐ you'll stay warm
6 ☐ you'll start making progress after a week

a	you can move your toes in your boots	(unless)
b	you're generally fit and healthy	(if)
c	you keep moving	(provided)
d	you choose an easy ski slope	(as long as)
e	you're patient with yourself	(provided)
f	you're prepared to fall down a lot at first	(unless)

2 VOCABULARY

a Correct the errors in the sentences.

1 I dropped my hat in the ocean and it got swept by a wave away.
2 She couldn't get it over how hot it was.
3 He got trouble for being late.
4 I got feeling they didn't like guests.
5 She's now getting over it the shock of losing her job last week.
6 They're planning to get to the countryside this weekend.

b Complete the words.

1 In North America, red wolves are considered an *e* _ _ _ _ _ _ _ _ _ *s* _ _ _ _ _ _.
2 In the UK, large blue butterflies are *a* _ _ *r* _ _ _ and are *p* _ _ _ _ _ _ _ _.
3 The South American Spix's Macaw, featured in the movie *Rio*, is now *e* _ _ _ _ _ _ in the wild.
4 It's possible to find many Chinese alligators in zoos and research centers, but there are fewer living in their *n* _ _ _ _ _ _ *h* _ _ _ _ _ _.
5 In Australia, just over 20 percent of the native plants are considered *r* _ _ _ and need to be conserved.

3 WORDPOWER *face*

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

1 ☐ Although he said he enjoys the taste of raw fish, he still **made a face**.
2 ☐ She **faced a difficult choice** between the two jobs she was offered.
3 ☐ Her **face fell** when I told her the painting was worthless.
4 ☐ I've been studying all day, and I **can't face** doing my homework now.
5 ☐ It's not good news, but I feel I need to **say it to his face**.
6 ☐ We just have to **face the fact** that we don't have enough money to buy a house.
7 ☐ I tripped on a loose brick and **fell flat on my face**.
8 ☐ I could tell my boss wasn't happy about the outcome. Now I have to talk to her and **face the music**.

a to be disappointed
b to accept another person's criticism or displeasure
c to accept an unpleasant situation
d to show from your expression that you don't like something
e to fall down badly and feel embarrassed
f to make a tough decision
g to say something directly to someone
h to not want to do something unpleasant

b In which of the expressions in 1–8 is *face* used as a noun and in which as a verb?

c Which one of the following nouns doesn't collocate with *face*?

1 a problem 2 the truth 3 a difficult decision
4 the facts 5 a success 6 reality

d Add words to the blanks.

1 When did you last fall _____ on your face?
2 What was the last _____ choice you had to face?
3 What happened the last time you saw someone's face _____?
4 What's something difficult you've had to say _____ someone's face?
5 What food causes you to _____ a face when you eat it?
6 When was the last time you had to face _____ music?

e Ask and answer the questions in 3d.

REVIEW YOUR PROGRESS

How well did you do in this unit? Write 3, 2, or 1 for each objective.
3 = very well 2 = well 1 = not so well

I CAN ...	
discuss dangerous situations	☐
give advice on avoiding danger	☐
give and respond to compliments	☐
write guidelines in a leaflet.	☐



CAN DO OBJECTIVES

- Discuss ability and achievement
- Discuss sports activities and issues
- Make careful suggestions
- Write a description of data

UNIT 3

TALENT

GETTING STARTED

a Look at the picture and answer the questions.

1 What are the people doing?
2 Why do you think three people are needed for the job?
3 What could the woman be thinking?

b Discuss the questions.

1 What makes something a work of art?
2 Do famous artists have natural talent? Or is their success due to luck, hard work, or something else? Why do you think so?

3A I'M NOT VERY GOOD IN THE MORNING

Learn to discuss ability and achievement

- G Multi-word verbs
- V Ability and achievement

1 LISTENING



a Think about how to learn something new. Do you agree or disagree with sentences 1–5? Why?

1 Don't make mistakes in front of your teacher.
2 Children learn faster than adults.
3 Practice every day in order to make progress.
4 If something seems too easy, you must be doing it wrong.
5 Long practice sessions are best.

b 03.01 Listen to an experienced teacher talk about the same sentences. Are his ideas similar to yours? Do you agree with his ideas?

2 READING

a Discuss the questions.

1 How long does it take to learn something well?
2 What's the best time of day to learn something new?
3 What techniques do people use to help remember things?

b Read "Learning to Learn." Match texts a–c with the questions in 2a.

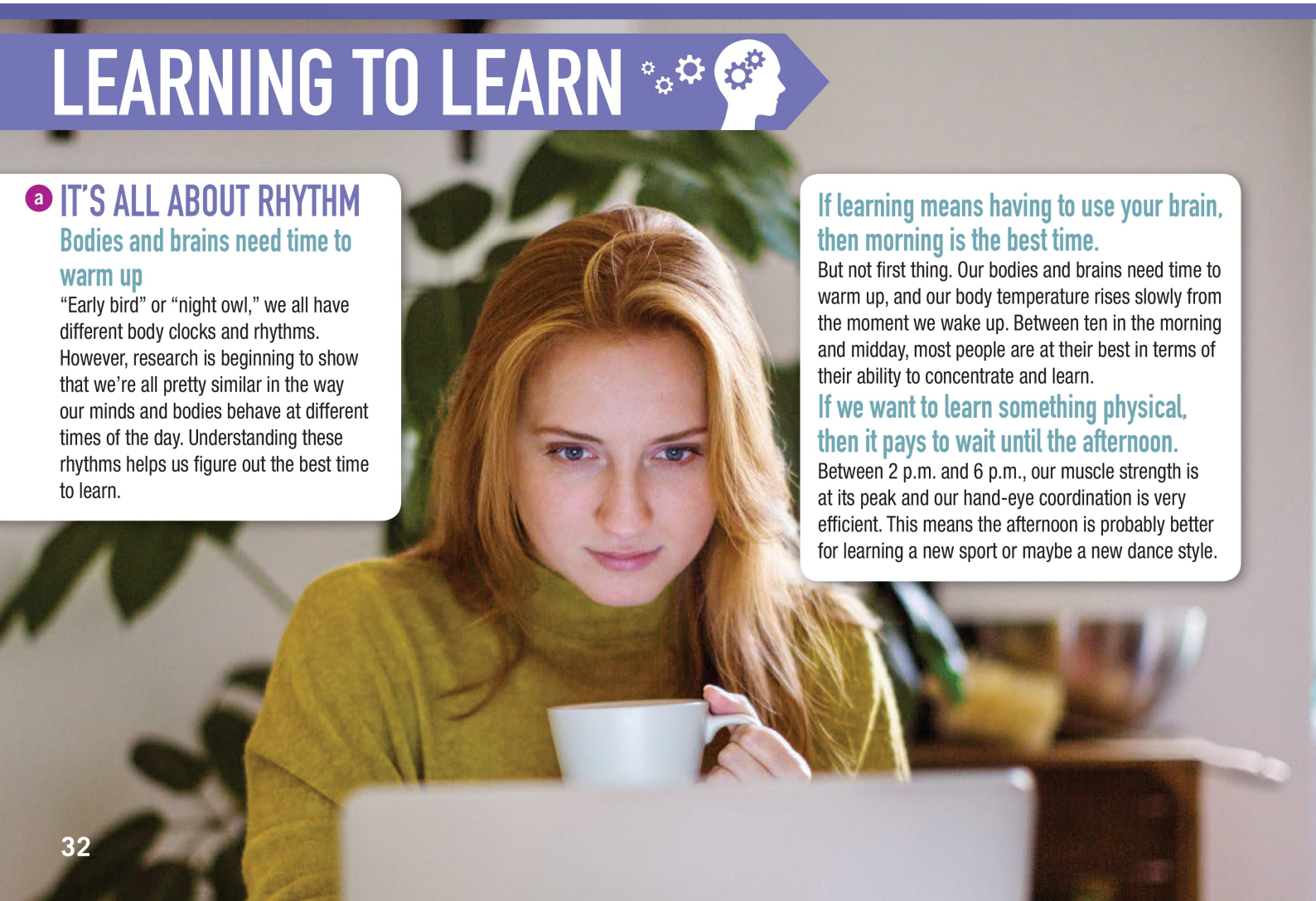
c Read questions 1–6 from people who have to learn something. Use information in the texts to answer the questions.

1 I have to learn a lot of historical dates for an exam. What's a good way to do this?
2 I want to join a beginners' kickboxing class. Is it better to join the morning or afternoon class?
3 I know I have a natural talent for tennis. Do I need to practice hard to do well?
4 If I study first thing in the morning after my brain has rested, I'm sure I'll learn more. Do you agree?
5 I have to find out about the way car engines work, but the book I'm reading is really boring. Should I just stick with it?
6 I don't just want to be a good computer programmer – I want to be an extraordinary one. What can I do to achieve that?

d Discuss the questions.

1 What information in the texts surprised you?
2 What information made sense to you?
3 Have you had any experience of the ideas discussed in the text?
4 Do you think you'll change your learning practice as a result of the information?

LEARNING TO LEARN



a IT'S ALL ABOUT RHYTHM

Bodies and brains need time to warm up

"Early bird" or "night owl," we all have different body clocks and rhythms. However, research is beginning to show that we're all pretty similar in the way our minds and bodies behave at different times of the day. Understanding these rhythms helps us figure out the best time to learn.

If learning means having to use your brain, then morning is the best time.

But not first thing. Our bodies and brains need time to warm up, and our body temperature rises slowly from the moment we wake up. Between ten in the morning and midday, most people are at their best in terms of their ability to concentrate and learn.

If we want to learn something physical, then it pays to wait until the afternoon.

Between 2 p.m. and 6 p.m., our muscle strength is at its peak and our hand-eye coordination is very efficient. This means the afternoon is probably better for learning a new sport or maybe a new dance style.

3 VOCABULARY
Ability and achievement

a Look at the adjectives in **bold** and answer questions 1–4.

And when you look at all the people who are **outstanding** at what they do …
… they seem so much more **talented** …
… that's what it takes to become really **skilled**.
Those who became **exceptional** practiced about 2,000 hours more …
… in order to learn something and become very **successful** at doing it, all you'll need is about 10,000 hours!
Without a doubt, there are people who are **extraordinary** at certain things …
All the musicians in the study had the **potential** to become world famous …

1 Which two adjectives describe a good level of ability?
2 Which adjective describes a good level of achievement?
3 Which three adjectives describe a very high level of ability or achievement?
4 Look at the noun in **bold** in the last sentence. Are the musicians world famous now or are they likely to be in the future?

b Write the noun forms of the adjectives.

1 skilled _____
2 talented _____
3 successful _____
4 able _____

c Complete the sentences with the words in the box.

at	for	to (x2)

1 He's very talented _____ playing the guitar.
2 He has a lot of potential _____ succeed in his career.
3 She's got a real talent _____ drawing.
4 She has the ability _____ become an exceptional actor.

d Think of an example of someone who:

1 is skilled at some kind of sport or art
2 has a talent for some kind of musical instrument
3 is famous and you think is extraordinary
4 is exceptional in their field
5 is the most successful person you know.

e Tell each other about your answers in 3d. Give reasons for your opinions.



b GIVE ME STRENGTH
A new word suggests a picture

Isn't it strange how we can remember the words of a much-loved poem that we learned in elementary school more than twenty years ago, but we can't remember where we left our keys about ten minutes ago? More than 130 years ago, this problem caught the attention of the German psychologist Hermann Ebbinghaus, and he came up with a theory: the strength of memory.

Ebbinghaus believed that if we find new information interesting, then it'll probably be more meaningful to us. This makes the information easier to learn and also helps the strength of memory. It also helps if we associate the new information with something else. For example, a new word we learn might make us think of a picture. This association can also build memory strength.

Using associations to help us remember what we learn is known as "mnemonics." For example, some people are able to remember a long sequence of numbers because the shape of all those numbers reminds them of a specific physical shape, such as a guitar. Mnemonic techniques are often used by competitors in the World Memory Championships held every year.



Popular spelling mnemonics:
BECAUSE
Big Elephants Can't Always Use Small Exits
HERE or HEAR?
We hear with our ear

c A QUESTION OF TALENT?
"All you'll need is about 10,000 hours!"

We've all had the experience of trying to learn something new only to find out that we're not very good at it. We look around at other people we're learning with who seem more talented and are doing so much better. It seems to come naturally to them. And when you look at all the people who are outstanding at what they do – the really famous people who are superstars – all you see is natural ability. The conclusion seems obvious: talented people must be born that way.

Without a doubt, there are people who are extraordinary at certain things – they have a talent for kicking a ball around a field, or they pick up a violin and immediately make music. However, there's also a lot to be said for practice. Psychologist K. Anders Ericsson studied students at Berlin's Academy of Music. He found that even though all the musicians in the study had the potential to become world famous, only some of them actually did. What made the difference? The answer is simple: time. Those who became exceptional were more competitive and practiced about 2,000 hours more than those who only did well. So, according to Ericsson, that's what it takes to become really skilled. It turns out that practice really does make perfect, and in order to learn something and become very successful at doing it, all you'll need is about 10,000 hours!







4 LISTENING

a 03.02 Listen to Sebastian, Alma, and Henry talk about their learning experiences. Answer the questions.

1 Who talks about … ?
   a the best time to learn
   b learning hours
   c the strength of memory
2 Do the speakers think the learning ideas they talk about work for them?

b 03.02 Listen again and take notes about the things they talk about.

1 Sebastian
   a copying comics
   b friends
   c graphic design
2 Alma
   a chemistry
   b system for remembering symbols
   c colleagues' attitudes
3 Henry
   a tour preparation
   b daily learning routine
   c results

c Whose ideas do you think make more sense? Why?

5 GRAMMAR Multi-word verbs

a What is the meaning of the multi-word verbs in **bold**? Which multi-word verb is most similar to the verb on its own?

1 All of my friends **were** also really **into** comic books, but none of them tried to **come up with** their own stories.
2 … so we decided to **try** it **out**

b Now go to Grammar Focus 3A on p. 138.

6 SPEAKING

a Think of something you've done that you have put a lot of effort into. For example:

- your job
- a free-time activity
- study of some kind
- playing a musical instrument
- learning a language.

Take notes about these questions:

1 What special skills or talent do you need?
2 What level of ability do you think you have achieved?
3 How have you learned new information necessary for this activity?
4 Do you need to remember a lot of things to do this well?
5 How much time have you put into it?

b Work in small groups. Tell each other about your activity. Ask questions.

c Who in your group do you think has put in the most effort? Who has been successful?

3B THERE ARE A LOT OF GOOD RUNNERS IN KENYA

Learn to discuss sports activities and issues

- G Present perfect and present perfect continuous
- V Words connected with sports

1 READING

a Look at the photos. What sports do they show?

b What do you think makes a successful athlete or sportsperson? Choose the five things in the box you think are the most important. Are there any you think are unimportant?

attitude	general level of fitness	luck
desire for money	genetic makeup	
support from the community	technique	
parents	training and practice	

c Compare your ideas with other students.

d Read the text "Born to Be the Best" about professionals in four sports. In what way are they all similar?

e Read the text again and answer the questions about each sport.

1 What sport is it?
2 Who is given as an example?
3 What unusual features are mentioned?
4 What is the result?

f Which of the things in 1b are mentioned in the text? Do you think this is important for all sports activities or only for top professional players?



Born to Be THE BEST



CHAMPION SKIER

Champion cross-country skier Eero Mäntyranta had an unusual gene which made him produce too many red blood cells. Cross-country skiers cover long distances, and their red blood cells have to send oxygen to their muscles. Mäntyranta had about 65% more red blood cells than the normal adult male, and that's why he **performed** so well. In the 1960, 1964, and 1968 Winter Olympic Games, he won a total of seven medals. In 1964, he beat his closest **competitor** in the 15-kilometer race by 40 seconds.



CENTER OF GRAVITY

When American-Croatian soccer star Christian Pulisic dribbles the ball past the **opposing** team to score a goal, people often comment that the ball seems "glued to his feet." How does he achieve this? Partly through **training** and **technique**, of course, but it also helps that he is shorter than many soccer players, and as a result has a lower center of gravity. This accounts for his ability to stay on his feet in spite of being pushed and tackled by the opposing team.



THE WORLD'S BEST RUNNERS

Why do so many of the world's best distance runners come from Kenya and Ethiopia? Because a runner needs not just to be thin, but also to have thin legs and ankles. Runners from the Kalenjin tribe, in Kenya – where most of the country's best **athletes** come from – are thin in exactly this way. Compared to Europeans, Kalenjins are shorter but have longer legs, and their lower legs are over a pound lighter.

BEST AT BASKETBALL

The average height of players in the National Basketball Association is just over two meters (compared with the national average for men of 1.76 m). But some top players are not that tall – the NBA's first three-time slam-dunk champion player Nate Robinson, for example, is only 1.75 m. So how does he play so well? Well, it turns out that although he's short, he has an arm span of 1.85, so he's taller than he looks! And he's no exception – nearly all top **professional** basketball players have an arm span far longer than the average, which makes it easier for them to catch the ball and score points.



2 VOCABULARY
Words connected with sports

a Find words in the texts that have a similar meaning to the words in *italics*.

1 Eero Mäntyranta was a cross-country *skier who often won competitions*.
2 He *did* so well because he had more red blood cells than most skiers.
3 He easily beat the closest *person competing with him*.
4 Christian Pulisic is successful because of *regular practice* and also because of the *special way he plays*.
5 The team *playing against* him find it hard to keep him from scoring goals.
6 Most of Kenya's best *sportspeople* are from the Kalenjin tribe.
7 Basketball *players who play for a living* often have a long arm span.

b Now go to Vocabulary Focus on p. 156.

3 LISTENING

a 03.06 The texts in 1d are from a book called *The Sports Gene*. Listen to the first part of a show in which people discuss the book. Answer the questions.

1 What do we know about Barbara McCallum?
2 What does she think of the ideas in the book?

b 03.06 Answer the questions. Then listen again and check.

1 What is the main message of the book?
  a The best athletes are often genetically different from most other people.
  b There is a particular gene which makes you a good athlete.
  c Being a good athlete is mainly a question of luck.
2 Which of the following factors does Barbara say are important in Kenyans' success in running?
  a They start running at an early age.
  b Many people have long legs.
  c Children learn to run in bare feet.
  d They train for hours every day.

c 03.07 Listen to the second part of the show and answer the questions.

1 What do we know about Marta Flores?
2 What does she think of the ideas in the book?

d 03.07 Listen again and discuss the questions.

1 What does Marta notice about the people she has played against?
2 What conclusion does she reach from that?
3 In what way does she say sporting events like the Olympics are "unfair"?
4 Do you agree with her conclusion? Why / Why not?



4 GRAMMAR Present perfect and present perfect continuous

a Match sentences 1–4 with the uses of the present perfect and present perfect continuous (a–d).

1 ☐ You**'ve been playing** tennis since you were a child.
2 ☐ I**'ve read** that book.
3 ☐ I**'ve been thinking** a lot about this recently.
4 ☐ I**'ve lived** in Kenya.

a to talk about a recent completed action, e.g., *I've lost my glasses.*
b to talk about an activity that started in the past and is still continuing, e.g., *We've been waiting since this morning.*
c to talk about an experience at some unspecified time in your life, e.g., *He's climbed Mount Everest.*
d to talk about a recent activity which continued for a while (and will likely continue into the future), e.g., *I've been reading a lot of good books lately.*

b Now go to Grammar Focus 3B on p. 138.

c Add a sentence using the present perfect or present perfect continuous.

1 I don't think I could play volleyball anymore. I … I haven't played it for years.
2 She's really fit. She …
3 Of course I can play chess. I …
4 Why don't you buy a new pair of skis? You …

d Think about a sport (or other free time activity) that you have been doing for a while. Take notes about questions 1–4.

1 How long have you been doing this sport or activity? Why did you start?
2 How good are you at it?
3 What are the main reasons you have/haven't become good at it? Does it have to do with … ?
   - your genetic makeup and natural ability
   - developing technique and practicing
   - support from other people
4 Do you think any of the things you have read or heard in this lesson are relevant to the activity you've been doing?

e Tell other students about your activity.

5 READING AND SPEAKING

a Read about three famous athletes and answer the questions.

1 How are they similar? 2 How are they different?

b Think about the questions.

If "sports aren't as fair as we like to think," should players be allowed to find ways to improve their performance? Which of the following do you think are acceptable? Why?

- training hard
- having an operation (e.g., replacing arm muscles, improving eyesight)
- taking legal substances to enhance their performance (e.g., energy drinks)
- taking illegal substances to enhance their performance (e.g., drugs)

c Compare your ideas. Do you agree?

CHRIS FROOME



World class British racing cyclist Chris Froome is well known for his outstanding performance in international races, including the Tour de France, which he has won four times, and the 2016 Olympics, where he was awarded a bronze medal. Froome suffers from asthma, which is a common problem among racing cyclists. He takes drugs to control his asthma, and this caused problems when he was given a blood test after a win in 2017. The test revealed that he had twice the permitted amount of salbutamol, a drug used to treat asthma that also builds muscle and improves performance. Froome claimed he took the drug on the advice of his doctor to control a severe asthma attack, and after an investigation, the case against him was dropped.

MARIA SHARAPOVA



Because of her spectacular sports career, Russian tennis star Maria Sharapova has become a household name, known even to people who don't follow tennis. She was ranked the world's number one player five times and she has won 35 singles titles in her career, including five major international tournaments. However, her professional career has not been free of controversy. In 2016, Sharapova was banned from playing for two years after a drug test found meldonium in her blood, which can be used to improve performance. She claimed that she took the drug for health reasons and had not realized it was banned in most countries. The ruling caused a widespread public outcry, and after her appeal, the ban was reduced to 15 months. She retired from professional tennis in 2020.

MIKE WEIR



Mike Weir is one of Canada's best-known champion golfers, and he is the only Canadian player ever to win a major world championship. When he found that his eyesight was deteriorating, he decided to have laser surgery on his eyes. This restored his vision, not just to the normal 20/20 vision, but to 20/15, which is better than normal eyesight. After the operation, he went on to win a series of top golfing championships. Laser surgery is commonly used by professional golfers and tennis players and often results in "super vision," which gives them a huge competitive advantage over players with normal eyesight.

3C EVERYDAY ENGLISH

Who should we invite?

Learn to make careful suggestions

- S Consonant sounds
- P Keeping to the topic of the conversation

1 LISTENING

a Answer the questions.

1 Do you prefer small or big get-togethers? Why?
2 How do you prepare to have a party?

b Look at the photo of someone planning a party. What do you think this person is trying to figure out?

1 when to schedule the party
2 what music to play at the party

c 03.09 Listen to Part 1 and check your ideas in 1b.

d 03.09 Listen again. Check (✓) the topics that Martin and Lucas talk about.

how to cook nachos	Alexis' problems at work
dinner	how many people to invite
who will cook	when to have a party

e 03.09 Listen again. What do they say about the topics?

f 03.10 Listen to Part 2. What does Martin want to know about the guests?

g 03.10 Listen to Part 2 again and answer the questions.

1 Who seems more focused on the party plans? Why do you think so?



2 CONVERSATION SKILLS Keeping to the topic of the conversation

a Read this conversation from Part 2. How does Martin return to the original topic of the conversation? Underline the expression he uses.

LUCAS Oh, yeah, I guess. Uh, how does it sound if we don't sit down to eat?
MARTIN Lucas, we're having a dinner party. Of course we're going to sit down to eat. So, to get back to the food, I'm happy to cook for eight people …
LUCAS Hmm, I wonder what Alexis eats …
MARTIN Just let me know.

b Connect words from A and B to make expressions.

A	B
as I	were saying …
to go / get	back to …
just	was saying …
as we	getting / going back to …

c We can put two of these words before the expressions in 2b. Which words are they?

so actually oh anyway

d Work in pairs. Have short conversations. You need to agree on an English language study plan and organize what to study, how much to study, when, etc.

Student A: Explain your ideas for your study plans. Make sure you keep to the topic of the conversation.
Student B: Answer your partner's questions about the study plans, but keep trying to change the topic of conversation to something else.

Switch roles.

I think we should start with vocabulary.

Why don't we go to the café first?

As I was saying, we should start with …

3 PRONUNCIATION
Sound and spelling: Consonant sounds

a Look at the examples from Parts 1 and 2. Underline words that begin with the sounds in the box.

/b/ /f/ /g/ /k/ /p/ /v/

1 … it's a good idea to have a big party.
2 … if the people you invite are vegetarian or anything.
3 … cook a huge amount of food.
4 So, to get back to the guests …

b 03.11 Listen to these two words. Which begins with a voiced sound? Which begins with an unvoiced sound?

better people

Do you use your lips differently in the /b/ and /p/ sounds?

c 03.12 Listen to six words. Which word do you hear in each pair?

1 bill / pill	3 van / fan	5 lap / lab
2 goat / coat	4 leave / leaf	6 bag / back

d Work in pairs. Take turns saying one word from each pair. Which word does your partner say?

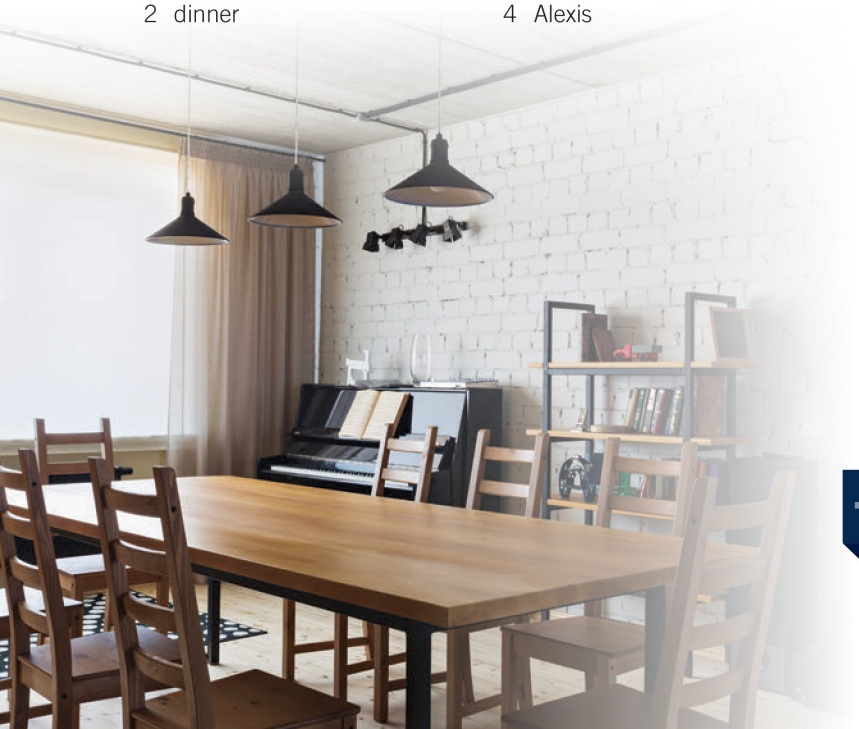
4 LISTENING

a 03.13 Listen to Part 3. What is the main topic of Lucas and Martin's conversation?

1 food for the party
2 Lucas' sister
3 the guests they'll invite

b 03.13 Listen again. What do they say about the topics below? Take notes.

1 Martin's friend Bill
2 dinner
3 Jason, the DJ
4 Alexis



5 USEFUL LANGUAGE
Making careful suggestions

a Martin and Lucas make careful suggestions to each other. Can you remember the missing words?

LUCAS Don't you agree that it'd _____ _____ not to cook so much?
MARTIN We _____ _____ invite more people to meet us there.

03.14 Listen and check.

b Why do Martin and Lucas make careful suggestions? Choose the best answer.

1 They feel the subject matter is a little sensitive and they don't want to offend each other.
2 The party won't happen for a long time, so it doesn't feel real to them.

c Look at these examples of careful suggestions. Match the examples to the correct uses below.

a Don't you think it's a good idea to … ?
b How does it sound if we/I … ?
c Another idea might be to …
d I think maybe we should …
e I thought maybe we could …

1 Putting forward an idea carefully
2 Asking the other person to give their point of view

d Correct the careful suggestions.

1 Another idea might to be booking a DJ for the party.
2 Don't you think a good idea to invite more people?
3 Maybe I thought we could have the party outside.
4 How does it sound we only have a small cake?

e **Communication 3C** Student A: Go to p. 128. Student B: Go to p. 129.

6 SPEAKING

a You are going to have a class party. Work alone and think of ideas for the party.

- when
- where
- party theme and music
- food and drinks

b Discuss your ideas and make careful suggestions. Make sure everyone keeps to the topic of the conversation.

We could always do it at school.

Another idea might be to rent a space.

UNIT PROGRESS TEST

CHECK YOUR PROGRESS

You can now do the Unit Progress Test.

3D SKILLS FOR WRITING

It doesn't matter what sport people choose

Learn to write a description of data

W Describing data

1 SPEAKING AND LISTENING

a Discuss the questions.

1 What's the most unusual sport you've seen or heard of? Have you ever tried it?
2 What do you think are the most popular sports in your country to participate in? Why do you think they are popular?
3 How do you think new sports become popular?

b Look at photos 1–3. What are the names of the sports? Which of these sports have you tried? Which would you like to try?

c 03.15 Marco talks to three people at a sports complex: Lizzie, Barry, and Patricia. Listen and match the speakers to the sports in the photos.

d 03.15 Listen again and take notes about each speaker:

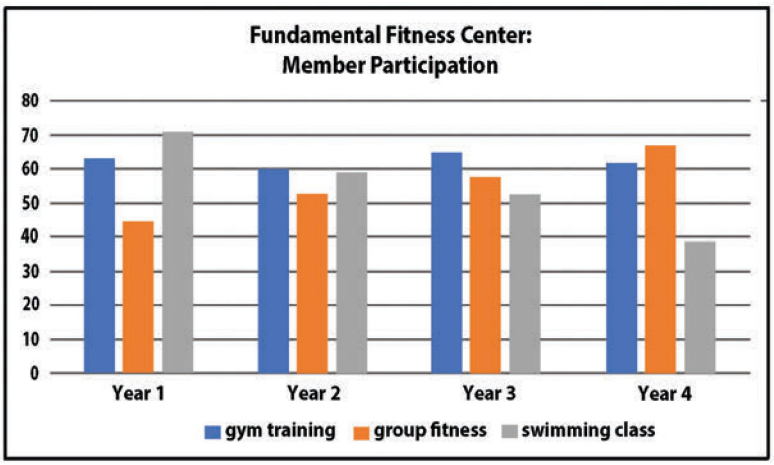
1 reasons for choosing their sport
2 how long practicing the sport
3 future plans.

e Are any of these sports popular in your city? Why / Why not?

2 READING

a Look at the chart. Are the sentences true or false?

1 The data only shows information about the different kinds of programs members do.
2 The data doesn't give information about age or gender of members.
3 The data shows changes that happen every second year.
4 The most growth in participation is in gym training.



b Read the article "Fitness: Seattle Snapshot." Does it give the same information as the chart?

c Read the article again and answer the questions.

1 What's the difference between the sports people like watching and those they like doing?
2 What was a big attraction for members when the gym first opened?
3 Why were fewer people swimming by the fourth year?
4 In which program has participation not changed a lot? Why?
5 Why was participation in group fitness classes low to begin with?
6 Why have they been so successful?

3 WRITING SKILLS

Describing data

a Look at paragraphs c, d, and e. How are they organized? Number the parts 1 to 3:

☐ a reason for the change in percentages
☐ a description of the activity
☐ a report on important increases/decreases.



b Look at paragraphs c, d, and e again and complete the chart.

	Adjective	Noun
there is a / an	[1]_____ / dramatic	increase
	obvious / significant	[2]_____
	[3]_____ / [4]_____	decrease
	Verb	**Adverb**
the number(s) / size	has/have / hasn't/ haven't increased	[5]_____ / [6]_____ / slightly
	has/have [7]_____	dramatically

c Which adjectives and adverbs describe … ?

1 a big change
2 a small change
3 a sudden change
4 a slow change
5 an important change
6 a change you can see clearly

d Answer the questions.

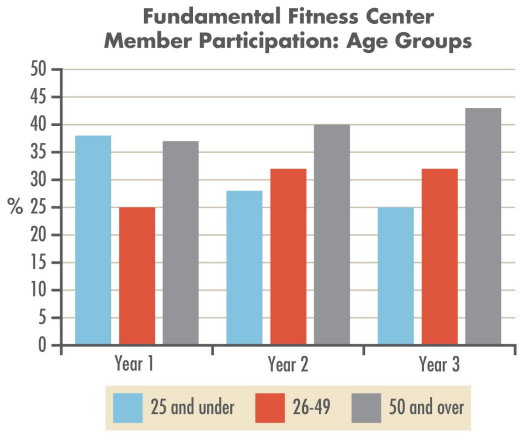
1 What verb phrase in paragraph d shows that there has been no change to member participation?
2 Does the underlined *this* in paragraphs c and d refer back or forward to other information in the paragraphs?

e Use the data about use of equipment when people work out in the gym to write sentences. Use language from 3b.

1 Members who use free weights: year 1 = 43%; year 4 = 46%
2 Members who use cardio machines: year 1 = 64%; year 4 = 41%
3 Members who use weight machines: year 1 = 48%; year 4 = 57%

4 WRITING

a Look at the chart and read the notes below. What does the information show?



Notes
Ages 25 and under: change gyms often – like to try something new
Ages 26-49: many have families and less time for fitness
Ages 50 and over: getting older, free of responsibility – more time for fitness

b Work in pairs. Plan an article about the data and notes in 4a. Then write your article.

c Switch your article with another pair. Does the article use language from 3b correctly? Does it include verbs and nouns? Does it have the same organization as 3a? Was it easy to understand?

FITNESS:

SEATTLE SNAPSHOT





[a]Surveys show that people in Seattle love watching team sports like basketball, baseball, and soccer, but if they want to get moving, they need to do activities that don't involve watching other people chasing a ball around a field or court. Activities can include workouts at a gym, swimming, and group fitness classes. Below is an example of participation in different fitness programs at a gym in Seattle.

[b]The Fundamental Fitness Center (FFC) opened four years ago. We have group fitness classes, and our aquatic center offers a range of swimming lessons.

[c]A lot of our members do more than one activity each week, so overall, our participation rates are very high. To begin with, our swim program had the highest participation of our programs. After the first two years, there was a gradual decrease in the number of members using the pool because it was crowded at peak times. Last year, participation decreased dramatically. This was because a new fitness center opened nearby with an Olympic-sized pool, so a lot of members moved there.

[d]FFC also has an excellent range of machines for cardio and building strength. Participation in members' individual gym programs has remained steady over the four-year period. There was a slight decrease after the first year, and then a noticeable increase in our third year. However, participation hasn't increased or dropped below 60%. This is the result of a stable group of members who enjoy their workouts on a regular basis.

[e]The real success story of FFC has been our group classes, which offer a lot of variety. To begin with, a lot of members thought group workouts were just dance classes. But there has been an obvious boost in participation in group fitness over the four-year period, and last year was the most popular year for our members. Word is getting out that this is a great way to get fit – and have fun. Just recently, we've added yoga to the schedule, and numbers in those classes have increased noticeably. The reason for all of this is that we're lucky to have some really creative and motivating instructors who have helped establish these classes for our members.

[f]FFC offers a range of activities, so there is something for everyone. Also, many activities don't require as high a level of expertise as team sports do. However, it is interesting that the group classes have become increasingly popular. While people may not always like joining teams, they seem to benefit from working out in a group.

UNIT 3
Review and extension

1 GRAMMAR

a Put the words in *italics* in the correct order.

1 I didn't know Spanish before I went to Mexico, but I managed to *up / pick / it* very quickly.
2 I'm just as good as you. There's no need to *me / down / look / on* just because I didn't go to college.
3 It's still raining. This weather is starting to *get / down / me*.
4 I don't believe she was ever married to a movie star. I think she *it / up / making / is*.
5 She's very creative. She keeps *up / with / coming* new ideas.
6 I don't know how to do this task. I just can't *out / figure / it*.

b Choose the correct verb tenses in the conversations.

1 **A** Come in. Sorry the apartment is such a mess.
B What have you [1]*done / been doing*? There are things all over the floor.
A I've [2]*cleaned / been cleaning* things out, but I haven't [3]*finished / been finishing* yet.
2 **A** How are things? I haven't [4]*seen / been seeing* you for so long. What have you [5]*done / been doing*?
B Oh, nothing much. I have exams coming up next month, so I've [6]*studied / been studying* most of the time.

c Think of things you could say to answer these questions using the present perfect or present perfect continuous.

- What have you been doing these days?
- How's your family?
- You're looking fit. Have you been exercising a lot?
- So what's new?

d Have conversations, starting with the questions in 1c.

2 VOCABULARY

a Rewrite the sentences, using the word in parentheses, so that they keep the same meaning. More than one answer is possible.

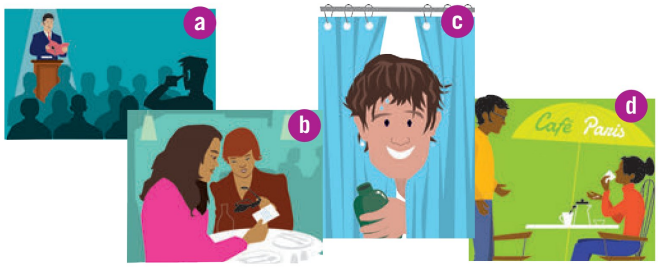
1 We're looking for someone who can lead a team of researchers. (ability)
2 She can design things very well. (skilled)
3 The members of the band all play music extremely well. (outstanding)
4 He could become a very good politician. (potential)
5 He's better than most goalkeepers. (exceptional)
6 My sister can cook very well. (extraordinary)

b Give a different form of the words in *italics* to complete the definitions.

1 Someone who *coaches* athletes is a coach .
2 A person who *competes* in a sport is a _____ .
3 *Athletes* are usually very fit and _____ .
4 Someone who plays sports as a *profession* is a _____ sportsperson.
5 If you *perform* well, you give a good _____ .
6 A team that wins a *victory* is _____ .

3 WORDPOWER *up*

a Match the comments with the pictures.



1 ☐ "**Drink up**. We need to go."
2 ☐ "Could you **speak up**? We can't hear you."
3 ☐ "I **used up** the shampoo. Is there any more?"
4 ☐ "Let me see the bill. I think they've **added** it **up** incorrectly."

b Adding *up* often gives an extra meaning to a verb. In which examples in 3a does *up* mean ... ?

a to the end b together c louder

c What does *it* mean in each example below?

a suggestion | a language | a glass | a word

1 You dropped it, so I think you should **clean** it **up**.
2 I don't know. I'll have to **look** it **up**.
3 It was easy. I **picked** it **up** in about six months.
4 Why don't you **bring** it **up** at the meeting?

d 03.16 Listen and check your answers. What was the problem in each case?

e Here are some more multi-word verbs with *up*. Match the two parts of the sentences.

1 Walk more slowly! I can't	**look up to** him.
2 He's a good father. His children really	**turned up**.
3 We invited 50 people, but only a few	**put up with** him.
4 He's so rude. I don't know why people	**keep up with** you.

f Match the multi-word verbs in 3e with these meanings.

a tolerate
b go at the same speed
c appear or arrive
d admire or respect

g Work in pairs. Choose two of the multi-word verbs in 3a, c, or e. Think of a situation and write a short conversation which includes both verbs.

h Act out your conversation. Can other students guess your situation?

REVIEW YOUR PROGRESS

How well did you do in this unit? Write 3, 2, or 1 for each objective.
3 = very well 2 = well 1 = not so well

I CAN ...	
discuss ability and achievement	☐
discuss sports activities and issues	☐
make careful suggestions	☐
write a description of data.	☐

CAN DO OBJECTIVES

- Discuss events that changed your life
- Discuss and describe rules
- Describe photos
- Write an email to apply for work



UNIT 4

LIFE LESSONS

GETTING STARTED

a Look at the picture and answer the questions.

1 Where are these people? What are they doing?
2 What is the doctor showing the children? Why?
3 What do you think the children are thinking?

b Discuss the questions.

1 Is it important to help children prepare for what might happen to them later in life? Why?
2 Which of your childhood experiences have had an impact on your adult life?
3 In general, how much do you think experiences in childhood influence the choices you make in your life?

4A SHE'S HAPPIER NOW THAN SHE USED TO BE

Learn to discuss events that changed your life

G *used to* and *would*

V Cause and result

1 SPEAKING

a Imagine you suddenly became very rich, either by winning or inheriting money. How would you spend the money if you had … ?

a $10,000 b $100,000 c $1,000,000

b Do you know anyone (either someone you met or someone you read about) who has won or inherited money? What did they do with the money?



2 READING

a Read the first part of two news stories about people who won the lottery. What do you think the people did? Which person do you think spent the money most wisely?

b The words in the boxes are keywords from each story.

Sharon Tirabassi:
lottery ticket lifestyle extravagant a fortune generous modest family photos regret children bank account

Ihsan Khan:
taxi driver dream number luxuries hometown election mayor earthquake school satisfied

Find words in the boxes which mean:

1 a huge amount of money
2 process of choosing someone for a position
3 a sudden movement of the earth
4 spending a lot of money
5 giving a lot to other people
6 pleased you have what you want
7 the leader of the city government
8 small and not expensive.

c What do you think happened to each lottery winner?

d **Communication 4A** Student A: Read the story of Sharon Tirabassi on p. 127 and answer the questions.
Student B: Read the story of Ihsan Khan on p. 128 and answer the questions.

e Work in the same pairs. Take turns telling your stories and include the keywords in 2b. Ask questions about your partner's story to check anything you don't understand.

How to spend a

$10 MILLION LOTTERY WIN

in less than three years

Fifteen years ago, Sharon Tirabassi won $10.5 million in the lottery, but you wouldn't know it if you met her now. She lives in a rented house, she works part time as a cleaner, and she doesn't even own a car.

LOTTO WINNER TAKES HOME FORTUNE to PAKISTAN

People who win the lottery usually spend their money on things they've always wanted: a dream vacation or a beautiful house. But Ihsan Khan had a different idea. He kept his money and brought it back to Battagram, the town in Pakistan where he grew up.



f Discuss the questions.

1 What wise decisions do you think Sharon and Ihsan made? What unwise decisions did they make?
2 Why do you think they made these decisions?
3 Which moral or "message" comes out of these stories for you? Write it down and compare your idea with other students.

Be careful what you wish for!

Believe in your dreams.

If you have a lot of money, spend it wisely!

3 GRAMMAR *used to* and *would*

a Look at sentences a–c and complete the rules with the words in the box.

a Ihsan Khan **used to** work as a taxi driver and security guard in the U.S.
b He **used to** think he could use his money to fix everything.
c She **would** go on extravagant vacations in the Caribbean.

now past used to (x2) would (x2)

We use *used to* and *would* to talk about things in the [1]_____ that are no longer true [2]_____.
To talk about states, thoughts, and feelings in the past, we can only use [3]_____, not [4]_____.
To talk about habits and repeated actions, we can use either [5]_____ or [6]_____.

b Look again at the text about Sharon Tirabassi on p. 127. Find and underline other examples of *used to* and *would*.

c Look at the sentences and answer the questions.

a She **doesn't** live in a huge house **anymore**.
b He used to think he could use his money to fix everything, but he **no longer** believes that.

1 What do the words in **bold** mean?
(a) things are the same as before
(b) things are different now

2 Rewrite sentence a with *no longer* and sentence b with *not anymore*. How does the word order change?

d Now go to Grammar Focus 4A on p. 140.

e Express these ideas in a different way, using expressions from 2a–c. Try to think of two ways to say the same idea.

1 Money isn't important to me, but it was before.
Money used to be very important to me.
Money isn't important to me anymore.
2 When I was younger, I went shopping for clothes every Saturday, but not now.
3 I eat healthier food now.
4 I don't go out much these days. I usually stay at home.



4 LISTENING

a You are going to listen to an interview with Monica Sharpe, a researcher in the psychology of money. How do you think she will answer these questions?

1 Does winning a lot of money make you behave badly?
2 Does having a lot of money make you happy?
3 Does buying things make you happy?

b 04.04 Listen and check your answers.

c 04.04 Check (✓) the points Monica makes. Listen again and check.

1 ☐ Most people who get a lot of money spend it all quickly.
2 ☐ We enjoy hearing stories about people who won the lottery and then lost all their money.
3 ☐ Suddenly having a lot of money usually has a negative effect on you.
4 ☐ Most people feel much happier just after they win money.
5 ☐ In the long term, being rich doesn't always make you happier.
6 ☐ It's better to spend money on things you can own, like houses and cars.

d Which of the points in 4c do you agree with? Can you think of examples from people you know or have heard about?



5 VOCABULARY Cause and result

a 04.05 Underline the correct words in **bold**. Then listen and check your answers.

1 Of course people like to believe that winning money leads **into** / **to** disaster.
2 The idea that winning a lot of money **causes** / **is caused by** misery is actually a myth.
3 Suddenly having a lot of money is just as likely to have a positive effect **on** / **to** you as a negative effect.
4 They measured how happy people are as a result **from** / **of** winning the lottery.
5 Getting richer doesn't actually **effect** / **affect** how happy you are.
6 But spending money on experiences usually results **in** / **on** longer-term happiness.

b Answer the questions about the expressions in 5a.

1 Which expressions have a similar meaning to "causes"?
2 Which expression has a similar meaning to "caused by"?
3 What is the difference between *affect* and *effect*?
4 Look at sentences 4 and 6. In which sentence is *result* a verb and in which is it a noun?

c Complete the sentences with the words in the box.

affect effect cause lead result (x2)

1 He's much friendlier than he used to be. Getting married has had a positive _____ on him.
2 Having no money at all can often _____ to problems in a relationship.
3 I hear John and Barbara have split up. I hope it won't _____ our friendship with them.
4 It's well known that smoking can _____ cancer.
5 Hundreds of villagers' lives were saved as a _____ of Ihsan Khan's help.
6 Be careful! Borrowing large amounts of money can _____ in serious financial problems.

d Think about an important event in your own life and another event that happened as a result. Write three sentences about it using expressions in 5a.

e Read your sentences to each other and ask questions.

6 LISTENING

a Look at the information about Alfonso and Dragana. How do you think their lives have changed? Think about:

lifestyle attitude to life daily routine work money leisure



b 04.06 Listen to Alfonso and Dragana. Which of the topics in 6a do they talk about?

c 04.06 Are the sentences true or false? Correct the false sentences. Listen again and check.

Alfonso

1 They both used to work.
2 They didn't have much money.
3 The baby hasn't changed his attitude to life much.

Dragana

4 She's from a big city in Croatia.
5 She didn't enjoy being in Berlin.
6 The experience has changed her attitude to other cultures.

7 SPEAKING

a Think about yourself now and how you have changed in the last ten years. Take notes on some of these topics:

- work
- free time
- attitude to life
- daily routine
- family and relationships
- money.

b Tell each other how you think you have changed using *used to* / *would*.

4B WE WEREN'T ALLOWED TO TALK IN CLASS

Learn to discuss and describe rules

- G Obligation and permission
- V Talking about difficulty

1 SPEAKING

a Look at photos a–d. Which of the jobs would you most like to do? Why?

b Read what these people say about training. Do you agree with their opinions?



a

"You can do all the studying you like, but until you've done the actual job, you don't know what it really involves."

Sheela, pilot



c

"These days you need to have a degree no matter what you do; you simply can't get a job without one. It's getting ridiculous, really. Most of the time, all you require is common sense and practical skills."

Amelia, forest ranger

2 GRAMMAR Modality review

a Underline all the modal verbs or phrases (e.g., *can*, *have to*) in the quotes.

b Complete the rules with the correct modal verb or phrase in 2a.

1 We use _____, _____, and _____ when we talk about something that's necessary.
2 We use _____ to talk about something that isn't necessary.
3 We use _____ when we talk about something that's possible.
4 We use _____ to talk about something that's not possible.



b

"I started a degree in engineering, but I hated it. I kept telling myself, 'I must finish it,' but after the first year, I gave up. I was incredibly lucky and found a job building models and got really good on-the-job training. It was far more practical."

Leon, LEGO model developer



d

"You don't have to have a college degree to get a good job these days – it's as much about training and practice."

Tony, stuntman

3 READING

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

1 What jobs are shown in the photos?
2 What kind of training do you need for this work?

b Read the texts. Were your ideas correct?

c Read the texts again. Who do you think would say this: Joe (J), Amelia (A), or both (B)?

1 There are some situations I can never really prepare for.
2 I couldn't rush things with the training program.
3 I really needed the strength I developed doing workouts at the gym.
4 It's good to have a certification, but I learned most things just by doing them.
5 Sometimes when I get home, I just feel exhausted.
6 I need to take care not only of myself but also the other members of the team.
7 I try not to let my feelings show.
8 I never stop training and learning.

d Which of the two kinds of training seems harder to you? Which one would you choose to do? Why?

4 VOCABULARY Talking about difficulty

a These are definitions of the **bold** adjectives in the text. Notice the differences in meaning. Which word in bold is not as strong as the others?

1 very difficult because the training is thorough and detailed
2 difficult because you need a lot of effort and energy
3 hard because you need to give it a lot of time and attention
4 difficult and extremely tiring
5 involves hard physical work that makes your body sore
6 extremely tiring and difficult – you need a lot of effort and determination
7 difficult to deal with and needs careful attention or skill
8 difficult to deal with or do – you need to be physically and emotionally strong
9 difficult because there are rules that must be obeyed
10 so difficult you have to push yourself almost to the point of hurting yourself

Training for the EMERGENCY FRONT LINE



a


b

Training to Rescue

You go for an easy hike in the mountains. Suddenly the weather changes and you lose sight of the trail. What should you do? Call for help and wait for Joe Conte to appear.

Joe is a Mountain Search and Rescue volunteer who risks his life to save people who get into trouble in the wilderness. Based in Colorado, Joe is a computer programmer by day. But his real passion is anything to do with mountains. Joe is one of the most experienced volunteers and often undertakes extremely dangerous rescue missions.

Can anyone become a volunteer? "Well, we welcome anyone who wants to get involved," said Joe, "but if you want to do serious rescues, you must undergo a [1]**rigorous** training program."

To begin with, you have to be an experienced mountaineer, and you have to be fit. "On rescue missions, you often face [2]**arduous** conditions, so you need strength and ability," Joe pointed out.

The training takes two years and is [3]**demanding** and [4]**exhausting**. "In one training scenario, you have to rescue someone from a gap between rocks. You have to pull them up by a rope, so you need to be really strong. In another scenario, you dig someone out of an avalanche. It's [5]**backbreaking** work, and you have to be fast because victims can only survive for about 40 minutes buried in snow."

Apart from the [6]**grueling** physical training, volunteers need expert risk assessment skills. They often find themselves in [7]**tricky** situations where not only the lives of the victims are in danger but also those of volunteers. "You have to make good decisions, and you have to make them quickly."

And the training never stops. Fully trained volunteers still do about 300 hours of ongoing training every year.

"Yeah, it's a big commitment, but the reward of bringing someone to safety makes it worth it."

Training to Save Lives

Being a nurse is demanding, but some nurses want an even bigger challenge and move into emergency room (ER) nursing. The ER is fast-paced and often chaotic, so ER nurses not only need to be patient and understanding, but they must also know how to multitask and stay calm under pressure.

Amelia Davis has been an ER nurse for the past six years at one of the busiest hospitals in California. She is the first point of contact for patients who arrive at the ER. Many have life-threatening medical conditions, such as heart attacks. Amelia has to know exactly what to do before a doctor can see the patient.

How do you train for such a [8]**tough**, high-stress job? "In some ways, you don't!" was Amelia's surprising answer. "Obviously, you have to be a fully trained nurse, but I didn't do separate training to work in the ER."

Amelia passed a test for ER nurses, which gave her an official certificate. However, the certification is optional – it isn't required to work as an ER nurse.

"My training was on the job, and the discipline was [9]**strict**," Amelia explained.

b Answer the questions about the differences in meaning.

1 You can describe training as *arduous* or *grueling*. Which has a stronger meaning?
2 Environmental conditions can be *tough* or *arduous*. Which has a stronger meaning?
3 Work can be *demanding*, *exhausting*, or *backbreaking*. Which adjective means it makes you tired? Which means it challenges you physically? Which means it can be both a physical and an emotional challenge?
4 A situation can be *tough* or *tricky*. Which adjective suggests the situation is difficult and complicated?
5 Pace can be *demanding* or *punishing*. Which has a stronger meaning?
6 Discipline can be *tough* or *strict*. Which adjective gives a stronger idea of being careful about following rules?

c Ask and answer the questions. Give extra details.

1 What is something tough you have done?
2 Can you remember a teacher you had at school who was very strict?
3 What's a job that requires rigorous training?
4 Have you ever been in a tricky situation? What happened?





"When I first started, the head nurse was hard on the inexperienced nurses, but she knew what she was doing. I really respected her, and she prepared us for dealing with all kinds of situations."

ER nurses never know who's going to show up, so they must be ready for anything. Also, they never know when patients are going to arrive, and there are times when the ER gets unbelievably busy.

"At the beginning, I found the pace [10]**punishing**. In my first week, there was a bus crash with a lot of injured people. One of the passengers was pregnant and in pain. I had the feeling she was in labor and not injured, so I called a doctor quickly. Sure enough, the baby was about to arrive. It was a complicated birth, and the doctor told me it was good I called him as soon as I did. Despite all the training, you also have to trust your instincts."

A key part of Amelia's on-the-job training was not letting her emotions get in the way. An ER nurse needs to keep a clear head at all times.

"Even after six years, some days are really hard and stressful. But it's never boring and you do save lives. That's why I'm a nurse."

d Now go to Vocabulary Focus 4B on p. 157.

5 LISTENING

a 04.09 Listen to Miranda, who trained at a drama school, and Fred, who trained at a soccer academy. Which sentence describes their experience best?

1 They both enjoyed the training but felt they missed a part of growing up.
2 They weren't sure about the training, but they know they'll do well anyway.
3 They weren't sure about the selection process, but they feel they did well during the training.

b 04.09 Listen again. Are the sentences true or false?

Miranda

1 During the audition process, she had to perform scenes from plays twice.
2 She was confident she would get into drama school.
3 All her tutors were tough.
4 The school was flexible when she wasn't sure if she wanted to continue training.

Fred

5 His parents were unsure whether he should join the academy.
6 They knew they would have to sacrifice a lot of time to help Fred.
7 He was surprised to find that he enjoyed analyzing soccer games.
8 He felt disappointed for his friend, Jack.

c Do you think the kind of sacrifice that Miranda and Fred made was worth it? Why / Why not?

6 GRAMMAR
Obligation and permission

a Look at the words and phrases in **bold** in sentences 1–6. Which show obligation (O) and which show permission (P)?

1 I **was supposed to** prepare a song as well, but they forgot to let me know.
2 … there was a workshop for a day where they **made** us work on new scenes from plays …
3 … in her class we **weren't allowed to** talk or use our voices in any way.
4 … they could see this was a pretty unique opportunity, so they **let** me do it.
5 … we **were allowed to** see the games for free.
6 … there were some boys who **were forced to** give it all up …

b Now go to Grammar Focus 4B on p. 140.

7 SPEAKING

a Think of a time (at school or work or in sports or music) when you had to do some training and follow rules. Take notes about the questions.

What was the situation?
Who made the rules?
Were some of the rules very strict?
Were there some rules you didn't follow?
How did you feel about the experience?

b Discuss your experiences. What similarities and differences were there?

4C EVERYDAY ENGLISH
They're not *that* boring

Learn to describe photos
- P Contrastive stress
- S Expressing careful disagreement

1 LISTENING

a Discuss the questions.

1 How do you feel about posting things on social media? Do you … ?
   a post selfies of you and your friends
   b post photos of interesting things, but not of yourself
   c not post anything, but look at other people's photos
2 How do you feel about people commenting and/or criticizing photos on social media?

b Look at the photo. Who do you think the people are? What are they talking about?

c 04.12 Listen to Part 1 and check your ideas.

d 04.12 Answer the questions. Listen again and check.

1 Which photos get more likes than others?
2 How many new followers did they get from one photo?
3 What's their plan for the next assignment?



2 USEFUL LANGUAGE Describing photos

a Which of the expressions below could describe the photos? Write *1*, *2*, *n* (neither), or *b* (both).





1 ☐ And here's a close-up of some plants by the lake.
2 ☐ We tried to get a wide-angle shot with this photo.
3 ☐ Here's an action shot of the scene.
4 ☐ And this is with a filter so the light isn't too bright.
5 ☐ Here's another shot of the tree, but from a different angle.
6 ☐ As you can see, there are mountains in the background.
7 ☐ Those flowers are daffodils in the foreground.
8 ☐ This one's a little out of focus!

b 04.12 Which underlined expression in 2a did they NOT use? Listen again and check.

c **Communication 4C** Student A: Go to p. 128. Student B: Go to p. 129.

d Work in pairs (one student from A and B in each pair). Take turns showing your photos to your partner. Ask questions about your partner's photos.

e Discuss the photos. In what ways are the photos similar? In what ways are they different?

3 LISTENING

a 04.13 Listen to Part 2. Answer the questions.

1 What are Jenna and Zack talking about?
2 Who will do the next photoshoot?

b Who thinks these things, Jenna (J) or Zack (Z)?

1 Action shots are exciting.
2 Photoshoots take too long.
3 He/She has some great ideas for the new products.

4 CONVERSATION SKILLS
Expressing careful disagreement

a 04.14 Look at the exchange between Zack and Jenna. Then listen to what they actually say. What is the difference?

ZACK Yeah, action shots. So difficult.
JENNA I don't agree. They're not at all difficult.

b Why does Jenna use careful ways to disagree?

c The sentences below are replies to what another person said. What do you think each speaker is talking about? Match the replies with the topics in the box.

a soccer game a movie senior economists
a restaurant meal a party

1 Really, do you think so? I thought he played really well.
2 I'm not sure about that. It doesn't seem that expensive.
3 I know what you mean, but on the other hand, it's a very challenging job.
4 Oh, I don't know. I think we could have a really good time.
5 Maybe you're right, but I enjoyed some parts of it.

d 04.15 Listen to the conversations and check your answers.

e How could you disagree with the comments below? Prepare replies using the underlined expressions from 4c. Then take turns replying.

1 I love Café Roma. It's a great atmosphere.
2 I'd never want to have a cat. All they do is sit around and sleep.
3 I don't know why people play golf. It's such a boring sport.



5 PRONUNCIATION Contrastive stress

a 04.14 Listen again to Jenna's reply and answer the questions below.

ZACK Yeah, action shots. So difficult.
JENNA Oh, I don't know, **they're not that difficult**.

1 Underline the word which has the strongest stress in the **bold** sentence.
2 Does the sentence mean … ?
  a They're not all difficult.
  b They're not as difficult as you think they are.
  c They're not as difficult as other kinds of photoshoots.

b Reply to the comments below using *not that*.

1 I thought that was a really interesting lecture.

Oh, I don't know. …

2 I think photography is a very difficult subject.
3 Look at that tree. It's so unusual.
4 I thought the questions on the test were incredibly easy.

c 04.16 Listen and check. Were your replies similar?

6 LISTENING

a 04.17 Listen to Part 3. Which of these is the best summary of what happens?

1 Jenna and Zack talk about photos she took and uploaded that he is going to edit. Zack asks Jenna to take photos of his wedding.
2 Jenna says she doesn't like editing and she's glad Zack likes to edit photos. Zack says he needs to start editing the photos.

b Are the sentences true or false? Discuss the false sentences – what actually happens?

1 Jenna put the best photos in a folder.
2 Jenna likes to take and edit photos.
3 Zack will choose the photos that Jenna took.
4 Zack is planning his wedding to Elizabeth.
5 Jenna can't be the wedding photographer.
6 Zack says he wants action shots and close-ups at his wedding.

7 SPEAKING

a **Communication 4C** Student A: Go to p. 127. Student B: Go to p. 129.

b Present an opinion on one of the topics to the rest of the class. Do they agree with you?

UNIT PROGRESS TEST

CHECK YOUR PROGRESS

You can now do the Unit Progress Test.

4D SKILLS FOR WRITING

I'm good at communicating with people

Learn to write an email to apply for work

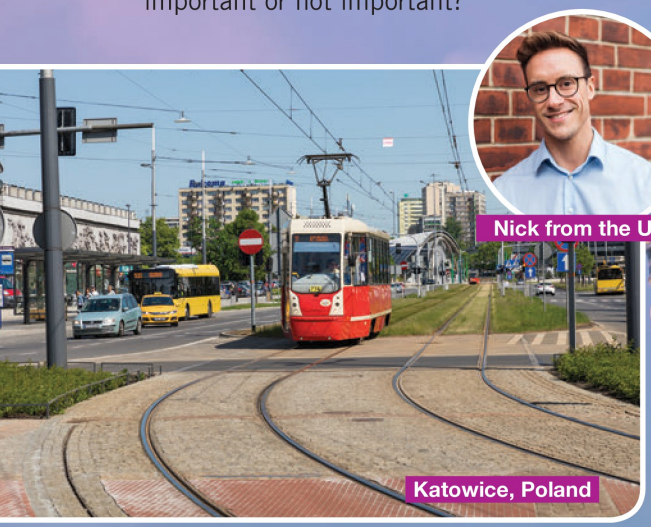
W Giving a positive impression

1 SPEAKING AND LISTENING

a If you go to live in a different country, do you think it's important to … ?

- learn the local language
- make friends with local people
- go somewhere beautiful with a good climate

Why do you think these things are important or not important?



Nick from the U.S.

Katowice, Poland



Jean from France

Muscat, Oman



Eva from Colombia

Toronto, Canada

b 04.18 Listen to three people talking about living in the places in the photos. Which topics do they mention?

meeting people | the climate | food and drink | the culture of the country | speaking the language

c 04.18 Listen again. Answer these questions about each speaker.

1 What did he/she like?
2 What did he/she find difficult?
3 How was it different from his/her own country?

d Which speakers make these points? How did their own experience support these opinions?

1 It's important to learn the local language.
2 Beautiful cities aren't always the best places to live.
3 The weather influences the way people live.
4 Foreigners often don't make an effort to get to know the local culture.
5 Living abroad can be worthwhile even if you don't always have a good time.

e The speakers say that meeting local people is important when you live in a different country. Think of three ways you could meet local people. Which is your most interesting idea? Why?

2 READING

a Read the ad about becoming an international student "buddy" in Chicago. Answer the questions.

1 What is a "buddy" and what does he/she do?
2 What are the advantages of becoming a buddy?
3 What kind of person are they looking for?

Be a buddy for THE INTERNATIONAL STUDENTS' CLUB

Are you curious about other cultures? Are you eager to get to know and meet new people from all over the world?
Volunteer to offer assistance and friendship to international students as a "buddy" at your university or college.

RESPONSIBILITIES

After an international student has been assigned to you, you will show them around during the first weeks of their stay. You'll give them insights into the student life in your area and generally help them out.

WHAT WE OFFER YOU

- free membership and benefits of belonging to the International Students' Club
- a free training class, which will look great on your résumé (a certificate of participation awarded)
- the opportunity to get a wide range of cross-cultural experiences

b Paulo wrote an email applying to be a buddy and saying why he is suitable. Which of the reasons below do you think he should use?

- he understands the needs of foreign students
- he loves living in Chicago
- he's outgoing and sociable
- he's interested in other cultures
- he speaks several languages
- he has plenty of free time
- he knows Chicago well

Read the email and compare your answers.

3 WRITING SKILLS
Giving a positive impression

a Paulo uses phrases in his email which give a positive impression. Underline the phrases which have these meanings.

1 I *speak* English *well*.
2 I *like being with other people*.
3 I *have no problem talking to people*.
4 I *am able to* understand the needs of students.
5 I *know* the city *well*.
6 I have always *been interested* in learning about other countries.
7 I would be *willing* to give up some of my free time.
8 I could *help* your program.

b Paulo writes *I am sure* ... instead of *I think* ... in order to sound more confident. Find four more expressions like this in the email.

c What is the advantage of using the expressions in 3a and 3b when applying for a job? Which answer is not correct?

1 They make the writer sound positive and enthusiastic.
2 They make the email more interesting to read.
3 They give the impression that the writer could do the job well.

QUALIFICATIONS
- You're open-minded and interested in other cultures.
- You have a knowledge of English as well as other languages.



Dear International Students' Club,

[1]I saw the information about international student buddies on your website, and I am writing to apply for the role.

[2]I am a Brazilian student at the University of Chicago, where I am studying international law. I am fluent in English, Spanish, French, and Portuguese, which would help me to communicate with students from different countries. I am also very sociable and good at communicating with people, which I am sure would help me to establish a good relationship with new students.

[3]As a foreign student in Chicago myself, I am in an excellent position to understand the needs of students coming from other countries. I have a thorough knowledge of the city and the student life here. I am confident that I would be able to help students to feel at home and find their way around.

[4]I have always been eager to learn about other cultures, and my own circle of friends in Chicago is completely international. I strongly believe we should encourage people from different cultures to come together to help promote intercultural understanding.

[5]I would be more than happy to give up some of my free time to work as an international student buddy, and I'm certain I could make a valuable contribution to your program.

I look forward to hearing from you.

Best regards,
Paulo Figueiredo



4 WRITING

a Plan an email applying to do volunteer work. Choose one of these situations. Make a list of reasons why you would be suitable.

- A website is advertising for volunteers to work in an international summer camp and organize activities for teenagers.
- A volunteer organization wants helpers to make contact with English-speaking families living in your country and help them to adapt to your culture.
- A large high school in your area wants volunteers to give talks to students about different jobs and to help them decide on a future career.

b Write the email. Include:

- an opening sentence, explaining why you are writing
- two or three paragraphs, explaining why you are suitable
- phrases from 3a and 3b
- a final sentence to conclude the email.

c Work in pairs. Look at your partner's email. Does it ... ?

- make it clear why he/she is suitable
- have a clear structure
- use expressions from 3a and 3b to give a positive impression

d Switch your email with other students. Would they choose you to be a volunteer?

UNIT 4
Review and extension

1 GRAMMAR

a Use the words in parentheses to rewrite the sentences. Make sure the meaning doesn't change.

1 I was a nurse, but now I work for a drug company. (used to)
2 I don't do shift work now. (no longer)
3 When I was a nurse I sometimes slept in, but now I always get up early. (would)
4 I no longer take my lunch to work because there's a cafeteria at the drug company. (anymore)
5 I wore a uniform in my old job, but now I wear my own clothes. (used to)
6 I don't have to deal with difficult patients now. (no longer)
7 I'm much happier than I was before. (used to)

b Correct five obligation and permission expressions in the text.

I went to a very strict elementary school when I was a child. I wasn't allowed to do about two hours of homework every night, which meant there was little time to play with my friends. But often my parents told me just to study for an hour and wrote a note for the teacher excusing me from homework. In class we weren't let to talk to each other when we were working on a task because teachers didn't like noisy classrooms. However, we allowed to put up our hand and ask our teacher a question as she felt it was good to help students. We weren't allowed to do some kind of physical exercise every day after lunch, but that made us very tired in the afternoon. One good thing is that they supposed us learn a musical instrument and I learned to play the clarinet, which I still enjoy doing.

2 VOCABULARY

a Complete the sentences with a preposition followed by your own idea.

1 Tiredness is usually caused _____ …
2 A sunny day always has a positive effect _____ …
3 Too much exercise can result _____ …
4 Visiting a foreign country can lead _____ …
5 As a result _____ learning English, I …

b Work in pairs. Compare your ideas. Ask your partner why they completed the sentences in that way.

c Which word in the box collocates best with the nouns?

rigorous	tough	punishing	strict	arduous	tricky

1 _____ training program / schedule
2 _____ laws / parents
3 _____ plastic / teachers
4 _____ journey / task
5 _____ testing / training
6 _____ situation / question

d Talk about three examples in 2c that you have experienced.

3 WORDPOWER *as*

a Replace the underlined words with *as* expressions in the box.

as a whole as far as restaurants are concerned
as for as a matter of fact as far as I'm concerned
as far as I know as if as follows

1 I'm glad you're happy. But speaking of Alan, it's impossible to please him.
2 Everyone in the class is improving their speaking.
3 I'm not American. To tell you the truth, I'm from Denmark.
4 My list of complaints is below: 1) There was no hot water …
5 It felt like we had always lived there.
6 In my opinion, the cost of food here is very high.
7 Talking about restaurants, there are some excellent ones in our neighborhood.
8 From what I've seen and from what people tell me, she's usually on time.

b Add a word to the blanks in 1–8 and then match to a–h.

1 [c] As far as I ___'m___ / ___am___
2 [ ] The key reasons for our success are as _____
3 [ ] I'm fit and well. As _____
4 [ ] As far as I _____
5 [ ] The team as _____
6 [ ] She's not boring. As _____
7 [ ] It looks as _____
8 [ ] As far as sports are _____

a … whole played very well.
b … they make the best coffee in town.
c … concerned, I go running twice a week.
d … matter of fact, she's a really interesting person.
e … my husband, he has the flu.
f … many of them are more about money than the sport.
g … 1. We trained very hard …
h … it's going to be a sunny day.

c Complete the sentences with your own ideas.

1 As far as I'm concerned, …
2 As far as I know, …
3 It looks as if …
4 Our class as a whole …
5 As far as English is concerned, …

d Tell another student your sentences and ask questions.

REVIEW YOUR PROGRESS

How well did you do in this unit? Write 3, 2, or 1 for each objective.
3 = very well 2 = well 1 = not so well

I CAN …	
discuss events that changed my life	☐
discuss and describe rules	☐
describe photos	☐
write an email to apply for work.	☐



CAN DO OBJECTIVES

- Discuss possible future events
- Prepare for a job interview
- Discuss advantages and disadvantages
- Write an argument for and against an idea

UNIT 5

CHANCE

GETTING STARTED

a Look at the picture and answer the questions.

1 What is the woman doing?
2 Would you like to try something like that? Why / Why not?
3 What could the woman be thinking?
4 Imagine you're on the beach below. What would you be thinking?

b Discuss the questions.

1 Why do you think some people like doing extreme and dangerous things?
2 Do you think they do these things in spite of the risk or because of the risk?

5A YOU COULD LIVE TO BE A HUNDRED

Learn to discuss possible future events

- G Future probability
- V Adjectives describing attitude

1 SPEAKING

Are you an OPTIMIST or a PESSIMIST?

a Are you an optimist or a pessimist? Mark your place on this scale, then compare with others in your group.

Optimist ⟷ Pessimist

b Decide what you think about the questions, then compare your answers.

1 If you take a test at the end of this class, how well will you do?

I'll get a perfect score. ⟷ I'll probably fail.

2 Do you expect the coming week to be … ?

exciting/great ⟷ boring/terrible

3 Imagine you left your bag on the bus. Do you expect to get it back?

Yes ⟷ No

4 You start a new workout routine and you're really tired the next day. Do you expect it to be easier the next time?

Yes ⟷ No

c **Communication 5A** Now go to p. 129.

d Based on your answers in 1b, decide who in your group … ?

- is the most optimistic
- is the most pessimistic
- is the most realistic

e Write a question to find out if other students are optimistic or pessimistic. Add a) and b) answer choices.

Example:

You want to buy a shirt you like, but the store is sold out. What do you think?

a) I'm sure I can find it somewhere else.
b) Why am I always so unlucky?



WHY WE THINK WE'RE GOING TO HAVE A LONG AND HAPPY LIFE

Researchers have found that people all over the world share an important characteristic: optimism. Sue Reynolds explains what it's all about.

WE'RE ALL ABOVE AVERAGE!

Try asking a 20-year-old these questions:

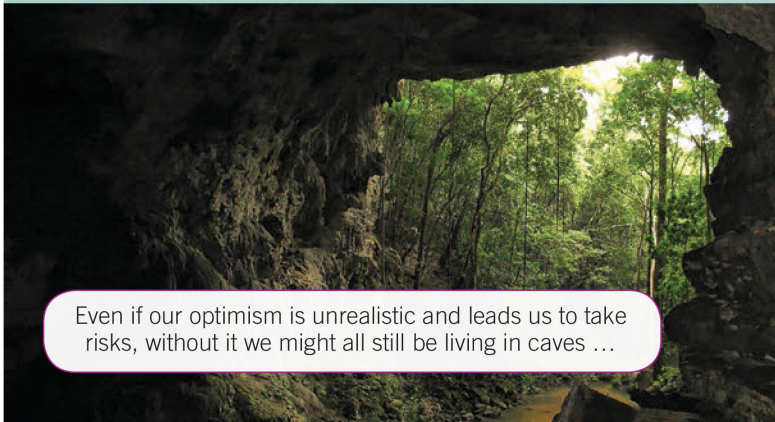
- What kind of career will you have?
- How long do you think you'll live?

Most people think they'll be able to earn above-average salaries, but only some of the population can make that much. Most young men in Europe will say they expect to live well into their 80s, but the average life expectancy for European men is 75. Most people will give an answer that is unrealistic because nearly everyone believes they will be better than the average. Obviously, they can't all be right.

Most people are also optimistic about their own strengths and abilities. Ask people, "How well do you get along with other people?" or "How intelligent are the people in your family?" and they'll usually say they're above average. Again, they can't all be right. We can't all be better than everyone else, but that's what we think.

LOOKING ON THE BRIGHT SIDE

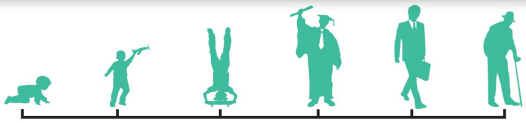
There is a reason for this. Research has shown that, on the whole, we are optimistic by nature and have a positive view of ourselves. In fact, we are much more optimistic than realistic and frequently imagine things will turn out better than they actually do. Most people don't expect their marriages to end in divorce, they don't expect to lose their jobs, or to be diagnosed with a life-threatening disease. Furthermore, when things do go wrong, they are often quick to find something positive in all the gloom. Many people who fail exams, for example, are convinced they were just unlucky with the questions and they'll do better next time. Or people who have had a serious illness often say that it was really positive because it made them appreciate life more. We really are very good at "looking on the bright side."



Even if our optimism is unrealistic and leads us to take risks, without it we might all still be living in caves …



… we keep polluting the planet because we're sure that we'll find a way to clean it up some day …



THE OPTIMISM BIAS

This certainty that our future is bound to be better than our past and present is known as the "Optimism Bias," and researchers have found that it is common to people all over the world and of all ages. Of course, the Optimism Bias can lead us to make some very bad decisions. Often, people don't take out travel insurance because they're sure everything will be all right, they don't worry about saving up for old age because the future looks fine, or they smoke cigarettes in spite of the health warnings on the pack because they believe "It won't happen to me." Or on a global scale, we keep polluting the planet because we're sure that we'll find a way to clean it up some day in the future.

OPTIMISM IS GOOD FOR YOU

But researchers believe that the Optimism Bias is actually good for us. People who expect the best are generally likely to be ambitious and adventurous, whereas people who expect the worst are likely to be more cautious, so optimism actually helps to make us successful. Optimists are also healthier because they feel less stress – they can relax because they think that everything is going to be just fine. Not only that, but the Optimism Bias may also have played an important part in our evolution as human beings. Because we hoped for the best, we were prepared to take risks such as hunting down dangerous animals and traveling across the sea to find new places to live, and this is why we became so successful as a species. Even if our optimism is unrealistic and leads us to take risks, without it we might all still be living in caves, too afraid to go outside and explore the world in case we get eaten by wild animals.

2 READING

a Read the article "Why We Think We're Going to Have a Long and Happy Life" quickly. Choose the correct words to complete the summary.

Most people are naturally *optimistic / pessimistic,* and this is generally *an advantage / a disadvantage* for the human race because it helps us to be *realistic about the future / more successful*.

b Read the article again. Check (✓) the five points made in the article.

1 ☐ Pessimists usually have fewer friends than optimists.
2 ☐ Humans are naturally positive about their future.
3 ☐ Reality is often worse than we imagine it to be.
4 ☐ People who live in warmer countries are usually more optimistic.
5 ☐ We often act (or don't act) because we're confident everything will work out.
6 ☐ If we imagine a better future, we will take more risks.
7 ☐ Optimists spend a lot of time daydreaming.
8 ☐ Optimism about the future makes us feel better in the present.

c Discuss the questions.

- Look again at your answers in 1b. Do you think you have the "Optimism Bias"?
- Do you agree that it's better to be optimistic than realistic? Why / Why not?
- How do you see yourself 20 years from now?

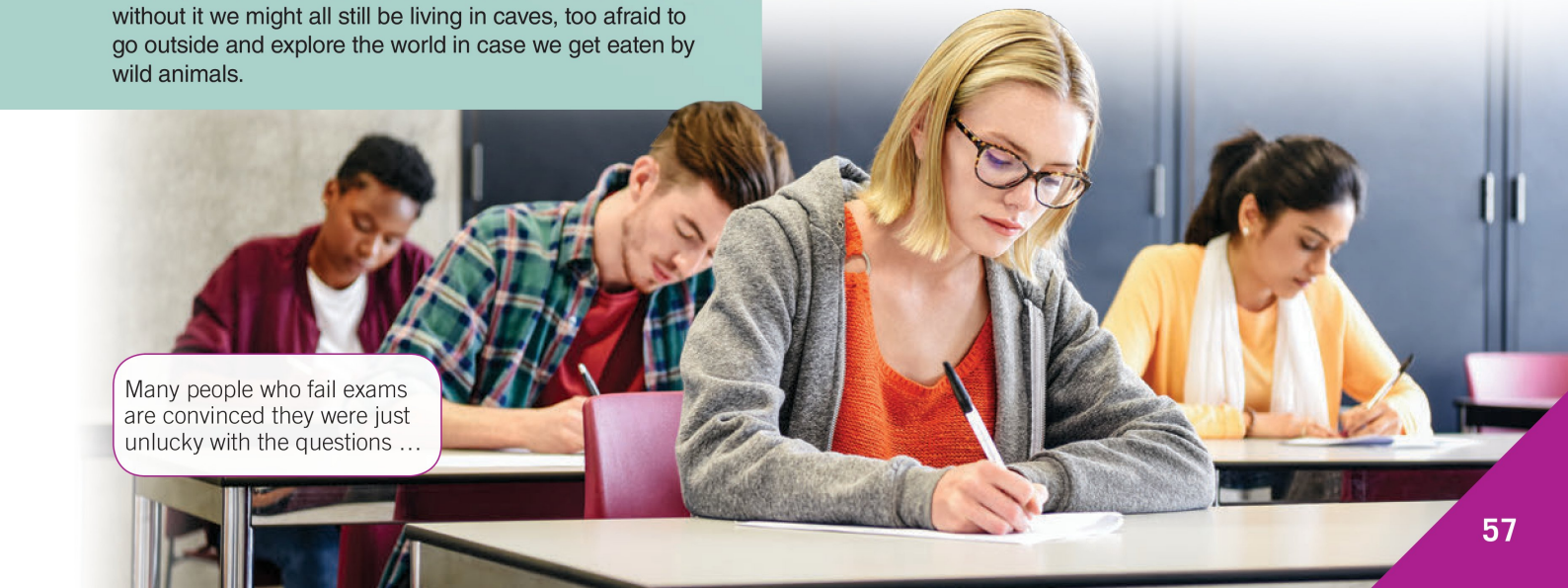
3 VOCABULARY
Adjectives describing attitude

a Find adjectives in "Why We Think We're Going to Have a Long and Happy Life" that mean:

1 expecting the future to be good
2 seeing things as they are
3 not seeing things as they are
4 prepared to take risks
5 not prepared to take risks
6 wanting to be successful.

b Which of these adjectives best describe you?

c Now go to Vocabulary Focus 5A on p. 158.

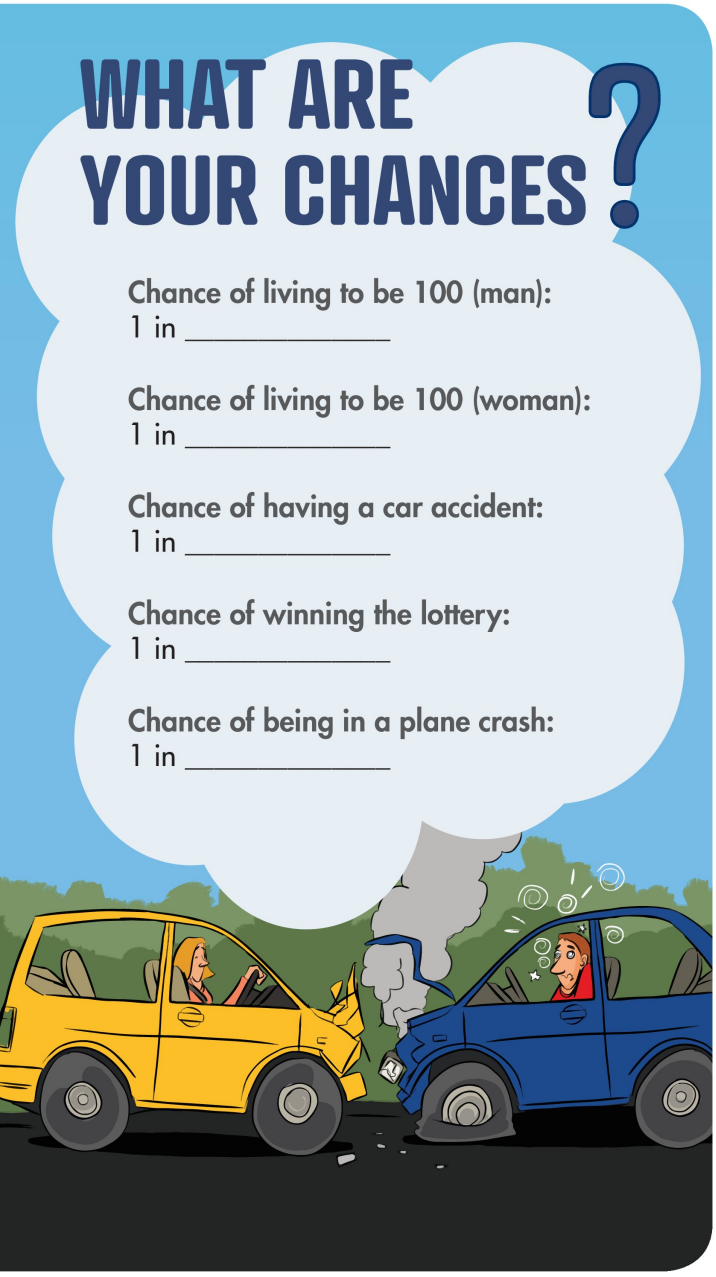


Many people who fail exams are convinced they were just unlucky with the questions …

4 LISTENING

a Read the statistics and guess which numbers complete the sentences.

8,000	6	18 million	1 million	4



b 05.04 Listen and check your answers. Do you think any of the statistics would be different where you live?

c 05.04 According to the speaker, how can you increase your chances of doing these things? Listen again and check.

1 surviving a plane crash
2 getting to the airport safely
3 living to be 100

5 GRAMMAR Future probability

a 05.05 Complete the sentences with the words in the box. Then listen and check.

likely	unlikely	could	may	probably (x2)
certainly (x2)	chance			

1 It's very _____ that your plane will crash.
2 Even if it does, you'll _____ be fine because 95% of people in plane crashes survive.
3 So, if you're worried about getting on that plane, don't be, because you'll almost _____ survive the trip.
4 You're more _____ to have an accident in the car going to the airport.
5 You have a good _____ of living to be 100.
6 Modern medicine _____ make the chances higher still during your lifetime.
7 You _____ won't die in a plane crash and you _____ live to be 100.
8 But the bad news is, you almost _____ won't win the lottery.

b Which phrases in 5a mean ... ?

1 it's certain / nearly certain
2 it's probable
3 it's possible
4 it's not probable

c Which words in the box in 5a are used in these patterns?

1 *will* _____ (+ verb)
2 _____ *won't* (+ verb)
3 is / are _____ to (+ verb)
4 It's _____ that ...
5 There's a _____ that ...

d Change these predictions, using words from 5a.

1 I'll meet someone famous in my life: 70%.
2 I'll have children: 50–60%.
3 I'll fall in love at least once in my life: 90%.
4 I'll become a millionaire: 0.05%.
5 Someone will steal from me: 80%.
6 I'll live in the same place all my life: 20%.

e Now go to Grammar Focus 5A on p. 142.

6 SPEAKING

a Do you think these things will happen in your lifetime? Decide if each event is certain, probable, possible, unlikely to happen, or if it will certainly not happen. Then add a question of your own.

1 Will we find a cure for all forms of cancer?
2 Will people go to live on Mars?
3 Will the level of the oceans continue to rise?
4 Will there be another world war?
5 Will people stop using cars?
6 Will Spanish become the world's most used language?

b Ask other students their opinion.

c Tell the class what you found out.

- How many people agreed with your opinion?
- What were the most interesting comments?
- Are people in your class generally optimistic, pessimistic, or realistic?

5B I'LL BE SETTLING INTO MY ACCOMMODATIONS

Learn to prepare for a job interview

- G Future perfect and future continuous
- V The natural world

1 READING

a Look at the pictures of Antarctica and answer the questions.

1 What can you see in the pictures?
2 What do you know about Antarctica?
3 Would you like to go there? Why / Why not?

b Take the quiz. Then compare your answers with a partner.

THE UNKNOWN CONTINENT

1 HOW BIG IS ANTARCTICA?
(a) the size of Russia
(b) the size of the U.S. and Mexico
(c) the size of Australia



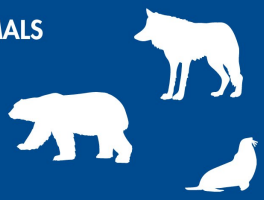
2 HOW MUCH OF ANTARCTICA IS COVERED BY ICE?
(a) 98% (b) 86% (c) 77%



3 WHICH OF THE FOLLOWING CAN'T YOU FIND IN ANTARCTICA?
(a) rivers (c) trees
(b) deserts



4 WHICH OF THESE ANIMALS CAN YOU FIND THERE?
(a) polar bears
(b) seals
(c) wolves



5 WHO WAS THE FIRST PERSON TO REACH THE SOUTH POLE IN 1911?
(a) Richard Byrd (American)
(b) Robert Scott (British)
(c) Roald Amundsen (Norwegian)

c **Communication 5B** Now go to p. 129.

d Read the first part of an article about working in Antarctica. What would your reaction be to a job advertisement like this?

MY LIFE ON ICE

Imagine you saw a job advertised with the following conditions:

- no leaving your place of work for six months – you must stay inside
- work six days a week, but always be available
- socialize only with your colleagues – no contact with other friends and family

You'd be crazy to apply, wouldn't you? Probably. But if you want to work in Antarctica during the winter, this is what you'll have to put up with.







e Discuss the questions.

- Why do you think people want to work in Antarctica?
- What kinds of jobs can people do there?
- What kinds of leisure activities do they do during the winter months when it's difficult to go outside?

f Read "Working in Antarctica." Does it include any of your ideas from 1e?

g Read the article again. Take notes about:

- Camilla's background
- her role at the base
- her free time
- her thoughts about Antarctica
- her colleagues at the base.

h What do you think are … ?

- the advantages of a job like Camilla's
- possible frustrations in this kind of job

Would you ever consider doing a job like this?

2 VOCABULARY The natural world

a Don't look at the article. Match words from A with words from B to make collocations.

A	B
rough	environment
environmentally	energy
solar	footprint
fragile	weather
ecological	change
global	warming
carbon	impact
climate	friendly

b Check your answers in the article.

c Complete the sentences with the collocations in 2a.

1 We're going to change our energy supply to _____ _____ to reduce our _____ _____.
2 When the steam engine was invented, not many would have thought about the _____ _____ of burning so much coal.
3 Our boat trip was canceled due to _____ _____.
4 If there is an oil spill from a ship, it will damage the _____ marine _____ in this bay.
5 Most scientists agree that irregular weather patterns are evidence of _____ _____ and _____ _____.
6 Traveling by train is slower but it's far more _____ _____ than going by plane.

Working in ANTARCTICA

When she saw an online advertisement for a Chef Manager at the United States Antarctic Program (USAP) base at McMurdo Station, chef Camilla Leal was certainly given food for thought. Camilla, in her mid-thirties, felt it was time for an adventure and a life experience that really was different.

Camilla is part of a group of key support staff at McMurdo. The main focus of USAP is scientific research into the climate, oceans, and ecosystems of Antarctica. In order to carry out this research successfully, scientists need the help of people like Camilla to make their lives as comfortable as possible.

A key responsibility for Camilla is keeping everyone happy, and one of the best ways of doing this is by keeping them well fed. This doesn't mean preparing high-end restaurant food, but it does mean organizing a lot of social events to boost the mood. However, everyone has to play their part, and Camilla makes sure no one escapes doing the dishes.

One thing that all staff at USAP share is their love of the continent. "I don't mind the rough weather," Camilla says, "and I've always found landscapes with ice and snow amazingly beautiful. Sure, I don't get to see much for six months of the year, but for the other six months there's plenty of light and the scenery is stunning." But apart from admiring the natural beauty of Antarctica, the staff all have a clear understanding of the fact that it's a fragile environment because, compared to the rest of the world, it is largely untouched. They're aware that the presence of human beings can have a significant ecological impact on the continent and, therefore, they treat it with care. USAP research stations use solar energy to heat air and hot water. "We try to be as environmentally friendly as possible," says Camilla. "We don't want to leave a carbon footprint down here."

As Camilla notes, "Antarctica can tell us a lot about what's happening in the world. It can tell us a lot about global warming and climate change. In an extreme climate like this, you really notice if things are changing."

During the winter months, all McMurdo staff try to keep themselves entertained either by making mid-winter gifts for each other or creating a murder mystery event. Camilla has also taught herself Spanish to intermediate level. However, during the summer months she goes cross-country skiing and enjoys trips to do some penguin and whale watching.

Camilla realizes that living and working in Antarctica isn't for everyone. "If you're the kind of person who likes shopping, going out for dinner, and clubbing, then forget it." She's now in her fourth year here and still finds it a unique and rewarding experience.

"I was crazy enough to apply for the job, and I've been crazy enough to stay. But it's a job that's given me so much – I've worked with some remarkable people, and I'm living in a unique and fascinating part of the world."



d Work on your own. Answer the questions and take notes.

- Are there any environments near you that are considered fragile? What kind of environments are they?
- What different human inventions have a negative ecological impact?
- What kinds of things could you do to reduce your carbon footprint?

e Discuss your answers.

3 LISTENING





a 05.08 Martha's going to Antarctica to do research on penguins. She talks to her friend Joe about her work. Listen and answer the questions.

1 How well does Joe understand Martha's research?
2 Are his questions serious or light-hearted?
3 What do we learn about the personality of the penguins?
4 Why is the research important?

b 05.08 Listen again. Number the actions in the correct order from 1 to 5.

- ☐ The eggs are laid.
- ☐ Tags are put on the penguins.
- ☐ Penguins find mates.
- ☐ Martha arrives in Antarctica.
- ☐ Penguin chicks are born.



4 GRAMMAR
Future perfect and future continuous

a Look at these future verb forms from the conversation in 3a and match them to the uses a–c below.

1 … this time next week **I'll be settling** into my accommodations.
2 … I think **I'll be doing** similar things every day.
3 … by the time I arrive **the penguins will already have** found mates.

a talk about an action that will be in progress at a specific time in the future
b talk about an action that will be completed before a specific time in the future
c talk about planned actions in the future

b Now go to Grammar Focus 5B on p. 142.

c Work on your own. Take notes about the questions.

- Where do you think you'll be living this time next year?
- What do you think you'll have achieved five years from now?

d Tell each other your answers to 4c and ask follow-up questions.

5 SPEAKING

a Read the job advertisement. Would you like this job?

Communications Officer in Antarctica



Responsibilities:

- interview researchers and collect information about their projects
- update our blog regularly
- assist all staff with IT requests

You need a friendly personality and excellent people skills.
This job is from October to March.

b Prepare a job interview role play for the job in 5a.

Student A: You want to apply for the job. Imagine you have the skills and experience that make you a suitable job applicant. Think of questions you can ask the interviewer.
Student B: You are the interviewer. Think of questions you can ask the applicant. Think of any useful information you can tell the applicant.

c Work in pairs. Do the role play.

Student A: Do you still want the job?
Student B: Do you think Student A is suitable for the job? Why / Why not?

5C EVERYDAY ENGLISH

I'm not making enough money

Learn to discuss advantages and disadvantages

- P Intonation groups
- S Responding to an idea



1 SPEAKING AND LISTENING

a Answer the questions below.

1 What are the best ways to earn money?
2 Have you ever had a roommate to help save money on rent? What are some other ways to save money?

b 05.11 Listen to Part 1. Put four of these events in the correct order. One event doesn't occur. Which is it?

- ☐ Alex asks Daniel what's wrong.
- ☐ Sara offers to help.
- ☐ Daniel asks about Jim.
- ☐ Sara talks about a TV show.
- ☐ Daniel talks about money.

c 05.11 Answer the questions. Listen again and check.

1 Why is Daniel worried?
2 Why is being a server a good idea?
3 What problems with being a server do they mention?
4 What does Daniel want to know about Jim?

2 LISTENING

a 05.12 Look at the picture of Sara, Daniel, and Alex above. Which of these topics could they be talking about? Listen to Part 2 and check.

money problems getting a roommate Alex's birthday
vacation rentals moving downtown

b 05.12 Listen again. Take notes about the ideas they discuss. What are the advantages and disadvantages of each idea?

3 USEFUL LANGUAGE

Discussing advantages and disadvantages

a Sara, Daniel, and Alex discuss Daniel's options for his problems. What do you think they say? Complete the sentences.

1 Of course, the _____ is, you'd have to find a roommate.
2 Yes, but the _____ is, I could keep the apartment.

b 05.13 Listen and check.

c Which of these words/phrases could you use in the sentences in 3a?

problem advantage disadvantage
best thing drawback

d 05.14 Add prepositions from the box to the expressions. Then listen and check.

of (x2) with (x2) about

one good thing _____
the advantage/disadvantage _____
the only drawback _____
another problem _____
the trouble _____

e Look at some people's ideas for the future. Use an expression from 3d in each second sentence.

1 "I might sell my car and go everywhere by bicycle. I'd be so fit."
2 "I'd love to live in Montevideo. It would be very expensive."
3 "I could work in China for a year. I don't speak the language."

4 PRONUNCIATION Intonation groups

a 05.15 Listen to these sentences. Answer the questions.

The good thing is, I could keep the apartment.
The trouble is, you'd have to find a roommate.

1 Where do you hear a slight pause?
2 Which words are stressed in the **bold** phrases?
3 Does Daniel's voice go up (↗) or down (↘) on the word *is*?

b 05.16 Listen to these sentences. Practice saying them, pausing after *is*.

1 The trouble is, I don't have enough money.
2 The point is, I still owe money to the bank.
3 The problem is, I'd need to get another job.
4 The advantage is, I'd be able to keep making art.

5 LISTENING

a 05.17 Listen to Part 3. What do they say about these things?

1 already has a room to rent
2 looking for a new job
3 needing money now
4 working at a café

b Which of these adjectives and phrases describe Alex? Which describe Daniel?

full of ideas	cautious in making decisions
enthusiastic	worried about the future

6 CONVERSATION SKILLS Responding to an idea

a Read what the speakers say. Complete the replies with the words in the box.

bad possibility great worth

1 **A** I don't know, it's a big risk.
B Not at all – I think it's a _____ idea!
2 **B** Well, how about entertainment? We could have live music and get local musicians to play on the weekend.
A That might be _____ a try.
3 **B** Or display paintings or photos.
A Hmm, that's not a _____ idea.
4 **B** Or readings. Have poetry readings.
A Yeah, that's a _____.

b 05.18 Listen and check. Which of the replies is … ?

1 more enthusiastic 2 more cautious

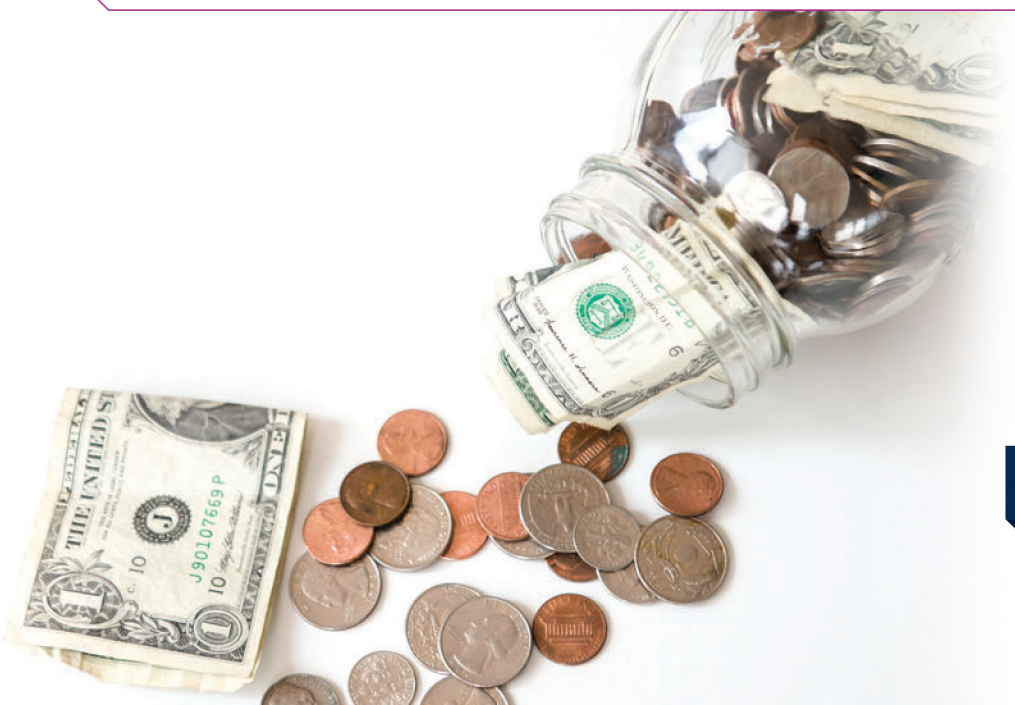
c Look at these ways to respond to an idea. Order them from 1–6 (*1* = very cautious, *6* = very enthusiastic).

- ☐ It's an idea, I suppose.
- ☐ Yes, that makes sense.
- ☐ That's a great idea.
- ☐ What a fantastic idea!
- ☐ 1 Hmm, I don't know about that.
- ☐ Yes, good idea.

d You want to do something with the whole class at the end of the year. Write down three ideas.

We could go on a day trip.

e Work in groups. Take turns suggesting and responding to each other's ideas, using expressions in 6a and 6c. Which idea is the best?



7 SPEAKING

a **Communication 5C** Now go to p. 128.

b Take a class vote. Whose idea sounds the best?

UNIT PROGRESS TEST

CHECK YOUR PROGRESS

You can now do the Unit Progress Test.

5D SKILLS FOR WRITING

We need to change the way we live

Learn to write an argument for and against an idea

W Arguing for and against an idea

1 SPEAKING AND LISTENING

a Discuss the questions.

1 What environmental problems are shown in photos a–d?
2 What environmental problems exist in your country or region? Which do you think are the most serious?
3 What action can people take to help solve them?

b 05.19 Listen to the news reports and match them with photos a–d. What key words helped you decide?

c 05.19 What did the news reports say about these topics?

1 beekeepers – bees – pesticides – farmers – fruit trees
2 air pollution – smog – masks – coal – exhaust fumes
3 plastic – birds, sea animals, and fish – the sea – 2050
4 fires – rainforest – wildfires – clearing forest for land – soccer fields

Retell the reports. Listen again if necessary.

d Discuss the questions.

1 Have you ever heard a news report like those in 1b about your own country or a country you know? What happened?
2 Which of these statements do you agree with the most and why?
   - We are responsible as individuals for protecting the environment. We can solve most environmental problems by behaving in a more responsible way.
   - The main responsibility for protecting the environment should lie with governments and large companies. There isn't much that individuals can do to change things.
3 What actions do you think (a) governments, (b) large companies, and (c) individuals can take to protect the environment?







How can we help protect the environment?



[1] Modern technology has many benefits – we can produce food cheaper and in greater quantities, we can manufacture the things we need more efficiently, and we can travel and communicate more easily. On the other hand, our activities can have negative impacts on the environment. It is well known that we are polluting our oceans with plastic and chemicals, many species are dying out, and natural areas are disappearing as cities spread. Scientists agree that we need to take urgent action to protect the world we live in before it's too late. But how can we do this?

[2] Most people accept that in order to protect the environment, we need to change the way we live. As individuals, we can help the environment by living simpler: we can buy fewer things and keep things we buy longer. We can also use public transportation and only use cars and planes when necessary; we can eat locally-produced food to cut down on transportation costs; and we can recycle more. People with their own houses and gardens can compost their food, grow organic vegetables, and invest in solar panels to provide energy.

[3] However, not everyone agrees that the responsibility for protecting the environment lies with individuals. They point out that most environmental destruction is caused by companies, not individual people. For example, many people are worried that widespread use of fertilizers and pesticides threatens wildlife and pollutes soil and water, and that cutting down forests destroys the habitats of birds and animals. Also, pollution of the sea is often caused by waste from factories or by spills from oil tankers, and scientists warn that overfishing by large commercial fishing fleets could lead to fish disappearing from our oceans. Some people believe these things can only be changed by introducing new laws, not by asking individuals to change their lifestyle.

[4] My own view is that both of these opinions are correct. We can do a lot as individuals to help the environment by behaving in a more responsible way, but that is not enough. We also need governments to take action to reduce pollution and improve the environment, and rich countries should lead the way in doing that.



2 READING

a Leon wrote an essay discussing the topic of protecting the environment. Read the essay and answer the questions.

1 Which of these sentences best summarizes the essay?
   a Leon considers whether individuals or governments can do the most to protect the environment.
   b Leon describes different ways in which we are damaging the environment.
2 What is Leon's conclusion?
   a It's not clear how we can best protect the environment.
   b Both individuals and governments should act to protect the environment.

b Read the essay again and make brief notes on the main points Leon makes.

3 WRITING SKILLS
Arguing for and against an idea

a Match four of the descriptions below to paragraphs 1–4 in the essay.

- Introduction – stating the problem
- Introduction – giving Leon's point of view
- How individuals can help protect the environment
- How large companies damage the environment
- How large companies can help the environment
- Conclusion – restating the problem
- Conclusion – Leon's point of view

b Answer the questions.

1 Why does Leon ask a question in the first paragraph?
2 How does Leon make his arguments seem more objective (i.e., not just his own opinion)?

c Notice how Leon uses expressions like these to report people's opinions.

> It is well known that ...
> Scientists agree that ...

Find more expressions in the essay that:

1 report what other people say or think (x3)
2 report how people feel (x1)
3 report what scientists say (x1)
4 report what Leon thinks himself (x1).

d Write sentences in response to these questions, using expressions from 3c.

Does recycling plastic really make much difference to the environment?
Would eating less meat help protect the environment?
Are pesticides causing bees to die out?

4 WRITING

a Work in pairs. Choose one of the essay topics.

Are extreme weather events a sign of climate change?
Is building nuclear power stations the best way to provide "clean" energy?
Should airfares be increased to discourage people from traveling by plane?

b Discuss the topic you chose and take notes on possible arguments for and against. Then decide on your conclusion.

c Work on your own. Plan your essay using the structure in 3a.

d Compare your notes with your partner and explain roughly what you plan to write.

e Write the essay in about 150–200 words, using expressions in 3c.

f Swap essays with another student. Does the essay ... ?

1 have a clear structure
2 set out the arguments in a clear way
3 use suitable expressions for reporting opinions

Do you agree with the conclusion?



UNIT 5
Review and extension

1 GRAMMAR

a Change these sentences using the words in parentheses so that the meaning stays the same.

1 Cities will probably become more dangerous over the next 50 years. (likely)
2 Scientists will probably find a way to delay the aging process soon. (chance)
3 It's likely that the Democratic Party will win the election. (probably)
4 There are bears in this forest, but you probably won't see one. (unlikely)

b Complete the blanks with the verbs in parentheses. Use either future continuous (*will be* + *-ing*) or future perfect (*will have* + past participle).

I'm in my 20s, but I sometimes imagine my life at 70. When I'm 70, I'll [1]_____ (retire), so I won't [2]_____ (work) and I'll have plenty of free time. But I will [3]_____ (have) a successful career, and I will [4]_____ (save) a lot of money, so I'll be rich. I will [5]_____ (get) married in my 30s, and we will [6]_____ (have) two or three children. By the time we're 70, we'll have a nice house by the ocean, and our children will [7]_____ (live) nearby. Of course, my life could turn out differently, but it's always good to have positive dreams!

c Imagine yourself 30 years from now. What will you be doing? What will you have done by then?

2 VOCABULARY

a What adjective could describe these people? Use words from the box.

well-organized	critical	adventurous
reliable	sympathetic	realistic

1 Dana has started a rock group, but she knows she probably won't ever become famous.
2 Mia always keeps her desk clean, and she knows where to find everything.
3 Tom listens to people's problems and knows how to make them feel better.
4 Pedro gave up work for six months to travel through Central America on a motorcycle.
5 Christine's very hard to please. If you get something wrong, she'll notice it and she'll tell you.
6 If you ask Hamid to do a job, he'll always do it well and on time.

b What is the opposite of these words?

1 reliable	3 responsible	5 well-organized
2 sensitive	4 thoughtful	6 realistic

c Work in pairs. Which words in 2b (or their opposites) are true of people you know? Tell your partner and give a few examples of things the people do or don't do.

3 WORDPOWER *side*

a Look at these examples and match the word *side* with the meanings in the box.

group or team	point of view	part of a person's character

1 She's friendly, but she also has a rather unpleasant **side**.
2 He usually plays for San Jose, but today he's playing for the other **side**.
3 We need to look at both **sides** of the argument.

b Here are some common expressions with *side*. Use them instead of the underlined parts of the sentences.

on your side	look on the bright side	
to one side	from side to side	on the side
side by side	see the funny side	

1 They sat on the bench next to each other without talking.
2 We think he was wrong. We're all supporting you.
3 Well, let's see things positively – we're both still alive.
4 I didn't earn much as a taxi driver, but I made a lot of money doing other work.
5 I was very embarrassed at the time, but now I can laugh about what happened.
6 She took me away from the other people and said quietly, "I'll call you tonight."
7 As the sea got rougher, the lamp in my cabin started swinging from left to right.

c Read these extracts from stories. Which sentences in 3b do you think go in the blanks?

1
The first few days of the voyage were calm, but then the weather changed. _____
I lay in my bed watching it, feeling sick.

2
She saw a man approaching. It was Tom. "OK if I sit here?" he asked. She nodded. _____
Then he turned to her and said, "Do you still have the letter?"

d Work in pairs. Choose another sentence from 3b. Imagine it's from a story, and write a sentence before and after it.

e Read out your sentences. Which were the most interesting?

REVIEW YOUR PROGRESS

How well did you do in this unit? Write 3, 2, or 1 for each objective.
3 = very well 2 = well 1 = not so well

I CAN ...	
discuss possible future events	☐
prepare for a job interview	☐
discuss advantages and disadvantages	☐
write an argument for and against an idea.	☐



CAN DO OBJECTIVES

- Discuss choices
- Discuss changes
- Introduce requests and say you are grateful
- Write a travel blog

UNIT 6

AROUND THE GLOBE

GETTING STARTED

a Talk about the picture. What do you think about it?

1 Where are the man and the boy?
2 Why aren't they talking to each other?
3 What's on the man's phone? What's on the boy's phone?

b Discuss the questions.

1 Do you prefer traveling alone or with other people? Why?
2 What do you usually do while you're waiting in an airport or a train/bus station?
3 What are the positives and negatives of going on long trips?

6A I'M NOT GOING TO TRY TO SEE EVERYTHING

Learn to discuss choices

- G Gerunds and infinitives
- V Travel and tourism

1 READING AND LISTENING

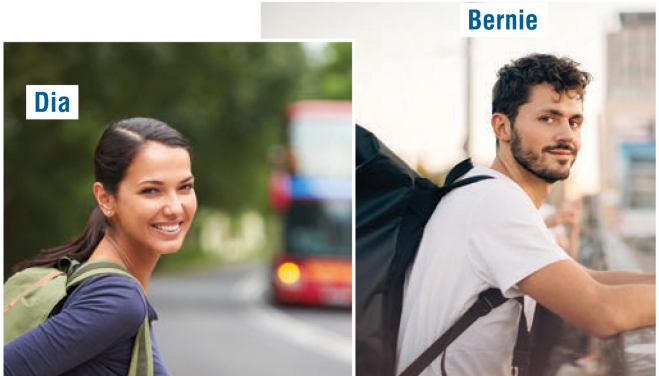
a Look at photos a–d and read about the four tourist attractions. Have you visited any of these places? Which one would you most like to visit?

b Read the tourist comments. Which are positive and which are negative?

1. "To see all these amazing things in gold and silver with precious stones like diamonds, and to know they've been used by kings and queens – it was wonderful!"
2. "It was too modern for me. I mean, it was interesting to see an amazing building and setting, but I like buildings with more historical objects."
3. "All these incredible, old religious objects – they were in glass cases and too far away. I wanted to get much closer than that."
4. "I've never seen so many beautiful, old paintings in one place – it was extraordinary."
5. "We spent hours enjoying the amazing shapes and materials of the building – I could have stayed longer."
6. "We had to keep walking and couldn't stop and look at the crown. It felt like high-pressure tourism."
7. "Absolutely fascinating – I learned so much about the Ottoman Empire."
8. "Overcrowded – and everyone rushing to take a photo of just one famous painting – not a pleasant experience."

c Match comments 1–8 with the tourist attractions in 1a.

d 06.01 Listen to two tourists, Dia and Bernie. Which places in 1a do they mention? Do they have the same idea about sightseeing tours?



a



The Louvre, Paris

- dates from the 12th century
- home to one of the world's largest art collections
- more than 8 million visitors a year

b



The Tower of London

- dates from 1080
- home of the British Crown Jewels
- about 2.5 million visitors a year

e 06.01 Listen again and answer the questions.

Dia

1 Why did Dia join a tour?
2 What was her impression of the organization of the tour?
3 Where did she want to spend more time?
4 What did she and her friend do?

Bernie

1 How many people did Bernie travel with?
2 What was the problem with guidebooks and maps?
3 Why did they almost have an accident in Paris?
4 What was disappointing about the *Mona Lisa*?

f Discuss the questions.

1 Have you had experiences similar to Dia and Bernie?
2 How do you prefer to go sightseeing?
3 Dia and Bernie and some of the tourists in 1b mention some negative aspects of tourism. What others can you think of?
4 Do these negative aspects stop you from wanting to see traditional tourist sights? Why / Why not?

Guggenheim Bilbao, Spain

- designed by Canadian architect Frank Gehry and built in 1997
- modern museum made of titanium, glass, and limestone
- over 1 million visitors a year





Topkapi Palace, Istanbul

- main residence of Ottoman Sultans from 1465 to 1856
- contains holy relics from Muslim world
- about 3 million visitors a year

2 GRAMMAR Gerunds and infinitives

a 06.02 Underline the correct verbs. Listen and check.

1 … it would be easy *to meet / meeting* people …
2 … we took off together *travel / to travel* around Europe.
3 *Drive / Driving* in Paris was really hard work …
4 Before *going / go* to the next place, I decided to *leave / leaving* the tour.

b Match rules a–d to sentences 1–4 in 2a.

a We use gerunds after prepositions.
b We use gerunds when it is the subject of a sentence.
c We use infinitives after adjectives.
d We use infinitives to talk about the purpose or reason for something.

c Match the verbs in **bold** with meaning a or b in each pair of sentences.

1 … the people organizing these tours **try** to include too much in the schedule.
2 I might **try** going on a tour of some kind.
a do something to see what effect it has
b attempt to do something (often unsuccessfully)

3 I **remember** visiting the incredible Guggenheim Museum …
4 … **remember** to be back at 10:30.
a have a memory of doing something
b not forget to do something

d Where do the objects (in parentheses) go in these sentences?

We could hear right behind us. (the bulls)
I noticed waving their arms at us. (all these people)

We can also use this pattern with *see*, *watch*, *observe*, *listen to*, *feel*, *smell*. What kinds of verbs are they?

e Now go to Grammar Focus 6A on p. 144.

f Complete the sentences with the correct form of the verbs in parentheses.

1 _____ (see) the pyramids for the first time was a magical experience.
2 You can't leave London without _____ (visit) the British Museum.
3 Why aren't you _____ (speak) to him in Spanish? He obviously can't understand you.
4 It's not possible _____ (go) to the museum in the evening. It closes at 5:00 p.m.
5 When you visit the Hermitage, remember _____ (look for) the two paintings by Leonardo da Vinci.
6 The guide was _____ (have) an argument with another tourist.
7 _____ (discover) Topkapi Palace in Istanbul was the highlight of my trip.
8 We went to Rome _____ (visit) the Colosseum and Roman Forum, but we found the baroque architecture just as interesting.
9 It was a small restaurant and I could smell our dinner _____ (be) cooked – delicious!
10 I remember _____ (see) the Sagrada Família for the first time – it was so original.

g Discuss the questions.

1 Why do you think we all like visiting the same tourist attractions?
2 Do you think it's important to see all the famous sights and landmarks if you visit a new place?
3 How do you think tourism will change in the future?

3 READING

a Read the comments from a tourism website about three destinations. Answer the questions.

1 What countries are the tourist destinations in?
2 Are the places well known?
3 Is the main tourist attraction in each place part of nature or is it man-made?

b Read the texts again. Are the sentences true or false?

1 Uruapan is an ancient city.
2 The Parícutin volcano is still active.
3 Colin and his girlfriend left Hanoi because of bad food.
4 The people of Ha Long Bay don't live on the islands.
5 The wooden constructions on Kizhi Island were built in the 1950s.
6 Emmy and her friends felt that visiting Kizhi Island was a special experience.

c Which place do you think sounds the most interesting? Which place sounds the least interesting? Why?

WHERE TO GO?

Have you planned your next vacation? Tell us about your favorite places and send us a photo.

URUAPAN

People always seem to go to the same places. I live in Mexico and tourists always visit places like Mexico City and Cancún. Not many tourists come to my hometown, Uruapan. It's one of the oldest cities in Mexico. A beautiful river – it's called "The river that sings" – runs through it, and there are spectacular waterfalls on the outskirts of the city. However, the most amazing feature you can see here is the nearby volcano, Parícutin. It really is **impressive**. You can go trekking up the volcano (it's about 420 meters high). The volcano is extinct, so it's perfectly safe. So for some history and some really **remarkable** scenery, Uruapan is a good choice. *Teresa*

HA LONG BAY

Last year, my girlfriend and I went to Vietnam for the first time. We loved it – the people were great and the food was **superb**. Hanoi is a busy city, but there are more **exotic** places you can escape to in Vietnam. The place we loved the most was Ha Long Bay where everyone lives in a floating house! On top of that, all around the bay there are **astonishing** islands made of limestone. Some of them look like beautiful towers – they're really **breathtaking**. And there are lakes and caves on some of the islands, as well as some very mischievous monkeys. Ha Long Bay is **dramatic** and beautiful. Many tourists have already discovered it – but it's still worth a visit. *Colin*



KIZHI ISLAND

If you want to see something original and **unique**, you should go to Kizhi Island in Russia. The whole island is like a museum of **stunning** wooden structures that look like they are right out of a fairy tale. The island's in the middle of Lake Onega in Karelia, Russia. In the 1950s, a lot of historic wooden buildings were moved from different parts of Karelia to the island in order to preserve them. A couple of years ago, a group of us went to St. Petersburg first, then on to Kizhi Island. It's the most **memorable** vacation I've ever had, and I felt like I'd been transported to another world. Although it's a UNESCO site, not too many people know about it, so you won't meet a lot of tourists. *Emmy*



4 VOCABULARY
Travel and tourism

a Look at the adjectives in **bold** in the text. Do they have a positive or negative meaning?

b Answer the questions about the adjectives.

1 If something is *remarkable*, is there something special about it or is it pretty normal?
2 If you see something *memorable*, is it something that stays in your mind for a long time or do you forget it easily?
3 If you think something's *exotic*, does it seem foreign and unpleasant or foreign and interesting to you?
4 If a landmark is *breathtaking*, is it exciting and surprising or really high up?
5 If you feel that something's *impressive*, is it something you admire or just something that's very big?
6 If something's *unique*, how many are there of them in the world?
7 If you think something's *superb*, do you believe it's very spicy or of very high quality?
8 If you see something *astonishing*, are you very bored or very surprised?
9 If something's *stunning*, does it feel almost as though you've been hit by its beauty, or does it mean you think it's very old-fashioned?
10 If you think scenery is *dramatic*, is it pleasant and interesting or beautiful and exciting?

c 06.07 **Pronunciation** Look at these adjectives from the text and mark the stress. Then listen and check.

impressive	stunning	breathtaking
remarkable	dramatic	memorable
superb	exotic	
astonishing	unique	

d Think of some interesting and beautiful things you've seen as a tourist. Choose adjectives from 4c to describe them. Then tell each other about the things you've seen.

e Now go to Vocabulary Focus 6A on p. 159.

5 READING AND SPEAKING

a **Communication 6A** Student A: Go to p. 133. Student B: Go to p. 132.

b Tell the class what you decided.

6B ABOUT HALF THE WORLD'S LANGUAGES WILL DISAPPEAR

Learn to discuss changes
- G The passive
- V Describing change

1 READING AND LISTENING

a Work in small groups. Do the quiz together.

b 06.11 Listen to the first part of an interview with a language expert and check your answers. Then answer these questions.

1 What languages are most in danger of disappearing?
2 What is a "language hotspot?"

How much do you know about ... ?

LANGUAGES of the WORLD

Can you answer these questions?

1 How many independent countries are there in the world?
a) 120 **b)** nearly 200 **c)** nearly 500

2 How many spoken languages are there in the world?
a) around 500 **b)** around 3,000 **c)** around 7,000

3 Which one of these languages has over 400 million native speakers?
a) Portuguese **b)** French **c)** Spanish

4 What percentage of the world's population speaks Mandarin Chinese?
a) 4% **b)** 14% **c)** 24%

5 On average, how many languages die out every year?
a) 5 **b)** 25 **c)** 120

2 VOCABULARY Describing change

a Match the verbs in the box with the meanings.

be lost	decline (x2)	decrease	deteriorate	die out
disappear	increase	preserve	revive	

1 keep as it is
2 stop existing (x3)
3 become more
4 become less or go down (x2)
5 bring back into existence
6 get worse (x2)

b Complete the sentences with the correct forms of the verbs in 2a and the information in 1b. More than one answer is possible.

1 The number of people who speak English is _____.
2 The number of minority languages is _____.
3 Many languages are in danger of _____.
4 Educating children may help to _____ a language.

c 06.12 **Pronunciation** Listen to the verb and noun forms of these words. Are they pronounced differently?

verb:	increase	decrease	decline
noun:	increase	decrease	decline

d 06.13 Say the words in **bold** in sentences 1–4. Then listen and check.

1 There has been a steady **increase** in world literacy.
2 The number of different English dialects is slowly **decreasing**.
3 There has been a gradual **decline** in student numbers.
4 The number of bilingual children has **increased** over the last 50 years.

e What is the noun form of these verbs? Choose the correct ending in the box. What changes do you need to make?

-al	-ance	-tion

1 disappear 2 deteriorate 3 revive 4 preserve

f Think of three things which have increased or decreased in your country recently. Then compare with a partner.

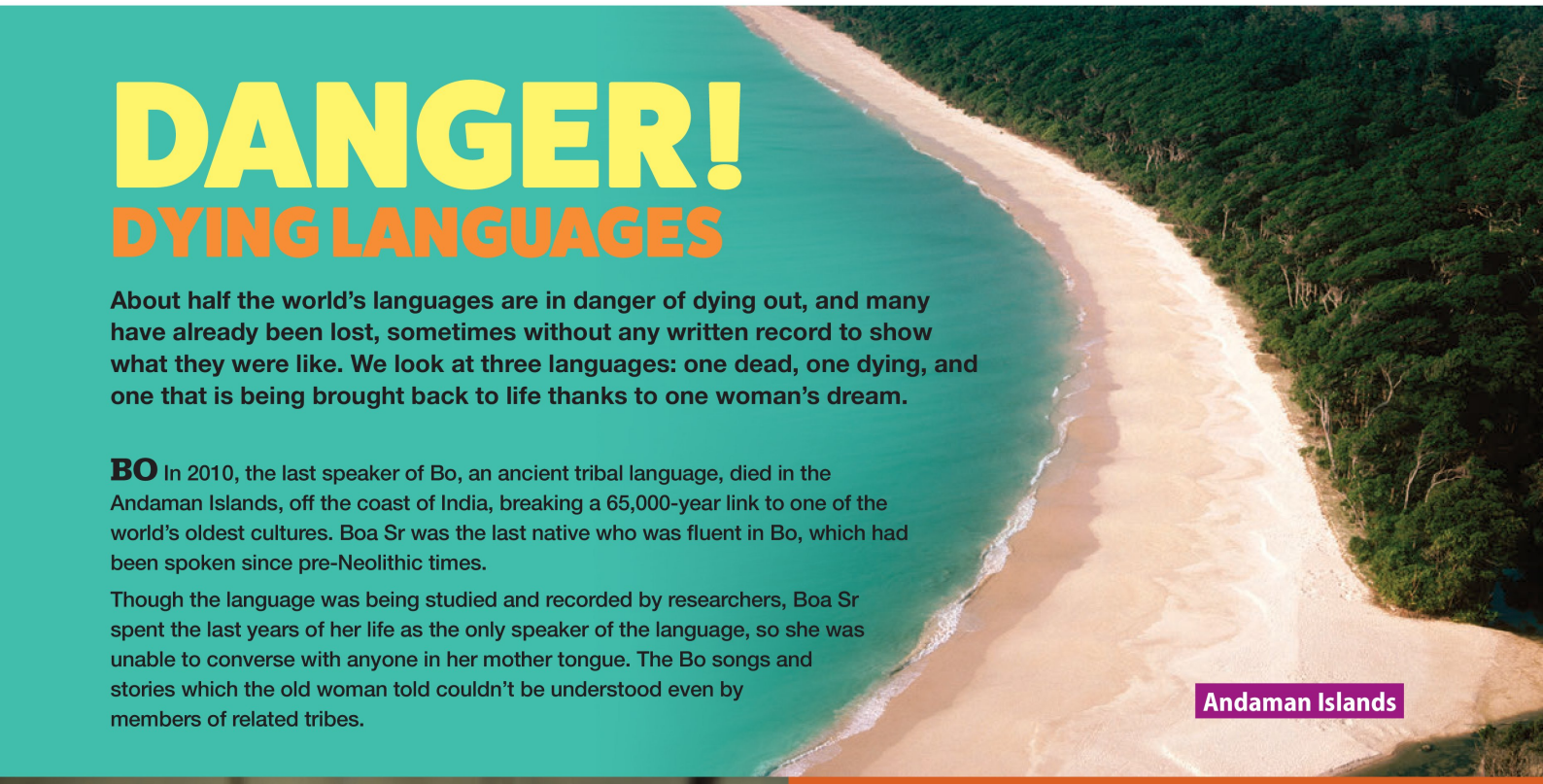


3 READING

a Read about three languages. In what ways are they similar? In what ways are they different?

DANGER!
DYING LANGUAGES

About half the world's languages are in danger of dying out, and many have already been lost, sometimes without any written record to show what they were like. We look at three languages: one dead, one dying, and one that is being brought back to life thanks to one woman's dream.



Andaman Islands

BO In 2010, the last speaker of Bo, an ancient tribal language, died in the Andaman Islands, off the coast of India, breaking a 65,000-year link to one of the world's oldest cultures. Boa Sr was the last native who was fluent in Bo, which had been spoken since pre-Neolithic times.

Though the language was being studied and recorded by researchers, Boa Sr spent the last years of her life as the only speaker of the language, so she was unable to converse with anyone in her mother tongue. The Bo songs and stories which the old woman told couldn't be understood even by members of related tribes.



N|U

Hannah Koper is one of the few remaining speakers of a southern African language called N|u (the vertical line represents a clicking sound made with the tongue). Now most young people have no interest in learning N|u, which they see as an "ugly language, just for old people." Although efforts are being made to save the language from dying out by recording stories and by giving language classes for children, it seems unlikely to survive as a spoken language for more than a few years.

Hannah remembers: "We all used to get together and speak the language. We gathered together, we discussed issues, we laughed together in N|u."

WAMPANOAG

When the first European settlers landed in North America in 1620, they were helped by a Native American tribe called the Wampanoag, who showed them how to plant corn. The language died out in the early 19th century, and there were no fluent speakers of Wampanoag for more than 150 years.

However, one night a young woman named Jessie Little Doe Baird dreamed that her ancestors spoke to her in the Wampanoag language. Inspired by this, she first studied the language herself and then started a program to revive the language, using old written records and books written in the language. She and her husband are raising their daughter entirely in Wampanoag, and every summer they organize a "language camp," which is attended by a group of about 50 young people and where only Wampanoag is spoken. This is the first time a language with no living speakers for many generations has been revived in a Native American community, and there's a good chance that it will be spoken more widely by future generations of Wampanoag.



b Read the text again and take notes about each language:

1 number of speakers
2 increasing or decreasing
3 other important facts.

c Imagine you could ask each of the three people mentioned in the text a question. What would you ask? What answer do you think they would give?

4 GRAMMAR The passive

a Complete sentences 1–8 with the passive forms of the verbs in a–h.

1 Many languages _____ lost.
2 Bo was a local language which _____ since pre-Neolithic times.
3 The language _____ by researchers.
4 Her songs and stories couldn't _____ even by members of related tribes.
5 N|u _____ now only _____ by a few people.
6 Efforts _____ to save the language from dying out.
7 They _____ by a Native American tribe called the Wampanoag.
8 There's a good chance that it _____ more widely by future generations.

a is spoken
b were helped
c have already been
d will be spoken
e are being made
f was being studied
g had been spoken
h be understood

b How do we form the passive?

a *be* + past participle
b *have* + past participle
c *be* + infinitive

c Find and underline other examples of the passive in the text. What tense are they?

d Now go to Grammar Focus 6B on p. 144.

e Rewrite the paragraph using the passive so that the subject remains "the N|u language."

The N|u language is in serious danger because people only speak it in a few small villages. In the past, people spoke it in a large region of South Africa and Namibia. Linguists have now recorded it and they've written it down, and teachers who have learned the language themselves are teaching it to children in schools.

f Think about languages in your country and discuss the questions.

1 What languages are spoken? What about dialects? Is there one "official" language or more than one?
2 Which languages or dialects do you think are spoken more and which are spoken less? Why?
3 Do you think people should be encouraged to use their own language, dialect, or accent? Why / Why not?

5 LISTENING AND SPEAKING

a You are going to listen to the rest of the interview with Professor Barnett, who tries to preserve endangered languages. How do you think he will answer these questions?

1 Does it matter if small languages die out … ?
   - to the people who speak that language
   - to the wider world
2 Isn't it a good idea for everyone to learn a global language?
3 Is it possible to stop languages from dying out?

b 06.16 Listen and check your ideas.

c 06.16 Listen again. Check (✓) the points he makes.

1 ☐ No one feels happy about their language dying out.
2 ☐ Languages are just as important as buildings.
3 ☐ You can translate everything from one language to another.
4 ☐ You can learn a "big" language and still keep your own language.
5 ☐ It's not good for children to be bilingual.
6 ☐ Children are the key to keeping languages alive.
7 ☐ Technology can help keep languages from dying out.

d Which points in 5c do you agree with? Are there any you disagree with? Why?

e **Communication 6B** Work in two pairs. Pair A: Go to p. 130. Pair B: Go to p. 133.

f Work with a partner from the other pair. Have a discussion, using the arguments you prepared. Report back to the class which points you agree on.

6C EVERYDAY ENGLISH

Do you mind if I ask you a favor?

Learn to introduce requests and say you are grateful

- S Introducing requests
- P Consonant sounds



1 LISTENING

a Answer the questions.

1 When was the last time you had to ask a friend or a family member for a favor?
2 What kind of favor was it?
3 How do you feel about asking someone a favor?

b Look at the photo of Lena. What is she doing? What favor do you think she might ask her brother, José?

c 06.17 Listen to Part 1. Were your ideas in 1b correct? What is the favor?

d 06.17 Listen to Part 1 again. Answer the questions.

1 When do Lena and Maddie need help?
2 How does Lena feel about asking José?
3 How do Lena and Maddie feel after talking to José?

2 CONVERSATION SKILLS Introducing requests

a 06.18 Read the conversation below and then listen to an excerpt from Part 1. What is the difference?

LENA José?
JOSÉ Yeah.
LENA Can you help me and Maddie move this Friday?
JOSÉ Sure.

b 06.18 Lena and Maddie go through four steps to introduce the request. Put the steps in the correct order. Listen again and check.

1 They make the request.
2 They show that they realize they're asking a big favor.
3 They say they want to make a request.
4 They give a reason for needing to make the request.

c Why do Lena and Maddie introduce their request carefully? Choose the correct answer.

1 Lena doesn't know José very well.
2 Lena and José had an argument recently.
3 They realize they're asking José a big favor.
4 Lena is worried that José will get fired.

d Complete the beginnings in A with a word in the box. Then match A and B to make expressions that introduce requests.

like if mind to if

A	B
1 Do you mind _____	a ask you this, but …
2 I'm really sorry _____	b you wouldn't mind … ?
3 There's an idea I'd _____	c I ask you something?
4 I was wondering _____	d my asking, but …
5 I hope you don't _____	e to run past you.

e Answer the questions in 2d and use the replies below.

1 What do you say to the requests to encourage the speaker?
2 Which two replies can be used with requests 1, 4, and 5?
3 Which reply matches request 3?

What is it? No, that's fine. No, not at all. Go right ahead.

3 USEFUL LANGUAGE
Showing you are grateful

a Maddie thanks José and then shows how grateful she is. Complete Maddie's sentence.

Thank you. That's _____ _____ of you.

06.19 Listen and check.

b Put the words in the correct order to make expressions.

1 really / it / appreciate / we
2 really / grateful / we're
3 it's / of / kind / you / so
4 don't / to / I / thank / know / you / how

c Look at these replies to the expressions in 3b. Which one is not suitable? Why?

1 Oh, don't worry about it.
2 I'm happy to help.
3 It's no trouble at all.
4 I'm glad you're grateful.
5 It's not a problem.
6 My pleasure.

4 LISTENING

a Look at the photo below and discuss the questions. Why do you think … ?

1 José is saying, "Great, thanks!"
2 Matt is saying, "No problem."

b 06.20 Listen to Part 2 and check your answers.

c 06.20 Listen again. Are the sentences true or false?

1 Matt invites José to a game.
2 José needs help with a move on Saturday.
3 There are games on Friday and Saturday.
4 Matt offers to rent a truck to help with the move.
5 José offers to buy tickets if they finish the move early.

5 PRONUNCIATION
Sound and spelling: Consonant sounds

a Notice the **bold** consonant sounds. Match the underlined sounds a–h with consonant sounds 1–8.

1 ☐ /θ/ **th**irty
2 ☐ /ð/ **th**ey
3 ☐ /s/ **s**ay
4 ☐ /z/ **z**ero
5 ☐ /ʃ/ **sh**op
6 ☐ /ʒ/ u**s**ually
7 ☐ /ʧ/ **ch**oose
8 ☐ /ʤ/ **j**eans

a I'm really sorry to ask you …
b My pleasure …
c Do you think it'll be a problem?
d I need to check with Sonia …
e I'm really into science fiction.
f It's time you had a vacation together.
g She likes taking photos of bridges.
h I could close up on Friday.

06.21 Listen and check.

b Find a sound from 5a in the following words:

1 ideas
2 earth
3 television
4 jewel
5 bother
6 sugar
7 science
8 future

06.22 Listen and check. Then practice saying the words.

6 SPEAKING

a Think of a big favor to ask your partner. Think of a reason why you need to ask this favor.

b Take turns making your requests. Make sure you introduce your request carefully. If your partner agrees to your request, show that you're grateful.



UNIT PROGRESS TEST

CHECK YOUR PROGRESS

You can now do the Unit Progress Test.

6D SKILLS FOR WRITING
The scenery was fantastic

Learn to write a travel blog

W Using descriptive language

1 SPEAKING AND LISTENING

a Look at the photos of the top five tourist attractions in the U.S. What do you know about them? Why do you think people want to see them? Which place would you most like to visit? Why?

TOP 5 U.S. TOURIST ATTRACTIONS

1 Manhattan, New York City
2 The Grand Canyon, Arizona
3 The White House, Washington, D.C.
4 Niagara Falls, New York
5 Las Vegas, Nevada


Manhattan


The White House


Las Vegas


The Grand Canyon


Niagara Falls

b 06.23 Listen to Katia and Julián telling a friend about a trip to the Grand Canyon. Which of these topics do they NOT talk about?

the people the views camping birds
cars the desert cowboys meals

c 06.23 Listen again and answer the questions.

1 How did they travel?
2 What is unusual about the Mojave Desert?
3 Where did they stay: the first night? the second night? What do they say about it?
4 What two events did they watch at the Grand Canyon?
5 Where did they go next?

d Work on your own. What do you think are the top tourist destinations in your country?

e Compare your destinations with other students' ideas. Why do you think tourists find these places interesting?


This is me in the salt desert.

2 READING

a Read Katia's travel blog about their trip. What information does it contain that was not in the recording?

Around the GRAND CANYON

Driving to the Grand Canyon was an experience in itself. On the historic Route 66, we passed through the heart of the Mojave Desert, which is a huge, flat salt desert – it was the first time we had seen salt plains. We stopped off at a small town called Williams, where we saw cowboys and a re-enactment of an old shootout that had taken place there in the 1800s.

It was late when we finally found a restaurant, where they let us put up our tent behind the building. To our horror, the air mattress had a hole in it, so we had another uncomfortable night's sleep. I could feel stones pressing into my back all night! In the morning, we woke and drove the final 20 kilometers to the canyon. It was breathtaking ... it's hard to describe in words the grandeur and beauty of this natural phenomenon – it was the experience of a lifetime. We drove around the South Rim, which has superb views down into the canyon itself, until we found a campsite. Luckily, we found a spot even though it was peak season. We ate, then went to the Desert Watchtower to watch the sun going down – just amazing.

At 4:45 a.m., we woke up and took a walk to watch the sun rise, which was a whole new experience as the light and the shadows made everything look different. After breakfast, we headed up to the village where a bus took us to the other part of the South Rim. We took a short hike and we were very lucky to see a condor, as their numbers have declined and there are now less than 300 left in the wild – they are huge and very impressive. We watched it circling right above our heads. Again, the scenery was fantastic, and we saw the canyon from a few different viewpoints.

After that we drove to Lake Mead for a few days to relax before the madness of Las Vegas. Vegas – here we come!



Julián looking down into the canyon.

3 WRITING SKILLS
Using descriptive language

a Katia says the sunset was *amazing*. Find five other adjectives in the blog that mean *very beautiful* or *very big*.

b Look at the adjectives and phrases in the box. Which of them have a positive meaning and which have a negative meaning?

disappointing	fabulous	awesome
uninspiring	mind-blowing	ordinary
unbelievable	out of this world	dull
awe-inspiring	unforgettable	

c Which adjectives/phrases in 3b can be used to complete these sentences?

1 Without a doubt, the scenery was absolutely _____.
2 I don't know. The scenery was a little _____.

Can you think of adverbs to replace *absolutely* and *a little*?

d Change these sentences to make the meaning stronger. Use adjectives and phrases from 3a and 3b. More than one answer is possible.

1 Manhattan was good, and I thought the buildings were very nice.
2 Niagara Falls was beautiful. We went on a boat below the falls – it was very good.
3 People say that Las Vegas is a nice place to visit, but I thought it was not very good.

e Katia also uses three expressions with *experience* to describe the trip. Find the examples in 2a and complete 1–3.

1 It was an experience _____.
2 It was the experience _____.
3 ... which was a whole _____ experience.

f Think of a place you have visited. Write sentences about your experience using language in 3a–e. Then discuss it.

4 WRITING

a Choose one of the photos, or think of one of your own travel photos. Plan a travel blog around this photo. Take notes on:

- where you went
- what you did
- what you saw
- what it was like.

b Write the travel blog. Include language from 3a–e.

c Switch travel blogs with other students. Ask and answer questions. Do the descriptions make you want to visit the place? Why / Why not?

UNIT 6
Review and extension

1 GRAMMAR

a Correct the mistakes in these sentences.

1 Do you find it easy relax on the weekend?
2 What kinds of things do you do for help you relax?
3 Do you have a series of household tasks you need to remember doing?
4 In your neighborhood, do you notice people to do the same kinds of things as you do?
5 Do you remember to do the same kinds of things on the weekend when you were a child?

b Ask each other the corrected questions.

c Put the verbs in parentheses in the correct passive or active form.

This small pot [1]_____ (give) to me by my great-grandfather about 10 years ago. It's Egyptian. He [2]_____ (buy) it about 60 years ago. Apparently it [3]_____ (discover) in the desert by an Egyptian farmer. Then it [4]_____ (see) by a soldier during the war. He [5]_____ (pass) through a village where the pot [6]_____ (clean). My great-grandfather [7]_____ (say) the pot [8]_____ (sell) to the soldier for the price of a cup of coffee. He [9]_____ (pay) about $30 for it after the war. It [10]_____ (value) recently by an expert, and it's now worth more than $2,000.

2 VOCABULARY

a Write the correct adjectives in the blanks.

1 We had a fantastic meal followed by an incredible concert. It really was a m_____ evening.
2 They have a really i_____ collection of old movie posters – I've never seen so many.
3 I come from Tahiti so for me, somewhere like Canada is e_____.
4 She paid a lot of money for her new evening dress. But it was worth it – she looks s_____ in it.
5 My favorite act in the circus was the high-wire acrobats. They were so skilled – their performance was b_____.

b Choose the correct word in *italics*.

Robinson's used to be my favorite department store. However, in the past few years, I've noticed there's been a [1]*decreasing / deterioration* in service. Years ago, the owners used to walk around the store and chat with customers, but not anymore. I wish they'd [2]*revive / increase* that and [3]*preservation / preserve* those old traditions with a personal touch. However, the Robinson family have all [4]*died out / been lost* now, and the store's owned by some anonymous company. They've [5]*declined / decreased* the number of store assistants who can help you. Instead there's been an [6]*increased / increase* in self-service check-outs and face-to-face contact has [7]*been lost / revived*. I think it's a shame.

3 WORDPOWER *out*

a 06.24 Listen to the short conversations. What multi-word verb with *out* is used to replace the underlined words?

1 Yes, if I keep working 14-hour days, I'll become exhausted. _____ out
2 I feel like I'm going to faint. _____ out
3 I just need to calculate the total cost. _____ out
4 I've argued with my brother and we're not speaking. _____ out
5 Yes, but didn't we finish the milk? _____ out
6 But of all the applicants, Maria really is noticeably better. _____ out
7 But he's become a very nice young man. _____ out
8 I'm going to lie by the swimming pool with a cold drink and just relax. _____ out

b Write multi-word verbs with *out* in the blanks. Think carefully about the correct verb form to use.

1 The weather was terrible this morning, but it's _____ to be a beautiful day.
2 His way of _____ is to play video games and forget daily life.
3 She was getting annoyed with the bad behavior of the class, and her patience was beginning to _____.
4 All the staff are saying that they're going to _____ if they keep working so hard.
5 This model really _____ as being more economical than all other cars of this size.
6 I'm trying to _____ how much tax I have to pay, but it's really hard.
7 The sight of blood makes him _____.
8 He always _____ with his friends – he's very difficult to get along with.

c Take notes about the following questions.

1 Have you ever fallen out with another family member? Why?
2 What do you like to do to chill out?
3 Have you ever passed out? If so, how did it happen?
4 Who's a famous person that you think really stands out? Why do you think so?
5 What kinds of jobs do you think could result in burn out?

d Discuss your answers to the questions.

REVIEW YOUR PROGRESS

How well did you do in this unit? Write 3, 2, or 1 for each objective.
3 = very well 2 = well 1 = not so well

I CAN ...	
discuss choices	☐
discuss changes	☐
introduce requests and say I am grateful	☐
write a travel blog.	☐



CAN DO OBJECTIVES

- Discuss living in cities
- Discuss changes to a home
- Imagine how things could be
- Write an email to complain

UNIT 7

CITY LIVING

GETTING STARTED

a Look at the picture and answer the questions.

1 Look at the buildings. Which one is new, or modern? How is it different from the older building beside it? How is it similar?
2 What do you think of the modern building? Do you think it is … ?
interesting outrageous ridiculous amusing
ugly harmonious
3 What do you think the architect of the modern building was aiming to achieve? How successful was he/she?

b Discuss the questions.

1 Think of modern buildings that you know. What do you like / not like about them?
2 Do you think new buildings should fit in with their surroundings or stand out from them? Why?
3 Do you think it's right to develop and alter city neighborhoods or should they be preserved?

7A THERE'S VERY LITTLE TRAFFIC

Learn to discuss living in cities

- G *too / enough*; *so / such*
- V Describing life in cities

1 SPEAKING

a What kind of stress is caused by crowds? How do you think the people in the two photos feel?

b Imagine a third photo of city life. What might it show? Discuss your ideas.





2 READING

a The article below is from an online group called the Slow Movement. Read the title. What do you think the group believes?

1 Success isn't as important as people think.
2 You shouldn't let work take over your life.
3 Modern life is bad for our health.

Quick – Slow Down!

Speed Worship

We love speed. When it comes to doing business and connecting with people, speed is important. We need to get our work done faster. We worry that we're too slow, that we aren't efficient enough or productive enough to succeed. We need to get there first. How do we do this? We speed up. Why? Because we seem to associate "slow" with failure, inefficiency, and even worse: laziness.

City Life

Many people complain that they don't have enough time. They have too much work to do every day, and there are always too many things that they haven't done. There is pressure to be available 24/7 – to colleagues, clients, and friends. We spend around 13 hours a week on emails and an average of three hours a day on social networking sites. City living can make things worse – we spend 106 days of our life looking for a parking space and up to three days a year in traffic jams. We have less time to relax, and this makes us more impatient and less polite. Even birds are affected by the pace of urban living – blackbirds in cities get up earlier and go to sleep later than rural blackbirds.

Time Poverty and Sleep Debt

Economist Juliet Schor calculated that people in most jobs now work the equivalent of a full month more each year than they did two decades earlier. In addition to this, scientist Russell Foster says that people get about two hours less sleep than they did 60 years ago.

This results in "sleep debt." In other words, people have so little sleep over such a long period of time that they are permanently tired. Studies done on doctors who didn't get enough sleep showed that they had the same reaction speed as people who had drunk two glasses of beer. Being so tired can also seriously affect your health – scientists have discovered a link between sleep debt and cancer, heart disease, diabetes, infections, and obesity.

Slow Seeing

We are in such a hurry that we are creating big problems for ourselves. The answer to this is

b Read "Quick – Slow Down!" quickly and check your ideas from 2A.

c Read the article again. What connection does the writer make between … ?

1 speed and business
2 slowness and laziness
3 time and city life
4 relaxing and our mood
5 work and sleep
6 "sleep debt" and alcohol
7 tiredness and health

d How could you live more slowly? Compare your ideas.

Rules For Slowing Down

1 Put your feet up and stare idly out the window. (Warning: Do not attempt this while driving.)
2 Think about things; take your time. Do not be pushed into answering questions. A response is not the same as an answer.
3 Yawn often. Medical studies have shown that yawning may be good for you.
4 Bright lights and screens before bed will make sleeping difficult. So avoid gaming and social networking late in the evening.
5 Spend more time in bed. When it's time to get out of bed in the morning, don't. Sit there for half an hour and do nothing. Then get up slowly.
6 Read long, slow stories.
7 Spend more time in the bath.
8 Practice doing nothing. (Yes, this is the difficult one.)

simple: slow down! Slowing down gives us the opportunity to see things more clearly and make the right decisions, and in the end it may help us to have better ideas and a healthier life. Einstein, one of the greatest scientific minds of all time, spent a lot of time daydreaming, and psychologists agree that this helps us to be more creative. So sit back and do nothing for a little while – your brain and body will thank you for it.



e Read "Rules for Slowing Down!" Are they the same as your ideas in 2d? Which ones are … ?

- things you do already
- things you don't do, but you think are a good idea
- things you think are a bad idea

3 GRAMMAR *too / enough; so / such*

a Put *too*, *too much*, *too many*, or *enough* in the correct place in each sentence. Then check your answers in the article "Quick – Slow Down!"

1 We worry that we're slow.
2 We aren't efficient or productive to succeed.
3 Many people complain that they don't have time.
4 They have work to do every day.
5 There are always things that they haven't done.

b Look at the sentences in 3a again. Did you put the words before or after … ?

1 an adjective 2 a noun

c Complete the rules with the words in the box.

an adjective	count	after
a noun	before	noncount

1 We use *too* before _____, but *too much* or *too many* before _____.
2 We use *too much* before _____ nouns and *too many* before _____ nouns.
3 *Enough* always comes _____ an adjective but _____ a noun.

d Complete the sentences with *so* or *such*.

1 People get _____ little sleep over _____ a long period of time that they are permanently tired.
2 Being _____ tired can also seriously affect your health.
3 We are in _____ a hurry that we are creating big problems for ourselves.

e Now go to Grammar Focus 7A on p. 146.

f Find and correct the mistake in each sentence.

1 I have such much work to do that I often have to work on weekends.
2 You spend too many time in front of the computer.
3 We don't have money enough to buy a new car.
4 He doesn't like his job, but he's too much lazy to look for a better one.
5 Cheer up! Why are you always in so a bad mood?
6 I'll have to draw the plan again. It isn't enough clear.

g Write four sentences about your everyday life and work/studies. They can be true or false. Include *too*, *enough*, *so*, or *such*.

I have so many clothes that I never know what to wear.

h Work in groups. Read your sentences from 3g. Can your group guess which sentences are true and which are false?

4 READING AND LISTENING

a Look at the cities in photos a–d. What do you think the term "smart city" means?

b 07.05 Listen to the interview. What are the two main ideas of a "smart city?" Choose two of the answers below.

1 People in it have a good quality of life.
2 It responds to people's needs.
3 It encourages people to have new ideas.

c 07.05 Listen again. What new information do you hear about … ?

1 traffic in London, U.K.
2 smog and bicycles in Mexico City
3 energy use in Masdar, U.A.E.
4 life in Songdo, South Korea

5 VOCABULARY
Describing life in cities

a Match 1–7 and a–g to make collocations.

1	☐ local	a	development
2	☐ traffic	b	pollution
3	☐ quality	c	transportation
4	☐ urban	d	of life
5	☐ public	e	congestion
6	☐ air	f	space
7	☐ parking	g	residents

b Find collocations in **a** that mean:

1 the level of enjoyment and health in someone's life
2 the people in a particular area
3 the problem of too many vehicles in the streets
4 a place to leave your car
5 the process in which a city grows or changes
6 buses, trains, subways, etc.
7 damage caused to the air by harmful substances.

c Use two or three of the collocations in sentences about the place where you are now.

d Read your sentences aloud. Do other students agree?

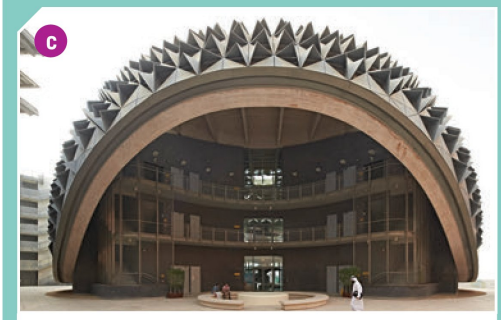
SMART CITIES: Are these the cities of the future?



In London, U.K., cars pay to enter the city center, and you only need a single card for the whole public transportation system.



Songdo, a new city in South Korea, was built with 40% green spaces throughout and public transportation options like water taxis to cut down on air pollution.



Masdar, U.A.E., is built in the desert, and solar panels provide all its energy needs.



Mexico City has a smog-eating building and fewer parking spaces to encourage public transportation and bicycling – that's why the city has over 6,000 public bikes.

6 LISTENING

a 07.06 Listen to Daniela and Richard talking about the cities they live in. Answer the questions.

1 Do they like living there? Why / Why not?
2 Do they think it fits the idea of a "smart city?"

b 07.06 Which of these points do Daniela and Richard make? Listen again to check.

Daniela

1 Bogotá has a rapid bus system and discourages driving.
2 The center of Bogotá is closed off to traffic every Sunday.
3 Bogotá has no problems with traffic or air pollution.

Richard

4 Bangkok is disorganized but full of life.
5 It's easy to find places to sit and relax in the city center.
6 The center of Bangkok is too expensive for ordinary people to live there.

7 SPEAKING

a Think about the town you're in now. In what ways does it fit the idea of a "smart city"? What are the good and bad points about living there? Take notes.

b Discuss your ideas, using the expressions in 5b. Does everybody agree?

7B I COULD HAVE IT DONE BY A PROFESSIONAL

Learn to discuss changes to a home

- G Causative *have / get*
- V Movies and TV; Houses

1 READING

a Discuss the questions.

1 What kinds of reality TV shows are there in your country?
2 Do you enjoy these shows? Why / Why not?

b **Communication 7B** Now go to p. 131.

c Look at the photo from the article and answer the questions.

- Where is the woman?
- Why do you think she's there?
- What do you think she's doing?

d Read the article quickly. What is the main point the critic wants to make about reality TV? Choose the correct answer.

1 We no longer need stories for entertainment. Real people are more interesting.
2 Reality TV is in danger of creating unreal expectations about life.
3 A lot of the "reality" in reality TV shows is invented.

e Read the article again. In what way does the writer think reality is managed in these kinds of TV shows?

- survival
- cooking
- home renovation
- garden makeover

f If what the writer says is true, … ?

- does this make the shows less enjoyable
- are TV producers and directors being dishonest



WHO PUTS THE "REAL" IN REALITY TV?

These days we like our entertainment to be real. We watch people go to extreme environments to see who's the most successful survivor. We can't get enough of chefs fighting it out to prove they're the best. Then there are the people who transform their homes, their gardens, or even themselves in front of a TV camera. But what's really going on in these shows?

Let's imagine someone named Julie. She isn't a real person – I made her up – but she could be real. She's the kind of person who might appear on a reality TV show. You know, she's someone who lives a quiet life in a small town somewhere, but then she decides to do something really extreme and dangerous on TV. Of course, it helps that she has one or two big fears hiding under that quiet exterior – the type of thing that's going to come to the surface when, like the woman in the picture above, she's struggling to escape or survive … but, of course, we tend to forget the crew that's filming all this. I'm sure they're very helpful. It's also possible that the director asked Julie to crawl through the mud more than once – just to get a better shot.

What about those cooking shows? They're all good cooks, aren't they? Well, yes, they are. But that's not always why they get chosen. TV producers want drama, so they need a range of personalities on the show. Imagine a cooking competition where the cooks all got along really well and cooperated. In other words, no conflict. Is that the kind of reality we want to watch on TV?

A NEW LIFE IN 5 MINUTES

And then there's the makeover show – you know, the new home, the new garden, or the new-look you. Haven't you ever stopped to wonder how people on these shows miraculously have a new kitchen after just one weekend? Remember your family's kitchen renovations? They took forever. On these shows, they like to speed up reality a little. While many of these shows use professional tradespeople, others claim the renovation is all the work of the contestants. But did Julie really manage to repaint those walls between breakfast and lunch by herself? No, the director had some of it done by a professional painter. It probably would have taken Julie all weekend.

And wasn't Julie clever coming up with such a beautiful design for her garden? It's so good you would almost think that a landscape architect had done it. The chances are that's exactly what happened – the TV company got the design done by an expert.

DISASTER STRIKES … OR DOES IT?

Finally, let's not forget those little crisis moments along the way. Julie would love to be able to buy that designer fridge because it would make all the difference to her home makeover. But no, she only has so much to spend and this just might blow her budget. Don't panic, dear viewer, the TV production company has a lot of money, and there's nothing to stop them from increasing Julie's budget. The production company can afford to let Julie buy ten designer fridges without stopping to think about it.

TV production companies would like us to believe that what we see on TV actually happens. Well, it does, but only sort of. What we're really seeing is a kind of managed reality. Real reality on TV would probably be like real life – a little slow and boring.

2 VOCABULARY Movies and TV

a Look at the highlighted words in "Who Puts the 'Real' in Reality TV?" With a TV show, who … ?

1 organize(s) everything
2 tell(s) the actors what to do
3 work(s) as a technical team
4 watch(es) the show

b Match the words in **bold** in 1–4 to definitions a–d.

1 ☐ There are only eight characters in the movie – that means a small **cast**.
2 ☐ It's a very well-written movie with a great **script** – there are some very funny scenes.
3 ☐ I loved everything about the movie except for the **soundtrack** – too much jazz for my taste.
4 ☐ The movie opens with a long **shot** of the main character walking along the edge of a cliff.

a the sounds and music
b a sequence of film from a camera
c the story the actors act out
d all the actors in a production

c Now go to Vocabulary Focus 7B on p. 160.

3 GRAMMAR Causative *have / get*

a Look at the examples from "Who Puts the 'Real' in Reality TV?" What is the meaning of *have* and *get*? Choose the correct answer.

The director ***had*** *some of it* done by a professional painter.
The TV company ***got*** *the design* done by an expert.

1 someone arranges for another person to do something
2 someone has done something later than planned

b Now go to Grammar Focus 7B on p. 146.

c Discuss these topics. What things do you do yourself? What things do you have/get done?

personal appearance | household jobs | vehicles you own

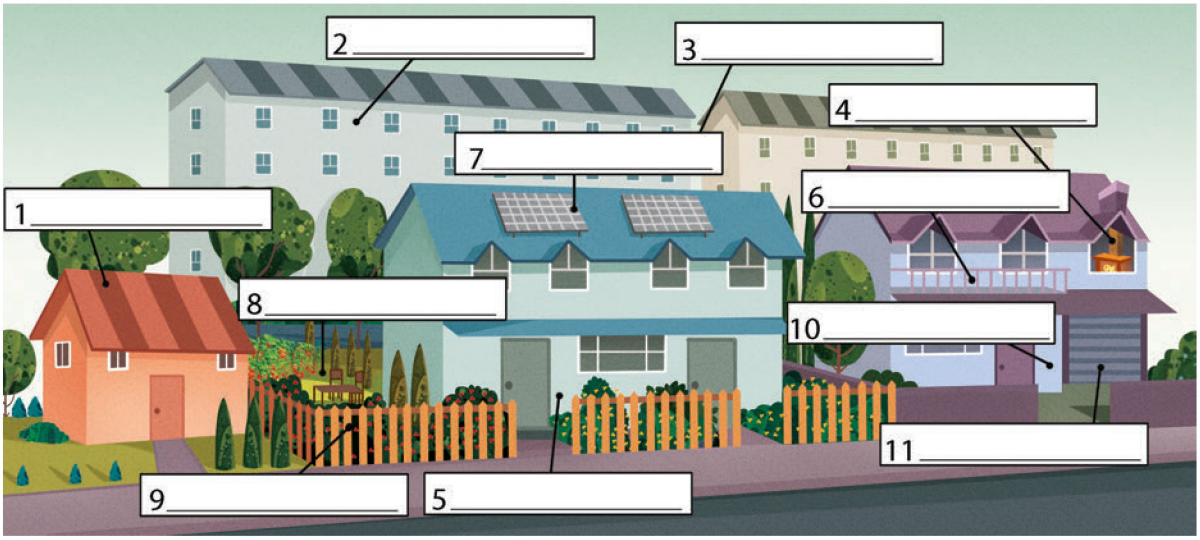
I have my hair cut once a month.

My father has his car serviced twice a year.

I always decorate the house myself.



4 VOCABULARY Houses



a Use the words to label the parts of the picture.

cottage garden alley fireplace fence garage balcony single-family home
multiple-family dwelling apartment building solar panels

b Discuss the questions.

1 Does the house or apartment you live in have solar panels? Does anyone in your neighborhood use a different source of electricity?
2 Why do people have gardens?
3 How do you keep your home warm or cool? Do you have a fireplace and/or air conditioner?
4 Do you prefer fences or walls around gardens?
5 What kind of housing is most common where you live: single-family, multiple-family, cottages, or apartment buildings?
6 Do you have a balcony? What can you do with a balcony?
7 Where can you find alleys? Are they common where you live?

5 LISTENING

a In your area, if people want to do renovations to their home, do they do it themselves or do they usually have them done by an expert?

b 07.10 Listen to Antonia and Rob talk about house renovations. Do they feel the same about renovating?

c 07.10 Check (✓) what Antonia and Rob have done. Then listen and check your answers.

Antonia

- ☐ pulled out the original kitchen cabinet
- ☐ updated the bathroom
- ☐ uncovered the original fireplace
- ☐ repainted the kitchen
- ☐ painted the bedroom

Rob

- ☐ knocked down a wall
- ☐ bought all the supplies he needs
- ☐ hired a professional to help him
- ☐ took his kids to sports practice
- ☐ discovered a place to make a playroom

d Do you know people like Antonia and Rob? What do you think about them?





6 SPEAKING

a Imagine you are a TV producer for a new home renovation show. Rob's wife has contacted the show to ask for help with their renovation. Think about:

- what makes your show interesting to watch (e.g., time and budget limits)
- what you could do with Rob's new space
- what you will get Rob / professional workers to do.

b Present your ideas to the rest of the class. Decide which ideas would make the most interesting show.

7C EVERYDAY ENGLISH

We could have a table or something here

Learn to imagine how things could be

- P Stress in compound nouns
- S Using vague language

1 LISTENING



a Look at the photo. What type of person would work at a furniture store like this one?

b 07.11 Listen to Part 1. Were your ideas correct?

c 07.11 Listen again and take notes on the topics below.

1 What Tanya is good at doing
2 What Tanya likes about her job
3 Brian's old job
4 Why Brian has to leave

2 PRONUNCIATION

Stress in compound nouns

a 07.12 Listen to the compound words and answer the questions.

A	B
bookshelf	love seat
lampshade	living room

1 Which part of the word has the main stress in group A and group B? The first or the second?
2 Look at the first part of the compound words. Are they nouns or adjectives?

b Complete the rules.

If a compound noun is noun + noun, we usually stress the _____ word.
If a compound noun is adjective + noun, we usually stress the _____ word.

c 07.13 Underline the stressed part of these compound words. Then listen and check. Try saying them with the correct stress.

flower garden
front yard
nightclub
cell phone
throw pillow

3 SPEAKING AND LISTENING

a Think about where you live and answer the questions.

1 Is it easy to find an apartment or room to rent? Why / Why not?
2 Do you think it is better to own a place or to rent one? Why?
3 What kind place do you live in? What kind would you like to live in?

b 07.14 Listen to Part 2. Which sentence describes what happens?

1 The real estate agent is enthusiastic and Brian and Arun like things about the apartment.
2 Brian and Arun like the apartment, but they think it's too small and the agent agrees with them.
3 The agent is enthusiastic about the apartment, but Brian and Arun think it won't work for them.

c How does the real estate agent describe the apartment? Choose words or phrases for each room.

cozy a nice view quiet practical
smaller perfect convenient

1 the living room 2 the second bedroom 3 the kitchen

d According to Brian and Arun, what problems does the apartment have?

e 07.15 Listen to Part 3. How is this apartment different from the one in Part 2? Do Brian and Arun get the apartment?

f 07.15 Are the sentences true or false? Listen again and check.

1 The apartment has been on the market for a few weeks.
2 Brian is worried it's too expensive for them.
3 Brian and Arun start thinking about how to arrange the apartment.
4 No one else has expressed interest in the apartment.
5 Brian and Arun need time to decide what to do.

4 USEFUL LANGUAGE Imagining how things could be

a 07.15 In Part 3, Brian and Arun imagine how the apartment might look if they lived in it. Complete these sentences from the conversation. Use modal verbs and main verbs. Then listen and check.

1 Look, this _____ _____ a separate living area by the window.
2 We _____ _____ some plants and some bookshelves there ...
3 And this _____ _____ a great dining area.
4 I _____ _____ a big TV right here.

b What does sentence 3 in 4a mean?

1 We'd need to do some work on it.
2 It could have this function.
3 It's a dining room.

c Work in small groups. Look at your classroom and try to imagine it as one of the following:

- an office
- a library
- a small apartment.

Imagine how it might look and what might be in it. Use expressions in 4a.

d Present your ideas to other groups. Who had the most interesting ideas?

5 CONVERSATION SKILLS Using vague language

a 07.16 Listen to the conversation. Where do the speakers add the phrases in parentheses?

1 This could be a separate living area by the window. (kind of)
2 We could have plants and bookshelves there, or a big lamp. (and things)
3 We could have a table here, and some cool lights. (or something)

b The phrases in 5a are examples of vague language. Why do the speakers use vague language?

- because they're not sure how the apartment should look
- because they're in a hurry and can't think of the exact words

c **Pronunciation** Is the vague language stressed or unstressed? What do you notice about the pronunciation of *and*, *of*, and *or* in the phrases?

d Look at these vague phrases. Which phrases in 5a could they replace?

1 and things like that
2 sort of
3 or something like that
4 and so on

e Add vague phrases to these sentences. (Sometimes there is more than one possible answer.)

1 This could be a reading corner with a bookshelf and a lamp.
2 We could use this shelf for herbs and spices and jars of jam.
3 There's a walk-in closet in the bedroom. We could use it for coats or shoes.
4 I could imagine a big plant over there by the window.



6 SPEAKING

a **Communication 7C** Student A go to p. 130. Student B go to p. 132.

b Show your room plans to the rest of the class. Who has designed the most interesting room?

UNIT PROGRESS TEST

CHECK YOUR PROGRESS

You can now do the Unit Progress Test.

7D SKILLS FOR WRITING

There is a great deal of concern

Learn to write an email to complain

W Using formal language

1 SPEAKING AND LISTENING

a Discuss the questions.

1 What changes in urban development have you noticed in your local area? Think about things like new facilities (hospitals, schools), new roads, shopping malls, etc.
2 Do you think these examples of urban development are positive or negative? Why?

b 07.17 Listen to six people talking about a shopping mall planned for their local area. Is each person for (*F*) the plan, against (*A*) the plan, or do they have mixed views (*M*)?



c 07.17 Listen again. What reasons does each person give for his/her point of view? Take notes. Use the words/phrases in the box to help you.

progress living space convenient
safe the price you pay part of a chain

d How would you feel if a shopping mall was planned for your local area?

2 READING

a Read Rene's email to his friend Rosie about the planned shopping mall. What does he say in the email that he didn't mention in 1b?

Hi Rosie,

Thanks for your message. Great to hear from you. I'm glad your trip's going well.

The big news here is a shopping mall – would you believe it? Last Monday, the local government released their urban development plan, and it shows that a shopping mall's going to be built just across the road. My parents think it's a great idea, but I think it's going to be a disaster. It'll just mean a whole lot of the same horrible chain stores. And there'll be so much traffic!

But the thing that really makes me angry is that they aren't going to discuss this with people who live in the area. It looks like they're planning to just go ahead with building the mall. I'm sure they're not allowed to do that. Actually, I'm going to write an email to the local government and complain. I think a few people are planning to do that – maybe we can get them to change their minds.

I'd better get back to it. Hope you keep having fun!

Take care,
Rene



b Read Rene's email to the local government. What is the main reason for his complaint?

1 the problems the local community will have when the mall is built
2 the way the local government has communicated the plan for the mall

Subject: Planned Riverway Shopping Mall

To Whom It May Concern,

[a]I am writing regarding the intention to build a shopping mall which was outlined in the urban development plan.

[b]In my neighborhood, there is a great deal of concern about the effect the mall will have on our local community. However, what worries us most of all is the fact that there has been no discussion with local residents. We understand that before a change of this nature can become part of a plan, a proposal needs to be sent out so residents can give feedback on it.

[c]In the past few days, I have tried to contact different local council members to find out how the plan was agreed to, but no one has returned my calls. I also visited your offices and asked to see the minutes of the meeting where the plan was discussed. I was told they were not available. The person I spoke to suggested that I should write this email.

[d]I believe that what you are doing is against the law, and I would formally like to request that the local government withdraw the plan and put out a proposal that can be discussed with local residents.

[e]If I do not hear from you within two days, my next step will be to get in touch with the media. This will ensure there is a discussion of the plan in local media and also online.

I look forward to a prompt reply.

Best regards,
Rene Ferrer

c Read the email again. Answer the questions.

1 Who has Rene tried to speak to?
2 Who does he plan to contact next?
3 What does he want the local government to do? Why?

3 WRITING SKILLS Using formal language

a Match paragraphs a–e in Rene's email to the local government to the summaries below.

1 ☐ describes what action Rene has taken
2 ☐ explains his reason for writing
3 ☐ indicates why Rene is concerned
4 ☐ says what action he will take if there's no response
5 ☐ explains what action he wants the local government to take

b Compare Rene's informal email to Rosie with his formal email to the local government. What are the differences in … ?

- greeting
- sign-off
- punctuation
- contractions

c Find more forms of these expressions in the formal email.

1 I'm just getting in touch about …
2 Everyone's worried about what the mall will be like for us.
3 We think you should have sent out a proposal.
4 I think it's illegal and I want you to …
5 Get back to me in a couple of days or …
6 I want you to …
7 I can't wait to hear from you.

d Rewrite this informal email to make it more formal.

Hi there,

That electric toothbrush you sold me online a couple of days ago is no good. The electric charge runs out after about five minutes! I think it should last an hour or so. How about sending a replacement? If not, I'll write a nasty review on your website.

Bye for now,
Peter

e Compare with other students. Are your emails similar?

4 WRITING

a Work on your own. Choose a situation below to complain about or use your own idea.

- Your cell phone company has changed your contract without letting you know.
- Your electricity/gas/water company has charged you too much on your last bill.

b Take notes on:

- the background to the complaint
- what actions you have already taken
- your request for action
- what you will do next if no action is taken.

c Work in pairs. Tell each other about your situation. Help each other with ideas.

d Write your email of complaint. Use the structure and expressions from 3a–c.

e Work in new pairs. Read each other's emails. Did your partner include all the points in 4b? Do you think the person receiving the email will respond to the complaint?



UNIT 7
Review and extension

1 GRAMMAR

a Change the sentences to *had* or *got* + past participle.

Sara stayed at the Excelsior Hotel on a business trip. Her boss told her the company would pay the hotel bill.

1 She decided not to eat in the restaurant. *She asked them to bring all her meals to her room.*
She had …
2 She called the laundry service. *They washed and ironed all her clothes.*
3 Then she went downstairs to the hairdresser. *They cut and dyed her hair.*
4 Then she went next door to the beauty salon. *They massaged her face and manicured her nails.*
5 The total cost was $3,500. *She asked them to add everything to her hotel bill.*

b What can you have (or get) done in these places?

1 a hairdresser's
2 a car mechanic's
3 a dental surgeon's
4 an optician's

c Andre is unhappy about his life. Add *too*, *too much*, *too many*, or *enough* to his sentences.

My faults …
1 I don't study.
2 I drink soda.
3 I don't go to bed early.
4 I'm not kind to my parents.
5 I don't get exercise.
6 I download movies.

d Connect these sentences using *so* or *such* and *that*. You may have to change some words.

1 It was a lovely day. We decided to go to the beach.
It was such a lovely day that we decided to go to the beach.
2 There were a lot of people on the beach. We couldn't find a place to sit.
3 The water was cold. You couldn't go swimming.
4 We went to a café to eat but it was very expensive. We just ordered coffee.
5 It was very strong coffee. I couldn't drink it.

2 VOCABULARY

a Choose two words in the box for each sentence.

space	traffic	pollution	transportation
parking	air	congestion	public

1 Factories are a major cause of _____ _____.
2 I don't like driving into the city because I can never find a _____ _____.
3 We want to encourage people to leave their cars at home and use _____ _____.
4 The main problem in our city is _____ _____. It takes me two hours to drive to work in the morning.

3 WORDPOWER *down*

a Look at the pictures. What do you think is happening?

1


2


b Match the two halves of the sentences. Which sentences go with the pictures in 3a?

1 After he got married, he decided to stop traveling and
2 I've tried, but I can't find a job anywhere. It's starting to
3 Don't get so upset. Just have a drink of water and
4 They offered me a job in Quito, but I think I'll have to
5 I love all the birthday parties, but now I need to
6 My new boss thinks she's so important. She seems to

cut down on the cake.
calm down.
settle down.
look down on everyone.
turn it **down.**
get me **down**.

c Which multi-word verb means:

a stay in one place
b relax
c make (someone) feel depressed
d feel superior to
e refuse, say no
f decrease, lessen the amount.

d Complete the blanks with the correct forms of multi-word verbs in 3b.

1 She works 10 hours a day in a factory and earns almost nothing. Sometimes it really _____.
2 We've considered your offer, but we've decided to _____ as we've already made an agreement with another company.
3 OK, everybody, there's no danger, so please just _____ and don't panic.
4 I'm trying to _____ the amount of time I spend on social media.
5 Just because they're poor and they don't have a nice car like you, there's no reason to _____.
6 You've had too many part-time jobs! It's time to _____ and choose a career.

e Work in pairs. Choose a verb and talk about it. Can your partner guess the verb?

A I don't like our new neighbors. They always criticize people. They think they're better than everyone else …
B They *look down on* other people?

REVIEW YOUR PROGRESS

How well did you do in this unit? Write 3, 2, or 1 for each objective.
3 = very well 2 = well 1 = not so well

I CAN …	
discuss living in cities	☐
discuss changes to a home	☐
imagine how things could be	☐
write an email to complain.	☐

CAN DO OBJECTIVES

- Discuss personal finance
- Discuss moral dilemmas and crime
- Be encouraging
- Write a review



UNIT 8

DILEMMAS

GETTING STARTED

a Look at the picture and answer the questions.

1 What do you think is happening?
2 Do you think this is real money? Who put it there? Why?
3 If you had been there, would you have taken any money?

b Discuss the questions.

1 There is a common expression in English, "Money doesn't grow on trees." What does this mean and when do people say it?
2 If money did grow on trees, do you think most people would be happier? Why / Why not?

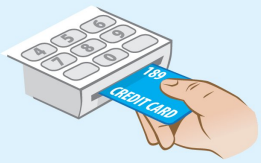
8A I'D LIKE TO START SAVING FOR A HOME

Learn to discuss personal finance

- G Future real and present / future unreal conditionals
- V Money and finance

1 VOCABULARY Money and finance

a Read the money facts below. Do any of them surprise you? Do you think these statistics are similar in your country? Why / Why not?



1 The U.S. population has a total credit card **debt** as high as $1 trillion.



2 50% of people don't know the **interest rates** on their credit cards.



3 57% of households in the U.S. don't have any kind of **budget**.



4 If you take a packed lunch to work every day, your **savings** can be about $1,500 a year.



5 3/4 of students will never fully **pay off** their student loans.



6 A survey in the U.S. showed that only 53% of people understand how to make an **investment**.



7 On average, people in the U.S. spend $1.33 for every $1.00 they make in **income**.



8 54% of people prefer to make **donations** to charity online rather than through mail or phone donations.

b Match the definitions with the words in **bold** in 1a.

1 a financial plan
2 to repay money you owe in full
3 money you give to help people or organizations
4 money that you owe
5 a fixed amount you have to pay when you borrow money
6 the amount of money you have saved
7 money that you earn or receive
8 money you put into a bank or business to make a profit

c Complete the sentences with the collocations in the box. Use the correct verb forms.

make / living	put aside / savings	award / grant
donate / charity	charge / account	finance / project

1 The university has decided to _____ the group a _____ of $10,000 for their research project.
2 Every month, the bank _____ my _____ about $15 in fees. It feels like robbery!
3 I don't know how he _____ a _____ from his café. He never has any customers.
4 Why don't you _____ the money to a _____ like Save the Children?
5 Local businesses agreed to _____ a _____ to increase the number of trees in the city's parks.
6 Since she started work, she hasn't _____ any _____. She spends all the money she earns.

d Answer the questions and compare with other students.

- Do you or your family have a weekly or monthly budget?
- Do you or your family have a credit card? If so, do you know the interest rate?
- Do you ever donate money to charity? Do you pay in cash or online?
- Do you try to put aside savings? How often?
- Do students in your country have to pay off loans after they graduate?
- Have you ever made an investment in crowdfunding (supporting someone who is raising money for a unique goal)? Why / Why not?



2 LISTENING

a 08.01 Listen to a radio show about personal finance. Check (✓) the topics you hear.

1 ☐ saving for retirement
2 ☐ credit card debt
3 ☐ investment plans
4 ☐ paying off debt
5 ☐ student loans
6 ☐ personal spending

b 08.01 Listen again. Complete the chart.

	Jacob	Sophie
Caller's problem		
Mia's advice		

c Work in pairs. Do you agree with Mia's advice? Why / Why not?

3 GRAMMAR Future real and present / future unreal conditionals

a Match 1–3 with a–c to make sentences from the radio show.

1 ☐ If you transfer your card,
2 ☐ If I did that,
3 ☐ If I were you,

a I'd use the money to pay off your student loan.
b you'll probably pay as little as 3%.
c I wouldn't be able to afford things like new clothes and going out to dinner.

b Match the examples in 3a with these uses:

1 ☐ to give advice to someone
2 ☐ to talk about a situation we think is a real possibility
3 ☐ to talk about a situation that we think is imaginary or less likely to happen.

c Choose the correct explanation of the statements.

MIA If you transferred your card, you'd probably pay as little as 3%.
JACOB If I do that, I won't be able to afford things like new clothes and going out to dinner.

1 Jacob is talking about a different period of time.
2 Jacob thinks the situations are more or less likely.

d Now go to Grammar Focus 8A on p. 148.

e Are these situations real possibilities for you or not? Make future real conditional or present / future unreal conditional sentences for each one.

1 If I (get) a loan from the bank, I (be) able to buy a new car.
2 If I (put) aside $10 a week for a year, I (have) enough money to buy a new phone.
3 If I (want) to buy a new home, I (have to) borrow a lot of money from the bank.
4 If I (stop) buying my lunch for a week, I (donate) the money to charity.
5 If I (download) an app, I (have to) be careful not to make in-app purchases.

f Discuss your sentences. Did you use the same conditionals?



4 READING

a Think of things you've bought in the past week. Tell each other what you bought and the different ways you paid.

b Read "Is it Time to Give Up on Cash?" What is the writer's aim?

1 to promote the benefits of a cashless society
2 to question some of the benefits of a cashless society
3 to give a balanced view of the benefits and drawbacks of a cashless society

c Read the article again. Match the headings with paragraphs 2–6.

A Sense of Reality	The Honesty of Cash
Were They So Wrong?	Better for Everybody
Almost Cashless Now	

d Read the article again. Answer the questions.

1 What's the evidence we're already in a cashless society?
2 What costs do businesses and consumers have when they use cash?
3 Why might you spend more when you use a credit card?
4 What does the psychological test tell us about the relationship between digital payments and honesty?
5 What does the writer suggest the overall effect is of a cashless society?

5 SPEAKING

a Work on your own. What's your opinion of these statements? Take notes.

1 The reason people get into financial trouble is that they're not taught how to manage personal finance. This needs to be introduced as a subject in school.

2 Financial experts tend to oversell the need to save money. They forget that people need to enjoy life and that often means spending money.

3 There are too many financial experts saying too much about personal finance. This doesn't help – it just creates confusion and people feel too much pressure.

4 A lot of people are so obsessed with their personal wealth that they forget about giving money to charities that can help people who are less fortunate.

b Discuss the statements in 5a with other students. Explain your opinions. Do you all agree?

c Which advice do you think is the most relevant to you? Why?

IS IT TIME *TO* *GIVE UP ON CASH?*



[1]If I asked you to put down this article and take out your wallet or purse, what would you find inside? There would probably be a few plastic cards there, but how many of you have any cash?

[2]For years now, economists have predicted a gradual move to what is called a "cashless society." Many payments are made using a card, and many more with phones or watches.

[3]So what's the attraction of a cashless world? Well, for one thing, cash is expensive. We often pay fees when we use cash machines – each person in the U.S. pays an average of $350 a year in cash-machine fees. Cash also spreads disease. Dr. Peter Ender, who carried out a study looking at the bacteria on one-dollar bills, claims that "paper money is usually full of bacteria and a dollar bill could, theoretically, be the magic carpet it rides on from one host to another." And of course, there's always a record of digital money, so it makes it harder for people to steal it. Businesses that handle large amounts of cash usually need to pay security companies to keep their cash safe, but you don't need a security guard to help you manage digital money.

[4]However, do we really save? Some psychologists question this. They argue that waving your debit card in front of a machine doesn't give us a real sense of spending money. Furthermore, when we make a quick payment online, it's easy to forget that the credit card bill will arrive at the end of the month. There's plenty of psychological research to show that when we pay using physical bills and coins, we spend more sensibly. Basically, with a credit card we don't feel the "pain of paying." In a cashless society, we tend to buy more than we need to because it's easier to spend and the consequences of our spending feel separate from us.

[5]And it's certainly still possible to cheat and steal in a cashless society. If you manage to cheat someone and you never have to look them in the eye, then it's easier to take the payment. In a psychological test, people were twice as likely to accept a dishonest digital payment as a dishonest cash payment. Once again, psychologists suggest that the sense of being separate from payment in a cashless scenario increased the likelihood of dishonesty.

[6]So, while we might laugh at the idea of our grandparents with money hidden under the mattress, maybe the joke is on us. In our bright, shiny, plastic, cashless society, maybe things are not as wonderful as we think they are. Perhaps it's a society that's not quite as honest as we'd like to believe. Without a doubt, it's a world where we feel removed from the consequences of the purchases we make. Reality arrives in the form of a large credit card bill at the end of the month. So perhaps we're more efficient in our cashless society, but are we any happier?

8B I WOULD HAVE TOLD THE MANAGER

Learn to discuss moral dilemmas and crime

- G Past unreal conditional; *should have* + past participle
- V Crime

1 READING AND LISTENING

a Read about Alena and Roberto and discuss the questions.

1 Are their experiences typical or unusual? Why do you think so?
2 Have you (or someone you know) had an experience similar to Alena's or Roberto's? Tell other students about it.



ALENA I left my bag at the bus station. The next day, I received a call from the lost-and-found office. The bag had been turned in and everything was still there – wallet, cash, and cards.

ROBERTO I left my coat on a park bench with my wallet in it and when I went back, it was gone. A week later, the coat was turned in to the police. The wallet was still in it, but someone had taken all of my money and cards.



b Read the article "The Honesty Experiment." What did the researchers want to find out?

1 how honest hotel employees are
2 how honest people are worldwide
3 which cities have the highest rate of theft

c 08.03 Listen to three people saying what they would have done. Which person would have … ?

1 thought about keeping the money in the wallet
2 let their manager deal with the problem
3 refused to take the wallet

d 08.03 Listen again. What is the main point that each speaker makes? Choose a or b.

Speaker 1
a You shouldn't take money that isn't yours.
b The person who lost the money was careless.

Speaker 2
a You can't expect people in low-paid jobs to be honest.
b If you return a wallet to someone, it's OK to keep some of the money for yourself.

Speaker 3
a It could be risky to accept a wallet from a stranger.
b The police should take responsibility for stolen money.

e **Communication 8B** Go to p. 131 and find out what researchers discovered. Then answer the questions.

1 What do the results seem to show about people's honesty?
2 Why do you think people don't want to "see themselves as a thief?"
3 Do you think this was a reliable test of honesty? Why / Why not?

The Honesty Experiment

Imagine you're a receptionist at a hotel. A tourist walks in and tells you they found a lost wallet outside the hotel but they're in a hurry, and they ask you take care of it. What do you do? Do you try to return the wallet to the owner and does it make a difference if the wallet has money in it?

A team of researchers recently decided to conduct an "honesty experiment" involving more than 170,000 "lost" wallets in 335 cities in 40 different countries. The researchers handed the wallets to employees at banks, post offices, hotels, and movie theaters and said they had been found on the street outside. Each wallet contained a grocery list and business cards with an email address. Some of them had no money, some had about $10 in cash, and others had around $90.

So how would people react? Would they return the wallet with the money to the owner, would they keep it all, or would they take some of the money?



2 GRAMMAR
Past unreal conditional; *should have* + past participle

a Look at these examples and answer the questions.

If I'd been an employee at the hotel, I would have told the manager.
I certainly wouldn't have taken the money.

1 Are the speakers … ?
  a talking about something that really happened
  b just imagining a situation

2 Are they talking about … ?
  a the present b the future c the past

3 Complete the rules for the past unreal conditional:

With *if* clause:
_____ + _____
With main clause:
would + _____ + _____
a *have* + past participle b *if* + past perfect

b Look at these examples and choose the correct answers.

Obviously, the person **should have been** more careful.
He **shouldn't have dropped** the wallet.

1 The **bold** expressions are used:
  a to say something was possible
  b to criticize someone.

2 The form of the **bold** expressions is:
  a *should(n't)* + present perfect
  b *should(n't)* + *have* + past participle.

c 08.04 **Pronunciation** Listen to these sentences. The stressed words are in **bold**.

He **shouldn't** have **dropped** the **wallet**.
You **should** have **told** me.

What do you notice about the pronunciation of the unstressed words?
Are they … ?
1 the same length as the stressed sounds
2 shorter and said more quickly

Practice saying the sentences.

d Now go to Grammar Focus 8B on p. 148.

e What would you have done if someone had given you the wallet? Would you have … ?

- checked the contents and then contacted the owner
- given it to your manager or boss without opening it
- kept the money and thrown the wallet away
- refused to take the wallet

3 SPEAKING

a Work in two pairs. You are going to read about two "moral dilemmas." Pair A: Read "The Bribe" and answer the questions. Pair B: Go to p. 130.

1 Read the story and answer the questions.
  a Why was George stopped?
  b Why did they want him to sit in the police car?
  c Why did he pay them?
2 What do you think George should have done? Why?
3 What would you have done?



The Bribe

George Manley, his wife and two children were driving home late at night from a winter vacation. They were in a hurry to get home because their four-year-old son had a high fever, so George was driving over the speed limit. Suddenly, he saw the flashing blue and red lights of a police car behind him. The police car stopped them, and because it was a cold night, the officers asked him to bring his ID and proof of insurance and come and sit in the police car. Then, to his surprise, they told him he would need to go to the police station to pay the fine and this would take several hours because the police station was about 50 km away. Instead, they said that George could simply pay them in cash and he could drive on with no delay; they would fill in the forms at the police station the next day. He knew he was being asked to pay a bribe, but he was worried about his son, feeling sick and increasingly desperate to get home to bed. He paid the money and told his wife what happened as he drove home. She agreed that he did the right thing in order to get their son home as quickly as possible.

b Work with a student who read about the other dilemma. Take turns talking about your stories. Do you agree with each other's ideas?



4 VOCABULARY Crime

a Which of the words in the box could you use to discuss ... ?

1 the test described in "The Honesty Experiment"
2 the two dilemmas in 3a

burglary	theft	lying	robbery	cheating	bribery	murder

b Answer the questions about the words in 4a.

1 Which words describe ... ?
- crime
- dishonest behavior which is not illegal

2 Three of the words mean "stealing money or valuable things." Which means ... ?
a stealing in general
b stealing from a home or a building
c stealing with violence (e.g., with a knife or a gun)

c Complete the chart with the correct words in the box.

cheat	kidnapping	thief	burglary	shoplift
bribe	liar	rob	murder	kidnapper	robbery
shoplifter	murderer				

Person	Behavior/Crime	Verb
a burglar	_____	burglarize
a _____	theft	steal
a robber	_____	_____
a cheater	cheating	_____
a _____	lying	lie
	bribery	_____
a _____	murder	_____
a _____	_____	kidnap
a _____	shoplifting	_____



d Read the news headlines and choose the correct word.

Bank *burglars / robbers* escape with $500,000 after police are forced to give up search

Car *kidnapping / theft* is increasing, say police

Detectives solve *murder / lying* mystery after years of investigating

10% of college students *cheat / burglarize* on tests, report claims

Two teenagers sent to prison for *shoplifting / cheating*

***Burglars / Kidnappers* stole items worth more than $50,000 in three months**

e Now go to Vocabulary Focus 8B on p. 161.

5 SPEAKING

a Read the situations. What would you have done?

- "I saw my friend stealing something in the grocery store. Of course I didn't tell anyone – she's my friend."
- "A colleague in my office lied about the company accounts. I was the only one who knew he was lying. I sent my manager an anonymous note."
- "During my final exam in college, I saw a student look at answers on a small piece of paper. I didn't say anything. It didn't have anything to do with me."

b Which of these situations do you think is the most serious? Why?

c Do you think it's always important to be honest?

8C EVERYDAY ENGLISH
You'll find something

Learn how to be encouraging
- S Showing you have things in common
- P Word groups

1 LISTENING

a Discuss the situations below.

1 If a friend or family member has a bad day, how do you try to cheer that person up?
2 When was the last time you tried to cheer someone up?
   a What was the situation?
   b How did they react?

b Look at the photo of Serena and Natasha. What do you think Natasha is doing at her computer?



c 08.10 08.11 Listen to Parts 1 and 2. What is going on with Natasha and Serena?

1 Natasha just heard that she … .
   a lost her job
   b didn't get a new job
2 Serena's about to … .
   a give a presentation
   b start a new job

d 08.10 08.11 Listen to Parts 1 and 2 again. Are the sentences true or false?

Part 1
1 Craig told Natasha she didn't get the job.
2 Natasha didn't prepare for the interview.
3 Natasha is going to send out more résumés.

Part 2
4 Serena is job hunting.
5 Serena is dressed up for an interview.
6 Serena wants to impress someone.

2 USEFUL LANGUAGE
Being encouraging

a Look at these two excerpts from Part 2. Underline the expressions where Natasha or Serena are being encouraging.

1 **NATASHA** Oh, job hunting, you know …
   SERENA Yeah, it's never easy. Don't give up hope – you'll find something.
2 **SERENA** I hope so!
   NATASHA I'm sure you will. Good luck.

b Look at these expressions for being encouraging for 30 seconds.

1 It might work out fine.
2 Never give up hope.
3 I'm sure it'll be fine.
4 You never know.

Now cover the expressions and complete the conversations below.

A I have my performance review with my boss tomorrow.
B You've had a good year. I'm _____ it'll _____ fine.
A I'd like a pay raise, but I don't think I'll get it.
B Well, you _____ know.

C It's our final game of the season tomorrow and two members of our team can't play. We're bound to lose.
D It _____ work _____ _____.
C But they're our two best players.
D Never _____ up _____.

c 08.12 Listen and check.

d Work in pairs. Take turns having short conversations like in 2b. Use expressions to be encouraging.

Student A: Tell your partner about a grammar test you have tomorrow. You're worried that you haven't studied enough.
Student B: Tell your partner about a speaking test you have next week. You don't think your pronunciation is good enough.

3 LISTENING

a 08.13 Listen to Part 3. Natasha and Craig talk about Natasha's news. How have their experiences been similar?

b 08.13 Listen again and answer the questions.

1 What job did Natasha get?
2 When does Natasha start?
3 Why does Craig have to end the conversation?

4 CONVERSATION SKILLS
Showing you have things in common

a 08.13 In Part 3, Natasha and Craig share experiences they have in common. For example, Natasha says:

The same thing happened to me!

Listen again and find two more expressions that show they have things in common.

b Look at the expressions below. Do we use them before or after someone mentions their experience?

1 The same thing happened to me.
2 I've just had a similar experience.
3 I know the feeling.
4 It was just like that when …
5 It was the same with me.
6 That's just like when …

c Cover 4b and correct the mistakes.

1 It was same with me.
2 I've had the similar experience.
3 I know a feeling.
4 It was just so when …

d Tell each other about your experiences learning English. Say when you have something in common.

5 LISTENING

a 08.14 When Natasha checks her phone, she finds a voicemail message. Listen to Part 4 and answer the questions.

1 Who's the message from?
2 What's it about?
3 What's the telephone number?

6 PRONUNCIATION Word groups

a 08.15 Listen again to the message. Add // where the speaker pauses.

Hello, Natasha. It's Jessica here from Media Makers. Thanks for coming in to interview earlier. A new position has just come up and we think you might be right for it. Can you call me back at 555-249-4566?

b Why does the speaker use pauses? Choose the correct description.

1 She needs to stop and think about what she's going to say next.
2 She wants to make sure the information in her message is clear.

c Work alone. Think of a message you can leave for your partner. Decide where you need to pause to make the message clear.

d Work in pairs.

Student A: Give a message to Student B.
Student B: Listen and write Student A's message.
Switch roles.

7 SPEAKING

a Think of a hope you have but are unsure about. For example, it could be:

- a vacation
- a job
- a study goal
- a place to live.

b Take turns talking about your hopes. Encourage your partner and show that you have something in common if they talk about similar experiences.

I don't know if I can afford to travel this summer.

Yeah, it's never easy. But you can stay in a hostel.

I've heard the job interviewing process is pretty hard.

Yes, I know the feeling. But you're good at interviews …



UNIT PROGRESS TEST

CHECK YOUR PROGRESS

You can now do the Unit Progress Test.

8D SKILLS FOR WRITING

I really recommend it

Learn to write a review

W Organizing a review

1 SPEAKING AND LISTENING

a What TV shows do you enjoy watching? What do you like about them? What don't you like?

b The credit card statement below was the focus of a crime that was featured on a reality TV crime show. What do you think could have happened?

CREDIT CARD STATEMENT

ACCOUNT NUMBER	DUE DATE
256-6658-1153	07/01

TRANSACTION DATE	DESCRIPTION	AMOUNT
06/02	Senior bus pass	36.00
06/03	Groceries	69.00
06/04	Dentist	25.00
06/05	Jewelry	150.00
06/05	Purse	120.00
06/05	Women's clothing	300.00
06/05	Women's shoes	220.00
06/06	Women's clothing	130.00
06/07	Women's clothing	280.00
	TOTAL:	1,330.00

c 08.16 Listen to Paul and Zadie talk about the TV show. Were any of your ideas in 1b correct?

d 08.16 Listen again. Are the sentences true or false?

1 Paul thinks the show teaches people how to commit crimes.
2 The man's niece went looking for the credit card statement.
3 Zadie isn't sure the niece did the right thing.
4 The man talked about how frightened he was by the theft.
5 Paul didn't like the attitude of the host.
6 Zadie thinks the show could be seen as useful advice.
7 Paul thinks the host had an original point of view.

e Discuss the questions.

- Do you know of any crimes similar to this? Or any famous crimes? What happened?
- Do you think these TV shows teach people how to commit crimes? Why / Why not?

Crime with a Smile



2 READING

a Read the book review "Crime with a Smile." Is the series fact or fiction?

b Read the review again and complete the chart.

author	
characters	
setting	
kind of story	
reason for liking	
why it's recommended	


Janet Evanovich

[1]I like a good crime story, but sometimes they are too serious. They often take you into the mind of the criminal and can be too intense. So, I was delighted to find a crime novelist who makes me laugh. Janet Evanovich is a best-selling author whose Stephanie Plum series is hilarious. If you enjoy classic crime stories that are also humorous, you must read this series.

[2]Stephanie Plum is a bounty hunter who hunts down criminals and then gets a reward for finding them. Sometimes, she gets asked to do very unusual jobs. I just finished reading book 25 in the series, *Look Alive Twenty-Five*, and it's my new favorite. Stephanie and her business partner, Lula, take over running a delicatessen. Why? The last three managers vanished, leaving behind only one shoe each. Stephanie has to figure out what happened while making sure she doesn't disappear, too. Lula is on hand to help and so is Stephanie's on-again, off-again boyfriend, cop Joe Morelli.

[3]One of the things I really like about *Look Alive Twenty-Five*, and the whole series, is the way the story revolves around great characters. There is the key group – Stephanie, Lula, Joe, Vinnie, Stephanie's boss who's always in a bad mood, as well as her live-in grandmother, Grandma Mazur, who refuses to grow old. They're all funny and lovable. Each book introduces more characters who are equally entertaining. The other thing I like about the series is that the crime doesn't always involve a murder. People don't need to die to create a sense of mystery and excitement. Evanovich is great at building the action, so you are pulled into the story and you can't put the book down.

[4]So if you're looking for a break from the typical crime story and you want to read crime-with-a-smile, I highly recommend *Look Alive Twenty-Five*.

3 WRITING SKILLS
Organizing a review

a Read the book review again. Choose the correct endings for the descriptions of paragraphs 1–4.

1 ☐ This introduces the book and gives …
2 ☐ This outlines the plot and introduces …
3 ☐ This outlines the key strengths of the book and the reviewer's …
4 ☐ This is a summary of the review and a final …

a positive recommendation.
b personal opinion.
c information about it.
d the main characters.

b Underline phrases in the review in 2a that show the writer's positive opinion of the book.

c Notice how the words and phrases in the box are alternatives to the language used in the review. Complete the sentences with the words and phrases in the box. Sometimes more than one answer is possible.

love	should	enjoy
really	number one	

1 … you _____ read this series.
2 This is my new _____.
3 One of the things I really _____ about *Look Alive Twenty-Five* is the great characters.
4 The other thing I _____ about the series is that crime doesn't always involve a murder.
5 I _____ recommend it.

4 WRITING

a Think of a book, movie, or TV show that you like and would recommend. Take notes using the chart in 2b.

b Work on your own. Write your review. Organize the review clearly, using the advice in 3a. Include your positive opinions, using language in 3b and 3c.

c Work in pairs. Read each other's reviews and check that each paragraph has a clear purpose and the paragraphs are in the right order. Check the correct use of positive expressions.

d Switch your review with other students. Would you like to read the book or watch the movie or TV show you read about?

UNIT 8
Review and extension

1 GRAMMAR

a Complete the sentences with your own ideas.

1 If I go out tonight …
2 If I went to a very expensive restaurant …
3 If I buy some new clothes this weekend …
4 If I bought a new IT device …
5 If I download some new music …

b Discuss your sentences.

c Read about Sam's disastrous night out.

As he went out, he forgot to lock the front door and some burglars stole all of his electronic equipment. He didn't put any gas in his car, so he ran out and had to pay for a taxi home. He didn't check the name of the club he was going to, so he couldn't meet his friends. He put his phone in his back pocket and it was stolen.

Imagine a different night out for Sam with sentences beginning with *if*. For example:

If he'd remembered to lock his front door, he wouldn't have been burglarized.

d Make sentences criticizing Sam. Begin each sentence with *He should/shouldn't have …*

2 VOCABULARY

a Put the letters of the underlined words in the correct order.

1 Every month I work out the dteugb for household expenses.
2 My weekly ceinmo is just over $500, and I don't think it's nearly enough.
3 They borrowed money from the bank and have a bdte of $8,000.
4 I have a new credit card that has a very low eernitts eatr on payments.
5 Last year, I made a total of 12 oonndasti to different charities.
6 We've just daip fof a loan from my parents so we can start saving for a home.

b Write the correct noun form of the verbs in parentheses in the blanks.

1 There have been a lot of _____ (burglarize) in our neighborhood lately.
2 Police charged the man with _____ (steal) and sent him to jail to wait for a trial.
3 She's a _____ (cheat) and is always copying my ideas and work.
4 There was a real problem with _____ (bribe) and corruption in the local government.

3 WORDPOWER *take*

a Connect a sentence from 1–6 to another from a–f.

1 ☐ There seems to be no one who's responsible for the project.
2 ☐ You may not believe what the advertisements say, but this chocolate tastes great.
3 ☐ My friends tell me not to worry about the test.
4 ☐ I love the food she makes because she's such an enthusiastic chef.
5 ☐ It's done nothing but rain since we arrived. It's making me feel so depressed.
6 ☐ I didn't read the conditions on the ticket carefully.

a You can tell she takes pleasure in what she makes.
b I took it for granted that we could get a refund easily.
c But I take all assessments seriously and make sure I study hard.
d Take my word for it.
e I can't take it for much longer.
f I'm more than happy to take charge.

b Answer the questions about the *take* expressions.

1 Which word can be replaced with the word *control*?
2 What preposition follows these expressions: *take interest*, *take pride*, *take pleasure*?
3 What's the problem with this example? *We take seriously all security matters.*
4 What's the problem with this example? *Please believe me – take the word for it.*
5 Which expression is followed by *that* + clause?

c Add a *take* expression where you see ^. Think about the verb form and word order.

I always ^ that my friends ^ in the hiking trips I used to organize. I was happy to ^ of all the preparation. However, one of my friends, Julia, admitted that no one was really that interested in going hiking except me. Julia was very diplomatic when she said that it was important to ^ people's different interests. However, another friend, Shelley, was far more direct. She said, "I'm sorry, but I ^ it any longer – I've had enough of hiking!" Well, we won't be going hiking ever again – ^ !

d Discuss your answers to the questions.

1 What do you take pleasure in?
2 Are you someone who likes to take charge? Why / Why not?
3 What's something you take seriously?

REVIEW YOUR PROGRESS

How well did you do in this unit? Write 3, 2, or 1 for each objective.
3 = very well 2 = well 1 = not so well

I CAN …	
discuss personal finance	☐
discuss moral dilemmas and crime	☐
be encouraging	☐
write a review.	☐



CAN DO OBJECTIVES

- Discuss new inventions
- Discuss people's lives and achievements
- Express uncertainty
- Write an essay expressing a point of view

UNIT 9

DISCOVERIES

GETTING STARTED

a Look at the picture and answer the questions.

1 What is the person at the computer doing?
2 What do you think this robot is capable of?

b Discuss the questions.

1 Imagine you could have a robot built for you. What would you want it to do? Why?
2 Do you think new inventions and discoveries always lead to an improved quality of life? Why / Why not?
3 Do you think there are things people will always want to do themselves (instead of machines)? Which ones? Why?

9A WHAT REALLY SHOCKS ME IS THAT IT COSTS $250,000

Learn to discuss new inventions

- G Relative clauses
- V Health

1 READING

a Read "Medical Science or Science Fiction." Do you think the inventions are fact or fiction?

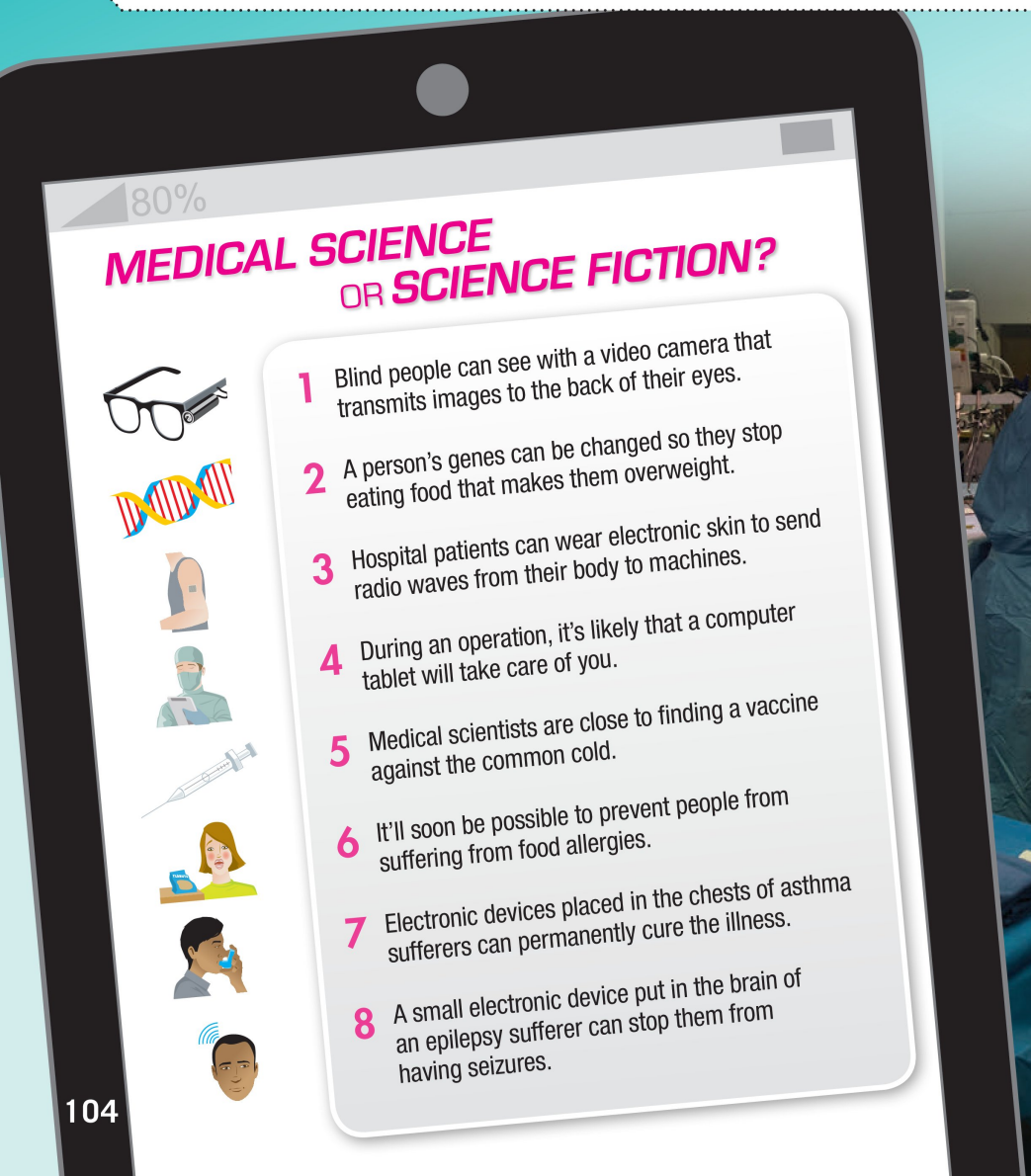
b Read the article "Too Good to Be True?" Which of the inventions in 1a are real?

Too Good to Be True?

We're always hoping for the next medical miracle – like a simple pill that can cure cancer. Often we hear of breakthroughs in medical science that sound almost too good to be true. However, sometimes they really are as good as they say they are. Here are five inventions from the world of medical science. If they sound like science fiction, that just means that the future is here – now.

1 Black and White

Wouldn't it be great if people who had lost their sight could see again? This is already happening for some blind people. A small device is put in the back of a blind person's eye. They then wear special sunglasses with a camera, which transmits images to the device. It isn't a perfect system, but it's enough for them to be able to walk down the street or to know the difference between black and white socks.





c Read the article again. Are the sentences true or false?

1 Anyone who's blind is able to get sight back with the new glasses and see perfectly.
2 Electronic skin can be used to monitor patients and speed up the healing process.
3 The tablet now means that the anesthetist can leave the patient once the operation begins.
4 Scientists hope that it will be possible to turn off other allergies in the future.
5 The epilepsy device has two functions: prediction and prevention.

2 It's All About Comfort

In hospitals, patients often complain about all the uncomfortable cables and wires that connect them to monitors. It's now possible to get rid of all this wiring simply by putting on electronic skin. This piece of "skin" is very small and very thin. It's about the size of a postage stamp and as thick as a piece of human hair. It's made of silicon and is attached using water in the same way that a fake tattoo is. Despite being extremely small and thin, the skin contains electronic circuits that can receive and send radio waves to and from monitors. It can also be used to help heal wounds by sending out heat that speeds up the repair process.

3 Under the Care of Three

During an operation, there's always a surgeon in the operating room and an anesthetist, whose job is to check the patient constantly. In the past, the anesthetist had to watch the patient carefully, but these days they are also likely to use a touchscreen computer like a tablet. This tablet monitors key functions like breathing and heart rate, but more importantly, it can send the anesthetist warnings and suggest how medication should be altered during the operation. It also keeps a record of everything the surgeon does. So these days, when you have an operation, you're under the care of three "professionals:" the surgeon, the anesthetist, and the tablet.

4 Sometimes a Matter of Life and Death

It's surprising how many people are allergic to different kinds of food. Sometimes this can be life-threatening, for example, for people who are allergic to peanuts. Scientists at Northwestern University in Chicago have found a way to turn off an allergy to peanuts. They attached some peanut protein to blood cells and reintroduced them into the body of someone suffering from the allergy. This makes the body think that peanuts are no longer a threat and there's no allergic response. Scientists think this approach could be used with a wide range of food allergies.

d Discuss the questions.

1 Which of the inventions do you think is the biggest breakthrough in medical science? Why?
2 Imagine a medical invention you would like to exist. What would it do? Why would you like it to be real?

2 VOCABULARY Health

a Underline the medical verb in each example. Then match the verbs with definitions 1–3.

… simple pill that can cure cancer.
It can also be used to help heal wounds …
… a computer tablet will take care of you.

1 treat a disease and make healthy again
2 provide treatment
3 treat an injury and make healthy again

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

get	develop	strain	come	treat

1 I feel terrible. I've _____ down with the flu.
2 His doctor _____ his throat infection with antibiotics and that helped.
3 I can't stand up for very long because I've _____ my back.
4 I don't want to go out yet. I'm still _____ over a major cold.
5 People who eat too much fatty food are likely to _____ heart disease.

5 Warning Signs

People who suffer from epilepsy never know when they are going to have an attack. This lack of certainty can be very stressful. Researchers have now created a device that makes an epileptic seizure predictable. These very small devices are planted in the brain. They're able to tell if an attack is about to happen, and they can then send out electrical signals to other parts of the brain that can stop the seizure.



c Match verbs 1–5 with the pictures. Two verbs describe one picture.

1 cough	2 faint	3 sneeze
4 pass out	5 shiver	



d Discuss the questions.

- When did you last come down with the flu?
- What do you think is the best way to treat a sore throat?
- Have you ever fainted? What happened?
- Have you ever strained a muscle? Which muscle? How did it happen?
- What serious disease or illness are people in your country most likely to develop?

e Now go to Vocabulary Focus 9A on p. 162.

3 LISTENING

a 09.03 Listen to Teo and Rosie talk about inventions. Which medical invention and which food invention do they talk about?

b 09.03 Listen again and answer the questions.

1 What did the scientist do with the meat?
2 Why's this meat better for the environment?
3 What does Rosie suggest that Teo do to reduce crop production?
4 What does Rosie say about the taste of the meat?
5 Why does Rosie think it's strange that Teo's worried about global warming?

c Whose point of view do you agree with more, Teo's or Rosie's?

4 GRAMMAR Relative clauses

a Underline the relative clause in each sentence. Decide if it adds information about a thing (T), a person (P), or a place (PL).

1 Yeah, there's this laboratory where they're growing meat. (PL)
2 There was that scientist who made his own hamburger and ate it online.
3 But all these tiny pieces of meat that they have to push together just to make one burger.
4 And the end result is something that costs $250,000.
5 There's no fat or blood in it, which means no flavor.
6 I mean, these scientists, who are like Dr. Frankenstein, how can they justify that?

b Answer the questions about the clauses you underlined in 4a. Which clauses … ?

1 add extra information that is not necessary to the overall meaning of the sentence
2 are necessary for the sentence to make sense

c Now go to Grammar Focus 9A on p. 150.

d Discuss what you think about the following inventions. Do you think they have been useful for people in general? When do you use them? Could people manage without them now?

- cameras
- plastic
- antibiotics

5 SPEAKING

a **Communication 9A** Student A: Go to p. 132. Student B: Go to p. 131.

b Put the inventions in order of usefulness from 1–4 (1 = very useful, 4 = completely useless). Discuss your ideas with the class.



9B THEY HAD NO IDEA IT WAS A FRAUD

Learn to discuss people's lives and achievements

- G Reported speech; reporting verbs
- V Verbs describing thought and knowledge

1 READING

a Look at the reports and discuss the questions.

> The airport was closed after a bomb scare, but it turned out to be a **hoax**.
> They thought it was painted by Monet, but it was a **fake**.
> The manager of the company was arrested for **fraud**.
> If you receive an email asking you to check your bank account, it's almost certainly a **scam**.

1 What do all the remarks have in common?
2 What do the words in **bold** mean?
3 How common do you think fraud is in your country? What forms does it take?

b Read the article "The Rise and Fall of Barry Minkow" and answer the questions.

1 What was Barry Minkow's job?
2 How did Minkow "rise"?
3 How did Minkow "fall"?

c Read the article again and take brief notes on the following.

- how Barry Minkow made money at the beginning
- the second company Minkow set up
- the people and organizations that Minkow made money from

Compare your notes with another student. Did you write the same things?

d Read the sentences about what happened to Barry Minkow later. Three of the sentences are true. Which do you think they are? Give reasons for your choice.

1 He stayed in prison less than 10 years.
2 He completely changed his character.
3 He became a pastor in a church.
4 He was sent to prison again.

e **Communication 9B** Now go to p. 132. Did you guess correctly?

The Rise and Fall of Barry Minkow



At the age of 16, Californian Barry Minkow launched his own carpet cleaning company from his parents' garage. He was so successful that, only four years later, the company was listed on the American stock market with a value of $280 million, making Barry Minkow a multi-millionnaire and also the youngest CEO of a public company in American history. But a few years later, he resigned from the company and was sentenced to 25 years in prison. So what went wrong and how did his phenomenal success turn to disaster?

The answer is that although Barry Minkow seemed like a successful entrepreneur, he wasn't able to run a profitable business. Instead he focused on getting money for his company in any way he could.

When he started his carpet-cleaning business, called *ZZZZ-Best*, he raised money by engaging in credit card fraud, stealing his grandmother's jewelry and even arranging fake "robberies" at his office to get insurance money.

Later he set up a second company, which specialized in restoring buildings damaged by flooding or fire, with the work paid for by insurance companies. In fact the company was a fake: the buildings didn't exist and the documents and contracts were forged. However, he convinced the banks that he was running a successful business and got them to lend him more money, which enabled him to expand *ZZZZ-Best* and turn it into a public company. But Barry Minkow's past was finally catching up with him.

An article in the *Los Angeles Times* claimed that Minkow had been involved in false credit card charges and that only those who had noticed the false charges had got their money back. Shortly after that, investigators reported that his second company was a fake and that its "restoration" jobs didn't actually exist. After Minkow suddenly resigned "for health reasons", the new directors discovered that he had stolen $230 million from the company before he left.

A year later he was charged with fraud and sentenced to 25 years in prison.

2 GRAMMAR Reported speech; reporting verbs

a Look at these examples of things people said.

Minkow **was** involved in false credit card charges.

Only those who **noticed** the false charges **got** their money back.

His second company **is** a fake.

Its "restoration" jobs **don't** actually **exist**.

These statements are reported in the sentences below using reporting verbs. Complete the sentences with the correct form of the verbs in parentheses. Then check your answers in the text.

1 An article in the *Los Angeles Times* claimed that Minkow_____ (be) involved in false credit card charges.
2 The article also claimed that only those who _____ (notice) the false charges _____ (get) their money back.
3 Shortly after that, investigators reported that his second company _____ (be) a fake.
4 They also said that its "restoration" jobs _____ (not/actually/exist).

b Complete the rule with the correct answers.

Because the reporting verbs (*said, claimed, reported*) are in the *present / past*, what the people said moves "one tense back" into the *present / past*.

c Look at these examples of questions people asked or thought.

Is he really the reformed character that he claims to be?

What's going on?

Where is our money really going?

Complete the reported questions with the correct form of the verbs in parentheses. Check your answers in the text.

1 Very few people questioned whether he _____ (be) really the reformed character that he claimed to be.
2 Some people began to wonder what _____ (be) going on and where their money _____ (really/go).

Choose the correct word to complete the rule:
In reported questions, *use / don't use* question word order.

d Now go to Grammar Focus 9B on p. 150.

e Correct the mistakes in these sentences.

1 Investigators weren't sure whether Barry Minkow is telling the truth.
2 They asked him if he can show them the company accounts.
3 People at the church didn't understand why did he steal money from them.
4 Customers were asking will they ever get their money back.

3 LISTENING

a Imagine you receive the email subject below.

From: health@importantinfo.gov
Subject: WARNING! Dangerous bananas

How would you react? Would you think ... ?

1 That sounds serious and I eat bananas. I'd better see what it says.
2 It sounds like a hoax, but it could be serious.
3 It's probably a scam. I'll delete it without opening it.

What do you imagine the email might say?

b 09.07 Listen to two people talking about the email. Check (✓) the topics that they mention.

☐ poison ☐ bacteria ☐ Central America
☐ restaurants ☐ monkeys ☐ grocery stores
☐ talk shows

How are the topics you chose connected?

c 09.07 Listen again and answer the questions.

1 Is the Centers for Disease Control and Prevention a real place?
2 In what sense were the bananas supposed to be "man-eating"?
3 Why did the news about the bananas spread so quickly?
4 What effect did this have?
5 How common is necrotizing fasciitis?
6 How was the story in Africa different from the one in the U.S.?



4 VOCABULARY
Verbs describing thought and knowledge

a Look at the sentences from the discussion. Which verbs in the box can you use instead of *thought* or *knew* to make the meaning more precise? Put them into the correct form.

assume	come to the conclusion	
have no idea	realize	suspect

1 Maybe they *thought* it was a hoax but they weren't sure. (= think or believe something is true but be uncertain about it)
2 People *didn't know* what "necrotizing fasciitis" was. (= not know at all)
3 They started discussing it on TV talk shows, and eventually people *thought* it was just a hoax. (= decide after thinking about it)
4 It sounded like a reasonable story, so I guess people just *thought* it was true. (= believe something is true without questioning it)
5 So everyone stopped eating bananas from South Africa for a while, until they *knew* it was all a hoax. (= suddenly understand)

b 09.08 Listen and check your answers.

c Write possible continuations to these sentences. Think carefully about the correct verb form to use.

1 After getting to know her better, I came to the conclusion …
2 It was already 5:30. He realized …
3 After working for the company for six months, I started to suspect …
4 Our next-door neighbor seemed very ordinary. We had no idea …
5 You didn't answer when I called, so I assumed …

5 SPEAKING

a Think of an example of a hoax, scam, or case of fraud that you know about. It could be:

- a hoax designed just for fun
- an email or Internet scam
- a case of fraud that happened in your country or in another country.

b Work with a partner. Think about how you will describe what happened and take brief notes. Try to include reported speech and verbs from 4a.

c Tell other students about your topic.



9C EVERYDAY ENGLISH
What's the big secret?

Learn how to express uncertainty
- P Linking and intrusion
- S Clarifying a misunderstanding



1 LISTENING

a Discuss the questions.
1 When was the last time you had a surprise?
2 Was it a good or bad surprise? What happened?
3 Do you usually like surprises?

b Look at photo a and answer the questions about Pam and Megan.
1 Does Megan look excited about where Pam is taking her?
2 Does it look like Megan knows where they are?

c 09.09 Listen to Part 1. Check your ideas in 1b.

d What do you think the surprise is? Discuss your ideas.

2 USEFUL LANGUAGE
Expressing uncertainty

a 09.10 Read the conversation below. Is it what Megan and Pam said? Listen and check.

MEGAN I don't know where we are.
PAM Just wait and see.
MEGAN Where are we going?
PAM Wait and see.

b In which version does Megan express herself more strongly? Why does she do this?

c Megan talks about a place: "I have no idea where we are."

Look at these expressions for talking about a thing.
1 I (really) have no idea what that is.
2 I don't have a clue what that is.
3 What in the world is that?

Change expressions 1–3 to talk about a person.

d **Communication 9C** Student A: Go to p. 133. Student B: Go to p. 131.

3 LISTENING

a Look at photo b and answer the questions.
1 Where do you think Pam and Megan are going?
2 Do you think Megan will like the surprise?

b 09.11 Listen to Part 2 and check your ideas in 3a.

c 09.11 Listen again. Answer the questions.
1 Did Pam buy tickets?
2 What doesn't Megan like?
3 Did Megan like Pam's surprise? Why / Why not?
4 What did Pam misunderstand?
5 What do Pam and Megan decide to do?



4 PRONUNCIATION Linking and intrusion

a 09.12 Listen to an excerpt from the conversation. Pay attention to the underlined phrases. Do they sound like separate words or one word?

MEGAN You're not annoyed?
PAM No, not at all.
MEGAN Maybe we can grab a bite instead.
PAM Good idea!

b Why are the sounds connected? Choose the correct description.

1 All the vowel sounds in these words are short sounds.
2 Final consonant sounds are followed by vowel sounds.
3 There is no stress in any of these phrases.

c 09.13 Listen to the excerpt. Notice the phrases with ^. Where are the sounds in the box added?

/j/ /r/ /w/

MEGAN I have no ^ idea where we ^ are. I've never seen this street before.
PAM Just wait and see.
MEGAN Where ^ in the world are we going?
PAM Wait and see.

d Why do we add the sounds in 4c? Choose the correct explanation.

1 The main stress is on the word that comes after each added sound.
2 The consonants in the two words are voiced.
3 The last sound in the first word and the first sound in the following word are both vowels.

e 09.14 Using the rules from 4b and d, predict where the speaker is going to use linking and intrusion. Then listen and check.

Here at work, I just received a gift from my aunt. I have no idea what it is. I'm going to open it when I go home tonight.

5 CONVERSATION SKILLS Clarifying a misunderstanding

a 09.15 Listen to part of Megan and Pam's conversation. Which two expressions does Pam use to clarify a misunderstanding? (Both expressions begin with *but*.)

b Look at the conversations. Which are social situations? Which are work situations? Underline the expressions in B's replies used to clarify misunderstandings.

1 **A** I'm off to the movies now.
B I thought that you were going to a soccer game.
2 **A** Our next meeting's in two weeks.
B I understood that we were going to meet once a week.
3 **A** Here's your ticket. It's $50.
B Did I get this wrong? I thought it was free.
4 **A** By the end of this month, you'll be able to take a week's vacation.
B Did I misunderstand something? I thought I could take two weeks of vacation.
5 **A** How about if I make the appetizer and you make the dessert?
B Didn't we say that I'd make the appetizer?



c What could you say in the situations below? Write your ideas and compare with your partner.

1 You're in a restaurant. Your friend told you he/she wasn't hungry but has ordered an appetizer, a main course, and a dessert.
2 You stay in a hotel. When you pay the bill, you're surprised to find breakfast is extra.
3 A friend offers you a ride to the station. When you get in, he/she starts driving in the opposite direction.

6 SPEAKING

a **Communication 9C** Student A: Go to p. 130. Student B: Go to p. 131.

UNIT PROGRESS TEST

CHECK YOUR PROGRESS

You can now do the Unit Progress Test.

9D SKILLS FOR WRITING

People argue that it is no use at all

Learn to write an essay expressing a point of view

W Presenting a series of arguments

1 SPEAKING AND LISTENING

a Discuss the questions.

1 Do you think alternative treatments really work or do you think people just imagine that they work?
2 What kinds of alternative medicine are common in your country?
3 If you were ill, would you try alternative medicine? Why / Why not?

Alternative medicine Kinds of medical treatment that use different methods from standard Western medicine (also called *conventional medicine*). Examples of alternative medicine are homeopathy, herbal medicine, and acupuncture.









b 09.16 Listen to people talking about four alternative treatments. What treatment does each person talk about? Match them with photos a–d.

c 09.16 Listen again and answer the questions for all the speakers.

1 Why did the person try this treatment?
2 What did the doctor/therapist do?
3 Does the speaker feel positive or negative about it?
4 Do we know if the treatment worked?

2 READING

a Read Alicia's essay "The Value of Alternative Medicine." Which sentence best summarizes her argument?

1 Conventional medicine is more effective, but alternative medicine may be useful sometimes.
2 Alternative medicine is often more effective than conventional medicine, so it should be used more widely.
3 Conventional and alternative medicine work in different ways and both of them are important.

The Value of Alternative Medicine

People often have extreme points of view about alternative medicine. People who believe in conventional medicine often argue that alternative medicine is of no use at all, and supporters of alternative medicine sometimes claim that it can replace conventional medicine completely.

b Look at the points that Alicia makes in her essay. Which are about conventional medicine and which are about alternative medicine? Write *C* or *A*.

1 ☐ It has been used for a very long time and in many different countries.
2 ☐ It is often cheaper.
3 ☐ It may have harmful side effects.
4 ☐ We can't show scientifically that it works.
5 ☐ People who use it often say it works.

3 WRITING SKILLS
Presenting a series of arguments

a Alicia's essay in 2a has five paragraphs. What is the purpose of each one? Complete the sentences.

1 In the first paragraph, she outlines …
2 In the next three paragraphs, she presents …
3 In the final paragraph, she summarizes …

b Find six expressions in Alicia's essay which introduce arguments and points of view.

People often argue that …

c Alicia uses linking words and phrases to show how her ideas are connected. Find words and phrases that mean:

1 also (x2) 2 but 3 so 4 although
5 finally

d Choose one of the topics below and think about your point of view. Write three sentences about the topic, using expressions from 3b and 3c.

- Are zoos cruel to animals?
- Does dieting make people fat?
- Do video games cause bad behavior in young people?
- Is love a good basis for marriage?
- Should smoking be made illegal?

4 WRITING

a Think again about the topic you chose in 3d. Plan an essay using the structure in 3a. Think about:

- how you will introduce the topic
- what arguments you will present and what examples you will give to support them
- what conclusion you will give.

b Write the essay in around 200 words.

c Switch essays with your partner. Read the essay. Does it … ?

- have a clear introduction and conclusion
- present the arguments clearly, with a separate paragraph for each main idea
- include examples to support the arguments
- use appropriate expressions to introduce the arguments

d Work in new pairs. Read another student's essay. Then say if you agree with his/her point of view and why.

There are several good reasons for taking alternative medicine seriously. First, many forms of alternative medicine, such as acupuncture and herbal medicine, have a very long tradition and are widely used in many parts of the world. It's important not to ignore traditional knowledge that has been used and developed for centuries.

One argument against alternative medicine is that there is very little scientific evidence to prove that it is effective. Yet, in spite of the lack of scientific evidence, people who use alternative therapies generally say that they work. This suggests that alternative therapies may perhaps work in ways that we do not yet fully understand. Furthermore, people are often willing to spend a lot of money on alternative treatment, despite the fact that it is often not covered by insurance, so it can be more expensive than conventional medicine.

In addition, unlike the drugs and antibiotics used in conventional medicine that can be harmful to the human body, most alternative therapies are completely harmless. Homeopathic treatments, for example, have few or no side effects, and consequently the worst that can happen is that they have no effect at all.

In conclusion, I believe that conventional medicine and alternative therapies should exist side by side. They work in completely different ways and are often effective for different kinds of illnesses, so they should both be seen as a useful way to keep us healthy.



UNIT 9
Review and extension

1 GRAMMAR

a Connect the sentences using a relative clause. Use a relative pronoun if it's necessary. Cut any unnecessary words.

1 The bandage is like a piece of skin. The bandage is very small and thin.
2 The skin contains electronic circuits. The circuits can communicate with monitors.
3 An operating room is a sophisticated environment. Patients require extra care in an operating room.
4 People with severe peanut allergies have to check the ingredients for everything they eat. Some people are severely allergic to peanuts.

b Tell the story, changing the parts in *italics* into indirect speech, using reporting verbs.

I was on a business trip, and I had a terrible time getting back home. My flight was at 12:30. But when I arrived at the airport, they announced:
[1]"*There has been a delay to the incoming flight, so the flight will be delayed by about an hour.*" After an hour, we still hadn't heard anything and I started to wonder, [2]"*What's happening?*" I asked one of the flight attendants, [3]"*Do you know when the flight will leave?*" She told me, [4]"*I haven't heard anything.*" I waited for two more hours. At about 5:00, they told us, [5]"*The flight has been canceled.*" I realized, [6]"*I'll have to spend the night in an airport hotel, and I probably won't be home for another 18 hours.*"

2 VOCABULARY

a Choose the best word in these sentences.

1 Some scientists *estimate / realize* that there are 100 billion stars just in our galaxy.
2 I'm sorry I didn't say anything. I didn't *assume / realize* it was your birthday.
3 I followed you because I *doubted / assumed* that you knew the way.
4 I *wonder / come to the conclusion* how much she earns in a month. It must be at least $10,000.
5 As I left the apartment, I *doubted / was aware* that someone was following me, and I was fairly sure I knew who it was.

b Add words from the box to the blanks.

patients	strained	feel	back	lost	dizzy
scar	care	consciousness	heals		

1 I _____ _____. I think I'm going to faint.
2 It hurts when I try to stand up. I think I've _____ my _____.
3 She's a student nurse. She takes _____ of _____ in the hospital, and she also has to study for exams.
4 They hit me on the head and I _____ _____.
5 When the wound _____, it will probably leave a _____.

3 WORDPOWER *come*

a Match the sentence beginnings and endings.

1 Her dream was to see the ocean, and last month her dream **came** — a **across** it this morning.
2 I think we should go to the movies, unless you can **come** — b **true**.
3 Look, there's a photo of you in the paper. I **came** — c **to** more than $250.
4 The restaurant was pretty expensive – the check **came** — d **up** as a possible person.
5 I thought about buying the car for a long time, but I **came** — e **to the conclusion** that I couldn't afford it.
6 We were talking about who to ask, and your name **came** — f **up with** a better idea.

b Match the expressions in 3a with the definitions.

a see something by chance
b think of
c be mentioned
d add up to
e reach a decision
f really happen

c Choose the correct words or phrases.

1 "OK – two coffees – that comes *to / up* $9.50."
2 At the meeting, we came up *to / with* lots of new ideas.
3 Nuclear power is a topic that often comes *true / up* in students' essays.
4 We thought about going to Paris, but we came *to / across* the conclusion that Rome would be nicer.
5 I came *across / to* a fascinating article in this magazine. It might interest you.
6 I always wanted to own a BMW, and now my dream has finally come *true / across*.

d Complete each question with one word.

1 Do you know anyone whose dream came _____?
2 Have you ever been given a check that came _____ more than you could afford?
3 Have you ever come to the _____ that something you bought was a waste of money?
4 How do you feel if someone says, "Your name came _____ in our conversation?"
5 Many people come _____ with new ideas when they're falling asleep or going for a walk. Is that true of you?
6 Have you ever come _____ a bargain in a store or a market that you couldn't resist?

e Ask and answer the questions in 3d.

REVIEW YOUR PROGRESS

How well did you do in this unit? Write 3, 2, or 1 for each objective.
3 = very well 2 = well 1 = not so well

I CAN ...	
discuss new inventions	☐
discuss people's lives and achievements	☐
express uncertainty	☐
write an essay expressing a point of view.	☐



CAN DO OBJECTIVES

- Speculate about the past
- Discuss life achievements
- Describe how you felt
- Write a narrative

UNIT 10

POSSIBILITIES

GETTING STARTED

a Look at the picture and answer the questions.

1 What has just happened to this man?
2 What is he thinking? What is he feeling?

b Discuss the questions.

1 When people have high ambitions, what kinds of expectations do they have of themselves?
2 Do you think people are sometimes unrealistic in setting goals for themselves? Why?
3 What are the positive and negative consequences of having high expectations of yourself?

10A IT MIGHT NOT HAVE BEEN HIS REAL NAME

Learn to speculate about the past

- G Past modals of deduction
- V Adjectives with prefixes

1 READING

a You are going to read a story about Dan Cooper, who mysteriously disappeared in 1971. Look at the pictures of people and events in the story. Can you guess what happened?

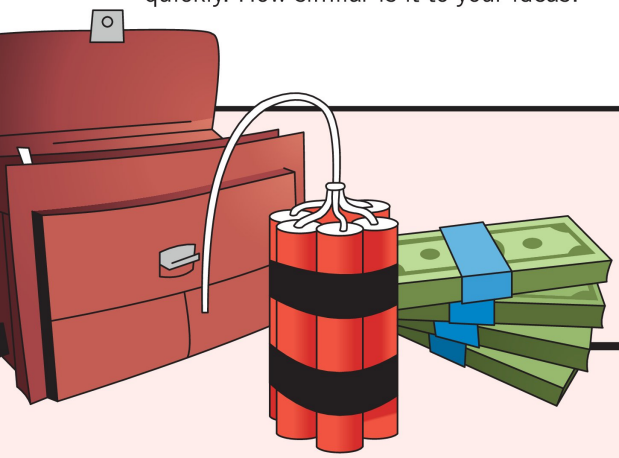
b Read "The Man Who Disappeared" quickly. How similar is it to your ideas?

c Find sentences in the story that show:

1 the flight from Portland to Seattle was a short one
2 we're not sure if Dan Cooper was the man's real name
3 the passengers didn't know about the note or the bomb
4 Cooper told the pilots to fly toward Mexico as slowly and as low as possible
5 the pilots didn't want to leave the rear door open
6 the pilots knew when the rear door was opened.

d Discuss the questions.

- What questions would you like answered that are not explained in the text?
- Do you think Cooper survived? What would you prefer to believe, that he survived or that he didn't survive? Why?



The Man Who DISAPPEARED

Flight attendant Florence Schaffner was sitting in her seat during takeoff. A man in a seat near her passed her a note. It read, "I have a bomb in my briefcase. I will use it if necessary. Sit next to me."

It was 2:50 p.m. on November 24, 1971, on Flight 305, a 30-minute flight from Portland to Seattle in the northwest U.S. And it was the beginning of one of the strangest stories in the history of plane travel – a mystery that remains unsolved to this day. The man's name – or at least, the name he gave when he bought his plane ticket – was Dan Cooper. Of course, this might not have been his real name; no one really knows for sure.

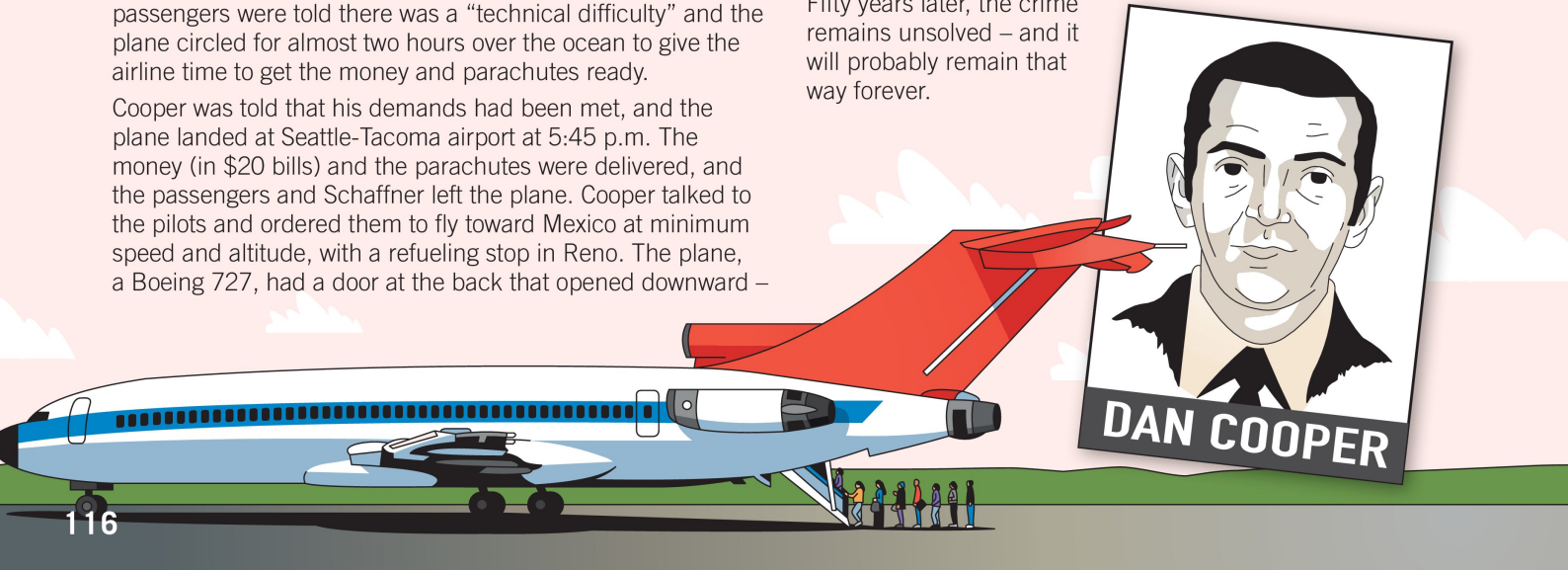
Schaffner quietly got up and sat next to the man. He opened his briefcase slightly, and she glimpsed eight red sticks inside before he closed it again. Then Cooper made his demands: $200,000 (a huge amount of money in 1971), four parachutes, and a fuel truck ready at Seattle Airport to refuel the plane. The attendant told the pilot, who passed the demands on to the airline company, and they agreed to them. The other passengers were told there was a "technical difficulty" and the plane circled for almost two hours over the ocean to give the airline time to get the money and parachutes ready.

Cooper was told that his demands had been met, and the plane landed at Seattle-Tacoma airport at 5:45 p.m. The money (in $20 bills) and the parachutes were delivered, and the passengers and Schaffner left the plane. Cooper talked to the pilots and ordered them to fly toward Mexico at minimum speed and altitude, with a refueling stop in Reno. The plane, a Boeing 727, had a door at the back that opened downward – Cooper ordered the pilots to leave it open all the time. They objected, so Cooper said that he would open it himself when they were in the air.

After refueling, the plane took off at approximately 7:40, with Cooper and four crew members on board. After take-off, Cooper told the lone flight attendant to go to the cockpit. As she went, she saw him tie something around his waist, which may have been the bags of money. At eight o'clock, a warning light went on in the cockpit, so they knew that he must have opened the rear door. The plane landed in Reno at 10:15, with the rear door still open. Police searched the plane immediately, but they quickly confirmed that Cooper was gone.

Cooper was never seen again, dead or alive. No one has even found out if he really was Dan Cooper. And many people say that he couldn't have survived the jump (if indeed he jumped – he could have hidden on the plane and then escaped later) but no body, or parachute, was ever found. A bag with almost $6,000 of the money was found in a river, but the rest never showed up. The money might have belonged to Cooper, but even that wasn't certain.

Fifty years later, the crime remains unsolved – and it will probably remain that way forever.



2 GRAMMAR Past modals of deduction

a Match sentences 1–5 with meanings a–d.

1 ☐ He tied something around his waist, which **may have been** the bags of money.
2 ☐ Many people say that he **couldn't have survived** the jump.
3 ☐ It **might not have been** his real name.
4 ☐ He **could have hidden** on the plane.
5 ☐ A warning light went on in the cockpit, so they knew that he **must have opened** the door.

a It seems certain that this was the case.
b It seems certain that this was not the case.
c It's possible that this was the case. (x2)
d It's possible that this was not the case.

b Look at the examples in 2a again.

1 Complete the rule with the modal verbs in the box.

must	may	might	couldn't	could

To speculate about things in the past:
- we use _____ or _____ + *have* + past participle to talk about things we think are certain.
- we use _____, _____, or _____ + *have* + past participle to talk about things we think are possible.



2 Choose the correct answer, a or b.
- *Must* and *couldn't* mean a) the same b) the opposite
- *May*, *might*, and *could* mean a) the same b) the opposite

3 In the examples, *have* is:
a part of the present perfect tense
b an infinitive form which always stays the same.

c 10.01 **Pronunciation** Listen to the sentences. Underline the stressed syllables in each sentence.

1 He couldn't have survived the jump.
2 It might not have been his real name.
3 He must have opened the door.

Practice saying the sentences.

d Now go to Grammar Focus 10A on p. 152.

e Read these situations. What do you think happened? Use past modals of deduction to discuss each one.

1 Renato Nicolai was in his garden in the south of France when he heard a whistling sound and saw what he thought was an experimental aircraft. He watched as it dropped out of the sky, hovered about two meters off the ground, then rose into the sky and disappeared. When experts studied the place where it had come down, they found a "black material" on the ground that was not oil.

2 A ship called *The Joyita* disappeared in the Pacific without sending a call for help. It was found a month later floating in the ocean with no one on board. The lifeboats and the food were missing. There was a hole in the side, but it wasn't serious and the engines weren't damaged. The crew was never found.

3 LISTENING

a 10.03 Listen to an interview about Dan Cooper's disappearance. Number the topics in the order you hear them. There is one extra topic that you do not need.

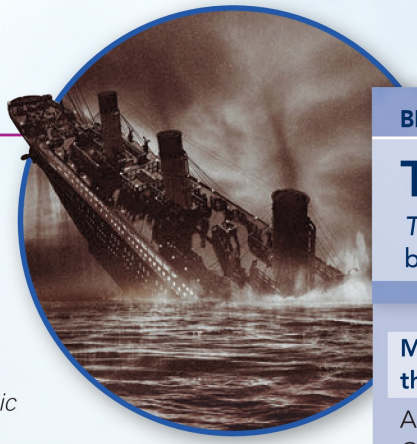
the river ___
Dan Cooper's "wife" ___
airport security ___
the pilot of the Boeing 727 ___
the parachute ___
the money ___

b 10.03 What evidence is there for the opinions below? Listen again and check.

1 Dan Cooper wasn't his real name.
2 He worked in the aircraft industry.
3 He survived the jump.
4 He didn't survive the jump.
5 Someone helped him.

c What do you think might have happened?

4 READING



a What famous event is shown here? What's happening in the picture?

b Read the blog "Ten Amazing Coincidences" and answer the questions.

1 Which came first, the *Titanic* disaster or the book *The Wreck of the Titan*?
2 What is unusual about the book?

c Read the blog again. Which of these features of the book were similar to the *Titanic* disaster? Write *Yes*, *No*, or *Don't know*.

1 the name of the ship ___
2 the type of ship ___
3 the number of passengers ___
4 the description of the ship ___
5 where and when it sank ___
6 the reason it sank ___
7 how many people were rescued ___

d Discuss these three opinions about the blog. Which do you agree with the most? Why?

It's amazing. Morgan Robertson must have been able to see into the future in some way.

It might have been just a coincidence, but it's very difficult to explain it.

It's not so extraordinary. Morgan Robertson must have known that large ships were being built and that icebergs were a danger.

BLOG | REVIEWS | GIVEAWAYS | ABOUT

Ten Amazing Coincidences

The Wreck of the Titan
by Morgan Robertson



Morgan Robertson Writes About the *Titanic* ... 14 Years Early!

A hundred years before James Cameron made the movie *Titanic*, American author Morgan Robertson wrote an unsuccessful book called *The Wreck of the Titan* about the sinking of an ocean liner. It's a story that's been told many times, and 13 movies have been made about it.

The Incredible Thing Is ...

Robertson's *The Wreck of the Titan* was published in 1898; that's 14 years before the *Titanic* was even built.

The similarities between Robertson's work and the *Titanic* disaster are really improbable. The *Titan*, like the *Titanic*, was described as "the largest craft afloat," "like a first class hotel," and "unsinkable." Both ships were British-owned steel vessels, they were both around 800 feet long, and they both sank after hitting an iceberg in the North Atlantic, in April, "around midnight."

What's Even More Unbelievable

In the novel, the *Titan* crashed into an iceberg 400 miles from the coast of Canada at 25 knots. The real-life *Titanic* crashed into an iceberg 400 miles from the coast of Canada at 22.5 knots. If you think of the size of the Atlantic, about 40 million square miles, that's such a close guess it seems impossible that Robertson didn't know in advance what was going to happen.

The Weirdest Thing of All

But maybe the weirdest thing about the *Titan* were details that were irrelevant to the story, but match what happened to the *Titanic*. For example, both the *Titan* and the *Titanic* had too few lifeboats to take every passenger on board. But it's an odd point to mention in the book when you consider that lifeboats had nothing to do with the story. In the book, when the *Titan* hit the iceberg, the ship sank immediately – so why did Robertson mention the lifeboats? Was it just coincidence, or did he somehow know what was going to happen?

5 VOCABULARY
Adjectives with prefixes

a Find adjectives in the blog in 4b which mean:

1 you can't believe it (x2)
2 it's not likely
3 it's not possible
4 it didn't sell many copies
5 it's not part of the main point.

What do all these adjectives have in common?

b Now go to Vocabulary Focus 10A on p. 163.

6 SPEAKING

a **Communication 10A** You are going to read two more stories from the series "Ten Amazing Coincidences." Student A: Go to p. 130. Student B: Go to p. 133.

b Tell each other your story. Do you think the events are coincidences, or is there some other explanation for what happened? Do you know any other stories like these?

10B I'VE MANAGED TO MAKE A DREAM COME TRUE

Learn to discuss life achievements

- G Wishes and regrets
- V Verbs of effort

1 LISTENING

a Read quotes a–c about believing in your dreams. Which one do you like the most? Why?

a "Work hard and dream the biggest dream you can – you'll see amazing things happen!"

b "Dreams are all about what's going to happen tomorrow. Don't let your dreams get in the way of being the best person you can be – right here, right now."

c "You need dreams when life gets boring or difficult – they're what get you out of bed in the morning and keep a smile on your face."

b What do you think is the most important ingredient in realizing your dreams? Why?

believing in yourself | hard work | knowing the right people | luck | money

c 10.05 Listen to Louise and Terry. They both decided to pursue their dreams. Match the speakers with the photos. They both made one change that was the same. What was it?

d 10.05 Listen again. What reasons do Louise and Terry give for making their change?

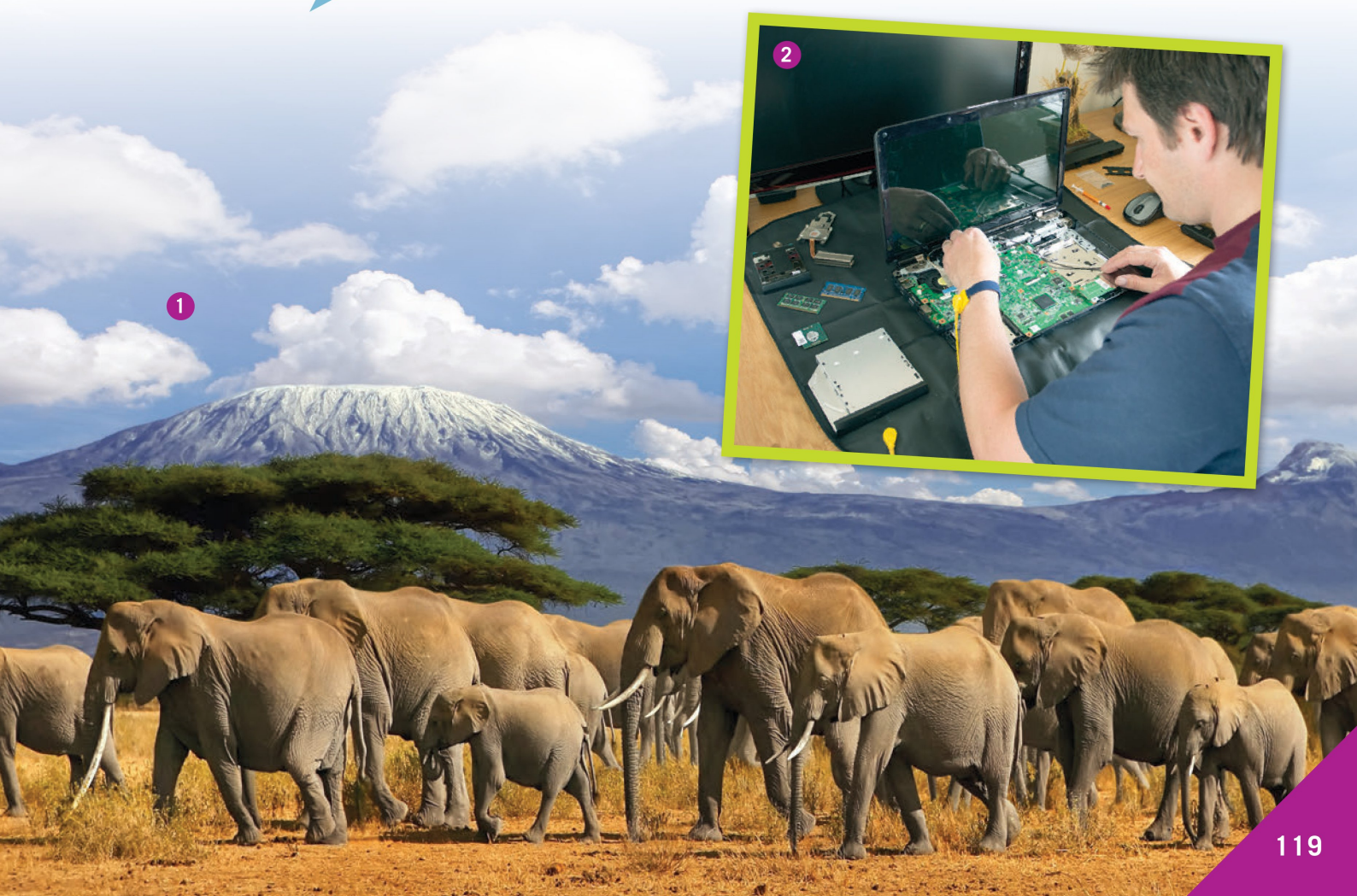
e What do you think happened next to Louise and Terry?

f 10.06 Listen to the second part of their stories. Were your predictions correct?

g 10.06 Listen again. Complete the chart.

	What problems did he/she experience?	What regrets does he/she have?
Louise		
Terry		

h Would you do what Louise and Terry did? Why / Why not?



2 GRAMMAR
Wishes and regrets

a Look at these examples from Louise and Terry's conversation. Who says each one?

1 If only I'd applied for his job when it became available.
2 I found it too crowded. I wish I'd checked this before leaving.
3 I should have checked out other companies.

b What are the speakers doing in the examples in 2a? Are they … ?

1 wishing for a change in their life
2 expressing regrets for things they have done
3 expressing regrets for things they didn't do

c Complete the rule.

To express regret about the past, we use:
1 *I wish* or *if only* + *I* + ___
2 *I should have* + ___

d 10.07 **Pronunciation** Listen to the examples in 2a. Notice the linking sounds. Which two words in each example are stressed?

1 If only I'd applied for his job
2 I wish I'd checked this
3 I should have checked out other companies

e Now go to Grammar Focus 10B on p. 152.

f Think of something you did in the past with mixed results (some parts were good, but others weren't). What would you do differently now? Take notes.

g Tell each other about your past experiences and regrets.

3 READING

a Do you agree with the statement below? Why / Why not?

If you want a personal dream to come true, you need to focus on yourself and not think about other people. You will only be successful if you are determined in this way.

DREAM TO HELP

Many people have a dream or a goal in life. It's often something very personal that people want to achieve for themselves. However, some dreams include the idea of helping other people. Meet two people who have done just that.


Brandon Stanton

What Was His Dream?

Brandon wanted to be a professional photographer who could get his photographs published and maybe even have a best-selling photography book. He also wanted to stop being too concerned with money and focus more on helping people.

How Did His Dream Come About?

In 2010, Brandon Stanton was living in Chicago and working as a bond trader. He lost his job when his company went bankrupt. He decided to give up his career in the world of finance and came up with the idea of traveling around the United States to follow his real passion: photography.

Before losing his job, Brandon had been taking photos of downtown Chicago. He knew these photos weren't wonderful, but he felt he had potential as a photographer. Some would say it wasn't a smart move – risking your livelihood on your hobby. But Brandon thought, "If I don't do this now, I never will," and he decided to pursue his dream.

How Did He Achieve His Dream?

After traveling to different cities in the U.S., Brandon had the crazy idea of photographing 10,000 people in New York. Initially, he'd photographed streets and buildings, but when he started taking photos of people, he realized the portraits were getting more likes on Facebook. He had to overcome his fear of approaching strangers to ask if he could take their photos. He made himself do it and just kept on taking more and more portraits.

Eventually, he moved his portrait shots to his own website, which he called *Humans of New York*. He also started talking more to the people he was taking photos of and adding captions to the photos that explained something about the person's life. He realized these captions were as important as the photos themselves. Every day he worked on building his website, and after just a few months, his project took off and he had a million fans and a deal to publish a book. In 2013, *Humans of New York* came out and became an instant bestseller. But Brandon was determined not to use his fame just for himself.

He has used his website to help numerous charities. For example, in 2016, after photographing and sharing the stories of children at the Memorial Sloan Kettering Cancer Center in New York, he organized a campaign that raised over $3.8 million. He has also continued to do charity work and raise money for disadvantaged people in many of the countries that he has visited.

Brandon never forgot his early days in New York when he felt incredibly lonely and wondered if he would ever achieve his dream. But he stuck with it and made his dream a reality.

b Work in two groups and read the introduction. Group A reads about Brandon Stanton and group B reads about Michelle Javian. Decide with your group if you think Brandon or Michelle would agree with the statement in 3a.

c Read the text again and take notes about your person.

d Work with a student from the other group. Tell each other about your person. Decide which person you admire the most. Give a reason.

e Both individuals in the article made a dramatic change to follow their passion. How important do you think it is to do that? What type of person does it take?



What Was Her Dream?

Michelle wanted to set up and run a nonprofit organization that helps heart patients and their families. She wanted to be able to offer these people practical help during critical times in their illness.

How Did Her Dream Come About?

In 2008, Michelle's father had a heart transplant. She spent hours beside his bed in the hospital. During this time, she began to realize how difficult life is for families who have someone in cardiac care, particularly if they have to travel from out of town.

Sadly, Michelle's father passed away. She felt that the best way to honor his memory and cope with her sadness was to set up a nonprofit organization that gives practical support to families of people who are unwell because of heart disease.

How Did She Achieve Her Dream?

While looking after her father in the hospital, Michelle made friends with Yuki Kotani, whose father was also having a heart transplant. They talked to doctors and social workers and got a lot of ideas for the best way they could help people in similar situations. The health professionals suggested that providing affordable housing for the families of heart patients was the most effective way of reducing the stress of patients and their families. This led to Michelle and Yuki setting up a charity called Harboring Hearts.

Michelle had given up her job in the corporate world to jump into non-profit work. She didn't have previous experience in that area, so it was a huge challenge for Michelle to tackle. She quickly realized that the best way to raise money was by talking to people and telling her story. Donations began to come in, and before long she was able to help a family with four-year-old twin boys who both needed heart transplants.

In the beginning, it was extremely hard for Michelle because she hadn't gotten over her father's death. She felt as if she was just managing to put one foot in front of the other. However, thinking about her father also gave her the energy to not give up.

Harboring Hearts now works with a range of partner hospitals in New York, and they help up to 140 families a year. They have also begun organizing community events where heart patients can connect with and get support from people in the community who have been through a similar experience.

Michelle is very proud of what she has achieved – founding a charity organization that has such a positive impact on heart patients and their families. It's a real safety net for families who need it.

4 VOCABULARY Verbs of effort

a Notice the **bold** verbs in these examples from "Dream to Help." They are connected with the idea of making an effort to do something. Match the verbs with their meanings.

1 ☐ "If I don't do this now, I never will," and he decided to **pursue** his dream.
2 ☐ He had to **overcome** his fear of approaching strangers to ask if he could take their photo.
3 ☐ Every day he **worked on** building his website, and after just a few months, his project took off.
4 ☐ But he **stuck with** it and made his dream a reality.
5 ☐ She felt that the best way to honor his memory and **cope** with her sadness was to set up a nonprofit organization.
6 ☐ She didn't have previous experience in that area, so it was a huge challenge for Michelle to **tackle**.
7 ☐ However, thinking about her father also gave her the energy to not **give up**.

a to succeed in controlling difficult circumstances
b continue trying hard to do something difficult
c try to achieve something, usually over a longer period of time
d spend time doing something to improve it
e try to do a difficult task
f stop doing something
g manage to live with something even though it's difficult

b Replace the verbs/phrases in *italics* with the correct form of the **bold** verbs/phrases in 4a.

1 When was the last time you had to *succeed in controlling* a difficult work or study problem?
2 What's something that you do regularly and wouldn't want to *stop doing*?
3 In your free time, is there something you're *spending time to improve*?
4 What's a personal goal in your life that you are *trying to achieve over time*?
5 How well do you *manage* in emergency situations?
6 What's a work or study problem you *tried hard to solve*?
7 Do you have a difficult task you're *trying to do* at the moment?

c Ask and answer the questions in 4b.

5 SPEAKING

a Think of someone you know who has done something you think is brave or amazing.

He/She could be:

- a relative
- a family friend
- a colleague
- someone well known in your country.

Take notes on this person's background and his/her achievement.

b Tell each other about the people you chose. What similarities are there between them?

10C EVERYDAY ENGLISH

Two things to celebrate today

Learn to describe how you felt

- (P) Consonant groups
- (S) Interrupting and announcing news

1 LISTENING

a Discuss the questions.

1 When was the last time you celebrated something?
2 Was the celebration for yourself or for someone else?
3 How did you celebrate?

b Look at the photo. What do you think the professor and student are talking about?



c 10.10 Listen to Part 1. Check your ideas.

d Answer the questions with the adjectives in the box.

upset	pleased	surprised	worried

1 How does Maya feel at first?
2 How does she feel after she hears the news?
3 How does the professor feel? Why?

e 10.11 Listen to Part 2. Which of these things are they celebrating?

1 It's Hector's birthday.
2 Ruby is moving to Spain.
3 Ruby got her dream job.
4 Hector got into law school.
5 Hector got a new job.

f 10.11 Answer these questions. Listen again if necessary.

1 How did Maya feel about Ruby's news?
2 Why does Hector thank Ruby and Maya?

2 PRONUNCIATION

Consonant groups

a 10.12 Look at the words below. The underlined consonant sounds are pronounced together. We call these "consonant groups." Listen and repeat.

scholarship pleased celebrate

b 10.13 Underline the consonant groups in the words below. Then practice saying the words. Listen and check.

dreams brave crazy frightened flight
agree Africa glasses asleep climate

c 10.14 Look at the words with three consonant sounds together (three sounds, but not always three letters). Listen and underline them.

asked balanced scream sixth text strength
lamps world watched spread

d Practice saying the words in 2b and 2c that are difficult for you.

3 LISTENING

a In Part 2, Ruby said, "There's something else we have to celebrate." What do you think she'll say next?

b 10.15 Listen to Part 3 and check. They celebrate four things altogether. What are they?

c Which person ... ?

1 tells them to celebrate the scholarship
2 cuts the cake
3 thinks they should have a party
4 announces the date for the party
5 looks relaxed



4 USEFUL LANGUAGE
Describing how you felt

a 10.16 Complete what Maya says with the words in the box. Then listen and check.

get	believe	can't	surprised	so	over	couldn't

I _____ _____ it. I was _____ _____. A scholarship!
I still _____ _____ _____ it.

b Discuss the questions.

1 How does Maya say she felt?
a) happy b) disappointed c) surprised
2 Which word has the main stress in each sentence? Practice saying the sentences.

c Here are some more ways to describe how you felt.

1 ☐ I wasn't expecting it.
2 ☐ It was quite a blow.
3 ☐ I was really pleased.
4 ☐ I was expecting it.

Which means … ?

a I was surprised
b I wasn't surprised
c I was happy
d I was shocked or disappointed

d Choose one of the situations below. Take notes to describe how you felt and why, but don't mention what happened. Use expressions in 4a and 4c.

1 Your boss called you into his office and said that you were fired.
2 You just won $10,000 on the lottery.
3 You didn't prepare for a test and you failed it.
4 Your best friend told you he/she is getting married.
5 Someone stole your wallet.
6 You were promoted.

e Read your sentences aloud. Can other students guess the situation?



5 CONVERSATION SKILLS
Interrupting and announcing news

a 10.15 Listen to Part 3 again. Complete the remarks.

1 Hold _____.
2 There's something _____ we have to celebrate.
3 _____ me, but can we eat this cake _____?
4 Just a _____.
5 There's one more _____.

b Which remarks … ?

1 are ways to stop a conversation from ending
2 are ways to show you are about to say something important

c Answer these questions.

1 At the end of each remark, does the voice … ?
a stay high
b go down
2 Does this show the other person … ?
a that you've finished speaking
b that you haven't finished speaking

d Practice saying the remarks.

6 SPEAKING

a Work in groups of four (A, B, C, and D). You're in a restaurant. You each have an important piece of news to tell your group.

Student A: You've just been offered a new job.
Student B: You've won a free trip to Lima for two weeks.
Student C: You're getting married.
Student D: You've won a prize in a poetry competition.

Work alone and decide:

- what details you will give
- which expressions you will use in 4a, 4c, and 5a.

b Have a conversation. Take turns announcing your news. Then continue talking until the next person interrupts.

UNIT PROGRESS TEST

CHECK YOUR PROGRESS

You can now do the Unit Progress Test.

10D SKILLS FOR WRITING
I forced myself to be calm

Learn to write a narrative

W Making a story interesting

1 SPEAKING AND LISTENING

a Discuss the questions.

1 Have you ever performed activities like these in public? If so, what was it like? If not, how do you think it would feel?
2 What preparation is required to perform in public?
3 What do you think it takes to be successful in these activities?



b 10.17 Listen to Rosa speak to her teacher Kurt and answer the questions.

1 What is Rosa learning to play?
2 What's her ambition?
3 Does Kurt mention any of the ideas you discussed in 1a?

c 10.17 Listen again and take notes about the following topics.

1 Rosa's level of motivation
2 the three choices Kurt outlines
3 the way he suggests she could deal with pressure

d Discuss the questions.

1 What do you think Rosa should do? Give reasons for your answer.
2 Do you know of someone who has tried to excel in a demanding activity or job? What was their experience?
3 Do you think the sacrifices these people often need to make are worth it? Why / Why not?

ROSA'S DIARY

THE ULTIMATE GOAL

I sat in the dressing room and sighed. The moment had arrived. After months of hard practice, I was about to go on stage and perform in my first major competition. I looked at myself in the mirror. I looked like I could be a classical music pianist, but did I feel like one? There was a difference between the image I saw and what I felt when I closed my eyes.

I put my hands on my knees, breathing slowly to calm down. I repeated everything Kurt had told me, "You've practiced, you are well-prepared, and you can do this." But the thought that I would soon have to play for such a large audience was unnerving.

There was a knock at the door. It was the stage manager. Time for me to go on stage. I left the dressing room, feeling the butterflies in my stomach beat more insistently. I walked along the corridor to the steps that led to the wings of the stage. As we walked slowly up the stairs, the stage manager wished me good luck. "Can luck help me now?" I asked myself.

I stood in the wings, staring at the floor of the stage. I could hear the murmur of the audience – a wall of sound standing between me and the music. "Ladies and gentlemen," said the announcer. The murmur dissolved and there was quiet. My name was announced, and I stepped into a flood of light.

I took one step and was almost blinded by the stage lights. Where is the piano? I can't see anything! My heart was racing. But we had practiced this at the rehearsal yesterday. You know the way. You know where to go and what you have to do.

I began to cross the space between the wings of the stage and the piano stool. The audience applauded, and this wave of sound seemed to draw me across the stage. I tried to smile, but I'm not sure if I did. I eventually reached the piano and remembered to bow to the audience. I slowly took my seat on the stool, trying to keep my breathing regular. I forced myself to be calm. Silence. A moment of complete concentration.

I raise my hands and they float above the piano keys. I feel the adrenaline running through my body. Remember the final words of advice: go with the music, don't worry about mistakes, and stay in the moment, stay in the music.

My fingers touch the piano keys and I begin to play. I still feel the adrenaline, but it's working for me. Everything is falling into place. The notes float from my hands, and the warmth of the audience embraces me.

That was the very first time I performed in the competition. A week later, I returned for the finals and played with the state orchestra. And I won the competition! I've also been accepted by the Juilliard School of Music. It might feel like I've made it. But, in reality, I know that I've only started.


Rosa and Kurt

2 READING

a Read an excerpt from "Rosa's Diary" and answer the questions.

1 What event does Rosa describe?
2 What is the dominant feeling?
3 What is the outcome?

b Read the diary again. Take notes on Rosa's thoughts, feelings, and sensations at each of the following steps.

1 in the dressing room
2 from the dressing room to the wings
3 in the wings
4 moving across the stage
5 sitting at the piano

c Tell your partner about a time you had to do something that made you feel nervous.

3 WRITING SKILLS
Making a story interesting

a The writer uses various ways to make the story interesting. Find one more example of these in the story.

1 short sentences to describe Rosa's thoughts and feelings
The moment had arrived.
2 questions to show what she was thinking
… but did I feel like one?
3 phrases with verb + *-ing* to describe actions and events
I put my hands on my knees, breathing slowly to calm down.

b Match the beginnings in A to the endings in B to make more sentences from "first time" stories.

A

1 ☐ She dove into the water,
2 ☐ He stood up in front of the meeting,
3 ☐ She couldn't stop tuning the guitar,
4 ☐ He walked on to the soccer field,
5 ☐ She peered into the microscope,

B

a looking down and pretending the crowd wasn't there.
b playing nervously with his slide clicker.
c hoping she'd be able to see more of the sample.
d breathing in deeply before she hit.
e humming the first few notes of the song repeatedly.

c Choose one of the beginnings in A. Continue the story, using a new phrase with verb + *-ing*.

d Switch stories with a partner. Continue their story by adding a sentence of your own. Read the story back to your partner.

e Look at these examples. What verb tenses does the writer use?

I repeated to myself everything Kurt had told me … My heart was racing. But we had practiced this at the rehearsal yesterday.

Which tense does the writer use … ?

1 to tell the main events of the story
2 to refer to an earlier event that explains what happened

f Continue these sentences with your own ideas, using the past perfect tense.

1 When I opened the PowerPoint presentation on my laptop, all the slides were blank.
2 I opened my mouth to sing, but the microphone wasn't working.
3 When I hit the ball, it went sailing up into the crowd.
4 As I stepped on to the ice, I realized I wasn't wearing gloves.

4 WRITING

a Take notes about the first time you did something. It can be the same situation you talked about in 2c or a different situation. Use these ideas to help.

- where the event took place
- preparation for the event
- different steps you had to go through
- your feelings before and during the event
- any problems/obstacles you encountered
- the outcome

b Write your story. Remember to use …

- short sentences
- direct questions
- verb + *-ing*
- past perfect to explain the background actions.

c Read other students' stories.

1 Did they use all the writing skills suggested in 4b?
2 Which story was … ?
   - the most unusual
   - the greatest challenge
   - the most nerve-wracking
   - the most amusing



UNIT 10
Review and extension

1 GRAMMAR

a Complete the conversation using the verbs in parentheses with a past modal of deduction.

A Who left those flowers for us?
B It [1]_____ (be) Rachel – she's out of town at the moment.
A Janet [2]_____ (leave) them – she occasionally surprises us like that.
B Actually, it [3]_____ (be) Elaine. She called this morning and said something about a surprise for us.
A Well, whoever left them – they're beautiful.

b Imagine different past possibilities for the following situations. Take notes.

1 You check your online bank account and find someone has deposited $100 into the account.
2 You arrive home and find the front door wide open.
3 You receive a package addressed to you containing a brand-new tablet and an anonymous card saying, "Enjoy!"

c Discuss your different ideas.

d Put the verbs in parentheses in the correct form.

1 My business degree wasn't very interesting or useful when it came to finding a job. I wish I _____ (study) history in college instead.
2 She didn't start studying Mandarin until she went to China. She should _____ (take) a class about six months before going there.
3 In his new job, he has to interpret a lot of statistics. If only he _____ (pay) more attention in math classes in high school.

2 VOCABULARY

a Correct the adjective prefixes.

1 She's very good with young children, but she can get a little inpatient with teenagers.
2 He left without saying goodbye – that's very unpolite.
3 They made an inexpected visit to the children's hospital. It was a nice surprise for the patients.
4 We were extremely missatisfied with the level of service we experienced during our stay.

b Complete the sentences using the correct verbs in the box.

work overcome cope tackle

1 When I lived in Veracruz, I found it easy to _____ with the heat.
2 On Sundays, I like nothing more than to _____ a really difficult crossword puzzle.
3 He managed to _____ his shyness and make friends in college.
4 My grammar's pretty good – I just need to _____ on my pronunciation.

3 WORDPOWER *way*

a Match the *way* expression in 1–6 with the correct meanings in a–f.

1 ☐ I'm sorry, but there's *no way* I can sign that contract – the conditions aren't clearly described.
2 ☐ *One way or another,* we have to know all that vocabulary for the test.
3 ☐ I thought it would be cheaper to go by bus than train, but it was *the other way around.*
4 ☐ After a quick dinner, we *made our way* to the concert.
5 ☐ I ran *all the way* around the park, and I'm exhausted.
6 ☐ *In some ways,* it would be easier to not go abroad on vacation this year.

a We can't avoid it.
b I can't do it.
c We went there.
d It's partly true.
e I went the complete distance.
f It was the opposite.

b Replace the incorrect *way* expressions. Check (✓) the ones that are correct.

1 ☐ We traveled in some ways to the end of the island.
2 ☐ I thought she'd be nicer than her brother, but it was one way or another.
3 ☐ I don't feel well and there's no way I can go out.
4 ☐ All the way, it might be easier to talk to him than send an email.
5 ☐ If you hear an alarm, please make your way toward the exit as quickly as possible.

c Answer the questions. Take notes.

1 What's something that you would never do?
2 When did you last go the whole distance somewhere?
3 What's something you think is partly true?
4 What's a situation where you found that the opposite was true?

d Discuss the situations in 3c. Use a *way* expression with each example.

REVIEW YOUR PROGRESS

How well did you do in this unit? Write 3, 2, or 1 for each objective.
3 = very well 2 = well 1 = not so well

I CAN ...	
speculate about the past	☐
discuss life achievements	☐
describe how I felt	☐
write a narrative.	☐

COMMUNICATION PLUS

2B

a Read the texts and check your answers to 1f on p. 24.

Wolf
If you see a wolf before it sees you, walk away silently. If the wolf sees you, back away slowly and avoid eye contact. Wolves see eye contact as a challenge. If the wolf runs toward you, don't run away because wolves are faster than you. Instead, turn to face the wolf. If the wolf attacks you, curl up in a ball, or defend yourself with a stick. A wolf's nose is very sensitive, so if you hit it on the nose it will probably run away. Wolves are also easy to distract with food, so if you have some food, throw it to the wolf, then move slowly away, still facing the wolf.

Shark
Don't lie on the surface of the water in areas where there are sharks because this makes you look like a seal. Instead, try to stay vertical in the water. Sharks normally won't attack unless they smell your blood or they think you're food. So if a shark comes toward you, keep still or swim slowly toward the shark. As long as you don't panic, it will probably swim away. If the shark bites you, hit it in the eye.

Bear
In bear country, always wear a bell or hit trees with a stick to make a noise. This will make any bears that are near go away. If a bear comes toward you, lie on the ground and "play dead." Provided you stay absolutely still, the bear will lose interest. If you are on a hill, run away downhill, going from side to side. Bears find it hard to run fast downhill because they are so heavy and they can't turn quickly.

b Imagine that you had to encounter one of these three animals. Which would you prefer? Why?

c Now go back to p. 24.

4A STUDENT A

a Read about Sharon Tirabassi. Use these questions and keywords to help you focus on the main points.

1 What was Sharon's life like before she won the lottery?
2 How much did she win?
3 What did she do then? (shopping, house, cars)
4 Who did she give money to? (family, friends)
5 What's her life like now? (house, bike, work)
6 Why is she happier now? (lifestyle, kids)

Sharon Tirabassi

Fifteen years ago, Sharon Tirabassi won $10.5 million in the lottery, but you wouldn't know it if you met her now. She lives in a rented house, she works part time as a cleaner, and she doesn't even own a car. So her lifestyle is pretty much the way it used to be before her incredible lottery win.

When Tirabassi, who used to live in a small apartment in Hamilton in Canada, won the lottery, she thought all her problems were over. Suddenly, she was able to live the lifestyle of a millionaire. She would go on extravagant vacations in the Caribbean. She would buy anything she wanted, whether or not she needed it. She also spent a fortune on a huge house and four cars.

But she was also extremely generous to others. She gave about $3 million to her family and bought houses that she rented cheaply to poor families. Not surprisingly, people took advantage of her generosity. Many of the people she loaned money to disappeared without paying her back.

Eventually, the money ran out, and the extravagant lifestyle disappeared with it. She doesn't live in a huge house anymore, but rents a modest house in the area where she grew up, with just a few family photos on the walls.

But Sharon Tirabassi says she doesn't regret what happened. She claims to be happier now than she used to be. Whereas before she would spend her time buying things, other things have now become more important to her. Her main concern is making sure her children grow up with good values. She wants them to learn that they have to work for a living. She has put money into a bank account for them – but they can't access it until they turn 26.

b Now go back to p. 44.

4C STUDENT A

a Prepare to give an opinion on one of the topics below. Plan what you will say about it.

- a recent sports event
- a famous person
- your classroom

b Tell Student B your opinion about the topic you have chosen.

c Listen to Student B's opinion about their topic. Express careful disagreement. Use language in 4c on p. 51.

d Now go back to p. 51.

4C STUDENT A

a Look at the photos of Bogotá, Colombia. Imagine you visited this place. Prepare to present your photos to other students. Decide:

- what the photos show
- what you will say about them
- which expressions in 2a on p. 50 you can use.

Notes: The photos show Plaza de Bolívar in the heart of Bogotá, a bicycle tour of city murals, and your favorite café.







b Now go back to p. 50.

5C

a You're opening a café in your town. You want it to be different from other cafés. Take notes about:

- furniture
- food and drinks
- music and entertainment
- special things you could offer.

b Explain your ideas and respond to other students' ideas. Use language from 6a and 6c on p. 63.

c Now go back to p. 63.

4A STUDENT B

a Read about Ihsan Khan. Use these questions and keywords to help you focus on the main points.

1 What was Khan's life like before his win? (job, money)
2 What was his dream? (diamonds, number)
3 How much did he win?
4 What did he do then? (taxi, car, houses, Pakistan, mayor)
5 Then what happened? (earthquake, medicine, school)
6 Why wasn't he satisfied? (money, greedy)
7 What happened later? (election, votes)

Ihsan Khan

Before he won the lottery, Ihsan Khan used to work as a taxi driver and security guard in the U.S. – first in Chicago and then in Washington. He would usually send most of what he earned back to his family in Pakistan. "It was the worst job in the world," Khan says now. And then, one night, he had a dream in which he saw diamonds and also a number: 2461725. He played those numbers on the lottery for 10 years. Then one day he got lucky. Ihsan Khan won the jackpot, and suddenly he had $55 million. He immediately gave up his job as a taxi driver and bought an expensive car and two luxury houses.

But then he did something surprising. Instead of staying in the U.S. and spending the money on luxuries, he went back to his hometown of Battagram and ran in an election to become mayor. He saw it as a way to pay back some of what he'd gained. Khan believes that it's wrong to save money for yourself and that we have a responsibility to help others who are not as well off as we are. Although he was competing against a candidate whose family had been in local politics for 35 years, Khan was elected mayor. Then, just after he was elected, the region was hit by a huge earthquake which killed 3,000 people in Battagram. Mayor Khan took the opportunity to use his lottery money to help people directly. He spent $300,000 on medicine and on repairs to homes, and he also gave money to build a new school.

But Khan wasn't fully satisfied and felt that just giving people money wasn't enough. He used to think he could use his money to fix everything, but he no longer believes that. He discovered that people are often greedy, and they never seem satisfied with what they are given.

In 2008, he resigned as mayor and ran for election to the Pakistan parliament, but this time he wasn't a winner. The winning candidate received over 22,000 votes. Ihsan Khan only received 5,000. It seems his luck had run out.

b Now go back to p. 44.

3C STUDENT A

a You need to buy a new jacket. You'd like Student B to come with you after class, because you need someone's advice on the best jacket to buy. You're not sure if Student B likes to go shopping. Perhaps suggest doing something nice as well, for example going out for coffee together. Make careful suggestions and try to agree on what you can do after class.

b Now go back to p. 39.

3C STUDENT B

a You'd like to go somewhere fun with Student A after class. You don't really like shopping unless it means going to a store that sells video games. It might be fun to go to a new juice bar that opened last week. You could also go to the movies. Make careful suggestions and try to agree on what you can do after class.

b Now go back to p. 39.

4C STUDENT B

a Prepare to give an opinion on one of the topics below. Plan what you will say about it.

- a movie or book
- a café or restaurant
- the town/city you're in now

b Listen to Student A's opinion about their topic. Express careful disagreement. Use language in 4c on p. 51.

c Tell Student A your opinion about the topic you have chosen.

d Now go back to p. 51.

5B

a Read the text and check your answers to the quiz in 1b on p. 59.

Antarctica is the fifth largest continent in the world and is completely surrounded by the Southern Ocean. It is approximately the size of the U.S. and Mexico. About 98% of Antarctica is covered by ice that averages 1.6 km in thickness. It is the coldest, driest, and windiest continent in the world. Temperatures reach minimums of between –80 °C and –90 °C in the winter. The landscape is considered a kind of desert because there is very little rainfall. There are mountains, glaciers, and rivers, but no trees or bushes. There is a variety of animal life on the continent, but the two most well known are penguins and seals. The continent is positioned around the southernmost point of the planet, the South Pole. The first person to reach the South Pole was the Norwegian Roald Amundsen.

b Now go back to p. 59.

4C STUDENT B

a Look at the photos of Moscow, Russia. Imagine you visited this place. Prepare to present your photos to other students. Decide:

- what the photos show
- what you will say about them
- which expressions in 2a on p. 50 you can use.

Notes: The photos show Moscow State University, built in 1953.







b Now go back to p. 50.

5A

a Are you an optimist or a pessimist? Read the descriptions below to find out.

Your answers are mostly on the *Optimist* side of the scale.
You expect things to turn out well for you, and when you encounter problems, you believe you can overcome them. When things go well, you usually see it as the result of your own ability or hard work. When things go badly, you see it as just bad luck and expect it to be better next time.

Your answers are mostly on the *Pessimist* side of the scale.
You don't always expect things to turn out well for you, and when you encounter problems, you believe you are generally unlucky. When things go well, you usually see it as the result of chance or what other people have done. When things go badly, you see it as a result of your own weaknesses.

b Now go back to p. 56.

6B PAIR A

a Prepare for a discussion. You believe that everything in the world changes and languages naturally die out. There's no point in trying to stop that from happening, and it doesn't really matter.

Use these arguments or prepare your own:

- In the modern world, everyone needs to speak a major world language.
- A lot of tribal languages are not adapted to modern life. They belong to a way of life that is dying.
- If young people speak a major language, they can travel and get jobs.
- Languages die because young people don't want to speak them. It's wrong to try to force them.

b Now go back to p. 73.

9C STUDENT A

a Have two conversations.

Conversation 1

Tell your partner you have a surprise for them to do with entertainment. Make them try and guess. Eventually tell them it's free tickets for them to go and see *Hamlet*. If your partner looks a little disappointed, check that they like the theater – you're sure they told you they did.

Conversation 2

Your partner has a surprise for you to do with a sports game. Try to find out what it is. You like going to tennis matches and soccer games, but you don't really like basketball. Try to be polite and grateful.

b Now go to p. 112.

10A STUDENT A

a Read the story.

Separated Twin Boys with Almost Identical Lives

Stories of identical twins are often incredible, but perhaps none more so than those of identical twin boys born in Ohio. They were separated at birth and grew up in different families. Unknown to each other, both families named them James. The boys grew up not even knowing each other, but they both became police officers and both married women named Linda. They both had sons, who one named James Alan and the other named James Allan. They both got divorced and then married again to women named Betty. They both owned dogs they named Toy. They met for the first time after 45 years.

b Now go back to p. 118.

7C STUDENT A

a Imagine what you would do with the room shown in the picture. Think about:

- how you could use different parts of it (e.g., sleeping, working, watching TV)
- what furniture you might put in it
- where you could put different items (e.g., pictures, a TV, a computer).



b Draw a rough plan of the room to show what you would do. Think how you could use:

- expressions for imagining from 4a on p. 87.
- vague phrases from 5a and 5d on p. 87.

c Show Student B your plan and tell him/her how you imagine the room. Then listen to Student B and ask questions about his/her room.

d Now go back to p. 87.

8B PAIR B

a Read the story and answer the questions.

1 Why was the art teacher given the job?
2 What was wrong with his résumé?
3 Why did the principal fire him?

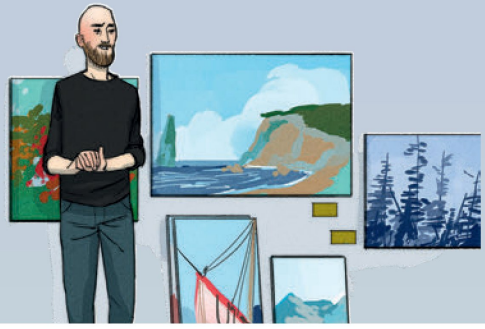
The Art Teacher

A school was looking for a new art teacher. They had received several applications, including one from a well-known local artist who also had many years' teaching experience. He made a good impression in the interview, so they offered him the job.

On his résumé, he had listed an MA in art history. After the school employed him, they discovered that he had started an MA course but never finished it. His résumé was clearly wrong.

The principal called him into her office and asked him about it. He explained that he hadn't finished the MA because he'd had to spend a year in the army. He had intended to write "Course work completed for MA" – it was just a simple mistake.

The principal of the school was faced with a difficult decision. She didn't believe the art teacher, but he had already started working and he was doing a good job. However, after thinking it over, she decided to fire him.



b What do you think the principal should have done? What would you have done?

c Now go back to p. 96.

8B

The researchers expected employees to be more likely to contact the wallet's "owner" if it contained no cash, but might keep the wallets that did contain cash. They were surprised to find that the opposite happened. People were more likely to return the wallet when it contained more money: 71% of the wallets with the most cash were returned, 51% of those with a small amount of cash, and 40% of the wallets without cash. Also, people returned all the money and didn't keep any for themselves. Fear of being found out didn't seem to be a factor, as it made no difference whether or not there were surveillance cameras.

The researchers suggest two explanations for this. One is that we care about people losing things, and the more money they have lost, the more we care. But another explanation is that people don't want to see themselves as a thief, and the more money there is in the wallet, the more it would "feel like stealing" if they didn't return it.

So it seems that people are more honest worldwide than you might think, and also that they care more about each other than you might expect.

Now go back to p. 95.

9C STUDENT B

a Have two conversations.

Conversation 1

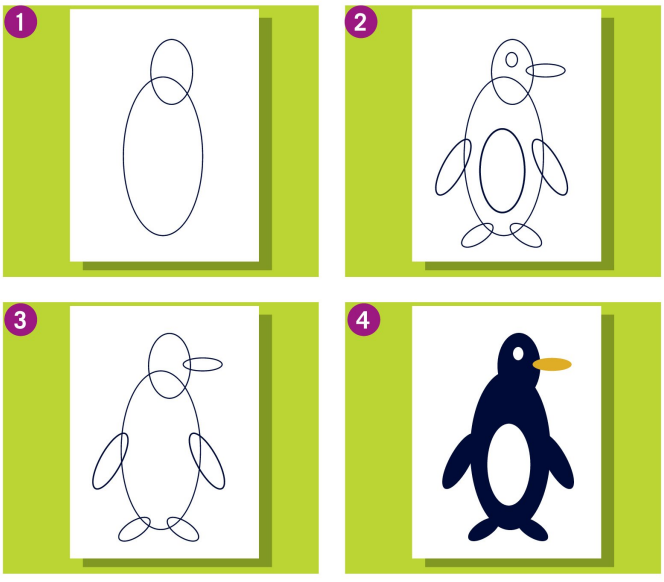
Student A is going to draw a picture in four steps. After each step use expressions in 2c (p.110) to show that you're unsure what the picture is. Get Student A to explain or add more detail to the picture until you can guess what it is.

Conversation 2

Look at the guide to drawing a penguin. Follow the steps to draw your own penguin. Student A will try and guess what you are drawing. Be prepared to explain or add more detail.

What in the world is that?

I don't have a clue what that is.



b Now go back to p. 110.

9C STUDENT B

a Have two conversations.

Conversation 1

Your partner has a surprise for you. Try to find out what it is. You like going to classical music concerts and the opera, but you're not very interested in theater events. Try to be polite and grateful.

Conversation 2

Tell your partner you have a surprise for them to do with a sports game. Make them try and guess. Eventually tell them it's free tickets for them to go to a basketball game. If your partner looks a little disappointed, check that they like basketball – you're sure they told you they did.

b Now go to p. 112.

7B

a This is a picture from a reality TV show. Talk about the questions. What do you think?

- Is the woman really suffering or is she acting?
- Would you like to be in her situation? Why / Why not?



b Now go back to p. 83.

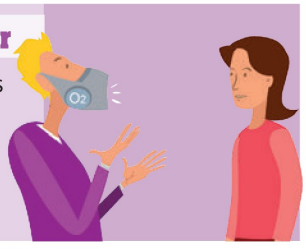
9A STUDENT B

a Describe your invention to Student A, but don't tell him/her what it is. Ask him/her to guess what the invention is. Use these expressions to help you.

This thing's made of …
You can hold it in your hand.
You can put it …
You can put something in it.
You can maybe find one in …
It might be useful after / when …

Portable Oxygen Booster

This portable oxygen booster increases available oxygen from 20% or lower up to 30%. You can use this in the office, while exercising, or anywhere you feel the need for a little extra air.



Ultraviolet Sterilizer



This is an ultraviolet sterilizer that can keep you from getting sick. You can use it to sterilize everyday things from computer keyboards to kitchen items and even beds. It uses ultraviolet radiation to kill bacteria. It's ideal for any home.

b Now go back to p. 106.

9A STUDENT A

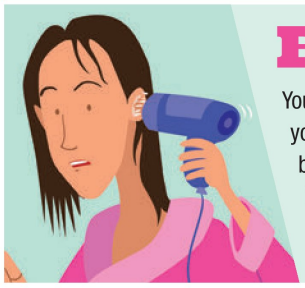
a Describe your invention to Student B, but don't tell him/her what it is. Ask him/her to guess what the invention is. Use these expressions to help you.

You can hold it in your hand.
You can put it …
You can put something in it.
You can maybe find one in …
It might be useful after/when …

Anti-Snoring Pillow

This pillow uses a sensor to detect snoring and then responds by vibrating. Tests show that this is efficient in reducing snoring. In addition, the pillow has an internal recording device that allows you to record your snoring and monitor the effectiveness of the pillow.





Ear Dryer

You can use this to dry the inside of your ear after you've had a shower, bath, or swim. You place the device in your ear and it blows hot air. The makers suggest you use it after you have dried your ears with a towel.

b Now go back to p. 106.

7C STUDENT B



a Imagine what you would do with the room shown in the picture. Think about:

- how you could use different parts of it (e.g., sleeping, working, watching TV)
- what furniture you might put in it
- where you could put different items (e.g., pictures, a TV, a computer).

b Draw a rough plan of the room to show what you would do. Think how you could use:

- expressions for imagining from 4a on p. 87.
- vague phrases from 5a and 5d on p. 87.

c Listen to Student A and ask questions about his/her room. Then show Student A your plan and tell him/her how you imagine your room.

d Now go back to p. 87.

9B

a Read the final part of the story about Barry Minkow.

While he was in prison, Barry Minkow became a new person (or so it seemed.) He trained as a pastor and he wrote a book about his life, with the profits going to the people he owed money to. He was released from prison after only seven years.

After coming out of prison, Barry Minkow worked as a pastor. He also gave talks in schools about the mistakes he had made. He became well-known as a fraud expert, often appearing on TV, and he set up a company which investigated company fraud. At the time, very few people questioned whether he was really the reformed character that he claimed to be. It later turned out that he was making huge amounts of money from buying and selling shares in the companies he was "investigating." He was sentenced to five more years in prison.

While he was a pastor, he was very good at persuading people to donate money to the church, but after a while, some people began to wonder where their money was really going. Later, investigations showed that he had opened false bank accounts and tricked people into making donations to the church, which had actually gone into his own pocket. He was sentenced to five more years in prison for stealing more than $3 million from church members.

b Now go back to p. 107.

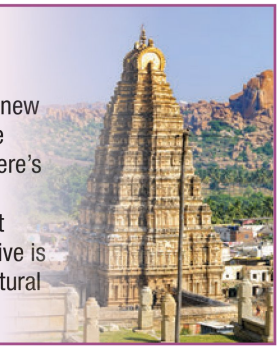
6A STUDENT B

a Read about the two tourist destinations. Take notes about them. Think about which you prefer and why.

b Tell Student A about the destination you prefer. Try to agree on which of your two destinations to visit. Use your notes from **a** to persuade your partner to visit your place.

HAMPI

This small village in South West India offers the chance to discover a whole new culture. Until 500 years ago, it was the capital of the Vijayanagara Empire. There's an incredible number of monuments and ruins that belonged to this ancient civilization. Perhaps the most impressive is the Virupaksha Temple. Hampi is a cultural experience like no other.





Rotorua

This small city in New Zealand is surrounded by a series of stunningly beautiful lakes and forests. But what makes it so special is all its geothermal activity. You can see hot steam shoot from the ground in the form of a geyser, while nearby a pool of mud boils away. Rotorua is dramatic and unique – it's definitely worth a visit.

c Now go back to p. 70.

9C STUDENT A

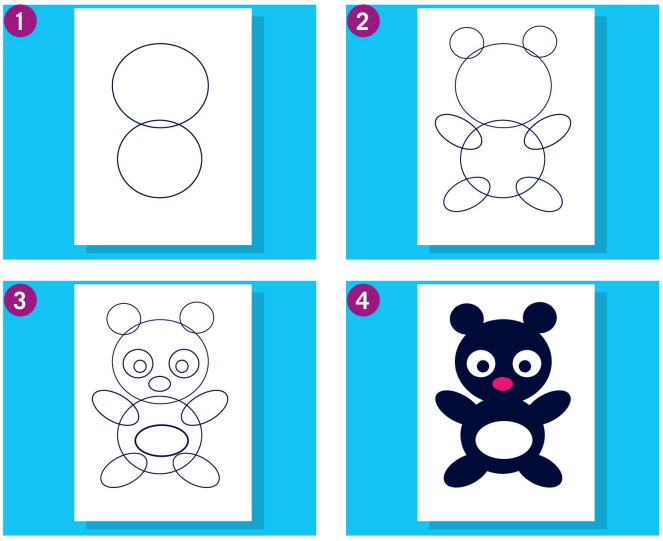
a Have two conversations.

Conversation 1
Look at the guide to drawing a panda. Follow the steps to draw your own panda. Student B will try to guess what you are drawing. Be prepared to explain or add more details.

Conversation 2
Student B is going to draw a picture in four steps. After each step, use expressions in 2c (p.110) to show that you're unsure what the picture is. Get Student B to explain or add more details to the picture until you can guess what it is.

What in the world is that?

I don't have a clue what that is.



b Now go back to p. 110.

6B PAIR B

a Prepare for a discussion. You believe that it's important to keep languages from dying out. Every time we lose a language, we lose part of our culture.

Use these arguments or prepare your own:

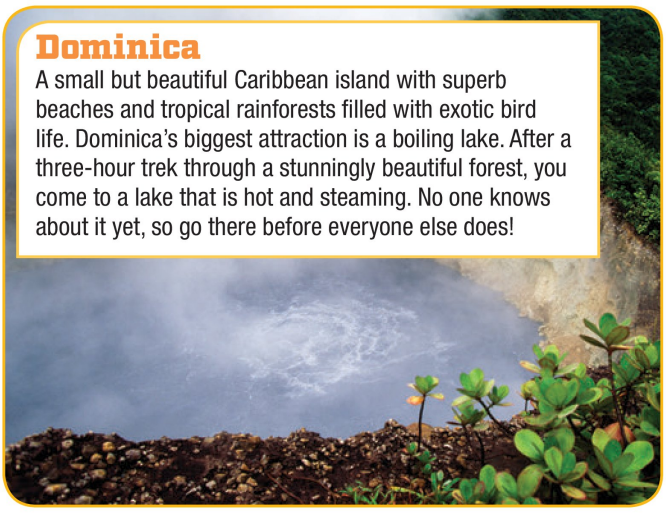
- There's no reason why people shouldn't speak several languages: their own language and one or two "bigger" languages.
- Languages die out because people feel ashamed of them. It's important to educate people to respect and value minor languages.
- The world needs variety – the world would be very boring if people all spoke one language.
- Many tribal languages contain knowledge about plants, medicines, and the environment that could be very useful. We need to preserve this knowledge.

b Now go back to p. 73.

6A STUDENT A

a Read about the two tourist destinations. Take notes about them. Think about which you prefer and why.

b Tell Student B about the destination you prefer. Try to agree on which of your two destinations to visit. Use your notes from **a** to persuade your partner to visit your place.





Now go back to p. 70.

10A STUDENT B

a Read the story.

A Falling Boy Caught Twice by the Same Man

In Detroit, sometime in the 1930s, a baby fell from a window. But it fell onto a passerby, a man named Joseph Figlock. He broke the baby's fall, and it survived unharmed.

A year later, the same baby fell from the same window again. Once again, Joseph Figlock happened to be passing by. The baby fell on him again, and the same thing happened!

b Now go back to p. 118.

GRAMMAR FOCUS

1A Review of tenses

01.01

Simple present

We use the simple present:

- for habits, repeated actions, facts, and things which are generally true.
  *I usually **do** my homework in the evening.*
  *She **writes** crime stories.*
- with stative verbs for short-term states, verbs of preference, and verbs of the senses.
  *I **want** to go home.*

Present perfect

We use the present perfect:

- for experiences in our life without saying when they happened.
  ***I've seen** this movie three times.*
- to focus on present states which started in the past and have continued up to the present.
  ***I've lived** here since I was a child.*
- with *yet* in a question to ask if something is complete.
  ***Have** you **sent** it yet?*
- with *already* in affirmative statements to show that something is complete, often before we expected.
  ***I've already mailed** your package.*

Present continuous

We use the present continuous:

- for actions in progress now (at the moment of speaking) or around now.
  *Sorry, I can't talk now – **I'm doing** my homework.*
  *She**'s writing** a book about her life.*
- for temporary situations.
  ***I'm studying** English in Toronto this semester, but normally I work in São Paulo.*

Simple past

We use the simple past:

- to talk about completed past actions and states. We often specify the time in the past with the simple past:
  *I **lost** my phone last week, but then I **found** it in my car.*

Past perfect

We use the past perfect:

- for actions and events that happened before a particular moment in time.
- for reasons (after *because*).
  *I decided to walk home because I **had forgotten** my bus pass.*

Past continuous

We use the past continuous:

- to describe actions that were in progress at a particular moment in the past.
- for actions or events in progress at the time of a shorter, simple past action.
  *He called while I **was doing** my homework.*

1B Questions

01.12 **Affirmative and negative questions**

Most questions have an auxiliary verb (e.g., *be*, *do*, *have*, or modal verbs) before the subject. The auxiliary verb can be affirmative or negative:
*How **do** you spell that?* *Why **isn't** my computer working?*

Prepositions usually come at the end of questions.
*Where are you **from**? NOT ~~**From** where are you?~~*

In very formal questions they can go at the beginning.

> **Tip** We can make short questions from *who* / *what* / *where* + preposition:
> **A** *I'm going to a party tonight.* **B** ***Who with**?*
> **A** *Can I borrow your phone?* **B** ***What for**? (Why?)*

We use negative questions to express surprise:
***Haven't** they **finished** yet?* (I'm surprised)

When we ask about the subject of a sentence, the word order doesn't change and we don't use an auxiliary verb.
***Somebody** wrote this book.* → ***Who** wrote this book?*
NOT ~~Who did write this book?~~

01.13 **Indirect questions**

We use indirect questions to sound polite. Start indirect questions with *Can you tell me… / Do you know…* We don't use an auxiliary verb and the word order doesn't change: Use *if* in indirect *Yes / No* questions.
*Why **did she become** famous?* → ***Do you know why** she became famous?*
***Do you know** if the museum is open?* → ***Can you tell me if** the museum is open?*

We can also use indirect questions in sentences starting with: *I'm not sure … I know / don't know … I wonder … I can't remember …* etc.
Is this answer correct? → ***I'm not sure** if this answer is correct.*
Where have they been? → ***I wonder** where they've been.*

> **Tip** We use ***which*** + **noun** when there is a limited number of options and ***what*** + **noun** when there are many possibilities:
> *We can have our meeting at 10:00, 12:15, or 2:30. **Which time** would you prefer?*
> *I'm free all day. **What time** do you want to meet?*

1A Review of tenses

a Correct the mistakes in the sentences. Think about spelling, tense, and form.

1 I'm ~~studing~~ hard at the moment because ~~I try~~ to pass my final exams. studying, I'm trying
2 Internet shopping becomes more and more popular these days. _____
3 We looking for new members for our group. Do you want to join? _____
4 This food is tasting a bit strange. I think I prefer food from my own country. _____
5 We think of buying a new car, but they're costing a lot of money. _____
6 I write to apply for the job of sales assistant. I send my C.V. with this letter. _____

b Match the sentence halves.

1 ☐	When I arrived, …	a	… I was watching television.
2 ☐	While my brother was cooking, …	b	… twice in my life.
3 ☐	I was waiting for the plumber …	c	… Sally had already left.
4 ☐	I have been to Machu Picchu …	d	… when he called me to cancel.
5 ☐	Robert stayed in my apartment …	e	… in 2018 to work abroad for a year.
6 ☐	I moved to Singapore …	f	… both this summer and last summer, too.

c Now go back to p. 9.

1B Questions

a Choose the best word or phrase to complete each question.

1 Where *we are* / *are we* going to eat?
2 What *you thought* / *did you think* of the movie? Did you enjoy it?
3 We have cheese sandwiches and egg sandwiches. *What* / *Which* one do you prefer?
4 Why *you didn't* / *didn't you* call me?
5 I hear you're a musician. *What* / *Which* kind of music do you play?
6 **A** I got this watch for my birthday. **B** *Who from?* / *What from?*
7 What *happened* / *was happened* to the window?

b Write questions about the <u>underlined</u> words and phrases.

1 Who discovered pulsars? <u>Jocelyn Bell-Burnell</u> discovered pulsars.
2 _____ She's interested in <u>classical</u> music.
3 _____ <u>Over 2,000</u> people watched the game.
4 _____ They haven't started yet <u>because they're waiting for you</u>.
5 _____ My <u>left</u> foot hurts.
6 _____ She heard the news from <u>Ralph</u>.

c Rewrite the sentences and questions using the prompts.

1 What do you want?
I don't know … what you want.
2 Why didn't they come back?
I wonder … _____
3 Where are they going?
Where do you think … _____
4 Have you ever met him?
Can you tell me … _____
5 Who wrote this story?
Do you know … _____
6 Does this pen work?
I wonder … _____
7 What's your sister's name?
Can you tell me … _____
8 When will it be ready?
When do you think … _____

d Now go back to p. 13.

2A Narrative tenses

We use narrative tenses to tell stories about what happened in the past. The most important narrative tenses are simple past, past continuous, past perfect, and past perfect continuous.

02.06

We use the simple past for completed past actions and states which happened at a specific time in the past:
*We **spotted** them on the mountain, so we **rescued** them and **took** them to the hospital.*

We use the past continuous for actions (not states) that were in progress at the time of the main events in the story:
*When we spotted them, they **were standing** next to some stones. They **were waving** their arms, but we couldn't hear what they **were shouting**.*

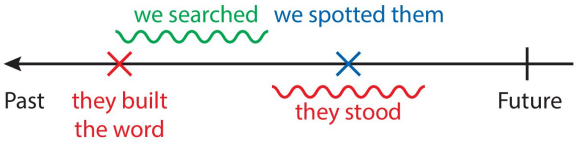
We use the past perfect / past perfect continuous for events and activities that happened before the main events in the story and to give explanations or reasons. It often occurs after *because*.
*We spotted them because they **had built** the word "HELP" out of stones.*
*We finally spotted them after we **had been searching** for over a week.*



After we'd been searching for them for over a week, we finally spotted them on the mountain. They were standing next to the word 'HELP' which they'd built out of stones.

Past perfect or past perfect continuous?

We use the past perfect:
- To focus on the results of an earlier completed action:
  *We **spotted** them* (result) *because they'**d built** a big sign* (earlier action).
- To talk about "time up to then" with a stative verb (e.g., *know*, *have*, *be*):
  *When we found them, they'**d been** on the mountain for a week.*



We use the past perfect continuous:
- before a result in the past to show the effect of an earlier activity:
  *They **were tired*** (result) *because they'**d been building** a big sign* (earlier activity).
- To emphasize the duration of time with an action verb (e.g., *wait*, *search*, *drive*):
  *We found them after we'**d been searching** for a week.*

2B Future time clauses and conditionals

We use future time clauses to talk about future possibilities, future plans, or to give advice. We can normally use *will*, *be going to*, or the imperative in the main clause.

We normally use a present tense in the subordinate clause with words like *if*, *when*, *as soon as*, *unless*, *as long as*, *provided*, *in case*, etc. We can also use the same time clauses to talk about facts and things which are generally true. In these sentences we often use a present tense verb in the main clause.

02.07

***When** we **go** hiking next weekend, we'll try a new trail.*
***If** you **see** a bear, don't run.*
*It won't attack you **as long as** you'**re standing** still.*
***Unless** you know the way, **bring** a map.*
*Always bring a snack **in case** you **get** hungry.*
***As soon as** it **gets** too cold, we'll go home.*

> **Tip**
> When *if* means *whether*, we normally need *will* or *going to* to refer to the future:
> *I don't know **if** / **whether** I'**ll** see any wild animals when I'm on vacation. NOT: … ~~if I see~~ …*

02.08 ***as soon as***

As soon as shows that something will happen immediately after another thing:
***As soon as** I get home, I'll email you.*

> **Tip**
> We can use simple present or present perfect after words like *as soon as* or *when* to talk about completed processes in the future. There is little difference in meaning:
> *We'll leave **when** / **as soon as I finish** my work.* (Or: … ***I've finished** …)*

02.09 ***if*, *unless*, *as long as*, *provided*, and *in case***

Unless means *if not*. The verb after *unless* is usually affirmative:
*You won't see any animals **unless** you **stay** quiet.* (You won't see any animals if you don't stay quiet).

As long as and *provided* are similar to *only if*:
*We'll be safe **provided** / **as long as** we stay here.* (But only if we stay here).
*You can go out tonight **as long as** you're back by 10.* (But only if you're back by 10).

We use *in case* to talk about preparations for possible future situations:
*Take your keys **in case** we're out when you get home.*



2A Narrative tenses

a Complete the sentences with the simple past or past continuous form of the verbs in parentheses.

1 While he was walking (walk) in the forest, he tripped (trip) and cut (cut) his knee.
2 I _____ (not / notice) what the thief _____ (wear) because I _____ (hide) under the desk the whole time.
3 When I _____ (get) home, everyone _____ (watch) TV. Nobody _____ (even / say) "Hello."
4 **A** Where _____ (you / be) when you _____ (hear) the news?
B I _____ (be) on the bus – I _____ (travel) to work.
5 Fortunately, I _____ (not / hurt) myself when I _____ (fall) because I _____ (wear) a helmet.
6 **A** What page number _____ (the teacher / just / say)?
B Sorry, I _____ (not / hear) anything. I _____ (not / listen).

b Choose the best verb forms.

1 She was out of breath because *she'd run / she'd been running*.
2 It was sad to sell my old car – *I'd had / I'd been having* it since I was a student.
3 The party was great. *They'd planned / They'd been planning* it for months.
4 We were really pleased because *we'd finished / we'd been finishing* our project.
5 The race was canceled because it *had rained / had been raining* for days and the streets were flooded.
6 How long *had they known / had they been knowing* each other when they decided to get married?
7 They weren't very happy because *they'd waited / they'd been waiting* for six hours.
8 I didn't watch the movie because *I'd already seen / I'd already been seeing* it four times.

c Choose the best verb forms.

It [1]*happened / had happened* on the last day of our vacation. We [2]*were getting / got* up and [3]*saw / were seeing* that, at last, the sun [4]*was shining / had shone*. We [5]*were leaving / left* the hotel and [6]*were starting / started* walking along the narrow cliff path. Then, after [7]*we'd been walking / we walked* for about two hours, the path [8]*was suddenly becoming / suddenly became* much narrower – it was no more than 10 cm wide. There [9]*had been being / had been* a storm the previous night, and the sea [10]*had washed / was washing* part of the path away.

The cliff wasn't very high, so [11]*we'd decided / we decided* to keep going, along the narrow path. I [12]*went / was going* first, and [13]*had made / made* it safely to the other side. But then I [14]*was hearing / heard* a shout and a splash. Mike [15]*had fallen / fell* into the sea below. There were sharp rocks all around him, but luckily [16]*he'd landed / he'd been landing* safely in the water, and [17]*wasn't hurting / hadn't hurt* himself. So I [18]*climbed / was climbing* down the cliff to help him to safety.

Later, back at the hotel, he [19]*had been explaining / explained* what had gone wrong: [20]*he'd been trying / he tried* to take a selfie at the time of his fall.

d Now go back to p. 22.

2B Future time clauses and conditionals

a Check (✓) the correct sentences. Correct the mistakes.

1 ☐ I'll send you a postcard when ~~we'll be~~ on vacation. — incorrect we're
2 ☑ We'll come out as soon as we finish dinner.
3 ☐ My parents don't mind if I go out as long as I'll tell them where I'm going.
4 ☐ You won't pass the exam unless you don't study harder.
5 ☐ If it's still raining when you'll finish work, I'll pick you up.
6 ☐ I'm going to leave my laptop at home in case it'll get damaged.
7 ☐ I lend you my car provided you won't drive too fast.

b Connect the sentences using the words in parentheses.

1 Maybe I'll see Joseph. I'll tell him to call you. (if) — I'll tell Joseph to call you if I see him.
2 She'll finish college. She wants to be a teacher. (when) — She _____.
3 They'll be late if they don't hurry up. (unless) — They'll _____.
4 I'll check your work. Then I'll send it back to you immediately. (as soon as) — I'll _____.
5 You can take photographs but you can't use a flash. (provided) — You _____.
6 You should take some money because you might need to take a taxi. (in case) — You _____.
7 He won't bite you, but you must be careful. (as long as) — As _____.
8 You'll only understand if you listen very carefully. (unless) — You _____.

c Now go back to p. 24.

3A Multi-word verbs

03.03 Multi-word verbs consist of a verb and one or two particles:
*We **came up with** some good ideas and decided to **try** them **out**.*

Sometimes the meaning of the multi-word verb is clear from the meaning of the verb and the particle (e.g., *sit down*), but often you have to learn the meaning of each multi-word verb.



Transitive and intransitive multi-word verbs

- Transitive multi-word verbs need an object. The object can come before the particle (e.g., *throw **sth** away*) or after the particle (e.g., *look after **sb***), depending on the type of multi-word verb.
- Intransitive multi-word verbs don't have an object, e.g., *go away*
  NOT ~~*go somebody away*~~.

Type 1 has no direct object (intransitive): verb + particle	wake up; go away; fall down; stay up; break up; sit down; take off; calm down
Type 2 has an object (transitive): verb + noun/pronoun + particle OR verb + particle + noun/pronoun	wake sb up; take sth off, calm sb down; try sth out; figure sth out; make sth up; throw sth away; pick sth up; let sb down
Type 3 has an object (transitive): verb + particle + noun/pronoun	look into sth; focus on sth; believe in sth; live for sth; be into sth; look after sb
Type 4 has two particles and always has an object: verb + particle 1 + particle 2 + noun/pronoun	come up with sth; look down on sb; look up to sb; run out of sth; fall down on sth; fall out with sb; go on about sth; get away with sth

Tip Many multi-word verbs are both transitive and intransitive (e.g., *wake up*; *fall down*; *take off*; *calm down*):
*When you **wake up** (intransitive), try not to **wake the dog up** (transitive), too!*
*After the plane **took off** (intransitive), I **took my shoes off** (transitive).* Use a dictionary to find out if a multi-word verb is transitive or intransitive.

Type 2 multi-word verbs

When the object is a long noun phrase, it normally comes after the particle:
*Please **throw away** those old shoes that are nearly falling apart!*
When the object is a pronoun (e.g., *it*, *me*, *sb*), it almost always comes before the particle:
*Those shoes are really old. Please **throw** them **away**!* NOT: ~~*Please **throw away them!***~~
When the object is a short noun phrase (e.g., up to three words), it can come before or after the particle:
*Please **throw** those old shoes **away** / Please **throw away** those old shoes.*

3B Present perfect and present perfect continuous

03.08 We use the **present perfect:**

- to talk about experiences without saying when they happened
  *He**'s tried** to run a marathon four times in his life.*
- for experiences during any present period of time
  *What **have** you **learned** so far **this year**?*
- with superlatives
  *She**'s the nicest person** I**'ve** ever **met**.*
- with *already* and *yet*
  *I**'ve already put** the food in the oven, but I **haven't set** the table **yet**.*
- to talk about *how long* with stative verbs (with *for* / *since*)
  *I**'ve known** them **for** years, but I **haven't seen** them **since** January.*
- with *how many, how much,* and *how often* to talk about experiences
  ***How many** essays **have** you **written**?*

We use the **present perfect continuous:**

- when a recently completed action has a result now
  *She's tired because she**'s been training** hard.*
- to describe repeated activities which started recently
  *I**'ve been going** to the gym a lot recently.*
- to talk about unfinished activities using *how long* and *for* / *since*
  *We**'ve been walking since** the sun came up.*

3A Multi-word verbs

a Choose the correct sentences. Sometimes more than one sentence is correct.

1 a I don't **believe in** these new language learning techniques.
b I don't **believe** these new language learning techniques **in**.
c I don't **believe in** them.
d I don't **believe** them **in**.

2 a Do you want **to** try the new guitar I got for my birthday **out**?
b Do you want to **try out** the new guitar I got for my birthday?
c Do you want to **try out** it?
d Do you want to **try** it **out**?

3 a We **fell out with** our neighbors.
b We **fell with** our neighbors **out**.
c We **fell** them **out with**.
d We **fell out with** them.

4 a Did you **make up** that story?
b Did you **make** that story **up**?
c Did you **make up** it?
d Did you **make** it **up**?

b Rewrite these sentences replacing the verbs in **bold** with multi-word verbs. Use a verb from A and one or two particles from B.

A								B								
~~come~~	be	go	take	look	let	figure	run	~~up~~	into	out	off	about	of	~~with~~	into	out	down	on

1 How did you **invent** a name for your shop? *How did you come up with a name for your shop?*
2 Have you **investigated** the cause of the accident? _____
3 I've **liked** jazz since I was in college. _____
4 I hope we don't **use all of** this food. _____
5 I hate to **disappoint** you. _____
6 I can't **understand** it. _____
7 I know I was wrong. Stop **repeating** it! _____
8 Do you think this product will **be successful**? _____

c Now go back to p. 34.

3B Present perfect and present perfect continuous

a What are the most likely combinations? Match the sentence halves.

1 ☐ I'm really proud of myself because …
2 ☐ I'm exhausted lately because …
a … I've been building a wall in my garden.
b … I'm learning how to build a wall in my garden.

3 ☐ They've been on vacation …
4 ☐ They've been going on vacation …
a … three times this year.
b … to the same place for 20 years.

5 ☐ I've written …
6 ☐ I've been writing …
a … six emails already.
b … emails all morning.

7 ☐ She's been playing …
8 ☐ She's played …
a … tennis twice this week.
b … a lot of tennis recently.

b Check (✓) the correct sentences. Correct the mistakes.

1 ☑ How long have you worked here? _____
2 ☐ Please don't come in – we ~~haven't been finishing~~ yet. *incorrect* *haven't finished*
3 ☐ Have you ever been sailing? _____
4 ☐ We've been giving three presentations this week. _____
5 ☐ This room has been empty since our son left home. _____
6 ☐ I've been watching a lot of movies lately … maybe too many. _____
7 ☐ I haven't been hearing that old song since I was a child. _____
8 ☐ Those people have been calling me five times today. _____

c Complete the sentences with the correct form of the verbs in parentheses. Use the present perfect or the present perfect continuous.

1 I *'ve already spent* (already / spend) over $500 on soccer lessons for you, and now you're saying you don't like soccer!
2 Can you hurry up? We _____ (wait) for so long!
3 How long _____ (you / study) to become a doctor?
4 She _____ (not / say) a word all day – I think she's angry with me.
5 _____ (you / clean) the car yet, or is it still dirty?
6 **A** Your eyes are red. _____? (you / cry) **B** No, I _____ (chop) onions!

d Now go back to p. 37.

4A *used to* and *would*

04.01 ***used to* and *would***

We often use *used to* to describe past situations. In general, these situations continued for a long time and are not true now. They can be states (e.g., *like*, *live*, *have*) or habits (= repeated actions):
*When I was a child, I **didn't use to** like vegetables, but now I love them.*
*When we were students, we **used to** go dancing every week.*

We can also use *would* to describe past habits. Don't use *would* for past states:
*When we were students, we **'d go** dancing every week.*

We often use a mixture of *used to*, *would*, and the simple past when talking about our past:
*When I was young, we never **used to** go on vacation. Instead, we **'d spend** the whole summer playing in the fields near our house. We **loved** it.*

> **Tip** Don't use *used to* or *would* for things that happened only once, or when we say how many times something happened in the past:
> *I read that book **once** / **a few times** when I was a teenager.*
> *NOT ~~I **used to** read ...~~*

04.02 ***no longer* and *anymore***

We use *no longer* before a positive verb or after *be*:
*We **no longer** go to the old forest. It's **no longer** there.*
We use *anymore* at the end of a sentence with a negative verb:
*We **don't** go to the old forest **anymore**. It's **not** there **anymore**.*

04.03 ***Comparing the past and the present***

We can make comparisons using *used to*:
*She is happier now than she **used to be**.* (= She wasn't very happy before.)
*He works much harder than he **used to**.* (= He works harder now than before.)
*We don't spend as much as we **used to**.* (= Now we spend less than before.)

> **Tip** After *used to*, repeat the verb *be*, but **don't** repeat main verbs:
> *I earn more than I **used to**. (NOT ... ~~than **I used** to earn~~.)*



4B Obligation and permission

04.10

	Making a rule	Describing someone else's rule	
		Present	Past
Strong affirmative obligation	*You **must** wear a helmet. I won't let you ride without one.*	*We **have to** / **need to** wear a helmet. It's the law.*	*We **had to** / **needed to** wear a helmet to go on the motorcycle.*
Strong negative obligation	*You **must not** / **mustn't** remove your helmet. It's far too dangerous.*	*We **'re not allowed to** / **can't** remove our helmets. The instructor will get very angry with us.*	*We **weren't allowed to** remove our helmets.*
Affirmative obligation	*I think you **should** / **ought to** give the money back.*	*I **'m supposed to** give the money back, but I don't want to.*	*I **was supposed to** give the money back, but I forgot.*
No obligation	*You **don't have to** / **don't need to** buy a ticket.*		*You **didn't have to** / **didn't need to** buy a ticket.*
Permission	*Yes, it's OK, you **can** go home.*	*I **can** / I **'m allowed to** go home now.*	*I **could** / **was allowed to** go home before 5 p.m.*
No permission	*No, I'm sorry. You **cannot** / **can't** go home yet.*	*I **can't** / I **'m not allowed to** go home yet.*	*I **couldn't** / I **wasn't allowed to** go home early.*

- *must* and *mustn't* are very strong. In most situations, it's more natural to use *have to*, *need to*, *needn't*, *can't*, *be not allowed to*, etc. Questions with *must* are very rare.
- *should* is much more common than *ought to*. Questions and negatives with *ought to* are very rare.
- *Need to* is like *have to*, whereas *need* (usually found in the negative) is a modal.

04.11 ***make* and *let*; *be forced to* and *be allowed to***

make and *let* are special because they are followed by an object + infinitive without *to*:
*They **made** me **pay** extra.* NOT ~~*They **made** me **to pay** extra.*~~
*They **let** me **come** in for free.* NOT ~~*They **let** me **to come** in for free.*~~
We often use the verbs *force* and *allow* in passive constructions. Both are followed by *to* + infinitive:
*I **was forced to** pay extra.* (Less common: *I was made to pay extra.*)
*I **was allowed to** come in for free.* NOT ~~*I was **let come in** for free*~~.

4A *used to* and *would*

a Check (✓) the possible forms in the sentences. More than one answer is possible.

1 She _____ good at math when she was little.
a ☑ used to be b ☐ would be
2 Laura was my best friend – we _____ for hours every day.
a ☐ used to talk b ☐ would talk
3 I _____ five swimming competitions when I was in school.
a ☐ won b ☐ would win
4 Our teacher, Mr. Williams, was very strict. He _____ allow us to speak at all during class.
a ☐ didn't use to b ☐ wouldn't
5 I'll never forget the time I _____ my leg. I couldn't walk for weeks!
a ☐ used to break b ☐ broke
6 We _____ a dog, but he died about five years ago.
a ☐ used to have b ☐ would have

b Choose the correct forms.

1 I *used to* / *would* be really good at football when I was young, but now I'm terrible at it.
2 I *didn't use to* / *didn't used to* like jazz, but now it's my favorite kind of music.
3 They're much fitter than they *used to* / *used to be*.
4 I don't go out as much as I *used to* / *used to go*.
5 I *went* / *used to go* to New York once when I was a child.
6 She's much better at English now than she *would* / *used to* be.

c Now go back to p. 45.

4B Obligation and permission

a Rewrite the sentences using the words in parentheses.

1 You can wear whatever you want. (need to) — You don't need to wear _____ a uniform.
2 I think you should write to them. (ought) — I think _____.
3 They made me give them my phone. (forced) — They _____.
4 They won't let you park there. (allowed) — You aren't _____.
5 You don't have to stay here. (can) — _____ if you like.
6 They advised us to bring strong shoes. (supposed) — We _____.
7 I wasn't allowed to use a dictionary. (let) — They _____.
8 It was raining so we were forced to stop. (made) — The rain _____.

b Look at the rules for a computer training class. Andy explains the rules to his friend Dan. Complete the conversation with one word or a contraction (e.g., *can't*) in each space.

- All users must change their passwords after first logging in.
- You are not allowed to access the computer system without a new password.
- You can choose your own password.
- Your new password must be at least 20 characters long.
- Your password should be easy to remember, but it shouldn't be easy to guess.
- You must not tell anyone else your password.

Dan: So how was the class?
Andy: It was OK, but the security was really strict. We [1] had / needed to change our password right away.
Dan: Why?
Andy: They said we [2]_____ access the system without a new one. We were [3]_____ to choose our own passwords, but it [4]_____ to contain at least 20 characters.
Dan: Wow … that's long!
Andy: Yes, but it was [5]_____ to be something that's easy to remember.
Dan: OK, so the name of your soccer team then?
Andy: No, it was [6]_____ to be something that's not easy to guess.
Dan: So what was it?
Andy: I [7]_____ tell you! We're not [8]_____ to tell anyone else!

c Now go back to p. 49.

5A Future probability

We use a wide range of modals verbs, adverbs, adjectives, etc., to describe what we think is the probability of future events:

Degree of probability	Modal verbs	Other expressions	Adjectives
100% high	*We **will** go.* *We **will certainly** go.*	*I**'m sure** we'll go.*	*It's **certain** that we'll go.*
	*We **will probably** go.* *We **will likely** go.*		*It's (very) **likely** that we'll go.*
50% medium	*We **could** go.* *We **may** go.* *We **might** go.*	*There's a (good) chance that we'll go.*	*It's **possible** that we'll go.*
	*We **probably won't** go.*	*I **don't think** we'll go.* *I **doubt if** we'll go.*	*It's (very) **unlikely** that we'll go.*
0% low	*We **won't** go.* *We **certainly won't** go.*	*There's no chance that we'll go.* *I **can't imagine** that we'll go.*	

05.06 Affirmative and negative forms

We can make negative statements of probability with *might not* or *may not*. Don't use *couldn't* in this way – it refers to the past ability, not future probability:
*We **could** go out on Friday.* (= it's possible that we'll go out next Friday.)
*We **couldn't** go out on Friday.* (= we weren't able to go out last Friday.)

Adverbs like *certainly* and *probably* increase or decrease the level of certainty and come after *will*, but they come before *won't*:
*It**'ll probably** be a nice day today, but it **probably won't** be nice tomorrow.*

05.07 Adjective + *to* + infinitive

With the adjectives *sure / likely / unlikely / certain / bound* we can use the pattern: *be* + adjective + *to* + infinitive:

*They**'re sure to be** late.* (= I'm sure that they'll be late.)
*He**'s certain / likely / unlikely to see** you.*
*There**'s bound to be** someone who knows the answer.*
(= I'm sure someone knows the answer.)

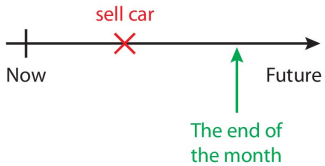
5B Future perfect and future continuous

05.09 Future perfect

Affirmative	Negative	Question	Short answer
We'll have left.	She won't have left.	Will they have left?	Yes, they will / No, they won't.

We use the future perfect to describe what we expect to happen before a specific time in the future:
*I don't know exactly when somebody will buy my car. I hope I**'ll have sold** it by the end of the month.*

Tip We often use future perfect with *by*.
*We'll have finished **by Friday / by the time** they get here.*

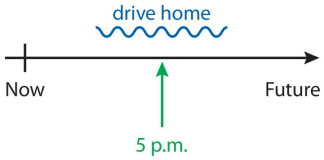



I don't know exactly when somebody will buy my car.
I hope **I'll have sold** it by the end of the month.

05.10 Future continuous

Affirmative	Negative	Question	Short answer
He'll be driving.	We won't be driving.	Will you be driving?	Yes, I will / No, I won't.

We use the future continuous for activities that will be in progress around a particular time in the future:
*Don't call me at 5 p.m. I**'ll** still **be driving** home from work at that time.*



We can also use future continuous for things that are already planned:
*It'll be tough in my new job – I**'ll be getting** up at 4 a.m. every day.*

5A Future probability

a Complete the sentences with the words from the box. Use each word once.

can't	chance	if	likely	might	no
probably	don't	think	sure		

1 I'll *probably* get up at about 8 a.m. tomorrow.
2 I don't _____ I'll ever see them again.
3 It's very _____ that you'll get a better job soon.
4 I _____ imagine that they'll move to another country.
5 There's _____ chance that we'll win, but we can try.
6 That _____ be the best idea.
7 I'm _____ you'll have a wonderful time.
8 I _____ think too many people will be interested.
9 There's a good _____ that I'll be back before 10.
10 I doubt _____ they'll be able to fix my printer.

b Rewrite the sentences using the words in parentheses. Keep the meaning the same as the original.

1 It's certain that he'll pay you. (to)
He's *certain to pay you.*
2 It's very unlikely that we'll leave. (probably)
We _____.
3 He'll certainly win a medal. (bound)
He's _____.
4 These new phones are probably not going to sell well. (unlikely)
It's _____.
5 It's possible that she won't notice. (might)
She _____.
6 I'm sure there'll be another chance. (to be)
There's _____.

c Now go back to p. 58.

5B Future perfect and future continuous

a Check (✓) the correct sentences. Fix the mistakes.

1 ☐ I'd prefer to visit you in August because ~~I'll be finishing~~ my exams then. — *incorrect* *I'll have finished*
2 ☐ I don't want to be late – they'll have eaten all the food before we get there! — _____
3 ☐ I can't take you to the airport at 10 because I'll have attended a very important meeting at that time. — _____
4 ☐ The presentation is scheduled for the 15th, so I'm sure I'll be writing it then. — _____
5 ☐ Thursday is the best day to call me at home because I'll have worked from home then. — _____
6 ☐ I can pass the message on to Arthur – I'll be seeing him tomorrow at college. — _____
7 ☐ **A** How will I recognize you at the airport?
B I'll have carried a sign with your name on it. — _____
8 ☐ **A** I can't access the Internet right now.
B Try again in 10 minutes – hopefully it'll be working again then. — _____

b Look at Christina's calendar for tomorrow. Complete her conversation with Zofia with the future continuous or future perfect form of the verb in parentheses.

ZOFIA So, what time can I come and visit you tomorrow? How about 8:30?
CHRISTINA No, sorry, [1] *I'll still be taking* (I / still / take) the kids to school at that time.
ZOFIA OK, so maybe when you're back home. [2]_____ (you / get) back by 9:30?
CHRISTINA Yes, probably. But [3]_____ (I / still / deal) with my emails then. I have some urgent emails that I need to reply to. But you could come at about 11. I'm sure [4]_____ (I / finish) by then. Does that work for you?
ZOFIA Er … not really. Could we make it a bit later? How about 2:00?
CHRISTINA Yes, that's fine, but it'll only give us an hour. [5]_____ (I / leave) at 3:00 to pick the kids up from school.
ZOFIA OK, yes, an hour should be perfect. Oh, one thing. Can you lend me that book you were telling me about?
CHRISTINA Well, Hannah has it at the moment. She wants to read it tonight. But [6]_____ (I / see) her tomorrow, so I can ask her to bring it. [7]_____ (she / finish) it by then.

Monday
8:00 – 9:00
Take children to school
9:00 – 10:45(?)
Deal with emails
12:30 – 2:00
Meet Hannah
3:00 – 4:00
Pick up children from school

c Now go back to p. 61.

6A Gerunds and infinitives

06.03 verb + *-ing*

When verb + *-ing* functions like a noun it is called a gerund. We use gerunds:

- when a verb is (part of) the subject of a sentence:
  Swimming is good for you. / ***Meeting*** *you last week was a real pleasure.*
- after prepositions (e.g., *about*, *by*, *without*, *of*, etc.):
  I worry too much **about making** *mistakes.*
  They escaped **by digging** *a tunnel under the wall.*

06.04 infinitive

We use infinitives:

- after adjectives (e.g., *happy*, *pleased*, *easy*, *difficult*, *dangerous*, *safe*, *possible*):
  It's ***easy to find*** *your way into the city center, but it's very* ***difficult to get*** *out again.*
- to express purpose (= what a person wants to achieve):
  We're going to the beach ***to lie*** *in the sun.* (= because we want to lie in the sun)
  To watch *the clip again, click "replay."* (= if you want to watch it again)

Tip Be careful with verb forms after *to*. The word *to* is sometimes a preposition and sometimes part of the infinitive.
I'm looking forward ***to seeing*** *you.*
I hope ***to see*** *you.* (NOT ~~*I hope* ***to seeing***~~)

06.05 verb + verb

There are many verbs that are followed by gerunds (e.g., *I* ***enjoy painting***) and many that are followed by infinitives (e.g., *I* ***want to watch***). There are also a few that allow both patterns with a change of meaning:

- *try* + infinitive: *I* ***tried to talk*** *to him, but he didn't answer his phone.* (= I attempted to do it)
- *try* + gerund: *I* ***tried talking*** *to him, but he's still angry.* (= I did it but it didn't work)
- *remember* + infinitive: *Please* ***remember to buy*** *some milk.* (= a job for the future)
- *remember* + gerund: I ***remember hearing*** *that song for the first time.* (= an experience in the past)
- *go on* + infinitive: *After explaining the theory, I'll* ***go on to describe*** *some examples.* (= stop one thing and start the next)
- *keep* + gerund: *The professor* ***kept talking*** *for over an hour.* (= didn't stop)

Tip *stop* can be followed by a gerund or an infinitive of purpose:
I ***stopped drinking*** *coffee.* (= I don't drink it now)
I ***stopped to drink*** *coffee.* (= I stopped because I wanted to drink coffee in a café)

06.06 Sense verbs

Verbs connected with senses can be followed by an object and verb + *-ing*. (e.g., *look at / see / watch / notice / observe / hear / listen to / feel / smell / taste*):
I ***watched*** *the people* ***walking*** *around.*
I could ***smell*** *something* ***burning***.

6B The passive

06.14 We can use the passive:

- when we don't know who did something / what caused something, or when this is not important.
  These words ***were written*** *thousands of years ago.*
- when the agent (the doer) is very obvious.
  Which languages ***are spoken*** *in your family?*
- when the main thing we are talking about is the object of the verb.
  I read a really interesting article today. It ***was written*** *by someone who spent a year living in a jungle.* (*It* = the article)

The passive is formed with the verb *be* in the appropriate tense + past participle.

	Active	Passive
Simple present	*They* ***use*** *it.*	*It* ***is used***.
Simple past	*They* ***used*** *it.*	*It* ***was used***.
Present continuous	*They* ***are using*** *it.*	*It* ***is being used***.
Past continuous	*They* ***were using*** *it.*	*It* ***was being used***.
Present perfect	*They* ***have used*** *it.*	*It* ***has been used***.
Past perfect	*They* ***had used*** *it.*	*It* ***had been used***.
Future	*They* ***will use*** *it.* *They* ***are going to use*** *it.*	*It* ***will be used***. *It* ***is going to be used***.
Base form (e.g., after modal verbs)	*They* ***can use*** *it.* *They* ***might use*** *it.*	*It* ***can be used***. *It* ***might be used***.

06.15 Prepositions after *made*

We can use a range of prepositions after passives with *made*:

- Made + *by* + method: *These cakes are* ***made by hand*** / ***by mixing*** *cornflakes with chocolate.*
- Made + *with* + tool: *I think these marks were* ***made with a knife***.
- Made + *of* + material: *The wings are* ***made of very strong plastic***.
- Made + *from* / *out of* + original object: *Our table is* ***made from*** / ***out of an old door***.



Our table **is made from** / **out of** an old door.

6A Gerunds and infinitives

a Underline the correct verb forms.

1 I was looking forward to *hear* / *hearing* your ideas.
2 We need to make an appointment to *see* / *seeing* them again.
3 I'm still getting used to *be* / *being* a manager.
4 Riding an elephant is similar to *ride* / *riding* a horse.
5 He doesn't find it easy to *talk* / *talking* to anyone.

b Match the sentence halves.

1 ☐ Why don't you try …
2 ☐ We're going to try …
3 ☐ Can you please stop …
4 ☐ You'll have to stop …
5 ☐ Did you remember …
6 ☐ I don't remember …
7 ☐ Start with the easy questions and then go on …
8 ☐ We started in the morning and kept …

a … to win the game. It'll be hard, but we still have a chance.
b … to turn off the lights before you went out?
c … playing until it was dark.
d … to buy some gas. You're going to run out soon.
e … restarting the computer? That usually works for me.
f … to try the ones that are left.
g … making that noise? I can't concentrate.
h … buying these shoes. Are you sure they're mine?

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

1 I'll be happy *to help* (help) you find somewhere to stay.
2 He spent two years without _____ (speak) to another person.
3 _____ (live) in another country is the easiest way of _____ (learn) a foreign language.
4 Can I borrow your laptop _____ (check) my emails?
5 Suddenly, I noticed a young man _____ (run) toward me.
6 I'm afraid of _____ (be) alone in the dark.
7 _____ (avoid) the risk of misunderstandings, I'll explain everything twice.
8 Would it be possible _____ (leave) five minutes early?
9 _____ (spend) a year as a volunteer teacher was one of the best experiences of my life.
10 As he waited for his results, he could feel his heart _____ (beat) in his chest.

d Now go back to p. 69.

6B The passive

a Complete the sentences with the correct passive form of the verb in parentheses.

1 The local people are angry because these old trees *are going to be cut* (cut) down next week.
2 The first email between two organizations _____ (send) in 1971.
3 Currently, English _____ (use) as an official language in almost 60 countries.
4 I promise that you _____ (inform) as soon as your bags arrive.
5 The thief _____ (not / catch) yet, but I'm sure they'll catch him soon.
6 By the time we arrived, all the best seats _____ (already / take), so we had to sit all the way in the back.

b Rewrite the sentences in the passive.

1 I wrote that report. — That report *was written by me*.
2 My sister told us about this restaurant. — We _____.
3 We can only dream of the technology of 2100. — The technology of 2100 _____.
4 Someone had already built this bridge 1,000 years ago. — This bridge _____.
5 You can't always depend on Martina. — Martina _____.
6 I'm sure they'll look after you well. — I'm sure you _____.

c Complete the sentences with the correct prepositions.

1 Jam is made *out of / from* fruit.
2 This toy car was made _____ an old shoe box.
3 I can't believe this music was made _____ a computer.
4 If you want a perfect paper airplane, it must be made _____ scissors and glue.
5 Windows in a plane are made _____ special glass, so they don't break easily.
6 All our clothes are made _____ local wool and _____ local people.

d Now go back to p. 73.

7A *too / enough*; so / *such*



07.01 ***too* and *enough***

We use *too* and *not enough* to explain problems, when something is more than the right amount or less than the right amount:
*Oh, no! There are **too** many people and there is**n't enough** food! What's everybody going to eat?*

We often use *enough* to tell somebody not to worry:
*Don't worry. We have **enough** food. I bought a lot of food this morning.*

We use adjective + *enough* and *enough* + noun:

	More than the right amount	The right amount	Less than the right amount
With adjectives	*It's **too** warm to play tennis.*	*It's warm **enough** to go to the beach.*	*It is**n't** warm **enough** to have a picnic.*
With count nouns	*There are **too many** people. I can't see anything.*	*There are **enough** people for a game of volleyball.*	*There are**n't enough** people for a game of soccer.*
With noncount nouns	*I spend **too much** time in Internet chat rooms.*	*I have **enough** time to bake a cake.*	*There is**n't enough** time to go shopping.*

07.02

Tip After *too* and *enough*, we often use *to* + infinitive:
*It's **too** late **to walk** home, but I don't have **enough** money **to pay** for a taxi.*

07.03 ***so / such***

We use *so* and *such* to draw attention to the extreme quality of something. We can use *so* before an adjective and *such* before adjective + noun.

- *so* + adjective: *Why are you **so happy?*** (= why are you as happy as you are?)
- *such* + *a/an* + adjective + singular noun: *It's **such a beautiful day!*** (= it's a very beautiful day)
- *such* + adjective + plural noun: *They're **such friendly people!***

Tip We can use *such a* + noun to express a positive or negative opinion:
*It's **such a pity / shame** you missed the beginning!* (= I'm so sorry / sad.)
*You're **such a genius**!* (= You're so smart!)
*The meal was **such a waste** of money!*
*It's always **such a pleasure** to talk to you.*

07.04

After *so / such*, we often use a *that* clause:
*It was **such** a nice place **that** we decided to stay another week.* (= we decided to stay because it was extremely nice)
*I ate **so** much food **that** I felt sick.*

7B Causative *have / get*

We use the structure *have / get* + object + past participle to talk about things that we arrange or pay for but don't actually do ourselves. *Have* is slightly more formal than *get*.

07.08

	have / get	Object	Past participle
They're	*having*	*their kitchen*	*painted.*
When are you going to	*get*	*your hair*	*cut?*
I	*had*	*my car*	*fixed.*
She wants to	*have*	*her book*	*published.*

We can mention the agent (the person who did the action) after *by*:
*She had her dress made **by a top designer**.*

07.09

Tip We use a reflexive pronoun (e.g., *myself, herself, ourselves*) to emphasize that we **didn't** arrange or pay for somebody else to do something:
*I wanted to get my pants shortened, but it was too expensive, so I did it **myself**.*

We can use the structure *have* + something + past participle to talk about experiences that are caused by other people. These experiences are usually negative:
*He **had his phone stolen**.* (= He experienced the situation where somebody stole his phone.)

We can use the structure *get* + something + past participle to focus on the end results of an activity rather than the activity itself:
*I don't care how you do it – just **get this work done**!*
(= finish it or pay for somebody to finish it)



7A *too / enough; so / such*

a Complete the sentences with words in the box. Use each word or phrase twice.

enough too too many too much

1 She speaks pretty quickly but she makes *too many* mistakes.
2 Oh, no! We don't have _____ milk. Can you go to the store and buy some?
3 They're nice children, but they make _____ noise.
4 We wanted to go out, but it was _____ cold.
5 They spend _____ time watching TV. It's not healthy!
6 Your project isn't perfect, but it's good _____. You don't need to do it again.
7 You should take a bus – it's _____ far to walk.
8 _____ people attended the meeting. Everyone was talking at the same time and they couldn't make any decisions.

b Match the sentence halves.

1 ☐ They're so …
2 ☐ It was such a …
3 ☐ You've read that book so many …
4 ☐ She wrote her complaint in such a …
5 ☐ There was so much …
6 ☐ They're such …

a … times that you must know every word by now.
b … way that we thought she was being kind.
c … nice people that I'm sure you'll like them!
d … boring movie that we left halfway through.
e … lazy that they never do any homework.
f … food that we couldn't eat it all.

c Rewrite the second sentence so that it means the same as the first. Use the words in parentheses and *so*, *such*, *too*, or *enough*.

1 They went by plane because they're rich. (that)
They're *so rich that* they went by plane.
2 I'm so sorry that we didn't see you. (pity)
It's _____ that we didn't see you.
3 He's too young to be a doctor. (old)
He isn't _____ be a doctor.
4 I didn't go out because I was so tired. (too)
I was _____ go out.
5 That player's so good that he plays for his national team. (such)
He's _____ he plays for his national team.
6 It was such a serious situation that they had to call the police. (so)
The situation _____ they had to call the police.

d Now go back to p. 81.

7B Causative *have / get*

a Match the sentences with reasons A–C for using causative *have / get*.

1 ☐ Did you get your hair done? It looks lovely.
2 ☐ My boss isn't very good at getting his team motivated.
3 ☐ I've had my heart broken too many times – I don't want to fall in love again.
4 ☐ I need to get my eyes checked. I can't see very well.
5 ☐ My neighbors had their car stolen last week.
6 ☐ I just want to get this work done quickly so I can relax again.
7 ☐ I had my portrait painted by a wonderful artist.
8 ☐ Last time I went to the dentist, I had to have two teeth taken out.

A The subject arranges or pays for somebody to do something.

B The subject has a bad experience caused by someone else.

C The speaker focuses on the end result rather than the activity itself.

b Rewrite the phrases in **bold** with causative *have / get*. Don't include the words in parentheses.

1 I'm going to (**pay sb) to clean my apartment.**
2 I'll **(arrange for sb) to install the new programs**.
3 Can you try to **finish the project** as quickly as possible?
4 **(sb) stole my email password** last week.
5 Robert, would you like to **start the meeting**?
6 We **really need to clean the apartment** – it's such a mess.

c Now go back to p. 84.

8A Future real and present / future unreal conditionals

08.02 We can use both future real and present / future unreal conditionals to talk about future possibilities.

The future real conditional:
The future real conditional describes possible or likely future events and the expected results of those events:
if + simple present, *will* + infinitive
If *I* ***save*** *a little every month, I* ***'ll be able to afford*** *a new car soon.*

The present / future unreal conditional:
We use the present / future unreal conditional to talk about imagined events or states and their consequences. They can be about the unreal present or unlikely future events:
if + simple past, *would* + infinitive
if *I* ***had*** *$1 for every time I've heard that,* ***I'd*** *be a millionaire.*
If *I* ***saved*** *$50 every month,* ***I'd have*** *enough for a new computer by the end of the year.*

Tip We use the phrase *if I were you* to give advice:
If I were you*, I* ***wouldn't*** *borrow so much money.*

Tip We can use *going to* instead of *will* in future real conditional sentences: *If I see her tomorrow, I'm* ***going to tell*** *her my news.*

We often use other past / present tenses in the *if* clause:
If you ***'ve finished*** *your test and you* ***'re waiting*** *to leave, you* ***should come*** *to my desk.*

We can also use imperatives in the main clause:
If you've finished your test and you're waiting to leave, please ***come*** *to my desk.*

We can use modals other than *will* / *would* in the main clause (e.g., *might*, *could*, *should*, etc.):
If I ***weren't feeling*** *so tired, I* ***might*** *go for a run.*



8B Past unreal conditional; *should have* + past participle

08.05 ***should have*** **+ past participle**
We can use the structure *should have* + past participle to criticize other people's past actions:
You ***shouldn't have told*** *them about the party. I wanted it to be a surprise.*

Past unreal conditional
We use the past unreal conditional to talk about imagined past events or states and their consequences:
If *I* ***'d arrived*** *five minutes earlier,* ***I'd have seen*** *the robbery.* (But I arrived after the robbery, so I didn't see it.)

if clause	Main clause
If + past perfect	*would* + *have* + past participle
If you hadn't told *me the answer,*	***I'd have checked*** *on the Internet.*
If there had been *more time,*	*we* ***wouldn't have had*** *to hurry.*

Tip Be careful with *'d*. It's short for *had* in the *if* clause but *would* in the main clause. *If I* ***'d*** *known earlier,* ***I'd*** *have told you.*

We can use past perfect continuous in the *if* clause. We can also use *might* or *could* in the main clause:
It was a horrible accident. If I ***hadn't been wearing*** *a helmet, I* ***might*** *have been very badly hurt.* (But I was wearing a helmet, so I wasn't badly hurt.)

08.06 **Mixed conditionals**
We combine clauses from the present and past unreal conditional to talk about past conditions with a result in the present, or present conditions with a result in the past.

if clause	Main clause
If those burglars ***hadn't damaged*** *that painting last year, …* [Past unreal conditional]	*… it* ***would be*** *worth a fortune now.* [Present unreal conditional]
If I ***didn't have*** *such a good relationship with my family, …* [Present unreal conditional]	*… I* ***would have left*** *the city years ago.* [Past unreal conditional]

8A Future real and present / future unreal conditionals

a Complete the sentences with a future real or a present / future unreal conditional.

1 [likely] Be careful with my phone! If you ___lose___ (lose) it, I ___'ll be___ (be) very angry.
2 [unlikely] If somebody ___spoke___ (speak) to me like that, I ___'d be___ (be) really angry.
3 [likely] It _____ (be) much cheaper if you _____ (come) by bus.
4 [likely] If you _____ (not spend) more money on advertising, your sales _____ (go) down.
5 [unlikely] I think you _____ (have) a great time if you _____ (study) abroad.
6 [likely] If Tony _____ (not finish) work soon, he _____ (not be) here on time.
7 [unreal] If you _____ (know) how to drive, I _____ (not have) to drive you everywhere.
8 [advice] If I _____ (be) you, I _____ (not say) anything about this to Ricky.
9 [likely] I'm sure they _____ (not be) angry if you _____ (tell) them the truth.
10 [unreal] She _____ (not have) a chance of getting that job if she _____ (not speak) English so well.
11 [likely] If it _____ (not rain) tomorrow morning, I _____ (walk) to work.
12 [advice] I _____ (not touch) that wire if I _____ (be) you.

b Look at the pictures. Write sentences using the prompts. Use the future real or present / future unreal conditional.



1 OK, so I promise ___I'll give you $1 if you wash my car.___
[give you $1 / wash / my car]



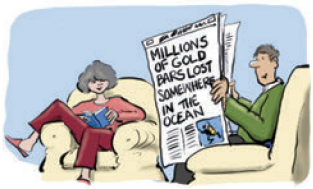
2 Sorry. _____
_____
[love / go dancing tonight / not / have / so much work]



3 _____
[if / I / you / buy / new shoes]



4 Watch out! _____
[if / fall / might/ hurt yourself]



5 Wow – just imagine! _____
_____
[if / we / find / that gold / rich]



6 Of course it's not working!
_____
[it / not / work / if / turn it on]

c Now go back to p. 93.

8B Past unreal conditional; *should have* + past participle

a Write sentences about each situation. Use the past unreal conditional with the past perfect or past perfect continuous in the *if* clause.

1 I didn't take the test because I didn't know about it.
I ___would have taken the test if I'd known about it.___
2 They went to the same university, so they met and fell in love.
If _____
3 It was raining so we took the subway.
If _____
4 We didn't buy the picture because it was so expensive.
We _____
5 You didn't hear the phone because you were listening to music.
You _____
6 My parents gave me some money, so I was able to buy a car.
If _____

b Write sentences about these situations using *should have* + past participle. Use the words in parentheses.

1 Oh, no, they're going to be late again. [leave home earlier]
_____They should have left home earlier._____
2 The customer was really rude. [he / not speak to me like that]
_____
3 You've made the alarm go off! [not press that button]
_____
4 I had no idea it was your birthday. [you / tell me]
_____
5 That car drove through the red light. [it / stop]
_____
6 She failed her driving test. [she / take / more driving lessons]
_____

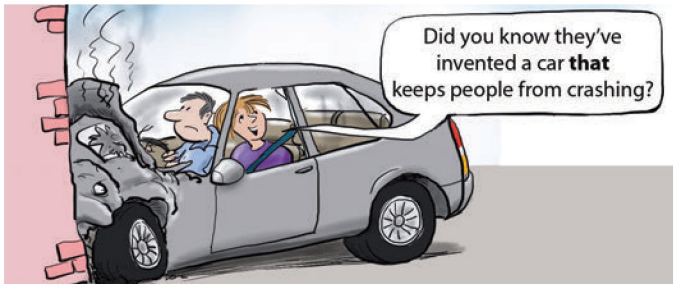
c Match the sentence halves.

1 ☐ If we'd had more time, …
2 ☐ I'm sure Walter would have lent you some money …
3 ☐ If you hadn't driven me home, …
4 ☐ They'd be a lot richer …
5 ☐ I wouldn't have bought so much food …
6 ☐ If Gloria wasn't so nice, …

a … if they'd sold their apartment when prices were still high.
b … I'd still be at the station now.
c … if you'd told me only four people were coming.
d … we wouldn't have invited her to stay with us.
e … we'd have done more sightseeing.
f … if you'd asked him.

d Now go back to p. 96.

9A Relative clauses



09.04 Defining relative clauses

Defining relative clauses give essential information about a noun.

They've invented a car. **The car** keeps people from crashing.
*They've invented a car **that** keeps people from crashing!*

- *who* describes a person, and *which* describes a thing. In defining relative clauses, you can use *that* instead of both *who* and *which*:
  *This is the work **which** / **that** has to be finished today.*
  *The man **who** / **that** I needed to talk to wasn't available.*

When *who* / *which* / *that* replace **the object** of the clause, we can omit the relative pronoun:
You're applying for **the job** (= object)
*What's the job (**which** / **that**) you're applying for?*

- *where* describes a place:
  *There's a new shop in town **where** you can buy furniture.*
- *whose* describes possession:
  *The woman **whose apartment** was burglarized is named Mrs. Plater.*
- *when* describes times (e.g., *day* / *year* / *time*):
  *The days **when** I have to pick up the children are stressful.*

We sometimes use *who*, *which*, and *that* with prepositions. The prepositions usually come at the end of the sentence:
*There is a place nearby **which** / **that** we can stop at.*

09.05 Non-defining relative clauses

Non-defining relative clauses give extra information about a noun. The clause is not necessary for the sentence to make sense. A non-defining clause has a comma before it and either another comma, or a period after it:
*My new doctor, **who I had my first appointment with on Thursday**, recommended the medicine to me.*

In non-defining clauses, *which* can relate to a single noun or to the whole main clause:
***I'm going to Thailand next week**, **which** is very exciting.*

There are two main differences between defining and non-defining clauses.

- we cannot use *that* in a non-defining clause:
  *Revolutionary technology, **which** is rare, usually requires a huge investment to develop.* NOT ~~*Revolutionary technology, **that** is rare…*~~
- we can never omit the relative pronoun in a non-defining clause:
  *Jane, **who** I have always trusted, was the only person I told about the situation.* NOT ~~*Jane, I have always trusted…*~~

Tip Be careful when you describe places with *which* and *where*.

- *which / that replace* a noun or pronoun:
  *I grew up in the house (**which** / **that**) you're buying!*
  (you're buying **the house**)
- *where* replaces *there* or preposition of place + noun:
  *I still live in the house **where** I grew up.*
  (I grew up **in the house** / **there**)

9B Reported speech; reporting verbs

09.06

When we report what people said or thought in the past, we usually change the tenses, pronouns, possessives, and references to time and place:
*Anna: "I won't go out **tomorrow**."*
*Anna **told** me she **would** not go out **the next day.***

present tenses ➔ past tenses
past tenses ➔ past perfect tenses
will, *can*, and *may* ➔ *would*, *could*, and *might*
Past perfect, *would*, *could*, and *might* don't normally change.

When the reporting verb is in a present tense, we don't change the tenses:
*"I**'ve** never **seen** them in concert." ➔ She **says** she**'s never seen** them in concert.*

When we report questions, the word order is the same as in sentences. Use *whether* or *if* to report *Yes* / *No* questions. *Whether* is more formal than *if*:
*"Where do you live?" ➔ They asked me where **I lived**.*
NOT ~~*They asked me where **did I live**.*~~
*"Are you famous?" ➔ They weren't sure **if** / **whether** I was famous.*

Reporting verbs

After some reporting verbs, there are different verb patterns:

Verb + (*that*) + clause	agree, assume, believe, complain, discover, find out, insist, promise, realize, say, state, …	*He **stated that** he would stay with us.*
Verb + sb + (*that*) clause	assure, inform, tell, warn, …	*We **informed them that** it was ready.*
Verb + *to* + infinitive	agree, promise, refuse, …	*They **refused to speak** with us.*
Verb + sb + *to* + infinitive	ask, order, remind, tell, …	*She **ordered me to leave**.*
Verb + gerund	admit, apologize for, deny, regret, suggest, …	*He **admitted taking** the money.*
Verb + (*sb*) + reported question	ask, discover, know, realize, wonder, …	*I **wondered where they were**.*

Tip With negatives, use *not to* + infinitive or *not* + gerund.
*We agreed **not to go**.*
*He apologized **for not stopping** at the red light.*

9A Relative clauses

a Complete the sentences with the correct relative pronouns. If no word is needed, put (–).

1 This is my best friend, Kim, _____ I've known since we were little.
2 There are three things _____ I need to tell you about today's event.
3 Everybody congratulated the team, _____ hard work had won the contract.
4 The receptionist recommended the restaurant _____ we ate.
5 We never worried about money until the year _____ we bought our first house.
6 Who are the people _____ arrived late?
7 My job, _____ I love, is also really demanding.
8 They discovered a treatment _____ had no side effects.
9 I wish I could move to a seat _____ I could see out of the window.
10 The singer, _____ voice I have loved all my life, seemed to be singing directly to me.

b Correct one mistake in each sentence.

1 This is the book what I was telling you about.
2 There's a new machine at the gym I think you would really like it.
3 We're traveling to Dubai, where I've always wanted to visit.
4 I was worrying about my luggage, that I'd forgotten to weigh before we left.
5 Chris, who his father owns the company, always works really hard.
6 I've finally had to replace my old car, I've had since I passed my test.

c Rewrite the two sentences into one making all necessary changes to punctuation and word order. Remember to cut unnecessary words.

1 The band didn't come on stage until nine o'clock. They were supposed to start at eight-thirty.
2 The train company refunds passengers. The passengers' trains are delayed.
3 I looked in all the places. I thought I might have left my phone there.
4 The idea worked really well. We came up with the idea together.
5 Morocco is my favorite place for a vacation. We spent our honeymoon there.
6 The neighbors get back from vacation tomorrow. I'm looking after the neighbors' cat.

d Now go back to p. 106.

9B Reported speech; reporting verbs

a Look at the direct speech in the left-hand column. Complete the reported speech or thoughts in the right-hand column.

1 "I don't understand what you want." — He told me _____that he didn't understand what I wanted._____
2 "Harry can't ski." — I didn't realize _____
3 "You may feel a little sleepy after you take the pills." — The doctor warned her that _____
4 "The exam will be really easy." — I assumed _____
5 "No, I wasn't walking past the bank when I heard the alarm." — The witness denied _____
6 "We've been trying to call you since we heard the news." — They informed us that _____
7 "Margaret won't be happy when she finds out." — I warned you _____
8 "I couldn't open the door because I'd forgotten my key." — He discovered that _____

b Look at the questions from a job interview in the left-hand column. Complete the reported questions.

"What do you know about this company?" "Do you have any experience with this kind of work?" "How fast can you type?" "Why did you leave your last job?" "Are you good at dealing with customers?" "Have you ever managed a team?" "Why have you applied for this job?"	They started by asking me [1]_what I knew_ about the company. Then they wanted to know [2]_____ any experience with that kind of work. They even asked me [3]_____ type! Then I had to explain [4]_____ my last job! The worst question was when they asked [5]_____ good at dealing with customers. They also wanted to know [6]_____ a team – I didn't know what to say! By the end, I wasn't sure [7]_____ for the job!

c Complete the reported speech, thoughts, and questions with **one** or **two** words in each blank. Contractions (e.g., *didn't*) count as one word.

1 "I promise that I'll be really careful." — I promised _to be_ really careful.
2 "You must explain what you're doing here." — The guard ordered _____ explain what we were doing there.
3 "Yes, OK. I told someone about the accident." — Amanda admitted _____ someone about the accident.
4 "How did they find out?" — I wondered how _____ found out.
5 "I'll pay for the meal – no discussion!" — Robert insisted _____ for the meal.
6 "I'll send you a postcard." — Sam told _____ send me a postcard.
7 "We're really sorry that we lost your order." — They apologized _____ our order.
8 "OK, I can give you the money." — Patricia agreed _____ us the money.

d Now go back to p. 108.

10A Past modals of deduction

We can use modal verbs to show that we are making a deduction, not stating a fact. We use the modal verbs *must*, *may*, *might*, *could*, and *can't* + *have* + past participle to make deductions about the past.

10.02

Deduction	Meaning
They are late.	I know for certain that they are late.
They are never late. They ***must have gotten*** *lost.*	I believe they got lost.
They ***may*** */* ***might*** */* ***could have*** *gone the wrong way.* *They* ***might not have*** *found the right street.*	I believe it's possible that they got lost.
They ***couldn't have gotten*** *lost. They have GPS.*	I believe they aren't lost.
They aren't lost. I can see them coming up the street now.	I know for a fact that they aren't lost.



The opposite of *must* for deductions is *couldn't*.

We can also use *may not have* or *might not have*:
Try calling them at home. They ***might not have*** *left.* (= It's possible that they haven't left yet.)

10B Wishes and regrets

10.08 When we make a wish, we imagine an unreal situation in the past, present, or future.

Wishes about the future	We use *would* to make wishes about the future. Don't use *would* to make a wish about yourself – use *could* instead.	*I* ***wish*** *it would stop raining.* *I* ***wish*** *I* ***could*** *get a better job, but I don't have enough experience.* (= if I had more experience, I would be able to get a better job.)
Wishes about the present	We can use the simple past to make wishes about the present. We can also make wishes about the present with *could* + infinitive.	*I* ***wish*** *I* ***had*** *more time.* (= I would like to have more time.) *I* ***wish*** *I* ***could*** *speak French – it's such a beautiful language.* (= I wish I was able to speak French, but I'm not.)
Wishes about the past	We use the past perfect to make wishes about the past.	*I* ***wish*** *I* ***hadn't been*** *so lazy in school.* (I was lazy when I was in school, and now I regret it.)

Tip To talk about something that we see as realistic, possible, or likely in the future, use *hope*, not *wish*:
I ***hope*** *you get better soon.* NOT ~~*I* ***wish*** *you would get better soon*~~.

I wish … / if only …
If only … means the same as *I wish …*, and we use it in the same way.

Tip When making wishes about *I / he / she / it*, we can use *were* instead of *was*. *Were* is preferred in formal English, but in normal spoken English, both versions are common:
If only it ***were*** *that simple.* (Or: *… it* ***was*** *that simple.)*

10.09 ***should have* + past participle**

We use *should have* + past participle to express regret about our own past actions:
It's my fault. I ***should have locked*** *the door.* (But I didn't lock it, so the burglars got in.)
I didn't know she was sleeping. ***I shouldn't have turned*** *the music on.* (But I did turn it on, so I woke her up.)



10A Past modals of deduction

a Complete the sentences with one of the phrases in the box and the correct form of the verb in parentheses. Use some of the phrases twice.

must have | may have | couldn't have | might not have

1 **A** We walked all the way home in the snow.
B Wow – that must have been (be) cold!
2 **A** I think I saw Angela on the bus today.
B No, it _____ (be) Angela – she's on vacation in the mountains this week.
3 **A** I saw a beautiful sweater in the store, but I didn't buy it. It's probably too late now.
B Maybe, but let's go back and check – they _____ (sell) it yet.
4 **A** That's strange. My bicycle tire's flat. How did that happen?
B I'm not sure. You _____ (ride) over some broken glass or something.
5 **A** Where have all the sandwiches gone? The plate's empty!
B Tom _____ (eat) them. He was the only person who came into this room all day.
6 **A** I think I've broken my arm – it really hurts.
B I don't know … you _____ (break) it. I'm not an expert, but it doesn't look broken.

b Check (✓) the correct sentences. Correct the mistakes.

1 ☐ I said hello but he didn't reply. He ~~didn't~~ have heard me. — incorrect must not
2 ☐ Sorry, I may not have made myself clear. — _____
3 ☐ I can't find my purse. Someone might stolen it. — _____
4 ☐ I don't know who wrote the report – it could had been anybody. — _____
5 ☐ They couldn't have just disappeared! It's impossible! — _____
6 ☐ It might haven't been such a good idea to walk home alone. — _____
7 ☐ They look sad. They must lose the match. — _____
8 ☐ Wow! That's a nice car! It needs to cost a fortune! — _____

c Now go back to p. 117.

10B Wishes and regrets

a Match the sentence halves.

1 ☐ Hmm … I don't like the look of those dark clouds.
2 ☐ I really regret leaving my old job.
3 ☐ I was sure the bank would lend us the money if we filled in a few forms.
4 ☐ It's really annoying that you told me the match result.
5 ☐ I don't know why they're so late.
6 ☐ I really miss you.
7 ☐ You never do any cleaning around the house.
8 ☐ It looks like a really nice place for a vacation.

a If only it were that simple.
b I hope nothing has happened to them.
c I wish you'd kept quiet about it.
d I wish you'd help out a little more.
e I hope it doesn't rain.
f If only it weren't so expensive!
g I wish I hadn't resigned from it.
h If only I could see you again.

b Write wishes or hopes for each of these situations. Use *If only*, *I wish*, or *I hope*.

1 Why didn't you remind us? — If only you'd reminded us.
2 I don't know what to do. — _____
3 If I take this class, I might be able to speak Korean. — _____
4 They didn't warn us in advance, unfortunately. — _____
5 Maybe Ramón will help me. — _____
6 I'm angry that they canceled the flight. — _____

c Write sentences about these situations using *should have* + past participle. Use the words in parentheses.

1 Oh, no, we're going to be late. [leave home earlier]
We should have left home earlier.
2 I regret buying that new bag. It was too expensive. [not buy it]
_____
3 I feel terrible after running so far. [stop earlier]
_____
4 I really wanted to see that new movie and now it's too late. [go to the movies yesterday]
_____
5 I went to a party yesterday. I didn't study. [not go to the party]
_____

d Now go back to p. 120.

VOCABULARY FOCUS

1A Character adjectives

a Read the descriptions of people's characters. Which is personal and which is more formal?



Fred currently works as a researcher here at Bio-Tech. He's been a very **loyal** member of our staff and has worked here for over ten years now. He's **passionate** about alternative energies, and this can be seen in the energy and enthusiasm he puts into his work. He's also **self-confident**, so he is never afraid to work independently or to work on difficult tasks. Finally, he's always **optimistic**, even when he comes across problems in his work.

We have this new colleague at work, Sheila. She's only been here for two weeks and already I don't like her very much. She's one of those **ambitious** people who has a lot of plans, but she's so **arrogant** about it all. She thinks she's better than everyone else. But if you try and suggest a different idea, she gets really upset. So she's a strange mix of being very sure of herself, but incredibly **sensitive** at the same time. She told me that she wants to be our team leader. If she thinks that's going to happen overnight, she's really **naive**!

b Match the **bold** character adjectives in **a** with the definitions.

1 when you don't have much experience of the world and believe things too easily
2 when you easily get upset by what people say about you
3 when you believe or behave as if you know more or are more important than other people
4 when you feel sure about yourself and your abilities
5 when you like something and have strong feelings about it
6 when you have a strong wish to be successful, powerful, or rich
7 when you always support something or someone, even when other people don't
8 when you always think good things will happen

c 01.06 Complete the sentences with the adjectives from the texts in **a**. Listen and check.

1 He's very _____. If I give him any negative feedback, he gets angry and shouts at me.
2 I'm sure he won't be nervous when he gives the speech. He always seems very _____.
3 I feel very _____ that this project will be successful – everything is going according to plan.
4 They both think they're fantastic and everyone else is stupid. I've never met a couple who is so _____.
5 She's helped and supported me since we were in school together. She's a very_____ friend – I know I can always rely on her.
6 Paola is really _____ about being a doctor. She loves the job and looks forward to going to work every day.
7 She works really hard because she's _____ and wants to do well in her career.
8 Martin is a little _____ – he honestly thought his boss would listen to his suggestions, but of course in the end he didn't. He really is very young.

d Think of three family members or friends. Take notes on their character. Tell your partner.

My father's very passionate, particularly about his work.

I really like my aunt. She's a very successful lawyer. Some people think she's arrogant, but I don't.

PRONUNCIATION *Word stress*

a 01.07 Listen to these adjectives and underline the stressed syllable. Which syllable is stressed: the first, second, third, or fourth?

optimistic unsympathetic arrogant ambitious

b 01.08 Write these words in the chart. Then listen and check your answers. Practice saying the words.

passionate self-confident sensitive determined
determination pessimistic environment
environmental influential television

1st syllable stressed	2nd syllable stressed
3rd syllable stressed	**4th syllable stressed**

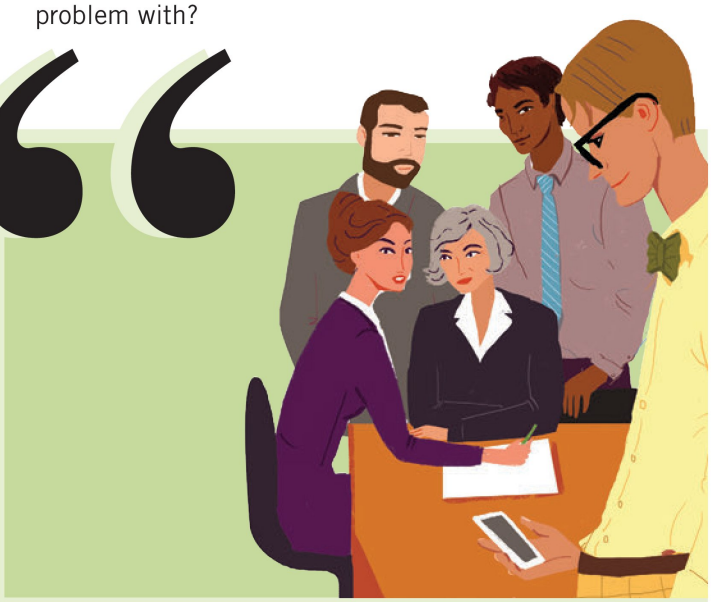
c Test each other. Student A: Choose a word in **b** and say a sentence. Student B: Did Student A say the adjective correctly?

I'm determined to become a millionaire.

d Now go back to p. 10.

2A Expressions with *get*

a Read what Emma and Martin say. Who did they have a problem with?



Emma:

"Last year I decided to join the social club at work. I always thought the social club was boring, and I wanted to improve it. I talked to some other people in the club, and we tried to figure out a way to **get rid of** the man running the club – the president – because we really thought he was the problem. Everyone liked this idea, and we all **got a little carried away** and decided a direct approach would be best. At the next meeting, we were about to say something when all of a sudden he said, 'Look, I'll **get straight to the point**. I think the social club's getting too boring, and we need some fresh ideas.' We couldn't believe his sudden change. Now the club is much more interesting, lots of new people joined, and I'm glad I **got involved**."

Martin:

"My brother's really **getting on my nerves** at the moment. He won't study at all. I can't **get across** to him the importance of doing well at school. He just won't listen and it's **getting me down**. The problem is he **got through** his exams very easily last year without studying. He thinks he can do the same thing this year, but I'm not so sure."

b Match the *get* expressions in **bold** in **a** with definitions 1–8.

1 to say something important immediately and in a direct way
2 to make someone understand something
3 to take part in an activity or organization
4 to be successful in an examination or competition
5 when something annoys you
6 to become so excited about something that you are no longer careful
7 when something makes you feel sad or depressed
8 to send or throw someone or something away

c **Pronunciation** Notice the linking between *get* and the word after in this example.

I'm glad I got involved.

02.02 Listen to these examples. In which sentences is there linking between *get* and the word after? What does that tell you about linking?

1 We tried to figure out a way to get rid of the man running the club.
2 We all got a little carried away.
3 I'll get straight to the point.
4 I can't get across to him the importance of doing well.

d Think of examples of these things.

1 a time that you got rid of something you didn't want
2 something that gets on your nerves
3 a time when you got through a presentation, test, or interview
4 a situation where you got a little carried away
5 a club or organization you got involved in

e Tell each other about your examples in **d**.

PRONUNCIATION Sound and spelling: *g*

a 02.03 Listen to the words. In which words does *g* have … ?

1 a hard sound /g/
2 a soft sound /dʒ/

get	negative	manage

b 02.04 Decide which sound the *g* has in these words – /g/ or /dʒ/. Then listen and practice saying them.

guard	gymnastics	guide	generous
biology	together	religion	agree
dangerous	forget	bridge	gardener

c Look at your answers to **b**.

1 If *g* is followed by a consonant or *a*, *o*, or *u*, is it hard or soft?
2 If *g* is followed by *e*, *i*, or *y*, is it hard or soft? Are there exceptions to this rule?

d Now go to p. 21.

3B Words connected with sports





a Find words in the sports reports which mean:

1 play for your country or city
2 the people watching a game
3 be ahead during a game or competition
4 give (a prize or a point) for something you have done
5 shout to show you think someone is good
6 the best or fastest that has ever been achieved
7 the person who makes decisions during a sports game
8 the area where a soccer game is played.

b Underline the correct words.

1 Even though she holds the *world record* / *spectator* in the 1500m, Kirabo Sanaa probably won't *represent* / *award* her country at the next Olympic Games.
2 The spectators *cheered* / *represented* as the players walked onto the *field* / *referee*.
3 Mateo Amador *cheered* / *led* the race from the beginning and was *awarded* / *cheered* a gold medal.

c Write two short sports reports, using two of the sentence starters. Use the words in **bold** in the texts and your own ideas.

1 Ten minutes into the game, …
2 Eighteen-year-old Maria Ortiz from Uruguay …
3 Kenyan runner Pamela Abasi …

d Read your reports aloud. Who has the most interesting sports report?

PRONUNCIATION Word stress

a Add the words in the box to the chart.

training ~~competition~~ victor competitor performance championship trainer athletic competitive athletics victorious performer professional

Verb	Noun (event or activity)	Noun (person)	Adjective
compete	competition		
		athlete	
	victory		
		champion	
train			
perform			
	profession		professional

b 03.04 Which syllable is stressed in each word in the chart? Does the stress stay the same in all the word forms or does it change? Listen and check.

c 03.05 How does the vowel sound in **bold** change in each pair of words? Listen and check.

athl**e**te athl**e**tics
vict**o**ry vict**o**rious
comp**e**te comp**e**titor

d Work in pairs. Cover the chart and test each other.

Student A: Say a sentence with one of the words.
Student B: Make a follow-up sentence with a similar meaning, using a different word.

He entered the championship.

He wanted to be the champion.

e Now go back to p. 36.

4B Talking about difficulty

a Underline a word or phrase in each sentence that means (*to be*) *difficult*.

1 Working as a server in a busy restaurant is one of the most demanding jobs I've ever had.
2 I find it a little awkward when I have to speak to my staff about mistakes they've made.
3 Teaching a class on my own for the first time was a very testing experience.
4 Taking the outdoor survival training class really challenged me.
5 I have to talk to my teacher because I'm not happy with her lessons; it's a very challenging subject, and I'm not sure what to say exactly.
6 Unfortunately, it's often not very straightforward for students here to find part-time work.
7 When I lived in Budapest, it was a struggle to learn Hungarian well.
8 I think I understand how computers work, but learning a programming language really stretched me.



b Which word in **a** do we use to describe situations that are embarrassing or need to be dealt with very carefully?

c Complete the sentences with words in **a**. There may be more than one answer.

1 My final exams in college were really _____ / _____ – I needed a long vacation after I finished!
2 I can't go to my best friend's wedding because I'm going on vacation. It's an _____ situation, and I'm not sure how to tell her.
3 I'm really busy at work at the moment, and I'm finding it a _____ to get my work done by the end of the day.
4 I thought connecting my new printer to my computer would be easy, but actually it's not _____ at all.
5 I'm not very confident, so giving a presentation at my university last week in front of 50 people really _____ / _____ me.

d Think of an experience you've had for three of the things below.

1 an outdoor experience that stretched you
2 the most challenging thing about learning a language
3 a book you once read that wasn't straightforward
4 an awkward meeting you once had
5 a sport that was a struggle for you to learn
6 a delicate question that you had to ask someone
7 something you studied that was really tough
8 a testing experience you had in a new place or country

e Now tell each other about the things you chose in **d**.

PRONUNCIATION Sound and spelling: *u*

a 04.07 Listen to the words.

include	struggle	cushion	busy

b Match the vowel sounds in the words in **a** with the sounds in words 1–4.

1 cup
2 put
3 true
4 thin

c 04.08 What sound does *u* have in these words? Listen to check and add them to the chart.

subject	focus	punish
pull	amusing	assume
unfortunately	super	pudding
business	supper	helpful

Sound 1 /ʌ/	Sound 2 /ʊ/	Sound 3 /u/ or /ju/	Sound 4 /ɪ/

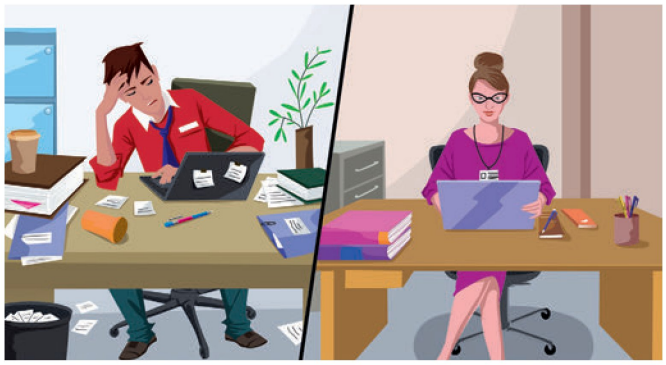
d Write a sentence with two of the words in **a** or **b**. Read your sentence to other students and check if you pronounced *u* correctly.

e Now go back to p. 49.

5A Adjectives describing attitude

a Read about Tamara's family and add adjectives in the blanks.

thoughtful critical disorganized unreliable
well-organized irresponsible sympathetic competitive



My brother Nick is very [1]_____ – his desk is a mess and he can never find anything. But my sister Vera is a very [2]_____ person. She plans her day carefully, and she always knows exactly where everything is. She's also so [3]_____. She wants to be the best – it's all she thinks about. I would say my grandmother is a very [4]_____ person – you can go to her if you're in trouble and she'll always listen and make you feel better. My cousin, Maude, is very [5]_____. She's always thinking about how she can help other people. She remembers everyone's birthday and always sends presents. I like my other cousin, Becky, but she can be pretty [6]_____. She never tells anyone where she's going when she goes out, and she sometimes leaves the front door open or doesn't lock her car. She's also terribly [7]_____. If you arrange to meet her somewhere, she'll probably be late or she won't even show up. And what about me? Everyone in the family complains that I'm always commenting on what people are like. Some of them say I'm too [8]_____ and I only see the bad things in them. I can't imagine why they would think that.

b Complete the chart. Use prefixes or suffixes to make the opposites of the adjectives in **a**.

thoughtful	
well-organized	disorganized
	unreliable
	irresponsible
sympathetic	
competitive	
critical	

c Make a list of the prefixes and suffixes we can add to adjectives to make them negative.

d 05.01 Look at the sentences. Decide if the word in **bold** is correct or not. Then listen and check.

1 He often arrives late to meetings and doesn't bring everything he needs. He's very **disorganized**.
2 She always makes sensible decisions, and she never does anything silly. She's very **irresponsible**.
3 She often expresses negative opinions about things and other people. She's very **critical**.
4 If he says he's going to do something, he always does it. He's very **reliable**.
5 He doesn't think about how the things he says might affect other people. He's totally **thoughtful**.
6 When you tell her your problems, she listens and tries to understand how you feel. She's **unsympathetic**.
7 He always wants to do better than everyone else. He's very **competitive**.

e Look through the adjectives and their opposites and write down your own personality "profile."

f Tell your partner and mention a few examples of things you do.

I think I'm fairly thoughtful and caring. For example, I call my grandmother once a week to ask how she is …

PRONUNCIATION Sound and spelling: *th*

a 05.02 Listen to *th* in these words. What two different sounds do you hear?

thoughtful clothes
weather seventh
sympathetic

b 05.03 Which sound does *th* have in these words? Listen to check, then add them to the chart.

leather north
thumb northern
month Netherlands
together healthy
something enthusiastic
therefore worth

Sound 1 /θ/ (think)	Sound 2 /ð/ (the)

c Now go to p. 58.

6A Travel and tourism

a Put the correct words from the box in the blanks. The definition of each word is given in parentheses.

feature	setting	structures	outskirts

1 … and there are waterfalls on the _____ of the city. (just before the city ends and the countryside begins)
2 However, the most amazing _____ you can see here is the nearby volcano, Parícutin. (an important thing that you notice)
3 … the whole island is like a museum of breathtaking wooden _____ that date from the 18th century. (things that you build)
4 In many ways it's the perfect _____ for them. (the position of a building)



b Match pictures a–f to examples 1–6 from a tourist guide.

1 ☐ Remember to tell your driver which **terminal** your flight's leaving from.
2 ☐ We also recommend a visit to the **studio** where he painted in the final years of his life.
3 ☐ We're both a hotel and a conference **venue**.
4 ☐ You can eat outside on our **patio**.
5 ☐ The lunch buffet is served every day between 11:30 a.m. and 2:00 p.m. in the room across from this **lobby**.
6 ☐ If you would like to go **hiking**, there are trails of different levels of difficulty.

c 06.08 Listen to Ana's story about going to Malaysia. Write the correct words in the blanks.

Last year we wanted to [1]_____ away for a week, so we decided to go trekking in the forests of Malaysia. We thought it would be cheaper to catch a train to the airport rather than go by taxi. But we were not happy to discover that the trains weren't [2]_____ on time. We [3]_____ at the check-in desk very late and barely managed to catch our flight. The flight took 17 hours because we [4]_____ over in Dubai for a couple of hours. By the time we got there, we were exhausted and not really in the mood for trekking.

d Think about answers to the following questions. Then ask and answer them with a partner.

1 When you go traveling, do you usually arrive at the station or airport early or on time?
2 Imagine you have to go on a long flight from your country to another one. Where would you like to stop over? How long would you like to stop over for?
3 Have you ever been trekking? If yes, where did you go? If not, would you like to try?

PRONUNCIATION Consonant groups

a 06.09 Listen to the underlined sounds in these words. What do they have in common?

<u>st</u>udio	out<u>sk</u>irts	<u>str</u>ucture

b 06.10 Listen to these words. <u>Underline</u> where two or more consonants occur together in the same syllable.

approval	discussion	apply
hungry	transfer	contrast	destroy

c Write two sentences. Each sentence should contain at least two words from **b**. Read your sentences to each other.

d Now go back to p. 70.

7B Movies and TV

a Look at the words in **bold** in sentences 1–8. Find two:

- words that refer to people who work in movies and TV
- verb forms that refer to when a movie or TV show is shown
- words that talk about the way TV shows are divided
- verb forms that talk about what can happen during the making of a TV show or movie.

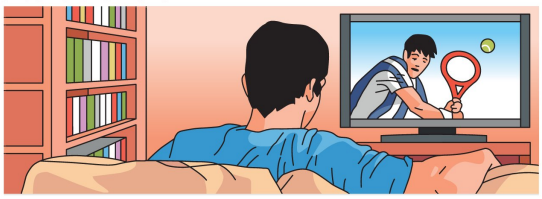
1 The longest-running science fiction TV **series** is the British production *Doctor Who*.



2 As she walked through the front door, her look of complete surprise **was captured** on camera.
3 The first *Star Wars* movie **was released** in 1977.
4 After filming, the **editor** began the work of choosing the best shots and putting the movie together.



5 He appeared in only one short scene of the movie, but it **was cut** after filming finished.
6 Any big international sports event **is broadcast** live all around the world.



7 It's a really good news show because the **host** is completely neutral and you never know what her opinion is.



8 There's an exciting crime show on TV at the moment. Tonight is the final **episode**, and we'll find out who the murderer is.

b Answer the questions.

1 Does a TV series normally include more than one episode?
2 Viewers usually see a host on TV. Do they see the editor of a TV show?
3 When a movie is released, where do we usually see it, in a movie theater or on TV? Are news shows normally released or broadcast?
4 Who usually captures something on camera, an editor or a camera operator? Who cuts something?

c Are the four verb forms in **a** in an active or passive form? Is this form more typical for these verbs?

d Write words in the blanks. Use a word in **a** or from p. 84.

1 The _____ of the new comedy program is made up of actors who aren't famous.
2 The scene where he gets home has been _____. It's not necessary and it's pretty boring.
3 Every summer, a lot of big action movies are _____ because studios think they'll do well and make money.
4 Some people think the way a movie _____ puts together a movie is just as skillful as the work of the director.
5 The movie looked beautiful and was full of _____ of wonderful scenery, but the storyline and the _____ were terrible. I couldn't understand what was going on.
6 The Costa Rican TV show *Teleclub* is the world's longest running educational program. The first _____ was broadcast in 1963.
7 Having talked to the director about his ideas for the movie, the _____ felt enthusiastic and began thinking how he could get money to make it.
8 The accident was _____ on video by a member of the public using her phone.

e Discuss the questions.

1 What's a TV series that you've enjoyed recently? What's it about?
2 What kinds of things do you think shouldn't be broadcast live on TV?
3 What do you think is more important in a movie – a good script or great shots? Why?
4 Which job do you think would be the most interesting: producer, director, or editor? Why?

PRONUNCIATION Sound and spelling: *o*

a How many different pronunciations of the letter *o* are in the words below?

c**o**nfirm br**o**adcast epis**o**de t**o**gether c**o**mpany

b Which of the symbols and examples match the sounds in **a**?

Sound 1 /ɔ/	Sound 2 /u/	Sound 3 /ə/	Sound 4 /ʌ/	Sound 5 /aʊ/	Sound 6 /oʊ/
b**o**ught	f**oo**d	c**o**nfess	m**o**ther	n**o**w	r**o**ad

c 07.07 Match the pronunciation of *o* in these words to the correct sound in **b**.

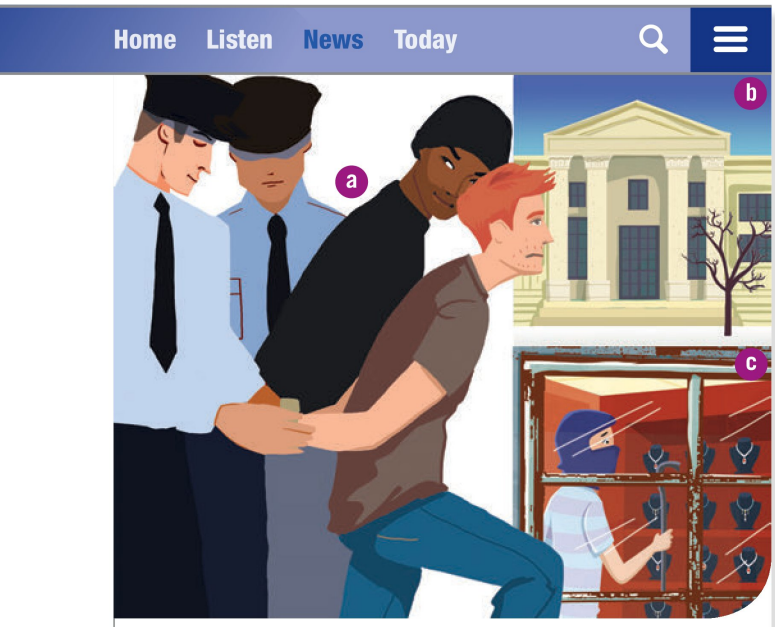
sh**o**w p**o**lice s**o**ught y**o**ung c**o**mmit
ch**o**se thr**o**w n**o**thing afterth**o**ught

d Write two sentences. In each sentence try to use two *o* words that have a different sound. Read your sentences to each other.

e Now go back to p. 84.

8B Crime

a Read the two news reports. Match the pictures to the underlined words and phrases.



Thieves [1]broke into a jewelry store and stole $5,000 worth of jewelery and watches. However, they were seen on CCTV, and [2]two suspects were arrested yesterday. They will appear in [3]court on Wednesday.



The [4]trial of Renata Rivers, who [5]was accused of theft, is finally over. It continued for over three weeks, and around 15 [6]witnesses were called to give evidence. Yesterday the [7]jury gave a verdict of guilty. The [8]judge sentenced Ms. Rivers to five years in prison.

b 08.07 Choose the correct words to complete the conversation. Then listen and check.

A Did you hear about the [1]*court / trial* of that company director?
B Oh, you mean the one who was [2]*accused / arrested* of bribery. I knew he'd been [3]*arrested / sentenced*. What happened?
A It was incredible. He appeared in [4]*trial / court* yesterday, and five [5]*suspects / witnesses* all gave [6]*evidence / verdicts*. They all said he had asked them for bribes.
B Wow. So, what was the [7]*verdict / trial*? Was he found [8]*accused / guilty*?
A No, the [9]*jury / witnesses* said he was not guilty.
B Hmm. What did the [10]*judge / jury* say?
A Nothing. She didn't [11]*arrest / sentence* him. She let him go free.
B Hmm. That's a little strange, isn't it?

c Think of a famous court case from your country or from a movie you've seen. Take notes on what happened. Think about:

- the crime and when it happened
- any suspects who were accused and/or arrested
- the trial and the witnesses who gave evidence
- the jury's verdict
- the judge's sentence.

d Discuss the court cases. Which one is the most interesting?

PRONUNCIATION Sound and spelling: *l*

a 08.08 Listen to the words. Is the letter *l* pronounced in all of them?

stole	talk
will	trial

b 08.09 Underline the word in each group where *l* is not pronounced.

1	called	could	cold
2	milk	incredible	walk
3	should	guilty	told
4	film	gold	half

c Practice saying all the words in **a** and **b** with and without the /l/ sound.

d Now go back to p. 97.

9A Health

a Match the texts to the pictures.

1 "Last night I **bumped** my head against the kitchen cupboard door so hard that I collapsed on the ground and **lost consciousness**. I didn't cut myself badly, so I won't have a **scar**, but this morning there's a large **bruise** on my forehead."

2 "A few months ago I woke up feeling very ill. My face was very **pale** and my head was **aching**. I also felt really **dizzy**. I went to the doctor and he said it was probably just an **infection**, so I stayed at home until I felt better."



b Match the words in **bold** in the texts to the definitions 1–8.

1 a temporary dark mark on your skin
2 to hurt part of your body by hitting it against something hard
3 when your face has less color than normal because you are ill
4 when you feel the world is spinning around
5 a more formal way of saying "pass out"
6 to have a continuous pain in a part of your body
7 a disease in a part of your body that is caused by bacteria or a virus
8 a permanent mark on the skin after you cut yourself

c Complete the sentences using the correct form of the words in **a**.

1 When I sit at my desk behind my computer all day, my back often starts to _____.
2 I almost _____ _____, so he poured cold water on my face to keep me awake.
3 I hardly slept last night, so now I feel exhausted and my face is _____.
4 I have a small car and I often _____ my head when I get in.
5 The _____ on my stomach is from an operation I had when I was a child.
6 He fell down and hit his leg on a chair yesterday. Now he has a big _____ on his knee.
7 My throat is very sore today. I probably have an _____.
8 I always eat breakfast because if I don't, I usually start to feel _____ with hunger at about 11 o'clock.

d Choose five of the words in **a** and **b** and tell a partner something that happened to you or someone you know, using the words. Ask and answer questions.

I had an infection last month after I had a cold. I missed work for a week.

PRONUNCIATION Sound and spelling: *ui*

a 09.01 Put the words in pairs of the same vowel sound. Listen and check.

br**ui**se	q**ui**et
w**i**re	g**ui**tar
d**i**zzy	sh**oe**s

b 09.02 What sound does *ui* have? Put the words in the correct box.

fr**ui**t	req**ui**re
inq**ui**re	g**ui**lt
s**ui**t	n**ui**sance
b**ui**ld	circ**ui**t
bisc**ui**t	acq**ui**re

Sound 1 /ɪ/	Sound 2 /u/	Sound 3 /waɪ/
guitar	bruise	quiet

c Write three sentences. Each sentence should contain a *ui* word with a different sound. Read your sentences to other students. Check each other's pronunciation.

d Now go back to p. 106.

10A Adjectives with prefixes

a Read about William and his change of lifestyle. What part of his life does he change?

William was working as a **legal** adviser. He was an **experienced** and **responsible** employee with **regular** working hours. But he was bored. He was not a **patient** man, either, and wanted to change his life before it was too late. So he handed in his notice and explained in a **formal** and **polite** manner that he was not **satisfied** with his situation.
He then started working for himself as a gardener and discovered that it was even better than **expected**. He enjoyed working outdoors, he loved seeing all the wildlife around him, and he felt like a very **fortunate** man. He was happy that he had been **honest** with himself and followed his heart.



b Look at the adjectives in **bold** in the text. Add the opposite of the adjectives in the correct place in the chart. Use a dictionary to help you.

un-	in-	im-
ir-	**il-**	**dis-**

c Look again at the adjectives in the blog on p.118. Add them to the correct places.

d Complete these rules:

We use *im-* instead of *in-* before adjectives beginning with the letter _____.
We use *il-* instead of *in-* before adjectives beginning with the letter _____.
We use *ir-* instead of *in-* before adjectives beginning with the letter _____.

e Use adjectives in the chart to complete the sentences.

1 Karen left top-secret documents in her car with the window open. It was very _____.
2 I inherited my grandmother's jewelry when she died. I had no idea she wanted me to have it, so it was completely _____.
3 Be careful of Alex. He may try to cheat you! He's pretty _____.
4 My sister always reads the last chapter first because she wants to find out what happens in the end. She's so _____.
5 I stayed in a hotel with terrible service. My friend recommended it to me, but I was very _____.

f Choose two of these questions and discuss them with a partner.

1 Do you ever get impatient? When?
2 What is the most unbelievable piece of news you've heard recently?
3 What's the most unexpected thing that's ever happened to you?

PRONUNCIATION Word stress

a 10.04 How many syllables do these words have? Put them in the correct place in the chart. Listen and check.

impatient
unfortunate
dishonest
irresponsible
illegal
irregular
inexperienced
dissatisfied

3 syllables	4 syllables	5 syllables

b 10.04 Listen again and mark the main stress in each word. Which two words also have a secondary stress?

c Where is the stress in all the 3- and 4-syllable words? What's different about the 5-syllable words?

d Choose three words with a different number of syllables. Say the word in a sentence to your partner. Check that your partner's stress is correct.

e Now go back to p. 118.

Phonemic symbols

Vowel sounds

/ə/	/æ/	/ʊ/	/ɑ/	/ɜ/	/u/	/ɔ/
teach**er**	m**a**n	p**u**t	g**o**t	sh**ir**t	wh**o**	w**al**k
/ɪ/	/i/	/e/	/ʌ/			
ch**i**p	happ**y**	m**e**n	b**u**t			

Diphthongs (two vowel sounds)

/eə/	/ɪə/	/ɔɪ/	/ɑɪ/	/eɪ/	/oʊ/	/ɑʊ/
h**air**	n**ear**	b**oy**	f**i**ne	l**a**te	c**oa**t	n**ow**

Consonants

/p/	/b/	/f/	/v/	/t/	/d/	/k/	/g/	/θ/	/ð/	/ʧ/	/ʤ/
pill	**b**ook	**f**ace	**v**an	**t**ime	**d**og	**c**old	**g**o	**th**irty	**th**ey	**ch**oose	**j**eans
/s/	/z/	/ʃ/	/ʒ/	/m/	/n/	/ŋ/	/h/	/l/	/r/	/w/	/j/
say	**z**ero	**sh**oe	u**s**ually	**m**e	**n**ow	si**ng**	**h**ot	**l**ate	**r**ed	**w**ent	**y**es

Irregular verbs

Infinitive	Simple past	Past participle
be	was / were	been
become	became	become
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
deal	dealt	dealt
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
find	found	found
fly	flew	flown
forget	forgot	forgotten
get	got	gotten
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
keep	kept	kept
know	knew	known
lead	led	led

Infinitive	Simple past	Past participle
learn	learned	learned
leave	left	left
lend	lent	lent
let	let	let
lose	lost	lost
make	made	made
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
run	ran	run
sink	sank	sunk
say	said	said
see	saw	seen
sell	sold	sold
set	set	set
sing	sang	sung
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
steal	stole	stolen
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

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Key:
U = Unit, C = Communication, V = Vocabulary.

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